

义务教育教科书

(五·四学制)

英语

教学参考资料



六年级
下册

上海教育出版社

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前　言

教师是确保英语课程有效实施的关键要素。教学参考资料是教师使用教材的重要辅助和参考，承载着教师专业发展和学科育人的重任。本书为《义务教育教科书（五·四学制）英语》学生用书的配套教学参考资料（以下简称“教学参考资料”），依据教育部颁布的《义务教育英语课程标准（2022年版）》对课程实施和教师培训的建议编写，旨在服务教师课堂教学和专业发展。编写组借鉴了外语教育教学理论研究和教材研究的最新成果，基于多轮一线教师试教试用的反馈，结合上海市初中英语教育教学现状，在广泛征求一线教师需求和意见的基础上，确定了教学参考资料的目标定位、编写原则和体例框架。

一、教学参考资料的编制目标和原则

教学参考资料遵循“基于标准、理论驱动、有效支撑”的编写思路，以助力教师“明确目标、理解课程、优化实践、提升素养”为总体编制目标，帮助教师准确把握教材设计理念和内容，熟悉教材编排特点，接触并更新教师的语言观、学习观、文化观、教育观等，促进教师改进已有教学方法，进一步将理念转变为切实有效的教学实践，发挥教学参考资料教学相长的功能，从而全面促成学生核心素养的形成与发展。

教学参考资料编写遵循以下原则：

1. 全面落实党和国家对教材建设的要求，为新课程、新教材落地搭建脚手架；
2. 立足教学实际，传承课改教研经验，引导教师开展课堂教学；
3. 对学生用书进行解读、延伸与拓展，发挥学生用书资源包的作用；
4. 以先进的外语教学理念为指导，提升教师学科理念和素养。

二、学生用书的编写理念和特色

《义务教育教科书（五·四学制）英语》学生用书以实现“培根铸魂、启智增慧”的课程育人目标为总体编制目标，力求体现“国家标准、国际水平、上海特色”。学生用书的编写严格对照课程标准，借鉴二语习得、语言教学、课程设计、心理语言学、认知语言学、教育学、语料库研究等领域的最新理论研究成果，有机融入以学生为中心的课程设计、任务型教学、项目化学习、内容语言融合教学、电子媒介语言教学等理念。

学生用书以主题为主线，倡导基于主题的大单元整体教学，以单元育人目标、主题意义和核心问题为统领教学内容和教学活动的纽带，使学生在完成单元学习后，能够运用所学语言阐释并表达对单元主题的认知、态度和价值判断，生成结构化、可迁移的主题价值观。

在板块设计方面，学生用书力求体现新课标理念，根据学生的认知特点和学习规律，将任务链、情境场景与单元主题下的子话题合理嵌套，确保将主题、语篇、语言知识、文化知识、语言技能和学习策略课程内容六要素有机融入不同板块中。

在学习活动设计方面，学生用书注重加强真实情境创设和问题设计，鼓励和引导学生在真实复杂的情境中利用所学知识解决实际问题，在学科知识和真实生活之间建立连接，将事实、经验、知识和技能联结为整体，开展自主、合作、探究式学习，引导学习方式和教学方式变革。

同时，活动设计强调科学性、关联性、指导性和逻辑性。学生用书通过循序渐进的学习活动，形成任务链，注重为学生提供学习方法的指导，培养学生良好的学习习惯和有效的学习策略，帮助学生举一反三、触类旁通，在语言运用中发展核心素养，同时为学生自主学习、终身学习奠定基础，也为教师自主选择、因材施教、改进教学实践提供空间。

三、学生用书的内容构成和编排方式

学生用书供五·四学制初中学段使用,包含四个年级共八册,每册包含六个(九年级下册为四个)常规单元。六年级上册和七年级上册分别包含一个衔接单元(Starter),帮助学生做好五、六年级以及课程内容级别二、三级水平之间的衔接过渡。

每册包含两个特色拓展单元板块:文化角(Culture corner)和文学角(Literature corner)。

其中,文化角包含两个特色单元:中国文化单元(Exploring China)和世界文化单元(Exploring the world)。中国文化单元聚焦本土文化,以“加深理解与认同,中华文化我来说”为编写理念,帮助学生提升对中华优秀传统文化的理解,提高其用英语介绍中国文化的能力,坚定文化自信;世界文化单元以世界七大洲文化为主线,涵盖目的语文化和其他世界文化,以“文化万花筒,对比与沟通”为编写理念,突出中国文化与世界文化的相通共融。文化角力求以丰富的材料反映“世界眼中的中国”与“中国眼中的世界”,体现文化的传承、融通与发展。

文学角单元包括三个板块:名著节选(A chapter to start with)、戏剧选段(A scene to act out)和诗歌品读(A poem to savour)。文学角从世界儿童文学名著中节选经典章节、经典对白,从广受青少年儿童喜爱的诗歌作品中选取与分册单元主题相关的篇目,供学生品读,鼓励学生课后开展整本书阅读、拓展阅读、课本剧表演和诗歌诵读,帮助学生感知英语文学语言的魅力。

附录部分包括课文注释(Notes)、语音附录(Sound/Pronunciation file)、词汇学习辅助(Word study support)、口语表达辅助(My learning notes support)、语法附录(Grammar file)、单元词汇表(Words and expressions in each unit)¹、字母序词汇表(Words and expressions in alphabetical order)、专有名词和术语表(Proper nouns and glossary)、数词(Numbers)、月份和星期(Months and days)等专项词表、不规则动词表(Irregular verbs)等,为学生提供丰富的学习辅助资源。

以六年级上册学生用书的结构为例:

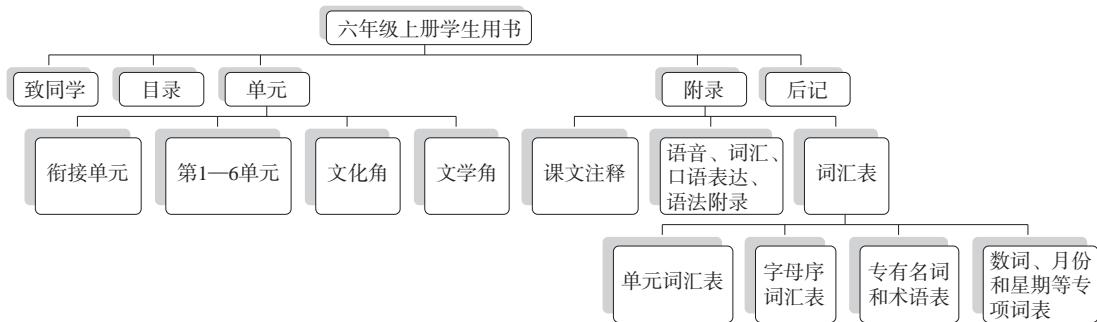


图1 六年级上册学生用书教材结构图

学生用书采用主题单元的编排方式,每个分册的单元主题推进按照从具体到抽象、从简单到深刻的顺序逐步深入,循环上升。

每个常规单元以大问题为引领,设置五大板块,各板块按照子话题推进,前四个子话

¹ 词汇表中的音标参照《牛津高阶英汉双解词典(第9版)》,使用国际音标(International Phonetic Alphabet)标注。

题分别对应视听、口语、阅读、写作的语言技能，最后一个子话题对应单元的综合实践项目探究，随着话题逐步深入，帮助学生构建对单元主题更深层的认识和理解。

每个板块中的活动以任务链的形式逐个推进，最后以板块任务自测活动作为结尾。

四、学生用书的单元板块结构和设计思路

学生用书单元从单元主题下的大问题出发，通过封面主题图创设主题语境，导入话题。用单元学习任务清单明晰本单元的学习任务，并依次按板块推进展开。四个子任务分别承载视听、口语、阅读、写作的技能训练，通过多模态语篇输入、分层活动设计、语言知识和技能的策略指导、跨学科及跨文化相关内容呈现，有机整合单元学习目标，并帮助学生循序渐进地探究主题意义；通过过程性评价活动，检验阶段性学习成效。最后的单元大任务以项目探究的形式展开，鼓励学生开展围绕单元主题、回应单元大问题、跨学科/跨文化融合的自主、合作、探究式学习，践行“教—学—评”一体化的理念，有效帮助学生提升核心素养。

学生用书每单元安排以下固定板块：单元大问题、任务清单、单元导入、视听理解、口语表达、阅读理解、语法使用、写作表达、探索发现、项目探究。

同时安排灵活板块：胡博士课堂、词汇学习、学习笔记和任务自测。“灵活”主要指板块位置相对灵活，根据相关语言知识和技能训练内容出现。

学生用书的单元板块结构和设计思路如表1所示：

表1 学生用书单元板块结构和设计思路

板块位置	固定板块	设计思路
主题图页	单元大问题 Big Question	单元主题图页呈现有冲击力的主题相关图片，从指向单元育人目标和主题意义的单元大问题导入，以核心素养为导向，依据使用者体验为中心的理念，用学习任务清单的形式呈现单元活动任务链，将单元学习目标隐性嵌入，有机融合核心素养的四个方面，同时帮助学生实践元认知策略，明确英语学习目标、制订学习计划。其呈现形式有助于加强该板块的真实性和实用性，也体现以学生为中心的编写理念。
	任务清单 To-do list	
	单元导入 Getting started	单元导入注重联系学生生活体验和已有知识，导入单元话题和大任务情境，引发学生思考，激发学习兴趣。该板块以丰富的形式呈现单元导入活动，聚焦学生的学习起点，旨在帮助学生为后续学习做好语言、知识、思维、情感等多方面的准备和铺垫。
A	视听理解 Viewing and listening	本板块注重真实情境的创设、多模态语言的输入以及新旧知识的关联，兼顾学生的认知特点。先通过以旧带新的方式，用多模态语料输入单元目标词汇、构建板块情境，再通过类型丰富的(视)听文本和层层递进的(视)听活动，对学生进行(视)听策略指导，帮助学生学习相关语言知识(以语音知识、词汇知识为重点)，实践语言技能(以听、视技能为重点)，激活高阶思维。

(续表)

板块位置	固定板块	设计思路
A	视听理解 Viewing and listening	本板块的听力活动设计强调策略指导和支架搭建,通过多模态文本的语言和内容示例,结合教师为学生作出的示范和策略指导,确保学生可以通过完成板块学习任务而一步达成本板块的学习目标。
B	口语表达 Speaking	本板块从真实情境创设入手,通过多模态文本和口语对话示范文本输入,为开展板块任务做好相关子话题的语言和技能策略准备。通过视听理解、策略指导、延续对话和角色扮演等在学习理解、应用实践、迁移创新层面层层递进的学习活动,帮助学生学习语言知识(如词汇和语用知识)、训练口语表达技能、激活高阶思维,并适时关注青少年综合生活技能。同时借助学习笔记(<i>My learning notes</i>)的语言表达提示,为学生搭建语言输出的脚手架,完成真实的口语交际任务。
C	阅读理解 Reading	本板块从真实的情境创设入手,通过读前准备活动(关注文本类型、语篇特征、背景知识、内容预测等)、多模态文本阅读、读后第一反应、整体理解、细节理解、高阶阅读理解等在学习理解、应用实践、迁移创新层面层层递进的学习任务,以及词汇聚焦(<i>Vocabulary focus</i>)活动,将语言知识教学、文化意识培养与高阶思维训练充分融合,帮助学生学习语言知识(如语篇、语法、词汇等知识)和文化知识、实践阅读理解技能、激活高阶思维、开展跨文化对比思考等。
/	语法使用 Grammar in use	本板块采用“发现—归纳—运用”的路径设计,体现语法知识是“形式—意义—使用”的统一体。帮助学生基于单元学习,注意、发现语言现象,从语言现象中归纳、提炼语法规则,深化对语法点形式、意义和用法的理解,在情境中运用和实践所学语法知识,从而建构系统的语法知识体系。本板块四个活动的重点分别是注意发现、归纳总结、初级运用、综合实践。语言运用任务突出层次性、交际性和趣味性,鼓励学生在使用中学会语法。 教师通过让学生查阅“语法附录”(<i>Grammar file</i>),参考针对该语法项目更全面的规则解释和例证,帮助学生自主学习和知识拓展。
D	写作表达 Writing	本板块结合学生生活体验,创设真实情境,说写融合,辅以策略指导、范文支架,以任务驱动的方式实践输出,体现以读促写、过程性写作的编写理念。五个活动的定

(续表)

板块位置	固定板块	设计思路
D	写作表达 Writing	位分别是写前思考、写前准备、写前构思、写作、写后检查。本板块用简明的步骤指示关键词，帮助学生带着任务学习范文，准备内容，布局结构，记录要点，落笔成句、成段、成篇章，最后再检查改进，一步步完成写作任务，从而初步检验单元整体语言学习成果。
/	探索发现 Discovery	本板块是对单元主题的延伸和拓展，以图文结合的百科全书形式呈现介绍类阅读短文，融文化知识学习和跨学科学习于一体，旨在加深学生跨文化、跨学科、跨学习场景的学习体验，重点帮助学生用英语获取更多知识，思考和探索更多主题相关话题。 跨文化学习内容主要为学生提供更多的语言和文化信息输入，帮助学生进行简单的文化对比，尊重差异，坚定文化自信，增强文化理解力、跨文化交际能力和文化意识。 跨学科学习内容主要为学生补充与单元主题相关的跨学科知识，拓宽学生视野，增强学生跨学科理解、学习能力和学科素养，激活学科之间的关联，打通学科壁垒，体现全人教育理念。 学生用书中的活动仅作为学生读后思考、讨论的引导。建议教师根据学情合理设计学习活动。
E	项目探究 Project	本板块以跨文化、跨学科的项目探究形式呈现单元大任务，呼应单元大问题。通过创设情境，以真实任务驱动，鼓励学生运用本单元所学和跨学科知识完成综合实践活动，体现自主、合作、探究式学习理念。鼓励打通课内外英语学习，打通学科逻辑和生活逻辑，让学生在学中做、做中学，学用结合、学以致用。通过项目探究，深化学生对单元大问题和主题意义的思考和认识，进一步推进单元整体学习任务的达成，体现“教—学—评”一体化的理念。 本板块提供项目实施的步骤指导和样例示范，鼓励学生进行成果展示分享，通过同伴学习和交流，达到互评互促的目的，体现单元育人目标。
板块位置	灵活板块	设计思路
A/B/C/D	胡博士课堂 Dr Hu	本板块用生动的卡通形象模拟教师教学，在单元里适时出现，以特色小栏目的方式呈现单元各板块的语言知识，包括语音 (Sound/Pronunciation) 、语篇类型 (Text type) 和青少年技能 (TEEN skill)，寓教于乐，让同学们乐学、善学。体现以使用者为中心、以人为本的编写理念。

板块位置	灵活板块	设计思路
A/B/C	词汇学习 Word study	按照“接收—验证—实践—产出运用”的路径设计，显性、系统呈现词汇知识和词汇学习策略。通过词汇语义网(Word group)、常见搭配(Word partner)、构词法(Word building)、词汇意义(Word meaning)、结合语境学词汇(Words in context)等小栏目和形式多样的词汇活动帮助学生培养有效的词汇学习策略，构建主题词汇关联，提升词汇学习的兴趣，改善方法和提高效率。
B/D	学习笔记 My learning notes	本板块以笔记的形式呈现，提供完成相关任务的部分常用语言表达支架，帮助学生形成整理、归纳学习要点的习惯，提示学生发现语言的规律、建构适合自己的知识体系。本板块采用半开放式，给学生提供语言示范和部分留白，鼓励学生自主学习和教师分层教学，体现以学习者为中心的编写理念。
A/B/C/ D/E	任务自测 Update my to-do list	本板块呼应单元任务清单，在每一项子任务结尾出现，过程性检测学生的学习成效，对接隐性的板块学习目标，并将单元学习内容和学业质量标准有机融合，综合体现单元教学重点，体现过程性评价、“教—学—评”一体化的编写理念。

五、学生用书单元内容课时分配建议

建议教师根据学情，合理安排教学。以下是学生用书各单元内容课时分配建议：

1. 常规单元(建议课时：7—10课时)：

- (1) 导入、视听(Getting started + Viewing and listening) : 1—1.5 课时
- (2) 口语(Speaking) : 1—1.5 课时
- (3) 阅读、语法(Reading + Grammar in use) : 2—3 课时
- (4) 写作(Writing) : 1 课时
- (5) 探索发现(Discovery) : 1 课时
- (6) 项目探究(Project) : 1—2 课时

项目探究板块的课时安排说明如下：

该板块可根据实际情况灵活安排，如：布置任务、示范指导和课内实践操作可安排0.5—1课时；学生成果展示可安排1课时。

起始单元建议用0.5—1课时安排布置任务，通过教师指导和案例示范，帮助学生理解任务目标、流程、分工、时间安排、内容及要求，并组织学生开展小组活动；建议另外安排1课时用于学生成果展示。

当学生熟悉项目探究板块的学习要求之后，后续单元可根据学情和项目要求灵活安排，如：用10分钟左右时间布置任务、协调分工。

在学生课外分工合作完成探究任务后，可安排 1 课时用于学生成果展示。如学校使用课外学习交流平台，可将学生成果展示和分享在课外学习交流平台，安排同伴互学、互评。建议用 0.5—1 课时做学生作品交流、评价汇总或教师点评，确保评价的落实。

2. 文化角单元(可根据实际情况选择使用)：

- (1) 学生课前自学两个文化角单元，分别用 1 课时交流学习体会；
- (2) 分别用 2 课时教学两个文化角单元：第一印象 (First impressions) 和文化亮点 (Highlights) 用 1 课时教学；文化沟通 (Bridging cultures) 用 1 课时教学；
- (3) 增加课时适当拓展。

3. 文学角单元(可根据实际情况灵活安排)：

- (1) 名著节选 (A chapter to start with)：1 课时

教师可通过趣味导读、作者及作品介绍、相关影视动画作品关联、节选略读等方式，激发学生对作品的阅读兴趣，指导学生制订阅读计划、使用阅读记录单。

- (2) 戏剧选段 (A scene to act out)：1—2 课时

教师可介绍课本剧的相关背景(作者及作品信息、节选片段情节背景、剧中角色和人物关系等)，帮助学生分组、确定角色，给学生时间熟悉台词并排练，课上表演或课后录制表演视频用于展示。鼓励学有余力的学生阅读整部作品，或选择其他感兴趣的片段排演。

- (3) 诗歌品读 (A poem to savour)：1 课时

教师可通过形式丰富的活动帮助学生学习诗歌，品味其意境及特色，鼓励学有余力的学生模仿诗歌风格，选择话题，仿拟或创作自己的诗歌。

六、教学参考资料的编排方式、设计思路和使用建议

教学参考资料共八册，与学生用书分册逐一对应，每册教学参考资料包含前言、目录、正文以及练习部分听力文本和参考答案。正文部分包括学生用书中的衔接单元、常规单元、文化角和文学角单元相应的教学参考资料内容。

单元内设有单元一览(单元内容结构图、单元目标、单元内容概览)和单元主体板块(单元主题图页、A 板块、B 板块、C 板块、Grammar in use 板块、D 板块、Discovery 板块、E 板块)对应的教学参考资料部分，其中单元主体部分的内容与学生用书页面对照呈现，方便教师备课。

教学参考资料常规单元的板块结构和设计思路如表 2 所示：

表 2 常规单元的板块结构和设计思路

板块	子板块	设计思路
单元一览 Unit overview	单元内容 结构图	用层次图将单元内各板块主要内容和任务关联起来，从大问题 (Big Question) 出发，子话题和子任务层层关联推进，链接探索发现和单元项目探究任务，最终指向单元育人目标。
	单元目标	呈现单元教学目标，将单元教学的主要语言知识、语言技能、文化知识、育人目标分项列出，并在各项目标中融合呈现单元语篇和学习策略重点，体现核心素养目标四个方面的相互渗透、融合互动、协同发展。

(续表)

板块	子板块	设计思路
单元一览 Unit overview	单元目标	目标设定遵循 SMART 设计原则,用“能做什么”的表述方式,为教师提供具体的(specific)、可检测的(measurable)、可达成的(attainable)、现实的 / 相关的(realistic/relevant)和单位时间内可以完成的(time-based)单元目标参考。
	单元内容概览	用表格的形式,将本单元课程内容六要素一一列出。
单元主题图页 Cover page	单元大问题	说明单元大问题的含义以及与单元主题的关联。
	任务清单	说明单元任务清单中包含的学习任务和内容。
	单元主题图	结合单元导入(Getting started)的任务选编;如任务涉及看图,则在此处阐释单元主题图的要点。
	单元导入	说明可采用什么方式组织单元导入教学活动。
	参考答案	提供学生用书活动参考答案。
A、B、C、D 板块 Section A/B/C/D	子话题说明	说明子话题是什么、与单元主题的关系、子话题的教学内容和目的。
	语篇说明	说明语篇类型、出处、文体特征、语言特点、交际情境和功能目的等。
	策略说明	配合 A/C 板块的策略标签和 B/D 板块青少年技能(TEEN skill)栏目中的说和写的策略要点,说明视、听、口语交际、阅读、写作等技能策略的要点,给出教学建议。
	语用功能说明 (B 板块)	说明口语板块的语用功能在日常交际中如何运用。
	教学要点	说明学生用书中各项活动的设计意图和教学重点,适当补充教师可参考的教学指令。
	教学建议	针对不同学情,给出教师实施教学的更多可供选择的方案。
	补充资料	为学生提供更多的语言表达支架。
	语言注释	选择文本中学生易错、教师易忽视的语言点加以注释和说明。
	背景知识	提供学生用书未能展开的背景知识(尤其是文化背景)。

(续表)

板块	子板块	设计思路
A、B、C、D 板块 Section A/B/C/D	视听 / 听力文本 (A板块)	提供视听 / 听力文本。
	评价建议 (B、D 板块)	根据单元教学目标列出评价要点, 供教师参考, 以便在课堂上对学生口语表达 / 写作表达任务的完成情况开展评价。
	参考答案	提供学生用书活动参考答案。
语法 Grammar in use	板块内容 说明	说明本板块的教学重点。
	教学要点	说明学生用书中各项活动的设计意图和教学重点, 适当补充教师可参考的教学指令。
	教学建议	针对不同学情, 给出教师实施教学的更多可供选择的方案。
	补充资料	提供更多的用法示例。
	评价建议	学生用书中的语法板块没有设置 Update my to-do list 这一评价环节, 因此为教师提供评价建议, 体现“教—学—评”一体化的理念。
	参考答案	提供学生用书活动参考答案。
探索发现 Discovery	板块内容 说明	说明本板块的教学重点。
	语篇说明	说明语篇类型、文化背景信息要点等。
	更多信息	为学生用书中的语篇补充文化背景信息, 便于教师针对性地设计拓展问题和课堂活动, 引导学生展开融语言、文化、思维于一体的学习活动。
	教学建议	针对不同学情, 给出教师实施教学的更多可供选择的方案。
	补充资料	提供更多的参考文本。
E 板块 Section E	子话题 说明	说明子话题是什么、与单元主题的关系、子话题的教学内容和目的。
	教学要点	说明项目探究活动的设计意图和教学重点。
	更多资源	提供更多的技术工具或资源获取途径。

(续表)

板块	子板块	设计思路
E 板块 Section E	补充资料	提供更多的参考文本。
	评价建议	根据单元学习目标和项目成果目标列出评价要点，供教师参考，以便在课堂上对学生的项目完成情况开展评价。教师可根据教学目标灵活调整评价维度（如增加合作等维度）。

衔接单元主要包括：单元一览、课时安排建议、子话题说明、语篇说明、教学要点、教学建议、补充资料和参考答案等内容。

文化角单元主要包括：单元一览、板块内容说明、语篇说明、教学要点、教学建议、补充资料、语言注释、评价建议和参考答案等内容。

文学角单元为三篇选文，分别安排语篇说明、教学要点、教学建议、背景知识、补充资料和参考答案等内容。

七、学生用书、练习部分和教学参考资料配套数字资源

学生用书和练习部分分别配有音频资源，部分单元的视听板块在教学参考资料中配有视频资源，同时每单元均配有完整的教学课件。这些资源均以数字资源的形式配合教学参考资料供教师使用。

1. 音频资源

学生用书中配有音频资源的内容包括：Starter 单元的对话或介绍；常规单元中的单元导入、A 板块听力文本、Sound/Pronunciation 栏目文本、B 板块口语范文、C 板块阅读文本、Discovery 板块文本；文化角单元和文学角单元语篇；附录的语音附录，单元词汇表，专有名词和术语表，数词、月份和星期等专项词表，不规则动词表。

2. 视频资源

为体现《义务教育英语课程标准(2022年版)》中对“语篇”形态的要求和对“视”这一技能训练的要求，部分单元的视听板块在教学参考资料中配备了视频资源（六年级上册：U3、U5；六年级下册：U4、U6；七年级上册：U3、U4；七年级下册：U4、U5；八年级上册：U1、U2、U4；八年级下册：U1、U6；九年级上册：U2、U5、U6；九年级下册：U3、U4），旨在丰富课堂视听活动的文本类型和模态，激发学生学习兴趣。

3. 教学课件

为减轻教师备课压力，让教师留出更多时间优化教学设计，因材施教，我们为本套教材制作了配套基础版教学课件，包括每个常规单元的视听、口语、阅读、语法、写作、探索发现、项目探究板块，衔接单元，文化角和文学角单元。课件中含音频和视频。建议教师根据学生情况，科学合理地使用或借鉴。

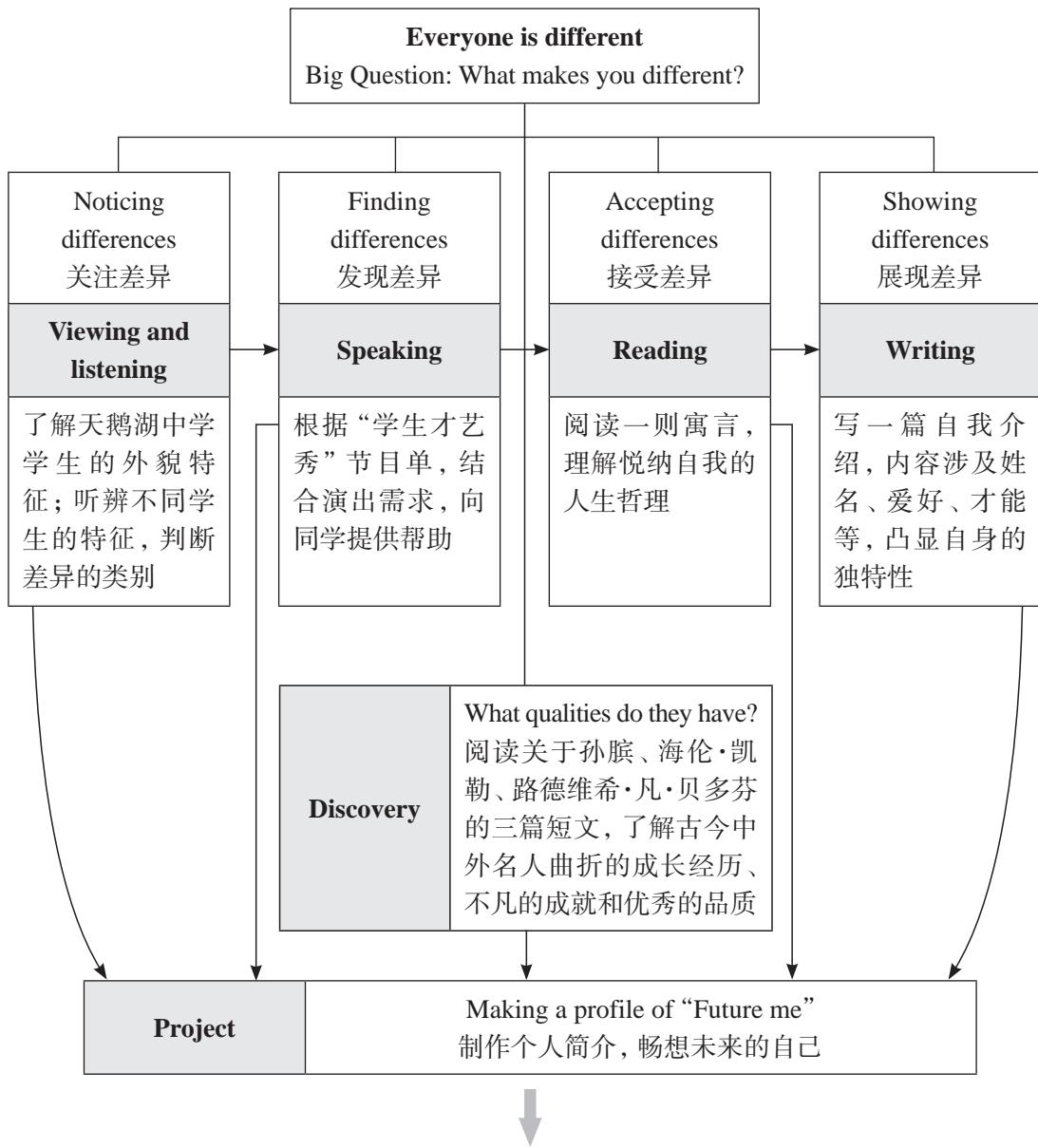
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Unit 1 Everyone is different

单元内容结构图 (Structure of the unit)



单元育人目标：通过了解个体之间的差异，深入了解自我，发现自己的特长；学会尊重个体的独特性，欣赏他人的优点，并悦纳自我，提升自我

单元目标 (Unit objectives)

- ▶ 语音: 能借助拼读规则, 识别字母 f 与字母组合 ph、gh 的发音规则, 准确拼读单词
- ▶ 词汇: 能掌握描述个人特点的相关词汇, 构建词汇语义网
- ▶ 语法: 能归纳 will 表示一般将来时态的语法规则(形式、意义和用法), 并在情境中使用
- ▶ 看: 能从不同角度观察人物的外貌特征, 感知差异
- ▶ 听: 能根据所听到的诗歌, 获取人物外貌特征的关键信息
- ▶ 说: 能掌握提供帮助的交际用语, 并就推荐同学参加才艺秀这一话题展开简单对话并表达感受
- ▶ 读: 能识别虚构类文章体裁, 明晰寓言故事的构成要素和文体特征, 理解故事寓意
- ▶ 写: 能了解自己的独特性, 并完成一篇包含自己姓名、爱好、才能等个人特点的自我介绍
- ▶ 文化: 能通过阅读三位名人的名言、经历和成就, 归纳他们的优秀品质
- ▶ 德育: 能理解尊重个体差异的重要性, 学会尊重个体的独特性, 悅纳自我和提升自我

单元内容概览 (Content overview)

主题	本单元聚焦“人与自我”主题下“做人与做事”主题群，围绕“自信乐观，悦纳自我，有同理心”以及“自我认识，自我管理，自我提升”子主题内容，通过大问题“What makes you different?”引导，帮助学生了解个体之间的差异，深入认识自我，学会尊重个体的独特性，欣赏他人的优点，引导学生悦纳自我，提升自我。		
语篇	视听	图片	来访学生的图片
		录音	介绍来访学生的诗歌
		录音	诗歌
	口语	节目单	才艺秀节目单
		对话	提供帮助
	阅读	寓言	孔雀与智慧古树
	写作	介绍类短文	自我介绍
语言知识	探索发现	介绍类短文	古今中外名人的优秀品质
	语音	字母 f、字母组合 ph 和 gh 在单词中的发音	
	词汇	词汇语义网；主题词汇	
	语法	will 表示将来时态	
	语篇	理解语篇类型；理解语篇的主题意义和主要内容	
文化知识	语用	提供帮助，表达个人感受	
	简单的英语优秀文学作品(寓言、人物故事等)及其蕴含的人生哲理或价值观		
语言技能 与 学习策略	视听	任务：听不同学生的外貌特征描述 策略：识别并获取关键词，记笔记	
	口语	任务：根据节目单，结合演出需求，向同学提供帮助 策略：提供帮助，表达个人感受	
	阅读	任务：读一则关于每种动物都有独特之处的寓言故事 策略：识别语篇类型(寓言)，读懂故事情节及寓意	
	写作	任务：写一篇自我介绍 策略：掌握自我介绍的文本特征	
	项目探究 (综合)	任务：制作“未来的我”个人简介	

单元主题图页 (Cover page)

单元大问题 (Big Question)

完成本单元的学习后，学生可以从外貌、爱好、才能等方面认识到个体之间的差异，尊重个体的独特性，学会欣赏他人的优点，并能够深入了解自我，畅想个人的未来发展。

单元主题图 (Theme photos)

本单元主题图主要呈现了 12 位不同学生的人物肖像。



The girl has long hair.
She wears a white
T-shirt and a blue jacket.

The boy has quite short
hair. He has small eyes.
He wears a T-shirt with
stripes.

The girl has long black
hair in a ponytail. She
wears a red scarf.

The boy has short curly
hair. He has dark skin.
He wears a T-shirt with a
round neck.

What makes you different?

2

The girl's hair is
parted in the middle.
She wears a uniform.

The boy has short black
hair. He wears braces
on his teeth. He wears a
white shirt.

任务清单 (To-do list)

任务清单中的五项任务分别对应视听、口语、阅读、写作和项目探究，学生完成后可以根据任务清单自行检测任务达成情况。本单元的任务清单内容包括：(1) 听一首描述同学们外貌特征的诗歌。(2) 谈论同学们的长处。(3) 读一则关于不同动物独特之处的寓言故事。(4) 撰写体现个人独特性的自我介绍。(5) 制作“未来的我”的简介。

The girl wears her hair in two plaits. She wears a colourful beanie.

The boy has short black hair. He has big eyes. He wears a T-shirt and a red scarf.

The girl has short straight hair with a fringe. She wears a white blouse and a red bow tie.

The boy has curly hair. He has brown/dark skin. He wears a black T-shirt.

To-do list

- 1 Listen to a poem about the ways people are different.
- 2 Talk about my classmates' strong points.
- 3 Read a fable about what makes each animal unique.
- 4 Write a self-introduction to show a unique self.
- 5 Make a profile of "Future me".

Getting started

Look at the pictures and list at least three different points between any two students.

3

单元导入 (Getting started)

教师基于单元主题图或其他学生的肖像照片，激活学生思维，引导他们围绕外貌、服饰等方面说出任意两位学生之间的差异。

参考答案

Getting started

(Answers may vary.)

The second student from the left has small eyes while the tenth student has big eyes.

The second student from the left has straight hair while the tenth student has curly hair.

The second student from the left has fair skin while the tenth student has dark skin.

Section A Noticing differences

>>Viewing and listening

子话题说明

视听板块围绕“关注差异”(Noticing differences)这一子话题展开,谈论不同学生外貌上的差异,涉及描述外貌的词汇以及服饰类名词。

A1

- 语篇说明:** 这是一幅来自新星中学姊妹校——天鹅湖中学访问学生的图片。图片中有5位外貌特征不同的学生,从左至右分别用1—5进行编号。
- “视”的策略:** 快速浏览(skim)图文,了解大意; 扫读(scan)图文,寻找具体信息,即人物外貌特征差异。
- 教学要点:** 教师要求学生观察图片中人物的外貌特征,运用方框中描述人物外貌特征的词汇,从不同角度(第一行词汇对应 Sizes and shapes [外形],第二行对应 Hair [发型与发色],第三行对应 Clothes [衣着])描述图片中人物的外貌特征;引导学生运用表示人物与事物之间所属关系的句型(如 He/She has ...)和描述人物特征的句型(如 He/She is ...),对图片中5位学生的外貌特征进行描述,为后续听力活动做好语言知识准备。
- 教学建议:** 如学生接受程度较好,教师可借助教材图片或班级中学生的外貌特征,给学生进一步补充教材中所提及的三个角度的词汇,如: well-built (Sizes and shapes), blonde (Hair), blouse (Clothes) 等,并让学生思考还可以从哪些角度描述人物外貌特征,如: Skin colours 等。也可用思维导图的形式帮助学生梳理、补充。

A Noticing differences ➤ ➤ Viewing and listening

Ms Chen is sharing with her class a picture of some visiting students from Swan Lake Middle School, a partner school of New Star in Auckland.

A1 Look and say. Look at the picture. You may use the words or phrases from the box to talk about the students.

- tall short big small thin slim fat
- curly/straight/short/long/dark/brown hair
- T-shirt trousers skirt jeans

They will come to our school next week. What do they look like?

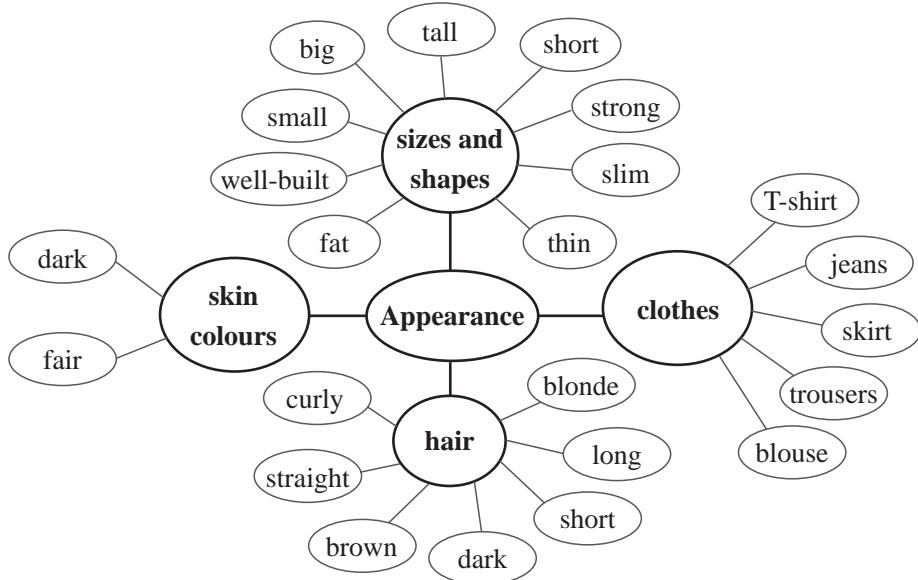
The girl in the blue skirt has long brown hair.

She's short and slim.

4



用 fat 来描述他人外貌可能会显得不礼貌,可以用 strong (粗壮结实的)来描述。



参考答案

A1

(Answers may vary.)

The boy in the blue jeans has blonde hair.

He's tall and thin.

The boy in the black T-shirt has short dark hair.

He's tall and strong.

The boy in the white trousers is carrying a basketball.

He's short.

The girl in the white T-shirt has short curly brown hair.

She's tall and slim.

背景知识

Partner school

Partner school is another school that cooperates with a particular school for various purposes such as exchanging ideas, sharing resources, or engaging in joint projects and activities. It is a cooperative relationship between two educational institutions aimed at enhancing learning experiences and fostering mutual support and growth in education.

Auckland

Auckland is a vibrant city located in New Zealand's North Island. It is known for its stunning natural beauty, with beautiful harbours, volcanic cones, and picturesque beaches. Auckland is also the largest city in New Zealand and is home to a diverse population, making it a multicultural hub.

A2, A3

- 语篇说明:** 学生会听到一首语言简洁、韵律优美的诗歌。诗歌描述了访问学生的外貌特征差异，其中先提到他们有身形和肤色两个方面的差异，然后再具体描述每位同学的外貌特征，并提及发色的差异。
- 听力策略:** 本单元的听力策略为听关键词 (Listening for key words)，为学生用书六年级上册第一单元听力策略的复现。学生需判断识别并重点关注与文本主题密切相关的核心关键词，即人物的身形、肤色和发色，不需理解每个单词便可掌握文本大意。
- 教学要点:** 教师借助 A2 进行听力策略的教学示范，要求学生在听第一遍前预测听力中可能出现的话题词汇，在听的过程中能抓住和这些选项有关的以及表达异同的关键词，了解访问学生在这些方面的异同。教师通过 A3 的听力活动，让学生再一次听录音，听前引导学生关注表格内的信息，预判所需填写内容的词性，听的过程中简单记录每位人物的关键信息，指导学生通过记笔记的方法和技巧记录关键词 (strong, slim, darker) 和短语 (short dark, long legs)，尽可能使用缩写或简写 (比如 strong 可以只写 str, darker 只写 dk-er, short dark 记为 sh+dk，即以关键的辅音为主)，而非完整的句子。学生听后整理笔记信息，完成表格中“Special points”一栏内的填空，然后比对前文中的图片人物，完成表格中“Picture number”中的人物信息配对。

听力文本

A2, A3

We're all different, out and in,

Unit 1

A2 Listen and think Ms Chen plays a poem about the coming students.
Listen to part of the poem and tick (✓) the difference(s) between them.

Listening for key words

sizes and shapes clothes
 skin colours hair colours

A3 Listen and take notes Listen again and complete the table.

Name	Special points	Picture number
Paul	small and ¹ _____	6 _____
Paula	taller than Paul with ² _____	7 _____
Kim	³ _____; fair; long brown hair	8 _____
Mika	bigger; ⁴ _____ than Kim; ⁵ _____ hair	9 _____
Finn	taller than Mika	10 _____

Sound Letters “f”, “ph” and “gh”

→ Read aloud.
Look at the photos on the phone.
Here are a few of my favourite ones:
Philip is fixing the music box;
Sophia is making paper cuts;
Eiona is drawing butterflies;
All of us are laughing and having fun.



Update my to-do list

Listen to the rest of the poem. Write down the special points of Shirley, Claire and Trevor.

5



这是一首以照片中的人物特点为主题的小诗，旨在帮助学生掌握字母 f 和字母组合 ph/gh 在单词中的常见发音 (/f/)。教师在教学中可引导学生一边打节拍，一边诵读，加强诵读的节奏感。

- 教学建议:** 如学生需要更多帮助，教师可以给出听力文本中 5 个人物的名字，让学生提前熟悉 5 个人物的外貌特征。让学生在听录音之前，基于图片描述每个人物的外貌，并根据 A3 中已经提供的信息缩小范围。在听录音的过程中，学生再将关键词与人物进行圈画、连线并配对。如学生接受程度较好，则可以让学生尝试在听录音后根据表格进行复述。

Sizes and shapes and colours of skin.
Paul is small but also strong.
Paula is taller; her legs are long.
Kim is slim, but not too thin.
Mika is bigger, but shorter than Finn.
Kim's fair, and has long brown hair.
Mika's darker with short dark hair.
We're all different, no need to compare.

参考答案

A2

- sizes and shapes
- skin colours
- hair colours

A3

- 1 strong 2 long legs 3 slim 4 darker 5 short dark
6 ④ 7 ⑤ 8 ① 9 ③ 10 ②

语言注释

- **fair** *adj.* (of skin) pale, or (of hair) pale yellow or gold (皮肤)白皙的; (头发)浅黄的, 金色的
*e.g. She has long **fair** hair.*

Update my to-do list

- **教学要点:** 教师播放录音(即A2、A3中诗歌的后半段), 要求学生写下关于Shirley、Claire和Trevor的个人特点, 引导学生运用课堂中所学的听关键词的策略, 记录人物有关头发、肤色等方面关键词, 并根据记录关键词的有效性来评价自己的学习成效。同时引导学生关注诗歌所传递的核心思想:“Let's enjoy our differences as we grow.”。

听力文本

Update my to-do list

Shirley looks different from her twin sister Claire.
She has got curly black hair.
Shirley's skin is dark and Claire's is fair.
They don't look the same, but they don't care.

Twins so different are very rare,
But together they make a lovely pair.
Trevor is clever, but his head is in the air.
He cannot remember clearly who, what, when and where.

Let's enjoy our differences as we grow,
Big or small, fast or slow.

You're not me, and I'm not you.
I don't look the way you do.
What makes me "me"
And what makes you "you"
Are what makes us special, too.

参考答案

Update my to-do list

(Answers may vary.)

Shirley has dark skin and Claire has fair skin. Trevor is clever but forgetful.
Shirley has curly black hair.

Section B Finding differences

>>Speaking

子话题说明

口语板块围绕“发现差异”(Finding differences)这一子话题展开,聚焦学生才艺秀活动。学生需根据自己或其他同学的才能提供帮助。这一板块涉及得体地提供帮助、表达感受等学习内容。

B1

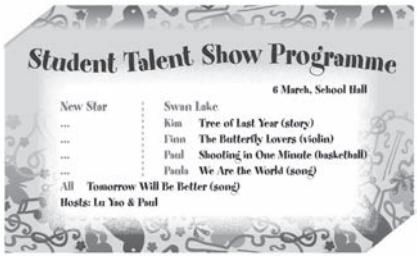
- 语篇说明:** 图片是新星中学和天鹅湖中学一起筹备的才艺秀节目单,节目单上注明了主题、时间、地点、参与对象、节目等。通过不同的节目形式,展示参与学生的才能(如:唱歌、投篮)。
- 教学要点:** 教师引导学生对B1节目单上的信息提问并回答,从多模态语篇中提取关键信息,如:A: Who will tell a story in the show? B: Kim. She will tell “Tree of Last Year”. 学生学习本板块的重点词汇(如talent, programme, butterfly, violin, host),为后续的口语表达活动做好词汇方面的语言准备。
- 教学建议:** 如学生需要更多帮助,教师可引导学生说出疑问词或信息关键词,并将问题主干写在黑板上,帮助学生模仿;如学生接受程度较好,可引导他们用更多疑问词(如What, When, Who等)提出问题并回答。

B2

- 语篇说明:** 对话在王一鸣和陆遥之间展开,陆遥正在筹备才艺秀,王一鸣提供帮助。该对话共有4个话轮,对话篇内容主要围绕才艺秀展开,所以在开展对话过程中需要关注表演学生的才能。语篇呈现了提供帮助的基本句式:“Is there anything I can

B Finding differences ➤➤ Speaking

New Star and Swan Lake will have a student talent show together. Paul gives a list of shows. Lu Yao is preparing for the programme. Wang Yiming offers to help her.



Student Talent Show Programme
6 March, School Hall

New Star	Swan Lake
...	Kim Tree of Last Year (story)
...	Finn The Butterfly Lovers (violin)
...	Paul Shooting in One Minute (basketball)
All	Paula We Are the World (song)
All	Tomorrow Will Be Better (song)

Hosts: Lu Yao & Paul

B1 Look and say Work in pairs and talk about the student talent show programme.

Who will play the violin in the show?
Finn. He will play The Butterfly Lovers.

B2 Listen, read and think Listen to the conversation between Yiming and Lu Yao. What does Yiming suggest about the programme?

Yiming: Hi, Lu Yao! What are you doing?
Lu Yao: I'm preparing for our talent show with Swan Lake Middle School!
Yiming: Wow! Sounds exciting! Is there anything I can do to help?
Lu Yao: I need someone to help me prepare the programme. Will you do that?
Yiming: I'd like to. That is what I'm good at.
Lu Yao: Wonderful! Any ideas about our programme?

6

do to help?”。对话中,两位主人公还通过使用形容词(wonderful, great)与适当的语调表达自己的感受。

- 口语交际策略:** 本单元重点教授的口语交际策略为表达感受(Expressing feelings)。在口语交际过程中,可以使用形容词(exciting, excited, wonderful, great等)和适当的语调来表达感受。不同的语调可以表达出说话人不同的感受,比如快乐、生气或担忧等。
- 语用功能说明:** 本单元语用功能为得体地提供帮助(Offering help)。提供帮助是口语交际中的一个重要语用功能,用于在他遇到困难或麻烦时主动提出给予帮助的意愿。常用的表达有:“What can I do for you?”“Can/May I help you?”“Is there anything I can do to help?”等。**My learning notes** 提供了部分类似表述,教师可以引导学生从B2的对话范文中或借助自身语言积累找出更多类似表达。学生用书**My learning notes support**部分(P106)提供了更多可用表达。

- **教学要点:**通过听B2的对话范文,引导学生关注交际双方的语气、交际目的和主要话题内容,模仿语音语调,感悟说话者的情感态度。再通过读B2的对话范文,引导学生关注本单元的口语交际策略要点(表达感受)和语用功能重点(提供帮助)。可问学生以下问题:
 - ① What does Yiming say to offer help? (*Is there anything I can do to help?*)
 - ② Do you know other expressions about offering help?
 - ③ What does Yiming say to make suggestions? (*How about ...? Shall I ...?*)
 - ④ What does Yiming say when he knows there will be a talent show? (*Wow! Sounds exciting!*)
 - ⑤ How can we express our feelings in a conversation? (*We can use adjectives and intonation.*)
- **教学建议:**如果学生理解对话有困难,可以通过解释语言点(如sound, exciting, anything)等方法提供帮助;如果学生对口语交际策略和语用功能表达的学习内容掌握较好,可以帮助他们梳理更多有关提供帮助和建议的表达,如“Can I give you a hand?”“Why not/Why don’t we ...?”等。

参考答案

B1

(Answers may vary.)

1 A: Who will tell a story in the show?

B: Kim. She will tell “Tree of Last Year” .

2 A: What will Lu Yao do in the talent show?

B: She will host it.

B2

He suggested a song by Li Bailing and drumming by Lin Dong and Zhao Peng.

背景知识

The Butterfly Lovers

The Butterfly Lovers is a famous Chinese musical piece based on the tragic love story of Liang Shanbo and Zhu Yingtai. Chen Gang and He Zhanhao wrote the music in 1958 when they were still music students.

We Are the World

We Are the World is a famous song, which emphasizes the importance of coming together to help those in need.

B3

- 教学要点：**作为B2口语范文和 **Update my to-do list** 口语表达板块情境迁移输出任务之间的过渡，本活动在 B1 内容支架、B2 和 **My learning notes** 提供的语言支架的基础上，延续板块情境，请学生尝试完成口语对话角色扮演。对话双方人物角色是王一鸣和他的同学，王一鸣要寻找更多同学参与才艺秀，学生需要结合同学们的个人才能来谈论他们能够为才艺秀提供的具体帮助。
- 教学建议：**如学生输出表达有困难，可以设置王一鸣和 B2 对话相关人物（李百灵、林东和赵鹏）对话的场景，并提供语言支架帮助学生完成对话；如果学生对口语交际策略和语用功能表达的学习内容掌握程度较好，可以设置王一鸣和教师所教授的班级学生的对话场景，对话中可以涉及更多关于才能的表述。

Unit
1

Yiming: Well, how about a song by Li Balling and drumming by Lin Dong and Zhao Peng?
 Lu Yao: Great! Balling has a beautiful voice. Lin Dong and Zhao Peng are good drummers.
 Yiming: Shall I ask other students about our programme?
 Lu Yao: Good idea!

My learning notes

Offering help:

- What can I do for you? • May I help you?
-

TEEN SKILL Expressing feelings
 To express feelings in a conversation, you can use adjectives (e.g. exciting/excited, wonderful) and intonation. Each intonation carries a different feeling, e.g. joy, anger or worry.



B3 Role-play Yiming will talk with his classmates about the talent show. They also want to offer help. Work out a conversation and act it out with your partner.

Word study Word group Describing a person

Looks	Hobbies	Personalities	Abilities
tall	singing	kind	running fast
short	dancing	helpful	speaking good English
fat	drawing	easy-going	playing the piano
thin	telling stories	careful	being good at ball games
<i>fit</i>	<i>baking</i>	<i>hard-working</i>	<i>organising activities</i>
<i>chubby</i>	<i>fishing</i>	<i>creative</i>	<i>cooking delicious meals</i>
<i>slim</i>	<i>gardening</i>	<i>generous</i>	<i>writing creatively</i>
<i>overweight</i>	<i>camping</i>	<i>considerate</i>	<i>communicating well</i>
<i>athletic</i>	<i>collecting stamps</i>	<i>sensitive</i>	<i>making handmade objects</i>
<i>muscular</i>	<i>watching films</i>	<i>optimistic</i>	<i>editing photos or videos</i>
...

Update my to-do list [] [] [] [] []

Work in pairs. Talk about a class show or activity and offer help to your monitor.

Word study

- 教学要点：**教师借助词汇语义网，帮助学生了解与梳理“描述人物”时需要考虑的要素，涉及外貌、爱好、性格和才能四个方面。

Looks	Hobbies	Personalities	Abilities
tall	singing	kind	running fast
short	dancing	helpful	speaking good English
fat	drawing	easy-going	playing the piano
thin	telling stories	careful	being good at ball games
<i>fit</i>	<i>baking</i>	<i>hard-working</i>	<i>organising activities</i>
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<i>muscular</i>	<i>watching films</i>	<i>optimistic</i>	<i>editing photos or videos</i>
...

- 教学建议：**教师可引导学生对描述人物外貌的词汇进行复习，并重点操练描述人物爱好、性格和才能的词汇。如学生输出表达有困难，可以重点操练课本上的词汇；如果学生的词汇量较大，可以让他们在课堂上自行使用相关词汇，并结合板书帮助其积累更多的词汇（上面表格中的斜体词汇供参考）。

参考答案

B3

(Answers may vary.)

Yiming: Hi, Bailing! Swan Lake and New Star will have a talent show together. Lu Yao is preparing for it.

Bailing: Sounds exciting! Is there anything I can do to help?

Yiming: How about singing a song in the show?

Bailing: I'd like to. That is what I'm good at.

Yiming: Wonderful!

Update my to-do list

- **教学要点:** 该任务迁移了对话情境，要求学生灵活运用本板块所学的语言、功能句式和口语交际策略等，展开新的对话。本板块对话情境同样是筹备活动，主要内容是和班长讨论班级秀或其他班级活动。

评价要点建议如下：

- ① 是否正确使用了提供帮助的句型？
- ② 是否合理地运用了形容词和语调表达了自己的感受？

参考答案

Update my to-do list

(Answers may vary.)

Wang Yun: Hi, Li Han! I heard there will be a class show next week.

Li Han (Monitor): Yeah, that's right, Wang Yun. I'm trying to come up with some fun performances.

Wang Yun: That sounds like a lot of fun! I'd like to help out. What can I do?

Li Han (Monitor): I need to make a list of all the performances for the show. Can you help me with that?

Wang Yun: Sure, I can do that. I also think I can perform magic in the show. I know a few simple tricks.

Li Han (Monitor): That's fantastic! Our classmates will love it. I'll add it to our list. Oh, I also need someone to help with the decorations. Would you be interested in that?

Wang Yun: Yes, I'd be happy to help. I like making our classroom look nice.

Li Han (Monitor): Great! We'll need to gather some materials for our class show. Can you meet us in the classroom after school?

Wang Yun: Sure! I'll be there.

Li Han (Monitor): Thanks so much, Wang Yun.

Section C Accepting differences

>>Reading

子话题说明

阅读板块围绕“接受差异”(Accepting differences)这一子话题展开,用寓言故事揭示了每个人都有自己的特长的道理。

C1, C2

- 语篇说明:**该语篇是陆遥在才艺秀上为天鹅湖中学的学生讲述的一则寓言故事。故事讲述了孔雀因唱歌被人嘲笑而向智慧古树倾诉,古树安慰他可以发挥所长成为一名舞者。故事揭示了每个人都各有所长、独一无二的寓意。全篇故事运用一般现在时和一般将来时,穿插了两位主人公的对话,涉及对动物特长的描述。
- 阅读策略:**本单元重点教授的阅读策略为理解寓意(Understanding the moral)。通过明晰寓言故事的构成要素和文体特征,重点关注出现在寓言故事最后的寓意,即寓言的写作目的。
- 教学要点:**(1)C1的两个问题可以激活学生有关寓言故事的背景知识,帮助其初步了解寓言故事的文本特征;(2)借助C2中**Personal touch**的问题,教师可以启发学生思考陆遥分享该故事的原因。

C Accepting differences >> **Reading**

Lu Yoo is telling a fable in the talent show.

C1 Background knowledge Do you know any fables? What can we learn from them?

C2 Read the fable. 孔雀的烦恼 (the peacock's trouble)

The peacock and the wise old tree

In a forest live a peacock and a nightingale. They are good friends. But one day the peacock looks sad and says to the wise old tree, "Wise old tree, my friend the nightingale has a lovely voice. She sings so well. Without any doubt, she will be a singer in a few years. I have a loud voice. But when I sing, everyone will laugh at me."

The wise old tree smiles and says, "But you're beautiful. Your feathers are colourful."

"What can I do in the future? Can I be a singer?" the peacock worries.

The wise old tree pats him. "Not everyone will be a singer. You can be a good dancer with your beautiful feathers and dancing skills. Different people are good at different things.

15 The elephant is strong. The monkey is clever. The tiger jumps far. Everyone is unique."

Personal touch
Why do you think Lu Yao tells this fable?

Text type Fables
A fable is a short story that teaches a lesson. The characters in fables are often animals. They speak and act like people.

智慧古树的建议 (the wise old tree's advice)

8



寓言是一种短篇故事,常以动物作为角色,这些角色被拟人化(被赋予人类的品质,如能够使用人类语言交谈),通常传达了一个寓意(moral)。相传最著名的寓言创作者是伊索(Aesop),他生活在公元前六世纪的古希腊。后人编纂的《伊索寓言》(Aesop's Fables)中收集了许多寓言故事,包括《龟兔赛跑》(The Tortoise and the Hare)、《蚂蚁与蚱蜢》(The Ant and the Grasshopper)、《狼来了》(The Boy Who Cried Wolf)等。

参考答案

C1

(Answers may vary.)

Yes. I know “The lion and the mouse” . We can learn a lesson: A kindness is never wasted.

C2

(Answers may vary.)

Because Lu Yao wants to show that everyone has his or her unique talent.

语言注释

- **without (any) doubt** certainly 毫无疑问
e.g. **Without doubt**, this book is my favourite.

C3

- 教学要点:**此活动旨在帮助学生理解故事寓意。
- 教学建议:**如果学生需要更多帮助,教师可以请学生在通读故事后,从文中找出有关寓意的语句,然后对比具体选项进行选择。

C4

- 教学要点:**此活动聚焦故事中的细节,主要用于分析文中主人公的情感及其形成原因。
- 教学建议:**如果学生需要更多帮助,教师可以提示学生圈画有关主人公情感信息的关键词,如 *looks sad*, *worries*, 并提醒学生关注关键词的前后句,引导其找出原因。

C5

- 教学要点:**问题1中前一个问题旨在引导学生关注故事中有关动物特长的细节性信息,后一个问题旨在让学生总结出人各有所长的寓意。问题2旨在引导学生推测孔雀听了智慧古树的建议后的情感变化。问题3旨在引导学生推测孔雀听了智慧古树的建议后会说什么和做什么。
- 教学建议:**学生回答问题2时,如需要更多帮助,教师可以引导其联系生活实际,体会困惑和迷茫被开解后的感受。回答问题3时,如需要更多帮助,教师可以引导其关注孔雀的特长和智慧古树的具体建议,继而做出合理推测。

教师应根据学情,灵活设计课堂活动,帮助学生学习、理解文本。以下问题供参考选用:

How many parts can the story be divided into? What is the main idea of each part? (*The story can be divided into two parts. The first part is from paragraph one to*

C3 General understanding Read the fable and choose the best answer to the question.

What does the story try to tell us?

- A The peacock is different from other animals.
B The peacock wants to be a singer in the future.
C Everyone is happy about their strong points.
D Everyone has some strong points.

C4 Detailed reading Read again and complete the table with the peacock's feelings and the reasons.

Feelings	Reasons
Sad	The peacock doesn't have a ¹ _____ like the nightingale. Everyone will ² _____ when he sings.
³ _____	The peacock doesn't know what he can do ⁴ _____.

C5 Further thinking Answer the questions.

- 1 What does the wise old tree say about the other animals? Why does he say so?
2 What might the peacock feel after hearing the words of the wise old tree?
3 What will the peacock probably say and do later?

Vocabulary focus Complete the conversation between the peacock and his grandmother with the words and phrases from the text.

Grandmother:	You look so happy today!
Peacock:	Do you know the ¹ _____? He thinks I'm ² _____.
Grandmother:	Oh, you have ³ _____.
Peacock:	I'll be a dancer. My friend the nightingale can be a good singer. She has a lovely ⁴ _____.
Grandmother:	Exactly! Everyone is different. We're all ⁵ _____.

Update my to-do list [] [] [] []

Think and share. What lesson can we learn from the fable?

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three, and the second part is paragraph four. The first part is about the peacock's trouble and the second part is about the wise old tree's advice.)

教师启发学生在理解文本的基础上,进一步调动高阶思维,展开深入语篇和超越语篇的思考。以下问题供参考选用:

- ① Can you predict how the peacock might use his dancing skills to bring life to the forest? (*The peacock might use his dancing skills to entertain other animals during gatherings or festivals in the forest.*)
- ② If the peacock decides to show his dancing skills to the forest animals, how do you think they will feel? (*The forest animals will be amazed and praise his wonderful skills.*)
- ③ The wise old tree mentions the unique traits of the elephant, the monkey and the tiger. Can you think of another animal that lives in the forest and describe a unique

talent it might have? (*The owl is known for its wisdom and ability to see in the dark. It can be a guardian of the forest.*)

- ④ If you feel others' abilities are better than yours, how will you find or focus on your own unique talents? ([*Answers may vary.*] *Comparison is unhelpful. I will find my own unique talents through school or after-school activities and try my best to develop them bit by bit.*)

参考答案

C3

D

C4

1 lovely voice 2 laugh at him 3 Worried 4 in the future

C5

(Answers may vary.)

1 He says the elephant is strong, the monkey is clever and the tiger jumps far. Because he wants the peacock to know that he has his own strengths.

2 He might feel happy.

3 He will probably say, “Thank you for your advice.” He will probably practise dancing every day and become a great dancer.

Vocabulary focus

- 教学要点:** 本活动重点关注故事中人物特征和天赋的相关表达, 如 peacock—beautiful, colourful/beautiful feathers, a good dancer; nightingale—lovely voice; elephant—strong; monkey—clever; tiger—jump far。同时也要关注有关人物情感的关键词(如 look sad, worry)和故事最后人物情感的变化, 以及揭示故事寓意的关键词, 如 unique 等。教师可以选择其中的一些关键词汇, 要求学生使用这些词汇复述故事情节。
- 教学建议:** 如果学生能够完整复述故事情节, 可以鼓励学生通过角色扮演, 在课文基础上适当延伸故事情节和创编新的对话, 例如发掘森林中不同动物的更多特点(如: The owl has the ability to see in the dark, so he can protect the forest at night.)。

参考答案

Vocabulary focus

1 wise old tree 2 beautiful 3 colourful/beautiful feathers 4 voice 5 unique

Update my to-do list

- 教学要点:** 教师鼓励学生讨论分享阅读故事后的感受, 启发学生意识到每个人都有自己的长处和短处, 要学会接纳、欣赏自己和发展自己的长处。

- **教学建议：**在学生完成对寓言寓意的讨论后，教师可继续追问“What does this story teach us about dealing with our weak points?”, 探讨如何接受并改进个人的缺点，帮助学生更好地接纳自我。

参考答案

Update my to-do list

(Answers may vary.)

Everyone is unique. Do not compare yourself with others. Try to keep your strong points.

>>Grammar in use

板块内容说明

本单元的语法重点是用 will 表示一般将来时态 (The future: will)。

活动 1

- 教学要点：**活动 1 旨在帮助学生在理解句子含义的基础上，感受用 will 和 be going to 来表示一般将来时态的异同。
- 教学建议：**(1) 教师可以补充涵盖不同情境的例句，进一步区分 be going to 和 will 的用法；同时，帮助学生关注一般将来时的形式、意义和用法（参考“补充资料”）。
(2) 当涉及语法术语时，建议补充或使用中文，不要让语法术语成为影响学生理解的障碍。如：
 - ① What is the time reference of the sentence, past, present or future? (该句的时间指向是过去、现在还是将来?)
 - ② Is the sentence a statement, a question or a negative sentence? (句子是肯定句、疑问句还是否定句?)
 - ③ Are there any auxiliary verbs used in this sentence? (句中是否使用了助动词?)
 - ④ Can you make a negative sentence or a question from this affirmative sentence? (你能把这个句子从肯定句变为否定句或疑问句吗?)

补充资料

- I guess my father will take me to visit my grandma next week.
- Bailing practises the song for a long time, and she is going to sing the song at tomorrow's party.

>> Grammar in use The future: will

- 1 Read and think Read the following sentences. Underline the two different ways of talking about the future in each example.

- (1) Look! She gets another big prize for singing. She is going to be a singer in a few years.
She has a lovely voice. Without any doubt, she will be a singer in a few years.
- (2) Look at the dark clouds! It's going to rain soon.
I think it will rain soon. We have to stop playing football.
- (3) "What are you going to do tomorrow?" "I'm going to borrow some books from the library."
"Class is over. Will you go to the library?" "Yes, I will."
- (4) "The Peony Pavilion is a classic drama." "Yes, I know and I'm going to watch it this summer."
"Will you watch The Peony Pavilion with me?" "Hmm ... No, thanks. I'll go and visit my grandma."

- 2 Work out the rules Tick (✓) the one(s) you agree with.

We usually use will to ...

- predict or guess what will happen
- state a decision already made
- make a decision at the moment of speaking

Grammar file → p. 108

- 3 Practise Your friend will be in a talent show tomorrow, but he or she is very nervous. Complete the sentences to cheer him or her up.

- (1) I'll forget my words!
No, you won't. I'm sure you won't forget your words.
- (2) People won't like my singing!
Yes, they will. I'm sure they will like.
- (3) Everyone will laugh at me!
No, they won't. Of course.
- (4) The dance will not be a success!
Yes, it will.

10

- The summer holiday is coming. I am going to visit Paris with my family.
- The lecture is over. Will you go to the cinema with me?

活动 2

- 教学要点：**活动 2 旨在帮助学生在完成活动 1 的基础上总结语法规则，归纳用 will 表示一般将来时态的意义。
- 教学建议：**教师根据学生的学习情况，灵活选择教学策略。可以仅要求学生对照活动 1 中的各个句子和语法规则选项判断出正确答案。也可以请学生分组对照更多例句，共同归纳使用 will 表示一般将来时的情境。最后，教师可引导学生借助学生用书语法附录 (Grammar file, P108–P109) 进一步深化对一般将来时的理解和应用。

活动 3

- **教学要点：**活动 3 旨在创设有意义的情境，帮助学生在情境中初步运用一般将来时，操练和使用表示一般将来时的不同句式。
- **教学建议：**在完成这个活动之前，教师可以首先从语法附录中提取更多含有 will 的例句，让学生熟悉 will 在肯定句、否定句和疑问句中的构成规律。然后，借助活动中的第一个范例，详细阐明活动要求，确保学生能够明确任务，进行操练。

如学生需要更多帮助，教师可以请学生尝试写出其余句子，同伴互查后，再全班讲解。

如学生接受程度较好，教师可以让学生以小组活动的形式，模拟真实情景，利用已有知识，口头完成活动。

参考答案

1

- (1) is going to; will
- (2) 's going to; will
- (3) are, going to; 'm going to; Will; will
- (4) 'm going to; Will; 'll

2

- predict or guess what will happen
- make a decision at the moment of speaking

3

- (Answers may vary.)
- (2) your singing/voice
 - (3) they won't laugh at you
 - (4) It will be a success

活动 4

- 教学要点：**活动 4 旨在帮助学生在真实情境中，恰当运用一般将来时描述一个即将举行的活动。学生在描述活动的过程中，需要用到表示一般将来时态的肯定句和疑问句，以及肯定和否定回答。在描述过程中，教师应要求学生用完整的句子提问和回答。
- 教学建议：**如学生需要更多帮助，教师可以建议他们在活动开始前参考语法附录（**Grammar file**, P108–P109）中的详细讲解，以便更好地理解一般将来时的用法。同时，也可以补充一些相关例句，引导学生关注不同的句型结构。另外，教师可以利用课本上的思维导图，引导学生展开讨论，鼓励他们写出符合自己情况的句子。最后，学生可以参照课本中的对话示范，尝试与同伴展开简短的对话练习。

如学生接受程度较好，教师可以请学生根据自己的实际情况在思维导图内增加活动的具体内容，再以思维导图所填写的内容展开对话，并请其他同学记录对话双方提到的细节信息，向全班汇报所听到的信息。

参考答案

4

(Answers may vary.)

- A:** Where will we have the Sports Day?
B: We will have it in the sports ground.
- A:** Who will take part in the Sports Day activities?
B: All of the students will take part in them.
- A:** Will our teachers take part in the Sports Day activities?
B: No, they won't.

The worksheet contains a central 'Activity:' box connected to various words like 'host', 'members', 'when', 'what', 'topic', and 'timetable'. Other boxes include 'at school', 'out of school', 'where', and three ellipsis boxes. Below the mind map are time-related boxes: 'tomorrow', 'next week/month/...', 'this weekend', and 'in ... days/weeks/...'. Two student avatars are shown at the bottom, with speech bubbles containing sample dialogue: 'What will we do on Friday afternoon?' and 'We'll have a class meeting.' followed by 'Will Lu Yao host the meeting?' and 'No, she won't. Lin Dong will be the host.'

评价建议

在教学过程中，教师应根据学生的实际情况，灵活调整教学进度和方式。如果发现学生对一般将来时的规则和用法掌握得不够扎实，教师可以在文本分析的过程中提醒学生关注肯定句、否定句和疑问句三类句型，从而增强学生的语法形式意识。此外，教师可以结合一些针对性的书面语法练习，帮助学生更加熟练地运用一般将来时。最后，通过观察学生完成活动 4 的表现，教师可以较准确地评价学生对一般将来时的掌握程度，为后续教学提供有针对性的指导。

Section D Showing differences

>> Writing

子话题说明

该话题围绕“展现差异”(Showing differences)这一子话题展开，学生写一篇突出自己独特之处的自我介绍。

D1

- 语篇说明：**这篇写作范文延续了口语板块的语篇情境，是一篇自我介绍，陈飞飞在才艺秀活动中向来自天鹅湖中学的新朋友介绍自己。范文分别从姓名(及其含义)、爱好、才能等方面介绍自己，既提供了写作范文的结构特征，又明确了学生的写作任务——在自我介绍中涵盖以上三个基本要素。
- 写作策略：**本单元写作策略是掌握自我介绍(Writing a self-introduction)的文本特征。自我介绍应包含自己的姓名(及其含义)、爱好、才能等。
- 教学要点：**教师引导学生先快速浏览范文，关注自我介绍这一文本类型。通过回答D1中的问题，了解陈飞飞的独特之处。引导学生通过上下文语境理解生词mean，通过合成词构词法知识学习noticeboard这一生词的含义。
- 教学建议：**如学生理解范文有困难，教师可以通过划分句子、提示关键词等，引导学生获取关键信息，关注主人公陈飞飞的独特之处。教师可以引导学生用一般现在时回答以下问题。如：
① What's her name?
② What does she like?
③ What is she good at?

D2

- 教学要点：**活动定位是写前准备。教师组织学生细读范文，在范文中划出D2四个问题的答案。通过分析范文的文本特征和内容结构，提高学生的

D Showing differences >> Writing

Chen Feifei is introducing herself to her new friends from Swan Lake Middle School in the talent show.

D1 Think Read Feifei's self-introduction. What makes her different from others?

Hello, everyone! I'm Chen Feifei. "Fei" in Chinese means "fly". I'm a happy bird, flying here and there. I like dancing, music and drawing. I'm good at drawing pictures for our noticeboards. This is my drawing of your class. Do you like it? Would you like to be my friend?

Grammar file → p. 109

TEEN SKILL Writing a self-introduction

A self-introduction usually includes one's name, hobbies and abilities. We should make it clear and unique by describing our special points.



D2 Prepare Underline the answers to the questions in Feifei's self-introduction.

- Q1: How does she begin her self-introduction?
Q2: What does she like?
Q3: What is she good at?
Q4: How does she end her self-introduction?

D3 Plan Plan your writing by noting down key information in the mind map on the next page.

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写作结构意识。同时，教师教授指示代词(Demonstrative pronouns)this等的用法。此外，教师在引导学生细读范文的过程中，应引导其关注本单元的写作策略——掌握自我介绍的文本特征。介绍的结构要清晰，突出个人特点。

- 教学建议：**教师可根据学情决定是否开展以下教学活动：

(1) 可通过提问，如“Do you have a meaningful name? What does it mean in Chinese?”, 请学生介绍姓名的含义。

(2) 主人公陈飞飞在才艺秀上，向来自天鹅湖中学的来访外国学生介绍自己，她的自我介绍简洁有礼，并特别介绍了姓名的中文含义，最后表达交友的意愿。教师可通过以下提问让学生关注自我介绍的其他方面：情景(the situation)、观众(the audience)和意愿(the willingness)等。如：

- ① In what situation does she introduce herself?

- ② How does she start her self-introduction?
- ③ Who are the listeners?
- ④ Why does she show her drawing?
- ⑤ What would she like to do after the talent show?

参考答案

D1

Her name (and its meaning), her hobbies and her ability.

D2

Q1 Hello, everyone! I'm Chen Feifei. "Fei" in Chinese means "fly". I'm a happy bird, flying here and there.

Q2 I like dancing, music and drawing.

Q3 I'm good at drawing pictures for our noticeboards.

Q4 This is my drawing of your class. Do you like it? Would you like to be my friend?

D3

- **教学要点:** 活动定位是写前构思。教师引导学生根据话题, 结合自身情况和所给框架, 根据所提供的基本行文要点 (name, hobbies, abilities 等), 写出关键信息。
- **教学建议:** 教师可根据学情, 酌情提供相关内容的语言支撑, 特别是关于姓名含义和交友意愿 (参考“补充资料”)。

补充资料

Useful expressions

1. Name (and its meaning):

- I'm ...
- My name is ...
- ... in Chinese means ...
- I have a meaningful name.
- My parents want me to do ...

- ... is/are my favourite(s).

3. Abilities:

- I am good at playing the (*musical instrument*).
- I do well in playing (*sport*).
- I can ... well.

4. Hope/Willingness:

- I hope I will do ...
- I look forward to ...
- Would you like to ...?

2. Hobbies:

- I like/love/enjoy/... (very much).
- I am interested in ...

如学生接受程度较好, 也可以提供更长的表达作为参考。如:

- My English name is “Renee”. It is a French word which means “reborn”.
- That's what my parents want me to be.
- I also like reading some classics, such as *Journey to the West* in my spare time.
- I love painting because it makes me relaxed.
- I am good at playing football. It keeps me healthy.
- I hope we will be good friends with each other.

D4

- 教学要点：**活动定位是写作。教师请学生基于前期的写作准备，在提供的写作文本框内完成写作。写作开头已经给出打招呼的用语：“Hello, everyone！”，学生可根据 D3 提供的框架，完成写作任务。
- 教学建议：**教师可根据学情决定是否给学生更多写作提示词。除了姓名含义、爱好、才能和交友意愿外，引导学生介绍自己的其他方面，如年龄（如“ I am ... years old.”）、性格（如“ I am ... ”）、未来想从事的职业（如“ I want to be a/an ... ”）等。

D5

- 教学要点：**活动定位是写后检查。教师引导学生参照 **TEEN skill** 栏目的写作策略要点提示，检查自己的作文初稿并修改，有意识地养成写后自查的习惯。
- 教学建议：**教师可整理学生的常见错误，让全班同学比照自己的习作一起找错误并修改，之后同伴交换检查是否有遗漏或误批改。教师应提醒学生关注自我介绍类语篇的文本特征、内容要素和结构特点。

Update my to-do list

- 教学要点：**教师请学生分组活动，听取彼此的自我介绍，记下每人的独特之处，然后比较笔记。教师为学生提供针对本课写作的评价建议，请学生对照、评价自己的任务完成情况，并结合同学评价和教师点评，思考改进方案。

D4 Write Write your self-introduction.

Hello, everyone! _____

D5 Check Check your self-introduction. Pay attention to its structure and language.

Update my to-do list

Work in groups. Listen to each other's self-introductions and note down everyone's special points. Then compare your notes.

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评价要点建议如下：

- ① 是否介绍了姓名、爱好、才能这三个基本方面？
- ② 是否用合适的方式开始并结束自我介绍？
- ③ 是否显示出了个人的独特之处？

>>Discovery

板块内容说明

本板块摘录了孙膑、海伦·凯勒和贝多芬三位名人的名言和生平，展现了古今中外名人曲折的成长经历、非凡的成就及其优秀的品质，呈现这些名人克服逆境取得成功的共同特质。

教学提示

• **语篇说明：**第一则短文由孙膑名言和生平简介构成，孙膑有云：“天时、地利、人和，三者不得，虽胜有殃。”他受膑刑后不良于行，但最终写下军事策略书籍《孙膑兵法》。第二则短文由海伦·凯勒书中名句和生平简介构成，海伦·凯勒说过“面向阳光，你就永远看不到阴影”。她因疾病失去视力和听力，却通过学习盲文和唇语，最终成为一名世界闻名的作家和演说家。第三则短文由贝多芬的名句和生平简介构成，贝多芬曾说“公爵有成千上万个，而我——贝多芬，却只有一个”。他失聪后依旧写出音乐名篇。他是至今为止最伟大的作曲家之一。

• **更多信息：**

(1) 孙膑，中国战国时期军事家。孙膑早年曾与庞涓同学兵法，庞涓出任魏将后，妒孙膑之才而将其骗至魏，施以膑刑。孙膑既在战争实践中创造了影响深远的“围魏救赵”，又给后世留下了反映时代特点和战争规律的杰出军事理论。

(2) 海伦·凯勒是美国著名的作家、教育家、慈善家和社会活动家。海伦·凯勒幼年因突发的疾病丧失了视觉和听觉。在家庭教师苏利文的帮助下，海伦克服了常人无法想象的障碍，通过了考试，成功进入大学学习，并成为第一位获得文学学士学位的盲聋人士。海伦·凯勒一生中先后完成

◎ >> Discovery

What qualities do they have?



Sun Bin

"Favourable^① weather conditions, geographic^② advantages and the unity^③ of the people all must be in place. If not, victory will be costly."

He could not walk after his knees got hurt, but he wrote *Sun Bin: The Art of War*, one of the most famous Chinese books about warfare^④.



Helen Keller

"Keep your face to the sunshine and you cannot see the shadow^⑤."

She was blind and deaf when she was 19 months old. She started to learn words by touching things and others' lips. She became a famous writer and speaker.



Ludwig van Beethoven

"There are and will be thousands of princes. There is only one Beethoven!"

He wrote some of his most famous pieces after he was completely deaf. He was one of the greatest composers^⑥ of all time.

Read and think What problem(s) did these famous people meet with in their lives?

① favourable 有利的 ② geographic 地理的 ③ unity 统一 ④ warfare 战争 ⑤ shadow 阴影
⑥ composer 作曲家

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了 14 本著作。《假如给我三天光明》是海伦最著名的散文代表作。

(3) 路德维希·凡·贝多芬，德国作曲家，维也纳古典乐派代表人物之一。贝多芬在大约 30 岁时，两耳完全失聪。尽管失去了听力，但他仍然坚持创作音乐和指挥演出。贝多芬最具代表性的作品包括第三交响曲《英雄》、第五交响曲《命运》、第六交响曲《田园》、第九交响曲《合唱》，钢琴奏鸣曲《月光》《悲怆》等。贝多芬因其对古典音乐的重大贡献，而被后世尊称为“乐圣”。

• **教学建议：**教师可根据学情，灵活选用不同的方式来帮助学生品味每句名言和人物生平简介，引导学生思考三位名人在逆境中所体现的品质。

(1) 预测：教师组织学生读前浏览图片，预测与人物相关的信息，激发学生的兴趣。如：

- ① Who was the man/woman?
- ② What did he/she look like?
- ③ Was he/she from China or other countries?

④ What did he/she do?

⑤ Do you know his/her achievements?

(2) 理解：教师请学生阅读短文，帮助学生理解名言内涵，走进人物。如：

① How did these famous people feel when they were in trouble?

② Read the three quotes. Why did they say so?

(3) 思考：教师鼓励学生基于文本信息，展开思考，总结名人取得成功所需的品质。如果学生感到困难，可以提供词汇库和对应的图片进行对比选择。如：

What qualities do they have? (They have persistence and a strong will. They have a sense of mission and faith. They are creative and curious about the world.)

(4) 拓展：教师可提供孙膑指挥作战的影视片段、海伦·凯勒的文章节选、贝多芬《命运交响曲》的开头试听，或鼓励学有余力的学生寻找一些人物的相关信息，在课堂上分享、比较不同名人在逆境中成长所塑造的品质，交流各自的观点，以提高学生的自主学习、思辨和探究能力以及文化意识。如学生接受程度较好，教师可以补充其他身处逆境的名人资料。参考问题：

① What do you think of Sun Bin?

② If you were deaf and blind, what would you do?

③ What else do you know about them?

④ What qualities do they have in common? What different qualities do they have?

补充资料

1. Sima Qian

“A man will die someday, or heavier than Mount Tai, or lighter than a feather!”

He offended his emperor and got hurt on his body. But he never stopped recording the history. He was a great historian.

2. Hua Luogeng

“My greatest hope is to work until the last moment of life.”

He was lame in the left leg. He studied hard in maths and became one of the greatest modern Chinese mathematicians.

3. Ernest Hemingway

“A man can be destroyed but not defeated.”

He was badly wounded in the war. He wrote a lot of novels and short stories about life and society.

Section E Future me

>>Project

子话题说明

项目探究板块围绕“未来的我”(Future me)这一子话题展开。结合本单元所学，通过小组讨论，畅想未来的自己。通过回答有关未来自己外貌、才能、习惯等方面的问题，撰写文本，绘制图片，完成个人简介，以回应单元大问题。在活动中引导学生悦纳自我，提升自我。

教学提示

- **教学要点：**教师引导学生讨论回顾单元各板块内容，引发对单元大问题的深层思考。组织学生分小组讨论，从不同维度思考自己未来的成长变化，可涉及外貌(appearance)、才能(abilities)、就读学校(schools)、习惯(habits)、缺点(weak points)等方面。完成初稿后，在小组中分享，讨论完善初稿，再绘制相应的图片，完成个人简介并封存于“时间宝盒”。

Update my to-do list

- **教学要点：**教师让各组成员相互展示各自的个人简介，并组织学生讨论如何才能在大约三年后成为“未来的我”。鼓励学生综合运用本单元前面板块中所学的语言知识和技能进行表达和展示。教师汇集各组学生的讨论结果，引导学生明白“要达成目标，需要付出日积月累的努力”这一道理。

Unit 1

E Future me ➤ ➤ Project

Making a profile⁺ of “Future me”

Work in groups of four or five. Each member of the group makes a profile of “Future me” with words and a picture, and puts it in a “time box”. About three years later, all students will open the box and read their profiles.

Step 1 Collect ideas Ask yourself questions and note down the answers.

What will I look like? What ability/abilities will I have?
Questions What habit(s) will I form?
Which school will I go to? What weak point(s) will I work on?
...
Step 2 Write Put together the answers in Step 1 and write the first draft.
Step 3 Share and revise Share your draft. Discuss the questions in Step 1 and revise your draft.
Step 4 Draw Draw a picture of yourself for your profile, or ask someone in your group to draw the picture.



I will be over 1.75 metres tall and the best player on our school basketball team. I'll go to a good school in our city. I'll read English books every day and be able to speak English well. I will not spend much time on computer games but will play ball games with my friends.

Step 5 Seal the box Put your profile of “Future me” in the “time box” and seal the box.

Update my to-do list

Work in groups. Help each other find ways to become future selves.

profile 简介

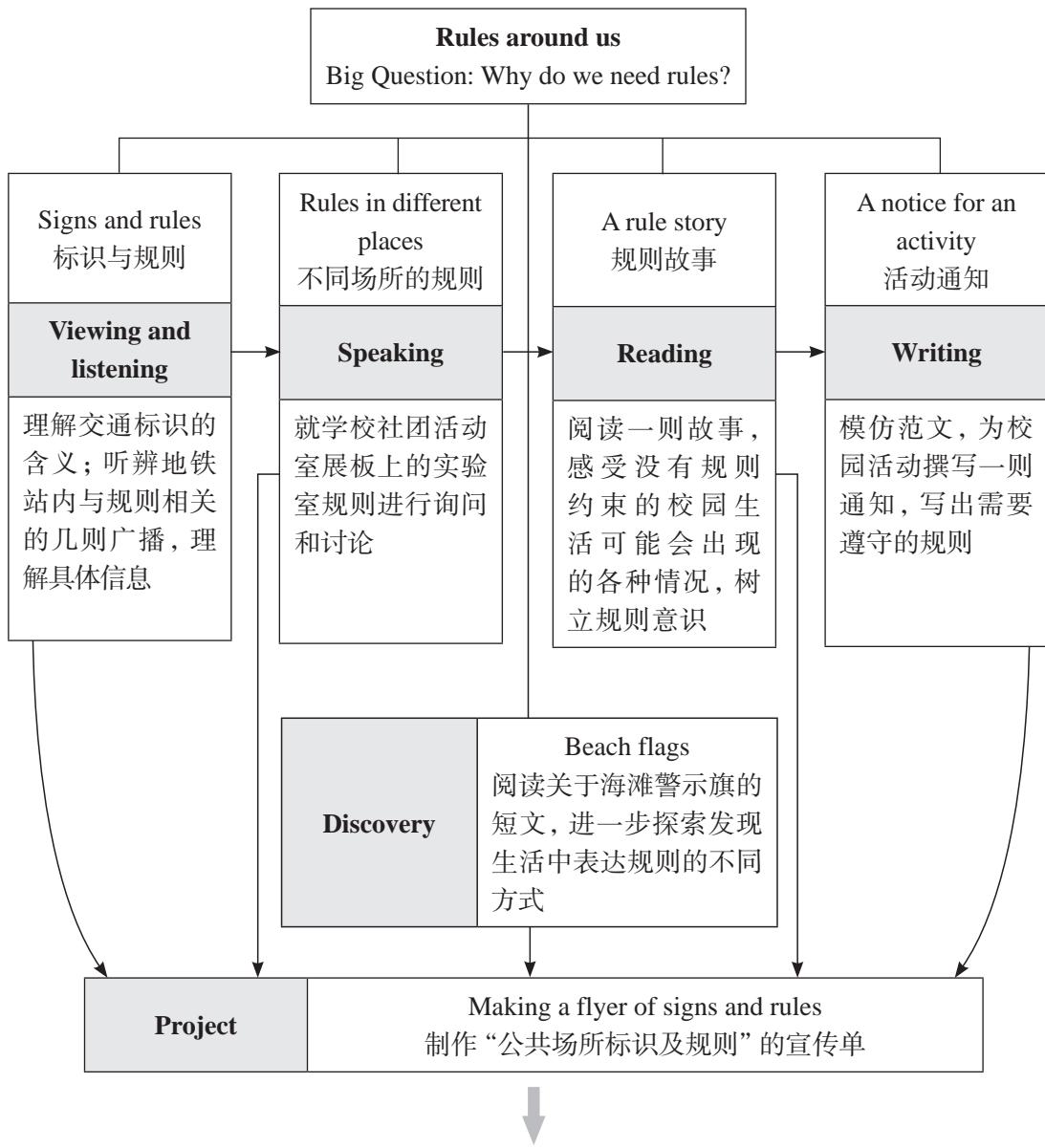
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教师可组织学生从三方面进行自评和同伴互评。

- ① 是否覆盖了不同方面的信息，如外貌、才能、习惯等？
- ② 是否正确使用了第一人称和一般将来时？
- ③ 是否简洁、准确地撰写了个人简介，并配图？

Unit 2 Rules around us

单元内容结构图 (Structure of the unit)



单元育人目标: 通过了解生活和学习中不同场所的常见标识和各类规则，明确制定规则的目的和遵守规则的必要性，理解规则对于维持社会秩序、保障生命安全的重要意义，形成人人都要遵守规则的意识

单元目标 (Unit objectives)

- ▶ 语音: 能借助拼读规则, 识别字母组合 ng 和 nk 的发音规则, 准确拼读单词
- ▶ 词汇: 能在语境中理解并掌握与规则相关的词汇, 在运用中积累词汇
- ▶ 语法: 能归纳祈使句的语法规则(形式、意义和用法), 并在情境中使用
- ▶ 看: 能借助图片、展板等多模态语篇中的视觉信息理解相关内容
- ▶ 听: 能根据听到的地铁广播, 获取关键信息
- ▶ 说: 能掌握询问特定信息的常用问句, 结合具体的交际情境, 就学校社团活动室中应遵守的规则展开简单对话
- ▶ 读: 能读懂以遵守学校规则为主题的故事类语篇的文体特征, 理解故事情节, 感悟故事所传递的意义
- ▶ 写: 能围绕“遵守活动规则”这一主题, 运用单元所学, 写一则校园通知, 包含通知的常见要素; 能正确使用祈使句描述规则
- ▶ 文化: 能通过故事类短文、描述类短文等获取与规则有关的文化信息, 理解地铁站和火车站安全提示(中国和英国), 了解海滩警示旗颜色所代表的安全信息和相应规则(各国通用)
- ▶ 德育: 能理解制定规则的意义, 初步形成在各类场所遵守规则的意识

单元内容概览 (Content overview)

主题	本单元聚焦“人与社会”主题下“社会服务与人际沟通”“历史、社会与文化”主题群，围绕“自尊自律，文明礼貌”“公共秩序”等子主题内容，通过大问题“Why do we need rules?”引导，帮助学生认识并理解身边的规则，规范自己的行为，感悟规则的重要性，更好地树立规则意识。				
语篇	视听	标识图片	道路标识、地铁站标识		
		录音	地铁站广播		
		录音	火车站广播		
	口语	展板	学校实验室规则展板		
		对话	讨论实验室规则		
	阅读	记叙文——故事	没有规则的一天		
	写作	应用文——通知	包含学校春游须知的通知		
语言知识	探索发现	介绍类短文	不同颜色的海滩警示旗		
	语音	字母组合 ng 和 nk 在单词中的发音			
	词汇	在语境中理解词汇含义，在运用中逐步积累词汇			
	语法	祈使语气			
	语篇	理解语篇类型；利用语篇的图片辅助语篇理解			
文化知识	语用 在各类场所语境中，询问和讨论特定的规则				
	地铁站和火车站安全提示（中国和英国）；海滩警示旗颜色所代表的安全信息和相应规则（各国通用）				
语言技能 与 学习策略	视听	任务：听不同的地铁站安全提示广播 策略：利用视觉线索推理信息，并与听到的信息建立关联			
	口语	任务：向同学询问并讨论实验室的安全规则 策略：在具体语境中，询问需要遵守的规则并就相关规则给出指令			
	阅读	任务：阅读一则有关校园规则的故事 策略：通过分析图片人物的语言和表情预测故事情节			
	写作	任务：写一则包含活动规则的通知 策略：掌握通知撰写的要点			
	项目探究 (综合)	任务：关注公共场所中的标识和规则，制作宣传单			

单元主题图页 (Cover page)

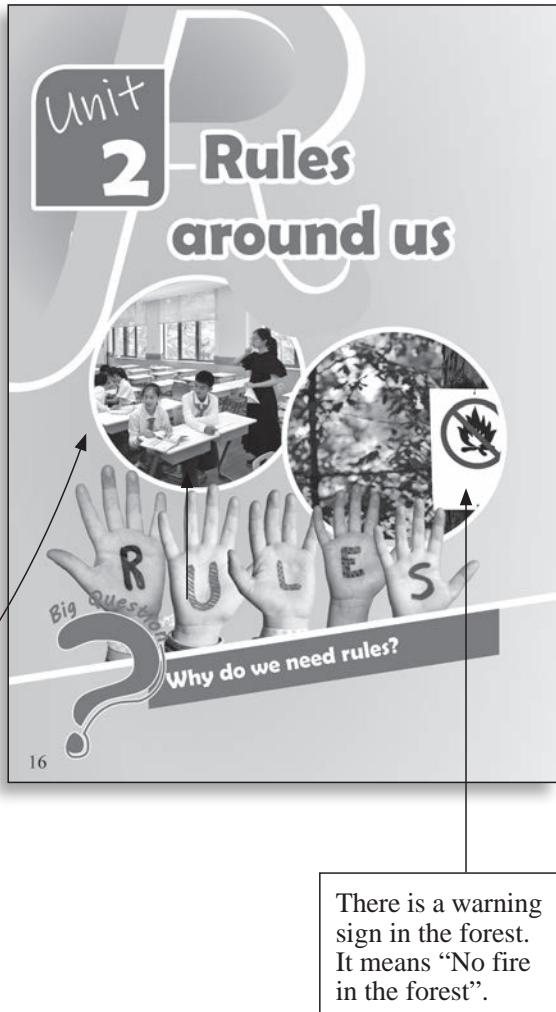
单元大问题 (Big Question)

完成本单元的学习后，学生可以围绕道路交通标识、乘坐地铁等交通工具时要遵守的规则、实验室规则、校规、班规、外出活动中的规则进行问答，给出相应的指令，并就规则的内容和遵守规则的重要性开展学习和讨论，理解规则对于维持社会秩序、保障生命安全的重要意义，形成人人都需要遵守规则的意识。

单元主题图 (Theme photos)

本单元主题图主要呈现了学生在校内校外不同场景中看到的规则标识和遵守规则的体验。

A teacher is asking the students to keep quiet. They are having a class.



There is a warning sign in the forest. It means "No fire in the forest".

任务清单 (To-do list)

任务清单中的五项任务分别对应视听、口语、阅读、写作和项目探究，学生完成后可以根据任务清单自行检测任务达成情况。本单元的任务清单内容包括：(1) 听地铁广播。(2) 就不同公共场所的规则进行问答。(3) 阅读一则关于校规的故事。(4) 撰写关于学校活动的一则通知。(5) 制作公共场所的规则宣传单。

单元导入 (Getting started)

教师基于单元主题图或更多学生生活中熟悉的安全标识或规则指令，激活学生背景知识，引导学生判断在校园生活、家庭生活和社会生活中哪些行为是正确的，哪些行为是错误的，并陈述理由。例如：不能在学校走廊里奔跑，因为容易撞到他人；在车站候车时要排队，因为不排队会导致秩序混乱等。

The worksheet features a 'To-do list' with five items:

- 1 Listen to announcements about rules.
- 2 Talk about rules in different places.
- 3 Read a story about rules at school.
- 4 Write a flyer for an activity.
- 5 Make a flyer about rules for public places.

Below the list is a lightbulb icon with the text 'Getting started'.

Two photographs are shown:

- A circular photo of a 'No Swimming' sign (a swimmer inside a circle with a diagonal slash).
- A circular photo of a policeman in uniform directing traffic on a road.

Text boxes provide context for each photo:

- For the 'No Swimming' sign: "There is a warning sign near the river. It means ‘you mustn’t swim in this river’."
- For the policeman: "A policeman is standing on the road. He is directing the traffic."

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参考答案

Getting started

(Answers may vary.)

Stop and wait at a red light.

Because it is a traffic rule.

Arrive at school on time.

Because it is a school rule.

Pick flowers or fruits in a city park.

Because it is a rule in a city park not to pick flowers or fruits.

Talk loudly in the city library.

Because it is a rule in a city library not to talk loudly.

Section A Signs and rules

>>Viewing and listening

子话题说明

视听板块围绕“标识与规则”(Signs and rules)这一子话题展开,学生需要识别并理解道路和地铁车站中的常见安全、文明标识和安全、文明规则,涉及与交通标识和规则相关的学习内容。

A1

- 语篇说明:**这是由道路交通指示标识、地铁站内规则及标识组成的多模态语篇。它包含6个常见标识以及对应的规则。
- “视”的策略:**掌握多模态语篇的主要策略:快速浏览(skim)图文,了解大意;扫读(scan)图文,寻找具体信息;利用视觉线索推理信息(make inferences)等。
- 教学要点:**教师先请学生根据图片理解交通标识和地铁站内标识,学习相关词汇(如:lean, litter, gap)。再引导学生看懂标识,理解规则的含义,并将标识与其含义配对。然后,请两位

A Signs and rules >> Viewing and listening

Every day, we see signs everywhere. They are part of our lives.

Don't turn right here.
Underground this way.
Turn left here.
No leaning.
No littering.
Mind the gap.

A1 Look and say Match the meanings on the right with the signs. Then work in pairs and discuss where else you can find the signs.

Where else can you find the sign "No leaning."?

I can find it on the escalator in the underground station.

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学生朗读对话,并请学生根据A1中的标识,就其他可能呈现这些标识的地点展开问答。

参考答案

A1



Don't turn right here.



Underground this way.



Turn left here.



No leaning.



No littering.



Mind the gap.

(Answers may vary.)

A: Where else can you find the sign "No littering."?

B: I can find it in the park.

A2, A3

- 语篇说明：**学生会听到三段地铁车站广播，分别是地铁站内搭乘自动扶梯、站台安全和地铁车厢内的文明乘车等提示广播。本板块 **Update my to-do list** 的录音是一则英国火车站的广播。它们的收听对象分别是乘坐地铁和火车出行的乘客，文化语境是乘客在国内乘坐地铁出行及在英国乘坐火车出行。车站安全提醒及文明乘车提示广播的常见特征有：广播开头直接进入主题，使用礼貌用语，如“Please”等，以体现尊重和友好；结束时常会有一个明确的结束语，如“Thank you.”；通常使用简短的句子和表达，以便快速传递信息；广播中会包含较多祈使句来表达提醒、建议和警告。
- 听力策略：**本单元重点教授的听力策略为可视化（Visualising）。依据所听材料，运用在脑海中创造图像或场景等可视化技能，理解语篇的大意和关键信息。

Visualising refers to the skill of creating mental images or scenes in your mind while reading, listening or speaking. It involves using one's imagination to interpret and understand language by forming vivid, internal pictures of what is being described or discussed.

- 教学要点：**教师借助 A2 进行听力策略的教学，教学生在听前先根据图片信息预测听力内容，再在听的过程中根据所听到的内容在大脑中形成有意义的图像，图文结合，更好地理解听力内容。同时借助 A2 的活动，帮助学生视听结合，加深对具体信息中词汇的理解，对各种警示标识和提示标识有更多了解。再通过 A3 的听写活动，帮助学生在听力理解过程中，运用记笔记的策略，记录细节信息。

In the context of rules, detailed information refers to whether something

Unit 2

A2 Listen, view and circle Listen to the announcements and circle the signs you hear.

Visualising

A3 Listen and take notes Listen again and complete the sentences.

Announcements for passengers

On the escalator

- 1 _____ your eyes only on your phone.
- 2 Please use the lift when you have _____.

On the platform

- 3 Please wait at the _____ line and mind the _____.
- 4 Don't rush when the underground train _____.

On the train

- 5 Don't _____, _____, smoke or litter on trains.
- 6 Please give your seat to anyone _____.

Sound Letters "ng" and "nk"

Read aloud in pairs.

A: What's the meaning of this sign?
B: It means we mustn't eat food or drinks here.
A: What else should we follow in the library?
B: Keep quiet. Don't keep books for too long.
A: Thank you for telling me all these things.

Update my to-do list

Listen to an announcement, circle the signs in A2 and say where you might hear it. Write down the rules.

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通过跟录音朗读对话的活动，指导学生听、读含有“ng”和“nk”的字母组合的单词，识别和理解含有这些发音的单词，并发现发音规律，帮助学生更准确地拼读单词。

is permitted or not, along with the specific action verbs that describe the behaviour and the possible objects that follow. For example, if you hear “Don't keep your eyes only on your phone.”, the detailed information may be “Don't”, “keep your eyes” and “phone”.

- 教学建议：**教师视学情需要，提前就 A2 中的标识引导学生开展讨论，复习并巩固部分新授词汇（如 gap, escalator）；如学生能很快理解这些标识及含义，可让他们再听一些与交通安全相关的其他规则，讨论可以听见这些规则的场景和这些规则的含义（参考“补充资料”）。

听力文本

A2, A3

Announcement 1

Dear passenger, to be a safe escalator user, use the handrail. Don't keep your eyes only on your phone. Please watch young children and help the old. Travel safely. When with heavy bags, please use the lift.

Announcement 2

Please wait at the yellow line and stand back from the doors in a line. The underground train is coming. Don't rush. Mind the gap. When you hear a ring, please stop and wait for the next train. Thank you.

Announcement 3

The terminal is Sunshine Road. The next station is New Star Road. Doors will open on the left. Don't eat, drink, smoke or litter on the train. Please give your seat to anyone in need. Watch your things and don't lean on the doors. We are now at New Star Road. Doors will open on the left.

Update my to-do list

This is a platform announcement for passengers for the 11:30 service to Liverpool. This train is coming in about 8 minutes. The train will now leave from Platform 7. Passengers for the 11:30 train to Liverpool, please make your way to Platform 7. When getting on the train, please mind the gap between the train and the platform. You mustn't smoke on the train. Please always take care of your children. Thank you.

参考答案

A2



A3

1 Don't keep 2 heavy bags 3 yellow, gap 4 is coming 5 eat, drink 6 in need

补充资料

- **Teacher:** Now listen to the following rules. Think where you can hear them. “① Please fasten your seat belt. ② Please make sure that your electronic devices are switched off. ③ For your safety, please do not lean on, sit on, or climb over any handrail ...”

补充资料

(Key: ① We can hear this rule on a plane or in a taxi. It means we must fasten the seat belt.
② We can hear this rule on a plane. It means we must turn off our mobile phone or other electronic devices. ③ We can hear this rule on a ferry/in a shop/in a park/... It tells us that leaning or sitting on the handrail, or climbing over the handrail may do harm to us.)

语言注释

- **help the old** “The old” is a noun phrase where “the” is a definite article used to specifically refer to a certain group of people, and “old” is an adjective describing people who are elderly. 帮助老年人
e.g. *Let's help the old in our neighbourhood.*
- **stand back** It is often used to instruct someone to move away from a particular area or object, usually to create more space or to avoid potential danger. It can be followed by “from” to tell what people should keep a distance from. 退后, 靠后站
e.g. *Stand back and watch the experiment from a safe distance.*
- **in need** It is often used to describe a situation where someone requires help, support, or resources. 需要帮助
e.g. *A friend in need is a friend indeed.*
- **make one's way to** It is used to tell someone to go or move towards a certain place. It's really useful when we're giving directions, like showing someone where to go on a map or in a big building. 前往
e.g. *Make your way to Sunshine Street. You can't miss it.*

背景知识

Announcements at underground stations and train stations

Both in China and in other countries around the world, people will hear many important announcements at underground stations and train stations. The announcements often remind us to be careful on the platform and not to stand too close, and often inform us about the arrival and departure times of trains, as well as any delays or cancellations. In case of emergencies, the announcements provide us with important safety instructions on what to do. Furthermore, announcements also remind passengers of certain rules on the train, such as no smoking and offering seats to those in need. These rules are in place to ensure that everyone can travel safely and comfortably.

Update my to-do list

- **教学要点:** 播放录音, 请学生圈画标识, 推测听到广播的场所, 然后听写规则, 学生根据自己的完成情况评价本节课的学习成效。

参考答案

Update my to-do list



I might hear it at the railway station.

Rules:

- 1 Mind the gap between the train and the platform when getting on the train.
- 2 You mustn't smoke on the train.
- 3 Always take care of your children.

Section B Rules in different places

>> Speaking

子话题说明

口语板块围绕“不同场所的规则”(Rules in different places)这一子话题展开,聚焦学校社团活动室展板上的实验室规则,针对实验室需遵守的规则进行提问,涉及得体询问规则,用含有must和mustn't的句型以及祈使句给出指令,描述规则等学习内容。

B1

- 语篇说明:图片展示的是学校社团活动室内呈现安全规则的一块展板(a display board),展板的内容包括:(1)标题“Dos and don'ts”,说明展板的主题与规则相关。(2)主题图片为一位学生戴着护目镜和手套在做实验,实验台上的器具说明实验内容和科学相关。(3)主题图周围呈现了实验室的五个安全规则标识和对应的规则,分别指向实验室内禁止穿露脚趾的鞋子、禁止乱扔垃圾、禁止饮食这三个禁止标识及规则,以及做实验时需戴安全手套和如何处理碎玻璃这两个标识及规则。
- 教学要点:教师需引导学生根据B1的指令,仔细读图,从多模态语篇中推测信息,回答B1的问题。对于问题1,教师可引导学生通过观察学生用玻璃试管、量杯及试剂等做实验以及规则的具体内容,推测出保罗和陆遥正在讨论在实验室做实验应当遵守的规则,由此可以推测他们感兴趣的社团是science club。对于问题2,教师需引导学生观察多模态语篇中的标识和对应的规则,根据问句,尝试用must或mustn't来回答问题,为后

B Rules in different places

>> Speaking

Paul, an exchange student from Swan Lake Middle School, is looking at a display board in the clubroom with Lu Yao.



B1 Look and say Work in pairs. Look at the display board and discuss the questions below.

- Which club are Paul and Lu Yao interested in?
A Photography. B Science. C Art.
- What rules must students follow according to the display board?

① open-toed 露趾的

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“Dos and don'ts” is used to tell what we can and cannot do. Everyone should know and obey these “Dos and don'ts” to make sure we all stay safe and sound.

续的口语表达输出活动做好句型方面的准备。学生在读图和回答问题时,学习本板块的重点词汇(如rubbish, gloves),也可结合图片,理解拓展词汇(如open-toed, broken, container)。

- 教学建议:如学生对用must do或mustn't do的句型表达需要帮助,教师可以先进行师生合作的对话示范,并将答句的主干写在黑板上,帮助学生用must do和mustn't do造句,描述实验室里所须遵守的规则。

参考答案

B1

1 B

2 We mustn't wear open-toed shoes in the lab.

We mustn't leave rubbish on the floor.

We mustn't eat or drink in the lab.

We must wear safety gloves when working in the lab.

We must throw broken glass into the broken glass container.

语言注释

- **display board** A display board is a type of board used to show information, visuals, or messages. It is like a big poster where you can put pictures, words, and other things to show people. In schools, teachers might use it to show important rules. 展板
e.g. *During the science festival, each group had a **display board** to explain their project.*
- **be interested in** If you are interested in something, you want to know more about it.
对……感兴趣
e.g. *I am **interested in** music. I am a member of our school music club.*

B2

- 语篇说明：**对话在陆遥和来自天鹅湖中学的交换生保罗之间展开。在做实验之前，陆遥建议保罗先看看实验室的安全规则展板。随后，两人就实验室内要遵守的规则进行了讨论。该对话共有4个话轮，包括情景介绍和4轮“关于规则的问答”。对于规则的讨论，一般要基于情景。在不同的情景下，规则也会不同。本对话发生在学校社团的活动室内，谈论的规则聚焦进入实验室的安全规则。在询问规则时，可以使用What引导的特殊疑问句，如：“What rules must we follow ...?”。在询问更多规则时，可以使用副词else，如：“What else must we do or not do?”或“What else?”。在回答时，可以使用含有情态动词must或mustn’t的句型，如：“We mustn’t eat or drink.”，也可以用祈使句，如：“Always wear safety gloves.”。

- 口语交际策略：**学生第一次进入实验室参加活动前，会就实验室的相关规则展开对话讨论，会运用“What rules must we follow in the lab?”“What else must we do or not do?”等含有must或mustn’t的句型向同伴或老师询问信息，在回答关于规则的提问时，也会运用must或其否定形式mustn’t以及祈使句进行应答或给出指令，如“We mustn’t eat or drink in the lab.”“Always wear safety gloves when working.”。

- 语用功能说明：**本单元语用功能为发出指令(Giving orders)。发出指令是指示或命令别人做某事，在英语中通常通过祈使句来实现。在讨论规则的情景中，Giving orders通常用于发出指令、给出警告、表达禁止，如B2对话中的“Always wear safety gloves when working.”。**My learning notes**提供了部分这类表述。教师可引导

B2 Listen, read and think Listen to the conversation between Paul and Lu Yao. What rules does Lu Yao point out?

Paul: Are you ready to go to the lab and do some experiments today?
 Lu Yao: Yes. Look, I am wearing close-toed shoes.
 Paul: Great!
 Lu Yao: Before we get started, look at the rules first to keep safe.
 Paul: What rules must we follow in the lab?
 Lu Yao: We mustn’t eat or drink in the lab. We mustn’t leave rubbish on the floor.
 Paul: What else must we do or not do?
 Lu Yao: Always wear safety gloves when working.
 Paul: I see. Anything else?
 Lu Yao: Look there, and you can find more rules.

Grammar file → p. 111

Word study Word partner Linking verb (keep, stay, grow) + Adjective

Look at the expressions with “keep”, “stay” and “grow”. Try to give more examples.

You must keep quiet in the reading room.

Keep doing exercise, and you can stay healthy.

Take care of the trees to make them grow big and strong.

B3 Role-play Work with a partner. Make up a new conversation to talk about the rules according to the display board.

My learning notes

Giving orders:

- Be quiet.
- Please follow rules.
- Never litter.



Work in pairs. Talk about rules in a public place like the library, the park or the road.

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学生从B1的多模态语篇、B2的对话范文中或借助自身的语言积累找出更多类似表达。

- 教学要点：**教师通过让学生听B2的对话，引导其关注交际双方的语气、交际目的和主要话题内容，模仿语音语调，感悟说话者的情感态度。再通过让学生朗读B2的对话，引导其关注本单元的语用功能重点(发出指令)和口语交际策略(询问规则并回答)。可问学生以下问题：

- ① Why is Lu Yao wearing close-toed shoes?
- ② What does Lu Yao ask Paul to do before they get started?
- ③ What questions does Paul ask to get to know the rules in the lab? Underline them.
- ④ How does Lu Yao answer Paul’s questions?

- 教学建议：**如学生理解对话有困难，可以让学生圈画对话中的规则，通过互相讨论，理解规则的含义。为了帮助学生更好地理解“What else (...)?”和“What else?”可

用于追问更多的信息，教师可以在师生问答过程中，使用以上句子对学生的回答进行追问，让学生在真实的情境中，理解这两个句子的用法。

参考答案

B2

In the lab, we must wear close-toed shoes, and safety gloves when working. We mustn't eat or drink in the lab or leave rubbish on the floor.

B3

- **教学要点：**教师请学生根据展板内容完成新对话的角色扮演。学生需要根据实验室的特点和展板上的规则询问信息并回答。
- **教学建议：**如学生输出表达有困难，教师可以引导学生先从多模态语篇中找出更多的信息，使用含有 must 和 mustn't 的句型来转述，熟练运用得体提问和回答实验室规则的相关表达，完成 B3。

参考答案

B3

(Answers may vary.)

A: Are you going to the lab to do some experiments now?

B: Yes. Look! I've got the safety gloves. They can protect our hands.

A: That's great. What rules must we follow in the lab?

B: We mustn't wear open-toed shoes in the lab. It's for our foot safety.

A: Right. What else must we do or not do?

B: We mustn't leave rubbish on the floor. It's important to keep the lab tidy. And we must throw broken glass into the broken glass container.

A: Can we eat or drink in the lab?

B: No, we mustn't eat or drink in the lab.

A: Anything else?

B: Look there, and you can find more rules. Remember to always keep safe in the lab.

Word study

- **教学要点：**教师借助例句，帮助学生理解 keep, stay 和 grow 作为连系动词的含义：keep 通常表示维持某种状态或行为；stay 通常表示保持在某个状态或位置不变；grow 通常表示逐渐发展或增加。keep 和 stay 常可互换使用。教师可引导学生通过观察例句，发现“连系动词 + 形容词”的搭配方式；通过创设情境，帮助学生理解并使用这一结构进行表达。
- **教学建议：**本课时主要学习在讨论规则时，可使用“连系动词 + 形容词”的搭配来表达保持某种状态并给出指令，如 keep safe 等。教师可以利用图片或创设简单的情境，例如通过“在图书馆中保持安静”的场景，引出 keep quiet。同时，可提问学生在日常生活

中什么时候或什么地点需要保持安静，引发学生思考和讨论。再结合例句，引导学生观察并理解 *keep*, *stay*, *grow* 作为连系动词的含义和用法，并鼓励学生用更多的形容词造句。如学生需要帮助，教师可以采用以下教学方式：(1)结合图片进行教学；(2)让学生选择合适的连系动词和形容词完成句子；(3)采用头脑风暴、小组比赛的方式让学生进行造句练习，激活学生思维，在同伴互助的学习活动中帮助学生巩固和运用。对于基础较好的学生，可以让学生以表演的形式，模拟在图书馆、操场等场景中进行对话，鼓励学生在真实的交际情境中运用此结构进行表达。此结构的更多搭配可以参考学生用书 **Word study support** (P103)。

参考答案

Word study

- 1 *Keep warm* when it is cold outside.
- 2 Jack always plays basketball after school to *keep fit*.
- 3 At the museum, we should *stay curious* and ask many questions. There's a lot to learn!
- 4 Food can *stay fresh* when it is put in the fridge.
- 5 We are *growing excited* for the coming school festival.
- 6 David quickly *grew friendly* with his new classmates.

Update my to-do list

- **教学要点：**该任务迁移了对话情境，学生需灵活运用本板块所学的语言、功能句式和口语交际策略等，针对不同公共场所的规则展开新的对话。请学生更换合作伙伴，确定角色，展开对话。学生展示，同学互评。学生根据自己的任务完成情况，结合同学评价和教师点评，评价本节课的学习成效。

评价要点建议如下：

- ① 是否合理且有逻辑地根据场所特征讨论规则？
- ② 是否正确使用祈使句或者含有 *must* 或者 *mustn't* 的句型给出指令或描述规则？

参考答案

Update my to-do list

(Answers may vary.)

A: What rules must we follow in the library?

B: We must keep quiet in the library. We mustn't eat in the library.

A: I see. What else must we do or not do?

B: We must keep the books clean and we mustn't draw pictures on them.

A: Anything else?

B: Listen to the librarians and return books in time. We can find more rules on the noticeboard.

A: OK, let's go.

Section C A rule story

>>Reading

子话题说明

阅读板块围绕“规则故事”(A rule story)这一子话题展开。林东给陆遥讲了一个规则故事，故事描述了不喜欢受规则约束的主人公鲍勃在梦中体验了上课时没有同学倾听他的发言、体育课上同学不按规则让他参与打网球以及午餐时同学随意拿走他的食物这三个不愉快的经历，通过鲍勃的内心变化，展现了他从抗拒校规到认可校规的心理变化过程。

C1, C2

- 语篇说明：该语篇是一个简短的故事，采用了典型的“问题—发展—解决”的叙事方式，围绕遵守校规的重要性展开，主要运用一般现在时态和正在进行时态叙述，语篇中有较多的人物对话。故事的旁边配有插图和人物对话。在插图部分，通过怀特老师“规则很重要”的陈述，引入主题，再通过两位同学的回答列举了两条常见规则。与其他同学愉悦的面部表情不同，鲍勃呈现的是皱眉的神情。在故事语篇中，首先呈现了鲍勃的态度：“不喜欢规则”。第二天，怀特老师宣布今天学校没有任何规则。但STEM课上，鲍勃遭遇了无人倾听的尴尬；在体育课上鲍勃想打网球却被告知今天没有规则可依，无法如愿；在午餐时间，他的食物未经允许被取走。这些让他深切体会到缺乏规则所带来的混乱。经过一系列不愉快的经历后，鲍勃认识到了规则的重要性。结尾以鲍勃在母亲的呼唤中醒来，发现这一切只是一场梦，巧妙地结束了故事，同时也意味着鲍勃对现实秩序的重新认识和珍惜。
- 阅读策略：本单元重点教授的阅读策

C A rule story >> Reading

Lin Dong is sharing a rule story with Lu Yoo.

C1 Predicting Look at the picture and predict: Why does Bob look unhappy?

C2 Read the story.

Ms White and her students are talking about rules in class. Bob thinks, "I don't like rules. School will be a better place without any rules."

Next day, Bob comes to school. Ms White smiles and says, "Today we won't have any rules in our school." "Hurrah!" Bob shouts happily.

The STEM class begins. It's Bob's turn to show his model plane. He begins to talk, but no one pays any attention to him. He says loudly, "Keep quiet! I'm trying to tell you something." Jim replies, "No. It's a day without rules!"

In the PE class, Bob wants to play tennis and asks, "May I have a turn?" Emma says, "No. No rules today!" At lunchtime, someone takes some of Bob's food without asking. "It's my food," Bob cries out, "What's happening today? No one listens to me, no one lets me play ... Can we have our rules back now?"

"Wake up, Bob. Are you having a dream? It's time for school!" Bob hears his mum's voice.

Rules are very important.
What rules do we follow?

Take turns to do things.

Listen to others carefully in class.

Personal touch
What can you learn from Lin Dong's story?

C3 General understanding Read the story and tick (✓) the best title.

Important rules No rules today Rules at school

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略为预测(Predicting)。预测在英语阅读技能中是指读者根据标题、插图、章节标题或者文章的开头部分等线索，对文本内容即将讨论的主题、情节走向、作者的观点或接下来可能发生的事件进行预先推测的一种策略。这一策略有助于提高阅读理解能力，使读者更加主动地参与阅读过程，同时增强对文本信息的吸收和记忆。通过预测，读者能够在心中构建预期框架，随后在阅读过程中不断验证并调整预测内容，加深对文章内容的理解。本文的阅读策略旨在引导学生在读前先观察图片中人物的表情，理解对话内容，推测故事的主题，更好地理解故事内涵。

- 教学要点：(1)根据C1的问题，引导学生观察课文插图，首先明确故事发生地点(学校教室)，图中人物关系(怀特老师和四位学生)，讨论话题(Rules are very important.)，学生知晓的规则(Take turns to do things. Listen to others carefully in class.)；通过对鲍勃面部表情的分析，可

以推测出他对老师和同学们的观点可能不理解或不赞同，进而引导学生对故事进行预测。(2)通过C2的**Personal touch**，帮助学生从真实的读者视角，联系实际，理解规则的重要性和必要性。

- **教学建议：**语篇插图包含的信息较多，如果学生在读图预测过程中需要帮助，教师可以根据记叙文的要素进行提问。以下问题供参考选用：

- ① What can you see in the picture?
- ② Where are they?
- ③ What are they doing? How do you know that?
- ④ What are they talking about? What do they say?
- ⑤ How do they feel? Does Bob look happy?

C3

- **教学要点：**此活动旨在帮助学生整体把握阅读文本的大意，为故事选择一个恰当的标题。
- **教学建议：**如学生感到需要帮助，教师可以提示学生通读全文后，通过排除法，选出最佳答案。也可以通过提问来引导，如：Does the story mainly introduce some important rules? Does it mainly introduce some rules at school?

参考答案

C1

(Answers may vary.)

Because he doesn't like school rules.

C2

(Answers may vary.) Lin Dong's story tells me that rules are very important/without rules, a lot of things can go wrong/we must follow school rules/rules bring order to life.

C3

No rules today

语言注释

- **begin to do** start to do 开始做某事
e.g. *They begin to have classes at 8:30 a.m. from Monday to Friday.*
- **wake up** stop sleeping; make sb stop sleeping 醒来；唤醒
e.g. *I usually wake up at 6 o'clock in the morning.*

C4

- 教学要点:**此活动旨在帮助学生根据场景与时间的变化，在文中查找具体的信息，梳理故事的主要情节。
- 教学建议:**如学生感到需要帮助，教师可以和学生共读鲍勃在 STEM 课上的经历，示范如何将文中关键信息 no one pays any attention to him 改写成表格中的内容：“Bob's classmates pay no attention to him.”，提醒学生注意语法准确。请学生扫读课文其余部分，查找并划出语篇中的关键信息，正确填写表格。

C5

- 教学要点:**问题 1 旨在帮助学生进行深度思考：鲍勃为什么会产生这样一个梦？是否和他白天上课时的经历有关？他内心渴望没有规则约束的生活。问题 2 旨在帮助学生在学习理解文本的基础上，结合自身体验，讨论学校的规则，并思考这些规则的重要性和必要性。
- 教学建议:**教师根据学情，灵活设计课堂活动，帮助学生学习理解文本。以下问题供参考选用：

What may happen if Bob's classmates follow the rules? (*Bob's classmates will listen to his introduction of the model plane. Emma will let Bob play tennis. Bob's classmate won't take Bob's food without asking; he/she may ask for permission first.*)

以下活动可用于启发学生在理解文本的基础上，进一步调动高阶思维，展开深入语篇和超越语篇的思考。以下问题可供参考选用：

- ① Choose some of your school or class rules. Imagine what would happen if

C4 Detailed reading Read the story again and complete the table below.

Time	What happens	Rules
In the STEM class	Bob's classmates ¹ _____	Keep quiet and listen to others _____.
In the PE class	Emma ² _____	⁴ _____.
At lunchtime	Someone ³ _____	⁵ _____.

C5 Further thinking Answer the questions.

- 1 Why does Bob have such a dream?
- 2 What other rules should we follow at school?

Vocabulary focus Help Lu Yao complete the story review with the words and phrase from the text and the picture.

Story review

Name: Lu Yao

My opinion of the story:

I like this story. At first, Bob thinks school life will be fun¹ _____ rules. Later, he has a dream ... On the day without rules, his classmates don't listen to him and don't keep² _____, Emma doesn't let Bob play the games in³ _____. Someone takes Bob's food without asking. It is all because there are no rules today. In the end, Bob⁴ _____. The story shows us that rules are very⁵ _____. They help us behave well, stay safe and be happy.

Rating the story: 9/10

Would you recommend this story to others? (YES/NO)



Work in groups. Each group member chooses one role from C2. Act out the story.

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those rules were cancelled. Discuss with a partner. (*If the rule “Keep quiet in the library.” were cancelled, the library would be a noisy place because students could talk aloud and move around freely. Other students might not be able to read books or do their homework carefully.*)

- ② Suppose you were in charge of creating a new rule for your classroom. What rule would you try to make, and why do you think it's necessary? (“Keep our desk area clean and tidy.” This rule can help us focus on our work and easily find our books, pencils, and other stationery. Besides, a neat and clean learning environment may make us feel happy and relaxed in the classroom. It may also help students form good habits.)

参考答案

C4

- 1 don't pay any attention to him
- 2 doesn't let Bob play tennis in turn
- 3 takes some of Bob's food without asking
- 4 Take turns to play games
- 5 Let other people know before taking their things

C5

(Answers may vary.)

- 1 He doesn't like rules. He doesn't know the importance of rules, either. So he hopes to have a life without rules at school.
- 2 (1) Be polite to others. (2) Finish your homework on time.
(3) Don't rush. (4) Don't wear strange clothes.

Vocabulary focus

- **教学要点:** 本活动重点关注课文中的重点词汇和短语(如 important, without, keep quiet), 通过完成陆遥的故事点评, 帮助学生学习理解并熟练运用这些词汇。同时, 教师也可以帮助学生初步了解撰写点评是学生自主阅读后的活动方式, 不仅要理解文本的表面意义, 还要能够把握作者的意图、主题和深层含义并增加读者自己对文本的理解和评价。教师还可以设计更多词汇练习, 关注本板块核心词汇的理解和运用。
- **教学建议:** 鼓励学生在本单元前面的板块中查找更多与规则相关的动词短语和“连系动词+形容词”的结构(如 use the lift, leave rubbish, wear safety gloves, keep quiet, keep safe)并尝试结合实际, 描述自己的校规班规。

参考答案

Vocabulary focus

- 1 without 2 quiet 3 turn 4 cries out 5 important

Update my to-do list

- **教学要点:** 教师可组织学生分组讨论并开展角色扮演的活动, 目的在于从故事中怀特老师的角度或同学们的角度理解他们如何帮助鲍勃理解规则的重要性。学生需增加适当的理由说明自己为什么故意不遵守规则。在讨论或汇报的时候, 教师可提供适当的支持。

>>Grammar in use

板块内容说明

本单元的语法重点是祈使语气 (The imperative)。

活动 1

- 教学要点:** 活动 1 旨在帮助学生在理解句子意思的同时, 观察祈使句(祈使语气的主要呈现形式)句式的基本结构。教师可引导学生发现祈使句通常省略主语 you, 同时, 引导学生关注动词的形式、肯定句和否定句的基本结构。
- 教学建议:** (1) 运用教学指令语呈现祈使句或提供更多的例句, 动词涵盖 be 动词和其他行为动词, 句式涵盖肯定句和否定句, 通过问题引导, 帮助学生关注祈使句的形式、意义和用法(参考“补充资料”)。

>> Grammar in use The imperative

1 Read and think Read the sentences below. Find more examples from Sections A, B and C.

- (1) Be careful.
- (2) Keep quiet!
- (3) Don't rush.
- (4) Never play with fire.

2 Work out the rules Read the sentences above again and fill in the blanks.

- We form imperative sentences with the base form of a verb.
- We usually use imperative sentences to tell people to do something.
- We add _____ or _____ to form negative imperative sentences.
- We use negative imperative sentences to tell people _____ to do something.

Grammar file → p. 110

3 Practise Li Bailing is singing a song while cleaning the classroom with her classmates. Complete the song with imperative sentences, positive or negative.

- Put _____ the rubbish in the bin.
① _____ the paper everywhere.
② _____ pens and pencils away.
Let's clean the classroom today!
③ _____ the board.
④ _____ any pictures any more.
⑤ _____ the desks and chairs away.
Let's clean the classroom today!
Keep our classroom clean today.
⑥ _____ the floor.
⑦ _____ tidy up today.
⑧ _____ our classroom tidy today.
A clean classroom makes us happy every day!



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补充资料

- Be quiet, please.
- Raise your hand if you have a question.
- Open your books and turn to page 12.
- Clean up your desks after the class.
- Stop talking and listen carefully.
- Look at the blackboard and take notes.
- Speak loudly and clearly.
- Try your best to answer the question.
- Share your ideas with the class.
- Do not run in the hallways.
- Don't forget to bring your homework tomorrow.
- Don't write on the walls or desks.
- Don't be afraid to ask for help.
- Never shout at your teachers or friends.
- Never throw waste on the floor.

(2) 当涉及语法术语时,建议补充或使用中文,不要让语法术语成为影响学生理解的障碍。如:

- ① How are the sentences formed? (句子由哪些成分构成?)
- ② Do we use the subject “you” in imperative sentences? (在祈使句中,会使用主语 you 吗?)
- ③ Is the verb in its base form? (动词是以动词原形出现的吗?)
- ④ What is the negative form of an imperative sentence? (祈使句的否定形式是什么?)
- ⑤ Can you make a negative sentence from this affirmative sentence? (你能把这个句子从肯定句变为否定句吗?)

活动 2

- **教学要点:** 活动 2 旨在帮助学生在完成活动 1 的基础上总结语法规则,根据上面的句子,归纳祈使句的主要形式和表达的意义。
- **教学建议:** 教师可根据学情,要求学生对照活动 1 的各个句子和语法规则的选项,填写正确答案,或请学生分组对照更多的例句,归纳祈使句肯定、否定的构成规则以及使用情境,最后借助学生用书语法附录(**Grammar file**, P110)深化理解。

活动 3

- **教学要点:** 活动 3 旨在帮助学生初步运用祈使句,在有意义的情境中重点操练和使用祈使句的肯定和否定形式。
- **教学建议:** 在完成这个活动之前,教师可以借助活动插图,引导学生使用合适的动词,用现在进行时态描述学生在打扫教室时的行为。再借助活动 2 中提炼的规律,用祈使句进行改写,并完成填空。

如学生需要更多帮助,教师可以请学生先讨论,在书上尝试写出描述行为的动词,同伴互相补充,再全班讲解。

如学生接受程度较好,可以让学生以表演的形式,模拟真实情景,利用已有知识,口头完成活动。

参考答案

1

(Answers may vary.)

Don’t turn right here.

Turn left here.

Never leave rubbish on the floor.

Keep quiet and listen to others.

2

Don’t, Never; not

3

- (1) Don’t put
- (2) Put
- (3) Clean
- (4) Don’t draw
- (5) Put
- (6) Clean
- (7) Let’s
- (8) Keep

活动 4

- 教学要点：**活动 4 旨在帮助学生在真实情境中，恰当运用祈使句，为自己的班级选出 10 条班规。完成活动需要用到祈使句的肯定句和否定句。学生列出班规后，教师尽量让学生通过讨论和分享，优化列出的班规。然后通过集体评选，选出得票最高的 10 条班规，并填入方框中。教师要关注学生所列班规的适用性和合理性，也要提醒学生注意祈使句的语法结构。
- 教学建议：**对于需要帮助的学生，教师在活动前可以补充一些相关例句，或请学生参考 C 板块和 D 板块例句，引导其关注班规的内容和维度，如：热爱集体、学习纪律、行为礼仪、团队合作、安全规则、自我管理等。学生列出自己认为重要的规则，再参照学生用书口语板块的对话尝试和同伴展开简短对话，讨论班规的适用性和合理性。

如学生接受程度较好，教师可以请学生根据自己的实际情况在表格内自行列好班规，并在和同伴交流中展开对话，然后在汇总阶段向全班汇报，陈述 the top ten rules 的重要性和必要性。

参考答案

4

(1) (Answers may vary.)

Dos	Don'ts
Keep the classroom clean.	<i>Don't shout in the classroom.</i>
<i>Listen carefully in class.</i>	<i>Don't be late for class.</i>
<i>Be kind and helpful to others.</i>	<i>Don't run in the classroom.</i>

评价建议

教师可根据学生完成每个活动的实际情况，随时调整教学进度和方式。如果学生对祈使句的形式掌握不佳（如未使用动词原形、不会使用否定句等），可以在活动中，提醒学生关注祈使句的形式，增强学生的语法形式意识，并结合班级和学校的真实情境，让学生用祈使句给出指令、提出建议或指示等。最后，通过学生完成活动 4 的表现，评价学生对该语法点的掌握程度。

4 Discuss and share Work out the top 10 class rules.

(1) Work in pairs. List some rules for your class.

Dos	Don'ts
Keep the classroom clean.	

(2) Share the rules with your classmates.

(3) Choose the top 10 rules for your class and put them down in the following boxes.

Section D A notice for an activity

>> Writing

子话题说明

写作板块围绕“一则活动通知”(A notice for an activity)这一子话题展开，学生需确定活动内容，列出对应的规则，完成一份通知。

D1

- 语篇说明：**这篇写作范文是林东学校的一则活动通知，属于应用文文体。通知的主题是关于新星中学春游活动安排。通知旨在告知学生出游的具体日期、时间、地点以及相关注意事项，以确保活动顺利进行并培养学生遵守规则的意识。
- 写作策略：**本单元写作策略是撰写通知。完整的通知一般包括标题、开场(如活动名称)、主体部分(如活动计划)、结尾和组织者。主体部分还可能包括参与活动时的规则或注意事项，通常用祈使句表达。通知的语言要简练、清晰。
- 教学要点：**引导学生先通过快速浏览范文内容，关注通知的主题(回答D1中的问题)、结构和功能。
- 教学建议：**如果学生对用英语描述通知的功能有困难，教师可以先就以下问题组织学生进行讨论。
 - ① Who writes this notice?
 - ② What is the notice mainly about?
(*The information about New Star Middle School's spring outing.*)
 - ③ Why do students need to read this notice? (*To help them know the time and place to meet, the place to visit and to remind them to follow the rules of the activity.*)

D A notice for an activity >> Writing

You are going to write a notice about rules for a school activity.

D1 Think Read the notice of Lin Dong's school. What is the notice about?

The diagram shows a template for a school notice. On the left, there are five labels with arrows pointing to corresponding parts in the notice text on the right:

- Title** points to "Notice".
- Opening & of the activity** points to "We will have our spring outing on 22 March. We are going to the Science and Technology Museum. We will meet at the school gate at 9 a.m. and come back at 3 p.m."
- Body of the activity** points to "Remember:
 - Always keep safe.
 - Stay with the groups.
 - No photos.
 - No littering.
- Ending** points to "Have a good time!"
- Organiser** points to "New Star Middle School".

D2 Prepare Complete the tags on the left of the notice.

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D2

- 教学要点：**活动定位是写前准备。教师组织学生细读范文，在理解范文的基础上提炼左侧标签中对应的通知内容要素。通过分析范文内容结构，增强写作结构意识。
- 教学建议：**如学生对提炼内容要素有困难，教师可以用提问的形式引导其再读范文，回答问题，以梳理通知的内容和结构。以下问题供参考：
 - ① What place(s) are the students going to visit? (*They are going to visit the Science and Technology Museum.*)
 - ② What are the rules in the notice? Why does the teacher list them? (*The rules are “Always keep safe.”, “Stay with the groups.”, “No photos.” and “No littering.” To make the rules of the activity clearer to the students and remind them to follow the rules.*)

- ③ Why does the teacher write “Have a good time!” ? (*To express good wishes. The school hopes that every student can enjoy the spring outing.*)

参考答案

D1

(Answers may vary.)

It's about a spring outing, including time, place, rules, etc.

D2

Name, Date; Plan; Rules

D3

- 教学要点:** 活动定位是写前构思。教师引导学生根据话题,结合给出的问题展开头脑风暴,确定活动的内容、时间和地点,并列出与该项活动有关的规则。
- 教学建议:** 学生如果对列出活动相关规则有困难,教师可以提示其关注活动的性质和地点。如与 Sports Day 相关的规则可以从运动安全角度考虑;而与 Open Day 相关的规则,可考虑礼貌待人等方面(参考“补充资料”)

D4

- 教学要点:** 活动定位是写作。教师请学生基于前期的写作准备和通知内容要素,参考范文框架完成写作。
- 教学建议:** 如果学生写作时需要帮助,教师可以设计半开放的写作任务单,提供部分写作提示词,如: We are going to have ... on .../We will have ... in .../Remember: .../Wish you a good time!... School. 学生只需根据实际情况完成句子。如果学生接受程度较好,教师可以提供空白写作任务单,让学生模仿范文框架,独立完成写作任务。

D5

- 教学要点:** 活动定位是写后检查。教师引导学生参照 TEEN skill 栏目的写作策略要点提示,检查自己的作文初稿并修改,有意识地养成写后自查的习惯。
- 教学建议:** 教师可整理学生的常见错误,让全班同学比照自己的习作一起找错误并修改,之后同伴交换检查是否有遗漏或误批改。教师应帮助学生掌握通知的常见结构,并正确运用祈使句描述规则。

D3 Plan Think of a school activity you are going to have. Make notes about it.

1 What activity are you going to have? (Sports Day/Open Day/Arts Festival/...)

2 When and where are you going to have it?

3 What rules do you think students must follow?

•
•
•
•
•
•

D4 Write Write a notice for the activity.

D5 Check Check your notice. Pay attention to the basic elements of a notice and the language about rules.

TEEN SKILL Writing a notice


A notice is a formal written announcement for a group of people. It should be clear and precise. It usually includes:

- Title
- Opening (e.g. name of the activity)
- Body (e.g. plan of the activity)
- Ending
- Organiser

Keep sentences short and use simple words in the notice.

Update my to-do list

Work in groups. Select the best notice and give reasons.

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Update my to-do list

- 教学要点:** 教师请学生分组活动,分享彼此的通知,对同伴的写作进行结构和内容维度的评价,并陈述理由,选出最佳通知。教师为学生提供针对本课写作任务的个性化评价建议,请学生对照、评价自己的任务完成情况,并结合同学评价和教师点评,思考改进方案。

评价要点建议如下:

- ① 是否为一个明确的活动制订了活动时间、地点等方面的计划?
- ② 是否涵盖了“通知”的基本要素?
- ③ 是否正确运用了祈使句列出活动规则?

补充资料

Useful expressions

1. Sports Day:

- Arrive at the playground before (*time*).
- Wear (*what kind of clothes and shoes*).
- Play fair.

2. Open Day:

- Wear clean and tidy (*what kind of clothes*).
- Be polite and smile to (*whom*).

3. Arts Festival:

- Be on time for your performance.
- Follow stage directions.
- Don't wander. Always stay with (*whom*).

若学生接受程度较好，教师可以提供更多的表达作为参考。如：

- Do not enter restricted areas without permission.
- Do not interrupt when parents and teachers are talking.
- Ensure your classroom and school areas are tidy for the visit.

>>Discovery

板块内容说明

探索发现板块介绍了四种不同颜色海滩警示旗所代表的安全信息和相应规则，帮助学生理解可以用不同的方式表达规则。海滩警示旗是国际通用的海滩安全信号系统，适用于全球多数海滩度假地，因此本语篇具有较强的普适性和跨文化沟通价值，体现了国际间对于海滩安全管理的一致认识和实践，有助于提升公众的海洋安全意识，减少因不了解当地规则而导致的事故。

教学提示

- **语篇说明：**四则短文分别介绍了红色、黄色、黑白方格和红黄海滩警示旗。
- **更多信息：**

(1) 红色海滩警示旗是海滩安全标志系统中极其重要的一种，它传达了最直接且紧急的警告信息。红色海滩警示旗通常代表海滩当前存在高度危险，不适宜游泳或进行水上活动。这些危险可能包括强风浪、激流、不可预测的潮汐变化、恶劣天气等。

(2) 黄色海滩警示旗通常表示该地区存在一定程度的风险或潜在的危险，但并不像红色旗帜那样表示极端危险。当黄色警示旗帜升起时，虽然不是完全禁止游泳，但强烈建议游泳技能较差的人或体弱者避免下水。

(3) 在很多情况下，成对出现的黑白方格海滩警示旗标志着专门的冲浪区域，表明这片海域是为冲浪者和其他水上活动爱好者预留的区域。这意味着游泳者应避免在此区域内活动，以免与高速移动的冲浪板或其他水上设备发生碰撞。

(4) 红黄相间的海滩警示旗通常标志着一片指定的安全游泳区域。在该区域内，水情相对平稳，有救生员监督，

Discovery

Beach flags

Beach flags tell us information about the waves. They can keep us safe when we are playing on the beach.

A red flag means the surf^① is very dangerous. There are big waves, or maybe other dangers. We mustn't swim in the water when we see a red flag.

A yellow flag means it is dangerous somewhere. The waves can be very strong, and maybe bad weather is coming. When there is a yellow flag, parents should watch children at all times. We shouldn't swim or sail in the sea alone.

A pair of black and white flags means it is a surfing area. So, don't swim there. We must keep surfers safe.

A red over yellow flag means it is a safe swimming area. Helpers are near.

Read and think Which flag shows that we can go swimming? Why?

① surf 滚浪

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适合游泳和一般的水上活动。旗帜的颜色组合意在从视觉上提供一个明显的安全标识，让海滩游客能够轻松识别出哪里是安全的游泳地点。

- **教学建议：**教师可根据学情，灵活选用不同的方式来激发学生对不同颜色海滩警示旗的兴趣和思考。

(1) 预测：引导学生读前浏览标题和图片，通过回答问题，预测与主题相关的信息，激发兴趣，引发思考。如：

- ① Where can we find these flags?
- ② Can you guess the use of these flags?

(2) 理解：请学生阅读短文，通过问题引导学生发现不同颜色海滩警示旗所传递的信息。如：

- ① What does a red beach flag mean?
- ② What can we do or can't do when there is a red beach flag?

(3) 思考：鼓励学生基于文本信息，展开思考，推断更多文本以外的信息。如：

Why do different countries use beach flags

with usually the same warning meanings?

(Certain colours have meanings we all know. Red says “stop” or “danger”, and yellow means “Be careful.” It’s like how traffic lights work — even if you don’t speak the language, you get the message. When every beach uses the same flags, it’s easier for everyone to stay safe. If there’s a problem, the flags let us know quickly, so we can act fast and stay out of danger.)

(4) 拓展：教师可鼓励有兴趣的学生寻找其他颜色的海滩警示旗，在课堂上分享、比较不同颜色所代表的不同含义，以提高学生的自主学习和探究的能力及文化意识，并扩大知识面。还可以鼓励学生查找呈现规则的不同形式。参考问题：

- ① Can you find more information about beach flags with different colours? What do these colours mean?
- ② What other ways of showing rules can you find?

补充资料

1. A green flag:

A green flag usually means the water is a low-risk area and good for swimming. It says the sea is being nice and there aren’t any big dangers right now. But, it’s still a good idea for swimmers to be careful and follow the safety rules.

2. A purple flag:

At some beaches, a purple flag might warn that there could be marine pests in the water, like jellyfish. Swimmers and divers need to be careful not to touch these animals so they won’t get hurt.

3. Two red flags:

Two red flags together tell us water is closed to public use. This usually happens because of really bad weather or other big safety problems.

Section E A flyer of signs and rules for public places

>>Project

子话题说明

项目探究板块围绕“公共场所标识和规则宣传单”(A flyer of signs and rules for public places)这一子话题展开。学生通过“手工制作”，结合本单元所学进行小组合作，收集组内选择的公共场所的警示标识和规则，制作规则宣传单，以回应单元大问题，在活动中感知遵守规则的意义，形成自觉遵守各类规则的意识。

教学提示

- **教学要点：**教师引导学生讨论回顾单元各板块内容，引发其对单元大问题的深层思考。组织学生分小组讨论，可通过走访学生熟悉的公共场所，以摄影、绘画或记录的方式，收集已有标识和规则的图文信息，为制作宣传单积累素材。在此基础上，参考Step 3中的样例，小组合作制作图文并茂的宣传单，再与其他小组分享并描述标识和规则。

Update my to-do list

- **教学要点：**教师给各小组提供课内外展示宣传单的平台或机会。鼓励学生综合运用本单元前面板块所学的语言知识和技能进行表达和展示，同学进行评价。汇集各组学生的讨论结果，形成班级的宣传单展板，在学校展示，或者以视频介绍的方式，推荐优

E A flyer of signs and rules for public places >> Project **Unit 2**

Making a flyer of signs and rules

Work in groups. Make a flyer of signs and rules for public places.

Step 1 Choose Choose one public place near your school.

museum ————— library
restaurant ————— Public places ————— children's park
cinema ————— ...

Step 2 Collect signs and rules Find the signs and rules in this place. Take photos or draw pictures of the signs.

Step 3 Make a flyer Write down the place and rules and stick the photos or pictures.

Signs and rules in the children's park

Don't run fast.
Wait in line politely.
No smoking or littering.
Facilities for children only.
Children under 6 must be accompanied by a parent.

Step 4 Share Share your flyer with your classmates and describe the signs and rules.

Update my to-do list

Look at other groups' flyers and make comments.

① Flyer 小传单

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秀作品，上传学校的网站，展示学习成果。

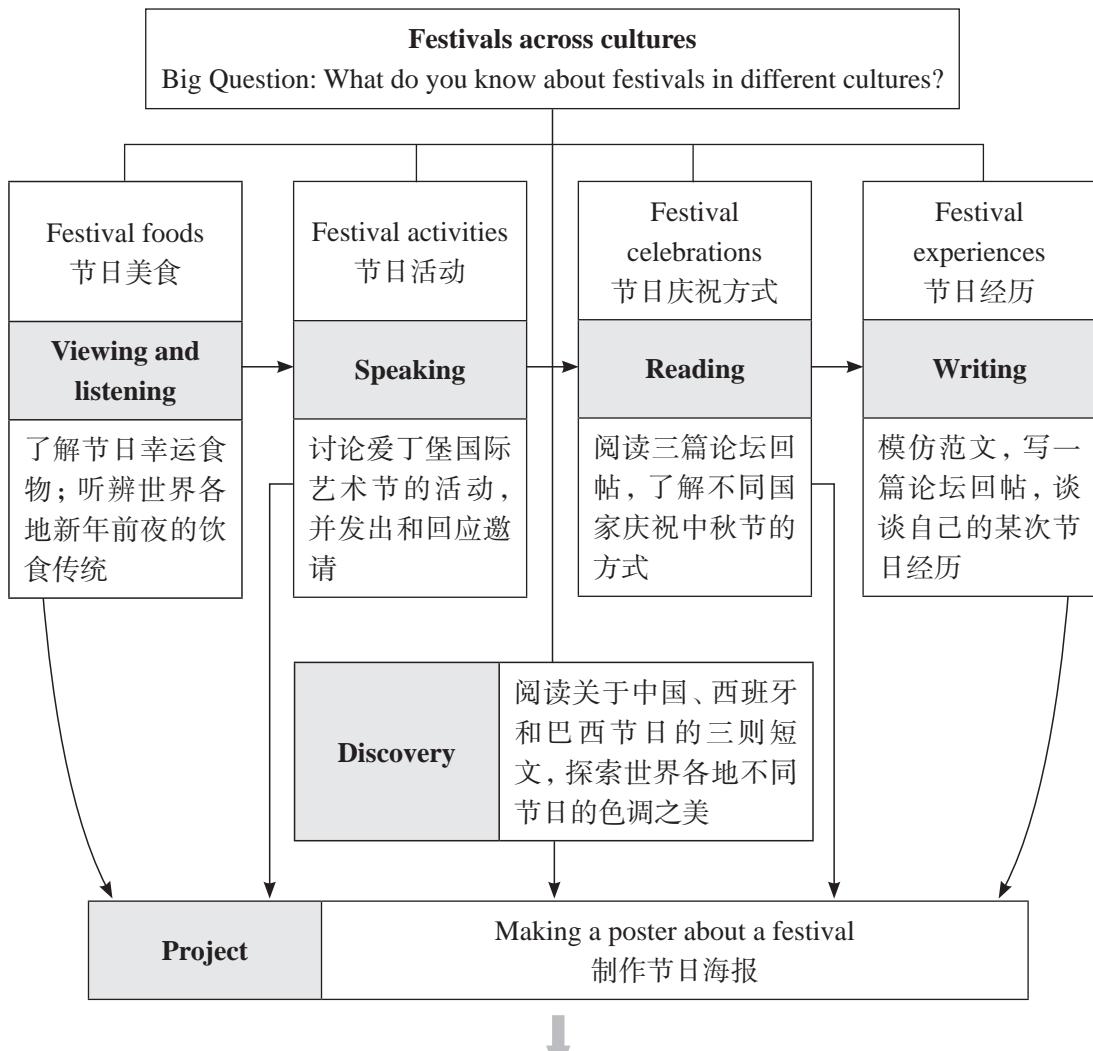
教师可组织学生从三方面进行自评和同伴互评。

评价要点建议如下：

- ① 宣传单是否内容完整，包含标识和规则，有配图？
- ② 宣传单是否主题凸显，构图合理，视觉效果吸引人？
- ③ 在分享时，是否正确使用了must或mustn't及祈使句描述公共场所的标识和规则，语言表达自然流畅，声音清晰？

Unit 3 Festivals across cultures

单元内容结构图 (Structure of the unit)



单元育人目标: 通过了解世界各地的各种节日，比较节日文化的异同，探知世界各地的节日文化，拓展国际视野，树立文化自信，提升跨文化交际能力

单元目标 (Unit objectives)

- ▶ 语音：能借助拼读规则，识别字母 w 和 y 的发音规则，准确拼读单词
- ▶ 词汇：能掌握节日相关词汇和固定搭配
- ▶ 语法：能归纳一般过去时的语法规则（形式、意义和用法），并在情境中使用
- ▶ 看：能借助图片、节目单等多模态语篇中的视觉信息理解相关内容
- ▶ 听：能根据所听文本理解说话者的意图；能根据表格已有信息抓取并记录听力文本的关键信息
- ▶ 说：能掌握发出邀请和回应邀请的习惯用语，开展简单对话；能初步体现正式和非正式用语的差异
- ▶ 读：能读懂节日相关的论坛回帖，理解这类文本的语篇特征；能获取论坛回帖语篇的信息，并提炼关键信息；能识别相同点和不同点
- ▶ 写：能围绕“节日经历”这一主题，运用单元所学，用论坛回帖的语篇形式描述和介绍自己的节日经历；能掌握专有名词的大小写书写规范
- ▶ 文化：能通过图片、节目单、论坛回帖、海报等获取与中外节日相关的文化信息；能用所学语言描述节日，初步具备比较不同文化异同的能力；能对不同文化背景（如：中国、日本、韩国、印度、泰国、西班牙、巴西、北欧国家）中的节日有所了解
- ▶ 德育：能理解世界各地的节日文化，培养国际视野

单元内容概览 (Content overview)

主题	本单元聚焦“人与社会”主题下“历史、社会与文化”主题群，围绕“世界主要国家的传统节日，文化体验”以及“世界主要国家的节假日与庆祝活动”子主题内容，通过大问题“What do you know about festivals in different cultures?”引导，帮助学生了解世界各地的节日及节日文化差异，拓展国际视野，树立文化自信。			
语篇	视听	网页	幸运节日美食	
		播客	新年前夜的饮食传统	
		录音	韵律诗	
	口语	节目单	爱丁堡国际艺术节节目单	
		对话	有关邀请的对话	
	阅读	新媒体语篇——论坛回帖	不同国家庆祝中秋节的方式	
	写作	新媒体语篇——论坛回帖	某次节日经历	
语言知识	探索发现	介绍类短文	节日主题色介绍	
	语音	字母 w 和 y 在单词中的发音		
	词汇	常见搭配；主题词汇		
	语法	一般过去时		
	语篇	理解语篇类型；比较和对照的表达		
文化知识	世界各地(如：中国、日本、韩国、印度、泰国、西班牙、巴西、北欧国家)的节日			
	语言技能与学习策略	视听	任务：听新年前夜的饮食传统 策略：理解说话者意图	
		口语	任务：介绍爱丁堡国际艺术节，发出邀请和得体回应 策略：得体地发出邀请和回应邀请	
		阅读	任务：阅读关于不同国家庆祝中秋节的方式的论坛回帖 策略：识别相似点和不同点	
		写作	任务：写关于某次节日经历的论坛回帖 策略：专有名词首字母大写	
		项目探究（综合）	任务：制作节日海报	

单元主题图页 (Cover page)

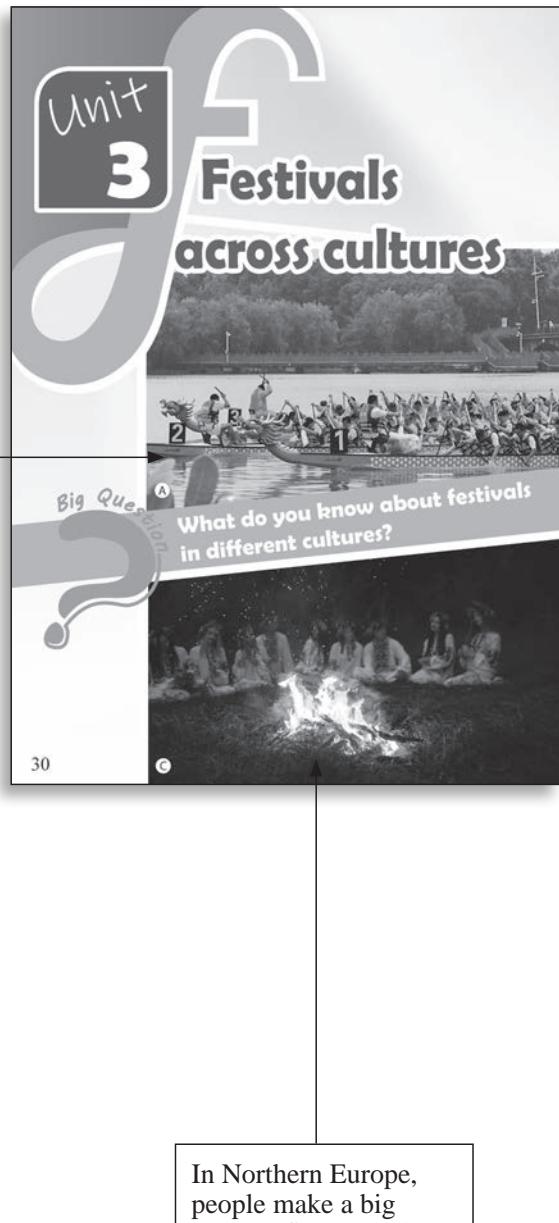
单元大问题 (Big Question)

完成本单元的学习后，学生可以围绕节日美食、节日活动、节日庆祝方式、节日经历等方面的话题谈论各种节日，了解世界各地的节日文化。

单元主题图 (Theme photos)

本单元主题图主要呈现各种传统节日的庆祝方式。

In China, people eat zongzi and row boats at the Dragon Boat Festival.



In Northern Europe, people make a big outdoor fire to celebrate Midsummer's Day.

任务清单 (To-do list)

任务清单中的五项任务分别对应视听、口语、阅读、写作和项目探究，学生完成后可以根据任务清单自行检测任务达成情况。本单元的任务清单内容包括：(1) 听关于节日美食的播客类节目。(2) 谈论节日活动。(3) 阅读有关节日传统的论坛回帖。(4) 写一篇论坛回帖，描述自己的节日经历。(5) 制作中国或其他国家的节日海报。

单元导入 (Getting started)

教师基于单元主题图或更多节日庆祝的图片，激发学生兴趣，引导他们表述常见的节日和庆祝活动。

In India, people cover one another with coloured powder to celebrate Holi.

To-do list

- 1 Listen to a podcast about festival foods.
- 2 Talk about festival activities.
- 3 Read online posts about festival traditions.
- 4 Write an online post about my festival experience.
- 5 Make a poster about a festival in China or other countries.

Getting started

Look at the pictures. Match each picture with a festival description.
In what places do people usually celebrate these festivals?

1 People pour water over one another for good luck.
2 People cover one another with coloured powder.
3 People make a big outdoor fire to celebrate summer.
4 People eat zongzi and row boats at this festival.

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In Thailand, at Songkran, people pour water over one another for good luck.

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Section A Festival foods

>>Viewing and listening

子话题说明

视听板块围绕“节日美食”(Festival foods)这一子话题展开，介绍新年前夜的饮食传统，以及食物背后蕴含的文化知识。

A1

- **语篇说明：**这是含有6张幸运节日美食图片的网页，图片下方有食物的名称。
- **“视”的策略：**快速浏览(skim)图文，了解大意；扫读(scan)图文，寻找具体信息，即节日美食图片与其名称的一一对应。

When viewing a visual text, you may ask students to:

- (1) identify the elements that make up the visual text. You can ask: What do you see on this web page? (*Six pictures of festival foods for good luck.*)
- (2) interpret the special meaning of each food. You can ask: When do people usually eat this food? Why do people usually eat this food at the festival?

- **教学要点：**教师要求学生图文结合，掌握相关词汇(如：spring rolls, Laba porridge)，并引导学生思考为什么在节日里人们会准备这些食物？为什么这些食物会被认为能带来好运？运用相关词汇进行口头讨论，为后续听力理解做好语言和背景上的知识准备。

参考答案

A1

Jiaozi, spring rolls and fish mean wealth — *Jiaozi* look like *yuanbao* in ancient China; the shape of spring rolls is like the gold bar; the pronunciation of fish in Chinese sounds the same as another Chinese character which means “getting more than you wish for”. The length of noodles means a long life. The round shape of *tangyuan* means unity and family reunion. Laba porridge means harvest and brings health to people.

背景知识

Spring rolls

Spring rolls, known as *chunjuan* in Chinese, are eaten during the Spring Festival as a symbol of wealth and prosperity. Eating spring rolls is a way to welcome the arrival of spring. Spring rolls are often filled with tasty fillings, such as vegetables or meat.

A2, A3

- 语篇说明:** 学生会听到一篇关于世界各国新年前夜饮食传统的介绍类播客。说话者是节目主持人, 对象是学生。播客类节目的开头常用“Hello and welcome to ...”。
- 听力策略:** 本单元重点教授的听力策略为理解说话者意图 (Understanding a speaker's purpose)。一方面, 抓住听力材料中的主题句, 另一方面, 识别并重点关注与文本主题密切相关的关键词 (庆祝新年的国家和相应的食物), 学生不需理解每个单词便可掌握文本大意。

Understanding a speaker's purpose: Usually there is a topic sentence in the listening material, which controls the main idea. This key sentence can give you some general idea about what the material is mainly about. After that, the key words and phrases in the following supporting sentences can help you make sure of the speaker's purpose.

- 教学要点:** 教师借助 A2 进行听力策略的教学, 教学生如何在听的过程中理解说话者意图。

When you hear the sentence “People in different countries eat different foods to welcome a year of luck.”, probably you have the feeling that this is a topic sentence. Afterwards, you hear specific words such as “fish”, “countries close to the water”, “China and the Philippines” and “noodles”. These words refer to the examples of “different countries” and “different foods”, which confirms your previous thought that this

6 A2 Listen and think Listen to Bailing's podcast and tick (✓): What is the speaker's main purpose?

Understanding a speaker's purpose

- To teach people how to cook food for New Year's Eve.
 To introduce food traditions for New Year's Eve.
 To talk about the history of New Year's Eve.

7 A3 Listen and take notes Listen again and complete the table.

	What?	Where?	Why?
Lucky foods	Fish	The countries close to ¹ _____	To bring wealth
	² _____	Some Asian countries like China and the Philippines	To hope for a ³ _____
	Cabbage	Germany	To pass on good luck
	⁴ _____	Mexico	To make ⁵ _____ at midnight

8 Sound Letters “w” and “y”

Read aloud.

Happy New Year to you,
 Happy New Year to you!
 We watch fireworks.
 We welcome the harvest,
 We wish you a healthy and wealthy New Year.



9 Update my to-do list

Listen to a podcast about festival foods. Find the speaker's purpose and make a table similar to that in A3.

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这是一首以迎接新年为主题的韵律诗, 旨在帮助学生掌握字母 w 和 y 在单词中的常见发音 (/w/; /j/, /i/)。教学中可引导学生一边打节拍、一边诵读, 加强诵读的节奏感。

listening material is to introduce different food traditions rather than to introduce the history of New Year's Eve or teach people how to cook.

然后, 在 A3 的听力活动中, 教师帮助学生在听力理解过程中, 运用记笔记的听力策略, 关注与“What?”“Where?”和“Why?”相对应的信息, 并抓住关键词填入表格中。

- 教学建议:** 视学情需要, 教师可提前教授学生理解可能有困难的词汇 (如: 地名 the Philippines, Germany, Mexico; 食物 cabbage)。

听力文本**A2, A3**

Hello and welcome to our Food Everyday Programme! I am Bailing. New Year's Eve food is

one of the favourite topics in many traditions around the world! So, what about the menu? People in different countries eat different foods to welcome a year of luck. Fish is a lucky food for the countries close to the water because they believe fish will bring wealth. In some Asian countries like China and the Philippines, people eat long noodles, and hope to have a long life. On New Year's Eve, Germans eat cabbage to pass on good luck. People from Mexico eat twelve grapes to make twelve wishes at midnight!

参考答案

A2

To introduce food traditions for New Year's Eve.

A3

1 the water 2 Noodles 3 long life 4 Grapes 5 twelve wishes

语言注释

- **welcome to (something or some place)** It is a greeting said to someone upon joining something or arriving at some place. 欢迎来到……
e.g. *Welcome to the party, Mary. I hope you'll have a good time.*
- **make a wish** hope for something that may or may not be obtained 许愿
e.g. *Close your eyes and make a wish.*

Update my to-do list

- **教学要点:** 教师播放录音, 请学生记录节日食物、所属国家以及它所代表的含义, 并根据自己的完成情况评价本节课的学习成效。

听力文本

Update my to-do list

In China, people usually eat Chongyang cake on the Double Ninth Festival. “Cake” in Chinese sounds like *gao* and *gao* means “high”. People eat these cakes to wish for a good and long life.

参考答案

Update my to-do list

Lucky food	What?	Where?	Why?
	Chongyang cake	China	To wish for a good and long life

Section B Festival activities

>>Speaking

子话题说明

口语板块围绕“节日活动”(Festival activities)这一子话题展开,聚焦爱丁堡国际艺术节。话题内容涉及如何向同学发出活动邀请,以及如何得体地回应邀请。

B1

- 语篇说明:**图片展示的是一张爱丁堡国际艺术节的节目单(programme),节目单上呈现了节目的时间、名称以及地点等信息,并提醒观众可查询网站获取更多信息。节目单右侧写着Since 1947,意味着爱丁堡国际艺术节始于1947年,有着悠久的历史。
- 教学要点:**教师引导学生阅读节目单,从多模态语篇中提取关键信息,如:Which year did the Edinburgh International Festival start from? According to the programme, when does the opening event begin? Where can you enjoy the opening event? 另外,学习本板块的重点词汇(如international, event, since),为后续的口语表达输出活动做好词汇方面的语言准备。然后,教师借助B1的问题,请学生重点阅读节目单上的节目名称,如《贝多芬第九交响曲》、音乐剧《猫》、舞蹈《天鹅湖》等,激发或扩充学生的背景知识。引导学生思考:这些节目是什么?对什么节目最感兴趣?为后续的口语表达输出活动做好句式方面的语言准备。
- 教学建议:**如学生对某些节目不了解,可引导学生进行班级讨论,相互补充信息,由教师将关键词写在黑板上,帮助学生拓展知识;如学生学有余力,可请他们讲述对什么节目最感兴趣,并给出理由。

B Festival activities >> Speaking

Harry Turner and Li Bailing are talking about a programme about the Edinburgh International Festival.

Edinburgh International Festival
Since 1947

10:30 p.m., 3 August
Opening Event
At Festival Square

8 p.m., 5 August
Beethoven's Ninth Symphony
At the Usher Hall

8 p.m., 18 August
Swan Lake
At the King's Theatre

8 p.m., 22 August
Cats
At the Lyceum

5-29 August
Live Street Shows
At the Royal Mile

9:30 p.m., 27 August
Closing Fireworks Concert
At the Ross Theatre & Princes Street Gardens

Check out our website for more information:
<http://www.edin.org/fest>



B1 Look and say Look at the programme. Which events would you like to attend?

- 6 B2 Listen, read and think Listen to the conversation between Harry and Bailing. What do people usually do at the Edinburgh International Festival?
- Bailing: Hi, what are you reading?
Harry: It's a programme for this year's Edinburgh International Festival.
Bailing: Wow, it looks good. What is special about the festival?
Harry: There are a lot of plays, performances, operas and concerts. All in one place.

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B2

- 语篇说明:**对话在李百灵和哈利之间展开。哈利是英国人,曾在英国爱丁堡读书,目前在中国。他去年参加了爱丁堡国际艺术节。他正在向李百灵介绍今年该艺术节的节目单,并分享了他去年参加艺术节的情况。该对话共有5个话轮,大致包括“引入话题”“介绍节日”“分享活动”“发出邀请”和“回应邀请”。因为李百灵与哈利是同学关系,邀请时采用了通用的表达“Would you like to ...?”,也可以用其他非正式的表达。
- 口语交际策略:**本单元重点教授的口语交际策略为发出邀请(Making invitations)。在社交场合中,人们经常向他人发出邀请。英语中表达邀请的句型有很多,有的用于正式场合,如“I'd like to invite you to ...”,有的用于非正式场合,如“Do you want to ...?”,而一般认为“Would you like to ...?”相对中性。

- (1) The following expressions are very formal. The more formal the language, the more distant the relationship.

I would like to invite you to ...

I'm pleased to invite you to ...

I/We invite you to attend ...

- (2) The following expressions are neutral. You can use these phrases for someone you don't know well but would like to know better.

Would you like to ...?

I'd love it if you can come to ...

I hope you can join me/us ...

- (3) Informal expressions are perfect for those you already have a friendly relationship with or those you are close to.

Do you want to ...?

Do you feel like ...?

How about ...?

- 语用功能说明：本单元语用功能为发出邀请 (Making an invitation) 和回应邀请 (Responding to an invitation)。发出邀请和回应邀请是口语交际中的重要语用功能，用于邀请他人参与某项活动或对他人的邀请作出回应。通常会根据说话人之间的关系，以及邀请的场合，选择正式或非正式的表达。**My learning notes** 提供了部分这类表述，教师可引导同学们从 B2 的对话范文中或借助自身的语言积累找出更多类似表达。学生用书 **My learning notes support** 部分 (P106–P107) 提供了更多可用表达。

- 教学要点：通过听 B2 的对话范文，帮助学生关注交际双方的语气、交际目的和主要话题内容，模仿语音语调，感悟说话者的情感态度。再通过读 B2 的对话范文，引导学生关注本单元的口语交际策略要点 (发出邀请，注意正式和非正式场合的区别) 和语用功能重点 (发出邀请和回应邀请)。可问学生以下问题：

① How does Harry make an invitation? Is it a formal invitation or an informal one?

② How does Bailing reply to the invitation?

- 教学建议：如学生理解对话有困难，教师可以通过解释语言点 (如“What is special about ...?”，opera, concert, musical) 等方法提供帮助；如学生对口语交际策略和语用功能表达的学习感到轻松，可以帮助他们关注该对话的更多特征，如分析其中的口语语言特征——省略句。省略句指在交流中省略掉一些词语或短语，简化句子结构或减少重复，以更简洁、流畅地表达思想。在“Sounds great! (听起来很棒！)”这个例子中，省略了主语，完整的表达应为“It sounds great!”。这种省略常见于对邀请、提议表示同意的情况。以下是一些常见的省略句例子：

(1) *Can't wait!* (等不及了！)：在这个例子中，省略了主语，完整表达应为“I can't wait!”。这种省略用于表示迫不及待或兴奋的情绪。

(2) *No problem.* (没问题。)：这个例子中，省略了“there + be”结构或“主语和谓语动词”，完整的表达应为“There is no problem.” 或 “I have no problem.”。这种省略常用于回答请求或表示同意时，以示简洁。

上述例子展示了英语口语中常见的省略句。需注意，省略句的使用要根据语境和与对话对象的熟悉程度来判断，避免造成理解上的困惑。

参考答案

B1

(Answers may vary.)

I would like to attend the musical *Cats*.

B2

People usually watch plays, performances, operas, concerts, musicals and so on.

语言注释

- **What is special about ...?** You can use this sentence structure to ask for information or gain a deeper understanding of the important qualities or features of a certain subject or topic. ……有什么特别的地方?
e.g. *What is special about this restaurant?*
- **Sounds great!** You can use “Sounds great!” to show your agreement about something. It is a casual and positive way to respond to an invitation, an idea, a suggestion or a statement.
听上去很棒!
e.g. — *Let's go to the beach tomorrow.*
— *Sounds great! I love the beach.*

背景知识

Edinburgh International Festival

- It is an annual cultural event held in Edinburgh, Scotland.
- The festival takes place in August each year and usually lasts three weeks.
- Established in 1947, it is one of the world’s most famous arts festivals, attracting artists, performers, and audiences from around the world.
- The festival features a diverse range of artistic disciplines, including music, theatre, dance, and visual arts.

B3

- 教学要点：**作为 B2 口语范文和 **Update my to-do list** 口语表达板块情境迁移输出任务之间的过渡，本活动在 B1 提供的内容支架、B2 和 **My learning notes** 提供的语言支架基础上，延续板块情境，请学生尝试半开放地完成口语对话角色扮演。对话双方之一从 B2 的李百灵转变为王一鸣，学生需要结合人物身份更换问题来发出邀请，另一方王一鸣需根据实际情况来调整回答。
- 教学建议：**如学生输出表达有困难，可以在 B3 和 B2 之间插入一个过渡任务，由学生分别扮演哈利和王一鸣，熟练运用发出邀请和回应邀请的相关表达，再完成 B3。

Bailing: Really?
 Harry: I went there last year and saw a musical group perform *Cats*.
 Bailing: I've never seen a musical before!
 Harry: Would you like to go on a family trip to Edinburgh during your summer holidays with us?
 Bailing: Sounds great! I need to talk to my mum and dad. May I have this programme?
 Harry: Sure! Here you are.

B3 Role-play Wang Yiming is interested in ballet and street shows. Harry invites him to this year's Edinburgh International Festival too. Work in pairs and act out their conversation. Use the above conversation as a model.

TEEN skill Making invitations

We make invitations to ask someone to join us for an activity or event. Invitations between close friends are usually informal. Formal invitations can show greater respect and politeness.

**My learning notes**

- Making an invitation:
 • (Formal) I'd like to invite you to ... • (Formal/Informal) Would you like to ...?
 • (Informal) Do you want to ...? • _____
- Responding to an invitation:
 • (Informal) I'd love to. • (Formal) I'm really sorry, but I've got something else on.
 • _____

Word study Word partner Verb + Noun

The following verbs are often used in describing festival activities. What nouns or noun phrases do they often go together with?

Verb	Noun/Noun phrase	Verb	Noun/Noun phrase
watch	a show/a lion dance/a concert/...	play	
eat		visit	
wear		enjoy	



Work in pairs. Think of a festival in your hometown and invite your partner to the festival.

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参考答案**B3**

(Answers may vary.)

Harry: Hey, do you know the Edinburgh International Festival?

Yiming: No. What's it about?

Harry: Well, it's a huge festival in Edinburgh, Scotland.

Yiming: Wow, in your hometown!

Harry: Yeah, it presents a lot of events such as plays, performances, operas and concerts.

Yiming: Sounds interesting! Is there anything specific you're excited about?

Harry: Yes, of course! Last year I went there and watched a musical and enjoyed fantastic street shows.

Yiming: How exciting! I love street shows too. I'm also interested in ballet.

Harry: Then you cannot miss it. Do you want to go on a family trip to Edinburgh this summer holiday? This festival is often held in August.

Yiming: Great! Let me talk to my parents first.

Word study

- 教学要点：**教师借助词典和各种语料，帮助学生建立与节日相关的“动词—名词”的常见搭配关系，帮助学生学习、理解并熟练运用这些搭配，从而使表达更加地道。

参考答案

Word study

Verb	Noun/Noun phrase	Verb	Noun/Noun phrase
watch	a show/a lion dance/a concert/...	play	<i>games/music/the piano/...</i>
eat	<i>candy/snacks/tangyuan/...</i>	visit	<i>relatives/close friends/a museum/...</i>
wear	<i>new clothes/costumes/a mask/...</i>	enjoy	<i>a concert/a night view/a fireworks display/...</i>

Update my to-do list

- **教学要点:** 该任务迁移了对话情境, 学生需灵活运用本板块所学的语言、功能句式和口语交际策略等, 展开新的对话。教师请学生更换合作伙伴, 确定角色, 展开对话。学生展示, 同学互评。学生根据自己的任务完成情况, 结合同学评价和教师点评, 评价本节课的学习成效。

评价要点建议如下:

- ① 是否能针对节日活动方面的信息提问, 并就对方的提问给出相应的回答?
- ② 是否能根据人物关系得体地发出邀请和回应邀请?

参考答案

Update my to-do list

(Answers may vary.)

A: Guess what? This summer holiday, there's a really cool festival in my hometown. It's the Lotus Festival!

B: Oh, really? What's it all about?

A: Well, it's a special event that celebrates the beauty of lotus flowers. My hometown is famous for its wonderful lotus ponds.

B: Are there any special activities?

A: Sure. There are different activities like lotus-themed art exhibitions, cultural performances, and even boat rides on the lotus pond.

B: Wow, that sounds amazing!

A: I'm interested in it. Would you like to join me?

B: I've never been to a lotus festival before. Yes, I'd love to!

A: That's great! Let's explore the festival together.

B: I just can't wait for it!

Section C Festival celebrations

>>Reading

子话题说明

阅读板块围绕“节日庆祝方式”(Festival celebrations)这一子话题展开,用论坛回帖的形式呈现中国、日本和韩国的中秋节庆祝方式。

C1, C2

- 语篇说明:该论坛帖子主帖的问题是“How do you celebrate the Mid-Autumn Festival?”,来自中国、日本和韩国的三名回复者依次回答了主帖的这个问题,分享了自己国家庆祝中秋节的方式,体现了发帖人乐于分享、热爱生活的积极态度。该帖主要运用一般过去时谈论自己如何度过中秋节,具有网络语言的特点(介于书面语与口语之间)。
- 阅读策略:本阅读语篇包括三个平行文本,呈现相同节日的不同庆祝方式。本单元重点教授的阅读策略为比较和对照(Comparing and contrasting),旨在帮助学生通过语言表达识别类似点和不同点。compare 和 contrast 都有对比之意,但前者侧重通过比较找到类似点或不同点,后者则侧重不同点。
- 教学要点:(1)借助C1看阅读文本的标题和图片,帮助学生预测帖子主题(How do you celebrate the Mid-Autumn Festival?)。(2)通过C2的Personal touch,帮助学生从真实的读者视角,设想自己在实际生活中,读到了来自三个不同国家的回复者关于中秋节庆祝方式的回帖,会有怎样的读后感?读完回帖,针对其中提及的庆祝方式,你还想了解哪些内容?在完成这个活动后,教师应引导学生课后利用搜索引擎或AI工具尝试找出所提问题的答案。

C Festival celebrations ➤ ➡ Reading

Li Bailing finds some interesting online posts about the Mid-Autumn Festival.

C1 Predicting Look at the title and the pictures below, and guess: What are the online posts about?

C2 Read the online posts.

How do you celebrate the Mid-Autumn Festival?


The Mid-Autumn Festival is on the 15th day of the eighth month, following the Chinese lunar calendar. With a history of thousands of years, it's a day for family reunions. This evening we ate mooncakes and watched a full moon in a park. I thought of the story of Chang'e flying to the moon. Is she missing her friends?
Zhang Lijia, China (posted at 8:50 p.m., 17 Sept.)


Tsukimi is different from Chinese celebrations. We decorate our houses with special autumn grass and eat Dango. We mostly celebrate it with friends. Tonight, I had Dango and tea with my friend in a local tea house. What a quiet night it was!
Haruto, Japan (posted at 9:10 p.m., 17 Sept.)


We started Chuseok as a harvest festival. We have it on the same day as China. Songpyeon is our most traditional food for family reunions. It's a half-moon-shaped rice cake with nuts and sugar. I'm studying in China, so this evening I celebrated it with my Chinese friends. How happy we were!
Seo-jun, South Korea (posted at 9:15 p.m., 17 Sept.)

Personal touch
What else do you want to know about the celebrations?

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- 教学建议:如学生缺少看论坛帖子的经验,可以呈现一些真实的论坛帖子,引导学生关注其常见交际功能,从而识别要素,把握这一类型文本的特征。以下问题供参考选用:

- ① What can you see on this web page?
- ② Can you find the topic of this post?
- ③ Who posted the message? How do you know that?
- ④ When was the message posted?
- ⑤ How do you know where the writers are from?

如学生无法识别语言表达的相同点和不同点,教师可以通过更多的例句,帮助学生熟悉这些表达,比如like, unlike, also, too, both, different (from)等。以下例句可供参考:

- ① The Spring Festival in China and Holi in India both celebrate the arrival of spring.
- ② Children's Day is celebrated in many

countries, including Japan and South Korea, but the specific dates and customs may be different.

- ③ Unlike China, South Korea celebrates Children's Day on 5 May.

参考答案

C1

(Answers may vary.)

They are about different ways of celebrating the Mid-Autumn Festival.

C2

(Answers may vary.)

How does Dango taste? How do they taste different from mooncakes? What are they made of ?

语言注释

- **Chinese lunar calendar** It follows the cycles of the moon. Chinese people usually follow it to grow crops or celebrate many traditional Chinese holidays 阴历
e.g. *According to the Chinese lunar calendar, the Spring Festival falls on different dates each year.*
- **family reunion** a usually large gathering for family members 家庭聚会
e.g. *Every year, we expect the family reunion during the Spring Festival.*

背景知识

Chang'e flying to the moon

Legend has it that Chang'e drank elixir and flew to the moon with her loyal companion, a white rabbit. She became the Moon Goddess and lives there, shining brightly, reminding us of her love and sacrifice.

Tsukimi

Tsukimi, meaning viewing the moon, is a Japanese festival honouring the autumn moon, a variant of the Mid-Autumn Festival. It is celebrated in autumn when the full moon is at its brightest. During Tsukimi, people gather to enjoy the beauty of the moon, offer prayers, and enjoy special foods like Dango. It is a time to reflect on the changing seasons and express gratitude for the harvest.

Dango

Dango is a traditional Japanese food commonly made from glutinous rice flour, water, and sugar. It is typically in the shape of small balls. People usually eat Dango with hot green tea.

Chuseok

It is a mid-autumn harvest festival and a three-day holiday in South Korea celebrated on the 15th day of the 8th month of the lunar calendar on the full moon. It is one of the biggest traditional holidays in South Korea. Chuseok is a time for expressing gratitude for the harvest, cherishing family bonds, and celebrating Korean culture.

Songpyeon

Songpyeon is a traditional Korean rice cake made and enjoyed during Chuseok. It is a small, half-moon-shaped rice cake filled with many sweet fillings such as sesame seeds, red bean paste, or honey. Families come together to make Songpyeon, shaping and steaming them before sharing and enjoying these delicious treats as a symbol of good luck and abundance.

C3

- 教学要点:**此活动旨在帮助学生整体把握阅读文本的要点,即中国、日本和韩国在庆祝中秋节时,在哪些方面有相似点。
- 教学建议:**如学生感到困难,教师可以先帮助学生梳理节日介绍时通常所包含的主要元素,如时间、地点、食物、活动等,然后请学生通读全文,重点关注表达相似点和不同点的单词或短语(如be different from, same)。以下问题可供参考:

What information do you usually need to include when you talk about a festival?

C4

- 教学要点:**此活动旨在帮助学生借助表格的分类词,在文中查找具体的信息。
- 教学建议:**如学生感到困难,可以先请学生熟悉表格中比较和对照的维度,然后请学生通读全文,边读边在文本旁边根据这些维度进行标记,最后将相关信息填入表格。例如:

Write down “time” beside the text about this information.

How do you know when Tsukimi is celebrated?

C5

- 教学要点:**问题1旨在帮助学生意识到中秋节起源于中国,是中国的传统节日,但其他国家也会庆祝中秋节。问题2旨在帮助学生探索不同国家庆祝同一个节日背后的原因,开拓学生眼界,使学生重视中国传统文化,培养国际视野。这个活动建议教师先让学生课外查找资料。
- 教学建议:**教师可根据学情,灵活设计课堂活动,帮助学生探究问题的答案。

C3 General understanding Read the posts and fill in the blank.
The Mid-Autumn Festivals in China, Japan and South Korea are similar in:

C4 Detailed reading Read the posts again and complete the table.

Comparing and contrasting

About the Mid-Autumn Festival			
Name	Mid-Autumn Festival	Tsukimi	Chuseok
Country	China		
Time			
Festival food			
Festival activity/activities			

C5 Further thinking Answer the questions.

1 What other countries also celebrate the Mid-Autumn Festival?

2 Why do people in different countries celebrate the same festival?

Vocabulary focus Here is the online post Li Bailing writes about the Mid-Autumn Festival. Complete it with the words from the text.

The Mid-Autumn Festival, with a history of thousands of years, comes from China. It spreads to many other countries, such as¹ _____ and South Korea. People² _____ this festival on the same day — the 15th day of the eighth month according to the Chinese lunar³ _____. In China and South Korea, the Mid-Autumn Festival is a big day for family⁴ _____. Every country has its own festival food, for example,⁵ _____ in China, Songpyeon in South Korea and Dango in Japan.

Li Bailing, China (posted at 8:55 p.m., 17 Sept.)

Update my to-do list [] [] [] []

Work in pairs and talk about the food and activity that you think are special in the online posts.

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教师可以先请学生独立思考以下问题:
Besides China, Japan and South Korea, do you know any other countries that also celebrate the Mid-Autumn Festival?

接着,请学生通过查找课外资料,寻找答案并在课堂上分享。

然后在这个基础上,教师进一步调动学生的高阶思维,展开深入语篇和超越语篇的思考,以下问题供参考选用:

- ① Can you name some festivals that people celebrate across the world? (New Year, Children’s Day, ...)
- ② Take New Year for example. What are the similarities and differences when people from different countries celebrate it? (People around the world celebrate New Year on the same day, but in different ways. For example, they eat different festival foods.)

参考答案

C3

time, activities (China and South Korea)

C4

About the Mid-Autumn Festival			
Name	Mid-Autumn Festival	Tsukimi	Chuseok
Country	China	Japan	South Korea
Time	<i>15 August, following the Chinese lunar calendar</i>	<i>15 August, following the Chinese lunar calendar</i>	<i>15 August, following the Chinese lunar calendar</i>
Festival food	<i>Mooncakes</i>	<i>Dango</i>	<i>Songpyeon</i>
Festival activity/activities	<i>Family reunions, watching a full moon in a park</i>	<i>Decorating the houses with special autumn grass, celebrating with friends</i>	<i>Family reunions</i>

C5

(Answers may vary.)

- 1 The Mid-Autumn Festival is also celebrated in Singapore, Vietnam, Cambodia, Malaysia, Indonesia, Thailand, the Philippines and other Asian countries.
- 2 Chinese culture has influenced other countries, especially some East and Southeast Asian countries, where many people came from China. For example, people in many other Asian countries also celebrate the Spring Festival.

Vocabulary focus

- **教学要点:** 本活动重点关注课文中与节日庆祝相关的表达, 帮助学生学习、理解并熟练运用这些词汇。同时也可以帮助学生意识到在语境中学习、理解词汇的意义, 并借助词块、搭配等, 高效掌握词汇的用法。教师还可以设计更多词汇练习, 关注本板块核心词汇的理解和运用。
- **教学建议:** 教师可鼓励学生在单元前序板块查找更多常用的与节日庆祝相关的表达, 并尝试结合自己的生活体验进行造句。

参考答案

Vocabulary focus

1 Japan 2 celebrate 3 calendar 4 reunions 5 mooncakes

Update my to-do list

- 教学要点：教师组织学生结对就论坛帖子中的食物和活动，交流各自的看法。也可请学生课外查找资料，进一步了解这些食物和活动，然后课上汇报。学生交流或汇报时，教师提供恰当的支持。

参考答案

Update my to-do list

(Answers may vary.)

I am interested in Dango. It looks quite like *tangyuan* in China. I am curious about their differences in taste.

>>Grammar in use

板块内容说明

本单元的语法重点是一般过去时(Past simple)。

活动 1

- 教学要点:** 活动 1 旨在帮助学生在理解句子意思的同时，探索一般过去时表达的意义。可引导学生关注句中下划线部分的语言形式、一般过去时和一般现在时表达意义的差别，以及一般过去时否定式的表达方式。
- 教学建议:** (1) 教师可以补充一些一般过去时的例句，涵盖规则变化和不规则变化的动词形式，通过问题引导，帮助学生关注一般过去时的形式、意义和用法(参考“补充资料”)。

>> Grammar in use Past simple

1 Read and think What do you find from the answers of the two conversations?

Conversation A

A: How do you celebrate the Mid-Autumn Festival?
B: I usually celebrate it with my family, but this year I celebrated it with my friends.

Conversation B

A: Do you like eating mooncakes?
B: I like them very much, but I didn't like them when I was little.

2 Work out the rules Tick (✓) the one(s) you agree with.

We usually use the past simple to talk about ...

- actions that happened in the past
- things we do regularly
- past habits and states

Grammar file → p. 112

3 Practise Work in pairs. Li Bailing and Wang Yiming are talking about how they enjoyed the Dragon Boat Festival last year. Complete the conversation with the proper forms of the words from the box.

watch be celebrate play learn eat

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补充资料

- The Lantern Festival was a magical event where colourful lanterns lighted the night sky.
- She made delicious zongzi for the Dragon Boat Festival with a traditional recipe.
- She went to a traditional Dragon Boat Festival race and cheered for her favourite team.
- My sister had a big smile on her face when she successfully fooled me with her silly joke on April Fool's Day.
- They danced to traditional music and wore beautiful costumes at the Spring Festival.
- I didn't take part in the lantern-making workshop during the Lantern Festival last year.
- Did you enjoy the colourful fireworks display during the New Year's Eve celebration?

(2) 当涉及语法术语时，建议补充或使用中文，不要让语法术语成为影响学生理解的障碍。如：

- ① How are the sentences formed? (句子由哪些成分构成?)
- ② What is the time reference of the sentence, past, present or future? (该句的时间指向是过去、现在还是将来?)
- ③ What is the subject of the sentence? (句子的主语是什么?)
- ④ What verb is used in this sentence? (句中使用了什么动词?)
- ⑤ Is there any difference in verb form between singular and plural subjects? (单数主语和复数主语的动词形式有不同吗?)

- ⑥ Is the verb in its base form? (动词是以动词原形出现的吗?)
- ⑦ How do you form the past form of the verb *have*? (动词 *have* 的过去式如何构成?)
- ⑧ Is the sentence a statement, a question or a negative sentence? (句子是肯定句、疑问句还是否定句?)
- ⑨ Are there any auxiliary verbs used in this sentence? (句中是否使用了助动词?)
- ⑩ Can you make a negative sentence or a question from this affirmative sentence? (你能把这个句子从肯定句变为否定句或疑问句吗?)

活动 2

- **教学要点:** 活动 2 旨在帮助学生在完成活动 1 的基础上总结语法规则, 根据上面的句子, 归纳一般过去时所表达的意义。
- **教学建议:** 可根据学情, 选择仅要求学生对照活动 1 的各个句子和语法规则的选项, 判断出正确答案, 或请学生分组对照更多一般过去时的例句, 归纳一般过去时肯定、否定、疑问句的构成规则, 以及一般过去时的使用情境, 最后借助学生用书语法附录 (**Grammar file**, P112–P114) 深化理解。

活动 3

- **教学要点:** 活动 3 旨在帮助学生初步运用一般过去时, 在有意义的情境中重点操练和使用一般过去时, 关注动词过去时的规则和不规则变化。
- **教学建议:** 在完成这个活动之前, 教师可以借助活动 1 中的过去时例句, 也可从语法附录中提取更多的句子, 让学生熟悉一般过去时动词的构成规律。

如学生需要更多帮助, 可以分两步走: 先确定难点是否在动词常用搭配, 如果是, 确定哪些动词搭配构成难点, 可以通过更多的语料以及同伴互助, 解决搭配难点。然后确定学生是否在动词过去时方面有难点, 如果有, 通过更多例句帮助学生。

如学生接受程度较好, 可以让学生以结对形式, 模拟真实情景, 利用已有知识, 口头完成活动。

参考答案

1

We use the present simple to talk about things we do regularly, but we use the past simple to talk about things in the past.

2

actions that happened in the past

past habits and states

3

(1) played (2) ate (3) learned/learnt (4) celebrated (5) watched (6) were

活动 4

- 教学要点:** 活动 4 旨在帮助学生在真实情境中，恰当运用一般过去时描述自己如何庆祝刚刚过去的春节。完成活动需要用到一般过去时的肯定句、否定句和疑问句。对于第一个任务，尽量让学生使用完整的句子提问和回答。第二个任务需要学生关注对不同节日经历进行比较的表达。
- 教学建议:** 教师请学生记录同学庆祝春节的方式，比较自己和同学的不同点和相同点，确保信息的真实性，并向全班汇报。如学生需要更多帮助，活动前可以请学生参考学生用书语法附录里的语法讲解，教师也可以补充一些相关例句，引导学生关注不同的句型结构，再就学生用书上给出的节日庆祝方面的表达，写出符合自己实情的句子。学生再参照学生用书的问题，尝试和同伴展开简短对话。

Bailing: How did you celebrate the Dragon Boat Festival last year?

Yiming: I ⁽¹⁾ _____ games and ⁽²⁾ _____ zongzi. I also ⁽³⁾ _____ to make zongzi. What about you?

Bailing: Well, I ⁽⁴⁾ _____ it with my family. My grandmother made zongzi for us. We ⁽⁵⁾ _____ the dragon boat racing. My brothers ⁽⁶⁾ _____ excited.

Yiming: I can imagine that.



4 Pair and share Work in pairs. Talk about your experiences during the last Spring Festival.

(1) Take turns to ask each other questions. Note down your partner's answers.

Where did you spend the Spring Festival last year?

Whom did you spend the festival with?

What did you do at the festival?

Which experience was the most unforgettable? Why?

...

(2) Compare your experiences. Tell the class what was similar/different.

e.g. Both of us spent the last Spring Festival at home.

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参考答案

4

(Answers may vary.)

(1)

A: Where did you spend the Spring Festival last year?

B: In my hometown Hangzhou.

A: Whom did you spend it with?

B: I spent it with my grandparents, aunts, uncles and cousins. We gathered for the celebrations.

A: What did you do at the festival?

B: We had a big dinner with delicious dishes and set off fireworks to welcome the new year.

My cousins and I received some red packets from our grandparents. We also visited local temples and enjoyed cultural performances.

A: That sounds great!

B: What about you?

A: I visited my aunts in Shanghai and met my cousins as well.

B: Anything special?

A: We had a perfect dinner at a nearby restaurant in Yu Garden and enjoyed the festival decorations along the Zigzag Bridge. It's really a beautiful view.

B: Sounds exciting!

(2)

We spent the Spring Festival in different cities.
Both of us spent the Spring Festival with our relatives.
Like A, my family also had a wonderful festival dinner.
Unlike B, we didn't set off fireworks.

...

评价建议

教师可根据学生完成每个活动的实际情况，随时调整教学进度和方式。如果学生对一般过去时的相关知识（如不规则动词的过去式、一般过去时的不同形式等）掌握不佳，可以在文本分析的过程中提醒学生加以关注，提高学生的语法形式意识，并结合一些有针对性的书面语法练习，提升学生对该语法项的敏感度和熟练度。最后，通过学生完成活动4的表现，评价学生对一般过去时的掌握程度。

Section D Festival experiences

>> Writing

子话题说明

写作板块围绕“节日经历”(Festival experiences)这一子话题展开，学生以论坛回帖的形式描述自己的节日经历。

D1

- 语篇说明：**这篇写作范文是一个论坛回帖。来自美国的艾达介绍了自己是如何庆祝新年前夜的。
- 写作策略：**本单元写作策略是专有名词的书写格式规范，即通常专有名词的每个单词的首字母都应该大写。
- 教学要点：**活动定位是写前思考。教师引导学生先通过快速浏览范文内容，关注范文意义(回答D1中的问题)，再展开后续的写作策略准备。
- 教学建议：**如学生理解范文有困难，可以用提问的形式引导学生观察论坛帖子的结构，复习阅读板块学习过的论坛帖子文本特征和要素，并获取文本关键信息，引导学生用一般过去时回答。如：
① What festival did Ada talk about?
② What was Ada's favourite food?
③ After the meal, what did Ada do?
④ How did Ada feel about the festival?

D2

- 教学要点：**活动定位是写前准备。教师组织学生细读范文，找到与四个标签对应的正文内容，连线配对。通过分析范文内容结构，提高学生的写作结构意识。

此外，需要请学生在细读范文的过程中，关注本单元的写作策略——专有名词首字母需要大写。

D Festival experiences >> Writing

You want to post your festival experience on a website about teenage life.

D1 Think Read Ada's online post. When did Ada post her experience? How did she celebrate the new year?

Last week, we celebrated the new year! On New Year's Eve, we had a big meal. The beans were my favorite. In America, we eat beans because we believe that beans will bring us a year's good luck! After the meal, we watched a light show and counted down the seconds in Times Square! We were very excited!

Ada, the United States (posted at 9:30 p.m., 8 Jan.)

D2 Prepare How did Ada describe the festival? Match the labels with the descriptions. You can match more than once. There are two descriptions more than you need.

Festival name	Festival food(s)	Festival activity/activities	Feelings(s)
New Year	just so so	had a big meal	excited
The beans were my favorite.			counted down the seconds
			Beans will bring wealth.
			watched a light show
			Beans will bring us a year's good luck.

TEEN SKILL Using capital letters for proper nouns
A proper noun is the name of a person, place, organization or thing. Proper nouns usually begin with a capital letter. For example, "China", "People's Square" and "Ada" are proper nouns.



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- 教学建议：**教师可根据学情决定是否安排更多练习，如：区分何时用一般现在时，何时用一般过去时。

参考答案

D1

On 8 Jan. She had a big meal, watched a light show and counted down the seconds.

D2

Festival food(s): The beans were my favorite.
Beans will bring us a year's good luck.

Festival activity/activities: had a big meal,
watched a light show, counted down the seconds

Feelings(s): excited

D3

- 教学要点:** 活动定位是写前构思。教师引导学生根据话题,结合给出的框架结构展开头脑风暴,确定四个行文要点,并以草稿的形式列出一些相关语言表达。
- 教学建议:** 教师可根据学情,酌情提供相关内容的语言支架(参考“补充资料”)。

D4

- 教学要点:** 活动定位是写作。教师请学生基于前期的写作准备,在提供的作文本框内完成写作。
- 教学建议:** 教师可根据学情决定是否给学生提供写作提示词。

D5

- 教学要点:** 活动定位是写后检查。教师引导学生参照 **TEEN skill** 栏目的写作策略要点提示,检查自己的作文初稿并修改,有意识地养成写后自查的习惯。
- 教学建议:** 教师可整理学生的常见错误,让全班同学比照自己的习作一起找错误并修改,之后同伴交换检查是否有遗漏或误批改。教师应帮助学生提高对专有名词的敏感度。

补充资料**Useful expressions****1. Celebration:**

- We celebrated (*festival*) last week.
- Last week, we started (*festival*) with (*celebration*).
- We had a great time during last week's (*festival*).

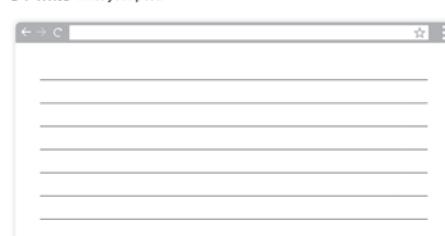
2. Food:

- My favourite food was (*food*).
- (*Food*) was my favourite.
- (*Food*), the traditional food at the festival, was very delicious.
- We got together to make (*food*).

D3 Plan Plan your writing by taking notes about the following questions.



D4 Write Write your post.



D5 Check Check your post. Pay attention to the capital letters for proper nouns.

Update my to-do list

Work in groups. Read each other's posts and vote for the most interesting festival experience.

3. Activities:

- I visited relatives with my parents.
- I watched the fireworks display on the beach.
- We saw many colourful balloons fly into the sky.

4. Feelings about the festival:

- What an unforgettable experience!
- How exciting!
- I couldn't wait for the next (*festival*).
- I'm counting down the days until the next (*festival*)!

对于学习水平较高的学生，也可以提供更多的表达作为参考。如：

- I like to buy peach blossoms at the flower market and watch the dragon dance during the Spring Festival.
- In America, people usually exchange presents with their friends during Christmas.

Update my to-do list

- **教学要点：**教师请学生分组活动，分享彼此的回帖，并票选最有趣的节日经历。学生结合同学评价和教师点评，思考改进方案。教师点评可以围绕内容、结构和语言展开。

评价要点建议如下：

- ① 是否围绕着“节日经历”这一主题展开？
- ② 是否涵盖了 D3 内容提示的四个方面？
- ③ 专有名词每个单词的首字母是否都大写了？

>>Discovery

板块内容说明

探索发现板块介绍了中国、西班牙和巴西三个国家的特色节日，呈现了世界各地不同节日的色调之美。

教学提示

- 语篇说明：第一则短文介绍了中国哈尔滨国际冰雪节。第二则短文介绍了西班牙西红柿节。第三则短文介绍了巴西里约狂欢节。

• 更多信息：

(1) 哈尔滨国际冰雪节是中国历史上第一个以冰雪活动为内容的国际性节日，持续时间长达一个月。冰雪节创办于1985年1月5日，与日本札幌冰雪节、加拿大魁北克冬季狂欢节和挪威奥斯陆滑雪节并称“世界四大冰雪节”。

(2) 西班牙西红柿节源于1945年，在西班牙布尼奥尔小镇举行，于每年八月的最后一个星期三中午开始。人们将手里的番茄捏碎、掷出，布尼奥尔镇中心被西红柿的皮肉和汁水包裹起来。活动持续一个小时。结束后，人们可在政府设置的临时淋浴房里冲洗掉身上的番茄残渣。

(3) 里约狂欢节是巴西规模最大、国际知名度最高的狂欢节，被称为“地球上最盛大的表演”，节日持续时间约一周。桑巴舞大赛是其中最重要的活动之一。

- 教学建议：教师在教学中可根据学情，灵活选用不同的方式来激发学生对世界各地各种节日的兴趣和思考。

(1) 预测：组织学生读前浏览图片，预测与主题相关的信息，激发学生的学习兴趣。如：

- ① What are the major colours of the festivals?

② >> Discovery

Festival colours

White: Harbin International Ice and Snow Festival, China
One of the largest ice and snow festivals in the world is in Harbin, China. It takes place from January to February, and every year it has a different theme.

Red: La Tomatina, Spain
The last Wednesday in August is the time for La Tomatina in Spain. People throw tomatoes at each other. The food fight lasts for an hour.

Bright colours: Rio Carnival, Brazil
This is "the greatest show on the Earth" with carnival walks, shows and dances. The party usually happens every February or March to mark the end of the long, hot Brazilian summer.

Read and think Which festival colour(s) may show happiness?

① La Tomatina 西红柿节 ② Rio Carnival 里约狂欢节

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- ② What are the names of the festivals?
③ In what countries do you think people celebrate the festivals?
- (2) 理解：请学生阅读短文，通过问题引导学生发现各种节日的更多具体信息。如：
- ① When do people celebrate the festivals?
 - ② What do people usually do at the festivals?
 - ③ How long does the celebration of the festivals last?
- (3) 思考：鼓励学生基于文本信息，展开思考，推断更多文本以外的信息。如：
- ① Why is the International Ice and Snow Festival held in Harbin rather than in other Chinese cities? (Because of Harbin's favourable climate, historical significance, tourism appeal, and the capacity for hosting a big event.)
 - ② Are there any rules when people throw

tomatoes during La Tomatina to ensure safety? (Yes. For example, one must squash the tomatoes before throwing them as this reduces the impact. And one must keep his or her distance from the trucks that transport the tomatoes into the festival area.)

(4) 拓展：提供有关中国哈尔滨国际冰雪节、西班牙西红柿节、巴西里约狂欢节方面的视频，或鼓励学有余力的学生寻找一些有趣的、有典型主题色彩的节日，在课堂上分享，比较不同国家节日庆祝之间的异同，交流各自的观点，以提高学生的自主学习、思辨和探究能力以及文化意识。参考问题：

What do you like best about these festivals? Why?

补充资料

1. Red: Chinese New Year, China

It is the most important festival in China. It occurs in late January or early February and lasts for 15 days. Red is the most important colour, seen in clothing, decorations, and lucky red packets exchanged during the celebrations.

2. Pink: Cherry Blossom Festival, Japan

It is a beautiful celebration. It happens in spring, usually in March or April. The festival is known for its pink cherry blossoms, creating an amazing picture of nature's beauty.

3. Colourful colours: Holi, India

Holi is also called “the Festival of Colours”. It is a fun celebration usually held in March. People throw colourful powders and water at each other to welcome spring.

Section E A festival poster

>>Project

子话题说明

项目探究板块围绕“节日海报”(A festival poster)展开。学生结合本单元所学,通过小组合作,收集组内最感兴趣的一某节日的信息,制作海报,以回应单元大问题,在活动中感知节日的不同文化特点,培养国际视野。

教学提示

- 教学要点:**教师可引导学生讨论回顾单元各板块内容,引发对单元大问题的深层思考。首先组织学生对海报“Lantern Festival”进行内容分析,通过“What festival is the poster about?”, “How does the poster describe the festival?”, “Do those pictures help you understand the festival?”等问题,引导学生关注海报中的信息。接着组织学生分小组讨论,先确定小组成员最感兴趣的节日,然后搜集节日的信息,可涉及节日的庆祝时间、节日的历史由来、节日美食、节日活动等方面。在此基础上,学生制作海报。教师需提醒其注意图文结合,内容简洁。

教师给各组提供课内外展示节日海报的平台或机会。鼓励学生综合运用本单元前面板块所学的语言知识和技能进行表达和展示。

Unit
3

E A festival poster >> Project

Making a poster about a festival

Work in groups. Make a poster about a festival in China or other countries.

Step 1 List and choose Make a list of festivals in your country or other countries. Choose one festival for your group work.

Step 2 Plan Search for information about the following questions. Turn to books or the internet for help.

- What is the name of the festival?
- When does it take place?
- What do people do during the festival?
- Is there any special food for this festival?

Step 3 Make a poster Write the text for your poster. Remember to decorate your poster with drawings or photos.

Lantern Festival

What are the traditions?

Designed by Group 1

Beginning: about 2,000 years ago, the Han dynasty

Celebration time: the 15th day of the first lunar month

Activities: holding lanterns, watching lantern shows and guessing riddles

Food: tangyuan/yuanxiao, a traditional dish



Step 4 Share Display and introduce your poster to other groups.

Update my to-do list [] [] [] [] []

Listen to other groups' introductions and take notes according to the questions in Step 2.

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Update my to-do list

- 教学要点:**在其他小组同学进行汇报的时候,教师要求学生认真聆听并记录所汇报节日的起源、节日的庆祝时间、节日活动、节日美食等信息。

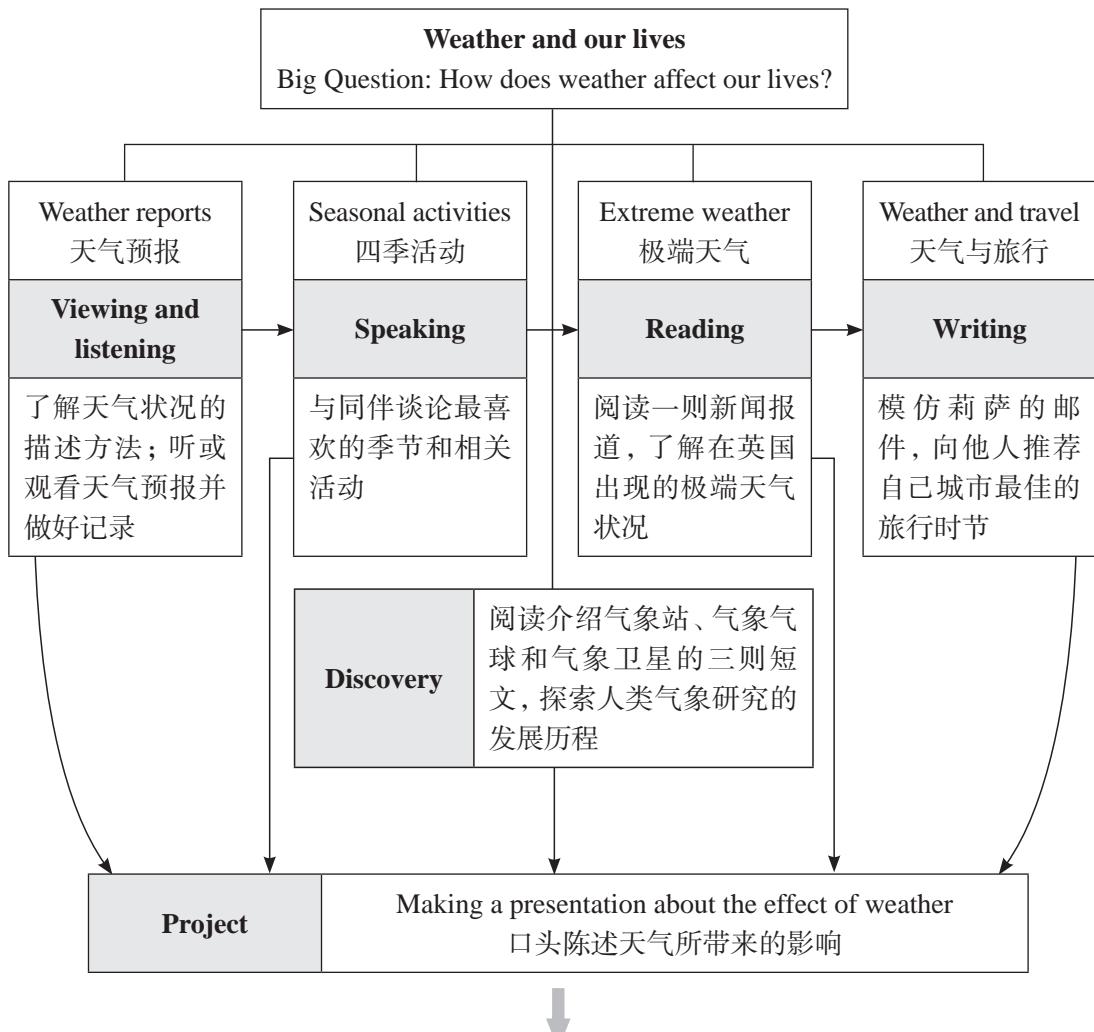
最后,教师组织学生从内容、语言和成果三方面进行同伴互评。

评价要点建议如下:

- ① 是否从节日的四个方面展开?
- ② 是否准确运用了本单元所学的语言表达,自然流畅,声音清晰?
- ③ 海报是否内容丰富,视觉效果吸引人?

Unit 4 Weather and our lives

单元内容结构图 (Structure of the unit)



单元育人目标: 通过了解和探究天气对人们生活的各种影响，探知人类对天气认识的发展历程，培养学生认识自然、关注自然、爱护自然的意识

单元目标 (Unit objectives)

- ▶ 语音: 能借助拼读规则, 识别字母组合 th 的发音规则, 准确拼读单词
- ▶ 词汇: 能掌握描述天气状况的相关词汇, 构建词汇语义网
- ▶ 语法: 能归纳 it 作形式主语的语法规则(意义和用法), 并在情境中使用
- ▶ 看: 能借助手机应用程序、展板等多模态语篇中的视觉信息理解相关内容
- ▶ 视听: 能根据天气预报的内容获取不同城市的天气状况与温度信息
- ▶ 说: 能掌握通过谈论天气开启对话的方式, 围绕“天气与活动”的话题开展简单对话
- ▶ 读: 能读懂新闻报道(极端天气)并理解这类文本的语篇特征; 能获取新闻报道语篇的信息, 了解段落大意, 提炼关键信息, 形成新闻结构图
- ▶ 写: 能围绕“天气与旅行”这一主题, 运用所学语言, 用电子邮件的形式陈述天气对旅行的影响; 能模仿范文的结构和内容写意思连贯的话, 能掌握电子邮件的基本格式
- ▶ 文化: 能通过手机应用程序、展板等获取与天气相关的文化信息; 能通过学习简单的新闻报道, 了解极端天气对人类生活的影响; 能通过介绍类短文探索人类气象研究的发展历程
- ▶ 德育: 具有问题意识, 能围绕“天气与人类生活”的话题进行独立思考, 发表自己的看法, 陈述对应的理由, 交流切身的感受, 培养认识自然、关注自然、爱护自然的意识

单元内容概览 (Content overview)

主题	本单元聚焦“人与自然”主题下“自然生态”主题群，围绕“天气与日常生活”“季节的特征与变化”“季节与生活”等主题内容，通过大问题“How does weather affect our lives?”引导，帮助学生关注天气对人类生活的影响以及人类如何应对天气变化，形成对天气与季节的基本认知，发现人类生活与天气的关联，对极端天气现象有所认识，培养学生关注日常生活、身边的现象和事物变化的能力。		
语篇	视听	应用程序操作界面	手机应用程序天气预报操作界面
		录音 / 视频	天气预报
	口语	展板	学生项目展板
		对话	谈论最喜欢的季节和相关活动
	阅读	新媒体语篇——新闻报道	英国酷热天气创历史新高
语言知识	写作	新媒体语篇——电子邮件	给朋友的一封关于最佳旅行时节的邮件
	探索发现	介绍类短文	预测天气的不同方法
	语音	字母 th 在单词中的发音	
	词汇	词汇语义网(气象词汇、构词法与反义词)；主题词汇	
	语法	it 作形式主语	
文化知识	语篇	理解新闻报道、电子邮件等文体的语篇结构、语言特点、信息组织方式和写作目的	
	语用	在谈论天气的语境中对他人的建议给出适当的反馈	
	天气对各国人们生活的影响；人类气象研究的发展历程		
	语言技能 与 学习策略	视听	任务：听或观看天气预报，记录相关的天气信息 策略：获取关键信息
		口语	任务：与同伴讨论最喜欢的季节及相关活动 策略：通过谈论天气开启对话
		阅读	任务：阅读一篇关于“极端天气”的新闻报道 策略：识别新闻报道中的关键信息及新闻报道的叙事特点
		写作	任务：写一封关于“天气与旅行”的电子邮件 策略：掌握电子邮件的格式和文本特征
		项目探究 (综合)	任务：探究天气对人类生活的影响

单元主题图页 (Cover page)

单元大问题 (Big Question)

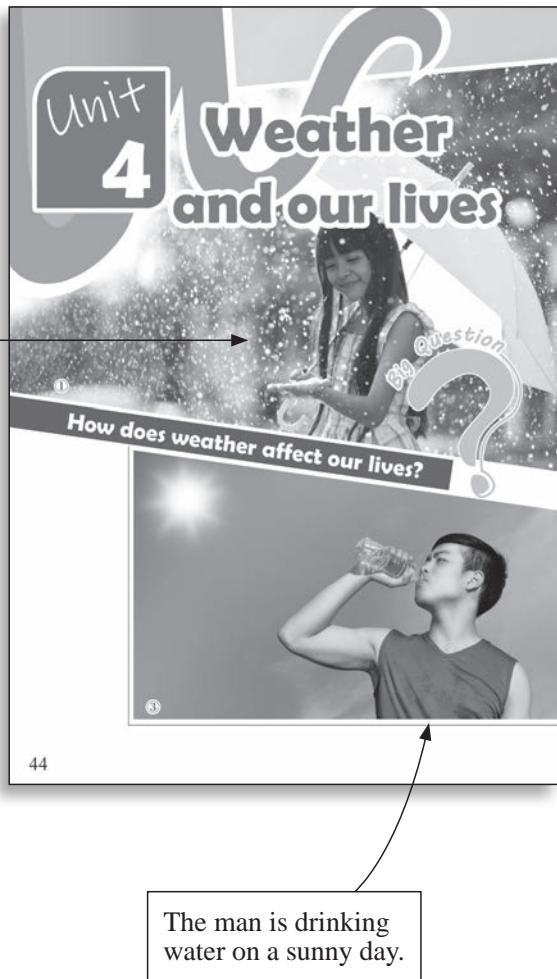
完成本单元的学习后，学生可以围绕天气与季节、天气与活动、天气与社会、天气与出行等话题谈论天气与人类生活的关系、对人类生活所产生的影响，发现天气与人类生活的密切相关性，从而回答这个单元大问题。

单元主题图 (Theme photos)

本单元主题图由四幅呈现一年四季主要特征的照片组成，较为直观地呈现了春、夏、秋、冬四个季节的常见天气状况以及人们的一些主要活动，对学生了解单元话题内容，利用已有知识与经验进行表达有一定的帮助。

The girl is playing with rainwater on a rainy day.

The man is drinking water on a sunny day.



任务清单 (To-do list)

任务清单中的五项任务分别对应视听、口语、阅读、写作和项目探究，学生完成后可以根据任务清单自行检测任务达成情况。本单元的任务清单内容包括：(1) 听或观看一段天气预报。(2) 谈论个人最喜欢的季节和相关活动。(3) 阅读有关英国极端炎热天气的新闻。(4) 撰写某个城市最佳旅行季节的电子邮件。(5) 口头陈述天气对人类生活的影响。

单元导入 (Getting started)

教师基于单元主题图要求学生回答两个问题。问题1关注图片中所呈现的天气状况，引导学生用小学阶段已经学习过的 hot, cold, warm, cool, sunny, rain, snow 等描述天气状况的形容词或动词进行表达。问题2关注图片中所呈现的人类活动，引导学生仔细观察图片，利用六年级上册中已经学过的现在进行时描述图片。在教学过程中，教师可以先提问学生：“What season is it in each picture?”, 然后再进行两个问题的讨论。学生回答第二个问题后，教师可进一步追问：“Why does he/she do so?”, 以了解学生已有的生活经验以及对不同季节天气状况的了解程度。

To-do list

- 1 Listen to a weather report.
- 2 Talk about favourite seasons and activities.
- 3 Read a news article about a heatwave.
- 4 Write an email about the best season to travel.
- 5 Make a presentation about the effect of weather on our lives.

Getting started

Look at the pictures and answer the questions.

1 What is the weather like?
2 What are the people doing?

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The two people are flying a kite on a windy/cloudy day.

The girl is making/decorating a snowman on a snowy day.

Section A Weather reports

>> Viewing and listening

子话题说明

视听板块围绕“天气预报”(Weather reports)这一子话题展开,关注对天气状况的描述和对主要天气状况的理解,涉及描述天气状况的名词、动词和形容词以及温度的表述等学习内容。

A1

- 语篇说明:**语篇是手机应用程序中的天气预报界面,主要呈现了中国八个城市的天气状况,包括城市名、呈现气象状态的图标和表示温度高低的不同数字。
- “视”的策略:**该多模态语篇的呈现比较直观,学生可以较为迅速地获取语篇中所反映的天气状况信息。教师可引导学生快速浏览(skim)图文,了解大意并判断语篇类型,然后通过扫读(scan)图文,获取天气的具体信息。

When viewing a weather app page, you may ask students to:

(1) understand where the visual text is from. You can ask: Look at the picture. What is it mainly made up of? (*The city names, some weather icons and the temperatures.*) Where do you think you can find the picture? (*From a weather app.*)

(2) tell what the weather is like in each city. You can ask: What do these icons mean? Do you know what the icon for Shanghai means? (*It means “cloudy”.*) Is it cool or warm in Shanghai? (*It’s cool.*) Why do you think so? (*Because the temperature is not too high or too low.*) ...

(3) interpret the overall message of the text. You can ask: Can you report the weather in Shanghai in your own words?

A Weather reports >> Viewing and listening

Wang Yiming is using a weather app to prepare for a weather report in class.

A1 Look and say Look at the app page and complete Yiming’s report with words from the box.

wet	raining	cloudy	hot
windy	snowing	foggy	sunny

It's the thirtieth of March today. The weather in Shanghai is ¹_____ and cool. In the north, it's quite ²_____ and cold in Beijing. The temperature drops to three degrees Celsius. It's also very dry. It's ³_____ in Tianjin and ⁴_____ in Chongqing today. Urumqi is very cold and ⁵_____. In the south, Guangzhou is warm and it's ⁶_____ today. Kunming is very ⁷_____ because it's rainy all day. Sanya is still ⁸_____ and you can swim in the sea.

TEEN SKILL Reading temperatures

- °C = degree(s) Celsius
- 8°C = eight degrees Celsius
- -12°C = twelve degrees Celsius below zero/minus twelve degrees Celsius

Sound Letters “th”

Read aloud.
Whenever the weather is cloudy,
I don't know whether I'm wearing the right clothes.
But Cathy thinks she'll take her umbrella.

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在天气类应用程序中,显示在第一位的通常是所在地的天气状况,其次是首都,之后的城市通常按照由北向南(不同纬度)、由东向西(同一纬度)的地理位置排列。有些应用程序也可以将用户关注的城市按照关注时间的先后顺序排列。



注意0°C的读法为: zero/nought degrees Celsius



这是一个以描述天气状况为主题的语段,旨在帮助学生掌握字母组合th在单词中的常见发音(/θ/和/ð/)。教学中可引导学生在听录音后,尝试将含有th字母组合的单词进行分类,以检测学生对这两种发音的掌握情况。

- **教学要点:** 教师可要求学生综合手机应用程序中的信息, 将之转化为一段描述性文字, 学习常用的描述天气状况及地理位置的词汇(如 wet, foggy, dry, temperature, drop, degree, Celsius, north, south), 为后续听力理解做好语言知识准备。
- **教学建议:** 视学情需要, 教师可将应用程序中的天气符号提取出来, 要求学生说出其表达的含义, 教授生词(如 foggy)。也可提高要求, 引导他们通过视觉线索推断应用程序的使用方法, 教授生词(如 search, airport, location, capital)。以下问题供参考:
 - ① Take a look at the white box in the app. What does it mean? (*You can search for some weather information by typing in a city name or an airport.*)
 - ② So when will people use this app? (*When people want to go somewhere for a holiday or on business.*)

参考答案

A1

1 cloudy 2 windy 3 raining 4 foggy 5 snowing 6 sunny 7 wet 8 hot

Word study

- **教学要点:**词汇语义网与 A1 中的词汇相关,呈现了常用的描述天气状况的动词、名词和形容词,涉及派生词(如 sun→ sunny)、兼类词(snow 和 rain)及反义词(如 cold 与 hot)的词汇知识。教学中,还可补充 rainy 和 snowy 这两个词条。课后可要求学生进一步学习学生用书 **Word study support**(P104) 的内容,拓展词汇知识。

A2, A3

- **语篇说明:**学生听或观看一段天气预报,说话者是电视台的气象预报员,对象是电视观众,文化语境是英国的新闻节目。真实的天气预报应该包含预计的最高温度和最低温度、降水、风力、气压、气象状况、特殊天气以及对未来天气的展望等。考虑到六年级学生的学习水平,录音或视频中的天气预报是简化的版本,仅呈现了温度和气象状况。录音或视频中的天气预报比较口语化,采用了电视台播报天气状况的常见方式。
- **听力策略:**本单元重点教授的听力策略为识别与理解关键信息(Listening for key information)。通过对谈论话题内容的预测可以帮助学生关注所需的关键信息(如特定地点、天气状况、温度等),学生不需要理解每个单词便可掌握文本大意。

Listening for key information: Try to identify the main ideas or central themes of the listening material. Understanding the main points (e.g. the name of a place, the weather condition[s] and the temperature) will help you grasp the main message.

- **教学要点:**教师借助 A2 进行听力策略的教学,引导学生借助 A1 所学的

Unit 4

Word study Word group
Complete the mind map with the proper forms of the weather words in A1.

→ A2 View, listen and take notes Listen to a weather report. Choose from A–E to complete the boxes and write temperatures in the circles.

Listening for key information

Newcastle Liverpool London

A B C D E

Cloudy Windy Sun Rainy Rainy

→ A3 Listen and say Listen again. Besides the weather, what else does the weatherman say? Why does he say that?

→ **Update my to-do list**

Listen to part of a weather report. Take notes about the weather in Birmingham and Edinburgh, and compare the weather in the two cities.

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有关天气预报的相关语言知识对天气预报的关键信息进行预测,从而得出天气预报中的关键信息是气象状况与温度等。以下问题供参考:

What might be the key information in a weather report? (*For a weather report, the key information usually includes the weather conditions and the temperatures.*)

教师再通过 A3 的活动鼓励学生通过记笔记的方式获取语篇中的其他信息,从而关注天气预报的语篇特征——说明天气状况以及提示天气变化等。

- **教学建议:**视频中出现了英国三个城市的名称,可能会给学生带来一定的困难。对于基础较弱的学生,教师可以先问学生是否了解英国的城市,并教授 Newcastle、Liverpool 和 London。也可以在要求学生完成 A2 的活动前先播放一遍录音或视频,要求学生关注三个城市的介绍顺序。

如学生程度较好，教师可进一步提高要求，如询问他们对这些城市的了解情况。以下问题供参考：

- ① What is the nickname of London? (*The City of Fog.*)
- ② What is London famous for? (*The Big Ben, the red telephone boxes and the red double-decker buses.*)
- ③ Do you know the name of the famous river in London? (*It's the River Thames.*)
- ④ There is a famous football team in Newcastle. Do you know about it? (*It's "Newcastle United".*)
- ⑤ What about the football team in Liverpool? (*It's Liverpool FC.*)

听力文本

A2, A3

Newswoman: Welcome to the weather report. Here is Bob Smith.

Weatherman: For the UK today, the thirtieth of March, it's spring now but it is still cold.

The capital, London, has got a cold day for spring. It's around ten degrees Celsius. But luckily, it is sunny in London. You won't feel too cold when you walk in the sun.

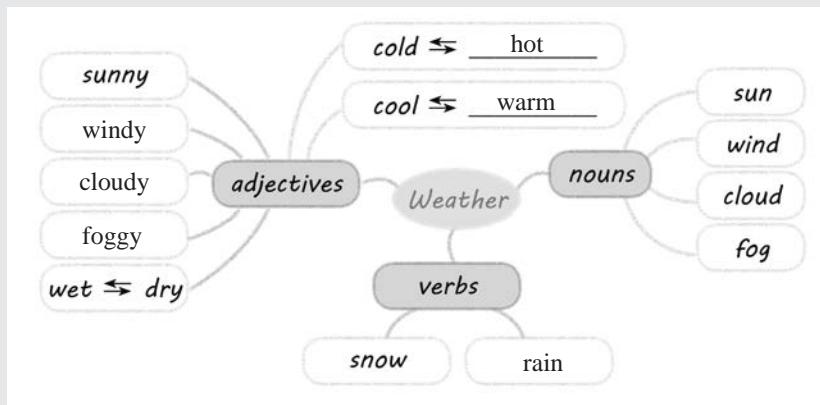
Let's go north to Liverpool now. It's about 300 kilometres northwest of London. It's rainy all day today. And the temperature drops to only five degrees Celsius. Don't forget to take an umbrella when you go out.

In Newcastle, there's no rain but it is quite windy and dry. It's just three degrees Celsius.

Newsmen: Thank you, Bob. That's all for the NEWS LIVE today. Thank you for watching.

参考答案

Word study



参考答案

A2

Newcastle: B, 3 Liverpool: D, 5 London: C, 10

A3

(Answers may vary.)

The weatherman talks about people's feelings about the weather in London and he also tells people not to forget to take their umbrellas in Liverpool. I think he believes weather affects people's lives. So he tells people about them.

语言注释

- **search for** look for something 查找
e.g. *We are searching for some interesting websites about weather.*
- **go north** move towards the direction of north 向北走(向北方前进或移动)
e.g. *When will the birds go north again?*

背景知识

Newcastle

Newcastle is a city in England with a big, old castle and a river called the River Tyne. People in Newcastle like to cheer for their football team called Newcastle United. It's a fun place!

Liverpool

Liverpool is a city in England famous for its football team called Liverpool FC. There's a big river called the River Mersey that flows through Liverpool. People in Liverpool like to sing and dance to the music of the Beatles. It's a cool place to visit!

London

London is a big city in England with tall buildings and fun parks. You can see the Big Ben and the Tower of London, and ride on double-decker buses to go around. There's a river called the River Thames that flows through London, and it has really pretty views!

Birmingham

Birmingham is a city in England and is the second largest city in the UK. People in Birmingham like to visit the big library and go shopping at the Bullring. It's a great place to explore!

Edinburgh

Edinburgh is a city in Scotland with a big castle on a hill and pretty gardens to play in. People in Edinburgh like to celebrate a special festival called the Edinburgh International Festival with music and shows. You can also see a monster sculpture called the Loch Ness Monster near the city. Edinburgh is a magical place to visit!

Update my to-do list

- **教学要点:** 教师播放录音, 要求学生做好记录, 模仿 A2、A3 中的内容汇报自己获取的信息, 并根据自己完成的情况评价本节课的学习成效。此外, 录音中出现了另外两座英国的城市: Birmingham 与 Edinburgh。如有必要, 可先对这两个地名进行教学。

听力文本

Update my to-do list

Now, we go to Birmingham. It's cloudy today but you can see the bright sun in the afternoon. The temperature is ten degrees Celsius and you can take off your heavy coat and bring your light jacket.

People in Edinburgh are not so lucky. It is snowing again. The temperature drops to only one degree Celsius at the moment. That's very cold for this month. Put on your scarf and gloves when you go out.

参考答案

Update my to-do list

(Answers may vary.)

Birmingham: cloudy, sunny (in the afternoon), 10 °C

Edinburgh: snowing, 1°C

It's cloudy and sunny in the afternoon in Birmingham but it is snowing in Edinburgh. It is cold in Edinburgh but it is cool in Birmingham.

Section B Seasonal activities

>> Speaking

子话题说明

口语板块围绕“四季活动”(Seasonal activities)这一子话题展开，聚焦不同季节中常见的户外活动，并针对这些活动进行提问与回答，描述个人最喜欢的季节，还涉及如何开启对话、接受或拒绝他人的建议等学习内容。

B1

- 语篇说明：**图片展示的是王一鸣和他的伙伴所制作的关于四季活动的展板，呈现每个季节的两项户外活动。展板中仅有图片，尚未张贴相关的文字。所需张贴的文字在展板下方。
- 教学要点：**教师要求学生观察展板中的图片，说出图片中的人物活动。然后要求学生将展板下方的文字与展板中的图片配对。鼓励学生说出更多的不同季节的活动，并思考自己最喜欢的活动。再要求学生阅读王一鸣和李百灵的对话示例，说出他们谈话的主题，并仿照对话展开结对活动，谈论自己在不同季节最喜欢的活动。

参考答案

B1

- 1 plant trees 2 go cycling 3 go swimming 4 go to the beach
5 fly kites 6 have a picnic 7 make snowmen 8 go skating

B Seasonal activities >> Speaking

Wang Yiming and his friends are making a display board about seasonal activities.

go swimming go cycling have a picnic go to the beach
make snowmen go skating plant trees fly kites

B1 Look and say. Look at the display board. Put the English stickers in the right places. Then talk about your favourite seasonal activities.

What's your favourite activity in spring? I like cycling with my friends best.

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- 教学建议：**根据学情，教师可将示例对话的基本结构呈现在板书上，邀请学生进行示范，逐步减少提示内容，直至学生可以熟练使用该结构编制对话。在学生进行图片内容讨论的过程中，教师适时教授skate, picnic等生词，以扫除学生的表达障碍。

B2

- 语篇说明:** 对话在王一鸣与李百灵之间展开,两人谈论各自最喜欢的季节,并陈述相关的理由。该对话共有4个话轮,包括“询问信息”“表达偏好”“陈述理由”“提供建议”“回应建议”等语用知识。
- 口语交际策略:** 本单元重点教授的口语交际策略为开启对话(Starting a conversation)。人们经常通过谈论天气来开启谈话,因为这是一个常见的、中性的话题。以下是一些有关天气的开场白:
 - *Beautiful day, isn't it?*
 - *Hey, what's the weather like today/how is the weather today?*
 - *It's a bit hot. What do you like to do when it's hot outside?*
 - *It's going to snow next week. Have you ever seen snow before?*
 - *It's so cold today. Do you think it will be still cold tomorrow?*

教师还可引导学生思考日常生活中还有哪些常见的开启谈话的方式。People often talk about their families, friends, etc. to start a conversation. For example:

- ① *How is your sister doing?* This is a common question when you know about the family member of the person you are talking to.
- ② *How was your weekend?* This is a common question that people ask each other to start talking. It's asking what someone did with their time off from work or school.
- ③ *Have you seen any good films or shows lately?* This is a way to talk about entertainment and ask for recommendations for films or shows.

B2 Listen, read and think Listen to the conversation between Yiming and Li Bailing. What are their favourite seasonal activities?

Yiming: Isn't it a lovely day?
 Bailing: Yes, quite good. I like warm and sunny weather.
 Yiming: So is spring your favourite season?
 Bailing: Yes. It's nice to go hiking and enjoy the sunshine.
 Yiming: Why not go on an outing this weekend?
 Bailing: That sounds good! Is spring your favourite season too?
 Yiming: Well, I like winter best. I can play with snow and I enjoy making snowmen. It's also fun to celebrate the Spring Festival with my family. Do you think so?
 Bailing: You can say that, but I really hate cold weather.

B3 Pair and share Work in pairs. Talk about your favourite season and give reasons. Start your conversation with a comment or question about the weather.

TEEN SKILL Starting a conversation

To start a conversation, we may choose the topics like weather, travel, food, cooking and sports. It is helpful to collect some information and prepare some questions before a gathering. Weather is a safe topic.


My learning notes
Responding to suggestions:

- That's a good idea.
- Sure, I'd love to.
- I'm afraid I can't.
- I'd love to, but ...

 Update my to-do list

Work in pairs. Talk about the season you are in and the activities you like. Start your conversation with a comment or question about the weather.

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- ④ *Do you have any pets?* This is a way to find out if someone has an animal at home and start talking about animals.
- ⑤ *Where are you from?* This is a way to learn more about someone's background and where they grew up.
- 语用功能说明:** 本单元语用功能为回应建议(Responding to suggestions)。回应建议通常有接受和拒绝两种。接受时,语言通常比较直接,表达对对方建议的赞赏。而拒绝时则比较委婉,通常先表示肯定,再表达个人的思考或处境等。**My learning notes** 提供了部分这类表述,教师可引导学生从B2的对话范文中或借助自身的语言积累找出更多类似表达。学生用书**My learning notes support**(P107)提供了更多可用的表达。其他的常用表达还有:

Accepting a suggestion:

Great idea!

That's a good plan.

I like that idea.

Let's do it!

Okay, let's try that.

Sounds like fun!

That would be cool!

I agree with you.

Yes, please!

Rejecting a suggestion:

Thank you for the suggestion, but I think I'll pass.

That's a great idea, but I'd rather not do it.

I appreciate your thought, but I'm afraid it's not for me.

Thanks for thinking of me, but I have other plans.

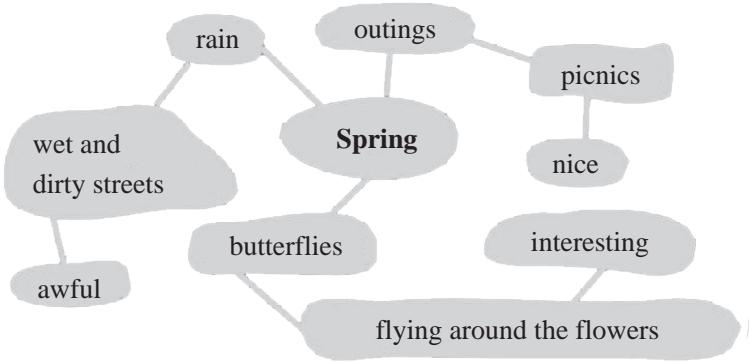
I like your idea, but I'm going to stick with what I'm doing.

- **教学要点：**通过阅读 B2 的对话范文，教师首先要引导学生关注二者的谈话内容，然后引导学生关注他们之间的谈话内容是如何展开和推进的，从而推动口语交际策略要点（开启对话）和语用功能重点（回应建议）的落实。可问学生以下问题：

- ① How does Yiming start the conversation? (*By talking about the weather.*)
- ② What does he mean by saying “Isn’t it a lovely day?”? (*It means that Yiming thinks it is fine today.*)
- ③ What season does each of them like? (*Bailing likes spring and Yiming likes winter.*)
- ④ Why does Bailing/Yiming like spring/winter? (*Bailing likes spring because she likes warm and sunny weather. She also likes to go hiking and enjoy the sunshine. Yiming likes winter because he can play with snow and enjoys making snowmen. He also thinks it is fun to celebrate the Spring Festival with his family.*)
- ⑤ When Yiming knows that Bailing likes hiking and enjoys the sunshine, what does he say? (*He says, “Why not go on an outing this weekend?”*)
- ⑥ What does Yiming mean by saying that? (*He is giving Bailing a suggestion.*)
- ⑦ Does Bailing take the suggestion? How do you know? (*Bailing takes it because she says “That sounds good!”*)
- ⑧ If Bailing doesn’t like the idea, what will she probably say? (*Thank you for the suggestion, but I have other plans this weekend.*)

B3

- **教学要点：**作为 B2 口语范文和 **Update my to-do list** 口语表达板块情境迁移输出任务之间的过渡，本活动在 B1 提供的内容支架、B2 和 **My learning notes** 提供的语言支架基础上，请学生完成口语对话活动，谈论自己最喜欢的季节，并给出适当的理由。学生尝试以天气来开启谈话，并能在对话中为对方提供一些适当的活动建议。
- **教学建议：**如果学生在提供理由时存在困难，教师可以在进行 B3 的对话活动前引导学生对四季的内容进行思考，如通过绘制思维导图的方式，引导学生对不同季节的天气、主要活动、感受等进行梳理。如：



参考答案

B2

Bailing's favourite seasonal activities are going hiking and enjoying the sunshine. Yiming's favourite seasonal activities are playing with snow, making snowmen and celebrating the Spring Festival with his family.

B3

(Answers may vary.)

A: It's warm and nice today.

B: Yes. Spring is coming. But I like summer best.

A: Wow! It's so hot in summer. I hate hot weather.

B: I like it because it's time for a holiday and I really enjoy swimming.

A: Do you travel a lot in summer?

B: Yes, of course. I like visiting those places by the sea.

A: Why not go and swim in the sea?

B: Great idea!

语言注释

- **Isn't it a lovely day?** (= I think it's a lovely day (today)!) In this sentence, *lovely* means *very enjoyable and pleasant or wonderful*. 天气真好啊!
- **Why not ...?** We use *Why not ...?* to make a suggestion. 为什么不……呢?
e.g. **Why not write to her?** (= *Why don't you write to her?*)
We also use *Why not?* to agree to a suggestion. 好哇
e.g. — *Let's eat out tonight.*
— **Why not?**
- **You can say that.** *You can say that* is used to show you agree with one's opinion or idea.
你可以这么说；你说得对

背景知识

Common seasonal activities (*for reference*)

Spring:

- Hiking and exploring nature trails to see blooming flowers
- Flying kites in the park on a windy day
- Having a picnic in a garden or by a scenic lake
- Planting a garden and watching it grow throughout the season
- Playing outdoor sports like football

Summer:

- Swimming and playing at the beach or in a pool
- Camping under the stars and roasting marshmallows over a campfire
- Having a barbecue or an outdoor party with family and friends
- Watching outdoor films or attending music festivals

Autumn:

- Going apple picking on a farm
- Hiking through colourful autumn leaves in the forest
- Attending autumn festivals and fairs with games and activities
- Taking a scenic train ride to view autumn colours

Winter:

- Building a snowman or having a snowball fight after a snowfall
- Ice skating at an outdoor rink
- Birdwatching and feeding winter birds

Update my to-do list

- **教学要点：**该任务迁移了对话情境，学生需灵活运用本板块所学的语言、功能句式和口语交际策略等，展开新的对话。请学生更换合作伙伴，确定角色，展开对话。学生展示，同学互评。学生根据自己的任务完成情况，结合同学评价和教师点评，评价本节课的学习成效。

评价要点建议如下：

- ① 是否以天气开启对话内容，针对最喜欢的季节提出问题、回答问题、询问理由、给出解释，并能提供建议、做出反馈？
- ② 是否使用了恰当的特殊疑问句或一般疑问句提问，语言准确？
- ③ 给出的回答是否语言准确？
- ④ 是否根据人物身份关系得体交际，用语礼貌？

参考答案

Update my to-do list

(Answers may vary.)

A: It's sunny today! I really like the spring weather.

B: Me too! I love playing outside when it's sunny.

A: Shall we go on a nature walk and enjoy flowers?

B: Good idea! We can also have a picnic with sandwiches and fruits.

A: I want to ride my bike. You can come with me!

B: Sure. And I'll bring my skateboard. We can race together.

A: Sounds great! After that, maybe we can play hide-and-seek or kick a ball in the park!

B: Yes, let's do all those fun things! Spring is a great time to play outside.

Section C Extreme weather

>>Reading

子话题说明

阅读板块围绕“极端天气”(Extreme weather)这一子话题展开,用新闻报道的方式呈现,对英国出现极端炎热天气的情况进行了较为客观的陈述,涉及极端炎热天气下的人类行为活动等内容。

C1, C2

- 语篇说明:**该语篇源于一篇新闻报道,介绍了英国遭遇的极端高温天气。整篇报道结构清晰明了,先描述高温灾害的事实和现象,再分析其造成的影响,然后给出人们的应对方法,最后指出全球气温变暖及高温灾害的原因。作为新闻报道,该语篇具

C Extreme weather ➤> Reading

Wang Yiming is reading a news article about the weather in the UK.

C1 Predicting Read the newspaper headline and think what happened to the UK.

C2 Read the news article.

WORLD NEWS

UK heatwave hits a new high

A boy tries to cool down.

The 19th of July saw an extreme heatwave in the UK. Temperatures in several places broke records. In Coningsby, England, it reached 40.3°C. Scotland also had its hottest day, with a temperature of 34.8°C. That day, fires broke out in a few places in England. Trains had to slow down in many areas. An airport closed when parts of the runway started to break open. Some schools were closed too. Other schools took action to keep cool. Pupils wore T-shirts and shorts, not their school uniforms, and played indoors. Zoos also tried their best to cool their animals down. Tree animals and sea animals ate iced vegetables, leaves or fish. In fact, the average temperature of the Earth has increased by about 1°C since the late 1700s. Using coal, cutting down forests and driving cars caused the problem and made it worse day by day.

Personal touch
Have you experienced very hot weather like the heatwave in the UK?

Text type News articles

A news article is to report important news or information to the public. It begins with the most important thing.

Headline: a short expression or sentence, to the point and easy to remember

Lead: the first sentence or paragraph, to introduce a story or to provide basic information

Details: facts or quotes^①

^① quote 引用; 引述

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常见的新闻报道通常包括标题(headline)、时间(date and time)、导语(lead)、正文(body)、来源或出处(source)及视觉资料(visuals)等。以本文为例:

- Headline:** This is the title of the news article that tells you what it's about. It should make you want to read more. *UK heatwave hits a new high* is the headline. It tells you what probably happens in the UK but it doesn't tell you much about the details. So it is like a hook to make you interested to find out what the heatwave is like, what problems it has brought and more.
- Date and time:** This tells you when the news happened or was written. It helps you know “how old” the news is. *The 19th of July* in the first paragraph tells the readers about the date.
- Lead:** This is the first paragraph, sometimes the first sentence of the news article that gives you the most important information. It's like saying “Here's what happened ...” The first paragraph of “UK heatwave hits a new high” is the lead.
- Body:** This is the main part of the news article where you find out more details about what happened. It's like saying “Here's more information about the story ...” Paragraphs 2 to 4 are the body of the news article.
- Source:** This tells you where the information in the news article came from. It's like saying “We got this information from ...” Since the news article is based on the journalist's own experience, there is no need to mention the source.

- **Visuals:** These are pictures, videos, or graphics that help you understand the news article better. They can be really helpful. The illustration here is a boy trying to cool down.
新闻的撰写应遵循“倒金字塔(inverted pyramid/reverse pyramid)”结构，即在文章开头突出最重要的信息，随着内容的进展逐渐过渡到不那么重要的信息。

有如下特征：(1)以客观的语气描述了极端高温天气的影响和应对措施，没有夹杂个人情感和观点；(2)引用了一系列具体的数据和事实来支持其描述或分析，如温度记录等；(3)按较强的逻辑顺序展开，先描述事实和现象，再分析其造成的影响，然后给出人们应对的方法，最后指出原因，层次分明，逻辑性强。

- **教学要点：**教师借助 C1，要求学生根据新闻的标题对语篇内容进行预测，明确新闻的标题对整个新闻报道具有统领作用，其涵盖了报道中的基本信息，具有吸引读者继续阅读的作用。教师借助 C2，要求学生略读阅读语篇验证自己的预测是否正确，并在细读语篇的基础上帮助学生认识新闻类语篇的基本特征及构成要素(详见 **Text type**)，把握新闻类语篇的报道方式(inverted pyramid/reverse pyramid)；通过 C2 的 **Personal touch**，帮助学生从真实的读者视角，回顾个人的经历，描述极端高温天气对自己学习生活的影响。
- **教学建议：**若学生接受程度较好，教师可在引导学生预测时，根据新闻报道的特点，从 5W1H 的角度进行自我提问，如 “When and where did it happen?” “How did people feel?” “What did people do?” “Why did it happen?” 等角度入手。教师可以将学生预测的问题罗列在黑板上，并在组织学生略读课文后，回看这些问题，看看哪些问题能在阅读过程中得以解决。

参考答案

C1

(Answers may vary.)

The UK got very hot.

C2

(Answers may vary.)

Yes, I have. Last summer, it was very hot in Shanghai. I stayed in the air-conditioned living room and didn't want to go out for a minute. That lasted for about half a month. It was terrible.

语言注释

- **The 19th of July saw an extreme heatwave in the UK.** (= An extreme heatwave took place in the UK on the 19th of July.) 7月 19 日，英国出现了极端高温天气。

In this sentence, “see” means “to be the time when an event happens (为……发生的时间)”. “See” can also mean “to be the place where an event happens (为……发生的地方)”. In these cases, “see” cannot be used in the continuous tenses.

e.g. *Next year sees the 100th anniversary of his death.*

This stadium has seen many exciting football games.

- **Scotland also had its hottest day, with a temperature of 34.8 °C.** (= People in Scotland experienced their hottest day, with a temperature of 34.8 °C.)

In this sentence, “have” means “experience (经历; 遭受) something”.

e.g. *Shanghai had its biggest snowstorm in 50 years last year.*

- **break open** open with force suddenly 突然裂开

C3

- 教学要点:**此活动旨在帮助学生把握语篇的主旨。通过将段落大意与各段配对的方式引导学生把握语篇的主要内容。
- 教学建议:**对于学习程度较好的学生,教师可要求学生先归纳各段的段落大意,然后再与C3中的句子进行对比,并思考为什么C3中采用问题的形式归纳段落大意。对于学习存在困难的学生,在完成配对后,应指导他们回答这四个问题。

C4

- 教学要点:**此活动旨在帮助学生通过解读语篇的基本内容,理解新闻类语篇的基本结构。通过在文中查找具体的信息,理解“倒金字塔”写作模式。
- 阅读策略:**新闻类语篇的关键信息通常包括:标题(总结了新闻的主要内容),导语段落(提供了对正在报道的事件或问题的概述),细节(包括任何涉及新闻来源的内容、引用以及支持新闻的任何相关数据等)。此外,还包括关于新闻主题的背景信息,以及其他任何有助于读者理解新闻背景的细节等。
- 教学建议:**如学生感到困难,教师可以结合“阅读策略”,先引导学生关注新闻类语篇中哪些属于关键信息。

C5

- 教学要点:**问题1旨在帮助学生对引起全球变暖(global warming)的因素进行思考,除语篇结尾所提及的主要因素外,教师还应指导学生关注其他的因素,如两极臭氧层空洞问题、化学制品的使用等。问题2旨在引导学生关注身边出现的其他极端天气状况以及它们对人类生活的影响。
- 教学建议:**对于学习感到困难的学生,教师在教学中应组织他们先进行

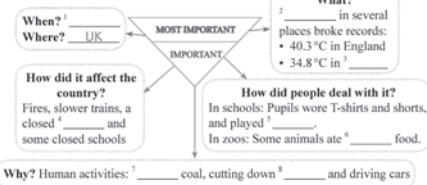
C3 General understanding Match each question with a paragraph in the news article.

- Paragraph 1 _____ A What caused the rising average temperature?
 Paragraph 2 _____ B How did the heatwave affect the UK?
 Paragraph 3 _____ C What did people do with the heat?
 Paragraph 4 _____ D What happened in the UK?

C4 Detailed reading Read again and fill in the blanks with details about the heatwave in the UK.

Identifying key information

UK heatwave hits a new high



C5 Further thinking Answer the questions.

- 1 What else causes changes in the weather?
 2 What other extreme weather do you know about?

Vocabulary focus Complete Yiming's reading report with the proper forms of the words and phrases from the text.

Today I read the news on the UK heatwave. The temperature¹ ____ this summer and it greatly affected the lives of people in the UK. Fires² ____; trains slowed down; a runway at an airport began to break open; some schools did not open. In some places, students still went to school. But they didn't wear³ ____ or play in the sun. Zoos also tried to keep their animals⁴ ____ with cold food. To stop the temperature from⁵ ____, people should try their best to go green.

Update my to-do list

Describe the heatwave in the UK with the help of C4.

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讨论,尝试用学过的词汇对现象、变化和原因等进行描述,然后再进行指导、梳理,总结出问题的答案。

教师可根据学情,灵活设计课堂活动,帮助学生学习、理解语篇。以下问题供参考选用:

- To show the heatwave hits a new high, what information does the journalist give in the lead? (*The high temperatures in England and Scotland.*)
- To show how serious the effect is, what aspects does the author talk about in details? (*Fires, the transport, the schools and the zoos.*)
- Why did the trains have to slow down in many areas? (*The high temperature and the fast speed of trains may make the rails change their shapes. It's dangerous for trains to move on them.*)
- Why did parts of the runway break open? (*The high temperature melted the surface*

of the runway.)

- ⑤ Why were some schools closed? (*Maybe they haven't got air conditioners and the students couldn't bear the high temperature.*)
- ⑥ What might the common school uniforms in the UK look like? (*Maybe trousers and shirts with long sleeves.*)
- ⑦ Why did the zoos provide the animals with iced food? (*To keep them cool.*)
- ⑧ Can we delete the last paragraph of the news article? (*No, we can't. For this article, the reporter doesn't want to tell us the high temperature only. In fact, he/she also wants to tell people the reason for the heatwave and the fact that if we don't take action, the whole Earth might be in trouble.*)

参考答案

C3

Paragraph 1: D Paragraph 2: B Paragraph 3: C Paragraph 4: A

C4

1 19 July 2 Temperatures 3 Scotland 4 airport 5 indoors
6 iced 7 using 8 forests

C5

(Answers may vary.)

- 1 Burning too much oil, coal and gas may cause the amount of carbon dioxide to rise in the air. Using too many chemicals like CFCs may destroy the ozone layer in the atmosphere. These cause changes in the weather.
- 2 We have terrible storms like hurricanes and tornadoes, terribly heavy snow like blizzards (terrible snowstorms) and heavy rain like thunderstorms. We also have very dry days like droughts and very wet days like floods.

Vocabulary focus

- **教学要点:** 本活动重点关注课文中重点的形容词、动词、名词短语及动词短语，帮助学生理解这些词汇的含义并在语境中熟练运用它们，同时也关注培养学生通过上下文判断所缺内容词性、意义的能力。词汇学习需在语境中学习、理解词汇的意义，借助词块、搭配等，高效掌握词汇的用法。该活动以复述阅读语篇的形式呈现，对学生完成 **Update my to-do list** 的活动有一定的指导作用。

教师还可以设计更多词汇练习，关注本板块核心词汇（如 news, hit, several, reach, area, action, uniform, leaf, average, cause, worse）的理解和运用。

参考答案

Vocabulary focus

1 broke records 2 broke out 3 school uniforms 4 cool 5 increasing

Update my to-do list

- **教学要点:** 教师可组织学生先回顾新闻类语篇的基本特征，思考复述过程中的内容安排及框架结构，然后指导学生运用阅读策略中的关键信息来组织语言，在复述的过程中突出重点地将新闻中的关键信息呈现出来，而不是背诵课文的原句。学生在汇报时，教师提供适当的支持，帮助学生纠正语言表达中的错误。

参考答案

Update my to-do list

(Answers may vary.)

On 19 July, the UK had very hot weather. It was so hot that it broke some records. In one place called Coningsby, it was 40.3°C. Scotland also had its hottest day, with a temperature of 34.8°C. Because of the heat, there were fires in some places, and trains had to slow down. An airport even closed because of the heat. Some schools were closed, but other schools let students wear cooler clothes and play inside. Zoos helped their animals stay cool by giving them iced food. The Earth has got about 1°C hotter since the late 1700s, and using coal, cutting down trees and driving cars made it worse.

>>Grammar in use

板块内容说明

本单元的语法重点是 it 作形式主语 (Preparatory it)。

活动 1

- 教学要点：**活动 1 旨在帮助学生在理解句子意思的同时，探索 it 所表达的含义。教师首先应引导学生关注这些句子有什么共同特点（都是以 it 开头的），其次引导学生关注这些句子中 it 的含义（它们都没有实际的含义），从而让学生明确“形式主语”的含义。此外，还应让学生明确 it 指代的对象是其后所跟句子成分中体现的内容。

以下问题在教学中可以用于引导学生对例句的关注：

- ① What do these sentences share in common? (*They all start with “it”.*)
- ② What does “it” mean in each sentence? (*“It” has no meanings.*)
- ③ Can you tell what “it” refers to in the first sentence? (*I think it refers to date.*)
- ④ Why do you think so? (*Because I find “the thirtieth of March” after it.*)

此时，教师可进行总结并发出指令：

So, you can see “it” doesn’t have a definite meaning in this sentence. But it can be used to refer to different things. Please read the other sentences and find out what “it” refers to in each sentence. Then please complete Exercise 2.

- 教学建议：**在进行语法教学时，教师也可补充或使用中文，不要让语法术语成为影响学生理解的障碍。

>> Grammar in use Preparatory it

1 Read and think Read the following sentences to see when we use it.

- (1) It's the thirtieth of March today.
- (2) It's quite windy and cold in Beijing.
- (3) It's spring now.
- (4) It's about 300 kilometres northwest of London.
- (5) It's nice to go hiking and enjoy the sunshine.
- (6) In Coningsby, England, it reached 40.3°C.

2 Work out the rules Fill in the blanks with the numbers of the sentences above.

Use	Example
We use it as an empty subject. It can refer to date, season, weather, temperature and distance.	date (sentence <u> </u>) season (sentence <u> </u>) weather (sentence <u> </u>) temperature (sentence <u> </u>) distance (sentence <u> </u>)
We often use it before “be + adj./n. + to-infinitive”.	sentence <u> </u>

Grammar file → p. 114

3 Practise Wang Yiming is talking about a hot day with Lu Yao. Fill in each blank with the correct sentence to complete the conversation.

A It's Major Heat B It's so hot C It's a tradition to drink Fu tea D It's 38°C



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活动 2

- 教学要点：**活动 2 旨在帮助学生在完成活动 1 的基础上总结语法规则，根据上面的句子，归纳 it 作形式主语的主要用法。
- 教学建议：**可根据学情，要求学生用 it 作形式主语的不同用法造句，帮助学生熟悉 it 作形式主语的用法，为后续的活动做好准备。最后也可借助学生用书语法附录 (Grammar file, P114–P115) 深化理解。

活动 3

- 教学要点：**活动 3 旨在帮助学生熟悉 it 作形式主语的用法，并在有意义的情境中进行初步应用。
- 教学建议：**在完成这个活动之前，教师可以先要求学生分析方框里每个句子中 it 所指代的对象，接着阅读对话，尝试分析空格中所缺的内容，明确选项与空格之间的关联，然后完成填空练习。完成练习后，教师邀请学生朗读对话，全班一起核对答案。

参考答案

2

(1), (3), (2), (6), (4), (5)

3

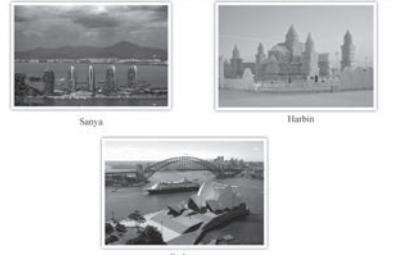
(1) B (2) D (3) A (4) C

活动 4

- 教学要点：**活动 4 旨在帮助学生在真实情境中，恰当运用 it 作形式主语的用法，描述三个不同城市的温度、湿度及风力等气象状况。
- 教学建议：**教师要充分引导学生阅读活动示例，明确所需使用的句型以及所需描述的内容，然后让学生将示例中缺失的内容补充完整，再对另外两个城市气象状况进行描述。

对于基础较好的学生，可以要求他们搜索更多的关于这三个城市的信息，运用 it 作形式主语的句式开展描述，如：“It’s the best time to visit Harbin in December because you can go to the Harbin International Ice and Snow Festival.” 等。

4 Report Wang Yiming finds more information about the weather in different cities. He is now telling his sister his findings. Look at his findings and report like him.



	Sanya		Harbin		Sydney	
	Jan.	Jul.	Jan.	Jul.	Jan.	Jul.
Temperature (°C)	21.3	28.3	0	22	22.2	11.7
Rainfall (mm)	10.3	158.5	8	150	101.6	63.5
Wind (km/h)	10.1	8.6	14	14	20.9	9.7

In Sanya, it's winter in January and summer in July. In January, it's quite warm and it's dry. It's 21.3°C. It's not windy. In July, it's a bit hot. It's 28.3°C. It's really rainy. You should take your umbrella with you when you visit Sanya in July. It's not windy.

In Harbin, it's winter in January and summer in July. In January, it's very cold. It's only 0°C. It's dry. In July, it's quite warm and it's really wet. It's 22°C. It is not a good idea to visit Harbin in summer. It's a bit windy in either January or July.

In Sydney, it's summer in January and winter in July. In January, it's quite warm and very wet. It's 22.2°C. It's windy. In July, it's cool. It's 11.7°C. It's wet and not windy.

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参考答案

4

(Answers may vary.)

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In Sydney, it's summer in January and winter in July. In January, it's quite warm and very wet. It's 22.2°C. It's windy. In July, it's cool. It's 11.7°C. It's wet and not windy.

评价建议

教师可根据学生完成每个活动的实际情况，随时调整教学进度和方式。如果学生对该语法点掌握不佳（如不理解 it 可指代动词不定式），可以在文本分析的过程中，提醒学生这一句式，尝试让学生描述个人对不同季节的感受来熟悉该结构（如“*It is interesting to fly kites in autumn.*”“*It is nice to eat ice cream and swim in the sea in summer.*”），提高学生的语法形式意识，并结合一些针对性的书面语法练习，提升学生对该语法点的敏感度和熟练度。最后，通过学生完成活动 4 的表现，评价学生对该语法点的掌握程度。

Section D Weather and travel

>> Writing

子话题说明

写作板块围绕“天气与旅行”(Weather and travel)这一子话题展开，在收到莉莎介绍伦敦最佳旅游时节的电子邮件后，学生需帮助王一鸣对其提出的问题进行回复，给出自己的旅行建议。

D1

- 语篇说明：**这篇写作范文是一封莉莎回复王一鸣的电子邮件。就王一鸣咨询伦敦旅游最佳时间的问题，莉莎建议在晚春时到伦敦旅游，因为那时天气晴朗、温度适宜，可以游览大本钟和乘坐红色双层巴士。她还提醒一鸣带上雨伞，因为伦敦有时会下雨。最后，莉莎表达了对一鸣家乡的向往，希望在暑假期间能够拜访他。这篇电子邮件的基本框架包含问候、正文、结束语和签名。其中正文部分主要包括问题的呈现和回答、建议、提出问题等信息。写作语言简洁明了，使用了简单的句子和常用词汇。这种写作风格可以让读者轻松地理解和接受信息。
- 写作策略：**本单元写作策略是撰写电子邮件的格式规范(Writing an email)，包括：(1)开头问候他人(Greeting)；(2)正文部分回复他人提出的问题，给出相关的建议，并表达自己的愿望；(3)正文结束后对他人表达祝愿；(4)文末写上自己的名字。教师在教学中，应提醒学生范文中的四个小标签与TEEN skill中四条内容的对应关系，还应提醒学生注意中英文邮件在表达上的差别。
- 教学要点：**活动定位是写前思考。教师引导学生先通过快速浏览范文内容，关注范文意义(回答D1中的问题)，再展开后续的写作策略准备。

D Weather and travel >> Writing

Wang Yiming receives an email from Lisa. Help him write a reply.

D1 Think Read Lisa's email. What does Lisa want to know from Yiming?

To: Yiming
From: Lisa
Subject: Best time to visit London

Greeting Hi, Yiming!
How are you doing these days?
Body You asked about the best time to visit London last time. For me, it's late spring. It's usually quite sunny, and not too hot in this season. You can visit Big Ben and travel on a red double-decker bus^①. Remember to take your umbrella with you because it rains in London from time to time.
I'd love to see your hometown one day.
Would the summer holidays be a good time to visit you? Write soon!

Closing Best regards,
Signature Lisa

TEEN skill Writing an email

- Greet your friend at the beginning.
- Write the information you want to give or get in the body part.
- Express good wishes at the end.
- Don't forget to write your name.

D2 Prepare What does Lisa write about in her email to Yiming? Find the information in the email.

Best time: _____
Weather: _____

① double-decker bus 双层公共汽车

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- 教学建议：**如学生理解范文有困难，教师可以用提问的形式引导学生关注电子邮件的结构，复习阅读板块学习过的阅读策略，获取语篇的关键信息。以下问题可供参考：
 - What's the subject of the email? (*Best time to visit London.*)
 - Who writes this email and who gets it? (*Lisa writes it and Yiming gets it.*)
 - What does Lisa write about in her email to Yiming? (*She writes about the best time to visit London.*)
 - When is the best time to visit London? (*In late spring.*)
 - Why does Lisa think so? (*Because it's usually quite sunny and not too hot at that time.*)
 - What does Lisa advise Yiming to do in London? (*To visit Big Ben and travel on a red double-decker bus.*)

- ⑦ Does Lisa give Yiming any tips? (*Yes. She tells him to take an umbrella with him because it rains in London from time to time.*)
- ⑧ What else does Lisa write about in her email to Yiming? (*She also asks Yiming about the best time to visit his hometown.*)

D2

- **教学要点：**活动定位是写前准备。教师组织学生细读范文，找到文中列举的相关内容。通过内容分析，帮助学生了解内容结构，提高写作结构意识，并关注本单元的写作策略——撰写电子邮件的格式规范。

参考答案

D1

She wants to know if the summer holidays would be a good time for her to visit him.

D2

Best time: The best time to visit London is late spring.

Weather: It's usually quite sunny, and not too hot in late spring.

Activities: Visit Big Ben and travel on a red double-decker bus.

Tips: Take an umbrella.

D3

- 教学要点:** 活动定位是写前构思。教师引导学生根据话题,结合给出的内容结构展开头脑风暴,确定行文要点,并以草稿的形式列出一些相关语言表达。思维导图中已经提供了四项提示信息,提醒学生应从这四方面入手,思考正文部分的基本内容。
- 教学建议:** 教师可根据学情,提供相关内容的语言支架(参考“补充资料”)。

D4

- 教学要点:** 活动定位是写作。请学生基于前期的写作准备,在提供的写作文本框内完成写作。写作文本框中已提供了部分提示词,如:正文部分的问候、表达最佳旅游时间的句式等。
- 教学建议:** 教师可根据学情决定是否给学生更多写作提示词。

Activities: _____
Tips: _____

D3 Plan What are you going to write about in your reply to Lisa? Take notes in the mind map.

D4 Write Help Yiming complete his email to Lisa.

To: _____
From: _____
Subject: _____

I'm very glad to hear from you. How are you?
It is a good idea to visit my hometown _____ (When?).

All the best!

D5 Check Check your email. Pay attention to its structure.

Update my to-do list

Work in groups. Help your classmates polish their emails.

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补充资料**Useful expressions****1. Best time:**

- You should go to (*place*) in (*time*) because it's not too hot/cold.
- I think the best time to visit (*place*) is in (*time*) when the flowers/leaves are pretty.
- If you want to see (*place*), you should travel there in (*time*) when it's sunny/rainy.

2. Weather:

- The weather in (*place*) is (*adjective*).
- It's (*temperature*) degrees in (*place*) in (*time*).
- The sky is (*adjective*) in (*place*) because it's (*adjective*).
- There is (*amount*) of snow in (*place*).
- The air is (*adjective*) and humid in (*place*).

3. Activities:

- You can go to (*place*) and see (*something interesting*).
- Why not try (*activity*) when you visit (*place*)?
- If you want to have fun, you should (*do this activity*).
- (*Place*) is a great place to (*do something*).

4. Tips:

- (Always) remember to ...
- Don't forget to ...
- If you want to ..., you should ...

对于学习水平较高的学生，也可以提供更多的表达作为参考。如：

1. Best time:

- For a fun trip, go to (*place*) in (*time*) because that's when the (*festival*) is taking place.
- The weather is nice in (*place*) during (*time*), so that's a good time to go.
- In (*time*), it's not too crowded, so that's a great time to visit (*place*).
- To avoid the holiday rush, consider travelling to (*place*) in (*time*) instead.
- My friend went to (*place*) in (*time*) and said it was perfect because of ...

2. Weather:

- The weather in (*place*) is quite (*adjective*) today, which is perfect for (*activity*).
- Currently, (*place*) is experiencing (*weather condition*) with (*additional detail*).
- This week's weather in (*place*) is (*comparison*) compared to last week's (*previous condition*).
- As (*season*) approaches in (*place*), we can expect (*weather changes*).
- If (*weather condition*) continues in (*place*), we might see (*outcomes*).

3. Activities:

- I think you would like to (*do this activity*) there.
- You might enjoy (*doing something*) at (*place*).
- It's fun to (*do this activity*) when you go to (*place*).
- Don't forget to (*do this activity*) when you visit (*place*)!
- Wouldn't it be cool to (*do something*) at (*place*)?
- You can explore (*place*) by (*doing this activity*).

4. Tips:

Using the imperative for instructions

- Pack your sunscreen and hat because the sun can be very strong.

Using "should" for recommendations

- You should bring a camera to take pictures of the pretty flowers.

D5

- **教学要点：**活动定位是写后检查。教师引导学生参照 **TEEN skill** 栏目的写作策略要点提示，检查自己的作文初稿并修改，有意识地养成写后自查的习惯。
- **教学建议：**教师可整理学生的常见错误，让全班同学比照自己的习作一起找错误并修改，之后同伴交换检查是否有遗漏或误批改。教师应帮助学生提升邮件撰写的文体意识和结构意识。

Update my to-do list

- 教学要点：教师组织学生分组活动，分享彼此修改后的电子邮件，并提供改进建议。提供针对本课写作任务的个性化评价建议，请学生对照、评价自己的任务完成情况，并结合同学评价和教师点评，思考改进方案。

评价要点建议如下：

- ① 是否围绕着“天气与旅行”这一主题展开？
- ② 是否关注了电子邮件的格式规范？
- ③ 是否提供了旅行的相关建议？
- ④ 每个句子是否都使用了正确的时态？

>>Discovery

板块内容说明

探索发现板块介绍了从古至今人们预测天气状况的三种方式，呈现了时代更迭之下，现代科技进步为人们的日常生活带来的便捷。

教学提示

- **语篇说明：**第一则短文介绍了从古希腊的第一个风塔到现在气象站的变迁。第二则短文介绍了人们利用气象气球预报天气的历史。第三则短文介绍了气象卫星在天气预报中的使用以及中国运用气象卫星的历史。

- **更多信息：**

- (1) 风之塔位于雅典卫城脚下，是一座八角形的大理石塔，高约 13 米，直径约为 8 米。其建造融合了古代建筑、天文、地理、机械、数学等多门学科知识。
- (2) 气象气球是一种无动力的高空观测工具，具有不需要动力、花费少、使用方便等特点。它的应用面广泛，可以携带仪器升空，进行各种高空气象观测。
- (3) 我国于 1988 年 9 月 7 日发射了中国第一颗气象卫星——风云一号极地轨道气象卫星。

- **教学建议：**教师在教学中可根据学情，灵活选用不同的方式来激发学生对不同天气预测方式的兴趣和思考。

- (1) **预测：**组织学生读前浏览图片，预测与主题相关的信息，激发学生兴趣。如：

- ① What can you see in the pictures?
- ② Where can you probably see them?
- ③ What do people use them for?
- ④ Do people still use them?

- (2) **理解：**请学生阅读短文，通过问

Discovery

Different ways to predict weather



Over 2,000 years ago, people in Athens^① could tell time and the wind direction. The Tower of the Winds is said to be the world's first weather station. Today weather stations are on land or on the sea to collect information about the wind direction and wind speed.

Weather balloons measure^② temperature, humidity^③, air pressure and wind speed in the air. The first weather balloons appeared in France in 1892.



Weather satellites go around the Earth, and get pictures and information to predict weather. China had its first weather satellite, Fengyun 1A, in 1988.

Read and think Which way(s) are you familiar with? What other ways can help predict weather?

① Athens 雅典 ② measure 测量 ③ humidity 湿度 ④ satellite 卫星

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题引导学生发现天气预测的不同方法。如：

- ① What is each of them used for?
- ② Does the first picture show an ancient weather station or a modern one? Why do you think so?
- ③ What do people use weather balloons to do?
- ④ Which seems to be the most accurate way to predict weather? Why do you think so?

- (3) **思考：**鼓励学生基于文本信息，展开思考，推断更多文本以外的信息。如：

What makes the way of predicting weather change a lot? (Modern science and technology.)

- (4) **拓展：**提供有关其他预测天气的方式的信息。鼓励学生自主阅读并发现它们之间的差异等。参考问题：

What other ways can help predict weather?

补充资料

Weather stations

A weather station is a dedicated facility or set of instruments that monitor and measure various atmospheric conditions to help understand weather patterns.

- Measuring weather elements: Weather stations have various tools such as thermometers for temperature, rain gauges for precipitation, and wind gauges for wind speed. They are essential for collecting comprehensive data on weather conditions. Meteorologists or automated systems regularly check these tools to monitor temperature, rainfall, wind and sunlight. The data is crucial for understanding current weather states.
- Recording data: The collected information is recorded as data, which is gathered multiple times a day to track weather changes. The data is vital for scientific analysis and weather prediction.
- Sending information: Advanced weather stations can transmit collected data to central databases via the internet, allowing meteorologists to access real-time weather information from various locations.

Weather stations play an important role in predicting weather by providing local data, identifying trends over time, aiding in forecast creation, and enhancing our understanding of weather patterns. They also serve as early warning systems for severe weather events, ensuring public safety.

Weather balloons

Weather balloons are essential tools for gathering atmospheric data at high altitudes. Weather balloons help by providing data on the upper atmosphere, temperature changes, humidity levels, and wind patterns. The information is vital for understanding weather systems and improving weather models and forecasts.

Weather satellites

Weather satellites function as high-altitude cameras, capturing images of the Earth to monitor weather conditions. Satellites enhance weather prediction by identifying cloud formations, measuring temperature variations, tracking weather patterns and providing early warnings of severe weather events. They are important for modern meteorology, offering a global perspective on weather conditions.

Section E Weather in life

>>Project

子话题说明

项目探究板块围绕“生活中的天气”(Weather in life)这一子话题展开。旨在引导学生回顾整个单元的学习内容，从天气预报、天气与活动、极端天气到天气与旅行的讨论过渡到对天气与人类生活各方面的关系与影响进行思考，通过陈述小组的发现以回应单元大问题，在活动中感知天气对人类生活的重大影响，培养学生认识自然、关注自然、爱护自然的意识。

教学提示

- 教学要点：**教师引导学生讨论、回顾单元各板块内容，引发对单元大问题的深层思考。组织学生分小组讨论，搜集天气与人们生活息息相关的各种关系，从而规划出本组打算陈述的主题内容。在此基础上，通过资料查询，形成小组陈述的基本框架。然后，将小组的发现整理成文，并在课堂中以陈述的方式进行展示。

在学生着手完成该项目前，应引导学生关注Step 3中的成果，提炼该陈述稿中的关键信息。如：

- ① What is the topic of the presentation? (*Weather and places.*)
- ② Which city is it about? (*London.*)
- ③ What does the presentation focus on? (*How London got its nickname “the Big Smoke”.*)
- ④ Why did London get the nickname? (*Because of the heavy smoke in London.*)
- ⑤ What does the presentation mainly tell us? (*We need to protect the environment.*)

通过上述问题，引导学生关注陈

E Weather in life ➤ ➤ Project **Unit 4**

Making a presentation^① about the effect of weather

Work in groups. Make a presentation about the effect of weather on our lives.

Step 1 Collect ideas Think of anything interesting or meaningful about weather in our lives. Make a mind map with your group members.



Step 2 Choose and search Choose a topic and search for more information or stories. Here is one group's work.

Weather & places

Place	Country	Meaning/ Nickname ^②	Information/Story
London	UK	“the Big Smoke”	In 1952, clouds of smoke from the burning of coal stayed in the air for five days ...

Step 3 Select and prepare Select your information or stories and prepare for the presentation.

Some cities around the world got their nicknames or names because of the weather. For example, one of London's nicknames is “the Big Smoke”. Smoke used to cover the sky of the city. The worst event happened in 1952. That year clouds of smoke from the burning of coal stayed in the air for five days. A lot of people fell ill and even died.

Step 4 Share Report your findings in class. Listen to other groups and take notes.

Update my to-do list 

Put together the information shared by every group and add it to your mind map.

① presentation 陈述 ② nickname 别名；昵称

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述内容的构成要素，形成一定的评价标准。

- 更多资源：**可通过关键词搜索 How weather affects our lives 或用 AI 工具提问，以查找更多有关天气与人类关系或影响的信息。

Update my to-do list

- 教学要点：**教师给各组提供展示小组发现的机会。鼓励学生综合运用本单元前面板所学的语言知识和技能进行表达和展示。汇集各组学生的演讲结果，形成班级对于天气对人类生活影响的整体认知，进一步培养学生认识自然、关注自然、爱护自然的意识。

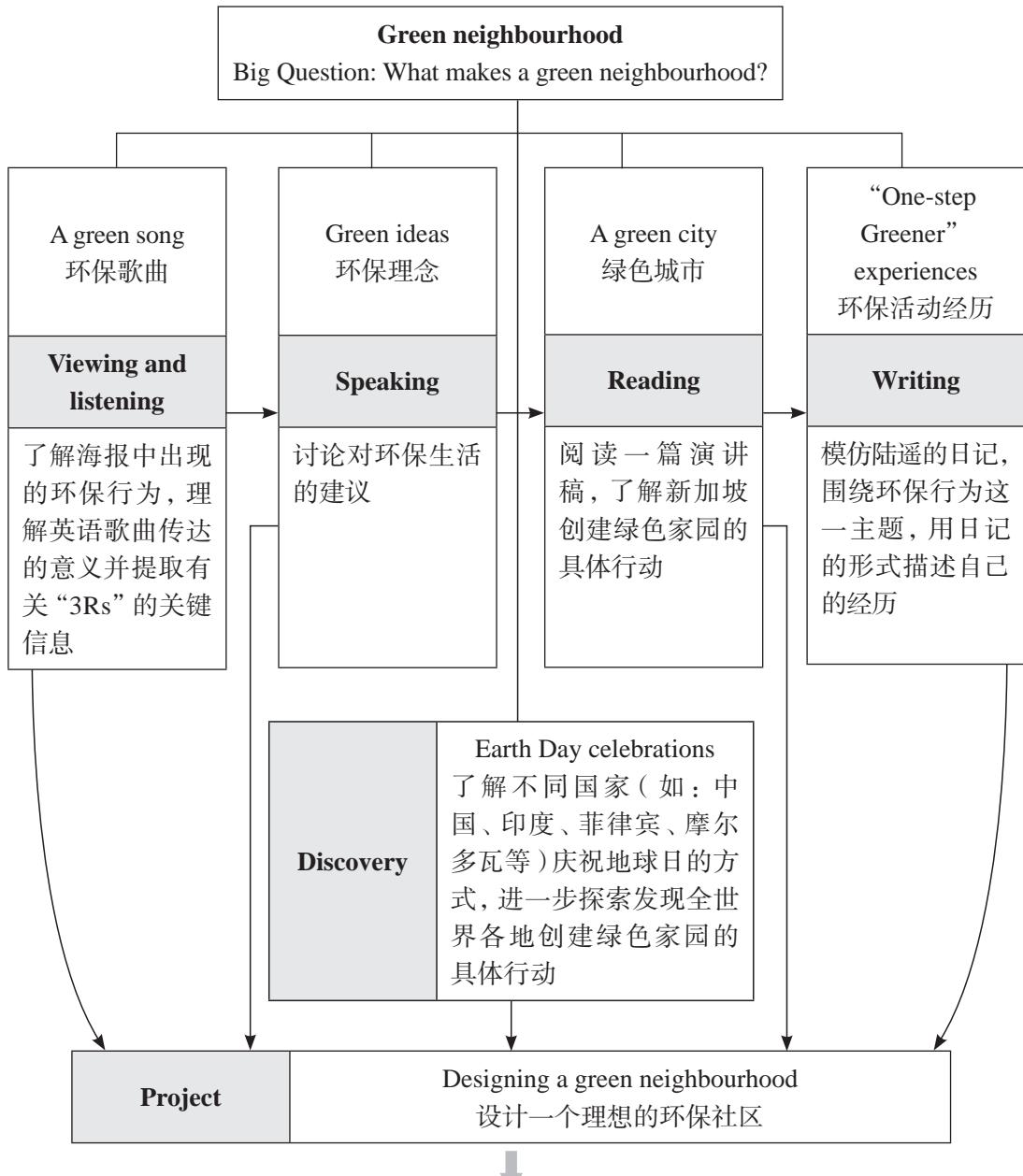
展示后，教师可以利用评价建议，组织学生从内容、语言和成果三方面进行同伴互评。

评价要点建议如下：

- ① 是否关注了天气对人类生活的影响？
- ② 是否准确运用了本单元所学的语言表达，自然流畅，声音清晰？
- ③ 陈述内容是否结构合理，能吸引听众？

Unit 5 Green neighbourhood

单元内容结构图 (Structure of the unit)



单元育人目标：通过了解世界各地创建绿色家园的行动，了解环保社区的真正含义，形成环保生活的理念，用自身的实际行动参与创建环保社区

单元目标 (Unit objectives)

- ▶ 语音：能借助拼读规则，识别字母组合 ge、dge、ch、tch 的发音规则，准确拼读单词
- ▶ 词汇：能掌握和环保行为相关的词汇，构建词汇语义网
- ▶ 语法：能归纳情态动词 can、may、should 的语法规则并在情境中使用
- ▶ 看：能借助海报、漫画等多模态语篇中的视觉信息理解相关内容
- ▶ 听：能理解英语歌曲传达的意义并提取关键信息
- ▶ 说：能围绕环保生活的主题，讨论对环保生活的建议
- ▶ 读：能读懂新加坡创建绿色家园的演讲稿并理解演讲类文本的语篇特征
- ▶ 写：能围绕环保生活这一主题，运用所学语言，用日记的语篇形式描述自己参加环保活动的经历；能完整地描述自己的经历并尝试加入感官细节，使内容丰富、生动
- ▶ 文化：能理解不同国家（如：中国、印度、菲律宾、摩尔多瓦等）庆祝地球日的方式，进一步探索发现世界各地创建绿色家园的具体行动
- ▶ 德育：能理解环保社区的真正含义，初步形成环保生活的理念

单元内容概览 (Content overview)

主题	本单元聚焦“人与自然”主题范畴下“环境保护”主题群，围绕“人与自然相互依存”以及“绿色生活的理念和行为”主题内容，通过大问题“What makes a green neighbourhood?”引导，帮助学生了解环保社区的真正含义和环保生活的理念，初步形成绿色生活的理念，并用自身的实际行动参与创建环保社区的意识。		
语篇	视听	海报	创建环保社区的海报
		录音	歌曲“Building a green neighbourhood”
		录音	韵律诗
	口语	漫画	创建环保社区的漫画
		对话	讨论对环保生活的建议
	阅读	演讲发言	在地球日发表的演讲
	写作	日记	参加环保活动的经历
语言知识	探索发现	介绍类短文	地球日的不同庆祝方式
	语音	字母组合 ge、dge、ch、tch 在单词中的发音	
	词汇	词汇语义网；主题词汇	
	语法	情态动词 can、may、should	
	语篇	理解演讲稿类语篇类型	
	语用	得体地表达观点，礼貌地给予回应和鼓励	
文化知识	不同国家(中国、印度、菲律宾、摩尔多瓦等)庆祝地球日的方式		
语言技能 与 学习策略	视听	任务：听一首英语歌曲 策略：分类	
	口语	任务：讨论对环保生活的建议 策略：礼貌地给予回应，适时鼓励	
	阅读	任务：阅读有关新加坡创建绿色家园的演讲稿 策略：理解演讲稿这一语篇类型	
	写作	任务：通过日记的形式，记录参加环保活动的经历 策略：描述经历并加入感官细节	
	项目探究 (综合)	任务：设计一个理想的环保社区	

单元主题图页 (Cover page)

单元大问题 (Big Question)

完成本单元的学习后，学生可以围绕英语歌曲、环保社区的海报、连环画、绿色家园城市的演讲、绿色的生活方式等方面的内容谈论环保生活的理念，就环保生活的主题谈谈自己的看法，了解环保社区的真正含义，初步形成环保生活的理念。

单元主题图 (Theme photos)

本单元主题图主要体现环保社区的环保理念。

The street lamps in the neighbourhood are all powered by solar panels.

The neighbourhood is covered with green grass.

The green neighbourhood is surrounded by plenty of trees.



任务清单 (To-do list)

“任务清单”中的五项任务分别对应视听、口语、阅读、写作和项目探究，学生完成后可以根据任务清单自行检测任务达成情况。本单元的任务清单包括：(1) 听一首关于环保社区的英语歌曲。(2) 讨论创建环保社区的方式。(3) 阅读有关创建绿色家园的演讲稿。(4) 撰写自己参加环保活动的经历。(5) 设计一个理想的环保社区。

单元导入 (Getting started)

教师基于单元主题图或更多环保社区的图片，激发学生兴趣，引导他们说出各种常见的、体现环保生活理念的设施，如回收设施、节能设施等。

To-do list

- 1 Listen to a song about a green neighbourhood.
- 2 Talk about ways to build a green neighbourhood.
- 3 Read a speech on Earth Day.
- 4 Write a diary about green experiences.
- 5 Design a green neighbourhood.

Getting started

Tick (✓) the answer(s) to the questions.

1 What is your neighbourhood like?
 big small beautiful
 clean Other ideas: _____

2 What does a green neighbourhood usually have?
 many trees many birds
 clean energy a big garden
Other ideas: _____

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Different bins in the neighbourhood are used for sorting rubbish.

参考答案

Getting started

(Answers may vary.)

- 1 big, clean, other ideas: tidy, green, environmentally friendly, etc.
- 2 many trees, many birds, clean energy, a big garden, other ideas: energy-efficient buildings, recycling bins, clothing recycling stations, etc.

Section A A green song

>>Viewing and listening

子话题说明

视听板块围绕“环保歌曲”(A green song)这一子话题展开,探讨英语歌曲传达的意义并提取有关“3Rs”的关键信息。

A1

- 语篇说明:** 这是一张体现环保理念的社区海报,包含了不同的环保行为。
- “视”的策略:** 请学生仔细观察多模态语篇中的视觉元素,如人物、物体、颜色、形状、场景等。利用视觉线索推理信息,将相关的图像、文本和其他模态信息归入相应的主题或类别。

When viewing a visual text, you may ask students to:

- (1) identify the elements that make up the visual text. You can ask: What is the poster about? How do you know the answer? (*Building a green neighbourhood. From its title.*)
 - (2) analyse what each element tries to convey. You can ask: What does the circle at the top-left corner mean? How do the circle and the poster relate to each other?
 - (3) interpret the overall message of the poster. You can ask: What green activities can you see in the poster? How can we build a green neighbourhood?
- 教学要点:** (1)教师请学生将表格中的序号与海报里的绿色活动匹配,学习和本板块相关的词汇(如recycle, reduce, reuse, collect bottles and cans, repair old items, make cloth bags, sort rubbish, pick up litter等)。(2)引导学生补充更多在自己社区里开展过的环

A A green song

>> Viewing and listening

Lu Yao is doing a “Building a green neighbourhood” project. She is reading a poster.



A1 Look and tick Put the numbers of the activities in the poster above. Tick (✓) the activities you have in your neighbourhood and add more if you want to.

- | | | | |
|----------------------------|--------------------------|--------------------|--------------------------|
| 1 collect bottles and cans | <input type="checkbox"/> | 2 repair old items | <input type="checkbox"/> |
| 3 sort rubbish | <input type="checkbox"/> | 4 make cloth bags | <input type="checkbox"/> |
| 5 plant trees | <input type="checkbox"/> | 6 pick up litter | <input type="checkbox"/> |
| 7 Your ideas: _____ | | | |

A2 Listen and think Listen to a green song and complete the sentence.
The song tells people to help build a green neighbourhood with _____.

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保活动,为后续听力理解做好语言和背景知识准备。

参考答案

A1

In a clockwise direction from the bottom-left corner of the picture: 5, 3, 6, 1

A2, A3

- 语篇说明:** 学生会听到一首轻松欢快的英语歌曲。语篇强调了环保理念,我们可以通过“减少”(reduce)、“再利用”(reuse)和“回收”(recycle)三个方法来打造绿色社区。语篇提供了一些简单易行的方法,如减少使用塑料袋、刷牙时关闭水龙头、再利用礼物盒子和瓶子等。同时,提及了分类回收纸张、塑料和玻璃,并鼓励人们按颜

色分类，以便他人也能更好地回收利用。语篇旨在启发读者通过简单的行动来保护环境，共建美丽的地球家园。

- 听力策略：**本单元重点教授的听力策略为分类 (Classifying)，将听到的信息按照特定的标准或特征进行分组或归类。在听力开始之前，教师可以指导学生根据标题和给出的分类例子，预测识别分类标准或分类方式，这有助于学生在听的过程中更加专注和有目的地寻找分类信息。在听的过程中，教师指导学生记下关键的分类信息并在听力结束后回顾笔记，检查是否所有的信息都已被正确分类。

Classifying: Try to classify the items you hear into different groups: “reduce”, “reuse” and “recycle”. By understanding what the groups are and looking at the given examples before listening, you can guess how the groups are made. This will help you write down the important parts of each group and make sure to put the items into the right group.

- 教学要点：**A2 环节旨在帮助学生理解歌曲的大意。教师可引导学生在听第一遍的过程中，把握歌曲的主题词 3Rs，并帮助其理解环保中的三大原则 (reuse, reduce, recycle)：重复利用、减少使用、回收利用。在 A3 环节，教师可指导学生开展听前预测，根据给出的示范，思考 reuse, reduce 和 recycle 可能搭配的宾语。通过 A3 的听力活动，引导学生运用听力策略，识别三个动词对应的宾语，加深对词义关联和环保原则的理解。
- 教学建议：**如学生学有余力，教师可引导他们根据歌曲的韵律和节奏，基于主题，尝试自己改编歌词。

A3 Listen and take notes Listen again and put the words and phrase from the box in the diagram below.

Classifying

paper plastic bags water boxes plastic bottles glass

1 plastic bags, water

2 _____

3 _____

Sound Letters “ge”, “dge”, “ch” and “tch”

Sing to the beat.

Look at the edge of the bridge.
There's so much garbage.
A few matches,
A large plastic lunch box,
An old orange toy watch

And some rotten cabbage.
Let's go and pick them up.
It's our turn to make a change.
For a better environment.

Word study Word group 3Rs

Reuse water paper cloth bags ...	Reduce plastic waste uses of electricity ...	Recycle newspapers rubbish old clothes ...
--	--	--

Update my to-do list

Listen again and find out more dos and don'ts for the 3Rs.

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这是一首以环保为主题的韵律诗，旨在帮助学生掌握识别字母组合 ge、dge、ch、tch 在单词中的发音规则，准确拼读单词。教师在教学中可引导学生一边打节拍、一边诵读，加强诵读的节奏感。这首韵律诗也可以作为导入环节的素材，和视听或口语板块融合。

听力文本

A2, A3

There are three words which begin with “R”.
They are “reduce”, “reuse” and “recycle”,
Easy to remember.
If you learn them,
You will help build a green neighbourhood
With the three Rs.

Reduce the plastic bags you use.
Always remember to turn off the tap
When cleaning your teeth.
This way you are reducing water.

Reuse the boxes and bottles
You get from gifts.
If they’re in good ways,
Don’t throw them out.
You can use them for more things.

Recycle paper, plastic and glass.
Sort them by colours.
Don’t mix them up.
That way you help
Others to recycle too.

参考答案

A2

3Rs

A3

2 boxes, bottles 3 paper, plastic, glass

语言注释

- **in good ways** in good condition or state 指物品的状态良好，没有损坏
e.g. *If the boxes are in good ways, you can keep them for other uses.*
- **throw out** get rid of 扔掉
e.g. *Can’t you throw out that old bike of Tommy’s?*
- **mix up** put things of different kinds together 把不同类的事物混放在一起
e.g. *Don’t mix up the two kinds of vegetable seeds.*

Word study

- **教学要点：**教师借助词汇语义网，帮助学生关注以“re-”为前缀且与文本主题密切相关的动词以及其对应的动宾搭配。词汇语义网通过图形化的方式展示了概念、词汇和它们之间的关系。教师可以解释“re-”是一个常见的前缀，它在英语中通常用来表示“again”（再次）或“back”（回）的意思，从而帮助学生理解 reuse, reduce, recycle 的含义，并引导学生为 reuse, reduce, recycle 添加更多的动宾搭配。

参考答案

Word study

(Answers may vary.)

Reuse: water, paper, envelopes, etc.

Reduce: waste, use of energy such as electricity, water, coal, etc.

Recycle: tins, newspapers, etc.

Update my to-do list

- **教学要点:** 教师可以根据歌曲内容, 精心设计有关3Rs的问题, 在听前给出相关问题, 引导学生在再听一遍歌曲的过程中, 记录下更多有关环保生活的信息。同时, 鼓励学生聆听同伴的发言, 收集新的想法, 并根据自己完成的情况评价本节课的学习成效。

Section B Green ideas

>> Speaking

子话题说明

口语板块围绕“环保理念”(Green ideas)这一子话题展开，围绕环保生活的主题，讨论对环保生活的建议，涉及得体地表达观点，礼貌地给予回应和鼓励等学习内容。

B1

- 语篇说明：**图片展示的是一组连环画，涉及不同的生活空间，包括卫生间、客厅、书房和厨房等。连环画里的主人公天天做出了一些浪费能源的行为，姐姐及时地指出了他的问题，并给出了绿色生活的建议。
- 教学要点：**(1) 教师借助B1的问题提示词，引导学生仔细观察B1的连环画，从多模态语篇中提取关键信息，然后提问，如：“Where are the characters? What are they doing? In what way is Tiantian wasting energy? What kind of energy does he waste? What advice does his sister give?”, 并教授本板块的相关词汇(如tap, tooth, waste, electricity, recycling bin等)，为后续的口语表达输出活动做好词汇方面的语言准备。
(2) 请学生阅读图片中的对话并思考：姐姐是如何提意见的，天天是否接受了姐姐的建议，他是如何回应的，为后续对环保生活提出建议的口语表达输出活动做好句式方面的语言准备。
- 教学建议：**如学生对话题内容感到陌生，教师可以提前教授相关话题词汇；如学生学有余力，教师可以请学生根据连环画内容设计问题，自主设疑解疑。

B Green ideas ➤ ➤ Speaking

Ms Chen and her students are talking about ways to build a green neighbourhood. They are reading a comic for ideas.

1 Tiantian, please turn off the tap. Don't waste water when brushing your teeth.
2 Tiantian, you are wasting electricity! Please turn off the light.
3 Tiantian, you're not using the computer. Can I turn it off?
4 Tiantian, can you put the plastic bottle in the recycling bin?

B1 Look and say Look at the comic. Where are the people in each picture?

B2 Listen, read and think Listen to the conversation between Ms Chen and her students. What ideas do they have for a green neighbourhood?

Ms Chen: Children, what can we do to build a green neighbourhood?
Lu Yao: Well, we can turn off the lights when we leave the room. This saves electricity.
Ms Chen: Great! Any other ideas? Come on!
Yiming: I think we can tell people to put plastic bottles in the recycling bin. Don't mix them up with waste foods.

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参考答案

B1

- Picture 1: in the bathroom
Picture 2: in the living room
Picture 3: in the study
Picture 4: in the kitchen

B2

- 语篇说明：**对话在陈老师和几个学生之间展开，他们在讨论如何建设绿色社区。学生们就节约电力、垃圾分类、废物的回收利用等方面提出了自己的想法和建议。陈老师表达了肯定，礼貌地给予回应和鼓励。整个对话强调了环保意识和可持续发展的重要性，并呼吁大家通过自身的实际行动参与创建环保社区。

• **语用功能说明：**给予鼓励 (Giving encouragement) 是口语交际中一个重要的语用功能。通过给予鼓励，可以帮助他人增强信心，从而使其更有动力地追求目标或完成任务。**My learning notes** 提供了部分给予鼓励的表达，教师可以引导学生找出 B2 对话中给予鼓励的语句，如 “Great.” “Good thinking!” 等，引导学生关注此语言功能，并启发学生灵活补充更多的相关语句，丰富他们的语言表达。同时，教师也可以进一步解释 **My learning notes** 中 “You are going to make a difference.” 的含义为 “doing something that will help others or improve a situation.”。

• **教学要点：**通过听 B2 的对话范文，帮助学生关注对话交际双方的语气、交际目的和主要话题内容，模仿语音语调，体会说话者的情感态度。再通过读 B2 的对话范文，引导学生关注本课的口语交际策略要点（讨论对环保生活的建议）和语用知识重点（礼貌地给予回应和鼓励）。可问学生以下问题：

- ① How does Ms Chen start the conversation?
- ② How does Ms Chen give encouragement and elicit more ideas?
- ③ How do the students give advice? Underline them.

• **教学建议：**如学生理解对话有困难，教师可以通过解释语言点（如 mix up, waste foods, works of art）等方法提供帮助；如学生已掌握口语交际策略和语用功能的相关表达，教师可以引导他们关注该对话的更多特征，如分析其中的口语填充词 well。well 可以用来填补思考的时间，或者用作一个启动词来引入后续的话题或观点，如 “Well, let me think about it.”。well 也可以用来解释或总结已经讲过的内容，类似于中文中“那么”的用法，如 “Well, that's the plan. Now let's get to work.”。well 在

Balling: I can use plastic bottles to make works of art.
Ms Chen: Very good. We can do so many things with them! What else can we do?
Lu Yao: What about using reusable shopping bags? I saw some very nice ones at the store.
Ms Chen: Good thinking! We can even make them on our own. They may last a long time. Do you have any more ideas?



B3 Role-play In pairs, continue the conversation. Use the ideas from the comic on page 62 or your own ideas. Also, use your learning notes for help.

My learning notes

Giving encouragement:

- Great work!
- Just do it!
- That sounds good.
- _____

Update my to-do list

Collect ideas on how to make your school a green one. Encourage your partners with the expressions above.

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口语中的功能和意义主要取决于上下文，它可以表示程度，也可以用作一个启动词或过渡词等。

参考答案

B2

Turn off the lights when we leave the room; tell people to put plastic bottles in the recycling bin; use plastic bottles to make works of art; buy reusable shopping bags; make reusable shopping bags on our own.

B3

- **教学要点：**教师请学生尝试角色扮演延续对话，回答陈老师的问题 “Do you have any more ideas?”。学生根据 B1 连环画中浪费能源的行为或是自己的生活体验，对环保生活给出个性化的建议。
- **教学建议：**如学生输出表达有困难，教师可以在 B3 和 B2 之间插入一个过渡任务，由学生用不同的句式对 B1 连环画中天天

的某一个浪费能源的行为提出建议，并根据提出的建议给予鼓励的回应，再完成 B3。

参考答案

B3

(Answers may vary.)

Lu Yao: How about unplugging the device when we don't use it?

Ms Chen: That sounds great!

Lu Yao: We can tell people to put old newspapers and magazines in the recycling bin.

Ms Chen: Good thinking! We can also reduce waste by using reusable products and choosing products with minimal packaging.

Lu Yao: Very good. We can do so many things.

语言注释

- **last** *v.* continue to function well 耐用；持久
e.g. *You only need a very small drop of glue, so one tube lasts for a long time.*
- **reusable** *adj.* that can be used again 可重复使用的；可再次使用的
e.g. *reusable plastic bottles* 可重复使用的塑料瓶
- **Good thinking!** Good idea! 好主意!
e.g. *We can shop later. Good thinking!*

Update my to-do list

- **教学要点：**该任务迁移了对话情境，学生需灵活运用本板块所学的语言、功能句式和口语交际策略等，展开新的对话。教师请学生更换合作伙伴，确定角色，展开对话。学生展示，同学互评。学生根据自己的任务完成情况，结合同学评价和老师点评，评价本节课的学习成效。

评价要点建议如下：

- ① 是否得体地表达了观点？
- ② 是否礼貌地给予回应和鼓励？
- ③ 是否针对环保生活提出了建议？

参考答案

Update my to-do list

(Answers may vary.)

A: How can we make our school a green one?

B: I think we can help plant trees in the school garden.

A: That's a good idea. We can do many things. How about starting a green team or club?

B: Good thinking! Let's make posters at school to encourage everyone to recycle their waste and do more walking to school.

B: That sounds great. We could even bring in a clothes recycling station and encourage others to donate unwanted clothes to charities.

Section C A green city

>>Reading

子话题说明

阅读板块围绕“绿色城市”(A green city)这一子话题展开,用演讲稿的形式呈现新加坡创建绿色家园的具体行动,涉及公共交通、环保课程以及新加坡的绿色计划等内容。

C1, C2

- 语篇说明:**该语篇是新加坡学生杰森(Jason)在地球日这天的演讲稿,主要介绍新加坡创建绿色家园的具体行动。杰森从公共交通、教育以及城市规划等三个方面介绍了新加坡在环保方面所做的努力,并呼吁世界各国共同努力,共建绿色地球。杰森希望大家都能形成环保生活的理念。语篇主要运用一般现在时谈论城市日常的绿色行动,运用一般将来时介绍未来的城市规划。
- 阅读策略:**本单元重点教授的阅读策略为理解语篇结构(Understanding the text structure)。本单元的阅读策略为理解演讲这一语篇类型,教师可以引导学生关注演讲语篇的语篇特征,关键要素以及语言特点等内容。

Understanding the text structure: Different text types serve different purposes. Identifying the type of text is essential for understanding the purpose, structure and content. We first gain an overall understanding of the text and try to understand how it is organised. A speech has three parts: opening, body and closing. We also consider why the text was written. In speeches, there is usually a clear call to action designed to persuade the audience. We can also use the features, structure and purpose to

C A green city >> Reading

Jason, a student from Singapore, is giving a speech on Earth Day.

C1 Predicting Read the greeting and the first paragraph of the speech and answer the questions.

- Who is Jason speaking to?
- What do you think he will talk about?



C2 Read Jason's speech.

Good morning, teachers and friends!

I'm Jason Lee from Singapore. Today is Earth Day. I'd like to talk about my home country on this special day.

Singapore is a garden city and even our airport is like a huge garden.

Everyone is taking action to make Singapore greener. The government encourages people to take public transport like buses and the MRT. We usually walk or cycle to school. In all schools, we have environmental classes.

In fact, we have a Green Plan. In about ten years' time, all new cars and taxis will be electric. And 80% of the new buildings will be low-energy ones. We can also walk to a park in 10 minutes.

However, Singapore alone can't make a green planet. All the countries in the world should do their share to make the Earth greener. It's not only for the planet but also for the future of mankind.

Personal touch

What do you think of the Green Plan in Singapore?

Text type Speeches

A speech usually has three parts:

- Opening: to greet the audience and say what the speech is about
- Body: to describe the main points, with facts and examples for each point
- Closing: to repeat the main idea and conclude the speech with a take-home message



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compare the text with known types. Persuasive texts have clear arguments supported by evidence.

- 教学要点:**教师借助C3引导学生理解演讲稿的基本结构和语篇特征,抓住演讲稿各部分的大意。在略读时,引导学生关注演讲者的开场白,演讲的开头通常会介绍演讲主题和演讲目的,给出整个演讲的主旨。如有,请引导学生查看演讲稿的标题、小标题、段落划分和任何加粗或斜体的文字,这些元素通常提供了有关演讲稿结构的线索。关注每个段落的开头和结尾,这些地方通常是该部分要点的总结。引导学生寻找演讲稿中的关键词和短语,如专业术语、日期等。关注演讲稿的结尾,演讲的结尾部分通常会总结整个演讲的主要观点,重申演讲的主旨,并可能提出行动号召。
- 教学建议:**如学生缺少阅读演讲稿的经验,教师可以呈现一些真实的演讲稿,引导学

生关注其常见的使用场景和交际功能，帮助学生识别演讲稿的要素，把握这一文本类型的特征。以下问题供参考选用：

- ① Who made the speech? (*Jason.*)
- ② In what situation did he/she make the speech? (*On Earth Day.*)
- ③ What was the speech about? (*About Jason's home country.*)
- ④ Why did he/she make the speech? (*He wanted to introduce the green practices in Singapore and encourage more people to develop green habits for a greener planet.*)
- ⑤ Who may be interested in the speech? (*People who are concerned about environmental issues and looking for ways to contribute to a better environment.*)

参考答案

C1

(Answers may vary.)

- 1 Jason is speaking to teachers and students.
- 2 He will probably talk about his home country.

C2

(Answers may vary.)

I think it is a wonderful plan because it sets a positive example for the world and highlights the importance of what people can do for a green planet.

语言注释

- **low-energy** *adj.* consuming minimal amounts of energy 低能耗的
e.g. *We should take small action such as reusing plastic bags or changing to low-energy light bulbs to make the Earth greener.*
- **do one's share** It implies that everyone has a role to play in achieving a common goal.
尽自己的一份力量
e.g. *We all did our share to get the job done.*

C3

- 教学要点:**此活动旨在帮助学生整体把握演讲稿的构成要素(详见学生用书**Text type**栏目相关注释)。
- 教学建议:**如学生感到困难,教师可以请学生通读全文后,找一找关于演讲稿三个问题的答案:
 - ① How does Jason start the speech? (*By greeting the audience.*)
 - ② What are the main points of the speech? (*To make Singapore greener, three actions are taken.*)
 - ③ How does Jason end the speech? (*Asking people to make the Earth greener.*)

C4

- 教学要点:**此活动旨在帮助学生借助线索词,在文中查找新加坡打造绿色家园的具体行动。
- 教学建议:**如学生需要更多帮助,教师可以示范如何通过关键词句“... take public transport ...”“we usually walk or cycle ...”查找有关transportation等特定信息。请学生扫读演讲稿其余部分,查找图表中的关键信息,说出线索词。

C5

- 教学要点:**问题1作为课堂阅读的延伸,旨在引导学生进一步思考并探究新加坡创建绿色城市的多方面实践做法。问题2旨在帮助学生在学习理解文本的基础上,结合自身体验,关联思考到每个人所在的社区、城市和国家,如何用实际行动参与创建环保社区。
- 教学建议:**如学生感到困难,教师可提示学生从C4图表中的几个方面开展思考。

以下问题可用于启发学生在理解文本的基础上,进一步调动高阶思

C3 General understanding Read and complete the outline of Jason's speech.

Understanding the text structure

Opening: _____

Body: _____

Closing: _____

C4 Detailed reading Read the speech again and fill in the blanks.

To make Singapore greener, everyone is taking action.



Transportation:
• People take ¹ _____ and ² _____.
• Students usually ³ _____ or ⁴ _____ to school.



Education:
• In all schools, we have environmental classes.



City plan:
• All new cars and taxis will be ⁵ _____.
• 80% of the new buildings will be ⁶ _____ ones.
• We can walk to a park ⁷ _____.

C5 Further thinking Answer the questions.

- 1 What else do you think helps Singapore become a green garden city?
- 2 What can we do to make our environment greener?

Vocabulary focus Complete the conversation between Mum and Li Bailing with the proper forms of the words and phrase from the text. The first letter is given.

Mum: Is there anything new today, Bailing?
Bailing: Yes, today is Earth Day and Jason made a speech to introduce his home country Singapore.

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维,展开深入语篇和超越语篇的思考,供教师参考选用:

- ① When did Jason make the speech? Why on this day? (*On Earth Day. Because Earth Day is a global event designed to raise people's awareness about environmental issues. The speech can inspire people to take action towards environmental protection.*)
- ② Why does Jason use “even” when he mentions the airport in Singapore? (*Jason used “even” to show that Singapore’s green efforts cover all areas, including the airport.*)
- ③ What is the take-home message in the speech? (*All the countries in the world should do their share to make the Earth greener. It’s not only for the planet but also for the future of mankind.*)
- ④ What have you learnt from Jason’s speech? (*Everyone shares responsibility*)

(in making the environment better.)

- ⑤ Why did Jason make the speech? (*To raise people's awareness of environmental protection and sustainable development.*)
- ⑥ If you have the chance to make a speech on Earth Day, what will you say? (*I'd remind everyone about the big issues like climate change and pollution. It's important to understand how serious these problems are. And I'd ask everyone to do their part to help the planet. This means small things like saving energy, cutting down on trash, and buying eco-friendly products.*)

参考答案

C3

Opening: greeting, self-introduction, saying he will talk about his home country

Body: talking about public transport, environmental classes and the Green Plan of Singapore

Closing: asking people to work together to make the Earth greener

C4

1 buses 2 the MRT 3 walk 4 cycle 5 electric 6 low-energy 7 in 10 minutes

C5

(Answers may vary.)

- 1 The Singapore government also encourages people to plant vegetables in their neighbourhood gardens.
- 2 We can sort rubbish and recycle used paper, plastic bottles, food waste, etc.

Vocabulary focus

- 教学要点:** 本活动以对话的形式归纳、梳理演讲稿的主要内容，关注重点词汇，帮助学生理解并熟练运用这些词汇。学生需在语境中学习理解词汇的意义，掌握单词的不同词性，借助词块、搭配等，高效掌握词汇的用法。

教师还可以设计更多的词汇练习，关注本板块核心词汇(如 environmental, low-energy, electric 等)的理解和运用。

- 教学建议:** 教师鼓励学生在单元学习后自主梳理和单元主题相关的词汇，尝试根据搭配进行分类(如 low-energy buildings, electric cars, environmental classes; take action to do, do one's share to do something 等)，并尝试结合自己的生活实际造句。

参考答案

Vocabulary focus

1 public 2 cycle 3 electric 4 energy 5 parks 6 taking action 7 planet

Update my to-do list

- **教学要点:** 教师可组织学生分组讨论最喜欢演讲稿里的哪部分内容并给出理由, 比如演讲稿里是否给出了新的见解或是令人印象深刻的信息, 演讲者如何通过例子或个人经历来和读者建立情感联系, 引起读者的共鸣等。学生讨论或汇报时, 教师可以提供适当的支持。

参考答案

Update my to-do list

(Answers may vary.)

I like the closing part of the speech because it reflects our responsibility to care for the planet. It is everyone's duty to take action for a better planet. Our children and grandchildren need resources like clean water, air and land to live well. This message is very important for preserving our environment and securing a bright future for generations to come.

>>Grammar in use

板块内容说明

本单元的语法重点是情态动词：can, may, should (Modal verbs: *can, may, should*)。

活动 1

- 教学要点：**活动 1 旨在帮助学生在理解句子意思的同时，找出单元里出现过的含有 can, may, should 的句子，并探索它们在不同句子中所表达的功能和意义。
- 教学建议：**(1) 教师可以补充一些有关 can, may, should 的例句，涵盖更多的功能，通过问题引导，帮助学生关注 can, may, should 在不同语境里的形式、意义和用法(参考“补充资料”)。

Mum: What did he say in his speech?
Bailing: He told us people in Singapore travel around by 'p_____ transport. Students usually 'c_____ or walk to school. And they have environmental classes in all schools.
Mum: That's good for the environment. Is that all?
Bailing: No, he also talked about the Green Plan. In about ten years' time, people will take 'e_____ cars or taxis and most new buildings will use less 'e_____. There will be more 'p_____ quite near them.
Mum: In China, we are also 't_____ a_____ to go green. I hope our 'p_____ will be a beautiful garden in the future.



Which part of Jason's speech do you like most? Why?

>> Grammar in use Modal verbs: *can, may and should*

- 1 Read and think Read the sentences and think about the use of the underlined words. Find out more sentences with *can, may* or *should* in this unit.
 - (1) I think we can tell people to put plastic bottles in the recycling bin.
 - (2) I can use plastic bottles to make works of art.
 - (3) Those reusable shopping bags may last a long time.
 - (4) All the countries in the world should do their share to make the Earth greener.
- 2 Work out the rules Complete the table with the proper sentences in Activity 1.

Use (<i>can/may/should</i>)	Example
To give advice or make suggestions	I think we <u>can</u> tell people to put plastic bottles in the recycling bin. (1)
To say that one has the ability to do something	 (2)
To say that something is possible	 (3)

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补充资料

- I **can** reuse old cardboard boxes as containers.
- We **can** tell people to put metal cans and paper in the recycling bin.
- **Can** I unplug the computer after shutting it down?
- Our neighbourhood **should** reduce the use of plastic bags and encourage reusable bags instead.
- **May** I recycle the glass bottle?
- Our school gardening club **may** build a small garden and we **can** learn to grow vegetables ourselves.

(2) 当涉及语法术语时，建议补充或使用中文，不要让语法术语成为影响学生理解的障碍。如：

- ① How do modal verbs differ in form from regular verbs? (情态动词和规则动词在形式上有什么不同?)
- ② What is the difference in modal verb form between singular and plural subjects? (单数主语和复数主语的情态动词形式有什么不同?)
- ③ How is the modal verb “can” used to indicate ability or possibility? (情态动词 can 是怎样用来表示能力或可能性的?)
- ④ When should we use “may” to express permission or uncertainty? (什么时候我们应该用 may 来表示允许或不确定?)

- ⑤ In what situations do we use “should” to give advice or make suggestions? (在什么情况下，我们用 should 来提出意见或建议?)

活动 2

- **教学要点：**活动 2 旨在帮助学生在完成活动 1 的基础上总结语法规则，在活动 1 的例句中找出对应 can, may, should 不同功能的句子，归纳情态动词 can, may, should 的用法。
- **教学建议：**教师可根据学情，选择仅要求学生对照活动 1 的各个句子，配对相应的语法功能，或请学生分组，根据找出来的单元里出现过的含有 can, may, should 的句子，归纳它们的不同功能和意义，最后借助语法附录(**Grammar file**, P115–P116)深化理解。语法附录中还补充了情态动词 could 和 must 的用法。

参考答案

2

- (1) All the countries in the world should do their share to make the Earth greener.
- (2) I can use plastic bottles to make works of art.
- (3) Those reusable shopping bags may last a long time.

活动 3

- 教学要点:** 活动 3 旨在帮助学生在有意义的情境中重点操练和使用情态动词 can, may, should。
- 教学建议:** 在完成这个活动之前, 教师可以借助活动 1 中的例句, 也可从语法附录中提取更多的句子, 让学生熟悉 can, may, should 的用法和功能。再借助活动中的第一个范例, 阐明活动的要求。

如学生需要更多帮助, 教师可以请学生以两两结对的形式先尝试写出对话内容, 再口头完成活动。如学生接受程度较好, 教师可以给出更多和主题相关的真实场景的图片, 让学生以两人一组的形式, 模拟情景, 利用已有知识, 口头完成活动。

3 Practise Work in pairs. Look at the pictures. Use modal verbs to make conversations.



(recycle the waste)



(make reusable bags)



(sort the rubbish)

e.g.

A: Mum, what can/should we do to build a green neighbourhood?

B: We can/should recycle the waste.

4 Play a game How "green" are you?

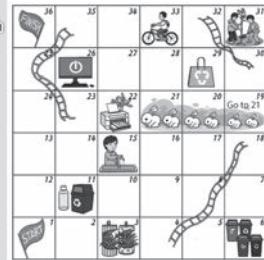
Number of players

two or more

Things needed to play with
some chess pieces and a dice

Rules

- The player who rolls the biggest number goes first. Then all the other players take turns to roll the dice.
- If you land on a picture which shows a green activity, you must say what it is. If you don't know, you miss a turn.
- The first person to get to the FINISH sign wins the game. Good luck!



When you land on a picture, talk about the green activity based on it.

e.g.



You can/should make useful things out of rubbish.

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参考答案

3

(Answers may vary.)

(2)

A: Mum, what can/should we do to build a green neighbourhood?**B:** We can/should make reusable bags by ourselves.

(3)

A: Mum, what can/should we do to build a green neighbourhood?**B:** We can/should sort the rubbish and put plastic bottles, cans and paper into the recycling bin.

活动 4

- 教学要点:** 活动 4 旨在帮助学生理解核心词汇(如 chess pieces, dice, player, roll, take turns, land, miss, luck 等)的意思和用法, 理解棋盘游戏的规则, 获取主要信息, 并根据棋盘中有关不同绿色活动的图片内容, 运用 can, may, should 等情态动词完成表达。
- 教学建议:** 如学生需要更多帮助, 教师在活动前可以通过问题链, 帮助学生理解棋盘游戏的规则, 解释游戏的目标, 并可以适当补充游戏中需要用到的句型结构(如 You can/may/should ... 等), 引导学生参照学生用书上的例句示范完成表达。

如学生接受程度较好, 教师可以请学生尝试修改游戏规则, 或增加更多的绿色活

动，再参照学生用书上的例句示范，运用 can, may, should 等情态动词完成表达。

评价建议

教师可根据学生完成每个活动的实际情况随时调整教学进度和方式。如果学生对于 can, may, should 这几个情态动词掌握不佳（如在输出活动中没有涵盖 can, may, should 等情态动词，或只单一地运用某一个情态动词等），可以在文本分析活动中，提醒学生需根据情境灵活运用 can, may, should 等情态动词完成对话或口语活动，并结合一些有针对性的书面语法练习，提高学生对于使用情态动词的熟练度。最后，通过学生完成活动 4 的表现，评价学生对情态动词的掌握程度。

参考答案

4

(Answers may vary.)

You should turn off the tap when we are not using it.

You can plant trees in the neighbourhood garden.

Section D “One-step Greener” experiences

>> Writing

子话题说明

写作板块围绕“环保活动经历”(“One-step Greener” experiences)这一子话题展开，学生以日记的形式描述自己参加环保活动的经历。

D1

- 语篇说明：**这篇写作范文来自陆遥的日记，描述了她参加环保活动的经历，并加入了感官细节，使内容丰富、生动。
- 写作策略：**本单元写作策略是写日记(Writing a diary)，包括通过头脑风暴确定主题，记录时间、天气，在日记中加入感官细节，用生动的语言详细描述体验并分享自己的想法和感受，记录生活中的点滴、思考和感悟。
- 教学要点：**活动定位是写前思考。教师引导学生先通过快速浏览范文内容，关注范文大意(回答D1中的问题)，再展开后续的写作策略准备。
- 教学建议：**如学生理解范文有困难，教师可以用提问的形式引导学生观察日记的文本特征和要素，获取关键信息。如：
 - ① What kind of writing is it? (*This is a diary.*)
 - ② What makes a diary different from other kinds of writing? (*A diary is typically a personal record of one's thoughts, feelings, and experiences. The most important thing is that it serves as a meaningful and enjoyable outlet for one's thoughts and experiences.*)
 - ③ What should we include in a diary?

D “One-step Greener” experiences >> Writing

Write a diary to record your “One-step Greener” experience.

D1 Think Read Lu Yao's diary. What does the diary tell us?

Saturday, 15 May

Sunny

Dear diary,

I got up early this morning. I went to work in our neighbourhood garden with other kids. Uncle Li taught us how to plant sunflowers. We tried it after that.

I made a cloth bag out of my old green T-shirt in the afternoon. I gave it to my mum. "Wow, it's beautiful! I really like it!"

"Let's go green in our daily life!" I said.

"Good idea!" my mum gave me a thumbs-up^①.

I was tired but happy today.



D2 Prepare Read again and underline the details in Lu Yao's diary. Put them in the table.

She did ...	She said ...	She saw/heard/...	She felt ...

TEEN skill Writing a diary

- Think of topics: your experiences of a day, especially the unforgettable ones.
- Record the day, the date and the weather.
- Describe your experiences and add some sensory details (touch, sight, sound, taste and smell).
- Share your thoughts and feelings.



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(In a diary, we usually include the day, the date, weather and the events of the day such as what we did, who we met, and where we went as well as the specific moments and experiences. We also write down some sensory details, our thoughts, emotions and reflections on the events.)

- ④ What verbs did Lu Yao use to show what she did during the day? (*got up, went to work in her neighbourhood garden, made a cloth bag and gave it to her mum*)

参考答案

D1

Lu Yao planted sunflowers in the neighbourhood garden and made a cloth bag out of her old green T-shirt for her mother.

D2

- **教学要点：**活动定位是写前准备。教师组织学生细读范文，找到与表格里的要点词对应的感官细节。通过分析范文内容，帮助学生关注感官细节的描述，即：通过生动的视觉、听觉、触觉、味觉和嗅觉描写等，丰富读者对场景或人物的感知体验，使作文更具有说服力和吸引力。
- **教学建议：**教师可根据学情决定是否安排更多练习，如可提供体现不同感官细节的语段，请学生判断语段分别对应何种感官描写等。

参考答案

D2

She did	She said	She saw	She heard	She felt
planted sunflowers; made a cloth bag	“Let’s go green in our daily life!”	Uncle Li taught kids how to plant sunflowers	“Wow, it’s beautiful! I really like it!” “Good idea!”	tired but happy

D3

- 教学要点:** 活动定位是写前构思。教师引导学生根据话题,结合给出的框架结构展开头脑风暴,确定对应四个问题的行文要点,并以草稿的形式列出一些相关语言表达。
- 教学建议:** 教师可根据学情,酌情提供关于相关内容的语言支架,特别是关于感官细节的描述(参考“补充资料”)。

D4

- 教学要点:** 活动定位是写作。教师请学生基于前期的写作准备,在提供的日记页面内完成写作。提示学生从回答前四个问题入手,并关注 **TEEN skill** 里有关日记的核心要素。同时,提醒学生使用正确的时态描述过去发生经历。
- 教学建议:** 教师可根据学情决定是否给学生提供更多写作提示词。如学生需要更多帮助,教师可以在给出提示词的同时,和学生一起复习提示词里动词的过去式拼写。

D3 Plan What are you going to write in your diary? Take notes in the mind map.

D4 Write Write your diary.

_____ (day & date) (weather) _____
Dear diary,

D5 Check Check your diary. Pay attention to its structure.

Update my to-do list
Work in groups. Share your green experiences in the group.

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补充资料**Useful expressions****1. What did I do?**

- I gathered with my classmates to collect rubbish on the school campus. We picked up litter and recyclables.
- I participated in a tree planting event in the local park. We dug holes, planted seedlings and watered them.

2. What did I say?

- “Let’s work together to keep our school clean and green!”
- “When the trees grow bigger, they will provide shade, clean air and beauty.”

3. What did I see?

- I saw some plastic bottles, paper, and other litter scattered on the campus.
- Every one of us carefully put the seedlings into the ground, and the roots reached out for new life.

4. What did I hear?

- I heard the crunch of plastic wrappers, the clink of glass bottles, and the chatter of my classmates.
- I heard the sound of leaves in the breeze, the soft thud of shovels in the soil, and the happy voices of volunteers working together.

5. How did I feel?

- I felt proud to take action for the environment and hopeful for a cleaner and greener school.
- I felt a sense of joy and connection to nature as we are working hard for a greener planet.

D5

- **教学要点：**活动定位是写后检查。教师引导学生参照 **TEEN skill** 板块的日记写作策略要点提示和 D4 板块的内容要点提示，检查自己的作文初稿并修改，有意识地养成写后自查的习惯。
- **教学建议：**教师可整理学生的常见错误，让全班同学比照自己的习作一起找错误并修改，之后同伴交换检查是否有遗漏或误批改。教师应帮助学生提升对日记撰写的文体意识和结构意识，并运用正确时态描述事件。

Update my to-do list

- **教学要点：**请学生分组活动，分享彼此的日记并互评。教师为学生提供针对本课写作任务的个性化评价建议，请学生评价自己的任务完成情况，并结合同学评价和教师点评，思考改进方案。

评价要点建议如下：

- ① 是否包含了日记的各项元素，如时间和天气？是否加入了感官细节？是否分享了自己的想法和感受？
- ② 是否描述了一次令人难忘的参加环保活动的经历？
- ③ 是否合理使用了正确的时态？

>>Discovery

板块内容说明

探索发现板块介绍了中国、印度、菲律宾、摩尔多瓦四个国家庆祝地球日的方式，以及创建绿色家园的具体行动。

教学提示

- 语篇说明：导言介绍了地球日的由来，四则短文分别介绍了中国、印度、菲律宾以及摩尔多瓦在地球日的环保行动。
- 更多信息：

(1) 1970年4月22日，美国举办了第一个地球日活动，旨在唤起人们对环保问题的关注，号召政府和民众采取行动保护地球。随后，地球日逐渐成为一项全球性的环保行动，各国通过举办不同的环保活动，宣传节约能源、减少污染、保护自然等环保主题。

(2) 中国在地球日会组织各种宣传教育活动，通过媒体、学校、社区等渠道，提升公众环保意识，倡导绿色生活方式，提醒人们节约资源、减少垃圾、保护环境。在地球日，人们会组织植树造林的活动，各地社区组织也会举办清洁活动、开展环保讲座、进行废品回收等，倡导社区居民参与环保行动，共同建设美丽家园。

(3) 印度在地球日倡导民众穿绿色衣服，因为绿色通常象征着环保、可持续发展和生态平衡。通过在大象身上悬挂绿色织物或在大象周围摆放绿色物品，引发公众对环保、可持续发展和动物保护问题的关注，使人们意识到人类与自然界之间相互依存和共生的关系。

(4) 菲律宾会在地球日举办环保长跑活动。通过长跑活动宣传环保理念，在活动现场进行环保主题的宣传教

>> Discovery

Earth Day celebrations

The first Earth Day was on 22 April 1970. Gaylord Nelson in the United States developed the idea for Earth Day. He wanted people to take care of the Earth. Nowadays, Earth Day celebrations take place all over the world.

China

China's environmental groups hold meetings and shows on Earth Day. Millions of kids and teenagers get the chance to learn more about nature, environmental protection and green lifestyles .



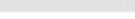
The Philippines

Long runs are part of Earth Day celebrations in the Philippines. They usually include 5K, 10K, 21K and 42K races.



Moldova

The local group in Moldova hosts Earth Day activities in about 30 villages — from clean-ups to tree planting and the building of homes for birds.



Read and think Which Earth Day celebration impressed you most? Why?

① lifestyle 生活方式 ② Moldova 摩尔多瓦（欧洲东南部国家）

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育，提醒参与者和观众环境保护的重要性，呼吁更多人参与到环保行动中来，并以健康积极的方式支持环保事业，倡导健康的生活方式。

(5) 摩尔多瓦在地球日聚焦当地的环境问题。通过清理街道、公共场所和河岸等地方的垃圾和污染物等举措，促进社区卫生，减少环境污染。通过植树活动，改善空气质量稳定土壤，增加绿色植被覆盖，防止土壤侵蚀。举办筑鸟巢行动，为当地的鸟类提供安全的栖息地，促进鸟类种群的繁衍并维护生态平衡。

- 教学建议：教师可根据学情，灵活选用不同的方式来激发学生对各国庆祝地球日的方式的兴趣和思考。

(1) 预测：组织学生读前浏览图片，预测与主题相关的信息，激发学生的兴趣。如：

- ① What do you see in the pictures? (Earth Day celebrations.)
- ② What are the people probably doing in

the pictures? (*Doing different green activities on Earth Day.*)

③ Why are they doing these activities? (*To help promote a better environment.*)

④ What country do you think they are in? (*China, India, etc.*)

(2) 理解: 请学生阅读短文, 通过问题引导学生发现不同国家庆祝地球日的方式。如:

① What are the different ways each country celebrates Earth Day? (*China's environmental groups hold meetings and shows on Earth Day. India encourages people to dress in green for Earth Day activities. Long runs are carried out in the Philippines. The local group in Moldova hosts Earth Day activities in about 30 villages.*)

② What do you find the most meaningful about the Earth Day celebrations?

(3) 思考: 鼓励学生基于文本信息, 展开思考, 推断更多文本以外的信息。如:

① Why do Earth Day celebrations take place all over the world? (*Because it's a way to raise people's awareness about environmental issues globally, and bring people together to work on protecting the Earth.*)

② Why do Earth Day celebrations in India include the protection of elephants? (*Because elephants are important to the country. People know the danger elephants face and the importance of protecting them for the future. The celebrations also remind people to live peacefully with nature.*)

(4) 拓展: 提供有关中国、印度、菲律宾、摩尔多瓦四个国家在地球日更多的庆祝方式, 或鼓励学有余力的学生自主寻找一些有趣的地球日庆祝活动, 在课堂上分享, 比较不同国家和文化庆祝地球日的活动, 交流各自的观点, 以提高学生的自主学习、思辨和探究能力以及文化意识。参考问题:

① What are the main objectives of Earth Day celebrations? (*To raise awareness about environmental issues, promote sustainable practices, and inspire individuals and communities to take action to protect the planet.*)

② What are the biggest environmental challenges facing the world today? (*Climate change; air, water, and soil pollution from industrial activities, etc.*)

③ What are some examples of environmental projects that you know? (*Different clean-up events have been organised all over the world; New policies and regulations aimed at improving the health of our planet are made in different countries.*)

补充资料

• Australia

Australia offers a range of activities in national parks. These include guided nature walks with experts, storytelling, giving away recycled bikes, and discussions on attracting birds to people's gardens.

• Norway

In Norway, people often take part in “forest bathing” on Earth Day, which means spending time in nature to feel better. This activity helps improve people's health, allows for a stronger connection with the environment, and raises awareness about caring for nature.

Section E An ideal green neighbourhood

>>Project

子话题说明

项目探究板块围绕“理想的绿色社区”(An ideal green neighbourhood)这一子话题展开。学生结合本单元所学，以小组为单位分工合作搜集材料，自主设计一个绿色社区的模型，并能从某一角度说明绿色社区的环保生活理念，以回应单元大问题，理解环保社区的真正含义，初步形成环保生活的理念。

教学提示

- **教学要点：**教师可引导学生讨论，回顾单元各板块内容，引发对单元大问题的深层思考。组织学生分小组讨论，包括理想的绿色社区的名称、地理位置、绿色社区里的环保设施等。在此基础上，学生绘制理想的绿色社区的图片，在图片中着重体现环保生活的理念，并以小组为单位共同准备，展示并口头陈述。

Update my to-do list

- **教学要点：**教师给各小组提供课内外展示理想的绿色社区的平台或机会。鼓励学生综合运用本单元前面板块所学的语言知识和技能进行表达和展示。汇集各组学生的设计成果，通过班级群，班级公告板或学校的电子屏等方式展示学生设计的理想的环保社区。

E An ideal green neighbourhood >> Project

Unit
5

Designing a green neighbourhood

Work in groups. Design your ideal green neighbourhood.

Step 1 Brainstorm Discuss and think of the place for your green neighbourhood and list some features of it.

Is the neighbourhood near a park or river? What makes it green?
It is near a river. There are many trees in it and ...

Step 2 Draw Draw a picture of the neighbourhood. Mark some green features, the things that make your neighbourhood green.

- clean energy in the neighbourhood
- a clothes recycling station
- green buildings (the school, supermarket, library, hospital, shopping centre, etc.)
- a neighbourhood garden
- ...



Step 3 Prepare Prepare a group presentation about your design of a green neighbourhood. The plan should have a name, a place, green features and a picture.

Name	Place	Green features
Evergreen Garden	... in the city centre; ... near a lake with many trees	... solar power; The big windows ... make the most of winter sun; ... wind energy

Step 4 Present and share Share your designs for your ideal green neighbourhood in class.

Update my to-do list

Listen to the presentations and choose the best design.

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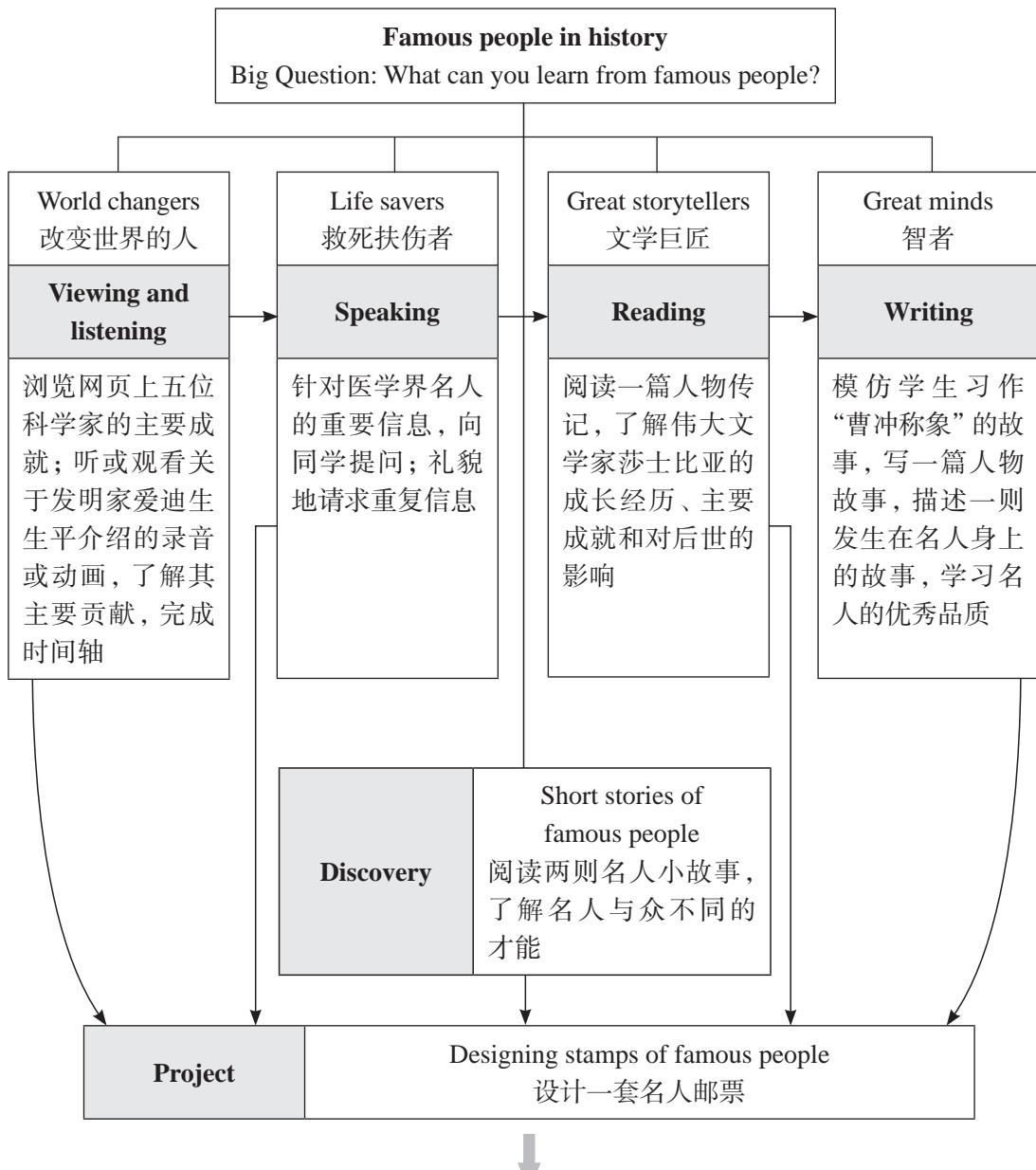
教师为学生提供理想的绿色社区展示的评价建议，组织学生进行同伴互评，遴选最佳设计。

评价要点建议如下：

- ① 是否覆盖了如绿色社区的名称、地理位置、环保元素等信息？是否体现了环保生活的理念？
- ② 是否展示了清晰美观的社区图片？

Unit 6 Famous people in history

单元内容结构图 (Structure of the unit)



单元育人目标: 通过了解历史上不同领域名人的生平事迹以及主要贡献，感悟科学和人文精神，学习名人的高尚品格和优秀品质，树立正确的志向，形成正确的价值观和良好的品格

单元目标 (Unit objectives)

- ▶ 语音：能借助拼读规则，识别字母组合 tr 和 dr 的发音规则，准确拼读单词
- ▶ 词汇：能掌握不同领域名人介绍相关的词汇，了解词汇常见搭配
- ▶ 语法：能归纳 There + be 存现句的语法规则（形式、意义和用法），并在情境中使用
- ▶ 看：能借助图片、网页、项目展板等多模态语篇中的视觉信息理解相关内容
- ▶ 视听：能根据名人介绍的录音或视频，获取关键信息，记录重大事件及发生的年份和日期，并用英语正确表达，将事件按照发展顺序排序
- ▶ 说：能掌握请求重复信息的习惯用语，就医学界名人成就的话题展开简单对话
- ▶ 读：能读懂名人传记并理解这类语篇的文体特征，获取名人传记语篇的信息，了解段落大意，提炼、分析和评价关键信息并制作时间轴
- ▶ 写：能围绕“历史名人的故事”这一主题，运用单元所学，写一个名人小故事，学习名人的优秀品质；能使用人称代词进行指代，避免重复
- ▶ 文化：能通过网页、项目展板、人物传记、人物故事、介绍类短文等途径获取与古今中外各国历史名人相关的文化信息以及其中蕴含的人生哲理，学习不同国家、不同领域历史名人的主要贡献及具有的人文精神和科学精神
- ▶ 德育：能感悟人文精神和科学精神，学习名人的高尚品格和优秀品质，树立正确的志向，形成正确的价值观和良好的品格

单元内容概览 (Content overview)

主题	本单元聚焦“人与社会”主题范畴下“历史、社会与文化”以及“科学与技术”主题群，围绕“对世界、国家、人民和社会进步有突出贡献的人物”以及“人类发明与创新”主题内容，通过大问题“What can you learn from famous people?”引导，帮助学生了解历史上不同领域名人的生平事迹以及他们为推动人类发展进程所作出的贡献，感悟人文精神和科学精神，学习历史伟人的高尚品格和优秀品质，树立正确的志向，形成正确的价值观和良好的品格。		
语篇	视听	新媒体语篇——网页	著名科学家的网页介绍
		录音 / 视频	人物传记——爱迪生
		录音	名人生平——居里夫人
	口语	其他类型语篇——项目展板	学生项目展板
		对话	请求重复信息
		录音	诗歌
	阅读	记叙文——人物传记	莎士比亚
	写作	记叙文——人物故事	曹冲称象
	探索发现	介绍类短文	名人小故事
语言知识	语音	字母组合 tr 和 dr 在单词中的发音	
	词汇	常见搭配；主题词汇	
	语法	There + be 存现句	
	语篇	理解名人传记类语篇类型；了解段落大意，提炼关键信息，制作时间轴辅助语篇理解	
	语用	能用英语正确表达年份和日期；能掌握请求重复信息的常见表达	
文化知识	中外各国不同领域历史名人的生平事迹、主要贡献及优秀品质		
语言技能 与 学习策略	视听	任务：听或观看爱迪生生平介绍的录音 / 视频，填写时间轴 策略：将事件按照发展顺序进行排序	
	口语	任务：询问项目展板中有关医学界名人的信息 策略：得体地请求重复信息	
	阅读	任务：阅读有关莎士比亚的人物传记 策略：略读把握主旨大意	
	写作	任务：写一则名人小故事 策略：规范使用人称代词进行指代	
	项目探究 (综合)	任务：设计一套名人邮票	

单元主题图页 (Cover page)

单元大问题 (Big Question)

完成本单元的学习后，学生可以围绕名人的生平故事、成长经历、主要贡献、优秀品质等方面的话题谈论历史名人，谈谈可以从名人身上学到哪些高尚的品格和优秀的品质。

单元主题图 (Theme photos)

单元主题图用胶片形式按时间顺序展现了古今中外历史上不同领域的名人。

Confucius. He is famous for Confucianism and has influenced Chinese people for thousands of years.

Li Shizhen. He is famous for his contribution in Traditional Chinese Medicine.

William Shakespeare. He is famous for writing many great works of literature.



Wang Zhenyi. She is famous for her studies on astronomy and maths.

任务清单 (To-do list)

“任务清单”中的五项任务分别对应视听、口语、阅读、写作和项目探究，学生完成后可以根据任务清单自行检测任务达成情况。本单元的任务清单包括：(1) 听或观看一位著名科学家的生平简介的录音或视频。(2) 谈论医学界名人。(3) 阅读一位著名文学家的人物传记。(4) 撰写一则名人小故事。(5) 设计一套名人邮票。

单元导入 (Getting started)

教师基于单元主题图或更多历史名人的图片，激发学生兴趣，引导他们谈论中外历史上的名人，以及名人身上的优秀品质和对社会的贡献。

Ludwig van Beethoven. He is famous for writing great works of music.

Florence Nightingale. She is famous for setting up the first nursing school.

Thomas Edison. He is famous for making over 1,000 inventions.

Lu Xun. He is famous for his great works of literature.

Vincent Willem van Gogh. He is famous for his paintings.

Marie Curie. She is famous for discovering two new elements (polonium and radium). She won the Nobel Prize twice.

Albert Einstein. He is famous for developing great theories in physics.

To-do list

- 1 Listen and learn about the life of a famous scientist.
- 2 Talk about famous life savers.
- 3 Read a short biography of a famous writer.
- 4 Write a story about a famous person.
- 5 Design stamps of famous people.

Getting started

Look at the pictures and answer the questions.

1 Who are they?
2 What are they famous for?

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Section A World changers

>>Viewing and listening

子话题说明

视听板块围绕“改变世界的人”(World changers)这一子话题展开,探讨中外优秀科学家的主要经历和重大贡献,涉及英语年份和日期的表达。

A1

- 语篇说明:** 这是一篇内容为改变世界的五大科学家的新媒体语篇(网页)。网页上按时间顺序罗列了牛顿、爱迪生、居里夫人、爱因斯坦和袁隆平五人的照片、姓名以及改变世界的具体贡献。
- “视”的策略:** 理解网页类多模态语篇的主要策略:快速浏览(skim)标题与语篇框架,了解大意;扫读(scan)图文细节,寻找具体信息。

When viewing a web page, you may ask students to:

(1) identify the elements that make up the visual text. You can ask: What do you see on this web page? (*Menu items, photos of five great scientists, words about the page title, names and the most important achievements of the scientists, and a link.*) (2) analyse what each element tries to convey. You can ask: What's the function of menu items? (*The menu items help users navigate the website.*) What can you do with the “link”? (*I can get more information about the scientists if I click their photos.*) (3) interpret the

A World changers >> Viewing and listening

New Star Middle School is holding the *Week of Famous People in History*. Wang Yiming is looking at a web page about famous world changers.

Home > Science > Five great scientists who changed the world

Five great scientists who changed the world

Isaac Newton
published the theory of gravity^① in 1687

Thomas Edison
invented a safe and inexpensive light bulb in 1879

Marie Curie
discovered radium^② with her husband in 1898

Albert Einstein
published a paper on the theory of general relativity^③ in 1916

Yuan Longping
grew the world's first hybrid^④ rice plants in 1973

A1 Look and say Work in pairs. Ask and answer questions about the people in the pictures.

When did Thomas Edison invent a safe and inexpensive light bulb?

I'm not sure. In 1900?

No, in 1879.

74 ① gravity 重力 ② radium 镭 ③ relativity 相对论 ④ hybrid 杂交植物

overall message of the text. You can ask: What message does the web page convey? (*It shows five great scientists who changed the world and their greatest achievements.*)

- 教学要点:** 学生阅读网页图片和文字,学习伟大科学家的巨大贡献,激活背景知识,学习本板块相关词汇(如: scientist, publish, invent, inexpensive, discover等)。遇到专业术语时,可参阅脚注释义。教师引导学生就多模态语篇信息进行口头讨论。学生两人一组,一问一答,操练相关词汇,为后续听力理解做好语言和背景知识准备。

参考答案

A1

(Answers may vary.)

A: When did Yuan Longping grow the world's first hybrid rice plants?

B: I'm not sure. In 1980?

A: No, in 1973.

A: Did Marie Curie discover radium alone?

B: No. She discovered it with her husband.

A: When did they discover it?

B: In 1898.

A2, A3

- 语篇说明:** 学生听或观看一段关于爱迪生生平重大事件和贡献的录音或动画。语篇用第三人称展开人物介绍，内含大量年份与日期的表述。
- 视听策略:** 本单元视听的策略为将事件按照发展顺序进行排序(Sequencing events)。通过识别并重点关注表示年份及表示顺序的连接词等核心关键词，学生可为名人生平的重大事件进行排序。

Sequencing events: Sequencing is one of many skills that develop students' ability to understand what they hear or view in videos. It shows the process of putting events in the order they happen. An easy way to recognise the sequence of events is to look for words that show the order of events or steps in a process, like "first", "then", "later" and "after that", which connect parts of the story. A timeline is the most commonly used and useful way to sequence events.

- 教学要点:** 教师通过A3进行视听策略的教学示范，同时借助**TEEN skill**教学生关于年份和日期的英语表达，指导学生在视听的过程中，注意时间细节以及表示顺序的连接词，从而完成时间轴的填写。
- 教学建议:** 视学情需要，教师可提前教授学生理解可能有困难的词汇(如break up, successful, inexpensive, light bulb, power station, electricity等)。如

→ A2 Listen and think Listen to an introduction to a famous world changer and complete the sentence.

It mainly shows the ¹ _____ of a smart inventor, ² _____.

→ A3 View, listen and take notes Listen again and complete the timeline.

 Sequencing events

- A Edison got his first real job.
 B Edison opened the first power station to make money.
 C Edison died.
 D Edison made the light bulb work for over 13 hours.
 E Edison made his first successful invention in New York.



→ **TEEN skill** Saying years and dates in English

Years:

- 1601: sixteen o one
 - 1879: eighteen seventy-nine
 - 1900: nineteen hundred
 - 2008: two thousand and eight; twenty o eight
- Dates:
- 21 December 1898: the twenty-first of December/December the twenty-first, eighteen ninety-eight



→  Update my to-do list 

Listen to a podcast about Marie Curie and draw the timeline of her life.

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英语中日期的写法有两种。除了书本中显示的“日 / 月 / 年”的英式表达外，还有“月 / 日 / 年”的美式英语表达。1898年12月21日还可表述为December 21, 1898. 读作：December the twenty-first, eighteen ninety-eight.

学生接受程度较好，可让他们根据录音或动画自行制作时间轴，向同学介绍爱迪生的其他发明。

听力文本**A2, A3**

Thomas Edison was born in the USA in 1847. As a little boy, he liked breaking up things and putting them back together. At about 16, he got his first real job and later wanted to be an inventor. He was very smart and worked hard. In 1869, he made his first successful invention in New York. Later, Edison started his famous lab in New Jersey. In 1879, he invented a

safe and inexpensive light bulb. It could work for over 13 hours. In 1882, he opened the first power station to make money. Because of his work, people could use electricity at home 24 hours a day. He died in 1931. In his life, he invented over 1,000 things.

参考答案

A2

(Answers may vary.)

1 life experience/life story/achievements 2 Thomas Edison

A3

1 About 1863 2 A 3 1869 4 E 5 D 6 1882 7 B 8 C

语言注释

- **break up ...** take apart ... 拆开……
- **put them back together** It means to reassemble or rebuild the pieces of something that was separated or broken into smaller parts. 再组装回
- **inexpensive adj.** You can use the prefix “in-” to mean “not” or “opposite of”, such as inconvenient, incorrect, independent, irregular, etc. 不昂贵的
- **because of** It is used before a noun or noun phrase. 由于; 因为
e.g. *Our flight was put off because of the bad weather.*

Update my to-do list

- 教学要点：播放 **Update my to-do list** 的录音，模仿 A3 爱迪生时间轴的画法，请学生制作出居里夫人时间轴，并根据自己完成的情况评价本节课的学习成效。

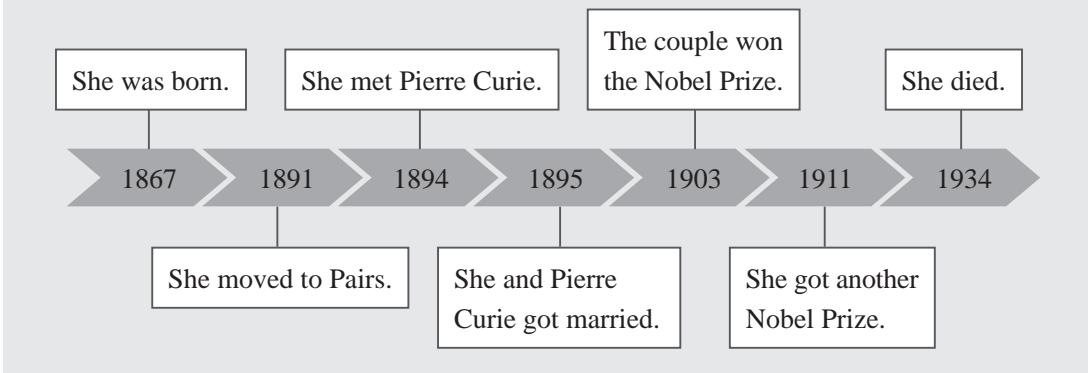
听力文本

Update my to-do list

Marie Curie was born in Poland in 1867. Women couldn't go to college in Poland, but she studied there. In 1891, she moved to Paris and three years later she met Pierre Curie. They got married in 1895 and had two children. Later they discovered polonium and radium. They could be used to treat cancer. This helped them win the Nobel Prize in 1903. Three years later, Pierre died but Marie went on working and got another Nobel Prize in 1911. She helped people in hospital with her studies. Because of her work, she got very ill and died in 1934. She was the only woman winner of two Nobel Prizes.

参考答案

Update my to-do list



Section B Life savers

>>Speaking

子话题说明

口语板块围绕“救死扶伤者”(Life savers)这一子话题展开,聚焦医学界名人的生平史实及重大贡献,引导学生针对这类信息提问,涉及礼貌地请求重复信息等教学内容。

B1

- 语篇说明:**图片展示的是四幅新星中学学生的项目展板,展板上包含医学界名人的照片/画像、姓名、生卒年份、国籍,重点突出名人的重大贡献。
- 教学要点:**(1)引导学生对项目展板上的内容提问,从多模态语篇中提取关键信息,如:“When was Li Shizhen born? Which country does Florence Nightingale from? Who do you admire most? Why? What did Henry Norman Bethune do in his life?”,并学习本板块的重点词汇(如medicine, spend, sick, soldier, lose等),为后续的口语表达输出活动做好词汇方面的语言准备。(2)借助B1的问题提示词,请同学们思考:如果想知道项目展板未提供的其他方面的信息,如何进行提问。帮助学生学习如何就Who/What/Where/Why/Which country等方面提问,为后续的口语表达输出活动做好句式方面的语言准备。
- 教学建议:**如学生需要更多帮助,教师可引导学生说出疑问词或信息关键词,将关键词写在黑板上,帮助学生模仿、学习;如学生对名人背景知识不了解,可请熟悉这些名人的同学介绍他们的生平。对于较难的药品名称如penicillin,教师也可提供中文解释。如学生接受程度较好,可请他们用更多疑问词提出问题。

B Life savers

>> Speaking

Wang Yiming and his classmates are looking at the project display on life savers in history.



Li Shizhen
1518–1593, China
wrote a famous book on Traditional Chinese Medicine



Florence Nightingale
1820–1910, UK
started the first school for nurses in the UK and spent her life taking care of sick people



Alexander Fleming
1881–1955, UK
discovered penicillin, a new kind of medicine, and won the Nobel Prize



Henry Norman Bethune
1890–1939, Canada
saved many Chinese soldiers during World War II and lost his life at the war hospital

B1 Look and say Work in pairs. Look at the display boards and talk about the life savers.



Look at those life savers. Who do you admire most?

Why?

Florence Nightingale.

She started the first school for nurses in the UK and spent her life taking care of sick people.

B2 Listen, read and think. Listen to the conversation between Lu Yao and Harry. Yiming's project partner. What are their projects about?

Harry: Lu Yao, is this your project?

Lu Yao: Yes. It's about Li Shizhen. He wrote *Bencaogangmu*.

Harry: Is it a very famous book on Traditional Chinese Medicine?

Lu Yao: Yes. There are 1,892 different herbs in it.

Harry: How many? I didn't quite catch that.

76

参考答案

B1

(Answers may vary.)

A: Look at the life savers. When was Alexander Fleming born?

B: He was born in 1881.

A: Which country did he come from?

B: He came from the UK.

A: Who do you admire most?

B: Li Shizhen.

A: Why?

B: Because he wrote a famous book on Traditional Chinese Medicine. He saved many people.

B2

- 语篇说明:** 对话在陆遥与王一鸣的项目组员哈利之间展开, 陆遥和哈利对彼此的项目很感兴趣, 进行了问答, 并对信息不清楚处进行追问。该对话共有5个话轮, 包括3轮“询问与应答”和2轮“礼貌地请求重复信息”。在对话中, 陆遥与哈利互相了解对方项目中的名人以及他们的成就, 并使用了“*I didn't quite catch that.*”和“*Pardon?*”请求对方针对自己未听清的部分进行重复和解释。
- 语用功能说明:** 本单元语用功能为请求重复信息(Asking for repetition)。请求重复信息是口语交际中的一个重要语用功能, 用于请求澄清信息、促进理解以及有效沟通。一般流程为“提出请求重复+陈述原因”, 如“*How many? I didn't quite catch that.*”“*Pardon? What did he invent?*”。在对方重复信息后, 还要对回答做出回应和评价。**My learning notes** 提供了正式和非正式两种请求重复的方式: 正式场合可用“*I beg your pardon?*”“*Could you please say/repeat it one more time?*”, 非正式场合可用“*Pardon?*”“*Excuse me.*”“*Sorry, what did you just say?*”“*...? I didn't quite catch that.*”等句式。教师可引导学生从B2的对话范文中或借助自身的语言积累找出更多类似表达。
- 教学要点:** 通过听B2的对话范文, 教师帮助学生关注对话交际双方的交际目的和主要话题内容, 模仿语音语调, 感悟说话者的情感态度。再通过读B2的对话范文, 引导学生关注本单元的语用功能重点(请求重复信息)。可问学生以下问题:
 - ① What are Lu Yao's and Harry's projects about? (*Lu Yao's project is about Li Shizhen and Harry's project is about Hua Tuo.*)

Lu Yao: 1,892.
 Harry: Wow!
 Lu Yao: What about your project?
 Harry: Our project is about Hua Tuo. He invented *mafeisan*.
 Lu Yao: Pardon? What did he invent?
 Harry: *Mafeisan*, a kind of medicine. It was made from herbs. People wouldn't feel pain after taking it.
 Lu Yao: That's amazing.

B3 Pair and share Work in pairs. Talk about the life savers on page 76, the world changers on page 74 or other famous people in history. Ask your partner to repeat the information if necessary. Use your learning notes for help.

My learning notes

Asking for repetition:

- In a formal way:
• *I beg your pardon?* • _____
- In a less formal way:
• *Excuse me.* • ...? *I didn't quite catch that.*
• *Sorry, what did you just say?* • _____

Sound Letters “tr” and “dr”

Read aloud.

Each and every one of us can be great. Try hard to trace your dreams.
Dream big dreams. And then live your dream life.

**Word study Word partner**

Compare the following two sentences and think: What words can we use after “be famous”? Can you give more examples?

- Hua Tuo was famous as a doctor.
- Hua Tuo was famous for *mafeisan*.

 Update my to-do list

Work in pairs. Introduce a life saver in history to your partner and have him or her guess the person's name.

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这是一首以追求梦想为主题的小诗, 旨在帮助学生掌握字母组合tr和dr在单词中的常见发音(/tr/和/dr/)。教师可引导学生一边打节拍、一边诵读, 加强诵读的节奏感。

- ② What information does Harry miss? How does he ask for repetition? (*He missed the the number of herbs in Bencao Gangmu. He said “How many? I didn't quite catch that.”*)
- ③ What information isn't Lu Yao sure of? How does she ask for repetition? (*She didn't understand the meaning of “Mafeisan”. She asked “Pardon? What did he invent?”*)
- ④ What does Lu Yao and Harry say when they get the information they need? (“Wow!” and “That's amazing.”)
- **教学建议:** 如学生需要帮助, 教师可以解

释或邀请学生解释语言点，如“*I didn't quite catch that.*”，herb, Mafeisan, pardon 等；也可提高要求，教授更多样化的请求重复信息的表达方式，如“*Could you repeat that, please?*”等，或组织讨论在不同文化中请求重复信息的礼仪和习惯，培养学生跨文化意识。

B3

- **语篇说明：**作为 B2 口语范文和 **Update my to-do list** 口语表达板块情境迁移输出任务之间的过渡，本活动在 B1 提供的内容支架、B2 和 **My learning notes** 提供的语言支架的基础上，延续板块情境，请学生利用视听板块和口语板块多模态中的名人信息或历史上其他名人信息，尝试半开放地完成口语对话角色扮演。对话过程中遇到信息不清楚时，需要礼貌地请求对方重复信息，另一方需根据提问来调整回应，可以直接重复，也可以用结构更为简单的语句来重复信息。
- **教学建议：**如学生需要更多帮助，教师可以在 B3 和 B2 之间插入一个过渡任务，通过搜索资料，梳理名人主要成就的细节，使学生有内容可展开。同时，可让学生进行角色扮演，熟练运用礼貌地请求重复信息及回应的相关表达，再完成 B3。

参考答案

B2

Lu Yao's project is about Li Shizhen and Harry's project is about Hua Tuo.

B3

(Answers may vary.)

Jerry: Mary, is this your project?

Mary: Yes. It's about Alexander Fleming. He discovered penicillin.

Jerry: Pardon? What did he discover?

Mary: Penicillin. This medicine helps you get better when you're sick because of germs. It saves many people's lives.

Jerry: Good to know that.

Mary: What are you busy with these days, Jerry?

Jerry: I'm reading a book about Yuan Longping. He grew the world's first generation of hybrid rice plants.

Mary: What rice? I didn't quite catch that.

Jerry: Hybrid rice. This kind of rice puts together the best things of two different kinds of rice. It grows bigger and stronger and makes more rice.

Mary: Wow! He is a real hero!

Word study

- **教学要点：**借助词汇常见搭配，教师帮助学生了解 *be famous as*（后接身份，表示作为……而出名），与 *be famous for*（后接原因，表示因……而出名）的区别，并引导学生进行操练。

参考答案

Word study

We often use the preposition “for” to show the reason that someone or something is known for.
We also use the preposition “as” to show the role that someone or something is known as.

More examples:

- Qu Yuan was famous as a poet.
- Qu Yuan was famous for his poems.
- Thomas Edison was famous as an inventor.
- Thomas Edison was famous for his inventions.

语言注释

- **Traditional Chinese Medicine (TCM)** 中医药

e.g. *People use TCM to help with all sorts of health problems.*

- **dream big dreams** Here, “dream” serves as both a verb and a noun. The first “dream” is a verb, while the second is a noun. This structure makes the poem rhythmic and easy to recite.
梦想远大

e.g. *plan wise plans; travel far travels*

Update my to-do list

- **教学要点：**该任务迁移了对话情境，需学生灵活运用本板块所学的语言、功能句式和口语交际策略等进行表达。请学生收集历史上救死扶伤者的细节信息，逐句给出信息让同学猜出这位名人是谁。学生根据自己的任务完成情况，结合同学评价和教师点评，评价本节课的学习成效。

评价要点建议如下：

- ① 是否包含了救死扶伤者的关键信息，如生卒年份、所属国家、主要成就等？
- ② 在交流中，如对对方表达信息有不清楚的地方，是否针对内容得体地请求了重复？

参考答案

Update my to-do list

(Answers may vary.)

A: This person was a great doctor during the Tang dynasty in China. He was good at making sick people better. His most famous works are *Qianjin Yaofang* and *Qianjin Yifang*.

B: Sorry, I didn't quite catch that. Could you repeat that one more time?

A: *Qianjin Yaofang* and *Qianjin Yifang*. They offered thousands of ways of using medicine.

B: Wow, that's a lot! Was the person Sun Simiao?

A: That's right! You guessed it!

Section C Great storytellers

>>Reading

子话题说明

阅读板块围绕“文学巨匠”(Great storytellers)这一子话题展开,用人物传记的形式呈现了世界文坛巨匠莎士比亚的一生,涉及莎士比亚的家乡、成长经历、老年生活、主要成就等内容。

C1, C2

- 语篇说明:**该语篇为名人传记。该类题材的文章按时间顺序,客观简要地介绍人物的家庭、教育情况、成长趣事、奋斗历程、突出贡献等。C2的人物传记一共由四段组成。第一段介绍莎士比亚出生年份、地点和童年经历。第二段介绍莎士比亚在伦敦的奋斗经历以及主要作品。第三段介绍莎士比亚的晚年生活及逝世年份。第四段介绍莎士比亚的主要成就以及对后世的影响。全文如实简要地向读者展示了一代文学巨匠莎士比亚的一生。语言客观平实,通俗易懂。
- 教学要点:**借助C1背景知识(Background knowledge)的问题,激活学生对莎士比亚背景知识的认识。通过C2阅读文本,帮助学生认识人物传记这一语篇类型,识别其语篇特征及要素(详见Text type);通过C2的Personal touch,帮助学生从真实的读者视角,思考自己在读了莎士比亚的传记后,对他个人经历中的哪一方面最感兴趣。
- 教学建议:**如学生缺少阅读人物传记的经验,教师可以呈现一些真实的例子,通过提问引导学生关注其常见要素和功能,把握这一类型文本的特征。以下问题供参考选用:

C Great storytellers ➤➤ Reading

Wang Yiming is sharing a short biography about William Shakespeare, one of his favourite writers.

C1 Background knowledge What do you know about William Shakespeare?

6. C2 Read the short biography.

William Shakespeare

William Shakespeare was born in 1564 in Stratford-upon-Avon, England. Young Shakespeare loved reading plays, poems and stories, and often watched plays in his hometown.

In 1582, he had a family. He went to London to try his luck in the late 1580s. There were many theatres. He took care of horses and acted in plays. Then he tried writing plays. From 1589 to 1600, Shakespeare wrote about 20 plays such as *Romeo and Juliet*. After seeing how poor people lived, he wrote tragedies like *Hamlet*. People loved his plays because he created many unique characters and brought them to life on the stage.

In the early 1610s, he went back to his hometown and kept writing. He died in 1616.

Shakespeare wrote 37 plays and over 150 poems in all. Today there are still millions of Shakespeare fans in the world. His works make us laugh, cry and think.

Personal touch
What interests you most about William Shakespeare's life?

78

Text type Short biographies
A short biography is a brief introduction to a person's life. It usually includes information about his or her family, education, personal experiences, achievements^①, etc. It is written in time order. It usually begins with their birth and ends with their death.

① achievement 成就



提示人物传记的语篇要素:一般包括生卒年份(year of birth/death)、家庭情况(family)、教育情况(education)、个人经历(personal experiences)、成就(achievements)等。人物传记按时间顺序书写。

- ① Can we use a short biography to describe an ordinary person? (Yes, we can.)
- ② What kind of information does a short biography include? (It usually includes the information of a person's family, education, personal experiences, achievements, etc.)

参考答案

C1

(Answers may vary.)

He was a great writer./He was born in the UK./He wrote many tragedies and comedies.

C2

(Answers may vary.)

I'm most interested in his life between 1589 and 1600. In 11 years, he created about 20 plays.
I want to know what happened to him during those years.

语言注释

- **Stratford-upon-Avon:** 埃文河畔斯特拉特福(英国地名)
斯特拉特福特 (Stratford), 英国英格兰中部城市, 位于伦敦以西 180 公里, 坐落于埃文河 (Avon) 畔, 又名“埃文河畔斯特拉特福”, 因莎士比亚故居而闻名遐迩。英语地名中, 如某地位于河流边上, 有时会在后面加上“upon/on- 河名”, 意为……河畔。
- **bring ... to life** make something more real or exciting 使……更生动有趣
e.g. *The movie brought the book's characters to life.*
- **works** *n.* a book, piece of music, painting, etc. 作品
e.g. *People came from all over the world to view her works.*

背景知识

Theatres in the late 1580s

In the late 1580s, going to the theatre was popular in London. People from all walks of life enjoyed plays in theatres.

C3

- 教学要点:**此活动旨在帮助学生把握人物传记各段的主旨大意。
- 阅读策略:**本单元的主要阅读策略为略读把握主旨大意(Skimming for main ideas),为学生用书六年级上册第六单元阅读技能策略复现,旨在帮助学生识别人物传记每个段落的大意,从而更好地理解人物传记的结构和要素。
- 教学建议:**如学生需要更多帮助,教师可以请学生在通读全文后,找每段的关键词,如第一段中的young,hometown;第二段中的London;第三段中的died;第四段中的37 plays and over 150 poems in all, millions of Shakespeare fans等。

C4

- 教学要点:**此活动旨在帮助学生借助线索词(年份),提炼关键信息,填写莎士比亚一生重要节点的时间轴。
- 教学建议:**如学生需要更多帮助,教师可以和学生一起找出时间轴上的6个重要时间点,并和学生共读人物传记前三段。根据人物传记的文本特征,首尾涉及名人生卒年份,确定最后一个时间点为卒年,并填入年份。请学生扫读课文其余部分,查找关键信息(年份),完成时间轴填写。

C5

- 教学要点:**问题1旨在帮助学生关注名人性格特征,学习名人的优秀品质。问题2旨在帮助学生在学习理解文本的基础上,结合背景知识,对比中国历史上地位和莎士比亚相似的文学巨匠,如汤显祖、杜甫、关汉卿等。
- 教学建议:**教师可根据学情,灵活创设课堂活动,帮助学生学习理解文本,如提问“Why did Shakespeare leave his family and go to London? (To

C3 General understanding Match each paragraph with its main idea.

Skimming for main ideas

A Achievements	B Hometown and childhood	C Later life
D Family problems	E Life in London	

Paragraph 1: _____ Paragraph 2: _____ Paragraph 3: _____ Paragraph 4: _____

C4 Detailed reading Complete the timeline of Shakespeare's life with information from the text.

He was born. 1564 1 2 3 4 5 6 7 8 9 10

C5 Further thinking Answer the questions.

- What kind of person do you think Shakespeare was? Explain why.
- Who do you think is a great writer in Chinese history like Shakespeare? Give your reasons.

Vocabulary focus Yiming makes a fact file of Shakespeare. Help him complete it with the words or phrase from the text.

Name	William Shakespeare
Hometown	Stratford-upon-Avon, England
Year of birth	1564
Year of death	1616
FACT FILE	
Facts	<ul style="list-style-type: none"> He showed interest in plays, stories and ¹ as a young boy. He left his hometown for London at about 20 and tried his ² there. He did jobs in theatres. He took care of horses, ³ in plays and wrote plays. He wrote four famous tragedies ⁴ Hamlet. The ⁵ in his books are unique. ...

Update my to-do list □ □ □ □ □

Do you think Shakespeare's experiences led to his success? Explain why.

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try his luck. Maybe he wanted to help support his family. Or maybe he wanted to be famous as a writer.)”

- 教师在启发学生理解文本的基础上,如需进一步调动其高阶思维,展开深入语篇和超越语篇的思考,以下问题可供参考:
- Where did Shakespeare work when he arrived in London? Why? (In theatres. Because he loved reading and watching plays when he was young and there were many theatres in London at that time. It might be easier for him to find a job there.)
 - Did Shakespeare care about the people of his time? Why do you think so? (Yes. Because he started writing tragedies after seeing the poor life of people.)
 - Why did Shakespeare go back to his hometown in the early 1610s? (Because his family was there. He wanted to go back to where he was born. It showed he loved his hometown very much.)

参考答案

C3

Paragraph 1: B Paragraph 2: E Paragraph 3: C Paragraph 4: A

C4

1 1582 2 He had a family. 3 In the late 1580s 4 He went to London.

5 From 1589 to 1600 6 He wrote about 20 plays. 7 In the early 1610s

8 He went back to his hometown and kept writing. 9 1616 10 He died.

C5

(Answers may vary.)

1 He was a great writer because he wrote 37 plays and over 150 poems in his life./He was talented because he was good at acting and writing, and wrote many great works later.

2 Tang Xianzu. He was good at writing poems and plays and became famous for his works like *The Peony Pavilion*.

Vocabulary focus

- 教学要点:** 本活动重点关注课文中的动词和名词, 训练本板块部分核心词汇(如 poem, act, character 等), 教师帮助学生在复习名人事实档案的同时, 学习、理解并熟练运用这些词汇。教师还可以设计更多词汇练习, 训练学生对本板块核心词汇(如 poor, create, stage, million 等)的理解和运用。
- 教学建议:** 教师可根据学情, 鼓励学生模仿练习“Facts”一栏中的写法, 用板块核心词汇写出更多关于莎士比亚的事实信息。

参考答案

Vocabulary focus

1 poems 2 luck 3 acted 4 like/such as 5 characters

Update my to-do list

- 教学要点:** 教师可组织学生分组讨论莎士比亚的经历是否促成了他的成功, 并解释原因, 从而检测学生对莎士比亚一生重大事件和他成就的理解程度。在学生讨论或汇报的时候提供适当的支持。

参考答案

Update my to-do list

(Answers may vary.)

Yes, I do. When Shakespeare was young, he loved reading plays, poems and stories, and often watched plays in his hometown. Besides, when he went to London, he worked in a theatre and acted in plays. These experiences helped him get first-hand resources for his writing. He was close to the audience and knew what people liked to watch. Therefore, his plays were very popular.

>>Grammar in use

板块内容说明

本单元的语法重点是 There + be 存现句。

活动 1

- 教学要点:** 活动 1 旨在帮助学生在理解句子意思的同时，探索 There + be 存现句表达的意义。教师可引导学生关注句中 There + be 部分的语言形式，尤其是 be 动词的不同时态和单复数形式。
- 教学建议:** 教师可以补充一些 There + be 存现句的例句，涵盖更多时态和不同的 be 动词形式，通过问题引导，帮助学生关注 There + be 存现句的形式、意义和用法（参考“补充资料”）。

>> Grammar in use There + be

1 Read and think Read and underline the same structure in the following sentences.

- (1) There are 1,892 different herbs in the book.
- (2) There were many theatres in Shakespeare's time.
- (3) Today there are still millions of Shakespeare fans in the world.
- (4) Look! There's an elephant.

2 Work out the rules Circle the right answers.

- We usually use **have / there + be** to say that someone owns something.
- We usually use **have / there + be** to say that something exists in space or time.

Grammar file → p. 117

3 Practise Wang Yiming went on a school outing to Duolun Road yesterday. He is writing an email about it to his friend Lisa in London. Complete his email with **there** and the proper form of the verb **be**.

To: Lisa
From: Yiming
Subject: My visit to Duolun Road

Dear Lisa,
How's everything going lately?
We had an outing to Duolun Road yesterday. It was snowy!⁽¹⁾ _____ (not) many visitors because of the weather.
It's just a short road (about half a kilometre), but it's famous because⁽²⁾ _____ statues of Lu Xun, Mao Dun, Ye Shengtao, Guo Moruo, Ding Ling and so on along the road. They were all famous writers. They brought a lot of new ideas and thoughts, and wrote many famous articles.⁽³⁾ _____ also a Chinese-style tea house, many old book stalls, museums and shops. I bought a painting in a small shop and had a great time.
⁽⁴⁾ _____ any place like this in your country? Looking forward to hearing from you soon.
Yours,
Yiming

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补充资料

- There was a talented musician, Ludwig van Beethoven. He wrote beautiful music even after he was deaf.
- In many people's eyes, there isn't a writer more famous than William Shakespeare.
- Is there a more famous scientist than Albert Einstein?
- There have been many important teachers in history, and Confucius was one of them.

活动 2

- 教学要点:** 活动 2 旨在帮助学生在完成活动 1 的基础上总结语法规则，根据上面的句子，归纳 There + be 存现句的意义，探索它与 have 的区别。
- 教学建议:** 教师可根据学情，仅要求学生根据语法规则，判断并圈出正确答案，或请学生分组举出更多包含 have 和 There + be 存现句的例句并进行对照，归纳 There + be 存现句的肯定句、否定句、疑问句的构成规则和 be 动词单复数的构成规则，最后借助学生用书语法附录（Grammar file, P117–P118）深化理解。

活动 3

- 教学要点:** 活动 3 旨在帮助学生初步运用 There + be 存现句，在有意义的情境中重点练习和使用 There + be 存现句的肯定、否定和疑问形式。

- **教学建议:** 在完成这个活动之前, 教师可以借助活动 1 中的补充资料和活动 2 中学生列举的 There + be 存现句的肯定、否定和疑问形式, 也可从语法附录中提取更多包含否定和疑问形式的句子, 让学生熟悉 There + be 存现句的否定句和疑问句的构成形式规律, 阐明活动的要求。

如学生需要更多帮助, 教师可以请学生在书上尝试写出其余句子的否定和疑问形式, 同伴互查后, 再全班讲解。

如学生接受程度较好, 教师可以让学生两两结对, 模拟真实情景或模仿活动 3 的形式, 利用已有知识, 口头完成活动。

参考答案

1

There + be: (1) There are (2) There were (3) there are (4) There's

2

have; there + be

3

(1) There weren't (2) there are (3) There is/was (4) Is there

活动 4

- 教学要点：**活动 4 旨在帮助学生在真实情境中，恰当运用 There + be 存现句描述学校“历史名人周”的日程表。完成活动需要用到 There + be 存现句的肯定、否定和疑问形式，以及肯定和否定回答。同时需要关注 be 动词的单复数使用。
- 教学建议：**如学生需要帮助，教师在活动前可以请学生参考语法附录里的语法讲解，也可以补充一些相关例句，引导学生关注 There + be 存现句的不同形式。再参照课本的对话示范，尝试和同伴展开简短对话。

如学生接受程度较好，教师可以请学生根据自己的背景知识在介绍“历史名人周”活动时增加一些名人及其成就的具体内容，确保信息的真实性，和同伴围绕“历史名人周”日程表的方方面面展开对话。

评价建议

教师可根据学生完成每个活动的实际情况随时调整教学进度和方式。如果学生对 There + be 存现句的形式掌握不佳（如 be 动词的单复数使用错误、出现 there + have 的错误结构、不知道肯定和

4 Pair and share Work in pairs. Read the schedule of the Week of Famous People in History. Continue the conversation about the activities listed in the schedule.

Time	Activity	Place
Monday	A lecture on Yuan Longping	Hall
	A cartoon about Thomas Edison	Room 202
Tuesday	Students' project display on famous life savers in history	Arts and Crafts Room
Wednesday	A drama <i>Romeo and Juliet</i>	Hall
Thursday	A writing competition about stories of famous people	Room 102
Friday	An outing to Duolun Road	Duolun Road

Is there a lecture on Yuan Longping in the hall on Monday?

Yes, there is.

What will the lecture be about?

It will be about Yuan's experiences and achievements.

What did he do?

He grew the world's first hybrid rice plants in 1973.

Wow! He was a real hero.

Of course. By the way, ...

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否定回答等），可以在文本分析活动中，提醒学生关注语法附录里的语法讲解，提高学生对于语法形式的意识，并结合一些有针对性的书面语法练习，提高学生语法使用的熟练度。最后，通过学生完成活动 4 的表现，评价学生对此语法点的掌握程度。

参考答案

4

(Answers may vary.)

A: Is there a drama *Romeo and Juliet* on Tuesday?

B: No, there isn't. The drama is on Wednesday.

A: OK. Thanks for your information. Why is the drama so popular?

B: It's one of Shakespeare's most famous plays. It tells a story about two young people.

They love each other but can't be together because their families don't get along.

A: What a sad love story!

B: I totally agree. By the way, ...

Section D Great minds

>> Writing

子话题说明

写作板块围绕“智者”(Great minds)这一子话题展开,学生模仿习作曹冲称象的故事,写一篇人物故事,描述一件发生在名人身上的故事,学习名人的优秀品质。

D1

- 语篇说明:**这篇写作范文延续了单元情境——学校“历史名人周”活动中的写作比赛。王一鸣为比赛写了“曹冲称象”的故事,讲述了曹冲用自己的智慧,机智地称出大象的重量的故事。
- 教学要点:**活动定位是写前思考。教师引导学生先通过快速浏览范文内容,关注范文意义(回答D1中的问题),再展开后续的写作策略准备。
- 教学建议:**如学生需要更多帮助,教师可以请学生聊聊故事发生的背景,激活学生背景知识。还可以用提问的形式引导学生观察故事细节,获取关键信息。如:

- ① How old was Cao Chong at that time? (*He was eight years old.*)
- ② Did anyone know the elephant's weight? (*No.*)
- ③ What did Cao Chong ask someone to do at first? (*He asked someone to take the elephant on a boat and mark the level of the water on its side.*)
- ④ What did Cao Chong ask some people to do after the elephant went off the boat? (*He asked them to put rocks on the boat until the water reached the mark.*)

如学生接受程度较好,教师还可以启发他们谈谈为何曹冲可以用这

D Great minds >> Writing

You want to take part in the writing competition “A story of a famous person in history”.

D1 Think Read Wang Yiming's story. How did Cao Chong get the elephant's weight?

It's a story about a clever boy named Cao Chong. One day, his father Cao Cao said, "Look! There's an elephant. How heavy is it?" No one knew. But the eight-year-old Cao Chong had an idea. He asked someone to take the elephant on a boat, mark the level of the water on its side and then take it off. He asked some people to put rocks on the boat until the water reached the mark. Finally, they weighed the rocks and got the elephant's weight.



D2 Prepare Circle the personal pronouns in the story. Who/What does each of them refer to?

D3 Plan Plan your own story with the help of the mind map. Think about the good quality we can learn from the famous person.



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种方式称出大象的重量。

D2

- 写作策略:**本单元写作策略是规范使用人称代词(Using personal pronouns),单数人称代词主格用I, you, he, she, it,复数人称代词主格用we, you, they。
- 教学要点:**活动定位是写前准备。教师组织学生细读范文,关注本单元的写作策略——规范使用人称代词,圈出故事中的人称代词,并分析这些人称代词指代的具体内容。通过分析范文中的人称代词,避免重复,提高学生写作的连贯性。
- 教学建议:**教师可根据学情决定是否安排更多练习,如让学生圈出阅读板块C2语篇中的人称代词;也可以让学生写一组句子,需要用到一个以上的人称代词。如学生接受程度较好,教师还可以请学生思考除了人称代词主格形式外,宾格形式分别有哪些,另外还有哪些代词形式(如物主

代词 possessive pronouns, 反身代词 self-pronoun/reflexive pronouns 等)。

参考答案

D1

(Answers may vary.)

He asked someone to take the elephant on a boat, mark the level of the water on its side and then take it off. Then he asked some people to put rocks on the boat until the water reached the mark. Finally, they weighed the rocks and got the elephant's weight.

D2

It's a story about a clever boy named Cao Chong. One day, his father Cao Cao said, "Look! There's an elephant. How heavy is it?" No one knew. But the eight-year-old Cao Chong had an idea. He asked someone to take the elephant on a boat, mark the level of the water on its side and then take it off. He asked some people to put rocks on the boat until the water reached the mark. Finally, they weighed the rocks and got the elephant's weight.

it: 形式主语, 指代 story it: the elephant he: Cao Chong it: the elephant

he: Cao Chong they: the people

D3

- **教学要点:** 活动定位是写前构思。教师引导学生根据话题, 结合给出的框架结构展开头脑风暴, 确定 when, where, who, what, how 这五个行文要点以及故事想要体现的名人品质, 并以草稿的形式列出一些相关语言表达。
- **教学建议:** 在选择名人时, 教师可以让学生进行头脑风暴, 回忆此前学过的名人故事, 如大禹治水、朱德的扁担、司马光砸缸、白求恩做手术、周恩来为中华之崛起而读书、梅兰芳蓄须等, 鼓励学生打开思路。选好故事后, 教师可根据学情, 酌情提供相关内容的语言支架, 特别是名人品质方面(参考“补充资料”))。

补充资料

Useful expressions about quality

1. Adjectives:

- | | | |
|----------------|-------------|-------------|
| • hard-working | • honest | • smart |
| • friendly | • brave | • creative |
| • responsible | • energetic | • ambitious |
| • generous | • ... | |

2. Verbal phrases:

- | | | |
|---------------------------|-----------------|---------------------------------|
| • work hard | • never give up | • get on/along well with others |
| • be ready to help others | • ... | |

D4

- 教学要点：**活动定位是写作。教师请学生基于前期的写作准备，在提供的写作文本框内完成写作。
- 教学建议：**教师可根据学情指导学生。如学生程度较好，可引导他们在写名人故事时关注名人的动作、语言、神态等方面描写。

D5

- 教学要点：**活动定位是写后检查。教师引导学生参照 **TEEN skill** 板块的写作策略要点提示，检查自己的作文初稿并修改，特别是检查人称代词的使用，有意识地养成写后自查的习惯。
- 教学建议：**教师可整理学生的常见错误，让全班同学比照自己的习作一起找错误并修改，之后同伴交换检查是否有遗漏或误批改。教师应帮助学生提高对人称代词的敏感度。

Update my to-do list

- 教学要点：**请学生分组活动，分享彼此的人物故事，选出组内学生最喜欢的故事。教师为学生提供针对本课写作任务的个性化评价建议，请学生对照建议评价自己的任务完成情况，并结合同学评价和教师点评，思考改进方案。

D4 Write Write your story.

D5 Check Check your story. Pay attention to the use of personal pronouns.

**TEEN skill** Using personal pronouns

When you write about a person or something, you can use personal pronouns (e.g. he, she, it, they, we ...) to avoid repetition. For example, use *He* to refer to *Cao Chong*, use *it* to refer to *the elephant* and use *they* to refer to *some people*.

 Update my to-do list [] [] [] [] []

Work in groups. Share your stories with each other. Choose the story you like best and give reasons.

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评价要点建议如下：

- ① 是否介绍了一个名人小故事？
- ② 是否包含了 when, where, who, what, how？
- ③ 是否体现了名人的好品质？
- ④ 是否使用了一般过去时？是否使用了人称代词避免重复？

>>Discovery

板块内容说明

探索发现板块介绍了关于托马斯·庚斯博罗 (Thomas Gainsborough) 和理查德·费曼 (Richard Feynman) 这两位历史名人有趣的小故事，展示了名人与众不同的才能。

教学提示

- **语篇说明：**两则短文分别介绍了托马斯·庚斯博罗儿时利用绘画天赋帮忙抓小偷的故事和理查德·费曼通过在食堂观察到盘子转动的规律后，获得诺贝尔奖的故事。
- **更多信息：**

(1) 托马斯·庚斯博罗 (1727年5月14日—1788年8月2日)，18世纪英国著名的肖像画家和风景画家。他采用自然观察的方式作画并以其惊人的绘画速度而闻名。他擅长全身肖像，探求人物不拘形式的姿势，形成了英国式的洛可可肖像画风。其作品笔触轻灵，自然动人，代表作有《蓝衣少年》《西登斯夫人》《夏洛特女王全身像》等。

(2) 理查德·费曼 (1918年5月11日—1988年2月15日)，美籍犹太裔物理学家，诺贝尔物理学奖获得者。理查德·费曼多才多艺，除了是物理学家外，他还是作家、艺术家。

- **教学建议：**教师在教学中可根据学情，灵活选用不同的方式来激发学生对名人小故事的兴趣和思考。

(1) 预测：组织学生读前浏览图片并扫读短文，预测名人的身份和职业，激发学生的兴趣。如提问“What jobs did they do? (Thomas Gainsborough was a painter and Richard Feynman was a scientist.)”。

Discovery

Short stories of famous people



Thomas Gainsborough was a famous British painter. Once little Thomas saw a man try to break into a house. He went back home and drew a picture of him. Tom's father saw the picture and handed it to the police. The thief was soon caught. That was how Thomas found his talent in painting.

Richard Feynman was a great scientist. He liked playing with physics. Do you know his Nobel Prize idea came from a plate? One day, Feynman saw someone throwing a plate in the air. There was a red university seal on the plate. As the plate went up, it wobbled and the seal went around too. Feynman noticed that the seal moved at a different speed from the plate. He watched for a long time and found out the moving rule. Later, his discovery won him the Nobel Prize in Physics in 1965, which he shared with two other scientists.



Read and think Which person do you admire? Why?

① seal 印章 ② wobble 摆晃

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- (2) 理解：请学生阅读短文，通过问题引导学生了解名人与众不同的才能。如：

- ① What did little Thomas do to help catch the thief? (*He drew a picture of the thief.*)
- ② Where did Richard Feynman get his Nobel Prize idea from? (*He thought of the idea after watching someone throwing a plate in the air and finding out the moving rule of the plate with the seal.*)
- ③ What can we learn from each of them? (*Thomas Gainsborough was talented, clever and calm. When he saw the thief, he didn't come up to stop him or call for help. Instead, he went back home and drew a picture of the thief with his talent. Richard Feynman was careful and good at thinking. When someone was throwing a plate in the air, he watched carefully and discovered the moving rule. It helped him win the Nobel Prize later.*)

(3) 思考：鼓励学生基于文本信息，展开思考，推断更多文本以外的信息。如：

- ① Why didn't little Thomas call out for help when he saw the thief? (*Because the thief might see little Thomas and hurt him.*)
 - ② What do you think of Thomas's father? (*He was full of justice. When he saw Tom's picture, he thought it might help the police catch the thief and then handed it to the police.*)
 - ③ Why did Richard Feynman watch the man throwing a plate for a long time? (*Because he was interested in the fact that the seal moved at a different speed from the plate. He wanted to find out the moving rule.*)
- (4) 拓展：提供有关托马斯·庚斯博罗、理查德·费曼或其他名人的小故事或视频，也可提高要求，鼓励学生寻找一些有趣的名人故事，在课堂上分享，谈谈可以从不同名人身上学到什么优秀品质，交流各自的观点，以提高学生的自主学习、思辨和探究能力以及文化意识。参考问题：

- ① How do you like such stories? (*I think they are interesting and inspiring.*)
- ② Do you want to be a famous person like them? Why or why not? (*Yes. Because I want to be as successful as them and help make the world better.*)
- ③ Do you know other famous people like Thomas Gainsborough and Richard Feynman in China? (*Zheng Banqiao was a famous Chinese painter and poet in the Qing dynasty. He was good at painting bamboo, orchids and plum blossoms. He is remembered not only for his art but also for his kind and honest character. Hua Luogeng was famous for his work in number theory, algebra and other areas of mathematics. He loved teaching maths in a fun way and used interesting stories and examples to explain maths problems. He made learning maths exciting and enjoyable for students.*)

Section E Stamps of famous people

>>Project

子话题说明

项目探究板块围绕“名人邮票”(Stamps of famous people)这一子话题展开。学生结合本单元所学，通过小组合作，确定这套名人邮票的内容，选出自己和同学心目中该领域最著名的四位名人并说明原因，合作设计名人邮票套票，以回应单元大问题，在活动中感知名人的生平事迹以及他们为推动人类发展进程所作出的贡献，感悟人文精神和科学精神，学习名人的高尚品格和优秀品质，树立正确的志向，形成正确的价值观和良好的品格。

教学提示

- 教学要点：**教师可引导学生讨论回顾单元各板块内容，引发对单元大问题的深层思考。可展示一些名人邮票，观察入选邮票的名人及面值。组织学生分小组讨论，可从小组感兴趣的名人入手，找出该领域的四个名人，形成一套邮票。重点思考名人取得的成就(achievements)、有什么品质(qualities)、对后世的影响(influences)等维度，加入名人照片，最终制作成一套名人邮票并展示。
- 更多资源：**学生可通过关键词搜索stamps of famous people，在网站上查找已发行的名人邮票，观察邮票构成要素。并用人名作为关键词搜索名人的成就、品质和影响等信息。

E Stamps of famous people >> Project

Unit
6

Designing stamps of famous people

Work in groups. Design stamps of famous people in world history for the stamp club.



Step 1 Collect ideas Discuss and choose a field, list some names of great people in the field and give a title to your stamps, e.g. "Great life savers" and "Famous scientists".

Step 2 Choose Look at the following questions. Choose the four most famous people in the field for your stamps and give your reasons.

- What did the person achieve?
- What qualities did he or she have?
- What was the influence of his or her work?

Step 3 Make stamps Put the pictures of the four people on the stamps.

Step 4 Share Introduce your group's stamps to the class.



Stamps: Famous scientists

The 2-yuan stamp: Marie Curie

Reason: She was the first woman to win a Nobel Prize in Physics and the first person to win another Nobel Prize in Chemistry. Her scientific work helped treat cancer.

Update my to-do list



Choose your favourite stamps and give reasons.

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Update my to-do list

- 教学要点：**教师给各组提供课内外展示所设计的名人邮票的机会。鼓励学生综合运用本单元前面板块所学的语言知识和技能进行表达和展示。汇集各组学生的讨论结果，选出学生最喜欢的邮票。

教师为学生提供名人邮票个性化评价建议，组织学生进行同伴互评，请学生结合同学评价和教师点评，思考改进方案。

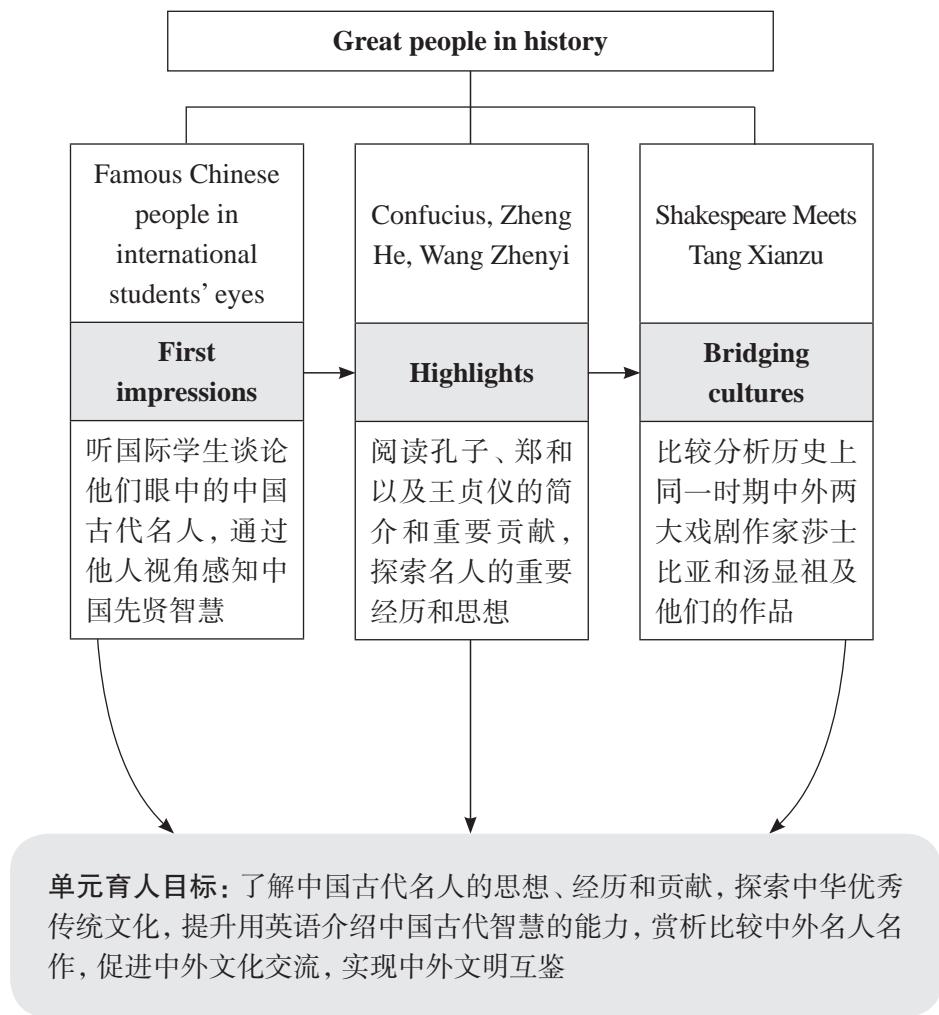
评价要点建议如下：

- ① 邮票要素是否齐全？是否包含了面值、人名、照片？
- ② 邮票介绍是否关注成就、品质和影响这三个维度？

Culture corner

Exploring China: Great people in history

单元内容结构图 (Structure of the unit)



单元目标 (Unit objectives)

阅读有关中国古代名人的语言材料，以跨文化视角比较中外名家，了解中国古代名人的生平、贡献等相关英语表达，探索中外文明的异同，培养跨文化意识，提升向国际社会讲述中国传统优秀故事的能力，实现中外文明互鉴。

First impressions

板块内容说明

本板块呈现了四位国际学生对中国古代名人的看法，涉及不同领域的名人，包括哲学家、教育家、诗人、作家、军事家以及发明家等，体现中国传统文化的多样性和创新性。



这句话是中文“江山代有才人出”的英文译文。中文出自清代著名诗人赵翼的《论诗(五首)》的诗句，原文为“江山代有才人出，各领风骚数百年”。“江山代有才人出”是指历来各朝代都会涌现出一批新进人才，所以要摒弃老旧思想，开拓进取、努力创新。



Daniel 的话聚焦中国古代哲学家、教育家孔子有关言行举止的思想。



Soo-ah 的话聚焦中国古代军事家姜子牙、孙武、诸葛亮。

- 语篇说明：教材上呈现的是来自美国、法国、韩国和南非的四位国际学生对中国古代名人的印象。语篇体现了跨文化视角，通过 wonderful、greatest、wise、great 等词汇运用，充分展现了国际学生对中国古代名人和名人智慧所持的积极态度。语篇中所聚焦的名人思想、名人贡献体现了中国优秀传统文化。

来自美国的丹尼尔 (Daniel) 回忆了孔子有关言行举止的教诲。

来自法国的珍 (Jeanne) 提到中国的著名作家，并对李白、杜甫两位诗

Culture corner

Exploring China: Great people in history

Each age has its great men.

— Zhao Yi

First impressions

Famous Chinese people in international students' eyes

I've heard of Confucius. He taught people to behave well and be kind to others.



Daniel from the US

There were wise people in wartime like Jiang Ziya, Sun Wu and Zhuge Liang.



Soo-ah from South Korea



① compass 指南针

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China has some wonderful writers. Li Bai and Du Fu were two of the greatest poets.



Jeanne from France

Chinese people invented things like the compass^① and gunpowder. I also know Cai Lun made great contributions to paper-making.



Luan from South Africa



Luan 的话聚焦中国古代发明以及对造纸术作出重大贡献的蔡伦。



Jeanne 的话围绕中国古代作家，特别提到了李白、杜甫两位唐代诗人。

人印象深刻。

来自韩国的秀雅 (Soo-ah) 表达了对中国古代军事家的敬佩。

来自南非的卢安 (Luan) 提到了指南针和火药等中国古代发明以及为造纸术作出巨大贡献的蔡伦。

- 教学要点：教师组织学生从外国友人对中国古代名人的认识和看法出发，探讨各领域中国古代名人的思想和贡献以及背后所体现的人生价值观，分享中国古代智慧，

扩充主题相关词汇并拓展背景知识。

(1) 结合第六单元主题，激活学生背景知识。

Which part/Who impresses you most?

(2) 采用思维导图的形式，引出中国古代名人的姓名及其重要贡献。

List some famous Chinese people in ancient China. What were they famous for?

(3) 模仿语篇所提供的信息进行问答，可提供相关语言表达。

Do you know any famous writer/scientist/inventor/... in ancient China?

- **教学建议：**教师视学情需要，可以通过提问引发学生深层次的思考。如：

① What are some of Confucius' quotes?

② Could you list some famous works by Li Bai and Du Fu?

③ What stories do you know about Jiang Ziya, Sun Wu or Zhuge Liang?

④ Can you describe famous Chinese inventions in detail?

教师可以鼓励接受程度较好的学生尝试用英语表达名人故事或名言，并就某一领域的重大突破进行深入讨论。对于需要帮助的学生，教师可以用连线配对等方式帮助学生了解名人所处的朝代、身份、代表作和贡献，并可以组织小组合作，让学生在小组内互相学习和交流。

Highlights

板块内容说明

本板块介绍了三位名人，孔子、郑和和王贞仪的生平以及重大贡献。



该问题引导学生思考教育家、航海家和天文学家在不同领域对中国的贡献，培养学生思维能力，拓宽学生视野。



“学而不思则罔，思而不学则殆。”
(《论语·为政》)

“学而时习之，不亦说乎？”(《论语·学而》)

- 语篇说明：**三个语篇分别讲述了三位不同时期、不同领域的名人，分别是：孔子、郑和和王贞仪。语篇一介绍了春秋时期思想家、政治家、教育家孔子的身份、影响以及有关学习的名言，体现了儒家学派“修身齐家”的教育思想。语篇二简要介绍了明朝航海家、外交家郑和七次下西洋的经历以及历史意义，展现了中华民族睦邻友好、怀远以德的传统。语篇三介绍了清朝女学者、科学家、诗人王贞仪在数学和天文方面的贡献，展现了中国古代科学家勇于创新、锲而不舍的精神。文本通过举例的方式阐述名人的思想和所受到的尊崇。
- 教学要点：**联系第六单元，教师引发学生借助已有知识思考：“Who are they? How did they influence China?”, 鼓励学生进行小组讨论并分享。然后让学生带着问题去阅读文本，查找文中细节信息，通过思维导图的形式梳理每位名人生活的时

Highlights Read and answer: What influences do these people have on China?

Confucius (551 BCE–479 BCE) was one of the greatest thinkers and teachers in Chinese history. His ideas have been the guiding philosophy of China for thousands of years. He believed that people and society benefit from lifelong learning and a moral outlook. His sayings include “To learn without thinking is to risk being blind, while to think without learning is to risk being impractical”, and “Is it not a delight to acquire knowledge and put it into practice?”



Zheng He (1371–1433 or 1375–1435) was a Chinese explorer. He travelled out of China seven times to explore the world. He visited Southeast Asia, the Middle East and even the east coast of Africa. He helped build trade relations with many countries.



Wang Zhenyi (1768–1797) was a Chinese scientist. She wrote papers on the stars and used a simple language to explain maths. In 1994, a crater^③ on Venus^④ was named after her to mark her contributions to astronomy.

Explore Search for more information about one of the people above.

^① Impractical 不切实际的 ^② acquire 获得 ^③ crater 陨石坑 ^④ Venus 金星

代、身份、重要经历和贡献等，并基于思维导图简要介绍每一位名人。

- 教学建议：**在解析和复述语篇时，教师针对不同层次的学生可以提出不同的要求。如果学生需要帮助，教师可再增加一些句型和短语的提示词；针对中等程度的学生，可以让他们直接进行简单描述；而针对接受程度较好的学生，教师可以给他们更少的语言支架，鼓励他们自由表达。另外，教师还可以提出更深层次的问题，鼓励学有余力的学生尝试用名人堂(Hall of fame)、名人海报等形式分享更多名人信息。如：
 - ① What else do you know about Confucius, Zheng He and Wang Zhenyi?
 - ② To what extent do they influence our lives today?

参考答案

Explore

(Answers may vary.)

More quotes from Confucius

“He who knows it is not as good as he who likes it, and he who likes it is not as good as he who finds pleasure in it.” (知之者不如好之者，好之者不如乐之者。)

“What you do not want done to yourself, do not do to others.” (己所不欲，勿施于人。)

“The superior man agrees with all, without siding with any one of them. The mean man sides with all, without agreeing with any one of them.” (君子和而不同，小人同而不和。)

Bridging cultures

板块内容说明

本板块采用传单形式呈现，启发学生比较分析历史上同一时期中英两位著名剧作家及其作品风格，提升其跨文化交际、比较中外文化异同和中西文明互鉴的能力。

- 语篇说明：**教材上呈现的是传单页面，想象两位剧作家莎士比亚和汤显祖邂逅的场景。文本给学生提供了想象的空间。
- 教学要点：**教师组织学生获取有关莎士比亚和汤显祖生平和作品的信息。通过梳理相关信息，比较分析两位剧作家的风格，帮助学生形成对两位剧作家整体上的理解。最后，引导学生交流分享所查询到的信息，并分类补充归纳，同时加深学生对中外戏剧文化的理解。
- 教学建议：**如学生需要帮助，教师可以给出关键词和语言支架，引导学生给出自己的答案。如学生接受程度较

Culture
corner

Bridging cultures

Wang Yiming and Lin Dong are theatre lovers. They are looking at a flyer about a "Shakespeare Meets Tang Xianzu" series⁽¹⁾ of activities. Help them choose one activity to attend and get to know more about the two writers and their dramas.

Shakespeare Meets Tang Xianzu

Shakespeare and Tang Xianzu wrote plays in the same era. How much do you know about them? Have you read their plays? If the two writers met, what would they say to each other? Welcome to our activities and get to know more about these two famous writers!



Performing dramas
Reading dramas
Sharing stories



Explore Discuss the questions in the flyer above and search for stories about more writers in China or the UK.

Word bank

Confucius 孔子
philosophy 哲学
moral outlook 道德观
saying 格言

Southeast Asia 东南亚
the Middle East 中东
contribution 贡献

⁽¹⁾ series 系列

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好，可引导学生分析中外戏剧在写作主题、风格等方面的异同，增进对多元文化的理解和尊重，思考跨文化交流的重要性。

参考答案

Explorer

(Answers may vary.)

1 How much do you know about Shakespeare and Tang Xianzu?

William Shakespeare (1564–1616) was an English playwright, poet and actor. He is widely regarded as the greatest writer in the English language and one of the most influential writers of all time. Shakespeare's works explore themes such as love, power, revenge and death.

Tang Xianzu (1550–1616) was a Chinese playwright and poet in the Ming dynasty. Tang's plays are known for their profound themes, beautiful lyrics and intricate plots. His works explore themes such as love, loyalty and the conflict between individual desires and social norms.

2 Have you read their plays?

Some of Shakespeare's most famous plays include "Hamlet", "Romeo and Juliet", "Macbeth" and "King Lear".

Tang's most famous plays include "The Peony Pavilion" (also known as "Return of the Soul"), "Purple Hairpin", "The Dream of Southern Bough" and "The Dream of Handan".

3 What would they say to each other?

They might discuss the power of drama to change society and how their works have been adapted over time. They might also share their thoughts on the future of theatre and how new technologies might influence the art form.

Shakespeare might inquire about the social and cultural context of Tang's plays, seeking to understand how they reflect Chinese society.

Tang Xianzu might ask about the inspiration behind Shakespeare's plays and the challenges he faced in writing for the Elizabethan stage.

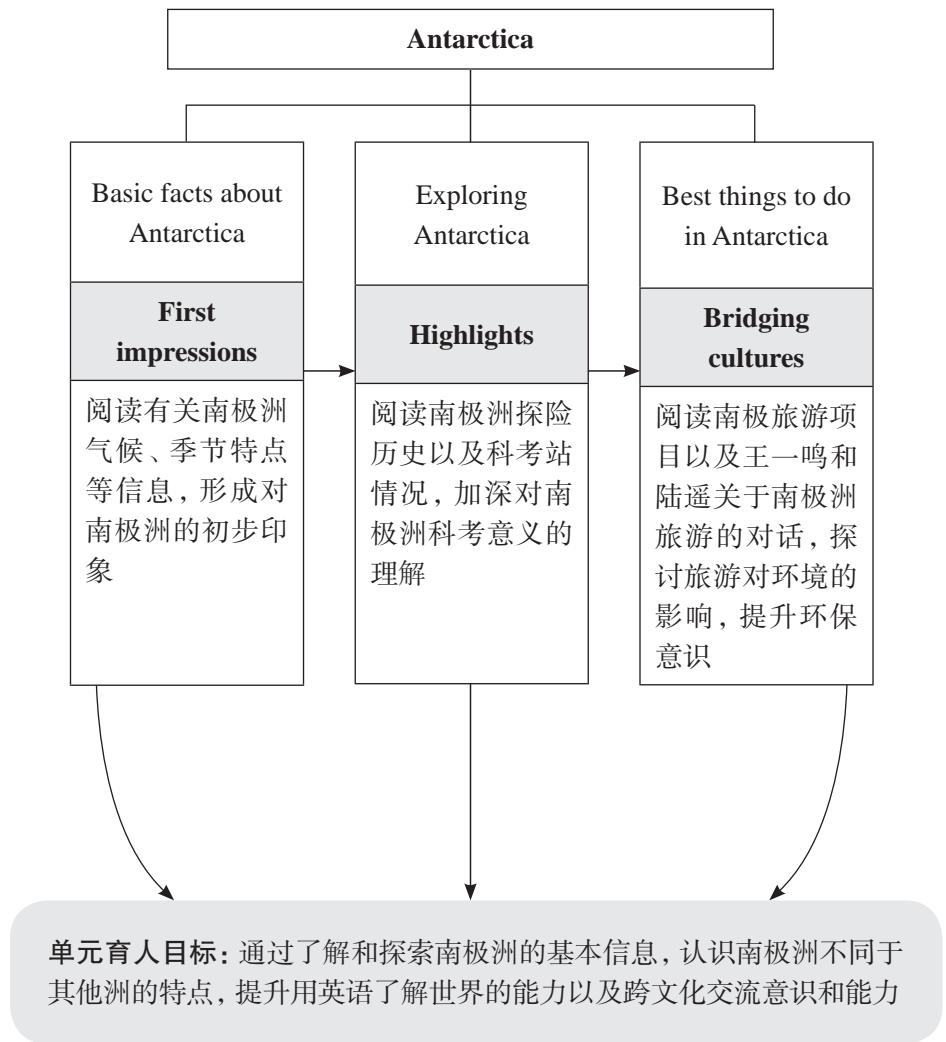
评价建议

学生可灵活运用所学文化知识、语言知识(词汇、功能句式)和口语交际策略等进行讨论。教师可根据学生的任务完成情况，随时调整教学进度和方式。如学生在表达输出的时候有困难，可以提供一些支架，如有关戏剧的词汇表达、句型或文化知识等内容。教师也可结合一些笔头练习，鼓励学生自主搜集信息，提高其表达的正确性和流畅度。

Culture corner

Exploring the world: Antarctica

单元内容结构图 (Structure of the unit)



单元目标 (Unit objectives)

阅读有关南极洲概况、南极洲探险和科考历史、南极洲旅游等语言材料，加深对南极洲的认识，掌握南极洲特色文化的相关英语表达，以跨文化视角了解南极洲气候的特殊性以及科考站情况，培养跨文化意识和文化包容性，提升用英语了解世界的能力和跨文化交流意识和能力。

First impressions

板块内容说明

本板块以图文结合的方式，简要列举南极洲的气候、季节特点等关键信息，呈现南极洲的地理概况，帮助学生激活有关南极洲的背景知识，调动他们对了解、探索南极的兴趣，把握该文化主题的基本情况。

- 语篇说明：**语篇通过图文结合的方式简要列举了南极洲的气候、季节特点等关键信息，以一般现在时来表述事实，并用百分比、温度、速度等数据直观地呈现南极洲概况。
- 教学要点：**教师可以鼓励学生先讲述自己对南极洲的了解，然后对照教材文本，进行对比。教师也可以引导学生先阅读文本，再补充自己对南极洲的认识。一方面激活学生的南极洲背景知识，另一方面帮助学生积累有关南极洲的英语表达。参考问题如下：
① What do you know about Antarctica?
② Do you know China's exploration in Antarctica?
- 教学建议：**教师可要求学生先用中文介绍他们了解的南极洲的背景知识，也可以为学生补充一些关键词，让学生用完整的句子进行表达。对于学有余力的学生，教师请学生分享从文本中读到的信息，说明南极洲的地理概况和极端天气，也可以鼓励接受程度较好的学生查询更多有关南极和南极气候变化的信息，和第四单元有关极端天气的学习内容相呼应。

教学中，教师可以通过提问的方式引导学生思考，如：

- ① What is Antarctica known for being on the Earth? (*Antarctica is known for being the driest, coldest and windiest continent on the Earth.*)

Exploring the world: Antarctica

First impressions

Antarctica is the driest, coldest and windiest continent on the Earth. About 98% of the land is under snow and ice, but Antarctica is the largest desert in the world. The lowest temperature there was -89.2°C and the wind usually blows at a speed of 17–18 metres per second.

There are two seasons in Antarctica: winter and summer. Winter begins in April and lasts until the end of October. In winter, most of Antarctica is dark for 24 hours a day.



Highlights Read and think: Why do we explore Antarctica?

Exploring Antarctica

Roald Amundsen, a Norwegian explorer, was the first team leader to reach the South Pole in 1911. He learned about living and working in cold places from the Inuits, such as using furs, driving dogs and building igloos.



In Antarctica, research stations spread across the continent representing^① over 30 countries from around the world. Scientists in Antarctica must share the results of their experiments^②, and visitors have to respect the environment according to the Antarctica Treaty.

① represent 代表 ② experiment 实验

- ② What percentage of Antarctica is covered by snow and ice? (*About 98% of Antarctica is under snow and ice.*)
- ③ Why is Antarctica considered the largest desert in the world? (*Even though it has snow and ice, Antarctica is considered a desert because it has very little rain or snowfall, similar to a desert.*)
- ④ What is the lowest temperature ever recorded in Antarctica? (*The lowest temperature recorded in Antarctica was -89.2°C .*)
- ⑤ How fast does the wind usually blow in Antarctica? (*The wind in Antarctica usually blows at a speed of 17–18 metres per second.*)
- ⑥ How many seasons are there in Antarctica? (*There are two seasons in Antarctica: winter and summer.*)
- ⑦ When does winter start in Antarctica? (*Winter in Antarctica begins in April.*)

- ⑧ How long does the winter in Antarctica last? (*The winter in Antarctica lasts for six months.*)
- ⑨ What happens in Antarctica during the winter? (*During the winter, most of Antarctica is dark for 24 hours a day.*)

Highlights

板块内容说明

本板块描述了南极的探险历史以及各国科考站的情况等，说明了南极探险的起源以及对环境保护的意义。

- **语篇说明：**三个语篇分别呈现了第一位带队到南极探险的挪威探险家、南极科考站的基本情况和主要任务以及中国南极科考站的情况。学生通过阅读加深对南极科考意义的理解。
- **教学要点：**教师引导学生阅读文本，梳理极地探险家罗阿尔德·阿蒙森及各国科考站的基本情况，探索南极发现和发展的历史。也可以引导学生了解各国科考站的更多信息并思考南极科考的意义。语言学习方面，教师可教授与极地探险、科考、生活相关词汇，如：explore, explorer, South Pole, Inuit, igloo, research station, the Antarctica Treaty 等，帮助学生丰富主题词汇。
- **教学建议：**教师根据学生的实际情况进行调整，以确保每个学生都能在原有基础上得到提升。针对需要帮助的学生，教师可以设计填空、连词成句、配对、简答题等练习帮助其理解文本内容。如果学生在口头输出或笔头输出环节有困难，教师可以给出内容和语言的支架。如学生需要更多帮助，可指导他们课后查阅相关资料，以小组合作的形式进行分享。针对学有余力的学生，教师可以引导学生查询南极相关信息，在课上展示交流。

教学中，教师可以通过提问的方式引导学生思考，如：

- ① Who was the first team leader to reach the South Pole? (*Roald Amundsen.*)
- ② What nationality was Roald Amundsen? (*He was a Norwegian.*)
- ③ What did Roald Amundsen learn from the Inuits that helped him in cold places? (*He learned to use furs, drive dogs and build igloos.*)
- ④ Why do scientists in Antarctica have to share the results of their experiments? (*Scientists share their results because it is a requirement that encourages international cooperation and knowledge exchange in Antarctica.*)
- ⑤ What is the Antarctica Treaty and why is it important? (*The Antarctica Treaty is an agreement that protects the environment and governs the activities of visitors in Antarctica. It is important because it ensures the continent remains a place for peaceful scientific research and preserves its unique ecosystem.*)
- ⑥ How many countries have research stations in Antarctica according to the article? (*Over 30 countries have research stations in Antarctica.*)
- ⑦ What is the name of China's first research station in Antarctica? (*China's first research station is called Great Wall.*)

教师也可组织学生讨论如下的问题：

- ① What kind of science experiments or studies can we do in an Antarctica research station?
(We can study the life of penguins, the properties of ice and the climate change in Antarctica.)
- ② Why do we explore Antarctica? *(To study the unique ecosystem, the wildlife and the climate there.)*

参考答案

Explore

More stories about Antarctic exploration:

1. The race to the South Pole between Norwegian explorer Roald Amundsen and British explorer Robert Falcon Scott

In 1911, Amundsen and his team successfully reached the South Pole, becoming the first humans to achieve this feat. Scott and his team arrived a month later, but their journey was marked by extreme difficulties and ultimately tragedy. Scott and his four companions died from hunger and exposure to the cold during their return journey, just a few miles from a supply depot.

2. The mysterious disappearance of British Antarctic explorer Ernest Shackleton and his team in 1914

Shackleton was leading an expedition to Antarctica, but their ship got trapped in ice. Shackleton and a small group left the ship to try to reach a nearby rescue station, but they were never seen again. Their disappearance remains a mystery with various theories and guesses.

Bridging cultures

板块内容说明

本板块聚焦南极旅游，王一鸣和陆遥讨论南极旅游活动以及影响，启发学生对南极和南极环境的思考，拓展国际视野，提升环保意识。

- 语篇说明：**本语篇呈现了南极旅游项目以及王一鸣和陆遥之间有关南极旅游活动的讨论。
- 教学要点：**组织学生通过KWL的阅读路径加深对南极景点、活动、动物等了解。如“What do you know about the tourism activities in Antarctica? What do you want to know about the continent? What have you learned from the text?”在完成语篇学习后，教师可以组织学生讨论去南极旅游的利弊，结合南极地图和活动设计生态旅游路线，以达到环境保护的目的。
- 教学建议：**如学生背景知识不足，教师可提供一些南极旅游活动的图片，补充文化词汇的中文注解，帮助学生了解南极的地理位置和常见活动。也可提高要求，组织拓展学习和跨学科主题实践活动，鼓励学生通过查阅相关资料或观看相关视频来进一步了解南极的地理文化知识，讨论去南极旅游的利弊。教师在教学中可以引导学生思考如下的问题：
 - ① What are Yiming and Lu Yao talking about in their conversation? (*The pros and cons about travelling to Antarctica.*)
 - ② What will Lu Yao probably say then? (“*We should be careful and not to disturb wildlife there.*”)

Culture
Corner



China's first research station, Great Wall, was opened in 1985 and now it has several more: Zhongshan, Kunlun, Taishan and so on.

Explore Search for more stories about Antarctic exploration and share your findings with your classmates.

Bridging cultures

Wang Yiming and Lu Yao are having a discussion about travelling to Antarctica.

Best things to do in Antarctica

- Camping under the stars
- Visiting a science station
- Taking the polar plunge^②
- Skiing on snowy mountains
- Climbing Antarctica's highest mountain
- Scuba-diving^①
- Whale watching
- Trekking^③ to the South Pole
- Hanging out with penguins
- Sending a postcard from Port Lockroy



Every year many people visit Antarctica. Would you like to travel there?



Yes. It's fun to travel to Antarctica. We can camp under the stars, watch whales and hang out with penguins. How about you?

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参考答案

Pros of travelling to Antarctica:

1. Scientific advancement: It provides opportunities for scientists to conduct field research and observe wildlife, promoting collaboration and knowledge exchange.
2. Environmental awareness: Tourism raises public awareness about the fragility of the Antarctic environment, encouraging greater conservation efforts.
3. Personal experience and education: Visitors gain a unique personal experience, learning about the natural wonders and the importance of protecting Antarctica.

Cons of travelling to Antarctica:

- Environmental impact: Tourism activities can potentially damage the Antarctic ecosystem, including disturbing wildlife and causing pollution.
- Safety concerns: The harsh conditions of Antarctica pose significant safety risks, increasing the likelihood of accidents.



The activities sound exciting. But I'm afraid some of them may affect the animal life there.



Explore Search for pros and cons of travelling to Antarctica. Share your views with your classmates.

Word bank

Norwegian 挪威的
the South Pole 南极
Inuit 因纽特人
igloo 冰屋

research station 科考站
Antarctica Treaty 《南极公约》
Port Lockroy 洛克罗伊港

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评价建议

在本单元的分享环节，学生可灵活运用所学文化知识、语言知识（词汇、功能句式）和口语交际策略等，分享对于去南极旅游利弊的看法。教师可根据学生的任务完成情况，随时调整教学进度和方式。如学生在表达输出时有困难，教师可以提供一些支架，如有关极地的地理特征、动物等主题框架和常用词汇句型以及文化知识内容等。也可结合一些笔头练习，鼓励学生自主搜集信息，提高学生表达的正确性和流畅度。

Literature corner

单元内容说明 (About the corner)

板块	选篇	作者
A chapter to start with 名著节选	<i>The Wonderful Wizard of Oz</i> (The ending chapter)	L. Frank Baum
A scene to act out 戏剧选段	<i>The Tempest</i> (Act 1, Scene 2)	William Shakespeare
A poem to savour 诗歌品读	<i>Night Thoughts</i>	Li Bai

单元目标 (Unit objectives)

- ▶ 通过阅读经典文学名著的某一章节，提升阅读文学作品的兴趣，领悟故事中蕴含的人生哲理或价值观
- ▶ 通过制订整本书阅读计划，尝试阅读整本书或文学名著简写本，坚持阅读并整体理解主要内容，养成整本书阅读的习惯
- ▶ 在教师帮助下，通过短剧表演的形式演绎莎士比亚戏剧名著的经典对白片段，把握角色性格特征，感受文学经典的魅力
- ▶ 通过诵读一首经典诗歌——*Night Thoughts* (《静夜思》)，品味诗歌的韵律和大意
- ▶ 通过文学角的学习，提升课外阅读的兴趣，扩充课外阅读量

A chapter to start with

• **语篇说明：**这是美国作家弗兰克·鲍姆创作的同名系列童话故事第一部《绿野仙踪》的最后一章。《绿野仙踪》是一部典型的成长小说，故事的主人公是勇敢、善良的美国小姑娘多萝西。经历了一场奇妙的旅行后，她增长了见识，培养了内涵，得到了勇气、智慧和友谊。

【节选情节提要】主人公多萝西是一个寻常的女孩，但经历过奇幻的旅程后，她成长得更为独立。在旅行中，多萝西结识了几个朋友，稻草人始终念念不忘找脑子，铁皮人和胆小狮也没有失去信心，他们凭着十足的勇气和坚强的信念，终于实现了自己的愿望。

多萝西到底经历了什么奇幻的旅程呢？教师可引导感兴趣的学生阅读这本书的其他章节。

【文本分析】《绿野仙踪》是一部充满奇幻与冒险色彩的经典文学作品。该作品创造了一个充满神秘色彩和奇幻元素的虚构世界，作品中的角色多萝西、稻草人、铁皮人、胆小狮等形象鲜明，各具特色。作品的语言风格简洁明快，富有诗意和节奏感。作者通过细腻的描写和生动的比喻，将奇幻的世界和人物形象呈现在读者面前，使得读者能够身临其境地感受到故事的魅力。

• **教学要点：**通过阅读章节书节选，教师帮助学生培养整本书阅读的习惯。

语言方面，教师可指导学生开展自主阅读。如果学生在词汇理解上遇到困难，如 wizard, witch, magic, pleased, balloon 等，教师可以引导他们通过上下文进行推断，如果学生相关语言储备不足，可以允许他们自主查阅词典，找出匹配的意思。

Literature Corner

④ A chapter to start with



The Wonderful Wizard^① of Oz is a children's book written by L. Frank Baum. A Kansas farm girl named Dorothy finds herself in the magical Land of Oz after she and her pet dog are blown away from their home by a strong wind. In the new land, she makes several new friends. All of them wish for something. They get along well and, after some hard times, finally get what they want. On her journey back to Kansas, Dorothy learns true friendship and how to face difficulties.

At nine o'clock the green man took Dorothy and her friends to the Wizard's room. A voice said, "I am the Wizard of Oz. Who are you, and what do you want?" "Where are you?" asked Dorothy.

"I am everywhere, but you can't see me. Who are you and what do you want?"

"You know us all," said the Scarecrow^②. "You said to me, 'Help Dorothy to kill the Witch of the West, and you can have some brains.' Well, the Witch is dead, and now I want my brains."

"Is the Witch truly dead?" asked the Voice.

"Yes," said Dorothy. "I threw a bucket of^③ water over her, and she disappeared."

Then they saw an old man. He said, "Thank you, Dorothy. But I'm very sorry. I don't know any true magic, so I can't help you."

"What about my brains?" said the Scarecrow.

"You don't need brains. You understand things; you can think; you learn quickly. You're very clever."

"What about my heart?" asked the Tin Man^④.

"You don't need a heart," said the old man. "You laugh, you cry, you love, you feel sorry for people."

"I want to be brave," said the Cowardly Lion^⑤.

"But you are brave. You do a lot of brave things!"

"What about Toto and me?" asked Dorothy.

"We can go up in my balloon," said the Wizard. "The wind blew us here from Kansas. Perhaps it can blow us back to Kansas again."

The friends were not pleased. So the old man said, "All right. Please come here tomorrow morning."

The next morning he took a bottle with BRAINS on it in big green letters and

① wizard 男巫 ② Scarecrow 稻草人 ③ a bucket of 一桶 ④ Tin Man 铁皮人
⑤ Cowardly Lion 胆小狮

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文本内容方面，教师可通过提问、组织学生讨论等方式，引导学生理解文本的基本情节和人物关系。鼓励学有余力的学生进一步思考和探索，如“*How did Dorothy and her friends arrive in Oz? What happened to them on their way to Oz?*”。

在此基础上，结合书中的读后活动，教师指导学生规划整本书阅读并实施。

• **教学建议：**如学生缺乏整本书阅读的经验和习惯，教师可组织学生通过课堂学习这一章节书选篇，激发阅读兴趣，推测故事的发生和发展，列出阅读计划，并开展课外阅读。为确保整本书阅读的效果、监测学生的课后阅读情况，教师可采用问题引导、阅读笔记分享、读书报告和短剧表演等形式展示阅读成果。可以向学生推荐《绿野仙踪》电影等补充材料帮助学生更好地理解原文，增强文学作品欣赏体验。

参考答案

Post-reading activities

(Answers may vary.)

1

They hoped the Wizard could fulfil their wishes with his magic.
(The Scarecrow wanted to have brains; the Tin Man wanted a heart; the Cowardly Lion wanted to be brave and Dorothy wanted to go back home.)

2

He prepared something for each of them and made them feel better the next morning.

3

The Wizard may not have the magical power, but he could meet different people's needs in his own way.

put it in the Scarecrow's head. He said, "Now you're the cleverest scarecrow in Oz." Next the Wizard gave the Tin Man a small red heart. "Wear this always," he said. Then the old man took a bottle with BE BRAVE on it. "Drink this," he said to the Cowardly Lion. All of them thanked the Wizard again and again.

The Wizard smiled at them. "You didn't need my magic," he said. "But you're all happy now, and that's a good thing. Now, Dorothy," he said, "come and see my balloon. It's all ready."

Plan my reading

If you are interested in this story, read the whole book. Make a reading plan for the school term or your summer holidays.

- Set the time span and your reading goal. Decide when to start and how long it will take. Decide the number of pages you will read every day.
- Plan your reading. Mark every stopping point of the book with a pencil.
- Keep a reading log. Keep a record of the pages you have read and how long it has taken.

's reading plan	
Book	The Wonderful Wizard of Oz
Starting date	
Ending date	
Pages of the book	
Pages per day	

My reading log				
Date	Start-End page	Minutes	Feelings	Notes
.....
.....
.....

Post-reading activities

Answer the questions based on your reading.

- 1 Why did Dorothy and her friends go to see the Wizard of Oz?
- 2 How did the Wizard help them?
- 3 Do you think the Wizard had magical powers? Why or why not?

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背景知识

• About the book: *The Wonderful Wizard of Oz*

Themes	The book is not only about adventure but also about the search for identity, courage, heart and wisdom.
Writing style	The book is a modern fairy tale with an American setting.
Setting	The story is set in a fantasy world filled with witches, wizards and talking animals.
Characters	The main characters include Dorothy, her loyal dog Toto, the Scarecrow, the Tin Man, the Cowardly Lion and the Wizard of OZ.
Lesson	<i>The Wizard of Oz</i> is a wonderful and exciting adventure for children with the appealing message that people already possess what they thought they lacked. It imparts several lessons, including the importance of self-belief, the value of friendship, and the definition of true bravery.
Reception	The story is a classic of children's literature. It was an immediate best seller, and translations appeared around the world. The well-received film <i>The Wizard of Oz</i> was based on the book.

• About the author: L. Frank Baum

Years of life	Born on 15 May 1856, Chittenango, New York, U.S. and passed away on 6 May 1919.
Career	Baum was an American writer known for his series of books for children about the imaginary land of Oz. Baum began his career as a journalist, initially in Aberdeen, South Dakota, and then in Chicago.
Popular works	His first book, <i>Father Goose</i> (1899), was a commercial success, and the next year, a more popular book <i>The Wonderful Wizard of Oz</i> came out. Baum wrote 13 more Oz books in all.
Writing style	Baum's writing well balances the narrative and maintains suspense, with imagery, dialogue, humour and vivid language.

A scene to act out

- 语篇说明：该语篇是英国剧作家莎士比亚晚期的戏剧作品《暴风雨》一书的简写节选。剧本主要讲述了一位被流放的公爵利用魔法在一场暴风雨后报复自己的敌人，并最终实现和解的故事。故事情节节选自原著第一幕第二场。

【节选情节提要】《暴风雨》第一幕第二场主要聚焦于被流放的公爵普洛斯彼罗和他的女儿米兰达之间的情感交流，以及他对过去遭遇的叙述。

在这一场中，普洛斯彼罗深情地向米兰达描述了他被弟弟安东尼奥篡夺爵位，并被流放至这个荒凉岛屿的悲惨经历。他讲述了自己如何利用魔法力量，在暴风雨中将仇敌们引至这个岛屿，以便进行报复和恢复自己的名誉。

同时，普洛斯彼罗也表达了对米兰达深沉的父爱。他担心自己的魔法和复仇计划会对米兰达造成不良影响，因此向她隐瞒了这些秘密。他试图以温和的方式教育米兰达，希望她能够保持纯真和善良，不要受到仇恨和报复心态的侵蚀。

【文本分析】该文本是一幕剧本，包含了两名角色（普洛斯彼罗和他的女儿米兰达）。

莎士比亚的戏剧语言充满了诗意。在对白中，使用了丰富的词汇和修辞手法，如象征（暴风雨象征复仇、岛屿象征孤独和荒凉）和排比等，使得语言既富有节奏感又充满深刻的内涵。普洛斯彼罗在这一场中的表现，展现了他的智慧、深沉和对女儿的爱。他的语言和行为都透露出一种既威严又慈爱的气质。



The Tempest is a play written by William Shakespeare around 1611. It starts with a big storm caused by a character named Prospero. Prospero used to be the Duke of Milan but he loved books and magic more than ruling. His brother, Antonio, put him and his three-year-old daughter, Miranda, on a boat and set them out to sea. They ended up on an island where Prospero used his magic to free a spirit named Ariel and other magical beings. One day, Prospero created a storm to bring his enemies to the island. However, in the end, he decided to forgive them.

Act 1, Scene 2

An island. A cleared^① place before Prospero's cave. Prospero and Miranda enter.

Miranda: My dearest father, did you raise the storm? If yes, stop it now. The cries on the ship broke my heart!

Prospero: Calm down. Don't worry. No harm, my dearest daughter. You don't know who you are. You don't know where I came from.

Miranda: I never thought I should know more.

Prospero: It's time I tell you. Help take off my magic cloak^②.

She does so, and he places it on a rock.

Prospero: Wipe your eyes. Sit down. Now you must know more.

Miranda: But you always stopped and said, "No more. Not yet."

Prospero: Now pay attention. Can you remember a time before we came to this cave? Then you were not quite three years old.

Miranda: Certainly, I can.

Prospero: What can you remember? Some other houses or persons?

Miranda: It's like a dream. Did I not have four or five women once to look after me?

① clear 清空 ② cloak 斗篷

- 教学要点：本语篇可以作为第六单元 C2 阅读语篇的拓展阅读，可让学生解读分析普洛斯彼罗和米兰达两个角色的对白和鲜明的性格特征，组织学生开展课本剧表演，体会戏剧冲突以及莎士比亚戏剧的思想性、艺术性。
- 教学建议：如学生需要更多帮助，教师可以检测学生对剧本的主要情节和细节的理解，引导学生分析父女的对白和行为。如学生接受程度较好，教师可以设计问题，引导学生分析父亲和女儿的性格特征，提供相关解释和说明。同时，鼓励学生想象接下来可能发生的事情，续写剧本。教师还可以让学生尝试改编故事，并组织学生进行分享。

Prospero: You did, Miranda. What else can you see in the past?
 Miranda: Nothing.
 Prospero: Miranda, just twelve years ago, your father was the Duke of Milan.
 Miranda: Oh, Father, tell me more.
 Prospero: My brother was called Antonio. I trusted him and asked him to look after my kingdom. I was focusing on learning magic. He became powerful. Then he wanted to be the real duke! Soon he opened the gates of Milan to Alonso, the King of Naples. They put us in a boat and left us far in the sea.
 Miranda: Why did they not kill us, then?
 Prospero: A good question, my girl. Dear, they didn't dare. My people loved me too much, and they didn't want their bad deed^① to be marked with blood.
 Miranda: How did we reach the shore?
 Prospero: Gonzalo, my friend helped. He gave us some food, fresh water, fine clothes and books.
 Miranda: I hope to see that man someday!
 Prospero: We got to this island at last.
 Miranda: Heaven, thank you for it! And now, please—what was your reason for raising the tempest, this sea-storm?
 Prospero: Now my enemies are near this shore. My lucky stars are shining on me. No more questions for now.

He passes his hands across her eyes.

Prospero: You feel sleepy. It is a good feeling.

Miranda falls asleep.

① deed 行为

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背景知识

- **About the book: *The Tempest***

Themes	Shakespeare uses supernatural elements and romantic plotlines to explore the themes of power, control, freedom, forgiveness and the nature of reality.
Narrative style	The play has a variety of literary devices: symbolism (the island representing themes of knowledge and power), metaphor, personification, imagery, simile and hyperbole (exaggeration).
Setting	The story is primarily set on a magical island.
Characters	Prospero — The rightful Duke of Milan turned powerful magician on the island. Miranda — Prospero's daughter, who has grown up on the island. Ariel — A spirit servant of Prospero. Caliban — The son of the witch Sycorax and the island's original inhabitant. Ferdinand — The Prince of Naples and Alonso's son.

Lesson	The book imparts several lessons, including the value of forgiveness and reconciliation, respect for nature, and the importance of knowledge and education in achieving harmony and progress.
Reception	The story has been widely acclaimed since its publication and has become a classic drama. It has been praised for its charming characters, enchanting storytelling and timeless themes. Over the years, it has been adapted into numerous adaptations and put on the stage.

- **About the author: William Shakespeare**

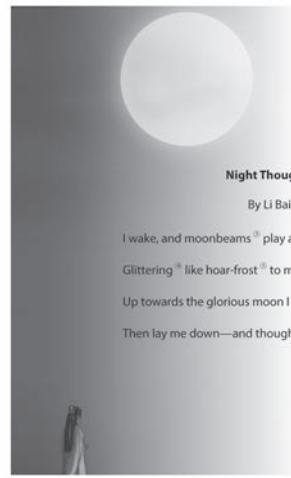
Years of life	Born in April, 1564, in Stratford-upon-Avon, Warwickshire, England and passed away on 23 April 1616.
Career	William Shakespeare's career spanned over two decades, establishing him as a brilliant playwright.
Popular works	Shakespeare wrote 37 plays and over 150 poems. These are some of his famous plays: <i>Romeo and Juliet</i> , <i>The Merchant of Venice</i> , <i>Hamlet</i> , <i>Othello</i> , <i>King Lear</i> and <i>Macbeth</i> .
Writing style	His works are renowned for their depth, breadth and linguistic mastery.

A poem to savour

- 语篇说明:**《静夜思》是唐代大诗人李白的诗作。此诗描写了旅居在外的主人公于一个秋日晚抬头望月思念家乡的感受。前两句写主人公在作客他乡时一刹那间所产生的错觉；后两句通过动作神态的刻画，深化主人公的思乡之情。全诗运用比喻、衬托等手法，以清新朴素的笔触抒写意味深长的内容。
- 教学要点:**教师可引导学生将这首耳熟能详的诗歌翻译成英语，并和现有教材中的译文进行比较，体会中英文版本在意境和韵律上的美。
- 教学建议:**如学生学有余力，教师可鼓励他们对比分析《静夜思》不同版本的英语译文，并在班级开展分享。教师还可以引导他们赏析更多中国古诗的英译版，激发学生对于古诗的翻译的兴趣，提升用英语对外传播中国文化的能力（参考“补充资料”）。

Night Thoughts is a poem by Li Bai, a famous Chinese poet in the Tang dynasty. This poem shows Li Bai's homesickness^①. He was longing to have a family reunion on an autumn night, but he was not able to.

This poem is famous for its deep feelings with very few words and wonderful rhymes^②. The poem has about 60 English translations. The following is from the book *Chinese Poetry in English Verse* (1898) by Herbert A. Giles. Giles wrote many works on Chinese language and culture.



Night Thoughts

By Li Bai

I wake, and moonbeams^③ play around my bed,
Glittering^④ like hoar-frost^⑤ to my wandering eyes;
Up towards the glorious moon I raise my head,
Then lay me down—and thoughts of home arise.

① homesickness 乡愁 ② rhyme 韵脚；押韵词 ③ moonbeam (一道)月光 ④ glitter 闪耀

⑤ hoar-frost 白霜

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补充资料

版本 1

Thoughts on a Tranquil Night

Before my bed a pool of light —
Can it be hoar-frost on the ground?
Looking up, I find the moon bright;
Bowing, in homesickness I'm drowned.
(许渊冲译)

版本 2

Thoughts in the Silent Night

Beside my bed a pool of light —
Is it hoarfrost on the ground?
I lift my eyes and see the moon,
I bend my head and think of home.
(杨宪益、戴乃迭译)

版本 3

Still Night Thoughts

Moonlight in front of my bed —
I took it for frost on the ground!
I lift my eyes to watch the mountain moon,
lower them and dream of home.
(Burton Watson 译)

背景知识

• About the poem: *Night Thoughts*

Main idea	The poem depicts the poet's feelings of missing his hometown when he looks up at the moon in his house on an autumn night.
Writing style	The poem uses metaphor to express the feeling of homesickness. The language is fresh and simple, but the rhyme is endless and has been widely recited.
Source	<i>Chinese Poetry in English Verse</i> (1898) by Herbert A. Giles
Reception	The verse is so famous in China that most people can recite it from memory. It's often read aloud during the Mid-Autumn Festival, when families gather to gaze at the night sky. It appears in many musical adaptations and movies, and on greeting cards.

• About the poet: Li Bai

Years of life	Born in 701, Jiangyou (今为江油), Sichuan province, China and passed away in 762.
Career	Li Bai was a great romantic poet in the Tang dynasty. He lived a wandering life and never held a high official position throughout his life, except for a brief period when he served as a court poet under Emperor Tang Xuanzong.
Popular works	<i>Cataract on Mount Lu</i> 《望庐山瀑布》许渊冲译 <i>Leaving the White Emperor Town at Dawn</i> 《早发白帝城》许渊冲译 <i>Invitation to Wine</i> 《将进酒》许渊冲译 <i>Drinking Alone under the Moon</i> 《月下独酌》许渊冲译 <i>Ode to Hard Roads to Sichuan</i> 《蜀道难》辜正坤译
Writing style	Li Bai's poems are deeply romantic, reflecting his rich imagination and passion for life. He often writes about nature, wine and the pursuit of freedom, expressing a strong desire to escape the constraints of society and embrace the infinite possibilities of the universe.

附录:《义务教育教科书(五·四学制) 英语练习部分

六年级下册》听力文本和参考答案

Audio scripts

Unit 1

A1

Here is a photo of my friend. His name is Philip. He is wearing his favourite blue T-shirt. There are some elephants on it. Look! He is flying a kite with his father. His brother Mika is laughing happily on the grass.

A3

G: Gary, who's your best friend in our class?

B: The Black brothers.

G: The Blacks? You mean Peter Black and Finn Black?

B: Yeah, they're twins. You didn't know?

G: They look quite different. Peter has curly, brown hair, while Finn's hair is straight.

B: That's right. And Peter looks more like his father. He's bigger than Finn in size. I've got a photo of the three of us in my phone album. Let me show you.

G: Ah, I understand now. Finn always likes wearing a T-shirt and blue jeans.

B: Exactly. Peter prefers sportswear because he likes playing outdoor sports. His favourite outfit is a sports shirt and a pair of shorts. And the sunshine makes his skin dark.

G: I guess you're closer to Peter.

B: Haha! Do Peter and I look more like twin brothers to you?

G: That's right!

Unit 2

A1

(1) Please think carefully.

(2) Don't go in the wrong direction.

(3) Be careful. Wet paint!

(4) Sing a beautiful song, please.

(5) Don't make others wait for a long time.

(6) Remember to drink plenty of water.

(7) Please stand in front of us.

(8) Don't run or shout in the library.

A3

(1)

Mark: Be careful, Lily. Look both ways before you cross the road.

Lily: You are right, Mark. It is a safety rule. Safety always comes first!

Mark: I agree. Also, we must obey all traffic light signals when we are walking.

(2)

Mark: Lily, can we use the classroom computer to go on the internet?

Lily: Sure, but we must follow the rules. Miss Chen says we should be quiet when we use it. And we mustn't go to any websites not suitable for teenagers.

Mark: Okay, got it. What else should we do?

Lily: If we find something wrong with the computer, we should ask the teacher for help right away.

Mark: I see. Thank you for reminding me!

(3)

Lily: Hey, Mark, don't record videos during the film!

Mark: Oh, right. Thanks for reminding me!

Lily: And let's remember to take away the rubbish after the film.

Mark: Sure!

Unit 3

A1

In the yard, young kids cheer,
Yellow lights, warm and clear.
With wishes, wind, and a song,
Yesterday's worries gone.
Year after year, happiness grows strong.

A3

Hello and welcome to our Food Everyday Programme! I am Ada. Festivals are always fun, but festivals that have delicious food are even better! Today I will show you popular food festivals around the world. One is Pizzafest, the world's largest celebration of pizza in Naples, Italy. This festival usually lasts for over one week in September. You can eat pizzas, make pizzas, and learn about pizza culture. Another is the Garlic Festival in California, America. It happens on the last weekend in July. You can eat lots of dishes made with garlic, even garlic ice cream. You can watch a garlic cooking show! If you like garlic, this is a great festival to go to!

期中评价

Part 1 Listening and speaking

2

- (1) Sam, may I help you water the flowers?
- (2) Joe, don't walk on the ice. It's not safe.
- (3) Sally, what are you busy with? Is there anything I can do for you?
- (4) Would you like to go on a spring outing with us?
- (5) What are the rules in your home, Mary?

3

(1)

G: Cathy is tall and slim. Is she good at dancing?

B: No, she doesn't like dancing or singing. She is good at drumming.

(2)

W: Excuse me. But don't answer the phone now. You must turn it off or silence it when you are seeing a film.

M: Oh, sorry. I will turn it off at once.

(3)

W: What are we going to make for breakfast?

M: Do you like *zongzi* or noodles?

W: Today is the Laba Festival. How about cooking Laba porridge?

M: That's a good idea.

(4)

G: Jason, what did you do last weekend?

B: Oh, last Saturday was my birthday.

G: Happy belated birthday, Jason. Did you have a birthday party?

B: No. It is spring now. I planted trees in the park with my friends to celebrate my birthday.

4

(1) Some children are laughing loudly in the reading room. The librarian stops them and tells them not to make noise any more.

(2) New Star Middle School is going to have a talent show. Alice is helping Mrs Fang prepare the show. She is looking for a host these days.

(3) The Dragon Boat Festival is coming. The Lins are planning a trip to a forest park during the festival. They will go by train and stay there for three days.

(4) Jane is interested in space science. She spends much time reading books about space adventures. She wants to be an astronaut in the future.

(5) David isn't good at playing badminton. He is good at swimming. He practises swimming every day and won first prize in the school swimming competition last week.

5

(1) What does your best friend look like? What makes him/her different?

(2) What will the classroom be like without rules? Give at least two points.

(3) What is your favourite traditional festival? How do you celebrate it?

Unit 4

A1

weather, these, thick, clothes, both, there, think, bath, throw, than

A4

4-1

(1)(风声) (2)(鸟鸣) (3)(雷声) (4)(雨声)

Maya: Hi, everyone. Thanks for coming online. Ming! What are you doing? What's the weather like in Shanghai today?

Ming: Hey, Maya! Well, I'm sitting at home because it's rainy. But I'll go out when the rain stops. It's nice and warm outside. It's about 18 degrees Celsius in Shanghai today.

Maya: Are you at home too, Mike? What's the weather like in Cape Town today?

Mike: No, I'm chatting on the phone. I'm out shopping! In Cape Town, it's hot and sunny. It's not windy. It's about 32 degrees Celsius.

Sue: Hey, Maya! What about you? How's the weather in Vancouver?

Maya: Well, I'm stuck at home. It's kind of cool but it's quite windy. It's very rainy and it's only 10 degrees Celsius outside. I don't think I can go out today.

Ming: Sue, what's the weather like in Stockholm today?

Sue: In Stockholm, it's cold and sunny today. It's about 5 degrees Celsius below zero. I'm at home right now but I'm planning to meet my friends for lunch later.

Unit 5

A1

George is a nice old man.

He lives in a small village called "Orange Woods".

He sells cheese and eggs at the market.

George's neighbour Richard lives across the bridge.

Richard grows cabbage and sells matches.

George says to Richard, "Here, catch".

Richard catches the egg.

"Oh, my! It is going to hatch.

It's not a chick; it's a duck."

A3

Emily is walking along the beach with her classmate, Leo.

Emily: Leo, there's some rubbish around here. We can help to clean up the place.

Leo: Let's pick up the rubbish and sort the litter.

Emily: I have bags here to collect the paper, cans and food waste.

Leo: Look, there are some bottles here. We should find a way to recycle the plastic bottles.

Emily: Good thinking. Animals like birds and pet dogs may take plastic pieces for food. They can harm the animals and the environment. Let's take them away and find a recycling centre for them.

Leo: We can also invite more people to join us. I'm glad that with our hard work, the beach will be clean and safe for animals soon.

Emily: Yes, you are right. We are going to make a difference.

Unit 6

A2

- (1) Albert Einstein was born in 1879.
- (2) Leonardo da Vinci started painting the *Mona Lisa* in 1503.
- (3) Martin Luther King made the speech “I Have a Dream” on 28 August 1963.
- (4) Tu Youyou won the Nobel Prize for Medicine on 5 October 2015.

A3

Welcome to History Radio Hour. Today, we'll be talking about famous people in air and space in history.

Around 1485, Leonardo da Vinci drew pictures of a flying machine after he watched birds carefully and studied their wings.

On 17 December 1903, Orville Wright flew for 12 seconds and his brother Wilbur flew for 59 seconds near the village of Kitty Hawk in the airplane they invented. It was the first flight with a pilot in a plane.

Amelia Earhart became the first woman to fly alone across the Atlantic Ocean in 1932. Five years later, she set out to fly around the world. Sadly, her plane disappeared in the Pacific Ocean after she finished two-thirds of the trip.

On 12 April 1961, the Russian astronaut Yuri Gagarin was the first man to travel into space.

On 20 July 1969, Neil Armstrong became the first man to step onto the Moon.

Yang Liwei was China's first person in space in Shenzhou V on 15 October 2003.

B1

- (1) There are three balloons on the dress.
- (2) The novel is based on a true story.
- (3) We should learn from these great inventors and try our best to work out when we are in trouble.
- (4) It is the boy's dream to drive a high-speed train in the country.

期末评价

Part 1 Listening and speaking

2

- (1) What's the weather like in Beijing in summer?
- (2) These books collect 1,087 popular inventions in all.
- (3) The snow has stopped. Why not build a snowman outside?
- (4) Mum, can I help build a greener neighbourhood through something easy like recycling?
- (5) Do you think it's fun to design stamps for famous people?

3

(1)

B: Hi, Linda. It's a nice day, isn't it?

G: Yes, it is. But the weather report says it's going to rain tomorrow. You'd better take an umbrella if you want to go out.

(2)

B: What did you do last weekend?

G: I went for a bike ride with my parents. On the way, we saw the trees and grass starting to grow, and the birds sang happily. Everything was perfect. I love this season.

(3)

B: Do you have any ideas for a green neighbourhood?

G: We should sort rubbish and put it into different bins.

B: Any other ideas?

G: We should pick up litter in the neighbourhood and throw it away.

(4)

B: Oh, you're reading about famous people in history. Who's that on the cover of the book?

G: It's Leonardo da Vinci. He was an amazing artist and inventor. Did you know he painted the *Mona Lisa*?

B: Yes, the painting is very famous. What else did he do?

G: He designed many things, like flying machines.

B: Wow, he was really ahead of his time. I should learn more about him.

4

(1) It's a hot summer afternoon. Allen is swimming in the sea with his brother. Their dad is drinking a cola and watching them on the beach.

(2) Linda visited Singapore with her parents in July. They liked taking buses and the MRT to travel around this green city. The best part for Linda was enjoying local festivals like the Singapore Food Festival.

(3) London holds different Earth Day events. People get together to clean parks and rivers, making the city cleaner. Some neighbourhoods also teach people how to live a greener lifestyle.

(4) Nelson Mandela was a brave man. He fought for freedom and peace in South Africa. He spent many years in prison, but he never gave up. He helped create a new South Africa.

(5) Today is 15 January. The weather is cloudy in Beijing and foggy in Tokyo. We have fine weather in Amsterdam and there is heavy rain in Paris.

5

(1) What kind of weather do you like best? Why?

(2) What do you often do to build a greener neighbourhood? Please list three things.

(3) What can you learn from famous people in history? Give an example.

Answer key

Unit 1

A1

friend Philip favourite elephants flying father laughing

A2

- (1) slim (2) short, straight (3) fair (4) T-shirt, jeans

A3

3-1

- (1) B (2) A (3) B (4) B

3-2

(Answers may vary.)

He is tall and strong. He has curly and blond hair. He is wearing a sports shirt and a pair of shorts. His skin colour is dark.

B1

- (1) B (2) C (3) A

B2

- (1) E (2) A (3) F (4) D (5) C (6) B

B3

(Answers may vary.)

- (1) Is there anything I can do to help?/Can I help you?/Can I lend a hand?
(2) That's what I'm good at./I'm good at it./I'm good at taking photos./I like taking photos.
(3) because he is good at drawing/he likes drawing
(4) Shall we ask her for help?/Why not ask her for help?

C1

标题: special

- (2) shapes (3) wise (4) voice (5) Without (6) laugh (7) talent

C2

- (1) B (2) C (3) D (4) B

C3

3-1

- (2) B (3) C (4) A

3-2

- (1) has strong stem (2) has big size (3) has sweet smell (4) has delicate beauty

3-3

(Answers may vary.)

- (1) Because both of them are too proud of themselves and want to be the best in the garden.
(2) They take the bird's advice and start to admire each other.

(3) Accepting others' differences can make our world more interesting and wonderful./We should learn to admire others instead of being too proud of ourselves.

Grammar

1

- (1) will have (2) plays (3) will borrow (4) will sing (5) is sleeping (6) won't be

2

- (1) am going to give/will give (2) am practising (3) will be (4) host (5) will try

D1

- (1) A (2) B (3) D (4) C (5) E

D2

(Answers may vary.)

My friend is Chang Le. She is easy-going and has lots of hobbies. For example, she loves drawing and reading books. She always shares many good books with me. She is also good at dancing.

Unit review

(Answers may vary.)

What makes you different?

A. Noticing differences

- How to ask about someone's appearance:

What does he/she look like?/How does he/she look?

- Words or phrases I can use to describe someone:

▪ Sizes and shapes: tall, short, big, small, thin, slim

▪ Hair colours and styles: curly/straight hair, short/long hair, dark/brown hair

▪ Clothes: T-shirt, jeans, skirt

B. Finding differences

- What information do you know from the programme?

Tick (✓) them.

When will the show start?

Who are the hosts?

What's the name of each show?

Who is going to perform?

- What performance do you want to see?

I want to see *The Butterfly Lovers*.

- Who do you think can do it in your class? Why?

I think Alice can do it because she can also play the violin.

- If you want to offer help, what can you say?

What can I do for you?/May I help you?

C. Accepting differences

- The text type of the reading: Fable.
- What can you learn from the reading?
Everyone has some strong points. We should accept differences.

D. Showing differences

- Self-introduction:
 - Name: Jenny
 - Hobbies: I like dancing and drawing.
 - Abilities: I dance well and I am good at drawing.

E. Future me

- Use the sentence pattern “I will ...” to write something about yourself in the future.
 - Appearance: I will be tall and slim.
 - Abilities: I will be good at playing the piano and singing.
 - Habits: I will eat healthy food and will not eat fast food.
 - Hopes: I hope I will make more friends at school and travel to many different places.

Unit 2

A1

(2) wrong (3) paint (4) song (5) long (6) drink (7) stand (8) run

A2

(1) gap (2) lean (3) turn left (4) escalator (5) littering (6) wait in line

A3

3-1

Dialogue 1: Rules on the road

Dialogue 2: Rules of using a classroom computer

Dialogue 3: Rules in the cinema

3-2

(1) both ways (2) obey all traffic light signals (3) be quiet
(4) not suitable for teenagers (5) record videos (6) take away the rubbish

3-3

(Answers may vary.)

- (1) Arrive on time./No smoking.
(2) Cross the road on the zebra crossing./Stop at the red light.
(3) Keep it clean and undamaged.

B1

In the park: A B

In the library: D

In the lab: C D

- (2) we mustn't fish/go fishing, park
- (3) we must wear safety gloves, lab
- (4) we mustn't eat or drink, lab/library

B2

- (1) D (2) F (3) C (4) E (5) A (6) B

B3

(Answers may vary.)

- (2) Emily, don't read aloud in the reading room./Emily, don't make any noise in the reading room./Emily, you must keep quiet in the reading room.
- (3) Susan, wash your hands before eating bread./Susan, you must wash your hands before eating./Susan, wash your hands first.
- (4) Sam, don't pick oranges in the public park./Sam, you mustn't pick oranges in the public park./Sam, stop picking oranges.
- (5) Ben, you must turn off the water tap./Ben, turn off the water tap, please. We must save water.
- (6) Mingming, don't shout at Mum and Dad./Mingming, we mustn't shout at Mum and Dad.

C1

- (1) important (2) follow (3) attention (4) dream (5) turn

C2

- (1) C (2) A (3) B (4) C (5) A

C3

3-1

The yellow flag

3-2

- (1) C (2) A (3) A (4) B (5) C

3-3

(1) Because he wanted to be a captain.

(2) No, he didn't. Because there was a yellow flag on the beach. It meant the sea was dangerous.

(3) Always look at the warning flags on the beach.

(4) (Answers may vary.)

Jason might say, "I'm sorry. Now I know, we must always follow the rules."

Grammar

1

- (1) Close (2) shy (3) Wait a moment (4) Keep quiet! (5) Be careful!

2

- (1) Never laugh at your classmates.
- (2) Don't take your pets into the swimming pool.
- (3) Be honest with your friends.
- (4) Don't park your car here. It's a no-parking area.

3

(Answers may vary.)

- (2) No littering./Don't litter on the ground./Don't throw rubbish on the ground.
- (3) Keep off the grass./Don't step on the grass./Stop walking on the grass.
- (4) No camping./Don't camp in this area./Don't set up your tent in this area.

D1

- Use kind words.
- Do the chores together.
- Don't waste food.
- Don't tell lies.

D2

(Answers may vary.)

- Respect each other.
- Never shout or fight in the house.
- Always be honest.
- Don't use phones or pads while having dinner.
- Don't leave the house without telling family members.

...

Unit review

(Answers may vary.)

Why do we need rules?

A. Signs and rules

Signs and rules are everywhere.

- We hear announcements about rules at the underground station. These rules tell people what to do and what not to do on the escalator, the platform and the train. Following these rules helps us keep safe when we take the underground.
- Other signs I see in my life: No smoking, go straight, etc.

B. Rules in different places

- Dos and don'ts in the lab:
 - Don't wear open-toed shoes in the lab.
 - Never leave rubbish on the floor.
 - No food or drinks in the lab.
 - Always wear safety gloves when working in the lab.
 - Always throw broken glass into the broken glass container.
- Ways of giving orders:

Be quiet.	<u>Never litter.</u>
<u>Don't be late.</u>	<u>No smoking.</u>

C. A rule story

- Bob's terrible dream
Bob doesn't like rules. One day, he has a terrible dream. In his dream, his classmates don't listen to him in the STEM class. They don't take turns playing tennis in the PE class and they take away Bob's food without asking at lunch time. He feels sad. At last, he wakes up and knows the rules are important. He wants to have rules back.
- From the story, I learn rules are important. They keep things in order at school and in many other places./Without rules, there will be a big problem.

D. A notice for an activity

- My notice includes:
Title, opening, body, ending, organiser
- Rules in my notice:
 - Always keep safe.
 - No photos.
 - Stay with the groups.
 - No littering.

E. A flyer of signs and rules for public places

- The place I choose: A public reading room
- Rules on my flyer:
 - Keep quiet.
 - Don't make phone calls.
 - No littering.
 - No smoking.

Unit 3

A2

- (1) tangyuan (2) noodles (3) cabbage (4) porridge (5) cultures
(6) tradition (7) wealth (8) lucky

A3

3-1

C

3-2

- (1) T (2) T (3) F (4) F

3-3

- (1) September (2) eat (3) make (4) learn (5) July (6) eat (7) watch

B1

- (1) A (2) B (3) B

B2

- (1) E (2) D (3) B (4) C (5) A

B3

(Answers may vary.)

- (1) Would you like to go to the Food Festival with me? We can taste yummy food and enjoy live

music at the Greenway Square.

(2) Great! I'd love to. I love flowers!/Sorry, I have to study for the coming test. What a pity!

C1

- (1) tonight (2) calendar (3) Mooncakes (4) celebrate (5) full

C2

2-1

B

2-2

People	Time	Food	Activities
Romanians	on 31 December	fish	singing (door to door to wish each other good health and joy), joining animal dances (in costumes and masks), making a lot of noise (to drive away bad spirits)
Māoris	in May or June	traditional Māori food, such as Hangi and Rēwena	singing songs, telling stories, playing games, making and flying kites

C3

3-1

- (1) C (2) A (3) B

3-2

- (1) F (2) F (3) F (4) F (5) T

3-3

playing games, organising activities, giving gifts to children and spending a day with joy and happy memories.

3-4

(Answers may vary.)

(1) Children's Day is celebrated on June 1st in China.

(2) Usually, schools often organise various activities such as performances and games to celebrate the day. Parents usually give the kids some small gifts to make them feel special.

(3) It is full of fun. Children can get small gifts.

Grammar

1

- (1) organised (2) planted (3) was (4) joined (5) learned (6) was (7) had (8) made

2

(Answers may vary.)

(2) I enjoyed a reunion dinner on the eve of the last Spring Festival.

(3) I didn't eat spring rolls on the eve of the last Spring Festival. I ate *jiaozi*.

D1

- (1) Eurochocolate (2) festival (3) Perugia (4) chocolate (5) Mum and Dad (6) Italy

D2

(Answers may vary.)

- (1) Spring Festival.
(2) Not only Chinese people, but also people in Singapore, Vietnam, Malaysia, the Philippines etc. celebrate the Spring Festival. People celebrate it on the first day of the first lunar month.
(3) Fish, spring roll, *jiaozi* and so on.
(4) I visited relatives./I watched the CCTV Spring Festival gala./...
(5) It was wonderful./It was really delightful./...

Unit review

(Answers may vary.)

What do you know about festivals in different cultures?**A. Festival foods**

- Food traditions for New Year's Eve:
 - Lucky foods people eat: fish, long noodles, cabbage, twelve grapes ...
 - Special meanings for those lucky foods: fish to bring wealth, long noodles to have a long life, cabbage to welcome harvest, twelve grapes to make twelve wishes, ...
 - Foods my family eat for New Year's Eve: fish, jiaozi, ...

B. Festival activities

- Festival activities at Edinburgh International Festival:
enjoy plays, performances, operas and concerts, musicals.
I'm interested in: concerts and musicals.
- Making an invitation:
Would you like to watch the musical with me this weekend?
- Respond to an invitation:
I'd love to. Thank you for your invitation./Sorry, I'm busy this weekend. Thank you.

C. Festival celebrations

- The Mid-Autumn Festivals in China, Japan and South Korea are similar in:
 name time food activities
- The Mid-Autumn Festivals in China, Japan and South Korea are different in:
 name time food activities
- What is your way of celebrating the Mid-Autumn Festival?
I eat mooncakes/stay with my family/...

D. Festival experiences

- My unforgettable festival experience:
 - What was the festival? The Dragon Boat Festival later year.

- What did you eat? I ate zongzi.
- What did you do? I watched the dragon boat race.
- How did you feel? I was excited.

E. A festival poster

- Main parts included in my festival poster:
 - History: more than 2,000 years
 - Celebration time: the ninth day of the ninth lunar month
 - Food: Chongyang cake
 - Activities: climbing mountains, family reunion, etc.

期中评价

Part 1 Listening and speaking

2

- (1) B (2) B (3) A (4) B (5) A

3

- (1) C (2) A (3) B (4) C

4

- (1) F (2) F (3) T (4) T (5) F

5

(Answers may vary.)

- (1) My best friend looks tall and strong. He has short hair and always wears a T-shirt. He is really good at playing football and is always kind to everyone.
- (2) The classroom will be very noisy and messy. Students will talk while the teacher is speaking, and nobody will listen to the teacher.
- (3) My favourite traditional festival is the Mid-Autumn Festival. My family celebrate it by eating mooncakes. We also look at the full moon together at night.

Part 2 Vocabulary and grammar

1

- (1) B (2) A (3) A (4) B (5) B (6) A

2

- (1) butterflies (2) wise (3) safety (4) invite (5) ability (6) carefully

3

- (1) celebrated (2) performing (3) laugh (4) without (5) culture

4

- (1) found (2) are driving (3) pay (4) is coming (5) cleaned (6) will bring (7) sounds
 (8) shouting

Part 3 Reading

1

- (1) B (2) C (3) B (4) D (5) A

2-1

- (1) month (2) Wang Lin, secretary

2-2

- (1) B (2) C

3

- (1) Because he may be afraid to talk to a crowd and he has autism.
- (2) He can spin himself in circles for minutes without falling and he remembers every number he hears.
- (3) She thinks Charles is right just the way he is. She says that Charles is special, but he brings a lot of joy to the family.
- (4) Yes, she does. She tells us one of her favourite moments with Charles. She must enjoy spending time with her brother.
- (5) She wants to tell us that it's OK to be different and we should enjoy being ourselves./It is good to accept or value our differences.

Part 4 Writing**1**

- (1) straight (2) hobby (3) really (4) tradition

2

- (1) Please raise your hand before speaking in class./Raise your hand before speaking in class, please.
- (2) She is going to be a writer for children in the future./In the future, she is going to be a writer for children.
- (3) Different countries have their unique ways of celebrating the New Year.

Unit 4**A1**

weather, these, clothes, there, than
thick, both, think, bath, throw

A2

- (1) windy (2) cloudy (3) rainy (4) foggy
(5) sunny (6) snowy (7) dry (8) wet
(9) cold (10) cool (11) warm (12) hot

A3

- (1) It's ten degrees Celsius in Shanghai today.
(2) It's zero degrees Celsius in Beijing today.
(3) It's ten degrees Celsius below zero/minus ten degrees Celsius in Harbin today.
(4) It's thirty degrees Celsius in Sanya today.

A4

4-1

- (1) C (2) B (3) D (4) A

4-2

Cape Town: sunny, hot, 32*Vancouver:* rainy/windy, cool, 10*Stockholm:* sunny, cold, -5**B1**

- (1) B (2) A (3) D (4) E (5) C

B2

- (1) B (2) D (3) F (4) A (5) G (6) C (7) E

B3

- (1) C (2) D (3) A (4) B (5) E (6) F

C1

- (1) news (2) break (3) area (4) leaves (5) hate

C2

- (1) A (2) D (3) C (4) E (5) B (6) E (7) C (8) A

C3

3-1

- (1) 08:03 3 August (2) Zhoushan (3) Storm (4) Snowman
-
- (5) 14:07 4 August (6) (In) Antarctica (7) (freezing) cold and windy

3-2

- (1) B (2) D (3) A (4) C

3-3

- (1) F (2) T (3) T (4) F

3-4

- (1) It landed on the coast and brought down trees and houses. Now it's travelling at a speed of 20 metres per second towards us.
- (2) We are studying the climate change and animal life.
- (3) Look, a penguin is coming over. It's lovely!

3-5

- (1) Because the storm is very near and it is very dangerous. If he doesn't leave, he will be in danger.
- (2) (Answers may vary.)

I'd like to work in Antarctica because I want to learn more about the climate change and animal life there to help protect the environment.

Grammar

1

- (1) A (2) C (3) D (4) B

2

- (1) it's cool and windy in autumn.
(2) It's interesting to fly kites in the country park at weekends.
(3) It's also a good idea to have a barbecue in the countryside.
(4) It's rainy on this Saturday.

D

- (1) -10°C and sunny
(2) Harbin
(3) I'm now at Harbin International Ice and Snow Festival.
(4) a heavy snow
(5) a lot of/many traffic accidents
(6) I will go to the Beiji Village
(7) I will enjoy/see the beautiful polar lights there.

Unit review

(Answers may vary.)

How does weather affect our lives?

A. Weather reports

- A weather report usually includes :
 - Weather words:
sunny, windy, cloudy, foggy, raining, snowing, hot, warm, cool, cold, wet, dry
 - Temperatures:
... degree(s) Celsius

B. Seasonal activities

- Activities we usually do in different seasons:
 - Spring: go camping, go cycling, have a spring outing, ...
 - Summer: eat ice cream, swim in the sea, lie on the beach, ...
 - Autumn: pick up fallen leaves, have a barbecue, fly kites (at the park), ...
 - Winter: make a snowman, go skiing, have a snow fight, ...
- To give responses to suggestions, I can say:
 - What a good idea!/Sounds great./Yes, I'd like to.
 - Well, I'd rather .../I don't feel like it.

C. Extreme weather

- The extreme heatwave in the UK:
 - Temperatures in several places broke records.
 - Fires broke out in a few places in England.

- Trains had to slow down in many areas.
- The runway at an airport broke open.
- Schools and zoos took action to cool down.
- The main cause of the heatwave: Using coals, cutting down forests and driving cars.

D. Weather and travel

- The best season to visit our city is autumn because it's nice to enjoy the yellow and brown leaves all over the city.
- To write an email, I should:
 - Greet my friend at the beginning;
 - Write the information I want to give or get in the body part;
 - Express good wishes at the end;
 - Write my name.

E. Weather in life

- More effects on people caused by the weather:
 - More people may catch colds.
 - Heavy rain may cause water pollution.
 - People may feel upset without enough sunlight.

Unit 5

A1

George, village, orange, bridge, cabbage
Richard, cheese, match, catch, hatch, chick

A2

(1) plant (2) sorts, puts (3) shares (4) make

A3

3-1

(2) F (3) T (4) F (5) F

3-2

pick up the rubbish

sort the litter

collect the paper bags, cans and food waste

recycle the plastic bottles

B1

(1) B (2) A (3) C (4) D

B2

(2) C (3) A (4) F (5) B (6) D

B3

(Answers may vary.)

- (2) Mary, it is bright inside. You'd better turn the lights off.
- (3) Mum, you can use reusable shopping bags instead of plastic ones. It's a good way to reduce plastic waste.
- (4) Alex, you live near school and you can walk to school. We should all take actions to make our city greener.
- (5) Tom, you are wasting energy. Please close the window and keep the temperature in your room cool and comfortable.
- (6) Eric, you'd better plan your meals and reduce food waste. Reducing food waste is good for the environment.

C1

- (2) reuse (3) return (4) reduce (5) neighbourhood (6) everywhere (7) pick up (8) sort

C2

2-1

B

2-2

- (1) Because there are lots of other things they can do with their rubbish.
- (2) The charity will give them to the children who need them.
- (3) Recyclable waste is valuable because people can use it for making/to make other things.
- (4) They can take their old clothes to the recycling station in their neighbourhood.
- (5) B

C3

3-1

- (1) Green fashion (2) Green living (3) Green knowledge

3-2

(Answers may vary.)

Situation 1: You can exchange clothes with your friends and give your unwanted T-shirts to friends or charities.

Situation 2: With only a small garden, a balcony or a window box, you can make the most of sunlight and water to grow your own food.

Situation 3: Schools can buy recycled paper and make sure students use both sides of it. You can also buy second-hand books to reduce paper waste.

3-3

- (1) Making a cotton T-shirt takes 2,700 litres of water.
- (2) The food is fresh and healthy and there is no packaging.
- (3) (Answers may vary.)

Remember: Even small actions can make a big difference!

Grammar

1

- (2) People can use rainwater tanks to collect water for watering plants.
- (3) We should take public transportation as often as possible to reduce air pollution.
- (4) Some kinds of plastics may take hundreds of years to break down.

2

- (1) can (2) can (3) Can (4) may (5) may/can (6) May/Can (7) should

D1

D→C→A→B

D2

- (1) I worked in our school garden./I dug into the soil./I grew plants.
- (2) I saw green plants./I saw blooming flowers./I saw the shining sun.
- (3) I heard birds singing./I heard bees buzzing.
- (4) I felt tired but proud and joyful./I felt the warmth of the sun./I felt close to nature.

Unit review

(Answers may vary.)

What makes a green neighbourhood?

A. A green song

- What I've learnt about the 3Rs:
It means reduce, reuse and recycle.
- I'm interested in: recycle
- I want to know more about: reuse

B. Green ideas

- To make a green neighborhood, we can:
 - turn off the lights when we are not at home.
 - use fewer plastic bags.
 - make posters to teach neighbours how to reuse, reduce and recycle.
- To make a green school, we should:
 - turn off the lights when we leave the classroom.
 - print on both sides of the paper.
 - throw the rubbish into different bins.
- To give encouragement, I can say:
 - Great work!
 - Just do it!
 - You will make it.

C. A green city

- The Green Plan in Singapore:
 - All new cars and taxis will be electric.

- 80% of the new buildings will be low-energy ones.
- People can walk to a park in 10 minutes.
- What I like most about the Green Plan in Singapore:
I like environmental classes in school most.

D. “One-step Greener” experiences

- What I like about Lu Yao’s experiences:
She planted sunflowers.
She made a cloth bag.
- Tick (✓) the steps you take to write a diary:
 - Decide on the topic of the diary.
 - Record the day, the date and the weather.
 - Describe your experiences and add some sensory details.
 - Share your thoughts and feelings.

E. An ideal green neighbourhood

- What makes the neighbourhood “ideal” and “green”?
People in the neighbourhood know how to protect the environment, such as sorting rubbish, saving water and electricity, and riding bikes or walking instead of driving cars.

Unit 6

A1

- (1) inventor (2) later (3) changers (4) published (5) discovered (6) power

A2

- (1) C (2) B (3) D (4) C

A3

3-1

- (2) Amelia Earhart (3) Neil Armstrong (4) Yang Liwei
(5) Leonardo da Vinci (6) Yuri Gagarin

3-2

- (2) 1903 (3) A (4) 1932 (5) B (6) F (7) 1969 (8) C (9) 2003 (10) D

B1

- (1) dress (2) true (3) try, trouble (4) drive, train

B2

- (1) C (2) A (3) D (4) B

B3

- (1) D (2) A (3) B (4) E (5) C

B4

(Answers may vary.)

- (1) Pardon?/Sorry, what did you just say?
- (2) I'm sorry I didn't catch the phone number. Could you say that again?
- (3) Would you please say the phone number again?

C1

1-1

act, stage, character, create, poor, poem, tragedy

M	S	T	A	G	E	N	A	L
A	K	R	I	W	E	Q	S	U
C	H	A	R	A	C	T	E	R
T	C	G	R	B	I	L	P	A
C	R	E	A	T	E	R	O	O
H	O	D	D	C	J	K	O	D
A	A	Y	P	O	E	M	R	B

1-2

- (1) poor
- (2) act
- (3) tragedy
- (4) character
- (5) create, stage

C2

- (1) poems
- (2) million
- (3) actor, storyteller
- (4) inventions

C3

3-1

- (1) B
- (2) A
- (3) C
- (4) D

3-2

- (1) T
- (2) F
- (3) F
- (4) T

C4

4-1

- (1) B
- (2) D
- (3) C
- (4) A

4-2

(Answers may vary.) Qian Xuesen: Father of China's space programme/Qian Xuesen: A great scientist of China's space programme

4-3

- (1) In Shanghai on 11 December 1911.
- (2) Because he missed and cared about China and wanted to make the country stronger.
- (3) With a team.

- (4) (Answers may vary.) His work helped develop China's space programme and made Chinese people feel proud. He also taught others to keep learning and dream big.
- (5) (Answers may vary.) I can learn to study hard and face difficulties bravely./I can learn to love our country.

Grammar

1

- (1) I have a book named *The Adventures of Tom Sawyer*.
- (2) There was a smart boy called Cao Chong a long time ago. /A long time ago, there was a smart boy called Cao Chong.
- (3) Are there many statues of famous people on Duolun Road?
- (4) David had a telescope and wanted to be a scientist like Galileo.

2

- (1) has (2) has (3) There are (4) there is (5) there is (6) there were

D1

Long ago, there was a boy called Sima Guang. One day, he was playing with his friends in the yard. Suddenly, a boy saw a big vat and thought “If I hide in it, they won’t find me.” Then he climbed in. But it was full of water and he cried for help ...

(1) he: Sima Guang

(2) I: the boy (3) it: the vat

(4) they: Sima Gang and his friends

(5) me: the boy (6) he: the boy

(7) it: the vat (8) he: the boy

D2

(Answers may vary.)

The children were very afraid. They didn’t know what to do. Suddenly, Guang picked up a rock and hit it hard on the vat. Finally, the vat was broken and the boy was saved.

Unit review

(Answers may vary.)

What can you learn from famous people?

A. World changers

- Great scientists who changed the world: Isaac Newton, Thomas Edison, Marie Curie, Albert Einstein, Yuan Longping
- My favourite one(s): Thomas Edison and Yuan Longping
- Information about the world changers:
Tick (✓) the one(s) you want to know:
 When was he/she born and when did he/she die?
 Where did he/she come from?
 How did he/she influence the world?

- I can say years and dates in English. Yes No

B. Life savers

- Great life savers in history and their achievements: Li Shizhen wrote Bencao Gangmu, a famous book on Traditional Chinese Medicine. Florence Nightingale started the first school for nurses in the UK. Alexander Fleming discovered penicillin. Henry Norman Bethune saved many Chinese soldiers during WWII.
- My favourite one(s): Li Shizhen and Florence Nightingale
- To ask for repetition, I can say ...
 - I beg your pardon?
 - Sorry, what did you just say?

C. Great storytellers

- William Shakespeare:
 - Years of birth and death: 1564; 1616
 - Hometown: Stratford-upon-Avon, England
 - Life in London: He took care of horses and acted in plays. He created many plays.
- Achievements: He wrote 37 plays and over 150 poems. His works make people laugh, cry and think.
- My favourite part(s): Shakespeare's life in London

D. Great minds

- What I learn from Cao Chong:
 I learn when I have problems, I should keep calm and try to think of new ideas.
- What I learn from other famous people in the stories other students share:
 From Kong Rong's story, I learn I should respect and love my family. From Washington's story, I learn I should be honest ...
- The personal pronouns I know: he, she, it, they, we

E. Stamps of famous people

- The title of my stamp: Famous writers
- Reasons: Shakespeare wrote 37 plays and over 150 poems. He created many unique characters and people loved them.
Lu Xun was a famous Chinese writer and great thinker. His works helped Chinese people think about important issues, like how to make society better ...

期末评价

Part 1 Listening and speaking

2

- (1) B (2) A (3) A (4) B (5) A

3

- (1) C (2) A (3) B (4) B

4

- (1) F (2) T (3) F (4) F (5) T

5

(Answers may vary.)

(1) I like sunny days best. Because on sunny days I can go hiking, have a picnic, take a walk in a park or go cycling.

(2) I sort rubbish with my parents and put the rubbish into different litter bins every day. I pick up rubbish when I see it in the neighbourhood. Besides, I remember to turn off the lights when I leave home. It can save energy.

(3) I learn that I should work hard to achieve my goals. Once I had difficulty in working out a problem and wanted to give up. Then I remembered the stories of Thomas Edison and Yuan Longping. They failed many times before they succeeded. I went on thinking about the problem and finally got the solution.

Part 2 Vocabulary and grammar

1

recycle: glass, newspapers

reduce: waste, use of water

reuse: toys, cloth bags

2

- (2) sunny/fine (3) rainy/wet (4) dry

3

- (1) leaves (2) action (3) electric (4) successful (5) weight (6) invention

4

- (1) planet (2) public (3) waste (4) still (5) future

5

- (2) There are (3) should (4) can (5) It is (6) can/may (7) It is (8) can

Part 3 Reading

1

- (1) C (2) B (3) D (4) B (5) C

2-1

- (1) C

2-2

It is clearly a healthier choice to have an organic garden

2-3

- (1) they (2) there

2-4

(Answers may vary.) My/Our organic garden

3

- (1) (I can find it in) A newspaper.

- (2) In Vienna, Austria, on 7 May 1824.

- (3) Many schools had to close. The high temperatures made many people feel sick. People may not have enough water or electricity.
- (4) help clean air, reduce temperatures in summer and attract more animals
- (5) (Answers may vary.) The second one. Because I want to know how people deal with these problems./The third one. Because I am interested in the result of the project.

Part 4 Writing

1

- (1) increase (2) search (3) plastic (4) general

2

- (1) It is important for the average temperature to stop increasing.
- (2) Schools should encourage students to learn from famous people in history.
- (3) Will there be more electric cars and low-energy buildings in the near future?/Will there be more low-energy buildings and electric cars in the near future?



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