

义务教育教科书

(五·四学制)

英语

教学参考资料



七年级
上册

上海教育出版社

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图书在版编目 (CIP) 数据

义务教育教科书 (五·四学制) 英语教学参考资料。
七年级 上册 / 束定芳主编. -- 上海: 上海教育出版社,
2024.8 (2025.8 重印). -- ISBN 978-7-5720-2863-2

I . G634.413

中国国家版本馆 CIP 数据核字第 20241PV692 号

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本册教学参考资料的部分图片由图虫·创意等图片网站提供

义务教育教科书 (五·四学制) 英语教学参考资料 七年级上册

出 版 上海教育出版社 (上海市闵行区号景路 159 弄 C 座)

发 行 上海新华书店

印 刷 上海中华印刷有限公司

版 次 2024 年 8 月第 1 版

印 次 2025 年 8 月第 2 次印刷

开 本 787 毫米 × 1092 毫米 1/16

印 张 18.5

字 数 277 千字

书 号 ISBN 978-7-5720-2863-2/G · 2536

定 价 197.50 元 (含 U 盘一个)

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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等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)、词汇学习附录(Word study support)、口语板块学习笔记附录(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:

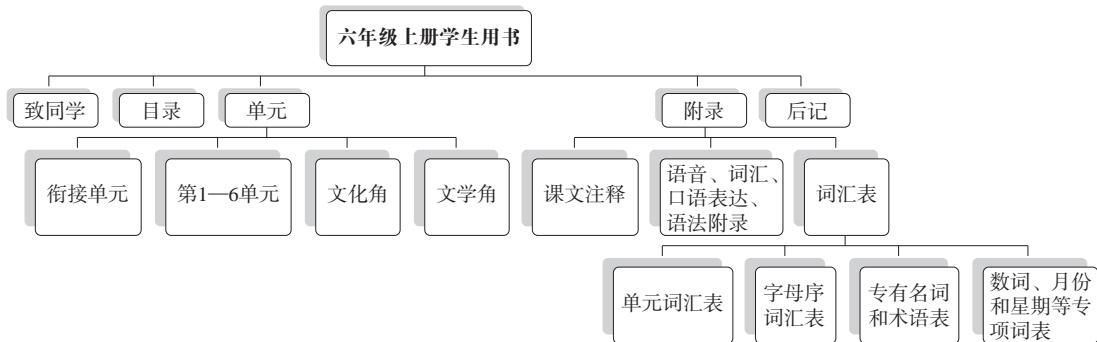


图1 六年级上册学生用书结构图

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、从浅显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，实现单元育人目标。
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，让学生乐学、善学。体现以学习者为中心、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、语法使用(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、正文以及附录。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。附录 1 为学生用书各单元派生词、复合词解析；附录 2 为练习部分听力文本和参考答案。

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、内容大意、出处、文体特征、内容结构、语言特点、交际情境和功能目的等。
	策略说明	配合 A、C 板块的技能策略标签和 B、D 板块青少年技能(TEEN skill)栏目的说和写的技能策略要点,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、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。
语法使用 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。
	语言注释	选择文本中学生易错、易忽视的语言点加以注释和说明。
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。
	语言注释	选择文本中学生易错、易忽视的语言点加以注释和说明。
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。
	补充资料	提供更多的参考文本。

(续表)

板块	子板块	设计思路
E 板块 Section E	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)。
	语言注释	选择文本中学生易错、易忽视的语言点加以注释和说明。

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。

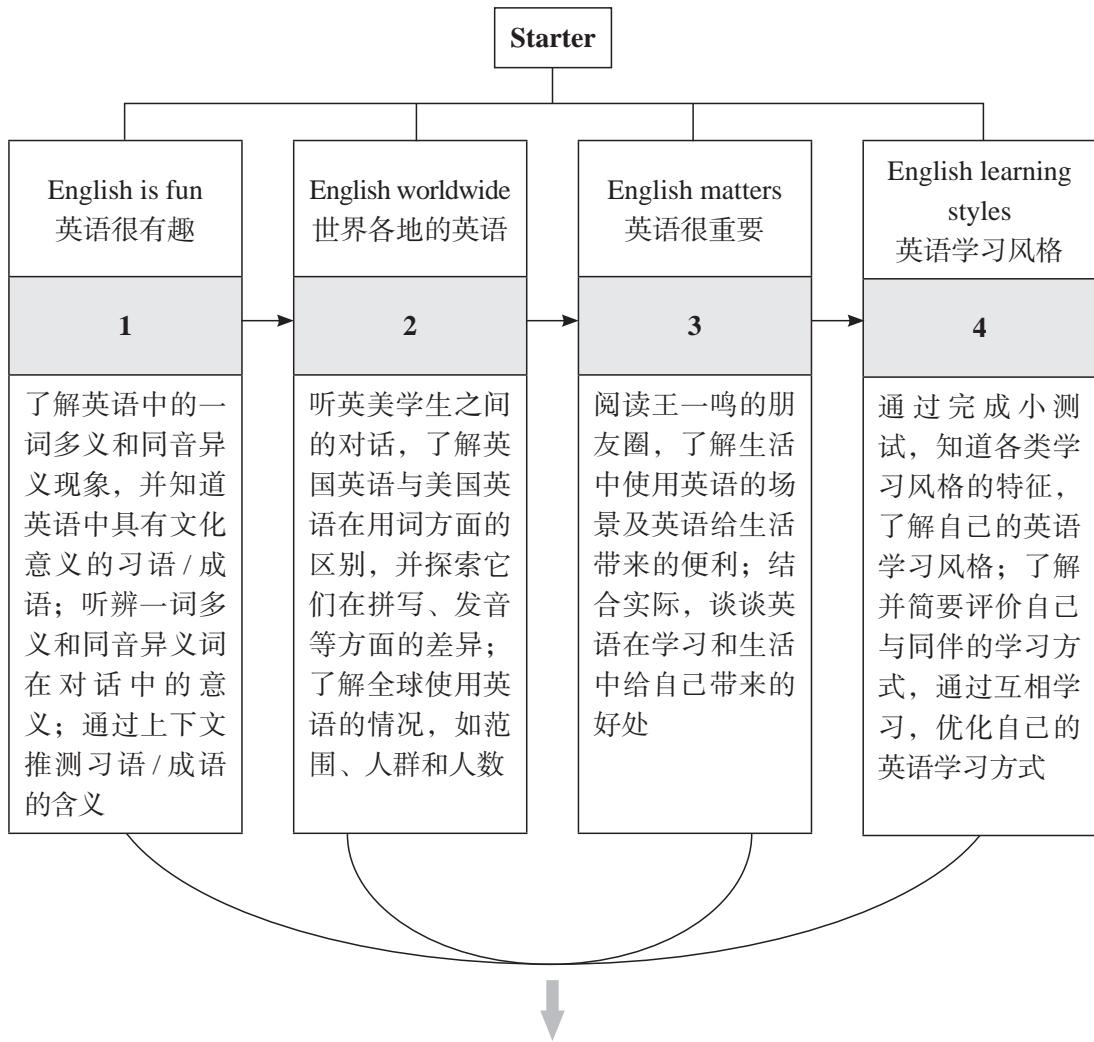
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Starter

单元内容结构图 (Structure of the unit)



单元育人目标：通过了解英语词语的一词多义和同音异义、习语等现象，深入地理解语言背后的文化内涵；通过跨国对话和对全球使用英语情况的了解，拓展视野，增进对多元文化的尊重和理解；了解自己的英语学习风格，在与他人互相学习的过程中，培养团队合作精神

单元目标 (Unit objectives)

- ▶ 语音：能认识单元音 /ɪ/, /i:/, /e/, /æ/, 并能借助音标拼读单词
- ▶ 词汇：能根据单词的音、形、义学习词汇；了解一词多义和同音异义现象，并能在情境中准确识别和使用
- ▶ 语法：能使用特殊疑问句“How many/much ...?”询问数量，并在情境中使用；能准确朗读各类数字
- ▶ 语篇：能分辨基本的语篇类型，如对话、独白、漫画、词典、网页、社交媒体信息等
- ▶ 语用：能在日常生活的语境中，正确理解他人的观点并简单表达自己的观点
- ▶ 看：能借助图片、表格、朋友圈等多模态语篇中的视觉信息理解相关内容
- ▶ 听：能根据听到的对话，获取关键词，并准确推断词义和词形
- ▶ 说：能简单描述学习英语的重要性和益处以及自己的英语学习风格
- ▶ 读：能理解简单的新媒体语篇，提取关键信息，并对信息进行简单的分类和概括
- ▶ 写：能用合适的动词简单描述自己的英语词汇学习方法；能在和同学交流后，简要描述自己的学习心得
- ▶ 文化：能深入理解语言背后的文化内涵、拓展视野、增进对多元文化的尊重和理解
- ▶ 德育：能了解英语学习的重要性，知道不同的英语学习风格，能向同伴学习，提升英语学习的兴趣、动机和自信心，优化英语学习方法，并在与他人互相学习的过程中，培养团队合作精神

单元内容概览 (Content overview)

主题	本单元聚焦“人与社会”“人与自我”主题下“历史、社会与文化”和“生活与学习”主题群，围绕“世界主要国家的文化习俗与文化景观”“积极的学习体验，恰当的学习方法与策略，勤学善思”等子主题内容，帮助学生深入地理解语言背后的文化内涵、拓展视野、增进对多元文化的尊重和理解；进一步激发学生对英语学习的兴趣、动机和自信心，优化英语学习方法，培养学生的团队合作精神。		
语篇	1	漫画	三幅漫画图片（一词多义、同音异义和习语/成语）
		词典	英英词典词条
		对话	周末活动安排
		对话	四组关于英语习语/成语的小对话
	2	对话	英国英语和美国英语的用词差别
		网页	有关英语使用范围、人群和人数的网页信息
	3	社交媒体信息	王一鸣的朋友圈
		对话	英语学习带来的益处
	4	多模态语篇	学习风格小测试
		独白	自我英语学习风格的介绍
语言知识	语音	单元音 /ɪ/, /i:/, /e/, /æ/ 的发音特点	
	词汇	复习小学阶段的单词；了解一词多义及同音异义词	
	语法	复习特殊疑问句的基本结构；了解数量表达方式并能准确朗读数字等	
	语篇	复习对话、独白、漫画等常见语篇类型；了解词典、网页、社交媒体信息等语篇基本结构特征、语言特点和信息组织方式	
	语用	复习在日常生活语境中正确理解他人的观点并简单表达自己的观点	
文化知识	英语语言文化内涵以及英国英语与美国英语在表达方式上的区别，如选词、拼写和发音		

(续表)

语言技能 与 学习策略	1	任务：辨识英语中的一词多义、同音异义和习语 / 成语 策略：在语境中学习词汇；借助词典学习英语
	2	任务：谈论英国英语和美国英语的区别，谈论全球英语使用情况 策略：通过分类加深对词汇的理解和记忆；运用已有语言积累完成新的学习任务
	3	任务：谈论学习英语给自己带来的好处 策略：通过信息分类加深对语篇的理解；保持对英语学习的积极态度和自信心
	4	任务：优化自己的英语学习方法 策略：主动了解学习风格，积极探索适合自己的英语学习方法

课时安排建议 (Suggested teaching schedule)

教学内容	课时安排
1 English is fun	1
2 English worldwide	1
3 English matters	1
4 English learning styles	1

Starter: What is it and how to use it?

The Starter is an introductory unit that aims to help students notice the fun side of the English language, realise the importance of English language learning and improve their learning approaches, hence preparing them for English learning in a new stage.

Teachers can use the materials and activities in the textbook to help students know some linguistic phenomena in the English language (polysemy, homophones and idioms), discover the benefits that English language learning brings to them, realise the importance of English language learning, review the language knowledge and skills they have learned previously, equip them with necessary learning approaches to minimise the learning gap and maximise autonomy in the secondary school learning.

Teachers can also make use of their own in-house materials and design tailored activities to stimulate students' interest in English language learning and help them embrace the future learning with confidence.

1 English is fun

话题说明

该板块围绕“英语很有趣”(English is fun)这一话题展开，探讨了英语中的一词多义、同音异义及习语/成语。

1a

- 语篇说明：**这是王一鸣在暑假期间观察到的英语表达中的三类现象：一词多义、同音异义及习语/成语。图一中的right有两种含义：“向右”或“正确的”；图二中的what和Watt发音相同但意义不同；图三中的“Let's go Dutch!”为英语习语，表示“各自付账”。
- 教学要点：**(1)请学生读图文对话，理解对话内容。(2)请学生将图文与可能的解释相配对，初步了解英语表达中的三类现象：一词多义、同音异义及习语/成语，明白关注这些现象对跨文化交际的帮助。(3)讲解go Dutch的来源(可参见“背景知识”)，帮助学生了解部分习语背后的文化内涵。

Starter / 1 English is fun

During the summer holidays, Wang Yiming noticed the following interesting uses of English.

1a What interesting facts about English can you get from the following pictures? Match the pictures with the possible explanations.

A A word may have several meanings.
B Idioms^① have cultural meanings.
C One word may sound like another, but it has a different meaning.

(1) _____ (2) _____ (3) _____

1b Yiming heard two people talking about an accident. Listen to their conversation. How many times have you heard the word cross? How about the word fine? Guess their meanings. Then take a look at their meanings in the dictionary.

cross /kros/
1 v. to go from one side to another
2 n. a mark on paper
3 adj. angry

fine /fain/
1 adj. very thin or small
2 adj. in good health
3 v. to make somebody pay money for breaking rules

① idiom 习语：成语

- 教学建议：**如学生配对时需要更多帮助，可适当解释生词(如cultural等)。也可提高要求，请学生用恰当的语音语调表演对话。

参考答案

1a

- (1) A (2) C (3) B

背景知识

The idiom “go Dutch” originates from the Netherlands, specifically from the 17th century when the Netherlands was a major power in the sea trade. Merchants in the Netherlands would often dine together and, to avoid disputes over payment, they agreed to pay for their own meals individually. Later, people used the phrase “go Dutch” to show the practice of splitting the bill equally among participants.

1b

- **语篇说明:** 这是公交车上两位乘客的一段对话。谈论的内容是附近发生的一起交通事故：一位中年男子乱穿马路引起了交通堵塞。对话中的 cross 和 fine 为一词多义现象。
- **教学要点:** 请学生在听的过程中关注 cross 和 fine 两词出现的次数，并听写含有这两个单词的句子，借助词典中的注释区分这两个单词在不同句子中的词性和意义。
- **教学建议:** 如学生理解 cross 和 fine 有困难，可呈现两词所在的句子，帮助学生借助词典区分词性与词义。如学生接受程度较好，可提供更多一词多义的词汇，请学生们进一步比较词汇在不同语境下的意义与作用。

听力文本

1b

Passenger 1: There's heavy traffic. What happened?

Passenger 2: A middle-aged man crossed the road when the red light was on. A car knocked him down.

Passenger 1: Is the man hurt?

Passenger 2: Luckily, he's fine. However, cars started to move slowly. The drivers were cross with the man. A policeman stopped him immediately and fined him.

参考答案

1b

Both *cross* and *fine* appear twice in the conversation.

cross 1: *v.* to go from one side to another

cross 2: *adj.* angry

fine 1: *adj.* in good health

fine 2: *v.* to make somebody pay money for breaking rules

补充资料

更多一词多义的例子：

- **game**

n. wild animals or birds that people hunt for sport or food 猎物

adj. ready and willing to do something new, difficult or dangerous 甘愿尝试

e.g. *The men went to the forest to hunt game for fun.*

She is game enough to take part in the rock climbing.

- **weather**

v. to come safely through a difficult period or experience 经受住；平安渡过(困难)

v. to change or make something change colour or shape because of the effect of the sun, rain or wind(因受风吹、日晒、雨淋等，使)褪色，变色，变形

e.g. *The house is strong enough to weather a storm.*

The rock is weathered by water.

1c

- 语篇说明：**该语篇是王一鸣和莉萨之间的一段对话，双方在谈论一家新开的咖啡馆。对话中涉及到四组同音异义词：read 和 red, ad 和 add, its 和 it's, see 和 sea。
- 教学要点：**(1) 请学生听录音补全对话，找出对话中的同音异义词。(2) 请学生朗读对话，区分同音词的词形、词性及词义。
- 教学建议：**如学生区分同音异义词有困难，可通过提问，如：“Yiming **read** something yesterday. What was it?” “What colour is the roof of the café? (**Red**).”等，帮助学生理解；也可以引导学生关注上下文信息或者填词所在句的句子结构和句意，作出正确判断，例如根据句子结构分析，空(5)处需要填写形容词性物主代词 its，而空(7)处则缺少形式主语，需要填写 It's (= It is)。如学生接受程度较好，可在语境中呈现其他同音异义词，请学生区分词义，也可请学生说说他们所知道的同音异义词，并用这些词进行趣味造句，例如：“In the

听力文本

1c

Yiming: I read an ad on the board yesterday.

Lisa: Oh, what's new?

Yiming: It says there's a new café near the sea.

Lisa: Let me see. I like its red roof, bright and lovely. And the drinks look tasty.

Yiming: I think so too. It's nice to take photos there! Shall we have a try this Sunday?

Lisa: Good idea! Let's ask David to go with us!

Yiming: OK. That will add more fun!

参考答案

1c

(1) read (2) ad (3) sea (4) see (5) its (6) red (7) It's (8) add

Think

(Answers may vary.) No — know, by — buy.

Starter

1c Yiming and Lisa are talking about a new café. Listen and complete their conversation. Find the pairs of words with the same pronunciation.

I ⁽¹⁾ _____ an ⁽²⁾ _____ on the board yesterday.
Oh, what's new?
It says there's a new café near the ⁽³⁾ _____.
Let me ⁽⁴⁾ _____. I like ⁽⁵⁾ _____ ⁽⁶⁾ roof, bright and lovely. And the drinks look tasty.
I think so too. ⁽⁷⁾ _____ nice to take photos there! Shall we have a try this Sunday?
Good idea! Let's ask David to go with us!
OK. That will ⁽⁸⁾ _____ more fun!

Think Do you know other words which have the same pronunciation but different meanings?

1d Read the conversations between Yiming and Lisa and explain the meanings of the idioms. Work in pairs and make conversations with the two idioms.

(1) Yiming: Hey, it's showtime! Go on stage and **break a leg** out there!
Lisa: Thanks! I'll give it my all.

(2) Yiming: Hey, it's your big day for the concert! **Break a leg**!
Lisa: Thanks! I'm feeling confident.

(3) Yiming: I had a fever last night. I'm **under the weather**.
Lisa: Have a good rest. Hope you'll be fine soon.

(4) Yiming: You don't look too good today. Are you feeling alright?
Lisa: Well, not really. I'm feeling a bit **under the weather**.

Think Do you know other idioms? What do they mean?

3

kitchen, the nice smell of the **flower** mixed with the **flour** for baking.” “Be careful not to **break** the **brake** on your bicycle when going downhill.”。

1d

- 语篇说明：这是王一鸣和莉萨之间开展的四组短对话。在第一组和第二组对话中，王一鸣使用习语 break a leg 预祝莉萨在表演和音乐会上取得成功；在第三组和第四组对话中，王一鸣和莉萨分别使用习语 under the weather 表达了身体不适（相关习语注释可查阅“背景知识”）。
- 教学要点：（1）请学生根据语境推测两组习语的意思，朗读对话，进一步感知习语的意义。（2）请学生两两合作，用这两个习语展开新对话。
- 教学建议：如学生创编对话有困难，可以先和学生一起讨论两个习语使用的情境和场合，并给学生指定情境，如学校歌唱比赛上台前等，同时根据学情决定是否给学生更多相关提示词，如上述学校歌唱比赛上台前情境中的 singing competition, feel nervous about, do my best 等，指导学生就该情境展开对话。也可请学生说说所知道的其他习语及其意义，并使用这些习语创编对话。

参考答案

1d

(Answers may vary.)

(1) wish you good luck (2) Good luck!

(3) not feeling well (4) ill/unwell

A: I'm nervous about my art show tomorrow.

B: You'll be great. Break a leg!

A: Are you going to go out tonight?

B: Not really. I'm feeling a bit under the weather. I think I'll just stay in and rest.

Think

(Answers may vary.)
a green hand (新手)
cost an arm and a leg (非常昂贵)

语言注释

- What's new?** (informal) used as a friendly greeting (友好的问候) 你好吗？怎么样?
e.g. Hey, Sarah! **What's new** with you? Did you get a new pet?
- big day** (informal) used to describe a significant or important day. It typically refers to a day when something important, exciting, or special is happening. 大日子；重要的日子
e.g. Tomorrow's the **big day** for our class play! I'm excited to see everyone's performances!

背景知识

- The idiom “break a leg” has nothing to do with actually breaking someone’s leg. Instead, it is a widely used phrase in the performing arts, particularly in theatre and dance, to wish someone good luck before a performance. Today, “break a leg” is widely used both onstage and off, as a friendly way to wish someone well before a performance, an exam, or any other endeavour that requires a lot of preparation and effort.
- The idiom “under the weather” was once used by sailors. When sailors were feeling ill due to the rough seas, they would be sent below deck to rest, which was described as being “under the weather”. Now the term is used to describe any feeling of illness or discomfort, not necessarily related to weather conditions.

2 English worldwide

话题说明

该板块围绕“世界各地的英语”(English worldwide)这一话题展开,探讨了英国英语与美国英语在用词、拼写及发音方面的区别,并通过数据呈现了英语的使用范围之广、使用人群之多。

2a

- 语篇说明:**美国学生詹姆斯在英国游玩期间,和英国学生莉萨相约去美食广场品尝美食。这是一段詹姆斯和莉萨的对话,主要谈论了到达美食广场的路线以及餐品的选择。对话中呈现了英国英语与美国英语在用词方面的区别。
- 教学要点:**(1)请学生根据已有知识先在表格中写下相应的单词。(2)请学生听对话,记录对话中对物品的不同用词,并核对答案。(3)请学生说说其他类似的例子。
- 教学建议:**如学生在区分英国英语和美国英语时需要更多帮助,可在听前

Starter 2 English worldwide^①

James, an American boy, is visiting the UK. He and Lisa are going to a food court.

2a James and Lisa are talking on the way.

(1) What do we call the things in the pictures? Write down the words for them in British English and American English. Then listen to the conversation and check your answer.

British English	American English
	taxi
	bus
	underground
	flat
	coffee
	sandwich

(2) Do you know other pairs of words that show such a difference?

2b James and Lisa also find that some pairs of words are different only in spelling or pronunciation in British or American English. Can you give more examples?

Spelling	British English	American English
	favour	favor
Pronunciation	aunt (/ɔ:nt/)	aunt (/ænt/)

① worldwide 世界各地

4

提示学生说话者的国籍,注意话论的转换。如学生接受程度较好,可请他们根据其他国家英语和美国英语用词上的差异,创编新对话。

听力文本

2a

James: Is the food court far from your apartment? Shall we take a cab?

Lisa: No, we don't need to go there by taxi. Look at the map. Walk down the street. Turn right at the underground station. It's about ten minutes' walk from my flat.

James: Oh, let me see. Walk along the street and turn right at the subway station, right? OK. Let's go.

Lisa: Here we are! Look at the floor plan. The food court is on the ground floor.

James: Shall we go downstairs?

Lisa: I don't think so. We're on the ground floor.

James: Oh, I see. In America, we call it the first floor.

Lisa: Look! The food court is just over there! Would you like some chips, James?

James: You mean French fries? Yes, please. And I also want a sandwich.

Lisa: I'd like to have a piece of pizza. Any dessert? Those biscuits are attractive.

James: Yeah, the cookies smell nice! Let's buy some!

参考答案

2a

(1)

	British English	American English
	taxi	cab
	flat	apartment
	underground	subway
	ground floor	first floor
	chips	French fries
	biscuits	cookies

(2) (Answers may vary.) British English: autumn — American English: fall.

2b

- 教学要点:** 该表格呈现了英国英语与美国英语在拼写和发音上的区别。请学生开展小组讨论，说说英国英语与美国英语词汇拼写与发音方面的区别，填写在表格中。
- 教学建议:** 如学生在填写表格时需要更多帮助，可呈现一些美国英语单词的拼写，让他们写出相应的英国英语拼写，也可朗读单词，让学生感知英国英语与美国英语在发音方面的区别。如学生接受程度较好，可请他们思考其他发音有差别的词语，并简单总结这些区别所反映的规则。

参考答案

2b

(Answers may vary.)

	British English	American English
Spelling	favour	favor
	centre	center
	travelling	traveling
Pronunciation	aunt (/a:nt/)	aunt (/ænt/)
	fast (/fa:st/)	fast (/fæst/)
	tomato (/tə'mɑ:təʊ/)	tomato (/tə'meɪtəʊ/)

2c

- 语篇说明：语篇为詹姆斯在网上读到的一些与英语相关的信息。该多模态文本通过凸显数据，呈现了英语在全球使用范围之广、人数之多。
- 教学要点：(1)通过使用“How many/much ...?”提问，请学生关注文本中呈现的数据，感知英语的广泛使用。(2)请学生以结对的形式，根据文本中的信息，使用“How many/much ...?”开展对话。
- 教学建议：如学生表达数据有困难，可先教授数据的英文表述方式，如three hundred million, thirty percent等。也可提高要求，请学生进行小组讨论，思考英语在全球广泛使用的更多例子；也可以让他们思考：“Will there be more English users in the future? Why do you think so?”。

Starter

2c James has found some information about English on the internet. Talk about it with your classmates.

More than **50** countries officially list English as an official language.

About **300,000,000** people in the world speak English as their first language.

Over **30%** of the population in the world speak English.

About **60%** of the information online is in English.

S1: How many people speak English as their first language?
S2: ... speak English as their first language.
S1: How many/How much ...?
S2: ...
...
Think What else do you know about the use of English around the world?

5

参考答案

Think

(Answers may vary.)

English is one of the most important languages for business.

Many scientific papers are written in English.

A large number of the world's top literary works are written in English.

Many of the world's languages are related to English. English will help us understand other languages.

语言注释

- pilot** *n.* a person who operates the controls of an aircraft 飞行员；(飞行器)驾驶员
e.g. *The accident was caused by a careless pilot.*

3 English matters

话题说明

该板块围绕“英语很重要”(English matters)这一话题展开，呈现了生活中一些需要用到英语的场景以及用英语谈论的话题，如娱乐、旅游、饮食等，说明了学习英语的重要性。

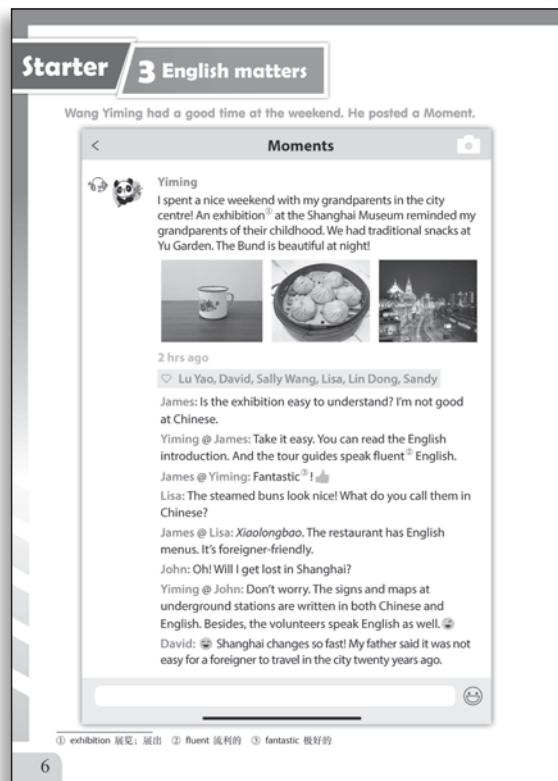
3a, 3b, 3c

- 语篇说明：王一鸣在周末与祖父母游玩了上海市中心，他在朋友圈发布了一条描述游玩感受的信息，收到了朋友们的点赞和评论。评论区的互动呈现了英语在上海的广泛使用。

3a

- 教学要点：此活动旨在帮助学生将阅读文本的信息归类，包括娱乐(entertainment)、出行(travelling)和饮食(dining)三个方面。

- 可指导学生将朋友圈中的信息分为娱乐、出行和饮食三大类。
- 教学建议：如学生完成练习感到困难，可指导学生完成娱乐类的信息搜



索，再请学生自行完成其余两类的信息搜寻。如学生接受程度较好，可不借助表格，请学生读完语篇后，自己对信息进行分类。

参考答案

3a

	Examples
Entertainment	The exhibition at the museum is in both Chinese and English. The tour guides speak fluent English.
Travelling	The signs and maps at underground stations are written in both Chinese and English. The volunteers speak English as well.
Dining	The restaurant has English menus.

3b

- **教学要点:** 此活动旨在帮助学生思考更多英语在城市出行中的用处。

请学生根据朋友圈评论，作出合适的回复。

- **教学建议:** 如学生需要更多帮助，可引导他们思考：

- ① When did David's father travel to Shanghai? (*Twenty years ago.*)
- ② Was it convenient for him to travel around at that time? (*No.*)
- ③ Nowadays, are there any changes? What are the changes? (*Possible answer: Yes, there are. More people can speak English well and there are many English direction signs in public.*)

如学生接受程度较好，可鼓励他们从不同角度发表评论，如交通工具、道路建设、公共服务等。

Starter

3a Yiming has noticed that English is almost everywhere in Shanghai. Read his Moment and complete the table.

	Examples
Entertainment ^①	The exhibition at the museum is in both Chinese and English. ...
Travelling	
Dining	

3b How would Yiming reply to David?

David: 📸 Shanghai changes so fast! My father said it was not easy for a foreigner to travel in the city twenty years ago.

Yiming @ David: _____

① entertainment 娱乐

7

参考答案

3b

(Answers may vary.)

Yiming @ David: Direction signs in English are everywhere. And many people in Shanghai are able to speak English fluently. Don't worry. You won't get lost in Shanghai.

语言注释

- **take it easy** used for telling someone to be calm when they are upset or annoyed 放轻松，别紧张
e.g. **Take it easy!** You will feel better soon.
- **-friendly** used with nouns to make a new adjective meaning that something helps or does not harm a particular type of person or thing 一个常见的英语后缀，通常用于形容某物或某人是友好的、易于使用的，或者对某事物有利的。这个后缀可以添加到各种名词后，以创造形容词来描述某物的特性或属性。
e.g. **environment-friendly:** 环境友好的，指对环境无害或有益的
user-friendly: 用户友好的，指产品或界面设计得容易使用
child-friendly: 儿童友好的，指对儿童安全、适宜或容易理解
animal-friendly: 对动物友好的，指对动物无害或有益的
- **dining** *n.* the activity of eating a meal 用餐；进餐
e.g. *Outdoor dining is popular in summer.*

3c

- 教学要点:**此活动旨在鼓励学生思考英语在城市生活各个方面的用处，包括购物、信息获取等。

可请学生根据图片提示，谈谈城市生活中英语的用途。

- 教学建议:**如学生需要更多帮助，可选取一幅图片为学生做出示范，请学生仿照示范完成任务。也可提高要求，请学生谈谈除图片提示之外，英语在生活中其他方面的用途，也可以请他们谈谈自己在生活中使用英语解决问题的经历。

参考答案

3c

(Answers may vary.)

English is used in railway stations.
English is useful in these places because it helps people get what they want easily.

3c Look at the pictures and find out where else English is used in Shanghai. Why is English useful in these places?

on ads in the shopping centres in the booklets

3d Yiming talked with Lu Yao about the benefits of learning English.

(1) How does English benefit Lu Yao? Choose the answer that fits the blank in the conversation above.

A build confidence B make more friends C have fun

(2) How useful is English to you? Share your thoughts with each other.

3d

- 语篇说明:**该对话在王一鸣和陆遥之间展开，谈话的主题是英语给我们带来的好处。陆遥谈论了英语能使她不借助翻译从电影、音乐和书籍中获得乐趣。
- 教学要点:**(1)请学生阅读对话，根据陆遥所描述的英语给她带来的好处，总结出一句主题句。(2)请学生思考学习英语给自己带来的益处并与同学分享。
- 教学建议:**如学生对描述英语给自己带来的益处有困难，可请他们借助练习(1)中的选项帮助思考。如学生接受程度较好，可请他们仿照陆遥的回答，展开谈谈学习英语给自己带来的益处。

参考答案

3d

(1) C

(2) (Answers may vary.) English helps me build confidence. I took part in an English competition and won a prize.

4 English learning styles

话题说明

该板块围绕“英语学习风格”(English learning styles)这一话题展开，帮助学生发现自己的学习风格，并了解各种学习风格的特点，鼓励学生互相学习以优化自己的英语学习方式。

4a

- 语篇说明：**该语篇呈现了一份关于学习风格的小测试，并说明了各风格学习者的特点。
- 教学要点：**请学生完成小测试，统计结果，再请学生阅读测试结果解析，确认自己的学习风格。
- 教学建议：**如学生理解学习风格有困难，可引导他们利用测试结果中的图示帮助了解自己的学习风格。如学生接受程度较好，可请他们谈谈测试结果是否符合自身实际，并说说理由。

Starter / 4 English learning styles

Starter

Wang Yiming finds a quiz about learning styles.

4a Do the quiz. Count how many As/Bs/Cs you have got. What is your learning style?

A quiz

1 I'd like to _____ for fun.
A read a picture book
B listen to stories
C do crossword puzzles^①

2 When I am not sure how to spell a word, I _____.
A write it down to see if it looks right
B spell it out loud to see if it is right
C draw the letters in the air

3 Of these three classes, I like the _____ best.
A Art class
B Music class
C PE class

4 After class, I prefer _____.
A reading
B listening to music
C exercising

5 When I meet new people, I remember _____.
A their faces but not their names
B their names but not their faces
C what I talked with them

6 When I give others directions^②, I will tell them _____.
A the landmarks^③ they will pass on the way
B the names of the streets they will be on
C to follow me and I will show them the way

I've got _____ A(s), _____ B(s) and _____ C(s).

① crossword puzzle 词谜字谜 ② direction 方向 ③ landmark 地标

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4b

- 语篇说明：王一鸣和两位同学对自己的学习风格作了简单介绍。王一鸣属于实践型的学习者，林东属于聆听型的学习者，陆遥属于视觉型的学习者。
- 教学要点：请学生选择合适的动词补全语篇，引导学生关注这些动词对应哪类学习风格的特征，包括 seeing, hearing 和 doing，并说说三位同学分别属于哪一种学习风格。
- 教学建议：可通过让学生关注上下文中描述学习方式的短语，如 hands-on activities, work with others 等帮助他们完成练习。如学生接受程度较好，可请他们根据 4a 中的测试结果，使用相关的动词或动词短语，模仿 4b 语篇，具体描述自己的学习风格。

What type of learner are you?

- Mostly A: You like learning by seeing.
- Mostly B: You like learning by hearing.
- Mostly C: You like learning by doing.

4b Yiming and his classmates are talking about their learning styles. Choose proper words or phrases to complete their talks.

read aloud listen to do
draw see
watch move around

 I like to ⁽¹⁾ _____ hands-on activities. I always take part in fun activities and I like to ⁽²⁾ _____ the classroom. If I work with others, I will learn better.

 I always ⁽³⁾ _____ the teacher carefully. I often ⁽⁴⁾ _____ to remember what I've learned.

 It's easier for me to understand when I ⁽⁵⁾ _____ pictures and charts. I always ⁽⁶⁾ _____ mind maps to remember new words. Besides, I ⁽⁷⁾ _____ films to practise English.

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参考答案

4b

(1) do (2) move around (3) listen to (4) read aloud (5) see (6) draw (7) watch/see

4c

- **教学要点:** (1)引导学生思考:你是如何学习新单词的?请学生结合自己的学习风格,写一写自己学习新单词的方式。(2)在班级内开展一项小调查,让学生了解其他同学学习新单词的方式,并记录同学们的学习风格和学习方式。(3)引导学生对比自己与其他同学学习新单词的方式,思考并总结自己可借鉴的优秀的学习方式。
- **教学建议:** 如学生需要更多帮助,可引导学生思考自己学习单词的步骤,并选取合适的动词进行描述,提示学生在 Step 2 记录表中也可以优先记录动词。如学生接受程度较好,可请他们谈谈学习语法、阅读、口语等不同知识和技能的学习方式。

Starter

4c Project

Step 1 How do you learn new words? Think and write.

Step 2 Do a survey in your class. Find out your classmates' learning styles and their methods of learning new words.

Names	Learning styles	Learning methods

Step 3 Write about what you can learn from your classmates.

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参考答案

4c

Step 1

(Answers may vary.)

I learn new words by watching English films and TV shows.

Step 2

(Answers may vary.)

Names	Learning styles	Learning methods
Li Ming	Learning by hearing	Listening to English programmes on the radio
He Li	Learning by seeing	Watching English talk shows
Zhao Yu	Learning by doing	Drawing mind maps

Step 3

(Answers may vary.)

Li Cheng first looks new words up in the dictionary. Then he takes notes in the notebook. He reviews the words every day. I will learn from him. I will make full use of the dictionary.

背景知识

Learning styles

1. What are learners with different learning styles like?

Learning by seeing

- Learn through seeing and observing.
- Prefer visual aids like diagrams, charts, and videos.
- Benefit from colour-coded information.

Learning by hearing

- Learn through listening and speaking.
- Prefer discussions, lectures, and audio materials.
- Benefit from verbal instructions and explanations.

Learning by doing

- Learn through hands-on experiences and movement.
- Prefer activities like experiments, role-playing, and interactive tasks.
- Benefit from physical engagement with the learning material.

2. Why is it important to know about our own learning styles?

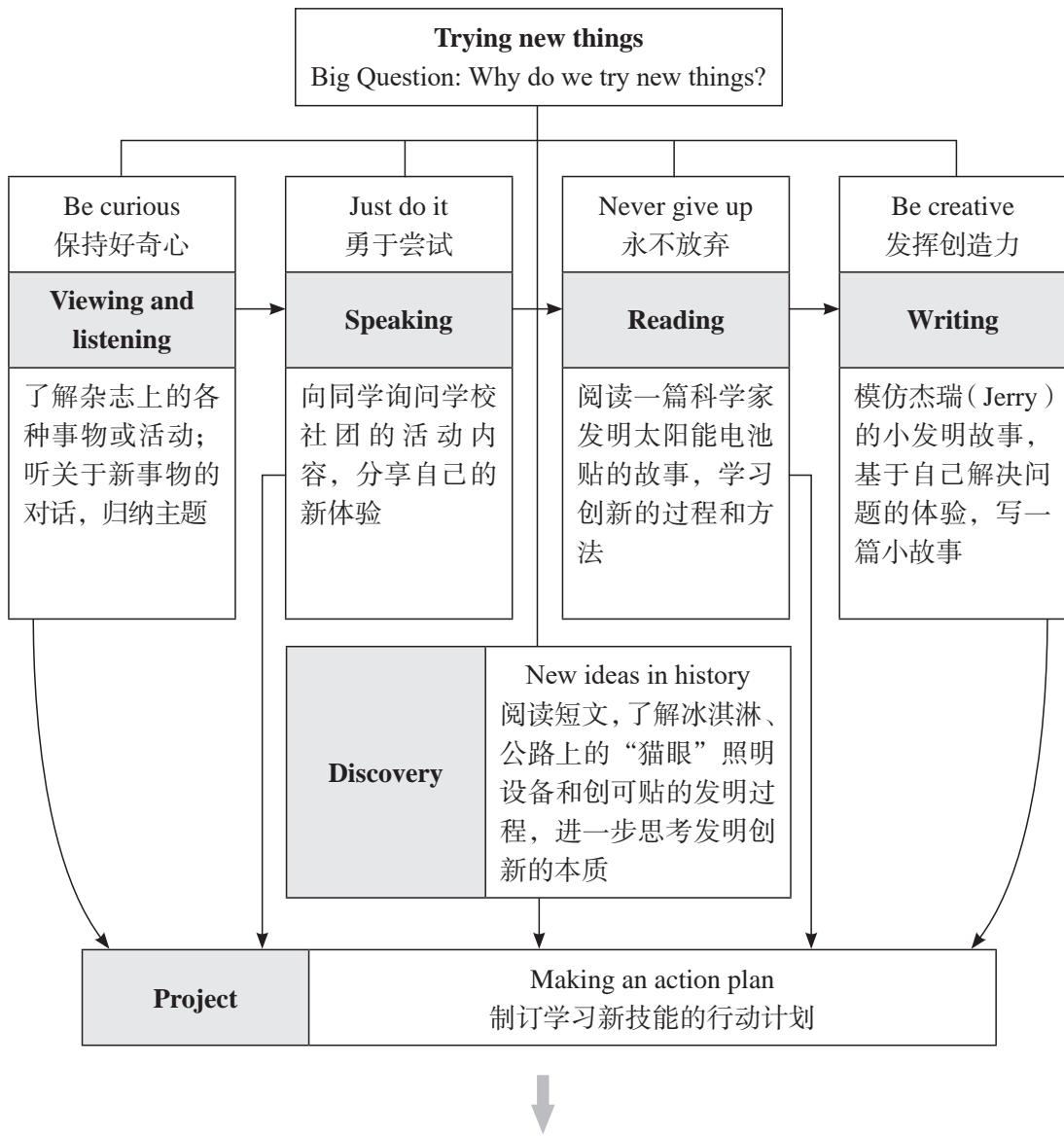
Knowing about our own learning styles is important because it helps us understand how we learn best. Just like how some people like to read books while others like to listen to stories, everyone has their own unique way of learning. When we know our learning style, whether it's through seeing, hearing, or doing things, we can study and learn more effectively. It's like finding the best path to get to our destination — knowing our learning style helps us find the best way to understand and remember new things!

3. Why is it also important to learn from our classmates or friends with different learning styles?

Learning from our classmates or friends with different learning styles is also important because it helps us become better learners and understand different ways of thinking. Imagine you're trying to solve a puzzle. Sometimes, your friend might see a solution that you didn't think of because they look at things differently. Similarly, when we learn from classmates or friends who have different learning styles, we can pick up new ways to understand things and solve problems. It's like having a team with different superpowers — everyone brings something unique to the table, and together, we can learn and achieve more! So, by learning from classmates or friends with different learning styles, we become more flexible and better at learning in different ways.

Unit 1 Trying new things

单元内容结构图 (Structure of the unit)



单元育人目标：通过单元任务，引导、鼓励学生尝试新事物、新活动，帮助学生了解新的创意在不同国家和时期是如何产生的，并在此基础上逐步培养学生采用创新思维来解决问题的能力和不畏挑战的精神，使其深刻认识到创新思维的本质

单元目标 (Unit objectives)

- ▶ 语音：能认识单元音 /ɑ:/, /ʌ/, /ɔ:/, /ɒ/, 并能借助音标拼读单词
- ▶ 词汇：能掌握和新事物与创造发明相关的词汇，了解复合词构词法
- ▶ 语法：能归纳句子结构 SVOO 和 SVOC 的特点和组合规则，并在相应情境中准确使用
- ▶ 看：能借助图片等多模态语篇中的视觉信息理解相关内容
- ▶ 听：能识别并获取主旨大意及说话人观点；能借助图片、图表等多模态语篇中的视觉信息理解相关文本内容
- ▶ 说：能掌握日常生活中请求对方重复或解释的习惯用语，恰当询问信息，并结合具体的交际情境，就学校社团选择的话题展开简单对话
- ▶ 读：能读懂关于科学发明的故事并准确理解主题意义，获取并提炼故事关键信息，总结“问题—解决”模式
- ▶ 写：能围绕“解决问题”这一话题，运用所学语言，用记叙文形式描写自己利用创造发明解决真实问题的经历；能掌握写作的结构条理，通过“问题—解决”模式确定文章结构
- ▶ 文化：能了解不同文化背景中对新事物的看法和新观点的提出过程；能通过对个人故事和不同国家创新发明的了解，关注生活和社会中实际存在的问题，思考真正解决问题的新思路
- ▶ 德育：能理解发明创新的本质，建立不畏艰难、积极主动的学习态度和较强的自信心，提升解决问题的能力

单元内容概览 (Content overview)

主题	本单元聚焦“人与自我”主题下“生活与学习”主题群，围绕“丰富、充实、积极向上的生活”和“积极的学习体验，恰当的学习方法与策略，勤学善思”子主题内容，通过大问题“Why do we try new things?”引导，鼓励学生尝试新事物、新活动，帮助学生了解新的创意在不同国家和时期是如何产生的，并在此基础上逐步培养学生采用创新思维来解决问题的能力和不畏挑战的精神，使其深刻认识到创新思维的本质。		
语篇	视听	图片	不同事物或活动的图片
		录音	关于新事物的对话
		录音	韵律诗歌
	口语	社团卡	成员档案
		对话	询问社团信息
	阅读	故事	太阳能电池贴的发明
	写作	记叙文	如何通过创新发明解决问题
语言知识	语音	单元音 /a:/, /ʌ/, /ɔ:/, /ɒ/ 的发音特点	
	词汇	复合词；主题词汇	
	语法	句子结构 SVOO 和 SVOC	
	语篇	基于“问题—解决”模式的记叙文结构梳理	
	语用	请对方重复或解释特定信息	
文化知识	在不同国家（中国、英国、美国）不同时期产生的新创意		
语言技能 与 学习策略	视听	任务：听关于新事物的对话 策略：识别文本的主旨大意	
		任务：询问有关学校社团的信息 策略：礼貌地请对方重复或解释	
	阅读	任务：阅读有关太阳能电池贴发明的故事 策略：针对特定问题，通过文本描述分析和归纳事物的异同，来找到解决问题的新方法	
		任务：写关于自己如何解决问题的记叙文 策略：确定包含“问题—解决”模式的文章结构	
	项目探究 (综合)	任务：制订学习新技能的行动计划	

单元主题图页 (Cover page)

单元大问题 (Big Question)

完成本单元的学习后，学生可以围绕生活中的新事物、新社团的活动、发明创新的过程、解决问题的方法等方面的话题谈论自己的创新想法和体验，就不同文化背景下的新尝试、新发明谈谈自己的看法，并制订学习新技能的行动计划。



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，学生完成后可以自行检测任务达成情况。本单元的任务清单包括：(1) 听师生之间关于发现新事物的对话。(2) 询问学校社团信息以做出选择。(3) 阅读不同文化中新发明产生的过程。(4) 撰写关于自己如何解决问题的记叙文。(5) 制订学习新技能的行动计划。

单元主题图 (Theme photos)

单元主题图主要展示了学习野外攀岩的场景，体现了攀岩者在尝试新事物的过程中不畏艰难、勇于攀登的精神。

单元导入 (Getting started)

图片展示了王一鸣制订的尝试新事物的周计划，教师可以基于此计划，结合学生兴趣，引导他们表述在生活中希望尝试的新事物有哪些，以及尝试这些新事物可以带来什么益处等。

The image consists of two parts. On the left is a black and white photograph of a person wearing a helmet and climbing gear, standing on a rocky cliff. On the right is a weekly action calendar titled "Getting started". The calendar features a "To-do list" with five items:

- 1 Listen to a conversation about new things around us.
- 2 Talk about experiences of trying new things.
- 3 Read a story about the importance of keeping on trying.
- 4 Write a story about the birth of a new idea.
- 5 Make a plan for trying a new thing this term.

Below the list is a small illustration of a lightbulb. The calendar grid shows tasks for each day of the week:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
01 Make a list of things I want to try.	02 Read a different magazine, or visit a new website.	03 Enjoy new music today.	04 Choose a different route to school.	05 Learn to say a word in three different languages.	06 Learn a new skill like paper cutting.	07 Cook a new dish.

A quote at the bottom right reads: "You never know what you can do until you try."

参考答案

Getting started

(Answers may vary.) I want to try the third and the sixth. I am also interested in windsurfing.

Section A Be curious

>>Viewing and listening

子话题说明

该板块围绕“保持好奇心”(Be curious)这一子话题展开,鼓励学生发现生活中的新事物,板块涉及新事物的名称、特征以及对它们感兴趣的原因。



图1、图2和图4中展示的活动会在A2和A3的对话中出现,其他几张图片为拓展,在教学中可以分层次引导。



这是一首以尝试新事物为主题的韵律诗,旨在帮助学生掌握单元音/a:/, /ʌ/, /ɔ:/, /ɒ/ 的发音特点。教学中可引导学生交替诵读,并注意诵读的节奏感。

A1

- 语篇说明:**本页呈现了王一鸣在杂志上找到的几张图片,每张图片都代表了一项事物或活动,右栏的文字与图片对应。
- “视”的策略:**观察图片并与文字匹配的主要策略包括:阅读和分析短语意义;分析图片特征,寻找具体线索;比对图片与文字信息,寻找两者的相似性或关联性;使用上下文和常识进行逻辑推理等。

When matching pictures with phrases, you may: (1) start by carefully reading and understanding the phrases that describe the pictures. Pay attention to the specific details, keywords, and any contextual information provided. (2) study the pictures. Take a close look

A Be curious ➡> Viewing and listening

Wang Yiming is looking at the pictures in a magazine and finds some new things.

test a talk light
 try windsurfing
 take up roof gardening
 act in a play
 go rock climbing
 make fruit animals

A1 Look and say Match the pictures with the phrases. Which activities are new to you?

A2 Listen and think Listen to the conversation. What are Ms Chen and her students talking about?

Pronunciation /ə:/, /ʌ/, /ɔ:/ and /ɒ/

Read the poem.

I love playing the drums. It's such fun.
Robots can talk while they walk. Do they have thoughts?
I carved a giraffe from bananas. It's art!
I collect glass elephants. They're amazing!
Can robots play ping-pong? I'm not sure!

Listening for main ideas



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at the pictures and observe their features, colours, shapes, and any visual cues or clues that might help in making connections with the phrases. (3) look for similarities and associations. Compare the details in the pictures with the words in the phrases. Look for similarities, relationships, or associations between the visual elements and the descriptive words or concepts. (4) use context and common sense. Consider the overall context or theme of the task. Sometimes, phrases and pictures can be related through common knowledge or logical connections. Use common sense and reasoning to make guesses.

- 教学要点:**(1)请学生将图片与活动名称匹配,学习本板块与主题相关的词汇,如windsurfing, roof gardening等。(2)引导

学生找出图片中他们还未尝试过的活动，进行口头讨论，引入话题，并运用与新事物相关的词汇，为后续听力理解做好语言和背景知识准备。

参考答案

A1

- ① test a talk light**
- ③ try windsurfing**
- ⑤ take up roof gardening**
- ⑥ act in a play**
- ④ go rock climbing**
- ② make fruit animals**

A2, A3

- 语篇说明:** 学生会听到教师和几位学生的对话, 对话内容是学生分享近期自己发现的新事物, 涉及事物或活动的名称、特征和对它们的评价等。
- 听力策略:** 本单元重点教授的听力策略为听主题大意 (Listening for main ideas)。引导学生通过识别并重点关注对话中的关键词和主题词, 并运用背景知识理解对话大意。

Listening for main ideas: Listening for main ideas is a skill that helps you find the most important point or topic when you are listening. You can understand what a conversation or passage is mainly about by paying attention to the key information.

- 教学要点:** 借助 A2 进行听力策略的教学示范, 教学生如何在听的过程中, 通过开场白、高频出现的主题词等信息推断主旨大意。

In this dialogue, speakers are all discussing how they find new things. Each part focuses on the characteristics of the new things, and the speakers' feelings towards them.

再通过 A3 的听力活动, 帮助学生在听力理解的过程中, 注重平行文本中突显的要素及其相互关系, 运用听力策略。

- 教学建议:** 如学生对获取主旨大意感到困难, 可在 A2 部分提供选项让学

Unit 1

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

Names	New things	Facts	Feelings
Wang Yiming	1 _____	People use their 2 _____ to climb up the rock wall.	He thinks people are brave to do so. He likes challenges.
Lu Yao	A talk light	It's a new machine. It changes with the 3 _____.	She is very 4 _____ about it.
Lin Dong	5 _____	They're 6 _____ crafts.	He thinks it's great 7 _____.

Word study Word building Compounding (1)
Sometimes we can put two words together to make a new word. Match the words in blue balloons with the ones in orange balloons to form a new word. Can you make some new words in this way?

Compounds:
wind+surfing, _____, _____, _____, _____

Update my to-do list

Share with your partner your experience of discovering something new and write down the new things he or she discovered.

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生选择, 降低活动的难度; 如学生对完成表格感到困难, 可将王一鸣作为范例, 引导学生聚焦文本中突显的要素和相互关系, 获取关键词, 其他的两个平行文本请学生按照相同的方法独立完成。如学生接受程度较好, 可让他们再听“补充资料”中的对话, 或从 A1 中另外选择一到两个事物开展新的对话, 对 new things, facts, feelings 等要素进行描述。

听力文本

A2, A3

Ms Chen: What new things do you find recently, Yiming?

Yiming: I find a wonderful sport called rock climbing. People use their arms and legs to climb up the rock wall. They are so brave!

Ms Chen: You like challenges, don't you?

Yiming: Yes.

Ms Chen: Great! What about you, Lu Yao? What do you find?

Lu Yao: I find a new machine in our school. It's called talk light. It is like a traffic light, except it turns green when we are quiet and red when we are too loud. I'm very curious about how it works.

Ms Chen: I think you need to learn more about light and sound.

Lu Yao: I will!

Ms Chen: Wonderful! What new things do you find, Lin Dong?

Lin Dong: I find something very interesting. I call it vegetable animals. They are animals made with vegetables. I first saw a photo on the internet, and I want to create my own. It looks fun!

Ms Chen: Amazing! I'm looking forward to your creative vegetable animals.

参考答案

A2

New things Yiming, Lu Yao and Lin Dong find recently. They're rock climbing, a talk light and vegetable animals.

A3

1 Rock climbing 2 arms and legs 3 sound 4 curious 5 Vegetable animals
6 interesting/creative 7 fun

补充资料

Teacher: Do you find anything new?

Student: Yes! I find a hidden path in the woods. There is a pretty waterfall and colourful birds I've never seen before.

Teacher: That's awesome! Finding new birds must be exciting.

Student: It feels like discovering a whole new world. There's so much to explore, even in places we know well.

语言注释

- **take up** to learn or start to do something, especially for pleasure (尤指为消遣)学着做, 开始做
e.g. *They've taken up rock climbing.*
- **giraffe** n. a large African animal with a very long neck, long legs, and dark marks on its coat 长颈鹿
e.g. *Giraffes are known for their height.*

Word study

- **教学要点:**通过让学生匹配蓝色气球和橙色气球上的词语，帮助他们理解两个词可以组合成一个新词的概念，也可启发学生找到与“发现新事物”主题相关的其他复合词，激发其探索精神。

参考答案

Word study

windsurfing, rock climbing, traffic light, roof gardening, skateboard

Update my to-do list

- **教学要点:**请学生参照A2中的对话，跟同伴分享自己发现的生活中的新事物，巩固相关词汇，并进一步加深对尝试新事物这一主题的理解。

参考答案

Update my to-do list

(Answers may vary.)

A: What new things did you discover?

B: I saw people attending a yoga class in a mall. People stretched their arms and legs. They seemed so healthy and relaxed.

A: Yes. It's a good exercise. I would like to have a try.

Section B Just do it

>>Speaking

子话题说明

该板块围绕“勇于尝试”(Just do it)这一子话题展开，聚焦学校社团的特点及学习的技能等，帮助学生掌握请求对方重复或解释的习惯用语、恰当询问信息和建议的表达，使其更好地谈论接触新事物的兴趣及体验。



话语框中的内容主要涉及不同学生的尝试新事物的兴趣，也提示了不同社团的活动，为B3的口语任务提供了语言表达。

B1

- 语篇说明：**图片展示的是三张新星中学学生社团成员卡(club member cards)，以及成员卡持有者的话语框，说明其加入社团的理由。
- 教学要点：**(1)引导学生在理解多模态语篇的基础上，表达自己对三个社团的兴趣及理由。学习本板块的重点词汇(如improve, grow)和B3对话开展所需信息，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Why，请学生思考：如果想参加某个社团，如何得体地询问社团活动或所教技能等信息。可参考B2对话的内容适当拓展，为后续的口语表达输出活动做好句式等方面的语言准备。

参考答案

B1

(Answers may vary.)

I want to join the rock climbing club because I love sport.

B Just do it ➤ ➤ Speaking

Wang Yiming wants to join a school club and his friends are showing him their club member cards.

Club Member Card
Name: Wu Ling Class: 3 Club: The 3D printing club
I like building models. I would like to build a 3D house in this club.

Club Member Card
Name: Lu Yao Class: 3 Club: The roof gardening club
I like watching vegetables grow. I would like to improve my gardening skills in this club.

Club Member Card
Name: Lin Dong Class: 3 Club: The rock climbing club
I like skating and camping. I want to learn how to climb up with my legs more in this club.

B1 Look and say Look at the member cards. Which club are you interested in the most? Why?

B2 Listen, read and think Listen to the conversation between Yiming and Lu Yao about the roof gardening club. What has Lu Yao learned in the club?

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- 教学建议：**如学生需要更多帮助，可以帮助他们结合图片理解社团成员卡信息，包括姓名、班级和所在社团，其中涉及的词汇roof gardening, rock climbing已在A板块学习过，这里可简单介绍一下3D printing；还可以通过问题“What does he/she like doing?”和“What would he/she like to do in the club?”引导学生理解话语框中的理由。如学生接受程度较好，在回答Why的问题时，鼓励他们探讨更多语篇以外的理由，建议学生关注自身兴趣和想学的知识技能等，还可以进一步询问探讨感兴趣的社团活动或所教技能信息的方式，教师可列出相关句式。

I want to join the roof gardening club because I love growing plants in my apartment.
I want to join the 3D printing club because I think it is cool to print objects rather than pictures.

B2

- 语篇说明:**该对话在王一鸣与陆遥之间展开,王一鸣希望了解更多关于学校屋顶园艺社开展的活动和学习的技能等方面的信息,陆遥作了相应的回答。该对话共有四个话轮,包括“三轮问答”和“评论回应”。
- 教学要点:**通过听B2的对话,帮助学生关注交际双方的语气、交际目的和主要话题内容,模仿说话者的语音语调,感悟说话者的情感态度。再通过读B2的对话,引导学生关注本课的口语交际策略要点和语用知识重点,即礼貌地请对方重复或者解释信息。教师可用以下问题帮助学生理解对话,找出相关表达:
 - ① Is there anything Yiming does not understand well?
 - ② What questions does he ask to get clearer information? Underline them.
- 口语交际策略:**在口语交际中,如果有信息没听清或不明白,可以礼貌地请对方解释或重复一遍,以确保有效的沟通。该策略在使用时需注意:使用恰当的语气和语调来礼貌地提问,肯定对方的表达和意图,确保表达明确,对他人表示抱歉或感谢等。常用的表达方式有:
 - ① I'm sorry, but could you please explain what you meant?
 - ② I didn't quite catch that. Could you please say it again?
 - ③ I'm having trouble understanding. Could you please go over that one more time?

参考答案**B2**

She has learned some gardening skills. She also has learned about all sorts of plants and how to care for them.

Yiming: What made you join the roof gardening club?
 Lu Yao: I really love watching plants grow. I joined the club because I wanted to learn some gardening skills. It would be so much fun.
 Yiming: What do you mean by "gardening skills"?
 Lu Yao: We learn about all sorts of plants and how to care for them. Last week I learned how to grow strawberries.
 Yiming: Did you say strawberries? Can you eat them when they are fully grown?
 Lu Yao: Sure we can. We also grow tomatoes, potatoes and cabbages, all on the roofs!
 Yiming: Wow! I'm getting hungry!
 Lu Yao: You will never go hungry if you join the roof gardening club!

B3 Role-play Yiming goes on asking some more students about their club experiences. Pick a role from the club member cards in B1 and act out their conversation. Use the conversation in B2 as a model.

My learning notes

Asking for clarification:

- Could you say that again? • What do you mean by that?
- _____

TEEN skill Understanding others better

To better understand what others say, you can:

- ask the person to explain it;
- ask the person to repeat it.

Update my to-do list

Think of a club you have joined, fill in your own club member card and share it with your partner.

- ④ Would you mind repeating that? I want to make sure I got it right.
 - ⑤ I apologise, but could you please rephrase what you just said?
 - ⑥ If it's not too much trouble, could you please provide more details?
- 教学建议:**如学生理解对话有困难,可引导他们重点关注“What do you mean by ‘gardening skills’?”的语用功能。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,如对话内容的内在联系(兴趣驱动,技能习得,美好体验,友情推荐),使他们在后续的表达中更具逻辑性。

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。王一鸣询问的对象从B2的陆遥转变为其他同学,学生需要结合B1中吴玲和林东的特点(如爱好和选择社团的目的等)来询问信息,询问时需要注意本板块的语用功能并运用相应的表达。
- **语用功能说明:**本单元的语用功能为请对方重复或解释某项信息(**Asking for clarification**),这是口语交际中的一个重要语用功能,用于确保有效沟通特定的信息。可以使用问句礼貌地问询,也可使用陈述句,如:“Could you please repeat the date of the meeting?”或“I would like to know more about ...”。**My learning notes**提供了部分这类表述,教师可引导学生从B2的对话中寻找或借助自身的语言积累说出更多类似表达。学生用书**My learning notes support**(P130)提供了更多可用表达。
- **教学建议:**如学生需要更多帮助,可引导他们根据B2的对话结构和B1两位学生感兴趣的理由和提问的句式开展对话;如学生接受程度较好,可探讨语篇以外有关社团的其他信息,如申请加入社团要具备的条件和加入的方法,社团开设的地点、时间等。

参考答案

B3

(Answers may vary.)

Yiming: How do you like the rock climbing club at school?

Dong: I love it. We go climbing indoors and outdoors. In this club, we can learn how to climb up with our legs more. You can sign up at the first meeting. It's exciting!

Yiming: Could you explain why we should use our legs more in the climbing?

Dong: Our legs are stronger than our arms. It can save us some energy while climbing.

Yiming: Is there any fee needed?

Dong: There's a small fee to cover the equipment.

Yiming: What do you mean by “a small fee”? How much is it?

Dong: It's usually around 20 yuan each term.

Yiming: How do we know when the first meeting is?

Dong: We announce it on the school bulletin or online forum. Just keep an eye out!

Yiming: Okay, thanks! Can't wait to join!

Dong: Great! See you then!

语言注释

- **would like to do something** = want to do something 想要做某事(表示某人对某事有兴趣或愿意去做某事)
e.g. I **would like to invent new things**.
- **mean** v. to intend to say something on a particular occasion 意思是;本意是(用于询问某人的话语或行为的真正含义)
【搭配】mean something by something
e.g. What did the young man **mean** by that remark?

背景知识

Activities and skills in school clubs

- **Art club:** We make and create different types of art together. We learn to draw, paint, and make crafts. It helps us be creative and express ourselves.
- **Environmental club:** We do activities to help the environment, like planting trees, recycling, and cleaning up. We work together as a team and learn about protecting our planet.
- **Robotics club:** We build and program robots to do cool things. We learn about science, technology, engineering, and maths. It helps us solve different problems.
- **Drama club:** We act in plays and do fun acting exercises. It helps us be creative and express our feelings. We also learn to work together with others.
- **Coding club:** We learn how to program and make computer projects. It helps us solve practical problems. We pay attention to details and keep trying even when it's hard.
- **Music club:** We learn to play musical instruments and sing in a group. We perform in school concerts. It helps us be musical and work together as a team.

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，开展新的对话。请学生更换合作伙伴，确定角色，开展对话。学生展示后同学互评。引导学生根据自己的任务完成情况，结合同学评价和教师点评，评价自己本节课的学习成效。

Suggested evaluation checklist

方面	标准
内容	A: 针对学校社团某些方面的信息提问 (Ask questions about school clubs) B: 就对方的提问，给出相应的回答 (Give proper answers to A's questions)
语言	A: 使用恰当的表达请别人解释或重复信息 (Use proper expressions to ask for clearer information)
交际	根据人物身份关系开展得体交际，用语礼貌 (Communicate politely and appropriately according to the relationship between the speakers)

参考答案

Update my to-do list

(Answers may vary.)

A: What club are you in?

B: I'm in the 3D printing club. It is so much fun!

A: What do you mean by "3D printing"?

B: We usually print words or pictures on a piece of paper. With 3D printing, we can print pencils, cups, and even houses!

A: That's wonderful!

B: Yes. I want to print a model house this term.

Section C Never give up

>>Reading

子话题说明

该板块围绕“永不放弃”(Never give up)这一子话题展开,用故事的形式呈现几位科学家发明太阳能电池贴的过程,体现了科学家不畏艰难、勇于创新的精神。

C1, C2

- 语篇说明:**该语篇是一个网站上关于太阳能电池贴这一新发明的故事,展示了科学家的发明过程,启发学生积极寻找事物间的相似点,具有一定的趣味性。故事采用“问题—解决”模式,分为研究意义、研究问题和解决策略三个部分,讲述了科学家们如何通过比萨饼的启发,发明了太阳能电池贴,体现了科学家们不轻言放弃,勇于探索的精神。语篇交叉运用一般现在时和过去时展现情节发展,语言生动,富于情感表达。
- 教学要点:**借助C1关注语篇标题和图片,启发学生思考太阳能电池贴的特点和功能,为理解故事打下基础。通过C2的Personal touch,帮助学生置身真实的读者视角,设想自己在真实生活中会如何使用太阳能电池贴,通过联系实际加深对这一发明的理解。
- 教学建议:**如学生不理解标题中的“太阳能电池贴”,可先教授词汇solar sticker,并结合图片介绍它的特点,再

参考答案

C1

(Answers may vary.) We can use the stickers to collect solar energy and use the energy in different places.

C2

(Answers may vary.) Yes. Because I can have access to solar energy wherever I go with the sticker.

Wang Yiming finds it hard to try something new, and then he finds the following story on a website.

C1 Predicting Look at the title and the pictures, and think: How can we use the invention in the story?

C2 Read the story.

TECHNOLOGY TODAY

Solar stickers to power the world

As solar scientists, we love sunlight. It makes us warm and brings us renewable energy. We often discuss how wonderful it will be to collect and use solar energy everywhere.

However, many people thought it was impossible. The solar panel is made of solar cells on a very heavy glass holder. We failed many times to make the holder light, until pizza gave us an idea.

One night, we went for pizza after work and one of us got burnt by the pizza pan while he was moving it. "The pan is just like the holder! It's heavy and troublesome! Luckily, we have a paper box to take the pizza home," he said. "Paper box ... Wait!" shouted someone else excitedly. "Why not put a layer between the holder and solar cells to separate

FAQ
Contact
Email us

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引导学生回答。如学生仍感到困难,教师可用相关问题进行引导。以下问题供参考选用:

- ① What do we collect by using solar stickers? (We collect solar energy by using them.)
- ② Where can we stick solar stickers? (We can stick them on a cell phone, the side of buildings, cars and bags.)
- ③ What's the difference between solar stickers and other charging devices? (They are easier to carry.)



说明：左图展示的是将比萨饼从铁盘中取出，放入纸盒，纸盒的作用是携带比萨饼。右图呈现的是在太阳能电池和底座之间增加一层薄膜，这层薄膜的作用是便于将太阳能电池与厚重的底座分离。

思辨：太阳能电池贴的发明灵感与比萨饼相关。从图中可以看出，太阳能电池贴的各部件与比萨饼及其制作、携带过程中的容器存在一一对应的关系：电池对应比萨饼，底座对应铁盘，薄膜对应纸盒。科学家基于这种相似性，发明了应用场景灵活、使用便捷的太阳能电池贴。由此可见，寻找事物间的相似性是创造发明的重要灵感来源之一。

Unit
1

them? Then we can easily take away the solar cells from the holder and stick them on different devices." We hurried to the lab to test this new idea. After countless tries, we succeeded!

Hopefully, one day we can stick these solar cells to the sides of buildings, to cars and bags. With that, we can power the world.

Personal touch
Do you think solar stickers will be useful in your life? Why or why not?

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语言注释

- **like** *prep.* similar to somebody/something 相似；类似；像
 - e.g. *She's wearing a dress like mine.* 她穿的连衣裙和我的相似。
 - v. to find somebody/something pleasant, attractive or of a good enough standard; to enjoy something 喜欢；喜爱
 - e.g. *Do you like their new house?*
 - conj. in the same way as 像……一样；如同
 - e.g. *No one sings the song like she did.*
 - n. the things that you like 喜好；爱好
 - e.g. *We all have different likes and dislikes.*
- **renewable** *adj.* used to describe something that can be naturally replaced and can be used again without running out 可再生的
 - e.g. *Wind power is a renewable form of energy.*
- **excitedly** *adv.* used to show that someone is very happy or eager about something 兴奋地；激动地
 - e.g. *She opened the gift excitedly.*

背景知识

Solar stickers

Solar stickers are thin and lightweight devices that can stick to different surfaces like windows or electronic devices. They work like solar panels by converting sunlight into electricity.

Scientists and engineers make solar stickers to be more convenient and useful than regular solar panels. They're made with special materials that can take in sunlight and turn it into usable electricity. You can easily stick them on things around you.

Solar stickers are a cool way to use solar energy. They can power small devices, charge batteries, or help with energy in buildings. They're a handy invention that lets us use the sun's power and reduce our need for fossil fuels.

C3

- 教学要点:**此活动旨在帮助学生整体把握文章大意,在教学中可结合标题和图片,并借助文章结构梳理,总结文章的主旨大意。
- 阅读策略:**本单元重点教授的阅读策略为获取文章大意(Understanding main ideas),该策略可帮助读者抓住文章、段落或句子的主要观点或中心思想。通常可通过阅读标题和副标题、关注文章开头和结尾、寻找关键词和关键句、分析段落结构、整合关键信息等方式来获取文章大意。
- 教学建议:**如学生需要更多帮助,可以请学生通读全文后,再说一说图片中太阳能电池贴和比萨饼盒的意义和联系,总结文章的主旨大意。

参考答案

C3

the pizza box, the solar panel light/solar stickers

C4

- 教学要点:**此活动旨在让学生寻找文章细节的基础上,借助表格中的问题提示(如“Why do scientists study solar energy?”),梳理文章的结构,并引导学生发现“问题—解决”模式,为后面的写作任务作铺垫。
- 教学建议:**如学生需要更多帮助,可以和学生共读第一段,示范如何借助表格中的问题提示和已有内容,寻找关键信息。再请学生扫读其余两段,查找表格中的关键信息。

参考答案

C4

1 renewable energy 2 collect and use solar energy 3 too heavy 4 failed 5 pizza (box)
6 a layer

语言注释

- paragraph** *n.* a section of a piece of writing. The first sentence of a paragraph starts on a new line. 段;段落
e.g. I wrote two paragraphs about my trip to the zoo.

C5

- **教学要点:** 第一个练习包含两个问题, 问题 1 旨在引导学生关注文中所展现的科学家的品质, 如 curious, refusing to give up, creative 等, 加深学生对 C 板块子话题的理解; 问题 2 则引发学生思辨, 考虑文中的解决方案是否合适, 是否有更好的解决方法。

第二个练习旨在帮助学生在学习理解文本的基础上, 借助 **TEEN skill** 中的说明, 通过比较来寻找比萨饼和太阳能电池板的相似之处。可按照表格最左栏中的提示对两者进行比较, 从而深入思考发明创新的来源。

- **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。以下问题供参考选用:

- ① Before the idea of solar stickers, what do people use to collect solar energy? (*Solar panels.*)
- ② Can solar panels be used everywhere? Why or why not? (*No. Because they are heavy.*)
- ③ Compared with solar panels, what advantages do solar stickers have? (*They are lighter and can be used everywhere.*)

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

- ① How and why did scientists get the idea of the layer? (*From the pizza box. Because they have some similar features.*)
- ② What possible defects (缺陷) may solar stickers have? (*They may be expensive./They may not be sticky enough to put on the devices./...*)

参考答案

C5

1 (Answers may vary.)

- (1) They are curious, strong-minded, brave and hopeful.
- (2) I think their idea is effective. They find a way to move solar cells to different places after they are produced on the heavy holder.

2

Items	the pizza box	the layer
Use	move pizza to different places	move solar cells to different places
Material	paper	metal-like element
Weight	light	light

Their use and weight are similar.

Vocabulary focus

• **教学要点:**本栏目的短文是对课文内容的简化归纳,教师应指导学生重点关注课文中的关键词语,帮助学生学习理解并熟练运用这些词。在开始填空练习之前,教师可以通过复习和讲解相关词汇的意义和用法来帮助进一步理解文章。教师可以提供额外练习材料,让学生针对本文中的其他课标三级词汇进行更多的填空练习。这有助于巩固词汇和语法知识,并提高学生的填空能力和理解能力。

此外,教师还可以运用这篇短文向学生讲解如何梳理文章要点,进行文章复述练习。

• **教学建议:**结合C4引导学生回顾并归纳课文内容,重点关注关键词,帮助学生理解这些词并完成短文填空。如学生感觉轻松,可利用这篇短文讲解如何梳理文章要点,学生通过补充练习,提高对文本的归纳和复述能力。



在创造和发明过程中,寻找相似性是一种非常重要的策略。通过寻找事物之间的相似性,创造者和发明者可以从已有的知识、经验或产品中获得灵感和启发,以解决问题或创造新的解决方案。

Velcro: Velcro, the popular hook-and-loop fastening system, was inspired by a plant fruit that sticks to clothing and animal fur.

2 Complete the table about the features of the two items. Which features are similar?

Items	the pizza box	the layer
Use	move pizza to different places	
Material		metal-like element
Weight	light	

TEEN skill Finding similarities

- Find important features of things and compare which features are similar.
- New ideas may come from finding similarities of things in our daily lives.

Vocabulary focus Fill in each blank with a word from the text.

The solar scientists are always interested in ¹ _____ since it brings us renewable ² _____. They failed many times to make the solar panel ³ _____. One day, when they were having dinner in a pizza restaurant, they had an idea from the pizza box to ⁴ _____ solar cells from the holder. In this way, they invented the solar ⁵ _____.

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

Discuss with a partner: What led to the success of the solar scientists?

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参考答案

Vocabulary focus

- 1 sunlight
- 2 energy
- 3 light
- 4 separate
- 5 sticker(s)

Update my to-do list

• **教学要点:**教师可组织学生分组讨论科学家们能够最终获得成功的原因,引导学生关注科学家的品质、团队合作以及创造发明中的创新精神等。学生讨论或汇报的时候,教师提供适当的帮助和支持。

参考答案

Update my to-do list

(Answers may vary.) Their intelligence and their spirit of never giving up.

>>Grammar in use

板块内容说明

本单元的语法重点是主谓宾宾(SVOO)和主谓宾补(SVOC)结构。

活动 1

- 教学要点:** 句子下方的五片拼图颜色不同, 分别标注了不同的句子成分(主语、谓语动词、直接宾语、间接宾语和补语)。教师在帮助学生理解句子意思的同时, 应鼓励他们将句中不同颜色的部分与这些句子成分相匹配。这样, 一方面方便学生了解句子各个成分的功能和意义, 另一方面也有助于他们识别SVOO和SVOC结构。
- 教学建议:** SVOO结构和SVOC结构在语法上有一些细微的差别, 教师可以通过对比两者的区别来帮助学生更好地理解和区分。可以提供针对性的练习或例句, 让学生分辨不同结构的特点。简要说明即可。更多例句详见“补充资料”。

参考答案

1

- (1) One object. (2) One object. (3) Two objects. (4) Two objects.

补充资料

- I like watching vegetables grow. (SVOC)
- The waiter gave them a pizza box. (SVOO)
- They called their invention the solar sticker. (SVOC)
- The teacher teaches us some gardening skills. (SVOO)

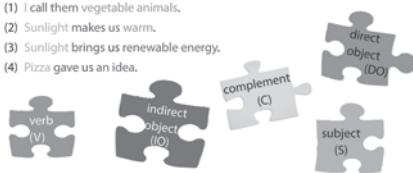
活动 2

- 教学要点:** 帮助学生在完成活动1的基础上总结并区分SVOO和SVOC结构, 根据活动1的句子, 归纳句子成分以及成分之间的关系。
- 教学建议:** 可根据学情, 仅要求学生对照活动1填写正确答案。也可以请学生参照活动2的规则对活动1提供的更多例句进行说明。最后借助学生用书上的语法附录(Grammar file, P132)深化理解。

>> Grammar in use Basic sentence patterns: SVOO & SVOC

1 Read and think How many objects does each sentence have?

- I call them vegetable animals.
- Sunlight makes us warm.
- Sunlight brings us renewable energy.
- Pizza gave us an idea.



2 Work out the rules Write the correct numbers.

- The verbs in sentence _____ and sentence _____ of the above sentences take two objects. We use SVOO to describe their sentence structures.
- The verbs in sentence _____ and sentence _____ of the above sentences take one object, but there is more information about the object. We use SVOC to describe their sentence structures.

Grammar file → p. 132

3 Practise Read the passage and underline sentences with SVOO and SVOC patterns.

I grew up in a town in Mexico. It was not easy for people to get hot water. People were often ill from taking cold baths. I used water bottles and a rubber tube to make a solar-powered water heater. In this way, I brought them warm baths. People thought my invention very useful. They made me a prize winner. I was so happy!



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参考答案

2

(3), (4); (1), (2)

活动 3

- **教学要点:** 通过关于青少年创造发明的短文, 帮助学生在语篇中识别 SVOO 和 SVOC 结构, 并在有意义的情境中观察这两种结构的具体用法。
- **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例句, 让学生熟悉 SVOO 和 SVOC 的结构。再要求学生用直线划出 SVOO, 用波浪线划出 SVOC。

如学生需要更多帮助, 可引导他们对照活动 1 中的例句进行圈划, 学生能划出 SVOO 和 SVOC 结构的句子即可。

如学生接受程度较好, 除划出 SVOO 和 SVOC 结构的句子以外, 还可以鼓励学生对句子结构进行分析, 理解间接宾语和直接宾语的区别, 以及常见的宾语补足语类型, 如名词、形容词、动词不定式、现在分词、介词短语等。

参考答案

3

I brought them warm baths. (SVOO)

People thought my invention very useful. (SVOC)

They made me a prize winner. (SVOC)

活动 4

- **教学要点：**帮助学生根据课本上所给图片的内容，恰当运用 SVOO 和 SVOC 结构来描述画中表示的整个事件。可参照图片上方王一鸣的表达，来完成第一组图片的内容。
- **教学建议：**如学生需要更多帮助，活动前可以请学生参考语法附录里的语法讲解，引导学生关注 SVOO 和 SVOC 的结构，再就课本上的组图说出关键词，为后续的表达输出提供语言支撑。如学生接受程度较好，可以拓展其他练习，或者通过两两一组，比较谁使用了更多的 SVOO 或 SVOC 结构。

Unit
1

4 Talk Jiaming is trying the following things for the first time. Work in pairs. Describe (one of) the things from the pictures below to your partner.



Jiaming puts his clothes into a washing machine. When he finishes the washing, ...



(1) Washing the clothes



(2) Giving a present



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参考答案

4 (Answers may vary.)

- (1) ... he takes the clothes out of the washing machine and puts them in the basket. Then he hangs the clothes on the line. The sun makes the clothes dry.
- (2) Jiaming packs the present with a piece of paper and makes it beautiful. Then he gives his mother the present. His mother is very happy when she opens the box and finds a beautiful scarf.

评价建议

教师可根据学生完成每个活动的情况，随时调整教学进度和方式。如果学生对这一语法点的形式掌握得不够好（如句子结构识别错误等），可以在文本分析活动中，提醒学生关注 SVOO 和 SVOC 结构的构成及其主要功能，提高学生的语法形式意识。可提供更多的图片或者结合一些针对性的书面语法练习，提高学生运用语法的熟练度。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 Be creative

>> Writing

子话题说明

该板块围绕“发挥创造力”(Be creative)这一子话题展开,学生以记叙文的形式描述自己解决问题的经历。

D1

- 语篇说明:**这篇写作范文的主题和结构与阅读板块语篇相似,中学生杰瑞(Jerry)为了解决奶奶不方便在下雨天同时拄拐杖和打伞的问题,制作了个小发明。D1中的两个问题主要帮助学生理解并提炼文章暗含的“问题—解决”模式,为完成D2中的任务打下基础。
- 写作策略:**本单元重点教授的写作策略的要点是掌握记叙文的功能和写作要点。记叙文是一种用来叙述和讲述故事的文体,它的主要功能是通过一系列事件和情节来传达作者的思想、感受和经历,引起读者的共鸣。本单元的范文以“问题—解决方法—情感表达”为主线,可结合D2引导学生关注文章结构。
- 教学要点:**D1的活动定位是写前思考,教师应引导学生通过快速浏览范文,关注内容和结构,然后再展开后续的写作策略准备。

参考答案

D1

Jerry's grandma walked with a stick. It was not easy for her to carry an umbrella when it rained. To solve the problem, Jerry put an umbrella on the handle of the stick.

D2

- 教学要点:**D2的活动定位是写前准备,教师可组织学生细读范文,根据范文结构,找到与problem, solution, feeling三个标签对应的正文内容。通过分析范文内容结构,提高写作结构意识。

D Be creative ➤ ➤ Writing

Students are sharing their stories of trying new things on TEEN-Land forum. You want to have a try.

D1 Think Read Jerry's story. What problem did his grandma have and how did he solve it?

Group: 7th-graders TEEN-Land

My grandma uses a stick to walk, but when it rains, it's not easy for her to use an umbrella.

One day, I thought, why not put the stick and the umbrella together? I put an umbrella on the handle of the stick. Now when it rains, she doesn't get wet. She is proud of me and I feel very happy!

D2 Prepare Fill in the blanks with the words in the boxes according to the story in D1.

solution problem feeling
Grandma's stick Paragraph 1 _____
Paragraph 2 _____
Paragraph 3 _____

TEEN skill Writing a narrative
A narrative:

- has one topic;
- describes an experience that the writer had;
- may have the elements of problem, solution and feeling.

① solution 解决方法

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- **教学建议:** 可根据学情决定是否对范文进行进一步的分析, 如: 通过比较, 确定三个方面中哪一个需要详写, 如何详写等。

参考答案

D2

Paragraph 1: problem Paragraph 2: solution Paragraph 3: feeling

D3

- 教学要点:** D3 的活动定位是写前构思, 旨在引导学生根据主题, 结合 D2 梳理出的框架结构开展头脑风暴, 确定三至四个行文要点, 并在文本框中列出一些相关语言表达。
- 教学建议:** 如学生需要更多帮助, 可提供一些具体情景引导学生开展思考, 并列出一些相关语言表达, 尤其是 solution 方面。

D4

- 教学要点:** D4 的活动定位是写作, 旨在让学生组织 D3 各方框中的语言表达, 完成作文。在写作的过程中需要指导学生注意各部分之间的过渡, 尽量达到逻辑清楚、有整体性、语法正确、用词准确等要求。
- 教学建议:** 可根据学情决定是否给学生提供一些句式, 帮助他们正确表达句子; 如学生接受程度较好, 还可鼓励他们学习阅读板块的记叙文, 进一步丰富他们的写作。

D3 Plan Plan your writing by making notes in the diagram below.

What difficulty I met with (problem)	What I did with it (solution)	How I felt (feeling)
[Empty box]	[Empty box]	[Empty box]

My learning notes

Describing problems and solutions:
 Problems: find it difficult (to do), _____
 Solutions: think of (an idea), _____

D4 Write Write your story.

D5 Check Check your story. Pay attention to the basic features of a narrative.

Update my to-do list

Work in groups. Help your group members to revise their stories.

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

hot for people to stay outside in summer
 difficult to clean up the plastic in the sea
 feel lonely without family living nearby

2. Solution:

hats with portable air-conditioners
 a floating rubbish bin
 a smart chatbot

3. Feeling:

proud, happy, satisfied, fulfilled

D5

- 教学要点:** D5 的活动定位是写后检查, 旨在引导学生参照 TEEN skill 栏目的记叙文写作要点提示, 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:** 可整理学生的常见错误, 全班一同找错误、修改, 帮助学生明确写作的主题和结构, 并优化语言表达。再请学生进行自查或同伴交换检查是否有遗漏或误批改。

Update my to-do list

- **教学要点:** 请学生分组活动, 分享彼此写的故事, 为同伴提供进一步修改的建议。为学生提供针对本课写作任务的个性化评价量表, 请学生对照此表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。

Suggested evaluation checklist

方面	标准
内容	围绕“解决问题”这一话题展开 (Does the writing focus on the writer's problem-solving experience?)
结构	包含“问题—解决方法—情感表达”这三个部分 (Does the writing cover all the three parts — “problem” “solution” and “feeling”?) 文章结构与上述三部分的顺序一致 (Do the paragraphs of the writing match the order of the three parts?)
语言	句子结构准确, 表达清楚 (Are the sentence structures correct and the expressions clear?)

>>Discovery

板块内容说明

本板块介绍了在历史上不同国家的发明创新是如何产生的，如中国的冰淇淋、英国的公路“猫眼”照明设备、美国的创可贴，启发学生进一步思考发明创新的本质。

教学提示

- 语篇说明：**第一则短文介绍了中国的冰淇淋的发明过程。第二则短文介绍了英国工程师珀西·肖 (Percy Shaw) 是如何发明了公路照明设备“猫眼”的。第三则短文介绍了美国化学工程师埃尔·迪克森 (Earle Dickson) 发明创可贴的过程。
- 更多信息：**(1) 中国的冰淇淋发明可以追溯到古代。尽管确切起源仍有争议，但历史记录表明，中国早在唐朝时期(公元 618—907 年)就开始制作冰冻甜点，当时被称为“酥山”。宋代出现了更先进的制作方法，利用牛奶与米粉混合，放入金属容器中，用冰和盐混合物包裹降温。
(2) 在一个雨夜，视线模糊的珀西·肖注意到路边有一只猫，猫的眼睛在黑暗中发出闪光，这个观察给了他灵感。他开始尝试各种材料和设计，以找到一种能够在黑暗中发光的道路标志。经过多次试验，他最终使用了一种特殊的玻璃珠，并将其嵌入到金属底座中。这种设计可以反射车辆灯光，并在夜间或恶劣天气条件下提供明确的道路指示。这一发明不仅提升了夜间驾驶的安全性，也为其他类似的道路标志设备提供了启示。
(3) 埃尔·迪克森的妻子常常在家里做家务或照顾孩子时擦伤或割伤皮肤。每次发生这种情况，她都需要使用绷带来处理伤口。然而，这些传统

Discovery

New ideas in history

Ice cream (China)
Ancient Chinese people stored ice in winter. Then in summer, they broke it into pieces and mixed other things, like milk, sugar or flavours with it. This is the early ice cream.



Cat's eyes on the road (the UK)
One night, Percy Shaw's car lights caught the eyes of a cat. The cat's eyes shone back brightly. He had an idea. He put something like cat's eyes on the road to make drivers safer.



Adhesive bandage^① (the USA)
Earle Dickson's wife often cut or burned her fingers in the kitchen. Dickson used a long piece of sticky cloth and put a thin square piece of cotton down the middle. It was the first adhesive bandage.



Read and think How do the life-changing ideas come into being?

① adhesive bandage 创可贴

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的绷带无法轻松粘贴在受伤部位上。为了解决这个问题，埃尔·迪克森将一种吸水性材料(棉花)与胶布结合在一起，形成了一种可直接粘贴在伤口上的方便贴片。由于创可贴小巧又方便携带，可以快速贴在伤口上提供保护，因此迅速地被广泛使用。

- 教学建议：**教学中可根据学情，灵活选用不同的方式来激发学生对历史上不同国家的发明创新的兴趣和思考。

(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 can you see in the picture?
- ② Do you usually eat/use it in your life?
- ③ How much do you know about it?

(2) 理解：请学生阅读短文，通过问题引导学生发现这些发明创新是如何产生的。如：

- ① Who invented ice cream? (*Ancient Chinese people.*)
- ② What caused Percy to have the idea? (*The*

eyes of a cat.)

- ③ How did Dickson make the adhesive bandage? (*He used a long piece of sticky cloth and put a thin square piece of cotton down the middle.*)

(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 What drives a new invention? (*Problems in our life./Wishes to improve our life.*)
② How did they invent the new things? (*By putting two or more things together./By modelling after things in our life.*)

(4) 拓展：提供更多有关中国的冰激淋、英国的公路“猫眼”照明设备、美国的创可贴的资料，或鼓励学生自发寻找一些历史上不同国家的有用或有趣的发明创新，在课堂上分享，加深学生跨文化、跨学科、跨学习场景的学习体验。如：

- ① What other new ideas do you know? (*Fridge, ballpoint pen, coach ...*)
② What do you like best about these new ideas in history? Why? (*Fridge. Because it can keep the food fresh for a long time.*)

补充资料

- The zipper was invented to make it easier and faster to close clothes. It has interlocking metal teeth that can be opened and closed by sliding a special part up and down. The inventor, Gideon Sundback, got the idea from the hook-and-eye fasteners.
- The basic idea behind the design of the ballpoint pen is to have a tiny rolling ball at the tip of the pen that leaves ink onto the paper as it rotates. It was invented by László Bíró. He noticed that the ink used in newspaper printing dried quickly and decided to make a pen using the same type of ink. However, that thick ink could not flow through the normal pen, so Bíró used a tiny ball at the tip of the pen.



Section E Have a try >>Project

子话题说明

该板块围绕“我们来试一试”(Have a try)这一子话题展开。结合本单元所学,通过小组合作,收集自己和同学最想尝试的新事物,并就“确定目标”(setting the goal)、“制订时间计划”(making a time plan)、“寻找学习新事物的渠道”(finding ways to learn)和“坚持练习”(keeping on practising)四个方面来收集资料,以确定具体的行动方案。本板块的活动回应单元大问题,在活动中使学生了解尝试新事物的意义及其给生活带来的改变,形成积极向上生活态度,并在完成项目的过程中提升其在计划、监控等方面元认知策略。

教学提示

- 教学要点:**可通过与学生分享尝试新事物的重要性引入话题,在此基础上清晰地解释任务要求,即通过小组合作收集资料,确定制订行动计划的具体步骤。教师可引导学生讨论和分享他们在“确定目标”“制订时间计划”“寻找学习新事物的渠道”和“坚持练习”方面的想法和建议。教师可以提出一些问题,如:

- ① Why do you want to have this new experience?
- ② How do you usually make a time plan?
- ③ What are the ways you usually use to learn about new things?
- ④ Are there any tips you have for keeping on doing something?"

E Have a try ➤ ➤ Project

Unit 1

Making an action plan

Make an action plan to try something new.

Step 1 Brainstorm Work in groups of four and decide on what to try this term.

Step 2 List Make a to-do list for the new experience. Share the information you collect.

Setting the goal
Making a time plan
Finding ways to learn
Keeping on practising

Step 3 Create You can use Lu Yao's plan as an example or use other forms.

The goal
I would like to learn five basic moves of hip hop dancing.
The time plan
I plan to practise the dance moves twice a week.
Reminders of practice
I can set alarm clocks, make notes or ask my friend to remind me.
Lu Yao's action plan
Ways to learn
I can join a dancing club, visit some websites on dancing or enroll in an online course.

I will check my progress every two weeks.

Step 4 Share Introduce your plan to the class and put your plan on the classroom wall.

 **Update my to-do list** 

Listen to the introductions of action plans of your classmates. Are their plans clear and easy to follow?

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此外,教师还可以提供一些资源,如图书馆的书籍、互联网链接或其他相关资料,帮助学生找到学习新事物的渠道,并就制订合理的时间计划和行动方案给出建议。

Update my to-do list

- 教学要点:**给各组提供课内外展示其行动计划的平台或机会。鼓励学生综合运用本单元前序板块所学的语言知识和技能进行表达和展示,并组织学生就行动方案的清晰性、可行性等方面进行评价。

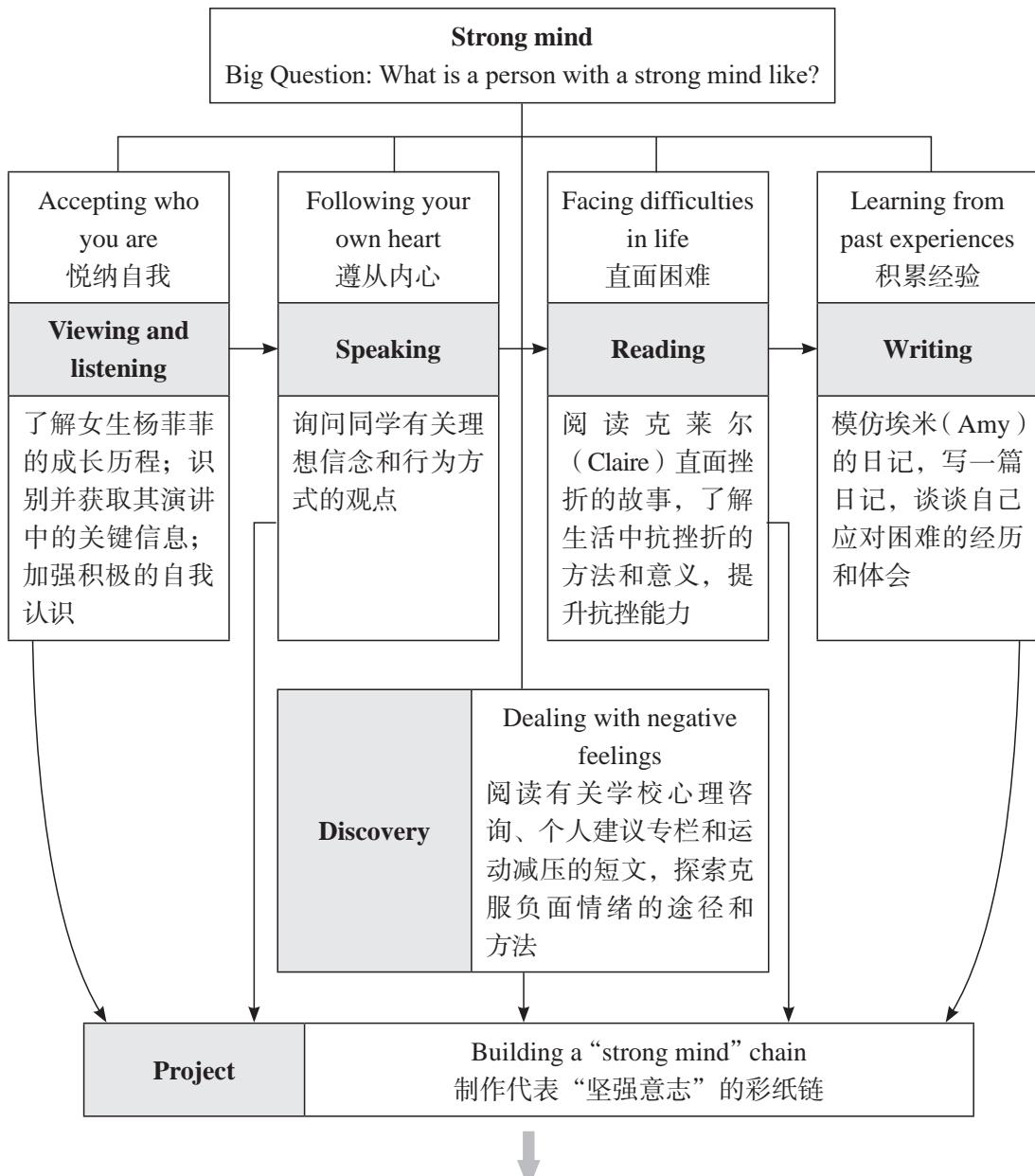
设计针对行动计划的评价表,组织学生从内容、语言和可行性三方面对同伴的行动计划进行评价。

Suggested evaluation checklist

方面	标准
内容	包含明确的学习目标、学习方式和时间方案，内部逻辑清晰 (Cover learning objectives, ways of learning and a clear timeline)
语言	准确运用本单元所学的语言，自然流畅，表义准确 (Use the language learned in this unit accurately, naturally, clearly and fluently)
可行性	行动计划是否可行，有利于坚持下去 (Make the action plan clear, practical and easy to carry out)

Unit 2 Strong mind

单元内容结构图 (Structure of the unit)



单元育人目标：通过了解中外青少年的理想信念、行为方式和成长历程，探索如何更好地应对学习和生活中的困难与挑战，理解拥有坚强意志的意义，形成积极的自我认识，提升抗挫能力

单元目标 (Unit objectives)

- ▶ 语音：能认识单元音 /ə/, /ɜ:/, /ʊ/, /u:/, 并能借助音标拼读单词
- ▶ 词汇：能掌握和坚强意志相关的词汇，了解反义词词汇意义
- ▶ 语法：能归纳情态动词 had better 和 need 的语法规则(形式、意义和用法)并在情境中使用
- ▶ 看：能借助宣传海报、人物档案、图片、图表等多模态语篇中的视觉信息理解相关内容
- ▶ 听：能根据听到的演讲，识别并获取有关个人成长历程的关键信息
- ▶ 说：能掌握日常生活中询问观点的习惯用语，结合具体的交际情境，就理想信念和行为方式的话题展开简单对话
- ▶ 读：能读懂克莱尔直面挫折的故事，并能对获取的语篇信息进行简单的加工和分析，准确理解主题意义；能识别、提炼、归纳故事的关键信息和主要内容，根据已有信息进行推断
- ▶ 写：能围绕“坚强意志”这一主题，运用单元所学，写一篇日记，描述自己应对困难的经历和体会；能掌握写作的结构条理，合理布局事件和情感的发生发展
- ▶ 文化：能通过校园广播节目、人物档案、个人故事等获取中外青少年理想信念、行为方式和成长历程的文化信息
- ▶ 德育：能理解拥有坚强意志的意义，形成积极的自我认识，提升抗挫折能力

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“身心健康，抗挫能力，珍爱生命的意识”和“自我认识、自我管理”子主题内容，通过大问题“What is a person with a strong mind like?”引导，帮助学生了解中外青少年的理想信念、行为方式和成长历程，探索如何更好地应对学习和生活中的困难与挑战，理解拥有坚强意志的意义，形成积极的自我认识，提升抗挫折能力。		
语篇	视听	海报	校园广播节目海报
		录音	关于成长的演讲
		录音	励志诗歌
	口语	人物简介	个人简要信息
		对话	询问关于个人追求的观点
	阅读	故事	克莱尔直面挫折的故事
	写作	日记	我应对困难的经历
语言知识	语音	单元音 /ə/, /ɜ:/, /ʊ/, /u:/ 的发音特点	
	词汇	主题词汇；反义词	
	语法	情态动词 had better 和 need	
	语篇	理解记叙文语篇的信息组织方式——事件与情感的交织发展	
	语用	在交际情境中，使用得体的语言询问对方观点	
文化知识	中外青少年关于心理健康的态度、观念和行为方式		
语言技能 与 学习策略	视听	任务：听一段关于个人成长历程的演讲 策略：识别并获取关键信息	
	口语	任务：询问同学有关理想信念和行为方式的观点 策略：得体地询问观点	
	阅读	任务：阅读克莱尔直面挫折的故事 策略：根据已有信息进行推断	
	写作	任务：写一篇日记，描述自己应对困难的经历和体会 策略：合理布局事件和情感的发展顺序	
	项目探究 (综合)	任务：制作代表“坚强意志”的彩纸链	

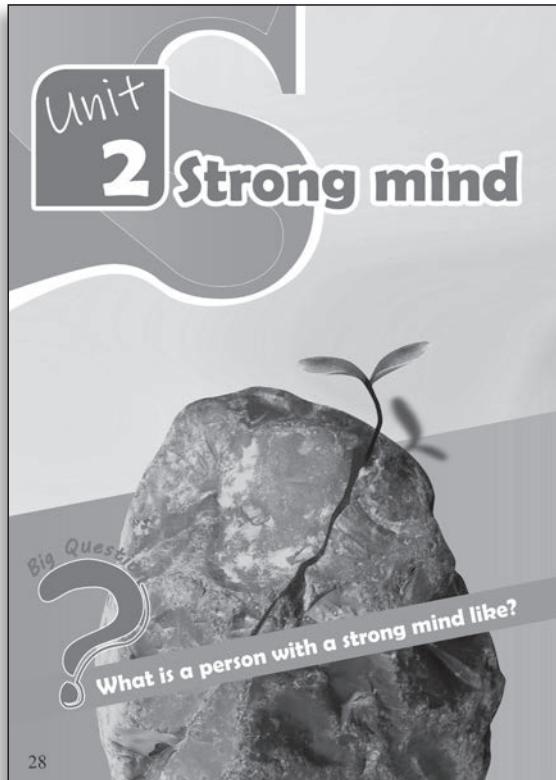
单元主题图页 (Cover page)

单元大问题 (Big Question)

完成本单元的学习后，学生可以围绕悦纳自我、遵从内心、直面困难、积累经验、调节情绪等方面的话题探讨一个拥有坚强意志的人的基本特征，进一步认识拥有坚强意志的途径和意义，从而爱生活，爱自己，增强抗挫折能力。

单元主题图 (Theme photos)

单元主题图是一株在岩石缝中奋力生长的小草，展现了生命的坚韧和不屈，暗示了人们在面对挑战和逆境时所表现出的顽强的生命力和坚强的意志。



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，学生完成后可以自行检测任务达成情况。本单元的任务清单包括：(1)听关于个人成长历程的演讲。(2)询问有关理想信念和行为方式的观点。(3)阅读克莱尔直面挫折的故事。(4)撰写日记描述自己应对困难的经历和体会。(5)制作代表“坚强意志”的彩纸链。

单元导入 (Getting started)

可基于主题图和三幅情节连贯的图片，激发学生兴趣，引导他们仔细观察、准确理解图意并创造性地表达。帮助学生通过对图片内涵和个人经验的表述和交流，初步感知单元主题。

The worksheet features a background image of children playing outdoors. A 'To-do list' card is overlaid on the right, containing five items:

- 1 Listen to a talk by a cool kid.
- 2 Talk about an experience of following my own heart.
- 3 Read a story about dealing with difficulties in life.
- 4 Write a diary about my past experience of facing a challenge.
- 5 Build a "strong mind" chain.

Below the list is a lightbulb icon. The title 'Getting started' is at the top. Three smaller images are shown: a person thinking ('I can't work it out'), a person climbing a mountain ('I can't get along with my classmates'), and a person jumping over a gap ('I can, I do it').

Look at the pictures above and answer the questions.

- 1 What changes does the person go through in the pictures?
- 2 How do you deal with challenges in your life?

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参考答案

Getting started

(Answers may vary.)

- 1 He meets with a lot of problems. But he doesn't give up easily. Instead, he tries his best to deal with the problems well.
- 2 When there is a challenge, I often think hard and find out the cause(s) of the problem./I often turn to my parents or teachers for help./...

Section A Accepting who you are

>>Viewing and listening

子话题说明

该板块围绕“悦纳自我”(Accepting who you are)这一子话题展开，探讨积极的自我认识和健康的自我价值感，涉及接受和认同自己、发现个体多样性等学习内容。



请关注这里一般现在时表示“将来”(present simple for future)的语法结构。这种用法常用于描述按规定、时间表、计划或安排将要发生的动作，句中通常有具体的时间状语。例如：The train leaves at 8:00. 火车将在8:00出发。



这是一首关于坚韧和成长的小诗，改编自英国诗人鲁德亚德·吉卜林(Rudyard Kipling)的诗歌《如果》，旨在帮助学生掌握单元音 /ə/, /ɜ:/, /ʊ/, /u:/ 的发音特点。教学中可先引导学生整体感知诗歌主题意义，然后鼓励学生跟读录音，加强诵读的节奏感。

A1

- 语篇说明：本页呈现新星中学校园广播节目“Cool Kids”的一份宣传海报，

A Accepting who you are

>> Viewing and listening

The school counsellor⁽¹⁾ sets up a special group: "Stronger Me". Lu Yao, its group member, makes a radio programme about cool kids.



This week in New Star Cool Kids, Yang Feifei, 13, will talk about how she deals with fear and what she is proud of.
Starts at 12:00
14 Oct.
on New Star Radio



welcome!

A1 Look and say Look at the poster for the radio programme and answer the questions.

- Who will give the talk?
- What will she talk about?
- According to the photos, what is special about her everyday life?

A2 Listen and think Listen to the recording. What was Yang Feifei once afraid of and what is she now proud of?

Listening for key information

Pronunciation /ə/, /ɜ:/, /ʊ/ and /u:/

Read the poem.



If
If you can keep your head when all about you are losing theirs,
If you can trust yourself when all the world doubts you,
If you don't look too good, nor talk too wise,
You will be a Man, my boy!

(Adapted from If by Rudyard Kipling)

(1) counsellor (心理)咨询师

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呈现了本期嘉宾基本信息、演讲主要内容以及节目播出的时间和频道等信息。

- 教学要点：(1) 让学生阅读海报中的介绍文字，获取有关演讲嘉宾和其演讲主要内容的信息并回答问题1和2。(2) 引导学生通过关注海报中三幅图片的细节信息，如讲台、舞台、笔和五线谱，得出问题3的答案。(3) 借助问答，帮助学生学习目标词汇如deal with 和 fear，巩固复习词汇如be proud of, special, give talks, perform，为后续听力理解做好语言和背景知识准备。

参考答案

A1

- Yang Feifei.
- She will talk about how she deals with fear and what she is proud of.
- She gives talks, writes songs and performs at school.



此处将杨菲菲的演讲内容以“最佳自我”信息表的形式呈现，表现了她对自己的接受和认同。教学中可以鼓励学生模仿此表，思考自己的独特之处，更好地激发自我认识，培养健康的自我价值感。

A2, A3

- 语篇说明：**学生会听到一段开场白和演讲，说话者分别是节目主持人陆遥以及当期节目的演讲者杨菲菲，收听对象是新星中学的学生，文化语境是校园广播专题节目“Cool Kids”。杨菲菲讲述了她对自身特质——嗓音粗哑的态度转变，从最初的缺乏自信到如今的积极认同，并通过她自己的成长历程，鼓励其他青少年要爱自己、爱生活。
- 听力策略：**本单元重点教授的听力策略为识别并获取关键信息 (Listening for key information)，指的是在听力过程中识别和捕捉关键信息的能力。使用这一听力策略，学生会有意识地聚焦于寻找并理解所听演讲中的关键信息，完成听力任务。可通过听前预测和关注关键词以及过渡词如 *but*, *for example*, *also* 等的提示作用来获取关键信息。

Listening for key information: Key information is the exact, precise fact or description of something mentioned in a text. It's all about paying attention to the important words and quickly figuring out the important bits of information. It's a really helpful skill for understanding things like radio shows or talks better. Before listening, you can have some ideas of what you will hear.

6 A3 Listen and take notes Yang Feifei sees the best in herself. Listen again and complete the info-sheet.

“Best self” info-sheet

Name	Yang Feifei
My best choice	I take my deep, rough voice as a ¹ _____.
My hobbies and talents	I write songs, ² _____ at school and ³ _____.
My hope	Everyone can be ⁴ _____ of who they are and speak out ⁵ _____.
My belief	It is important to ⁶ _____ about ourselves.

Word study Word meaning Opposites

Find the opposites of the following words and write them down in the table below.

Words	Opposites
afraid	brave
difficult	
smooth	
weak	
heavy	

6 Update my to-do list

Listen to Yang Feifei's talk again. Do you think she is a cool girl? Why or why not? Share your view(s) with your classmates.

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While listening, you can pay attention to key words or phrases and be attentive when you hear transitional words such as *but*, *for example*, *also*.

- 教学要点：**(1) 借助 A2 进行听力策略的教学示范，教学生如何在听的过程中，识别并获取关键信息。引导学生关注题干中的关键词 *be afraid of* 和 *be proud of*，在听的时候，有意识识别和捕捉这两个方面的信息。再通过 A3 的听力活动，帮助学生在听力理解过程中，运用听力策略，例如关注表示添加关系的过渡词 *also*，并通过这个策略获取填写第三个空白处所需的关键信息。(2) A3 听力活动中，先引导学生关注表格标题 (“Best self” info-sheet) 以及左栏关键词 (Name, My best choice, My hobbies and talents, My hope, My belief)，了解相较于听力原文，表格中信息已经根据主题 Best self 进行了重组，需要理解所听内容并有意识地寻找相关信息，才能完成此项听力活动。

- **教学建议：**视学情需要，听前教授学生表格中理解有困难的词汇（如 rough, talent, belief 等）；如学生接受程度较好，听后可引导他们反思自身、互相交流，并通过识别同学分享中的具体信息，为彼此制作“最佳自我”信息表。参考活动如下：

补充资料

Find out your best self What makes you cool being who you are? Share the things you love about yourself with a partner. Listen to each other carefully and then make a “Best self” info-sheet for each other.

听力文本

Lu Yao: Time for New Star Cool Kids. I'm Lu Yao. Today let's meet Yang Feifei.

Yang Feifei: I'm Feifei. I have a deep and rough voice. I used to be afraid of speaking because some kids made fun of me and said I sounded like a boy. But my parents keep telling me, “You needn't worry. Everybody is different — and that's not a bad thing.”

I can think of my voice as a weakness, or I can be brave enough to take it as a special gift.

I write songs and perform at school. Other kids remember my songs because of my special voice! Through my songs, I try to make them know it's wrong to make fun of others. And kids like me feel they are not alone. I also give talks. I hope everyone can be proud of who they are and speak out without fear.

Feeling good about ourselves is really important.

参考答案

A2

She was once afraid of speaking because of her deep and rough voice. She is now proud of who she is.

A3

1 special gift 2 perform 3 give talks 4 proud 5 without fear 6 feel good

语言注释

- **take ... as** to understand or consider something in a particular way (not used in the progressive tenses) (不用于进行时) 领会；理解
e.g. *Take every challenge as a chance to build your sense of self-worth.*
- **speak out** to express one's thoughts, opinions, or feelings openly in a way that takes courage. It often implies standing up for what people believe in or consider right. 大声说出
e.g. *Don't be afraid to speak out and share your thoughts with others.*

- **theirs** *pron.* of or belonging to them 他们的, 她们的, 它们的(所有物)
e.g. *This bag is not mine; it's theirs.*

背景知识

Psychological theories behind helping students see the best in themselves

Helping students see the best in themselves agrees with the theories of self-concept and positive reinforcement.

Self-concept: According to some psychologists, self-concept is formed through interactions with others and experiences. It is about how students see themselves. When teachers help them discover what they're good at, what they like, and what makes them special, it makes them feel good about themselves. This helps build a positive self-image and boosts their confidence.

Positive reinforcement: Psychologists showed the power of positive reinforcement in shaping behaviour. Recognise and praise students when they do well. This positive feedback makes them feel proud of themselves and encourages them to keep doing their best, which does good to their overall development and well-being.

Word study

- **教学要点:** 首先, 确保学生理解反义词的概念: 反义词是指意思相反的词。建立英语词汇间的反义联想关系有助于加深对词汇的理解和记忆。然后, 通过举例帮助学生更直观地理解意义。最后, 可以引导学生探索前序单元更多的反义词, 扩大词汇量。

参考答案

Word study

difficult→easy smooth→rough weak→strong heavy→light

语言注释

- **opposite** *n.* someone or something that is completely different from another person or thing 相反的人或事物
e.g. *Black is the opposite of white.*

Update my to-do list

- **教学要点:** 再次播放杨菲菲的演讲录音, 请学生通过识别并获取关键信息, 有理有据对问题进行解答和分享, 并根据彼此的完成情况互相评价本节课的学习成效。

参考答案

Update my to-do list

(Answers may vary.) Yes. She takes a positive attitude and is confident. She encourages other kids to feel good about themselves by making full use of what makes her different. That's why she is cool.

Section B Following your own heart

>>Speaking

子话题说明

该板块围绕“遵从内心”(Following your own heart)这一子话题展开，聚焦爱好和梦想(pursuits)、问题和挑战(difficulties)、希望和信念(hope)，并针对这些信息询问观点，涉及对中外学生理想信念和行为方式的讨论、得体询问观点等学习内容。



“遵从内心”这一话题涉及很多方面，这里通过问题形式梳理其中常见的三种表现，分别是勇于追逐梦想、积极应对同伴压力以及不盲目跟风。B2 和 B3 口语对话聚焦第一种表现。在 **Update my to-do list** 中，可以鼓励学生从中选择任一表现进行表达和交流。



Hope 一栏开放，教学时应引导学生从口语对话中获取并讨论赵鹏坚持梦想背后的信念，并通过对尼娜·布朗(Nina Brown)已知信息的理解和讨论，合理推测其理想信念。

B1

- 语篇说明：**这里的个人简介(Personal profiles)提供了有关赵鹏和尼娜·布朗的个人爱好、爱好的缘由、遇到的困难以及信念希望等关键信息。
- 教学要点：**(1)引导学生仔细阅读个人简介，聚焦 B1 问题中的 special 一词，梳理、概括关键信息，并结合自己的生活实际和理解，回答问题。例如，中国学生赵鹏对剪纸的追求是相对“小

B Following your own heart >> Speaking

The “Stronger Me” group are going to discuss the following topics. Lu Yao is talking with some students for ideas on topic A.

What do you do if ...

- A you would like to do something but face many difficulties?
- B your friends do something wrong and ask you to join in?
- C others are following a popular style of clothes, hair, music and so on?

 Zhao Peng	Name	 Nina Brown
doing paper cutting	Free time activity	running her programme “Teenager Helper” (collecting money & writing encouraging stories)
to remember his grandpa	Reason	to help kids deal with fears and go after their dreams
(it) taking a lot of time, no friends to do it together with	Difficulty	not having enough money, no time to enjoy other hobbies
...	Hope	...

B1 Look and say Look at the information about Zhao Peng and Nina Brown. What do you find special about them?

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众的”(Zhao Peng’s hobby of paper cutting is not considered popular among teenagers.), 英国学生尼娜运营个人公益项目“青少年帮助计划”体现了她日常生活的与众不同(Nina operates her programme “Teenager Helper”, showing her special approach to life.), 等等。(2)通过讨论和问答，帮助学生学习本板块的重点词汇(如 heart, difficulty, teenager, run a programme, encouraging, go after 等)，为后续的口语表达输出活动做好词汇和句式方面的语言准备，并借助 B1 个人关键信息的获取，帮助学生为后续的口语表达输出活动做好内容方面的准备。

- 教学建议：**可在阅读多模态信息前，引导学生先自由讨论自己的爱好、遇到的困难、坚持背后的信念等，结合真实情境，提前教授个人简介中学生理解有困难的词汇，例如可以先教授 run a programme，然后与学生互动，通过询问“Does anyone have the

experience of running a personal programme?”, 帮助学生加深对词汇意义的理解。如学生接受程度较好，也可以在阅读多模态信息前，根据遵从内心的三种主要表现，鼓励学生对板块子主题进行讨论，简要阐述他们对“遵从内心”的理解，例如，请学生列举与 ABC 三个问题相关的生活和学习中的例子，也可请他们思考更多有关遵从内心的表现，由此帮助学生更好理解话题、激发思考，为完成最后的评价任务做好准备。

参考答案

B1

(Answers may vary.)

Zhao Peng does paper cutting in his free time. Nina Brown runs a programme called “Teenager Helper” in her free time.

B2

- 语篇说明:** 对话在陆遥与同学赵鹏之间展开, 陆遥希望更多了解赵鹏的“小众”爱好——剪纸以及他对于该追求的观点。该对话共有五个话轮, 包括“打招呼和引入主题”“三轮问答”“建议和回应”。同学双方对彼此的称谓和开场与结束均遵循自然、直接、轻松的交际风格; 交际双方使用口语用语(Hello/Why/I see/By the way/Good idea/Sure); 陆遥在提问过程中, 聚焦了爱好及缘由、遇到的困难和坚持爱好背后的理想信念共三个方面的问题。
- 语用功能说明:** 本单元的语用功能是询问观点(Asking for opinions), 这是口语交际中的一个重要语用功能, 通过询问对方的观点, 可以更深入了解他人的思维方式和价值观, 从而建立起与他人情感和认知上的连接, 促进有效沟通。同学间询问观点一般会自然、轻松开场并直接引入对话主题, 如“Hello, ...!”“You seem to ...”, 接着提出想要了解对方观点的问题, 以特殊疑问句或一般疑问句为主, 如“What do you think ...?”“In your opinion, is it ...?”“How do you feel about ...?”等。
- 教学要点:** 通过听B2的对话, 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, 感悟说话者的情感态度。再通过读B2的对话, 引导学生关注本课的语用知识重点, 即询问观点。教师可用以下问题帮助学生理解对话, 找出相关表达。
 - ① How does Lu Yao greet Zhao Peng?
 - ② How does she start the conversation?
 - ③ How many questions does Lu Yao ask? What are they?
 - ④ What makes Zhao Peng keep on with paper cutting when he meets

6 B2 Listen, read and think. Listen to the conversation between Lu Yao and Zhao Peng. What makes Zhao Peng keep on with paper cutting when he meets with difficulties?

Lu Yao: Hello, Zhao Peng! You seem to really enjoy paper cutting!
 Zhao Peng: Hello, Lu Yao! Yes, I love it.
 Lu Yao: Why?
 Zhao Peng: My grandpa taught me how to do it. It's a way of remembering him.
 Lu Yao: I see. By the way, what do you think is difficult for you?
 Zhao Peng: To be honest, it's hard to keep on going when it takes so much time and everyone around is doing something else.
 Lu Yao: Why do you keep doing it then?
 Zhao Peng: I hope to keep Chinese traditions alive.
 Lu Yao: You should teach your friends how to do it.
 Zhao Peng: Good idea. Would you like to learn?
 Lu Yao: Sure!

7 Role-play Lu Yao is now talking with Nina Brown. Act out their conversation with a partner. Use the conversation in B2 as a model.

My learning notes

Asking for opinions:

- How do you feel about ...? • What do you like best about ...?
- _____ • _____



Talk with a partner about one of the topics in the yellow box on page 32. What do you do in that situation? Share your experiences and opinions.

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with difficulties?

- ⑤ What does Lu Yao say when she wants to ask for Zhao Peng's opinion?
- ⑥ What other expressions can you think of to ask for opinions?
- 教学建议:** 如学生理解对话有困难, 可以通过解释语言点(如seem, to be honest, keep on going, keep ... alive)等方法提供帮助; 如学生对口语范文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, 如分析陆遥是如何维持积极的对话氛围的(How does Lu Yao keep the conversation going smoothly?)。对话中陆遥使用的口语技巧包括表达关注和兴趣(You seem to really enjoy paper cutting!)、提供引导性问题确保与主题相关的信息得到充分探讨(Why? What do you think is difficult for you? Why do you keep doing it then?)、倾听和回应(I see./ Sure!)等。

参考答案

B2

His hope to keep Chinese traditions alive.

B3

- **教学要点:** (1) 引导学生对 B1 个人简介中尼娜的信息再次进行阅读, 讨论并合理推测她坚持追求背后的理想信念, 完成 Hope 一栏的填空。(2) 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 的赵鹏转变为尼娜, 需要结合 B1 个人简介中获取的信息合理调整开场白、问答及结尾, 但是三个核心问题需要保留(“Why do you do it?” “What do you think is difficult for you?” “Why do you keep doing it then?”), 其他诸如 “I see./By the way, .../To be honest, ...” 等表达仍旧可以根据情况保留使用。
- **教学建议:** 如学生输出表达时需要更多帮助, 可以在 B3 和 B2 之间插入一个过渡任务, 如由学生分角色表演 B2 的对话, 在巩固好所学的基础上, 再完成 B3; 也可以给学生提供更多完成 B3 新对话的铺垫或支架, 如先带领学生梳理 B2 对话的重点以及 B3 中可替换的内容, 再让学生两两完成对话, 或给学生提供非完整版的新对话, 让学生填空补全对话, 再进行角色表演。

参考答案

B3

(Answers may vary.)

Lu Yao: Hello, Nina! I've heard about your "Teenager Helper" programme. You collect money for kids in need and also write encouraging stories.

Nina Brown: Hello, Lu Yao. Yeah, I have done it for a while now.

Lu Yao: Why do you do it?

Nina Brown: This is just my way of helping kids deal with fears and go after their dreams.

Lu Yao: I see. By the way, what do you think is difficult for you?

Nina Brown: To be honest, getting enough money can be a challenge, and it eats up a lot of my free time.

Lu Yao: Why do you keep doing it then?

Nina Brown: It just feels right. I hope it will encourage more people to help out together with me.

Lu Yao: Count me in!

语言注释

- **run** *v.* to be in charge of or organise a business, an activity, etc. 经营; 管理
e.g. *He is confident he can run the new school well.*
- **go after** to try to get, catch or hit something 追求
e.g. *Someone in the world may just go after fame and wealth.*
- **difficulty** *n.* something that is hard to do or deal with 困难
e.g. *She had some difficulties with the maths problem.*

- **keep ... alive** to make something continue to exist 使……继续存在
e.g. It's important to **keep hope alive** in the face of difficulties.

背景知识

Shanghai paper cutting

Paper cutting comes in different styles in different parts of China. Generally speaking, in the north, the paper-cutting artworks are usually rough patterns used as decorations on windows, walls, roofs, lanterns and other things at home. In the south, paper-cutting is used as the base pattern for embroidery and requires finer designs. Shanghai paper cutting combines both styles. It started in the early 20th century and gradually formed a “Shanghai style”, known for its special mix of traditional and Western influences. In 2008, Shanghai paper cutting was included in the second national intangible cultural heritage protection list. Many young people in Shanghai are working hard to keep this art alive. They want more people, of all ages, to give paper cutting a try.

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主题内容、语言和功能句式等，展开有关自身经历的新对话。请学生确定对话主题内容（从 B1 多模态三个问题情境中选择一个）、展开对话、展示交流并进行同学互评。学生根据自己的任务完成情况，结合同学评价和教师点评，评价自己本节课的学习成效。

Suggested evaluation checklist

方面	标准
内容	A: 针对选定的问题情境就个人爱好 / 经历、过程中的困难、理想信念 / 行为方式等方面的信息提出恰当的问题，确保与主题相关的信息得到充分探讨 (Ask questions about a certain experience of following one's own heart) B: 就对方的提问，给出相应的回答 (Give proper answers to A's questions)
语言	A: 使用恰当的句式询问对方的观点，措辞准确 (Use proper expressions to ask for opinions) B: 给出的回答语言准确 (Give information and opinions accurately)
交际	根据人物身份关系自然、得体地开展交际 (Communicate naturally and appropriately according to the relationship between the speakers)

参考答案

Update my to-do list

(Answers may vary.)

Topic B

A: I've noticed some of our classmates use rude language when they hang out. How do you feel about that?

B: I think it's wrong to say something rude.

A: If they ask you to join in, what will you do?

B: Well, it can be a bit hard but I will say no.

A: Why do you think it difficult?

B: I feel like if I don't join them, they'll see me as different and maybe even consider me an outsider.

A: I see. But you still choose to say no?

B: Yeah, it's important to me to stay true to myself. Plus, I believe real friends won't pressure you into doing things you're not comfortable with. Would you agree with me?

A: Sure!

Section C Facing difficulties in life

>>Reading

子话题说明

该板块围绕“直面困难”(Facing difficulties in life)这一子话题展开,讲述了克莱尔直面生活中挫折的故事,涉及情绪与行为的调节与管理、生活中的困难和解决方式等内容。



克莱尔在看校内公示栏(noticeboard)。请学生关注公示栏上的文字:Final Team list,以及文字下方隐约可见的一些名字,同时请学生注意克莱尔手里的足球和面部表情(不开心)。

C Facing difficulties in life >> Reading

Lu Yao shares a story in the group discussion about dealing with problems in life.

C1 Predicting Look at the title and the pictures. Guess what happened to the girl.

C2 Read Claire's story.



A winning mascot

Claire, 12, dreamed of playing on her school football team. But when she saw the word "Mascot" next to her name in the final team list, her heart sank.

Later, she told her mum the news. "I will just run around in a funny costume instead of playing in the game! I had better give up!" she cried.

"Things won't always go your way, but disappointment can be good for you. It's all to do with how you respond," her mum said.

In the next few days, Mum's words rang in Claire's head. She could

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C1, C2

- 语篇说明:这篇记叙文讲述了12岁少女克莱尔的成长故事。克莱尔怀揣着成为校足球队员的梦想,然而最终却被选为球队吉祥物扮演者。故事描绘了她从沮丧、失望到积极、乐观的情绪变化,并凸显了她在调整情绪后的行为变化,展现了她在直面生活中的挫折时表现出的坚韧和乐观。本文主要运用一般过去时描述事情的起因、经过和结果,运用一般现在时描述人物的语言和心理活动。

- 教学要点:借助C1观察标题和图片,引导学生通过两幅图细节信息的提取、分析和对比,结合标题,完成预测任务,并为后续阅读作好内容和词汇(如mascot, final, costume, disappointment, bright等)的语言铺垫。通过C2的Personal touch,帮助学生置身真实的读者视角,回想自己在现实生活中有无类似经历,自己当时又是怎么处理的。



提示学生关注克莱尔身后的背景（足球场）、面部表情（开心）以及着装特点（向日葵吉祥物服装）。

- 教学建议：**如学生一开始不能根据标题和图片做预测，可以引导他们先关注并提取每幅图片中的关键细节信息，再通过分析和对比信息，合理推测，最后得出结论，进行口头表达。提醒学生把握记叙文的叙事特征，如故事的起因和结果。以下问题供参考选用：
 - ① Where was the girl in the first picture?
 - ② Did the girl look happy in the first picture? Why or why not?
 - ③ What was she doing in the second picture? How do you know that?
 - ④ How did the girl feel in the second picture?

still feel strongly the call of the football field. "After all, players and mascots perform on the same field, don't they?" She finally decided to work hard at becoming a good mascot.



Through careful preparation, Claire made a lovely sunflower costume. At the first game, she put it on, took a deep breath, danced and ran around the field. The crowd chanted happily, "Go! Go! Sunflower!" Claire felt as bright as a sunflower.

After the game, she ran into the coach. He said, "We all love your costume. Why not enter for the mascot designing competition? I'm sure you will win!"

Well, with every disappointment comes a new chance!

Personal touch
Have you ever met with a similar problem?



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参考答案

C1

(Answers may vary.) Maybe the girl would like to play on the football team at first. But she didn't get the chance. Luckily, she played the role of the team mascot well in the end.

C2

(Answers may vary.) Yes, I have. I once looked forward to taking part in a maths contest on behalf of our school, but I was not selected. I was depressed at first. But after talking with my maths teacher, I found my weaknesses. I decided to do more preparation for the next contest.

语言注释

- **go one's way** to proceed according to one's plans or wishes 如愿进展
e.g. *Let's hope things will go my way this time.*
- **it's all to do with** it's all about 与……有关
e.g. *That is not your imagination. It's all to do with how we see, not how we think.*

- **ring in one's head** to still be vividly present in one's mind or memory, as if one can still hear it 在脑中回响
e.g. *The encouraging words she said to me have been **ringing in my head** ever since.*

背景知识

Mascots

In the world of football, there are two different types of mascots. The first type is the people dressed up in fluffy costumes, running up and down the touchline before matches. The second type is the kids that walk out with the players ahead of the match, usually enjoying a kick-about with their heroes during the warm-up. Both types of mascots contribute to the atmosphere and excitement of football matches. The mascot in the story belongs to the first type.

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,即克莱尔的故事梗概。
- **教学建议:**如学生感到困难,可以请学生通读全文后,分段并归纳段落大意。文中第一部分(Para. 1)交代了克莱尔失望的原因——没有成为球员,却被选中扮演球队的吉祥物。第二部分(Para. 2—4)描述了克莱尔和妈妈之间的对话以及她对自己所说的话,展示了她所使用的两种应对失望情绪的方法——向家人倾诉和积极的自我暗示。第三部分(Para. 5—6)记叙了克莱尔进一步积极应对失望情绪的具体行为和其带来的良好效果。第四部分(Para. 7)点明了故事主题:每一次挫折都意味着新的机会,激励读者积极面对生活中的挑战。通过划分段落和小结段落大意有助于学生把握语篇的主要内容。

参考答案

C3

C

C4

- **教学要点:**此活动旨在帮助学生借助文本具体细节信息,对克莱尔的心情变化做出合理推断。
- **阅读策略:**本单元重点教授的阅读策略是推断(Making inferences),这是一种使用证据或线索开展推理最后得出结论的策略,通过使用先验知识和经验将未知事实与已知信息联系起来,有利于培养思维品质。验证推论时也同样需要找到相关的依据或线索,可以提升读者的批判意识,更全面地理解并看待问题。本文中,该阅读策略能帮助学生在阅读时聚焦体现克莱尔心情变化的相关线索,如her heart sank, mum's words rang in Claire's head, feel strongly the call of the football field等,由此合理推断她不同阶段的情感态度,从而更好地理解她是如何一步步应对挫折的。
- **教学建议:**如学生需要更多帮助,可以和学生共读文本的第一和第二自然段,示范如何通过段落中dream of, but, her heart sank等信息,推断出克莱尔一开始对扮演球队吉祥物的失望之情。然后请学生细读课文其余部分,查找事情发展过程中克莱尔各阶段的言行,寻找线索,罗列细节,推断她的感受。也可以先请学生用中文表达,再教授对应的英语单词。

C3 General understanding What is Claire's story about?

A What made Claire disappointed.
B Why Claire chose to make a mascot costume.
C How Claire dealt with her disappointment.

C4 Detailed reading How did Claire's feelings change as the story went on?
Fill in the blanks.

Making inferences

Clues: ① Claire dreamed of playing on her school football team.
② But when she saw the word "Mascot" next to her name, her heart sank.

She felt ¹ _____ at being a mascot.

Clue: In the next few days, Mum's words ² _____
She was still unsure about what to do and tried to figure out how she felt.

Clue: She finally decided to ³ _____
She was quite clear what the right choice was.

Clues: ① She danced and ran around the field.
② She felt ⁴ _____
She felt ⁵ _____ with being a mascot.

C5 Further thinking Answer the questions.

1 How did Claire deal with her problem?
2 What is your understanding of with every disappointment comes a new chance?

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如学生接受程度较好,可以请他们自行设计思维导图(mind map)来梳理和推断克莱尔的情感变化,鼓励他们用丰富多样的语言表达,并找到相关依据。

参考答案

C4

- 1 disappointed 2 rang in Claire's head. 3 work hard at becoming a good mascot.
4 as bright as a sunflower. 5 happy

C5

- **教学要点:**(1)问题1旨在帮助学生梳理、分析文本信息,归纳内容要点。(2)问题2旨在帮助学生在学习理解文本的基础上,表达对文末最后一句话的含义的理解。
- **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。以下问题供参考选用:

- ① Why did Claire's heart sink? (*Because she felt disappointed that she couldn't play in the game. She didn't want to be the mascot.*)
- ② What did Claire do after she got the news? (*She told her mum the news as well as her feelings.*)
- ③ How did Claire's mum respond? (*Her mum indicated the benefits of disappointment and told her how she responded mattered.*) Did it work? Why? (*It worked because the words rang in Claire's head in the next few days and made her think more about what she really wanted.*)
- ④ What helped Claire finally decide to work hard at becoming a good mascot? (*Mum's words ringing in her head, the call of the football field she felt and a question she asked herself.*)
- ⑤ What efforts did Claire make to work hard at becoming a good mascot? (*She did careful preparation and made a lovely sunflower costume. She put it on, took a deep breath, danced and ran around the field.*)

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

- ① Why did Claire take a deep breath before playing as the mascot? (*Probably to calm herself down because she got a bit nervous to be the mascot for the first time, and encourage herself to put all efforts into being a good one.*)
- ② What could be the possible reason why Claire chose the sunflower? (*Many people see sunflowers as a spiritual flower because of their similar appearance to the sun and the fact that they're always trying to find the light. Sunflowers are seen as a positive flower that brings joy to many! Maybe Claire wanted to bring happiness and showed her positive attitude in face of difficulties.*)
- ③ How did Claire possibly feel when hearing the coach's words? Why? (*She possibly felt happy and excited because her efforts paid off. The carefully-made costume was loved and she was encouraged to win an award in a mascot designing competition.*)
- ④ Would Claire enter for the mascot designing competition? Why or why not? (*Yes, she*

would. Because the coach believed she would win. Also, the last sentence and the title of the story implied Claire's new focus and a good result.)

- ⑤ What can you learn from Claire? (*From Claire, I learn how to face difficulties in life. I will try different ways to deal with disappointment, like talking to my parents or friends, listening to my inner voice and doing what I can do.*)
- ⑥ What do you think the word “winning” in the title refers to? (*Claire's bravery and positive attitude in the face of difficulties and her good performance as a mascot during the game.*)
- ⑦ What would you do if you were in Claire’s shoes? How would you deal with the problem? (*I would possibly turn to my friend and talk about my feelings. Maybe I would ask the coach about my advantages and disadvantages and practise more. Meanwhile, I would try hard to get ready for a qualified mascot.*)

参考答案

C5

(Answers may vary.)

- 1 Claire dealt with her problem by facing it positively. She talked to her mum instead of bottling up how she felt, took time to think about what she really cared about, had a positive self-talk and changed her focus to what she could do.
- 2 Just like Claire in the story, not always getting what we want helps us overcome challenges better and try even harder. That leads to a new chance.



故事的主题至关重要，因为它为读者提供了作为叙事基础的中心思想和作者想要传递的观点或情感态度。主题通常是特定的，主题陈述句指的是传达故事核心信息或教训的单个句子，例如本文中的最后一句话就揭示了主题。除了寻找主题陈述句之外，还可以考虑故事情节，尤其是核心冲突及其解决方案，故事中角色面临的挑战以及他们如何克服这些挑战的通常可以反映主题。最后，反思故事对自己的情感影响以及所引发的思考也是理解主题的好方法。

Vocabulary focus

- 教学要点：**本活动重点关注课文中的动词及动词短语，帮助学生学习理解这些词语的含义并在语境中熟练运用它们，同时也帮助学生关注记叙文中动词的时态。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，如 sink 在文中不是常见的表示“下沉，沉没”的意思，而是需要积累 one's heart sinks/one's spirits sink 这个用法，解释为“心情沉重；情绪低落（用于表示失去信心或希望）”。此外，本活动中语篇以日记形式呈现，也为学生后续撰写日记作了铺垫。

还可以设计更多词汇练习，关

参考答案

Vocabulary focus

- 1 dream 2 sank 3 worked hard at 4 entered for 5 deal with

Update my to-do list

(Answers may vary.)

Claire always wanted to play on her school football team. However, she was chosen as a mascot instead of a player. Claire wanted to give up. With her mum's help, she faced the challenge positively and focused on what she could do. She became a successful mascot and also discovered her talent and passion for the mascot design.

Vocabulary focus: Complete Claire's diary with the proper forms of the words and phrases in the box.

enter for sink deal with work hard at dream



TEEN skill Understanding the theme^①



- The theme is the main point of the story, its central message or lesson.
- It adds understanding of life and makes readers think about their own beliefs and behaviour.



Talk with your partner about the problem Claire met with and how she dealt with it.

① theme 主题

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注本板块核心词汇（如 after all, instead of, decide, breath, bright 等）的理解和运用。

Update my to-do list

- 教学要点：**可组织学生分组讨论，先归纳克莱尔所遇到的问题，接着讨论她是如何解决这个问题的。可以具体举例克莱尔的言语和行为和她的一系列心理活动变化，从而检测学生对故事里克莱尔解决问题的了解程度。学生讨论或汇报的时候，教师提供适当的帮助和支持。

>>Grammar in use

板块内容说明

本单元的语法重点是情态动词 had better 和 need。



情态动词 need 主要用于否定句，通常以缩略形式 needn't 出现；need 作为情态动词，也能用于疑问句，但比较正式，不常使用。



使用 had better (not) 提建议时有如下一层隐含的意思：如果不做所期望或建议的事情，就会有负面结果。提醒学生注意这个特别含义。

>> Grammar in use Modal verbs (had better and need)

1 Read and think Read the sentences and then answer the questions a and b.

- (1) "I had better give up!" she cried.
(2) He'd better not follow others blindly and make fun of that poor kid again.
(3) My parents kept telling me, "You needn't worry."

- a What are the short forms for had better and need not?
b What follows had better (not) and need (not)?

2 Work out the rules Complete the rules by ticking (✓) the one(s) you agree with.

- (1) We use had better (not) to ...
 talk about an ability talk about a rule
 give advice
- (2) We use need(n't) to say that something is or is not ...
 necessary possible
 true

Grammar file → p. 133

3 Practise

(1) You'd better (not) do it!

Complete the sentences with **had better** or **had better not**.



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活动 1

- 教学要点：**帮助学生在理解句子意思的同时，探索情态动词 had better (not) 和 need (not) 的意义。引导学生关注句中下划线部分的语言形式，两者的否定形式都是直接加 not。had better (not) 的缩略形式是 'd better (not)，need not 通常使用缩略形式 needn't。

特别提醒学生关注 had better 否定形式中 not 的位置。引导学生观察后得出 had better (not) 和 need (not) 后接动词原形。

- 教学建议：**(1) 可以补充一些例句，涵盖更多人称和语境，通过问题引导，帮助学生关注情态动词 had better 和 need 的形式、意义和用法。详见“补充资料”。

补充资料

- It's five o'clock. We'd better go now before the traffic gets too bad.
- She'd better get here soon or she'll miss the lecture on dealing with negative feelings.
- I'd better not think about it all the time. I might get more upset.
- You needn't see it as your fault.
- We need not care about others' opinions too much.

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

- ① What is the verb form in the sentence? (句中的动词形式是什么?)
- 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 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?)

参考答案

1

a *'d better, needn't.* b The infinitive without *to*.

活动 2

- **教学要点:** 帮助学生在完成活动 1 的基础上总结语法规则, 体会并归纳句子中 had better (not) 和 need(n't) 的表意功能。
- **教学建议:** 可根据学情, 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有关 had better 的例句, 对比归纳情态动词 had better 与 should, must 的使用情境, 最后借助学生用书上的语法附录 (**Grammar file**, P133–P134) 深化理解。

We use *had better* to give specific advice. If we want to talk about obligations or requirements, we use *should* or *must*:

You should/must hold a driving licence to hire a car.

参考答案

2

- (1) We use *had better (not)* to give advice.
- (2) We use *need(n't)* to say that something is or is not necessary.

活动 3

- 教学要点:**帮助学生初步运用情态动词 had better 和 need, 在有意义的情境中重点操练情态动词 had better 和 need 的否定形式、缩略形式, 以及情态动词后接动词原形的用法。
- 教学建议:**在活动前, 可以借助活动 1 中的否定句例句, 也可从语法附录中提取更多包含否定形式的句子, 让学生熟悉 had better 和 need 否定形式的构成规律。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, 可以先给学生一些 had better 的简单例句, 请学生在书上尝试写出它的否定句形式, 同伴互查后, 再全班讲解。要提醒学生注意 had better 的否定形式是直接加 not, 后跟动词原形。

如学生接受程度较好, 可以让学生以对子活动的形式, 模拟真实情景, 利用已有知识, 提出更多的建议, 口头完成活动。



(2) **She needn't do it!**
Complete the sentences. Use **needn't** and the verbs in brackets.

Amy is short and she is not happy.
 ① She _____ about her height so much.
 (care)
 ② She _____ unhappy because it's OK to be different.
 (feel)
 ③ She _____ on how she looks. She should think of what she is good at.
 (focus)

4 Talk and share Work in a group. Talk about your problems and give advice to one another. Choose from the situations below or talk about your own challenges.

My friend did better than me in the spelling competition last week.

I waste a lot of time playing online games. But I can't stop.

I will have a test tomorrow and I feel very worried.

You'd better (not) ... / You need(n't) ...

—

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参考答案

3

- (1) You'd better not keep silent.
You'd better talk with them in a calm way.
- (2) ① needn't care ② needn't feel ③ needn't focus

活动 4

- 教学要点:**帮助学生在真实情境中, 恰当运用含有情态动词 had better (not) 和 need(n't) 的句型, 就个人遇到的问题, 互相提出建议。第一步需要激发学生已有的语言储备和背景知识, 思考如何解决课本上提出的三个相关问题。第二步需要关注学生提出的建议是否和问题相关, 是否具有合理性和可行性。第三步需要关注学生的语言是否准确, 如情态动词 had better (not) 和 need(n't) 后是否用动词原形等。
- 教学建议:**如学生需要更多帮助, 活动前可以请学生参考语法附录里的语法讲解; 教师可以就三个问题的建议补充一些相关短语, 引导学生结合自身情况, 选用短语, 参照课本上的句型, 先口头造句, 再尝试和同伴展开简短对话。

如学生接受程度较好, 可以请学生根据自己的实际情况, 提出自身的问题或困惑。先进行两两对话, 再请学生们在班中交流。教师可以在黑板上记录一些书本以外的个性化问题, 再鼓励更多的学生就此提出建议, 创造更多运用该语法的情境。

参考答案

4

(Answers may vary.)

A: My friend did better than me in the spelling competition last week.

B: You'd better make more efforts.

C: You needn't worry too much about it. You have your own strengths.

D: I agree. You needn't compare yourself to others. Focus on your own progress.

评价建议

可根据学生完成每个活动的情况，随时调整教学进度和方式。如果学生对某一语法点掌握得不够好，如搞错 had better 的否定形式，可以在文本分析活动中，提醒学生关注 had better 否定形式中 not 的位置，提高学生的语法形式意识，并结合一些针对性的笔头语法练习，提高学生运用语法的熟练度。此外要注意 had better 的使用情境较为特殊，更强调说话者对不良情况或结果的预判。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 Learning from past experiences

>>Writing

子话题说明

该板块围绕“积累经验”(Learning from past experiences)这一子话题展开,学生以日记的形式描述自己应对困难的经历和体会。

D1

- **语篇说明：**这篇写作范文的主题和阅读板块相似，围绕“应对困难”展开，体裁是一篇日记，讲述了埃米在遇到同伴冲突——经常被同桌扯头发时，能勇敢说出自己的感受，最终有效制止了同桌的行为。日记中，埃米经历的事件和她的情感交织发展。
 - **教学要点：**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，可以帮助学生在阅读范文的过程中，根据上下文猜测词义，如 bear, while, firmly 等；也可以用提问的形式帮助学生获取关键信息，引导学生用一般过去时进行回答。如：
 - ① What problem did Amy meet with?
 - ② What did she do at first?
 - ③ Then what did she do when she felt she couldn't bear it?

参考答案

D1

Sometimes, it is helpful to speak out bravely instead of keeping back our feelings.

D Learning from past experiences ➤ Writing

- ④ Did she solve the problem?
 - ⑤ What does she learn from the experience?

如学生接受程度较好，可以继续引导其深入思考写作素材和主题之间的联系，如：

- ① What do you think of Amy based on her diary?
 - ② What kind of experience would you write about in your diary? Why?

D2

- **教学要点：**组织学生细读范文，运用阅读板块所学的策略，抓取上下文线索进行合理推断，将事件与表达情感的形容词进行匹配。通过该活动帮助学生分析范文的内容结构，提高写作结构意识，即认识到在写作中需要合理布局事件和情感的交织发展。
- **教学建议：**可根据学情决定是否安排更多练习，如：厘清事情的起因、经过和结果，圈出显示事件发展顺序的关键词，如 last week, today, after, finally 等；如学生接受程度较好，可以请他们通过讨论或查阅词典，拓展更多描述人物情感的形容词，如 cheerful, anxious, surprised, excited 等，也可以引导他们细读范文，找到体现埃米情感变化的细节描述，如 things got worse, pulled it again, couldn't bear it 等，明白人物的情绪不仅可以用形容词直接表述，还可以通过人物的思考、行为或其他细节如环境描写、他人的反应等进行刻画。教学中，可以给学生提供更多类似的例子，如：
 - ① Sam was nervous before the interview.
 - ② Sam paced back and forth in the waiting room before the interview.
 - ③ Sam's thoughts raced. “What if I mess up?” “Will they think I am not well prepared?”

参考答案

D2

Sentence 1—C

Sentence 2—D

Sentence 3—A

Sentence 4—B

D3

- 教学要点:**引导学生根据话题,结合给出的框架结构展开头脑风暴,确定三至四个事件与情感交织的行文要点,并草稿式列出一些相关语言表达。写作文本框中已提供了关键提示信息:“What happened?”“How did I feel?”“What do I learn from it?”,提醒学生从回答这几个问题入手,需要考虑事件的选材要围绕应对困难这一主题,事件和情感的描述需交织进行,最后要表达自己的收获或感悟。
- 写作策略:**本单元重点教授的写作策略要点是用合理的顺序描写事件和情感的发展,即在日记中按照事件发生的顺序叙述经历,并在描述每个事件时融入相关的情绪和感受,事件和情感交织,共同推动情节的发展,引起读者的共鸣。常使用时间顺序词(sequence words)帮助读者更好了解事件发生发展的顺序,如本文中的last week, today, after 和 finally。
- 教学建议:**可根据学情,酌情提供时间顺序词和表达不同情感的句式及词汇。详见“补充资料”。

TEEN SKILL Writing about events and feelings in proper order

We write about events and feelings in the order in which they happen.
Our feelings change with the development of our story and, in turn, help the story further develop.

D3 Plan Plan your writing by making notes in the chart.

D4 Write Write your diary.

D5 Check Check your diary. Pay attention to the order in writing about events and feelings.

Update my to-do list

Share your experience with someone you trust and help each other with more solutions.

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补充资料

Useful expressions**1. Sequence words:**

- first, in the beginning, to begin with, one day, today, ...
- soon, next, meanwhile, at the same time, after that, later, the next day, ...
- in the end, at last, afterwards, finally, by this point, ...

2. Feelings:

- I felt *strange* when I walked into the party, and everyone just stopped talking.
- When my brother was in hospital, I was so *anxious* that I could not sleep.
- After hearing the bad news, I was *feeling down*, but my friends came over to cheer me up.
- I was *confused* about what I should do at first.
- I worked on that painting for two months, and I was very *proud* of how well it turned out.
- I was quite *hopeful* that I would win the next game.

如学生接受程度较好,也可以提供更复杂的表达作为参考。如:

- My body trembled, cold sweat beading on my forehead. The thumping of my heart echoed in my ears.
- I think that was a very memorable experience for me. It's worth mentioning because I don't know how well I would have done without it.
- I know that this is one of the most rewarding times of my life. It has taught me a lot about the person I am.

D4

- **教学要点:**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,并提醒学生注意日记的体裁特征和格式要求。写作中运用一般过去时描述过去的经历,一般现在时讲述从中的收获或感悟。
- **教学建议:**如学生需要更多帮助,可以通过提问进一步引导,丰富细节,如:
 - ① What was the problem?
 - ② When and where did it happen?
 - ③ How did you feel when you first met with the problem?
 - ④ Did you turn to somebody for help? How did he/she help you?
 - ⑤ What else did you do to deal with the problem? Did it work?
 - ⑥ What lesson have you learned from the experience?

D5

- **教学要点:**引导学生参照 **TEEN skill** 栏目的写作要点提示,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:**可整理学生的常见错误,全班一同找错误、修改,帮助学生提高描述事件的准确性,如有没有和主题相关;有没有把事情说完整、说清楚,体现事件发展的先后顺序和个人情感态度的变化过程;有没有体现自身的成长和收获等,再请学生检查自己的习作,同伴交换检查是否有遗漏或误批改。

Update my to-do list

- **教学要点:**请学生分组活动,选择信任的伙伴分享彼此的日记,针对困难提供更多的解决方案。为学生提供针对本课写作任务的个性化评价量表,请学生对照此表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。

Suggested evaluation checklist

方面	标准
内容	围绕“应对困难”这一主题展开 (Does the writing focus on dealing with difficulties?) 描述了一件过往经历和从中获得的感悟 (Does the writer share a past experience and the lesson(s) learned from it?)
结构	用合理的顺序描述事件和情感的发展 (Does the writer write about the events and feelings in proper order?)
语言	每个句子都使用了正确的时态 (Is the tense used correctly in each sentence?)

>>Discovery

板块内容说明

本板块介绍了三种处理负面情绪的方法，即“咨询学校心理辅导员”“写信给杂志或报纸的个人建议专栏”以及“进行运动减压”。

教学提示

- 语篇说明：**引言部分指出青少年会经历悲伤、担心和害怕等负面情绪，并引出本文主题：如何处理和应对这些负面情绪？第一段文字介绍了方法一：咨询学校的心理辅导员。第二段文字介绍了方法二：写信给杂志或报纸的个人建议专栏。第三段文字介绍了方法三：进行运动减压。
- 更多信息：**(1) 关注青少年心理健康，已成为当前全社会的共识。越来越多的学校配备了专职心理健康教育教师。他们一般通过全校范围的课程如社会情感学习或个人咨询会议来保证和提高学生的心理健康。学生们可以通过参加学校相关讲座、班级或小组活动或个人咨询会议来获得帮助。
(2) 专栏咨询师每天会收到无数的信件，他们不知道投稿人的真实身份，所以人们更容易坦率地说出自己的困惑和问题。对于一些比较严重的问题，他们不仅会就如何应对提出善意、直率和有用的建议，更会负责地建议咨询合格的专业人士以获得长期的进一步支持。当然，投稿人也许会收不到回信，但阅读专栏中对其他类似信件的回答同样鼓舞人心，能从中找到解决自己问题的方案。有时当人们完成了一份长信，讲述了自己的故事，也能在此过程中意识到自己需要什么，要去做什么。除了这种方式，人们还可以通过电话热线、论坛求助、在线咨询等获得帮助。

Discovery

Dealing with negative^① feelings

It's wonderful to be a teenager. But sometimes you may experience negative feelings such as sadness, worry or fear. How can you deal with them?



School counselling is becoming popular. School counsellors are like your friends. They listen to you and work together with you to make things better. If you need help, why not reach out to them?

Another way is to write to personal advice columns in magazines or newspapers. The experts read about your problems and give advice. They often share similar experiences of their own or other people's. You see, you are not alone!

Exercise always makes people feel better! Have you heard of breathing exercises? They will help calm you down in the face of fear or difficulties. Give them a try!

Read and think What are the ways to deal with negative feelings?

① negative 消极的；负面的

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(3) 除了常规的体育锻炼，呼吸练习也可以帮助我们缓解压力。

- 教学建议：**教学中可根据学情，灵活选用不同的方式来激发学生对处理负面情绪的重视和思考。

(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 are the students doing?
- ② Why do they do these things?
- ③ Have you tried them before? If you have, how did you feel?

(2) 理解：请学生阅读短文，通过问题引导学生了解不同的应对负面情绪的方法。如：

- ① What are the three ways mentioned to deal with negative feelings?
- ② How do school counsellors help you?
- ③ What will happen after people write to personal advice columns?
- ④ What good are breathing exercises?

(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 school counselling becoming popular? (*More and more schools pay attention to students' mental health and provide school counselling. Teenagers have realised it is a good way to get help. The school counsellors are like our friends. They listen to us and work with us. They don't judge us or blame us. They are professional enough to help us.*)
- ② What does the phrase “reach out” mean? (*In this sentence, it suggests the idea of contacting or seeking assistance from the counsellor if the person needs help.*)
- ③ Why do the experts often share similar experiences of their own or other people's? (*They must have read lots of letters talking about the similar problems or experiences. They want to tell us that it is quite normal to feel the same way and we are not alone. Maybe they want us to learn from others' experiences.*)

(4) 拓展：提供有关学校心理咨询师或心理教师的更多信息、报刊或杂志上个人建议专栏中的真实案例和呼吸练习的相关录音或视频，或鼓励接受程度较好的学生自发寻找一些有助于处理负面情绪的其他方法，在课堂上分享，比较方法间的异同，交流各自的观点，以提高学生的自主学习、思辨和探究能力。参考问题：

- ① If you experience negative feelings, which way will you choose to deal with them? Why?
- ② Do you know other ways to deal with negative feelings?

Section E Moving forward to a stronger self

>>Project

子话题说明

该板块围绕“成为更强大的自己”(Moving forward to a stronger self)这一子话题展开。结合本单元所学，通过小组合作，讨论如何应对学习和生活中的各种挑战，并将建议写在彩纸上，制作代表“坚强意志”的彩纸链，以回应单元大问题，在活动中感知拥有坚强意志的途径和意义，形成积极的自我认识，提升抗挫折能力。

教学提示

- 教学要点：**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。组织学生分小组展开课堂讨论，聚焦一个学习或生活中的挑战，通过个人相似经历和感悟的分享，以及名人名言或诗歌、谚语等的启发，形成有关悦纳自我、遵从内心、直面挫折、管理情绪等方面建议。在此基础上，借鉴彩纸链这一手工艺形式，制作代表“坚强意志”的彩纸链。
- 更多资源：**可通过关键词搜索“彩纸链”或“paper chain”，查找中外有创意的彩纸链的制作方式和用途等信息，手工打造独一无二的彩纸链。

Suggested evaluation checklist

方面	标准
内容	聚焦学习或生活中的一个挑战，提出至少五条有针对性且不重复的建议 (Focus on one specific challenge and provide at least five targeted tips)
语言	准确运用本单元所学的语言，自然流畅，发音清晰 (Use the language learned in this unit and speak accurately, naturally, clearly and fluently)
成果	彩纸链富有创意，视觉效果吸引人 (Make the paper chain creative and visually appealing)

E Moving forward to a stronger self >> Project

Unit
2

Building a “strong mind” chain

Work in groups. Build your “strong mind” chain.

Chain links

How to deal with pressure from our studies

We need to set goals for our studies and work towards our goals.

Fall down seven times, and stand up eight. — A saying

Don't be afraid of mistakes or failures. See them as a chance to grow.

Talk with friends and family about how we feel and ask for help.

We'd better focus on our progress instead of comparing ourselves with others.

A “strong mind” chain



Step 1 Choose Choose one from the following or come up with a challenge of your own.

- You feel lonely and think no one understands you.
- You have an enemy called “Other People’s Kids”.
- You feel it’s hard to take control of your feelings.

Step 2 Collect ideas Discuss how to deal with the challenge. Search for more information.

quotes sayings poems your friends

Step 3 Write Write 5 to 8 tips based on your discussion.

Step 4 Create

- Draw chain links like those on the top of this page and fill in each link with one of your tips. Make the links colourful and attractive.
- Cut out all the chain links. Use tape or glue to make your “strong mind” chain out of them.

Step 5 Present Present your chain in class and share how you will deal with the challenge.

Update my to-do list

Put together all the chains you and your classmates made to build a class “strong mind” chain and make a display board with it.

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Update my to-do list

- 教学要点：**给各组提供课内外展示彩纸链的平台或机会。鼓励学生综合运用本单元前序板块所学的语言知识和技能进行表达和展示。汇集各组的彩纸链，形成班级彩纸链，并以各种创意形式在班级展示，如制作专门的展示板、用彩纸链花环装饰教室某个区域等等。

设计彩纸链展示的评价表，组织学生从内容、语言和成果三方面给同伴打分。

语言注释

- **enemy** *n.* a person or group that is against you or wants to harm you 敌人
e.g. *In the story, the hero fought against his enemy.*
- **glue** *n.* a sticky thing used to join things together 胶水
e.g. *We use glue to stick paper together.*

补充资料

1. Running your own race

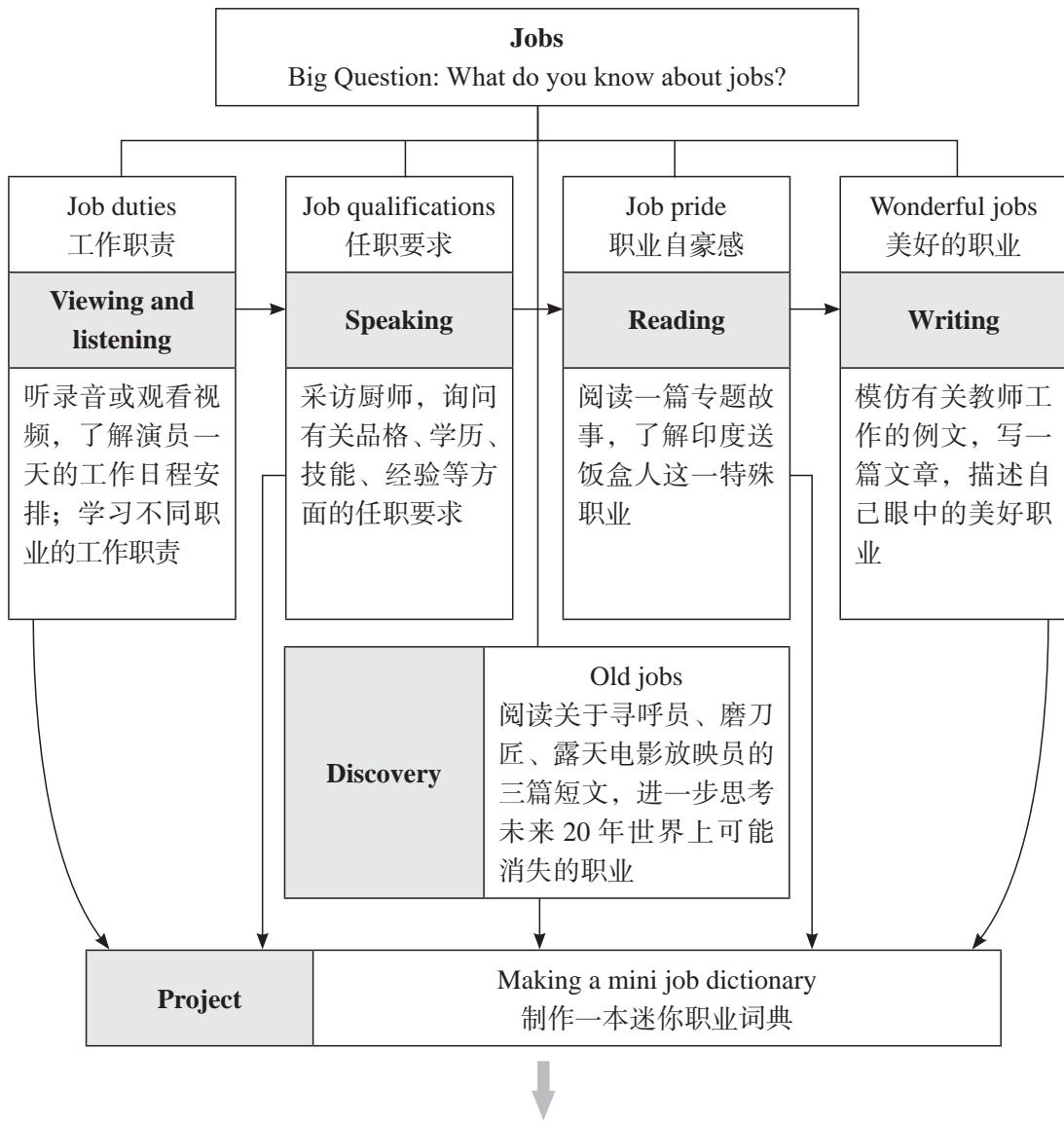
We tend to compare ourselves to others who are doing better or not as well as ourselves. Even though comparisons are normal and can sometimes be helpful, focusing on your own progress is important for your well-being. Comparing your achievements to a past self and your future self can be more positive. This can make you feel proud of what you have achieved and excited about what you might do. Focusing on your own goals is more rewarding than always trying to come out on top.

2. Having hope

Hope is the knowledge that things can get better. It is also about taking action. Psychologists say that having hope in difficult moments can help you worry less, feel calmer and improve your mood. Research also shows that hope can boost your immune system and reduce pain. The brain learns from experience. So the more you focus on the positive, the more hopeful you become. Scientists have found that this can help you perform better in sporting activities, get higher marks at school and improve your physical health.

Unit 3 Jobs

单元内容结构图 (Structure of the unit)



单元育人目标：通过了解职业的种类、职责和要求以及社会价值，探知不同文化背景下，人们的劳动实践和劳动精神，理解平凡工作的不平凡，形成尊重从事不同职业的普通劳动者的价值观

单元目标 (Unit objectives)

- ▶ 语音：能认识双元音 /ɔɪ/, /ɪə/, /eə/, /ʊə/ 的发音规则，并能借助音标拼读单词
- ▶ 词汇：能掌握和工作相关的词汇，了解后缀这一构词法
- ▶ 语法：能归纳形容词性物主代词、名词性物主代词以及名词所有格的语法规则并在情境中使用
- ▶ 看：能借助图片、工作坊讲义、关于演员工作的音频或视频等多模态语篇中的视觉信息理解相关内容
- ▶ 听：能根据听到的内容，识别话题、情境和说话人身份，获取关键词
- ▶ 说：能掌握询问印象的习惯用语，结合具体的交际情境恰当询问，就职业的话题展开简单对话
- ▶ 读：能读懂印度送饭盒人的专题故事并理解这类语篇的文体特征，获取语篇的主旨要义和关键细节，了解不同文化背景下的工作及其社会价值
- ▶ 写：能围绕“工作”这一主题，运用单元所学，有逻辑地描述并介绍自己心目中的美好职业；能掌握书写句子的格式规范，正确书写主题句
- ▶ 文化：能通过工作坊讲义、专题报道、介绍类短文等获取与中外工作相关的文化信息，比较不同文化背景下（如中国、印度等）工作的异同和关联；在理解的基础上，通过同伴交流，感知和体验文化的多样性
- ▶ 德育：能理解平凡工作的不平凡，形成尊重从事不同职业的普通劳动者的价值观

单元内容概览 (Content overview)

主题	本单元聚焦“人与自我”主题范畴下“做人与做事”主题群，围绕“职业启蒙，职业精神”以及“劳动实践，劳动品质与工匠精神”子主题内容，通过大问题“What do you know about jobs?”引导，帮助学生了解工作的种类、职责和要求以及社会价值，探知不同文化背景下，人们的劳动实践和劳动精神，理解平凡工作的不平凡，形成尊重从事不同职业的普通劳动者的价值观。		
语篇	视听	工作坊讲义	职业类型
		录音 / 视频	演员的一天
		录音	摄影师的一天
		录音	绕口令
	口语	工作坊讲义	任职要求
		采访	询问有关厨师工作的信息
	阅读	专题故事	了不起的印度送饭盒人
	写作	描写	美好的职业
	探索发现	介绍类短文	过去的职业
语言知识	语音	双元音 /ɔɪ/, /ɪə/, /eə/, /ʊə/ 的发音特点	
	词汇	后缀；主题词汇	
	语法	形容词性物主代词，名词性物主代词，名词所有格	
	语篇	理解语篇类型、结构特征、基本语言特点和信息组织方式	
	语用	在交际情境中，运用恰当的语言形式询问印象	
文化知识	不同文化背景下（中国、印度等），人们的劳动实践和劳动精神		
语言技能 与 学习策略	视听	任务：听录音或观看视频，了解演员一天的工作日常，听摄影师一天的工作内容，了解不同职业的工作职责以及光鲜工作背后的艰辛 策略：识别话题、情境和说话人身份，获取关键词	
		任务：询问有关厨师工作的信息 策略：恰当地询问印象	
	阅读	任务：阅读有关印度送饭盒人的专题故事 策略：理解语篇类型（专题故事）	
	写作	任务：描写一种美好的职业 策略：正确书写主题句	
	项目探究 (综合)	任务：制作一本迷你职业词典	

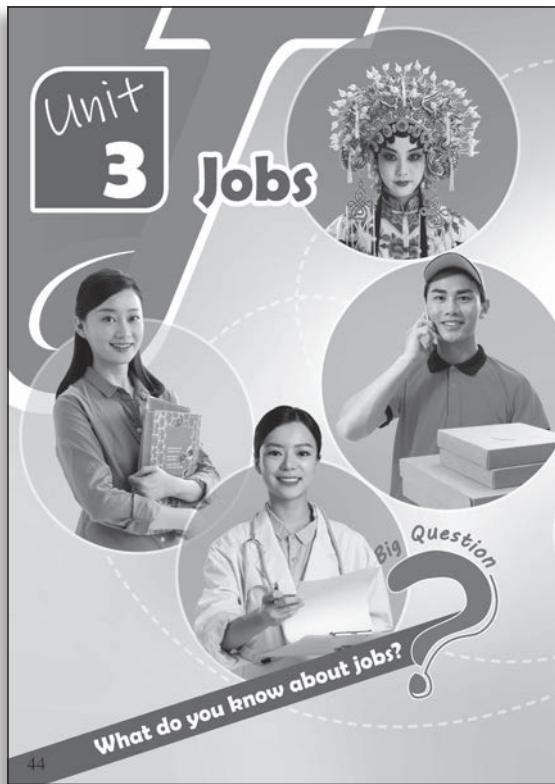
单元主题图页 (Cover page)

单元大问题 (Big Question)

完成本单元的学习后，学生可以围绕工作职责、任职要求、职业自豪感、美好的职业等方面的话题谈论职业，就不同文化背景下的职业谈谈自己的看法，并介绍自己眼中的理想职业。

单元主题图 (Theme photos)

单元主题图主要展现了生活中常见的不同职业，如教师、医生、戏曲演员、快递员、厨师、建筑工人、摄影师等。



歌词

Getting started

Job song — What do you want to be?

When you grow big and tall, big and tall, big and tall,

What do you want to be?

I want to be a doctor.

I want to be a doctor.

I want to be a doctor.

Let me check your temperature.

When you grow big and tall, big and tall, big and tall,

What do you want to be?

I want to be an engineer.

I want to be an engineer.

I want to be an engineer.

Let me build a bridge for you.

When you grow big and tall, big and tall, big and tall,

What do you want to be?

I want to be a scientist.

I want to be a scientist.

I want to be a scientist.

Let me make a time machine.

When you grow big and tall, big and tall, big and tall,

What do you want to be?

I want to be a pilot.

I want to be a pilot.

I want to be a pilot.

Let's fly up in the air.

When you grow big and tall, big and tall, big and tall,

What do you want to be?

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，学生完成后可以自行检测任务达成情况。本单元的任务清单包括：(1) 听一位演员的工作日常。(2) 进行与职业相关的采访。(3) 阅读专题故事。(4) 描写美好职业。(5) 制作迷你职业词典。

单元导入 (Getting started)

基于单元主题图或更多职业的图片，激发学生兴趣，引导他们说出图中人物的职业，简单描述其工作职责以及任职要求。之后教师播放歌曲“What do you want to be?”, 请学生勾选听到的职业并回答问题。

To-do list

- 1 Look into a day in a person's working life.
- 2 Make a job interview.
- 3 Read a feature story about dabbawalas^①.
- 4 Write about a wonderful job.
- 5 Make a mini dictionary about jobs.

Getting started

Listen to a song and answer the questions.

1 Can you tick (✓) the jobs in the song?

scientist astronaut pilot fireman dentist

2 What do you learn from the song?

① dabbawala (印度)送饭盒人

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I want to be a policeman.

I want to be a policeman.

I want to be a policeman.

Let me catch the thief.

When you grow big and tall, big and tall, big and tall,

What do you want to be?

I want to be a zoo keeper.

I want to be a zoo keeper.

I want to be a zoo keeper.

I will keep it super.

When you grow big and tall, big and tall, big and tall,

What do you want to be?

I want to be an astronaut.

I want to be an astronaut.

I want to be an astronaut.

Let's meet on the Moon.

参考答案

Getting started

1 scientist astronaut pilot fireman dentist

2 (Answers may vary.) I learn what people do in different jobs.

Section A Job duties

>>Viewing and listening

子话题说明

该板块围绕“工作职责”(Job duties)这一子话题展开,要求学生学习理解职业的类型、名称和部分职业的工作职责。



职业的分类多种多样,这里的分类只是其中的一部分。



这是四句绕口令,旨在帮助学生掌握双元音 /ɪ/, /ɪə/, /eə/, /ʊə/ 的发音特点。教学中可带领学生着重朗读含这四个双元音的单词。

A Job duties >> Viewing and listening

New Star Middle School is holding a career guidance workshop for students.

Career Guidance Workshop

Types of jobs

Practical jobs	Public service jobs	Artistic jobs	Technical ⁽¹⁾ jobs
cook	police officer	photographer	engineer
hairdresser	doctor	artist	architect
tailor	fireman	actor	designer

A1 Look and say Look at the first page of the handout⁽²⁾ for the workshop. Choose the jobs you know and talk about what those people do.

What does an actor do? An actor entertains audiences by acting, singing or dancing.

What is an actor's job like on a work day? An actor usually gets to a film set early to remember lines, and plays roles in different scenes ...

A2 Listen and think Listen and guess what the person is. How do you know?

Pronunciation /ɪ/, /ɪə/, /eə/ and /ʊə/

Read the tongue-twisters.

- 1 Cooking is the thing I enjoy, because it gives me much joy.
- 2 When would the waiter appear, and bring my dad a glass of beer?
- 3 The teacher often sits on a chair, so she needs more fresh air.
- 4 Sure, we need a guide on the tour.

(1) technical 技术的 (2) handout 传单

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A1

- 语篇说明:这是新星中学职业启蒙工作坊讲义的第一页,介绍了四种基本职业类型和相关职业
- 教学要点:(1)请学生看讲义图片,了解职业的类型,学习本板块相关词汇(如career, guidance, hairdresser,

tailor, officer, practical, fireman等)。(2)引导学生聚焦对话中演员的工作职责和日常工作内容,模仿对话对其他职业的工作职责和日常工作内容进行口头讨论,加强词汇训练和话题引入,为后续视听理解做好语言和背景知识准备。

参考答案

A1

(Answers may vary.)

A: What does a cook do?

B: A cook prepares meals for his/her customers.

A: What is a cook's job like on a work day?

B: His/Her day usually starts at about 6 a.m. He/She often checks the kitchen, gets the equipment ready, creates menus and prepares meals according to the orders. He/She should also help clean the kitchen at the end of a day.

A2, A3

- 语篇说明:** 学生会听一段关于一位演员介绍自己一天工作情况的音频或看这段视频。此类语篇的常见特征有：主语为第一人称；通常使用一般现在时；说话者常用 after, then 等来提示时间顺序。
- 视听策略:** 本单元重点教授的视听策略为识别说话人的身份 (Identifying the speaker)。通过识别并重点关注与职业相关的场景、词汇和表达方式等，学生可以准确识别说话人的身份。

Identifying the speaker: Identifying the speaker refers to the process of determining who is speaking in a particular situation or context. This can be done by identifying and focusing on the scenes and key words closely related to the job. Other clues such as a person's physical appearance and clothing can also help identify the speaker.

- 教学要点:** 借助 A2 进行视听策略的教学示范，教学生如何在视听的过程中，识别说话人的身份。可关注画面中的场景，如片场环境和摄影器材等，以及听到的关键词，如 the film set, start filming, “Lights, camera, action!” 等。在开展 A3 活动前，指导学生看懂时间轴，聚焦时间轴下方的数字和上方的文本框，数字表示具体时间，蓝色文本框里是人物的活动，白色文本框里是人物语言动作的说明或表达的感受。指导学生在 A3 的视听活动中通过关注时间、场景的变化，以及聚焦关键词来获取有效信息。
- 教学建议:** 视学情需要，提前教授学生理解困难的词汇（如 shape, grab

Unit
3

A3 View, listen and take notes Listen and complete the person's daily schedule.

The diagram shows a daily schedule with two time axes: one from 4:00 to 12:00 and another from 1:00 to 1:00 AM. Activities are categorized into blue and white boxes:

- 4:00 AM:** Getting up (blue), Doing morning exercises (white).
- 6:00 AM:** We need to stay (blue).
- 7:00 AM:** Arriving at the (white).
- 8:00 AM:** Having a quick breakfast (white).
- 10:00 AM:** Doing the work (white).
- 1:00 PM:** There's much change and much (white).
- 2:00 PM:** I have a (white).
- 3:00 PM:** Discussing with others (white).
- 4:00 PM:** Starting to do the (white).
- 5:00 PM:** Remembering the (white).
- 6:00 PM:** Taking care of work emails and phone calls (white).
- 7:00 PM:** Waiting for the work at night (white).

Word study Word building Suffixes
Add the correct suffix (-er, -or, -ist, -ess) to each of the words and write the new word. Tick (✓) the right parts of speech for both words.

Words	Parts of speech	New words	Parts of speech
teach	<input type="checkbox"/> verb <input type="checkbox"/> noun	_____	<input type="checkbox"/> verb <input type="checkbox"/> noun
act	<input type="checkbox"/> verb <input type="checkbox"/> noun	_____	<input type="checkbox"/> verb <input type="checkbox"/> noun
science	<input type="checkbox"/> verb <input type="checkbox"/> noun	_____	<input type="checkbox"/> verb <input type="checkbox"/> noun
wait	<input type="checkbox"/> verb <input type="checkbox"/> noun	_____	<input type="checkbox"/> verb <input type="checkbox"/> noun
piano	<input type="checkbox"/> verb <input type="checkbox"/> noun	_____	<input type="checkbox"/> verb <input type="checkbox"/> noun
host	<input type="checkbox"/> verb <input type="checkbox"/> noun	_____	<input type="checkbox"/> verb <input type="checkbox"/> noun

Update my to-do list

Listen to a talk by a photographer and find out what he does on a typical day.

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等)；如学生接受程度较好，可进一步挖掘视听文本，探讨演员这一光鲜工作背后的艰辛。以下问题供参考：

- ① Why does he get up at 4 a.m.? (To do morning exercises to stay in shape.)
- ② What may happen after he has tried hard to remember the lines? (Sometimes the director changes the lines and he has to remember the new ones.)
- ③ Why does he only grab a quick dinner? (Because it takes long to put on the make-up and he doesn't have enough time to enjoy his dinner.)
- ④ When does he end his day? (At 1 a.m.)
- ⑤ Do you think it is easy to be an actor? Why or why not? (No. Because an actor works a long time and does a lot of things a day.)

视听文本

A2, A3

My alarm clock goes off at 4 a.m. I get up and do morning exercises for an hour. We need to stay in shape. After arriving at the film set at 8 a.m., we have a quick breakfast. Then I start filming. “Lights, camera, action!” We move on from one scene to another. The morning flies by. In the afternoon, I meet the director. Sometimes he changes the lines I have tried hard to remember. I have to start all over again! I spend the whole afternoon remembering the new lines, taking care of work emails and phone calls, and waiting for the night filming. For actors, there’s much change and much waiting. We start to do the night filming at 6 p.m. I only grab a quick dinner as it takes long to put on the make-up. After that, the actors discuss the next day’s filming until 1 a.m. What a busy day!

参考答案

A2

(Answers may vary.) The speaker is an actor, because he works at a film set, remembers lines and acts in a film.

A3

1 in shape 2 film set 3 waiting 4 new lines 5 night filming 6 busy

语言注释

- **go off** to make a sudden loud noise (警报器等) 突然发出巨响
e.g. *He heard the alarm go off.*
- **take care of** to deal with a situation or task 处理
e.g. *I'll take care of that side of things.*
- **put on** to apply something to your skin, face, etc. 涂抹 (化妆品)
e.g. *She's just putting on her make-up.*

背景知识

Types of jobs

- More jobs about the four types on the handout

Practical jobs: baker, cleaner, gardener ...

Public service jobs: driver, waiter, waitress ...

Artistic jobs: singer, director, pianist ...

Technical jobs: scientist, software designer ...

Word study

- 教学要点：通过对比，让学生感知后缀的意义与作用，帮助学生了解常见的表示职业的名词后缀，如 -er, -or, -ist 等，提醒学生注意部分后缀体现了不同性别。可通过列举更多例子帮助学生理解单词含义。

参考答案

Word study

Words	Parts of speech	New words	Parts of speech
teach	<input checked="" type="checkbox"/> verb <input type="checkbox"/> noun	<u>teacher</u>	<input type="checkbox"/> verb <input checked="" type="checkbox"/> noun
act	<input checked="" type="checkbox"/> verb <input type="checkbox"/> noun	<u>actor/actress</u>	<input type="checkbox"/> verb <input checked="" type="checkbox"/> noun
science	<input type="checkbox"/> verb <input checked="" type="checkbox"/> noun	<u>scientist</u>	<input type="checkbox"/> verb <input checked="" type="checkbox"/> noun
wait	<input checked="" type="checkbox"/> verb <input type="checkbox"/> noun	<u>waiter/waitress</u>	<input type="checkbox"/> verb <input checked="" type="checkbox"/> noun
piano	<input type="checkbox"/> verb <input checked="" type="checkbox"/> noun	<u>pianist</u>	<input type="checkbox"/> verb <input checked="" type="checkbox"/> noun
host	<input checked="" type="checkbox"/> verb <input checked="" type="checkbox"/> noun	<u>hostess</u>	<input type="checkbox"/> verb <input checked="" type="checkbox"/> noun

Update my to-do list

- 教学要点：播放 **Update my to-do list** 的录音，请学生参照 A3，根据听到的内容绘制时间轴，并简述摄影师一天的工作。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

John, a photographer, is going to tell us about his workday.

“I like to start my day early. Today, I start at 6 a.m. to take a few photos of a girl on her birthday. After that, I drive across town to a fashion show. At about 11:30 a.m., I start taking photos of the models. Then I grab a quick lunch before I go to take photos for a food magazine at 4 p.m. I go back home at around 6 p.m. to edit all my photos. The day is long, but I love being part of all these special moments and events!”

参考答案

Update my to-do list

The photographer starts at 6 a.m. to take a few photos of a girl on her birthday, and drives across town to a fashion show to take photos of the models. Then he goes to take photos for a food magazine at 4 p.m. He goes back home at around 6 p.m. to edit all his photos.

Section B Job qualifications

>>Speaking

子话题说明

该板块围绕“任职要求”(Job qualifications)这一子话题展开,聚焦不同职业的任职要求和特点等,针对职业中需要具备的能力和技能等信息提问,涉及日常生活中询问对方关于事物印象的常用表达、掌握恰当询问信息和表达个人印象和感受的技巧等。



该问题引导学生对板块主题进行思考,同时,该问题提示了下面每个职业后面文字描述的主要内容。



每种职业的关键词简要说明了其任职条件,可引导学生以 cook 的条件为线索在 B2 的对话中划线,并思考如何使用另外两个职业的关键词开展对话。



学生虽然没有真正的工作经验,但是在学校中青少年有机会参与各种实践,例如,可以做老师的助手,协助老师准备教学材料、辅导同学、管理课堂秩序等;做校报编辑,负责采访、撰写新闻报道、编辑文章等;做计算机和网络培训师,向同学传授相关知识;还可以做学校广播节目主持人,播报新闻、介绍音乐、采访嘉宾等。这不仅可以增加学生的社交技能和责任感,还能培养他们的领导能力和团队合作精神。本处提供上述学校中的“工作”,一方面有助于学生通过自身体验对工作特点和要求有更加深刻的认识,另一方面也可引导学生基于自身的相关经历拓展话题,开展自由对话。

B1

- 语篇说明:图片展示的是新星中学职业启蒙工作坊的讲义,展示了三种不同的职业以及它们的任职要求。例如厨师需要具备团队合作能力、对生物学和艺术有所了解,并且需要高中或以上学历;警察需要乐于助人、具备良好的沟通技巧以及强健的体魄和心智;宇航员则需要对太空有浓厚兴趣、有能力通过特殊的飞行测试以及经过多年的特殊培训。图片信息一方面帮助学生认识不同职业的要求和特点,另一方面也提示了对话询问的关键信息,为 B3 开展对话提供了基础信息。

B Job qualifications >> Speaking

Lin Dong turns to the next page of the handout for the workshop and finds out what it takes to do the following jobs.

Career Guidance Workshop

What do we need to do the job?

Cook

- Ability to work in a team;
- Knowledge of biology and art;
- High school education or above.

Police officer

- Readiness to help others;
- Good communication skills;
- Strong body and mind.

Astronaut

- Great curiosity about space;
- Ability to pass a special flight test;
- Years of special training.

What do we need to do other jobs?

B1 Look and tick. Look at the handout. Which of the following are mentioned? Tick (✓) the right answers.

personality interest experience habits
 skills education health appearance

TEEN SKILL "Jobs" for teenagers

There are several ways for teenagers to get a "job" at school. If you have a chance, you can apply to be:

- an assistant to a school teacher;
- a school newspaper editor;
- a PC and internet tutor;
- a school radio host.

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该问题鼓励学有余力的学生探索其他职业的任职条件。

- **教学要点:**(1)引导学生在理解B1多模态语篇的基础上,归纳上述任职要求涉及哪些方面的因素。学习本板块的重点词汇(如knowledge, biology)和B3对话开展所需信息,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工作坊讲义中提示的问题,引导学生思考:不同职业的任职条件有何不同?任职要求一般都涉及哪些方面?为什么需要做这样的规定?通过上述问题的思考,帮助学生了解如何询问不同职业者对各自工作的印象,并学习如何针对不同的职业获取相关信息。可参考B2对话样例的内容适当拓展,为后续的口语表达输出活动做好句式等方面的语言准备。
- **教学建议:**如学生需要更多帮助,可以使用简单直观的语言解释图片展示的不同职业及其要求,强调图片中的关键信息,引导学生简单回答不同职业的任职条件有何不同,为什么需要这样的规定等问题,如“What are the different jobs?”“What skills do cooks, police officers and astronauts need for their jobs?”。也帮助学生归纳不同职业的任职要求涉及的方面,引导他们理解重点词汇和B3对话所需信息,并引导他们思考不同职业的任职条件差异,可提出以下问题“What are the key factors involved in the job requirements for cooks, police officers and astronauts?”“How do the requirements differ for each job?”“Why do you think it is necessary to have certain rules and regulations for different jobs?”。如学生接受程度较好,可引导他们深入探讨不同职业的任职要求及其背后的原因,并鼓励学生挖掘如职业的发展前景等更多相关信息。

参考答案

B1

personality interest experience
 skills education health

B2

- 语篇说明:** 对话在马先生和林东之间展开。林东希望了解厨师的工作情况,于是采访了马先生,询问了厨师的工作性质和要求,马先生根据自身的工作特点和喜好进行了相应的回答。通过这段对话,我们可以对厨师的工作情况有大致的了解,看出马先生对烹饪的热情和专业精神。该对话共有五个话轮,包括“致谢”“问答”和“评论回应”。
- 语用功能说明:** 本单元的语用功能为询问印象(Asking for impressions),该语用功能用于询问某人对某事物、情况或人的印象、看法或感受。本板块通过询问他人对其工作的印象,了解他们对工作内容和要求的理解和感受,促进交流和理解。相应表达如“What do you think about ...?”“How do you feel about ...?”“What are your thoughts on ...?”**My learning notes**提供了部分这类表述,教师可引导学生从B2的对话中寻找或借助自身的语言积累说出更多类似表达。学生用书**My learning notes support**(P130)提供了更多可用表达,这种语用功能可以用于日常交流、采访、调查等场合。
- 教学要点:** 通过听B2的对话,帮助学生关注交际双方的语气、交际目的和主要话题内容,模仿说话者的语音语调,感悟说话者的情感态度,了解交际中的礼貌表达。再通过读B2的对话,引导学生关注本课的口语交际策略要点和语用知识重点,即询问对方对某事的印象。可用以下问题帮助学

参考答案**B2**

(Answers may vary.) He thinks being a cook is like being a scientist in some way and he feels happy when customers come in and enjoy his food.

6 B2 Listen, read and think. Lin Dong meets Mr Ma for an interview at their community garden. How does Mr Ma like his job?

- Lin Dong: Hello, Mr Mai! Thank you for coming.
 Mr Ma: No problem.
 Lin Dong: I want to ask you about your job. What does it take to be a cook?
 Mr Ma: I studied cooking after high school. Being a cook is like being a scientist in some way. You need to know what things taste good together.
 Lin Dong: Maybe that is why my food is never as good as yours! What do you like most about your job?
 Mr Ma: The best part is when customers come in and enjoy my food.
 Lin Dong: What do you need to do every day?
 Mr Ma: I go to the market early to make sure everything is fresh.
 Lin Dong: That's why everything in your restaurant tastes so good!

B3 Role-play Lin Dong goes on to interview his uncle, a police officer and another neighbour, Ms Liu, an astronaut. Choose one role and act out the interview with your partner.

My learning notes**Asking for impressions:**

- How do you like ...? • What do you think of ...?
- _____
- _____



Interview your family members or neighbours about their jobs.

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生理解对话,找出相关表述:

① What questions does Lin Dong ask Mr Ma?

② What's Mr Ma's impression about his job?

- 教学建议:** 如学生需要更多帮助,可重点强调关键词和短语,帮助学生理解对话的主题和要点。如学生接受程度较好,可引导他们分析对话中的关键句和表达方式,如“Being a cook is like being a scientist in some way.” “The best part is when customers come in and enjoy my food.”,以帮助他们理解更复杂的表达方式。

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。林东访问的对象从B2的马先生变为他的叔叔和邻居刘女士,学生需要结合B1中警察和宇航员的特点(如工作要求和个人性格特点等)来询问信息,询问时需要注意本板块的语用功能并运用相应的表达。
- **教学建议:**如学生需要更多帮助,可让学生根据B1中的关键词和B2对话的内容,模仿对话中的问题和回答,使用简单的句子和词汇开展角色扮演。如学生接受程度较好,可以鼓励他们根据B2对话的内容结合B1的信息进行自由发挥,尽量使用更多的句子和表达方式来开展对话,同时注重流畅性和连贯性。

参考答案

B3

(Answers may vary.)

Lin Dong: Hello, Uncle! Can you tell me what a police officer is like?

Mr Lin: Of course! A police officer should be ready to help others, have good communication skills, and be strong in body and mind. It's a challenging but rewarding job.

Lin Dong: What do you like most about being a police officer?

Mr Lin: I enjoy being able to make a difference in people's lives. We need to make sure that our community is safe. It's a job that keeps me on my toes!

Lin Dong: Thank you, Uncle!

语言注释

- **Being a cook is like being a scientist in some way.**

Being a cook is like being a scientist in that they both do experiments, are precise in using different ingredients, are creative, and need to solve problems. The sentence has a comparative structure using “like”. 厨师就像科学家,因为他们都要做实验,在使用不同的材料时都要很精确,要富有创意,并且需要及时解决问题。这句话使用了“like”进行比较。

- **the best/better part of something** the most enjoyable aspect of a situation, experience, activity, or object 一个场景、一段经历、一场活动或一件事物中最令人愉悦的部分
e.g. *For me, the best part of travelling is trying new and delicious foods.*

背景知识

“Jobs” for teenagers	Qualifications
Assistant to a school teacher	<ul style="list-style-type: none">• Good communication skills• Being organised and responsible• Ability to follow instructions• Readiness to help others
School newspaper editor	<ul style="list-style-type: none">• Strong writing and editing skills• Creativity and attention to detail• Interest in current events and news• Ability to work under deadlines
PC and internet tutor	<ul style="list-style-type: none">• Proficiency in using computers and the internet• Patience and good teaching skills• Ability to explain concepts clearly• Problem-solving skills
School radio host	<ul style="list-style-type: none">• Confident and clear speaking voice• Good listening skills• Creativity in planning and hosting radio shows• Ability to engage and entertain listeners

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，开展新的对话。请学生更换合作伙伴，确定角色，开展对话。学生展示后同学互评。引导学生根据自己的任务完成情况，结合同学评价和教师点评，评价自己本节课的学习成效。

Suggested evaluation checklist

方面	标准
内容	A: 针对职业的内容和要求等信息提问（Ask questions about job responsibilities and qualifications） B: 就对方的提问，给出相应的回答（Give proper answers to A's questions）
语言	A: 使用恰当的表达询问对方对某事的印象（Use proper expressions to ask for one's impression） B: 表达对某事的印象，语言准确（Respond accordingly and talk about impressions accurately）
交际	根据人物身份关系得体交际，用语礼貌（Communicate politely and appropriately according to the relationship between the speakers）

参考答案

Update my to-do list

(Answers may vary.)

A: Hi, Mum! I want to ask you about your job. What does it take to be a teacher?

B: I learned how to teach in college. Being a teacher means you need to know your subject well and be kind to the students.

A: I see. What do you like most about your job?

B: The best part is to see the students making progress at school. I love their smiles.

A: What do you need to do every day?

B: I prepare for my lessons, give classes and correct students' homework.

Section C Job pride

>>Reading

子话题说明

该板块围绕“职业自豪感”(Job pride)这一子话题展开,用专题故事(feature story)的形式呈现印度送饭盒人这一特殊职业,涉及工作内容、方式和效率、职业精神、社会价值、职业认同等内容。



引人入胜的开篇:
用数字以及问句吸引读者注意,
引起阅读兴趣



生动的描写:
使用比喻表现家庭烹饪的温馨
和亲切感

C1, C2

- 语篇说明:文章改编自多篇有关印度送饭盒人这一特殊职业的媒体报道。通过事实性报道和人性化叙事相结合的方式,较为深入地探讨了印度送饭盒人这一特殊职业,包括工作内容、方式、效率以及社会价值等,体现了印度送饭盒人“干一行爱一行”的积极工作态度。文章用生动的叙事和描写吸引读者注意力,引发共鸣。
- 阅读策略:本单元重点教授的阅读策略为理解文本类型(Understanding the text type)。常见的文本类型根据内容可分为虚构类(fictional)和非虚构类(non-fictional)两大类,根据功能可大致分为记叙(narrative)、说明(expository)、描述(descriptive)、论说(argumentative)和应用(instructional/practical)几大类,具体的文本类型需根据场合、目的、内容等确定。识别文

C Job pride

>> Reading

The students at the workshop find an article about an amazing job.

C1 Text type Skim the article. Where can you probably find the story?

Understanding the text type

In a newspaper.

In a tour guide.

In a novel.

C2 Read the feature story⁽¹⁾.

Amazing dabbawalas

They travel more than 100 kilometres every day. They bring about 200,000 meals on bikes or on foot to hungry workers, all at exactly 12:30 p.m. Many of them can't read or write. But only 1 in every around 6,000,000 lunch boxes ever goes missing in one of the biggest cities in the world.

Who are they?

They are dabbawalas, the lunch carriers in Mumbai, India. To people working in the centre of Mumbai, home-cooked meals

are like a greeting from their family. But it's not easy to travel long distances with a lunch box.



(1) feature story 专题故事; 新闻特写

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本类型有助学生理解写作目的、文章结构和语言特征。

专题故事是一种深入探讨特定主题或问题的新闻报道形式。与传统的新闻报道不同,专题故事不仅报道基本事实,而是通过深度报道、个人故事、采访和生动的叙述等元素,为读者呈现更全面、更深刻的视角。本文的阅读策略旨在帮助学生识别专题故事的基本特征,从而更好地理解文本所传递的信息。

A **feature story** is like a longer, more detailed version of a news article. Instead of just reporting the basic facts, a feature story dives deeper into a particular topic or issue. It often includes personal stories, interviews, and background information to give readers a better understanding of the subject. Feature stories can be more creative and entertaining than regular news articles, and they aim to engage readers on a deeper level.

★
人性化的叙事：
聚焦人物故事、经历和情感，
使读者产生共鸣

★
引人深思的结尾：
用引语强调故事核心——职业自豪感，将读者带入思考和回味之中

Thanks to dabbawalas, they can enjoy a hot, fresh and healthy meal from home far away.

15 Kiran, an experienced dabbawala, tells the story. "Our method is simple but works well. In the morning we pick up lunch boxes at people's homes by bike. Then we meet at the local railway station to sort the boxes out. We use colours, numbers and letters to help each other remember the customers' names and addresses. We 20 won't get it wrong even in our sleep! When in Mumbai, each of us delivers meals in a set area. The streets can be busy. The weather can be bad. But the lunch will always be on time."

"We work hard to serve people. We get back their 25 trust and respect. We feel proud of ourselves."



Personal touch
Who do dabbawalas make you think of?



- **教学要点：**引导学生借助 C1 的问题略读文本，帮助学生认识专题故事这一语篇类型，识别其基本特征（详见学生用书第 52 页 **Text type**），初步认识印度送饭盒人这一特殊职业；通过 C2 的 **Personal touch**，帮助学生置身于真实的读者视角，将所读内容与生活经验相联系，思考这个特殊职业是否让他们联想到身边的相似职业。
- **教学建议：**如学生缺少阅读专题故事的经验，可以引导他们关注文本的主题、结构、内容、语言风格等，组织课堂讨论，通过互动交流，促进学生

对专题故事类文本的理解和认识，把握这一类型文本的基本特征。以下问题供参考选用：

- ① Is the article about an event that requires immediate attention?
- ② What does "dabbawalas" mean?
- ③ Does the article only give facts about dabbawalas or does it also include their personal experiences and feelings?
- ④ After reading the first paragraph, would you be interested in continuing to read the article? Why or why not?
- ⑤ How does the writer conclude the article?

参考答案

C1

In a newspaper.

C2

(Answers may vary.) They make me think of deliverymen in China.

语言注释

- **pick up** to go somewhere and collect somebody or something (从特定地点)接某人或收集某物
e.g. *She promised to pick up the kids from school this afternoon.*
- **sort out** to organise or tidy 整理; 理顺
e.g. *Let's meet tomorrow to sort out the details of our project.*
- **get ... wrong** to make a mistake or to do something incorrectly 弄错
e.g. *I often get directions wrong.*

背景知识

The literal meaning of a dabbawala

A dabbawala literally means a person with a box. *Dabba* refers to the tiffin lunch box, and *wala* refers to a carrier or a holder.

Why does the service of dabbawalas work well in Mumbai?

People in Mumbai want to eat a proper, home-cooked meal during lunch. It's a way to connect with their family while busy at work. The dabbawala system helps customers manage their budgets, eat healthily, and save time. Most of the office-goers usually leave by 7 a.m. to commute from the suburbs of Mumbai, travelling south to the main commercial area and returning back home after 7 p.m. The railway network during the peak hours is jam-packed with people hanging onto the trains with one hand; therefore, carrying one's lunch at that time is not practical. Takeout is expensive and eating by the roadside is unhealthy. Besides, it's hard for office canteens to meet the different food habits and taste needs of their employees. Thankfully, the dabbawala system solves all these problems with 100 percent customer satisfaction by delivering to each employee his/her lunch filled with food prepared at his/her home.



专题故事的基本特征包括深度报道 (in-depth reporting)、语言和结构的创意性 (creativity in writing style)、人性化的叙事 (human interest)、情感吸引力 (emotional appeal) 等。以本文为例：

- **In-depth reporting:** what dabbawalas do, how they work, how hard and how well they work, how they feel about their job
- **Creativity in writing style:** an appealing opening paragraph through the use of numbers and a question, a quote from an experienced dabbawala as a strong conclusion, the use of literary techniques and descriptive language like the simile used in lines 9–11, etc.
- **Human interest:** a story shared by an experienced dabbawala about their experiences and feelings
- **Emotional appeal:** the vivid writing, the personal experiences, attitudes and feelings, all serving the purpose of encouraging readers to think, feel, and reflect on the job of dabbawalas

Text type Feature stories

A feature story is a newspaper or magazine article or report of an event, a person, etc. It is a more personal report and gives readers more descriptions and details compared to hard news.



C3 General understanding Which one is not mentioned in the article?

- A What do dabbawalas do?
- B How do they work?
- C How do they feel about their job?
- D What do they do to enjoy themselves?
- E How hard and how well do they work?

C4 Detailed reading

1 Read the article and put the events 1–5 in the right order.

- A _____ They sort out the lunch boxes at the local railway station.
- B _____ People enjoy their hot and healthy meals from home.
- C _____ Dabbawalas pick up lunch boxes at people's homes.
- D _____ They travel a long way by train to Mumbai.
- E _____ They deliver the lunch boxes on foot or on bikes in Mumbai.

2 Answer the four questions about the article in the box in C3.

C5 Further thinking Answer the questions.

- 1 The title of the article is *Amazing dabbawalas*. Do you agree that they are amazing? Why or why not?
- 2 Why don't people working in the centre of Mumbai eat in restaurants or take lunch themselves?

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式 (How do they work?)、工作效率 (How hard and how well do they work?)、职业认同 (How do they feel about their job?)。

- **教学建议：**如学生需要更多帮助，引导学生在略读中扫视段落中的关键词和关键信息，如 travel more than 100 kilometres every day, on foot, exactly, lunch carriers, our method, feel proud 等，由此快速获取核心内容。如学生接受程度较好，可以不给学生提供选择项，让学生通过略读，自己提取并归纳有关印度送饭盒人的这四个主要方面。

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，识别有关印度送饭盒人的四个主要方面：工作内容 (What do dabbawalas do?)、工作方

参考答案

C3

D

C4

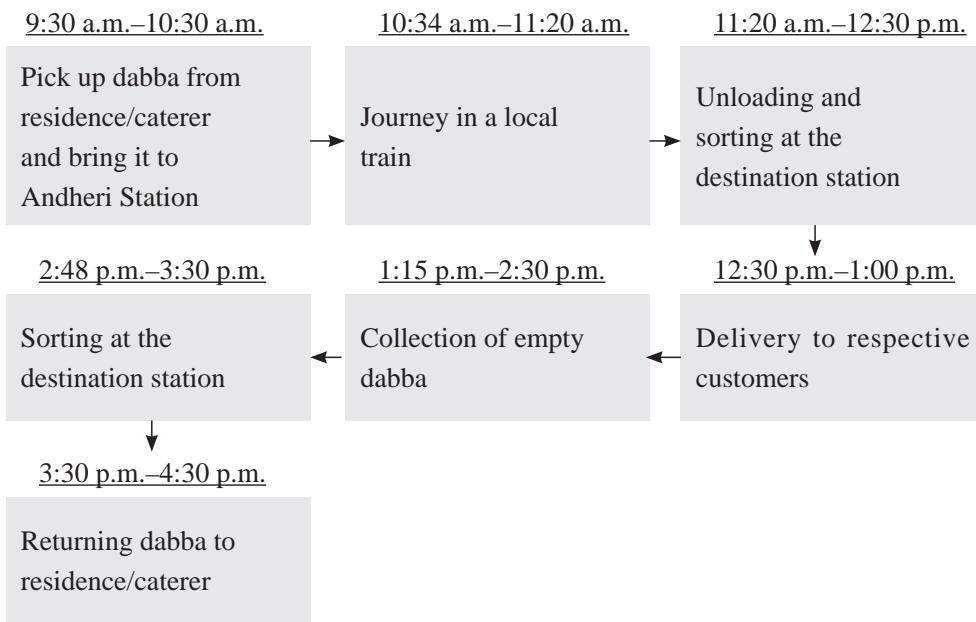
- **教学要点：**活动 1 旨在帮助学生基于对全文的理解，聚焦基兰 (Kiran) 的讲述细节，梳理饭盒“从家庭厨房到客户手中”的递送流程。活动 2 旨在帮助学生借助 C3 问题中的

疑问词以及句中的关键动词如 do, work, feel, 在文中查找具体的信息。

- **教学建议：**如学生对排序感到困难，引导学生结合全文寻找关键信息，把握事件间的逻辑关系，进行合理判断。以 D 句 “They travel a long way by train to Mumbai.” 为例：该句在基兰的讲述中并没有直接出现，但根据 meet at the local railway station 和 when in Mumbai 并结合第一段的信息 travel more than 100 kilometres every day, 可以推断出送饭盒人需要搭乘火车前往孟买，因此 D 句排在 A 句之后；如学生接受程度较好，可以给学生提供以下补充信息，帮助他们更好了解送饭盒人一天的工作流程。

补充资料

Journey of dabbawalas



参考答案

C4

1 A-2 B-5 C-1 D-3 E-4

2

A What do dabbawalas do?

They deliver hot, fresh and healthy home-cooked meals to people working in the centre of Mumbai.

B How do they work?

Their method is simple but works well. They work together. They pick up lunch boxes early in the morning, sort them out and remember the names and addresses of the customers by using simple colours, numbers and letters and then deliver the meals, each responsible for a set area.

C How do they feel about their job?

They feel proud of what they do.

E How hard and how well do they work?

How hard:

They travel more than 100 kilometres every day. They deliver about 200,000 meals on bikes or on foot.

How well:

They are on time. They can deliver all the meals at exactly 12:30 p.m. They are effective. Only 1 in every around 6,000,000 lunch boxes ever goes missing.

C5

- **教学要点:** 问题1旨在帮助学生通过分析和评价，加深对印度送饭盒人这一特殊职业的认识和对主题意义的理解。问题2旨在帮助学生在学习理解文本的基础上，结合生活常识和文化背景知识，合理开展推理、想象和论证，进一步理解该职业在特定文化背景下的社会价值。
- **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。以下问题供参考选用：
 - ① How do dabbawalas deliver meals in Mumbai? (*They deliver meals by bike or on foot. Besides, each of them delivers meals in a set area.*)
 - ② Are dabbawalas well educated? How do you know that? (*No, they aren't. I learn from the article that many of them can't read or write.*)
 - ③ What do they use to help them deliver meals without getting things wrong? (*They use colours, numbers and letters.*)
 - ④ Why do they get respect from people? (*Because they work hard to serve people and make it possible for them to enjoy a hot, fresh and healthy meal from home far away.*)

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

- ① Which words, phrases or sentences from the article help show that dabbawalas feel proud of their work? (*works well, We won't get it wrong even in our sleep! But the lunch will always be on time. work hard, trust, respect, feel proud of ourselves ...*)
- ② Do you agree that home-cooked meals are like a greeting from one's family? Why or why not? (*Yes, I do. Because they are not only fresh and healthy but also made with love and care. They bring everyone together and make people feel warm and connected.*)
- ③ Why do you think dabbawalas can work so well and make sure the lunch will always be on time? (*Because I guess they know how to work well as a team. Besides, they deliver meals by bike or on foot, which means they will not get stuck in heavy traffic. One more reason is that they love what they do and try their best to provide the best service possible regardless of all the challenges.*)
- ④ Compare dabbawalas in India with deliverymen in China. What are the differences and similarities between them? (*Both dabbawalas in India and deliverymen in China provide*

delivery services, carrying items from one place to another, and both of them work hard and well to serve people. But dabbawalas mainly deliver home-cooked meals in Mumbai, India, while deliverymen in China work in various places across China and deliver different items including online orders. Dabbawalas often use bicycles and trains for their deliveries in Mumbai, while deliverymen in China may use different kinds of modern ways of transport ...)

参考答案

C5

(Answers may vary.)

- 1 I agree that they are amazing because they work hard in an organised and effective way to serve people well. They are not afraid of the challenges like long distances, bad weather, heavy traffic. They also have a great passion for what they do.
- 2 Because they desire hot and fresh meals from their families. Besides, it's not easy to travel long distances with a lunch box. I think the hot weather in Mumbai may be another reason. It's hard to keep the food fresh without a fridge in the office.

Vocabulary focus

- 教学要点：**本活动以访谈形式归纳、梳理课文主要内容，关注重点词汇，帮助学习理解并熟练运用这些词汇。活动中，引导学生在通览访谈并了解其意义和上下文逻辑的基础上再进行填词，帮助学生意识到词汇学习需在语境中学习理解其意义。

还可以设计更多词汇练习，关注本板块核心词汇（如 exactly, centre, method, each other, address, trust 等）的理解和运用。

Update my to-do list

- 教学要点：**可组织学生分组讨论印度送饭盒人的工作方式和工作效率，鼓励他们将课本所学和生活常识以及文化背景知识相结合，阐述他们的态度，从而检测学生对专题故事中印度送饭盒人这一特殊职业的理解程度。学生讨论或汇报的时候，教师提供适当的帮助和支持。

参考答案

Vocabulary focus

1 serve 2 respect 3 simple 4 on time 5 get, wrong 6 ever

Update my to-do list

(Answers may vary.)

I think the dabbawala system works well because in this system, the dabbawalas work hard together as a team and they are very efficient as they seldom get things wrong while delivering meals. In addition, they help solve almost all the problems that people working in the centre of Mumbai have with meals. That is really amazing.

Vocabulary focus Fill in the blanks with words and phrases from the text.



Reporter: I've heard you're one of the most experienced dabbawalas. Can I ask you some questions?
 Kiran: Of course.
 Reporter: You work hard to ¹ _____ people and get back their trust and ² _____. What are the biggest challenges in your job?
 Kiran: Well, many of us have never learned to read or write, so we have to think of a ³ _____ method to sort out the lunch boxes. Besides, it's not easy to deliver meals ⁴ _____ when the weather is bad or when the train is late.
 Reporter: Now we have modern ways to deliver meals. Are you afraid of the future of the job?
 Kiran: No, I'm not. You know we hardly ⁵ _____ it ⁶ _____ goes missing.
 Reporter: That's really amazing!

Update my to-do list □ □ □ □ □

Discuss with a partner whether the dabbawala system works well, and why.

>>Grammar in use

板块内容说明

本单元的语法重点是形容词性物主代词、名词性物主代词和名词所有格 (Possessive adjectives, possessive pronouns and possessive nouns)。

活动 1

- 教学要点：**帮助学生在理解句子意思的同时，将划线词汇按形容词性物主代词、名词性物主代词和名词所有格进行归类。
- 教学建议：**视学情需要，可先列出三种类型名称 possessive adjectives, possessive pronouns, possessive nouns，并以第一句为例演示如何进行归类。教师还可以补充更多相关例句，帮助学生关注形容词性物主代词、名词性物主代词和名词所有格的形式和意义。详见“补充资料”。

>> Grammar in use Possessive adjectives, possessive pronouns and possessive nouns

1 Read and think Read the sentences and then put the underlined words into three groups.

- (1) Our method is simple but works well.
- (2) We work hard to serve people. We get back their trust and respect.
- (3) That is why my food is never as good as yours!
- (4) You feel proud of your work and we feel proud of ours.
- (5) Wang Yiming's dream job is a photographer.
- (6) We use colours, numbers and letters to help each other remember the customers' names and addresses.



2 Work out the rules Study the sentences in exercise 1. Then tick (✓) the one(s) you agree with.

- We use possessives like our, yours and possessive nouns like Wang Yiming's to say who does has something.
- We put our, their ours, theirs before a noun; we use yours, his, ... when we don't want to repeat a(n) adjective noun.
- We add 's to singular nouns like Wang Yiming and 's to plural nouns like customers.

Grammar file → p. 134

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补充资料

- Kiran is very good at his work. (possessive adjective)
- In the morning we pick up lunch boxes at people's homes by bike. (possessive noun)
- Her job pays well. (possessive adjective)
But mine doesn't. (possessive pronoun)
- My (possessive adjective) dream job is different from his. (possessive pronoun)
- Our (possessive adjective) meals don't look as healthy as theirs. (possessive pronoun)
- Each lunch box has a number on its lid. (possessive adjective)

在引导学生回答问题时，可以鼓励他们使用中文表述。当涉及语法术语时，建议使用中文，不要让语法术语成为影响学生理解的障碍。如：

- ① What does “yours” in Sentence 3 refer to? (第三句中的“yours”指代什么?)
- ② What's the difference between possessive adjectives and possessive pronouns? (形容词性物主代词和名词性物主代词有什么不同?)
- ③ What question words are used to ask about possessives? (用什么疑问词对所有格进行提问?)

参考答案

1

our, their, your;
yours, ours;
Wang Yiming's, customers'

活动 2

- **教学要点:** 帮助学生在完成活动 1 的基础上总结语法规则, 归纳形容词性物主代词、名词性物主代词和名词所有格的形式和意义。
- **教学建议:** 可根据学情, 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; 或请学生对照更多相关例句, 梳理不同人称的形容词性物主代词和名词性物主代词形式, 特别注意 his (形容词性物主代词和名词性物主代词同形); 最后借助学生用书上的语法附录 (**Grammar file**, P134–P135) 深化理解。

参考答案

2

has our, their noun 's ,

活动 3

- 教学要点:** 帮助学生初步运用形容词性物主代词、名词性物主代词和名词所有格，在有意义的情境中判断并使用正确的词形完成短文。
- 教学建议:** 活动前，教师可以借助活动 2 中的语法规则，也可从语法附录中回顾形容词性物主代词、名词性物主代词和名词所有格的形式和构成规则，阐明活动的要求。

如学生需要更多帮助，可以引导他们在语篇中寻找关键词（如空格前的介词、空格后的名词等），帮助判断词性，同伴互查后，再全班讲解。

如学生接受程度较好，可以鼓励他们模仿短文介绍其他职业，其中要用到形容词性物主代词、名词性物主代词和名词所有格。

3 Practise Complete the article about pilots by filling in each blank with the proper form of the word in brackets.

Flying through the sky may be a dream of ⁽¹⁾ _____ (you), but you should also understand that the job of pilots has ⁽²⁾ _____ (it) challenges.

A ⁽³⁾ _____ (pilot) main duty is to safely transport people and goods. They get hard training for it and they have a lot to do. Before the flight, they check the weather and the flight plan. During the flight, they focus ⁽⁴⁾ _____ (they) attention on every detail. Sometimes they have to make important decisions quickly. They may work late at night, on weekends and even on holidays.

If you still consider it ⁽⁵⁾ _____ (you) dream job, work hard for it!



4 Discuss Choose one of the following jobs and discuss with a partner: How is it different from the other jobs in the pictures?

What is the person's job in picture A?

He brings lunches to people at work from their homes.

Are his tools similar to a painter's?

No, his are often bikes and lunch boxes, but a painter often uses paintbrushes.



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参考答案

3

(1) yours (2) its (3) pilot's (4) their (5) your

活动 4

- 教学要点:** 帮助学生结合图片中的职业，恰当运用形容词性物主代词、名词性物主代词和名词所有格进行表述和比较。完成活动需要用到形容词性物主代词、名词性物主代词和名词所有格。提醒学生关注图中职业的工作场景、工作职责、工作要求、使用的工具等。
- 教学建议:** 如学生需要更多帮助，活动前可以请学生参考语法附录里的语法讲解，教师也可以补充一些相关例句，引导学生关注物主代词和名词所有格的用法。再就图中职业的工作场景、工作职责、工作要求、使用的工具等进行简单描述，使学生有话可说。最后参照学生用书上的对话示范，尝试和同伴展开简短对话。

补充资料

Useful expressions

1. Workplace:

- from customers' homes to their offices
- in his/her studio
- in his/her workshop
- ...

2. Duties:

- pick up lunch boxes at people's homes
- add beauty to different places with her works
- make clothes for his customers

...

3. Tools:

- bikes
- paints, pencils or brushes
- needles, thread, scissors, measuring tapes, rulers

...

4. Requirements:

- travel a long way
- come up with new ideas for projects
- be patient and skilful

...

如学生接受程度较好，可以鼓励学生用不同形式表示所有权，也可以想出其他职业并进行描述，使对话内容更丰富。

参考答案

4

Picture B

A: What is the person's job in picture B?

B: She is a painter and her job is to paint pictures.

A: Does she work in the same place as a dabbawala?

B: No, a dabbawala's workplace is different from hers. A dabbawala usually works outside, but she can often work inside her studio.

Picture C

A: What is the person's job in picture C?

B: He is a tailor and he makes clothes for people according to their needs.

A: Are his tools similar to a painter's?

B: No, his are often rulers, measuring tapes and scissors, but a painter often uses paints and brushes.

评价建议

可根据学生完成每个活动的情况，随时调整教学进度和方式。如感到学生对这一语法点的形式掌握得不够好（如混淆形容词性物主代词和名词性物主代词，或用错“'s”和“，”等），可以在文本分析活动中，提醒学生关注形容词性物主代词和名词性物主代词的用法区别，以及名词所有格的构成规则，提高学生的语法形式意识，并结合一些针对性的笔头语法练习，提高学生运用语法的熟练度。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。

Section D Wonderful jobs

>> Writing

子话题说明

该板块围绕“美好的职业”(Wonderful jobs)这一子话题展开,学生以描写文的形式描述自己眼中的美好职业。

D1

- 语篇说明:**这篇写作范文的主题与阅读板块相似,介绍了另一种职业——教师。D1中的问题主要是帮助学生理解并总结文章内容,也为完成D2中的任务进行铺垫。
- 教学要点:**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,可以参照D3的图表用提问的形式引导学生梳理文本结构。如:
 - ① What is a wonderful job in the writer's eyes? (*To be a teacher.*)
 - ② What do teachers do? (*They give lively and interesting lessons and help us deal with problems. They also play with us.*)

参考答案

D1

Because teachers help kids really grow and they matter a lot to kids. Besides, they also keep learning and trying new things.

D2

- 教学要点:**组织学生细读范文,根据范文结构,找到主题句(topic sentence)和细节(details)。通过分析范文内容结构,帮助学生理解主题句的意义以及支撑句和主题句的关联。
- 教学建议:**可根据学情决定是否通过提问引导学生关注主题句并理解其作用,以及了解支撑句和主题句的关系。如学生接受程度较好,可引导他们从多个方面丰富写作内容。以下问题供参考:
 - ① Which sentence shows the main idea? (*In my eyes, it's wonderful to be a teacher.*)
(教师小结: It shows the main idea of the passage. We call this kind of sentence a topic

D Wonderful jobs >> Writing

You decide to write about a wonderful job in your eyes.

D1 Think Read the passage. Why does the writer think it's wonderful to be a teacher?

In my eyes, it's wonderful to be a teacher. Teachers give lively and interesting lessons and help us deal with problems. They also play with us. Teachers keep learning and trying new ideas. That is the most wonderful part of the job. The hard work and love from teachers help us really grow. They matter a lot to us.

D2 Prepare Underline the topic sentence of the passage above and then find the sentences that tell you more about it.

D3 Plan Plan your writing by making notes in the following diagram.

A wonderful job

Topic sentence: _____

Detail (e.g. What do people do in the job?) _____

Detail (e.g. What wonderful skills do they have?) _____

Detail (e.g. How important is the job?) _____

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- ③ What is the most wonderful part of the job?
(*They keep learning and trying new ideas.*)
- ④ How important is the job? (*The hard work and love from teachers help us really grow. They matter a lot to us.*)

sentence. We usually put it at the beginning of the passage.)

- ② Which sentences tell you more about the topic sentence? (*Teachers give lively and interesting lessons ... Teachers keep learning and trying new things ...*) (教师小结:
We call these sentences supporting details. They give more information about the topic sentence.)
- ③ What information can you get from these details? (*Teachers' duties, wonderful skills and the importance of the job.*)

参考答案

D2

Topic sentence: In my eyes, it's wonderful to be a teacher.

Sentences that tell us more about it:

Teachers give lively and interesting lessons and help us deal with problems. They also play with us. Teachers keep learning and trying new ideas. That is the most wonderful part of the job. The hard work and love from teachers help us really grow. They matter a lot to us.

D3

- 教学要点:**引导学生根据主题,填写主题句,并结合D2梳理出的内容结构展开头脑风暴,确定三至四个行文要点,并草稿式列出一些相关语言表达,填在图表中。
- 写作策略:**本单元写作策略要点是书写主题句。主题句是对段落的中心思想或主要内容的高度概括。它阐述作者的观点、看法或态度,并为该段落的发展提供依据。对于初学英语写作者而言,有主题句定下了明确的范围界限后就不易跑题。在段落中,主题句以外的句子通常是为主题句服务的,目的是为了对主题句展开进一步的论证、解释或说明。这些句子称为支撑句。
- 教学建议:**可根据学情,酌情提供关于相关内容的语言支架。如学生接受程度较好,可引导学生思考更多方面的细节。详见“补充资料”。

补充资料

Useful expressions

1. Duties:

- cook delicious food
- catch thieves
- travel into space and do experiments

...

3. Importance:

- provide delicious and healthy meals to people
- keep our city a safe place
- help to advance the understanding of the universe

...

2. Wonderful skills:

- be creative and come up with new recipes
- be able to make quick and effective decisions
- have knowledge of science, engineering and mathematics

...

4. Job rewards

- be well-paid
- get respect
- have a sense of achievement

...

D4

- 教学要点:**请学生基于D3积累的语言表达,将其组合在一起完成作文。在写作的过程中需要注意主题句的表达必须完整、清楚、具体;支撑句要围绕主题句展开,句与句之间应脉络清晰,符合逻辑。
- 教学建议:**可根据学情决定是否给学生更多语言支架。如:“I think it's wonderful to be ...” “They ... and they also ...” “They are skilled at ...” “They play an important role in ...”。

D5

- 教学要点:**引导学生参照**TEEN skill**栏目的写作要点提示,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:**可整理学生的常见错误,全班一同找错误、修改,帮助学生提高对主题句和支撑句的理解和运用。再请学生进行自查或同伴交换检查是否有遗漏或误批改。

Update my to-do list

- 教学要点:**请学生分组活动,分享彼此

TEEN SKILL Writing the topic sentence



- A topic sentence expresses the main idea of a paragraph and tells just enough to interest readers.
- The other sentences in the paragraph further explain the main idea.

My learning notes

Useful expressions to describe a job:

• In my view, ...	• It's wonderful to ...
• ... is the most wonderful part ...	• ... matter a lot ...
• ...	• ...

D4 Write Write a passage about a wonderful job.

D5 Check Check your writing. Pay attention to the topic sentence.

Update my to-do list

Share your writing with your classmates and see which jobs you all think are wonderful.

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的习作,为同伴提供进一步修改的建议,选出小组成员公认的最佳作文。为学生提供针对本课写作任务的个性化评价量表,请学生对照此表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。

Suggested evaluation checklist

方面	标准
内容	围绕“美好的职业”这一主题展开 (Does the writing focus on a wonderful job?) 文章从不同方面(职责、技能、社会价值等)阐述这一职业的美好 (Does the writing cover different aspects like the job duties, skills and importance?)
结构	包含“主题句”和“支撑句” (Does the writer write a topic sentence and several details?) 主题句具有引领全文的作用 (Does the topic sentence show the main idea of the passage?)
语言	句子结构正确,表述清楚 (Are the sentence structures correct and the expressions clear?)

>>Discovery

板块内容说明

本板块介绍了寻呼员、磨刀匠、露天电影放映员三种职业曾经流行的职业，主要描述了这些职业的时代背景、工作内容和逐渐消失（被替代）的原因。

教学提示

- 语篇说明：第一则短文介绍了寻呼员。第二则短文介绍了磨刀匠。第三则短文介绍了露天电影放映员。
- 更多信息：(1) 1948年美国研制出世界上第一台寻呼机，取名为BellBoy。1983年，上海开通中国第一家寻呼台，寻呼机正式进入中国。寻呼机在我国的20世纪90年代非常盛行，寻呼员需要接听用户的电话，记录下要传达给寻呼机持有者的信息。在1994年，一个寻呼员最忙的一个月要接三万多个寻呼。这个职业在当时非常热门，属于高薪行业，从业要求高。但是后来随着手机的流行，这个职业已经消失了。不过，寻呼机虽然已经不见踪影，但它的变种产品在日常生活中还到处存在。譬如一些饭店里的自助取餐器，医院或养老院里的呼叫系统，用的都是类似寻呼机一样原理的无线寻呼系统。
(2) 20世纪80年代，磨刀匠这个行业相当红火，他们的技术非常高超，不管是生锈的刀具还是变钝的刀具，只要经过他们的磨刀石，都会变得焕然一新。而且他们所需要的材料非常简单，只要随身携带一块磨刀石还有小板凳，再拿个盆子装点水就马上可以工作了。随着磨刀器具的普及和刀具的更新换代，现在已经很少有人会为了一把生锈的刀具而特意找时间让人磨刀了，所以这一职业已基本消失。
(3) 在20世纪60、70年代，电影院很

Discovery

Old jobs

Beep, beep! You've got a message on your beeper. In the 1990s, it was common to call a beeper operator to send the messages. Being a beeper operator was a very popular job in China back then. However, now people use smartphones to send messages.

Beeper^① operator

Grinder^②

Grinders often went door to door to sharpen tools like scissors, knives and so on. Fewer and fewer people take up the job now because most people find it easier and cheaper to buy tool sharpeners.

Open-air film projectionist^③

From the 1960s to the 1970s open-air cinemas became popular. The operator would set up a screen and speakers, and use a special machine called a projector to play the film. The audience enjoyed the film while usually sitting on small seats. Today people watch films at home or in the cinema.

Read and think What jobs do you think are disappearing in the next 20 years?

① beeper ② grinder 磨刀师 ③ projectionist 电影放映员

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少，电影放映员是一个令人羡慕的职业。他们走村串寨，为广大百姓带去欢乐。然而，成为一名电影放映员并非易事。他们需要在电影放映学习班中刻苦学习，掌握装片、开机、倒片子、检查片子、修片子等各种技能，并应对各种突发情况，例如屏幕上出现雪花时的调整以及人像变形等问题。他们通常需要经过较长时间的学习，并完成毕业考试后，才能拿到电影放映员资格证，成为电影放映员。放映员们常常一个人推着自行车载着满满一车子放映设备，包括电影放映机和小型发电机，走过沟渠，走过黑夜，还要忍受夏天放映电影时蚊虫的叮咬。他们需要亲自搭建投影设备，并确保设备的正常运行。每次电影放映结束后，他们还要独自留下来收拾放映设备。在娱乐匮乏的年代，一部优秀的电影足以驱散人们白天的疲劳，抚慰人们的精神生活。户外电影放映，通过放映各种类型的电影作品，反映了当时社会的变化和文化的多样性。这些电影放

映活动在人们心中播下了名为“电影”的种子，促进了电影文化的传承与发展。

- 教学建议：教学中可根据学情，灵活选用不同的方式来激发学生对曾经流行的职业的兴趣和思考。

(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 is the device in the first picture?
- ② What is the object in the second picture?
- ③ What is the person doing in the third picture?

(2) 理解：请学生阅读短文，通过问题引导学生发现这些工作的时代背景、工作内容以及逐渐消失的原因等。如：

- ① When was the job of a beeper operator popular?
- ② What do grinders do?
- ③ Why do fewer and fewer people do the job of an open-air film projectionist now?

(3) 思考：鼓励学生基于文本信息，思考如果这些职业消失，从业人员该如何应对？进一步思考未来二十年世界上可能消失的职业，探究背后的原因。参考问题：

- ① If the old jobs disappear, what can people with these jobs do? (*They can use what they're good at to find jobs that need similar skills or they can learn new things or use new tools for a different job.*)
- ② What jobs do you think are disappearing in the next 20 years? Why? (*I think jobs that require physical labour are disappearing in the next 20 years, such as cleaners, farmers and miners. Because with the development of science and technology, these jobs can be done by machines.*)

(4) 拓展：提供有关寻呼员、磨刀匠、露天电影放映员的录音或视频，或鼓励接受程度较好的学生自发寻找一些世界各地的新兴职业，就时代和文化背景对职业的影响交流各自的观点，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 new jobs do you know? (*Internet marketers.*)
- ② What do people in the job do? (*They help companies sell their products on the internet.*)
- ③ Why is the new job emerging? (*Because it's more convenient to shop online than in physical stores and more and more people like shopping online.*)
- ④ What old jobs may be affected by this? Why? (*Shop assistants. Since more and more people like shopping online, there are fewer physical stores and there's less need for shop assistants to help customers in stores.*)

Section E Job descriptions

>>Project

子话题说明

该板块围绕“职业描述”(Job descriptions)这一子话题展开，学生通过完成制作迷你职业词典的任务，可以进一步加深对各种职业的认识。在本板块学生们需要结合单元所学，通过小组合作，对各种职业进行分类，并选定特定的类别来收集对各种职业的工作描述，包括“工作职责”(duties)、“任职要求”(qualifications)、“职业培训”(training)和“从业人员性格特质”(personal qualities)等几个方面。每个成员选择一种职业完成信息收集和词条撰写。小组成员收集好职业信息后，将所有信息进行组织整理，并确保将完整的词条信息置于一页内。完成后小组成员互相核查对方的词条是否完整、语言是否准确流畅等，并在全班展示词条、基于词条信息介绍各自负责的职业类别。活动最终完成后，将各组的词条装订成册，完成“迷你职业词典”。本板块的活动回应单元大问题，帮助学生了解不同的职业选项，包括工作种类、职责和要求以及社会价值，引导他们认识自己的兴趣、技能和价值观，从而更好地规划未来的职业发展道路。

教学提示

- **教学要点：**可通过职业的多样性及其社会价值引入话题，在此基础上清晰地解释任务要求，开展相应的教学活动，引导学生讨论和分享他们对不同领域的职业的知识和看法。在这个项目化的学习任务中，可以根据学生的英语水平和课堂时间安排灵活开展以下课堂教学活动，以促进学生参与和学习：

(1) 职业研究小组讨论：组织学生成

E Job descriptions ➤> Project

Unit 3

Making a mini job dictionary

Form groups and make a mini job dictionary by putting all the pages together.

Step 1 Choose Form a group of four and decide on a job type to focus on. Brainstorm jobs that belong to this type.

Step 2 Search Each group member chooses a job and searches for its tasks, qualifications, personal qualities, etc.

Step 3 Make an entry Organise the information, write about the job on one page and check each other's work.

Step 4 Create Present your part of the dictionary to the class. Then put the pages of all the class together to make a mini job dictionary.

Update my to-do list

Share with your group members about other jobs you are interested in.

① observe 观察

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小组，让他们选择不同职业领域，搜寻相关术语、工作内容、任职要求和人员特点，然后组织小组讨论，分享各自的研究成果。

- ① What are the main responsibilities of the job?
- ② How does this job help people in the society?
- ③ What skills and qualifications are needed to get the job?
- ④ Are there new jobs in this field?

(2) 职业展示展览：组织学生准备关于不同职业的展板或展示资料，展示给同学和老师，分享他们所了解到的职业信息。可有以下提问：

- ① Can you explain the main duties and responsibilities of the job?
- ② How did you choose the visuals and information for your display?
- ③ Would you like to do this job? Why?

(3) 职业角色扮演：让学生选择一个职业

进行角色扮演，模拟该职业的日常工作场景，帮助他们更深入地理解各种职业。以售货员为例：

A: Hi there! Can I help you find anything today?

B: Yes, I'm looking for a new dress for a party.

A: Great! What size and colour are you looking for?

B: Size medium in blue, please.

(4) 制作职业视频：让学生利用多媒体技术制作关于不同职业的视频，展示给全班同学观看，以增强学生的创意表达和沟通能力。

通过这些多样化的课堂教学活动，学生可以积极参与、互动学习，加深对职业的了解，同时培养他们的团队合作、表达能力和创造力，提升他们的综合素养和职业发展意识。

Update my to-do list

- **教学要点：**给各组提供课内外展示其迷你职业词典的平台或机会。鼓励学生综合运用本单元前序板块所学的语言知识和技能进行表达和展示，并组织学生就迷你职业词典的内容结构、语言和排版设计等方面进行评价。

设计针对迷你职业词典的评价表，组织学生从内容结构、语言和排版设计三方面给同伴打分。

Suggested evaluation checklist

方面	标准
内容结构	内容完整，每个词条都结构清晰，相关的职业词汇都有清晰、简洁的解释，包含每个职业的关键技能、工作环境等相关信息（Each entry is well-structured. It should provide clear and concise explanations for a job, including its key skills, working environment, working qualifications and other related information.）
语言	语言简洁，表达清晰，使用正确的语法、拼写和标点符号（Entries need to be short and clear with the right words and punctuation.）
排版设计	词典设计具有吸引力，包括图像或插图以帮助理解，信息排版清晰、整洁，便于浏览和查阅（The dictionary looks nice with pictures to help understand, and it's easy to read and find information.）

语言注释

- **college** *n.* a place where students study after high school 大学
e.g. *My sister is studying at a college in the city.*

补充资料

Jobs that will disappear thanks to AI

Shop worker



More stores are using self-checkout machines. Experts say that by 2030, most cashiers may not have jobs because machines will do the work.

Mail organiser



New machines are helping the post office. They sort mail faster and better than people. The machines can also check each piece of mail and tell the person receiving it. Because people send fewer letters in the mail, there is less need for people to sort them by hand.

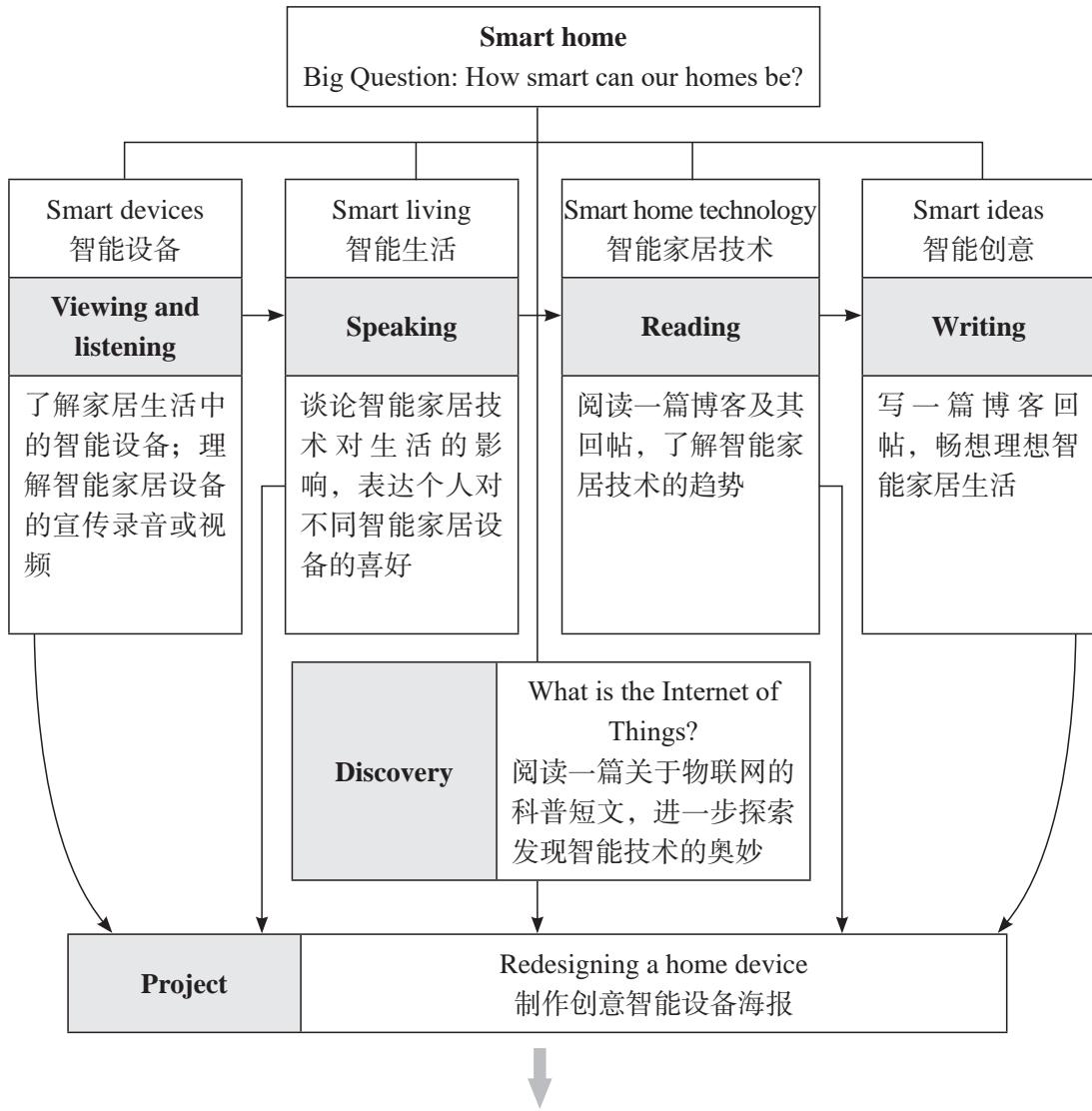
Farmers



Technology is helping farmers a lot. Machines are doing hard work like watching crops and driving tractors. Farmers can use technology to save resources and do work better. AI is used in farming with machines that drive themselves, smart systems for watering and feeding plants, tools that spray smartly, software for growing plants indoors, and robots that pick crops.

Unit 4 Smart home

单元内容结构图 (Structure of the unit)



单元育人目标：通过了解各种智能家居设备的功能及其对家居生活的潜在影响，探索其在实际应用中的可能性，合理分析智能科技的发展趋势，激发对科技创新的兴趣，形成辩证地看待智能科技的意识

单元目标 (Unit objectives)

- ▶ 语音：能认识双元音 /eɪ/, /aɪ/, /əʊ/, /aʊ/, 并能借助音标拼读单词
- ▶ 词汇：能掌握与智能科技、智能设备相关的词汇，构建词汇语义网
- ▶ 语法：能归纳现在完成时的语法规则（形式、意义和用法）并在情境中恰当使用
- ▶ 看：能借助智能家居设备广告手册、宣传页和宣传录音或视频等多模态语篇中的视觉信息理解听力内容
- ▶ 听：能理解宣传录音或视频中介绍的智能设备典型功能，并能回忆所听到的信息中的细节
- ▶ 说：能掌握谈论个人喜好的习惯用语，并结合具体的交际情境，就智能设备对生活的影响展开简单对话
- ▶ 读：能读懂智能家居技术相关的博文及其回帖，能利用博文的标题、图片、小标题等信息预测语篇内容，辩证看待智能家居技术对生活的影响
- ▶ 写：能围绕“智能家居生活”这一话题，运用所学语言，用博客回帖的语篇形式描述和介绍智能生活；能掌握段落支撑句的写法，围绕段落主题，独立写出几个意义连贯、表意清楚的语句，形成一个完整的段落
- ▶ 文化：能通过智能家居设备广告手册、宣传页、博文、介绍类短文等获取与融合智能家居技术相关的文化信息，合理分析智能科技的未来发展趋势
- ▶ 德育：能合理分析智能科技的发展趋势，激发对科技创新的兴趣，形成辩证看待智能科技的思维

单元内容概览 (Content overview)

主题	本单元聚焦“人与社会”主题下“科学与技术”主题群，围绕“科学技术与工程，人类发明与创新”子主题内容，通过大问题“How smart can our homes be?”引导，帮助学生了解各种智能家居设备的功能及其对日常生活的潜在影响，探索其在实际应用中的可能性，合理分析智能科技的发展趋势，激发对科技创新的兴趣，形成辩证看待智能科技的思维				
语篇	视听	广告手册	智能家居设备广告手册		
		录音 / 视频	智能家居设备的功能		
		录音	韵律诗歌		
	口语	宣传页	科技展“我的理想智能之家”宣传页		
		三人对话	谈论个人对智能设备的喜好		
	阅读	新媒体语篇——博文	智能之家		
	写作	新媒体语篇——博文回帖	智能创意		
语言知识	探索发现	介绍类短文	什么是物联网？		
	语音	双元音 /eɪ/, /aɪ/, /əʊ/, /aʊ/ 的发音特点			
	词汇	词汇语义网；主题词汇			
	语法	现在完成时			
	语篇	利用语篇的标题、图片、小标题等信息预测语篇内容			
文化知识	语用 在参观科技展馆语境中，谈论个人喜好				
	智能科技的发展趋势				
语言技能 与 学习策略	视听	任务：听录音或观看视频，了解智能家居设备 策略：回忆所听到的信息中的细节			
	口语	任务：与同学探讨智能科技对家居生活的影响 策略：明确交际目的，谈论个人喜好			
	阅读	任务：阅读一篇 IT 博主的博文及其回帖 策略：利用语篇的标题、图片、小标题等信息预测语篇内容			
	写作	任务：写关于理想智能家居的博文回帖 策略：写段落支撑句			
	项目探究 (综合)	任务：制作创意智能设备海报			

单元主题图页 (Cover page)

单元大问题 (Big Question)

完成本单元的学习后, 学生可以描述智能家居设备的功能, 谈论智能家居技术在提升生活品质、安全性和能源效率方面发挥的积极作用, 表达个人对不同智能家居的喜爱, 辩证地看待科技带来的利弊, 并畅想智能技术未来的发展趋势。

单元主题图 (Theme photos)

单元主题图主要呈现了各种智能家居设备, 它们相互连接、协同工作, 形成一个整体的智能系统。请关注以下内容:

- ① In a smart home, all smart devices connect and work together.
- ② In a smart home, all smart devices can talk to each other through the internet.

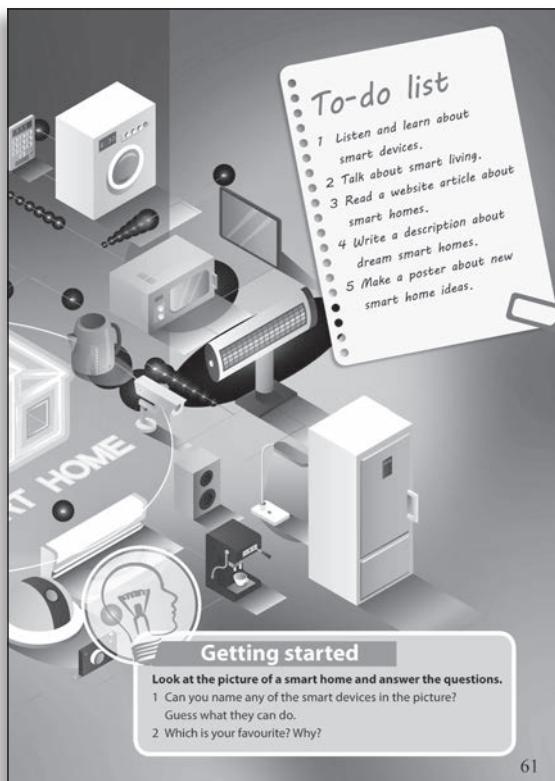


任务清单 (To-do list)

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，学生完成后可以自行检测任务达成情况。本单元的任务清单包括：(1)听智能家居设备的功能介绍。(2)谈论个人对智能设备及其功能的喜爱。(3)阅读智能家居技术对生活的影响。(4)撰写关于理想智能家居的博文回帖。(5)制作创意智能设备的海报。

单元导入 (Getting started)

借助单元主题图或更多智能设备的图片，激发学生对智能技术的好奇心，引导他们表述常见的智能家居设备，以及个人对其功能的喜爱，例如，智能冰箱、智能洗衣机，智能电饭煲等。



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参考答案

Getting started

(Answers may vary.)

1 The smart fridge. I guess it can observe our eating behaviour and suggest food we might like.

The smart washing machine. I guess it can set the right temperature and speed for the deep cleaning of our clothes itself.

The smart rice cooker. I guess it can be easy to operate. With only one touch, it can cook perfectly.

2 My favourite smart device is the smart washing machine because it can save time and make washing a fun experience.

Section A Smart devices

>>Viewing and listening

子话题说明

该板块围绕“智能设备”(Smart devices)这一子话题展开,学习内容涉及智能设备的名称和它们的基本功能。



这是一首描述智能手机的韵律诗,旨在帮助学生掌握双元音/eɪ/, /aɪ/, /əʊ/, /aʊ/的发音特点。教学中可先让学生猜测诗中描述的是何种智能设备,再引导学生一边打节拍、一边诵读,加强诵读的节奏感。

A Smart devices >> Viewing and listening

Lu Yao's class is visiting a Tech Expo^①. They are reading a leaflet "The house of the future".

Smart home
Make your house a smart home. It can make your life convenient.
We can help you find the right smart devices for your home.

Devices

A1 Match and say Match the words with the pictures. Work in pairs and guess what the smart devices can do.

A smart toilet	B smart tap	C smart light
D smart camera	E smart fridge	F smart speaker
G smart door	H smart thermostat ^②	

What can a smart toilet do? I guess it can clean itself.

A2 Listen and think Listen to an introduction. What is the magic of a smart home?
A smart home makes our life _____ and _____.

Pronunciation /eɪ/, /aɪ/, /əʊ/ and /aʊ/
Read the poem.
Technology today is not just for play.
It can speak; it can play.
It may look like a stone,
but it works like a phone.
It can work; it can sing.
It can guide me round the town.
It is so useful that I can't put it down!

① Tech Expo 科技博览会 ② thermostat 温控器

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A1

- 语篇说明:**这是智能产品广告手册中的一个页面,以多模态图文结合的形式呈现,包含文字内容(如标题Smart home和科技博览会上智能家居的宣传语)以及图像(右上角是一张通过手机遥控家中智能设备的示意图,下方是八张智能家居设备的图片)。

- 教学要点:**(1)帮助学生将选项与图片进行匹配,学习智能设备名称和本板块相关词汇(如camera, speaker, itself等)。(2)组织学生运用相关词汇展开两人对话,猜测图中智能设备的基本功能,为后续视听理解做好语言和背景知识准备。

参考答案

A1

(from left to right, top to bottom) E, H, F, G, A, C, B, D

A2, A3

- 语篇说明：学生会听一段有关智能家居设备的宣传录音或观看视频，视听材料中简单介绍了智能音响、智能灯、智能温控器、智能门和智能摄像头等各种不同智能家居设备的功能，并提出了智能家居设备会让我们的生活变得更加便利、更加安全的观点。介绍者是科技博览会的工作人员，对象是前来参观的学生，文化语境是科技博览会。一般来说，宣传片通常会使用较多语气强烈的感叹句和祈使句，感染力强，能吸引观众注意力。也会使用疑问句，提出一些问题或观点，让观众自行联想和想象，产生共鸣。
 - 视听策略：本单元的视听策略为回忆所听到的信息中的细节（Recalling details in messages）。这种策略适用于在听力过程中准确捕捉并记录关键数据、名称、主要观点等重要信息。通过有效的记录和后续的复述，提高对信息的长期记忆。
- Recalling details in messages:** This skill involves actively listening to and retaining specific information from what is heard, such as numbers, names and main points. This skill is important for understanding and remembering the content of conversations, lectures and presentations. First, listen carefully to the speaker. While listening, note down key details. After listening, repeat what you heard to help remember it. Try using multiple sensory channels to help you recall. Finally, review your notes to ensure you have remembered the important details.
- 教学要点：(1) 通过A2的视听活动，帮助学生在视听理解过程中，重点关注并获取与题干有关的关键词，理解

A3 Listen and take notes Listen again and find out how the smart devices help people. Fill in the blanks with the information you recall^①.

Recalling details in messages



The smart speaker controls the ¹ _____ and is ² _____ the smartphone.

The smart thermostat ³ _____ your home is at the right temperature.

The smart door has an alarm that will ⁴ _____ if any stranger ⁵ _____.

The smart camera helps you know what is happening in every room⁶ _____.

TEEN SKILL Using smart devices smartly

- Good habits: Use devices to help, not harm.
- Secure data: Use strong passwords to keep private things safe.
- Respect others: Be quiet, and don't bother others.
- Save power: Turn off devices not in use.



Word study Word group

Put the words and phrases about smart homes into two groups. Then add more to each box.

smart lock smart tap voice control robot cleaner
internet cloud Wi-Fi

Smart devices	Smart technology
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Update my to-do list

Listen to an introduction to a smart fridge and find out its magic.

① recall 记起；回想起

视听文本大意。(2) 借助A3中的首句进行视听策略的教学示范。听力过程中，提醒学生专注听并及时记录介绍智能扬声器功能时使用的动词或词组，如turn on/off, be connected to, answer, read，获取关键信息——人们能够通过向智能扬声器下达语音指令来实现对智能灯的控制，也能让智能扬声器接听智能手机上的来电或朗读短信。听后，鼓励学生借助记录的关键动词或词组，并结合视频画面和音效等进行联想回忆，复述所听到的细节。(3) 通过A3的其他活动，帮助学生在视听理解过程中，运用视听策略。

- 教学建议：视学情需要，提前教授学生理解困难的词汇及表达（如alarm, stranger, be connected to, go off等）；如学生接受程度较好，可鼓励学生自主绘制思维导图，或使用其他可视化工具进一步帮助理解视听文本。

视听文本

A2, A3

You won't believe how much easier living at home could be! Have you ever wanted to turn off your lights without getting off your bed? Check out the smart speaker! Just say the words and it can turn your smart lights on or off. It is also connected to your smartphone and can answer your calls and read your text messages. If you ever get cold, tell the smart thermostat! It makes sure your home will be at the right temperature. The smart home isn't just convenient. It keeps you safe! The smart door has an alarm that will go off if any stranger tries to enter. At the same time, the smart camera helps you know what is happening in every room at any time. Having a smart home is the smart thing to do!

参考答案

A2

convenient, safe

A3

1 smart lights 2 connected to 3 makes sure 4 go off 5 tries to enter 6 at any time

语言注释

- **speaker** *n.* a device that produces sound, especially for music or speech 扬声器；喇叭
e.g. *The sound from the speaker was very clear.*
- **check out** (informal) to have a look at or investigate something 查看一下
It is often used to suggest that someone explore or examine a particular thing, such as a product, a service or an idea. It possibly implies that it's worth one's attention and interest.
e.g. *Come and check out our new flat! I think you will love it!*

背景知识

More smart devices

- **Smart TVs:** These televisions are equipped with the internet connectivity, allowing users to stream content from platforms. They often come with voice control and can be integrated with other smart home devices.
- **Smart locks:** These locks can be controlled remotely through smartphone apps, allowing users to lock and unlock their doors from anywhere. They often offer features like keyless entry, temporary access codes, and activity logs for added security.
- **Smart garden devices:** These devices include smart sprinkler systems, plant sensors, and automated gardening systems that can monitor and control the watering, temperature, and overall health of your plants.
- **Smart wearables:** These devices include smartwatches, fitness trackers, and health monitors that can track your physical activity, heart rate, sleep patterns, and more. They are often in sync

with smartphone apps to provide detailed insights and help users maintain a healthy lifestyle. These are just a few examples of the many smart devices available today. The list continues to grow as technology advances and more innovative products are introduced to the market.

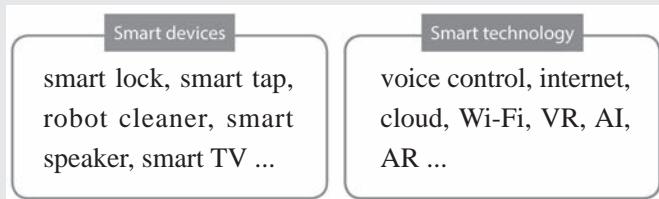
Word study

- **教学要点:** 引导学生理解智能设备和智能技术的区别，并进行分类，再运用本板块所学知识补充词汇语义网。

Smart devices are the actual helpful items you use, such as smartphones, smart fridges, smartwatches, and smart lights. Smart technology is the clever thinking behind all these helpful items. These items use smart technology to do special tasks, like turning on lights when you walk into a room.

参考答案

Word study



Update my to-do list

- **教学要点:** 播放 **Update my to-do list** 的音频或视频，请学生说出音频或视频中智能冰箱的功能，并根据自己完成的情况评价本节课的学习成效。

视听文本

Update my to-do list

The hardest part of every day is finding out what to make for dinner. With the smart fridge, you won't have to worry about what to eat! The smart fridge looks at your eating behaviour and knows what you like. The smart fridge also keeps track of your health, so you can be sure you are eating healthily. The smart fridge will even tell you what to buy. Besides, it helps you save energy. Look! The smart fridge has just changed temperature.

参考答案

Update my to-do list

With a smart fridge, you will never worry about what to eat or how to eat healthily, and it also saves energy.

Section B Smart living

>>Speaking

子话题说明

该板块围绕“智能生活”(Smart living)这一子话题展开,聚焦各智能设备的功能以及智能设备对居家安全、节省开支、轻松生活等方面产生的积极影响,涉及谈论个人喜好的习惯用语等学习内容。



24/7, 即一天24小时,一周7天,一般指全天候提供服务,这里可以理解为“每时每刻”。

B1

- 语篇说明:** 图片展示的是科技展“我的理想智能之家”宣传页,为非连续性文本,由图像和相对应的说明性文字组成,展示了智能住宅不同区域中的各种智能设备及其功能。图片下方三种颜色的文字标签显示了智能设备的功能分类:橙色——居家安全、绿色——节省开支、蓝色——轻松生活。
- 教学要点:**(1)引导学生了解图中智能家居设备的功能及其分类,并学习本板块的重点词汇(如shower, mode, text message, bedroom, bathroom, suggest, protect等),为后续的口语表达输出活动做好词汇和内容方面的语言准备。(2)借助B1的问题,请学生

B Smart living >> Speaking

Lu Yao and her school friends are exploring a model smart home at the Tech Expo.

smart bed
rock you to sleep and help you have a good night

smart shower
have different shower modes

smart camera
see everything that happens in your home

smart speaker
read text messages and play all kinds of songs

smart door
answer your door from your phone 24/7

smart light
give colourful, low-energy lighting

smart bed
rock you to sleep and help you have a good night

smart shower
have different shower modes

smart camera
see everything that happens in your home

smart speaker
read text messages and play all kinds of songs

smart door
answer your door from your phone 24/7

smart light
give colourful, low-energy lighting

smart bed
rock you to sleep and help you have a good night

smart shower
have different shower modes

smart camera
see everything that happens in your home

smart speaker
read text messages and play all kinds of songs

smart door
answer your door from your phone 24/7

smart light
give colourful, low-energy lighting

smart bed
rock you to sleep and help you have a good night

smart shower
have different shower modes

smart camera
see everything that happens in your home

smart speaker
read text messages and play all kinds of songs

smart door
answer your door from your phone 24/7

smart light
give colourful, low-energy lighting

protect your family

save money

make life easy

B1 Look and say Look at the brochure page. Which smart device(s) do you like?

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参考答案

B1

(Answers may vary.) I like the smart shower because it has different shower modes. It can help save water.



IT 是 Information Technology 的缩写形式, 意为“信息技术”, 是主要用于管理和处理信息所采用的各种技术的总称。

Dr 是 Doctor 的缩写形式, 这里意为“博士”。

B2

- 语篇说明:** 对话在陆遥、王一鸣和史密斯博士三人之间展开。陆遥和王一鸣向史密斯博士询问了不同智能家居设备的功能和影响, 并表达了个人对智能家居的喜爱及理由。该对话共有五个话轮, 包括“表达喜欢及理由”、两轮“功能探询与回应”“表达不喜欢及理由”“哲学思考与幽默回应”。陆遥和王一鸣运用问句清楚地表达了交际目的, 即询问智能家居设备的功能和影响。同时, 他们围绕“智能家居”这一话题礼貌地表达了喜欢或不喜欢, 并具体说明了喜欢或不喜欢的原因。史密斯博士提供了有关智能家居的详细信息, 幽默地表达了观点。
- 语用功能说明:** 本单元的语用功能为谈论个人喜好 (Talking about “likes” and “dislikes”), 该语用功能是口语交际中的一个重要语用功能。一般会直接明确表达喜好, 如 “I like/love/enjoy/am fond of ...” 或 “I don’t like/dislike/hate/am not interested in ...”, 之后可能会阐明理由。
- 教学要点:** 通过听 B2 的对话, 帮助学生关注说话者的语气、交际目的和主要话题内容, 模仿说话者的语音语调, 感悟说话者的情感态度。再通过读 B2 的对话, 引导学生关注本课的语用知识重点, 即谈论个人喜好。教师可用以下问题帮助学生理解对话, 找出相



B2 Listen, read and think Lu Yao and Wang Yiming are talking to Dr Smith, an IT engineer at the expo. Listen to their conversation. What does Lu Yao like and dislike?

Lu Yao: Yiming! Have you seen this smart speaker? I really like it! I just tell it the song I want to listen to and here it goes!

Yiming: Yes, it’s amazing. Does it do anything else, Dr Smith?

Dr Smith: It can read your text messages.

Lu Yao: How about other devices in the smart home?

Dr Smith: The smart bed can rock you to sleep! And if you go to the kitchen, the smart fridge suggests dishes right for you.

Lu Yao: But the smart home has not connected all smart devices. I don’t like that. I want the bed to rock me to sleep as music plays and the smart kitchen prepares breakfast for me.

Yiming: If the smart home does everything, what is there for us to do?

Dr Smith: Sit back and enjoy it!

Yiming: You’re kidding, Dr Smith.

B3 Role-play Work in pairs and talk about what you like or dislike about the smart home in B1. Pick a role and start a conversation.

A

You are interested in the smart home/one of the smart rooms.

B

You are asking A what he/she likes or dislikes about the smart home and why.

My learning notes

Talking about “likes” and “dislikes”:

Likes

• I love ...

Dislikes

• I hate ...

Update my to-do list □ □ □ □ □

Work in pairs. Imagine the future smart way of living at home and talk about what you like or dislike.

关表达:

- ① What smart devices are mentioned in the dialogue? Does Lu Yao like the smart speaker? Why? How do you know that?
 - ② What does Lu Yao dislike? How do you know that? How do you understand the sentence “If the smart home does everything, what is there for us to do?”?
- **教学建议:** 如学生理解对话需要更多帮助, 可以通过解释语言点(如 amazing, connect, prepare, kid)等方法提供帮助; 如学生对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口语语言特征, 如流畅度、简洁性和实用性。例如, 在日常对话中阐述理由时无需使用 because 等词语, 达到有效转达意思并促进沟通的目的即可。

参考答案

B2

Lu Yao likes the smart speaker. Lu Yao dislikes the fact that the smart home has not connected all smart devices.

B3

- **教学要点:**请学生尝试半开放地完成口语对话角色扮演。对话双方之一角色A需要表达对宣传页中的智能住宅或某间智能房间的兴趣，可利用B1提供的内容支架或参考B2中史密斯博士描述智能家居的方式。另一方角色B需要了解A喜欢或不喜欢智能住宅的哪一方面并询问理由。
- **教学建议:**角色A的口语表达难度大于角色B。输出表达有困难的学生可以选择角色B先进行操练，同时参考角色A学生的口语示范，再进行角色互换。

参考答案

B3

(Answers may vary.)

A: Imagine future bathrooms that can do cool things!

B: Like what?

A: I'd love a smart shower that sets the mode right for me.

B: What else?

A: Mirrors show me different hair or face looks without actually changing anything.

B: Wow, I'd like that too.

A: Also, it shows the weather and news while I brush my teeth. That's my favourite feature.

B: Sounds awesome. But are there things you wouldn't like?

A: Yeah, I hate the idea of cameras everywhere.

B: I feel the same.

语言注释

- **here it goes** (= it starts) 开始了
e.g. *Let's play hide-and-seek! Here it goes!*
- **sit back** (informal) If you sit back while something is happening, you relax and do not become involved in it. 不插手，放轻松；袖手旁观
e.g. *They didn't have to do anything except sit back and enjoy life.*
- **you're kidding** (informal) You can say "you're kidding" to show that you are interested or surprised when someone tells you something. (表示兴趣或惊讶)你在开玩笑吧；真的吗
e.g. *"You won first prize in the speech contest!" "You are kidding!"*

背景知识

Smart homes

Smart homes are getting better at allowing smart devices like lights, TVs, and fridges to talk to each other. However, they do not all connect well because they may be of different kinds or use different ways to talk. For example, different brands and products often use their own systems. This makes it difficult for all devices to connect and work together perfectly. And sometimes, it can be hard to keep up and make sure new and old smart devices can still work together.

Smart homes are really cool because they can control everything easily. However, getting everything to work together perfectly can be a bit of a puzzle. Engineers are working hard to make this process easier and safer for us.

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和功能句式等，开展新的对话。请学生更换合作伙伴，确定角色，开展对话。学生展示后同学互评。学生根据自己的任务完成情况，结合同学评价和教师点评，评价自己本节课的学习成效。

Suggested evaluation checklist

方面	标准
内容	A: 表达个人对未来智能家居生活方式的喜欢或不喜欢 (Explain personal likes or dislikes about future smart homes) B: 通过提问鼓励角色 A 分享更多关于喜欢或不喜欢的细节 (Use questions to encourage Role A to share more details about likes or dislikes)
语言	A: 使用多种表达方式来表达喜欢或不喜欢 (Use a variety of expressions to state likes or dislikes) B: 正确使用提问形式以吸引角色 A 参与对话 (Correctly use question forms to engage Role A)
交际	使用恰当和礼貌的表达方式，维持友好的对话 (Use polite expressions appropriately to maintain a friendly conversation)

参考答案

Update my to-do list

(Answers may vary.)

A: Are smart homes a smart idea?

B: So sure. I love turning lights on and off by voice without lifting a finger.

A: Yes, your life gets convenient.

B: I enjoy a truly connected home. It knows my needs.

A: I really like it too. But I'm afraid that it may share the information of my home and family with others.

B: Take it easy. Everything stays safe in the cloud.

A: If the cloud is private ...

Section C Smart home technology

>>Reading

子话题说明

该板块围绕“智能家居技术”(Smart home technology)这一子话题展开,用博文的形式呈现一名IT博主对智能家居技术的畅想,涉及智能家居功能及其对未来生活的影响等内容。



提示学生常见的博客文章开头会标注预计阅读时间,为读者提供有关内容长度的信息,帮助他们判断是否有足够的时间一次性阅读完整篇文章。以本文为例,“3 minutes read”意思是读完整篇文章大约需要3分钟。



在博客文章中,“Read more”(阅读更多)是一个提示或按钮,读者可以点击它来继续阅读文章的剩余部分。当在首页或分类页面上只呈现文章的一部分时,通常会显示这个功能。此处的“Read more”为已点击的状态。

C1, C2

- 语篇说明:该语篇是某个虚拟博客网站中由IT博主史密斯博士撰写的博文,主要为IT技术人员提供有关机器学习和人工智能领域的最新创新和变化。史密斯博士的博文展示了典型说明文的结构特征,标题指明了文章的主题,开篇概述了智能家居的特征,主体部分用三个小标题分别关注智能家居三个方面的应用功能,文末是网友对智能家居技术不同视角的评论。这篇博文通过介绍智能家居如何学习主人的习惯、自动调节家居设备以及节约能源,展示了智能家居技术的进步

The screenshot shows a mobile browser displaying a blog post. At the top, it says "Smart home technology" and "Reading". Below that, it shows "Lu Yao and Wang Yiming are reading Dr Smith's blog about smart homes and its reviews." There are two tasks: "C1 Predicting" and "C2 Read the blog post." The blog post itself is titled "Smart homes" and features an image of a person in a kitchen. The text discusses how the internet controls everything from heating to cooking. It then lists three sections: "Better personal care", "Easy control", and "Control". Each section has a brief description. At the bottom right of the main text area, there is a "Read more" button.

和对生活方式的影响,体现了博主对智能技术积极乐观的态度,而来自评论的不同声音表达了人们对智能家居带来的便利和对其潜在依赖性的既期待又担忧的复杂情感。文章使用了丰富的说明性和描述性语言来介绍智能家居的不同功能,使用了与智能技术相关的词汇。在博客评论部分,通过使用直接引语,展现了不同人对于智能家居技术的不同看法和体验,增加了文章的互动性和多元性。

- 阅读策略:本单元重点教授的阅读策略为预测(Predicting)。预测是一种重要的阅读策略,利用已知的线索或相关的背景知识去推测文章内容的发展,帮助读者将他们的知识与文本建立联系,促使他们在阅读时积极思考。预测不是漫无目的的猜测,而是基于所提供的信息和已有知识有逻辑的推测。预测是一个持续的过程:阅读前,根据文章标题、图片预想文章内容;阅读中,根据已获知的文本信息对文章内容的发展进行推测;

阅读后，回想并对照之前的预测，想象或推测可能发展的情节或结局。本文的阅读策略旨在帮助学生在读前利用标题、小标题、图片等信息预测文章的内容。



博客页面的“Comments”（评论区）是指文章下方为读者提供的留言板块。在这个区域，读者可以发表自己对文章内容的看法、意见或提出问题。这是互动交流环节，使得作者能够直接听取读者的反馈，同时也让读者之间能够就文章内容展开讨论。博客不仅仅是信息的单向传播，而是通过评论区形成了一个互动的社区，增强了文章的互动性和参与感。

Unit 4

The image shows a mobile device screen displaying a webpage about smart homes. At the top, there is a heading '25 Low energy' with a subtext: 'Smart homes manage energy use. For example, they turn off lights when there is no one in the room. They also remind us of the best ways to use energy.' Below this is a circular diagram illustrating a network of various smart home components like lights, locks, and sensors connected to a central house icon. A horizontal bar labeled 'Comments' leads to a section where users can post their thoughts. Three comments are visible:

- Jacob: If smart homes can produce, store and save energy, they save us money.
- Cathy: I've had a sore throat for two days. I said to the smart door, 25 "Open the door." It said, "I don't understand."
- Henry: Smart homes have already changed our lives. But will we depend too much on them?

At the bottom of the comments section is a button labeled 'Personal touch' with the subtext 'Do you like living with smart home technology?'

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- **教学要点：**借助 C1 略读阅读文本，帮助学生利用文章标题、文内小标题以及网页图片预测文章主题 (Smart homes) 和主要内容 (即智能家居在 Better personal care, Easy control, Low energy 三个层面的积极影响)；通过 C2 的 **Personal touch**，帮助学生置身真实的读者视角，设想自己在真实生活中，读到了这篇博文及评论，会有怎样的读后感。
- **教学建议：**根据学情，引导学生合理解读标题、小标题和图片蕴含的信息，以推测文本主题和内容，如以提问的形式引导学生进行信息解读、内容推测。以下问题供参考选用：
 - ① What can you see on this web page?
 - ② What does the photo tell you?
 - ③ What do you think “Smart homes” might have?
 - ④ What kind of help do you think “Better personal care” means in smart homes?
 - ⑤ What do you think “Easy control”

means?

- ⑥ How can we tell smart homes what to do?
- ⑦ How do you think “Low energy” helps us in smart homes?

如学生在语言表达上需要更多帮助，可以提供语言支架，如：

- ① I can predict/guess that ... because ...
- ② From the title, I predict/think/guess the text is about ...
- ③ From the heading, I predict/think/guess the text is about ...
- ④ I predict/think/guess that ... because I know that ...

对基础较好的学生，可以再追问具有一定思辨性和拓展性的问题，如：

- ① What else do you think a smart home can do?
- ② Are there any more not-so-good things about smart homes? What are they?
- ③ How do you think smart homes might

change how we do things every day?

在问答互动环节，学生可以适当记录自己的预测，便于细读文本时对照自己的预测是否与文本内容相符。

教师可准备预测表格辅助信息解读、内容推测。根据学情，组织小组讨论、结对活动或独立练习等。如：

Clues from	My predictions
Photos	
“Smart homes”	
“Better personal care”	
“Easy control”	
“Low energy”	

参考答案

C1

It is about how smart homes can make our life easier.

C2

(Answers may vary.)

Possible answer 1: I have always thought living with smart home technology is cool. It can do things like turning off lights by itself and keeping the house safe. I also like the idea of my room changing lights and playing music when I walk in.

Possible answer 2: Yes, living in a smart home would be fun because it can show art on the walls and help me exercise better. I think it would be amazing to learn new things every day with a smart home.

Possible answer 3: I am not sure whether I only want to live with smart home technology. It is nice to have help, but I also want to do things by myself. It is good to have technology, but we should also learn to do things on our own.

语言注释

- **feel well** to be in good health 身体好；健康
When someone does not “feel well”, it means he/she is sick or not in good health.
e.g. *Smart homes can notice when we don't feel well, like having a sore throat.*
- **not ... at all** not even a little bit (用于否定)一点也不
e.g. *You're not bored at all with smart homes because they can play music and films anytime.*
- **low energy** using a small amount of power or electricity 低能耗
e.g. *In smart homes, devices use low energy to help us save money and protect the environment.*

背景知识

More about smart homes

Internet connection

Just like you use the internet to watch videos or chat with friends, smart devices in your home use the internet to communicate. They can send messages to each other and to your phone or computer.

Smart devices

These are special gadgets like light bulbs, thermostats (which control the heat), and door locks that can be controlled over the internet. They are like regular devices but with a brain that lets them listen to your commands.

Sensors

Many smart devices have sensors that can detect things like movement, light, or temperature. For example, a sensor might notice when a room is empty and tell the lights to turn off to save energy.

Voice assistants

This technology allows you to talk to your devices. You can ask voice assistants to do things like playing music, turning up the heat, or dimming the lights, and they will send the message to the right device.

Apps and control panels

Most smart homes can be controlled through apps on your phone or tablets. These apps let you turn devices on and off, adjust settings, and even see what's happening in your home when you are not there.

Automation and learning

Smart homes can learn from your habits and make decisions on their own. For example, if you always turn on a light at 7 p.m., the smart system might start doing it for you automatically. Or it can learn to adjust the temperature based on the weather outside.

C3

- **教学要点:**此活动帮助学生整体把握阅读文本的要点,即智能家居的特点与功能。
- **教学建议:**如学生需要更多帮助,可引导学生从第一段归纳智能家居的特点,再从三个小标题概括其功能,以下问题供参考选用:
 - ① What do we know about smart homes from the first paragraph?
 - ② What are three cool things that smart homes can do?

参考答案

C3

Smart homes control everything, “talk” to us and guide our activities, with better personal care, easy control and low energy.

C4

- **教学要点:**此活动帮助学生理解说明文的典型特征:在结构上巧用小标题突出重点,在内容上用具体的例子解释说明。
- **教学建议:**如学生需要更多帮助,可以和学生共读三个小标题所在的段落,示范段落中不同句子的作用,如在第一个小标题所在的段落中,第一句话概述了智能家居的第一个功能,即能学习业主的习惯,而紧接着的句子则解释和展示了这种功能是如何在日常

C3 General understanding Answer the question.

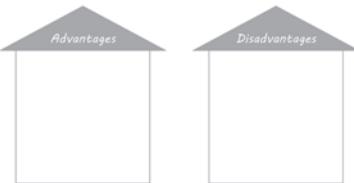
What are smart homes like?

C4 Detailed reading Understand smart home technology and fill in the blanks.

Headings	Supporting details
Better personal care	Smart homes learn ¹ _____.
Easy control	We can control smart devices by ² _____ and ³ _____.
Low energy	Smart homes ⁴ _____ energy use and tell us ⁵ _____ to use energy.

C5 Further thinking Answer the questions.

1 What are the advantages and disadvantages of smart homes?



2 What does the word “technology” mean to you?

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生活中得到应用的。再请学生扫读课文其余段落,区分句子的不同作用,结合小标题,用恰当的语言概括智能家居的功能。以下问题供参考选用:

- ① How does the sentence “Smart homes learn what their owners often do.” serve the paragraph?
- ② What examples of personal care can you find in the paragraph?
- ③ In what ways do these sentences together build an understanding of “Better personal care”?

参考答案

C4

1 what their owners often do 2 speaking 3 signalling 4 manage 5 the best ways

C5

- **教学要点:** 问题1引导学生关注文中对智能家居技术的不同看法和体验,辩证思考智能家居带来的利弊。问题2帮助学生在学习理解文本的基础上,结合自身体验,分析科技创新的意义及其对日常生活的影响。如学生感到困难,可提示学生从第一个问题中找到线索。
- **教学建议:** 可根据学情,灵活创设课堂活动,帮助学生学习理解文本。以下问题可用于启发学生在理解文本的基础上,进一步调动高阶思维,展开深入语篇和超越语篇的思考,供教师参考选用:
 - ① What do smart devices do to help us when we are not feeling well? (*They can find out when we are sick and get medicine for us.*)
 - ② What do smart homes do when nobody is in the room? (*They turn off the lights to save energy.*)
 - ③ What problem did Cathy have with her smart door? (*Cathy's smart door didn't understand her when she asked it to open the door because she had a sore throat.*)
 - ④ What worry does Henry have about depending too much on smart homes? (*Henry worries that if smart homes do everything for us, we may forget how to do things by ourselves.*)
 - ⑤ Are smart homes good or bad for the environment? (*Smart homes are good because they help save energy. They can turn off lights when we do not need them and control the temperature without wasting energy.*)
 - ⑥ Is it good to use smart homes a lot? Why or why not? (*It is good because they make things easier, but we also need to remember how to do things by ourselves.*)
 - ⑦ What else do you think smart homes could do in the future? (*Students can imagine any new feature they like, such as cleaning the house by themselves.*)
 - ⑧ What may happen if everyone has a smart home? (*Life may be easier for many people, but it can also mean that people with less money may not enjoy the same benefits.*)

参考答案

C5

(Answers may vary.)

- 1 Advantages: They help us save money. They can provide more support for the old. They can also improve our lives.
Disadvantages: They may not work very well. We may depend too much on them. Besides, they can be very expensive.
- 2 Technology is the use of knowledge to make new devices or tools. It has made our lives easier. Today, it is very important because it is used for almost everything. But it also has its disadvantages. It may do harm to our physical and mental health.

Vocabulary focus

• **教学要点:**本活动重点关注课文中描述智能家居功能的动词或词组,帮助学生学习理解并熟练运用这些与智能家居主题相关的动词和动词词组。同时也能够帮助学生意识到通过在具体的语境中使用动词和动词词组,能更好地理解和记忆这些动词词组的意义及其在句中的用法,有助于学生理解并应用正确的时态和动词形态。

还可以设计更多词汇练习,关注本板块核心词汇(如personal, manage, produce, sore, throat, understand, already等)的理解和运用。

• **教学建议:**鼓励学生在单元前序板块中查找与智能家居相关的更多动词和动词词组,并根据功能对它们进行分类,尝试使用它们描述智能家居如何工作。如:

Vocabulary focus Here is a comment under Dr Smith's blog post about smart homes. Complete the post with the proper forms of the words and phrase in the box.

guide depend on remind order sense

Holla

Hi, it is 7 o'clock in the morning. The windows have just opened up. My smart home ¹ _____ I am happy now and plays my favourite music. As soon as I step into the bathroom, the warm light is already on. The smart mirror ² _____ me to choose a dress for today's meeting. My toothpaste³ is running low, and the smart home ³ _____ more on its own. "Your breakfast is ready," the smart speaker ⁴ _____ me to have breakfast. My life ⁵ _____ my smart home in many ways. It knows me well, just like a friend.

Update my to-do list

Talk about how smart the future smart home will be.

① toothpaste 牙膏

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Functions	Verbs and verb phrases
Communication	<ul style="list-style-type: none"> • talk to us • guide our activities • share information • connect to your smartphone
Learning	<ul style="list-style-type: none"> • learn what their owners often do • look at your eating behaviour • know what you like
Control	<ul style="list-style-type: none"> • control everything • turn on/off lights • set itself
Health	<ul style="list-style-type: none"> • order medicine • keep track of your health
Safety	<ul style="list-style-type: none"> • keep you safe • answer your door from your phone 24/7
Managing energy	<ul style="list-style-type: none"> • manage energy use • produce, store and save energy
Convenience	<ul style="list-style-type: none"> • answer your calls • read your text messages • suggest dishes right for you

参考答案

Vocabulary focus

1 senses 2 guides 3 orders 4 reminds 5 depends on

Update my to-do list

- **教学要点:** 根据学情, 可开展以下活动引导学生讨论未来智能家居将有多智能, 如:(1)分组讨论。将学生分成小组, 每组讨论并列出未来智能家居可能拥有的功能或技术, 并思考这些技术将如何改变日常生活。(2)角色扮演。学生扮演未来的家庭成员, 通过角色扮演展示他们如何与家中的智能设备互动。(3)辩论会。组织一次辩论, 话题为“未来智能家居的利弊”。(4)观看视频并讨论。观看关于未来智能家居的视频或演示, 然后讨论视频中展示的技术。

参考答案

Update my to-do list

(Answers may vary.)

The future smart home will be all about making it more convenient and comfortable for people to live in their houses. Voice control and hands-free life technologies will develop fast. The smart home will become a home that works for each user. The smart home will be friendlier to the environment.

>>Grammar in use

板块内容说明

本单元的语法重点是现在完成时(Present perfect)。

活动 1

- 教学要点:**帮助学生在理解句子意思的同时,探索现在完成时的构成形式。可引导学生关注句中下划线部分的语言形式,并
 - (1)归纳现在完成时的基本结构:主语+have/has+动词的过去分词。可解释“过去分词”是动词的一种形式,用于构成现在完成时。
 - (2)对比规则动词和不规则动词的过去分词形式。
 - (3)注意第三人称主语和其他人称主语所接动词形式不同。
 - (4)归纳现在完成时的否定形式,即将not置于助动词have或has与过去分词之间。
 - (5)归纳现在完成时的疑问句形式,即将助动词have或has放在句子的开头。
 - (6)注意副词just, already的位置,即置于助动词have或has与过去分词

参考答案

1

The present perfect is formed with “have/has + past participle”.

补充资料

- After a month of using our new smart camera, we haven't had any problems with it. It was easy to start, and it has worked really well and given us peace of mind about our home's safety.
- I haven't been late waking up thanks to my smart alarm clock.
- Alex, Jamie, and Sam have finally made their watches count steps. Now, they are happy because they can see how much they walk every day.

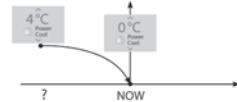
>> Grammar in use Present perfect

1 Read and think How are the underlined parts formed?

- (1) Look! The smart fridge has just changed temperature.
- (2) Smart homes have already changed our lives.
- (3) I've had a sore throat for two days.
- (4) But the smart home has not connected all smart devices.
- (5) Have you seen this smart speaker?

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

- (1) Look! The smart fridge has just changed temperature.



Do we know exactly when it happened? Yes No

Is there a result now? Yes No

- (2) I've had a sore throat for two days.



Did the situation begin in the past? Yes No

Does the situation still continue now? Yes No

Grammar file → p. 135

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之间。

- 教学建议:**(1)可以补充一些现在完成时的例句,涵盖更多人称、规则和不规则动词过去分词形式,通过问题引导,帮助学生关注现在完成时的形式。更多例句详见“补充资料”。

- Jamie has just set up her smart garden system in the back of her house. She has already planted tomatoes, lettuce, and carrots.
- Have you started asking your smart speaker for the weather?
- Who has cleaned their room with a robot cleaner?

(2) 可以采用提问的形式引导学生关注现在完成时的构成形式和不同句型。如：

- ① What two parts do we need to make the present perfect tense? (构成现在完成时需要哪两个部分?)
- ② In the sentence, which word is the past participle? (在这句话中, 哪个词是过去分词?) If I want to talk about something I haven't done using the present perfect, where do I put "not" in the sentence? (如果我想用现在完成时表达我未做过的事, "not" 应该放在句子里的那个位置?)
- ③ Why do we use "has" with "he" "she" or "it" when forming the present perfect tense? (为什么在使用“他”“她”或“它”作主语时构成现在完成时要用“has”?)
- ④ Where do we place "just" and "already" in a present perfect sentence? (在现在完成时的句子里, "just" 和 "already" 应该放在哪里?)
- ⑤ What changes when we make the sentence into a question? (当我们把句子变成疑问句时, 句子会发生什么变化?)
- ⑥ Can you tell me the past participle of "have" "give" "be" "make" "set" used in the present perfect tense? (现在完成时中, "have" "give" "be" "make" "set" 的过去分词是什么?)

活动 2

- **教学要点:** 引导学生结合句意、时间轴和提示问题总结现在完成时的语法规则, 归纳现在完成时表达的意义。
- **教学建议:** 可根据学情, 要求学生对照活动 1 的各个句子和语法规则, 判断出正确答案, 或请学生分组对照更多现在完成时的例句, 归纳现在完成时的使用情境, 最后借助学生用书上的语法附录 (Grammar file, P135–P137) 深化理解。

如学生需要更多帮助, 可对照活动 1 的各个句子设计类似的提示问题, 请学生结合句意画时间轴, 并回答提示问题。

如学生接受程度较好, 可以让学生补充现在完成时不同使用情境下的例句。

参考答案

2

(1)

Do we know exactly when it happened?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is there a result now?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

(2)

Did the situation begin in the past?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the situation still continue now?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

活动 3

- 教学要点:** 帮助学生初步运用现在完成时，在有意义的情境中重点操练和使用现在完成时的肯定句、否定句和疑问句形式。
- 教学建议:** 在完成这个活动之前，可以借助活动 1 中的否定句、疑问句例句，也可从语法附录中提取否定句、疑问句，让学生熟悉现在完成时否定句、疑问句的构成形式规律以及副词 just, already 的位置。

如学生需要更多帮助，可以请学生在书上尝试写出其余句子的否定句、疑问句形式，同伴互查后，教师再全班讲解。

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

3 Practise: Make a conversation Talk about what Lu Yao and Wang Yiming have and haven't done at the Tech Expo using the information below.

To-do list	To-do list
<input checked="" type="checkbox"/> visit the smart home <input checked="" type="checkbox"/> get information <input checked="" type="checkbox"/> try new devices <input type="checkbox"/> play games <input type="checkbox"/> make a smart thing	<input checked="" type="checkbox"/> visit the smart home <input type="checkbox"/> get information <input type="checkbox"/> try new devices <input type="checkbox"/> play games <input type="checkbox"/> make a smart thing

Has Yiming visited the smart home?
Yes, he has. Lu Yao has just/already visited the smart home too.

4 Pair and share Ask your partner questions and find out whether he or she has done the following things.

(1) Find out if your partner has ever:

heard about	
bought	a smart _____.
used	
broken	
...	

(2) Listen to your partner. If his/her answer is Yes, ask questions for more information like:

When did you ...? What did you ...? How did you ...?

(3) Take turns to ask and answer questions.

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参考答案

3

(Answers may vary.)

A: Has Yiming tried new devices?

B: Yes, he has. But Lu Yao hasn't tried these new devices yet.

A: Has Yiming made a smart thing?

B: No, he hasn't. Lu Yao hasn't done that, either.

...

活动 4

- 教学要点:** 帮助学生在真实情境中，恰当运用现在完成时描述有关智能科技的个人经历。完成活动首先需要用到现在完成时的肯定句、否定句、疑问句及其肯定和否定回答，规则和不规则动词的过去分词形式。接着，学生需使用一般过去时提问，正确区分现在完成时与一般过去时的使用情境。
- 教学建议:** 如学生需要更多帮助，活动前可以请学生参考语法附录里的语法讲解，教师也可以补充一些相关例句，引导学生关注现在完成时的不同句型，规则和不规则动词的过去分词形式，区别一般过去时和现在完成时的使用情境。然后引导学生结合各自的经历，模仿写出相应的句子。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，可以请学生根据自己的实际情况在表格内增加与智能科技相

关的个人经历，确保信息的真实性，并补充可能涉及的规则或不规则动词过去分词形式。就个人与智能科技相关的经历与同伴展开对话，并请其他同学记录对话双方提到的细节信息，向全班汇报有趣或有意义的经历。

评价建议

可根据学生完成每个活动的情况，关注学生在学习现在完成时过程中的每一个步骤，给予即时反馈，并随时调整教学进度和方式。根据学生对现在完成时的整体掌握情况，发现学生在学习现在完成时的形式、意义或使用上的难点，开展有针对性的巩固练习活动。引导学生通过自评的方式自主发现和解决学习进展中的问题，也可以帮助学生制订个性化的学习计划，通过有针对性的练习活动、复习策略来加强对现在完成时态的理解和使用。最后，通过学生完成活动 4 的表现，评价学生现在完成时的掌握程度。

参考答案

4

(Answers may vary.)

Model conversation

A: Have you ever heard about a smart tap?

B: Yes, I have.

A: How did you hear about it?

B: I heard about it through an advertisement online.

Expanded model conversation

A: Have you ever lost a smart device?

B: Yes, I have. I once lost my smart pen.

A: When did you find it?

B: I found it a week later under my bed.

A: Have you used the smart pen a lot after finding it?

B: Yes, I've used it almost every day for my homework and drawing.

Section D Smart ideas

>> Writing

子话题说明

该板块围绕“智能创意”(Smart ideas)这一子话题展开，学生以论坛回帖的形式描述自己的智能创意。

D1

- 语篇说明：**这篇写作范文延续了阅读板块的语篇情境，IT 博主史密斯博士邀请网友在评论区回复对理想智能家居的畅想。范文以智能厨房为主题，聚焦智能厨房让生活变得轻松，具体描述智能厨房里的智能设备及其功能。
- 教学要点：**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，可以请学生边读边圈画出文中的厨房智能设备，再用提问的形式引导学生理清范文中的智能设备及其功能。如：
① What is this post about?
② What things are in a smart kitchen?
③ What can the smart fridge do?

参考答案

D1

They can make my life easier.

D2

- 教学要点：**组织学生细读范文，找到段落中的主题句 (topic sentence) 和支撑句 (supporting sentences)。通过分析范文内容结构，理解主题句与支撑句之间的逻辑关系。
- 写作策略：**本单元写作策略的要点是围绕段落主题句写支撑句 (Writing supporting sentences)。支撑句是文章或段落中用来强化和阐述主题句的句子。支撑句所提供的具体细节、例证、理由或解释都应聚焦主题句，使得故事或论点更加充实和有说服力。
- 教学建议：**可根据学情决定是否安排更多练习，如：(1) 引导学生将支撑句中细节信息画成思维导图，并解释支撑句与主题句之间的相关性。以范文第二段中第四句“Smart kitchens can cook our meals without wasting any food.”为例解释其中的相关性：“Smart

D Smart ideas >> Writing

Dr Smith invites you to post your ideas about dream smart homes on his website.

D1 Think Read the article. How can smart kitchens change your life?

Have you ever thought that smart kitchens can change our life?

'Smart kitchens make our life easier.' The smart fridge, the oven and other devices listen to each other and us. The oven asks the fridge to plan our meals and tells us when our dinner is ready. 'Smart kitchens can cook our meals without wasting any food.' Also, fresh vegetables grow in the smart indoor garden. Smart kitchens are truly amazing!

D2 Prepare Put sentence numbers in the right place.

Dream smart kitchens

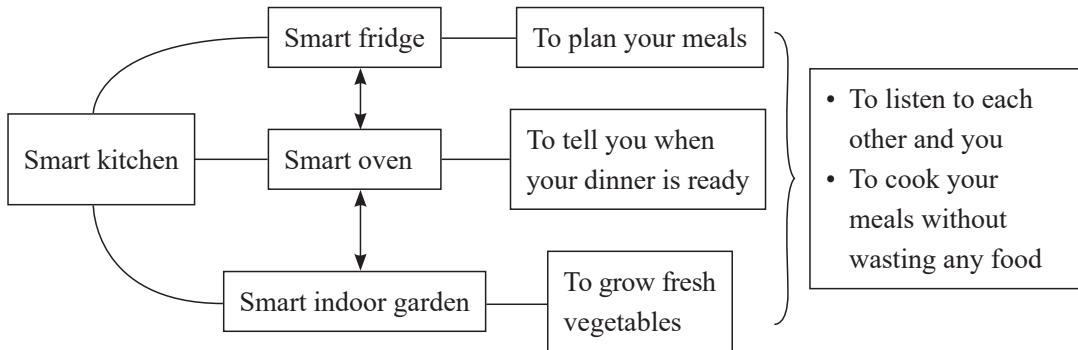
Topic sentence —————

Supporting sentences —————

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- ④ What does the oven do to help with dinner?
- ⑤ How do smart kitchens stop us from wasting food?
- ⑥ How do smart kitchens help us eat fresh?
- ⑦ Why do we think smart kitchens are amazing?

kitchens are clever. They help us cook just the right amount of food, so we don't throw away anything we don't eat. This is cool because it shows how technology can make cooking easier and smarter.”。



(2) 可补充更多支撑句, 请学生评价是否与主题句相关。如在最后一句话之前分别加上以下句子:

- ① Moreover, smart coffee makers can have our coffee ready when we wake up. (*This is a good supporting sentence.*)
- ② And there is a machine that can mix drinks for us according to what we like. (*This is a good supporting sentence.*)
- ③ And there is a smart table that knows our favourite snacks. It can make them appear when we want them. (*This is a good supporting sentence.*)
- ④ In the living room, the smart sofa can move by itself to make it comfortable for us to watch films. (*This sentence does not support the topic sentence as it describes the living room.*)
- ⑤ The kitchen floor is always warm in the winter. (*This sentence does not support the topic sentence as it describes how comfortable the kitchen is.*)

或者补充更多支撑句, 请学生判断应该放在段落的什么位置。如:

- ① This way, we always know what we will eat for dinner without having to guess. (*You can put this sentence after the third one in the second paragraph.*)
- ② They even cook our food just right by changing the time and temperature. (*You can put this sentence after the fourth one in the second paragraph.*)
- ③ It gives us fresh food to eat anytime. (*You can put this sentence after the fifth one in the second paragraph.*)
- ④ And if we run out of something, our smart kitchen can help order more food for us. (*You can put this sentence before the last sentence in the second paragraph.*)

(3) 可引导学生围绕主题句补充 1—2 句支撑句。请学生评价所补充的支撑句是否与主题句直接相关且保持段落的完整性。

参考答案

D2

Topic sentence: 1

Supporting sentences: 2, 3, 4, 5

D3

- 教学要点:** 引导学生根据话题, 结合给出的框架结构开展头脑风暴, 可围绕全屋或某个房间展开思考, 确定三至四个行文要点, 并列出一些相关语言表达, 教师需强调所列出的要点都能强化、阐释主题句。
- 教学建议:** 可根据学情, 酌情提供关于主题内容和行文逻辑的语言支架或结合语言支架开展活动。

如学生需要更多帮助, 可利用语言支架, 采用仿写或补全句子形式引导学生写自己的智能创意要点。

如学生接受程度较好, 请学生先用自己的语言写出智能创意要点, 再对照语言支架润色。语言支架见“补充资料”。

TEEN SKILL Writing supporting sentences
 The supporting sentences add information about the topic sentence and explain it. They provide the details of the paragraph.

D3 Plan Work out a plan for your dream smart home.

Topic sentence (How it helps people)	
Supporting sentences	Detail 1
	Detail 2
	...

D4 Write Write an online post.

D5 Check Check your online post. Pay attention to the supporting sentences.

Update my to-do list

Work in groups. Share your work in your group and see whose ideas you like best.

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补充资料**Useful expressions****1. Drafting a topic sentence**

- Over the years, smart technology has changed our homes. Now, my dream smart home/(any) room includes ...
- Technology in homes has changed a lot. My perfect home/(any) room can ...
- I have always loved the idea of a smart home/(any) room, a home/(any) room that can ...
- I have always wanted a home/(any) room that can ...
- Smart homes/rooms have made life better by ...
- I think future homes/(any) room will be able to ...

2. Drafting supporting sentences**(1) Describing features**

- I can talk to the house/(any) room to ...
- My smart home/(any) room has a ... It helps me by ...

(2) Describing convenience

- With just a simple word, I can ...
- The house takes care of ... and I don't need to lift a finger.
- What I need to do is just saying it out loud.

(3) Describing safety

- It is always checking to make sure everyone is safe.
- The house/(any) room keeps me safe by ...
- To keep me safe, my smart home/(any) room has ...

(4) Describing efficiency

- It uses less power and saves money by ...
- To save energy, my smart home/(any) room ...

(5) Describing comfort and personalisation

- Beds in this house help me sleep well by ...
- The house knows what I like. It can make my room ...
- The house has remembered all my preferences.
- I can relax in my smart home/(any) room by using ...
- For fun, my smart home/(any) room includes ...
- My smart home/(any) room helps me learn by ...
- To keep me healthy, my smart home/(any) room ...
- For exercise, my smart home/(any) room offers ...
- My smart home/(any) room makes it easy to stay in touch with friends by ...
- When I have guests, my smart home/(any) room ...to make them feel welcome.

(6) Speculating on future technology

- In the near future, homes/(any) room could even ...
- One day, homes/(any) room might even be able to ...
- Homes/(any) room in the future would do amazing things like ...

3. Concluding thoughts

- A house/room like this would make life so (adjective).
- Living here would make every day (adjective).
- Homes/(any) room like this can do so much to make us (adjective).
- Living in this smart home would change my life by ...
- The best thing about living in a smart home/room would be ...

为提高支撑句之间的逻辑连贯，也可以提供一些相关的表达作为参考。如：

(1) Adding information

- Curtains open and close when you talk to them. Also, the floor warms up by itself on cold mornings.
- An indoor garden that grows vegetables is amazing. Besides, an app helps me know when to water them.
- My smart living room can show stars on the ceiling like the night sky inside. Along with this, it can make pictures of my favourite superheroes appear in the air in the living room for fun.

(2) Giving examples

- Smart homes can make life easier for everyone. For example, doors open by themselves for people who find it hard to move.

(3) Emphasising a point

- Smart homes are not just about making life easy. **In fact**, they use less power and help the planet.

D4

- 教学要点:** 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。引导学生关注主题句与支撑句之间的相关性, 写作时恰当地使用连接词, 保持行文的逻辑性和连贯性。
- 教学建议:** 可根据学情决定是否给学生提供更加具体的写作提纲。如:

Topic sentence (How it helps people)		My dream smart home is a place where ... (describe the main feature)
Supporting sentences	Detail 1	Describe the first feature: Example: When I walk in, the ... (type of device) ... (action) ...
	Detail 2	Describe another feature: Example: Also, there is a ... (room or device) that can ... (helpful action) when I ... (activity)
	Detail 3	Link to your favourite part: Example: But my favourite part is ... (describe a favourite feature) where I can ... (what you can do) with my friends
Finish with how it makes you feel: Example: All these things make me feel ... (positive feeling) because my home is ... (reason).		

D5

- 教学要点:** 引导学生参照 **TEEN skill** 栏目的写作要点提示, 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:** 可整理学生的常见错误, 全班一同找错误、修改, 帮助学生提高支撑句的相关性、逻辑性和连贯性, 再请学生检查自己的习作, 同伴交换检查是否有遗漏或误批改。

Update my to-do list

- 教学要点:** 请学生分组活动, 分享彼此的回帖, 为各自喜欢的回帖点赞(❤)。为学生提供针对本课写作任务的个性化评价量表, 请学生对照此表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。

Suggested evaluation checklist

方面	标准
内容	围绕“理想智能家居 / 房间”这一话题展开 (Does the writing focus on the topic of a dream smart home/room?) 文章提供了充分的例子说明智能创意的重要性或功能 (Are there enough examples explaining why the smart idea is important or how it works?)
结构	文章有清晰的主题句 (Does the writing have a clear topic sentence?) 文章的支撑句围绕主题句展开解释 (Do the supporting sentences explain the topic sentence?) 句子之间逻辑通顺 (Do the sentences make sense one after another?)
语言	使用了智能家居技术相关词汇 (Does the writer use words about smart home technology?)

>>Discovery

板块内容说明

本板块介绍了物联网(IoT)的基本概念和主要功能。物联网提供了一个平台，让智能设备能够相互通信和协同工作，共同创造一个更加智能、互联的环境。

教学提示

- 语篇说明：第一段介绍了物联网的主要功能，即通过网络接入实现物与物、物与人的连接。第二段结合具体智能家居设备，说明了物联网在生活中的广泛应用以及科技为人类带来的便利。第三段阐述了未来物联网在智能家居设备上的应用发展。
- 更多信息：(1)物联网指互联设备的集合网络，以及促进设备与云之间以及设备之间通信的技术。典型的物联网系统将物体通过信息传感设备连接至互联网，实时收集和交换数据来运作，实现人、过程与物品之间的无缝通信。GPT是基于深度学习的语言模型，以其高效的语言处理能力被广泛应用于自然语言处理、机器翻译、问答系统、语音识别等领域。当GPT技术应用于物联网时，它为设备提供智能化的数据处理、分析和决策支持，使得人与设备、设备与设备之间的互动变得更加自然、高效、智能。
(2)物联网技术在智能家居领域展现出的关键功能包括智能识别、精准定位、远程操控、实时监控和在线管理，给人们生活提供诸多便利。除智能家居外，物联网技术还被广泛应用于智能交通、智能农业、智能医疗、智能物流等多个领域。
(3)物联网在智能家居领域的发展趋势主要体现在设备的全面互联与集成、人工智能和机器学习技术的深入应用，以及对数据隐私和安全的加强关注。

Discovery

What is the Internet of Things?

The Internet of Things (IoT) connects machines to the internet. They send and receive information, talking to themselves and to other people. This helps people solve problems before they arise^①. Now, GPT^② makes it easier to design and manage IoT projects.

The smart home is one of the most common IoT projects. Smart devices such as your washing machine, lights, music player, TV and air conditioner can communicate with you. They can let you know when your washing is done, when the temperature in your home is too high, or when your favourite football match is on TV.

IoT will allow smart devices at home to better understand people's behaviour and even the feelings behind the behaviour.

Read and think Why is IoT useful in operating smart homes?

① arise: 出现 ② GPT (= Generative Pre-trained Transformer) 生成型预训练转换器

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这些技术的进步将使智能家居设备更加智能化、个性化，同时确保用户数据的安全和隐私保护。随着标准化和兼容性的提升，用户将享受到更加无缝和便利的智能家居体验。

- 教学建议：教学中可根据学情，灵活选用不同的方式来激发学生对物联网的兴趣和思考。
(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 smart devices can you find in the picture?
② How are the smart devices connected to each other?
(2)理解：请学生阅读短文，通过问题引导学生理解物联网是智能家居的基础，意识到连接物联网的家居设备能够提升生活品质，在各方面给人们提供帮助。如：
① What is the function of IoT?
② What can smart devices do with the help

of IoT?

③ Why is IoT useful in operating smart homes?

(3) 思考：鼓励学生基于文本信息，展开思考。如：

① What can the lights and the music player do if they are connected to the internet? (*The lights can turn on and off by themselves or voice control. The music player can search for the owner's favourite type of songs online according to his or her preference or browsing history.*)

② Can you give some examples to support the idea in paragraph 3? (*For example, smart beds will sense you are tired when you yawn, and they will rock you to sleep as music plays.*)

(4) 拓展：提供有关物联网的视频，或鼓励接受程度较好的学生自发寻找相关知识，在课堂上分享。还可引导学生对物联网怎样改变未来校园生活进行展望，交流各自的观点，以提高学生的自主学习、创新思维以及跨学科意识。参考问题如下：

① Have you heard about/tried any IoT projects in your daily life? Share your experience.

② What change(s) would you like to see in our school with IoT?

Section E Smart future

>>Project

子话题说明

该板块围绕“智能未来”(Smart future)这一子话题展开。运用多媒体信息技术手段，结合本单元所学，通过小组分工合作搜集素材，重新设计一件家居设备，使其更智能化，制作海报，以回应单元大问题，在活动中感知智能科技的未来发展趋势，激发对科技创新的兴趣。

教学提示

- 教学要点：**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。组织学生分小组进行头脑风暴，从自己家中某一样家居设备切入，从物联互通、解决需求、节约能源等方面考虑如何使该家居设备更加智能化，并根据Step 2表格中的四个维度(即外观、工作原理、功能和用户体验)收集更多信息并筛选规划，运用PowerPoint、Word、Adobe Photoshop等软件制作创意智能设备海报。

Update my to-do list

- 教学要点：**鼓励学生综合运用本单元

E Smart future
>> Project

Unit 4

Redesigning a home device

Work in groups. Redesign a home device by making it smart and then make a poster.

Step 1 Brainstorm Think of a home device. What can you do to make it smart?

- How can it communicate with other home devices?
- How can it help people in need?
- How can it help us save energy?
- ...

Step 2 Collect information Use the table below to help you redesign the device. Search for more information.

What it looks like	How it works	What it can do	How we feel about it
Size, weight, colour, material, ...	Smart technology	Make life safe/ comfortable/...; save energy, ...	User experience

Step 3 Organise information Select and organise the information you've got.

Step 4 Create Put your ideas about the redesigned smart home device on a poster. An example is given below.

Smart wall

What it looks like

- Just like a normal wall
- Electronic surface
- Large touch screen

How it works

- To allow us to control other smart things by waving, touching or speaking

What it can do

- To control lighting and music
- To offer sports games
- To play 3D films
- To report a fire

How we feel about it

"Talking to a wall will be the smart thing to do."

Update my to-do list

Give a presentation on how your smart home ideas can make life better.

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前序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，通过班级群或公告板等方式展示创意智能家居设备。

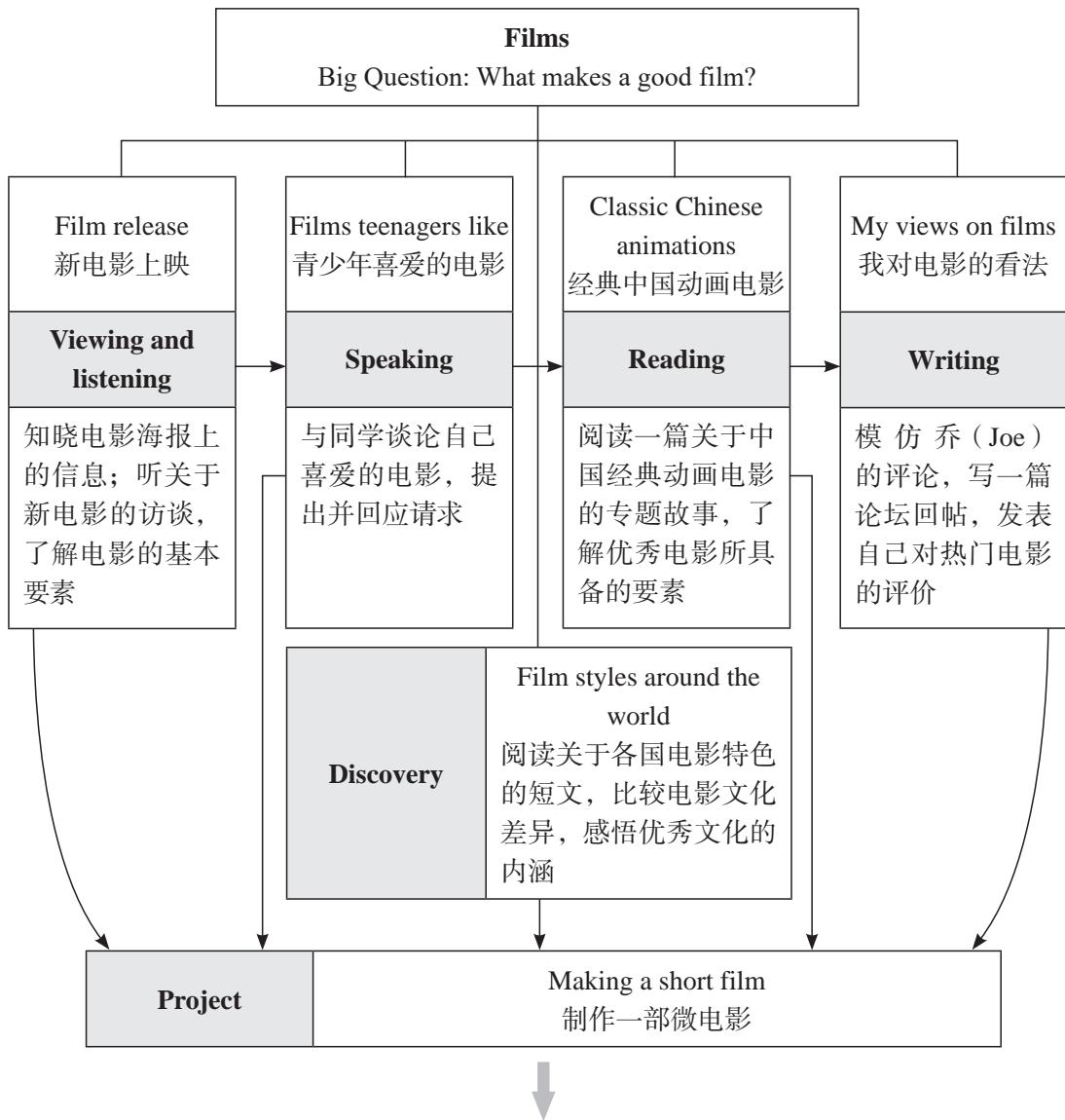
设计海报展示的评价表，组织学生从内容、语言和成果三方面评价同伴。

Suggested evaluation checklist

方面	标准
内容	包含外观、工作原理、功能和用户体验，内部逻辑清晰 (Cover all the 4 aspects of the redesigned smart home device, including what it looks like, how it works, what it can do and how we feel about it)
语言	准确运用本单元所学的语言，自然流畅，发音清晰 (Use the language learned in this unit and speak accurately, naturally, clearly and fluently)
成果	海报构图合理，视觉效果吸引人 (Make the poster well-structured and visually appealing)

Unit 5 Films

单元内容结构图 (Structure of the unit)



单元育人目标：通过了解好电影的基本要素和领略各国电影特色，提升赏析优秀电影艺术作品的能力，认识欣赏美、表达美、创造美对生活的意义和价值，认识电影在传承和弘扬中华优秀传统文化中的重要作用

单元目标 (Unit objectives)

- ▶ 语音：能认识辅音 /p/, /b/, /t/, /d/, /k/, /g/, 并能借助音标拼读单词
- ▶ 词汇：能掌握与电影相关的词汇，了解前缀这一构词法
- ▶ 语法：能归纳形容词比较级 (than) 和最高级的语法规则并在情境中使用
- ▶ 看：能借助图片、表格、海报、影片放映表等多模态语篇中的视觉信息理解相关内容
- ▶ 听：能根据访谈者提出的核心问题，提取访谈中有关电影的基本要素
- ▶ 说：能掌握日常生活中提出与回应请求的表达方式，并能围绕“我想看的一部电影”展开对话
- ▶ 读：能读懂关于电影《天书奇谭》的专题故事，识别并提炼细节信息，进行简单的归类，剖析影片的文化价值和意义
- ▶ 写：能就“热门电影”这一话题，运用单元所学，写一篇论坛回帖，辩证地发表自己对电影的评价；能掌握段落结尾句的写法，根据段落内容重申或总结大意
- ▶ 文化：能通过电影海报、论坛回帖、介绍等获取中外影片的文化信息，了解不同国家（法国、印度、中国等）的电影风格，比较文化传统与审美观念的差异，理解优秀电影的内涵，感悟中国经典动画电影的精髓，增强文化自信
- ▶ 德育：能理解欣赏美、表达美、创造美对生活的意义和价值，认识电影在传承和弘扬中华优秀传统文化中的重要作用

单元内容概览 (Content overview)

主题	本单元聚焦“人与社会”主题范畴下“文学、艺术与体育”主题群，围绕“中外影视艺术形式的文化价值和作品赏析”子主题内容，通过大问题“What makes a good film?”引导，帮助学生了解好电影的基本要素和领略各国电影特色，培养学生赏析优秀电影艺术作品的能力，认识欣赏美、表达美、创造美对生活的意义和价值，认识电影在传承和弘扬中华优秀传统文化中的重要作用。		
语篇	视听	海报	电影海报
		录音	关于新电影的访谈
		录音	《音乐之声》歌曲
	口语	影片放映表	电影放映信息
		对话	谈论自己想看的电影
	阅读	专题故事	“天书”经典重返荧幕
	写作	新媒体语篇——论坛回帖	我对电影的评价
语言知识	探索发现	介绍类短文	世界各地的电影风格
	语音	辅音 /p/, /b/, /t/, /d/, /k/, /g/ 的发音特点	
	词汇	前缀；主题词汇	
	语法	形容词的比较级和最高级	
	语篇	发现语篇中段落主题句与段落内容之间的关系，结合语篇结构特征提取具体信息	
文化知识	世界各地（法国、印度、中国等）优秀电影作品的内容、特点与价值		
	语言技能 与 学习策略	视听	任务：听有关电影基本要素的信息 策略：识别并获取关键信息
			任务：与同伴谈论自己想看的电影 策略：礼貌地提出并回应请求
		阅读	任务：阅读有关中国经典动画电影的专题故事 策略：提取细节信息
		写作	任务：写一篇论坛回帖，发表对热门电影的评价 策略：写段落结尾句
		项目探究 (综合)	任务：制作一部微电影

单元主题图页 (Cover page)

单元大问题 (Big Question)

完成本单元的学习后，学生可以围绕电影的基本要素、自己喜爱的电影、经典中国动画电影、世界各地电影风格等方面谈论优秀电影所具备的要素，理解优秀电影的内涵，对热门影片发表自己的评价，并制作一部微电影。

单元主题图 (Theme photos)

单元主题图中包括了摄影机、放映机以及胶片等元素，营造了电影制作、放映过程中光影交织的环境，仿佛胶片上承载的故事即将一一展现。



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，学生完成后可以自行检测任务达成情况。本单元的任务清单包括：(1) 听关于新电影的访谈。(2) 谈论自己喜爱的电影。(3) 阅读关于中国经典动画电影的专题故事。(4) 撰写影评。(5) 制作一部微电影。

单元导入 (Getting started)

基于电影海报，激发学生兴趣，引导他们表述常见的电影类型，谈论自己喜爱的电影类型并阐述理由，例如：

- ① What types of films are they? How do you know (e.g. based on the themes or specific details in the posters)?
- ② What other types of films do you know? What are they like?
- ③ What type(s) of films do you like best? Why?

The page features a large film reel at the top right. A 'To-do list' box contains five tasks: 1. Listen to an interview about a new film. 2. Talk about our favourite films. 3. Read a feature story about what a good film is like. 4. Write a film review. 5. Make a short film. Below the list is a 'Getting started' section with two questions: 1. What types of films are they? (e.g. musical, animation, sci-fi film, drama, action, ...) and 2. What type(s) of films do you like? Why? Five movie posters are shown with numbers 1 through 5 below them: (1) Home Coming, (2) The Sound of Music, (3) The Wandering Earth, (4) Dangal, and (5) Uproar in Heaven.

参考答案

Getting started

(Answers may vary.)

1

- (1) *Home Coming*: drama, action, ...
- (2) *The Sound of Music*: musical, biography, ...
- (3) *The Wandering Earth*: sci-fi film, adventure, ...
- (4) *Dangal*: action, biography, ...
- (5) *Uproar in Heaven*: animation, drama, ...

2 I like sci-fi films because they are usually full of imagination.

Section A Film release

>>Viewing and listening

子话题说明

该板块围绕“新电影上映”(Film release)这一子话题展开,谈论电影的基本要素,包括电影名称、类型、主题、情节、主演、导演等内容。



这是电影《音乐之声》中歌曲的歌词,旨在帮助学生掌握辅音/p/, /b/, /t/, /d/, /k/, /g/在单词中的发音。教学中可引导学生朗读、跟唱。

A Film release ➤ Viewing and listening

A film has just been released⁽¹⁾ at this year's International Film Festival (IFF).

LIFE ON MARS
A FILM BY DAVID SMITH
EXPLORE MARS EXPECT A PLEASANT LIFE

COMING SOON

A1 Look and say Look at the film poster and answer the questions.

- What type of film is it?
- What may happen in the film?

A2 Listen and think Listen to an interview and find out what the two speakers are talking about.

Pronunciation /p/, /b/, /t/, /d/, /k/ and /g/

Enjoy the song.
Doe, a deer, a female deer
Ray, a drop of golden Sun
Me, a name I call myself
Far, a long, long way to run

Sew, a needle pulling thread
La, a note to follow Sew
Tea, a drink with jam and bread
That will bring us back to Do, oh, oh, oh

(Do Re Mi from *The Sound of Music*)

(1) release 发布

A1

- 语篇说明:本页呈现了电影*Life on Mars*的电影海报,以图文结合的形式,呈现了电影类型、电影名称、导演、主题等信息。

- 教学要点:**(1)请学生根据海报内容(如图片细节、电影名称、电影主题信息)谈论电影类型,思考此类电影的特点。(2)引导学生根据电影类型和海报内容推测电影情节,学习课程相关词汇(如expect, pleasant等),为后续听力理解做好语言和背景知识准备。

参考答案

A1

1 It is a sci-fi film.

2 (Answers may vary.) When the scientists arrive on Mars, they may meet aliens. Some may become friends with them. Some may fight with them.

A2, A3

- 语篇说明:** 学生会听到一段访谈，说话者是采访者和电影导演大卫(David)，谈论的主题是大卫执导的新电影，谈论内容包括电影的名称、类型、情节、主演、导演、观感等信息。访谈语篇由采访者围绕主题提问，被采访者回答；采访者通常在访谈开头简要介绍主题、被采访者等信息并简单问候被采访者，采访者在访谈结尾常会表达对被采访者的感谢或再次表达对访谈主题的兴趣。
- 听力策略:** 本单元重点教授的听力策略为识别并获取关键信息(Listening for key information)。通过听前预测和关注关键词来获取关键信息。可参阅Unit 2视听板块相关听力策略说明(P59)。
- 教学要点:** 通过A2了解访谈的主要内容，通过分析A3的笔记明确对话中谈论的电影要素有哪些，教学生在听的过程中，关注这些关键要素，捕捉关键信息，再通过A3的听力活动，帮助学生在听力理解过程中，运用听力策略。
- 教学建议:** 视学情需要，提前教授学生理解困难的词汇(如ending, main, plot等)，并帮助他们在听前先熟悉笔

6 A3 Listen and take notes Listen again and fill in the blanks with information from the interview.

Listening for key information

Name: *Life on Mars*

Type of film:

Plot: It's about . A group of scientists go to Mars. They hope people will live a life than before. They , learn to farm and .

...

Main : Bob Affleck and Kevin Lawrence

Director: David Smith

It's an film and won't let film-goers down.



Word study Word building Prefixes

Can you add more words with the prefixes "un-", "dis-", "im-/in-" and "re-" in the table below?

Prefixes	Words	New words	More words with the prefixes
un-	happy	unhappy	uninteresting, unfriendly, ...
dis-	like	dislike	dishonest, disorder, ...
im-/in-	possible	impossible	impolite, incorrect, ...
re-	view	review	reread, rewrite, ...

Update my to-do list

Interview some of your classmates about the films they like or know about and make notes. Use the notes in A3 to help you.

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记中的内容；如学生接受程度较好，可让他们在听前先预测访谈的内容，听中记录关键信息，再补全笔记；听后可让学生谈谈自己是否会选择观看这部电影，或请学生进行推测，如：这部电影可能会受哪些人群的喜爱？

听力文本**A2, A3**

Interviewer: Hello, David, film-goers are expecting your latest film *Life on Mars*. Can you tell us what it's about?

David: It's a sci-fi film about exploring space. People are unhappy about many problems on Earth. To deal with the problems, a group of scientists go to Mars. They hope people will live a more pleasant life than before. They discover a new place where they build a home, learn to farm, and meet new friends.

Interviewer: What about the ending?

David: Go and watch the film!

Interviewer: OK, who are the main actors?

David: Bob Affleck and Kevin Lawrence. Bob plays a scientist from the Earth. Kevin plays an alien from Mars.

Interviewer: As the director, what do you think of the film?

David: I think it's exciting! If you are a fan of sci-fi films and want to know about life on Mars a hundred years from now, it won't let you down!

Interviewer: Wow! I can't wait to see it.

参考答案

A2

They are talking about the new film *Life on Mars*. They're talking about its plot, the main actors and what the director thinks of the film.

A3

- | | | | |
|--------------------|-------------------|-----------------|----------------|
| 1 Sci-fi film | 2 exploring space | 3 more pleasant | 4 build a home |
| 5 meet new friends | 6 actors | 7 exciting | |

语言注释

- **goer** *n.* a person who regularly goes to the place or event mentioned 常去……的人
e.g. *party-goers, movie-goers*
- **let somebody down** to make someone disappointed 让……失望
e.g. *This girl let her parents down.*
This book won't let you down.

Word study

- **教学要点：**通过对比，让学生感知前缀的意义与作用，帮助学生将常见的前缀进行分类，如表示否定的前缀(dis-, un-, im-/in-)以及表示重复的前缀(re-)；再通过例句，帮助学生通过前缀理解单词含义。

参考答案

Word study

(Answers may vary.)

Prefixes	Words	New words	More words with the prefixes
un-	happy	unhappy	uninteresting, unfriendly, unable, unlucky, untidy, ...
dis-	like	dislike	dishonest, disorder, disagree, ...
im-/in-	possible	impossible	impolite, incorrect, impersonal, inaccurate, ...
re-	view	review	reread, rewrite, renewable, rebuild, ...

Update my to-do list

- 教学要点：请学生采访同学，谈论他们喜爱或知晓的电影，参照 A3 的笔记记录关键信息，并根据彼此完成的情况互相评价本节课的学习成效。

参考答案

Update my to-do list

(Answers may vary.)

Interviewer: Hello Shasha, what film do you like? Can you tell me what it's about?

Shasha: It's *Monkey King: Hero Is Back*, an animation, also an adventure film about Monkey King and his story of adventure.

Interviewer: Who is the main character?

Shasha: Monkey King, of course.

Interviewer: What impresses you most?

Shasha: It is a wonderful Chinese animation. The famous classic *Journey to the West* is better known to the world in a new art form.

Name: *Monkey King: Hero Is Back*

Type of film: animation, adventure

Main character: Monkey King

It's a wonderful Chinese animation and the famous classic *Journey to the West* is better known to the world in a new art form.

Section B Films teenagers like

>>Speaking

子话题说明

该板块围绕“青少年喜爱的电影”(Films teenagers like)这一子话题展开,根据影片放映表,围绕电影名称、主要情节、放映时间等开展对话,涉及提出请求并回应请求等学习内容。

B1

- 语篇说明:**文本内容为国际电影节(IFF)的一张影片放映表(film guide),放映表中包括了电影名称、首映年份、主要情节、放映影厅、影片类型、影片语言、影片时长、放映时间等信息,为后续学生选择影片提供了充足的信息。
- 教学要点:**引导学生从多模态语篇中提取关键信息,如:影片名称、首映时间、类型、情节、时长、放映安排等,并学习本板块的重点词汇(如screen, web, spider, friendship, subtitle, wrestle, weekday等),借助B1获取的信息,帮助学生为后续的口语表达输出活动做好词汇和内容方面的准备。

参考答案

B1

The name, plot, type, language and length of the film; when the film was released; when and where to see the film.

B Films teenagers like >> Speaking

Li Boiling and Lu Yao are at the “Best Film Tour” of IFF. They are talking about which film to watch in the cinema.

Film guide



The Sound of Music (1965)

Plot: Maria, a young woman, goes to help a family with seven children through teaching. Screen Three, Musical, English, 172 minutes

Monday & Friday at 9:30

Weekend at 19:00



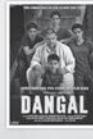
Charlotte's Web (2006)

Plot: It tells the story of a spider named Charlotte and her friendship with a pig called Wilbur.

Screen One, Animation^①, English with Chinese subtitles, 97 minutes

Wednesday at 13:00 and 16:00

Saturday at 12:00 and 20:00



Dangal (2016)

Plot: The film comes from a true story of an Indian father. He teaches his daughters to wrestle.

Screen Two, Action, Hindi with Chinese subtitles, 161 minutes

Weekdays at 10:00

Saturday at 14:00 and Sunday at 18:00

① animation 动画片

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B2

- 语篇说明:**该对话在李百灵与陆遥之间展开,两人讨论去观看哪一部电影,双方表达了对电影的喜好。该对话共有四个话轮,包括“引入主题”“两轮问答”和“询问与回应”。对话中,李百灵使用幽默的语言回应了陆遥对电影的喜好。
- 语用功能说明:**本板块语用功能为提出请求和回应请求(Making requests and responding to requests)。提出请求指的是请求别人做某事,我们可以使用情态动词缓和语气并体现礼貌,如“Can we ...?”“Would you mind ...?”等。通常我们可以用“All right.”或“No problem.”等来接受请求,用“I'm afraid ...”等句式来拒绝请求。
- 教学要点:**通过听B2的对话,帮助学生关注交际双方谈论的主要内容和交际目的(选择观看的电影)、通过说话者的语气感悟说话者的情感态度。再通过读B2的对话,引导学生关注本课的语用知识重点(提出并回应请求)。教师可用以下问题帮助学生理解对话,找出相关表达。
 - ① What request does Bailing make? Underline it.
 - ② How does Lu Yao respond to the request? Underline it.
- 教学建议:**如学生理解对话需要更多帮助,可以通过进一步的问答帮助学生理解,如“Which film does

参考答案**B2**

Charlotte's Web.

B1 Look and say Look at the film guide. What information can you get about each film?

6 B2 Listen, read and think Listen to the conversation between Bailing and Lu Yao. Which film are they going to watch?

Lu Yao: Look! They are showing *Charlotte's Web* at twelve o'clock on Saturday!

Bailing: What's it about? I've heard it's really sad.

Lu Yao: It's a story about how a pig named Wilbur becomes the best friend of a spider named Charlotte.

Bailing: Oh, I don't want to watch a sad film about animals. Can we watch *The Sound of Music* instead?

Lu Yao: I'm afraid musicals are not my cup of tea. I want to laugh with the characters and cry with them too.

Bailing: We should watch *Charlotte's Web* then.

Lu Yao: Great! But what made you change your mind?

Bailing: You'll cry an ocean for sure!

B3 Pair and share Which film will you watch? With a partner, act out your conversation with the information in the film guide in B1.

My learning notes

Making requests:

• Would you mind ...? _____

Responding to requests:

• All right./No problem. _____

Update my to-do list

Think of a film you like. Tell your partner why you like it.

Bailing want to see at first?” “What is the film about?” “What does Lu Yao think of *Charlotte's Web*?” “Which film are they going to see finally?”等。如学生接受程度较好,可请他们思考:“Did Bailing really change her mind? What did she mean by ‘We should watch *Charlotte's Web* then’?”,以此帮助学生体会对话中的幽默。也可请学生利用放映表中的其他信息,如语言、时长、放映时间等,开展自由对话。

B3

- **教学要点:**请学生尝试利用B1的信息完成口语对话角色扮演,从电影类型、情节、语言、时长等方面发表自己对放映表中影片的喜好。提示学生运用相关句式提出请求,并关注对方的请求,礼貌地作出合理的回应。
- **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,学生先说自己喜爱的放映表中的一部电影及理由,并使用相关句式提出请求,再完成B3。如学生接受程度较好,可让他们思考其他提出和回应请求的句式,如:“Would you ...?”“Could you ...?”“Would it be possible for you to ...?”等,鼓励学生在对话中使用不同的句式进行表达。

参考答案

B3

(Answers may vary.)

A: Look! They are showing *Dangal* at 14:00 this Saturday!

B: I've heard it's a true story. What's it about?

A: It's about an Indian father. He teaches his daughters to wrestle. Can we watch it?

B: I'm afraid action films are not my cup of tea. Would you mind watching *Charlotte's Web*?

It's a warm story about friendship.

A: Let me see. Sure. The characters in the film look lovely!

B: Wonderful! I'm sure we will enjoy it!

语言注释

- **my cup of tea** something I like 我所喜爱的
e.g. *History is not my cup of tea. I prefer Maths.*
- **change one's mind** to change one's decision or opinion 改变主意
e.g. *Nothing can make Tim change his mind.*

背景知识

About the three films

The Sound of Music

The Sound of Music is a musical film that tells the story of Maria, a young lady who becomes the private teacher of seven children. Maria, with her love for music and her kindness, helps the children grow. The film is filled with beautiful music, such as “Do-Re-Mi”.

Charlotte's Web

Charlotte's Web is a heart-warming animation. Charlotte, a wise spider, helps her friend Wilbur, a cute little pig, wins a competition by using her wisdom and talent. However, Charlotte dies of exhaustion after her efforts. Before she dies, she entrusts her eggs to Wilbur. In the spring after Charlotte's death, Charlotte's children hatch and three of them choose to stay and keep Wilbur company.

Dangal

Dangal is an Indian action, biography, drama film. It tells the inspiring story of Mahavir, a former wrestler who dreams of representing India at the Olympics but is unable to achieve the goal. Instead, Mahavir decides to fulfil his dream by training his daughters, Geeta and Babita, to become wrestlers. He faces opposition and skepticism from society, which considers wrestling a sport unsuitable for girls. Despite the obstacles, Mahavir is determined to break the gender barriers and prove that girls can excel in wrestling too.

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和功能句式等，开展新的对话。请学生更换合作伙伴，确定角色，开展对话。学生展示，同学互评。引导学生根据自己的任务完成情况，结合同学评价和教师点评，评价自己本节课的学习成效。

Suggested evaluation checklist

方面	标准
内容	A: 描述喜爱的电影及理由，并提出请求（Talk about the film he/she likes, give reasons and make a request/requests） B: 就对方提出的请求，给出回应（Respond to A's request/requests）
语言	A: 使用恰当的词语或句式如“Would you mind ...?”等提出请求（Use proper expressions or sentence patterns such as “Would you mind ...?” to make a request/requests） B: 使用恰当的词语或句式如“Sure./I'm afraid ...”等给出合理的回应（Use proper expressions or sentence patterns such as “Sure./I'm afraid ...” to respond to A's request/requests）
交际	得体交际，用语礼貌（Communicate politely and appropriately）

参考答案

Update my to-do list

(Answers may vary.)

A: Hi, Xiaoyun, yesterday my friend recommended a film named *Children of Heaven* to me.
Do you want to watch it with me?

B: I've never heard of it. What is it about?

A: It's said to be a perfect film for children. It's about the love between a boy named Ali and his sister Zahra. After Ali loses Zahra's only pair of shoes, they share Ali's sneakers until Ali gets a new pair for Zahra.

B: It sounds like a very simple story.

A: Kind of, but I can find the sweetness and happiness in a family. Shall we watch it at weekends?

B: Sure, of course!

Section C Classic Chinese animations

>>Reading

子话题说明

该板块围绕“经典中国动画电影”(Classic Chinese animations)这一子话题展开,介绍了一部成功电影所具备的要素,涉及作品赏析、文化价值、文化自信等内容。

C1, C2

- 语篇说明:**该语篇是一篇专题故事,介绍了《天书奇谭》这部电影在一代艺术家的共同努力下,于首映38年后再次回归屏幕的故事。语篇描述了电影故事情节及其蕴含的中国传统艺术的表现方式,最后总结该影片的文化价值及其对年轻人带来的积极影响。语篇中的每个段落围绕一个要点展开说明,段间和句间逻辑清晰,如第二和第三自然段分别介绍了电影的故事和画面,两段的主题句和最后一段的句首“From the story to the pictures”相呼应,又如“The story is full of fun and imagination. It is also meaningful because it teaches children to help others.”,后一句在前一句的基础上补充说明了故事的第三个特点和理由。使用的时态主要为一般现在时。
- 教学要点:**借助C1引入一部动画电影成功所需的要素,引导学生理解这些要素的含义(见“背景知识”)、根据自己的了解勾选并说明原因,为后续阅读和练习做好内容和词汇方面(如setting, director, plot, characters, traditional art等)的语言铺垫。鼓励学生开拓思维,给出选项以外的答案。

C Classic Chinese animations ➤ ➤ Reading

Li Boiling and Lu Yao are talking about what makes Chinese animations classic. Here is what they find.

C1 Background knowledge Look at the words and phrases below. Which aspects help to make a good Chinese animation? Why?

plot character design traditional art
 setting an experienced director voice actors
 others: _____

C2 Read the feature story.

“Sealed book” classic returns to the screen

With a common goal, generations of Chinese artists have managed to keep *The Legend of Sealed Book* alive. Thirty-eight years after it first came out, the classic animated[®] film returned to the screen in 2021.

The story comes from an old Chinese legend. The hero, Eggborn, fights three bad but silly foxes in a brave and clever way. The story is full of fun and imagination. It is also meaningful because it teaches children to help others.

③ animated 动画的

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案。通过C2的Personal touch,帮助学生置身真实的读者视角,思考自己是否喜欢这部电影并说明理由。

- 教学建议:**如学生一开始不能说明某些要素对动画电影的重要性,教师可以先解释这些要素的含义,激活学生的背景知识并提供一定的语言支撑。组织头脑风暴,鼓励学生跳出限定范围,集思广益。以下问题供参考选用:
 - ① Do all the characters in the film share the same appearance or personality?
 - ② Why should the characters be designed?
 - ③ What do voice actors do for the animation?
 - ④ What's the difference between a beginner director and a director with experience?
 - ⑤ Could you think of other elements that help to make a good Chinese animation?

参考答案

C1

(Answers may vary.)

plot Plot is necessary for a good film because it is the base of a film and it can win the audience's heart.

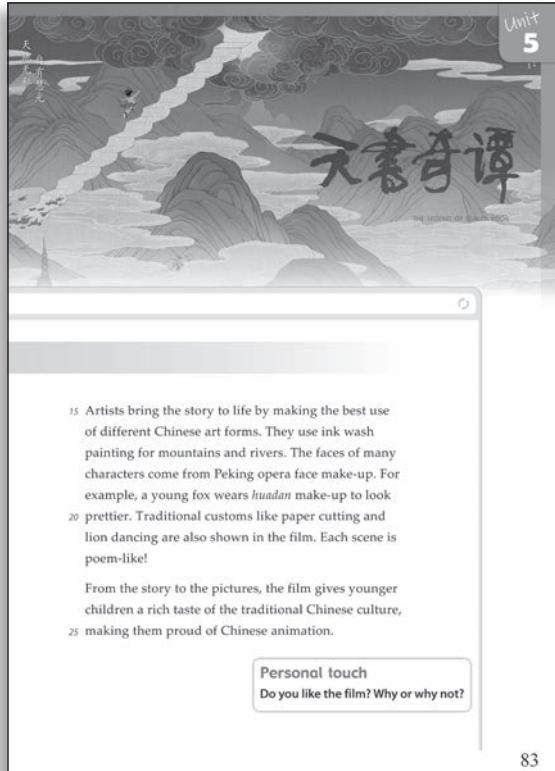
traditional art Traditional art used in films can make films unique in style.

an experienced director An experienced director decides how the story is told and can bring the story to life.

voice actors Hard-working, confident, responsible and communicative voice actors make the characters lively.

C2

Yes, because the story is interesting, imaginative and meaningful. It teaches children to help others.



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语言注释

- **come out** to be produced or published **发行**
e.g. *When is her new novel coming out?*
- **bring (something) to life** to make (something) lively **使某物栩栩如生**
e.g. *She brings history to life with her film.*
- **make the best use of** to use (something) in an effective way **充分利用**
e.g. *Which firms make the best use of their resources?*

背景知识

Character design

Character design is used to create characters for the best animated films, comic books, toys, commercials and books. In visual arts, character design is the full creation of a character's aesthetic, personality, behaviour and overall visual appearance. Character designers create characters as a vehicle for storytelling.

Traditional art

It began with muddy handprints slapped on cave walls and progressed to mediums that are still practised today, such as painting, drawing and sculpture. Traditional arts include any type of creative practice passed down through generations.

Setting

Setting is the place or type of surroundings where something is positioned or where an event takes place.

Voice actors

A voice actor is a talented individual who uses their voice to create the sounds for a character, usually in animation projects like video games, television shows and films.

Chinese art forms

Several art forms have been part of Chinese tradition for centuries. These include calligraphy, painting, pottery, and sculpting.

Ink wash painting

Ink wash painting is a process (similar to watercolour painting) that uses black ink (*mo*) to create greyscale works of art.

Peking opera face make-up

Types of face make-up in Peking opera are featured by painting brows, eyelids and cheeks in various patterns. According to different genders, ages and features, each role type has its own make-up type.

Paper cutting

Paper cutting is one of the most popular decorative Chinese handicrafts. It is popular for its low cost and artistry.

Lion dancing

It is a form of traditional dance in Chinese culture, in which performers in a colourful, articulate lion costume create a ritualised and stylised dance.

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,即优秀动画电影《天书奇谭》所具备的要素。
- **教学建议:**如学生需要更多帮助,可以请学生通读全文后,归纳各段落大意。文中第一部分(Para. 1)交代了“天书”经典重返屏幕的背景信息。第二部分(Para. 2-3)介绍了该影片的故事情节、人物特征、主题意义和极具中国艺术特色的表达方式等方面。第三部分(Para. 4)点明主题:电影让孩子们品味丰富的中国传统文化,增强文化自信。划分段落和概括段落大意有助于学生把握语篇的主要内容。教学中,还可以帮助学生准确理解各选项的意思,如A选项process的含义。

如学生接受程度较好,可以引导他们进一步分析语篇结构,发现语篇中段落主题句与段落内容之间的关系,如第三段主题句中“不同中国艺术形式的充分运用”和下文“水墨画”“京剧脸谱”和“传统习俗的展现”之间的总分关系。

参考答案

C3

C

C4

- **教学要点:**此活动旨在帮助学生通过查找和提取细节信息,进一步了解电影《天书奇谭》的特色要素。
- **阅读策略:**本单元重点教授的阅读策略为扫读(Scanning for specific information)。扫读是指快速浏览文本以查找特定信息。在扫读前,学生应该先通过略读大致了解文本特征和结构,进而缩小查找范围,更快地找到特定信息。扫读时,首先明确要查找的特定信息,如果内容较多或句子较长,可以锁定一些关键词;其次眼睛在扫读的文本区域内快速移动,在向上或向下快速浏览时集中注意力,直到找到相关信息。最后仔细阅读该句子的细节部分,再次确定获取了正确的信息。本文中,该阅读策略能帮助学生在阅读时,聚焦电影《天书奇谭》的几大特色要素和其所对应的细节描述,从而更好地理解一部优秀中国动画电影的内核价值。

C3 General understanding What does the article mainly tell us?

A A film making process.
B Traditional art in the film.
C Elements of a good Chinese animation.

C4 Detailed reading Read and complete the notes.

Scanning for specific information

The Legend of Sealed Book

1 _____: A boy tries to fight three bad but silly foxes. It's full of ² _____ and imagination. It's also ³ _____.

Setting: ⁴ _____ is used for mountains and rivers.

5 _____: Many of the characters look like roles in Peking opera such as huadan.

Traditional customs: ⁶ _____ and ⁷ _____ are also shown in the film.

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C5 Further thinking Answer the questions.

1 What can the classic *The Legend of Sealed Book* bring to us?
2 What other elements of a good film do you know?



Scanning a text means looking through it quickly to find specific information. Before you start scanning for information, you should try to understand how the text is arranged. This will help you locate the information more quickly. When scanning, look for key words or phrases. Once you have decided on the area of the text to scan, you should run your eyes down the page, in a zigzag pattern, to take in as much of the information as possible. It is important to focus your attention and keep track of where you are.

- **教学建议:** 如学生需要更多帮助,可以示范如何通过第一个细节中 fight three bad but silly foxes 等关键信息,和学生共读文本的第二自然段,通过扫读的阅读策略找到相关的句子,并在理解的基础上进行简单的归类,借助 C1 的词汇补全笔记。然后请学生扫读课文其余部分,提取细节信息,归纳内容要点。也可以帮助他们理解文本中 for example 和 like 表示举例和列举的用法,识别句内和句际的逻辑关系。

参考答案

C4

- 1 Plot 2 fun 3 meaningful 4 Ink wash painting 5 Characters/Character design
6 Paper cutting 7 lion dancing

C5

- **教学要点:** 问题 1 旨在帮助学生梳理、分析文本信息,归纳内容要点,明确经典动画《天书奇谭》的艺术价值,以及它在传承和弘扬中华优秀传统文化中的重要作用。
问题 2 旨在帮助学生在学习理解文本的基础上,激活学生思维并关联已知,围绕单元主题发表观点。
- **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。以下问题供参考选用:
 - ① When did the classic animation return to the screen? (*In 2021./Thirty-eight years after it first came out.*)
 - ② Who helped the “sealed book” classic return to the screen? (*Generations of Chinese artists with a common goal.*)
 - ③ What is the theme of the story? (*Helping others.*)
 - ④ What is the story mainly about? (*A boy called Eggborn fighting three bad but silly foxes in a brave and clever way.*)
 - ⑤ What is the story like? (*It’s full of fun and imagination. It’s also meaningful.*)
 - ⑥ How do the artists bring the story to life? (*By making the best use of different Chinese art forms.*)
 - ⑦ Could you tell the traditional Chinese art forms mentioned in this film? (*Ink wash painting, Peking opera, paper cutting and lion dancing.*)
 - ⑧ What does the film bring to younger children? (*A rich taste of the traditional Chinese culture and a sense of pride in our Chinese animation.*)

以下问题可用于启发学生在理解文本的基础上,进一步调动高阶思维,展开深入语

篇和超越语篇的思考：

- ① What efforts do you guess the Chinese artists made to help keep the classic alive? (*Maybe they tried to fix the pictures, making them clearer.*)
- ② What do you think the pictures are like in the film? Why? (*They are poem-like and probably colourful. Because ink wash painting is used for mountains and rivers and many characters wear colourful Peking opera make-up.*)
- ③ What elements of the film are mentioned in the feature story? Which one do you think is the most important to help “sealed book” become a classic? Why? (*Plot, setting, character design and traditional art forms. I think it's the traditional art forms because they show people a rich taste of Chinese culture.*)
- ④ What is the purpose of the feature story? (*To introduce the elements which help the film become a classic and to encourage people, especially young children, to watch the film, taste the Chinese traditional culture and be proud of our Chinese animation.*)

参考答案

C5

(Answers may vary.)

1

We can know a classic film is worth all the work to keep it alive for generations. We can also learn a lesson from the film, that is, we should help those in need. Besides, we can learn about teamwork from it.

2

Director: confident to tell the actors and actresses what to do and how to do it well; good at bringing the play to life; able to give each actor or actress suggestions ...

Actor: famous to attract more people; good at understanding each role ...

Vocabulary focus

- 教学要点:**本活动重点关注课文中的名词,形容词和动词短语,帮助学生学习理解这些词语的含义并在语境中熟练运用它们,同时也帮助学生关注说明类语篇中动词的时态。词汇学习需学生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,如引导学生积累此处 traditional 修饰 art forms 的用法,回顾阅读语篇中 traditional customs 和 traditional Chinese culture 的词语搭配等。可提醒学生第三个空格 who 引导的定语从句中,谓语动词的形式取决于先行词是单数还是复数。

此外,本活动中的语篇紧紧围绕《天书奇谭》,言简意赅地介绍了该电影获得成功的几大要素,也为学生后续撰写影评做了内容和词汇的铺垫。

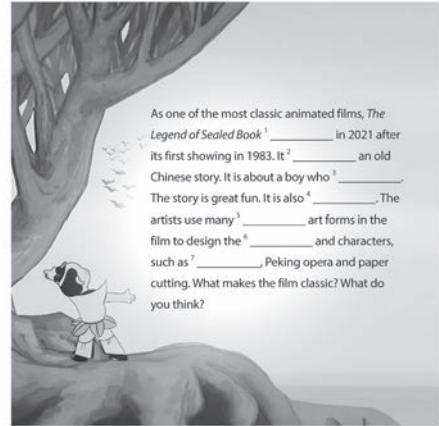
还可以设计更多词汇练习,关注本板块核心词汇(如 common, hero, form, pretty, rich 等)的理解和运用。

Update my to-do list

- 教学要点:**可组织学生分组讨论一部好电影的基本要素和评价标准,达成共识后再罗列一些大家都观看过的电影。鼓励学生就这些电影或自己观看

Vocabulary focus: Fill in the blanks with the proper forms of the words and phrases in the box.

meaningful	ink wash painting	return to screen	traditional
setting	fight bad foxes	come from	



As one of the most classic animated films, *The Legend of Sealed Book* ¹ _____ in 2021 after its first showing in 1983. It ² _____ an old Chinese story. It is about a boy who ³ _____. The story is great fun. It is also ⁴ _____. The artists use many ⁵ _____ art forms in the film to design the ⁶ _____ and characters, such as ⁷ _____, Peking opera and paper cutting. What makes the film classic? What do you think?

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

Choose a film you have seen and decide whether it is a good film or not.

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过的某部电影发表个人的看法,围绕这些要素进一步开展描述或举例说明,从而检测学生对一部好电影的艺术价值的理解和欣赏程度。学生讨论或汇报的时候,教师提供适当的帮助和支持。

参考答案

Vocabulary focus

- 1 returned to screen 2 comes from 3 fights bad foxes 4 meaningful
5 traditional 6 setting 7 ink wash painting

Update my to-do list

(Answers may vary.)

Zootopia is a great film about a bunny cop and a fox partner solving a mystery in a city of animals. I am impressed by the amazing plot and the moving story. The sound and special effects in the film are also great, which make me part of the film. It teaches me to pursue my dream bravely, no matter how hard it is!

>>Grammar in use

板块内容说明

本单元的语法重点是形容词的比较级和最高级(Comparative and superlative adjectives)。

活动 1

- **教学要点:** 帮助学生在理解句子意思的同时,探索形容词比较级和最高级的形式和意义。引导学生关注句中下划线部分的语言形式,观察并归纳形容词的形态变化,尤其是形容词比较级和最高级的规则变化和不规则变化。
- **教学建议:** (1)可以补充一些运用形容词比较级和最高级的例句,涵盖更多单音节和多音节的形容词的变化形式,通过问题引导,帮助学生关注形容词比较级和最高级的形式、意义和用法。更多例句见“补充资料”。

>> Grammar in use Comparative and superlative adjectives

- 1 Read and think What do you notice about the forms of the underlined adjectives?

- (1) Eggborn is smarter than the fox.
- (2) A young fox wears huadian make-up to look prettier.
- (3) They hope people will live a more pleasant life than before.
- (4) That's the oldest film of all.
- (5) As one of the most classic animated films, *The Legend of Sealed Book* returned to the screen in 2021.
- (6) Artists bring the story to life by making the best use of different Chinese art forms.

- 2 Work out the rules Tick (✓) the one(s) you agree with and fill in the blanks with the information in exercise 1.

- When we compare two people or things
 more than two people or things, we use comparative adjectives like *smarter*, _____ and _____.
- We often use _____ after comparative adjectives.
- When we compare two people or things
 more than two people or things, we use superlative adjectives like *the oldest*, _____ and _____.

Grammar file → p. 137



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补充资料

- I'm more interested in action films than cartoons.
- It would be nicer if the film trailer is a little longer next time.
- He believes doing exercise while watching films helps him become thinner.
- Watching a film in theatres creates better memories than watching at home.
- One of the biggest advantages of watching films in theatres is the superior picture and sound quality.
- She is the most popular actress in England now because of her excellent performance in the last film.
- The film successfully makes all the students know that Neptune is the furthest planet from the sun in our solar system.

(2) 在引导学生回答问题时,可以鼓励他们使用中文表述。当涉及语法术语时,建议使用中文,不要让语法术语成为影响学生理解的障碍。如:

- ① What is the base form of the adjective? (该形容词的原形是什么?)
- ② Is it a one-syllable adjective, a two-syllable adjective or a longer adjective (adjectives of three or more syllables)? (它是一个单音节形容词,双音节形容词还是多音节形容词?)
- ③ What are its comparative and superlative forms? (它的比较级和最高级是什么?)
- ④ In which situation do we use comparative adjectives and superlative adjectives? (我们在何种情况下使用形容词的比较级和最高级?)

- ⑤ Could you circle the key words in the sentence that tell the objectives of comparison? (你能圈出句子里说明比较对象的关键词吗 ?)
- ⑥ Can you list more common irregular forms of comparative and superlative adjectives? (你能列出更多常见的形容词比较级和最高级的不规则变化吗 ?)

参考答案

1

(Answers may vary.)

For one-syllable words, we add *-er* or *-est* to the words.

For two-syllable (or longer) words, we add *more* or *the most* in front of the words. Some adjectives have irregular comparative and superlative forms.

活动 2

- **教学要点:** 帮助学生在完成活动 1 的基础上归纳语法规则, 理解使用形容词比较级和最高级的意义和形式。
- **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, 完成打勾或填空; 或请学生分组对照更多运用形容词比较级和最高级的例句, 归纳形容词比较级和最高级的变化规则, 以及形容词比较级和最高级的使用情境, 最后借助学生用书上的语法附录(**Grammar file**, P137–P138)深化理解。

参考答案

2

two people or things, *prettier, more pleasant*
than

more than two people or things, *the most classic, the best*

活动 3

- 教学要点:**此活动帮助学生初步运用形容词比较级和最高级进行描述,在有意义的情境中重点操练和使用形容词比较级和最高级。
- 教学建议:**在活动前,可以借助活动1中的例句,也可从语法附录中选取更多例句,让学生再次明确形容词比较级和最高级的意义,熟悉有助于判断比较对象数量的常见表达,如than, of + 名词复数,in the world等,再阐明活动的要求,请学生选择正确的形容词形式。

如学生需要更多帮助,可以请学生阅读该段落后,先逐句判断并口头说出比较的对象或关键词,明确是使用形容词的比较级还是最高级后,再进行选择填空。同伴互查后,教师全班讲解。

如学生接受程度较好,可以给学生形容词原形,请学生自行填写正确的形容词的形式,再说说原因。

3 Practise Complete the paragraph about filming in studios⁽¹⁾ with the proper adjective forms in brackets.

Some of⁽¹⁾ _____ (better-known/the best-known) film-makers in the world would like to make films in studios. They say it's⁽²⁾ _____ (easier/the easiest) to film inside a studio than outside. One of⁽³⁾ _____ (bigger/the biggest) advantages is that they can have complete control over the light. This makes the film⁽⁴⁾ _____ (quicker/the quickest) and⁽⁵⁾ _____ (cheaper/the cheapest) to make. Actors also like working inside because it saves time and is⁽⁶⁾ _____ (more comfortable/the most comfortable). Actually, many of the world's⁽⁷⁾ _____ (more successful/most successful) films are made in studios. Can you name some?

4 Discuss: Compare Work in groups. Think of your favourite films and then compare them (about plots, characters, actors, music, etc.) like this:

Can you tell me something about your favourite film?



Which film do you think is more meaningful.
The Sound of Music or Charlotte's Web?



Sure. I like the sci-fi film *The Wandering Earth* best. It is the **most exciting** film in my eyes. And I can learn a lot about space science.



Charlotte's Web. It helps me understand true friendship.



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参考答案

3

- (1) the best-known (2) easier (3) the biggest (4) quicker (5) cheaper
(6) more comfortable (7) most successful

活动 4

- 教学要点:**此活动帮助学生在真实情境中,恰当运用形容词的比较级和最高级,比较和描述自己最喜欢的电影。第一步,可借助书上的问题,引导学生说出自己最喜欢的电影和原因,鼓励他们使用形容词的适当形式。第二步就电影的情节、角色、演员、音乐、主题意义等方面提出问题,引导学生在比较两部电影后运用形容词的比较级说说自己的观点和原因。该活动需要进行分组讨论。
- 教学建议:**如学生需要更多帮助,活动前可以请学生参考语法附录里的语法讲解,阅读课本上的对话范例,理解活动要求;结合本单元已介绍的几部电影,引导学生用形容词逐个描述,并请学生根据变化规则写出这些形容词的比较级和最高级。学生根据个人情况,参照对话示范,尝试和同伴展开简短对话。

如学生接受程度较好，可以请学生根据自己的实际情况，自由讨论，比较和描述他们所喜欢的电影并简单说明理由。邀请学生和同伴围绕电影的若干方面展开对话，并请其他同学记录对话双方提到的细节信息，向全班汇报听到的信息。

评价建议

可根据学生完成每个活动的情况，随时调整教学进度和方式。如感到学生对这一语法点的形式掌握得不够好（如形容词比较级和最高级的拼写错误，或有时无法辨明比较对象等），可以在文本分析活动中，提醒学生关注形容词比较级和最高级的变化规律，针对表格中的几类不同的形容词设计一些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。教师需要关注学生描述对象时选用的形容词是否合理，且能否给出适切的理由。

Section D My views on films

>> Writing

子话题说明

该板块围绕“我对电影的看法”(My views on films)这一子话题展开,学生以论坛回帖的形式描述自己对热门电影的评价。

D1

- 语篇说明:**这篇写作范文的主题和阅读板块相似,围绕“热门电影”展开,体裁是一篇论坛回帖。小乔(Little Joe)辩证地发表自己对电影《哈利·波特与魔法石》的看法,从电影的情节、特效、人物等逐一评价,说明了自己喜爱和不喜爱的部分,结尾时对电影进行了推荐。范文使用第一人称,主要运用一般现在时。
- 教学要点:**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)。能理解作者从不同角度辩证地看待事物和发表观点,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,帮助他们在阅读范文前,通过影片相关图片激活背景知识,分享对哈利·波特系列读物或电影的了解等。在阅读的过程中,根据上下文猜测词义,如special effects, recommend等。引导学生划出表明作者喜恶态度的关键词,如I love...和the only thing I don't like等。也可以用提问的形式帮

D My views on films >> Writing

The IFF has started a forum about teenagers' views on popular films. You want to leave a short review.

D1 Think Read Joe's review. What does he like and dislike about the film?

D2 Prepare What does the writer cover in the review? Tick (✓) the elements below and highlight the words and sentences related to the elements in the review.

Actor(s) Name of the film Character(s)
Type Setting and plot Special effects

参考答案

D1

He likes the plot. He also likes the special effects. But he thinks it's a little hard to remember so many characters in the film and he dislikes that.

D2

- **教学要点:**组织学生细读范文，提取并归纳关键信息，并与电影的基本要素相匹配。通过该活动帮助学生分析范文的内容和结构，提高写作结构意识，即认识到在影评中需要涵盖若干个基本要素。
- **教学建议:**可根据学情决定是否安排更多练习，如：厘清文本结构，划出段落的主题句，支撑句和结尾句，梳理句子之间的逻辑关系，如“All the magic looks like it's real!”是对上文“The special effects are also really great.”的进一步补充说明；积累文中表示个人观点和评价的句式表达，如“I think everyone should watch ...”“I love watching ...”“The only thing I don't like about the film is that ...”“I strongly recommend it!”等，提醒学生精选词汇会起到强调论点和渲染情绪的作用，如文中everyone, whole, really, all, only, strongly等直观地展示了作者对这部电影的喜爱和肯定；如学生接受程度较好，引导其判断不同要素的评论顺序，可选用以下问题，如：
 - ① Why aren't the basic elements of a story, including setting, characters and plot, put together?
 - ② Could you explain why the elements are arranged in this order in the review?

参考答案

D2

- Name of the film Character(s)
 Setting and plot Special effects

I think everyone should watch Harry Potter and the Philosopher's Stone! (*Name of the film*)

I love watching Harry find a whole new world of magic and make new friends (*Character(s)*,

Setting and plot) The special effects are also really great. All the magic looks like it's real!

(*Special effects*)

D3

- 教学要点:**引导学生根据话题,结合给出的框架结构开展头脑风暴,确定自己想要评论的某部电影,并列出一些相关语言表达。写作笔记中已提供了关键提示信息: The basic information about the film, what you like or dislike about it, the concluding sentence。提醒学生从这几方面入手,介绍影片的主要信息(影片类型,主要情节等),陈述个人评价且有细节支撑,最后根据段落内容写出重申观点或总结大意的结尾句。
- 写作策略:**本单元写作策略的要点是根据段落主题句和支撑句,写出强有力的结尾句(Writing the concluding sentence),对该段提供的所有信息进行总结,或重申段落的主要论点,以增进读者的理解。常见的用作结尾句开头的词语有 In conclusion, Therefore 和 In short 等。本文的小结句以 However 开头,强调了作者的最终评价和前一个论点是恰巧相反的,引起了读者的极大关注和兴趣,也从侧面反映了作者是如何从多个角度辩证地看待和分析这部电影的。
- 教学建议:**可根据学情,鼓励学生进

D3 Plan Complete the notes about your film review.

My film review

- The basic information about the film (the type, the setting, ...):
- What you like or dislike about it:
- The concluding sentence:

TEEN skill Writing the concluding sentence



- It follows the supporting statements and ends a paragraph.
- It restates^① the main idea of a paragraph or gives a final point for the readers to take away.

D4 Write Write your film review.

D5 Check Check your film review. Pay attention to the concluding sentence.

Update my to-do list

Work in groups. Share your review in your group and vote for the best film review in your group. How many "likes" have you got?

① restate 重申

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行多角度、辩证的评价,分析电影的特色与不足;还可以酌情提供句间衔接词和关于相关内容的语言支架,如表示个人观点和评价的句式。详见“补充资料”。

补充资料**Useful expressions****1. Concluding sentence starters**

- in brief, in short, in conclusion, in a word ...
- all in all, in other words, therefore, finally ...

2. Transitions

- also, as well, and, besides ...
- however, but, still, yet ...
- in my opinion, in my view ...
- for example, for instance, take ... for example, ...

3. Sentence patterns

What makes the film fairly attractive is ...

After watching the film ..., I'm deeply impressed by ... because ...

... gives an amazing performance in the film.

I'm disappointed with the film because ...

Another complaint is that the film ...

对于学习水平较高的学生，也可以提供多样的表达作为参考。如：

Harry Potter and the Philosopher's Stone is a great hit all over the world.

The film looks like a fairly typical historical film without any fancy special effects.

Based on a true story, the film is set in London in the 1930s.

Even with these small problems, the film is still a great film, and I really enjoy it.

This is a very touching film/a must-see.

D4

- **教学要点:** 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，并提醒学生注意在回帖的主题句（一般在开头）中就要表明自己对这部影片的观点，且和结尾句保持一致；举例子可以使论点更具体更充实；各要素之间可以通过衔接词体现逻辑性；写作中运用一般现在时描述影片的基本信息和个人的评价。
- **教学建议:** 如学生需要更多帮助，可以通过提问进一步引导，丰富细节，如：
 - ① What kind of film is it? What is the story about?
 - ② Where does the story happen? When does it happen?
 - ③ What do you think of the film? Did you enjoy the film? Would you recommend it?
 - ④ What do you like or dislike about the film? (*the plot, the acting, the special effects, etc.*)

D5

- **教学要点:** 引导学生参照 **TEEN skill** 栏目的写作要点提示，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:** 可整理学生的常见错误，全班一同找错误、修改，帮助学生把握对热门电影评价的客观性和辩证性，关注结尾句是否起到重申观点或小结论点的作用。引导学生关注评论内容之间的逻辑关系，如：有没有介绍电影的基本信息？有没有充分涵盖一部优秀或热门电影的构成要素？有没有对这些要素合理归类，针对自己喜爱或不满意的部分给出充分的细节支撑？再请学生检查自己的习作，同伴交换检查是否有遗漏或误批改。

Update my to-do list

- **教学要点:**请学生分组活动,在组里分享各自的影评,投票选出小组最佳回帖,记录自己回帖下获得的点赞数。为学生提供针对本课写作任务的个性化评价量表,请学生对照此表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。

Suggested evaluation checklist

方面	标准
内容	围绕“评论热门电影”这一主题展开 (Does the writing focus on the views on a popular film?) 介绍电影的基本信息 (Does the writer introduce the basic information about the film?) 从正面或反面评论电影 (Does the writer share what he/she likes or dislikes about the film?)
结构	用结尾句重申对电影的主要评价 (Does the writer write a concluding sentence to restate his/her view?)
语言	句子结构正确, 表达清晰 (Does the writer use correct sentence structures and clear expressions in the writing?)

>>Discovery

板块内容说明

本板块介绍了三个国家的电影风格，体现了文化传统与审美观念的差异。

教学提示

- 语篇说明：**短文介绍了法国、印度和中国的电影风格。第一段介绍了法国电影的浪漫风格。第二段介绍了印度宝莱坞电影的歌舞特色。第三段介绍了中国的功夫电影。
(1) 卢米埃尔兄弟是法国的一对兄弟，出生于里昂，他们是电影和电影放映机的发明人，被誉为“电影之父”。法国电影往往展现出一种诗意的浪漫感，运用光影、色彩和构图等手法创造出富有视觉享受的画面。
(2) 宝莱坞是位于印度孟买的电影工业基地的别名，也是印度电影产业的代表之一。它是印度最大的电影生产基地之一。宝莱坞电影以歌舞元素为主要特色之一，几乎每部电影都会包含大量的歌舞场面。这些歌舞场面通常非常华丽、富有创意，并且与剧情紧密相连，为电影增添了独特的魅力。
(3) 李小龙是一位著名的武术家、演员、导演和制片人，被誉为“功夫之王”。他出生在美国，祖籍中国广东。他主演了多部经典功夫电影，并在这些电影中展示了其惊人的武术技艺和出色的演技。李小龙不仅将中国武术发扬光大，更是将其与电影艺术完美结合，为功夫电影开创了新的篇章。
- 教学建议：**教学中可根据学情，灵活选用不同的方式来帮助学生了解全球各地的电影风格。
(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：

Discovery

Film styles around the world

Films were first born in France. In 1895, the Lumière brothers showed the world's first film. Now when we talk of romantic^① films, we think of France.



Bollywood is the largest film industry in India. It produces thousands of films a year! Many Bollywood films have singing and dancing.



Kung fu films are famous. In the 1970s, Bruce Lee, a kung fu master and film star, successfully introduced Chinese kung fu films to the world with *Fist of Fury*^② and *The Big Boss*^③.



Read and think How special are the films in different countries?

① romantic: 浪漫的 ② *Fist of Fury*: 《精武门》(电影名称) ③ *The Big Boss*: 《唐山大兄》(电影名称)

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① Who are in the pictures?

② What are the pictures about?

(2) 理解：请学生阅读短文，通过问题引导学生了解不同国家的电影风格。如：

① What type of films is France famous for?

② What performance do many Bollywood films have?

③ Who introduced Chinese kung fu films to the world?

(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 Which film style do you like best? Why? (*I like kung fu films best because the stories are usually exciting. I can also learn a lot about Chinese traditions and values. In addition, I am greatly attracted by those legendary performers like Bruce Lee.*)

② Why do films in different countries have different styles? (*Because different countries have different cultures,*

historical backgrounds and social environments. They all influence the film styles.)

(4) 拓展：提供更多电影风格或鼓励接受程度较好的学生自发寻找不同风格的电影，并谈谈自己喜欢的风格，比较异同，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。

Do you know about other film styles? Can you talk about them? (*Hollywood is the American film industry. Hollywood films focus on commercialisation and entertainment.*)

Section E Our own film

>>Project

子话题说明

该板块围绕“我们自己的电影”(Our own film)这一子话题展开。结合本单元所学,通过小组合作,讨论一部电影的基本要素,并完成写剧本、定演员、找场地等一系列准备工作,拍摄并剪辑一部学生自己全程创作的微电影。通过展示和交流回应单元大问题,在活动中感知和提升赏析优秀电影艺术作品的能力,认识欣赏美、表达美、创造美对生活的意义和价值。

教学提示

- 教学要点:**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。组织学生分小组展开课堂讨论,聚焦一个目的或主题,创作包含人物和情节的故事。通过小组分工合作,发挥组员的兴趣和特长,商定导演、演员、编剧、摄像师等具体人选,制订拍摄计划,准备拍摄场地和设备等。帮助学生尝试不同的剪辑软件,最后学生完成自己出品的微电影。通过构思微电影的基本要素,拍摄和后期剪辑,再次加深对单元大问题的理解与思考。通过观看其他小组的作品,合理开展评价,提升赏析优秀电影艺术作品的能力。
- 更多资源:**可通过关键词“微电影制作”或“short film”,查找中外拍摄微电影的指导意见和一些故事创作、影片编辑的软件和工具,便于学生高效地完成拍摄。

E Our own film ➤ ➤ Project Unit 5

Making a short film

Work in groups. Make a short film for the school film festival.

Step 1 Collect ideas What film are you going to make?



- Name: What's the film's name?
- Type: What type of film is it?
- Setting: When and where does the story take place?
- Characters: Who are the main characters?
- Plot: How does the story begin? What happens? How does it end?
- ...

Step 2 Prepare Tick (✓) the ones you've done.

- Give a role to each member, such as director and actor.
- Write the screenplay⁽¹⁾.
- Make sure actors/actresses know the lines well.
- Find a place to film.
- Get all the things you need ready, like cameras and lights.
- Make your filming plan.
-



Step 3 Shoot and edit. Start shooting and then choose the right editing software.

Step 4 Present Introduce and show your film to the class.

Update my to-do list

Make comments on the film(s) you like.

(1) screenplay 电影剧本

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Update my to-do list

- 教学要点:**给各组提供课内外展示微电影的平台或机会。鼓励学生综合运用本单元前序板块所学的语言知识和技能进行展示、交流和评价。汇集各组的微电影,在班级里先评选1—2个优秀作品,再在年级里进行展示和评选,通过在班级公众号或学校网站上展示播放,让更多学生参与,鼓励学生积极留言回复,表达自己的观点。

设计优秀微电影的评价表,组织学生从内容、语言和成果三方面给同伴打分。

Suggested evaluation checklist

方面	标准
内容	<p>创造性地聚焦于一个特定主题、情绪或独特想法 (Focus on a specific theme, mood, or unique idea creatively)</p> <p>在有限的时间内讲述一个引人入胜的故事 (约 10 分钟) (Tell a compelling story in a limited time span [about 10 mins])</p> <p>良好的表演，清晰地展示角色的个性、态度和情感 (Give good performances that clearly show the personalities, attitudes and emotions of the characters)</p> <p>每个画面和场景都为中央思想服务 (Make every shot and scene essential to the central idea)</p> <p>设计符合场景的音效和展示情绪的声音 (Design the sound that fits the setting and use music that shows the emotions)</p>
语言	<p>准确运用本单元所学的语言，自然流畅，发音清晰 (Use the language learned in this unit and speak accurately, naturally, clearly and fluently)</p>
成果	<p>微电影富有创意，视觉效果吸引人 (Make the short film creative and visually appealing)</p>

补充资料

1. Easy short film ideas for students

If you're looking for ideas that are relatively easy to execute, this list contains a few ones you can count on.

A day in the life of your furry friend

The film will focus on the key moments in your dog's or cat's day as if you capture life from their view.

It'll show all the important moments in the daily lives of the pets from their wake-up until they go to sleep. This includes how they play, have their breakfast, chase shadows, watch the outside world from the back door, and more.

Getting over a personal challenge

The main challenge to include in the film can be peer pressure, an argument with parents, illness, or any other difficulties. Everyone likes to see the journey of personal growth because it motivates them.

Before the digital media

The film is about a few children living in a world without smartphones or digital media. It will focus on how these children would get fun without playing digital games. It'll also show how connection with other people would be without social media.

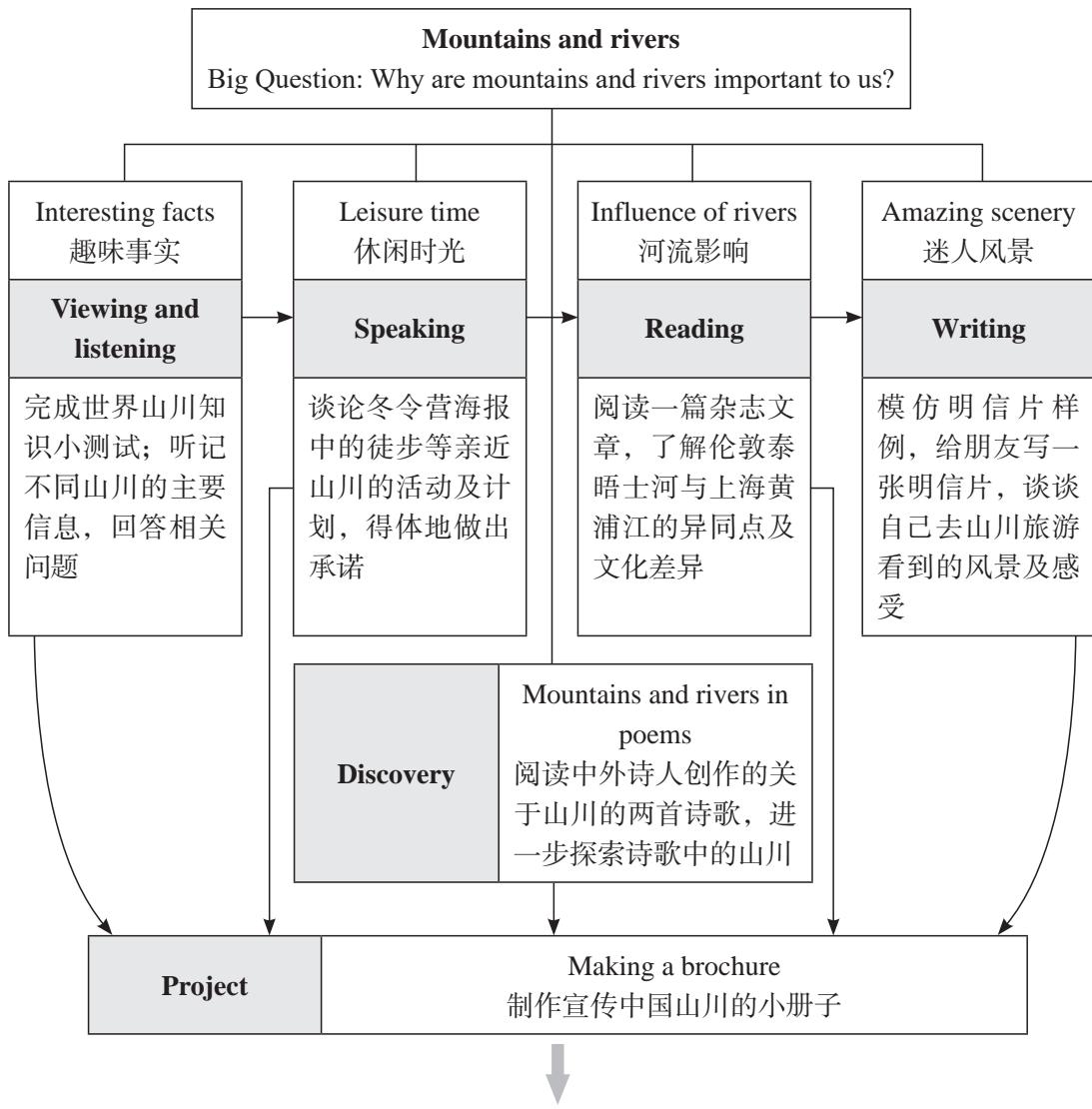
2. Writing a script

If planning is the foundation, then the script is the backbone of a good film. Writing a script is the most important part of the pre-production phase of filmmaking. Before moving forward, make sure you are happy with the storyline in place. Oftentimes, people try to fix their story while shooting, but that usually leads to missed shots, a confusing storyline, and at the very worst, an unsatisfactory film-watching experience.

Often people assume that writing a short script is easier than writing a longer script. In fact, this isn't so! When you are writing a long script, you have a lot of time to develop your story. But if you have to introduce your characters, have obstacles to overcome and only a few pages to do so, it can be extremely challenging. Therefore, to successfully write a short script, keep your story simple, your concept unique and don't forget a twist at the end! The unexpected twist is the secret to successful short film scripts.

Unit 6 Mountains and rivers

单元内容结构图 (Structure of the unit)



单元育人目标：通过了解世界各地山川的知识，激发探索欲望，培养探索精神；通过理解山川在人类文化和历史中扮演的重要角色，探知其共同特点和文化差异，体会地域文化的多样性和丰富性，培养对文化多元性的尊重；通过欣赏山川壮丽景观及变幻多样的地形地貌，认识人与自然和谐共生的真谛，初步形成热爱与敬畏自然的学习和生活态度，培养珍惜山川等自然资源、确保资源的可持续利用及维护生态平衡的意识

单元目标 (Unit objectives)

- ▶ 语音：能借助发音规则，识别辅音 /f/, /v/, /s/ 和 /z/ 的发音
- ▶ 词汇：能掌握山川相关的词汇，学会使用词典
- ▶ 语法：能归纳比较级中同级比较 (not) as ... as 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、小测试卷、露营海报、明信片等多模态语篇中的视觉信息理解相关内容
- ▶ 听：能听记并获取世界各地不同山川的主要信息，了解山川知识及其影响
- ▶ 说：能掌握生活中做出承诺的习惯用语，结合具体的交际情境，以海报中的其他活动为话题展开简单对话
- ▶ 读：能读懂山川相关的杂志文章，理解这类文本的语篇特征，识别并提炼主要信息，进行简单的比较和对比，了解其异同点及文化差异
- ▶ 写：能围绕山川这一主题，用明信片的语篇形式描述和介绍自己曾去过的山川，运用比喻使描写生动；能掌握明信片的格式规范，正确书写开头、正文和结尾
- ▶ 文化：能通过小测试卷、露营海报、杂志文章、明信片等获取与世界各地山川相关的文化信息，比较不同文化中 (如中国、英国等) 山川对人们生活的影响及人们对山川的态度
- ▶ 德育：能激发探索欲望，培养探索精神；能探知其共同特点和文化差异，体会地域文化的多样性和丰富性，培养对文化多元性的尊重；能初步形成热爱与敬畏自然的学习和生活态度，培养珍惜山川等自然资源、确保资源的可持续利用及维护生态平衡的意识

单元内容概览 (Content overview)

主题	本单元聚焦“人与自然”主题范畴下“自然生态”主题群，围绕“不同地区的生态特征与自然景观”以及“热爱与敬畏自然，与自然和谐共生”子主题内容，通过大问题“Why are mountains and rivers important to us?”引导学生了解世界各地山川的知识，激发探索欲望，培养探索精神；理解山川在人类文化和历史中扮演的重要角色，探知其共同特点和文化差异，体会地域文化的多样性和丰富性，培养对文化多元性的尊重；欣赏山川壮丽景观及变幻多样的地形地貌，认识人与自然和谐共生的真谛，初步形成热爱与敬畏自然的学习和生活态度，培养珍惜山川等自然资源、确保资源的可持续利用及维护生态平衡的意识。				
语篇	视听	小测试	山川地理知识小测试		
	录音	落基山脉简介			
	录音	世界各地山川简介			
	录音	韵律诗歌			
	口语	海报	冬令营海报		
		对话	谈论山川探索活动及计划		
	阅读	杂志文章	河流对城市发展的影响		
	写作	明信片	旅游所见山川风景及感受		
语言知识	探索发现	诗歌	诗歌中的山川		
	语音	辅音 /f/, /v/, /s/ 和 /z/ 的发音			
	词汇	主题词汇			
	语法	用 (not) as ... as 进行比较			
	语篇	理解说明文语篇类型；利用语篇中比较与对照等信息辅助理解			
文化知识	语用 结合具体的交际情境，在展开简单对话中做出承诺				
	世界各地山川（如中国、英国等）				
语言技能 与 学习策略	视听	任务：听世界各地不同山川简介，完成山川知识小测试 策略：记笔记			
	口语	任务：谈论冬令营海报中的徒步等亲近山川的活动及计划 策略：得体地做出承诺			
	阅读	任务：阅读有关伦敦泰晤士河与上海黄浦江的杂志文章 策略：比较与对照			
	写作	任务：写一张明信片，谈谈自己去山川旅游看到的风景及感受 策略：运用比喻使描写生动			
	项目探究 (综合)	任务：制作宣传中国山川的小册子			

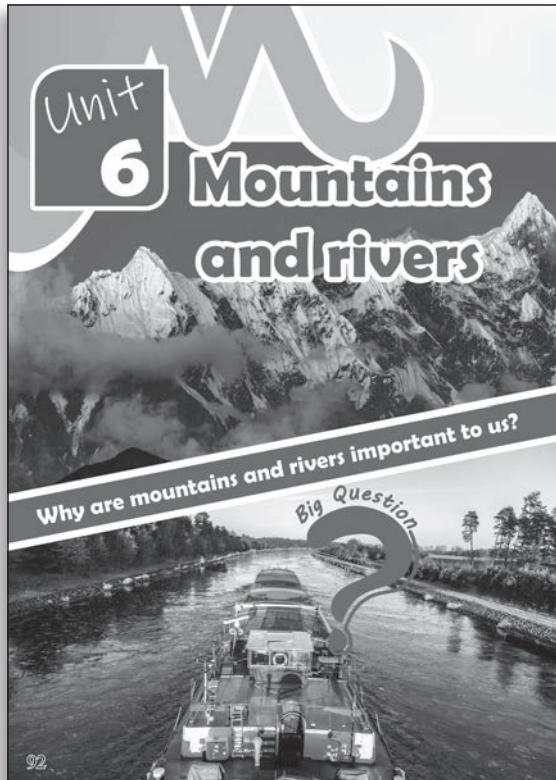
单元主题图页 (Cover page)

单元大问题 (Big Question)

完成本单元的学习后，学生可以围绕趣味事实、休闲时光、河流影响、迷人风景等方面的话题谈谈自己对山川的看法，了解世界各地山川及其共同特点和文化差异，并深入理解山川对人类的重要意义，构想并制作宣传中国山川的小册子。

单元主题图 (Theme photos)

单元主题图有两幅，一是白雪皑皑的山脉，二是有船只通航的河流，既暗示了山脉与河流间的关系，也暗示山川对人类生活的影响及重要性。



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，学生完成后可以自行检测任务达成情况。本单元的任务清单包括：(1) 听世界名山大川知识竞赛。(2) 谈论关于山川的有趣活动。(3) 阅读关于两条重要河流的杂志文章。(4) 撰写有关游玩过的山川的明信片。(5) 制作宣传中国山川的小册子。

单元导入 (Getting started)

基于林东桌面的图片，激发学生兴趣，引导他们先识别讨论桌面上和山川相关的物品，关注其主题信息，再勾选自己感兴趣的内容并分享原因，例如，冬令营、旅行计划、中国山川等。一方面可结合任务清单了解本单元的学习内容，另一方面通过活动激活学生和这一主题相关的背景知识，为后续的理解和产出打下基础。

To-do list

- 1 Listen to a quiz about famous mountains and rivers in the world.
- 2 Talk about interesting activities on mountains and rivers.
- 3 Read an article about two important rivers.
- 4 Write a postcard about a mountain or river I have been to.
- 5 Make a brochure about famous mountains and rivers in China.

Getting started

Lin Dong loves mountains and rivers. Look at his desktop and tick (✓) the one(s) you are interested in. Why?

Winter Camp

Mountains

Choice Quiz

Travel Planner

Mountains and rivers in China

Mount Lu
the Yangtze River
Mount Tai
the Xiang River

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参考答案

Getting started

(Answers may vary.)

I'm interested in Winter Camp because I enjoy snow activities. Travel planner also interests me as it helps plan travel. China's mountains and rivers fascinate me with their beauty and history.

Section A Interesting facts

>>Viewing and listening

子话题说明

该板块围绕“趣味事实”(Interesting facts)这一子话题展开，鼓励学生学习、了解世界山川知识，涉及山川名称以及相关信息。



记笔记的方法有很多，除了课本上提到的三条技巧外，补充如下几条供参考：

Draw simple pictures or make marks.

Use abbreviations(缩写)to save time and space.

Ask questions if you don't understand something or if you want to know more.

A Interesting facts ➤ Viewing and listening

Lin Dong finds a geography quiz about mountains and rivers on a website.

QUIZ 1

1 This river, the longest river in the world, is called the "father of African rivers".
 the Nile the Yangtze River
 the Amazon the Yellow River

2 This mountain, 8,848.86 metres high, is located between China and Nepal.
 Mount Qomolangma the Jungfrau
 the Andes the Rocky Mountains

A1 Look and tick Tick (✓) the right answer for each statement in the quiz.
A2 Listen and take notes Listen to the paragraph and write down some key information.

e.g. The Amazon is the greatest river in South America. Its total length is six thousand, four hundred and eighty kilometres. It is the second longest river in the world, shorter than the Nile.

Notes: Amazon 5A 6,480 km second longest

...
Notes:

TEEN SKILL Taking notes

- Write words or phrases, not full sentences.
- Pay attention to the names, numbers and places.
- Match the numbers and places in a clear way.

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A1

- 语篇说明：本页呈现了林东在网页上找到的关于山川的地理知识小测试，包含世界最长河流和最高山峰的相关测试题及图片。
- 教学要点：(1)请学生根据测试题的文字题干及数字信息，结合图片提示，选择正确的答案，学习本板块相

关词汇(如metre, locate等)。(2)引导学生借助介绍山川的语言表达(如... may be ... metres high/long; ... may be located ...)猜测测试题选项所涉及的山川与河流信息，进行口头讨论，运用与山川和河流相关的词汇，为后续听力理解做好语言和背景知识准备。

参考答案

A1

- 1 the Nile 2 Mount Qomolangma



在学生回答问题前后可以给出 Notes 的范例供学生参考。

- (1) 4,800 km
- (2) 4,158 m
- (3) 6,671 km, brought life to the desert, influenced the ancient Egyptians' view
- (4) mother river of CHN, 5,464 km



这是一首以山川为主题的韵律诗，旨在帮助学生掌握字母 f, v, s, z 在单词中的常见发音 (/f/, /v/, /s/, /z/)。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。

A2, A3

- **语篇说明：**学生会听到几条关于不同山川的简介，文化语境是地理知识小测试。介绍山川河流的说明性语篇通常包含山川的名称、用数字表达的长度高度、用 locate 引出的地点等信息，也有用形容词比较级和最高级如 the longest 等表述的排名情况。
- **听力策略：**本单元重点教授的听力策略为记笔记 (Taking notes)。记笔记是一种在听的过程中快速、有效地记录关键信息的方法，可帮助学生更深入地理解听力材料的内容，更好地记住所听到的关键信息，是提高听力理解和信息获取效率的有效策略。引导学生记笔记时要注意以下三点：一要快速记录，记关键词、短语，而不是整个句子，或者采用缩写、符号等方法快速记录关键信息；二要筛选信息，学会忽略非关键信息，筛选重要信息并记录，本活动中应重点关注山川的名称、数字和地点等信息；三要合理布局，尽量保持笔记的清晰和有

④ A3 Listen and answer Listen and answer the questions about the mountains and rivers with the help of your notes.

→ QUIZ 2

Q1: How long are the Rocky Mountains?
Q2: What is the height of the Jungfrau?
Q3: How long is the Nile? What influence does it have?
Q4: What is the Yellow River called? How long is it?

Notes:

④ Pronunciation /f/, /v/, /s/ and /z/

 Read the poem.

I love the mountains, I love the rolling hills, I love the lakes, I love the flowing rivers,	I love the red roses, I love the singing birds, I love the landscapes, I love all the amazing views on Earth!
---	--

④  Update my to-do list 

Listen to the last paragraph in A3 again and take notes.

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序，以便回顾和整理，在本活动中要注意数字和地点清晰匹配，例如，使用表格、笔记时注意将数字和地点书写在同一行、用思维导图等方式。

Taking notes: Taking notes is a method to record key information quickly and effectively. It can help you understand the content of listening materials more deeply and remember the key information better.

While listening, first, you should record quickly. You'd better write down key words and phrases instead of whole sentences, or use abbreviations, symbols and other methods to quickly record key information.

Second, pay attention to key information. Learn to ignore non-critical information, only focus on important information and record it. In A2, you'd better focus on the name(s), number(s) and location(s) of mountains and

rivers.

Thirdly, try to keep the notes clear and orderly so as to review and organise them. In A2, while taking notes, you need to match numbers with places. For example, when using tables or taking notes, write numbers and places on the same line or you may use mind maps, etc.

- **教学要点:** 借助 A2 进行听力策略的教学示范, 引导学生关注笔记样例中呈现的记录要点类型及运用的笔记方法, 引导学生在听的过程中借鉴方法, 记录关键词。

You can find that the “Notes” example includes name (Amazon), place (SA), number (6,480 km) and other important point (second longest).

So if you hear name(s), number(s), place(s) and other important points about the mountains or rivers in the paragraph, you can tell these words are key words. You may write down the key information. They can help you know about the mountains and rivers.

再通过 A3 的听力活动, 帮助学生在听的过程中, 运用听力策略。

Look at the questions and predict what important information you may hear. While listening, write down the name(s), number(s), place(s) and other important points about the mountains or rivers in the paragraphs. Then answer the questions with the help of your notes.

- **教学建议:** 视学情需要, 提前教授学生理解困难的词汇(如 total, length, height, influence 等); 如学生接受程度较好, 可让他们再听一两个山川的简介(见“补充资料”), 推断山川名称。

听力文本

A2

The Rocky Mountains in North America are about four thousand eight hundred kilometres long, the second longest mountain range in the world.

A3

- The Rocky Mountains in North America are about four thousand eight hundred kilometres long, the second longest mountain range in the world.
- The Jungfrau is four thousand one hundred and fifty-eight metres high. It is a major tourist destination. “Jungfrau” means “young girl”. It refers to one of the highest mountains overlooking the Bernese Oberland.
- The Nile is six thousand six hundred and seventy-one kilometres long. It is a major north-flowing river in north-eastern Africa. It brought life to the desert and influenced the ancient Egyptians’ view of their world.
- The Yellow River is the second longest river in China, at five thousand four hundred and sixty-four kilometres. It is called the “mother river of China”.

参考答案

A2

(Answers may vary.) Rocky Mountains about 4,800 km second longest

A3

- 1 The Rocky Mountains are about four thousand eight hundred/4,800 kilometres long.
- 2 The Jungfrau is four thousand one hundred and fifty-eight/4,158 metres high.
- 3 The Nile is six thousand six hundred and seventy-one/6,671 kilometres long. It brought life to the desert and influenced the ancient Egyptians' view of their world.
- 4 The Yellow River is called the “mother river of China”. It is five thousand four hundred and sixty-four/5,464 kilometres long.

补充资料

1. **Teacher:** It's a scenic mountain in Shanghai which is only about 100.8 metres high. It offers beautiful natural views and is a popular destination for hiking and relaxation. What's the name of it? (Key: Mount Sheshan)
2. **Teacher:** It's in the south of China. It flows through Yunnan, Guizhou, Guangxi, Guangdong, Hunan, and Jiangxi, and finally runs into the South China Sea, offering beautiful natural scenery and a popular destination for tourists. What's the name of it? (Key: The Pearl River)

语言注释

- **geography** *n.* a subject or the study of the Earth's surface, including its features, such as mountains, rivers, and oceans 地理; 地理学
e.g. *Geography is an interesting subject which helps us understand the different environments and cultures that make up our world.*
- **mountain range** a long line of connected mountains, often with many peaks and valleys 山脉
e.g. *the second longest mountain range in the world*
- **destination** *n.* the place designated as the end (as of a race or journey) 目的地; 终点;
目标
e.g. *a major tourist destination*
After a long hiking through the forests, the village became our final destination.

背景知识

The Yangtze River

The Yangtze River, known as the “Dragon of the East”, rises from the Tanggula Mountains in Qinghai province and flows eastwards into the East China Sea. With a total length of over 6,300 kilometres, it is the longest river in Asia and ranks third in the world after the Nile River in Africa and the Amazon River in South America.

The Andes

The Andes, also known as the Andean Mountains, are the longest mountain range in the world. They stretch over 8,000 kilometres from Venezuela to Argentina, forming a natural boundary between South America's western coastal region and the Amazon Basin.

Update my to-do list

- 教学要点：播放 **Update my to-do list** 的录音，请学生做好笔记，再参考笔记介绍黄河，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

The Yellow River is the second longest river in China, at five thousand four hundred and sixty-four kilometres. It is called the “mother river of China”.

参考答案

Update my to-do list

(Answers may vary.) the Yellow River 5,464 km mother river of China

Section B Leisure time

>>Speaking

子话题说明

该板块围绕“休闲时光”(Leisure time)这一子话题展开,聚焦冬令营海报中的徒步等亲近山川的活动及计划等,针对这类信息问答,涉及得体地做出承诺等学习内容。



除了冬令营外,学生感兴趣的基地活动还会有:夏令营(summer camp),科学营(science camp),运动营(sports camp),艺术营(art camp)等。

There are many types of camps that junior high students can take part in, such as summer camps, science camps, art camps, sports camps, and so on.

Science camps allow you to gain exposure to cutting-edge scientific research and technology applications, broadening your horizons.

Art camps are great places to unleash your creativity and imagination, where you can learn various art forms such as painting, music, dance, and more.

Sports camps are excellent for exercising, building your body, and meeting new friends, where you can participate in various sports activities like football, basketball, swimming, and more.

B Leisure time >> Speaking

Lin Dong and Lu Yao are looking at a winter camp poster.



Winter Camp

25 January – 3 February

Monday – Friday 8:30 a.m. – 5:00 p.m.

Activities

Hiking

Come hiking with us if you like taking long walks in the mountains and breathing the fresh air. Bring sports clothes, comfortable shoes and water.

Mountain biking

It's great to explore the mountains on a bike! You'll feel healthy and full of energy! You need to bring your own bike on the trip.

Ice fishing

Would you like to try your luck on a frozen river? The trainers will share their wonderful fishing skills and you can even visit a fish house. Do remember to wear warm clothes.

Start your winter adventure!

See the back of the poster for more information.

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B1

- 语篇说明：**图片展示的是冬令营海报，海报展示了冬令营名称、活动日期、具体时间、活动名称、活动内容等，通过冬令营活动照片，突出冬令营主要活动形式。可根据海报中各项活动的关键信息，在B2的对话中找到同类信息并梳理对话框架，为B3的拓展活动提供参考。
- 教学要点：**(1)引导学生对B1的海报提问，从多模态语篇中提取关键信息，如Winter Camp, Activities, Hiking, Mountain biking, Ice fishing并学习本板块的重点词汇，如hike, breathe, frozen, trainer, adventure, poster, woods, promise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的问答示例，请学生们思考：如果想和同伴交谈冬令营海报中的活动，该如何问答。帮助学生学习如何结合海报信息，就“Which activity interests you most?”提问，并就“I want to try ...”作答，为后续的口语表达输出活动做好句式及内容方面的语言准备。
- 教学建议：**如学生对就海报开展问答感到困难，可引导学生说出疑问词或

B1 Look and say Work in pairs. Ask and answer the questions about the poster.

Which activity interests you most?

I want to try ice fishing. I've never seen a fish house before.

B2 Listen, read and think Lin Dong and Lu Yao are talking about hiking. What does Lu Yao plan to do?

Lin Yao: What an interesting poster! What are they doing?

Lin Dong: Some of them are hiking.

Lu Yao: What is "hiking"?

Lin Dong: It's when you go on long walks in the woods or on mountains.

Lu Yao: That sounds like it would be fun!

Lin Dong: If you want to go hiking, you can go to Sheshan National Forest Park.

Lu Yao: My dad said that we would do something fun this weekend. We could go hiking. Would you like to join us?

Lin Dong: That's great! I promise I'll be there. Just make sure we wear comfortable clothes and shoes.

Lu Yao: Will do! What else can I do this weekend?

Lin Dong: Shouldn't you be studying?



B3 Pair and share Talk about the other activities in the poster with your friends. Use the conversation in B2 as a model.

My learning notes

Making promises:

• You have my word. • Don't worry. I'll/I won't ...

• _____ • _____



Search for more activities in different mountains and rivers and tell your partner about them.

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活动信息关键词，由教师将问句及答句的主干写在黑板上，帮助学生模仿、对话、表达；如学生接受程度较好，可鼓励他们就其他亲近山川或亲近自然的活动进行问答交流。

参考答案

B1

(Answers may vary.)

A: Which activity interests you most?

B: I want to try mountain biking. It's a fun and healthy outdoor activity.

B2

- 语篇说明：**该对话在陆遥与林东之间展开，谈论海报中的徒步活动及陆遥的计划。该对话共有五个话轮，包括“感叹与询问图中活动”“问答徒步定义”“感叹与建议”“邀请与承诺”和“询问及回应”。陆遥与林东之间的对话始终围绕主题“徒步旅行”(hiking)，陆遥询问时关注了“What are they doing?”“What is ...?”“Would you like to ...?”和“What else ...?”四个方面的问题。林东在交谈时运用到了“You can ...”“That's great!”

I promise ...”“make sure ...”“Shouldn’t you ...?”等不同方式做回应并提出建议。

- **语用功能说明:**本单元的语用功能为做出承诺(Making promises),这是口语交际中的一个重要语用功能,表示会做某事或遵守某种行为准则的承诺。应引导学生根据情境做出适切的承诺,掌握做出承诺的不同表达方式,如:“You have my word./I assure you that .../I promise ...”等。
- **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,引导学生关注本课的语用知识重点(做出承诺),教师可提问:
 - ① What questions does Lu Yao ask? Underline them.
 - ② What does Lin Dong say when he promises to join Lu Yao and her dad in the hiking?
- **教学建议:**如学生理解对话有困难,可以通过解释对话中的部分词汇或语言点,如Sheshan National Forest Park(佘山国家森林公园),promise(允诺,答应),make sure(确保),“That sounds like it would be fun!”(这听起来会很有趣!)“Will do!”(会这么做的!)“Shouldn’t you be studying?”(你不是应该在学习吗?)等提供帮助;如学生对口语交际策略和语用功能表达的学习感到轻松,可以引导他们进一步理解这些表达的交际功能,如:

That sounds like it would be fun! 这听起来会很有趣!(这句话的交际功能是表达赞同或兴趣。当某人提出一个建议、想法或描述某件事情时,可使用这句话来表示对该事物的兴趣或赞同,传达了积极的情感和一种愿意参与或进一步了解的态度;在交流中,它常常用于鼓励对方继续讲述或引导对话朝更有趣的方向发展。)

Will do! 会这么做的!(这句话的交际功能是承诺或确认。“Will do!”是一种常用的口语表达,通常用于回应他人的请求或指示,传达了说话人的承诺或确认,表示他们将会按照要求或指示去做某事。)

Shouldn’t you be studying? 你不是应该在学习吗?(这句英语的交际功能是提出疑问或建议。这句话的含义是询问对方是否应该正在学习,可能是在提醒对方有一个更重要的任务或责任需要完成,或者是建议对方回到学习上去。这句话的语气可能带有轻微的指责或批评,但也可能只是一种友好的提醒或询问,主要是引导对方去思考或行动,尤其是在他们认为应该专注于某项任务或活动时。)

参考答案

B2

Lu Yao plans to go hiking in Sheshan National Forest Park this weekend.

B3

- **教学要点:**请学生结对讨论海报中Mountain biking,Ice fishing等其他活动,对话双方之一可以侧重询问信息,另一方需根据问题来应答,并适时就相关活动信息等做出承诺,借用**My learning notes**和**My learning notes support**(P131)中的句式进行表达。
- **教学建议:**如学生迁移情境展开讨论有困难,可以在B3和B2之间插入一个过渡任务,由学生分别扮演陆遥和林东,通过角色扮演围绕活动提问和应答展开讨论,在熟练运用相关表达的基础上,根据B3开展讨论与分享。

参考答案

B3

(Answers may vary.)

A: What do you like to do in the mountain?

B: I like mountain biking in winter. It is great especially when I ride down the mountain slope.

A: That sounds like it would be fun!

B: If you want to go biking too, we can go to the mountain sometime to have a try.

A: That sounds great! Will you teach me some biking skills?

B: Sure! I promise I'll be there. Please remember to wear warm clothes.

A: Will do! What else can I do this weekend?

B: Shouldn't you be studying?

语言注释

- **trainer** *n.* a person who teaches skills or helps others get better at something 教练; 培训师
e.g. *The football team got a new trainer this year.*
- **do something fun** to enjoy yourself by doing something that you like and find enjoyable 做些有趣的事
e.g. *Do you have any time today to do something fun together?*
- **Will do!** You can say “Will do!” to express agreement, commitment, or confirmation. It’s a shorthand way of saying “I will do it” or “I will take care of it”. This phrase is typically used in informal settings and is considered casual yet efficient in communication. 好的，我会做！
e.g. *“Remember to send your poster about the summer camp to John by tomorrow morning.” “Will do! (= I'll do it.)”*

背景知识

Popular camp activities related to mountains and rivers

Camping: Under the guidance of experienced leaders, it's to learn survival skills and develop independence.

Rock climbing: With the help of professional coaches, it's to develop people's strength, balance, and confidence.

Nature photography: It's for people to capture the beauty of the mountains and rivers through photography, cultivating creativity and appreciation for nature.

Environmental clean-up: It's to encourage people to take part in cleaning up the mountain areas and rivers, raising awareness of the importance of waste management and protecting the environment.

Bird watching: It helps people learn to observe and identify birds in the mountains or near riverbanks, fostering an interest in birds' protection and nature appreciation.

Update my to-do list

- 教学要点：该任务需要学生搜寻不同山川的活动信息，灵活运用本板块所学的语言、功能句式和口语交际策略等，开展新的交流。请学生更换合作伙伴，分享搜寻到的信息，开展对话。学生展示，同学互评。引导学生根据自己的任务完成情况，结合同学评价和教师点评，评价自己本节课的学习成效。

Suggested evaluation checklist

方面	标准
内容	A: 针对不同山川的活动信息提问（Ask questions about more activities in different mountains and rivers） B: 就对方的提问或陈述，做出相应的应答（Give proper answers or responses to A's questions or statements）
语言	A: 使用恰当的特殊疑问句咨询活动信息，措辞准确（Use proper Wh-questions to ask for information about activities） B: 做出相应的应答，给出承诺，语言准确（Respond accordingly, make promises and give information accurately）
交际	根据人物身份关系得体交际，用语礼貌（Communicate politely and appropriately according to the relationship between the speakers）

参考答案

Update my to-do list

(Answers may vary.)

A: Which activity interests you most if you visit the Lijiang River in Guilin?

B: I like bamboo rafting (竹筏漂流). It is so great to experience bamboo rafting on the beautiful Lijiang River.

A: That sounds like it would be fun!

B: I assure you that this activity is both fun and educational. You can take in the scenic landscapes along the way and learn about traditional Chinese water transportation.

A: That sounds great! Do you need to learn some bamboo rafting skills and swimming skills?

B: Don't worry. I'm good at swimming.

A: And don't forget to wear life jackets for safety.

B: Thank you for your advice!

Section C Influence of rivers

>>Reading

子话题说明

该板块围绕“河流影响”(Influence of rivers)这一子话题展开,用杂志文章的形式呈现伦敦和上海这两座城市的生命线——泰晤士河与黄浦江,涉及异同点及文化差异等内容。



本文结构及内容如下:

第1段:总起两条河流有很多相似之处;

第2段:从景观(View)的维度进行比较和对照;

第3段:从位置(Location)的维度进行比较和对照;

第4—5段:从对城市的影响(Influence)的维度进行比较和对照。

C Influence of rivers

>> Reading

Lin Dong is reading an article about rivers in a magazine.

C1 Predicting Look at the pictures of the River Thames and the Huangpu River. What do they have in common?

→ C2 Read the magazine article.

The lifeblood of cities

The rich history of London comes into view when we travel on the River Thames. It reminds me of the Huangpu River in Shanghai. The two rivers have a lot in common.

The River Thames cruise^① passes famous places of interest like the Tower of London and Big Ben. The boats on the Huangpu River in Shanghai go past tourist attractions such as the Bund and Jin Mao Tower. When you travel on the rivers, you can sense a mix of the old and new and feel their power to shape the life of people in both of the two cities.

Grammar file → p. 139



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C1, C2

- 语篇说明:该语篇是一篇杂志文章(magazine article)。从景观、位置、对城市的影响等几个维度对伦敦泰晤士河与上海黄浦江这两条河流进行描写,主要介绍了两者的诸多相似之处,如塑造了人们的生活,使这座城市成为了世界主要港口,改善环境,提供水、鱼和其他食物等,归纳了河流作为城市生命线的共同特征。主要运用了比较和对照的手法。

- 教学要点:根据C1借助图片预测语篇可能涉及的泰晤士河及黄浦江这两条河流的相似之处,帮助学生认识杂志文章这一语篇类型,把握文章主题(The lifeblood of cities),识别语篇借助比较与对照(Comparing and contrasting)的手法描述的两条河流的异同;通过C2的Personal touch,帮助学生对照语篇中哪些部分与自己的预测相符。

• **教学建议：**如学生缺少阅读杂志文章的经验，可以呈现一些真实的杂志文章，引导学生关注其常见的比较维度，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 Can you find the topic of this magazine article?
- ② Can you predict what the passage is mainly about with the help of the pictures?
- ③ What can you learn from the pictures?

参考答案

C1

(Answers may vary.) There are a lot of buildings along the two rivers.

C2

(Answers may vary.) The second and last paragraphs match my prediction. There are tall buildings along the two rivers and there are many cities built along the banks of great rivers in the world.

语言注释

- **remind somebody of** to cause someone to remember something or someone by bringing it to their mind 使某人想起某事或某人
e.g. *These photos remind me of my trip to Mount Taishan last summer.*
- **a mix of** a combination or mixture of different things, people, or ideas ……的混合
e.g. *The riverbank was a mix of green trees and colourful wildflowers, creating beautiful views.*

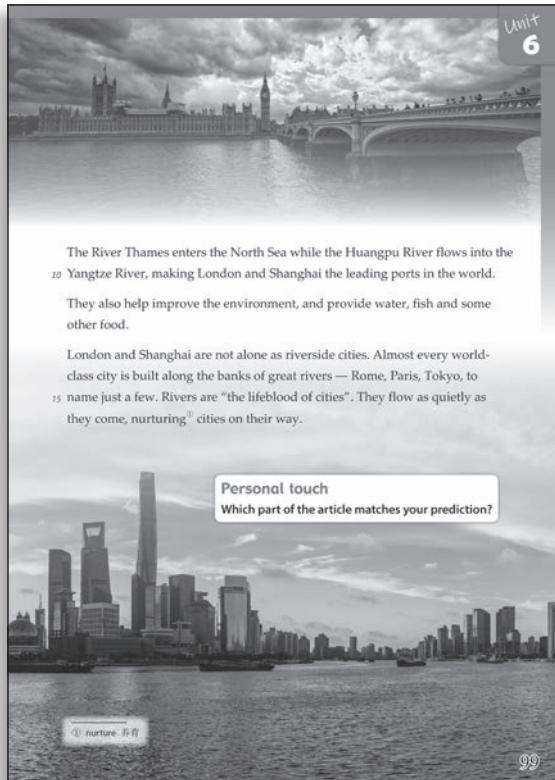
背景知识

The River Thames

The River Thames, about 338 kilometres long, is a famous river in the UK. It starts in the Cotswold Hills and flows through London, making it a key part of British history and culture. Boats and ships sail on it, carrying goods and passengers. The river's banks are full of wildlife, and it's a popular spot for sightseeing and boating.

The Huangpu River

The Huangpu River is an important waterway and a symbol of Shanghai. Flowing through the heart of Shanghai, it divides the city into Puxi and Pudong, creating a unique landscape. The river is a popular spot for sightseeing.



C3

- 教学要点:**此活动旨在帮助学生整体把握语篇的主旨，即河流与城市的关系。
- 教学建议:**如学生需要更多帮助，可以通过一些启发性的问题引导学生关注语篇内容，并思考主旨：“Does this passage only talk about rivers?”“Does this passage only talk about cities?”“Why does the passage talk about the influence of the rivers on cities?”。如学生接受程度较好，可以请学生谈谈河流与城市的关系：“What do you think of the relationship between rivers and cities?”。

参考答案

C3

C

C3 General understanding Read the article and choose the best answer.

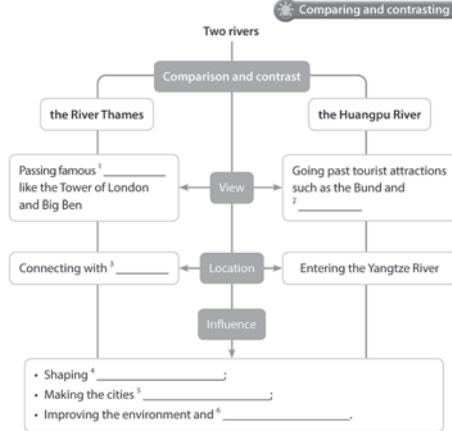
The article mainly talks about: _____

A the importance of the Huangpu River

B the development of riverside cities

C the relationship between rivers and cities

C4 Detailed reading Fill in the information chart and find out the similarities of the two rivers.



C5 Further thinking Answer the questions.

1 How can rivers shape the life of people in cities?

2 Do you know any other benefits that rivers can bring? (e.g. cultural development, ...)

100

C4

- 教学要点:**此活动旨在帮助学生通过细读，查找语篇中两条河流的相似点和差异，填写相应的信息。
- 阅读策略:**本单元重点教授的阅读策略为比较与对照(Comparing and contrasting)，该手法是指将两个或多个不同的元素、人物、事件等放在一起，通过对比来突出它们的相似之处或差异。这种手法旨在强调文本中的关键概念，揭示深层次的意义。
- 教学建议:**如学生需要更多帮助，可以和学生共读文章第二段，示范如何通过关键词 pass ..., go past ... 查找到有关两条河流的景观方面的句子“The River Thames cruise passes famous places of interest like the Tower of London and Big Ben.” 和 “The boats on the Huangpu River in Shanghai go past tourist attractions such as the Bund and Jin Mao Tower.”，划出图表中应填写的信息 places of interest 和 Jin Mao Tower。然后根据图表中的关键信息和线索词，细读课文其余部分，查找相关信息，补全表格空缺部分。

参考答案

C4

1 places of interest 2 Jin Mao Tower 3 the North Sea 4 the life of people

5 the leading ports in the world 6 providing water, fish and some other food

C5

• **教学要点：**问题 1 旨在帮助学生思考河流如何影响城市居民的生活。问题 2 旨在帮助学生在学习理解文本的基础上，结合自身认知，思考河流带来的其他好处。如学生需要更多帮助，可引导学生通过观察杂志图片的提示和表中的几个方面思考。

• **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。以下问题供参考选用：

- ① What two rivers are talked about in the article? (*The River Thames and the Huangpu River.*)
- ② What comes into view when you travel on the River Thames? (*The rich history of London.*)
- ③ What does the River Thames remind you of? (*The Huangpu River in Shanghai.*)
- ④ What famous places of interest can be seen from a cruise on the River Thames? (*Places of interest like the Tower of London and Big Ben.*)
- ⑤ How do rivers influence the environment and the lives of people in cities? (*Rivers help improve the environment and provide water, fish and some other food for people in cities.*)

以下问题可用于启发学生在理解文本的基础上，进一步展开深入语篇和超越语篇的思考，供教师参考选用：

- ① How do rivers contribute to the lives of people in London and Shanghai? (*Rivers contribute to the lives of people in London and Shanghai by providing a mix of the old and new, shaping the cities' history and culture, and serving as important ports for trade and transport.*)
- ② What is the role of rivers in the development of cities? (*Rivers play an important role in the development of cities. They are considered "the lifeblood of cities" as they flow quietly, nurturing cities on their way and contributing to their growth and prosperity.*)
- ③ How do rivers "nurture" cities according to the article? (*Rivers "nurture" cities by providing them with the necessary resources for survival and growth, such as water for drinking and irrigation, food like fish, and transport routes for trade and commerce. They also contribute to the cultural and historical identity of cities by being a part of their landscapes and serving as gathering places for people.*)
- ④ Why are rivers considered "the lifeblood of cities"? (*Because they provide essential resources like water, fish, and some other food, support trade and transport, and contribute to the environmental well-being of cities.*)
- ⑤ What is the purpose of comparing the River Thames and the Huangpu River in the article? (*The purpose of comparing the River Thames and the Huangpu River is to highlight their similarities and the role they play in shaping the history and culture of London and Shanghai respectively.*)

参考答案

C5

(Answers may vary.)

- 1 Rivers help improve the environment and provide water, fish and some other food. They also provide water for cooking and bathing. The soil along rivers can be good for growing crops.
- 2 Rivers can also make it convenient for people to travel and transport goods. They can also lead to the growth of tourism, and help local cultures to develop.

Vocabulary focus

- 教学要点:**本活动重点关注课文中的 lifeblood (复合名词)、a mix of (名词 + 介词搭配), flow into (动词 + 介词搭配)、improve (动词)、in common (介词 + 名词搭配), 帮助学生在与板块主题相关的语篇中学习理解并熟练运用这些词汇及搭配。同时,也可以帮助学生意识到词汇学习需要在语境中学习理解其意义,借助词块、搭配等,高效掌握词汇的用法。

- 还可以设计更多词汇练习,关注本板块其他核心词汇,如名词(blood, tourist, attraction, port, environment, bank),复合名词(riverside),动词(provide),形容词(leading),副词(almost),介词(along)等的理解和运用。
- 教学建议:**鼓励学生在单元前序板块查找更多与本单元主题相关的核心词汇;如学生接受程度较好,可要求其尝试结合对世界及中国河流影响的了解,用本板块及单元前序板块所学词汇造句,描写自己了解的山川。

Vocabulary focus Yiming is writing an article about the Yangtze River and the Yellow River. Complete the article with the proper forms of the words and phrases in the box.

lifeblood a mix of flow into improve in common

Rivers are found on every continent and on nearly every kind of land. The Yangtze River and the Yellow River are two great rivers in China. They have a lot¹ _____. Both of them flow through many cities.

The Yangtze River, the longest river in China, comes from the mountains in Qinghai Province and² _____ the East Sea of China. The Yellow River, the second longest river in China, flows through nine provinces in China. Since both rivers are the³ _____ of many cities in China, people living near them make joint efforts to⁴ _____ their living environment. Nowadays, along the rivers we can enjoy⁵ _____ history and modern life.



Word study Using a dictionary

- The words in a dictionary are in alphabetical order.
- Guide words are always at the top of the page.

How to use the dictionary:

- Step 1: Find the first letter of the word you want to look up in the dictionary.
- Step 2: Read the guide words.
- Step 3: Scan down the page for the word.
- Step 4: Read its meanings.

Update my to-do list

Talk with a partner. Why do people live near a mountain or a river?

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参考答案

Vocabulary focus

1 in common 2 flows into 3 lifeblood 4 improve 5 a mix of

Word study

- 教学要点:**首先,可借助英汉词典或其他字典的页面,帮助学生了解词典里的单词是按字母顺序排列的引导词(guide words)一般都在页面的顶部呈现,即每一页的顶部所列出的两个单词,它们用来指示该页的首尾单词,方便使用词典的人查找所要查的单词。然后,指导学生理解并掌握使用词典的四个步骤:第一步,明确要查的单词的首字母及其在词典中的对应处;第二步,阅读引导词,确定要查的单词所属的页面;第三步,浏览页面,找到要查的单词;第四步,阅读这个单词的词义、词性、发音、搭配、例句等,确定符合文本语境的单词词性和词义。接着,可以鼓励学生通过查英汉词典,学习阅读板块C或其他板块要学习的生词,做好词汇预习。

补充资料

- **The words in a dictionary are in alphabetical order.**

The first thing to know is that the words in the dictionary are arranged in alphabetical order. This means that all the words beginning with “a” come first, then those beginning with “b”, then those beginning with “c”, and so on. Take two words beginning with “a”, “after” and “ago” as an example. Which word comes first in a dictionary? “After” comes first, because “f”, the second letter in “after”, comes before the second letter of “ago”, which is “g”. The same rule is followed all the way through the words. Thus “afraid” comes before “after”, and “sixth” before “sixty”. Remember this rule and it will save you a lot of time in looking up words in a dictionary.

- **Guide words are always at the top of the pages.**

In many paper dictionaries, guide words are usually located at the top of each page and arranged in alphabetical order. So, to use the guide words effectively, start by finding the first letter of the word to be looked up in the dictionary’s alphabetical listing. This allows users to quickly scan the page headings to find the section where their desired word might be located. Then, turn to the right page and scan the guide words until you find a range that includes the desired word.

Update my to-do list

- **教学要点：**可组织学生分组讨论为什么人们喜欢依山傍水生活。一方面鼓励学生参考本板块阅读文章及前序板块内容所涉及的相关信息，同时，也鼓励学生通过整合自己的知识储备、其他学科学习及网络资源查询等渠道了解相关内容，分享理由，解释原因。学生讨论或汇报的时候，教师可提供适当的帮助和支持。

参考答案

Update my to-do list

(Answers may vary.)

Mountains and rivers are great providers. For cities near mountains, there will be plenty of wood to make paper or furniture. The cities can be more easily protected since the mountain can block the speed of the enemies. For cities near rivers, people can get drinking water and plant crops. Rivers also provide a great way to transport goods.

>>Grammar in use

板块内容说明

本单元的语法重点是比较级中同级比较结构 (not) as ... as

活动 1

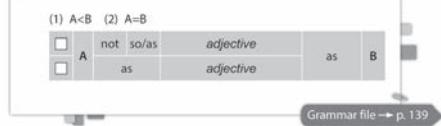
- 教学要点:** 帮助学生在理解句子意思的同时,探索比较的意义。可引导学生关注第一个句子中下划线部分的语言形式及词性,尤其是比较级中同级比较结构 (not) as ... as 中间形容词的原级形式。
- 教学建议:** (1) 教师可以补充一些比较级中同级比较结构 (not) as ... as 的例句,通过问题引导,帮助学生关注比较结构 (not) as ... as 的形式、意义和用法。更多例句详见“补充资料”。

>> Grammar in use Comparison with (not) as ... as ...

1 Read and think Take a look at the first sentence. Can you identify similar patterns in sentences 2–4?

- (1) The Huangpu River is not as long as the Amazon.
(2) My brochure is not as/so colourful as hers.
(3) This part of the river is not as deep as its source^①.
(4) The views of the Amazon are as beautiful as those of the Nile.

2 Work out the rules We usually make comparisons in the following patterns. Fill in the squares in the left column with the numbers.



3 Practise Describe the pictures by using the "(not) as + adjective + as" structure.



Mount Huashan



Mount Taishan



the Yangtze River



the Yellow River

(1) Mount Huashan is higher than Mount Taishan.
= _____

(2) The Yangtze River is longer than the Yellow River.
= _____

① source 源头

补充资料

- The river is **as long as** the mountain range it flows through.
- The sound of the waterfall is **as loud as** the thunder in the mountains.
- Climbing a mountain is **not as easy as** walking along the river.
- The tide of the river does not come in **as fast as** the wind blows up the mountain.

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

- What things are compared in the first sentence? (在第一句中,比较了什么?)
- How is the first sentence formed to compare the two things? (第一句是用什么形式来比较这两个事物的?)
- What part of speech is the word put in the middle of the pattern “(not) as ... as”? (放在短语“(not) as ... as”中间的单词是什么词性?)
- Can you identify similar patterns in sentences 2–4 with the pattern in sentence 1? (你能识别出第2—4句和第1句相似的结构吗?)
- Do these sentences have the same grammatical function? (这几个句子是否具有相同的语法功能?)

参考答案

1

n.

adj.

possessive pronoun

(2) My brochure is not **as/so** colourful **as** hers.

n.

adj.

n.

(3) This part of the river is not **as** **deep** **as** its source.

n.

adj.

n.

(4) The views of the Amazon are **as** **beautiful** **as** those of the Nile.

活动 2

- 教学要点:** 帮助学生在完成活动 1 的基础上总结语法规则, 根据活动 1 的句子(及补充的例句), 归纳比较级中同级比较结构“(not) as + adjective + as”的构成形式以及表达的意义, 并判断理解所给的两个比较级中同级比较结构“not so/as + adjective + as”和“as + adjective + as”的意义, 选择正确的选项。
- 教学建议:** 可根据学情, 选择要求学生仅对照活动 1 的各个句子, 归纳比较级中同级比较结构“(not) as + adjective + as”的构成形式以及表达的意义, 理解句意, 直接做出判断; 或请学生分组对照活动 1 以及教师补充的比较级中同级比较结构“(not) as + adjective + as”的例句, 讨论句意, 商量做出判断; 此外, 可要求学生借助学生用书上的语法附录(**Grammar file**, P139)深化对比较级中同级比较结构“(not) as + adjective + as”的理解。

参考答案

2

(1), (2)

活动 3

- 教学要点:** 帮助学生初步运用比较级中同级比较结构“(not) as + adjective + as”, 根据图片及文字信息, 在有意义的情境中重点操练比较级中的比较结构“... than”和同级比较结构“(not) as + adjective + as”间的转换。
- 教学建议:** 活动前, 教师可以借助活动 1 中的“not as + adjective + as”的例句, 示范如何用“than”进行比较级的同义转换, 阐明活动的要求。还可借助学生用书上的语法附录(**Grammar file**, P139–P140)中不定代词代表名词的方式转换句子的表达, 进行更多转换的尝试。

如学生需要更多帮助, 可让学生以对子活动的形式, 讨论如何根据所给的图文就第一句运用同级比较结构进行同义转换的改写, 在此基础上鼓励学生独立运用同级比较结构完成对第二句的同义转换改写, 同伴互查后, 再在全班讲解。

如学生接受程度较好, 可先让学生独立完成教材中的同义转换题, 再让学生以

对子活动的形式，和同伴互相评价语法结构运用是否正确，拼写是否有误；在此基础上，可提供更多山川的图文信息，让学生以对子活动的形式，由一位学生运用同级比较或比较级进行表达，另一位学生用另一结构进行同义转换表达，口头完成活动，也可鼓励学生尝试借助学生用书上的语法附录（**Grammar file**, P139–P140）中不定代词代表名词的方式进行转换，然后，鼓励学生互相评价语法结构运用是否正确，再在全班讲解。

参考答案

3

- (1) Mount Taishan is not as/so high as Mount Huashan.
- (2) The Yellow River is not as/so long as the Yangtze River.

活动 4

- 教学要点：**鼓励学生以小组为单位，先搜寻感兴趣的山川的信息，然后从高度、长度、深度、气候、活动等不同方面进行比较，在真实情境中，恰当运用比较级中同级比较结构“(not) as + adjective + as”描述比较的结果。
- 教学建议：**可以请学生搜寻至少一处感兴趣的山川的信息，从高度、长度、深度、气候、活动等方面与同伴搜寻到的信息进行比较，参照课本的对话，尝试和同伴就山川的某个维度展开简短对话。

如学生接受程度较好，可以请学生搜寻至少三处感兴趣的山川的信息，除了从高度、长度、深度、气候、活动等方面进行比较外，再思考从其他方面做比较，并结合搜寻到的信息开展真实交际，和同伴交流，恰当运用比较级中同级比较结构“(not) as + adjective + as”描述比较的结果，同时，倾听同学的介绍，做好记录，就感兴趣的内容和同学深入交流，记录交谈时提到的细节信息，再向全班汇报。

评价建议

可根据学生完成每个活动的情况，随时调整教学进度和方式。如感到学生对这一语法点的形式掌握得不够好(如前后比较对象范畴不一致，同级比较和比较级的转换易用错结构等)，可以在文本分析活动中，提醒学生关注比较级中同级比较结构“(not) as + adjective + as”的形式及理解其意义，把握比较级中同级比较结构“(not) as + adjective + as”和比较级结构“than”，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。

4 Do research Work in groups of four. Search for information about the mountains and rivers you are interested in.

Name of the mountain/river	The Amazon			
Height/Length/Depth	6,480 km			
Climate	Wet/Warm			
Activities	Kayaking ^① /Looking for pink dolphins			

How long is the Amazon?

It's 6,480 km. The Yellow River is not as long as the Amazon.



① kayak 划皮艇

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不定代词 (Indefinite pronouns)

(Grammar file, Student's Book

P139-P140)

- 教学要点：**借助课文例句，教师帮助学生掌握 both, neither, all, none 这四个不定代词的概念、在句中的位置和可充当的成分，熟悉不同不定代词的意义和用法，避免在实际运用中混淆。
- 教学建议：**(1)除了帮助学生理解 both, neither, all, none 这四个不定代词外，教师还可以补充 both ... and ..., both of, neither ... nor ..., neither of, all of, none of 的例句，通过问题引导，逐步帮助学生加深对不同不定代词的含义、常用搭配及用法的理解和运用，提高英语表达能力(参考“补充资料”)。

补充资料

- (1) both ... and ... 表示“……和……都”，连接两个并列的成分，谓语动词通常用复数形式。如：
Both the mountain and the river nearby are important for this area.
- (2) both of 表示“两者都……”，谓语动词通常用复数形式。如：
Both of the two mountains are covered with snow in winter.
- (3) neither ... nor ... 表示“既不……也不……”，连接两个并列的单数名词，谓语动词通常用单数形式。如：
Neither the mountain nor the river is seen from my house.
- (4) neither of 表示“两者都不……”，常与复数名词或代词连用，谓语动词通常用单数形式。如：
Neither of the rivers is easy to cross without a boat.
- (5) all of 表示“所有的……”，常与不可数名词、复数名词或代词连用，表示某一集合中的所有成员。当“all of + 不可数名词”作主语时，谓语动词应用单数形式；当“all of + 复数名词 / 代词”作主语时，谓语动词应用复数形式，因为它指的是一个由多个成员组成的整体。如：
All of the water here is clean.
All of the mountains in this area are very beautiful and worth climbing.
- (6) none of 表示“没有一个……”，常与不可数名词、复数名词或代词连用，指的是某一集合中的所有成员都不具备某种性质或做某件事，谓语动词通常用单数形式。如：
None of the rivers in this valley is safe for swimming.

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

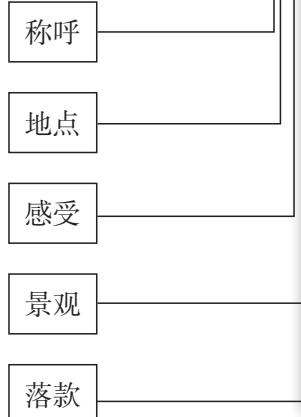
- ① What do the indefinite pronouns (*both, neither, all, none*) represent in a sentence? 不定代词 (*both, neither, all* 和 *none*) 在句中代表什么?
- ② Do we use *both* with plural or singular nouns? What does *both* mean? *both* 后面接复数名词还是单数名词? *both* 是什么意思?
- ③ What does *neither* mean? Can you give us an example? *neither* 是什么意思? 能举个例子吗?
- ④ What does *all* mean when it is used with uncountable nouns or plural nouns? 当 *all* 与不可数名词或复数名词连用时，表示什么意义?
- ⑤ What does *none* mean? When do we use *none*? *none* 是什么意思? 我们什么时候使用 *none*?
- ⑥ What's the difference between *none* and *neither*? *none* 和 *neither* 有什么区别?

Section D Amazing scenery

>> Writing

子话题说明

该板块围绕“迷人风景”(Amazing scenery)这一子话题展开,学生通过写一张明信片,谈谈自己去山川旅游看到的风景及感受。



D Amazing scenery ➤➤ Writing

You are on a trip and you want to write a postcard to your friend.

D1 Think Read the postcard and underline the words about place, view and feeling.

POST CARD

Dear Harry,
Do you know where I am? I'm watching the Hukou Waterfalls! I'm so excited!
I love the beautiful environment along the Yellow River. The river turns left and right, reaching the Bohai Gulf like a silver belt.
Now I can understand the poem:
The Sun behind the mountain glows, down to the sea the Yellow River flows.
Hope you will come here one day!

Yours,
Dong

Harry Turner
123 Main Street
Edinburgh
EH16 XXX
United Kingdom

D2 Prepare Read the postcard and find out the simile in it. Why does Lin Dong use it?

TEEN skill Using similes to make the writing vivid

A simile is a word or phrase that compares something to something else, using the words *like* or *as*.
e.g. The lake under the moon is like a mirror.

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收件人地址

地址中的英国邮编(postcode)由大写字母和数字组成,一般为5—7个字符。它一般由两部分组成:外部代码(outward code)和内部代码(inward code)。外部代码用于标识邮政区域,如EH16表示爱丁堡的一个特定区域,XXX则是内部代码,用于进一步精确定位地址(如具体建筑或街区等)。

收件人姓名

D1

- 语篇说明:**这篇写作范文围绕与单元主题相关的语篇情境,借助明信片的形式,由来自中国的林东向哈里(Harry)介绍了自己去壶口瀑布的旅游感受。
- 教学要点:**引导学生先通过快速浏览范文内容,关注范文类型(明信片)及其基本格式,并提醒学生在阅读明信片具体内容时关注并划出所述地点、景观及感受的文字,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,可以用提问的形式引导学生观察明信片的内容,获取关键信息,并依据范文中的相关信息作答。如:
 - ① What's the postcard mainly about?
 - ② Where is Lin Dong?
 - ③ What place is Lin Dong visiting?
 - ④ What does Lin Dong see?
 - ⑤ How does Lin Dong write about the view?
 - ⑥ What's Lin Dong's feeling?
 - ⑦ What does Lin Dong think of the view there?

参考答案

D1

Place: I'm watching the Hukou Waterfalls!

View: The river turns left and right, reaching the Bohai Gulf like a silver belt.

Feeling: I'm so excited! I love the beautiful environment along the Yellow River.

D2

- **教学要点:**组织学生细读范文，找到范文中的比喻，并分析林东为什么用此比喻。
- **写作策略:**本单元写作策略的要点是运用比喻使描写生动(Using similes to make the writing vivid)，即通过将两种不同的事物或情境进行比较，以突出某一事物的特点或增强描述的生动性。
- **教学建议:**可根据学情决定是否补充更多练习，启发学生思维，鼓励学生运用比喻来描写山川。

参考答案

D2

The river turns left and right, reaching the Bohai Gulf like a silver belt.

Lin Dong uses it to create a picture in the reader's mind.

补充资料

- The Yangtze River is **like** a dragon snaking its way across the land.
- The Yellow River flows **like** a golden belt through China.
- The snow-capped peaks of Mount Qomolangma are **like** giants standing guard over the sky.
- The Amazon River is **as** powerful **as** a wild beast, charging through the jungle.
- The Grand Canyon is **like** a mouth of nature, revealing its secrets deep within.
- The Niagara Falls are **as** thunderous **as** a thousand drums beating together.
- The Alps are **like** a row of sleeping giants, their snow-covered peaks touching the sky.
- The Red River is **as** vivid **as** a ribbon of fire, slicing through the green landscape.

D3

- 教学要点:** 引导学生根据范文内容, 结合所选择的或自己曾经去过的山川, 从 place, view 和 feeling 三个维度开展头脑风暴, 确定三至四个行文要点, 并做好相关语言表达的笔记。
- 教学建议:** 可根据学情, 酌情提供关于相关内容的语言支架, 特别是范文中未提及的方面。详见“补充资料”。

D4

- 教学要点:** 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:** 可根据学情决定是否给学生更多语言支架, 如: “I'm enjoying the wonderful views .../I can't believe my eyes!/I'm so fond of the scenery./...”, 也可根据学情决定给学生多长时间完成该部分的写作练习。

D3 Plan Plan your writing by making notes about the place, view and feeling.

place view feeling

My learning notes

Using adjectives to describe the scenery:

- amazing
- _____
- beautiful
- _____

D4 Write Write your postcard.

D5 Check Check your postcard. Pay attention to the use of similes.

Update my to-do list

Share your postcard within your group. Which place do you want to go to the most after reading your group members' postcards?

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补充资料**Useful information and expressions for planning****1. Place:****Famous mountains in China:**

Mount Wuyishan (This mountain is located in Fujian province and is famous for its unique rock formations. It is also a famous tea-producing area, known for its Wuyi Rock Teas.)

Mount Lushan (Located in Jiangxi province, Mount Lushan is known for its beautiful lakes, streams, and forests. It is also famous for its cloud sea, which occurs when clouds gather in the valleys and create a sea of clouds below the mountain peaks.)

Famous rivers in China:

The Lijiang River (A popular destination for cruise tours, the Lijiang River in Guangxi boasts breathtaking scenery of karst mountains and clear waters.)

The Minjiang River (Flowing through Sichuan province, the Minjiang River offers scenic gorges and beautiful natural landscapes, attracting many tourists.)

2. View:

- The views from the mountain top are amazing, with the vast landscape stretching out before me like a grand picture.
- The river flows gently through the valley. Its clear water reflects the surrounding mountains and trees like a mirror.

- The sunset over the mountains paints the sky in orange and pink, which is like a wonderful painting.

3. Feeling:

- I'm really amazed at what I have seen.
- The wonderful views of the mountains and rivers fill me with great joy.
- I feel a sense of wonder and amazement at the natural world's ability to create such beautiful views.

Useful adjectives to describe the scenery

1. Adjectives for describing mountains:

high, tall, rocky, green, surprising, wonderful ...

2. Adjectives for describing rivers:

clear, blue, calm, shining, peaceful, wonderful ...

D5

- 教学要点：**引导学生参照 **TEEN skill** 栏目的写作要点提示，检查自己及同伴的明信片初稿是否恰当运用了比喻，提出修改建议，有意识地养成写后自查与同伴互助的习惯。
- 教学建议：**可请学生在分享自己的明信片内容前先自查是否运用了比喻，表达是否正确，结构是否合理；也可请学生在分享时关注比喻是否恰当，互相提出完善明信片的建议；还可让学生在小组内梳理在明信片中运用的比喻，汇总用比喻使写作生动的实例，向全班展示组中优秀的明信片；此外，还可以请学生根据同伴建议，完善明信片内容、语言、结构及格式等，再次交换检查修改是否有改进。

Update my to-do list

- 教学要点：**请学生分组活动，在小组内分享自己的明信片，并在阅读同学的明信片后思考自己最想去哪个地方。为学生提供针对本课写作任务的个性化评价量表，请学生对照此表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。

Suggested evaluation checklist

方面	标准
内容	围绕“旅行”这一主题展开，聚焦与旅行相关的地点、景观及感受（Does the postcard focus on the trip, covering the place, view and feeling?）
结构	明信片格式是否正确，结构是否合理（Is the writing format of the postcard correct and the structure reasonable?）
语言	是否运用比喻使写作更生动（Is any simile used to make the writing vivid in the postcard?）

>>Discovery

板块内容说明

本板块介绍了中国诗人李白撰写的《望庐山瀑布》和美国诗人萨拉·蒂斯代尔(Sara Teasdale)创作的《河流》这两首关于山川的诗歌。

教学提示

- 语篇说明：第一首诗歌形象地描绘了庐山瀑布雄奇壮丽的景色，反映了诗人对祖国大好河山的无限热爱。

第二首诗歌刻画了河流奔涌入海的激荡图景，全诗以一条发自山谷的天真烂漫的溪流之口吻，展现了溪流一路经由山谷最终汇入大海的跌宕之路。

- 更多信息：

第一首诗歌中文原文：

望庐山瀑布

(唐)李白

日照香炉生紫烟，
遥看瀑布挂前川。
飞流直下三千尺，
疑是银河落九天。

作者：李白(701—762)，字太白，号青莲居士，唐代伟大的浪漫主义诗人，被后人誉为“诗仙”，与杜甫并称为“李杜”。

第二首诗歌中文译文：

河流

萨拉·蒂斯代尔

(王玮译)

我自阳光明媚的溪谷流淌
追寻那壮阔的海洋，
以为在它灰色的浩瀚中
宁静会降临我身旁。

我终于来到了海边
却发现它狂野又暗淡，
我对着无风的溪谷哭喊，

Discovery

Mountains and rivers in poems

Watching the Lu Mountain Falls

Li Bai

Purple smoke rises from the mountaintop,
The peak looks like an incense burner in the sunlight,
Far away I see the valley stretching before me.
The whole waterfall hangs there.
The torrent dropping three thousand feet
Straight down to the valley floor,
I think it must be the milky way
Spilling to the earth from the heavens.
(Translated by Wang Shouyi, John Knoepfle)



The River

Sara Teasdale



I came from the sunny valleys
And sought for the open sea,
For I thought in its gray expanses
My peace would come to me.
I came at last to the ocean
And found it wild and black,
And I cried to the windless valleys,
"Be kind and take me back!"
But the thirsty tide ran inland,
And the salt waves drank of me,
And I who was fresh as the rainfall
Am bitter as the sea.

Read and think What do mountains and rivers stand for in these poems?

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“发发慈悲，带我回家吧！”

但那饥渴的潮水涌至海岸，
辛咸的波浪把我吞咽，
原本雨水般清新的我，
如今却似海水般苦咸。

作者：萨拉·蒂斯代尔(1884—1933)是美国著名抒情诗人，生于密苏里州圣路易斯，她是一位内质丰盈的自然现象的记录者，是自然力量的感受与反应的解读者。

- 教学建议：教学中可根据学情，灵活选用不同的方式来激发学生对诗歌中的山川的兴趣和思考。

(1) 预测：如学生理解诗歌有困难，可以在阅读前请学生预测，引导学生读前浏览图片及诗歌的标题，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?
- ② How do you feel when you see the pictures?
- ③ What do you think the poems may describe?

(2) 理解：阅读中，可以请学生阅读诗歌，在理解基础上吟诵诗歌，通过问题引导学生感知诗歌描写的山川景观，体会诗人想要抒发的情感。如：

- ① What does each line of the poem mean?
- ② What does Li Bai compare the waterfall to in the poem?

(3) 思考：如学生接受程度较好，可以请学生思考，鼓励学生基于诗歌承载的文本信息，展开思考，推断更多文本以外的信息。如：

- ① How does Li Bai describe the speed and force of the waterfall? (*Li Bai describes the speed and force of the waterfall using the words “torrent dropping” “straight down” and “spilling to”. These words create a vivid image of the powerful and dynamic flow of water.*)
- ② What does the line “it must be the milky way, spilling to the earth from the heavens” (“疑是银河落九天”) suggest about the poet’s feelings? (*The poet is impressed by the beauty and power of the waterfall. It also expresses a sense of wonder and amazement at the natural world.*)
- ③ How does the river symbolise life’s journey in the poem? (*The river stands for the constant flow and change that is inevitable in life. The speaker compares her own life to the river, acknowledging that she must accept and embrace the challenges and changes that come with it.*)
- ④ What do mountains and rivers stand for in these poems? (*In the poem Watching the Lu Mountain Falls, the “mountain” stands for the Lu Mountain, a famous scenic mountain in Jiangxi province, China. The “milky way” mentioned in the poem likely refers to the Lu Mountain falls, standing for the concepts like power, beauty and longing. In the poem The River, the river stands for the writer’s life journey or emotional flow.*)

(4) 拓展：提供两首诗歌的中英文音频，或鼓励接受程度好的学生吟诵两首诗歌，在课堂上分享，比较诗人描写山川的手法异同，交流各自的感知与体验，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 Do you want to visit the Lu Mountain? Why?
- ② How does a river flow into the sea?
- ③ How do you like the mountains and rivers in these two poems?

语言注释

- **translate** *v. to express the meaning of speech or writing in a different language* 译；翻译
e.g. *Can you translate this letter for me?*

Section E Nature promotion

>>Project

Unit
6

子话题说明

该板块围绕“宣传自然”(Nature promotion)这一子话题展开。结合本单元所学，通过制作介绍中国山川的小册子的任务，开展小组合作，讨论宣传中国的哪座山或哪条河，再收集旅游信息，筛选组合信息及图片，借鉴教材提供的国外山川宣传小册子来制作宣传中国山川的小册子，回应单元大问题，在活动中感知山川对人类生活的重要影响，培养学生热爱与敬畏自然，认识人与自然和谐共生的真谛，传播中国文化。

教学提示

- 教学要点：**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，组织学生分小组开展课堂讨论，从宣传哪座山或哪条河的话题切入；接着，鼓励学生参考所给的旅游信息单，从杂志或网站搜寻旅游信息，如地点、气候、开放时间、参观费用、闻名原因、热门活动、抵达路径、联系方式等，进而讨论并完成信息单的填写；然后，在此基础上，恰当安排信息和图片，参考教材样例，设计宣传中国山川的小册子；最后，将宣传小册子传至班级常用的线上平台。

E Nature promotion >> Project

Making a brochure

Lin Dong and his classmates decide to make a brochure to promote mountains and rivers in China.

Step 1 Think Work in a group and discuss which mountain or river to promote.

Step 2 Collect information Search for the following information and fill in the blanks after discussion.

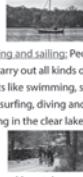
Tourist information

Location and climate: _____ Open time: _____ Fee: _____

Famous for: _____ Popular activities: _____

Ways to get there: _____ Contact info: _____

Step 3 Design Arrange the information and photos properly. Here's an example.

Allegheny Mountains The beautiful Allegheny Mountains cover a large area of the state. There are some famous scenic spots in this area. Things to do Summer skiing: In summer, the ski resort will be open to skiers. You can also take the elevator to reach the top.  Boating and sailing: People can carry out all kinds of water sports like swimming, sailing, windsurfing, diving and rowing in the clear lake water.  Cycling: Mountains are a kingdom of bicycles. There are many routes at different heights near the resort. Information Climate: Subtropical climate Summer: Around 23°C Winter: Around 1°C Business hours: 8:00 - 16:30 Monday to Friday Address: 200 Sycamore St. Tuition: Free Tel: +130463618xx

Step 4 Present Share your brochure in class, and then post it online.

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

Discuss with a classmate from another group. How can we promote the mountains and rivers in China?

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Update my to-do list

- 教学要点：**给各组提供课内外展示宣传中国山川的平台或机会。鼓励学生综合运用本单元前序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，形成班级宣传中国山川的小册子，并通过班级群或公告板等方式展示制作的宣传中国山川的小册子。

设计中国山川宣传小册子展示的评价表，组织学生从内容、语言和成果三方面对同伴进行评价。

Suggested evaluation checklist

方面	标准
内容	至少呈现山川三个方面的信息,例如位置、气候、闻名原因、热门活动等 (Cover at least three aspects of the mountain or river like its location and climate, what it is famous for, popular activities)
语言	准确运用本单元所学的语言,自然流畅,发音清晰 (Use the language learned in this unit and speak accurately, naturally, clearly and fluently)
成果	宣传册构图合理,视觉效果吸引人 (Make the brochure well-structured and visually appealing)

补充资料

The River by Phillis Wheatley

原文:

The river rolls its billows by,
 The tender grasshopper hops and skips,
 And mocks their stationary breed;
 And mocks their stationary breed;
 The nimble fish, the wily duck,
 With ease their floating barks pursue;
 And as they float, their pleasure tell,
 In many a merry note and hue.
 The waves, the willows, the floating bark,
 The fishes leaping, and the birds that sing,
 All, all the laughing, living creatures
 In nature's own sweet harmony bring.

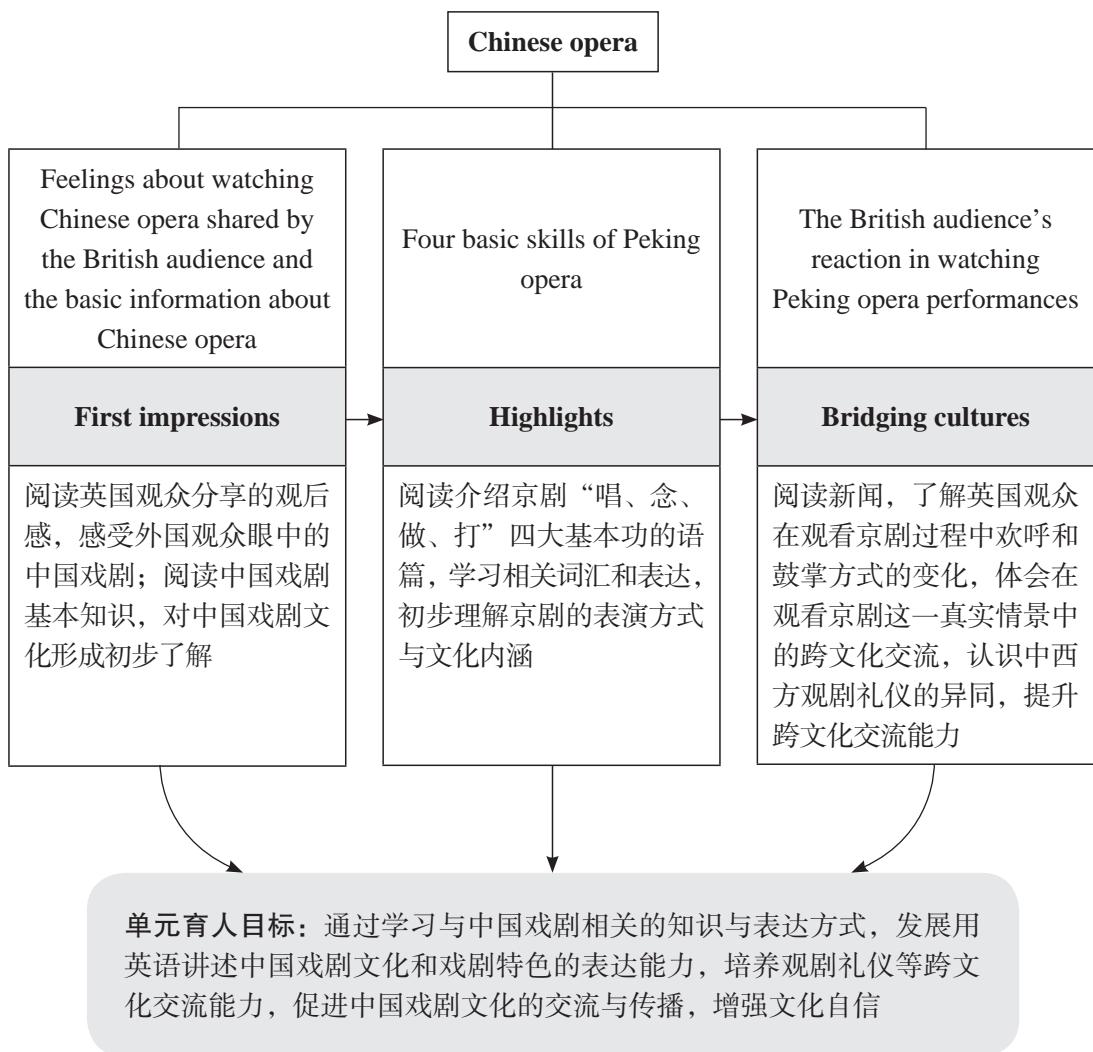
译文:

河水滚滚波浪翻,
 草蜢轻跃又蹦跳,
 嘲笑那些静止的生灵;
 嘲笑那些静止的生灵;
 敏捷的鱼儿,狡黠的鸭子,
 轻松地追逐着漂浮的树皮;
 当他们漂浮时,讲述着欢乐,
 在无数欢快的音符和色彩中。
 波浪,柳树,漂浮的树皮,
 跳跃的鱼儿,歌唱的鸟儿,
 所有,所有欢笑的生物,
 都来自大自然的甜美和谐。

Culture corner

Exploring China: Chinese opera

单元内容结构图 (Structure of the unit)



单元目标 (Unit objectives)

阅读与中国戏剧相关的语篇材料，学习关于中国戏剧的基本知识，接触了解中国戏剧相关的词汇和表达。讨论中西方戏剧文化的共同点与不同点，加深对中国文化的理解，发展用英语讲述中国文化的能力。培养观剧礼仪等跨文化交流能力，培养从多角度观察和认识世界的思维品质。

First impressions

板块内容说明

本板块第一部分呈现了两则英国观众在观看中国戏剧后的观后感，第二部分介绍了中国戏剧历史、种类、表演形式等基本知识。该板块内容旨在激发学生对中国戏剧的兴趣，帮助学生了解中国戏剧文化，感受中国戏剧文化在跨文化交流中的重要性与魅力。

Culture
Corner

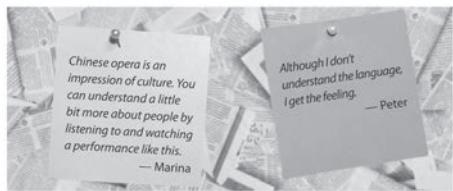
Exploring China: Chinese opera

All the world's a stage.

— William Shakespeare

First impressions

The China National Peking Opera Company presented the British audience with two classic productions of *A River All Red* and *The Phoenix Returns Home* in London several years ago. The colour, the setting and the way of singing impressed^① the audience.



About Chinese opera

Chinese opera is one of the oldest art forms in the world. Other early forms of opera include Greek drama and Indian Sanskrit opera.

Today, there are over three hundred different styles of traditional Chinese opera.

Popular opera styles in China include Peking opera, Yue opera, Huangmei opera, Ping opera, Yu opera and so on.

We can enjoy music, singing and other forms of art when we are watching Chinese operas. The costumes and facial masks are attractive too.

① impress 给……留下深刻印象

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“All the world's a stage.”是莎士比亚戏剧*As You Like It*（《皆大欢喜》）中的一句著名台词。这句台词把整个人生比作一场戏剧，共经历七个时期，分别是婴儿期、儿童期、恋人时期、战士时期、法官时期、老年时期，最后是老耄再度变成儿童的时期。“All the world's a stage.”这句话意味着生活本身就像一场宏大的戏剧表演，而个体只是在这个世界舞台上扮演自己的角色的演员。它暗示我们都在更大的生命戏剧中有着自己要扮演的角色，而随着时间的推移，我们会经历各种不同的阶段或时期。

- 语篇说明：本板块共有两个语篇。第一个语篇呈现的是中国京剧院赴伦敦表演《满江红》和《凤还巢》后，英国观众看戏后分享的观后感。该语篇表达较为口语化，易于理解。通过语篇中的“You can understand a little bit more ...”和“I get the feeling.”可以看出，中国戏剧成为了跨文化交流的载体。尽管文化背景不同，英国观众也能够感受到中国戏剧表演的魅力，在艺术欣赏中增进对中华文化的了解。语篇中分享观后感的形式能够为课堂

导入提供话题，吸引学生结合自身生活体验进行分享交流。

第二个语篇呈现的是中国戏剧的基本知识，四张卡片主要介绍了中国戏剧悠久的历史、丰富的种类、主要剧种以及表演中包含的艺术形式（音乐、服饰、道具等），为学生提供了深入探究中国戏剧文化的知识基础。该语篇为介绍类短文，语言正式简练，从多个角度对中国戏剧进行介绍，能够引导学生感受理解文化介绍类语篇的结构特征，拓宽写作思维。

- 教学要点：引导学生阅读文本，学习如何

简单分享观后感，了解和归纳中国戏剧知识与特点；请学生学习本板块相关词汇，了解不同种类的戏剧名称以及戏剧道具名称（如 Chinese opera, Greek drama, Peking opera, Yue opera, facial mask 等）。教师可采用以下步骤开展教学：

1. 以问题引入主题，激活学生背景知识

- ① What do you know about Chinese opera?
- ② Have you ever watched an opera performance?
- ③ How do you feel after watching the opera?

2. 展示中国国家京剧院在英国上演《满江红》和《凤还巢》的图片，让学生预测英国观众可能的观剧感受

How did the British audience members probably feel towards the Chinese opera performances?

3. 引导学生阅读并比较读前预测，了解英国人眼中的中国戏剧

- ① What does Marina think of Chinese opera?
- ② What can she learn from watching Chinese opera?
- ③ What does Peter mean by “I get the feeling.”?

4. 引导学生阅读中国戏剧基本知识，提取关键信息，了解中国戏剧特点

- ① How many styles of traditional Chinese opera are there today?
- ② Can you name some popular opera styles in China?
- ③ Why is it interesting to watch Chinese opera?

• 教学建议：如学生对中国戏剧有一定了解或曾经观看过中国戏剧，可以邀请一两位学生口头分享；如学生对中国戏剧了解不多，可以提供一些中国戏剧选段的录音或视频，帮助学生直观感受中国戏剧风格与特点，引导学生听或观看后口头分享感受或与同伴交流分享，加深对课本内容的理解。以下问题供参考使用：

- ① What information can you get from the video?
- ② What elements in the opera impress you?
- ③ Can you find some differences among different opera styles?

语言注释

- **an impression of culture** the idea or the feeling that you get about culture 文化印象
e.g. *The delicious food gave me an impression of culture.*

背景知识

Introduction of A River All Red and The Phoenix Returns Home

A River All Red is based on the true story of General Yue Fei from the Song dynasty. Yue is one of the most famed generals in China's history. He is well-known for being very loyal and dedicated to his country and its people.

The Phoenix Returns Home tells the humorous story of a senior court minister Cheng Pu who retires and returns to his hometown with his two daughters. The elder daughter, Xueyan, is a plain and ordinary woman while the younger Xue'e is beautiful and elegant. The opera is about love and mistaken identity.

补充资料

Greek drama

Greek drama was a form of theatre that originated in ancient Greece over 2,500 years ago. It was performed in outdoor theatres and was a big part of religious festivals. There were two main types of Greek drama: tragedy and comedy.

- Tragedy: Tragedies were serious plays that often told stories about gods, heroes, and important events. They usually ended sadly, with the main characters facing terrible fates.
- Comedy: Comedies were funny plays that made people laugh. They often poked fun at politicians, society, and everyday life.

Indian Sanskrit opera

Indian Sanskrit opera, also known as Sanskrit theatre or Natya Shastra, is a traditional form of Indian theatre that dates back over 2,000 years. It originated in ancient India and is considered one of the oldest forms of theatre in the world.

Sanskrit opera combines drama, music, dance, and poetry to tell stories from Hindu mythology and legends.

Different styles of Chinese opera

• Yue opera

Yue opera originated in Zhejiang province. It has a softer tune. It often tells romantic stories of talented men and beautiful women. Famous works of Yue opera include *The Butterfly Lovers* (《梁山伯与祝英台》) and *Romance of the Western Chamber* (《西厢记》).

• Huangmei opera

Huangmei opera or Huangmei tone originated in Huangmei, Hubei province. It is said that it was first sung by women when picking tea. The pitch of Huangmei opera's tone is relatively high. Famous works of Huangmei opera include *Fairy Couple* (《天仙配》) and *Emperor's Female Son-in-law* (《女驸马》).

• Ping opera

Ping opera or Pingju originated in Hebei province. The tune of Ping opera is developed based on the folk music of Tangshan folk songs and *Lianhualao*. It also learned from the music of other local operas. Most Ping operas tell stories of the kind and brave people defeating those bad and evil ones. *Flower is a matchmaker* (《花为媒》) is one of the famous works of Ping Opera.

• Yu opera

Yu opera, also known as Henan *Bangzi*, originated in Henan province. Yu opera is known for its full deep singing style. It has a strong rhythm and shows a lot of feelings. Famous works of Yu opera include *Lady General Mu Takes Command* (《穆桂英挂帅》) and *Hua Mulan* (《花木兰》).

Highlights

板块内容说明

本板块具体介绍了京剧“唱、念、做、打”四大基本功相关的知识，旨在帮助学生熟悉了解关于京剧的英文表达，初步认识、理解京剧的相关知识与艺术价值。



Intangible Cultural Heritage:

UNESCO's 2003 Convention for the Safeguarding of the Intangible Cultural Heritage proposes five broad “domains” in which intangible cultural heritage is manifested:

1. Oral traditions and expressions, including language as a vehicle of the intangible cultural heritage;
2. Performing arts;
3. Social practices, rituals and festive events;
4. Knowledge and practices concerning nature and the universe;
5. Traditional craftsmanship.

• **语篇说明：**该语篇为文化介绍类语篇，分为四个部分，介绍了关于京剧四大基本功“唱、念、做、打”的知识。文体特征方面，该语篇结构清晰、简洁明了，能够帮助学生快速了解关键信息，了解京剧四大基本功。语言特色方面，该语篇句式多样，运用了丰富的句式表达京剧基本功的重要性以及它们在京剧中的功能与作用。

• **教学要点：**

文化背景：引导学生对文本进行初次阅读，大致了解每项基本功及其在京剧中的作用，学习并熟悉相应的英文表述（如 singing, recitation, acting, acrobatic fighting 等），以下问题供

Highlights Read and answer: Which of the four basic skills of Peking opera attracts you most?

Beijing opera, also known as Peking opera, is one of the most famous operas in China. It is on UNESCO's list of the Intangible Cultural Heritage of Humanity. Singing, recitation, acting and acrobatic fighting are the basic skills of Peking opera. The performers have to practise for many years to master these four skills.

Singing
Singing is the major means^① of Peking opera performance. Singing can express the character's feelings and thoughts. Each role requires a special singing skill.



Recitation
Recitation is an important skill in Peking opera. It is a way to prepare for the singing part. When actors' emotions^② reach their peak^③, they stop recitation and start to sing.

Acting
The acting skill in Peking opera is of dancing effect. Performers combine^④ the movements of hands, eyes, body and feet. A well-known example of acting in Peking opera is the waving of long sleeves.

Acrobatic fighting
The acrobatic fighting in Peking opera is different from the fighting in Chinese kung fu. However, training in acrobatic fighting for Peking opera is never easier than that for Chinese kung fu. A fighter for Peking opera usually begins training at the age of 4 or 5.

Explore Find out more information on the facial masks of Peking opera and share it with your classmates.

① major means 主要方式 ② emotion 情感：情绪 ③ peak 顶峰 ④ combine (使)结合

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参考：

① Can you guess the meanings of “recitation” and “acrobatic fighting” through the context? Why is each skill important in Peking opera?

② Do Peking opera performers need hard training? How do you know that?

功能目的：初次阅读文本后，引导学生用1—2句话概括文章主要内容，并思考文章的目标受众与写作目的，理解该语篇传达的关键信息与语篇应用场景。

语言特点与文体特征：通过细读文本，帮助学生掌握语篇中不同的句式，感受文化介绍类语篇的语言风格与写作结构，学习如何介绍一种艺术。具体说来，在介绍类语篇中，每段的第一句话是主题句，且语篇常用先总后分，先抽象后具体的方式介绍文化知识。

交际情境：在阅读文本后，引导学生与同

伴围绕语篇知识交流自己最喜欢的基本功以及脸谱中表达的信息，在讨论后邀请几组学生进行分享。引导学生回答问题“Which of the four basic skills of Peking opera attracts you most？”，完成 **Explore** 的任务。

- **教学建议：**如学生在理解上需要更多帮助，可以和学生一起阅读第一段有关“唱”的内容，帮助学生找出段落主题句，梳理介绍类语篇的写作结构，感受语言风格，并通过关键词 major means, can express, requires 等获取有关“唱”这一技能的基本概念、在京剧中的作用以及获得该技能可能需要的努力等信息，然后再让学生自主阅读另外三段内容，获取相关信息。

视学情需要，可以提前让学生查找京剧基本功和脸谱的有关资料，为读前和读后两道思考题做准备。同时，可以在课堂中为学生提供一些句子框架，帮助其表达，如：

... attracts me most because ...

I am deeply impressed by ... I think it is ...

The red colour of the facial mask shows ...

如学生接受程度较好，还可以鼓励学生尝试模仿文化介绍类语篇的写作结构和语言风格，介绍京剧脸谱等其他京剧知识，进行迁移创造。

参考答案

Read and answer

(Answers may vary.)

The skill of acrobatic fighting attracts me the most. I think it shows the excellent skill of the performers and makes an enjoyable performance./I am deeply impressed by the skill of singing. The reason is that it both tells the story and expresses the emotions of the characters.

Explore

(Answers may vary.)

There are different colours, concise symbols and patterns on the facial masks of Peking opera. These elements reflect the characteristics and identities of the characters.

In Peking opera, the colours of the masks have special meanings. Some of the most common colours and their meanings are as follows:

Red: It shows that the character is loyal, brave, and does what's right. Characters with red masks are usually heroes or strong warriors.

Black: This colour means the character is honest, fair, and wise. Black-masked characters are often wise scholars or respected officials.

White: It represents trickery, lies, and betrayal. Characters with white masks are usually sneaky villains or dishonest people.

语言注释

- **reach their peak** to get to the point when somebody/something is the strongest or the best (the peak also refers to the top of a mountain) 达到顶峰
e.g. *Traffic reaches its peak between 8 and 9 in the morning.*

Bridging cultures

板块内容说明

本板块语篇呈现了英国观众在观看京剧演出时反应的变化。通过英国观众欢呼和鼓掌方式的变化，学生能够直观地感受在戏剧演出过程中的跨文化交流。本板块 **Explore** 鼓励学生思考探究中西方观剧礼仪的异同，丰富对跨文化交际的理解。

- 语篇说明：**该语篇是本单元 **First impressions** 板块中所引新闻的另一段内容。这个语篇分享了一位京剧演员观察到的英国观众在观看京剧演出时反应的变化。语言特色方面，语篇中运用了一系列动词，具体生动地描写了观众在观看京剧时的反应，能够帮助学生感受和理解如何运用动词将细节描写生动。交际功能方面，该语篇从中西方观剧礼仪的角度介绍英国观众如何在真实的京剧观看体验中习得中式观剧文化，为学生理解跨文化交流提供了具体的场景与例子。
- 教学要点：**引导学生大致浏览新闻选段，划出语篇中描写观众反应的词汇与短语，如：sat there quietly, cheer “bravo”, applaud the brilliant parts；学生细读文本，理解语篇中表达的关键信息，根据选段回答两个问题：“What changes happened to the British audience while watching Peking opera?” “What are the differences between the Chinese audience and the British audience when it comes to watching operas?”；通过归纳观演过程中的 dos and don’ts，比较中西方观剧礼仪的共同点与不同点，加深跨文化

Culture corner

Bridging cultures

Lu Yao found the news below very interesting. Read the news to see how the British audience reacted^① in the Chinese way when they were watching the Peking opera performances in London.

In the beginning, they watched Peking opera like watching Western opera and sat there quietly. When one scene finished, they applauded. But now they were more like the Chinese audience. They would cheer “bravo” when actors showed up. They would applaud the brilliant^② parts. They would applaud the martial art performances. They now realised that expressing your love by saying “bravo” in the middle of the performances is welcomed and preferred, and I think this is the biggest change.

— A leading actress in the Peking opera *A River All Red*

Explore Find out more practices of dos and don’ts when attending Western and Chinese opera performances, and add them to Lu Yao’s list below.

Dos
• Arrive on time.
• Silence your mobile phones.
• —

Don’ts
• Don’t eat or make careless noises.
• Don’t take photos during the performance.
• —

Word bank

China National Peking Opera Company

中国国家京剧院

A River All Red 《满江红》(京剧剧目)

The Phoenix Returns Home 《凤还巢》

(京剧剧目)

setting 舞台布景

Greek play 希腊戏剧

Sanskrit opera 梵语戏剧

Peking opera 京剧

Yue opera 越剧

Huangmei opera 黄梅戏

Ping opera 评剧

Yu opera 隆剧

facial mask 脸谱

UNESCO (United Nations Educational,

Scientific and Cultural Organization)

联合国教科文组织

Intangible Cultural Heritage of

Humanity 人类非物质文化遗产

recitation (戏曲表演中的) 念白

acrobatic fighting 武打

long sleeves (戏剧中的) 水袖

scene (戏剧中的) 场

applaud 鼓掌

martial art 武术

① react (作出) 反应 ② brilliant 精彩的

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学习体验，提高跨文化交际能力，并巩固祈使句的肯定句与否定句用法，如“Arrive on time.” 和“Don’t ...”。

- 教学建议：**在补充观剧礼仪前，结合课本例句回顾祈使句语法知识点，帮助学生熟悉祈使句表达；如学生接受程度较好，可以鼓励学生多补充几条观剧礼仪或与小组同学一起制作一张简易海报；如学生需要更多帮助，可以提前准备一些相应的海报、图片或词块纸条，引导学生根据图片说出观剧礼仪具体内容或将词块贴至相应位置，以下引导问题供参考：

- ① What can you see in the picture?
- ② Does it belong to dos or don’ts?
- ③ How do you say it in an imperative sentence?

参考答案

Explore

(Answers may vary.)

Dos:

Dress nicely: Wear clean and appropriate clothes to show respect for the performers and the art form.

Enjoy yourself: Relax and enjoy the beautiful music, singing, and costumes!

Don'ts:

Talk during the performance: Avoid talking or making noise during the opera so you don't disturb others.

Use your phone: Turn off your phone or set it to silent mode to avoid distractions.

Leave early: It's polite to stay until the end of the opera, even if you're not enjoying it as much as you hoped.

语言注释

- **show up** to become visible/to arrive where you have arranged to meet somebody or do something 出现；露面
e.g. *It was getting late when she finally showed up.*

背景知识

“Act” and “scene” in opera

Both “act” and “scene” are units to organise the plot and performance. An act is a major division of performance and it consists of several scenes. An act usually begins and ends with a curtain, which provides a pause for the audience and allows for set changes. A scene is a smaller unit. It usually occurs in a single location and involves a continuous sequence of events without a significant break in time or change of setting.

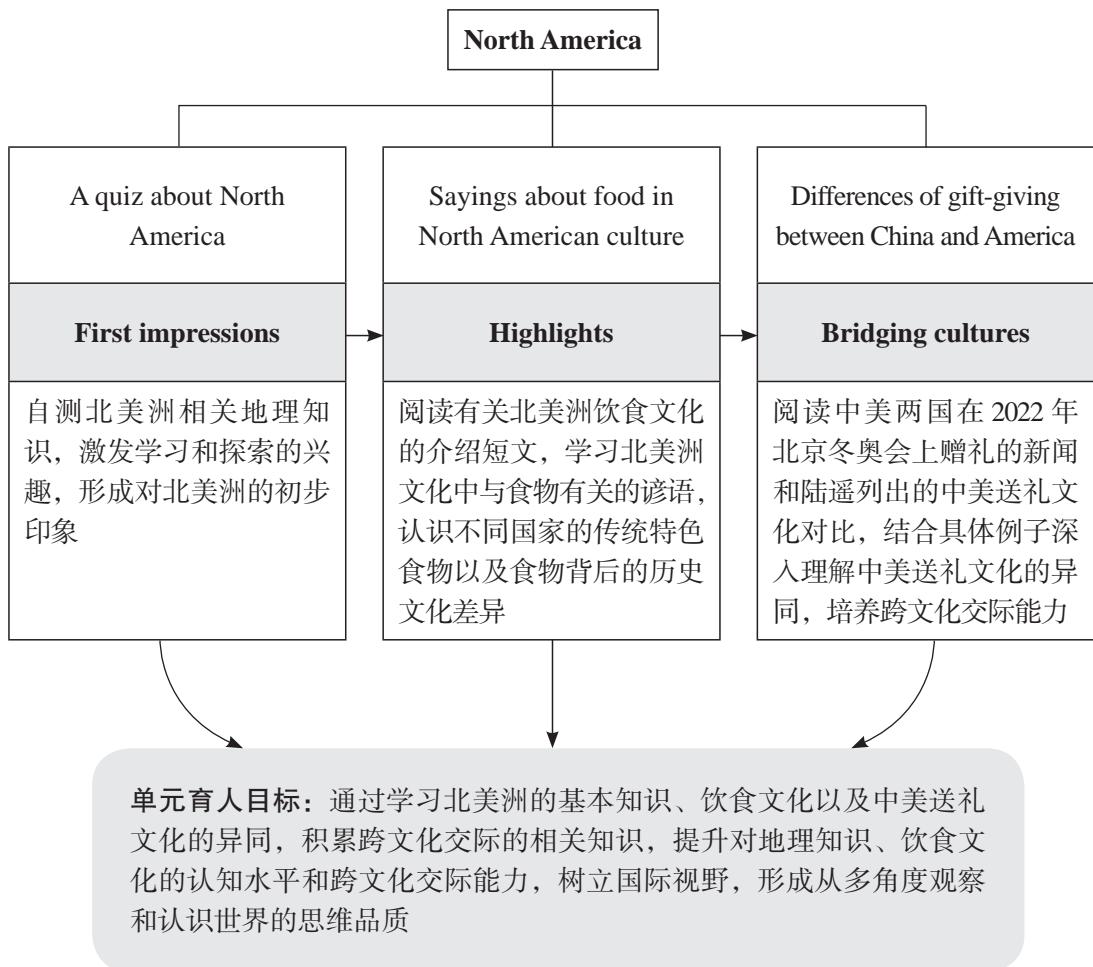
评价建议

可根据学生完成每个活动的情况，随时调整教学进度和方式。对需要更多帮助的学生，帮助他们理解课文，让他们能运用所学文化知识和语言知识（词汇、句式）回答课本中的问题，如学生在表达输出的时候有困难，可以提供一些句式或词汇支架，如有关中国戏剧的词汇表达、阐述观点和理由的句式等；如学生接受程度较好，可鼓励学生根据所学复述课文主要内容或对语篇进行深入的探讨。此外，如学时充裕，可让学生以小组活动的形式，搜索更多相关资源并用英语口头汇报的形式呈现与中国戏剧有关的更多内容。

Culture corner

Exploring the world: North America

单元内容结构图 (Structure of the unit)



单元目标 (Unit objectives)

通过自测北美洲相关地理知识、阅读有关北美洲饮食文化以及中美送礼文化的语言材料, 了解北美洲的相关文化知识, 掌握相关英语表达, 观察和比较不同文化在送礼这一日常行为中体现出的异同, 提升跨文化交际能力, 拓宽国际视野, 培养思维品质。

First impressions

板块内容说明

本板块采用问答自测的形式呈现，考查的是有关北美洲的基本地理知识，从国家概况、城市人口、自然风光等角度提问，激发学生对北美洲地理概况的探索兴趣，引导学生掌握有关北美洲人文和自然风光的基础知识。

- 语篇说明：**教材上呈现的是关于北美洲基本地理知识的几个自测小问题。前三个问题关于人文地理，考查的是北美洲的国家数量、国土面积大小和人口数量；后两个问题关于自然地理，考查的是北美洲最长山脉和河流系统。板块通过学生自测形式，巩固提升学生对北美洲地理知识的了解。
- 教学要点：**请学生自测北美洲地理知识，回答问题，帮助学生认识北美洲的国家、城市和自然风光并学习这些地理名词的英文表达；通过询问学生北美洲最大的国家、最大的城市、最长的山脉以及最大的河流系统，复习形容词最高级的用法。
- 教学建议：**教学中可根据学情，灵活选用不同方式激发学生对北美洲地理知识的兴趣。
识记：以 Q&A 的形式，引导学生回答书中问题并知晓正确答案。

参考答案

23 (until 2023). Canada. Mexico City. The Rocky Mountains.
The Mississippi River and the Missouri River.

语言注释

- by area** to show the measurement of the area 按面积来算
- by population** to show the measurement of the population 按人口来算
e.g. *Russia is the largest country by area in the world.*
California is the most populous state in the United States by population.

Exploring the world: North America

First impressions

Welcome to our "First impression quiz". Here you can test your knowledge of North America.

Questions

How many countries are there on the North American continent?

Which is the largest country by area in North America?

Which is the largest city by population in North America?

What is the name of the longest mountain range of North America?

Which two rivers in North America form the largest river system on the continent?

Highlights

Read and think: What does each of the following foods tell us about the country behind it?

Food tells us about culture

People use the saying "as American as apple pie" when talking about typical^① American things such as blue jeans, baseball and rock and roll music. Apple pie is often served with ice cream or cheese. Apples were an important food for the early American settlers^②. They were easy to grow and store throughout the year. Many Americans believe John Chapman made apples popular in the United States in the 19th century. John is also known as "Johnny Appleseed". His story has made apples and apple pie very American.



① typical 典型的 ② settler 移民；殖民者

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拓展：以抢答的方式，让学生组队回答补充资料中的更多问题。

运用：如学生接受程度较好，可以鼓励他们编写更多的英语问题，考查学生对北美洲地理知识的了解，既锻炼学生用英语提问的能力，也能让他们体会到运用所学知识评价同伴的成就感。

补充资料

More questions and answers about North America

About countries, cities in North America and their locations

1. Which is the second-largest country in North America? (*The United States.*)
2. What is the capital city of the United States? (*Washington, D. C.*)
3. What is the capital city of Canada? (*Ottawa.*)
4. Which ocean is located on the east coast of North America? (*The Atlantic Ocean.*)
5. Which countries in North America border the Pacific Ocean? Name at least three. (*Canada, the US, Mexico.*)
6. Which two countries in North America share the longest international border? (*The United States and Canada.*)
7. Name the five Great Lakes in North America. (*Lake Superior, Lake Michigan, Lake Huron, Lake Erie, and Lake Ontario.*)

About the natural environment in North America

1. What are the national animals of the US? (*The American Bison and the Bald Eagle.*)
2. Which is the driest place on the North American continent? (*Death Valley.*)
3. Which is the highest mountain in North America? (*Denali.*)
4. Which is the largest lake on the North American continent? (*Lake Superior.*)
5. Which is the biggest Caribbean Island? (*Cuba.*)
6. What is the famous natural wonder located on the border of the United States and Canada? (*Niagara Falls.*)

The Mississippi River

The Mississippi River, often called the “Mighty Mississippi”, is one of the most famous rivers in the world, flowing through the heart of the United States. Stretching over 3,766 kilometres, it plays an important role in American history, culture, and economy. With its big, winding path, the Mississippi has shaped the land it flows through, providing rich soil for agriculture and serving as a major transportation route for goods and people. It is home to a variety of wildlife, including fish, birds, and mammals. The Mississippi River holds a special place in the hearts of Americans and continues to attract people around the world with its beauty and importance.

The Missouri River

The Missouri River is also called the “Big Muddy”. It flows from the Rocky Mountains of Montana to where it meets the Mississippi River in Missouri. The river has played a key role in the history and development of the United States, serving as an important transportation route for Native American tribes, explorers, and settlers. Today, the Missouri River is still important for agriculture and industry. It also offers fun activities like boating, fishing and wildlife watching.

Mexico City

Mexico City is situated in the Valley of Mexico. Known for its exciting history, diverse culture, and busy atmosphere, it has a population of about 9 million people. Mexico City is a melting pot of cultures, mixing old Aztec traditions, Spanish influences and modern way of life. Its historic centre, a UNESCO World Heritage site, is home to famous landmarks such as the majestic Metropolitan Cathedral and the ancient Templo Mayor ruins.

Canada

Canada, located in North America, is the second-largest country in the world by land area. It's known for its amazing nature, like big forests and tall mountains, offering lots of different places to explore. People from different backgrounds, speaking different languages, and having different customs live in Canada. From busy cities like Toronto and Vancouver to wild places like the Canadian Rockies, Canada's beauty and variety make it an amazing place to visit and live in.

Highlights

板块内容说明

本板块呈现的是美国、加拿大、墨西哥关于食物的谚语，通过食物看其背后蕴含的国家背景知识，引导学生认识到“*You are what you eat.*”，即人如其食，食物可以成为国家和文化的象征。

- 语篇说明：**本板块语篇呈现三个段落，每个段落介绍了一个北美洲国家的特定文化符号或风俗习惯。第一段讨论了 as American as apple pie 这个说法，强调了苹果派在美国文化中的重要性，以及美国传说人物 Johnny Appleseed 的故事。第二段介绍了 as Canadian as maple syrup，强调了枫树和枫糖在加拿大文化中的象征意义，以及加拿大人对枫糖的喜爱和庆祝枫糖节的习俗。第三段讨论了墨西哥食物在世界范围内的受欢迎程度，介绍了墨西哥食物的历史，以及塔可作为墨西哥最著名的食物之一的地位。文章语言简洁明了，一些地道的文化表达为学生提供了了解西方文化的良好机会，增加学生对美国、加拿大和墨西哥的文化认知，促进跨文化交流和理解。
- 教学要点：**引导学生阅读文本，认识不同国家的传统特色食物，学习与各国食物相关的谚语及食物背后的历史文化差异。教师可以结合学生生活体验，引导他们讨论还有哪些关于食物和文化关系的中西方例子，并鼓励学生利用不同渠道搜索相关信息。以下问题可供教师参考：

How many sayings are there in the text? What are they? What do they mean? What does each of the food tell about the country behind it?

- 教学建议：**如学生对不同食物的英语名称感到困难（比如 maple syrup, corn and chilli peppers, taco 等），教师可先以图片引入，通过问答先行教授相关食物的词汇，并可鼓励学生简单谈论食物和文化的关系，以引入话题。以下问题供参考使用：

① Have you ever tried this food? Do you know its English name? Do you know where it is

from?

- ② In what way(s) is the food related to the history and culture of the country?
- ③ Can you think of any other Western food that is closely related to its history and culture?
- ④ What kind of food in China do you think represents Chinese culture?

如学生接受程度较好，还可以通过提出更深层次的问题引发学生思考。如：

- ① Why were apples an important food for the early American settlers? Find out the reasons from the text and add more reasons that you can come up with.
- ② What do you guess Canadians do at the Maple Syrup Festival?
- ③ What do you think are the ingredients for the taco? What makes you think so?

此外，教学中还可以根据学情灵活选用不同方式与学生互动。对不同水平的学生可做如下要求：

阅读和复述：让学生学会三个小短文中的谚语，能用英语简单解释谚语的由来。

拓展和运用：如学生接受程度较好，可以让学生分组搜集关于不同食物和文化背景的资料，以英语小作文或课前三分钟英语演讲的方式与师生分享。

参考答案

Read and think

(Answers may vary.)

Apple pie (American): It's like a symbol of America because apples were important to early American settlers, and a guy named Johnny Chapman helped make apples famous. People think of apple pie as something very American.

Maple syrup (Canadian): Maple syrup is special to Canada because it comes from maple trees and the maple leaf is on Canada's national flag. Canadians love their maple syrup, and most of it comes from a place called Quebec.

Corn and chilli peppers (Mexican): Mexicans have been making food for a long time. Corn and chilli peppers are really important in Mexican cooking, along with other foods like beans, tomatoes, and chicken.

Explore

(Answers may vary.)

Hamburgers: A hamburger is a typical American dish with a beef patty between two buns. Hamburgers are widely available in China, especially in larger cities due to some fast-food chains.

Buffalo wings: They are spicy chicken wings from Buffalo, New York. They are not as common in China but found in some American-style places.

Hot dogs: They are sausages in a bun, often with toppings like ketchup, mustard, onions, and sometimes cheese. They are often enjoyed at sporting events, picnics, and festivals.

Nachos: They typically consist of tortilla chips topped with melted cheese and a variety of additional toppings such as salsa, sour cream, and sometimes meat. Nachos are often served

as a snack or appetizer in restaurants, sports bars, and movie theatres, and they are a popular choice for sharing with friends or enjoying while watching sports or movies.

语言注释

- **gold** *n.* a valuable, yellow-coloured metal 金
e.g. *The price of gold is going up nowadays.*
- **date back to** to have existed since a particular time in the past or for the length of time mentioned (= date from) 追溯到；始于
e.g. *The college dates back to 200 years ago.*

背景知识

Johnny Appleseed (John Chapman)

Johnny Appleseed was an American folk hero who became famous for planting apple trees across the United States during the 19th century. People liked him because he was nice, simple, and loved nature. Johnny Appleseed travelled barefoot with a cooking pot on his head, spreading apple seeds wherever he went. He believed that everyone should have good food, so he helped make orchards that provided apples for eating and for making cider. Today, Johnny Appleseed is remembered as someone who cared about nature and inspired others to do the same.

补充资料

Melting pot or salad bowl?

The two metaphors, the melting pot and the salad bowl, are often used to talk about America. In the melting pot, people from all over the world blend their cultures into one big American culture, like mixing ingredients in a pot. In the salad bowl, each person keeps their own culture while still being part of the bigger American community, like different ingredients in a salad keeping their flavours. So, America can be seen as both a melting pot and a salad bowl, depending on how people think about it!

Why were apples important for the early American settlers?

Apples were really important for the early American settlers. They were easy to grow and could be kept for a long time without spoiling. People could eat them fresh or dry them to save for later. They also made cider and vinegar from apples. This helped the settlers have enough food to eat and drink, especially during the cold winters. Apples were also good for starting orchards and farming, which helped communities grow and thrive in the new land. As a result, apples were important for early American settlers because they were tasty, easy to grow, and useful in many ways.

The Maple Syrup Festival in Canada

During the festival, visitors can see how maple syrup is made and try different maple syrup treats like pancakes, candies, and ice cream. They visit places called “sugar bushes” where maple trees grow, and see how the sap is collected from the trees. Visitors to the festival can also try different foods made with maple syrup. There are often fun activities for kids, like maple syrup-themed crafts, wagon rides through the sugar bush, and sometimes even maple syrup tasting contests!

Taco

Tacos are yummy Mexican foods that lots of people love to eat! They’re like folded-up sandwiches made with soft or crunchy shells called tortillas. Inside, you can put tasty things like seasoned meat, beans, cheese, lettuce, and salsa. Tacos are super flexible, so you can make them just how you like! They’re easy to hold and eat, which makes them perfect for parties or snacks. Tacos are really popular in Mexico and all around the world because they’re delicious and fun to eat!

Bridging cultures

板块内容说明

本板块以中美两国在2022年北京冬奥会上赠礼的新闻内容为主线，通过陆遥罗列的中美两国送礼文化的对比，启发学生思考不同文化之间送礼行为的异同，旨在提升学生的国际视野，增加与国际友人交流互动的技巧，同时体会大国外交的礼仪和风度。

- 语篇说明：**本板块第一部分是一篇新闻报道，在2022年北京冬奥会上，中国女子冰壶选手向美国运动员赠送了冬奥会的吉祥物冰墩墩的徽章；第二部分是陆遥罗列的中美两国送礼文化的小提示。语篇没有过多使用复杂的词汇或句式，易于学生理解，旨在帮助学生了解中美两国的送礼文化差异，拓展他们的跨文化交流能力和文化视野，引导学生思考中美互换礼物背后的文化意义和价值观，加深对中美文化之间差异和共通之处的理解。
- 教学要点：**让学生阅读两部分语篇，将新闻中体现出的送礼礼仪和列表中相关内容进行匹配，帮助学生认识中美送礼礼仪，引导学生寻找更多实例支撑陆遥罗列出的送礼礼仪。教师可以提出一些问题，如：

What gifts were given to the American sportsmen? Why do you think they were chosen as gifts? How did the two American sportsmen react after receiving the gifts?

参考答案

Match the news with the item(s) in Lu Yao's list

Item 1 The Olympics were a special event to present gifts.

Item 2 The pins featured the mascot Bing Dwen Dwen for the Olympic Winter Games Beijing 2022, so it was a meaningful gift.

Item 4 The American curlers did not reply with a gift, but they accepted the gifts with appreciation and respect.

Culture Corner

The saying “as Canadian as maple syrup” describes things that represent Canadian culture. The maple tree is special to Canada. The maple leaf is on the national flag of Canada. Maple syrup is known as liquid^① gold. It is made from the sweet sap^② of the maple trees. Most of the natural maple syrup comes from Quebec, the French-speaking part of Canada. Canadians even celebrate the Maple Syrup Festival.



Mexican food is popular all over the world. The history of Mexican food dates back to thousands of years ago. Corn and chilli peppers are the soul^③ of Mexican cooking. Beans, tomatoes and chicken are key ingredients too. One of the most famous Mexican dishes is the taco. The phrase, “echarse un taco”, meaning “to grab a taco”, has become so common in Mexico that it now means getting any kind of food.



Mexican Food

Explore Search for information about other famous foods in North America and see if we can find them in China.

Bridging cultures

Lu Yao is curious about how the art of gift-giving differs between China and America. She is reading news stories to look for examples of gift-giving. Here is one of them. Match the news with the item(s) in Lu Yao's list.

Two Chinese sportsmen presented two American sportsmen with gifts at the Olympic Winter Games Beijing 2022. The match was a curling contest. The Chinese female curler gave two sets of pins^④ to the American sportsmen. The pins feature the mascot Bing Dwen Dwen for the Olympic Winter Games Beijing 2022.

“The pins are beautiful and so special. We'll remember this forever,” said the American female curler.

① liquid 液体的 ② sap (植物体内运送养分的)液,汁 ③ soul 灵魂 ④ pin 胸针

- 教学建议：**如学生对中西方送礼的习惯不太了解，可以通过视频或新闻让他们更直观地感受，也可以通过情景演绎，让几组学生分别模拟中国人之间、美国人之间，以及中美双方交换礼物的场景。如学生接受程度较好，可以让他们讨论中美两国在交换礼物方面的其余异同处，也可让他们搜寻更多有关送礼和收礼礼仪的跨文化案例。教师需提醒学生，文化礼仪是高度情境化的，课上介绍的这些礼仪只是一般原则，并不一定适用于每一个场景之中。

参考答案

Explore

More examples to support the items in Lu Yao's list regarding the art of gift-giving between China and America:

Item 1

In China, traditional gift-giving occasions include Chinese New Year, birthdays, weddings, and festivals like the Mid-Autumn Festival and the Dragon Boat Festival. Similarly, in America, gift-giving occasions include holidays like Christmas, birthdays, weddings, and special events like graduations. These shared occasions emphasise the importance of gift-giving in both cultures.

Item 2

In China, gifts with symbolic meanings or personal significance are highly valued. For example, a handcrafted item or a personalised gift may be considered especially meaningful. Similarly, in America, thoughtful gifts that reflect the recipient's interests or preferences are appreciated. It could be a handmade item, or a favourite book.

Item 3

In China, it's common for recipients to initially refuse a gift or downplay its value as a form of politeness. This is known as "modesty" and is seen as a sign of humility and appreciation.

Item 4

In America, you don't have to give a gift back if someone gives you one. It's polite to say thank you, but you don't have to give something of equal value in return. Some people might choose to give a small gift or do something nice as a way to show they appreciate the gesture. This could be a thank-you note, a small gift, or inviting them to dinner.

Lu Yao's list of gift-giving between China and America



1 Chinese and American cultures each have several days connected with gift-giving. Many of these days (such as weddings) are shared between the two cultures.

2 In both cultures, any meaningful thing is considered gift-worthy.

3 In Chinese culture, "pushing and shoving" when receiving a gift does not necessarily mean that you don't like the gift. This behaviour may mean that you think the gift giver is being far too kind.

4 In American culture, after one receives a gift, it is not necessary to reply with another gift in return. One can also choose to reply with a gift to show care, respect and love.

Explore Search for more examples to support the items in Lu Yao's list.

Word bank

Mexico City 墨西哥城
mountain range 山脉
the Mississippi River 密西西比河
the Missouri River 密苏里河
rock and roll music 摆滾音乐
apple pie 苹果派

maple 枫树
maple syrup 枫糖浆
Quebec (加拿大)魁北克省
chilli pepper 辣椒
curling 冰壶

⑤ shove 推撞

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语言注释

- **in return** as a way of thanking somebody or paying them for something they have done (in return for something) 作为回报
e.g. *I bought him lunch in return for his help.*
- **not necessarily** used to show something is possibly true but not definitely or always true 未必；不一定
e.g. *The most expensive doesn't necessarily mean the best.*

补充资料

More information about gift-giving and receiving

- Unwrapping gifts: In Chinese culture, upon receiving a gift, one may not immediately open it. But in America, it's common to open the gift immediately to show happiness and gratitude.
- There are certain things in China that you should avoid gifting, because of the double meaning they have. Here are two examples that must never be given as gifts in China.
 1. Clocks: The phrase “gifting a clock” which is “送钟 (sòng zhōng)” sounds like “送终 (sòng zhōng)”, which carries a connotation of death. It means finishing all affairs of a burial ceremony. Therefore clocks are a big no-no. Watches may be acceptable.
 2. Umbrellas: The word for umbrella, “伞 (sǎn)” sounds like “散 (sàn)”, which means “to separate”. By giving someone an umbrella, you are suggesting that you want the relationship to end.
- In American culture, some gifts might make people feel uncomfortable or be considered rude to give. For example, giving someone money might seem impersonal, like you didn't put much thought into the gift. Also, giving sharp objects like knives can be seen as bad luck. Another one is giving items related to health or beauty, like anti-aging creams or weight loss products because it might suggest that the person needs to improve something about themselves.

评价建议

可根据学生完成每个活动的情况，随时调整教学进度和方式。对需要更多帮助的学生，帮助他们理解课文并能运用所学文化知识和语言知识（词汇、句式）回答课本中的问题；如学生接受程度较好，可鼓励他们根据所学复述课文主要内容或对语篇进行深入的探讨。此外，如学时充裕，可让学生以小组活动的形式，搜索更多相关资源并用英语口头汇报的形式呈现不同文化中有关送礼与收礼礼仪的内容。

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>Twenty Thousand Leagues Under the Sea</i> <i>(The opening chapter)</i>	Jules Verne
A scene to act out 戏剧选段	<i>The Adventures of Tom Sawyer</i>	Mark Twain
A poem to savour 诗歌品读	<i>Hope Is the Thing with Feathers</i>	Emily Elizabeth Dickinson

单元目标 (Unit objectives)

- ▶ 能通过阅读经典文学名著的首章，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
- ▶ 能通过制订整本书阅读计划，尝试阅读有配图的整本书或文学名著简写本，坚持阅读并尝试利用图表整体概括主要内容，养成整本书阅读的习惯
- ▶ 能在教师帮助下，通过听读 / 角色扮演 / 短剧表演的形式演绎儿童文学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
- ▶ 能通过诵读一首诗歌——*Hope Is the Thing with Feathers*，品味诗歌的韵律和大意
- ▶ 能通过文学角的学习，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：该语篇是法国作家儒勒·凡尔纳所著《海底两万里》一书的开篇选段。《海底两万里》是一部极富想象力的文学作品，故事主要讲述了博物学家阿龙纳斯教授和他的仆人康塞尔、鱼叉手尼德·兰在“鹦鹉螺”号潜艇船长尼摩的带领下进行海底探险旅行的科幻故事。

【节选情节提要】传闻 1866 年海上有许多船只遭受了不明怪物的袭击，对于怪物的外形众说纷纭，给当时社会造成了恐慌。几次袭击发生后，这只不明怪物成为了当时舆论的焦点。正当人们逐渐淡忘海怪之际，1867 年又发生了一起船只遇袭事件，而三周后，另一艘船只以相同方式遇袭……究竟发生了什么事？那只“海怪”的真面目到底是什么呢？

- 【文本分析】**小说以阿龙纳斯教授为第一人称视角写成的日记为主要形式。节选的语篇来自小说的第一章节，以明确的时间线为叙事顺序，客观地叙述了多起海上船只遭受不明怪物袭击的事件，在故事的开头营造了紧张感和神秘感，激发了读者的好奇心和继续阅读的兴趣。文中细致描述了几起事件的细节信息，包括目击者提供的怪物外形和船只受损情况，引发社会各界对于怪物的极大兴趣和讨论，为后续阿龙纳斯教授受邀登上美国舰艇参与解决谜团的故事做好铺垫。文本中提及的各方观点大相径庭，这种差异性能激发读者的思考和猜测，增强阅读体验。

- 教学要点：通过阅读名著节选，帮助学生培养整本书阅读的习惯。

语言方面，可指导学生开展自主阅读，部分学生可能会在词汇和句子理解上遇到困难，如 attack，

Literature Corner

6 A chapter to start with



Twenty Thousand Leagues Under the Sea is a classic science fiction novel written by French author Jules Verne (1828–1905) and published in 1869–1870. The story follows the adventures of a French professor Pierre Aronnax, his servant Conseil, and Canadian harpooner^② Ned Land, as they get caught by the strange Captain Nemo and taken to his underwater ship, the Nautilus.

At the beginning of the story, strange things started happening in the world's oceans. People saw a scary monster attacking ships in the sea. It made everyone very scared. No one knew what it was or why it was doing this.

During the year 1866, the world was shocked to hear stories of a sea monster attacking several ships that passed through the oceans. The governments of many countries were quite interested in the matter. The monster was said to be much larger than a whale. Most agreed that the monster's shape was similar to that of a whale, however. Some said the strange animal was nearly two hundred feet long; others promised the monster was more than a mile long.

On the 20th of July 1866, a great ship was leaving India for Australia when it was hit by the strange animal, and sunk into the ocean, only five miles off the east coast of Australia. Just three days later, in the Pacific Ocean, the sea animal attacked another ship.

Right away after these scary events, people all over the world were talking about the sea animal. Newspapers always had new stories about the monster. Scientists, news reporters, and many others wrote many pages about their views on the newly discovered sea monster. For six months, people talked of nothing but the strange animal.

During the first months of the year 1867, however, interest in the sea monster seemed to decrease^③ a great deal. People were no longer curious to read about the sea monster, until the 5th of March 1867, when another ship, Canadian, had been hit. Now, however, people began to believe this sea monster was not an animal, but rather a small island in the sea that floated^④ to different places in the ocean. The ship, though, had not been hit terribly; it returned to its port for repairs. Had the ship hit a rock under water? No one knew, but after a close examination, it was found that part of the ship's bottom was broken. As this

① league 莱格（长度单位，约等于 3 英里或 4 000 米） ② harpooner 鱼叉手 ③ decrease 降低
④ float 漂浮

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scary events, a great deal, curious, a close examination, in the same manner 等，对于接受程度较好的学生，教师可以引导他们通过上下文进行推断，对于在推断词意上需要更多帮助的学生，可允许他们自主查阅字典，找出匹配的意思。

文本内容方面，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。鼓励接受程度较好的学生进一步思考和探索：

- ① What might the governments of some countries do with the sea monster?
- ② Why did people begin to believe the monster was not an animal but a floating island?
- ③ What will happen next?

在此基础上，结合书上读后活动，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内学习这一名著选篇，激发阅读兴趣，预测故事后续进展，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，可采用问题引导、阅读笔记分享、阶段性课前读后汇报等形式，鼓励学生坚持课外阅读并及时分享读后感。如学生课外阅读习惯差异较大，可组建班级阅读圈，通过大意概括、情节探讨、人物性格分析、词句赏析等方式，促进学生之间的帮带和对文本的理解。还可鼓励有兴趣的学生，在阅读的基础上，观看由本书改编的同名电影（1997年由罗德·哈迪执导），增强文学作品欣赏体验。

ship's accident was not serious, it should have been forgotten. But three weeks later, another ship was hit again in the same manner.

Organise my reading

When you are reading a story, it is helpful to draw a plot outline to have a general understanding.

An outline shows the structure of a story. With its help, you can easily find out the stages and important moments in the development of the story. Usually, the main plot has a beginning, a middle and an ending — the structure of the starting event, problem, and solution for this story.

In this novel, the main plot can be divided into several parts, called subplots. Remember that each subplot has its own little journey.

Go ahead and drop everything you read into the table below for every subplot as well as the main plot.

's outline of <i>Twenty Thousand Leagues Under the Sea</i>				
	Main Plot	Subplot 1	Subplot 2	Subplot 3
Starting event				
Problem				
Solution				

Post-reading activities

Read the story. Answer the questions.

- What happened in the year 1866 that shocked the world?
- What did the sea monster look like according to most people who saw it?
- What did people begin to believe about the sea monster after the Canadian ship was hit?

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参考答案

Post-reading activities

- A sea monster attacked several ships that passed through the oceans.
- A whale.
- They began to believe the sea monster was not an animal, but rather a small island in the sea that floated to different places in the ocean.

背景知识

• About the book: *Twenty Thousand Leagues Under the Sea*

Themes	The book focuses on themes of exploration and adventure, the conflict between science and nature, as well as humans' curiosity and courage in facing the unknown.
Narrative style	The narrator is Pierre Aronnax, a scientist on board the Nautilus, who tells the events through his personal point of view. This choice of a first person narrator who is not the main character serves to keep readers wondering what is behind the words and actions of the mysterious Captain Nemo.

Setting	The story takes place in 1866, starting on land in New York City but mostly taking place in the Nautilus submarine across the world's oceans.
Characters	Captain Nemo: the designer and captain of the Nautilus, who is highly intelligent, passionate, and driven by a desire for freedom. Professor Pierre Aronnax: the narrator of the story, a French natural scientist, who is curious, intelligent, and deeply interested in exploring the ocean's mysteries. Conseil: Aronnax's servant, very devoted to him and knowledgeable in biological classification. Ned Land: a skilled Canadian harpooner, described as having "no equal in his dangerous trade".
Lesson	Through the adventures of the characters, Verne encourages readers to embrace curiosity and wonder and to appreciate the beauty and mystery of the ocean.
Reception	The book was well-received by readers of all ages on its release and remains so, and it is regarded as one of the premier adventure novels and one of Verne's greatest works. The popularity has also led to numerous adaptations in other forms of media.

- **About the author: Jules Verne**

Years of life	Born on 8 February 1828, in Nantes, France and passed away on 24 March 1905.
Career	In 1847, Jules Verne studied to be a law student to meet his father's demand. However, at the age of 20, he found writing more attractive and started writing many plays and novels. In 1852, he decided to work as a full-time writer.
Popular works	Some of his most famous works include <i>A Journey to the Centre of the Earth</i> (1864), <i>The Children of Captain Grant</i> (1867–1868), <i>Around the World in Eighty Days</i> (1872), and <i>The Mysterious Island</i> (1874–1875) .
Writing style	Verne's writing is often described as a blend of scientific romance and adventure fiction. His writing is also characterised by its clear, direct, and immersing style, which makes his works accessible and enjoyable for a wide audience.

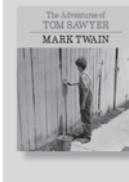
A scene to act out

- 语篇说明：该语篇是美国作家马克·吐温所著经典儿童文学《汤姆·索亚历险记》一书的简写剧本。故事情节选自原著第二章。

【节选情节提要】调皮的汤姆由于贪玩逃课而被波莉姨妈惩罚粉刷篱笆。汤姆怕被朋友们嘲笑，又担心完不成任务，于是就想出了一个计谋。他故意把粉刷篱笆说成是一项光荣而又有趣的娱乐活动，让朋友们用各自的宝物换取刷墙的机会，争相“帮”自己粉刷篱笆。最后汤姆坐享其成，轻松完成了任务。通过这次经历，他明白了人类行为的一大规律：为了使人很想得到某样东西，只要把那样东西变得难以得到就行了。凡是一个人非做不可的事，都叫做“工作”；凡不是一个人非做不可的事，都叫做“娱乐”。

- 【文本分析】**该文本是一幕剧本，包含了四名主要角色（汤姆、波莉姨妈、汤姆的朋友本和吉姆）和若干群演（饰演汤姆的朋友们）的对话和动作。剧本由大量旁白（包括背景介绍、情景描述、动作描述等）和人物台词组成。剧本情节节奏明快，一气呵成，用词简明易懂，故事情节紧凑，趣味盎然。人物形象刻画生动，展示了汤姆爱耍小聪明和恶作剧的天性。台词和旁白中的动作描写（如 make a great show, pretend to be reluctant 等）能够帮助学生推测人物心理，加深对文本的理解。

- 教学要点：引导学生开展自主阅读，设计不同的任务单给学生。基于这一幕剧本，引导学生分析汤姆的角色性格和心理变化。阅读文本后，组织学生分小组开展课本剧表演。针对表演部分，可根据学情让学生在原有



The Adventures of Tom Sawyer is an 1876 novel by Mark Twain (1835–1910) about a boy growing up along the Mississippi River. In the novel, Tom Sawyer has several adventures, often with his friend Huckleberry Finn.

A fun-loving boy, Tom misses school to go swimming and is made to paint his aunt's fence^① for the whole of the next day, Saturday, as punishment. Tom cleverly gets several children who live near him to paint his aunt's fence by making them pay.

Tom Sawyer lived with his aunt because his mother and father were dead. Tom didn't like going to school, and he didn't like working. He liked playing and having adventures. One Friday, he didn't go to school — he went to the river. Aunt Polly was angry.

Aunt Polly: You're a bad boy! Tomorrow you can't play with your friends because you didn't go to school today. Tomorrow you're going to work for me. You can paint the fence.

Saturday morning. Tom was not happy, but he started to paint the fence. His friend Jim was in the street.

Tom: Do you want to paint?

Jim: No, I can't. I'm going to get water.

Then Ben came to Tom's house. He watched Tom.

Ben: I'm going to swim today. You can't swim because you're working.

Tom points out that it is not exactly work if he is enjoying himself, and he makes a great show of applying whitewash^② and then stepping back to admire his own effects^③. When Ben wants to try his hand at whitewashing, Tom pretends to be reluctant^④ until Ben offers him first the core^⑤ of the apple and then the entire^⑥ apple.

Tom: This isn't work. I like painting.

Ben: Can I paint too?

① fence 篱笆；围栏 ② whitewash 石灰水；刷石灰水 ③ effect (艺术家或作家所要创造的特定) 外观
④ pretend to be reluctant 假装不情愿 ⑤ core (水果的) 核 ⑥ entire 整个的

的基础上增加场景设置、角色指示、台词分配等，鼓励学有余力的学生阅读这本小说的其他章节，选择片段，形成情景说明和台词，尝试表演。

- 教学建议：教师可根据学情，灵活创设课堂活动，帮助学生学习理解剧本。如学生需要更多帮助，可先教授生词（如 point out, exactly, admire, payment, necessary, realise 等）。教师可向学生展示剧本相关图片或电影片段，帮助学生品味文字背后的人物情绪、态度和性格特征等隐含信息，为后续表演课本剧做准备。教师可以设计问题，引导学生分析汤姆的行为动机、心理变化以及性格特征。如学生接受程度较好，教师还可以让学生尝试创编剧本，根据文本写作风格和人物性格特征为各角色添加台词及动作，并组织学生表演。以下问题可用于启发学生在理解剧本的基础上，展开深入思考，供教师

参考选用：

- ① How many main characters are there in the scene? Who are they? What is the relationship between them? (*Four. They are Aunt Polly, Tom Sawyer, Jim and Ben. Polly is Tom's aunt. Jim and Ben are Tom's friends.*)
- ② What did Aunt Polly ask Tom to do? Why? (*Aunt Polly asked Tom to paint the fence for her because he liked playing so much that he missed school to go swimming.*)
- ③ Why did Tom pretend to enjoy working when Ben made fun of him? (*Because he wanted to trick Ben into believing it was not work but fun to paint the fence.*)
- ④ Who finished painting the fence at last? (*Tom's friends.*)
- ⑤ How did Tom get the toys from the other boys? (*The boys gave their toys to Tom in exchange for the chances to paint the fence.*)
- ⑥ What might Tom think when he saw that Ben wanted to try his hand at whitewashing? (*Possible answer: Ben seems interested in my work. I can play a trick on him and make him paint the fence for me. Ha! Ha!*)
- ⑦ What do you think of Tom? (*Possible answer: Tom was lazy but smart. When he was asked to do the work he didn't like, he managed to think of a trick to solve the problem. Maybe it was a little cunning, but nobody got hurt and everybody had a happy ending.*)

Tom: No, you can't. Aunt Polly asked me because I'm a very good painter.
 Ben: I'm a good painter too. Please, can I paint? I have some fruit. Do you want it?
 Tom: OK, give me the fruit. Then you can paint.
Ben started to paint the fence. Later, many boys came to Tom's house. They watched Ben, and they wanted to paint too.
Tom stayed in the yard, and the boys painted. They painted the fence three times. It was beautiful and white.
By the middle of the afternoon, the fence was whitewashed (by the other boys), and Tom found himself a rich man, having collected marbles^①, a part of a Jew's harp^②, a kite, and many other items as payment from the boys doing the work.
Tom said to himself that it was not such a simple world, after all. He had found out a great law of human action, without knowing it, that in order to make a man or a boy want a thing, it is only necessary to make the thing difficult to get. He realised that Work is what someone is made to do, and that Play is something someone is not made to do.

① marble (玻璃) 球子 ② Jew's harp 单簧口琴

背景知识

- **About the book: *The Adventures of Tom Sawyer***

Themes	The book centres around themes of joy and thrill of boyhood (as seen through Tom Sawyer's adventures of treasure hunt as well as his silly games and fantasies), responsibility and morality (as shown through Tom's actions when he grows up), friendship (as shown through Tom's deep bonds with characters like Huckleberry Finn and Becky Thatcher, showcasing loyalty and support).
Narrative style	Mark Twain tells funny stories in the book, making it fun to read. He also makes jokes about how people act and silly things that happen. Some of the dialogues are very impressive as they suit the character and the situation in which the character speaks them. This makes the characters more real and interesting. Most of the story is seen from Tom's point of view. This means readers get to know what he's thinking and feeling, which helps readers understand him better. Mark Twain relies heavily on the use of metaphors, similes and other literary devices, which bring the story to life and make readers feel like being part of the adventure.
Setting	The story is set in the 1840s in the fictional town of St. Petersburg, which is based on Hannibal, Missouri, where Twain lived as a boy. Throughout the novel, various locations within St. Petersburg serve as the backdrop for Tom Sawyer's adventures, including his Aunt Polly's house, the school, the church, the cave, and Jackson's Island.
Characters	Tom Sawyer: a boy full of mischief but basically pure-hearted. Aunt Polly: Tom's aunt and guardian, who is kind-hearted and cares deeply for Tom. Huckleberry Finn: Tom's best friend, who is known for his independence, free spirit, and disdain for societal norms. Becky Thatcher: the daughter of the town judge, who is intelligent, adventurous, and becomes an important figure in Tom's life. Injun Joe: a half-breed Native American and the main opponent in the novel.
Lesson	The book imparts several lessons, including the power of friendship, the value of honesty, courage and bravery, the importance of taking responsibility, and learning from experiences.
Reception	The book holds a special place in American literature. Never out of print since its original publication in 1876 and equally beloved by both children and adults, it is one of the most widely read American novels ever published. Over the years, there have been various adaptations of the book, including films, television series and comic books.

- **About the author: Mark Twain**

Real name	Samuel Clemens
Years of life	Born on 30 November 1835, in Missouri, the USA and passed away on 21 April 1910.
Career	Mark Twain did many jobs before becoming a writer. His father died in 1847 when he was just 12 and he went to work for a printer to help support his family. At the age of 22, he got a job working on a steamboat on the Mississippi River. Later, he was a soldier, a silver miner and then a writer on a newspaper and a lecturer.
Popular works	Some of his works include <i>The Adventures of Tom Sawyer</i> (1876) and its sequel, <i>The Adventures of Huckleberry Finn</i> (1884).
Writing style	Mark Twain's writing is known for the combination of rich humour, sturdy narrative, and social criticism.

A poem to savour

- 语篇说明：该诗由美国女诗人艾米莉·伊丽莎白·狄金森所作，歌颂了“希望”的强大力量，犹如意志坚定的鸟儿般自由飞翔、永不止息，同时无处不在、温暖人心，但又不求回报。这是一首抑扬格韵律诗，共三个诗节，每个诗节有四行，且均为跨行句。第一诗节中诗人首先将希望比喻为深藏在人们心底的鸟儿，不停歇地歌唱。第二诗节表达了无论身处何种困境，希望都会给人们带来温暖和鼓励，使人们愈挫弥坚。第三诗节描写了希望虽无处不在，但从不向人索求任何回报。该诗作于诗人闭门深居期间，诗人对人生和自我进行了审视与思考，因此该诗表达了诗人在百无聊赖之时对美好生活的憧憬和向往。诗人在诗中运用了多种文学手法，如象征、比喻、重复、拟人等，采用了交叉押韵的方式，语言精炼通俗。原版诗歌中有若干生词，本诗已使用近义词替换，便于七年级学生理解。
- 教学要点：通过诵读诗歌，引导学生理解诗歌大意，并开展简单讨论，如：
 - What's the theme of the poem? (Hope.)
 - How many stanzas are there in the poem? (Three, each containing 4 lines.)
 - What does the poet compare “hope” to? (A bird with feathers.)
 - Which word rhymes with “heard”/ “storm”/ “sea”? (“Bird” rhymes with “heard”./ “Warm”

Hope Is the Thing with Feathers^① is a poem by Emily Elizabeth Dickinson (1830–1886), who was an American poet. Little-known during her lifetime, she has since been regarded^② as one of the most important poets in American poetry.

In this poem, hope is like a bird in our hearts. It sings even when times are hard. It always brings comfort and never asks for anything in return.

Hope Is the Thing with Feathers

Hope is the thing with feathers
That hides in our hearts,
And sings the song without the words,
And never stops at all,

And sweetest in the storm is heard;
And sore must be the storm
That could upset^③ the little bird
That kept so many warm.

I've heard it in the coldest land,
And on the strangest sea;
Yet, never, in extremity^④,
It asked a bit of me.



① feather 羽毛 ② regard 将……认为 ③ upset 使……沮丧 ④ extremity 极限；极度

rhymes with “storm”./“Me” rhymes with “sea”.)

- What message does the poet want to convey in the poem? (She wants to emphasise the power of hope. Even when we are facing difficulties, we can still find strength and comfort in the hope that lies in our souls and continue our journey.)
- 教学建议：教师可根据学情，灵活创设课堂活动，帮助学生通过诵读学习理解诗歌。鼓励学生一起分析诗歌语言特点，引导学生关注诗歌中拟人、暗喻、重复、意象等文学手法。如学生接受程度较好，可鼓励学生就相似主题进行简单的诗歌创作。

背景知识

• About the poem: *Hope Is the Thing with Feathers*

Main idea	It's a poem about hope. In the poem, Dickinson compares hope to a little bird that does not disappear when it meets hardships or storms. No matter what the speaker of the poem is doing, hope is always there, and it never asks for anything in return. Hope helps people stay positive and happy during difficult times. It gives people comfort and makes them feel strong.
Writing style	Throughout the poem, Dickinson makes use of several literary devices, including metaphor (seen through the initial comparison between hope and a bird), personification (seen through the use of some verbs, such as “sings” and “upset”) and repetition (“that” and “and” used several times) .
Source	The manuscript of this poem appears in Fascicle 13, which Dickinson compiled around 1861. With the discovery of Fascicle 13 after Dickinson’s death by her sister, <i>Hope Is the Thing with Feathers</i> was published in 1891 in the second collection of her works called <i>Poems by Emily Dickinson</i> .
Reception	Due to the simplicity of the poem, it is considered childish by some critics. However, it is still believed to be Dickinson’s most beloved one, reminding people that hope is always there when we need it, never asking for anything in return. <i>Hope Is the Thing with Feathers</i> has been adapted to music to be performed by choirs.

• About the author: Emily Elizabeth Dickinson

Years of life	Born on 10 December 1830, in Amherst, Massachusetts, the USA and passed away on 15 May 1886.
Career	After studying for several years in her youth, Dickinson returned to her family’s home in Amherst. Evidence suggests that Dickinson lived much of her life in isolation and devoted herself to writing.
Popular works	Some of Dickinson’s popular works include <i>I taste a liquor never brewed</i> (1861), <i>Success is Counted Sweetest</i> (1864), <i>Because I could not stop for death</i> (1890), <i>There’s a certain Slant of light</i> (1890), <i>A Bird came down the Walk</i> (1891), and <i>I’m Nobody! Who are you?</i> (1891).
Writing style	Dickinson’s poetry explores themes of love, nature, death and the human condition, attracting readers with its depth and lyrical beauty. She frequently uses metaphors, humour, puns and irony in her poetry.

附录 1：学生用书派生词、复合词解析

下表列出学生用书单元词汇表中由课标二、三级词汇派生、复合而来的单词，供教师参考。（注：加 * 的为二级词汇，粗体的为三级词汇。）

Unit 1	
printing <i>n.</i> 印刷；打印	printing = print + -ing -ing（构成规则动词的现在分词，可使动词转化为名词）表示与动作相关的活动或概念
sticker <i>n.</i> 贴纸	sticker = stick + -er -er（构成名词）……的人（或物）
holder <i>n.</i> 支托物	holder = hold + -er -er（构成名词）……的人（或物）
troublesome <i>adj.</i> 令人烦恼的	troublesome = trouble + -some -some（构成形容词）引起（或易于）……的
luckily <i>adv.</i> 幸好	luckily = lucky + -ly -ly（构成副词）以……方式；具有……性质 lucky = luck + -y -y（构成形容词）充满……的；有……特性的
layer <i>n.</i> 层；层次	layer = lay + -er -er（构成名词）……的人（或物）
countless <i>adj.</i> 无数的；数不尽的	countless = count + -less -less（构成形容词）没有；无
hopefully <i>adv.</i> 有希望地	hopefully = hopeful + -ly -ly（构成副词）以……方式；具有……性质 hopeful = hope + -ful -ful（构成形容词）充满……的；有……性质（或倾向）的
Unit 2	
teenager <i>n.</i> 青少年	teenager = teenage + -er -er（构成名词）……的人（或物）
disappointment <i>n.</i> 失望	disappointment = disappoint + -ment -ment（构成名词）……的行为（或结果）
preparation <i>n.</i> 准备	preparation = prepare + -ation -ation（构成名词）……行为；……状态

crowd <i>n.</i> 观众；人群	crowd + -ed = crowded -ed (构成形容词)有……特征的
competition <i>n.</i> 竞争；比赛	competition = compete + -ition -ition (构成名词)……行为；……状态
deskmate <i>n.</i> 同桌	deskmate = desk* + mate classmate = class* + mate

Unit 3

guidance <i>n.</i> 指导；引导	guidance = guide + -ance -ance (构成名词)表示行动或状况
artistic <i>adj.</i> 艺术的	artistic = artist + -ic -ic (构成形容词)与……有关；……的
designer <i>n.</i> 设计师	designer = design + -er -er (构成名词)……的人(或物)
readiness <i>n.</i> 乐意	readiness = ready + -ness -ness (构成名词)……的性质(或状态、特点)
communication <i>n.</i> 交流；交际	communication = communicate + -ion -ion (构成名词)……行为；……状态

Unit 4

stranger <i>n.</i> 陌生人	stranger = strange + -er -er (构成名词)……的人(或物)
text message <i>n.</i> (手机)短信息	text message = text + message
heating <i>n.</i> 供暖；暖气设备	heating = heat + -ing -ing (构成规则动词的现在分词，可使动词转化为名词)表示与动作相关的活动或概念
owner <i>n.</i> 物主；主人	owner = own + -er -er (构成名词)……的人(或物)
health care <i>n.</i> 医疗(服务)	health care = health + care
truly <i>adv.</i> 确实地；真诚地	truly = true + -ly -ly (构成副词)以……方式；具有……性质

Unit 5

impolite <i>adj.</i> 不礼貌的	impolite = im- + polite im- (否定前缀)不；非；相反的
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incorrect <i>adj.</i> 不正确的	incorrect = in- + correct in- (否定前缀)不; 非; 相反的
imagination <i>n.</i> 想象; 想象力	imagination = imagine + -ation -ation (构成名词)……行为; ……状态
meaningful <i>n.</i> 有意义的	meaningful = meaning + -ful -ful (构成形容词)充满……的; 有……性质 (或倾向)的
painting <i>n.</i> 绘画	painting = paint + -ing -ing (构成规则动词的现在分词, 可使动词转化为名词)表示与动作相关的活动或概念

Unit 6

frozen <i>adj.</i> 冰冻的	freeze 的过去分词用作形容词, 表示某人或某物被某种动作影响后的状态
woods <i>n.</i> 树林	wood 的复数形式, 倾重于描述面积较大、树木茂密、自然形成的树林区域
leading <i>adj.</i> 最重要的	leading = lead + -ing -ing (构成规则动词的现在分词, 可使动词转化为形容词)表示主动或持续的状态
riverside <i>n.</i> 河畔; 河岸	riverside = river* + side
waterfall <i>n.</i> 瀑布	waterfall = water* + fall

附录 2:《义务教育教科书(五·四学制) 英语练习部分 七年级上册》听力文本和参考答案

Audio scripts

Unit 1

A1

A New Start

In the new term, let's explore, and take a chance,
To try soccer kicks and drama dance.
Crafting small wonders, in art we dive,
With drums that beat, emotions come alive.

With rock climbing, we reach for the sky,
Having joys in gardening, we feel our hearts fly.
So, my friends, you don't need second thoughts,
A whole new world is in front of us.

A3

Lily: Hey Mark! How's everything going?

Mark: Hi Lily! I've been having some great experiences lately. I started hiking and it's been eye-opening.

Lily: Excellent! What's been so great about it?

Mark: I found a new path and beautiful views near the city. It's like a whole new world.

Lily: Wow, that must be refreshing! I've been trying making new dishes with a tasty Thai curry — cooking makes me happy.

Mark: Thai curry sounds delicious! Trying new things can add more colours to our life.

Lily: Yes. I started learning calligraphy last week. It's a whole new world of creativity for me. Every new experience brings a fresh way of looking at life.

Mark: I agree. Trying new things opens my mind in unexpected ways.

Unit 2

A1

We're dancing through troubles, left and right,
Changing the darkness into a shining light.

With a little twist and a little turn,
In every problem, there's a lesson to learn.

With a heart so brave and true, we'll find a good way,

And dealing with troubles, we'll make it a full day.

A3

I'm Maya Angelou, an African American writer. When I was young, I was poor and couldn't get a good job just because I was an African woman. Things are difficult for me. If I am weak and not good to myself, how can I expect anyone else to be good to me? So I choose to be myself and deal with all the difficulties without fear. I do the things I love, writing, dancing and even performing. I actually do them so well that people can't take their eyes off me. My writing encourages millions of people. I'm beautiful and special the way I am. Believe me, nothing can stop us from being ourselves!

Unit 3

A1

- (1) I want to become an engineer. It's a dream for years.
- (2) Singers use their beautiful voice to entertain people with songs.
- (3) The hairdresser has good skills. You can be sure to leave happily with your new look.
- (4) Amy is a career woman who likes to share her knowledge and skills with others.
- (5) The tour guide helps us explore the city, and we enjoy the trip.

A2

- (1) An actor entertains audiences by acting, singing or dancing.
- (2) The host invited the old teacher to tell us about his teaching career.
- (3) Playing the piano for six hours is the daily work for the famous pianist.
- (4) Is a police officer a practical job or a public service job?
- (5) Diana, a young artist, had many wonderful ideas about her paintings.

A4

Hello! My name is Angela. I work as an ER doctor. ER means the emergency room. Some people might think all doctors are the same. In fact, working in the emergency room is different. The sick people here have different medical problems and always get sick seriously. We need to find out these problems quickly and provide right immediate care. Every day, we must be ready for any possible emergency work because people may get hurt at any time.

We also have some free time. Besides having a rest, we study and take notes on medicine and emergency care. It's important to do these things so that we can give our patients the best treatment. Every Friday, I go to meetings to learn how to improve our medical skills. Though it is hard to be an ER doctor, I still think it is interesting and I feel proud of myself.

期中评价

Part 1 Listening and speaking

2

- (1) What's your impression of a lawyer?
- (2) I mean some is salty, some is a bit sweet and still some can be spicy.

(3) It's OK to have negative feelings. But you should deal with them in a calm way.

(4) Yes, every job plays its own role in helping our society work.

(5) You say everyone is different. Can you explain further?

3

(1) **G:** Will you still go to the rock climbing club?

B: I'd like to try something different. Maybe the skateboarding club. How about you?

G: I'm thinking of joining the singing club.

(2) **G:** What do you learn in the career guidance workshop?

B: A lot of things about jobs. For example, last week, we learned about different types of jobs.

(3) **G:** I was trying to learn a new song on the piano, but it was really hard.

B: Did you change a song?

G: No. I practised it every day, even though I made mistakes.

(4) **G:** Have you heard about the 30-day challenge?

B: Yes, I have. I also want to give it a try and do something new and meaningful for 30 days.

G: Let's make an action plan right now.

4

(1) I am good at maths and science. I design buildings for people to live and work in. My job includes drawing plans to show how these places will look.

(2) Have you ever tried camping? You spend time outdoors with your friends, explore the woods, and gather around the campfire. It's a great way to have fun and enjoy the beauty of nature.

(3) When you feel worried, take a deep breath. Sharing your worries with a trusted friend also works. And it's a good way to stay busy.

(4) I'd like to do a job that may be safer in the age of AI. So I will consider jobs with a human touch. For example, I may be a teacher, an artist, or a caregiver.

(5) Imagine a ball that floats above the ground! With the Hover Ball, you can have endless hours of fun. You can also learn about the cool science!

Unit 4

A1

(1) Smart locks are different in details, such as shapes and sizes.

(2) The way we go with our smart home will depend on the needs of our household.

(3) The devices allow owners to control them all by pushing a button from one mobile phone.

A3

Are you worried about leaving devices on when you're away from home? With our smart switches, you can cut off power to unused devices. The technology will bring you convenience, power safety, and low energy use.

Our microwave radar sensor can sense your activity at home. The system can keep your home at a right temperature whether you are in or away. As a result, the service life of devices can last longer and the cost can be lower.

We are confident that we have everything to make your life easier. Feel free to check out more

details from us.

Unit 5

A1

- (1) Classic films stand the test of time.
- (2) Which film do you expect to watch?
- (3) The director set the film in Shanghai in the 1990s.
- (4) Could you lend me a guide book for filmmakers?
- (5) This new film is based on a true story of a brave boy.
- (6) The drama is going to be released this weekend.
- (7) It is hoped that this young director has a bright future.
- (8) It was deep at night when they filmed the final scene.

A2

- (1) This new film is based on a true story of a brave boy.
- (2) The drama is going to be released this weekend.
- (3) It is hoped that this young director has a bright future.
- (4) It was deep at night when they filmed the final scene.
- (5) Jack just returned from the movie camp. He looked happy.
- (6) Joan said the book helped filmmakers to explore the secret of making films.

A4

Yiming: Lu Yao, do you know that this year's International Film Festival is coming?

Lu Yao: Of course, Yiming. It will run from 9 June to 18 June. I'm looking forward to it. You know, I am a big fan of films.

Yiming: Anything special about this year's International Film Festival?

Lu Yao: Quite a lot. For example, this year's festival received 8,800 films from over 128 countries and regions. Among them, more than 520 are animations. That's the biggest number ever!

Yiming: Good news for you. I have a great interest in short films. To tell a story and show the message of the story within 20–30 minutes is no easy job for filmmakers, is it?

Lu Yao: Yes, I agree with you. I can't wait to see which short film will win the top prize.

Yiming: The awards ceremony will be broadcast on TV on the night of 17 June. Shall we watch the big event together?

Lu Yao: Good idea! See you this weekend!

Unit 6

A1

- (1) The Songhua River is far away but people like to fly there to experience it through food and ice fishing in winter.

- (2) Visitors love the wonderful landscapes around Mount Tianshan and enjoy themselves a lot.
- (3) The Yangtze River is the longest river in China and it's more than six thousand kilometres in length.
- (4) The Alps is one of the largest mountains in Europe and it passes through several countries.

A3

The Qinling Mountains are called as the backbone of China. They are about 1,600 kilometres in length from east to west and about 300 kilometres wide from north to south. Among them, Mount Taibaishan is the main one with the height of 3,771.2 metres. It stands between the Yangtze River and the Yellow River. Besides, many big rivers in China find their roots in the Qinling Mountains, among which the larger ones include the Jialing River, Han River, Wei River, and so on.

The Qinling Mountains are important to Chinese people. They have great influence on China's climate, shaping the weather types of our country. Also, they are of great importance in forming water. During the wet season, these mountains store rainfall. When it is dry, they provide the flow of water sources for dry areas. This is good to avoid floods and helps farming activities a lot.

期末评价

Part 1 Listening and speaking

2

- (1) Which smart device do you like better, the smart bed or the smart fridge?
- (2) Why do you enjoy using the smart TV a lot?
- (3) Would it be possible for you to go to the cinema with me this Sunday?
- (4) Would you be kind enough to help me with this film review?
- (5) I promise to try mountain biking with you this time.

3

- (1) **B:** What smart device do you want to have in your future home?

G: I want to have a smart toilet. I guess it can clean itself.

B: So do I.

- (2) **G:** Hi, do you like watching films?

B: Yes, I love films, especially sci-fi films. They're so exciting and interesting!

G: That's cool. But I like action films and musicals better.

- (3) **G:** Hey, Mike, what activity are you going to do during your summer holiday?

B: I plan to go hiking in the mountains with my sister. It's so fun to explore nature!

G: That sounds great! I plan to spend some days in the mountains too. But I'll watch birds with my friends.

- (4) **B:** I love learning about China's natural wonders like Mount Taishan and Mount Huangshan.

G: Besides the beautiful mountains, the Yellow River and Yangtze River are also amazing parts of our country.

B: Yes, and I want to visit the Yellow River and watch the Hukou Waterfalls one day.

4

- (1) The smart shower is one of my favourite devices in my home. It has built-in sensors, so it can perfectly change the water temperature and flow to my habits and needs.
- (2) In my smart home, the front door lock is controlled by my smartphone. With a simple tap, I can lock or unlock the door, even when I'm not at home.
- (3) If you're looking for great films to watch, I highly recommend the classic animated films. They are interesting and meaningful. They often tell us stories about family, friendship and courage.
- (4) Films are like magic, taking us to strange places and introducing us to different characters. With special effects and imagination, film-makers can bring stories to life in ways we've never imagined.
- (5) Many mountains in our country are great and tall. They rise high into the sky and stand proudly, like soldiers guarding the Earth. Climbing mountains is fun, bringing us closer to nature.

Answer key

Unit 1

A1

- (1) wonders, drums, come, front, us
- (2) soccer, rock
- (3) explore, small, thoughts, for
- (4) chance, drama, crafting, art, gardening, hearts

A2

- (1) traffic light (2) skateboard (3) eye test (4) copy machine

A3

3-1

- Mark's hiking experience
- Lily's calligraphy learning
- the value of trying new things

3-2

- (1) new path (2) beautiful views (3) cooking (4) trying (5) fresh way

B1

- (1) A (2) A (3) A

B2

- (1) C (2) D (3) B (4) E (5) A

B3

(Answers may vary.) I would like to join the 3D printing club because I can learn how to make cool things and I want to know more about special machines and computer programs.

C1

- (1) A (2) A (3) B

C2

- 2-1 (1) exciting (2) came up with (3) credit card (4) Hopefully (5) creative
- 2-2 (1) F (2) F (3) T (4) T (5) T

C3

3-1 C → E → A → B → D

3-2 (1) C (2) A (3) B (4) B

3-3

(1) Yes. She found it hard because her works never seemed to show the colourful scenes in front of her eyes.

(2) Her grandmother's encouragement.

(3) (Answers may vary.) Yes. When my project got tough, I didn't quit. I tried using different methods, and coming up with a new idea. I finally solved the problem and succeeded.

Grammar

1

SVOO sentence:

Their teacher showed them important techniques.

SVOC sentences:

They found the activity tough but exciting.

Rock climbing taught them to be strong and never give up.

2

- (1) a hat (2) white (3) her student/the girl (4) gave

D1

Problem	①	Solution	② ③	Feeling	⑥
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D2

(Answers may vary.)

(1) So, he dug a hole to collect rainwater and made a system to water his fields.

(2) people in the village admired him

Unit review

(Answers may vary.)

Why do we try new things?

A. Be curious

Discoveries of new things

- Tick (✓) the activity/activities you want to try:
 testing a talk light going windsurfing
 taking up roof gardening acting in a play
 going rock climbing making fruit animals
- I'm interested in it/them because these activities are creative and interesting.

B. Just do it

- Club activities @ New Star Middle School
 - building 3D models in the 3D printing club
 - watching vegetables grow in the roof gardening club
 - climbing in the rock climbing club
- Knowledge or skills to learn in these clubs:
 - knowledge about building a 3D house
 - gardening skills
 - knowledge about how to climb up with my legs more
- My favourite club activity/activities: building 3D models

C. Never give up

- How the scientists found a solution to their problem:
They accidentally found the similarity between the pizza pan and the heavy glass holder of the solar panel.
- What kind of people the scientists are: creative, curious, hard-working, etc.
- What I found impressive: The scientists can connect solar cells with pizza.

D. Be creative

- What I do to solve a problem:
When the light goes out, I get the flashlight, check the breaker, and call for help.
- What I learn about other students' solutions to problems:
My classmates have interesting ideas that can help me think more actively.

E. Have a try

- My action plan to try a new thing:
I want to learn hip hop dancing too, so I plan to watch hip hop videos or join a dance class and make a plan to practise moves.

Unit 2

A1

/ə/: a, problem

/ɜː/: turn, learn

/ʊ/: good, full

/uː/: through, true

A2

- (1) weak (2) deep (3) special (4) fear (5) ourselves

A3

3-1

My job My hobbies and talents

My difficulties My belief

My choices

3-2

- (1) poor, good job
(2) weak, anyone else
(3) without fear
(4) take, off
(5) being ourselves

3-3 (Answers may vary.)

What makes her a cool woman?

In times of difficulty, she chooses to be herself without fear. Her attitudes and books encourage millions of people all over the world to accept themselves as they are.

What do I learn from her?

I should be good to myself and accept who I am. I also learn that I can make a difference if I am brave enough.

B1

- (1) What do you like best about
- (2) What's your opinion on
- (3) Do you think

B2

- (1) C (2) E (3) B (4) D

B3

- (1) What do you like best about
- (2) What happened
- (3) (my mistake) at once
- (4) do you feel
- (5) What's your opinion
- (6) In my opinion

C1

- (1) C (2) A (3) D (4) B (5) B

C2

2-1 B

2-2

(Answers may vary.)

Situation 1: E/F

Situation 2: A/B/C/D

Situation 3: D

C3

3-1

to help us learn a life lesson through Sarah's story

3-2

(1) unhappy

(2) She decided to pick up puzzle pieces of herself and put them back together. (When she felt pain, she would paint pictures with her mind and imagine the beautiful things in life.)

(3) hopeful

(4) She could stand for 5 minutes at a time. She made a new friend too!

3-3

(1) Because she got encouraged by other kids with similar problems and she dreamed of walking.

(2) She hopes there are more role models for disabled kids and everyone can be kind to disabled people.

(3) If we have a strong mind and never give up easily, we can make our dreams come true.

(4) (Answers may vary.)

Sarah is strong-minded because she could stand the great pain after the operation by imagining something beautiful.

Sarah is also helpful because she joins in an activity to help disabled people.

3-4

(Answers may vary.) I dreamed of cooking delicious meals for my parents, but I kept messing things up because I had very limited cooking skills. Upon my grandma's suggestion, I decided to begin by learning simple recipes and I also watched online videos to improve my skills. Finally, I made it!

Grammar

1

(1) had better (2) had better (3) needn't (4) not let (5) follow

2

(1) needn't compare with others

(2) had better take an umbrella with you

(3) needn't hurry

(4) had better ask others for help

(5) had better not stay up too late

D1

(1) D (2) C (3) A (4) B

D2

(Answers may vary.)

(1) When I started playing, my hands shook. I was unsure if I was doing it right.

(2) other members kindly showed me all the moves.

(3) If we keep moving forward, the fear of trying something for the first time will disappear and we may even have a great time.

Unit review

(Answers may vary.)

What is a person with a strong mind like?

A. Accepting who you are

A talk from a “cool” kid — Yang Feifei

- Her fear in the past: She was afraid of speaking because of her deep and rough voice.
- Her belief and hope now: Feeling good about ourselves is important. Everyone can be proud of who they are.
- What I learn: Everyone is different. I should love myself.

B. Following your own heart

Pursuits (追求) of Zhao Peng and Nina Brown

- What I know about Zhao Peng and Nina Brown:

They both keep on with what they think meaningful although they face many difficulties. Zhao Peng does paper cutting to keep the Chinese tradition alive. Nina Brown runs “Teenager Helper” to help kids deal with fears and go after their dreams.

- What I will do if (*I would like to do something but face difficulties/my friends do something wrong and ask me to join in*~~others are following a popular style~~):

I will not follow others blindly. Instead, I will think about whether the popular style of clothes or hair suits me or not.

C. Facing difficulties in life

A winning mascot

- What happened to Claire and how she felt:

She was chosen to be a mascot instead of a player. → Disappointed

She talked with her mum and Mum's words rang in her head. → Unsure

She decided to work hard at becoming a good mascot. → Quite clear

She was liked by everyone as a mascot. → Happy

- My favourite sentence(s) or part(s):

Things won't always go your way, but disappointment can be good for you. It's all to do with how you respond.

D. Learning from past experiences

- What I learn from my own experience(s):

It's important to focus on what's happening right now instead of worrying too much about the past or future.

What I learn from others' experiences:

- We should always be thankful and feel happy for the good things in our life.

E. Moving forward to a stronger self

- Tips on how to have a strong mind:

Get to know ourselves and accept who we are.

Follow our own heart and do what we think right.

Face difficulties in life.

Be able to learn from past experiences.

Deal with negative feelings in proper ways.

Unit 3

A1

/ɔɪ/: voice, enjoy

/ɪə/: engineer, career

/eə/: hairdresser, share

/ʊə/: sure, tour

A2

- (1) BC (2) BD (3) AD (4) AC (5) BC

A3

- (1) fireman/firefighter (2) photographer (3) engineer (4) doctor (5) architect

A4

4-1

- (1) B (2) A (3) D (4) A

4-2

- (1) the same (2) take notes (3) Friday, learn

B1

- (1) B (2) C (3) A

B2

(1) A: How do you like your new job?

(2) A: What do you think of the new restaurant?

(3) A: How do you feel about trying out a new hobby over the weekend?

(4) (Answers may vary.) What do you think of/Could you share your impressions of/Could you describe your feelings regarding/What are your thoughts on

B3

- (1) D (2) C (3) E (4) A (5) B (6) F

C1

- (1) pride (2) carrier (3) serve (4) exactly (5) greeting (6) addresses

C2

2-1

	Anne	John
dream job	✓	✓
job duties	✓	
job qualifications		✓
difficulties in changing or choosing a job	✓	✓

- 2-2 (1) B (2) B (3) D

C3

- 3-1 (1) T (2) F (3) T

3-2

(Answers may vary.) Yes. Because I love animals. I'm interested in caring for sick animals. More

importantly, when I bring health and happiness to animals, I feel happy./No. Because I'm not strong-minded enough and I'm afraid of blood. Besides, I don't think I can work for long hours.

Grammar

1

- (1) his (2) your (3) hers, her (4) Children's (5) John's (6) astronauts'

2

- (1) their (2) your (3) mine (4) each other's (5) our

D1

A B D

D2

B

D3

(Answers may vary.) it's exciting/wonderful/... to be a photographer

Unit review

(Answers may vary.)

What do you know about jobs?

A. Job duties

- Types of jobs:
 - (1) Practical jobs: cook, hairdresser
 - (2) Public service jobs: doctor, police officer
 - (3) Artistic jobs: artist, actor
 - (4) Technical jobs: engineer, architect
- Describe the duty of one job you know about most.
A(n) teacher usually helps students deal with problems.

B. Job qualifications

An interview with Mr Ma

- What does Mr Ma need to do his job? Tick (✓) the right answers.
 - Knowledge to make food taste good
 - High school education or above
 - Readiness to help others
 - Going to the market early every day
- What do you think of Mr Ma's job?
It is important and not easy.

C. Job pride

Amazing dabbawalas

- Why is a dabbawala's job amazing?
Because dabbawalas send so many meals a day and hardly make a mistake.

- Can you list another amazing job? Why is it amazing?

An astronaut. Because astronauts can go to space, float around, and see the Earth from far away.

D. Wonderful jobs

A wonderful job

- Topic sentence:

In my view, it's wonderful to be a(n) teacher.

- Details:

(1) Teachers give lively and interesting lessons.

(2) Teachers keep learning and trying new ideas.

(3) The hard work and love from teachers help us really grow.

E. Job descriptions

Key words about making a mini job dictionary:

A teacher (job name)

- Job description: teach students and help students grow
- Qualifications and training: Teacher Qualification Certification, one-year training in the school
- Personal qualities: kindness, the ability to learn new things

期中评价

Part 1 Listening and speaking

2

(1) A (2) B (3) A (4) B (5) B

3

(1) D (2) A (3) C (4) B

4

(1) F (2) T (3) T (4) T (5) F

5

(Answers may vary.)

- (1) I would like to try running for at least one kilometre every day because running can make me stronger and help me relax.
- (2) When I feel sad, I draw pictures of happy things. It makes me feel better and smile.
- (3) They should first consider what it takes to do a job. Then they should consider their own strengths and weaknesses in doing it.

Part 2 Vocabulary and grammar

1

(1) A (2) B (3) A (4) A (5) B (6) B

2

(1) Firemen (2) service (3) ourselves (4) finally (5) succeed (6) impossible

3

- (1) funny (2) artist (3) honest (4) brave (5) fail

4

- (1) baby's (2) their (3) children's (4) your (5) had better (6) need (7) yours
 (8) others'

Part 3 Reading**1**

- (1) C (2) B (3) A (4) D (5) B

2

- (1) E (2) B (3) C (4) The battery (5) The indicator box

3

- (1) Yes, she did.
 (2) She felt quite low and thought her friend was better than her.
 (3) Instead of feeling disappointed, she should focus on her own performance and goals.
 (4) On a/her “dream board”.
 (5) (Answers may vary.) I learn from the story that it’s more helpful to focus on our progress than comparing ourselves with others.

Part 4 Writing**1**

- (1) grow (2) deal (3) proud (4) creative

2

- (1) I find it difficult to keep on trying.
 (2) Why not tell him your feeling bravely?
 (3) In my view, it's wonderful to be an astronaut.

Unit 4**A1**

/eɪ/: details, shapes, way

/aɪ/: sizes, devices

/əʊ/: home, owners, mobile, phone

/aʊ/: household, allow

A2

- (1) B (2) D (3) A (4) C

A3

3-1 (1) B (2) A

3-2 (1) devices (2) convenience (3) power safety (4) sense your activity (5) service life
 (6) lower

B1

I love ...; I like ...; I enjoy ...; I am really into ...; My favourite thing is ...; I am a big fan of ...; ...

makes me happy.

I hate ...: I don't like ...; I'm not crazy about ...; I can't stand ...; I really dislike ...; I'm not fond of ...; ... is not my cup of tea.

B2

- (1) F (2) D (3) B (4) A (5) C (6) E

B3

Lu Yao: I love/like/am a big fan of /am really into smart kitchen devices. Or: Smart kitchen devices make me happy.

Lin Dong: I love/like/am a big fan of /am really into smart cleaners. Or: Smart cleaners make me happy.

Li Bailong: I really dislike/don't like /am not fond of /can't stand smart toilets. Or: Smart toilets drive me crazy.

C1

- (1) depend on (2) order (3) suggest (4) manage (5) remind

C2

2-1 types of customers' needs the possible customers

- 2-2 (1) B (2) D (3) C (4) D

C3

- 3-1 (1) F (2) T (3) F (4) T (5) F

3-2 (1) Thanks to the connection of more technical information.

(2) By using less/reducing strength and time.

(3) No, they aren't. Because they may not have an international standard.

(4) They may reduce job positions.

(5) (Answers may vary.) No, it doesn't. Because our life may be out of control if it is controlled by IoT devices.

Grammar

1

- (1) has started (2) have sensed (3) have not got (4) have used (5) Has ... explained

2

(Answers may vary.)

(1) I have already had a smart lock in my home. My parents bought one two years ago for our new house.

(2) I have ever used smart bulbs. I felt amazed when I used them.

(3) I have ever heard about the speech recognition system. It can help new parents to know why their baby is crying.

(4) I wish to have a smart wall. It serves as a screen. Sometimes I watch films on it without going to the cinema. Sometimes I visit places of interest around the world without stepping outside.

D1

(1) When my friends call on me, they will be amazed by my cool smart home.

I can start living a safe, comfortable and convenient life.

(2) So many smart devices require us to have an account to use them.

Before the technology is stronger, we should never share one password across all accounts.

D2

(Answers may vary.)

(1) I love smart homes. I won't need to spend too much time cleaning with the smart cleaner.

Besides, the voice recognition system will make my life easier.

(2) I hate smart homes. The cost of making a home smart can be pretty high. Besides, I fear those devices know too much about me and they will make me lazy.

Unit review

(Answers may vary.)

How smart can our homes be?

A. Smart devices

List six smart devices and tick (✓) two of your favourites.

- | | | | |
|-------------------------|-------------------------------------|------------------------|-------------------------------------|
| 1. <u>smart lock</u> | <input type="checkbox"/> | 2. <u>smart fridge</u> | <input checked="" type="checkbox"/> |
| 3. <u>robot cleaner</u> | <input checked="" type="checkbox"/> | 4. <u>smart tap</u> | <input type="checkbox"/> |
| 5. <u>smart speaker</u> | <input type="checkbox"/> | 6. <u>smart door</u> | <input type="checkbox"/> |

B. Smart living

- Lu Yao likes the smart speaker because it plays songs itself when she tells it the song she wants to listen to.
- Lu Yao dislikes the fact that the smart home has not connected all smart devices because she wants the smart bed to rock her to sleep as music plays and the smart kitchen prepares breakfast for her.
- I dislike the smart home because if smart devices do everything for us, we humans might become lazy and at last fully controlled by them.

C. Smart home technology

What smart home technology is mentioned?

- Better personal care

Smart homes learn what their owners often do.

- Easy control

We can control our smart devices by speaking and signalling.

- Low energy

Smart homes manage energy use.

D. Smart ideas

- Smart kitchens can:

- connect the smart fridge, the oven and other devices.

- plan our meals and tell us when our dinner is ready.
- cook our meals without wasting any food.
- grow fresh vegetables in the smart indoor garden.
- Imagine what else smart kitchens can do:
 - They can wash dishes after meals.
 - They can order food ingredients according to our needs.

E. Smart future

To redesign a smart home device, we should think about the following questions:

- What does it look like?
- How does it work?
- What can it do?
- How do we feel about it?

Unit 5

A1

(1) test (2) expect (3) set (4) guide (5) brave (6) drama (7) bright (8) deep

A2

/t/: hoped, looked, helped, based, released

/d/: filmed, returned

A3

(2) action (3) musical (4) animation (5) drama

A4

4-1 (1) T (2) T (3) F (4) T (5) F

4-2 (1) 9 June (2) 8,800 (3) countries (4) night (5) 17 June

B1

Would you mind booking a ticket for me?

No problem./Certainly./Sure. Or: I'm afraid I don't have enough time.

Would you be kind enough to recommend a film to me?

No problem./Certainly./Sure.

Would it be possible for you to make a short film for our class?

No problem./Certainly./Sure. Or: Sorry, I have something else to do.

B2

(1) B (2) D (3) A (4) C

B3

(Answers may vary.)

Situation 1:

Mum, could you please buy me some popcorns and drinks for the film?

Situation 2:

Sir, would you be kind enough to turn off your mobile phone?/Sir, would you mind sending messages (instead of making a phone call)?

C1

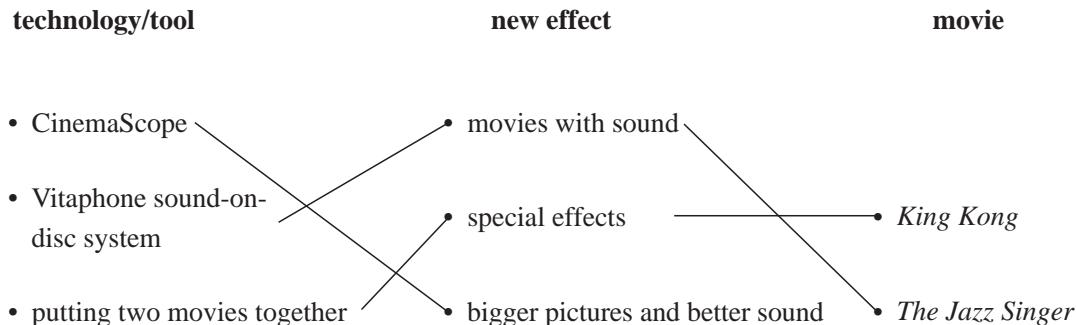
- (1) true (2) fought (3) returned (4) classic (5) common

C2

2-1 (1) D (2) A (3) E

2-2 (1) C (2) B

2-3



2-4

- (1) The earliest (2) better (3) wider (4) more exciting (5) higher (6) more wonderful

C3

3-1 (1) D (2) C (3) B

3-2

(Answers may vary.)

(1) This film is made up of seven short stories and it was directed by seven directors.

(2) It means that the directors focus on telling stories of ordinary people.

(3) The moment of the landing of China's Shenzhou 11 manned spacecraft, because I watched the TV broadcast and it shows China's growing strength in space technology.

3-3

(Answers may vary.) After watching *My People, My Country*, you will get to know that there is a close tie between each individual and their country.

Grammar

1

- (1) the prettiest (2) the most beautiful (3) more popular (4) the most exciting
(5) more exciting (6) stronger (7) more creative

2

(Answers may vary.)

- (1) Monkey King is the strongest among all the characters.

- (2) Pigsy is greedier than the others.
- (3) Pigsy is the funniest one of them.
- (4) Friar Sand is more hardworking than Pigsy.
- (5) Monk Tang is one of the kindest monks in the film *Journey to the West*.

D1

C

D2

(Answers may vary.)

- (1) This is a wonderful film for dream-pursuers, and I really recommend it to you!
- (2) Because of the wonderful martial arts and meaningful message, *Kung Fu Panda* is certainly on the top of a must-see-film list.

Unit review

(Answers may vary.)

What makes a good film?

A. Film release

When you introduce a film, what elements can you include? List at least six of them.

- | | |
|----------------------------|---|
| 1. <u>name of the film</u> | 2. <u>type of the film</u> |
| 3. <u>plot</u> | 4. <u>setting</u> |
| 5. <u>main characters</u> | 6. <u>special effects</u> |
| 7. <u>director</u> | 8. <u>theme music</u> |
| 9. <u>box office</u> | 10. <u>cast (leading/supporting actors/actresses, voice actors/actresses/...)</u> |

B. Films teenagers like

Tick (✓) one of the films and make a short conversation.

The Sound of Music

Charlotte's Web

Dangal

A: I want to watch *Dangal*. This film tells us a story about an Indian father and his daughters. He teaches his daughters to wrestle. Shall we watch it this Saturday?

B1: That's a good idea. Let's book the tickets right now.

B2: I'd love to, but I'm afraid there's a more classic film *The Sound of Music*.

C. Classic Chinese animations

- 1. Review the film *The Legend of Sealed Book* on page 82 in the *Student's Book* and fill in the blanks.
- 2. Choose your favourite animation and complete the table.

	<i>The Legend of Sealed Book</i>	My favourite animation: ⁽³⁾ <u>Kung Fu Panda</u>
Main characters	Eggborn and three bad foxes	⁽⁴⁾ <u>A panda named Po, Master and Tai Lung</u>
Main plot	⁽¹⁾ <u>A boy named Eggborn tries to fight three bad but silly foxes.</u>	⁽⁵⁾ <u>A panda named Po becomes the Dragon Warrior and saves the valley.</u>
Features (特色)	<ul style="list-style-type: none"> Ink wash painting as a form of Chinese art ⁽²⁾ <u>Traditional customs, such as paper cutting and lion dancing</u> 	<ul style="list-style-type: none"> ⁽⁶⁾ <u>An all-star voice cast</u> ⁽⁷⁾ <u>The beauty of Chinese culture and martial arts</u>

D. My views on films

Referring to the table above, write down the reasons for your recommendation:

Reason 1: Kung Fu Panda shows the beauty of Chinese martial arts.

Reason 2: With an all-star voice cast, all the characters are vividly presented on the big screen.

Your conclusion: This is the best animation I've ever watched, and I strongly recommend it to you.

E. Our own film

To make our own film, what should be prepared? Refer to the directions on page 91 in the *Student's Book* and make a to-do list.

To-do list

1. Give a role to each member.
2. Make a filming plan.
3. Write the screenplay.
4. Get cameras and lights ready.

Unit 6

A1

- (1) far, fly, food, fishing (2) Visitors, love, themselves (3) longest, six
 (4) is, mountains, passes, countries

A2

- (1) metres (2) total (3) height (4) located (5) length

A3

3-1

- | | |
|--|---|
| <input type="checkbox"/> the Qinling Mountains | <input checked="" type="checkbox"/> the Han River |
| <input type="checkbox"/> Mount Taibaishan | <input checked="" type="checkbox"/> the Wei River |
| <input type="checkbox"/> the Jialing River | <input checked="" type="checkbox"/> the Yangtze River |
| | <input checked="" type="checkbox"/> the Yellow River |

3-2 (1) T (2) F (3) F

Notes: (names, numbers, places, ...)

(Answers may vary.)

the Qinling Mountains: 1,600 km long, 300 km wide

Mount Taibaishan: 3,771.2 m

Influence on: CHN's/C's climate, form water

(1) 1,600 kilometres, 300 kilometres

(2) Mount Taibaishan, 3,771.2 metres

(3) China's climate, forming water

B1

(1) A: What is “hiking”?

(2) A: Which activity interests you most in winter?

(3) B: You have my word. I'll share my skills with you.

B2

(1) D (2) B (3) E (4) A (5) C

B3

(Answers may vary.)

(1) I promise that/I assure you that

(2) Don't worry.

(3) What activities are there in the sailing summer camp?

(4) Which activity interests you most?

(5) That sounds like it would be fun!/It must be exciting/interesting!

(6) You have my word./Of course.

C1

(1) lifeblood (2) a mix of (3) flow into (4) attraction (5) improve

C2

2-1 C

2-2 (1) Length (2) the western part of Beijing (3) places of interest

(4) many tourist attractions (5) source of water

C3

3-1 (1) D (2) B (3) A (4) C

3-2 (1) influence (2) trade (3) different foods (4) fun and leisure (5) store water (for crops)

(6) make electricity

Grammar

1

(1) not as long as (2) as important as (3) Both (4) all (5) Neither

2

(Answers may vary.)

- (1) Mount Hengshan is not as high as Mount Huashan.
- (2) The views of Mount Huashan are as beautiful as those of Mount Hengshan.
- (3) Mount Huashan is as famous as Mount Hengshan in China.

D1

(Answers may vary.)

- (1) tall/brave soldiers (2) a silken belt
- (3) a tiger/lion/wild beast (4) a silver belt/a snake
- (5) a colourful/peaceful painting/picture

D2

(Answers may vary.)

- (1) great/big doors/gates/doorways(, each one leading to a deeper and more beautiful part of the river)
- (2) a running horse/tiger/lion through the landscape(, with its head in the clouds and its tail touching the earth)
- (3) green belts(, winding in the land)

Unit review

(Answers may vary.)

Why are mountains and rivers important to us?

A. Interesting facts

Quizzes about mountains and rivers

- The longest river in the world:
the Nile
- The highest mountain in the world:
Mount Qomolangma
- The “mother river of China”:
the Yellow River

B. Leisure time

Winter Camp

- Information about the winter camp:

Tick (✓) the one(s) you want to know:

- When will the winter camp be held?
- How long is the winter camp?
- What activities are there in the winter camp?
- Which activity is the most interesting?
- ...

- What activities do you want to have in a winter camp?

Hiking, mountain biking, ice fishing, having a picnic, taking pictures, drawing, boating and sailing on the rivers, cycling, ...

C. Influence of rivers

The lifeblood of cities

- Similarities of the River Thames and the Huangpu River

Aspects	Similarities
View	Passing famous <u>places of interest</u>
Location	Connecting with <u>bigger river or sea</u>
Influence	<ul style="list-style-type: none"> ▲ Shaping <u>the life of people</u> ▲ Making the cities <u>the leading ports in the world</u> ▲ Improving the environment and providing <u>water, fish and some other food</u>

- Other influence of rivers:

Providing fun and leisure, producing food, helping transport, ...

D. Amazing scenery

- Which place do you want to go to the most?

Mount Huangshan.

- Why do you want to go there?

Because I can see many beautiful sceneries there.

E. Nature promotion

- What information is needed to make a brochure to promote mountains and rivers in China?

Location and climate, open time, fee, popular activities, ways to get there, contact info, ...

期末评价

Part 1 Listening and speaking

2

- (1) A (2) B (3) B (4) A (5) A

3

- (1) C (2) B (3) C (4) C

4

- (1) T (2) F (3) T (4) F (5) F

5

(Answers may vary.)

- (1) In my opinion, smart homes will change our lives by making it easier and more convenient to control our home devices, saving us time and energy.
(2) My favourite film is *The Sound of Music*. I love it because the story is interesting and the

- music is so wonderful.
- (3) Mountains and rivers are important in our lives because they provide us with beautiful scenery and natural resources like water and different kinds of food.

Part 2 Vocabulary and grammar

1

- (1) protect (2) bathroom (3) weekdays (4) explore (5) attraction (6) frozen

2

- (1) tourist(s) (2) friendship (3) true (4) personal (5) produce (6) height

3

- (1) C (2) A (3) E (4) B (5) D

4

- (1) has become (2) have influenced (3) have tried (4) comfortable (5) the most exciting
(6) smarter (7) stronger (8) better

Part 3 Reading

1

- (1) B (2) C (3) B (4) D (5) D

2

- (1) a special mix of the old and the new
(2) old markets, snack bars and tall buildings
(3) a capital city with much history and culture
(4) the Palace Museum and the Temple of Heaven
(5) busy streets (filled) with sounds and sights from all over the world

3

- (1) It turns to make you comfortable (if you're not sleeping well).
(2) By playing a soft lullaby to calm you down.
(3) It greets you, tells you the weather, and suggests what to wear based on your schedule.
(4) The smart bed talks to the coffee machine to make coffee before you wake up.
(5) Things like lights, temperature and music that meet your needs, and smart devices doing all the chores.

Part 4 Writing

1

- (1) dishonest (2) store (3) national (4) Instead

2

- (1) The film review was as helpful as a guidebook.
(2) My new smart light is shining like a little sun in the home.
(3) The mountain stands as tall and proud as a giant.



YINGYU
JIAOXUE CANKAO ZILIAO

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