

义务教育教科书

(五·四学制)

英语

教学参考资料



六年级
上册

上海教育出版社

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前　言

教师是确保英语课程有效实施的关键要素。教材配套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、教育观等理念，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”。教材编写严格对接课程标准，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，将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有机融入教材编写。

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

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

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

同时，活动设计强调科学性、关联性、指导性和逻辑性，通过创设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，涵盖目的语文化和世界其他文化，以“文化万花筒，对比与沟通”为编写理念，突出中国文化与世界文化的相通共融。文化角力求以丰富的材料反映“世界眼中的中国”与“中国眼中的世界”，体现文化的传承、融通与发展。

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

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

以六年级上册的教材结构为例：

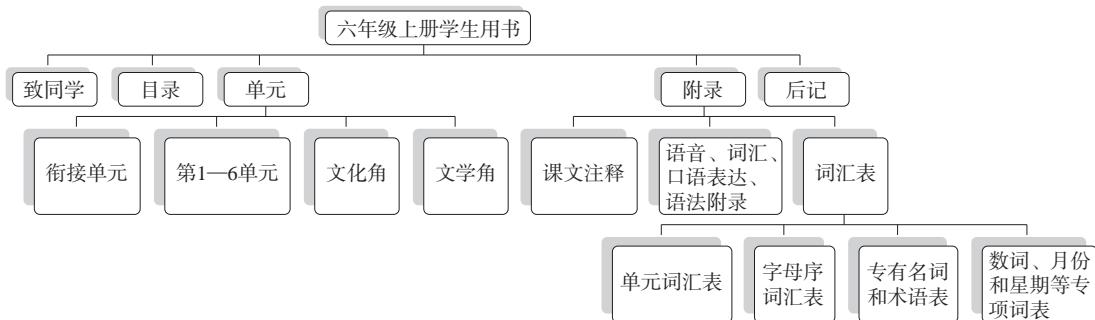


图1 六年级上册学生用书教材结构图

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

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

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。

目探究，随着话题逐步深入，帮助学生构建对单元主题更深层的认识和理解。

每个板块中的活动以任务链的形式逐个推进，最后以板块任务自测活动作为结尾。

四、学生用书的单元板块结构和设计思路

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

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

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

学生用书的单元板块结构和设计思路如表 1 所示：

表 1 学生用书单元板块结构和设计思路

板块位置	固定板块	设计思路
主题图页	单元大问题 Big Question	单元主题图页呈现有冲击力的主题相关图片，从指向单元育人目标和主题意义的单元大问题导入，以核心素养为导向，依据使用者体验为中心的理念，用学习任务清单的形式呈现单元活动任务链，将单元学习目标隐性嵌入，有机融合核心素养的四个方面，同时帮助学生实践元认知策略，制订明确的英语学习目标和计划。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。
	单元导入 Getting started	
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。 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步达成本板块的学习目标。

(续表)

板块位置	固定板块	设计思路
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（My learning notes）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（Vocabulary focus）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。 教师通过查阅“语法附录”（Grammar file），可以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。

(续表)

板块位置	固定板块	设计思路
/	探索发现 Discovery	<p>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。</p> <p>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。</p> <p>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。</p> <p>教材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创设学习活动。</p>
E	项目探究 Project	<p>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。</p> <p>本板块提供项目实施的步骤指导和样例示范，鼓励学生进行成果展示分享，通过同伴学习和交流，达到互评互促的目的，体现单元育人目标。</p>
板块位置	灵活板块	设计思路
A/B/C/D	胡博士课堂 Dr Hu	本板块用生动的卡通形象模拟教师教学，在单元里适时出现，以特色小栏目的方式呈现单元各板块的语言知识，包括语音（Sound/Pronunciation）、语篇类型（Text type）和青少年技能（TEEN skill），寓教于乐，让同学们乐学、善学。体现以使用者为中心、以人为本的编写理念。
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。

(续表)

板块位置	固定板块	设计思路
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，合理安排教材内容的教学。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(Lead-in + Viewing and listening)：1—1.5课时
- (2) 口语(Speaking)：1—1.5课时
- (3) 阅读、语法(Reading + Grammar in use)：2—3课时
- (4) 写作(Writing)：1课时
- (5) 探索发现(Discovery)：1课时
- (6) 项目探究(Project)：1—2课时

项目探究板块的课时安排说明如下：

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

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

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

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

2. 文化角单元(可根据实际情况选择使用)：

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

3. 文学角单元(可根据实际情况灵活安排)：

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

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

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

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

(3) 诗歌品读 (A poem to savour) : 1 课时

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

六、教学参考资料的编排方式、设计思路和使用建议

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

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

教学参考资料常规单元的板块结构和设计思路如表 2 所示：

表 2 常规单元的板块结构和设计思路

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

(续表)

板块	子板块	设计思路
单元主题图页 Cover page	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。
A、B、C、D 板块 Section A/B/C/D	子话题说明	说明子话题是什么、与单元主题的关系、子话题的教学内容和目的。
	语篇说明	说明语篇类型、出处、文体特征、语言特点、交际情境和功能目的等。
	策略说明	配合 A/C 板块的策略标签和 B/D 板块青少年技能 (TEEN skill) 栏目中的说和写的策略要点，说明视、听、口语交际、阅读、写作等技能策略的要点，给出教学建议。
	语用功能说明 (B 板块)	说明口语板块的语用功能在日常交际中如何运用。
	教学要点	说明教材中各项活动的设计意图和教学重点，适当补充教师可参考的教学指令。
	教学建议	针对不同学情，给出教师实施教学的更多可供选择的方案。
	补充资料	为学生提供更多的语言表达支架。
	语言注释	选择文本中学生易错、教师易忽视的语言点加以注释和说明。
	背景知识	提供学生用书未能展开的背景知识(尤其是文化背景)。
	视听 / 听力文本 (A 板块)	提供视听 / 听力脚本文字。
	建议评价量表 (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。(仅在初始年级提供建议评价量表，后续教师可根据单元评价目标自主确定语言表达任务评价标准。)
	参考答案	提供学生用书活动参考答案。

(续表)

板块	子板块	设计思路
语法 Grammar in use	板块内容说明	说明本板块的教学重点。
	教学要点	说明教材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。
	评价建议	教材中的语法板块没有设置 Update my to-do list 这一评价环节，因此为教师提供评价建议，体现“教—学—评”一体化的理念。
	参考答案	提供学生用书活动参考答案。
探索发现 Discovery	板块内容说明	说明本板块的教学重点。
	语篇说明	说明语篇类型、文化背景信息要点等。
	更多信息	为教材中的语篇补充文化背景信息，便于教师有针对性地设计拓展问题和课堂活动，引导学生开展融语言、文化、思维于一体的学习活动。
	教学建议	针对不同学情，给出教师实施教学的更多可供选择的方案。
	补充资料	提供更多的参考文本。
E 板块 Section E	子话题说明	说明子话题是什么、与单元主题的关系、子话题的教学内容和目的。
	教学要点	说明项目探究活动的设计意图和教学重点。
	更多资源	提供更多的技术工具或资源获取途径。
	补充资料	提供更多的参考文本。
	建议评价量表	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（如纳入合作等维度）。仅在初始年级提供建议评价量表，后续教师可自主确定单元项目任务评价标准。

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、拓展阅读和参考答案等内容。

文学角单元为三篇选文，分别安排背景知识、语篇说明、教学要点、教学建议、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。

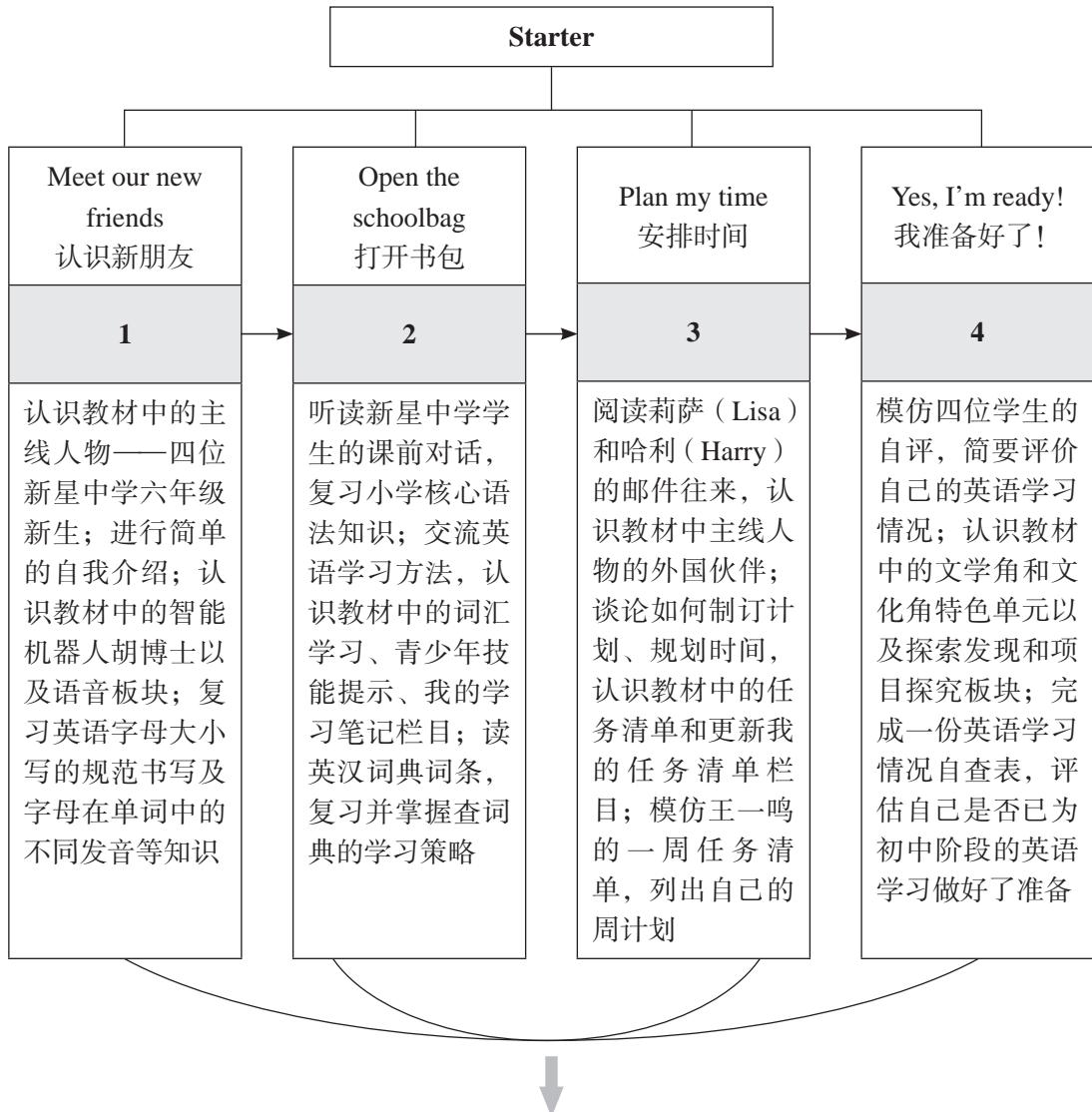
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Starter

单元内容结构图 (Structure of the unit)



单元育人目标：通过了解新星中学六年级新生的学校生活，复习小学英语基础知识和技能，交流和掌握基本的英语学习方法和策略，制订明确的英语学习目标和计划，熟悉教材中的主线人物和板块功能，借助多种渠道或资源学习英语，树立英语学习的兴趣和自信心，增强英语学习动机，评价自己的英语学习情况，为接下来初中阶段的英语学习做好准备

单元目标 (Unit objectives)

- ▶ 语音：能识别并读出 26 个大、小写字母，感知字母在单词中的发音
- ▶ 词汇：能根据单词的音、形、义学习并运用词汇
- ▶ 语法：能在语篇中理解常用简单句的基本结构和表意功能；能理解简单的缩约形式的用法（如 's = is, 're = are, 'll = will）；能掌握基本的冠词的用法（a/an/the）；能理解基本的方位介词的用法（如 in, on）；能理解基本的时间表达的用法（如 in the morning）；能理解一般疑问句的用法
- ▶ 语篇：能分辨基本的语篇类型，如独白、对话、配图故事、电子邮件等
- ▶ 语用：能使用简单的称谓语、问候语等与他人进行得体的交流
- ▶ 看：能借助图片、电子邮件等多模态语篇中的视觉信息理解相关内容
- ▶ 听：能听懂自我介绍、日常简单对话等语篇的主题、大意和要点
- ▶ 说：能简单介绍自己的个人信息、兴趣爱好、英语学习情况等
- ▶ 读：能理解简单的介绍、对话、电子邮件和任务清单等语篇传达的意义，提取关键信息
- ▶ 写：能正确书写大、小写字母、单词和句子
- ▶ 文化：能对学习探索中外文化、开展跨文化沟通与交流表现出兴趣；能在教师引导下，通过介绍、对话、电子邮件等获取中外文化的简单信息；能理解基本的问候、感谢用语，并作出简单回应
- ▶ 德育：能掌握基本的英语学习方法和策略，制订明确的英语学习目标和计划，借助多种渠道或资源学习英语，树立英语学习的兴趣和自信心，增强英语学习动机，为接下来初中阶段的英语学习做好准备

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“乐学善学，勤于反思，学会学习”等子主题内容，帮助学生复习小学英语基础知识和技能，交流和掌握基本的英语学习方法和策略，制订明确的英语学习目标和计划，熟悉教材中的主线人物和板块功能，借助多种渠道或资源学习英语，树立英语学习的兴趣和自信心，增强英语学习动机，评价自己的英语学习情况，为接下来初中阶段的英语学习做好准备		
语篇	1	自我介绍	四位中学生的自我介绍
	2	配图故事	书包里的物品
		词典	英汉词典词条
	3	电子邮件	朋友间的邮件往来
		任务清单	王一鸣的一周任务清单
	4	独白	学生们的英语学习情况汇报
语言知识		调查表	英语学习情况自查表
	语音	复习字母在单词中的发音	
	词汇	复习小学阶段的单词	
	语法	复习简单句的基本结构(主谓、主动补和主谓宾三种基本句型)；缩略形式；冠词；方位介词；时间表达；一般疑问句等	
	语篇	复习独白、对话、配图故事、电子邮件等常见语篇类型	
文化知识	语用	复习在语境中使用基本的礼貌用语与他人交流	
	人际交往中英语与汉语在表达方式上的异同，如姓名、称谓、问候等		
语言技能 与 学习策略	1	任务：自我介绍 策略：通过分类等方法加深对词汇的理解和记忆	
	2	任务：谈论英语课上所需的学习用品 策略：借助词典学习英语；主动了解英语学习方法，探索适合自己的学习方法	
	3	任务：谈谈自己的时间安排；写一份个人的一周任务清单 策略：制订简单的学习计划，合理安排学习时间；根据需要进行预习，对所学内容主动复习和归纳	
	4	任务：评价自己的英语学习情况 策略：保持对英语学习的积极态度和自信心；对学习效果进行自我评价和反思，根据需要调整计划	

课时安排建议 (Suggested teaching schedule)

教学内容	课时安排
1 Meet our new friends	1
2 Open the schoolbag	1
3 Plan my time	1
4 Yes, I'm ready!	1
Tailored orientation (根据校情和学情适当拓展小初衔接的内容)	3

Starter: What is it and how to use it?

The Starter is an introductory unit that aims to engage the students, provide essential background information about the main characters and design of the textbook, and prepare the students for English learning in a new stage.

Teachers can use the materials and conduct the activities in the textbook to help students familiarise themselves with the main characters (Wang Yiming, Lu Yao, Lin Dong, Li Bailing, Dr Hu, Lisa Green and Harry Turner) and sections (Sound, Word study, TEEN skill, My learning notes, To-do list, Update my to-do list, Literature corner, Culture corner, Discovery and Project) of the textbook; review the language knowledge and skills they have learned in primary school; equip them with necessary learning strategies (using dictionaries, making plans, etc.) to minimise the learning gap and maximise autonomy in the secondary school English 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 future learning with confidence.

1 Meet our new friends

话题说明

该板块围绕新星中学六年级新生的自我介绍展开，帮助学生认识初中英语教材中的四位主线人物：中国学生陆遥、王一鸣、李百灵和林东；通过呈现智能机器人胡博士（Dr Hu）的自我介绍和板块介绍，帮助学生了解胡博士和语音（Sound）板块。

1a

- 语篇说明：**这是新星中学开学第一天，四位六年级新生的自我介绍。
- 教学要点：**请学生在听懂和读懂四位新生自我介绍的基础上进行自我介绍（包含姓名和兴趣爱好等）。教师引导学生关注四位新生介绍自己时采用的不同方式和句型，鼓励学生学会使用不同方式和句型进行自我介绍。
- 教学建议：**根据学生的语言基础，教师可以适当调整自我介绍的要求。可仅要求其正确介绍自己的姓名，使用正确的句型表达介绍自己的兴趣爱好；也可提高要求，适当挖掘和拓展文化知识，补充四位教材人物的自我介绍（参考“补充资料”），并建议学生灵活添加一些个人信息，如：姓名的来源、小学就读的学校、个人的性格特征、对新学校和英语课的期待等。

参考答案

1a

(Answers may vary.) My name is ...
In my free time, I like reading and singing.

补充资料

- Hi! I'm Lu Yao. **My name comes from a Chinese proverb.** In my free



time, I like running and playing the piano.

- Hello! My name is Wang Yiming. **My name comes from a Chinese idiom.** I like playing basketball and taking photos!
- Hello, I'm Li Bailing. I love singing and writing. **My parents name me after a bird because it has a beautiful voice.**
- Hi, everyone! I'm Lin Dong. **My name is easy to remember.** I love sports and science. Nice to meet you all!

补充说明：四位教材人物的名字各有特点：陆遥的名字来自谚语“路遥知马力，日久见人心”；王一鸣的名字来自成语“一鸣惊人”；李百灵的名字来自百灵鸟，寄托了父母对她的期待——希望她有优美的歌喉；林东的名字朴实好记。这在一定程度上反映了中国人起名的习惯，具有一定文化内涵：中国的起名文化博大精深，名字包含着非常深厚的文化内涵和特殊寓意，寄托了亲人的期许，反映了一定的价值观念和审美情趣，更是特定时代下社会文化发展的外在体现。



Dr Hu is an intelligent teaching robot acting as an omniscient/all-knowing character in the textbook. It often appears along some floating sections in the textbook: Sound, Text type, TEEN skill, etc. to explain some language knowledge, language and life skills and learning strategies to students. It is a doctor, a person who has received the highest university degree. Without a distinct gender (Mr or Ms or Miss), it could be assimilated to any great teacher in our lives. “Hu” is a common Chinese family name and is a homonym/homophone for the English question word “who”. His self-introductory sentence “Who am I? I am Hu.” is a palindrome (回文), i.e., a word or phrase that reads the same backwards as forwards, which may arouse students’ interest in English language learning.

1a It's your turn. What is your name? What do you like doing in your free time?

1b Ask Dr Hu

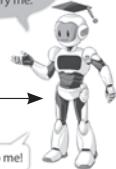
What is the fifth letter of the English alphabet^①?

E

What words begin with the letter E?

Egg, English, elephant, ...

Who am I? I am Hu — a teaching robot. You can call me Dr Hu. I can answer all your questions. Try me.



What is the sound of letter E?

Long e and short e. Listen — Big E, little e, she sells seashells to me!



Find me in the Sound section in each unit.

I'll tell you more about English sounds.

Work in pairs. Play the game of “Ask Dr Hu”. Take turns to ask more questions and answer.

1c Write and say Choose a letter in the alphabet. Write the big letter, small letter, and at least one word with this letter on lines like this:

E e egg English

① alphabet 字母表

3

1b

- 语篇说明：这是智能机器人胡博士的自我介绍及学生与 Dr Hu 之间的一组问答。
- 教学要点：教师帮助学生了解 Dr Hu 是教材中的智能机器人，它像教师一样有问必答。胡博士课堂 (Dr Hu) 指导学生理解和应用各种语言技能，培养交际策略。教师引导学生读胡博士问答并开展游戏“Ask Dr Hu”，模仿互问互答，复习字母在单词中的常见发音和以某一字母开头的小学词汇。请学生翻阅学生用书的后续单元，查找 **Sound** 栏目，认识这一灵活栏目的编排方式、常见位置和功能。

参考答案

1b

(Answers may vary.)

Q: What is the first letter of the English alphabet?

A: A.

Q: Which words begin with the letter A?

A: Apple, ant, afternoon, ...

Q: What is the sound of letter A?

A: A as in “table” and a as in “apple”.

补充资料

What is the first letter of the English alphabet?

A.

What words begin with the letter A?

Apple, ant, airplane, ...

What is the sound of letter A?

A (like in *cake*), a (like in *cat*), and long a (like in *fast*). Listen — A, B, C, apple on the tree! D, E, F, we bake a cake! G, H, I, we run fast outside!

What is the ninth letter of the English alphabet?

I.

What words begin with the letter I?

Igloo, insect, iron, ice cream, ...

What is the sound of letter I?

Short i (like in *big*), long i (like in *nine*). Listen — I fix my bike to ride at night. The little kids want to join my bike ride tonight.

What is the twenty-fifth letter of the English alphabet?

Y.

What words begin with the letter Y?

Yes, yo-yo, yellow, yummy, ...

What is the sound of letter Y?

Y can make a “y” sound (like in *yoyo*) or work with other vowels (like in *candy*). Listen — Cindy plays a yellow yoyo in the yard on a sunny day!

1c

- **教学要点：**教师鼓励学生打开思路，在正确书写大、小写字母及单词的同时能写出和说出更多的单词，复习小学阶段所学单词，并关注字母在单词中的不同发音。
- **教学建议：**视学情需要，教师可以让学生自选写字母和单词的数量，也可以组织小组竞赛，在规定时间内，看看哪一组准确写出最多以某一字母开头的单词，或最快写满5个以某一字母开头单词的小组获胜。

参考答案

1c

Aa Bb Cc Dd Ee Ff Gg Hh Ii
Jj Kk Ll Mm Nn Oo Pp Qq Rr
Ss Tt Uu Vv Ww Xx Yy Zz

(Answers may vary.)

apple/beach/clock/dance/earth/friend/grass/holiday/ice cream/juice/kitchen/listen/monkey/night/often/playground/question/robot/spring/teacher/umbrella/vegetable/window/box/yellow/zoo

2 Open the schoolbag

话题说明

该板块围绕听读新星中学学生的课前对话，复习小学核心语法知识；交流英语学习方法，认识教材中的词汇学习、青少年技能、我的学习笔记栏目；通过读英汉词典词条，复习并掌握查词典的学习策略。

2a

- 语篇说明：这个配图故事发生在新星中学六年级（3）班教室，第一节课前，四位学生围绕上课用品展开了课前独白或对话，涉及三个场景切换：

场景1：李百灵坐在桌前，检查自己是否佩戴了红领巾，为上课做好准备。

场景2：王一鸣坐在桌前，检查自己是否准备好了课堂用品，结果发现书包不翼而飞。

场景3：陆遥在自己桌上发现一个书包，询问一鸣是否是他的，一鸣确认；陆遥发现书包很重，询问一鸣原因；林东好奇地查看一鸣拿出来的书包中的物品，发现了书包很重的原因，也是一鸣英语学习的秘密——随身携带英汉词典。

- 教学要点：教师请学生在听懂和读懂配图故事内容的基础上，运用恰当的句型说说自己书包里的物品。教师

Starter 2 Open the schoolbag

It's a school day. Students are getting ready for class.

It's eight in the morning.
I've got my red scarf ready.

Li Bailin

The school bell's ringing. My pens, books and notebooks are missing^①. Where is my bag?

Wang Yiming

Is this your bag, Yiming?
It's on my desk.

Lu Yao Wang Yiming

It's heavy. What's in it?
Yes, it's mine.

He opens his bag, takes out everything and puts them on his desk.

Wang Yiming

Let me see. There are five books, three notebooks, a pencil case, some paper, ... an English-Chinese dictionary! This is your secret^② to English learning. Isn't it?

Lin Dong

Grammar file → p.119

2a It's your turn. What's in your schoolbag?

2b Ask Dr Hu Tick (✓) your way(s) of English learning in Dr Hu's answers.

How do I learn English?
By using it, of course.

① missing 找不到的：丢失的 ② secret 秘密

4

带领学生了解对话内容的同时，帮助其复习小学核心语法知识（见下表）。复习语法知识时，教师应避免过度概括语法规则，需结合语境及语法形式，帮助学生归纳、复习重点语法项目的用法和意义。教师引导学生关注对话中的附加疑问句（又称“反意疑问句”）：“This is your secret to English learning, isn't it?”的句意，知晓此句为2b的活动起到了铺垫作用。

序号	句子	语法点
1	It's eight in the morning. I've got my red scarf ready.	缩约形式 it's = it is, I've = I have; 时 间表达
2	The school bell's ringing.	简单句的基本句型：主谓
3	My pens, books and notebooks are missing.	简单句的基本句型：主动补
4	Where is my bag?	特殊疑问句
5	Is this your bag, Yiming?	一般疑问句

序号	句子	语法点
6	It's on my desk.	简单句的基本句型：主动补；基本方位介词的用法
7	Yes, it's mine.	缩约形式；名词性物主代词
8	It's heavy.	简单句的基本句型：主动补
9	What's in it?	缩约形式；介词的用法
10	He opens his bag, takes out everything and puts them on his desk.	借助复合句分解，讲解简单句的基本句型：主谓宾；代词
11	Let me see.	祈使句
12	There are five books, three notebooks, a pencil case, some paper, ... an English-Chinese dictionary!	There be 句型；名词（单复数）；冠词 a/an
13	This is your secret to English learning, isn't it?	简单句的基本句型：主动补；附加疑问句

- 教学建议：**教师根据学生的学情，灵活调整教学内容。如学生需要帮助，可将教学重点放在语篇理解上面，聚焦简单句的基本句型，结合教材中的例句及与学生生活紧密关联的句子进行教学。如学生接受程度较好，可以请学生扮演配图故事中的人物，并适当拓展，替换书包中的物品信息，再请其他同学记录、汇报听到的内容。随后，可分小组就重点语法项目进行复习，让学生们说一说自己学过哪些相关知识。语篇教学为主，语法教学为辅，并且在语法教学时，适当使用中文讲解语法点，避免给学生造成学习压力和负担。

参考答案

2a

(Answers may vary.) There are six books, three notebooks, a pencil case, a ruler, an eraser, twelve pens, four pencils, and some paper in my schoolbag.

2b

- **语篇说明:** 这是学生和胡博士之间关于英语学习的一组问答。
- **教学要点:** 教师帮助学生通过和胡博士的问答，回顾并勾选自己学习英语单词的途径和提高英语口语水平的方法。引导学生开展游戏“问问胡博士”(Ask Dr Hu)，模仿互问互答，以此了解更多有效的英语学习方法，并探索适合自己的学习方法。请学生翻阅学生用书的后续单元，查找**Word study**, **TEEN skill** 和 **My learning notes** 编排方式、常见位置和功能。提示学生参考教材第二页“特色小栏目”的介绍，了解并熟悉这些教材栏目。

参考答案

2b

(Answers may vary.)

Q: How can I learn English grammar?

A: You can collect sentence examples in your notebook. You can read and compare sentences and find similar forms, meanings and usages (用法). You can work out rules on your own or with your classmates and teachers.

Q: How can I improve my listening skills?

A: You can read aloud stories and listen to yourself. You can listen to the recordings, pause (暂停) and repeat (重复) what you hear. You can listen to short texts more than once (不止一次) and write down what you hear and then compare what you write with the scripts (录音文稿).

How can I learn English words?

You can read and listen to stories in English. keep a notebook and write down new words.
 sing English songs. keep a diary in English.
 watch English films.

How can I improve my oral^① English?

You can repeat after recordings^②. talk to your teachers
 talk to yourself in English. and classmates.
 read and recite English texts.

Find me in the TEEN SKILL section in each unit.
I'll tell you more tips on using English and other life skills.
Add useful expressions in *My learning notes*.

Work in pairs. Play the game of "Ask Dr Hu". Take turns to ask more questions and answer.

2c Read and say Read an entry^③ in an English-Chinese dictionary. What does it tell us? What else can you find in a dictionary?

word — favourite (BrE) (NAmE favorite) /'fevərətɪ/ sound
part of speech — adj. liked more than others of the same kind 特别受青睐 meaning
爱的: *It's one of my favourite movies. 这是我特别喜欢的电影之一。
*Who is your favourite writer? 谁是你特别喜欢的作家?
*January is my least favourite month. 一月是我最不喜欢的月份.
examples of use

① oral 口头的 ② recording 录音 ③ entry 词条

5

2c

- **语篇说明:** 英汉词典词条，以favourite为例。
- **教学要点:** 教师引导学生阅读favourite词条，理解并辨识这一词条音、形、义、词性及例句的位置和呈现方式。鼓励学生借助词典学习英语词汇，复习并掌握查词典的学习策略，为初中阶段学会借助词典等工具书学好英语打下基础。
- **教学建议:** 视学情需要，教师可以给学生一些词汇或学生自选，学生借助词典找到相应的词条，分享在班级的词汇墙(Word Wall)上。教师也可以截取部分网络在线词典(如Oxford, Cambridge, Longman, Merriam-Webster, Collins等)中的词条，帮助学生熟悉更多词条要素，如常见缩写和标志(Abbreviations and symbols)的意思，认识搭配(Collocation)等提示语。

参考答案

2c

(Answers may vary.)

An entry in an English-Chinese dictionary usually tells us the following information:

- (1) the word (or phrase);
- (2) its sound;
- (3) the part or parts of speech of the word, for example, as a noun (*n.*), verb (*v.*), adjective (*adj.*), or adverb (*adv.*);
- (4) related forms of the word, for example, the plural form of nouns or the past tense and past participle of verbs;
- (5) the meaning or meanings of the word (or phrase) in both English and Chinese;
- (6) some examples of use of the word (or phrase) in the form of phrases or sentences.

We may also find illustrations (插图) for some words, some idioms (习语) and common collocations (惯用搭配) of the key word, synonyms and antonyms, and so on.

There are some labels in the dictionary to indicate the features and usages of a word, for example, *T* for transitive verb, *C* for countable noun, *NAmE* for North American English, *fml* for formal, etc.

补充资料

Common abbreviations and symbols in an English dictionary

[C] — Countable noun: a noun that has a plural

[U] — Uncountable or singular noun: a noun that has no plural

plural — the plural form of a noun

phr. v. — phrasal verb

fml — formal

infml — informal

opp. — opposite

syn. — synonym

cf. — compare

e.g. — for example

i.e. — that is

3 Plan my time

话题说明

该板块围绕莉萨和哈利的邮件往来，帮助学生认识教材中的两位外国友人；通过谈论如何制订计划、规划时间，认识教材中的任务清单和更新我的任务清单栏目；模仿王一鸣的一周任务清单，列出自己的周计划。

3a

- 语篇说明：**这是在伦敦就读中学的莉萨与在上海就读的英国插班生哈利之间的邮件往来。
- 教学要点：**教师引导学生读懂邮件往来的内容及关注邮件的语篇特征。引导学生关注邮件往来中的信息回应。请学生利用小学阶段所学的特殊疑问句思考：经常和谁交谈？每隔多久交谈？什么时候和朋友交谈？
- 教学建议：**如学生缺少查看邮件的经验，教师可以呈现一些真实邮件，引导学生关注其使用场景、交际功能，从而帮助他们更好地识别要素，把握这一类型文本特征。以下问题供参考选用：
 - ① Can you find the topic of the emails?
 - ② Who sent the emails? How do you know?
 - ③ Why is it important to organise your email?
 - ④ Are there rules for being polite in emails?

Starter / 3 Plan my time

Wang Yiming is reading emails from his friends.

New message

From: Lisa
To: Yiming; Harry
Subject: Hi from London

Hi, pals!
How are you?
I'm back in London now.
When will you be free? Let's have a video chat and I'll show you around my new home.
Best,
Lisa



New message

From: Harry
To: Lisa; Yiming
Subject: Re: Hi from London

Hi, Lisa!
Glad to hear from you.
Yiming and I are in the same middle school now. We'll be free every Friday from 3 to 5 p.m. Beijing time.
Let's chat.
Harry



3a It's your turn. Who do you often talk to? How often do you talk? When do you talk with your friends?

参考答案

3a

(Answers may vary.) I often talk to my best friends: Judy, Lily and Max. We talk to each other every day. We often talk after school and on weekends.

3b

- **语篇说明:** 这是学生和 Dr Hu 之间有关制订计划的一组问答。
- **教学要点:** 教师帮助学生通过和 Dr Hu 的问答, 回顾并勾选自己制订计划的频率。教师引导学生开展游戏 Ask Dr Hu, 模仿互问互答, 并了解更多制订计划的方法。教师请学生翻阅学生用书的后续单元, 查找 **To-do list** 和 **Update my to-do list** 的编排方式、常见位置和功能。任务清单 (**To-do list**) 栏目鼓励学生制订明确的英语学习目标和计划, 培养元认知策略。各个教学板块的最后一个任务——更新我的任务清单 (**Update my to-do list**) 帮助学生监控、反思并调整学习计划, 进一步强化元认知策略。该栏目是本套教材的一大特色, 既体现了过程性评价, 又体现了“教—学—评”一体化。

Starter

3b Ask Dr Hu Tick (✓) your way(s) of making plans in Dr Hu's answers.

How do I plan my time?
I cut time into months, weeks, days, hours, and minutes. I keep a to-do list and follow it.

How often do you make plans?

I make plans every day. every other day^①.
 every week. every two weeks.
 every month. _____.

What does your plan look like?

My plan is a to-do list. a table. a mind map.
 in pictures. _____.

Use the **To-do list** in each unit to plan your learning. Follow the activities in the unit and complete the tasks in the list. If you can finish the task in the **Update my to-do list**, you can put a tick (✓) next to the task in the to-do list to update^② it.

Work in pairs. Play the game of "Ask Dr Hu". Take turns to ask more questions and answer.

① every other day 每隔一天 ② update 更新

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参考答案

3b

(Answers may vary.)

Q: What do you usually write in your plans?

A: I often write things that I have to do in this week. For example, homework, school activities, piano practices, lesson reviews, and so on.

3c

- **语篇说明：**这是王一鸣的一周任务清单。
- **教学要点：**教师帮助学生理解王一鸣的一周任务清单，并引导他们谈谈自己的时间安排，写一份个人的一周任务清单：在制订简单的学习计划的同时，合理安排学习时间。教师引导学生根据需要安排预习，并主动复习和归纳所学内容。
- **教学建议：**视学情需要，教师可以给出多种 to-do list 的类型，也可以给出其他形式的安排表。

背景知识

What is a to-do list?

A to-do list is a tool used to organise tasks and activities that need to be completed within a specific time frame. It is a simple but effective way to keep track of things that need to get done, prioritize them, and ensure that nothing falls through the cracks. To-do lists can be used for personal tasks, work-related projects, school assignments, household chores, or any other type of activities that require organisation and planning.

3c Think and write Here's Yiming's to-do list of the week. Discuss with your partners. Plan your time of the week.

To-do list of the week

do morning reading every day chat with friends
 keep a weekly journal watch an English film

	Morning	Afternoon	Evening
Monday	read an English newspaper		
Tuesday	read and recite the texts in Starter lessons		review the lesson
Wednesday	read an English story		
Thursday	read and recite the texts in Starter lessons		review the lesson
Friday	read an English newspaper	chat with Lisa and Harry	watch the English film <i>Mulan</i>
Saturday	read aloud a poem		write my weekly journal
Sunday	read an English magazine		make my to-do list of next week



① weekly journal 周记

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4 Yes, I'm ready!

话题说明

该板块要求学生模仿四位主线人物的自评，简要评价自己的英语学习情况；认识教材中的文学角（Literature corner）和文化角（Culture corner）特色单元，以及探索发现（Discovery）和项目探究（Project）板块；完成一份英语学习情况自查表，评估自己是否为初中英语学习做好了准备。

4a

- 语篇说明：**这是四位同学的英语学习情况汇报。
- 教学要点：**引导学生读懂四位同学针对英语学习情况的自我评价。引导学生关注他们自评中采用的I can ... / I know ... 句型，鼓励学生回顾自己的英语学习情况并进行汇报。
- 教学建议：**视学情需要，教师可以依据小学所学梳理语音、词汇、语法、阅读、写话等方面的知识和技能要点，让学生回顾小学所学并表达自己的学习情况。如：给出关键词或句子来提示学生，引导学生之间相互提示等，使学生建立英语学习的信心。

参考答案

4a

(Answers may vary.) I can sing English songs. I can understand simple stories in books and simple dialogues in daily life. When others say “Thank you!”, “Sorry!” or “Good job!” to me, I know how to answer. (I know how to respond to thanks, apologies, and compliments orally.) I can repeat simple sentences with good pronunciation and intonation. I can act out simple conversations with my friend.

Starter **4 Yes, I'm ready!**

Students are talking about what they can do with English.

I can read and write the 26 letters in the English alphabet. What about you?

I can use a dictionary to look up new words. How about you?

I can say numbers, days of the week and school things in English. And you?

I can introduce myself in English. I know you can.

I can understand simple picture stories and cartoons in English. What about you?

I know the English names of some countries. How about you?

I know how to make sentences with words. Try me!

I know when to use “Hello!”, “Yes.”, “No.”, “Sorry.”, “Thank you.”, “Please.”, “Goodbye!”, “OK.”, “Help!” and “I don’t know.” Wait, I mean, I know.

4a It's your turn. What can you do with English?

4b

- **语篇说明：**这是英语学习情况自查表（包含三个部分）。
- **教学要点：**教师帮助学生通过和胡博士的问答，回顾并勾选自己对于英语和学习英语的看法。教师引导学生回顾 Starter 2 Open the schoolbag 中交流讨论过的英语学习方法。教师可鼓励学生思考：学好英语可以做什么？请学生翻阅学生用书的后续单元，查找教材中的文学角和文化角特色单元以及探索发现和项目探究板块编排方式、常见位置和功能。教师再引导学生完成一份英语学习情况自查表，根据得分，学生可以评估自己是否为初中英语学习做好了准备。
- **教学建议：**视学情需要，教师可以依据小学所学添加自查表的内容。自查的目的是让学生保持对英语学习的积极态度和自信心；对学习效果进行自我评价和反思，并根据需要调整计划。

4b Answer Dr Hu Tick (/) or write your answer in Dr Hu's ARE YOU READY? survey. Check your results.

Am I ready for middle school?
I am always ready for new adventures^①.
Are you ready?

ARE YOU READY?

Part I

I think learning English is fun. Do you think so?

Yes. (1 point) No. (-1 point) I don't know. (0 point)

See 2b (pages 4–5) for more tips.

Visit the Literature corner of this book, and you'll find an interesting book chapter to read, a scene in a play to act out, and a poem to recite.
Enjoy your English learning!

Part II

I think English is useful. Do you think so?

Yes. If I learn English well, I can introduce China to people from different parts of the world. (1 point)
 Yes. I can speak English when I visit other countries. (1 point)
 Yes. If I learn English well, I can get to know the world better. (1 point)
 Yes. If I learn English well, I can _____
(1 point)

① adventure 冒险；奇遇

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This self-assessment is designed for beginners at the secondary school level and serves as a starting point for assessing students' English language skills. Teachers should provide further evaluation or guidance to track students' progress and enhance their language learning journey.

参考答案

4b

Part III:

(Answers may vary.)

the seven days of a week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

the four seasons in a year: spring, summer, autumn (fall), winter

the twelve months of a year: January, February, March, April, May, June, July, August, September, October, November, December

three things in the classroom: desk, computer, blackboard, (chair, chalk, clock, fan, flower)

three animals: panda, monkey, lion

five colours: blue, brown, green, red, yellow, (orange, pink, black, white)

three places: library, playground, park

My brother likes eating apples.

The tall girl is my sister's friend.

The English dictionary is very heavy.

- Read the Discovery page in each unit to learn about the world better. It tells you more about different cultures and school subjects.
- Try the Project at the end of each unit. You'll find out what you can do with English.
- Read the Culture corner of this book. You'll learn how to introduce Chinese culture in English and know more about other cultures in the world.

Part III

Can you write ... in English?

the seven days of a week	<input type="checkbox"/> Yes. (1 point) <input type="checkbox"/> No. (0 point)
/	
the four seasons in a year	<input type="checkbox"/> Yes. (1 point) <input type="checkbox"/> No. (0 point)
/	
the twelve months of a year	<input type="checkbox"/> Yes. (1 point) <input type="checkbox"/> No. (0 point)
/	
three things in the classroom	<input type="checkbox"/> Yes. (1 point) <input type="checkbox"/> No. (0 point)
/	
three animals	<input type="checkbox"/> Yes. (1 point) <input type="checkbox"/> No. (0 point)
/	
five colours	<input type="checkbox"/> Yes. (1 point) <input type="checkbox"/> No. (0 point)
/	
three places	<input type="checkbox"/> Yes. (1 point) <input type="checkbox"/> No. (0 point)
/	

Can you make sentences with the words?

brother, apples, likes, my, eating	<input type="checkbox"/> Yes. (1 point) <input type="checkbox"/> No. (0 point)
/	
sister's, the, friend, my, is, girl, tall	<input type="checkbox"/> Yes. (1 point) <input type="checkbox"/> No. (0 point)
/	
the, heavy, dictionary, is, English, very	<input type="checkbox"/> Yes. (1 point) <input type="checkbox"/> No. (0 point)
/	

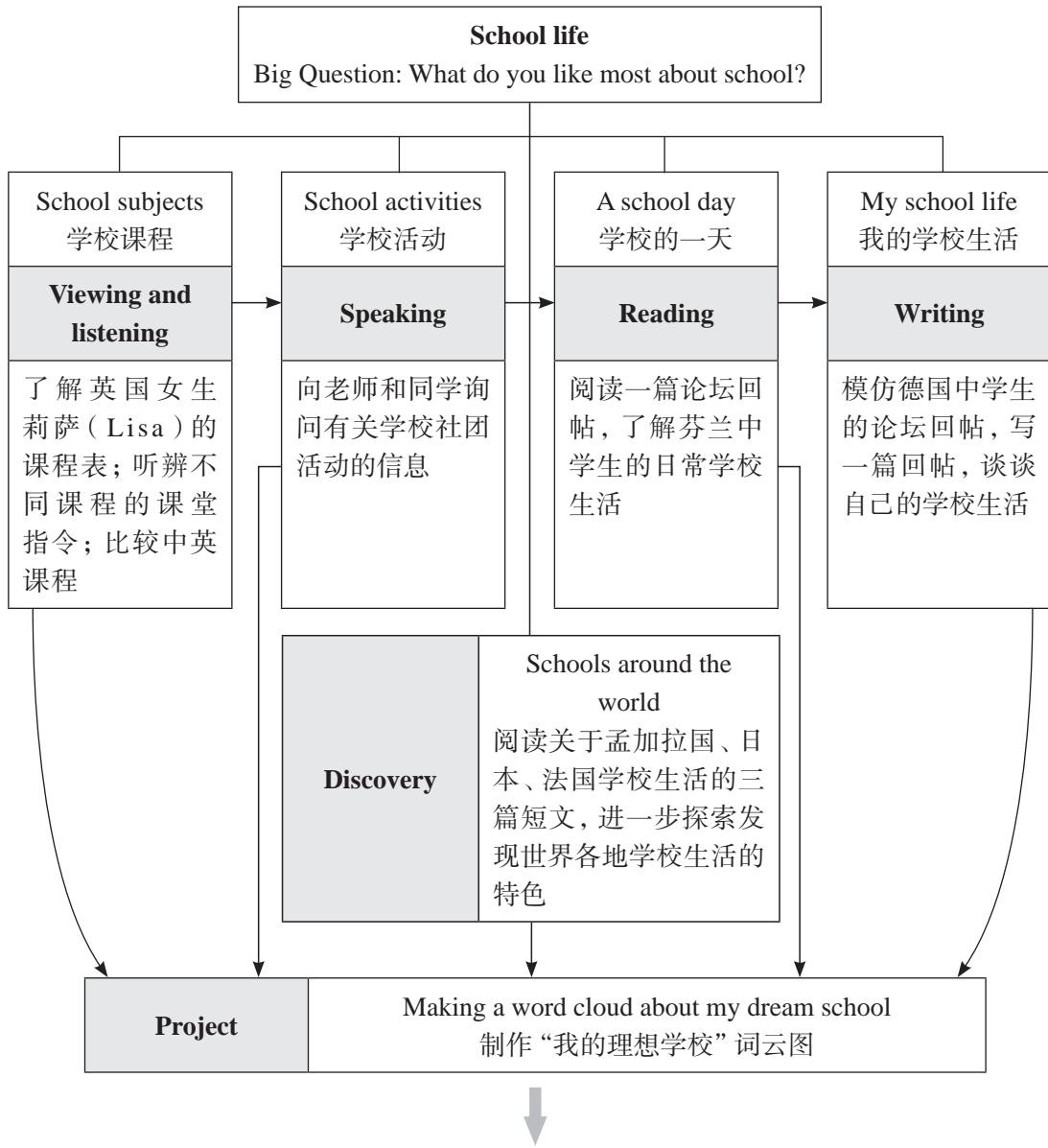


How many points
do you get?
I get _____.

Check the results:
✓ >12 points → I am ready.
✓ 10–12 points → I am almost ready.
✓ <10 points → I need some help.

Unit 1 School life

单元内容结构图 (Structure of the unit)



单元育人目标: 通过了解世界各地学生丰富多彩的校园生活，探知它们的共同特征和体现的文化差异，理解学校教育的意义，初步形成积极乐观的学习和生活态度

单元目标 (Unit objectives)

- ▶ 语音：能借助拼读规则，识别字母 i 的发音规则，准确拼读单词
- ▶ 词汇：能掌握关于学校课程和生活的词汇，构建词汇语义网
- ▶ 语法：能归纳一般现在时的语法规则（形式、意义和用法）并在情境中使用
- ▶ 看：能借助图片、课程表、海报等多模态语篇中的视觉信息理解相关内容
- ▶ 听：能根据听到的课堂用语获取关键词，推断课程名称
- ▶ 说：能掌握学校生活中询问信息的习惯用语和对老师的礼貌称谓，结合具体的交际情境，就学校社团和校园活动的话题展开简单对话
- ▶ 读：能读懂与学校生活相关的论坛回帖并理解这类语篇的文体特征，识别并提炼关键信息，进行简单的分类和对比
- ▶ 写：能围绕“我的学校生活”这一主题，运用单元所学，写一篇论坛回帖，描述并介绍自己的学校生活；能正确使用大小写字母和常见标点符号，规范书写句子
- ▶ 文化：能通过课程表、论坛回帖、介绍类短文等获取与中外学校生活相关的文化信息，比较不同文化背景下（如：中国、英国、芬兰、德国等）学校生活的异同和关联；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：能理解学校教育的意义，初步形成积极乐观的学习和生活态度

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“多彩、安全、有意义的学校生活”以及“丰富、充实、积极向上的生活”子主题内容，通过大问题“What do you like most about school?”引导，帮助学生了解世界各地学生丰富多彩的学校生活，探知它们的共同特征和文化差异，理解学校教育的意义，初步形成积极乐观的学习和生活态度。		
语篇	视听	课程表	学校课程表
		录音	课堂指令语
		录音	韵律诗歌
	口语	海报	学校社团海报
		对话	询问信息
	阅读	新媒体语篇——论坛回帖	你在学校的一天是怎样的？
	写作	新媒体语篇——论坛回帖	我的校园生活
语言知识	探索发现	介绍类短文	世界各地的学校
	语音	字母 i 在单词中的发音	
	词汇	词汇语义网；主题词汇	
	语法	一般现在时	
	语篇	理解语篇类型；利用语篇的标题、图片等信息辅助语篇理解	
文化知识	语用	在学校生活语境中，得体地询问信息	
	不同国家(中国、英国、芬兰、德国等)的学校生活		
语言技能 与 学习策略	视听	任务：听不同课程的课堂指令 策略：识别并获取关键词	
	口语	任务：询问有关学校活动的信息 策略：礼貌地问候老师，得体地询问信息	
	阅读	任务：阅读有关芬兰中学生活的论坛回帖 策略：理解语篇类型(网络帖子)	
	写作	任务：写关于自己校园生活的论坛回帖 策略：规范书写句子的开头和结尾	
	项目探究 (综合)	任务：制作“我的理想学校”词云图	



Students are using VR glasses.
They are having lessons.



Students are doing experiments
in the lab. They are studying
robots with the teacher.



Students are sitting on the
grass. They are studying the
wind.

单元主题图页 (Cover page)

单元大问题 (Big Question)

完成本单元的学习后，学生可以围绕学校课程、作息时间表、校园活动、学习方式、老师和同学等方面的话题谈论学校生活，就不同文化背景下的学校生活谈谈自己的看法，并构想自己的理想学校生活。

任务清单 (To-do list)

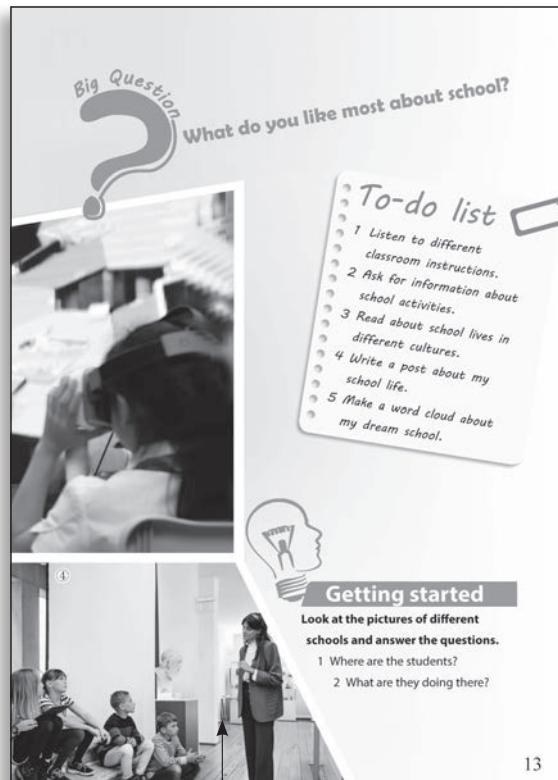
任务清单中的五项任务分别对应视听、口语、阅读、写作和项目探究，学生完成后可以根据任务清单自行检测任务达成情况。本单元的任务清单内容包括：(1) 听不同课程的课堂指令。(2) 询问有关学校活动的信息。(3) 阅读、了解不同文化中的学校生活。(4) 撰写关于自己学校生活的帖子。(5) 制作“我的理想学校”词云图。

单元主题图 (Theme photos)

本单元主题图主要呈现学生在不同学校场景中的学习生活和学习方式。

单元导入 (Getting started)

教师基于单元主题图或更多有关学校生活的图片，激发学生兴趣，引导他们表述常见的学校生活场景和活动以及体现科技发展和创新的学习方式，例如机器人教师、太空课堂等。



Students are in a museum. They are listening to the teacher.



A1 中还有三门课程没有列出课程名：Design and technology (设计与技术), Drama (戏剧) 和 French (法语)。这三门课程名不要求学生掌握。



可让学生了解莉萨的背景：Lisa used to spend years in Shanghai and is now back in London with her family. She goes to a state secondary school in London.



这是一首以学校课程为主题的韵律诗，旨在帮助学生掌握字母 i 在单词中的常见发音 (/ai/ 和 /ɪ/)。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。

Section A School subjects >>Viewing and listening

子话题说明

视听板块围绕“学校课程” (School subjects) 这一子话题展开，探讨中英中学课程间的异同，涉及课程名以及部分课程的学习内容。

A1

- 语篇说明：**这是英国女孩莉萨制作的一张课程表，她用 12 幅包含不同课程元素的图片代表相关课程。
- “视”的策略：**理解多模态语篇的主要策略：快速浏览 (skim) 图文，了解大意；扫读 (scan) 图文，寻找具体信息；利用视觉线索推理信息 (make inference) 等。

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

- (1) identify the elements that make up

A School subjects

Lisa Green goes to a middle school in London. This is her timetable.

Timetable					
	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					

Break Lunchtime

» Viewing and listening

A1 Look and say

1 What are the subjects? Find the subjects in Lisa's timetable.

English Maths Music ICT PE
Geography History Art Science

2 How is your timetable different from Lisa's?

Lisa does French. I don't.
Lisa has two PE lessons in her timetable. I have more.

A2 Listen and think Time for class. What lesson is Lisa having?

Sound Letter "i"
Sing to the beat.
Music, Science, History,
English, ICT, Geography,
They bring knowledge to you and me.

14

the visual text. You can ask: What do you see in this timetable? (A table, colourful pictures about different lessons/subjects, words about weekdays, break and lunchtime, lesson numbers.)

(2) analyse what each element tries to convey. You can ask: What do the words in the text mean? How do the pictures and words relate to each other?

(3) interpret the overall message of the text. You can ask: What does each picture mean? How is it different from the ordinary school timetable?

- 教学要点：**问题 1 要求学生将图片与课程名匹配，学习课程名和本板块相关词汇，如 break, ICT, geography, history, French。问题 2 要求学生借助比较异同的语言表达，如 we both ...; more，对比莉萨和自己的课程表，进行口头讨论，并运用课程相关词汇，为后续听力理解做好语言和背景知识准备。

A2

- 语篇说明：学生会听到一门课程的课堂指令，说话者是教师，对象是学生，文化语境是英国中学课堂。课堂指令语篇的常见特征有：通常包含较多祈使句或疑问句；教师常用 everyone, everybody, boys and girls, you 或学生英文名等称呼学生，用 we, let's 等来提示集体学习活动安排。
- 教学要点：教师借助 A2 进行听力策略的初步教学示范，教学生如何在听的过程中把握关键词。同时借助 **Word study** 中的 Word group, 加深对词义关联的理解，意识到何为关键词：If you hear words such as *head, turn, football* in a classroom instruction, you can tell the lesson is probably a PE lesson. These words are key words. They help you guess the type of the lesson.

听力文本

A2

Teacher: Let's do some exercises. Here we go! Put your hands on your head. Turn left and right. Do this eight times.

参考答案

A1

1 The timetable is transcribed below. (以下是图文转写后的课程表。)

Timetable					
	Monday	Tuesday	Wednesday	Thursday	Friday
1	History	English	Science	Maths	English
2	Maths	ICT	English	French*	Science
Break					
3	Geography	Art	Maths	History	Maths
Lunchtime					
4	Science	Music	Drama*	Geography	PE
5	French*	Design and technology*	PE	Music	

2 (Answers may vary.) Possible answers are:

- Lisa does Drama. I don't.
- I do Ethics and Law. Lisa doesn't.
- Lisa has four maths lessons a week. I have more.
- Lisa's foreign language is French. Mine is English.
- Lisa has three lessons every morning. I have four.
- We both have a music lesson every week.

A2 A PE lesson.



课程名单独出现时，首字母大写；如果课程名后接 lesson, class 或 teacher 等词，课程名作定语，首字母小写。

A3

- 语篇说明：**学生会听到几门不同课程的课堂指令。
- 听力策略：**本单元重点教授的听力策略为识别并获取关键词 (Listening for key words)。通过判断识别并重点关注与文本主题密切相关的核心关键词，学生无需理解每个单词便可掌握文本大意。

Listening for key words: Key words are the words that are the most important and provide the context for what is being said. They are often nouns, verbs and adjectives. By focusing on key words, you can better understand the overall meaning of what is being said, even if you don't understand every word.

- 教学要点：**教师再通过 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，教师可提前教授学生有理解困难的词汇，如 experiment, turn on, make sure。如学生学有余力，可让他们听更多的课堂指令（参考“补充资料”），推断课程名称。

听力文本

A3

- Teacher:** Today we're going to do an experiment. We'll need two paper cups, a pencil and some water.
- Teacher:** Come in everyone and turn on your computers. Make sure the mouse is working.
- Teacher:** Now everybody, take out some paper. Draw the face of an animal you like. Colour it.

参考答案

A3

- computers, mouse; an ICT
- paper, draw, colour; an art

Word study Word group What words do we often hear in a PE lesson? Add some words to the word web below.



A3 Listen and take notes Listen to more classroom instructions. What lessons are the students having? Write the key words.

Listening for key words

1 Key words: This is @ / an lesson.

2 Key words: This is a / an lesson.

3 Key words: This is a / an lesson.

Update my to-do list

Listen to two more classroom instructions and guess the subjects.

补充资料

- 1 **Teacher:** Now look at this painting. What do you see? Mountains, rivers, flowers, ... Good! Do you know who the painter is? (An art lesson.)
- 2 **Teacher:** Who would like to play the role of the Monkey King? (A drama lesson.)

语言注释

- **break** *n.* a period of time between lessons at school (= break time) (*AmE*) recess 休息
- **to do a subject** *To do a subject* is more commonly used in British English than in American English. *To take a subject* is more commonly used in American English. Both mean “to study a subject”. 学习一门学科
e.g. — *What subjects do you want to do?*
— *I want to do Maths, History and Geography.*
- **here we go** (*informal*) said when something is starting to happen 我们开始吧
e.g. *Let's do that again. Ready? Here we go.*

背景知识

School subjects in London

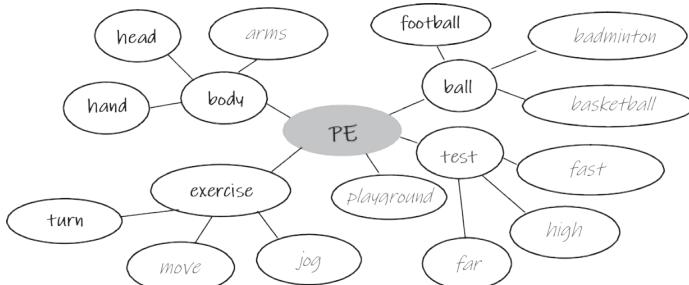
Specific subjects offered in a London secondary school may vary.

In a London secondary school, students typically study a range of school subjects which include English, Maths, Science, Art and design, Citizenship, Computing (ICT), Design and technology, Modern Foreign Languages (e.g. French, Spanish, German, Chinese), Geography, History, Music, Physical education (PE), etc.

In addition to these core subjects, schools may also offer optional subjects or electives such as Drama, Dance, Personal, Social, Health, and Economic Education (PSHE), Home Economics, Classics, Latin.

Word study

- **教学要点：**教师借助词汇语义网，帮助学生判断课程关键词之间的语义关系，从而推断听到的课堂指令指向哪门课程。



Update my to-do list

- **教学要点：**教师播放录音，请学生推断课程名，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

1 **Teacher:** Can you find China on the map of the world? ... OK. What colour is it on this map?

2 **Teacher:** OK, boys and girls, do you like the song? Now, sing after me.

参考答案

Update my to-do list

A geography lesson; a music lesson.

Section B School activities

>> Speaking

子话题说明

口语板块围绕“学校活动”(School activities)这一子话题展开,聚焦学校各类社团的特色、时间、地点、活动安排等信息,引导学生针对这类信息提问,涉及对老师的礼貌称谓、得体询问信息等学习内容。



@ is a symbol commonly referred to as the “at sign”. It is primarily used in email addresses and social media handles to indicate a user’s identity or location. In some informal or creative writing, the “@” symbol is sometimes used as a replacement for the word “at” to save space or for stylistic reasons.

B1

- 语篇说明:** 图片展示的是新星中学学生社团的五份招新海报(school club posters),海报上注明了社团名称、社团特色/口号、活动时间、活动地点、招新宣传语等,通过社团核心元素图像,突出社团特色和主要活动形式。
- 口语交际策略:** 本单元重点教授的口语交际策略为礼貌地问候老师(Greeting a teacher politely)。对老师的礼貌称谓,英语和汉语中有所不同。英语中会在老师姓氏前冠以“先生”(Mr)、“女士”(Ms)、“夫人”(Mrs)、“小姐”(Miss)等称呼老师;在某些文化背景下,学生会用Sir/Madam来称呼老师,如“Good morning, Ms Chen!”“Good afternoon, Sir/Madam!”。
- 教学要点:** 引导学生对布告栏上的海报提问,从多模态语篇中提取关键信息,

B School activities >> Speaking

Wang Yiming and Lu Yao are reading the posters^① on their school noticeboard.

B1 Look and say What else do you want to know about the clubs? You may ask questions.

Who ...? How long ...? How many ...?
What ...? -

TEEN SKILL Greeting a teacher politely

- Face-to-face: "Mr/Ms/Miss/Mrs" + Last name
e.g. Hi, Ms Chen./Morning, Mr Smith./Good afternoon, Miss Li.
- Letter/Email: "Dear Mr/Ms/Miss/Mrs" + Last name

① poster 海报 ② STEM 科学、技术、工程、数学综合课程 ③ engineering 工程

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如“When is the calligraphy club?”“Where does the STEM club meet?”“Who can join the football club?”“What does the cooking club do?”“What is the slogan(口号) of the music club?”,并学习本板块的重点词汇,如club, calligraphy, join, technology, everyone, lab, field, grade等,为后续的口语表达输出活动做好词汇方面的语言准备。

- 借助B1的问题提示词,帮助学生思考:如果想知道海报未提供的其他方面的信息,该如何提问?帮助学生学习如何就Who, What, How long, How many等方面提问,为后续的口语表达输出活动做好句式方面的语言准备。
- 教学建议:** 如学生对提问感到困难,可引导学生说出疑问词或信息关键词,由教师将问句主干写在黑板上,帮助学生模仿、学习;如学生学有余力,可请他们用更多疑问词(如When, Where, Why, Which等)提出问题。

参考答案

B1

(Answers may vary.)

What do I have to prepare?

What does the club do?

How many students can join it?

Who is the club teacher?

How many weeks does the ... club run for?

When does the club start?

Is there any test to join the club?

Can I sign up for more than one club?

B2

- 语篇说明:** 对话在王一鸣与班主任陈老师之间展开, 王一鸣希望了解更多关于学校社团的信息。该对话共有四个话轮, 包括“礼貌询问与应允”“两轮问答”和“致谢回应”三方面内容。学生对教师的称谓和开场均遵循礼貌交际原则(Excuse me, Ms Chen, May I ...?); 交际双方使用口语用语(of course, oh, I see, And ..., Um ..., I got it); 王一鸣在提问过程中, 关注了what 和 how many 两个方面的问题。
- 语用功能说明:** 本单元语用功能为得体地询问信息(Asking for information)。询问信息是口语交际中的一个重要语用功能, 用于收集具体细节或寻求关于特定主题的信息。一般会礼貌开场, 如“Excuse me. Can I ask a question?”或“Excuse me. May I ask some questions about ...?”。接着提出问题, 以特殊疑问句或一般疑问句为主, 如“How can I join the ... club?”。**My learning notes** 提供了部分这类表述, 教师可引导学生从B2的对话范文中或借助自身的语言积累找出更多类似表达。学生用书**My learning notes support**部分(P117)提供了更多可用表达, 如更为礼貌但略有难度的表达“Could you please tell me how to ...?”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的对话范文, 引导学生关注本单元的口语交际策略要点(对老师的礼貌称谓)和语用功能重点(询问信息)。可询问学生以下问题:
 - ① How does Yiming start the conversation?
 - ② How does he greet Ms Chen?
 - ③ What questions does Yiming ask? Underline them.

B2 Listen, read and think Yiming is talking to Ms Chen. What does he want to know about the school clubs? Underline his questions.

Yiming: Excuse me, Ms Chen. May I ask some questions about the school clubs?



Ms Chen: Yes, of course.

Yiming: What does the STEM club do?

Ms Chen: Oh, you can learn more about maths and science. They do interesting experiments and projects.

Yiming: I see. And how many students can join the football club?

Ms Chen: Let me see. Um ... Twenty-four from Grade 6.

Yiming: Twenty-four. I got it. Thanks a lot!

Ms Chen: You're welcome!

B3 Role-play Lu Yao goes on to ask Ms Chen about the other clubs. With a partner, act out their conversation. Use the conversation above as a model.

My learning notes

Asking for information:

- Excuse me. Can/May I ask some questions about ...?
- How can I join the ... club?

Update my to-do list

Work in pairs. Pick a role and start a conversation.

A

- You are a member of the ... club. You can choose a club from the noticeboard on page 16, or your own school club.
- Your classmate (B) is asking you about the club.

B

- You want to join a school club. You are asking your classmate (A) for information about his/her club.

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④ What does Yiming say when Ms Chen gives him the answer?

- 教学建议:** 如学生理解对话有困难, 可以通过解释语言点(如excuse me, project)等方法提供帮助; 如学生对口语交际策略和语用功能表达的学习学有余力, 可以帮助他们关注该对话的更多特征, 如分析其中的口语语言特征——口语填充词(fillers), 即在说话过程中用来填补停顿、思考时间或在语句之间起到连接作用的词语。这些词通常没有实际的意义, 但可以帮助说话者在思考下一句话时保持语言的连贯性。常见的英语填充词包括um, uh, you know, well等。

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, 让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的王一鸣转变为陆遥, 学生

- 需要结合人物身份更换问题来询问信息，另一方陈老师需根据陆遥的问题来调整回答。“Yes, of course./Oh, .../Let me see./You're welcome.”等表达可根据情况保留使用。
- **教学建议：**如学生输出表达有困难，可以在B3和B2之间插入一个过渡任务，由学生分别扮演王一鸣和陈老师，熟练运用得体提问和回答的相关表达，再完成B3。

参考答案

B2

What does the STEM club do?
... how many students can join the football club?

B3

(Answers may vary.)

Lu Yao: Excuse me, Ms Chen. Can I ask some questions about the school clubs?

Ms Chen: Yes, please go ahead.

Lu Yao: I'm interested in the cooking club.

Do I have to take a test?

Ms Chen: No. They welcome everyone.

Lu Yao: Good to know that. What do I need to bring to the cooking club?

Ms Chen: An empty stomach, I guess? Just kidding. You don't have to bring anything. They'll have everything ready.

Lu Yao: I get it. Thank you very much!

Ms Chen: My pleasure!

语言注释

- **everyone** *pron.* every person (= everybody) 每个人
e.g. *Is everyone ready to go?*
- **have a go** have a try (A go is an attempt at doing something.) 尝试一下
e.g. *I always want to have a go at football.*
- **I see** (spoken) You can say “I see” to indicate that you understand what someone is telling you. 我明白了，知道了
e.g. — *She lives in London and visits us in Shanghai every summer.*
— *Oh, I see* (= I understand).
- **let me see** People say “let me see” or “let's see” when they are trying to remember something or are trying to find something. 让我想想
e.g. *Let me see, they're six — no, five hours ahead of us.*

背景知识

Popular school clubs

- **Sports clubs:** volleyball club, track & field club, swimming club, cheerleading team
- **Academic clubs:** coding club, science club, foreign language clubs, robotics club, model UN, book club
- **Arts and performance clubs:** dance club, drama/theatre club, choir, photography club, band
- **Competition clubs:** debate team/club, chess and board games club

Update my to-do list

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

Suggested evaluation checklist

方面	标准
内容	B: 针对学校社团某些方面的信息提问 (Ask questions about school clubs) A: 就对方的提问，给出相应的回答 (Give proper answers to B's questions)
语言	B: 使用恰当的特殊疑问句或一般疑问句提问，措辞准确 (Use proper Wh- or Yes/No questions to ask for information) A: 给出的回答语言准确 (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: Hi, Yun! How are you?

B: Hi, Han. I'm fine. Do you know anything about the calligraphy club?

A: Yes. I'm a club member.

B: Are you? Great. Can I ask you some questions about the club?

A: Sure.

B: I'm a beginner. Can I join the club?

A: Of course! The club welcomes everyone.

There are lessons for beginners.

B: Great. Who's the club teacher?

A: There are two teachers. Mr Wang teaches the beginner lessons. He's kind and patient.

B: Cool, thanks for the information. That's so helpful!

A: You're welcome.

Section C A school day

>>Reading

子话题说明

阅读板块围绕“学校的一天”(A school day)这一子话题展开,用论坛回帖的形式呈现一名芬兰中学生的日常校园生活,涉及学校日程、课程、教学方式和学校活动等内容。



论坛回帖对应主帖三个问题:

第一段:回应问题1居住地和问题2学校作息与课程

第二段:回应问题3喜欢学校的一个方面——学习方式

第三段:回应问题3喜欢学校的另一方面——课间休息

C1, C2

• **语篇说明:**该网络帖子来自某个青少年论坛(TEEN-Land forum)中的六年级群组(Group: 6th-graders),主要用于与世界各地青少年交流各自的学校生活及其特色。米科(Mikko)的回帖依次回答了

C A school day >> Reading

Wang Yiming (Panda021) started a topic received a reply from Mikko.

C1 Text type What is an online post? ?

C2 Read the post.

Group: 6th-graders

Topic: What is your school day like?

Where do you live? What is your school day like? What do you like most about your school?

1 answer

Panda021 28 June

I'm from Espoo, Finland. My school day starts at 9 a.m. and ends at 2 p.m. We have classes like Maths, Dance and English. In my school we do a lot of projects. Now we're studying Mexico. We talk about the differences between Mexico and Finland in class. We also make a game about the differences and then play it. In this way we study History, ICT and Art all at the same time. I LOVE this way of learning! There is a fifteen-minute break after every lesson. During the break, I go outside and play. At noon, we take a lunch break. The breaks connect us!

15 Like Comment

Mikko 30 June

Personal touch
Do you want to give it a like? Why or why not?

Text type Online posts
Usually, we can find a topic, usernames^②, messages, emojis^③, comments and "likes" in an online post.

① post 帖子 ② username 用户名 ③ emoji 表情符号

18

主帖的三个问题,并凸显了自己学校生活的特色,体现了对学校生活积极乐观的态度。回帖主要运用一般现在时谈论日常校园生活,具有网络语言的特点(如运用表情符号,用语介于书面语与口语之间等)。



提示常见网络帖子的语篇要素:一般包括主题(topic)、发帖人用户名(username)、文字信息(messages)、表情符号(emojis)、评论(comments)、点赞(likes)、图片(pictures)、时间(time)等。以本文为例:

- **topic:** What is your school day like?
- **username:** Panda021 (profile photo: a cartoon panda), Mikko (profile photo: a reindeer)
- **messages**
 - a **topic** (or a “thread”, an “original post”): “What is your school day like?” with some additional description (“Where do you live? ...”)
 - a **reply post**: Mikko’s reply
- **an emoji:** a winking face, which means that someone is being cheeky, playful, teasing or witty
- “Like” and “Comment” icons

根据学情,可补充介绍网络帖子的语言特征:语言一般介于口语和书面语之间,文字形式多样,多使用非正式的语言符号,如表情符号、颜文字、表情包等。

- 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。识别文本类型有助于学生理解写作目的、文章结构和语言特征。本文的阅读策略旨在帮助学生识别网络帖子的构成要素, 从而更好地理解文本所传递的信息。
- 教学要点:** (1) 借助 C1 略读阅读文本, 帮助学生认识网络帖子这一新媒体语篇, 识别其语篇特征及要素 (详见学生用书 **Text type** 栏目相关注释), 把握帖子主题 (Mikko's school life)。(2) 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米科的回帖, 会有怎样的读后感。
- 教学建议:** 如学生缺少查看网络帖子的经历, 可以呈现一些真实的网络帖子, 通过提问引导学生关注其常见使用场景、交际功能, 从而识别要素, 把握这一类型文本的特征。以下问题供参考选用:
 - ① What can you see on this web page?
 - ② Can you find the topic of this post?
 - ③ Who posted the message? How do you know that?
 - ④ Are there any emojis in this post?
 - ⑤ How many comments/likes does this post receive?

参考答案

C1

(Answers may vary.) An online post is a message we post on a web page.

C2

(Answers may vary.) I want to give it a like (♡) because I think Mikko's school life is colourful and new to me.

语言注释

- **in this way** like this 以这种方式, 这样
e.g. *I find it easier to work in this way (= like this).*
- **take a break** to have a short period of rest, when food or drink is sometimes eaten (= have a break) 休息一下
e.g. *We'll take a break at 3:30 p.m.*

背景知识

Espoo

Espoo is the second largest city and municipality in Finland. The city of Espoo and the city of Shanghai signed a sister city agreement in 1998. Since 2016, all Espoo upper secondary schools have had a sister school in Shanghai.

Mikko

Mikko is a Finnish boy's given name and corresponds to the English name *Michael*.

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,即米科学校的特色之处。
- 教学建议:**如学生感到困难,可以请学生通读全文后,找一找米科对主帖三个问题的答案: Does Mikko answer the three questions? What is his answer to each question?

C4

- 教学要点:**此活动旨在帮助学生借助线索词,在文中查找具体的信息。
- 教学建议:**如学生感到困难,教师可以先和学生共读回帖第一段,示范如何通过关键词句“from ...”“My school day starts at ... and ends at ...”“We have classes like ...”查找 city, school hours, subjects 等特定信息。之后,请学生扫读课文其余部分,查找表格中的关键信息,说出线索词。

C5

- 教学要点:**问题 1 旨在帮助学生关注文中的非文字信息(表情符号),结合上下文推断其意义。问题 2 旨在帮助学生在学习理解文本的基础上,结合自身体验,对比芬兰中学生生活和自己的校园生活之间的异同。
- 教学建议:**如学生感到困难,教师可提示学生从 C4 表格中的几个方面对照两人的学校生活。

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

- ① What is the key word in Paragraph 2/3? (*projects/break(s)*)
- ② Why does Mikko mention Mexico? (*It's an example of a project he does.*)
- ③ When and where do you think Mikko and his classmates make the

C3 General understanding What is special about Mikko's school life?

C4 Detailed reading Read and complete the table with details from the text.

Name	City	School hours	Subjects	Way of learning	Activities
Mikko	Espoo, Finland				

C5 Further thinking Answer the questions.

- 1 What's the meaning of the emoji (☺) at the end of Mikko's post?
- 2 Compare Mikko's school life with yours. What is different? What is similar?

Vocabulary focus Find the verbs in the box in Mikko's post. Which nouns do they often go together with? Write the phrases down and make new sentences.

do make have play take

Phrases	Sentences
have a class	I have a maths class at 9:05 a.m. on Tuesdays.



What do you like most about Mikko's school life? Give reasons.

game? (*Probably after school and out of the classroom.*) Why do you think so? (*Because he uses “in class” in the previous sentence. It takes a lot of time to make a game. Perhaps they need more time. A project is about doing something both in and out of the classroom.*)

- ④ What kind of game do you think Mikko and his classmates make about the differences between Mexico and Finland? (*They use the computer to draw pictures about life in different times of the two countries, and make a quiz for players to work out. Players click on pictures and choose answers. They can win or lose points when they get the answers right or wrong. In this way, they study History, ICT and Art all at the same time.*)
- ⑤ Why does Mikko capitalise (大写) “love” at the end of Paragraph 2? (*Because he wants to emphasise that he loves this way*)

(of learning very much.)

- ⑥ How long is the break between lessons in Mikko's school? Is it the same in your school?
(The break between lessons is 15 minutes long.)
- ⑦ Why does Mikko say "The breaks connect us!"? *(Because during the lesson breaks and the lunch break, he has fun with his classmates/friends. It helps them be closer and know each other better.)* 见学生用书 Notes 部分 (P108)
- ⑧ Ask Mikko more questions about his school life. Leave him a comment.

参考答案

C3

He finishes school early, does a lot of projects, and has fun during breaks.

C4

Name	City	School hours	Subjects	Way of learning	Activities
Mikko	Espoo, Finland	9 a.m. to 2 p.m.	<i>Maths, Dance, English, History, ICT and Art</i>	<i>doing a lot of projects</i>	<i>going outside and playing during breaks</i>

C5

(Answers may vary.)

- 1 It means he is saying something funny and feels happy with his school life.
- 2 My school day starts early and we have a ten-minute break after every lesson. I also do many projects.

Vocabulary focus

- **教学要点:** 本活动重点关注课文中的动词 + 名词搭配, 帮助学生学习理解并熟练运用这些搭配。同时, 也可以帮助学生意识到词汇学习的关键不在于背记单词本身(如 do, make 等)。词汇学习需在语境中学习理解词汇意义, 借助词块、搭配等, 高效掌握词汇的用法。

教师还可以设计更多词汇练习, 关注本板块核心词汇(如 start, online, receive, reply, group, most, a.m., end, p.m., difference, same, during, outside, noon, connect 等)的理解和运用。

- **教学建议:** 教师可鼓励学生在单元前面的板块查找更多常用的动词 + 名词搭配(如 do a subject, have lessons, ask questions, do experiments, join a club, start a topic, receive a reply, study a subject 等), 并尝试结合自己的校园生活造句。

参考答案

Vocabulary focus

(Answers may vary.)

Phrases	Sentences
have a class	I have a maths class at 9:05 a.m. on Tuesdays.
<i>do a project</i>	<i>Our group does a project on Chinese art.</i>
<i>make a game</i>	<i>The English teacher makes a game to help students remember words.</i>
<i>play games</i>	<i>After class, I love playing games with friends.</i>
<i>take a break</i>	<i>Let's take a break.</i>

Update my to-do list

- **教学要点:** 教师可组织学生分组讨论最喜欢的米科学校生活的部分，并解释原因，从而检测学生对帖子中米科学校生活的理解程度。学生讨论或汇报的时候，教师可提供适当的支持。

参考答案

Update my to-do list

(Answers may vary.)

Mikko has dance classes in school. I like it most, because I love dancing very much and I want to learn dancing with my classmates in school.

I like the way of learning in Mikko's school. They do a lot of projects, and in this way they learn many subjects at the same time. I think this way of learning is fun.

>>Grammar in use

板块内容说明

本单元的语法重点是一般现在时 (Present simple)。

活动 1

- 教学要点:** 活动 1 旨在帮助学生在理解句子意思的同时，探索一般现在时的语言形式和表达的意义。教师可引导学生关注句中下划线部分的语言形式，尤其是第三人称单数主语和其他人称主语所接动词形式的不同。
- 教学建议:** (1) 教师可以补充一些一般现在时的例句，涵盖更多人称和不同的动词形式，通过问题引导，帮助学生关注一般现在时的形式、意义和用法(参考“补充资料”)。

>> Grammar in use Present simple

1 Read and think What does the underlined part mean?

- (1) I'm from Espoo, Finland.
- (2) My school day starts at 9 a.m. and ends at 2 p.m.
- (3) We have classes like Maths, Dance and English.
- (4) Lisa goes to a middle school in London.
- (5) Lisa doesn't have English on Mondays.

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

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

- things that are true now
- things that we often do
- things that are always true

Grammar file → p. 121



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补充资料

- I'm (= am) from Shanghai. Mikko is from Espoo, Finland. Where are you from?
- My school day starts at 9 a.m. and ends at 2 p.m. The school hours are five.
- Yiming's timetable and Lisa's aren't the same. Do you have the same timetable as Lisa's?
- Mikko has classes like Maths, Dance and English. I have classes like Maths and English, too. But we don't have the same timetable.
- Lisa goes to a middle school in London. My classmates and I go to a middle school in Shanghai. We are middle school students.
- Lisa doesn't have English on Mondays. I don't have English on Mondays, either.
- Is it a history lesson? No, it isn't. It's (= is) a geography lesson.

(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 How are the sentences formed? (句子由哪些成分构成？)
- ② What time is the sentence talking about? (句中的时间是什么时候？)
- ③ What is the subject of the sentence? (句子的主语是什么？)
- ④ What verb is used in this sentence? (句中使用了什么动词？)
- ⑤ What is the difference in verb form between singular and plural subjects? (单数主语和复数主语的动词形式有什么不同？)
- ⑥ Is the verb in its base form? (句中的动词是以动词原形出现的吗？)
- ⑦ How do you form the third person singular (he/she/it) of the verb have? (动词 have 的第

三人称单数如何构成？）

- ⑧ Is the sentence a statement, a question or a negative sentence? (句子是肯定句、疑问句还是否定句？)
- ⑨ Are there any auxiliary verbs used in this sentence? (句中是否使用了助动词？)
- ⑩ Can you make a negative sentence or a question from this affirmative sentence? (你能把这个句子从肯定句变为否定句或疑问句吗？)

活动 2

- **教学要点：**活动 2 旨在帮助学生在完成活动 1 的基础上总结语法规则，根据上面的句子，归纳一般现在时表达的意义。
- **教学建议：**可根据学情，选择仅要求学生对照活动 1 的各个句子和语法规则，判断出正确答案，或请学生分组对照更多一般现在时的例句，归纳一般现在时肯定、否定、疑问句的构成规则、动词第三人称单数的构成规则以及一般现在时的使用情境，最后借助学生用书语法附录（Grammar file, P121-P123）深化理解。

活动 3

- **教学要点：**活动 3 旨在帮助学生初步运用一般现在时，在有意义的情境中重点操练和使用一般现在时的肯定和否定形式。
- **教学建议：**在完成这个活动之前，教师可以借助活动 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，让学生熟悉一般现在时否定句的构成形式规律。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，教师可以请学生在书上尝试写出其余句子的否定句形式，同伴互查后，再全班讲解。如学生接受程度较好，教师可以让学生两两结对，模拟真实情景，利用已有知识，口头完成活动。

参考答案

2

- things that are true now
- things that we often do
- things that are always true

3

- (2) I'm afraid you're wrong! Rabbits don't eat meat. They eat grass/plants.
- (3) I'm afraid you're wrong! Five isn't an even number. It is an odd number.
- (4) I'm afraid you're wrong! The Earth is not square. It is round.
- (5) I'm afraid you're wrong! Students in China don't go to school at the age of eight. They go to school at the age of six/seven.
- (6) I'm afraid you're wrong! The Beginning of Autumn doesn't fall in September each year. It falls in August.

活动 4

- 教学要点：**活动 4 旨在帮助学生在真实情境中，恰当运用一般现在时描述自己的学校生活。完成活动需要用到一般现在时的肯定句、否定句和疑问句以及肯定和否定回答。对第二个任务，教师可尽量让学生使用完整的句子提问和回答。第三个任务需要关注学生第三人称单数的使用。
- 教学建议：**如学生需要帮助，教师在活动前可以请学生参考语法附录里的语法讲解，也可以补充一些相关例句，引导学生关注不同的句型结构。之后可以参照第一个任务给出的学校生活方面，勾选后再写出符合自己实情的句子。学生完成后参照课本的对话示范，尝试和同伴展开简短对话。

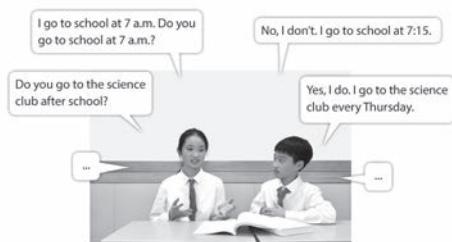
如学生接受程度较好，教师可以请学生根据自己的实际情况在表格内增加一些学校生活的具体内容，确保信息的真实性。然后，在表格第三列标题行填写“Facts about my partner”，和同伴围绕学校生活的方方面面展开对话，并请其他同学记录对话双方提到的细节信息，再向全班汇报听到的信息。

4 A survey

(1) Work on your own. Add more ideas to “School life”. Mark “Facts about me” with true (✓) or false (✗).

School life	Facts about me (✓ or ✗)
go to school at 7 a.m.	
go to the science club after school	
play football every Friday	
...	

(2) Pair work. Take turns asking and answering: Do you ...? Add a column^① “Facts about my partner” to the table above and mark it with true (✓) or false (✗).



(3) Report to the class.



① column (表格中的) 列, 栏

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参考答案

4

(Answers may vary.)

(1)

School life	Facts about me (✓ or ✗)
go to school at 7 a.m.	✓
go to the science club after school	✗
play football every Friday	✗
read books in the school library	✓
go to the art club after school on Mondays	✓
go to the school choir after school every Wednesday	✓
do homework from 5 to 6 p.m.	✓

(2)

A: I go to school at 7 a.m. Do you go to school at 7 a.m.?

B: No, I don't. I go to school at 7:15.

A: Do you go to the science club after school?

B: Yes, I do. I go to the science club every Thursday. Do you go to the science club, too?

A: No, I don't. I go to the art club on Mondays and the school choir on Wednesdays after school. Do you go to any of these clubs after school?

B: I don't go to the school choir, but I go to the art club on Mondays and play football on Fridays. Do you play football every Friday?

A: No, I don't. I read books in the school library every Friday. Do you read books in the school library?

B: Yes, I go to the school library during the lunch break every Friday.

A: Do you do homework from 5 to 6 p.m.?

B: No, I don't. I go home at half past five. I do homework after dinner, between 6 and 7.

School life	Facts about me (✓ or ×)	Facts about my partner (✓ or ×)
go to school at 7 a.m.	✓	✗
go to the science club after school	✗	✓
play football every Friday	✗	✓
read books in the school library	✓	✓
go to the art club after school on Mondays	✓	✓
go to the school choir after school every Wednesday	✓	✗
do homework from 5 to 6 p.m.	✓	✗

(3)

A: I go to school at 7 a.m. but my partner goes to school at 7:15. He goes to the science club after school every Thursday and plays football every Friday, but I don't go to the science club or play football after school. I go to the school choir after school every Wednesday. My partner doesn't go to the school choir. We both go to the art club after school on Mondays. I read books in the school library every Friday. He reads books in the school library, too. After school, I do homework from 5 to 6 p.m., but my partner does homework from 6 to 7 p.m.

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。如感到学生对这一语法点的形式掌握得不够好（如把动词原形当作第三人称单数形式使用，或漏加、错用助

动词等),可以在文本分析活动中,提醒学生关注三类句型和不同人称的一般现在时动词形式,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。

本板块的设计旨在帮助学生通过“发现—归纳—运用”的路径有意识地(*explicitly*)学习语法点,通过活动检测学生的薄弱之处,帮助老师诊断教学难点,从而在后续的教学中针对性设计教学活动,提高学生的语法运用能力。

Section D My school life

>> Writing

子话题说明

写作板块围绕“我的学校生活”(My school life)这一子话题展开，学生以论坛回帖的形式描述自己的学校生活。

D1

- 语篇说明：**这篇写作范文延续了阅读板块的语篇情境，是同一个主帖下的另一篇回帖，来自德国的安娜(Anna)介绍了自己的学校生活。主帖下的三个具体问题既预告了作为写作范文的文本内容，同时也明确了学生的写作任务——在回帖中回答这三个问题。
- 写作策略：**本单元写作策略的要点是规范书写句子的开头和结尾(Beginning and ending a sentence)，即在句首正确使用大写字母，句尾应以句点、问号或感叹号结束。
- 教学要点：**活动定位是写前思考。教师引导学生先通过快速浏览范文内容，关注范文意义(回答D1中的问题)，再展开后续的写作策略准备。
- 教学建议：**如学生理解范文有困难，教师可以用提问的形式引导学生观察网络帖子的结构，复习阅读板块学习过的网络帖子的文本特征和要素，获取关键信息。教师可引导学生用一般现在时回答问题。如：
① What's the topic of this post?
② Where is Anna from?
③ How long is her school day?
④ What subjects does she have?
⑤ What after-school clubs does Anna go to?
⑥ What are her answers to Panda021's questions?

D2

- 教学要点：**活动定位是写前准备。教

D My school life >> Writing

Write a reply about your school life on TEEN-Land Forum.

D1 Think Read the post. What are Anna's answers to Panda021's questions?

Group: 6th-graders TEEN-Land

Topic: What is your school day like?

Where do you live? What is your school day like? What do you like most about your school?

2 answers

Panda021 28 June

I go to a middle school in Germany. Our school day starts at 7:50 a.m. and ends at 1:45 p.m. We have five lessons every day. My favourite subjects are Maths, French, History, Science and Geography. There are lots of after-school clubs. I play ping-pong on Tuesdays. On Wednesdays and Fridays, I have the football club. I love sports!

Like Comment Anna 21 July

D2 Prepare What does Anna write about in her reply? Match the words on the right (A–F) with the sentences in the post. There are two more words than you need.

D3 Plan Choose ideas from D2 to write about. Think about them and make notes.

My school life

A timetable
B subjects
C activities
D teachers
E friends
F place

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★

本帖第一句“*I go to a middle school in Germany.*”提供了有关 *place* 的信息，回答了“What do you live?”的问题。在 D3 写作构思中，可以作为一个行文要点，既可以和写作范文中一样，指所居住的地方，也可以是有关校园内不同场所(如 library, sports ground, gym, dining hall 等)的内容。

师要求学生细读范文，找到与范文右侧 A–F 六个内容要点标签中的四个标签对应的正文内容。活动旨在帮助学生完成范文内容结构的分析，提高自身的写作结构意识。

此外，需要请学生在细读范文的过程中，关注本单元的写作策略——句首单词首字母大写、句尾使用正确的标点符号。

- 教学建议：**可根据学情决定是否安排更多练习，如圈出 D1 范文中每句话的句首和结尾；结合该语境提供一些不同类型的句子(陈述句、疑问句、感叹句等)，请学生加标点。

参考答案

D1

Anna lives in Germany. Her school day starts at 7:50 a.m. and ends at 1:45 p.m. She has five lessons every day. Her favourite subjects are Maths, French, History, Science and Geography. There are lots of after-school clubs in her school. She plays ping-pong on Tuesdays. On Wednesdays and Fridays, she has football club. She loves sports. (She likes the after-school clubs most in her school.)

D2

F I go to school in Germany.

A Our school day starts at 7:50 a.m. and ends at 1:45 p.m.

B My favourite subjects are Maths, French, History, Science and Geography.

C I play ping-pong on Tuesdays. On Wednesdays and Fridays, I have football club.

D3

- **教学要点:** 活动定位是写前构思。教师帮助学生根据话题，结合给出的框架结构展开头脑风暴，确定3-4个行文要点，并以草稿的形式列出一些相关语言表达。
- **教学建议:** 教师可根据学情，酌情提供相关内容的语言支架，特别是范文中未提及的老师和朋友等方面（参考“补充资料”）。

补充资料

Useful expressions

1. Timetable:

- I have (*subject*) on (*day*).
- Classes start at (*time*).
- Every lesson is 40 minutes long (*length*).
- We have a break at (*time*).

2. Subjects:

- My favourite subject is (*subject*).
- (*Subject*) is my favourite.
- We learn about (*topic*) in (*subject*).
- I like the homework for (*subject*).

3. Activities:

- We have sports in the afternoon/every day.
- Every Monday, we have our flag raising ceremony.
- I like reading in the library.
- We go on school trips/spring outings/autumn outings.

4. Teachers:

- My (*subject*) teacher is like my mother/a friend.

- We have a helpful/kind/friendly class teacher.
- The teacher gives us interesting homework.
- My teachers are very nice/strict/patient.

5. Friends:

- I have many friends at school.
- My best friend is (*name*).
- We play together during the break.

6. Places:

- I'm from Shanghai, China.
- I go to a middle school in Shanghai, China.
- My school is big/small.
- I have lunch in my classroom/the school canteen.
- The sports ground is fun/big.
- There are many trees/buildings in my school.

另外，练习部分的相应板块也提供了一些语言支架，可参考使用。

D4

- 教学要点：**活动定位是写作。教师请学生基于前期的写作准备，在提供的写作文本框内完成写作。写作文本框中已提供了部分提示词，如以“*I'm from ...*”和“*My school day ...*”开头，提示学生从回答前两个问题入手。
- 教学建议：**教师可根据学情决定是否给学生更多写作提示词，如“*My favourite subject is ...*”“*I like ... best.*”“*I go to ... every Monday/Tuesday/...*”。

D5

- 教学要点：**活动定位是写后检查。教师帮助学生参照 **TEEN skill** 栏目的写作策略提示，检查自己的作文初稿并修改，有意识地养成写后自查的习惯。
- 教学建议：**教师可整理学生的常见错误，全班一同找错误并修改，帮助学生提高对句子首尾书写和标点符号运用的敏感度。再请学生自查自己的习作，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(♡)。教师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，并结合同学评价和老师点评，思考改进方案。

Suggested evaluation checklist

方面	标准
内容	围绕“我的学校生活”这一主题展开 (Does the writing focus on the writer's typical school day?) 回答了 Panda021 提出的三个问题 (Has the writer answered all three questions raised by Panda021 in the post?)
结构	至少涵盖了 D2 内容标签中的三个 (Does the writing cover at least three labels from D2?)
语言	每句话都以大写字母开头，并以正确的标点符号结尾 (Does each sentence in the writing begin and end properly?)

Unit
1

D4 Write Write your reply.

Group: 6th-graders TEEN-Land

I'm from _____. My school day _____

Like Comment (Your username and date) _____

D5 Check Check your writing. Pay attention to the beginning and ending of sentences.

TEEN skill Beginning and ending a sentence

Beginning a sentence with a capital letter.
End a sentence with a full stop (.) or a question mark (?) or an exclamation mark (!).

Posting online

- Do not give out your personal information (name, school, family details, etc.).
- Do not believe everything you read or hear online. SAFETY FIRST!

Update my to-do list

Work in groups. Share your post within your group. Give a "like" to your favourite post(s). How many "likes" do you get?

Like (+____)

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★ 本板块的发帖、回帖任务涉及网络安全，应提醒学生上网时注意保护个人隐私，避免信息泄漏，谨慎对待网络信息等。

>>Discovery

板块内容说明

探索发现板块介绍了孟加拉国、日本、法国三个国家学校的特色，呈现这些学校在学习场景、学习内容和互动方式等方面的差异性。学生通过语篇阅读和对比思考，拓宽主题知识，加深文化理解，培养文化意识。

教学提示

- **语篇说明：**第一则短文介绍了孟加拉国的船上学校。第二则短文介绍了日本学校的特色：地震演习和午餐值日。第三则短文介绍了法国学校的特色：饮食教育。
- **更多信息：**

(1) 位于恒河三角洲的孟加拉国在每年6月至10月的雨季期间洪水频繁，因此低洼地区的学校经常遭受洪水袭击和破坏，导致学生无法上学。2002年，孟加拉国政府决定在船上建设学校，从而解决了孟加拉国学生雨季无法上学的难题。

(2) 日本是一个地震多发国家，学校在安全教育方面采取了一系列措施，如定期的地震演习，在课堂上教授地震安全常识和应对地震紧急情况的基本技能等。另外，日本学校还会安排学生轮流发放午餐、打扫教室等，培养学生的集体意识和责任感。

(3) 法国的饮食文化闻名于世，学校教育强调健康饮食和餐桌礼仪。学校午餐往往提供多道菜式，让学生体验正式的用餐环境，学习基本餐桌礼仪。有的学校还会开设烹饪课程，培养学生对食物的了解和欣赏，以培养学生健康的饮食习惯、良好的餐桌礼仪以及对饮食文化和社交的深刻理解。

- **教学建议：**教师可根据学情，灵活选

◎ >> Discovery

Schools around the world



In Bangladesh, there are hundreds of boat schools! During floods, the boats are both classrooms and school buses.



On the first day of a school term, all students in Japan practise safety and earthquake drills^①. At lunchtime, they take turns serving food in teams.



In French schools, students learn about tastes in foods. They try different foods and learn good table manners.

Read and think Which kind of school do you like most? Why?

① drill 演习

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用不同的方式来激发学生对不同类型学校生活的兴趣和思考。

(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 Where are the students?
- ② What are they doing?
- ③ What country do you think the students are in?

(2) 理解：请学生阅读短文，通过问题引导学生发现不同类型学校的特色。如：

- ① What is each school special for?
- ② What do you find most interesting about the schools?

(3) 思考：鼓励学生基于文本信息，展开思考，推断更多文本以外的信息。如：

- ① Why do they build boat schools in Bangladesh? (*In Bangladesh, there are many floods. The floods make it hard for children to go to school. Boat schools can travel on water. This helps children learn even during floods.*)

- ② Why do Japanese students practise earthquake drills in school? (*Japan has many earthquakes. Earthquake drills teach students how to stay safe. They learn where to go and what to do. This keeps them safe during real earthquakes.*)
- ③ How do French schools help students learn about tastes in foods? (*Some French schools have cooking classes. Students learn to cook different foods. They also taste different kinds of food during lunchtime. This helps them learn about different tastes.*)
- (4) 拓展：教师可自行寻找有关孟加拉船校、日本学校地震演习和午餐值日、法国学校饮食教学方面的视频，或鼓励学有余力的学生自发寻找一些有趣的学校类型，在课堂上分享，比较不同学校之间的异同，交流各自的观点，以提高学生的自主学习、思辨和探究能力以及文化意识。参考问题：

What do you like best about these schools? Why?

补充资料

Boarding schools

Some children live at their schools. These schools are called boarding schools. The children go home for visits and on holidays.

Home schooling

A home can also be a school. Some parents teach their children at home. People at schools often help parents plan home lessons for their children.

Lessons on the wheels

Tuk-tuks bring books and lessons to children in remote villages in Cambodia. It helps children get education.

Ballet School

The Cuban National Ballet School teaches students classical ballet. Students start training from a very young age and train hard. The school day is 12-hour long! Many students become the world's top ballet dancers.

Other ideas of “Schools around the world”

- Innova Schools in Peru (designed by world-class designers and combining several ways of instruction: tech-heavy online learning, guided lessons and group work)
- Parvarish, the Museum School in India (where students explore topics like history, science and art by interacting with real displays at the museums)

Section E My dream school

>>Project

子话题说明

项目探究板块围绕“我的理想学校”(My dream school)这一子话题展开。学生运用“词云图制作”这一信息技术手段,结合本单元所学,通过小组合作,收集自己和同学最喜欢的有关学校的方方面面的关键词,制作词云图,以回应单元大问题,在活动中感知学校教育的意义,形成积极乐观的学习和生活态度。

教学提示

- 教学要点:**教师引导学生讨论回顾单元各板块内容,引发对单元大问题的深层思考。组织学生分小组讨论,可从自己学校入手,并和其他学校比较,形成理想学校的关键词汇总表,可涉及课程(subjects)、作息(timetable)、活动(activities)、学习方式(ways of learning)、教师(teachers)、同伴(classmates)等方面。然后运用“词云制作”这一信息技术手段,制作理想的学校的词云图。
- 更多资源:**可通过关键词搜索Word cloud generator,查找使用在线词云生成网站。

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Update my to-do list

- 教学要点:**教师给各小组提供在课内外展示词云图的平台或机会。鼓励学生综合运用本单元前面的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,形成班级词云图并通过班级群或公告板等方式展示学生心目中理想的学校。

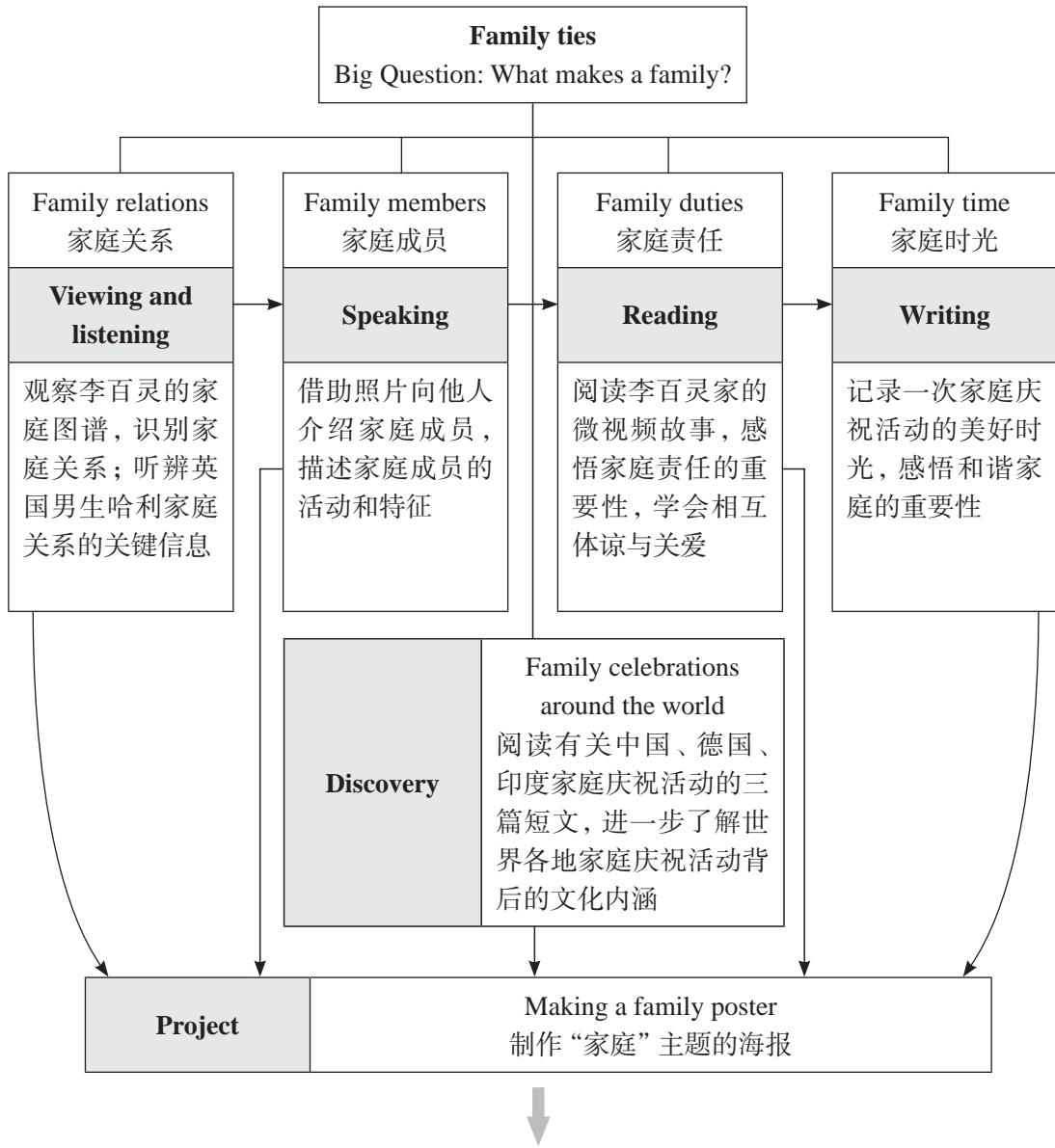
教师设计词云图展示的评价表,组织学生从内容、语言和成果三方面进行同伴互评。

Suggested evaluation checklist

方面	标准
内容	至少从学校生活的三个方面梳理关键词(Key words cover at least three aspects of school life.)
语言	准确运用本单元所学的语言,表达时自然流畅、发音清晰(Use the language learned in this unit and speak accurately, naturally, clearly and fluently)
成果	词云图构图合理,视觉效果吸引人(The word cloud is well-structured and visually appealing.)

Unit 2 Family ties

单元内容结构图 (Structure of the unit)



单元育人目标: 通过了解不同家庭结构和家庭关系, 关注家庭责任, 感受幸福美好的家庭时光, 培养在生活中孝亲敬长、相互体谅、懂得感恩的生活态度, 深入理解家庭纽带的内涵, 感悟和谐家庭的重要性

单元目标 (Unit objectives)

- ▶ 语音：能借助拼读规则，识别字母 a 与字母 e 的发音规则，准确拼读单词
- ▶ 词汇：能掌握关于家庭关系与家庭生活的词汇，构建词汇语义网
- ▶ 语法：能归纳现在进行时的语法规则（形式、意义和用法）并借助家庭相册运用现在进行时描述常见的家庭活动
- ▶ 看：能借助家庭图谱、家庭相册、微视频等多模态语篇中的视觉信息理解相关内容
- ▶ 听：能根据听到的对话内容获取关键信息，借助家庭图谱梳理家庭成员的关系
- ▶ 说：能熟练掌握对不同家庭成员的称谓，运用询问家庭关系与家庭活动的习惯用语，结合具体的交际情境，展开简单对话
- ▶ 读：能读懂微视频故事并理解这类语篇的文体特征，通过扫读获取并梳理主要人物的家庭职责
- ▶ 写：能围绕“家庭时光”这一主题，运用所学语言，借助照片简单描述一次家庭庆祝活动，描写人物活动和情感
- ▶ 文化：能通过听对话、看家庭图谱和照片、读微视频故事和介绍类短文等获取与中外（如中国、英国、德国、印度等）家庭关系和生活相关的文化信息，比较文化差异，通过同伴交流与体验，感知和体验文化的多样性
- ▶ 德育：能理解家庭纽带的内涵，感悟和谐家庭的重要性，初步形成孝亲敬长、相互体谅、懂得感恩的生活态度

单元内容概览 (Content overview)

主题	本单元聚焦“人与社会”主题下“社会服务与人际沟通”主题群，围绕“孝亲敬长”以及“和谐家庭”子主题内容，通过大问题“What makes a family?”引导，帮助学生了解不同家庭结构和家庭关系，关注家庭责任，感受幸福美好的家庭时光，培养学生在生活中孝亲敬长、相互体谅、懂得感恩的生活态度，深入理解家庭纽带的内涵，感悟和谐家庭的重要性。		
语篇	视听	人物关系图	家庭图谱
		录音——对话	不同的家庭
		录音	韵律诗歌
	口语	相册	家庭相册
		对话	描述人物
	阅读	新媒体语篇——微视频故事	家庭责任
	写作	照片文字介绍	家庭时光
语言知识	探索发现	介绍类短文	世界各地的家庭庆祝活动
	语音	字母 a 和 e 在单词中的发音	
	词汇	词汇语义网；主题词汇	
	语法	现在进行时	
	语篇	利用图片等信息辅助语篇理解	
文化知识	不同国家(中国、英国)的家庭构成和(中国、德国、印度)家庭庆祝活动		
语言技能 与 学习策略	视听	任务：听不同的家庭关系 策略：识别并获取有关家庭关系的细节信息	
	口语	任务：描述家庭成员 策略：通过提问、评论等延续对话	
	阅读	任务：阅读有关家庭责任的微视频故事 策略：扫读获取特定信息	
	写作	任务：借助相册，描述一次家庭庆祝活动 策略：准确运用动词描写人物活动	
	项目探究 (综合)	任务：制作“家庭”主题的海报	



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单元主题图页 (Cover page)

单元大问题 (Big Question)

完成本单元的学习后，学生可以围绕家庭关系、家庭成员、家庭活动、家庭责任、家庭时光等方面的话题谈论家庭生活，以“家庭”为主题分享描述家庭照片，并阐述自己对于“家庭纽带”这一概念的理解。

任务清单 (To-do list)

任务清单中的五项任务分别对应视听、口语、阅读、写作和项目探究，学生完成后可以根据任务清单自行检测任务达成情况。本单元的任务清单内容包括：(1) 听介绍家庭关系的对话。(2) 描述家庭成员的特征。(3) 阅读有关家庭责任的微视频故事。(4) 撰写家庭庆祝活动照片的文字介绍。(5) 制作“家庭”主题的海报。

单元主题图 (Theme photos)

本单元主题图左侧是一个三代同堂的七口之家其乐融融的合影，体现了家庭成员之间的亲密关系以及和谐的家庭氛围。右侧是一份手绘家谱图，配有一首家庭主题的小诗。它们均指向单元主题“家庭纽带”。

参考答案

Getting started

(Answers may vary.)

1. My family is like a ship.

When all the family members stay together
and help each other on this ship,
it can move on forever.

2. My family is like a tree.

Family members are like the leaves and



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单元导入 (Getting started)

教师可以围绕题图页中有关家庭的小诗，激活与家庭主题相关的话题词汇，引导学生通过形象的比喻初步探寻家庭的意义。

fruits.

They are close to each other.

3. My family is like an umbrella.

Our parents look after us
when we are sick or in trouble.

4. My family is like the Sun.

It always keeps us warm.

5. My family is like a harbour.

It can protect us from danger.

Section A Family relations

>>Viewing and listening

子话题说明

视听板块围绕“家庭关系”(Family relations)这一子话题展开,探讨不同的家庭关系结构,涉及家庭关系称谓、询问家庭关系的句式等学习内容。



在英语中,grandmother和grandfather这两个词用来指代祖父母,而不区分外公、外婆和爷爷、奶奶。英语在描述家庭关系时更注重generation这一概念,即强调祖父母与子孙一脉相传的关系,因此不再细分。类似的情况还有uncle,aunt,cousin等。这种文化差异反映了家庭和亲属关系在不同文化中的分类方式和重视程度。教师可以引导学生尝试翻译不同家庭关系的称谓,初步感知中西文化差异。



可让学生了解哈利的背景:Harry is from Edinburgh, the capital city of Scotland. Now he goes to school in Shanghai. He is Wang Yiming's friend, one of Li Bailing's classmates.

A1

- 语篇说明:这是中国女孩李百灵的家庭图谱,包含李百灵家祖孙三代(共计15位人物)的家庭关系。
- “视”的策略:理解多模态语篇的主要策略:快速浏览(skim)家庭图谱,了解家谱的基本布局和结构;扫读(scan)家庭图谱,根据家庭结构识别家庭成员之间的关系。

When reading a family tree, you may ask students to:

- (1) get familiar with the basic structure

A Family relations >> Viewing and listening

Li Bailing is introducing her family to her classmates. This is her family tree.

Bailing's family and relatives

A1 Look and say

1 Fill in the blanks above with the proper family relations.
2 Ask Bailing some questions about her family.

Word study Word group Find pairs in family-related words.

Family relations

_____ and mother	grandmother and _____
husband and wife	_____ and sister
_____ and daughter	_____ and _____
uncle and _____	

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of the family tree. You can ask: What do you see in this family tree? (Bailing's family and relatives' names and their relationships.)

- (2) identify the key individuals on the family tree, such as parents, grandparents and siblings. You can ask: Who is Bailing's mother? Who is Bailing's grandfather? ...
- (3) pay attention to the lines connecting individuals on the family tree and then interpret relationships. You can ask: Who is Bailing's mother's sister? Who is Wang Rong's husband? What's the relationship between Li Bailing and Zhao Ming? What's the relationship between Zhang Lei and Li Mei? How many children do Bailing's parents have? Who are they? ...

- 教学要点:活动1要求学生根据家庭图谱中的家庭成员关系在相应的位置填写正确的称谓,教师提示学生以李百灵的视角出发梳理家庭关系,并帮助学生学习表示家庭关系的相关词汇(如relative,

grandfather, aunt, cousin, husband, wife, son, daughter 等)。活动 2 要求教师引导学生根据李百灵的家庭图谱进行口头讨论,运用表示家庭关系的相关词汇,为后续听力理解做好语言和背景知识准备。

参考答案

A1

1 1 grandmother 2 father 3 uncle 4 cousin 5 younger brothers/little brothers

2 (Answers may vary.)

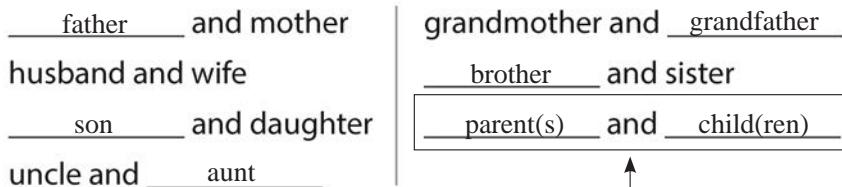
- How many cousins do you have?
- Is Zhao Ming your aunt's son?
- How many uncles do you have?
- Is Wang Rong your aunt?
- Are Zhang Lei and Li Mei husband and wife?
- Who is Zhang Hua?
- How many daughters do your mother's parents have?
- Is Zhang Yihan Zhang Hua's granddaughter?
- How many couples are there in your family?

Word study

- 教学要点:借助词汇语义网,帮助学生判断家庭成员之间的关系,初步建立常见家庭关系词汇表达之间的联系。

参考答案

Family relations



可适当拓展,引导学生呈现不同对应关系的称谓,如 parent(s) and child(ren)/*nephew and *niece/grandparent(s) and grandchild(ren) 等。

打星号(*)为拓展词汇



这是一首以家庭活动为主题的韵律诗，旨在帮助学生掌握字母 a 和 e 在单词中的常见发音（字母 a 发 /eɪ/, /æ/, /a:/, /ɒ/ 等，字母 e 发 /e/, /i:/, /ə/, /ʌ/ 等）。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：**学生会听到两位同学之间的会话，说话者是李百灵和插班生英国男孩哈利，会话内容涉及英国家庭关系构成。谈论家庭关系构成的对话语篇的常见特征有：通常包含较多询问家庭关系的疑问句，如“Are you the only child in your family?” “Do you have any other relatives?” “Is your aunt your mum’s sister?” 等。
- 听力策略：**本单元听力策略为识别并获取有关家庭关系的细节信息 (Listening for family relations)。通过判断识别并重点关注与家庭关系密切相关的关键词，学生需要理解询问家庭关系的问题，理清家庭成员之间的关系。

Listening for family relations: Pay attention to the questions. These questions will help you better comprehend the relationships between family members. Understand the roles people hold within the family. For example, identify the parents, the children and any other family members that are mentioned (e.g. aunt, uncle, cousin).

- 教学要点：**教师借助 A2 进行听力策略的教学示范，教学生如何在听的过程

听力文本

A2, A3

Bailing: Hi, Harry. Are you going back to Britain this winter holiday?

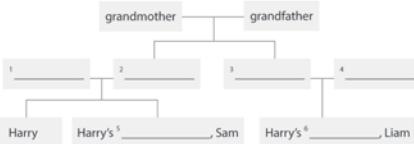
Harry: Yes. I can’t wait to see my grandparents.

6 A2 Listen and choose Listen to the conversation between Bailing and Harry. Choose Bailing’s questions.

Listening for family relations

- Are they your dad’s parents?
 Are you the only child in your family?
 How old is your little brother?
 Do you have any other relatives in Britain?
 Is your aunt your mum’s sister?

6 A3 Listen and take notes Listen again and help Bailing complete Harry’s family tree.



6 Sound Letters “a” and “e”

Sing the rap.

Dad’s washing his red van. Mum’s frying eggs in a pan.
 Grandma’s chatting with Uncle Stan. Shg’s showing him a big fan.
 My two brothers are setting the table as fast as they can.
 This is my family’s perfect weekend.



Update my to-do list

Listen to your partner’s introduction of his/her family. Draw a family tree to check your understanding with your partner.

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程中识别询问家庭关系的关键问题。第一遍听，引导学生勾选听到的问题，判断家庭关系中的关键信息。第二遍听，借助 A3 Harry’s family tree，运用听力策略，理清主要家庭关系。

- 教学建议：**教师视学情需要，听前帮助学生理解中英文在表示家庭称谓时的文化差异，理解询问家庭关系的常见句式，如“Are your grandparents your dad’s/mum’s parents?” “Is your aunt your dad’s/mum’s sister?” “Is your uncle your dad’s/mum’s brother?”。如学生学有余力，教师可让学生设计一些类似的问题，结合自己的家庭图谱进行一些问答。

Bailing: Are they your dad's parents?

Harry: No, they are my mum's.

Bailing: I see. Are you the only child in your family?

Harry: No. I have a little brother, Sam. He's four years old.

Bailing: Oh. How nice! Do you have any other relatives in Britain?

Harry: Yes, my aunt, uncle and my cousin, Liam. They all live in Britain.

Bailing: Your aunt ... Is your aunt your mum's sister?

Harry: Yes, she's my mum's elder sister.

参考答案

A2

Are they your dad's parents?

Are you the only child in your family?

How old is your little brother?

Do you have any other relatives in Britain?

Is your aunt your mum's sister?

A3

1 father 2 mother 3 aunt 4 uncle 5 little brother 6 cousin

语言注释

- **the only child** An only child is a person who doesn't have any brothers or sisters. 独生子女
- **little brother = younger brother** 弟弟 (little sister/younger sister 妹妹)
- **elder sister = big sister** 姐姐 (elder brother/big brother 哥哥)
- **How nice!** People might say "How nice!" to express appreciation, admiration, or approval for something pleasant or positive that has happened or been mentioned. “多么好啊！”或“太棒了！”

e.g. A: *I hope you like the flowers I got for you.* B: **How nice!**

A: *What do you think of the cookies?* B: **How nice!** *I like the taste.*

背景知识

Differences between Chinese and British family relations

In Chinese families, it's common for multiple generations to live together or close by, emphasising the importance of extended family. Respecting and caring for elders, known as filial piety, is a key value in Chinese families.

However, British families typically have a smaller, nuclear family structure. Parents and their children form the main unit, and extended family members may not live together. Independence is highly valued in British culture.

Update my to-do list

- 教学要点：学生在完成 **Update my to-do list** 前，需要先完成一份有关自己家庭关系的简单介绍，以结对或小组的形式进行相互交流，并根据他人介绍完成同伴的家庭图谱。通过相互评价的方式来评估本节课的学习成效。

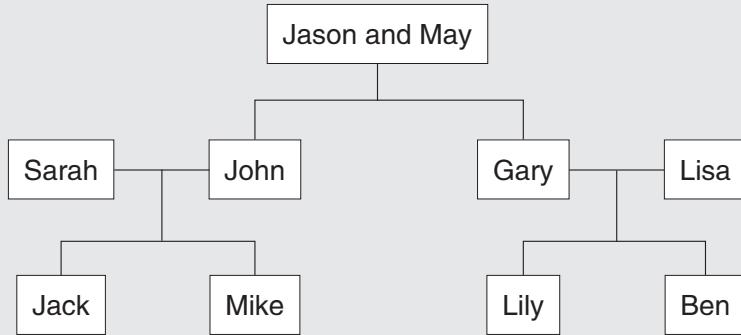
参考答案

Update my to-do list

(Answers may vary.)

S1: Hey, my name is Jack. I want to introduce my family to you! So, here's my family tree.

Let me start with my parents. My dad's name is John, and my mum's name is Sarah. I have an elder brother named Mike. He's 16 years old. Gary is my dad's little brother. His wife is Lisa. She is my aunt. They have two children, Lily and Ben. On my dad's side, I have a grandma. Her name is May. My grandpa, Jason has passed away.



Section B Family members

>> Speaking

子话题说明

口语板块围绕“家庭成员”(Family members)这一子话题展开,重点关注家庭成员之间的日常活动和外貌特征等信息,引导学生针对此类信息提问,涉及介绍家庭相册、描述家庭成员的日常活动和外貌特征等学习内容。

B1

- 语篇说明:** 图片展示的是五张李百灵家庭相册中的照片以及李百灵为这些照片添加的文字介绍。照片和文字介绍呈现了李百灵家庭成员之间的日常活动。
- 口语交际策略:** 本单元重点教授的口语交际策略为通过提问、评论等延续对话(Continuing a conversation)。当涉及家庭相册的话题时,教师可以引导学生通过适时的提问和评论等策略来延续话题。教师也可以引导学生关注B2对话中相关策略的应用。

Raise a question: Is that your ...? Which one is your ...? Is your aunt/uncle on your mother's/father's side? Who's the girl playing the guitar? Who's the boy playing chess? ...

Make a comment: You look a lot like ... You have big eyes/a round face/short dark hair/a high-bridged nose. He's handsome/cool/tall. She's beautiful/cute/kind. ...

- 教学要点:** (1) 教师通过问题,引导学生观察B1李百灵家庭相册中的照片,从多模态语篇中提取关键信息,如“How many people are there in the photo?”

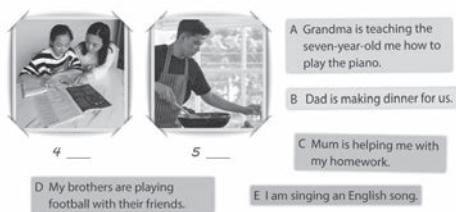
参考答案

B1

1 D 2 A 3 E 4 C 5 B

B Family members >> Speaking

Li Bailing is adding notes to photos in her family album.



B1 Look and match Help Bailing match the notes (A-E) with the photos (1-5).

TEEN SKILL Continuing a conversation

- Raise a question.
- Make a comment.



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Who are they? What are they doing?”,并学习本板块的重点词汇(如teach, homework等),为后续的口语表达输出活动做好词汇方面的语言准备。(2)请学生将照片与文字介绍进行配对。并通过问题,引导学生思考:家庭成员之间还有哪些日常活动,应该如何描述,如“What do you often do with your father/mother/parents/brother/sister/grandparents? Can you describe the activities in one of your family photos?”。

- 教学建议:** 如学生对回答问题感到困难,教师可引导学生说出不同家庭关系的称谓或家庭活动的关键词,将关键词写在黑板上,帮助学生模仿、学习;如学生学有余力,教师可请他们结合自身家庭生活,说出更多家庭成员之间的活动,并谈谈感受。

B2

- 语篇说明:** 对话在王一鸣与李百灵之间展开, 王一鸣正在向李百灵介绍他的家庭聚会照片。该对话共有五个话轮, 在对话中王一鸣逐一介绍了他的家庭成员(包括王一鸣的妈妈、阿姨、爸爸、姐姐以及他自己)在家庭聚会中的主要活动和外貌特征。对话涉及家庭关系的称谓(包括mum, aunt, dad, elder sister)、人称代词以及描述家庭成员的活动与外貌的相关表达。
- 语用功能说明:** 本单元语用功能为在日常交流中得体地描述人物的活动和外貌特征(Describing people)。这是口语交际中的一个重要语用功能, 在介绍家庭成员日常活动的情境中, 学生可以结合家庭照片内容, 对不同家庭成员的活动进行描述, 如“My mum is drinking tea.” “My elder sister is playing the guitar.” 或 “My dad is cooking dinner.” 等。此外, 学生可以通过观察图片对人物的外貌进行描述, 如“He has short/long hair.” “She has curly/straight hair.” “He is tall/short. She has blue/brown/green eyes.” “She is wearing a yellow dress.”。在表达外貌相似之处时, 可以用如下句式: “You look a lot like your mum.” “Your sister and you have the same big eyes.” “Your dad and your uncle have the same round face and short dark hair.”。**My learning notes** 提供了部分这类表述, 学生用书**My learning notes support**部分(P117)提供了更多可用表达。
- 教学要点:** 教师通过让学生听B2的对话范文, 帮助学生关注交际双方的交际目的和主要话题内容, 模仿语音语调, 感悟说话者的情感态度。再通过让学生读B2的对话范文, 引导学生关注对话中不同家庭成员的称谓及人称代词的使用, 掌握本单元的口语交际策略要点(通过提问、评论等延续对

B2 Listen, read and think Yiming and Bailing are talking about his family photo. How does Yiming describe his family members?

Bailing: Wow, you have a big family. Is that your mum, the one in the yellow dress?

Yiming: No, that's my aunt! My mum is drinking tea.

Bailing: Hey, you have the same big eyes. You look a lot like her.

Yiming: Well, everybody says so.

Bailing: And which one is your dad?

Yiming: Here. He's making tea.

Bailing: Who's the girl playing the guitar?

Yiming: That's my elder sister, Wang Yimeng.

Bailing: And where are you?

Yiming: I'm taking this photo!



Grammar file → p. 123

B3 Role-play Continue the conversation between Bailing and Yiming.

Yiming's family members in the photo (from left to right):

On the chairs and sofa: Father, Mother, Aunt, Grandfather, Cousin

In the front: Sister, Uncle, Cousin, Grandmother

My learning notes

Describing people:

- ... is sitting on the sofa.
- ... has big eyes/a round face/short dark hair.
- ... is playing chess with ...
- ...

Update my to-do list ■ ■ ■ ■ ■

Work in pairs. Bring some family photos, and ask and answer questions about them.

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话)和语用功能重点(在日常交流中得体地描述人物的活动和外貌特征)。可询问学生以下问题:

- ① How does Bailing start the conversation?
- ② What questions does Bailing ask?
Underline them.
- ③ How does she ask about Yiming's family members?
- ④ How does Yiming describe his family members?
- ⑤ How does Bailing make comments?
- ⑥ Does the conversation end?

照片中还有部分对话未提及的家庭成员, 教师可以引导学生在B3进一步对照片内容进行讨论。

- 教学建议:** 如学生理解对话有困难, 教师可以通过解释语言点(如the one in the yellow dress, “You look a lot like her.” “Who's the girl playing the guitar?”), 圈划有关家庭成员动作或外貌特征的语句等方法提供帮助; 如学生对口语交际策略和语用功能的学习学有余力, 教师可以帮助他们关注

该对话的更多特征，如运用人称代词减少重复、提升对话的连贯性（如 *that's my aunt*, “*You look a lot like her.*” “*He's making tea.*”）。还可以引导学生关注对话中包含的提问、确认、评论等多种口语交际策略，鼓励学生在实际对话中灵活运用这些策略进行交际。

B3

- **教学要点：**作为 B2 对话和 **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 提供的语言支架和 B2 提供的内容支架（照片）基础上，延续板块情境，让学生尝试半开放地完成口语对话角色扮演。对话双方的人物角色仍然是王一鸣和李百灵，学生需要结合王一鸣的家庭聚会照片延续 B2 的对话内容，进一步谈论与描述王一鸣的家庭成员。B3 下的方框提供了家庭成员关系的提示。
- **教学建议：**如学生输出表达有困难，教师可以在 B3 和 B2 之间插入一个过渡任务，请学生借助 B3 下方的方框提示理清人物关系，简单描述人物动作或外貌特征。教师可以在板书中提供一些语言提示，帮助学生完成 B3。对于学有余力的学生，教师可以引导学生熟练运用提问、确认、评论以及表达相似之处等口语交际策略延续对话内容。

语言注释

- **the one in the yellow dress** “*the one in the yellow dress*” points to the person who is wearing a yellow dress. 那个穿着黄色衣服的人
e.g. *Is that your dad, the one in the blue shirt?*
- **You look a lot like her.** 你长得和她很像。
look like somebody = to have a similar appearance to somebody 长得像某人
e.g. *James looks a lot like his uncle.*
- **Well, everybody says so.** = Everybody says I look like my mum. 是的，大家都这么说（说我长得像我妈妈）。

参考答案

B2

(Answers may vary.) He describes what his family members are doing in the photo.

B3

(Answers may vary.)

Bailing: That's wonderful! Now, can you tell me more about the other family members in the photo?

Yiming: Sure! My grandpa is sitting on the sofa. He likes playing chess.

Bailing: Who is playing chess with your grandpa?

Yiming: Oh, that's my uncle. He is my aunt's husband.

Bailing: Who is watching your grandpa and your uncle playing chess?

Yiming: Oh, that's my cousin. He's my uncle's son.

Bailing: They have the same thick eyebrows.

Yiming: You're right. Everybody says so.

Bailing: Who's the little girl sitting near your grandma?

Yiming: She's my cousin, too. She's my uncle's daughter. She's only four years old.

Bailing: She's so cute! Well, it's great to know more about your family. Thanks for sharing, Yiming!

Yiming: You're welcome. It's always fun talking about my family.

Update my to-do list

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

Suggested evaluation checklist

方面	标准
内容	A: 对家庭成员进行提问 (Ask questions about family members) B: 就对方的提问，给出相应的回答 (描述家庭成员活动和外貌特征) (Describe family members: activities & appearance)
语言	A: 使用恰当的特殊疑问句或一般疑问句提问，措辞准确 (Use proper Wh- or Yes/ No questions to ask for information) B: 给出的回答语言准确 (Give information accurately)
交际	使用提问或评论等交际策略延续对话 (Continue the conversation by raising a question or making a comment)

参考答案

Update my to-do list

(Answers may vary.)

A: Hey, is that your family photo? Can I have a look?

B: Of course. Look, that's my dad over there. He's fixing a shelf. And the lady sitting on the chair is my grandma. She loves to visit us and tell us stories.

A: Your grandma looks really kind. Oh, and I see your brother in the photo. He's playing with your dog, right?

B: Yes, that's Ben. He loves our dog, Rocky, and they're always together.

A: That's so cute! And who's the person reading a book by the window?

B: Oh, that's my mum. She loves reading and spends a lot of time with books.

A: Your mum looks very pretty. I can see where you get your big eyes from!

B: Haha, thanks, Yan! So, in this picture, there's also my little sister, Lisa. She is holding her favourite doll.

A: She is a lovely little girl. It's great to learn more about your family.

B: Thanks! It's nice to share stories about them. Now, do you have any family photos to show me? I'd love to see them!

Section C Family duties

>>Reading

子话题说明

阅读板块围绕“家庭责任”(Family duties)这一子话题展开,用微视频故事的形式呈现李百灵妈妈回归工作岗位后,家庭成员周末的生活片段。它展现了一个团结和睦的家庭,家庭成员相互支持,协作完成家务,共同创造舒适的家庭环境,共度愉快的周末时光。语篇传达了家庭成员之间的理解、关爱和合作精神,展示了每位家庭成员在家中承担责任和参与家务的重要性。

C1, C2

- 语篇说明:**该语篇是一个微视频故事,以李百灵的视角对家庭成员周末的日常活动展开口头描述,呈现了李百灵妈妈回归工作岗位后的家庭周末生活。语篇的开场白部分首先简单介绍了百灵家的周末生活,随后通过一系列场景转换,描述家庭成员的主要活动以及家庭成员之间的合作互助,最后以妈妈回来后的场景结尾,体现了家庭成员之间的关爱与家庭和睦的氛围。语篇中的交流场景和所使用的语言呈现非正式的口语风格,主要运用了现在进行时介绍、描述家庭成员的主要职责和交流互动,呈现了李百灵一家温馨、和谐的家庭氛围,体现了家庭成员之间的合作与关爱。
- 阅读策略:**本单元重点教授的阅读策略为扫读获取特定信息(Scanning for specific information)。该策略通常用于快速查找文本中特定的信息或答案。当使用这种策略时,读者会快速浏览文本,专注于寻找特定词语、短语或关键字。通过扫读获取特定信息,读者可以更快速地找到所需的信息,提高阅读效率和准确性。

C Family duties ➤> Reading

After Li Bailing was born, her mother stopped working. This year, she is going back to work.

C1 Predicting Look at the pictures and predict: What is Bailing's vlog about?

C2 Read Bailing's vlog story.

Now, let me show you the life of my family at the weekend.

Today is Saturday. Mum is at work this morning. She's busy with her work at the hospital, so we want to make things easy for her at home.

Dad is making breakfast for us. He's a great cook! ... And this is my grandma. She is watering the plants. Hi, Grandma!

10 My brothers are old enough to help now. Look, they are making the beds. Well done, boys!

... Now breakfast is over. Dad is washing the dishes. Usually, I help sweep the floor.

15 It's quicker to work together.

... Look, there's Mum. She's home early. She looks tired, but I'm sure she's happy to find the flat so clean and tidy.

... After lunch we can go to the park. Time for some fun! Bye for now!

Personal touch
Do you do the same chores as Bailing and her brothers do?

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Scanning for specific information: This strategy is especially useful when you need to find specific information without necessarily comprehending the entire text, such as locating specific data, dates, names or details within an article. Instead of reading the entire text, readers focus on finding specific words, phrases or key words. By scanning for specific information, readers can find the desired information more quickly, thus improving reading efficiency and accuracy.

- 教学要点:**(1)借助C1略读阅读文本,教师引导学生借助四幅微视频画面,识别微视频故事的语篇特征及要素,把握其主题(Bailing's family life at the weekend)。(2)在完整阅读了百灵的微视频故事后,教师通过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是否也会承担这些家务活。
- 教学建议:**如学生不熟悉微视频故事,教

师可以引导他们先对微视频画面进行简单的描述，预测故事的大意，再完整阅读微视频故事内容，熟悉故事的主要内容和情节。教师可以通过提问的方式，帮助学生理解微视频故事的要素和语言特点。对于学有余力的学生，教师可以鼓励他们积极参与讨论，分享他们对故事中的情节、角色和语言特点的理解，思考故事传递的信息和价值观，例如家庭成员间的合作、关爱和互助的重要性。以下问题供参考选用：

- ① What does the beginning part of the story tell us?
- ② Why does the family want to make things easy for mum at home?
- ③ Can you describe what Bailing's dad, grandma and younger brothers do in the story?
- ④ Can you describe Bailing's mother's feelings after she comes back home?
- ⑤ What activity are they planning to do after lunch?
- ⑥ What tenses are used in the story?
- ⑦ What informal expressions are used in the story? Can you find some examples?
- ⑧ Why are these informal expressions used?

语言注释

- **at work** = working 在上班，在工作中
e.g. *Johnny is busy at work.*
- **be busy with (something/somebody)** having much to do; working (on sth) 忙于……
e.g. *Mary is busy with her homework.*
- **make things easy (for somebody)** 使事情变得容易；使(某人)变得轻松
e.g. *We share more housework to make things easy for our parents.*
- **well done:** You are pleased that someone has done something good. 做得好
e.g. —*Daddy, I got first in Maths.*
—*Well done, sweetheart!*
- **there's mum** = mum's back 妈妈回来了
- **bye for now** It's a casual way of saying goodbye with the implication that you might see or talk to the person again in the near future. 暂时告别，待会再见

参考答案

C1

(Answers may vary.) Bailing's vlog is about her family members and their duties at home./ Bailing's vlog is about the life of her family at the weekend.

C2

(Answers may vary.) Yes, I do.

Or: No, I don't. I lay the table/make breakfast/wash the dishes/water the plants/walk the dog...

C3

- 教学要点:**此活动旨在帮助学生整体理解李百灵全家为减轻妈妈的负担所做的努力。
- 教学建议:**如学生感到概括有困难,可以请学生先借助微视频画面说说李百灵的家庭成员在做些什么(What is everyone doing in the vlog?),再通过板书提炼关键词share family chores, do housework或make the flat clean and tidy,启发学生思考大家为什么要共同分担家务,引导学生说出“Mum doesn't have to worry about housework.”。

C4

- 教学要点:**此活动旨在帮助学生在文中获取特定信息,通过梳理李百灵家庭成员的不同家庭职责,促进学生对家庭角色分工合作和承担家务重要性的认识。
- 教学建议:**如学生感到困难,教师可以引导学生将微视频画面和段落进行匹配,和学生共读第一和第二幅画面,示范如何通过家庭关系称谓找到并圈出关键词dad, grandma, 再查找并划出make breakfast, water the plants等特定信息。之后教师请学生扫读课文其余部分,根据不同的家庭称谓找到相对应的家庭职责。

C5

- 教学要点:**问题1旨在帮助学生在学习理解文本的基础上,结合自身生活体验,对语篇中人物承担的其他家庭职责进行推断。问题2旨在帮助学生深入理解语篇主题意义,进一步提升对于家庭角色分工合作以及承担家务重要性的认识。
- 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 family chores do you usually do for your family?

C3 General understanding How do Bailing's family members make things easy for Bailing's mum at home?

C4 Detailed reading Match Bailing's family members with their family chores.

Scanning for specific information

Bailing's dad *	• sweep the floor
Bailing's grandma *	• make the beds
Bailing *	• wash the dishes
Bailing's younger brothers *	• make breakfast
	• water the plants

C5 Further thinking Answer the questions.

- 1 What else can Bailing do for her family?
- 2 Why is it important to share family chores?

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

1 My father is a manager in a company. He is _____ from 9 a.m. to 5 p.m.
 2 It's hard to work alone, but working together can _____.
 3 My brothers are not old _____ to take out the rubbish by themselves.
 4 — Mum, do you need any help?
 — Yes, please. You can _____ prepare the food.
 5 The floor doesn't _____ clean enough. I need to sweep it again.

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

Think of at least two more moments in Bailing's vlog. Describe them in your own words.

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- ② Why do we need to share family chores?
Is it important to help each other?

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

- ① How do Bailing's family show love and care for Mum?
- ② How do Bailing's family members help each other in the story? Can you give some examples?
- ③ Why does Bailing say “It's quicker to work together.”?
- ④ What might Mum say when she finds the flat clean and tidy?
- ⑤ In your opinion, in what other ways could this family improve their support for Mum?
- ⑥ Since Bailing's younger brothers are old enough, how else might they help the family?
- ⑦ How might the family's weekend routine change when Mum is not at work?

- ⑧ Based on the vlog story provided, how does Bailing's family value teamwork?
- ⑨ What can you learn from Bailing's vlog story? What can you do for your family to make things easy for your parents?

参考答案

C3

(Answers may vary.) Everyone does some family chores. They make the flat clean and tidy. (Mum doesn't have to worry about housework.)

C4

Bailing's dad: wash the dishes, make breakfast

Bailing's grandma: water the plants

Bailing: sweep the floor

Bailing's younger brothers: make the beds

C5

(Answers may vary.)

- 1 Bailing can help her dad with cooking./
Bailing can help her parents look after her little brothers.
- 2 Because everyone is part of the family.
We should help each other.

Vocabulary focus

- **教学要点:** 本活动重点关注课文中的核心词汇和短语在新的语境中的理解及应用。教师还可以设计更多词汇练习,关注本板块核心短语(如 be busy with, make breakfast, water the plants, make the beds, wash dishes, sweep the floor, work together, find ... clean and tidy)的理解和运用。
- **教学建议:** 教师鼓励学生积累更多的表示家务劳动的短语(如 do the laundry, vacuum the carpets, dust the furniture, mop the floors, clean the windows, take out the rubbish, take care of pets 等),并尝试结合自己的家庭生活造句。

参考答案

Vocabulary focus

1 at work 2 make things easy 3 enough 4 help 5 look

Update my to-do list

- **教学要点:** 教师可组织学生分组讨论李百灵的家庭微视频的其他时刻,并对这些片段进行描述,从而检测学生对李百灵家庭生活的理解程度。学生讨论或汇报的时候,教师可提供适当的支持。

参考答案

Update my to-do list

(Answers may vary.)

- 1 Dad is washing the dishes in the kitchen.
(He's wearing an apron.)
- 2 Grandma is cleaning the coffee table
and the TV stand in the living room. My

brothers are helping. They are putting away their toys and books. (Dad is vacuuming the carpet.) The living room looks so clean and tidy.

- 3 Grandma is preparing lunch in the kitchen.
Dad is helping.
- 4 Mum is reading stories to my brothers in their bedroom.

>>Grammar in use

板块内容说明

本单元的语法重点是现在进行时 (Present continuous), 同时包含语法点人称代词 (Personal pronouns)。

活动 1

- 教学要点:** 活动 1 旨在帮助学生在理解句子意思的同时, 探索现在进行时的语言形式和表达的意义。可引导学生关注句中下划线部分的语言形式, 尤其是当主语是不同人称时所接 be 动词的不同形式。
- 教学建议:** (1) 教师可以让学生找出各板块中含现在进行时的句子, 也可以补充一些涵盖更多人称和不同的动词形式的例句, 通过问题引导, 帮助学生关注现在进行时的形式、意义和用法(参考“补充资料”)。

>> Grammar in use Present continuous

1 Read and think What does the underlined part mean?

- (1) I am singing an English song.
- (2) Dad is making dinner for us.
- (3) My brothers are playing football with their friends.

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

- (1) We usually use the present continuous to talk about ...



I walk to school every day.



The boy is playing chess with his grandfather.

- actions that happen every day or most days actions that are going on at the moment of speaking

- (2) The present continuous is formed by "verb be + -ing" "verb be" "verb + -ing".

Grammar file → p. 124

3 Practise: What are Li Bailing's family members doing? Bailing is making a vlog of her family. Choose phrases from the box and complete Bailing's words.



8:05



14:45



18:30

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补充资料

- Please don't make so much noise. I'm (= am) reading a book.
- Where's Mark?
— He's (= is) having a meeting.
- Let's go to the park now. It isn't raining any more.
- They are getting tired. They need a rest.
- You're (= are) working hard today.
— Yes, I have a lot to do.
- Is your English getting better?
- What are you doing?
- My family are having a picnic in the garden.
- The children are doing their homework.

(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 When do we use the present continuous/present simple? (我们何时使用现在进行时 / 一般现在时?)
- ② How are the sentences formed? (这些句子由哪些成分构成?)
- ③ What is the subject of the sentence? (这个句子的主语是什么?)
- ④ Are there any auxiliary verbs used in this sentence? (句中是否使用了助动词?)

- ⑤ Which is the main verb in this sentence? (哪个是句子中的主要动词?)
- ⑥ Is the action complete? (这个动作完成了吗?)
- ⑦ What is the difference in the form of the verb *be* between singular and plural subjects? (单数主语和复数主语的 *be* 动词形式有什么不同?)
- ⑧ If the main verb ends with *e*, how do you form the present continuous? (在现在进行时中以 *e* 结尾的主要动词如何变成现在分词?)
- ⑨ Can you make a negative sentence or a question from this affirmative sentence? (你能把这个句子从肯定句变为否定句或疑问句吗?)

活动 2

- **教学要点:** 活动 2 旨在帮助学生在完成活动 1 的基础上总结语法规则, 根据活动 1 的句子, 归纳现在进行时表达的意义。
- **教学建议:** 可根据学情, 选择仅要求学生对照活动 1 的各个句子和语法规则的选项, 判断出正确答案, 或请学生分组对照更多现在进行时的例句, 归纳现在进行时肯定、否定、疑问句的构成规则, 助动词的主谓一致, 主要动词加 *ing* 的构成规则以及现在进行时的使用情境, 最后借助学生用书语法附录 (**Grammar file**, P124–P125) 深化理解。

参考答案

2

- (1) actions that happen every day or most days
 actions that are going on at the moment of speaking
- (2) “verb *be* + *-ing*”
 “verb *be*”
 “verb + *-ing*”

活动 3

- **教学要点:** 活动 3 旨在帮助学生初步运用现在进行时, 在有意义的情境中重点操练和使用现在进行时的肯定形式。
- **教学建议:** 在完成这个活动之前, 教师可以借助 **Speaking** 板块和活动 1 中的例句, 也可从语法附录中提取更多包含现在分词不同构成的句子, 让学生熟悉现在进行时中主要动词的现在分词的构成形式规律, 再阐明活动的要求。

如学生需要更多帮助, 教师可以引导学生先写出现在进行时肯定句的基本结构 *am/is/are doing*, 再根据图片选择合适的动词组成句子。同伴互查后, 再全班讲解。

对于学有余力的学生, 教师可以请学生在书上尝试写出这些句子的否定句或疑问句的形式, 并结合真实情境, 利用已有知识, 写出更多现在进行时的句子。也可以让学生玩一玩“你做我猜”游戏(请一位学生上台做动作, 让台下学生猜“What is he/she doing?”)。

活动 4

- 教学要点：**活动 4 旨在帮助学生借助图片所提供的打电话情境，恰当运用现在进行时描述正在发生的动作。完成活动需要用到现在进行时的肯定形式。教师尽量让学生使用完整的句子进行提问和回答，需要重点关注 be 动词主谓一致的情况。
- 教学建议：**如学生需要帮助，活动前教师可以请学生参考语法附录里的语法讲解，也可以补充一些相关例句，引导学生关注不同的句型结构，再就课本上给出的家庭生活的照片，参照课本的对话示范，在打电话的情境中尝试和同伴展开简短对话。

如学生接受程度较好，教师可以请学生根据自己的实际情况，创编有关家庭生活的更多活动，确保信息的真实性。比如让学生带自己家人的照片，用现在进行时描述照片中的人物动作，为项目探究板块做准备。也可以引导学生和同伴围绕各种各样的家庭活动运用现在进行时创编对话或相互介绍，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

教师可根据学生完成语法板块活动的情况，适时评估学生的学习情况，调整教学节奏和策略。如发现学生在掌握现在进行时的形式上存在问题（如 be 动词主谓不一致，主要动词现在分词的形式变化上发生错误等），可以借助语法附录，提醒学生形式变化的基本规则，并提供学生更多的例句和针对性的跟进练习加以巩固，提高学生对语言使用的熟练程度。最后，教师通过学生完成活动 4 的表现，评价学生对此语法点的掌握程度。

人称代词 (Personal pronouns) (Grammar file, Student's Book P123-P124)

- 教学要点：**借助课文例句，教师帮助

have dinner wash the dishes sweep the floor tidy up the books

(1) It's 8:05. Dad _____.
(2) It's 14:45. My brothers _____.
(3) It's 18:30. My family _____.

4 Make a phone call

(1) Look at the pictures. Act out a conversation with your partner.

(2) Think of the daily activities of your family members. Act out a phone conversation with your partner.

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学生理解人称代词所表达的意义。可引导学生关注句中不同成分人称代词的词形，尤其是充当主语和宾语的人称代词的不同形式。

- 教学建议：**(1) 教师可以补充一些含人称代词的例句，涵盖更多人称和不同的句子成分，通过问题引导，帮助学生关注人称代词的形式、意义和用法（参考“补充资料”）。

补充资料

- We have a big family.
- I love spending time with my family.
- He is my dad, and she is my mum.
- They are our grandparents, and we love spending time with them.
- My sister is watching TV with me.
- John's mother is telling him a story.
- Snowball is my pet dog. It is lovely.
- Today is Lily's mother's birthday. Lily is giving her a gift.

- (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 How do personal pronouns differ from nouns? (人称代词与名词有什么区别？)
 - ② Can you give examples of personal pronouns used in first person/second person/third person? (你能举出人称代词作为第一人称 / 第二人称 / 第三人称的例子吗？)
 - ③ What's the difference between subject pronouns and object pronouns? (主格代词和宾格代词有何区别？)
 - ④ What is the purpose of using personal pronouns in these sentences? (在这些句子中使用人称代词的目的是什么？)
 - ⑤ Can you rewrite the sentence using a personal pronoun/personal pronouns? (你能使用人称代词改写这个句子吗？)
 - ⑥ Create some sentences using subject or object pronouns. (创编几个含主格代词或宾格代词的句子。)

参考答案

3

- (1) is washing the dishes
- (2) are tidying up the books
- (3) is/are having dinner

注：通常情况下，family 作为集体名词表示“一个整体”或“一个单一的单位”时，谓语动词用单数形式；当需要强调家庭成员的个别行为时，谓语动词用复数形式。

4

- (1) I'm reading a book at the beach.
My mother is listening to music.
My father and my brother are building sandcastles.

(2)

A: Hi, Judy. What are you doing?

B: I'm helping my mum prepare dinner.

How about you, Mia?

A: I'm shopping at the stationery store with my dad. Do you need anything?

B: Actually, could you pick up some gel pens?

A: Sure thing, I'll bring it to you tomorrow.
Is Jimmy in?

B: Yes, he's working on his robot in the bedroom.

A: I want to thank him for the nice robots for my brother Mike.

B: Oh, he's happy about it. Is Mike around?

A: No. He's walking the dog in the neighbourhood.

B: Alright, thanks for checking. See you tomorrow!

A: See you then!

Section D Family time

>> Writing

子话题说明

写作板块围绕“家庭时光”(Family time)这一子话题展开,学生以给照片写介绍文字的形式描述自己的家庭庆祝活动。

D1

• **语篇说明:**这篇写作范文来自于李百灵对于家庭相册的文字介绍,描述了一次生日聚会活动。写作范文结构清晰,采用了时间顺序叙述:首先是准备生日派对的背景描写,整体介绍了家庭庆祝活动的时间、地点和主题。然后分别描述家庭成员各自在生日聚会上的一系列活动,展现了每个人为这次庆祝活动所作的贡献。最后通过描述家庭成员的感受,呈现了家人欢乐团聚的温馨场景。写作的范文语言简单明了,易于理解。

在时态运用方面,整篇语篇都运用了现在时态来描述发生在当下的动作和事件(如“Today is Grandma’s birthday.”“Grandma is happy.”),在后续描述家庭成员具体活动时主要使用了正在进行时。时态的选择使得整个语篇更具生动感,使读者身临其境,增加了叙述的真实感和现场感。

• **写作策略:**本单元写作策略的要点是通过使用动词的-ing形式来描述正在进行的动作(Using verbs to describe continuous actions),从而增加叙述的生动感和现场感。这样的写作策略可以让读者有身临其境的感觉,更容易沉浸于故事情节或描述的场景当中,感受到动作的进行和情境的变化,使得故事更加生动和具有吸引力。例如,在叙述一段故事或者描述一个场景时,可以利用这一策略来呈现人物

D Family time >> Writing

Write some notes about your family celebration photos.

D1 Think Read Li Bailing’s descriptions of her family celebration photos. What is special about the day?

Today is Grandma’s birthday. We are preparing a birthday party in our flat.
Dad and Uncle are decorating the living room with balloons and flowers. My cousin is setting the table. My brothers and I are making the birthday card. Mum and Aunt are cooking in the kitchen. We are singing birthday songs to Grandma and giving her birthday gifts. Grandma is happy. Everyone loves the family celebration.



D2 Prepare

1 How does Bailing write about her family celebration? Put the questions in the right order.

- ___ What are they celebrating?
- ___ How does everyone feel?
- ___ What is everyone doing?

2 Underline the verbs in Bailing’s notes. Which is/are in -ing form? Which is/are not? Why?

TEEN skill Using verbs to describe continuous actions

- We can use the -ing form of an action verb to describe actions at the moment. For example, She’s **cleaning** the table.
- These verbs are used less often in present continuous: *hear, see; forget, know; have; like, love, need, want; be, look*.



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在英语中,词语 **everyone** 是一个代词,用来指代一个群体中的每个人。**everyone** 被视为第三人称单数,因此谓语动词与之相匹配时应使用单数形式。例如,在句子“What is everyone doing?”中,谓语动词 **is** 是以第三人称单数形式出现的,以匹配代词 **everyone**。而在句子“What are they celebrating?”中,谓语动词 **are** 是以复数形式出现的,以匹配代词 **they**。

的行为和情景的变化,如“The children are playing in the park, and they are laughing and running around.”。

需要注意的是,一些用于表示状态、想法、感觉或偏好的动词,不常用于描述正在进行的具体动作,如 **hear**(听到), **see**(看到); **forget**(忘记), **know**(知道); **have**(有); **like**(喜欢), **love**(爱), **need**(需要), **want**(想要); **be**(是), **look**(看)等。

- **教学要点:**活动定位是写前思考。教师引

- 导学生先通过快速浏览范文内容，关注范文意义（回答 D1 中的问题），可组织学生观察家庭聚会照片，快速浏览语篇内容，获取家庭聚会的主题。
- **教学建议：**教师可根据学情进一步引导学生使用扫读获取特定信息的阅读策略，比如阅读第一段文字，梳理有关家庭聚会的基本信息，如时间、地点、活动主题等，进而引导学生关注语篇的内容结构和写作顺序，为完成 D2 做好准备。

D2

- **教学要点：**活动定位是写前准备。教师引导学生整体理解范文内容，重点关注范文的内容结构和写作顺序（完成 D2-1 中的写作内容排序），再请学生关注范文中动词的时态（完成 D2-2），划出动词的 -ing 形式，比较文中不同时态的用法和功能，为后续理解和运用写作策略做好准备。
- **教学建议：**如学生理解范文有困难，教师可以用提问的形式引导学生结合 D2 的三个问题，尝试对范文内容进行分段，再将写作内容与提示问题进行配对。如：
 - ① Can you divide the sample text into three parts? Tell your reasons.
 - ② Which part tells us the basic information about the family celebrations?
 - ③ Which part tells us what everyone is doing?
 - ④ Which part tells us everyone's feelings?

教师可根据学情，请学生观察范文配图，梳理图片主要信息，对照范文的信息组织顺序，分析行文逻辑，再将范文中的所有动词圈出，深讨不同时态（一般现在时和现在进行时）的用法和意义，关联此类写作文体。如学生接受程度较好，教师可以采用图文结合的方式，呈现更多动词，请学生用完整的句子描述图片中的行为动作。

参考答案

D1

(Answers may vary.) Every member in Bailing's family gathered to celebrate Grandma's birthday.

D2

1

- 1 What are they celebrating?
- 3 How does everyone feel?
- 2 What is everyone doing?

2

In Bailing's notes, the verbs “preparing”, “decorating”, “setting”, “making”, “cooking”, “singing” and “giving” are in -ing forms. These verbs show actions that are happening at the time of the celebration. The other verbs are not in -ing forms and they show habits, routines or general facts.

D3

- 教学要点:** 活动定位是写前构思。教师引导学生根据话题,结合给出的框架结构开展头脑风暴,根据家庭聚会的基本信息,梳理写作内容,并以草稿的形式列出一些相关语言表达。
- 教学建议:** 教师可根据学情,酌情提供关于相关内容的语言支架,特别是描述人物活动和情感方面的话题词汇(参考“补充资料”)。

D4

- 教学要点:** 活动定位是写作。教师请学生基于前期的写作准备,在提供的写作文本框内完成写作。写作文本框中已提供了开头,学生可以依据D3中的写作内容框架开展写作。
- 教学建议:** 教师可根据学情决定是否给学生更多写作提示表达,如We're preparing for ..., ... is setting the table, ... are decorating ..., Everyone is happy ..., “The room is filled with joy and happiness.”。

D5

- 教学要点:** 活动定位是写后检查。教师引导学生参照TEEN skill栏目的写作策略提示,检查自己的作文初稿并修改,有意识地养成写后自查的习惯。
- 教学建议:** 教师可整理学生的常见错误,全班一同找错误并修改,帮助学生提高对动词时态运用以及动词现在分词形态变化的敏感度。再请学生自查自己的习作,同伴交换检查是否有遗漏或误批改。

Update my to-do list

- 教学要点:** 教师请学生分组活动,分享彼此的家庭庆祝活动故事。教师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,并结合同学评价和老师点评,思考改进方案。

补充资料**Useful expressions****1. Describing family member's activities:**

- decorating the living room
- helping set the table
- hanging up colourful balloons

D3 Plan Bring a family celebration photo to class. Write down some key words about it in the table.

When	
Where	
Who & What	
How	

My learning notes**Describing personal feelings:**

- He is surprised.
- Everyone is happy.
- She is super-excited.
- They are jumping for joy.

D4 Write Write some notes about your photo.

Today is a special day.

D5 Check Check your writing. Pay attention to the use of verbs.



Read your partner's notes. Does it present a clear picture in your mind?

- chatting and laughing
- giving warm hugs
- teaching little brother/sister how to play board games

2. Describing personal feelings:

- be grateful/surprised/moved/excited/amazed ...
- filled with love/joy/happiness/excitement

另外, **My learning notes** 也提供了一些语言支架, 可参考使用。学生用书 **My learning notes support** 部分 (P117) 提供了更多可用表达。

Suggested evaluation checklist

方面	标准
内容	围绕“我的家庭庆祝活动”这一主题展开 (Does the writing focus on the writer's family celebration?) 涵盖了 D2-1 中的三个问题 (Has the writer answered all three questions from D2-1?)
结构	涵盖了 D3 写作框架中的关键信息 (Does the writing cover key information from D3?) 按照时间顺序进行介绍, 逻辑清晰、合理 (Does the writing follow the time order and a logical progression of events?)
语言	动词时态运用合理、动词的现在分词形式正确 (Are the uses of verb tenses and the forms of present participles in the writing proper?)

>>Discovery

板块内容说明

探索发现板块介绍了中国、德国和印度泰米尔地区的家庭庆祝活动，体现了不同国家家庭庆祝活动背后的文化差异。

教学提示

- 语篇说明：三则短文分别介绍了中国的生日庆祝活动、德国的开学礼庆祝活动以及印度南部泰米尔地区的丰收节庆祝活动。

• 更多信息：

(1) 在中国家庭中，当长辈迎来特定年龄的生日时，家庭会举办盛大的庆祝活动，以表达对长寿和健康的祝愿。在中国传统文化中，数字“九”被视为长寿的象征，因为在中文中“九”的发音与“久”相近，代表长久、长寿的寓意。因此，当人们在迎来 59 岁、69 岁或 79 岁这样的“大寿”生日时，会特别举办庆祝活动以求得好运和祝福。这些庆祝活动通常包括家庭聚餐、祝寿的仪式、馈赠礼物以及传统的祝福仪式。整个庆祝过程充满了对家庭中长者的尊重和关爱，同时也传递着对长寿和幸福的美好祝愿。

(2) 在德国文化中，孩子上小学的第一天被认为是一个重要的时刻。这是由于德国家庭普遍认为教育对孩子的发展至关重要，而孩子上学的第一天被视为迈向教育之门的重要起点。家庭成员通常会聚集在一起庆祝这一天，全家会特别准备糖果和礼物，以表达对孩子的支持和鼓励。这个庆祝活动体现了德国文化中对教育的重视和对孩子成长的关注，也强调了家庭中各个成员之间的亲密关

Discovery

Family celebrations around the world

Happy 59th birthday!

In China, the number "nine" stands for a long life. People celebrate "big" birthdays when they are turning 59, 69 or 79 for good luck.

"Einschulung" (Celebrating the first day of school)

The first day of first grade is a big day for every German child. Families get together to celebrate it. The child gets a bag of sweets and presents on that day.

Pongal (A harvest festival)

In south India, Tamil people celebrate the Thai Pongal in mid-January to thank the Sun for a rich harvest. All family members put on new clothes. They cook and eat the traditional Pongal dish (rice pudding).

Read and think What are the reasons for these family celebrations? How do family members have fun together on special days?

① Einschulung (德国) 开学礼 ② Pongal (泰米尔) 丰收节 ③ harvest 丰收 ④ Tamil 泰米尔的

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系和家庭团结的意义。

(3) 印度南部泰米尔地区的人们在一月中旬庆祝的 Pongal 是一个丰收节。在这个节目中，所有的家庭成员都会穿上新衣服，并且会烹饪和食用传统的 Pongal 料理（一种米布丁）。整个庆典是为了感谢太阳的恩赐，祈求来年丰收的好运。丰收节反映了泰米尔文化中对传统和家庭价值观的重视。这个节日也提供了家庭成员聚集在一起共同庆祝和享受美食的机会，增强了家庭成员之间的亲密关系和团结。

- 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不同国家和地区的家庭庆祝活动的兴趣和思考。

(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：

- What are people in the pictures doing?
- What are they celebrating?

(2) 理解：请学生阅读短文，通过问题引导学生发现不同国家和地区的家庭庆祝活动。如：

- ① When do people in China celebrate “big” birthdays?
- ② When is the big day for every German child?
- ③ How do German families celebrate the first day of school for their children?
- ④ When do Tamil people celebrate Pongal in South India?
- ⑤ What is the importance of celebrating the harvest during the Thai Pongal?

(3) 思考：鼓励学生基于文本信息，展开思考，推断更多文本以外的信息。如：

- ① Why do people in China celebrate “big” birthdays when they turn 59, 69 or 79?
- ② What does the number “nine” in Chinese culture stand for?
- ③ Why does every German child get a bag of sweets and presents on Einschulung?
- ④ Why do Tamil people in South India put on new clothes during the Thai Pongal celebration?
- ⑤ What is the traditional Pongal dish and why is it eaten during the festival?

(4) 拓展：本单元的三个庆祝活动主要体现了三个方面的家庭庆祝：生日、人生重要成长转折点或事件（入学）以及重大的节庆活动。教师在拓展家庭庆祝活动时可以关注下其他方面，比如一些家庭节日（婚礼、成人礼等），庆祝升学、就业等大事的聚会，或鼓励学有余力的学生自发寻找一些有意义的家庭庆祝活动，在课堂上分享，比较不同国家的家庭庆祝活动背后的文化内涵，交流各自的观点，以提高学生自主学习、思辨和探究的能力以及文化意识。参考问题：

- ① How do Chinese people typically celebrate birthdays other than the “big” birthdays mentioned in the text?
- ② What other family celebrations do you know?

补充资料

- **Thanksgiving (the United States):** Thanksgiving is a big holiday in the US. Families come together to give thanks for the good things in their lives, and they eat a special meal with turkey, potatoes, sauce and pie.
- **Day of the Dead (Mexico):** Day of the Dead is a happy celebration to remember family members who are not here any more. Families make special places at home with pictures and food. They believe that their loved ones visit on this day, and they share stories and food.
- **Diwali (India):** Diwali is a celebration of light for Hindu, Sikh and Jain families in India and other places. They light lamps and candles, decorate their homes and have fireworks. Families spend time together, share sweets and gifts and eat special food.
- **Hanami (Japan):** Hanami is a special time in Japan to enjoy beautiful cherry blossoms. Families and friends have picnics under the blossoming trees and talk while looking at the flowers. Hanami indicates that life is short and gives a chance to think about family and friends.

Section E A family poster

>>Project

子话题说明

项目探究板块围绕“家庭主题海报”(A family poster)这一子话题展开。学生结合本单元所学,通过小组合作,提炼能够体现家庭内涵的关键词,并结合照片内容围绕关键词开展介绍,合作制作一份家庭主题的海报,以回应单元大问题,在活动中理解家庭纽带的内涵,感悟和谐家庭的重要性,初步形成孝亲敬长、相互体谅、懂得感恩的生活态度。

教学提示

- 教学要点:**教师可引导学生讨论回顾单元各板块内容,引发对单元大问题的深层思考。组织学生分小组对家庭内涵展开课堂讨论,可从家庭关系、家庭成员日常活动、家庭庆祝活动等方面提炼出能够体现家庭内涵的关键词,收集能够体现关键词的照片或自己进行绘图,再根据照片或绘图内容围绕关键词展开描述与介绍。最后,教师组织学生对家庭主题海报进行排版,并在班级里展示海报,口头介绍本组对于家庭内涵的理解。

E A family poster
>> Project

Unit
2

Making a family poster

Make a poster to show your understanding of the word “family”.

Step 1 Discuss List some key words about family and say why they’re important.
I think “love” is important in a family because ...

Step 2 Plan Link the key words with the word “family” and stick some pictures or find some photos for the key words.

Step 3 Write You can write short texts to describe the pictures or photos.

- I think ... is important for a family.
- This is ... He/She is ... He/She is (doing) ... /We are (doing) ...

I think it’s important for family members to spend time together.
Look, this is my dad.
He is teaching me how to ride a bike.
I am learning quickly now.

Step 4 Design You can make a poster with the key words, the pictures or photos and short texts.

Step 5 Present Put your poster on the wall, and then present your understanding of the word “family” to the class.

Update my to-do list []

Which poster do you like best? Give reasons.

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Update my to-do list

- 教学要点:**教师给各小组提供课内外展示海报的平台或机会。鼓励学生综合运用本单元前面的板块所学的语言知识和技能进行表达和展示。教师可以通过优秀海报墙展示、微视频介绍等多种形式展示学生的学习成果。

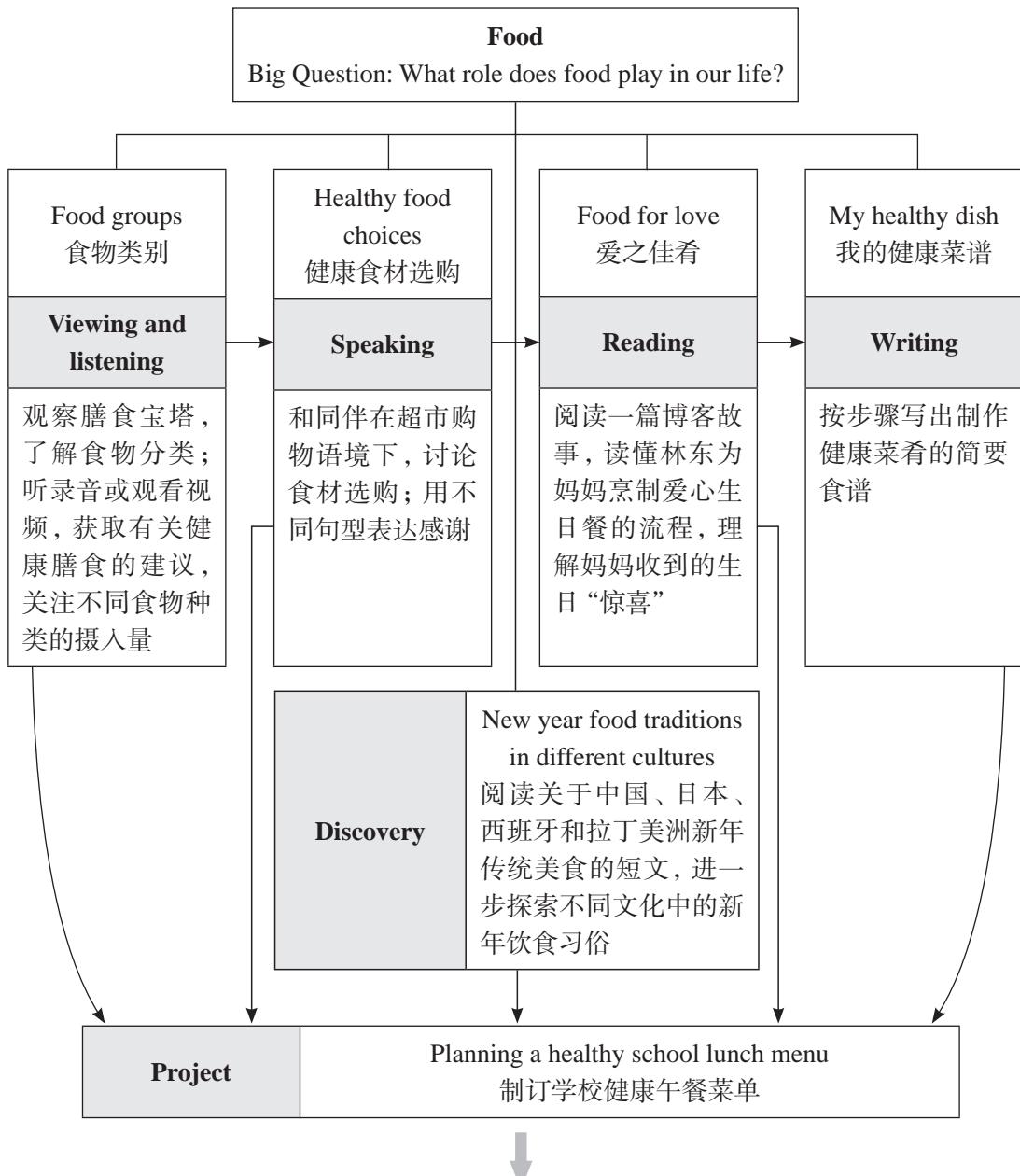
教师设计主题海报的评价表,组织学生从内容、语言和成果三方面进行同伴互评。

Suggested evaluation checklist

方面	标准
内容	能够至少提炼三个关键词体现对家庭的理解 (List at least three key words about family) 围绕关键词给出支撑细节 (Give support details to explain the key words)
语言	准确运用本单元所学的语言表达,表达时自然流畅、发音清晰 (Use the language learned in this unit and speak accurately, naturally, clearly and fluently)
成果	家庭海报构图合理,视觉效果吸引人 (The family poster is well-structured and visually appealing.)

Unit 3 Food

单元内容结构图 (Structure of the unit)



单元育人目标: 通过认识食物分类、获取均衡膳食的建议并了解不同文化的饮食习俗，理解均衡膳食的重要性和食物在生活中承载的多重意义，并初步树立在日常生活中烹制简单健康菜肴的劳动意识

单元目标 (Unit objectives)

- ▶ 语音：能借助拼读规则，识别字母 o 和 u 的发音规则，准确拼读单词
- ▶ 词汇：能掌握常见的不同种类食物的相关词汇，构建词汇语义网
- ▶ 语法：能归纳可数和不可数名词的语法规则，并在谈论日常饮食时正确使用名词的单复数和数量词
- ▶ 看：能借助图片、视频、购物单、博客等多模态语篇中的视觉信息理解相关内容
- ▶ 视听：能把握关于健康膳食的视频大意，获取有关食物数量的关键信息
- ▶ 说：能口头掌握表达感谢的日常用语，结合具体的交际情境，就挑选和购买食材这一话题展开简单对话
- ▶ 读：能读懂生活化的博客故事，借助步骤指示词识别文中的流程步骤，理解主题意义，对故事进行简要的描述与评价
- ▶ 写：能正确运用名词单复数、食物制作核心动词和步骤指示词等，写一道健康食谱，介绍食材并描述烹饪步骤
- ▶ 文化：能借助膳食宝塔图、视频、博客故事、介绍类短文等获取中外特色饮食和饮食习俗，通过同伴交流与体验，感知和体验文化的多样性，初步具备用英语简单描述具有文化特色菜肴的能力
- ▶ 德育：能理解均衡膳食的重要性和食物在生活中承载的多重意义，并初步树立在日常生活中烹制简单健康菜肴的劳动意识

单元内容概览 (Content overview)

主题	本单元聚焦“人与自我”主题范畴下“生活与学习”和“做人与做事”主题群，围绕“健康、文明的行为习惯与生活方式”以及“劳动习惯与技能，热爱劳动”子主题内容，通过大问题“What role does food play in our life?”引导，帮助学生认识食物分类、获取均衡膳食的建议并了解不同文化的饮食习俗，理解均衡膳食的重要性和食物在生活中承载的多重意义，并初步树立在日常生活中烹制简单健康菜肴的劳动意识。		
语篇	视听	指南类图示	膳食宝塔图
		录音 / 视频	膳食宝塔——如何均衡健康膳食
		录音	韵律诗歌
	口语	购物单	超市购物清单
		对话	选购食物
	阅读	新媒体语篇——博客故事	一份生日“惊喜”
	写作	新媒体语篇——博客文章	我的健康菜谱
语言知识	探索发现	介绍类短文	不同文化的新年饮食习俗
	语音	字母 o 和 u 的读音	
	词汇	食品分类词汇语义网；主题词汇	
	语法	可数和不可数名词	
	语篇	借助视频中的图像和文字要素辅助理解；借助步骤指示词理解程序性语篇的流程步骤	
	语用	在日常交际中，恰当地表达感谢	
文化知识	不同文化背景下(中国、日本、西班牙和拉丁美洲等)的饮食习惯		
语言技能 与 学习策略	视听	任务：听或观看介绍膳食宝塔的录音 / 视频 策略：识别并获取有关数量的细节信息	
	口语	任务：在超市购物时，谈论健康食材选购 策略：恰当地表达感谢	
	阅读	任务：阅读一则为妈妈烹制爱心生日餐的博客故事 策略：理解顺序	
	写作	任务：撰写一道自己的健康食谱 策略：撰写菜谱的注意事项	
	项目探究 (综合)	任务：制订学校健康午餐菜单	

单元主题图页 (Cover page)

单元大问题 (Big Question)

完成本单元的学习后，学生可以在“食物”这一主题下，围绕膳食宝塔、食物类别、食材选购、健康菜谱、烹饪步骤、新年饮食习俗等方面的话题展开讨论，探知食物背后所承载的有关健康生活、情感表达、文化象征等的多重意义，并用所学为学校设计健康午餐菜单。



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。本单元的任务内容清单包括：(1) 观看介绍膳食宝塔的视频。(2) 谈论超市中的健康食材选购。(3) 阅读为妈妈烹制爱心菜肴的博客故事。(4) 撰写健康食谱。(5) 制订学校健康午餐菜单。

单元主题图 (Theme photos)

本单元主题图呈现了丰富的健康食材，涵盖了单元中提及的蔬果类、肉蛋类等不同食物种类。

单元导入 (Getting started)

教师基于三个有关健康饮食的小问题，激活学生相关背景图式，引导他们通过同伴问答，了解彼此饮食习惯，并反思其是否健康。

To-do list

- 1 Listen and learn about the Food Guide Pagoda.
- 2 Talk about healthy food choices in the supermarket.
- 3 Read a story about cooking food for love.
- 4 Write a recipe for my healthy dish.
- 5 Plan a healthy school lunch menu.

Getting started

Ask and answer in pairs. Does your partner have a healthy diet?

1 How many kinds of vegetables and fruits do you have every day?
Not many (three or four). A lot (five or more). Only a few (one or two).

2 How much water do you drink a day?
Not much. A lot. Very little.

3 How often do you skip breakfast?
Always. Sometimes. Never.

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Section A Food groups

>>Viewing and listening

子话题说明

视听板块围绕“食物类别”(Food groups)这一子话题展开,呈现膳食宝塔中的食物分类,涉及食物类别名称、不同食物类别的摄入量、不同食物类别的典型食物等内容。



宝塔图中另有 milk, chicken, egg, fish, rice, bread, noodle 为二级词汇,属于小学阶段词汇。宝塔右侧标示的食物种类词汇中 oil, salt, bean product, vegetable 为三级词汇, meat 和 fruit 为二级词汇,都要求学生掌握。grain 虽为超纲词,但属于重要主题词汇,为本单元增补词,建议让学生掌握。

A1

- 语篇说明: 这是一张膳食宝塔图,用不同颜色表示不同食物类别,用不同面积表示不同食物类别的摄入量,宝塔中每一层的食物图片为该类别的典型食物。
- “视”的策略: 理解多模态语篇的主要策略: 快速浏览 (skim) 图文,了解大意; 扫读 (scan) 图文,寻找具体信息; 利用视觉线索推理信息 (make inferences) 等。

When viewing the Food Guide Pagoda, you may ask students to:

- identify the elements that make up the pagoda. You can ask: What do you see in the Food Guide Pagoda? (A five-storey pagoda, each floor of a different colour with pictures of different food items in it; words about food and food groups.)
- analyse what each element tries

A Food groups >> Viewing and listening

Lin Dong wants to cook something healthy for his mother on her birthday. He asks Wang Yiming for help. Yiming shows Lin Dong the Food Guide Pagoda.

A1 Look and say

1 Put the number of each food item next to its picture in the Pagoda.

① beef
② tofu
③ peppers
④ cabbages
⑤ onions
⑥ carrots
⑦ watermelon
⑧ cucumbers
⑨ strawberries
⑩ pears
⑪ yogurt
⑫ cheese
⑬ corn

Oil and salt
Milk and bean products
Meat, fish and eggs
Vegetables and fruits
Grains

2 Talk about the food with a partner.

What's your mother's favourite food?
Her favourite food is beef. She often has some beef for lunch.

Word study Word group Add more food items to each group in the Pagoda above. You can write down their English names.

① pagoda 宝塔

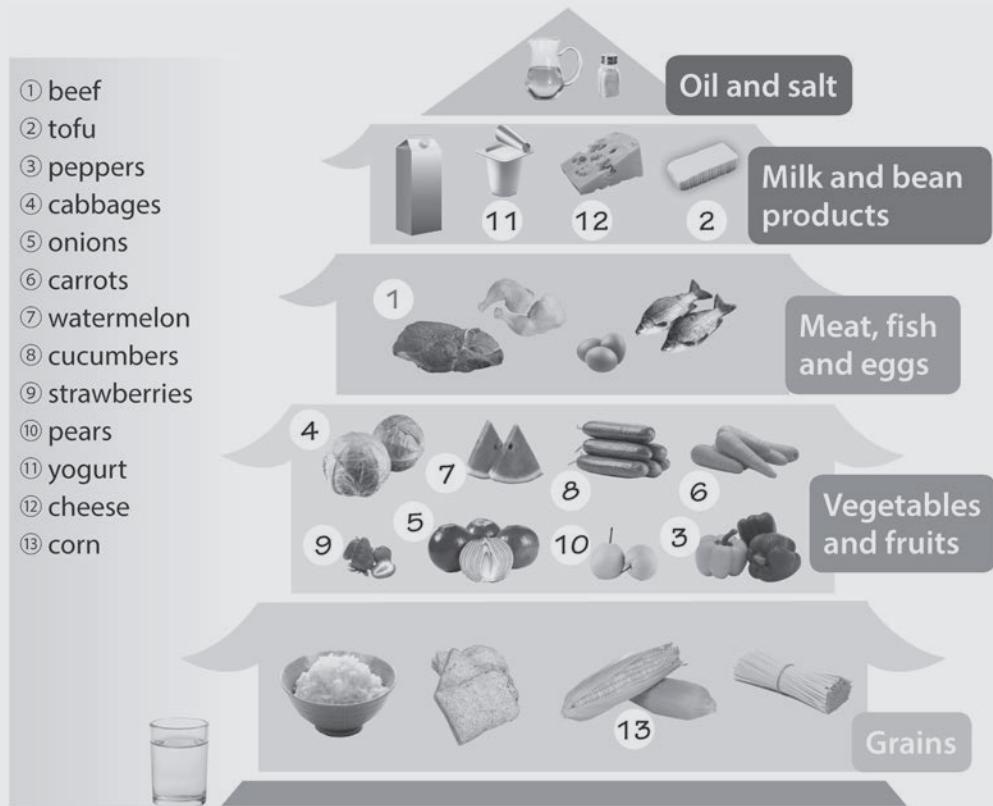
to convey. You can ask: What food groups are there in the pagoda? What food items belong to each group? Can we change the food group at the top with the food group at the bottom? Why or why not? ... (3) interpret the overall message of the text. You can ask: What can we learn from the Food Guide Pagoda? Why does Yiming show Lin Dong the Food Guide Pagoda?

- 教学要点: 活动 1 要求学生将图片与食物名匹配,学习本板块相关食物词汇名称(如 beef, cabbages, onions, cucumbers 等)及其分类(Grains, Vegetables and fruits, Meat, fish and eggs, Milk and bean products, Oil and salt)。活动 2 要求学生借助谈论饮食偏好和习惯的语言表达(如“What’s ... favourite ...?”“... often has ... for lunch”)对比林东妈妈和自己(或家人)的饮食偏好及习惯,进行口头讨论,运用食物相关词汇,为后续板块做好语言和背景知识准备。

参考答案

A1

1



2 (Answers may vary.)

- What's your favourite food?
— My favourite food is yogurt. I drink some after lunch every day.
- What's your father's favourite food?
— He likes eating carrots. He often has a lot of carrots for dinner.
- What food do you dislike?
— I don't like chicken. I don't have chicken for lunch or dinner very often.

Word study

- 教学要点：**借助膳食宝塔图，教师帮助学生构建食品分类词汇语义网，扩充相关主题词汇，为后续板块的学习奠定词汇基础。

参考答案

Word study

- (1) Grains: wheat, oats, ...
- (2) Vegetables and fruits: apples, grapes, lemons, oranges, tomatoes, ...

- (3) Meat, fish and eggs: mutton, duck, pork, ...
- (4) Milk and bean products: soy milk, black beans, ...
- (5) Oil and salt: butter, salad dressings, ...



这是一首以食物为主题的说唱歌曲，旨在帮助学生掌握字母 o 和 u 在单词中的不同发音（字母 o 发 /ə/、/ɒ/、/u:/、/ʌ/、/əʊ/ 等，字母 u 发 /ʌ/ 和 /ju:/ 等）。教学中可以先请学生通读一下歌曲全文，然后结合 **Word study**，挑选该歌曲中提到的一些食物词汇填入膳食宝塔图的对应食物类别中，再朗读这些单词，并关注字母 o 和 u 的不同发音。随后，引导学生一边打节拍、一边说唱，加强说唱的韵律感与趣味性。

A2, A3

- 语篇说明：**学生会听一段有关膳食宝塔的科普类介绍录音或看这段视频。这是针对中国青少年的英文科普语篇，说话者身份是营养学专家，听众是青少年学生。科普类介绍语篇的常见特征有：语言通俗易懂，会使用实例或比喻等来帮助解释和说明；结构清晰，常用“总一分一总”结构来组织语篇内容；使用图示、照片、插图等可视化元素来辅助说明，促进理解。此外，该语篇使用了第一人称 we，便于提升亲和力，与听众建立互动与共鸣，强调健康膳食是普遍的共同需求，使听众更容易接受所传达的信息和建议。
- 视听策略：**本单元重点教授的视听策略为识别并获取有关数量的细节信息 (Listening for the amount)。通过研读 A3 表格中提供的已有信息，学生在听录音或观看视频时有目的、有侧重地去识别判断并重点关注所需获取的核心关键信息，而对于其他的生词和信息则不必过分关注。

Listening for the amount: When you listen for such specific information as the amount, you need to pay close attention to the key words, in this

Sound Letters "o" and "u"

Sing the rap.

Why are lemons yellow,
When oranges are orange?
With yogurt, milk and oats,
Can we make rainbow porridge?
Why do onions make us cry?
What makes dumplings so yummy?
If you like funny food, just try
A cucumber with honey!



A2 Listen and think Listen to an introduction to the Food Guide Pagoda and discuss.

1 What does it tell us? Tick (✓) your answer(s).

- Whose idea is it? How can different foods do good to us?
 How much should we eat from different food groups?

2 What does “eat the rainbow” mean? What makes a “rainbow” according to the speaker?

A3 View, listen and take notes Listen again and complete Lin Dong's notes.

Listening for the amount

The Food Guide Pagoda

—How to eat a healthy and balanced diet

The Food Guide Pagoda shows us how much to eat from each food group every day.

		How many/How much
Food group	Grains	plenty of
	Vegetables and fruits	
	Meat, fish and eggs	
	Milk and bean products	
	Oil and salt	
	Water	

Update my to-do list

Listen again. Do you have a healthy and balanced diet?

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case the nouns, to help identify and build connections with the relevant information about the amount.

- 教学要点：**教师借助 A2 第一项活动帮助学生了解录音或视频的内容大意，把握语篇整体结构。

You need to have a general idea of the passage and figure out how the passage is organised when listening or watching for the first time.

随后，教师借助 A2 第二项活动进行视听策略的教学示范，教学生如何在视听过程中，通过聚焦关键词或捕捉视频相关画面及文字，精准定位所需关注的细节信息。In order to answer these two questions, you need to focus on the key word “rainbow” in the material. When you see the picture of a rainbow or hear the word “rainbow”, it’s time for you to pay attention to the sentences that follow to get the specific information you need. When you take down the food items in the rainbow, you can use abbreviations

(e.g. “tmt” for “tomatoes”) and symbols (e.g. ☘ for “lemons”) to write down the words more quickly.

教师再通过 A3 的视听活动, 帮助学生在视听理解过程中, 运用视听策略, 借助听到的单词或看到的图像画面信息, 记录关键的数量词。

You are asked to listen for the amount of different food groups. When you’re listening to the recording or watching the video, you need to pay close attention to these food groups. (When the pictures of the different food groups appear, it’s time to introduce them and their amounts.) For introductory recordings or videos like this, the amounts usually appear soon after words such as “need”, “have” or “eat”. When you hear these words, it’s time for you to get ready to take notes.

- **教学建议:** 教师视学情需要, 提前帮助学生复习或教授表示数量的相关词汇与表达(如 a lot of/lots of, many/much, some, little, enough, plenty of 等), 如学生在听的过程中来不及记, 教师可以多放几遍音视频; 如学生学有余力, 可让他们记录完整句子并复述。

视听文本

A2, A3, Update my to-do list

The Food Guide Pagoda — How to eat a healthy and balanced diet

The Food Guide Pagoda shows us how much to eat from each food group every day.

First, we need lots of grains. For example, rice, bread and noodles are all grains.

And we should also eat plenty of vegetables and fruits of different colours. Some people say “eat the rainbow”. For example, tomatoes, oranges, lemons, cabbages, blueberries and onions make a good “rainbow”.

Do you like meat, fish and eggs? They help us grow and get strong, but we should not eat too much of them.

We should also have some milk and bean products every day, like yogurt, cheese and tofu.

Foods high in salt and fat are not good for our health. We should use little oil and salt when cooking.

Enough water every day is also very important to us.

Every body is different. But it is always a good idea to start with the five food groups to help you choose the “right” foods and keep you happy and healthy.

参考答案

A2

1

Whose idea is it?

How can different foods do good to us?

How much should we eat from different food groups?

2

“Eat the rainbow” means to eat plenty of vegetables and fruits of different colours. In the video, tomatoes, oranges, lemons, cabbages, blueberries and onions make a “rainbow”.

A3

		How many/How much
Food group	Grains	lots of
	Vegetables and fruits	plenty of
	Meat, fish and eggs	some/not too much
	Milk and bean products	some
	Oil and salt	little
Water		enough

语言注释

- **Do you like meat, fish and eggs?** 你喜欢吃肉类, 鱼类和蛋类食物吗? This sentence is often used when you want to know if the person likes all the three types of food. It is different from “Do you like meat, fish or eggs?” because the word “or” suggests the person being asked can choose to like one or more of the given choices but not necessarily all of them.
- **fat** *n.* (人体摄入的动植物)脂肪 It refers to animal and vegetable fats, when you are thinking of them as part of what a person eats.
- **every body** 在这里是双关的用法。It is a play on words, where “every body” is used instead of “everybody” to create a double meaning. Literally, “every body” refers to each individual’s physical body. It means that each person’s body is different when it comes to what he/she needs to eat, how his/her body processes food, and his/her overall health. In a figurative sense, “every body” also refers to every individual or every person. It shows that everyone is different and has his/her own special needs and likes when it comes to what he/she eats.

背景知识

Chinese Food Guide Pagoda (2022)

According to Chinese Centre for Disease Control and Prevention (CDC) (2022), the Chinese Food Guide Pagoda (2022) shows the amount of different foods that a person (usually an adult) should eat with the symbol of a pagoda to represent Chinese culture and the idea of balance, which makes it easy for the public to understand and remember. It follows the idea of a balanced diet and shows the basic types of food needed for good nutrition.

The five levels on the Pagoda, each of a different size, shows the five food groups and their amounts. The original food groups are: Cereals and tubers (谷薯类); Fruits and vegetables (水果蔬菜类); Meat and poultry (动物性食物); Dairy, soybeans, legumes and nuts (奶类、大豆及坚果类); Cooking oil and salt (烹调用油盐).

Note: The Food Guide Pagoda in the textbook is an adapted and simplified version.

Healthy eating models throughout the world

Besides the Chinese Food Guide Pagoda (2022), there are many other different healthy eating models around the world.

In the UK, the healthy eating model is known as the Eatwell Guide. It divides foods and drinks we consume into 5 main groups: fruit and vegetables; potatoes, bread, rice, pasta and other starchy carbohydrates; beans, pulses, fish, eggs, meat and other proteins; dairy and alternatives; oils and spreads.

In the USA, the healthy eating model is called MyPlate. It illustrates the five food groups that are the building blocks for a healthy diet: fruits, vegetables, grains, protein foods, and dairy.

Update my to-do list

- 教学要点：再播放一遍音视频，教师请学生说出均衡饮食的特点，并对照自己的饮食习惯，判断其是否健康，根据自己完成该任务的情况评价本节课的学习成效。

参考答案

Update my to-do list

(Answers may vary.)

- (1) Yes, I eat a healthy and balanced diet. I eat a lot of grains, vegetables and fruits every day. I also have some meat, fish and eggs. I drink a glass of milk every morning. I don't eat foods high in salt and fat. I drink enough water every day.
- (2) No. My diet is not very healthy. I don't like vegetables very much and I eat too much meat every day. I don't drink milk or eat milk and bean products very often. I don't drink enough water every day.

Section B Healthy food choices

>>Speaking

子话题说明

口语板块围绕“健康食材选购”(Healthy food choices)这一子话题展开，在“超市购物”这一生活情境下，聚焦购物清单、具体食材选购及其数量等内容，涉及询问购物需求、表达感谢等学习内容。



The symbol “&” is called an ampersand. It is a logogram representing the word “and”. In written text, the ampersand is commonly used in titles, company names, abbreviations, and in place of the word “and” for stylistic or space-saving purposes.

B Healthy food choices >> Speaking

Lin Dong is shopping with Yiming in the supermarket for food.

Shopping List

Grains
✓ a bag of egg noodles

Vegetables & fruits
✓ two carrots
✓ a red pepper
✓ a green pepper
✓ a few onions

Meat, fish & eggs
Milk & bean products



B1 Look and say Read Lin Dong's shopping list. Guess: What dish might he cook?

TEEN skill Shopping for food in a supermarket
When you are in a supermarket, you can go to different food sections^①. Here are some of them: Vegetables and Fruits, Dairy Products, Meat and Seafood, Frozen Foods, Bakery, Snacks, Drinks



B2 Listen, read and think Why doesn't Lin Dong buy any beef in the supermarket?

Lin Dong: Thanks for coming, Yiming.
Yiming: My pleasure. What are we shopping for?
Lin Dong: I want to buy some ingredients for a dish — Rainbow Beef.

① section 区域

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B1

- 语篇说明：**图片分为两部分，左边是购物清单，按食物类别罗列出了对话中涉及的食材及其数量。右边是超市局部图，主要呈现的是食物类区域，可以看到分区挂牌上的名称及相关商品照片。
- 教学要点：**教师引导学生对B1的超市图片和购物清单提问，从多模态语篇中提取关键信息，如“What food do Lin Dong and Yiming need to buy in the supermarket?”“How much food do they need?”“Why do they need to buy the food?”“Which food sections should they go to?”，并关注本板块的重点词汇（如表达购物需求的三个近义词need, buy, get，数量词a bag of, a few等），为后续的口语表达输出活动做好词汇方面的语言准备。

教师借助B1的问题，请学生预测林东可能会做的菜肴，并请他们思考：如果你是王一鸣，你会询问林东关于此次购物的哪些信息，该如何提问。帮助学生学习如何询问购物需求，为后续的口语表达输出活动做好句式方面的语言准备。

- 教学建议：**如学生对询问购物需求觉得有难度，教师可以给出一些句型让学生选择（如“What ingredients are you looking for?”“How much ... do you need?”等）；如学生学有余力，可请他们用多种方式进行表达。

此外，教师还可以引导学生思考讨论：

- (1) 超市常见的食品分区有哪些？

教师可以呈现一些超市食品分区的真实图片，也可参考“补充资料”进行补充，亦可适当拓展，联系常见购物应用软件(app)中的分类及其英文名称，提高学生的学习兴趣，适当拓展主题词汇。

- (2) 为什么要有不同的食品分区？（便于消费者更加便捷地在对应区域找到想要购买的食物。）

补充资料

Food sections in a supermarket and what we can buy in each section

Food section	We can buy ...
Vegetables and fruits	a variety of fresh products, including organic foods, cut fruits and pre-packaged salad mixes
Dairy products	dairy items for cooking, baking or snacking. For example, milk (cow's milk, soy milk, etc.), cheese, yogurt (plain, flavoured, etc.), butter, cream, etc.
Meat and seafood	a wide selection of protein options such as beef (steaks, roasts), chicken (breasts, thighs, wings), pork (chops, ribs), lamb (chops, leg of lamb), seafood (shrimp, salmon)
Frozen foods	a variety of ready-to-cook or heat-and-eat items that can be stored in the freezer for longer periods
Bakery	a variety of freshly baked goods and bread items, such as bread loaves (white bread, whole wheat bread), bagels (plain, sesame), rolls and buns, croissants, pastries, muffins, cookies, cakes and pies
Snacks	a wide selection of convenient and tasty snack options, including potato chips, popcorn, crackers, nuts, and dried fruit snacks
Drinks	a wide selection of beverages, such as soda, juice, tea or coffee

参考答案

B1

(Answers may vary.) Vegetable noodles.

B2

• **语篇说明:** 对话在林东与王一鸣之间展开, 王一鸣陪林东在超市购买食物, 并询问其食物购买需求, 为阅读板块语篇的菜肴烹饪埋下伏笔。该对话共有五个话轮, 包括“致谢与回应”“关于购物需求的问答”和“回应与建议”。王一鸣运用了肯定性回应, 表达对林东话语的理解和支持(Great!/Oh, I see./Good!), 并使用人称代词 we 表达出其与林东之间的友好关系, 也表达了其帮助林东完成购物任务的意愿; 交际双方使用非正式的口语用语(Thanks for coming./I want to .../What's that?/Do you need .../?But I'll also ...)。整个对话中出现了三种时态, 用现在进行时提问此次购物的目的(What are we shopping for?), 用一般现在时描述购物意愿、解释菜名含义等, 用一般将来时询问、表述购物计划。

• **语用功能说明:** 本单元语用功能为恰当地表达感谢(Giving thanks)。表达感谢是口语交际中的一个重要语用功能, 用于表达对他人行为、帮助、礼物或服务的感激之情, 传达对他人的尊重、认可和友善的态度。表达感谢可以根据场合和关系的不同分为正式和非正式两种方式, 正式的表达如 “I appreciate your kindness and help.” 或 “I want to express my sincere gratitude for your support.”, 非正式的表达如 “Thanks a lot for your help.”。My learning notes 提供了部分这类表述。学生用书 My learning notes support 部分(P117)提供了更多可用表达。

• **教学要点:** 通过听 B2 的对话, 教师帮助学生关注对话交际双方的语气、交际目的和主要对话内容, 并回答 B2 的问题。再通过朗读 B2 的对话, 模仿语音语调, 感悟说话者的情感态度, 引导学生关注本课的语用功能重点(表达感谢)和口语交际策略要点

Yiming: What's that?
Lin Dong: We make it with beef and a lot of vegetables. It's very tasty and healthy too.
Yiming: Great! What are we going to get?
Lin Dong: Two carrots, a red pepper, a green pepper and a few onions.
Yiming: Oh, I see. Do you need any beef?
Lin Dong: No, we have some in our fridge. But I'll also buy a bag of egg noodles.
Yiming: Good! Now, let's get what we need.

My learning notes

Giving thanks:

- Thank you for your help.
- It's so kind of you.
- _____
- _____

B3 Role-play Work in pairs. Pick a role and act out your conversation. Use B2 as a model.

A

- You have a shopping list. You are shopping for the food on it.
- You give thanks to B for helping you.

B

- You are helping your friend (A) shop for some food in the supermarket.
- You are asking what to buy.



Work in pairs. You are helping your foreign friend Lisa buy some food on a shopping app. Make a dialogue to talk about what to buy.

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(询问购物需求和肯定性回应)。可询问学生以下问题:

- ① Why doesn't Lin Dong buy any beef in the supermarket?
 - ② How does Lin Dong feel about Yiming's company (being together with him)?
 - ③ What questions does Yiming ask? Underline them.
 - ④ What does Yiming say when he hears Lin Dong's answers?
- **教学建议:** 如学生理解对话有困难, 教师可以通过解释生词(如 ingredient, tasty 等), 理清代词的指代对象(如 that, it)等方法提供帮助; 如学生对口语交际策略和语用功能的学习感到轻松, 可以鼓励他们思考更多致谢和询问购物需求的表达方式, 还可以引导他们总结整篇对话的话轮转换方式, 如提问、回应、使用代词来指代先前提到的人或物等, 以此来确保对话的连贯和清晰。

B3

- **教学要点:** 请学生尝试半开放地完成口语对话角色扮演, 学生 A 应在开始对话前制作自己的购物清单。对话双方从 B2 的林东和王一鸣转变为自己与朋友, 学生需要结合角色任务单来询问信息或提供信息、表达感谢, 但是 B2 对话的基本框架结构与一些固定句型可视情况模仿使用。
- **教学建议:** 如学生输出表达有困难, 教师可以在板书上或课件上呈现对话的基本框架和可用句型列表, 提供足够的支撑; 如学生对 B2 对话内容掌握熟练, 则不需要给出框架和句型, 并鼓励他们在逻辑合理的前提下, 适当更换话轮内容(比如, 从给出的菜名中就可以清晰知道需要的食材, 则不再需要问“What’s that?”, 而是可以通过推测所需购买的食材, 进行对话)。教师也可以制造信息差, 让 B 通过询问来获取购物清单。或者让学生在观摩对话后填写购物清单。

参考答案

B2

Because there is some beef in the fridge in his home.

B3

(Answers may vary.)

A: Thanks for helping me, Jeff.

B: My pleasure. What are we shopping for here?

A: I want to buy some ingredients for a dish — Borscht soup.

B: What’s that?

A: We make it with beef and a lot of vegetables. It’s very tasty and healthy, too.

B: That’s great! What are we going to buy?

A: A potato, a cabbage, an onion, a few carrots, some peppers and of course, tomatoes.

B: Oh, I see. Do you need any beef?

A: No, we have some in our fridge. But I’ll also buy a bottle of oil.

B: Good! Now, let’s get what we need.

语言注释

- **My pleasure.** We often use this sentence as a polite way of replying when somebody thanks us for doing something, to show that we are happy to do it. (对别人表示感谢的一种礼貌回答) 不客气; 很乐意效劳
e.g. — *Thank you for helping me with my project.*
— *My pleasure. I’m always happy to help out.*
- **get something** People can say “get something” when they want to buy something 购买; 采购
e.g. *Where did you get that pen?*

Update my to-do list

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

Suggested evaluation checklist

方面	标准
内容	A: 询问需要购买什么食材 (Ask questions about what to buy) B: 就对方的提问，给出相应的回答，并对对方的帮助表示感谢 (Give proper answers to A's questions and express thanks to A)
语言	A: 使用不同方式与时态提问，措辞准确 (Use different ways and tenses to ask about what to buy) B: 给出的回答语言准确 (Give information accurately)
交际	根据人物身份关系得体交际，给出肯定性回应 (Communicate properly according to the relationship between the speakers and give affirmative responses)

参考答案

Update my to-do list

(Answers may vary.)

Lisa: Hi, Mary! Thanks for helping me shop online today.

You: My pleasure. What are we shopping for?

Lisa: I'm planning to cook a tasty Chinese dish called Tomato and Egg Soup. What ingredients do I need?

You: It's also a healthy dish. To make this dish, you need two eggs and two tomatoes.

Lisa: Got it. Thanks for telling me. Let me put them in the cart.

You: Great! Do you need any oil?

Lisa: No, I have some at home. But I'll also buy some salt.

You: Good! It's over there. You can put it in the cart, too.

Section C Food for love

>>Reading

子话题说明

阅读板块围绕“爱之佳肴”(Food for love)这一子话题展开,用博客的形式讲述林东为妈妈烹制生日爱心菜肴的故事,包括故事背景、食材及其数量、烹制流程、故事结局等内容。

C1, C2

- 语篇说明:**该博客故事来自某个青少年网站的博客专栏(TEEN-Land Teen's blog)中的六年级群组(Group: 6th-graders),主要用于六年级学生们记录、分享各自的学习生活。这篇是林东在10月15日发的一则博文日志,按时间顺序记录了他为妈妈烹制生日爱心菜肴的故事,体现了林东对妈妈的用心关爱与真挚情感。该语篇主要运用一般过去时描述整个故事的起因、过程、结果,具有网络语言的特点(如运用表情符号、用语介于书面语与口语之间等)。
- 教学要点:**借助C1的预测活动略读文本,教师引导学生关注博客这一常见网络媒体语篇的要素及多模态特征(尤其是用表情符号表达内心情感),把握博客主题(A birthday surprise);通过C2的Personal touch,帮助学生置身真实的读者视角,从读后的即时感受出发,对林东给妈妈的生日惊喜作出简单评价。
- 教学建议:**如学生觉得回答C1问题很容易,教师可以请学生再结合配图,给出C1答案的推测依据,还可以再多问1~2个问题,引导学生关注其语篇特征信息,引发学生进一步思考讨论。以下问题供参考选用:
 - ① What's the date of Lin Dong's mum's birthday?
 - ② Why do you think Lin Dong wrote this blog?

C Food for love ➤ ➤ Reading

Lin Dong gives his mother a birthday surprise and shares the story on his blog.

C1 Predicting Look at the title and the emojis and predict: How does Lin Dong's mother feel when she sees the dish?

C2 Read Lin Dong's blog.

Group: 6th-graders [Progress bar] Teen's blog TEEN-Land

15 Oct. A Lin

A birthday surprise

Today is Mum's birthday. I wanted to cook a tasty and healthy dish for her as a birthday surprise.

I found some beef in the fridge. Then, I bought two carrots, a red pepper, a green pepper, a few onions and a bag of egg noodles.

Time to cook! First, I added a little soy sauce to the beef. Then, I cut the vegetables into small pieces. Next, I fried the beef with the vegetables. Finally, I boiled the noodles as a side dish. I made it!

When Mum came home, I asked her to try my Rainbow Beef. She was a little surprised to see the dish, but she tried some and asked, "Where did you get the beef, Dong?"

"From the fridge."

"But there wasn't any beef in the fridge. We only had mutton!"

Personal touch
What do you think of Lin Dong's birthday surprise for his mother?

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参考答案

C1

(Answers may vary.) She's surprised. She wants to laugh and cry at the same time because something funny happens.

C2

(Answers may vary.) I think it shows Lin Dong's love for his mother. It is also delicious and healthy.

语言注释

- time to do something** the time when something should happen (某事应该发生的时间,时候)
e.g. *I think it's time to go to bed.*
- side dish (= side)** *n.* a small amount of food, for example a salad, served with the main course of a meal (与主菜一起上的)配菜
e.g. *Your dinner comes with a choice of two side dishes (= sides).*

C3

- 教学要点：**此活动旨在帮助学生整体把握阅读语篇的主要内容，即林东这篇博客故事的组成要素。
- 教学建议：**如学生感到困难，教师可以请学生通读全文后，逐一从博客故事中找出这些内容，随后与同伴进行核对。

C4

- 阅读策略：**本单元重点教授的阅读策略为理解顺序 (Understanding sequence)。“理解顺序”是重要的阅读理解策略，尤其适合在阅读一系列事件、步骤或时间顺序的语篇时运用。为了更好地理解顺序，可以通过识别序列词（如 first, then, next, finally 等）、关注时间线、注意关键信息、进行逻辑推理、总结和复述等多种方式来促进理解，以便更准确地把握事件发展的线索和逻辑关系。学生可运用该阅读策略理解林东的烹饪步骤。
- 教学要点：**此活动旨在帮助学生借助序列词，在文中查找具体的烹饪步骤。
- 教学建议：**如学生感到困难，教师可以带领学生重点阅读文中第三段，首先引导学生圈出序列词，大致了解烹饪过程分为几步；接着，引导学生划出每一步中与烹饪有关的行为动词；最后，请学生填写食谱卡 (recipe card) 中的烹饪步骤。

C5

- 教学要点：**问题 1 旨在帮助学生根据语篇内容细节信息，推断妈妈的心理活动。问题 2 旨在帮助学生在学习理解文本的基础上，结合生活经验，创造性地描述故事的后续发展。问题 3 旨在帮助学生在深入理解语篇主题意义的基础上，与整个单元各板块连续性的情境设置建立关联，形成自己的观点，并对语篇中的人物作出较为全面客观的思辨性评价（如对妈妈充满孝心、劳动能力强、观察不够细致等）。

C3 General understanding What can we find in Lin Dong's story? Tick (✓) the answer(s).

<input type="checkbox"/> the name of the dish	<input type="checkbox"/> the ingredients of the dish
<input type="checkbox"/> the cooking steps	<input type="checkbox"/> the feelings of Lin Dong and Mum
<input type="checkbox"/> the truth	

C4 Detailed reading Read and complete the recipe card for the dish.

Understanding sequence

C5 Further thinking Answer the questions.

- Why did Lin Dong's mother ask about the "beef"?
- What will Lin Dong and his mother do next?
- What do you think of Lin Dong?

Recipe card

Dish: Rainbow Beef

Ingredients:

two carrots, a red pepper,
a green pepper, a few onions,
a bag of egg noodles and some
beef

Cooking steps:

[Three empty lines for writing]

Vocabulary focus Fill in the blanks with the words from the story.

Lin Dong cooked Rainbow Beef for his mother's birthday because it was ¹ _____ and healthy. He got the vegetables from the supermarket, but he didn't buy any beef there. He thought, "We have some beef in the ² _____ at home." There were four steps to cook the dish. He first ³ _____ soy sauce to the beef, then cut the vegetables into ⁴ _____. Next, he fried them all together. ⁵ _____, he cooked the noodles. His mother was ⁶ _____ to see the dish. She tried some, and Lin Dong told her the meat was from the fridge. Then Mum knew it was in fact mutton.

Update my to-do list [Progress bar: 5/5]

Is the title a good one for the story? Why or why not?

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- 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：
 - What is the story mainly about? (*Lin Dong cooked a dish as a birthday surprise for his mother, but at last they found it was mutton, not beef.*)
 - How many parts will you divide the story into? What is each part about? [*Three parts. Part One (Para. 1): Lin Dong decided to cook for his mum's birthday. Part Two (Paras. 2–3): Lin Dong prepared and cooked the dish. Part Three (Paras. 4–6): Lin Dong's mum tried the dish and found out the meat was mutton.*]
 - How many cooking steps are there in all for Lin Dong to make this dish? (*Four.*)
 - How did Lin Dong feel after he finished cooking the dish? (*Very happy and proud.*)
 - Do you think Rainbow Beef is a healthy dish? Why or why not? (*Yes. Because there are both vegetables and beef in it.*)

- ⑥ Why was Lin Dong's mum a little surprised to see the dish? (*Because she knew there was no beef in the fridge at home.*)

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 How might Lin Dong feel after he knew the fact? (*He might feel quite embarrassed.*)
- ② Would you like to cook Rainbow Beef for your family members? Why or why not? (*Yes, I'd like to give it a try. Because it's delicious and healthy, and easy to cook.*)
- ③ What emoji will you leave for this post? [😂 (laugh out loud)]

参考答案

C3

- the name of the dish
- the ingredients of the dish
- the cooking steps
- the feelings of Lin Dong and Mum
- the truth

C4

Cooking steps:

- (1) Add a little soy sauce to the beef.
- (2) Cut the vegetables into small pieces.

- (3) Fry the beef with the vegetables.
- (4) Boil the egg noodles as a side dish.

C5

(Answers may vary.)

- 1 Because the dish did not taste like beef.
- 2 Mum will thank Lin Dong for his special gift. She will tell him how to tell beef from mutton. Lin Dong will celebrate Mum's birthday with her.
- 3 Lin Dong is loving, caring and patient although a little careless./He doesn't seem to pay attention to details.

Vocabulary focus

- **教学要点：**本活动重点关注语篇中烹饪过程的词组搭配，帮助学生学习理解并熟练运用这些搭配。同时也可以帮助学生意识到词块学习有助于更有效地记忆、理解和运用词汇，而不应孤立地识记单词。此外，还可以设计更多词汇练习，关注本板块核心词汇（如 *fridge* 等）的理解和运用。
- **教学建议：**鼓励学有余力的学生从课文中及课外梳理、积累更多与烹饪过程有关的常用动词及词块（如 *fry ... with*, *boil*, *scramble*, *chop*, *season ... with*）并尝试结合自己的日常生活造句。

参考答案

Vocabulary focus

- 1 tasty 2 fridge 3 added 4 pieces 5 Finally 6 surprised

Update my to-do list

- **教学要点：**教师可组织学生分组讨论，评价标题，并解释原因，从而检测学生对标题及语篇中核心单词 *surprise* 的理解程度。学生讨论或汇报的时候，教师可提供适当的支持。

参考答案

Update my to-do list

(Answers may vary.)

It's a good title because it makes readers want to read the blog to find out what the surprise is.

>>Grammar in use

板块内容说明

本单元的语法重点是可数名词与不可数名词(Countable and uncountable nouns)。

活动 1

- 教学要点:** 活动 1 旨在帮助学生在理解句子意思的同时,探索可数名词与不可数名词的用法与意义。可引导学生先将句中划线的名词按照可数名词与不可数名词进行分类,关注这些名词不同的语言形式及其前面的数量修饰词,尤其是可数名词复数加 s 或者 es 的形式。
- 教学建议:** (1) 教师可以补充一些可数名词与不可数名词的例句,涵盖更多可数名词的不同复数形式以及修饰可数名词与不可数名词的量词,通过问题引导,帮助学生关注可数名词与不可数名词的形式、意义和用法(参考“补充资料”)。

补充资料

- Can you pass me some apple juice, please?
- Chips are unhealthy because they have a lot of fat.
- There are lots of cherries in the bowl, and they look delicious and juicy.
- How many potatoes do you need for this dish?
- I have a basket with plenty of peaches, and I'm going to make a delicious peach dessert to enjoy after dinner.
- I enjoy trying different dishes from around the world, such as sushi, curry and tacos.
- I want to eat fish for dinner today, so my mother buys three fish from the market. My father wants to go fishing in the lake to catch fish for fun. There are many different kinds of fishes in the lake.

Note: fish 这个单词具有可数和不可数双重属性。作可数名词时意为“鱼”,单复数形式都是 fish,但表示鱼的种类时,复数形式为 fishes;作不可数名词时意为“鱼肉”。

>> Grammar in use Countable and uncountable nouns

1 Read and think Which of the underlined words are countable? Which are uncountable? Put them in the chart below.

- (1) How many glasses of water do you drink a day?
- (2) Have a little milk, yogurt or cheese every day.
- (3) I buy two carrots, a red pepper, a green pepper and a few onions.

Countable nouns	Uncountable nouns

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

- (1) Countable Uncountable nouns have a singular form for one and a plural form for more than one. We use a/an or numbers to show how many.
- (2) Countable Uncountable nouns don't have a plural form.
- (3) We can use expressions of quantity^① like many/(a) few with countable uncountable nouns.
- (4) We can use expressions of quantity like much/(a) little with countable uncountable nouns.

Grammar file → p. 125

3 Practise Lu Yao and Lin Dong are ordering food in a restaurant. Circle the correct words to complete their conversation.

① quantity 数量

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s, 而有的却没有加?)

- ③ What nouns have -es after them instead of -s? (哪些名词后需要加 es, 而不是 s?)
- ④ Can you think of some expressions of quantity before countable nouns? (你知道可数名词前的量词有哪些吗?)
- ⑤ Can you think of some expressions of quantity before uncountable nouns? (你知道不可数名词前的量词有哪些吗?)

活动 2

- **教学要点:** 活动 2 旨在帮助学生在完成活动 1 的基础上总结语法规则, 根据活动 1 中的句子, 归纳可数与不可数名词的形式和用法。
- **教学建议:** 教师可根据学情, 选择仅要求学生对照活动 1 的各个句子和语法规则的选项, 判断出正确答案, 或请学生分组对照更多可数与不可数名词的例句, 归纳可数与不可数名词的意义, 列举可数与不可数名词前的量词使用规则以及可数名词复数的拼写规则, 最后借助学生用书语法附录 (Grammar file, P125–P127) 深化理解。

活动 3

- **教学要点:** 活动 3 旨在帮助学生初步运用可数与不可数名词, 在有意义的情境中重点操练和使用可数名词的复数, 以及可数与不可数名词前的量词搭配。
- **教学建议:** 在完成这个活动之前, 教师可以先让学生按可数名词与不可数名词来分类整理一下本课出现的食物名词, 并归纳这些名词前的量词搭配。随后再借助活动 2 中的规则以及语法附录中的语法讲解与表达示例, 让学生熟悉可数与不可数名词在句中的用法以及可数与不可数名词前的不同量词搭配。

如学生需要更多帮助, 教师可以请学生先说说每句话中两个量词选项后面应该搭配可数名词还是不可数名词, 然后再让他们阅读对话后在书上圈出答案, 同伴互查讨论后, 全班讲解。如学生接受程度较好, 教师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。

参考答案

1

Countable nouns	Uncountable nouns
glasses, carrots, pepper, onions	water, milk, yogurt, cheese

2

- (1) Countable (2) Uncountable (3) countable (4) uncountable

3

much, a lot of, potatoes, a lot of, some

活动 4

- 教学要点：**活动 4 旨在帮助学生在真实情境中，恰当运用可数与不可数名词及与其搭配使用的量词来描述林东父子和自己的早餐。完成活动需要用到可数名词的单复数、不可数名词、可数与不可数名词前的量词搭配。教师应提醒学生需围绕图片和自己的实际情况，在保证正确性的前提下尽量使用不同的量词来搭配，并使用完整的句子来进行问答。
- 教学建议：**如学生需要帮助，活动前教师可以先请学生写出图片中的食物名称，并参考语法附录里的语法讲解，在食物名称前写上符合图片内容的可用量词搭配。教师也可以补充一些量词表达（如 ears of corn），引导学生关注一些常用的表达形式。再围绕课本上的图片内容，说出完整句子。随后，再写出符合自己早餐饮食习惯的句子，并参照课本的对话框架，尝试和同伴展开简短对话。

如学生接受程度较好，教师可以请学生根据自己的实际情况再谈谈午餐和晚餐的饮食习惯，并请同伴在记录一日三餐的食物名称及数量后反馈其膳食是否健康，并给出理由或改进建议。

参考答案

4

- (1) They are having a sandwich, some strawberries, a cup of coffee, a glass of milk, a bowl of noodles, two ears of corn, and some buns/baozi for breakfast.
- (2) (Answers may vary.)

A: Hi, Harry. What do you usually have for breakfast?

B: I usually have some bread, an egg and a glass of milk. What about you?

- Lin Dong: What would you like to have? A whole Russian^① cabbage pie again?
 Lu Yao: No, I've had too many/much cabbage this week. I'd like to try the South African dish, Bunny Chow^②. There are a lot of/much potatoes in it. I love potato/potatoes.
 Lin Dong: Good choice! The South American^③ tacos^④ look nice to me. There is quite a few/a lot of chicken in them. Well, what would you like to drink?
 Lu Yao: Have they got some/a few hot water?
 Lin Dong: Let's ask the waiter.

4 Discuss

- (1) Look at the picture. What are Lin Dong and his father having for today's breakfast? They are having ...



- (2) What do you usually have for breakfast? Talk with a partner. Remember to use different expressions of quantity before nouns.



① Russian 俄罗斯的 ② Bunny Chow (南非的一种) 夹馅面包 ③ South American 南美洲的
 ④ taco 墨西哥煎玉米粉卷

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A: I often have a bowl of noodles and a few vegetables. It's quick and delicious.

B: It also sounds quite healthy.

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。

如有学生对某些食物名词既可作可数名词又可作不可数名词这一点感到困惑，教师可以将语料库中的一些典型例句修改简化后呈现给学生，引导他们结合语境与语义去关注和归纳最常见的表达形式与最普遍的用法。

如学生对量词搭配掌握得不够好，教师可以结合语法附录中的语法讲解和活动 3 中的语篇，引导学生借助思维可视化工具（如表格、思维导图等）对可数与不可数名词前的量词搭配进行分类整理，以帮助学生提高记忆效率，并结合一些针对性的纸笔语法练习，提高学生对该语法点使用的熟练度。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。

Section D My healthy dish

>> Writing

子话题说明

写作板块围绕“我的健康菜谱”(My healthy dish)这一子话题展开,学生以博客的形式撰写一道健康菜肴的简要食谱,包括食材介绍与烹饪步骤描述两块内容。

D1

- 语篇说明:**这篇写作范文延续了阅读板块的语篇情境,陆遥在TEEN-Land Teen's blog发表了一篇博客文章,介绍如何做番茄蛋汤。在形式与结构上,这篇范文与阅读板块中有关彩虹牛肉的做法基本一致。本语篇由两段组成,分别是食材介绍和烹饪步骤介绍。
- 写作策略:**本单元写作策略要点是撰写菜谱(Writing a recipe)的注意事项,包括需使用一般现在时,使用短句,用顺序词表示步骤。
- 教学要点:**活动定位是写前思考。教师引导学生先通过快速浏览范文,了解博文主要内容与结构,并重点关注第一段的内容,即食材介绍(回答D1的问题),再展开后续的写作策略准备。
- 教学建议:**如学生学有余力,教师可以在读范文之前,用提问的方式让学生预测文章内容与结构,并引导学生借助生活常识与背景知识,预测、列举陆遥可能需要用到的食材,随后阅读文章进行核验。如:
 - ① What may Lu Yao write in her recipe?
 - ② Can you list the ingredients for the dish based on your own experience?

D2

- 教学要点:**活动定位是写前准备。教师组织学生细读范文,找到描述烹饪步骤的相关内容,并圈出顺序词。通过分析范文的语言组织,提高行文衔接(cohesion)方面的意识。

D My healthy dish >> Writing

Write a recipe for a healthy dish on TEEN-Land.

D1 Think Read Lu Yao's recipe. What are the ingredients for this dish?

Group: 6th-graders [] Teen's blog TEEN-Land

16 Oct. R. Lu

How to cook tomato and egg soup

To make this dish, you need two eggs, two tomatoes, some water, a little oil and salt.

First, beat the eggs with chopsticks in a bowl. Then, cut up the tomatoes and fry them in oil. Next, add water to the tomatoes and boil. After that, add in the eggs. Finally, add a little salt. And you have tomato and egg soup!

D2 Prepare How many steps are there to make this dish? Circle the signal words.

D3 Plan Choose a healthy dish to write about. Make notes in the outline.

Dish
Ingredients
Cooking steps

My healthy dish

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此外,学生在细读范文的过程中,教师需要提醒他们关注本单元写作策略的另外两点——使用一般现在时,使用短句。教师还需补充强调:描述烹饪步骤通常使用祈使句,而不用完整的主谓宾结构。

- 教学建议:**教师可根据学情决定是否引导学生关注描述烹饪步骤的行为动词或动词词组。对于词汇量较小的学生来说,熟练掌握运用文中的这些动词或动词词组即可。如学生学有余力,则可以引导他们借助工具书或通过同伴交流,来拓展相关词汇,以丰富后续写作任务中的语言表达。

参考答案

D1

Two eggs, two tomatoes, some water, a little oil and salt.

D2

Five steps in all.

Signal words: First, Then, Next, After that, Finally

D3

- **教学要点:** 活动定位是写前构思。教师引导学生根据话题,结合给出的框架结构展开头脑风暴,确定菜肴名称,并列出一些写作内容及相关语言表达。
- **教学建议:** 教师可根据学情,酌情提供相关内容的语言支架,特别是食材名称和有关烹饪方法的动词(参考“补充资料”)

补充资料

Vocabulary and expressions

1. Some easy and healthy dishes:

- Vegetable Fried Rice
- Steamed Fish with Ginger
- Sweet and Sour Tofu
- Kung Pao Chicken
- Baked Salmon with Roasted Vegetables

2. Ingredients:

- *Grains:* oat, whole wheat flour, porridge
- *Vegetables and fruits:* cauliflower, broccoli, spinach, lettuce, eggplant, pineapple, coconut, mango
- *Meat, fish and eggs:* shrimp, pork, crab, salmon
- *Seasoning:* soy sauce, oyster sauce, garlic, ginger, chilli

3. Cooking methods:

- bake (*food*) in an oven
- stir-fry (*food*) in a wok
- season (*food*) with (*seasoning*)
- steam (*food*)
- slice (*food*) into small pieces
- chop (*food*) into bite-sized pieces

D4

- 教学要点:** 活动定位是写作。教师请学生基于前期的写作准备，在提供的写作文本框内完成写作。写作文本框中已提供了部分提示词，如标题“How to ...”和开头“To make this dish, you need ...”，提示学生补全菜名和食材。
- 教学建议:** 教师可根据学情决定是否给学生更多写作提示词，如“Next .../ Finally .../cut ... into small pieces/fry ... in oil/add ... to ...”。也可以提前布置学生周末在家学做一道菜，回校后口头互相分享，并在此基础上写作文。

D5

- 教学要点:** 活动定位是写后检查。教师引导学生参照 **TEEN skill** 栏目的写作策略提示，检查自己的作文初稿并修改，有意识地养成写后自查的习惯。
- 教学建议:** 教师可整理学生的常见错误，全班一同找错误、修改，帮助学生提高对菜谱内容和结构的把握以及对顺序词和动词运用的敏感度。再请学生自查自己的习作，同伴交换检查是否有遗漏或误批改。

My learning notes

Showing steps with signal words:

- First, ...
- Then, ...
- After that, ...

TEEN skill Writing a recipe

- Write in the present simple.
- Use short sentences.
- Use signal words to show steps.

D4 Write Write your recipe.

Group: 6th-graders

Teen's blog TEEN-Land

How to _____

To make this dish, you need _____

D5 Check Check your recipe. Pay attention to the basic elements of a recipe.

Update my to-do list

Work in groups. Share your recipes. Whose recipe is clear and easy to follow?

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Update my to-do list

- 教学要点:** 请学生分组活动，分享彼此的菜谱并互评。教师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“我的健康菜谱”这一主题展开 (Does the writing focus on a healthy dish?) 涵盖了食材和烹饪步骤两块内容 (Has the writer covered both the ingredients and the cooking steps in the recipe?)
结构	至少分成了两段，每一段围绕一块内容展开 (Has the writing been divided into at least two paragraphs?)
语言	使用了恰当的量词进行表达 (Are the expressions of quantity used correctly?) 正确使用了动词或动词词组来描述烹饪步骤 (Has the writer used the verbs or verbal phrases correctly to describe the cooking steps?)

>>Discovery

板块内容说明

探索发现板块介绍了中国、日本、西班牙和拉丁美洲等地的新年饮食习俗，体现了饮食文化差异。

教学提示

- 语篇说明：**第一则短文介绍了中国新年南方的传统食物汤圆。第二则短文介绍了日本除夕夜的传统食物跨年荞麦面。第三则短文介绍了西班牙和拉丁美洲跨年夜的传统食物十二颗葡萄。

• 更多信息：

(1) 正月初一吃汤圆的地区主要是南方，春节期间吃的汤圆一般都是甜馅的。北方地区在正月初一一般吃饺子，寓意“一年交好运”。到了正月十五，往往北方吃元宵，南方吃汤圆，两者虽然外形上类似，但在制作工艺、烹饪方法、馅料口感等方面都存在差异。

(2) 自明治维新后，日本的春节和新年合二为一，因此，除夕夜也变成了固定的12月31日。跨年荞麦面虽然名为“跨年”，但需要在除夕夜12点之前吃完。跨年荞麦面除了寓意健康长寿之外，还象征着驱除厄运、祈求财运的愿望。

(3) 当新年倒计时的钟声响起时，钟每敲一下，西班牙和拉丁美洲的人们就吃一颗葡萄，12下钟声敲完，12颗葡萄也正好吃完，不能提前吃完，也不能吃不完，这才是获得“来年好运”的正确方式。西班牙太阳门广场的大钟整点报时是每三秒钟敲一下，所以一般需要在三秒内吃一颗葡萄。大部分人吃的都是无籽葡萄，也不吐皮，或者有的事先把葡萄皮去掉。这项略

Discovery

New year food traditions in different cultures

Tangyuan
Many families in southern China eat tangyuan for breakfast on the first day of Chinese New Year. The name of this food shows people's wish for the unity^① and happiness of the whole family.

Toshikoshi soba^②
Japanese people usually eat toshikoshi soba on New Year's Eve^③. They eat the long noodles and wish for a long life. People try hard not to break them, because they are afraid that they might have bad luck in the new year.

Twelve grapes
In Spain and Latin America, people eat 12 grapes at midnight to start the year off right. According to tradition, for every grape they eat, they'll have a month of luck next year. It's a tasty and fun way to celebrate the new year!

Read and think Which food tradition do you find most interesting? Why?

① unity 和谐；和睦 ② toshikoshi soba (日本)跨年荞麦面 ③ eve 前夕；前夜

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有些难度的跨年庆祝活动老人和五岁以下的孩子一般不参加，避免因吞食葡萄而发生窒息。

- 教学建议：**教师可根据学情，灵活选用不同的方式来激发学生对不同文化新年饮食习俗的兴趣和思考。

(1) 预测：组织学生读前浏览标题与配图，预测与主题相关的信息，激发学生的兴趣，激活学生的背景图式。如：

- ① What's the food in each picture?
- ② What might be the food tradition?
- ③ In what culture can we find each food tradition?

(2) 理解：请学生阅读短文，填写表格，引导学生发现不同文化新年饮食习俗的特点。如：

In which culture?	What's the food?	Why to eat?	What do people do?
(Southern) China	<i>Tangyuan</i>	To show wish for the unity and happiness of the whole family.	They eat <i>tangyuan</i> for breakfast on the first day of Chinese New Year.
Japan	Toshikoshi soba	To wish for a long life.	They eat the long noodles and try hard not to break them.
Spain and Latin America	Twelve grapes	To wish for good luck every month next year.	They eat 12 grapes at midnight to start the year off right.

随后，引导学生思考讨论 **Read and think** 的问题：“Which food tradition do you find most interesting? Why?”。

(3) 思考：鼓励学生基于文本信息，联系实际生活，展开思考，谈论或推断更多文本以外的信息。如：

- ① Does your family also eat *tangyuan* for breakfast on the first day of Chinese New Year? If not, what does your family usually eat? Why do you eat it/them? (*No, my family usually eats dumplings instead of tangyuan because families in northern China like us think dumplings mean good luck.*)
- ② Do noodles carry the same meaning in China as in Japan? When do Chinese people usually eat noodles? (*Yes, noodles mean “a long life” both in China and Japan and we can't break them. We usually eat noodles on our birthdays.*)
- ③ What do you think of the Spanish tradition of eating 12 grapes quickly one by one as the clock strikes twelve? Why? (*It is not easy because people only have 2–3 seconds to eat 1 grape. It is a little dangerous because people may swallow the grapes and get choked in order to finish eating all 12 grapes in time.*)

(4) 拓展：提供有关西班牙和拉丁美洲等不同文化的新年饮食习俗方面的视频，或鼓励学有余力的学生自发寻找一些有趣的中国或其他文化的饮食习俗，在课堂上分享，比较不同饮食习俗之间的异同，交流各自的观点，以提高学生的自主学习、思辨和探究能力以及文化意识。参考问题：

- ① What do you like best about these new year food traditions? Why?
- ② Do you think we still need to follow these new year food traditions? Why or why not?

补充资料

Tteokguk (Korean Rice Cake Soup)

The white rice cakes in Tteokguk mean a clean and fresh start to the new year for Koreans. They eat a bowl of Tteokguk to wish for good luck in the new year. It is thought that the round shape of the rice cakes also stands for the sun, coins or wealth.

Kuku Sabzi

Kuku Sabzi (or Koukou Sabzi) is an Iranian dish similar to an omelette with herbs. People in Iran traditionally eat it on March 21 during the Nowruz holiday, the Persian New Year. This dish has a lot of fresh herbs in it, so it is green in colour. People also add chopped nuts to the dish.

Lentils

Lentils are important New Year's Eve food in some countries, including Italy and Mexico. In Italy, they serve lentils with pork sausage to wish for future prosperity. In Mexico, some people place lentils on their doorsteps or carry the beans in their pockets to bring about good luck on New Year's Eve.

Section E A healthy school lunch menu

>>Project

子话题说明

项目探究板块围绕“学校健康午餐菜单”(A healthy school lunch menu)这一子话题展开。通过搜索菜名，查阅相关烹饪工具书、手机应用软件或网站，结合本单元所学，小组合作来制作学校健康午餐菜单，以回应单元大问题，在活动中践行健康饮食的理念，初步树立在日常生活中烹制简单健康菜肴的劳动意识。

教学提示

- 教学要点：**教师引导学生讨论回顾单元各板块内容，引发对单元大问题的深层思考。组织学生分小组展开课堂讨论，头脑风暴喜爱的健康食材，并选取某些食材作为关键词，搜索烹饪书籍、烹饪类应用软件(app)或网页中的相关菜谱，以此来确定健康菜肴并配图，制作学校一日健康午餐菜单。学校健康午餐菜单通常包括：1道主食、1道荤菜、1~2道蔬菜、1份汤、1份奶制品、1份水果。最后，教师给各组提供课内外展示午餐菜单的平台或机会。鼓励学生综合运用本单元前面的板块所学的语言知识和技能进行表达和展示，尤其是通过介绍菜谱来解释菜肴入选的理由。
- 更多资源：**在搜索中式菜名与菜谱时，亦可借助常见的人工智能对话应

E A healthy school lunch menu >> Project

Unit
3

Planning a healthy school lunch menu

Your school is asking for the “Healthy lunch ideas” from all the students. Work in groups of three or four and plan a lunch menu of healthy and tasty dishes for your school canteen.

Step 1 Collect ideas Ask questions and note down the answers. Choose your favourite food from different food groups.

What kind of meat would you like to have for lunch?

What vegetables do you prefer?

Step 2 Search Use some of the food names as key words to search for recipes in cookbooks, cooking apps or on websites. Choose dishes made in a healthy way.

Step 3 Design List the food or dish names in your group’s one-day lunch menu. Add pictures of the dishes to your menu.



Step 4 Present Present your group’s lunch menu in class. Explain why you think it is a healthy choice.

Update my to-do list

Vote for your favourite five group menus in your class and make a weekly “Healthy lunch menu of Class ___.”

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用，通过输入“中式菜名 English name + recipe”来获取相关中式菜名的常见英译与英文菜谱。

Update my to-do list

- 教学要点：**汇集各组学生的午餐菜单，选出五组最佳菜单，以此形成代表班级意见的“学校一周健康午餐菜单”，通过学校公众号或校报等方式展示学校健康午餐菜单，亦可打印中文版递交给学校食堂参考。

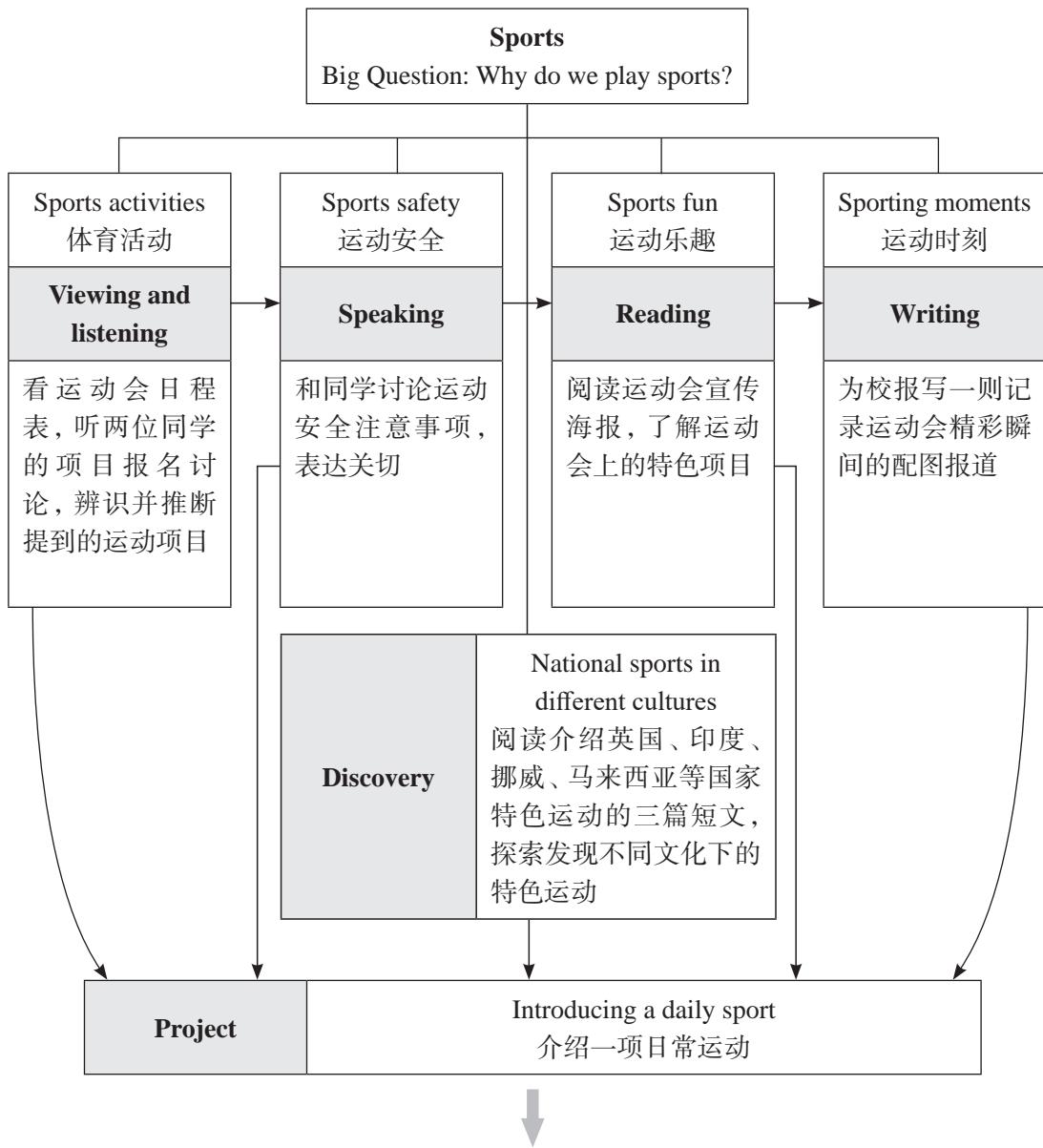
设计健康午餐菜单展示的评价表，组织学生从内容、语言和成果三方面开展自评和互评。

Suggested evaluation checklist

方面	标准
内容	至少包含 5~6 道菜，尽可能覆盖各大健康食物类别，烹饪方法健康、简易 (Include at least five to six courses, covering three to four food groups with healthy cooking methods and easy cooking steps.)
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	菜单图文并茂，视觉效果吸引人 (The menu is richly illustrated with colourful pictures and visually appealing.)

Unit 4 Sports

单元内容结构图 (Structure of the unit)



单元育人目标: 通过了解各类体育运动及其特色，体会运动的乐趣和强身健体的重要性；通过谈论运动伤害，提高运动安全意识，初步形成热爱运动、健康向上的生活态度

单元目标 (Unit objectives)

- ▶ 语音：能识别字母组合 ei、ea、ee 的发音规律，并准确拼读单词
- ▶ 词汇：能掌握与体育运动相关的词汇，并正确使用表示“做……运动”的常见动宾搭配
- ▶ 语法：能归纳 what 和 who 引导的特殊疑问句的语法规则（形式、意义和用法），了解常见频度副词在句子中的位置，并运用这些语法知识谈论运动习惯
- ▶ 看：能借助日程表、海报等多模态语篇中的视觉信息理解相关内容
- ▶ 听：能听懂关于运动会项目报名讨论的对话，借助听到的关键信息进行推断
- ▶ 说：能掌握体育运动中表达关切的日常用语，结合具体的交际情境，就体育运动和运动安全等话题展开简单对话
- ▶ 读：能读懂体育运动宣传海报并理解这类语篇的文体特征和写作目的，提炼、分析和评价关键信息
- ▶ 写：能结合运动会照片，写一则配图报道，正确使用动作动词，分享自己喜爱的运动会精彩瞬间
- ▶ 文化：能通过运动会日程表、海报、介绍类短文等了解中外（如：中国、英国、印度、挪威、马来西亚等）主要体育运动项目，感受体育所承载的全人类共同的价值追求
- ▶ 德育：能体会运动的乐趣和强身健体的重要性，提高运动安全意识，初步形成热爱运动、健康向上的生活态度

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”主题群以及“人与社会”主题下“体育”主题群，围绕“运动安全与防护”、“体育活动与潜能发掘”、“身心健康”以及“日常体育活动”等主题内容，通过大问题“Why do we play sports?”引导，帮助学生了解各类体育运动及其特色，体会运动的乐趣和强身健体的重要性；引导学生谈论运动伤害，提高运动安全意识，初步形成热爱运动、健康向上的生活态度。		
语篇	视听	日程表	运动会日程表
		录音——对话	报名运动会项目
		录音	韵律诗歌
	口语	海报	运动安全海报
		对话	表达关切
	阅读	海报	找到适合自己的运动
	写作	报刊报道	我最喜爱的运动会精彩瞬间
语言知识	探索	介绍类短文	不同文化中的特色运动
	语音	字母组合 ei、ea、ee 在单词中的发音	
	词汇	表示“做……运动”的常见动宾搭配；主题词汇	
	语法	what 和 who 引导的特殊疑问句；频度副词	
	语篇	理解海报语篇的文体特征，利用海报语篇的标题、图片等信息辅助语篇理解，获取主要信息	
文化知识	语用	在学校语境中，就运动伤害和运动安全表达关切	
	不同国家(中国、英国、印度、挪威、马来西亚等)的主要体育运动项目		
语言技能 与 学习策略	视听	任务：听学校运动会项目报名讨论 策略：借助关键信息进行推断	
		任务：谈论运动安全 策略：表达关切	
	阅读	任务：阅读运动会趣味项目宣传海报 策略：辨识写作目的	
	写作	任务：写一则记录运动会精彩瞬间的配图报道 策略：正确使用动作动词	
	项目探究 (综合)	任务：制作海报，介绍一项日常运动	

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“运动会体育项目”“运动安全与防护”“体育活动与潜能发掘”“日常体育活动”等方面的话题谈论体育运动，就不同文化背景下的体育运动谈谈自己的喜好，并初步形成热爱运动、健康向上的生活态度。



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，包括看运动会日程表，听同学的项目报名讨论，讨论运动安全注意事项，阅读运动会宣传海报，为校报撰写一则记录运动会精彩瞬间的配图报道以及制作一张有关“介绍一种日常体育运动”的海报。

单元主题图 (Theme photos)

本单元主题图呈现了初中生在学校操场上开心奔跑的场景，他们的身后不远处是现代化的教学楼。右侧还呈现了青少年进行不同运动的场景图片。这些题图旨在引发学生对于日常运动类型和运动意义的思考。

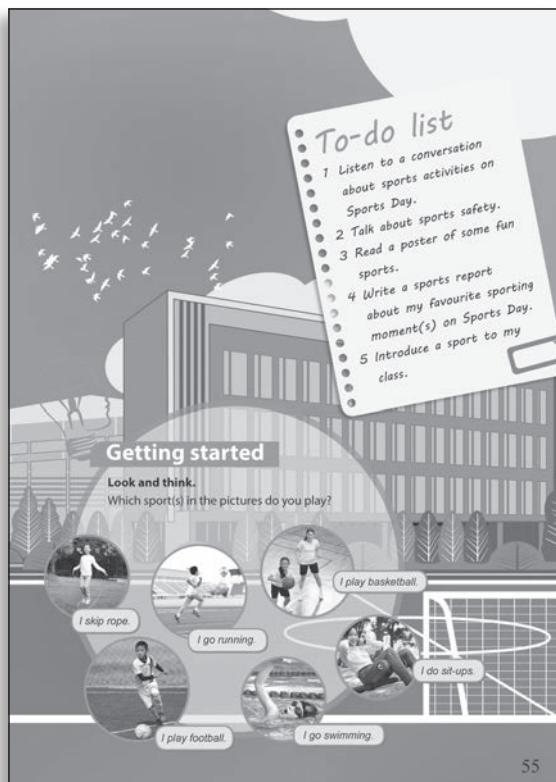
单元导入 (Getting started)

教师基于单元主题图或更多有关体育运动的图片，激发学生兴趣和背景知识，引导他们表述自己日常会做的运动，如踢足球、游泳等。

参考答案

Getting started

(Answers may vary.) I go swimming and play football.



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Section A School subjects

>>Viewing and listening

子话题说明

视听板块围绕“体育项目”(Sports activities)这一子话题展开,涉及运动会日程表上的体育项目以及表达方式。

A1

- 语篇说明:这是新星中学的一张运动会日程表,表中列举了17项个人或团体体育项目的比赛时间及地点。
- “视”的策略:快速浏览(skim)日程表,了解大意;扫读(scan)日程表,获取有关时间、地点、项目名称的具体信息。

When viewing a Sports Day timetable, you may:

- (1) identify the elements that make up the timetable. You can ask: What do you see in this timetable? (The name of the school/date/time/place/sports activities/slogan/pictures.)
 - (2) identify different types of sports. You can ask: How many sports are there? How are they classified? What sports are new to you? What sports can also be found on our Sports Day?
 - (3) interpret the overall message of the text. You can ask: Why is there a Sports Day? Why do we need a timetable for Sports Day?
- 教学要点:教师请学生识读运动会日程表中的运动项目,学习本板块相关词汇(如date, sports ground, gym, team, high jump, rope, kick, rock climbing, kung fu, active等)。引导学生在了解不同运动项目的基础上,运用与运动项目有关的词汇,口头表达自己想要开展的活动(I want to...),学有余力的同学也可以用I would like

A Sports activities >> Viewing and listening

The school is going to have a Sports Day. This is the timetable.

Sports Day

New Star Middle School Date: 20 Oct.

Time	Sports ground			Gym	
	Individual ^①	Team	Individual ^②	Team	
9:00~9:30	50m sprint ^③	long jump	three-player football	rock climbing	tug of war ^⑤
9:30~10:00	100m sprint	high jump			
10:00~10:30	200m run	shot-put ^④			
10:30~11:00	800m run (girl)	1-minute rope skipping	basketball	kung fu	Frisbee
11:00~11:30	1,000m run (boy)	shuttlecock kicking ^⑥	4×50m relay ^⑦	/	/
13:30~14:00	/				

Get Active Get Strong

A1 Look and say Read the timetable and discuss.

What sport do you want to play?
I want to play basketball.

Sound Letters "ei", "ea" and "ee"

Sing the rap.

Five days a week we do sports.
Eight, nine, ten! We are all ready.
Meet in the field.
Balls at our feet.
The power of the dream
Makes us a great team.

① individual 个人 ② team 团队 ③ shot-put 铅球 ④ shuttlecock kicking 羽毛球
⑤ relay 接力赛 ⑥ tug of war 拔河

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★

这是一首以运动为主题的韵律诗,旨在帮助学生掌握字母组合ei, ea, ee在单词中的常见发音(/i:/, /eɪ/, /e/)。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。还可以引导学生举出更多的例子。

★

It's a slogan for New Star Middle School Sports Day. It encourages students to do sports.

to ... 表达,为后续听力理解做好语言和背景知识准备。在表达该句型的时候,学生可能会遇到动词和运动项目搭配的问题,此处可以先引入学生用书第57页Word study栏目进行教学。

A2, A3

- 语篇说明:** 学生会听到两位同学谈论计划参加的校运会项目。在对话中，学生会听到这些短语和句子(如 *for sure, I'm thinking ... , go for it, I'll try my best, I'm also interested in ... , I'd love to, I don't know.* 等)，教师可以引导学生利用这些短语和句子推断说话者的态度和想法。
- 听力策略:** 本单元重点教授的听力策略为推断(**Making inferences**)。通过听力对话中有关运动项目的词汇以及相关的短语和句子，推断说话人的意思。
Making inferences: Making inferences involves using what you know to make a guess about what you don't know. Inferring is a strategy that aims to help students find information that is not explicitly revealed in a text. This skill teaches students to attach further meaning to the text and predict or infer the speaker's meaning.
- 教学要点:** 第一遍听，教师引导学生在听的过程中，获取有关谁参加何种体育项目的细节信息，并进行记录。同时，借助**Word study**中的词汇搭配练习，引导学生了解不同运动项目和动词的常见搭配(如 *go rock climbing*)，结合已学知识(如 *play football*)进一步开展学习，并归纳和列举更多搭配。第二遍听时，教师帮助学生在听力理解过程中，运用听力策略进行推断：
 - Identify the inferential questions:
 - Does Lu Yao love sports?
 - Who will go rock climbing this Saturday?
 - Is Bailing good at sports?
 - Capture the key phrases or sentences:
 - Well, I run eight hundred metres every day. So I'm thinking ...
 - I'm also interested in rock climbing.

A2 Listen and take notes. What sports do Wang Yiming and Lu Yao want to take part in on Sports Day? Write "W" next to the events for Yiming and "L" for Lu Yao.

<input type="checkbox"/> 50m sprint	<input type="checkbox"/> long jump	<input type="checkbox"/> kung fu
<input type="checkbox"/> 100m sprint	<input type="checkbox"/> high jump	<input type="checkbox"/> three-player football
<input type="checkbox"/> 200m run	<input type="checkbox"/> shot-put	<input checked="" type="checkbox"/> basketball
<input type="checkbox"/> 800m run (girl)	<input type="checkbox"/> 1-minute rope skipping	<input type="checkbox"/> tug of war
<input type="checkbox"/> 1,000m run (boy)	<input type="checkbox"/> shuttlecock kicking	<input type="checkbox"/> Frisbee
<input type="checkbox"/> 4x50m relay	<input type="checkbox"/> rock climbing	

A3 Listen and think. Listen again and answer the questions.

- Does Lu Yao love sports?
- Who will go rock climbing this Saturday?
- Is Bailing good at sports?

Making inferences

Word study Word partner What sports do the verbs go together with?
Put the sports below in different groups. Add more sports if you can.

baseball	rock climbing	volleyball	swimming	badminton
tennis	running	pull-ups ^①	sit-ups ^②	



Update my to-do list

Listen to the conversation between Lin Dong and Li Bailing. What sports do they want to take part in? Help them sign up for the events in A2.

① pull-up 引体向上 (单杠运动) ② sit-up 仰卧起坐 ③ sign up for 报名 (参加)

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- I'd love to.
- I don't know. She doesn't do a lot of sports.
- Make inferences:
 - What may Lu Yao say?
 - Complete the sentence: *I'm thinking ...*
- 教学建议:** 视学情需要，教师可提前教授学生有关运动项目的生词(如 *shuttlecock kicking, shot-put* 等)；如学生学有余力，可引导他们再多列举一些学校运动会上可能出现的项目，如 *archery* (射箭)、*hurdle race* (跨栏)等。教师还可以介绍国外学校的体育活动，并让学生获取有关体育项目的细节信息。

听力文本

A2 & A3

Lu Yao: Hi, Yiming, what sports do you want to play this year?

Yiming: Basketball for sure. What about you?

Lu Yao: Well, I run eight hundred metres every day. So I'm thinking ...

Yiming: Then go for it. I know you're good at it. You may win some points for our class.

Lu Yao: OK. I'll try my best. I'm also interested in rock climbing. It's new this year.

Yiming: Me, too. I'll go rock climbing this Saturday with Lin Dong. Do you want to come and join us?

Lu Yao: I'd love to. Do you think Bailing would be interested?

Yiming: I don't know. She doesn't do a lot of sports.

Lu Yao: Let's go and ask her.

Update my to-do list

Lin Dong: Hi, Bailing, what sports do you want to take part in on Sports Day?

Bailing: Well, I want to play Frisbee. But I am not very good at sports.

Lin Dong: That's fine. Go for it. It's a fun game.

Bailing: OK. I'll try. What about you? What sports do you want to play?

Lin Dong: I play football every week. So I'm thinking ...

Bailing: I got it. Good luck.

参考答案

A2

W: basketball, rock climbing

L: 800m run (girl), rock climbing

A3

1 Yes, she does. (Because she runs eight hundred metres every day and she is interested in rock climbing.)

2 Yiming, Lin Dong and Lu Yao.

3 No, she isn't. Because she doesn't do a lot of sports.

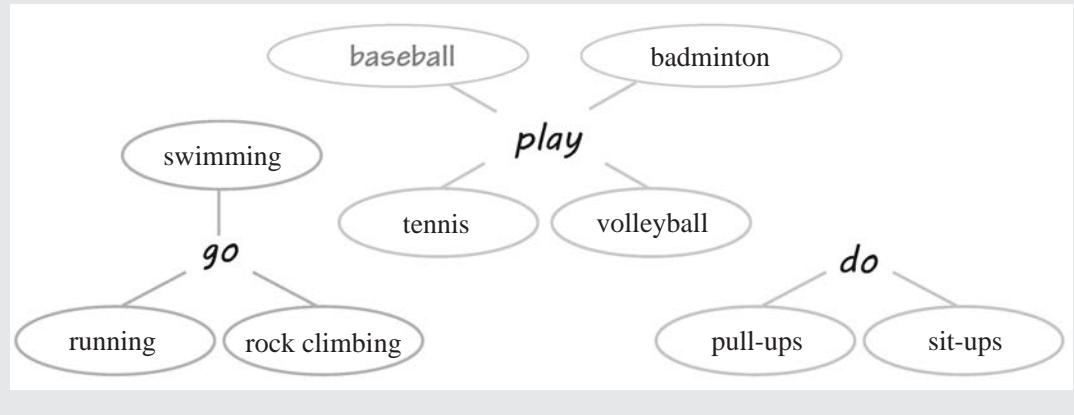
语言注释

- **for sure** = certain/certainly; without doubt 无疑；肯定
e.g. *I know for sure that I won't be able to go to the party.*
He won't be back again, that's for sure.
- **go for it** to do anything you have to in order to get something 尽力争取
e.g. — *I'm thinking of applying for that job.*
— *Go for it!*

Word study

- 教学要点：教师借助词汇语义网，帮助学生判断动词 do, play, go 和不同运动项目的搭配。三者在使用时，各自与不同的词语构成固定搭配，需要加以区分：
 - (1) play 一般与球类运动、团队运动或竞技型运动搭配使用，如 play football/basketball/ice hockey/snooker/tug of war；也常与 game 搭配使用，如 play a game of golf/cards/chess
 - (2) go 常以结构为 go doing 的形式出现，如 go running/jogging/swimming/rowing/cycling/skating/rope skipping
 - (3) 与 do 搭配的运动通常有以下这些：do gymnastics/tai chi/kung fu/aerobics/athletics/exercise/press-ups/yoga/karate

参考答案



Update my to-do list

- 教学要点：教师播放录音，学生听两位同学的项目报名讨论，辨识提到的运动项目，并推断说话者的意思，根据自己完成的情况评价本节课的学习成效。

参考答案

Update my to-do list

Bailing wants to take part in Frisbee. Lin Dong wants to take part in three-player football.

Section B Sports safety

>>Speaking

子话题说明

口语板块围绕“运动安全”(Sports safety)这一子话题展开,聚焦运动中需要注意的安全事项,涉及海报中运动安全事项的描述以及真实交际情境中表达关切等内容。

B1

- 语篇说明:**这是学校医务室有关运动安全的海报,海报上包括5组图片及相关的提示语和简短说明。提示语主要以动词结构呈现,提炼运动安全注意事项的要点;说明文字以祈使句的形式呈现,表达劝告或建议。
- 教学要点:**教师出示图片,引导学生读图并思考。如“Look, this is a poster. What is the poster about? Where do we usually find this kind of poster in a school? What can you find on the poster?”通过提问引导学生关注海报上的细节信息并学习本板块的词汇(如gear, warm up, watch out等),为后续的口语表达输出活动做好词汇方面的语言准备。教师引导学生关注海报上有关运动安全注意事项的语言特点,并借助B1的问题“What safety tips do you follow?”引导学生进行表达,为本板块后续的口语表达输出活动做好内容方面的准备。
- 教学建议:**在讨论运动安全注意事项(Sports safety tips)的时候,教师可进行追问:“What kind of sentence is used to describe the sports safety tips? Why does the writer use imperative sentences? What other sports safety tips do you know?”组织学生讨论更多运动安全注意事项的时候,可先让部分学生尝试进行表达,如学生有困难,

B Sports safety >> Speaking

Lin Dong hurt his ankle in a football match. After that, he went to the school clinic^①. There are some posters on the wall.

Play Hard Stay Safe



B1 Look and say Which safety tips do you follow?

① clinic 诊所 ② helmet 头盔; 防护帽

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教师也可以给出提示,如把关键词和图片分开并打乱,让学生先配对,然后说明理由。这样既能调动学生的积极性,又能培养学生的归纳总结能力。之后教师可以让学生将自行归纳的运动安全注意事项和学生用书上的做对比,了解不同运动安全注意事项的应用情境。在归纳梳理后,教师可引导学生思考每条运动安全注意事项背后的原因和意义,提高其思辨能力。

参考答案

B1

(Answers may vary.) I wear running shoes and sports clothes when playing sports.

B2

- 语篇说明：对话发生在两个好朋友——王一鸣与林东之间，插图提示了对话情境：林东受伤，王一鸣表达关切。该对话共有6个话轮，包括：表达关切及回应，询问受伤的原因、感受与回应，提出防止受伤的运动安全建议与交流等。对话中使用了“What's the matter?”和“How do you feel?”表达关切，并使用了“Oh, no! It kind of hurts.”“That's good.”“How come?”等口语语言，符合口语交际的特点和对话双方人物的年龄、身份和认知特征。
- 教学要点：通过听B2的对话范文，教师帮助学生关注对话交际双方的语气、交际目的和主要话题内容，模仿语音语调，感悟说话者的情感态度。再通过读B2的对话范文，引导学生关注对话的场合、人物关系、心情处境和交际目的等因素以及本单元的口语交际策略要点：表达关切(Showing care)。

教师可以追问以下问题：

- ① How does Yiming start the conversation?
- ② How does he show his care?
- ③ What questions does Yiming ask? Underline them.
- ④ What suggestion does Yiming give Lin Dong?
- ⑤ What do you think of Yiming? Why do you think so? (引导学生关注一鸣对同学的关心，评价一鸣的性格特征，帮助学生了解其待人接物的交际方式。)

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

Unit 4

⑥ B2 Listen, read and think Lin Dong is back from the clinic. He's talking to Wang Yiming. What tips does Yiming give Lin Dong?

Yiming: You don't look well. What's the matter?
Lin Dong: I hurt my ankle in the football match.
Yiming: Oh, no! How do you feel?
Lin Dong: It kind of hurts. The nurse gave me some ice.
Yiming: That's good. What happened during the game?
Lin Dong: I don't know. I just fell.
Yiming: Did you warm up before the match?
Lin Dong: No, I was late and didn't have time.
Yiming: You have to do warm-up exercises before you do sports. I always do.
Lin Dong: I guess you never get hurt.
Yiming: No, I have a cut on my knee.
Lin Dong: How come?



Role-play Lin Dong goes on to ask Yiming about the cut on his knee. Work in pairs and act out their conversation. Use the above conversation as a model.

My learning notes

Showing care:

- What's wrong?
- What seems to be the problem?

TEEN skill Responding positively

- Give advice.
- Share similar experiences.



Update my to-do list

Work in pairs. Pick a role and start a conversation.

A

Your classmate (B) is hurt in sports. Ask about his/her health and talk about sports safety.

B

You are hurt in sports. Answer the questions of your classmate (A) and talk about sports safety.

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境，请学生尝试完成口语对话角色扮演，林东询问一鸣膝盖上的伤口，表达关切并提出合理的建议。这也相当于B2对话的输出活动。在这个与问题解决紧密关联的真实语境中，进一步培养学生待人接物的交际方式。

- 语用功能说明：本单元语用功能为表达关切(Showing care)，在具体情境中，运用所学语言，与他人进行得体的交流，表达情感。教师引导学生从B2的对话范文中提炼，如“What's the matter?”“How do you feel?”“What happened during the game?”“Did you warm up before the match?”“How come?”。My learning notes提供了更多“表达关切”的表述：“What's wrong?”和“What seems to be the problem?”教师还可以引导学生借助自身的语言积累去思考得出更多表达方式，如“Are you OK?”“Did you hurt yourself?”“Is there anything I can do for you?”等等。
- 教学建议：如学生输出表达有困难，可以在B2和B3之间插入一个过渡任务：教师

给出一些提示短语或句型，由学生分别扮演王一鸣和林东，运用得体的语言表达关切、提出建议或分享相似经历，再完成B3。

参考答案

B2

He needs to do warm-up exercises before he does sports.

B3

(Answers may vary.)

Lin Dong: How come?

Yiming: I fell on the ground when I was running on the playground.

Lin Dong: Oh, no! Why did you fall on the ground? Did you warm up before running?

Yiming: Of course I did. But I tripped over my shoelace and fell.

Lin Dong: I'm afraid you have to check your shoelaces before you go running next time.

Yiming: I'll take your advice.

语言注释

- **have to** (= have got to) used to say that something is required or necessary 必须；不得不
e.g. You **have to** follow the rules.

I didn't want to do it but I **had to**.

补充资料

Useful expressions:

- have a black eye 眼部淤青
- have a broken tooth 牙齿折断，牙齿破损
- have muscle strains 肌肉拉伤
- sprain my wrist/ankle 扭伤了我的手腕 / 脚踝

Update my to-do list

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

Suggested evaluation checklist

方面	标准
内容	A: 针对运动时的受伤表达关切或提出建议（Ask questions to show care or give advice） B: 就对方的提问，给出相应的回答（Give proper answers to A's questions）

(续表)

方面	标准
语言	A: 使用恰当的特殊疑问句或一般疑问句提问，措辞准确（Use proper Wh- or Yes/No questions to ask for information） B: 给出的回答语言准确（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: You don't look well. What seems to be the problem?

B: I hurt my ankle when I went rope skipping.

A: Oh, no! How do you feel now?

B: It kind of hurts.

A: I also hurt my ankle in the football match last time. The nurse gave me some ice. Please sit down and let me get you some ice pack first.

B: Thank you so much. I didn't wear suitable sports shoes today.

A: You have to remember to wear the right gear and suitable shoes next time.

B: OK, I will.



Features of a poster:

1. Eye-catching design
2. Clear and concise information
3. Impressive visual elements: graphics, illustrations, or photographs
4. Clear calls to action
5. Targeted audience relevance

Section C Sports fun

>>Reading

子话题说明

阅读板块围绕“运动的乐趣”(Sports fun)这一子话题展开,涉及运动会宣传海报中有关运动会特色项目的介绍,要求学生阅读并选择自己最想尝试的运动项目。

C1, C2

- **语篇说明:**这是新星中学校运会的一张宣传海报,主要用于宣传运动会体育项目,鼓励并呼吁学生积极报名参加。海报特征明显,包括引人注意的设计、清晰简洁的信息、有趣的插图、明确的号召以及有针对性的读者意识。文章结构清晰,引言部分直接介绍了背景,后面四段以平行文本形式宣传了四种特色运动,并凸显了每个运动项目的特色之处,体现出运动的趣味性。文章使用了简单、直接的语言,使得信息易于理解。每一段的结尾使用感叹句或特殊疑问句,营造出一种积极、热烈的氛围,激发读者的兴趣,增强了互动性,并号召读者采取行动。文章还生动地使用了名词和形容词,如: climb up and down like a cat 和 powerful kung fu moves,使得描述更加形象,增加了读者的兴趣。
- **教学要点:**借助C1略读阅读文本,教师帮助学生认识海报这一应用文语篇(可适当结合B板块运动安全海报来

C Sports fun
>> Reading

Wang Yiming is reading a poster about the school Sports Day.

C1 Text type Look at the pictures and discuss: Do you find the poster eye-catching? Why or why not?

6. C2 Read the poster.

Three-player football
Kick the football and score goals. It's a football match with three players — no goalkeeper! Learn to work in a team and get some exercise. We need you!

Rock climbing
Climb up and down like a cat! You hold onto a climbing wall. It's safe. You wear sports gear. Rock climbing makes you strong. What are you waiting for?

Frisbee
Are you good at throwing and catching? Frisbee is the right sport for you. Score points for your team! You have to run to catch it. Why don't you join us?

Kung fu
Control your mind and body! The clean kung fu moves are powerful. There's tiger style, monkey style and more. Which one do you want to try?

Personal touch
Which sport do you want to try most? Why?

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做分析),识别其语篇特征及要素,谈谈对这份海报的看法并说明理由,把握海报主题(Find the right sport for you!);通过C2的**Personal touch**,帮助学生以真实的读者视角,读这张运动会的宣传海报,设想自己最想尝试哪一项运动项目。注意C2的答案仅供参考,教师要激发学生表达的欲望,鼓励学生各抒己见,同时说出自己的理由。

- **教学建议:**(1)如学生回答C1的问题有难度,可以把它拆解成以下问题:
 - ① What does a poster look like? (A poster is a large piece of paper, usually with a title, some pictures or text.)
 - ② What can you find on this poster? (I can find a title, an introduction, some pictures and text.)
 - ③ Why does the writer put some pictures on the poster? (Because the writer introduces four kinds of sports. The pictures on the poster can catch people's eyes and tell information about the poster. They help

(people understand the sports more easily and remember them longer.)

- ④ Look at the title. Can you get the main idea of the poster very easily? (*Yes. With the title, the main idea of the poster is quite clear. It seems to be focused on helping people discover or decide on the sport that is right for them.*)
- ⑤ Read the text. Is it easy to understand? (*Yes. The text is easy to understand because it has subtitles to tell the names of these four sports. The writer also uses simple sentences to tell us how to play the sports.*)
- (2) 对于 C2 的 **Personal touch**, 学生只需要表达读后的初步感受即可。

参考答案

C1

(Answers may vary.) The poster is eye-catching. The colourful pictures make it good to read.

C2

(Answers may vary.)

I want to try three-player football most, because I like playing together with my friends in a team.

Or: I want to try rock climbing most, because it can make me strong.

Or: I want to try Frisbee most, because I can run and have fun at the same time.

Or: I want to try kung fu most, because it helps me train both my mind and body.

语言注释

- **come up** to approach or to be nearing 即将到来或接近
e.g. *The exam results are coming up next week.*
- **come and try** to arrive and make an effort to do something 来试一下
e.g. *Why don't you come and try this delicious new dish? I'm sure you'll love it!*

背景知识

Frisbee

主要用作名词, 意为“飞盘”。这个词也可指一种老少咸宜的运动, 即“飞盘运动”。尽管 Frisbee 这个词最初来源于一个馅饼公司的名字, 但现在它已经被广泛接受作为飞盘运动和飞盘本身的名称。因此, 当我们提到 Frisbee 时, 通常指的是这种运动和用于该运动的器具。

C3

- 教学要点:**此活动旨在帮助学生从各项运动的介绍中概括主要信息，从而使学生能够更深入地理解文章的细节。

C4

- 教学要点:**此活动旨在帮助学生关注文章的细节，在文中查找具体的信息。
- 教学建议:**如学生感到困难，教师可以让学生先圈划出句子中与各项运动相关的动词，再和文本中的信息进行匹配。

C5

- 阅读策略:**本单元重点教授的阅读策略为辨识写作目的(Identifying the purpose of writing)。

To identify the purpose of writing, you can follow these steps:

- Look at what the text is discussing or describing.
- Think about whom the text is written for.
- Identify the tone and language used.
- Look at how the text is organised.
- Look for key phrases or sentences that indicate the writer's intentions, such as in an introduction or conclusion.
- Ask yourself questions: What does the writer want you to know, understand, or do?

Some common purposes of writing

are: to inform, to call for action, to entertain, to persuade, to instruct, to advertise/promote, etc.

- 教学要点:**问题1旨在帮助学生了解海报传达的信息和意图以及它如何与读者产生联系和影响。问题2旨在帮助学生在学习理解文本的基础上，结合自身体验，谈谈自己想增加什么体育项目，并说明理由，以此激发学生的思维。

Text type Posters

A poster is a notice with pictures. It is often used to get your attention to an event or to give you some information.



C3 General understanding What information about the sports can you get from the poster? Tick (✓) the answer(s).

- What is the sport?
- How do we play the sport?
- What is good about the sport?

C4 Detailed reading Read and match each sport in the poster with the correct description.

- | | |
|---|---|
| 1 | _____ You catch it and win points for the team. |
| 2 | _____ It is simple but interesting. It can do good to your mind and body. |
| 3 | _____ You have to work well with the other two team members if you want to win. |
| 4 | _____ You climb up on a wall like a cat. |

C5 Further thinking Answer the questions.

- 1 What's the purpose of the poster?
- 2 What sports do you want to add to the events on your school Sports Day? Why?

Vocabulary focus Li Bailing is talking to her brothers. Fill in the blanks with the words in the box.

catch climb kick score throw

It's time to learn some football rules. You can run with, pass and ¹ _____ a football, but only the goalkeeper can ² _____ and ³ _____ a football. If you want to win the game, you have to ⁴ _____ more goals. Ready? Let's practise our skills.



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

What is fun about each sport according to the poster?

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- 教学建议:**如学生需要帮助，教师可以只要求他们说出项目的名称，并简单陈述理由即可，如有困难，教师还可以通过提问引导他们。如学生接受程度较好，教师可以引导他们从不同方面谈论增加其他体育项目的原因。

参考答案**C3**

- What is the sport?
- How do we play the sport?
- What is good about the sport?

C4

1 Frisbee **2** Kung fu **3** Three-player football **4** Rock climbing

C5

- 1** The poster is used to attract/get more students to join in Sports Day.
- 2** (Answers may vary.) Swimming. I think swimming is fun and good for our body.

Vocabulary focus

- **教学要点:** 本活动重点关注课文中的动词使用, 帮助学生学习理解并熟练运用这些描述动作的词语。同时教师也可以帮助学生意识到词汇学习的关键不在于背记单词, 而是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。
- **教学建议:** 教师鼓励学生归纳这些动词短语(如 kick a football, catch and throw a football, score goals), 并尝试结合运动场景造句。鼓励学有余力的学生思考或查找更多表示动作的动词短语。

补充资料

- 篮球: pass the ball (传球), shoot the ball (击球), dribble (运球), slam-dunk (扣篮), steal the ball (抢断)
- 羽毛球: serve the shuttle (发球), return a serve (回发球), swing the racket (挥拍)
- 足球: pass the ball (传球), take a pass (接球), slide tackle (铲球), save a ball (救球)
- 网球: volley (截击), smash (重扣), drop shot (放小球), serve and volley (发球上网)
- 游泳: dive in (跳水), change breath (换气), perform breaststroke/backstroke/freestyle/butterfly stroke (蛙泳 / 仰泳 / 自由泳 / 蝶泳)

参考答案

Vocabulary focus

1 kick 2 catch 3 throw 4 score

Update my to-do list

- **教学要点:** 教师可组织学生分组讨论, 或通过绘制思维导图的形式整理所学的信息, 再提炼出不同运动项目的乐趣进行分享, 从而检测学生对海报中运动项目的理解程度。学生讨论或汇报的时候, 教师提供适当的支持, 鼓励学生用完整的句子进行表述。

参考答案

Update my to-do list

Three-player football: no goalkeeper
Rock climbing: climb up and down like a cat
Frisbee: throw and run to catch the disc
Kung fu: control your mind and body

>>Grammar in use

板块内容说明

本单元的语法重点是 what 和 who 引导的特殊疑问句，同时包含语法点：频度副词 (Adverbs of frequency)。

活动 1

- 教学要点：**教师帮助学生在理解 what 和 who 引导的特殊疑问句意思的同时探索两者对主语和宾语提问时的不同。可引导学生关注句子的成分，尤其是主语和宾语。
- 教学建议：**(1) 教师可以补充一些对主语、宾语和表语提问的不同例句，引导学生通过比较，进行思考、归纳和总结。

>> Grammar in use Question words: what, who

1 Read and think How are the sentences in Group A different from the sentences in Group B?

Group A

- (1) What's the matter?
(2) Who wants to join in?

Group B

- (1) What does Yiming usually do before sports?
(2) Who do you play basketball with?

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

Question word	To talk about	As the sentence subject	As the sentence object
what	<input type="checkbox"/> things <input type="checkbox"/> ideas <input type="checkbox"/> people	<input type="checkbox"/> use do or does	<input type="checkbox"/> use do or does
who	<input type="checkbox"/> things <input type="checkbox"/> ideas <input type="checkbox"/> people	<input type="checkbox"/> use do or does	<input type="checkbox"/> use do or does

Grammar file → p. 128

3 Practise: An interview Li Bailing is talking to a student reporter about sports activities in her family.

- (1) Put the words and expressions in the correct order to make questions for the student reporter.

A ping-pong/plays/who/often?

B your mother/usually/do/what/does/at weekends?

C do/you/play/what/sports?

D go skating with/who/your brothers/do?

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补充资料

1. what/who 是疑问代词，其引导的特殊疑问句可以对主语、宾语提问。疑问代词放在疑问句句首，位于谓语动词之前。句子一般读降调。

- 对主语提问：Swimming is my favourite sport.

→ What is your favourite sport?

Lu Yao wants to take part in the 50m sprint.

→ Who wants to take part in the 50m sprint?

- 对宾语提问：Lin Dong does warm-up exercises before playing sports.

→ What does Lin Dong do before playing sports?

I will go rock climbing with Amy.

→ Who will you go rock climbing with?

2. 疑问代词的数：在句子中作主语时，后面的动词可以用复数形式，也可以用单数形式。若不清楚数量时，谓语动词一般用单数形式。如：

What are in his schoolbag?

Who is going to play badminton with you?

(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 How are the sentences formed? (句子由哪些成分构成？)
- ② What is the subject/object of the sentence? (这个句子的主语 / 宾语是什么？)
- ③ Is there any auxiliary verb in the sentence? (这个句子中有助动词吗？)

- ④ Why do we use *wants* instead of *want* as the main verb? (为什么我们用 wants 而不是 want 作为主要动词?)

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,根据书上的例句,归纳 what 和 who 引导的特殊疑问句所提问的对象、表达的意义以及动词的使用。
- 教学建议:**教师可根据学情,选择仅要求学生对照活动 1 的各个句子和语法规则的选项,判断出正确答案。另外,教师可以给出一个例句,展示对主语和宾语分别划线提问时,动词的用法不同。教师引导学生做比较,帮助学生更好地理解这一语法难点。

如:(1) Yiming plays badminton with Lin Dong.

→ **Who** **plays** badminton with Lin Dong? (针对主语提问,特殊疑问句的动词不用加助动词 do 或 does, who 后直接跟 plays)

(2) Yiming plays badminton with Lin Dong.

→ **Who** **does** Yiming **play** badminton with? (针对宾语提问,特殊疑问句的动词要加助动词 do 或 does, 主语是第三人称单数用 does, 其他则用 do, 后跟 plays 的原形 play)

参考答案

2

Question word	To talk about	As the sentence subject	As the sentence object
what	<input checked="" type="checkbox"/> things <input checked="" type="checkbox"/> ideas <input type="checkbox"/> people		
who	<input type="checkbox"/> things <input type="checkbox"/> ideas <input checked="" type="checkbox"/> people	<input type="checkbox"/> use do or does	<input checked="" type="checkbox"/> use do or does

活动 3

- 教学要点:**教师帮助学生通过连词成句初步运用 what 和 who 引导的特殊疑问句,注意句子的语序和动词的使用。

本课的另一个语法点是频度副词, sometimes (有时)、often (经常)、always (总是)、usually (通常)等表示动作发生的频率,教师可给出含有频度副词的例句,让学生感受其在句子中的位置和作用。

- 教学建议:**在完成这个活动之前,教师可以借助活动 1 和活动 2 的例句,让学生熟悉 what 和 who 引导的特殊疑问句的动词和语序。再阐明活动的要求:先连词成句,再选择适当的答句配对。

如学生需要更多帮助,教师可以请他们先尝试完成第一个任务:连词成句。如有困难,教师可以引导他们先找出句子的动词再来确定句子大致的顺序。然后完成第二个任务:选择答句。最后请两人一组进行对话,并请接受程度较好的学生分享他们的解题思路并总结,教师再进行讲解。

在完成(1)和(2)后,教师可引导学生自主总结频度副词(sometimes, often, always, usually)在句中的位置。

参考答案

3

- (1) A Who often plays ping-pong?
B What does your mother usually do at weekends?
C What sports do you play?
D Who do your brothers go skating with?
- (2) A-b B-d C-a D-c (见 P132)

补充资料

特殊疑问句的语序：

- 如疑问词作主语，即对主语提问，其语序是陈述句语序
Who broke the window?
Who often plays ping-pong?
- 如疑问词作其他成分，即对其他成分提问，其语序是：特殊疑问词 + 一般疑问句
(be 动词 / 助动词 / 情态动词 + 主语 + 谓语)
What does your mother usually do at weekends?
What sport do you play?
Who do your brothers go skating with?

频度副词 (Adverbs of frequency) (Grammar file, Student's Book P129)

- 教学要点：**教师借助课文例句，帮助学生理解频度副词所表达的含义以及在句中所处的位置。尤其是当句中的动词不同时，频度副词所处的位置也不同。
- 教学建议：**(1) 教师可以多补充一些含有频度副词的例句，涵盖不同的位置以及表达不同的意思。通过问题引导，帮助学生理解其含义和用法。

补充资料

(1) 频度副词在句中的位置：

- 放在实义动词之前，如：I sometimes go cycling.
- 放在 be (*am, is, are*) 动词后面，如：He is always late for school.

(2) 频度副词在句子中的位置可以影响句子的重点和语气。当频度副词放在句末时，它们通常是对前面整个句子或主要动词行为的频率或习惯进行补充说明。如：

I go to the gym after work, sometimes. (强调这一行为不是每天发生，是偶尔为之)

(3) 频度副词：always, usually, often, sometimes, seldom, rarely, never 等，用于描述动词行为发生的频率或习惯。它们之间的区别在于所表示的频率程度和强调的侧重点不同。

- always (总是)：表示行为几乎无一例外地发生，没有例外情况。它是最强的频度副词，强调行为的持续性和一致性。
- usually (通常)：表示行为在大多数情况下发生，但不排除例外情况。它强调一种常见的、习惯性的行为。
- often (经常)：表示行为在相当频繁的情况下发生，但不如 always 和 usually 那么普

遍或一致。它强调行为的频繁性。

- sometimes (有时): 表示行为在特定的情况下偶尔发生, 但并非经常。它强调行为的不确定性和偶然性。
- seldom (很少): 表示行为或情况很少发生。它强调行为的罕见性。
- rarely (很少): 与 seldom 相似, 但更强调行为的稀有性和不常见性。
- never (从不): 表示行为几乎从未发生, 是频度副词中表示否定意义的词。它强调行为的缺失或完全不发生。

(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 these adverbs of frequency mean? (这些频度副词是什么意思?)
- ② Where should the adverb of frequency be placed in the sentence? (频度副词应该放在句子的什么位置?)
- ③ What different meanings do adverbs of frequency express when placed in different places in the sentence? (频度副词放在句中不同的地方分别表示什么不同的意义呢?)
- ④ Compare sentences with and without adverbs of frequency. (请比较含有频度副词和不含频度副词的句子。)

活动 4

- 教学要点：**活动 4 共有三个小任务。第一个任务是根据自身情况填写调查表，第二个任务是运用所填内容组成句子开展对话交流，第三个任务是完成一份口头报告。这一活动帮助学生在真实情境中，运用 what 和 who 引导的特殊疑问句进行交际，使用一般现在时态和频度副词描述自己的运动习惯。教师要鼓励学生尽量使用完整的句子提问和回答。最后，再提醒学生要注意正确使用频度副词。
- 教学建议：**如学生需要帮助，教师可以请学生参考语法附录里的讲解，也可以补充一些相关例句，引导学生模仿例句输出完整的句子。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，教师可以请学生根据自己的实际情况在任务(2)和(3)中增加细节信息，如原句是“*I usually go swimming with my dad.*”，可补充为“*I usually go swimming with my dad. Both of us like swimming very much.*”在完成任务(3)时，利用任务(2)补充的信息，增加口头报告的具体内容，使其更具有真实性和交际性。教师还可以要求其他同学记录说话人口头报告中的细节信息，并向全班汇报听到的信息。

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。如感到学生对某一语法点的形式掌握得不够理想（如遗漏助动词、不清楚频度副词的位置或不了解语序等），可以给出例句，辅助学生进行归纳总结，提高其对语法形式的意识，并结合一些笔头练习题，帮助其巩固本单元的语法知识。最后，教师通过学生完成活动 4 的表现，评价学生对此语法点的掌握程度。

Grammar file → p. 129

(2) Match the questions on page 62 with Bailing's answers.



a I sometimes go cycling.
 b My father often plays ping-pong.
 c My brothers always go skating with their friends.
 d My mother usually does yoga at weekends.

A _____
B _____
C _____
D _____

4 Survey: Asking about one's sports habits

(1) Work on your own. The school newspaper is doing a survey about students' sports habits. Write down your answers.

How often you play	What sports	Who you play with
usually		
often		
sometimes		

(2) Pair work. Take turns to ask and answer. Remember to use Wh- questions.



What sports do you play in your free time?
 Who do you go swimming with?
 I usually go swimming.
 I go swimming with my dad.

(3) Report to the class.

My classmate _____ and I have similar/different sports habits.
 I usually ...
 He/She sometimes ...



- “We are down by one goal.”是常见的体育比赛用语，特别是在足球或篮球比赛中，当一队的得分少于另一队时，会用到类似的表述来表示一队分数落后。

down: 在这里表示“落后”或“处于不利地位”。

one goal: 指的是一个球，即一个得分单位。在篮球中，一个进球可以是2分、3分(三分线外)或1分(罚球)。

- bravo** 是源自意大利语的舶来词汇，作为感叹词，用于表达赞赏、赞扬或喝彩。

Section D Sporting moments >>Writing

子话题说明

写作板块围绕“运动会精彩瞬间”(Sporting moments)这一子话题展开，要求学生为校报写一则记录运动会精彩瞬间的配图报道。

D1

- 语篇说明：**这篇写作范文延续了学校运动会这一情境，李百灵为校报写了一则记录运动会精彩瞬间的配图报道。情境说明文字(Write a sports report of your favourite sporting moment(s) for the school newspaper.)既预告了写作的内容，又明确了写作任务和文本体裁——校报的报道。这篇范文以文字加配图的形式呈现，文本结构清晰，先介绍了比赛背景和双方比分情况，然后突出了一名表现出色的球员王一鸣，并通过具体的动作和得分情况展示了他的能力。文章的语言简单明了，富有动感，使读者能够身临其境地感受到篮球比赛的紧张和激烈。

D Sporting moments

>> Writing

Write a sports report of your favourite sporting moment(s) for the school newspaper.

D1 Think Read Li Bailing's sports report for the school newspaper. What does she write about?



It's 20 Oct. On the basketball court, our class is playing a game against Class 4.

We are down by one goal.

This is Wang Yiming from our class. He plays basketball well.

Look! He is jumping high into the air and shooting the ball at the basket. He scores two points. We tie the game. Bravo!

(Li Bailing, Class 3, Grade 6)

D2 Prepare

1 What does the sports report tell us? Tick (✓) the answer(s).

time place sport(s) person(s) action

2 What action verbs does Bailing use? Underline them.

TEEN skill Using action verbs

An action verb tells what the subject of a sentence is actively doing. For example, the boys run, shout, jump and kick like other football players.

Action verbs help bring writing to life.



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- 教学要点：**活动定位是写前思考。教师引导学生先通过快速浏览范文内容，关注范文大意(回答D1中的问题“What does she write about?”)，为D2的细节信息和D3的构思写作框架做好铺垫。
- 教学建议：**如学生对于部分词句(如“We are down by one goal.” “We tie the game.”等)理解有困难，教师可引导学生进行猜测，如通过“He scores two points.”可以知道王一鸣同学进球得了两分，帮助队伍拉平了比分，那么可以推断出一开始是落后一个球。如果学生对于回答“What does she write about?”的问题有困难，教师可通过提问一步步引导学生，如：
 - ① What sports game is it?
 - ② Which two classes are the two sides of this basketball game?
 - ③ What does Li Bailing write about in her report? (She writes about a basketball game between Class 3 and Class 4. Wang Yiming from her class played well and scored two points and helped Class 3 tie the game.)

D2

- **写作策略:** 本单元写作策略的要点是使用动作动词(Using action verbs)。动作动词描述了主语进行的明确、具体的动作或行为。这些动词通常具有明确的意义，并且能够清晰地传达主语所执行的动作。
- **教学要点:** 活动定位是写前准备，旨在帮助学生把握本单元的写作内容要素和写作策略要点。教师组织学生细读范文，勾选出校报报道有关时间、地点、运动项目和人物的细节信息，并划出表示动作的动词，指导学生归纳出描写运动会精彩瞬间通常具备的要素。
- **教学建议:** 若学生在划出文中的动作动词时有困难，教师可邀请接受程度较好的学生做示范，帮助其他同学理解该动作动词的意思。针对学有余力的学生，教师可以补充更多可以描述运动瞬间的动作动词，如 speed (加速), kick (踢), throw (投 / 扔), catch (接), swing (挥动 / 摆动), slide (滑行), bend (弯曲 / 俯身), stretch (伸展) 等。

参考答案

D1

She writes about a basketball game between Class 4 and her class. She also writes about her classmate Wang Yiming's performance.

D2

1 time place sports person(s) action

2 play, jump, shoot, score, tie

D3

- 教学要点:** 活动定位是写前构思。教师引导学生根据话题,结合给出的框架结构展开头脑风暴,确定3-4个行文要点,并以草稿形式列出一些相关语言表达。注意在描述图片上某人正在做某事时,用现在进行时态。
- 教学建议:** 教师可根据学情,提供相关内容的语言支架,如给出单词或者短语,帮助学生进行表达。教师也可以提供一些运动会上的照片,让学生先描述再写作,描述时也可以一起列出相关的动词词组。

补充资料**Useful expressions****1. describing sporting places:**

- on the football/baseball field 在足球 / 棒球场上
- on the tennis court 在网球场上
- in the gymnasium 在体育馆里
- on the ice rink 在溜冰场上
- on the volleyball court 在排球场上
- at the tae kwon do mat 在跆拳道垫上
- on the parallel bars 在双杠上

2. describing actions:

- speed down the track 沿着跑道疾驰
- jump high to grab the ball 高高跳起 抓住球
- kick the football hard towards the goal 用力将球踢向球门
- throw the ball with all his/her strength 用尽全力投出球
- easily catch the ball 轻松地接住了球
- swing his/her racket very hard 非常用力地挥动球拍
- bend backwards to perform the split 向后弯腰完成劈叉动作
- fix on the flying football 紧盯着飞着的足球
- cross the finish line 冲过终点线

D3 Plan Choose a picture of your favourite sporting moment on Sports Day. Think about the questions and give answers.

(picture)

- 1 What sport is the picture about? _____
 2 Who is in the picture? _____
 3 What is/are the person(s) doing? _____

My learning notes**Describing sporting places:**

- on the basketball court
- in the swimming pool
- on the running track
- _____

D4 Write Write your sports report.

It's _____.

Look! _____

D5 Check Check your sports report. Pay attention to the action verbs.



Read the sports report of your partner. Does it present a clear sporting moment in your mind?

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D4

- 教学要点:** 教师请学生基于前期的写作准备,在学生用书提供的写作文本框内完成写作。写作文本框中已提供了部分提示词,如“It's ...”提示学生可参考D3的问题入手,根据提示词“Look!”用现在进行时态描述照片中正在发生的动作。
- 教学建议:** 学生的写作困难点可能是描写一个精彩瞬间。教师可以通过以下步骤帮助有困难的学生:
 - 引导学生选择一个他们熟悉且感兴趣的运动项目,帮助确定一个具体的精彩瞬间,如一个关键的进球、一个紧张的比赛时刻或是一个运动员的出色表现。
 - 引导学生仔细回忆这个精彩瞬间,注意运动员的动作、表情、周围环境以及观众的反应。这些细节可以帮助他们更生动地描绘这个瞬间。
 - 指导学生使用生动、形象的词汇和短语来描述这个瞬间。可以使用动词短语来描述运动员的动作,如sprint towards the

goal (冲向球门)或 leap into the air (跃入空中)。同时，也可以使用形容词和副词来增强描述的生动性，如 swift (迅速的)、exciting (令人兴奋的)等。

最后，教师也可以提醒学生注意句子的结构和语法，并整合句子，润色整体描述，确保语言准确、生动且富有感染力。

D5

- **教学要点：**活动定位是写后检查。教师引导学生参照 **TEEN skill** 栏目的动作动词描述，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。

Update my to-do list

- **教学要点：**教师请学生分组活动，分享彼此的报道，并开展评价。教师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和他人的任务完成情况，并结合同伴互评和教师点评，思考改进方案。

Suggested evaluation checklist

方面	标准
内容	围绕“运动会报道”这一主题展开，突出运动会的精彩瞬间 (Does the sports report focus on a sporting moment?) 回答了 D3 提出的三个问题 (Does the report answer the three questions in D3: What sport is it? Who is in the picture? What is/are the person(s) doing?)
结构	结构清晰，从描述背景到某一个运动瞬间 (Does the report follow a clear structure, from describing background information to a specific moment?)
语言	使用正确恰当的动作动词进行描述 (Does the writer use action verbs correctly and properly?)

>>Discovery

板块内容说明

探索发现板块介绍了来自英国、印度、挪威、马来西亚四个国家的特色运动项目，体现不同文化背景下体育运动方面的差异性，感受不同体育运动的乐趣。

教学提示

- 语篇说明：第一则短文介绍了英国和印度的特色运动项目——板球。第二则短文介绍了挪威人冬季最爱的运动项目——越野滑雪。第三则短文介绍了在马来西亚很受欢迎的一项特色运动项目——藤球。

- 更多信息：

(1) 板球，又称木球，是一项锻炼手眼协调能力，集上肢动作控制能力、技巧与力量为一体的综合性运动。被誉为“贵族运动”的板球最早起源于13世纪的英国，后在英联邦国家、英国的旧殖民地印度等国普及开来。2023年10月16日，国际奥委会全会决议通过了板球正式成为2028年洛杉矶奥运会的新增比赛项目。

(2) 越野滑雪是借助滑雪用具，运用登山、滑降、转弯、滑行等基本技术，滑行于山丘雪原的运动项目。越野滑雪起源于北欧，又称北欧滑雪，是世界运动史上最古老的运动项目之一。在挪威，越野滑雪被广泛应用于日常交通和运动健身。挪威的越野滑雪季节通常从12月中旬到4月中旬，这个时候的天气比较适合越野滑雪。

(3) 藤球产生于马来地区，是马来西亚、新加坡、印度尼西亚等国家的传统体育项目，同时藤球也在东南亚地区广泛流行，比如菲律宾、泰国、老挝等。藤球融合了排球、足球等运动的特点，是一项需要很高技巧性并具有很高观赏性的运动。1990年第十一届

Discovery

National sports in different cultures

A national sport is always part of the culture of a country or its history. Let's take a look at the national sports in different cultures.



Cricket^①

Cricket is a fun outdoor team sport in the UK and India. You play cricket with a bat and a ball. Each player needs to hit the ball so hard that the ball can fly as far as possible.

Cross-country skiing^②

Cross-country skiing is a favourite winter sport in Norway. It is easy to take up this sport. All you need are skis, a trail^③, and snow.



Sepaktakraw^④

Sepaktakraw (kick ball) is a popular ball game in Malaysia. It is a cross between volleyball and football. Players can't use their hands. They can kick or knock the ball over the net.

Read and think Which national sport are you interested in? Why?

① cricket 板球 ② cross-country skiing 越野滑雪 ③ trail 滑雪道 ④ Sepaktakraw 藤球

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北京亚运会上，藤球首次成为亚运会正式比赛项目。藤球为圆形，用天然藤条或塑料条编成，球重170~180克（女子比赛用球为150~160克）。比赛中运动员可以用脚、腿、肩、头等部位控制球，但不能用手。

- 教学建议：教师在教学中可根据学情，灵活选用不同的方式来激发学生对不同文化背景下体育运动的兴趣和思考。

(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 are the people doing in the picture?
- ② What sport are they doing?
- ③ Have you ever played this sport?/Have you ever heard about this sport?
- ④ How much do you know about these sports?

(2) 理解：请学生阅读短文，通过问题引导或表格整理的形式，探索发现不同文化下的特色运动及其乐趣。如：

- ① What is the national sport in (country)?
- ② What is special about the sport?
- ③ How can we play it?
- ④ Which national sport are you interested in? Why?

A national sport	Country	Introduction of the sport
Cricket	the UK/India	an outdoor team sport; with a bat and a ball; Each player needs to hit the ball so hard that the ball can fly as far as possible.
Cross-country skiing	Norway	easy to take up this sport; Players need skis, a trail and snow.
Sepaktakraw	Malaysia	a cross between volleyball and football; Players can't use their hands. They can kick or knock the ball over the net.

(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 is a national sport? (*A national sport is always part of the culture of a country or its history.*)
 - ② What is the national sport of China? (*I think it's table tennis. Table tennis is very popular and China is well known for this sport.*)
- (4) 拓展：可提供有关文中提到的运动视频，让学生能更加直观地感受这些运动的特色和乐趣，学生在课堂上分享他们自己喜欢的运动并陈述理由。同时，教师鼓励学生在课后探索更多不同国家的特色运动，提高学生的自主学习、思辨、探究能力和文化意识，并整理好信息介绍给同学们，在学习中感受运动的乐趣，思考体育运动对于个人和国家的重要性。

补充资料

• Rugby

Rugby is a team sport from England. Players use an oval ball and try to take it over the other team's line to score points. It needs teamwork, plans, and great strength and endurance.

• Sumo wrestling

Sumo wrestling is a traditional Japanese sport. Big strong men fight in a round area called a ring, or *dohyō*. They try to push or force their opponent out of the ring or make them touch the ground with any part of their body except their feet.

Section E Sports for us

>>Project

子话题说明

项目探究板块围绕“日常体育活动”(Introducing a daily sport)这一子话题展开。以小组合作的形式，通过制作一张关于日常运动项目的海报，结合本单元所学，介绍这项运动的玩法、有趣之处以及安全注意事项，甚至可以发明设计新的运动项目，来回应单元大问题，体会运动的乐趣和强身健体的重要性，提高运动安全意识，初步形成热爱运动、健康向上的生活态度。

教学提示

- 教学要点：**教师引导学生讨论回顾单元各板块内容，引发对单元大问题的深层思考。组织学生分小组开展课堂讨论，从自身喜欢的日常运动项目切入，讨论家人、朋友、同学所进行的日常体育活动(What is the sport? How do you play the sport? What makes the sports fun? What are the safety tips?),了解各种体育活动的乐趣以及运动安全事项。然后制作海报，并向同学介绍此项运动。在制作海报前，教师引导学生观察教材的插图，了解海报上介绍的运动duck-walking，激发学生的兴趣和思考，并引导他们关注海报的各个要素，包括：标题、图片、内容、布局等。

Update my to-do list

- 教学要点：**教师给各小组提供课内外展示海报的平台或机会。鼓励学生综合运用本单元前面的板块所学的语言知识和技能进行表达和展示。汇集各组学生的成果，在班级板报或学校橱窗进行展示。

设计介绍海报内容的评价表，组织学生从内容、语言和成果三方面给同伴评分。

E Sports for us **>> Project** **Unit 4**

Introducing a daily sport

Work in groups. Make a poster of a sport for daily exercise and introduce it. You can find an interesting one or even invent a new one.

Step 1 Choose and brainstorm Discuss and decide what sport you want to introduce. Note down the following information.

Duck-walking
Do it any time!
Walk like a duck on the ground!
• You crouch down on the ground and walk like a duck.
• The first to get to the finish line wins the game!
Enjoy being silly!

Safety tips
1. Warm up before playing.
2. Be careful! Don't hurt yourself or others.
Enjoy yourself!

What is the sport?
How do you play the sport?
What makes the sport fun?
What are the safety tips?

Step 2 Design You can draw or find pictures to show how to play the sport.

Step 3 Present Introduce the sport to the class.

Update my to-do list

Listen to other groups' presentations. Vote for the sport you want to try.

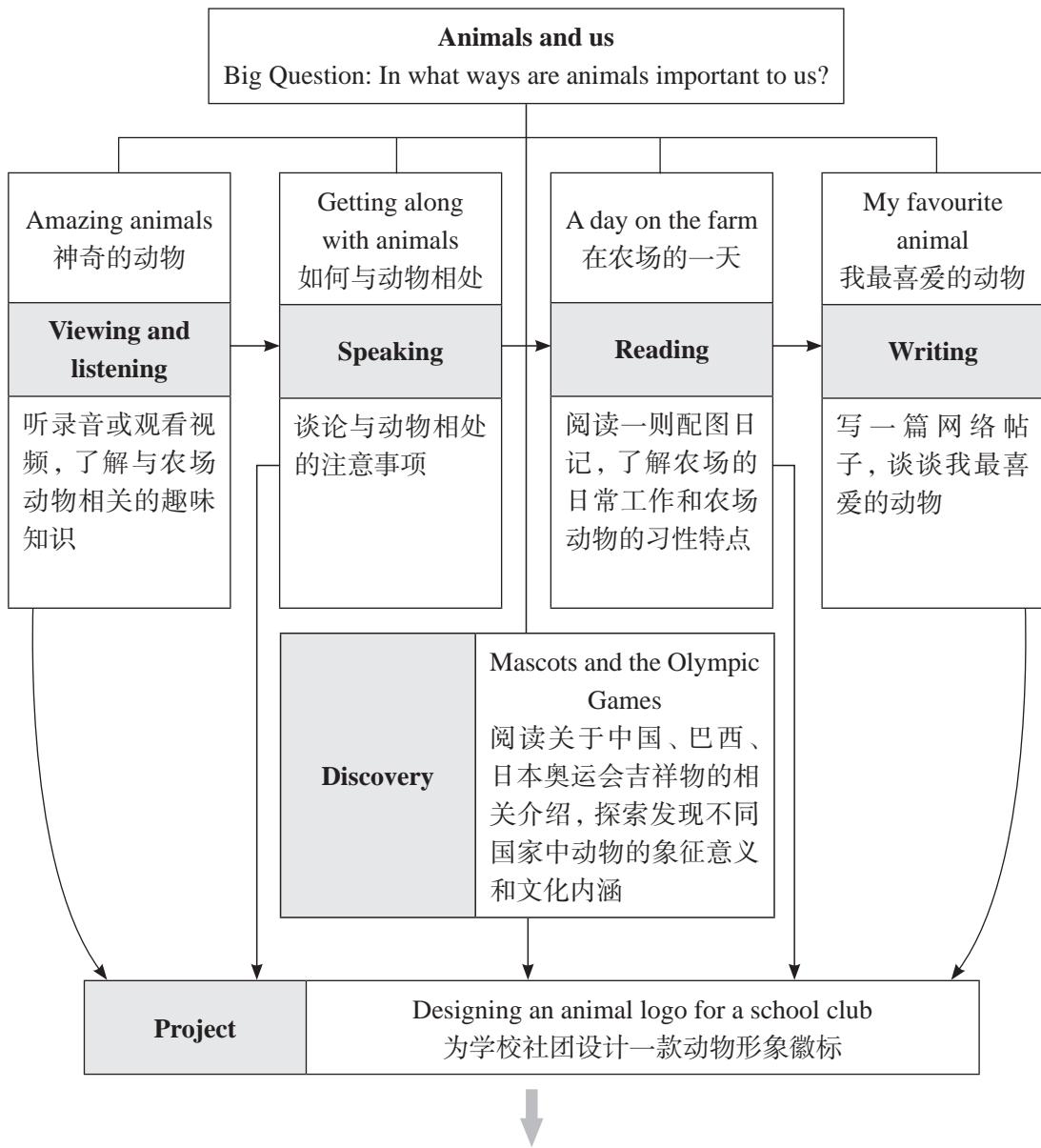
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Suggested evaluation checklist

方面	标准
内容	按照要求介绍一项日常体育活动或自己发明设计的新运动(Write the name of the sport, how to play it, the fun part of the sport, and safety tips about the sport.)
语言	准确运用本单元所学的语言，表达时自然流畅、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(包括标题和图片)，视觉效果吸引人(The poster is well-structured and visually appealing, including the title and pictures.)

Unit 5 Animals and us

单元内容结构图 (Structure of the unit)



单元育人目标: 通过了解我们身边的动物,思考如何正确对待动物,初步形成尊重自然、善待生命的生活态度和科学探索、以劳树德的意识

单元目标 (Unit objectives)

- ▶ 语音：能借助拼读规则，识别字母组合 ar, are, ear 的发音规则，准确拼读单词
- ▶ 词汇：能掌握动物相关的词汇，构建词汇语义网
- ▶ 语法：能归纳疑问词 how, when, where, why 引导的特殊疑问句的语法规则（形式、意义和用法），并运用这一语法知识谈论动物相关话题
- ▶ 看：能理解网站、提示牌、配图日记等多模态语篇中图片、文字信息所传达的意义，体会信息之间的关联
- ▶ 视听：能识别问答音频或视频的特征，并借助背景知识，预测问题的答案，获取音频或视频中的信息
- ▶ 说：能掌握征求许可的常见功能性表达，结合具体的交际语境，就如何正确对待动物的话题展开简单对话
- ▶ 读：能借助配图日记中的图文线索，获取有关时间、事件、感想等方面的细节信息，读懂农场生活相关的配图日记
- ▶ 写：能围绕“我最喜爱的动物”这一主题，写一则网络帖子，并使用修饰语添加细节，使写作内容丰富、生动
- ▶ 文化：能通过阅读介绍类短文获取不同文化背景（如中国、巴西、日本）中动物的象征意义和文化内涵；能在探究、理解动物的象征意义与文化内涵的基础上，为学校社团设计符合其特色的动物形象徽标
- ▶ 德育：能正确看待与对待动物，初步形成尊重自然、善待生命的生活态度和科学探索、以劳树德的意识

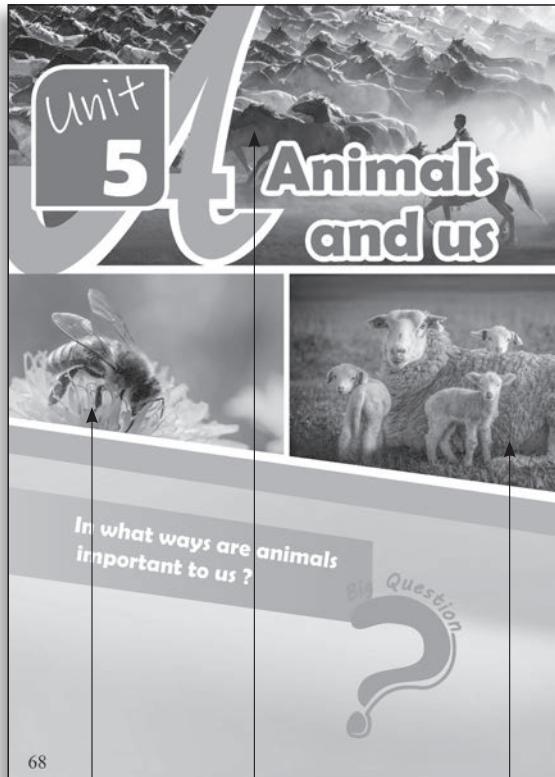
单元内容概览 (Content overview)

主题	本单元聚焦“人与自然”主题下“自然生态”主题群，围绕“养殖”及“热爱并善待生命”子主题内容，通过大问题“In what ways are animals important to us?”引导，帮助学生了解我们身边的动物，思考如何正确看待与对待动物，初步形成尊重自然、善待生命的生活态度和科学探索、以劳树德的意识。		
语篇	视听	网页	农场网页
		录音 / 视频	农场动物趣味知识
		录音	说唱
	口语	提示牌	农场提示牌
		对话	询问能否做某事
	阅读	配图日记	在农场的一天
	写作	新媒体语篇——网络帖子	我最喜爱的动物
语言知识	探索发现	介绍类短文	奥运会中的动物吉祥物
	语音	字母组合 ar, are, ear 的发音	
	词汇	词汇语义网；主题词汇	
	语法	疑问词 how, when, where, why	
	语篇	借助图片理解语篇信息，辨识配图日记的时间、事件、感想等方面的关键信息	
文化知识	语用	在交际语境中，礼貌地征求许可	
	世界各国奥运会吉祥物(如中国、巴西、日本)		
语言技能 与 学习策略	视听	任务：听录音或观看视频，了解动物趣味知识问答 策略：运用背景知识	
	口语	任务：谈论与动物相处的注意事项 策略：礼貌地征求许可	
	阅读	任务：阅读一则体验农场生活的配图日记 策略：扫读并获取细节信息	
	写作	任务：写一篇网络帖子，谈谈我最喜爱的动物 策略：使用修饰语	
	项目探究 (综合)	任务：为学校社团设计一款动物形象徽标	

单元主题图页 (Cover page)

单元大问题 (Big Question)

完成本单元的学习后，学生可以基于自己新获取的动物知识，结合与动物相关的生活体验以及动物的象征意义和文化内涵等谈论动物对我们的重要性，思考如何正确对待动物。



A man is herding horses. He is riding a horse. (Horses let us ride on their backs. They can carry people or goods.)

A bee is gathering honey from a flower. (Bees provide us with honey. And they help plants grow seeds and fruits.)

A sheep is resting on the grass with three little lambs. (Sheep produce wool for us.)

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，包括看趣味动物知识问答视频，谈论与动物相处的注意事项，阅读一篇以“在农场的一天”为主题的配图日记，发帖描述自己最喜爱的动物以及为学校社团设计一款动物形象徽标。

单元主题图 (Theme photos)

本单元主题图呈现五种动物的图片，从多角度体现动物对于人类的重要性。

单元导入 (Getting started)

教师基于单元主题图或更多动物图片，激发学生兴趣，引导他们联系生活实际，谈论不同的动物对于我们人类的意义，如奶牛、信鸽、警犬以及驮运货物的马、驴子、骆驼等。

参考答案

Getting started

1 I can see many horses, a dog, a bee, a sheep with three little lambs and a cat. Cats and dogs are our pets. They bring us a lot of fun. Dogs can also work for us. Guide dogs can help blind people. Horses let us ride on their backs. They can carry people or goods. Sheep produce wool for us. Bees provide us with honey. And they help plants grow seeds and fruits.

2 Cows provide us with milk. Pigeons can send messages. Police dogs work with police officers. Horses, donkeys and camels can carry people or goods.

To-do list

- 1 Listen to some fun facts about farm animals.
- 2 Talk about how to get along with animals.
- 3 Read a picture diary about a day on the farm.
- 4 Write about my favourite animal.
- 5 Design an animal logo for a school club.

Getting started

Work with a partner. Discuss the questions below.

1 What animals can you see in the pictures? How do they help us?

be our pets produce ... for us
work for us ...

2 What other animals can help us in our lives? Give examples.

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A blind woman is walking on the road with her guide dog. (Dogs can work for us. Guide dogs can help blind people.)

A girl is playing with her pet cat./A girl is petting her cat. (Cats are our pets. They bring us a lot of fun.)



真实的网页最上方应该还包含网址栏。但是由于该多模态语篇为虚构网页，以及出于教材的特殊性和安全性考虑，这里没有呈现网址信息。



网页重要元素之一：名称和图标
(Name and logo).



网页重要元素之二：导航栏。导航栏通常出现在网页的顶部，通常包含网站的重要组成部分链接以及搜索框。Navigation bar. The navigation bar usually appears at the top of the web page. It usually includes links to the important sections and a search bar.

A Amazing animals

Wang Yiming is going to Uncle Lin's farm with his parents this weekend. Before they go, Yiming visits the website of the farm.

Lin's Farm

Home Our farm Work with us Shop

7:00-8:00 Feeding animals

10:00-10:45 Milking cows

8:15-9:00 Herding goats

What do we call a baby goat?

14:00-15:00 Cleaning the pigsty

Can cows remember their names?

17:00-17:30 Collecting eggs

Q1: Do pigs make good mothers?

Q2: Do chickens recognise faces?

A1 Look and say

- 1 What can we do on Uncle Lin's farm?
- 2 Look at the questions under the pictures. Do you know the answers?

A2 Listen and think Listen to the Q & A chats on the website and check your answers in A1.

Using background knowledge

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Section A Amazing animals

>>Viewing and listening

子话题说明

视听板块围绕“神奇的动物”(Amazing animals)这一子话题展开，涉及常见农场动物名及相关的趣味知识。

A1

- **语篇说明：**这是一个农场网页，主体内容为五张图片(包括四张视频链接图片)和相应文字，列出了农场中的体验活动安排和相关的趣味动物知识。
- **“视”的策略：**理解网页类多模态语篇的主要策略：快速浏览(skim)图文，了解主要信息；关联(connect)图片与文字信息，借助语境、背景知识和图片信息克服部分生词障碍等。

When viewing a web page, you may ask students to:



大多数成年山羊头上长角。但是山羊宝宝刚出生时没有角，因此外表上此特征不明显。

(1) interpret the overall message of the page. You can ask: What animals do we see on the web page? What activities can we do on the farm? (We see a baby goat, some cows, pigs and chickens. We can feed animals, herd goats, milk cows, clean the pigsty and collect eggs on the farm.)

(2) use picture clues to guess word meanings. Ask students to look at the pictures and guess: What do the words “goat” and “pigsty” probably mean? Why? (The word “goat” may mean “山羊”, because I can see the animal in the picture. The word “pigsty” may mean a place for pigs to live in. One reason is that after the verb “clean” we usually use a word about a place. For example, we may say “clean a room” or “clean your desk”. Another reason

is that I can see some pigs in the picture.)

(3) build or activate their background knowledge. You can ask: What is the possible answer to this question?/Can you guess the answer to this question?/What do you know about this animal?

- **教学要点:** (1) 教师请学生看网页, 说一说农场里有哪些动物, 有哪些体验活动, 学习本板块主题词汇(如 feed, herd, goat, milk, collect; 其中 herd, goat 和 milk (v.) 是非核心词汇, 了解其意思即可), 为后续视听理解做好语言和背景知识准备, 也为口语和阅读板块的学习理解打好基础。引导学生借助上下文线索和非文字信息猜测语篇中文字的意思(如 goat, pigsty)。(2) 激活学生的背景知识, 引导学生结合个人生活体验、百科知识或语篇中的图文信息, 谈一谈对图片中相关动物习性的了解, 学习本板块主题词汇(如 remember, recognise), 试着猜测四个趣味问题的答案, 为后续视听活动做好语言和背景知识准备。
- **教学建议:** 视学情需要, 教师可用多种方式教授学生理解困难的词汇(如找一些喂动物、牧羊、长角的成年山羊的图片来提示 feed, herd, goat 的含义); Q1 有一定难度, 如学生作答有困难, 可以给出若干个选项让学生来猜答案(如 lamb, baby, kid 等), 然后等到 A2 的视听活动时检测结果。

参考答案

A1

1 We can feed animals, herd goats, milk cows, clean the pigsty and collect eggs on Uncle Lin's farm.

2 (Answers may vary.)

Q1: Sorry, I don't know. Maybe a lamb?

Q2: I think they can. You see, the title of this section is "Amazing animals". So I guess the animals in this section are smart.

Q3: I'm not sure. Maybe yes. Because most animals take good care of their babies./Because in the picture, the baby pig looks happy with its mother.

Q4: I guess they do. The title of this section is "Amazing animals". So I guess the animals in this section are smart.

A2, A3

- **语篇说明:** 学生会听到或看到标题(Fun facts about farm animals)和四种动物的名称及形象以及关于每种动物的趣味知识问答题。录音或视频情境是农场网页上的趣味知识问答, 提问者是一个小女孩, 回答者是农场主林叔叔。该语篇为问答形式(包含动物名称+一问一答); 回答内容包含直接回答和进一步的解释说明。
- **视听策略:** 本单元视听策略为运用背景知识(Using background knowledge)。学生在视听任务前, 猜测问题的答案, 听录音或看视频时首先总体上检测自己的猜想是否准确(A2), 然后进行具体的知识更新或补充(A3)。

Using background knowledge: Background knowledge is what you already know about the topic. It is easier to learn something new when you connect it to what you already know. There are a few ways to activate and build background knowledge. Among them, K-W-L charts (K: What I know; W: What I want to know; L: What I learned) and anticipation guides(参考“补充资料”)are very popular in language classes.

- 教学要点:** 教师说明视听目的(A2、A3 目的不同), 根据视听目的有选择性地关注、记录要点和信息。通过 A2 进行视听策略的教学示范, 激活学生的背景知识, 从总体上检测自己的猜想是否正确; 在 A3 的任务中, 引导学生有选择性地记录所需的具体信息。
- 教学建议:** 视学情需要, 教师可提前教授容易造成学生理解困难的词汇(如 remember, recognise, keeper 等); 也可采用 anticipation guide 表格(参考“补充资料”), 辅助学生的视听活动。

视听文本

A2, A3, Update my to-do list

Fun facts about farm animals

Goats

What do we call a baby goat? We call it a kid!

Cows

Can cows remember their names? Yes, they can. Every cow on our farm has a name. They come when you call them!

Dottie! Black Beauty!

Pigs

Do pigs make good mothers? Yes, they do. Mother pigs take good care of their babies and “sing” to them during feeding time.

Chickens

Do chickens recognise faces? Yes, they do. They know their keepers’ faces. Studies show that they prefer beautiful faces.

参考答案

A2

(Answers may vary.)

Before watching (My answer)	Question	After watching (My answer)
A lamb? I’m not sure. ×	1. What do we call a baby goat?	We call it a kid.
Yes. √	2. Can cows remember their names?	Yes.
Yes. √	3. Do pigs make good mothers?	Yes.
Yes. √	4. Do chickens recognise faces?	Yes.

A3 Listen and take notes Complete Yiming’s notes.

Q1: What do we call a baby goat?

We call it a ¹ _____!



Q2: Can cows remember their names?

² _____. They ³ _____ when you call them.

Q3: Do pigs make good mothers?

⁴ _____. Mother pigs take ⁵ _____ care of their babies. They ⁶ _____ to their babies during feeding time.

Q4: Do chickens recognise faces?

⁷ _____. They ⁸ _____ their keepers’ faces. They prefer ⁹ _____.

Sound Letters “ar”, “are” and “ear”

Sing the rap.

The forest is so large.
What do you see in it?
Do you see the hare?
Yes. It has beautiful hair.
Do you see the deer?
Yes. It’s near, and shows no fear.
Do you see the bear?
Yes. It’s eating a pear.



Update my to-do list

Listen again and discuss. What are the fun facts about farm animals?

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这首韵律诗以问答的形式, 描述了森林里见到的动物。它旨在帮助学生掌握字母组合 ar (/a:/), are (/eə(r)/), ear (/ɪə(r)/ 和 /eə(r)/) 在单词中的发音。此外, 教师在教学中可引导学生关注并复习一般疑问句和特殊疑问句的语调。

A3

1 kid 2 Yes, they can 3 come 4 Yes, they do 5 good
6 sing 7 Yes, they do 8 know 9 beautiful faces

补充资料

Sample anticipation guide:

Topic: Fun facts about farm animals

Read each statement. Decide if you agree or don't agree. Tick (✓) your answers.

Before viewing and listening		Statement	After viewing and listening	
I agree.	I don't agree.		I agree.	I don't agree.
		1. We call a baby goat a lamb.		
		2. Cows can remember their names.		
		3. Pigs make good mothers.		
		4. Chickens recognise faces.		

语言注释

- **fun facts** 趣味知识 (The word “fun” is used as an adjective here.)
- **during feeding time** 在哺乳时 (The verb “feed” means “to give food to”.)
- **keeper** 主人 (Here we can understand the word as the owner of the animals.)

Update my to-do list

- 教学要点：教师再次播放录音或视频，请学生简单地复述每种动物的趣味知识，也可以让学生讨论哪些知识最有趣。由于 A3 中已经有较为完整的文本，可以让学生合上书本进行复述，如有难度，教师可以在黑板上给出一些关键词予以提示辅助。

参考答案

Update my to-do list

(Answers may vary.) We call a baby goat a kid. Cows can remember their names. They come when you call them. Mother pigs “sing” to their babies during feeding time. Chickens recognise faces. They prefer beautiful faces.

Section B Getting along with animals

>>Speaking

子话题说明

口语板块围绕“如何与动物相处”(Getting along with animals)这一子话题展开,聚焦对待动物的注意事项及其原因,学习征求许可的常用表达。

B1

- 语篇说明:**该多模态语篇共包含四幅图片,分别展示的是农场各处(马厩、鸡舍、蜂巢、牛圈)的提示牌(signs)。提示牌还原了真实生活中常见的农场标语,图文并茂,既包含了动物的形象,也包含了文字内容(参观农场的注意事项以及原因)。
- 教学要点:**教师引导学生模仿样例,展开两轮问答。第一轮问答,询问是否看懂了提示牌,使用“Do you know the meaning of this sign?”的问句和“(Yes.) We should not ...”或“It means we should not ...”的答句。第二轮问答,主要询问原因,使用“Do you know why?”或“Why shouldn’t we ...?”的问句和“(Because) ...”的答句。
- 教学建议:**四个提示牌中的文字内容有繁有简,因此难度不一。如鸡舍张贴的提示牌中用的是两个完整句子,学生大致可以直接使用全句。马厩、蜂巢、牛圈张贴的相关提示牌中只有单个单词或短语,学生需要基于原有

B Getting along with animals >> Speaking

Wang Yiming and his parents are on the farm now. They see some signs.



B1 Look and say Read the signs and talk about dos and don'ts with animals.



Yiming, do you know
the meaning of this sign?



Good. Do you
know why?



We should not feed or
pet the horses.

TEEN SKILL Safety with animals

- Do not pet an animal when it is sleeping, eating or caring for its young.
- Do not leave sweet foods or drinks outside. Bees like them.
- Go to the doctor at once if a dog or a cat bites you, or a bee stings you.



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的素材加工成完整的句子。

如学生表达有困难,教师可以在黑板上列出若干语言表达,让学生选用,如“We should not make the chickens angry/We should not leave sweet foods out/We should not make loud noises./They may bite people./They can peck people.”等。蜂巢警示牌的解读可参考TEEN skill栏目中的第二条注意事项。

对于学有余力的学生,教师可以鼓励他们用多样化的语言表达形式,如“It is dangerous. They may bite people./Chickens can peck people when they are angry.”。

参考答案

B1

(Answers may vary.)

We should not feed or pet the horses.

Because they may bite people.

We should not make the chickens angry.

Because they may/can peck people.

We should not leave sweet foods (or drinks) outside. Because bees like them.

We should not make loud noises. Because there are calves here./Because cows and calves don't like loud noises.

B2

- 语篇说明：**对话发生在王一鸣与农场主林叔叔之间。王一鸣在参观农场里的奶牛棚。通过聊天，王一鸣了解到一些与动物相关的知识和对待动物的注意事项。该对话共有五个话轮，包括林叔叔对王一鸣的提醒，王一鸣向林叔叔询问问题和征求许可，林叔叔的回应和解释等。该对话的语言使用符合口语表达的特点（Uncle!/Shh/Oh, OK./Well, .../I see.）和对话双方人物的年龄、身份和认知特征。
- 语用功能说明：**本单元语用功能为礼貌地征求许可（Asking for permission）。征求许可是口语交际中表现礼貌和尊重的一个重要语用功能，用于询问对方是否可以做某事，通常发生在儿童与成人、访客与主人、普通人和专业人士等交际双方之间。征求许可基本上用一般疑问句，常用简洁表达，如“May I/Can I/Could I ...?”。有时候也会用较为复杂的语言结构，如“Is it OK if I ...?” “Do you think I could ...?” 等。**My learning notes** 提供了部分这类表述，老师可引导同学们从 B2 的对话范文中或借助自身的语言积累找出更多类似表达。学生用书 **My learning notes support** (P118) 提供了更多可用表达。
- 教学要点：**在听 B2 对话范文的过程中，教师提醒学生关注对话交际双方的交际目的和主要话题内容，模仿其语气、语音语调和音量变化，感悟说话者的情感态度。再通过读 B2 的对话范文，教师引导学生关注本单元的口语交际主题（与动物相处的注意事项）和语用功能重点（征求许可）。
 - What does Yiming say when he sees the cows? Does he say it loudly or quietly? How do you know?
 - What questions does Yiming ask? How does Uncle Lin answer these questions? Does he always answer

B2 Listen, read and think Yiming and Uncle Lin go to see the cows.
What tips does Yiming get from Uncle Lin?

Yiming: Uncle! You have so many cows!
Uncle Lin: Shh, look at the sign. Don't shout.
Yiming: Oh, OK. (Quietly) Why are they wearing jackets? Is it OK if I take one off?
Uncle Lin: Well, why do you wear your jacket?
Yiming: It's windy today and I'm cold.
Uncle Lin: The young calves get cold too.
Yiming: Can I give them a snack? What do they eat?
Uncle Lin: They have lots of grass, but you can give them an apple as a snack.
Yiming: May I give them more?
Uncle Lin: It isn't healthy! Apples are like sweets for them.
Yiming: I see.

My learning notes

Asking for permission:

- Could I ...?
- Do you think I could ...?
- ...

Word study Word group Write the correct name for each baby animal.
Draw another animal and its baby. Write down their names.

cow — calf goat — hen —

Update my to-do list ██████████

Suppose you and your mum are in the zoo. Talk about dos and don'ts.

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the questions in a direct way?

Yiming's questions	Uncle Lin's answers
Why are they wearing jackets?	Well, why do you wear your jacket? (Indirect) The young calves get cold too. (Direct)
Is it OK if I take one off?	(No direct answer. But we can infer from the conversation that Uncle Lin's answer is "No".)
Can I give them a snack?	... you can give them an apple as a snack. (Direct)
What do they eat?	They have lots of grass. (Direct)
May I give them more?	It isn't healthy! Apples are like sweets for them. (Indirect)

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。一名学生扮演王一鸣,另一名学生扮演林叔叔。扮演王一鸣的学生主要负责提问,可以提问两方面的问题,一是对于动物相关知识的问题(句式和内容可相对自由,采用一般疑问句或特殊疑问句均可),另一种是征求许可方面的问题(可采用“May I/Can I/Could I ...?”或“Is it OK if I .../Do you think I could ...?”等句型)。另一方林叔叔需根据王一鸣的问题来调整回答,可以采取直接回答或间接回答。一些口语常用语(如“Oh, .../OK/Well, .../I see.”)等仍旧可以根据情况保留使用。
- **教学建议:**如学生输出表达有困难,教师可以提供两方面的帮助:(1)动物知识内容:给出一些图片作为动物知识方面的内容提示(如马蹄上钉着马蹄铁,鸡在孵蛋或在吃小石子,蜜蜂在飞舞等),学生可采用why, what等引导的特殊疑问句进行提问;(2)语言支架(提供问与答的基本范式),特别是巩固操练征求许可相关的提问和回答方式。
 - a. 对话开头:
 - ① Wow, there are so many ... here!/Uncle! You have so many ... here!
 - ② Wow, these ... look/are so tall/strong/cute/beautiful/...!
 - ③ Look at these ... They look/are so ...!
 - b. 对话主体内容(问与答)(仅供参考)

Possible questions	Possible answers
Why are they wearing shoes/eating stones/dancing ...?	Why do you wear your shoes?/... help protect their feet./... stones help them digest food./... to communicate with each other.
May I/Can I/Could I feed/pet the horses?	Look at the sign. What does it say?/Please don't. Horses can bite you./It's dangerous. They may bite you.
Is it OK if I feed/pet the horses?	

参考答案

B2

(Answers may vary.)
We shouldn't shout at cows and their babies./
Don't shout at cows and calves.
We should take good care of (young) calves./
We should put jackets on the calves when they are cold./We need to keep the calves warm.
We shouldn't give cows (and calves) too many apples to eat./Don't give cows (and calves) too many apples to eat.

B3

(Answers may vary.)
Yiming: Uncle! You have so many horses!
Why are they wearing shoes? Is it OK if we take their shoes off?
Uncle Lin: Well, why do you wear your shoes?
Yiming: I need shoes to protect my feet.
Uncle Lin: Horses need shoes to protect their feet too.
Yiming: They look so beautiful. May I pet them?
Uncle Lin: Look at the sign. What does it say?
Yiming: Oh, I see. It's dangerous. They may bite.

语言注释

- **no feeding or petting** don't feed or pet (an animal/animals) 禁止投喂或触摸 We often see "no + doing" on signs. It means "Don't do something."
- **no loud noises** don't make loud noises 禁止喧哗 We often see "no + noun" on signs. It means "Don't make/do/use/bring something."
- **take ... off** remove something, especially clothes 取下；脱下 (OPPOSITE) **put ... on** 穿上；戴上 e.g. *Take off your coat. It's too hot here.*

Word study

- **教学要点:** 教师借助词汇语义网, 帮助学生正确识别和使用动物及与其对应的动物幼崽词汇。

参考答案

Word study

goat-kid hen-chick

(Answers may vary.)

cat-kitten sheep-lamb pig-piglet duck-duckling dog-puppy

Update my to-do list

- **教学要点:** 该任务迁移了对话情境, 学生需在了解参观动物园需遵守哪些规则的前提下(教师可给出一些动物园里的警示牌图片作为内容和语言支架), 灵活运用本板块所学的语言、功能句式和语用功能重点等。请学生确定角色, 展开对话。学生根据自己的任务完成情况, 结合同学评价和教师点评, 评价本节课的学习成效。

Suggested evaluation checklist

方面	标准
内容	A: 询问是否可以做某事 (Ask whether you can do something) B: 就对方的提问, 给出直接或间接的回答 (Give direct or indirect answers to the questions)
语言	A: 使用恰当的征求许可的问句, 态度礼貌 (Ask for permissions politely) B: 给出合适的回答 (Give proper responses)
交际	根据人物身份关系得体交际, 用语礼貌 (Communicate appropriately and politely according to the relationship between the speakers)

参考答案

Update my to-do list

(Answers may vary.)

A: I'm so tired, Mum. May I sit on the fence? **B:** Look at the sign. What does it say?

B: Please don't.

A: Oh, I see. It is dangerous. Thank you,

A: Why?

Mum.

Section C A day on the farm

>>Reading

子话题说明

该板块围绕“在农场的一天”(A day on the farm)这一子话题展开,通过阅读配图日记(picture diary),了解王一鸣在农场参加的一日体验活动,涉及图片和文字信息(时间、地点、天气、事件、感想等)。

C1, C2

- 语篇说明:**该配图日记来自王一鸣,记录了他在农场的一日体验活动。该日记包含文字和手绘图片两方面内容,涉及日记的主要元素(时间、地点、天气、事件、感想等)。文本以第一人称视角讲述了他当天体验的农场活动以及内心的感受,体现了他善待生命、热爱劳动的积极生活态度。该日记主要运用一般过去时记录当天发生的事件,用趣味手绘图片和生动活泼的语气描述所见所闻和内心感受,符合日记的语言特点,也体现了他的年龄、认知和性格特点(如大量运用感叹号、使用短句、偏口语的语气、趣味绘画和色彩运用等)。
- 教学要点:**借助C1略读阅读文本,教师帮助学生认识配图日记这一文本类型,识别其语篇特征及要素(Features: write in the first person by using “I” statements & write in a personal, usually informal style; Contents: day, date, weather, events, feelings/thoughts, pictures, etc.),把握日记主题(A day on the farm);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,了解到同龄人在农场的体验活动后,会对哪方面最感兴趣。注意C2的答案仅

C A day on the farm ➤➤ Reading

Wang Yiming did a lot of work on the farm. He wrote about the day in his picture diary.

C1 Text type What is a picture diary and what can we find in it?

C2 Read Yiming's diary.

A day on the farm

Saturday, 16 Nov. Sunny

Uncle Lin's farm is so big! So many animals and so many chores to do here! Work began at 7 a.m. The first job was to feed the animals. They ate fast, and they ate a lot. How interesting!

After that, we went to herd the goats. Cookie, the farm dog helped direct the goats from the yard to the field. Clever dog, Cookie!

It was 10 o'clock now. Time for milking! Uncle Lin milked the cows and I took some notes. The cows came when we called them. It was so cool!

In the afternoon, we cleaned the pigsty. Pigs like to sleep in a clean place. I was glad to be of help.

Before dinner, we went to collect eggs. You'll never believe this: A hen flew up and pecked me!

What an unforgettable day!

Personal touch
Which part of Yiming's diary interests you most? Why?

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供参考,要鼓励学生各抒己见,喜欢任何一个活动都可以。另外,学生只需表达读后的初步感受,因此解释原因时简单回答即可,无需在这一阶段引导学生深入探究,以免增加答题难度和教学时长。

- 教学建议:**如学生回答C1的问题有难度,教师可以把它拆解成以下递进式的问题:

- ① What do you write in your diary?
- ② What's special about a picture diary?

What else can we find in it?

注意:C1的问题没有严格的标准答案,因为写日记的习惯因人而异(比如有人只写日期,未必一定会写星期几和天气;英文日记中有人开头会写Dear diary,而有人不写),所以只要学生回答的内容符合常理或个人习惯,都可以。

参考答案

C1

(Answers may vary.) A picture diary is a diary with pictures. We can find dates, weather, pictures, events and feelings in it.

C2

(Answers may vary.) The part of collecting eggs interests me most because Yiming looks so funny in the picture.

语言注释

- **take notes** write down notes 记笔记
e.g. *Do you always take notes in class?*
- **it was so cool** (informal) it was so good. People use “Cool!” or “It’s (so) cool!” to mean they really like something or something is very good. 太棒了
e.g. — *Look! This is our new milking machine.*
— *It’s so cool!*
- **be of help** be helpful 能帮上忙
e.g. *Can I be of help to you?* 有什么我能帮忙的吗?

C3

- 教学要点:**此活动旨在帮助学生识别该配图日记的主要构成要素。
- 教学建议:**如学生对理解 day 和 date 感到困难,可以提问学生以下两个问题,区分它们的回答方式: What day is it today? (It is Monday/Tuesday/...) What's the date today? (It's 26 Nov./9 Dec./...)
注意:(1)教师可根据上课当天的实际日期来引导学生回答这两个问题;(2)日记中的日期是采用英式标准来书写的,即日在前,月在后;如用美式标准,则是月在前,日在后。

C4

- 阅读策略:**本单元阅读策略为扫读并获取细节信息(Scanning for specific information),是对第二单元阅读技能策略的复现。学生基于表格中的关键词 Time, Chores 和 Feelings/Thoughts,有目的地到文本中搜寻相关内容。相关策略有:时间信息(关注数字和表示时间的介词短语);事件信息(寻找动词或动词短语);心情和感想类内容(关注形容词和带感叹号的句子)。
- 教学要点:**活动旨在引导学生根据时间顺序,查找和梳理日记中记录的每项活动的时间、内容和感想这三项信息。
- 教学建议:**对于大部分学生,教师可引导他们在文中找到答案;对于学有余力的学生,教师也可鼓励他们使用自己的语言表达,如第二行的 Time 一栏也可表达为“after feeding the animals”,最后一行的 Feelings/Thoughts 一栏也可表达为“It was unbelievable!”或“It was so surprising!”,等等,只要意思合适,学生可自由表达。

C5

- 教学要点:**问题 1 旨在帮助学生关注日记的结尾句和前文之间的逻辑关系。问题 2 旨在帮助学生在学习理解

C3 General understanding What do you find in Yiming's diary? Tick (✓) your answer(s).

- | | |
|---------------------------------------|---|
| <input checked="" type="radio"/> Day | <input type="checkbox"/> Date |
| <input type="checkbox"/> Place | <input type="checkbox"/> Weather |
| <input type="checkbox"/> Events | <input checked="" type="checkbox"/> Feelings and thoughts |
| <input type="checkbox"/> Future plans | <input type="checkbox"/> Pictures |

C4 Detailed reading Read the picture diary and complete the table below.

Scanning for specific information

Time	Chores	Feelings/Thoughts
at 7 a.m.	feeding the animals	

C5 Further thinking Answer the questions.

- 1 Why is it an unforgettable day for Yiming?
- 2 Will Yiming go and work again on the farm if he has the chance? Why do you think so?

Vocabulary focus Complete the conversation with the words from Yiming's diary.

- Lu Yao: Do you like Uncle Lin's farm?
Yiming: Yes. I like to ¹ the animals there. I also like to herd the goats. A dog there can help ² the goats to the field.
Lu Yao: What other ³ can we do on the farm?
Yiming: We can also clean the pigsty, ⁴ eggs and ⁵ cows there. Can you ⁶ it? Cows know their names! They come when you call them. It is so ⁷, isn't it?
Lu Yao: Yes! Sounds interesting. I want to go there too. It must be an ⁸ experience.

Update my to-do list ■ ■ ■ ■ ■

What chores would you like to do on the farm? Why?

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文本的基础上,结合自身体验,对日记之后发生的故事进行预测推断。

注意:尽管日记体用了真实的过去时态,但是无需在课内提前教授过去时的语法知识,也无需将过去时的运用作为教学重点和目标,学生只要做到内容表达准确即可,不必过分纠结时态运用的准确度。

- 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 do we learn about Uncle Lin's farm? (*It is very big. There are many animals and many chores to do there.*)
- ② Who is Cookie? (*Cookie is a farm dog.*)
- ③ What do we learn about Cookie? (*Cookie is very clever. It can help herd goats./It can help direct goats from the yard to the field.*)
- ④ What do we learn about pigs? (*Pigs like to sleep in a clean place.*)
- ⑤ What happened when Yiming went to collect eggs? (*A hen flew up and pecked him.*)

教师可启发学生在理解文本的基础上,

进一步调动高阶思维，展开深入语篇和超越语篇的思考。以下问题供参考选用：

- ① What notes did Yiming probably take? (*Probably the names of the cows and the amounts of milk they produced.*)
- ② Why does Yiming use a different colour for the last sentence and underline the last two words? (*Because he wants to show his excitement./Because he wants to show that this trip is really special and unforgettable for him.*)

Vocabulary focus

- **教学要点：**本活动重点关注课文中出现的核心词汇（如 feed, direct, collect, believe 等）的理解和运用。文本内容衔接了阅读文本，但在形式上进行了变化（采用对话形式），以巩固和考查学生对课文的理解和对核心词汇的掌握。

Update my to-do list

- **教学要点：**教师可组织学生分组讨论想要体验日记中提到的哪些活动，并解释原因，从而检测学生对日记中农场体验活动的理解程度。学生讨论或汇报的时候，教师可提供适当的支持。

参考答案

C3

- | | |
|--|---|
| <input checked="" type="checkbox"/> Day | <input checked="" type="checkbox"/> Date |
| <input checked="" type="checkbox"/> Place | <input checked="" type="checkbox"/> Weather |
| <input checked="" type="checkbox"/> Events | <input checked="" type="checkbox"/> Feelings and thoughts |
| <input type="checkbox"/> Future plans | <input checked="" type="checkbox"/> Pictures |

C4

Time	Chores	Feelings/Thoughts
at 7 a.m.	feeding the animals	<i>How interesting!</i>
after that	herding the goats	<i>Clever dog, Cookie!</i>
at 10 o'clock	milking the cows, taking some notes	<i>It was so cool!</i>
in the afternoon	cleaning the pigsty	<i>I was glad to be of help.</i>
before dinner	collecting eggs	<i>You'll never believe this.</i>

C5

(Answers may vary.)

- 1 Because he meets many amazing animals on the farm and does a lot of chores there. He also meets something interesting there. It is a special day for him.
- 2 I think he will. Because he meets many amazing animals there and feels happy to help with the chores./I'm not sure. It's fun to visit the farm for the first time. But if he goes there again, it may not be that interesting.

Vocabulary focus

(Answers may vary.)

- 1 feed 2 direct 3 chores 4 collect
5 milk 6 believe 7 cool
8 unforgettable

Update my to-do list

(Answers may vary.)

I would like to milk the cows on the farm. Because I like drinking milk and I want to try something new and interesting.

>>Grammar in use

板块内容说明

本单元的语法重点是特殊疑问词 how, when, where, why (Question words: *how, when, where, why*)。

活动 1

- **教学要点:** 活动 1 旨在帮助学生在理解句子意思的同时, 探索 Group A 中 how, when, where, why 等特殊疑问词引导的特殊疑问句和 Group B 中的一般疑问句的区别。可引导学生从两种疑问句的使用目的、结构和回答方式上进行鉴别。在使用目的上, 一般疑问句用于询问陈述内容的真实性或正确性, 而特殊疑问句用于询问特定信息或详细情况。在结构上, 特殊疑问句的结构为“特殊疑问词 + 一般疑问句”。另外, 特殊疑问句的回答需要提供具体信息, 而不像一般疑问句只要回答肯定或否定即可。此外, 教师也可略微提及两种疑问句的语调差别。一般疑问句通常以升调结尾, 即句末声调升高。特殊疑问句通常以降调结尾, 即句末声调降低。

活动 2

- **教学要点:** 活动 2 旨在帮助学生在完成活动 1 的基础上总结语法规则, 根据活动 1 中的句子, 归纳每种特殊疑问词的用途。
- **教学建议:** (1) 教师归纳总结时可根据学情融入前续单元学过的疑问词。(2) 对于学有余力的学生, 可在活动 2 的基础上, 做一些“就句子中划线部分提问”的疑问词选择题, 如: I'm going to visit the farm this weekend. (When/Why/Where)。或让学生就本单元 A、B、C 板块所学的内容用特殊疑问句提问和回答。

>> Grammar in use Question words: *how, when, where, why*

1 Read and think Underline the question words in Group A. How are the questions in Group A different from those in Group B?

Group A

How do animals help us?
When does work start every day?
Where do goats live?
Why are the calves wearing jackets?

Group B

Do animals help us?
Does work start early every day?
Do goats live in the mountains?
Are the calves wearing jackets?

2 Work out the rules When do we use the *Wh*- questions?

In *Wh*-questions, we use

- (1) why to ask for reasons.
- (2) _____ to ask about the way something happens.
- (3) _____ to ask about places or positions.
- (4) _____ to ask about time or dates.

Grammar file → p. 130

3 Practise Wang Yiming and Lu Yao are making an animal quiz card game. Use question words to complete their quiz cards on page 77.



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活动 3

- **教学要点:** 活动 3 旨在引导学生在掌握疑问词用法的基础上, 在有意义的情境中操练和使用特殊疑问句, 并进行回答。
- **教学建议:** 如学生需要帮助, 可以请学生在 quiz card 的 Back 页上, 用下划线划出每个答句中的新信息。先判断该项新信息属于什么方面的内容, 再结合 A2 所归纳的知识点, 来选择正确的疑问词。如: “They taste things with their feet.” 这个答句中, 新信息是 with their feet, 这项信息属于 A2 中提到的 the way something happens, 因此需选用疑问词 how。

如学生接受程度较好, 教师可以创编更多类似的问答活动。可拓展挖空范围, 增加难度和趣味性。如:

Front 页: _____ sleep?

Back 页: They sleep during the day.

(学生可填入 When do tigers/bats/owls 等不同内容。)

对于学有余力的学生，教师也可适当拓展 how 的搭配用法，如 how long, how many 等。如：

Front 页：_____ a bee have?

Back 页：It has five eyes.

(学生可填入 How many eyes does。)

参考答案

1

The underlined question words are: How, When, Where, Why.

The questions in Group A start with *Wh-* question words. The questions in Group B don't.

We use the questions in Group A to ask for specific information. We use the questions in Group B to ask whether something is true/correct or not.

When we answer the questions in Group A, we need to provide specific information. When we answer the questions in Group B, we say “Yes” or “No”.

2

(2) how (3) where (4) when

3

(1) What (2) How (3) Why (4) (Answers may vary.) Why do pigs roll in the mud?

(5) (Answers may vary.) They roll in the mud to keep cool. (6) When (7) Where

(8) Why (9) (Answers may vary.) What do we call a baby cat? (10) (Answers may vary.) We call it a kitten.

活动 4

教学要点：活动 4 旨在帮助学生通过游戏形式，恰当运用特殊疑问句来询问自己想要了解的信息。教师可将整个游戏分为两个环节，每个环节使用不同的疑问句。在搜集信息环节，尽量让学生使用特殊疑问句来提问，提醒学生使用完整的句子进行提问和回答。在猜测环节，可以让学生使用一般疑问句来猜测求证。如：

—Is it a dog?

—Yes, it is. You are right!/No, it isn't.

教学建议：如学生需要更多帮助，教师可以提供除课本内容以外的更多特殊疑问句的范式。如：When does it usually sleep? What can it do? Why do you like this animal so much? How long can it live? How big is your favourite animal? How many legs does it have? 等。

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。如学生有困难，教师可在黑板上提供一些语言范式（参见上述“教学建议”）；如学生使用了错误的疑问词，教师可请同学帮忙纠正，也可给予提醒或提示；当学生出现语法错误，如没有用第三人称单数形式 does，教师可以直接在黑板上写出 does it ... 或 does your favourite animal ... 作为语言提示。如果学生在搜集信息环节没有使用特殊疑问句，而使用了一般疑问句，教师可以指着黑板上写着特殊疑问词的相关区域，提醒学生。

在评价活动 4 的表现时，可以从形式和内容两个方面进行评价。一是语言形式上，是否使用了特殊疑问句来搜集信息，在使用特殊疑问句时，是否做到了语言准确；二是内容上，是否通过提问有效地搜集到了相关动物的有用信息。

Yiming's quiz card

Front	Back
• (1) _____ do we call a baby penguin?	• We call it a chick.
• (2) _____ do butterflies taste things?	• They taste things with their feet.
• (3) _____ do chickens eat rocks?	• Rocks help them digest ⁽¹⁾ food.
• (4) _____?	• (4) _____.

Lu Yao's quiz card

Front	Back
• (5) _____ do bats sleep?	• They sleep during the day.
• (6) _____ do birds build their nests?	• They build their nests in trees, bushes, or on the ground.
• (7) _____ do bees dance?	• They dance to communicate with each other.
• (8) _____?	• (8) _____.

4 Pair work Play a guessing game with a partner. First, write down your favourite animal and don't let your partner know. Then ask a few Wh-questions about each other's favourite animal and guess what it is.

Where does your favourite animal live?
It lives ...

What does it usually eat?
It usually eats ...

⁽¹⁾ digest 消化

77

参考答案

(Answers may vary.)

4

A: Where does your favourite animal live?

B: It lives in a zoo or in the forest.

A: What does it like to eat?

B: It likes to eat bamboos.

A: Is it a giant panda?

B: Yes, it is. You are right!

A: Where does your favourite animal live?

B: It lives in areas that are close to the water.

A: How many legs does it have?

B: It has two legs.

A: Is it a duck?

B: No, it isn't.

A: OK. I'll try again. One more question.

What can it do?

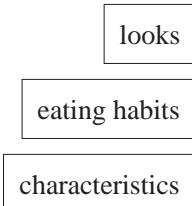
B: It can swim and fly.

A: Is it a goose?

B: Yes, it is. You are right!



该网络帖子第一句为总起句。其中 the horse 在语言表达上呼应了主语 my favourite animal 的单数形式，在含义上可理解为对马这种动物的总称。



Section D My favourite animal

>>Writing

子话题说明

写作板块围绕“我最喜爱的动物”(My favourite animal)这一子话题展开，学生以网络帖子的形式描述自己最喜爱的动物。

D1

- 语篇说明：**这篇写作范文延续了视听板块的情境，展示了农场网页上“我最喜爱的动物”这一话题下的帖子。该帖子作为写作范文，展示了文本的主要内容——最喜爱的动物是什么以及它有哪些特征（分四个方面进行描述）。
- 写作策略：**本单元写作策略的要点是使用修饰语(Using modifiers)添加细节，使内容丰富、生动。
- 教学要点：**活动定位是写前思考。教师引导学生先通过快速浏览范文内容，关注范文的要点，为后续构思写作框架(D3)做好铺垫。
- 教学建议：**若学生理解D1选项遇到困难，教师可解释其中一些词汇的含义，扫清生词障碍；若学生勾选遇到困难，教师可把活动简化为匹配题

D My favourite animal
>> Writing

What is your favourite animal? Write a post about it. Here is one from Uncle Lin's farm website.

16 Oct. R. Claire (12 years old)

My favourite animal is the horse.

Horses are beautiful. They are tall and strong. They have smooth and long hair on their tails and necks. They have thin but strong legs [They run very fast].

Horses eat lots of grass. They also like to eat vegetables and some fruits like apples and grapes, just like me!

Horses are friendly. They let me ride on their backs.

I love horses.


actions/behaviour

D1 Think Read the post. What does Claire write about her favourite animal? Tick (✓) your answer(s).

home actions/behaviour^①
 looks characteristics^②
 eating habits

TEEN skill Using modifiers

A modifier is a word or phrase that gives detailed information in the sentence. There are different types of modifiers.

- Adjectives: *smooth and long hair/thin but strong legs*
- Adverbs: *run very fast*

① behaviour 行为 ② characteristic 特点

型，提取范文中的相关句子，并分为四类（见上图中画框处的句子）。让学生选择这四类句子分别对应D1中的哪些项目。

参考答案

D1

- home actions/behaviour looks
 characteristics eating habits

D2

beautiful, tall and strong, smooth and long hair, thin but strong legs, run very fast, eat lots of grass, like to eat vegetables and some fruits, friendly, let me ride on their backs

D2

- 教学要点:** 活动定位是写前准备。教师组织学生细读范文，关注以下内容：
 - (1) 范文结构(总一分一总)。先说明自己喜欢的动物是什么(简略)，然后分几个方面介绍该动物的特征(具体)，最后简单总结(简略)。
 - (2) 结合 **TEEN skill** 栏目中的写作策略，寻找范文中的细节描写。可结合 D1 中的四个方面，让学生分类寻找各个方面使用了哪些细节描写。
- 教学建议:** 教师可根据学情决定是否进一步提高学生写作中的思辨能力。如引导学生思考板块标题和正文的逻辑关系，作者为什么会喜欢马，正文中哪些内容体现了她喜爱马的原因。可询问如下问题：

Why does Claire like horses so much?
 Can you find the reasons in her writing?
*(Because horses are beautiful and friendly.
 And horses like to eat vegetables and some fruits, just like her.)*

D2 Prepare What words or phrases does Claire use to describe her favourite animal? Circle them in the post.

D3 Plan Choose ideas from D1 to write about. Think about them and make notes.

D4 Write Write your post.

D5 Check Check your post. Pay attention to the use of modifiers.

Update my to-do list

Work in pairs. Read each other's posts and look for modifiers. How many do you find?

79

D3

- 教学要点:** 活动定位是写前构思。教师引导学生根据话题，结合给出的框架结构展开头脑风暴，确定 3-4 个行文要点，并以草稿的形式列出一些相关语言表达。
- 教学建议:** 教师可根据学情，酌情提供关于相关内容的语言支架。

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

- beautiful, pretty, cute, lovely, big, tall, strong, ...
- furry body, round head, big eyes, long ears, long neck, short tail, strong legs, beautiful feathers, sharp teeth, ...

2. actions/behaviour:

- run/swim fast, climb trees, sleep all day long, fly/jump very high, hide, live in large groups, ...
- They are good at swimming/climbing trees/...
- They are good swimmers/singers/runners/ ...
- They are big sleepers/eaters/ ...
- They like to ...

3. eating habits:

- They like to eat ... (very much).
- They eat a lot of/lots of ...
- Sometimes they also eat ...
- They eat once/twice/three times/ ... a day.
- meat, fish, shrimps, grass, leaves, hay, grains, fresh vegetables, fruits, bamboo, ...

4. characteristics:

- They are very friendly/smart/social/loyal/playful/sensitive/ ...
- They have a very good sense of smell.
- They have very good hearing/eyesight/night vision/ ...

另外，练习部分的 D 板块也提供了一些语言支架，可参考使用。

教师还可以提供一些表达情感或评论等的句子作为参考。如：

- Isn't that amazing?
- What a smart animal!
- Cats are the cutest animals in the world.
- The most interesting part about dogs is that ...
- Another fun fact about giant pandas is that ...
- Can you believe it? Dogs can ...

D4

- **教学要点：**活动定位是写作。教师请学生基于前期的写作准备，在提供的写作文本框内完成写作。

D5

- **教学要点：**活动定位是写后检查。教师引导学生参照 TEEN skill 栏目的写作要点提示，检查自己的作文初稿并进行完善，有意识地养成写后自查的习惯。

Update my to-do list

- **教学要点：**教师请学生分组活动，分享彼此的网络帖子，选出对方习作中恰当的修饰词，互相交流学习。教师可为学生提供针对本单元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“我最喜爱的动物”这一主题展开 (Does the writing focus on the writer's favourite animal?)
结构	至少涵盖了 D1 内容标签中的三个 (Does the writing cover at least three labels from D1?)
语言	使用修饰语添加细节 (Does the writer use modifiers to give detailed information about the animal?)

>>Discovery

板块内容说明

探索发现板块介绍了中国、巴西、日本三个国家的奥运会吉祥物，体现不同国家中动物的象征意义和文化内涵。

教学提示

- 语篇说明：第一则短文介绍了 2022 年北京冬季奥运会吉祥物：冰墩墩 (Bing Dwen Dwen)。第二则短文介绍了 2016 年里约夏季奥运会吉祥物：维尼修斯 (Vinicius)。第三则短文介绍了 1998 年长野冬季奥运会吉祥物：雪精灵 (Snowlets)。

• 更多信息：

- (1) 冰墩墩这个名字中，“冰”代表着冰雪运动，“墩墩”意喻敦实、健康、可爱，契合大熊猫的整体形象，象征着冬奥会运动员强壮有力的身体。冰墩墩头部冰壳装饰的彩色光环，象征国家速滑馆“冰丝带”。
- (2) 该吉祥物的名字来自巴西著名诗人、词曲作家维尼修斯·德·莫拉埃斯 (Vinicius de Moraes)。该吉祥物是一种抽象的动物形象，通过融合多种巴西动物(猫科动物、猴子和鸟类等)的特征，展示了巴西文化的多样性和包容性。它的形象充满活力和欢乐，象征着巴西人民的热情和乐观。
- (3) 该吉祥物是四只猫头鹰，它们的名字首字母组成了 Snowlets 这个名字。Snowlets 里的 let(s) 有两种解读，一是代表单词 let's (让我们)，二是代表后缀 -let，意为“小小的”，比如 piglet (小猪)、booklet (小册子) 等。
- 教学建议：教师可根据学情，选用不同的问题来检测学生对文本的理解，启发学生的思考。

(1) 理解：

- ① What animal is this mascot?/What

◎ >> Discovery

Mascots and the Olympic Games

Animal mascots are very popular in the Olympic Games. They play an important role in the communication of sports and culture.

Bing Dwen Dwen (Beijing 2022 Winter Olympics)



Bing Dwen Dwen is a giant panda, the national animal of China. Bing Dwen Dwen looks very cute. The heart in its hand gives a warm welcome to friends from around the world.

Vinicius (Rio 2016 Summer Olympics)



The name of this mascot comes from a famous Brazilian^① poet. It is a mix of different animals. It has long arms and legs. It can run very fast and jump very high.

Sukki, Nokki, Lekki and Tsukki (Nagano 1998 Winter Olympics)



Sukki, Nokki, Lekki and Tsukki are four snowy owls. People also call them the Snowlets. The name means "Let's join in the Winter Games".

Owls are popular in Japan. They are symbols of good luck in Japanese culture.

Read and think What adjectives can we use to describe these mascots?

① Brazilian 巴西的

animals are they?

(It is a giant panda.)

(It is a mix of different animals in Brazil.)

(They are snowy owls.)

② How does it look?/How do they look?

(It looks very cute and friendly.)

(It looks very fit and active./It looks cheerful and passionate.)

(They look very cute./They are colourful and lovely.)

(2) 思考：

Why might they choose these animals as the mascots?

(They choose a giant panda because it is the national animal of China.)

(They use a mix of different animals so the mascot can have many amazing abilities.)

(They use a mix of different animals to show the diversity of Brazilian culture.)

(They choose owls because owls are symbols of good luck in Japanese culture.)

(3) 拓展：提供其他奥运会动物吉祥物的介绍，或鼓励学生自发寻找一些机构、团体、赛事（如知名大学、球队、公司、重大体育赛事等）的动物吉祥物并在课堂上分享，探讨吉祥物的设计理念及其所体现的文化内涵，以提高学生自主学习的意识、文化意识和思辨能力。参考问题：

① Is it a successful mascot? Why or why not?

② What makes a good mascot?

补充资料

- **Misha (Moscow 1980 Summer Olympics)**

Misha is a smiling bear cub. Bears are popular in Russia. They appear in many popular stories, songs and poems. Misha wears a blue-black-yellow-green-red (colours of the Olympic rings) belt.



- **Soohorang (PyeongChang 2018 Winter Olympics)**

Soohorang is a white tiger. In Korean folk tales, the white tiger is a guardian animal. It is a symbol of trust, strength and protection. In Korean, “Sooho” means protection and “Rang” means tiger. In simple words, the cute little tiger is a protector of the 2018 Winter Olympics.



Section E Our school club logo

>>Project

子话题说明

项目探究板块围绕“我们的学校社团徽标”(Our school club logo)这一子话题展开。结合本单元所学，通过小组合作，为学校社团设计一款动物形象徽标，以回应单元大问题，在活动中感知动物对于人类的意义，形成尊重自然、善待生命的生活态度和科学探索的意识。

教学提示

- **教学要点：**教师组织学生分小组展开课堂讨论，选择一个感兴趣的社团并讨论其风格特点。结合本单元各板块学到的内容以及个人的生活体验和百科知识，来选择适合该社团的动物形象，在此基础上设计一款适合社团风格特点的动物形象徽标。

Update my to-do list

- **教学要点：**教师鼓励学生综合运用本单元前面的板块所学的主题内容、语言知识和技能进行表达和展示。可汇集各组学生的设计成果，在课内外(如英语课堂上或学校社团活动中)进行展示交流，也可通过班级群或公众号等方式进行展示分享。

教师向学生展示动物形象徽标的评价表，组织学生从内容、语言、作品三方面给同伴打分。

Suggested evaluation checklist

方面	标准
内容	A: 说明选择该动物的原因(Explain why you choose this animal) B: 解释设计细节(Explain some important details of the design)
语言	正确使用本单元所学的语言，表达时自然流畅、发音清晰(Use the language learned in this unit and speak accurately, naturally, clearly and fluently)
作品	动物形象徽标设计简洁、形象美观(The logo looks simple but visually attractive.)

Unit
5

E Our school club logo ➤ Project

Designing an animal logo for a school club

Clubs in your school are collecting ideas for their animal logos. Work in groups and design an animal logo for one of the clubs.

Step 1 Choose Discuss and choose a school club.

Step 2 Discuss Pick an animal for the club logo.

- What is special about this club?
- What animal is a good choice for the club? Why?

Step 3 Design Decide on the shape and colours of your logo. Then draw the logo by hand or on a computer.

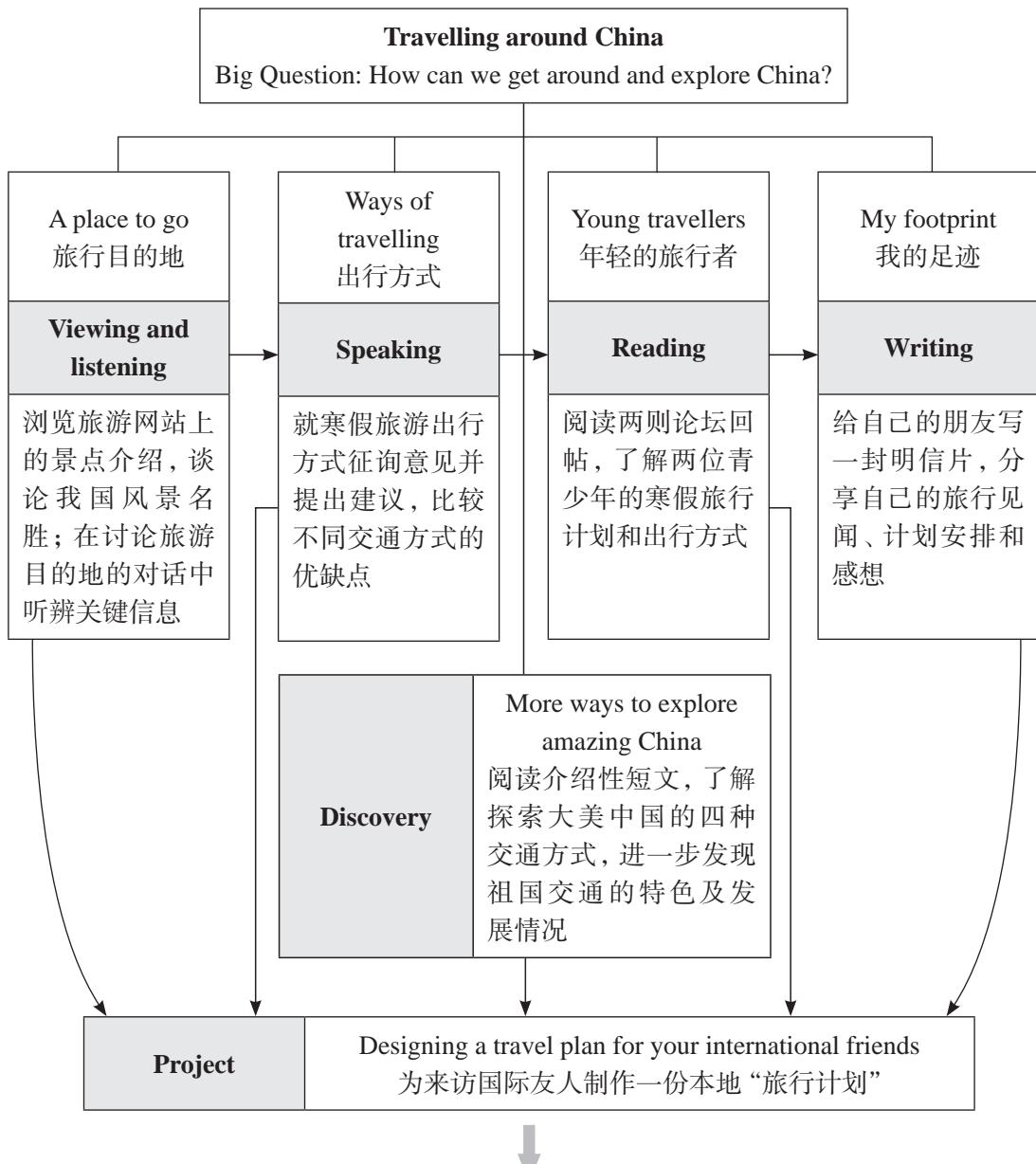
Step 4 Present Present the logo to the class and explain your design.

Update my to-do list

Discuss with a partner. Which logo do you like best? Why?

Unit 6 Travelling around China

单元内容结构图 (Structure of the unit)



单元育人目标: 通过了解祖国各地的自然景观、旅游文化及出行方式等，培养热爱祖国大好河山的爱国情怀，激发爱国热情，增强民族自豪感

单元目标 (Unit objectives)

- ▶ 语音：能借助拼读规则，识别字母组合 oa 和 ou 的发音规则，准确拼读单词
- ▶ 词汇：能掌握与旅游景点、旅游行为及交通方式相关的词汇及常见搭配
- ▶ 语法：能归纳使用 *be going to* 结构表示一般将来时的语法规则（包括形式、意义和用法），并结合具体情境，运用这一结构谈论旅行计划；能掌握附加疑问句的形式及用法
- ▶ 看：能借助网页、笔记、论坛帖子、明信片等多模态语篇中的视觉信息理解相关内容
- ▶ 听：能在听他人讨论旅游目的地时关注特殊疑问词，进而获取相关细节信息
- ▶ 说：能就假期出行方式得体地征询意见并提出建议，讨论并比较不同交通方式的优缺点
- ▶ 读：能读懂与旅行话题相关的论坛回帖，通过略读把握主旨大意，并分类获取关键信息
- ▶ 写：能掌握明信片的写作要素和书写格式，给朋友写一封明信片，简单描述自己的旅行见闻、计划安排和感想
- ▶ 文化：能通过浏览网页、网络论坛和阅读介绍性短文等途径获取与旅行相关的文化信息，感知和体验祖国的名胜古迹、大美河山，坚定文化自信
- ▶ 德育：能形成热爱祖国大好河山的爱国情怀，激发爱国热情，增强民族自豪感

单元内容概览 (Content overview)

主题	本单元聚焦“人与自然”主题下“自然生态”主题群，围绕“不同地区的生态特征与自然景观”子主题内容，通过大问题“How can we get around and explore China?”引导，帮助学生了解祖国各地的自然景观、旅游文化及出行方式等，培养学生热爱祖国大好河山的爱国情怀，激发学生的爱国热情，增强民族自豪感。		
语篇	视听	网页	旅游网站景点介绍页面
		录音——对话	旅行计划
		录音	韵律诗歌
	口语	网页	旅游网站订票页面
		对话	谈论交通出行方式
	阅读	新媒体语篇——论坛回帖	你的寒假旅行计划是什么？
	写作	明信片	我的旅行足迹
语言知识	探索发现	介绍类短文	探索大美中国的更多出行方式
	语音	字母组合 oa 和 ou 在单词中的发音	
	词汇	常见搭配；主题词汇	
	语法	一般将来时 (be going to) 及附加疑问句	
	语篇	理解网页、明信片等的语篇特征	
	语用	在谈论出行计划的语境中，得体地提出建议	
文化知识	我国不同地域的自然风光及人文特点		
语言技能 与 学习策略	视听	任务：听有关旅行计划的对话 策略：关注 5W1H	
	口语	任务：谈论、比较不同的交通出行方式 策略：礼貌交际	
	阅读	任务：阅读论坛回帖，了解两位青少年的寒假旅行计划 策略：略读把握主旨大意	
	写作	任务：写一封明信片 策略：按正确格式书写明信片	
	项目探究 (综合)	任务：为来访国际友人制作一份本地“旅行计划”	

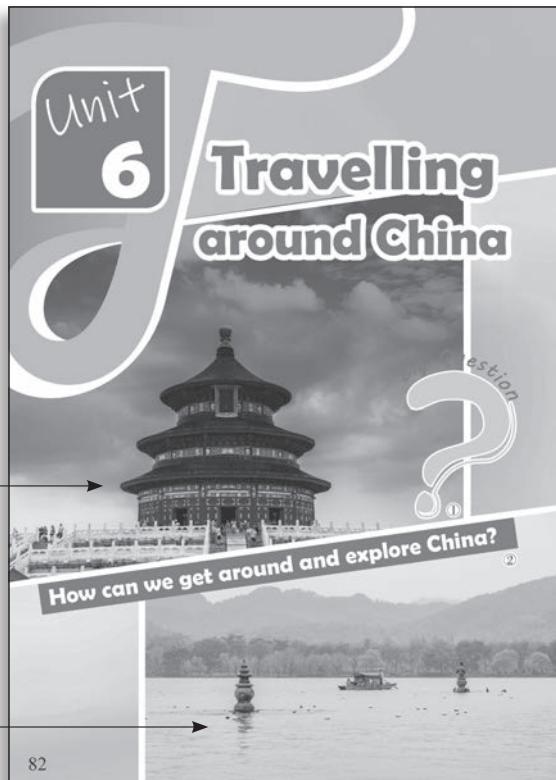
单元主题图页 (Cover page)

单元大问题 (Big Question)

完成本单元的学习后，学生可谈论与旅行主题相关的话题，包括旅行目的地、出行方式、旅行活动、旅途见闻、旅行感受等方面，并能通过学习，探索发现祖国各地的自然景观和人文特色，制订旅行计划，发表感想。

This is the Temple of Heaven.
It's in Beijing. It is famous for
its long history.

This is the West Lake. It's in
Hangzhou. It is famous for
its beautiful sights and love
stories.



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。本单元的任务清单内容包括：(1) 听他人谈论旅行目的地并获取信息。(2) 谈论并比较出行方式的优缺点。(3) 阅读了解两位青少年的旅行计划。(4) 撰写明信片分享自己的旅行见闻。(5) 为来访国际友人制订一份本地“旅行计划”。

单元主题图 (Theme photos)

本单元主题图主要体现祖国不同地域的旅游景点。

单元导入 (Getting started)

教师基于单元主题图或展示更多祖国各地的自然人文景观景点图片，激活学生的背景知识，激发学生对本单元话题的兴趣，引导他们描述这些旅游景点的基本信息，例如地理位置、特色等。也可进一步引导学生发现图中所示景点分别位于祖国的不同方位，且各具特色，使他们初步感受祖国的地域辽阔、风景优美及历史悠久。

To-do list

- 1 Listen to a conversation about different travel plans.
- 2 Talk about and compare different ways of travelling.
- 3 Read travel plans of teenage travellers.
- 4 Write a postcard.
- 5 Design a travel plan.

Getting started

Look at the pictures and answer the questions.

1 Do you know these places? Where are they?
2 What are they famous for?

This is Yu Garden. It's in Shanghai. It is famous for the classical Chinese gardens and folk art.

This is Gulangyu Island. It's in Xiamen. It is famous for its long history and bright sea view.

These are the Mogao Caves. They are in Dunhuang. They are famous for the statues and wall paintings. The amazing art works and statues in the caves tell stories about ancient times.



A web page typically contains several key elements, such as the header: the top section of the web page that often includes the website's logo, navigation menu, and sometimes a search bar.



A secondary section of the web page often contains additional information or links.

Section A A place to go >>Viewing and listening

子话题说明

视听板块围绕“旅行目的地”(A place to go)这一子话题展开,探讨不同旅行目的地的特色景点及旅游活动。

A1

- 语篇说明:**这是某旅游网站的景点介绍页面(参见上方目录栏中的Popular tours提示),页面上共有六个不同的旅游目的地的特色景点图片以及一句话简介。每幅图片右下角有View details字样,提示可以点击并了解更多景点的相关信息。
- “视”的策略:**理解网页类多模态语篇的主要策略(参见第五单元相关内容)。

When viewing a web page, you may ask students to:

(1) identify the elements that make up the web page. You can ask: What do you see on this web page? (*The name or the logo of the website; the navigation menu such as Popular tours, Travel tips, etc.; six pictures about different travel destinations; short introductions about*

The winter vacation is coming. Lu Yao and her friends are looking at a travel website for ideas for their winter trip.

A place to go

Home Popular tours Travel tips Forum Footprints

Come and feel the history in Beijing! [View details](#)

Hike on Mount Huangshan and get close to nature! [View details](#)

Meet lovely pandas and enjoy local snacks in Sichuan! [View details](#)

It's the season of snow in Harbin! [View details](#)

Enjoy some lazy days on the beach in Hainan! [View details](#)

Enjoy nature on horseback in Inner Mongolia! [View details](#)

A1 Look and say Look at the pictures on the web page. Talk with your partner about the places you would like to go to.

Look at the red walls and yellow roofs. I love places with a long history. How about you?

I love snow. I want to try skiing in Harbin.

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those destinations; a hand cursor next to the “View details” button.)

(2) analyse what each element tries to convey. You can ask: What do the words in the text mean? How do the pictures and words relate to each other? What does the button “View details” mean? What does the top section of this web page tell us? ...

(3) interpret the overall message of the text. You can ask: What kind of information can we get from the pictures? (*Travel destinations, popular attractions, activities, local culture, etc.*) How is the text organised? Why is it organised in this way? ...

- 教学要点:**教师让学生看图片、读文字,圈划关键词进而学习本板块相关词汇(如history, hike, nature, enjoy, local, lazy, horseback等)。引导学生借助多模态文本中的关键信息,运用相关词汇,谈论自己理想的旅游目的地,为后续听力理解做好语言和背景知识准备。



A2、A3 听力脚本中有两句话“Xi'an is a good place to travel to, isn't it?”以及“... you are going to see the pandas, aren't you?”呈现了附加疑问句的用法。Update my to-do list 听力脚本中有一句话“Hainan is a good place to travel to, isn't it?”也可以作为附加疑问句的例句。有关附加疑问句的教学建议请参见本书 Grammar in use 板块的相关内容(见 P191-P192)。



这是一首与“旅行”主题相关的韵律小诗，朗朗上口，旨在帮助学生掌握字母组合 oa 和 ou 在单词中的常见发音。教师可引导学生一边打节拍、一边诵读，并引导学生关注升调、降调，感受韵律之美。升调、降调不是本部分的教学重点，但教师也可视学情做适当讲解。

A2, A3

- 语篇说明：**学生会听到两组对话，对话双方为一男一女两位同学，在寒假即将到来的背景下，两位同学讨论出游计划，谈论的内容包括出游的目的地、旅行中的活动、选择目的地的原因等方面的信息。
- 听力策略：**本单元听力策略为关注 5W1H (Focusing on 5W1H)。在听的过程中，学生判断、识别并获取 5W1H 相关细节信息。

Focusing on 5W1H: Focusing on 5W1H (*Who, What, When, Where, Why and How*) can help gather comprehensive information and understand a situation or a problem.

- ① Who — Who is the speaker talking about? Who is involved? People.
- ② What — What is happening? What is the topic being discussed? The event.

A2 Listen and tick Listen to the conversation between Wang Yiming and Lu Yao. What kind of information have they talked about? Tick (✓) your answer(s).

Focusing on 5W1H

- | | | |
|---|--|---------------------------------------|
| <input type="checkbox"/> where to go | <input type="checkbox"/> how to travel | |
| <input type="checkbox"/> when to go | - "5W1H" - | <input type="checkbox"/> why go there |
| <input type="checkbox"/> who to go with | - | <input type="checkbox"/> what to do |

A3 Listen and take notes Listen again and help Lu Yao finish her notes.

Wish	A place close to ¹ _____ but also with a long ² _____ and good ³ _____				
My choice	<table border="0"> <tr> <td><input checked="" type="checkbox"/> Xi'an</td> <td>Reason: Its ⁴ _____ is too ⁵ _____ for me.</td> </tr> <tr> <td><input type="checkbox"/> _____</td> <td>Reason: I can go to see the ⁷ _____. My parents like the local ⁸ _____.</td> </tr> </table>	<input checked="" type="checkbox"/> Xi'an	Reason: Its ⁴ _____ is too ⁵ _____ for me.	<input type="checkbox"/> _____	Reason: I can go to see the ⁷ _____. My parents like the local ⁸ _____.
<input checked="" type="checkbox"/> Xi'an	Reason: Its ⁴ _____ is too ⁵ _____ for me.				
<input type="checkbox"/> _____	Reason: I can go to see the ⁷ _____. My parents like the local ⁸ _____.				

Sound Letters "oa" and "ou"

Sing the rap.

How are you going to travel around?
By plane, ~~a~~ train, ~~a~~ taxi ~~a~~ and underground.
And I'm going to go on a trip in a boat.
It's not going to rain, so I won't need a coat.
Not a cloud in the sky, I'm going to feel proud.
Climbing a mountain ~~a~~ and singing aloud.



Update my to-do list

Listen to the rest of the conversation. Where is Yiming going this winter vacation? Why does he want to go there?

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③ When — When is the event, situation, etc. taking place? Time references.

④ Where — Where is the event happening? Location details.

⑤ Why — Why is this happening? Why is it being discussed? Reasons and purposes.

⑥ How — How is it happening? The manner, method or process.

By listening for the answers to these questions, you can zero in on the most essential information.

• **教学要点：**教师借助 A2 进行听力策略的教学示范，教学生如何在听的过程中，识别有关 5W1H 的信息。

If you hear words or phrases such as *a place with ...*, you can tell it's the information about “Where”. And if you hear some action verbs such as *enjoy* and *visit*, you may know it's the information about “What”. They help you understand the details of the conversation more easily.

再通过 A3 的听力活动，帮助学生在

识别 5W1H 的基础上, 进一步获取 5W1H 的相关细节信息。

- 教学建议: 视学情需要, 教师可提前分析 A3 表格中 wish 和 choice 的意思, 以免因为信息较多使学生混淆不清; 如学生学有余力, 可给出更多的有关 5W1H 的表述请学生识别, 如 “I don't want to travel alone.”。也可以引导学生分析更多旅游需考虑的因素, 如天气、距离等, 以培养其发散性思维, 也为后续板块提供学习准备。

听力文本

A2 & A3

Yiming: The winter vacation is coming. I'm so excited!

Lu Yao: Me, too. I can't wait to go travelling.

Yiming: Where would you like to go?

Lu Yao: I'd like to go to a place close to nature but also with a long history and good food.

Yiming: Um, there're many places like that in China. Xi'an is a good place to travel to, isn't it?

Lu Yao: Well, I'm afraid Xi'an's winter is too cold for me. I'm thinking about going to Chengdu.

Yiming: Wow, you are going to see the pandas, aren't you?

Lu Yao: Yes. That's part of my plan. And my parents like the local snacks there.

Yiming: How are you going to travel there?

Lu Yao: I'm not sure. I'll talk to my parents about it.

参考答案

A2

- where to go when to go who to go with how to travel
 why go there what to do

A3

- 1 nature 2 history 3 food 4 winter 5 cold 6 Chengdu 7 pandas 8 snacks

补充资料

1 A: Would you like to travel alone?

B: No. I'd like to travel with my friends.

Q: What does the dialogue focus on? (Who.)

2 A: I plan to spend less than 2,000 yuan on the whole trip.

Q: What does the dialogue focus on? (How much.)

语言注释

- **vacation** (AmE) n. (BrE holiday) a time when someone does not go to work or school but is free to do what they want, such as traveling or relaxing 假期

e.g. We're taking a **vacation** in June.

They went to Europe on **vacation**.

I read 12 novels during the summer **vacation**.

- **Come on, where is it?**

(1) “Come on” is said to encourage someone to do something, especially to hurry or try harder, or to tell you something. 来吧……

e.g. **Come on**, you can do it!

Come on, we're going to be late!

Come on, Steve, you can tell me. I won't tell anyone.

(2) It is also used to tell someone that you do not believe them or that you disagree with them.

e.g. **Come on**, Bill, you made the same excuse last week!

Update my to-do list

- **教学要点:** 教师播放 **Update my to-do list** 的录音, 请学生运用 A2、A3 中所学策略, 获取一鸣旅行计划中的 5W1H 细节信息, 回答问题, 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

Lu Yao: What about you, Yiming? Where are you going this winter?

Yiming: I just want to enjoy some lazy days on the beach.

Lu Yao: Hainan is a good place to travel to, isn't it? And the winter there is warm.

Yiming: I know, but my sister is a music lover. She wants to visit the Island of Music.

Lu Yao: The Island of Music? Where is it?

Yiming: It's also famous for its historical houses, interesting museums, beautiful beaches and lovely shops.

Lu Yao: Come on, where is it?

Yiming: It's Gulangyu Island in Xiamen.

Lu Yao: Wow, that's cool. Have a great time!

参考答案

Update my to-do list

Yiming is going to Gulangyu Island in Xiamen this winter vacation. Because it's famous for its historical houses, interesting museums, beautiful beaches and lovely shops. He wants to enjoy some lazy days on the beach. It is also known as the Island of Music. And his sister is a music lover.



网站页面上交通方式图标后的 Book now, See the map 是下级菜单链接, 提示通过点击可获取更多信息。

The “Book now” and “See the map” buttons are commonly found on travel or hotel booking websites to facilitate users to click and take desired actions: booking quickly and viewing locations and routes.

Section B Ways of travelling >>Speaking

子话题说明

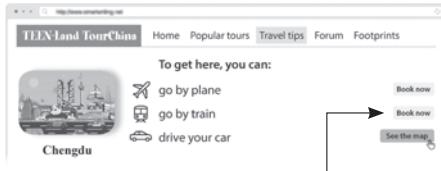
口语板块围绕“出行方式”(Ways of travelling)这一子话题展开, 聚焦各类交通方式的选择, 就各类交通方式的速度、价格、舒适程度等进行比较, 涉及运用礼貌用语就以上信息征询意见、提出建议等学习内容。

B1

- 语篇说明:** 图片展示的是某旅游网站的订票页面。页面信息包括网站名称及标识栏(Header), 其中包括导航栏(Navigation menu)以及核心内容区(Content area)等。在内容区中, 又标识了目的地、到达目的地的三种交通方式以及每种交通方式对应的订购或查看图标。
- 教学要点:** 教师帮助学生回顾视听板块多模态文本的学习内容, 如提问:“What information did Lu Yao get from the web page?”, 引导学生对B1网站页面上的信息进行梳理, 从多模态语篇中提取关键信息, 可提问:“Why does Lu Yao browse this web page? What information can she get from the web page?”, 以便关联到B1的两个问题。同时可以引导学生梳理本板块

B Ways of travelling >> Speaking

Lu Yao and her parents are talking about different ways to get to Chengdu.



B1 Look and say Read the web page and think. How many ways are there to get to Chengdu? What are they?

B2 Listen, read and think Listen to the conversation between Lu Yao and her father. Which way of travelling does Lu Yao's father prefer in the end?

Dad: Yao, could you please look at the ways of going to Chengdu?

Lu Yao: Sure. The website says we can go by plane, by train, or by car.

Dad: Shall we go by plane? It's fast.

Lu Yao: I'm afraid it's a little too expensive. The price of a one-way ticket is over 1,300 yuan.

Dad: And there are three of us ... Um, that's a lot of money, isn't it?

Lu Yao: Yes. How about going by train? A train ticket is about 700 yuan.

Dad: That's better.

Grammar file → p. 131

Word study Word partner How do we describe different ways of travelling? Add more words into the table.

take	go by	get in/get out of	get on/get off	catch
a bus	plane			

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的词汇知识: 有关交通方式的常见搭配。
见 **Word study** 教学提示 (P179–P180)

B2

- 语篇说明:** 对话在陆遥和她的爸爸之间展开。他们在就假期家庭旅游的出行方式进行讨论和比较。该对话共有四个话轮, 包括“礼貌询问与应允”“征询意见”“提出建议并说明理由”及“做出回应”。双方在交际过程中遵循礼貌交际原则(“... could you please ...?/I'm afraid ...”); 交际双方使用口语用语(“Shall we ...?/How about ...?”)提出建议; 双方就不同出行方式的速度和价格进行了比较。
- 语用功能说明:** 本单元语用功能为得体地提出建议(Making suggestions)。提出建议是口语交际中的一个重要语用功能, 指的是在交流中提出建议、提供意见或建议如何行动的能力。通过使用这种语用功能, 人们可以分享他们的看法, 提供帮助, 并与他人合作解决问题。**My learning notes** 提供了部分这类表述, 教师可引导学生借助自身的语

言积累找出更多类似表达(参考“补充资料1”)。学生用书 My learning notes support 部分(P118)提供了更多可用表达。

补充资料1

Making suggestions:

- Let's ...
- How about ...?
- Why don't we ...?
- Why not ...?

- Don't you think it is a good idea to ...?
- I suggest you take ... into consideration.
- Does it matter if we ...?

- 教学要点:教师通过让学生听B2的对话范文,帮助学生关注对话中交际双方的语气、交际目的和主要话题内容,模仿语音语调,感悟说话者的情感态度。再通过读B2的对话范文,引导学生关注本单元的口语交际策略要点(Speaking politely)和语用知识重点(Making suggestions)。

What does Dad say when he asks Lu Yao to look at the ways of travelling? Does he give Lu Yao an order?

How do they offer suggestions? Underline the sentences.

How do they respond?

How does Lu Yao convince her father?

...

- 教学建议:如学生理解对话有困难,教师可以利用图表帮助他们梳理对话信息,如可选的交通方式,交通方式的优缺点对比等;如学生对口语交际策略和语用功能表达的学习学有余力,教师可以帮助他们关注该对话的更多特征,如分析回应对方所提建议的语言特征——借助“I'm afraid ...”委婉地表达不认同等。教师也可帮助学生梳理更多接受或拒绝对方所提建议的表达(参考“补充资料2”)。

补充资料2

Agreeing:

- Yes, I'd like to.
- What a good idea!
- That sounds like a good idea.
- Why not?
- Brilliant!
- Yes, I feel like ...

Rejecting:

- I'm afraid ...
- Well, I'd rather ...
- I don't feel like it.
- I'd love to, but ...
- I'm not very keen on ...
- I don't think it will work.

参考答案

B1

Three ways. They are by plane, by train or by car.

B2

Lu Yao's father prefers to travel to Chengdu by train.

B3

- 口语交际策略：**本单元口语交际策略为礼貌交际(Speaking politely)。在英语口语交际中，礼貌交际是一种重要的交际策略，可以帮助建立良好的人际关系并促进有效的沟通。

礼貌交际指的是在交流中使用礼貌的言辞和态度。这包括使用适当的称谓和问候语，避免使用粗鲁或冒犯性的语言以及尊重对方的观点和感受。

- 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和B3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，让学生尝试半开放地完成口语对话角色扮演。对话双方仍为陆遥和她的父母(可以是两人对话，也可以是三人对话)，学生需要结合人物身份就旅游出行方式提出建议，并参考陆遥所整理的关于不同交通工具优缺点的笔记进行回应。
- 教学建议：**如学生整段输出表达有困难，教师可以在B3和B2之间插入一个过渡任务，以其中一种出行方式为例，让学生进行讨论，熟练运用得体地提出建议并做出回应的相关表达，再完成B3。如学生学有余力，可讨论对比礼貌的和不太礼貌的口语表达，或选择性地结合口语任务给出更多关于礼貌交际的建议(参考“补充资料”)。

B3 Role-play Lu Yao finds more information and takes notes. She goes on talking with her parents. With a partner, act out their conversation.

Ways	Advantages ^①	Disadvantages ^②
✈ plane	fast, convenient	expensive
🚄 high-speed train	comfortable, enjoy the view on the way	a little slow (12h)
🚗 car	feel free, carry more things	too slow (20h)
...

TEEN skill Speaking politely

When you speak politely, others may be willing to listen to you or give you a hand. Here are some tips.

- Use questions instead of giving orders.
- Use polite words like "please" and "thank you".

**My learning notes****Making suggestions:**

- Shall we go by car? • What about by air?
- _____ • _____

Update my to-do list

Where are you going this winter vacation? Talk with your partner and choose your way of travelling.

① advantage 有利条件 ② disadvantage 不利条件

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参考答案**B3**

(Answers may vary.)

Lu Yao: Mum, can you give me some suggestions, please?

Mum: Well, how about driving there? We will feel free and a car can carry more things. It will be exciting.

Lu Yao: I agree. But I'm afraid it's too slow. It takes nearly 20 hours to get there by car.

Mum: Then let's travel by high-speed train. It takes less time.

Lu Yao: That's a good idea. And it's really comfortable and we can enjoy the view on the way.

Mum: OK. Could you please book the train tickets for us, sweetie?

补充资料

More tips for speaking politely:

- Use polite greetings and appropriate titles or names: Start your conversation with a polite greeting such as “hello”, “good morning”, or “good afternoon”. Address people with their appropriate titles (Mr, Mrs, Dr, etc.) and use their names when speaking to them.
- Avoid using rude or offensive language when speaking to others.
- Speak in a calm, pleasant tone of voice during conversations.

✗ Don't say	✓ Say
<ul style="list-style-type: none">• Mike! Check the website!• I want a hamburger.• I don't like the travel plan.• — Can I try it on?— No.• What?	<ul style="list-style-type: none">• Mike, could you please check the website?Mike, would you mind checking the website?• I'd like a hamburger, please.• I'd prefer a different travel plan.• — Can I try it on?— I'm afraid it's not your size.• Could you repeat that, please?

More expressions for speaking politely:

- | | | |
|--------------------------|---------------------|-----------------------|
| • Excuse me, ... | • I'm really sorry. | • I wonder if ... |
| • Thank you (very much). | • Pardon (me)? | • I'd love to but ... |

语言注释

- **Um, that's a lot of money, isn't it?** “... isn't it?” is a question tag. A question tag is usually used to turn a statement into a question, seeking confirmation or agreement from the listener. (See **Grammar file, Student's Book P131**) ……, 是吗?
e.g. *She isn't coming with us, is she?* (Seeking confirmation)
It's a beautiful day, isn't it? (Seeking agreement)

Word study

- **教学要点:** 教师可引导学生回顾之前学过的交通工具(如 bus, plane, taxi 等二级词汇), 再分析网页上所列出的搭配, 发现其特点(介词短语搭配及动词短语搭配)。在此基础上列出更多搭配, 如 take, catch 的搭配等, 请学生完成表格填写。
- **教学建议:** 视具体学情, 如学生感到困难, 教师可将以上交通方式的搭配要点事先进行讲解, 而后请学生进行配对练习; 如学生学有余力, 可请学生自行梳理更多搭配, 如 ride a bike, take the metro/subway 等, 或由教师给出更多例句, 请学生进行同义转换练习(参考“补充资料”)。

参考答案

Word study

(Answers may vary.)

take	go by	get in/get out of	get on/get off	catch
a bus	plane/car/bus/train	a car	a bus/train/plane	a bus/train

补充资料

drive a car	hail a taxi
catch a train	miss the bus
board a plane	wait for the bus
sail a boat	rent a car
fly on a plane/an airplane	cruise on a boat
take the metro/subway/underground	

Update my to-do list

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

Suggested evaluation checklist

方面	标准
内容	A: 谈论、比较不同的交通出行方式 (Talk about advantages and disadvantages of different ways of travelling) B: 运用礼貌用语征询意见、提出建议 (Ask for and give suggestions with polite language)
语言	A: 使用正确的句型表达建议，措辞准确 (Use proper sentence structures to give suggestions) B: 给出的应答语言准确 (Respond 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: I can't wait to travel to Nanjing.

B: Me, too. It must be fun to travel with you. How are we going to get there?

A: What about taking a high-speed train? It's fast.

B: That's a good idea. But I'm afraid it's not convenient for me. It takes me one hour to get to the station.

A: I see. Why not take a bus there? You live near the bus station, don't you?

B: Yes, that sounds great. It's about two hours' ride to Nanjing. And we can enjoy the view on the way. Let's go there by bus.

A: I'll tell my parents about it later.

Section C Young travellers

>>Reading

子话题说明

阅读板块围绕“年轻的旅行者”(Young travellers)这一子话题展开,用论坛帖子的形式呈现两位青少年的寒假旅行计划,涉及旅行的目的地、旅行活动、交通方式等内容。

C1, C2

- 语篇说明:**该论坛帖子来自某个青少年旅游网站(TEEN-Land TourChina)中的论坛页面,主要用于与各地青少年交流各自的旅行见闻等。该帖子的话题是“你的寒假计划是什么?”。网名为Lingling12和Ming的两位青少年网友在该话题下进行了回复,分别从旅行目的地、选择目的地的原因、计划选择的出行方式、计划的旅行活动等方面展示了自己的寒假旅行计划,体现了发帖人热爱生活的积极态度以及对祖国大美河山的自豪感。两篇回帖主要运用一般将来时(be going to结构)谈论计划和打算,用语介于书面语与口语之间,通过文字和网友进行交流,如使用“You know what?”等。
- 教学要点:**本课的读前活动为预测,旨在帮助学生了解有关旅行计划的网络论坛回帖中包含的内容要素。教师可请学生进行头脑风暴,预测相关信息。再带着预测进行C2的阅读,检

Lu Yao is reading travel plans on TEEN-Land TourChina.

C1 Predicting What information can you find in a post on travel plans?
Tick (✓) the answer(s).

Where How How long What ...

C2 Read the posts about travel plans.

Topic: What's your plan for this winter?

You know what? I'm going to visit Beijing this winter! I learned about Beijing at school, and now it's time to see it with my own eyes. I'm going to take a plane there, and get around the city by bus. There are so many historical places to visit, such as the Palace Museum and the Great Wall. I'm also going to do a bicycle tour of the hutongs. I want to get to know the history of the city in different ways. It's going to be fun! Beijing, here I come!

10 Like Comment Lingling12 20 Dec.

My plan for this winter is to go on a trip with my family. I love being close to nature. The beautiful Zhangjiajie National Forest Park in Hunan is at the top of my list. We are going to hike there. After that, we plan to take the high-speed train to Kunming and then a bus to Lijiang. We plan to climb Yulong Snow Mountain there, and then fly back home. I can't wait to start my trip!

Like Comment Ming 19 Dec.

Personal touch
Which travel plan would you prefer? Why?

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测预测结果,并帮助学生置身真实的读者视角(**Personal touch**),设想自己在真实生活中,读到了两位网友的回帖,会有怎样的读后感:更喜欢哪一个?为什么喜欢?

- 教学建议:**如学生缺少查看网络论坛帖子的经验,无法预测帖子所包含的内容,教师可呈现一些类似但语言更简单的素材(如帖子下的1~2句跟帖回复),请学生判断一篇有关旅行计划的网络论坛回帖所包含的内容。

参考答案

C1

Where How How long What ...

C2

(Answers may vary.) I'd prefer the first one. Because I'm quite interested in history.

语言注释

- **You know what?** (*informal*) (= You know something?) used to introduce an interesting or surprising opinion, piece of news, etc. (引出令人感兴趣或吃惊的看法、消息等)要我告诉你吗, 你听说了吗?
e.g. *You know what? I've passed all the exams!*
You know what? I don't think I like this cake.
- **..., here I come!** = I can't wait to visit./I'm on my way., 我来了!
It's an informal expression used to say you are on your way to a particular destination or you can't wait to visit this place or person.
e.g. *Alright, London, here I come!*
Ready or not, here I come!
- **I can't wait to ... !** = I'm very excited about .../I'm eager to ... 我迫不及待想要.....!
e.g. *I can't wait to see you.*

背景知识

• **Hutongs**

A *hutong* is a lane or alley formed by traditional courtyard compounds lining both sides. The *hutongs* range 40 centimetres wide to 10 metres wide. Beijing *hutongs* have a history of more than 700 years. The word *hutong* originates from the Mongolian word *hotog* that means “water well” in Mongolian. Beijing’s *hutongs* are not only its old network of roads. They represent an important stage in the development and evolution of the capital’s history and culture. They are a window on the real Beijing. Taking a rickshaw to explore Beijing *hutongs* is a classic way to get an overview of the traditional *hutongs* in a short time and has been a must-do activity in Beijing for years. But now, more and more people choose to tour Beijing *hutongs* on their bikes.

• **Zhangjiajie National Forest Park**

Zhangjiajie is a city, region, and national park. In 1982, Zhangjiajie National Forest Park became China’s first national forest park. For those who love nature, wish to seek adventure, and want to escape from the daily hustle and bustle, Zhangjiajie is a must for their travel itinerary. The 999 steps to Heaven’s Door, the 70-degree inclines above deep valleys on the longest cable car ride, the glass bridge over Zhangjiajie Grand Canyon ... attract millions of tourists every year.

C3

• **阅读策略:** 本单元重点教授的阅读策略为略读把握主旨大意 (Skimming for main ideas)。从书面语篇中判断和归纳作者的观点及语篇的主旨要义是课标提出的明确要求。主旨大意指的是除去所有细节后的一个段落或文章的大意或中心思想。通过略读, 学生可以更准确地把握文章的核心内容, 更快速地抓住文章的重点或脉络, 节省阅读时间, 提高阅读效率。此外, 理解大意还有助于学生分析和评估文章的逻辑性和可靠性, 培养批判性思维能力。

- **教学要点:** 此活动旨在帮助学生整体把握阅读文本的主旨大意。
- **教学建议:** 如学生感到困难, 教师可以引导学生分析两个选项的关键词 (nature, the past), 再请学生通读全文, 在文中寻找这两个词或它们的近义词, 进而得出文章大意。如学生学有余力, 教师可在学生完成配对练习之后, 请他们进一步解释是如何分析出文章大意的。教师在学生发言的基础上总结方法。

C4

- **教学要点:** 此活动旨在帮助学生借助关键词, 在文中查找具体的信息, 并进行分类梳理, 在理解细节信息的同时关注文本组织结构, 为后续的写作板块做好铺垫。
- **教学建议:** 如学生对填写表格第一栏感到困难, 教师可以引导学生复习本单元 **Word study** 中交通工具的表达, 并和学生共读第一篇文本, 示范如何在文中寻找相关关键词, 如 take a plane 等, 再请学生扫读第二篇文本, 得出答案。如学生对填写第二栏感到困难, 教师可以引导学生查找 be going to 或 plan to 后的动词短语, 定位有关 activities 的特定信息。如学生

Unit 6

C3 General understanding Match the main ideas of the posts with the usernames.

Skimming for main ideas

Getting in touch with nature

Lingling12

Feeling the past

Ming

C4 Detailed reading Read and complete the table with the information from the posts.

Ways of travelling	Activities	Feelings

C5 Further thinking Answer the questions.

- 1 In what ways can Lingling12 get to know Beijing's history?
- 2 What does "at the top of my list" mean in Ming's post?
- 3 What fun experiences are they probably going to have during their trips?

Vocabulary focus Fill in the blanks with the words or phrases from the posts.

- 1 China is a country with a long _____.
- 2 It is my wish to see China's beauty _____.
- 3 The mountains and rivers are gifts of _____. We are proud of them.
- 4 Famous for its many historical places and tasty noodles, Shanxi is at _____ my travel list.

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

What is special about each of the travel plans in C2?

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对填写第三栏感到困难, 教师则可以引导学生分析文章结构(第一句或最后一句), 关注标点符号(感叹号)等得出答案。

C5

- **教学要点:** 问题 1 旨在帮助学生通过关注并分析句与句之间的逻辑关系, 深入理解文本中关于探寻北京历史的不同方式。问题 2 旨在帮助学生在理解字面意思的基础上, 深入挖掘 at the top of my list 所表达的比喻意义。问题 3 旨在帮助学生在学习理解文本的基础上, 推断作者有可能会获得的愉快旅行经历。
- **教学建议:** 如学生感到困难, 教师可提示学生通过 C4 表格中的 Activities 展开合理想象, 进行推断。教师可根据学情, 灵活创设课堂活动, 帮助学生学习并理解文本。以下问题供参考选用:
 - ① Is the Palace Museum a historical place?
 - ② Can Lingling12 know anything about the history of Beijing by visiting the Palace

Museum?

- ③ What other places can she/he visit to know the history of Beijing?
- ④ Is Ming going on a trip alone?
- ⑤ Is Zhangjiajie National Forest Park the place Ming wants to visit most?

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

- ① Why does Lingling12 want to visit Beijing? (*Because she/he learned about it at school or on books and she/he wants to see it with her/his own eyes.*)
- ② Is this Lingling12's first trip to Beijing? (*Yes. She/He says "it's time to see it with my own eyes". This probably means she/he has never been to Beijing before.*)
- ③ What does Lingling12 mean by saying "Beijing, here I come!" (*She/He can't wait to visit Beijing and is going to Beijing soon. She/He is excited about this trip.*)
- ④ Why does Lingling12 say "It's going to be fun!" (*Because this is her/his first plane trip./ Because she/he is going to see Beijing with her/his own eyes instead of just learning about it from the textbooks./Because she/he is going to visit many historical places./ Because she/he is going to ride a bicycle and tour the hutongs.*)
- ⑤ What do you think Lingling12 is probably interested in? Why do you think so? (*History. Because all the places she/he wants to go to are historical places.*)
- ⑥ In what ways are Zhangjiajie and Lijiang alike? (*They both have beautiful natural scenery.*)
- ⑦ Can we infer from Ming's post that he/she is keen on sports? (*Probably. She/He is going to hike in the forest park and climb the mountains. She/He must be very active and physically fit.*)
- ⑧ Why does Ming plan to take the high-speed train to Kunming and then a bus to Lijiang instead of flying or going there by train directly? (*Because she/he may want to enjoy the view on the way./Maybe because the plane tickets are too expensive. It may cost a lot since she/he is going to travel with her/his family./Maybe because it's not convenient to get to the airport./Maybe because there are no direct trains between Zhangjiajie and Lijiang.*)
- ⑨ What do you think of Ming's travel plan? (*It's good because she/he loves being close to nature. These two places are famous for their beautiful natural scenery./It's not a good one because the two places are far from each other. She/He'll waste a lot of time on the way.*)
- ⑩ How will you do it differently? (*I'll visit Zhangjiajie/Lijiang only since the winter holiday is usually short. If I choose only one place to visit, I can explore it more thoroughly./I'll choose another place near Zhangjiajie or somewhere I can get to by taking a direct train ride.*)

参考答案

C3

Getting in touch with nature: Ming

Feeling the past: Lingling12

C4

	Ways of travelling	Activities	Feelings
	<i>by plane, by bike</i>	<i>visit historical places and ride a bicycle in the hutongs</i>	<i>excited and positive (It's going to be fun!)</i>
	<i>on foot, by train, by bus, by plane</i>	<i>hike in Zhangjiajie National Forest Park and climb Yulong Snow Mountain</i>	<i>excited and positive (I can't wait to start my trip.)</i>

C5

(Answers may vary.)

- 1 She can get to know Beijing's history by visiting some historical places and doing a bicycle tour of the *hutongs*.
- 2 It means the beautiful Zhangjiajie National Forest Park is the place he/she wants to visit most.
- 3 Lingling12 is probably going to have fun visiting the historical places in Beijing, such as the Palace Museum and the Great Wall. Maybe Lingling12 is going to enjoy visiting the *hutongs* by bicycle and talking to people who live there about the city./Ming is probably going to enjoy the view when hiking in Zhangjiajie National Forest Park and climbing Yulong Snow Mountain. Maybe Ming is going to have a bird's-eye view on the top of Yulong Snow Mountain!

Vocabulary focus

- **教学要点:**本活动重点关注课文中部分核心词汇(如 *history*, *nature* 等)的理解,教师帮助学生在新的上下文语境中运用这些词汇,同时也可以帮助学生意识到词汇学习的关键不在于背记单词——词汇学习需在语境中学习理解词汇意义,借助词块、搭配等,高效掌握词汇的用法。
教师还可以设计更多词汇练习,关注本板块核心词汇(如 *own*, *such as*, *national* 等)的理解和运用。
- **教学建议:**教师可给出提示(如图片、情境提示等),鼓励学生利用这些核心词汇创作新的句子。

参考答案**Vocabulary focus**

- 1 *history* 2 *with my own eyes* 3 *nature* 4 *the top of*

Update my to-do list

- 教学要点：教师可组织学生分组讨论两位网友的旅行计划的特别之处，并解释原因，从而检测学生对帖子中旅游计划的理解程度。学生讨论或汇报的时候，教师可提供适当的支持。

参考答案

Update my to-do list

(Answers may vary.)

Riding a bicycle in the *hutongs* is special in Lingling12's trip. Hiking in Zhangjiajie National Forest Park is special in Ming's trip.

>>Grammar in use

板块内容说明

本单元的语法重点是使用 **be going to** 结构表示一般将来时 (The future), 同时包含语法点附加疑问句 (Question tags)。

活动 1

- 教学要点:** 活动 1 旨在帮助学生在理解句子意思的同时, 探索发现 **be going to** 表达的意义。教师可引导学生关注句中下划线部分的语言结构形式, 如 **be** 动词与句子主语的关系, 否定意义的表达形式等。
- 教学建议:** (1) 教师可补充更多用 **be going to** 结构表达一般将来时的例句, 尤其是学生用书尚未涵盖的一般疑问句、特殊疑问句等。同时也可以列举更多人称和不同的 **be** 动词形式, 通过问题引导, 帮助学生关注 **be going to** 的形式、意义和用法(参考“补充资料”)。

补充资料

- Mary is going to spend her winter holiday at the seaside with her family. They are going to enjoy the sunshine there.
- She is not (=isn't) going to take her new camera with her because it is a bit heavy.
- There is going to be a new train station in our city.
- Are you going to take your pet Sam with you during your trip?
Yes, we are./No, we aren't.
- Bill and Jane are going to take a bus tour around the city. It's (=is) going to be fun!
- How long are you going to stay in Chengdu?
We're (=are) going to stay there for one week.
- What is your son going to do this winter vacation?
He is going to volunteer to help the kids with their English in our neighbourhood.

>> Grammar in use The future: **be going to**

1 Read and think What do the underlined parts have in common?

- (1) I am going to see pandas in Chengdu.
- (2) I am not going to stay there for too long.
- (3) My winter trip to Lijiang is going to be fun.

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

- We usually use **be going to** to talk about ...
- future plans or arrangements^①
 - intentions^②
 - actions that are happening at the moment

Grammar file → p. 132

3 Practise: A survey The school forum is doing a survey among students. Complete the students' replies with the proper forms of the verbs in the brackets.

Plans for our partner school's visit

A group from our partner school in London is going to visit us this winter. We want to hear your plans about things for them to do during their visit.

- Where are you going with them? • What are you going to do?

 I am going to visit (visit) the famous landmarks in Pudong with them.

 I think I ⁽¹⁾ enjoy (enjoy) the art with them in the newly opened gallery⁽²⁾ near our school.

① arrangement 安排 ② intention 打算 ③ gallery 展览馆; 画廊

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- ⑤ Do you need to change the form of *going*? (句中 *going* 的形式需要变换吗?)
- ⑥ When will *to* be omitted? (什么情况下会省略 *to*?)
- ⑦ What is the difference in verb form between singular and plural subjects? (单数主语和复数主语的动词形式有什么不同?)
- ⑧ Is the verb in its base form? (动词是以动词原形出现的吗?)
- ⑨ 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?)
- ⑩ Are there any auxiliary verbs used in this sentence? (句中是否使用了助动词?)
- ⑪ Can you make a negative sentence or a question from this affirmative sentence? (你能把这个句子从肯定句变为否定句或疑问句吗?)

活动 2

- 教学要点: 活动 2 旨在帮助学生在完成活动 1 的基础上总结语法规则, 根据上面的句子, 归纳 *be going to* 表达的意义。
- 教学建议:
 - (1) 教师可根据学情, 选择仅要求学生对照活动 1 的各个句子和语法规则的选项, 判断出正确答案, 或请学生分组对照更多使用 *be going to* 结构的例句, 归纳 *be going to* 结构的肯定、否定、疑问句的构成规则, 动词第三人称单数的构成规则以及一般将来时的使用情境, 最后借助学生用书语法附录 (**Grammar file**, P132–P133) 深化理解。
 - (2) 教师可补充 *be going to* 表达一般将来时的更多用法, 如表示基于现在的证据预测未来会发生什么的表达 (*when there is evidence that something is going to happen in the future*)。
e.g. *Look at those dark clouds. It's going to rain tonight.*
 - (3) 教师还可视学情引导学生关注 *be going to do* 结构和 *be doing* 结构的区别。
 - (4) 在六年级下册第一单元中, 学生将学习用 *will* 表达将来时态。因此如学生学有余力, 教师可引导学生思考 *be going to* 与 *will* 的用法异同, 为下学期的语法学习做好准备。

活动 3

- 教学要点: 活动 3 旨在帮助学生初步运用 *be going to* 结构, 在有意义的情境中重点操练和使用 *be going to* 在主语不同时的肯定和否定形式。
- 教学建议: 在完成这个活动之前, 教师可以借助活动 1 中不同主语的肯定、否定句例句, 也可从语法附录中提取更多包含不同主语的肯定、否定形式的句子, 让学生熟悉其构成形式及规律, 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, 教师可以帮助其先圈划主语或分解句子成分, 再在书上尝试写出答案, 同伴互查后, 再全班讲解。如学生接受程度较好, 教师可以让学生直接以口头回答的形式, 如引导学生描述图片内容等, 对所学内容进行练习。以下活动可供参考:

补充资料

Look at the picture and describe what is going to happen.

e.g. *It is going to rain.*

The man on the ladder is going to fall.



活动 4

- 教学要点:** 第一步, 教师帮助学生在真实情境中, 恰当运用 *be going to* 结构描述接待姐妹校友人来访的活动安排。完成活动需要用到 *be going to* 的肯定句、否定句和疑问句以及肯定和否定回答。第二步, 尽量让学生使用完整的句子进行讨论。第三步, 需要学生将讨论的结果进行汇报。
- 教学建议:** 如学生需要更多帮助, 可在活动前请学生参考语法附录里的语法讲解, 也可以补充一些相关例句, 引导学生关注不同的句型结构, 再补充相关单句训练。之后再参照课本的对话示范, 请学生尝试和同伴展开简短对话。

对于学有余力的学生, 教师可模拟真实情景, 如展示教师或同学的周末安排, 学校艺术节的活动安排等, 在师生互动过程中完成活动。

如学生接受程度较好, 教师可以请其在同学完成汇报之后, 针对他们的活动安排进行评价, 并使用目标语言针对不合理的地方提出自己的改进意见, 如 “I’m afraid it’s not a good idea to visit the Bund. It’s going to rain that day.” 或 “There is going to be a new art gallery. We are going there.” 等。

We ⁽³⁾ _____ (take) a bus ride around our city.
It must be fun.

We ⁽³⁾ _____ (have) meals in fast-food restaurants. Instead, we ⁽⁴⁾ _____ (try) local food in Chenghuangmiao Area.

4 Pair and share

(1) Work on your own. You are about to host two students from the partner school. Write down your plans for places to visit with them.
e.g. I’m going to visit the famous landmarks in Pudong with them.

(2) Work in pairs. Ask each other about your plans for visiting places with students from the partner school.

What places are you going to visit with them?
How are you going to get there?
I’m going to visit the famous landmarks in Pudong with them.
We are going to take the underground and the bus.
What are you going to do there?
We ...

(3) Share your travel plans with your classmates.

We are going to visit ... with them. We ...

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参考答案

2

- future plans or arrangements
 intentions

3

- (1) am going to enjoy
- (2) are going to take
- (3) are not going to have
- (4) are going to try

4

- (1) I am going to take them to a famous local restaurant.
I am going to show them around my school.
I am going to enjoy the night views along the Huangpu River.
...

(2) We are going to have a bird's-eye view of the city from the top of the building.

We are going to enjoy a great lunch in a floating restaurant.

We are going to take a boat tour to see the city skyline from the water.

...

(3) We are going to visit the famous landmarks in Pudong with them. The Oriental Pearl TV Tower and Shanghai Tower are at the top of our list. We are going to take the underground there. It's fast and convenient as well. We are going to have a bird's-eye view of the city from the top of the tower. We are also going to enjoy a great lunch in a floating restaurant. After that, we are going to take a walk at the Lujiazui Central Green Space. When evening comes, we are going to take a boat tour to see the city skyline from the water. I'm sure we are going to have a great time!

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。如感到学生对这一语法点的形式掌握得不够好（如 be 动词形式错误，或 be going to 后面的动词原形错用为 doing 等），可以增加一些单项分解练习，以从控制到半控制再到完全放开的方式，逐步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。

附加疑问句 (Question tags) (Grammar file, *Student's Book* P131–P132)

• **教学要点：**教师帮助学生在理解句子意思的同时，探索发现附加疑问句所表达的功能和意义。可引导学生关注例句的语言结构形式，如附加疑问句包括陈述部分和附加疑问部分。尤其请学生注意附加疑问部分的构成规律，即一般由助动词、be 动词或情态动词和表示主语的代词构成。

• **教学建议：**

(1) 教师可以补充更多附加疑问句的例句，涵盖不同的组成方式，并通过问题引导，帮助学生理解附加疑问句的构成规律及用法（参考“补充资料”）。

补充资料

- Lisa is reading a book now, isn't she?
- Bill gets up at 7:00 every day, doesn't he?
- Ken ate too much junk food last week, didn't he?
- You have been to the farm, haven't you?
- Philip isn't the teacher of Class 9, is he?
- The lesson doesn't start at 8:00, does it?
- Gina and Emma didn't do sports regularly, did they?
- She has never seen a goat before, has she?

(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 How many parts are there in a sentence with a question tag? What are they? (附加疑问)

句由几个部分构成？分别是什么？）

- ② How many words are there in the question tag? (附加疑问部分由几个单词组成？)
 - ③ What is the part of speech of the second word in the question tag? (附加疑问部分的第二个单词词性是什么？)
 - ④ Does the pronoun in the question tag match the subject? (附加疑问句部分的代词与主语一致吗？)
 - ⑤ If the statement is affirmative, is the auxiliary in the question tag affirmative or negative? (当陈述部分是肯定句时，附加疑问部分是肯定还是否定形式？)
- (3) 如果学生学有余力，可引导学生关注附加疑问句的语调 (intonation in question tags)。

补充资料

- When the voice falls at the end of a tag question, the speaker is certain about the answer and expects the listener to agree.
e.g. — This is a fantastic Sports Day, isn't it? ↗
— Yeah. It's really great.
- When the voice rises at the end of a question tag, the speaker is not certain about the answer and wants to confirm that something is true.
e.g. — You are going to Uncle Lin's farm tomorrow, aren't you? ↘
— No. I have to stay with my grandparents tomorrow.



The main difference between an English address and a Chinese address is the format, i.e. the way the information is presented. In an English address, the information is typically arranged in a specific order: recipient's name, street address, city or town, state or province. The address is written from the smallest geographical unit to the biggest. Instead of consisting of 6 numbers, an English postcode is usually a series of letters and numbers.

Section D My footprint >> Writing

子话题说明

写作板块围绕“我的足迹”(My footprint)这一子话题展开,学生以撰写明信片的形式简单描述自己的旅行见闻、计划安排及感想。

D1

- 语篇说明:**这篇写作范文是之前几个板块的情境延续,是陆遥和家人在成都旅行的过程中给自己的好友Lisa写的明信片,分享了当时当刻的所做所感以及接下来的旅游计划。语篇内容包括明信片的日期、称呼、落款、地址及正文等要素。
- 写作策略:**本单元写作策略的要点是按正确格式书写明信片(Writing a postcard),包括在左上角书写日期和称呼,在左侧书写正文部分,在右侧书写收件人的全名地址等信息。
- 教学要点:**活动定位是写前思考。教师引导学生先通过快速浏览范文内容,关注范文意义(回答D1中的问题),再展开后续的写作策略准备。
- 教学建议:**如学生理解范文有困难,

D

My footprint

>> Writing

Write a postcard to your friend about a trip with your family.

D1 Think Read Lu Yao's postcard to her friend Lisa. Is Lu Yao enjoying her trip?

2 February

Dear Lisa,

I'm having a great time here in Chengdu. I'm now working as a volunteer and helping look after the lovely pandas. Tomorrow I'm going to visit a teahouse and enjoy the famous Sichuan opera.

I'm going to buy some local snacks for you. I'm sure you will like them.

What a great trip it is!

Your friend,

Lu Yao



Lisa Green

XXX Baker Street
London
NW1 XXX
United Kingdom

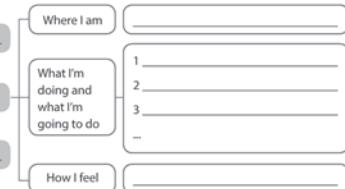
D2 Prepare

1 What is Lu Yao doing? What is she going to do next in Chengdu? How does she feel?

2 What does Lu Yao write in her postcard? Tick (✓) the answer(s).

Date Message Greetings Signature Address

D3 Plan Follow the outline below and think about what to write in your postcard. Make notes.



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教师可以用提问的形式引导学生梳理正文部分关键信息,引导学生关注表达感受的句子。如:

- ① Who is the postcard from/to?
- ② Where is Lu Yao now?
- ③ Why did Lu Yao write the postcard?
- ④ She uses an adjective twice to describe the trip. Can you find it? (Great.) How does she feel about the trip?
- ⑤ What makes her trip great?

D2

- 教学要点:**活动定位是写前准备。教师组织学生细读范文,找出“陆遥此刻在做什么?接下来她将要做什么?她的感受如何?”三个问题的答案,以此分析范文内容结构,关注时态运用,提高写作结构意识和语法意识,为后续写作环节做好铺垫。

此外,学生勾选范文中所包含的明信片写作要素。关注本单元的写作策略——按正确格式书写明信片。

- **教学建议:** 教师可根据学情决定是否安排更多练习,如引导学生在文本中挖掘更多能表现陆遥很享受此次旅程的表达,如the lovely pandas, the famous Sichuan opera, enjoy等。

参考答案

D1

Yes, she is.

D2

1 She is now working as a volunteer and looking after the lovely pandas. She is going to visit a teahouse, enjoy the famous Sichuan opera and buy some local snacks for Lisa. She feels happy.

2 Date Message Greetings Signature Address

D3

- **教学要点:** 活动定位是写前构思。教师引导学生根据话题,结合给出的框架结构展开头脑风暴,确定3-4个行文要点,并以草稿的形式列出一些相关语言表达。此外,教师还需要引导学生关注本文的时态。
- **教学建议:** 教师可根据学情,酌情提供关于相关内容的语言支架,包括描述旅游活动及感受的不同表达方式(参考“补充资料”)。

补充资料

Useful expressions

1. Travelling activities:

- try traditional local food
- watch the sunrise or sunset/the stars
- hang out at the beach/build sandcastles/collect seashells
- go windsurfing/diving/swimming/hiking/skydiving/skiing/snowboarding/...
- listen to the gentle breeze through the trees
- enjoy a night out in the town/the night views
- visit an amusement park/museum/aquarium/...
- ride a horse
- ...

2. Personal feelings:

- What a good/great time I'm having!
- How wonderful the trip is!
- I'm so happy/excited to see so many amazing things.
- This trip has been truly unforgettable.
- ...

D4

- 教学要点:** 活动定位是写作。教师请学生基于前期的写作准备,在提供的明信片格式文本框内完成写作。
- 教学建议:** 教师可根据学情决定是否将整篇文章的写作任务再进行分解。如先请学生选择合适的句子填入空格以补全文章;或出示图片及关键词进行单句写作练习等。

D5

- 教学要点:** 活动定位是写后检查。教师引导学生参照写作要点提示,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:** 教师可整理学生的常见错误,全班一同找错误、修改,再请学生自查自己的习作,之后同伴交换检查是否有遗漏或错误的批改。教师也可请学生一起讨论确定写作的评价标准,再展开同伴互评。

Update my to-do list

- 教学要点:** 教师请学生分组活动,分享彼此的明信片。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	围绕旅行见闻展开,包括此刻在做什么,接下来将要做什么以及感受如何 (Has the writer written about what he/she is doing? Has the writer written about what he/she is going to do? Has the writer written about how he/she feels?)
结构	包含明信片写作的要素 (Does the writing include a date, a greeting, a signature and an address?)
语言	使用合适的时态 (Does the writer use tenses properly?)

My learning notes

Expressing personal feelings:
 • I'm enjoying myself.
 • _____
 • What a/an ... trip!
 • _____

TEEN SKILL Writing a postcard

Data Greetings Message Full name _____
 Address _____
 City, State _____
 Postcode _____
 Country _____

• Write the date and greetings on the top-left corner.
 • Write a message about your trip on the left.
 • Write the recipient's^① name and address on the right.




D4 Write Write your postcard.



D5 Check Check your postcard. Make sure you have included the address of the recipient, the date and your message.

Update my to-do list

Read your partner's postcard and make comments on it. Revise your postcard according to comments from your teacher and classmates.

① recipient 收件人

>>Discovery

板块内容说明

探索发现板块介绍了探索大美中国的四种不同交通方式，分别为乘坐汽车或公交车跨越港珠澳大桥，乘坐高铁、地铁以及渡船出行，并通过一些事实信息和客观数据的对比直观展示了祖国交通体系的便利及发达程度。

教学提示

- **语篇说明：**第一则短文介绍了港珠澳大桥。第二则短文介绍了中国高速铁路体系。第三则短文介绍了中国的城市轨道交通体系。第四则短文介绍了中国的水上交通方式之一：渡船。
- **更多信息：**

(1) 港珠澳大桥是我国境内一座连接香港、广东珠海和澳门的桥隧工程。分别由三座通航桥、一条海底隧道、四座人工岛及连接桥隧、深浅水区非通航孔连续梁式桥和港珠澳三地陆路联络线组成。港珠澳大桥的建设创下多项世界之最。它的建成开通，有利于三地人员交流和经贸往来，对于全面推进中国内地、香港、澳门互利合作具有重大意义。

(2) 中国高速铁路(China High-speed Railway)，简称“中国高铁”，其形式多样，种类丰富。根据速度指标，中国高铁可分为时速250千米、时速300千米和时速350千米三种级别。截至2023年底，中国铁路营业里程达到15.9万公里，其中高铁达到4.5万公里。CRH系列动车组取名“和谐号”，寓意“建设和谐铁路、打造和谐之旅、构建社会主义和谐社会”；CR系列动车组取名“复兴号”，寓意“承载着中华民族伟大复兴中国梦”。

(3) 中国地铁是指中国建设和运营中的城市轨道交通(地铁)。中国大陆首

Discovery

More ways to explore amazing China

China is a very big country. There are high mountains, vast^① lands, long rivers, and deep seas. Visitors have so many ways to explore China.

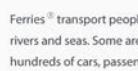


Hong Kong-Zhuhai-Macao Bridge is the longest sea-crossing^② in the world. Cars and buses can travel between Zhuhai and Hong Kong in about 30 minutes.

China's high-speed railway system^③ is over 40,000 kilometres. Trains can run at an average speed of 350 km/h. It takes visitors about 4 hours and 30 minutes to get to Beijing from Shanghai.



More than 50 cities in China have their own metro^④ systems. People can get around in cities by metro easily.



Ferries^⑤ transport people and vehicles^⑥ across rivers and seas. Some are large enough to carry hundreds of cars, passengers and even trains. China has the largest ferry in Asia.



Read and think Which way of travelling is the most popular for travellers?

① vast 辽阔的 ② sea-crossing 跨海大桥 ③ system 系统 ④ metro 地铁 ⑤ ferry 渡船
⑥ vehicle 交通工具：车辆

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条地铁系统是北京地铁，建于1965年7月1日，通车于1969年10月1日，封闭试运营于1971年1月15日，正式对外开放于1981年9月15日。城市轨道交通包括：地铁系统、轻轨系统、市域快速轨道交通系统、单轨系统、有轨电车系统、自动导向轨道(APM)系统、磁浮系统等。

(4) 轮渡是指用渡船将旅客、汽车或列车等客货、车辆渡过河流、港湾或海峡的交通方式。用作运送乘客的渡轮，可以称为客轮。渡轮也能运送货物(包括危险品、家畜、车辆甚至火车等)。渡轮可以是定期班次，也可以是等客满才起航的。2020年下水的“渤海恒达”轮是我国自主设计、建造的目前亚洲最大、最安全、最先进的多用途滚装船。

- **教学建议：**教师可根据学情，灵活选用不同的方式来激发学生对不同类型交通工具的兴趣和思考。

(1) 预测：组织学生读前浏览图片，预测与主题相关的信息，激活学生的背景知识，

激发学生的兴趣。如：

- ① What can you see in these pictures?
- ② What do you know about them?
- ③ Have you ever been on a ferry?

或阅读标题和引言部分，预测文本内容，激活背景知识。

- ① What is the passage mainly about?
- ② What information can you get from the passage?
- ③ What do you know about different ways to explore amazing China?

(2) 理解：请学生阅读短文，通过问题引导学生发现不同交通工具的特点。如：

- ① What is each way (to explore China) special for?
- ② What do you find most amazing about the ways?

也可以设计相关练习，请学生在阅读之后填写相关数据，通过数据的对比感受祖国交通体系的发达程度。

(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 does Hong Kong-Zhuhai-Macao Bridge bring us? (*It cut the road travel time between Hong Kong and Zhuhai/Macao from 3 hours to 40–50 minutes. The Hong Kong-Zhuhai-Macao shuttle buses help passengers travel conveniently between Hong Kong, Zhuhai and Macao.*)
- ② Why do most people choose high-speed trains to travel now? (*It is not only fast but also convenient. China has the world's largest and still expanding high-speed rail (HSR) network. The high-speed trains are admired for being more convenient and efficient than flights. When people arrive at the station just 10 minutes before the train departs, rather than an hour or more, they will feel that they can save lots of time. When people sit down in the seat and realise that they can actually move their legs, or pass by the neighbours without disturbing, they will feel it stunning.*)

(4) 拓展：提供与文中所提及的交通工具相关的视频，或鼓励学有余力的学生自发寻找一些其他的或有趣或有特色的交通工具（如大连的有轨电车、香港的叮叮车、重庆的穿楼轻轨等）或历史上的交通工具（如轿子、马、骆驼等），在课堂上分享，比较不同交通工具的优缺点，以提高学生自主学习、思辨和探究能力以及文化意识。参考问题：

- ① Which way of travelling do you like best? Why?
- ② Do you know other ways to explore amazing China?

补充资料

• Cycle rickshaw

A cycle rickshaw is a human-powered vehicle used for transporting passengers or goods. It consists of a three-wheeled bicycle with a seat or carriage at the back for passengers to sit in. The driver, known as a rickshaw puller, pedals the vehicle to propel it forward.

- **Self-balancing scooter**

A self-balancing scooter is a two-wheeled electric device that is ridden in a standing position. The rider controls the speed and direction of the scooter by shifting the weight and leaning in different directions. Self-balancing scooters are popular for short-distance transportation and recreational use.

- **Snowmobile**

A snowmobile is a motorised vehicle designed for travel over snow and ice. It looks like a motorbike, but has skis at the front instead of wheels. It is used for transportation in remote areas with heavy snowfall, such as in the Arctic regions.

Section E A travel plan

>>Project

子话题说明

项目探究板块围绕“一项旅游计划”(A travel plan)这一子话题展开。学生结合本单元所学,通过小组合作,为来访国际友人制作一份本地“旅行计划”,以回应单元大问题,在探究活动中提升问题解决能力及合作探究能力,同时深度感知家乡不同区域的自然风光及人文特点,激发学生热爱家乡、热爱祖国的情怀,增强学生的社会责任感和自豪感。

教学提示

- 教学要点:**教师引导学生讨论回顾单元各板块内容,引发对单元大问题的深层思考。组织学生分小组讨论,可涉及旅游活动、饮食、住宿、交通方式、行进路线等方面。学生在广泛收集想法的基础上,结合来访者的特点、需求,接待者的资源、能力等,确定合适的旅游计划。并在此基础上将旅游计划绘制出来(形式不限,如表格式、流程图式、手帐笔记式、地图标记式等),向同伴展示。
- 更多资源:**学生可利用搜索引擎搜索目的地相关关键词,获取相关信息。在绘制旅游计划时,除手绘之外,也可借助一些信息技术手段。学生可以在手机应用商店中搜索旅行计划相关应用程序,或搜索相关小程序或网站,输入相关旅游信息、注意事项等,最后生成自己的旅行计划图(表)。

Suggested evaluation checklist

方面	标准
内容	至少包括旅游计划的四个要素:目的地、旅游活动、时间安排、交通方式(The travel plan covers at least four elements: destinations, activities, schedule, means of transport.)
语言	准确运用本单元所学的语言,表达时自然流畅、发音清晰(Use the language learned in this unit and speak accurately, naturally, clearly and fluently)
成果	构图合理,视觉效果吸引人(The travel plan is well-structured and visually appealing.)

E A travel plan
>> Project

Unit
6

Designing a travel plan for your international friends

A group of students from the partner school in London are coming to your school. They are going to spend a weekend travelling around the city. Work in groups and design a travel plan for them.

Step 1 Plan List the things to be included in the travel plan.
 what activities to do what to eat where to stay
 how to get around

Step 2 Collect ideas Discuss with your partners and take notes.
 • How about a school tour for the first day?
 • Shall we help them buy the Three-day Pass?
 • Where are they going to stay, in a hotel or in the school dorm?
 ...

Step 3 Design Put your ideas together and create your travel plan. Draw some pictures.

Day 1
 Explore Yu Garden
 Line 10 → Line 8 30 mins
 Visit People's Square
 walk 10 mins
 Walk along Nanjing Road
 walk 1 hour
 Enjoy the night view at the Bund

Step 4 Present Present your group's travel plan to the class and explain it.

Update my to-do list

Listen to other groups' presentations and make comments on their travel plans. Vote for your favourite one.

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Update my to-do list

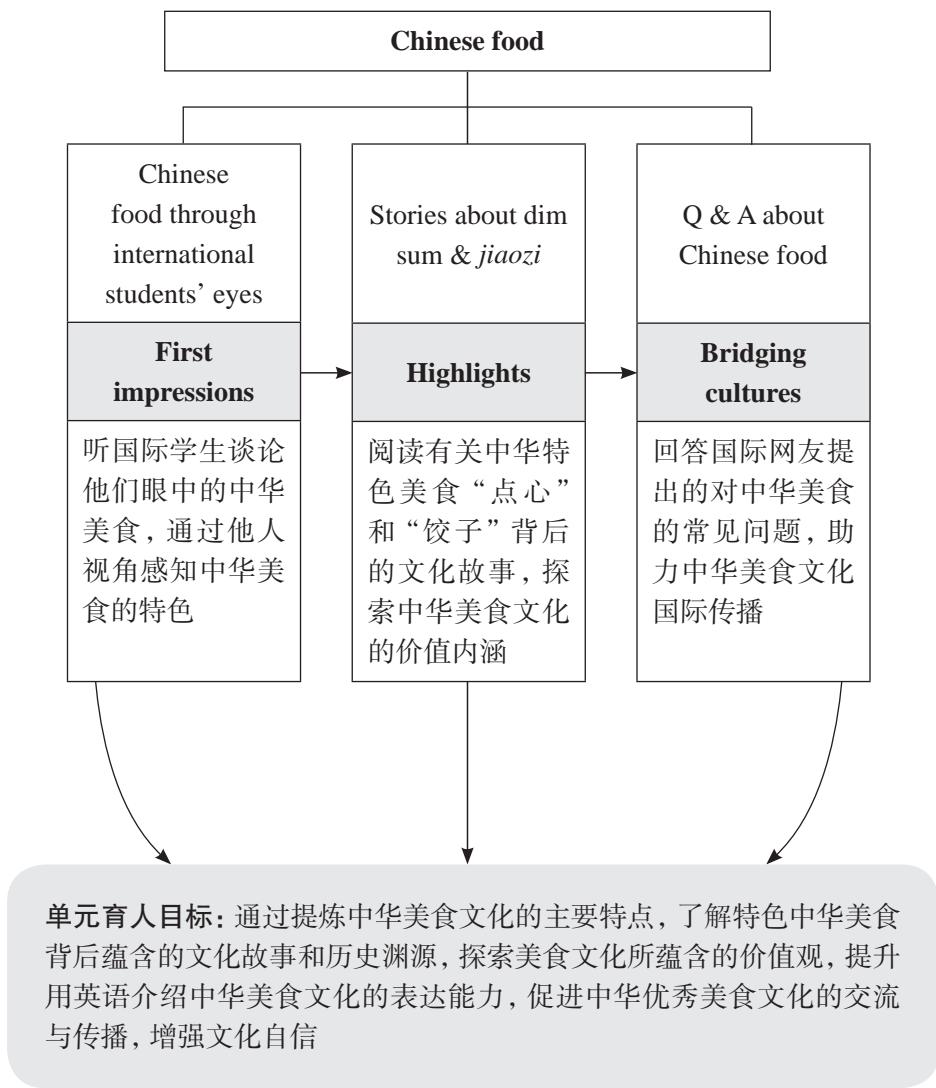
- 教学要点:**教师给各组提供在课内外展示其旅游计划的平台或机会。鼓励学生综合运用本单元前面的板块所学的语言知识和技能进行表达和展示。汇集各组学生的作品,通过班级群或公告板等方式进行展示。还可请学生在即将到来的寒假里,按照自己小组或选择其他小组的旅行计划,实践体验,并给出评价和改进建议。

教师设计旅游计划展示的评价表,组织学生从内容、语言和成果三方面进行同伴互评。

Culture corner

Exploring China: Chinese food

单元内容结构图 (Structure of the unit)



单元目标 (Unit objectives)

阅读有关中华美食的语言材料，以跨文化视角回答中华美食文化相关问题，了解特色食物名称、制作方法、就餐礼仪等相关英语表达，探索中华美食的文化底蕴，培养跨文化意识，提升向国际社会讲述中华美食故事的能力，向世界展现中华美食文化的独特魅力。

First impressions

板块内容说明

本板块呈现了四位国际学生对中华美食的认识和看法，从中国本土食物与国外中餐的对比、就餐观念、节日食物和地区特色美食等角度，提炼了中华美食文化的不同特点，旨在引导学生认识到中华美食的丰富性、多样性和包容性。



这句话是中文“民以食为天”的英文译文，出自西汉司马迁的《史记·郦生陆贾列传》，原文为“王者以民人为天，而民人以食为天”。“民以食为天”后被广泛用来形容食物在人们生活中的重要地位。教师在教学中可引导学生列举其他与食物相关的成语、谚语或诗句等，以体现食物的重要性。



Daniel 的话聚焦中华美食在国外与当地文化结合的融合性。



Soo-ah 的话聚焦我国传统节日中的美食习俗。

- 语篇说明：教材上呈现的是分别来自美国、法国、韩国和南非的四位国际学生依据各自的中华美食体验经历，分享其对中华美食的认识和看法，以及相关美食配图。语篇从跨文化视角，通过 popular, great, like 和 famous 等词汇的运用，充分展现了国际学生对中国美食的积极态度。语篇中所聚焦的中华美食文化特点为深入探讨中华美食文化提供了话题。

第一位来自美国的丹尼尔(Daniel)描述纽约的中国菜与在中国本土流行

Culture corner

Exploring China: Chinese food

Food is the first need of the people.
—Sima Qian

First impressions

Chinese food through international students' eyes

Daniel from the US

Chinese dishes are popular in New York, but they are different from those popular in China.

I really like the special food for different traditional Chinese festivals, such as mooncakes, jiaozi and zongzi.

Jeanne from France

In China, my friends and I can share many dishes in one meal. It's a great way to try new things.

I've been to Beijing, Chengdu, Guangzhou and Huangshan. Each city is famous for different dishes.

Soo-ah from South Korea

Luan from South Africa

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Luan 的话聚焦中华美食的地域多样性和丰富性。



Jeanne 的话聚焦分享食物的中餐文化习俗。

的菜式有所不同，反映了中国菜在不同地域和文化背景下的变化与适应。

第二位来自法国的珍(Jeanne)回忆起在中国与朋友们一起分享菜肴的经历，展示了中华美食文化中共享和交流的重要性，以及中华菜品的丰富多样性。

第三位来自韩国的秀雅(Soo-ah)表达了对中国传统节日特色食品的喜爱。这些食品还承载着中国文化的深厚内涵，是庆祝节日、团聚和纪念的重要元素。

第四位来自南非的卢安(Luan)提到了中国的几个城市，并强调每个城市都以其独特的菜品而闻名，进一步体现了中国

菜的地域特色和多样性，每个城市都有其独特的饮食文化。

- **教学要点：**教师组织学生从外国友人对中华美食的认识和看法出发，探讨国外中餐本地化的原因、中餐分享食物背后的价值观、其他传统节日特色食物、自己了解或品尝过的区域特色美食等，分享各自对中华美食的认识和体会，激发学生对该话题的兴趣，扩充主题相关词汇并拓展背景知识。

(1) 请学生看图片，引出本单元主题词汇，构建词汇语义网。

Which country do these dishes come from? What is your favourite Chinese food?

(2) 引导学生结合个人经验，说一说他们眼中的中华美食，激活背景知识。

What do you think of Chinese dishes?

(3) 出示几名国际生的图片，预测他们可能对中华美食的看法。

What will they probably say about Chinese dishes?

(4) 阅读并比较读前猜测，引导学生了解中外文化的差异。

- **教学建议：**视学情需要，教师可以通过提问引发学生深层次的思考。如：

- ① Why are the Chinese dishes in New York different from those popular in China?
- ② What does Jeanne mean by saying “share many dishes in one meal”? Do people in France share many dishes in one meal?
- ③ What are the values behind the tradition of sharing food in Chinese culture?
- ④ What other traditional Chinese festive foods do you know about? Do you know the stories behind them?
- ⑤ Can you name some special dishes in your hometown?
- ⑥ Can you introduce more famous Chinese dishes from different places? Why are there different dishes in different places?

如学生需要更多帮助，教师可以先介绍一些常见食物的英语表达，然后组织小组合作，让学生在小组内互相学习和交流。教师可鼓励学生尝试用英语表达中国菜名、食材、烹饪方法等，并可以组织学生就中华美食文化的某个特点进行深入讨论。

背景知识

Jeanne: The equivalent of the name “Jeanne” in English is typically “Joan”.

Luan: Luan means “white lion” in Afrikaans.

补充资料

Some popular Chinese dishes

1. Spring rolls (春卷): These crispy fried or fresh rolls are filled with vegetables, sometimes meat, and are a staple in Chinese cuisine. They are a traditional food for Han Chinese folk festivals. The name has an auspicious meaning of welcoming spring and celebrating. In Shanghai, spring rolls are usually finger-thin; in Zhejiang and Fujian, they are about 10 cm long.

2. Chow mein (炒面): Its pronunciation comes from the Cantonese pronunciation “chaomin”. Literally “fried noodles” in English, this dish consists of stir-fried noodles, usually with

vegetables and sometimes meat or seafood. It originated in northern China but is now enjoyed throughout the country and beyond.

3. Xiaolongbao (小笼包): Originating from Shanghai, these are steamed dumplings filled with pork and a savoury broth.

4. Mapo tofu (麻婆豆腐): A famous Sichuan dish consisting of tofu cubes cooked in a spicy chili and bean-based sauce with minced meat, often garnished with green onions and Sichuan peppercorns.

5. Har gow (虾饺): A traditional Cantonese dumpling served as dim sum, these steamed dumplings are filled with shrimp or prawn and wrapped in a translucent wrapper made from wheat starch and tapioca (木薯淀粉).

6. Peking duck (北京烤鸭): Originating from Beijing, this dish features crispy roasted duck skin slices served with spring onion, cucumber and sweet bean sauce with pancakes rolled around the fillings.

7. Yangzhou fried rice (扬州炒饭): A popular fried rice dish originating from Yangzhou in Jiangsu Province, made with cooked rice stir-fried with eggs, vegetables and sometimes meat.

8. Shumai (烧卖): Also known as “*siu mai*” , these are open-topped steamed dumplings filled with a mixture of ground pork, shrimp or prawn, and other seasonings. They are commonly found in Cantonese cuisine but are also popular in other regions.

9. Guilin rice noodles (桂林米粉): Originating from Guilin in Guangxi Province, this dish features rice noodles served in a flavourful broth with various toppings such as pickled vegetables, peanuts and sliced meat.

10. Hainanese chicken rice (海南鸡饭): A specialty of Hainan Province, this dish features poached chicken served with fragrant rice cooked in chicken broth, accompanied by chili sauce and ginger paste.

11. Kung Pao Chicken (宫保鸡丁): A Sichuan dish made with diced chicken, peanuts, vegetables and chili peppers, cooked in a spicy, sweet and tangy sauce.

12. Hot pot/hotpot (火锅): Originating from Sichuan, this communal dish involves cooking various meats, vegetables and noodles in a simmering pot of flavoured broth at the centre of the dining table.

Highlights

板块内容说明

本板块介绍了两种中华美食——点心 (dim sum) 和饺子 (jiaozi) 的含义和起源，体现其中蕴含的节约、分享、关心他人等价值观。



当中国文化主题词在英语词典中有收录，即该词是英语词汇，则用正体（如 dim sum）；当文化主题词未被英语词典收录，则该拼音文字用斜体（如 *jiaozi*）。



该问题引导学生思考饺子的来源，除了文本中的张仲景做饺子外，还有多种故事版本，教学中可以适当补充，也体现饺子来源传说故事的多样性。



该问题引导学生思考点心名称的意义，除了文本中“随心点 (to order as one wishes)”之外，还可以解释为“点点心意 (a gesture of goodwill)”或“点到某人的心意 (to touch one's heart)”等，教学中可以引导学生尝试不同的解释视角，培养思维能力。

- 语篇说明：两个问答式语篇分别讲述了点心 (dim sum) 和饺子 (jiaozi) 两种中华特色美食背后的文化故事。特殊疑问句的标题概括了语篇大意。语篇一对“点心”二字的字面意义进行了拆解，揭示食物名称蕴藏的文化内涵。语篇二讲述饺子的起源故事，展现饺子蕴含的仁医关心百姓健康的文化内涵和价值观。

文本通过叙述和举例的方式解

Highlights Read and answer.

What does dim sum mean in Chinese?

Dim sum, the Cantonese pronunciation of *dian xin* (snacks), is a Chinese meal of small dishes. People usually drink tea with them. In a restaurant, dim sum can mean "to order as one wishes". Because dim sum is small, diners^① can order and try many different dishes in one meal.



Who created jiaozi?



A legend says *jiaozi* (Chinese dumplings) began with Zhang Zhongjing, a doctor in the Eastern Han dynasty. One winter, when he returned to his hometown, Zhang noticed that many people had frostbite^② on their ears. He wrapped meat and herbs in dough^③ to make the shape of little ears, and then sent them to the villagers. These tasty dumplings warmed their bodies and helped them recover from their frostbite.

Explore Search for more stories about Chinese food and share them with your classmates.

① diner (尤指餐馆的)就餐者 ② frostbite 寒疮 ③ dough 面团

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题，语言表述中用一般现在时介绍食物蕴含的价值观，用一般过去时描述过去的事件经过。

- 教学要点：教师从图片和标题入手，引发学生借助已有知识思考“What does dim sum mean in Chinese? Who created *jiaozi*?”，鼓励学生进行小组讨论并分享，然后让学生带着问题去阅读文本，查找文中细节信息，可通过图表的形式进行填空。最后，鼓励学生按照图表信息进行简单描述。
- 教学建议：在根据图表进行描述的时候，教师针对不同基础的学生可以提出不同的要求，可以让他们直接进行简单描述。如果学生需要帮助，教师可再增加一些句型和短语的提示词；如果学生接受程度较好，教师可以给他们更多的语言支架，鼓励他们自由表达。另外，教师还可以提出更深层次的问题，鼓励学生尝试从其他视角解读两种食物的文化内涵，或讲述饺子的其他来源传说，进而发现、探讨并讲述其他中华美食的文化故事。如：

- ① How does dim sum become a big part of Chinese culture?
- ② What are the things that dim sum has in common with other Chinese foods like big feasts or street snacks?
- ③ Why does the author use Zhang Zhongjing's example?
- ④ Do you know any other stories about the origin of *jiaozi*?
- ⑤ Do you know any stories about other Chinese food? If so, share them with us.

参考答案

Highlights

To order as one wishes.

Zhang Zhongjing.

背景知识

1 to order as one wishes 指的是在享用点心(dim sum)的时候，顾客可以根据自己的喜好选择不同的餐食，因为点心通常是由多种不同的餐食组成的，而 to order as one wishes 恰好体现了这种点餐的自由性和多样性。

2 故事中的主角张仲景是东汉时期的名医。这一时期，中国的医学已经相当发达，有许多著名的医学家和医学著作出现。故事中提到的“耳朵冻伤”反映了当时人们面临的严酷生活环境。张仲景利用医术和特制的食物来帮助村民缓解冻伤，这体现了中医“食疗”的理念。在中医理论中，食物不仅可以滋养身体，还可以治疗疾病。张仲景用肉和草药包裹在面团里制作成饺子的形状，既符合中医的食疗原则，也体现了他对人民疾苦的关心和帮助。

补充资料

Interesting stories behind famous Chinese dishes

Kung Pao Chicken (宫保鸡丁)

It is believed that Kung Pao Chicken was named after Ding Baozhen (1820 – 1886), a governor of Sichuan Province in the late Qing dynasty. Ding Baozhen loved eating diced chicken and peanuts, and especially loved spicy flavours. During his time as a governor, he often treated his guest with this dish. He was given the title of *Taizi Shaobao*, also known as Kung Pao, which means the “Guardian of the Palace”. And thus people named this dish to honour and remember him.

Mapo tofu (麻婆豆腐)

“Mapo” literally means “an old lady whose face is covered with pockmarks”. She lived in Chengdu in the middle of the 19th century. She ran a small restaurant on the outskirts of town. Her customers often brought beef and tofu to the restaurant and asked her to cook for them. Over time, Mapo mastered the unique tofu cooking technique and local people named the dish Mapo tofu.

Bridging cultures

板块内容说明

本板块采用网上论坛问答形式呈现，在解答国际友人提出的有关中国饮食文化问题的过程中，启发学生深入思考中华美食文化的丰富内涵，提升其传播中华美食文化的能力和使命感。

- 语篇说明：**教材上呈现的是网络论坛页面，以互动式语篇呈现了来自美国、印度、英国的三名网友对于中华美食的提问，分别聚焦中国特色美食、上海早餐文化、中餐的餐桌礼仪等文化知识。文本语言简洁、直接、明了。
- 教学要点：**教师组织学生两两对话模拟网页上的交流互动，展示出信息的获取与传递过程。再通过让学生细读文本内容，与其一同梳理关于中华美食文化的基础知识，引导学生积极发表自己对教材中呈现的三个问题的观点和见解，帮助其形成对中国饮食文化的整体认识。最后，引导学生关注如何在交流中使用恰当的语言，如“*It depends, but many people like Chinese pancakes, fried dough, soy milk and stuffed rice rolls.*”，提升学生的英语表达能力和跨文化交流能力，同时加深其对中华美食文化理解与传播。
- 教学建议：**教师可引导学生模仿文本中的回答，尝试给出自己的答案。如学生接受程度较好，教师可就当前的问答提出分析、评价、创造性的问题，如“*Why does Ed/Boswell/Ben ask this question? Can you give your own*

参考答案

Explore

(Answers may vary.)

1 What are the most popular Chinese dishes?

I think *jiaozi* is the most popular Chinese dish. *Jiaozi* is not only tasty, but also represents

Culture
corner

Bridging cultures

Lu Yao visited a travel website and found some questions and answers about Chinese food.

Asked by Ed from the US / 16:42, 20 June

What are the most popular Chinese dishes?

Answered by Mr Li from China / 20:32, 20 June

It's difficult to choose, but I think Beijing roast duck, Sichuan hot pot, and Kung Pao Chicken are the most popular with tourists.

Asked by Boswell from India / 17:42, 16 July

What is a typical breakfast in Shanghai?

Answered by Fang from China / 19:50, 17 July

It depends, but many people like Chinese pancakes, fried dough, soy milk and stuffed rice rolls.

Asked by Ben from the UK / 16:42, 18 August

What are some table manners when eating Chinese food?

Answered by May from China / 21:02, 20 August

You shouldn't use your chopsticks to point at other people. That's a basic one.

Explore

Search for more information on these questions and give your own answers.

Word bank

mooncake 月饼
dim sum 点心（中国食品）
Cantonese 广东话
Eastern Han dynasty 东汉
dumpling 饺子；汤团
Beijing roast duck 北京烤鸭

Sichuan hot pot 四川火锅
Kung Pao Chicken 宫保鸡丁
Chinese pancake 大饼
fried dough 油条
soy milk 豆浆
stuffed rice roll 荟饭团

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answer?”，并引导学生分析中外文化在食物方面的差异与共同点，增进对多元文化的理解和尊重以及思考跨文化交流的重要性。教师也可以补充或请学生补充更多国际友人较为关切的有关中华美食文化的问题，请学生思考并回答，如：

- ① What dishes are easy to eat without using chopsticks?
- ② What are different types of Chinese cuisines?
- ③ How many meals a day do Chinese people typically eat?

如果学生回答时有困难，教师可以组织学生进行课堂小组讨论，或者将问题布置为课后作业，让学生通过网络搜索相关信息，再进行交流。

reunion and good luck. Chinese people often eat it during festivals and celebrations. It's easy to make and has many different flavours.

2 What is a typical breakfast in Shanghai?

A typical breakfast in Shanghai often includes dishes like small steamed buns (*xiaolongbao*), congee (rice porridge), and sometimes fried eggs or soy milk.

3 What are some table manners when eating Chinese food?

My mum often tells me about table manners, such as not talking with your mouth full, using chopsticks properly, not sticking them upright in rice, not pointing at others with them, and waiting for elders or hosts to start eating before you do.

语言注释

- **it depends** “视情况而定”或“这取决于”
e.g. — *Shall we have a picnic this Saturday?*
— ***It depends.*** *If it rains, we'll have to stay at home.*

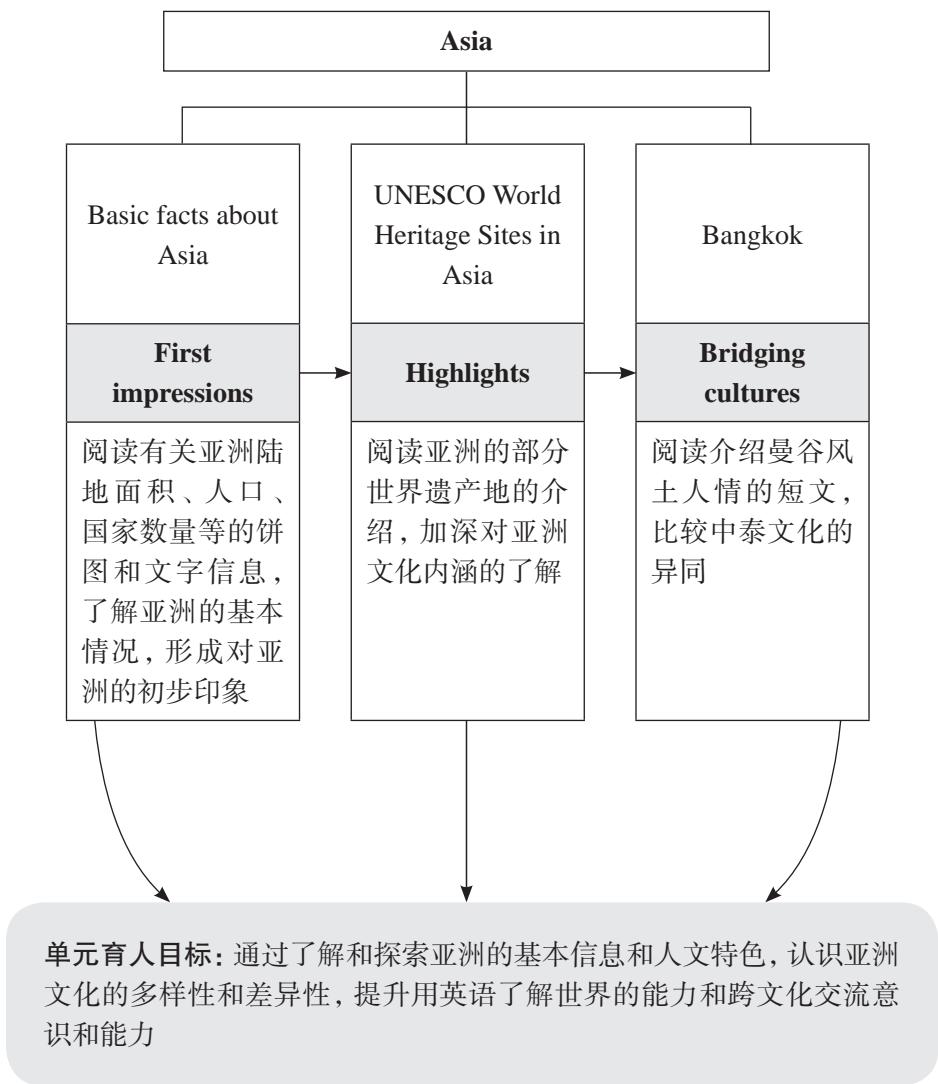
评价建议

该板块创设了问答情境，学生可灵活运用所学文化知识、语言知识（词汇、功能句式）和口语交际策略等，给出自己的回答。教师可根据学生的任务完成情况，随时调整教学进度和方式。如学生在表达输出时有困难，教师可以提供一些支架，如有关中华美食的词汇表达、句型或文化知识等内容。教师也可结合一些笔头练习，鼓励学生自主搜集信息，提高其表达的正确性和流畅度。

Culture corner

Exploring the world: Asia

单元内容结构图 (Structure of the unit)



单元目标 (Unit objectives)

阅读有关亚洲概况、亚洲世界遗产地、曼谷概览等的语言材料, 加深对亚洲的认识, 掌握亚洲特色文化的相关英语表达, 以跨文化视角比较中国与亚洲其他国家的文化异同, 探索亚洲文化的多样性和差异性, 提升文化包容性和用英语了解世界的能力, 培养跨文化交际的意识和能力。

First impressions

板块内容说明

本板块以图文结合的方式，简要列举出亚洲的陆地面积、人口、国家数量、经济等关键信息，呈现出亚洲的基本概况，帮助学生激活自身关于亚洲文化的背景知识，调动他们对亚洲文化主题的兴趣，把握该文化主题的基本情况。

- **语篇说明：**语篇通过图文结合的方式简要列举了亚洲的陆地面积、人口、国家数量、经济等关键信息，以一般现在时来表述事实，用最高级(largest, most)以及百分比、分数等数据结合饼图，直观呈现了亚洲的概况。
- **教学要点：**教师可以鼓励学生先讲述自己对亚洲的了解，然后对照教材文本，进行对比。教师也可以引导学生先阅读文本，之后补充自己对亚洲的认识。这样，一方面能激活学生的亚洲文化背景知识，另一方面能帮助学生积累关于亚洲的英语表达。参考问题如下：
 - ① What do you know about Asia?
 - ② Are you familiar with China's geographic location within Asia?
 - ③ What other Asian countries do you know?
- **教学建议：**如学生需要帮助，教师可以先用中文介绍关于亚洲的背景知识，也可以为学生补充一些关键词，让学生用完整的英语句子进行表达。如学生接受程度较好，教师可请他们分享从文本中读到的信息，培养其数据处理能力和图表分析能力，如“What can you learn from the sentences? Why does the writer use numbers?”, 鼓励学生尝试用英语表达他们对亚洲的认识，并对现有文本进行补充。教师可根据学情，教学生阅读饼图的

Exploring the world: Asia

First impressions

- 1 Asia is the largest continent^① and has by far the largest population.
- 2 There are more than 40 countries in Asia.
- 3 Asia produces about half of the world's cars and two-thirds of the world's iron^② and steel^③ every year.



Land area
■ Asia ■ other continents
Asia covers about 30% of the world's land area.



Population
■ Asia ■ other continents
Asia is home to nearly 60% of the world's population.

Highlights Read and match.

UNESCO World Heritage Sites in Asia

- A Mount Huangshan in China is famous for its natural beauty, including fantastic rocks, pine trees and clouds.
B Ha Long Bay in Vietnam has more than 1,600 rock islands. The rocks are about 500,000,000 years old.



① continent ② 铁: 钢 ③ 钢: 铁

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各部分，包括：标题(title)、饼图区(pie circle)、扇形区(slices)、标签(labels)、图例(legend)等。教师可通过提问的方式引导学生思考，如：

- ① What does the blue part represent?
- ② What does the orange part represent?
- ③ What can we learn from the pie chart?
- ④ Where can you find this kind of pie chart?
- ⑤ Why does the writer use pie chart?
- ⑥ Is it easier for readers to understand?
- ⑦ What other charts do you know?

语言注释

- **by far** by now 迄今为止，到目前为止
e.g. *This book is by far the best one I have ever read.*
- **be home to** be the place or location where something or someone resides or is found 是……的所在地
e.g. *China is home to one of the world's oldest civilisations.*

补充资料

More facts on Asia

Asia is home to thousands of languages, religions and ethnic groups.

Asia boasts diverse landscapes including deserts, jungles, mountains and river valleys, with natural wonders like the Himalayas.

Asia has a rich history of ancient civilisations, like Mesopotamia, ancient China, ancient India and ancient Persia, with inventions like paper and gunpowder originating here.

Some Asian countries: Bangladesh, China, India, Iran, Japan, Laos, Malaysia, Mongolia, Nepal, Pakistan, Saudi Arabia, Singapore, South Korea, Thailand, United Arab Emirates, Vietnam, ...

Highlights

板块内容说明

本板块选取亚洲的黄山、下龙湾、泰姬陵、佩特拉古城这四处世界自然或文化遗产，以体现亚洲文化的自然景观、人文历史等方面的特色。

- **语篇说明：**四个平行介绍性语篇分别呈现中国的黄山、越南的下龙湾、印度的泰姬陵、约旦的佩特拉古城这四个来自不同亚洲国家的世界遗产。其中既有文化遗产，也有自然遗产，它们体现了这些世界遗产地的独特魅力和价值，也体现了联合国教科文组织世界遗产地的重要意义和保护价值。不同国家的世界遗产是各国文化特色的集中展示，也是文化交流的重要载体。学生通过阅读可以加深对相关亚洲国家文化的了解。
- **教学要点：**教师引导学生阅读文本，提取各地关键信息，完成图文匹配的任务，加深对亚洲文化的了解，如“Where is it? What is it famous for?”等，再引导学生整合信息进行完整的描述。在此基础上，教师还可以有所拓展，比如让学生尝试介绍自己所了解的其他亚洲世界遗产及其文化故事，如“Do you know any other UNESCO World Heritage Sites in Asia? If so, could you share the story behind one of them?”, 也可以引导学生思考世界遗产的保护意义和价值，培养他们对世界遗产的尊重和保护意识，如“What are the values of UNESCO World Heritage Sites?”, 还可引导学生搜索更多亚洲的联合国教科文组织世界遗产地，仿照文本进行拓展写作练习。语言学习方面，教师可教授与文化遗产、自然景观相关的词汇，如natural beauty, fantastic rocks, rock islands, white marble等，帮助学生丰富主题词汇。
- **教学建议：**教师根据学生的实际情况进行调整，以确保每个学生都能在原有基础上得到提升。针对有困难的学生，教师可以通过填空、连词成句、配对、简单的问答等形式帮助其理解文本内容。如果学生在口头输出或笔头输出环节有困难，教师可以给出内容和语言的支架。针对学有余力的学生，教师可以引导学生绘制思维导图，帮助学生整理和组织信息，并模仿文本结构，进行简单的段落或短文写作。对于文化背景知识比较丰富的学生，教师可鼓励他们主动分享对亚洲世界遗产的了解。如学生需要更多帮助，教师可指导他们课后查阅相关资料，以小组合作的形式分享自己的发现。

参考答案

Highlights

C D B A

补充资料

About World Heritage (from the UNESCO World Heritage Website)

Heritage is our legacy from the past, what we live with today, and what we pass on to future generations. Our cultural and natural heritage are both irreplaceable sources of life and inspiration.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) seeks to encourage the identification, protection and preservation of cultural and natural heritage around the world considered to be of outstanding value to humanity. This is embodied in an international treaty called the *Convention concerning the Protection of the World Cultural and Natural Heritage*, adopted by UNESCO in 1972.

What makes the concept of World Heritage exceptional is its universal application. World Heritage sites belong to all the peoples of the world, irrespective of the territory on which they are located.

More UNESCO World Heritage Sites in Asia

Terra-cotta Warriors in China

They are life-size terra-cotta figures in Qin Shi Huang's tomb. The warriors face east to guard it from Qin Shi Huang's chief former enemies.

Angkor Wat (吴哥窟)

Angkor Wat is a group of buildings in Cambodia. It consists of more than 600 buildings. The figure of the main building stands in the middle of Cambodia's national flag.

Mount Fuji (富士山)

Mount Fuji is the highest mountain in Japan. It is an active volcano. Its most recent eruption was in 1707.

Bridging cultures

板块内容说明

本板块以帮助陆遥的父亲为即将前往曼谷的商务旅行收集信息为情境，介绍了泰国首都曼谷的河道、气候、食物、交通等特点，启发学生开展中泰文化对比，提高学生跨文化交际的能力。

- 语篇说明：**四个平行介绍性语篇呈现了泰国曼谷河道、气候、食物、交通等不同特点，在语篇中运用具体的实例来加深读者对曼谷文化的了解。
- 教学要点：**教师组织学生通过 KWL 的阅读路径（“What I know?” “What I want to know?” “What I have learned?”）加深对泰国城市曼谷的了解，如“What do you know about Bangkok? What do you want to know about this city? What have you learned from the texts?”。在完成文本学习后，教师可以组织学生将曼谷文化与自己所在城市（如在气候、饮食、交通等方面的不同）进行比较，从而增进对不同文化的理解和尊重。
- 教学建议：**如学生缺乏相关语言储备或背景知识不足，教师可补充文化词汇的中文注解，帮助学生借助文本了解曼谷。如学生学有余力，教师可组织拓展学习和跨学科主题实践活动，鼓励学生通过查阅相关资料或观看相关视频来进一步了解曼谷和其他泰国文化以及亚洲其他主要城市的文化特色，并分小组制作小报，在班级内进行分享。参考问题如下：
 - ① What else do you know about Bangkok?
 - ② Have you visited any other Asian cities?
 - ③ How much do you know about them?

Culture Corner

C The Taj Mahal in India is a building made of white marble^①. An Indian ruler asked people to build it to remember his wife.



D Petra is an old city in Jordan. Many of its buildings are in rocks. People call it the "Rose City" because of the colour of the rocks.

Explore Search for more UNESCO World Heritage Sites in Asia and share your findings with your classmates.

Bridging cultures

Lu Yao's father is planning a business trip to Bangkok in Thailand. She helped her father collect some information on Bangkok. Can you find some differences between Bangkok and your hometown?

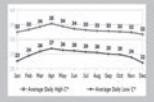
Venice of the East

Bangkok is the capital of Thailand. There are a number of canals^② in this city. People sell fruit, vegetables and seafood on boats in the canals.



Weather

It is hot and wet all year round in Bangkok. April is usually the hottest month and December is the coolest month in a year.



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参考答案

Explore

Bangkok and Shanghai are very different cities. Bangkok is the capital of Thailand and it has many canals. People sell fresh food on boats in the canals. Shanghai, which is a big city in China, is more modern and urban. It is one of the global financial centres.

Bangkok is hot and humid all year round. The weather in Shanghai changes a lot with different seasons. In general, Shanghai has a kind of wet and warm weather called a subtropical climate. In summer, it's very hot and sticky, and it rains a lot. Winter can be cold, but it doesn't snow much.

Bangkok has a lot of tasty Thai curries and street food, while Shanghai has a lot of different kinds of food too. Bangkok's Thai cuisine is characterised by bold and

vibrant flavours with a focus on spicy, sour, sweet and salty elements, while Shanghai's Chinese cuisine is known for its distinctive flavours typically involving thick soy sauce and sweetened elements and with a focus on preserving the natural taste and texture of ingredients.

In Bangkok, people use boats and tuk-tuks to get around, but in Shanghai, people use buses and undergrounds more. These are just some of the ways these two cities are different.

Food

People can find delicious Thai curry and street food in Bangkok. Tom Yum Goong is a famous Thai curry dish.

**Transport**

Buses, taxis, boats, and tuk-tuks are important means^① of transport in Bangkok. People there drive on the left side of the road. The tuk-tuk is a symbol of Thailand.

**Explore**

Search for more differences between Bangkok and your hometown and share them with your classmates.

Word bank

UNESCO World Heritage Sites 联合国教科文组织世界遗产

Ha Long Bay 下龙湾

Vietnam 越南

the Taj Mahal 泰姬陵

Petra 凯特拉古城

Jordan 约旦

Bangkok 曼谷

Thai curry 泰国咖喱

Tom Yum Goong 冬阴功汤

tuk-tuk 三轮突突车

① means 方式

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补充资料**Delhi**

Delhi is the capital city of India, full of history and culture. It's the second most populated city in the world and a major centre for business, politics and tradition. With its mix of ancient sites and modern attractions, Delhi is a fascinating place to visit and explore.

Weather: Delhi gets really hot in summers, with temperatures going over 40 °C. Winters are cooler and foggy, around 5–10 °C. It rains a lot from July to September.

Food: Delhi has lots of yummy food! You can try chaat (tasty snacks), parathas (flatbreads), kebabs, biryani and butter chicken. There are also plenty of veggie options.

Transport: Getting around Delhi is easy. You can take buses, the Delhi Metro (like a subway), auto-rickshaws (small taxis) or regular taxis. The Delhi Metro is convenient, and taxis and auto-rickshaws are always around, but you might need to haggle over the fare.

评价建议

在本单元的分享环节中, 学生可灵活运用所学文化知识、语言知识(词汇、功能句式)和口语交际策略等, 分享不同亚洲城市的文化特色。教师可根据学生的任务完成情况, 随时调整教学进度和方式。如学生的表达输出有困难, 教师可提供一些支架, 如有关城市地理特征、人文历史、民俗风貌、交通方式、饮食文化等的主题框架和常用词汇句型以及文化知识等内容。教师也可布置一些书面练习, 鼓励学生自主搜集信息, 提高其表达的正确性和流畅度。

Literature corner

单元内容说明 (About the corner)

板块	选篇	作者
A chapter to start with 名著节选	<i>The Magic Finger</i> (The opening chapter)	Roald Dahl
A scene to act out 戏剧选段	<i>The Wind in the Willows</i> (X. The Further Adventures of Toad)	Kenneth Grahame
A poem to savour 诗歌品读	<i>Ways to Come to School</i>	Roger Stevens

单元目标 (Unit objectives)

- ▶ 通过阅读儿童文学名著的首章，提升阅读文学作品的兴趣，领悟故事中蕴含的人生哲理；
- ▶ 通过制订整本书阅读计划，尝试阅读有配图的整本章节书或文学名著简写本，坚持阅读并整体理解主要内容，养成整本书阅读的习惯；
- ▶ 在教师帮助下，通过听读 / 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；
- ▶ 通过诵读一首儿童诗歌——*Ways to Come to School*，理解诗歌大意，品味诗歌的韵律；
- ▶ 通过文学角的学习，提升课外阅读的兴趣，扩充课外阅读量。

A chapter to start with

- 语篇说明：这是英国作家罗尔德·达尔所著《魔法手指》一书的开篇选段。这是一部极富想象力的儿童文学作品，故事的主人公是一名八岁的小女孩，拥有一种神奇的力量，在她极其气愤的时候，手指会射出耀眼的光，让令她生气的人发生一系列的变化。

【节选情节提要】选段以故事主人公——小女孩的视角展开叙述。她的邻居革利鸽一家（革利鸽夫妇和他们的两个儿子菲利普和威廉）有狩猎的爱好，尽管小女孩极力劝阻，甚至与革利鸽先生当面对质，但他们对她的反对置若罔闻、不屑一顾。一天，在目睹革利鸽父子三人又一次狩猎归来之后，小女孩一怒之下对他们全家使用了魔法……教师可引导感兴趣的学生继续阅读这本书剩下的章节。

【文本分析】语言质朴自然，富有情感色彩，符合儿童的叙述口吻，表现出主人公对动物的爱护和对人类行为的思考，引导读者对人与自然的关系进行反思。虽然作者没有运用过多的修饰和华丽的词汇，却成功传达了自己的情感态度，使得读者能够轻松理解故事背景、人物性格并产生共鸣。

此外，文本语言中还不乏幽默和夸张的元素。如“*Oh, all right, then.*”“*He is eleven.*”这两句话中，作者通过幽默的方式增加了故事的趣味性。又如“*I saw red.*”和“*I PUT THE MAGIC FINGER ON THEM ALL!*”这样带有夸张的表达，凸显了主人公愤怒至极的情绪，使得故事更加引人入胜。

- 教学要点：通过阅读名著节选，教师帮助学生培养整本书阅读的习惯。

语言方面，教师可指导学生开展自主阅读。可以引导他们通过上下文

A chapter to start with



The Magic Finger is a 1966 children's story written by the British writer Roald Dahl, one of the world's most popular children's authors^①.

The Magic Finger is told by an eight-year-old girl, who is growing up on a farm in the English countryside, next door to the Gregg family who like hunting animals and birds. The "Magic Finger" is her special ability. When she gets angry, she puts her magic finger on you and that is something you really don't want to happen.

This is how the story begins ...

The farm next to ours is owned by Mr and Mrs Gregg. The Greggs have two children, both of them boys. Their names are Philip and William. Sometimes I go over to their farm to play with them.

I am a girl and I am eight years old.

Philip is also eight years old.

William is three years older. He is ten.

What?

Oh, all right, then.

He is eleven.

Last week, something very funny happened to the Gregg family. I am going to tell you about it as best as I can.

Now the one thing that Mr Gregg and his two boys loved to do more than anything else was to go hunting. Every Saturday morning they would take their guns and go off into the woods to look for animals and birds to shoot.

Even Phillip, who was only eight years old, had a gun of his own.

I can't stand hunting. I just can't stand it. It doesn't seem right to me that men and boys should kill animals just for the fun they get out of it. So I used to try to stop Phillip and William from doing it. Every time I went over to their farm I would do my best to talk them out of it, but they only laughed at me.

I even said something about it once to Mr Gregg, but he just walked on past me as if I hadn't been there.

Then, one Saturday morning, I saw Phillip and William coming out of the woods with their father, and they were carrying a lovely young deer.

This made me so angry that I started shouting at them. The boys laughed and made faces at me, and Mr Gregg told me to go home and mind my own business.

Well, that did it!

① author 作家

进行词汇和句子意义的推断，如学生相关语言储备不足，可以允许他们自主查阅字典，找出匹配的意思。

文本内容方面，教师可通过提问、组织学生讨论等方式，引导学生理解文本的基本情节和人物关系。鼓励学有余力的学生进一步思考和探索，如“What was the girl against hunting? What are the impacts of hunting on the environment? The girl put the magic finger on them all, what will happen next?”等。

在此基础上，结合书中的读后感活动，教师指导学生规划整本书阅读并实施。

- 教学建议：如学生缺乏整本书阅读的经验和习惯，教师可组织学生通过课内学习这一章节书选篇，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，教师可采用问题引导、阅读笔记分享、阶段性课前读后汇报等形式。

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，教师可组建班级阅读圈，用分享读书笔记、生词摘抄、情节探讨等方式，促进学生之间的交流与合作。教师还可以鼓励学有余力的学生，在阅读的基础上，收听本书的朗读版，增强文学作品欣赏体验。

I saw red^①.
And before I was able to stop myself, I did something I never meant to do.
I PUT THE MAGIC FINGER ON THEM ALL!

Plan my reading

If you are interested in this story, read the whole book. Make a reading plan for the school term or your winter holidays.

- Set the time span^② and your reading goal. Decide when to start and how long it will take. Decide the number of pages you will read every day.
- Plan your reading. Mark every stopping point of the book with a pencil.
- Keep a reading log^③. Keep a record of the pages you have read and how long it has taken.

's reading plan

Book	The Magic Finger
Starting date	15 Sept.
Ending date	4 Oct.
Pages of the book	58
Pages per day	3

My reading log

Date	Start-End page	Minutes	Feelings	Notes
15 Sept.	1–3	15	😊	

Post-reading activities

Read the whole story. Answer the questions.

- 1 What do you think of Mr Gregg and his sons? Do you like them? Why or why not?
- 2 What happened to the Greggs after the girl put her magic finger on them?
- 3 Do you want to have a magic finger? Why or why not?

① see red 大发脾气；大怒 ② time span 时间段 ③ reading log 阅读记录

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参考答案

Post-reading activities

(Answers may vary.)

1

I think Mr Gregg and his sons are kind of selfish and unkind. They like to hunt and don't seem to care about the animals they shoot. I don't really like them because of the way they treat the animals and because they don't listen to the girl when she tells them to stop.

2

After the girl put her magic finger on them, something really strange happened to the Greggs. Their bodies changed into the animals they liked to hunt — the wild ducks! It was like they got a taste of their own medicine. They got really scared and didn't know what to do, which was kind of funny considering how they acted before.

3

Having a magic finger sounds cool at first because you could do some fun things with it. But after reading about what happened to the Greggs, I'm not so sure. It seems like it could be dangerous if you don't use it carefully. Plus, I think it's better to solve problems and teach people lessons in other ways instead of using magic.

背景知识

• About the book: *The Magic Finger*

Themes	The book explores themes of empathy, compassion, and the consequences of one's actions. It encourages readers to consider the impact of their behaviour on others, particularly animals.
Narrative style	The story is narrated by an unnamed girl who possesses the Magic Finger.
Setting	The story takes place in a rural setting, likely in England, where the protagonist lives near the Gregg family.
Characters	The main characters include the girl with the Magic Finger, the Gregg family (Mr and Mrs Gregg, Philip, and William), and various animals that play significant roles in the plot.
Lesson	Through magical elements and imaginative storytelling, Dahl imparts a moral lesson about the importance of empathy, kindness, and respect for all living creatures.
Reception	The story has been well-received by readers and critics alike, praised for its engaging narrative, memorable characters, and thought-provoking themes.

• About the author: Roald Dahl

Years of life	Born on September 13, 1916, in Wales, the United Kingdom and passed away on November 23, 1990, at the age of 74.
Career	Before becoming a full-time writer, Dahl worked for Shell Oil Company in Africa and served as a fighter pilot in the Royal Air Force during World War II.
Popular works	Some of his most famous works include <i>Charlie and the Chocolate Factory</i> (1964), <i>Matilda</i> (1988), <i>Fantastic Mr Fox</i> (1970), <i>James and the Giant Peach</i> (1961), <i>The BFG (The Big Friendly Giant)</i> (1982) and <i>The Witches</i> (1983).
Writing style	Dahl's writing is known for its imaginative and fantastic elements, as well as its dark humour and clever storytelling.

A scene to act out

- 语篇说明：这是英国作家肯尼斯·格雷厄姆所著经典童话小说《柳林风声》一书的简写对话版节选。故事情节选自原著第十章“蛤蟆二次历险”(The Further Adventures of Toad)。

【节选情节提要】蛤蟆因盗窃车辆被判监禁二十年，但他伪装成洗衣妇，溜之大吉。节选文本从他返回大路说起：蛤蟆发现一辆汽车驶来，当他意识到这正是他之前偷的那辆车时，他惊慌失措，吓得瘫倒在地，却被两位绅士误认为是晕倒的洗衣妇，他们搀扶着蛤蟆上了他们的汽车。在旅途中，蛤蟆的精神逐渐振作起来，他甚至要求坐在前座呼吸新鲜空气。最后，他说服绅士们让他试着驾驶汽车，并声称自己以前从未驾驶过汽车。尽管一开始很谨慎，但蛤蟆越来越兴奋，他不顾一切地加速，无视警告，甚至道出了自己的真实身份。两位绅士恍然大悟，试图抓住他。

【文本分析】该文本是一幕剧本，包含了三名角色(扮作洗衣妇的蛤蟆和两位绅士)之间的对话和动作。故事情节紧凑且富有转折、扣人心弦，使得读者在阅读过程中始终保持浓郁的兴趣。剧本语言生动有趣、富有想象力，使用了拟人的手法，让蛤蟆有了人类的情感和思维，使得故事更加引人入胜。故事在结尾处还留下了悬念，让人期待接下来的剧情发展，激发读者的想象力和好奇心。

- 教学要点：**教师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，分析蛤蟆的角色性格和两名绅士的态度变化。阅读文本后，教师组织学生分小组开展课本剧表演。针对表演部分，教师可根据学情让学生在原有的基础上增加场景设

6 A scene to act out

The Wind in the Willows is a children's story by the Scottish^① writer Kenneth Grahame and published^② in 1908.

It is a story about a group of animal friends living along the banks^③ of a river in England—Mole^④, Rat^⑤, Toad^⑥, and Badger^⑦.

"Toad's car adventure" is one of the most loved chapters in the book.

Toad falls in love with cars and that gets him into a lot of trouble. He goes to jail^⑧ for stealing a car. He finally escapes^⑨ by dressing himself as a woman. What will happen next?



Toad is walking along the road. He sees something coming towards him. It's a car!

Toad: This is more good luck! I will make the drivers stop the car.
Perhaps I will end up driving up to Toad Hall.

He steps into the road to wave at the car, but suddenly he feels very afraid. His heart is beating so fast that he falls down. This car is the same car that he has stolen! And the people in the car are the same people he has met before!

The car stops in front of him. The men do not recognise him. They gently lift Toad into the car. Toad opens his eyes and looks around him.

One man (A): There, she is awake now. The fresh air is good for her. How do you feel now, madam?

Toad: Thank you very much, sir. I am feeling a little better.

The other man (B): Just sit still, and don't try to talk. We'll be at the village soon.

Toad: I won't talk. I just had an idea. May I sit in the front seat of your car? There is more fresh air in the front. I might feel better then.

The man (A): What a smart woman! Of course, you can!

① Scottish 苏格兰的 ② publish 出版 ③ bank 河堤 ④ mole 蝌蚪 ⑤ rat 水鼠 ⑥ toad 蛙 ⑦ badger 狗獾 ⑧ jail 监狱 ⑨ escape 逃跑

置、角色指示、台词分配等，鼓励学有余力的学生阅读这部童话作品的其他章节，选择片段，编写情景说明和台词，尝试表演。

- 教学建议：**教师可以设计一些词汇匹配的练习，检测学生是否理解意思；同时，教师通过提问帮助学生梳理故事的主要情节和细节信息；最后再引导学生分析蛤蟆的性格特点，讨论他为什么会做出这样的行为。如学生接受程度较好，教师可以设计问题，引导学生分析蛤蟆的行为动机、心理变化以及故事背后的深层含义。同时，鼓励学生根据故事的结尾进行续写，想象接下来可能发生的事情。对于学有余力的学生，教师还可以让学生尝试改编故事，给蛤蟆一个不同的结局，并组织学生进行分享。

So the man helps Toad to sit in the front seat. Toad feels the cool and fresh air. He looks at the man who is driving. Suddenly Toad has an even better idea. He really wants to drive that car again!

Toad: Please, sir, may I try to drive the car? I've been watching you, and I think I could do it. It looks very easy. I would love to tell my friends that I had driven a real car!

The gentlemen laugh.

The man (A): I like this idea! We'll let her try driving. I'm sure she will be careful!

So they stop the car and let Toad sit in the driver's seat. Toad begins to drive the car slowly down the road. The men are amazed.

Toad drives a little faster, and then even faster. Suddenly he is driving very fast.

The man (B): Be careful, madam!

This annoys^① Toad. He feels very powerful.

Toad: I am not an old woman! I am the Toad, the strong, powerful Toad! Sit still, and I will show you how good a driver I am!

Suddenly the men realise the truth.

The man (A): He is the toad who stole our car!

The man (B): Grab^② him! Take him back to jail! He is a crazy, dangerous animal!

① annoy 使恼怒；使生气 ② grab 抓住

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背景知识

• About the book: *The Wind in the Willows*

Themes	The book centres around themes of friendship (as seen through the relationships between Mole, Rat, Toad and Badger), adventure (as the characters embark on various journeys and adventures), home and belonging (especially as Mole searches for a place where he feels he belongs).
Narrative style	Grahame's writing is known for its rich and descriptive prose, which vividly paints the settings and characters. The story is told from an all-knowing narrator's perspective, providing insights into the thoughts and feelings of various characters. The narrative incorporates elements of fairy tales, with talking animals and magical adventures.
Setting	The story is primarily set on the riverbank, a peaceful environment where Mole and Rat spend much of their time enjoying the simple pleasures of life, contrasting with the lavish Toad Hall, the residence of Mr Toad, and the mysterious and dangerous Wild Wood, which serves as a darker backdrop filled with hidden dangers and challenges.

Lesson	The book imparts several lessons, including the importance of friendship, the value of home and belonging, the consequences of recklessness, and the need for balance between adventure and responsibility.
Reception	The story has been widely acclaimed since its publication and has become a beloved classic of children's literature. It has been praised for its charming characters, enchanting storytelling, and timeless themes. Over the years, it has been adapted into numerous adaptations, including films, plays, and television series, further cementing its status as a literary classic.

- **About the author: Kenneth Grahame**

Years of life	Born on March 8, 1859, in Edinburgh, Scotland and passed away on July 6, 1932.
Career	Before becoming a writer, Grahame worked in the Bank of England, where he had a long and successful career, eventually rising to the position of Secretary of the Bank.
Popular works	Some of his other works include <i>The Golden Age</i> (1895), a collection of children's stories, and its sequel <i>Dream Days</i> (1898).
Writing style	Grahame's writing is known for its rich and descriptive prose, vividly capturing the settings and characters in his stories. His works often incorporate elements of fantasy, adventure, and exploration, appealing to children and adults alike.

A poem to savour

- 语篇说明：**这首诗歌描述了学生和老师上学路上采用的各种有趣的交通方式，富有想象力和创造力。结尾处，诗人以第一人称的视角，讲述自己总是乘坐超音速喷气式飞机第一个到达学校。然而，他紧接着又以一句“Although usually I walk ...”揭示了真相，这种转折既带有自嘲的意味，也体现了诗歌的幽默感。整首诗歌语言简单易懂，适合学生进行模仿写作。
- 教学要点：**教师通过出示图片、朗读诗歌的方式，引导学生理解诗歌大意，并开展简单讨论，如：How do you go to school every day? What are the differences among ways to come to school? Which way do you find most interesting? Which way do you like best? Why? 教师带领学生分析不同角色（如乔治、梅尔、比利、莫斯小姐、沃尔顿先生等）的性格特点，并讨论这些特点如何通过他们的上学方式体现出来。
- 教学建议：**教师可根据学情，简要介绍诗歌的基本特征，如：节奏和韵律（Rhythm）、押韵（Rhyme）、意象（Imagery）等。如学生学有余力，教师应鼓励他们想象并描述自己或身边人的独特上学方式，尝试创作一首类似的诗歌或故事，并在班级中分享。教师还可以引导他们分析创作诗歌使

Literature Corner

♪ A poem to savour

Ways to Come to School is selected from *Off by Heart—Poems for You to Remember* by the British poet Roger Stevens. With creative imagination and humour, it describes different ways students and teachers go to school. Some of them may really make you laugh.

George comes to school in a sports car
Mel comes to school on the bus

Will comes to school on his scooter^①
(So does Arthur and Sandy and Gus)

Billy comes to school on a snail^②
That's why he's always late

Miss Moss comes to school in the Tardis^③
She says Doctor Who's her best mate^④

Mr Walton arrives on a dragon
It's his very special pet

But I'm always the first to arrive at school
In my supersonic jet^⑤

(Although usually I walk...)



① scooter 滑板车 ② snail 蜗牛 ③ Tardis (英国科幻剧中的)时空飞行器 ④ mate 朋友；伙伴
⑤ supersonic jet 超音速飞机

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用的文学手法，如比喻、夸张、对比等，并讨论这些手法如何增强了诗歌的表达效果。

背景知识

• About the poem: *Ways to Come to School*

Main idea	This poem invites readers to explore a variety of whimsical and unconventional ways to travel to school (such as riding a snail or a dragon, flying in a time machine or in a pirate supersonic jet).
Writing style	Through vivid descriptions and lively imagery, the poem showcases playful and creative approach to poetry.

Reception	Stevens's poem captures the excitement and imagination of childhood, encouraging readers to embrace their creativity and think outside the box. The playful tone and inventive scenarios presented in the poem make it a favourite among children and educators alike, demonstrating Stevens's ability to engage young readers with his captivating storytelling and accessible language.
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- **About the poet: Roger Stevens**

Career	Besides being a poet, Roger Stevens is also active in education and has dedicated himself to promoting poetry and literacy among children.
Popular works	Some of Roger Stevens's popular works include poetry collections and anthologies aimed at children, such as <i>I Did Not Eat the Goldfish</i> , <i>Apes to Zebras: an A-Z of Shape Poems</i> , <i>I am a Jigsaw: Puzzling Poems to Baffle Your Brain</i> and <i>The Poetry Zone: A Celebration of 20 Years of Children's Poetry</i> .
Writing style	Roger Stevens's poems often incorporate humour, imaginative scenarios, and everyday experiences that children can relate to. Stevens has a knack for using simple language and vivid imagery to convey complex emotions and ideas, making his poetry both engaging and thought-provoking for his audience.

补充资料
<p>How to analyse a poem:</p> <ol style="list-style-type: none"> (1) Read it through several times and notice its outstanding features. (2) Identify its structure: How many lines are there in one stanza (诗节)?(Two.) How many stanzas are there? (Six.) (3) Examine the rhyme scheme: What is the pattern of rhymes at the end of each stanza in this poem? (<i>The rhyme scheme is AABBCC: bus-Gus, late-mate, pet-jet</i>) (4) Analyse the language: What kind of picture does the poem create in your mind? Identify similes, metaphors, personification and other figures of speech. Is the language formal or informal, old-fashioned or modern, simple or complex? (5) Consider the tone and mood: How does the poem make you feel? The tone can be serious, humorous, angry, joyful, etc. (6) Identify the theme(s): What is the poem about? (7) Interpret the poem: What is the poet trying to say? How do the various elements of the poem work together to convey that message? (<i>Note that a poem often has many layers of meaning, and your interpretation is just one possibility.</i>)

附录:《义务教育教科书(五·四学制) 英语练习部分

六年级 上册》听力文本和参考答案

Audio scripts

Unit 1

A1

- (1) It's a good idea to learn the history of science next time.
- (2) Sit there. Pay attention. Listen to my instructions. Look at this picture first.

A3

- Yiming:* Hi, Lisa! I saw your timetable. It looks nice!
- Lisa:* Thanks, Yiming. *Do we have the same subjects?*
- Yiming:* I don't think so. You do French, but I don't. I do English.
- Lisa:* *How many subjects do you have?*
- Yiming:* I have eleven subjects.
- Lisa:* *What subject do you like best?*
- Yiming:* My favourite subject is Chinese.
- Lisa:* *Do you have Science?*
- Yiming:* Of course. We have two science lessons every week. You have more.

Unit 2

A3

- John:* Hi Bailing, would you like to see my family tree?
- Bailing:* Sure, John! I'd love to see it. Can you tell me about your family?
- John:* Of course! In my family, I have my parents, my grandparents and my younger brother. On my father's side, I have an uncle. He has a son.
- Bailing:* That's a big family, John! Do you live with your grandparents?
- John:* No, we don't. We visit them every weekend. What about you, Bailing?
- Bailing:* We live with our grandma. She teaches me how to play the piano.
- John:* That's great! It's wonderful to be together with family members.
- Bailing:* You're right.

Unit 3

A3

Every day, I eat lots of grains like rice and noodles and sometimes corn for lunch. I eat plenty of vegetables like cabbages, onions and carrots, and plenty of fruits like strawberries and bananas. In summer, watermelons are my favourite. I like eating chicken, beef and fish, but I don't eat too much of them. I have some milk and bean products every day. I drink a glass of milk at breakfast

and have a little yogurt after supper. I always drink enough water.

期中评价

Part 1 Listening and speaking

2

- (1) May I ask some questions about the project?
- (2) Are you the only child in your family?
- (3) What are you going to get?
- (4) Thank you for your help.
- (5) Who's the little girl playing with the toy plane?

3

(1)

G: James, are you a member of the football club?

B: Yes.

G: Great! Can I ask you some questions about the club?

B: Sure, go ahead.

(2)

G: Is that your brother, the boy next to you holding a pad?

B: Yes, that's Leo.

G: Does he like playing football?

B: Well, not really. Football is our dog Lucky's favourite game.

(3)

B: Have we got everything we need, Mum?

W: Let me check. Um, we've got one cabbage and two bottles of milk. We need to buy some onions.

B: OK. Let's get what we need.

(4)

W: Sam, have some pancake. This is your favourite.

B: Okay, Mum. Just a little. I'll be late for school.

W: All right. Don't forget your red scarf.

4

- (1) Chiara is 11 years old. She goes to a middle school in Milan, Italy. Her favourite subject is Science.
- (2) Chiara's mother is a teacher and her father is a writer. She has two elder brothers. Chiara's grandparents live nearby.
- (3) Chiara visits her grandparents every Monday. They cook her favourite noodles and meatballs.
- (4) Lungelo goes to a middle school in South Africa. He wakes up at 6 a.m. and has eggs and traditional porridge for breakfast.
- (5) Lungelo's school has a swimming pool and he likes swimming there. He is good at football. His favourite teacher Mr Botha teaches football.

5

- (1) What is your favourite school subject?

(2) How many people are there in your family? Who are they?

(3) What do you often have for breakfast?

Unit 4

A3

Lily: Hi, Frank, we need to choose some classmates for the School Sports Day events. How about Chris Brown for a running event?

Frank: Good idea. Chris runs every day. He's very fast in short runs.

Lily: Hmm, I think I know a good event for him. And what about Kira Smith for a jumping event?

Frank: Yes, Kira is great at jumping. She can jump so high!

Lily: So, I'm thinking ... this event might be good for her. And for rock climbing?

Frank: Hmm, what about Alex White? He climbs everything he sees. He's like a mountain goat on the ropes.

Lily: Great, I think I have the event for him. Yes, he could win some points for our class!

Unit 5

A1

(1) There is a hare in the yard.

(2) Did you hear the dog?

(3) Be careful! A bear is coming near.

(4) The chicken is eating a big pear.

(5) Why do you like this farm so much?

A3

Yiming: May I ask some questions about animals, Uncle Lin?

Uncle Lin: Sure.

Yiming: Do fish sleep?

Uncle Lin: Yes, they do. But they sleep with their eyes open.

Yiming: That's cool! My next question is about horses. Do horses have a sweet tooth?

Uncle Lin: Yes, they do. Like people, horses love to eat sweet foods, such as apples, carrots and sweet potatoes.

Yiming: Sounds interesting! I'd also like to learn something about cats. Are cats clean animals?

Uncle Lin: Of course they are. Cats clean themselves every day.

Yiming: Wow! The last question. Can owls see things in the dark?

Uncle Lin: Yes, they can. Owls are night animals. They can see well in the dark. But owls cannot move their eyes. They must turn their heads to look around.

Yiming: That's amazing!

Unit 6

A3

W: Good morning, sir. What can I do for you?

M: Good morning. I'd like to plan a trip.

W: Where do you want to go?

M: Some places with beautiful nature. I want to try something special such as riding a horse.

W: And when will you start your trip?

M: I like spring. So I plan to go next month.

W: How long do you plan to stay?

M: A week would be enough for me.

W: That sounds good. How would you like to travel?

M: I think travelling by plane would be the best choice. It's fast.

W: Agreed. I'd suggest you ...

期末评价

Part 1 Listening and speaking

2

(1) Are you good at sports?

(2) What team sport do you want to try?

(3) How are you going to the farm?

(4) When do you usually begin your work?

(5) Could I give the goat some water to drink?

3

(1) **G:** Hi Frank, you've got a pet, haven't you?

B: Yes, it's a puppy. I named him Chocolate because of his brown fur.

G: Cute!

Q: What pet did Frank get?

(2) **W:** Do you like swimming?

M: Yes, I go swimming three times per week. It's fun.

Q: How often does the man go swimming per week?

(3) **G:** How was your football match yesterday, Tom?

B: I scored a goal but got a yellow card. And Jack hurt his knee in the match.

G: How come?

Q: What happened to Jack in the football match?

(4) **W:** David, what are you planning for this summer?

M: My family and I are thinking of going on a road trip.

W: Sounds like fun! Have you decided when to go yet?

M: Not yet. We're still thinking about where to go.

Q: What are they talking about?

4

W: Alex, what's your day like on the farm?

M: It's wonderful. I start early, around 5 a.m. First, I feed the chickens. Then I milk the cows. It's hard but I enjoy it.

W: Do you do all the work by yourself?

M: My wife and my son help me. We usually have breakfast at 8 a.m. After breakfast, we water the vegetables. We enjoy the quietness of the countryside.

W: Sounds interesting. What about your free time?

M: Evenings are the best. I read books or just enjoy watching the stars. Life here is simple but nice.

W: I never knew farm life had so much going on. Maybe I should pay a visit.

M: Yes, you should. There is hard work, but also lots of fun and peace.

Answer key

Unit 1

A1

- (1) idea, history, science, time
(2) sit, listen, instructions, this, picture

A2

- (1) Maths (2) Chinese (3) English/French/German/...
(4) ICT (5) Music (6) Geography

A3

3-1

A, B, D, F

3-2

- (1) don't (2) eleven (3) favourite, Chinese (4) Of course

3-3

(Answers may vary.)

- (B) I have eleven subjects.
(C) I have seven to eight classes every day.
(D) I like Maths best.
(E) I have five Chinese lessons every week.
(F) Yes, I do.

B1

- (1) D (2) C (3) A (4) B

B2

- (2) B (3) A (4) C (5) F (6) E

B3

(Answers may vary.)

- (1) Excuse me. Can I ask a question?/May I ask a question?
(2) Excuse me. May I ask some questions about the school clubs?
(3) Yes, of course./Sure.
(4) How many students can join the calligraphy club?

C1

- (2) a.m. (3) differences (4) outside (5) connect (6) make

C2

2-1

	Johnson	Juliana
City		✓
Type of school	✓	

	Johnson	Juliana
Subjects	✓	✓
Way of learning	✓	✓
Activities	✓	✓
Favourite thing(s) about school	✓	✓

2-2

(1) B (2) C (3) D

C3

3-1

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

3-2

(Answers may vary.)

- I like Escuela Nueva in Colombia. They work on problems in their villages/communities. Their ideas can help make their life better.
- I like the Village Forest School in Italy. I want to go outside the classroom and learn things in the open air. Getting close to nature is fun.
- I like the Travelling School best. It is for older students, but they can learn things from different places across countries. Travelling is fun and a great teacher.
- I like the Efterskole boarding schools best. Classes like circus skills and cooking are new to me. I want to have a try.
- I like the Steve Jobs School in the Netherlands. I want to have lessons and do homework on tablets and connect with classmates online.

Grammar

1

- (1) studies (2) brushes (3) Does ... speak
 (4) does ... teach (5) flies (6) Do ... play

2

(Answers may vary.)

(2) My school day starts at 8 a.m.

(3) My best friend walks to school.

Or: My best friend goes to school on foot/by bike/by car/by bus/on a scooter.

(4) Yes, my school hours are the same from Monday to Friday.

Or: No, my school hours are not the same every day. From Monday to Thursday, it's eight hours. On Friday, the school hour is shorter.

(5) I have four lessons on Tuesday morning.

(6) I learn English at school.

D1

- (1) C (2) D (3) B (4) A

D2

(Answers may vary.)

- (1) Every Thursday afternoon, I go to the science/music/calligraphy/swimming club.
- (2) My teachers are nice and kind./All my teachers are helpful and friendly./My maths teacher is very busy.
- (3) I have eleven school subjects. My favourite ones are English and Science. All subjects are very useful. The lessons are interesting and fun.

Unit review

(Answers may vary.)

What do you like most about school?

A. School subjects

Lisa's school timetable

- Monday to Friday
- School subjects: English, Maths, Music, ICT, PE, Geography, History, Art, Science, French, Design and Technology, Drama
- I'm interested in: French and Drama

B. School activities

- School activities @ New Star Middle School
the calligraphy club, the STEM club, the football club, the cooking club, the music club

My favourite one(s): the calligraphy club and the football club

- Information about the activities:

Tick (✓) the one(s) I want to know.

- How long does the club run?
- Where do the members meet?
- Who is the teacher in the club?
- What does the club do?
- When does the club meet?
- ...

C. A school day

- Mikko's school day:
 - His school day starts at 9 a.m. and ends at 2 p.m.
 - He has classes like Maths, Dance and English.
 - He does a lot of projects at school.
 - Breaks: There is a fifteen-minute break after every lesson. At noon, they take a lunch break.

My favourite part(s): their way of learning (doing projects and studying many subjects at the same time)

D. My school life

- What I like about my school life:
the timetable, my teachers and classmates, the after-school activities, the experiments, the

sports games, ...

- What I like about other students' school life:
interesting subjects, after-school activities, ...

E. My dream school

- Key words about my dream school:
good teachers, close friends, fun subjects, a lot of outdoor activities, interesting experiments, ...

Unit 2

A1

- (1) named (2) apples (3) He (4) enjoys

A2

- (1) father (2) aunt (3) cousins (4) grandparents/grandfather and grandmother
(5) granddaughters

A3

3-1

- (1) F (2) F (3) F (4) T (5) T (6) F

3-2

- (1) younger brother (2) father's side (3) a son
(4) doesn't live (5) be together

3-3

(Answers may vary.)

- (1) Yes, I am./No, I am not.
(2) There are five people in my family.
(3) Yes, I do./No, I don't.
(4) I've got two cousins.

B1

- (1) are playing the guitar (2) is playing football
(3) is watering the plants (4) is playing chess

B2

- (1) C (2) B (3) A (4) D

B3

- (1) D (2) B (3) C (4) A

C1

- (1) introduce (2) relative (3) fun (4) celebration (5) album

C2

2-1

- (1) B, C, E (2) A (3) D, F (4) C, E

2-2

- (1) On a Sunday morning.
- (2) She usually writes in the evening.
- (3) Harry's brother, Sam.
- (4) They have fresh rolls and vegetable salad for breakfast.
- (5) They will go for a walk in the park with Snowball.

C3

3-1

- Name
- Job
- Age
- School
- Appearance (外貌)
- Interest (兴趣)
- Living place

3-2

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

3-3

- (1) They live in New York.
- (2) She is a teacher.
- (3) He is tall and a little fat. He's got short brown hair and blue eyes.
- (4) Nick is 16 years old. Nini is 10 years old.
- (5) Nini likes listening to music.

Grammar

1

- (2) He (3) their (4) It/He/She
- (5) him (6) She (7) your

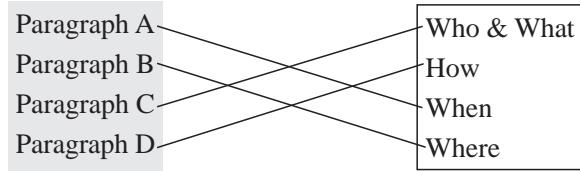
2

- (2) is taking photos
- (3) Lu Yao's cousins are playing with Lollipop
- (4) At 11:30 a.m., Lu Yao's family are having a picnic

3

- (Answers may vary.)
- (2) At 7:15 a.m., we are having breakfast
- (3) At 7:20 a.m., I'm walking to school
- (4) At 10:00 a.m., my brother is working in his office
- (5) At 5:30 p.m., my mother is cooking at home

...

D1**D2**

- (1) Mum is reading a book under the tree.
- (2) She is painting a beautiful picture of her daughter.
- (3) Sam is riding a bike with Dad.

Unit review

(Answers may vary.)

What makes a family?**A. Family relations**

Bailing's family tree

- Family relations: grandfather, grandmother, father, mother, son, daughter, brother, sister, uncle, aunt, cousin, nephew
- Questions about my partner's family tree: How many people are there in your family? Are you the only child in your family?

B. Family members

- Descriptions (描述) about my family members:

My mother has big eyes with long hair.

My father is tall and a little fat. He has got short dark hair.

My sister has got a round face and long dark hair.

- My favourite family activities:

My father is playing football with me.

My mother is helping me with my homework.

I am playing chess with my cousin.

C. Family duties

- My family duties:

- wash dishes
- set the table
- make the beds
- water the plants
- sweep the floor

Family chores I want to learn to do:

how to cook dinner, how to wash clothes, ...

D. Family time

- How do my family spend time together?

- We prepare a birthday party for my grandmother.
- We have dinner together on New Year's Eve.
- What is everyone doing? How does everyone feel?
My father is cooking. My mother is setting the table.
I am making a birthday card. Everyone feels happy.

E. A family poster

- Key words about my understanding of the word “family”:
love, care, responsibility, helping each other, ...

Unit 3

A1

(2) onions (3) potatoes, lemons (4) cucumbers (5) duck, dumplings

A2

(2) tofu (3) peppers (4) watermelons (5) yogurt

A3

3-1

noodles, corn, onions, carrots, strawberries, watermelons, beef, chicken, fish, yogurt

3-2

(1) lots of (2) plenty of (3) too much (4) some
(5) a glass of (6) enough

3-3

(Answers may vary.)

- (2) I have plenty of vegetables like cabbages and cucumbers.
- (3) I have some meat like beef and chicken.
- (4) I drink one/a glass of milk and have a little yogurt.
- (5) I eat fruits of three different colours every day.
- (6) I eat an egg every day.

B1

(1) D (2) A (3) C (4) B (5) E

B2

2-1

(1) C (2) E (3) A (4) D (5) B

Shopping List: beef, chicken, bananas, yogurt, cabbages, carrots

2-2

A, B, C

B3

(Answers may vary.)

- (1) What vegetables and fruits do you need?

- (2) I want to buy some tomatoes and apples.
 (3) What else do you want to buy?
 (4) A packet of cheese and a bar of chocolate.
 (5) Thank you.

C1

- (2) surprise (3) cook (4) as (5) boils (6) need, into

C2

2-1

- (1) B (2) C (3) A (4) D

2-2

- (1) A (2) A (3) C (4) D

C3

3-1

Special Food Day

Name	Rice Day	Pancake Day
Time	every January	every February or March
Place	India	the UK
Special food	rice in milk	pancakes with sugar and lemon juice

3-2

(Answers may vary.)

I think Rice Day is more interesting. They cook rice in milk. We never cook rice in this way, and it sounds very special.

Or: I think Pancake Day is more interesting. The students make pancakes in the school kitchen on their own. They are the chefs on that day.

Grammar

1

- (1) onions (2) yogurt (3) strawberries (4) potatoes (5) cheese

2

- (1) How much (2) glasses (3) much (4) much
 (5) a little (6) some (7) a lot of

D1

- (1) cut (2) beat (3) add (4) turn

D2

- (1) cut the beef, tomatoes and potatoes into small pieces

- (2) Next, fry the beef in oil
- (3) Then, add the tomatoes and potatoes to the beef
- (4) Finally, add water to the beef and vegetables and boil the soup for 20 minutes

Unit review

(Answers may vary.)

What role does food play in our life?

A. Food groups

Food Guide Pagoda

- Different food groups: Grains, Vegetables and fruits, Meat, fish and eggs, Milk and bean products, Oil and salt
- How much to eat from each food group: Grains: lots of; Vegetables and fruits: plenty of; Meat, fish and eggs: some/not too much; Milk and bean products: some; Oil and salt: little; Water: enough
- My favorite food and its food group:
strawberries (Vegetables and fruits)

B. Healthy food choices

- The food on Lin Dong's shopping list:
a bag of egg noodles, two carrots, a red pepper, a green pepper, a few onions
- The food I want to buy for dinner:
fish and cucumbers
 - Information about the food:
Food group(s):
Meat, fish and eggs, Vegetables and fruits
 - The reason to buy the food:
They are healthy and delicious.

C. Food for love

- Lin Dong's cooking steps for Rainbow Beef:
 - First, add a little soy sauce to the beef.
 - Then, cut the vegetables into small pieces.
 - Next, fry the beef with the vegetables.
 - Finally, boil the noodles as a side dish.

My favourite part(s) of Lin Dong's blog: the ending part. It turns out that the meat was mutton instead of beef.

D. My healthy dish

- What I like about my healthy dish:
We can have different food from different food groups in one dish.
- The healthy dish I like from my classmates:
Chinese cucumber salad

E. A healthy school lunch menu

- Key words about the comments on our group's lunch menu:
various food, healthy and delicious, ...

期中评价

Part 1 Listening and speaking

2

- (1) A (2) A (3) B (4) B (5) A

3

- (1) B (2) A (3) B (4) C

4

- (1) F (2) F (3) T (4) F (5) T

5

(Answers may vary.)

(1) My favourite school subject is Maths.

(2) There are four people in my family: my mum, my dad, my younger sister and me.

(3) For breakfast, I often have steamed buns, soy milk and some fruit.

Part 2 Vocabulary and grammar

1

- (1) A (2) A (3) B (4) A (5) A (6) A

2

(1) lives (2) difference(s) (3) quickly (4) introduction (5) surprised

(6) tastes

3

(1) enough (2) surprise (3) together (4) adding (5) setting

4

(1) go (2) take (3) ends (4) is waiting (5) asks (6) strawberries

(7) pieces (8) beef

Part 3 Reading

1

- (1) C (2) B (3) C (4) A (5) B

2-1

B

2-2

- (1) C (2) D (3) B (4) A

3

(1) Learning by doing./Students learn by doing.

(2) Wind.

(3) Geography and P.E.

(4) (Answers may vary.) Swimmers and firemen.

(5) (Answers may vary.) It's fun and interesting./It's exciting and new.

Part 4 Writing

1

- (1) pleasure (2) diet (3) online (4) other

2

- (1) My brothers help sweep the floor and set the table./My brothers help set the table and sweep the floor.
(2) Would you like to take a break and have some yogurt?/Would you like to have some yogurt and take a break?
(3) Dad beats the eggs with chopsticks and then fries them with butter.

Unit 4

A1

great: break, steak

team: teacher, beach, sea, eat, tea, cheap, each

ready: healthy, bread, heavy

A2

Play: play tennis, play volleyball, play baseball; (play badminton, play basketball)

Go: go running; (go swimming, go rock climbing, go rope skipping)

Do: do kung fu; (do karate, do yoga, do pull-ups)

A3

3-1

Kira Smith: high jump

Chris Brown: 50m sprint

Alex White: rock climbing

3-2

(1) who can take part in the School Sports Day events.

(2) He runs every day.

(3) Kira Smith.

(4) He is good at climbing.

(5) Alex White.

B1

1-1

- (2) breaks (3) warm-up (4) fall (5) match (6) happens

The hidden message is health.

1-2

(1) Go to the clinic when you fall and hurt your knee.

(2) Wear sports gear./Use the right gear.

- (3) Do warm-up exercises before playing.
- (4) Drink some water./Take breaks during exercises and games.

B2

2-1

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

2-2

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

C1

- (1) mind (2) scored (3) Join (4) throw (5) controls

C2

2-1

- (1) C (2) A (3) B (4) /

2-2

- (1) C (2) B

C3

3-1

- (1) T (2) F (3) F (4) T (5) F

3-2

- (1) I should skip and jump along the old streets and learn to balance my body.
- (2) I should not use my hands.
- (3) Three or more players.
- (4) The purpose of the leaflet is to share the information of *longtang* games in Shanghai.
- (5) (Answers may vary.) I want to try Chinese jump rope most because I want to have fun with my friends/because I want to know how high I can go.

Grammar

1

- (1) What (2) What (3) who (4) who (5) What, Who

2

(Answers may vary.)

- (1) I always go cycling with my brother at weekends.
- (2) I sometimes do my homework before dinner.
- (3) I never play ping-pong on Mondays.
- (4) I usually have lunch with my best friend Lilian.
- (5) My mother often exercises.
- (6) Frank always wins points for our class on Sports Day.

D1

- (1) 10 June (2) in the swimming pool (3) swimming
- (4) Tom from Class 1, Grade 6 (5) swims fast

D2

play, jump, kick

The man is playing football. He is jumping up. He is kicking the ball.

Unit review

(Answers may vary.)

Why do we play sports?

A. Sports activities

Sports Day @ Shanghai New Star Middle School

- Sports Day Timetable
- Individual Sports: 50m sprint, 100m sprint, 200m run, 800m run (girl)/1,000m run (boy), long jump, high jump, shot-put, 1-minute rope skipping, shuttlecock kicking, rock climbing, kung fu
- Team Sports: three-player football, basketball, 4 × 50m relay, tug of war, Frisbee
- The events I want to take part in: basketball, Frisbee

B. Sports safety

- Sports safety tips:

Wear sports clothes Use the right gear Warm up

Watch out for others Drink water

- Other tips I know: follow the rules, take breaks during practices and games
- To show care to others, I can say ...
What's wrong? What seems to be the problem?
- To respond positively, I can say ...
You have to do warm-up exercises before you do sports.
I always do.

C. Sports fun

- How much do you know about ...?
 - Three-player football: a football match with three players — no goalkeeper, learn to work in a team and get some exercise
 - Rock climbing: hold onto a climbing wall, wear sports gear, make you strong
 - Frisbee: throw and catch the Frisbee, have to run to catch it
 - Kung fu: control your mind and body, there's tiger style, monkey style and more
- How much do you know about “a poster” ?
A poster is a notice with pictures.
The purpose(s) of a poster: to get your attention to an event or to give you some information

D. Sporting moments

- A sports report tells us:
time, place, sports, person(s), action
- An action verb tells us:
what the subject of a sentence is actively doing

E. Sports for us

- How to introduce a daily sport:

What is the sport? How do you play the sport?

What makes the sport fun? What are the safety tips?

Unit 5

A1

- (1) hare (2) hear (3) bear (4) pear (5) farm

A2

- (1) prefer (2) website (3) feed (4) remember (5) collect
(6) recognise, amazing

A3

3-1

(Answers may vary.)

- (1) No, they don't.
(2) Yes, they do.
(3) Yes, they are.
(4) Yes, they can.

3-3

- (1) Yes, they do (2) their eyes open (3) Yes, they do
(4) love to (5) sweet potatoes (6) they are
(7) clean themselves (8) Yes, they can (9) see well
(10) turn their heads

B1

- (1) Can we (2) sorry (3) Is it OK if (4) No problem.

B2

- (1) F (2) D (3) B (4) C (5) A (6) E

B3

- (1) Is it OK if I/May I/Can I/Could I have a look at the health report card of the rabbit?
(2) Is it OK if I/May I/Can I/Could I give the cat some snacks?
(3) Is it OK if I/May I/Can I/Could I buy a bed for the dog?

C1

- (1) takes care of (2) warning (3) smooth
(4) friendly (5) yard (6) Could

C2

2-1

Day Date Place(s)

Weather Events Feelings and thoughts

Future plans Pictures

2-2

Places	Events	Feelings and thoughts
petting zoo	<ul style="list-style-type: none"> petting the sheep and rabbits ⁽¹⁾ <u>feeding them grass</u> 	⁽²⁾ <u>It was a lot of fun.</u>
⁽³⁾ <u>wild animal zones</u>	<ul style="list-style-type: none"> seeing some signs seeing a ⁽⁴⁾ <u>giraffe</u> ⁽⁵⁾ <u>seeing a tiger</u> 	<ul style="list-style-type: none"> What ⁽⁶⁾ <u>a long neck</u> she has! ⁽⁷⁾ <u>How amazing!</u>
⁽⁸⁾ <u>a school</u>	⁽⁹⁾ <u>learning some fun facts about koalas</u>	⁽¹⁰⁾ <u>What a lazy animal!</u>

2-3

- (1) A (2) B (3) D (4) D (5) A

C3

3-1

- (1) throw (2) bite (3) sun (4) smart
(5) feet (6) smaller (7) help (8) forest

3-2

- (1) F (2) F (3) T (4) F (5) T (6) T

Grammar

1

- (2) When do tigers sleep?
(3) Why do you like dogs?
(4) How does Uncle Lin go to work every day?

2

- (2) Q: Where do sheep live?
A: They live on a farm.
(3) Q: When does he collect eggs every day?
A: He collects eggs before dinner every day.
(4) Q: Why are the calves wearing jackets?
A: They are wearing jackets to keep warm.
(5) Q: How does Uncle Lin herd goats?
A: He herds goats with the help of Cookie.

D1

- (1) friendly (2) smart (3) playful (4) beautiful (5) loud (6) easy

D2

Rabbits make wonderful pets.

Rabbits are very cute (quiet/cute/smart).

They have long ears and a soft furry body.

Everyone should own a cat.

Cats bring a lot of fun. It is fun to watch them play with a ball or run around in the room.

Birds make great pets.

Birds are beautiful. They have colourful feathers.

Unit review

(Answers may vary.)

In what ways are animals important to us?

A. Amazing animals

Fun facts about farm animals

- Animals in the video: goats, cows, pigs, chickens
- I'm interested in: cows and chickens

B. Getting along with animals

Animals on the farm: horses, chickens, bees, cows and calves

- Tick (✓) the things we can't do:

- making loud noises
- feeding chickens
- cleaning the pigsty
- feeding or petting the horses
- leaving sweet foods outside
- making the chickens angry

C. A day on the farm

- Chores on the farm:

- feeding animals
 - herding the goats
 - milking the cows
 - taking some notes
 - cleaning the pigsty
 - collecting eggs

My favourite part(s): collecting eggs

D. My favourite animal

- Details about my favourite animal:
soft skin; furry body; strong legs; sharp teeth; run fast; playful; smart; loyal; like to eat meat and sweet foods
- Details about my partner's favourite animal:
quiet; cute; beautiful; long ears; soft furry body; funny mouth; like to eat fresh vegetables, grass and fruits

E. Our school club logo

- Key words about our logo:
round face, big eyes, wearing glasses, reading a book, smart

Unit 6

A1

coat: goat, boat

group: soup, you

house: mountain, around, cloud, out, sound

A2

A	L	S	H	Y	U	R
R	V	O	B	I	A	Y
O	J	Y	C	L	K	K
U	B	J	U	A	Q	E
N	M	P	A	S	L	O
D	O	E	N	J	O	Y
P	U	L	X	Q	M	S

(1) popular (2) enjoy (3) hike (4) local

A3

3-1

- (1) where to go (2) when to go
 (3) how to travel (4) who to go with
 (5) what to do (6) why go there
 (7) how long to stay

3-2

(1) beautiful nature (2) next month (3) a week (4) by plane

3-3

(Answers may vary.)

Inner Mongolia. Because the man wants to visit some places with beautiful nature and he wants to try something special such as riding a horse.

B1

A. Do you like to travel by car?

- B. Can you give me some suggestions, please?/Can you please give me some suggestions?
- C. What about taking a train to get there?
- D. Why not get on a plane and fly there?
- E. Thank you for your suggestions.
- F. Let's catch the early bus.

B2

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

B3

- (1) What about taking a bus/How about taking a bus?/Why not take a bus?
- (2) What about taking a city walk?/How about taking a city walk?/Why not take a city walk?/
Shall we take a city walk?/Let's take a city walk.
- (3) That's a good idea but it's going to be rainy this weekend.
I'm not sure because it's going to be rainy this weekend.
I'm afraid it's going to be rainy this weekend.

C1

- (1) popular (2) such as (3) forest (4) Mountain
- (5) history (6) museum (7) with your own eyes

C2

2-1

- (1) D (2) B (3) B (4) C (5) C

2-2

(Answers may vary.)

I think it's a good one. But if I make the travel plan, I will add more information about the cost of each stop/the time on the way/the hotel to stay at.

C3

3-1

- (1) D

(2) Paragraph 1: travelling to different places? Paragraph 2: spending time with your relatives?

Paragraph 3: learning something outside class? Paragraph 4: helping others through volunteering?

3-2

- (1) hike in the mountains
- (2) stay with/visit relatives
- (3) museums
- (4) historic sites
- (5) look after old people or little children in neighbourhoods

3-3

(Answers may vary.)

I like vacations to help others through volunteering best. Because it makes the world a better

place and I can learn a lot when I help others.

Grammar

1

(1) is going to (2) Is, going (3) he is (4) Is, going to (5) isn't going to (6) is going to, isn't he (7) Yes, he is (8) aren't there (9) Yes, there are

2

(2) What is Luca going to do first?

He is going to enjoy local food first.

(3) Is Luca going to take a skiing lesson on Sunday?

No, he isn't. (He is going to take a skiing lesson on Friday afternoon.)

(4) When is Luca going to fly back?

He is going to fly back on 13 Jan.

D1

(1) B (2) C (3) D (4) A

D2

(1) I'm in Xi'an now and I'm visiting History Museum.

(2) Tomorrow, I'm going to try/eat the local noodles.

(3) I am sure I will enjoy myself during the trip.

Unit review

(Answers may vary.)

How can we get around and explore China?

A. A place to go

Things I usually do while I'm going on a trip

- see historic places, beautiful nature, famous buildings, lovely animals
- do lie on the beach, hike, ride a horse, visit famous places
- eat local food, snacks

B. Ways of travelling

- Ways I travel

by bus, by train, by taxi, by car, by plane

- My favourite one(s) and reason(s)

by train; fast and comfortable

- To show politeness, I can ...

use questions or use polite words

- To give suggestions, I can say ...

Shall we/Why not (do) ...?

How/What about (doing) ...?

Let's (do) ...!

C. Young travellers

- How much do you know about ...?

- Lingling12's trip:

Destination: Beijing

Ways of travelling: by plane

Activities: visit historical places;

ride a bicycle in the hutongs

- Ming's trip:

Destination: Zhangjiajie & Lijiang

Ways of travelling: by train, by bus, by plane

Activities: hike; climb a mountain

D. My footprint

- A postcard usually contains:

date message greetings signature address

- People usually write messages about:

where they are, what they are doing, what they are going to do and how they feel in a postcard.

E. A travel plan

- Key words about a travel plan:

travel dates and times, what activities to do, how to get around, what to eat, where to stay

期末评价

Part 1 Listening and speaking

2

- (1) A (2) A (3) B (4) A (5) B

3

- (1) A (2) B (3) B (4) C

4

- (1) F (2) T (3) F (4) T (5) F

5

(Answers may vary.)

(1) Yes, I do./No, I don't.

(2) My father often plays sports with me./My friend.

(3) I'm going to visit Hangzhou./Beijing.

Part 2 Vocabulary and grammar

1

- (1) shout (2) smooth (3) go (4) at (5) Watch out (6) Who

2

- (1) myself (2) safety (3) better (4) active (5) keep (6) surprise

3

- (1) ticket (2) moment (3) comfortable (4) believe
(5) convenient

4

- (1) running (2) started (3) do (4) is getting/gets
(5) matches (6) safety (7) feet (8) be

Part 3 Reading

1

- (1) B (2) C (3) A (4) C (5) B

2

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

3

- (1) Yes, it is.
(2) They have a backup date for Sports Day to be ready for any weather changes.
(3) Schools usually choose activities like running, egg and spoon races, space hopper races and more for Sports Day.
(4) Parents, families, friends and teachers can also take part in Sports Day.
(5) (Answers may vary.) To let everyone join in the fun and enjoy the event together.

Part 4 Writing

1

- (1) warning (2) expensive (3) Museum (4) carry

2

- (1) Wendy is going to take care of my pet.
(2) How far is the nearest national park from your house?
(3) The students are hiking in the mountain area with their teachers./The students are hiking with their teachers in the mountain area.



YINGYU
JIAOXUE CANKAO ZILIAO

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