

义务教育教科书

(五·四学制)

英语

教学参考资料



八年级
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。教学参考资料是教师使用教材的重要辅助和参考，承载着教师专业发展和学科育人的重任。本书为《义务教育教科书（五·四学制）英语》学生用书的配套教学参考资料（以下简称“教学参考资料”），依据教育部颁布的《义务教育英语课程标准（2022年版）》对课程实施和教师培训的建议编写，旨在服务教师课堂教学和专业发展。编写组借鉴了外语教育教学理论研究和教材研究的最新成果，基于多轮一线教师试教试用的反馈，结合上海市初中英语教育教学现状，在广泛征求一线教师需求和意见的基础上，确定了教学参考资料的目标定位、编写原则和体例框架。

一、教学参考资料的编制目标和原则

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

教学参考资料编写遵循以下原则：

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

二、学生用书的编写理念和特色

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

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

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

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

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

三、学生用书的内容构成和编排方式

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

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

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

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

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

以八年级上册学生用书的结构为例:

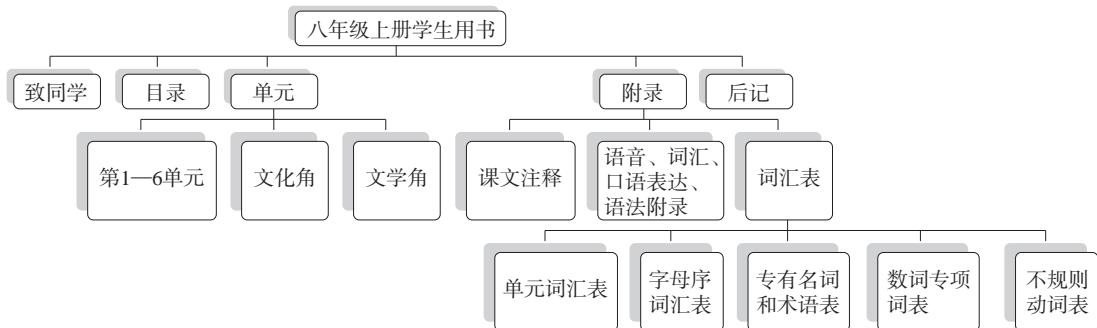


图1 八年级上册学生用书结构图

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

每个常规单元以大问题为引领,设置五大板块,各板块按照子话题推进,前四个子话

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

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

每个板块中的活动以任务链的形式逐个推进，最后以板块任务自测活动作为结尾。

四、学生用书的单元板块结构和设计思路

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

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

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

学生用书的单元板块结构和设计思路如表1所示：

表1 学生用书单元板块结构和设计思路

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

(续表)

板块位置	固定板块	设计思路
B	口语表达 Speaking	本板块从真实情境创设入手,通过多模态文本和口语对话示范文本输入,为开展板块任务做好相关子话题的语言和技能策略准备。通过视听理解、策略指导、延续对话和角色扮演等在学习理解、应用实践、迁移创新层面层层递进的学习活动,帮助学生学习语言知识(如词汇和语用知识)、训练口语表达技能、激活高阶思维,并适时关注青少年综合生活技能。同时借助学习笔记(<i>My learning notes</i>)的语言表达提示,为学生搭建语言输出的脚手架,完成真实的口语交际任务。
C	阅读理解 Reading	本板块从真实的情境创设入手,通过读前准备活动(关注文本类型、语篇特征、背景知识、内容预测等)、多模态文本阅读、读后第一反应、整体理解、细节理解、高阶阅读理解等在学习理解、应用实践、迁移创新层面层层递进的学习任务,以及词汇聚焦(<i>Vocabulary focus</i>)活动,将语言知识教学、文化意识培养与高阶思维训练充分融合,帮助学生学习语言知识(如语篇、语法、词汇等知识)和文化知识、实践阅读理解技能、激活高阶思维、开展跨文化对比思考等。
/	语法使用 Grammar in use	本板块采用“发现—归纳—运用”的路径设计,体现语法知识是“形式—意义—使用”的统一体。帮助学生基于单元学习,注意、发现语言现象,从语言现象中归纳、提炼语法规则,深化对语法点形式、意义和用法的理解,在情境中运用和实践所学语法知识,从而建构系统的语法知识体系。本板块四个活动的重点分别是注意发现、归纳总结、初级运用、综合实践。语言运用任务突出层次性、交际性和趣味性,鼓励学生在使用中学会语法。 教师通过让学生查阅语法附录(<i>Grammar file</i>),参考针对该语法项目更全面的规则解释和例证,帮助学生自主学习和知识拓展。 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。
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>学生用书中的活动仅作为学生读后思考、讨论的引导。建议教师根据学情合理设计教学活动。</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，实现单元育人目标。</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，让学生乐学、善学。体现以学习者为中心、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	灵活板块	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,合理安排教学。以下是学生用书各单元内容课时分配建议:

1. 常规单元(建议课时: 7—10 课时)

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

项目探究板块的课时安排说明如下:

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

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

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

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

2. 文化角单元(可根据实际情况选择使用)

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

(3) 增加课时适当拓展。

3. 文学角单元(可根据实际情况灵活安排)

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

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

(2) 戏剧选段(A scene to act out): 1—2课时

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

(3) 诗歌品读(A poem to savour): 1课时

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

六、教学参考资料的编排方式、设计思路和使用建议

教学参考资料共八册，与学生用书分册逐一对应，每册教学参考资料包含前言、目录、正文以及附录。正文部分包括学生用书中的衔接单元、常规单元、文化角和文学角单元相应的教学参考资料内容。附录1为学生用书各单元派生词、复合词解析；附录2为练习部分听力文本和参考答案。

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

教学参考资料常规单元的板块结构和设计思路如表2所示：

表2 常规单元的板块结构和设计思路

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

(续表)

板块	子板块	设计思路
单元主题图页 Cover page	单元大问题	说明单元大问题的含义以及与单元主题的关联。
	任务清单	说明单元任务清单中包含的学习任务和内容。
	单元主题图	结合单元导入 (Getting started) 的任务选编；如任务涉及看图，则在此处阐释单元主题图的要点。
	单元导入	说明可采用什么方式组织单元导入教学活动。
	参考答案	提供学生用书活动参考答案。
A、B、C、D 板块 Section A/B/C/D	子话题说明	说明子话题是什么、与单元主题的关系、子话题的教学内容和目的。
	语篇说明	说明语篇类型、内容大意、出处、文体特征、内容结构、语言特点、交际情境和功能目的等。
	技能策略说明	配合 A、C 板块的技能策略标签和 B、D 板块青少年技能 (TEEN skill) 栏目中的说和写的技能策略要点，说明视、听、口语交际、阅读、写作等技能策略的要点，给出教学建议。
	语用功能说明 (B板块)	说明口语板块的语用功能在日常交际中如何运用。
	教学要点	说明学生用书中各项活动的设计意图和教学重点。
	备选活动	补充教师可参考选用的教学策略、指令和问题等。
	补充资料	为学生提供更多的语言表达支架。
	语言注释	选择文本中学生易错、易忽视的语言点加以注释和说明。
	背景知识	提供学生用书未能展开的背景知识(尤其是文化背景)。
	视听 / 听力文本 (A板块)	提供视听 / 听力文本。
评价建议 (B、D 板块)		
		根据单元教学目标列出评价要点，供教师参考，以便在课堂上对学生口语表达 / 写作表达任务的完成情况开展评价。
	参考答案	提供学生用书活动参考答案。

(续表)

板块	子板块	设计思路
语法使用 Grammar in use	板块内容说明	说明本板块的教学重点。
	教学要点	说明学生用书中各项活动的设计意图和教学重点。
	备选活动	补充教师可参考选用的教学策略、指令和问题等。
	补充资料	提供更多的用法示例。
	评价建议	学生用书中的语法板块没有设置 Update my to-do list 这一评价环节，因此为教师提供评价建议，体现“教—学—评”一体化的理念。
	参考答案	提供学生用书活动参考答案。
	语言注释	选择文本中学生易错、易忽视的语言点加以注释和说明。
探索发现 Discovery	板块内容说明	说明本板块的教学重点。
	语篇说明	说明语篇类型、文化背景信息要点等。
	备选活动	补充教师可参考选用的教学策略、指令和问题等。
	补充资料	提供更多的参考文本。
	背景知识	为学生用书中的语篇补充文化背景信息，便于教师针对性地设计拓展问题和课堂活动，引导学生展开融语言、文化、思维于一体的学习活动。
	语言注释	选择文本中学生易错、易忽视的语言点加以注释和说明。
E 板块 Section E	子话题说明	说明子话题是什么、与单元主题的关系、子话题的教学内容和目的。
	教学要点	说明项目探究活动的设计意图和教学重点。
	更多资源	提供更多的技术工具或资源获取途径。
	补充资料	提供更多的参考文本。
	评价建议	根据单元学习目标和项目成果目标列出评价要点，供教师参考，以便在课堂上对学生的项目完成情况开展评价。教师可根据教学目标灵活调整评价维度（如增加合作等维度）。
	语言注释	选择文本中学生易错、易忽视的语言点加以注释和说明。

衔接单元主要包括：单元一览、课时安排建议、子话题说明、语篇说明、教学要点、备选活动、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、备选活动、补充资料、语言注释、评价建议和参考答案等内容。

文学角单元为三篇选文，分别安排语篇说明、教学要点、备选活动、背景知识、补充资料、语言注释和参考答案等内容。

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。

目 录

Unit 1 Water

单元内容结构图

单元目标

单元内容概览

单元主题图页

A Facts about water

B Water in everyday life

C The land of little water

Grammar in use

D Water protection

Discovery

E Our water use in a day

1 A An inborn ability 74

1 B Keeping your curious mind 78

2 C Benefits of curiosity 83

3 Grammar in use 88

4 D A healthy dose of curiosity 91

4 Discovery 94

6 E Stories of curious minds 96

18 Unit 4 Then and now 97

25 单元内容结构图 97

33 单元目标 98

35 单元内容概览 99

 单元主题图页 100

37 A Cities then and now 102

37 B Old things from old days 106

38 C A page of history 111

38 Grammar in use 117

39 D Changes in our lives 120

40 Discovery 125

42 E Our changing communities 127

47

51 Unit 5 Teamwork 129

58 单元内容结构图 129

66 单元目标 130

68 单元内容概览 131

 单元主题图页 132

69 A Great teams 134

69 B Challenges in teamwork 138

70 C Team spirit 142

71 Grammar in use 149

72 D My teamwork experience 153

Unit 3 Curious minds

单元内容结构图

单元目标

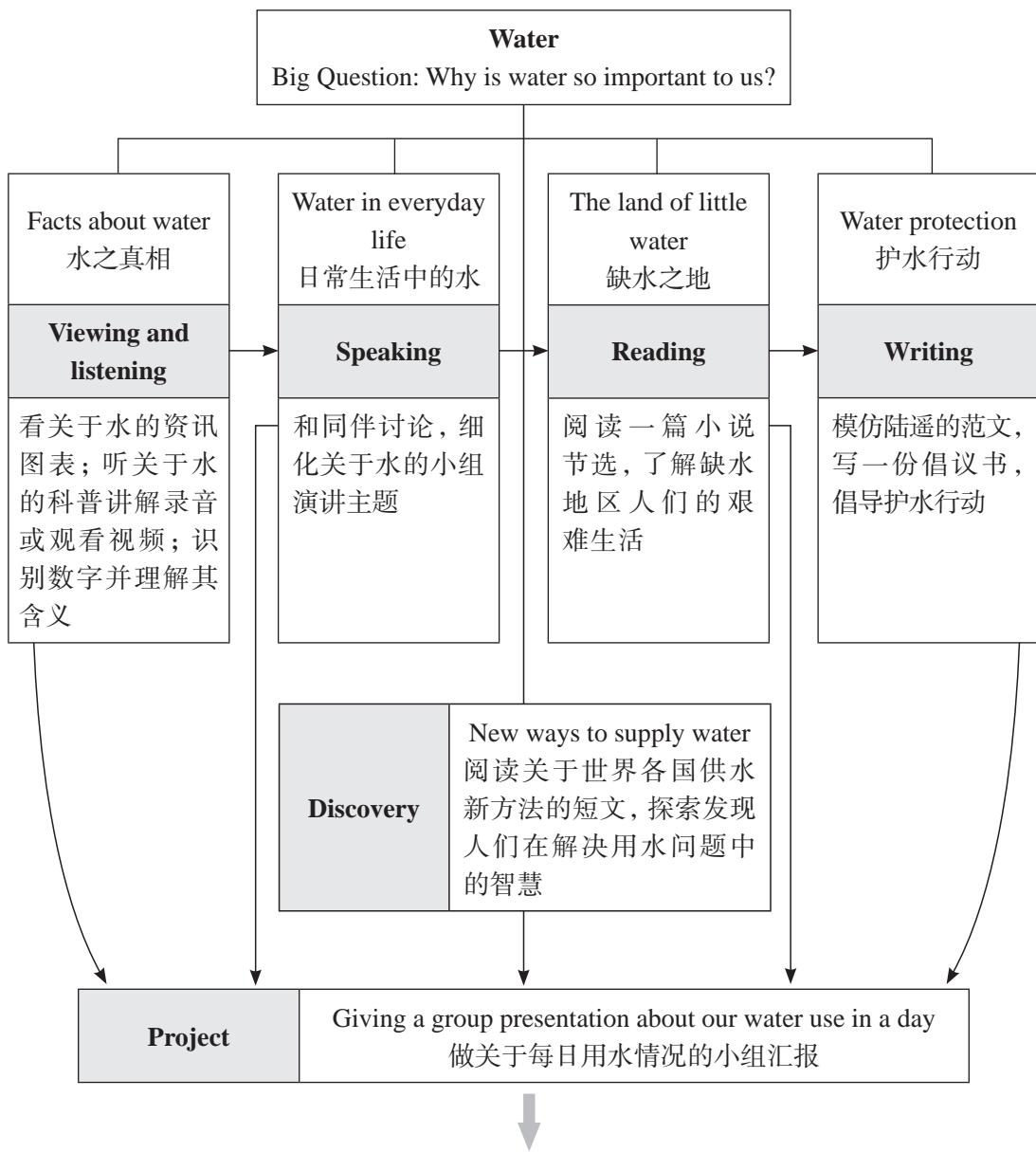
单元内容概览

单元主题图页

Discovery	157	Culture corner: Exploring the world	
E Team-building activity	159		203
Unit 6 Life in the future	161	单元内容结构图	203
单元目标		单元目标	203
单元内容概览	161	First impressions	204
单元主题图页	162	Highlights	205
A Future entertainment	163	Bridging cultures	208
B Future travel	164		
C Future living	166	Literature corner	211
Grammar in use	171	单元内容说明	211
D My view of the future	176	单元目标	211
Discovery	183	A chapter to start with	212
E Creating a better future	186	A scene to act out	217
	190	A poem to savour	221
	193		
Culture corner: Exploring China	195	附录 1: 学生用书派生词、复合词解析	223
单元内容结构图	195	附录 2:《义务教育教科书(五·四学制)	
单元目标	195	英语练习部分 八年级上册》	
First impressions	196	听力文本和参考答案	227
Highlights	199		
Bridging cultures	201		

Unit 1 Water

单元内容结构图 (Structure of the unit)



单元育人目标：通过学习关于水的知识，了解缺水地区的生活，理解水的重要性与稀缺性，观察反思自己的用水方式，树立节水护水意识，养成良好的用水习惯

单元目标 (Unit objectives)

- ▶ 语音：能准确掌握单音节、双音节及多音节词的重音
- ▶ 词汇：能掌握与水这一主题相关的词汇；能掌握转化法这一构词法，理解并掌握同一词汇的不同词性的意义和用法
- ▶ 语法：能掌握以 when, as, before, until 等引导的时间状语从句的形式和表意功能，并在具体情境中正确使用；能掌握不定代词的形式、意义和用法
- ▶ 看：能借助资讯图表、海报等多模态语篇或视频中的视觉信息理解相关内容
- ▶ 听：能在听录音的过程中识别数字，并理解其在语境中的含义
- ▶ 说：能掌握礼貌表达同意和不同意的方式，结合具体的交际情境，就细化关于水的小组演讲主题开展简单对话
- ▶ 读：能读懂关于沙漠缺水之地人们生活的小说节选，把握文章主旨和获取细节信息，理解故事发展的先后顺序
- ▶ 写：能围绕“护水行动”这一主题，运用单元所学，写一份倡议书，分享节水护水的方法，向读者发出行动号召；能掌握平行结构的构成方式和含义，并在写作中正确运用
- ▶ 文化：能通过了解关于水的知识、缺水地区人们的用水习惯和世界各国解决供水问题的新方法，初步理解人类命运共同体的概念，尊重文化的多样性和差异性，通过项目活动中的体验与反思树立节水护水的意识
- ▶ 德育：能理解水的重要性和稀缺性，树立节水护水意识，养成良好的用水习惯

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”和“环境保护”主题群，围绕“热爱与敬畏自然，与自然和谐共生”以及“环境污染及原因，环保意识和行为”等子主题内容，通过大问题“Why is water so important to us?”引导，帮助学生了解关于水的知识，认识水的重要性和稀缺性，树立节水护水意识，养成良好的用水习惯。		
语篇	视听	图表	关于水的资讯图表
		视频	关于水的科普讲解
	口语	对话	谈论小组演讲主题
		海报	关于水的海报
	阅读	小说节选	沙漠的早晨
	写作	倡议书	学校护水行动
语言知识	探索发现	介绍类短文	供水新方法
	语音	单词重音	
	词汇	构词法：转化法（I）；主题词汇	
	语法	时间状语从句（I）；不定代词	
	语篇	利用图片辅助语篇理解；理解小说语篇中借助时间推移和地点切换讲述故事发展的写作方式；理解倡议书的写作目的和内容结构	
	语用	在交际语境中，用礼貌恰当的语言表达同意和不同意	
文化知识	沙漠缺水之地的生活；世界各地解决供水问题的新方法		
语言技能 与 学习策略	视听	任务：看水的资讯图表，听关于水的科普讲解录音或观看视频，了解地球上的水资源 策略：识别数字信息	
	口语	任务：和同伴讨论，细化关于水的小组演讲主题 策略：细化演讲主题	
	阅读	任务：阅读小说节选，了解沙漠地区的生活 策略：理解故事叙事顺序	
	写作	任务：写关于节水护水的倡议书 策略：写平行结构（II）	
	项目探究 (综合)	观测并记录自己一天的用水量，以小组汇报的形式交流探究发现和感受	

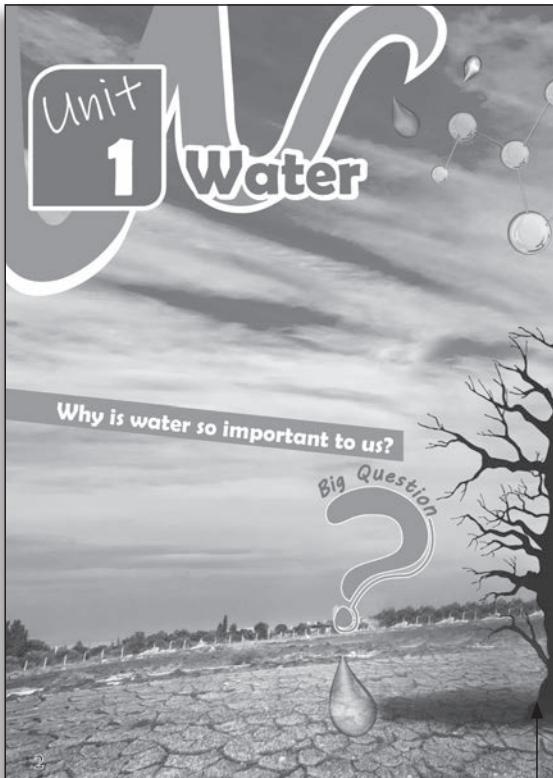
单元主题图页 (Cover page)

单元大问题 (Big Question)

完成本单元的学习后，学生能够基于对地球水资源、生活中的水等的了解，通过学习体验和观察反思，认识到水的重要性和稀缺性，树立节水护水意识，养成良好的用水习惯。

单元主题图 (Theme photos)

单元主题图的中心是一棵树，画面从树的中间一分为二，左右两边分别呈现干旱之地和水源充足之地的不同景象，通过视觉上的强烈对比凸显水对生命的滋养。教师可以请学生谈论对主题图的理解，由此过渡到单元导入的内容。



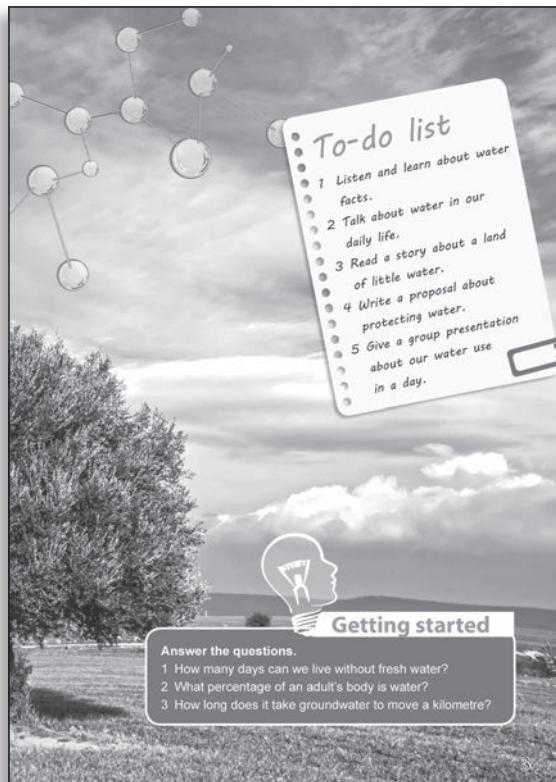
The image shows two different scenes. On the left, the ground is dry and cracked with a dead tree. On the right, the ground is green and there's a living tree. This picture shows how water makes a big difference. With water, plants grow and the land looks full of life. Without water, the land becomes dry and plants die.

任务清单 (To-do list)

本单元的任务清单包括：(1)听并获取有关水的事实信息。(2)谈论日常生活中的水。(3)阅读关于缺水地区生活的小说节选。(4)写护水倡议书。(5)做关于每日用水情况的小组汇报。

单元导入 (Getting started)

教师请学生猜测单元导入中三个问题的答案并尝试回答，揭晓答案后可对答案加以解释，酌情分享更多关于水的有趣事实。



参考答案

Getting started

- 1 About three days. (Some may live longer, but generally speaking, most people can live about three days without water.)
- 2 About 60%. (The percentage of water in the body may vary from person to person. For babies, it can be as high as 80%.)
- 3 Many years. (Surface water can move several metres per second. In contrast, groundwater moves very slowly. In some materials that let water flow through, groundwater may move several metres in a day; in other places, it moves only a few centimetres in a century.)

补充资料

More facts about water

1. About 95% of a tomato is water.
2. So far as we know, the Earth is the only planet with liquid water.
3. Ice takes up more space than liquid water of the same weight.

Section A Facts about water

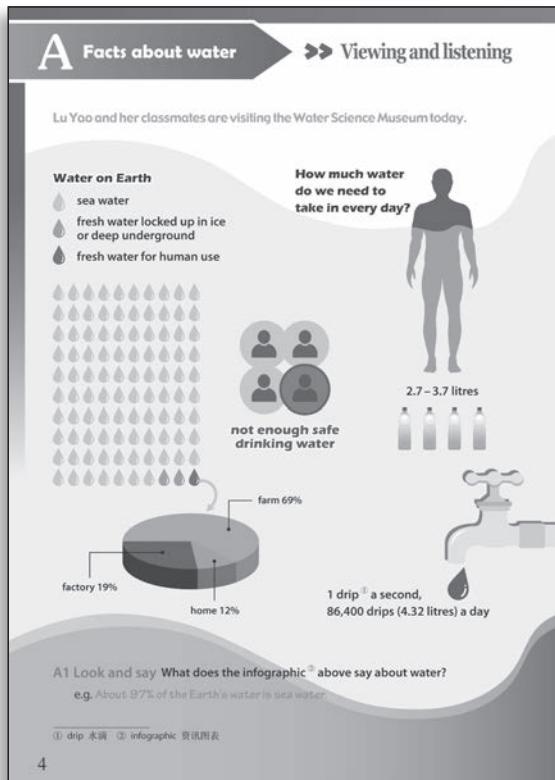
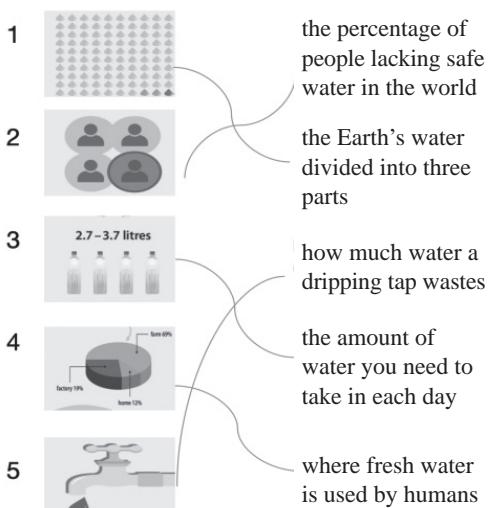
>> Viewing and listening

子话题说明

视听板块围绕“水之真相”(Facts about water)这一子话题展开,通过学习多模态文本和科普介绍,了解地球水资源的分布和使用情况、水对人类的重要性、安全饮用水的稀缺等,涉及多种数字类型的表达。

A1

- 语篇说明:** 这是一张关于地球水资源与其使用情况等的资讯图表,用5组图文信息直观地呈现关于水的一些事实性知识。
- 教学要点:** 请学生解读并用完整的语句表达图中所反映的事实信息,为后续视听活动做好语言和背景知识准备。
- 备选活动:**
 - (1) 请学生阅读资讯图表,将每组信息与其主题配对。
 - (2) How many groups of information can you find in the infographic? (Five.)
 - (3) Match each picture with the right information.



(2) 请学生关注资讯图表中的数字。

Circle all the numbers in the infographic. How many numbers have you found? What are they? What other numbers are “hidden” in the pictures? (*I have found eight numbers. They are: 2.7, 3.7, 69%, 19%, 12%, 1, 86,400, and 4.32. The hidden numbers include: 1%, 2% and 97% for “Water on Earth”, and $\frac{1}{4}$ or 25% for “not enough safe drinking water”.*)

(3) 组织学生学习本活动涉及的词汇,如 litre, factory, drip 等。

参考答案

A1

(Answers may vary.)

1 About 97% of the Earth's water is sea water. Humans can use only 1% of the Earth's water. 2% is fresh water locked up in ice or deep underground.

- 2** About one fourth of the world's population doesn't have enough safe drinking water./One in four people in the world do not have enough drinking water.
- 3** To remain healthy, we need to take in 2.7–3.7 litres of water every day, depending on our age, gender and body weight.
- 4** 69% of the fresh water for human use is used on farms, 19% in factories, and 12% in homes.¹
- 5** A tap dripping once a second wastes about 4.32 litres of water in a day.

语言注释

- **earth** *n.*

(1) (also **Earth, the Earth**) the world; the planet that we live on 世界；地球
The earth is our home.

The spacecraft will return to Earth next month.

(2) land; the ground 陆地；地面

The earth is shaking.

(3) the substance that plants grow in 土；泥土

In the forest, I feel I can smell the earth.

Note:

(1) earth 表示“地球”时，可写作 Earth, the Earth, the earth。用作名词的限定语时，前面通常要加 the，如 the earth system (地球系统)、the Earth's surface (地球表面) 等。

(2) earth 表示“陆地；地面”和“泥土”时，前面通常加 the。

固定表达: **on earth** = in the world 全世界；世界上

He believes this is the best city on earth.

固定表达: **how, why, where, who, etc. on earth** 到底；究竟

What on earth are you doing?

¹ 该数据来自联合国粮食及农业组织。原文分别用 agricultural, industrial 和 municipal 代表农业、工业和市政用水，出于词汇难度的考虑，学生用书中分别替换为简单易懂的 farm, factory 和 home，替换后概念范畴变窄，请教师教学时通过图片等引导学生正确理解。

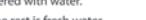
A2, A3

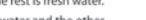
- 语篇说明:** 视听文本是一段有关水的科普讲解。视听文本的标题为“*All about water*”，开头和结尾分别采取提问(Do you know ...?)和号召(Explore ... to find out!)的形式与受众对话，增加交互感，主体部分用多组数据和事实细节支撑关于水的论点，提供新知。
- 视听策略:** 本单元的视听策略为识别数字信息(Listening for numbers)，为学生用书七年级下册第六单元视听策略的复现。除自然数外，注意识别不同类型数字的关键标记词，如小数中的point、百分数中的per cent和分数中的序数词等。

Listening for numbers: When you hear the word “point”, look for numbers with a *decimal point* (.). When you hear “per cent”, look for numbers with the per cent (%) sign. When you hear words like “thirds”, “fifth”, etc., look for *fractions* (分数).

 A2 Listen and circle Listen to some facts about water and circle the numbers you hear.

97%	3%	17%	70%	2 billion
10.3	0.3%	$\frac{1}{3}$	$\frac{2}{3}$	2 million

 A3 Listen and take notes Listen again and complete the sentences with the numbers in A2.

 Listening for numbers

- More than _____ of the Earth's surface is covered with water.
- About _____ of the water on Earth is salty. The rest is fresh water.
- We can reach only _____ of the world's fresh water and the other _____ is locked up in ice or deep underground.
- Most of the fresh water we can reach is polluted, leaving only about _____ for people to drink.
- About _____ people in the world cannot get safely managed drinking water.

 Pronunciation Word stress

Read aloud. Pay attention to the stress of the underlined words.

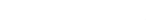
Water, water, where do flow?
 Through soil, oceans, and skies, I go.
 Where does your journey end?
 Never! It's the water cycle, my friend!

I enjoy the exciting and satisfying ride.
 In supporting life, I take great pride.
 I'll continue to supply®,
 If you keep me clean, not running dry!

 Update my to-do list 

Listen again and answer the question. What numbers does the speaker use to support the following ideas?

- Water is everywhere.
- Clean fresh water is rare.

 supply 供给

5



这是一首关于水的韵律诗，旨在帮助学生掌握英语中的单词重读规则，包括单音节词、双音节词和多音节词。韵律诗中划线标记了部分单词作为关注对象，其中单音节词包括 flow, go, end, ride, pride, clean, dry 均要重读；双音节词多数重读第一音节(如 water, ocean, journey, never, cycle)，少数重读第二音节(如 enjoy, supply)；三音节及以上词多数重读第二音节(如 exciting, supporting, continue)，也有的重读第一音节(如 satisfying)。教学中可引导学生参考学生用书上的语音附录(**Pronunciation file**, P115—P116)的相关内容学习并理解关于单词重音规律的语音知识；也可根据学情适当补充更多典型例子供学生练习，准确朗读单词。

视听文本**A2, A3 & Update my to-do list****All about water**

Do you know how old water is? Believe it or not, water on Earth has been here for billions of years, moving from place to place and changing from one form to another. Thanks to the water cycle, our planet has always had the same amount of water.

Water is everywhere. Surface water, such as oceans and rivers, covers over seventy per cent of our planet. There is more water underground; we call it “groundwater”.

Clean, fresh water is rare. About ninety-seven per cent of the Earth’s water is sea water. The rest is fresh water but two thirds is locked up in ice or deep underground. We can reach the other third and most of that is polluted. Only about zero point three per cent of fresh water is left for us to drink.

Water is life. We cannot live without water, but about two billion people on this planet don’t have safe drinking water.

Water is useful. We use water in countless ways, drinking it, washing with it, watering plants, making products, and putting out fires with it ...

What else can water be? Explore the museum to find out!

A2

- **教学要点:** 教师帮助学生识别其在科普讲解中听到的数字。
- **备选活动:** 帮助学生复习不同类型数字的读法, 可结合学生用书上的数词附录(**Numbers**, P147—P149)加深其理解, 也可参考“补充资料”。

补充资料

数字读法:

$\frac{1}{10}$: one tenth; $\frac{1}{2}$: a half; $\frac{2}{3}$: two thirds;

0.35: zero point three five;

1%: one per cent; 10.95%: ten point nine five per cent;

2,550,400: two million, five hundred fifty thousand, four hundred

参考答案

A2

97% 70% 2 billion 0.3% $\frac{1}{3}$ $\frac{2}{3}$

A3

- **教学要点:** 教师帮助学生运用视听策略, 理解数字在上下文语境中的意义。

- **备选活动:**

(1) 帮助学生获取录音或视频中的细节信息。

Tick the information you hear from the recording.

Water on Earth is billions of years old.

The Earth is losing its water quickly in recent years.

There is water both on the Earth’s surface and underground.

Most of the Earth’s water is polluted.

Many people in the world don’t have safe drinking water.

(2) 就视频中的数字图示技巧进行拓展分析。向学生展示从一桶水中取出一勺水的视频画面，并提供情境化表达，帮助学生更直观地理解 0.3% 的含义。

Make numbers meaningful: When sharing an idea, we often use numbers to support it. However, the numbers we use may not always make sense to the listeners or the readers. To help them better understand our idea, we need to make our numbers meaningful by putting them in context.

An example from the video:



More examples:

- ① Glaciers hold about 2% of the total water on Earth. That may not seem a lot, but if all the glaciers melted, sea levels would rise by about 70 metres.
- ② If you let the water run for ten minutes while washing your dishes, you may waste 100 to 200 litres of water. That's more than enough to wash a car!

参考答案

A3

- 1 70% 2 97% 3 $\frac{1}{3}, \frac{2}{3}$ 4 0.3% 5 2 billion

语言注释

- **lock (something) up** to put something in a safe place that can be locked 把……收好并锁起来
*He protected the letter by **locking it up**.*
- **drip** *n.* a small drop of water 水滴 *v.* to produce drops 滴水
*We put a bucket under the hole in the roof to catch the **drips**.*
*The tap is **dripping**.*
- **believe it or not** It is used to tell someone that something is true, even if it sounds unbelievable. It's like saying, "You might find this hard to believe, but it's true!" 信不信由你
***Believe it or not**, an elephant can smell water up to 5 kilometres away.*
- **cycle** *n.* the fact of a series of events being repeated many times 循环; *a bicycle* 自行车 *v.* to ride a bicycle 骑自行车
*The water **cycle** helps spread water around the planet.*
*I usually **cycle** home through the park.*

Update my to-do list

- **教学要点:** 再次播放关于水的科普讲解的录音或视频,请学生听辨讲述者支撑两个论点时用到的数字,并根据其完成情况评价本节课的学习成效。
- **备选活动:** 请学生关注视频中关于水的其他论点及支撑细节。

Note down two other points the speaker makes about water. How does she develop these points?

Points	Details
Water is life.	<i>She develops this point by adding a terrible fact: We cannot live without water, but about two billion people on this planet don't have safe drinking water.</i>
Water is useful.	<i>She develops this point by providing examples of how people use water—such as for drinking, washing, watering plants, making products, and putting out fires.</i>

参考答案

Update my to-do list

1 Over 70%.

2 About 97%, $\frac{2}{3}$, $\frac{1}{3}$, only about 0.3%.

Section B Water in everyday life

>>Speaking

子话题说明

口语板块围绕“日常生活中的水”(Water in everyday life)这一子话题展开，针对浪费水的后果、节约水的方法和隐形的水足迹等话题展开学习与讨论，涉及如何细化演讲主题、如何表达同意和不同意等技能策略。

B1

- 语篇说明：**这是一段陆遥与王一鸣之间的对话，两人就确定小组演讲的主题展开讨论。该对话依据“话题建议1→不同意+理由→话题建议2→同意+个人理解→同意+更多信息→补充建议→同意”的内容逻辑展开，经过多轮意见交互最终达成一致意见，将小组演讲主题细化为“浪费水的后果”。
- 语用功能说明：**本单元语用功能为表达同意和不同意(Showing agreement and disagreement)，用于回应他人的提议，帮助交际双方就某一事项达成一致意见或交流不同意见。为了礼貌地表达不同意，通常会使用“Well, ...”“I’m afraid ...”“Hmm, I’m not sure.”“Not bad, but ...”等表示迟疑、不确定或先肯定后转折的语气并解释原因，使对方更容易接受。学生用书上的学习笔记附录(**My learning notes support**, P123)提供了更多可用表达。
- 教学要点：**教师组织学生通过听读对话，理解交际目的和对话主要内容，同时关注相关的语用功能表达(表达同意和不同意)、语法知识(不定代

B Water in everyday life >> Speaking

Lu Yao and Wang Yiming are going to give a group presentation about water.

6 B1 Listen, read and think. What are they going to say about water in their presentation?



Lu Yao: Shall we talk about how useful water is?

Yiming: I’m afraid that’s a little boring. Let’s share something new, not things people already know.

Lu Yao: You’re right. What if we talk about the bad things that happen when we waste water?

Yiming: Good idea! With water everywhere, many people don’t see the need to save it.

Lu Yao: Exactly! The problem is, the more water we use, the more energy and chemicals are needed for wastewater treatment. This not only wastes energy but also makes water less safe for drinking.



Yiming: Oh! That’s really bad! We can include more facts like this in our presentation to encourage everyone to save water when they can.

Lu Yao: That’s really clever! I’ll start researching right away!

Grammar file → p. 127

My learning notes

Showing agreement:

- Sounds great!/I couldn’t agree more.
- _____

Showing disagreement:

- I’m afraid I don’t agree./I don’t think that’s a good idea.
- _____

6

词)和口语交际策略(细化演讲主题)。

- 备选活动：**请学生听B1的对话范例，关注对话中交际双方的语气、交际目的和主要话题内容，模仿录音的语音语调，并感悟说话者的情感态度。再请学生读B1的对话，关注本单元的口语交际策略要点和语用知识重点。

(1) 请学生关注对话大意。

- ① What is the purpose of the conversation between Lu Yao and Yiming? (*To decide on the topic for their group presentation.*)
- ② What topics have they discussed in the conversation? (*How useful water is, and the bad things that happen when we waste water.*)
- ③ What is their final decision? (*To talk about the bad things that happen when we waste water.*)

(2) 请学生关注语用功能表达。

What do they say to show agreement or disagreement? Underline the expressions. (*I'm afraid that's a little boring./You're right./Good idea!/Exactly!/That's really clever!*)

(3) 帮助学生拓展语用知识: 在表达同意 / 不同意对方提议时可说明理由, 在不同意时还可以提出新的建议。

① Why doesn't Yiming like Lu Yao's first suggestion? (*He thinks the topic is a little boring. People already know how useful water is.*)

② Why does Yiming like Lu Yao's second suggestion? (*He doesn't think people realise the importance of saving water/the danger of wasting water, so they need a reminder.*)

(4) 帮助学生掌握语法知识: 该口语文本嵌入了一个次要语法点: 不定代词 (indefinite pronouns)。相关语句为:

① Let's share something new, not things people already know.

② We can include more facts like this in our presentation to encourage everyone to save water when they can.

该知识点虽未在学生用书的语法板块 (**Grammar in use**) 部分正式讲解, 但在语法附录 (**Grammar file**, P127) 中有所体现。在处理口语文本的适当环节, 可结合语法附录相关内容, 指导学生学习不定代词的形式和用法。

教师还可以设计一些活动, 帮助学生强化学习或检验学习成效。可请学生用其他不定代词造句, 或用恰当的不定代词完成句子, 也可以给出中文句子请学生翻译为英文。

• **口语交际策略:** 本单元重点教授的口语交际策略为细化演讲主题 (Narrowing down the topic for a presentation)。可分三步走:

(1) 围绕目标受众可能感兴趣的主题进行头脑风暴, 小组讨论选定一个最佳主题;

(2) 思考该主题可拆分为几个子话题, 结合人员分工、时间限制等具体情况确定要讲解的一个或若干子话题;

(3) 围绕话题思考有话可讲、有资料可循、能驾驭的具体问题。讨论过程中, 如果不同意其他小组成员提出的话题, 可以用以下语言表达:

- This topic has been done a lot, so it's not new or special.
- This topic doesn't seem very exciting/fun to explore.
- The topic is too big to talk about completely within our time limit.
- This topic isn't related to what we're learning.
- The topic seems too challenging for us to handle effectively.
- We can't find information on this topic. We should consider something that's easier to research.

参考答案

B1

The bad things that happen when we waste water.

语言注释

- **useful** *adj.* that can help you to do or achieve what you want 有用的；实用的
Water is useful for human society in countless ways.
Learning to swim is useful because it helps you stay safe in the water.

B2

- 语篇说明:** 这是一张关于水的海报，包含两组信息：一是日常生活中节约用水的小贴士 (Water tips)，二是食物和生活用品中隐形的水足迹 (Indirect water footprint)。
- 教学要点:** 请学生两两结对，参照B1口语范例，选取B2多模态图片中Water tips或Indirect water footprint话题中的一个以及图中相关信息开展对话。
- 备选活动:**

(1) 通过简化的任务搭建支架，从一问一答对话入手，请学生练习同意 / 不同意的语用表达。

A: Shall we talk about fun water activities in our presentation?

B: Yeah, that sounds like a great idea./ I'm afraid not.

A: Saving water is a boring topic. It's all about turning off the tap.

B: I agree with you. Saving water is such a dry topic./I don't think so. Saving water is far from boring.

(2) 请学生读图，与同伴讨论、分享对图文信息的理解，为最终完成对话输出打下基础。

Look at the poster and discuss with a partner:

① How many topics can you find in

补充资料

1. More ways to save water

- Don't leave water running while brushing your teeth or soaping your hands.
- Use a washing-up bowl to wash vegetables, not a running tap.
- Use the washing machine when it is full. For small loads, use the "Half-load" or "Eco" mode if available.
- Reuse water whenever you can.
- Water your garden early in the morning, when it is cool.

2. How much water does it take to make the things in the poster?

A kilo of sugar takes about 1,500 litres of water, a hamburger 2,500 L, a cotton shirt 2,700 L, and a pair of shoes 8,000 L.

Unit
1

B2 Discuss If you are going to give a group presentation about water, what will you say about it? Discuss with a partner. Use the information below to help you.

Water tips

Everybody talks about saving water, but many may think it's just a matter of turning off the tap. Actually, there are countless methods beyond this.



Take shorter showers. Water plants with grey water. Use energy-saving washing machines. Run the dishwasher only when it is full.

Indirect water footprint

It takes water to make these things, even though we don't see water in them. Wasting these things also means wasting water.



TEEN skill Narrowing down the topic for a presentation

- As a group, discuss possible topics that interest everyone.
- Narrow your focus to a specific aspect of the topic: for example, "Water in industry" or "Water culture" rather than "Water".
- Ask questions, such as "How useful is water for industry?" or "Are factories treating wastewater properly?"
- Make sure you can provide new information to your audience while answering the questions.



Update my to-do list

Work in pairs. Discuss what else you can say about water in a presentation. You may follow the example in B1.

7

the poster? What are they? Which topic interests you more?

- ② What have you learned about water from the poster?
- ③ Do you know any other ways to save water?
- ④ Do you know how much water it takes to make the things in the poster?

(3) 请学生分析梳理 B1 对话的内容逻辑, 让其参照梳理好的逻辑框架进行对话。

- ① Suggest a topic; ② Disagree & make a suggestion; ③ Agree & suggest another topic;
- ④ Agree & share an opinion; ⑤ Agree & provide more information; ⑥ Agree & make a suggestion; ⑦ Agree & promise to act

参考答案

B2

(Answers may vary.)

(1)

A: Shall we talk about how useful water is?

B: I'm afraid that's a little boring. Let's share something new, not things people already know.

A: You're right. How about talking about useful ways to save water?

B: Hmm, I'm not sure. Saving water is a common topic. It's just a matter of turning off the tap, which is nothing new.

A: Well, I don't think so. Actually, there's more to it than that. For example, we can water plants with grey water and use energy-saving washing machines.

B: Oh, I see. Those are good ideas. We could share as many water-saving tips as we can to help people save water.

A: Sure! Let's start looking it up!

(2)

A: Shall we talk about how useful water is?

B: I'm afraid that might not be too exciting. Let's explore something fresh and new.

A: Good point. What about the indirect water footprint? It takes water to make things like sugar, shirts and shoes, though we don't see water in them.

B: Good idea! It'll remind people that wasting these things also means wasting water.

A: Exactly! I wonder how much water it takes to make a kilo of sugar or a hamburger.

B: We can find out and share more facts like this to encourage people to save water when they can.

A: That's really clever! I'll start researching right away!

语言注释

- **That's really bad!** used to say that something is not good or a situation is serious 太糟糕了!
更多类似表达: *That's not right./That's terrible!/How terrible!/That's unacceptable!*
- **right away** used to say that there should be no waiting or that action should be taken as soon as possible 立即; 马上
Please turn off the tap right away.

Update my to-do list

- 教学要点：该任务是 B2 活动的延续和巩固。学生两两结对，围绕“水”这一主题，讨论、细化小组演讲可谈论的具体话题。学生根据自己的任务完成情况，结合同学评价和教师点评，评价本节课的学习成效。
- 评价建议：
 - ① 是否能围绕和水有关的某方面话题、紧扣细化小组演讲主题这一交际目的展开有效讨论？
 - ② 是否使用了恰当的句式表达同意和不同意并最终达成一致意见？

参考答案

Update my to-do list

(Answers may vary.)

A: Shall we talk about how to save water?

B: I'm afraid that might not be too exciting. Let's explore something fresh, not things people already know.

A: Good point. How about talking about water problems people have in the driest places of the world?

B: Oh, that sounds like an interesting topic. I know in some countries, people use very little water each day. Many get sick because they don't have clean water to drink.

A: Yeah! That's so heartbreaking to hear.

B: We can find out more about people's lives there and discuss what can be done to help them.

A: That's really clever! I'll start researching right away!

Section C The land of little water

>>Reading

子话题说明

阅读板块围绕“缺水之地”(The land of little water)这一子话题展开，通过一篇小说节选呈现巴基斯坦干旱的沙漠地区的生活，引导学生通过对比，意识到水的重要性，珍惜水资源。

C1, C2

- 语篇说明：**这是一篇小说节选，选自美国作家苏珊·费雪·史戴伯斯(Suzanne Fisher Staples)的小说《莎巴努：风的女儿》(Shabanu: Daughter of the Wind)。故事以第一人称视角，按照时间顺序，讲述了一位叫莎巴努的女孩的生活片段，反映了沙漠地区极其缺水的艰苦生活。故事包含女孩清晨起床徒步远行取水、在水坑旁洗头、回忆小时候缺水的生活细节、为寻找新水源而做好迁徙准备等情节，语言生动，描写细致，感情真挚。
- 阅读策略：**本单元重点教授的阅读策略为理解故事叙事顺序(Understanding sequence)，为学生用书六上第三单元和七下第三单元阅读策略的复现。作者常常会按照事情发生的先后顺序来讲述故事，通过时间的推移和地点的切换来推进情节也是常用的写作手法。

Authors usually tell stories in the order things happen (*i.e. the chronological order*). A common method in writing is to show this order by moving through different times and places.

C The land of little water >> Reading

Lu Yao is reading a novel. She finds a chapter about a girl's morning in the desert very touching.

C1 Predicting Look at the picture and guess: What is the girl going to do?

C2 Read the story.

Morning in the desert

The sky is grey when I wake up. Rubbing^① my eyes, I get up and tie a piece of soap into the corner of my clothes. I pick up two water pots, putting one on my head and the other under my arm. Then I set off for the *toba*, the water hole.

At the *toba* I look out over our water. We will have about a month before it dries up, but the rainy season will not begin for another two months. As I step into the water, the mud covers my feet. I push the scum^② on the water



C1

- 教学要点：**引导学生观察插图中的信息，回答预测问题，猜测女孩要去做什么。
- 备选活动：**为帮助学生理解故事的背景，可以在进入C1活动之前先分享世界各地缺水生活的图片，请学生观察人们的生活方式，并谈谈感受。

参考答案

C1

(Answers may vary.)

She might be going to look for water.

C2

- **教学要点：**引导学生在阅读故事后，将自己在现实生活中的用水经历和故事情节进行对比，谈谈自己和主人公莎巴努用水的异同。

参考答案

C2

(Answers may vary.)

No, I don't. Compared to Shabanu, I can get water easily, so I always use it wastefully. While Shabanu has to take long walks to the *toba* every day to get water, I enjoy the convenience of turning on a tap and getting as much water as I want. Shabanu washes her hair at a bathing rock by pouring water over it from a pot, which sounds very inconvenient. I take a shower and use much more water than she does. Her mother used to bathe her and her sister with just one cup of water, but I can't imagine how that's possible.

Unit
1

to the side. To keep the mud out, I place a piece of cloth over the mouth of the water pot. When the pot is full, I take it to the nearby bathing rock.

The sun shines brightly. I throw my hair forward and pour water over it. I can feel the heat as the water wets my head and my neck. Keeping my eyes shut, I carefully rub the soap into my hair and skin until every drop of water is fully used. Water is precious, so I can't waste any. Mum used to bathe my sister and me with just one cup of water when we were small.

Over the next week we watch our pool get smaller. As the water quietly disappears with the hot desert wind, we also prepare to leave the *toba* and move on.

(Adapted from *Shabanu: Daughter of the Wind* by Suzanne Fisher Staples)

Personal touch

Do you use water in the same way as Shabanu, the girl in the story?



语言注释

- **keep ... out** to prevent something from entering or getting into a particular area or object
将……阻挡在外
We closed the window to keep the cold air out.
- **carefully** *adv.* with great attention 仔细地；小心地
When pouring water into bottles, you need to do it carefully to avoid spilling.
- **move on**
 - (1) to leave the place where you have been staying and go to a new place 继续前往
He decided to move on to Beijing for new opportunities.
 - (2) to stop thinking about something and start to focus on something else (结束某活动后) 改做别事
We've talked about this enough; let's move on to a different topic.

背景知识

1. The author of the book, Suzanne Fisher Staples, was born in 1945 in Pennsylvania, the US. As a news reporter, she lived in Pakistan for several years and learned a lot about the local culture and people's way of life. With such experience, she has created realistic and interesting stories about life in the desert of Pakistan.
2. The story is adapted from the novel *Shabanu: Daughter of the Wind*, a very popular young adult book that was published in 1989 and awarded the Newbery Honor (纽伯瑞儿童文学奖银奖) in 1990. It tells the story of a brave girl named Shabanu, who lives with her family in a desert in Pakistan. Though facing many challenges, Shabanu is determined to gain freedom that most girls in her culture do not enjoy.

C3

- **教学要点:**帮助学生把握故事整体的情感基调,即主人公的心情。
- **备选活动:**请学生通读全文,关注每个段落中莎巴努所做、所见、所想,寻找反映其心情的语句。如:
 - ① At the *toba* I look out over our water. We will have about a month before it dries up, but the rainy season will not begin for another two months. (*Feeling worried about not having enough water*)
 - ② I carefully rub the soap into my hair and skin until every drop of water is fully used. Water is precious, so I can't waste any. (*Need to save every drop of water*)
 - ③ Mum used to bathe my sister and me with just one cup of water when we were small. (*Thinking back to how tough it was when they had very little water*)
 - ④ Over the next week we watch our pool get smaller ... we also prepare to leave the *toba* and move on. (*Feeling sad as the water disappears and knowing they have to leave*)

参考答案

C3

- She worries about their water.

C4

- **教学要点:**帮助学生厘清故事线索,理解以时间推移和地点切换来推进故事情节发展的写作方式。针对阅读语篇细节提问、引导作答时,可依据学情灵活处理:如学生对转述有困难,可引导其借助原文细节表述回答;如学生程度较好,可引导其对原文进行转述,如将原文的第一人称表达转化为第三

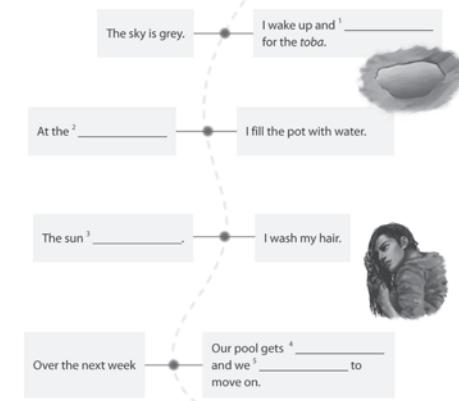
C3 General understanding How does Shabani feel this morning?

Tick (✓) the correct answer.

- She is tired of collecting water from the water hole.
- She worries about their water.
- She misses the time when Mum bathed her and her sister.

C4 Detailed reading Fill in the blanks according to the story.

Understanding sequence



C5 Further thinking Answer the questions.

- 1 Where do you think Shabani's family will go?
- 2 What can be done to help those living in very dry parts of the world?

10

人称表达,或用自己的话重新组织语言。

- **备选活动:**可为学生提供如下提示:四组句子分别对应文章的第1至4段,是对各段主要活动或事件的概括。也可请学生逐段细读原文,通过提问的形式帮助其关注和理解关键细节,进而掌握段落大意。以下问题可供参考:

[Para. 1] Does Shabani get up early in the morning? What does she do after getting up? (Yes, she gets up very early. According to the first sentence of the text, the sky is grey when she gets up, which means the sun has not yet risen fully. In the desert, this marks the coolest part of the day. After getting up, she ties a piece of soap into her clothes, carries two water pots, and walks to the water hole.)

[Para. 2] Is there lots of water in the water hole? Is the water clean? Why does she use a piece of cloth when filling the pot with water? (The water hole has limited water—“We will have about a month before it dries

up.” The water is not clean at all.— “As I step into the water, the mud covers my feet.” So it is muddy. When filling the pot with water, she uses a cloth over the pot’s mouth to filter (过滤) out mud.)

[Para. 3] How does Shabanu wash her hair? (*She throws her hair forward and pours water over it. Then she carefully rubs the soap into her hair and skin, ensuring no water is wasted because water is precious.*)

[Para. 4] What happens in the following week after the day Shabanu washes her hair at the *toba*? (*In the following week, the water pool shrinks quickly due to heat and wind. Shabanu’s family prepare to leave the drying toba to seek new water sources.*)

参考答案

C4

1 set off 2 *toba/water hole* 3 shines brightly 4 smaller 5 prepare

C5

- **教学要点:** 问题 1 旨在帮助学生换位思考, 设想如果自己是莎巴努, 会如何应对接下来的生活。问题 2 旨在引导学生跳出故事情境, 思考如何在现实中帮助极度干旱地区的人们解决用水问题。
- **备选活动:** 为帮助学生加深对文本的理解, 可请他们就该任务中的问题进行小组讨论, 互相启发。在此基础上, 可再追问一些问题, 请学生思考和讨论, 如“What problems may Shabanu’s family face when ‘moving on?’”“Can you imagine leaving your home and starting all over in a different place?”等。也可以请学生关注作者注重细节描写的写作风格。先举例说明(参考“补充资料”), 再请学生寻找更多类似描写。

补充资料

Writing style

In a well-written story, the author “shows” what happens with vivid details rather than simply “tells” in a matter-of-fact way.

For example, instead of simply telling readers that “I get up early in the morning, and go to the water hole with soap and water pots.”, the author adds lots of descriptive details, such as “The sky is grey”, “Rubbing my eyes”, “tie a piece of soap into the corner of my clothes”, “putting one (pot) on my head and the other under my arm”. Details like these create pictures in readers’ mind, thus making the story seem more real and vivid.

参考答案

C5

(Answers may vary.)

1 They may go to a place with more water, if they are lucky enough to find one.

2 We can dig wells for them, donate clean bottled water to them, or develop new technology to help them produce clean water.

Vocabulary focus

教学要点:该活动重点关注 C2 阅读语篇中部分核心词汇(如 set, hole, pot, pour 等)的使用,通过完成与阅读语篇语境相近的语段,帮助学生在语境中理解相关词汇并在语段中加以运用。教学中可请学生在阅读语篇中找到目标词汇,结合语境和学生用书后的单元词汇表(**Words and expressions in each unit**, P134)进行学习。

参考答案

Vocabulary focus

- 1 sets 2 hole 3 pot 4 pours
5 bathe 6 forward

Vocabulary focus Fill in the blanks with the proper forms of the given words in the box.

hole pot forward bathe set pour

Sarah lives in Gulu, Uganda. Every morning, she ¹ _____ off on a long walk to collect water for her family. When she finds a muddy water ² _____, she carefully fills her ³ _____ with water. Back home, Sarah ⁴ _____ the water into a container and heats it over fire to make it safe for drinking. Without enough water to ⁵ _____ herself, she has to make do with very little. Though life is hard, Sarah steps ⁶ _____ with hope, dreaming of a future with plenty of clean water.



Word study Word building Conversion (I)

Fill in the blanks with the proper forms of the given words in the box.

shoulder snake picture dry vacation

- 1 The river almost dried up, so the thirsty animals left to look for new water.
2 They are now at the beach.
3 I've never been to the desert, nor can I the life there.
4 The river through the village.
5 He offered to the water pot as they walked to the river.



Discuss with a partner: What is the author's purpose of writing Shabanu's story?

11

Word study

教学要点:该活动借助示例,帮助学生了解转化法(Conversion)这一构词法,即:某种词性的单词活用作其他词性时产生了新的意义。由于转化生成的新意义与词的本义密切相关,因而结合语境能较容易地推断出其转化后的意义。英语中词性的转化使用非常灵活,本单元重点学习名词用作动词、形容词用作动词、形容词用作名词三类,可结合学生用书上的词汇学习附录(**Word study support**, P118)进行教学。

参考答案

Word study

- 2 vacationing 3 picture 4 snakes 5 shoulder

语言注释

- gold (Word study support, P118) n.**

(1) [U] a yellow precious metal used for making coins, jewellery, decorative objects, etc. 金
Miners hunted for tiny pieces of gold along the river bed.

(2) [U & C] the colour of gold 金色; 金黄色

The setting sun paints the water with reds and golds.

补充资料

Conversion and its function

- Conversion is a process in English where a word changes its grammatical function without any change in form. This allows the same word to be used as a different part of speech.
- Conversion gives simple words new meanings, allowing writers to avoid using difficult words or more words than necessary. It also adds vividness and descriptive power to writing.

(1) *The cat likes to fish for toys under the sofa.*

In this sentence, “fish” is used as a verb instead of a noun, referring to the cat’s playful behaviour.

(2) *He doesn’t have any ideas of his own; he just parrots what other people say.*

In this sentence, “parrot” is used as a verb, meaning to repeat.

(3) *My brother took a long swim in the river yesterday.*

In this sentence, “swim” is used as a noun instead of a verb.

Update my to-do list

- 教学要点:** 请学生回顾阅读语篇, 思考并结对讨论作者的写作意图。邀请学生分享个人理解与感受, 从而检测其对文章的理解程度。

参考答案

Update my to-do list

(Answers may vary.)

The author writes the story to inform readers of the unusual life experience in the desert. By comparing the life in the story and their own life, readers may learn to feel grateful for what they have. They may also be encouraged to do something to help people who live in very dry parts of the world.

>>Grammar in use

板块内容说明

本单元的语法重点是时间状语从句(Adverbial clauses of time)。

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,探索时间状语从句的形式和表达的意义。可引导学生关注句中下划线部分的语言形式,观察和总结其共同点。

- **备选活动:**

(1) 在观察活动 1 中的句子之前,可通过提问的形式从阅读活动过渡到语法活动。如就阅读语篇第 2、3 段进行以下提问,答案即是活动 1 中的四个句子:

- ① How long will Shabanu's family have water before the *toba* dries up?
- ② When does Shabanu take the pot of water to the nearby bathing rock?
- ③ When can Shabanu feel the heat?
- ④ How long does Shabanu rub the soap into her hair and skin?

(2) 可补充更多包含时间状语从句的句子,其中夹杂一些其他形式的时间状语(如 *this time yesterday*, *over the past ten years*, *while doing his homework* 等),帮助学生准确掌握时间状语从句的形式和用法。然后,可请学生从学生用书(P6)口语范例及阅读语篇(P8—P9)中寻找更多包含时间状语从句的句子。

(3) 通过问题引导学生分析活动 1 中句子的结构。以下问题供参考:

- ① How are the underlined clauses formed? 划线分句由哪些成分构成?
- ② How many clauses are there in each sentence? 每个句子由几个分

>> Grammar in use Adverbial clauses of time (I)

1 Read and think How are the underlined clauses formed?

- (1) We will have about a month before it dries up.
- (2) When the pot is full. I take it to the nearby bathing rock.
- (3) I can feel the heat as the water wets my head and my neck.
- (4) I carefully rub the soap into my hair and skin until every drop of water is fully used.

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

- (1) In each sentence above, the underlined clause starts with a linking word (e.g. *before*, *when*, *as*, *until*) and says *when* *how* why an action happens. We therefore call this an "adverbial clause of time".

- (2) An adverbial clause of time comes *before* *after* either *before* or *after* the main clause.

Grammar file → p. 125

3 Practise Help Lu Yao improve her notes from a science lesson. Rewrite each note into one sentence, adding *as*, *when*, *before*, or *until*.

- (1) people drive cars and build factories / they produce greenhouse gases

(2) more and more greenhouse gases trap extra heat / our planet continues to warm

(3) the Earth warms / glaciers begin to melt

(4) glaciers melt / sea levels rise, endangering low-lying places

(5) If the problem continues / all the glaciers melt / sea levels could rise by about 70 metres

12

句构成?

- ③ Which clause tells the main event and which tells the time in each sentence? 每个句子中哪个分句表达主要事件,哪个分句表达时间?

参考答案

1

Each clause starts with a linking word (such as *before*, *when*, *as* and *until*) and has a subject and a verb.

活动 2

- **教学要点:** 活动 2 旨在引导学生在完成活动 1 的基础上总结语法规则,归纳时间状语从句的形式和表达的意义。
- **备选活动:** 可补充更多时间状语从句的例句,请学生分组讨论,归纳其形式与意义,特别是不同连接词的使用情境,之后借助学生用书上的语法附录(**Grammar file**,

P125—P126)深化理解。(注意:语法附录中含有 while 和 as soon as 的例句对应的是学生用书第二单元的语法重点,学习本单元时可暂时略过这些内容。)

参考答案

2

- (1) when (2) either before or after

活动 3

- **教学要点:** 活动 3 旨在帮助学生在有意义的情境中初步练习运用时间状语从句,特别是根据要表达的意思选定恰当的连接词。
- **备选活动:** 以活动 3 中的第(1)题为例,阐明活动的要求,请学生完成其余问题。或请他们先判断每组句子斜线(/)分隔的两部分中哪个讲主要事件、哪个表达时间,再完成后续任务。也可以提高要求,请学生将活动中的 6 个句子口头组织为一个连贯语篇,或用 as, when, before, until 等连接词自行组织含有时间状语从句的句子。

参考答案

3

- (1) When people drive cars and build factories, they produce greenhouse gases.
- (2) As more and more greenhouse gases trap extra heat, our planet continues to warm.
- (3) As the Earth warms, glaciers begin to melt.
- (4) When/As glaciers melt, sea levels rise, endangering low-lying places.
- (5) If the problem continues until all the glaciers melt, sea levels could rise by about 70 metres.
- (6) We must take action before it becomes too late.

活动 4

- **教学要点：**活动 4 旨在帮助学生在真实情境中，恰当运用时间状语从句描述水从河流湖泊到家中浴室的过程。教师提示学生可以根据表达需要，灵活调整或补充文字内容，如图 4 第一个句子可以扩展为“Cold water often comes out before you can get any hot water.”。为了讲解连贯，可以在句子之间加上 first, but, so 等连词。
- **备选活动：**可根据本活动的参考答案为学生提供多个两两一组的句子（类似活动 3），请其添加恰当的连接词将两个句子合二为一，然后再连句成段。也可在完成活动 4 后，请学生参照该活动形式，运用时间状语从句，自行介绍一个涉及用水的流程，如泡茶的过程。

To make tea, start by getting hot water. Fill your electric kettle with drinking water and turn it on. **As** the water heats up, get your tea bag ready. Then wait **until** the water boils. **When** it does, turn off the kettle. Pour the water over the tea bag in your cup. Let the tea steep (浸泡) for a few minutes **before** you

参考答案

4

(Answers may vary)

After water from rivers and lakes gets cleaned in a water plant, it comes to your

评价建议

教师可根据学生完成每个活动的实际情况，随时调整教学进度和方式。如果学生对该语法点掌握不佳，可以在文本分析的过程中，引导他们重点关注时间状语从句的形式和意义（如寻找学生用口语和阅读板块的相关例句，或补充包含较多该语法点的其他文本用于分析），也可设计一些有针对性的书面语法练习，帮助学生掌握该知识点并

Unit
1

(6) we must take action / it becomes too late

4 Explain You are reading a picture book to your four-year-old cousin. Explain to him/her where the hot shower water comes from, using *when, before, after* or *until*.

After water from rivers or lakes gets cleaned in a plant, it ...

Water from rivers or lakes gets cleaned in a plant.

Water comes to your home through pipes.

Cold water often comes out first. Be patient and wait.

Turn on the hot tap. The boiler starts heating water.

The water becomes warm. It's time to enjoy your shower!

13

take the tea bag out. If the tea is too hot, you may blow on it gently to cool it down. **After** it cools down a bit and becomes not too hot, it's time to enjoy your tea!

home through pipes. **When** you turn on the hot tap, the boiler starts heating water. But cold water often comes out **before** you can get any hot water. So, be patient and wait **until** the water becomes warm. Then you can enjoy your shower!

熟练运用。最后，通过学生完成活动 4 的表现评价其学习成效，重点关注以下两个方面：一是语言形式上是否使用了时间状语从句讲述图中信息，特别是对连接词的选用是否恰当；二是表达内容上是否完整通顺，是否能根据需要补充图中隐含但未明确提供文字的信息内容（如 be patient and wait，要等到什么时候？），是否用到 first, but, so 等连词使语篇更连贯等。

Section D Water protection

>> Writing

子话题说明

写作板块围绕“护水行动”(Water protection)这一子话题展开,学生以倡议书的形式分享节水护水方法,向读者发出行动倡议。

D1

- 语篇说明:** 这是一篇关于保护水的倡议书。文章以Dear friends开头,明确倡议对象;开头段阐明倡议行动及原因(the purpose and reason),两个主体段落分享关于护水的建议和方法(suggestions and tips),最后号召大家行动起来(a call for action),并落款。
- 教学要点:** 活动定位是写前思考。教师应引导学生先快速浏览范文,了解文章大意并重点关注倡议书中有哪些具体的行动建议(回答D1中的问题)。
- 备选活动:** 可用提问形式请学生观察倡议书的结构,获取关键信息。以下问题供参考:
 - ① Why does Lu Yao write this proposal?
(*She writes the proposal to encourage readers to protect water at school.*)
 - ② What does Lu Yao mean by “start small”? (“Start small” means doing simple things like “turn off the tap while soaping our hands”, “use rainwater for plants” and “tell the

参考答案

D1

Two general tips (starting small and spreading the ideas to everyone) and six specific tips (three about starting small and three about spreading the ideas).

D Water protection >> Writing

Your school is having a Water Week event. Write a proposal to encourage people to protect water.

D1 Think Read Lu Yao's proposal. How many water tips can you find in it?

Dear friends,

Clean water is limited and will become less as we continue to use and pollute it.

I suggest we act now to protect water at school.

It's easy to start small — turn off the tap while soaping our hands, use rainwater for plants, and tell the teacher when we find something wrong with a tap.

We should also spread the ideas to everyone. We can put up signs, start river clean-up groups, or show videos to raise awareness of water protection.

Water is nature's gift. Together, we can save it for now and the future. Be a water hero!

Lu Yao

D2 Prepare Read Dr Hu's tip and find examples of parallel structure from the text in D1.

TEEN skill Writing parallel structures (II)

Using the same grammatical form for two or more expressions in a sentence makes a parallel structure. The structure is used to list information or ideas of equal importance.

e.g. *I like swimming and diving; my father likes fishing and boating.*

We use water everywhere — at home, on the farm and in factories.

Floods are dangerous. They may take lives, sweep things away and destroy buildings.



14

teacher when we find something wrong with a tap”.)

- ③ How can we raise awareness of water protection? (*We can “put up signs”, “start river clean-up groups” and “show videos” to raise awareness of water protection.*)
- ④ Who do you think is a “water hero”? (*A “water hero” is someone who helps save water and protect it for the future.*)

教师也可以提高要求,在完成D1问题之后,请学生分析文章的篇章结构。

语言注释

- **clean-up** *n.* the process of removing dirt, pollution, or things that are considered bad or immoral from a place 清除(污染物); 清理; 整顿

*Volunteers participated in the beach **clean-up** to protect the ocean.*

*Pollution levels reached a record low this year, thanks to the government's investment in environmental **clean-up**.*

补充资料

Writing a proposal

When you find a problem, you must first explain its importance; otherwise, people may lose interest. After raising people's awareness of the problem, you can suggest solutions. Then, conclude with a direct call to action.

In short, a strong proposal clearly states its purpose, offers solutions, and ends with a call to action.

D2

- **写作策略:** 本单元写作策略是写平行结构(Ⅱ) [Writing parallel structures (Ⅱ)], 即写由两个或以上语言结构相似的表达并列构成的结构。该策略为学生用书七年级下册第一单元写作策略的延续。
- **教学要点:** 活动定位是写前准备。教师应组织学生细读范文，在此过程中特别关注本单元的写作策略——写平行结构，将符合平行结构定义的表达圈画出来。(注意：平行结构可以是两者并列，也可以是三者及以上并列；可以是单词、词组的并列，也可以是分句或句子并列。)

• 备选活动：

(1) 根据学情需要安排更多练习，如提供更多句子，请学生圈画出其中的平行结构。

① Jimmy got up, had breakfast and set off for school.

② She is smart, beautiful and kind-hearted.

③ Water exists in all three forms: liquid, gas and solid.

④ He taught me to love all sorts of people, high and low, rich and poor, old and young.

(2) 请学生通过补全句子，练习平行结构。

Practise: Complete the following sentences with parallel structures.

① To save water at home, we should _____.

(use less water when washing, and make sure our taps don't drip)

② To keep our water clean, we should _____.

(keep our rivers and lakes free of litter, avoid using harmful chemicals near water sources, and treat wastewater properly)

③ To solve water problems in very dry parts of the world, we should _____.

(invest in water-saving technologies, support community-based water projects, and educate people about water protection)

参考答案

D2

... is limited and will become less .../use and pollute it/turn off the tap ..., use rainwater ..., and tell the teacher .../... put up signs, start river clean-up groups, or show videos .../now and the future

D3

- 教学要点:** 活动定位是写前构思。教师应引导学生根据话题,结合给出的框架结构展开头脑风暴,确定2—3个主体段落的主题,针对每个段落主题列出一些关键要点。
- 备选活动:** 可根据学情,酌情提供关于护水主题的语言和内容支架,如护水的dos和don'ts。

D3 Plan What can be done to protect water? Choose one mind map below to organise your body paragraphs, or use your own ideas if you like.

D4 Write Write your proposal.

D5 Check Check your writing. Pay attention to the use of parallel structures.

Update my to-do list

Share your article with a classmate and help revise each other's writing. Did you both use parallel structures correctly?

15

补充资料**1. The structure of the body part of a proposal**

The body part of a proposal often focuses on specific tips or suggestions. Of course, you can list all the tips in one paragraph, numbering them 1 to 10 or more. But to better organise the ideas, you can group them and present them in separate paragraphs. In the following example, five tips are divided into three groups, rather than put in one paragraph.

First, use less water. We should take short showers instead of baths, and not leave the water running when brushing teeth.

Second, reuse water. The water we use to wash vegetables is still clean and usable for other purposes, such as cleaning the floor or watering plants.

Third, keep water clean. We mustn't throw rubbish into rivers and seas. And factories must treat wastewater properly.

2. Protecting water: dos and don'ts**Dos:**

- Use water wisely:** Take shorter showers and turn off the tap while brushing your teeth.
- Fix leaks:** Check for dripping taps and fix them immediately.
- Spread the word:** Share information about water protection with your family, friends and community.

Don'ts:

- **Don't pollute:** Keep rubbish and harmful chemicals away from waterways.
- **Don't waste:** Avoid letting the water run unnecessarily when washing dishes or clothes.

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，完成护水倡议书的写作。
- **备选活动:** 可根据学情决定是否在学生写作之前，先请他们两两结对或以小组形式互换和检查 D3 完成的主体段落写作提纲，并提出改进意见，轮流口述自己的主体段落内容。

D5

- **教学要点:** 活动定位是写后检查。教师应引导学生参照 **TEEN skill** 栏目的写作要点提示，检查自己的作文初稿并修改，有意识地养成写后自查的习惯。
- **备选活动:** 可整理全班学生的常见错误，分析错误原因并帮助其修改，使学生掌握平行结构的准确用法，再请他们自查并修改自己的习作。

Update my to-do list

- **教学要点:** 引导学生进行同伴互评，彼此指出对方习作中不恰当的平行结构并提供修改意见。也可选择 1—2 篇习作进行集体点评。再请学生结合同伴反馈和教师点评对自己的习作进行修改完善。
- **评价建议:**
 - ① 主体段落是否分段，且段落要点清晰，内容无重复？
 - ② 除段落间的平行之外，在段落内部是否使用了至少一处平行结构且表达准确？

>>Discovery

板块内容说明

探索发现板块介绍了三种解决供水问题的新方法，展现面对用水问题时的人类智慧和科技力量。

教学提示

- 语篇说明：**本语篇是由三个平行语段构成的科普类说明文。第一个语段介绍了人工降雨。第二个语段介绍了中国的南水北调工程。第三个语段介绍了阿联酋的冰山拖运计划。
- 备选活动：**可根据学情，灵活选用不同的方式帮助学生理解文本，激发其对解决供水问题创新方法的兴趣。

(1) 预测：请学生看文章标题(*New ways to supply water*)和相关配图，预测与主题相关的信息。

Look at the title and the three pictures. What do you see in the pictures? How might they work to supply water?

(2) 理解：请学生阅读短文，通过问题引导其思考和理解短文内容。

① What is cloud seeding? What is it mainly used for? (*It is a method of using special chemicals to make clouds rain. It is mainly used to increase rainfall in dry regions around the world.*)

② Where is the South-North Water Transfer Project? What problem has it helped solve? (*It is in China. It has helped to improve the water supply in northern China by transferring water from the south to the north.*)

③ Has the Iceberg Project been successful? What challenges does it face? (*Not yet. It faces challenges such as reducing costs and keeping the ice frozen during*

Discovery

New ways to supply water

Cloud seeding^①

Cloud seeding is a method of using special chemicals to make clouds rain. At present, over 50 countries in the world, including China, Australia, India and South Africa, use cloud seeding to increase rainfall in their dry regions.



The South-North Water Transfer^② Project

The project started in 2002, and transports water over 1,000 km from the Yangtze River basin^③ to the Yellow River basin. It has helped to improve the water supply in northern China for homes, farming and industry.



The Iceberg^④ Project

In 2017, an Emirati^⑤ company announced plans to bring icebergs from Antarctica to the UAE to provide a new source of fresh water for the country. The company is still working on ways to reduce the cost and keep the ice frozen. If successful, the project will provide millions of people with safe drinking water.

Read and think Which method do you like best? Why?

① cloud seeding ② transfer 搬迁 ③ basin 流域 ④ iceberg 冰山

⑤ Emirati 阿联酋

transportation.)

(3) 讨论：组织学生分组讨论三个平行文本，分享自己最喜欢的方法并给出理由。

Which method do you like best? Why? (*I prefer the South-North Water Transfer Project because it has been making a real difference by providing water to homes, farms and factories in northern China.*)

(4) 拓展：针对三个话题补充更多问题，请学生通过思考或查阅资料进行解答。

① How does cloud seeding work? Is it possible to make clouds rain anytime anywhere using special chemicals? (*To make clouds rain, you first look for clouds that have lots of water droplets but aren't raining yet. Next, a plane flies into these clouds at just the right time. The pilot then drops special chemicals like dry ice into the clouds, which helps the water droplets in the clouds turn into tiny ice pieces. When the ice pieces get too heavy,*

they begin to fall out of the cloud. As they fall, they meet warmer air and change from ice back into water, which we see as rain. Cloud seeding doesn't work just anytime anywhere. It depends on many factors, such as having the right kind of clouds, the right timing and whether the chemicals are spread properly.)

- ② What else do you know about the South-North Water Transfer Project? (*The project includes three routes: the Eastern route, which is operational and uses the Beijing-Hangzhou Grand Canal; the Central route, which starts from Danjiangkou Reservoir and ends in Beijing; the Western route, which is planned but has not yet started. In 2014, the completed parts of the project began operation. As of May 2022, the project has become the primary source of water for over 140 million people across more than forty cities.*)
- ③ Do you think the Iceberg Project will work? Are there any environmental concerns? (*I think the Iceberg Project might face a lot of challenges. It's hard to move icebergs from Antarctica because it costs a lot of money and they might melt on the way. Also, moving icebergs could hurt the animals and plants in Antarctica and change the saltiness of the water near where the icebergs are moved. It might be better to use other ways to get water, like making salt water drinkable. The Iceberg Project might work for a short time if the costs are lower, but it could have bad effects on nature in the long run.*)

补充资料

1. The Drinkable Book

Scientists working with an NGO called WATERisLIFE have developed a water filter (过滤器) in the form of a book. It contains useful tips about staying clean and healthy. It also purifies water. The book's pages are made from special filter paper that can clean water by removing 99.9% of the bacteria. It can provide clean drinking water to a person for four years.

2. Water supply at China's space station

The Shenzhou-12 spacecraft doesn't carry enough water for the astronauts' stay at the space station. To solve this problem, they use a special system to recycle and reuse water. The system can collect water from the astronauts' breath and urine (尿液) and then turn it into drinkable water.

背景知识

- 人工降雨是一种通过人为方法促进云层降水的技术，通常通过向云层中播撒特定物质来实现。该技术可用于缓解干旱地区的水资源短缺问题，有时也用于避免重要户外活动或庆典目的不利天气。人工降雨的实现既需要专业设备和技术人员作业，又需要满足适宜的云层和气象条件，实施前要考虑其环境影响和成本效益。
- 南水北调工程是中国规模最大的跨流域水资源调配工程，也是世界最大的调水工程。该工程将长江流域的丰富水资源，通过东、中、西三条线路，输送到干旱的华北和西北地区，有效缓解了北方地区的水资源短缺问题。南水北调工程采取调水、节水和治污等综合措施，对保障国家水安全具有重要意义。
- 冰山拖运计划由阿联酋企业家阿卜杜拉·阿尔谢希 (Abdulla Alshehi) 提出。他所在的公司计划从南极洲开采冰山，拖运大约 8 800 公里到阿联酋的富查伊拉 (Fujairah) 海岸。但该计划面临着技术、经济和环境等多方面挑战，目前仍在探索中。

Section E Our water use in a day

>>Project

子话题说明

项目探究板块围绕“每日用水情况”(Our water use in a day)这一子话题展开。学生基于亲身观察,记录自己一天用水的情况,进行分组交流与准备,最后以小组演讲的形式汇报观察数据并分享活动感受,以回应单元大问题,在项目活动中感知水对人类的重要性,反思和改善自己的用水习惯。

教学提示

- 教学要点:**该活动基于学生对自身用水习惯的观察、记录和反思。教师在开始实施项目前应通过讲解和问答确保学生理解任务要求。可给学生一些提醒,如:(1)选择自己最方便观察和记录的一天作为实验日,并预先做好准备,方便准确观测用水量。(2)过程指令语中提到要使用已知容积的瓶子或水桶,是为了方便计算用水量(容积乘以用完的瓶/桶数),避免每用一次水都要单独测量。(3)如遇不方便使用预先准备的瓶/桶来装水的情况(如淋浴、冲马桶等),可通过网络查询资料,估计耗水量。

注意:(1)可在单元前面板块授课过程中(而非所有板块授课结束时)启动项目任务,方便学生提前进行个人实验日观察,并有充分的时间进行小组讨论和展示准备。(2)成果展示的方式可以多样化,可鼓励学生采用幻灯片汇报、撰写报告、制作小视频、制作小组海报等不同的形式。教师也可根据学情,规定某一种形式进行汇报或展示。

- 更多资源:**学生可以通过网络查询资

E Our water use in a day >> Project

Unit
1

Giving a group presentation about our water use in a day

Find out how much water you use in a day and give a group presentation about your findings.

Step 1 Prepare Prepare some bottles of water. Make sure you know the amount in each bottle (e.g. 5L, 550ml).

Step 2 Record Use water only from your bottles if possible. Take notes when you use water not from your bottles.

Step 3 Add up Add up all the water you used in a day. DON'T FORGET the water not from your bottles.

Step 4 Discuss Discuss what information to include in your group presentation.
e.g. How much water does everyone in your group use on average?
Would you use water differently if you had to walk for hours to fetch water every day?

You can search the internet for the information you need. For example, "How much water does a shower take?"

Step 5 Present Give a group presentation to share your findings and ideas.

Update my to-do list

Listen to other groups' presentations. Which do you like best? What have you learned?

17

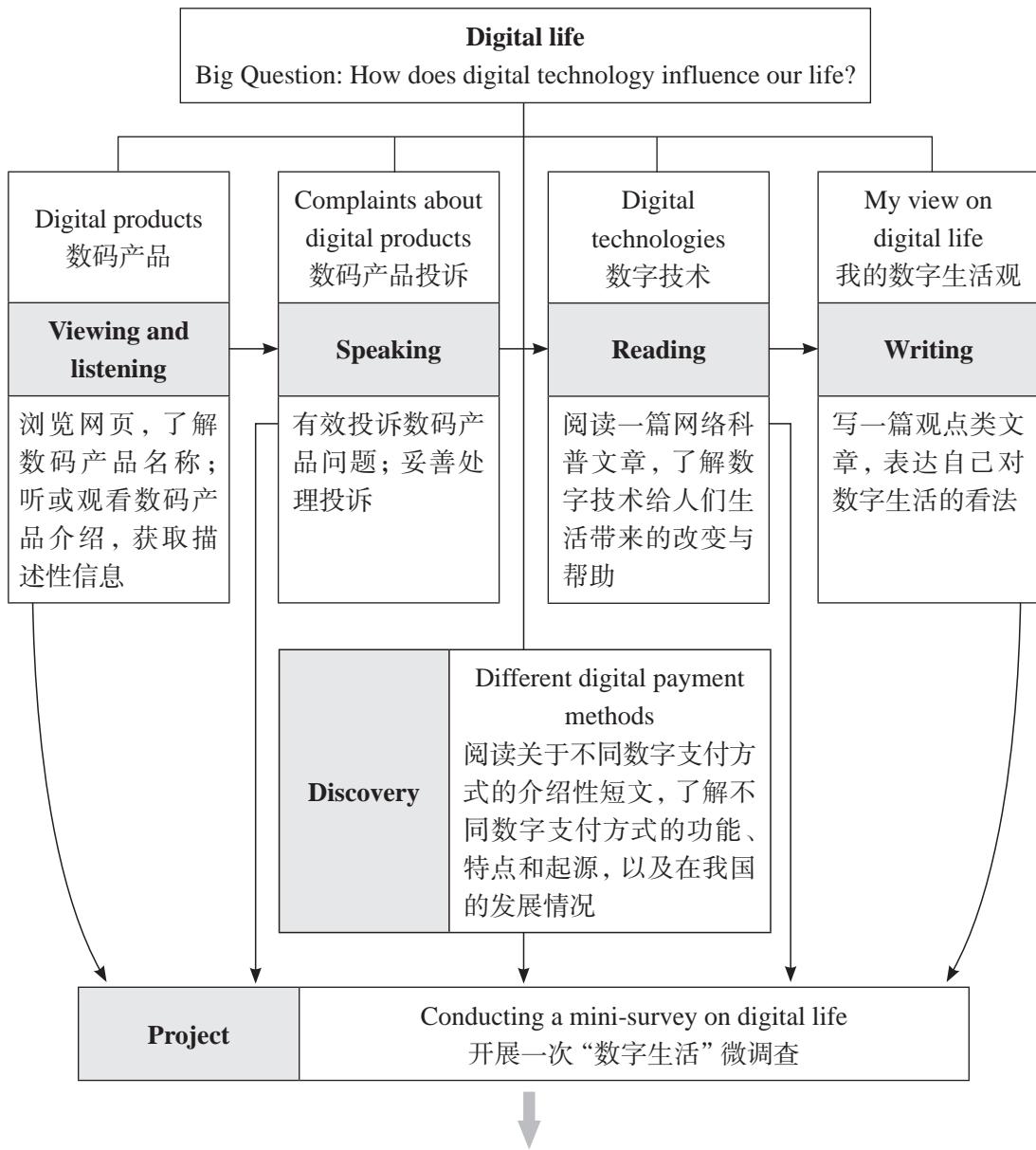
料,了解世界不同国家和地区每人每日的平均用水量,分析差异,发现问题并思考如何改进。

Update my to-do list

- 教学要点:**活动旨在给学生提供课内外展示小组发现和活动感受的机会,请学生评价各组表现,以及观看同伴分享过程中的新发现和新感悟。教师可结合学生小组的分享,带领学生回顾单元各板块的内容,重申水资源的稀缺性与重要性,关注他们是否从自我观察和学习反思中有所感触和领悟。
- 评价建议:**
 - 是否汇报了个人实验经历,通过记录和统计得出了自己一天的用水量?
 - 是否统计分析并用可视化手段直观呈现了小组成员的整体用水情况相关数据?
 - 是否采用了本单元所学的语言知识和技能,条理清晰地表达了活动发现、个人反思与真情实感?

Unit 2 Digital life

单元内容结构图 (Structure of the unit)



单元育人目标：通过了解数字技术带给人们生活的改变，引导学生多角度、辩证地看待数字科技的发展，树立健康向上的数字生活态度，并感悟科技创新下的人文关怀

单元目标 (Unit objectives)

- ▶ 语音：能准确判断复合名词的重音，掌握复合名词的读音规则
- ▶ 词汇：能掌握复合词的构成；掌握与数字生活、数字技术相关的词汇及常见搭配
- ▶ 语法：能掌握以 as soon as, while 等引导的时间状语从句的形式和表意功能，并在具体情境中正确使用
- ▶ 看：能借助图片、网页等多模态语篇或视频中的视觉信息理解相关内容
- ▶ 听：能在听录音的过程中把握数码产品的优点、颜色等典型特征，获取有关数码产品的描述性信息
- ▶ 说：能在致电产品客服的情境中，作为顾客使用所学语言进行有效投诉，并作为客服提出合理建议以解决顾客遇到的相关问题
- ▶ 读：能读懂有关数字技术应用的网络科普文章，理解语篇写作目的、结构特征和语言特点，识别语篇中的事实与观点
- ▶ 写：能围绕数字生活主题，运用所学语言，写一篇观点明确、逻辑清楚、结构清晰的观点类文章
- ▶ 文化：能对不同的数字支付技术的发展有所了解，领会语篇蕴含的人文精神与科学精神
- ▶ 德育：能多角度、辩证地看待数字生活，分析数字技术的利弊，感悟科技创新下的人文关怀，树立健康向上的数字生活态度

单元内容概览 (Content overview)

主题	本单元聚焦“人与社会”主题下“科学与技术”主题群，围绕“个人信息安全与国家安全意识”以及“科学技术与工程，人类发明与创新”等子主题内容，通过大问题“How does digital technology influence our life?”引导，帮助学生了解数字生活的相关知识、思考其利弊，引导学生深刻认识到科技进步与社会发展的关系，树立健康向上的数字生活态度，感悟科技创新下的人文关怀。		
语篇	视听	新媒体语篇——网页	数码产品网上商店
		录音 / 视频	数码产品介绍
	口语	对话	电话投诉
		新媒体语篇——网页	数码产品技术支持
	阅读	网络科普文章	数字技术应用
	写作	观点类文章	数字生活的利与弊
语言知识	探索发现	指南 / 科普短文	不同的数字支付方式
	语音	复合名词的重音	
	词汇	构词法：合成法（Ⅲ）（复合词）；主题词汇	
	语法	时间状语从句（Ⅱ）	
	语篇	理解有关数字技术应用的网络科普文章的写作目的、结构特征和语言特点	
	语用	在电话交流中，用恰当的语言进行产品问题投诉或回应；在书面交流中，得体地表达个人观点	
文化知识	不同数字支付方式的功能、特点和发展		
语言技能 与 学习策略	视听	任务：听数码产品介绍的录音或观看视频，获取信息 策略：识别并获取描述性信息	
	口语	任务：投诉数码产品质量问题及回应投诉 策略：有效投诉与回应投诉	
	阅读	任务：阅读一篇关于数字技术应用的网络科普文章 策略：识别事实与观点	
	写作	任务：写一篇观点类文章，表达自己对数字生活的看法 策略：了解观点类文章的结构特征、论证方法和信息组织方式	
	项目探究 (综合)	任务：开展一次“数字生活”微调查	

单元主题图页 (Cover page)

单元大问题 (Big Question)

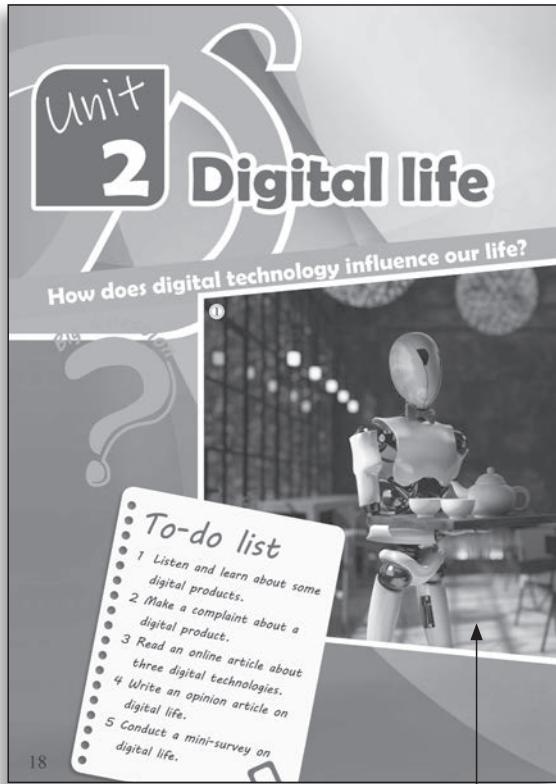
完成本单元的学习后，学生能够围绕数码产品、产品投诉、数字技术、数字生活观、数字支付方式等方面的话题谈论数字生活，就数字技术对人们生活带来的影响谈谈自己的看法，并开展有关“数字生活”的微调查。

单元主题图 (Theme photos)

单元主题图呈现了数字技术或产品在不同场景中的应用。

任务清单 (To-do list)

本单元的任务清单包括：(1)听并获取有关数码产品的信息。(2)投诉数码产品问题。(3)阅读关于三种数字技术应用的网络科普文章。(4)撰写关于数字生活的观点类文章。(5)开展关于“数字生活”的微调查。



A robot waiter/humanoid robot (人形机器人) is serving customers in a restaurant. It is carrying a tray with a teapot and cups.

单元导入 (Getting started)

教师基于单元主题图，激发学生学习兴趣，引导学生完成数字技术或产品名称与图片的匹配。通过单元导入的两个问题，将数字技术与学生个人经历相联系，帮助学生识别和了解不同类型的数字技术，启发学生表达自己的观点与感受。

Getting started

Match the digital technologies or products with the pictures ① – ⑥ . Then answer the questions.

Which of them have you seen or used before? How do you like them?

A self-driving car _____ B speech recognition _____ C robot waiter _____
D face recognition _____ E 3D printer _____ F wearable device _____

① ② ③ ④ ⑤ ⑥ 19

Speech recognition or automatic speech recognition (自动语音识别) is turning the spoken words into text.

A 3D printer is creating a beautiful piece of art. The machine is working precisely to form the detailed design of a cup.

A woman is using face recognition on her phone. The phone is scanning her face.

A boy is wearing VR glasses and interacting with the virtual world.

A woman is experiencing a self-driving car.

参考答案

Getting started

A – ③ B – ② C – ① D – ⑥ E – ④ F – ⑤

(Answers may vary.)

I have seen some robot waiters before. I think they are convenient and efficient. They can serve food quickly.

Section A Digital products

>>Viewing and listening

子话题说明

视听板块围绕“数码产品”(Digital products)这一子话题展开,介绍不同数码产品的名称、优点及颜色等。

A1

- 语篇说明:该多模态语篇呈现了一个购物网站中的数码产品页面,呈现了9种不同的数码产品及其相关图片。
- 教学要点:请学生浏览页面,了解该页面主题,扫读数码产品图片与名称,并学习数码产品相关词汇。启发学生思考A1的问题,进行口头讨论,为后续听力理解做好语言和背景知识的准备。
- 备选活动:请学生讨论他们自己希望收到哪些数码产品作为礼物,可以不局限于课本上的产品。

What digital products would you like to receive as a gift? (*I would like to receive a smart watch because it can help me track my fitness./I'd like to get a digital dictionary. It would be perfect for reading books.*)

参考答案

A1

(Answers may vary.)

I think a bluetooth speaker might be a good choice. We can watch films together at home.

A2

- 教学要点:请学生借助所给出的词汇与表达,简要描述A1中的数码产品。教师帮助学生增进对产品特征的理解。

A Digital products >> Viewing and listening

Wang Yiming and his mother are visiting a website to choose some New Year presents for the family.

A1 Look and say Which of these products might be a good choice?

A2 Look and describe Describe one or two products in A1. The following words and expressions are for your reference.

- fast/powerful/convenient/user-friendly ...
- easy to carry around/easy to type on/comfortable to wear ...
- large screen/nice design/clear sound ...
- video chat/listen to music/be easily paired with other devices/enjoy some private time ...

Word study Word building Compounding (III)

Can you find the compounds on the web page? How are they formed?

1 Noun + Noun e.g. laptop
2 _____ + _____ e.g. _____

解,熟悉描述数码产品的相关表达,如产品性能、使用体验、外形设计、功能等方面的单词和词组,为后续听辨描述性信息做好准备。

- 备选活动:请学生尝试描述他们自己喜欢或了解的其他数码产品。

Please describe other digital products you like or are familiar with. (*The tablet is easy to carry/portable. With a large screen, it is perfect for reading and watching videos.*)

参考答案

A2

(Answers may vary.)

The smartphone is fast and powerful. It has a great camera for photos and videos. The laptop is easy to carry around and perfect for both work and entertainment.

Word study

- 教学要点：教师借助复合词示例，帮助学生掌握复合词的构成，并能从网页中识别其他复合词，理解其词义。关于合成法的详细说明，可参考学生用书上的词汇学习附录（**Word study support**, P118）内容，教师可和学生一起头脑风暴更多复合词。

参考答案

Word Study

(Answers may vary.)

2 Adjective + Noun e.g. smartphone

A3

• **语篇说明:** 视听文本是三则数码产品介绍, 介绍者是数字商店助手阿兰诺(Alano)。三段介绍突出了每个产品的先进技术、独特功能以及可选颜色, 强调数码产品给人们生活带来的高效与便捷, 展现科技服务于人的特点。

• **视听策略:** 本单元的视听策略为识别并获取描述性信息(Listening for descriptive information)。

Listening for descriptive information:

When listening for descriptive information, you focus on details that paint a picture or describe characteristics of something. This skill helps you understand and visualise what is being described. You may pay attention to:

- ① Adjectives and adverbs: Notice these words as they provide specific details about size, colour, shape, etc.
 - ② Key features: Listen for information about functions and characteristics.
- **教学要点:** 教师帮助学生运用视听策略, 获取具体的描述性信息并完成记录。视学情需要, 教师可引导学生在填空前阅读产品信息表中的提示内容, 提前教授学生可能存在理解困难的词汇(如 chip, lightning, artificial intelligence 等), 明确填写要求, 预测可能填写的信息。也可分段播放录音或视频, 以第一个产品为示范, 与学生共同完成记录。

- **备选活动:** 请学生思考并讨论在产品介绍中哪些词有助于凸显产品特点。

Which words in the recording help highlight the product features?

(“Powerful” emphasises the laptop’s performance./“Lightning fast” emphasises the speed of the laptop./“Easy” emphasises the convenience of separating the keyboard and screen.)

4 Pronunciation Word stress in compound nouns

Sing the rap and pay attention to the stressed syllable in each compound noun.

I pick up my ‘smart**phone** next to my ‘laptop.
Then call my friend Mike, the King of Pop.
I put on my ‘ear**phones**, look at the screen,
And suddenly digital Mike can be seen.
We reach for our ‘head**sets**, open an app,
Tap on the ‘key**board**, then start to rap.
Recording is easy; don’t be surprised,
The sounds and the beats are digitalised!



A3 Listen and take notes. Listen to three digital product introductions and complete the notes below.

Listening for descriptive information

Touch screen
laptop

Advantages:

- having a ¹ _____ chip
- ² _____ and lightning fast
- easy to separate the keyboard and screen

Colours:

- classic black and popular ice ³ _____

New Hu Phone

Advantages:

- keeping your information ⁴ _____ on the phone
- having ⁵ _____ cameras on the back

Colours:

- ⁶ _____, brown, purple and red

New Smart Watch T

Advantages:

- using the latest AI (artificial intelligence) technology
- understanding what you say ⁷ _____ and following your orders
- keeping an eye on your health and calling the emergency services ⁸ _____

Colours:

- red, ⁹ _____ and brown

Update my to-do list

Listen to another introduction and note down the product’s advantages.

21



这是一首以数字生活为主题的说唱歌曲, 旨在帮助学生准确判断复合名词的重音, 掌握复合名词的读音规则。教师提示学生关注复合名词的重音落在哪个组成部分上, 并根据学生完成情况, 帮助学生纠正错误, 结合学生用书上的语音附录(**Pronunciation file**, P116), 归纳复合名词的重读规则。还可以提供更多的复合名词让学生进行发音练习, 也可以让学生尝试续编或创作带有复合名词的说唱歌曲或韵律诗。

视听文本

A3

Digital products

1 Hello, this is Alano, your AI customer service. Our touch screen laptop has a powerful chip, so it's thin and lightning fast. Its keyboard and screen are easy to separate. You can buy our computer in classic black or popular ice blue.

2 Alano again. This is our new Hu Phone. The face recognition keeps your information safe on the phone. What's more, the phone has four cameras on the back, so it promises an excellent experience for taking photos. Along with white and brown, you can buy the Hu Phone in purple and red.

3 It's Alano. Try out our new Smart Watch T! Say "Hey T!" and it will answer you. ("Hey Alano!") With the latest AI (artificial intelligence) technology, it can understand what you say easily and follow your orders. It also keeps an eye on your health. If you have a heart problem, it will call emergency services at once. The smart watch comes in red, yellow and brown.

参考答案

A3

1 powerful **2** thin **3** blue **4** safe **5** four **6** white **7** easily **8** at once **9** yellow

语言注释

- **digital** *adj.* using a system in which information is recorded or sent out electronically in the form of numbers 数码的；数字式的
Nowadays, many people prefer reading digital books instead of printed ones.
- **lightning** *adj.* [only before noun] very fast or sudden 闪电般的；飞快的
The computer processed the data at lightning speed.
- **latest** *adj.* [only before noun] the most recent or newest 最近的；最新的
The latest model of the smart watch can track your fitness regularly.

Update my to-do list

- **教学要点：**该活动通过播放另一则数码产品介绍的录音或视频，请学生记录下词典笔的优点，并根据自己记录的情况评价本节课的学习成效。教师可提醒学生模仿 A3 中记录产品优点的形式，不必记录完整的句子。

视听文本

Update my to-do list

Digital products

It's Alano. Would you like to try our dictionary pen? It looks like a pen but works as a dictionary. It's super convenient to use. Just point it at a word, and it will read out the word and tell you what it means. It's small, light, and easy to carry around, so you can use it anytime anywhere.

参考答案

Update my to-do list

- super convenient to use
- small, light, and easy to carry around

Section B Complaints about digital products

>>Speaking

子话题说明

口语板块围绕“数码产品投诉”(Complaints about digital products)这一子话题展开，聚焦发生在现实生活中的投诉实例，引导学生在致电产品客服的情境中，使用所学语言进行有效投诉，并提出合理建议解决问题。

B1

- 语篇说明：**这是一段王一鸣和机器人客服之间的对话，王一鸣针对笔记本电脑自动关机这一问题进行投诉。该对话包括“接到投诉”“尝试解决投诉”和“转交投诉”等内容。整个对话均遵循礼貌交际原则，如“Sorry for the inconvenience./Can I ...?/Thank you./ You're welcome./Have a nice day!”等句子的使用。王一鸣在进行产品投诉时，清晰地表达诉求并详细地描述产品的问题，如“I'd like to make a complaint about .../It keeps shutting down on its own.”等，而机器人客服则一直在积极处理投诉，帮助顾客解决相关问题。当问题无法解决时，机器人客服与王一鸣协商，尝试将投诉转交给技术支持团队做进一步处理，如“Would that be okay?”。

- 口语交际策略：**本单元重点教授的口语交际策略为有效投诉(Making an effective complaint)。当进行产品投诉时，需要清晰、具体地阐述问题，客观地说出自己在使用该产品时的情况。同时，在投诉过程中，要注意始终保持冷静和礼貌。如：使用“I'd like to make a complaint about ...”来清晰表达想要投诉的问题；使用“It

B Complaints about digital products

>> Speaking

Wang Yiming is now calling CS (customer service) to make a complaint.

⑥ B1 Listen, read and think Listen to the conversation. What is Yiming complaining about?

CS: Welcome to Science Power Customer Service. For product information, press "1". For stores, press "2". For complaints, press "3"...

Yiming: (pressing 3) Hello, this is Wang. I'd like to make a complaint about the laptop I bought last week. It keeps shutting down on its own.

CS: Sorry for the inconvenience. Can I have your order number, please?

Yiming: It's 68399.

CS: Thank you. Have you tried turning it off and on again?



Yiming: Yes, I've repeated that a couple of times, but it didn't help! What else can I do?

CS: I'm afraid I cannot answer this question.

Yiming: Wait ... Are you a robot?

CS: Yes, I am. I'll ask our technical support team to call you back right away. Would that be okay?

Yiming: Sure, thanks.

CS: You're welcome. Have a nice day!

My learning notes

Making complaints:

- I have a problem with ...
- ...
- ...

22

keeps ...” “My order number is ...” 来描述使用该产品时的情况以及具体的信息，以便让客服更好地处理问题。这些清晰、礼貌的用语有助于建立良好的交流氛围，促进有效沟通。

- 语用功能说明：**本单元语用功能为投诉(Making complaints)，即在特定语境中维护自身权益并寻求解决方法。投诉一般以简单清晰的表达开场，如“I want to make a complaint about .../I have a problem with ...”；接着具体描述产品的问题和在使用产品过程中的情况，如“It keeps .../I tried .../but it didn't help.”等；为了使问题得到妥善的处理，也需要提供购买产品的相关信息，如“My order number is ...”；在交流过程中，双方都需要冷静地阐述问题、寻求解决方式并保持礼貌的态度，如“What else can I do?/Thanks. Would that be okay?”等。教师可引导学生从对话范例中或借助自身的语言积累找出更多与产品投诉相关的类似表

达。学生用书上的学习笔记附录 (**My learning notes support**, P123) 提供了更多可用表述。

- **教学要点:** 教师引导学生关注对话交际双方的语气、交际目的和主要话题内容，模仿录音的语音语调，感悟说话者的情感态度。组织学生朗读对话，聚焦本单元的口语交际策略(有效投诉)和语用功能(投诉)。

- **备选活动:**

(1) 请学生分别圈画出王一鸣和机器人客服问答时关键的句子。

① How does Yiming describe the problem? Underline the sentence. (*It keeps shutting down on its own.*)

② How many questions does the customer service ask? Underline the sentences. (*Three. Can I have your order number, please?/Have you tried turning it off and on again?/Would that be okay?*)

(2) 请学生分别扮演王一鸣和机器人客服，表演 B1 对话，熟悉如何进行产品投诉以及如何正确处理投诉的相关表达。学生可在 B1 对话上拓展内容，或利用更多表达投诉的语言进行表述。

Please act as Yiming and CS and try out the conversation in B1.

参考答案

B1

The laptop's quality.

B2

- 语篇说明：**这是一个展现数码产品技术支持的网页。网页中列出了智能手表、智能手机与平板电脑常见的故障，并提供了解决问题的建议。
- 教学要点：**作为B1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 **My learning notes** 提供的语言支架基础上，提供了更多、更丰富的内容支架，延续板块情境，请学生尝试半开放地完成口语对话角色扮演。对话双方仍然是顾客和机器人客服，但需要结合不同的产品问题和解决方法，调整对话中的具体问题和具体信息，诸如 “I'd like to make a complaint about .../I have a problem with .../It keeps .../It fails .../Thank you./You're welcome. Have a nice day!” 等表达仍然可以根据情况保留使用。也可以让学生尝试使用其他一些适用于产品投诉场景的表达方式。
- 备选活动：**请学生扮演王一鸣和机器人客服，尝试围绕其他数码产品问题进行对话。

Unit
2

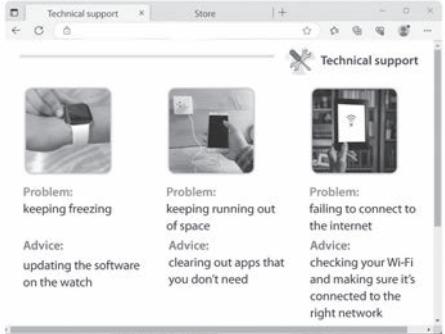
B2 Role-play Work in pairs, pick a role and start a conversation. Use the information below to help you.

A

You are the customer. You have one of the problems shown in the pictures below and want to make a complaint to customer service.

B

You are the AI customer service. Offer advice to your customer about the problem he/she has.



TEEN skill Making an effective complaint

- Be clear and specific about the problem.
- Be honest about what you have experienced.
- Stay calm and polite.

Update my to-do list 

Do the task in B2 again. Switch roles and pick another problem.

23

Please role play as Yiming and the AI customer service and start a conversation about other aftersales issues of digital products.

参考答案

B2

(Answers may vary.)

CS: Hello, AI Customer Service! How can I help you today?

Customer: Hi, I recently bought a smart watch, but it keeps freezing. Can you help me with this problem?

CS: Sorry for the inconvenience. I think you'd better update the software on your watch. Have you tried doing that yet?

Customer: No, I haven't updated the software. How can I do that?

CS: It's easy! Go to your watch's "Settings", and then find "Software Update".

Customer: Thanks! I'll try that and see if it helps.

CS: You're welcome! If it doesn't work, feel free to contact us again. Have a wonderful day!

补充资料

Customer

1. Describing the problem:

My ... isn't working correctly.

The ... I bought doesn't work properly.

2. Expressing dissatisfaction:

I'm really disappointed at the quality.

3. Asking for a solution:

What can be done to fix it?

Is there any way to solve the problem quickly?

Customer service

1. Apologising:

We apologise for the trouble.

I'm sorry to hear that ...

Please accept our apology for ...

2. Offering solutions:

We can ...

Would you prefer ... or ... ?

Our technical support team will contact you shortly.

3. Expressing gratitude/commitment:

Thank you for your patience.

We will fix the problem as quickly as possible.

语言注释

- **complaint** *n.* a statement in which somebody complains about something 投诉；抱怨
If you wish to make a complaint, you should see the manager.
- **inconvenience** *n.* problems caused by something which annoys or affects you 不便；麻烦
We apologise for any inconvenience the delay has caused to our customers.
- **freeze** *v.* cannot move any of the images, etc. on the screen (屏幕)冻结
The screen of the mobile phone just froze.
- **update** *v.* to make something more modern or add the most recent information to something 使现代化；更新
The school has just updated all its computer equipment.

Update my to-do list

- 教学要点：该活动迁移了对话情境，要求学生灵活运用此板块所学的语言、功能句式和口语交际策略等，开展新的对话。教师请结对的学生互换角色，开展对话。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。
- 评价建议：
 - ① 是否能在具体语境中正确运用语言开展有关产品投诉的对话？
 - ② 是否使用了符合逻辑的表达？

参考答案

Update my to-do list

(Answers may vary.)

Customer: Hi, my smartphone keeps running out of space. I don't know what to do.

CS: I'm sorry to hear that. One quick solution is to clear out apps that you don't need anymore. Have you checked your installed

apps recently?

Customer: I haven't, actually. How can I do that?

CS: You can find the app on the phone's home screen, press and hold the icon for a few seconds, and then delete the app.

Customer: That sounds easy enough. I'll try that. Thanks for the help!

CS: My pleasure.

Section C Digital technologies

>>Reading

子话题说明

阅读板块围绕“数字技术”(Digital technologies)这一子话题展开,以网络文章的形式介绍了数字技术在不同生活领域的应用,涉及盲人服务、教育资源共享、消防救援等内容。

C1, C2

- 语篇说明:该语篇来源于青少年科技网站 *Tech Teen*,主要分享了数字技术在不同生活领域中的应用。文章由三个段落及其配图组成,每个段落着重介绍了一种数字技术的应用及其带来的积极影响。第一段介绍智能手杖对盲人生活的帮助;第二段描述教育技术在印度乡村儿童教育中发挥的作用;第三段讲述消防机器人如何在火灾中帮助救援。每一段中都有作者鲜明的观点与态度,并提供了具体的实例。文章通过展示这些创新性的技术,强调了数字技术对生活的正面影响,传递出对科技创新的赞赏,激发学生对科技发展的信心与兴趣。文章用描述性语言详细介绍了每种数字技术的功能和作用,增强了文章的生动性与可读性(如 detect/warn the person of the danger/enjoy wonderful online lessons/see the fire environment clearly 等)。

C1

- 教学要点:借助阅读文章中的三幅图片,帮助学生结合板块主题、文章标题和已有背景知识对文章介绍的三种数字产品做出合理的预测,引发阅读兴趣。

C Digital technologies >> Reading

Wang Yiming is reading an online article on *Tech Teen*.

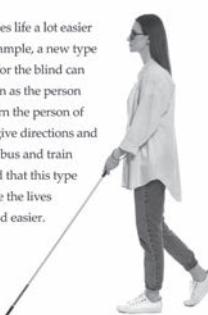
C1 Predicting Look at the three pictures and discuss: What digital products might the article be about?

C2 Read the article.

TECH TEEN Live Now

Amazing digital technologies

Digital technology makes life a lot easier for the disabled. For example, a new type of smart walking stick for the blind can detect any object as soon as the person gets close, and then warn the person of the danger. It can also give directions and inform its owner of the bus and train timetables. It is believed that this type of technology will make the lives of blind people safer and easier.



24

- 备选活动:视学情需要,组织学生开展头脑风暴,用问题引导学生关注图片中的细节。

- ① What does the blind woman use when walking on the road in Picture 1? (A walking stick.)
- ② What are the boys using in Picture 2? (A laptop.)
- ③ What is the exhibit in Picture 3? (A robot/machine.)

参考答案

C1

(Answers may vary.)

A walking stick, a laptop and a robot.

C2

- 教学要点：借助 C2 中 **Personal touch** 让学生置身读者视角，思考哪种数字技术最令他们印象深刻，并谈谈理由。
- 备选活动：询问学生与 **Personal touch** 类似的问题。

- ① Which technology do you find most interesting? Why? (*I find the smart walking stick most interesting because it can make a huge difference in blind people's daily lives.*)
- ② Is there any digital technology in the article that you didn't know about before? How do you feel about it now? (*I didn't know about firefighting robots before. I think they are amazing. They make firefighting safer for humans.*)

Digital technology makes it easier to share knowledge. It gives students the same chance to learn, no matter where they live. According to a 2022 report, over 22% of the Indian population couldn't read or write. To change this situation, Indian schools in rural areas were provided with a powerful internet connection. Many of the students there didn't have a chance to learn until the project started. They can now enjoy wonderful online lessons taught at a top school in New Delhi.



Firefighting robots are saving lives. They can walk, run, climb and communicate with people caught in a fire. While the robots move around, they send video information to the control unit. In this way, firefighters can see the fire environment clearly and then make a safe plan. Robots can really be a great help in dangerous situations.



Personal touch
Which digital technology impressed you most? Why?

25

参考答案

C2

(Answers may vary.)

The smart walking stick impressed me most. It helps blind people by warning them of dangers and makes their lives safer.

语言注释

- **inform somebody of something** to officially tell somebody about something or give them information = (inform somebody about something) 通知, 告知(某人)
Please inform me of any changes to the meeting schedule.
- **be caught in** to be in a situation that you cannot easily get out of 陷入困境
Sam was caught in a traffic jam and was late for work this morning.
- **according to** as shown by something or stated by someone 据……所示; 按……所说
According to the weather forecast, it will be sunny tomorrow.

C3

- **教学要点:** 该活动旨在帮助学生整体把握每段主要内容，通过归纳语段信息，提炼核心内容，最终总结出合适的小标题。教师可以让学生分组讨论，共同完成。学生完成后，教师应及时反馈，指导他们如何改进。
- **备选活动:** 如学生感到困难，可以通过问题或提示，引导学生思考每一段的核心内容，帮助他们更好地理解和归纳。可以第一段为例，帮助学生共同添加合适的小标题。
 - ① What is the first paragraph mainly about? (*It's about a smart walking stick. It helps blind people.*)
 - ② Can you summarise the first paragraph in one sentence? (*A smart walking stick for blind people makes their lives safer and easier.*)

C3 General understanding Think of a heading for each paragraph.



C4 Detailed reading Complete the following table with the sentences from the text.



Facts	Opinions
<ul style="list-style-type: none">To change this situation, Indian schools in rural areas were provided with a powerful internet connection.	<ul style="list-style-type: none">Digital technology makes life a lot easier for the disabled.

C5 Further thinking Answer the questions.

- 1 What's the author's attitude towards life in the digital age?
- 2 What other amazing digital technologies can you tell?

26

参考答案

C3

(Answers may vary.)

Paragraph 1: Digital technology makes life safer and easier

Paragraph 2: Digital technology supports knowledge sharing

Paragraph 3: Digital technology helps save lives

补充资料

1. A paragraph heading:

It is a brief title or phrase that reflects the paragraph's main idea. It highlights the key point, helping readers quickly grasp the paragraph's focus.

2. What makes an effective paragraph heading:

- **Concise:** It should be short and to the point, usually in a few words.
- **Informative:** It should accurately describe the main idea.
- **Engaging:** It should capture the readers' attention and encourage them to read further.

3. Steps to create a heading:

- **Read the paragraph:** Carefully read the paragraph to fully understand its content.
- **Identify the main idea:** Determine the primary focus or the most important information.
- **Extract key words:** Highlight key words or phrases that sum up the main idea.
- **Summarise in a few words:** Combine the key words into a concise heading.

C4

- **教学要点:** 该活动旨在帮助学生识别事实与观点。教师可请学生从文中找出更多的事实与观点并分类。
- **阅读策略:** 本单元重点教授的阅读策略为识别事实与观点 (Identifying facts and opinions)。事实 (fact) 是客观的陈述, 可以通过证据、数据和观察等进行验证。它们是客观存在的, 不受个人情感的影响, 通常是被普遍接受或多数人同意的, 如 “It can also give directions and inform its owner of the bus and train timetables./According to a 2022 report, over 22% of the Indian population couldn't read or write.” 等。观点 (opinion) 是主观的陈述, 基于个人的感受或理解, 无法通过具体证据来验证, 反映的是个人的看法, 如 “Digital technology makes life a lot easier for the disabled./Robots can really be a great help in dangerous situations.” 等。
- **备选活动:** 根据学情, 可请学生先阅读一些与阅读语篇内容相关的句子, 辨别它们属于事实还是观点。

Read the statements. Are they facts or opinions?

<i>Facts</i>	<i>Opinions</i>
<ul style="list-style-type: none">• Smart walking sticks can warn people of the danger.• Many students in Shanghai can enjoy online lessons.• With robots' help, firefighters can see the fire environment clearly.	<ul style="list-style-type: none">• Smart walking sticks are useful for blind people.• Firefighting robots make firefighting safer and more efficient.

参考答案

C4

(Answers may vary.)

<i>Facts</i>	<i>Opinions</i>
<ul style="list-style-type: none">• To change this situation, Indian schools in rural areas were provided with a powerful internet connection.	<ul style="list-style-type: none">• Digital technology makes life a lot easier for the disabled.

(to be continued)

(continued)

Facts	Opinions
<ul style="list-style-type: none"> A new type of smart walking stick for blind people can detect any object as soon as the person gets close, and then warn the person of the danger. It can also give directions and inform its owner of the bus and train timetables. According to a 2022 report, over 22% of the Indian population couldn't read or write. Many of the students there didn't have a chance to learn until the project started. They can walk, run, climb and communicate with people caught in a fire. While the robots move around, they send video information to the control unit. 	<ul style="list-style-type: none"> It is believed that this type of technology will make the lives of blind people safer and easier. Digital technology makes it easier to share knowledge. Robots can really be a great help in dangerous situations.

C5

- 教学要点:** 问题 1 旨在帮助学生进一步明确作者对于数字生活的态度。在完成 C4 的基础上, 教师引导学生关注文中对于数字技术应用的具体描述以及作者观点, 从而尝试分析和推断作者的态度。根据学情需要, 教师可以先帮助学生推断作者的态度是积极(positive)、消极(negative)还是中立(neutral), 再鼓励学生尝试用自己的语言总结归纳作者的态度。问题 2 旨在引导学生结合自己的生活经验, 思考其他令人惊叹的数字技术, 促进学生思维与表达能力的提升。教师可以鼓励学生开展分组讨论, 分享各自的观点。
- 备选活动:** 可提供引导问题, 帮助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:
 - ① Do you think smart walking sticks may have potential limitations? (*Yes, they might give wrong warnings. They could also be expensive and difficult to use for some people.*)
 - ② Why might some people prefer guide dogs to smart walking sticks? (*Because guide dogs can build a close relationship with their owners. In contrast, smart walking sticks do not offer the same level of emotional interaction and support as guide dogs do.*)
 - ③ What are some challenges students might face even with the internet? (*In some areas, students might face challenges like not having enough computers to use, not having enough online learning skills, or having limited support from teachers.*)
 - ④ Where else do you think robots could be useful in dangerous situations? (*Robots can be useful in dangerous situations like finding people after an earthquake, delivering dangerous chemicals and deep-sea searching.*)
 - ⑤ What features do you think firefighting robots have that help them work effectively?

(Firefighting robots must have strong materials that can handle heat. They are also equipped with cameras that can see through smoke. Furthermore, they can carry water hoses to help put out fires.)

参考答案

C5

(Answers may vary.)

- 1 He has a very positive attitude./He thinks highly of the digital technologies.
- 2 AI allows a computer to learn by itself. It can think, listen to you and understand you, just like a real person.

Vocabulary focus

- 教学要点:** 该活动重点关注 C2 阅读语篇中描述数字技术的相关词汇的使用, 帮助学生在语境中理解语段的意义并结合上下文完成首字母填空, 掌握词汇的用法。

教师还可以设计更多词汇练习, 关注本板块中的其他核心词汇(如 blind, object, as soon as, warn, direction, population 等)的理解与运用。视学情需要, 引导学生再次阅读课文并找出具体描写三项数字技术的相关词汇, 尝试基于语境理解词义以完成本部分练习。完成后, 学生可以相互检查, 并尝试运用这些词汇造句。

参考答案

Vocabulary focus

- 1 provide
- 2 share
- 3 chance
- 4 firefighting
- 5 safe
- 6 send

Vocabulary focus Complete the summary map with words from the text.

Digital technology makes the lives of the disabled much easier. For example, a new type of smart walking stick can warn the blind of the danger that is close by and 'p_____ them with useful information.

An internet project in India enables top schools in cities to 's_____ knowledge with schools in rural areas, giving students there the same 'c_____ to learn.



for the disabled

for the students in rural areas

for people working under difficult conditions

Robots can be quite helpful in 'f_____ and they do part of the dangerous work of firefighters. Firefighters can make a 's_____ plan with the help of the video information the robots 's_____ to the control unit.

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

Has the article changed your view on digital life? Why or why not?

27

Update my to-do list

- 教学要点:** 教师引导学生再次回顾阅读语篇内容, 学生可以引用文中的具体例子和细节或结合自身实际支撑他们的观点。必要时, 教师可以提供给学生一个简单的框架帮助学生组织语言, 如: Beginning (state the viewpoint), Body (list reasons and examples supporting the viewpoint), Ending (summarise the viewpoint)。

参考答案

Update my to-do list

(Answers may vary.)

Yes, it has. The three examples in the article show that digital technologies bring a lot of convenience to our daily life.

>>Grammar in use

板块内容说明

本单元的语法重点是 while 和 as soon as 引导的时间状语从句 (Adverbial clauses of time)。第一单元已学习了一部分时间状语从句，本单元语法是第一单元的延续。教师可引导学生复习已学的时间状语的相关知识。

活动 1

- **教学要点：**活动 1 旨在帮助学生识别时间状语从句并辨别其连接词 (linking words)。通过分析阅读语篇中的例句，教师帮助学生识别时间状语从句以及引导时间状语从句的不同连接词，启发学生思考连接词在句中的作用，了解主句和从句之间的关系。

- **备选活动：**

(1) 补充一些带有连接词 while 和 as soon as 的时间状语从句的例句，通过问题引导，帮助学生关注时间状语从句的形式、意义和用法 (参考“补充资料”)。

(2) 请学生从不同类型的句子中挑选出含有时间状语从句的句子，增进其对时间状语从句的认知。以下问题可供参考：

① 识别从句 (Identify the clauses) :

In the sentence “...”, which part is the main clause? / Can you identify the main clause and the adverbial clause in each sentence?

② 辨别连接词 (Recognise the linking words) :

In the sentence “...”, which words connect two actions? / What words are used to connect the main clause and the adverbial clause?

>> Grammar in use Adverbial clauses of time (I)

- 1 Read and think Underline the adverbial clauses of time and circle the linking words.

- (1) A new type of smart walking stick for the blind can detect any object as soon as the person gets close.
(2) While the robots move around, they send video information to the control unit.

- 2 Work out the rules Match the words with the time relationships.

while as soon as

- (1) _____: One thing happens immediately after another is complete.
(2) _____: Two actions happen at the same time.

Grammar file → p. 125

- 3 Practise Make as many sentences as you can with the words and expressions in the word cloud. Each sentence must contain a time expression.

3D printer smartphone self-driving car
laptop robot waiter keyboard
while as soon as

As soon as John got his new 3D printer, he connected it to his laptop and started to print a model of the Palace Museum.



28

参考答案

1

- (1) A new type of smart walking stick for the blind can detect any object as soon as the person gets close.
(2) While the robots move around, they send video information to the control unit.

补充资料

- While the drone is flying, it is also taking pictures of the objects below.
- While the language translation app runs, it translates spoken words in real time.
- While the smart speaker is playing music, it is also controlling other smart home devices.

- The robot cleaner is mapping the layout of the house **while** it is cleaning the floor.
- **As soon as** the voice assistant hears the wake word, it starts listening for commands.
- **As soon as** the user downloads a new book, the e-book app opens it to the first page.
- The new electric van will inform us through the app **as soon as** it completes charging.

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, 加深对连接词 while 和 as soon as 在时间状语从句中具体作用的理解。教师可让学生对照活动 1 中的句子, 判断出正确答案。
- **备选活动:** 请学生分组对照更多时间状语从句例句开展讨论, 共同完成填空。最后借助学生用书上的语法附录(**Grammar file**, P125—P126)深化理解。以下问题可供参考:
 - ① In the sentence “While the robots move around, they send video information to the control unit.”, what can you learn about the robots? (*It shows that the robots can perform two tasks at the same time.*)
 - ② In the sentence “A new type of smart walking stick for the blind can detect any object as soon as the person gets close.”, what happens first and what happens immediately afterwards? (*It shows that the person gets close first, and the smart walking stick detects the object immediately afterwards.*)

参考答案

2

(1) as soon as (2) while

活动 3

- **教学要点:** 活动 3 旨在帮助学生使用 while 和 as soon as 编写与 digital technology 主题相关的句子, 进一步厘清 while 和 as soon as 在句中的作用与所表达的含义。在活动前, 教师可以帮助学生理解左下角词汇云图中词汇的含义, 还可以借助活动 3 中的范例, 进一步阐明活动要求: 每个句子必须含有 while 或 as soon as。
- **备选活动:** 视学情需要, 可以先尝试开展主从句配对, 将主句和时间状语从句分别写在卡片上, 请学生用 while 和 as soon as 完成配对, 再完成活动 3 中的造句练习。
Pair the cards up by using *while* or *as soon as*.

参考答案

3

(Answers may vary.)

As soon as John got out of the self-driving car, his smartphone rang.

John was repairing his keyboard while his sister was connecting his computer with the new 3D printer.

活动 4

- 教学要点：**活动 4 旨在通过图片与问题引导学生恰当使用由 while 和 as soon as 引导的时间状语从句展开故事描述，理解情节发展和故事主角的情感变化。第一个任务需要学生观察四幅图片，与同伴讨论吉米 (Jimmy) 与狗的活动。讨论时，学生可以尝试相互提问，并运用时间状语从句完整回答。过程中，需要关注句子结构、逻辑以及时态的准确性。第二个任务要求学生以第三人称视角复述故事，鼓励学生使用时间状语从句恰当地描述不同场景中发生的事件，强调事件发生的顺序，准确使用 while 和 as soon as。
- 备选活动：**如学生接受程度较好，可请学生发挥想象，详细描述图片，增加故事的生动性和趣味性。

Please use your imagination and describe the scenes in detail. (Picture 1: While Jimmy was flying a kite in the park, I was running after him happily. As soon as the kite flew higher, I tried to catch it. Picture 2: He got a tablet, and everything changed. While he was busy playing games, I sat alone, lonely and bored. As soon as I tried to join him, he was too focused on the screen to notice me.

4 Tell a story

(1) Look at the following pictures and discuss with a partner.

- What was the dog doing while Jimmy was flying a kite?
- What was Jimmy doing while the dog was watching him, lonely and bored?
- What did the dog do as soon as it saw Jimmy's broken tablet?
- How did the dog feel as soon as Jimmy gave it a big hug?

Jimmy was flying a kite. I was running after him happily.

He got a tablet, and everything changed. I was lonely and bored.

His tablet was broken. I ran to comfort him.

He gave me a big hug. I became happy.

(2) Tell the story in the third person, instead of the dog's first-person point of view.
Use while and as soon as in your story. You may start with: A little dog used to have lots of fun with his little master Jimmy ...

29

Picture 3: His tablet was broken. As soon as I saw it, I ran to comfort him. While he was upset, I tried to cheer him up by licking his hands. Picture 4: Jimmy gave me a big hug. As soon as I felt his arms around me, I became happy. While we hugged, I could hear his laughter and it made everything better.)

参考答案

4

(Answers may vary.)

(1)

- While Jimmy was flying a kite, the dog was running after him happily.
- Jimmy was playing on his tablet while the dog was watching him, lonely and bored.
- The dog ran to comfort Jimmy as soon as it saw his broken tablet.
- It felt happy again as soon as Jimmy gave it a big hug.

(2)

A little dog used to have lots of fun with his little master Jimmy. In the park, while Jimmy was flying a kite, the dog was running after him happily. Everything changed as soon as Jimmy got a tablet. He was playing on his tablet while the dog was watching him, lonely and bored. One day, Jimmy's tablet was broken, and he was very sad. As soon as the dog saw this, he ran to comfort his master. Jimmy gave him a big hug. As soon as he did this, the dog became happy again.

评价建议

教师可根据学生完成每个活动的实际情况，随时调整教学进度和方式。如果学生对该语法点掌握不佳（如时态混淆、主句和从句顺序混乱、误用连接词等），可以在前三个活动中分析例句，帮助学生理解时间状语从句，并结合一些针对性的书面语法练习，提升学生对该语法点的敏感度和熟练度。最后，评价学生对该语法点的活动表现。教师可以通过开发复述评价量表帮助学生明确活动要点，提高活动效度。

Section D My view on digital life

>> Writing

子话题说明

写作板块围绕“我的数字生活观”(My view on digital life)这一子话题展开,学生通过写一篇观点类文章(opinion article)表达自己对数字生活的看法。

D1

- 语篇说明:这篇写作范文的主题是“我的数字生活观”,旨在探讨数字生活的优缺点,特别提醒读者应注意其潜在的负面影响。文章结构清晰,观点鲜明,论据充分。作者在开头部分(introduction)提出了明确的观点,在主体部分(body)分别列举了两个论据和相应的例子作为支撑性细节(supporting details),在结论部分(conclusion)又重申了自己的观点。
- 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,判断作者的态度,并找到依据以支持自己的答案(回答D1中的问题),再开展后续的写作策略教学。
- 备选活动:通过提问引导学生关注范文开头部分,获取关键信息。以下问题可供参考:

- What words does the writer use to describe digital life at the beginning? Are they positive or negative? (*The writer uses the words “convenient” and “fun”. They are positive words.*)
- Does the writer think digital life is perfect or does it have problems? How do you know? (*The word “disadvantages” means there are problems. So, the writer does not think digital life is perfect.*)

D My view on digital life >> Writing

You want to write about your views on digital life for your school newspaper.

D1 Think Read the opinion article below. Is the writer's attitude towards digital life positive or negative? Explain how you know.

Many people enjoy digital life. It's convenient and fun. However, in my opinion, we should be aware of its disadvantages.

First of all, it leads to too much screen time. Some people spend too much time playing computer games, watching videos or chatting online, so they have less time for healthy outdoor activities.

What's more, digital life is not always safe. For example, when we visit some websites, hidden software or viruses on them may collect our personal information.

In conclusion, though digital technology brings many benefits to our lives, it also causes problems, so we must learn to use it wisely.



D2 Prepare Underline the opinion, circle the reasons and bracket the examples in the article.

TEEN SKILL Writing an opinion article

- An opinion article expresses the writer's point of view or attitude towards something.
- An opinion article usually has three main parts: **introduction** (stating the opinion), **body** (supporting the opinion), and **conclusion** (restating the opinion).
- In the body part, you can first give reasons and then use examples as supporting details.



30

参考答案

D1

(Answers may vary.)

Negative. The topic sentence of the article is “However, in my opinion, we should be aware of its disadvantages.”

D2

- 写作策略:本单元写作策略是撰写观点类文章(Writing an opinion article)。观点类文章需要作者清晰地表达自己的观点,并用有力的证据和例子来支持。
- 教学要点:活动定位是写前准备。教师应帮助学生进一步理解观点类文章的基本结构。通过细读范文,引导学生识别并理解作者的观点,找出支持作者观点的具体理由和例子,从而了解范文的基本写作结构。教师也可以通过示范分析文章中的具体内容,展示如何从文中找出支持作者观点的

关键信息。也可给予更多的引导和提示，请学生重新阅读相关段落或句子，如“Look at the second paragraph. What specific problem does the writer mention here? Do you think it is a reason or an example supporting his viewpoint?”等。学生也可以通过小组讨论分享彼此的理解和观点，互相学习，更充分地探讨观点、原因和例子间的差异。

- **备选活动：**帮助学生积累并拓展与观点、理由和例子相关的表达。
What other words or expressions can we use to express opinions, and give reasons and examples?
(参考 D3 “补充资料”)

参考答案

D2

Many people enjoy digital life. It's convenient and fun. However, in my opinion, we should be aware of its disadvantages.

First of all, it leads to too much screen time (Some people spend too much time playing computer games, watching videos or chatting online, so they have less time for healthy outdoor activities.)

What's more, digital life is not always safe (For example, when we visit some websites, hidden software or viruses on them may collect our personal information.)

In conclusion, though digital technology brings many benefits to our lives, it also causes problems, so we must learn to use it wisely.

D3

- **教学要点：**活动定位是写前构思。教师应引导学生根据话题，明确自己的观点、支持理由和具体例子，结合给出的框架结构图进行系统的思维整理。活动前，可以运用框架结构图呈现范文结构，帮助学生直观地理解观点类文章的框架，明确各部分的作用。为帮助学生打开思路，教师也可以组织学生分组开展头脑风暴，提出支持他们观点的具体理由。也可根据学情，酌情提供相关内容的语言支架。

Unit
2

D3 Plan What are your views on digital life? Plan your writing by completing the following diagram.

D4 Write Write your opinion article.

D5 Check Check your opinion article. Pay attention to the three main parts.
 Update my to-do list
Work in groups. Help each other revise the articles.

31

补充资料

Useful expressions

1. To state opinions:

- In my opinion, ...
- I believe ...
- Personally, I think ...
- From my perspective, we should ...
- To me, the most important aspect of digital life is ...
- In my view, the impact of digital technology on our lives is mostly ...
- I hold the view that ...

2. To give reasons:

- One reason is that .../Another reason is that .../Furthermore, .../Additionally, .../Besides, ...
- The main reason is that ...

3. To give examples:

- For instance, ...
- An example of this is ...
- Take ... as an example,
- To give an example, ...

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，完成观点类文章，表达自己对于数字生活的看法。教师可提醒学生参考范文，尝试运用本单元写作策略完成写作。可根据学情决定是否给予学生更多用于写作的语言支架与提示词。

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。
- **备选活动:** 请学生互相检查，并用不同颜色的下划线划出习作中的观点、理由以及实例，提出改进建议。

Update my to-do list

- **教学要点:** 请学生分组活动，分享自己的习作，为同伴提出修改和完善写作的建议并提供帮助。师生可一起设计针对本单元写作任务的个性化评分标准，从内容、结构和语言三个方面来设定评价标准。
- **评价建议:**
 - ① 是否围绕着“数字生活”这一主题展开？
 - ② 是否观点明确，理由充分，例证合理？
 - ③ 是否结构清晰，表达恰当？

>>Discovery

板块内容说明

探索发现板块介绍了数字钱包、二维码和数字货币等三种不同数字支付方式的功能、特点和起源，并通过事实信息直观展示我国数字支付方式的发展情况。

教学提示

- 语篇说明：**第一个语段介绍了数字钱包，凸显了其便捷、安全、能存储所有电子卡片的特点。第二个语段介绍了二维码支付技术，强调其在我国运用广泛的特点。第三个语段介绍了数字货币，突出了其能离线使用的特点。
- 备选活动：**灵活选用不同的方式来激发学生对数字支付这一话题的兴趣和思考。

(1) 预测：组织学生在读前浏览图片，并联系自身实际，分享他们所知道或使用过的支付方式，激活背景知识。

- ① How do you/your parents/your friends usually pay in your daily life?

Discovery

Different digital payment methods

Digital wallets

A digital wallet allows you to use your mobile phone or smart watch to pay in shops. Simple and safe with a password for protection, it can store all your electronic cards. Digital wallets were first used in Sweden in 1997, but they are now most widely used in China.



Quick response code payment

A quick response (QR) code is a barcode^① your phone can read. Developed in Japan in 1994, QR codes can be used in many ways, such as marketing and information sharing. In China, they are widely used for mobile payments.



Digital money

Digital money uses software codes to work as money over a computer network. It also uses offline technology when there is no network. The People's Bank of China began working on the e-CNY^② in 2014, making China a leader in central bank digital money.



Read and think Which payment method do you use most often?

① barcode 条码 ② e-CNY 数字人民币

32

- ② How many methods of payment do you know? What are they?

(2) 理解：请学生阅读短文，通过表格的方式梳理细节信息，比较三种不同的数字支付方式。

Read and compare the three different types of digital payment methods.

Method	Definition	First used	Development in China
Digital wallets	a method allowing you to use your mobile phone or smart watch to pay	in Sweden in 1997	now most widely used in China
Quick response code payment	a barcode your phone can read	in Japan in 1994	widely used for mobile payments in China
Digital money	a method to use software codes or offline technology to work as money	not mentioned	China is a leader in central bank digital money.

(3) 思考：请学生基于文本信息，展开思考，推断更多文本以外的信息。教师可以在学生完成表格后，引导学生进行思考：这三种数字支付方式各有什么优点？为什么这些数字支付的方式能够在中国得以发展和广泛运用？

- ① What are the advantages of the three digital payment methods? (*Digital wallets can store all the electronic cards, which makes it convenient for people to pay. Quick response codes can not only be used in payment but also in many other ways, such as marketing and information sharing. Digital money can be used both online and offline, which is useful when there is no network.*)
- ② Why do different digital payment methods develop quickly in China? (*Because technology develops rapidly in China. For example, online shopping is very common in China. Many companies in China also participate in the global economy. As a result, digital payment methods are naturally accepted and widely used by people in China.*)
- (4) 拓展：提供有关各种支付方式的补充材料，或请学有余力的学生自发寻找一些相关的素材，在课堂上进行分享，增加对于各种支付方式特点和发展的了解，并交流各自的观点，思考如何在科技发达的当今世界，运用合适和安全的支付方式，以此提高学生自主学习、思辨和探究的能力（参考“补充资料”）。
- ① What are the potential risks of using these digital payment methods?
 - ② What can we do to keep digital payments safe and private?
 - ③ What new features might digital payments have in the future?
 - ④ Do digital payments change people's spending habits?

补充资料

1. Mobile Point of Sale (mPOS) systems

Different from POS, mPOS is a portable and wireless device. It enables businesses to accept payments anywhere. It uses an app on a phone or tablet, a card reader and receipt printers to process sales and print receipts.

2. Contactless payments

They are powered by near-field communication (NFC) technology. This payment method works by tapping a payment card or other devices near a point-of-sale terminal equipped with contactless payment technology.

3. Biometric authentication

It is one of the most secure ways to verify the identity of a person through face recognition or fingerprint scanning to make the deal.

背景知识

1. 可口可乐公司于 1997 年推出的一项允许客户在自动售货机上使用手机短信支付饮料费用的数字系统，标志着数字钱包在日常生活中使用的开始。
2. 二维码是一种二维条形码，具有操作简单、支付便捷、成本低等特点。它起源于日本 Denso Wave 公司于 1994 年研制的一种矩阵式二维条码，最初用于追踪汽车零部件。二维码能存储文本、网址、联系信息等数据。
3. 数字货币具有方便、安全、透明的特点。人们可以随时随地使用手机支付，不需要携带现金。每笔交易都有记录，有助于大幅降低非法活动。

Section E A mini-survey on digital life

>>Project

子话题说明

项目探究板块围绕“数字生活微调查”(A mini-survey on digital life)这一子话题展开,以开展一个小范围的“数字生活”调查为主要任务。教师引导学生结合本单元所学,通过小组合作,设计并实施一个数字生活微调查,并以调查结果为数据基础,绘制图表,分享小组发现。

通过以上任务的实施,学生回应单元大问题,了解数字技术带给人们生活的影响,在活动中多角度、辩证地看待数字技术的发展,树立健康向上的数字生活态度。

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。可以组织学生分小组讨论,设计微调查的问题,问题的设计可围绕单元各个板块内容展开。在讨论如何实施调查时,教师也可以提供一些可行的建议,帮助学生厘清思路。在收集调查结果后,如果学生在绘制图表时遇到困难,教师可以通过提供实例帮助学生理解,鼓励他们模仿完成绘制。
- 更多资源:**可通过在线搜索“数字生活”“数字技术”“数码产品发展”“数码产品的优缺点”等关键词查找感兴趣的相关资料,拓宽问卷设计的思路。

Update my to-do list

- 教学要点:**活动旨在鼓励学生综合运

E A mini-survey on digital life >> Project **Unit 2**

Conducting a mini-survey on digital life

Work in groups to conduct a mini-survey about the digital life of the people around you.

Step 1 Prepare Design your survey. Use the sample below to help you. Add more questions if necessary.

A survey of digital life

1 Your personal information:
• Age group: 13-19 20-40 41-65 over 65
• Gender: Male Female
• Occupation: _____

2 Which three digital products do you use most often?
No. 1 _____ No. 2 _____ No. 3 _____

3 What do you mostly use your digital products for?
A Shopping. B Entertainment. C Education. D Work.
E Interpersonal communication. F Other (Please specify: _____).

4 _____
5 _____

Step 2 Conduct the survey Each member in the group invites at least two adults to take part in the survey.

Step 3 Discuss Study the group data. Make charts and graphs to show it. Discuss the results. Draw the conclusions.

Step 4 Present Give a group presentation to share your group findings.

Update my to-do list  

Listen to the other groups' presentations. Do they have similar or different findings?

33

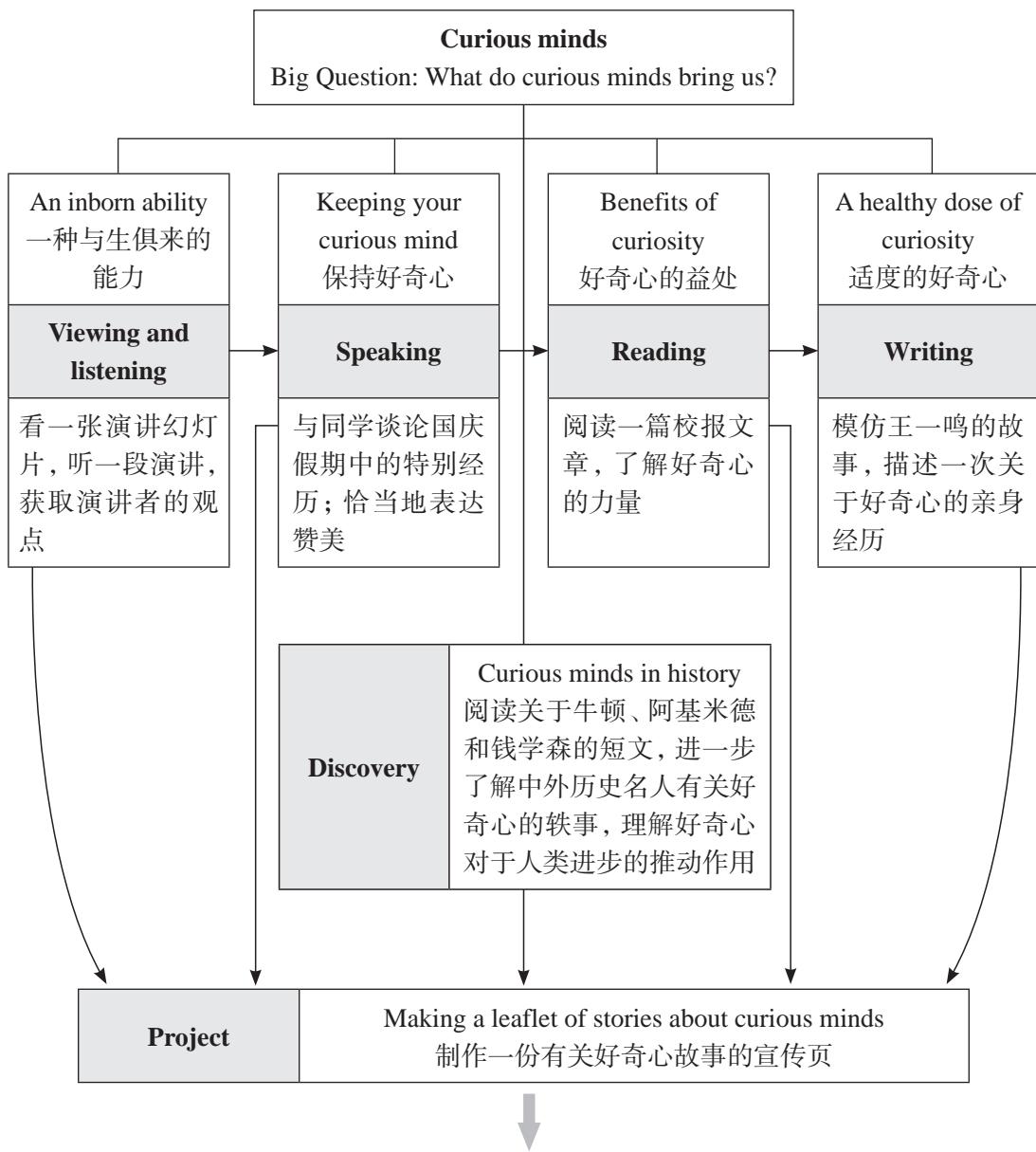
用本单元前面板块所学的语言知识和技能进行表达和展示。教师汇集各组学生的讨论结果,通过班级群或公告板等方式展示各组的调查结果图表,并在课堂上邀请各小组成员进行分享,共同探讨各小组调查结果的异同。师生可共同设计“数字生活”微调查的评价量表,组织学生从内容、语言和调查结果三方面进行同伴互评。

评价建议:

- ① 是否从多方面收集关于“数字生活”的资料并制作调查问卷?
- ② 是否能够整理调查数据并绘制图表?
- ③ 调查结果是否科学合理?
- ④ 是否准确运用了本单元所学的语言表达,自然流畅,声音清晰?

Unit 3 Curious minds

单元内容结构图 (Structure of the unit)



单元育人目标: 通过了解有关好奇心的故事, 探知好奇心的作用与影响, 培养学生乐于探索、善于思考的学习和生活态度, 帮助学生认识到保持好奇心的意义

单元目标 (Unit objectives)

- ▶ 语音：能根据拼读规则识别单词缩略词，并掌握读音
- ▶ 词汇：能掌握与好奇心主题相关的词汇，辨识单词中 -ed 和 -ing 后缀的意义并加以区分，能正确理解和运用相关词汇
- ▶ 语法：能掌握动词不定式的语法规则和表意功能，并在具体情境中正确使用
- ▶ 看：能借助图片、演讲幻灯片等多模态语篇中的视觉信息把握主旨大意
- ▶ 听：能在听录音的过程中识别观点并获取支持该观点的细节信息
- ▶ 说：能对他人的经历有效提问，完成对话，能恰当运用表达赞美的相关语言
- ▶ 读：能读懂有关好奇心益处的校报文章，理解语篇特征，能识别文章中的事实和观点
- ▶ 写：能围绕“关于好奇心的一次经历”这一主题，运用所学语言，用故事的形式描述有关好奇心的经历；能通过描述个人想法和感受、添加感官细节、激发读者对后续情节的好奇心等，使文章内容生动丰富
- ▶ 文化：能通过校报文章、演讲幻灯片等内容获取与好奇心相关的文化信息；能初步理解好奇心作为人类认知驱动力的本质特征及其影响；能了解中外历史名人的生平事迹，领会好奇心对人类进步的推动作用
- ▶ 德育：能理解好奇心的益处，培养学生善于思考、乐于探索的学习和生活态度

单元内容概览 (Content overview)

主题	本单元聚焦“人与自我”主题范畴下“做人与做事”主题群，围绕“勤于动手，乐于实践，敢于创新”以及“自我认识，自我管理，自我提升”等子主题内容，通过大问题“What do curious minds bring us?”引导，帮助学生了解有关好奇心的故事及其影响，培养学生善于思考、乐于探索的学习和生活态度。				
语篇	视听	幻灯片	幻灯片讲义		
		录音	关于人类好奇心的演讲		
	口语	对话	谈论国庆假期中的特别经历		
		信息卡片	学生信息交流卡		
	阅读	论说类短文	好奇心的力量		
	写作	叙事类短文	关于好奇心的一次经历		
语言知识	探索发现	介绍类短文	中外历史名人的好奇心		
	语音	缩略词的读音			
	词汇	构词法：后缀 -ed 和 -ing；主题词汇			
	语法	动词不定式			
	语篇	理解语篇的结构特征；辨识校报文章的事实与观点			
文化知识	语用				
	在交际情境中，用恰当的语言形式表达赞美				
文化知识	中外历史名人关于好奇心的轶事				
语言技能 与 学习策略	视听	任务：看演讲幻灯片，听演讲内容，获取演讲者的观点与依据 策略：识别并获取支撑信息			
	口语	任务：与同伴谈论假期中的特别经历 策略：表达赞美			
	阅读	任务：阅读一篇有关好奇心的力量的校报文章 策略：识别事实与观点			
	写作	任务：写一则描述自己好奇心经历的故事 策略：通过描述个人想法和感受、添加感官细节，以及激发读者对后续情节的好奇心等方式，使故事内容生动丰富			
	项目探究 (综合)	任务：制作一份有关好奇心故事的宣传页			

单元主题图页 (Cover page)

单元大问题 (Big Question)

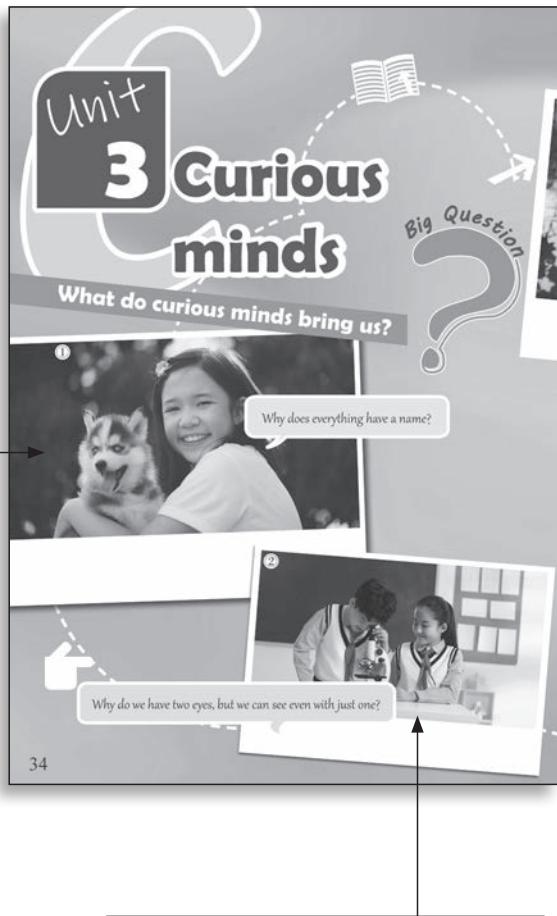
完成本单元的学习后，学生可以理解不同年龄段人们好奇心的不同表现，认识到好奇心所带来的益处和影响，了解中外历史名人关于好奇心的轶事，并能描述自己有关好奇心的经历，培养善于思考、乐于探索的学习和生活态度。

单元主题图 (Theme photos)

单元主题图呈现四张孩子们的生活和学习照片，并配有四个在好奇心驱使下引发的问题。

A little girl is playing happily with her dog.

Two students are doing experiments in the lab. The boy is using a microscope to observe something.

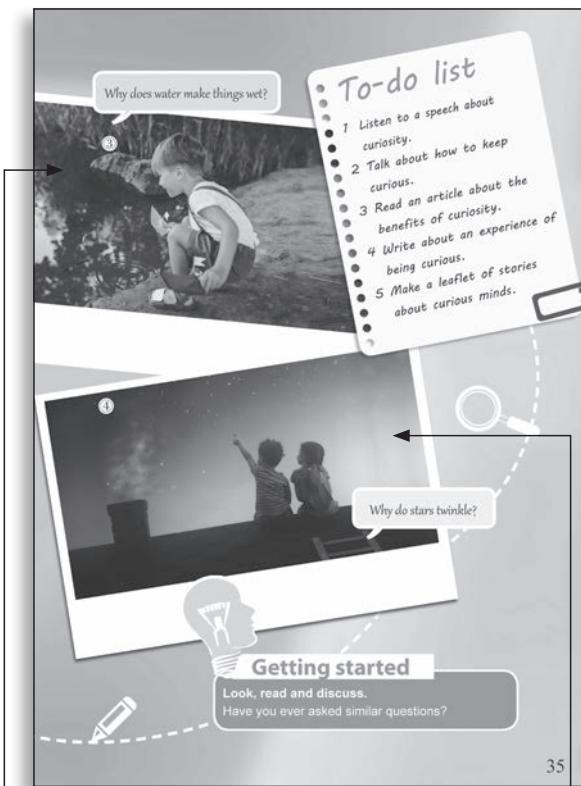


任务清单 (To-do list)

本单元的任务清单包括：(1) 听关于好奇心的演讲。(2) 谈论如何保持好奇心。(3) 阅读关于好奇心益处的文章。(4) 撰写与好奇心有关的一次经历。(5) 制作有关好奇心故事的宣传页。

单元导入 (Getting started)

教师基于单元主题图或更多能引发好奇心的图片，激发学生兴趣，引导他们回忆自己小时候是否曾提出过类似问题，鼓励学生分享自己曾有过的疑惑，并引导他们思考产生这些问题的原因。



参考答案

Getting started

(Answers may vary.)

Yes, I have. When I was a kid, I once asked my parents why the sun always rises in the east./I asked my mum where I came from./I asked my dad why the wheels of the bicycle are round and not square./When I was in kindergarten, I once asked my teachers why we can only see stars at night.

A little boy is playing with some toy boats by a river.

Two kids are sitting on the roof. They are looking at the starry sky.

Section A An inborn ability

>> Viewing and listening

子话题说明

视听板块围绕“一种与生俱来的能力”(An inborn ability)这一子话题展开，心理学教授顾博士为新星中学的学生做了一次演讲。

A1

- 语篇说明：**这是一张顾博士演讲的幻灯片，包含一个标题(Curiosity: An inborn ability)和四个讲义要点(Babies, Preschoolers, School children, Grown-ups)，并配有五张插图，其中主插图位于中间，四张小插图分别对应四个讲义要点。
- 教学要点：**教师请学生从多模态语篇中提取信息，理解图片与文字之间的联系，学习本板块相关词汇(如inborn, unfamiliar, preschooler, grown-up, continuous等)。引导学生借助幻灯片上的图片和文字，理解其传递的意义，判断顾博士演讲的主要观点。
- 备选活动：**
(1) 请学生识别每幅图所代表的不同年龄段群体。
What are the differences in ages shown in these photos? (Babies/Preschoolers/School children/Grown-ups.)

参考答案

A1

- Everyone is curious by nature.

A An inborn ability >> Viewing and listening

Dr Gu, a psychology professor, is giving a speech to students at New Star Middle School.

A1 Look and think Read a slide of Dr Gu's speech and tick (✓) the main point he makes.

Everyone is curious by nature.
 Children are curious in different ways.
 After growing up, people are no longer curious.

A2 Look and say What details does Dr Gu use to support his point of view?

36

(2) 请学生说一说不同年龄段群体在好奇心方面的不同表现。

What do babies do to show their curiosity?

What about others? (*Babies always stare at someone/something new. Preschoolers often play longer with a toy to learn how it works. School children keep asking different questions. Grown-ups keep learning by continuous reading and exploring.*)

语言注释

- preschooler** *n.* a child who is not old enough to go to school (美)学龄前儿童
Preschoolers often learn through play and hands-on activities.

A2

- **教学要点:** 教师引导学生在理解 A1 的基础上, 获取幻灯片上支撑观点的细节信息, 为后续听力理解做好语言和背景知识的准备。
- **备选活动:** 请学生进行分组讨论, 选择一个年龄段的群体, 结合自己或身边亲朋好友的经历, 说一说表现好奇心的具体例子。

Could you give some examples of how preschoolers show their curiosity? (*My younger brother is four years old. He asks too many questions every day. One of the questions is “Why can't we eat candies or chocolates for dinner?”*)

参考答案

A2

- 1 Babies: looking at new or unfamiliar things
- 2 Preschoolers: playing longer to learn how toys work
- 3 School children: asking countless questions
- 4 Grown-ups: learning by continuous reading and exploring

A3

- 语篇说明：这是心理学教授顾博士的一段演讲，通过两个问题“为什么天空是蓝色的？”和“为什么星星会眨眼？”引出顾博士的观点：好奇心是一种与生俱来的能力，并以人们在不同年龄段（婴儿、学龄前儿童、学生和成年人）的表现为例，具体展开说明，印证其观点。
- 听力策略：本课听力策略为识别并获取支撑信息（Listening for supporting details），为学生用书七年级下册第二单元的听力策略复现。在听的过程中，着重听取支撑观点的细节信息。



这是一首以“好奇心”为主题的说唱歌曲，主要内容为鼓励学生保持好奇心，相信随着互联网和科学技术的发展，梦想将会实现。歌词中包含五个缩略词：let's = let us（让我们），TV = television（电视），apps = applications（应用程序），STEM = Science（科学）、Technology（技术）、Engineering（工程）和Mathematics（数学），we'll = we will（我们将）。

教师在教学中需引导学生关注歌词中红色缩略词的构词方式和正确读音，可结合学生用书的词汇学习附录（Word study support, P121）及语音附录（Pronunciation file, P117）加深其理解。

- 教学要点：在A2的教学基础上，教师借助A3进行听力策略的示范，引导学生在听的过程中识别并获取支撑信息，然后补全句子。
- 备选活动：
 - 在播放听力之前，请学生关注图

Unit
3

A3 Listen and take notes Listen to part of Dr Gu's speech and complete the supporting details.

Listening for supporting details

Babies are interested in new ¹ _____ and often reach for ² _____ that they haven't seen before.

Preschoolers ³ _____ ⁴ _____ ⁵ _____ a toy when it's harder to know how it works.

School children ask countless questions to ⁶ _____ ⁷ _____ the world.

Pronunciation Abbreviation

Sing the rap.

A curious mind takes no rest;
With curiosity, let's aim to be the best.
On the internet and in books,
On radio, TV, and learning apps.
We explore new things every day,
In a fun, playful and enjoyable way.
With STEM, we'll create amazing things,
And our dreams will take wings.

Update my to-do list

Listen to Dr Gu's speech again and write down one more supporting detail.

37

片和文字内容，明确需重点关注的年龄段群体，并预测填空内容。

How many pictures can you see in Exercise A3? Read the sentences next to the pictures and try to predict what you're going to listen to and what you're going to write down. (Three. Maybe we're going to listen for some information about how babies/preschoolers/school children show their curiosity.)

(2) 请学生回答一些关于细节的问题。

- When do we begin to be curious about the world? (From the moment we were born.)
- How do school children learn about the world? (By asking countless questions.)
- What do babies do if they find some objects fresh to their eyes? (They reach out hands for objects fresh to their eyes.)

听力文本

A3, Update my to-do list

“Why is the sky blue?” “Why do stars twinkle?” We keep asking questions and want to find the answers every day. We’re curious about the world from the day we were born. Curiosity is an inborn ability. Babies prefer to look at new pictures rather than familiar ones. They try to touch objects that they haven’t seen before. Preschoolers play longer with a toy when it’s harder for them to learn how it works. We know that school children ask countless questions. This is how they learn about the world.

Many grown-ups manage to keep their curiosity as they get older. If there is something they don’t understand, they will try to find out by continuous reading and exploring.

参考答案

A3

1 pictures 2 objects 3 play 4 longer 5 with 6 learn 7 about

语言注释

- **an inborn ability** an ability that one is born with 一种与生俱来的能力
Observation is an inborn ability.
- **rather than** instead of 而不是
I’d like to have some seafood rather than some pork.
- **manage to** to succeed in doing something, especially something difficult 努力完成(困难的事)
We managed to reach the top of the mountain.

Update my to-do list

- **教学要点:** 教师再次播放录音, 请学生写下另一条支撑信息, 并根据自己的完成情况评价本节课的学习成效。

- **备选活动:**

请学生在听的过程中, 记录更多支撑观点的信息。

You may take more notes when you listen for the second time. (*Grown-ups figure out something they don’t understand by continuous reading and exploring.*)

参考答案

Update my to-do list

(Answers may vary.)

Grown-ups try to find out what they don’t understand by continuous reading and exploring.

Section B Keeping your curious mind

>>Speaking

子话题说明

口语板块围绕“保持好奇心”

(Keeping your curious mind)这一子话题展开,聚焦学生们在国庆节假期中的特别经历,涉及针对经历提问、描述经历、表达赞美等的学习内容。

B1

- 语篇说明:** 在心理学教授顾博士的讲座结束时,他邀请学生列举自己在国庆假期中做的特别的事情并与同伴进行分享。语篇通过王一鸣和李百灵的对话呈现,百灵向一鸣分享了自己在假期里的读书经历,一鸣表达了对百灵通过阅读不断获取新知的赞美。
- 语用功能说明:** 本单元语用功能为表达赞美(giving compliments),用于对他人的外貌、行为、能力或成就等表示肯定与欣赏。表达赞美的语言形式多样,可以是陈述句,如“*That's amazing./You did a great job./I'm so impressed.*”等;可以是问句,如“*How did you manage to do that so well?/How do you come up with such amazing ideas?*”等;也可以是感叹句,如“*Wow, you look stunning!/Fantastic work!/What a brilliant idea!*”等。在表达赞美时,语气和表情也很重要。真诚的微笑和自然的语调能让赞美更有感染力。学生用书上的学习笔记附录(**My learning notes support**, P123)提供了更多可用表达。
- 教学要点:** 教师组织学生通过听读对话,获取对话大意和交际话题,从而理解并掌握相关的语用功能表达(表达赞美)和口语交际策略(得体地针对经

B Keeping your curious mind

>> Speaking

At the end of his speech, Dr Gu asks students to list some special things they did during the National Day holiday and talk about them.

6 B1 Listen, read and think. What was special about Li Bailing's National Day holiday?

Yiming: Hey, Bailing! How was your holiday?
Bailing: Pretty good! I read seven books.
Yiming: Wow, that's a lot!
Bailing: My brother kept asking me strange questions, so I had to look for answers in books.
Yiming: Really? So, what did he ask?
Bailing: Well, why do we have two eyes when we can see even with just one? Do you know?
Yiming: No, I don't!
Bailing: I didn't, either. Luckily, books seem to have the answer to everything! And the more I read, the more I wanted to find out.
Yiming: Good for you! Any good books to recommend?
Bailing: Tons! But don't read them all at once, or you'll ruin your eyesight!
Yiming: Maybe that's why we have two eyes instead of one! So we can read more!



My learning notes

Giving compliments:

• Well done!

• I'm proud of you.

• That's great! Fantastic!

• _____

38

历提问及回应),学会礼貌地进行人际沟通。

• 备选活动:

(1) 请学生找出对话中表达赞美的词句。

What expression is used to give compliments in the conversation? (*Good for you!*)

(2) 请学生回答一些具体的细节问题。

① Why did Bailing read seven books during the National Day holiday? (*Because her brother kept asking her strange questions.*)

② What question did Bailing's brother ask? (*Why do we have two eyes when we can see even with just one?*)

(3) 请学生说一说其他表达赞美的词句。

What else can you say to give compliments in your daily life?

(简短的口头赞美: *Great!/Bravo!/Awesome!*)

(赞美外貌或打扮: *You look pretty good in your new dress!/Your hair looks fantastic!*)

(赞美行为或能力: *You did a great job!/You're a natural at this!*)

参考答案

B1

(Answers may vary.)

During the National Day holiday, she read seven books because she had to find the answers to her brother's strange questions.

B2

- 语篇说明：**图片展示了韩刚、刘超和李梅三人的基本信息卡，包含姓名、年龄，以及他们在国庆假期中的特别经历。要求两位学生进行对话，学生A想要了解学生B在国庆假期中经历的特别的事情，学生B可从三位设定人物（韩刚、刘超和李梅）中任选一位进行角色扮演，描述其国庆假期经历。
- 教学要点：**该活动在B1的内容示范、**My learning notes**以及学习笔记附录（**My learning notes support**, P123）的语言支架基础上，延续板块情境。首先请学生根据B2所给素材，明确A和B的角色定位，然后自主选择一张学生信息卡，模仿B1的对话范例，完成口语对话。
- 备选活动：**在B1内容的基础上，提供更多语言支架。

① How can Student A start the conversation? (*Hey, Han Gang!*
How did you spend your holiday?/
Hi, Liu Chao! I've heard that you had an amazing holiday./Hi, Li Mei! What was the best part of your National Day holiday?)

B2 Role-play Work in pairs. Pick a role and act out the conversation.

Student A

You want to know about the special things your classmate did during his/her National Day holiday.

Student B

You are one of the following students. Your classmate is asking you about the special things you did during your National Day holiday.

Name: Han Gang

Age: 13

Special things:

- take all the metro lines around the city
- watch some videos about metro systems around the world
- ...

Name: Liu Chao

Age: 13

Special things:

- visit my grandparents on the farm
- watch ants and train dogs
- ...

Name: Li Mei

Age: 14

Special things:

- learn how TVs and washing machines work
- join a young engineer camp
- ...

Word study Word building Suffixes -ed and -ing

Fill in the blanks with the proper forms of the given words.

Yiming felt ¹surprised (surprise) when he learned that Balling had read seven books during the holiday. However, it wasn't ²surprise (surprise) at all—she always reads a lot. When Balling asked Yiming about his holiday, Yiming talked about his ³excite (excite) trip to Mount Tai. He was so ⁴excite (excite) to watch the sunrise that he stayed awake all night. He'd always remember that moment: as the sun rose, an eagle flew high in the sky. Finally, they talked about a ⁵touch (touch) cartoon movie they had both watched. They had a great chat!

Update my to-do list

Work in pairs. Share some of your special experiences with your classmates.

39

- ② How can Student A ask for some details?
(How many metro lines did you take?// Train dogs? It sounds really cool! What did you do?/How was the young engineer camp?)

参考答案

B2

(Answers may vary.)

A: Hey, Liu Chao! What did you do during the National Day holiday? Anything special?

B: Yeah! I visited my grandparents on their farm. I helped out and did some interesting things!

A: Wow, that's great! What kind of fun things did you do there?

B: I watched ants with a magnifying glass! They carried food in lines.

A: Cool! I didn't know ants could be so interesting. Did you do anything else?

B: Yes! I trained my grandparents' dogs to sit and fetch sticks. They learned really fast!

A: Awesome! You're like a animal trainer! I wish my holiday was that fun!

B: Thanks! Maybe next time you can come with me!

语言注释

- **recommend** *v.* to tell somebody that something is good or useful 推荐
*The action film you **recommended** is really exciting.*
- **ton** *n.* a unit for measuring weight 吨(简写为t)
*The blue whale weighs more than 100 **tons**, which is as heavy as about 20 elephants!*
- **metro system** subway system 地铁系统
*The **metro system** in our city is very convenient. I take Line 6 to school every day, and it only takes 15 minutes!*

Word study

- **语篇说明:** 语篇是B1两人对话的延续和转述。
- **教学要点:** 教师可充分利用词汇学习附录(**Word study support**, P119)中的相关内容,帮助学生认识和理解以-ed和-ing结尾的形容词在用法上的区别,完成短文填写,深化对板块主题的理解。

参考答案

Word study

2 surprising 3 exciting 4 excited 5 touching

Update my to-do list

- **教学要点:** 该活动迁移了对话情境,要求学生灵活运用本板块所学的语言、功能句式和口语交际策略等,展开新的对话。教师请学生以两人对话的形式,与同伴分享自己的特别经历,并恰当地表达对同伴的赞美。学生展示后,同学互评。学生根据自己的任务完成情况,结合同学评价和老师点评,评价本节课的学习成效。
- **评价建议:**
 - ① 是否正确使用了句型获取信息?
 - ② 是否合理地运用了所学对他人表达赞美?

参考答案

Update my to-do list

(Answers may vary.)

Tommy: Hi, Emma! How was your National Day holiday? Did you do anything special?

Emma: Yes, it was great. I joined a 5-day training camp with our school cheerleading team.

It was so tiring, but we took part in a competition, and guess what? We won first prize!

Tommy: Wow, first prize? That's amazing! Tell me more about the training.

Emma: Well, we practised from morning to evening every day. We had to learn new moves and make sure everyone can do them at the same time. It was really hard, but we

didn't give up.

Tommy: Fantastic! It must have been really challenging. How did you feel during the performance?

Emma: I was so nervous at first, but when we started, I felt confident because we had worked so hard. When the audience cheered for us, it felt so good!

Tommy: Well done, Emma! You deserve the first prize. I wish I could have seen your performance!

Emma: Thank you, Tommy! Maybe next time you can come and watch.

Section C Benefits of curiosity

>>Reading

子话题说明

阅读板块围绕“好奇心的益处”(Benefits of curiosity)这一子话题展开，通过心理学教授顾博士发表在校报上的一篇文章来论述好奇心的力量，涉及好奇心对大脑的帮助、好奇心如何激发奇思妙想以及好奇心对人们的影响等内容。

C1, C2

- 语篇说明：该语篇是心理学教授顾博士刊登在新星中学校报上的文章，主要面向新星中学的师生。语篇采用五段式结构，以“总分总”的方式展开，论述了好奇心的力量，以此鼓励大家保持好奇心和钻研的态度。文章中主要运用一般现在时谈论好奇心的作用，具有议论文的语言特点，如运用举例子、列数字、引用等写作手法。
- 教学要点：C1 活动旨在激活学生关于“好奇心探索”的已有经验，为理解语篇奠定基础。教师可通过提问引导学生结合个人经历描述探索过程，关联语篇主题。C2 活动旨在引导学生在初读语篇后，谈谈对文章的第一印象。教师可借助 **Personal touch** 的问题，请学生简单谈谈文中哪一条好奇心的益处给他们留下了最深刻的印象。
- 备选活动：
 - (1) 通过呈现一些相关图片或者视频，引导学生观察图片或视频中的人物在好奇什么、探究什么。
 - ① What can you see in the picture/video clip? (*A little boy is watching the ants moving a bean together.*)
 - ② Why did he do so? (*Maybe he was curious about the little ants.*)
 - ③ Is he interested in it? (*Sure, he is.*)
 - (2) 请学生围绕着 C 板块的标题说一说好奇心的益处。
What do you think curiosity can bring

C Benefits of curiosity >> Reading

Lu Yao is reading an article written by Dr Gu in her school newspaper.

C1 Background knowledge Have you ever been curious about something and explored it?

6 7 C2 Read the article.



The power of curiosity

"Why?" the little girl asks her father. He gives an answer, and she asks again, "Why?" To the parent, these questions may seem never-ending, even a little annoying. But a child's curiosity is very important for the growing mind.

Curiosity helps the brain to better take in new information. In a 2014 study, the researcher invited some people to rate their curiosity about some questions before telling them the answers. One hour later, the researcher tested how well they remembered the answers. Results showed that when people were very curious about the fact, they were 30% more likely to remember it.

Curiosity also leads to more exciting ideas. In 1918, magician Harry made a big elephant disappear on the stage. In a recent experiment, people were asked how curious they were about Harry's trick and then given a few minutes to design their own

40

us? (*Curiosity can help us improve problem-solving skills./Curious people are more open to change and new experiences which make them better.*)

参考答案

(Answers may vary.)

C1

Yes, I have. When I was in primary school, I learnt about roots in a science lesson. I was curious about what they looked like, and I uprooted my grandma's flower.

C2

The most impressive benefit of curiosity is that it helps the brain to better take in new information. When we stay curious, we keep discovering new things and understanding the world better every day.



magic tricks. It turned out the more curious group came up with more wonderful ideas.

Curiosity encourages voluntary learning and helps discover career interests. Jeff Armstrong, a successful engineer, designs cars. "As ²⁰ a kid, I was crazy about cars," says Jeff. "I learned to do simple repairs to the family car. This led me to study engineering." Dr Fiona Grey, a leading heart doctor, says, "As a girl, I was very curious about how the human body worked, so I studied medicine."

²⁵ As Richard Feynman said, "Nearly everything is really interesting if you go into it deeply enough." Therefore, keep a curious mind — keep asking why. You never know ³⁰ where it may lead you!



Personal touch
Which benefit of curiosity impressed you most?

语言注释

- **be more likely to do** be more probable or expected to do 很有可能去做
I'm more likely to stay at home on rainy days.
- **turn out** If something turns out a particular way, it happens in that way. 结果是
It didn't turn out like I thought.
- **come up with** to think up, generate 想出; 产生
After discussion, we've come up with the idea of screen-free days.
- **lead** to go with or in front of a person or an animal to show the way or to make them go in the right direction 带路; 引领
The guide led us out of the woods.
- **lead to** to influence or affect in such a way 促使; 导致
Eating too much junk food leads to unhealthy habits.
- **lead somebody to do** to cause or influence someone to make a certain choice or take an action 导致 / 促使某人……
The heavy rain led them to cancel their picnic.

C3

- **教学要点:** 该活动旨在帮助学生整体把握语篇的要点，即识别顾博士的三个主要观点。教师可引导学生关注语篇结构，帮助学生准确地划出顾博士的观点。
- **阅读策略:** 本单元重点教授的阅读策略为识别事实与观点 (Identifying facts and opinions)，为八年级上册第二单元阅读策略的复现。识别事实与观点有助于学生更加全面地理解语篇内容，提高批判性思维能力。通过区分事实和观点，学生能够判断信息的真实性，分析作者表达的态度或意图，并形成自己的见解。
- **备选活动:**
 - (1) 通过引导学生关注语篇结构特征使其快速掌握正文部分的三个维度。
 - ① How many paragraphs are there in the passage? (Five.)
 - ② Which paragraphs show Dr Gu's opinions? (Paragraphs 2, 3 and 4.)
 - (2) 请学生说一说语篇的主旨大意。
What's the main idea of the passage?
(Curiosity brings us a lot of benefits, so we should always keep a curious mind.)

参考答案

C3

Curiosity helps the brain to better take in new information.
Curiosity also leads to more exciting ideas.
Curiosity encourages voluntary learning and helps discover career interests.

C4

- **教学要点:** 该活动旨在帮助学生借助 C3 所找到的三个观点，在文中识别并获取支撑观点的事实信息。教师可引导学生复习如何识别事实与观点这

C3 General understanding In what ways is curiosity important for the growing mind? Underline Dr Gu's opinions in the text.



C4 Detailed reading List the facts that support the opinions in C3.

Fact(s) for Opinion 1:

Fact(s) for Opinion 2:

Fact(s) for Opinion 3:



C5 Further thinking Answer the questions.

- 1 What types of evidence does Dr Gu use to support his opinions?
- 2 What other evidence can you find to support Dr Gu's opinions?

42

—阅读策略，帮助学生准确判断事实信息。

• 备选活动:

(1) 请学生先完成支撑前两个观点的事实 [Fact(s) for Opinions 1 和 2] (难度较低，可在段落中直接找到答案)，需重点关注支撑第 3 个观点的事实 [Fact(s) for Opinion 3] (难度较高)，完成后在小组内进行交流分享。

- ① In which paragraph can you find the fact(s) for Opinion 1? (Paragraph 2.)
- ② How many examples did Dr Gu give in Paragraph 4? (Two.)

(2) 请学生根据图表内容，复述顾博士的三个观点及其相关事实信息。

You may try to retell the opinions and facts with the help of the table. (Dr Gu thinks curiosity helps the brain to better take in new information. According to a 2014 study, the researcher found when people were very curious about the fact, they were 30% more likely to remember it.)

参考答案

C4

Fact(s) for Opinion 1:

When people were very curious about the fact, they were 30% more likely to remember it.

Fact(s) for Opinion 2:

The more curious group came up with more wonderful ideas.

Fact(s) for Opinion 3:

Being crazy about cars led Jeff Armstrong to become a successful engineer.

Being curious about how the human body works led Fiona Grey to become a leading heart doctor.

C5

- **教学要点:** 问题 1 旨在帮助学生在理解语篇的基础上，加深对单元主题意义的理解。教师可引导学生深入思考顾博士的讲座意图，帮助他们进一步体会好奇心的益处。问题 2 旨在帮助学生辨识作者所运用的论证方法，理解语篇的文体特征，并把握语篇结构。教师可运用思维导图等形式，帮助学生更好地理解。
- **备选活动:** 教师可根据学情，灵活创设课堂活动，进一步调动学生的高阶思维，开展深入的语篇分析和超越语篇的思考。
 - ① Why does Dr Gu use some evidence to support his opinions? (*To help us better understand his opinions.*)
 - ② After reading this passage, what's your opinion on curiosity? (*Being curious makes me better./Curiosity is my good friend.*)
 - ③ What can you do to keep your curious mind? (*I can keep asking questions to deepen my knowledge./I can read more books in my spare time.*)

参考答案

C5

(Answers may vary.)

1 He uses research findings and real stories of different people.

2 My friend Ben loves history, so he reads a lot about it. Though he doesn't do practice tests much, he always gets the highest grade (A+) in history exams. I think it's his curiosity that helps him learn history really well.

Vocabulary focus

- 教学要点:**该活动重点关注C2阅读语篇中部分名词、动词和动词词组的使用,帮助学生在语境中理解对话的意义并根据对话内容、词汇搭配等线索完成填空练习,掌握词汇的用法。

参考答案

Vocabulary focus

- 1 annoyed 2 magician
 3 came up with 4 recent
 5 disappears 6 research 7 remember

Update my to-do list

- 教学要点:**为了鼓励学生进一步思考顾博士的写作意图,教师可组织学生分组讨论原因,从而巩固和激发学生对阅读语篇内容的理解和思考。学生讨论或汇报的时候,教师可以适时提供支持。

参考答案

Update my to-do list

(Answers may vary.)

To encourage his audience to keep their curiosity.

Vocabulary focus Complete the conversation with the proper forms of the words and phrase in the box.

annoy come up with disappear magician recent remember research

Lu Yao: Hello, Dr Gu! Thank you for agreeing to this interview. We all enjoyed your article about curiosity. Were you curious when you were young?

Dr Gu: Well, I asked countless questions every day. I think my parents sometimes got¹ _____ with me.

Lu Yao: What kind of questions?

Dr Gu: When I watched a magic show, I kept asking how the² _____ did it. I learned the tricks and practised them. I even³ _____ some new tricks.

Lu Yao: Amazing. I suppose children are always curious. But in a⁴ _____ online article that I read, the author says curiosity⁵ _____ as people grow up. Do you agree?

Dr Gu: I don't think so. We never lose curiosity. You see, whenever we have something we don't understand, we read, ask, or do⁶ _____ to find out the answers. That's actually curiosity.

Lu Yao: Yes, I guess it is. Thank you very much, Dr Gu. We will⁷ _____ your words and stay curious.

Dr Gu: Good for you!



Update my to-do list

Why do you think Dr Gu wrote about the benefits of curiosity?

>>Grammar in use

板块内容说明

本单元的语法重点是动词不定式(Infinitives)。

活动 1

- 教学要点:** 活动 1 旨在帮助学生在理解句意的同时，探索划线部分词汇的共同点。教师可引导学生关注划线部分中的动词。
- 备选活动:** 请学生找出每个句子中的谓语动词，激活学生的已知，分析该动词的用法。
 - What is the verb of the second sentence? (*Help.*)
 - How do we use the verb “help”? (*Help somebody do something. Help somebody to do something.*)

参考答案

1

(Answers may vary.)

They all include a verb (give, help, make, learn) or phrasal verb and are used with another verb (encourage, keep, take in, disappear, do).

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 的内容，归纳动词不定式的类别和用途。可借助学生用书语法附录(**Grammar file**, P129)深化理解。

>> Grammar in use Infinitives

- Read and think. What do the underlined parts have in common?
 - Dr Gu gave a speech to encourage everyone to keep a curious mind.
 - Curiosity helps the brain (to) better take in new information.
 - In 1918, magician Harry made a big elephant disappear on the stage.
 - I learned to do simple repairs to the family car.
- Work out the rules. Tick (✓) the answer(s) you agree with.

(1) An infinitive is the basic form of a verb, including ...
 do to do doing does

(2) Infinitives of different forms are used with different verbs or verb-object (VO) structures.

Use	do	to do
1) With verbs like <i>learn, want, decide</i>		
2) With VO structures like <i>encourage sb/sth, allow sb/sth</i>		
3) With VO structures like <i>make sb/sth, let sb/sth</i>		

Notes: The verb _____ and the VO structure _____ sb/sth can be followed by either the infinitive with *to* or the infinitive without *to*.

- (3) An infinitive can be used ...
 to express a purpose
 as the object of a sentence
 to describe the state of a sentence's object

Grammar file → p. 129

- 3 Practise. Your school newspaper plans to have a section about curiosity. Complete the notice with the proper forms of the given verbs.

Notice

Dear students,
We have decided (1) _____ (have) a section about curiosity.
(2) _____ (encourage) curious minds. We hope (3) _____ (receive)

44

- 备选活动:** 请学生进行头脑风暴，根据动词不定式的不同类别，列出更多的动词。

Can you list more verbs which should be followed by the infinitive with “to”?
(promise, refuse, hope, attempt ...)

参考答案

2

- (1)
 do to do
- (2)
1) to do 2) to do 3) do
- Notes: *help, help*
- (3)
 to express a purpose
 as the object of a sentence
 to describe the state of a sentence's object

活动 3

- **教学要点：**活动 3 旨在帮助学生在具体情境中重点练习和使用动词不定式，理解其意义。在活动前，教师可先创设情境，让学生在有意义且连贯的情境中加深对语法知识的认识和理解，继而学习使用所学语法知识解决实际问题。如学生需要更多帮助，教师可先帮助学生分析单个动词的用法，如 decide to do；如学生接受程度较好，可进一步引导学生关注通知类应用文的格式、目的和意义。

参考答案

3

(1) to have (2) to encourage (3) to receive (4) to share (5) know

活动 4

- 教学要点：**活动 4 旨在帮助学生在连贯的情境中开展小组讨论，为校报“好奇心”板块出谋划策，提供建议。学生可参考所给出的动词，思考如何准确运用这些动词不定式口头表达个人的想法和建议，完成小组讨论。教师请学生将小组讨论成果在班级内进行汇报展示。如学生需要更多帮助，活动前教师可带领学生再次回顾语法附录里的语法讲解，引导其关注动词不定式的类别和用途，再就课本上给出的情境，补充一些相关例句，帮助学生拓展思路，表达自己的想法和建议；如学生接受程度较好，可鼓励学生完成班级内汇报后，形成一段书面文字材料，进一步内化动词不定式的用法和意义。

Some suggestions from all of you. You can call or email us. (4) _____
(share) your ideas. Please let us (5) _____ (know) if you have any questions at any time.

The editors, School Newspaper

4 Discuss

(1) Discuss your suggestions on the *Curiosity* section in the school newspaper with your group members. The words in the box may help you.

decide help plan hope
ask make invite ...

(2) Report your suggestions to the class.

After the discussion, we ...

45

参考答案

4

(Answers may vary.)

(1)

I prefer to ask students how curiosity has helped them learn something new.

Shall we invite our teachers to share moments when curiosity inspired their lessons?

I hope to include stories about how curiosity led to creative projects or ideas.

Let's plan a survey to find out what topics students are most curious about.

(2)

After the discussion, we decided on four suggestions for the *Curiosity* section in the school newspaper. First, we prefer to ask students how curiosity has helped them learn something new. Second, we thought it would be great to invite teachers to share moments when curiosity inspired their lessons. Third, we hope to include stories about how curiosity led to creative projects or ideas. Finally, we plan to create a survey to find out what topics students are most curious about.

评价建议

教师可根据学生完成每个活动的情况，随时调整教学进度和方式。如果学生对动词不定式的相关知识掌握不佳，如无法准确判断不定式在句子中是作宾语还是宾语补足语等，可提供更多的例句，帮助学生分析不定式在句子中的成分。最后评价学生在活动中运用动词不定式的表现。

Section D A healthy dose of curiosity

>> Writing

子话题说明

写作板块围绕“适度的好奇心”(A healthy dose of curiosity)这一子话题展开,学生就自己有关好奇心的经历撰写一则故事。

D1

- 语篇说明:**这篇写作范文延续了语法板块活动3的语篇情境,就新星中学校报向学生征集有关好奇心的征文活动,王一鸣撰写了自己的一个故事,主要讲述在他七岁生日前一晚,在好奇心的驱使下,提前发现了生日惊喜。
- 教学要点:**活动定位是写前思考。教师引导学生通过快速浏览范文内容,关注文章要点(回答D1中的问题)。
- 备选活动:**请学生回忆记叙文的结构特征,并借助文章插图,帮助学生快速把握语篇大意。
 - When did Wang Yiming hear a little yap? (*On the night before his seventh birthday.*)
 - What was in the box? (*A puppy.*)
 - What did the puppy do? (*It jumped out of the box and started barking loudly.*)

参考答案

D1

(Answers may vary.)

Curiosity ruined his birthday surprise.

D A healthy dose^① of curiosity

>> Writing

The school newspaper is collecting students' stories about their experiences of being curious. You want to have a try.

D1 Think Read Wang Yiming's story. What happened as a result of his curiosity?



The night before my seventh birthday, I couldn't sleep. Every now and then I heard a little yap^②. "What can that be?" I wondered. Driven by curiosity, I decided to have a look. Following the sound, I came to the kitchen. I saw a box shaking on a shelf. I reached up for it with the help of a chair. As I was climbing down, the box suddenly fell out of my hands. A puppy jumped out and started barking loudly — in the middle of the night! This is how my curiosity ruined a birthday surprise!

D2 Prepare Read Dr Hu's tips. How does Yiming make his story vivid?

TEEN skill Making your writing vivid

- Describe your thoughts and feelings.
- Add some sensory details.
- Make your readers wonder what's going to happen next.



① dose (药的)一剂, 一服 ② yap 狗叫

46

D2

- 写作策略:**本单元写作策略是使写作生动(Making your writing vivid),即通过描述个人想法和感受、添加感官细节、激发读者对后续情节的好奇心等,使文章内容生动丰富。
- 教学要点:**活动定位是写前准备。教师组织学生阅读并理解TEEN skill栏目中的写作策略,让学生对范文中的细节描写进行分类,加深其对本单元写作策略的理解。
- 备选活动:**请学生先在文章中圈画出细节内容,将三条写作小贴士与文章中圈画的内容匹配。如学生接受程度较好,可进行分组讨论,就三条写作小贴士的内容分别举出更多的例子。

参考答案

D2

(Answers may vary.)

1 He describes his thoughts (e.g. ““What can that be?” I wondered.”, “Driven by curiosity, I decided to have a look.”) and by doing so he also makes the readers wonder what’s going to happen next.

2 He added some sensory details (e.g. “... heard a little yap.”, “Following the sound ...”, “... saw a box shaking on a shelf ”).

3 He used exact words instead of general words (e.g. yap vs. sound, climbing vs. coming).

D3

- 教学要点:** 活动定位是写前构思。教师引导学生根据提示问题开展头脑风暴，构思自己的故事，列出一些相关语言表达，为初稿的撰写积累语言素材。教师需提醒学生关注时态。

D4

- 教学要点:** 活动定位是写作。教师引导学生基于前期的写作准备，在提供的写作文本框内完成个人故事的写作。
- 备选活动:** 请学生从时间、地点、人物、事件等故事的基本要素入手，并给出一些写作提示词，如 wonder, think, see, hear, smell, feel 等动词以及 nervous, frightened, hesitated, surprised 等形容词。

D5

- 教学要点:** 活动定位是写后检查。教师引导学生参照 **TEEN skill** 板块的写作要点提示，检查自己的作文初稿并修改，有意识地养成写后自查的习惯。
- 备选活动:** 请学生划出自己的习作中描述个人思考和感受的词汇及短语，并尝试添加一些感官细节，再对照范文（或黑板上给出一些 useful expressions），思考可改进之处。

D3 Plan Plan your story by making notes about the following questions.

• What were you curious about?

• What did you do or what happened?

• How did you feel?

D4 Write Write your story.

D5 Check Check your story. Make it more vivid, if you can.

Update my to-do list

Work in pairs. Share your story and help revise each other's writing.

47

Update my to-do list

- 教学要点:** 活动旨在以结对的形式，请学生分享彼此的故事，并根据 **TEEN skill** 栏目的写作要点提示，对同伴的故事进行修改和完善。
- 评价建议:**
 - ① 故事是否紧扣好奇心的主题？
 - ② 故事是否描述了想法和感受？
 - ③ 故事是否加入了感官细节？

>>Discovery

板块内容说明

探索发现板块介绍了牛顿、阿基米德和钱学森三位中外历史名人，讲述了他们与好奇心相关的奇闻趣事。

教学提示

- 语篇说明：**第一个语段讲述了牛顿发现万有引力的故事。第二个语段介绍了阿基米德原理的由来。第三个语段介绍了钱学森成为航空与航天技术先驱的历程。
- 备选活动：**教师可根据学情，融合其他学科所学知识，激活学生对牛顿、阿基米德和钱学森这三位名人的已有知识，引发探究兴趣和思考。

(1) 预测：请学生读前浏览图片，预测人物及与主题相关的信息，激发学生的兴趣。

- ① Who is the man in the first picture?
(Newton.)
- ② Do you know any story about him?
(Newton and an apple./He saw an apple falling down to the ground.
Then he began to think about why things fall down and finally he came up with the idea of gravity.)
- ③ What's his greatest achievement?
(Newton's greatest achievement was discovering the laws of motion and gravity. They formed the basis of modern physics.)

(2) 理解：请学生阅读语篇，通过问题引导学生发现人物故事与主要成就。

- ① What did Newton wonder when he saw an apple falling down to the ground? (He wondered why things fall down, not up or sideways.)
- ② How was the water when Archimedes

Discovery

Curious minds in history

It is said that one day, Isaac Newton was sitting under a tree. An apple fell and hit the ground beside him. (Some people say the apple fell on his head, but who knows?) He then wondered why things fall down, not up or sideways. That's how he came up with the idea of gravity.



Legend has it that Archimedes noticed that when he got out of his bath, the water in it went down. He then found that the level of the water in the bath was related^① to how much of his body was in the water! This was a very important discovery in physics.



When young, Qian Xuesen was curious about why paper planes could fly and how to make them go faster. Driven by this curiosity, he worked hard and became a pioneer in aerospace^②. His research laid the groundwork^③ for the technology used in Shenzhou spacecraft.

Read and think What can you learn from these curious minds?

① related 相关的 ② aerospace 航空航天（工业） ③ groundwork 基础工作

48

got out of his bath? (*The water in it went down.*)

- ③ What was Qian Xuesen curious about when he was young? (*He was curious about why paper planes could fly and how to make them go faster.*)

(3) 思考：鼓励学生深入分析语篇信息，展开思考，分析三位名人取得伟大成就的原因。

- ① Why can they achieve great success?
(*They achieved great success because of their curiosity, hard work and creative thinking. They asked questions, did experiments and never gave up on solving problems.*)
- ② What can you learn from these curious minds?
(*We can learn to keep asking questions and try new ideas, even when things seem hard. Their stories show that curiosity and persistence can turn*

challenges into amazing discoveries.)

(4) 拓展: 提供更多有关三位名人的生平事迹和伟大成就, 鼓励接受程度较好的学生主动寻找更多与历史名人相关的好奇心故事, 为后续 Project 做好学习准备(参考“补充资料”).

- ① Do you know other curious minds throughout the world? (*Marie Curie./Zhang Heng.*)
- ② Who do you like best? Why? (*Zhang Heng. I admire Zhang Heng because his curiosity and creativity led him to invent the first seismoscope, proving that exploring questions about nature can change the world. His story teaches us to stay curious and use science to solve real-life challenges.*)

补充资料

1. Marie Curie

Marie Curie developed a passion for science through her father's teachings. Later, she studied physics and chemistry, and with her husband Pierre, discovered polonium and radium after years of extracting them from uranium ore. She became the first woman to win a Nobel Prize (Physics, 1903) and the first person to win two Nobels (also Chemistry, 1911). Her research on radioactivity paved the way for nuclear physics.

2. Zhang Heng

When Zhang Heng was young, he was curious about why the ground sometimes shook and how people could predict earthquakes. This curiosity drove him to study the natural world and invent the first seismoscope in 132 CE. His device could detect earthquakes from far away and showed the direction of the tremors. Zhang Heng's invention was a groundbreaking achievement in ancient science and demonstrated the power of curiosity in solving real-world problems.

背景知识

1. 艾萨克·牛顿是英国科学家, 近代科学之父。牛顿最著名的贡献之一是万有引力定律。传说一个苹果从树上掉下, 激发了牛顿对重力的思考。他认为物质之间存在一种相互吸引的力, 物体质量越大, 引力越强。地球的引力使苹果向下掉落, 而不是飞向空中。这一发现奠定了经典力学的基础。
2. 阿基米德是古希腊数学家、物理学家、工程师。阿基米德原理指出, 当物体浸入流体中时, 会受到向上的浮力, 其大小等于所排开流体的重量。若物体完全浸没, 则排开体积等于物体自身体积; 若部分浸没, 则排开体积为物体浸没部分的体积。
3. 钱学森是我国近代力学事业的奠基人之一, 也是我国系统工程理论与应用研究的倡导者。他为我国火箭、导弹和航天事业的创建与发展作出了卓越贡献, 并在空气动力学、航空工程、喷气推进、工程控制论、物理力学等技术科学领域取得了许多开创性成就。

Section E Stories of curious minds

>>Project

子话题说明

项目探究板块围绕“好奇心的故事”(Stories of curious minds)这一子话题展开。教师引导学生结合本单元所学，通过小组合作，收集有关好奇心的故事，制作宣传页，以回应单元大问题，在活动中感知好奇心的作用与影响，培养学生乐于探索、善于思考的学习和生活态度，帮助学生认识到保持好奇心的意义。

教学提示

- 备选活动：**请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，选择本组感兴趣的领域，如体育、艺术、农业、商业、科学等。学生可通过图书馆或互联网搜索中外历史名人有关好奇心的故事。在此基础上，进行组内分享交流，确定一位人物，整理相关信息，并制作宣传页。鼓励学生采用多样的方式展示学习成果。
- 更多资源：**可通过搜索“好奇心”“历史名人”加上相关领域(“体育”“艺术”)，如“Albert Einstein, physics, stories about curiosity”等关键词，在相关网站中搜索相关信息。也可通过参观相关博物馆，如科学博物馆和艺术博物馆等，了解名人的成就和好奇心相关的故事。

E Stories of curious minds ➤ ➤ Project **Unit 3**

Making a leaflet of stories about curious minds

Work in groups to collect stories of curious minds and make a leaflet.

Step 1 Prepare Work in a group and choose the field you want to explore, e.g. sports, art, farming, business, science, etc.

Step 2 Gather information Search for information about curious minds in the field you have chosen.

Step 3 Discuss Share your findings in the group. Discuss and decide which curious mind(s) to include in your group's leaflet.

Step 4 Create Organise the information you have collected and make your leaflet. Add pictures to make it look better.

Step 5 Present Present your leaflet in class.



John Dalton

The first person to discover colour blindness

What he was curious about:
why a stocking looked red to some people but through his eyes looked grey



What he did:
- asked people around him to tell him what colours things were
- had a medical examination
- did experiments

Update my to-do list

Which leaflets/stories impressed you most? What have you learned from them?

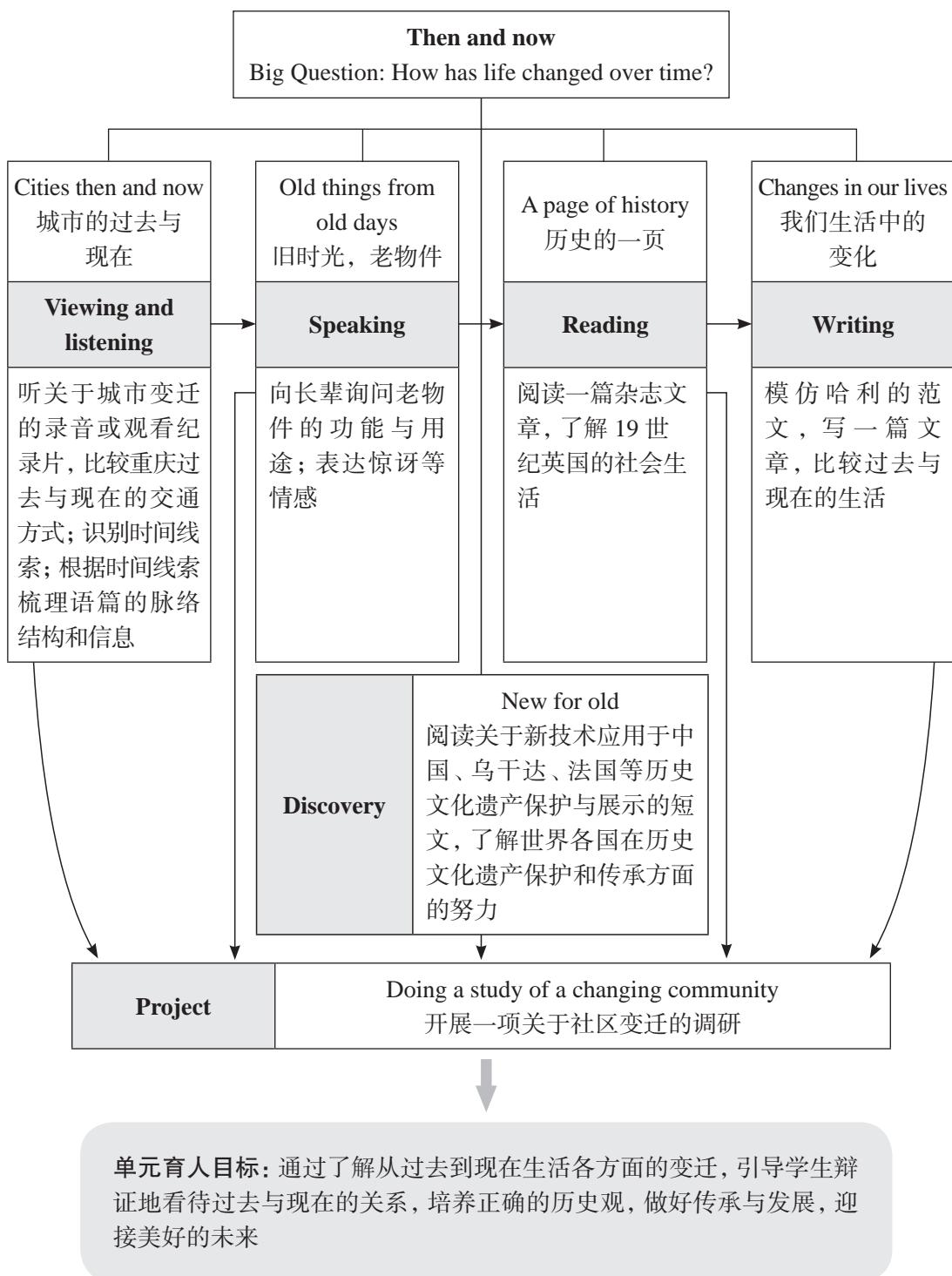
49

Update my to-do list

- 教学要点：**活动旨在鼓励学生综合运用本单元前面板块所学的语言知识和技能进行表达和展示。在各组完成宣传页的制作后，教师为学生提供分享展示平台，组织学生分享项目成果，鼓励学生谈谈对哪个故事或宣传页的印象最深，并交流自己得到的启示与收获，进一步加深对单元主题的理解和认识。
- 评价建议：**
 - 是否能够收集有关好奇心的故事并制作宣传页？
 - 是否能够从故事中得到启发和感悟？

Unit 4 Then and now

单元内容结构图 (Structure of the unit)



单元目标 (Unit objectives)

- ▶ 语音：能根据连读规则，准确地连读相邻的单词
- ▶ 词汇：能掌握与过去和现在主题相关的词汇，了解一词多义现象，根据语境准确把握词性和词义
- ▶ 语法：能掌握让步状语从句的形式和表意功能，并在具体情境中正确使用
- ▶ 看：能借助图片、影像等视觉信息理解所观看的内容
- ▶ 听：能在听录音的过程中识别时间表达，根据时间线索梳理语篇的脉络结构和信息组织方式
- ▶ 说：能掌握表达惊讶的常见语言形式，结合具体的交际语境，就“老物件”这一主题进行有效询问，开展简单对话
- ▶ 读：能读懂有关 19 世纪英国社会生活的杂志文章并理解此类文本的语篇特征，对所读内容进行简要的梳理与评价，理解和分析事物的两面性
- ▶ 写：能围绕“我们生活中的变化”这一主题，写一篇比较类说明文，比较过去与现在的生活，使用对比的相关表达，以提升语言和内容的衔接性、连贯性和逻辑性
- ▶ 文化：能通过纪录片、对话语篇、杂志文章、介绍等内容获取不同文化背景的国家和地区（如中国、英国、乌干达、法国等）过去与现在生活相关的文化信息；能领会所学语篇中蕴含的人文情怀、科学精神和历史观，感悟中外社会生活和家庭生活中的传统美德
- ▶ 德育：能辩证地看待过去与现在的关系，培养正确的历史观，初步形成做好传承与发展、创造美好未来的公民责任意识

单元内容概览 (Content overview)

主题	本单元聚焦“人与社会”主题下“历史、社会与文化”主题群，围绕“家乡和社会的变迁，历史的发展，对未来的畅想”等子主题内容，通过大问题“How has life changed over time?”引导，帮助学生了解从过去到现在生活各方面的变迁，辩证地看待过去与现在的关系，做好传承与发展，迎接更美好的未来。		
语篇	视听	照片墙	关于重庆过去和现在的摄影展
		录音 / 视频	关于重庆过去和现在交通方式和设施变化的纪录片
	口语	物品标签	三个老物件
		对话	谈论家里的老物件
	阅读	杂志文章	19世纪英国的社会生活
	写作	比较类说明文	生活中的变化
语言知识	探索发现	介绍类短文	古文明与新技术
	语音	连读	
	词汇	词汇意义：一词多义；主题词汇	
	语法	让步状语从句	
	语篇	识别语篇中的时间表达（如时间状语、时态和相关表达）；辨识杂志文章的语篇特征；梳理和归类语篇信息	
文化知识	语用	在交际语境中，用恰当的语言形式表达惊讶	
	部分国家和地区（如中国重庆、英国等）的社会发展；新技术应用于世界各地（如中国、乌干达、法国等）历史文化遗产的保护与展示		
语言技能 与 学习策略	视听	任务：听城市变化的录音或观看纪录片，理解大意，获取关键细节 策略：识别表达时间的方式	
	口语	任务：讨论老物件的功能与用途 策略：得体地表达惊讶	
	阅读	任务：阅读一篇关于19世纪英国社会的杂志文章 策略：比较与对照	
	写作	任务：写一篇比较类说明文，比较过去与现在的生活 策略：使用对比表达	
	项目探究 (综合)	任务：开展一项社区调研，总结和展示社区的今昔变化	

单元主题图页 (Cover page)

单元大问题 (Big Question)

完成本单元的学习后，学生能够基于获取的关于过去与现在的知识，结合自身的生活体验，谈论生活中发生的变迁，思考如何辩证地看待过去与现在的关系，做好传承与发展，迎接更美好的未来。

单元主题图 (Theme photos)

单元主题图呈现了四张关于过去和现在的图片，从多角度体现人们生活方式和生活场景的变迁。



This is a picture of a bronze horse cart from ancient China.

This picture shows the three famous skyscrapers (tall buildings) in Lujiazui, Shanghai — Shanghai Jinmao Tower, Shanghai Tower and Shanghai World Financial Centre (from left to right).

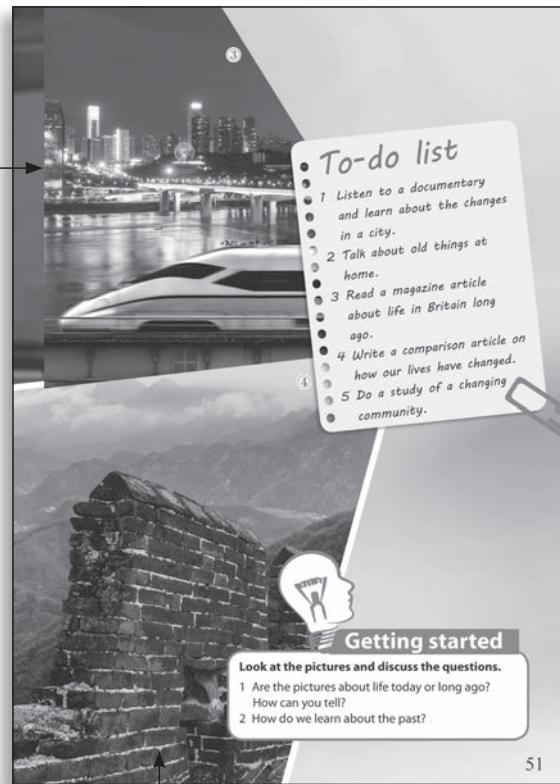
任务清单 (To-do list)

本单元的任务清单包括：(1)听纪录片并了解一个城市的变化。(2)谈论家里的老物件。(3)阅读有关19世纪英国社会生活的杂志文章。(4)撰写关于我们生活中的变化的比较类说明文。(5)开展关于社区变迁的调研。

单元导入 (Getting started)

教师基于单元主题图或更多关于今昔对比的图片，组织学生讨论图片所呈现的时代并说明判断的依据，然后进一步探讨我们可以用哪些方式了解过去。

This picture shows the beautiful night view of Chongqing. We can see tall buildings, a long bridge, a sky wheel and a high-speed train in the picture.



This is a picture of a part of the Great Wall.

参考答案

Getting started

(Answers may vary.)

1 Pictures 1 and 4 are about life long ago.

Pictures 2 and 3 are about life today. I can tell from the objects and buildings in the pictures. Picture 1 shows a bronze horse cart from ancient China. It is very old. I guess it's from a museum. Picture 4 shows an ancient wall. It was built many years ago. Pictures 2 and 3 are about modern cities. We can see skyscrapers, lights, a high-speed train and a sky wheel. All these things are parts of our

modern life.

2 We can learn about the past in many ways.

- We can visit museums and historical places.
- We can read history books.
- We can look at old photos or paintings from the past.
- We can talk with elderly people.
- We can take part in traditional cultural activities.
- We can watch documentaries, TV plays or films about the past.
- ...

Section A Cities then and now

>>Viewing and listening

子话题说明

视听板块围绕“城市的过去与现在”(Cities then and now)这一子话题展开,以重庆这座城市为例,让学生了解一座城市在交通方式、城市面貌等方面发生的变化。

A1

- 语篇说明:**该多模态语篇呈现了摄影展的照片墙,主体内容为4幅关于重庆的摄影作品和文字介绍,主要体现了重庆从过去到现在交通方式的变化。
- 教学要点:**请学生对比左右两侧的照片,关注过去和现在的不同(时间、交通方式、基础设施等),聚焦板块话题,调用已有知识描述变化。注意引导学生在描述时使用正确的时态和表达,如过去时、表示过去的时间状语、交通方式的相关表达等。

• 备选活动:

- (1) 请学生识别每张照片所代表的交通设施或交通方式。

What are the different ways of getting from place to place shown in these photos? (*Climbing the mountain, using boats to go across the river, driving through the tunnel, and driving on the bridge to go across the river.*)

- (2) 请学生通过对比和描述照片a和照片b,以及照片c和照片d,比较过

A Cities then and now >> Viewing and listening

Here is a photo exhibition on the city of Chongqing, past and present.

a A mountain porter ① 1995
b A tunnel ② 2023
CHONGQING MEMORIES
c A boat on the Yangtze River 1998
d Dongshuimen Yangtze River Bridge 2020

A1 Look and say Compare the photos on the left with those on the right. What changes can you see from these photos?

A2 Read and think Does each sentence talk about life in the past or the present? Underline the time expressions.

Identifying time expressions

1 Transport used to be very slow and difficult in the past.
2 Today, Chongqing is an international city.
3 Many years ago, people seldom travelled by air but made long journeys by land or sea.
4 Nowadays, ships and planes transport goods from faraway places, and trucks take them to stores and homes.

① porter 搬运工 ② tunnel 隧道

52

去和现在重庆交通设施和交通方式发生的变化。

Can you compare the facilities and ways of transport in the 1990s and today in Chongqing according to the four photos? (*In 1995, people went to the other side of a mountain by climbing the mountain on foot. Today, people drive through the tunnel instead. In 1998, people went across the river by taking boats. Today, bridges on rivers help people go across them easily.*)

参考答案

A1

(Answers may vary.)

I can see that transport has become easier. There are bridges, tunnels and ships. Travelling from place to place is no longer as difficult as that in the past.

A2

- **教学要点:** 该活动旨在帮助学生识别和掌握常用的时间表达方式。部分时间表达方式在视听文本中也会出现, 这里让学生预先熟悉。
- **视听策略:** 本单元视听策略为识别时间表达 (Identifying time expressions)。

Identifying time expressions: Time expressions help us understand when something happened. They also help us understand which tense to use.

Time expressions for the past: *in the past, ... ago, before ..., when (I was born/she was a little girl /...), in (1998/the 19th century/...), etc.*

Time expressions for the present: *today, nowadays, these days, now, right now, at present, in present days, etc.*

- **备选活动:** 请学生用合适的时间表达和时态描述摄影展的图片。

Use time expressions to describe the photos. (*In the past/Many years ago/About 30 years ago, people in Chongqing had to climb the mountains on foot/take boats to go across the rivers. Nowadays/Today, people can drive through tunnels to cross the mountains/cross the rivers by driving over the bridge. Travel and transport have become much easier today/nowadays.*)

参考答案

A2

2 Today 3 Many years ago 4 Nowadays

A3

- **教学要点：**该活动旨在帮助学生通过听辨时间表达，以时间脉络来梳理信息，适当关注动词时态的使用。
- **语篇说明：**视听文本有关重庆城市的变迁。视听文本的标题为“Chongqing then and now”。开头从重庆过去到现在的两个别名“山城”和“中国桥都”入手，介绍重庆的概况和主要变化。主体部分以时间为线索，介绍了很多年前、1958年后和现在这三个不同时期重庆在交通设施、城市面貌等方面发生的巨变。

- **备选活动：**

(1) 通过问题帮助学生获取视频中的细节信息：

- ① What are the two nicknames of Chongqing? (*The “mountain city of China” and the “bridge capital of China”.*)
- ② Why does Chongqing have these two nicknames? (*Chongqing is known as the “mountain city of China” because the city is built on mountains. Today Chongqing is also known as “the bridge capital of China” because the city has more than 14,000 bridges and deep tunnels/because the city has a great number of bridges.*)

(2) 帮助学生学习视频中的核心词汇和相关表达，如 nowadays, be known as, past and present, wide, one/another, modern, highway, stay 等。

视听文本

A3, Update my to-do list

Chongqing then and now

Have you been to Chongqing? It is known as the “mountain city of China”, because the city is built on mountains. But today, it is also known as the “bridge capital of China”. Why? To answer the question, we need to learn about the past and present of the city.

A3 Listen and take notes Listen to a documentary and complete the timeline.

Many years ago

Things began to ⁴ _____.

- The government decided to build a long bridge across the Jialing River.
- The number of bridges ⁵ _____.

Today

Chongqing looked ¹ _____.

- High mountains and wide rivers made the city ² _____ to get to.
- In the city people used to climb mountains or ³ _____ to get from one place to another.

1958 and after

Chongqing has become a modern ⁶ _____ city.

- Bus stops, underground ⁷ _____, highways and bridges are everywhere.
- Tourists from all over the world come to Chongqing and ⁸ _____ their stay here.

Pronunciation Linking of sounds

Read the conversation between Harry and his great-grandma. Pay attention to the linking sounds.

Harry: Great-grandma, what was it like when you were a child? Did you travel in a plane?

Great-grandma: No, dear Harry. I used to ride ⁹ train.

Harry: Did you use ¹⁰ computer?

Great-grandma: No, dear Harry. We didn't have computers back ¹¹ those days.

Harry: How did you send emails then?

Great-grandma: We didn't. We used to write letters by hand.

Update my to-do list

Listen again and discuss: How has Chongqing changed over time?

53



这是一段哈利与曾祖母之间的对话，该对话旨在帮助学生掌握英语口语中常见的连读现象，如“辅音 + 元音”连读和“-r/-re + 元音”连读。需注意的是，其中的 did you 连读时，发生了同化 (assimilation)，/dɪd ju:/ 同化为 /dɪ dʒu:/。该现象将在九年级上册中具体学习，故本册中不作要求。

Many years ago, Chongqing looked very different. High mountains and wide rivers made the city difficult to get to. And in the city people had to climb mountains or use boats to get from one place to another. It was a hard life.

In 1958, things began to change. The government decided to build a long bridge across the Jialing River. This bridge helped connect the areas on either side. The number of bridges grew fast. Now Chongqing has more than 14,000 bridges and deep tunnels.

Today, Chongqing has become a modern international city. Bus stops, underground stations, highways and bridges are everywhere. Tourists from all over the world come to Chongqing and enjoy their stay here.

参考答案

A3

- 1 very different 2 difficult 3 use boats 4 change 5 grew fast 6 international
7 stations 8 enjoy

语言注释

- **then and now** This expression is similar in meaning to “past and present”. *过去与现在*
He is the most renowned expert, then and now, on bridge construction.
- **be known as** be famous as 被称为；作为……而闻名
London used to be known as “The Big Smoke” because there was heavy air pollution in the city.

Update my to-do list

- 教学要点：该活动通过再次播放录音或视频，请学生讨论重庆的变化，检测本板块学习成效。
- 备选活动：

(1) 请学生讨论重庆的过去和现在分别是怎样的。

What was Chongqing like in the past? What is Chongqing like today? (Transport in Chongqing was slow and difficult in the past. Today Chongqing is a modern international city with fast and convenient transport. It is also a popular tourist city.)

(2) 请学生围绕板块话题分享观点。

How much do you know about other cities’ past and present? Share what you know in groups. (Shenzhen used to be a small fishing village. Now, it has become a modern city with a growing tech industry and a high level of innovation.)

参考答案

Update my to-do list

(Answers may vary.)

Transport in Chongqing has become faster and easier. The city has become a modern international city. People enjoy a much better life.

Section B Old things from old days

>> Speaking

子话题说明

口语板块围绕“旧时光，老物件”(Old things from old days)这一子话题展开，讨论老物件的功能与用途，涉及有效询问和回答以及表达惊讶等学习内容。

B1

- 语篇说明：**这是一段哈利与曾祖母之间的对话，他们在阁楼里找到了一些磁带，哈利向曾祖母询问其功能与用途。他们在对话中谈论磁带的名称与用途，相关的回忆，以及围绕该话题表达情感与观点。对话语言使用符合真实口语交际的特点(如“Oh!”“Wow!”和“What’s, They’re等缩略形式的使用)，同时也体现了对话双方的年龄、阅历和关系特征(语言表达较为直接、亲切)。
- 语用功能说明：**表达惊讶(Expressing surprise)是口语交际中的一个常见语用功能，用于在听到或看到令人吃惊或未曾预料的事物时表达相应的情感和态度。其语言形式可以是陈述句，如“That’s hard to imagine.”“That’s hard to believe.”等；可以是问句，如“Really?”“Are you serious?”“Are you kidding me?”等；也可以是感叹句，如“Wow!”“Unbelievable!”“I can’t believe it!”“I can’t believe my eyes!”等。需要注意的是，除常见表达外，在B1对话中还有一些表达惊讶的语句，如“Dad has one too!?”和“SMART? Phones can think now?”也表达了惊讶之情，可通过分析语气(标点符号“?”和“!”)、强调(SMART全大写)，以及语义理解等方式，理解语句所表达的情感。学生用书上的学

B Old things from old days

>> Speaking

Harry is in the attic^① with his great-grandma. They are choosing items to sell at the car boot sale^②.

6 B1 Listen, read and think. Listen to Harry’s conversation with his great-grandma. What do they find in the attic? What did people use these things for?

Harry: What’s in this box? What are all these little squares?

Great-grandma: Oh! They’re my cassette tapes^③!

Harry: What’s a cassette tape? I’ve never seen one before.

Great-grandma: That can’t be true! It seems like only yesterday that I bought my first cassette!



Harry: What does it do?

Great-grandma: It plays music. Everyone used to have a cassette player. You put the cassette inside the machine and music plays.

Harry: Wow! Can we play a cassette right now?

Great-grandma: My cassette player doesn’t work any more. You can ask your dad to borrow his.

Harry: Dad has one too!?

Great-grandma: Yes! I bought him one when he was a little boy. He just loved it.

Harry: I like listening to music too. I have tons of songs on my smartphone.

Great-grandma: SMART? Phones can think now? Technology has gone so far since I was young!

My learning notes

Expressing surprise:

- Really?
- I can’t believe it!
- That’s hard to imagine.
- _____

① attic 阁楼 ② car boot sale 汽车尾箱集市 ③ cassette tape 盒式磁带

54

习笔记附录(**My learning notes support**, P124)提供了更多可用表达。

- 教学要点：**该活动旨在组织学生通过听读对话，获取对话大意和交际话题，从而适度关注相关的语用功能表达和口语交际策略。
- 备选活动：**
 - (1) 请学生关注语用功能表达。
 - ① What questions does Harry ask when he sees these cassette tapes? (*What’s in this box? What are all these little squares?*)
 - ② What other questions does Harry ask after Great-grandma tells him that these are cassette tapes? (*What’s a cassette tape? What does it do? Can we play a cassette right now?*)
 - ③ What sentences does Harry use to express surprise? (*Wow! Dad has one too!?*)
 - ④ What sentences does Great-grandma use to express surprise? (*That can’t be true! SMART? Phones can think now?*)

(2) 请学生关注口语交际策略——描述性替代 (Descriptive substitution)：当说话者不知道或不记得某个特定词汇时，可以用描述性的语言来替代该词汇，以便让听者理解其意图。

At first, Harry doesn't know what cassette tapes are. How does he refer to them? (*He calls them "all these little squares".*)

(3) 帮助学生拓展语用知识。

Is Harry curious about the cassette tapes? How do you know? (*Yes, he is very curious about the cassette tapes because he keeps asking questions, and he even wants to try to play a cassette.*)

(4) 请学生深入挖掘语篇信息。

- ① How is Harry's life different from that of his dad and great-grandma when they were his age? (*Harry uses his smartphone to listen to music while his dad and great-grandma used cassette players to play music when they were young.*)
- ② Will Harry and his great-grandma keep or sell these cassette tapes? Why do you think so? (*I think they will keep these cassette tapes because they are important to Great-grandma. They can bring back her childhood memories./I think they will sell these cassette tapes because they are too old and Great-grandma's cassette player doesn't work any more.*)

参考答案

B1

They find some cassette tapes. People used them to play music.

B2

- 语篇说明：**图片展示的是哈利和曾祖母在阁楼找到的三个其他老物件——胶卷、唱片、电话簿。每个物品边上都以文字说明了物品名称、用途、使用方法以及如今的替代物。
- 教学要点：**本活动在B1的内容示范、**My learning notes**的语言支架基础上，延续板块情境，请学生结合B2所给素材，半开放式地完成口语对话角色扮演。对话双方角色同B1，仍然为哈利和曾祖母。学生需要结合三个老物件的相关信息，模仿B1中的句式开展对话。

• 备选活动：

- (1) 请学生根据语言支架，利用B2信息标签上的信息开展简单问答。

Harry: What's this, Great-grandma?

Great-grandma: Oh, it's a roll of film/a record/a phone book.

Harry: What does it do?

Great-grandma: It is used to take photos. We put it into a camera and take photos./It is used to play music. We put it on a record player and music plays./It has names, addresses and phone numbers of people and businesses. We use it when we make phone calls.

- (2) 请学生关注B1的对话，寻找可借鉴的句型和表达。

- ① 表达对该物品很陌生(如“*I've never seen one before.*”)。
- ② 对对方的话表示惊讶(如“*That can't be true./I can't believe it./That's hard to believe ...*”)。
- ③ 哈利想试着用一用或看一看该物品(“*Can I take some photos right now?/Can we play a record right now?/Can I have a try?/Can I have a look at the book?/...*”)。

B2 Look and say Harry and his great-grandma find more old items in the attic. With a partner, choose one of the pictures from below and act out a conversation.

 <p>A roll of film</p> <ul style="list-style-type: none"> • It is used to take photos. • We put it into a camera and take photos. <p>Today smartphones</p>	 <p>A record</p> <ul style="list-style-type: none"> • It is used to play music. • We put it on a record player and music plays. <p>Today smartphones</p>	 <p>A phone book</p> <ul style="list-style-type: none"> • It has names, addresses and phone numbers of people and businesses. • We use it when we make phone calls. <p>Today smartphones</p>
--	--	--

Word study Word meaning Chameleon words (I)

Read the sentences. Match each underlined word with its meaning.

1 They found a roll of <u>film</u> in the attic.	A to keep information by writing it down or storing it on a computer
2 Everyone in the family watched the <u>film</u> except Harry.	B a flat round piece of plastic on which music is stored
3 This old <u>record</u> player belongs to my great-grandma.	C thin dark plastic used for taking photos
4 She <u>records</u> everything that happens to her in her diary.	D a movie

Update my to-do list []

Do B2 again with the same partner, but switch roles and use a different picture.

④ 表达自己也有同样的兴趣爱好(如“*I like taking photos/listening to music/making phone calls, too. I have tons of photos/songs/phone numbers in my smartphone.*”)。

- (3) 请学生基于书上提供的图文信息适当拓展，或自行选择另外感兴趣的老物件，开展对话；也可请学生切换场景(如博物馆)和角色(如博物馆讲解员和参观人员)，采用博物馆里的老物件作为素材(提供图片和简单文字介绍)，开展对话。

参考答案

B2

(Answers may vary.)

Harry: What's this, Great-grandma?

Great-grandma: Oh! This is a roll of film.

Harry: What's a roll of film? I've never seen one before.

Great-grandma: That's hard to believe. It seems like only yesterday that I bought my first roll of film.

Harry: What does it do?

Great-grandma: It is used to take photos. You put the film into a camera and take photos.

I got my first camera as a birthday gift when I was 18.

Harry: Wow! Where is your camera now? Can we take some photos?

Great-grandma: My camera doesn't work any more. You can ask your dad to borrow his.

Harry: Dad has one too??!

Great-grandma: Yes! I bought him one when he was a little boy. He just loved it.

Harry: I like taking photos too. I have tons of photos in my smartphone.

Great-grandma: SMART? Phones can think now? Technology has gone so far since I was young!

语言注释

- **used to** used to say that something happened continuously or frequently during a period in the past (*negative didn't use to*) 过去常常
I used to live in London.
I didn't use to like basketball when I was younger, but I love it now.
- **player** *n.* (in compounds) a machine for reproducing sound or pictures that have been recorded on CDs, etc. 播放机
This old DVD player is not working.
- **right now** at this moment; immediately 此刻; 立即; 马上
Mr Chen is not in the office right now.
Clean your room right now!
- **tons of** (*informal*) a lot of 大量; 许多
I have tons of things to do this weekend.

Word study

- **教学要点:** 该活动借助示例, 帮助学生了解“变色龙词”(Chameleon words), 并能够根据语境判断此类单词的发音、词性和词义。可参考学生用书上的词汇学习附录(**Word study support**, P120—P121), 讲解更多示例。

参考答案

Word study

1 C 2 D 3 B 4 A

Update my to-do list

- **教学要点:** 该任务是 B2 活动的延续和巩固, 结对的学生互换角色, 选择另外一个老物件展开对话。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。
- **评价建议:**
 - ① 是否能就老物件的功能与用途展开有效询问和回答?
 - ② 是否使用了恰当的句式表达惊讶?

Section C A page of history

>>Reading

子话题说明

阅读板块围绕“历史的一页”(A page of history)这一子话题展开,用杂志文章的形式呈现二次工业革命背景下19世纪英国社会的情况,包括交通方式、居住环境和儿童的生活状况三方面内容。

C1, C2

- 语篇说明:该文来自哈利阅读的一本杂志,主要介绍了19世纪英国的社会生活。文章结构包括标题(headline)、内容提要(standfirst)、正文(body)三部分,还有配图(picture)。内容提要部分引用了19世纪英国小说家狄更斯在其作品《双城记》(A Tale of Two Cities)中的开篇语句,点明了文章的主旨:“这是最好的时代,也是最坏的时代。”正文部分开头简要介绍了时代背景与社会变迁,中间部分通过三个小标题(subheadings)依次介绍了交通方式、居住环境和儿童生活状况三方面内容,结尾部分简要审视了过去与现在和未来的关系,体现了辩证的历史观,以及用历史映照现实、展望未来的态度。语言上,主要运用一般过去时介绍了19世纪英国社会生活风貌;结构和版式设计上,具有杂志文章的特点,如配有与文字内容相呼应的插图,标题下方设置了内容提要以引起读者的兴趣,正文首字母采用下沉字体(drop cap),并设计了小标题等。

C1

- 教学要点:该活动旨在请学生通过略读文本,复习杂志文章这一语篇类型(见七年级上册第六单元),重温其语

参考答案

C1

(Answers may vary.)

C A page of history

Harry is reading a magazine article about life in 19th-century Britain.

C1 Text type Think and discuss: What are the features of a magazine article?

6 C2 Read the article.

Life in 19th-century Britain

It was the best of times; it was the worst of times.

— Charles Dickens

The 19th century saw great changes in Britain. Industry grew fast and more jobs were created. Progress in technology made travel and communication much easier. The lives of ordinary people also changed dramatically, both for the better and for the worse.

5 Transport

At the beginning of the 19th century, there were no buses or railways in London. Ordinary people walked to work and rarely travelled far from home. Over the next few decades, horse buses and railway trains became popular. The development of public transport brought new chances for travelling, carrying goods and developing businesses.

Living conditions

Another major change was the growth of cities. Many people moved from the countryside into fast-growing cities. Although there were more new chances in the city, living conditions there were unpleasant for most people. Large families with five or six children lived in one or two rooms. Few homes had a bathroom with a toilet, bath, or even running water. The conditions outside

56

drop cap 首字下沉

headline 标题

subheading 小标题

standfirst 内容提要

篇特征及要素(Features: use special designs, varied fonts and pictures to attract readers; Contents: headline, standfirst, subheadings, body text, pictures, etc.),把握文章主题(Life in 19th-century Britain)。

- 备选活动:对比呈现英文杂志文章和普通文章,请学生观察杂志文章有别于普通文章的特征(如“Look at these two articles. Which one looks more attractive? Why?”等)。也可以从考查背景知识的角度,请学生谈谈他们对英国历史的了解。还可以请学生通过观察文章的小标题和配图,预测文章有可能从哪些方面介绍19世纪的英国社会生活。

A magazine article usually looks attractive. It uses special designs, different types and sizes of fonts, and pictures to attract readers.

111

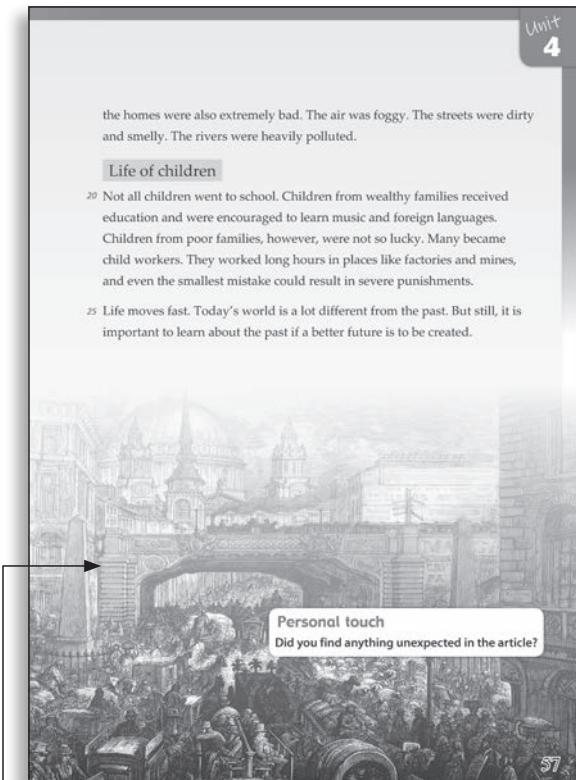
C2

- 教学要点：该活动旨在引导学生在阅读后，结合自己的百科知识和生活阅历，简单谈一谈文中读到的哪些内容是出乎意料的。

参考答案**C2**

(Answers may vary.)

Yes, I did. The life of child workers was unexpected to me. I did not know children used to work in mines./Yes, I did. It was unexpected to me that horse buses were once popular in Britain. I have never heard of them before.



picture 配图

语言注释

- **public transport** (*AnE* public transportation) the system of buses, trains, etc. provided by the government or by companies, which people use to travel from one place to another 公共交通；公共交通工具
*Most of us use **public transport** to go to work.*
- **running water** water supplied through pipes 自来水
*Some of these older houses still don't have **running water**.*

背景知识**Charles Dickens**

Charles Dickens (1812–1870) was a popular English novelist of the Victorian Era. He wrote many books that are now considered classics, including *David Copperfield*, *Oliver Twist*, *A Tale of Two Cities* and *Great Expectations*.

C3

- **教学要点:** 该活动旨在帮助学生通过分析文本结构,了解正文部分的主要内容。教师可通过询问小标题数量(how many aspects)或直接引导学生关注三个小标题使其快速掌握正文部分的三个维度。

参考答案

C3

The author talks about three aspects of life in 19th-century Britain: transport, living conditions and life of children.

C4

- **教学要点:** 该活动旨在引导学生从19世纪英国生活的利与弊两个方面,梳理归类信息。
- **备选活动:** 请学生从文中再找出1—2个关于19世纪英国社会生活的事,然后讨论利弊。

Find one more fact about the 19th-century life in Britain from the text and discuss whether it was good or bad.

(① *Growing industry and more job opportunities. I think it was both good and bad. It was good because people had more chances to earn money. It was bad because it created more pollution. And more child workers were needed in places such as factories and mines.*

② *The growth of cities. I think it was both good and bad. It was good because there were more chances in the city. It was bad because cities became overcrowded with so many people and the living conditions were unpleasant for most people.)*

C3 General understanding What aspects of life in 19th-century Britain does the author talk about in this article?

C4 Detailed reading Read each item below. Does it tell us about the good or the bad about life in 19th-century Britain? Write the number of each item in the right place.

1 easier travel and communication

2 new chances for travelling, carrying goods and developing businesses

3 unpleasant living conditions

4 foggy air

5 dirty and smelly streets

6 polluted rivers

7 child workers

The good

The bad

58

参考答案

C4

The good: 1, 2

The bad: 3, 4, 5, 6, 7

C5

- **阅读策略:** 本单元重点教授的阅读策略为比较与对照 (Comparing and contrasting), 为学生用书六下第三单元和七上第六单元的阅读技能策略复现。该策略通过分析探讨两个或多个事物或观点, 总结并归纳出其相似和不同之处。
- **教学要点:** 问题 1 旨在帮助学生关注内容提要, 结合上下文推断其意义。问题 2 旨在帮助学生在理解文本的基础上, 结合百科知识, 对比 19 世纪的英国和现在的英国。

如学生在回答问题 2 时缺乏思路, 教师可提供关于当今英国的社会风貌(如交通、学校教育、家庭居住环境等)的照片, 也可采用左右对比的方式呈现 19 世纪英国和当今英国的照片(如狭窄、拥挤的街道和马拉公交车对比现代宽阔的马路和车辆, 19 世纪重污染下的“雾都”照片对比如今空气质量明显改善后的伦敦照片, 19 世纪普通工人阶级拥挤、糟糕的居住环境对比拥有现代化家用电器和设施的居住环境, 童工照片对比孩子在现代化的学校教室里学习的照片等), 用以启发学生思路。

- **备选活动:**

- (1) 请学生推断语篇的背景信息。
 - ① Why was the air foggy at that time?
(Because industry grew fast at that time. More factories were built. This resulted in heavy pollution.)
 - ② Why did so many children work in factories and mines at that time?

参考答案

C5

(Answers may vary.)

1 Charles Dickens' words are impressive to me. This sentence is taken from the famous opening paragraph of Charles Dickens' novel *A Tale of Two Cities*. It points out the major

C5 Further thinking Answer the questions.

Comparing and contrasting

- 1 What do you think of the words of Charles Dickens on the life of 19th-century Britain?
- 2 What do you know about life in Britain today? Compare it with life in 19th-century Britain.

Vocabulary focus Answer the questions with the underlined words.

Share your answers with a partner.

- 1 What great changes has the 21st century seen in China?

- 2 How has modern technology changed education?

- 3 Do we enjoy better living conditions than people in the past?

- 4 Why is it important to learn a foreign language?

Update my to-do list []

Imagine living in 19th-century Britain. Which aspect(s) of life would you find most difficult?

59

(Because industry grew fast at that time. More factories were built and more jobs were created. Factories and mines needed more workers. Maybe there were not enough adult workers, so children were forced to work in factories and mines.)

(2) 请学生推断作者意图。

Why does the author use Dickens' words at the very beginning? (*The author uses Dickens' words to attract readers' attention. And this sentence is a very good introduction to the main idea of the article.*)

conflicts of 19th-century Britain: there were chances as well as challenges at that time.

2

(1) Transport:

Travelling around Britain today is easier and faster than it was in the 19th century. Many families own private cars. People drive cars or use public transport to go from place to place. There are different forms of public transport in Britain. For long-distance journeys, people take trains, coaches and planes. For short-distance trips, they use the underground, buses and taxis. Some may also choose to ride a bike. As in China, there are many useful transport apps and websites.

(2) Living conditions:

People have better living conditions in Britain today than in the 19th century. Roads and streets are wider and cleaner. Air and water quality has been greatly improved. Most people live in modern homes with a bathroom and they have many kinds of machines to help with housework.

(3) Life of children:

All children in Britain need to receive an education today. There are no longer child workers.

Vocabulary focus

- **教学要点:** 该活动重点关注 C2 阅读语篇中部分核心词汇(如 education, living conditions, foreign 等)的使用, 帮助学生通过回答开放性的问题来巩固和检测自己的词汇运用能力。问题无固定答案, 学生可各抒己见, 但回答时要求运用所给出的核心词汇。

参考答案

Vocabulary focus

(Answers may vary.)

- 1 The 21st century has seen many great changes in China. There has been great progress in science and technology. Eco cars and AI have become popular.
- 2 Technology has made education possible anytime anywhere.
- 3 Yes, we enjoy better living conditions today. Most of us live in modern homes with running water and electricity. Many homes also have an internet connection.
- 4 Learning a foreign language has many benefits. It makes us more open-minded. It helps us understand and learn from other cultures.

Update my to-do list

- **教学要点:** 教师可组织学生分组讨论 19 世纪英国人生活中的哪个方面最为艰难, 并解释原因, 从而巩固和激发学生对阅读语篇内容的理解和思考。学生讨论或汇报的时候, 教师应提供适当的支持。

参考答案

Update my to-do list

(Answers may vary.)

I think the most difficult aspect would be that many children had to work in factories and mines. Those jobs were very dangerous and could hurt their health./I think the most difficult aspect would be living in a heavily polluted environment. London was nicknamed “The Big Smoke” in the 19th century because the air was polluted so seriously at that time. Many people died young because of the heavy pollution.

>>Grammar in use

板块内容说明

本单元的语法重点是让步状语从句(Adverbial clauses of concession)。

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,关注让步状语从句的结构和意义。教师可引导学生关注句中蓝色部分(由 although 和 though 引导的从句)的语言形式及其出现的位置,以及句子两个组成部分之间的语义联系。

如学生在回答第一个问题时有困难,教师可以用一般疑问句来引导学生:“Do the two parts show similar or opposite ideas?”

如学生在回答第二个问题时有困难,教师可以换一种提问方式:“What words are used to connect the two parts of each sentence here?”

- 备选活动:** 请学生观察 although 和 though 的位置,它们出现在句首和句子后半部分时,句子的成分有何差别。可以分成句(1)(3)和句(2)(4)两组,询问学生这两组句子有何不同(although 和 though 位置不同,且当其位于句首时,需要用逗号)。详见学生用书上的语法附录(**Grammar file**, P130)。

参考答案

1

In each sentence, the two parts show a contrast or an unexpected situation./ The second part shows something surprising or something different from the first part. They are connected by “although” or “though”.

>> Grammar in use Adverbial clauses of concession

1 Read and think Read the sentences. What is the relationship between the two parts of each sentence? How are they connected?

- (1) People in Chongqing were open to new things
(2) Though it's a very old radio,
(3) Many children had to go to work
(4) Although there were more new chances in the city,
- although high mountains and wide rivers made travel difficult.
it still works well.
although they were very young.
living conditions there were unpleasant for most people.

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

- We use although and though to ...
 express a contrast between ideas
 show something unexpected
 give a reason

Grammar file → p. 130

3 Practise: Make suggestions Harry and his great-grandma can't decide whether to sell or keep some old items. Help them make decisions.

(1)



My suggestion:

They should keep it. Although/Though the pocket watch is very old, it works well.
Or: They should sell it. The pocket watch is very old although/though it works well.

60

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,归纳让步状语从句表达的意义,并借助学生用书上的语法附录(**Grammar file**, P130)深化理解。

参考答案

2

- express a contrast between ideas
 show something unexpected

活动 3

- 教学要点:** 活动 3 旨在帮助学生初步运用让步状语从句,在具体情境中重点练习使用让步状语从句来表达观点。另外,可以引导学生关注 although/though 让步状语从句的位置,即让步状语从句可以出现在主句前或主句后,但当其位于主句前时,需要用逗号隔开。

如学生直接完成该活动有困难，教师可引导他们分步骤完成任务。先给出建议和简单的理由（写建议句和主句），如“*They should keep it. It works well.*”，然后用 *although* 或 *though* 连接哈利和曾祖母说的话，扩充理由句，完成让步状语从句。

参考答案

3

(Answers may vary.)

(2) They should keep it. Although/

Though the dictionary is heavy to carry around, it is easy to read.

Or: They should sell it. The dictionary is heavy to carry around although/though it is easy to read.

(3) They should keep it. Although/

Though the desk lamp isn't very bright, it has a very special and beautiful design.

Or: They should sell it. The desk lamp isn't very bright although/though it has a very special and beautiful design.

活动 4

- 教学要点：活动 4 旨在帮助学生在真实情境中恰当地运用让步状语从句

Unit 4

(2)



This dictionary is easy to read.
It's too heavy to carry around.

My suggestion:

(3)



This desk lamp isn't very bright.
It has a very special and beautiful design.

My suggestion:

4 Pair and share Do children today have more fun? Discuss with a partner.

Opinions	Reasons
Children today have more fun.	
Children today do not have more fun.	

My mum always says children today have more fun. Do you think so?

Although we can go to amusement parks and watch films and TV shows, we don't spend as much time with friends in person as children did in the past.

① amusement park 游乐场

Yes, I think so. You see, there are so many amusement parks^①, films and TV shows for us to enjoy.

...

61

表达观点。首先，请学生结对，选择正方 / 反方观点 (*have more fun* vs. *not have more fun*)。然后，每位学生根据自己选择的观点，在表格中写出 1—2 条理由来支持该观点。最后，模仿活动 4 中的对话形式和步骤，A 同学先提问，B 同学作出肯定的回答并给出理由，随后 A 同学使用让步状语从句表达相反的观点。

参考答案

4

(Answers may vary.)

Reasons for “Children today have more fun.”: Travel is much easier today. We can go to different places and enjoy the views there.

Reasons for “Children today do not have more fun.”: Travel isn't as fun as before. We find out everything online ahead of time and there are no surprises left.

A: My mum always says children today have more fun. Do you think so?

B: Yes, I think we have more fun today. You see, travel is much easier today. We can go to different places and enjoy the views there.

A: Although we can go to different places today, travel isn't as fun as before because we find out everything online ahead of time and there are no surprises left.

评价建议

教师可根据学生完成每个活动的实际情况，随时调整教学进度和方式。可从语法形式和语法意义两个方面进行评价。语法形式上，关注学生是否正确使用了 although 或 though 引导的让步状语从句，特别关注主从句之间是否应该使用逗号的问题，以及学生是否错误地添加了 but 一词。语法意义上，关注学生是否正确掌握了让步状语从句的意义，即表达对立的意思或出乎意料的情况。最后，通过学生完成活动 4 的表现评价其学习成效，重点关注学生是否使用了让步状语从句表达相反的观点，以及是否针对对话主题进行了有效观点表达并以符合逻辑的理由支撑等。

Section D Changes in our lives

>> Writing

子话题说明

写作板块围绕“我们生活中的变化”(Changes in our lives)这一子话题展开,学生需写一篇比较类说明文(comparison article),介绍从过去到现在人们生活中的变化。

D1

- 语篇说明:**这篇写作范文延续了语音和口语板块的语篇情境,哈利通过与曾祖母的交谈,了解到从过去到现在人们的生活中发生了很多变化。他撰写了一篇文章,重点介绍了从过去到现在,生活条件和学校这两个方面发生的变化。
- 教学要点:**活动定位是写前思考。教师引导学生通过快速浏览范文内容,关注文章要点(勾选D1中问题的答案)。
- 备选活动:**借助文章结构图,帮助学生快速锁定范文主体部分的两个段落,逐一判断每个段落的主题。

What is paragraph 2/3 mainly about?

参考答案

D1

- living conditions
- schools

D2

- 写作策略:**本单元写作策略是使用对比的相关表达(Showing contrast),以提升语言和内容的衔接性、连贯性和逻辑性。

D Changes in our lives >> Writing

In your social studies class, the teacher asks you to write an article about how people's lives have changed.

D1 Think Read Harry's article. What changes does he write about? Tick (✓) the answer(s).

My great-grandma often tells me about life in the past. You can't imagine how different it was.
When she was a child, people lived in houses without electricity. They burned wood to keep warm and had no machines to help with cooking or cleaning. Life today is much easier. We use electric heaters to warm the house and have machines do the housework.
In the old days, many schools had only one room, where children of different ages learned together. Today, schools are much larger. There are classrooms, libraries and even labs.
It's amazing how much life has changed!

living conditions schools
 sports communication

D2 Prepare What words and expressions does Harry use to show contrast? Circle them in the article.

TEEN skill Showing contrast
When writing about differences, you may use:

- words or phrases of contrast: *unlike, be different from;*
- words or expressions with opposite meanings: *when she was a child ... vs. life today ...; in the old days vs. nowadays;*
- comparative adjectives or adverbs: *easier, larger.*

62

main body: schools

introduction conclusion

main body: living conditions



- 教学要点:**活动定位是写前准备。教师组织学生结合TEEN skill栏目中的写作策略,寻找范文中与对比相关的表达。
- 备选活动:**请学生积累并拓展展示对比的表达。
What other words or expressions can we use to show contrast? (参考D3“补充资料”中的第一条内容)。

参考答案

D2

Paragraph 1: different

Paragraph 2: When she was a child vs. Life today, burned wood vs. use electric heaters, had no machines vs. have machines, much easier

Paragraph 3: In the old days vs. Today, only one room vs. classrooms, libraries and even labs, much larger

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，确定两个要点，并以草稿的形式列出一些相关语言表达。

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

D4 Write Write your article.

D5 Check Check your writing. Pay attention to the ways of showing contrast.

Update my to-do list

Work in pairs. Read each other's articles and comment on how your partner shows contrast.

63

补充资料**Useful expressions****1. Showing contrast:**

- yet, however, but, in contrast, a lot/quite different from, no longer, not ... any more, not the same ...
- nowadays, today, now, at present, in present days, in today's world, modern families, in the past, in the old days, long ago, many years ago, decades ago, when she/he was young ...
- more, fewer, less, easier, faster, healthier, longer, more expensive/comfortable/advanced/convenient ...

2. Family:

- People used to live in large families decades ago.
- In the past, people lived very close to their relatives. They usually lived in the same village or town. Today, they may live far away from each other.
- The roles of family members have also changed.

3. Jobs:

- In the past, most people made a living by doing farm work.
- Many jobs that were common in the past do not exist today.
- Today more people find jobs in the city.
- Many of today's jobs did not exist in the past.

4. Entertainment:

- Radios were once very popular.
- Today fewer people listen to the radio or watch TV. They spend more time on the internet.
- Today we enjoy all kinds of modern entertainment.

5. Travel:

- Long ago, people seldom travelled far away from their homes.
- Travelling used to be slow and even dangerous in the past.
- Today, travelling is fast and convenient.

6. Communication:

- Long ago, people wrote letters by hand and mailed them.
- People used to send telegrams. They were charged for every word they sent.
- The way we communicate has changed a lot through time, from letters and telephones to emails and social media.
- Emails have replaced letters, smartphones have replaced telephones and the internet has replaced newspapers over the last few decades.

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。
- **备选活动:** 如学生的接受程度较好，可以进一步拓展，介绍比较类说明文的两种写作方法。第一种是分述要点法 (point-by-point writing method)，即 D1 写作范文所采取的写法，主干部分中的每个段落集中讨论一个要点：body paragraph 1—point 1 (living conditions); body paragraph 2—point 2 (schools)。第二种是分述对象法 (subject-by-subject writing method)，即按照讨论的主题对象来组织段落，如果采用这种方式，范文的主干部分可以改为：body paragraph 1—subject 1 (the past); body paragraph 2—subject 2 (the present) (参考“补充资料”)。

补充资料

采用分述对象法 (subject-by-subject writing method) 的范文如下 (为保证行文的衔接性和连贯性，改动了个别语句，供参考)：

My great-grandma often tells me about life in the past. You can't imagine how different it was.

When she was a child, people lived in houses without electricity. They burned wood to keep warm and had no machines to help with cooking or cleaning. Schools then were also very different. Many schools had only one room, where children of different ages learned together.

Today most people live in modern homes. We use electric heaters to warm the house and have machines do the housework. And schools, too, are no longer the same as those in the past. Today, schools are much larger. There are classrooms, libraries and even labs.

It's amazing how much life has changed!

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修改，有意识地养成写后自查的习惯。
- **备选活动:** 请学生用下划线划出自己的习作中所有表示对比的词汇和短语，对照范文（或黑板上给出一些 useful expressions），思考可改进之处。

Update my to-do list

- **教学要点:** 该活动旨在以结对的形式，请学生分享彼此的习作，选出对方习作中的好词好句，交流学习。并结合同学评价和教师点评，思考改进方案。
- **评价建议:**
 - ① 主体部分每个段落的要点是否清晰明确？
 - ② 是否恰当使用了表达对比的语言？

>>Discovery

板块内容说明

探索发现板块介绍了新技术在中国、乌干达和法国等历史文化遗产保护与展示中的应用实例，体现了新技术对各国历史文化遗产保护和传承起到的作用。

教学提示

- **语篇说明：**第一个语段介绍了天津一所大学的古籍数字化工作。第二个语段介绍了三维数字模型技术助力乌干达卡苏比王陵重建修复的案例。第三个语段介绍了法国一家博物馆在2021年推出的沉浸式展览，利用增强现实技术重现已灭绝的动物。
- **备选活动：**灵活选用不同的方式来激发学生对不同新技术用于历史文化遗产保护与传承的兴趣和思考。

(1) 预测：组织学生看文章标题（New for old）和相关配图，预测与主题相关的信息，激发学生的兴趣。
Look at the title and the three pictures.
What old things may the writer introduce in the text?

(2) 理解：请学生阅读短文，通过问题引导他们发现每个案例的主要内容。

- ① What is old and what is new in the first/second/third example?
- ② How does new technology help in the first/second/third example?

(3) 思考：请学生基于文本信息展开思考，推断更多文本以外的信息。

- ① Why is it important to make digital copies of ancient books?
(*It is a good way to preserve the ancient books. And more people can read these books after they are digitalised.*)

Discovery

New for old

Modern technology has brought ancient books back for new readers. A team from a university in Tianjin has used scanners to make digital copies of more than 20,000 ancient books. The most recent book is over 70 years old and the oldest more than 300 years old.



Laser^① technology is used to create 3D digital models for important old buildings. One success story has been the Kasubi Tombs^② in Uganda. A digital copy of the tombs was made before a fire destroyed them. This helps rebuild the tombs.



Museums around the world are using AR (augmented reality) to bring ancient objects to life. A museum in Paris held a special AR exhibition in 2021. Visitors could come face-to-face with digital animals that no longer exist in the real world.



Read and think Explain the meaning of the title, giving examples from the text.

① laser 霍光 ② Kasubi Tombs 卡苏比王陵

- 64
- ② Do you think it is necessary to create 3D digital models for some of the important old buildings in China? Give a few examples if you think so. (*Yes, I do. I think we should create 3D digital models for the old buildings in China like the Dunhuang Mogao Caves because climate change is threatening them. We may also create 3D digital models for some famous old wooden buildings in China because they may easily get fire.*)
 - ③ What digital animals do you want to come face-to-face with in an AR exhibition? (*I want to come face-to-face with dinosaurs because I think it will be an interesting and unforgettable experience to see these amazing giant creatures.*)
 - (4) 拓展：请学生自发寻找其他反映新技术用于历史文化遗产保护、传承和传播的

案例。

Do you know any other new-for-old stories? (参考“补充资料”)。

补充资料

1. The dynamic digital scroll of *Along the River During the Qingming Festival*

The famous ancient Chinese painting has been brought to life through digital technology. In 2010, a dynamic digital version of this painting was created for exhibit in the China Pavilion at the Shanghai World Expo.

2. The “Digital Dunhuang” project

The idea of digitalising Dunhuang was first put forward in the late 1980s. So far, the project has completed the digital collection of about 300 grottoes. We can get a glimpse of the beauty of Dunhuang by visiting the official website of the project.

背景知识

1. 数字化对于古籍的保护、利用和传播具有重要意义 (Digitalising ancient books helps protect, use and share them widely.)。在保护层面，数字化有助于实现古籍的永久保存；在利用层面，数字化有助于搭建古籍全文数据库，实现全文检索和数据分析等功能；在传播层面，数字化打破了空间限制，以互联网等形式，使珍贵的古籍走近普通大众，让更多人共享古籍资源。
2. 卡苏比王陵是乌干达王国时期的王家陵园，建成于 1882 年，被乌干达人视为圣地。2010 年 3 月 16 日，卡苏比王陵失火，主建筑遭到严重破坏。随后，这处遗产地被列入《濒危世界遗产名录》(List of World Heritage in Danger)。该遗址于 2023 年夏顺利完成重建，目前王陵已恢复到理想的保护状态，并从《濒危世界遗产名录》中移除。
3. AR 技术常用于博物馆展览中，观众可通过手机或 AR 眼镜，将虚拟信息叠加于展品上，如复原古迹、展示文物历史场景等，从而获得沉浸式体验。AR 技术也可解决传统教学中的难点。例如在数学课上，可动态展开立方体表面，使其呈现为平面图，或者透视立方体的内部结构；在地理课上，可演示火山喷发、板块漂移；在科学课上，可将教室的天花板变成星空等。

Section E Our changing communities

>>Project

子话题说明

项目探究板块围绕“我们社区的变迁”(Our changing communities)这一子话题展开，旨在引导学生结合本单元所学，通过小组合作，选择一个感兴趣的社区，以线上(网络搜索)和线下(访谈、参观、阅读书籍、杂志或报刊资料)等不同方式搜集整理资料，总结和展示该社区的今昔对比，以回应单元大问题。在活动中，学生将感知社区的变迁和其对生活的影响。教师应引导学生客观辩证地看待社会的发展和变革，初步培养他们的社会调研能力。

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，激发其对单元大问题的深入思考。组织学生分小组讨论，选择自己生活的社区、学校附近的社区、曾实地游览过或在网上关注过的某个感兴趣的社区，进行线上或线下调研。如果所选社区不在本地，无法进行实地调研，可采用二手调研资料，如新闻报道、纪实报告等(含类似Step 2访谈形式的内容)，结合其他查找到的资料，总结该社区的主要变化，并在课堂上进行展示。

注意：根据学情，调节任务的难易程度。如学生接受程度较好，可适当提高要求。可引导他们多维度关注社区的变化，如建筑物、绿化、社区食堂、医院、图书馆、街道、商业配套等，也可以关注居住人群、社区文化、社区氛围等。还可引导他们多角度分析同一变化带来的影响(如某些变化带来的影响可能有利有弊)。

- 更多资源：**可通过搜索“社区变迁”“村庄变迁”“十年/二十年今昔

E Our changing communities ➤ ➤ Project **Unit 4**

Doing a study of a changing community

You are going to carry out a study of a changing community. Work in groups and follow the steps below.

Step 1 Choose Discuss and choose a community that you know well or are interested in.

Step 2 Search

1 Interview people who have lived there for many years. Here are some sample questions.

- How long have you lived in this area?
- What changes have you noticed or experienced?
- How do you feel about these changes? Why?
- ...

2 Search for information about the community using different resources (e.g. websites, museums, books, newspapers).

Step 3 Analyse Analyse the information you have gathered. Have a discussion and write down the biggest changes.

Step 4 Share Give a group presentation in class to share your findings.

Update my to-do list

Discuss in your group: Which group's presentation impressed you most? Why?

65

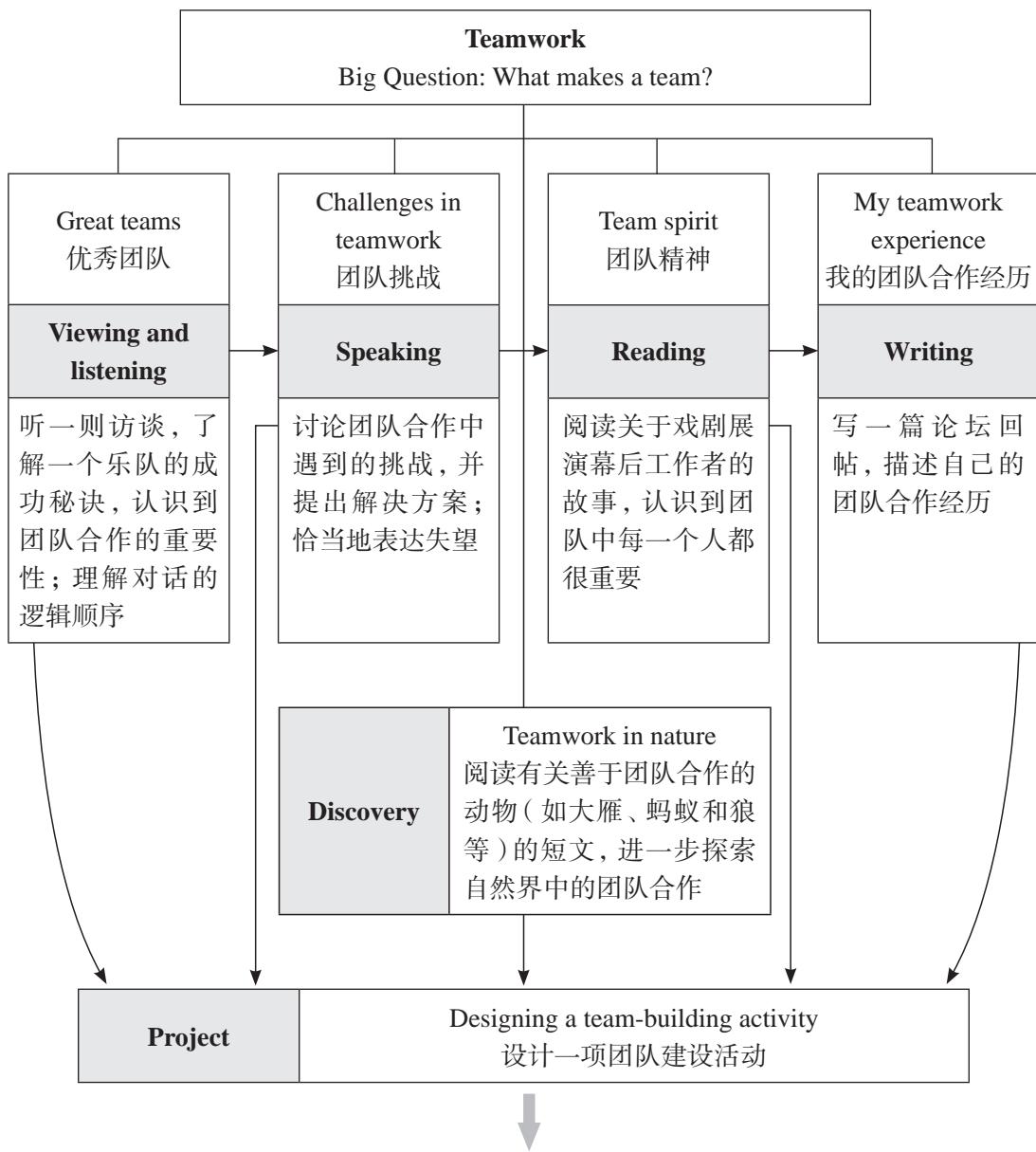
对比”等关键词，查找感兴趣的资料，增加看待问题的角度。本单元配套练习册中关于“悬崖村”的故事，也可作为案例素材进行参考。

Update my to-do list

- 教学要点：**本项目探究旨在鼓励学生综合运用本单元前面板块所学的语言知识和技能进行表达、展示与评价。教师可汇集各组学生的调研结果，进行课内外展示与交流(如课堂分享或在教室张贴海报等)，也可通过班级群等网络平台展示分享各小组的作品，并引导学生对他们印象最为深刻的小组作品展开讨论。
- 评价建议：**
 - ① 是否多渠道采集有关该社区过去和现在的相关信息？
 - ② 是否总结提炼出该社区的主要变化(2—4个)？
 - ③ 是否采用本单元所学的语言知识和技能，准确、有条理地展开今昔对比？

Unit 5 Teamwork

单元内容结构图 (Structure of the unit)



单元育人目标：通过了解团队合作的重要性、成功要素与挑战，培养学生的团队合作能力和团队合作精神

单元目标 (Unit objectives)

- ▶ 语音：能借助读音规则，识别并归纳失爆规则，准确朗读单词和句子
- ▶ 词汇：能掌握与团队合作主题相关的词汇与常见的简写和缩写的形式和意义
- ▶ 语法：能掌握原因状语从句的形式和表意功能，并在具体情境中正确使用
- ▶ 看：能借助海报、建议提示等多模态语篇中的视觉信息理解相关内容
- ▶ 听：能理解访谈内容，并掌握访谈对话的逻辑顺序
- ▶ 说：能在具体的交际情境中恰当地表达失望，并围绕团队合作的问题及其解决方案展开简单对话
- ▶ 读：能读懂故事内容，识别故事的情节要素，并理解团队合作的重要性
- ▶ 写：能围绕“团队合作”这一话题，运用所学语言，用论坛回帖的形式描述自己的团队合作经历
- ▶ 文化：能通过阅读关于自然界中团队合作的短文，了解互助合作的重要性
- ▶ 德育：能理解团队合作在日常生活和学习中的重要性，积极主动参与团队活动，并能在其中发挥自己的作用

单元内容概览 (Content overview)

主题	本单元聚焦“人与社会”主题范畴下“社会服务与人际沟通”以及“文学、艺术与体育”主题群，围绕“交流与合作，团队精神”“良好的人际关系与人际交往”等子主题内容，通过大问题“What makes a team?”引导，帮助学生了解团队合作的重要性、成功的要素与挑战，培养学生的团队合作能力和团队精神。		
语篇	视听	网页	乐队主唱访谈的播放网页
		录音	乐队主唱访谈
	口语	对话	赛后复盘团队合作中的挑战和解决方案
		建议提示	解决小组合作中遇到的问题
	阅读	故事	关于一次戏剧展演团队合作成功的故事
	写作	论坛回帖	“我”的团队合作经历
语言知识	探索发现	介绍类说明文	自然界中的团队合作
	语音	失爆	
	词汇	构词法：简写和缩写(I)；主题词汇	
	语法	原因状语从句	
	语篇	识别故事中的情节要素；利用语篇的标题、图片等信息辅助语篇理解	
文化知识	语用	在交际情境中，用恰当的语言表达失望	
	能了解互助合作的重要性		
语言技能 与 学习策略	视听	任务：听乐队主唱的访谈对话，获取关键信息并排序 策略：理解对话中的逻辑顺序	
		任务：交流团队合作中存在的问题及解决方案 策略：表达失望	
	阅读	任务：阅读关于戏剧展演的幕后工作者故事 策略：识别故事的情节要素	
		任务：描述自己团队合作的经历 策略：写一个好的故事结尾	
	项目探究 (综合)	任务：设计一项团队建设活动	

单元主题图页 (Cover page)

单元大问题 (Big Question)

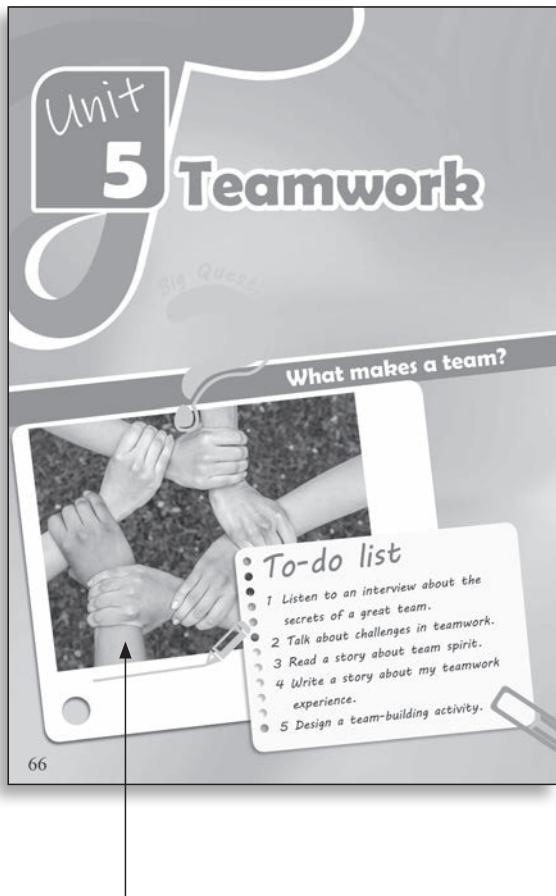
完成本单元的学习后，学生可以围绕成功的团队、团队挑战、团队精神和团队经历等话题谈论团队合作的各个方面，了解团队合作的重要性、成功要素与挑战，培养团队合作能力和团队合作精神。

单元主题图 (Theme photos)

单元主题图呈现体现团队精神的照片，从多角度体现团队合作的场景。

任务清单 (To-do list)

本单元的任务清单包括：(1)听有关成功团队秘诀的访谈。(2)谈论团队合作面临的挑战。(3)阅读关于团队精神的故事。(4)撰写关于自己团队合作经历的故事。(5)设计团队建设活动。



A group of young volunteers put their hands together to show team spirit.

单元导入 (Getting started)

教师可利用单元导入引导学生了解主题图的内容以及它们呈现的不同团队合作形式，同时帮助学生熟悉与团队相关的词汇，并让他们分享自己参与过的团队和活动。教师也可补充更多日常生活中关于团队合作的图片。

The worksheet features a title 'Getting started' with a lightbulb icon. It includes instructions to match teams with pictures and answer a question. The questions are:

- A medical team _____
- B school choir _____
- C volunteer group _____
- D basketball team _____

Below the questions is the text: 'Have you ever been part of a team?' followed by a large question mark.

Four numbered photographs are shown:

- ① A group of students in school uniforms singing together.
- ② Members of a basketball team putting their hands together.
- ③ Doctors performing surgery on a patient.
- ④ Volunteers working together to plant a tree.

Arrows from the descriptive boxes on the left point to the corresponding numbered photographs. The page number '67' is in the bottom right corner.

The students in the school choir are singing together.

The medical team is doing an operation.

The volunteers are planting a tree together.

The members of the basketball team are putting their hands together.

参考答案

Getting started

A – ③ B – ① C – ④ D – ②

(Answers may vary.)

Yes, I have. I am the member of the school choir.

Section A Great teams

>>Viewing and listening

子话题说明

视听板块围绕“优秀团队”(Great teams)这一子话题展开,探讨团队成功的秘诀。

A1

- 语篇说明: 这是一期访谈节目的播放网页, 网页上显示了乐队剪影的图片、访谈内容等文字信息, 最下方是功能栏, 显示了访谈时长, 以及另有播放键等功能按钮。该期访谈中, 主持人露娜(Luna)采访幸运岛乐队(Lucky Island)主唱杰克(Jack), 他分享了幸运岛乐队成为成功团队的秘诀。

- 教学要点: 教师应引导学生观察网页, 获取有关乐队的基本信息, 如乐队名称、主唱姓名及乐队成功的要素等。

- 备选活动:

(1) 请学生观察网页上的图片并阅读访谈内容, 明确采访者和受访人。

In this interview, who is the interviewer and who is the interviewee? (DJ Luna. Jack, the lead singer of Lucky Island.)

(2) 请学生预测访谈大意。

What do you think the interview is about? (I think the interview is about the band's success and their experience.)

参考答案

A1

(Answers may vary.)

It's probably a rock band called Lucky Island. It has five members and the lead singer is Jack. The band is a great team with a good leader. All the members share a passion, and support each other.

A Great teams >> Viewing and listening

Li Bailing wants to start a school band, so she does some research online to learn from other bands' experiences.

Lucky Island
never lets you down!

In this interview, DJ Luna talks to Jack, the lead singer of Lucky Island. The conversation shares the secrets of a great team: shared passion, a good leader, support, and much more. Click to learn more if you are interested.

A1 Look and say What does the picture tell us about the band?

Pronunciation Loss of plosion

Read the poem aloud.

The flock goes better than a single bird;
The single bird is not as good as herd;
Some stay behind to help, in case it needs;
Good friends are blessing indeed for good deeds!

68



这是印度诗人 Dr John Celes 创作的诗歌 *Teamwork's Best* (《团队合作最好》) 节选, 主题是团队合作。该语音栏目旨在帮助学生掌握失爆的发音规则。在教学中, 教师可引导学生一边诵读诗歌体会失爆, 一边理解主题内容, 同时提醒学生关注学生用书上语音附录 (**Pronunciation file**, P116) 中的相关内容, 加深对失爆这一语音知识的理解。

语言注释

- single adj. only one 单一的; 单个的
Tom sent Mary a **single** red rose as a birthday gift.

A2, A3

- 语篇说明：**听力语篇是主持人露娜对幸运岛乐队主唱杰克的采访。访谈主要围绕乐队的成功秘诀和成员之间的关系展开。杰克分享了乐队成员因对音乐的共同热爱和长期合作而形成的默契与团结，以及成员间彼此理解、依赖以及舞台下如同家人般的关系。访谈突出了团队合作和相互支持对乐队成功的作用，展现了乐队成员如何在舞台上和生活中紧密协作，共同追求音乐梦想。

A2

- 教学要点：**该活动旨在提高学生关注访谈中的提问的意识。学生需通过捕捉关键词，理清访谈问题的推进过程。
- 备选活动：**

(1) 在播放听力之前，请学生根据访谈节目的内容，预测露娜可能会提出的问题。

What questions might Luna ask? (*The questions might include: How did you form your band? What is the secret to your success? What challenges did you face as a team?*)

(2) 在播放听力之前，请学生看 A2

听力文本**A2, A3 & Update my to-do list**

Host: Hello, everyone! Welcome to our programme. I'm Luna. Today we're speaking to Jack, the lead singer of Lucky Island. Hello, Jack!

Jack: Hi, Luna!

Host: Jack, congratulations! That was a great performance you gave last week. How did you get so good?

Jack: Thank you. Well, you know we've played together for fifteen years.

Host: What has helped you stay together for so long?

Jack: A shared passion for music, of course. Also, after such a long time we all understand each other very well. Jimmy controls the rhythm. He just needs to look at Fran and

Life's problems can be tackle(d) together;
Flock together, birds of the same feather.
We gain right attitude from all around;
We keep the direction, whither we're bound!
— by Dr John Celes

6 A2 Listen and take notes Listen to an interview and complete the questions you hear.

- 1 How did you _____?
- 2 What has helped you _____ for so long?
- 3 As the lead singer, are you _____ all the members _____?
- 4 Do you also _____ off-stage?

6 A3 Listen and arrange Listen again. Put the following steps in the correct order.

Understanding the logical order of a conversation

- 1 Introducing and greeting Jack, the guest
- Talking about Jack's role in the band
- Talking about their off-stage lives
- Talking about what holds the band together
- Talking about their recent performance

Word study Word building Abbreviation (I)

What do the following abbreviations mean?

e.g. "UN" means "United Nations".

IT	DIY	VIP	ASAP
PRC	CPC	WTO	WHO

6 A4 Update my to-do list

Listen again. Take notes about the secrets of the band's success.

69

题干，试着补全问题。

Before listening, try to complete the questions on your own.

(3) 在播放听力之后，请学生验证自己的预测是否准确。

Now, let's see if your predictions are correct.

Fran will know he needs to speed up or slow down.

Host: As the lead singer, are you pulling all the members together?

Jack: Well, you could say that. But each role is important in the band and we depend on each other. Before we have a performance, we spend a month or two practising together. So on stage it's like we are one.

Host: Do you also spend time together off-stage?

Jack: A lot! And such togetherness makes us feel like a family. Yes, we have some problems but we care for each other.

参考答案

A2

1 get so good 2 stay together 3 pulling, together 4 spend time together

A3

- **教学要点:** 该活动让学生对访谈内容要点进行排序，从而帮助学生进一步梳理访谈的逻辑顺序。
- **听力策略:** 本单元听力策略为理解对话的逻辑顺序 (Understanding the logical order of a conversation)。这项策略涉及识别对话中提出的想法或事件的顺序，有助于听者更容易跟进并理解对话内容。

Understanding the logical order of a conversation: While listening to a conversation, pay attention to how the ideas are presented. You can:

- ① identify the main topic by focusing on the opener, e.g. “Today we’re talking about ...” or “Let’s discuss ...” ;
 - ② notice how the speakers connect their ideas or shift sub-topics by the questions and answers, e.g. “How did you ...?” “What helps to ...? ” .
- **备选活动:** 在学生听完访谈后，请他们讨论以下问题。
 - ① What makes the band members feel like a family, according to Jack? (*According to Jack, spending a lot of time together makes the band feel like a family. They care for each other.*)
 - ② How does Jack describe his role in keeping the band together? (*He describes his role as bringing the band together, but he says every member is important.*)
 - ③ Do you think it’s important for a band to practise together for months before a performance? Why? (*Yes. Because practising together helps the band understand each other better. This makes them work well as a team.*)

参考答案

A3

4, 5, 3, 2

语言注释

- **let somebody down** to fail to help or support somebody as they had hoped or expected 使失望
*I'm afraid she **let us down** badly.*
- **lead** *n.*
 - (1) the main part in a play, film, etc.; the person who plays this part (戏剧、电影等中的) 主角, 主演
*Who is playing the **lead**?*
 - (2) the position ahead of everyone else in a race or competition (竞赛中的) 领先地位
*She took the **lead** in the second lap.*
- **passion** *n.* a very strong feeling of liking something; a hobby, an activity, etc. that you like very much 热衷的爱好(或活动等)
*They have a **passion** for gardens.*

Word study

- **教学要点:** 教师可提示学生简写和缩写(Abbreviation)是指将一个单词或短语用简化或缩短的形式来创造新的词形的构词方式。本单元出现的方式有: 读字母式首字母缩略词(如 TV)、首字母缩略词(如 STEM), 其他常见的简写和缩写的方式详见学生用书上的词汇学习附录(**Word study support**, P121–P122)中的相关内容, 学生可进一步理解关于缩略词的词法知识。

参考答案

Word study

IT = information technology; DIY = do-it-yourself; VIP = Very Important Person; ASAP = as soon as possible; PRC = People's Republic of China; CPC = Communist Party of China; WTO = World Trade Organization; WHO = World Health Organization

Update my to-do list

- **教学要点:** 教师再次播放录音, 请学生说说乐队成功的秘密, 并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

(Answers may vary.)

a shared passion for music, understanding each other, depending on each other, practising together, spending time together off-stage, caring for each other ...

Section B Challenges in teamwork

>> Speaking

子话题说明

口语板块围绕“团队挑战”

(Challenges in teamwork)这一子话题展开,聚焦团队合作中可能遇到的各种挑战和困难,帮助学生认识、理解和分析团队合作中的问题,并积极寻求解决方案,提升学生的团队合作能力。

B1

- 语篇说明:**这是王一鸣和队友们在一次科技竞赛失利后的复盘对话。在对话中,王一鸣、陆遥和林东表达了失望的情绪,反思了失利的原因:一是没有合理分工,二是时间管理不合理。随后,他们进一步讨论了改进措施,包括明确每个人的分工和合理分配时间。
- 语用功能说明:**本单元语用功能为表达失望(Expressing disappointment)。表达失望是口语交际中的一个重要语用功能,用于在交流中传达不满、不快乐或未实现期望的情绪。教师应提示学生,在表达失望后,最好能适当分析原因,并提出改进建议或期望,从而尝试解决问题,而不是单纯发泄情绪。**My learning notes**提供了部分这类表述,教师可引导学生从B1的对话范文中或借助自身的语言积累找出更多类似表达。学生用书上的学习笔记附录(**My learning notes support**,P124)提供了更多可用表达。
- 教学要点:**通过听B1的对话,教师可引导学生关注对话中人物的交际目的、说话语气及所用语言等,模仿语音语调,体会说话者的情感态度。再通过读B1的对话,引导学生关注本单元的语用功能重点(表达失望)。

B Challenges in teamwork

>> Speaking

After the Science Contest, Wang Yiming and his friends are having a meeting.

④ B1 Listen, read and think What teamwork challenges have they met?

Lu Yao: I can't believe we lost.

Yiming: That's so sad. But what did we do wrong?

Lin Dong: I think the biggest problem was that we didn't share the work well.

Lu Yao: I agree. I hate to complain, but sometimes I feel like I was doing all the work.

Yiming: And I did too little.

Lin Dong: Next time, let's make sure all the members know their tasks.

Lu Yao: Yes, that's very important.

Yiming: I also think we spent too much time discussing ideas.

Lin Dong: You're right. Next time we really have to manage our time better.

Lu Yao: Mmm! If we make these changes, I'm sure we'll win next year!



My learning notes

Expressing disappointment:

- That's too bad.
- What a pity/shame!

B2 Discuss Your team comes across some problems. Pick two from the following and discuss how you can do better next time. You may provide your own solutions if you like.



Problem: Some members complain a lot.

Solution: They can talk to the team leader about their problems and feelings.

70

备选活动:

- (1) 引导学生了解语篇主要信息。
 - ① Why are they discussing teamwork challenges? (*Because they lost and want to improve for next time.*)
 - ② What will they do next time? (*They will make sure everyone knows their tasks and manages time better.*)
- (2) 引导学生关注对话中其他语用功能的表达方式。
 - ① 提出观点,如:*I think the biggest problem was ...*
 - ② 提出解决方案,如:*Next time we really have to/let's make sure ...*
- (3) 请学生通过回答以下问题并从对话中找出相应人物所说内容,尝试概括对话的逻辑结构。
 - ① How did they feel after hearing the results? (*They felt disappointed and surprised. Lu Yao said, "I can't believe we lost."*)

- ② What problems did they have? (*Lin Dong pointed out the problem, saying, “I think the biggest problem was that we didn’t share the work well.”*)
- ③ How differently are they going to do the task next time? (*Lin Dong suggested, “Next time, let’s make sure all the members know their tasks.” “Next time we really have to manage our time better.”*)
- ④ What might happen if they make these changes? (*Lu Yao believed, “If we make these changes, I’m sure we’ll win next year!”*)

B1 对话的逻辑结构可概括为：表达失望（Expressing disappointment）、指出问题（Pointing out the problems）、提出解决方案（Suggesting solutions）和表达期待（Expressing expectations）。

参考答案

B1

Not sharing the work well and spending too much time discussing ideas.

B2

- 语篇说明:** 多模态语篇呈现的是学生在团队合作中常见的问题及其解决方案。
- 教学要点:** 该活动在 B1 的对话示范和 **My learning notes** 的功能表达支架的基础上, 迁移板块情境。教师请学生结合 B2 所提供的素材, 半开放地完成口语对话角色扮演。
- 备选活动:** 提供更多语言支架, 引导学生在 B1 内容的基础上, 思考另一种解决方案。

What else can you do to solve the problems? (*We can have a meeting/group discussion and everyone can share their thoughts and suggestions./ We can set some rules for our meetings to help everyone stay focused./We can try breaking the work into smaller tasks, so everyone needs to help each other.*)

参考答案**B2**

(Answers may vary.)

A: I can't believe we didn't hand in our project on time.

B: That's so disappointing. What did we do wrong?

A: I think the biggest problem was that some members worked alone and didn't cooperate.

B: I agree. I hate to complain, but some didn't listen to others' ideas either.

A: That made it hard to share ideas and slowed us down.

B: Next time, we need a discussion leader to keep order in meetings.

A: Yes, that's a great idea! A leader can help everyone stay focused.

B: Also, we should remind everyone that helping other members grow is just as important as getting their own work done.

A: Exactly! If we support each other, we'll work better as a team.

B: Let's try that next time!

语言注释

- **complain** *v.* to say that you are annoyed, unhappy or not satisfied about somebody/something 抱怨
I am going to complain to the manager about this.
- **pity** *n.* showing that you are disappointed about something 遗憾
It's a pity that you can't stay longer.
- **cooperate** *v.* to work together with somebody else in order to achieve something 合作
The two groups agreed to cooperate with each other.

Update my to-do list

- **教学要点:** 该活动旨在引导学生结合自己的生活和学习实践,运用所学的语言、功能句式和口语交际策略等,展开新的对话。教师请学生以两人对话的形式,与同伴探讨在团队合作中遇到的问题,并提出相应的解决方案。
- **评价建议:**
 - ① 是否准确提出了团队合作中的问题,并提供了合理的解决方案?
 - ② 是否使用了恰当的句式表达失望?

参考答案

Update my to-do list

(Answers may vary.)

A: I can't believe my team is still unsure about which subject to choose.

B: That's tough. What's the biggest problem?

A: I think everyone has different ideas, and we can't agree on one.

B: Maybe you could have everyone talk about the advantages and disadvantages of their ideas.

A: That's a good idea. We could also vote for the best one.

B: You should also ask them to think about what they really like. Choosing something you care about makes it easier.

A: Yeah, we might be focused too much on what's easy instead of what's interesting.

B: Exactly! If everyone shares their thoughts, I'm sure you'll decide.

A: Thanks! I'll try that.

Section C Team spirit

>>Reading

子话题说明

阅读板块围绕“团队精神”(Team spirit)这一子话题展开,通过学校戏剧展演幕后英雄的故事,阐述团队合作过程中每位成员的贡献和作用虽各有不同,但每个人都很重要的道理,从而凸显团队合作的重要性。

C1, C2

- 语篇说明:**该语篇是一则故事,按照故事的发展顺序展现了在班级排练和表演《爱丽丝梦游奇境记》的过程中,雪莉(Shirley)和三位男生从角色竞争到团队协作的认知转变。语篇主要讲述了雪莉因未能获得主角而感到失落,在与三位男生共同承担幕后工作后,逐渐理解了团队协作的重要性。语篇可根据故事发展的阶段分为五个部分,即故事的开始(beginning)、情节展开(rising action)、高潮(climax)、情节收尾(falling action)和结局(conclusion)。语言上运用了对话推动情节发展,如杰瑞(Jerry)一开始的抱怨以及雪莉最后对埃拉(Ella)由衷的赞美等。
- 教学要点:**(1)C1旨在激发学生的阅读兴趣,激活学生的背景知识。教师可通过提问引导学生结合生活经验关联语篇主题。(2)C2旨在引导学生在**Personal touch**问题的引导下,简要比较幕后工作和台前表演所带来的满足感,并谈谈个人的看法。
- 备选活动:**通过呈现图片,引导学生观察图片中的人物和动作,请学生猜测幕后工作有哪些,以下问题供参考:
① What can you see in the picture? (A boy, a girl, some props and clothes/

C Team spirit ➤ ➤ Reading

Lin Dong reads a story about teamwork in the school newspaper.
C1 Background knowledge What kinds of behind-the-scenes work does school play often involve?

C2 Read the article.

↑*Shining together: A team success*

Ms Jones's class was going to put on a play, *Alice in Wonderland*. The students took turns reading lines to the teacher, hoping to get their favourite parts.

The next day, they eagerly checked the noticeboard to see which parts they got. Shirley was disappointed that her dream role, Alice, had gone to Ella. Three boys were also unhappy because they got no parts to play but the job of helping out backstage with Shirley.

"Why do we have to do all the hard work while they get all the attention?" complained Jerry. Sam pulled a long face as he felt the same way.

"Come on," said Andy. "Our work is important too, and it can be fun!" He was right. For the next two weeks, they built the sets together and found the work very enjoyable and satisfying.

Finally, the big day arrived. Jerry and Shirley helped with costumes. Andy controlled the lights and sound, and Sam managed the stage curtain. When Ella came on stage, Shirley was not very pleased. Since

72

costumes.)

- ② What are the boy and the girl doing? (*They are helping prepare the props and clothes/* costumes.)

参考答案

(Answers may vary.)

C1

Building the sets, preparing props for the play, working the lights and sound, etc.

C2

Yes. Backstage work is fun. I like making sure everything runs smoothly and seeing the show come together behind the scenes./No. I prefer acting on stage. I enjoy being in the spotlight and hearing the audience cheer for my performance — it's so exciting!

Ella always seemed self-important, Shirley had never liked her. But seeing her act with natural confidence, Shirley thought, "Ms Jones was right. Ella is perfect for the role."

²⁰ The play went really well. As everyone clapped and cheered, Ms Jones invited the backstage helpers onto the stage. Shirley smiled at Ella, "Nice acting!" Ella smiled back and replied, "Thank you for the beautiful sets. They truly made the play very special."

"Our talented actors and hard-working backstage team have shown ²⁵ us the true power of team spirit," Ms Jones said proudly. "Now let's celebrate the success of our play together!"



Personal touch
Do you think helping out backstage can be as satisfying as acting on the stage?

73

语言注释

- **success** *n.* the fact that you have achieved something that you want and have been trying to do or get 成功；胜利
I didn't have much success in finding a job.
- **disappointed** *adj.* upset because something you hoped for has not happened or been as good, successful, etc. as you expected 失望的
They were disappointed at the result of the game.
- **satisfying** *adj.* giving pleasure because it provides something you need or want 令人满意的
It's satisfying to play a game really well.

背景知识

1. Behind-the-scenes work

Behind-the-scenes work for a play includes many important tasks, such as creating sets, props and costumes, and getting the actors ready with make-up. It also means organising practice sessions for actors to rehearse their lines and movements. The team sets up lights and sound to make sure everything works during the show. Stage managers remind actors to come on stage and handle scene changes. Hanging up posters and selling tickets help bring in an audience. Managing schedules and solving problems quickly are also part of the work. All of these jobs are important, even though the audience can't see them.

2. Alice in Wonderland

Alice in Wonderland, written by Lewis Carroll (1832—1898), is a famous children's book. Known for its fun language and big ideas, the story is enjoyable for both kids and adults. The story follows a young girl named Alice, who falls down a rabbit hole into a magical, strange world called Wonderland. There, she meets odd and playful characters like the White Rabbit, the Cheshire Cat, the Mad Hatter and the Queen of Hearts. The story is about Alice's adventures in this unpredictable world, where logic doesn't always apply, and things aren't as they seem. Throughout her journey, Alice grows and learns about herself, discovering that Wonderland is a place where the impossible can happen. The story explores themes of curiosity, imagination and questioning the rules of the adult world.

C3

• 教学要点：该活动旨在帮助学生整体把握阅读文本的要点，即故事的主旨大意。

• 备选活动：

(1) 请学生回答能够帮助他们归纳主旨大意的支架问题。以下问题供参考。

① How did Shirley and the backstage team feel about their jobs at first? How did their feelings change by the end? (*At first, Shirley and the backstage team were disappointed/unhappy because they got no parts to play/wanted acting roles. By the end, they felt proud and happy because they realised their work was important and fun.*)

② What did the backstage team do to help with the play? (*The backstage team helped with costumes, lights, sound and the stage curtain. They also built the sets together.*)

③ What did the children learn about teamwork from the play? (*The children learned the true power of team spirit/that teamwork makes a big difference. Everyone's role, whether on stage or backstage, is important for success.*)

(2) 引导学生思考选项 1 和 3 不正确的 原因。

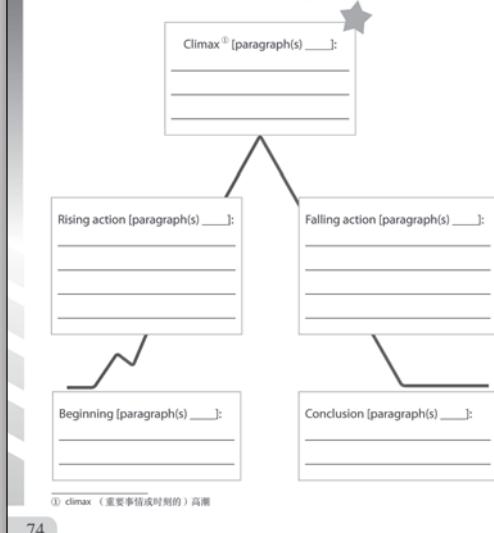
Why are the first and third options not right? (*Option 1 isn't right because the story focuses more on teamwork and working together, not just challenges. Option 3 isn't correct because the story is about how the kids helped each other and worked hard, not just about noticing strengths.*)

C3 General understanding Tick (✓) the main idea of the story.

- The kids faced some challenges when preparing for a school play.
- With team spirit, the kids worked together to put on a great play.
- In a class play, the kids learned to recognise each other's strengths.

C3 Details Complete the "story mountain" by filling paragraph number(s) in each box. Find details from the story about each step.

Identifying story elements: plot



74

参考答案

C3

- With team spirit, the kids worked together to put on a great play.

C4

• 阅读策略：本单元重点教授的阅读策略为识别故事的情节要素 (Identifying story elements: plot)。该策略是指理解故事的主要事件和发展过程，包括故事的开始 (beginning)、情节展开 (rising action)、高潮 (climax)、情节收尾 (falling action) 和结局 (conclusion)。这一策略帮助学生掌握故事的结构，理解事件之间的因果关系，从而更好地理解文本的整体意义。

Identifying story elements: plot: By using the "story mountain", this strategy helps you understand how stories work. It looks like a mountain, with five parts: beginning

(introducing characters and setting), rising action (events building up to the main problem or conflict), climax (when the problem reaches a high point), falling action (solving problems) and conclusion (how the story finishes).

• **教学要点：**此活动旨在帮助学生理解整个故事的情节推进及各阶段细节信息。在完成“故事山”时，教师应引导学生明确情节的五个关键部分：开始、展开、高潮、收尾和结局，并确保每个部分都清晰地概括了故事的主要事件。最后，检查故事山的完整性，确保所有重要情节都被涵盖。

• **备选活动：**引导学生带着问题深入理解语篇内容。

- ① What was the main problem that Shirley and the three boys faced at the start of the story? (*They didn't get the roles they wanted.*)
- ② How did Andy and the others feel about their backstage roles after a while? (*They realised their work was fun and important.*)
- ③ How did Shirley feel about Ella after watching her act? (*She realised Ella was perfect for the role.*)
- ④ What did Ms Jones say about the teamwork at the end of the play? (“*Our talented actors and hard-working backstage team have shown us the true power of team spirit.*”)

参考答案

C4

(Answers may vary.)

Beginning (paragraph 1): Ms Jones's class was going to put on a play.

Rising action (paragraphs 2–4): Shirley and three boys got no parts to play. Jerry and Sam were unhappy and Andy encouraged them. The four of them built the sets together.

Climax (paragraph 5): Shirley and the three boys worked backstage on the big day. Shirley realised Ella was perfect for the role of Alice.

Falling action (paragraph 6): The play ended. Ms Jones invited the backstage helpers onto the stage.

Conclusion (paragraph 7): Ms Jones suggested celebrating the team's success.

C5

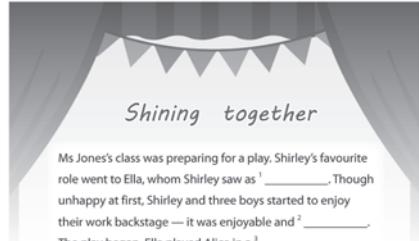
- **教学要点:** 问题 1 旨在引导学生借助文中已知信息, 推断人物的立场和动机。问题 2 旨在帮助学生进一步理解文章标题, 认识到戏剧展演的成功是团队合作的结果, 无论是台前的表演者还是幕后的助手, 都是团队中的一员, 每个人的贡献都有价值。教师可在让学生思考课本问题 1 前, 先提出备选活动中的问题 1 和问题 3, 加深学生对文本的理解, 使其做出合理的推测。之后, 再提出备选活动中的问题 4, 为学生回答课本问题 2 做铺垫。
- **备选活动:** 启发学生在理解语篇基本信息的基础上, 进一步调动高阶思维, 展开深入语篇和超越语篇的思考。

- ① Why was Shirley disappointed about not getting the role of Alice? How did her feelings change throughout the play's preparation and performance?
(Shirley was disappointed because she thought Alice was her dream role. As the play went on, she realised her backstage work was important and saw Ella was perfect for the role.)
- ② How did Shirley's view of Ella change from the beginning to the end of the story? What can this teach us about judging others?
(At first, Shirley didn't like Ella because she thought Ella was self-important. But after seeing Ella's acting, Shirley saw that Ella was right for the role of Alice. This shows that we should stay open-minded and we should know that everyone has their strengths.)
- ③ Do you think Andy was able to see the value in working backstage when others felt disappointed? How did his attitude affect the rest of the group?
(Yes, Andy saw the value in working backstage even when others

C5 Further thinking Answer the questions.

- 1 Why did Ms Jones invite the backstage team onto the stage?
- 2 How do you understand the title "Shining together: A team success"?

Vocabulary focus Fill in the blanks with proper words from the text.



Ms Jones's class was preparing for a play. Shirley's favourite role went to Ella, whom Shirley saw as ¹ _____. Though unhappy at first, Shirley and three boys started to enjoy their work backstage — it was enjoyable and ² _____. The play began. Ella played Alice in a ³ _____ confident manner. She was ⁴ _____ for the part. When the play ended, the backstage team was invited onto the stage. Ms Jones thanked everybody for being great team players. The ⁵ _____ of the play depended on their teamwork.

Update my to-do list

What have you learned about team spirit from this story?

75

were disappointed. He said, "Our work is important too, and it can be fun!" His positive attitude helped the group enjoy their work and work well together. This made the play a success, and everyone, including the backstage team, was praised.)

- ④ How does this story show that every role in a team is important?
(At the end of the show, Ms Jones invited the backstage team onto the stage because they worked hard to make the play a success. Even though they didn't have acting roles, their efforts with the sets, lights and costumes made the play special. The actors and backstage team were both recognised for their hard work.)
- ⑤ How did the students deal with their disappointment at the beginning with the roles they were given? What can you learn from the story when things don't go your

way? (*Jerry complained and Sam pulled a long face, but Andy helped them see that working backstage could be fun and important. They ended up enjoying their work and feeling proud. From the story, we can learn that staying positive and finding value in any situation can be helpful.*)

参考答案

C5

(Answers may vary.)

1 To thank them for their hard work behind the scenes.

2 The title means that the play's success was a result of team effort. At first, only the performers were "shining" on the stage, but later the backstage helpers were also invited onto the stage to share the attention and the joy of success. (This is a good title because it suggests the story will focus on people working together to achieve something great. It creates curiosity and stresses the importance of teamwork.)

Vocabulary focus

- **教学要点:** 该活动以故事摘要 (summary) 的形式重点关注 C2 阅读语篇中的核心词汇, 帮助学生根据语篇内容、词汇搭配等线索, 准确运用文中词汇完成填空练习, 掌握词汇的用法。

参考答案

Vocabulary focus

1 self-important 2 satisfying 3 natural 4 perfect 5 success

语言注释

- **whom** *pron.* used instead of "who" as the object of a verb or preposition (代替 who, 用作动词或介词的宾语)谁, 什么人
Whom did you invite to the party?

Update my to-do list

- **教学要点:** 教师可让学生以小组或结对的形式分享对这个故事的感悟。
- **备选活动:** 请学生思考以下两个问题: Have you ever been in a situation where you didn't get the role or position you wanted? How did you handle it, and what did you learn from that experience? 激活学生的生活体验, 引发学生共情。

参考答案

Update my to-do list

(Answers may vary.)

Every team member is important./Team members should respect each other./Team spirit helps people set aside personal feelings and work together towards the team goal./Teamwork brings people closer.

>>Grammar in use

板块内容说明

本单元的语法重点是原因状语从句(Adverbial clauses of reason)。

活动 1

- 教学要点:** 活动 1 旨在帮助学生在理解句意的同时,引导他们观察句子结构,找出句子中的主句、从句和连接词,理解原因状语从句的形式和在句子中的位置,并关注原因状语从句的结构和意义。
- 备选活动:** 结合文本提出一些问题,通过分析学生熟悉的文本,帮助其识别原因状语从句并体会其表意功能,如: What did Shirley do to get her dream role? Why? Why didn't Shirley like Ella? Why did Sam pull a long face? Why did they enjoy the work?。

参考答案

1

They are clauses introduced by conjunctions like “because”, “as” or “since” to explain why something happens. They provide context or reasons for the main clause, and they help readers better understand its content.

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,归纳原因状语从句的用法与意义。可借助学生用书上的语法附录(Grammar file, P131–P132),帮助学生了解由 because, since, as 和 now that 引导的原因状语从句之间的差异。
- 备选活动:** 根据学情,在完成活动 2 后,呈现更多的例句(可从语法附录中

>> Grammar in use Adverbial clauses of reason

1 Read and think How are the underlined parts formed?

- (1) Three boys were also unhappy because they got no parts to play but the job of helping out backstage with Shirley.
- (2) Sam pulled a long face as he felt the same way.
- (3) Since Ella always seemed self-important, Shirley had never liked her.



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

- In each sentence above, the underlined part starts with a linking word (e.g. because, as, since) and introduces the reason for result of something. It answers the “why” “how” question. We therefore call this an “adverbial clause of reason”.
- An adverbial clause of reason comes before after either before or after the main clause.

Grammar file → p. 131

3 Practise: Let's guess! Wang Yiming's team won first prize in the Creativity Competition. What do you think were the possible reasons?

- They supported each other.
- They had a shared interest in the activity.
- They made a good plan before starting to work on the project.
- All the team members knew their responsibilities.
- ...



I think they won because they supported each other.

76

选取),让学生自主比较和归纳由 because, since, as 和 now that 引导的原因状语从句的差异;也可先呈现它们的差异,再出示例句,让学生在例句语境中体会。

参考答案

2

- reason for; “why” ;
- either before or after

活动 3

- 教学要点:** 活动 3 旨在帮助学生初步运用原因状语从句,在具体情境中重点练习和使用 because, since 和 as 引导的原因状语从句。
- 备选活动:** 根据学情,鼓励学生思考除学生用书上列举的之外,王一鸣的团队取得成功的其他原因,并让学生用 because, since 和 as 连接句子进行表达。
 - ① They had a clear vision and goal for their

project. (可用 because 与主句连接)

- ② They communicated effectively and shared their ideas openly. (可用 since 与主句连接)
- ③ They listened to advice and made changes to make their project better. (可用 as 与主句连接)

参考答案

3

(Answers may vary.)

I think they won because they had a shared interest in the activity/because they made a good plan before starting to work on the project/because all the team members knew their responsibilities.

Since Yiming and his members got along well with each other, they probably worked well together.

Since the competition was held at their school, they were not nervous at all.

活动 4

- 教学要点：**活动 4 旨在帮助学生理解对话，并在真实情境中，恰当地运用原因状语从句陈述自己选择哪个社团及选择该社团的理由。首先，教师可通过提问帮助学生进一步熟悉课文中原因状语从句的使用，如：What are they talking about? Which club does Yiming want to join? Why? What does Bailing think of his choice? Why? 等。然后请学生结对，并模仿课文中的对话形式和步骤，两位学生分别使用原因状语从句完成对话。

Since Yiming was a responsible team leader, it was natural for him to lead the team to success.

- Yiming and his members got along well with each other. They probably worked well together.
- The competition was held at their school. They were not nervous at all.
- ...

4 DISCUSS Some school clubs are looking for new members. Talk to a partner about which club you would like to join and why.

School clubs

BASKETBALL CLUB
Grades 6-9
Time: Every Monday 3:40-4:30 p.m.
Join us if you love basketball!

DEBATING CLUB
Do you want to speak up?
Ideas will be heard!
Opinions will be valued!
JOIN US FOR FRIDAY DEBATE!

ROBOT CLUB
We want you!
Robot Club
ANYONE who is passionate about robots and has creative ideas! Every Friday 3:30-5:00 p.m. We are waiting for you!

Hi, Yiming! Would you like to join any of these clubs?

Hi, Bailing. I'm thinking about the robot club because I'm crazy about robots.

Oh! You're perfect for them since you always have so many creative ideas. They're sure to want you on their team. Good luck!

Thanks. It's so nice of you to say so.

77

参考答案

4

(Answers may vary.)

Sample 1

A: Hey, Jim. Are you interested in joining any of these clubs?

B: Hi, Lily. I'm thinking about joining the basketball club because I love playing basketball.

A: That's awesome! Since you like it, I'm sure you'll enjoy being on the team./You'll be a great member of the team, as you've been practising so much lately.

B: Thanks! I hope to improve my skills and make new friends there.

Sample 2

A: Hi, Jack. Have you decided which club to join?

B: Hey, Lucy. I'd like to join the debating club since I enjoy discussing different ideas/because I love discussing different ideas and opinions.

A: That's great! I'm sure you'll do well, as you're always so confident when speaking in front of others.

B: Thanks! I'm really excited to challenge myself with new topics.

Sample 3

A: Hi, Eric. Are you interested in joining any of the clubs this year?

B: Hey, Tom. I'm considering the robot club because I've always enjoyed working with machines.

A: That sounds like a great choice! You'll fit right in, as you're always so good with tools and technology.

B: Thanks! I'm excited to join and learn more about building robots.

评价建议

教师可根据学生完成每个活动的情况，随时调整教学进度和方式。如果学生对原因状语从句的相关知识掌握不佳（如 because, since 和 as 混用，或与 so 连用），可提供更多例句，帮助学生辨析不同连接词的区别。最后，评价学生在活动中运用原因状语从句的表现。

Section D My teamwork experience

>> Writing

子话题说明

写作板块围绕“我的团队合作经历”(My teamwork experience)这一子话题展开,学生撰写自己参与团队活动的故事,以回帖的形式发布到论坛上。

D1

- 语篇说明:**这篇写作范文描述了王一鸣与小伙伴们参加篮球比赛的经历。文中主要描述了他们如何通过团队合作最终赢得了比赛。
- 教学要点:**活动定位是写前思考。教师引导学生首先快速浏览范文内容,关注范文的语篇类型和文本大意,并思考取胜的原因(回答D1中的问题),再进行后续的写作准备。
- 备选活动:**若学生理解范文有困难,可以用提问的形式引导学生理解文本信息。教师可根据学情酌情选取以下问题。
 - ① Why did the Reds start to feel down during the game? (*The Reds started to feel down because the Yellows took an early lead and kept scoring more points.*)
 - ② What did the Reds do when the Yellows had an early lead? (*The Reds worked together as a team, followed the coach's game plan, and didn't give up even when they were behind.*)

D My teamwork experience >> Writing

You want to share your teamwork experience on TEEN-Land Forum.

D1 Think Read Wang Yiming's story. What helped his team to win?

Group: 8th-graders

TEEN-Land

The basketball match began — the Yellows against us, the Reds. They took an early lead. As they scored more points, we started to feel down. Our fans waved the red flags to cheer us on. Our captain encouraged us to keep working together as a team. When someone missed a shot^①, another player would quickly save the ball and score. This gave us hope and we played harder. Everyone followed the coach's game plan, passing to each other and looking for the right moment to shoot. We won nine points in a row. The Yellows became worried, and some started playing on their own. In the end, we won a narrow victory because we trusted each other and worked together as one.



D2 Prepare Read Dr Hu's tips. How does Yiming end his story?

TEEN SKILL Writing a good ending to your story

A good ending may touch your readers, surprise them, or make them think. You can end your story by:

- describing how you feel;
- explaining what you have learned from the experience;
- showing the importance of your story to the readers;
- asking a question for the readers to think about;
- inviting the readers to take action or make a change.

① shot 投篮



78

参考答案

D1

(Answers may vary.)

His team won because they kept working together as a team, followed the coach's game plan and trusted each other.

D2

- 写作策略:**本单元写作策略是撰写一个好的故事结尾(Writing a good ending to your story)。一个好的故事结尾可以打动读者,带给他们惊喜,引发思考。可以通过描述感受、分享收获、呈现故事的重要性、提出引人思考的问题,或号召读者采取行动和做出改变等方式,撰写故事的结尾。
- 教学要点:**活动定位是写前准备。教师帮助学生理解好的故事结尾所包含的要素,并学习五种常见的故事结尾方式。

(1) 组织学生再次阅读范文的结尾，理解好的故事结尾的标准：touch your readers, surprise them or make them think。

(2) 学习五种常见的故事结尾方式，勾选范文中的故事结尾方式。对于遇到困难的学生，可重点掌握第一种和第二种故事结尾方式即 describing how you feel, explaining what you have learned from the experience。呈现常见的描述感受与心得体会的短语与句子，以帮助撰写故事结尾（参考“补充资料”）。

补充资料

1. Describing how you feel

I felt proud/a strong sense of success and joy/deeply satisfied/thankful ...

2. Explaining what you have learned from the experience

This experience taught/reminded me that teamwork and support are important for handling challenges.

It teaches me that our teamwork made the difference.

... when everyone helps and works as one, we can achieve great things.

... working together and being united are key to achieving goals.

3. Showing the importance of your story to the readers

This story shows that teamwork and trust can turn tough situations into success, even when things seem hard.

4. Asking a question for the readers to think about

What can you achieve when you trust your team and work together, even when things seem tough?

5. Inviting the readers to take action or make a change

Next time you face a challenge, trust your team, follow the plan and work together — you might achieve something great!

参考答案

D2

Yiming ends his story by explaining what he has learned from the experience.

D3

- 教学要点:** 活动定位是写前构思。教师引导学生根据 D3 的三个问题进行头脑风暴，构思故事框架，并以草稿的形式列出一些相关语言表达。
- 备选活动:** 根据学情，酌情提供相关内容的语言支架，提醒学生用一般过去时描述经历。

D3 Plan Plan your story by making notes about the following questions.

- What kind of team did you work in?

- How did your team work together towards your team goal?

- What have you learned from the experience?

D4 Write Write your story.

Group: 8th-graders TEEN-Land

D5 Check Check your writing. Pay attention to the ending.

Update my to-do list

Work in pairs. Share your story and help revise each other's writing.

79

补充资料**Useful expressions**

1. We divided the tasks based on ...
2. Our team communicated regularly to ...
3. We supported each other by ...
4. We made sure to stay focused on ...
5. We set clear goals and deadlines to ...
6. We worked together by sharing ideas and ...
7. I learned the importance of ...
8. This experience taught me that ...
9. I realised that teamwork ...
10. From this experience, I now understand that ...
11. What I learned most from this experience is ...

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，在所给的写作文本框内完成写作。
- 备选活动:** 结合本单元前面板块内容，酌情复习，帮助学生选取素材；也可根据学情，酌情简要复习故事写作的关键要素，如 When, Where, Who, What, How。

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修改, 有意识地养成写后自查的习惯。

Update my to-do list

- **教学要点:** 活动以结对形式请学生分享彼此的习作, 选出对方习作中的好词好句, 互相交流学习, 并结合同学评价和教师点评, 思考如何更好地改进文章。
- **评价建议:**
 - ① 故事情节的描述是否完整?
 - ② 故事的结尾是否打动了你? 让你感到惊喜? 或引发了你的思考?
 - ③ 故事结尾的语言和句式是否准确、自然、通顺?

>>Discovery

板块内容说明

探索发现板块介绍了大雁、蚂蚁和狼三种动物在自然界中的团队合作，旨在帮助学生拓展视野，探索自然界及生活中更多的团队合作实例。

教学提示

- **语篇说明：**第一则短文介绍了大雁的V形飞行与团队合作。第二则短文介绍了蚂蚁的团队协作与社会智慧。第三则短文介绍了狼群通过嚎叫养成团队协作的习惯。
- **备选活动：**根据学情，激发学生的阅读兴趣，拓展其阅读视野，进一步深化其对单元主题的理解。

(1) 预测：请学生读前浏览图片，预测与主题相关的信息，激发学生的兴趣。

- ① Why do wild geese fly in a V shape when travelling long distances? (*To save energy and take turns leading.*)
- ② What is a group of ants doing? (*Working together to find food and build their nest.*)
- ③ Why is a group of wolves staying together? (*To hunt, protect their home and care for their young.*)

(2) 理解：请学生阅读语篇，通过问题引导学生发现大雁、蚂蚁和狼的特性。

- ① What happens when the lead wild goose gets tired? (*Another goose takes its place.*)
- ② What is special about ants' ability to lift things? (*They can lift things that are much heavier than themselves.*)
- ③ What is the role of each member in a wolf pack? (*Each member helps hunt, protect and care for the pack.*)

Discovery

Teamwork in nature

Some wild geese fly in a V shape when flying long distances. This helps them save energy and fly more easily. When the lead wild goose gets tired, another bird will take its place. Sharing the leadership^① and watching out for each other make the team work well together.



Ants live in groups called colonies^②. Each ant has its own role in the colony. As well as being able to lift things much heavier than themselves, ants also work together to carry larger pieces of food. They can also work as a team to solve problems.



Wolves live in packs^③ where each member has a clear position under the leader. A wolf's howl^④ can be heard from far away. This serves many purposes and can also help build stronger connections within the pack.



Read and think. What have you learned about teamwork from these animals?

① leadership 领导地位 ② colony (蚁)群 ③ pack 一群(动物) ④ howl (狗、狼等)的嗥叫

80

(3) 思考：鼓励学生深入语篇信息，展开思考，分析大雁、蚂蚁和狼合作的原因。

- ① How does sharing leadership help the geese work well together as a team? (*Sharing leadership helps geese save energy by taking turns leading.*)
- ② How do ants work together as a team in their colony? (*They share tasks like finding food and building nests.*)
- ③ How does a wolf's howl help the pack? (*A wolf's howl helps the pack stay close and talk to each other from far away.*)

(4) 拓展：提供补充阅读材料，鼓励接受程度较好的学生自发查找大自然中或生活中的团队合作的素材，为后续Project 做好学习准备。

- ① Do you know other animals or insects that work together? (*Yes, such as bees and dolphins.*)
- ② How do they work together? (*Bees work together in a hive. They collect nectar,*)

(make honey and protect their queen. Dolphins hunt in groups. They catch fish together and protect each other.)

补充资料

1. Dolphins

Dolphins often work together to hunt fish. They can form a circle around a school of fish, herding them into a tight ball. Then, they take turns swimming through the ball to catch the fish. This teamwork makes their hunting more effective.

2. Elephants

Elephants are known for their strong social bonds. Older and more experienced females lead the herd. They work together to protect and raise their young. If a calf is in danger, the herd will gather around it to protect it from danger. They also help each other find water and food, especially during tough times.

3. Meerkats

Meerkats live in groups and take turns keeping watch for danger while others search for food. If a threat is spotted, the meerkat on watch will warn the group, allowing them to quickly take cover.

4. Bees

Bees work together in a hive to make honey, care for their queen and protect the hive. Each bee has a specific job, like collecting flower nectar, tending to the young or guarding the hive. Their teamwork keeps the whole colony alive.

语言注释

- **wolf** (*pl. wolves*) *n.* a large wild animal of the dog family, that lives and hunts in groups 狼
A wolf hunts in packs for food.

背景知识

1. 大雁以 V 形编队飞行，借助前方大雁产生的气流来减少阻力、节省能量。当领头的大雁感到疲惫时，其他大雁轮流接替，保持队形。这种轮流领导和协作的方式展现了大雁的团队精神，确保了迁徙的高效性和雁群的和谐。
2. 蚂蚁以其独特的社会结构和集体智慧而闻名。生活在高度组织化的蚁群中，每个成员都有其特定的角色。它们能协力举起重于自身数倍的物体，展现出团队协作能力。在寻找食物、建造巢穴或抵御外敌时，它们协同作战，共同解决问题，体现了集体智慧。
3. 狼群成员在头狼的带领下分工明确，狼嗥不仅用于呼唤，还用于领地标记、召唤同伴和协调狩猎等。狼嗥强化了成员之间的联系，增强了集体认同感。

Section E Team-building activity

>>Project

子话题说明

项目探究板块围绕“团队建设活动”(Team-building activity)这一子话题展开。在设计团队建设活动的过程中，学生以小组为单位，灵活运用在前面板块所学到的语言知识与技能，尝试解决团队活动中的各类问题，如确立目标、合理分工、时间管理和有效沟通等，在实践中体会团队合作的重要性，培养团队合作精神。

教学提示

- **教学要点：**可引导学生深入讨论并回顾本单元的各个学习板块，激发他们对单元大问题的深入思考。组织学生分组进行创意头脑风暴，探索有益的团队建设活动。从众多想法中筛选出最具潜力的一项，并制订详尽的活动细则，包括规则、时间安排和所需材料等。在实践过程中，学生可以不断测试并优化团建活动方案，直至达到最佳实施效果。此外，鼓励学生制作视频或设计海报，以生动形象的方式介绍他们的团建活动。

教师可以将学生用书中的“乒乓塔挑战”(Ping-pong ball tower challenge)作为团建活动的范例，让学生亲身体验这一活动的魅力。同时，也鼓励学生发挥创造力，自行设计独特的团建活动，以培养他们的团队协作能力和创新思维。

E Team-building activity

>> Project

Unit
5

Designing a team-building activity

To bring everyone in the class closer together, your teacher invites you to work in groups to design a team-building activity for the class.

Step 1 Brainstorm Discuss in a group of 4–6. Pool your ideas of good team-building activities for students.

Step 2 Design Choose the best idea and work out the details, including rules, materials, etc.

Step 3 Try Try out the activity to see if there is a problem. Revise it until it works.

Step 4 Present Make a video or poster to introduce your activity.

Ping-pong ball tower challenge

In fifteen minutes, four team members must build the tallest free-standing structure out of the following materials.

- one metre of tape
- one ping-pong ball
- one metre of string
- twenty straws



Update my to-do list

Read or listen to each group's introductions to their activities and vote for your favourite. Carry out the most popular one in class.

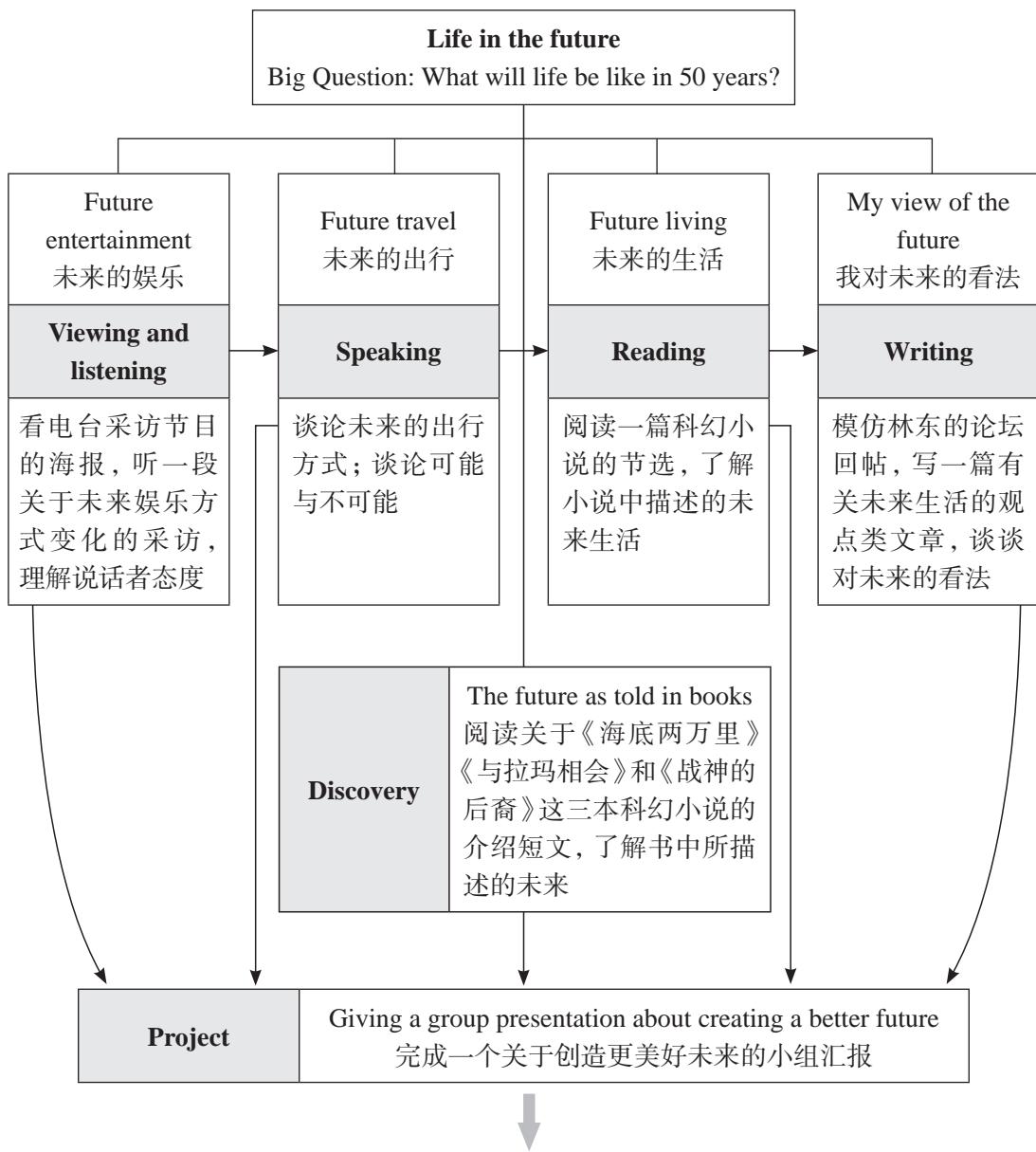
81

Update my to-do list

- **教学要点：**各组可以通过班级群或公告板等方式展示制作的团建视频或海报，并选出最受欢迎的一个，在班级中实践该团建活动。
- **评价建议：**
 - ① 团队所有成员是否各司其职，共同完成项目？
 - ② 是否运用本单元所学的语言知识和技能解决团队活动中的各类问题，如确立目标、合理分工、时间管理和有效沟通等？
 - ③ 是否激发了学生参与团队活动的积极性？

Unit 6 Life in the future

单元内容结构图 (Structure of the unit)



单元育人目标: 通过了解人们对未来的娱乐、出行、生活等各方面的设想，引导学生感受科技与社会的飞速发展，展开对未来的畅想，鼓励学生为创造更美好的未来而努力

单元目标 (Unit objectives)

- ▶ 语音：能根据句子重读规则分辨并正确朗读句子中重读和弱读的词
- ▶ 词汇：能掌握与未来主题相关的词汇，理解短语动词的构成和意义
- ▶ 语法：能掌握条件状语从句的形式和表意功能，并在具体情境中正确使用
- ▶ 看：能借助图片、海报等多模态语篇中的视觉信息理解相关内容
- ▶ 听：能在听录音的过程中根据说话者的用词和语调，理解说话者的态度
- ▶ 说：能掌握谈论可能和不可能的常见语言表达，就“未来的出行”这一主题，谈论未来可能的出行方式
- ▶ 读：能读懂科幻小说节选并理解这类语篇的文体特征，梳理小说节选的故事脉络、梗概和发展变化，提取关键信息，归纳内容要点，发现科幻小说语篇的现实意义
- ▶ 写：能围绕“我对未来的看法”这一主题，表明个人对未来持积极、消极或中立态度，发表观点，并举例说明理由，避免叙述视角人称转换，提升文本的流畅性和准确性
- ▶ 文化：能通过科幻小说节选和介绍短文等，了解不同文化背景下（如中国、美国、法国、英国等）作者所设想的未来，获取相关文化信息；领会所学语篇蕴含的人文精神和科学精神，初步理解人类命运共同体和全人类共同价值的概念
- ▶ 德育：勇于畅想未来并增强社会责任感，立志为创造更美好的未来而努力

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“家乡和社会的变迁，历史的发展，对未来的畅想”等子主题内容，通过大问题“What will life be like in 50 years?”引导，帮助学生了解人们对未来的娱乐、出行、生活等各方面的设想，感受科技与社会的飞速发展。鼓励学生大胆畅想，展望未来，增强社会责任感，为创造更美好的未来而努力。				
语篇	视听	海报	电台采访节目的海报		
		录音	关于未来娱乐方式的采访		
	口语	对话	讨论未来的出行方式		
		海报	未来交通方式的海报		
	阅读	科幻小说节选	一次通往 2095 年的旅程		
	写作	观点类文章	我对未来的看法		
语言知识	探索发现	介绍类短文	科幻小说介绍		
	语音	句子重读			
	词汇	常见搭配：短语动词；主题词汇			
	语法	条件状语从句			
	语篇	理解语篇类型：理解科幻小说的语篇特征，发现科幻小说的现实意义			
文化知识	语用 在交际语境中，谈论可能和不可能				
	不同文化背景下（如中国、美国、法国、英国等）作者所设想的未来				
语言技能 与 学习策略	视听	任务：看节目海报，听关于未来娱乐方式的采访 策略：理解说话者态度			
	口语	任务：谈论未来的出行方式 策略：谈论可能和不可能			
	阅读	任务：阅读科幻小说的节选 策略：扫读并获取细节信息			
	写作	任务：写对未来看法的观点类文章 策略：避免叙述视角人称转换			
	项目探究 (综合)	任务：完成一个关于创造更美好未来的小组汇报			

单元主题图页 (Cover page)

单元大问题 (Big Question)

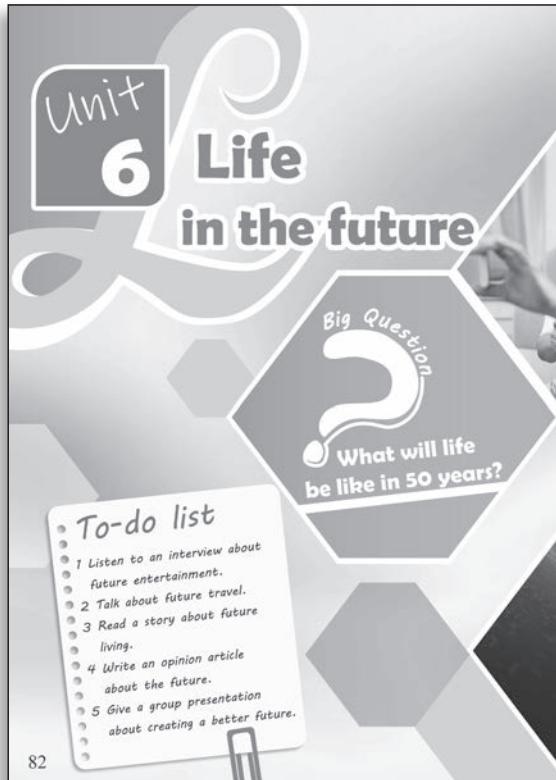
完成本单元的学习后，学生可以围绕未来的娱乐、出行、生活等各方面展开大胆想象，表达自己对未来的看法，激发对美好未来的向往，增强社会责任感，为创造更美好的未来而努力。

单元主题图 (Theme photos)

单元主题图呈现对未来的五种预测，涵盖了人类寿命、人与动物交流、自动化与机器人技术、太空探索和计算机芯片植入等五个方面。

任务清单 (To-do list)

本单元的任务清单包括：(1)听有关未来娱乐方式的采访。(2)谈论未来的出行方式。(3)阅读有关未来生活的故事。(4)撰写关于未来的观点类文章。(5)完成关于创造更美好未来的小组汇报。



单元导入 (Getting started)

教师基于单元主题图或更多关于未来生活的图片，组织学生讨论哪些预测可能在未来实现。

Getting started

Look at the pictures and discuss:
Which predictions do you think may come true?

1 People will live to an average age of 120.

2 With the aid of special tools, we will be able to "talk" to animals.

3 Robots will replace humans to fly aeroplanes.

4 We will discover life on other planets.

5 People will have computer chips in their brains.

83

Four elderly people are happily taking a photo indoors, each with a bright smile on the face.

An astronaut is floating in space in a spacesuit.

A robot is driving an aeroplane.

There is a computer chip in the man's brain.

The girl wearing earphones is talking to the dog.

参考答案

Getting started

(Answers may vary.)

I think “‘talking’ to animals” and “discovering life on other planets” may come true.

Section A Future entertainment

>> Viewing and listening

子话题说明

视听板块围绕“未来的娱乐”

(Future entertainment)这一子话题展开，探讨未来娱乐方式的变化，涉及音乐、运动、电影等方面。

A1

- 语篇说明：这是一张电台采访节目的海报。海报上提供了采访对象、话题、内容、时间等文字信息，并配有四幅图片，分别展示了VR隐形眼镜、具备音乐播放器功能的帽子、真人与朋友的数字双胞胎打乒乓球以及数字人拍摄电影。图片与海报上的四个问题一一呼应，提示听众电台采访中可能会涉及的内容。
- 教学要点：请学生看图片，讨论他们最希望哪一幅图片中的场景在未来会成为现实，并说明理由。
- 备选活动：

(1) 请学生将四幅图片与问题配对，并描述每幅图片展现的场景。

What does each picture show? (*The first picture shows VR contact lenses. The second picture shows a hat that doubles as a music player. The third picture shows a person playing ping-pong with a friend's digital twin. The fourth picture shows a film set where a digital human is the star instead of a real actor.*)

(2) 请学生看节目预告海报，预测即将要听的内容。

Can you guess what “future entertainment” might include? (*It might include things like VR contact lenses, music hats, digital sports partners and films with virtual actors.*)

A Future entertainment >> Viewing and listening

In a science programme, Jerry Todd, a technology futurist^①, talks about future entertainment.

Interview with Jerry Todd
Topic: Future entertainment

What changes will you see in future entertainment?

Will people wear VR contact lenses^② instead of VR glasses?
Will hats double as music players?
Will you be able to play sports with a friend's digital twin?
Will films star^③ digital humans instead of real actors? ...



Join us
On Wednesday, 16 December 19:00
Radio interview

A1 Look and say. Look at the pictures and discuss: Which do you most want to come true? Explain why.
① futurist 未来学家 ② contact lenses 隐形眼镜 ③ star 由……担任主演

参考答案

A1

(Answers may vary.)

I want hats doubling as music players to come true because listening to music from a hat is both cool and convenient.

语言注释

- star** v. if a film, play, etc. stars somebody, that person has one of the main parts 由……担任主角

The opera starred a famous actress as the daughter.

A2, A3

- 语篇说明：**这是主持人对未来学家杰瑞·托德 (Jerry Todd) 的一段采访，探讨未来的娱乐方式。该采访共有四个话轮。主持人以一个问题开启对话，询问杰瑞对科技将如何改变未来娱乐方式的看法。杰瑞介绍了未来的趋势：可穿戴技术使人们能在日常用品中嵌入计算机芯片以享受音乐；VR 技术能让用户在家中体验现场音乐会，并与远方朋友的虚拟形象互动；数字人和 AI 技术能“复活”历史人物，并让用户自制电影，以自己和喜爱的演员为主角。采访期间，主持人使用了 amazing, fantastic, exciting 等词表达了对未来娱乐方式变化的激动与赞叹之情，同时又用 disturbing 表达了对未来变化的担忧。该段采访不仅让听众由衷感叹科技发展对人类娱乐方式的丰富，而且也引发了听众对技术发展所带来的负面影响的深入思考。

6 A2 Listen and tick Listen to an interview. Which possibilities are mentioned in the programme? Tick (✓) the right answers.

- Computer technology in the future will be more powerful than ever.
- VR technology will allow you to attend live concerts anywhere you want.
- With VR contact lenses, you will be able to play ping-pong with a friend who is physically absent.
- You can make a film about people who lived in the past coming back to life.

6 A3 Listen and complete the table Listen again. Fill in the blanks and tick (✓) the interviewer's attitude towards each possibility in future entertainment.

 Understanding a speaker's attitude

What she said	Attitude
That's ¹ amazing. I can attend any live event anywhere I want.	<input type="checkbox"/> ☺ ☺ ☺
Wow, that's ² _____! It's like ³ _____ people ⁴ _____ in a whole new way.	<input type="checkbox"/> ☺ ☺ ☺
Well, it sounds both ⁵ _____ and a little disturbing. We won't be able to ⁶ _____ and what isn't.	<input type="checkbox"/> ☺ ☺ ☺

6 Pronunciation Sentence stress

► Read aloud.

When 'scientists' state that something is 'possible,
They are 'almost' 'certainly' right.
When they 'state that something is 'impossible,
They are 'very' 'probably' 'wrong.'

— by Arthur C. Clarke



6 Update my to-do list

Listen to an audio clip. What new sport does the man mention? What does the woman think of it?

85



这里呈现的是英国科幻作家阿瑟·C. 克拉克的经典名言，旨在通过该名言帮助学生掌握句子重读的规则。一般情况下，重读句子中的实词，如名词、动词、形容词和副词；弱读句子中的虚词，如连词、冠词、介词、助动词和情态动词等。也可根据句意，重读句子中需要强调的信息，教师可增加这方面的典型例子作为拓展内容。

此外，需要注意的是，在这段经典名言中，为了强调 impossible 与 possible 之间的对比，单词 impossible 的重音发生了前移，重读了第一个音节。

听力文本**A2, A3**

Host: Hi, Jerry! How do you think technology will change future entertainment?

Jerry: Well, first, wearable tech will be super powerful. We'll listen to music from computer chips in sunglasses, hats, or even our brains. With VR contact lenses, we can enjoy live concerts at home, feeling like we're really there.

Host: That's amazing! I can attend any live event anywhere I want.

Jerry: Absolutely! You can also interact with digital twins of other people. Imagine playing ping-pong in your room with a friend who's not physically present. Your friend's digital twin will look, speak and move exactly like the real person. You'll exercise and have fun just as in real sports.

Host: Wow, that's fantastic! It's like bringing people together in a whole new way.

Jerry: It is. Digital human and AI technologies can even bring people from the past back to life, and allow anyone to make their own films starring themselves and their favourite actors.

Host: Well, it sounds both exciting and a little disturbing. We won't be able to tell what is real and what isn't.

Jerry: You're right. The great thing about the future is that no one really knows what will happen.

A2

- **教学要点:** 教师应帮助学生理解采访的主要内容。
- **备选活动:** 引导学生关注采访中提到的各种高科技为未来娱乐方式带来的变化。
 - ① How will wearable tech change the way we listen to music? (*With wearable tech, we'll listen to music from computer chips in sunglasses, hats, or even our brains.*)
 - ② How will digital human and AI technologies change films? (*Digital human and AI technologies will allow us to make our own films starring ourselves and our favourite actors.*)

参考答案

A2

- VR technology will allow you to attend live concerts anywhere you want.
- With VR contact lenses, you will be able to play ping-pong with a friend who is physically absent.

A3

- **听力策略:** 本课听力策略为理解说话者态度 (Understanding a speaker's attitude), 通过重点关注说话者的用词和语调, 判断说话者态度。

Understanding a speaker's attitude: The attitude of a speaker tells us how he or she thinks and feels about somebody or something. We can identify a speaker's attitude by paying attention to:

- ① Word choices: The speaker's choice of words can show their attitude. Positive language suggests a positive attitude, while negative language suggests a negative attitude. For example, words like *amazing*, *fantastic* or *exciting* can show a positive attitude, while words like *disturbing*, *terrible* or *bad* can show a negative attitude.
- ② Tone: The speaker's tone of voice and the way they say their words can help you understand their attitude. For example, a speaker using a happy and upbeat tone is likely to be expressing a positive attitude, while a speaker with a flat or angry tone is likely to be expressing a negative or indifferent attitude.

- **教学要点:** 教师应帮助学生通过关键词理解说话者的态度。
- **备选活动:** 邀请几位学生谈谈自己对采访中提到的未来娱乐方式的看法, 其余学生则需听并判断他们的态度, 且说明判断的理由。

① How do you like the future entertainment mentioned in the interview?

(Student A: With VR, we will be able to feel like we're at concerts or sports events, even if we're at home. It sounds really convenient.

Student B: I think it sounds worrying. If people spend too much time in virtual worlds, they might forget how to have fun in real life and neglect important things in real life, like family and friends.)

② Do Student A and Student B have a positive or negative attitude towards future entertainment? Why?

(Student A has a positive attitude towards future entertainment because he uses positive language like “convenient”.

Student B has a negative attitude towards future entertainment because he uses negative language like “worrying”).

参考答案

A3

1 amazing 😊 2 fantastic 3 bringing 4 together 😊 5 exciting

6 tell what is real 😊 😞

语言注释

- **double as** to have another use or function as well as the main one 兼任; 兼作
*The kitchen **doubles as** a dining room.*
- **live adj.** given or made when people are watching, not recorded 现场演出的
*The band will give a **live** concert performance next week.*
- **super adv. (informal)** especially 特别; 格外
*I love this room because the view is **super** nice.*
- **absolutely adv.** You can say “absolutely” to emphasise that you agree with someone, or to give someone permission to do something. (强调同意或允许)当然, 对极了
“It's safe, isn't it?” “**Absolutely.**”

背景知识

1. VR (Virtual Reality)

VR is a technology that uses a special headset to make you feel like you're inside a different 3D world. It can make you feel like you're in a game, film or another place, even though you're still at home.

2. Wearable tech (wearable technology)

Wearable tech refers to electronic devices that you can wear on your body, like jewelry, clothing, watches and glasses. Wearable tech offers a wide range of possible uses, from communication and entertainment to improving health and fitness. These devices can do things like count your steps, measure your heart rate, or even send messages.

3. Digital twin

A digital twin is a virtual copy of a real-world object (like a machine, a building, a city or a person). It helps people see how the real thing works and predict what might happen to it in the future. For example, a digital twin of a car can show how the car will perform under different conditions.

Update my to-do list

- **教学要点:** 教师播放录音，请学生说出对话中的男士提到了什么新运动以及女士对此有何看法。学生根据自己完成的情况评价本板块的学习成效。

听力文本

Update my to-do list

Man: With jetpacks or other flying devices, people in the future will play new types of sports, such as flying football. Players will fly in the air and play with a ball that has wings.

Woman: How great that will be! I can't wait to try it!

参考答案

Update my to-do list

The new sport is flying football. The woman thinks it is great and she cannot wait to try it.

Section B Future travel

>>Speaking

子话题说明

口语板块围绕“未来的出行”(Future travel)这一子话题展开，探讨未来的出行方式，并谈论可能和不可能等。

B1

• **语篇说明：**这是一段林东与陆遥之间的对话，两人谈论了未来的出行方式，共有四个话轮。对话发生在两人上完有关埃及的历史课之后，林东以一个问题开启对话，询问陆遥是否能想象在上学日参观埃及的金字塔，并提出了使用VR头戴设备进行虚拟旅行的概念。陆遥对此表示接受，并表达了对未来旅行方式变化的期待。此外，林东还提出了在未来使用喷气背包飞行的设想。

• **语用功能说明：**谈论可能和不可能(Talking about possibilities and impossibilities)是口语交际中的一个重要语用功能，用于传达对某件事的不确定性，如预测未来事件或表达个人观点。表达可能时，可以使用情态动词如can, could, may, might等，也可以使用副词如perhaps, maybe, possibly, probably等，或使用一些常见表达，如“It's likely/possible that ...”或“There is a chance that ...”等；表达不可能时，可以使用情态动词如can not, could not, may not, might not等，也可以使用副词如perhaps ... not, maybe ... not, possibly ... not, probably ... not等，或使用一些常见表达，如“It's unlikely/impossible that ...”“There is no chance that ...”以及“There is no way that ...”等。学生用书上的学习笔记附录(**My learning notes support**,

B Future travel

>> Speaking

Lin Dong is talking to Lu Yao after a history class on Egypt.

6 B1 Listen, read and think: What ways of travel does Lin Dong mention?

Lin Dong: Can you imagine visiting the Great Pyramids of Egypt on a school day in the future?

Lu Yao: It won't be possible unless I cut school and fly to Egypt.

Lin Dong: No, you don't need to. Just put on your VR headset and you are ready to go. With a VR headset, it feels like you're really there!

Lu Yao: Then I can visit Egypt any time I want.

Lin Dong: Absolutely! And I think the way people travel will change a lot in the future.

Lu Yao: I agree. We'll probably travel much faster and with more fun.

Lin Dong: If I visit Egypt in the future, I'll circle around the pyramids in a jetpack like a "rocket man"!

Lu Yao: I hope you don't have a fear of heights!



My learning notes

Talking about possibilities and impossibilities:

- I can't imagine ...
- Perhaps people will ...
- It's likely/unlikely that ...
- _____

B2 Look and say Talk about means of transport in the future with a partner.
Use the poster to help you.

① jetpack 飞行背包：单人飞行器

86

P124)提供了更多可用表达。

• **教学要点：**教师组织学生通过听读对话，获取对话大意，并适度关注相关的语用功能表达。

• **备选活动：**

(1) 引导学生关注林东和陆遥对话中提到的未来出行的交通工具，为学生展示几幅未来交通工具的图片供选择，并向学生提问。

① Which two transports does Lin Dong mention? (A VR headset and a jetpack.)

② What will Lu Yao do with a VR headset? (She will travel to Egypt any time she wants.)

③ What will Lin Dong do with a jetpack? (He will circle around the pyramids of Egypt.)

(2) 引导学生关注语用功能表达。

① According to Lu Yao, what will travel be like in the future? (She thinks people will

(probably travel much faster and with more fun.)

- ② Is Lu Yao completely sure about that? (No.)
- ③ How do you know that? What does Lu Yao say? (*Because she says “probably”.*)

参考答案

B1

He mentions two ways of travel: visiting a place using a VR headset and flying in a jetpack.

语言注释

- **cut school** (informal) to purposely not go to a class that one should go to 逃学；旷课
My parents were angry when they found out I cut school yesterday.
- **have a fear of** be afraid of 害怕；恐惧
She has a fear of spiders because she was once bitten by a spider.

背景知识

1. The Great Pyramids of Egypt

The Great Pyramids of Egypt are huge, ancient stone structures built in Egypt thousands of years ago. The ancient Egyptians built stone pyramids as places to bury their kings and queens. The Great Pyramids of Egypt are one of the most famous landmarks in the world.

2. Egypt

Egypt is a country in North Africa. It is known for its ancient history, the Nile River and famous landmarks like the Great Pyramids and the Sphinx (狮身人面像).

B2

- 语篇说明：这是一张关于未来交通工具的海报，海报上呈现了四种未来的交通工具，分别是超高速列车、水下船、太空电梯和超高速飞机，每种交通工具都配有图片并标注了该交通工具的两个主要特点。
- 教学要点：请学生两人一组，结合海报上的四种未来交通工具，谈论未来的出行方式，并运用谈论可能和不可能的表达方式，尝试以半开放的形式完成口语表达。

备选活动：

(1) 提供话题引导，请学生根据海报上交通工具的信息回答问题，也可用其他交通工具提问学生。

- ① Do you think we might have super-speed trains in the future? (*It's likely/possible/unlikely that we'll have super-speed trains in the future./I can't imagine that we will have super-speed trains in the future.*)
- ② What will you probably do if there are super-speed trains in the future? (*With a super-speed train, I will probably travel around China in one day in a tube.*)

(2) 引导学生关注 B1 的对话，并找出可借鉴的句型和表达进行操练。

- ① 以询问开启对话：Can you imagine visiting the Great Pyramids of Egypt

Unit 6

Future transport

Super-speed train (T-flight)	Underwater ship
<ul style="list-style-type: none">travel around China in one day in a tube*travel up to 4,000 km/h	<ul style="list-style-type: none">travel to the deepest oceansenjoy the beauty of the underwater world
Space elevator	Super-speed plane
<ul style="list-style-type: none">enjoy holidays on other planetsmeet aliens	<ul style="list-style-type: none">fly at an amazing speedreach any part of the world within one hour

Word study Word partner **Phrasal verbs**
Fill in the blanks with the proper forms of the following phrasal verbs.
put off put out put on put up

1 Before he left for work on that cold morning, he kissed the children goodbye and _____ his smart scarf.
2 In the future, smart robots can help _____ fires, so firefighters won't need to risk their lives.
3 They decided to _____ the painting of future cities in the centre of the town hall.
4 The primary reason for _____ the AI project is that they don't have enough money.

Update my to-do list

Talk about more possible changes in future travel.

① tube 贯道

87

on a school day in the future?/Can you imagine travelling around China in just one day in the future?/Can you imagine exploring the deepest oceans on a school day in the future?/Can you imagine going on a holiday to another planet in the future? ...

- ② 表示同意：I agree.
- ③ 表达观点：I think the way people travel will change a lot in the future.

参考答案

B2

(Answers may vary.)

A: Have you seen the poster about future transport? It's so cool!

B: Yeah, I just saw it. A super-speed train can travel at 4,000 km/h. That's amazing!

A: I think it's likely that we'll have trains like that in the future. Then we'll be able to travel around China in one day.

B: But I can't imagine trains will travel that fast. It sounds a bit scary, don't you think so?

A: True, but perhaps we'll find a way. What about the underwater ship? I think it's possible to explore the deepest oceans like that.

B: I agree. It's likely that we'll have better technology for underwater travel. But do you think we'll really have super-speed planes? Flying anywhere in the world within an hour sounds exciting.

A: I think that's more possible than a space elevator. Meeting aliens sounds impossible to me.

B: I think it's unlikely to happen too, but who knows? Maybe in a hundred years, we'll be able to take holidays on other planets!

A: Yeah, I agree. The future is full of surprises. Let's hope for the best!

Word study

- 教学要点：教师帮助学生理解短语动词 put off, put out, put on 和 put up 的构成和意义。

- 备选活动：

(1) 引导学生关注短语动词的构成。

What does a phrasal verb consist of? (*A phrasal verb consists of a verb and one or more prepositions or adverbs.*)

(2) 左右呈现短语动词和英文释义，请学生进行配对，巩固理解短语动词的意义。这四个短语动词的意思和例句见“语言注释”。

(3) 补充短语动词的其他含义及例句。

put on: to produce or present a play, a show, etc. 举办；上演；展出

The local drama club will put on a show for children tomorrow.

put up: to raise something or put it in a higher position 提升；使升高

Future robots could put up heavy objects easily, helping humans with hard work.

(4) 提醒学生关注词汇学习附录 (**Word study support**, P122), 以加深对短语动词的理解。

语言注释

- **put off** to change something to a later time or date 推迟；延迟
We have to put off the sports meeting because of bad weather.
- **put out** to stop something from burning or shining 熄灭；扑灭
Later some firemen came and put out the fire.
- **put on** to dress yourself in something 穿上；戴上
Hurry up! Put your coat on!
- **put up** to fix something in a place where it will be seen 置……于明显处；张贴
The students put up a poster on the noticeboard.

参考答案

Word study

1 put on 2 put out 3 put up 4 putting off

Update my to-do list

- **教学要点:** 该任务迁移了对话情境，即谈论未来的出行方式。要求学生灵活运用本板块所学的语言、功能句式和口语交际策略等，进行口头表达，谈论更多未来出行可能发生的变化。
- **评价建议:**
 - ① 是否说出了更多未来出行可能发生的变化？
 - ② 是否使用了恰当的句式谈论可能性？

参考答案

Update my to-do list

(Answers may vary.)

In the future, self-driving cars may become common. It will be relaxing to sit back and let the car drive itself.

Maybe personal drones will carry us to places in the future. It will be cool to fly over the city and enjoy the views from above.

It's likely that cars will be powered by the sun in the future. It will be great to travel without worrying about pollution.

Section C Future living

>>Reading

子话题说明

阅读板块围绕“未来的生活”(Future living)这一子话题展开,本语篇节选自科幻小说《时间错位三重奏2095》,讲述了主人公们意外从1995年穿越到2095的故事,涉及未来的住宅、未来的食物及未来的交通等科幻内容。

C1, C2

• **语篇说明:**该语篇改编自乔恩·席斯卡(Jon Scieszka)的科幻小说《时间错位三重奏2095》(The Time Warp Trio 2095)的节选。文章结构包括引言、标题、正文、出处说明和配图。引言介绍了正文故事的发生背景。标题概括了正文故事的主要内容。正文故事以埃里克(Eric)的第一人称叙述,描述了主人公埃里克和他的朋友山姆(Sam)在2095年的经历,包括他们如何逃避一个安全机器人的追赶,遇到他们的曾孙女埃瑞卡(Erica)和萨米(Sammy),以及在叔叔乔(Joe)的帮助下回到1995年。作者通过这个故事激发读者对未来的想象和探索欲望,强调了科学探索的重要性,同时展现了家庭纽带和代际传承的意义,体现了人文关怀。作为一个科幻故事,本文充满了科幻元素,如时间旅行和未来科技(如反重力盘、BHT化学物质等)。作者运用了大量生动的描述性语言,使读者能够直观地想象出未来城市的景象,包括空中飘浮的人、高耸入云的建筑和飞行的汽车等。同时,作者通过对话推动情节的发展、展示角色的性格和关系。另外,故事中穿插了多个悬念,如抗重力圆盘的来源、时间旅行规则等,增加了故事的神秘感和吸引力,激发读

C Future living ➤> **Reading**

Lin Dong is reading an excerpt^① from a science fiction novel.

C1 Predicting Look at the title and the picture below, and discuss: How will life in 2095 be different?

C2 Read the excerpt.

While visiting the Museum of Natural History, Eric (the narrator) accidentally sends himself and his friend Sam from the year 1995 into 2095 with a time-travel guide from his uncle. As this excerpt begins, they are running away from a security robot, and Uncle Joe time-travels to the future to help them.



► **A journey to 2095**

The museum doors opened, and we rushed out. The street was full of people floating about one foot above the ground. Buildings towered into the clouds. Countless cars and lines of people snaked around high above us.

"Look! Everyone has a small disk on them," said Sam. "It must be the antigravity disk^②. People have figured out how to fly!"

"Stop talking! Run!" I shouted, seeing the robot coming our way. Just then, Uncle Joe appeared, along with two girls looking strangely familiar.

"Come with us," said one girl. She put flying disks on us, and we followed her to a building unbelievably tall. The door opened at her voice. She put her hand over a shining handprint on the wall, and in five seconds we were brought to her home about five miles above the city.

① excerpt 摘录; 节选 ② antigravity disk 反重力圆盘

88

title 标题

text 正文

introduction 引言

picture 配图

者的好奇心。配图呈现了正文故事的一个场景,埃里克和山姆身上戴着反重力圆盘在城市中奔跑,身后是高耸入云的建筑,以及在空中穿梭的飞行汽车,显示出这是一个科技高度发达的未来社会。

- **教学要点:** C1 旨在请学生通过读标题和看配图进行预测,谈论2095年的生活将会有哪些不同之处。C2 旨在引导学生在阅读后,谈谈他们对小说所描述的2095年的生活中的哪个方面感到最惊讶。
- **备选活动:**
(1) 左右对比呈现一张1995年的图片(场景类似于配图,包含楼房、汽车和行人等元素)和一张2095年的图片(即正文配图),引导学生仔细观察两张图片的不同,然后回答问题。

- ① Which picture shows life in 1995? Which picture shows life in 2095? (*The left one shows life in 1995, while the right one shows life in 2095.*)
- ② What are the differences between life in 1995 and life in 2095? (*In 1995, people walked on the roads, cars drove on the ground, and buildings weren't that tall. In 2095, people and cars will fly high in the sky, and buildings will be very tall.*)
- (2) 借助图片教授生词 antigravity disk。

参考答案

(Answers may vary.)

C1

People will live in very tall buildings and drive flying cars./People can fly.

C2

What amazes me most about life in 2095 is that cars can fly./What amazes me most about life in 2095 is that homes can be located miles above the city./What amazes me most about life in 2095 is that robots can even chase people on the streets.

语言注释

- **time-travel** *n.* the action or concept of travelling through time, especially to the past or future, often as a theme in science fiction; *v.* to travel into the past or future 时空旅行
The film is about time-travel to the year 3000.
In the story, the hero can time-travel to save the world.
- **snake** *v.* to move like a snake, in long twisting curves 曲折前行；蛇行
The road snakes among the mountains.
- **name ... after ...** to give someone or something the same name as another person or thing 以……为……命名
The fashion designer named the new brand after her mother.
- **great-grandfather** *n.* a grandfather's or grandmother's father 曾(外)祖父
This old watch belonged to my great-grandfather, and it has been passed down through generations.
- **great-grandchild** *n.* a grandchild's child, a great-grandson or great-granddaughter 曾(外)孙；曾(外)孙女
In the future, my great-grandchild might live in a world full of amazing technology.

"You must be hungry. Try some Vitagorp and Unicola," she said, offering us something like dried dog food and some pill-like plastic balls.

"Who are you?" I asked.

15 "I'm Erica. This is Sammy. We were named after our great-grandfathers — Eric and Sam."

"You are our great-grandchildren! Unbelievable!" I said.

"We must bring the flying disk technology back to 1995. Then we'd become great inventors!" Sam cut in.

20 "The antigravity power comes from BHT^①, a chemical discovered in a breakfast accident," said Sammy.

"What accident?" asked Sam. "And who found out BHT could make things fly?"

"You did," said Sammy. "We can't tell you more. The time-travel guide says anyone travelling through time with too much information from another time blows up."

"I knew! Don't tell me another word," shouted Sam. "But how can we go back? Could you help, Uncle Joe?"

25 "Sure. That's why I'm here," Uncle Joe smiled, holding up his time-travel watch.

"We're saved!" shouted Sam.

(Adapted from *The Time Warp Trio* 2095 by Jon Scieszka)

Personal touch
What amazed you most about life in 2095?

① BHT 二丁基羟基甲苯（抗氧化剂）

source 出处

背景知识

1. *The Time Warp Trio 2095*

The Time Warp Trio 2095 is a science fiction novel written by Jon Scieszka. It describes the adventures of three boys. They travel through time with a magical book to 2095. *The Time Warp Trio* series consists of 16 books and has been adapted into a TV show.

2. Jon Scieszka

Jon Scieszka was born on 8 September 1954. He is an American children's writer, best known for his picture books created with the illustrator Lane Smith.

3. Antigravity

Antigravity is a force that works against gravity. Normally, gravity pulls things down to the ground, but antigravity can make things float or fly instead.

C3

- **阅读策略:** 本单元重点教授的阅读策略为扫读并获取细节信息 (Scanning for specific information), 为学生用书六上第二单元、六上第五单元、七上第五单元和七下第一单元阅读技能策略的复现。该策略通过快速浏览文本来查找特定信息。
- **教学要点:** 该活动旨在帮助学生梳理故事梗概, 了解故事的时间、地点、人物和主要情节等要素。
- **备选活动:**
 - (1) 先请学生共读引言部分, 并针对故事的主要人物、时间、情节等提问。
 - ① Who are the main characters in the story? (*Eric, Sam and Uncle Joe.*)
 - ② How many years did Eric and Sam go through in the story? (*100 years.*)
 - ③ What happened to Eric and Sam? (*They accidentally travelled to the future.*)
 - ④ How did Eric and Sam travel from the year 1995 to the year 2095? (*With a time-travel guide.*)
 - (2) 然后请学生阅读正文, 并针对故事的地点、情节等提问。
 - ① What happened to Eric and Sam when they accidentally travelled to 2095? (*They met their great-grandchildren—Erica and Sammy.*)
 - ② Where did Eric and Sam meet their great-grandchildren? (*They met them in the street.*)
 - ③ Where else did Eric and Sam go? (*They went to Erica's home.*)
 - ④ How would Eric and Sam probably go back to 1995? (*Uncle Joe would probably use his time-travel watch to help them go back to 1995.*)

Text type Science fiction

Science fiction is a type of storytelling that explores ideas about the future. It often includes scientific ideas, such as exciting journeys through time or space and new inventions, to show how real or imagined science influences people and society.



C3 General understanding Complete the table about the story.

Scanning for specific information			
Who?	Uncle Joe, ¹ _____	What?	travel to the future
When?	in the year ² _____		
Where?	in the street and Erica's ³ _____	How?	use the time-travel guide and a time-travel ⁴ _____

C4 Detailed reading Complete the diagram about life in 2095.



90



Features of science fiction:

- The story often has an unfamiliar setting. It may be set in the future, in the present or in the past with a different history, underground, under the oceans, on other planets, or in space.
- The characters may include robots, aliens, monsters and humans who have travelled through time or humans with special powers or senses.
- The plot often involves scientific or technological theories or devices that do not exist in our reality (time travel, space travel, death rays, etc.).
- Most science fiction contains some elements of truth or is partly believable.

参考答案

C3

1 Eric, Sam, Erica, Sammy 2 2095 3 home 4 watch

C4

- **教学要点:** 该活动旨在引导学生梳理和归类关于未来住宅、食物和交通的信息。
- **备选活动:** 请学生阅读文本，找出文中对 2095 年未来生活的描述，并与 1995 年的生活进行比较，列出不同之处。

Read the story and find out what life is like in 2095. Compare it to life in 1995. Make a list of the differences. (*In 1995, houses were built on the ground and were not so high. In 2095, buildings will tower into the clouds and homes will be located miles above the city./In 1995, people opened doors with keys. In 2095, doors will open with voice commands and handprint recognition./In 1995, people ate traditional food, such as bread, meat and vegetables. In 2095, food will be something like dried dog food and plastic balls that look like pills./In 1995, people walked on the ground or drove cars. In 2095, people will use antigravity disks to float about one foot above the ground and flying cars will travel high above the city./In 1995, technology was not so advanced, with no antigravity technology or security robots. In 2095, technology will be highly advanced, with antigravity disks, flying cars and security robots. People will use voice commands and handprint recognition to open doors, and homes will be located miles above the ground.*)

参考答案

C4

1 above the city 2 voice 3 handprint 4 five seconds 5 Vitagorp 6 Unicola 7 disk

C5

• 教学要点：问题 1 旨在帮助学生关注人物之间的对话，并结合上下文推断主人公山姆为什么不知道是他自己发现了反重力的力量。问题 2 旨在帮助学生在理解文本的基础上，结合想象，预测故事的后续情节发展。

• 备选活动：

(1) 引导学生进行人物评价。

What do you think of Sam? Why? (Sam is hot-headed because when he heard that Erica and Sammy are their great-grandchildren, he immediately cut in and said that they should bring the flying disk technology back to 1995 to become great inventors./Sam is cautious because when Sammy mentioned that anyone travelling through time with too much information from another time blows up, Sam immediately stopped Sammy from explaining more about BHT.)

(2) 引导学生进行细节推断。

Who seems to be familiar with time-travel? Why? (Uncle Joe seems to be familiar with time-travel because when Sam asked how they could go back to 1995, Uncle Joe replied confidently, “Sure. That’s why I’m here,” and held up his time-travel watch./As Eric and Sam’s great-grandchildren living in 2095, Erica and Sammy might be familiar with time-travel because they knew the rules of it.)

(3) 请学生结合 C2 语篇内容，进行推测。

What would Sam probably do when he came back to the year 1995? (Sam would probably try to develop the flying disk technology.)

C5 Further thinking Answer the questions.

- 1 Why didn’t Sam know that he himself discovered the antigravity power?
- 2 What do you think will happen next in the story?

Vocabulary focus Complete the introduction to the novel with the words in the box.

disk discover great-grandchildren unbelievable appear

The Time Warp Trio 2095

In the novel, Eric and Sam time-travel to the year 2095 and ¹ _____ in the museum. When they get out of the museum, they meet their ² _____ and Uncle Joe. They are amazed that people fly with the antigravity ³ _____. And Sam finds it ⁴ _____ that he will ⁵ _____. BHT, a chemical for the antigravity power. After lots of laughs, magic and adventures, they return home safely.

Update my to-do list

Which details in the story tell us this is science fiction?

91

(4) 请学生展开想象。

- ① Do you like life in 2095? Why or why not? (Yes, I do. Because life in 2095 will be convenient. For example, doors will open at one’s voice./No, I don’t. Because I have a fear of heights. Flying around and living in tall buildings will make me feel scared.)
- ② What would you do if you had a time-travel guide? (If I had a time-travel guide, I would meet my future family members to see how their lives turn out./If I had a time-travel guide, I would bring back future technology to improve life in the present./If I had a time-travel guide, I would avoid changing the past or future to prevent any unexpected outcomes.)

参考答案

C5

1 Sam has time-travelled from the year 1995 to the future, so he doesn't know anything about what has happened since then.

2 (Answers may vary.) Uncle Joe, Eric and Sam will go back to the year 1995 successfully./ Uncle Joe will take Sam and Eric on a journey to other time periods, not just 1995./Sam and Eric will discover more about the BHT chemical./Sam and Eric will discover that the robot chasing them was actually trying to help or warn them about something.

Vocabulary focus

- **教学要点:** 该活动以故事摘要 (summary) 的形式重点关注 C2 阅读语篇中的核心词汇, 帮助学生根据语篇内容、词汇搭配等线索准确运用文中词汇完成填空练习, 掌握词汇的用法。
- **备选活动:**
 - (1) 鼓励学生运用构词法理解单词的含义 (如 *discover*, *great-grandchildren*, *unbelievable* 等), 或通过上下文理解单词的意思 (如 *appear*), 或利用课文配图线索理解单词的意思 (如 *disk*)。
 - (2) 提供关键词, 请学生根据关键词尝试简要复述课文。

参考答案

Vocabulary focus

1 appear 2 great-grandchildren 3 disk 4 unbelievable 5 discover

Update my to-do list

- **教学要点:** 教师组织学生找出故事中能说明这是个科幻故事的细节, 如故事发生的时间和地点、故事中出现的人物以及故事情节等, 从而检测学生对科幻小说节选语篇特征的理解程度。在学生讨论或汇报时, 教师可提供适当的支持。

参考答案

Update my to-do list

(Answers may vary.)

The children travel to the future./They meet their future great-grandchildren./The antigravity disk is imagined, not real.

>>Grammar in use

板块内容说明

本单元的语法重点是条件状语从句
(Adverbial clauses of condition)。

活动 1

- 教学要点：**活动 1 旨在帮助学生在理解每个句子整体意义的基础上，分析 if 和 unless 引导的条件状语从句所表达的含义和功能，理解主句与从句之间的逻辑关系。

- 备选活动：**

(1) 通过问题引导，帮助学生关注条件状语从句的意义。教师可先利用活动 1 的第一个例句情境(例句选自 B 板块对话中林东所说的话)向学生提问。

① How does Lin Dong want to travel?

What does he say? (*If I visit Egypt in the future, I'll circle around the pyramids in a jetpack.*)

② When Lin Dong says “if I visit Egypt in the future”, is he talking about the past, the present or the future? (*The future.*)

③ Is it certain that he will visit Egypt in the future? (*No. He will probably visit Egypt in the future.*)

(2) 再引导学生关注其他划线部分的句子提问。

① Are the underlined parts about the past, the present or the future? (*The future.*)

② Do the underlined parts describe the situation that is likely to happen or certain to happen? (*The situation that is likely to happen.*)

>> Grammar in use Adverbial clauses of condition

1 Read and think What do the underlined parts express?

- (1) If I visit Egypt in the future, I'll circle around the pyramids in a jetpack.
- (2) Robots will become friends with us if we use them wisely.
- (3) It won't be possible unless I cut school and fly to Egypt.

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

- (1) We use conditional clauses (See the underlined parts above.)
 - to describe a possible situation action result that allows the possible result in the main clause to happen.
 - with the present simple future.
- (2) The conditional clause comes before after either before or after the main clause.
- (3) We can use unless to replace if if... not.

Grammar file → p. 132

3 Practise: What will happen if/unless ...? Professor Huang is asking questions about life in the future.

(1) Match the pictures with the possible results A–C.



improve health care ()



use solar and wind energy more ()



(don't) stop cutting down trees ()

A Global warming will begin to slow down.

B People will live to an average age of 120.

C The forest will disappear.

92

参考答案

1

In each sentence the underlined part expresses a condition/a possible situation or action.

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，归纳条件状语从句的形式、意义和用法。

- 备选活动：**

(1) 请学生自行对照活动 1 中的各个句子和语法规则的选项，总结归纳出条件状语从句的语法规则，或请学生分组对照更多的条件状语从句例句，并通过问题引导学生归纳语法规则。

- ① What do conditional clauses describe? (*The situations that are likely to happen in the future.*)
 - ② What do main clauses describe? (*The possible results.*)
 - ③ What do conditional clauses often begin with? (“*If*” or “*unless*”).)
 - ④ Does the conditional clause always come before the main clause? (*No. It also comes after the main clause.*)
 - ⑤ What do we add when the conditional clause comes before the main clause? (*A comma.*)
 - ⑥ Do we use a comma when the conditional clause comes after the main clause? (*No.*)
 - ⑦ What tense do we use in conditional clauses? (*The present simple tense.*)
 - ⑧ What tense do we use in main clauses? (*The future tense.*)
 - ⑨ What can we use to replace “if ... not”? (“*Unless*”.)
- (2) 拓展条件状语从句表示一般事实时的语法规则, 给学生提供例句, 让学生进行比较, 总结归纳出语法规则, 具体规则可参考学生用书上的语法附录(**Grammar file**, P132–P133)。

参考答案

2

- (1) situation, action; present simple
- (2) either before or after
- (3) if ... not

活动 3

- **教学要点:** 活动 3 旨在帮助学生初步使用条件状语从句, 活动分为两步。第一步先让学生将带有条件的词组和表示结果的句子进行配对, 第二步让学生利用第一步配对的信息补全对话, 让学生在具体情境中重点操练条件状语从句。
- **备选活动:** 在活动 3 之前, 可以借助活动 1 中的例句进行句型转换, 如 unless 和 if ... not 之间的句型转换、对划线部分提问, 也可从语法附录中提取更多包含 unless 和疑问形式的句子, 让学生熟悉 unless 和 if ... not 的转换以及含疑问形式的句子的结构。

参考答案

3

- (1) B A C
- (2)
 - 1) If we improve health care, people will live to an average age of 120.
 - 2) What will happen if we use solar and wind energy more?
If we use solar and wind energy more, global warming will begin to slow down.
 - 3) What will happen if people don't stop cutting down trees?
The forest will disappear if people don't stop cutting down trees/unless people stop cutting down trees.

活动 4

- 教学要点：**活动 4 旨在帮助学生在玩接龙游戏的过程中，恰当地运用条件状语从句来描述未来。游戏需要小组合作进行，组内每位学生轮流使用 if 引导的条件状语从句进行造句接龙。第一位开始的学生可以说出任意一句包含 if 引导的条件状语从句的句子（如：If I become an astronaut, I will fly to Mars.），下一位接龙的学生需要说出一个新句子，该句同样包含 if 引导的条件状语从句，并且要将前一人所造句子的结果作为新句子的条件（如：If I fly to Mars, I will plant a tree there.）。教师提醒学生造句时，需要保持句子的逻辑性和合理性。
- 备选活动：**请学生延续范例接龙造句，如：If I plant a tree on Mars, I will water it regularly. If I water it regularly, it will grow into a big tree. If it grows into a big tree, I will invite my friends to come and see the tree. 等。教师可引导学生注意倾听同伴发言，并指出可能出现的语法或逻辑错误。

(2) Use if or unless to complete the questions and answers with the information above.

- Prof Huang: What will happen if we improve health care?
Student: If we improve health care,
- Prof Huang:
Student:
- Prof Huang:
Student:

4 Play a game Use if to talk about the future. Read the following example. Take turns to make a chain of sentences.

Your chain

Student A: _____

Student B: _____

Student C: _____

...

93

参考答案

4

(Answers may vary.)

Student A: If temperatures rise, polar ice will melt.

Student B: If polar ice melts, sea levels will rise.

Student C: If sea levels rise, polar bears and other animals will lose the sea ice they hunt from.

Student D: If polar bears and other animals lose the sea ice they hunt from, Arctic animals will begin to disappear.

评价建议

在评价活动 1—4 的表现时，教师可关注语法和内容两个方面。学生在使用条件状语从句时，是否做到了语法准确，如时态、标点符号等；是否围绕未来话题进行表达，条件与结果是否符合逻辑。

Section D My view of the future

>> Writing

子话题说明

写作板块围绕“我对未来的看法”(My view of the future)这一子话题展开，学生以论坛回帖的形式，写一篇观点类文章，表达自己对未来生活的看法，并举例说明理由。

D1

- 语篇说明：**该论坛帖子来自某个青少年论坛(TEEN-Land Forum)中的八年级群组(Group: 8th-graders)，主要用于与世界各地青少年交流各自对未来的看法。主帖提出了对未来生活的畅想，并向大家征集看法。林东的回帖内容是一篇观点类文章，分为三段。第一段直接表达了他对未来的看法，即未来生活会更好，以此回答主帖的问题。第二段列举了三个原因支撑他的观点，分别是机器人将在许多方面提供帮助、科学家将发现保持健康的新方法以及未来多样的旅行方式，每个原因后都有具体的举例说明。第三段重申观点，体现了他对未来积极乐观的态度。
- 教学要点：**活动定位是写前思考。教师引导学生通过快速浏览范文内容，关注范文大意(回答D1中的问题)。
- 备选活动：**引导学生回顾学生用书八年级上册第二单元的写作策略，重温观点类文章的特征(three main parts: introduction, body and conclusion)和要素(opinion, reasons, examples)，组织学生划出观点，圈出理由，用括号标记出例子。也可以用提问的形式引导学生观察论坛帖子内容和结构。
 - ① According to Lin Dong, will life be better, worse or different in the future? (Better.)

D My view of the future >> Writing

You want to share how you see life in the future on TEEN-Land Forum.

D1 Think Read Lin Dong's post. What is his opinion about life in the future? Why?

Group: 8th-graders TEEN-Land

It's fun to imagine what the future might look like. Will it be better, worse or just different? What is your opinion?

In my opinion, life will be better in the future. I feel positive about life in the future for three main reasons. First, robots will help us in many ways. We won't need to clean the house or cook meals because robots will do all the housework. What's more, scientists will find amazing ways to keep us healthy. They will find cures for diseases such as cancer. The most exciting part is future travel. It is likely that everyone will be able to explore the deepest oceans or go into space.

In short, I think we will have a more convenient, healthier and more colourful life in the future.

Lin Dong 8 Nov.

D2 Prepare Circle the pronouns used in the post. Do they agree in person?

TEEN SKILL Avoiding shifts between different persons

In writing, make sure the pronouns agree in person. Don't mix them. In the example on page 95, since we use first person to refer to people in general (our life instead of people's life), we must continue to use first person (us and we) in the following part, not second person (you) or third person (people and they).

94



- ② How many reasons does Lin Dong give? (Three.)
- ③ What are the reasons? (*The first reason is that robots will help us in many ways. The second reason is that scientists will find amazing ways to keep us healthy. The third reason is future travel will be exciting.*)
- ④ What examples does Lin Dong use as supporting details? (*The first example is that we won't need to clean the house or cook meals because robots will do all the housework. The second example is that scientists will find cures for diseases such as cancer. The third example is that it is likely that everyone will be able to explore the deepest oceans or go into space.*)
- ⑤ What is Lin Dong's conclusion? (*We will have a more convenient, healthier and more colourful life in the future.*)

参考答案

D1

Lin Dong thinks life in the future will be better because robots will help us in many ways, scientists will find amazing ways to keep us healthy, and future travel will be exciting.

D2

- **教学要点:** 活动定位是写前准备。教师组织学生圈出范文中所有的代词，并说明代词所指代的内容。学生通过识别代词和指代关系，提高叙述视角人称一致的意识。
- **写作策略:** 本单元写作策略是避免叙述视角人称转换 (Avoiding shifts between different persons)，即代词应该与其所指代的词在人称上保持一致，避免混淆和误解。
- **备选活动:** 结合范文增加一些句子，其中有指代错误，请学生找出前后人称不一致的代词并进行改正。
 - ① This will give them more time to enjoy their hobbies and spend time with family. (此句加在第一个理由及例子的最后，正确的句子应该是：This will give us more time to enjoy our hobbies and spend time with family.)
 - ② The cures for diseases will help him live longer. (此句加在第二个理由及例子的最后，正确的句子应该是：The cures for diseases will help us live longer.)
 - ③ She will be able to explore the world and enjoy herself in new ways. (此句加在第三个理由及例子的最后，正确的句子应该是：We will be able to explore the world and enjoy ourselves in new ways.)

参考答案

D2

In my opinion, life will be better in the future.

I feel positive about life in the future for three main reasons. First, robots will help us in many ways. We won't need to clean the house or cook meals because robots will do all the housework. What's more, scientists will find amazing ways to keep us healthy. They will find cures for diseases such as cancer. The most exciting part is future travel. It is likely that everyone will be able to explore the deepest oceans or go into space.

In short, I think we will have a more convenient, healthier and more colourful life in the future.

Yes, they do.

D3

- **教学要点:** 活动定位是写前构思。教师引导学生根据话题, 结合给出的问题展开思考, 确定观点及 2—3 个理由和相应的例子, 并记录关键词, 为之后的写作搭建框架。
- **备选活动:** 帮助学生复习本单元前面板块的内容, 丰富写作素材。
 - (1) 结合本单元的视听板块, 将 D3 的第一个问题拆解, 以降低回答难度。
 - ① What technologies does Jerry mention in the interview? (*Wearable tech, digital human and AI technology.*)
 - ② According to Jerry, what will we be able to do with these technologies? (*With wearable tech, we'll listen to music from computer chips in sunglasses, hats or even our brains./With VR contact lenses, we can enjoy live concerts at home, feeling like we're really there./Digital human and AI technologies will be able to bring people from the past back to life, and allow us to make our own films starring ourselves and our favourite actors.*)
 - ③ What do you think of these technologies? Will they make our life easier or more difficult? (*I think wearable tech will make our life easier because we will be able to attend any live event anywhere we want./I think digital human will make our life more difficult because we won't be able to tell what is real and what isn't.*)
 - (2) 结合单元主题图中机器人的图片, 引导学生逐步思考从而顺利回答第二个问题。
 - ① What will robots be able to do in the future? (*They will replace humans to fly aeroplanes.*)

e.g. Robots will make our life more convenient. They will help us in many ways.
We won't have to do housework like cleaning or cooking.

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

- 1 Will technology make our life easier/more difficult?
- 2 Will robots be helpful/harmful to our life?
- 3 Will we live in a better/worse environment?

Reason	Example
Life in the future will be _____.	

D4 Write Write your opinion article.

Group: 8th-graders TEEN-Land

Update my to-do list [progress bar]

Read your partner's post. What is his/her opinion about life in the future and why?

95

- ② What do you think of robots? Will robots be helpful or harmful to our life? (*I think they will be helpful to our life because robots will drive faster and safer./I think they will be harmful to our life because robots will take jobs from people and there will be no work for humans.*)
- (3) 结合语法板块使用太阳能、风能和停止砍树的图片, 为学生回答第三个问题进行铺垫。
 - ① What will happen if we use solar and wind energy? (*Global warming will begin to slow down.*)
 - ② What will happen if we don't stop cutting down trees? (*Half of the Amazon rainforest will disappear.*)
 - ③ Will global warming slow down in the future? Will the Amazon rainforest remain in the future? (*Yes./No.*)

- ④ Will we live in a better or worse environment? Why? (*We will live in a better environment because we will figure out ways to slow down global warming, such as using solar and wind energy./We will live in a worse environment because of global warming. There will be increasingly frequent extreme weather events, such as heatwaves, storms and floods.*)

D4

- **教学要点:** 活动定位是写作。教师引导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。
- **备选活动:** 酌情提供相关内容的语言支架(参考“补充资料”)。

补充资料
<p>Useful expressions</p> <p>1. To state opinions:</p> <ul style="list-style-type: none">• In my opinion/view ...• From my point of view, ...• As far as I am concerned, ...• I think/I believe (that) ... <p>2. To give reasons:</p> <ul style="list-style-type: none">• My main reason is .../One reason is .../ Another reason is ...• Many people say/believe that ...• Because ...• Since ...• Because of/due to ...• What is more, ...• Moreover/Furthermore/In addition (to), ... <p>3. To give examples:</p> <ul style="list-style-type: none">• Firstly/First of all, ...• Secondly, ..• Thirdly, ...• Lastly/Finally, ... <p>4. To conclude:</p> <ul style="list-style-type: none">• For example/instance, ...• like ...• such as ...• including ...• One example is .../Another example is ... <p>• To sum up/conclude, ...</p> <p>• In conclusion, ...</p> <p>• It is clear that ...</p>

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,检查自己的作文并修改,着重关注代词的使用是否准确,有意识地养成写后自查的习惯。
- **备选活动:** 整理学生的典型错误,在黑板上板书,全班共同找错误并修改,帮助学生避免叙述视角人称转换,再请学生自查习作,亦可与同伴交换检查,以避免遗漏错误或误批改现象,从而切实提高写作能力。

Update my to-do list

- **教学要点:** 活动旨在以结对的形式,请学生分享彼此的回帖,了解同伴对未来的看法。选出双方习作中的好词好句,互相交流学习。并结合同学评价和老师点评,思考对自己作文的改进方案。
- **评价建议:**
 - ① 开头和结尾部分是否表达了对未来的看法?
 - ② 中间部分是否至少用了两个理由支撑观点,并给出相应的例子?
 - ③ 是否避免了叙述视角的人称转换?

>>Discovery

板块内容说明

探索发现板块介绍了科幻小说《海底两万里》《与拉玛相会》和《战神的后裔》，展现了作家们丰富的想象力和严谨的科学知识，也反映了人类对于未知世界的探索和向往。

教学提示

- 语篇说明：**第一个语段介绍了法国作家儒勒·凡尔纳于1869年出版的科幻小说《海底两万里》。第二个语段介绍了英国作家阿瑟·C.克拉克于1973年出版的科幻小说《与拉玛相会》。第三个语段介绍了中国作家郑文光于1984年出版的科幻小说《战神的后裔》。
- 备选活动：**灵活选用不同的方式来激发学生对不同科幻小说的兴趣和思考。

(1) 预测：组织学生读前浏览小说封面，预测与主题相关的信息，激发学生兴趣。

- ① Have you ever read these books? (Yes, I've read Twenty Thousand Leagues Under the Sea./No, I haven't.)
- ② What do you know about them? (Twenty Thousand Leagues Under the Sea is about a submarine adventure written by Jules Verne. Rendezvous with Rama is a science fiction book by Arthur C. Clarke about exploring a mysterious spaceship. The Descendants of Mars is about people living on Mars.)
- ③ What types of books are they? Why? (They are science fiction books because they involve ideas about the future, space and underwater

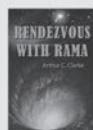
Discovery

The future as told in books



Twenty Thousand Leagues Under the Sea by Jules Verne (1869)

The great submarine^① is 70 metres long, able to sink any ship, and comes with a huge library and an art collection with works by great artists. Powered by electricity, the submarine is silent and fast.



Rendezvous with Rama by Arthur C. Clarke (1973)

A huge, strange craft, called Rama, appears in space. Humans visit and find secrets from another world. But who built Rama and where are they? And why is Rama so close to the Earth? These are questions that readers must answer themselves.



The Descendants of Mars by Zheng Wenguang (1984)

A group of pioneers land on Mars with the hope and strong will of turning it into a home for mankind. The living conditions are tough, with sandstorms, cosmic radiation^②, black holes, lab explosions, and more. In the face of these challenges, will they ever make it?

Read and think Which book would you like to read? Why?

① submarine 潜水艇 ② cosmic radiation 宇宙辐射

96

exploration.)

- ④ What do you see from the pictures? (I see a submarine underwater in the first picture. In the second picture, there's a big, round hole in space. The third picture shows a planet with a red and rocky surface.)
- ⑤ What are the books probably about? (The first book is probably about a journey underwater in a submarine, exploring the ocean. The second book is likely about humans discovering and exploring a strange object or a spaceship in space. The third book might be about people living on Mars.)

(2) 理解：请学生阅读短文，通过问题引导学生了解不同的科幻小说。

- ① What are the titles of the books? (Twenty Thousand Leagues Under the Sea, Rendezvous with Rama and The Descendants of Mars.)

- ② Who wrote these books? (*Jules Verne, Arthur C. Clarke and Zheng Wenguang.*)
- ③ When were the books published? (*In 1869, 1973 and 1984.*)
- ④ What are the settings? (*The first story is set under the sea. The second story is set in space. The third story is set on Mars.*)

(3) 思考：鼓励学生基于文本信息，结合个人观点进行表达。

Will our future be like the ones described in these books? Why? (*Yes. Some parts of these books could happen in the future. For example, we might explore space like in Rendezvous with Rama or live on Mars like in The Descendants of Mars./No, our future might not be exactly like these books. Twenty Thousand Leagues Under the Sea was written in the 1800s, and Rendezvous with Rama was written in the 1970s. The authors couldn't predict today's world, so their ideas about the future are outdated. Our future will be shaped by new ideas and technologies.*)

(4) 拓展：提供更多科幻小说的介绍并鼓励学生自发寻找感兴趣的科幻小说，在课堂上分享，介绍小说的名字、作者、出版时间、故事情节及书中所描述的未来等（参考“补充资料”）。

补充资料

1. *I, Robot* by Isaac Asimov (1950)

Humans and robots try to live together, but sometimes they end up fighting each other on earth and in space. Their future is not certain. People are facing crazy robots, mind-reading machines, robot politicians and robotic intelligence that may already secretly control the world. Both are asking the same questions: What is human? Are humans no longer needed?

2. *A Wrinkle in Time* by Madeleine L'Engle (1962)

Meg's father, a scientist, has been missing for a long time. She meets three supernatural beings and knows that her father is captured by an evil. So Meg, her brother Charles Wallace, and their friend Calvin go on a journey through time and space to find him. Can Meg find and save her father?

3. *The Three-Body Problem* by Liu Cixin (2008)

In the 1970s, a secret military project sends messages into space to make contact with aliens. The Trisolarans, a group of aliens, who are almost gone, get the messages and plan to invade Earth. Meanwhile, on Earth, different camps start forming. Some plan to welcome the aliens and help them rule the world, while others plan to fight against the invasion.

背景知识

1. 《海底两万里》是法国作家儒勒·凡尔纳于1869年出版的科幻小说，其中的“两万里”是指潜艇在海底航行的距离。小说讲述了“鹦鹉螺号”潜艇船长一行人周游海底的故事。“鹦鹉螺号”潜艇长70米，宽8米，利用海水中的钠发电，航行性能好，船身坚固，艇内宽敞舒适，有图书馆等设施。凡尔纳被誉为“科幻小说之父”，他在这部小说中，将对海洋的幻想发挥到了极致，展示了人类的坚韧意志和勇敢，鼓励人们去探索海底世界。可回顾学生用书七年级上册文学角中这部作品的节选，并鼓励学生进行整本书阅读。

- 2.《与拉玛相会》是英国著名科幻作家阿瑟·C. 克拉克于 1973 年出版的科幻小说。小说叙述了在 22 世纪时有一个长达 50 公里的圆柱形外星太空船闯入太阳系，人类派出探险队前去调查，这个外星物体被命名为“拉玛”。克拉克被称为 20 世纪三大科幻小说家之一。他通过这部小说探讨了宇宙探索、外星生命和未知世界的可能性，激发读者对宇宙的好奇心和探索欲。
- 3.《战神的后裔》是中国科幻作家郑文光于 1984 年出版的科幻小说。小说讲述了一群来自地球的年轻宇航员，怀抱着崇高的理想，踏上火星，希望将这片荒凉之地建设成像地球一样繁荣的家园，这群火星建设者被誉为“战神的后裔”。郑文光被誉为“中国科幻文学之父”，他通过这部小说展现了人类对太空探索的渴望和勇气，同时也反映了人类在面对未知挑战时的坚韧和毅力。

Section E Creating a better future

>>Project

子话题说明

项目探究板块围绕“创造更美好的未来”(Creating a better future)这一子话题展开。学生结合本单元所学,通过小组合作,选择未来的一个方面,设想该方面可能面临的问题,并制定出具有前瞻性的解决方案,然后运用幻灯片进行小组汇报,以回应单元大问题,在活动中理解人类命运共同体和全人类共同价值的概念,增强社会责任感,为创造更美好的未来而努力。

教学提示

- 备选活动:**请学生讨论回顾单元各板块内容,引发其对单元大问题的深层思考。组织学生分小组讨论,每组确定一个最感兴趣的主题,可以选择交通、食物、环境、住宅、沟通、学校等任何一方面。也可以让每位学生先选择自己最感兴趣的主题,选择主题相同的分为一组。各小组围绕选定主题进行讨论时,可先利用图书馆、互联网等资源,搜集与主题相关的背景信息、现状和未来趋势等,在此基础上确定对未来的憧憬、可能面临的问题及解决方案。鼓励学生采用多样的方式展示学习成果,不必拘泥于教材要求的成果形式。
- 更多资源:**可通过搜索“未来交通”“未来生活”“未来科技”等关键词,查找感兴趣的资料,拓宽看问题的视角。

Unit 6

E Creating a better future ➤ Project

Giving a group presentation about creating a better future

Work in groups to give a presentation about how to create a better future.

Step 1 Brainstorm Choose a topic about the future you want to work on.

transport environment communication
food housing school ...

Step 2 Discuss Talk about the topic with your group members and make notes.

- What does your dream future look like?
- What problems might we have?
- What can we do to solve the problem(s) and create a better future?
- ...

Step 3 Design Design PPT slides.

- Add some pictures to show your dream future. You can find photos from films, magazines, the internet, or draw your own pictures.
- Use the notes in Step 2 and the pictures to make your PPT slides.

Future travel
Part 01 Possible ways of travel
Part 02 Possible problems
Part 03 Solutions
Part 04 Conclusion

Step 4 Present Give a group presentation about your findings to the class.

Update my to-do list

Share your comment on the ideas of each group.

97

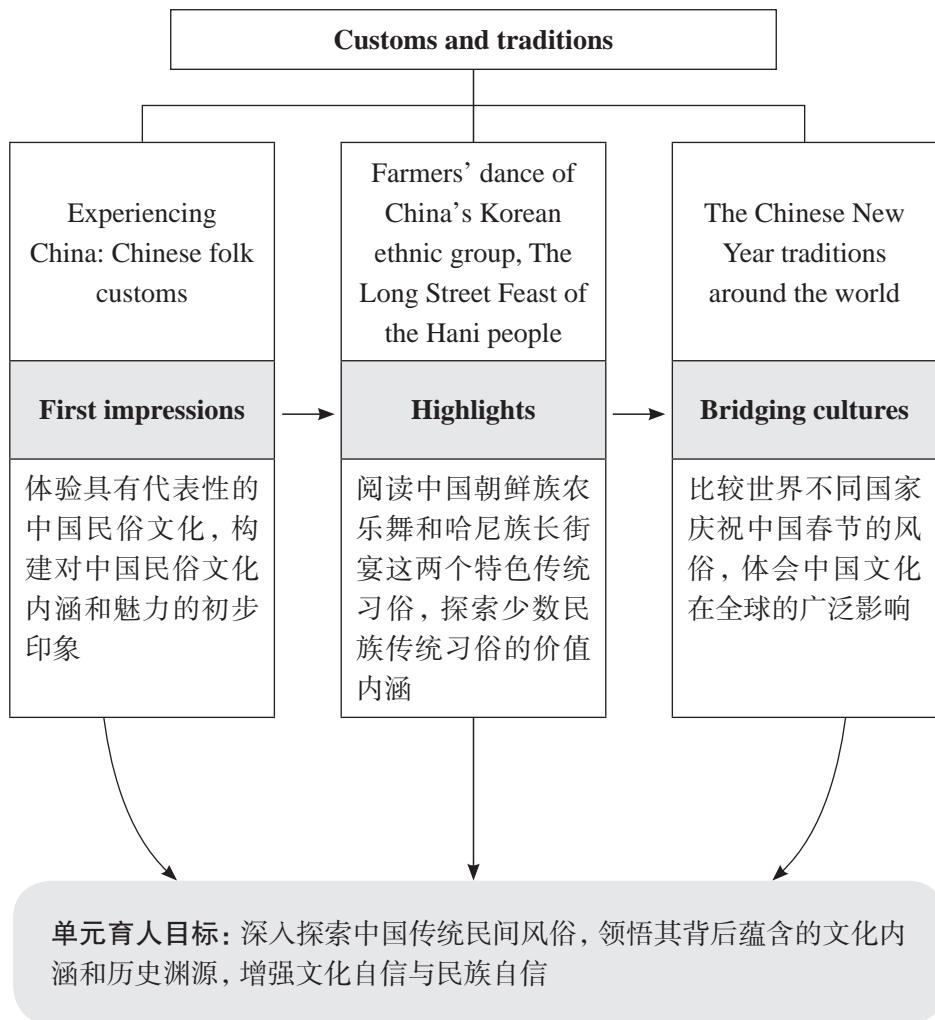
Update my to-do list

- 教学要点:**活动旨在鼓励学生综合运用本单元前面板块所学的语言知识和技能进行表达和展示。汇集各组学生的成果,在课内外(如课堂分享或教室张贴展板)进行展示交流,也可通过班级群等网络平台展示分享学生的作品。
- 评价建议:**
 - 是否选择一个主题,提出它未来可能面对的问题并提供解决办法?
 - 是否准确运用了本单元所学的语言表达,自然流畅,声音清晰?
 - 幻灯片的图文设计是否合理,视觉效果是否吸引人?

Culture corner

Exploring China: Customs and traditions

单元内容结构图 (Structure of the unit)



单元目标 (Unit objectives)

阅读有关中国传统民俗文化的介绍，分析和思考我国传统民俗文化的由来，加深对中国传统民俗文化的理解和欣赏，掌握部分特色民俗的名称及庆祝活动的英语表达，培养跨文化意识，提升向国际社会讲述中国传统民俗文化故事的能力，让世界更加深入地了解并欣赏中国独特的优秀传统民俗文化。

First impressions

板块内容说明

本板块以“体验中国民俗文化”的邀请函形式，遴选实例，向国际学生展示中国传统节日、特色美食、民间艺术等领域的中国特色传统民俗文化。通过具有代表性的中国民俗文化实例，不仅能够激活学生的文化背景知识，增进其对中华文化的认识与理解，而且能增强他们的文化自豪感，鼓励他们发掘并分享更多独特的中华习俗，共同传承和弘扬宝贵的民俗文化遗产。



这句话是“百里而异习，千里而殊俗”的英文译文，来自《晏子春秋》，用以强调中国民俗文化的丰富性和不同地域之间风俗习惯的差异。在教学中，教师可引导学生根据亲身经历举例证明该名言的合理性。

- 语篇说明：**本语篇以“体验中国民俗文化”活动邀请函的形式展示了我国节日习俗、饮食习俗和民间艺术三大方面的代表性民俗文化。邀请函中包含三类活动，第一类聚焦中国传统节日民俗，展现春节的相关风俗；第二类聚焦中国传统饮食风俗，展现出不同食物名称背后蕴含的独特文化故事；第三类聚焦中国丰富的民间艺术形式，展示出不同艺术形式所承载的深厚文化底蕴和地方特色。语篇形式和配图能够简洁直观地让读者了解中国传统民俗习惯的特色。语篇以“体验”为关键词，运用了丰富的动词搭配，如 writing, guessing, making, tasting, listening, watching 等，营造出一种身临其境的体验感，加深学生

Culture corner

Exploring China: Customs and traditions

Customs and traditions vary from place to place.

—The Spring and Autumn Annals of Master Yan^①

First impressions

Daniel has received an invitation to the “Experiencing China” event for international students. He is very interested in the activities and decides to go.

Experiencing China Chinese folk customs

9 a.m.—4 p.m., 24–31 December
Central Square



Experiencing Chinese festival customs by writing the Spring Festival couplets, guessing lantern riddles, and making red envelopes.



Experiencing Chinese food customs by tasting traditional dishes and listening to the stories behind their names.



Experiencing Chinese folk art by watching paper-cut artworks, dragon and lion dances, and shadow plays.

① The Spring and Autumn Annals of Master Yan 《晏子春秋》

98

对中国民俗文化的理解和感悟。

- 教学要点：**该活动旨在帮助学生体验中国传统民俗文化，感受其独特魅力和深厚底蕴，并引导他们进行拓展和延伸，向外国友人介绍更多元的民俗文化现象，特别是他们亲身经历的特色民俗风情，激发其跨文化交流兴趣，同时促使他们主动扩充与民俗文化相关的词汇量，深入了解不同地域传统民俗文化的历史背景、风俗习惯及象征意义。在教学中，教师可参考以下步骤引导学生结合自身经历进行思考。

(1) 请学生看图片，引入本单元的主题词汇，构建词汇语义网，激活学生的背景知识。

What folk customs can you see?

(2) 阅读完语篇后，引导学生结合个人经验，说一说他们对语篇内容的看法。

- ① Which folk custom impresses you most?
- ② Which one would you recommend to the international students?

(3) 预测丹尼尔在体验中国民俗文化活动

后可能产生的看法。

What will Daniel probably say about different Chinese folk customs?

- 备选活动：

(1) 引导学生对传统民俗文化进行拓展。

① What other festival customs do you know? (*Take the Spring Festival as an example, sweeping the dust, watching the Spring Festival Gala, viewing lanterns, etc.*)

② Can you share some dishes and the stories behind them? (*Beggar's chicken. One story tells of a beggar who found a chicken and cooked it by wrapping it in clay and leaves, then burying it in hot ashes to cook. The dish was so delicious that it caught the attention of locals, and they started using the cooking method.*)

③ What other forms of folk art do you know? (*Chinese knotting, opera masks, bamboo weaving, etc.*)

(2) 引发学生对中国传统习俗的深层次思考。

① How have traditions and customs influenced modern Chinese society and culture? (*Shaping values, beliefs and behaviours, guiding social interactions, family structures and moral standards, etc.*)

② What is the cultural significance of Chinese traditions and customs? (*The historical and social heritage of the nation, connecting past generations to the present, etc.*)

③ How have Chinese festival customs changed in recent years? What are the reasons for the change? (*Celebrating through digital media and online gatherings; because of urbanization, changing lifestyles and globalisation.*)

④ What can be done to protect Chinese traditions and customs? (*Education, support for cultural heritage projects, the preservation of traditional practices, etc.*)

⑤ Will traditional Chinese customs disappear in China? Why or why not? (*Traditional Chinese customs will not disappear in China because these customs remain deeply rooted in the nation's history.*)

(3) 教师鼓励学生用英语表达中国传统习俗等内容，并组织学生深入讨论中国传统习俗的由来。如学生缺乏相关文化的表达词汇，教师可以补充一些中国传统习俗的英语表达，并组织小组活动，让学生在小组内互相学习和交流。

补充资料

China's traditions and customs

1. Lucky and unlucky numbers: In China, lucky numbers have pronunciations similar to Chinese characters with lucky meanings. For example, the number 8 is very popular because it sounds like the character for “wealth”. Numbers like 2, 6 and 9 are also seen as lucky in some situations. However, the number 4 is often avoided because it sounds like the character for “death”.

2. Chinese calendar: The traditional Chinese calendar is based on the sun’s position and the moon’s phases. A normal year typically has 12 months, but sometimes a 13th month is added. The Chinese New Year move between 21 January and 20 February on the regular calendar.

3. Remembering ancestors: Chinese families show respect to their ancestors, especially during festivals like Qingming. They clean graves and offer food as a way to remember loved ones.

语言注释

- **lantern** *n.* a lamp in a clear case, often a metal case with glass sides, and often with a handle, so that one can carry it outside 灯笼；提灯
During the Spring Festival, the children made lanterns with colourful paper.

Highlights

板块内容说明

本板块介绍了朝鲜族的农乐舞和哈尼族的长街宴这两种特色传统习俗。通过阅读，学生可以了解两种习俗所包含的活动内容，感受传统习俗蕴含的分享、祝福、包容和传承等价值观。



我国朝鲜族的农乐舞，又称象帽舞，于2009年被联合国教科文组织列入“人类非物质文化遗产代表名录”。



长街宴是哈尼族“十月年”中的一个习俗，是庆祝丰收、祈福纳祥的传统盛大节日。

- 语篇说明：两个语篇均以习俗的名称命名，分别介绍了农乐舞和长街宴的来源和活动内容。语篇的语言表述使用一般现在时，注重对两种习俗的客观描述。

- 教学要点：教师帮助学生直观地感受农乐舞的动作和长街宴的热闹氛围。
(1) 可以补充农乐舞和长街宴的相关视频，或使用图片向同学们展示两大习俗的精彩瞬间，帮助学生构建整体印象。

Do you know anything about these two traditions?

(2) 通过提问引导学生理解归纳语篇内容要点。

- ① How does the Korean ethnic group start the farmers' dance? What values does this traditional custom reflect?
- ② How does the Hani ethnic group start the long street feast? What values does this traditional custom reflect?

Highlights Read and think: Why do people follow these traditional customs?

Farmers' dance of China's Korean ethnic group

The dance of the Korean ethnic group in China comes from a tradition where people gather to celebrate events in fields and villages. Musicians play the drums, gongs and *suona*, and dancers move together with them. The dance is based on the movements of farming and has spread to other contexts^①.



The Long Street Feast of the Hani people

Traditionally, the Hani people of Yunnan province gather on the longest road in their village for New Year's Day feasts. Different families bring delicious dishes for the feast. On the morning of the feast, musicians and dancers perform in the street. You can also see the different styles of costumes and dances of the Hani and other ethnic groups.



Explore Find out more about the traditional customs of some other ethnic groups and share them with your classmates.

① context 背景；环境

99

备选活动：

- (1) 引导学生补充其他少数民族的传统民俗，及其背后的文化内涵。

Do you know any other traditional customs of Chinese ethnic groups? (*The Dai people celebrate the Water-splashing Festival in April, splashing water to bring good luck and happiness.*)

- (2) 引导学生思考为何某些传统习俗能够跨越时间的长河，至今仍被人们珍视与传承，甚至吸引来自不同国家的人们来感受和体验这些习俗，由此启发学生思考民俗文化中 traditional 和 modern 两个概念的联系和差异。

① Do you think it is necessary to keep the traditional custom? (*Yes, I believe it is necessary to keep traditional customs. They are an important part of our culture.*)

② What do you think has kept some traditions alive until now? (*I think traditions survive*)

because they can change to fit modern life and still have value. Also, people work hard to keep them, like local groups doing traditional activities, schools teaching old skills, and governments protecting important cultural traditions.)

(3) 对于在英语表达时遇到困难的学生,教师可增加一些句型和短语的提示词;对于中等程度的学生,可以直接进行简单描述;而对于学有余力的学生,教师可鼓励他们自由表达,并提出更深层次的问题,以及尝试搜索和解读两种传统民俗的现状,或者通过查询相关资料介绍其他民族的独特习俗。

背景知识

1. There are 56 ethnic groups in China. Many of them have their own unique style of costumes.
2. Drum, gong and *suona* are musical instruments. *Suona* is a traditional musical instrument widely used in Chinese music.
3. The Hani people celebrate their New Year in October, as their lunar calendar begins in that month. During the weeklong festivities, people make delicious food, visit relatives and friends and enjoy singing and dancing.

补充资料

Traditional customs of some ethnic groups

1. Dai's Water-splashing Festival

The Dai people celebrate their New Year in mid-April with the Water-splashing Festival. For three days, they hold dragon boat races, light fireworks, and finally splash water on each other for good luck. The biggest water fights happen on the last day.

2. The Zhuang Song Festival (San Yue San)

Every year on the third day of the third lunar month, the Zhuang people gather outdoors to sing together and have fun. They set up tents for singing parties where young men and women sing back and forth, play games like egg bumping, and throw embroidered balls to show affection. This festival is mainly celebrated by the Zhuang, but the Yao and Dong also join in singing activities.

参考答案

Read and think

(Answers may vary.)

Traditional customs connect people to their cultural roots, ancestors and shared identity./ Many traditions reflect a community's core values, beliefs and practices that communities want to pass on to future generations./These customs create opportunities for people to gather, celebrate together and strengthen their relationships.

Bridging cultures

板块内容说明

本板块汇聚了来自不同国家的国际学生的声音，描述其他国家庆祝中国春节的方式。通过阅读不同视角的描述，帮助学生领略跨越国界的春节庆典的魅力，感受中国文化的深远影响与广泛传播，增强他们传承与弘扬中华民俗传统的责任感与使命感，使其成为中华文化传播的使者。

- **语篇说明：**语篇呈现了来自新加坡、英国、加拿大和澳大利亚的四位国际学生的视角，分享他们在各自国家听闻、见证或参与的中国春节庆祝活动的独特体验。语篇体现了文化体验和跨文化视角，其中提及的庆祝活动既体现了春节的共性，又展现了文化本土化的特点，为文化融合提供了实例。

第一位来自新加坡的萨拉(Sara)描述了新加坡特有的春节送橘子习俗，寓意着好事成双。

第二位来自英国的汤姆(Tom)将读者带入了伦敦的春节庆典，展示了舞龙舞狮等中国传统活动成为连接中英两国文化的纽带。

第三位来自加拿大的艾米(Amy)分享了加拿大政府对中国春节的重视与参与，不仅体现了文化多样性，更体现了中国文化在加拿大深深扎根。

第四位来自澳大利亚的杰克(Jack)以放烟花、中式音乐会和赛龙舟为切入点，展现了庆祝方式在不同文化的碰撞中融合、在融合中创新的魅力。

- **教学要点：**教师引导学生从国外的春节庆祝活动入手，探讨文化的共性和本土化问题。教学中，可参考以下问题用表格列举不同国家的庆祝活动，

Culture
corner

Bridging cultures

At a summer school for international students in the UK, Wang Yiming asked his classmates from different countries about the Chinese New Year celebrations in their countries. Compare those celebrations with ours in China.

The Chinese New Year traditions around the world



Sara from
Singapore

We have a two-day holiday for the Chinese New Year. During the holiday, we visit friends with two oranges in a paper bag as a gift expressing the wish that good things always come in pairs.



Tom from
the UK



Amy from
Canada

London has a big celebration every year with Chinese costume shows, dragon and lion dances, along with all kinds of Chinese food and other cultural activities.



Tom from
the UK



Amy from
Canada

The Chinese New Year is a public celebration. Local government officials also join in the festivities. Once I received red envelopes from them. And of course, the red envelopes contain candy, not money.



The Spring Festival has already become an official celebration. Festival activities include fireworks displays, Chinese-style concerts, and even dragon boat races because the Spring Festival falls during the Australian summer.



Word bank

the Spring Festival couplet 春联
lantern riddle 灯谜
red envelope 红包
paper-cut artwork 剪纸作品
dragon and lion dance 舞龙舞狮
shadow play 皮影戏

Korean ethnic group 朝鲜族
gong 羽
Long Street Feast 长街宴
the Hani people 哈尼族
ethnic group 少数民族
firework(s) display 烟花表演

100

并与自身经历的春节庆祝活动进行对比。

- ① Is it an official holiday in ...? How do people celebrate it?
- ② How does the celebration differ from the one that you have experienced in China?

• 备选活动：

(1) 通过以下问题启发学生分享自己了解或体验过的中国不同地区的春节庆祝习俗，交流对中国传统民俗的认识和体会，激发对该话题的兴趣，扩充主题相关词汇并拓展背景知识。

- ① Have you ever experienced the Spring Festival in different cities or provinces?
- ② Are their celebrations different from yours?

(2) 引导学生讨论语篇中提及的几个国家的重要节日风俗，拓宽学生的国际视野。

- ① What are some important traditional festivals in Singapore, the UK, Canada and Australia?
- ② How do people usually celebrate those

traditional festivals?

(3) 引导学生模仿文本中的结构，讲述自己庆祝春节的经历。也可引导学生讨论语篇中提到的四个国家最典型的传统节日和庆祝方式，并与我国的春节传统习俗进行比较，以此增强跨文化意识。

语言注释

- **along with** in addition to 和……一起；以及

It was his talent, along with his speed, that attracted several football managers.

补充资料

Where the world celebrates the Chinese New Year

UNESCO included the Chinese New Year on the Representative List of the Intangible Cultural Heritage of Humanity on 4 December 2024. It has become a global festival with many countries celebrating it around the world.

1. In Southeast Asia, countries like Singapore and Malaysia have holidays for Chinese New Year.
2. The Philippines made it a public holiday in 2024. South Korea and Vietnam also celebrate it, but with their own traditions.
3. In Suriname, South America, both the New Year in the Gregorian calendar and the Chinese New Year are holidays. Some of its people have Chinese roots.
4. In Mauritius (Indian Ocean), the Chinese New Year is celebrated by all, though only about 3% are of Chinese heritage.

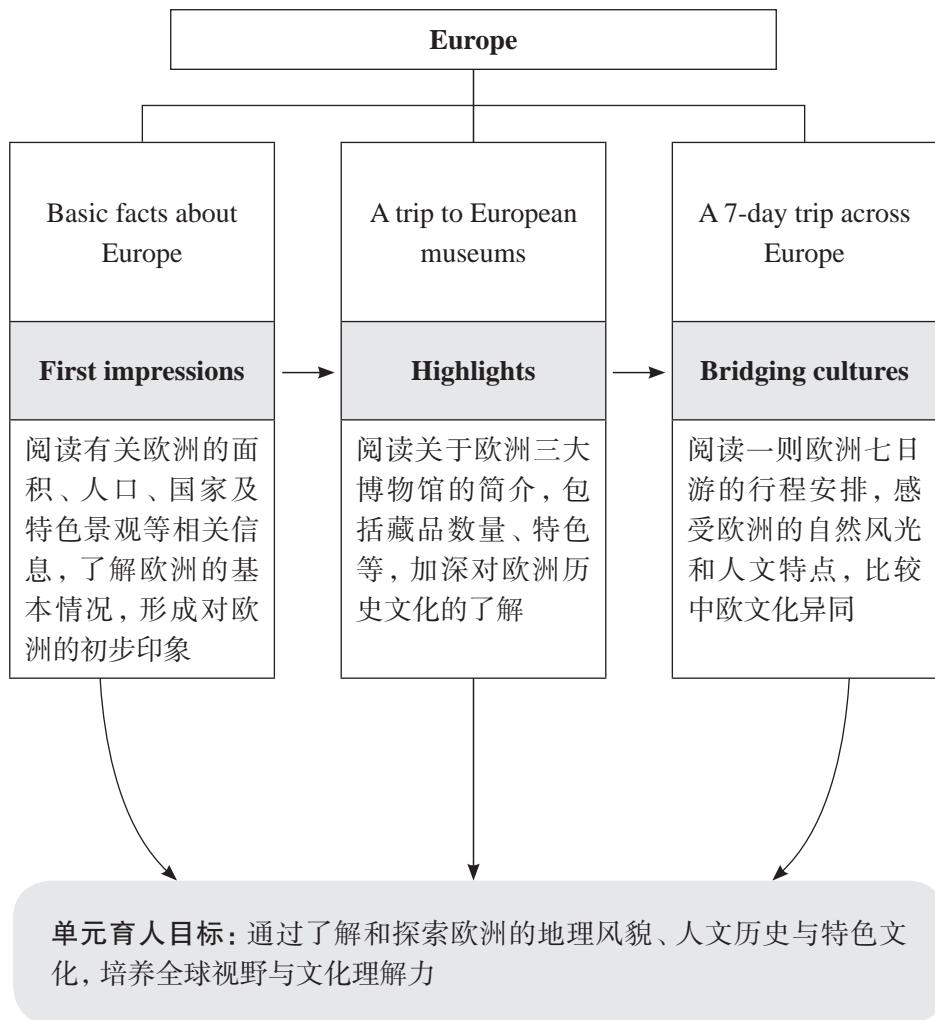
评价建议

学生可灵活运用所学文化知识、语言知识(词汇、功能句式)和口语交际策略等，讲述自己对中国传统文化习俗的理解和体验。教师可根据学生的理解和表达情况，随时调整教学进度和方式。如学生在表达输出的时候有困难，可以提供一些支架，如：不同传统民俗文化活动的词汇、句型或相关文化知识内容。也可结合一些书面练习，鼓励学生自主搜集信息，提高学生表达的正确性和流畅度。

Culture corner

Exploring the world: Europe

单元内容结构图 (Structure of the unit)



单元目标 (Unit objectives)

阅读有关欧洲概况、自然特色和人文景观等内容，加深对欧洲的认识和了解，掌握欧洲特色文化的相关英语表达，以跨文化视角比较中国与欧洲国家的文化异同，探索欧洲文化的多样性，培养跨文化意识和文化包容性，提升用英语了解世界和进行跨文化交流的能力。

First impressions

板块内容说明

本板块通过事实描述与图文结合的方式呈现了欧洲的地理、自然及人文概况，通过简要的关键信息，帮助学生激活对欧洲文化的背景知识，激发他们对欧洲文化主题的兴趣，把握该文化主题的基本情况。



欧盟是一个集政治实体和经济实体于一身的区域一体化组织，旨在促进成员国之间的经济和政治整合。欧盟的前身是欧洲共同体，成立于1993年，总部位于比利时首都布鲁塞尔。

- 语篇说明：**本语篇通过简要的文字信息和图文结合的方式列举了欧洲的面积、人口、代表性国家、国际组织等关键信息，并选取阿尔卑斯山和柏林的桥等特色景观来加强学生对欧洲的认识。语篇采用一般现在时来表述事实，并通过最高级（如smallest, largest, most等）和比较级的使用，直观地呈现了欧洲的概况。
- 教学要点：**本活动旨在一方面激活学生的欧洲背景文化知识，另一方面帮助学生积累有关欧洲的英语表达。在阅读前，教师可以鼓励学生分享自己对欧洲的印象，如欧洲的历史、文化、地理特征、著名城市或标志性建筑等，然后让学生阅读教材语篇，进行对比，加深对欧洲的整体印象。也可以引导学生先阅读语篇，然后补充自己了解但语篇中未提及的欧洲信息，激活学生的背景知识。以下问题可供参考：
 - ① What do you know about Europe?
 - ② Can you name some countries in Europe? /What European countries

Exploring the world: Europe

First impressions

Europe is the second smallest continent in size but the third largest in population. There are very few deserts in Europe. Europe is home to more than 40 countries, such as the United Kingdom (UK), France, Germany and the Netherlands. The European Union (EU) is an important organization with most European countries as members.



The Alps are the largest mountain range and a beautiful sight in Europe.



There are many beautiful bridges in Europe. It has even more bridges than the water city Venice in Italy.

Highlights

Read and think: What is each of the following museums famous for?

A trip to European museums

There are many good museums in Europe. There is lots to see and learn.

The Louvre Museum in Paris used to be a palace. Its main entrance is a glass pyramid. It is also a symbol of Paris. There are about 35,000 works of art on display^①. Among them is the painting *Mona Lisa* by Leonardo da Vinci.



The British Museum in London is a museum of human history, art and culture. It was the world's first national public museum. Today there are over 8,000,000 collections^② in the museum. Only 1% or 80,000 of them are on display at any given time.



The Rijksmuseum in Amsterdam is one of the world's most famous museums. There are around one million objects in its collection. Only about 8,000 of them are on display. The star of the collection is *The Night Watch* painted by Rembrandt.



Explore Search for more information on the collections in the museums.

① on display 展览 ② collection 收藏品

101

do you know?

备选活动：

(1) 提供更多欧洲地标的图片，引出更多主题词汇，构建词汇语义网。

① Do you know the name of this building/person/painting/...?

② Where is it located?

补充内容可涉及地标建筑、名人、文化等多个领域，如：Eiffel Tower（埃菲尔铁塔；Paris, France），Colosseum（古罗马斗兽场；Rome, Italy），Acropolis of Athens（雅典卫城；Athens, Greece），Big Ben（大本钟；London, UK），Neuschwanstein Castle（新天鹅堡；Bavaria, Germany），Socrates（苏格拉底），Plato（柏拉图），Renaissance（文艺复兴），European Football Championship（欧洲足球锦标赛）等。

(2) 引导学生思考中国与欧洲的联系。

Can you give some examples of the communication between China and Europe? (*Silk Road, Belt and Road Initiative.*)

(3) 如学生在英语表达时遇到困难,可以先用中文介绍自己对欧洲的知识背景,教师可为学生提供一些关键词的英文表达,帮助学生用完整的句子进行表达。如学生接受程度较好,教师可要求他们在文本中获取信息的基础上,补充自己了解的与欧洲相关的信息。

补充资料

Interesting facts on Europe

1. The Vatican City, located within Rome, Italy, is the smallest country in the world by both area and population.
2. Europe is the most visited continent globally, attracting millions of tourists each year to its historical sites, cultural landmarks and natural beauty.
3. Europe has around 200 languages spoken. The most widely spoken languages include English, French, German, Russian and Spanish.
4. Europe is home to some of the world's greatest artists, musicians and writers, including Leonardo da Vinci (Italy), Mozart (Austria), Shakespeare (England), and Tolstoy (Russia). Their works are still loved worldwide.

Highlights

板块内容说明

本板块介绍了位于法国巴黎的卢浮宫、英国伦敦的大英博物馆和荷兰阿姆斯特丹的荷兰国立博物馆,三大博物馆不仅是艺术的殿堂,而且是历史的见证。通过阅读博物馆的相关信息,学生可以领略到欧洲历史和文化的魅力。同时,博物馆中展出的其他文化瑰宝也可以帮助学生感受人类文明和文化的脉动。

- **语篇说明:**三个语篇分别介绍了卢浮宫、大英博物馆和荷兰国立博物馆,包括藏品数量及特色展品等信息。博物馆作为收藏和保护世界文化遗产的场所,展现了世界文化和文明的独特价值和魅力。博物馆的藏品不仅是欧洲文化,而且也是世界文化的集中展示,更是文化交流的重要载体,甚至博物馆的建筑和周边环境都会成为独特的文化景象。通过阅读语篇信息,学生可以加深对欧洲文化和文化保护重要性的了解。
- **教学要点:**本活动旨在引导学生阅读文本,通过了解欧洲三大博物馆及其藏品信息深入了解欧洲文化及与其他文化的交流、保护等,从而增强学生的文化素养。同时,学生可以了解保护博物馆和文化遗产的重要价值。博物馆藏品涉及较多专有名称,需要补充相关信息,以下步骤供参考:

(1) 准备一段或多段关于这三大著名博物馆的视频,或通过图片向学生介绍三大著名的欧洲博物馆及其代表性藏品,激发学生兴趣并引入话题。

Do you know some famous museums in Europe? What are they famous for?

(2) 展示卢浮宫和大英博物馆各1—2件镇馆之宝的图片,并简要介绍每件藏品的相关信息,包括来源和历史背景,以便更好地理解人类文化的交流。

卢浮宫: *The Mona Lisa* (《蒙娜丽莎》油画)、*The Winged Victory of Samothrace* (《萨莫色雷斯岛的胜利女神》雕塑)

大英博物馆：the Rosetta Stone（罗塞塔石碑）、the Elgin Marbles（埃尔金大理石雕塑）、*The Admonitions of the Instructress to the Court Ladies*（《女史箴图》）

荷兰国立博物馆：*The Night Watch*（《夜巡》油画）、*The Milkmaid*（《倒牛奶的人》油画）
(3) 在阅读语篇后，通过提问引导学生梳理语篇信息。

① How many works of art are there in each museum?

② In addition to works of art, what else might impress visitors in each museum?

• 备选活动：

(1) 引导学生思考和讨论博物馆的文化价值。

① How do works of art in museums reflect different cultures? (*They show unique artistic expressions, traditions, historical contexts, cultural symbols, stories and values.*)

② What role do museums play in preserving and promoting culture? (*Collecting and displaying artifacts and artworks and educating the public about history, art and culture.*)

③ What factors do you think attract people to visit museums? (*Their interest in history, art and culture.*)

(2) 如学生接受程度较好，教师可鼓励他们结合课堂上补充的相关信息，思考并表达自己对博物馆重要性的看法。如学生欠缺背景知识，教师可以通过语篇内容以及补充的博物馆和藏品信息，加深学生的理解。如学生在理解语篇时遇到困难，教师可以提示中文辅助，学生了解博物馆和个别镇馆之宝的名称即可。

参考答案

Read and think

(Answers may vary.)

The Louvre Museum is famous for *The Mona Lisa* by Leonardo da Vinci, the ancient Greek statue *Venus de Milo* (with missing arms), and *The Winged Victory of Samothrace* statue. In addition, its glass pyramid entrance is also well-known.

The British Museum is famous for the Rosetta Stone, the Elgin Marbles, and *The Admonitions of the Instructress to the Court Ladies*.

The Rijksmuseum is famous for Rembrandt's *The Night Watch* painting, Vermeer's *The Milkmaid*, and other Dutch Golden Age artworks. It also has old ships, pottery and a beautiful castle-like building.

补充资料

Famous works of art in museums

1. *The Mona Lisa* is a famous painting created by Leonardo da Vinci during the Renaissance period. It shows a woman with a mysterious expression against a distant landscape. This painting is kept in the Louvre Museum in Paris and is loved by many people worldwide for its beauty and the secrets behind the woman's smile.
2. *The Winged Victory of Samothrace*, also known as the Nike of Samothrace, is an ancient Greek statue of Nike, the goddess of victory. It was made around 200 BC and was discovered on the island of Samothrace in 1863. It is now in the Louvre Museum. It represents triumph and the spirit of victory in ancient Greek culture.

3. The Rosetta Stone is from Egypt. It was made in 196 BC. It has writing in three different languages: Egyptian symbols, everyday Egyptian script and Ancient Greek. Found in 1799, it helped scholars read ancient Egyptian words. It is kept in the British Museum in London. It is still seen as a symbol of the breakthrough in understanding ancient civilizations and their languages.
4. *The Admonitions of the Instructress to the Court Ladies* is a famous Chinese painting from around 400 AD, often attributed to Gu Kaizhi. It portrays scenes of courtly life and women's activities during the Jin dynasty. It is kept in the British Museum in London and is considered a masterpiece of early Chinese painting, offering insights into ancient Chinese culture and court etiquette.
5. *The Night Watch* is a big painting by Rembrandt. It shows a group of city guards ready to walk out. The picture has great use of light and shadows. Now, it's kept in Amsterdam's Rijksmuseum.

Bridging cultures

板块内容说明

本板块以旅游行程安排为情境，介绍了欧洲多个国家的著名地标和特色，旨在启发学生进行中欧文化的对比以及不同欧洲国家之间的比较，以提高他们的跨文化交际理解和包容能力。

- 语篇说明：**语篇为一则旅游广告的行程安排，旨在通过为期 7 天的行程让游客搭乘特色交通工具，领略欧洲四大城市（伦敦、巴黎、因特拉肯和罗马）独特的人文风貌以及沿途的自然风光，体会欧洲各国之间邻近的地理位置与便捷的交通，带领大家体验每座城市的特色景点，从伦敦的标志性景点到巴黎埃菲尔铁塔，从瑞士因特拉肯的阿尔卑斯山到罗马斗兽场古迹，提升学生对欧洲文化的认知与理解，发现欧洲文化与中国文化的异同。
- 教学要点：**本活动通过对该广告文本的阅读，帮助学生了解欧洲四大城市的特色，以点带面，体会欧洲的人文和自然风景的特点。在教学中，教师可以引导学生体会欧洲国家国土面积小、交通便利等特点，以下步骤供参考。
 - (1) 引入话题，激活学生对四个城市的背景知识。
 - ① What do you know about the four cities?
 - ② What are some tourist attractions in each city?
 - (2) 阅读文本，理解语篇中呈现的各个城市的文化知识。
 - ① What makes each city unique?
 - ② What transport choices are available for this trip?
 - (3) 引导学生根据语篇内容总结欧洲

Culture
Corner

Bridging cultures

Wang Yiming read an advertisement for a 7-day trip to four European cities. What are the differences between these cities and where you live?

A 7-day trip across Europe

Introduction

This trip sends you to four of the most romantic cities in Europe.

Places you will see



London

Paris

Interlaken

Rome

Trip schedule

Day 1 Arrive in London and spend the day visiting a few of the city's most unforgettable tourist attractions before taking the train to Paris after dinner.

Day 2 Spend a full day in Paris, the City of Lights. Enjoy lunch in the shadow of the Eiffel Tower and an afternoon cruise on the river Seine.

Day 3 Board your train to Interlaken. Enjoy great views of France, the sight of the Alps and wild flowers during your seven-hour journey.

Day 4 Explore the town of Interlaken. Consider white water rafting and a visit to the glaciers.

Day 5 It's time to enjoy this lakeside village. Pack a picnic lunch and go for a hike, and end with a fine meal at one of Interlaken's local restaurants.

Day 6 Get up early and board a train to Rome. When you arrive, visit the Colosseum on your first day there.

Day 7 Spend the day as you wish, exploring Rome and leaving this wonderful city.

102

国家的特点。

What features can be concluded from the advertisement?

备选活动：

(1) 引导学生选择四个城市中的一个，和自己的家乡进行比较，加深对欧洲的了解，同时培养跨文化意识。

What are the similarities and differences between Paris and the city where you live?

(Take Shanghai as an example. Paris and Shanghai both have famous rivers (the river Seine in Paris and Suzhou Creek in Shanghai) important to their cultures and tourism. The Louvre in Paris shows classic European art. Art museums in Shanghai focuses more on modern art sometimes with technology-based displays.)

(2) 引导学生深入了解欧洲城市。

What other European cities do you know?

(Venice in Italy, Berlin in Germany, Vienna in Austria, etc.)

(3) 如学生背景知识不足,教师可补充相关的文化词汇及其中文注解,帮助学生通过文本了解欧洲四大城市,如补充伦敦、巴黎和罗马的旅游景点,如 Big Ben (大本钟), Buckingham Palace (白金汉宫), the London Eye (伦敦眼), Notre-Dame de Paris (巴黎圣母院), Palace of Versailles (凡尔赛宫), Arc de Triomphe (凯旋门), Roman Forum (古罗马广场遗址), Pantheon (万神庙), Trevi Fountain (特拉维喷泉)等。如学生掌握程度较好,教师可鼓励他们进行拓展学习,通过查阅相关资料或观看相关视频,进一步了解欧洲其他城市。

补充资料

1. Train travel in Europe

Trains in Europe are often faster for trips, connecting city centres directly. They are a popular way to travel across countries.

The Eurostar train from London to Paris goes under the sea through the 31-mile Channel Tunnel. Built from 1988 to 1994, it replaced slow ferries for UK-Europe trips.

2. Some European cities

Barcelona in Spain is famous for its vibrant culture, beautiful beaches and lively markets.

Amsterdam in Netherlands is famous for its canals, Van Gogh Museum, the Anne Frank House and other historic museums.

Prague in Czech Republic charms with its Gothic architecture, Charles Bridge, Prague Castle and the Astronomical Clock in the Old Town Square.

Vienna in Austria is renowned for its imperial palaces and cultural venues, including the Vienna State Opera and vibrant coffeehouse culture.

参考答案

Explore

(Answers may vary.)

There are many cities in Europe. I'd like to visit London one day. London and my hometown Shanghai are very different. London's buildings are mostly Western in style, while Shanghai combines traditional Chinese architecture with modern buildings. Historically, London has a deep connection to the British Empire, seen in places like Buckingham Palace, whereas Shanghai has grown from a trading port into a major global financial centre.

评价建议

在本单元的分享环节, 学生可灵活运用所学文化知识、语言知识(词汇、功能句式)和口语交际策略等, 分享不同欧洲城市的文化特色。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。如学生表达输出有困难, 教师可以提供一些支架, 如: 有关城市的地理特征、人文历史、民俗风貌、交通方式和饮食文化等主题框架和常用词汇句型以及文化知识内容。教师也可结合一些书面练习, 鼓励学生自主搜集信息, 提高学生表达的丰富性和准确度。

Explore Search for more information on other European cities you wish to visit.
Compare them with your hometown.

Word bank

European Union (EU)	欧盟	the Rijksmuseum	荷兰国立博物馆
the Alps	阿尔卑斯山脉	Amsterdam	阿姆斯特丹 (荷兰地名)
Berlin	柏林 (德国地名)	Rembrandt	伦勃朗
Venice	威尼斯 (意大利地名)	Interlaken	因特拉肯 (瑞士地名)
Italy	意大利	tourist attraction	旅游胜地
the Louvre Museum	卢浮宫	the Eiffel Tower	埃菲尔铁塔
Mona Lisa	《蒙娜丽莎》	the river Seine	塞纳河
Leonardo da Vinci	列奥纳多·达·芬奇	white water rafting	白浪漂流
the British Museum	大英博物馆	the Colosseum	古罗马斗兽场
the Netherlands	荷兰		

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>A Long Walk to Water</i> (adapted from Chapters 2, 10 and 12)	Linda Sue Park
A scene to act out 戏剧选段	<i>Frankenstein</i> (adapted from Chapters 10, 16 and 17)	Mary Shelley
A poem to savour 诗歌品读	<i>A Paper Moon</i>	Annette Wynne ¹

单元目标 (Unit objectives)

- ▶ 能通过阅读基于真实经历创作的小说《漫漫求水路》节选，了解苏丹青少年在战争和缺水条件下的生存经历，感受主人公百折不挠的精神，学会共情和感恩
- ▶ 能在整本书的阅读过程中，尝试运用记笔记的方法关注语言、拓展知识、联系实际、记录感悟、学会总结，从而提升阅读质量与成效
- ▶ 能在教师帮助下，通过听读 / 角色扮演 / 短剧表演的形式演绎经典名著的对白片段，把握角色性格特征，体悟作品的深刻寓意
- ▶ 能通过诵读诗歌——*A Paper Moon*，理解诗歌大意，品味诗歌的韵律
- ▶ 能通过文学角的学习，提升课外阅读的兴趣，扩充课外阅读量

¹ 该诗选自 Annette Wynne 编撰的诗集 *For Days and Days: A Year Round Treasury of Child Verse*，诗集中未说明每一首诗的作者。

A chapter to start with

• **语篇说明：**本文节选自美国作家琳达·休·帕克所著的《漫漫求水路》。这是一部青少年历史虚构小说，故事围绕两条主线展开叙述：一条始于1985年，讲述了11岁男孩萨尔瓦·杜特原本生活在苏丹南部（现南苏丹）的一个村庄，因内战爆发被迫逃离家园；另一条始于2008年，讲述了11岁的苏丹女孩尼娅，每天需徒步8小时往返于家和浑浊的池塘间取水。本文的三个部分均选自萨尔瓦的故事线，分别来自原书的第2、10和12章。

【节选情节提要】(1) 第一选段发生在萨尔瓦逃离发生战争的村庄途中。他已经跑得精疲力竭，又走了好几小时，直到天黑。他跟着人群边走边想：这是要去哪里？我还能再见到家人吗？(2) 第二选段同样发生在逃亡途中，三名妇女将珍贵的饮水分给路边几位奄奄一息的人，救了他们的命，但大家顾不上埋葬已死去的人，只能将他们遗弃在荒漠之中。(3) 第三选段讲述了萨尔瓦想起叔叔的话——他们的村庄遭到攻击并被烧毁，他瞬间意识到家人可能已经不在了。如今，他只能依靠自己。他如同置身于深渊，一个充满虚无与绝望的深渊。

【全书情节提要】1985年的一天，萨尔瓦正在学校上课，突然外面响起了砰砰的枪声。老师让大家赶快往树林里跑，不要回家，因为战争会打到村庄里。萨尔瓦朝着远离家的方向拼命跑起来。……萨尔瓦和其他逃难的人群汇合后，漫无目的地流浪着。一个多月后，萨尔瓦与叔叔朱伊尔重逢。后来他们到达了尼罗河，乘着用芦苇建造的小船划到河中一座渔民居住的小岛。在那里待了一段时间后，他

Literature Corner

A chapter to start with



A Long Walk to Water is a short novel written by Linda Sue Park and published in 2010. Park used this book to support a non-profit organization^①, Water for South Sudan.

The story is about two main characters: Salva and Nya. In 1985, Salva gets separated from his family during a war. He walks for weeks to find safety in Ethiopia^②. After living there for six years, he goes on a tough journey to Kenya^③ with other lost boys. Nya's story takes place in 2008. She spends her days fetching water for her family. In the end, they meet during a well-digging project.

He ran until he could not run anymore. Then he walked. For hours, until the sun was nearly gone from the sky.

Other people were walking, too. There were so many of them that they couldn't all be from the school village; they must have come from the whole area.

As Salva walked, the same thoughts kept going through his head in time with his steps. Where are we going? Where is my family? When will I see them again?

Jumping ahead in the story

Sure enough, there were now three women giving water to the men on the ground. As if by magic, the water made them feel alive again. They were able to get up onto their feet and join the group as the walking continued.

1 How heartbreaking!

But their five dead friends were left behind. There were no tools with which to dig, and besides, burying^④ the dead men would have taken too much time. Salva tried not to look as he walked past the bodies, but his eyes were drawn towards them. He knew what would happen. Before long, these bodies will be reduced to nothing more than bones^⑤. He felt sick at the thought of those men — first dying in such a terrible way, and then having even their dead bodies eaten by animals.

2 be reduced to sth

If he were older and stronger, would he have given water to those men? Or would he, like most of the group, have kept his water for himself?

3 What would I do in a similar situation?

① non-profit organization 非营利机构 ② Ethiopia 埃塞俄比亚 ③ Kenya 肯尼亚 ④ bury 埋葬；安葬
⑤ bone 骨头

104

们到达河对岸，开始穿越阿科博沙漠（the Akobo desert）的艰难之旅。然而，就在他们即将走出沙漠时，遇到了一群士兵。士兵抢走了他们的物资，并杀害了叔叔。心碎的萨尔瓦跟随队伍进入埃塞俄比亚，在那里的难民营待了六年，埃政府崩溃后，又被迫前往肯尼亚，在那里的难民营待到二十二岁。后来，萨尔瓦被一个美国家庭收养，上了大学，找到了还活着的家人，并在美国家庭的帮助下成立了公益组织，在苏丹建造了数百口水井。

【文本分析】本文描写了少年萨尔瓦在苏丹内战中逃难的经历和心理活动，反映了战争的残酷以及极端困境中的人性光辉与挣扎。特别是对萨尔瓦一系列心理活动与情绪的描写十分真实细腻，因而打动人心，如“Where are we going? Where is my family? When will I see them again?”反映了他的孤独无助与迷茫；“Salva tried not to look ...” “He felt sick at the thought of those

men ...”则展现了他的悲天悯人与善良；“If he were older ... kept his water for himself?”是他在道德困境中严肃的自我追问，引人深思；“He felt as though ... the black despair of nothingness.”描写了他想到亲人已去时巨大的孤独与虚无感，引人共情。在语言方面，一些短句的使用凸显了主人公旅途中的疲惫困苦、悲伤绝望。如“Then he walked. For hours, until the sun was nearly gone from the sky.” “He knew what would happen.” “His family was gone.” “He was on his own now.”等。

- **教学要点：**教师需引导学生通过阅读小说节选，培养整本书阅读的习惯，并学习掌握和熟练运用在阅读过程中记笔记的技能。

在目标技能方面，教师可指导学生在通读节选文本的过程中逐条学习和练习使用不同类型的阅读笔记。如：

- ① 当读到五个人被弃尸荒野的情景时，可以写下自己的感受 (How heartbreaking!)。
- ② 遇到新的重要语言点时，可以进行标记 (如 be reduced to sth)。
- ③ 当读到萨尔瓦的扪心自问时，也可以思考自己在类似情况下是否会舍己救人 (What would I do in a similar situation?)。
- ④ 当读到陌生的地名如 Itang 难民营时，可以查阅并记录相关信息 (如 about 300 km from South Sudan)，以便更好地理解主人公的处境。
- ⑤ 在阅读完一定篇幅 (某一章或一页) 后，可用简练的话总结内容情节 (如 Salva crossing the desert to a refugee camp in Ethiopia)。在结合书中示范进行分析讲解后，请学生练习使用这些不同类型的笔记，并进行同伴交流。

在语言方面，教师可结合学生的语言点笔记总结要点，并对于共性的难点适当进行讲解，如表示对过去情境进行推断或假定的虚拟语气表达：“There were so many of them ... they must have come from the whole area.” 以及 “If he were older and stronger, would he have given water to those men? Or would he, like most of the group, have kept his water for himself ?”

在文本内容方面，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，鼓励学有余力的学生进一步思考，如：

- ① What was wrong with the men on the ground? (*They were dying of thirst.*)
- ② Why were Salva’s eyes drawn to the bodies, even though he tried not to look? (*He felt sad and worried about them, so he couldn’t help looking.*)
- ③ How did he feel about the dead men? (*He felt very sad. He was also worried about them being eaten by animals.*)
- ④ Would he have offered water to those men if he were older and stronger? (*He thought about it, but I don’t know for sure. He might have wanted to help them.*)
- ⑤ Could you imagine an eleven-year-old living without his family in a foreign country? (*It would be very hard and lonely for an 11-year-old to live without family in a new place.*)

在此基础上，结合书上读后活动，教师指导学生完成整本书阅读，并分享阅读心得。

• 备选活动：

(1) 为激发学生对整本书的阅读兴趣，教师在课上完成节选内容的教学后，请学生讨论并预测故事的后续发展，从而引发他们对苏丹内战历史及少年萨尔瓦命运的关注。也可通过任务驱动的方式来激发其阅读兴趣，如：请学生参照小说中的手绘地图，结合原文，追踪萨尔瓦的足迹，总结和记录不同地点发生的主要情节，绘制一份读书小报，并和同伴交流分享。

(2) 通过多种方法引导和辅助学生更好地完成整本书阅读的任务。

- ① 向学生提供按章节梳理的语言点，帮助他们扫除阅读障碍。
- ② 将全书分为九周的任务，要求每周完成两章的阅读(约 12 页)。
- ③ 将全班分为若干个阅读小组，由学有余力的学生带领同伴共同阅读，并以小组为单位进行阶段性阅读汇报。
- (3) 针对全书提出更多问题，引导学生进行深入阅读和思考(参考“补充资料”)；鼓励他们主动提出更多问题，整理和分享阅读笔记，撰写读书

It was the group's third day in the desert. By sunset^①, they would be out of the desert, and after that, it would not be far to the Itang^② "refugee"^③ camp in Ethiopia.
 (Jumping ahead in the story)
 ④ about 300 km from South Sudan

Uncle's words came back to him: "The village was attacked ... burned. Few people survived ..." He suddenly realised what Uncle had meant — something he had known in his heart for a long time: His family was gone.

He was on his own now. He felt as though he were standing by a giant^⑤ hole — a hole filled with the black despair^⑥ of nothingness.

5 Salva crossing the desert to a refugee camp in Ethiopia

Make notes while reading

When reading a book, you can highlight anything you consider important and make notes in the empty space. Making notes while reading will help you to concentrate, understand and use what you are reading.

Match the following note-making strategies with the notes to the text. Learn to use them as you read other chapters of the book.

- ① () Adding background knowledge
- ② () Highlighting language use that you consider important
- ③ () Writing down your feelings
- ④ () Summarising a page or chapter that you have read
- ⑤ () Making connections to your own life or previous reading

Post-reading activities

*Read the book *A Long Walk to Water*. Answer the questions.*

- 1 Salva, along with many other people, walked several days in the desert. What had put them in such a situation?
- 2 What challenges did Salva face during his journey?
- 3 How did Salva's thoughts described in the book show his growth over the years?

① sunset 日落 ② Itang 伊坦 (埃塞俄比亚西部小镇) ③ refugee 难民：避难者
 ④ giant 巨大的 ⑤ despair 绝望

105

报告，或在课堂演讲中分享阅读感悟；还可以请他们联系自己读过的其他生存小说 (survival story)，比较与本书的异同。

补充资料

A discussion guide to *A Long Walk to Water*

1. In Chapter 1, we find out that the war began two years before the events described. Can you share what else you've learned about the war as you read through the rest of the book? (*The conflict arose between the government in the north and southern rebels. The war displaced millions of people, including those from Salva's village. Many died from violence, disease, or famine.*)
2. How do Uncle Jewiir's words encourage Salva to guide 1,500 lost boys on their dangerous journey to Kenya? (*Uncle Jewiir teaches Salva to take things step by step, focusing on the immediate goal (e.g. walking to a certain tree) rather than the overwhelming big picture (e.g. a long walk to a foreign country). This mindset helps Salva cope with the long and hard journey. After Uncle Jewiir's death, Salva internalizes this lesson and motivates the lost boys by breaking the journey into manageable parts — one day at a time.*)

3. Can you describe the culture shock Salva went through after being taken in by an American family? Please point out specific examples from the book. (*When Salva comes to the U.S., he experiences a lot of culture shock. In a supermarket, he's overwhelmed by choices, never having seen so much food. He's surprised by things like electricity, running water and the cold weather. He also struggles with English idioms and schoolwork.*)

参考答案

Make notes while reading

4, 2, 1, 5, 3

Post-reading activities

(Answers may vary.)

1

A civil war broke out in Sudan. In search of safety, the people left their homeland and had to cross the Akobo Desert to reach their destination in Ethiopia.

2

Salva's journey was tough and full of challenges. He faced extreme heat, a lack of food and water, physical exhaustion, illnesses, attacks from wild animals and robberies by soldiers. He felt lonely, sad and fearful, constantly worried about his survival, not knowing what would happen next or whether he could ever go back home one day. The refugee camps where he stayed were very crowded and not always safe, and there was not much to eat or use.

3

At the start of his journey, Salva constantly thought about his missing family. He felt lonely, sad, weak and helpless.

When Uncle Jewiir said that after leading the group to the refugee camp, he would return to Sudan to fight in the war, Salva tried to stay strong, telling himself not to act like a baby.

Uncle Jewiir helped him get through the first terrible day in the desert, one step at a time. This experience taught Salva to focus on immediate problems rather than being consumed by fear and worry about the future.

After Uncle Jewiir died, the group whom he had once taken care of became indifferent to Salva, complaining that he was too small and might slow them down. This made him stronger, more mature and independent.

"One step at a time ... one day at a time," he told himself every day and shared the spirit with other boys. He became a great leader and finally led the group to Kenya.

背景知识

• About the book: *A Long Walk to Water*

Themes	The book explores themes of religion, war, survival, hope and development.
Narrative	The book follows two storylines that eventually meet — one starting in 1985 about a boy named Salva, and the other starting in 2008 about a girl named Nya.
Setting	The story takes place in Sudan, a country in Northeast Africa.
Characters	The main characters are Salva, who walks away from his war-torn village to search for his family and safety, and Nya, who goes to the pond to fetch water for her family. Other characters include Uncle Jewiir, Marial (Salva's friend), Akeer (Nya's sister), etc.
Lesson	Focusing on the life stories of two young individuals, especially Salva, the novel delivers a hopeful message: even in a troubled country, strong-minded people can still envision and work towards a hopeful future.
Reception	This novel is well-received for its powerful and emotional narrative based on the true story of Salva Dut, a boy who survived the Sudanese civil war. Its use in educational settings suggests its relevance in teaching important life lessons and fostering empathy among students.

• About the author: Linda Sue Park

Birth	Born on 25 March 1960, in Urbana, Illinois, USA, to parents who had immigrated from South Korea.
Career	Linda Sue Park has been writing poems and stories since she was four years old and published her first poem when she was nine. She went on to become a journalist, a food critic and an English teacher. She became a professional children's book writer in her mid-thirties.
Popular works	Linda Sue Park is a writer of over two dozen books for young readers. Some of her most famous works include the Newbery Medal winner <i>A Single Shard</i> (2001), <i>Project Mulberry</i> (2005), <i>A Long Walk to Water</i> (2010), <i>Prairie Lotus</i> (2020), and <i>The One Thing You'd Save</i> (2021).
Writing style	Linda Sue Park's writing is simple and direct, allowing readers to easily get the meaning. Her work is also characterized by its confident and hopeful tone.

A scene to act out

- 语篇说明：本段戏剧节选改编自英国作家玛丽·雪莱所著的哥特式科幻小说《科学怪人》(Frankenstein)简写本第14章——“承诺”(The Promise)，该章情节依据原著第10、16和17章改编而成。

【节选情节提要】弟弟遇害后，科学家弗兰肯斯坦匆忙赶回家，在山顶遇见了自己创造的怪物。他愤怒地指责怪物的罪行，怪物则向他诉说了自己这些年的悲惨经历，以及对人类的仇恨和报复。怪物威胁弗兰肯斯坦为他创造一个妻子，并承诺获得陪伴后将隐居不再伤人。弗兰肯斯坦起初拒绝，但最终因恐惧家人受到牵连而被迫妥协。怪物离开后，弗兰肯斯坦陷入了创造生命的痛苦与悔恨中。

【全书情节提要】年轻而有抱负的科学家维克多·弗兰肯斯坦着迷于探索生命起源，因而创造出一个人造生命体。但因其外表丑陋吓人而遭弗兰肯斯坦所遗弃，且被所有人视为怪物。他本性善良，但在长期的社会排斥和孤独中变得愤怒和凶残，开始对弗兰肯斯坦和其他人进行报复。在追逐和对抗这个怪物的过程中，弗兰肯斯坦经历了极大的身心折磨，最终在北极病逝。弗兰肯斯坦死后，怪物也结束了它悲惨而罪恶的生命。这一切悲剧的源头都是弗兰肯斯坦对自然界的傲慢挑战。

【文本分析】该文本是一幕改编的剧本，发生在科学家弗兰肯斯坦和他创造的怪物之间，包含了交代故事发展和人物心理活动的四段旁白。剧本语言简洁有力，情节紧凑且富有情感，凸显了人物间的矛盾冲突和各自复杂的心理状态——怪物希望得到一个伴侣，并承诺从此放下仇恨，不再伤害

Literature Corner

6 A scene to act out



Frankenstein is an 1818 novel written by English writer Mary Shelley. It tells the story of Victor Frankenstein^①, a young scientist who is crazy about life science. He creates a human-like creature, but then leaves him alone because of his frightening^② appearance. The creature learns to speak and understand human feelings. He is very lonely because people call him a monster^③ and nobody wants to be friends with him. One day, he finds Frankenstein again.

Upon hearing about his little brother's death, Frankenstein is very sad and goes home right away. One day, he and the monster meet at the top of a mountain.

Frankenstein: You monster! How dare you show up after what you've done?
Monster: Calm down, my creator. Listen to my story before you judge me. You don't know what I have gone through.

The monster talks about his experiences all these years. Wherever he went, people misunderstood, feared and attacked him. He hated people and did terrible things to hurt them.

Frankenstein: What do you want from me now?
Monster: I want you to create a wife for me. One who won't be afraid of my ugly face but will understand me, and like me, so that I won't be lonely anymore.
Frankenstein: Never! I will not create another thing like you, and then watch it do the same terrible things you have done! Kill me if you want, but I will not do this!
Monster: But you owe^④ it to me! You gave me life, but then left me all alone in this world to suffer.
Frankenstein: I created you in my scientific exploration, and it was a mistake ...

① Frankenstein 弗兰肯斯坦 (玛丽·雪莱小说《科学怪人》的主人公) ② frightening 使惊恐的；骇人的 ③ monster (传说中的) 怪兽, 怪物 ④ owe 欠 (债); 欠 (人情)

106

人类；科学家痛恨怪物，同时深知都是自己的错；他担心满足怪物的要求会是错上加错，但又别无选择。

- 教学要点：**教师可结合小说内容为学生提供更多前情或相关细节（如怪物的来历和悲惨经历），帮助学生更好地理解本节选片段的故事背景。在此基础上，设计适当的活动任务引导学生自主阅读剧本，如提出关于剧本细节的阅读理解问题、分析人物角色的心理活动、讨论故事的深层意义等。请学生在理解、熟读剧本的基础上，以小组为单位，尝试分角色背记台词并表演该剧。在分组表演时，可根据学情向学生提供和本剧对应的简写本小说章节，请学生参照小说文本酌情改编剧本，增加更多情节和台词。
- 备选活动：**
 - (1) 根据学情，向学生解释可能带来理解困难的生词及表达，或设计相应的词汇活动帮助其扫除阅读障碍。

(2) 通过提问引入话题，引导学生进行思考和讨论，激发阅读兴趣。

① Is scientific development always a positive change, or can it sometimes be dangerous?

② Is it likely that one day humans will lose control of what they have created, such as AI?

(3) 在教学剧本后，请学生进行小组讨论，预测故事的后续发展。

Do you think Frankenstein will keep his promise and create a mate for the monster? Why or why not?

(4) 如学生学有余力，也可提高要求，为他们提供小说简写本中的其他章节内容，请他们以小组为单位，仿照节选片段创作剧本并进行表演。

Monster: This is all because of you! If you don't do what I ask, I will follow you for the rest of your life and ruin everything you hold dear^①. You will never get a moment's peace!

Frankenstein is very afraid because he knows that the monster means it.

Frankenstein: I need some time to think.

Monster: Listen to me, Frankenstein. If you make me a wife, no one will see either of us again. We will go far away from here, and leave you alone. And we'll never hurt anyone again.

Frankenstein: If I do what you want, you'd better do what you promise, or I'll kill you.

Monster: How would you kill me? I'm much stronger than you ... Now, begin your work. When you're done, I'll come back to meet my wife.

With that, the monster disappears. Frankenstein starts crying helplessly. How he regrets having created this creature!

① hold (somebody/something) dear 十分看重：极为珍视

背景知识

• About the book: *Frankenstein*

Themes	The novel deals with several central themes, including knowledge, power and responsibility, human nature (good and evil), otherness and isolation, loneliness and suffering.
Narrative style	The story is told in the first person by Victor Frankenstein, making us feel close to what's happening. It features complex characters that change and grow throughout the story, reflecting the moral ambiguity of their actions. The writing includes vivid descriptions of various locations, such as the Swiss Alps and the Arctic wilderness, as well as the strong emotions of the characters, such as Victor's guilt for what he has done and the creature's loneliness and despair.
Setting	Throughout the novel, the settings shift between various locations that reflect the characters' journeys. It begins in the icy Arctic, where Captain Walton's crew encounters Victor Frankenstein and the monster. Other important settings include Switzerland, where Frankenstein grows up, and Germany, where he studies at the university and conducts his experiments in creating life.

Characters	Victor Frankenstein: A young scientist who has discovered the secret to life and created a human-like creature Monster: The human-like being that Frankenstein brings to life Robert Walton: A captain whose crew found the dying Victor Frankenstein on the Arctic's frozen sea Other characters: Members of Frankenstein's family, his friend, his professor, etc.
Lesson	The book teaches important lessons, such as the responsibilities that come with power, the influence of the environment in shaping individuals, and the ethical considerations of scientific pursuits.
Reception	The novel, published in 1818, is widely recognised as a pioneering work in the science fiction genre. It has been translated into more than 100 languages and adapted into countless films, stage plays and other forms of media, indicating its broad readership and enduring influence on literature and popular culture. The novel has even contributed the term "Frankenstein" to the English language, referring to a creation that turns against its creator.

- **About the author: Mary Shelley**

Years of life	Born on 30 August 1797, in Somers Town, London and passed away on 1 February 1851.
Career	Encouraged by her father, the political philosopher William Godwin, Mary Shelley began writing at a young age. Her most famous work, <i>Frankenstein</i> , was published when she was just 20 years old. Following its success, she continued to write novels, short stories, travel books and biographies. She also edited and promoted the poems of her husband, Percy Bysshe Shelley.
Popular works	Some of her other works include <i>Valperga</i> (1823), <i>The Last Man</i> (1826), <i>The Fortunes of Perkin Warbeck</i> (1830), <i>Lodore</i> (1835) and <i>Falkner</i> (1837).
Writing style	Mary Shelley's writing explores themes such as politics, family and individual roles in society, gender relations and supernatural elements. She modeled characters after people she knew and excelled at describing characters' emotions. Her writing has the power to stir a mix of excitement and nervousness in readers.

A poem to savour

- 语篇说明：这首诗采用第一人称视角，运用简单的语言和规则的韵律，描绘了主人公想象中的夜晚世界，充满了天马行空的想象和童趣。“我”想把纸月亮挂在深蓝的纸夜空中，还要做些银星与月亮为伴，这些意象突显了孩子的想象力与创造力。草地为床，微风相伴，只见仙女不见世人，塑造了远离尘世、静谧而奇幻的氛围。“我”将天空悬挂在头顶，扮演一个四海为家的吉普赛儿童，在自己的世界中享受孤独与自由。
- 教学要点：通过朗读和提问的方式，教师引导学生理解诗歌大意，如：What kind of setting does the poet create? Who is the speaker in the poem? What are some of the key images in the poem, and how do they contribute to the overall atmosphere? How does the poem make you feel?（参考“补充资料”）。在此基础上，带领学生分析诗歌的语言特点，包括语言的简洁生动、拟人化的表达、有规律的押韵，以及为了

Literature Corner

A poem to savour

The poem **A Paper Moon** is collected in American poet Annette Wynne's book of poems for children, published in 1919.

In this poem, a child wants to use his/her imagination to create a magical world where he/she can be happy and free. He/She wants to make a paper moon and imagine sleeping on the grass like a gypsy^① child. The poem celebrates imagination and creativity.

A Paper Moon

A paper moon, I'll hang it high
Up in a dark blue paper sky;
Some pretty silvery stars I'll make —
All for the little lone moon's sake;
My bed shall be the evening grass,
Where only fairy people pass;
Where no one sees,
But the breeze
That hurries lightly through the trees;
The sky I'll hang above my head,
When I'm undressed to go to bed;
And so, a gypsy child I'll play
That has no real home to stay.



① gypsy 吉卜赛人

108

押韵而进行的语序调整，如“Some pretty silvery stars I'll make”的正常语序应为“I'll make some pretty silvery stars”。

补充资料

The poet creates a dreamlike and peaceful setting in the poem. The speaker is a child who uses their imagination to create a magical world where they can play and feel at home. Some key images in the poem include “a paper moon”, “a dark blue paper sky”, “some pretty silvery stars”, “evening grass” and “fairy people”, which together create a quiet and enchanting atmosphere. The poem evokes in me a sense of wonder, peace, freedom and a bit of sadness due to the child's loneliness.

• 备选活动：

(1) 根据学情就诗歌中的生词和特殊句式表达加以讲解。在学生理解诗歌大意的基础上，可请他们讨论诗歌所蕴含的主题意义。

What themes do you identify in the poem? (*The power of imagination, the freedom of childhood, the comfort found in nature and fantasy, etc.*)

(2) 如学生学有余力，可鼓励他们展开想象，尝试创作一首类似的诗歌，并在班级进行分享。在此过程中，提醒学生注意诗歌的韵律，尝试使用比喻、拟人等修辞手法。

背景知识

• About the poem: *A Paper Moon*

Main idea	The poem paints a fantasy world with wild imagination, featuring a paper moon, a paper sky and paper stars. With the grass as a bed and no company but fairy people and the breeze, “I” feel free in this comforting “home” provided by nature.
Writing style	The poem uses simple language, vivid imagery, personification and a light-hearted tone to craft a dreamlike world, suggesting a sense of both isolation and freedom.
Source	<i>For Days and Days: A Year-Round Treasury of Child Verse</i> (1919) by Annette Wynne
Reception	The poem captures the essence of childhood imagination and creativity. It is part of a collection of 365 poems for children, compiled by Annette Wynne, with contributions from other renowned poets. The poems cover a wide range of topics such as nature, animals, seasons and holidays. The language is simple, but the themes are universal and timeless, making the book a great resource for parents and educators to introduce young readers to the world of poetry and literature.

• About the poet: Annette Wynne

Career	Annette Wynne was a poet who wrote mostly for children.
Popular works	Wynne’s other popular works include poetry collections for children, such as <i>Treasure Things</i> (1922), <i>The Trip thru Fairyland: Great Onyx Cave</i> (1924) and <i>All through the Year: Three Hundred and Sixty-five New Poems for Holidays and Every Day</i> (1932).
Writing style	Annette Wynne’s poems are simple, rhyming, whimsical and fun, particularly tailored to young readers. She draws inspiration from nature and the children’s world, celebrating the beauty of nature and the simple pleasures of life. Her poems also carry educational messages, inviting readers to reflect on deep themes such as history, dreams and virtues.

附录 1：学生用书派生词、复合词解析

下表列出学生用书单元词汇表中由课标二、三级词汇派生、复合而来的单词，供教师参考。（注：加 * 的为二级词汇，粗体的为三级词汇。）

Unit 1	
salty <i>adj.</i> 含盐的；咸的	salty = salt + -y -y（构成形容词）充满……的；有……特性的
presentation <i>n.</i> 展示会；介绍会	presentation = present + -ation -ation（构成名词）……行为；……状态
wastewater <i>n.</i> 废水	wastewater = waste + water*
treatment <i>n.</i> (净化或防治)处理；加工	treatment = treat + -ment -ment（构成名词）……的行为(或结果)
energy-saving <i>adj.</i> 节能的	energy-saving = energy + save + -ing -ing（构成规则动词的现在分词，可使动词转化为形容词）表示主动或持续的状态
dishwasher <i>n.</i> 洗碗碟机	dishwasher = dish + wash* + -er -er（构成名词）……的人(或物)
indirect <i>adj.</i> 间接的	indirect = in- + direct in- 不；非；相反的
touching <i>adj.</i> 令人同情的；感人的	touching = touch + -ing -ing（构成规则动词的现在分词，可使动词转化为形容词）令人……的
fully <i>adv.</i> 完全地；充分地	fully = full + -ly（省略 1） -ly（构成副词）以……方式；具有……性质
awareness <i>n.</i> 意识	awareness = aware + -ness -ness（构成名词）……的性质(或状态、特点)
Unit 2	
smartphone <i>n.</i> 智能手机	smartphone = smart + phone*
headset <i>n.</i> (尤指带麦克风的) 头戴式受话器，耳机	headset = head* + set
direction <i>n.</i> 方向；用法说明	direction = direct + -ion -ion（构成名词）……行为；……状态

connection <i>n.</i> 连接	connection = connect + -ion -ion (构成名词)行为;状态
firefighting <i>n.</i> 灭火; 消防	firefighting = fire [*] + fight + -ing -ing (构成规则动词的现在分词, 可使动词转化为名词) 表示与动作相关的活动或概念
disadvantage <i>n.</i> 不利因素	disadvantage = dis- + advantage dis- 不; 非; 相反; 相对
hidden <i>adj.</i> 隐藏的	hide 的过去分词用作形容词, 表示某人或某物被某种动作影响后的状态

Unit 3

inborn <i>adj.</i> 天生的	inborn = in- + born in- 在内; 向内
unfamiliar <i>adj.</i> 陌生的; 不熟悉的	unfamiliar = un- + familiar un- 不; 未; 非; 反
grown-up <i>n.</i> (尤指用于对儿童说话时)大人	grown-up = grown+ up [*] (grow 的过去分词)
continuous <i>adj.</i> 不断的; 持续的; 连续的	continuous = continue + -ous -ous (构成形容词) 具有.....性质的
surprising <i>adj.</i> 令人吃惊的	surprising = surprise + -ing -ing (构成规则动词的现在分词, 可使动词转化为形容词) 令人.....的
never-ending <i>adj.</i> 永无止境的; 没完没了的	never-ending = never [*] + end + -ing -ing (构成规则动词的现在分词, 可使动词转化为形容词) 表示主动或持续的状态
researcher <i>n.</i> 研究者	researcher = research + -er -er (构成名词)的人(或物)
magician <i>n.</i> 魔术师; 变戏法的人	magician = magic + -ian -ian (构成名词) 专长于.....的人;专家

Unit 4

development <i>n.</i> 发展; 成长; 壮大	development = develop + -ment -ment (构成名词)的行为(或结果)
growth <i>n.</i> 增长	growth = grow + -th -th (构成名词) 表示动作或过程

smelly <i>adj.</i> 有难闻气味的；有臭味的	smelly = smell + -y -y (构成形容词) 充满……的；有……特性的
wealthy <i>adj.</i> 富有的；富裕的	wealthy = wealth + -y -y (构成形容词) 充满……的；有……特性的
punishment <i>n.</i> 惩罚；处罚	punishment = punish + -ment -ment (构成名词) ……的行为(或结果)
heater <i>n.</i> 加热器；炉子；热水器	heater = heat + -er -er (构成名词) ……的人(或物)

Unit 5

off-stage <i>adj.</i> 舞台外的；幕后的 <i>adv.</i> 在舞台外；在幕后	off-stage = off [*] + stage
discussion <i>n.</i> 讨论；商讨	discussion = discuss + -ion -ion (构成名词) ……行为；……状态
wonderland <i>n.</i> (童话中的)仙境，奇境	wonderland = wonder + land
disappointed <i>adj.</i> 失望的；沮丧的	disappointed = disappoint + -ed -ed (构成规则动词的过去分词，可使动词转化为形容词) 感到……的
backstage <i>adv.</i> 在后台	backstage = back [*] + stage
enjoyable <i>adj.</i> 有乐趣的；令人愉快的	enjoyable = enjoy + -able -able (构成形容词) 具有……性质的
satisfying <i>adj.</i> 令人满意(或满足)的	satisfying = satisfy + -ing -ing (构成规则动词的现在分词，可使动词转化为形容词) 令人……的
pleased <i>adj.</i> 高兴；满意；愉快	pleased = please [*] + -ed -ed (构成规则动词的过去分词，可使动词转化为形容词) 感到……的
self-important <i>adj.</i> 自大的；自负的	self-important = self + important
natural <i>adj.</i> 自然的	natural = nature + -al -al (构成形容词) 与……有关的
talented <i>adj.</i> 有才能的；天才的；有才干的	talented = talent + -ed -ed (构成形容词) 有……的；有……特征的；以……为特征的

Unit 6

unlikely <i>adj.</i> 不太可能发生的	unlikely = un- + likely un- 不; 未; 非; 反
super-speed <i>adj.</i> 超高速的	super-speed = super + speed
handprint <i>n.</i> 手印	handprint = hand* + print
unbelievable <i>adj.</i> 难以置信的; 惊人的	unbelievable = un- + believable (= believe + -able) un- 不; 未; 非; 反 -able (构成形容词) 可……的; 能……的; 应……的

附录 2:《义务教育教科书(五·四学制) 英语练习部分 八年级上册》听力文本和参考答案

Audio scripts

Unit 1

A1

human fresh farm conversation
ice reach useful agree
machine international discuss education
important everywhere groundwater population

A3

Peter: Hey, Jane! Do you want to play a game?

Jane: Sure, how do we play?

Peter: I'll say something about water, and you tell me whether it's true, false or — if you think nobody knows for sure — go with "unknown".

Jane: Got it.

Peter: Here we go. First, when water freezes, it expands by about 9%.

Jane: True! That's why ice floats on water.

Peter: Correct! Now check this out. Water covers 0.07% of the Earth's surface.

Jane: False! We all know water covers over two thirds of the Earth's surface.

Peter: Ding-ding! You're a water expert. By the way, the number is correct by weight. Next, water leaves your stomach about one hour after you drink it.

Jane: Hmm, tricky. I'll go with false.

Peter: Good guess! It leaves much faster, actually. Five minutes on average. Here's more. Almost one third of human bones is water.

Jane: Well ... they do seem dry, but I'll say true.

Peter: You're right. Okay, what about this one? There is no water on Mars.

Jane: Unknown?

Peter: Nope! Actually, scientists found water on Mars.

Jane: Wow! Mars with water. Maybe the aliens are having pool parties.

Peter: What a wild idea! But it's all frozen up there.

A4

Are you buying bottled water because it looks clean and healthy? Actually, tap water is often safer because it's checked more carefully. For example, in England, tap water is tested several times every day, and in 2023, 99.97% of the samples passed the tests.

Some people say bottled water tastes better, but according to blind tests, only 1 out of 10 people can taste the difference between tap water and bottled water.

A bigger problem is the environment. Making one litre of bottled water needs up to 4 litres of water. Plus, making one plastic bottle uses 17 to 35 litres of water. Each half-litre bottle produces 82.8 grams of CO₂ — like driving a car 0.3 kilometres! What's worse, less than 10% of bottles get recycled. The rest stays in our environment for hundreds of years. So next time you buy bottled water, think again! If everyone drinks tap water, we can save billions of bottles every year.

Update my to-do list

All about water

Do you know how old water is? Believe it or not, water on Earth has been here for billions of years, moving from place to place and changing from one form to another. Thanks to the water cycle, our planet has always had the same amount of water.

Water is everywhere. Surface water, such as oceans and rivers, covers over seventy per cent of our planet. There is more water underground; we call it “groundwater”.

Clean, fresh water is rare. About ninety-seven per cent of the Earth's water is sea water. The rest is fresh water but two thirds is locked up in ice or deep underground. We can reach the other third and most of that is polluted. Only about zero point three per cent of fresh water is left for us to drink.

Water is life. We cannot live without water, but about two billion people on this planet don't have safe drinking water.

Water is useful. We use water in countless ways, drinking it, washing with it, watering plants, making products, and putting out fires with it ...

What else can water be? Explore the museum to find out!

Unit 2

A1

- (1) I prefer using my desktop because of its large screen size.
- (2) I listen to music or songs with my earphones in public.
- (3) I often read news to learn about new things on this website.
- (4) A firewall protects our computer when we are online.
- (5) It's such a good language learning software that I can practise English listening and speaking every day.

A3

All-clean Bot: Your smart floor cleaner

Try All-clean Bot, the smart floor cleaner at home! After a busy day, you can relax in a nice and clean house. All-clean Bot makes it all happen for you.

All-clean Bot is very convenient to use. It has a small, flat and thin body, so it can work under tables, sofas and beds quite easily. It has a smooth and safe design, so it won't be dangerous even with little kids.

All-clean Bot is super smart — you can control it with your voice! As soon as you say “All-clean Bot, start cleaning!”, it gets to work at once. It moves around your living room, bedroom and kitchen and picks up dirt and tiny hairs quickly.

When All-clean Bot finishes cleaning, it goes back to its “home” to have a rest, ready to serve again at any time.

Update my to-do list

Digital products

It's Alano. Would you like to try our dictionary pen? It looks like a pen but works as a dictionary. It's super convenient to use. Just point it at a word, and it will read out the word and tell you what it means. It's small, light, and easy to carry around, so you can use it anytime anywhere.

Unit 3

A1

TV STEM let's app we'll PRC AI AIDS DIY I'm APEC you're EQ he'd VIP UNESCO

A3

Reporter: Good afternoon, Nate. It's a pleasure to talk with you. Could you tell us what made you interested in science at first?

Nate: Hello! Well, it all started when I saw a picture of Uranus. It's the seventh planet from the Sun. That really got me wondering about space, and then I became interested in other scientific topics as well.

Reporter: That's fantastic! How did your interest in science lead to the creation of your podcast?

Nate: I had so many questions and I wanted answers. So, at five years old, I started a podcast with my dad. We talk about a topic twice a month on a podcast network for kids.

Reporter: Impressive! Could you share with us one of your favourite discoveries from your podcast?

Nate: I loved learning about jellyfish. They are sea creatures and some of them may never die, which I found out during an interview with a famous scientist.

Reporter: That sounds interesting. Lastly, who is your dream guest for the podcast?

Nate: My dream guest is Bill, for he has made difficult science fun for kids! I'd love to interview him and learn even more from the experts.

Reporter: Thank you, Nate, for sharing your interest in science with us. We look forward to hearing more from your podcast in the future.

A4

At just 14 years old, Emma Yang turned her curiosity and love for technology into something amazing. She created a special app called “Timeless”. It is designed to help people with memory problems recognise their family members and remember important events.

When she was young, Emma loved taking things apart to see how they worked. When her

grandmother started having trouble remembering things, Emma wondered how technology could help. She taught herself to code by watching online videos and reading books. After months of hard work, she created “Timeless”. It uses photos to identify people and tell users who the person is. It also helps remind users of special dates.

Emma’s invention has received global success. She believes curiosity is the key to solving problems. “If you’re curious about something, dive in and learn more. You might create something amazing!” she says.

Update my to-do list

“Why is the sky blue?” “Why do stars twinkle?” We keep asking questions and want to find the answers every day. We’re curious about the world from the day we were born. Curiosity is an inborn ability. Babies prefer to look at new pictures rather than familiar ones. They try to touch objects that they haven’t seen before. Preschoolers play longer with a toy when it’s harder for them to learn how it works. We know that school children ask countless questions. This is how they learn about the world.

Many grown-ups manage to keep their curiosity as they get older. If there is something they don’t understand, they will try to find out by continuous reading and exploring.

期中评价

Part 1 Listening and speaking

1

A: Hey, shall we watch a film this afternoon?

B: Actually, I spent hours on my computer last night and my eyes feel really tired. I think I need to rest them.

A: I see. Maybe we should do something that doesn’t need screens. How about playing basketball instead?

B: That sounds like a great idea! Let’s go!

3

(1) Welcome to customer service. What can I do for you?

(2) Have you tried pressing the power button for a while?

(3) Do you have any ideas about what to include in our poster?

4

(1)

W: Hey there, sweetheart! Turn off the tap when brushing your teeth. Don’t leave the water running.

M: OK, Mum.

Q: What is the boy doing?

(2)

W: Ladies and gentlemen, we kindly remind all participants to set their phones to silent mode. Thank you for your cooperation.

Q: Where would you most likely hear this announcement?

(3)

M: Which one do you prefer?

W: This one, Dad. It's easy to type on.

Q: Which product are the speakers probably talking about?

(4)

M: People often say "Curiosity killed the cat." Do you know what that means?

W: No, I don't. Why don't we go online and find it out?

Q: What will the speakers probably do next?

5

In our family, we have made some important rules about the use of smartphones to make sure we have a balanced and safe family life. First, we keep our phones away during dinner so we can talk and share our day with each other. Second, we avoid using phones at least an hour before bedtime. This helps us relax and get a good night's sleep. There are also rules about study hours. During these times, smartphones must be turned off or set to "Do Not Disturb" mode. Lastly, we all learn about online safety, like not sharing personal information and being careful with what we see and do. These rules help us enjoy the benefits of technology and also keep a healthy and safe family environment.

6

Mum: Hey son! I've heard you're getting ready for the spelling bee competition. That's exciting!

Danny: Yeah, Mum! I have been learning new words all these days.

Mum: Wow! Good for you!

Danny: But I need a new dictionary. My old one is falling apart.

Mum: You can use mine then. I have one in my study.

Danny: I don't think that's a good idea. Yours is too heavy to carry around.

Mum: How about buying an electronic one? You can carry it anywhere. And there are word games and quizzes in it.

Danny: Sounds great! That could be fun and help me practise.

Unit 4

A1

- (1) He told us funny stories from his childhood.
- (2) In the past, people lived in houses with no electricity.
- (3) Back in those days, people wrote letters by hand.
- (4) Grandpa, were you good at running when you were young?
- (5) Twenty years ago, she lived far away from the city centre.

A3

Welcome to our city planning museum! Our city has a long history. In the past, it was a small town with narrow streets and a busy seafood market. People lived simple lives. There were no tall buildings or railway stations. Now, our city has changed a lot. We have many high-rise

buildings, big supermarkets and a high-speed railway station. But some things haven't changed. Our city is still famous for its beautiful beaches and delicious seafood. It's always been a great place for tourists to visit.

A4

Lily: Hi Ram! I've heard you are from Bengaluru. What's it like?

Ram: Well, Bengaluru is a city that's always changing. Nowadays, it's called "the Silicon Valley of India" because there are lots of tech companies. But it was totally different many years ago.

Lily: Really? What was it like back then?

Ram: It was a city with a slow-paced life. People made a living mainly from farming or running small businesses.

Lily: So, how did it start changing?

Ram: In the 1970s, Bengaluru began to grow in the IT field. Many tech companies came, and later the city got well-known for computers and technology.

Lily: Wow! That's a big change!

Ram: Yeah, and now it's a busy international city with tons of people and buildings. But there are problems. You know, we've lost a lot of forests, farmland and lakes, especially since the 1990s. Now people are trying to make the city green again, like planting more trees and looking after the lakes.

Lily: That sounds like a great thing to do.

Update my to-do list

Chongqing: then and now

Have you been to Chongqing? It is known as the "mountain city of China", because the city is built on mountains. But today, it is also known as the "bridge capital of China". Why? To answer the question, we need to learn about the past and present of the city.

Many years ago, Chongqing looked very different. High mountains and wide rivers made the city difficult to get to. And in the city people had to climb mountains or use boats to get from one place to another. It was a hard life.

In 1958, things began to change. The government decided to build a long bridge across the Jialing River. This bridge helped connect the areas on either side. The number of bridges grew fast. Now Chongqing has more than 14,000 bridges and deep tunnels.

Today, Chongqing has become a modern international city. Bus stops, underground stations, highways and bridges are everywhere. Tourists from all over the world come to Chongqing and enjoy their stay here.

Unit 5

A3

Mark: Hey, have you heard about the team-building activity we're doing tomorrow?

Lily: No, what is it?

Mark: We're going to do an escape room challenge at Breakout Rooms Downtown. It's going to be so much fun!

Lily: Escape room? What's that?

Mark: A group of people are locked in a room. They have to solve a series of puzzles to unlock the door and escape within a set time. We'll have to work together and think creatively to solve the puzzles.

Lily: That sounds cool! Do you think we'll be able to escape?

Mark: I don't know. We need to try our best to work together! I can't wait to see how we play the game.

A4

Interviewer: Hi, Eric, welcome to our programme. We've been following the season finals, and it's clear that teamwork is key in any big game. Can you share your thoughts on this?

Eric: Sure. Every season final shows how important it is for everyone to work together. Take Red Team for example — they took a 29–15 lead early in the game because everyone helped. It's never about one person doing it all.

Interviewer: How do you build your team? What makes a great team?

Eric: Great question. It's not just about having good players. It's about understanding how their strengths fit together and making them support each other to work as one.

Interviewer: Can you give an example?

Eric: Certainly. Look at Red Team. All the members understand teamwork and share both wins and losses. Each player knows their role and how it helps the team's goals.

Update my to-do list

Host: Hello, everyone! Welcome to our programme. I'm Luna. Today we're speaking to Jack, the lead singer of Lucky Island. Hello, Jack!

Jack: Hi, Luna!

Host: Jack, congratulations! That was a great performance you gave last week. How did you get so good?

Jack: Thank you. Well, you know we've played together for fifteen years.

Host: What has helped you stay together for so long?

Jack: A shared passion for music, of course. Also, after such a long time we all understand each other very well. Jimmy controls the rhythm. He just needs to look at Fran and Fran will know he needs to speed up or slow down.

Host: As the lead singer, are you pulling all the members together?

Jack: Well, you could say that. But each role is important in the band and we depend on each other. Before we have a performance, we spend a month or two practising together. So on stage it's like we are one.

Host: Do you also spend time together off-stage?

Jack: A lot! And such togetherness makes us feel like a family. Yes, we have some problems but we care for each other.

Unit 6

A1

(1)

A: Where will we watch films in the future?

B: We won't go to the cinema because we can have the same film-watching experience at home.

(2)

A: Will people play new types of sports in the future?

B: Yes. Perhaps we will play flying football.

A: That sounds really interesting and exciting.

(3)

A: What can we do with VR in the future?

B: When VR technology gets better in the future, we can watch concerts and matches at home.

A3

Lily: Mark, I've been reading about the clothes of the future. They have new designs and use new technology.

Mark: Is there anything special?

Lily: Yeah. I've found that scientists are working on Eco-clothes.

Mark: Eco-clothes?

Lily: Yeah. They're the clothes that are good for the environment.

Mark: How will they work?

Lily: Well, the clothes will collect energy from the sun and then turn it into electricity.

Mark: Interesting. So, we'll probably use clothes to power our phones in the future, right?

Lily: Yes! I've also read that scientists are working on Smart clothes.

Mark: Wow! Why are they smart?

Lily: Well, they will keep our apparent temperature the same in any kind of weather.

Mark: Really? That's amazing.

Lily: They will also help reduce the pain after exercise and keep us from getting ill.

Mark: Wow, that's fantastic. You know, I've heard the idea of Light clothes. They will change colour. But they seem useless to me.

Lily: Clothes that will change colour? I think they're pretty cool. We can wear the same clothes for different times and places, so we don't have to buy so many clothes and can save money.

Update my to-do list

M: With jetpacks or other flying devices, people in the future will play new types of sports, such as flying football. Players will fly in the air and play with a ball that has wings.

W: How great that will be! I can't wait to try it!

期末评价

Part 1 Listening and speaking

1

A group of boys loved playing basketball. Although they were all good players, they never played as a team. Each of them tried to score goals alone. Later, they realised they were not winning games, so they decided to work together. They started passing the ball to their partners on the court. As a team, they became stronger and started winning games.

3

- (1) People used to take photos with a roll of film.
- (2) Can our team complete this project without any problems?
- (3) In 19th-century Britain, poor children couldn't go to school but had to work.

4

(1)

W: What sport do you like best?

M: In this sport, all players need to cooperate well and try to kick the ball and score goals.

Q: What is the man's favourite sport?

(2)

W: Welcome to our hotel. You can explore the ocean without getting wet and watch colourful fish swim by your window every morning. It's a special trip you'll never forget!

Q: Which hotel is the woman introducing?

(3)

W: Did you sell anything at the charity sale?

M: Yes. I helped my aunt sell her MP3 player. It can play music. How about you?

W: Well, a boy bought a record from me for his record player.

Q: What did the woman sell at the charity sale?

(4)

W: How were your summer holidays?

M: They were fantastic. I joined a volunteer group and we sang songs together for the old people.

W: That sounds great! I joined a STEM club and together we did many experiments.

Q: What did the boy do during the summer holidays?

5

Green Valley was a small town with old factories and a polluted river. The playground in the town was broken and dirty, so few children played there. People had to buy things like food and clothes in River City.

People decided to make a change. First, they cleaned the river and planted a lot of trees. Then they built a new park with a playground, picnic tables and a bicycle path. Now, the river is clean, and birds sing in the trees. The park has become the heart of the town.

Best of all, people no longer need to go to River City for shopping. A supermarket opened near the park, and online shopping is developing. Mrs Lee, a supermarket worker, says happily,

“Before, people went far away to buy food. Now they shop here or online. It’s much more convenient.”

Last weekend, hundreds of visitors came to Green Valley! Families had picnics in the park, children played on the slides, and tourists took photos of the flowers.

6

Mark: Hi Lily! Have you read the news? Scientists say by 2060, every home will have a robot helper!

Lily: 2060? Are you sure about that? That’s only about 30 years away! What can these robots actually do? Can they cook meals?

Mark: Yes. They’ll deal with daily chores and remind us to drink water or take medicine. They may even help children learn new languages!

Lily: Cool! But will robots take the place of teachers?

Mark: No way! Teachers understand students’ feelings and often encourage them. They connect with students. There’s no chance of robots taking the place of teachers.

Lily: You’re right. Oh, what if robots break down? Can they fix themselves?

Mark: Probably not. Humans will still need to check and fix them.

Lily: That’s a bit disappointing. Above all, with robot helpers, we’ll have more time for interesting things such as developing our hobbies!

Mark: Exactly! I’m really looking forward to the future life with robot helpers.

Lily: Me too!

Answer key

Unit 1

A1

'human fresh farm conver'sation
ice reach 'useful a'gree
ma'chine inter'national di'scuss edu'cation
im'portant 'everywhere 'groundwater popu'lation
sea: fresh, farm, ice, reach,
'water: human, useful, everywhere, groundwater
su'pply: agree, discuss, machine, important
infor'mation: conversation, international, education, population

A2

- (1) surface (2) salty (3) factories (4) rest (5) rare

A3

3-1

- (1) 9% (2) $\frac{2}{3}$ (3) 5 (4) $\frac{1}{3}$

3-2

- (1) They are playing a game/talking about water.
(2) Three.
(3) Frozen./Ice.

A4

- (1) 99.97% (2) $\frac{1}{10}$ (3) 4; 17; 35 (4) 82.8; 0.3 (5) 10%

Update my to-do list

over 70%; About 97%; $\frac{2}{3}$; $\frac{1}{3}$; Only about 0.3%

B1

- (1) A (2) B (3) C (4) C

B2

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

B3

(Answers may vary)

- (2) I couldn't agree more. Polluting water resources can make our drinking water unsafe.
(3) I'm afraid you're completely wrong./I'm afraid you couldn't be more wrong. Clean fresh water is actually very limited.
(4) Oh, no. That's not good. It's bad for your health.

C1

- (1) thirsty (2) pot (3) step (4) forward (5) shoulders

C2

2-1

- (1) B (2) A (3) C (4) C

2-2

G→F→A→C→E→B→D

C3

3-1

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

3-2

- (1) T (2) F (3) T (4) F (5) T

3-3

(Answers may vary.)

I like the air-to-water machine best, because it's very creative and useful. It does not need traditional water sources and can be used anywhere as long as there is electricity.

Grammar

1

- (1) E (2) D (3) B (4) F (5) A (6) C

2

- (1) before (2) After (3) Before (4) when (5) until

3

- (1) A (2) D (3) B (4) C

D1

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

D2

(1) let's stop ...; let's find ...; let's aim ...

(2) People should avoid ...; Factories should treat ...

(3) rivers, ponds or lakes

(4) Research centres and companies

(5) support research on ..., make products ..., and develop technologies ...

(6) Schools should ...; The government should ...

(7) make rules about ... and make sure ...

(8) clean and safe

D3

(Answers may vary.)

(1) We can talk to our friends and neighbours about how to keep water clean./To help protect water, we can clean up rubbish near rivers, lakes and the seaside.

(2) To keep our rivers clean, we mustn't throw rubbish or pour dirty water into them./To protect water resources, we should reduce waste, save water and reuse water.

(3) The more we work together to keep water clean, the safer it will be for everyone.

Unit review

(Answers may vary.)

Why is water so important to us?

A. Facts about water

Numbers about water

- Water on Earth — sea water: 97%; fresh water: 3%; fresh water for human use: 1%
- Fresh water for humans to drink: 0.3%
- Use of fresh water — farm: 69%; factory: 19%; home: 12%
- People lacking safe drinking water: one in four; about 2 billion in total
- Water we need to take in every day: 2.7 to 3.7 litres
- Water lost from a dripping tap in a day (1 drip a second): 4.32 litres a day

B. Water in everyday life

Topics about water

- Bad things that happen when we waste water: wasting energy; making water less safe for drinking
- Useful tips about saving water: Take shorter showers./Water plants with grey water./Use energy-saving washing machines./Run the dishwasher only when it is full.
- Indirect water footprint: It takes lots of water to make things like shirts and shoes, though we don't see water in them. Saving these things also means saving water.
- Showing agreement: Sounds great!/Sure!/I totally agree./You can say that again.
- Showing disagreement: I don't think so./I disagree./I'm afraid that's not true./I see your point, but ...

C. The land of little water

- Put the following sentences in the correct order:

- (4) Her family prepares to leave the *toba*.
- (3) She washes her hair.
- (2) She fills the pot with water, using a piece of cloth to keep the mud out.
- (1) She gets up early and goes to the *toba*.

- What impressed me most in the story: When Shabanu and her sister were small, their mother used to bathe them with just one cup of water.

D. Water protection

- Small things we can do to protect water: Turn off the tap while soaping our hands, use rainwater for plants, and tell the teacher when we find something wrong with a tap.
- How to encourage others to protect water: We can put up signs, start river clean-up groups, or show videos to raise awareness of water protection.

E. Our water use in a day

- My finding: I used as much as 100 litres of water in a day. If I were Shabanu, and if I could carry four 5-litre bottles of water at a time, it would take me five round trips to and from the *toba* to get this much water every day.
- My feeling: I wouldn't use water in such a wasteful way if I had to fetch it from a place far away every day.

Unit 2

A1

- (2) 'earphones (3) 'website (4) 'firewall (5) 'software

A2

- (1) headset (2) e-book reader (3) smart watch (4) laptop (5) keyboard

A3

3-1

All-clean Bot's use

3-2

- (1) small (2) thin (3) smooth (4) convenient (5) smart (6) quickly

3-3

(Answers may vary.)

(1) How much does it cost?/Does it need special cleaning?/Can it work with other smart home devices?

(2) Yes, because it is helpful. It can work all by itself and reach under furniture./No, because my family prefer doing the housework by ourselves together.

Update my to-do list

It's super convenient to use. It's small, light and easy to carry around.

B1

1 — b; 2 — c; 3 — d; 4 — a

B2

A→G→D→E→F→B→C→H

B3

- (1) make a complaint about the VR headset/complain about the VR headset
(2) It keeps losing connection to the computer.
(3) downloading the latest drivers for the VR headset/for it
(4) it didn't work/it didn't help

C1

- (1) object (2) send (3) population (4) warn (5) connection (6) report

C2

2-1

Step1: C Step 2: E Step 3: D Step 4: B Step 5: A

2-2

(Answers may vary.)

(1) The engineers in Y Tech Company.

(2) I think Step 3 (the training step) is the most important because it teaches D-Thinker how to understand language and answer questions correctly.

(3) I don't think chatbots can replace my friends because they don't have feelings or thoughts like humans. For example, if you tell D-Thinker that you are feeling sad, it might give you some information or suggestions, but a friend might give you a warm hug.

C3

3-1

(1) in my opinion (2) for example (3) I feel

3-2

(Answers may vary.)

(1) disadvantages (than advantages)

(2) feel sad/feel down

(3) read the (unfriendly) comments again and again

(4) spend (too) much time on social media

(5) checking new messages and pictures

(6) Social media is bad/not good for us.

Grammar

1

(1) F (2) C (3) D (4) B (5) E (6) A

2

(1) quickly disappeared (2) were watching a film (3) didn't stop working

(4) were taking notes (5) started dancing (6) connected

D1

(1) D (2) C (3) A

D2

(Answers may vary.)

Disagree

Opinion: I think children can use generative AI with the help of adults.

Reason: Generative AI helps children have more choices and ideas.

Example: When a child wants to give his pet cat a name, he can ask AI. AI will give him a lot of choices. He can choose a name or create a new one from these names.

Unit review

(Answers may vary.)

How does digital technology influence our life?

A. Digital products

- Digital products: laptop, desktop, keyboard, mouse, earphones, bluetooth speaker, smartphone, smart watch, headset
- A digital product I often use: dictionary pen
- How it is: It's very convenient and useful for me to look up new words.

B. Complaints about digital products

- Wang Yiming made a complaint because his newly-bought laptop kept shutting down on its

own.

- The robot customer service advised Yiming to try turning the laptop off and on again, but it didn't help at all. Then the only solution was to ask the technical support team to call him back right away.
- I can make complaints with the following expressions:
I'd like to make a complaint about ...
I want to complain about ...

C. Digital technologies

- Three amazing digital technologies:
 - a new type of smart walking stick for the blind
 - a powerful internet connection for Indian schools in rural areas
 - firefighting robots
- My favourite one(s) and reason(s): The firefighting robots. Because they are really a great help in dangerous situations and can save lives efficiently.

D. My view on digital life

- The writer's view on digital life:
We should be aware of the disadvantages of digital life.
- My own view on digital life:
Digital technology has greatly improved our life by making communication faster and easier.

E. A mini-survey on digital life

Presentation on our group's mini-survey:

Hello! Our group asked 6 people about their digital life. We asked 4 questions in all. The most popular digital products are the smartphone, the laptop and the smart watch. Most people agreed that they use digital products for work almost every day. We found that young people use phones more than older people. In conclusion, smart devices are very important for nearly everyone. Our advice is that we should take screen breaks every hour to protect our eyes.

Unit 3

A1

TV: PRC, AI, DIY, EQ, VIP

STEM: app, AIDS, APEC, UNESCO

let's: we'll, I'm, you're, he'd

A2

(1) inborn (2) Preschoolers (3) grown-ups (4) continuous (5) unfamiliar

A3

3-1

B, D

3-2

(1) seventh planet (2) space (3) five (4) for kids (5) learning about (6) famous scientist

A4

- (1) recognise, important events
- (2) online videos, books
- (3) photos, special dates

Update my to-do list

(Answers may vary.)

Grown-ups try to find out what they don't understand by continuous reading and exploring.

B1

- (1) Fantastic! & That's great!
- (2) Good for you!
- (3) That's great! & I'm proud of you.
- (4) Well done!

B2

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

B3

- (1) amazing
- (2) challenging
- (3) excited
- (4) impressed
- (5) pleased

C1

- (1) brain
- (2) researcher
- (3) recent
- (4) came up with
- (5) voluntary learning

C2

2-1

C

2-2

(Answers may vary.)

- (1) curious
- (2) adventurous
- (3) mountain flowers
- (4) higher places are colder
- (5) studying them closely/carefully
- (6) making ink
- (7) recorded it/recorded this kind of liquid

C3

3-1

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

3-2

- (1) light changes speed
- (2) get refracted many times
- (3) No, I can't.

Because the moon does not have an atmosphere like the Earth./Because there's no refraction.

3-3

(Answers may vary.)

Opinion: Human's curiosity about space is important because it helps us discover new things in space.

Fact: Scientists all around the world keep exploring other planets. So far, humans have stepped

on the moon, built space stations and made many new discoveries.

Grammar

1

- (1) to wash up (2) to stay (3) apologise (4) play (5) to find (6) to catch
(7) to take out (8) collect

2

- (1) to start (2) to encourage (3) to learn (4) read (5) to take

3

- (1) B (2) C (3) B (4) A (5) D (6) C (7) A

D1

- (1) C (2) B (3) D (4) A

D2

(Answers may vary.)

- (1) Can I find a different way?
(2) I could hear the sticks making a soft sound.
(3) Are there any secrets in these symbols?

Unit review

(Answers may vary.)

What do curious minds bring us?

A. An inborn ability

Curiosity: An inborn ability

- Babies: looking at new or unfamiliar things
- Preschoolers: playing longer to learn how toys work
- School children: asking countless questions
- Grown-ups: learning by continuous reading & exploring

B. Keeping your curious mind

- Special things Dr Gu's students did during the National Day holiday:
Bailing read seven books and looked for answers to her brother's questions in these books during the National Day holiday.
- Special things you did during the National Day holiday:
I went to the Shanghai Museum for an exhibition.
- To give compliments, I can say:
Well done! /I'm proud of you./That's great!/Fantastic!/Good for you!

C. Benefits of curiosity

- Dr Gu's ideas about the power of curiosity:
 - Curiosity helps the brain better take in new information.
 - Curiosity leads to more exciting ideas.
 - Curiosity encourages voluntary learning and helps discover career interests.
- Your own opinion about curiosity and reason(s):

Curiosity can help us make friends because showing curiosity towards someone is a great way to build close relationships with them.

D. A healthy dose of curiosity

If you want to make your writing vivid, you can:

- Describe your thoughts and feelings.
- Add some sensory details.
- Make your readers wonder what's going to happen next.

E. Stories of curious minds

Name: Yuan Longping

Job: An agronomist Year of birth: 1930

His story: Yuan Longping, known as the “Father of Hybrid Rice”, developed the world’s first hybrid rice plants in 1973. It significantly increased yields and reduced food shortages.

期中评价

Part 1 Listening and speaking

2

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

3

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

4

- (1) A (2) C (3) B (4) C

5

- (1) A (2) B (3) B (4) C (5) B

6

(1) spelling bee (2) falling (3) too heavy (4) electronic one/electronic dictionary

(5) practise

Part 2 Vocabulary and grammar

1

- (1) warning (2) clearly (3) bored (4) hidden (5) salty (6) health (7) surprising

2

- (1) recent (2) send (3) repeat (4) shut

3

- (1) A (2) B (3) C (4) C (5) B (6) C (7) A (8) A (9) A (10) C

Part 3 Reading

1

- (1) C (2) B (3) A (4) D (5) D

2

2-1

- (1) C (2) B (3) D (4) A

2-2

C

3

3-1

- (1) Because they are looking for a comfortable place to nap and exploring their surroundings.
- (2) That's probably because she finds it interesting to watch me and is curious about what I am doing.
- (3) They want to find out what's inside.

3-2

- (1) They are always looking for new things to explore and play with.
- (2) Crows are very clever and can solve problems quickly.

Part 4 Writing

1

- (1) Why did (2) was surprised (3) won't, until

2

- (1) Some of us spend too much time on our smartphones.
- (2) It is important to set daily or weekly screen time rules.

3

(Answers may vary.)

The digital product I want for my birthday: a smartphone

Why I need it:

Reason 1: stay in touch with friends

Reason 2: learn new things

What problem(s) it may bring: spend too much time on it; meet strangers online

How I will deal with the problem(s): set daily screen time rules; be careful about who I talk to

Dear Mum and Dad,

I really want a smartphone as my birthday gift. It'll be very useful to me because it can help me stay in touch with my friends. Moreover, I can use it to learn new things with online apps. I understand you might be worried about the possible harms from using a smartphone. I might spend too much time on it or meet strangers online. But I promise I'll use it wisely. I'll set daily screen time rules and I'll be careful about who I talk to. That way, I can enjoy my new smartphone without getting into trouble.

Love,

Your son/daughter

Unit 4

A1

- (2) livedin (3) Backin (4) goodat (5) yearsago, faraway

A2

- (1) wide (2) trucks (3) seldom (4) modern (5) stations (6) stay

A3

In the past: (1) (2)

In the past & Now: (7) (8)

Now: (3) (4) (6)

A4

4-1

- (1) C (2) D (3) A (4) B

4-2

- (1) changing (2) farming (3) companies (4) well-known for (5) lost (6) tons of
(7) green

Update my to-do list

(1) Transport in Chongqing was slow and difficult in the past. People then lived a hard life.

(2) Today Chongqing is a modern international city with fast and convenient transport. It is also a popular tourist city.

Conclusion: Transport in Chongqing has become faster and more convenient. People live a much better life now than in the past.

B1

- (1) That can't be true!
(2) Seriously? We were there yesterday!
(3) That's hard to imagine.
(4) Wow! Can I have a look?

B2

- (1) B (2) A (3) F (4) C (5) D (6) E

B3

- (1) hard to imagine/hard to believe/unbelievable
(2) believe it/believe my eyes
(3) doesn't work any more/is too old to use

B4

- (1) B (2) A (3) B (4) C (5) C (6) A

C1

- (1) worst (2) the countryside (3) centuries (4) Large (5) resulted in (6) develop
(7) punish (8) bath

C2

2-1

C

2-2

Football in ancient China: (6)

Football in Britain long ago: (1) (9)

Football in 19th-century Britain: (8) (10)

Football in the early 20th century: (3) (5)

Football today: (2) (4) (7)

C3

3-1

- | | |
|---|--|
| <input checked="" type="checkbox"/> income | <input checked="" type="checkbox"/> education |
| <input checked="" type="checkbox"/> living conditions | <input checked="" type="checkbox"/> hospital services |
| | <input checked="" type="checkbox"/> travel and communication |

3-2

- (1) It is widely known as the “Cliff Village”.
- (2) They went to school by climbing vine ladders down the cliff.
- (3) The village began to see great changes in 2016. A new steel staircase was built at that time.
- (4) In the future, the “Cliff Village” will build cable cars to carry tourists up and down the mountain. There will also be homestay hotels to welcome more visitors.
- (5) (Answers may vary.)

Do you enjoy your life here in the new house? Why or why not?

What are the biggest changes in your life?

What does your family do for a living now?

Do you have any plans for the future?

3-3

(Answers may vary.) Welcome to the “Cliff Village”, a village on a high cliff! In the past, we used vine ladders to climb up and down and it was very dangerous. Now, the journey is much safer because we have a steel staircase. And believe it or not, we also have electricity and the internet up on the cliff! You can stay here and enjoy the beautiful views.

Grammar

1

- (1) we didn't win the game
- (2) living conditions were very unpleasant
- (3) the heating was on
- (4) he always borrows mine

2

- (Answers may vary.)
- (2) he is in good health
 - (3) it was raining really hard
 - (4) I decide to learn one by myself
 - (5) it does not work any more

3

- (1) A (2) B (3) A (4) A (5) C

D1

Paragraph 1: food

Paragraph 2: handmade things

Paragraph 3: books

Paragraph 4: play

D2

2-1

(Answers may vary.)

Topic: Food

Difference 1: We have enough food.

Difference 2: We sometimes waste food.

2-2

(Answers may vary.) Unlike in Barbara's childhood, today we have enough food. We no longer get hungry. As a matter of fact, we have more food choices. We can enjoy food from all over the world. However, people today may sometimes eat too much. And they may waste food. We need to pay attention to this problem.

Unit review

(Answers may vary.)

How has life changed over time?

A. Cities then and now

Chongqing then and now

- Transport then: difficult (*adjectives*)
- Transport now: faster and more convenient (*adjectives*)

B. Old things from old days

- Old things found in the attic: a box of cassette tapes, a roll of film, a record and a phone book
The one(s) I want to keep: the tapes and the phone book
The one(s) I want to sell: the film and the record
- Tick (✓) the sentences you can use to express surprise:
 Really?
 What does it do?
 I can't believe it!
 That's hard to imagine.
- More sentences to express surprise: Are you sure about that?/Unbelievable!/I can't believe my ears./On my gosh, I can't believe my eyes!/Are you serious?

C. A page of history

Life in 19th-century Britain

- The development of public transport:
Horse buses and railway trains became popular.

- The growth of cities:
The living conditions in cities were unpleasant for most people.
- Life of child workers:
Child workers worked long hours in places like factories and mines.

D. Changes in our lives

Tick (✓) the words you can use to write about differences:

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> unlike | <input type="checkbox"/> similarly | <input checked="" type="checkbox"/> be different from |
| <input checked="" type="checkbox"/> no longer | <input checked="" type="checkbox"/> yet | <input checked="" type="checkbox"/> however |
| <input type="checkbox"/> moreover | <input checked="" type="checkbox"/> not ... any more | <input checked="" type="checkbox"/> not the same |

E. Our changing communities

The biggest changes in the community:

Buildings: Newly-built community libraries and canteens

People: People from all over the country and even some parts of the world

Unit 5

A1

- (2) In football games, teamwork is key to scoring.
- (3) The coach kept reminding the players to support each other.
- (4) We'd better communicate well if we want to finish this project on time.
- (5) Some people don't care about the small tasks, but actually every effort counts.
- (6) What do they say about teamwork?

A2

- (1) lead (2) secrets (3) band (4) support (5) hold

A3

3-1

- (1) D (2) C (2) B

3-2

(Answers may vary.) Yes, I think she is. Because she asks questions about the activity and says "That sounds cool!"

A4

4-1

- (1) season (2) helped (3) good (4) teamwork (5) role

4-2

C→A→B→D

Update my to-do list

- a shared passion for music
- understanding of each other
- depending on each other
- practising together

- spending time together off-stage
- caring for each other

B1

(2) G (3) C (4) A (5) F (6) D (7) E

B2

(Answers may vary.)

- (1) What a pity!
- (2) I'm sorry to hear that.
- (3) Start with clear goals and make sure everyone knows why you're meeting.
- (4) Make sure everyone has a chance to speak and feels comfortable when they share ideas.
- (5) If the goal is unclear, ask the leader or have a meeting to discuss it.

B3

(Answers may vary.)

- Break down the project into smaller tasks.
- Set specific deadlines for each task.
- Work on finishing the most important parts of the project first.
- Have a quick meeting to talk about the challenges we're facing.
- Encourage everyone to share how they feel and offer ideas on how to get back on track.

C1

(1) disappointed (2) pleased (3) satisfying (4) enjoyable (5) talented (6) hard-working

C2

2-1

(1) A (2) B (3) B (4) D

2-2

(1) The Great Balloon Show (2) laughed (3) Flying insects
(4) moved back and forth together (5) teamwork and creativity

C3

3-1

(1) B (2) F (3) D (4) E (5) A (6) C

3-2

(1) D (2) C

Grammar

1

- (1) As you love writing
- (2) because I worried about the school choir show
- (3) since you are good at it

2

(Answers may vary.)

- (1) because his team didn't win the competition
- (2) because we worked hard, cooperated well and stayed focused on our goals
- (3) since we got to work together, learned new things and had a lot of fun
- (4) as they saw their hard work pay off and received recognition for their efforts
- (5) because there are so many interesting choices and each one has its own special activities
- (6) because the project became more challenging than he had expected

3

- (1) B (2) A (3) C (4) A (5) A (6) C

D1

This experience taught us the importance of setting a clear, shared goal from the beginning. Without a clear goal, teamwork becomes messy and less effective.

D2

B

D3

(Answers may vary.)

Sample 1: I felt sad and disappointed because we didn't work together. This experience taught me that clear goals are important for teamwork to succeed. (A+B)

Sample 2: This experience taught me the importance of setting clear goals from the beginning. What do you think of it? (B+D)

Sample 3: For anyone working in a team, make sure everyone is on the same page to avoid confusion and failure. (C)

Sample 4: This experience taught me the importance of setting clear goals from the beginning. So, next time you're working in a team, make sure everyone is on the same page. (B+E)

Unit review

(Answers may vary.)

What makes a team?

A. Great teams

Secrets of a great team

- Tick (✓) the ones for Lucky Island
- a shared passion for music
 - practising together
 - caring for each other
 - spending time together off-stage
 - work-life balance
 - depending on each other
 - understanding each other
 - a clear time plan

B. Challenges in teamwork

- Teamwork challenges Yiming and his friends have met:

Not sharing the work well and not managing their time well.

- Teamwork challenges I may meet:

Complaining a lot./Not listening to others./Not cooperating with others.

- To express disappointment, I can say:

What a pity!/What a shame!/That's too bad.

C. Team spirit

A story about teamwork

- Beginning (paragraph 1): Ms Jones's class was going to put on a play.
- Rising action (paragraphs 2–4): Shirley and three boys got no parts to play. Jerry and Sam were unhappy and Andy encouraged them. The four of them built the sets together.
- Climax (paragraph 5): Shirley and the three boys worked backstage on the big day. Shirley realised Ella was perfect for the role of Alice.
- Falling action (paragraph 6): The play ended. Ms Jones invited the backstage helpers on to the stage.
- Conclusion (paragraph 7): Ms Jones suggested celebrating the team success.

D. My teamwork experience

- What helped Yiming's team win:

His team won because they kept working together as a team, followed the coach's game plan and trusted each other.

- How Yiming ends his story:

Yiming ends his story by explaining what he has learned from the experience.

E. Team-building activity

(Student's own answers.)

Unit 6

A1

(1)

A: 'Where will we 'watch' films in the 'future'?

B: We 'won't' go to the 'cinema because we can 'have the 'same 'film-watching 'experience at 'home.'

(2)

A: Will 'people' play 'new' types of 'sports in the 'future'?

B: 'Yes.' Perhaps we will 'play' flying football.

A: That sounds 'really' interesting and 'exciting.'

(3)

A: 'What can we 'do with' VR in the 'future'?

B: When 'VR' technology gets 'better' in the 'future', we can 'watch' 'concerts and 'matches at 'home.'

A2

(1) attend (2) able (3) really (4) absent (5) fantastic

A3

3-1

- ① Eco-clothes ② Smart clothes ③ Light clothes

3-2

- (1) environment (2) sun (3) any (4) exercise (5) ill (6) colour

3-3

Type 1: interesting; 😊

Type 2: amazing, fantastic; 😍

Type 3: useless; 😞

Update my to-do list

flying football; it is great and she cannot wait to try it

B1

- (1) put up (2) put on (3) put out (4) put off

B2

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

B3

(1) It's likely that electric cars will go much farther and faster.

(2) Perhaps we will take a vacation on the moon.

(3) Maybe regular cars won't disappear.

B4

(Answers may vary.)

(1) cars will probably drive themselves on self-driving lanes on roads; self-driving technology already exists and will improve a lot

(2) there's no way that drones will transport people from place to place; they are designed to carry light objects

C1

- (1) go on a journey (2) tower high (3) familiar (4) miles (5) blow up

C2

2-1

- ① Health ② Communication ③ Transport

2-2

- (1) 120 (2) robots (3) common illnesses (4) 3D printers (5) thinking (6) one day

(7) elevator

2-3

(Answers may vary.) The prediction I hope will come true is sending messages by thinking. Sending messages by thinking is faster. It is also simpler. People who are not able to use their hands or speak can send messages easily.

C3

3-1

- (1) A virtual coach in the mirror.
- (2) It designed meals for Luna based on her health data.
- (3) To make Luna become healthier (with extra vitamins).
- (4) History.
- (5) In a virtual park.

3-2

(Answers may vary.)

- (1) year 2075
- (2) home devices
- (3) mirror
- (4) clothes/T-shirt and skirt
- (5) made meals for her
- (6) The SmartGlasses let her attend virtual school and explore ancient Egypt.
- (7) A VR headset let her play with friends in a virtual park.

3-3

(Answers may vary.) I think on the one hand, her life in 2075 is very convenient because of all the technologies. For example, her brain chip can help her control her home devices and her SmartKitchen can make healthy meals quickly. On the other hand, Luna's life in 2075 is lonely because she only meets her teacher and friends online and seldom has the chance to have face-to-face communication in real life.

Grammar

1

- (1) What will you do if you have a jetpack?/If you have a jetpack, what will you do?
- (2) Will we understand our pets better if we can talk to animals?/If we can talk to animals, will we understand our pets better?
- (3) Our fridges will order food for us if there is no fresh fruit or vegetables left./If there is no fresh fruit or vegetables left, our fridges will order food for us.
- (4) Many historical buildings will fall down unless we try our best to protect them./Unless we try our best to protect them, many historical buildings will fall down.
- (5) We will not be able to live on the moon unless the moon has enough oxygen for people to stay alive./Unless the moon has enough oxygen for people to stay alive, we will not be able to live on the moon.

2

- (1) gets
- (2) won't be
- (3) more drivers use public transport instead
- (4) polar bears won't lose their homes

(Answers may vary.)

- (5) I will study hard and make new friends
- (6) I will travel to the past
- (7) they have thoughts and feelings like humans
- (8) we take action to reduce it

3

- (1) B
- (2) C
- (3) A
- (4) D
- (5) A

D1

us; us; We; our; us; we

D2

2-1

(Answers may vary.) watch films

2-2

(Answers may vary.) In my opinion, we will watch films with VR contact lenses at home instead of going to the cinema.

2-3

(Answers may vary.)

Reason 1: VR technology already exists and will be better in the future. VR contact lenses will provide a deeper film-watching experience.

Reason 2: It will be really convenient to watch films with VR contact lenses at home.

Reason 3: The cost of watching films with VR contact lenses at home can be lower.

Unit review

(Answers may vary.)

What will life be like in 50 years?

A. Future entertainment

Jerry Todd's predictions about future entertainment:

- Music: listen to music from computer chips in sunglasses, hats or brains; enjoy live concerts at home with VR contact lenses
- Sports: play sports with a friend's digital twin
- Films: make our own films starring ourselves and our favourite actors

B. Future travel

- Lin Dong's predictions about future travel: visit the Great Pyramids of Egypt on a school day with a VR headset; circle around the pyramids in a jetpack
- To talk about possibilities, I can say: Perhaps ... will ...; It's likely that ...; ... will probably ...
- To talk about impossibilities, I can say: I can't imagine ...; It's unlikely that ...

C. Future living

Life in 2095 in a science fiction novel:

- Housing: towering buildings; homes about five miles above the city; doors opened at one's voice; put the hand over a shining handprint on the wall and get to the room in five seconds
- Food: Vitagorp, something like dried dog food; Unicola, plastic balls like pills
- Transport: flying cars; people floating above the ground with a small disk

D. My view of the future

- Lin Dong's opinion about life in the future: Life will be better in the future.
- Reasons and examples:
 1. robots will help us in many ways, e.g. do all the housework
 2. scientists will find amazing ways to keep us healthy, e.g. find cures for diseases
 3. colourful future travel, e.g. explore the deepest oceans or go into space

E. Creating a better future

- Possible problem(s): limited space for new housing
- Solution(s): build underground houses

期末评价

Part 1 Listening and speaking

2

(1) B (2) A (3) A

3

(1) B (2) A (3) A

4

(1) B (2) A (3) C (4) C

5

(1) A (2) A (3) B (4) B (5) C

6

(1) 2060 (2) take medicine (3) new languages (4) teachers (5) break down

Part 2 Vocabulary and grammar

1

(1) journeys (2) impossible (3) worst (4) success (5) rarely (6) develop (7) disappoint

2

(1) C (2) D (3) A (4) E

3

(1) B (2) A (3) B (4) B (5) A (6) C (7) B (8) C (9) B (10) A

Part 3 Reading

1

(1) B (2) D (3) A (4) D (5) C

2

2-1

Sentence ②

2-2

(1) gather fish (2) the sick or injured (3) different (4) chases fish

3

3-1

(1) tested a Time Machine (2) from 10:05 to 3:30 (3) disappeared (4) slowed down

3-2

(1) He felt afraid and a little excited.

(2) Trees grew leaves, turned yellow, then died and fell. Tall buildings rose up fast (like plants), but fell down moments later.

(3) (Answers may vary.) Because he was very curious about the future world. It looked beautiful with green hills and shining glass buildings. He wanted to explore more./Because he saw

many magic things, like trees growing fast and buildings appearing and disappearing. These changes were so interesting that he forgot to be afraid but felt excited instead.

Part 4 Writing

1

- (1) won't, unless
- (2) Why did the students eagerly check the noticeboard?
- (3) Although/Though VR will be everywhere in the future, real-life experiences will always be important.

2

- (1) Jenny felt down as she had to stay at home all day long.
- (2) If we build the new factory, it may cause more air pollution.

3

(Answers may vary.)

Changes in my community

My community then: small, old, dirty

My community now: tall buildings, clean parks

My community in the future: greener, smarter

Reasons for the changes: support each other, solve problems together, technology

My community has changed a lot in the past years. It used to be a small one with old buildings and dirty roads. Now, it has grown into a large community with modern buildings and clean parks. Our life is more comfortable and convenient. In the future, I hope my community will become greener and smarter. It has these great changes because technology develops fast and we always support each other and solve problems together. I'm proud of how far we've come and excited about what's to come.



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