

义务教育教科书 (五·四学制)

英语

八年级 下册

教师教学用书

山东教育出版社



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出版说明

为了更好地满足义务教育教学的需求，山东教育出版社等单位受山东省教育厅委托，以教育部审查通过的义务教育教科书为基础，改编出版了一套适合五四分段教学使用的义务教育教科书。本书依据《义务教育英语课程标准（2011年版）》，配合山东教育出版社《义务教育教科书（五·四学制）·英语》（八年级下册）编写而成，供教师教学时参考使用。

本书力求体现义务教育课程标准精神和教科书的编写意图；从教师教学实际出发，既有利于教师更好地把握教科书的内容，解决备课中的实际困难，又留给教师一定独立发挥、独立钻研教科书的个性空间；根据素质教育的要求，在每一教学环节都注重体现对学生进行知识与能力、思想与方法、情感态度与价值观的培养；注意吸收英语教育教学的最新研究成果；符合五四分段教学实际，体现五四学制教育特色。

本书是在人民教育出版社出版的《义务教育教科书·英语教师教学用书》（九年级全一册）的基础上改编而成的。参加本书改编的人员有刘道义、吴欣、刘倩、宋纯杰、肖宁、林常青、高钧、曹风华、周飞宇、常晶晶、毕嘉伦，由刘道义、刘倩统稿主编。

欢迎广大教师在使用过程中提出修改意见和建议，以利于本书的不断改进和完善。

山东教育出版社

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前言 (Preface)

本套教材是依据《义务教育英语课程标准》(2011年版)的精神,根据国内外先进外语教学理念编写而成。它是一套能体现我国中学生心理和认知特点,满足广大中学生学习需求的英语教材。现针对本套教材编写的指导思想、主要特点、体系结构以及教学和评价等方面做如下说明。

一、教材编写的指导思想

(一)坚持外语教学“工具性”和“人文性”的统一,以发展学生的综合语言运用能力为目标,重视培养学生积极的学习态度和情感,并以发展跨文化意识、促进心智发展、增强爱国主义精神、提高综合人文素养为主要任务。

(二)充分体现“以人为本”的科学发展观,既面向全体学生,又关注并体现学生的个体差异。教材内容的安排符合学生的认知水平,联系学生的生活实际,注意激发学生的学习兴趣,促进学生综合平衡发展。

(三)强调学习过程,体现语言学习的渐进性、实践性和应用性。教材通过创设具体语境,设计循序渐进的语言实践活动,让学生在“用英语做事情”的过程中获得语言知识、发展语言运用能力。

(四)重视语言学习策略和教学策略的培养,帮助学生提高英语学习效率。首先,教材让学生通过体验、实践、参与、探究和合作等方式感悟、发现并总结语言规律,有效学习语言知识,培养语言学习的策略和能力。其次,教材编写有利于引导教师教育思想和教学方法的转变,有利于促进教师专业发展。

(五)体现时代发展新要求、社会新变化和科学技术新进展。教材内容的编写体现“贴近时代、贴近生活、贴近学生”的原则,密切联系我国初中学生的生活实际和语言学习特点,将趣味性和教育性相结合。

二、教材主要特点

(一)采用“话题、功能、结构、任务”相结合的编写思路

教材编写从实际出发,兼收并蓄,集各种方法于一体,采取了“话题、功能、结构、任务”相结合的路子。教材以“话题”统领每个单元的教学内容,语法结构为表述话题内容和实现与话题内容相关的交际功能服务。为

此，教材采用不同层次的“任务”的形式来组织教学活动，让学生通过“用语言做事情”来学习和使用英语。

（二）采用“任务链”式活动设计，小步推进，螺旋上升

本套教材突出体现了“任务型语言教学”（Task-Based Language Teaching）思想，强调语言学习的实践性，重视学生对语言学习过程的参与和互动。教材充分考虑学生语言能力形成的过程性和渐进性，活动设计和内容安排采用“任务链”（task-chain）的形式，每一个独立板块的教学内容及教学活动环环相扣，小步推进，螺旋上升。“任务链”有助于降低语言学习的难度，帮助学生顺利达成语言目标，有利于激发学生的学习热情和学习动力。

（三）单元教学结构层次分明、循环递进

本套教材单元内容的设计采用分层结构和循环递进的方式，每个单元主要分为Section A和Section B两部分。Section A是基本的教学内容，着重于听说训练，兼顾语法学习；Section B在Section A的基础上将话题进一步拓展，除听说外着重训练学生的阅读和写作技能，帮助学生灵活运用所学语言进行口、笔头输出。教材的单元结构体现了“先听说、后读写、再评价”的教学思路。

（四）题材广泛，内容丰富，语言真实、地道、鲜活

本套教材题材广泛，内容贴近时代、贴近生活、贴近学生，符合我国初中学生的生理和心理发展需求。教材话题内容紧密联系中外学生的生活实际，从学生的家庭生活和学校生活开始，向社会生活拓展，为学生提供了鲜活生动的语言素材。此外，本套教材的编写采用中外合作的模式，外方作者深入教材编写，保证了语言的真实性和地道性。教材录音以美式英语为主，兼顾英式英语，特别是听力对话部分内容生动，为学生提供了原汁原味、真实地道的语言，保证了高质量的语言输入。

（五）重视文化内容的渗透，开阔学生文化视野，提高学生人文素养

本套教材重视培养学生综合语言运用能力，不仅充分体现了英语学习的工具性，也非常重视文化内容的渗透和思想品德教育。教材既介绍了英语国家的文化，又介绍了我国民族文化，同时还介绍了其他非英语国家的文化，让学生通过英语学习扩大视野，了解世界文化的多元性，对世界文化形成开放、包容的心态，并培养跨文化交际能力。同时，教材力图增强学生对本民族文化的了解与热爱，培养学生用英语介绍我国文化的能力。此外，教材也体现了素质教育思想，特别是思想品德教育，注重对学生品格的培养，力求帮助学生形成正确的人生观与价值观。

（六）重视学习策略指导，培养学生自主探究和合作学习的能力

本套教材重视学习策略的指导，在听、说、读、写各项技能训练和语

言知识训练中都渗透了学习策略的培养，如听前、读前的预测，听中、读中的推理和判断、词汇猜测等。教材还优化了Self Check部分的活动，除了提供单元学习成果检测活动外，更侧重引导学生归纳所学知识，发展学生的自主学习能力。教材中设计了很多结对活动和小组活动，不仅让学生有更多机会操练新语言，还为学生提供了合作学习的平台，让学生使用所学语言交流信息、分享学习成果或共同解决某个问题，并在此过程中互相帮助，共同进步。

（七）重视教学资源建设，提供多媒体、立体化的教学服务

本套教材在设计开发之初就考虑到教学资源建设，除了学生用书、教师教学用书、录音磁带等最基本的教学材料之外，我们还配备了与教材内容同步的《配套练习册》、《基础训练》、《试卷》、《阅读》等。除纸质资源外，我们还开发了丰富的数字教学资源，如教学示范录像课DVD，教学资源CD-ROM等。另外，“山东教育出版社”网站（<http://www.sjs.com.cn>）为本套教材开辟了初中英语教学专栏，提供了丰富的教学资源，供教师和学生参考使用。

（八）建立系统的评价体系

评价是英语课程的重要组成部分，其主要作用是使学生在英语学习过程中不断地体验到进步和成功，从而建立学习的自信，促进综合语言运用能力的提高。本套教材尤为重视学生在评价过程中的主体地位，注意引导学生进行自我评价和合作评价。教材在每单元最后的Self Check部分编写了检测活动，让学生在教师的指导下独立或合作完成对单元语言知识和语言运用能力的评价。教师教学用书、教材配套的练习册等也为教师和学生提供了评价建议、评价活动和评价工具等多方面的材料，旨在将形成性评价和终结性评价相结合，充分发挥评价的功能，促进学生的全面发展。

三、教材体系结构

本套教材教学资源丰富，以下主要介绍学生用书和教师教学用书的编排体系及其特点：

（一）学生用书

学生用书的内容由致同学、目录、单元教学内容及附录组成，其中附录包括课文注释、听力活动录音材料、语法注释、分单元词汇表、总词汇表和不规则动词表等。

本套教材八年级下册有8个单元，每个单元均为八页，分为Section A和Section B两部分。Section A是单元基本的教学内容，包括词汇、语法、功

能,以听力输入、口语输出、阅读输入为主要教学形式,是体验和感知语言的阶段。Section B是在Section A的基础上对单元话题内容的进一步拓展,尤其是词汇拓展。本部分在进一步听说训练的基础上,重点发展学生的长篇阅读和写作能力。Section B主要是语言的学习、巩固和运用阶段。

下面以八年级下册第四单元为例,具体说明每个页面教学内容的设计意图:

第1页:1a中的主题图为本单元目标语言提供了一个主题情境。1b是本单元基础的听力输入,内容浅显,让学生初步感知本单元目标语言,包括词汇和结构。1c是在听力输入基础上的控制性的口语输出。

第2页:2a-2c采用“任务链”的活动设计形式,为学生进一步提供了语言输入和语言输出的机会。2a-2b让学生再次感知本单元的目标语言,并完成相关的听力活动,2c引导学生根据听力内容完成控制性的口语输出,进行简单交流。2d为学生提供了一个完整的口语示范对话。这是一个综合的、具有真实语境的口语活动,既是对前面所学语言结构的巩固和运用,同时也为后面理解和发现语言结构的特点和规律提供了更多的语言素材。

第3页:本页是以短篇阅读为核心整体设计的页面,为学生提供了更加丰富的语境,让学生在阅读中体会目标语言的表意功能。3a针对阅读内容提出问题,需要学生仔细阅读、理解语篇内容后回答问题。3b侧重对语篇包含的语言知识点进行检测。本页也为后面的语法归纳与学习做好铺垫。

第4页:本页是以语法内容为核心整体设计的页面。Grammar Focus部分以表格形式呈现本单元典型例句,便于学生观察、对比、发现和归纳语言结构特点。4a-4c是依据上述目标结构而设计的不同形式、不同层次的语言练习和活动,从关注语言形式(focus on form)到关注语言意义(focus on meaning),从笔头训练过渡到具有一定交际目的的口头训练,充分体现了从语言学习到语言运用的过程。

第5页:1a-1b进一步拓展丰富了本单元话题内容,同时为后面的听力活动进行了预热。1c和1d是本单元第三次听力输入,在Section A的基础上,语言难度进一步加大,语言内容更加丰富。1e要求学生就所听内容与同伴进行交流。

第6-7页:这两页是以相对长篇的阅读为核心整体设计的页面。2a是阅读前的预热活动,2b-2d是阅读理解活动。2b要求学生快速阅读文章把握文章要点,找出成功学习者应具备的学习习惯。2c让学生细读文章并获取细节信息,回答问题。2d要求学生结合词典辅助词汇学习的策略,掌握课标词汇在语篇中的含义。2e是阅读后延伸性的口语交流活动,需要学生结合语篇内容和自身学习情况,反思自己的学习方法和学习习惯,并能与他人分享。2a-2e的活动设计体现了阅读前、阅读中和阅读后的完整阅读教学过程。

第7-8页：3a-3b构成一个独立的写作板块，3a的写前铺垫旨在激发学生的兴趣，并提供写作素材，3b通过提供语言提示引导学生整理信息，帮助学生独立完成写作任务。

第8页：本页还包括一个自我检测板块。自我检测部分主要包括词汇、结构、功能等方面的评价练习，旨在引发学生思考，引导学生自主归纳和总结本单元知识，培养学生的自主学习能力。

此外，教材附录部分还包括以下内容：

1. **课文注释 (Notes on the Text)：**本部分主要对各单元中有一定难度的句子和所涉及的重点文化现象做出说明和解释，帮助学生有效预习、复习，并培养他们自主学习的能力。

2. **听力活动录音材料 (Tapescripts)：**本部分提供了全书8个单元所有听力活动的录音材料，供学生自学或深度挖掘听力材料时使用。

3. **语法注释 (Grammar)：**本部分是对各单元语法聚焦部分 (Grammar Focus) 的补充说明，语法聚焦部分通过例句呈现各单元重点语言现象，本部分则综合地、系统地、深入地阐述语法概念和规则，并通过例词、例句分条目或以表格的形式进行说明，让学生对这些语法现象的理解由感性走向理性。本部分的例词、例句尽量选自本册，便于学生从熟悉的语言中发现规律。本册教材主要涉及的语法项目包括反身代词、情态动词、过去进行时、现在完成时、动词不定式、状语从句等。

4. **词汇表：**本部分包括分单元词汇表 (Words and Expressions in Each Unit)、按字母顺序排列的总词汇表 (Vocabulary Index) 和不规则动词表 (Irregular Verbs)。分单元词汇表和总词汇表不仅包括单词，还有一些短语和常用表达法，重点词汇用黑体标出。关于发音，如果某个单词英美发音差别较大，则在给出的两种发音中，第一个为英式发音，第二个为美式发音，如：pass /pɑːs/, /pæs/。分单元词汇表配有录音。

(二) 教师教学用书

教师教学用书是教师进行课堂教学的重要资源，是本套教材的重要组成部分。教师教学用书的主要功能是：1.帮助教师理解教材的设计理念、教学内容、编排体系、采用的方法及呈现特点等；2.为教师提供教学方法和建议，不仅要帮助教师更好地使用本套教材，同时也要帮助教师更新教学观念、改进教学方法、促进专业发展；3.为教师提供拓展性教学资源，丰富教师的语言和文化知识，开阔教师的视野，提高教师教学技能和教学素养。

本册教师教学用书主要包括三个方面的内容：1.前言。本部分介绍了教材编写的指导思想、教材特点、体系结构、教学方法建议（包括如何进行语音、词汇、语法、听力、口语、阅读和写作教学，以及如何开展评价等）。

2. 单元教学内容分析和教学建议。本部分是教师教学用书的主体部分，每个单元分为汉语部分和英语部分，按照学生用书单元内容的顺序编写。英语部分主要提供了每个活动的教学目的和教学建议，同时针对具体活动提供了相关文化注释和拓展活动建议。此外，英语部分还提供了学生用书中练习的答案。3. 附录。本部分提供每个单元中的2d示范对话和阅读文章的参考译文。

单元教学内容中汉语部分的编写结构如下：

1. **教学目标与要求：**本部分用表格的形式归纳呈现了本单元的话题、功能、语法、词汇和常用表达、语音、学习策略和文化知识，便于教师整体了解和把握各单元的内容。

2. **话题思维导图：**本部分用思维导图的形式归纳了单元话题词汇和功能结构，用话题统领单元主要词汇及结构。话题思维导图能帮助学生建立词汇与话题之间的语义联系，同时便于教师将这种词汇学习策略教给学生。

3. **内容介绍和教学建议：**本部分是教师教学用书的核心部分，主要分为Section A 内容介绍、Section A 教学建议、语法内容介绍和教学建议、Section B 内容介绍、Section B 教学建议，以及Self Check 内容介绍和教学建议等板块。“内容介绍”部分主要分析教材的教学内容、设计意图，以及教学重难点。“教学建议”部分是针对每个教学活动给出的参考性的教学指导和具体操作步骤，同时还提供了一些拓展性的教学活动。

4. **课文注释：**本部分主要对单元中一些语言现象进行解释，一般不包括本单元的核心语法项目和文化现象（这两部分内容分别在“语法内容介绍和教学建议”及“文化注释”板块中介绍）。

5. **文化注释：**本部分对单元教学内容中所渗透的文化知识点给予注释，尤其关注中外文化差异。

6. **教学简笔画：**本部分为各单元中主要的而且能够形象呈现的词汇或场景提供了简笔画，目的是帮助教师掌握一种切实可行的教学技能，学会用这种生动有趣的形式创造词汇教学语境。

另外，八年级下册教师教学用书还配备了CD-ROM教学参考多媒体资源，为教师在多媒体课堂条件下提供方便有效的教学资源。

四、教学方法建议

（一）关于词汇教学

本套教材词汇的编排主要依据《义务教育英语课程标准》（2011年版）的要求。在编写过程中，特别注意了以下几个方面：1.平衡各册、各单元的词汇量；2.控制生词总量，减少非课标词汇和外国人名，全面覆盖课标五级

词汇；3.通过不同形式增加课标词汇的复现率；4.将词汇学习融于语境，关注词汇在不同语境的含义和使用特征；5.关注“语块”（lexical chunks）的学习。

为了提高词汇教学效率，教师应注意以下几个方面：

1. 结合语境教学词汇

在词汇教学中，教师应当利用实物、图片、简笔画、视频、动作等创设语境，让学生直观地理解单词的意思，通过建立语境与语义之间的关系，促进理解、加深记忆。在教学中，应尽量避免让学生直接读词汇表或孤立地理解和记忆词汇，应尽量减少学生对汉语的依赖，注意培养学生用英语思维的能力。

2. 利用语篇教学词汇

词汇教学既不能仅停留在对单词意义和用法的解释和辨析上，也不应让学生仅停留在对单个词的记忆上，而应采用“词一句一文”的教学模式，让学生将单词运用到句子和语篇中，做到词不离句，句不离文。

3. 培养词汇学习策略

词汇学习策略有很多种，不同学生适用的策略也不同。总体来讲，有几个具有普遍意义的词汇学习策略需要教师重点关注：1）在语境中猜测词汇的意义。教学中不是所有的生词都要教，有些生词可让学生通过上下文（context 或 co-text）来猜测。2）根据构词法记忆单词的结构。英语词汇浩如烟海，但是词根（root word）是有限的，很多词都是通过附加词缀变化而来，因此根据词汇的构成特点（构词法）记忆词汇非常有效。3）根据读音拼写单词。英语是拼音文字，其读音和拼写有直接关系，建立单词音、形的对应关系有助于记忆单词。4）根据语义图（mind map 或 semantic map）记忆单词。大多数英语词汇都有其归属的语义场（semantic field），这个“语义场”就像一张网，能够将不同的、零散的单词按语义归纳到一个系统里面，从而有助于学生进行联想记忆。5）查词典。查词典是一种自主学习能力，教师应教会学生一些查词典的方法与技巧，让他们在遇到生词障碍时能独立解决问题，成为独立的学习者（independent learner）。6）关注词的搭配（collocations）。7）使用对比、分类、联想等方法学习词汇。

4. 分层次、分阶段处理生词

生词不宜集中呈现和教学，也不宜一次性深度挖掘，而应根据学生学习的需要分层次、分阶段教学。以听力和阅读教学为例：在听前和读前可先处理那些会造成严重理解障碍，而且无法通过语境来猜测的词汇。在处理时不宜深度拓展，让学生知道其在文中的意思，能听懂或读懂即可。在听中和读中，可以让学生通过上下文来猜测一些生词。在听后和读后再对一些内涵丰富、搭配能力强的词汇进行深度挖掘、讲解，并让学生通过练习运用和巩固

这些词汇。

（二）关于语法教学

本套教材按照“话题—结构—功能—任务”的模式来安排教学内容，每个单元的语法结构服务于该单元话题的表达，语法学习的目的是为了语言运用。教材各单元的语法内容是按照“感知、发现、总结、练习、运用”的程序来编排的，各单元语法页包括语言结构总结（Grammar Focus）和语法运用练习两个部分。语言结构总结以前面的听说训练为基础，以表格的形式对比呈现各单元目标语言。语法练习分层次设计，从控制性、半控制性练习过渡到开放性练习。在使用本套教材时，语法教学需要注意以下两个方面：

1. 在语境中教学语法

语法教学最好结合语境，比如语篇或交际活动，尽量避免使用孤立、没有意义的句子讲解语法。语法结构本身并没有意义，只有在一定的语境中才能表达真实意义，实现表意功能。

2. 重视学生对语法学习过程的参与

在传统教学中，教师的主导性较强，学生只是被动地听讲和机械记忆，思维没有得到充分的激发和调动，因此语法学习的效率较低。要想提高语法教学的效率，就应重视学生对学习过程的参与。本套教材倡导的语法教学过程是“感知、发现、总结、练习、运用”。首先，教材让学生通过一定的语境（包括听力输入、口语范例、阅读语篇等）感知新语法项目，建立对“新朋友”的初步印象，并尝试在语境中理解新语法项目所表达的意义。其次，教材通过在不同语境中呈现新语法项目，引导学生发现其结构特征，并尝试总结语言规律。经过不同层次的练习后，最后让学生在新的语境中运用该语法项目或解决新的问题。因此，在语法教学中，教师应尽量避免“满堂灌”的做法，而应调动学生的思维，让他们积极参与语法学习过程。

（三）关于听力教学

本套教材非常重视学生听说能力的培养，并在听说训练的基础上培养读写能力，帮助学生达到听、说、读、写四项技能的平衡发展。根据教材的单元编写结构，教材有三次听力输入。前两次是在Section A中，第三次是在Section B中出现。三次听力输入内容相互关联、层层递进、螺旋拓展。第一次听力输入要求学生简单处理信息并进行模仿性的口语输出。第二次听力输入是对第一次听力内容的拓展，听后要求学生和信息进行多层次的处理，然后进行控制性的口语输出。第三次听力输入是对单元话题的进一步拓展，并融入新的词汇和结构，要求学生对信息进行多层次的处理，然后进行不同形式的口笔头输出，尤其是在模仿性输出的基础上增加了创造性口语输出。第二次和第三次听力活动都体现了听力教学的过程性，即采用听前、听中和

听后的设计方式。在听力教学中，教师除了注意教材听力教学设计的特点外，还应注意以下几个问题：

1. 关注听力策略和技能的培养

听力教学应加强对听力策略和技能的培养。听力策略主要包括：预测（predicting）、推理（inferencing）、选择注意力（selective attention）、监控（monitoring）、评价（evaluating）等。除听力策略外，教师应注意培养学生的听力微技能，包括：语音解码（sound discrimination）、大意理解（listening for gist）、细节理解（listening for details）、语义推测（drawing inference）、词义猜测（guessing new words）、记笔记（note taking）等。

2. 加强听力的基础性训练

从日常听力教学来看，不少教师按照考试的模式来训练学生的听力技能，听后活动或练习基本上都是考试的题型，比如多项选择、判断正误等。日常教学应当把听力考试和听力训练区分开来。考试是对听力能力的检测，是结果性的。日常听力教学是过程性的，应培养学生基本的听力技能，其训练形式应该丰富多样，并且应当从基础抓起。

3. 坚持精听与泛听相结合

学生听力能力的培养不能仅仅依赖于教材中有限的听力材料，教师应当通过各种渠道帮助学生拓展听力资源，比如让学生看英文电影、听英语故事、听英语广播、看英文电视节目等，充分利用一切有声资料来提高学生的听力能力。

（四）关于口语教学

本套教材重视学生听说能力的培养。教材口语活动的设计往往与听力相结合，采用先输入后输出的模式，实现听和说的有机结合。本套教材在修订时特别增加了“示范对话”（各单元第二页听说活动后），要求学生模仿输出或分角色表演。在口语教学中，教师应注意以下几个方面：

1. 加强朗读训练，鼓励学生大胆与人交流，不怕犯错误

在日常教学中，教师可引导学生大声朗读对话和课文。朗读不仅有助于练习发音，还有助于形成语感，并能培养学生开口说英语的勇气和自信。教师还应鼓励学生积极参与口语对话活动，并且在表达时不怕犯错误，要让学生意识到犯错误是英语学习的正常现象，并引导学生在犯错误、发现错误、改正错误的过程中学习语言。教师对待学生的口语错误也不应急躁，不要有错必究，尤其不要在学生表达时突然打断纠错，更不要挖苦、批评学生，而应保护其积极性，并让他们建立说英语的信心。

2. 坚持“准确性”和“流利性”并重的原则

在口语教学中，教师往往重视学生语言结构和语音语调的准确性

(accuracy)。为了提高准确性,教师一方面应帮助学生扩大词汇量,尤其要让他们多储备一些“语块”,以便在表达时能够脱口而出,减少犯错误的几率,另一方面应鼓励他们多听录音,模仿录音,先听后说,听准了再说。除训练学生语言的“准确性”,教师还应注意训练学生语言的“流利性”(fluency)。教师应当鼓励学生积极主动地表达自己的思想,在用英语表达时,不要把精力过分集中在语言结构上,而应关注要表达的内容;不要仅关注语法的准确性,更要关注语义表达的真实性、丰富性和流畅性。此外,随着学生语言能力的提高,还应引导学生关注自己语言表达的复杂度(complexity),教师可引导学生用一些复合句和从句来表达思想,不要一味地用简单句表达。

3. “示范对话”教学的参考步骤

- 1) 导入对话语境,处理一部分造成严重理解障碍的生词;
- 2) 设计练习,引导学生阅读对话并理解对话大意,必要时对其他生词及重难点句式进行点拨;
- 3) 让学生听录音并跟读,注意模仿语音、语调;
- 4) 让学生通过不同形式进行口语操练,例如以两人结对或小组活动的形式练习朗读对话;
- 5) 让学生以“角色扮演”的形式表演对话,鼓励学生使用恰当的动作、眼神,并拓展对话中的语言表达;
- 6) 对于程度较好的学生,可要求他们在模仿该对话的基础上编写并表演新的对话。

(五) 关于阅读教学

本套教材阅读材料的编写坚持“贴近时代、贴近生活、贴近学生”的原则,力求反映时代精神,体现时代进步,反映现实社会生活,符合学生的兴趣和要求。本套教材的阅读材料还渗透了丰富的文化内容和情感教育内容,力求实现英语学习工具性和人文性的统一。高年级的阅读语篇还特别关注了文学性和经典性,让学生体会文章的内容美和语言美。在阅读活动设计方面,为了体现阅读教学的过程性,我们设计了独立的阅读板块,主要分为“阅读前”、“阅读中”和“阅读后”三部分。“阅读前”的活动通常围绕阅读主题激活学生的背景知识,引发学生对阅读内容的思考和预测,产生阅读期待。也有一些活动是为了帮助学生解决一些生词障碍,帮助学生顺利理解短文。“阅读中”设计了不同层次的活动或任务,旨在培养学生的阅读策略和技能,比如获取主旨大意、获取细节信息、猜测生词、分析推理、总结归纳、信息转换、语篇分析等。“阅读后”的活动主要让学生结合阅读材料进行拓展性语言训练和运用,包括小组讨论、解决问题、角色扮演、复述课

文、读写结合等。

关于阅读教学，除了要把握教材中阅读教学设计的特点，教师还需关注以下几个方面，以帮助学生通过阅读有效获取信息，提高语言能力：

1. 重点培养学生的阅读技能

阅读教学要培养学生的阅读能力，而阅读能力是由各种阅读微技能构成。教师应把握好阅读技能培养和语言学习的关系，不能把阅读篇章的功能仅仅定位为语言知识的学习。教师可以根据每篇文章的特征，有针对性地设计阅读技能训练活动。

2. 重视阅读与写作的结合

阅读和写作在语言使用和语篇特征上有很强的共性，阅读有助于写作。实际上，学生写作能力的发展在很大程度上有赖于阅读能力的发展。因此，在日常教学中，教师应当把阅读和写作结合起来，在引导学生通过阅读获取信息和处理信息的同时，还要帮助学生通过语篇分析来学习语篇的结构特点以及信息和思想的表现手法。

3. 重视精读和泛读的结合

学生阅读能力的提高不能仅仅依赖于教材中有限的课文资源，教师还应为学生选择并提供更多的阅读材料。课程标准对五级阅读技能有明确的规定：学生的课外阅读量应累计达到15万词以上。丰富的英语图书、同步阅读材料、英语学习报刊杂志和网络资源为拓展学生的阅读资源、提高学生的阅读能力提供了可能。

（六）关于写作教学

写作是一种难度较高的语言输出活动。为了帮助学生较好地学习英语写作，本套教材采用写前、写中、写后的过程性写作模式，不仅有助于学生用英语构思，从而形成合理的写作思路，顺利完成写作任务，并养成良好的写作习惯，还有利于教师为学生提供必要的写作“支架”，通过分解写作过程来降低写作任务的难度，减少学生在写作过程中的焦虑感，培养学生英语写作的自信心。教材重视学生在写作过程中的参与和写作技巧的训练，还渗透了写作策略的培养。

此外，虽然教材中的写作任务都自成体系，但是绝大多数与前面的阅读语篇相关，其写作话题和文体特征与阅读语篇类似，是模仿性写作。教师在写作教学中应注意以下几个方面：

1. 加强基础性写作训练

学生在起始阶段应加强基础性写作训练，为今后写作能力的发展打下坚实的基础。在日常教学中，教师布置的写作任务不应局限于考试的形式，而应将写作教学整体布局，设计不同层次的写作活动。在低年级阶段，教师应

特别加强学生组词成句、组句成段的训练，引导学生从词到句，从句到段再到篇，循序渐进地输出语言。在起始阶段，教师还应引导学生建立良好的写作规范，养成良好的写作习惯，如让学生关注句子中的大小写、标点的正确使用，关注书写的规范和整洁等。在后续册次中，教材在听力和阅读活动中加大了让学生写句子的比重，教师可以利用这些练习，帮助学生为写更长的段落做准备。八年级下册稍后单元要求学生完成包括几个段落的完整语篇，难度进一步提高。

2. 加强写作任务的过程性指导

教师应对学生写作的全过程进行跟踪，在各个阶段给予有针对性的指导，帮助学生建立自信，一步步顺利完成写作任务。在“写作前”，教师可让学生通过各种活动进行写作构思，例如就某一写作主题进行“头脑风暴”、分析范文文体结构、讨论写作主题、就写作话题展开调查等，从而激活背景知识，收集写作信息，理清写作思路。在“写作中”，学生拟定提纲、起草初稿、校对并修改初稿。在此步骤，教师应引导学生关注篇章结构和语篇标记词汇，正确使用复杂句式，同时鼓励学生创新思维，丰富写作内涵。在“写作后”，教师可引导学生对照写作要求反思自己的作品，并进行修改、定稿，也可以让同伴互评并给予评价和改进建议，最后根据教师或同伴的意见进行修改，并誊清定稿。

3. 全面评价学生的写作成果

教师应对学生的作品及时做出反馈。在低年级阶段，教师可着重关注学生语言表达的规范性。随着学生语言水平的不断提高，教师在评价时不应只关注语言错误，还应关注学生思想表达是否充分、丰富，是否有真情流露，段落结构安排是否合理等等。在批改学生作文时，教师应该带着欣赏的眼光，努力发现其中的“闪光点”，帮助学生建立自信。教师可让学生在全班朗读作品，并与学生共同点评，学习某一作品的优点，纠正共同的缺点。教师还可以将优秀作品展示出来，并让学生投票选出最佳作品，以鼓励学生写作的积极性。

五、教学评价建议

根据英语课程的评价理念，教学评价应对教学过程和教学结果进行监控和反馈，既反映学生学的结果，也反映教师教的结果，通过评价帮助学生提高学习能力，帮助教师改进教学策略。教学评价的主要目的不是将学生按分数排队，而是为了促进学生的发展，为了激发学生的学习兴趣 and 积极性。因此，教学评价应将终结性评价和形成性评价相结合，教师不仅要关注学生的

试卷成绩，更要关注学生平时参与教学活动的表现。教师在对学生进行评价时应注意以下几个方面：

（一）全方位评价学生

教师不应仅通过试卷单一地评价学生的学习状况，而应结合学生的课堂表现、合作能力、学习态度、学习习惯、作业情况等来综合评价学生，并通过评价跟踪学生的学习进展，不断给予学生鼓励。

（二）体现评价主体的多元化

评价主体不应局限于教师一方，对学生的评价首先应体现学生的主体地位。在教学中，可以让学生自我评价，通过自评肯定学习中的进步，反思学习中的问题。教师可以让学生建立学习档案袋（portfolio），把自己的作品，例如试卷、作业、作文、学习笔记、日记、获奖材料等分类装入档案袋，定期翻阅并反思自己的学习情况，通过这种形式进行自我评价。另外，让学生建立错题本也是一个有效的办法。

除学生自评外，也可以让学生进行互评，学生互评是一种比较客观的评价形式。教师还可以让家长评价学生，把课内评价和课外评价结合起来。

（三）避免重知识、轻能力的考查

对学生语言能力的评价应侧重语言运用，考查学生听、说、读、写等能力，采用口试、笔试相结合的形式，在重视基础知识考查的同时，侧重语言运用能力的考查。

（四）避免以考代练

考试是对学生学习结果进行评价的一种常用手段，为了判分的可操作性和简便性，多采用客观选择的形式，而较少使用主观表达和互动交流的方式，但是客观选择的形式毕竟不太有利于学生语言运用能力的培养和发展，甚至在一定程度上会限制学生语言运用能力的发展。因此，教师应把语言的训练形式和考试形式区别开来，避免“以考代练”。日常语言练习不应仅仅局限于常规的考试形式，而应丰富多样，坚持由易到难、由浅入深的学习原则，通过不同的任务和活动帮助学生把语言知识转化为语言运用能力。

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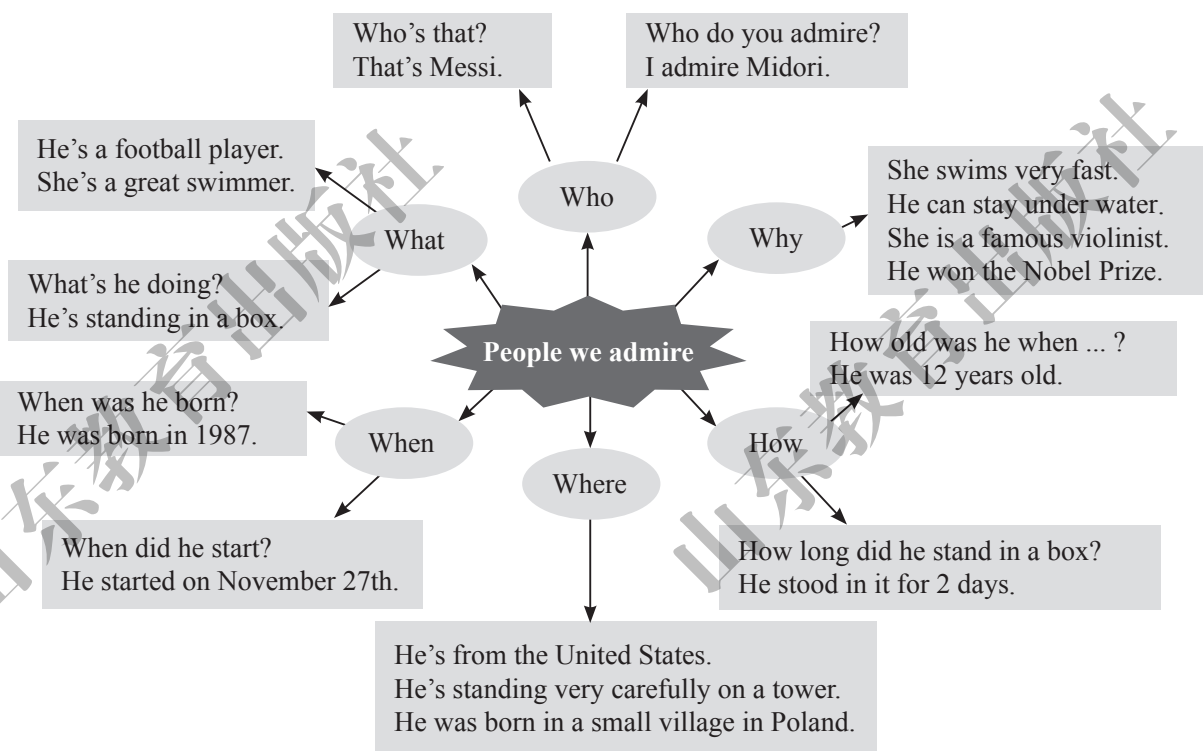
Unit 1 When was he born?

一、教学目标与要求

话 题 Topic	我们欣赏的人 (People we admire)
功 能 Functions	<p>谈论名人的生平事迹 (Talk about famous people)</p> <p>A: Who is that? B: That's Ye Shiwen.</p> <p>A: When was she born? B: She was born in 1996.</p> <p>A: How long did David Blain stand in a box of ice? B: He stood in it for two days, 15 hours and 42 minutes.</p> <p>A: When did he start standing on the tower? B: He started standing on it on May 22nd.</p> <p>A: How old was Mo Yan when he left school? B: He was 12 years old.</p>
语 法 Grammar	<p>1 能初步了解被动语态 (Passive Voice)</p> <p>A: When were you born? B: I was born in 1997. His first short story was published in 1981.</p> <p>2 能理解和运用 when 引导的时间状语从句 (Adverbial clause with when)</p> <p>A: How old was he when he started doing this? B: I guess he was about 20 years old when he started. When he heard the news, Mo said he never expected to win the prize. When he was 12, he dropped out of school.</p> <p>3 能熟练运用 when 和 how long 进行问答 (When/How long questions)</p> <p>A: When did he start standing on the tower? B: He started standing on it on May 22nd.</p> <p>A: How long did David Blaine stand in a box of ice? B: He stood in it for two days, 15 hours and 42 minutes.</p>

词汇和常用表达 Words & expressions	<p>1 能正确使用下列词汇 (Curriculum words)</p> <p>kind, loving, national, swimmer, born, lover, listener, director, ice, skating, novel, work, grandson, means, stop, paint, admire, perform, publish, enter, as, besides</p> <p>2 能正确使用下列常用表达 (Useful expressions)</p> <p>get in trouble, drop out of school, try every means to do, at hand, break up</p> <p>3 能认读下列单词 (Non-curriculum words)</p> <p>flat, Nobel Prize, literature, sorghum, frog, opera, Brazilian, waltz, poet, chart, the music charts</p>
学习策略 Strategies	<p>1 能知道利用事件发生的顺序辅助理解所阅读的材料</p> <p>2 能通过阅读和写作训练学会按照时间顺序写人叙事</p>
文化知识 Culture	<p>1 了解一些中外名人轶事, 体会他们的社会影响力并了解他们成功的原因</p> <p>2 拓展视野, 兼收并蓄中外文化知识</p>

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本单元的话题是谈论我们所欣赏的人。Section A 从引导学生说说自己喜欢的体育明星开始展开话题,呈现一些谈论所欣赏的人时能用到的表达方式,如: Who is that / he / she? He / She can ..., When was he / she / born? He / She was born ... 等。同时,呈现谈论名人生平与事迹时必然会用到的一些特殊疑问句,如: What ... ? When ... ? Where ... ? How ... ? 等。本部分要学习一些有关体育运动的词汇 swimmer, basketball player, tennis player, football player, 以及一些相关词汇 ice, stop, paint, flat 等。

本部分的目标语言是: When was he born? When did he/she ... ? How long did he/she ... ? How old was he/she when he/she ... ?

学习本部分时,可以让学生根据课本内容要求,先从听、读感知目标语言,再通过角色扮演、模仿对话等活动进一步理解目标语言,然后运用目标语言谈论自己所仰慕的人。

1a-1c 是本单元的导入部分。从听说活动入手,呈现 When was she born? 在具体语境中的应用。

2a-2c 部分通过听力活动进一步拓展本单元话题,围绕本单元目标语言进行听说训练。以谈论名人的奇闻趣事为语境,其语言内容比 1a-1c 部分更加丰富生动。本部分除复现 1a-1c 所呈现的目标语言外,还呈现了一些新的表达方式,如: When did he/she ... ? How long did he/she ... ? How old was he/she when he / she ... ? 等。

2d 围绕话题设置了更为真实的交际情景,为学生综合运用目标语言进行交流提供了范例。

3a-3c 是阅读训练板块。学生通过以上听说学习,在初步掌握目标语言的基础上,尝试通过阅读拓展对目标语言的学习。

SECTION A 教学建议

活动 1a

教师通过让学生思考并写出自己所熟知的国际体育明星的姓名导入本单元的目标语言学习。教师让学生们想出一些知名的体育明星,并说出他们所从事的体育运动项目。问学生:你喜欢他/她吗?为什么?

学生在谈论自己所喜爱的体育明星时,可能会涉及到多个体育竞赛项目。教师要有意

识地引导学生先谈论足球、篮球、网球和游泳方面的体育明星。

活动 1b

1b 听力训练是单元目标语言的输入部分，其语境和 1a 相承接。四组对话反复呈现了目标语言：When was he/she born? 本部分出现的生词并不影响学生理解对话的意义，学生可以在听对话内容的过程中猜测 swimmer 的意义。

教师至少要播放录音两次。第一次播放录音时，只是让学生听，再一次播放录音后，让学生们写出四位体育明星的出生年份。

1b 活动中出现了新的人名 Kobe, Messi。让学生认真听录音，注意两个人名的读音，听录音后，教师板书 Kobe, Messi，示范其读音。

检查学生填写的内容，了解学生从听力材料获取信息的情况。

活动 1c

1c 是在 1a、1b 基础上的尝试性语言输出活动。学生在熟读对话范例之后，进行两两之间的对话训练。根据学生的水平，可鼓励学生适当拓展会话内容。

教师可根据学生的需要补充一些有关体育运动的词汇，如 table tennis player, ping-pong player, runner, jumper, hurdler (跨栏运动员) 等，以便学生更流畅地谈论自己所仰慕的人。补充的词汇务必要简单，以免增加学生的记忆负担。可以鼓励学生利用网络、字典等查找自己所需要的词汇。

被动语态 be born 的用法虽然是本单元的重点，但并不是难点。我们只需要把 be born 作为一个常用短语来学习即可，不必给学生作过多的解释。

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活动 2a-2c

这一部分是单元目标语言的拓展输入部分。本部分串联了一些学过的句式，使得谈论、描述人的表达方式更为多样。如：

A: Who is that?

B: He's ... He's from ... He can ...

A: What is he doing ?

B: He's standing ...

A: When did he start standing ...?

B: He started on November 27th ... He stopped on ...

A: How long did he stand ...?

B: He started standing on ... and he stopped on ...

本部分出现了 when 时间状语从句，表达方式更为丰富。如：

A: How old was he when he did this?

B: He was 29 years old.

要求学生能听懂对话的基本意思并能从中提取基本信息。为了让学生能更容易听懂对话，教师可以在播放录音之前简单介绍 David Blaine，也可以让学生在课前上网搜寻有关 David Blaine 的信息。

1. 活动 2a 开始之前，教师要引导学生观察图片，为听懂录音做好铺垫。

观察第一幅图，问学生看到了什么，人站在哪里。板书 a box of ice，呈现出单词 ice。告诉学生这个人 David Blaine，来自美国。板书 David Blaine, the United States。

启发学生想象：一个人能在冰箱里呆多久？板书 stay, How long ...?

观察第二幅图，问学生：图片中的人站在哪里？板书 tower。

引导学生注意板书的单词，观察 2a 中的表格。

2. 听第一遍录音对话时，要大体把握对话的整体含义；听第二遍录音对话时，注意提取基本信息。让学生完成 2a 表格中 How long 部分的填写。
3. 再听一遍录音，按照活动 2b 的要求，进一步完成 2a 表格中 started 和 stopped 部分的信息填写。
4. 教师呈现正确答案，问学生 David Blaine 当时的年龄，板书：

How old was he when he did this?

感叹 David Blaine 的所作所为，比如可以说：

He must be very brave. I don't think I can do what he did.

注意：本部分对话句子较长，学生在听的过程中理解难度相对较大，能否顺利开展活动的关键是听前做好铺垫。通过听前活动解决生词的问题，并引导学生关注对话中的关键词汇和句型。此外，反复多听几遍是很有必要的。

活动 2d

Role-play 谈论的是一名 3D 绘画艺术家。教师可以提问学生是否知道 3D 绘画，并通过教学课件呈现几幅 3D 绘画作品，让学生欣赏，使他们对 3D 绘画有一些感性认识，从而激发学生学习本部分的兴趣。告诉学生，艺术家常在地面上或者墙上创作 3D 绘画。板书 to paint pictures on the ground, 呈现生词 paint。

1. 教师可以从引导学生观察图片入手，通过提问导入教学。

1) Is this picture flat? 板书呈现生词 flat。

2) Who is he?

3) What is he doing in the picture?

- 4) Do you admire him? 板书呈现生词 admire。
2. 让学生阅读对话，然后回答以上问题。教师可以重复并修正学生的回答，有意识地使用2d对话中的句子，同时强调生词的读音，引导学生领会生词的含义。
 3. 让学生再次阅读对话，关注自己不太理解的句子。
 4. 教师播放录音，让学生跟读、模仿，要特别关注对话中的生词，让学生能在对话语境中正确理解生词含义，准确读出生词。
 5. 学生在能熟练朗读对话的基础上，两人一组分角色扮演。教师巡视指导学生的活动。
 6. 教师可以让学生在全班展示自己的角色扮演活动。
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活动 3a-3c

1. 让学生关注3b中的图片，通过观察莫言的肖像和他的著作图片，引导学生预测文章的内容。提问学生：

1) Who is this man? 学生回答，板书 Mo Yan。

2) What is he? 板书 writer, Guan Moye — real name。

学生回答，补充板书 (Mo Yan) — pen name。

3) Do you know these two books? 学生回答，教师补充：They're Mo Yan's works, his novels.

板书呈现生词 works, novel。

4) What are the names of the books in English?

板书并呈现生词 sorghum, frog。

在以上读前活动中，教师通过提问学生让学生预测阅读内容。教师在提问学生时，有时则需要自问自答，以便能呈现出文章中的大部分生词和短语。要特别注意呈现一些能帮助学生顺利阅读的关键词，为以下的阅读活动铺平道路。

注意：对于生词的学习，教师不要花费过多的时间去讲解、领读。要让学生通过读前活动初步了解生词。再让学生在随后的阅读活动中进一步理解、掌握这些生词。

2. 为学生设置限时阅读。让学生快速阅读文章，了解文章的大体内容，获取主旨大意，先不要求学生记住具体的细节信息。文章中有些句子较长，要培养学生按句子意群“扫读”的阅读技巧，提高学生的阅读速度。
3. 让学生快速通读全文，“寻读”其中一些重要的细节信息。培养学生在阅读中能随时思考有关 who, what, when, where, why, how 等问题的习惯。

4. 让学生带着文章下面的问题仔细阅读全文，掌握文章中的细节。
5. 让学生回答文章下面的问题，检查学生对文章的理解情况。
6. 询问学生对整篇文章的理解是否还有问题，板书文章中出现的其他生词和词组，如 literature, drop out of school, try every means to do, at hand, publish, director, besides 等。要关注学生对生词的理解与记忆。教师可根据学生的需要，解决文章中一些语言结构问题，特别要重视文章中 when 引导的时间状语从句。
7. 让学生仔细阅读全文，填写 3c 活动中的表格。如果时间充足，可让学生使用表格中的信息叙说莫言的生平故事。

语法内容介绍和教学建议

Grammar Focus 部分用表格的形式归纳了本单元的目标语言。语法知识要点包括：

- be born 的用法：

A: When was he born?

B: He was born in 1978.

A: When was she born?

B: She was born in 1982.

A: When were you born?

B: I was born in 1997.

- How long 开头的特殊疑问句：

A: How long did David Blaine stand in a box of ice?

B: He stood in it for 2 days, 15 hours and 42 minutes.

- When 开头的特殊疑问句：

A: When did he start standing on the tower?

B: He started standing on it on May 22nd.

- When 引导的时间状语从句：

A: How old was Mo Yan when he left school and started to work?

B: He was 12 years old.

本单元初次出现被动语态语法项目，教师不必对被动语态作过多的讲解，只要略作说明或者仅仅讲明 be born 的用法即可，要强调一下 be 的人称变化。对于 3b 阅读中出现的被动语态句子，也应该作类似简单处理。学生对 How long 开头的特殊疑问句应该能够掌握，不过要提示学生注意回答问题的灵活性，可以直接使用 for 回答出一段时间，也可以使用 started ..., stopped ... 句式间接进行回答。When 开头的特殊疑问句以前多次出现过，这里之所以作为语法要点聚焦列出，是因为要让

学生对比学习 when 引导的时间状语从句。

语法部分具体教学建议如下：

1. 让学生两人一组朗读 Grammar Focus 表格中的问题与回答。
2. 让学生按 Grammar Focus 表格中的四个语法知识要点，通过小组活动整理出本单元含有这些语法要点的句子，分类呈现在黑板上或投影到屏幕上。
3. 让学生分组朗读这些句子，进一步认识这些句子的语法结构。

活动 4a

活动 4a 是针对单元目标语言设计的语法练习。让学生通过这些练习掌握本单元 Grammar Focus 中的语法要点，同时回顾 Section A, 1a-1c 部分的内容，进一步巩固所学过的目标语言知识。

1. 给学生足够的时间，让学生独立完成该项写的活动。
2. 让学生相互检查写的结果，讨论正确的答案。
3. 活动中教师巡视指导学生。
4. 教师呈现答案，点评学生的表现。

活动 4b

活动 4b 是针对“when 时间状语从句”设计的语法练习。将语法练习融入到短文之中，为语言知识使用提供了真实的语境，使得语法练习不再是枯燥的操练。

1. 引导学生阅读右上角的表格，熟悉表格中提供的信息。表格中出现了人名 Shirley Temple, Mozart 和 Ronaldo，教师板书这些词并写出其汉语译名，示范一下这些人名的读音即可，不必花费过多的时间去学习记忆人名，留给学生在课下对照词汇表学习。教师可在板书这些人名时简单介绍一下他们的生平事迹，帮助学生更好地掌握表格中提供的信息，并将生词 perform, opera 呈现在黑板上。
2. 让学生按照 4b 的要求填空。先快速阅读短文，了解短文大体含义；再次阅读短文，根据表中提供的信息填写 when 时间状语从句。教师巡视指导。
3. 让学生展示自己所填的内容，可以让学生写在黑板上，供大家共同点评。
4. 让学生大声朗读短文。

活动 4c

活动 4c 是针对“when 时间状语从句”设计的口语练习。

1. 右边方框为学生开展口语活动提供了范例。对话范例的语言背景真实，突出了“when 时间状语从句”。让学生认真阅读对话内容，了解句子的结构和含义。
2. 让学生分角色朗读对话范例。

3. 让学生利用左下角方框中所提供的短语, 替换对话范例中的某些词语, 开展模仿性对话活动。
4. 教师可补充一些短语, 如 learned to cook, started washing clothes, took a trip 等, 丰富学生的会话内容。
5. 鼓励学生在全班展示自己的会话活动。

SECTION B 内容介绍

Section B 进一步拓展了 People we admire 这一话题, 话题思维更为开阔, 语言运用更为丰富。

本部分通过听、说、读、写活动拓展话题, 巩固相关的语言知识。引导学生学会做人, 励志图强, 追求卓越, 自强不息。

1a-1e 通过听说活动拓展话题内容, 巩固目标语言的运用。1a-1b 提供了一些经常用来描述人的形容词, 引导学生使用这些形容词拓展会话内容; 1c-1e 部分是听说训练的拓展, 1c、1d 的活动内容是谈论自己所仰慕的人, 其谈话内容和表达方式都比以前更为丰富、复杂; 1e 是听后的语言输出, 要求学生根据 1c 中所听到的对话内容, 提出问题并进行回答, 进行真实的会话。

2a-2e 是一个阅读版块, 语篇是关于音乐家肖邦 (Chopin) 的内容。2a 是读前活动, 阅读前从引导学生谈论自己所熟悉的知名钢琴家入手, 激活学生的背景知识。2b-2c 是阅读理解的活动。2b 活动要求先快速阅读全文, 然后给文章的段落排序。2c 是阅读和读后理解检测活动, 旨在让学生通过细读文章掌握有关肖邦生平的具体信息。

2d-2e 是读后活动。2d 是读后写作, 2e 是读后口语表达, 都是读后的语言输出。教师可以鼓励学生运用所学的语言知识和所掌握的信息进行自由表达。

3a-3b 是本单元的写作板块。通过活动训练学生如何运用单元的目标语言, 训练学生如何写一个人, 描述其生平事迹。3a 是阅读写作, 首先通过阅读了解关于约翰·列侬 (John Winston Lennon) 的信息, 然后要求学生将这些信息组织成文章。3b 是命题写作, 训练学生列出提纲写作, 一步步把要写的人物写好。

SECTION B 教学建议

活动 1a-1b

1. 让学生观察 1a 中的四幅图片, 必要时可利用课件投影显示图片。教师就图片提问学生:

Who's this / that?

多数学生可能不完全认识图片下面的人名，教师应该和学生一起回答：

He's Arthur. 板书生词 Arthur。

教师以同样方法提问，指认图片中的其他人物，板书另外三个人名 Tony, Sarah, Vivian。四个人名中 Arthur、Vivian 是首次出现的人名，教师一边板书一边示范其读音，让学生模仿。

2. 让学生再次仔细观察图片，教师就第一幅图片进一步提问：

Is Arthur a kind man?

教师还需要示范回答：

He's very kind. He is a loving grandfather. He spends all his free time with his grandson.

板书 kind, a loving grandfather, grandson。

教师以类似的方式提问图片中的其他人物，学生可能一时难以回答。教师因势利导，让学生认读 1a 中的 8 个单词。要求学生从中分别选出两个词，用来描述图片中的一个人。

3. 在描述人的 8 个单词中，loving 是生词，kind 虽然以前出现过，但在本单元另有新义；其他单词在教材中的复现率也都比较低。需要让学生进一步加深理解这 8 个词，以便能顺利开展下面的教学活动。
4. 组织学生开展小组活动，让学生仿照 1b 方框中的表述方式，依次分别描述 1a 中的各个人物。

活动 1c-1d

1. 播放录音，让学生大体了解录音的内容。
2. 提示学生注意 1a 列表中的词汇。再次播放录音，让学生圈出所听到的单词。培养学生通过听来获取具体信息的意识和能力。
3. 让学生明确 1d 活动的任务要求，快速阅读 1d 中的 8 个句子，了解句子内容。
4. 再次播放录音，让学生一边听一边完成 1d 任务，培养学生获取、记录信息的能力。
5. 让学生在小组或同伴之间展示交流答案。

活动 1e

1e 是听后的语言输出活动，要求学生根据 1c 中所听到的内容开展自由会话活动。

1. 让学生阅读方框中的对话范例。
2. 选两个学生朗读对话范例，鼓励学生说出更多在 1c 活动中所听到的内容。
3. 让学生模仿示例展开口语会话活动。

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活动 2a-2c

2a-2c是本单元的另一个阅读板块。

1. 让学生了解一些文章的背景知识。教师可以布置学生在课前从网上搜寻有关中外知名钢琴家的信息。
2. 读前头脑风暴活动。教师利用课件或挂图,展示一些中外知名钢琴家的图片,如郎朗、李云迪、孔祥东、刘诗昆、肖邦等人的图片。教师可以提问学生:
 - Who're they?
 - Who's this?
 - And who's that?
 - What are they?
 - They're famous pianists, aren't they?
 - Who can say something about them?

师生问答交流时,教师可以鼓励学生说一些自己搜寻到的信息。如:

Lang Lang is a great Chinese pianist. He was born in 1982 in Shenyang.

Chopin was born in 1810 in Poland. He was a famous pianist and music writer.

3. 让学生快速“扫读”1b全文,提示学生要先大体了解文章主旨大意,要关注文章中叙事的时间顺序。读完后填写段落顺序标号。
4. 再次仔细阅读全文,提示学生注意文章中带有年份时间的句子,注意文章中含有when引导的时间状语从句的句子。引导学生了解作者按时间顺序行文叙事的写作方法,培养学生阅读时按时间顺序阅读、搜集信息的技巧。
5. 让学生明确2c活动的任务要求,阅读后填表。学生一边阅读文章,一边根据文章内容填写2c中的表格。
6. 让学生在自已的小组内展示自己所填的内容,互相检查并讨论、补充。
7. 教师可选取个别学生所填的表格,向全班投影展示。
8. 让学生再次阅读全文,针对文章的语言结构和对词汇的理解提出自己的问题。教师梳理、解释文章中呈现的生词,如lover, waltz, poet, listener等,并解答学生提出的问题。

活动 2d

2d是阅读后的写作活动,是读后的信息输出。

1. 提醒学生注意方框中的问题,教师提问问题,让学生一一回答。
2. 让学生写一篇关于肖邦生平事迹的短文,提示学生以方框中的问题为写作提纲。培养学生抓住文章中的关键信息改写、缩写文章的能力。教师巡视学生的写作活动,在学生需要的时候提供必要的帮助。
3. 学生写完之后在小组内交流所写的短文,互相修改。

4. 教师选取学生的短文在全班投影展示、点评。

活动 2e

2e是针对本单元目标语言设计的口语表达训练版块。

1. 教师可以准备一些学生熟知的体育、文艺明星图片，或者找一些重要人物的图片，分发至各个学习小组，有条件时最好将图片投影到黑板上。教师也可以在课前让学生准备一张自己喜欢的明星的图片。
2. 提示学生注意 2e 方框中的问句，让学生使用这些问句和图片，两两之间开展问答对话活动。对话不局限于方框中的问题，鼓励学生扩展补充对话内容。
3. 进一步让学生以这些问题为提纲，口头描述自己所喜欢的明星或重要人物，介绍其生平事迹。教师巡视、指导学生的小组活动。
4. 选几个学生向全班展示其对话。

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活动 3a

3a是一个阅读写作活动。

1. 先让学生阅读 3a 中关于著名流行音乐家约翰·列侬（John Lennon）的信息。教师板书其中的几个生词和词组：the music chart, break up, enter。
2. 利用提供的信息，教师就列侬的图片提问，以下问题可供参考：
 - Who's this man?
 - When was he born?
 - Where was he born?
 - Who did he live with when he was a child?
 - What did he do when he was 12 years old?

教师还要设计更多的问题，让学生在回答问题时，尽量能用上关于列侬的信息。教师利用课件将所有问题呈现出来，或者将问题的关键词写在黑板上。活动中如果遇到生词，要让学生在阅读中感知词义，教师也可以进行一些简单解释，但不必花费大量时间去学单词，尤其是那些有关乐队和音乐作品的词汇。

3. 让学生依据列侬的生平信息，以呈现出的问题为提纲，参照同学们回答问题的内容，写一篇介绍列侬生平的短文。教师巡视指导学生的写作，提醒学生注意按时间顺序写人、叙事。
4. 让学生在小组中交流、展示自己的写作。
5. 教师选取有代表性的短文展示、点评。

活动3b

3b是一个命题写作活动。

1. 让学生阅读3b方框中的提纲，了解提纲所提示的写作内容。
2. 指导学生先按提纲写一个人物，然后连句成文，要注意句子之间的衔接过渡。
3. 学生写作，教师巡回指导。

也可以将该活动留作学生的家庭作业，学生写完后由教师批阅、点评。

SELF CHECK 内容介绍和教学建议

本部分是单元巩固练习和检测部分。学生通过做练习复习本单元的目标语言：

- When was he born?
- When did he do ... ?
- How long did he / she / do ... ?
- How old was he when he ... ?

让学生通过做练习掌握一些谈论名人时常用的句式，能够熟练地口述或写出自己所敬仰的人物。练习活动以体育人物为话题，通过按提供的信息回答问题、搭配连句和书面回答等形式来完成。

活动1

1. 让学生先明确活动的要求，读懂表格中提供的信息。
2. 让学生两人一组，依据活动1中的问题做问答练习。
3. 让学生分别写出4个问题的答案。
4. 学生两人之间互相核对并修正答案。

活动2-3

1. 让学生独立完成这项活动。
2. 先让学生阅读左右两栏中的不完整句子，然后猜测完整句子的意义。
3. 让学生从右栏选择相应的内容，填写到左栏的横线上。
4. 学生默读搭配组成的句子，检查句子的结构是否完整，句意是否通顺。
5. 让学生根据本单元的内容和自己掌握的信息回答连句后形成的问句，将答案写在活动3中的相应位置。
6. 让学生两人一组核对答案，检查书写是否规范。

四、课文注释

1. When was she born? 她什么时候出生的?

born 是动词 bear (生) 的过去分词。

be born 意思是“出生”。如:

When were you born? 你是哪年出生的?

I was born in 1996 in Hangzhou. 我 1996 年生于杭州。

2. I guess he was about 20 years old when he started. 我猜他开始的时候大约是 20 岁。

动词 guess 后面经常会跟一个 that 引导的宾语从句, that 经常省略。

这句话中, guess 的宾语从句 he was about 20 years old when he started. 又是一个复合句, 含有自己的时间状语从句 when he started. 由 when 引导的时间状语从句在本单元中屡屡出现。如:

When she was eight, she was already a talented violinist.

I saw her play when I was eight.

She traveled around the United States when she was 14.

She started ice-skating when she was four, and she won a skating competition when she was 10.

How old was he when he started doing this?

3. He sometimes got in trouble for painting the buildings at school! 他上学期间, 有时候还会因为在建筑物上面画画而惹出麻烦呢!

get in trouble 和 get into trouble 的意思相近, 都是“遇到麻烦; 出事”的意思。

介词 for 在这里表原因, 是“因为; 由于”的意思。又如:

Thank you for your help. 谢谢你的帮助。

4. When he was 12, he dropped out of school and started to work, first in his village and later in a factory. 十二岁时, 他辍学并开始工作, 先是在他村里干活, 后来又在工厂里干活。

drop out of school 意思是“辍学”, school 在这里是不可数名词, 意思是“学业; 在校学习”, school 前不带冠词。类似的短语还有 go to school, after school, at school, in school 等。如:

School begins at eight o'clock. 八点钟开始上课。

There will be no school tomorrow. 明天不上课。

He is at school in Shanghai. 他在上海上学。

She left school last year. 她去年退学了。

She is in school again. 她又复学了。

5. He became famous in 1987 when his novel *Red Sorghum* was made into a film by the famous director Zhang Yimou. 1987年，当他的小说《红高粱》被著名导演张艺谋拍成电影时，他一举成名。

become famous 意思是“成名”；句子 his novel ... was made into a film by ... Zhang Yimou. 中，was made 是被动语态。上文中还有一个使用被动语态的句子：

His first short story was published in 1981. 他的第一部短篇小说出版于1981年。

6. They called him the poet of the piano ... 他们称他为钢琴诗人……

动词 called 后面跟的是复合宾语，him 是宾语，the poet of the piano 是宾语补足语。常见的带复合宾语的动词还有 make, find, keep 等。

They made Zhang Yimou the director of the film. 他们让张艺谋当这部影片的导演。

I found him a very good football player. 我发现他是一个非常好的足球运动员。

We must keep it a secret. 我们必须保密。

五、文化注释

1. 体育明星

Kobe Bryant (科比·布莱恩特)

科比是美国职业篮球运动员，效力于NBA洛杉矶湖人队，他被认为是NBA最全面的球员之一。科比曾被评为2000~2009年间NBA 10年最佳球员。

李娜 (Li Na)

李娜是著名的中国网球运动员，亚洲第一位大满贯单打冠军得主。6岁开始练习网球，1999年转为职业选手。2014年9月19日李娜正式宣布退役。

叶诗文 (Ye Shiwen)

叶诗文是国家游泳队队员。她14岁首次参加亚运会就夺得女子200米、400米个人混合泳冠军；2012年伦敦奥运会女子400米混合泳决赛中，以4分28秒43的成绩夺得冠军并打破世界纪录；在女子200米混合泳比赛中，两次打破奥运会纪录，创造了中国游泳个人单届获得两项奥运冠军的历史。

Lionel Messi (里奥内尔·梅西)

梅西是阿根廷著名足球运动员，深受世界各地球迷的热爱。2008年北京奥运会上，梅西随阿根廷国奥队夺取了金牌。2009年底，他当选了欧洲足球先生和世界足球先生。2011年，梅西荣膺首届国际足联金球奖。2013年，他第三次获得欧洲金靴奖。2014年巴西世界杯足球赛，梅西获得世界杯金球奖。

2. 奇幻人物

David Blaine(大卫·布莱恩)

大卫·布莱恩出生于1973年，是美国年轻的魔术师。起初，大卫以街头魔术赢得喝彩。他走到街头直接与观众互动，扑克牌、读心术，每个魔术都出神入化，非常令人惊讶。但他不甘于仅是一名街头魔术师，他经常向人类的极限挑战，做出一些惊世骇俗的事。

3. 音乐名人

John Lennon(约翰·列侬)

约翰·列侬生于1940年，是英国摇滚歌手、作曲家、和平主义者，“披头士”（甲壳虫，Beatles）乐队的灵魂人物。他是流行音乐史上的巨星，成为一个时代的象征。他在20世纪六七十年代风靡世界，深刻影响了现代流行音乐的发展，至今仍拥有无数的歌迷。他狂放不羁、特立独行。1980年，列侬遇刺身亡。

Fryderyk Chopin(弗里德里克·肖邦)

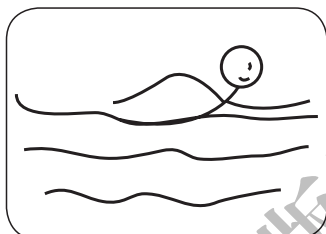
肖邦是历史上最具影响力和最受欢迎的钢琴作曲家之一，是波兰音乐史上最重要的人物之一，也是欧洲19世纪浪漫主义音乐的代表人物。肖邦一生的创作大多是钢琴曲，他被誉为“浪漫主义钢琴诗人”。

The Beatles 甲壳虫乐队

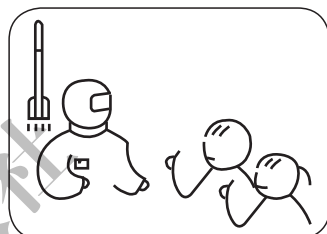
The Beatles是英国著名的摇滚乐队，成立于1960年。乐队在流行音乐上取得了巨大成功。乐队最著名的成员是John Lennon，The Beatles在20世纪60年代掀起了一阵“披头士”狂热，成为20世纪60年代的文化标志之一。

六、教学简笔画

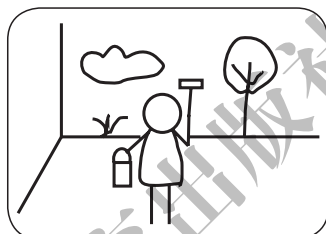
1. swimmer



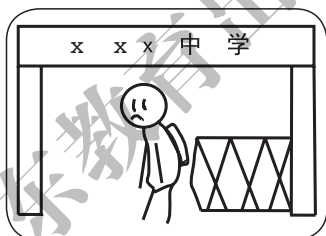
2. admire



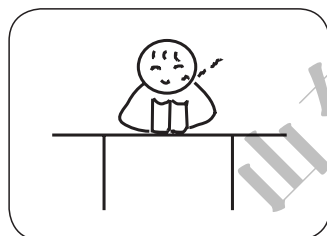
3. paint the wall



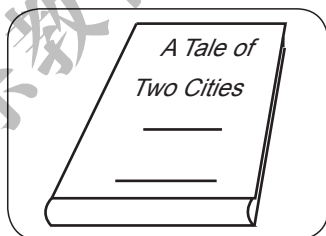
4. drop out of school



5. enjoy reading



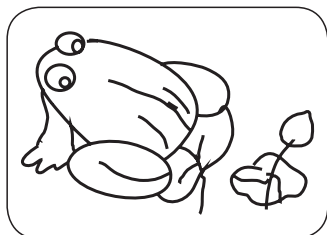
6. novel



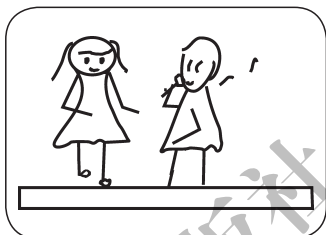
7. sorghum



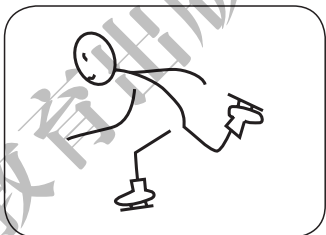
8. frog



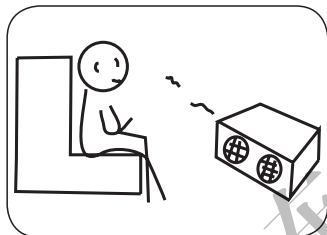
9. perform



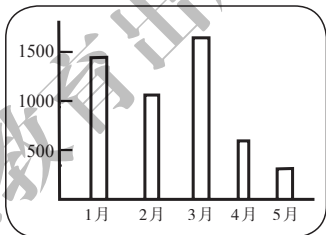
10. ice-skating



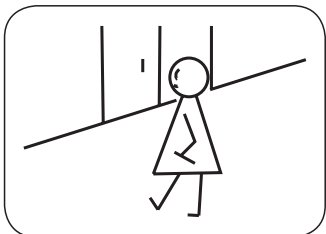
11. listener



12. chart



13. enter



Unit 1 When was he born?

SECTION A

1a

Purpose	To introduce Ss to the unit goals: talk about famous people they admire. To set the scene, increase Ss' vocabulary and introduce the target language.								
Picture	The picture shows two students watching pictures in an exhibition. One male student points to the pictures on the wall, and asks a female student some questions.								
Culture Focus	Famous People It is common that students admire stars. Sometimes a star could affect their lives. They admire famous people because they are talented, hard-working and successful.								
Optional Approach	Class poll After Ss have done activity 1a, the T may want to conduct a poll to find out who Ss admire. <table border="1"> <tr> <td>Great football player</td><td>Messi</td></tr> <tr> <td>Great swimmer</td><td>Ye Shiwen</td></tr> <tr> <td>Great tennis player</td><td>Li Na</td></tr> <tr> <td>Great basketball player</td><td>Kobe</td></tr> </table>	Great football player	Messi	Great swimmer	Ye Shiwen	Great tennis player	Li Na	Great basketball player	Kobe
Great football player	Messi								
Great swimmer	Ye Shiwen								
Great tennis player	Li Na								
Great basketball player	Kobe								
Answers	Answers will vary.								

1b

Purpose	To help Ss recognize the target language in natural speech.
Optional Approach	Listen and take notes Before Ss look at the instructions for activity 1b, the T may want to have Ss listen and take notes about the famous sports stars. After listening, the T can have Ss open their textbooks, look at the pictures and write down the notes about these sports stars. The T can ask Ss to guess the meaning of the new word "swimmer". It may be necessary for T to play the recording once again.
Answers	in 1978; in 1982; in 1996; in 1987

1c

Purpose	To help Ss use the target language in natural speech.
Teaching Tip	Let's start talking. Ss can work with a partner to make two or three simple conversations. If Ss need help, the T may have Ss listen again to the recording.
Optional Approach	Pair work Ss work in pairs to practice the conversation. Encourage Ss to make longer conversations and talk about their favorite sports stars, using words or phrases provided; e. g., table tennis player, ping-pong player, runner, jumper, hurdler.

2a

Purpose	To give Ss listening practice with the target language.
Culture Focus	Persons of unusual ability Students are usually interested in fantastic stories and admire persons of unusual ability. There are many persons of unusual ability in the world and David Blaine is one of them. He is an American magician. He has performed all over the world and has set several world records.
Teaching Tip	Make it easy It is not easy to understand the story by listening to the recording in activity 2a. Before class, the T could remind Ss that they had better surf the internet and get some information about David Blaine.
Optional Approach	<p>Step by step</p> <p>1. The T may have Ss look at the pictures in 2a, and ask Ss:</p> <ul style="list-style-type: none"> • Who is that? • What is he doing? • Where is he standing? • How long do you think he is standing there? <p>Write down the key words on the board when Ss answer the questions.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>David Blaine, a box of ice, tower</p> <p>How long? stay</p> </div> <p>2. Try to have Ss understand the new words.</p> <p>3. Have Ss close their textbooks and listen to the recording carefully.</p>

2b

Purpose	To give Ss listening practice for specific items in the conversation.																		
Optional Approach	<p>Pay more attention</p> <p>1. The T may want to have Ss close their textbooks before listening to the recording.</p> <p>2. Have Ss listen to the recording. While listening, Ss can take some brief notes.</p> <p>3. Have Ss listen again. After listening, write down the information and fill in the blanks in the chart in 2a.</p>																		
Answers	<table border="1"> <thead> <tr> <th>Who</th><th>Activities</th><th>How long</th><th>Started</th><th>Stopped</th></tr> </thead> <tbody> <tr> <td>David Blaine</td><td>Standing in a box of ice</td><td>2 days, 15 hours and 42 minutes</td><td>Nov. 27th, 2000</td><td>Nov. 29th</td></tr> <tr> <td>David Blaine</td><td>Standing on a high tower</td><td>One day and eleven hours</td><td>May 22nd, 2002</td><td>May 3rd</td></tr> </tbody> </table>				Who	Activities	How long	Started	Stopped	David Blaine	Standing in a box of ice	2 days, 15 hours and 42 minutes	Nov. 27th, 2000	Nov. 29th	David Blaine	Standing on a high tower	One day and eleven hours	May 22nd, 2002	May 3rd
Who	Activities	How long	Started	Stopped															
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2c

Purpose	To provide opportunity to use the target language.			
Optional Approach	<p>Have similar conversations After having Ss fill in the chart in 2a, the T can have Ss practice the conversation with their partners. Get Ss to have similar conversations and use more information about David Blaine.</p>			
Answers	<p>A: How long did David Blaine stand in a box of ice? B: He stood in a box of ice for <u>2</u> days, <u>15</u> hours and <u>42</u> minutes.</p> <p>A: When did he start standing in the box? B: He started on <u>Nov. 27th, 2000</u>.</p> <p>A: When did he stop? B: He stopped on <u>Nov. 29th</u>.</p>			

2d

Purpose	To give Ss opportunity to use the target language in a controlled manner.			
Culture Focus	<p>3D Paintings 3D street art paintings appeared in the 16th century. In the 21st century, 3D street art has become popular and 3D street artists have become famous. We are not familiar with 3D paintings because there are few 3D works in our daily life.</p>			

Teaching Tip	Preparation before class The T may want Ss to preview the conversation before class. If Ss are familiar with the words and expressions, they can make conversations freely.
Optional Approach	<p>Showing pictures Before Ss practice the conversation in activity 2d, it is necessary for T to show some 3D pictures in class. That may make Ss more interested in 2d.</p> <p>1. The T may have Ss look at the picture in 2d and answer the questions on the board:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>1. Is this picture flat?</p> <p>2. Who is he?</p> <p>3. What is he doing in the picture?</p> <p>4. Do you admire him?</p> </div> <p>2. Have Ss practice the conversation in pairs.</p>

3a

Purpose	To prompt Ss to think about Nobel Prize and famous writers.
Optional Approach	Group work The T may want to have Ss work in groups and have the groups share their information with the class.

3b

Purpose	Provide Ss with reading practice using the target language.
Culture Focus	Nobel Prize The Nobel Prize was established according to the will of the Swedish inventor Alfred Nobel in 1895. It is available in the fields of literature, medicine, physics, chemistry, peace, and economics.

Teaching Tip	<p>Begin with questions and answers The T may want to have Ss begin the activity 3b with questions and answers. Have Ss look at the pictures in 3b and ask Ss these questions:</p> <ol style="list-style-type: none"> 1. Who is this man? 2. What is he? 3. Do you know these two books? 4. What are the names of the books? 5. Do you know anything about the Nobel Prize? <p>The T may want to teach the vocabulary items needed to read the article in 3b. Write down these words and phrases on the board as Ss answer the questions:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Mo Yan — pen name Guan Moye — real name writer, works, novel, <i>Red Sorghum</i>, <i>Frog</i>, Nobel Prize</p> </div> <p>Have Ss read the article by themselves and try to understand the main idea of the article.</p>
Answers	<ol style="list-style-type: none"> 1. He said he never expected to win the prize, as there were so many good writers over the world. 2. He read a Chinese dictionary. 3. In 1987. (In 1987 when his novel <i>Red Sorghum</i> was made into a film by the famous director Zhang Yimou.) 4. He also won the 18th Mao Dun Literature Prize in 2011.

3c

Purpose	<p>To give Ss practice in reading for specific information. To give Ss opportunity to check reading comprehension.</p>
Optional Approach	<p>Do Remember the time Time is a very important element for telling a story. The story about Mo Yan in the passage has a natural sequence. It is very important to get Ss to remember the time when the events happened. The T may want to have Ss read the passage carefully once again and write notes about the sequence of events. Ss can use their notes to complete the activity without referring to the passage. Get Ss to share their answers with their partners before they check their answers according to the passage. And ask Ss to retell the story in chronological order.</p>

Answers	When	What he did
	1955	was born in Gaomi, Shandong
	1967	dropped out of school
	1976	joined the army
	1981	his first short story was published
	2012	won the Nobel Prize in Literature

GRAMMAR FOCUS

4a	Answers <ol style="list-style-type: none"> 1. When was Ye Shiwen born? 2. When was Kobe born? 3. When did Messi start playing football? 4. When did Li Na start her life as a tennis player?
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4b	Answers <p>when she was 3 years old; when he was 4 years old; when he was 10 years old; when he was 17 years old</p>
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4c	<p>Purpose To give Ss practice in using target language in simple conversations.</p> <p>Optional Approach <i>Talk about their experiences</i> The T may want to prompt Ss to say something that happened in the past. In groups of four, get Ss to interview each other and elicit answers. The T may wish to give them some guidelines. Write the following questions and phrases on the board:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>learned to ride a bike?</p> <p>started learning English</p> <p>first went to a movie</p> <p>How old were you when you first had a birthday party</p> <p>(learned to cook)</p> <p>(started washing clothes)</p> <p>(took a trip)</p> </div> <p>Ss are supposed to answer these questions themselves first. Once they have their own answers, they should take turns to interview the others in the group. The T can then invite a few groups to role-play their conversations.</p>
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■ Optional Activity : Who is the youngest in our class?

Purpose	To encourage Ss to use the target language in speech.
Materials	Sheets of paper for Ss.
Required	

Procedure

1. Divide the class into six groups and distribute the sheets of paper to Ss.
2. Tell Ss that they are going to interview other Ss to find out when they were born.
3. To give Ss language support, write the following on the board:

A: When were you born?

B: I was born ... What about you?

A: I was born ...

4. Ask Ss to copy the chart to their sheets of paper.

	Name	Birthday
1		
2		
3		
4		
5		
6		

5. Model the questions and answers.
6. Have Ss start the interview and find out the youngest one in each group according to their interview.
8. Ask the youngest S of each group to introduce himself/herself to the class.
9. Find out the youngest S of the class and give him/her a clap.

SECTION B

1a

Purpose	To prepare Ss to use the target language in a different context. To enrich Ss' vocabulary.
Picture	The four pictures show different scenes depicting people. The boxed pictures from left to right show: 1. Arthur, a loving grandfather and his grandson. He's kind. 2. Tony, a talented pianist. He may be creative. 3. Sarah, a famous tennis player. She is hard-working. 4. Vivian, a famous painter. She may be friendly and shy.
Teaching Tip	<i>Make a guess!</i> It is possible that Ss don't know who the people are in the pictures. It doesn't matter. Make a guess at it! The T may want to have Ss look at the pictures carefully and select adjectives in the box for the people. Have Ss write down the words below the pictures.
Answers	Answers will vary.

1b

Purpose	To give Ss speaking practice using the new words.
Optional Approach	<i>Imagine you know them!</i> The T may divide the class into groups and assign one picture to each group. Ask Ss to imagine that they know the people in the pictures and describe them in their group. The T can encourage Ss to say some more information about the people, using the target language. For example: Arthur was born in 1953 in Hong Kong. Tony learned to play the piano when he was five years old.

1c

Purpose	To give Ss practice in listening for specific information.
Teaching Tip	<i>Try to concentrate.</i> As there is so much information in 1c, the T may ask Ss to concentrate on the conversation they are about to hear. The T may play the recording twice. For the first time, the T can ask students to pay more attention to the main idea of the conversation. Then have Ss listen again and circle the words in 1a. Get Ss to check their answers in pairs.
Answers	famous, talented, kind, loving

1d	Purpose	To give Ss further practice in listening for specific information.
	Optional Approach	<i>Pair work</i> Before playing the recording again, the T can have Ss work in pairs to discuss what they heard in activity 1c. Have Ss listen to the recording again and write M or L before each sentence.
	Answers	1. M 2. M 3. L 4. M 5. L 6. L 7. L 8. M

1e	Purpose	To provide Ss with speaking practice using the target language.
	Optional Approach	<i>The more, the better.</i> The T can encourage Ss to use more information about Midori if they like to make the conversations more meaningful and interesting.

2a	Purpose	To prepare Ss for the subsequent reading activity in 2b.
	Culture Focus	<i>Chopin</i> Fryderyk Chopin (1810–1849) was a Polish composer and pianist. He gained renown as one of the leading musicians of his era.

2b	Purpose	To provide skimming practice with the target language.
	Teaching Tip	<i>Focus on the beginning sentence.</i> Before Ss start on this activity, tell them to focus on the beginning of each paragraph when they skim the article. Ask Ss to pay more attention to the time words and when-clauses.
	Answers	Order: 3, 1, 2

2c	Purpose	To provide Ss with practice in reading for details.
	Teaching Tip	<i>Scanning</i> The T may want to provide Ss with scanning and writing practice in activity 2c. Tell Ss to read the chart first, then scan the passage and sum up the key information about Chopin. Tell Ss that they need not read every sentence carefully. They should look for clues and just write down the correct sentences. Get them to try this. After completing the chart, the T can ask Ss to retell the story.

Answers	When	What he did
	In 1810	he was born in a small village in Poland
	When he was seven months old	his family moved to Warsaw
	When he was six years old	he started to take piano lessons
	A year later	he began to give concerts
	In 1825	he became the best pianist in Warsaw
	When he was 25 years old	he became seriously ill
	In 1849	he died

2d

Purpose	To give Ss practice in doing a summary based on a mind map.
Optional Approach	<i>Putting all the answers together</i> Have Ss work in pairs, using the questions in the textbook. Ask Ss to come up with sentences that summarize Chopin's life in the passage. These sentences should be the answers to the questions posed. Tell Ss that they will have to ask and answer the questions in the box. Then tell Ss to put all the answers/sentences together. These sentences will make up a story about Chopin's life.
Answers	<p>Sample writing:</p> <p>Chopin was a famous pianist. He was born On March 1, 1810 in a small village in Poland. He started playing the piano when he was six years old, and he also started writing music at that time. He played the piano and wrote music for 33 years. He was famous because he was "the poet of piano" and his music could touch the hearts of his listeners. He became seriously ill when he was only 25 and died in 1849.</p>

2e

Purpose	To encourage Ss to talk about famous people using the target language.
Optional Approach	<i>Whose conversation is the best?</i> The T may want to have Ss make conversations in groups. Divide the class into groups of four or five, and encourage Ss to talk about famous people freely, using the structures in the box. Then ask each S to write out his/her conversation first. Have Ss share their conversations in groups. Each group will then vote for the best conversation. Show the most creative ones in class.

3a

Purpose	To provide writing practice with the target language in a controlled way.
Optional Approach	<p><i>Let's read and write together!</i> The T may want to get Ss to do this as a class activity. Have Ss read the information about John Lennon first, then the T can write these questions on the board:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Who's this man in the picture? When was he born? Where was he born? Who did he live with when he was a child? What did he do when he was 12 years old?</p> </div> <p>In groups of four or five, get Ss to talk about Lennon by asking and answering these questions. After that, the T can ask Ss to discuss how to write a passage about Lennon, using the information given. Get groups to share their passages with the rest of the class.</p>
Answers	<p>Answers will vary. Sample writing:</p> <p>John Lennon was born in 1941 in Liverpool in the UK. When he was a child, he lived with his aunt and uncle.</p> <p>He began to play music when he was twelve years old. He started his first music group Quarrymen in his teenage years. In 1960, The Quarrymen became The Beatles, one of the most famous groups in music history. This group included his friend, Paul McCartney. In October, 1962, the group's first song, "Love Me Do", got to number 17 on the music charts in the UK. In 1970, The Beatles broke up.</p> <p>In 1975, the famous song, "Imagine", by John Lennon got to number 6 on the UK music charts.</p> <p>He died on December 18, 1980 in New York. Not long after his death, his song "Imagine" entered the UK charts and got to number 1.</p>

3b

Purpose	To provide Ss with the opportunity to use the target language in writing.
Optional Approach	<i>Choosing the best</i> The T may wish to allow Ss to work on this writing activity at home. Tell Ss they should be ready to share their writings in class. When Ss come to class, the T may divide the Ss into groups. In groups, Ss will take turns to read out their writings, and select the best one.

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.
Teaching Tip	<i>Work in pairs</i> The T may wish to get Ss to do part 1 in pairs. First get Ss to use the information in the chart and make conversations about the four people. Then get Ss to write down the answers.
Answers	<p>1.</p> <p>1. She skated for 30 years.</p> <p>2. He started playing football in 1998.</p> <p>3. Tony Yu was 38 years old when he stopped playing baseball.</p> <p>4. She played ping-pong for 21 years.</p> <p>2. 1.b 2.e 3.d 4.c 5.a</p> <p>3. Answers will vary.</p>

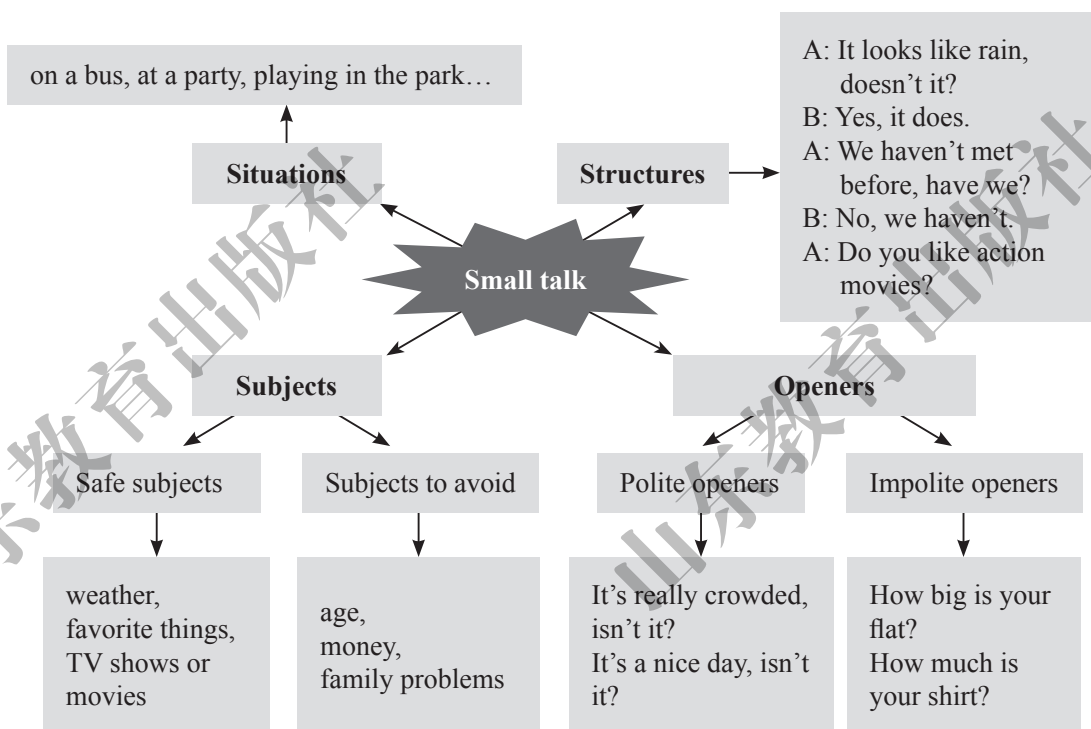
Unit 2 It's a nice day, isn't it?

一、教学目标与要求

话 题 Topic	闲聊 (Small talk)
功 能 Functions	能够在特定的场合用适当的话题开始闲聊，与陌生人交流 (Communicate with strangers) A: It's a nice day, isn't it? B: Yes, it is. A: What do you think of the school? B: It's great.
语 法 Grammar	1 能正确使用含有 be 动词的反意疑问句 A: The school's very big, isn't it? B: Yes, it is. / No, it isn't. A: You weren't at the party, were you? B: Yes, I was. / No, I wasn't. A: You are on the school basketball team, aren't you? B: Yes, I am. 2 能正确使用含有实义动词的反意疑问句 A: The No. 15 bus stops here, doesn't it? B: Yes, it does. A: You don't live here, do you? B: Yes, I do. / No, I don't. A: You just started yesterday, didn't you? B: Yes, that's right. / No, I've been in this school for two years. A: You haven't met your teachers yet, have you? B: Yes, I have. / No, I haven't.
词汇和常用表达 Words & expressions	1 能正确使用下列词汇 (Curriculum words) noon, chemistry, rest, stranger, conversation, corner, community, introduction, dialog, period, form, business, worker, customer, subject, chance, suggest, attend, cost, avoid, secret, polite, everyday, empty, helpful, basic, light, humorous, private, general, by

	<p>2 能正确使用下列常用表达 (Useful expressions)</p> <p>small talk, by noon, deal with, happen to sb, feel unsure of oneself, turn to sb, a long silence, in a corner, wait in line, pass the time, break the ice, give sb a chance</p> <p>3 能认读下列词汇 (Non-curriculum words)</p> <p>unsure, relaxed, shyly, uncomfortable, embarrassed, nervously, polite, cultural, similarity, nicely, greeting, therefore, sample, tip, exhibition</p>
学习策略 Strategies	<p>1 能归纳出含有be动词、实义动词的反意疑问句的变化规则</p> <p>2 能根据段落主题句预测下文内容</p>
文化知识 Culture	了解不同文化背景下对于闲聊的认识以及适当选择闲聊内容

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本单元话题是闲聊 (small talk), 从编排设计上看, 1a-1c 活动是本单元的导入部分, 旨在呈现不同语境中的闲聊对话, 初步感受反意疑问句的用法。1c 活动更进一步要求学生在认识反意疑问句的基础上, 在语境中自编对话, 并结对操练, 尝试运用反意疑问句进行控制性和半控制性的语言表达。2a-2d 活动的重点是听说教学, 通过听、说练习进一步熟悉反意疑问句的用法和功能。2a 活动呈现了成功的闲聊 (successful small talk) 和不成功的闲聊 (unsuccessful small talk) 的判断标准, 加深对闲聊的认识。2b 活动是让学生在文本辅助的前提下听懂对话中的细节。2c 活动是基于听力内容的简单口语输出活动, 进一步巩固反意疑问句的用法。2d 活动呈现了一个真实、全面的对话范例, 以不同形式多次呈现反意疑问句, 让学生在对话表演中熟练运用反意疑问句。3a-3c 活动通过阅读领会策略, 强化主题内容, 加深对语言目标的理解, 为语法学习做好铺垫。

Section A 部分的教学重点是了解 small talk, 并能正确使用反意疑问句及其他句式在特定的场合与陌生人交流。本部分的学习难点是反意疑问句的用法。在教学本单元时, 教师应充分利用话题内容引导学生主动与他人交流, 关心他人, 发展学生的自主学习能力和合作精神。

SECTION A 教学建议

活动 1a-1b

1. 以 Do you sometimes talk with people you don't know? 为引线, 展开“头脑风暴”活动。教师引导学生说出一些常见的地点或语境并板书, 激活学生的思维图式。
2. 让学生观察 1a 中的图片。图片呈现了四个可能遇到陌生人的语境, 教师引导学生猜测图片所呈现的语境, 然后让学生圈出哪种语境最适合自己的陌生人开口交谈。个别语境不易表述, 教师可提示、帮助。
3. 学生按照 1a 的要求, 完成其他适合与陌生人开口交谈的语境列表。
4. 教师点评学生完成的语境列表, 随即转入 1b 的听力活动。教师应提醒学生在听录音的时候注意对话中的关键词, 以此推测对话发生的地点或语境。
5. 教师播放第一遍录音后, 用以下关键词与学生就所听内容进行课堂交流, 获取反馈:

Conversation 1: concert, CD

Conversation 2: line, movie, rain

Conversation 3: train, to school

Conversation 4: seat, nice to meet you

6. 学生听第二遍录音，完成1b的排序活动。
7. 全班核对答案。如果学生仍有困难，教师可播放第三遍录音，让学生跟读。
8. 教师提供听力材料，让学生朗读、表演，注意模仿录音中的语音、语调和语气，最后请几个小组在课堂上展示。

活动1c

1. 让学生根据图片语境编对话。教师可先利用课本提供的示例与一名学生示范小对话。并引导学生关注答句中be动词和实义动词的用法。
2. 学生根据图片语境两两对话。教师应让学生展开想象，丰富对话内容。
3. 请部分学生在课堂上展示。

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活动2a-2c

1. 听2a前，教师先介绍successful small talk和unsuccessful small talk的判断标准，即：谈话人双方是否都曾主动发问，参与到谈话中来。
2. 听示例对话Conversation 1, 并给学生解释，U代表unsuccessful small talk.
3. 听第一遍录音，关注Conversation 2和Conversation 3的谈话者是否主动发问。
4. 听第二遍录音，让学生完成2a的任务。全班核对答案。
5. 让学生先阅读2b的句子，了解Conversation 3的具体内容，并给这些句子排序，完成对话。
6. 教师找几个学生朗读2b的句子，并指出Opening Question是一个反意疑问句。
7. 让学生再听一遍Conversation 3的录音，完成2b的任务。
8. 全班核对答案。
9. 呈现2a和2b的听力材料，听录音并跟读，模仿录音的语音语调。
10. 模拟公共汽车站语境，教师与学生示范小对话。
11. 学生就近结伴，展开问答，完成2c的任务。教师应让学生展开想象，丰富对话内容。
12. 请部分学生在课堂上展示。

活动2d

1. 教师展示校园背景图片，介绍2d的对话背景。学生朗读对话，然后回答以下问题：
 - Are Mike and Peter classmates?

- When did Mike start in this school?
 - All the teachers are very strict, aren't they?
 - Who has a younger sister?
2. 请两位学生示范朗读2d对话，然后让全班学生齐读对话或让男女生分角色朗读对话，并对其语音、语调及句中停顿加以提示和纠正。
 3. 让学生两人一组进行角色表演，最后请几组学生在课堂上展示。

注意：在教学2d时，教师可根据学生英语能力水平，分层次设计角色扮演活动。对于英语能力较强的学生，可让他们用真实的名字替换对话中的人名，结合他们已有的语言知识、生活经历或者想象力，创设校园初次会面的语境，编出内容更加丰富的对话；对于学习能力一般的学生，可让他们根据关键词的提示表演出对话。对于学习有一定困难的学生，要求其能流利朗读2d对话并能正确理解对话内容即可。

活动3a-3c

1. 读前导入。提出问题How do you feel when you take part in a party alone? 让学生开展“头脑风暴”活动，列举能描述独自参加陌生人聚会时的心理活动的形容词，并板书这些词汇。
2. 教师在此基础上可补充3a和3b中出现的生词。教师带领学生朗读所呈现的生词。
3. 教师让学生说出自己参加陌生人聚会时可能用到的开场白。
4. 让学生阅读3a的活动要求，然后阅读语篇，教师指导阅读技巧，学生进行段落排序。全班核对答案。
5. 让学生再次阅读课文，回答3b中的问题。全班核对答案。
6. 让学生分小组讨论课文中理解有困难的词组或句型，如果小组内解决不了，可与周边同学交流。教师巡视指导，师生集体讨论并核对答案。
7. 课文朗读。学生朗读课文，教师纠正语音语调。
8. 读后活动。学生补全3c的语句，师生核对答案，并根据提供的话题写出更多完整的反意疑问句。再让学生齐读各句，确认学生能够顺利、正确地读出这些句子，注意这些句子的语调。教师可适时引导学生巩固反意疑问句的语音语调。

语法内容介绍和教学建议

Grammar Focus部分呈现了反意疑问句（Tag Questions）在不同语境中的运用。4a-4c在创设语境，帮助学生巩固语法结构的同时，领会和掌握话题功能。4a通过各种语境中反

意疑问句的回答，帮助学生理解 successful conversations。4b 给学生提供了一个 successful conversation 的语境和范例，让学生在填写句子的同时进一步感知 successful conversations。4c 以半开放的练习形式让学生根据提供的语境编写对话。语法活动由易到难，螺旋上升，给不同层次的学生提供了开口说的机会。

语法部分具体教学建议如下：

1. 让学生认真朗读 Grammar Focus 表格中的句子。
2. 教师可呈现更多的反意疑问句的例句，让学生分小组进行观察和讨论，启发学生归纳反意疑问句的用法。如：
—The train is always late, isn't it? —Yes, it is.
—You love violin music, don't you? —Yes, I do.
—It looks like rain, doesn't it? —No, it doesn't.
—It isn't hot today, is it? —No, it isn't.
—They haven't come, have they? —No, they haven't.

以下启发性问题供教师参考：

- 反意疑问句中的动词用法有什么特点？
 - 反意疑问句是怎样构成的？
 - 怎样对反意疑问句进行回答？
3. 教师引导学生感知反意疑问句的语调变化。

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活动 4a

1. 根据归纳出的语法规则，完成左栏反意疑问句 1-5。教师提醒学生注意动词时态的变化。
2. 学生将右栏的答句 a-e 与左栏反意疑问句 1-5 搭配，形成对话。
3. 请几组同学朗读对话，全班核对答案。

活动 4b

1. 让学生快速浏览 4b 对话，理解对话的大致内容。
2. 让学生共同思考第一处空白处应该填的答句。提醒学生注意根据上下文的联系，确定所填句子。
3. 学生自主学习，填写余下的三处空白。教师巡视，在需要时给学生提供必要的帮助。
4. 请几组同学朗读对话，全班核对答案。

5. 小组活动，共同解决难点，必要时教师可给予适当解析。
6. 全班同学分组朗读对话。

活动 4c

1. 让学生阅读 4c 活动指令，明确任务要求。让学生选择两个语境，编出合适的对话。教师可与学生示范一段对话，以下例子供教师参考：
(Playing in the park)
T: It's very cool today, isn't it?
S: Yes, it is. It's good for a walk, isn't it?
T: Yes, it is. How long have you walked in the park?
S: ...
2. 学生两人一组编写对话，教师在全班巡视，并给予必要的帮助。
3. 教师请各组在课堂上表演对话，评出优胜者。

SECTION B 内容介绍

Section B 是 Section A 主题的继续和延伸，侧重于语境与对话内容的匹配以及不同文化背景下的内容差异。在语言上，进一步呈现、巩固反意疑问句的多种形式；在阅读策略上，引导学生利用段落主题句预测下文内容；在情感上，引导学生在不同的场合选择适当、得体的话题与他人展开交流。

活动 1a 呈现了引入判断闲聊对话是否得体的标准，活动 1b 引导学生编出得体、丰富的对话 (polite small talk)。活动 1c 和 1d 是一个任务链的听力设计：活动 1c 让学生通过听力判断对话发生的场合；活动 1d 让学生将文本具体内容进行合理搭配；活动 1e 让学生选择对话开头，自编对话，并分角色表演。活动 2a-2e 是以阅读语篇为核心的整体设计。活动 2a 是读前导入，激活知识背景。活动 2b 针对闲聊的定义、场合、文化异同以及技巧方法等方面进行了介绍，帮助学生从整体到细节全面了解闲聊话题。活动 2c 引导学生通过段落主题句预测段落内容。活动 2d 通过回答文章的细节问题，引导学生提炼文章的关键信息。活动 2e 与 Section B 部分活动 1a-2d 呼应，锻炼学生针对选定的闲聊话题主动与他人开展对话的能力。活动 3a 和 3b 是本单元的总结性综合练习板块，活动 3a 引导学生选择合适的闲聊话题，活动 3b 通过给出写作要点和参考语句的形式提供支架，引导学生写出与本单元话题相关的文章。

SECTION B 教学建议

活动 1a

1. 教师介绍图片，创设语境。

2. 让几名学生依次指着图片给全班同学朗读问句。
3. 让学生选取有礼貌的闲聊问句。
4. 教师全班核对答案，并让学生说出理由。
5. 教师解释：根据西方人的习惯，问对方关于私人问题是不礼貌的。

活动 1b

1. 教师朗读 1b 活动指令，让学生明确任务要求。
2. 让学生两人一组在全班同学面前朗读 1b 对话。
3. 让学生观察 1a 中的图片和问题，仿照示例展开对话活动。教师巡视指导并及时给予评价、建议。
4. 让几组学生在全班同学面前表演对话，教师给予口头评价。

活动 1c-1d

1. 听前导入。教师呈现 1c 的表格，简单介绍录音内容概况。
2. 学生听一遍录音，独立完成 1c 填空任务。教师核对答案。
3. 教师让学生看 1d 要求，让学生再听一至两遍录音，完成 1d 的问答匹配任务。
4. 教师请几名学生以对话的形式给全班核对答案。
5. 听后输出，教师让学生两人一组朗读排列后的对话，教师也可对反意疑问句的难点进行讲评。
6. 教师请几组学生表演对话，教师给予口头评价。

注意：教师在听后活动中要求学生利用听力材料进行对话表演，既是对学习内容进行的阶段性巩固，又能加深学生对听力材料的理解，有助于他们对听力材料的深层理解和灵活使用，在整个学习过程中也是必要的。

活动 1e

1. 师生仿照示范按照 1e 要求开展口语对话，可适当将范例对话延长，尽力编成 successful small talk。以下示例供教师参考：
T: This is a great party, isn't it?
S: Yes, it is.
2. 要求学生两人一组开展口语对话，教师巡视指导，适时选择学生上台示范表演，以供大家借鉴学习。活动结束后教师点评，对表现突出者给予表扬，对积极参与者作出肯定，对有欠缺者提出希望。

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活动 2a-2d

1. 读前热身讨论。教师从本单元的闲聊话题入手，启发学生思考：在日常生活中，中国人初次见面聊些什么？教师可将学生谈到的话题板书出来，并对学生谈到的话题进行简单评价。
2. 第一遍快速阅读文章。学生快速阅读 2b 文章的每段话的第一句，预测本段大意。然后为教材提供的五个标题找到对应的段落，将序号填在相应段落前面的横线上。任务开始前，教师可先读出五个段落的第一句，并可简单解释，帮助学生理解。在为每个段落找到标题后，追问学生原因。

注意：本单元为学生提供的阅读策略是根据段落的主题句预测文章大意。每一段的第一句通常是段落的主题句。读懂主题句可以有效地帮助学生了解段落大意。学生在读主题句时应该尽力推测下文相关内容。这就意味着学生在阅读文章的过程中应该对下文进行提前思考，从而提高阅读效率，更好地达到阅读的目的。

3. 再读主题句，按 2c 要求将段落序号与 2c 中所提问题进行匹配。教师核对答案。
4. 第二遍细读文章，找出 2c 中问题的答案。教师核对答案。
5. 第三遍阅读全文，找出不易理解的句子进行组内讨论。教师对个别长难句进行分析、讲解。

活动 2e

1. 师生针对活动 2e 所列话题展开对话，对话可以是反意疑问句开头，也可以是一般疑问句开头，但要尽力遵循 successful small talk 的原则，让谈话双方都积极参与对话。
2. 要求学生两人一组自选话题开展口语对话，教师巡视指导，适时选择学生上台示范表演，以供大家借鉴学习。

活动 3a

1. 教师先让学生自由发表观点，说出需要进行 small talk 的语境。如 in a park, waiting for a friend 等。
2. 让学生了解选择合适的话题对于成功的闲聊非常重要。
3. 要求学生将方框中的短语归类，分别填入方框下面的表格中。
4. 请几名学生展示填表结果，师生核对答案。

活动3b

1. 介绍写作任务，让学生依据不同的场合选择合适的话题。
2. 让学生关注3b列出的参考语句：前两句是给出的文章开头；其余五句为半控制性写作主题。
3. 要求学生积极动脑，独立完成写作任务。
4. 请部分学生把自己完成的文章展示、朗读给全班学生，师生共同点评，进一步完善写作成果。

SELF CHECK 内容介绍和教学建议

此部分各项活动均为对本单元所学要点内容及能力的总结及反馈性检查。活动1考查学生是否能够准确判断闲聊中好的话题和应该回避的话题，活动2通过完成句子的形式考查学生对本单元重点语法的掌握及运用情况，活动3考查学生是否能够在特定的场合中，使用恰当的话题开始闲聊，与陌生人交流，同时也进一步考查学生对反意疑问句的掌握及运用情况。

活动1

1. 让学生小组讨论完成该活动，人人发言，集思广益，列出自己考虑到的话题。
2. 组内选出最合理的3个话题，写在横线上。
3. 班内展示答案，教师点评。

活动2

1. 让学生独立完成该活动，补全反意疑问句。
2. 让部分学生展示结果，给全班学生朗读自己完成的反意疑问句。
3. 师生核对答案。教师针对典型错误进行讲评。

活动3

1. 让学生独立完成该活动，写出活动2中每个反意疑问句可能发生的语境，并写出另外一组适合该语境的对话。
2. 让学生分享彼此写出的对话，教师点评，同时注意反意疑问句运用的准确性。

四、课文注释

1. **Then there was a long silence as I kept trying to think about what to say next.** 接下来是很长一段时间的沉默，而我一直在努力思索下一步该说什么。

1) as 此处是连词，意思是“当……的时候”；有时也可译为“一边……，一边……。”

She sang as she walked. 她一边走，一边唱。

2) keep (on) doing sth 意思是“一直在做某事；保持做某事的状态；反复做某事”。

I keep telling you, but you won't listen. 我反复提醒你，但你就是不听。

2. **Ben isn't the only person that has experienced this situation.** 不只是本一个人经历过这种窘境。

本句中含有定语从句 that has experienced this situation, 由关系代词 that 引导，修饰先行词 person。

3. **Workers in shops or restaurants also find small talk helpful when they are serving customers.** 商店或者饭馆的工作人员也发现，在招待顾客时闲聊也很有帮助。

find+sth+adj. 意思是“发现某事（物）……”。例如：

They find it helpful. 他们发现这件事很有帮助。

以上是“主语+谓语+宾语+宾语补足语”结构的简单句，可以转换为主从复合句：They find that it is helpful. 句子的意思基本一致。

4. **In most cultures, it is important to smile and keep the conversation light and humorous.** 在大多数文化中，微笑和保持谈话轻松幽默是很重要的。

keep+sth+adj. 意思是“保持某事（物）……”。又如：

The students always keep their classroom tidy. 学生们始终保持他们的教室整洁。

5. **Making other people smile can make them feel relaxed.** 让对方微笑可以使他们感到放松。

本句中动名词短语 making other people smile 作全句的主语，又如：

Reading English aloud in the morning will do you lots of good. 早晨高声朗读英语会对你有很大帮助。

6. **However, the most important thing is to give the other person a chance to speak and listen to what they have to say.** 然而，最重要的是给对方一个开口的机会，听听他们想说的什么。

本句中动词不定式短语 to give the other person a chance 作表语，又如：

The best way to improve your English is to join an English club. 提高你的英语水平的最好方法是加入英语俱乐部。

五、文化注释

当你和并不很熟悉的人谈话时，闲聊的话题非常广泛。比如，在回家的路上，你乘公共汽车时，遇到了一位不太熟悉的同事，你可能会感觉不和他交谈是对他的不礼貌，但你们又尚未深交到可以谈任何严肃话题的地步。这时，你便考虑展开闲聊。闲聊的话题可以包罗万象，但往往交谈并不深入，往往是一些小的、不太重要的话题，例如：天气、时事（不存在争议和政治倾向）、体育、影视节目等等。现在也有许多人声称很不喜欢闲聊，因为它过于表面化和重复化，原因在于这种闲聊本身的目的就在于用谈话这种行为来表示礼貌，是一种礼仪性的谈话，而不是想对这些话题展开深层次讨论或交流。

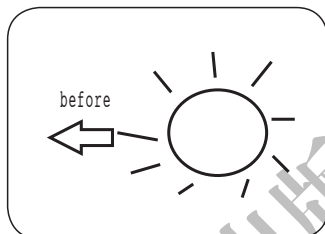
由于谈话双方不很熟悉，有些话题应该尽量避免，因为这些内容可能会使人感到尴尬或不愉快。我们在开始与他人的闲聊中，应该考虑到对方的文化背景、生活习惯，也应该考虑到对方的喜、怒、哀、乐。因此，我们应尽量避免谈论让对方感到不愉快或不知所措的事情。

以下是几个应该避免的谈话问句：

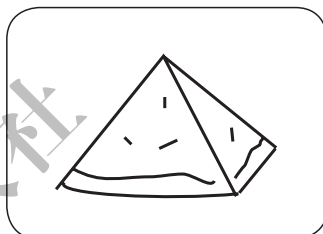
- How old are you? (Most women don't like to be asked about their ages.)
- Your dress doesn't look nice, don't you think so? (It's impolite to say something like that because it will make the listener embarrassed.)
- It's foolish to buy a ticket to watch such kind of movie, isn't it? (In fact, both the speaker and the listener have bought the tickets to watch the movie.)

六、教学简笔画

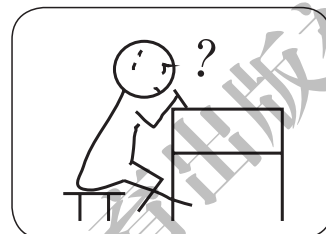
1. by noon



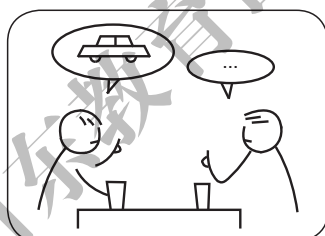
2. the rest



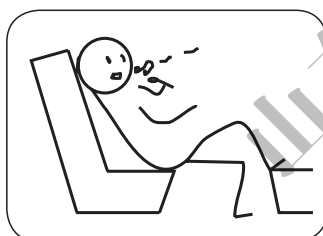
3. unsure



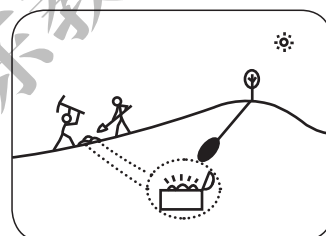
4. conversation/dialog



5. relaxed



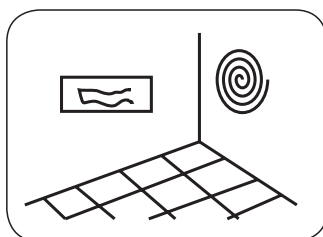
6. secret



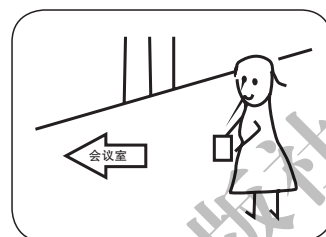
7. nervously



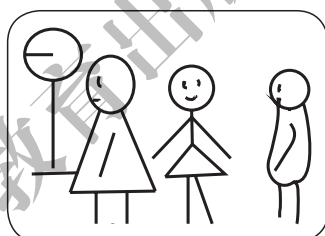
8. corner



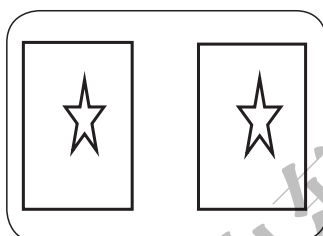
9. attend



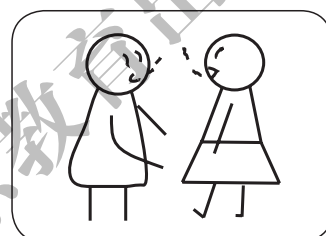
10. wait in line



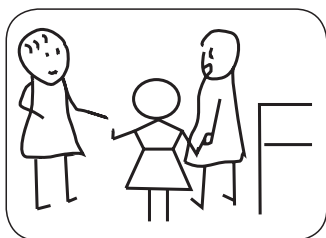
11. similarity



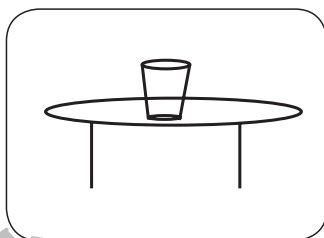
12. small talk



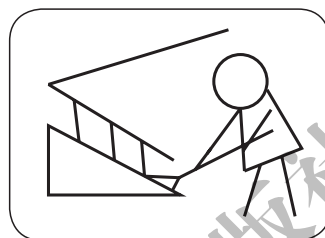
13. introduction



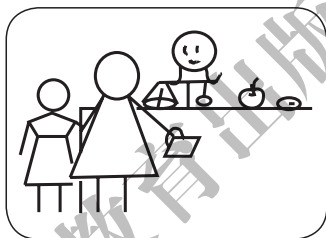
14. empty



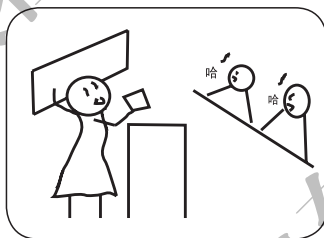
15. worker



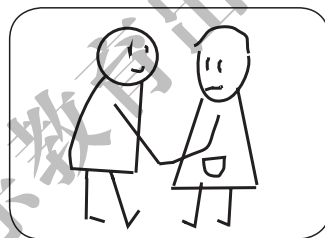
16. customer



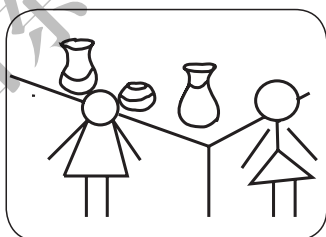
17. humorous



18. greeting



19. exhibition



Unit 2 It's a nice day, isn't it?

SECTION A

1a

Purpose	To introduce Ss to the unit goal: use small talk to communicate with strangers. To set the scene and introduce the target language.
Picture	The pictures show four conversation situations. In Picture a, there are some people waiting in line outside a cinema. A woman and a girl are talking about the movie and the weather, with umbrellas in their hands. In Picture b, some children are having a party. A boy and a girl are talking in the sofa. In Picture c, a man and a boy are waiting for a train at the train station. In picture d, many people are watching the violin performance in a theatre. Two girls are talking about the violin player.
Culture Focus	Small talk Generally, westerners are a little more outgoing than the Chinese. In the US, people who don't know each other often start conversations in public places. This kind of conversation between the strangers is called small talk. In some places, especially in small cities and towns, people feel it is polite to speak with people they don't know. But the subjects of small talk should not be too random. Successful conversations make each other happy and relaxed, while the improper subjects cause embarrassment or offence. Usually the safe subjects could be weather, traffic, sports games, music, movies, TV shows, public events, restaurants and activities in vacations, etc.
Optional Approach	Brainstorm Have Ss work in groups, talking about when and where they would start to talk with strangers. Then ask Ss to look at the four pictures and circle the situations where they would start a conversation. Encourage Ss to list as many situations as possible where they would talk to strangers.
Answers	Answers will vary.

1b	Purpose	To help Ss recognize the target language in conversations.
	Teaching Tip	<i>Find out the key words</i> Remind Ss to pay attention to the key words that show the situation of the conversation. Then have Ss write the number of each conversation in the box next to the correct picture.
	Answers	Picture a: Conversation 2 Picture b: Conversation 4 Picture c: Conversation 3 Picture d: Conversation 1

1c	Purpose	To help Ss use the target language in natural speech.
	Teaching Tip	<p><i>Make up conversations</i> Remind Ss to make up conversations using tag questions.</p> <p>Write model sentences on the board:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>A: The train is always late, isn't it? B: Yes, it is. / No, it isn't. A: You're Tim's cousin, aren't you? B: Yes, I am. / No, I am not.</p> </div>

2a	Purpose	To help Ss understand what is successful small talk.
	Teaching Tip	<p><i>What is successful small talk?</i> Explain that in successful small talk, both people need to ask questions.</p> <ol style="list-style-type: none"> 1. Read the instructions and point out the sample answer. Explain that the U means that Conversation 1 is an unsuccessful conversation. 2. Remind Ss to pay attention to the questions asked by the speakers. 3. Play the recording again. Have Ss write S or U in the right places. 4. Check the answers.
	Answers	Conversation 1: U Conversation 2: U Conversation 3: S

2b

Purpose	To give Ss practice in listening for specific items in the conversation.
Teaching Tip	<p><i>Read before listening</i></p> <ol style="list-style-type: none"> 1. Have Ss read the sentences in 2b, and try to order the sentences into a conversation. 2. Have Ss listen to the recording of Conversation 3 and take notes while listening. 3. Check the answers.
Answers	1. f 2. b 3. e 4. a 5. d 6. c 7. g

2c

Purpose	To give Ss the opportunity to use the target language in conversations.
Teaching Tip	<p><i>Listing the subjects of small talk</i></p> <p>1. Support Ss by writing subjects on the board:</p> <div><p>Weather: It's going to rain, isn't it?</p><p>...</p><p>Traffic: The bus is often late, isn't it?</p><p>...</p><p>Public events: There is going to be a basketball game tomorrow, isn't there?</p><p>...</p></div> <p>2. Have Ss make small talk in pairs.</p>

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Optional Approach	<i>Emotions and expressions</i> Remind Ss to make appropriate facial expressions when role-playing the conversation because emotions are very important when making successful small talk.

3a

Purpose	To provide reading practice with the target language.
Culture Focus	To be a pleasant person in social situations, one needs to know the skills of small talk.
Answers	From top to bottom: 3, 2, 1

3b	Purpose	To help Ss have further understanding of the article.
	Answers	1. At a friend's party. 2. He didn't know anyone there. 3. He felt more nervous and Tania was uncomfortable. 4. How to make a good starting point.

3c	Purpose	To give Ss practice in using tag questions.
	Teaching Tip	<i>Share answers</i> The T can elicit sample answers from the Ss and write them on the board for the benefit of the class.
	Answers	From top to bottom: isn't it; aren't you ...

GRAMMAR FOCUS

4a	Answers	1. didn't you c 2. aren't you e 3. don't you b 4. wasn't it a 5. have we d
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4b	Answers	(1) I'm going to the beach today. (2) Which beach do you usually go to? (3) Oh, it's crowded there, isn't it? (4) You, too. Goodbye.
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4c	Purpose	To give Ss the opportunity to use the target language.
	Optional Approach	<i>Making up conversations</i> Four situations are given to Ss. Remind Ss to make small talk continue, not just give a beginning tag question and an answer.

■ Optional Activity 1: How Long Can You Talk?

Purpose	To give Ss the opportunity to make up small talk.
Materials Required	Notebooks (normally used by Ss in school)

Procedure

1. Divide Ss into small groups.
2. Ask each group to write a list of opening questions they might use to start a conversation.
3. Ask every two groups to work together.
4. Group A gives an opening question, and Group B must give an answer. Then Group B gives another question, and Group A gives the answer.
5. The two groups continue the conversation this way as long as possible.

SECTION B

1a

Purpose	To help Ss understand what subjects are good for polite small talk.
Optional Approach	<i>Add more questions</i> The T may have Ss add more questions to the pictures and ask them which are more polite.
Answers	Picture a, Picture c

1b

Purpose	To give Ss oral practice to use the target language.
Optional Approach	<i>Making up conversations</i> The T may ask Ss to make up their own conversations about the pictures in 1a.

1c

Purpose	To give Ss an opportunity to understand the target language in spoken conversations.
Optional Approach	<i>Key words</i> Before playing the recording, the T can ask Ss to pay attention to the key words in the recording, especially to some words that can remind them of some places.
Answers	Conversation 1: at a party Conversation 2: at school Conversation 3: at a ball game

1d

Purpose	To give Ss practice in listening to the target language in context.
Optional Approach	<i>Question types</i> Before playing the recording again, the T can have Ss familiarize themselves with the sentences. Help Ss determine the type of each question and find out the correct answer.
Answers	1. d 2. f 3. c 4. b 5. a 6. e

1e	Purpose	To give Ss practice using the target language in natural speech.
	Optional Approach	<i>Sample conversations</i> The T may want to make it easier for Ss to do the activity by eliciting different sample conversations from Ss. The T can write on the board the expressions that Ss may use as they make their own conversations.

2a	Purpose	To prepare Ss for the subsequent reading activity.
	Optional Approach	<i>Brainstorm</i> The T can encourage Ss to speak out the subjects they talk about when they meet people for the first time.
	Answers	Answers will vary.

2b	Purpose	To provide reading practice with the target language.
	Teaching Tip	<i>Guess from the first sentence</i> The T may have Ss read only the first sentence of the paragraph to match each paragraph with the heading.
	Answers	A. 3 B. 5 C. 2 D. 1 E. 4

2c	Purpose	To give Ss an opportunity to practice the strategy of predicting before reading.
	Optional Approach	<i>Predicting</i> The T may have Ss read the first sentence to predict the content of the paragraph.
	Answers	E A B D C A

2d

Purpose	To give Ss an opportunity to check their predictions in reading.
Teaching Tip	Read for a purpose The T may have Ss refer to the questions in 2c and read the article to find the answers.
Answers	<ol style="list-style-type: none"> 1. They often talk about the weather, because the weather changes so much. But the most important reason is to give the other person a chance to speak and listen to what they have to say. 2. It makes others feel relaxed and it passes time nicely. 3. Business travelers and workers in shops or restaurants. 4. The private subjects, for example, asking people if they are married or whether they have children. And the common Chinese greeting "Have you eaten yet?" might not be right. 5. To smile and keep the conversation light and humorous. 6. At an airport or bus stop.

2e

Purpose	To help Ss use the target language.
Teaching Tip	Pair work The T can allow Ss to work in pairs to complete the activity. The T may have each pair of Ss start small talk in turns. In this way, Ss will keep active during the whole activity.
Answers	Answers will vary.

3a

Purpose	To prepare Ss to write using the target language.								
Culture Focus	Safe subjects In different cultures, different subjects should be avoided in small talk. The T may have Ss learn how to choose safe subjects in small talk in English.								
Answers	<table><tr><th>Situations</th><th>Safe subjects</th><th>Subjects to avoid</th></tr><tr><td>in a bookstore with a stranger, in the school hall with a classmate, at a party, a first meeting for a school club</td><td>weather, favorite things, TV shows or movies</td><td>someone you like/hate, family problems, jobs, money</td></tr></table>			Situations	Safe subjects	Subjects to avoid	in a bookstore with a stranger, in the school hall with a classmate, at a party, a first meeting for a school club	weather, favorite things, TV shows or movies	someone you like/hate, family problems, jobs, money
Situations	Safe subjects	Subjects to avoid							
in a bookstore with a stranger, in the school hall with a classmate, at a party, a first meeting for a school club	weather, favorite things, TV shows or movies	someone you like/hate, family problems, jobs, money							

3b

Purpose	To let Ss use the target language in writing.
Optional Approach	<i>Use the outline</i> In activity 3b, Ss are asked to write a short article for a school magazine. This would be a good opportunity to talk with Ss about how to write formal articles. The three key points must be included in the article, and in order to be formal, the useful language listed should also be well used in the article.
Answers	<p>Answers will vary. Sample writing:</p> <p>Do you know how to make successful small talk? Here are some tips.</p> <p>You may need to make small talk when waiting in line at the train station. It's a good idea to smile and have a talk with the person next to you.</p> <p>You shouldn't talk about private subjects because you are not close friends. If you want to talk with him or her, you could talk about some safe subjects such as weather, sports, TV shows or movies, etc. Small talk is easy if you can keep the conversation light and humorous.</p> <p>Here is an example about small talk. I hope you will like it.</p> <p>[Jack is waiting in line at a travel agency, and he thinks travel is a safe subject for small talk. He makes small talk with the man next to him.]</p> <p>J: Hawaii is a good place to visit, isn't it?</p> <p>M: Yes, it is. It's very beautiful. And it is not too hot or too cold. Have you ever been there?</p> <p>J: Yes, I have. I hope I can go there again with my friends. Which places of interest have you been to?</p> <p>M: ...</p>

SELF CHECK

Purpose	To provide a comprehensive review of target language, functions and grammar presented in the unit.
Procedure	<ol style="list-style-type: none"> 1. Have Ss look at the Self Check activities. 2. Model the activities if necessary. 3. Give Ss time to do the activities and compare their work with a group partner. 4. If necessary, elicit answers from the Ss and write them on the board.
Answers	<ol style="list-style-type: none"> 1. Answers will vary. 2. 1. isn't it 2. does it 3. aren't you 4. have you 5. wasn't it 6. are you 7. doesn't it 8. don't you 3. Answers will vary.

■ Optional Activity: How many good questions can you ask?

Purpose	To give Ss the opportunity to make up successful small talk.
Material Required	Notebooks (normally used by Ss in school)

Procedure

1. Show the following table to the Ss.

Subjects for small talk	Good questions/sentences

2. Divide Ss into groups of four, and have one person of each group take notes.
3. Have Ss discuss what subjects to choose.
4. For each subject, Ss need to think of questions that can be used to start small talk.
5. Ask some Ss to show their lists to the class.

Answers will vary. Sample questions:

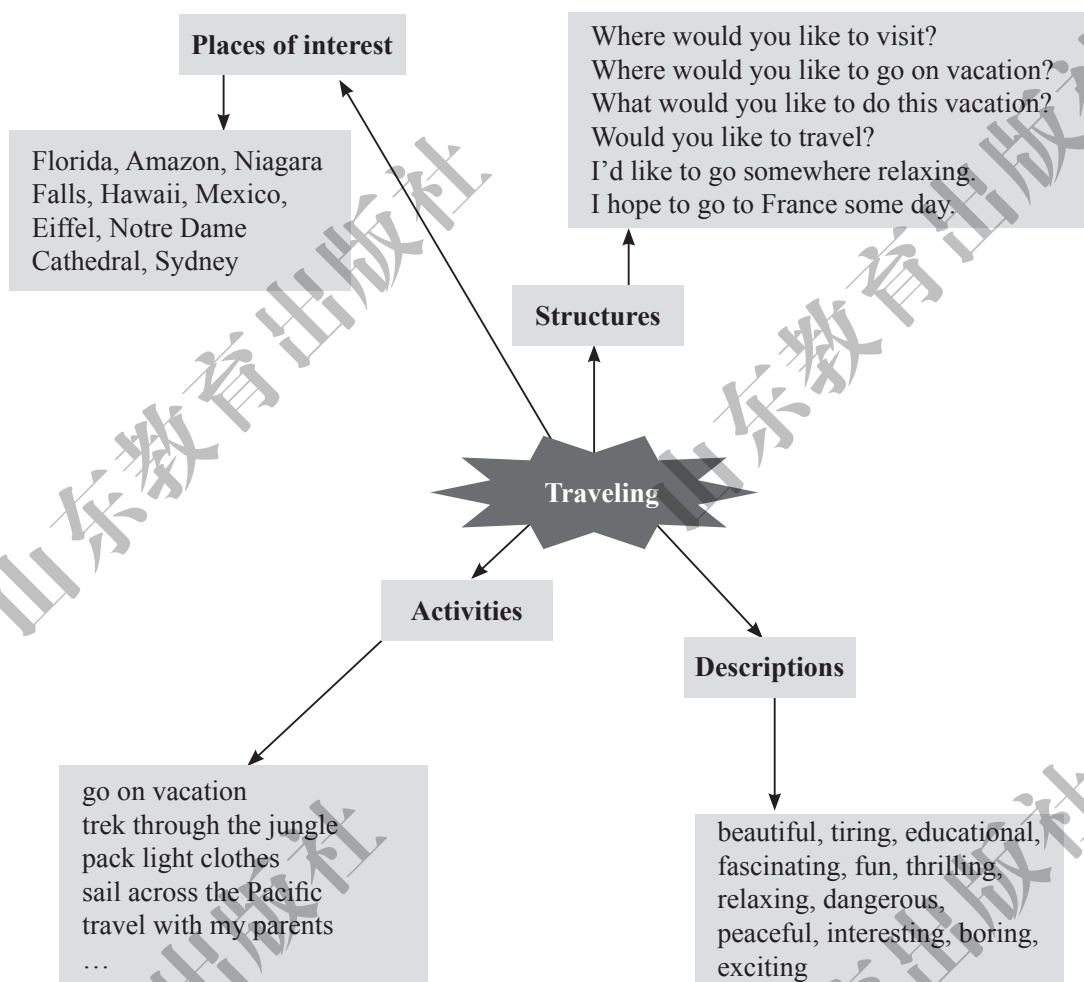
Subjects for small talk	Good questions/sentences
1. Weather	<ul style="list-style-type: none"> • It's a nice day, isn't it? • This is great weather, isn't it? • Nice day, isn't it? • It's really cold today, isn't it? • It looks like rain, doesn't it? • It always rains on the weekend, doesn't it? • Do you think the rain will stop soon? • It's always windy in spring, isn't it? • It seldom snows here, does it? • What a hot day today! • I hope the snow will stop this afternoon. • The weather is good, don't you think so?
2. Traffic	<ul style="list-style-type: none"> • The bus / train is always late, isn't it? • It's really crowded, isn't it? • The traffic is always busy at this hour, isn't it? • You always take trains to school, don't you?
3. Music or movies	<ul style="list-style-type: none"> • You love violin music, don't you? • The actor is really good, isn't he? • The music sounds sweet / beautiful, doesn't it? • Do you like action movies? • What do you think of the music / movie? • It's an exciting movie, isn't it?
4. The activity they are having	<ul style="list-style-type: none"> • It's a nice party, isn't it? • This is a great party, isn't it? • What do you think of the party? • You love football, don't you? • This line is slow, isn't it? • Their prices are really low, aren't they? • You're Ben's sister, aren't you? • The food in this restaurant tastes delicious, doesn't it?
...	...

Unit 3 Where would you like to visit?

一、教学目标与要求

话 题 Topic	旅游 (Traveling)
功 能 Functions	谈论想去的地方 (Talk about places) Where would you like to go on vacation? I'd like to visit Mexico. I hope to go to France some day.
语 法 Grammar	1 能正确使用 would like to 引导的句型 Where would you like to visit? I'd like to go somewhere relaxing. Would you like to travel? 2 能正确运用 hope to 引导的表示愿望的句型。 I hope to go to France some day.
词汇和常用表达 Words & expressions	1 能正确使用下列词汇 (Curriculum words) fall, capital, France, lively, church, convenient, underground, translate, suppose, survey, receive, choice, company 2 能正确使用下列常用表达 (Useful expressions) take it easy, in general, translate...into..., as soon as possible, dream of, be willing to, hold on to 3 能认读下列词汇 (Non-curriculum words) tiring, fascinating, thrilling, trek, jungle, touristy, spotlight, sight, including, cathedral, wine, pack, entertainment, gallery, sail, realistic, conclusion, attitude, ideal, Florida, Amazon, Niagara, Hawaii, Mexico, Eiffel, Notre Dame Cathedral
学习策略 Strategies	1 利用句子中的关键词了解所听内容的大意 2 通过短文的上下文猜测生词的词义
文化知识 Culture	了解世界上的著名旅游胜地, 如夏威夷、尼亚加拉大瀑布、巴黎等

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本单元以旅游为话题，通过谈论世界旅游胜地，展开多种形式的语言训练活动，目的是让学生学会运用 *would like to* 和 *hope to* 来谈论想去的地方。

Section A 部分以佛罗里达海滩、亚马孙丛林、夏威夷、墨西哥、尼亚加拉大瀑布、巴黎等世界旅游胜地为背景，以旅游为话题，让学生展开讨论和学习。

1a-1c 围绕 Where would you like to visit? 这一话题展开听说训练。1a 呈现了描述假期的词汇及目标语言，1b 进行简单的听力输入，1c 通过对话活动谈论想去的地方及原因，运用与巩固目标语言。

2a-2d 围绕旅游意愿展开听说训练。2a 和 2b 通过听力活动谈论旅游时想去的地方。2c 基于听力练习中的相关信息进行语言输出。2d 以台湾省为背景，为学生提供了口语范例。

3a-3c 围绕 things you like and dislike about the city 展开读写训练。3a 通过谈论旅游城市的优缺点为 3b 的呈现做铺垫。3b 以巴黎这座旅游城市的优缺点为背景，呈现了更为丰富的信息和语言表达。3c 为语言的综合输出，通过假设进行国外旅游，就旅游目的地、交通方式、旅游行程三方面作出旅游计划并说出原因。

本部分的重点是谈论假期计划和旅游地点，要求学生掌握描述假期和旅游的词汇和短语，并能够正确使用 would like to 引导的句型，和 hope to 引导的表示愿望的句型。

SECTION A 教学建议

活动 1a-1c

1. 课堂导入。播放与旅游和假期有关的歌曲。
2. 学生谈论喜欢的假期引出描述假期的形容词，引导学生参考 1a 中的词汇。
3. 呈现旅游景点的图片，让学生谈论选择度假地点，引出目标语言并操练。
4. 播放录音，让学生完成 1b 听力任务，写出选择旅游地点的原因。
5. 听力活动后，两两讨论自己向往的旅游地点，并说出原因。

活动 2a-2d

1. 创设语言环境，完成听力 2a 和 2b 的活动。
2. 听后活动。以听力中的关键信息操练基本的功能句。
3. 让学生朗读 2d，了解其选择台湾的理由，然后小组讨论解决在理解和语法方面的困难。
4. 小组调查。运用功能句询问其他小组成员想去的旅游地和原因，然后汇报调查结果。

活动 3a-3c

1. 课堂导入。呈现著名城市的代表性图片或者视频，创设语言环境。
2. 小组活动。学生讨论自己喜爱的旅游城市，简单说出并写下该城市的优缺点，为

3b 做好铺垫。

3. 读前预测。引导学生通过读标题,预测语篇要介绍的地点和所涉及的内容。
4. 快速阅读。让学生回答1-2个简单的问题,抓住关键词,训练学生的扫读能力。
5. 详细阅读。理解细节信息,找出巴黎这座城市的优缺点。
6. 小组讨论。学生标出理解有难度的地方,通过小组合作的方式,互相分享,解决语言结构或篇章理解上的问题。
7. 复述文章。鼓励学生运用自己的语言和语篇中的重点句型,描述出巴黎的优缺点。
8. 扩展运用。让学生自由选择自己最想去的城市,通过选择旅游城市、交通方式、旅游行程等方面制订旅游计划,说出原因,并记录下来。

语法内容介绍和教学建议

本部分在Section A 语言输入的基础上,用表格的形式梳理出本单元的语法要点。主要呈现了两个语言结构:一是would like to 引导的句型,包括特殊疑问句式和一般疑问句式;二是hope to 用来表示愿望的句型。4a-4c为巩固和反馈性练习,是语法知识的综合输出和检测。4a为选词填空,检测重点词组和重点语法;4b用对话的方式谈论不同的旅游城市及其特点;4c为半开放性练习,调查和汇报假期计划。

语法部分具体教学建议如下:

1. 学生朗读并观察表格中的句型,小组活动,展开讨论,共同找出句型的共同点。
2. 依据呈现的例句,基本掌握would like to的意义和用法。
3. 学生用would like to造句,小组交流,教师点评。

活动4a

1. 学生填空,并找出重点短语。
2. 核对答案。
3. 小组讨论纠错,并相互帮助,理解重点词组的用法。教师巡视,必要时给予指导。

活动4b

1. 学生朗读,并两人一组展示对话。
2. 呈现香港、墨西哥、纽约、悉尼的城市图片。小组活动,仿照对话,谈论自己想去的城市,鼓励学生活学活用。
3. 对话展示。以小组为单位呈现对话。

活动 4c

1. 采访活动。学生以小记者的身份，采访其他成员的假期计划及选择旅游城市的原因。
2. 汇报采访结果，教师点评，生生互评，评选优秀小记者。

SECTION B 内容介绍

本部分在 Section A 的基础上，围绕度假、旅行的话题，呈现更多的语言材料，侧重阅读策略的学习和运用，增加目标语言的输入。1a-1d 围绕度假的话题，通过讨论地点、天气、交通等方面展开听说训练。1a 为听前导入。通过头脑风暴的活动，对听力相关话题作语言的输入准备。1b 和 1c 为两个听力练习，首先由标出图片序号开始，然后 1c 让学生能够进行细节的听力输出。1d 是一个半控制性口语输出活动，学生运用 1c 的信息，扮演导游和顾客进行对话。2a-2f 是完整的阅读活动。通过学习关于希望和梦想的语篇，让学生理解和运用标注重点信息、适时调整阅读速度等阅读策略。2a 为读前活动，学生写出自己的希望与梦想，并思考两者间的不同，为阅读作准备。2b-2e 在阅读策略的指导下，展开不同速度和不同级别的任务阅读。2f 为读后活动，依据文本材料，展开讨论，用所学的语言做事情。3a 是写作训练，依据梦想话题，让学生与自身实际相联系，实现语言的输出和综合运用。3b 通过调查和讨论，完成表格，共同确定旅游最佳的地方，是语言目标的巩固、运用和扩展。本部分的重点是谈论旅行和度假的相关话题，难点是阅读策略在日常阅读中的具体运用。

SECTION B 教学建议

活动 1a-1d

1. 课前准备。针对地点、天气、交通方式等方面，小组活动，进行调查，采访询问度假时最在意什么，并记录在 1a 的表格中。
2. 听前创设语境。简单介绍 Jeff 的工作，依据图片预测听力中将会出现的内容。播放第一遍录音，然后给 1b 的图片排序。再听录音，完成 1c 表格。
3. 师生核对答案。
4. 学生依据 1c 表格，进行不同形式的句型操练。
5. 小组表演。小组成员分别扮演旅行社的导游和咨询的顾客，扩展和运用功能句型。

活动 2a-2f

1. 课前准备。呈现一些励志的图片或者视频，烘托本部分的主题：希望与梦想。

2. 小组讨论。教师示范自己的希望与梦想,引导学生体会希望与梦想的区别,然后小组讨论自己的希望与梦想,并记录在2a的表格中。
 3. 引导学生认识阅读策略,依据阅读需求,恰当适时地运用扫读和跳读的方式。
 4. 快速阅读。找出语篇中叙述的三个部分:青少年的希望、青少年的梦想和结论。
 5. 慢速阅读。标出自己认为重要的信息。
 6. 细节阅读。调整自己的阅读速度,较快于慢速阅读,完成2d的任务。
 7. 核对答案。再次快速阅读,在语篇中找出答案。
 8. 让学生依据自己所标出的重要信息,简述文章大意。
-

活动3a

1. 说出梦想。小组活动,向其他成员说出自己的梦想。
2. 分享梦想示例。阅读并认识3a的例子,引导学生思考:为实现梦想你需要做哪方面的努力?
3. 讨论梦想。以一名学生为例,让其说出自己的梦想,其他学生就实现这一梦想的方法给出建议,教师对语言进行规范和点评。
4. 分享梦想。写下自己的梦想和实现方法,然后与大家分享,引导学生形成正确的人生观。

活动3b

1. 活动热身。呈现曲阜、北京长城和云南石林,讨论出最佳的旅游地点。
2. 小组调查。通过调查,写出其他同学选择的最佳旅游点及其原因,同时表达自己对这些景点的喜好和看法,完成表格。
3. 汇报结果。向全班汇报调查的结果,关注功能句和语法的正确运用。

SELF CHECK 内容介绍和教学建议

活动1

该活动以选词填空的方式对本单元的重点词汇进行检查和巩固。

1. 学生填空,并画出重点词组。
2. 核对答案。
3. 小组讨论纠错,并互相帮助讲解重点词组的用法,教师巡视。
4. 运用重点词组造句。

活动2

该活动为半开放性的综合语言输出。通过写作的形式，巩固和检测学生运用目标语言的能力。

1. 呈现四个旅游景点的图片，小组活动，说出其特色和优缺点。
2. 挑选出自己想去的景点，写出意愿及原因。
3. 互相分享。首先自评，然后小组互评，分别指出优缺点。
4. 展示和汇报部分作文。

四、课文注释

1. Where would you like to visit? 你想去哪里参观?

would like 意为“想；想要”，与 want 意义相同，但语气更委婉。would like 可与任何人称连用，没有人称和数的变化，肯定句中 would 常在主语后面缩写为 'd。

would like to do = want to do 想要做……

would like sth. = want sth. 想要……

例如：

—What would you like to do? 你想要做什么?

—I would like to visit Guilin. 我想去参观桂林。

—Would you like to see a movie with me? 你愿意和我一起去看电影吗?

—Yes, I'd love/ like to. 是的，我愿意。

—Would you like a cup of coffee? 你想要一杯咖啡吗?

—No, thanks. 不，谢谢。

2. I hope to visit Hawaii one day. 我希望有一天能去夏威夷。

1) hope 可以跟动词不定式，表达期望实现的愿望。例如：

Jennie hoped to give her a good education. 珍妮希望给她良好的教育。

2) one day 既可指将来某一天，也可指过去某一天。而 some day=someday 只指将来某一天，意思是“总有一天；有朝一日；将来”。例如：

I hope to meet him someday /one day. 我希望某一天能见到他。

One day, a man saw a strange animal in the forest. 一天，一个男子在森林里见到了一个怪异的动物。（指过去某一天）

3. Why not consider visiting Paris? 为什么不考虑去逛逛巴黎?

consider 作“考虑”讲时，是及物动词，其后可接名词、动名词或从句。此结构常用来表示建议。例如：

Why not consider London? 你为什么不考虑伦敦?

We're considering going abroad. 我们正考虑出国的事。

4. **The train is going through a beautiful forest on the way to the city.** 火车在去往这座城市途中穿越一片美丽的森林。

注意 through 和 across 的区别。

through 是介词，意思是“从……的一端至另一端；穿过；贯穿”，指从内部穿过。例如：

The sunlight comes through the glass. 阳光透过玻璃。

across 作介词时，有“从……一边到另一边；横过”之意。指从表面穿过。例如：

Go across the road, you will find the post office on your left. 穿过这条公路，你会发现邮局就在你的左边。

5. **...they can help provide better lives for their parents.** ……他们能给他们的父母提供更好的生活。

provide 意思是“提供；供应；给予”。其搭配和结构为：provide sth. for sb. = provide sb. with sth. 例如：

They provide us with water. = They provide water for us. 他们为我们提供水。

五、文化注释

美国人喜欢夏天去旅游

夏天对很多美国人来说，是个旅游的季节，为什么？因为学校放假，因为天气适宜。美国人休假时经常会去他们最喜欢的地方度假。

美国人一直是个迁移的民族。即使到今天，美国人似乎仍然无法长久地居住在一个地方。根据调查研究，美国人平均每五年要搬一次家。除了搬家的习惯以外，美国人也很习惯旅行。有些人每天上下班需要长距离的通勤，甚至经常需要因公旅行。大部分的公司每年会提供年假给员工，人们通常会利用这段时间去旅行。有些人会去远一点的其他州拜访朋友或亲戚；有些则在周末度个经济的小假期，住在花费不高的旅馆里；而有些人会选择豪华的度假地点和饭店；有些人会开着旅行车出游，以舒适的方式露营；还有些人愿意睡帐篷，尝试野外生活。

大部分美国人比较喜欢在国内旅游，其中一个原因是国内旅游比国外旅游便宜，也没有语言不通的问题。但除此原因以外，占地极广的美国国土也提供了许多能吸引游客的景点。爱好大自然的人可以到海滩、山上、峡谷、湖泊等地游览。大城市也给游客们提供了

很多都市形态的娱乐。现代高速公路、铁路和飞机等使得在美国旅行很容易。

很多美国人全家出游时通常将孩子考虑在内，于是愈来愈多适合全家出游的度假地点为孩子们提供了丰富的活动。对历史有兴趣的人会找一些著名的历史据点和博物馆。有环保意识的人喜欢“环保假期”，这样的旅行使他们能近距离观察动植物，并且不会扰乱大自然敏感的生态平衡。有些人觉得海上旅游能使心情放松并感到清爽，而有些人则到水边钓鱼、滑水或泛舟。胆子大的人则到亚洲和非洲去探险、狩猎，进行长途旅行，享受一辈子难得一次的刺激。

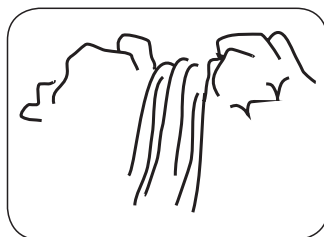
美国人不是唯一爱旅行的人，不过好动的本性使美国人变成今天的模样：成为爱迁移的人。在美国，几乎每个人都有旅游的经验。

六、教学简笔画

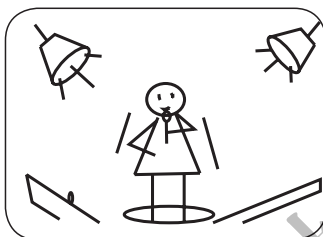
1. trek through the jungle



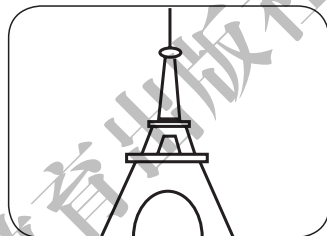
2. fall



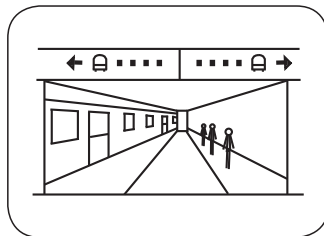
3. spotlight



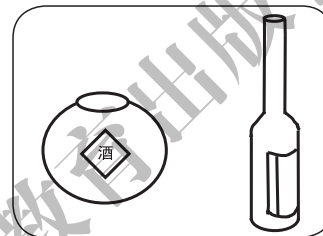
4. the Eiffel Tower



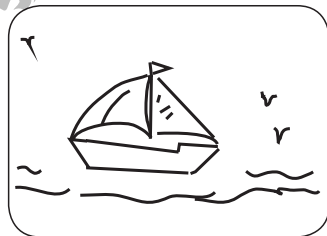
5. take the underground



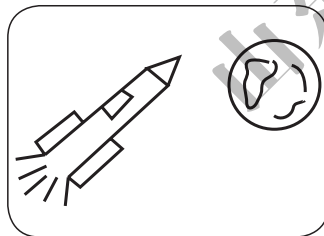
6. wine



7. sail



8. dream of going to the moon



Unit 3 Where would you like to visit?

SECTION A

1a

Purpose	To introduce Ss to the unit goal: talk about places you would like to visit. To set the scene, increase Ss' vocabulary and introduce the target language.
Picture	This picture shows three Ss in front of the posters. Two of them are talking about where they would like to go on vacation. The other student is also thinking about her vacation. There are two choices for them to choose. One is to go to the Florida Beach, and the other is to trek through the Amazon jungle in Brazil. The boy with glasses likes exciting experience, so he'd like to trek through the jungle.
Culture Focus	Vacations During vacations, instead of staying at home, Americans like outdoor activities or go traveling to see many places of interest all around the world. The first places that they often visit are the different places in the American continent, with Canada in summer and different places on South America in winter. The second places that they often visit are the places in Europe, Australia and Africa. Nowadays, more and more come to China. Besides Beijing, Shanghai and Xian, Yunnan, Xijiang and Tibet are also the places that they are interested in.
Optional Approach	Warming up Point to the posters and ask Ss to tell what they see in each one. As Ss talk about the different pictures, help them make statements. For example, "This is a beach. The man is sleeping." Point to the words on each poster and read the words to the class. Make sure Ss know the meanings of those words. Ask Ss to read the directions and complete the chart. Check their answers. Ask different Ss to tell the class the words they wrote under each heading.
Answers	Possible answers: vacation 1: beautiful, relaxing, peaceful, boring vacation 2: tiring, dangerous, educational, fascinating, interesting, fun, thrilling, exciting

1b

Purpose	To give Ss practice in understanding the target language in the conversation.
Teaching Tip	<p><i>Listen for specific information.</i></p> <ol style="list-style-type: none"> 1. Tell Ss they are going to listen to three Ss talking about where they would like to go on vacation and why. Have Ss look at the chart and know what information they need to focus on while listening. 2. Play the recording and get Ss to write their answers in the chart. 3. Play the recording again when needed. 4. Check the answers.
Answers	Florida; is stressed out

1c

Purpose	To give Ss the opportunity to use the target language in natural speech.
Optional Approach	<p><i>Practice conversations with your partner.</i></p> <ol style="list-style-type: none"> 1. Read the instructions and point to the posters in activity 1a. Tell Ss they will be talking about the posters. 2. Ask two Ss to read the example sentences in the speech bubbles in activity 1a to the class. 3. Have Ss make up conversations. As Ss work together, move around the room offering language support as needed. 4. Ask some Ss to present their conversations to the class.

2a

Purpose	To provide Ss with listening practice, using the target language.
Teaching Tip	<p><i>Focus on key words.</i></p> <ol style="list-style-type: none"> 1. Have Ss read the instructions and remind them to focus on key words such as verbs while they are listening. 2. Play the recording, and Ss can take notes. 3. Play the recording again. This time ask Ss to write the right number in front of each sentence. 4. Check the answers.
Answers	From top to bottom: 3 4 2 1

2b

Purpose	To provide listening practice using the target language.
Culture Focus	Hawaii is a pearl on the Pacific Ocean. Her travel industry is one of the most developed in the world. Because its economy mainly comes from tourism, the government pays more attention to the environmental protection. It is famous for its beautiful charming beaches. The people in Hawaii are honest and hospitable. The food here comes from all over the world. All visitors here in restaurants can enjoy all kinds of snacks for their taste.
Teaching Tip	<i>Listen for specific information.</i> 1. Ask Ss to look at the chart. Make sure they understand every word. 2. Remind them to focus on reasons for not visiting those places. 3. Play the recording. Ask Ss to take notes. 4. Play the recording again and get Ss to match the place with the reason. 5. Check the answers.
Answers	1. b 2. a 3. c

2c

Purpose	To provide guided oral practice using the target language.
Optional Approach	<i>Creative conversations.</i> 1. Ask two Ss to read the sample conversation to the class. 2. Ask Ss to work in pairs, making conversations using the information from activities 2a and 2b. Move around the room, offering help as needed. 3. Ask one or two pairs to present their conversations to the class.

2d

Purpose	To provide Ss the opportunity to use the target language in conversations.
Optional Approach	<i>Role-play</i> 1. Ask two Ss to read the conversation to the class. 2. Ask Ss if they have any difficulty understanding the conversation and offer help. 3. Have Ss role-play the conversation in pairs. Move around the room, offering help as needed. 4. Ask one or two pairs to role-play their conversations to the class.

3a	Purpose	To provide speaking and writing practice using the target language.
	Optional Approach	Give a model Read the instructions to the class. Give an example from your own experience. Talk about a city you know, especially what you like and what you don't like about it. Ask Ss to complete the work in pairs. Ask a few Ss to tell the class about the cities they have discussed.

3b	Purpose	To provide reading practice using the target language.
	Optional Approach	Scanning Read the directions. Ask Ss to read the article and circle the things they like about Paris. Then ask Ss to underline the things they don't like. Ask Ss to explain why they like and dislike those things.

3c	Purpose	To provide writing and speaking practice using the target language.
	Optional Approach	Give a model Read the instructions to the class. Give an example from your own experience. Tell Ss the place where you'd like to visit, how you would like to go there and what you'd like to do, and give reasons. Ask Ss to complete the work in pairs. You may ask Ss to choose a few different cities. Ask a few Ss to tell the class their plans and reasons for the cities.

GRAMMAR FOCUS

4a	Purpose	To provide the opportunity to use vocabulary in the target structures.
	Optional Approach	Ask Ss to fill in the blanks on their own. Check the answers.
	Answers	1. through 2. Where 3. take 4. hope 5. visit

4b	Purpose	To provide an opportunity to use the target structures in natural speech.
	Optional Approach	Give a model. 1. Ask a pair of Ss to read the sample dialog. 2. The T models a dialog with a S using the given information. 3. Ask Ss to make their own conversations in pairs. 4. Ask a few Ss to share their conversations with the class.

4c	Purpose	To provide speaking and writing practice using the target language.
	Optional Approach	<i>Do a survey.</i>
		1. Divide Ss into small groups.
		2. Ask Ss to do a group survey on what they'd like to do on vacations and the reasons.
		3. Ask Ss to report their findings to the class.

SECTION B

1a	Purpose	To provide Ss with the opportunity to review the target language.
	Optional Approach	<i>Brainstorming</i> Read the instructions. Explain that when they brainstorm, Ss should write down all the ideas that come into their minds. They should not worry if an idea is silly or if a word is spelled wrong. They can even write a word in their first language for the moment. Ask Ss to spend some time writing down a list of things that are important to them when they go on vacation. Ask some Ss to read their lists to the class. Write on the board the new words or phrases they have used. Help Ss find the correct English words to explain their ideas.

1b	Purpose	To give Ss practice in listening for the gist.
	Teaching Tip	<i>Focus on the main idea.</i>
		1. The T teaches key concepts and words (travel agency, whale, amusement park).
		2. Tell Ss to focus on main ideas while listening.
		3. Play the recording and tell Ss to take notes while listening.
		4. Play the recording again and have the Ss number the pictures.
	Answers	1 2 3

1c	Purpose	To give Ss practice in understanding and writing the target language.
	Optional Approach	<i>Listen for specific information.</i>
		1. Get Ss to look at the chart to know what information they are supposed to obtain.
		2. Have Ss listen to the recording and complete the chart.
		3. Check the answers.

	Wants	Doesn't want
Customer 1	to go somewhere warm	to fly
Customer 2	to go on a nature tour	to go anywhere cold
Customer 3	to go somewhere that is fun for kids	to go to a big city

1d	Purpose	To give Ss guided oral practice using the target language.
	Optional Approach	Role-play 1. The T models a conversation with a S, using the sentences provided in 1d. 2. Have Ss work in pairs to make up conversations using the information in 1c. 3. Ask one or two pairs to act out their conversations to the class.

2a	Purpose	To activate Ss' previous knowledge related to the reading passage in 2b.
	Optional Approach	Distinguish between a hope and a dream. Have Ss work in pairs to think of an example of a hope and an example of a dream. Ask the Ss if they think hopes and dreams are the same.

2b	Purpose	Provide Ss with reading practice using the target language.
	Optional Approach	Read with focus. Ask Ss to go through the reading once slowly, paying attention to what they are reading. As they do so, ask them to underline the points they want to remember.

2c	Purpose	To expect the Ss to use the learning strategy by reflecting on the key points of the reading.
	Optional Approach	Underline more key points. Ask Ss to look back only at the parts they underlined. If they do not get a clear picture of the content of the reading, ask them to read again slowly and underline more points. Ask Ss to compare what they underlined with a few classmates. There may be differences, as not everyone wants to remember the same information.

2d	Purpose	To give Ss the opportunity to show their comprehension.
	Optional Approach	<i>How good is your memory?</i> 1. Ask Ss to read the text again, faster this time, to confirm their understanding and knowledge. 2. Ask Ss to answer the questions without referring to the passage again. 3. Discuss the answers.
	Answers	1. To help provide better lives for their parents. 2. They want to do jobs they enjoy. 3. To be able to fly.

2e	Purpose	To expect Ss to learn more by self check.
	Optional Approach	<i>Check the answers.</i> Ask Ss to check their answers according to the passage. Go around the class to help the Ss.

2f	Purpose	To give Ss the opportunity to discuss the topic freely.
	Optional Approach	<i>Group discussion</i> Divide the class into discussion groups of a maximum of six Ss each. Give them 2 minutes to discuss each of the three questions. Ask a few groups to tell the class their answers to Questions 1 and 2. Allow Ss to disagree with others.

3a	Purpose	To give Ss writing practice using the target language.
	Optional Approach	<i>Writing with a purpose</i> Read out the example dream. Ask how many Ss have the same dream. Ask for ideas that will help this person achieve this dream. Now ask Ss to write down a “dream” they have. Then with a partner they help each other find the ways to achieve their dreams. Some pairs might like to share their dreams.
	Answers	Answers will vary. Sample writing: I'd love to have my own company one day. To make my dream come true, I should work hard in middle school to learn as much as I can. Then I can enter a good university. At university, I should choose to study the right subject so that I can have the knowledge and ability to run my company. What's more, I will learn from the successful people in this field and find out how they did it. Finally, I think I should hold on to my dream even if I have a lot of difficulties. I think my dream will come true one day because I have a “winner's” attitude: I can do this!

3b

Purpose	To provide speaking and writing practice using the target language.
Optional Approach	<p>Make a survey. Divide Ss into groups of four. Present useful sentences to help Ss:</p> <ul style="list-style-type: none"> • What is an ideal place for a school trip? • I don't think so. • I agree. • That's a good idea. ... <p>Ask Ss to complete the survey. Ask a few Ss to show the results of the survey to the class.</p>

SELF CHECK

1

Purpose	To focus on vocabulary introduced in the unit.
Optional Approach	<ol style="list-style-type: none"> 1. Ask Ss to fill in the blanks on their own. 2. Check the answers.
Answers	1. provide 2. cook 3. saving 4. pack 5. hope

2

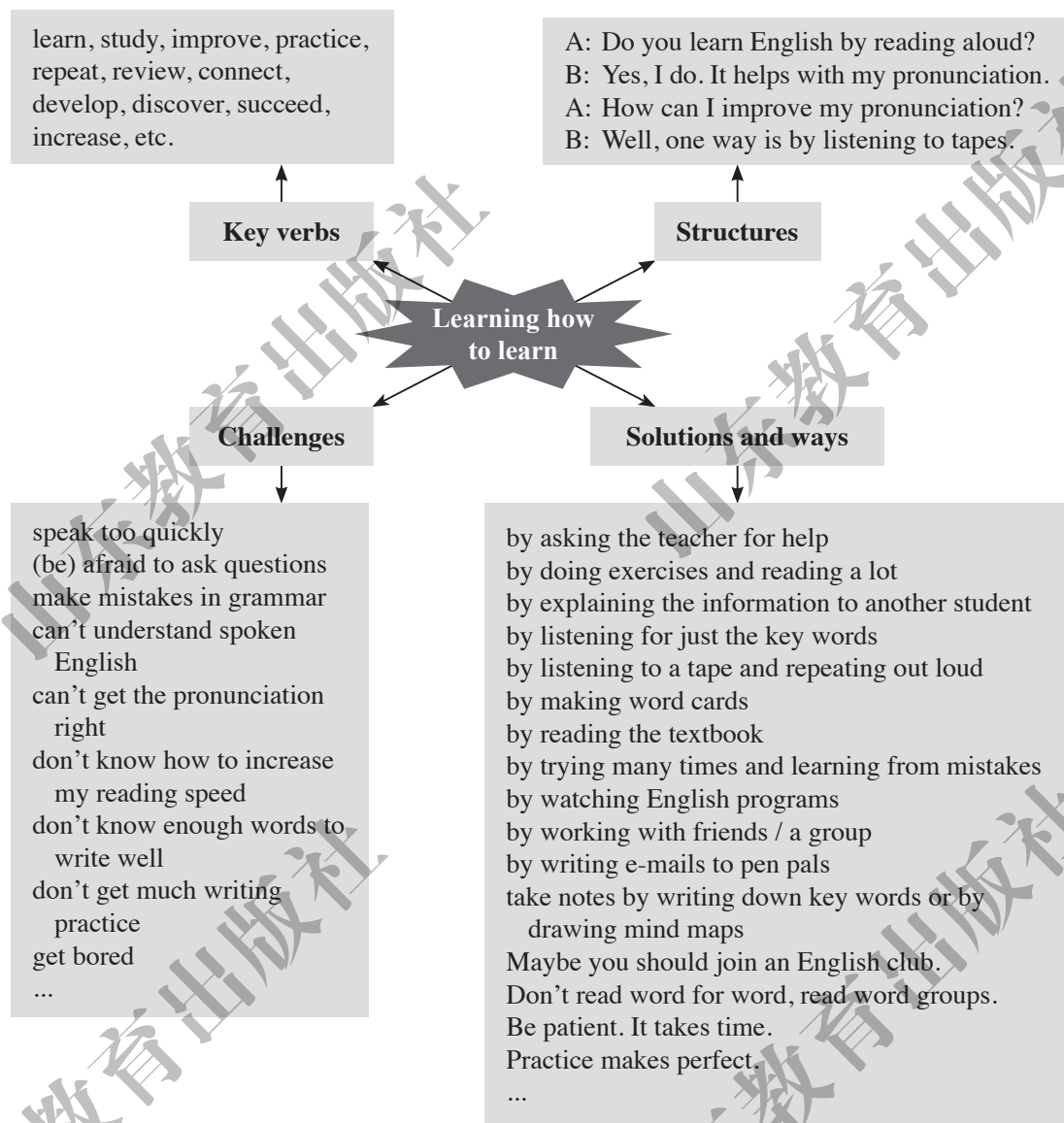
Purpose	To give Ss writing practice using the target language.
Optional Approach	<ol style="list-style-type: none"> 1. Ask Ss to identify the four places in the pictures. They are the Golden Gate Bridge in San Francisco, the Sydney Opera House, Big Ben in London and the Eiffel Tower in Paris. Ss may choose other places as well. 2. Ask Ss to complete the work on their own. 3. Ask a few Ss to read out their articles.
Answers	<p>Answers will vary. Sample writing:</p> <p>I'd like to go to Paris. Being the capital of France, it is one of the liveliest cities in Europe. Although it doesn't have any beaches or mountains, I think it is the most beautiful place in the world. I hope to visit some fantastic sights including the Eiffel Tower and the Notre Dame Cathedral, because they are the famous travel spotlights in the world. The transportation is very convenient in Paris. I can take the underground to most places in the city. And I will buy some clothes there, because the clothes are the most fashionable around the world. How I wish to have the chance to go there soon!</p>

Unit 4 How can we become good learners?

一、教学目标与要求

话 题 Topic	学会学习 (Learning how to learn)
功 能 Functions	<p>谈论如何学习 (Talk about how to study)</p> <p>A: How do you learn English?</p> <p>B: I learn by studying with a group.</p> <p>A: I'm a very slow reader.</p> <p>B: Just read quickly to get the main ideas at first. Don't read word by word. Read word groups.</p>
语 法 Grammar	<p>掌握动词 + by 加动词 -ing 形式表方式、方法 (Verb + by with gerund)</p> <p>A: How can I read faster?</p> <p>B: You can read faster by reading word groups.</p> <p>A: How can I improve my pronunciation?</p> <p>B: One way is by listening to tapes.</p>
词汇和常用表达 Words & expressions	<p>1 能正确使用下列词汇 (Curriculum words)</p> <p>textbook, conversation, pronunciation, sentence, expression, secret, grammar, note, physics, chemistry, speed, partner, ability, brain, attention, knowledge, discover, repeat, pronounce, increase, connect, review, active, aloud, wisely</p> <p>2 能正确使用下列常用表达 (Useful expressions)</p> <p>fall in love with, pay attention to, connect ... with</p> <p>3 能认读下列词汇 (Non-curriculum words)</p> <p>pal, memorize, pattern, overnight, lifelong</p>
学习策略 Strategies	<p>1 学会自我反思, 主动调整自己的学习方式, 根据自己的学习特点选择相应的学习策略和方案</p> <p>2 学会使用词典获取多义词在特定上下文中的意义</p>
文化知识 Culture	了解亚历山大·格雷厄姆·贝尔 (Alexander Graham Bell) 获得成功的途径

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本单元话题围绕学习本身，讲述了学习的障碍及对应的解决方法，对学生有重要意

义。Section A 内容上侧重英语学习的方法, 需要学生学习、训练相关语言内容及技能。本部分教学结束时学生应当重点掌握并能够熟练、正确地运用以下内容:

- 功能及句型结构方面: How do you study ...? I study by ..., How can I ...? You can ... by ...;
- 词汇方面: 教材所呈现的与学习主题相关的单词(重点为名词和动词)和各种表达英语学习方法的短语;
- 语法方面: 用“by+动词-ing形式”结构来表达方式方法。

从编排上看, 1a 主题图及其中的“by+动词-ing形式”呈现了英语学习的几种常见方法, 如: by working with friends, by making word cards, by asking the teacher for help 等。活动 1a 通过对学习方法的呈现及表达, 引导学生认识“by+动词-ing形式”结构, 活动 1b 和 1c 分别通过听力练习及口语交流活动, 为学生展示了该结构在英语中的运用及其基本特征。2a-2d 通过新一轮的听说活动, 丰富了英语学习话题下的语言输入内容, 侧重听说技能的训练和提升学生的语言表达能力。2a-2c 围绕教师和几名学生的对话, 讨论了学习英语中的具体问题以及各种应对的方法; 2d 则围绕英语学习中的阅读问题, 以对话形式提出了提高阅读能力的几项建议。活动 3a-3c 是本单元的第一个阅读板块。阅读语篇以第一人称讲述了因为对英语电影的喜爱, 一名英语学习被动、困难的学生转变成为一名主动学习英语, 并且热爱英语的学生的故事。阅读语篇在训练、发展学生阅读水平的同时, 能帮助他们意识到提高学习兴趣和改进学习方法的重要性。活动 3a 提出三个问题, 帮助学生掌握文章主要内容; 活动 3b 将语篇内容和本单元的重点语言结构“by+动词-ing形式”结合, 对作者使用的英语学习的方法进行梳理。

从语言上看, 尽管本部分的语言结构相对单一, 仅要求掌握“by+动词-ing形式”表达学习方式, 但具体的短语内容却非常丰富, 教师应当注意利用这一时机在引导学生学习新词的同时滚动复现七年级、八年级学过的相关短语和搭配。如果学生在 Section A 的学习过程中能有效构建对学习方式的语汇表达, 便可为后续 Grammar Focus 和 Section B 部分的学习奠定良好的基础。此外, 在情感态度上, 教师开可借助本部分的学习, 帮助学生自省反思并梳理他们自己的英语学习方法, 鼓励他们成为积极主动的学习者。

SECTION A 教学建议

活动 1a

1. 教师提出问题: What do you usually do when you study English? 利用对话导入新语言现象。以下内容供参考:

T: What do you usually do when you study English, × × × ?

S1: I often read English books.

T: (To class) Good. × × × studies by reading English books. That's a good way, (To

another one). Now, what do you usually do when you study English, × × × ?

S2: ...

2. 教师在上一步语言导入基础上要求学生翻开课本，并按照书本要求开展 1a 活动。
3. 鼓励学生开动脑筋，填出更多学习方式，必要时教师可晃动事先准备好的作业本、英语故事书、英文 DVD 影片光盘或外盒，甚至利用汉语进行一些提示。这些方式可能包括：by doing exercises, by reading English books, by asking others for help, by watching English DVDs 等等。

注意：这个环节中，如果学生能在教师的帮助下补充出更多的学习方式，学生在结对操练 1c 口语活动时的视野就能更开阔，同样也就更有话可说。这将有利于促成口语小对话（small talk）的自然开展。

4. 鼓励学生相互间开展交流，了解他人和反思自己的学习方式。

活动 1b-1c

1. 教师引导学生观察活动 1b 所呈现的文字内容，了解对话中的人数及人物名字，为听力活动铺平道路。以下问题供参考：
 - How many people do you think there are in the conversation?
 - What are their names?
 - How many boys and how many girls are there? How do you know this?
 - What do you think they will talk about in the conversation?
2. 教师播放录音，学生按照书本要求完成 1b 学习方法与人名匹配的活动。
3. 教师与学生核对确认答案。建议采用学生之间对话的方式进行答案确认，即教师选取班级中不同的学生仿照 1c 活动示范，依次确认听力活动各人物的学习方式答案。例如：

Student A: How does Meiping study for a test?

Student B: She studies by ... (注意要求学生用完整的句子回答。)
4. 学生结伴，仿照 1c 示范完成 1c 活动，教师巡视指导。也可以采取三人一组的方式，一人对其他两人进行简短访谈，了解他们应对考试的学习方式，随后教师挑选部分学生进行班级汇报。

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活动 2a-2c

1. 教师要求学生大声读出 2a 活动中的问题，并帮助学生掌握生词发音，如 conversation, pronunciation 等，并确保学生明确词义。

2. 学生根据 2b 活动内容预估 1a 活动答语, 找出自己觉得生僻的词汇, 请教同伴或教师明确词义。
3. 教师播放录音, 学生按照书本要求连贯完成 2a 和 2b 活动内容, 并相互交流、核对答案。
4. 学生两人一组, 参考 2c 示范完成口语交流活动。

对语言水平较高及听力基础好的班级来说, 教师可尝试以下方法:

- 学生在闭合书本的前提下直接听录音, 听后翻开书本, 依据对所听内容的记忆完成 2a 活动, 随后继续完成 2b 活动, 最后教师再次播放听力录音, 学生核对答案;
- 在学生闭合书本的前提下, 教师开展听写活动, 要求学生把 2a 活动的问题逐一听写下来 (教师每个问题念三遍, 同时拼写或板书相关生词, 帮助学生明确词义), 听写完毕后学生与书本进行核对, 订正错误及不足, 再转入以上建议的教学步骤。

注意: 以上两种做法的好处在于教师可为学生提供更多自我动脑思考、决策和反思的机会, 便于学生在对语言内容不断地判断思考中吸收相关语言现象, 在大脑中形成记忆, 最终内化相关语言知识。但这些做法对学生学习及语言能力有一定的要求, 对学习能力薄弱的学生压力较大, 因此应视学生情况而定, 切忌强行, 避免增加学生的学习焦虑感, 更不能让他们因为压力大而放弃或退出活动。

活动 2d

1. 教师帮助学生整体理解对话。教师可将全班分作 Jack 和 Annie 两人, 集体朗读对话, 借助以下问题反馈学生的理解:
 - What are the names of the girl and boy in the conversation?
 - Who has the problem? And who's going to help?
 - What's the problem?
2. 在学生整体理解对话的基础上, 教师可提出以下问题, 让学生单独阅读对话并回答问题:
 - How does Jack feel at the very start?
 - What makes him have this kind of feeling?
 - What's Jack's problem when he reads? And what does Annie suggest?
 - What's Jack's problem with words? And what's Annie's advice?
3. 全班核对答案, 教师确认学生全面理解对话后, 提示学生对话中值得关注的语言点, 引导学生复习、学习对话中值得学习的语言现象, 并收集整理, 如: a little

nervous, be patient, word by word, word groups, probably understand more than you think, The more you read, the faster you'll be 等。

4. 教师要求学生练习带有情感地朗读对话。教师可播放录音，让学生跟读；或者采用先两人结伴再分角色集体朗读的形式。教师注意课堂巡视，帮助学生纠正语音语调上的不足。
5. 请部分学生展示、表演对话，教师注意对其语音语调及情感的点评。
6. 条件许可或对学有余力的班级或学生，教师还可布置项目任务，要求学生结合自己实际改编对话或创编新对话进行课堂小表演。然后师生共同评比，选出语言改编奖、自然表演奖、语言流畅奖、表情及情感奖等奖项。

活动 3a-3b

1. 读前导入。教师事先扫描或通过本教参中的多媒体教学资源获取课文截图，将课文标题及插图制作入多媒体教学课件。在学生不看教材内容的前提下直接呈现该页面，引导学生就标题和插图展开讨论，在讨论中教师可有意诱导、呈现课文中的部分学生生疏的词汇，如 character, expression, grammar, discover 等，让学生明确词义。以下问题供参考：
 - What do you think the text is about when you read this title?
 - What's the girl doing in the picture?
 - How do you think the girl is learning English, according to the picture?
 - How does watching English movies help us learn English? or What can we learn from an English movie?
2. 读中理解。教师要求学生翻开书本至课文页，集体大声齐读 3a 活动列出的问题，确认大家正确理解问题，必要时教师可运用母语适当解释，如 the secret to learning English 等语言点。随后让学生初次阅读，按照 3a 要求完成活动。教师巡视时，可结合课堂实际指导和鼓励学生在形成自己理解判断的前提下，与周边同学讨论协商，修正、完善自己的作答。
3. 全班核对 3a 答案。然后教师要求学生再次细读课文，尤其关注文中“看电影学英语”的细节，对其好处进行画线摘录。
4. 学生回忆课文细节内容，尽可能在不回视反复阅读的前提下完成 3b 填词活动，然后再与课文核对，检验、修正自己的作答，反思自己的错误原因。
5. 读后语言学习及操练。师生协商交流，明确课文中值得关注和学习的语言现象，如：an English movie called *Toy Story*, fall in love with ..., the secret to ..., a piece of cake, It serves someone right 等，并鼓励学生造句运用。

语法内容介绍和教学建议

从语法角度看,本单元语言结构相对容易,仅为“by+动词-ing形式”结构表达方式方法,且局限于学习,尤其是外语学习的方法,因此整个单元含有大量结构近似甚至相同的表达(参见“话题思维导图图”)。建议教师在教学过程中多引导学生关注对这些短语的整体学习,并有效地在语句中正确套用。语法表格采用问答形式完整呈现了对“by+动词-ing形式”提问的How句型以及不同形式的语言结构范例。活动4a从结构上看,是对本单元“by+动词-ing形式”结构的再次直接呈现,但在内容上六个小问题分别对应英语学习中的听、说、读、写四项技能以及词汇、语法两大基本语言知识;活动4b将学习的内容从Section A单一的英语学习拓展到了对其他学科(数学、物理、化学、语文、历史、地理)学习方法上。活动4c则要求学生总结自己的英语学习方法,同时调查、了解同伴的学习方法,旨在帮助学生相互交流、借鉴彼此的学习方法。

语法部分具体教学建议如下:

1. 学生朗读“语法聚焦”表格中的句子,直至流畅自如。教师引导学生观察、发现其中学习方式的表达共性:by + 动词-ing形式。在此基础上,教师继续引导学生回忆七年级、八年级已学过的介词by表达出行方式的用法,让他们给出例子。教师板书总结归纳by表达方式的两中语言结构,呈现示例:
 - by + n. 结构: (go) by bus, (travel) by train, etc.
 - by + 动词-ing形式: (learn) by watching English movies, (improve) by doing exercises, etc.
2. 教师要求学生快速浏览语法页各项活动的语句中反复出现的高频谓语动词,并列出清单: learn (study), practice, improve等。教师板书并适当补充(如repeat, review, develop等),让他们意识到“谈及学习方式方法时,这些动词常与by + 动词-ing形式有着一定的伙伴关系”。

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活动4a

1. 学生按照书本要求完成4a活动,随后师生课堂核对答案。

注意:教师应引导学生用完整的语句陈述答案,如: I practice speaking by having conversations with friends, 而非简单说出“The first is ‘By having conversations with friends’”等不完整的句子。此外,教师最好采用“访谈式交流”与不同学生进行对话的方式,这样既能创造自然交流的机会,又能核对答案。例如:

T: × × ×, how do you practice speaking?

S1: I practice speaking by having conversations with friends.

T: Good, I see. (To another student) So, how do you ..., × × × ?
S2: I ...

2. 教师提示学生观察左栏的六个问题，指出其包括了英语学习的四项基本技能和两大基础知识。然后让学生思考除了课本上给出的答案以外，还有其他哪些方法有助于英语听说读写、词汇、语法的进步和提高。

活动 4b

1. 学生按照书本要求自主完成4b活动，然后与周围同伴交流，了解对方学习方法。
2. 教师选择不同学生大声读出或板书出他们所写的句子，作为示范供全班参考、学习。

注意：因为本题练习内容包括了物理、化学、语文、生物等多个学科，建议教师抽查这些学科学习成绩优异的学生分别回答相关问题，以便让其他同学都能从他们的回答中受益。

活动 4c

1. 学生两人一组按照书本要求先在4c活动表格内填出与自己相关的内容，然后就近结对，进行同伴访谈活动，并在表格中填入所获信息。教师巡视指导，获取反馈。
2. 教师鼓励学生总结、反思自己以往的英语学习方法，鼓励他们制定出适合自己的学习方案。
3. 若条件许可，建议教师在完成4c活动后让学生将该活动所获得的表格信息进行整理（教师可板书提供下表供学生参考，理顺思路），以 Do we study by doing the same thing? 为题，口头或笔头小结，然后讲给其他同学听。

Who	Similarities	Differences

SECTION B 内容介绍

本部分在 Section A 谈论英语学习的基础上，在话题上，从英语的学习困难（challenges）及解决方案（solutions），拓展到优秀学习者的学习习惯；在语言上，巩固了

Section A 所学语言结构, 丰富了与学习相关的话题词汇; 在技能上, 将听、说能力综合, 突出阅读训练, 由读促写; 在策略上, 引导学生关注优秀学生的学习方式, 借鉴并用于自身; 在情感上, 鼓励学生直面学习困难, 积极探索解决方案, 不断改进自己的学习方法、提高学习效率。

1a-1e 是围绕英语学习的任务链活动。1a-1b 让学生思考自己英语学习有哪些困难, 并写出来。1a 列举的学习困难也为后面 1c-1d 的听力谈论的相关话题进行了预热。1e 需要学生结合所听内容, 用对话形式复现听力信息。活动 2a-2e 是一系列与阅读相关的任务链。这一部分内容以 How Can You Become a Successful Learner? 为核心展开阅读训练。2a 为读前活动, 要求学生列出自己所知的好的学习方法并与同伴讨论, 旨在导入话题, 为阅读做好准备。2b 侧重训练阅读的寻读策略, 需要学生快速阅读语篇, 并找到成功学习者通常具备的四种学习习惯。2c 提出了关于文章各个细节的问题, 需要学生细读文章找到答案。2d-2e 为读后活动, 2d 结合本单元提出的使用词典的学习策略, 需要学生利用词典找出所列举的多义词在阅读语篇中的词义并造句。这个活动需要学生能根据上下文从词典中判断、选择恰当词义。2e 是阅读后延伸性口语交流活动, 旨在训练学生口头表达能力的同时, 引导学生养成积极的学习态度。该活动需要学生利用所读内容并结合自身学习情况, 反思自己是否具备优秀学习者应具备的学习习惯和方法。学生学会或能有意识地结合自身实际选择有效学习方式, 以获取学业上的成功是情感态度的重要组成部分, 也是本活动的主要目的。活动 3a-3b 是相互联系的一个整体任务, 需要学生就如何学习英语写一篇短文。3a 通过填表进行写作思路及内容上的准备, 3b 则旨在训练学生利用 3a 表格信息构建连贯语篇, 达到训练、提升语言书写能力的目的。

SECTION B 教学建议

活动 1b-1c

1. 教师参考下列问题, 与学生简单交流, 导入话题:

- Do you think English is a difficult subject?
- What makes it difficult for you to learn English?
- Which gives you a headache: memorizing words, learning grammar, listening, speaking, reading or writing?

2. 学生翻开书本, 按照活动要求连续完成 1a 和 1b 活动, 教师巡视指导, 获取反馈。

3. 班级师生交流。教师选取不同学生向班级陈述自己选择及填写的学习困难之处, 并以建议的形式向学生提出解决方案。例如:

S1: I can't pronounce some of the words.

T: Well, some English words can be really difficult to read. You could ask your classmates or me for help. Another good way is by listening to a tape at home and

often repeating the difficult words and sentences.

在此基础上，教师可逐步将自己从对话中“隐退”，请班级中英语学习优秀者为其他同学所存在的学习难点提出建议，教师从旁点评。

注意：教师所给建议应尽量使用随后听力活动录音文稿中的教师话语，这样可让学生预先对听力中的部分语言有所了解，降低听力难度。

活动 1c-1e

1. 听前预估。学生根据书本 1c 活动表格所列问题（Challenges）预估 Paul 在英语学习上存在的问题。在基础好、能力强的学生群体中教师应注意巡视、收集他们在预估中所填出的不同词汇，引导学生展开交流，以达到复习、扩充词汇的目的；而在学习水平有限的班级群体中教师可板书提供一些词语供学生参考、选择。例如：

- pronunciation/spelling/grammar/sentence/word
- forget/misspell/misunderstand
- hear/understand/concentrate/follow
- listening/speaking/reading/writing

注意：以上方法可以兼顾三个目的：其一，引起学生兴趣，形成听力期待；其二，学生事先熟悉部分词汇，降低听力难度；其三，学生通过交流或选词可以有效滚动复习旧词、接触新词，这对词汇的巩固和扩充能起到积极作用。

2. 教师播放第一遍录音，让学生判断自己的预测，修正答案。
3. 教师播放第二遍录音，让学生按照书本要求完成 1d 活动。
4. 师生核对答案，建议教师在第 1 小题后追问：If listening can help, what did Ms. Manson advise Paul to do? 引导学生说出更多内容。
5. 学生结伴，按照书本要求开展 1e 活动的口语角色扮演。对语言基础较好的学生群体，教师可考虑利用以下拓展活动取代活动 1e。

■ 拓展活动：伸出援助之手（Offering your help and advice）

活动目的：为学生提供口语交流平台，引导他们谈论学习中的困难及解决的办法，提高学习英语的信心。

活动步骤：

1. 学生预先写出自己在英语学科上遇到的困难。

2. 教师请学生推荐出班级中英语学习较为成功的若干名学生。
3. 根据推荐出的学生个数，在学生自愿组合的基础上，教师将学生分为若干小组，并保证每组有至少一名大家推荐的英语学习优秀学生。
4. 小组成员陈述自己面临的学习困难，英语学习优秀学生提出建议或描述自己的做法，其他同学可做补充，全组成员共同参与帮助学习有困难的成员，需要学生同时记录他人给自己提出的建议。
5. 学生汇报自己学习面临的困难及同学们所提建议，并谈谈自己今后英语学习的打算。

说明：以上活动，还可以根据学生意愿，不局限于英语学习，也可对其他学科进行同样的讨论。

活动 2a-2e

1. 读前准备及生词解读。在学习能力较强、性格外向且乐于相互交流的学生群体中，教师可直接要求学生按照书本活动开展 1a 活动。教师注意收集学生的观点，有选择地适当板书若干良好学习方式。在此基础上，教师继续板书以下学习方法（包括课文中的大部分生词），引导学生解读它们的意思，讨论哪些学习方式值得倡导、哪些值得改进，通过这样的过程学习生词及表达：

- be active in thinking
- pay too much attention to the knowledge of grammar
- connect something new with knowledge and experience you already have
- review well what you have learned
- lack concentration in class or when doing homework
- feel nervous about making mistakes

对于英语水平有限和沉默内向的学生群体，建议教师将 1a 活动调整为教师提供部分学习方式，学生从中摘出值得倡导的好方法，然后再引入上述短语，开展词汇学习。以下内容供参考：

- always read English aloud, both in and out of school
- do a bit reading in English every day
- study with a group sometimes instead of working on your own
- memorize words letter by letter
- memorize new words and review them as often as possible

2. 学生第一遍快速阅读文章：初读理解整体轮廓，训练阅读策略。教师要求学生限时阅读（10~20 秒为佳），按照书本要求完成 2b 活动。对于学习能力薄弱的群体，

教师可适当延长时限，要求他们在笔记本中摘录出课文所列优秀学生采用的四种学习方式，以进一步促成其与英语的接触，加深印象。此后师生核对答案，讨论所采用的阅读策略——教师应让学生意识到利用字体的视觉差异（粗体加黑）及跳跃寻读是阅读中经常使用的一种策略方法。

3. 学生再次阅读文章，理解具体细节信息。学生细读课文，按照书本要求完成2c活动。教师应注意巡视指导，发现学生的阅读障碍及理解误区所在，思索并确定相应对策。对于学习基础薄弱、水平有限的学生，教师可将问题聚焦于课文理解，甚至适当修正问题的问法，以便学生操作。以下问题可供参考：

- According to the writer, what kind of ability is everyone born with?
- Why is it a good idea to connect something you need to learn with something you're interested in?
- What's the Chinese translation for "use it or lose it" and "practice makes perfect"?
- Are good learners afraid of making mistakes? What do they do with the mistakes?
- What study skills does the writer talk about? List them out.
- Why do many people say learning is a lifelong journey?

对于语言基础好、学习优秀的群体，教师可将问题视角侧重于学生自身观点的表述，甚至可以结合不同的问题做些引申，如针对第一个问题可讨论：Besides the ability to learn, what other abilities do you think everyone is born with? 而针对最后一个问题则可讨论：When people say "You're never too old to learn", what do they mean? 等。

4. 读后学习能力训练：词典运用。事先通知学生带词典进课堂，学生课堂按照书本要求完成2d活动的前半部分，学生独立查词典确定词义后，师生商讨核实。在此基础上再要求学生完成2d活动后半部分的造句任务。若教学时间有限，教师还可考虑将此活动整个或部分（如造句）布置为课外作业，由学生课后完成。

注意：教师不要对词典的载体形式进行限制，欢迎学生带纸质、电子、手机、移动网上词典，这样亦可对比不同词典载体的优势与不足，更便于表明教师倡导学生使用某类词典的观点。

5. 读后交流活动。在学生熟读及透彻理解课文的基础上，教师将学生分组，保证每一小组中均有语言能力较强及乐于交流者，按照2e活动要求展开小组讨论，形成小组观点并记录下来。期间教师巡视指导，听取不同小组的讨论。最后由小组推选的小组“发言人”结合讨论记录向班级汇报。

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活动 3a-3b

1. 教师引导学生回想此前课本中所涉及的有关英语学习的一些良好方法，借此让学生对本单元进行一次全面浏览性复习：

What good ways of learning English have we learned in this unit? Let's read through the unit again quickly and do a summary.

2. 学生从罗列总结出的方法中适当选择，并按书本要求完成 3a 活动。

注意：教师尽量鼓励或要求学生结合自己英语学习的成功经验，自我填写表格内容，突出学习个性化。在此过程中，教师还应注意鼓励学生不断与周边同学进行交流，互相参考，补充完善自己所填内容，同时加强巡视指导。

3. 教师让学生在完成表格填写后与周边同伴交换，双方开展校对式阅读（proof reading），就对方所写内容中自己看不明白或对语言正确性有疑虑的地方展开商讨交流，达到共同完善、提高的目的。
4. 教师让学生先熟悉 3b 列出的常用表达和句式，然后按书本要求完成写作任务。若教学时间有限，可考虑将此活动布置为课外作业，学生课后完成，第二天课堂朗读交流或交教师批阅。

SELF CHECK 内容介绍和教学建议

此部分活动 1 侧重对单元主题下的语篇理解及词语选择，活动 2 是口语交际反馈检查，活动 3 则通过提建议的方式检查对本单元重点语言结构的掌握情况。课堂教学时间不足时，可考虑事先将本部分内容以作业的形式由学生课外完成，课堂学生交流修改，师生核对答案。

活动 1

1. 引导学生读出方框中的内容，确认他们能熟练认读这些词语。对于学习基础较弱的群体，可要求他们在这些词语旁边注出汉语意思。
2. 学生独立按照书本要求完成此项活动，教师巡视获取反馈。
3. 学生相互结伴，核对修正自己的答案。
4. 师生集体确认答案，然后集体诵读文段至熟练。

活动 2

1. 学生先按书本顺序逐一读出句子，确认理解各句的意思。然后按照书本要求独立完成活动。

2. 学生结伴核对，确认排出合乎逻辑的对话。
3. 学生集体及分角色熟练朗读对话。
4. 教师可在学生完成排序后要求他们以正常对话的形式在随意贴（post-it note）上转抄出来，通过文字书写加深理解及印象。

活动3

1. 教师确认学生理解本活动要求，随后学生默读各小题所描述的学生学习障碍，并结合本单元所学内容或自己的观点写出建议，完成书本活动。
2. 教师请不同学生读出自己所写建议，引导学生开展班级讨论，看看谁的建议更加实用、合理。

四、课文注释

1. **But I'm a very slow reader.** 但我是个书读得很慢的人。

英语 a slow reader 中形容词 slow 意指“阅读速度缓慢”；在 a slow learner 这一表述中，slow 则指“理解慢；学习接受缓慢”；在音乐中，a slow movement 意为“慢板乐章”等等。可见，虽 slow 本质语义为“（速度）缓慢”，在具体的名词搭配和上下文中的含义却具有动态变化特征，因此翻译汉语时不可简单字面直译，需在理解其含义后选择汉语的贴切表达方式。例如 a slow smile 意思是“滞后的微笑；迟到的笑容；慢来的微笑”等，又如：

She gave a slow smile. 她半天才露出了笑容。

其他一些常见于 slow 搭配的名词包括：death, decline, driver, growth, pace, process, progress, speed, start, train, walk 等。

2. **Don't read word by word. Read word groups.** 不要一个字一个字地读，要按意群读。

word groups 是一个语言学范畴概念，指口头语篇中的“段”或“块”（segments or chunks of spoken discourse），还可使用 meaning units, sense groups, tone units, intonation groups 等术语表达相同意思。使用中，听者用它来组织信号、解读说话者所表达的含义。在语句中，其特征是重读音节的音高以及话语中停顿的位置。例如：

I discovered | that listening to something you are interested in | is the secret to language learning.

3. **I fell in love with this exciting and funny movie!** 我爱上了这部令人兴奋和有趣的影片！

动词短语 fall in love (with ...) 表示“爱上……（某人、物或地方）”，强调动

作。英语另有 be in love (with ...), 表示“(与……)恋爱中”, 指状态。试比较:

I'm afraid he's fallen in love with you. 我怕是他爱上你了吧。

I fell in love with Shanghai the very first time I visited the city. 我第一次到上海就爱上了这座城市。

be/fall in love (with ...) 这一结构还可受 deeply, desperately, hopelessly, madly, passionately, head over heels 等词或短语修饰, 置于动词与 in love 之间。例如:

They fell head over heels in love with each other at the very first sight. 他们第一眼相见便彻彻底底地爱上了对方。

He's madly in love with her. 他发狂地爱着她。

4. I discovered that listening to something interesting is the secret to language learning.

我发现听有趣的东西是学习语言的一种极佳方法。

此句中名词 secret 意为“某种特别的、唯一的或最佳的方法或路子”(only/best way of doing/achieving something), 具体行文中可译作“秘诀; 秘方”等, 亦可使用“秘密”。在这一语义下, 英语见有 the secret to (doing) something 之说。例如:

As suggested by many doctors, the secret to reducing stress is relaxation. 就像许多大夫建议的那样, 缓解压力的最佳办法是放松休息。

How did you cook it? What's your secret to getting this flavor? 你是怎样烹饪的? 你做出这种味道的秘方是什么?

但值得注意的是, secret 之后的介词搭配并不唯一, 就以上语义而言, 介词 behind, of 也是常可见到的搭配词语。例如:

the secret behind Steve Job's extraordinary success 斯蒂夫·乔布斯非凡成功背后的秘诀

the secret to staying healthy 保持健康的诀窍

当 secret 作为“秘密; 机密”解时, 其后会搭配介词 about 等。例如:

There was some secret about the source of his wealth. 有一些他财富的来源的秘密。

5. For example, they may take notes by writing down key words or by drawing mind maps. 例如, 他们可以通过记录关键词或画出思维导图来做笔记。

英语中 mind map 指“人们在脑海中构建的某种体系或框架结构图表”, 这时 map 并非“地图”之意, 而是汉语“结构图; 轮廓图; 概览表; 概念图”之类的意思。

五、文化注释

1. 学习方式 (learning styles and learner types)

任何学习的人都以自己所偏爱的、适合自己的方式进行学习，长期以来在学习上所形成的这种习惯即为“学习风格”(learning styles)。在学术界及研究领域，人们从不同的研究角度把持各类学习风格的人分为不同类型，即为“学习者类型”(learner types)。有些学者从感知和认知等方面把学习者分为视觉型、听觉型、动觉型与触觉型。听觉型的人对听到的内容比较敏感，喜欢听；视觉型的人对看到的文字或图像印象深刻，因此喜欢阅读，尤其是默读；动觉型的人在说的活动中表现突出，喜欢动手或表演；而触觉型的人善用触觉和动作来学习，喜欢具体操作，用手来尝试新事物。

从地域上看，不同国家或地区的学生还会因为学习目的的不同或传统文化理念的差异采用不同的学习方法及策略。如就外语学习而言，一些国家中人们强调对知识的记忆，关注测试成绩和正确性；而另一些国家里人们则强调对所学语言的应用，关注在实际环境中学生运用语言的流利性，以及是否有效地成功交流，即便所用语言并不一定完全正确。

由于学习风格和学习类型上的差异，不同的学习方式并无好坏优劣之分，有的只是差异——不同的学习方式会针对不同学习风格及类型存在效率上的极大差异，对一个人来说是行之有效的方法，但对另一个人来说可能会是一种灾难或噩梦 (One man's meat is another man's poison.)。

2. 亚历山大·格雷厄姆·贝尔 (Alexander Graham Bell, 1847—1922)

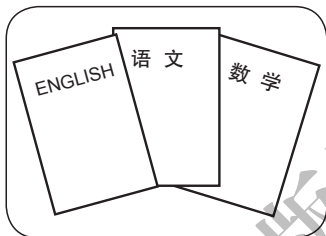
亚历山大·格雷厄姆·贝尔，电气工程学家、发明家、企业家和聋哑教育家，出身于苏格兰，1870年移民加拿大，而后移居美国，在波士顿大学工作。

贝尔的父亲从事聋哑人教育工作。受父亲的影响，贝尔从小就对语言和声音传播很有兴趣。在一次做电报实验时，他发现一块铁片在磁铁前面震动发出的微弱声响竟通过导线传到了远处。这个现象给了贝尔很大的启示。1875年贝尔发明了电话，随后经过不断实验、改进，终于在1876年3月通过他发明的装置传出了人类在电话机上说的第一句话。为此他申请并获得了世界上第一台可用电话机的专利权，而后他创建了贝尔电话公司 (AT&T公司的前身)。除此之外，贝尔还制造了助听器，改进了爱迪生发明的留声机，设计出一个检验人体内金属的装置，成为X光机的前身。

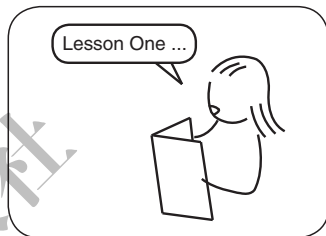
在教育及社会工作方面，贝尔继承父业，致力于聋哑教育，对聋哑语的发明贡献甚大，他写的文章和小册子超过100篇 (本)。他还是美国“国家地理学会”(National Geographic Society) 和《科学》(Science) 杂志的创办人。

六、教学简笔画

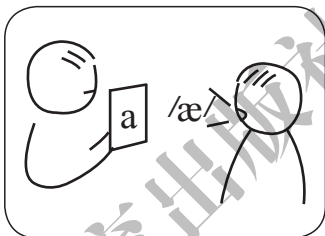
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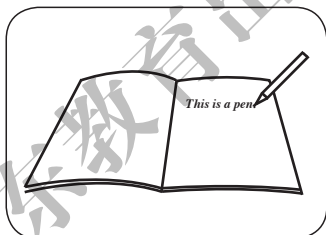
2. read aloud



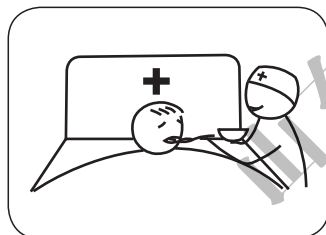
3. pronunciation, pronounce



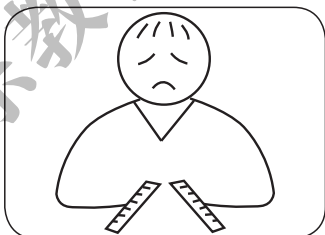
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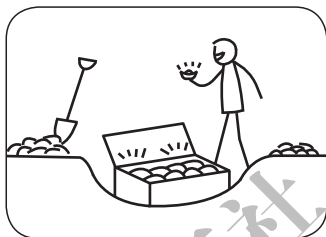
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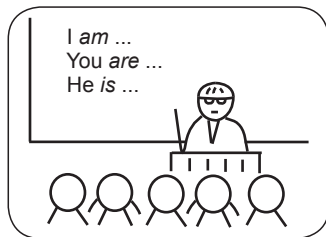
6. a sad expression



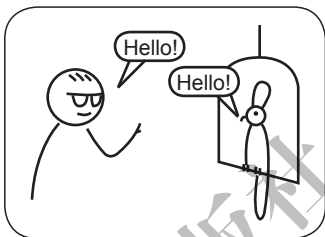
7. discover



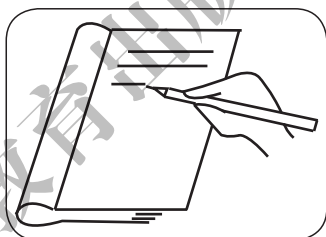
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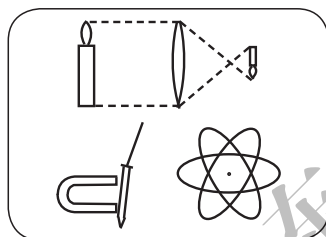
9. repeat



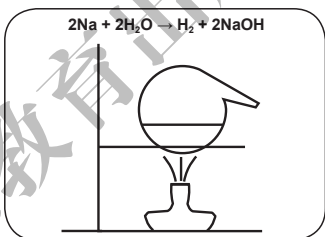
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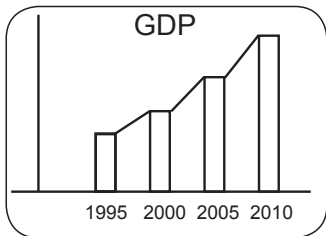
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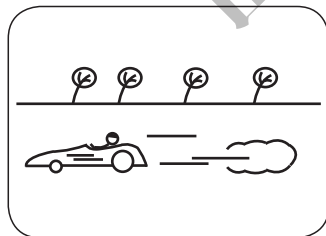
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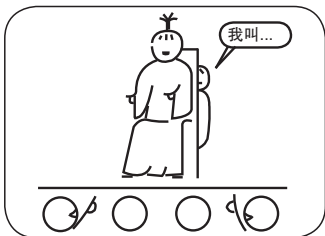
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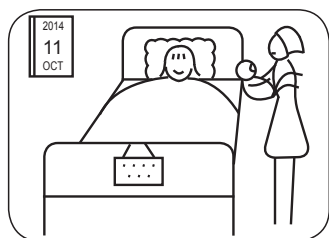
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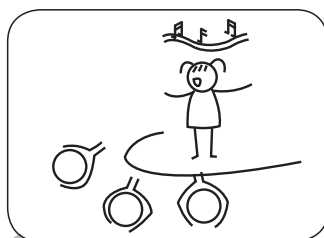
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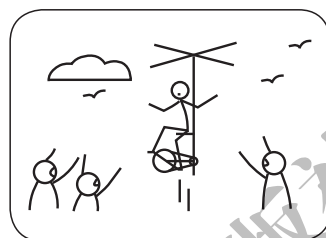
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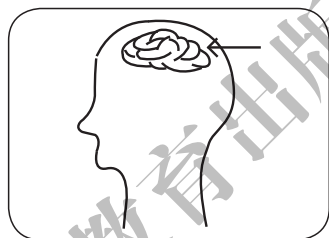
17. ability to sing songs



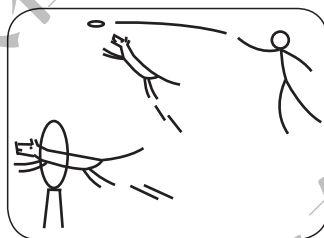
18. create a new machine



19. brain



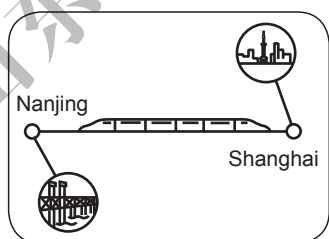
20. an active dog



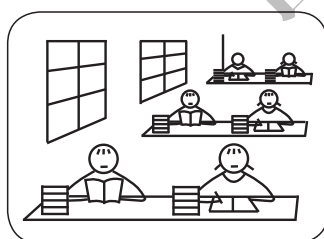
21. attention



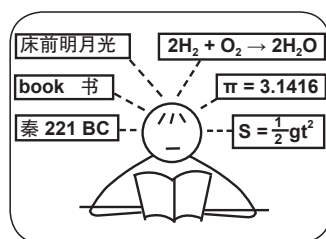
22. connect A with B



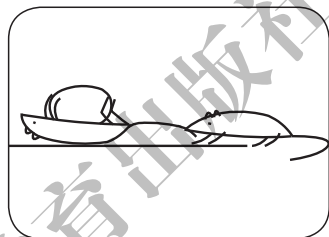
23. review



24. knowledge



25. do it wisely



Unit 4 How can we become good learners?

SECTION A

1a

Purpose	<p>To introduce Ss to the unit goal: talk about how to study.</p> <p>To set the scene, increase Ss' vocabulary and introduce the target language.</p>
Picture	<p>The picture shows three students thinking about how they study English. The girl on the left says that she studies by making word cards. The boy in the middle is thinking about how he studies by listening to tapes, while the boy on the right is thinking about how he studies by asking the teacher for help. It appears that they are about to tell each other their methods of studying English.</p>
Culture Focus	<p><i>Cram schools</i> Cram schools exist in many countries in the world, ranging from Thailand to the US. In Asian countries such as Japan, Korea, Thailand and China, cram schools are a regular part of life for Ss. Cram schools are schools which specialize in a particular subject or subjects. The aim of a cram school is mostly to impart as much information to its Ss as possible within the shortest period of time. The English name “cram school” comes from the slang term “cramming”, which means studying hard or studying a great amount of content in a short period of time. Ss who attend after-school cram schools may study for four hours or more. It is common for Ss in Asian countries who attend after-school cram schools to be taking English classes in cram school, in order to obtain better grades for English. There are people who criticize cram schools for being more interested in making a profit than being concerned about education, and for being lacking in training Ss in critical thinking and analysis. However, cram schools apparently play a social role for Ss, as many Ss say that they like going to cram school because they are able to make new friends there, and some other Ss say they like cram school because of the increased personal interaction they have with their teachers.</p>

Optional Approach	<p>Warming up To set the scene for activity 1a, the T may want to focus Ss' attention on the picture and encourage them to talk about it. The T may want to use these prompts:</p> <ul style="list-style-type: none"> • Who do you think these three people are? • What do you think they are thinking about? • What do you think the two boys will say?
Answers	<p>Suggested answers:</p> <ul style="list-style-type: none"> • doing grammar exercises • reading aloud • watching English movies and other programs • using the Internet • reading English books • writing letters/e-mails in English to a pen pal • keeping a diary in English

1b

Purpose	To help Ss recognize the target language in natural speech.
Optional Approach	<p>Listen again The T may want to play the recording a second time and use these prompts to have a brief discussion:</p> <ul style="list-style-type: none"> • How did the teacher feel when Peter approached her for help? (Answer: She was happy.) <p>Note: The T may want to use this opportunity to encourage Ss to approach him/her if they need any help.</p> <ul style="list-style-type: none"> • How does Tony's mother feel when she thinks that he is listening to music instead of studying? (Answer: She gets mad.) <p>Note: The T may want to clarify that "mad" means "angry" here, but it can also mean "crazy" in a different context.</p>
Answers	1. b 2. e 3. d

1c

Purpose	To give Ss guided practice in using the structure <i>by + v. -ing</i> in speech.
Optional Approach	<p>Mime and guess To make it more interactive for Ss, the T can consider asking Ss to do this activity in groups of five to six. S1 can start by asking S2 "How do you study for a test?" S2 will then mime his/her answer, e.g. reading the textbook. The other Ss in the group can offer their guesses as to what S2 is miming. If one of them guesses correctly,</p>

Optional Approach	S2 will nod and then say aloud his/her answer, e.g. "I study by reading the textbook." It will then be S2's turn to ask S3 "How do you study for a test?", and so on.
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2a

Purpose	To provide Ss with more practice in listening to the target language in natural speech.
Optional Approach	Predictions As a lead-in to the activity, the T may want to ask Ss to keep their textbooks closed while he/she introduces the context of the conversation they are about to hear, e.g. "A group of students are at an English club meeting and they are discussing the best ways to learn English. What questions or ways of learning English do you think you will hear in this conversation?" Ss may then brainstorm a series of questions or ways of learning English and the T can write these on the board. After Ss have listened to the recording, they can compare their predictions to what they actually heard in the conversation.
Answers	<i>Checked: 1, 2, 4, 5</i>

2b

Purpose	To give Ss practice in listening for specific information.
Optional Approach	Pre- and post-listening The T may want to consider including a pre-listening task and post-listening task for Ss. As a pre-listening task, the T can ask Ss to predict the answers and compare their predictions with a partner. As a post-listening task, the T can encourage Ss to recall the two ways of learning English mentioned in the recording but were not listed in the chart in 2a. (Answers: keeping a diary in English; looking up new words in a dictionary.)
Answers	<i>1. d 2. b 4. c 5. a</i>

2c

Purpose	To give Ss practice in using the target language in conversations.
Optional Approach	Class survey The T can do a quick class survey and ask Ss which of the methods mentioned in 2a and 2b are methods which the Ss have tried or are currently using. Then the T can elicit responses from the Ss to find out which method they find most/least effective in learning English and why.

2d

Purpose	To give Ss more practice in using the target language in natural speech.
Teaching Tip	<p>Reading strategies The conversation in 2d talks about strategies for reading an English book. What about reading a textbook? The T may wish to teach Ss the SQ4R method, a reading strategy that can make a difference in how productive their study time is. The SQ4R method is a popular reading strategy that can maximize Ss' learning when they read a textbook. If Ss follow the six steps in this reading strategy, it is highly likely that they will process and remember information better:</p> <ol style="list-style-type: none"> 1. Survey the chapter/unit to get a general idea of what material it covers. (S = survey) 2. Write questions for each heading and sub-heading, to predict what the chapter will cover. (Q = questions) 3. Read the information, one section and one paragraph at a time. (first of the 4Rs = read) 4. Record the information for that paragraph using a variety of note-taking strategies, e.g. writing a summary of the paragraph, drawing a picture or chart to summarize the paragraph, creating a mind map, etc. (second of the 4Rs = record) 5. Recite the important information from each paragraph aloud. (third of the 4Rs = recite) 6. Review the information in the entire chapter/unit once the chapter/unit is complete. (last of the 4Rs = review)

3a

Purpose	To provide Ss with reading practice using the target language.
Culture Focus	<p>About the movie <i>Toy Story</i> is an American animated film produced by Pixar Animation Studios. It was released in 1995 and quickly became very popular not only in the US but also in other parts of the world. The film revolves around a group of toys in a child's nursery. These toys come to life whenever there are no humans in the nursery. Following the success of the film, the sequels <i>Toy Story 2</i> and <i>Toy Story 3</i> were released in 1999 and 2010 respectively.</p>

Answers	<p>1. The teacher spoke too quickly and Wei Fen did not understand her most of the time, but she was afraid to ask questions because of her poor pronunciation.</p> <p>2. She hid behind her textbook and never said anything.</p> <p>3. For Wei Fen, the secret to language learning is listening to something interesting.</p>
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3b

Purpose	To enable Ss to learn some of the key words in the reading passage.
Teaching Tip	<p>Explaining idioms The T may want to use the expression “it’s a piece of cake” in question 4 to introduce idioms to Ss.</p> <p>An idiom is a group of words with a special meaning. This meaning may be quite different from the meanings of the individual words in the idiom. For example, “it’s a piece of cake” means “it’s very easy”.</p> <p>Other idioms related to learning:</p> <ul style="list-style-type: none"> • It’s easy as pie. (Meaning: It’s very easy.) • It’s as easy as ABC. (Meaning: It’s very easy.) <p>The T may also want to point out that different languages have their own unique idioms, and ask for examples of some Chinese idioms. Emphasize that to learn a language well, we need to learn the idioms of that language.</p>
Answers	<p>1. body language, expressions</p> <p>2. key words</p> <p>3. conversations</p> <p>4. useful</p> <p>5. dictionary</p>

GRAMMAR FOCUS

4a

Answers	1. c 2. e 3. f 4. a 5. b 6. d
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4b

Answers	<p>Suggested answers:</p> <ul style="list-style-type: none"> • I like to learn math by <u>solving new math problems every day</u>. • I like to practice my physics by <u>doing extra exercises</u>.
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Answers	<ul style="list-style-type: none"> • I like to improve my chemistry by <u>memorizing chemical terms and doing experiments.</u> • I like to practice my Chinese by <u>keeping a diary in Chinese.</u> • I like to improve my history and geography by <u>watching historical and geographical programs.</u>
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4c

Purpose	To provide Ss with practice in using the target language in speech.
Optional Approach	Lights, camera, action! For classes where technology (i.e. smartphones, computers) is readily available, the T can consider making the activity more fun for the Ss. The T can divide the class into groups of five or six and instruct each group to do the activity as a homework assignment. Using a smartphone or other video-recording device, each group can make a short film showing the series of interviews (each group member should take turns interviewing someone in their group). Groups should submit their videos to the T before the next lesson, and the T can play the videos during the next lesson. Encourage Ss to be as creative as they want to be in their videos, making use of props etc.
Answers	Answers will vary.

■ Optional Activity 1: I guess this is how you study.

Purpose	To review and reinforce the target language.
Materials Required	One copy of the worksheet <i>I guess you study by ...</i> for each S.

Sample worksheet:

I guess you study by ...

Do you know how your partner studies different subjects? Make a guess and write your answers below. Then check with your partner.

My partner is _____ (partner's name)		
I guess ...	Your answer (✓ or ×)	Your partner's answer (✓ or ×)
1. ... you study English by listening to tapes at home.		

2. ... you learn new English words by making word cards.		
3. ... you practice writing in English by writing emails to a pen pal.		
4. ... you study math by doing many exercises.		
5. ... you improve your Chinese by reading storybooks.		
6. ... you learn geography by watching documentary programs.		
7. ... you study science by reading the textbook.		
8. ... you study history by memorizing important dates.		

What is your score? _____ / 8

Do you and your partner study using the same methods? Share your answer with your class.

Procedure

1. Before the lesson, the T should prepare a copy of the worksheet for every S in the class.
2. Have Ss work in pairs for this activity. Ensure that each S has a new partner, preferably one they have not worked with before.
3. Give each S a copy of the worksheet. Read aloud and explain the instructions. Go through all the questions to ensure that Ss understand them.
4. Give Ss enough time to make guesses about how their partner studies. Tell them to put ✓ or × in the middle column.
5. Ask Ss to check if their guesses are right by interviewing their partners and filling in ✓ or × in the last column.

Example:

Question: Do you learn English by listening to tapes at home?

- Yes. (✓)
- No (×)

6. Have Ss write their scores at the bottom of the worksheet.
7. Have a brief class discussion to find out which Ss know their partners well.

■ Optional Activity 2: Broken idioms

Purpose	To introduce to Ss some common English idioms.
Materials Required	One set of idiom strips for each pair of Ss.

Sample activity sheet:

Broken Idioms

Meanings (for T's reference only)

a slap	on the wrist
once	in a blue moon
cross	your fingers
go	the extra mile
hit the nail	on the head
keep an eye	on someone
sit	on the fence
raining	cats and dogs
start	from scratch
tie	the knot

a slap on the wrist: a small punishment
 once in a blue moon: a very rare happening
 cross your fingers: hope that something happens the way you want it to
 go the extra mile: do more than what is needed
 hit the nail on the head: get exactly the right answer or do exactly the right thing
 keep an eye on someone: watch the person closely
 sit on the fence: be undecided
 raining cats and dogs: raining very heavily and noisily
 start from scratch: start right from the beginning without any previous preparation
 tie the knot: get married

Procedure

1. Before the lesson, the T should prepare a copy of the activity sheet for each pair of Ss, cut the strips and put them in an envelope.
2. Encourage Ss to recall what an idiom is and to give examples of English idioms that they know.
3. Have Ss work in pairs and give each pair a set of broken idiom strips. Tell them that they are to match the strips to “repair” the “broken” idioms.
4. Give Ss enough time to complete the activity.
5. Check answers as a class.
6. Encourage Ss to suggest what the idioms mean.

SECTION B

1a

Purpose	To prompt Ss to think about the difficulties they have in learning English.
Optional Approach	<p>Why do people learn English? Before asking Ss to complete activity 1a, the T may want to have a brief class discussion on why so many people want to learn English.</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • It is the language of science and technology. • It is used in international trade and commerce. • It is an international language used to communicate with people from various cultures. • Many great writings are in English. • There are many good English movies and programs. • There are many English songs.
Answers	Answers will vary.

1b

Purpose	To give Ss the opportunity to reflect on their English learning experience.
Teaching Tip	<p>Thinking positively While it is good to encourage Ss to talk about the difficulties they face in learning English, it is also important to provide a balanced perspective so that Ss will not go away with the impression that learning English is nothing but an uphill task. This can be done by prompting Ss to share some of their positive experiences in learning English. The T may also want to share his/her own positive experiences that have made him/her want to learn English.</p>
Answers	<p>Suggested answers:</p> <ul style="list-style-type: none"> • I can't understand English movies. • I want to read English books but I don't know what to read. • I don't understand native speakers of English. • I'm nervous when I try to speak English. • When I read an English book, I have to keep looking up unfamiliar words in my dictionary and it is not fun.

1c

Purpose	To give Ss listening practice in the target language used in natural speech.
Culture Focus	Challenges in learning English While there are challenges in learning English that are common across all cultures, there may also be some challenges which figure more in some cultures than in others. For example, many Asian students tend to be shy and thus find speaking in a foreign language a challenging task. They may be more comfortable reading, writing and doing grammar exercises, thus progressing faster in these skills. Conversely, many European learners may prefer speaking to learning English grammar rules. Some pronunciation difficulties may also be a result of influences from the learners' native tongues. For example, some Asian speakers may have problems differentiating /l/ and /r/.
Answers	<ol style="list-style-type: none"> 1. pronunciation 2. forgets 3. understand 4. writing

1d

Purpose	To give Ss the opportunity to listen for details and take notes.
Answers	<ol style="list-style-type: none"> 1. Listening 2. write the new words 3. join an English language club 4. pen pal

1e

Purpose	To provide Ss with speaking practice using the target language.
Optional Approach	<p>Doing it in stages The T may want to conduct this speaking activity in two stages.</p> <p>Stage 1:</p> <ol style="list-style-type: none"> 1. Invite two Ss to read aloud the given conversation. 2. Have Ss role-play in pairs using the information in 1c and 1d. <p>Stage 2:</p> <ol style="list-style-type: none"> 1. Ask each pair to join another pair to form groups of four. 2. This time, Ss are to role-play similar conversations using the information in 1a and 1b.

2a

Purpose	To prompt Ss to think about good learning habits across all subjects.
Optional Approach	Group work The T may want to have Ss work in groups instead and have the groups share their views with the class.
Answers	<p>Suggested answers:</p> <ul style="list-style-type: none"> • Being attentive in class. • Having an interest in the subject. • Reading the relevant text before a lesson. • Reviewing what has been taught after each lesson. • Asking questions in class. • Having a study partner/buddy.

2b

Purpose	To provide Ss with practice in reading for general ideas.
Teaching Tip	<p>Skimming To read a passage quickly to get an idea of what it is about is to skim the passage. The T may want to give Ss some tips to help them skim a passage effectively.</p> <p>Note: To skim a passage, read:</p> <ul style="list-style-type: none"> • the heading and sub-headings (if any) • the first paragraph • the first sentence in each paragraph • the last paragraph
Answers	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. Creating an interest in what they learn 2. Practicing and learning from mistakes 3. Developing their study skill 4. Asking questions

2c

Purpose	<p>To provide Ss with practice in reading for details.</p> <p>To encourage Ss to respond to what they have read.</p>
Optional Approach	<p>Class debate The T may want to divide the class into four groups and ask them to prepare for a debate on one of the following topics:</p> <ul style="list-style-type: none"> • Everyone is born with the ability to learn well. • Learning is a lifelong journey. <p>The T can either assign a topic and “side” (i.e. for or against) to each</p>

Optional Approach	group, or have each group make their own choice. Allow Ss sufficient time to prepare for the debate.
Answers	<p>1. The writer doesn't think that everyone is born with the ability to learn well. (Answers will vary for agree/disagree.) I agree with the writer that everyone is born with the ability to learn, but learning well depends on the learning habits that one develops.</p> <p>2. This is because studies show that if you are interested in something, your brain is more active and it is easier for you to pay attention to it for a long time. You will also not get bored.</p> <p>3. Use it or lose it: If you stop doing something, you will forget how to do it. Practice makes perfect: If you do something again and again, you will become very good at it.</p> <p>4. They learn from mistakes, and they are not afraid of making mistakes</p> <p>5. Take notes by writing down key words or by drawing mind maps. Look for ways to review what has been learnt, e.g. read the notes every day or explain the information to another student. (Answers will vary for second part of the question.)</p> <p>6. Answers will vary.</p>

2d

Purpose	To provide Ss with practice in using some keywords learned in this unit.
Teaching Tip	<p>Parts of speech The T may want to review parts of speech before asking Ss to complete this activity.</p> <ul style="list-style-type: none"> • Verb : a word that describes an action or a state (e.g. <i>run, is</i>) • Noun: a word that names a person, a place, a thing, an activity or a quality (e.g. <i>girl, school, book, aerobics, beauty</i>) • Adjective: a word that tells you more about a noun (e.g. <i>beautiful, small</i>) • Adverb: a word that tells you more about a verb, an adjective or

Teaching Tip	<p>another adverb (e.g. <i>slowly</i>, <i>very</i>)</p> <ul style="list-style-type: none"> Some words function as only one part of speech while some words may function as different parts of speech depending on the context of use. <p>Example:</p> <ul style="list-style-type: none"> <i>review</i> (verb) It is important to <u>review</u> your notes after every lesson. <i>review</i> (noun) The company conducts a <u>review</u> of its employees' salaries every year.
Answers	<p>Suggested answers:</p> <ul style="list-style-type: none"> The brain is one of the most important parts of the body. Draw a line to connect these two points. Don't expect to learn a new skill overnight. It is important to pay attention in class. At the end of every day, I try to review the new words I learned that day. Learning a new language also helps us to gain some knowledge of the culture of its native speakers. Scientists believe that only humans have the ability to learn a complex language. My brother is active and enjoys sports. Her mother wisely advised her not to give up studying English.

2e

Purpose	To encourage Ss to express their opinions using the target language.
Teaching Tip	<p>Expressing opinions The activity requires Ss to express their opinions. Before Ss start their discussions, the T may want to prompt Ss to recall some sentence starters for giving opinions, e.g. <i>I think ...</i>, <i>I feel ...</i>, <i>I believe ...</i>, <i>It is important to ...</i>, etc.</p>

3a

Purpose	To prepare Ss for the subsequent writing activity by giving them the opportunity to consolidate the ideas they have gathered so far.
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Optional Approach	Consolidating ideas Instead of asking Ss to do this activity individually, the T may want to get Ss to do this as a class activity by first asking Ss to brainstorm ideas on best ways to learn English (and why). The T can write these ideas on the board. Ss can then choose three ways from the list on the board and fill in their individual charts in 3a.														
Answers	Suggested answers: <table><tr><th>Best ways to learn</th><th>Reasons</th><th>Examples</th></tr><tr><td>1. Being interested in what you do</td><td>If you are interested in something, your brain will be more active and ...</td><td>If you like music, you can learn English by listening to English songs.</td></tr><tr><td>2. Reading English books</td><td>If you read English books that are well-written and show good use of the language, you can learn many new words and see how they are used.</td><td>If you like to read, you can learn English by reading well-known storybooks like <i>Harry Potter</i> or simplified versions of famous books like <i>Pride and Prejudice</i>.</td></tr><tr><td>3. Watching English movies</td><td>If you watch English movies, you can practice listening to natural speech and you can use the storyline, body language, actions and facial expressions to improve your understanding.</td><td>If you like to watch movies, you can learn English by watching popular movies like <i>Hunger Games</i> and <i>Kung Fu Panda</i>.</td></tr></table>			Best ways to learn	Reasons	Examples	1. Being interested in what you do	If you are interested in something, your brain will be more active and ...	If you like music, you can learn English by listening to English songs.	2. Reading English books	If you read English books that are well-written and show good use of the language, you can learn many new words and see how they are used.	If you like to read, you can learn English by reading well-known storybooks like <i>Harry Potter</i> or simplified versions of famous books like <i>Pride and Prejudice</i> .	3. Watching English movies	If you watch English movies, you can practice listening to natural speech and you can use the storyline, body language, actions and facial expressions to improve your understanding.	If you like to watch movies, you can learn English by watching popular movies like <i>Hunger Games</i> and <i>Kung Fu Panda</i> .
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3b

Purpose	To provide Ss with the opportunity to use the target language in writing.
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Answers	<p>Sample writing:</p> <p>Dear Wenxin,</p> <p>There are three good ways to learn English. One way is being interested in what you are doing. If you are interested in something, your brain will be more active and you will be more focused. If you like music, I think you should listen to English songs. If you do this, you will be able to improve your pronunciation.</p> <p>It is also a good idea to read English books because well-written books can teach you many new words and how they are used.</p> <p>You could try to improve your English by watching English movies. This will help you to improve your listening and speaking skills as you will have a chance to listen to natural speech.</p> <p>I hope these three ways will work well for you!</p> <p>Your friend, Li Ting</p>
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SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.
Answers	<p>1. develop, take notes, practice, remember, until, everything, prepare, worry about</p> <p>2. 2, 6, 4, 1, 5, 7, 3</p> <p>3. Suggested answers:</p> <ol style="list-style-type: none"> ... by not reading word by word but reading word groups. ... by watching English movies. ... by reading English books.

■ Optional Activity: Information quest

Purpose	To encourage Ss to be independent learners.
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Procedure

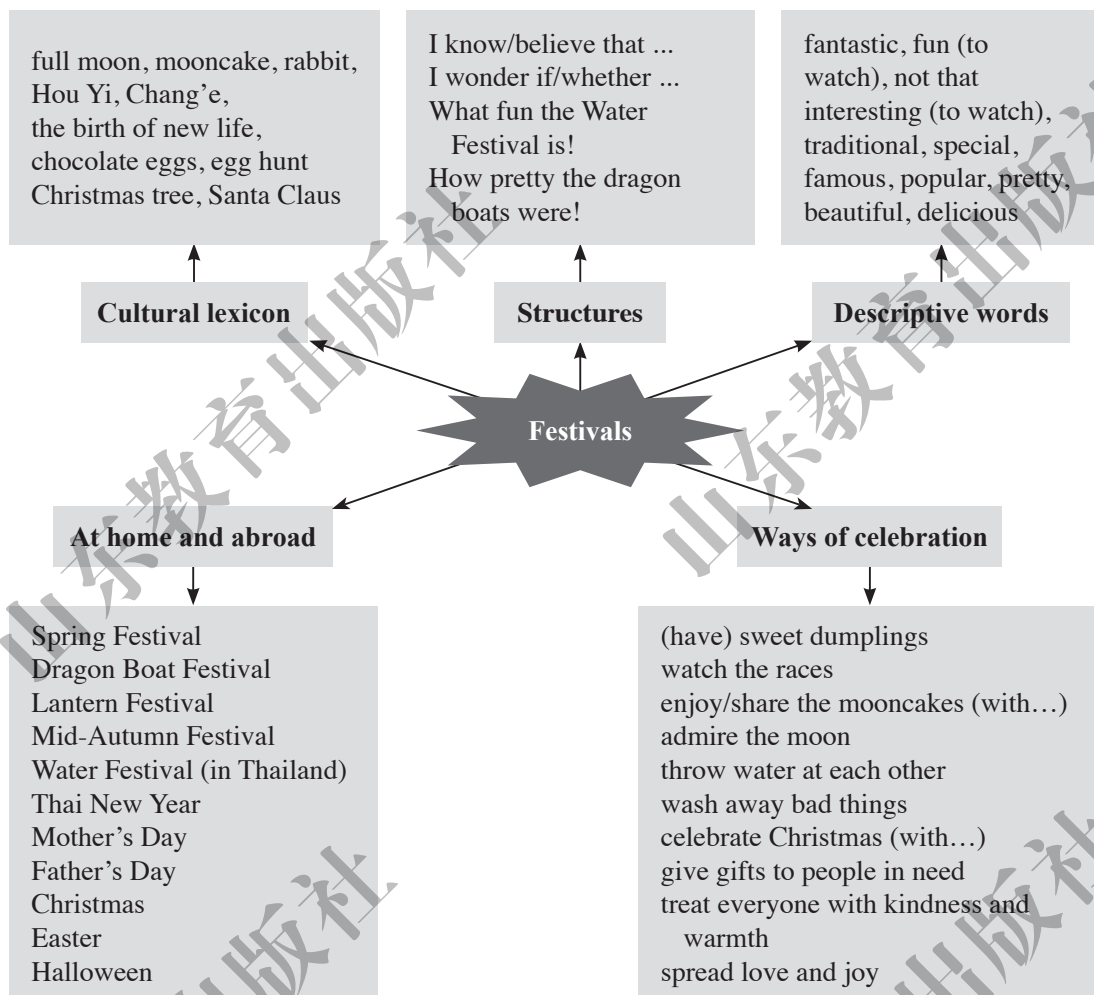
1. Tell Ss that they will be doing some research on how to learn English.
2. Ask Ss to surf the Internet at home to research ways to learn English, then write a short article on the methods they have found.
3. Alternatively, if the Internet is not available to Ss, the T can get Ss to interview different people (other Ts, Ss, friends, family members, etc) and find out their suggestions for ways to learn English. Then Ss are to write a short article to present their findings.
4. On the day of the lesson, divide the class into groups of four or five.
5. Give Ss time to share their articles with their group members.
6. Ask each group to choose the best article in their group.
7. Invite one member from each group to briefly share with the class the main points in their chosen articles.
8. Conclude by encouraging Ss to apply any useful tips they have gained from these articles to improve their English.

Unit 5 I think that mooncakes are delicious!

一、教学目标与要求

话 题 Topic	节日 (Festivals)
功 能 Functions	能表达自己的态度或做出回应 (Give a personal reaction) I know that the Water Festival is fun. What fun the Water Festival is!
语 法 Grammar	1 能正确使用由 that, if/whether 引导的宾语从句 (Objective clauses with <i>that, if/whether</i>) I know that the Water Festival is fun. I wonder if they'll have the races again next year. I wonder whether June is a good time to visit Hong Kong. 2 能正确使用感叹句 (Exclamatory statements) What fun the Water Festival is! How fantastic the dragon boat teams were!
词汇和常用表达 Words & expressions	1 能正确使用下列词汇 (Curriculum words) stranger, relative, pound, dessert, garden, tie, treat, Christmas, novel, business, present, warmth, steal, lay, admire, lie, punish, warn, spread, dead 2 能正确使用下列常用表达 (Useful expressions) put on, lay out, end up 3 能认读下列词汇 (Non-curriculum words) mooncake, lantern, folk, goddess, whoever, tradition, haunted, ghost, trick, spider, eve
学习策略 Strategies	1 能根据故事情节的发展将相关事件进行排序 2 能在理解故事内容的基础上, 对情节发展和人物性格做出合理的推论
文化知识 Culture	了解中外部分重要节日的由来和习俗

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本单元介绍了国内外不同的节日，文化气息浓郁，教学内容丰富。除语言内容外，本单元还涉及到中西方的节日文化和风俗习惯。Section A 侧重介绍我国的传统节日。在本阶段教学结束时，学生应当重点掌握以下内容：

- 功能句型与语法方面：能使用由 that, if/whether 引导的宾语从句表达自己的态度和看法；能使用由 how 或 what 引导的感叹句发表感叹。
- 词汇方面：与节日相关的词语（包括节日名称、与节日文化相关的专属用词）以及各种描述性词语（形容词及其习惯表达法）等。

活动 1a-1c 主要学习话题词汇，通过简单的听力活动输入新的语言，介绍不同地区的节日；活动 2a-2d 旨在训练、发展学生听说能力，使其体会本单元主题语言及文化内容，建立一定的感性认识；活动 3a-3c 则通过阅读语篇加强语言输入量，发展学生的阅读技能，强化对本单元新语言内容的认知。Grammar Focus 部分则让学生从理性的角度理解、练习及运用本单元的目标句型结构，为 Section B 综合性读写运用打下基础。

SECTION A 教学建议

活动 1a-1c

1. 教师利用书本插图、自备图片或课件呈现本单元涉及的各种节日，教授并板书节日名称以及与这些节日相关的文化专属用词（cultural lexicon）。以下问题可供参考：
 - What is the Chinese name for this festival? And what is it in English?
 - What do you know about this festival?
 - What do people often do on that day or during the festival days?
 - Do you like this festival? Why?
2. 要求学生翻开课本，并按照要求完成 1a 活动。若学生知识储备充分，在上一环节已熟知并能自然说出或写出与节日相关的语言内容，则建议直接进入下一环节的教学。
3. 让学生齐读活动 1b 的四个陈述语句，教师获取反馈，纠正语音语调，确认学生理解句子含义。随后，播放录音，学生按要求完成 1b 活动。
4. 师生核对 1b 答案，对于表述内容不正确的语句，要求学生更正。
5. 学生结对，按照 1c 活动要求开展对话，教师巡视指导。学生活动完毕，可请几个小组展示他们的对话并给予评价。

活动 2a-2c

1. 听前准备：让学生预览 2a 活动的四个句子，教师通过以下步骤呈现听力中的词汇，为接下来的听力活动做好准备：
 - 1) 让学生读出各句中的待选内容，教师适当处理生词；
 - 2) 师生互动问答，帮助学生熟悉对话人物及背景情节。以下问题供参考：
 - Are Wu Ming and Harry boys or girls? Or a boy and a girl? How do you know?
 - Whose vacation are they talking about, Wu Ming's or Harry's?

- Did Wu Ming visit anyone on his trip?
- What do you think he did during his trip?

3) 随机猜测。让学生根据这四个句子预测答案,如学生语言能力较强,可要求其根据预测情况将四个句子串起来,形成一小段独白。如:

Wu Ming and Harry are friends. Wu Ming told him something about his vacation. He went to Singapore for a vacation. He visited his relatives. They ate out and Wu Ming enjoyed it the most.

2. 播放第一遍录音,学生完成2a活动。师生核对答案,同时可要求学生利用正确信息将四个句子串起来进行课堂陈述。

注意:这样做的好处在于不只是将2a活动当作简单的听力练习,不单纯为了核对答案,而是在核对答案的过程中为学生提供更多口头陈述(叙述)的机会,培养学生连贯表达的能力。

3. 让学生阅读2b活动要求及表格,明确fun activities和downsides的含义。播放第二遍录音,学生边听边完成表格填写。随后,学生就近结伴互相补充修正填写内容,最后全班核对答案。
4. 学生集体朗读2c示范对话,之后结伴进行角色扮演。对于学习能力较强的学生,教师应鼓励他们结合自己的假期生活,创编内容更加真实语言更加丰富的短对话;对于学习能力一般或较弱的学生,教师可根据学情在词汇、语音和表达句式上给予适当提示。另外,教师还应注意让不同层次的学生都有课堂展示的机会。

活动2d

1. 教师可借助图片或课件,同学生交流与2d对话相关的文化背景,同时板书对话中学生不太熟悉的专有名词(如地名、节日名称等)或相关信息。这样有利于学生理解对话内容,掌握正确的读音,为后期的角色扮演做好准备:

T: In 2d we can find a conversation between Clara and Ben. Clara is going to Chiang Mai. Do you know where Chiang Mai is? (Showing a picture of Chiang Mai)

Ss: ...

T: ... Well, it's a city in Thailand. Have you ever been to Thailand? What do you know about the weather there?

Ss: ...

T: Actually, there is an important festival in Thailand. Do you know anything about the Water Festival?

Ss: ...

T: During this festival, people go on the streets to throw water at each other. (Showing a picture of the Water Festival)

2. 让学生默读2d对话，并回答以下问题：

- When is Clara going to Chiang Mai? Why is she going at that time?
- Why are the Dai people mentioned in the dialogue?
- When is the Water Festival in Thailand? And what do people always do?
- Why do people throw water at each other? 或 What do Thai people believe by throwing water at each other?

3. 全班分角色朗读对话，教师获取反馈，纠正学生的语音语调。

4. 学生结对朗读、演练对话，做到语言自然、流畅，且富有表情。教师可请几组学生在课堂上进行示范表演。

5. 在学生熟练2d对话内容的基础上，教师可开展拓展性口语活动：让学生两人一组编对话，假设其中一人为Ben，另一人则要向Ben询问他的朋友Clara去泰国的有关情况。这一任务帮助学生营造了一个更为真实的语境，使得学生间的对话更加自然、更富有交际意义。

6. 教师引导学生关注语言知识，要求他们摘录出对话中值得学习的语言内容。如：

- 交际套语: Guess what; Sounds like fun; Yes, it's true; Yes, I think so; Cool
- 句型: This is the time of...; I wonder if...
- 表达 (短语): be similar to; the Dai people in Yunnan Province; go on the streets to throw water at each other; a time for cleaning and washing away bad things; have good luck in the new year

.....

活动 3a-3c

1. 读前：导入话题以及相关词汇。让学生开展“头脑风暴”，围绕“中秋节”这一话题说出脑海中浮现的词汇，如必要可使用汉语，教师再将这些词汇板书在黑板上，引导学生思考并说出相关的英文表达。或者，教师可利用书本插图或图片、视频等引导学生熟悉话题、学习相关词汇。

注意：

- 1) 这篇课文是关于中秋节的来历介绍，是我国特有的文化内容，因此，背景故事学生应已熟知。教师可利用这一优势开展词汇教学，对节日专属文化词汇进行导入呈现，让学生熟悉相关词汇。“节日专属文化词汇”是指在特定文化区域中由于某一传统节日而形成的具有特定内涵的相关语汇。例如

在我国，人们一谈到中秋节，就必然会联系到“嫦娥”“玉兔”“月饼”“赏月”“合家团聚”等；而美国人谈到Halloween，则会马上浮现Trick or treat, jack-o'-lantern, costume, dress up等词汇。

- 2) 教师需要深刻理解编者为何要将学生所熟知的节日及相关本土文化编入教材，其目的在于：学生学习外语，不仅仅是为了交流和学习异国文化，同时也要让学生懂得如何用英语介绍本国的文化，学会沟通和相互理解，进而提高跨文化交际意识。
- 3) 在阅读教学过程中，教师不必拘泥于课本活动的顺序，此处依照书本活动顺序教学仅为方法之一。面对语言能力强、勤于动脑、乐于尝试的学生群体，教师可以尝试这样活动顺序：先要求学生完成3b活动，预排语句顺序，让学生在脑海中勾勒出阅读文章的轮廓；再让学生阅读活动3a的文章，核对、验证自己的判断，修正理解；最后利用3c活动检验、巩固对文章的理解。

2. 读中——对文章的整体理解：学生快速浏览课文，完成3a活动。师生就3a的问题进行班级讨论，确认答案。

3. 读中——对文章的细节理解：要求学生先依据对课文的记忆完成3b活动，然后再次阅读课文，核实细节，修正自己的错误。

4. 课文朗读：全班朗读课文，教师获取反馈，发现学生朗读中的不足以及生疏之处，进行针对性指导、讲解。在读后语言学习阶段之后，教师可要求学生再次朗读课文，同时注意让学生课后诵读课文。

5. 读后语言学习：教师引导学生观察并找出文章中值得学习和记忆的短语及语言表述，如：

celebrate Mid-Autumn Festival, the shape of a full moon on mid-autumn night, traditional folk stories, the most touching (story), live forever, try to steal the medicine, refuse to give it to him, Hou Yi was so sad that he ..., How he wished that Chang'e could come back, the tradition of admiring the moon and sharing mooncakes with their families ...

教师可让学生将这些短语和表达记录在笔记本上，标出其含义，以便课后复习巩固。教师还可选取几个常见的短语或句式，要求学生仿写句子，作为课后作业。

6. 读后自我反馈：要求学生不看课文完成3c填词活动。针对自控能力或语言基础相对薄弱的学生群体，建议教师将该练习事先板书在小黑板上或制成教学幻灯片或课件，要求学生在朗读课文后合上书本，然后在练习本上依次抄写语句并填词。这样学生又可以获得一次书写的机会，加深学习印象。

语法内容介绍和教学建议

本单元语法涉及句法，主要学习宾语从句和感叹句。从我国学生学习这两项语法内容的基本情况上看，that引导的宾语从句学生较易掌握，但if或whether引导的宾语从句则容易出现语序方面的错误；感叹句方面，较what感叹句而言，学生更易掌握以how引出的感叹句。教师在教学中应当更有针对性地关注学生的难点所在，想办法进行突破，如：（1）将一般疑问句与含有该问题的宾语从句成对呈现（板书或课件），让学生观察对比、探究差异，教师再归纳总结；（2）加大相关语言点的口头及书面训练等。

从教材相关的活动上看，4a主旨在于训练学生宾语从句和感叹句的造句能力，关注语言结构；4b通过语篇让学生在一定的语境下学会识别及运用宾语从句；4c则更加突出本单元语法内容的交际性运用。

语法部分具体教学建议如下：

1. 引导学生回顾Section A的所学内容，结合例句导入“宾语从句”的概念，再让学生找出Section A和Grammar Focus中的宾语从句，观察这些句子的特点，师生共同总结这些句子的基本结构。如：

1) 主语+谓语动词+ that + 宾语从句（肯定句、否定句）

Bill thinks that the races were not that interesting to watch.

Mary thinks that the teams were fantastic.

Bill and Mary believe that they'll be back next year to watch the races.

I believe that April is the hottest month in Thailand.

I know the Water Festival is really fun.

Most people think that the story of Chang'e is the most touching.

He found that the moon was so bright and round.

2) 主语+谓语动词+ whether/if + 宾语从句（陈述语序）

Bill wonders whether they'll have zongzi again next year.

I wonder if it's similar to the Water Festival of the Dai people in Yunnan Province.

I wonder if they'll have the races again next year.

I wonder whether June is a good time to visit Hong Kong.

在分析句子结构时，教师有必要点拨谓语动词think, believe, know和wonder后接宾语从句在结构和表达内容上的不同，以及that和if/whether的用法区别。然后，教师可提供一些有针对性的基础练习供学生训练。如：

Make up as many sentences as you can.

Let's see		the fastest way to travel is by plane.
She hopes	(that)	we can find out some information about the city.
I guess	if/whether	she will go canoeing.
I wonder		Jack can help us mend the computer.
We believe		he has seen the doctor.
		you must be tired.

2. 让学生朗读并观察总结 Grammar Focus 右栏内容的特点, 教师导入“感叹句”的概念, 师生共同探讨 what 和 how 感叹句的用法区别。教师可利用结构对比的方法引导学生探究感叹句的语序: 将书本例句与普通陈述句成对展示, 让学生观察分析。例如:

- { What fun the Water Festival is! (此处 fun 为名词)
- { The Water Festival is (really) fun.
- { How fantastic the dragon boat teams were!
- { The dragon boat teams were (so) fantastic.

而后, 教师再引导学生区分 what 与 how 在感叹功能上的差异, 最后得出相关结论: 表达感叹时, how 与形容词、副词连用; what 则必须与名词连用。必要时, 教师可板书更多的例子让学生观察思考。了解感叹句的基本句式结构后, 教师可让学生开展简单的句型练习, 如教师提供一个陈述句, 学生用感叹句进行转述:

T: The children are so happy.

Ss: How happy the children are!

T: It's a very, very hot day today.

Ss: What a hot day it is today!

活动 4a-4c

1. 让学生按照 4a 活动要求造句, 再与周边同学交流, 修正语句中的不足。然后, 师生共同核对答案。全班集体朗读正确的句子, 教师纠正语音语调。
2. 学生默读 4b 书信, 并按活动要求将文中的宾语从句画线, 全班核对答案。如学生语言能力较强, 教师可要求学生根据 4b 内容写出几个宾语从句。教师可板书部分句头供学生参考, 如:

I know ...

I think ...

I believe ...

I wonder ...

3. 学生浏览 4c 活动要求, 明确活动目的。教师板书或通过课件呈现下表, 要求学生在小组或班级中随机采访三至四名同学, 了解他们最喜欢的节日及理由, 并将相关信息进行记录, 然后仿照 4c 所给范例, 用宾语从句进行汇报。

Name	Favorite festival	Reason(s)

学生完成采访和汇报后, 教师就学生的表现做出评价, 肯定优点, 指出不足。

SECTION B 内容介绍

Section B 部分主要围绕西方的两个节日——Halloween 和 Christmas 来展开, 主要介绍西方国家的节日文化, 侧重节日的文化内涵, 让学生更深层次地理解西方文化。这两个节日对于我国城市学生来说可能相对更熟悉, 但其内涵和意义却未必熟知。因此, 教师应进行适当的铺垫或引导, 鼓励学生在课外通过阅读、查阅相关书籍、杂志或网络信息了解西方节日文化, 这样既可以拓展学生视野, 又可节省教师的课堂处理时间, 同时也便于学生理解听力和阅读文本的内容, 减轻因背景文化积累不足所带来的学习压力。

从语言上看, 这一部分呈现了两个节日及相关的专属文化词汇, 并进一步强化对重点句型结构的学习。在技能方面, 则通过“听说入手→突出阅读→创写语篇”的过程培养学生的综合语言技能; 在策略上, 侧重训练学生对阅读的深层理解, 即除了理解语言的表层含义外, 还应当培养学生的推断能力, 读懂作者在字里行间所表达的深层含义。从文化意识和情感价值观的角度来看, 该部分的阅读语篇通过探讨圣诞节的含义, 讲述吝啬鬼 Scrooge 的转变, 目的在于向学生传达以下信息: 关爱、同情及怜悯之心是人类社会的宝贵财富, 人人应当将之继承及弘扬, 以爱心回报社会。

SECTION B 教学建议

活动 1a-1d

1. 教师课前收集有关 Halloween 的图片或视频片段, 在课堂上呈现或演示, 同时用英文进行适当讲解, 由此引发学生的好奇心和求知欲, 进而导入 1a 活动。若没有多媒体教学条件, 教师则可采用类似讲故事的方式进行导入: Now, everyone, today I'd like to tell you something about an important festival in America ...

注意：活动 1a 旨在介绍美国万圣节前夕（Halloween）的“节日专属文化词汇”，为随后的听说活动提供词汇及文化上的准备。因此，我们建议教师在授课之前自己先阅读学习，对 Halloween 有一个较为全面的了解，尤其是要了解 1a 活动中的词汇与 Halloween 有什么关系，如：这些词汇会在何时出现，哪些人会对哪些词语情有独钟，又会如何使用，不同词汇含有什么样的文化意义等。教师对 Halloween 了解越充分，就越容易把这些词汇教活，也愈容易调动起学生的兴趣及对 Halloween 的好奇心，能够积极参与后续的课堂教学活动。

2. 让学生观察 1a 中的图片，谈谈他们所想到的内容，或对图片展现的内容进行描述，引导学生学习所列词汇，确认他们理解词义并能正确朗读。在条件许可的情况下，教师不必拘泥于书本词汇，亦可适当增添一些与 Halloween 相关的词汇，如 jack-o'-lantern, costume, mask 等。
3. 带领学生朗读 1a 中的词汇，再让学生自行朗读，教师纠正读音。
4. 播放第一遍录音，要求学生抓住整体大意，完成活动 1b。师生就活动 1b 所列出的问题展开问答，核对答案。
5. 要求学生浏览 1c 的内容，播放第二遍录音，学生完成活动 1c。

注意：播放录音之前，教师应提醒学生关注细节，并在各题的横线上以首字母或其他符号进行适当记录，培养他们的策略意识。

6. 学生完成 1c 填写后，就近与同伴核对交流，完善填写内容。教师播放第三遍录音，学生进行最终核对。全班集体朗读 1c 的句子，教师确认学生理解这些句子的内容。
7. 听后活动：让学生两人一组根据听力理解所获取的信息，参考活动 1b-1c 提供的内容以及 1d 的示范对话开展口语交流，完成 1d 活动。教师巡视指导。最后，选取部分学生展示对话。

活动 2a

1. 教师板书或通过课件呈现一组我国重要节日的具体日期，引导学生用英语说出这些节日名称。若教师希望与学生有更多的口语交流或训练他们的听说能力，则可口头说出这些时间，再让学生说出对应的节日。以下内容供参考：March 12th, the 1st of May, June 1st, September 10th, October 1st。

注意：针对西方节日文化背景知识较为缺乏的学生群体，我们建议教师可从学

生熟悉的中国节日入手，再引出一些西方常见的节日，进而导入圣诞节的话题。对于一些大城市的学生，可能对圣诞节较为熟悉，教师则可直接进入第三步进行教学，导入2a的问题，供学生讨论。

2. 教师利用小黑板、幻灯片或课件呈现一些西方节日的日期，提出问题激发学生的好奇心：But do you know what these dates mean to Americans? What holidays are they?

注意：在以上两个环节中，师生确认答案时，教师切忌简单地将日期与节日相互匹配核对了事，而应适时引导学生谈论与该节日相关的文化内容，如：

- What does this holiday/festival mean to the Chinese/Americans?
- What do people usually do on this holiday/festival?
- Who would like this holiday/festival best?

3. 教师提出问题 What do you know about Christmas? 与学生共同交流讨论，使学生熟悉圣诞节的基本文化信息，为读中阶段的活动做好准备。这些文化信息包括：

- Families would have Christmas trees, and there may be lots of small lights on them.
- Dressed in red, Santa Claus will come and give gifts.
- Families will stay together and sing Christmas carols.
- When people meet, they will say “Merry Christmas” to each other.
- People will send Christmas cards to their friends and relatives.
- There are many famous books and stories about Christmas and Santa Claus.

活动 2b-2d

此为读中阶段，课文主题虽为圣诞节，却并非对这一节日的表层介绍，而是涉及“圣诞含义”的深层次内容。推导“字里行间”的含义，是本单元学习策略的训练重点。因此，教师应当注意相关教学活动的设计，关注策略及情感。

1. 跳读及寻读训练：让学生快速浏览课文，标出其中的专有名词（各种名字）。师生核对答案，教师就学生不理解之处进行适当解释，帮助学生了解相关背景。这样做是为了不让它们成为学生阅读理解时的绊脚石，尤其是 Charles Dickens, *A Christmas Carol*, Scrooge, Jacob Marley, the Ghost of Christmas Past, the Ghost of Christmas Present 和 the Ghost of Christmas Yet to Come。其他专有名词还有：The Spirit of Christmas, Christmas (Day), Christmas Eve, Santa Claus。

注意：教师在核对专有名词、介绍背景知识时，应注意借机引出课文中可能

对学生形成阅读干扰的生词，如：借 Scrooge 让学生了解形容词 mean；借 Jacob Marley 教授 dead 和 business partner 等。

2. 让学生阅读课文第一、第二段，回答 2b 的三个问题，了解文章的大致内容。
3. 让学生细读第三段，关注细节内容，完成 2c 的表格填写。学生填写完毕后，可就近与同学交流修改。然后，师生核对答案。
4. 教师提醒学生关注课文标题旁的阅读策略 Inferring，简单介绍该策略的意义和作用，要求学生在阅读时注意思考和推理字里行间所透露出的信息以及作者的意图。教师可以课文的第一、第二句为例进行示范分析：Many would agree that when we think of Christmas, we probably think of gifts, Christmas trees and Santa Claus. But behind all these things lies the true meaning of Christmas ... 作者在字里行间所渗透的含义是：现代社会中许多人只是了解圣诞节表面化的东西，却并不了解这个节日的实质内涵，而这个节日的内涵才是最值得人们铭记在心的。
5. 让学生浏览活动 2d 的要求及问题，再次阅读课文，然后两人一组利用 2d 的问题进行互问互答。教师巡视、指导，特别应当注意学生在对文章内容推导作答时是否存在障碍，存在什么样的障碍，是不善于推导，还是推导之后无法运用自己的话语进行表达等。如学生存在表达上的障碍，教师可板书一些词汇、句式等供学生表达时使用。
6. 学生讨论完毕后，师生共同就 2d 的问题进行交流、核实答案，可请班级中推导正确的学生介绍一下他们的推理思路，教师给予点评、讲解。
7. 播放课文录音，让学生先跟读，再独立练习朗读课文，教师巡回辅导。朗读较为熟练后，班级集体朗读，教师获取反馈，纠正带有共性的语音、语调方面的问题。
8. 让学生从课文中摘出需要重点学习和记忆的相关语言内容（句型及短语等）。如时间允许，教师可将具有代表性的语言要点板书在黑板上，并进行简单的解析。以下内容仅供参考：

- When we ..., we probably ...
- Behind ... lies ...
- give love and joy to people around us
- a ... novel written by ...
- treat others nicely, treat ... with kindness and warmth
- warn sb. to do
- expect sb to do
- take sb. back to ...
- remind sb. of his ... days as a ...

- spreading love and joy everywhere he goes
- the true spirit of ...

活动 2e

这是一个巩固性的读后活动，要求小组成员根据课文内容发挥合理的想象，合作编对话，并进行角色扮演。由于该活动的开放性较强，需要学生有较强的自主活动能力和语言水平，建议教师将该活动布置为课外任务来完成。在准备过程中，教师应要求每个小组合理分配角色，编排对白，适当添加表情、姿态等。教师还可在课堂上给予每组学生一定的时间进行展示表演，及时鼓励和评价，并评出最佳表演奖、最佳创意奖、最佳语音语调奖等。这样的活动，不仅可以大大调动学生学习英语的兴趣，还能充分发挥学生的创造性和自主意识，舒缓学生的紧张情绪和压力。

.....

活动 3a-3b

这是一个完整的写作任务链。活动 3a 以列表的形式帮助学生整理思路，做好信息及主体语言的准备；3b 活动则要求学生将 3a 的信息内容拓展并构建连贯的语篇，以此练习语篇写作。

1. 学生确定一个自己喜欢的中国节日，然后用英语填表，完成活动 3a。若遇有困难、障碍，可求教老师或其他同学。
2. 引导学生认真阅读 3b 的写作要求及提示内容，确认学生理解后再要求他们自主写作，完成 3b 活动，教师巡视指导。如有必要，教师可从本单元教学建议英文部分选取写作范文供学生参考或进行仿写。教师亦可将此活动布置为作业，由学生课外完成，教师收阅批改。

SELF CHECK 内容介绍和教学建议

该部分活动 1 为特定语境下的词语运用，旨在帮助学生自我检测对本单元所学词汇的理解和掌握情况；活动 2 和活动 3 是对本单元所学句型结构的反馈性检查，前者为感叹句，后者为宾语从句。如课堂教学时间不足，教师可考虑将活动 1 布置为作业，由学生课外完成，课堂上师生交流、核对答案。但我们建议教师将 2、3 两个活动安排在课堂上完成，这样教师可以通过观察学生的活动过程了解他们对本单元语法结构的掌握情况，以便及时反思教学、调整对策。

活动 1

1. 教师简要介绍复活节文化背景内容，帮助学生熟悉与短文相关的话题内容。

2. 确认学生理解所列词汇后，要求他们阅读短文并完成填空练习。
3. 师生核对答案，然后全班集体朗读短文，达到熟练。

活动2-3

1. 学生独立完成这两项活动，教师课堂巡视，获取反馈。
2. 选取若干学生读出他们所写的句子，教师点评。教师也可在巡视过程中请一些学生上黑板写出自己的句子，师生共同点评。选择学生板书时，可考虑下面几种情况：
 - 活动完成较快，有空余时间的学生；
 - 所写句子内容有创意，值得大家学习借鉴的；
 - 所写句中包含普遍性错误，值得大家注意的。

四、课文注释

1. I've put on five pounds! 我胖了五磅！

英语中，put on是一个语义丰富的短语动词，在不同的语境和上下文中会有不同的意思。此处put on用于表现体重，相当于“发福”之意，往往搭配weight或具体的体重数值。再如：

She looks like she's put on weight these few months. 她看起来近几个月发福了。

作这一语义使用时，put on的近义词是gain，反义词为lose。

另请注意以下句子中put on所表达的含义：

John put on his coat and went out of the apartment. 约翰披上大衣，走出了公寓。

Do you mind if I put some music on? 我播放音乐你介意吗？

I don't think she was hurt. She was just putting it on. 我想她没有伤着，是装的。

2. I wonder if it's similar to the Water Festival of the Dai people in Yunnan Province.

我在想这是否与云南傣族人民的泼水节相似。

think和wonder均有“想”之意，但有所区别。think用于表达判断及想法，所接从句为肯定或否定的内容。例如：

I think you're right. 我想你是对的。

I think he's not coming this time. 我想这一次他不会来了（= I don't think he's coming this time.）

wonder则用于表现思考、思索，后接宾语从句时多指所思考的某一问题，故需用if, whether, what, who等疑问词引导。例如：

I wonder whether/if he'll come to help us. 我在想他是否会来帮我们。

He wondered what he should say when they met. 他在想当他们见面时该说些什么。

有时, wonder之后还会用破折号连出一个具体的问题:

I wonder — could you help me carry these books upstairs? 我在想——你帮我把这些书搬到楼上好吗?

3. **Many would agree that when we think of Christmas, we probably think of gifts, Christmas trees and Santa Claus.** 许多人会赞同(这个看法), 当我们想起圣诞节, 极有可能想到的是礼物、圣诞树和圣诞老人。

1) 此句中 would 为情态动词, 意思是“(极可能)会”, 此处表达一种极强的可能性。例如:

A: The guy on the phone had an Australian accent. 电话那头的小伙有澳大利亚口音。

B: That would be Tom, I expect. 我想那会是汤姆。

2) 关于“圣诞老人”的表述, 英国和美国并不相同: Santa Claus 为美国用法, 英国则说 Father Christmas。就全球英语运用而言, 似乎 Santa Claus 使用更加广泛, 频率更高一些。在有上下文的情况下, Santa Claus 还可略作 Santa。据传 Santa Claus 住在北极, 在那里他和他的小精灵们开有作坊, 制作玩具。Santa Claus 亦称作 St. Nick, 与基督教人物 St. Nicolas 有关。St. Nicolas 生活于公元四世纪, 是基督教中孩子们的守护神。

五、文化注释

1. 中泰两国的“泼水节”

泰国泼水节即泰国新年, 称作“宋干节”(The Songkran Festival), 是泰国最重要的传统节日, 代表着清除所有的邪恶、不幸和罪恶, 并怀着一切美好和纯净开始新的一年。泼水节为每年4月13日到15日。这三天里整个泰国都在庆祝, 热闹非凡, 尤以清迈最为壮观, 很多泰国人都在那里过泼水节。

我国傣族也有泼水节, 这是傣族的新年佳节, 为公历四月中旬, 一般持续3至7天。第一天傣语叫“麦日”, 与农历的除夕相似; 第二天傣语叫“恼日”(空日); 第三天是新年, 叫“叭网玛”, 意为岁首, 人们把这一天视为最美好、最吉祥的日子。这也是云南少数民族中影响面最大, 参加人数最多的节日。

2. 我国的几个传统文化节日

1) 春节

中华民族最悠久、最隆重的传统节日, 民间人们把春节俗称作“年”, 过春节叫“过年”。这一节日的风俗主要有: 扫尘、贴春联、挂年画、放爆竹燃烟花、

守岁、拜年、包饺子、吃年糕等；节日活动主要有：舞狮子、耍龙灯、踩高跷、逛庙会等。

2) 正月十五(元宵节)

新年开始后的第一个月圆之日，古时人们称其作“上元节”，这天夜晚为“元夜”，即今天的“元宵节”。吃元宵、闹花灯是这一节日的主要风俗，元宵节吃元宵(汤圆)象征着家庭的团圆、和睦与幸福。节日活动主要有：吃元宵、张灯、观灯、猜灯谜、耍龙灯等。

3) 端午节

每年农历五月初五为端午节。汉语言“初”和“端”均有“开始”之意，故初五又作“端五”。由于唐玄宗李隆基生于八月初五，为避“五”字讳，用“午”谐音借代，方为“端午”。吃粽子、赛龙舟是这一节日的主要风俗和活动。

4) 中秋节

每年农历八月十五为中秋节。农历七、八、九月为秋季，八月居中，故称“中秋”。中秋习俗均与月亮有关，如吃月饼、赏月、祭月、拜月等。圆圆的月亮、圆圆的月饼都象征了团团圆圆之意，因此，合家团聚是这一节日的头等要事。这一天，身处异国他乡不能与亲人团圆的游子，思乡之情尤为强烈。

3. 西方英语国家的三个传统节日

圣诞节(Christmas)、复活节(Easter)和万圣节前夕(Halloween)是西方英语国家三个十分重要的节日。它们均与宗教有一定的关系，但在当代世界已远远超越了宗教，被赋予诸多文化元素及现代含义。

1) 圣诞节

12月25日是基督教徒纪念耶稣基督诞生的日子，称为圣诞节。英文Christmas(有时简写为Xmas)由Christ(基督)和Mass(弥撒)两字组成，意思是圣诞节这一天教徒们到教堂去举行崇拜仪式以庆祝耶稣基督的诞生。12月24日夜称为圣诞前夜(Christmas Eve)，12月25日称为圣诞日(Christmas Day)，12月24日至来年1月6日称为圣诞节节期(Christmas tide)。

2) 万圣节前夕

万圣节(All Saints' Day, 11月1日)是基督教节日，是纪念一切有名或无名的圣徒的日子。在这一天，罗马天主教徒必须到教堂去做弥撒。在中世纪的英格兰，万圣节叫做All Hallows，所以，万圣节前夕就成了Halloween，即Hallow和evening(eve)的连读。Halloween意为“神圣之夜”。

3) 复活节

复活节是基督教纪念耶稣复活的重大节日。据《圣经·新约》记载，由于叛徒犹大(Judas)的告密，耶稣被钉在十字架上，三日后复活。公元325年，尼西亚会议决定，每年春分月圆后的第一个星期日(3月21日至4月25日之间)为“复活

节”。节日期间，人们按照传统习俗把鸡蛋煮熟后涂上红色或绘成彩色，象征生命的开始和延续。复活节另一个象征是小兔子，因为它具有极强的繁殖能力，人们视它为新生命的创造者。

4. 狄更斯 (Charles Dickens, 1812 – 1870) 和他的小说《圣诞欢歌》(A Christmas Carol)

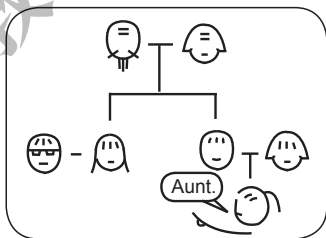
查尔斯·狄更斯是19世纪英国批判现实主义文学的重要代表，欧洲最卓越的小说作家之一。他的作品丰硕，贡献巨大，主要作品有《艰难时世》《双城记》《大卫·科波菲尔》《匹克威克外传》《雾都孤儿》等。他的作品至今依然盛行，对英国文学发展起到了深远的影响，是世界文学宝库中的瑰宝。

《圣诞欢歌》又译《圣诞颂歌》，是查尔斯·狄更斯的三部圣诞小说之一，创作于1843年。其他两部为《钟声》(The Chimes) 和《炉边的蟋蟀》(The Cricket on the Hearth)。这三部短篇小说虽然没有上面提及的长篇小说那么有名，但它们的象征意义却是十分深远的，尤其是它们奠定了现代圣诞节的寓意内涵。在《圣诞欢歌》出版的维多利亚时代，圣诞节并不为很多英国人所知。后来，故事中的一些情节成了圣诞节的约定风俗，诸如家庭团聚、互换礼物、圣诞餐饮，甚至“圣诞快乐”的说法也是由此而得以流行的。因此，狄更斯被称作“圣诞之父”是不无道理的。

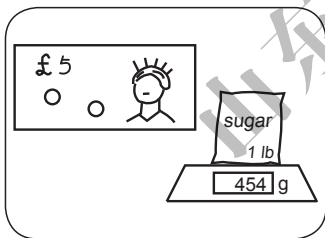
狄更斯借用鬼魂来促使斯克鲁奇发生转变的文化背景是因为幽灵在西方文学作品中有巨大的力量。基督徒相信人死后都有来生，他们都希望死后能进天堂，而不希望由于前世所犯的罪恶而入地狱。然而，《圣诞欢歌》的伟大之处在于它告诫人们要拥有一颗善良、仁慈、怜悯、容忍之心。狄更斯在这部作品中所塑造的斯克鲁奇这一人物形象是如此成功，以至于今日英语词汇中Scrooge(亦可写为scrooge)已成为一个词典必收的普通名词，意为“吝啬鬼”。这一语义便源自《圣诞欢歌》，由斯克鲁奇这一人物形象引申而来。

六、教学简笔画

1. relative



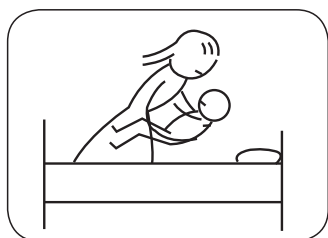
2. pound



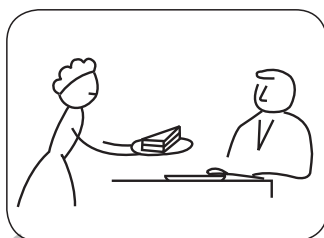
3. steal



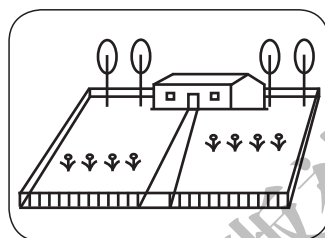
4. lay the baby on the bed



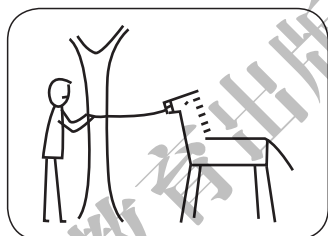
5. dessert



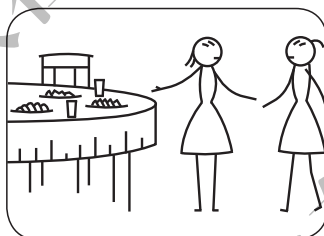
6. garden



7. tie



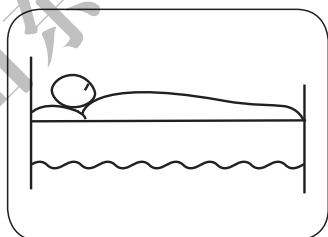
8. treat



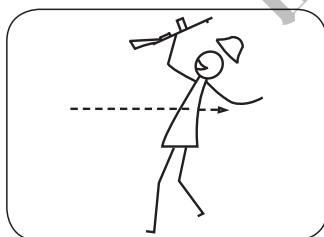
9. Christmas



10. lie in bed



11. shoot him dead



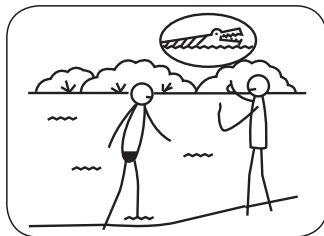
12. business



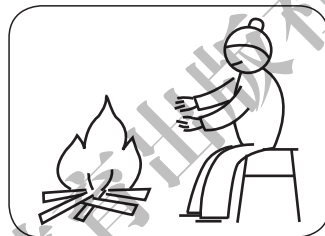
13. punish



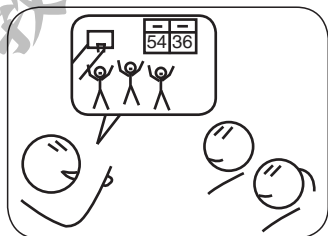
14. warn



15. warmth of the fire



16. spread the news



Unit 5 I think that mooncakes are delicious!

SECTION A

1a

Purpose	<p>To introduce Ss to the unit goal: give a personal reaction.</p> <p>To set the scene, increase Ss' vocabulary and introduce the target language.</p>
Picture	<p>The four pictures show four different Asian festivals that have great meaning in the places that they are celebrated. (More about the festivals in Culture Focus.) The talking heads are making a comment about an event they had attended that day. The female is asking the male what he enjoyed the most. He replied that he loved the races, except that it was too crowded. Making a connection with the pictures, it would probably be the Dragon Boat Festival that they were referring to since it is the only one that has races.</p>
Culture Focus	<p><i>Snapshot of the festivals</i> Some information about the four festivals mentioned:</p> <ul style="list-style-type: none">• The Water Festival in Thailand Also known as <i>Songkran</i>, this festival marks the Thai traditional new year, recently fixed to be celebrated from April 13 to 15. Traditionally, <i>Songkran</i> occurs at the hottest time of the year, at the end of the dry season. For this reason, one of the traditions of this festival is to throw water on others. This was symbolic of washing all the “bad” away so that people could start the new year with a clean slate.• The Dragon Boat Festival in Hong Kong This festival has its roots in the Chinese <i>Duanwu</i> Festival held on the fifth day of the fifth lunar month. Qu Yuan was an honest and loyal official in China who was framed by a corrupt prince. Disappointed that his beloved country was in the hands of evil men, he threw himself into a river. He was so well-loved that fishermen tried to save him but were not able to. To prevent the fish from feeding on his body, they threw <i>zongzi</i> into the river.

Culture Focus	<p>This later came to become offerings to Qu Yuan. The dragon boats represent the boats that went out onto the river in attempts to rescue his body. There are many races that take place at various locations in Hong Kong.</p> <ul style="list-style-type: none"> Chinese Spring Festival in Beijing This festival is the Chinese new year, according to the lunar calendar. The most important days are the last day of the previous year and the first day of the new year. However, preparations start even before then. Every home needs to be thoroughly cleaned, new clothes need to be bought, and auspicious scrolls and paper cut-outs are displayed. On the eve, family members will gather for a feast. At midnight, fireworks are set off in a symbolic gesture: to get rid of the ill fortune of the previous year and welcome good fortune in the coming year. On a smaller scale, firecrackers are also lit. On the first day, children receive red packets with “lucky money”. The Lunar New Year lasts for 15 days and comes to an end with the Lantern Festival. The Lantern Festival in Jiangxi Marking the end of the Spring Festival is the Lantern Festival. This is commemorated by a number of traditional activities. One of these activities is the dragon lantern dance, where a long dragon lantern is first paraded through the village before it is lighted up at night and the dance performed.
Optional Approach	<p>Making connections Ask Ss to attempt activity 1a before discussing answers as a class. Ask them for the clues that helped them decide which picture depicts which festival (for example, a: boat; b: auspicious decorations; c: lanterns; d: throwing of water). Next draw their attention to the talking heads and ask Ss what they think the two are talking about. Ss should be able to make a connection between this and the pictures.</p>
Answers	1. d 2. a 3. b 4. c

1b

Purpose	To help Ss recognize the target language in natural speech.
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Teaching Tip	Putting it in context Tell Ss that the conversation they are about to listen to is the conversation between the two talking heads in the picture. This will give them the context of the conversation to come. Give them a bit of time to read through the four statements before playing the conversation. This will give them an idea of what to listen out for.
Answers	1. F 2. T 3. F 4. T

1c

Purpose	To give Ss the opportunity to use the target language in natural speech.
Optional Approach	Sharing knowledge As these are Asian festivals, it is possible that Ss are more familiar with them, particularly the ones that originated in China. Get Ss to share what they know with a partner. Ask them to first share common knowledge, e.g. origins, common celebrations, then ask them to share something that they usually do during one of these festivals that is specific to his/her family.

2a

Purpose	To give Ss listening practice using the target language.
Teaching Tip	Knowing what to listen for Tell Ss that they will be doing the next two activities together. In order for them to know what to listen for, ask them to read through the instructions before listening.
Answers	1. friends 2. Hong Kong 3. relatives 4. the Dragon Boat Festival

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	Exchanging answers After Ss have filled in their answers, get them to share their answers with a partner. The first partner is to share answers for 2a and the second partner for 2b. Tell Ss that the partner receiving the answers will have to ask their classmate one question to verify that the answer given is correct. Some examples are: <ul style="list-style-type: none"> for 2a (1): <i>How do you know that Wu Ming and Harry are friends?</i> for 2b (Eating out): <i>How do you know that the downside of eating out is putting on weight?</i>

Answers	Fun activities	Downsides
	Eating out	put on weight
	Shopping	spent money
	Dragon Boat Festival in June	weather is hot

2c

Purpose	To give Ss the opportunity to use the target language in conversations.
Optional Approach	Constructing conversations Ask Ss to work with the same partner he/she had in the previous two activities. Ask Ss to write two conversations in their pairs, the first using the information in the conversation they have just heard (2a and 2b) and the second using their own information but using the target language. Give Ss about 10 minutes to write their conversations, after which they should role-play them. They can then switch roles.

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Teaching Tip	Different partners Tell Ss that they will have to role-play the given conversation twice, with two different partners. In addition, they will have to choose partners that they did not work with for the previous activities in this unit. This is to ensure that Ss get to communicate and interact with different classmates.

3a

Purpose	To provide Ss with reading practice using the target language.
Culture Focus	Origins The story of Hou Yi and Chang'e is one version of how admiring the moon became associated with Mid-Autumn. As for the origin of mooncakes, the story is that when the Han Chinese wanted to rebel against the Mongols, they baked small round cakes that were easily transportable and hid secret messages in them. Through this method, they managed to tell people that a rebellion would take place on Mid-Autumn's day. Traditionally, mooncakes had a thin brown baked skin with one or more whole salted egg yolks which symbolized the full moon. These are still well-loved but one recent invention that has become just as popular is the snowskin mooncake, said to originate from Hong Kong. This was invented to provide a healthier option to the traditional baked

Culture Focus	mooncake as the snowskin mooncake used less oil and fat. However, it appears that many bakeries and chefs are now trying hard to outdo each other by coming up with different recipes using the most unusual ingredients. Today, it is not unusual to find snowskin mooncakes that are flavored (mango, durian, apple, green tea, etc.) or contain exotic fillings such as nuts, champagne, and liqueurs.
Answers	Suggested answers: 1. They celebrate the Mid-Autumn Festival by admiring the moon and sharing mooncakes with their families. 2. The reading is about a traditional folk story of Hou Yi and Chang'e for the Mid-Autumn Festival.

3b

Purpose	To give Ss an opportunity to test their reading comprehension.
Teaching Tip	Remembering the sequence The story in the passage has a natural sequence in which one thing leads to another and progresses in a linear way. To get Ss to understand this, get them to close their textbooks and in pairs, write notes about the sequence of events. They can then use their notes to complete the activity, without referring to the passage.
Answers	4, 2, 5, 1, 7, 6, 3

3c

Purpose	To give Ss an opportunity to test their memory of key words in the reading passage.
Optional Approach	Remembering details Continuing from the previous activity, Ss should fill in their answers without referring to the passage. Remind them that the letter before the blank is the first letter of the answer and should help to guide them. Get Ss to share their answers with their partner before they check their answers against the passage.
Answers	1. admire 2. traditional 3. magic 4. steal 5. laid

GRAMMAR FOCUS

4a

Answers	1. I think that the Lantern Festival is beautiful. 2. I don't know whether he will come home for the festival. 3. I believe that the Water Festival is the most fun.
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Answers	<p>4. I wonder if the mooncakes are delicious.</p> <p>5. How exciting the races were!</p> <p>6. What an interesting city (Hong Kong is)!</p>
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4b

Answers	<p>Dear Xia Yu,</p> <p>Do you know <u>that there are two special days for parents in America</u>? One is Mother's Day on the second Sunday of May, and the other is Father's Day on the third Sunday of June. On these two days, American children often give gifts to their parents or take them out for lunch or dinner. Common gifts are flowers and cards for mothers and shirts or ties for fathers. I hear that it is becoming <u>more and more popular to celebrate Mother's Day and Father's Day in China</u>. I wonder <u>if children over there also give similar gifts to their parents</u>. I believe <u>that there are many ways to show our love</u>. Actually, we don't have to spend a lot of money. It is also a good idea to help parents to do something instead.</p> <p>June</p> <p>For Ss' own sentences, answers will vary.</p>
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4c

Purpose	To give Ss the opportunity to use the target language.
Teaching Tip	<p>Giving guidelines In groups of four or five, get Ss to interview each other and elicit answers. The T may wish to give them some guidelines. Write the following questions on the board:</p> <ul style="list-style-type: none"> • What is your favorite festival? • What does it celebrate? • When is it celebrated? • Why do you like this festival? <p>Tell Ss that they will need to answer these questions themselves first. Once they have their own answers, they should take turns interviewing others in the group. They will then share their findings with the class.</p>

■ Optional Activity: What would you like to celebrate?

Purpose	To help Ss master the target language and expand their vocabulary.
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Procedure

1. Divide the class into six groups.
2. In their groups, get Ss to create a festival of their own. They do not need to work out every single detail but they should discuss the following:
 - What is the name of the festival?
 - What is it about?
 - When is it celebrated and for how long?
 - What are the main attractions of the festival?
3. The T may wish to write these questions on the board for the Ss's convenience.
4. Once the Ss have come up with these details, get them to create a conversation similar to that in Section A 2d. They should incorporate all the festival details they have just discussed. The T may wish to give Ss 15–20 minutes for this.
5. Once they have created their conversation, Ss will have to nominate two people in their group who will role-play the conversation to the rest of the class.
6. Each group will take turns to act out their conversation. Ask the other Ss to take notes about what they hear.
7. When all groups have role-played their conversations, pick a group at random and ask them to share details about another group's festival.

SECTION B

1a

Purpose	To prepare Ss to use the target language in a different context.
Picture	<p>The four pictures show different scenes depicting Halloween. The boxed pictures from left to right show:</p> <ul style="list-style-type: none"> • children in their costumes receiving treats from the lady of the house, also dressed up in a costume; • children dressed and showing off their costumes; • a graphic depicting the traditional elements of Halloween: bats, a spider, a black cat, a carved pumpkin face, a spooky house in the distance, a full moon, and candy hanging from the tree. <p>The superimposed picture is that of a bag, made to look like a carved pumpkin, filled with treats.</p>

Culture Focus	<i>A long history</i> Halloween is said to originate from the Celtic festival called Samhain (pronounced as “sah-win”). It was celebrated at the end of the harvest season and people would light bonfires and don costumes to scare off ghosts that were said to roam the lands. Some of these traditions were later incorporated into All Saints’ Day, celebrated on November 1. The evening before, October 31, was known as All Hallows’ Evening (also known as All Hallows’ Eve), which was then shortened to Halloween. As time progressed, this festival became more secular (with no connection to religion) and tended to revolve around children’s activities like trick-or-treating. In the past, children used to dress up as characters that were associated with the supernatural, like skeletons, ghouls, goblins, witches, and warlocks. Nowadays, children (and adults) dress up in anything they like, e.g. comic book heroes, cartoon characters, television personalities.
Optional Approach	<i>What’s in the picture?</i> It is possible that Ss have not heard of Halloween so the T may have to walk Ss through this activity. To begin, divide the class into four groups and assign one picture to each group. Ask Ss to describe what they see there and then deduce what Halloween might be about. Get each group to share with the rest of the class what they discussed.
Answers	Answers will vary.

1b

Purpose	To give Ss practice in listening and understanding a conversation on a specific topic.
Teaching Tip	<i>Are you ready?</i> Without giving Ss any clues, play the recording and ask them to answer the questions in this activity. Have them share their answers with a partner before giving them the correct answers. How many got the answers right? Use this as an opportunity to show Ss that they will always need to pay attention as often, they may not be given the context of a conversation and will need to listen, remember, or take notes as they see fit.
Answers	<ol style="list-style-type: none"> 1. Halloween is popular in North America. 2. They celebrate Halloween on October 31. 3. Wu Yu thinks it is a fun festival.

1c

Purpose	To give Ss practice in listening for specific vocabulary.
Optional Approach	<i>Making educated guesses</i> Following from the previous activity, ask Ss to answer the questions in this portion without listening to the conversation again or consulting their notes or friends. Tell Ss it is all right if they are unable to fill in all the blanks. Encourage Ss to answer as many as they can. Also, tell Ss that they can make educated guesses based on the “clues” given in the sentence. Give Ss a bit of time to fill in the blanks before playing the recording again and getting them to check their own answers. Ask Ss how well they did and how many of the correct answers were educated guesses.
Answers	1. houses, turn off, windows 2. dress up, cartoon 3. candies 4. play, give

1d

Purpose	To give Ss practice using the target language in a different context.
Teaching Tip	<i>Voicing their opinions</i> There are many Halloween activities that the Ss could choose to speak about. It is also possible that some Ss are not interested in any of the Halloween activities, for a variety of reasons. Assure Ss that it is fine for them to have their own opinions and they do not need to like the activities just because other people do. It is, however, important for them to understand why they do or do not like something, or why they hold a certain opinion. Tell Ss that they should keep this in mind as they share their ideas about the Halloween activities with their partner.

2a

Purpose	To prepare Ss for the subsequent reading activity.
Culture Focus	<i>Christmas</i> Probably the most widely-celebrated festival around the world, is a Christian celebration that commemorates the birth of Jesus Christ. Those who follow in the Christian faith, in its various denominations, will typically go to church on Christmas Day. In certain countries, this is a time for families to get together as many companies close over the Christmas and New Year period. Over the years, people have added many secular elements to the celebrations and now, even non-Christians join in the fun by buying presents for their friends and family, and offices have parties to coincide with this holiday and the New Year's. Other traditions at this time include

Culture Focus	buying and decorating a Christmas tree, having a feast that includes turkey and ham, children waiting for Santa Claus (or Father Christmas) to deliver presents.
Answers	Answers will vary.

2b

Purpose	To provide Ss with reading practice using the target language.
Optional Approach	Share information with the class Ask Ss to read the passage and answer the questions before asking how many of them have read the book <i>A Christmas Carol</i> . Ask those who have read the book to share with the class their thoughts about the book (not the passage), e.g. did they like or dislike it and why. Also, ask Ss to share something in the book that is not found in the passage. If no one has read the book before, the T may wish to ask the class if they know what it means to be called “a scrooge”. (This refers to a miserly person.) Get Ss to make a connection between the term and what they read in the passage. Make sure Ss understand the meaning of the word and how it is used.
Answers	<ol style="list-style-type: none"> 1. People usually think about gifts, Christmas trees and Santa Claus. 2. Charles Dickens wrote <i>A Christmas Carol</i>. 3. The true spirit of Christmas is the importance of sharing and giving love and joy to the people around us.

2c

Purpose	To provide Ss with scanning and writing practice.								
Teaching Tip	Zooming in Before Ss start on this activity, tell them to cover the passage and just read the question. Tell them that since this activity is asking for specific answers, they need not read the entire passage again. They should look for clues and just zoom into the correct paragraph. In this case, they only need to look at paragraph three. Get them to try this.								
Answers	<table border="1"> <thead> <tr> <th colspan="2">What does Scrooge see when he's with...</th> </tr> </thead> <tbody> <tr> <td>the Ghost of Christmas Past?</td><td>his happier days as a child</td> </tr> <tr> <td>the Ghost of Christmas Present?</td><td>how others were spending Christmas that year</td> </tr> <tr> <td>the Ghost of Christmas Yet to Come?</td><td>nobody cares when he dies</td> </tr> </tbody> </table>	What does Scrooge see when he's with...		the Ghost of Christmas Past?	his happier days as a child	the Ghost of Christmas Present?	how others were spending Christmas that year	the Ghost of Christmas Yet to Come?	nobody cares when he dies
What does Scrooge see when he's with...									
the Ghost of Christmas Past?	his happier days as a child								
the Ghost of Christmas Present?	how others were spending Christmas that year								
the Ghost of Christmas Yet to Come?	nobody cares when he dies								

2d

Purpose	To give Ss an opportunity to practice their skills of inference.
Teaching Tip	Reading between the lines Before Ss attempt this activity, direct them to the box at the start of the passage. Explain to them what “inferring” means and give them an example they can relate to. One such example might be about a S who comes to class and keeps coughing and sneezing. The next day, he/she does not turn up for class. Everyone will automatically think that this is because he/she is sick. How do they know this? It is because they inferred the reason from what they knew before.
Answers	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. Because Scrooge is mean and only thinks about himself. He doesn't treat others nicely, and he only cares about whether he can make more money. (Since Christmas is a holiday and his staff have the day off, he will not be able to make money on Christmas Day.) 2. No, he has no friends. / No, he doesn't have a lot of friends. Because he wasn't nice to people, and never laughs or smiles. He is mean and only thinks about himself. (When he is dead, no one cares). 3. He was punished because like Scrooge, he wasn't nice to others and he only cared about money. 4. Yes, Jacob Marley wants to help Scrooge. Because Marley's ghost tried to warn Scrooge to change his ways so as not to end up like him. 5. He feels relieved because he was scared in his sleep and he is surprised and happy to have a chance to change his life, because it is only the next morning. 6. Scrooge changes his ways and becomes a better person.

2e

Purpose	To provide Ss with speaking practice using the target language.
Teaching Tip	Acting their parts In their groups of four, get Ss to discuss what the ghosts and Scrooge would say and then write out their conversation. Remind them that when they act out the conversation, they each have to play their parts as each ghost is different and so is Scrooge. Ss should discuss how each of their characters should be portrayed before performing for the class.

3a

Purpose	To prepare Ss to write using the target language.											
Teaching Tip	<i>Real or make-believe</i> Some Ss may not be familiar with the term “pen pal” so the T may wish to explain what this is. For those who don’t actually have one, tell them to make someone up. Since the question states that it is an “English-speaking” pen pal, tell Ss to think of someone in a foreign land who speaks English. This need not necessarily be someone from the Western countries. Ask Ss to keep this person in mind as they work on the next two activities, as it may impact on what they include in their answers.											
Answers	<i>Suggested answers:</i> <table><tr><td>What is the name of the festival?</td><td>Spring Festival</td></tr><tr><td>When is it?</td><td>First day of the Chinese lunar calendar</td></tr><tr><td>What do people eat?</td><td><ul style="list-style-type: none">• <i>niangao</i>• <i>jiaozi</i>• fish</td></tr><tr><td>What do people do?</td><td><ul style="list-style-type: none">• Clean the house several days before the festival• Prepare sticky rice for the Kitchen God• Buy new clothes• Have a reunion dinner with the family on the eve• Visit relatives after the festival• Give and receive “lucky” money to children</td></tr><tr><td>Why do you like it so much?</td><td><ul style="list-style-type: none">• Enjoy meeting relatives• Enjoy receiving “lucky” money• Enjoy setting off fire crackers</td></tr></table>		What is the name of the festival?	Spring Festival	When is it?	First day of the Chinese lunar calendar	What do people eat?	<ul style="list-style-type: none">• <i>niangao</i>• <i>jiaozi</i>• fish	What do people do?	<ul style="list-style-type: none">• Clean the house several days before the festival• Prepare sticky rice for the Kitchen God• Buy new clothes• Have a reunion dinner with the family on the eve• Visit relatives after the festival• Give and receive “lucky” money to children	Why do you like it so much?	<ul style="list-style-type: none">• Enjoy meeting relatives• Enjoy receiving “lucky” money• Enjoy setting off fire crackers
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3b

Purpose	To provide Ss with writing practice using the target language.
Optional Approach	<i>Majority wins</i> As Ss may need some time to prepare their letters, allow them to do this as homework. Tell Ss they should be ready to share their letters by the time they come to class the next day. During the lesson, divide the Ss into six groups. In their groups, Ss will take

Optional Approach	turns to read their letters out loud. When everyone is done, the listeners will then have to vote for the letter they liked the best. Tell Ss that they can vote for any letter but their own. The letter that gets the most number of votes will be the one to “represent” the group. The winning letter from each group will then be read out to the class.
Answers	<p>Sample writing:</p> <p>Dear Sue,</p> <p>My favorite Chinese festival is the Spring Festival. It is celebrated on the first day of the Chinese lunar calendar.</p> <p>Before the festival, our houses have to be cleaned and we need to buy new clothes for a new year's coming.</p> <p>On the eve, my family goes to my grandparents' home for a reunion dinner. Our family usually has <i>jiaozi</i>, fish, <i>niangao</i> and a great many dishes.</p> <p>On the first day of our New Year, people wear their new clothes and visit family and friends. Children will receive red packets filled with “lucky” money. That's one of my favorite parts of this festival.</p> <p>It's my favorite festival because I enjoy spending time with my relatives. It makes me feel very happy and loved to be with my family!</p> <p>Yours truly, Mei Li</p>

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.
Teaching Tip	Sharing answers Ss can attempt the first two parts of this activity on their own as those test individual knowledge. For the third part, get them to share the answers with three other Ss. This will ensure that they understand and know how to use the objective clauses.

Answers	<p>1. between, and; lay; relatives; spread, around; give out; business</p> <p>2.</p> <ol style="list-style-type: none"> How delicious the mooncakes are! What fun will the festival be! How boring this concert is! How excited am I! What loud music the band played! <p>3. Suggested answers:</p> <ul style="list-style-type: none"> I think that mooncakes with yolks are more delicious than the ones without. I know that the shape of the mooncake symbolizes the full moon at mid-autumn. I believe that a clean house for the Spring Festival will bring good fortune to my family. I wonder whether we will have fireworks at the next Spring Festival.
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■ Optional Activity: Festivals from other countries

Purpose	To help Ss master the target language and expand their vocabulary.
Materials Required	<ul style="list-style-type: none"> Flip charts Markers

Procedure

- On the board, write these three festivals: April Fool's Day, St. Valentine's Day, Thanksgiving.
- Divide Ss into three groups.
- Assign each group with one of the festivals written on the board.
- In their groups, Ss are to brainstorm about everything they know about the festival that their group has been assigned.
- Tell Ss that they will have to create a presentation about their festival using the details that the group has come up with. Remind them that their presentation should contain information that their classmates would be interested to know.
- The T should walk around while the groups are discussing and creating their presentations and help them with the information where needed. The T may wish to

give Ss clues about their assigned festivals but should refrain from giving them the information directly. The T may find the following information useful:

- April Fool's Day

This is a day when people play practical jokes on others. It is difficult to trace its roots but other festivals with a similar theme date back to Roman as well as medieval times. On this day, some people plan elaborate pranks while others keep things small. At the end of the joke, the person who planned it will exclaim, "April's Fool!" at the person(s) being tricked.

- St. Valentine's Day

There are a number of stories surrounding the origins of this festival. The most popular is that Valentine was a Christian martyr (someone who is made to suffer or killed because of his beliefs, and is respected or admired by those who share his beliefs) who was later sainted. He was said to have been a bishop in Roman times who was imprisoned because he performed wedding ceremonies for soldiers who were forbidden to marry, and ministered to Christians who were being persecuted (treated unfairly because of their beliefs). While he was in jail, he healed his jailer's daughter, and the story is such that before he died, he left her a note signed off with "From your Valentine". However, it was only in the Middle Ages that Valentine's Day became associated with romantic love and evolved into the tradition that lovers would express their feelings for each other on this day.

- Thanksgiving

Celebrated mainly in the United States and Canada, this is a day for giving thanks for the blessings received in the previous year. Many believe that the first Thanksgiving dinner was held in 1621 when the Pilgrims gave thanks for a bountiful harvest after a time of scarcity (shortage). This later became a tradition as the lands and the Pilgrims' lives improved. Today, people would travel "home" to spend this holiday with their family members and this would often feature a celebratory feast where the main centerpiece is an oven-roasted turkey.

7. Provide Ss with flip charts and markers if they need these for their presentation.

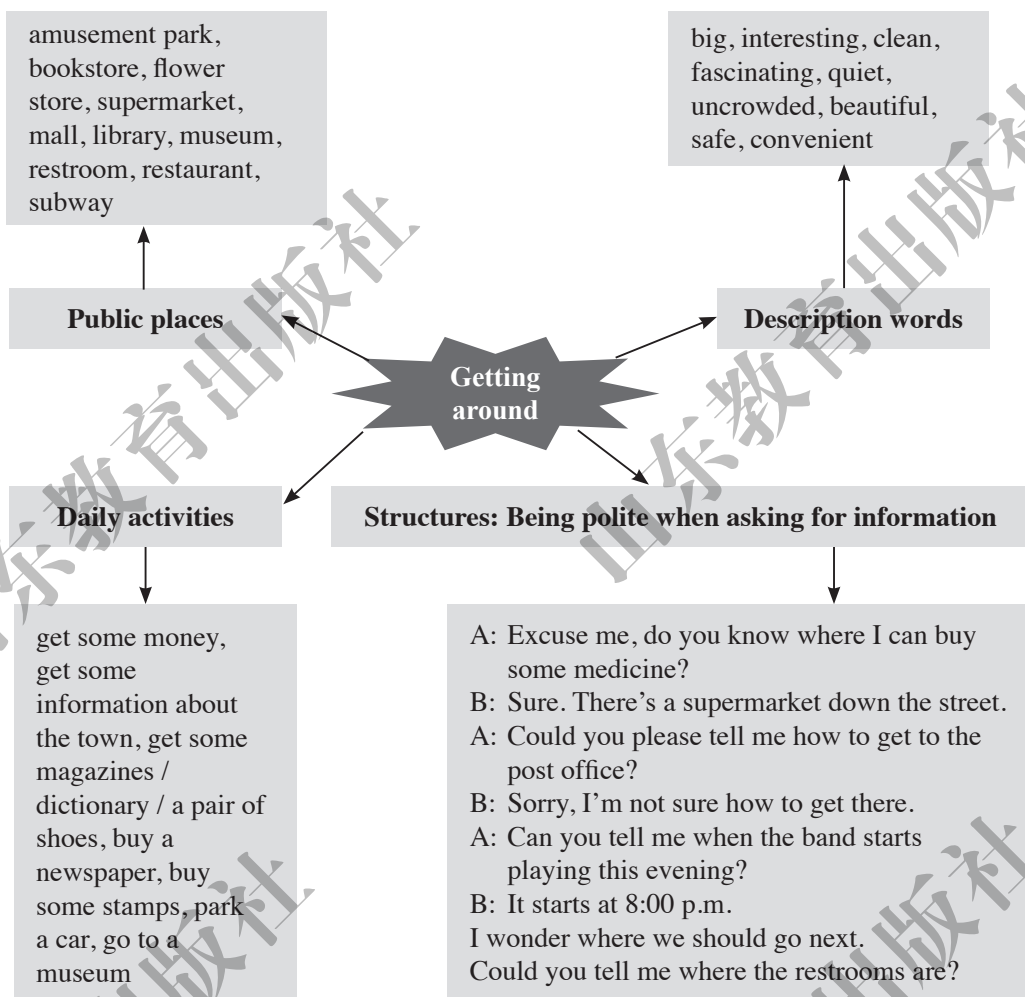
8. Each group should take turns to present their information to the rest of the class.

Unit 6 Could you please tell me where the restrooms are?

一、教学目标与要求

话 题 Topic	游览 (Getting around)
功 能 Functions	<p>1 礼貌地询问信息 (Ask for information politely)</p> <p>A: Excuse me, do you know where I can buy some medicine?</p> <p>B: Sure. There's a supermarket down the street.</p> <p>A: Could you please tell me how to get to the post office?</p> <p>B: Sorry, I'm not sure how to get there.</p> <p>2 遵照指令 (Follow directions)</p> <p>Go to the second floor.</p> <p>Turn right.</p>
语 法 Grammar	<p>能正确使用含有 <i>wh</i>-问句的宾语从句 (Objective clauses with <i>wh</i>-questions)</p> <p>Excuse me, do you know where I can buy some medicine?</p> <p>Can you tell me when the band starts playing this evening?</p> <p>I wonder where we should go next.</p>
词汇和常用表达 Words & expressions	<p>1 能够正确使用下列词汇 (Curriculum words)</p> <p>restroom, stamp, postcard, bathroom, grape, corner, request, speaker, direction, address, course, rush, suggest, mail, central, east, nearby, convenient, correct, polite, direct, impolite, underground, politely, pardon, beside, whom</p> <p>2 能够正确使用下列常用表达 (Useful expressions)</p> <p>pass by, pardon me</p> <p>3 能够认读下列词汇 (Non-curriculum words)</p> <p>bookstore, washroom, normally, staff, nearby, fascinating, inexpensive, uncrowded, mall, clerk, parking lot</p>
学习策略 Strategies	<p>1 在不同场合下礼貌地使用语言</p> <p>2 结合不同文化背景得体使用语言</p>
文化知识 Culture	了解英语中的礼貌用语

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本单元话题为得体礼貌地运用语言索取信息及提供信息。Section A 以购物和去游乐园游玩等日常生活为切入点，通过问路及指路引入语言操练及学习，让学生通过模拟日常真实场景体会、感受及领悟目标语言内容。这一阶段教学结束时学生应当重点掌握并能够熟练、正确运用的内容包括：

- 功能及句型结构方面: (1) 得体地运用礼貌语句问路及咨询信息, 例如: Excuse me, do you know where I can buy ...? Could you please tell me how to get to ...? Can you tell me when ...? I wonder where we should ...; (2) 礼貌、得体地指路及提供信息, 例如: Sure. There's a supermarket down the street. 或得体地进行否定回答: Sorry, I'm not sure how to get there.
- 词汇方面: 教材所呈现的有关日常生活活动短语(如 get some money, buy some stamps 等)和相关处所名词(如 bookstore, restroom 等), 以及与问路、指路及询问、提供信息相关的短语等;
- 语法方面: 带有 wh- 疑问结构的宾语从句。

从编写特征和相关语言内容来看, 活动 1a-1c 在语境中复现和呈现动词短语, 侧重 get, buy 等动词引起的相关日常生活活动短语, 同时呈现本单元重点句型结构。教师应注意利用书本主题图等媒介加强语境设置, 为学生模拟日常生活情景进行问路、指路创设条件; 活动 2a-2d 通过听说活动将相关语言知识和听说技能相结合, 加强综合性语言输入; 活动 3a-3c 通过阅读长篇对话让学生进一步体会日常交流中语言运用的得体性和礼貌性, 从阅读技能训练的角度发展学生的语言学习。由此可见, 如果教师在这一阶段教学中帮助学生在脑海中确立语言运用时的得体性意识, 令他们有意尝试或模仿运用书本中的礼貌语句结构, 为后续 Grammar Focus 和 Section B 阶段的学习做好铺垫。

SECTION A 教学建议

活动 1a-1c

1. 复习表示场所的名词。教师利用媒体课件呈现, 或让学生看书本的主题图, 引导他们说出让图中所绘各场所的名称。

T: What places can you see in the picture?

S1: I can see a bookstore and a bank.

S2: I can see a restaurant and a post office ...

在此基础上可进一步开拓学生的思路, 让他们说出自己身边更多场所的英文名称, 教师适当板书。这些场所可以是 cinema/movie theater, clothes store, supermarket, hospital 等。

2. 完成书上 1a 活动。教师可先要求大家集体读出 1a 活动所列的短语, 然后问学生, 或学生之间进行问答:

T: Where can we get some money?

S1: We can get some money at a bank.

S2: Where can we get some magazines?

S3: We can get them at a post office.

注意：通过对话形式核对答案比简单说出 get some money, b 更有意义，因为前者让学生在语境中复习运用这些语言。

3. 听前准备——复习方位介词。再次让学生观察课本主题图，教师提问，引导学生运用学过的表示各场所的位置关系的方位介词，为 1b 听力活动进行语言准备。例如：

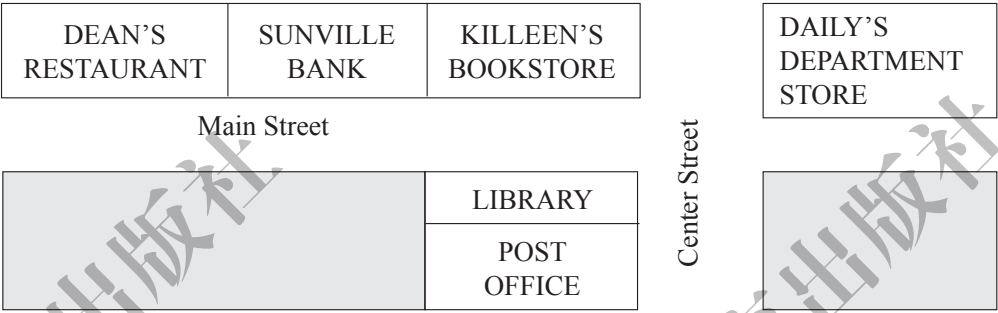
T: Where's the bank?

S1: It's between the restaurant and the bookstore.

T: Which street is it on?

S1: It's on Main Street.

4. 完成 1b 活动。播放听力录音，学生按照书本要求完成 1b 活动，随后师生课堂核实答案，男、女生分角色进行朗读。对于学习水平较高的班级，我们建议教师可采用媒体课件呈现或板书的形式，将课本主题图用平面形式（如下图所示）加以呈现，并再次播放录音，要求学生标注两段小对话的具体地点，随后还可再自行设一两个地点，让学生集体尝试说出从该地点到某地（如 library）的走法。借此导入 1c 活动。



5. 听后简单输出活动。学生分角色朗读 1c 活动的对话示范，教师正音指导。随后学生结伴，仿照示范展开对话，完成 1c 活动，教师巡视指导。其间可有选择地让部分学生在台前表演对话，为大家做出示范。

注意：这个阶段不必关注本单元语法结构——带 wh 问句的宾语从句。学生能理解句子意思就行，不必分析句子结构。让学生读熟，多些感性认识，为后面理性分析打好基础。

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活动 2a-2c

1. 听前准备。首先让学生看图，熟悉图片内容。教师利用以下问题引导学生观察课本插图：

- What place does the picture show?
- What shops can we see in the picture?
- How many floors can we see in the picture?
- If I want to buy ..., what shop should I go to? And how can I get there?

学生看题目要求，教师可以通过提问检查学生是否理解题目要求：Do you need to number all the directions? 然后学生按照书本顺序依次读出活动 2a 所列语句，教师确保学生理解句子意思。

2. 听第一遍，抓住对话大意。在播放录音前，教师可提这两个问题：

- What does the boy want to buy?
- Where can he buy it?

播放第一遍听力录音，让学生带着问题去听，抓住对话大意。

3. 再听录音，抓住细节。播放第二遍录音，学生按照书本要求完成 2a 活动。随后师生核实、确认答案。

4. 听第三遍，抓住更多细节。播放第三遍录音，学生按要求完成 2b 活动，并就近与同伴进行核对，修正并确认答案。教师可提更多问题，检测学生对细节的理解：

- When does the shopping center close?
- Does the other boy know when it closes?
- What does he suggest?

5. 听后跟读。放录音，学生跟读。可以把听力中两个宾语从句板书在黑板上，提醒学生注意长句子中意群停顿、句子重音和语调。

Ex. Excuse me, I can you 'tell me I 'where I can 'buy some medicine?

Do you 'know I 'when this 'shopping 'center 'closes to night?

6. 听后口语输出。可以要求学生在 2a 插图中确定一个自己要去的地点及所做的事情，然后与邻座结伴，仿照书本中的例子互换角色，开展 2c 口语对话活动。教师巡视指导及点评。

活动 2d

1. 理解对话。学生读一遍对话，教师借助下列问题与学生展开交流，检查学生对所读对话的理解：

- Where are He Wei and Alice?
- What different parts does Fun Times Park have?

- Alice used a word that He Wei didn't fully understand at the beginning. What was that word?
- How did Alice help He Wei to understand her?

这个对话讲的是由厕所名称的不同表达引起的交际误会，这种误会在不同文化的交际中比较常见。最后两个问句检测学生对于这个误会是否理解，还可以进一步提问分析误会产生的原因和解决过程。例如：

T: Why did He Wei misunderstand Alice? What was the word she used?

S: She says she wants to go to a restroom.

T: What does He Wei think the word “restroom” mean?

S: He thinks “restroom” means “a room for resting”.

T: What does the word “restroom” actually mean?

S: It means “toilet” or “washroom”.

2. 听对话，模仿语音语调。播放录音，学生跟读，提醒学生注意重音、弱读、连读、意群停顿和语调。教师可把典型句子板书在黑板上，让学生有意注意。

Alice: Be'fore we de'cide, I could you 'first 'tell me 'where the 'restrooms are?

He Wei: ↗Pardon? ↗Restroom? You want to ↗rest? 'But we 'haven't 'even ↘started yet!

3. 操练对话，表演对话。学生结对分角色演练对话，教师点评活动，并请部分学生给大家进行示范表演。
4. 语言学习。引导学生自主或合作找出对话中值得学习及关注的词语和表述等，教师进行简要讲解。如对话中出现的宾语从句，教师可先板书从句中的问句：

Where are the restrooms?

教师借助这些问题引导学生思考：Is it polite to say that if you ask a stranger or even a friend? How can we make it polite? We can add something like “Could you tell me” or “I wonder”. 例如：

Could you tell me where the restrooms are?

I wonder where the restrooms are.

活动 3a-3c

本篇阅读课文与书本中的大部分阅读语篇有所不同，为长篇对话。其内容实际上是 2d 对话语境的继续，因此省去了教师引导学生了解阅读背景及话题语境的过程。虽然阅读内容少见对话的形式，但现实中阅读对话有时也是阅读的一个分支，如阅读剧本等。与文段型语篇内容相比，对话型文本虽含更多的口语特征，但仍属于阅读语篇。这种语篇的一个典型特征是在对话中会穿插一些简洁的文字，用以解释背景、说明场景或语境等。

本篇文章阅读目的除了能让学生正确理解语篇外，教师还应当注意从以下两方面训练学生语言能力：

- 语篇中出现的索取信息内容的句型结构；
 - 语句释义转述（paraphrase）意识。所谓“语句释义转述”是指用另一句话进行转述解释，表达相同或相似的意思。“语句释义转述意识”则指学生对语句释义转述的敏感性。
1. 读前预测。教师课前获取课本3a活动插图，将其与课文标题制作成一幅课件幻灯片，在课堂呈现。若无条件，则可采取板书标题进行讨论或学生浏览书本标题及插图的手段。师生口头讨论交流。以下问题供参考：
 - What can people do at Fun Times Park?
 - Do people always enjoy themselves there?
 - Which word or words in the title tell us that they always enjoy themselves?
 - What word will you think of to describe that ride shown in the picture?
 - Do you want to be on that ride? Why or why not?
 2. 读第一遍，抓关键信息。学生按照书本要求对课文阅读，完成3a活动。
 3. 再读，关注更多细节。教师利用更多的问题开展师生问答活动，以检查学生对课文的理解情况。以下问题供参考：
 - What did He Wei suggest Alice to do if Alice is scared during the ride?
 - Did Alice try the ride? How do you know?
 - What will they do after the ride?
 - Where will they have dinner? Why?
 4. 阅读巩固。班级男女生分别扮演He Wei及Alice，分角色朗读对话（场景说明部分可让集体齐读或由教师承担），巩固对话内容。
 5. 语言学习及训练。学生再次自主阅读课文，按照书本要求开展3b活动。教师可要求学生：Underline the sentences that have the object clauses. 教师将宾语从句板书在黑板上：
 - I wonder where we should go next.
 - Do you know where we can get some good food quickly?
 - Let's ask what time the band starts playing.
 - Excuse me, could you tell us when the band starts playing this evening?除了第三句，其他句子的主句部分都可互换，有询问信息的多种礼貌表达法。
 6. 语句释义转述意识的培养。训练语句释义转述可以帮助提高阅读理解答题判断的正确率。教师板书句子让学生摘抄并进行判断。
 - You should try first before you give up. (= You never know until you try something.)
 - I want to eat something. (= I'm getting hungry.)

- You don't have to worry too much. (= Come on!)
- There are always lots of people. (= The restaurant is always busy.)
- I suggest we not eat now but return to eat after we do something else. (= Why don't we come back here for dinner later?)

注意：学生应该逐渐具有这样的敏感性，即能理解两个用词不同、结构有别的句子说的是一个意思，只不过是换了一种说法而已。这种意识愈强，读懂的句子愈多，阅读水平便愈高，也更加容易读出字里行间的隐晦语义（read between the lines），从而形成强大的阅读推导（inferring）能力。

初始阶段教师的任务不是要让学生尝试着自己用一个句子去解释另一个句子，而是能够将两个看似不同但意义近似或相同的句子相互匹配，并培养学生对如何以不同形式说出相同或近似意思的好奇心。

语法内容介绍和教学建议

本单元语法为含有 wh- 疑问词的宾语从句，此结构强烈表现出语言的功能特征——礼貌地在公共场合索取信息时的语言结构。因此在开展本单元语法教学时，建议教师一要想办法让学生意识到礼貌语言结构特征；二要帮助学生突破含有 wh- 疑问词宾语从句的难点（易错点）。

所谓礼貌语言的结构特征，是指日常交际中人们在特定场合下彼此使用的约定俗成的句型，其最大的特点就是礼貌性，例如汉语的“师傅，麻烦问一下，您知道哪里有卖……？”“不好意思，附近有……吗？”“师傅请问……？”“对不起，打扰一下，我知道……”等等。就英语而言，本语法页呈现如下这些句型：

- Excuse me, do you know where I can ...?
- Could you please tell me how to ...?
- Can you tell me when ...?
- Pardon me, do you know if ...?
- I wonder where ...

在实际语言运用中，人们往往将这些句型视为一个整体进行记忆和运用，若教师在教学中注意关注这一特征，并得当地引导学生有意识地对它们进行整体识记和运用，可有效降低学生语言运用的错误率，也使相关内容变得轻松易学。

从相关的训练活动上看，4a 主旨在于训练学生宾语从句的造句能力，关注语言结构；4b 给出不同的具体情境，让学生运用宾语从句礼貌地询问信息；4c 则更加突出本单元语法内容的交际性运用，使学生通过语言交流活动运用、内化相关语言知识。

在含有 wh- 疑问词的宾语从句方面,我国学生较多地存在语序方面的错误,表现为在从句部分仍然使用倒装的疑问结构。教师可继续采用上一单元建议的对比方法,即将某一特殊疑问句与含有该问题的宾语从句利用板书或媒体课件成对呈现,让学生观察对比、探究异同,教师归纳总结。同样教师还可结合具体学情,在完成书本练习的基础上补充一定量的相关语句进行操练,以达到熟练及巩固的目的。

语法部分具体教学建议如下:

1. 教师事先利用小黑板板书或制作多媒体课件,将 Grammar Focus 中所列出的信息索取语句和原始问题结对呈现。例如:

{ Where can I buy some medicine?
Excuse me, do you know where I can buy some medicine?

2. 礼貌语言的句型结构学习:(1)课堂上学生依次朗读 Grammar Focus 所列信息索取语句(问题)及应答语句,教师纠正读音等相关问题;(2)呈现事先准备好的小黑板或幻灯片课件。引导学生展开讨论,探究哪种语言更容易为听者所接受、交际效果更好。让学生自主总结出其中礼貌用语的句型;(3)师生核实确认,教师可进一步追加介绍 4b 活动中出现的 Excuse me, can you tell me how I can ...? 和 Pardon me, do you know if ...? 等句型;(4)引导学生集体齐读这些内容,直至熟练。

3. 含有 wh- 疑问词的宾语从句的语法结构学习:教师引导学生再次回视小黑板或课件幻灯片,引导学生观察两个语句中的语言结构差异,引入“宾语从句”概念。若使用媒体幻灯片,建议将之前的幻灯片形式做如下更改,以更加利于学生发现其中的奥秘:

{ Where can I buy some medicine?
Excuse me, could you please tell me where I can buy some medicine?

另外,教师还可在语序差异之处采用变色或下划线等方法着重体现,进行强调。针对学习能力较弱,或不得所悟的班级,教师还可适当讲解,确认学生理解这类宾语从句的句式结构特点。

4. 学生再次朗读 Grammar Focus 中内容,熟练后转入语法训练活动阶段。

活动 4a

1. 学生集体读出各小题的问句,确认正确、流畅,教师提出问题引导学生进行判断(水平有限的班级中可借用母语进行讨论):

- Are these questions polite or impolite?
 - Do you think these questions are more likely asked between friends or between strangers?
2. 学生按照书本要求完成该项活动，教师巡视指导、获取反馈。
 3. 学生就近进行同伴交流，修正不足及错误。
 4. 师生集体核实、确认答案，而后学生依题目顺序就直接提问和礼貌提问进行集体对比朗读。

活动 4b

1. 引导学生读出本活动示范例句，确认学生理解题目要求及各小题场景。
2. 学生按照书本要求完成该项活动，教师巡视指导、获取反馈。
3. 选取部分学生习题样例板书或朗读示范，教师点评。

注意：教师选取学生样例时，应尽可能注意到语句结构的多样性特征，同一小题下尽可能多地选取不同句式结构的实例进行口头（朗读）或书面（板书）呈现。切忌每题答案唯一，仅以教师语言为标准核对。

活动 4c

1. 师生共同设立场景，在学生水平较低或缺乏参与积极性（如性格内向）的班级中，教师可利用板书或媒体课件直接呈现以下情节，向学生提供资源：
 - To visit a local place of interest
 - To get money
 - To buy some gifts for friends
 - To go to a shop selling CDs/clothes/books etc.
 - To ask the way to a local address to visit a friend
2. 学生按活动要求书写问题，教师巡视指导，鼓励学生在完成草稿后结伴交流，修改完善。
3. 学生结伴，按照书本要求开展角色表演活动，就自己所写问题进行口语操练。
4. 教师点评，请部分学生登台进行示范表演。

SECTION B 内容介绍

这一部分主题仍为 Section A 部分的继续，但侧重点有所不同。从语言层面上看，这一部分突出帮助学生扩充自己的描述性词汇语库，训练他们运用形容词描述相关场所的品

质特征, 以及对形容词句型 (to be + *adj.*) 的正确运用; 在功能结构方面, 本部分则进一步强化介绍礼貌语言结构; 文化及策略层面, 明确提出语言使用的得体性与文化知识 (常识) 密切相关; 情感态度上, 书本突出语言运用中不同场合用词用句的礼貌性及得体性训练和教育。教师应注意利用时机告知学生语言运用的得体性, 提升其依据场合得体运用语言的意识。

SECTION B 教学建议

活动 1a-1e

1. 听前词汇准备。学生读出 1a 活动方框中列举的形容词, 对学生生疏的词汇教师可通过英语描述、图片引导以及提供母语意思等方式进行教授, 注意纠正发音, 尤其是其中长形容词的重音, 如 *ˌinexˈpensive*, *ˈfascinating*, *ˌconˈvenient*, 教师可标注出来让学生注意。另外, 还可结合本部分出现的 *inexpensive* 和 *uncrowded* 复习以前学过的带否定前缀 *un-* 或 *in-* 的形容词, 如 *unhappy*, *unbelievable*, *uncomfortable*; *indirect*, *informal* 等。若条件许可, 还可引导学生回想更多适合描述场所品质特征的形容词, 借此对旧词复现巩固。
2. 组句练习。学生按照书本要求开展 1a 活动, 随即借助师生核对答案的时机要求学生以完整的语句进行陈述, 教师反馈学生对形容词句型的掌握情况, 决定教学对策。确认学生能够较为流畅地运用形容词句型之后, 引导学生参考书本示范结对开展 1b 活动, 教师巡视指导, 适时结束活动, 导入听力训练环节。
3. 听前预测。学生观察书本插图及浏览 1c 活动内容, 教师利用问题调动学生对听力内容的期待。下列问题供参考:
 - What is the name of the place shown in the picture?
 - What are all these people doing there?
 - What is the man from Sunville Tourist Information doing?
 - How many conversations are we going to listen to?
4. 听中活动, 抓住关键信息。为了降低难度, 教师可将三个对话分开进行教学。先播放第一个对话, 学生做第一个对话填空题, 然后再播放第二个对话, 学生做第二个对话填空题, 最后播放第三个较长的对话, 学生完成课本 1c 活动。

注意: 教师向学生明确要求时, 可引导学生思考、讨论完成两遍听力活动所应侧重的不同策略, 达成这样的共识: 第一遍关注整体信息, 确定应填词语, 当书写时间不够时, 应用首字母、单词的部分内容、便于自己辨认的图例、标记先行记录, 待第一遍结束后再快速填写完整; 第二遍重点是边听边核实自己所填词汇是否与听力录音内容相一致。

5. 再听，理解更多细节。教师还可以设计更多问题，让学生听第二遍时思考：

Conversation 1

- Are there many restaurants in Sunville?
- What kind of restaurant is the boy looking for?
- What food does Green Land serve?

Conversation 2

- Where are the public restrooms?
- Are they clean?

Conversation 3

- Do they often go to science museums?
- What museum does the family finally decide to go to?

6. 听后口语输出。师生确认 1c 活动答案后，引导学生假想自己前往 Sunville Tourist Information (Information Center)，就近结对，一位当游客，一位当信息中心员工，相互交换角色开展口语对话操练（1e 活动）。最后由学生表演展示，师生共同点评。
-

活动 2a-2e

这一部分各项活动紧密围绕两个核心——礼貌语言（language hospitality）和不同场合得体的语言使用（language appropriacy）。因此教师在教学过程中应注意尽可能多地就这两个方面进行探究归纳，在学习语言的同时提升学生使用语言的礼貌意识和得体性意识，同时又不失时机地进行情感教育——让他们较深刻地意识并体会到要得体、礼貌地用好所学外语与自己对该语言运用群体的习俗及文化了解有直接关系，从而激发学生求知欲和好奇心。

另外，通过对阅读课文的学习，教师应当注意引导学生达成这样的共识：语言的得体性与使用者的身份、性别、年龄、熟悉及亲密程度等诸多因素有关，不是所有时候语言愈礼貌就愈合适。

1. 读前讨论。学生结对或组成 4 人小组，按照书本 2a 活动要求展开讨论，做记录，并在班级中简要交流。如果学生讨论有困难，教师可以提供一些情景：
you ask a stranger for information
you ask your brothers or sisters
you ask your teacher about something
2. 读前预测。学生浏览文章标题，插图和策略提示，教师预先在小黑板板书课本 2b 活动所列各段落大意的文字内容，或录入制作成幻灯片课件，内容如下：

- A. Use more words to help you sound more polite.
- B. It is important to know how to make requests politely.
- C. It seems difficult to speak politely, but good speakers need to know how.
- D. The choice of language depends on the situation and the relationship between the speakers.

课堂呈现并要求学生逐句朗读，发现学生的难点所在，教授有关生词。教师确认学生理解句子意思之后要求他们预排一下四项内容在文章中的先后顺序。

注意：这个预测活动可以：（1）解决阅读中可能对学生形成的部分语言障碍，尤其是生词干扰，降低课文阅读难度；（2）加强学生对这些段落大意的理解，令其印象更为深刻；（3）激发学生阅读积极性；（4）培养读前预判意识。

3. 读第一遍，抓段落大意。学生快速读课文，验证自己预测是否正确。和学生一道总结这篇文章的逻辑顺序：

importance of language appropriacy



what is language appropriacy?



features of polite language



seems difficult, but still important

学生按照书本 2b 活动要求找出段落主题句。段落主题句也叫段落中心句，是对段落主要意思的概括，一般位于段落之首或末尾，有时也会在段落其他位置。

4. 读第二遍，理解更多细节。学生再次读课文，可以读慢一些，以便理解更多细节。

下面问题供参考：

- Is it enough to speak correctly?
- What are the features of polite language?
- Is it necessary to ask indirect questions to all the people around you?
- In the second picture, why does the man say “Sorry. I can’t help you.”? Can you change the question to a more polite one?
- What is the writer’s purpose?

5. 关注朗读技巧。教师放录音，学生跟读，提醒学生特别注意长句的意群停顿、句子重弱读等。然后学生朗读课文，熟悉课文及生词。

6. 关注语言学习。（1）学生再次默读课文，寻找相关的语言点及自己有疑虑的问题，然后教师引导班级学生展开讨论交流，借用维果斯基的“临近发展期”理论，尽量让学生进行答疑解惑，教师补充。对超越学生解答能力的内容教师有必要进行讲解；（2）师生确认书本课文中应当学习和记住的相关语言内容，进行必要的摘录；（3）本篇文章运用了很多形容词，可摘录课文重要句子，将形容词或副词挖

空，让学生填空。下面填空练习供参考：

important	direct	difficult	good
correctly	longer	impolite	well

It is not enough to just ask a question (1) _____. We also need to learn how to be polite when we ask for help.

(2) _____ speakers change the way they speak in different situations. The expressions they use might depend on whom they are speaking to or how (3) _____ they know each other. For example, it is all right to ask (4) _____ questions to your classmates. But it will sound (5) _____ to ask your teachers direct questions.

Polite questions are usually (6) _____ and sometimes they sound like a kind of request. It seems (7) _____ to speak politely, but it is very (8) _____ to learn how to use the right language in different situations.

(Answers: 1. correctly 2. Good 3. well 4. direct 5. impolite 6. longer 7. difficult 8. important)

7. 读后深化活动。(1) 学生连贯完成书本2c和2d活动(若教学时间有限,可将这一环节布置为课后作业,由学生在家中完成);(2)以课堂提问的方式,教师根据学情及两项活动内容特点决定或由不同学生依次陈述自己的作答,或集体陈述核对答案。最后教师点评,学生相互学习。

活动 3a-3b

在写作任务链中,课本活动旨在引导学生通过话题情节引出问题,再以问题为线索进行联想构思,进而写作。这是写作中人们常用的一种写作构思策略:我们在遇到需要解决的问题时,会在当时的环境背景下提出一系列相关的问题,然后整理思路,逐一找出这些问题的答案,并加以实施。当我们需要寻求这些问题的解决之道及咨询相关信息,或将这些问题的解决方案以文字的形式逐条录入下来时便会产生写作需求,展开写作。因此,在这两个练习的操作过程中,教师应尽可能显性地突出“情节设定”“问题生成”“寻觅答案”三个环节,使学生懂得并尝试使用这种写作构思技巧及策略。

1. 教师设定情节: You're going on a short vacation to a school in an English-speaking country, and you want to choose something to study. There are certain topics that you're interested in and want to get some information about. 引导学生读出课本3a活动表格中Topic一栏的内容,确认他们理解这些项目内容。在学习能力及语言水平较高的班级中,我们建议教师在关上书本的情况下设定上述情节背景,引导学生自主设定若干感兴趣的话题,之后再要求他们翻开书本,将自己设定的话题与课本预设

话题内容进行核对，将课本所没有的内容作为“其他”列在表后。

2. 学生按照书本要求独立完成3a活动，教师巡视指导，及时板书学生中的一些佳句，以作为示范供集体参考。
3. 确认学生完成3a活动后要求他们继续开展3b活动的写作训练，教师巡视指导，帮助他们解决写作过程中表现出来的问题。若课堂时间有限，可将写作任务布置为课后作业，学生在家完成，再交由教师批阅。

注意：应特别引导学生认真读题，明确写作要求。同时还应告诉他们适当选取3a活动的部分内容，并将其巧妙地融进自己的作文之中。

4. 教师课堂点评，对部分优秀习作进行展示交流，如创办专题墙报，这样既可以让优秀学生看到成果、体验成功，也可以加强学生相互间的交流和学习。

SELF CHECK 内容介绍和教学建议

这一部分的两个活动突出表现于对本单元重点词汇及语句结构运用情况的自我测查及反馈。建议教师将这两项活动安排在教学课时内完成，这样通过对学生作答行为的观察，给学生反馈他们对学习要点内容的熟练程度（应答的流畅性）及是否具有语言运用的得体性意识。操作时可考虑使用“集中完成、分开评议”的办法，即要求学生将两个活动一次性连贯完成，然后由班级的两部分学生分别陈述各自作答，对方评议，教师最后点评。

活动1-2

1. 学生合上课本，教师用汉语或英语提供线索（如教师说出“角落”或It means “the point at which two lines meet”，学生说出corner等），学生报出课本活动1方框中的词汇，这样帮助学生了解自己词语识记情况，同时巩固本单元重点词汇。
2. 学生翻开课本，按照课本要求连贯地完成活动1和活动2的全部内容，教师巡视获取反馈。
3. 待学生完成后，将班级分成甲、乙两个群体，各方选派部分成员进行汇报，对方评议。教师适时点评，权衡双方关系。建议教师将双方关系平衡在友善的“伙伴相助”关系上，而非强“对立竞争”关系。
4. 教师最后总结，提出期望，结束单元教学。

四、课文注释

1. You want to rest? 你想休息了吗?

此句实为 Do you want to rest? 这是一种一般疑问句的口语表达方式,即以陈述的语句形式靠结尾用问号和突出升调来表示提问。再如:

Hmm ... so you mean ... the toilet? 嗯……这么说你的意思是……厕所啦?

So, you're still a school student? 那么你依然还是一名中学生吗?

在书面表述中,一般不采用这样的结构。以上两个例句应分别写作: Hmm ... so do you mean ... the toilet? 和 So, are you still a school student?

2. Excuse me, can you tell me how I can get to a nearby restaurant? 劳驾,能告诉我到就近的餐馆怎么走,可以吗?

Pardon me, do you know if there's a restaurant around here? 劳驾,您知道附近有餐馆吗?

1) 以上两个句子中 Pardon me 和 Excuse me 在句意和功能上均相同,都是口语中打搅他人或咨询信息时礼貌套话,相当于汉语的“劳驾;请问;借光;不好意思”等说法,均读作升调。在这种结构中,excuse 和 pardon 往往被视为动词。又如:

Pardon me, can you tell me how to get City Hall? 劳驾,您能告诉我怎样去市政厅的路吗?

除此以外,两者还均可用来表示歉意,相当于语气较弱的 I'm sorry。例如在公共场合打喷嚏、打嗝、发生轻微的身体接触或碰撞等,这时 excuse 和 pardon 均含有“请原谅;请宽恕”的意思,读作降调。例如:

Pardon the mess — I got home late last night and didn't have time to clean up. 实在不好意思这么乱——我昨天很晚才到家,还没来得及收拾干净。

Oh, excuse me. I didn't know anyone was here. 噢,很抱歉,我不知道有人在这儿。

在另外一些场合, pardon 和 excuse me 又用来表示因故请求他人重复此前所说的话语,意为“请再说一遍,您说什么来着”,应读升调。例如:

A: Who's on duty today? 今天谁值日?

B: Excuse me? 什么?

A: I want to know who's the student on duty today. 我想知道今天的值日生是谁。

在这种用法中, Pardon 和 I beg your pardon 意义相似,但显然后者在态度和语气上都正式许多。

- 2) 当 nearby 作形容词使用时, 仅用在名词前 (only before noun), 如 a nearby school (附近的学校)、a nearby cottage (旁边的茅舍) 等。与其搭配频率较高的伙伴名词包括: building, church, city, farm, field, home, hospital, hotel, house, post office, resident, river, street, table, town, tree, village 等。

nearby 还可作副词, 例如:

He found work in one of the factories nearby. 他在附近的一家工厂里找到了工作。

When you were talking with me this morning, she was just nearby. 你上午跟我交谈时, 她就在边上。

3. For example, you may ask “Where are the restrooms?” or “Could you please tell me where the restrooms are?” These are similar requests for directions. 例如, 你可能会问 Where are the restrooms? 和 Could you please tell me where the restrooms are? 这些均是对问路去某处近似请求的问句。

- 1) 名词 request 为“请求; 恳求; 要求; 需求; 索取”之意, 多指对某事所提出的礼貌或正式的恳请 (a polite or formal demand for something), 如 grant someone's request 意思是“满足某人的请求; 答应某人的要求”。当该词之后接入具体内容时, 人们常用介词 for 与之搭配。例如:

make requests for help 请求帮助

Her request for time off work was denied. 她的休假请求被拒绝了。

They received hundreds of requests for more information. 他们收到了数以百计的索要更多信息的请求。

除 for 外, request 之后搭配的介词还有 from。例如:

a request from the teachers for higher salaries 一份来自一线教师加薪的要求

此外, request 也常用于 at one's request (在某人的要求下), on request (如果要求的话), by request (依照要求) 等固定表达法中。例如:

We all dressed in blue at the request of our teacher. 在老师的要求下, 我们都穿了一身蓝。

A detailed list of our publications is available on request. 我们备有出版物详细书目单以供索取。

The writer's name was withheld by request. 依作者要求, 署名隐去。

- 2) 此处名词 directions 为“对地点方向的指引” (instructions about how to get from one place to another), 作这一用法时, 该词往往用作复数, 与介词 to 及 ask for, give 等动词进行搭配。例如:

A very helpful lady gave me directions to the post office. 一位十分热心的女士告诉了我去邮局的路。

4. Sometimes we even need to spend time leading into a request. 有时我们甚至需要花

些时间来导入我们的请求。

此处，动词短语 lead in 意为“引入；导入”，指在为做某事之前开展铺垫。教师教学中常常会用到这个表述。例如：

One helpful technique is to lead your students in with something they are familiar with, then move on to something new and challenging. 一个有用的技巧是用学生熟悉的内容来导入，然后再到新的和难的内容。

这一动词结构的名词形式为 lead-in，是可数名词，具体意思要视不同语境和上下文而定。试看以下各例：

For a teacher, a good, motivating lead-in means half the battle won for a successful lesson. 对教师来说，一个好而富有激励性的课堂导入环节意味课堂已经获取了一半的成功。

In my opinion, the lead-ins at this year's Spring Gala were a bit long and boring. 依我看，今年春晚的节目串词有点长而无聊了。

The last sentence in a paragraph should form a lead-in to what is to be discussed in the next paragraph. 一个段落的最后一句应当形成一种对下段文字所谈内容的引导。

五、文化注释

礼貌及语言（语言中的礼貌性）

礼貌是指言语动作谦虚恭谨的表现。许多时候礼貌是通过语言的使用反映出来的，因此任何语言的使用都包含着礼貌性——在不同的场合说什么话，怎么说，等等。这便是语言使用的得体性问题。所谓不同场合即是学术所指的“语境”。语境是人们进行社会交际的基础，是语言运用的生命。通俗地说，语境就是时间、地点、场合、对象等客观因素和使用语言的人的身份、思想、性格、职业、修养、处境、心情等主观因素所构成的使用语言的环境。因此，说话要切合语境是不言自明的。

从上述角度看，语言中的礼貌性主要表现在以下三方面：

- 言语交际与民族文化：语言是人类社会最为重要的交际工具，它必然是本民族文化的载体。每种语言的背后都深藏着深层的文化，在运用语言进行跨文化交际时，了解异国风俗文化便成为得体交际的法宝；
- 言语交际与地域、时代文化：同一语言的不同国家、同一语言的不同地区、时代及文化差异也会影响到言语交际，若忽略得体性，则易于导致误解，形成交际障碍；
- 言语交际与阶层、职业、性别、年龄等文化：这是语言学研究中“语体”（register）的问题，人们由于阶层、职业、性别、年龄等文化因素的差距形成不同语言特征的群体，同一群体之间以及不同群体之间语言运用的得体性亦十分重要，表现出强礼貌性。

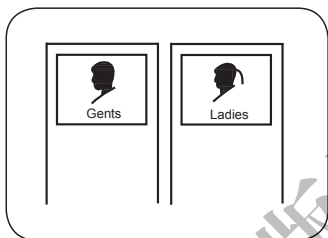
就外语学习而言，以上三个层面中，民族文化的影响是最为重要的——了解目的语国家的民族文化习惯及语言运用的礼貌性，对得体地使用语言进行交际会起到决定的作用。我国语言工作者沈瑛谈及其在英国的感悟时这样描述：“与我们想象不同，英国人指路时都习惯用if开头的语句，这样听起来更礼貌、更亲切，如：If you walk around the corner over there, you'll see a bridge and the station is not far away. If you go upstairs on the second floor, turn left and the office is down the corridor, on your left.他们还生怕你没领会，总要重复几遍直到放心为止。有时他们的热情相助简直让你感动。一次，我向一位在车站候车的老太太打听长途车站的走法，她立刻从长条凳上站起来，边拉着我的手边说：Oh, darling, can you see the garden there? If you turn around it and walk about two minutes, you'll see a big building on your right. Darling, you can find it. Oh yes, you will, darling. 在一声声‘大令’中，我心中无比温暖，充满感激。”

针对英语教学，更有教师（曹国卿）指出，“中国学生往往没有用比较客气委婉的语言请人做事的习惯，这不符合英语会话的基本规则。教师在课堂上要少用命令句，多用请求句，有助于培养学生这种语言习惯”。

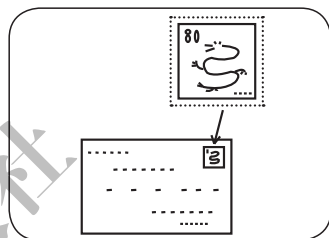
可见，了解语言运用的礼貌性，引导学生得体地运用所学语言进行交际，绝非易事。这需要教师努力提高自身的外语素养，不断学习、充实自己。

六、教学简笔画

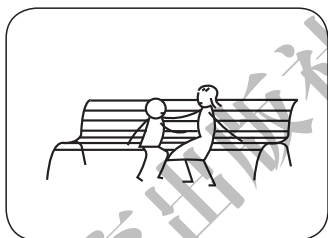
1. restroom (washroom)



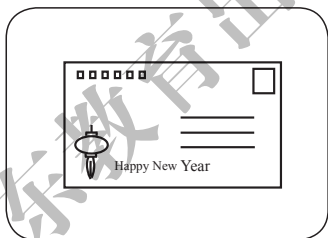
2. stamp



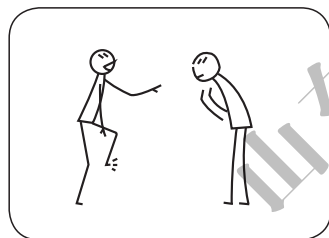
3. sit beside her



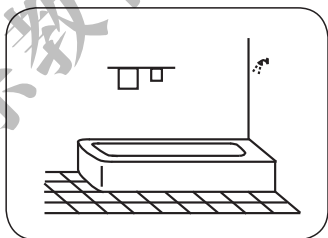
4. postcard



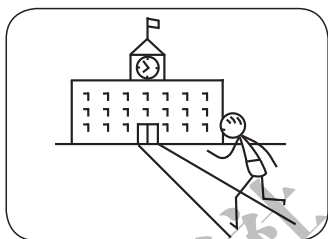
5. Pardon me.



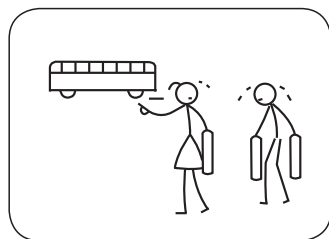
6. bathroom



7. rush



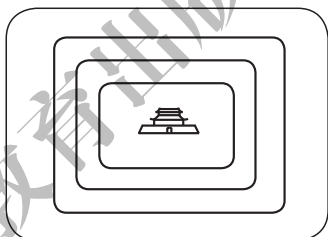
8. suggest taking a bus



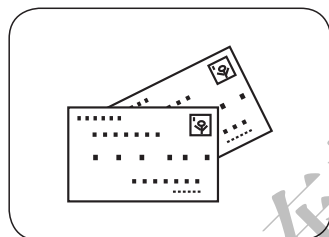
9. grapes



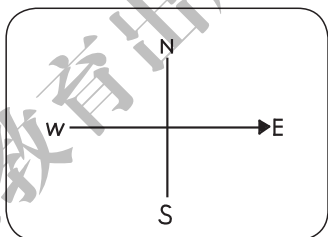
10. central part of the city



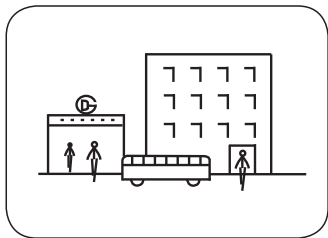
11. mail



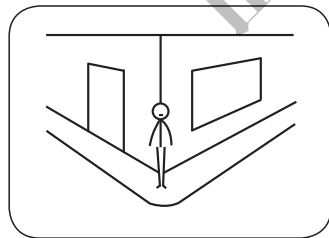
12. east



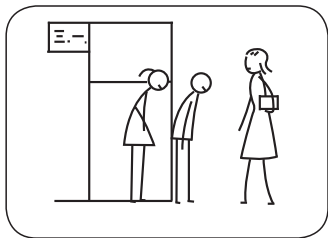
13. a convenient place



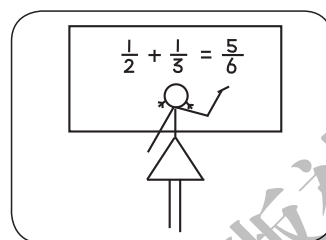
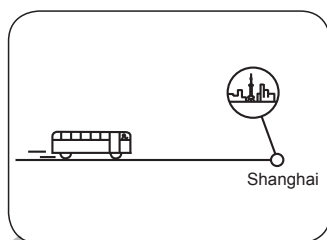
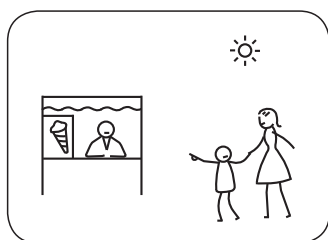
14. stand at the corner



15. polite, politely



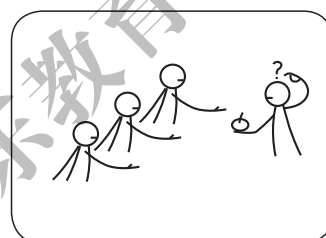
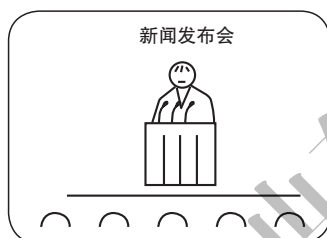
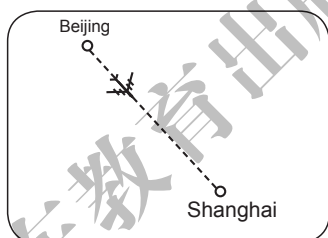
16. a request for an ice-cream 17. in the direction of Shanghai 18. a correct answer



19. a direct flight

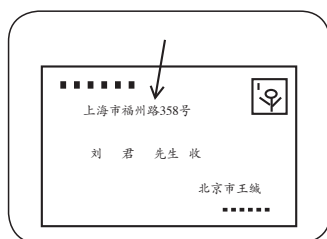
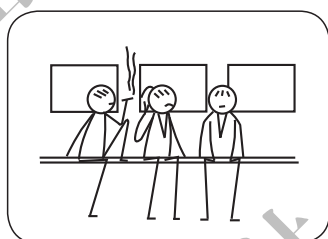
20. speaker

21. To whom shall I give the apple?



22. impolite

23. address



Unit 6 Could you please tell me where the restrooms are?

SECTION A

1a

Purpose	<p>To introduce Ss to the unit goals: ask for information politely; follow directions.</p> <p>To set the scene, increase Ss' vocabulary and introduce the target language.</p>
Picture	<p>The picture shows a typical street scene in a town or city. The street sign shows that this is the intersection between Main Street and Center Street. The places in the streets that can be seen in the picture are a post office, a library, a restaurant, a bank, a bookstore and a department store. The two circles in the picture show two girls asking two boys for directions.</p>
Culture Focus	<p>The magic word The title of the unit begins with “Could you please ...?” In the English language, “please” is sometimes referred to as the ‘magic word’. For example, when a child asks a parent for something, the parent may say, “What’s the magic word?” The child will then say, “Please.” This is done to teach the child to be polite when asking for things or information. Another magic word (or phrase) is “thank you”. When using English to ask for things or information, it is therefore important to use the magic words “please” and “thank you”.</p>
Optional Approach	<p>Picture talk The T may want to lead in to the activity by getting Ss to talk about the picture. The T can make use of these prompts below:</p> <ul style="list-style-type: none"> • What places do you see in the picture? (Answers: post office, library, restaurant, bank, bookstore, department store) • What are the names of the two streets? (Answers: Main and Center) • What are the people doing? (Answer: The two girls are asking the two boys for information.)
Answers	<p><i>Suggested answers:</i></p> <p><u>b</u> get some money <u>d/f</u> get some information about the town <u>f/c</u> get some magazines <u>f</u> buy a newspaper <u>a</u> have dinner <u>e</u> buy some stamps <u>f</u> get a dictionary <u>c</u> get a pair of shoes</p>

1b	Purpose	To help Ss recognize the target language in natural speech.
	Optional Approach	Further practice The T can provide Ss with the opportunity for further practice in using the target language by getting Ss to substitute any of the answers for the speech bubbles with other possible answers, e.g. “Excuse me, could you tell me where I can (1) <u>get a pair of shoes?</u> ” “Yes, there’s a <u>department store</u> on <u>Main Street</u> .”
	Answers	<ol style="list-style-type: none"> 1. buy some stamps 2. post office 3. Center Street 4. get a dictionary 5. bookstore 6. Main Street

1c	Purpose	To give Ss guided practice in using the target language in everyday conversations.
	Optional Approach	My imagined town/city In instances where the Ss in class come from different towns/cities or it is difficult to find a common area or neighborhood in the town/city to talk about, the T can work with the class to design a fictitious town and draw it out on the board. Ss can then use this fictitious town as the basis for their conversations.

2a	Purpose	To help Ss recognize the target language in natural speech.
	Teaching Tip	<p>Explaining imperatives After Ss have completed activity 2a, the T may want to help Ss gain a deeper understanding of the use of imperatives when giving directions.</p> <p>Note:</p> <p>When giving directions, we usually use imperatives. An imperative is a verb that gives an order or an instruction.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Go to the second floor. • Turn right. <p>An imperative sentence has no stated subject. It is understood that the subject is “you”.</p>

Answers	X Go to the third floor. 2 Turn left. 1 Go to the second floor. X Turn right. 4 The supermarket is between the flower store and the bookstore. 3 Go past the bookstore.
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2b

Purpose	To give Ss practice in following directions.
Optional Approach	<p>Trust me Giving accurate directions and listening carefully to directions are equally important. To give Ss more practice, the T can play this game with them: Re-arrange the furniture in the classroom so that it looks like an obstacle course or maze. Get Ss to work in pairs and give each pair a blindfold. Ss have to guide their partners (without touching them) through the obstacle course/maze by giving directions. Once Ss have successfully passed through the obstacle course/maze, they are to switch roles with their partner. (To make an obstacle course more challenging, the T may choose to add more obstacles, like an overturned wastepaper basket, or a “puddle” cut out from newspaper, etc.)</p>
Answers	

2c

Purpose	To give Ss practice in asking for information and giving directions.
Optional Approach	<p>Excuse me, do you know where I can ...? The T may want to emphasize the importance of giving short and clear directions. Before the lesson, the T can prepare a written paragraph that contains directions which are given in long sentences. (If a projector is available, the T can project this written paragraph onto the board. Otherwise, the T can</p>

Optional Approach	consider writing the paragraph on the board or providing each S with a printout of the written paragraph.) Ss can work in pairs to rewrite the directions in short and clear sentences, using imperatives. Allow Ss sufficient time to complete this before selecting a few pairs to share their answers with the class.
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2d

Purpose	To give Ss more practice in using the target language in natural speech.																		
Teaching Tip	<p><i>What's the difference?</i> In the conversation in activity 2d, He Wei does not understand what Alice means when she says she wants to go to the “restroom”. The reason for this is that the word “restroom” is not commonly used in China. Instead, the words “toilet” and “washroom” are used instead.</p> <p>As English is so widely used, it is inevitable that there are different varieties of the language. For instance, there are vocabulary differences between British and American English.</p> <p>Examples:</p> <table border="1"> <thead> <tr> <th>British English</th><th>American English</th></tr> </thead> <tbody> <tr> <td>trousers</td><td>pants</td></tr> <tr> <td>lorry</td><td>truck</td></tr> <tr> <td>flat</td><td>apartment</td></tr> <tr> <td>tap</td><td>faucet</td></tr> <tr> <td>biscuit</td><td>cookie</td></tr> <tr> <td>chips</td><td>fries</td></tr> <tr> <td>pavement</td><td>sidewalk</td></tr> <tr> <td>petrol</td><td>gas</td></tr> </tbody> </table> <p>Apart from having differences in vocabulary, different varieties of English also have differences in spelling, pronunciation and grammar.</p>	British English	American English	trousers	pants	lorry	truck	flat	apartment	tap	faucet	biscuit	cookie	chips	fries	pavement	sidewalk	petrol	gas
British English	American English																		
trousers	pants																		
lorry	truck																		
flat	apartment																		
tap	faucet																		
biscuit	cookie																		
chips	fries																		
pavement	sidewalk																		
petrol	gas																		

3a

Purpose	To provide Ss with reading practice using the target language.
	<p><i>Amusement parks</i> In the conversations featured in activities 2d and 3a, Alice and He Wei are in an amusement park. An amusement park is a big park with rides that people can go on. If the whole amusement park and all the rides and games in it revolve around one subject, it is called a “theme park”. Examples of theme parks are Disneyland and Universal Studios. Theme parks are very popular in some countries.</p>

Culture Focus	They are particularly popular with children and teenagers. Children enjoy rides like the merry-go-round while many teenagers enjoy going on thrilling rides like the roller coaster with their friends.
Teaching Tip	<i>Have you ever been to an amusement park?</i> As a lead-in to the reading activity, the T may want to encourage Ss to share with the class any experience they might have had going to amusement parks or theme parks. To start the ball rolling, the T can focus Ss' attention on the picture featured in the passage and prompt them to identify the ride (Answer: roller coaster), then ask Ss if they have ever been on a roller coaster ride, and so on.
Answers	<p>1. Because she was afraid. / Because she thought the ride looked pretty scary. She was glad that she tried it, and she found the ride fun.</p> <p>2. A rock band plays there every evening. Yes. The restaurant is always busy, so they should get there early to get a table.</p>

3b

Purpose	To teach Ss to ask a question or make a statement in different ways.
Teaching Tip	<p><i>Direct vs indirect questions</i> We can ask for information using direct or indirect questions. Indirect questions usually sound more polite.</p> <p>Note:</p> <ul style="list-style-type: none"> • In a direct question, the verb comes before the subject. Example: <i>Where <u>should we</u> go next?</i> • In an indirect question, the subject comes before the verb. Example: <i>I wonder where <u>we should</u> go next.</i> • For questions with a yes/no answer, we use the words “if” or “whether”. Examples: <i>I wonder <u>if</u> there's a bank near here.</i> <i>Could you please tell me <u>whether</u> there's a bank near here?</i> <p>Some indirect questions have the structure of a statement and do not end with a question mark. Examples: <i>I wonder where we should go next.</i> <i>I'd like to know what time the library closes.</i></p>

Teaching Tip	<p>Here are some starters for asking indirect questions:</p> <ul style="list-style-type: none"> • I wonder ... • Could you please tell me ...? • I'd like to know ... • Do you know ...? • Have you any idea ...? • Would you mind telling me ...?
Answers	<p>Suggested answers:</p> <ul style="list-style-type: none"> • Do you know where we can get some good food quickly? <u>I wonder where we can get some good food quickly.</u> • Excuse me, could you tell us when the band starts playing this evening? <u>We'd like to know when the band starts playing this evening.</u>

GRAMMAR FOCUS

4a

Answers	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. Could you please tell me where I can buy some grapes or other fruit? 2. Excuse me, do you know how this CD player works? 3. Can you tell me how to get to the Central Library? 4. I wonder if the Italian restaurant nearby is open on Mondays.
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4b

Answers	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. Could you tell me where I can get something to eat? Excuse me, can you tell me how I can get to a nearby restaurant? Pardon me, do you know if there's a restaurant around here? 2. Excuse/Pardon me, could you please tell me where the post office is? I'd like to know where I can buy some stamps. Do you know where the nearest post office is? 3. Excuse/Pardon me, could you please tell me when the bike shop closes? Do you happen to know when the bike shop closes?
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Answers	<p>I'd like to know when the bike shop closes.</p> <p>4. I'm wondering if there's a bank in the shopping center.</p> <p>Do you know whether there's a bank in the shopping center?</p> <p>Could you please tell me if there's a bank in the shopping center?</p>
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4c

Purpose	To give Ss further practice in using the target language in speech.
Optional Approach	<p>Can you read a map? The T may want to do this activity as a group activity. The T should prepare a map before the lesson. If tourist maps are easily available in the town/city where the school is located, the T may want to get a few copies of the same tourist map for Ss to use when they do the activity. If tourist maps aren't easily available, the T can design his/her own map of a city and put in street names, places, tourist attractions, etc. The T can make copies of this map and distribute one to each group. Using the maps they have, ask Ss come up with their four questions on their own, then take turns to role-play their conversations. Group members can help each other out if any of the Ss in the group encounter difficulties in giving directions correctly.</p>
Answers	<p>Suggested answers:</p> <ol style="list-style-type: none"> Excuse me, do you know where I can buy a local phone card? Pardon me, could you tell me where the central bus station is? Could you please tell me where the nearest supermarket is? Excuse me, is there a fast food restaurant nearby?

■ Optional Activity: Could you please ...?

Purpose	To give Ss practice in asking for information using direct and indirect questions.
Materials Required	A question card for each S.

Sample question cards: Could you please ...?

Could you please tell me ...?	Would you mind ...?
I wonder ...	I'd like to know ...
I'd like to find out ...	Is there ...?

Can you tell me ...?	I'm wondering ...
Have you any idea ...?	Where ...?
When ...?	How ...?

Procedure

(Note: This activity may be conducted after Section A, activity 3b.)

- Before the lesson, the T should print and cut enough cards to ensure that each S in the class has one question card.
- Give each S a question card.
- Give Ss these instructions:
 - Mingle with your classmates and look for a partner.
 - Use the sentence starter on your card to ask your partner a question.
 - Answer your partner's question too.
 - Then exchange cards with your partner.
 - Look for a new partner and do the same thing again.
- Allow the activity to go on long enough for each S to change partners at least five times.

SECTION B

1a

Purpose	To enrich Ss' vocabulary by introducing adjectives to describe the qualities of places.
Teaching Tip	<i>Why is this quality the most important?</i> The T may want to conduct the activity by first drawing Ss' attention to the words in the blue box. Ask Ss to identify the part of speech these words belong to. (Answer: They are all adjectives.) Have Ss work in pairs to do the activity, then elicit responses from different pairs. Where answers are different, encourage Ss to give reasons for their choice of adjectives and their ranking of the adjectives based on importance.
Answers	<p>Suggested answers:</p> <ol style="list-style-type: none"> clean, uncrowded, convenient interesting, quiet, uncrowded, fascinating clean, inexpensive, uncrowded, quiet beautiful, safe, clean, big convenient, safe, uncrowded inexpensive, interesting, convenient, safe, big

1b

Purpose	To give Ss practice in using the words they learnt in the previous activity.																						
Teaching Tip	<p>Antonyms To extend Ss' vocabulary, the T may want to get Ss to brainstorm more adjectives for describing places. In addition, the T may want to introduce antonym pairs.</p> <p>Examples:</p> <table border="1"> <thead> <tr> <th>Words</th><th>Antonyms</th></tr> </thead> <tbody> <tr> <td>interesting</td><td>uninteresting/boring</td></tr> <tr> <td>inexpensive</td><td>expensive/costly</td></tr> <tr> <td>uncrowded</td><td>crowded</td></tr> <tr> <td>beautiful</td><td>plain/ugly</td></tr> <tr> <td>safe</td><td>unsafe/dangerous</td></tr> <tr> <td>fascinating</td><td>uninteresting/boring</td></tr> <tr> <td>quiet</td><td>noisy</td></tr> <tr> <td>big</td><td>small/little/tiny</td></tr> <tr> <td>convenient</td><td>inconvenient</td></tr> <tr> <td>clean</td><td>dirty</td></tr> </tbody> </table>	Words	Antonyms	interesting	uninteresting/boring	inexpensive	expensive/costly	uncrowded	crowded	beautiful	plain/ugly	safe	unsafe/dangerous	fascinating	uninteresting/boring	quiet	noisy	big	small/little/tiny	convenient	inconvenient	clean	dirty
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big	small/little/tiny																						
convenient	inconvenient																						
clean	dirty																						

1c

Purpose	To give Ss practice in listening for details and taking simple notes.
Optional Approach	<p>Helping words For weaker classes, the T may want to write the answers in a jumbled order on the board and have Ss choose the appropriate answer to fill in each blank.</p>
Answers	<ul style="list-style-type: none"> • Conversation 1: a good restaurant • Conversation 2: public restrooms • Conversation 3: a good museum, history, science, children's, art, computer

1d

Purpose	To give Ss the opportunity to listen to the same conversations again to confirm the information they heard earlier.
Optional Approach	<p>Pair work Before playing the recording again, the T can have Ss work in pairs to discuss their answers. If they have blanks they have not yet filled in, they can try to recall what they heard in activity 1c or make guesses using contextual clues.</p>

1e

Purpose	To provide Ss with speaking practice using the target language.
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Optional Approach	Other options The T may want to have Ss work in groups to write their own conversations and then present them to the class. Alternatively, the T may want to print the tapescript for activities 1c and 1d and have Ss read the conversations in pairs or groups.
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2a

Purpose	To prepare Ss for the subsequent reading activity in 2b by prompting them to think of situations where they might need to make polite requests.
Teaching Tip	Which question is polite? Which question isn't? The T may want to write a few questions on the board (ensure there is a good mix of polite and impolite questions), and ask Ss their initial impressions as to which question sounds polite to them and which question sounds impolite. The T can draw Ss' attention back to these questions when they complete activity 2c, to see if their initial impressions were correct.
Answers	<p>Suggested answers:</p> <ul style="list-style-type: none"> • In a foreign country. • In public places like a bank, a post office, a library, a shopping mall, etc. • At school. • At home, especially when speaking to your elders.

2b

Purpose	To provide Ss with practice in reading for main ideas.
Culture Focus	Polite speech Different countries and cultures have their own rules of polite speech. When learning a language, it is important to also learn the rules of polite speech of the culture in which that language is spoken. For instance, in spoken English, indirect questions are generally considered more formal and polite than direct questions. In addition, “please” and “thank you” are ‘magic words’ that are very important in polite speech. Sometimes, the choice of specific words can also make a speaker sound polite or impolite. For example, to say that something is “plain” sounds more polite than to say that it is “ugly”.

Answers	<ul style="list-style-type: none"> • Paragraph 1: When you visit a foreign country, it is important to know how to ask for help politely. • Paragraph 2: Good speakers change the way they speak in different situations. • Paragraph 3: Usually polite questions are longer. • Paragraph 4: However, it is important to learn how to use the right language in different situations.
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2c

Purpose	To give Ss practice in identifying direct questions and polite requests.
Culture Focus	<p>Asking questions It is said that it is easy to recognize an impolite question when you're the person being asked the question, but not so easy when you're the one asking the question. What makes a question impolite? Most people would consider a question impolite if it's asking them for information that they don't really want to disclose to others. For example, in many cultures, it is not polite to ask questions about money – such as how much you earn every month, how much the diamond ring your husband bought you cost, etc. When unsure, it is best to remember that, if you are meeting someone for the first time, or you don't know a person that well yet, keep to more general topics such as sports, music, hobbies, etc. Avoid topics which can be more personal to someone, e.g. money, family, age, health, politics, religion, etc.</p>
Teaching Tip	<p>How do we make direct questions polite? The T can highlight these common ways of making direct questions more polite:</p> <ul style="list-style-type: none"> • By adding “excuse me” or “pardon me” at the beginning of the question e.g. When does the bus leave? → <i>Excuse me</i>, when does the bus leave? • By using “could” instead of “can” in questions e.g. Can you help me? → <i>Could</i> you help me? • By adding “please” at the end of a question e.g. Could you help me, <i>please</i>? (NOT “<i>Please</i>, could you help me?”)

Optional Approach	<i>Were you right?</i> After Ss have completed the activity, the T may want to draw Ss' attention back to the questions that he/she originally wrote on the board so that Ss can now identify which questions are polite or impolite.											
Answers	<table><tr><th>Direct questions</th><th>Polite requests</th></tr><tr><td>1. Where are the restrooms?</td><td>1. Could you please tell me where the restrooms are?</td></tr><tr><td>2. When is the school trip?</td><td>2. Excuse me, Mr. West. Do you know when the school trip is?</td></tr><tr><td>3. Where's the post office?</td><td>3. Peter, could you please tell me your e-mail address?</td></tr><tr><td></td><td>4. Pardon me, could you please tell me where to park my car?</td></tr></table>	Direct questions	Polite requests	1. Where are the restrooms?	1. Could you please tell me where the restrooms are?	2. When is the school trip?	2. Excuse me, Mr. West. Do you know when the school trip is?	3. Where's the post office?	3. Peter, could you please tell me your e-mail address?		4. Pardon me, could you please tell me where to park my car?	
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	4. Pardon me, could you please tell me where to park my car?											

2d Purpose	To provide Ss with practice in identifying suitable situations for different ways of making requests.
Teaching Tip	<i>Tone of voice</i> The T may want to point out that another factor that is very important when making polite requests is the speaker's tone of voice. Generally, a higher tone tends to sound more polite. To illustrate this point, the T could encourage Ss to practice reading the requests using different tones and give feedback on whether they sound polite or impolite in each case. The T could also remind Ss to smile when making requests.
Answers	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. A, restaurant/home 2. B, street 3. A/B, any public place / home 4. B, street 5. B, movie theater / concert hall 6. A, home 7. B, street

3a Purpose	<p>To provide Ss with practice in writing polite, indirect questions.</p> <p>To prepare Ss for the subsequent writing activity.</p>
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Answers	<p><i>Suggested answers:</i></p> <table border="1"> <thead> <tr> <th>Topic</th><th>Question</th></tr> </thead> <tbody> <tr> <td>The course you will study</td><td>Could you please send me the introduction of the courses?</td></tr> <tr> <td>The time of the course</td><td>Could you tell me how long the course lasts?</td></tr> <tr> <td>Where and what you can eat</td><td>Do you know where students usually eat and what kind of food they eat?</td></tr> <tr> <td>Where you will stay</td><td>Could I find out more about where students can stay, please?</td></tr> <tr> <td>What activities you can do</td><td>Can you please tell me the kinds of activities students can do?</td></tr> <tr> <td>Travel to the school</td><td>Could you please tell me how students usually travel to school?</td></tr> <tr> <td>Other</td><td>Could you tell me how much the course costs?</td></tr> </tbody> </table>	Topic	Question	The course you will study	Could you please send me the introduction of the courses?	The time of the course	Could you tell me how long the course lasts?	Where and what you can eat	Do you know where students usually eat and what kind of food they eat?	Where you will stay	Could I find out more about where students can stay, please?	What activities you can do	Can you please tell me the kinds of activities students can do?	Travel to the school	Could you please tell me how students usually travel to school?	Other	Could you tell me how much the course costs?
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3b

Purpose	To provide Ss with writing practice using the target language.
Teaching Tip	<p>Anonymous peer reviewing Sometimes, a T may want to consider asking Ss to do a peer review for a piece of writing. Some Ss will be uncomfortable with the idea of others (besides the T) seeing their writing, while other Ss may not look forward to having to comment on what one of their classmates has written. For groups of Ss who don't seem to enjoy the peer reviewing process, an anonymous peer review can remove some of the discomfort associated with the task. The T can create a system for Ss to comment on their peers' work anonymously, and while this may mean a little additional work for the T at the start (when creating the system), it could be well worth the additional work when Ss show increased confidence as they participate in a more meaningful and effective way.</p>

Answers	<p>Sample writing:</p> <p>Dear Sir/Madam,</p> <p>My name is Li Jie and I'm from Beijing, China. I'll be coming to your school for a short study vacation this year. I'd like to know more about your school and the courses I can take.</p> <p>First, I would like to find out exactly how long the course is and when it will begin. I wonder if you could send me the course outline and some information about the course fees.</p> <p>Could you please also give me some information about student housing and transport to your school? In addition, it would be interesting for me to know about the activities that students can take part in and the places where they can hang out and have their meals after school.</p> <p>I would like to thank you for your help and I'm looking forward to your reply.</p> <p>Yours faithfully, Li Jie</p>
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SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.				
Answers	<p>1.</p> <table border="0"> <tr> <td>1. corner</td> <td>2. rush, plan</td> </tr> <tr> <td>3. suggest</td> <td>4. polite, direct</td> </tr> </table> <p>2. Suggested answers:</p> <p>1. Q: Could you please tell me where I can buy a magazine? A: There's a bookstore on the third floor.</p> <p>2. Q: Do you know where I can get some stamps? A: You can get them at the post office on Green Street.</p> <p>3. Q: Could you tell me what time the shopping center opens? A: It opens at 10:00 a.m.</p>	1. corner	2. rush, plan	3. suggest	4. polite, direct
1. corner	2. rush, plan				
3. suggest	4. polite, direct				

Answers	<p>4. Q: May I ask how to get to the Japanese restaurant?</p> <p>A: Just go along Main Street and turn right on Lake Street.</p>
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■ Optional Activity: Word tennis

Purpose	To develop Ss' vocabulary by focusing on matching adjectives and nouns (names of places).
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Procedure

(Note: This activity may be conducted after Section B, activity 1a.)

1. Divide the class into four or five groups for this activity.
2. Tell Ss that the aim of this activity is to make adjective-noun (place) pairs.
3. Demonstrate how this activity is done:
 - Write the word “restaurant” on the board.
 - Invite one group to suggest an adjective to describe a restaurant, e.g. *quiet* restaurant
 - Invite the next group to give a noun that can be described as quiet, e.g. quiet *classroom*
 - Invite a third group to give another adjective to describe a classroom, e.g. *noisy* classroom
 - Repeat the procedure by having the groups suggest adjectives or nouns when it is their turn to do so.

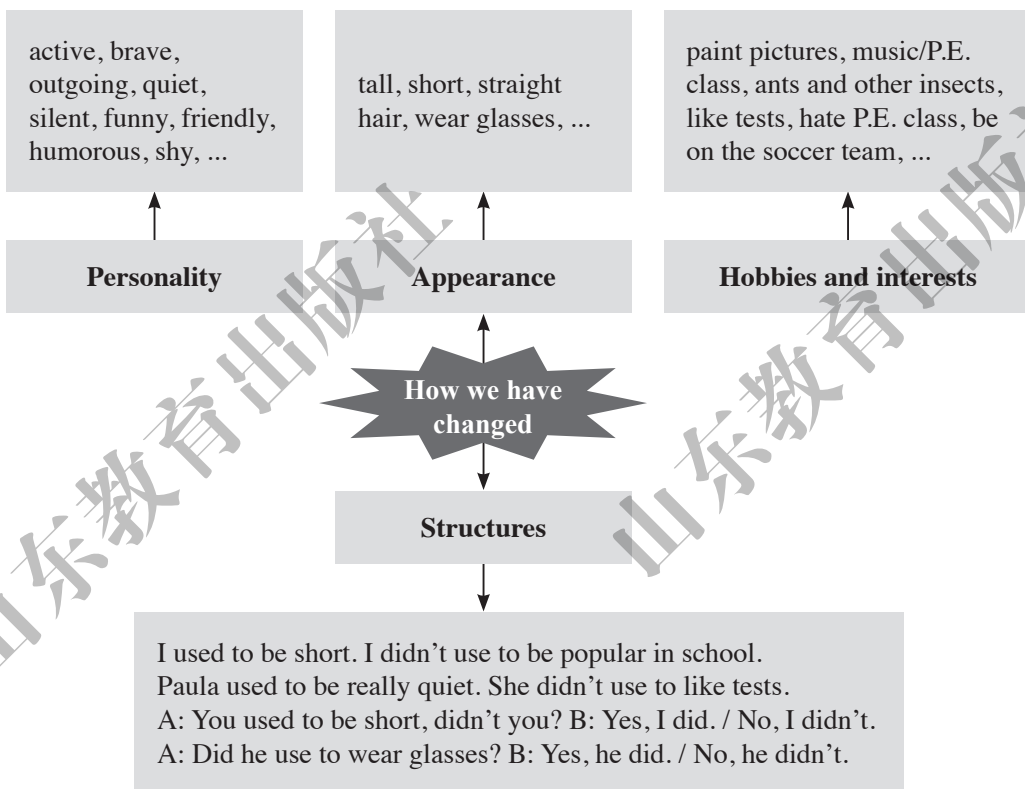
Example:
 Teacher: Restaurant.
 Group 1: Quiet restaurant.
 Group 2: Quiet classroom.
 Group 3: Noisy classroom.
 Group 4: Noisy supermarket.
 Group 5: Big supermarket.
 Group 1: Big restroom.
 Group 2: Clean restroom.
4. If a group hesitates too long (e.g. more than five seconds) in giving an answer or gives an answer that has been suggested earlier, that group is out of the game.
5. The last group to remain in the game is the winning group.

Unit 7 I used to be afraid of the dark.

一、教学目标与要求

话 题 Topic	我们所发生的变化 (How we have changed)
功 能 Functions	能谈论人物过去的特点 (Talk about what you used to be like) Mario used to be really short. He used to be so shy and quiet. I didn't use to be popular in school.
语 法 Grammar	能正确使用 used to 结构描述或询问过去的情况 (Used to) Paula used to be really quiet. I didn't use to be popular in school. A: You used to be short, didn't you? B: Yes, I did. / No, I didn't. A: Did he use to wear glasses? B: Yes, he did. / No, he didn't.
词汇和常用表达 Words & expressions	1 能正确使用下列词汇 (Curriculum words) humorous, silent, helpful, Asian, private, European, African, British, proud, absent, general, score, background, ton, guard, speech, public, ant, examination, pride, introduction, interview, dare, require, influence, fail, seldom, exactly 2 能正确使用下列常用表达 (Useful expressions) from time to time, deal with, in public, in person, take pride in, be proud of 3 能认读下列词汇 (Non-curriculum words) shyness, crowd, insect, boarding school
学习策略 Strategies	1 能根据上下文语境推测生词或短语的含义 2 能根据篇章内容的前后逻辑联系判断缺失信息 3 能灵活运用不同的短语表达同样的含义
文化知识 Culture	1 谈论他人相貌、性格并进行今昔对比时的语言运用得体性 2 自我完善 (Self-improvement)

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本单元话题涉及谈论过去的性格、外貌、特点及喜好等，借此学习 *used to ...* 这一特有的用来表述过去经历和习惯的语言结构。Section A 通过对人物性格特点和相貌的今昔对比让学生感知新语言内容的结构特征，体会其用法。这一阶段教学结束时，学生应当重点掌握并能够正确运用的内容包括：

- 功能及句型结构方面：用 *used to* 描述同学曾经的性格特点和相貌
- 词汇方面：学习表现性格和相貌的新词汇，旧词复现巩固
- 语法：*used to ...* 结构的陈述句、疑问句及其简短回答

活动 1a-1c 一方面巩固和复习学生已学的有关性格和相貌的词汇，一方面通过听说活

动导入 used to 这一语言结构,并借助主题图创设的语境,模拟生活情景,引导学生开展初步的对话操练;活动 2a-2d 向学生介绍更多描述性格的形容词,并通过倾听关于人们今昔变化的对话,让学生体会 used to 在真实的日常交际中的运用,进而理解其功能意义;活动 3a-3c 则让学生通过阅读了解一位性格腼腆的亚裔女孩转变为流行歌星的故事,在拓展语言知识、发展技能及阅读策略的同时,向学生传递出关注自我发展和自我完善的重要性。

SECTION A 教学建议

活动 1a

1. 课前,教师可将七年级下册 Unit 9 和八年级上册 Unit 3 主题图扫描后制成多媒体课件,在课堂上呈现这些主题图可以帮助学生联想及回顾所学的旧内容。若条件有限,教师可直接将这两册书带入课堂,通过展示图片引导学生回顾所学内容。以下问题可供参考:

- What's the title of this unit?
- What's the topic of this unit?
- What adjectives can you think of?

选一两个学生列举相关词汇,教师可将描述人物外貌特征和性格的单词及短语分别板书在黑板上。

2. 让学生先独立完成 1a 活动,然后在小组内进行交流补充。
3. 请各组学生汇报所列的词汇,并根据其类别板书。师生进行简要交流,以确认学生了解所有词汇的含义,达到复习巩固的作用。此外,教师也可借助这一环节呈现本单元的新词汇,如 humorous, silent, helpful 等。

注意:教师也可考虑将 1a 活动布置为课前预习活动,要求学生预先翻看、复习七年级下册和八年级上册相关内容,并完成 1a 活动,然后在课堂交流,看谁搜寻到更多的词汇。这样既可以帮助基础一般的学生回顾、复习课本知识,又能够激励学有余力的学生自主探寻更多的词汇。

活动 1b-1c

1. 让学生观察课本主题图,教师可结合图中场景和语言内容引导他们预填 1b 活动中空缺的词语。
2. 播放录音,学生依据所听内容修正自己的预测,完成填写。
3. 教师以问答对话的方式,借助 What did Mario use to be like? What did he use to wear? 等问题与学生交流,核对答案。
4. 再次播放录音,让学生边听边复述对话中的内容。如时间和条件允许,可让学生

参考附录中的听力材料进行朗读操练或角色扮演。

5. 学生两人一组根据主题图和听力材料、仿照 1c 的示范对话展开口语训练。教师巡视，待学生基本操练熟悉后，选择部分学生进行角色扮演，并给予适当点评。

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活动 2a-2c

1. 让学生朗读 2a 所列词汇，教师获取反馈后领读，适当纠正学生的发音，然后全班齐读，以达到熟练。这一步非常重要，因为学生只有熟练掌握了词汇的正确读音，才能在听的过程中借助准确的语音特征去捕捉和分析对话中交流者所使用的词汇。
2. 教师可根据 2a 所列的词汇，提供一些句子填空或词义匹配练习，检测学生对这些词汇的理解，以确保学生掌握这些词汇的含义，为接下来的听做好充分准备。如：
Jim is a very _____ guy and he often helps his neighbors. (helpful)
Mr. Johnson is a very _____ teacher. I think I've never seen him smile. (serious)
3. 听前预测：教师引导学生观察 2b 表格中的句子，提出问题：What do we know about Paula in the past and Paula now? 学生通过浏览句子熟悉听力的主题和细节内容。教师还可启发学生从已知信息进行推测，如：In the past, Paula was always silent in class. She was never brave enough to ask questions. She seems to be more active now. 以下问题供教师进一步参考：
 - Was she good at schoolwork in the past?
 - Did she like music in the past?
 - Does she often do any sports now?
 - Has she said goodbye to music now?
 - How do we know all these things?
4. 播放第一遍录音，学生按照书本要求完成 2a 活动，随即师生核对答案。教师还可要求学生利用 2a 词汇和记忆残留预填 2b 表格。
5. 播放第二遍录音，学生完成 2b 活动，修正自己的预测。师生核对答案。核对答案时，教师可让不同学生以独白的方式叙述 Paula 过去的特点和现在的变化，而后要求学生齐读表格内容，确认所有学生获得正确答案。
6. 听后活动：让学生仿照 2c 示范对话，利用 2b 所提供的信息结伴开展口语操练，教师巡视指导，并给予学生一定时间在课堂上展示对话，及时鼓励和评价。

活动 2d

1. 让学生默读对话 2d，教师可提出几个简单的问题供学生思考并回答：
 - Where are the speakers?

- What's the relationship between Alfred and Gina?
- What are they talking about?

回答上述问题之后，教师还可提供以下表格让学生梳理有关Billy的前后变化。

What was Billy like in the past?	What is Billy like now?
1.	1.
2.	2.
3.	3.

2. 学生分角色试读对话，找出困难所在，就近寻求帮助。教师获取反馈，确定教学对策并有选择地板书学生存在的语言障碍，教授生词及简要讲解语言难点，如has changed so much = has become very different; good scores = good grades等。
3. 全班齐读对话，然后分角色朗读对话，达到熟练。教师注意纠正学生语音、语调方面的不足。
4. 教师引导学生采用自主及合作相结合的方式，摘录出对话中值得关注的语言学习内容。师生协商确认相关的要点内容。
5. 让学生结伴操练对话，进行角色扮演。如学生的语言能力较强，可要求学生发挥想象，构思多年后同学聚会上的一段对话，并在对话中合理运用本单元所学的词汇和句型。

活动 3a-3c

该部分的阅读篇章描述了一个性格腼腆的小姑娘实现自我完善成为流行歌星的故事，属于人物专访，是典型的叙事性文体。文章首先介绍篇章人物背景，其次介绍主人翁的变化或成就，最后概说主人翁给大众（读者）带来的经验或启迪。因此，教师应在教学中有意识地引导学生关注文体特点。倘若学生建立起这类文段的结构意识，无疑对他们写作谋篇会形成积极的帮助。

对上述语篇结构意识的培养，教师可结合教学进程，在阅读初期开展快速阅读，让学生找到各段的主旨，有初步印象，而在读后阶段应专门指导学生分析文章结构特征，让学生意识到在写作中可以借用这种文体结构进行谋篇布局，甚至教师还可选取适当的话题追加短文写作训练。

1. 读前预测：教师呈现教材插图，提出以下问题与学生展开讨论：

- What do you think the girl in the picture is doing? What's in her hand? What's she like? Is she outgoing or is she shy?

简单交流之后，呈现课文标题From Shy Girl to Pop Star，师生继续讨论以下问题：

- What was the girl like in the past?
 - What kind of music does she like?
 - What do you think the reading passage is about?
- 快速阅读：让学生浏览 3a 活动的要求及方框中的段落大意，教授学生认读、学习 article, paragraph, background 等词汇，确认学生理解方框中的内容。随后让学生快速阅读文章，完成 3a 活动。
 - 细节阅读：要求学生仔细阅读课文，关注细节信息，完成 3b 活动。学生完成 3b 后，可与同伴互相交流修正，然后师生核对答案。在这一环节的教学中，教师也可以通过表格的形式帮助学生整理思路、把握具体细节，如：

A comparison of how Candy has changed

Changes	In the past	Now
Personality and character		
Behaviors		
Troubles and worries		

- 要求学生再次阅读课文，并从文中找出 dare, private, guard, require 等生词，引导学生根据上下文猜测词义。

注意：由于该短文情节内容并不复杂，文中所出现的新词汇也基本不影响学生理解文章大意，在课堂教学中，教师不必在课前呈现所有新词汇，而应当让学生通过阅读探究上下文之间的逻辑联系，结合语境和句子意思推测新词汇的含义。这样可以训练学生的阅读流畅度，避免学生一见生词便查字典。学生对篇章中生词的过分关注，不仅容易打断自己的阅读思维，还在一定程度上会影响阅读的效率。跳过生词障碍进行流畅的阅读，也是阅读能力的一种表现。另外，推测词义也是本单元着重培养的语言学习策略。

- 让学生从课文中摘出值得学习的语言表述，如：deal with her shyness, dare to sing in front of ..., all the time, (get) tons of / too much attention, don't have too much private time anymore, hang out with friends, be prepared to give up your normal life, the road to success, (only) a very small number of ..., make it to the top, care about what she says or does 等，教师可提供相关的中文释义供学生记忆学习，也可针对部分表达进行简单的解析。
- 学生集体朗读课文，教师获取反馈，纠正学生的语音语调错误及不足。
- 学生按照书本要求开展 3c 活动，教师可建议学生先笔头书写、整理问题，再结伴依据各自写出的问题进行对话。教师巡视并给予适当指导，最后请几组学生在课堂上展示对话。

语法内容介绍和教学建议

本单元语法突出学习 *used to* 句型结构, 包括其肯定、否定和疑问结构及其应答。“语法聚焦”部分对语言点呈现明确, 便于学生自我探索及归纳总结。相关的语法练习活动层次明确, 4a 侧重语句构建训练, 旨在帮助学生强化语言结构; 4b 借助人称过去、现在变化的对比, 引导学生对比性地使用语言, 反馈学生对重点语言学习内容的掌握情况; 4c 突出个性化语言交际, 以填表活动为学生创设运用所学语言结构进行交流、获取信息的平台。

语法部分具体教学建议如下:

1. 要求学生朗读“语法聚焦”的内容, 随后让学生结成四人小组从 Section A 部分找出所有带有 *used to* 结构的句子, 通过探究发现 *used to* 结构肯定、否定、疑问及其答语特征, 之后进行课堂交流。教师点评总结, 最后达成这样的共识: *used to* 结构表示“过去曾经的习惯或常有的行为”, 其否定和疑问结构中需要使用助动词 *did*, 其语句结构与一般过去时语句相同。
2. 引导学生观察“语法聚焦”中 *You used to be short, didn't you?* 一句, 教师板书。简要介绍反意疑问句(又称“附加疑问句”)。由于反意疑问句并非五级语法要求(《义务教育英语课程标准》2011 版), 教师让学生基本了解, 能够识别、读懂句意即可, 不必深究。
3. 学生再次齐读“语法聚焦”部分, 而后转入 4a 活动。

活动 4a-4c

1. 让学生观察 4a 活动第 1 小题例句, 而后按照书本要求完成该活动, 教师巡视指导, 获取反馈。待大部分学生完成活动, 教师可要求他们与周边学生相互交流, 修正不足, 最后集体核对答案。
2. 学生集体朗读 4b 活动表格所列内容及例句, 确认他们理解活动要求及句意后, 教师可要求他们在课堂练习本上仿照示例造句。核对答案之后, 教师还可进一步要求学生将其连成一个小语篇文段, 以训练学生语篇写作及笔头表达的能力。
3. 4c 是一项“信息差”活动, 教师可要求学生先独立填表, 完成与“自己”相关的内容, 之后结伴, 相互问答, 获取对方信息, 完成表格的全部内容。活动期间, 教师应注意巡视指导及监控课堂交流氛围——要求学生尽可能使用英语进行交流。

SECTION B 内容介绍

本单元 Section B 部分在 Section A 的话题基础上进行延伸和拓展，由描述人物性格、外貌变化转向讨论人物行为习惯、爱好的改变；在语言上，该部分除了进一步巩固 Section A 所学重点语言内容外，还复习巩固了有关行为习惯及爱好的短语，同时还通过语篇呈现了其他词汇；从技能上看，该部分由听、说转向综合性的听、读、写的训练；从学习策略上看，教材侧重训练学生利用上下文线索进行推导判断、确认语句位置及解读词含义的阅读策略及能力。另外，Section B 的阅读部分介绍了一位乡村少年的成长故事，题材发人深省，目的在于唤起学生们的关爱之心，懂得体会亲情的可贵，理解父母的责任，并能在成长的道路上注重心理的健康和成长。

SECTION B 教学建议

活动 1a-1b

1. 让学生观察 1a 活动图片，教师提出问题引导学生对图画进行描述，注意监控学生语言的运用。以下问题供参考：

- What did the girl/boy use to like when she/he was young?
- What did these kids like to do?

2. 学生按照书本要求独立完成 1a 和 1b 活动，教师巡视获取反馈。

3. 将学生分成若干小组，让他们根据所列信息在小组中进行互问互答。教师可提供以下句型让学生对话时使用：

A: What did you use to like when you were a child?

B: I used to like ...

A: Did you use to like ...?

B: Yes, I did. / No, I didn't.

A: What else did you use to like?

B: I used to like ...

活动 1c-1e

1. 让学生朗读 1c 活动各小题的句子，确认他们了解句意。

2. 播放第一遍录音，学生按照书本要求完成 1c 活动。师生核对答案后，学生依据记忆预填 1d 表格。

注意：这种做法一来可以提升学生对听力材料的记忆意识；二来听前的预填可以减轻学生在听中阶段可能存在的词汇填写压力，使其将注意力集中在“听”及

“判断”，不会因为拼写词汇的速度而干扰理解和获取信息，从而导致无法有效完成任务。

3. 学生结伴就所填写的内容进行交流补充，随后教师再次播放听力录音，学生共同核实所填内容。全班集体朗读表格中的句子，确认正确答案。
4. 让学生翻开课本附录中的听力材料，边听录音边朗读，模仿其语音语调。让学生结伴，参考书本示范及听力录音内容，结合自己的实际开展口语交流，完成1e活动。活动结束后，教师可挑选若干学生进行汇报表演，并给予鼓励和评价。

活动 2a

1. 课前，教师可搜集一些与乡村儿童或少年相关的图片和信息制作成课件。教师将这些图片在课堂上进行展示，并借助图片和相关的故事信息呈现部分新词汇，如：seldom, fail, examination, pride 等。
2. 教师呈现 2b 阅读语篇中的图片以及课文标题，介绍文中主人公李文的家庭背景，然后提出问题供学生思考：

- How might Li Wen feel when his parents are away from home?
- What kind of problems might he have?

学生回答后，教师不必针对学生的猜测判断对错，而是应当引导学生带着问题去阅读下面的文章。

活动 2b-2d

1. 要求学生浏览 2b 活动要求，再让学生朗读 2c 的四个句子，明确其含义。学生阅读课文，独立完成 2b 活动，随后就近与同伴交流讨论。师生核对答案时，教师可请几个学生依次朗读文章的各个段落，包括填入空格处的句子。
2. 让学生浏览 2c 活动要求，边阅读课文边从文中找出 Li Wen 曾存在的问题并画线。教师还可提出问题 What has changed Li Wen? 让学生思考问答。师生核对答案。
3. 教师简单介绍策略框中关于 Using context 的内容，让学生根据上下文语境猜测 2d 所列词汇的含义，并简单解释判断的理由。
4. 让学生再次阅读课文，要求他们从文中找出 Li Wen 的前后变化，可提供以下表格供学生填写：

How was Li Wen like before the conversation?	How is Li Wen like now?
1. He often felt lonely and unhappy. 2. He became less interested in studying. 3. Sometimes he was absent from classes and failed his examinations. 4. Li Wen was shy and didn't have many friends.	1. He became more outgoing and made some good friends in school. 2. He even joined the school basketball team and became active in many other activities. 3. He is much happier and he works even harder than he used to.

- 若有必要，教师可针对文章中的一些疑难句子进行必要的简单的解析，确保学生理解前后的逻辑联系。或者教师可要求学生从文中摘录一些有用的句型和短语，以便课后巩固记忆或运用。
- 播放课文录音，学生跟读，然后要求学生集体朗读，教师获取反馈，纠正学生语音、语调方面的不足。

活动 2e-2f

- 要求学生读出 2e 方框中的各组短语，引导他们关注每组短语的相关性，明确其意思。教师适当讲解学生存有疑惑的内容。
- 学生按照书本要求完成 2e 活动，而后可就近与同学交流和讨论。教师要注意提醒学生有些空格的答案可能不止一个，不同的短语可能表达相同的含义，但要把握不同短语的句式特点。
- 请几个学生依次朗读文段中的句子，说出自己填写的内容及其含义，师生共同探讨，确认答案。随后，要求学生熟练朗读 2e 文段内容。
- 将学生分为三人或四人小组，小组成员根据 2f 的活动要求充分发挥想象力，共同商对话内容，并根据角色分配情况 (Li Wen, Li Wen's parents, Li Wen's teacher) 写出各自的台词。教师巡视指导，及时将学生所写的有关 Li Wen 的提问板书于黑板，供大家参考借鉴，这样会对语言表达能力较弱的学生形成帮助，便于他们创编自己的对话。若课堂时间有限，教师还可将此活动布置为作业，由学生课外完成。
- 学生以小组为单位，在课堂上演练对话，教师指导、点评。

.....

活动 3a-3b

- 课前，教师可要求学生准备几张自己从前的照片或小时候的照片，然后带到课堂上供回顾对比自己的变化。教师可先呈现自己几年前的照片，然后从外貌、性格

和爱好三个方面先口头描述自己的变化, 例如: Look at this photo. It was taken five years ago and I was ... years old. I used to have long hair but now I have short hair ... 教师边说边将相关的句子板书在黑板上, 以便学生进行模仿。

2. 让学生结伴, 轮流口头描述自己的变化, 然后按照3a活动的要求将相关的句子记录在练习本上。教师巡视, 并根据学生需求给予相应的辅导和语言帮助。
3. 引导学生阅读3b活动要求, 对部分语言内容(如general introduction等)进行必要讲解, 确认大家明确该项活动要求, 然后让学生开始写作训练。若课堂时间有限, 可将此活动布置为作业, 学生课外完成。
4. 学生相互交流自己的写作初稿, 开展互评, 相互提出建议, 而后根据同伴的修改建议进一步完善自己的作文, 最后连同初稿一同交给教师进行评阅。

SELF CHECK 内容介绍和教学建议

本部分的两个活动主要是对本单元重点词汇及语句结构进行检测及反馈。教师既可将其实安排在课堂内完成, 也可让学生课外完成, 以便节省课堂时间。

活动1-2

1. 让学生朗读活动1方框所列出的词汇, 观察学生对词汇的熟练程度, 教师根据反馈适当纠正学生的发音, 然后要求他们独立完成活动1。
2. 让学生结伴核对、修改活动1的填写结果, 并讨论各句所表达的含义, 互相检验自己的理解。师生核对答案, 要求学生作答时朗读完整的句子, 并说出句子的中文意思, 以确认其理解无误。
3. 学生按照书本要求独立完成活动2的造句练习, 教师巡视指导。随后将班级分成四人小组, 小组成员互相朗读交流。最后, 教师请部分学生读出自己所造的语句进行示范, 同时点评亮点, 供大家学习分享。

四、课文注释

1. 谈论今昔变化的语言结构

现实生活中, 人们有时会因为长久不见而突然发现彼此均变化不小, 从而引发今昔变化的交谈话题。这时, 大家要么从昔日着眼, 以怀旧的方式谈论过去的自己及对方, 或者从今日的变化入手, 谈论现实的彼此及取得的成绩等。就英语而言, 两种视角下人们均有一些常用的句型套语。

1) 以“过去”为着眼点的常用语句结构(以you为例):

You used to be/do ... 你过去常常……

You would often/usually/always ... 你常常/通常/老是(会)……

You had the habit of ... 你过去曾有……的习惯。

It was common to see you do/doing sth. (in those days / at that time / ...) 过去/那时候/……常见你……

2) 着眼于现在的变化(以you为例):

You've changed so much / a lot / greatly. 你变化好大呀!

You're no longer ... 你不再……

You don't ... anymore. 你不再……

It's surprising that you ... You were not like this in the past. 你现在……, 这实在令人吃惊。你过去不是这样的呀。

2. **I used to be afraid of the dark.** 我曾经害怕黑暗。

英语be afraid of是一个常用句式结构, 介词of之后常接名词和代词, 有时也接用动词-ing形式及其短语, 甚至从句。后接动词-ing形式时, 多表示主语担心发生的事情是无意发生的动作。例如:

My father was afraid of being alone. 我老爸害怕独处。

I was quite afraid of what I might hear. 我十分害怕我可能听到的东西。

英语afraid之后还可接动词不定式, 形成be afraid to do ... 句型。这时表示主语非常害怕, 以致不敢采取某一动作。这些通常是有意发生的动作。例如:

She is often afraid to cross the streets. 她时常害怕过马路。

Don't be afraid to ask questions. 不要害怕问问题。

3. **You can never imagine how difficult the road to success is.** 你永远无法想象通往成功的路是多么的艰难。

the road to something是英语的一种固定表述方式, 此处road并非指真实的“道路”, 属于修辞用法(figurative use), 意指“途径; 通道”。它可独立使用, 承担语句的主语(如本句)、宾语等。例如:

The road to success is never straight. 通向成功的道路从来不是笔直的。

但更多时候, the road to ... 会与系动词be及其他一些行为动词搭配, 构成to be on/along the road to ... 等句式, 表达出“快速地; 不多久”这样的意思, 汉语通常译作“很快就要……; 不久就会……”。这种用法在口语及非正式的书面语中十分常见, 还可副词well进行修饰, 以加重语气。例如:

Many animals are on the road to extinction because of humans. 许多动物由于人类即将面临灭绝。

Within a very short time, children usually are well on the road to being independent spellers. 短期之内, 孩子们便通常能独自拼写了。

4. “It’s very important for parents to be there for their children.” “在孩子有需要的时候，爸爸妈妈能够随时给予帮助是十分重要的。”

be there (for someone)是英语口语的一种表达方式，属于习语（idiom），表达“随时有空或准备好听取他人倾诉或帮助他人”。例如：

You know I’ll always be there for you. 你知道我可以帮到你的。

Best friends are always there for each other in times of trouble. 挚友总是能在艰难时刻相互照应、帮忙。

We haven’t always been close, but she was there for me when I needed her. 我们并不总是走得很近，但在我需要她的时候她都能帮我一把。

五、文化注释

1. 谈论相貌、性格的今昔比较时值得注意的地方

人们通常更倾向于谈论现在而非过去，一些文化地域的人们并不喜欢他人将自己作为话题进行比较。这种现象也同样存在于相同文化不同性格的人群之中，如持内向心理的人对他人将自己的特征进行今昔对比的容忍度和对谈论内容宽泛性的接受力通常比持外向性格特征的人要小一些。因此，在这样的话题交谈中，应注意不要触及双方的敏感之处，尽可能选择积极的方面和现在的内容。

当交谈的双方关系一般或较为生疏，或在较为正式的场合，则并不建议谈论这样的问题。谈论人物外貌、性格、品性这样的内容时，一条总的文化交流原则是：我们不应该在交流中涉及那些有可能令对方尴尬或感到不自在的话题内容，如：You used to be slim and thin and now you’re fat.（你曾苗条体瘦，现在胖啦。）

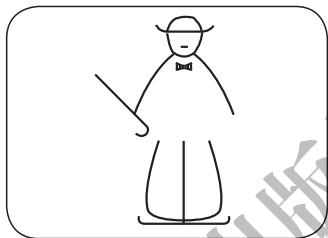
2. 自我形象完善（Self-improvement）

在美国和加拿大，人们十分注重自我形象的完善，以至于成为北美文化的重要组成部分。许多人坚信如果自己的形象（如外貌、性格、能力等）得以提升，生活和事业就会更加容易获得成功，因此他们尝试各种途径和方法来完善自己。北美的报刊杂志等宣传媒体往往会更多地刊载有关健身器材、保健药品、美容美发及护肤用品、形象提升课程的广告及宣传内容。对年轻人而言，良好的外貌及气质自然十分重要，他们的交友能力和才华也同样会决定其命运。

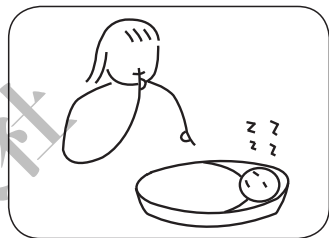
事实上，自我形象完善在世界其他国家也一样重要，是一个全球性主题，只不过由于国家地区的区别、政治经济的差异和文化、宗教信仰的不同，使得这一主题具有一定的文化特征。

六、教学简笔画

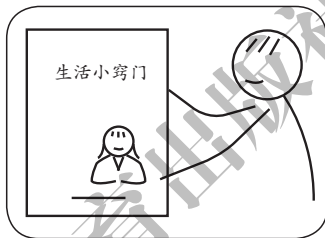
1. a humorous actor



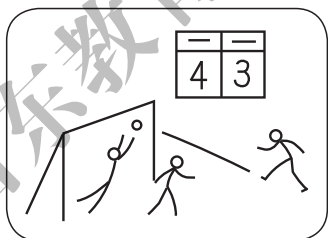
2. Please be silent.



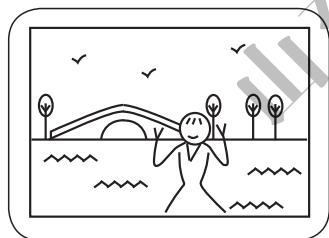
3. a helpful book



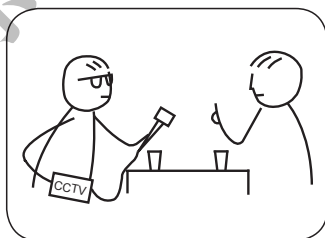
4. the score of the game



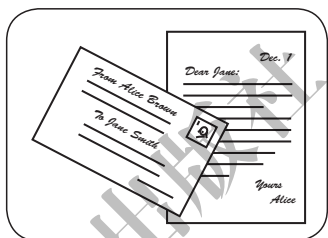
5. a bridge in the background



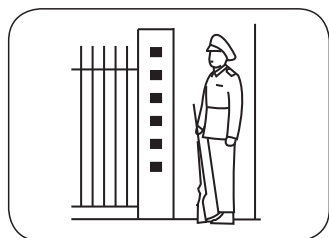
6. interview



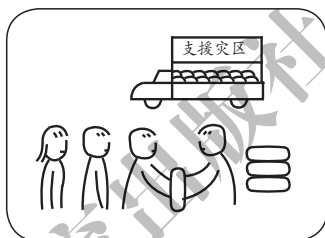
7. a private letter



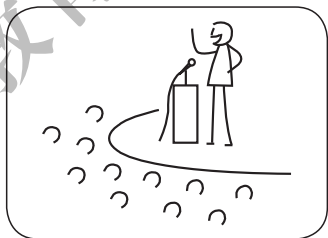
8. guard



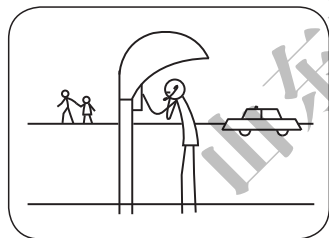
9. They require food and clothes.



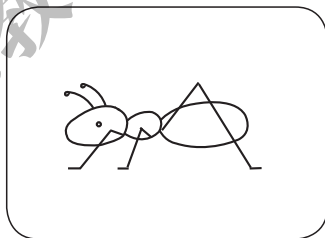
10. give a speech



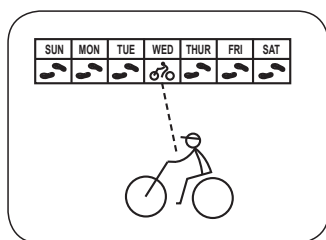
11. public phone



12. ant



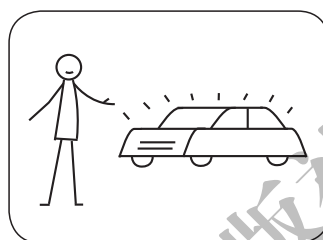
13. seldom go by bike



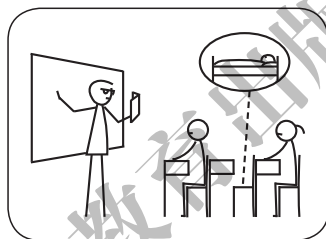
14. be proud of his new shoes



15. take pride in his new car



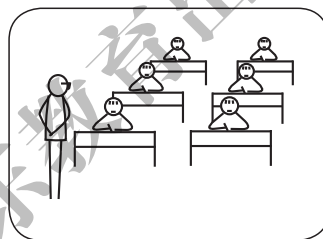
16. absent



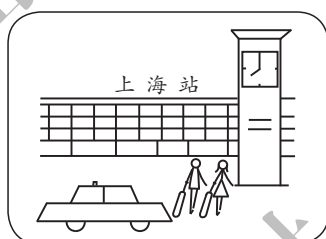
17. fail, fail in the exam



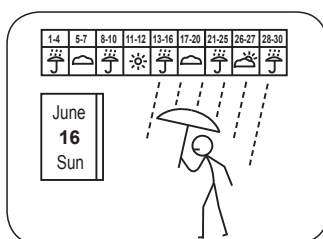
18. examination



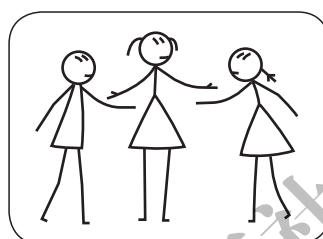
19. arrive exactly at eight



20. The general weather in June is rainy.



21. introduction



Unit 7 I used to be afraid of the dark.

SECTION A

1a

Purpose	<p>To introduce Ss to the unit goals: talk about what you used to be like.</p> <p>To set the scene, increase Ss' vocabulary and introduce the target language.</p>
Picture	<p>There are four youngsters in the picture, two boys and two girls. The two boys (on the left side of the picture) are talking to each other, as evidenced by the speech bubbles above their heads. The first boy is commenting to the second boy, Mario, that he (Mario) used to be short and Mario is agreeing with him. There is also a thought bubble above the first boy's head and it shows him thinking about the time when he was taller than Mario (who was shorter and wearing glasses). Standing behind Mario is a girl with long black hair. She has a thought bubble over her head that shows her with short hair. Next to this girl is a girl with blond straight hair whose thought bubble shows her with red curly hair.</p>
Culture Focus	<p>Genetic differences To put it very simply, your genes determine the physical traits that you have. Each gene is made up of two chromosomes, one that comes from the mother and one from the father. Certain genes are dominant and certain genes are recessive, which explains why, in some cultures, you are not likely to find certain traits, e.g. blue eyes on a Chinese baby. Blue and green eyes are recessive genes and in order for them to appear, the baby must have two recessive chromosomes. What this means is that if a child has one chromosome for blue eyes and one for brown eyes, the child will have brown eyes because brown is dominant. In the past this was very clear-cut as interracial marriages and unions were not as common. As the world becomes more globalized and more people are marrying someone not from their own culture, the possibility of a Chinese baby having blue or green eyes becomes higher. In recent years, there have even been reports of a black couple in Nigeria having a white, blonde baby.</p>

Optional Approach	<p>How have you changed? Before starting this unit and the first activity, the T can divide the class into two groups (one on the left and one on the right). Tell Ss that they will need to think about one aspect about themselves that has changed since they became a teenager (i.e. since they turned 13). Tell the group on the left to think about a physical aspect that has changed (i.e. something about their physical appearance). This could include not having pigtails anymore or having a better/worse complexion, etc. Next, tell the group on the right to think about one aspect of their personality that has changed. This could include being more helpful or enjoying reading. Tell Ss to think of something more unusual. For example, most of them would have grown taller, so they should not give that as an answer. Give Ss about 30 seconds to think of something and write it down. Then, get Ss to share this information with the rest of the class, starting with one person from the group on the left and then continuing with someone from the group on the right. Continue to alternate groups till every S has had a chance to share his/her aspect.</p>
Answers	<p><i>Suggested answers:</i></p> <p>appearance: tall, straight hair, short, fat, thin, short hair, long hair, curly hair, glasses</p> <p>personality: outgoing, funny, quiet, shy, cheerful, greedy, lazy, hard-working, friendly</p>

1b

Purpose	To help Ss recognize the target language in natural speech.
Teaching Tip	<p>Visual aid There will be three conversations that Ss have to listen to and some may have problems keeping track of the conversations. To help Ss, inform them that the picture in 1a will help and they can use it to write down notes of what they hear, such as the names of the speakers.</p>
Answers	1. short, glasses 2. tall, short hair 3. red, curly

1c

Purpose	To help Ss use the target language in natural speech.
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Optional Approach	<i>Are you sure?</i> Before they make conversations, ask Ss to pick a partner. Next ask each S in a pair to decide which one of the boys/girls in the picture he/she would like to be. The first S will then tell their partner what has changed about the boy/girl he/she has chosen. The partner will then ask the first S, “Are you sure?” The answer to this must be, “Yes, because ...” and the first S should explain his/her answer based on what they see in the picture. They should then repeat the same exercise but this time with the second S and his/her choice of boy/girl in the picture. The aim of this is for Ss to be able to understand what is in the picture and make the connections. Once Ss have done this, they can make conversations about each of the boys/girls in the picture using the sample conversation given.
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2a

Purpose	To give Ss listening practice with the target language.
Teaching Tip	<i>Preparing to listen</i> The T should tell Ss that the conversation they are about to listen to is between Paula and Steve, and in keeping with the topic so far, it will be about how someone used to be. For this activity, tell Ss to look at the words that they will have to listen out for and familiarize themselves with the words as they may or may not hear the words in the order they appear in the textbook.
Answers	Checked: friendly, brave, outgoing, silent, quiet, active

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	<i>Taking notes</i> Before playing the recording again, ask Ss to close their textbooks. Tell them they should take notes as they listen to the conversation again. Prompt Ss to create a table (to list what was in the past and now) before the recording starts again so that they can write down the relevant details in the right column. This will make note-taking and referencing easier. Ss can then use their notes to fill in the chart.
Answers	In the past: 1. quiet, outgoing 2. science, music, piano Now: 1. sports, soccer, swim 2. piano

2c

Purpose	To give Ss the opportunity to use the target language in conversations.
Optional Approach	<i>Using notes</i> In pairs and using only the notes they had taken while listening to the recording a second time, ask Ss to create conversations about Paula. Get Ss to discuss the points in their pairs first. To make things more interesting, the T may wish to tell Ss that one of them should talk about the Paula in the past while the other should talk about the Paula in the present (refer to the sample conversation in the textbook). The Ss in each pair can then switch roles.

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Teaching Tip	<i>Once more, with feeling!</i> Get Ss to role-play the conversation in pairs. Remind them that role-playing a conversation is more than just reading the words; they should be playing a part. Tell Ss to look for clues in the punctuation to guide them in how a phrase, clause or sentence should be uttered. Get each pair to practice, making sure that they do so with the right intonation, stress and emotion. Then randomly, pick pairs to role-play the conversation in front of the class. Then get the class to share what they think of the pair's performance – good points, points that need improvement, etc.

3a

Purpose	To provide Ss with reading practice using the target language.
Culture Focus	<i>Role models</i> Regardless of the age that anyone achieves fame, that person is a role model to someone. Many young people in the limelight do not realize that fame often comes at a price, that of their privacy. Some are mindful that every little thing they say or do is reported on and they are judged based on that. They know that some of their fans and followers are young and impressionable so they make sure that whatever they do, they will be able to hold their head high. Others, however, allow the fame to get to their heads and they feel they are entitled to do whatever they want. Perhaps they are not wrong, but they often forget that their younger fans are likely to follow what they do.

Culture Focus	If they behave badly, e.g. destroy hotel rooms, get plastic surgery, be mean to other people, some of their fans may think that it is OK to follow suit and do the same thing. Thus all celebrities, no matter how famous, have a social responsibility to be a role model that inspires others to be better people in this world.
Answers	2, 3, 1

3b

Purpose	To give Ss an opportunity to test their reading comprehension.
Optional Approach	Make a guess Without having Ss read the passage again, ask them to fill in the blanks in activity 3b. Ss can try to guess the answer based on the construction and context of the sentence. Ss have read the article once and will probably be able to make some connection between what they have read and the sentences in the activity. What do they think is the logical answer?
Answers	1. anymore 2. popular 3. hang out 4. be careful

3c

Purpose	To give Ss an opportunity to use the target vocabulary in conversation.
Optional Approach	Asking leading questions Before starting this activity, ask Ss to look at the article again. Ask them to notice that the interviewer states one question and Candy seems to give a very long reply. Tell Ss that this may not always be the case and more often than not, people tend to give shorter answers. As such, good interviewers know how to ask leading questions and also when to jump in to either prompt the interviewee to say more or to ask another related question that will keep the conversation going. This will be the task the Ss will have to attempt today. Ask Ss to pair up and decide who will be the interviewer and who will be Candy. Tell the Ss playing the role of Candy that they should not be giving all the answers at once. They will need to give a little at a time and allow the interviewer to ask more questions or to prompt them to say more. Get Ss to attempt an interview using the information only in paragraph 2. After that, they should switch roles and attempt an interview using the information in paragraph 3.

GRAMMAR FOCUS

4a

Answers

1. Grace used to watch a lot of TV. She didn't use to watch a lot of movies.
2. My mom used to have curly hair. She didn't use to have straight hair.
3. Jerry used to read books on European history. He didn't use to read books on African culture.
4. Sandy used to teach British English. She didn't use to teach American English.

4b

Answers

Suggested answers:

- Emily didn't use to eat a lot of vegetables, but now she loves carrots and tomatoes.
- Emily used to listen to pop music, but now she enjoys country music.
- Emily used to watch scary movies, but now she hates them.
- Emily didn't use to read a lot of books, but now she reads at least six books a year.

4c

Purpose

To give Ss the opportunity to use the target language.

Teaching Tip

Flexibility to use other things It is possible that Ss are not afraid of any of the five things listed. If this is the case, allow Ss to add two other items that they used to be afraid of and two others they are still afraid of. Their partners may also wish to use these new items. The idea is give them something they can speak about which makes sense to them.

■ Optional Activity: How fast can you speak?

Purpose

To help Ss master the target language and expand their vocabulary.

Procedure

1. Ask Ss to prepare the following information about themselves:

- one physical trait that the S used to have when he/she was younger;
- one personality trait that the S used to have;
- one hobby that the S used to like.

2. Divide the class into an even number of groups (minimum of four Ss per group) and try to ensure that each group has an even number of Ss.
3. Name each group with an alphabet.
4. Pair up Group A with B, C with D, and E with F, etc.
5. Tell Ss that each S in each group is to interview one S from the other group and find out the information they have prepared.
6. Give Ss two minutes for this.
7. Next, switch the group pairings so that B is with C, D is with E, etc., and the last group is paired up with A.
8. Tell Ss that they need to exchange information with one other S in the new group and they must tell the new person about themselves and the S they have just interviewed.
9. Also, tell Ss that they need to speak in full sentences and they must include the person's name and the three bits of information.
10. Next, tell Ss that they will have 30 seconds for both Ss to speak to each other so one will have to speak fast and clearly while the other person takes notes quickly.
11. At the end of this activity, randomly pick a few Ss to share what they have learned about other Ss in other groups. Ask for confirmation from those who have supplied the information. Did they get the information right?

SECTION B

1a

Purpose	To help Ss use the target language in a different context.
Teaching Tip	<i>What do you like to do?</i> The T may wish to do activity 1a and 1b together since they are related. Give Ss a bit of time to do these two activities before they share their answers with a partner. Ask Ss to also share why they used to like doing these things and whether they still like doing them.
Answers	Answers will vary.

1b

Purpose	To give Ss practice using the target language in a different context.
Optional Approach	<i>More practice</i> To give Ss more practice in using the target language, group pairs into a group of four. Get all four to share their answers with each other, with a slight twist: each pair will have to share their partner's information with the other two. Remind Ss that they can refer to Section A, activities 2b and 2c on how to phrase their sentences.

Answers	<p>Suggested answers:</p> <ul style="list-style-type: none"> • I used to enjoy reading comics. • I used to like swimming. • I used to like helping my mother in the kitchen. • I used to enjoy walking along the beach. • I used to like playing in the mud.
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1c

Purpose	To give Ss practice in listening for specific items in conversations.
Teaching Tip	<p>The exact sentence Before playing the recording, the T can tell Ss that the conversation is between a boy and a girl. Ask them to guess what the conversation might be about. The class should know by now that the conversation has something to do with the topic of comparing what used to be with the present (now). Confirm that this will be the case and the two friends will be speaking about what school was like when they were younger, compared to the present. Tell Ss that they will have to listen for the exact sentences that they read in their textbooks and put a check mark against the one(s) that they hear.</p>
Answers	<p>Checked: 1. I didn't use to like tests.</p> <p>3. I used to hate P.E. class.</p>

1d

Purpose	To give Ss practice in listening for specific items in conversations.															
Optional Approach	<i>Exchanging textbooks</i> Before playing the recording again, get Ss to fill in their answers in the blanks and then exchange their textbooks with a partner. As you play the recording again, partners are to check their friend’s answers and mark the correct ones. At the end of the recording, get them to return the textbooks and they can discuss the answers in pairs.															
Answers	<table><tr><td></td><td>In the past</td><td>Now</td></tr><tr><td rowspan="2">Girl</td><td>tests</td><td>tests</td></tr><tr><td>school uniforms</td><td>whatever we like</td></tr><tr><td rowspan="2">Boy</td><td>play</td><td>study</td></tr><tr><td>exercising</td><td>love</td></tr></table>				In the past	Now	Girl	tests	tests	school uniforms	whatever we like	Boy	play	study	exercising	love
	In the past	Now														
Girl	tests	tests														
	school uniforms	whatever we like														
Boy	play	study														
	exercising	love														

1e

Purpose	To give Ss practice in asking questions in a specific format.
Optional Approach	<i>Learning something new about someone</i> Ask Ss to write five things about themselves down on a piece of paper. This could be something they used to like, currently enjoy, or don't like anymore. Then ask Ss to find a partner they have not worked with before. If the class is small, ask them to pair up with someone they have not worked with for some time. With this new partner, ask Ss to share the five things they have written down. Get Ss to compare what they have written. Are any the same? Are they all different? Get each pair to draw up a table to show the similarities and differences.

2a

Purpose	To prepare Ss for the subsequent reading activity.
Optional Approach	<i>What's in a title?</i> Before starting this activity, get Ss to close their textbooks and get into groups of four. Write the title of the article on the board and ask them what they think the story might be, based on the title alone. Get Ss to discuss this in their groups and write down the various possibilities. Give them about five minutes for this. Next, give Ss the scenario in the book, as highlighted in activity 2a. How does this change what they thought the story might be about? Again, ask them to write down the problems Li Wen was likely to have. Get Ss to cross-reference both lists. Were any scenarios similar in both lists?
Answers	Answers will vary.

2b

Purpose	To give Ss an opportunity to understand the flow of information in a passage.
Teaching Tip	<i>Keep in view</i> Some Ss may be thrown off by the blanks in the passage. Before they start reading, tell them not to worry about it too much and just "keep in view" that more information will have to be added in later on. The T may wish to tell Ss to just read what is there and guess at what the blanks should be filled in with. Ss can write down their thoughts in the margins. They can then check how close their guesses were once they complete the activity.
Answers	C, D, A, B

2c

Purpose	To provide Ss with reading practice using the target language.
Culture Focus	<i>Different strokes for different folks</i> In some families, children do not have a close bond with their parents and may be reluctant to speak with them about problems. They may instead turn to another member of their family (sibling, grandparent, aunt, uncle, cousin) or a friend for advice and help. Some may even not confide in anyone and keep the problem to themselves. There is no right or wrong method in such cases. Children should, however, be encouraged to open up and find some avenue of support even if this support is outside the home, e.g. at school. This is where parent-teacher sessions become important.
Answers	Problems that Li Wen had: <ul style="list-style-type: none"> • felt lonely and unhappy • became less interested in studying • was absent from classes • failed his examinations • was shy and not able to make friends quickly • wanted to leave the school

2d

Purpose	To give Ss an opportunity to practice using context to understand meaning.
Optional Approach	<i>Using context</i> Draw Ss' attention to the box at the top right hand corner of the passage. Tell Ss that it is not unusual for everyone to encounter new words as they go about their daily lives. People don't usually carry a dictionary around with them, so very often, they will have to guess the meaning of a word based on the context it is used in. Ask Ss to think about an experience of their own when they had to guess the meaning of a word based on context. This could be from an advertisement they saw on the street, or in a newspaper article, or even something someone mentioned to them. Get Ss to share this experience with a partner. He/she would need to tell his/her partner the word, the context, what the guessed meaning was and why, and the actual meaning of the word.

Answers	<ul style="list-style-type: none"> ● <i>influence</i>: have an effect on; change ● <i>absent</i>: not present; missing from ● <i>boarding school</i>: a school that a student can stay in i.e. he/she does not need to go home every day ● <i>in person</i>: face to face
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Answers	<p>Sample writing:</p> <p style="text-align: center;">How I've Changed!</p> <p>My life has changed a lot in the last few years. I used to be overweight but I'm not anymore. I lost a lot of weight after I started playing tennis. Playing tennis three times a week is very good exercise. Now I'm fitter and healthier.</p> <p>The biggest change in my life was becoming much better in English. This is thanks to my English teacher, Mrs. Wong, who gave me an interesting book to read. I enjoyed it so much that I started to read other books. This is the most important change because I am no longer afraid of the English language and I am doing better in my exams. This has made my parents even prouder of me.</p>
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SELF CHECK

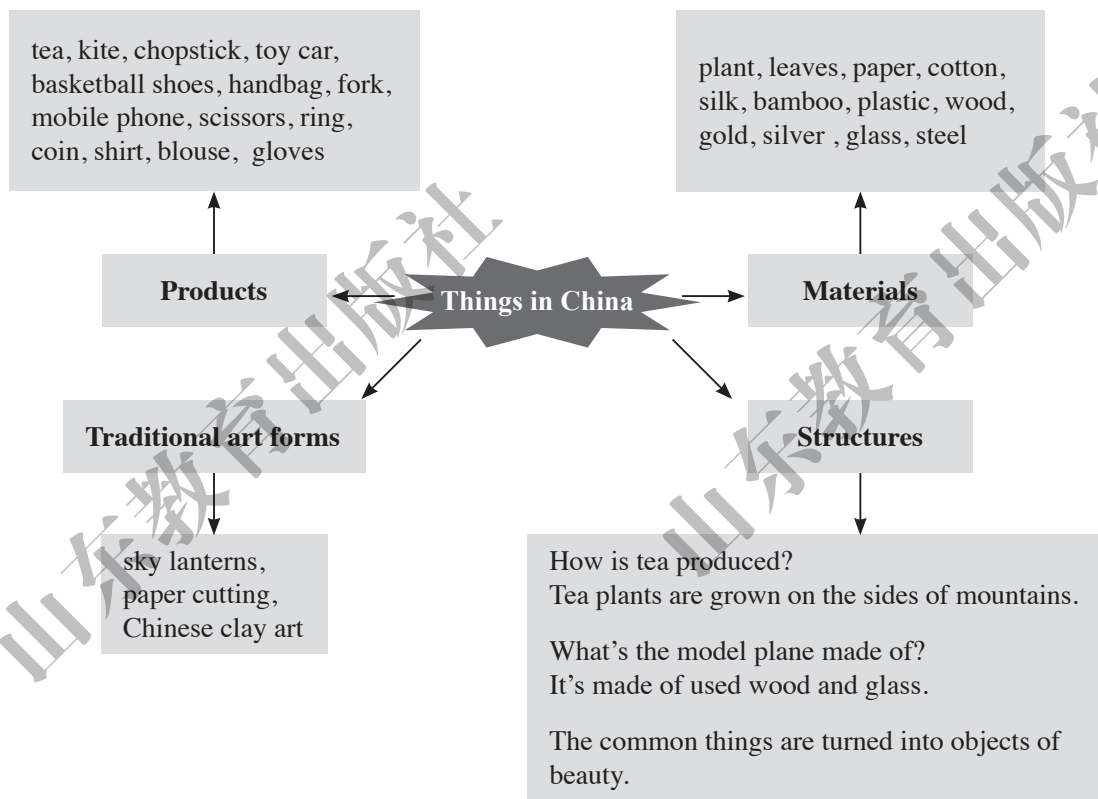
Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.
Teaching Tip	<p>Something new For all the previous activities, Ss were just asked what they used to like or dislike when they were young. This is relative as they could interpret “young” as two years ago. For part 2 of this activity, the instructions are more specific and require Ss to think about what they used to be like when they were in primary school. Encourage Ss to come up with different answers.</p>
Answers	<p>1.</p> <ol style="list-style-type: none"> 1. in person 2. silent, seldom 3. absent, fail 4. takes pride in 5. influence 6. humorous 7. required, interview 8. are proud of <p>2. Suggested answers:</p> <ul style="list-style-type: none"> ● I used to wear <u>smaller-sized clothes</u>. ● My hair used to be <u>curly</u>. ● I used to watch <u>cartoons</u>. ● I used to play <u>hide and seek</u>. ● I used to be <u>short</u>.

Unit 8 What are the shirts made of?

一、教学目标与要求

话 题 Topic	中国制造的的东西 (Things made in China)
功 能 Functions	讨论产品用什么制造, 在哪儿制造 (Talk about what products are made of and where they were made)
语 法 Grammar	能正确使用一般现在时的被动语态 (Passive voice with present tense) Are your shirts made of cotton? Yes, they are. And they were made in the US. What's the model plane made of? It's made of used wood and glass. How is tea produced? Tea plants are grown on the sides of mountains.
词汇和常用表达 Words & expressions	1 能正确使用下列词汇 (Curriculum words) chopstick, coin, fork, blouse, silver, glass, cotton, steel, fair, grass, leaf, process, product, France, handbag, boss, Germany, surface, material, traffic, postman, cap, glove, balloon, form, scissors, heat, produce, avoid, heat, complete, local, mobile, everyday, international, its, lively, widely 2 能正确使用下列常用词组 (Useful expressions) be known for, no matter 3 能够认读下列词汇 (Non-curriculum words) environmental, pack, brand, competitor, clay, celebration, paper cutting, fairy tale, historical, polish
学习策略 Strategies	了解常见的文章结构特点——先总体介绍, 后细节描述
文化知识 Culture	1 了解中国的传统文化元素 2 了解当今世界制造业的格局, 看到中国在世界经济竞争中的优势和短处

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本单元的主题图呈现的是两个人谈论日常生活用品用什么原材料制造，以及出产地在什么地方。活动1a通过图文导入单元话题What are the shirts made of?呈现本单元要学习并掌握的日常生活用品和制造该用品所需原材料的基本词汇。活动1b通过对话将本单元语法——被动语态句型在真实的情景中呈现出来，给学生提供感知新的语言结构的机会。除了呈现语法，该活动还培养学生选择性注意力（selective attention）——注意产品、原材料和产地这些关键信息。活动1c对本单元基本语法和基本句型进行口头操练，完成最基本的语言输出。

2a-2d通过听和说的互动方式巩固、深化和拓展本单元话题、语法和句型。2a对话前

半部分是两个同学讨论学校将要组织的一次参观活动，参观大学生将艺术与科技相结合而制作的产品。后半部分讨论两件产品的制作原料，最后切入到再生资源 and 环保话题，对学生进行潜移默化的人文教育。2a 活动训练学生听时先关注所听内容大意——即两人谈论的主要话题。2b 培养学生选择性注意力和速记能力。2c 是基于前面输入信息的口头输出性训练。2d 是一个关于茶叶的对话，呈现被动语态在不同语境下更多的真实运用例句，加强学生对这一新语法项目的感性认识。

3a-3c 是阅读训练任务链活动。本篇短文讲述的是一个中国学生在美国的商店找不到美国制造的产品而几乎都是中国制造的事实，进一步扩大和巩固日常生活词汇，呈现更多本单元要求学习和掌握的被动语态句型，让青少年了解当今世界制造业格局，同时在文章结尾处指出了我国在世界经济竞争中的不足之处，让他们知道我国在高科技领域的产品还不能与他人比肩。

Section A 部分教学重点是被动态的结构和用法，教学难点是理解被动语态的功能和意义，不规则动词的过去分词也是另一难点。

SECTION A 教学建议

活动 1a-1c

1. 导入话题，处理词汇。本部分生词较多，可以采用多种形式复习以前学过的单词和学习新词。教师可以用实物呈现话题词汇，这需要课前准备，特别是生词涉及的 chopsticks, fork, coin, blouse, silver, glass, steel, cotton, silk 等最好有实物展示。

T: Look here! What is this? Is this a coin? Is this made of paper or metal?

教师也可以用猜谜语的方式呈现话题词汇：

T: It is a small, round circle. It is yellow. It is made of gold. I wear it on my finger.

Guess what it is! (ring)

T: They are pairs of thin sticks. They can be made of wood, bamboo, plastic, silver, gold, or steel. They are used for lifting food to your mouth. They are popular in China, Japan and Korea. Guess what they are. (chopsticks)

教师也可以让学生自己编谜语，这个难度有点大，可以激励基础好的学生挑战自己的能力，也可以在后面复习和综合训练时再作此要求。

注意：通过实物展示是学习新单词和复习学过单词的一种有效方法。A picture is worth a thousand words. 一幅图胜过一千个字。另外，猜谜语学单词也是一种好方法，能给学生更丰富的输入，也能激发学生学习积极性。

2. 导入被动态结构。学生匹配课本 1a 表格中物品与材质。教师将关键问句板书在黑

板上，然后问学生：What are chopsticks made of?提醒学生用完整的句子说出答案，如I think chopsticks are made of wood/gold/silver.

3. 听前准备。听前要求学生明确1b活动要求，可以通过提问帮助学生理解表格各栏意义，并把表格板书在黑板上。

T: What products are mentioned in the dialog? Things _____

What materials are mentioned in the dialog? Made of _____

What countries are mentioned here? Made in _____

Things	Made of	Made in

可进行听力分层教学。对于基础薄弱的学生，可以要求他们在听之前预测匹配，这样学生听时动机更强，看自己猜对多少，同时，在匹配过程中熟悉将要听到的单词；对于基础较好的学生，建议他们关上书，根据黑板上的表格边听边做笔记。

4. 第一次播放录音，让学生有整体感受。此次播放录音不停顿，让学生在语流中快速准确地捕捉自己需要的信息，通过此活动培养学生抓主要信息的能力。听完后检查基础薄弱学生是否完成匹配任务，基础好的学生记下多少信息。教师不必马上核对答案。
5. 第二次播放录音，检查1b答案。可适当在关键信息处暂停。核对学生匹配的答案，学生回答时要求说出完整句子：

The shirts are made of cotton. They were made in America.

注意：检查答案时要求学生用完整句子回答，教师不必急于判断对错，应该让学生积极开口，这个环节是对目标语言进行操练的好机会，尽量让各层次的学生都有机会开口说话。引导学生注意被动语态构成，这个阶段理解句子就可以，暂时不展开讲解，让学生在语法感知阶段多积累感性知识。

6. 第三次播放录音。但这一次需要有停顿，特别是在重点信息处停下来，让学生重复。教师还可以提问题，一方面检查学生的语音语调，一方面强化重点信息。此部分是课堂最重要也是最精彩部分，既要保证学生充分理解对话的内容，又要引起他们对目标语言的重视。此环节是目标语言从呈现到运用的重要节点。这些问题可供教师在第三次播放录音时参考：

- How much did Susan pay for the three shirts? (29 dollars)
- What does Anita feel about the three shirts? (cheap)

- What are the shirts made of? (cotton)
- Where were they made? (America)
- Where did Susan buy the chopsticks? (Korea)
- How does Anita like the chopsticks? (cool)
- What else does Susan show? (ring)
- Where was the ring made? (Thailand)
- What will Susan do with the ring? (give it to her friend)

7. 听后活动——巩固对话内容。播放第四遍录音，学生跟读，注意模仿语音语调。体会对话双方的情感。然后利用黑板上的表格，让学生两人一组分角色完成1c中的对话。先利用1a中的词汇进行操练，再鼓励他们拓展或自由发挥。要求学生对话时看着对方的眼睛，而不是低头看着书读句子。

活动 2a-2c

1. 听前预热活动。让学生读活动要求以及提供的六个选项，理解活动要求和选项意思。fair是本部分重点词，可先解释此词：an event at which people or businesses show and sell products，中文意思是“交易会；展销会”，如：a book fair 书市；a trade fair 交易会。此处the art and science fair可译为“艺术和科技交易会”。
2. 第一次播放录音，完成课本2a活动。这个活动检测学生整体理解对话能力，提醒学生勾出Nick和Marcus谈论的主要话题，仅仅谈到某事情但没给出丰富细节，这不能说是话题。
3. 第二次播放录音，完成课本2b活动。播放录音前，先让学生朗读这四个问题，理解这四个问题意思。指导学生在语流中快速准确地识别和捕捉需要的信息，选择性的听取某些细节。对于基础较好的学生，可以建议他们除了记下这几个问题的答案外，还可记下更多有意义的细节。在关键信息处可给学生时间书写答案，听完后核对答案。

注意：核对答案时不要简单的让学生读出要填写的内容，而是要求他们用正确的语音语调朗读每个句子，或者由两个学生一问一答。同时教师可以问：Which sentence or key words give you the answer? 让学生说出听力中的关键句子和关键词。如2b第二个问题，学生说出No后教师还可追问他们：How did you know the answer is “No”? 引导学生说出句子：... all students are invited to attend for free 或关键词for free，这样训练可让学生充分理解对话内容。

4. 再次播放录音,此次要有停顿,就所听到的内容师生互动,共同构建语言知识。

提示:不提倡教师把每个句子都翻译成中文或用中文解释,而是通过层层提问了解学生掌握信息的情况,通过提问引导学生对某些单词、词组或句型的关注,通过提问“逼迫”学生用某些单词、词组和句型来回答问题,从而使学生从感知目标语言到使用目标语言,培养学生运用语言知识的能力。

以下问题供教师参考,引导学生关注语言点:

- Do we have a school notice board in our school?
- What does “notice board” mean? What can you see on the notice board?
- What does the phrase “for free” mean? Is the fair free? (no) Who pays for it?
- Can you say “fair” in another way? (market, exhibition)
- Do you know some other meanings of “fair”?
- Who were the works made by? Were they made by scientists, university students or middle school students?
- Do you know the difference between “be made by, be made of, be made from, and be made in”?

也可补充 true or false 句子,检查学生理解情况;

- The art and science fair is just inside the science museum. (F)
- The fair is mainly about planes and paintings. (F)
- All the works at the fair were made by university students. (T)
- The model plane is very big. (T)
- The painting is made of wool and glass. (F)
- The students are asked to pay for the art and science fair. (F)
- The students are interested in environmental protection and recycling. (T)

5. 听后口语活动。学生朗读听力中的对话,注意语音语调。教师注意学生朗读情况,将学生读得不流利的一些重要信息板书在黑板上,然后单独领读。待学生熟悉听力中的对话后,让他们两人一组或四人一组进行问答练习,最后给学生表演对话的机会,让准备充分的小组为全班表演对话。

活动 2d

1. 读前进行话题和词汇准备。教师提问导入话题: What do you know about tea? How many kinds of tea do you know? What place is famous for Tieguanyin/Longjing? 点多名学生回答,参与讨论。

这个对话有几个生词,有些生词会对学生理解这个对话造成困难。对于关键生词如 produce 和 process,建议教师在学生读对话前进行处理。教师设置语境帮助学生理解或猜测单词,以下问题供教师参考:

- Tea is produced in China. What does “produce” mean? (grow and make)
 - “Red Flag” car is produced in China. What does “produce” here mean? (make)
 - How can you change fresh fruit into dry fruit? (It must be processed.)
 - How can you turn wheat into flour? (It should be processed.)
2. 读对话，理解对话。让学生快速读对话，教师可设计几个问题检测学生是否理解对话大意：
- What’s the topic of the conversation?
 - Which places are known for their tea?
 - Do only Chinese people drink tea?
3. 关注被动语态结构。把对话中含有被动语态的句子写在黑板上，并让学生说出过去分词的原形动词，板书在句子旁。让学生关注被动语态的用法，归纳被动语态结构。例如：

produce	Where is tea produced in China?
produce	How is tea produced?
know	Anxi and Hangzhou are widely known for their tea.
grow	... tea plants are grown on the sides of mountains.
pick	Tea leaves are picked by hand.
send	Tea leaves are sent for processing.
pack	The tea is packed.
send	The packed tea is sent to different places.

4. 关注细节，巩固对话内容。因被动语态是本单元的重点，也是难点。教师可用被动语态句子提问，多创造机会让学生感知其用法和意义。可以是一般疑问句，或选择疑问句，对于基础好的学生可用wh疑问句：
- Is tea produced in Anxi and Hangzhou?
 - Which city is well-known for its tea?
 - Where is tea grown?
 - Is tea grown in your hometown?
 - How are tea leaves picked?
 - Do tea leaves need to be processed?
 - What needs to be done after tea leaves are processed?
 - Where is tea sent?
 - Why is tea drunk all over the world?

注意：这种训练既巩固了对话内容，又让学生关注被动语态结构。被动语态对于中国学生来说是难点。他们不是忘了be动词，就是遗漏动词后面的ed，特别

是不规则动词的过去分词，学生更是容易忘记。有时他们即使听懂了对话，但运用意识很淡薄，必须创造各种不同的语境进行操练。

5. 检查学生对于对话内容的理解情况，并解决学生理解上的疑难问题。
6. 先让学生结对朗读对话，然后让几对学生上台表演对话。保留黑板先前板书的几个关键动词和被动语态句子，可以给学生提示。

活动 3a-3c

1. 读前看标题和配图预测。教师将课文标题板书在黑板上：

The Difficult Search for American Products in the US

教师提几个问题引导学生进行预测：

- Where is the tourist?
- Does he want to buy Chinese products or American products?
- Is it easy for him to buy American products? Why?

然后让学生看图，讨论图中的美国国旗上标有 MADE IN CHINA 意味着什么。根据课文插图和标题预测文章内容，形成阅读期待。每个学生可以用一句话写下自己对文章大意的概括。

2. 快读，找关键信息。按 3a 要求快速略读课文，找到关键信息并快速回答问题。要求学生一找到答案就举手示意，教师注意观察学生所用的时间。有多半学生举手后教师可以点学生回答以下两个问题，并了解学生读前预测文章大意是否准确。

What two things did Kang Jian want to buy in America?

Where were they made?

3. 细读，找具体细节。先让学生朗读 3b 问题，理解问题。要求学生默读课文，并在课文中标出回答问题的句子，完成 3b 练习。前四个问题可以直接在文章中找到答案，要求学生大声朗读出来。最后一个问题属于开放式问题，要求学生用自己的语言精心组织答案。在问与答推进的过程中教师要适时根据上下文指导学生猜测生词意思，如 products, brand, handbag, mobile, local 等。

4. 教师通过提问与学生互动来总结文章内容：

- What is the key sentence for the passage? (the title)
- Which is the most important key word in the title? (difficult)
- Why do you think so? (The passage is about how difficult Kang Jian's search for products made in America was.)

5. 关注代词指代。代词指代比较重要，但容易被学生忽略。代词可指代某个词，也可指代某个短语或句子或某个段落。提醒学生一定要根据上下文判断代词指代功

能。此处，教师可让学生先找出含有代词的句子，将句子板书在黑板上，然后和学生分析代词用法。如：

- He found it interesting that so many products in the local shops were made in China.
- Kang Jian thinks it's great that China is so good at making these everyday things.

这两个句子中的it分别用作形式宾语和形式主语，真正的宾语和主语是句子后面的that从句。英语句子使用这些结构是为了避免句子头重脚轻，使句子结构更平衡。

■ 拓展活动：产品推广广告设计比赛

活动目的：帮助学生巩固和掌握目标语言，特别是产品原材料和产品用途的词汇和句型

材料准备：纸和水彩笔

- 活动步骤：
1. 教师在黑板上写下 stamp, fork, blouse, ring 四件产品名称。
 2. 每个小组自领一件产品，或者由教师分别指定一件产品给小组。
 3. 要求每两个人完成一件产品推广广告的设计，有图，有文字说明。
 4. 图文都需突出产品的特色、产地、用途和优于其他同类产品的地方。
 5. 开一个小型产品说明会，然后把设计的图纸挂在教室的墙上，由全班同学投票选出最佳设计，给予奖励。

语法内容介绍和教学建议

Grammar Focus 整理了本单元被动语态的一般现在时用法，包括陈述句、一般疑问句、特殊疑问句及回答。4a 活动突出重点，即被动态的构成 be+done，这一练习既关注语言形式，也关注被动语态的表意功能。4b 活动是将主动语态改为被动语态，旨在突破难点，让学生比较两种语态不同结构和表意功能。4c 用对话的形式在真实的语境下进一步巩固和运用本单元所学的语法知识，将其转变成语言运用能力。

这个单元的语法难点是被动语态的结构及其表意功能。其结构涉及的不规则动词的过去分词也是难点之一。

语法部分具体教学建议如下：

1. 呈现语料。让学生找出 Section A 部分包含被动语态的句子，教师板书在黑板上，如：
 - Tea is produced in many areas in China.
 - Anxi and Hangzhou are widely known for their tea.
 - The leaves are picked by hand.

• The tea is packed and sent to many different countries.

- 找规律。教师要求学生观察黑板上和Grammar Focus中的例句，两人一组讨论，总结这些句子有什么规律。

教师提出问题让学生思考：被动语态结构有什么规律？被动语态句子中主语是动作的执行者还是承受者？

师生一同归纳。被动语态由助动词be+ 动词的过去分词构成，句子中主语是动作的承受者。

- 深入探究。教师可将黑板上被动语态的句子改为主动语态，让学生比较两种语态区别，并提问让学生思考：我们在什么样的情况下用被动语态？这个问题可能有点大，学生可能不知道怎么回答，可再问细致一点的问题：我们知不知道具体是谁做的衬衫，谁做的飞机模型，谁种的茶？在这样的语境下有没有必要去知道“谁”做了这些事情？层层提问后和学生得出结论：当动作的承受者比动作的执行者更重要的时候，或当我们不知道动作的执行者的时候，常用被动语态。被动语态有其文体特征，它一般用于正式文体。

活动4a

- 学生笔头快速完成填空练习，做完的学生马上举手示意，教师记录学生完成练习的时间，对快速答题的学生给予表扬。这是训练学生快速寻找信息然后快速做题能力，也是对学生学习过程进行评价的一部分。
- 要求学生大声读出完整的句子，即核对答案，同时又检查其语音语调是否准确自然。
- 比较两种语态。让学生说出第3小题问句和第5小题句子的主语语态，教师板书在黑板上，让学生说出这两种语态在结构和功能上的区别。

{ What language is spoken in Germany? (被动语态，强调动作的承受者 language)

{ What language do people speak in Germany? (主动语态，强调动作的执行者 people)

{ The classroom is cleaned by the students every day. (被动语态，强调动作的承受者 the classroom)

{ The students clean the classroom every day. (主动语态，强调动作的执行者 the students)

活动4b

- 在规定的时间内，让学生按要求改写句子，然后让他们大声朗读主动与被动语态的两个句子，核对答案。
- 提问让学生思考：被动语态的句子中谓语动词是及物动词还是不及物动词？为什么？先让学生观察后讨论，然后和学生一起总结：用于被动语态的谓语动词需是及物动词，因为被动语态句子中主语是动作的承受者，在主动态中就是动词的宾语。

活动 4c

1. 教师示范:

What's this?	Ss: It's a ...
What's it made of?	Ss: It's made of ...
Where is it made?	Ss: It's made in ...
What is it used for?	Ss: It's used for ...

2. 建议学生用实物进行操练, 然后让几组学生在全班面前展示他们的对话。

注意: 这一任务可让学生在真实生活中运用目标语言。我们可以用教室里看得见的学习用品或学生身上穿的衣服等, 讨论这些物品制作原材料、生产地或用途等。这些讨论会自然用到被动语态的各种句子。语法结构要在以交际为目的的不同语境中反复操练和运用才有意义。

SECTION B 内容介绍

Section B 进一步巩固和加深了本单元的话题内容 (Things made in China)——重点介绍中国传统文化中具有代表性的风筝、孔明灯、剪纸和泥塑等, 通过介绍传统的中国文化元素, 了解与中国传统文化艺术有关的风俗习惯和文化背景, 同时引导学生用英语正确表达中国的传统艺术和相关名称。进一步巩固本单元的语言表现形式被动语态。

1a 活动对单元话题进一步拓展, 熟悉的话题为学生提供了更丰富的表达空间, 让学生有话可说。如他们可谈论: What does a kite look like? What is a kite used for? What is the best time for flying a kite? What kind of weather is good for flying a kite? 等, 这些话题非常贴近学生生活, 他们乐意向别人介绍自己了解的有关风筝的话题。通过听前准备, 进一步巩固和内化本单元所学的被动语态和有关制造原材料的词汇。1b-1d 是三个不同的听力活动, 焦点各不一样。1b 活动检测学生对听力内容的整体理解。1c 和 1d 活动检测细节信息。1e 是对前面听力内容进行口语输出的活动。

2a-2e 活动是本单元阅读版块, 旨在培养学生阅读能力的同时介绍最具中国特色的传统艺术如孔明灯、剪纸和泥塑, 包括它们的制作工艺、制作原料和象征意义等。这篇文章可以拓宽学生的知识面和提升民族自豪感, 对学生跨文化交际中所需的文化敏感也有潜移默化的作用。这篇文章还训练学生一个重要的阅读策略, 即让学生了解文章结构的特点之一——先总体介绍, 后细节描述。2a 的读前活动让学生谈论中国传统文化艺术。2b 活动要求学生先快速寻读 (scanning) 文章, 找到表格中的信息, 即文中所提到的传统艺术形式和制作所需原材料。2c 活动指导学生关注文章细节, 帮助他们加深对文章的理解。2d 活动训练文章中出现的重要短语, 特别是动词短语。2e 活动是开放性的读后讨论: 哪种艺术形式最简单? 哪种形式最难? 为什么? 自己喜欢什么样的艺术形式? 为什么? 这种讨论

可以加深学生对中国传统艺术的了解和欣赏,也为后面的写作做铺垫和语言储备。

3a-3b活动都属于阅读后的写作综合活动。3a活动利用阅读材料输入的信息,通过提问和回答的方式让学生介绍自己家乡的特产、食物或艺术品。3b在3a的基础上进行写的训练,教材提供了写作支架,降低了难度。

在Section B的教学中,如何逐步培养学生运用所学词汇和被动语态简单介绍某一个东西的特点,如制造材料、产地、用途或象征意义等,这是本部分教学重点。被动语态的用法和功能是教学难点。

SECTION B 教学建议

活动 1a-1e

1. 听前预热。让学生看图片,教师提问: Are they bees? Are they flies? Is this a butterfly? 这些一般疑问句可以帮助学生回忆学过的单词。教师继续提问导入话题: What are they? What materials are they made of? 先让学生在书上写下制造风筝所需要的原材料: paper, silk, plastic, bamboo, thread, glue等等,也可以让学生写到黑板上,鼓励学生说出更多表达原材料的名词。然后让学生猜 What material are the kites in the picture made of? 教师要求学生用完整的句子回答。可以先让基础好的学生回答,这样更具示范性,既复习了单词,也运用了所学到的被动语态句型。
2. 听前预测。听前让学生读并理解 1b-1c 活动要求,提问让学生思考,引导学生进行预测: 要想知道 what Zheng Yun did on his vacation, 我们预测对方可能会问 What did you do ...? What happened ...? What took place ...? 等问题。要想知道 what Zheng Yun thinks about Weifang, 我们预测对方可能会问这些问题: How is ...? How do you find ...? How do you like ...? What is ... like? 让学生预测可能会听到的问题和回答,并用铅笔预选答案。预测活动可以激发学生好奇心,加强听的动机,学生会听得更认真。
3. 播放第一遍录音,完成活动 1b。连贯地播放第一遍录音,让学生回答问题。至少问三位同学,教师暂时不给答案。
 - What is Laura trying to find out more about?
 - Does Zheng Yun tell Laura about a kite festival or how to make a kite? Why did you choose that answer?
4. 播放第二遍录音,完成 1c 活动。播放录音前,提醒学生注意听后找出与 1c 活动句子意思相近的句子。有的句子很容易被找到,如与 went on a vacation to Weifang 意思相近的句子是 I went to Weifang in Shandong. 与 wants to learn to fly a kite 意思相近的句子是 I think I want to learn to fly a kite. 但不太容易找到与其余三个句子意思相近的句子,需要学生进行推断。如:

What happens at the festival?

(Laura wants to know more about the kite festival.)

There are also competitions for the best kites.

(Zheng Yun saw many different kinds of kites at the festival.)

I never thought that something as simple as kite flying could be so exciting.

(Laura didn't know that kite flying could be so exciting.)

5. 播放第三遍录音，完成1d活动。同样要求学生关注该活动第2，3句在听力原文中的表达，并让学生复述听力中的原句，以作比较：

There is an international kite festival there every April.

(The international kite festival is held in April every year.)

People from all over the world compete in kite flying.

(The competitors at the festival are from all over the world.)

注意：这种活动可让学生注意到一义多种表达法现象，即同一个意思可以有不同的表达方式。用不同表述表达同一意思是语言学习能力强的表现之一。

6. 听后会话活动。可以进行分层教学。对于基础好的学生，可以让他们分组自由讨论。讨论前教师可在黑板上给出关键词：vacation, Weifang, famous for, kite festival, best, painted, drawing等。对于基础差的学生，可能需要教师的帮助和引导，此时教师可以提一些一般疑问句或选择疑问句过渡一下，化解他们的难度。以下问题供教师参考：

- Where did you go on vacation? Did you go to Weifang? Is Weifang in Shandong?
- What is Weifang famous for? Is it famous for kites or bikes?
- What did you see there? Did you see many kinds of kites?
- What happened at the festival? Did people compete in kite flying?
- What are the kites made of? Are they made of silk or paper?

7. 表演对话。基础好的学生可以表演自己编的对话。基础薄弱学生就教师所提问题进行问答即可。
-

活动 2a-2e

1. 读前讨论活动。教师提问：What folk or traditional art do you know? Do you do any of them? 自然导入本课主题词汇 sky lanterns, paper cuttings 和 clays 等。

注意：读前围绕阅读主题提问，可以激活学生的背景知识，也可以处理会造成理解障碍的生词，同时还可以复习学过的单词和词组，提高单词的复现率和巩固率。

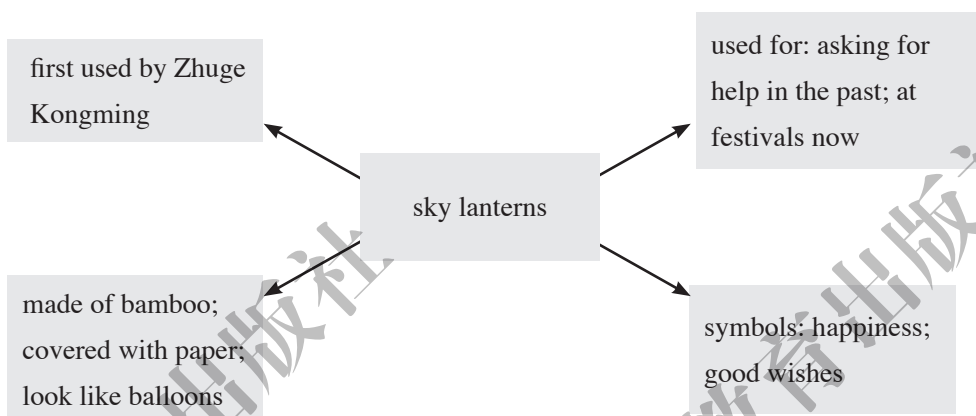
2. 读前预测。让学生看标题和插图，教师提问引导学生预测：What common things are mentioned in the reading? How many traditional art forms are mentioned? What are they?
3. 快读，验证预测，并让学生关注从整体介绍到细节描述这一策略。可问学生：Which part gives a general introduction? (paragraph 1) Where can you find specific details? (paragraphs 2-4) 学生快速寻读文章，回答上面的问题。
4. 寻读，巩固文章重要内容。学生先填写2b活动表格，填完表格后，教师可提问让学生思考后回答，通过问答巩固文章主要内容。
 - What are the common things?
 - What are the objects of beauty?
 - What symbols are the objects thought of as?

教师在黑板上可用表格呈现：

Common things	Objects of beauty	Symbols
bamboo	sky lanterns	happiness and good wishes
paper	paper cutting	wishes for good luck and a happy new year
clay	Chinese clay art	love for life and beauty

5. 再次阅读，获取更多细节。让学生寻找2c中所需要的特定信息，教师适时处理生词和句子结构。如果学生回答有错，让其他学生对照原文指出错误，予以纠正。
6. 构建思维导图。教师提出一些有关细节的问题，先提字面理解层面的问题，帮助学生理解词汇、语法、长句和难句，然后逐步过渡到推断性理解问题或评价性理解的问题。以下问题供教师参考：
 - Who first used sky lanterns? (Zhuge Kongming)
 - What were they used for in the past? (asking for help)
 - When are they used now? (at festivals and other celebrations)
 - What are they made of? (bamboo and paper)
 - What are they regarded as? (bright symbols of happiness and good wishes)

教师提问与学生互动，同时在黑板上板书有关 sky lantern 的思维导图：



建议作为家庭作业，让学生试着画另外两个民间艺术品的思维导图，然后让学生根据思维导图给全班同学介绍其中一个艺术品。

7. 关注语言。2d 活动训练文章中出现的重要短语。可以要求学生先不看所给的词组，根据阅读后的记忆来完成填空，这样可以锻炼学生的记忆和思维，也是对猜词能力的一种培养。然后学生大声朗读句子核对答案。答案如有不同，学生可以引用原文中的句子进行讨论。

8. 口语训练。活动 2e 是开放式口语训练，是给学生表达自己思想和看法的机会。教师可以根据班级情况分小组讨论，也可以由教师先分层提问，给大家示范。给学生充足讨论时间，然后选择部分学生就其中某一个问题的看法，其他同学点评，有能力的学生也可以辩论，各自发表不同看法。

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活动 3a-3b

1. 写作前思考问题。教师通过问题 Can you think of the most famous or special thing in your hometown? 引导学生说出家乡的某个特色产品，如某种食物、艺术品或玩具等。然后，教师利用 3a 中的问题引导学生思考：

- What is the name of the product?
- Is it made of/from wood/paper/gold/silver/cotton/silk/glass/plastic/steel?
- Where is it made?
- What is it used for?
- What is it known for?
- Why is it special?

2. 写作前讨论。学生先独自写下这些问题的简要答案，然后再与同伴进行讨论，互帮互助，尽可能增加更多细节内容。

3. 第一次试写。学生利用3b活动提供的关键句子和前面记下的关键信息进行第一次写作。写完后自己检查句子结构是否正确,句子开头第一个字母是否大写,是否正确使用标点符号。
4. 第二次改写。同伴互助,互相指出文章中不合适或错误地方,如语句是否通顺,逻辑是否流畅,句子和标点是否正确等。学生根据同伴意见进行改写。

■ 拓展活动: 猜猜看

活动目的: 在愉快的氛围中学习和巩固更多的单词和句型。

活动要求: 尽量全员参加,重在参与,不惧失误。

活动过程: (A方案)

1. 学生A在手心写下一件物品英文,例如: ruler, 让学生B站起来猜手心写的是什么东西。
2. 学生可以问三个问题(只能问三个),学生A必须如实回答,然后学生B根据提问获得的信息猜出这个东西。
3. 参考问题:

Is it used at school or at home?	Is it popular with young men?
What is it made of?	What color is it?
What is it used for?	Can I see it here?
What does it look like?	Where is it made?

活动过程: (B方案)

1. 学生在纸条上写下一段话,描述一个东西:
It's a long, narrow, flat thing. It is made of plastic or wood. The color can be different. We use it for drawing straight lines. (ruler)
2. 将纸条交给教师,全部交齐后,由某一个同学从中抽出一张,念完后点一个同学猜。
3. 在猜之前,这位同学可以提一个自己认为对判断有用的问题,例如: Can I see it in your pencil box?
4. 判断正确的同学继续猜下面的东西,判断错误的同学出局换人。坚持最久的人胜出,或者连续猜对五样东西的人有奖。

SELF CHECK 内容介绍和教学建议

这一部分主要检测学生对某产品制造原材料和产地的表述,帮助学生进一步巩固本单元所学的一般现在时被动语态。教师需结合本部分的练习,帮助学生总结、归纳和拓展所

学的词汇和语法知识，在完成活动的同时回顾和复习本单元语言知识，增强运用能力。

活动 1-2

1. 教师先用 Section A 活动 1a 中的词汇编一个小谜语: It is a small circle. It is made of gold or silver. I wear it on my finger. What is it? (a ring)
2. 完成本部分第一个活动。每位同学完成的情况是不一样的，教师可以要求学生 Write as many things as you can think of. 这样就可以复习更多的单词。在表达使用原材料和产地时可以巩固被动语态。
3. 写句子。让学生从上表中挑出几件东西写完整句子。再次提醒学生表达物品制作原材料和产地所使用的不同时态，如：

This shirt is made of cotton.

This shirt was made in China.

活动 3

1. 学生用动词的适当形式填空。在填空前，先让学生回忆被动语态结构构成，即：助动词 be + 及物动词的过去分词 done，然后学生填空并核对答案。

注意：本单元的 Self Check 部分渗透了对语言学习内容进行分类和小结的学习策略。教师不要为了抢时间，快快对完答案结束，而应该在教学中一步步引导学生观察、对比后得出结论，逐步培养这种理性分析问题能力和理解能力。磨刀不误砍柴工，培养学生终身学习能力。

2. 巩固被动语态所表达的功能和意义。让学生说出这几个被动语态句子相对应的主动语态句子，如：

1) People make cheese with milk.

2) The school/Somebody invited parents and students to the school concert last night.

3) The staff close the underground parking lot at midnight every day.

4) There is a lot of research on how people learn languages.

5) Somebody showed some classic films at that cinema last week.

让学生对照两种语态句子，思考以下问题：

- 两种语态区别是什么？
- 这些句子用哪种语态更好些？为什么？

再一次和学生一起总结被动语态结构所表达的功能和意义：

- 语态表示主语和谓语之间的关系。主动语态句子中主语是动作的执行者，被动语态句子中主语是动作的承受者。

- 当我们不知道动作的执行者是谁时（如第2、3、5句），或当我们不必知道动作的执行者时（如第1、4句），或我们强调动作的承受者时，一般用被动语态。

四、课文注释

1. What are the shirts made of? 这些衬衫是用什么（材质）做的？

英语 be made of ... 是一种句式结构，表示“由……而制作”，有时还写作 be made out of ...。与之形式结构类似的还有 be made from ... 和 be made up of ...，人们常将其混淆，应当注意区别：

- 1) be made of 和 be made from 均用于陈述制作品的原材料，区别在于当制成品仍看得出原材料，其结构在制作中并未改变时，应使用 made of 结构。例如：
a table made of wood 木头制作的桌子

The bridge is made of steel. 这座大桥是用钢做的。

当原材料在制作过程中完全改变，制成品不再易于识别原材料时，应使用 made from 结构。例如：

Paper is made from wood. 纸张是由木头制成的。

The steel is made from iron. 钢是由铁炼成的。

值得注意的是，当代用法下语料库及词典中也可检索出一些两者互为通用的例子。例如：

This box is made from recycled paper. 此盒由再生纸制作。

Butter is made out of/from milk. 黄油是奶制的。

- 2) be made up of 结构则表示“由……组成、构成”。例如：

a book made up of ten chapters 一本由10个章节构成的书

The committee is made up of representatives from every state. 议会由来自各州的代表组成。

2. the art and science fair 艺术及科技博览会

此处名词 fair 为“商品展览会；商品交易会”。如 China's Spring/Autumn Export Commodities Fair (中国春季/秋季出口商品交易会)，the Frankfurt Book Fair (法兰克福图书博览会)等。

在美国，fair 更多地表现为“集市”之意。如 a country fair (乡村集市) 和 to go to the fair (去赶集)。

由此可见 fair 是一种具有交易性质的活动，即可在室内举行，但更多时候为露天户外活动。因此，fair 的具体中文释义往往受与之搭配词语的影响，如 a job/

career fair是“就业供需洽谈会”; an antiques fair则是“古玩集市”; a trade fair系“新产品交易会”; a world fair可译作“世界博览会”; a charity fair为“慈善义卖会”等等。

3. Paper cutting has been around for over 1,500 years. 剪纸已经有1,500多年的历史了。

1) 此处cutting是名词, 并非动名词。paper cutting为一个合成名词, 表示“剪纸艺术”, 而不是由paper和cutting构成的一个名词性短语。再如drink driving (酒驾)、drunk driving (醉驾; 酒驾)、apple picking (苹果采摘; 摘苹果)、language teaching (语言教学)、finger reading (指读, 幼儿用手指指着文字进行阅读的方式)、braille reading (盲文阅读)、scuba diving (浅海潜水; 水肺潜水)等均为如此。

2) have been around是英语非正式用法下的一种语言表述结构, 此处表达“存在; 相传承”之意。再如:

Mobile phones have been around for quite a time. 手机已经有相当一段时间了。

They have been around, practically unchanged, for at least 200 million years. 它们在那里, 几乎毫无改变, 已经有两亿年的光景了。

除此之外, have been around结构还可用来表达一个人久居某地, 或已有丰富经验和经历来处理问题。例如:

You could tell this guy had been around a bit by the way he talked. 你从这个人的说话方式上便可得知他来此地已有相当一段日子了。

五、文化注释

1. 茶与中国

中国是世界茶树的原产地之一, 是世界茶叶及饮茶大国。我国最早发现并利用茶这种植物, 建立起一种特有的茶饮文化, 并逐步地传播到周边国家乃至整个世界, 这是中华民族对人类文化及文明的一大贡献。如今, 茶与咖啡、可可一起被列为世界三大无酒精饮品, 饮用人数、影响力及其健身药用价值均居于榜首。

中国饮茶文化起源于上古时期。悠悠五千年前, “神农尝百草, 日遇七十二毒, 得茶而解之”。此处“茶”即为古时“荼”字的写法。唐代以后, 由于茶的种植和利用日渐增多, 才省去一笔, 使用“茶”字至今。

茶是茶树或茶树新梢芽叶加工品的统称。茶树为山茶科, 属多年生常绿木本植物。最初, 茶叶作为饮料是摘鲜叶煮饮, 到南北朝时开始把鲜叶加工成茶饼煮饮。唐宋时代通行

煮茶；宋元以后，改煮茶为泡茶；明清则盛行泡茶，尤以盖碗茶最受欢迎。

六安瓜片、西湖龙井、洞庭碧螺春、黄山毛峰、武夷乌龙（又称“武夷岩茶”“大红袍茶”）等既是我国名茶，也有着极高的国际声誉。

2. 中国元素：风筝；天灯；剪纸；泥塑和泥人

1) 风筝 (kites)

我国最典型的民间玩具之一，集观赏、娱乐、竞技、健身等多种功能于一身，又与民俗、节令、科技、历史等联系紧密，充分地反映了民间玩具的丰富内涵。风筝源于春秋，普及于宋代，鼎盛于明清，至今已2,000余年。从唐宋开始，中国风筝开始向世界流传，先是朝鲜、日本、马来西亚等亚洲国家，大约在14世纪传入欧洲，被视为是世界上“最早的飞行器”，对后来的滑翔机和飞机的发明起到了重要的作用。

我国大江南北均有风筝制作中心，北京、天津、山东潍坊、江苏扬州、四川成都等地是较为著名的风筝产地。

2) 天灯 (sky lanterns)

一种利用热气原理制成的纸灯笼。灯笼底部装有可燃烧物质(燃料)，通过燃烧使灯笼内部空气温度升高，排出其中的空气，使其自身重力减小，这时外部空气对它形成托举，将其推举升空。

我国民间更多地将天灯称作“孔明灯”，相传由三国时期诸葛亮所发明。当时诸葛亮被司马懿大军围困于平阳城，急需外援。于是诸葛亮制成会飘浮的纸灯笼，将求救文书于其上，借风势放飞，后经援助脱险。后世便将这种灯笼称为“孔明灯”。

如今，人们放飞孔明灯则多作祈福、娱乐之用。祈福者会将祈福许愿系于天灯之上，或在天灯的纸上亲手写下祝福及许愿，然后放飞祈福。故此天灯又有“许愿灯”之美称。

3) 剪纸 (paper cutting)

我国传统民间工艺之一，通过剪、刻、撕等艺术加工手法，利用剪刀、刻刀等工具将纸张剪、刻成人物、花草鸟兽、山水风景等形象，既富装饰情趣又有浓郁的民俗特色。中国剪纸艺术是铁器工具和造纸术发明之后的产物，形成于汉魏时代，宋代造纸业成熟，纸品名目繁多，为剪纸的普及与品种的丰富提供了条件。明、清时期剪纸工艺走向成熟，进入鼎盛时期。剪纸除用于工艺装饰外，民间人们常用来装饰家居，美化居家环境，如窗花、柜花、喜花等等，这一习俗流传至今。

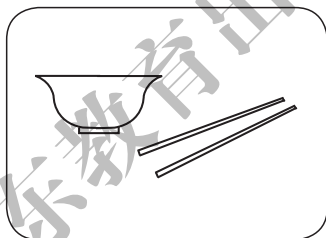
4) 泥塑和泥人 (Chinese clay art and figures)

一种民间工艺，指用黏土塑造的人像以及其他工艺品、玩具等。泥塑在我国有悠久的历史。传说是在孩子们用泥巴捏制小动物做玩具的基础上，逐步发展而成的民间手工技艺。中国著名的民间泥塑大致可分为泥人、泥玩具，以及彩泥偶等。无锡惠山泥人、北京泥玩具和陕西彩泥偶是我国泥塑艺术领域的重要代表。

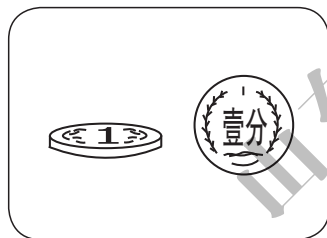
我国著名的天津“泥人张”泥像已成几代相传的绝活。无锡惠山的“大阿福”是人见人爱的泥娃娃，世界闻名。泥人的形象取材于民间，多为戏曲人物、故事人物或佛像、神仙、小胖孩等。

六、教学简笔画

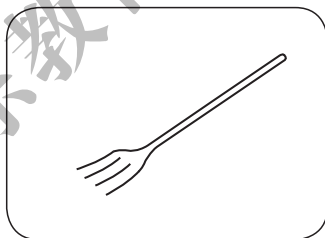
1. chopsticks



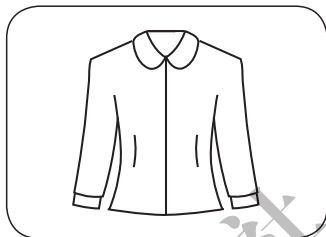
2. coin



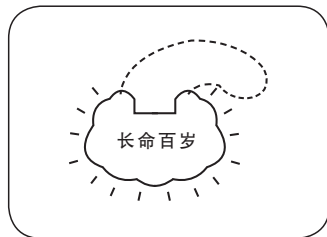
3. fork



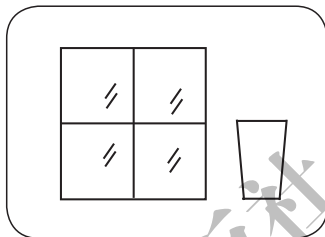
4. blouse



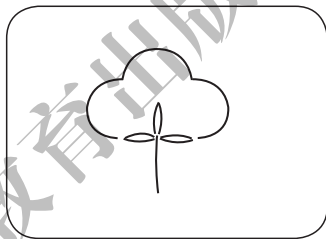
5. made of silver



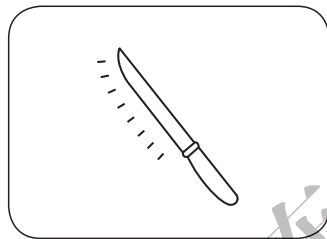
6. glass



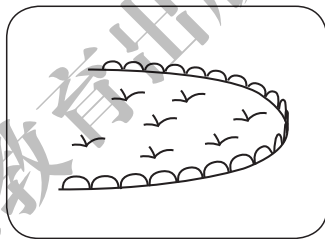
7. cotton



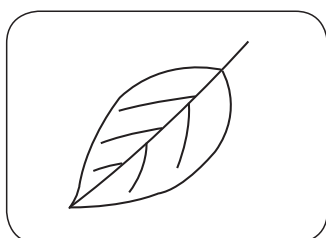
8. The knife is made of steel.



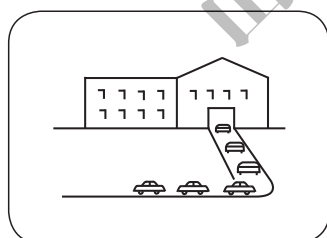
9. grass



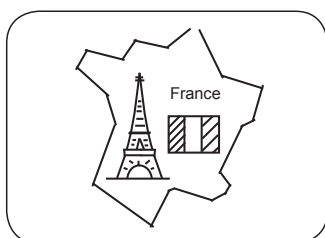
10. leaf



11. produce cars, product



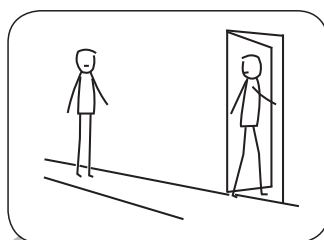
12. France



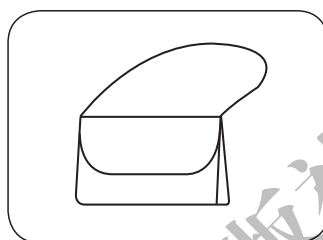
13. local newspaper



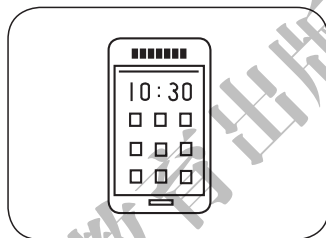
14. avoid meeting him



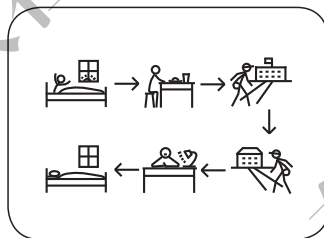
15. handbag



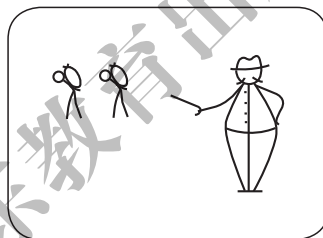
16. mobile phone



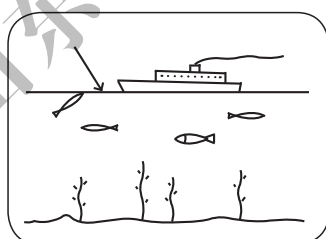
17. everyday life



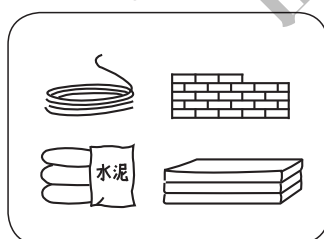
18. boss



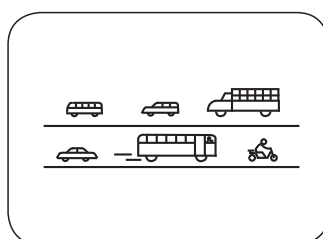
19. surface of the sea



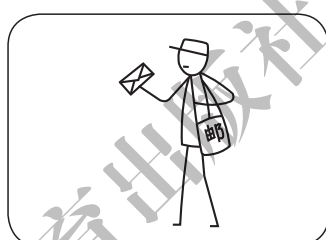
20. building materials



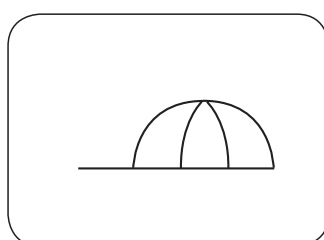
21. traffic



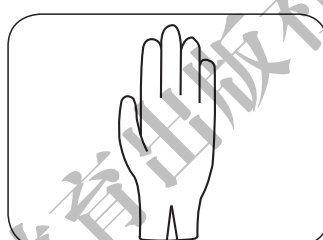
22. postman



23. cap



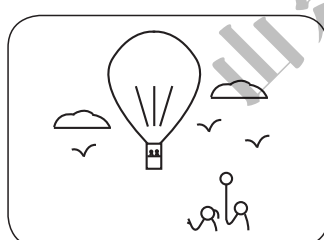
24. glove



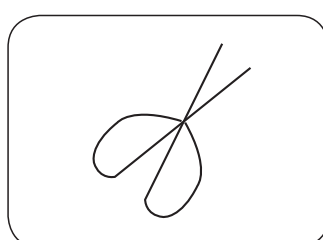
25. an international organization



26. balloon



27. scissors



Unit 8 What are the shirts made of?

SECTION A

1a

Purpose	<p>To introduce Ss to the unit goal: talk about what products are made of and where they were made.</p> <p>To set the scene, increase Ss' vocabulary and introduce the target language.</p>
Picture	<p>The picture shows a living room scene. There is a sofa with two cushions on it. In front of the sofa is a big table. On the big table, there is a bowl and two pairs of chopsticks. On the side table, there is a lamp. There are curtains in the background. The focus is on two girls sitting on the sofa. The girl on the left has a box on her lap. The girl on the right is holding a ring. The two girls are talking about this ring. They are talking about how the ring looks, what it is made of and where it was made.</p>
Culture Focus	<p>Being polite In the picture, the girl on the left is asking the other girl what she thinks of the ring she has. The other girl says that it is quite pretty. In many cultures, such a question usually calls for a polite and tactful answer. When someone asks us if something they have is nice, it is polite to pay a compliment and say that it is nice/pretty/good/interesting, etc. Even if we do not think it is very nice, it is polite to say something positive, like "It suits you", "It's brightly colored", etc. Criticizing the object is usually considered an impolite thing to do, unless we know the person really well and we know for sure that the person wants to hear an honest or truthful answer which may not necessarily be positive.</p>
Optional Approach	<p>What are the other things made of? The T may want to extend the activity by asking Ss to identify other objects in the picture and say what they are made of.</p> <p>Examples:</p> <ul style="list-style-type: none"> • sofa – fabric (e.g. cotton), leather • curtains – cotton

Optional Approach	<ul style="list-style-type: none"> • table – wood • lamp – metal, fabric • cushion – cotton • box – paper • bowl – porcelain
Answers	1. a, c 2. g 3. b, c 4. e 5. a, c 6. f

1b

Purpose	To help Ss recognize the target language in natural speech.
Culture Focus	Made in ... People sometimes show cultural bias in the way they judge the quality of products on the market. There is often a tendency to think that things that are made in other countries and imported are better than things made locally. With improved skills and technology all over the world, this is no longer necessarily so. Therefore, the quality of things should be judged in its own right and not judged based on the countries of origin.
Answers	<ul style="list-style-type: none"> • shirts – cotton – America • chopsticks – steel – Korea • ring – silver – Thailand

1c

Purpose	To give Ss guided practice in using the target language in everyday conversations.
Teaching Tip	<p>Using the simple present and simple past The T may want to draw Ss' attention to the different tenses used to talk about what a product is made of and where it was made.</p> <p>Note:</p> <p>The Simple Present is used to say what a product is made of. This is because when we say what a product is made of, we are describing the current state of the product.</p> <p>e.g. The ring <i>is</i> made of silver.</p> <p>The chopsticks <i>are</i> made of steel.</p> <p>The Simple Past is used to talk about where a product was made. This is because the process of making the product has been completed.</p> <p>e.g. The ring <i>was</i> made in Thailand.</p> <p>The chopsticks <i>were</i> made in Korea.</p>

2a

Purpose	To provide Ss with practice in listening for the main topic of a conversation.
Teaching Tip	<i>Identifying the main topic</i> At the start of the activity, the T may want to emphasize to Ss that they are to check only what the speakers talk about, not check everything that is mentioned. Note: <ul style="list-style-type: none">• To <i>mention</i> something is to refer to it without giving details.• To <i>talk about</i> something in this case is to give details about that thing.
Answers	Checked: the art and science fair

2b

Purpose	To provide Ss with practice in listening for specific details.
Answers	1. (Just) outside the science museum. 2. No. (Their school is paying for it.) 3. Used wood and glass. 4. Grass, leaves and flowers.

2c

Purpose	To give Ss practice in using the target language in everyday speech.
Optional Approach	<i>Personal experiences</i> To add on to the activity, the T may want to ask Ss to make conversations about similar fairs they have been to, then invite some Ss to present their conversations to the class.

2d

Purpose	To give Ss more practice in using the target language in natural speech.
Optional Approach	<i>Tea research</i> To widen Ss' knowledge, the T may want to either ask Ss to do some further research on tea as a group project, such as finding out how to make black/green/oolong tea, the recommended ways to make the perfect cup of tea, the harvest process, the benefits of drinking tea, etc. Alternatively, the T can share some additional information or facts about tea. For example: <ul style="list-style-type: none">• All types of tea (green, black, white, oolong, etc) actually come from the same plant species – <i>Camellia sinensis</i>.• Two main varieties are grown and harvested for tea – <i>Camellia sinensis</i> var. <i>sinensis</i> from China, and <i>Camellia sinensis</i> var. <i>assamica</i> from Assam, India.

<p>Teaching Tip</p>	<p>Using the active/passive voice in the simple present There are a few sentences in the conversation that make use of the active or passive voice in the simple present tense. To help Ss better understand the use of the active and passive voice in the simple present tense, the T may want to provide Ss with a short explanation.</p> <p>Note:</p> <ul style="list-style-type: none"> • In a sentence written in the active voice, the subject is the ‘doer’ of the action described by the verb, e.g. <i>People grow tea in Hangzhou.</i> In this sentence, the subject (people) does the action (grow tea). • In a sentence written in the passive voice, the subject is not the doer. The subject ‘receives’ the action described by the verb, e.g. <i>Tea is grown (by people) in Hangzhou.</i> In this sentence, the subject (tea) does not do the action. Instead, it ‘receives’ this action performed by people. <p>We usually use the passive voice in these situations:</p> <ul style="list-style-type: none"> • We do not know who the doer is, e.g. <i>The bicycle has been stolen.</i> (We do not know who stole the bicycle.) • It is obvious who the doer is, e.g. <i>The thief was arrested last night.</i> (It is obvious that the police arrested the thief.) • It is not important who the doer is, e.g. <i>This soap is used for dry skin.</i> (It does not matter who uses the soap.) <p>When talking about where things were made, we use the passive voice because it is not important for us to know exactly who made the things. We also do not know exactly who made the things.</p> <p>The simple present tense is used in the sentence “Tea is grown (by people) in Hangzhou.” because this sentence expresses a general fact.</p>
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<p>3a</p>	<p>Purpose To provide Ss with reading practice using the target language.</p>
<p>Culture Focus</p>	<p>China’s growth China’s manufacturing industry is growing very quickly with many countries around the world investing in the industry and having their products made or assembled in China. In fact, so many things are made in China these days that the country is sometimes called ‘the workshop of the world’. There are several reasons for this phenomenon. First, the cost of production in China is relatively low. In addition, China has a very big population providing</p>

Culture Focus	a ready supply of labor. This big population also provides a huge domestic market for the manufactured goods. Therefore, wherever we may go in the world today, we will certainly come across products made in China!
Optional Approach	<p><i>Pre-reading</i> The T may want to provide a lead-in to the activity by making use of these prompts to engage Ss:</p> <ul style="list-style-type: none"> • What are you wearing now? Where were they made? • What other things do you have with you right now? Where were they made? • If you could visit America one day, what would you like to buy there?
Answers	<p><i>Suggested answers:</i></p> <p>He wanted to buy a toy car and a pair of basketball shoes. Most of these were made in China (but he managed to find a pair of basketball shoes made in America after visiting many shops).</p>

3b

Purpose	To encourage Ss to read for details and to express their opinions in response to what they have read.
Optional Approach	<p><i>Sharing opinions</i> The T may want to extend the activity by conducting a class discussion based on question 5. Encourage Ss to express their opinions about so many foreign brands having their products made in China and how they feel about it (e.g. proud, happy, pleased, etc) and why they feel that way.</p>
Answers	<ol style="list-style-type: none"> 1. San Francisco. 2. He found many products in the local shop were made in China. (Most of the toys had American brands, but they were made in China.) 3. Because he wanted to look for a pair of basketball shoes that were made in America. 4. He realized that Americans could hardly avoid buying products that were made in China. 5. Production costs are lower and there is a big labor market. [For the second part of the question. Ss may express pride in their own country, or show some unhappiness about not being able to buy things made in other countries even when they go abroad.]

Purpose	To enable Ss to understand the use of pronouns.
Teaching Tip	<p>Pronouns The T may want to point out to Ss that the aim of this activity is to enhance their understanding of the use of pronouns. Being able to understand how pronouns are used is an important skill for reading and writing.</p> <p>Note:</p> <p>A pronoun is used to replace a noun, a noun phrase or another pronoun that has already been mentioned. When a pronoun is used, it makes the sentence more concise and less repetitive.</p> <p>There are different groups of pronouns: personal pronouns, possessive pronouns, reflexive pronouns, demonstrative pronouns, interrogative pronouns, relative pronouns and indefinite pronouns.</p> <ol style="list-style-type: none"> 1. “Those” is a demonstrative pronoun. It is a plural pronoun used to refer to things that are farther away in time or space. In this activity question, “those” is used to refer to other countries and things made in other countries. 2. “It” is a personal pronoun. It is a singular pronoun used to refer to a thing, an animal, an idea, a situation, etc. In this activity question, “it” is used in a special way to act as the object of the sentence while the actual object is stated only later in the sentence. 3. “They” is a personal pronoun. It is a plural pronoun used to refer to people, things, animals, ideas, etc. In this activity question, “they” refers to toys. <p>Since a pronoun usually refers to something that has already been mentioned, to understand what a pronoun stands for, we should look at the earlier part of the sentence or the sentence that comes before. This, however, does not apply in Question 2 where the pronoun is used as the object of a sentence <i>before</i> the actual object is mentioned.</p>
Answers	<ul style="list-style-type: none"> • those (products): whatever products you buy in other countries • those (countries): the countries you visit • it: the fact that so many products in the local shops were made in China • they: toys

GRAMMAR FOCUS

4a

Answers	<ol style="list-style-type: none"> are not allowed are paid is spoken is covered is cleaned
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4b

Answers	<ol style="list-style-type: none"> The tea is planted on the sides of mountains by farmers. The best materials are used by this shop to make dresses. Many traffic accidents are caused by careless driving. Letters and postcards are brought to people's homes by the postman. This silver plate is not used very often by our family. / This silver plate is not used by our family very often.
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4c

Purpose	To reinforce the target language for talking about what things are made of and where they were made.
Optional Approach	<i>In real life</i> The T may want prompt Ss to name the things they are wearing and the things they have on their desks and in their schoolbags. Write these words on the board. Have Ss work in pairs to make similar conversations using the things they have just named. The T can then invite a few pairs to role-play their alternative conversations.

■ Optional Activity 1: Materials Bingo

Purpose	To review the materials used for making common objects.
Materials Required	One Bingo card for each S.

Sample Cards for Materials Bingo

Teacher's Card: (Answers will vary)

blouse (silk/cotton)	necklace (silver/gold/ steel)	blanket (silk/ cotton)	belt (leather/ plastic)	box (wood/ paper/plastic)
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cup (gold/silver/ steel/ plastic/ porcelain)	chair (plastic/ wood)	handkerchief (silk/cotton)	bag (leather/ cotton)	skirt (silk/ cotton)
notebook (paper)	spoon (steel/wood/ silver/plastic)	watch (silver/ gold/steel)	vase (porcelain)	eyeglasses (glass/plastic/ steel)
window (glass)	door (wood)	table (wood/plastic)	envelope (paper)	wallet (leather)

Students' Cards

leather			
gold	paper	cotton	
wood		steel	

silk			porcelain
wood		glass	
silver			paper

	wood		steel
paper		leather	
	porcelain		cotton

paper	gold		
	glass	cotton	
		leather	plastic

plastic		silver	
	cotton		steel
glass		leather	

			cotton
silver	paper	steel	
	leather		wood

	glass		
porcelain	silk	paper	leather
		gold	

glass			silver
	paper	gold	
cotton			plastic

	silk		leather
	steel	wood	
plastic			glass

			porcelain
paper	silk	leather	glass
silk			

Procedure

(**Note:** This activity may be conducted after Section A, activity 1c.)

- Before the lesson, the T should print and cut enough Bingo cards for each S.
- During the lesson, give each S a Bingo card and explain how the game is played:
 - The T will call out the name of an object in the Teacher's Card.

- Ss are to listen carefully and circle the materials that this object could be made of.
Sometimes there will be more than one answer, but each S can only circle one answer, e.g.
If the T calls out “table”, a S may circle “wood” or “plastic”, but not both.
- When a S has circled all six materials on his/her card, he/she will shout “Bingo”.
- The first student(s) to shout “Bingo” is/are the winner(s).

■ Optional Activity 2: Did you know?

Purpose	To review and reinforce the target language for talking about where things come from. To encourage reading beyond the classroom.
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Procedure

(Note: This activity may be conducted after Section A, activity 2d.)

1. Divide the class into groups of five.
2. Refer Ss to the conversation in Section A, activity 2d.
3. Tell groups that their task is to write a similar conversation about something that is produced in China and exported to other parts of the world.
4. Give groups sufficient time (up to one week, if necessary) to do their research and write their conversations.
5. Encourage groups to show the T their conversations for checking.
6. Allocate sufficient time for groups to role-play their respective conversations in class.

SECTION B

1a

Purpose	To review the target language for talking about what things are made of.
Optional Approach	Kites If feasible, the T may want to bring one or two kites to class and have Ss identify the materials used to make those kites. Alternatively, the T may want to ask Ss prior to this lesson to bring any kites they might have for this lesson.
Answers	<i>Suggested answers:</i> paper, silk, nylon, wood/bamboo

1b

Purpose	To provide Ss with practice in listening to the target language in natural speech.
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Teaching Tip	<p>Identify the superlatives After Ss have completed activity 1b, the T may want to ask Ss to listen to the recording again and identify the superlatives used to describe the kites. (Answers: <i>best, highest</i>)</p> <p>Note:</p> <ul style="list-style-type: none"> • Comparatives are used to compare two things. e.g. <i>Your kite is <u>better than</u> my kite.</i> • Superlatives are used to compare three or more things. e.g. <i>Xiao Ming won the competition because his kite could fly <u>the highest</u>.</i> • The definite article ‘the’ is used before a superlative. e.g. <i>His kite is <u>the best</u>.</i>
Answers	1. A 2. A

1c	Purpose	To give Ss practice in listening for specific information.
	Culture Focus	<p>Festivals A festival may be a holiday when people celebrate a special event like Christmas or the Spring Festival. A festival may also be an organized event that happens in the same place every year (e.g. a film festival, a drama festival, a kite festival, etc). Many places in the world have their own unique festivals. Each festival usually has its own cultural significance, and some festivals may also have interesting legends to explain their origins. Today, many festivals are not only celebrated by the local people, they also attract a lot of foreign visitors who are eager to experience the unique cultural elements for themselves.</p>
	Answers	1. Z 2. L 3. Z 4. L 5. L

1d	Purpose	To give Ss further practice in listening for specific information.
	Answers	<p>1. kites</p> <p>2. April</p> <p>3. all over the world</p> <p>4. competitions</p> <p>5. silk or paper, drawings</p>

1e	Purpose	To provide Ss with speaking practice using the target language.
	Optional Approach	<i>Have you been to other festivals?</i> The T may want to have Ss work in pairs to make a conversation about other festivals they have been to, then invite a few pairs to role-play their conversations for the class.

2a	Purpose	To prompt Ss to think about Chinese folk or traditional art.
	Teaching Tip	<p>Chinese folk or traditional art The T may want to teach the vocabulary items needed to talk about folk or traditional art before conducting activity 2a.</p> <p>Some Chinese folk or traditional art forms:</p> <ul style="list-style-type: none"> • basket weaving • lantern-making • kite-making • puppetry (making puppets and staging puppet shows) • Chinese knotting • Chinese painting and calligraphy • paper cutting • clay art • food art (making figurines using sugar, flour, etc) • Chinese opera • Chinese music (singing folk songs and playing traditional Chinese musical instruments)
	Answers	Answers will vary.

2b	Purpose	To provide Ss with practice in reading for main ideas and specific details.
	Culture Focus	<i>Traditional or folk art in other countries</i> Being one of the oldest civilizations in the world, the Chinese have many traditional art forms that have been passed down from generation to generation. Like China, there are a few other cultures which have a rich history of traditional or folk art.

Culture Focus

- Mexico

Mexican handicraft and folk art feature a vast collection of items made with various materials. These items are intended for utilitarian (i.e. for use rather than beauty), decorative or other purposes. Examples include wall hangings, vases and items created for celebrations and religious purposes. These arts and crafts are collectively called “artesanía” in Mexican Spanish. The most common of Mexico’s crafts is ceramics/pottery. Ceramics was considered one of the highest art forms during the Aztec Empire, and it is said that the knowledge of making pottery came from the god Quetzalcoatl. Other types of folk arts and crafts in Mexico include metalworking, weaving and leatherwork. One of the major holidays for artesanía is the Day of the Dead, where ceremonial objects are created to decorate houses and create “ofrendas” (altars to the deceased), e.g. candy skulls, decorated skeletons (many of them dressed up to imitate professions such as doctors), etc.

- Africa

African folk art consists of a wide variety of items such as household objects, metal objects, toys, textiles, masks and wood sculptures. Similar to Mexico, African folk art also features pottery. Pottery is made all over the continent of Africa for functional and ritual use. A unique folk art would be the textiles created by the Shoowa people, a small population on the northwestern border of the Bushoong kingdom (which is located in Southeastern Congo, Africa). The cloth panels created by the Shoowa people are visually attractive and colorful, and are said to combine tradition and creativity in a complicated and artistic way.

Answers

Traditional art form	Materials used
1. sky lanterns	bamboo, paper
2. paper cutting	paper (usually red)
3. clay art	clay

2c

Purpose	To provide Ss with practice in reading for details.
Optional Approach	<i>Sharing their opinions</i> For question 6, the T may want to invite a few Ss to express their opinions and encourage them to give reasons to support their opinions.
Answers	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. They try to show things that are important in life such as love, beauty and life. 2. Before, they were first used by Zhuge Kongming to ask for help when in trouble. Now, they are used at festivals and other celebrations as symbols of happiness and good wishes. 3. The pictures usually found on paper cuttings are flowers, animals and things about Chinese history. 4. They put them on windows, doors and walls as symbols of wishes for good luck and a happy new year. 5. They are first shaped by hand (from a very special kind of clay) and then allowed to air-dry. After drying, they are fired at a very high heat. They are then polished and painted. 6. Answers will vary.

2d

Purpose	To enable Ss to focus on some key phrases used in the reading passage.
Teaching Tip	<p><i>What do these phrases mean?</i> Before Ss start working on the activity, the T may want to check that Ss understand what all the phrases in the box mean. If Ss are unsure, the T can encourage them to use contextual clues to work out the meanings of the phrases.</p> <p>Note:</p> <ul style="list-style-type: none"> • send out – make something go from one place to many places • rise into – go upwards into a space • turn ... into – change something into another form • put ... on – move something onto a place • such as – used to introduce an example • cover with – form a layer over something
Answers	<ol style="list-style-type: none"> 1. send out, rise into 2. turns ... into, put ... on 3. such as, covered with

2e	Purpose	To encourage Ss to express their opinions about a given subject.
	Optional Approach	<i>Open discussion</i> The T may want to have students discuss the questions in groups, and then have a class discussion and encourage some volunteers to express their opinions.

3a

Purpose	To prepare Ss for the subsequent writing activity by giving them the opportunity to consolidate what they have learned so far.												
Teaching Tip	Research time The T may want to ask Ss to do some research before this lesson so that they will come ready to discuss with a partner what they have found out.												
Answers	<p>Suggested answers:</p> <table><tr><td>What the product is</td><td>silk quilt</td></tr><tr><td>What it is made of</td><td>silk</td></tr><tr><td>Who it is made by</td><td>silk factory workers</td></tr><tr><td>Where it is made</td><td>Suzhou</td></tr><tr><td>What it can do</td><td>keeps you warm and comfortable</td></tr><tr><td>Why it is special</td><td>made of real silk that is soft, light and comfortable; also decorated with beautiful patterns</td></tr></table>	What the product is	silk quilt	What it is made of	silk	Who it is made by	silk factory workers	Where it is made	Suzhou	What it can do	keeps you warm and comfortable	Why it is special	made of real silk that is soft, light and comfortable; also decorated with beautiful patterns
What the product is	silk quilt												
What it is made of	silk												
Who it is made by	silk factory workers												
Where it is made	Suzhou												
What it can do	keeps you warm and comfortable												
Why it is special	made of real silk that is soft, light and comfortable; also decorated with beautiful patterns												

3b	Purpose	To give Ss the opportunity to use the target language in writing.
	Answers	<p>Sample writing:</p> <p>My city, Suzhou, is famous for its silk quilts. These quilts are made of pure silk. They are made by skillful workers in many silk factories in the city. The silk quilts are used to keep people warm and comfortable in bed. They are known to be very comfortable because they are light and soft to touch. In addition, they look beautiful as they are decorated with beautiful patterns. Many people from all over the world come to Suzhou to visit the silk factories and buy not only the silk quilts but many other silk products too.</p>

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.																		
Teaching Tip	<p>Subject-verb agreement The T may want to emphasize the importance of subject-verb agreement before Ss work on activities 2 and 3.</p> <p>Note:</p> <ul style="list-style-type: none">• A singular subject takes a singular verb. e.g. <u>This ring</u> <i>is</i> made of silver.• An uncountable noun takes a singular verb. e.g. <u>Yoghurt</u> <i>is</i> made from milk.• A plural noun takes a plural verb. e.g. <u>These blankets</u> <i>are</i> made of wool.																		
Answers	<p>1. Suggested answers:</p> <table><tr><th>Things</th><th>Made of/from ...</th><th>Made in ...</th></tr><tr><td>blanket</td><td>cotton</td><td>India</td></tr><tr><td>pencil</td><td>wood</td><td>China</td></tr><tr><td>bag</td><td>leather</td><td>Italy</td></tr><tr><td>calculator</td><td>metal, plastic</td><td>Japan</td></tr><tr><td>chopsticks</td><td>steel</td><td>Korea</td></tr></table> <p>2. Suggested answers:</p> <ol style="list-style-type: none">1. I have a beautiful cotton blanket made in India.2. All of us use wooden pencils made in China.3. Her mother has an expensive leather bag that was made in Italy.4. This calculator is made of metal and plastic, and it was made in Japan.5. The chopsticks are made of steel, and they are made in Korea. <p>3.</p> <ol style="list-style-type: none">1. <i>is made</i>2. <i>were invited</i>3. <i>is closed</i>4. <i>are learned</i>5. <i>were shown</i>	Things	Made of/from ...	Made in ...	blanket	cotton	India	pencil	wood	China	bag	leather	Italy	calculator	metal, plastic	Japan	chopsticks	steel	Korea
Things	Made of/from ...	Made in ...																	
blanket	cotton	India																	
pencil	wood	China																	
bag	leather	Italy																	
calculator	metal, plastic	Japan																	
chopsticks	steel	Korea																	

■ Optional Activity: Show and tell

Purpose	To encourage Ss to practice using the target language to talk about what things are made of and where they were made.
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Procedure

(**Note:** This activity may be conducted to conclude the unit.)

1. Plan a 'Show and Tell Day'.
2. Before that day, ask Ss to prepare an object that they can bring to class to show their classmates. It could be an object that they like very much or an object that shows a traditional art form. Tell Ss to prepare a short speech about the object they are bringing to class. They may talk about what the object is made of, where it was made, why it is important to them, etc.
3. On 'Show and Tell Day', divide the class into groups of five or six and have them show their group members the objects they have brought. Give them time to tell their group members about the object.
4. Ask each group to choose one member to show the rest of the class his/her object and tell them more about it.

附录：单元参考译文 (Translation of the text)

Unit 1 When was he born?

Section A, 2d

托尼：嘿，安迪。你在看什么呢？

安迪：哦，一个超人秀节目。我可真佩服这个小伙子！

托尼：哦？他是谁？

安迪：他是个街头画家。他在地上或建筑物上画画。

托尼：这画看上去那么真实，是3D画呀！

安迪：是啊，画是平面的，可看上去是3D的。

托尼：他什么时候开始这么画的？

安迪：我想大约五年前他就开始画了吧。

托尼：开始画的时候他几岁？

安迪：嗯……，我猜他当时大概20岁，还是个大学生的。他上学期间有时候还会因为在墙上画画招惹一些麻烦呢！

托尼：我想知道我能否学会画这个，真是太酷了！

安迪：嗯，我敢肯定你能行。

Section A, 3b

中国作家莫言获得了2012年诺贝尔文学奖！莫言是第一位获得这个奖项的中国人。当莫言听到这个消息时，他说他从来就没期望能赢得这项奖，因为全世界有那么多好作家。

莫言是他的笔名，他的真名叫管谟业。他1955年2月出生于山东高密一个农民家庭。他12岁的时候辍学开始干活，先是在他村里，后来又到工厂里干活。

小谟业喜欢读书，可是在那个年代他村里只有那么几本可读的书。他不得不想方设法找书看。手头上没有书了，他就读一本汉语字典。他读字典读了好多遍，竟然发现字典里还有几处错误。

1976年他参了军。在那期间他开始研究文学并开始写小说。他的第一部短篇小说出版于1981年。他成名于1987年，当时他的中篇小说《红高粱》被著名导演张艺谋拍成了电影。2011年，他还因为他的长篇小说《蛙》而获得了第8届茅盾文学奖。

莫言是当今世界著名的作家，越来越多的人开始对他的著作感兴趣。

Section B, 2b

弗雷德里克·肖邦是著名的钢琴家和作曲家。今天，许多钢琴音乐爱好者仍然还

听他的名作，诸如《一分钟华尔兹》。他1810年3月1日生于波兰的一个小村庄。肖邦家人都是音乐家。他父亲拉小提琴，他母亲和姐姐弹钢琴。肖邦七个月大的时候全家迁往华沙。

他六岁开始学钢琴，不久他就弹得甚至比他的老师还要好。那个时候他也开始写曲子。他七岁就开始举办音乐会！1825年，当时他15岁，人们就说他是波兰最好的钢琴家。人们称他为“钢琴诗人”，因为他的音乐能触动听众的心。

肖邦晚年更喜欢在家里为几个朋友演奏，而不是举办大型音乐会。他仅仅25岁就得了重病，而且一直到老他的健康状况都很糟糕。晚年时，他身体非常虚弱，但他还是坚持创作，直到1849年去世。世界从此失去了一位音乐天才，但是他的精神却继续活在他今天的作品里。

Unit 2 It's a nice day, isn't it?

Section A, 2d

彼得：你好，我是彼得。

迈克：你好，彼得。很高兴见到你。我是迈克。

彼得：噢，你是迈克。你昨天刚来的，是吗？

迈克：是的。今天是第二天。

彼得：那么，你觉得我们的学校怎么样？

迈克：嗯，它很漂亮，是吗？

彼得：是的。同学们都很友好。你还没有见你的老师，是吗？

迈克：是的，还没见。他们严厉吗？

彼得：噢，化学老师吴女士有点严厉，其他的都还好。

迈克：那太好了。这个学校很大，是吗？

彼得：是的，这是城镇里最大的学校了。你有一个姐姐，是吗？

迈克：不，我有一个妹妹。

彼得：噢，明白了。我要上课了，所以说再见了。

迈克：好的，随后见。

Section A, 3a

独自与陌生人交往：应付窘境

那是一个星期五的晚上，我一进门就听见嘈杂的音乐声和谈话声。我的朋友看到我，走过来打招呼：“嗨，本！谢谢你来参加我的聚会。”我回答说：“感谢你邀请我。看上去像是个大聚会啊。”但是我暗暗感到了一丝不安。我意识到那儿的人我一个也不认识。我挪到饮料桌前拿了瓶饮料，然后我就紧张地站在一个角落里，不知所措。

终于，我转向身边的人开始自我介绍：“你好！我是本。”“你好，我是坦妮亚。”她怯怯地回答。接下来是很长一段时间的沉默，我一直在努力思索下一步该说什么。

但是我感到越来越紧张，并且她看上去也不太自然。最后，我能说出来的只是：“噢，见到你很高兴。”然后，我快步走开了。当时我感到十分尴尬，于是离开了聚会。

不只是本一个人经历过这种窘境，类似的情境也在我们大多数人身上发生过。和陌生人开始谈话时感到不太自信是很自然的。一个好的开头是询问关于对方的问题，或是谈论你们双方都喜欢的话题，比如足球或流行音乐。这会使社交场合变得更放松些，你也会为参加了这次聚会而高兴。

Section B, 2b

对“闲聊”的介绍

闲聊是一种轻松的、帮助人们在会面时打发时间的对话。沉默会使我们感到紧张，因此闲聊正是填补这段空白时间的最好方式。在英语中，人们经常说它“打破沉默”。在机场或者公共汽车站排队等候时就可以进行闲聊。尽管我们闲聊时所谈的话题通常并不重要，但闲聊这件事本身很重要。它使双方都感到放松并且愉快地打发时间。

对一些人来说，闲聊是一种常见的交际方式。例如，商务出行者们总是会结识新朋友，他们通常会在进行正式的生意洽谈之前先闲聊一番。他们可能会被问及是怎样到会的，或者宾馆是否舒适之类的话题。另外，商店或者饭馆的工作人员也发现，当他们招待顾客时闲聊也很有帮助。

几乎任何一个国家的人们都会进行闲聊。他们所说的话可能会不同，但是闲聊的基本规则通常是一致的。在大部分的文化中，微笑和保持谈话轻松幽默是很重要的。让对方微笑可以使他们感到放松。

我们应该回避的话题也取决于文化。在中国，我们可以问对方是否已婚或是否有子女。但是，许多西方国家的人们认为这些是私人话题，所以我们应尽量回避。另外，中国的寒暄语“您吃了吗？”会让一个以英语为母语的人感到非常奇怪。

因此，通常我们应该谈论诸如天气一类的“安全的”话题，这一点在许多文化中是共同的。英国人经常谈论天气，很可能是因为当地天气多变。然而，最重要的原因是给对方一个开口的机会，听听他们想说的是什么。

Unit 3 Where would you like to visit?

Section A, 2d

萨姆：嗨，梅丽。这个假期你想干什么？

梅丽：我想和父母一起去旅行。

萨姆：你想去哪里旅行？

梅丽：我想去台湾。

萨姆：哇！听起来很有意思！那么你为什么要去台湾？

梅丽：我认为台湾很美，那里的人都很友好。

萨姆：那是真的。但是你知道在这个季节那里有太多的游客吗？

梅丽：真的吗？

萨姆：是啊。每年的这个时候台湾的气候太热了。冬天去台湾玩会更好一点儿。

梅丽：哦。也许那是个更好的主意。

Section A, 3b

旅游胜地：巴黎

下一个假期，你为什么不考虑逛逛巴黎？巴黎是法国的首都，也是欧洲最有活力的城市之一。那里没有沙滩，没有山脉，但是那里有很多事情可做。例如，那里有一些令人着迷的景点，包括埃菲尔铁塔和巴黎圣母院，巴黎圣母院可是世界上最著名的教堂之一。

乘出租车游览巴黎会花很多钱，乘地铁去大多数地方还是很方便的。总的来说，法国是个物价很昂贵的地方。然而，在法国有一样东西不是很昂贵，那就是葡萄酒。

法国的大多数人都学英语，但是很多人不喜欢说英语，特别是在巴黎。所以，除非你自己会说法语，你最好找个能为你做翻译的人结伴而行。

Section B, 2b

我想扬帆横渡太平洋

我们都梦想着自己将来想要做的事情和想要得到的东西，但是不是所有人的梦想都是一样的呢？下面是一个有上千个中国学生参加的关于梦想和希望的调查结果：

青少年们的希望是什么？

对于问题“你毕业后想做什么”，我们得到了各种各样的回答。有些学生希望马上开始工作，这样他们可以帮助提高他们父母的生活质量。其他同学希望毕业后继续读书，去上大学。虽然钱是一个很重要的方面，但很多青少年说他们希望做自己喜欢的工作。根据这个调查，最热门的工作是计算机编程。

青少年的梦想是什么？

青少年有各种各样的梦想，有些人更现实一些。例如，许多学生说他们希望成为希望工程的志愿者。不少人说他们梦想将来有一天去月球。

据调查，不太现实的梦想也很常见，但许多学生说他们愿意努力工作来实现他们的梦想。不少青少年梦想出名，或许想成为运动健儿，或许想成为著名歌手。有的说很想去进行一次令人兴奋的旅行。也有一名学生说她很想扬帆横渡太平洋。还有一些不可能实现的梦想，三名学生说他们希望能飞！

结论

从调查来看，青少年很明显都有类似的希望。大多数学生似乎都希望接受良好

的教育和找到一个好工作。另一方面，一些学生梦想着非常不同的事情：好的事情，甚至疯狂的事情。梦想非常重要，所以坚持你的梦想，有一天它们会实现的。

Unit 4 How can we become good learners?

Section A, 2d

杰克：安妮，我有点紧张。我得读完一本书并在下周一做读书报告。

安妮：那听起来并不太糟嘛。

杰克：但我是个书读得很慢的人。

安妮：开始可读得快些，获取大意。不要一个字一个字地读，要按意群读。

杰克：可有许多单词我都不懂，我还得用词典。

安妮：尽力尝试从读单词的前、后句子去猜测它的意思。你可能要比你想的要懂得多些。

杰克：那听上去好难啊！

安妮：嗯，得耐心点。这得慢慢来。每天读点儿你喜欢的东西，你会变得好一些。你读得越多，便会读得越快。

Section A, 3a

我是怎样学会学习英语的

去年，我并不喜欢上英语课，每节课都像一场噩梦。老师说得太快，大多数时候我都听不懂。我又害怕问问题，因为我的发音不好。我就躲在课本后面，从来都不说什么。

后来有一天我看了一部名叫《玩具总动员》的英文电影。我爱上了这部令人兴奋和有趣的影片！所以我也开始看其他英文电影了。虽然我不能明白那些角色所说的一切，但他们的肢体语言和脸上的表情能帮助我明白其中意思。我还意识到我可以通过听关键词来理解意思。通过听英文电影的对白，我的发音也进步了。我发现听有趣的东西是学习语言的诀窍。我还学会了像 *It's a piece of cake* (这简直是小菜一碟) 和 *It serves you right* (你活该) 这样有用的句子。最初我并不明白这些句子的意思，但是由于我想要弄明白整个故事，我便查了词典。

现在我真喜欢上我的英语课。我想要学更多生词和更多的语法，这样我才能更好地理解英文电影。

Section B, 2b

你如何成为一名成功的学习者？

每个人学习的能力与生俱来，但是你能否做好取决于你的学习习惯。研究表明成功的学习者有一些共同的好习惯。

建立对所学内容的兴趣

研究显示，如果你对某件事情感兴趣，你的大脑便会更加活跃，同时你也更容易长时间集中精力。优秀学习者通常把他们所学的内容与一些有趣的东西结合起来。例如，如果他们需要学习英语，同时他们又喜欢音乐或体育，他们可以听英文歌曲或看英语的体育节目，这样他们不会感到乏味。

多加练习，并从错误中学习

好的学习者会思考他们擅长什么以及哪些方面需要多加练习。记住：“要么使用，要么丧失”即便有些东西你学得很好，除非你使用它，否则也会遗忘。“熟能生巧。”好的学习者对自己的所学坚持练习，并且他们不怕犯错，亚历山大·格雷厄姆·贝尔发明电话并非一夜之事，他是通过多次的尝试及从自己所犯的错误中学习才获得成功的。

发展学习技能

学习光靠努力还不够。好的学习者懂得他们能学习的最佳方法。例如，他们可以通过记录关键词或画出思维导图来做笔记。他们还寻求方法来复习所学。他们可能通过每天看笔记，或向其他同学讲解相关内容来进行复习。

多提问题

优秀学习者常常在课上或课后提问，他们甚至相互提问并且尝试找出答案。知识源于质疑。

学习是一个终生的旅程，因为每天都会有某些新的事物。你所学的一切都会成为你的一部分并且改变着你，所以智慧地学，好好地学吧。

Unit 5 I think that mooncakes are delicious!

Section A, 2d

克拉拉：你猜怎么着？过两个星期我要到清迈去。

苯：哇，听起来挺好玩的！但我觉得四月是那里一年中最炎热的月份。

克拉拉：是的，没错。但4月13号到15号那里有个泼水节。

苯：我在想这与云南傣族人民的泼水节是否相似。

克拉拉：是的，我想是的。这个时候是泰国的新年，人们走上街头相互泼水。

苯：爽啊！不过他们为什么要这样做呢？

克拉拉：因为新年是清扫和洗去晦气的时候。然后在新的一年里，你会交好运。

Section A, 3a

满满的月亮，满满的情思

千百年来中华儿女一直过中秋、吃月饼。月饼有着中秋夜满满圆月的外形，它

寄托着人们对所热爱、所思念的家人的美好祝愿。

关于这个节日有着许许多多的传统民间故事，但大多数人认为，嫦娥的故事最为感人。嫦娥是后羿的美丽妻子。当后羿射下九个太阳之后，一位女神仙送给他一种仙药作为答谢，无论谁只要喝下这种仙药便可长生不老。于是后羿计划与嫦娥一起分享。然而，歹人逢蒙企图在后羿外出之际抢夺仙药。嫦娥拒绝把药给他，便将它全部喝下，她变得那么轻盈，然后飞到了月宫。后羿伤心至极，每夜面对月亮呼唤着嫦娥的名字。一天夜里，他发现月亮又圆又亮，他看见了自己的妻子。于是他很快在花园里摆下嫦娥最喜欢吃的果品、糕点。他是多么期望嫦娥能够回到他身边啊！

从此，人们开始了赏月和与家人共享月饼的传统习俗。

Section B, 2b

圣诞节的意义

许多人会赞同（这个看法），每当我们想起圣诞节，极有可能想到的是礼物、圣诞树和圣诞老人。但在所有这些事物的背后隐藏着圣诞节的真正含义——重要的是把爱和欢乐带给我们周边的人们，并和他们一同分享。《圣诞欢歌》这个故事可能就是一个最好的例子。

《圣诞欢歌》是查尔斯·狄更斯所写的一本著名的短篇小说，它讲的是一个名叫斯克鲁奇的老头的故事。斯克鲁奇从无笑容，他十分吝啬，只想着自己。他对待其他人也不友善。他只关心自己能否赚到更多的钱财，而且他还厌恶圣诞节。在一个圣诞前夜里，他见到了已经逝去的生意伙伴雅克布·马利的亡灵，马利过去就像斯克鲁奇一样，所以他死后受到了惩罚。马利告诫斯克鲁奇，若是不想和他落得同样的下场，就应该改变他的行事方式。他还告诉斯克鲁奇要做好准备，夜间会有三个精灵光临拜访。

那天夜里，三个圣诞精灵造访了斯克鲁奇。首先，“圣诞过去之灵”将他带回到他的童年时代，让他回顾了自己儿时的快乐时光；接着，第二个精灵，“圣诞现在之灵”，领他去看这一年其他人如何欢度圣诞；最后一个精灵，“圣诞未来之灵”领他进入未来，他看到自己死了，但人们毫不在意。斯克鲁奇害怕至极，从睡梦中惊醒，发现此时竟是第二天圣诞清晨！

他决心改变自己的人生，承诺去做一个善人。他高兴地与自己的亲戚们一起庆祝圣诞，还把礼物送给需要的人们。现在的他对待每个人都充满善意和温暖，走到哪里便把爱与欢乐带到哪里。这便是圣诞的真正含义！

Unit 6 Could you please tell me where the restrooms are?

Section A, 2d

何伟： 这就是欢乐时代公园——我们这座城市最大的游乐园。

艾丽斯： 就要玩各种游乐项目了，我好兴奋呀！

何伟： 我们先玩哪样呢？有太空世界、水世界、动物世界……

艾丽斯： 在我们决定前，麻烦你能先告诉我哪儿有洗手间吗？

何伟： 什么？休息室？你想要休息了？我们可还没有开始玩呢！

艾丽斯： 不是的，我不是指休息的地方。我是说……你知道，一间洗手间或卫生间。

何伟： 嗯……那么你是指……厕所吗？

艾丽斯： 对啦！不好意思，也许中国人说英语时不常用restroom这个词。

何伟： 就是的，我们常说toilets或washrooms。不过，厕所在那里。

艾丽斯： 知道了，我一会儿就好！

何伟： 没问题，你不必赶的！

Section A, 3a

欢乐时代公园——总是欢乐时光！

[艾丽斯和何伟在太空世界]

艾丽斯： 我不知道我们接下来该去哪里。

何伟： 去玩玩那边那个新项目怎样？

艾丽斯： 啊……看上去挺吓人的。

何伟： 勇敢些！我保证会很好玩！如果害怕就喊出来或抓住我的手。

[乘坐后……]

艾丽斯： 你是对的，这真的好玩！我起先有些怕，但喊叫还真管用。

何伟： 瞧，这并不糟糕，对吧？你需要去尝试，否则永远都不会知道你能行。

艾丽斯： 是这样的，我真高兴自己尝试了这个项目。

何伟： 现在你想去水世界吗？

艾丽斯： 当然，但我饿了。你知道哪里有又好吃又快的地方？

何伟： 当然知道！我建议去水世界的水城餐馆，他们做得很好吃。

艾丽斯： 太好了！我们去吧！

[在去水城餐馆的路上，艾丽斯与何伟路过鲍勃叔叔餐厅]

艾丽斯： 你瞧！这间餐厅看上去挺有意思的。牌子上写着有个摇滚乐队每晚在这演奏。

何伟： 我们为何不回头过来在这吃晚饭？咱们去问一下乐队演出几点开始。

[艾丽斯同何伟向门口的员工走去]

何伟： 劳驾，请问你们乐队今天晚上何时开始演奏？
员工： 八点。那时人总是很多，所以得来早一点才有桌子。
何伟： 好的，谢谢！

Section B, 2b

请问，您可以……吗？

当你到外国游玩，了解如何礼貌地请求帮助十分重要。例如，你可能会问 Where are the restrooms? (卫生间在哪里？) 和 Could you please tell me where the restrooms are? (您能告诉我卫生间在哪里吗？) 这些均是对问路去某处近似于请求的问句。两者都是正确的英语，但第一句听着却不那么礼貌，这是因为它提问过于直接。当我们求助的时候，仅仅正确地问问题是不足的，还需要学习如何表达才有礼貌。

优秀的说话者在不同情境会改变自己说话的方式。他们所使用的表述或许取决于他们与谁交谈，以及与谈话者之间的熟悉程度。你对你的同学问话直接是完全得当的，原因是你很熟悉你的同学。然而，如果你对老师说 When is the school trip? (学校郊游在什么时候？)，这也许会听着不够礼貌；但要是你说 Excuse me, Mr. West. Do you know when the school trip is? (请问，韦斯特老师，您知道学校什么时候郊游吗？)，这听起来就要礼貌得多。

通常，礼貌的问题要长一些，并且包含诸如 Could you please...? 或 Can I ask...? 这样的语言内容。说 Peter, could you please tell me your e-mail address? (彼得，麻烦你给我说一下你的电邮地址好吗？) 就比说 Peter, tell me your e-mail address. (彼得，把你的电邮地址告诉我。) 听上去更有礼貌。有时我们甚至需要花些时间来导入我们的请求。例如面对陌生人，我们或许先说：Excuse me, I wonder if you can help me (劳驾，我想您能否帮我一下) 或 I'm sorry to trouble you, but ... (十分抱歉打扰您，可是……)，之后才说出所请求帮助的内容。

礼貌措辞比起直白说话似乎要难一些，但学习如何使用得当的语言是很重要的。这会帮助你与他人更好地进行交流。

Unit 7 I used to be afraid of the dark!

Section A, 2d

艾尔弗雷德：(举办) 这次聚会的主意实在是太棒啦！
吉娜： 我同意。从上次见到小学同学到现在已经三年了。
艾尔弗雷德：看到大家的变化还挺有趣的。
吉娜： 比利变化好大呀！他过去曾经那么羞涩、安静。
艾尔弗雷德：是啊，以前他和女生说话总是脸红。

吉娜： 我以前看他每天在图书馆看书。

艾尔弗雷德：那是因为他确实是个好学生，他学习刻苦，一考试就得高分。

吉娜： 他以前戴眼镜吗？

艾尔弗雷德：戴啊，而且他以前很瘦。但现在看他，又高大又强壮。

吉娜： 现在他也很讨人喜欢，你瞧瞧他周围所有那些女生！

Section A, 3a

从害羞女孩到流行歌星

为本月的《青年世界》杂志，我采访了19岁的亚裔流行歌星王坎迪。坎迪告诉我她一度非常害羞，于是想通过唱歌来挑战羞涩。随着她的情况逐步好转，她开始敢于在班级同学面前放声高歌，后来则为全校师生演唱。现在她不再那么腼腆了，而且热爱在众人面前演唱。

我问坎迪她成名后的生活有哪些不同。她解释说，有许多好事，比如可以旅行，随时会结识新面孔。“我以前在学校并不引人注目，但是现在，无论我走到哪里，都会被人关注。”然而，太多的关注也可以成为坏事。“我总是会担心自己在别人眼中的样子，还有，我必须注意自己的言行。我不再拥有很多私人时间。现在与朋友们外出对我来说几乎不可能，因为老有保镖守在我的周围。”

对于所有那些想要成名的年轻人，坎迪有什么话可说呢？“这个嘛，”她慢慢道来，“你必须准备好舍弃一个普通人的生活，你永远无法想象，通往成功的路途是多么艰难。许多次我都想到放弃，但我奋力坚持下去了。要想成功，你确实需要不少才华和辛勤工作，只有极少数人可以攀上成功之巅。”

Section B, 2b

他比过去学习更努力

李文是来自农村的一个普通的15岁男生。他学习很努力，在学校表现很好。很难相信他以前在学校也面临许多困难。当他还是个小男孩的时候，他很少惹麻烦，他同家人也总生活在一起。然而，几年前，情况发生了变化。他的父母到城市里去寻找工作，爷爷奶奶就过来照顾他。但是，他非常想念自己的父母，经常感到孤独和不开心。

李文的不开心开始影响他的学业。他变得对学习不再有兴趣，有时候他还会旷课、考试不及格。最后，李文的父母决定把他送到寄宿学校。但是，李文很害羞，在学校里也不能很快交上朋友，他感到那里的生活很困难。一天，他告诉老师他想离开学校。他的老师很担心他，给他的父母打了电话，她建议他们亲自与自己的儿子谈一谈。于是，他的父母坐了24小时的火车和五小时的汽车来到了李文的学校。

他们进行了一次长谈。“那正是我所需要的，”他说道，“现在我懂得了尽管他们

很忙，他们一直都挂念着我。他们为我所有好的表现感到自豪。”

从那以后，李文的父母与儿子的沟通比过去多了。现在，李文也确实发生了变化：他变得更加外向，在学校交了一些好朋友；他甚至加入了学校的篮球队，还积极参与许多其他的活动。“我比以前快乐多了，我也比过去学习更努力。我知道爸爸妈妈爱我，他们为我骄傲。”李文说，“在孩子有需要的时候，爸爸妈妈能够随时给予帮助是十分重要的。”

Unit 8 What are the shirts made of?

Section A, 2d

帕姆：中国的茶很有名，是吗？

刘俊：是的，过去和现在都很出名。

帕姆：中国的哪些地方产茶呢？

刘俊：哦，很多不同的地区都产茶。像安溪和杭州都是著名的产茶地。

帕姆：茶叶是怎样生产的？

刘俊：嗯，就我所知，茶叶种植在山坡上，叶子长好后，人们就手工把叶子采摘下来，然后送去加工。

帕姆：接下来呢？

刘俊：接下来将加工好的茶叶打包，然后运往不同的国家和中国周边的地区。

帕姆：全世界好多人都好像在喝中国茶。

刘俊：是的，大家都说茶对健康和生意都有好处！

Section A, 3a

在美国买美国产品的困难搜寻

如果你去另外一个国家，你想买哪类东西呢？在日本你会买相机吗？在法国买漂亮的衣服？在瑞士买块手表？无论你会买什么，你也许会认为那些产品一定就是那些国家制造的。可是，你可能想错了。康健是名来自上海的17岁的学生。去年他去旧金山拜访了自己的叔叔婶婶。他发现了一个有趣的现象，当地商店里许多产品都是中国制造的。“我想给堂弟买个玩具车，可是，尽管多数玩具是美国的牌子，但他们都是中国制造的。”

不光玩具是中国制造。“我想买一双篮球鞋，”他解释道，“我找了五到六个商店才找到一双美国制造的”。他感觉美国人想不买中国产品几乎不太可能。他接着说：“事实上，那里太多中国制造的的东西——足球、手提包、宠物食品、手机，甚至美国国旗都是中国制造的！”康健觉得中国能制造这些日用品是件好事，不过他希望将来有一天中国更善于制造高科技产品，让世界各地的人们都能买到。

Section B, 2b

普通物件中的美

中国每个不同的地区都有自己独特的传统艺术品。这些艺术品通常表达的是那些生活中重要的东西，诸如爱、美和家庭。最普通的东西，从纸到黏土再到竹子，都能变成美丽的物品。

根据中国历史，孔明灯最早就是诸葛孔明在身处困境的时候用来寻求帮助的。现在，孔明灯用于过节和其他庆祝活动。孔明灯用竹子做成，竹子外面用纸包裹。孔明灯点燃后，像小小的热气球一样慢慢地升上天空，所有人都能看到。这些灯被看作幸福和美好愿望的象征。

剪纸已经有 1500 多年历史。剪纸听起来很容易，但真剪起来还是很难的。通常使用红色的纸，先折叠好，再用剪刀剪。最常见的图案是花，动物和有关中国历史的一些东西。春节期间人们把这些剪纸贴在窗子、门或者墙上，寓意着好运和新年快乐。

中国陶泥艺术也很著名，那些艺术品很小，但是看上去特别逼真。小陶泥艺术品通常取材于可爱的孩子们、中国神话故事或历史故事中的人物。制作这些小物件要用一种非常特殊的黏土，先用手小心翼翼进行造型，然后风干。干了之后还要高温烧制，然后再抛光上漆。要花好几个星期才能完成这些工序。这些小小的陶泥艺术品表达了中国人民对生活 and 美的热爱。