普 通 高 中 教 科 书

教师教学用书

英 语

必 修

第二册

（中国）人民教育出版社 课程教材研究所
英语课程教材研究开发中心 编著
（美国）圣 智 学 习 集 团

人民教育出版社
·北京·

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平面制作：北京人教聚珍图文技术有限公司

前　言

　　《普通高中教科书 英语 教师教学用书》（以下简称"教师教学用书"）是依据《普通高中英语课程标准（2017年版）》的精神，基于国家教材委员会2019年审查通过的《普通高中教科书 英语》的内容，为广大一线教师、教研员和教育工作者编写的教学参考用书。本套教师教学用书编写队伍由专业的教材编者、富有教学经验的教研员、优秀的一线教师，以及国外英语教材编写专家组成，目的是提高本套教师教学用书的实用性和适应性，帮助高中教师更好地理解并使用好高中英语教材。

　　教师教学用书是教师实施课堂教学的重要资源，是教材的重要组成部分。在编写教师教学用书时，我们主要考虑以下七个方面：

　　1. 全面介绍教材编写的理念、体系和特点，帮助教师认识和理解教材内容，把握教材逻辑结构，更好地组织教学。

　　2. 深度解析每个单元及每个板块的教学内容，帮助教师深入理解教材编写的意图。

　　3. 提供具体而有效的教学建议、教学步骤，以及教学设计的目的和教学指导，帮助教师设计自己的教学方案。

　　4. 提供英语版本的教学设计、文化注释、活动参考答案，以及口语表达和写作范例，帮助教师提高用英语教学的水平、丰富文化知识、开阔教学设计思路。

　　5. 提供课文译文和单元补充注释，便于教师准确理解教材内容和语言，有效指导学生的英语学习。

　　6. 提供单元视频内容，帮助教师利用视频资源丰富课堂教学，激发学生的学习兴趣。

　　7. 提供专题讲座视频和课例与点评视频，试图做到理论引领，实践跟上，帮助教师直观学习和深刻领会有关教学理念和教学方法，从而转变自己的教学理念、改进教学方法，提高教学效率。

　　我们期待广大一线教师能够在教师教学用书的帮助下，充分利用教材及相关资源，培养和提升学生的学科核心素养，同时获得自身的专业发展，提升在教材解读、教学设计、教学实践和教学研究等方面的能力。

编者

2019年7月

目　录

教材介绍和教法建议

  《普通高中教科书 英语》是在新时代为了适应新形势发展的需要，根据教育部制定的《普通高中英语课程标准（2017年版）》（以下简称"课标"）的精神，为我国普通高中学生编写的一套英语教材。本套教材的编写坚持继承与创新相结合，立足中国国情，放眼世界与未来，深刻把握外语教育发展趋势，从内容安排、编排体系到采用的教学方法和活动设计等方面都力求体现课程标准规定的课程性质和课程理念，全面贯彻党的教育方针，落实立德树人根本任务，发展英语学科核心素养，培养具有中国情怀、国际视野和跨文化沟通能力的社会主义建设者和接班人。

一、教材编写的指导思想

  1. 以十九大报告精神为指引，全面贯彻党的教育方针，落实立德树人根本任务，充分挖掘英语学科的育人价值，坚持工具性和人文性的统一，为培养具有中国情怀、国际视野和跨文化沟通能力的社会主义建设者和接班人服务。

  2. 以课标为依据，体现普通高中的课程性质、任务和要求，依据素质教育的理念，全面反映课程内容，发展学生的英语学科核心素养，侧重培养学生的语言能力、文化意识、思维品质和学习能力，帮助学生形成适应终身发展和社会发展的关键能力和必备品格。

  3. 重视语言实践，培养学生的语言运用能力。语言能力是英语学科核心素养的基础要素。为了体现语言学习的实践性和运用性，教材力求做到内容真实有趣，贴近生活，语言地道；重视教学过程，以学习活动观为指导，创设主题语境，以语篇为依托，引导学生进行主题意义探究，培养学生的语言理解和表达能力。

  4. 坚持语言学习和文化渗透相结合，丰富学生的文化知识，提升他们的文化意识并培养跨文化沟通能力。教材既体现世界文化的多样性，也充分体现社会主义核心价值观，弘扬中华优秀传统文化，帮助学生坚定文化自信，树立人类命运共同体意识和多元文化意识，培养开放、包容的态度，以及正确的价值观念和道德情感。

  5. 重视语言和思维的统一关系，注重英语学习对学生思维品质的培养。语言是交流的工具，也是思维的工具。充分利用英语学习来培养学生多元思维的能力，尤其是逻辑思维、批判性思维和创新思维能力，进一步提升学生分析问题和解决问题的能力。

  6. 坚持以学生为中心，优化英语教学和学习方式，培养学生的自主学习能力。一方面，教材鼓励学生开展自主、合作与探究学习，通过观察、发现、总结、运用等方式引导学生发现语言规律，内化语言知识，发展语言能力，形成自主学习能力。另一方面，教材引导教师教育思想和教学方法的转变，倡导以人为本、以学生为中心、以学生发展为目标的教育教学理念，提高课堂教学效率，促进教师专业发展。

  7. 体现信息技术与英语教育的深度融合。教材充分利用现代信息技术和现代教育手段丰富教

学内容，拓展英语学习渠道，打造多模态形式的学习资源，有助于激发学生的学习兴趣，提高他们的学习效率，培养终身学习的习惯。

8. 重视高中阶段学生的年龄特点、心理特征和认知水平，强调共同基础，同时尊重学生多样化和个性化需求。教材关注学生的思想、学习、生活，促进学生全面而又富有个性的发展。为满足不同程度学生的需要，教材内容具有一定的弹性和选择性，使教学具有灵活性、开放性和拓展性。

二、教材的主要特点

1. 以活动为主要教学途径，强调用语言做事情，有利于培养学生的语言运用能力

本套教材编写重视在继承的基础上进行突破和创新。教材继承了原教材采用的"话题—功能—结构—任务"相结合的编写模式，在此基础上加强了"主题意义探究"和"活动"设计，将语言形式和语言意义通过主题语境有机结合起来，从而形成了"主题—功能—结构—活动"相结合的编写思路，充分体现了英语学习活动观的理念。教材的活动以板块形式呈现，每一个板块都以"用语言做事情"为引领，将课程内容六要素，即主题语境、语篇类型、语言知识、文化知识、语言技能和学习策略，有机统一起来。教学活动以主题探究为引领，以语言运用为目标，将语言知识学习、语言技能发展、文化内涵理解、多元思维发展、价值取向判断、学习策略运用等有机整合，具有综合性、关联性和实践性。例如：必修第一册第三单元 Sports and Fitness 中的 Listening and Talking 板块要求学生通过听说来学习和表达对体育精神的理解，所以该板块的主题活动是 Voice your opinion on sportsmanship。首先学生需要听有关体育精神的不同观点，其中渗透了表达同意和不同意（agreeing and disagreeing）的功能项目；然后学生分组讨论，就给定的四种与体育精神有关的生活情境发表看法，如足球场上运动员假摔的问题、支付体育运动员天价薪酬的问题等。教学活动是本套教材的主要教学途径，评价教学活动的主要指标是看学生学到了什么，并且能够用所学内容做什么。

2. 以主题为引领，以语篇为依托，突出主题意义探究

教材编写十分重视主题语境的选择和主题意义的探究。每个单元的内容都围绕一个大主题展开，各个板块的教学活动所谈论的小主题都为单元大主题服务。主题语境的选择不仅要考虑其与现代社会发展的联系，同时还要考虑它与学生实际生活的关联和意义，以促进学生对课文主题意义的探究。例如：必修第一册第三单元关于体育这一主题，教材与时俱进，拓展和深化了这一主题内涵，单元标题命名为 Sports and Fitness，将体育与健康相结合。教材设置体育这一主题，不仅是为了丰富学生有关体育项目或体育赛事的知识，更重要的是将体育与学生的生活相结合，将体育与健康相结合，让他们认识到体育在生活中的作用，以及对个人成长与发展的影响和意义。

3. 强调语言学习和思维能力发展相融合，注重学生思维品质的提升

思维品质是英语学科核心素养的四要素之一，它是指思维在逻辑性、批判性、创新性等方面所表现的能力和水平。思维品质体现英语学科核心素养的心智特征。思维品质的发展有助于提升学生分析问题和解决问题的能力，使他们能够从跨文化视角观察和认识世界，对事物作出正确的价值判断。本套教材十分重视发展学生的思维品质。教材在各个板块的教学活动中都注重培养学

生的思维能力，其中包括观察与比较、分析与推断、归纳与建构等各种思维技能。教材还单独设计了Reading and Thinking板块，让学生在通过语篇阅读获取信息、开阔视野、学习和巩固语言知识的同时，按照认知的复杂程度，发展不同层级的思维能力，尤其是高阶思维能力，包括提出评价性的问题、辨析及判断各种观点和思想的价值、形成自己的观点、发表自己的看法等。例如：在必修第一册第三单元的Reading and Thinking板块中，活动2让学生根据语篇内容判断不同层次的语义，包括字面意思、可推断出的意思、文本没有说明但可以根据生活经验判断的内容等。活动3的问题多为开放性问题，没有标准答案，能够启发学生多角度思考并发表不同的观点，有助于发展学生的多元思维能力。

4．有机渗透中华优秀传统文化，凸显社会主义核心价值观，帮助学生坚定文化自信

语言是文化的载体，文化是语言的灵魂。本套教材非常重视在语言学习中渗透文化内涵，突出多元文化视角，帮助学生形成文化意识、坚定文化自信。一方面，教材不仅关注以英语为母语的国家的文化，还包括一些非英语国家的文化，尤其是不同大洲的具有特殊文化特征的非英语国家，例如：俄罗斯、埃及、秘鲁、肯尼亚、冰岛、意大利和一些亚洲国家，力求全面体现世界文化的丰富性和多样性。另一方面，教材十分重视有机渗透中华优秀文化，融入社会主义核心价值观教育。本套教材几乎在每个单元，包括学生用书（Student Book）和练习册（Workbook），都力求平衡呈现外国文化和中国文化。例如：必修第一册第二单元Travelling Around中，既有秘鲁的Machu Picchu，也有中国西安的兵马俑；既有意大利的Pisa古城，也有中国云南的丽江古城；既有去新西兰Auckland市的旅游行程，也有去中国杭州的旅游行程；既有德国的Neuschwanstein Castle，也有中国厦门的南普陀寺、鼓浪屿、以及四川的九寨沟等。

教材文化价值的选择和文化立场关系到为谁培养人、培养什么样的人的问题。所以本套教材始终坚持民族自信和文化自信，目标是培养学生成为具有中国情怀、国际视野、跨文化沟通能力，能够"传播中国声音，讲好中国故事"，能够担当民族复兴大任的时代新人。

5．有机渗透学习策略指导，重视培养学生的自主学习能力

学习能力是英语学科核心素养之一，是指学生积极运用和主动调适英语学习策略、拓宽英语学习渠道、努力提升英语学习效率的意识和能力。本套教材非常重视英语学习能力的培养，尤其是学习策略。教材根据英语学习内容的特征设计了显性的学习策略栏目以及隐含多种学习策略的教学活动。教材在Listening and Speaking板块和Reading and Thinking板块都分别有计划地设计了显性的学习策略小贴士，放在相关的听力和阅读活动的旁边。每项学习策略都有相对应的教学活动来支撑，以帮助学生掌握各种听力策略和阅读策略，例如：通过关键词来获取信息、辨别文本特征、预测文本大意、总结段落大意、理解词汇的隐含意义、信息归类、根据语境猜测词义等。此外，本套教材在Listening and Talking板块还系统安排了口语交际策略，例如：如何开场、维持对话、澄清、协商、提出建议或劝告等。在Discovering Useful Structures板块，教材采用"发现式"（discovery method）编写模式，引导学生通过观察、发现、归纳、练习、运用等方式，学习和运用语法知识，以帮助学生深刻感悟和把握语言特征，准确运用语言。在Reading for Writing板块，教材为学生提供了范文和具体的写作步骤与指导，包括文体分析、修辞欣赏、写作任务、写作框架、评价建议等，不仅为学生搭建了写作支架，还注重发展他们在写作中的认知和调控策略。教材在Assessing Your Progress板块还设计了词汇和语法活动、反思活动以及项目活动。该

板块除了能够检验学生的学习效果，还能综合培养学生的认知策略、调控策略、交际策略和资源策略等。

6. 采用板块式设计，使教学具有过程性、层次性和灵活性

本套教材按照板块进行设计，板块有 Listening and Speaking、Reading and Thinking、Discovering Useful Structures 等。各个教学板块有相对独立的教学内容和明确的教学目标。单元各板块之间既相互联系，又自成一体，便于教师教学时灵活把握，根据学生实际进行教学内容的调整与组合。每个板块目标明确，层次分明，内部活动之间有着明确的教学逻辑和合理的教学梯度，整个板块就是一条"任务链"，是一个螺旋上升的教学过程，即从语言输入、语言内化到语言输出，也是一个从语言学习到语言运用的发展过程。这种过程性教学设计既有利于体现学生语言学习的认知发展过程，又有利于引导学生参与到语言学习过程中，从而增强学生对语言学习的体验、感悟和生成。

7. 系统安排基础语言训练，重视语言、语义、语境、语篇的结合

英语学科核心素养的基础是语言能力，而语言能力的基础是语言知识。因而，本套教材十分重视基础语言训练。首先，教材比以前更加重视语音训练。语音学习不仅是语音知识的学习，更重要的是语音意识和语音能力的培养。必修册次每个单元都设计了语音板块，结合单元的主题语境，从读音规则到朗读技巧都进行了系统安排，让学生在语境中学习和运用语音，感知语音的表意功能，逐步学会将语音知识得体、恰当地运用到语言交流中，提高交际的有效性。其次，词汇的训练也是系统安排的。词汇活动的设计有三个特征：（1）将词汇置于语境之中，形成"词不离句，句不离篇"，很多词汇练习都以语篇的形式呈现。（2）及时复现生词，如每个单元 Reading and Thinking 板块的读后活动中有一个基于阅读的词汇练习，帮助学生将刚学过的词汇和短语运用到新的语境中。（3）加大词汇练习的量。除了阅读后的词汇练习之外，在每个单元的 Assessing Your Progress 板块有专门针对词汇的练习。另外，练习册中也有专门针对词汇的练习。词汇练习的设计既考虑形式的多样性、内容的丰富性，又与单元主题相关，这有助于学生对单元主题的学习。此外，语法板块体现以语言运用为导向的"形式—意义—使用"三维动态语法观。语法结构在单元语篇中有重点地出现，参与传递语篇意义，在专门的语法板块，教材设计了不同类型的学习实践活动和练习，训练学生通过语法知识建构语篇意义，通过既有层次又强调整合的多种教学活动来发展学生的英语语法意识和能力。

8. 充分利用视频资源，注重激发学生的学习兴趣，发展学生的视听能力

课标明确提出，语言能力包括听、说、读、看（Viewing）、写。"看"作为一种语言能力首次出现在我国英语课程标准中。看的内容包括视频、动画、图片、图表、标识等。本套教材十分重视学生看的能力的培养。教材主要采用以下方法培养学生观察和解读非文字信息的能力：（1）增加与教学内容相关的插图、照片、表格、地图、图表等，尤其是在每个单元的首页设计一张整版的彩图，与该单元主题相关联，引导学生对单元主题意义展开思考与讨论。（2）在学生用书每个单元的最后设计了 *Video Time 板块，提供完整的教学内容和教学过程。（3）根据教学内容和教学活动的需要，在某些单元中适当安排相应的视频内容，有的是为了读前预热，导入主题或激活背景知识；有的是为了让学生通过视频培养听说能力。

9. 语言地道真实，内容生动鲜活，话题富有时代感，贴近学生生活

本套教材在语言上力求真实地道。教材采用中外合作的编写模式，一方面保证语言的原汁原味，另一方面保证在内容和选材上充分反映社会新发展、科技新进步、生活新变化，并有一定的趣味性，以激发学生学习和探究的兴趣。教材内容关联学生的生活实际，并按照课标选择教学主题，从人与自我、人与社会、人与自然这三大范围来确定具体主题语境。与上一版高中英语教材相比，许多主题语篇进行了较大幅度的修改或替换，主题内容与学生的生活实际关联更加紧密，能够多角度激发学生的学习兴趣，例如：必修第一册的 Teenage Life、Travelling Around、Sports and Fitness、Natural Disasters、Languages Around the World 等。除了 Teenage Life 是新增加的主题之外，其余是基于原来教材单元主题的更新、拓展和深化。

10. 版式设计美观大方，新颖有趣，有利于激发学生的学习兴趣和动机

本套教材采用大开本、全彩色印刷，版式设计活泼大方，新颖有趣，有助于提升学生的审美能力，激发他们的学习动力和学习兴趣。本套教材版式设计有如下特点：（1）采用了大量彩色图片。每个单元的开篇页都由一张大版面、极具感染力和视觉冲击力的"主题图"引入。单元内部的很多图片跨页设计，这些图片打破了大面积文字信息的单调性，不仅美化了版面，增强了教材的可读性，还为文本创设了直观的语境，能够激发学生对文本的想象力、探究兴趣和表达欲望。（2）每个单元由一个主色贯穿，便于学生快速找到正在学习的单元，同时也通过颜色强化对该单元主题的记忆，如："海洋"主题单元用蓝色，"节日"主题单元用红色等。（3）采用大量带有彩色底纹的表格，将其设计成包含不同字号的彩色字体、不同形状的图形以及与内容相关的矢量图标的信息图表（infographic），使学生能更直观、更形象、更准确地获取和整理信息，加深记忆。（4）运用不同颜色和字号区分板块标题、活动主题与活动指示语这三级标题，使层级更加明晰，并与教学内容形成对比，页面层次分明，使学生阅读时产生愉悦感，有利于他们的认知学习。（5）为了让学生更直观地体验英语国家的语言环境，一些语言材料的呈现方式突出了其文体特点，如菜单、宣传单、海报、折页、报纸、杂志报道和电影剧本等，力求还原真实的视觉阅读体验，在丰富版面的同时也增强了学生的学习兴趣。
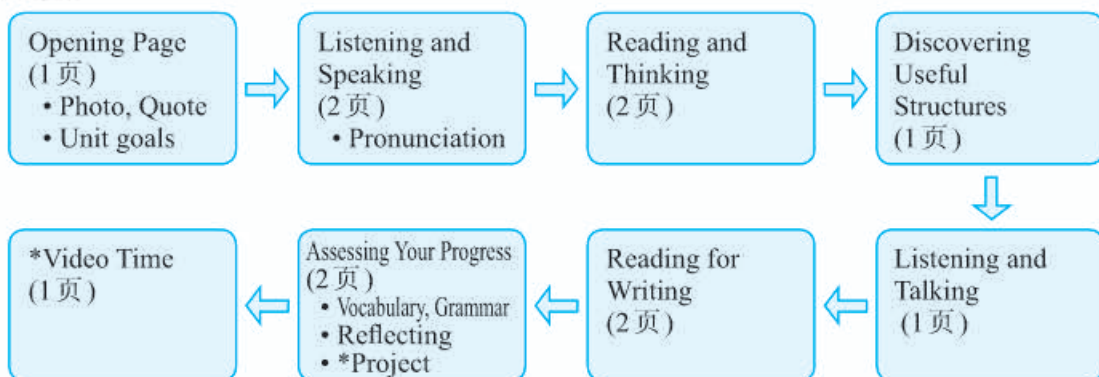
三、教材的体系结构

学生用书、练习册、教师教学用书作为有机整体，共同构成本套教材的完整体系，其中学生用书是本套教材的主体。本套教材必修第一册至第三册对应必修课程，为高中毕业要求；选择性必修第一册至第四册对应选择性必修课程，为高考要求；另外还有三册教材对应自主选择的提高类课程。本次修订在教材编排体系上进行了较大幅度的调整与改进，其目的是增强各教学板块之间的逻辑性、层次性和可操作性，使教学目标更加明确，教学重点更加突出，教学过程更加清晰，技能整合更加有效。值得一提的是，本套教材将学生用书和练习册的内容整体考虑，通盘设计，使单元教学内容前后贯通，深度融合。练习册作为学生用书的有机组成部分，是对单元教学内容的有效巩固、拓展与提升。教师教学用书力求深度解析教材，帮助教师有效实施教学，同时发展教师的教育教学理念，提升教育素养。

本套教材必修第一册至第三册的编写体系与后续选择性必修和提高类选修册次有所不同。必修第一册有六个单元，起始单元Welcome Unit单独设计，是初高中的衔接过渡单元，后面各册分别有五个单元。下面重点介绍必修册次的体系结构。

（一）学生用书

1. 必修第一册至第三册学生用书单元框架（12页）

必修册次学生用书每个单元12页，设有八个主要板块，每个板块都有相对独立的教学内容和教学目标，但各板块之间在主题和语言上互相联系，互相支撑，输入和输出相结合，理解与表达相结合。

Opening Page（1页）
• Photo, Quote
• Unit goals
→ Listening and Speaking（2页）
• Pronunciation
→ Reading and Thinking（2页）
→ Discovering Useful Structures（1页）
↓
Listening and Talking（1页）
← Reading for Writing（2页）
← Assessing Your Progress（2页）
• Vocabulary, Grammar
• Reflecting
• *Project
← *Video Time（1页）

2. 必修第一册至第三册学生用书各板块编写意图

● Opening Page

开篇页是整个单元内容的教学引领。开篇页用一幅美观大方、具有视觉冲击力的主题图，从某一个角度反映单元的主题内涵和主题语境，让学生通过观察图片和回答问题（Look and discuss），对单元内容进行思考和预测，从而激活学生的背景知识，激发学习动机，培养学习兴趣。同时，开篇页还提供了一句能够反映单元主题的名言警句，帮助学生深入理解单元主题意义。此外，开篇页还提供了本单元的学习目标（In this unit, you will ...），帮助学生在目标引领下主动参与单元内容的学习，从而提高其学习的自主性。

● Listening and Speaking

听力与口语板块的设计意图主要有四个方面：（1）强调以听力理解为主，以口语表达为辅，侧重听力过程，重点培养学生通过听来获取信息和处理信息的能力。（2）提供听力策略指导，发展学生的听力技能。听力策略有特殊的提示标志，并配有针对性的听力活动。（3）重视听说技能整合，在发展学生听力理解能力的基础上提升其口语表达能力。（4）语音教学与听说教学相结合。语音知识作为Listening and Speaking板块的一个补充部分，具有一定的独立性和灵活性，主要学习或复习重要语音知识、训练常见朗读技巧，为发展学生的听说能力服务。

● Reading and Thinking

阅读与思考板块是单元重点教学内容之一。该板块的设计意图主要有五个方面：（1）充分体现阅读教学的过程，包括阅读前、阅读中和阅读后三个阶段，强调学生对阅读教学过程的参与，关注学生的阅读体验。（2）强调阅读理解能力与思维品质的提升和培养。阅读活动设计层次分

明，螺旋上升，并有机渗透阅读策略的培养，特别凸显了思维品质培养的重要意义和实施途径。阅读后活动包含一些开放性问题，其目的是培养和提高学生思维的敏捷性、灵活性、批判性、深刻性和创造性。（3）突出主题意义探究和语言学习活动观的理念，通过不同层次的阅读活动，引导学生深入理解和探究语篇主题意义。（4）渗透文化内涵，培养学生的文化意识。该板块的每一篇阅读文章都渗透了与单元主题相关的中外文化知识。学生通过阅读语篇学习这些文化知识，进行文化比较，探究文化内涵，形成文化意识，发展跨文化交际能力。（5）重视词汇的及时复现和运用。在阅读后设计一个专门的词汇学习活动，让学生在新的语境中及时巩固与运用语篇中的重要词汇和词块。

- ## Discovering Useful Structures

语法探究是本单元新语法结构的学习和运用板块。该板块的设计意图主要有四个方面：（1）增加学生对语法学习的过程性体验。该板块放在 Listening and Speaking 和 Reading and Thinking 板块之后，让学生先在具体语境中发现规律并对目标语言结构有一定的感悟，然后再进一步认识和总结该语言结构的特征，最后加以实际运用，从而得以巩固和提高。（2）语法探究板块采用"发现式"设计语法教学活动，引导学生自主发现语言规律，培养自主学习能力。（3）重视语法结构"形式—意义—运用"的有机统一。本套教材重视语法教学，通过不同形式和不同层次的教学活动，引导学生既关注语法结构的形式（form），又关注语法结构的表意功能（meaning），即语法结构在具体语境中的使用，让学生通过完成具体任务，运用新语言结构解决问题（use）。（4）有机拓展单元主题知识，加强主题意义探究。在语法内容的选择上，教材充分考虑与单元主题的相关性，力求通过不同形式的语法练习和活动来拓展单元主题范围和内涵，引导学生在学习语法知识和发展语法能力的同时，加深对单元主题的认识与理解。

- ## Listening and Talking

听力与表达板块是本单元第二次听力理解和口语表达训练，其设计意图有以下四个方面：（1）以口语表达为主，以听力理解为辅，这与 Listening and Speaking 板块的设计目的有所不同。此处听力理解是为口语表达服务的。（2）凸显"用语言做事情"的理念，强调目标引领，重视口语表达的情境设置，将口语表达的目标落实在"学生能够用语言做什么"上。（3）重视口语表达策略培养。该板块在听力文本和口语表达活动中有机渗透了一些交际功能项目，有些功能项目本身也是口语表达策略，如必修第一册第五单元中的 Asking for clarification，必修第二册第一单元中的 Starting a conversation，必修第三册第三单元中的 Showing you are listening 等。（4）重视搭建口语表达支架，帮助学生进行有效口语表达。教材不仅为学生的口语表达提供了具体语境和功能项目，还提供了示范供学生模仿。

- ## Reading for Writing

阅读与写作板块的设计意图主要包括三个方面：（1）采用以读促写、读写结合的形式，重点培养学生的写作能力。该板块的阅读功能不仅仅是为了获取语篇信息，更重要的是帮助学生分析并学习语篇结构和语言特征，为后续的写作任务做好准备。（2）重视写作过程指导，逐步培养学生的写作策略与技巧。本套教材采用了过程性写作模式，即先为学生提供阅读输入，让他们学习语篇知识和语言知识，然后再将这些知识迁移到新的语境中，完成写作任务。作品定稿之后，还可以进行张贴展示、朗读分享、佳作评选等活动。（3）强调同伴评价，并提供同伴评价标准。在

每个写作的任务链中，都设置一个同伴评价环节，让学生根据所给标准对同伴的作品提出修改意见，这些评价标准也适用于学生自己的作品，有助于提高学生的写作修改意识，培养相关调控策略，从而提高写作的质量与水平。

● Assessing Your Progress

自我检测板块是一个单元的学习总结与反思板块，包括三个部分，即语言知识检测、单元内容评价和自我反思（Reflecting），以及一个综合性的项目活动（*Project）。该板块通常先通过两个练习重点检测单元词汇和语法的掌握情况，学生需要在一定语境中正确使用词汇，在具体语境中使用语法建构意义，完成有效表达和交流。第二个部分采用问答或填空的形式，引导学生反思并评价单元内容的整体学习情况，通常包括反思学习过程、遇到的困难、希望继续学习和探究的内容，以及对单元的整体印象等。这个部分充分体现了以人为本的教育理念，强调学生对学习的自我监控，让学生在总结和反思中调整学习策略，促进自主学习能力的提升。

项目活动是一个单元的综合语言运用活动。项目活动具有较强的综合性、实践性、关联性和开放性，通常要求学生通过小组合作来完成，需要学生投入的时间、精力、资源等比普通的教学活动更多，更具有挑战性。所以，该部分教学内容标注有星号（*），设定为选学内容，不作统一要求。项目活动不再以语言学习为目的，而是以语言运用为目的，以具体任务为导向，让学生在真实语境中分析问题、解决问题，在完成任务的过程中发展语言能力、文化意识、思维品质和学习能力，特别是动手能力和创新能力。
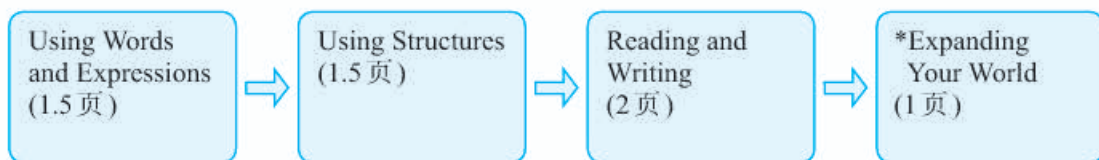
● *Video Time

视频观看是本套教材每个单元最后部分设计的一个特殊的板块，其目的是体现新媒体时代下语言学习和运用的新途径并发展相关技能，这就是课标中新提出的"看"（viewing）。这个板块是单元教学的有机拓展，具有一定的难度，标注有星号（*），为选学内容。视频内容的选择与单元主题相关，是单元主题的拓展与深化，有助于激发学生的学习兴趣，开阔学生的文化视野。视频资源的长度大多在三至五分钟，其画面清晰、内容生动、语言地道。为了便于教学，教材根据视频内容设计了基本的教学步骤，分为 Before You Watch、While You Watch 和 After You Watch 三个阶段，每个教学阶段都设计了具体的活动，供参考使用。

（二）练习册

练习册（Workbook）是本套教材的有机组成部分，放在学生用书的后面，是巩固和拓展单元学习的重要教学资源。必修阶段教材练习册每个单元六页，包括 Using Words and Expressions、Using Structures、Reading and Writing 和 *Expanding Your World 四个板块。其中 Using Words and Expressions 为单元的词汇练习与巩固；Using Structures 为单元的语法练习和运用；Reading and Writing 重点培养阅读和写作技能；*Expanding Your World 提供了与单元主题相关的拓展阅读材料，重点培养学生的阅读兴趣，开阔学生的文化视野。

1. 必修第一册至第三册练习册单元框架（6页）

| Using Words and Expressions (1.5页) | → | Using Structures (1.5页) | → | Reading and Writing (2页) | → | *Expanding Your World (1页) |

2. 必修第一册至第三册练习册各板块编写意图

● **Using Words and Expressions**

词汇运用板块以不同的练习形式帮助学生巩固本单元的重点词汇和短语。该板块的设计意图主要包括：（1）尽量覆盖本单元需要掌握的重点词汇，特别是增加核心词汇的复现和练习。（2）注重词块练习，强化学生的词汇搭配意识。（3）在句子、语篇等具体语境中练习和运用词汇，突出词汇的表意功能。（4）适当归纳以前学过的相关词汇，有机渗透词汇学习策略。（5）词汇练习的语境与单元主题关联，以加深或拓展主题意义和内涵。

● **Using Structures**

语法运用板块以不同的活动形式帮助学生巩固、内化和运用本单元所教学的语法项目。该板块的设计意图包括：（1）加强语法基础知识训练，通过不同形式深化学生对语法结构的理解和掌握，以提升语言运用的准确性。（2）重视语法结构的表意功能。语法学习的目的并不是为了让学生掌握一套系统而完备的语法规则，而是为了让学生运用这套语法规则支持和监控自己的语言，从而准确地理解和表达意义、观点和态度。因此，该板块注重让学生在真实的语境中体会和感悟语法结构的意义和功能。（3）重视与单元主题的关联性。语法运用板块的内容与单元主题相关，借助语法结构继续拓展主题知识，帮助学生进一步探究主题意义。

● **Reading and Writing**

本套教材练习册部分绝大多数阅读活动和写作活动都进行了整合设计。读写结合的模式将可理解性输入与可理解性输出有机结合，便于学生在阅读的同时关注语篇的主题、语境、文本结构和语言特征，为后面的写作服务。由于阅读输入能够为学生提供可供参考的写作支架，可以减少学生在写作时的焦虑感和恐慌感，从而提高写作的质量和效率。

就阅读任务来看，这部分的主要目的是扩大学生的阅读输入量，并培养他们的阅读能力，增加他们的阅读体验，提升他们的阅读素养。阅读输入部分的设计意图包括：（1）有机拓展单元主题内容。练习册部分的阅读语篇是单元主题的重要组成部分。（2）有机拓展单元的阅读语篇类型。练习册部分的阅读体裁对学生用书部分形成补充，尽量为学生提供不同体裁的阅读输入，如必修第一册第二单元 Travelling Around 学生用书部分的阅读是有关旅游话题的实用文体，即旅游宣传册和百科全书条目解释，而练习册部分阅读语篇的体裁是与旅游话题相关的议论文。在旅游话题中，增加议论文有利于提升学生的主题探究意识，培养他们的思辨能力。（3）阅读文本为后面的写作活动提供了主题、语境、语言、体裁方面的支撑与铺垫。

从写作任务来看，该部分往往是基于前面阅读输入的书面表达活动。书面表达部分的设计意图包括：（1）采用指导性写作模式（guided writing），为学生顺利完成写作任务提供支架或铺垫。（2）采用任务型写作模式，为学生提供具体的写作任务目标和写作要求，让学生用语言去分析问题和解决问题，发表观点或表达感情。（3）重视不同写作体裁的训练。全套教材在写作体裁方面进行了系统的设计和安排。练习册中的写作板块丰富了教材的写作体裁，如完成明信片、写申请书、看图写作、写故事、摘编新闻等。

● ***Expanding Your World**

视野拓展板块标注有星号（*），为选学内容，其设计意图包括：（1）深化单元的主题内涵，拓展学生的文化视野，提升学生的阅读兴趣和文化意识。（2）体现文学性和经典性，以提

高阅读文本的可读性。（3）体现教学内容的选择性和弹性。通常该板块阅读难度较大，生词较多，但部分生词标注了汉语释义，以减轻学生的阅读困难，主要供学有余力的学生选学。（4）阅读语篇没有提供阅读理解活动，目的是不增加学生的学习负担，让学生基于自己的学习能力和兴趣自主阅读。

（三）教师教学用书

教师教学用书是教师进行课堂教学的重要参考资源，是本套教材的重要组成部分。教师教学用书的主要编写理念是：不但要告诉教师教什么（what to teach），怎么教（how to teach），还要告诉教师为什么（why）。为了实现这一编写理念，教师教学用书的编写主要从以下两个方面入手：第一是在教学内容分析部分，除了介绍教材内容（what）之外，还要说明教材编写背后的意图和理念（why），如话题选择和语境设置的用意，教学活动的目的和要求，教学活动之间的逻辑关系和思维层次，以及语篇的文体结构特征和内涵立意，等等。该部分多数板块都是从活动主题、文本分析和活动设计三个角度来解读教材，其目的是帮助教师深入理解教材内容和教材编写的理念，准确把握教学的重点和难点。第二是在教学建议部分，不但按照教材的板块内容提供具体的教学步骤（how），还适当说明教学设计的意图和理念（why），以及教学时需要注意的问题等。

教师教学用书的主要功能有：（1）帮助教师理解教材的设计理念、教学内容、编排体系以及教材编写特点等。（2）为教师提供教学方法和具体教学建议，帮助教师更好地使用教材教学，并力求帮助教师更新教学理念、改进教学方法、促进教师专业发展。（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，开阔教师的教学视野，提升教师的专业素养。

本套教师教学用书主要分为中文和英文两个部分，这两个部分教学功能不同。中文部分主要包括教材介绍和教法建议、单元内容分析、单元教学建议、单元补充注释等。需要说明的是，在"教材介绍和教法建议"部分，除了对教材结构、教材特征等方面进行说明，还针对教材的使用提出一些教学建议，涵盖词汇教学、语法教学、听说教学、阅读教学、写作教学、视听教学等。

英文部分包括两大部分，即英语教学指导和单元教学建议，主要提供拓展性的教学建议和教学活动设计，此外还针对单元教学内容提供必要的文化注释。教材中各部分练习答案也都放在英文部分，供教师教学时参考。

教师教学用书后面的附录部分还提供了单元整体教学设计案例、教材听力文本和视频文本、课文译文等。

四、教学方法建议

（一）词汇教学

课标对必修和选择性必修阶段的词汇量以及词汇知识分别作了具体要求。在必修阶段，学生应在义务教育阶段学习的1,500~1,600个单词的基础上学习和积累500个左右新单词和一定数量的短语，累计掌握2,000~2,100个单词。在选择性必修阶段，学生应再学习和积累1,000~1,100个

新单词和一定数量的短语，累计掌握3,000~3,200个单词。

课标对必修阶段词汇知识的要求还包括：

· 借助词典等各种资源，理解语篇中关键词的词义和功能以及所传递的意图和态度等；

· 了解词汇的词根、词缀，掌握词性变化规律，并用于理解和表达有关主题的信息和观点；

· 在语境中，根据不同主题，运用词汇命名相关事物，进行指称，描述行为、过程和特征，说明概念等。

课标强调词汇在语境中的运用和表意功能；强调词块的学习与积累；强调理解词的内涵与外延；强调对词汇的实际运用，包括命名事物，进行指称，描述事物、行为、过程和特征等。根据课标精神，本套教材在词汇内容安排和活动设计上进行了系统规划，主要体现在四个方面：（1）均衡安排每个单元的词汇量。教材在各个阶段保证完成课标规定的词汇量要求，同时严格控制每个单元的生词量。一方面尽量降低非课标词的比例，另一方面确保每个单元的生词均匀分布。在必修册次，每个单元的课标词基本控制在35~40个。（2）注重生词的及时复现。每个单元的课标词都在学生用书和练习册中多次复现，及时帮助学生巩固和加深对生词、词块的理解和记忆。（3）注重词汇在语境中的呈现。本套教材的生词大多借助语篇来呈现，并且在学生用书中用黑体凸显出来，以引导学生关注生词在语篇语境中的使用特征。（4）注重词汇训练。学生用书中的词汇练习主要分布在阅读理解板块和自我检测板块。练习册专门设计了独立的词汇练习板块，以全面巩固和练习本单元的生词和短语。

在理解课标要求和教材内容的基础上，日常词汇教学应关注以下四个方面。

1. 树立语境意识，帮助学生在语境中理解和运用词汇

课标指出："词汇学习不是单纯的词语记忆，也不是独立的词语操练，而是结合具体主题、在特定语境下开展的综合性语言实践活动。"语境是词汇教学的核心要素。语境即言语环境，它既包括语言因素，也包括非语言因素。语言因素包括句子、阅读语篇、听力对话或口头描述等，而非语言因素则包括实物、图画、标识、动作、表情等。以动画和视频为代表的新媒体资源则包括了语言和非语言的语境。利用语境实施词汇教学比孤立的词汇教学要有效得多，因为语境能够激活学生的知识联系和意义联想，更能激发学生的学习兴趣。因此，在词汇教学中，教师应当充分利用一切资源为学生创造词汇学习的语境。

高中阶段尤其要充分利用语篇语境来开展词汇教学，包括阅读语篇和听力对话，因为语篇为词汇的呈现提供了形象具体、生动丰富的语境。只有在具体语境里，单词才有生命力。例如，在阅读教学中，教师可以这样教生词：在读前利用课文中的句子来呈现生词，在读中根据课文语境猜测词义，在读后利用改写后的课文语境练习和巩固生词。总而言之，不宜脱离语境孤立地开展词汇教学。

2. 树立词块意识，提高学生语言理解与表达的准确性和流畅性

课标指出："高中阶段的词汇教学除了引导学生更深入地理解和更广泛地运用已学词汇外，重点是在语境中培养学生的词块意识，并通过广泛阅读，进一步扩大词汇量，提高运用词汇准确理解和确切表达意义的能力。"所谓词块，就是词的搭配组合。在日常交际中，一些词往往会和另外一些词拥有比较强的组合关系，所以一起出现的频率比较高，而且关系比较稳定。词块的概念远远超出了传统意义上的单词，甚至固定词组的范围。词块通常分为四个类型，包括词和短语、

常见搭配、固定表达以及半固定表达。词是指常规意义上的单词，而短语则指具有一定习语性质的词组，即由一个以上单词组成的固定词组。之所以说"固定"，是因为组成这些词组的单项是不可以任意更换的，例如：track and field 不能改为 field and track；as a matter of fact 表示"事实上"，也不能改变其中的任何一个词。常见搭配是指日常交际中共现频率非常高的词汇组合，例如：take a rest、identity card、taxi driver 等。这些词组并非像第一类词组那么固定，但是因为它们常常出现在一起，人们也就把它们当成"短语"来记忆了。固定表达指形式固定并具有一定语用功能，可以独立使用的词块，例如："Not too bad.""What's up?""Just a piece of cake."等。这种词块往往是约定俗成的，中间的成分不可以随意更改。半固定表达也叫句子框架，通常为非连续性的结构化短语，例如："I'm sorry for …""Would you mind …?""I see what you mean，but …"等。这种词块往往是半固定、半开放性的，人们在使用时可以根据实际情况填充自己需要的信息。

在英语语言中，词块数量庞大，而且词块又是预制好的语言组块，不需要使用者临时按照一定的语法规则去组织单词来表达意义。所以，使用词块能够提高语言理解和表达的准确性和流畅性。

3. 树立词汇运用意识，帮助学生在词汇学习的基础上表达意义

课标指出："学生通过听、说、读、看、写等方式，感知、理解相关主题意义，使用词语表达相关话题的信息和意义。"在词汇学习中，记忆固然很重要，但是如果仅仅停留在记忆的层面，尤其是死记硬背单词，学完之后很快就会忘记。其实，词汇的学习，主要是在记忆的基础上不断运用，从而强化语感，迁移词汇运用能力，最终达到语言的内化。词汇运用重点体现在理解和表达两个方面。就理解而言，教师要充分利用语篇资源，让学生在语篇语境中理解词的用法和表意功能。就表达而言，教师要围绕学生感兴趣的主题或话题来设置语言表达任务，让学生在主题表达中有意或无意地使用一些目标词汇，并认识到词汇的学习是用来表达思想和意义的，不是用来记忆和考试的。在围绕主题的表达活动中学生会逐步构建自己的词汇网络，从而将零散的词汇记忆结构化。

4. 树立词汇学习策略意识，培养学生自主学习词汇的能力

课标指出："学习能力指学生积极运用和主动调适英语学习策略、拓宽英语学习渠道、努力提升英语学习效率的意识和能力。学习能力构成英语学科核心素养的发展条件。学习能力的培养有助于学生做好英语学习的自我管理，养成良好的学习习惯，多渠道获取学习资源，自主、高效地开展学习。"因此，掌握有效的词汇学习策略对于积累基础语言知识就非常重要。对我国学生来说，词汇学习是一个挑战。词汇学习中的常见问题包括记不住单词，记住了但容易遗忘；死记硬背词汇，不会运用；不会拼读单词，依赖老师带读；词汇量小，使用机会少；等等。教师应当帮助学生发展词汇学习策略，培养他们自主学习词汇的能力。

词汇学习的策略有很多，不同学生适合不同的学习策略。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。

在语境中猜测生词　教材中不是每一个生词都需要教，如果生词所处的语境较清晰，可以让学生根据上下文线索猜测该生词所表达的意义。

根据构词法记忆单词　英语中的词汇数量庞大，有很多单词还长得很像，那是因为它们有共

同的词根，所以教师应帮助学生学习一些构词知识，让他们学会辨别词根，找出词形变化的规律，从而有效记忆并拓展词汇。

根据拼读规则记忆单词 英语是拼音文字，一个单词的读音与其拼写形式有着密切的联系。因此，帮助学生理解单词的音形关系不仅有利于他们拼读单词，而且有助于他们记忆单词。

记忆词块，整存整取 词汇学习最好以词块为单位，这样就可以在记忆时整体输入，在运用时整体输出。词块学习既能提高词汇记忆的效率，也能提高词汇运用的准确性和流畅性。

构建主题词汇思维导图 从词汇意义上来讲，任何词都不是孤立存在的，它们在某种程度上与其他词汇都有联系。因此，教师可以帮助学生根据不同主题构建词汇语义网络。

（二）语法教学

英语语法知识包括词法知识和句法知识：词法关注词的形态变化，而句法则关注句子结构。根据课标，高中学生在学习语法时应该能够做到以下两点：首先，意识到语言使用中的语法知识是"形式—意义—使用"的统一体，语法学习的最终目的是在语境中有效地运用语法知识来理解和表达意义。其次，运用所学的语法知识理解口头和书面语篇的基本意义和深层意义，恰当地描述真实和虚拟世界中的人和物、情境和事件，表达观点、意图和情感态度，进行人际交流。课标所倡导的语法观是以语言运用为导向的"形式—意义—使用"相结合的三维动态语法观。在语言运用中，语音、词汇、语法、语篇和语用知识总是交织在一起，成为语篇意义建构的重要基础。语法参与传递语篇的基本意义，语法形式的选择取决于具体语境所表达的语用意义。因此，语法教学不是孤立的语法知识的教学，而是在一定语境中学习和运用语法知识，把握其基本体系和语用意义的教学。

本套教材十分重视语法教学，主要体现在以下几个方面：（1）系统安排语法知识。教材依据课标系统安排全套书中的语法知识项目，各语法项目与单元主题语境相关联，与学生的生活密切联系，与学生的认知水平相符合。（2）重视语法学习的过程性和参与性。教材采用"感知—发现—总结—练习—运用"的模式来设计语法教学活动，其目的是引导学生主动参与语法学习，而不是被动地接受教师对语法的讲解。（3）充分体现"形式—意义—使用"相结合的三维动态语法观。教材根据课标要求系统合理地编排语法教学内容，设计语法教学活动，尤其重视语法结构的表意功能，强调语法与主题的关系、语法与语境的关系、语法与语义的关系、充分利用语篇来开展语法教学，培养学生有效运用语法知识理解和表达的能力。

根据课标和教材的要求，教师在语法教学方面需要注意以下四个方面。

1. 在语境中开展语法教学

语法教学最好在语境中进行，尽量避免枯燥地讲解语法知识，避免使用孤立、没有意义的句子来解释语法结构。语法结构自身并没有意义，只有在一定的语境中才能表达语用意义、实现表意功能。因此，教师应当运用语篇、图画、动画、动作、视频等来创设语言情境，在具体语境中呈现语法结构，并让学生在具体语境中感知、理解和运用语法结构。

2. 关注语法的表意功能

课标对语法知识的要求是从语言运用的角度出发，而不是从语言知识的特征和系统出发。这就要求教师在进行语法教学时不仅要重视语法的结构形式，更要关注语法结构所表达的意义

和所使用的语言环境特征。语法教学的内容应该包括三个方面，即语言形式、意义和使用。"形式"是指语言的结构及其特征；"意义"包括语法形式的语法意义和内容意义；"使用"是指语言在一定语境中的表意功能。因此，语法教学不能停留在学生对语法知识的理解和记忆层面，还要帮助学生创设具体的生活语境，让他们尝试在语境中理解和表达意义，体会语法结构的使用特点和规律。

3. 重视学生对语法学习的过程性参与

传统语法教学模式基本上是教师讲解，学生听。教师多采用演绎法，首先通过例句展示某一语言结构的特点，然后让学生通过练习熟练掌握语法知识。这种教学方式的弊端是不能引导学生主动思考、发现和总结语法结构的特征。要提高语法教学的效率，就应以学生为中心，发挥学生的主观能动性。语法教学设计应体现学习过程，引导学生主动参与到语法学习过程中，尤其要重视学生的思维参与。本套教材将语法内容渗透在整个单元教学之中，学生首先在Listening and Speaking和Reading and Thinking部分初步感受单元目标语法结构的使用，然后在Discovering Useful Structures部分归纳前面所见到的单元目标语法并发现其结构规律，再通过适当的练习理解和内化目标语言，最后在Reading for Writing、*Project等部分运用、巩固所学语言知识。

4. 根据学情灵活实施语法教学

在教学中，教师可根据学生实际情况灵活选用归纳法（inductive approach）或演绎法（deductive approach）来实施语法教学。本套教材提倡归纳法，但也不排斥演绎法，这要根据语法项目的具体特征和学情来决定。归纳法更加强调学生在语法学习过程中的参与，鼓励学生主动发现和总结语言规律。为了发挥学生在语法学习过程中的主体性，教师要尽量为学生创造条件，引导学生主动发现语言规律。例如：提供数量足够且最为典型的例句以突出语言特征；利用新旧知识或通过相似结构对比的方式呈现语言结构；采用语篇的形式呈现语法结构以突出其在语境中的语用意义；采用视频、动画或其他直观手段展现语法运用的真实语境等。

（三）听说教学

语言技能是语言运用能力的重要组成部分，包括听、说、读、看、写等方面的技能。听、读、看是理解性技能，说和写是表达性技能。理解性技能和表达性技能在语言学习过程中相辅相成、相互促进。实际教学常常将听说技能有机整合，因此，听说课是一种常见课型。

本套教材非常重视培养学生的听说能力，注重听和说的结合，以及语言的综合运用。在必修阶段，每个单元安排两个听说训练板块，这两个听说板块的教学内容和教学目标各有侧重。第一个Listening and Speaking板块是以听力训练为主，口语训练为辅，重视听力过程指导和听力策略培养。第二个Listening and Talking板块是以口语训练为主，听力训练为辅，重视口语表达能力培养和功能项目训练。

根据课标和教材的要求，教师在听说教学中应当注意以下三个方面。

1. 关注听力策略培养和听力微技能训练

在日常教学中，教师应当注意培养学生的听力策略和听力微技能，因为听力能力的提高有赖于听力策略和听力微技能的提高。听力策略包括：预测（predicting）、推理（making inference）、选择性注意（selective attention）、监控（monitoring）、评价（evaluating）等。听力微技能包括：

根据所听内容记笔记；获取事实性的信息并对信息进行归纳和整理；理解所听内容的主旨和要义并进行分析和阐释；根据所听内容作出合理的推理与判断；理解和判断说话者的意图、情感和态度；识别说话者的交际身份和角色；借助说话者语气、语调、停顿识别说话者的讽刺、幽默等意图；理解说话者选用的词汇、语法结构和语音手段的特殊表达意图；理解说话者为提高话语的连贯性而使用的衔接和连贯手段；等等。听力策略和听力微技能是提高听力理解能力的重要手段，听力微技能也是高考听力的主要考查内容。因此，在日常教学中应当加强对听力微技能的训练。

2. 加强视听说训练，培养学生的视听说技能

在新媒体广泛运用的时代，人们不仅通过听和读，也常通过看获取信息，例如：观看视频和动画。通过观看视频我们可以从多维度获取信息，包括图像、声音、动作、文字、符号、颜色等。视频能够提供直观、立体、动态、丰富的信息，有助于提高学生的学习兴趣。课标对视听训练强度作出了具体要求：在必修阶段，视听活动每周不少于30分钟；在选择性必修阶段，每周不少于40分钟。本套教材每个单元都提供了视频资源。除此之外，教师还需要为学生选择和推荐更多英语视频资源，例如：英语电影、电视剧、歌曲、动漫，以及各种英语微视频等，还有一些高质量的英语演讲也可运用到教学中。这些演讲往往时效性强、话题新颖，有一定的代表性，也能引起学生共鸣。至于内容难度问题，教师可以根据学生的语言水平为他们筛选难易适中的视频资源。生动丰富的视频资源不仅能为学生提供真实的视听素材，还能为他们提供可以模仿的优质口语学习资源。

3. 坚持"准确性"和"流利性"并重的原则

在口语教学中，教师往往要求学生用词、时态、句法结构正确，单词读音、句子语调也要正确，此为语言的准确性（accuracy），也是口语表达的基本要求。教师还应关注学生口语表达的流利性（fluency），流利性取决于学生的自信心、语感和所表达内容的丰富性。当代英语教学非常强调主题意义，在引导学生进行口语表达时，教师应首先重点关注学生语言的流畅性和内容的丰富性，然后关注其准确性和得体性。

（四）阅读教学

阅读教学向来是英语教学的重要内容，课标和教材都给予阅读教学足够的重视。课标对必修和选择性必修阶段的阅读教学提出了具体要求。必修阶段的阅读技能包括：

- 从语篇中提取主要信息和观点，理解语篇要义；
- 理解语篇中显性或隐性的逻辑关系；
- 把握语篇中主要事件的来龙去脉；
- 抓住语篇中的关键概念和关键细节；
- 理解书面语篇中标题、小标题、插图的意义；
- 辨认关键字词和概念以迅速查找目标信息；
- 根据语篇标题预测语篇的主题和内容；
- 批判性地审视语篇内容；
- 根据上下文线索或非文字信息推断词语的意义；
- 把握语篇的结构以及语言特征；

• 识别书面语篇中常见的指代和衔接关系。

除此之外，课标还对课外阅读量提出了具体要求：必修阶段的课外阅读量平均每周不少于1,500词，整个必修课程阶段不少于4.5万词。选择性必修阶段的课外阅读量平均每周不少于2,500词，整个选择性必修课程阶段不少于10万词。

根据课标对阅读教学的要求，教材也作了较大幅度的调整与改进，以满足课堂教学的需要。就阅读教学而言，教材的变化主要体现在三个方面：（1）增加阅读输入。每个单元有四篇阅读，其中包括学生用书中的Reading and Thinking和Reading for Writing以及练习册中的Reading and Writing和*Expanding Your World。这四篇阅读都围绕单元主题展开，有利于学生从不同角度探究单元主题意义。（2）提高阅读语篇的质量。语篇质量包括多样化的语篇体裁、具有时代感的话题内容、丰富的文化内涵，以及地道的语言表达等。此外，语篇质量还体现在富有层次、逻辑清晰的语篇结构，高尚的人文情怀和丰富的教育意义。教材的阅读语篇在这些方面都作了较大的改进与完善。（3）阅读活动设计更加注重思维品质和文化意识的培养，力求反映当代阅读教学的理念。因此，在实际教学中，除了语篇表层信息的获取之外，还应该引导学生挖掘语篇的深层信息，包括作者的观点、意图和价值取向等；除了基于文本的基本信息的问题，还需要开放性问题，用以培养学生批判性思维能力；引导学生关注语篇结构的分析，将所获信息进行结构化的整理，从而实现深度阅读。

总之，教师应当切实转变英语阅读教学的理念，更新教学方法，以学生为中心，增强学生的阅读体验，培养学生的阅读素养，进一步提高英语阅读教学效率。为此，教师在阅读教学中应当注意以下四个方面。

1. 从语篇的角度和高度来教阅读

首先，教师应将阅读课文作为语篇来看待。语篇是指一段有意义的、传达完整信息、逻辑连贯、语言衔接、具有一定交际目的和功能的语言单位，包括口头语篇和书面语篇。语篇具有衔接和连贯的特征。衔接是语篇的有形网络，可以通过语篇标记（discourse markers）来体现，如but、and、because等。连贯是指句子与句子之间在意义上具有合乎逻辑的有机联系，语义表述思路清晰，意义关系首尾贯通，便于交际对方得到要领。连贯是语篇的无形网络，在字面上是看不见的，要靠读者的逻辑推理来判断。

语篇概念对阅读教学的启示是：阅读理解不能停留在句子层面上，因为语篇的整体意义不是语篇单句意义的叠加。因此，在阅读教学中，教师应引导学生在理解单个句子意义的基础上关注句与句、段与段、主题句与支撑细节、首段与尾段、标题与正文，以及文字与图表之间的关系。在语篇的思维逻辑方面，教师应引导学生准确把握作者在组织信息时所使用的因果关系、比较关系、转折关系、并列关系、增补关系、指代关系、例证关系和时空顺序等。在判断这些逻辑关系时，教师应帮助学生学会识别一些常用的语篇标记。例如：but、however表示意义的转折，because、since、so、thus、finally表示因果关系，instead、then、on the contrary、by contrast、on the other hand表示对比关系，等等。

2. 注重文本意义的多层次解读，引导学生进行深度阅读

语篇意义就是语篇形式所表达的内容。语篇意义通常不是单一层次的，而是多层次的。句子层面的意义理解起来比较容易，主要体现在一些事实性信息上，如what、when、who、where、

why、how等。然而，理解字里行间蕴含的意义就有一些难度，需要学生具有一定的语篇分析能力和语境建构能力，通过厘清文本的各种逻辑关系把握作者的写作思路。要理解语篇的引申意义，学生需要调动话题背景知识、文化知识、生活经验和逻辑思维能力，基于语篇分析和语境建构，得出自己的理解和判断。这需要学生具有更加高级的阅读能力、丰富的背景知识以及高阶思维能力。由于人的社会经历和生活背景不同，看待问题的角度也不同，正如"有一百个读者就会有一百个哈姆雷特"，对于同一个语篇，不同的读者也会有不同的理解。

由于语篇具有不同层次的意义，在阅读教学中应重视对课文进行不同层次的解读，尤其要提高学生在阅读过程中思维和情感的参与，培养学生的阅读习惯，尤其是默读习惯。一个语篇学生至少要阅读三遍，每次阅读应实现不同的教学目标，关注不同层次语篇信息的获取与处理、加工与利用。

3. 加强阅读策略培养，发展学生的自主阅读能力

阅读教学的主要目的是教会学生如何有效阅读，把学生培养成独立、高效的阅读者。为此，教师应重视阅读策略的培养。阅读策略是指在阅读过程中有目的、有意识地选择和使用的一系列旨在提高阅读理解和阅读速度的方法和调控阅读行为的措施。常用的阅读策略包括：激活背景知识、带着目的去阅读、略读、寻读、读前预测、读中预测、猜测词义、推理判断、了解重点细节、理解文章结构、理解指代关系、理解逻辑关系、分清事实和观点、把握时空顺序等。

阅读策略教学一般涉及两个方面：一是为了不同的阅读目的而采用不同的阅读策略，也就是说阅读策略要为阅读目的服务；二是根据语篇特征选择适当的阅读策略。不是每一篇课文都适合教授上述所有的阅读策略，阅读策略的选择必须结合文本特征，选择最典型、最契合该文本特征的策略。阅读策略的训练方式可分为显性和隐性两种。显性策略需要教师明示，隐性策略可由学生总结，但都必须通过具体的阅读活动来实现。有经验的教师常常鼓励成功的阅读者说出自己的策略，与大家分享。需要注意的是，阅读策略的教学不是一次性的，学生需要反复练习，不断巩固和提高，逐步形成使用阅读策略的意识，最终提高阅读理解能力。

4. 阅读活动设计要有思维深度，重视培养学生的思维品质

思维品质是指思维在逻辑性、批判性、创新性等方面所表现的能力和水平，具体包括观察、比较、分析、推断、归纳、概括、质疑、评判、建构、欣赏、创新等。在当前英语阅读教学中，学生的思维参与程度还不够高，其主要原因是教师所设计的阅读活动的思维层次较低，往往是基于文本中事实信息的问答，缺少深层次的问题，开放性和探究性问题更少。此外，阅读活动形式往往以回答问题为主，缺乏其他形式的思维性较强的阅读活动。为了培养学生的思维品质，教师在阅读教学中应注意以下两个方面。

首先，教师设计的阅读理解问题要分层次。建议从以下四个层次考虑：（1）字面理解层次。在这个层次，读者通过理解文本词语和句子就能获得作者陈述的信息。（2）推断性理解层次。推断性理解是指读者根据自己的经验、背景知识或直觉推断作者没有在文本中直接呈现出来的信息。（3）评价性理解层次。这个层次是指读者将自己从文本中新获得的信息与已有知识和价值观进行比较，并判断文本信息的真实性和合理性。（4）欣赏性理解层次。欣赏性理解是阅读理解的最高层次，是指读者与文本中的某些信息、观点或态度等产生共鸣，与作者进行心灵沟通。

其次，教师的阅读活动设计应关注批判性思维能力（critical thinking）的培养。为了培养学生

的批判性思维能力，教师应引导学生批判性地审视语篇内容。例如：利用背景知识进行读前预测和读中预测；解读文章标题或为文章拟定新的标题；对作者的观点和态度进行分析、提炼、验证，甚至是质疑；将文本信息与自己的生活经验相关联，并能由此及彼，进行对比和比较；分析事件的因果和逻辑关系；根据语境和自己的经验推断文本信息；评价作者的观点和态度；欣赏文本所提供的信息以及作者的观点与态度；阅读后总结所读的内容，表达自己的感想和观点等。

（五）写作教学

课标将语言技能分为理解性技能和表达性技能。理解性技能包括听、看、读，而表达性技能包括说和写。课标对必修和选择性必修阶段的表达性技能作出了具体要求。必修阶段的写作技能要求如下：

- 清楚地描述事件的过程；
- 使用文字和非文字手段描述个人经历和事物特征；
- 在书面表达中借助连接性词语、指示代词、词汇衔接等语言手段建立逻辑关系；
- 根据表达目的选择适当的语篇类型；
- 根据表达的需要选择词汇和语法结构；
- 根据表达的需要选择正式语或非正式语。

根据课标对写作技能的要求，教材在写作教学方面作了较大幅度的改进，主要体现在三个方面：（1）采用阅读和写作相结合的模式。近些年来，英语技能整合的趋势越来越明显，这不仅体现在日常英语教学中，也体现在高考试题中，如高考试题中加入了读后续写及读后写摘要等要求。本套教材也加强了阅读和写作技能的整合，每个单元都包含一个 Reading for Writing 板块。除了理解文本基本信息之外，教材还引导学生分析语篇结构、语言特征、修辞特点等，为写作活动做好铺垫。（2）采用过程性写作模式。教材为学生提供的过程性指导主要体现在两个方面，为学生提供写作模板和为学生提供写作支架。写作过程设计包括写作的任务设置、语境设置、语篇结构、语言知识、评价标准、修改完善、作品展示等步骤，其目的是帮助学生发展写作策略和技能，减少学生写作时的焦虑，提高学生的自信心和写作质量。（3）重视写作语篇类型的多样性和实用性，鼓励学生表达自己的真情实感。课标对写作技能的其中一个要求是"根据表达目的选择适当的语篇类型"。因此，教材有目的地设计各种写作活动，让学生学习不同语篇类型的特点并尝试写作，如必修第一册的写作语篇类型包括：a student profile、a letter of advice、an email about a travel plan、a page in a wellness book、a summary、a blog about English study 等。

英语写作对我国学生来说挑战性很大，其原因主要是语言文化以及思维等方面的问题。此外，在日常教学中，教师对学生的写作指导不够，往往重视写作的结果，而不重视写作的过程，也不太重视写作语境的设置和写作技巧的培养，造成学生的写作水平难以提高。

鉴于上述问题，在写作教学中，教师应当注意以下三个方面。

1. 加强写作任务的过程性和情境设置的真实性

教师不应急功近利地按照高考写作题型设置写作任务。考试中的写作形式和平时的写作训练应当有所不同。首先，在日常教学中应加强基础写作训练，例如：组词成句、组句成段、组段成

文等，也就是大家所熟知的"词—句—文"练习。其次，应加强写作任务的过程性指导。在写作教学中，教师的首要任务不是告诉学生写什么，而是教会学生如何写。因此，教学设计要充分体现写作的教学过程，引导学生在写作过程中的深度参与。教师可将整个写作任务分解为若干写作步骤，在各个步骤根据学生的实际需求提供必要的写作支架，其中包括语言支架和语篇支架。为了帮助学生自信地写作，表达丰富的信息和思想内容，可首先让学生分组讨论与写作话题相关的问题。同学之间相互启发、集思广益，先口头表达，再落实到书面上，这样既可以丰富写作内容，也可以降低学生的焦虑程度。此外，写作教学不仅要告诉学生写什么（what），怎么写（how），还要告诉学生为什么要这样写（why）。写作情境要尽量真实，真实的写作情境符合学生的认知心理，能够激发学生写作的深层兴趣和动机，让他们感到有话可写，有话想写。

2. 帮助学生从阅读中寻找写作的出路

提高写作能力最有效的措施有两个：一是勤于写作，二是深度阅读。一个人写作能力的发展得益于坚持不懈的写作实践，越写越会写，越写越能写，越写越爱写。在写作技巧方面，最有效的方法莫过于从模仿开始，然后发展自己的写作风格。在读写结合的教学活动中，阅读的目的不仅仅是为了获取信息，还为后续的写作活动作准备。教师要引导学生深度阅读文本。所谓深度阅读，就是让学生不仅理解作者表达了什么信息，还要理解作者是如何表达这些信息的。

文本解读可以从以下三个角度展开：第一是What，即作者写了什么，包括作者直接表达的信息和没有直接表达的内涵性信息。第二是Why，即作者为什么这么写，想要表达什么样的观点和态度。第三是How，即作者是如何表达思想的。这也可以分为两个角度：语篇结构和语言特征。语篇结构是指语篇的形态，包括常见文体特征，也包括个性化的文本特征。语言特性包括正式语言、非正式语言和修辞手法。

深度阅读为学生提供以下三个方面的支撑：一是语言支撑。学生可以学习和背诵语篇中一些优美的词语、结构、句子或段落，为自己的写作积累语料。二是语篇结构支撑。在写类似主题的文章时，学生可以模仿所学语篇的文体结构、谋篇布局、基本框架等。三是认识问题的角度。通过深度阅读语篇，学生理解和欣赏作者观点的深刻性和新颖性，获得感悟和认识，学习如何更好地表达自己的思想和态度。

3. 加强美文背诵，增加高质量的语言输入

写作是表达技能，是语言输出，但写作能力很大程度上取决于理解性技能，尤其是阅读输入。高质量的输出有赖于高质量的输入。在日常教学中，并不缺乏学生的背诵行为，如背诵单词、背诵句型、背诵对话、背诵课文等。然而，背诵应该有选择性，背诵的内容质量要高。高质量的语言输入，才能保证高质量的语言输出。

从语言的质量来看，要求学生背诵名言警句和美文无疑是一个很好的选择。名言警句往往句式简单，用词通俗易懂，诵读起来朗朗上口且富含深刻的意义。美文一般是经典名篇，之所以称为美文，主要体现在内容美、语言美、结构美上。有些美文语言生动优美，讲述动人的故事，给人以心灵的启迪；有些美文语篇构思巧妙、修辞手法丰富，论述人生哲理，令读者沉思，回味无穷；有些美文是生动实用的应用文，用词准确，条理清晰。背诵和内化这种高质量的语篇对学生写作能力的提高有着非常重要的意义。

常言道，"读书破万卷，下笔如有神"，大量的阅读和高质量的语言输入是提高写作能力的一

个关键要素，另外一个关键要素就是将书"读破"。高中阶段的背诵不是死记硬背，也不是浅尝辄止、囫囵吞枣，更不是照猫画虎。背诵应该建立在深刻理解的基础上，同时运用多种辅助手段和策略，例如：利用思维的可视化工具对语篇意义和内容进行图像化和结构化的理解等。所谓"水到渠成"，只有内化了语篇语言和意义才能形成语感，写作时才能"言之有物""言之有理"，达到更高层次的灵活运用。

（六）"看"的教学

在课标中，语言技能除了包括听、说、读、写之外，还增加了"看"。之所以增加"看"这一语言技能，主要是因为信息技术时代人们获取信息的方式发生了变化，特别是观看视频成为当代人们获取信息的主要途径之一。但是，"看"不只包括视频内容，还包括图片、图表、标识等各种以可视化形象（image）来表达信息的方式。其实，"看"包括两个方面，它既是信息输入的方式，也是信息表达的方式。人们通过"看"来接收信息、理解信息和运用信息，同时也通过视觉表达（visual representation），即创建视频、图片、图表、标识等来表达信息。

本套教材非常重视对该技能的培养。首先，教材中增加了大量图片、插图、图表，尤其是真实照片。每个单元的首页是一幅主题图，画面美观、内涵丰富，能够激发学生对单元话题的联想与期待。其次，学生用书每个单元的最后一个板块是*Video Time，通过视频材料拓展单元话题内容，开阔学生的文化视野。

教师在教学*Video Time时需要注意以下七个方面。

1. 让学生带着任务看视频。看视频之前，教师应布置相应任务，如就视频内容回答一两个问题，让学生带着任务有目地地观看视频，提高观看视频的效率。

2. 激活学生的话题背景知识。观看视频前，教师应充分激活学生的话题背景知识，比如：让学生运用背景知识预测视频内容。但是，如果大多数学生对视频话题缺乏了解，教师应简单介绍相关背景知识，或让学生阅读一篇有关该话题的材料，以减少学生的焦虑。

3. 观看视频前可处理一些生词。生词是影响学生观看和理解视频的重要因素之一，所以在观看前，教师可根据需要进行必要的生词教学。所谓"必要的生词"，主要指影响视频理解的话题词。这个阶段的生词处理不宜过细，应以帮助学生理解视频内容为主。教师还可以把视频中将要出现的一些生词列在黑板上，让学生在观看视频的时候主动关注这些生词，猜测这些生词的意思。

4. 看听结合。高中阶段的视频教学要将看和听有机结合。学生第一遍观看视频时最好关闭英文字幕，将注意力集中在画面上，同时结合听理解视频内容。学生第二遍观看时可以呈现英语字幕，让学生边看字幕和画面边听以理解视频内容。分层次地播放视频有助于培养学生的视听能力。

5. 关注视频中的文化内涵。视频立体化地再现了语言情境，内容丰富，涉及一些中外文化信息。除了帮助学生理解视频的基本信息外，教师还应引导学生关注视频中所呈现的不同文化内容，提升他们对单元主题意义的认知。

6. 让学生边看边预测。视频有暂停功能，教师可以根据视频的内容，在情节转折处按下暂停键，让学生预测后面将要发生什么。教师应鼓励学生充分发挥想象并进行讨论，然后带着疑问继

续观看视频，印证自己的预测。

7.让学生为视频配音。有些视频材料难度不大，语言鲜活，教师可让学生在理解的基础上进行模仿配音。配音时，学生可以朗读视频上的字幕，也可以关闭字幕，甚至可以在原脚本的基础上重构文本，以提高配音的挑战性和趣味性。

UNIT 3　THE INTERNET

一、教学目标与要求

核心素养	教学目标与要求
语言能力	**主题：** 互联网
	语音： 学习和理解句子重音的规律及其对意义表达的影响，能够在日常交流中利用句子重音的规律，正确理解和表达交际目的和意图。
	词汇： 能正确使用下列单词和词块。 blog, engine, chat, stream, identity, convenient, cash, update, database, software, network, surf, benefit, distance, inspire, access, charity, tough, province, conference, resident, plus, function, battery, confirm, Wi-Fi, press, button, file, discount, account, click, theft, rude, target, false, particular, upset, guideline, author, tip, familiar, case blog post, search engine, identity card, keep sb company, now that, go through, in shape, keep track of, make fun of, keep (…) in mind
	语法： 能够理解并正确运用现在完成时的被动语态进行口头和书面表达。
	语篇： 1. 阅读描述个人经历的叙事文本，理解其文体特征和语言特点。 2. 阅读和理解新媒体语篇——博客文章，分析和把握其语言特征。
	表达： 1. 能够在谈话中得体恰当地表达预测、猜想和看法。 2. 能够写一篇关于网络安全的博客文章。
学习能力	1. 了解下定义的语言标记，能够在听的过程中，利用其更好地理解相关重要信息。 2. 了解文章标题的语言特点，能够通过标题预测文本内容。
文化意识	1. 了解网络在日常生活中的应用，以及中国在互联网领域的重要发展。 2. 了解互联网给人们带来的便利及问题，了解中外青少年使用互联网的现状，正确合理地使用互联网进行学习及社会交往。
思维品质	理解新媒体语篇的语言特征及其在传递信息、交流看法与思想情感方面的特点和优势；初步掌握对博客文章等新媒体语篇所传递信息及作者意图进行梳理分析的能力；结合自身需求和互联网的特点，在学习、生活和社会交往中合理有效地使用互联网，发展批判性思维和创新思维能力。

二、单元内容分析与教学建议

Opening Page

内容分析

本单元主题是人与社会，围绕有关互联网的话题展开。二十一世纪是信息时代，越来越多的人接入互联网、使用互联网，网民也逐渐向低龄化发展。互联网给我们的生活、工作和学习带来了巨大的变化，网上购物、点餐、打车、买火车票、买飞机票等迅速普及，已成为日常生活场景。在线金融、在线教育、在线政务、在线医疗等在线服务层出不穷，极大方便了人们的生产和生活。与此同时，网络信息安全、网络霸凌、网络诈骗等侵害网民人身和财产安全的问题也暴露出来。这提醒人们在尽享网络便利的同时，也要增强防护意识，保护个人隐私和上网安全。

Internet，音译为"因特网"，是全世界最大的互联网，它连接全球的用户、计算机、信息家电、智能手机和其他各种终端，蕴含丰富的资源。主题图用深蓝色代表深邃浩渺的宇宙和我们居住的地球；纵横交织、四通八达的线条代表网络连接，把散布在地球各个角落的人紧密联系在一起，充分展示了互联网的本质——互联互通。互联网真正让世界变成"地球村"。本单元的名人名言是"The Internet is becoming the town square for the global village of tomorrow. —Bill Gates"（因特网正成为明日地球村的闹市广场。——比尔·盖茨），它很好地诠释了主题图的寓意。现实世界的闹市广场熙熙攘攘、人来人往，商品、服务和信息在此集聚、流通、交换和分享，满足人们的物质生活和精神生活的需要。该名言用闹市广场隐喻互联网，生动传神。

教学建议

1. 互联网在日常生活中已经相当普及，学生对互联网或多或少会有一些感性认识和生活体验，教师可以通过多种形式，激活学生的相关生活体验和语言知识等。

（1）如果学生基础较好，可以请学生用英语简单表达自己对互联网的理解，教师用关键词或以图表的形式在黑板上记录学生的看法或观点，然后小结互联网的定义（The Internet is the computer network which allows computer users to connect with computers all over the world.）。

（2）如果学生需要一定的帮助和语言准备，教师可以引导学生完成一个以 Internet 为核心的简单思维导图，旨在帮助学生梳理主题词汇及相关典型语言表达。可以请学生到黑板上板书，教师小结，也可以请学生口述，教师在黑板上记录。

（3）如果学生需要更多的帮助和语言输入，教师可以提前准备一些与互联网相关的简短阅读语篇、图片、小视频等，课前发给学生或给学生播放，以帮助学生在课上更好地理解和表达。

2. 教师引导学生讨论 Look and discuss 中的问题。如果需要，教师可设计几个简短的小问题，帮助学生打开思路。例如：

- What can you see in the picture?
- What do you think is in the background?
- What do the lines in the picture stand for?

3. 教师引导学生理解并欣赏名人名言。可以让学生结合主题图谈论对这句话的理解。首先展示一张闹市广场（town square）的图片，讨论其特点和功能，然后分析它在这句话中的含义。同时，可以引导学生分享自己对于地球村的理解，以及互联网在未来社会发展中会起到的作用。教师可以在课前收集更多关于互联网的名言警句等，也可以布置学生课前收集，带到课上分享，教师进行点评。如果情况允许，可以从中甄选出一些好的句子，做成墙报进行展示。

4. 教师引导学生阅读本单元目标，了解主要学习内容和活动。学生讨论单元主题时，可能会产生意见分歧，如互联网使用的利与弊等，教师要注意合理引导，并进行教学记录，为接下来的讨论及写作做好铺垫。

Listening and Speaking

🔍 内容分析

活动主题：该板块的主题是"上网习惯调查"（Ask about online habits）。很多中学生已有多年的上网经历，但他们使用网络做什么，每天花多少时间等，可能自己也不一定很清楚，对其他同学的上网情况也不一定了解。本板块让学生去调查同伴的网络使用情况，有利于他们增进相互了解，提升对互联网的认识，同时可以帮助他们反思自己的上网行为，借鉴他人良好的上网习惯，戒除自己不良的上网行为。

文本分析：本板块的听力文本是调查类访谈，调查者通过同样的问题采访特定人群来获取信息，从而了解他们对该问题的看法、做法或者态度等。Sam采访了Anna、Paul和Joe，询问他们的上网行为习惯，具体的问题有两个："How much time do you spend online every day? What do you usually do online?"。三个被调查者的回答提供了丰富而有差异的信息，达到了调查者的目的。调查类访谈的口头语篇结构一般包括：打招呼并说明访谈目的、呈现访谈问题以及被调查者的回答。交际双方谈论的是上网行为习惯，所以语篇时态为一般现在时；行为习惯多用表动作的动词短语表达，如keep a diary、watch videos、listen to music、look up / find information、chat with等。与网络相关且较为常见的词汇有online、information和Internet，与话题相关且有一定难度的词汇有blog、stream和search engine，因此，说话者对这些难词进行了定义、解释和说明。课文给出了定义生词的三种方式以及在听力中获取生词定义的听力技巧，以培养学生的听力策略。

活动设计：从听力过程来看，活动包含了听前、听中和听后三个环节。活动1是听前活动，旨在激活学生有关上网活动以及上网习惯的生活体验和语言知识；同时处理听力中的生词，为后续听的活动扫除障碍。方框中的词组是谈论互联网常用的话题词，在听力理解和口语表达中都较为常见。采用词组匹配图画的方式能让学生了解词组所表达的意义，并对照自己的上网行为以加深理解。活动2是听力理解活动，要求学生把听到的信息分类汇总，填到表格中。这个活动主要训练学生获取信息、整理信息的能力。活动3让学生听取特定信息并记录下来，为听力策略的学习作准备。活动4旨在培养学生的听力策略——下定义的三种方式，并结合活动3的实例加以理解和运用。同时引出听取生词定义的策略，提高学生对下定义的表达方式的敏感度，如it's like、

that is、for example等常用表达方式。活动5是拓展性的口语表达活动，学生结对询问对方的上网情况，互相交流自己的上网行为习惯，以开阔视野。从听力思维层次来看，活动1是话题词汇的储备阶段。活动2是对话内容的梳理汇总，培养学生对听力文本中关键信息的获取、整理和归纳能力。活动3和4则是听力策略的培养，学生需要掌握下定义的方式和语言结构。活动5是拓展性活动，学生联系自己的生活实际，用所学的英语讲述自己的上网经验。

教学重点：指导学生掌握听取生词定义的策略、准确理解听力文本内容、用英语调查同伴的上网行为习惯，以及回答同伴有关上网行为习惯的问题。

📔 教学建议

1. 听前准备

（1）教师组织学生围绕"What do you usually do on the Internet?"这个问题，进行简短的小组讨论，收集讨论结果，并将答案写在黑板上。如果学生提到blog post、search engine、stream movies或chat with friends等这些上网活动，可以自然过渡到教科书第26页的活动1。

教师也可以通过展示一组数字产品图片，并借助几个问题，引发学生的思考和讨论。

- What products are in the pictures?
- What do you usually do with them?

教师也可以根据学生不同的语言水平，在课件中展示几张有关博客、网络电影等的图片，帮助学生理解生词。

（2）教师引导学生完成活动1。学生在进行短语与图片匹配时，会推断生词的词义。让学生结对核对答案，明确词义。在勾选日常上网活动时，教师引导学生结合自己的生活实际，回忆平时的上网习惯，从而激活相关生活体验。之后，让学生回顾黑板上有关上网活动或习惯的词汇，为学生听下面有关上网习惯的访谈录音做好铺垫和准备。

2. 听力理解

（1）教师提示学生浏览活动2的表格，明确听力的目的是记录梳理相关信息。教师可通过以下问题引导学生预测即将听到的内容：

- Are you going to listen to a conversation or a monologue?
- What will the survey questions be?

学生简短讨论后，提示学生边听边记录关键信息，然后播放录音，让学生完成表格，并带领学生核对答案。

> **教学提示：**教师要培养学生养成边听边记笔记的习惯。记录要有重点、有技巧。例如：用首字母或缩写形式代替人名、地名；用阿拉伯数字记下相关数据、时间等；用一两个关键词而非整句来记录重要信息等。教师要注意给学生介绍记笔记的方法，引导学生积累常见的缩写形式，也可以鼓励学生自己创建速记符号系统，并与全班同学分享。

（2）请学生浏览听力策略以及活动3和4，提示学生在听的过程中关注听力策略。再次播放录音，观察学生完成活动3和4的情况，如需要，可再播放一遍录音。然后请学生结对核对答案，并探讨该听力策略对提高自己的听力理解能力有什么帮助。

教学提示：下定义解释法一般通过同位语、定语从句或由 or、that is、that is to say、namely、in other words、that means 等表达形式导出词义。有时候也会用举例的方式，如用 for example、such as 等引出具体例子来说明或阐述。

3. 对话表演

（1）教师带领学生回顾听力文本中有关上网习惯的关键信息、典型表达方式（包括句式、短语等），可以利用板书，也可以分发事先准备好的学案。

（2）学生分角色表演活动5的示范对话。

（3）教师根据学生的语言水平，组织并指导学生大声朗读或续接对话，也可以让学生自编对话。

（4）请学生表演对话，并从信息内容、语言表达、语音语调等方面，给予学生有针对性的、鼓励性的综合评价。

Pronunciation

内容分析

本单元主要帮助学生学习区分句子中哪些单词需要重读，哪些词不需要重读，这对提高发音准确度、提升听力理解和口头表达能力有着重要意义。活动1让学生认识到句子有两种词汇：实义词（content words）和功能词（function words）。一般来说，功能词不用重读，而实义词则需要重读。示例中的粗体色字提示该单词是实义词，可重读。活动2要求学生读一首关于安全上网的小诗，标出需要重读的实义词。活动3让学生听小诗的录音，检查自己标注的重读单词是否正确。

那么，什么是实义词和功能词？实义词传递重要信息，功能词表达的是词与词之间或句与句之间的关系。实义词通常包括名词、动词、形容词和副词等，传达文本内容中的重要信息。功能词包括助动词、介词、冠词、连词和代词等，把文本中的重要信息连接起来。

教学建议

1. 教师首先展示活动1中的例句，引导学生找出实义词和功能词。

教师可以使用本单元词表中的词汇，进一步举例说明实义词和功能词的定义和功能。例如：

	名词	engine, blog, stream
实义词	动词	update, download, inspire
	形容词	convenient, stuck, particular
	副词	quickly, never
功能词	助动词	has, did, does
	介词	by, to, of
	冠词	a, an, the
	连词	plus, when
	代词	she, they

2. 教师提问，并引导学生思考"Which should be stressed while being read aloud, content words or function words?"。

教师让学生结对大声朗读例句，体验句子的重音往往会落在实义词上。但并不是句子中所有的实义词都需要重读，而需要视语境和说话者的交际目的而定。

可以请学生进一步思考：句子的重音会给听者的理解和说话人的表达带来什么影响？教师也可以引导学生从课文中挑选几个例句分析，体会句子的重音。例如：

- How do you stay safe online and avoid bad experiences on the Internet?
- People's lives have been changed by online communities and social networks.

3. 教师请学生结对大声朗读活动2中的诗歌"Cyber Sense"。一名学生先读，另一名学生标记同伴重读的单词，然后交换。看看两个人重读的地方是否一样。

4. 教师播放诗歌的听力录音，请学生核对自己标识的重读单词是否与录音朗读一致。

Reading and Thinking

🔍 内容分析

活动主题：该板块以"创办网上社区"（Start an online community）为主题，讲述英国一位年过五旬的失业女教师不仅使用互联网改变了自己的生活，而且帮助其他老年人学会使用互联网从而改变了他们的生活和命运的美好故事。

互联网是二十世纪人类最伟大的发明，给社会带来了巨大的变化。一些人拥有接入互联网的设备和条件，并受到了这方面的教育，而有些人由于各种原因暂时不能接入互联网。这两部分人之间就产生了所谓的"数字鸿沟（digital divide）"。不能接入互联网，就意味着无缘分享互联网带来的文明进步，也不能参与到"互联网+"的改革大潮当中。为了弥补和消除数字鸿沟，世界各国政府和一些热心的民间人士都在行动。近年来，中国积极推行"宽带中国"和"互联网+"战略，让亿万人民共享互联网发展成果，取得了很大成绩。个人也能在消除数字鸿沟方面贡献自己的力量，帮助周围的人群上网探索虚拟世界，亲身体验互联网的神奇，一起搭上网络信

息时代的快车，共赴幸福美好的明天。阅读语篇的主人公——女教师Jan Tchamani，就是这样一位热心人士。

文本分析：本文是一篇记叙文，课文的标题是 "Stronger Together: How We Have Been Changed by the Internet"，它包含主标题和副标题。主标题Stronger Together表示结果或状态，副标题How We Have Been Changed by the Internet指明了话题范围，并通过现在完成时的被动语态强调了互联网的作用和意义。主副标题合起来揭示了文章的主题意义——人们因互联网而联结、而改变，变得更强大。

文章以第三人称的口吻讲述了Jan Tchamani的故事，以过去时态为主，谈及事件的影响时使用了现在完成时，包括现在完成时的主动语态和被动语态。读者对象为一般大众，文体较为正式，适合使用被动语态。

文章共有五个自然段，交代了故事发生的时代背景、地点、人物，以及事件发生的原因、经过和结果。语篇结构完整，主题思想温馨积极，充满正能量。第一段是引子，点明了文章的话题范围，即互联网改变了人们的生活，强调互联网的影响，所以较多地使用了现在完成时。第二段叙述了Jan Tchamani "触网"的原因和经历。第三段讲述Jan开办IT俱乐部，帮助老年人使用电脑和网络并取得可喜成效的故事，是文章的核心部分。第四段介绍Jan消除数字鸿沟的理念和下一步的行动目标。最后一段以主人公的一番话结尾，体现了主人公推己及人、悲悯天下的高尚情怀。她不仅提升了自己，也帮助了他人。

活动设计：从阅读过程来看，活动1是读前思考和讨论的环节，目的是训练本单元的阅读策略。要求学生浏览文章标题，根据标题来预测课文内容以及推测作者的态度。标题是文章内容的高度概括和凝练，凸显文章主旨和意趣，信息量丰富，值得分析和挖掘。活动2和3是阅读中的信息获取、分析和整理环节。活动4旨在处理一些重要的课标词汇，学生完成语篇填空进一步内化并初步运用这些词汇。活动5是读后拓展活动，让学生反思互联网和自己的关系。

从思维层次来看，活动1让学生看标题推测文章大意，及作者对所写话题的态度，训练学生的推测能力。活动2包含阅读材料的细节理解、猜测词义和反思等活动，从信息提取等低阶思维活动，到推理和综合等高阶思维活动，对思维的挑战性不断加大。活动3培养学生梳理整合语篇信息及联系自己的生活实际的能力。活动4通过乌镇的世界互联网大会，引导学生拓宽视野、反观自身，鼓励他们积极投身世界互联网变革大潮，有助于培养他们的发散思维。活动5让学生结合文本谈论自己的看法，训练学生的批判性思维和表达能力。学生在阅读一位英国老年人使用网络从而让生活更加美好的故事后，思考自己的生活和互联网的关系，并讲述自己的网络故事。在这个过程中学生会把自己的上网行为和文章中人物的行为作比较，明白两者的相同和不同之处，进而清楚地看到哪些上网行为是有意义的，反思哪些上网行为是有害的、不利于自己和他人的，从而有助于他们养成良好的上网行为习惯，塑造正确的世界观、人生观和价值观。

教学重点：帮助学生理解阅读文本的主要信息，并掌握通过分析文章标题获取文章话题范围、主旨和作者态度等的阅读策略；引导学生在语境中学习文本中出现的重要词汇，并能讲述自己或他人的网络故事。

📖 教学建议

1. 读前活动

教师提出问题，引导学生结合单元主题和课文标题，预测文本大致意思。

- Look at the activity title "Start an online community" and the title of the text "Strong Together: How We Have Been Changed by the Internet". How are they connected with each other?
- What do you think the text will be about?
- How do you think the writer feels about the topic?

最后一个问题旨在引导学生找到已知信息中的关键词，从而推测作者的观点态度。这也是语篇理解的一项关键能力。比如标题中的stronger是个含义积极的词，这就为分析作者态度给出了提示。

> **教学提示：** 预测之前，教师可以先分析"标题"的语言特点，如标题通常不会严格遵循语法规则，而是用形式简洁、重点突出的词块来吸引读者的注意。关注标题是尽快获取主旨大意的有效途径。

读前活动也可以设计成头脑风暴的形式，鼓励学生在阅读文本前充分热身，激活已有知识和经验，进一步熟悉话题。如：

- What do you usually do online?
- Have you experienced anything interesting while surfing the Internet? If so, share it with your partner.

2. 读中活动

（1）教师指导学生阅读课文，概括文章大意，并验证预测。

（2）教师指导学生仔细阅读活动2中的问题："The first two questions talk about Jan's experience of dealing with her illness. By answering the next three questions we know Jan was inspired and moved forward to help others through the Internet."。然后让学生仔细阅读课文并作答。

学生在回答问题的过程中会使用到部分生词，如keep sb company、benefit、inspire、digital divide等，教师可以结合语境引导学生猜出词义并适当讲解。对于词汇学习，建议采用教师讲授与学生自主探究相结合的方式。此外，教师可以针对学生回答问题时用到的have/has been done的结构给予适当说明，并提醒学生注意，文章以过去时态为主，但谈及事件的影响时要使用现在完成时，从而为后面的语法学习做好铺垫。

（3）教师提出问题，引导学生总结文体特点，完成活动3的表格。

Teacher: In what way does the writer tell us that life has been changed by the Internet?

Student: By showing examples.

Teacher: List examples from the text and try to add more if you can.

（4）教师结合活动3，分析例子间的关系，这时可以引导学生梳理文章结构，并鼓励学生用思维导图的方式将文本结构绘制出来。本文的结构可以表示为：

3. 读后活动

（1）再次引导学生讨论标题，明确作者对互联网的态度。

（2）学生完成词汇巩固活动 4，然后核对答案。教师就完成语篇填空活动对学生进行方法指导，包括：

- 通读语篇，了解大意；
- 选择正确的词语完成语篇；
- 检查词语的形式是否正确；
- 让学生为这个小语篇加上标题，训练学生用简练、表达力强的词块概括短文内容。

此外，引导学生关注语篇内容——世界互联网大会，从而拓展话题内容。教师可以在此布置一个课后作业，鼓励学生尽可能多地使用这些词汇仿写一个段落，介绍自己的家乡在互联网时代的变化与进步。

（3）让学生讨论活动5的两组问题。

这个环节可以设计成"思考—结对—分享"（Think—Pair—Share）的活动形式，充分调动学生参与的热情和信心。做活动时，首先要给学生充分的时间独立思考问题，然后再让他们两两结对，通过讨论互相补充，尤其是要对互联网使用的利与弊有一个比较全面的认识，最后鼓励学生将讨论的结果与班内其他同学分享。

教学提示: 这个活动旨在鼓励不同层次的学生广泛参与问题讨论,加深对文本的理解、探究和反思。第一组问题让学生对比互联网普及之前和之后自己的生活在哪些方面有所改变。教师可以进一步追问"假如现在没有互联网,我们的生活会是怎样"等。对于第二组问题,教师可以准备一些有关互联网弊端的图片、英文短视频、英文新闻短讯等,在讨论前给学生以启发。

拓展活动 1

组织辩论赛,主题是互联网的利与弊,学生根据自己的看法组成正方或者反方两队,进行辩论。

拓展活动 2

给 Jan Tchamani 写一封邮件,表达你读到她的故事之后的感受,并表示对她要办的慈善网站感兴趣,说说你对此有什么打算。

这些拓展活动是学完这篇课文之后的迁移和运用活动。

Discovering Useful Structures

🔍 内容分析

活动主题: 本板块的活动主题为"谈论已完成的事"(Talk about something that has been done),目标语法结构是现在完成时的被动语态。互联网飞速发展,进入寻常百姓生活,给社会和个人生活的各个方面带来了巨大的变化。互联网的影响深刻而有力,人们或主动或被动地接受互联网带来的改变,描述这些变化离不开现在完成时的主动或被动语态结构。

目标结构: 本单元学习的语法知识是现在完成时被动语态的用法,其基本构成及功能可以参考教科书附录中的语法注释。现在完成时的意义和用法在初中已经学习过。主动语态和被动语态表达的内容相同,但两个句子的主语不同,所要谈论的对象也不同,因而要根据语言环境和表达需要选择合适的语态。教师可以在学生熟练掌握现在完成时被动语态的形式和意义的基础上,引导他们恰当使用现在完成时主动语态和被动语态来构建有意义的语篇。

活动设计: 活动1让学生观察和比较两个句子的主动语态和被动语态中的动词形式,感知它们的形式差异,加深对被动语态结构的了解,并运用表格进行归纳和整理,活动1属于目标结构的观察、发现与归纳阶段。活动2通过句型转换将现在完成时主动语态变为被动语态,目的是以旧带新,让学生进一步体会两种不同语态在形式上的差别。结构操练后,引导学生思考主动语态与被动语态在意义和表达功能上的差异。活动3是语言结构运用任务,要求学生使用现在完成时被动语态仿写一首小诗。教科书中的范例小诗有着浓厚的生活气息,简单易懂、生动有趣,可激发学生的写作兴趣。练习册中的 Using structures 部分从句子层面、语篇层面有更多的语言素材和活动,用以巩固加强学生对现在完成时被动语态的基本形式、意义和功能的理解和掌握。教师可以根据学生和课堂实际情况,适当整合并补充部分内容。

教学重点: 引导学生在语言交际中理解并恰当运用现在完成时的被动语态。

1. 教师让学生观察活动1中的两组句子并标记句中的谓语部分，然后分析其形式上的差异，完成填空。

> **教学提示：** 该活动让学生通过对比现在完成时主动语态和被动语态的形式，发现句子中的目标语法结构，感知现在完成时被动语态的形式构成。教师可多补充几组句子供学生参考，这样学生更容易找到区别。

2. 让学生进一步思考"What aspects in your life have been changed since the appearance of the Internet?"，鼓励学生尽量使用现在完成时的被动语态，可以板书以下表格，供学生讨论时参考。

	Before	**After**
Transport		
Reading		
Payment		
Entertainment		
…		

3. 让学生在阅读语篇中找到更多的例句，教师板书在黑板上，但略去动词的形式，让学生补全。

- Much _____ (write) about the wonders of the World Wide Web.
- People's lives _____ (change) by online communities and social networks.
- Many people _____ (help) by the club.
- Jan's life _____ (improve) greatly by the Internet.

学生做活动2。在把现在完成时主动语态的句子变成被动语态的过程中，教师引导学生体会并掌握现在完成时的被动语态的结构和意义。教师提出问题让学生思考：

- 什么时候使用现在完成时的被动语态？
- 所有的动词和动词短语都可以变成被动语态吗？

4. 教师引导学生明确现在完成时被动语态是表示动作已经完成，强调对现在造成的影响或结果，而且主语和谓语动词之间是被动的关系，同时引导学生总结如下规律：

- 现在完成时被动语态的肯定式为：have/has + been + done。如：

  The experiment has been done successfully. 这个实验做得很成功。

- 现在完成时被动语态的否定式为：have/has + not + been + done。如：

  Tom's novel has not been published. 汤姆的小说还没有（被）出版。

- 现在完成时的被动语态的一般疑问句需将have/has提到主语的前面。如：

  Has his bike been repaired? 他的自行车修好了吗？

● 现在完成时的被动语态的特殊疑问句为：特殊疑问词 + have/has + been + done。如：

Who has been invited? 谁受到了邀请？

5.教师先让学生结对朗读并欣赏教科书第30页的小诗，然后让他们结合自己生活中的人和事进行仿写。通过小诗写作，达到灵活运用现在完成时被动语态的目的。学生完成小诗以后，教师可以让他们先在组内互相朗读，然后选出比较优秀或有特色的作品在全班展示。

Listening and Talking

内容分析

活动主题： 该板块的主题是"挑选最佳应用软件"（Choose the best app）。随着手机和平板电脑等便携智能设备的大规模普及，用智能设备连接互联网既方便又快捷，深受人们的喜爱。应用软件赋予智能设备各种各样的功能，让设备能满足人们的各种需求。在本板块的听力部分学生将听到Xiao Bo在寻找自己想要的应用软件，还推荐给Laura想要的应用软件。在他们交流时使用了表示"预测、猜测和相信"的功能意念项目以表达对应用软件使用效果的预期和评价。该功能意念项目常用如下句式：

● It might ...

● My guess is that it would(n't) ...

● I imagine (that) ... would ...

● I suppose (that) ... would ...

● I guess (that) ... could ...

● I believe (that) ... could ...

上述句式中的情态动词might、would、could表示推测。

文本分析： 听力文本是Laura和Xiao Bo的一段对话，他们谈论的话题是"选择合适的应用软件"。虽然没有交代具体的情景和人物身份，但话题具有普遍性，真实地存在于当前的社会语境中，贴近学生生活。另外，Laura和Xiao Bo打招呼时使用的"Hey Xiao Bo, what's up?"表明他们彼此熟悉。

在这段听力中，oink和piggy bank可能会给学生造成听力理解障碍。piggy bank是指小猪造型的存钱罐，oink是拟声词，指猪的哼哼声。把硬币放进存钱罐，钱撞击罐体发出声音，就好像是小猪发出了"哼"的声音。所以，add some oink to my piggy bank常用来隐喻"赚点小钱"。

活动设计： 本板块设计了四个活动，前三个活动是听力训练活动，聚焦于信息获取和语言输入。第四个活动是语言知识的巩固和运用。活动1是主旨大意题，训练学生概括大意的能力。由于主要信息点比较分散，归纳总结的难度较大，所以采用填空题型来降低难度。活动2要求学生判断句子正误。活动3要求学生边听边勾选听到的句子，然后在表示"预测、猜测和相信"的功能意念项目的单词下面画线，为后续的口语表达提供语言支持。活动4是角色扮演和语言运用活动。由于这两款应用软件是虚构的，学生都没有使用过，没有确切的证据来支持自己的看法，因而学生会自然而然地使用本单元的功能意念项目来表达猜测、预期或相信。

教学重点：引导学生正确运用表示"预测、猜测和相信"的功能意念项目来口头表达预期和评价。

🅑 教学建议

1. 听力准备

教师引导学生讨论他们日常使用应用软件的偏好。

Teacher: What apps do you usually use in your daily life? What do you use them for?

Student: I often use … to buy everything because I can get discounts there. How about you?

2. 听力理解

（1）学生听第一遍录音，弄清听力对话的目的，完成活动1。

学生浏览活动1的两个句子，然后教师播放第一遍录音，学生完成句子填空。这两个句子涉及Laura和Xiao Bo谈话的目的。理解说话者在做什么以及这么做的原因，有助于学生从整体上理解对话的主要内容。

（2）学生仔细听对话，抓住细节，找到Laura和Xiao Bo寻找不同应用软件的原因。

学生快速浏览活动2，教师播放录音，学生记下关键信息，判断正误后互相核对答案。教师再次播放录音让学生检查答案。教师引导学生挑出对话中表达应用软件功能的四个短语，在黑板上写下来。

- keep track of the steps
- make a fitness plan
- help sb get discounts
- add money to one's bank account

（3）学生做活动3。学生快速浏览活动3的句子，教师播放录音，学生完成活动后互相核对答案。教师再次播放录音让学生确定答案。教师让学生在表示"预测、猜测和相信"的功能意念项目的词下面画线，就是这些词让说话者表达对应用软件使用效果的预期和评价。引导学生补充更多表达预测、猜测和相信的句型结构。

3. 听后角色扮演活动

（1）教师带领学生讨论教科书所给两个应用软件的功能，以激发学生的深度思考和对后面对话活动的兴趣。

- Who is your favourite star?
- Do you often keep yourself updated on him/her?
- Where can you get relevant information?
- Have you ever watched the variety show *Running Man*? TV Me is an app where …

（2）教师可以给学生推荐一些生活中常用的应用软件，以丰富学生的讨论内容，引导学生正确使用网上资源，把网络当成促进自身健康成长和提高学习、生活能力的工具。

（3）学生结对朗读对话，也可以根据教师推荐的或自己平时使用的应用软件自编对话。教师选几个小组在全班展示。

🔍 内容分析

活动主题： 本板块设计了读写结合的活动，主题是"写博客文章"（Write a blog post）。我们上网时往往并不知道对方是谁，可能会上当受骗，或遭受人身攻击；点击网站链接时，病毒可能会趁机侵入并破坏我们的电脑以及储存在里面的重要资料。这些伤害或损失无论大小，持续时间无论长短，都是不愉快的经历，都应该尽量避免。学会安全上网是每个网民、尤其是涉世未深的青少年的必备技能。

文本分析： 课文是一篇博客文章，作者提出三点安全上网的建议，主旨明确，结构完整，简明扼要。博客文章通常有两个分区，一个是博文区，作者贴在网络上的博文；一个是评论区，是读者和读者、作者和读者相互交流的地方。博文区是主体部分，作者在第一段开门见山，提出要谈论的问题，表明自己的身份，说明不是权威专家的意见，只是个人的经验之谈。作者用坦诚的态度营造和读者朋友般的交流氛围。第二段是作者的三点建议，用 first of all、second、third 来衔接，读起来一气呵成，连贯性很强。三个要点用祈使句式表达，紧跟在衔接词的后面，清晰明了，易读易懂。作者在文中介绍了三种常见的网络劣行：身份盗窃（identity theft），网络挑事者（troll）和网络恶霸（cyberbully）。最后一段邀请读者分享经验和发表评论，这是博文常见的结尾。在评论区，两名网友补充了网络挑事者（troll）和网络恶霸（cyberbully）的具体案例，与文章内容相呼应。

活动设计： 本板块由五个活动组成。前两个活动涉及阅读篇章的内容理解和结构学习，后三个是写作活动。活动1有四个问题。这四个问题让学生找出文章中心思想、作者的上网安全建议、以及文中提到的网上制造麻烦的几类人，最后让学生总结安全上网的技巧，并和他人分享。活动2关注课文的结构和语言特色。问题1、2和4属于文本结构和衔接方式的分析，问题3让学生结合课文温习如何给生词下定义。活动3包括写作的两个步骤。首先，学生从三个话题情境中选择一个博文的主题。然后，按照博文的结构框架组织信息、安排内容、完成初稿。活动4是同伴互评初稿，提出修改建议。活动5让学生把改好后的博文贴在教室里展示，让全班同学欣赏学习，互相借鉴，取长补短。

教学重点： 指导学生把握好博文的文体特点，并能写一篇安全上网建议的博文。

📋 教学建议

1. 文本理解

学生阅读活动1中的博客文章并回答其后的四个问题。前三个问题是针对文本本身，第四个问题是开放性问题，让学生联系生活实际，互相交换意见，通过交流，促进学生间的良好合作。

2. 文体结构和语言特征分析

（1）教师引导学生完成活动2的任务1，帮助学生发现博文的组织结构，如通常在首段会开门见山的介绍文章的主题。

教学提示：教师引导不同层次的学生通过自主探究找到并分享答案，能给学生带来成功的喜悦。教师要给学生充足的时间来去探究、去交流。

（2）让学生完成活动2的任务2，引导学生发现first of all、second、third等语篇衔接词的使用。这些衔接词可以使文章信息组织特别有条理，读起来一气呵成，连贯性很强。使用衔接手段使语义连贯是组句成篇的重要策略和技巧。

（3）引导学生完成活动2的任务3，复习如何给生词下定义（参看教科书第27页）。教师可以分析文本中的相关内容。例如：

A troll is a person who posts comments or questions in order to stir up trouble online.

生词troll的含义就可以从后面的定语从句中找到具体的释义，意为"发挑衅帖子的人"。运用同样的方法，让学生猜测cyberbully的含义，完成活动2的任务3。

（4）让学生完成活动2的任务4，引导学生发现博主经常在博文结尾邀请访客留言。

（5）组织学生讨论他们在生活中遭遇的与留言中提到类似的不愉快事件，然后让学生讨论解决办法，并给建议，为接下来的写作任务积累素材。

教学提示：读后讨论是迁移和内化阅读时所获取的信息的过程，是读后的口语输出，它既能够检查学生对阅读材料的理解，又能促使学生深入思考某些相关问题，是发展学生批判性思维能力的常见活动。

3．博文写作

（1）选话题

教师指导学生阅读活动3给出的三个话题（网上购物安全，社交软件安全，网络聊天室安全）。学生思考并选定一个话题准备开始写作。

（2）写初稿

学生确定写作内容后，教师指导学生结合教科书中的文本结构提示，完成初稿。教师提醒学生注意以下要点：

- 标题要概括主题；
- 首段要有自我介绍，并引出主题；
- 在主体部分要有条理地逐条提出建议；
- 结尾需邀请访客留言或者给予评论。

（3）同伴互改

学生依据教科书中的评价清单为同伴的作文提出修改意见，然后按照同伴提出的修改建议对初稿进行修改。

（4）作品展示

教师在班级张贴学生的作品，让学生欣赏和比较彼此的博文，也可以鼓励学生将博文在网站上发表。在适当时间请学生分享收到的网友评论。

🔍 内容分析

本板块由三部分组成，第一部分是语言知识检测，设计了两个活动。活动1让学生用方框中单词的适当形式填空。方框中的单词既可用作名词，也可用作动词。这是对本单元重点词汇学习的进一步拓展和巩固。学生可以根据句子的语义来猜测所缺单词的意义，并根据它在句子中所充当的成分决定它的词性。活动2让学生用括号中所给动词的正确时态和语态填空以使语篇完整。语篇上下文语境决定了所填动词为现在完成时的被动语态，也就是本单元的目标语法结构。学生在具体情境中运用目标语法结构，体会其意义，从而加强对目标语法结构形式、意义和功能的理解和应用。短文最后还设计了一个问题，询问学生是否同意短文作者的看法并说明理由，以此来检测学生对短文内容的理解深度，达到语义建构的目的。

第二部分是自我反思。通过精心设计的问题让学生回顾、思考、评价本单元内容，包括：哪些内容对自己最有用、哪些用处不太大、自己最喜欢哪些内容，以及对单元的整体评价。通过反思活动，引导学生关注自己在学习过程中的情感态度和价值观的变化。

第三部分是项目活动。该板块的活动主题是"比较英语学习网站/应用软件"（Compare English learning websites/apps）。互联网上有丰富的英语学习资源，包括英语电影、广播录音、古今中外的英文小说、世界各地的英语新闻、各种各样的英语教科书等，不胜枚举，但由于时间和精力所限，学生不可能完全了解和掌握。教科书设计这个项目活动的目的是引导学生关注互联网上的学习资源，互相交流、比较，确定适合自己的网站或应用软件来辅助英语学习。学生在完成项目活动的过程中，既能发展合作学习的能力，也能培养选择合适资源的策略，更能养成乐于交流分享的优秀品质。

📋 教学建议

1. 词汇知识检测

学生完成活动1的词汇练习，教师核对答案，指导学生自我检测本单元词汇的运用，关注双词性单词的用法。

英语中，有的名词可作动词，有的形容词可作副词或动词，这种把一种词性转为另一种词性而词形不变的现象叫作转化。例如：英语中不少动词可以转化为名词，有时基本词义没有多大变化，如①；有时词义有一定变化，如②。

① Let's go out for a <u>walk</u>. 我们到外面去散散步吧。

② He is a man of strong <u>build</u>. 他是个体格健壮的汉子。

2. 语法知识测试

教师提示学生应首先阅读语篇，理解其大意。然后，带领学生简单回顾现在完成时被动语态的用法，尤其要关注篇章中一些时间状语的提示作用，如提示词since。接下来，学生完成活动2的语篇填空，并思考随后的问题。教师可以补充几个问题，启发学生思考：

- What is the main idea of the passage?
- What is the writer's attitude towards the Internet?

3. 反思与评价

教师可以让学生在课前或课上回顾与小结本单元主要学习内容。然后，学生独立完成自我反思部分。接下来，学生可以分组交流反思情况。教师要给学生充分的思考讨论时间，并适时给予鼓励、引导，必要时提供相关帮助，引导学生正确认识自己的强项和薄弱环节，培养他们自我评价、自我反思和自我改进的能力。

4. 完成项目活动

（1）教师通过提问引出话题：

- Do you use any website or app to help you learn English?
- What websites or apps do you use?
- What are their strengths and weaknesses?

（2）学生两人或四人一组，对比各自在日常英语学习中经常使用或最喜欢的英语学习网站或者手机应用软件，并将相关信息填入活动1的表格。

表格以对比的方式加强了活动的互动性，并让学生带着更明确的目标去收集和整理信息。表格中的维度可根据实际情况进行增删、改动或调整，以使比较更有针对性。

（3）表格完成后，教师让各组学生在活动2中选择一个任务，然后让他们为分享与展示项目活动成果作准备。

（4）学生在课下完成汇报准备后，教师要提供机会，让他们分享与展示成果。选择任务1的学生可以在全班进行口头汇报，也可以完成书面报告张贴在墙报上。选择任务2的学生要将博文与网友评论一起分享给大家。

* Video Time

内容分析

本板块的视频主题是"社交媒体和青少年健康"（Social media and teen health）。英国布莱克本学院的学生社交活动大多在网上进行，学生常常熬夜上网。在社交媒体平台上投入大量时间不断刷新内容、点赞和回复别人，造成睡眠不足而伤害身体。在社交媒体平台上晒自己的照片并不总是能令人放松或提升信心。相反，看到别人的美照和精彩成功的生活，可能会备受打击，产生焦虑和沮丧情绪，影响心情和睡眠质量。学生使用社交媒体有如此多的弊端，但布莱克本学院支持新媒体技术，没有去阻止学生使用社交媒体，而是鼓励、引导学生明智、适度地使用社交媒体来丰富自己的学习生活。

该学院培养学生自我管理的技能，包括知道何时打开社交媒体、何时关闭、何时全身心投入真实的生活，而不是每时每刻都泡在网上，生活中只剩下虚拟的世界。但是，减少社交媒体的使用时间是一件说起来容易但做起来难的事。如果能够做到，那些学生发布在社交媒体上的自拍照看起来会更健康。

1．看前准备

（1）教师让学生看教科书中的图片并阅读介绍文字，结合以下问题，猜测视频主题。

- What are the researchers there worried about?
- We are going to watch a video about a public concern. What do you expect to see in the video?

（2）学生完成Before You Watch的活动，同时教师让学生反思自己是否存在上网时间过多的问题。

2．观看视频

教师播放第一遍视频，让学生完成While You Watch中的活动1。

教师播放第二遍视频，让学生完成While You Watch中的活动2。

在学生完成任务前，教师应提醒学生仔细阅读题目，带着明确的信息择取目标观看视频。学生完成任务后，教师可先让学生结对讨论答案，然后再统一进行核对。

3．看后讨论

教师利用After You Watch中的问题，引导学生结合自身的网络社交经历和体验，思考适度上网和健康上网的重要性。同时，教师要引导学生充分意识到在线学习的普及及其优势，也要关注其不足和弊端，提醒学生关注虚拟世界与现实世界的差异和网络安全问题。

三、单元补充注释

1. **I like to stream videos and music. That is, I watch videos and listen to music online.** 我喜欢流播视频和音乐，也就是说在线看视频和听音乐。

   stream 此处意为 "流播（不用下载直接在互联网上播放音视频）"。stream 作动词时，还有 "流；流出" 的意思。例如：

   Sweat was streaming down the craftsmen's face. 工匠们汗如雨下。

   stream 常用作名词，表示 "小河；溪"。例如：

   Do you know how to catch more fish in a shallow stream? 你知道如何在浅溪中捕到更多的鱼吗？

   stream 的常见搭配还有：

   stream torrentially 激流湍急

   stream back 向后飘动

   stream behind 在……后面飘动

   stream down one's cheeks（眼泪）从脸颊流下

   stream into the auditorium（人群）络绎不绝地进入礼堂

   stream out of the station（人群）涌出车站

2. **She realised that one of the greatest benefits of the Internet was its ability to remove the distance that usually exists between people.** 她意识到互联网最大的好处之一就是能够消除通常存在于人和人之间的距离感。

   benefit 既可以作动词，也可作名词，有很多固定搭配和用法。作名词时，意为 "利益；好处"。例如：

   Apples, which are often called a "miracle food", are one of the healthiest foods a person can eat, so eating apples regularly can bring lots of benefits to your health. 被称为 "神奇食品" 的苹果是人们能吃的最健康的食品之一，因此经常吃苹果能给身体健康带来许多好处。

   This will be of great benefit to us all. 这件事对我们所有人都有很大益处。

   Did you get any benefit from learning online? 你们从网络学习中受益了吗？

   The money is to be used for the benefit of the poor. 这笔钱用来为穷人谋福利。

   作动词时，意为 "有益；受益"。例如：

   What he said benefited all his students. 他的话使所有学生都受益。

   We all benefited from her success. 我们都得益于她的成功。

3. **"When you go through tough times, you meet others who are facing similar challenges,"** Jan says. 简说道："当你身处逆境时，你会遇到面临相似挑战的人。"

   go through 此处意为 "经历；遭受"。例如：

   She has gone through a lot since her mother passed away. 她在母亲去世后经历了很多。

   go through 的含义非常丰富，常见的意思还有 "通读；审阅；搜寻；（法律、协议等）被通过" 等。例如：

Going through the newspaper in the morning is my grandpa's routine job. 清晨浏览报纸是我爷爷每天的常规惯例。

Please go through these papers carefully. 请仔细审阅这些论文。

The police went through every corner of the room, but didn't find any clues. 警察搜寻了房间的每个角落，但是没有找到任何线索。

It is a pity that your plan did not go through. 很遗憾，你们的计划没有通过。

此外，与 go 搭配的常见动词短语还有：

go after 追逐；追求　　　　　　　　　go by 经过；（时间）流逝

go ahead 前进；领先；说吧　　　　　　go over 复习；越过

go against 违背；对……不利

例如：

No one can go against natural laws. 没有人可以违背自然的法则。

Sarah has always been going after her dream. 萨拉一直在追寻她的梦想。

I go over lessons every day because the final exams are approaching. 我每天都复习功课，因为期末考试就要到了。

With time going by, I've gradually forgotten the hurt caused by Tom. 随着时间流逝我慢慢忘记了汤姆对我的伤害。

A: Can I use your bicycle? Mine is being repaired. 我可以用你的自行车么？我的在修理。

B: Of course, go ahead. 当然可以，用吧。

4. I'm trying to get in shape, so I'm looking for an exercise app. 我想使自己的身体强健起来，所以在搜索一个健身软件。

in shape 此处意为 "使身体强健；处于良好状态"。例如：

Going on a diet and exercising regularly help you get in shape. 控制饮食和定期锻炼有助于保持良好的身体状态。

out of shape 意思与之相反，意为 "状况不佳；身体不适"。例如：

After the operation, Lucy was out of shape and became tired easily. 手术之后，露西身体欠佳，容易疲劳。

UNIT 3
THE INTERNET

The theme of this unit is the Internet, the global system of interconnected computer networks that has connected the world over the past few decades and has become the backbone of global industry and modern culture. Students will learn about online habits and communities, contemporary Internet technology such as apps and blogs, as well as social media and the influence it has on modern life. Finally, students will step further into the realm of e-learning, and will learn to analyse related websites and apps. It is hoped that students can use the information in this unit to reflect upon how the Internet has and will affect their lives and the world around them in the future, as well as teaching them the inherent power and danger of this essential technology.

Opening Page ----------------------

Theme Picture

The image is a representation of the World Wide Web which constitutes the Internet. Each icon represents a person connected to all others on the web. There is also a smart phone, a device which has become extremely popular worldwide in recent years and is probably the primary method of accessing the Internet today.

Quote

The quote is by Bill Gates, one of the founders of Microsoft.

He uses the metaphor of a village, or a local environment, to describe the whole world, or the global community. In this way, it makes the world seem closer together, as it has become through the process of globalisation over recent decades. In local communities and villages, there is usually a central public space, such as a town square, where people meet to interact, whether it is to discuss issues, share information or trade. Gates compares the Internet to such a place; although a physical communal space is not possible for the whole world, the virtual space provided by the Internet provides somewhere where the whole world can undertake these activities, quickly and easily.

Look and discuss

Suggested Answers

1 I usually spend time online playing games with my friends, watching funny videos, and reading about interesting facts about the world.

2 There are many good websites for learning English online. You can listen to music and you can look up the words for songs, which is a good way to practise.

3 I have helped my grandparents use the Internet. At first they didn't know how to use the Internet, but I explained how web browsers and websites worked and helped them find useful and interesting things online.

Listening and Speaking ----------
Ask about online habits

Activity 1

Purpose

Introduce the topic of the Internet along with related phrases and warm up for the activities which follow.

> **Answers**
>
> **B** write a blog post
> **C** use a search engine
> **D** chat online
> **A** stream movies and music

☼ Optional Activity

Write the word "Internet" in a circle or box in the centre of the board. Explain that in English when new industries and technologies are developed, a whole range of new words develop, too.

Produce a mind map with students by brainstorming words related to the Internet and online activities from students. As words are given, elicit what part of speech they are (noun, verb, both, etc.), drill correct pronunciation, then add a line from the centre box connecting to the word. Elicit further related words to branch off that word (e.g., spam—virus—firewall).

Explain the meaning of the words and ask students for examples of them used in a sentence, or for stories related to the words. Students can copy the mind map into their notebooks or put the vocabulary in their vocabulary notebook if they have them.

Suggested words: browse, chat, subscribe, visit, block, filter, sign up, alerts, launch,

traffic, share, podcast, audio book, post, anti-virus, hack, firewall, cookies, phishing, virus, viral (video), attachment, push, notification, forum, spam, update, social network, @ (at), # (hashtag), online habits, etc.

Activity 2

Purpose

Practise listening for detailed information.

> **Answers**
>
> | Name | Time spent online every day | Online activities | Reasons for using the Internet |
> |------|------|------|------|
> | Anna | two or three hours | stream videos and music; look up information; chat with friends | cheap and easy |
> | Paul | two hours or more | use a search engine to find information, videos, and pictures | to do homework; helpful |
> | Joe | at least an hour | write blog posts | to write something interesting |

☼ Optional Activity

Before listening to complete the table in Activity 2, put students into pairs. Play the first part of the audio script (up to the point when Joe says "Well, I think I spend at least an hour every day.") three times without pause. Each pair should try and write down exactly what is said. After the third listen, they help each other to reconstruct the

conversation as closely to the original as possible. Then either give students a copy of the actual audio script and allow them to correct theirs or have them read out their versions so the rest of the class can discuss what the correct script said.

Activity 3

Purpose

Practise listening for detailed information.

Answers

1 is like; For example
2 That is
3 is a tool

Activity 4

Purpose

Practise categorising definitions.

Suggested Answers

A stream **B** blog **C** search engine

Activity 5

Purpose

Practise speaking with a conversation about Internet habits.

Pronunciation ------------------------

Activities 1 and 2

Purpose

Identify stressed content words and unstressed function words.

Suggested Answers

2

I <u>always</u> <u>keep</u> things <u>secret</u> when I go <u>online</u>.
I <u>never</u> <u>share</u> the <u>things</u> that <u>should</u> be <u>only</u> <u>mine</u>.
My <u>email</u> and my <u>home</u> <u>address</u>, my <u>phone</u> <u>number</u> and <u>name</u>—
These are <u>things</u> only <u>I</u> should <u>know</u> on <u>websites</u> or in <u>games</u>.

And so I <u>use</u> a <u>nonsense</u> name for my <u>net</u> <u>identity</u>.
When <u>folks</u> <u>online</u> <u>ask</u> who I <u>am</u>, I say, "I'm <u>Cyber</u> <u>Me</u>."
And if I <u>ever</u> <u>think</u> that someone <u>online</u> isn't <u>all</u> that <u>bad</u>,
I <u>never</u> <u>ever</u> <u>meet</u> them <u>without</u> <u>telling</u> <u>Mum</u> or <u>Dad</u>.

Teaching Tip

Content words are nouns, verbs, adjectives, and adverbs which give a sentence meaning. They are important, and therefore tend to be stressed.

Function words are used to create a structure into which the content words will fit and show the relationships between them. These are "small" words, such as pronouns, prepositions, and conjunctions. As they perform this function they are usually not stressed.

The stressed words in a sentence show what the speaker considers important and wants to emphasise. This can change significantly depending on the meaning the speaker wants to communicate.

Write the following sentence on the board: "I don't think she should get the job."

Read it aloud stressing no words and ask students if it sounds natural. Tell students that the meaning can be changed by which word is stressed. Now read the sentence again stressing the first word, then again stressing the second word and so on until you have read it eight times.

Put students into pairs and hand out the following sheet (without the answers).

1. **I** don't think she should get the job.
2. I **don't** think she should get the job.
3. I don't **think** she should get the job.
4. I don't think **she** should get the job.
5. I don't think she **should** get the job.
6. I don't think she should **get** the job.
7. I don't think she should get **the** job.
8. I don't think she should get the **job**.

2 I am making sure you know I don't think she should get the job.
4 I think someone else should get the job.
8 I think she should get something else instead of the job.
6 I think she should have to do more before she gets the job.
1 Someone else thinks she should get the job but I don't agree.
3 I am not sure she will get the job.
5 I think she will get the job even though I don't agree she should.
7 I think she should get another job.

Have the pairs read the sentences to each other and decide what the stress means in

each case. Extend by having them write their own short sentences and practise varying the stressed words.

Reading and Thinking ---------------
Start an online community

Activity 1

Purpose

Predict text content, activate students' own knowledge of a text about how the Internet has changed peoples' lives.

Suggested Answers

1 I think the text will say that we have been changed a lot by the Internet and that it has brought us together.
2 I think the writer feels positive about this topic because they say we are "stronger together".

Teaching Tip

A headline is a very short summary of a news report, which appears in large letters at the top of the report. They can be difficult to understand for learners of English. Headlines tend to use nouns and leave out unnecessary words, such as articles and the verb "to be". They are often in the simple present tense even though the event has usually already happened, because it makes the headline seem more immediate and grabs the reader's attention. For future events, the infinitive is used ("Champion to Compete for Last Time"). Conjunctions are replaced by commas or colons, and numbers are written as figures.

☼ Optional Activity

Before students read the text for the first time, write three sentences from the text on the board, but with the word order mixed up. For example, by / changed / social / people's / been / networks / and / communities / online / have / lives (People's lives have been changed by online communities and social networks.).

Making sure their books are closed, ask students to put the sentence into the correct order. After doing this with a few key sentences from the text, ask students to predict what it is going to be about, and what words and opinions they expect to encounter.

Activity 2

Purpose

Practise reading for detailed information.

Suggested Answers

1 She suddenly developed a serious illness.
2 People in the online community talked with her about her problems, supported her, and gave her advice.
3 To teach older people how to use computers and the Internet.
4 The digital divide is the gap between those who have access to the Internet and those who haven't, and those who know how to use new technology and those who don't.
5 Her next goal is to start a charity website to raise money for children in poor countries.
6 We learn that when we go through tough times, we can find help and support from other people online. We also learn that we can feel less lonely

by creating or joining communities on the Internet, and that we can even use the Internet to achieve our goals.

Activity 3

Purpose

Practise reading for detailed information.

Suggested Answers

Examples from the text:

no longer wait in line or carry cash when shopping; easily get updated information; download software, documents, and images; listen to music; watch films; play games; explore the world; join an online group; apply for work online; start an online company, take online classes; start a charity website

More examples you know:

read books online; video chat with friends ...

Activity 4

Purpose

Practise using new vocabulary and its different forms in context.

Answers

benefits; convenient; surf; download; distances; cash; updated; inspire; network; access

Activity 5

Purpose

Discuss opinions on the influence and effects of the Internet.

Suggested Answers

1 My life has certainly been changed by the Internet. It has made my school work and studying easier and has helped me stay in touch with old friends more easily and often.

2 I think there are a few disadvantages from using the Internet, such as the lack of privacy. Sharing everything online means people can know everything about us. Also using the Internet all the time distracts us from the real world around us.

Discovering Useful Structures ---- Talk about something that has been done

Activity 1

Purpose

Identify and outline verb form of present perfect passive.

> **Answers**
>
> has been greatly improved; has greatly improved; has been written; have written
> Passive: have/has been + *v-ed*

☼ Optional Activity

Tell students that you recently went back to your hometown or another place you used to know that you haven't been to for a long time. Explain that the place has been modernised since your last visit. For example:

- A new shopping mall has been built.
- The road system has been changed.

- The library has been moved.

Now ask students to imagine they are returning to their hometown or another place they haven't visited for a long time. What has (or might have) been done to modernise this place since you last saw it? Have them write down sentences then discuss them in groups. Have similar changes been done in different places?

Activity 2

Purpose

Practise changing active sentences into the present perfect passive form.

> **Answers**
>
> 1 The software has been downloaded to help my phone battery last longer.
> 2 An identity card has been lost.
> 3 Has the Wi-Fi password been confirmed?
> 4 Has the button been pressed yet to copy the file?
> 5 Has a/any comment been made about the online database?
>
> **Suggested Answer**
>
> As we can see in the pairs of sentences, the object in an active sentence becomes the subject in a passive sentence. Both sentence types convey a similar meaning, but they are slightly different. For example, in an active sentence, the subject is doing an action to an object, while in a passive sentence, the subject is having something done to it, and the doer of that action is not necessarily mentioned. Active sentences are used often, as they are more direct. Passive sentences are often used when the doer of an action is unknown, not important, or preferred not named.

☼ Optional Activity

Ask students to turn back to the text on page 28 in the Student Book. Ask them to read the text again and underline all instances of the present perfect and present perfect passive voice. Write the examples on the board and elicit the differences in usage.

Activity 3

Purpose

Practise using the present perfect passive voice for creative writing.

> **Sample Writing**
>
> Look at the way the picture has been painted
> Listen to the way the song has been written
> Look at the way the film has been made
> Now think about what you could create.
>
> Look at the way the needy have been helped
> Look at the way the river has been cleaned
> Look at the way the tree has been planted
> Now think how to make the world a better place.

Teaching Tip

Give students some guidelines for writing their poems. First, ask them to think about the subject of their poem. Then, ask them to list some actions/verbs connected to that subject. For example, they could be writing about how something is made by a craftsperson, and so verbs such as *imagine*, *design*, *draw*, *make*, *cut*, *paint* would be appropriate. Then make sure students are clear on how to form the present perfect passive voice by eliciting the form again and writing it on the board and then checking they know the past participles

of their chosen verbs. Let them follow the same pattern as the example in the Student Book ("Look at the way…") but encourage them to create their own pattern if they want.

Listening and Talking --------------
Choose the best app

Activity 1

Purpose

Practise listening for general information.

> **Answers**
>
> exercise; rich, grades

Cultural Note

In a short space of time, apps have become an essential part of our everyday lives. The term is a shortening of the term "software application". Apps are computer programmes designed especially for use on mobile devices such as smartphones and tablets. They are usually different from programmes for more traditional desktop or laptop computers, in the way they are presented and way they respond to the user. In fact, traditional computers are now moving more towards using apps over traditional programmes. Apps can be programmed to perform a wide range of tasks. New devices usually have certain apps already installed, such as for web browsing, but there are hundreds of thousands of other apps available for free or for purchase from online stores accessible from one's device. Successful apps, such as games, can earn a lot of money for companies.

Activity 2

Purpose

Practise listening for more detailed information and determining whether related statements are true or false.

> **Answers**
>
> **1** F **2** T **3** F **4** T

Activity 3

Purpose

Practise listening for specific sentences and identifying words used to express predictions, guesses, and beliefs.

> **Answers**
>
> √ It <u>might</u> help me walk more.
> __ My <u>guess</u> is that it <u>wouldn't</u> work.
> √ I <u>imagine</u> this app <u>would</u> help me get fit faster.
> √ I <u>suppose</u> that <u>would</u> be good.
> √ I <u>guess</u> you <u>could</u> save a little with this app.
> __ I <u>suppose</u> there <u>would</u> be some problems, too.
> __ I <u>believe</u> this app <u>could</u> help me get thinner.

Teaching Tip

"Prediction" is stating what you think will or might happen in the future (example words: might, could, will, think, predict).

"Guess" is based on guessing rather than on definite facts you know about something (example words: guess, suppose, imagine, think).

"Belief" is an opinion you have about something that you think is true, whether you have facts or evidence to support it or not (example words: think, believe).

Much of human dialogue and thought is based on these and often not on solid universal facts. In terms of listening or reading comprehension, explaining these ideas and pointing out common words that signal prediction, guess, or belief to students can help them understand a text's meaning better.

☼ Optional Activity

Elicit from students how one might make a prediction about something and what verbs one might use. Write examples of modal verbs and what they are used for, and write them on the board:

must/mustn't, shall/shan't, will/won't, should/shouldn't, would/wouldn't, can/can't, could/couldn't, may / may not, and might / might not

You can also elicit other useful phrases to express degrees of certainty, such as "possibly" and "definitely".

Explain that we use some phrases when we are very certain of something, and others when we are less certain. Ask students to group verbs under the following percentages:

- Completely or almost certain
  must, couldn't, can't
- Expecting to be certain
  should
- Maybe certain / not certain
  might, may, could

Now write the following sentences (or your own examples) on the board or on paper for groups and ask students to deduce what has

happened and what will happen from the little information provided.

- Two people are arguing in a shop.
- A dog is barking loudly.
- A woman is wearing an expensive coat.
- A car is driving fast through the town.
- A friend is walking with a walking stick.

Encourage students to question the obvious deduction. For example, "The woman with the expensive coat must be rich." could also be "The woman with the expensive coat could have stolen it / been given it by someone rich / won it as a prize."

Extend the activity by having students think of their own situations then swapping with others to predict and deduce what has and will happen.

Activity 4

Purpose

Encourage students to have a discussion by having a conversation about popular or useful apps.

☼ Optional Activity

Put students into pairs or small groups and ask them to design their own app. First have them brainstorm some ideas. The app can be about language learning or anything else they think would make a good app. Once they have some ideas, have them discuss which app would be most popular or useful and decide on one. Ask them to think of a name and write a short description. Then tell them you are a businessman looking to fund a new app. Through speaking, the pairs or groups must "pitch" the app idea to you and the rest of the class, with the best winning funding for their app.

Reading for Writing ----------------
Write a blog post

Activity 1

Purpose

Introduce an example of an Internet blog by practising reading for comprehension.

Suggested Answers

1 The blog post is about how to stay safe online and avoid bad experiences on the Internet. Title: Online Safety
2 First, leave immediately if you find something that makes you feel uncomfortable on the site. Second, protect your privacy. Third, be polite.
3 Three kinds of people: an identity thief, a troll, and a cyberbully.
4 Don't give your real name or personal details such as your age, address, or your school. Use a virus program to protect your computer from viruses or attacks.

Cultural Note

Originating in the 1990s with the early Internet, the "blog" has now become very popular on the Internet. "Blog" is a shortening of "web-log". The old word "log" was an official record of events during a particular period of time, often used in the context of ships and journeys. Blog is both a noun and a verb.

There are many kinds of blog covering different topics and used for different things. One common example is a "live blog", where an event will be written about online as it happens, often on a news-based website.

More recently, with the rise of video websites, mobile technology and the increase in processing speed and memory, the "video-log" or "vlog" has become perhaps even more popular than the blog. Successful "vloggers" have their own channels with millions of viewers.

☀ Optional Activity

Give students an example of a blog you follow, for example, a news blog, explaining why you like it. Elicit other types of blog or vlog that exist, for example, travel, beauty, relationships, pop culture, gamer, lifestyle, comedy, reviews, specialist, finance, or money.

Ask students why they like the blogs they follow, and what they think makes a popular blog. Then have students discuss the positive and negative aspects of blogs. For example, "Blogs are good because they provide specialist information. However, they can make people believe the opinions of the blogger too much."

Activity 2

Purpose

Study the structure and language features of the blog post so students can produce one of their own.

> ### Answers
> 1 Ⓥ background information
>   Ⓥ the topic of the post
> 2 First of all; Second; Third.
> 3 Troll and cyberbully. Use simple words and an explanation sentence to define "troll". Define "cyberbully" by comparing it with "troll".
> 4 By asking for comments.

Activity 3

Purpose

Provide both the framework for writing a blog post and a chance for students to practise what they have learnt and help each other revise drafts for display.

Activities 4 and 5

Purpose

Produce, check, and revise a draft blog post about online safety and present it to the class.

> ### Sample Writing
>
> #### Introduction
> Hello everyone. I'm a senior high school student.Today I want to blog about something that I think is very important. Unfortunately, I know about this topic well because I made a silly mistake. That was to make my email password "password123"!
>
> #### Body
> About six months ago, someone hacked my email account. That means they found out my password, then tried to use my account to take money from me and sent viruses to all my contacts! Luckily my friend told me when she got a strange email from me, so I changed my password immediately. I read about how to make a good password. A good one should have a mixture of both upper case (large capital) letters and lower case (small) letters, numbers, and other characters. It also should not be a name or date or anything someone can guess. It should be completely random, that is, it shouldn't make sense! Although it can be hard to remember lots of complicated

passwords, it is worth it! These days you can also use a password manager. This is a special program that helps you manage passwords for all your different accounts.

Ending

Although I hope nothing similar has happened to my readers, please comment if you have had a similar experience or if you have any more good ideas about making your passwords super safe! Catch you later!

Assessing Your Progress

Purpose

Consolidate and check what students have learnt in this unit when it comes to vocabulary.

> **Answers**
>
> 1 blog; blog
> 2 chat; chat
> 3 click; click
> 4 comment; commented
> 5 functions; functions
> 6 targets; target

Teaching Tip

When teaching new words that can be used as both nouns and verbs, give students examples of both usages. Several of these words are also pronounced differently when used as a verb or as a noun, so it is also useful to teach this when introducing the new word and its different uses.

Activity 2

Purpose

Consolidate and check what students have learnt in this unit when it comes to grammar.

> **Answers**
>
> has been turned upside down; have been considered; has been completely changed; has been taken over; have been heavily influenced

Reflecting

Purpose

This section aims to get students to think about the content of the unit and their opinions on it.

*Project

Purpose

The project aims to activate and engage all the skills and knowledge students have learnt in this unit through having them complete a task to compare English learning websites/apps in English.

Teaching Tip

The Internet has a wealth of material for learning English. To help with the project, and focus students' research, suggest sites or apps you have used or have checked before class.

Suggested websites:
- British Council "Learn English"
- BBC "Learning English"
- Cambridge "Learning English"

Many websites require a subscription payment, but an account and basic access are often free.

*Video Time

Purpose

Engage the students' interest in English and in the world of social media and health through a video.

Answers

Before You Watch

1 social media profile
2 selfies
3 24/7

While You Watch

1 1 B
  2 C
2 1 updating, liking, responding
  2 24/7, increased, sleep quality
  3 turn off, turn on

Suggested Answers

After You Watch

1 One of the benefits of social media is that we can exchange information quickly and instantly. However, because there is a constant stream of information we can spend too much time looking at screens, which isn't very social at all!
2 Don't take devices into the bedroom, because looking at social media on them affects our sleep. Only use social media for a limited time each day. Go out and meet your friends somewhere as well as talking to them online.

Workbook

Using Words and Expressions

Answers

Activity 1

Conversation 1: accessible; benefited; false
Conversation 2: upset; account; theft
Conversation 3: download; update; database

Activity 2

A familiar with/to
B comment on
C keep track of
D inspired by
E get discounts on/of

1 keep track of
2 inspired by
3 get discounts on
4 commented on
5 familiar to

Activity 3

1 It's convenient to keep in touch with friends through the Internet.
2 I'd like to introduce two apps that neither of you are familiar with.
3 Since she had nobody to keep her company, she started chatting online (began to chat online) to kill time.
4 Never make fun of others when they're crying because you may never fully understand what tough times they've gone through.
5 Keep in mind that you must keep your personal information private.
6 After three months' exercise, he got in better shape.

Activity 4

For example; However; Rather; To begin with; Then; As long as; although; such as

Using Structures ------------------

Answers

Activity 1

1 Has; been updated
2 have been visited
3 has not been used
4 has been done
5 have been inspired
6 have been posted
7 have been caused
8 has been deleted

Activity 2

1 has spent→has been spent
2 has stolen→has been stolen
3 have been built→were built
4 has never sent →has never been sent
5 had→has

Activity 3

1 A boy's video has been streamed over two million times.
2 Five records have been broken today.
3 An intelligent search engine has been designed for teenagers.
4 A large amount of cash has been stolen from a small bank.
5 A 30% discount has been offered/given on smartphones to students.
6 Much has been done by the government to stop cyberbullies.

Activity 4

have been given; has been made; has been supported; has been provided; has been provided; have been taught; have been helped; has been set up

Suggested Answers

Activity 5

The dog has been walked.
The washing has been done.
The gift for my aunt has been bought.
My homework hasn't been finished.
The birthday card hasn't been posted.
The cake hasn't been made.

Activity 6

has been decided; has been awarded; has been named

Li Li has been named as the most excellent class monitor, and Zhang Hong has been given the title of most well-behaved student in the class. Well done everyone!

Reading and Writing ---------------

Activity 1

Purpose

Practise reading skills to find detailed information and allow students to reflect on and compare their own digital lives with the text.

Answers

Time of day	Online activity	Activity type	I do or not	Good or bad	Why	Recommendation
Morning	*check for messages and reply*	S	*no*	*not so good*	*a waste of time*	*listen to English radio programme*
	stream music	E				
	read news articles online	E				
	listen to an English podcast	L				
Noon	check online forums	S				
	read posts and post my own	S				
Afternoon	play with a learning app	L				
Evening	look up information online	L				
	play video games	E				
	listen to an audio book online	E				

☼ Optional Activity

Before students read the text in the workbook for the first time, make copies of it and cut out each paragraph (nine paragraphs). Put students into pairs and give them each a set of the cut-out paragraphs. Students must put the text in the correct order. Ask students what words helped them put it in the correct order. Have students read the whole text in the workbook to themselves, then have each partner choose one paragraph and rewrite it, changing five words. They can change any word, for example, to a different verb or noun, or change to a different time of day. Partners then swap rewritten paragraph and each guesses the changes that the other has made from memory.

Activity 2

Purpose

Give students more practice to refine their skills by writing a comment about the blog post.

Sample Writing

I think your daily online activities are very interesting. I also like to stream music and audio books for entertainment. I also like to watch videos too. It is good that you use an app and podcast to learn English everyday. You can also stream English songs and films to help practise and hear natural English being spoken.

To sum up, I think that your online activities are well balanced between entertainment, social use, and learning.

*Expanding Your World

Purpose

Provide extensive reading material and broaden the horizons of the students by exposing them to a further aspect of the unit topic. Through this, they can reflect upon their own experiences and lives.

UNIT 4   HISTORY AND TRADITIONS

一、教学目标与要求

核心素养	教学目标与要求
语言能力	**主题**：历史与传统
	语音：复习连读的发音规则，能够在日常交际中运用连读规则，准确辨音和正确发音。
	词汇：能正确使用下列单词和词块。 Confucius, philosophy, individual, kingdom, chief, nearby, belong, military, defence, legal, surround, evidence, achievement, location, battle, port, charge, announce, amount, gallery, approach, ensure, landscape, generous, butter, honey, ancestor, position, snack, eager, poet, county, roll, cattle, ocean, greet, pub, wine, beer, custom, crowd Achilles' heel, join … to, break away (from sb/sth), belong to, as well as, keep your eyes open (for)
	语法：学习和掌握过去分词作定语和宾语补足语的用法。
	语篇： 1. 阅读记述英国历史及地理概况的说明性文本，有效获取和梳理信息。 2. 阅读和理解景物描写文段所蕴含的深层含义和作者情感，分析其语言特征和修辞手法。
	表达： 1. 能够在日常交际中自然得体地表达兴奋、惊讶、失望等情感。 2. 能够对熟悉地点的景物等进行比较生动、细致的描写。
学习能力	1. 平时能够注意积累英语习语；在听的过程中，能够通过上下文推测英语习语的含义。 2. 在阅读中，能够从地图中获取相关的地理文化信息，以提高读图的能力。
文化意识	1. 了解中国、英国、俄罗斯、爱尔兰、巴西、希腊、埃及等多个国家的悠久历史和文化传统。 2. 在了解的基础上，积极思考历史、文化和传统的重要性及现实意义。
思维品质	在理解听力、阅读文本的基础上，能够结合自己的生活和学习需要及相关历史文化知识等，观察和分析语言和文化现象，了解相关国家悠久历史和特色传统的文化内涵和现实意义，思考历史与现实的辩证关系。

二、单元内容分析与教学建议

🔍 内容分析

本单元以历史和传统为主题展开，涉及中国、英国、俄罗斯、爱尔兰、巴西、希腊、埃及等多个国家的悠久历史和文化传统等内容。这些国家在悠久的历史文化长河中，孕育了一些特有的文化传统和风俗习惯。了解这些历史和传统，对学生理解英语语言、世界重要文明的历史文化内涵及其蕴含的思维方式，具有重要的意义。

本单元的名人名言是"A people without the knowledge of their past history, origin and culture is like a tree without roots.",即"一个不了解自己历史、起源和文化的民族，就如同一棵无根之树"。通过类比，形象地阐明了历史起源及其所蕴含文化的重要性。教师可以引导学生积极思考学习中外历史和传统的重要价值和现实意义，感悟"类比"这种常见修辞手法的修辞效果，并认识到了解中外不同国家的历史文化传统，对介绍传播祖国文化、正确认识和理解他国文化，有着重要的意义。

主题图是流经伦敦的泰晤士河及其岸边的重要建筑群：威斯敏斯特宫（又称英国议会大厦）、大本钟，以及横跨泰晤士河、连接西岸威斯敏斯特和东岸兰伯斯的威斯敏斯特桥，比较集中地体现了英国的历史文化风貌，也可以说是英国历史、地理、人文、建筑艺术等方面的一个缩影。天空中美丽的暮霭，投射在泰晤士河面及河畔的建筑群上，映衬出英国悠久的历史传统和厚重的文化气息。

📖 教学建议

1. 课前思考与准备。部分学生可能不熟悉主题图中的伦敦泰晤士河沿岸的重要建筑，也可能没有相关的英语知识储备，教师可以在课前根据学生的语言水平，准备一些相关图、文及视频资料。如：可以利用教科书第48页 Video Time 的视频及其脚本，剪辑改编为适合学生水平的短视频、图文资料等，为顺利教学开篇页的内容做好准备。

2. 教师请学生浏览单元标题 History and Traditions。为辅助学生结合主题图，思考讨论 Look and discuss 中的问题，可以首先提出问题"Do you know these buildings? Which country do they belong to?"。接下来，播放课前准备好的短视频，或者展示图文资料，为学生提供必要的语言及背景知识。然后，学生讨论 Look and discuss 中的问题。

> **教学提示：**如果学生需要更多的帮助和准备，教师可以把课前准备好的有关伦敦及其重要历史建筑的图文资料发给学生，帮助他们提前熟悉相关语言和内容。

3. 教师请学生结合单元标题及对主题图的讨论，预测本单元可能涉及的内容。可以提出问题"According to the unit title and theme picture, what do you think this unit will be about?"。

请学生把自己预测的单元内容列出一个清单。引导学生阅读左下角的单元目标，对比自己的预测清单，全面了解本单元的主要学习内容和活动。

> **教学提示：** 根据学生语言水平等实际情况，教师可以鼓励有兴趣的学生结合自己课上列出的预测清单，收集资料，了解没有被放入本单元里的历史与传统方面的内容，把课内外的学习结合起来，深入探究主题意义。

4. 教师可以提出问题"Is it important for a people to know their history and traditions? Why?"，引导学生结合主题图，思考名人名言和单元话题的关系。

学生可以先在笔记本上写下自己对历史传统的重要性的理解，然后与同伴分享；也可以先与同伴交流讨论，丰富自己的理解与认识，再写出一个小文段。教师请2~3位学生与全班分享自己的想法，教师进行点评和小结，使学生带着对主题的思考与期待，开始本单元的学习。

Listening and Speaking

🔍 内容分析

活动主题： 本板块的主题是"分享交流对历史遗迹的看法"（Share views on historic sites）。学生通过听一段中外学生在去孔庙路上的对话，了解他们对孔庙、孔子、孔子后裔及孔子教育思想的看法，从而体会、思考孔子及其思想对中国历史传统的深远影响。同时，对话中自然融入了英语习语并提及了英国剧作家莎士比亚，为学生了解英语习语及其相关的文化典故知识，以及进行中外文化比较提供语料和语境，有助于学生感悟历史、传统、文化、习俗等对语言理解和表达的重要影响。

文本分析： 听力文本是一位英国学生前往孔庙时与一位中国学生的对话。英国学生William去孔庙游览时，向中国学生Xiao Kong问路。Xiao Kong正好要去孔庙与研究小组成员会面，于是两人一路同行，交流了对孔庙、孔子、孔子后裔及孔子教育思想等方面的看法与观点。文本从外国游客的视角，描写他们对于孔子这位对中国历史与文化传统产生深刻影响的伟大人物的好奇、仰慕和喜爱，并由孔子后人Xiao Kong来介绍有关孔子后裔及其教育思想等方面的情况，语境创设真实，容易引起学生的兴趣和共鸣。在对话中，William用到了Achilles' heel、pull one's leg、a fish out of water等英语习语和典故，并由一个城市建筑限高的细节，联想到自己的故乡埃文河畔的斯特拉特福，从而引出英国伟大的剧作家莎士比亚，既体现了语言、文化、历史、传统的有机结合，又反映出中英两国对历史传统的尊重与保护，同时也为后面Reading and Thinking板块的英国内容进行预热和铺垫。

活动设计： 从听力过程来看，活动1是听前活动。它有两个目的：一是通过曲阜"三孔"——孔府、孔庙、孔林的图片，激活学生有关孔子及其思想、历史遗迹的背景知识和生活体验；二是帮助学生学习相关的语言知识，如Temple of Confucius、Kong Family Mansion、Cemetery of Confucius等，为听力理解扫除生词障碍。活动2和3是听力理解活动。活动2是表格填写题，

侧重检测学生捕捉关键信息和概括主要内容的能力，引导学生梳理文本中与孔子相关的事实和观点。活动3由两个部分组成，主要检测学生对细节内容的理解。第一部分有别于传统的正误判断题，在"正确"（True）、"错误"（False）两个选项的基础上增加了"未提及"（Not mentioned），要求学生在听的过程中准确捕捉相关细节，避免盲目猜测；第二部分是关于城市建筑限高的细节题。活动4引导学生关注听力文本中的英语习语的意思和文化内涵，以及相关典故和背景知识，并结合其文化含义联想汉语中的类似短语，进行简单的英汉语言及文化比较。活动5是开放性活动，引导学生深入探讨孔子及其教育思想，并结合生活中对历史遗迹的了解体验，思考其历史价值和重要性。

从思维层面来看，活动1属于相关背景及语言知识的准备阶段；活动2和3中的任务及问题既要求学生能从整体上抓住主要线索、梳理并概括关键信息，也要求他们能够准确把握重要细节；活动4要求学生掌握相关听力策略、关注习语的文化内涵，并对相关信息进行联想和类比；活动5则要求学生结合生活体验，通过举例和综合分析，简要探讨和表述孔子的教育哲学思想及文化古迹的重要历史价值。

教学重点：能够使学生意识到习语在英语学习和文化理解中的重要性，引导学生通过上下文猜测习语的意思，并养成在日常学习中积累习语知识的习惯；能够使学生通过联想、类比和分析，比较深入地理解孔子及其教育思想对中国历史传统、思想文化等的重要影响，加强学生的文化意识，引导学生树立正确的历史观。

📘 教学建议

1. 听前准备

（1）教师根据学生对孔子及其相关信息（曲阜、孔府、孔庙等）的熟悉程度，提前收集一些背景资料和语言素材等；也可以上网搜索合适的视频，为学生补充必要的背景知识。

（2）教师提出问题"Do you know Qufu? Have you ever been there? What do you know about it?"，了解学生对孔庙、孔府、孔林所在地曲阜的熟悉程度。如果学生对该地比较了解，可以请学生进行简短介绍；如果学生了解不多，则利用提前收集的资料给学生一些简要的介绍和必要的语言输入。

（3）学生以小组为单位，结合图片完成活动1。如果学生不能正确认读孔庙、孔府、孔林的英文名称，教师要及时给予帮助，必要时可在全班带读。

2. 听力理解

（1）学生浏览活动2，预测听力内容并了解将要完成的任务。

教师提示学生边听边记，并特别关注与孔子有关的内容。接着，教师播放 William 和 Xiao Kong 之间的对话，让学生完成活动2的表格，并结对讨论答案，然后教师核对答案。

（2）教师带领学生阅读活动3的题目要求，提示学生在听的过程中，不仅要判断所给句子的正误，还要判断其是否被提及。然后，学生阅读句子和单选题。

（3）教师第二次播放录音。学生根据题目要求的听力理解任务，边听边捕捉关键信息，必

要时可以简要记录。学生完成活动3，师生核对答案。

拓展活动

结合听力任务中提到的建筑限高细节，引导学生关注和讨论相关案例，尤其是身边的真实案例，思考这样做的目的和意义。教师可以提出以下问题：

- What are the possible reasons to limit building heights around historic places?
- Are there any regulations like this in your local area? If so, what are they?

教师可以提前收集有关北京、山东曲阜、英国斯特拉特福等历史城市的限高规定案例，课上提供给学生，并可以从以下几个方面引导学生分析思考这个问题：

- General consistency of building heights
- Disproportion effect of tall buildings
- Maintain the historic character of a town/city/...
- Possible significant harm of (tall) buildings in the wrong location
- ...

3. 听力策略学习

（1）教师带领学生阅读、学习有关英语习语的听力策略。可以请学生举几个熟知的英语习语的例子，也可以与学生分享自己准备的例子，增强学生对英语习语的感性认识，并理解习语与历史文化及语言习惯的联系。还可以适当进行英汉对比，通过文化比较使学生直观感受到两者在语言表达和文化习惯方面的异同，也为下面给出对等的中文词语进行铺垫和示范。有关这些习语的含义和用法，请参见"单元补充注释"部分。

> **教学提示：** 教师可以鼓励学生积累英语习语，记录与之有关的历史故事、趣闻等，并定期在课上分享，引导学生关注语言与文化、历史、传统和习俗等方面的关系。学习和记忆一些英语习语不仅有助于语言理解，而且还能提高语言表达的地道性。

（2）请学生结对讨论并完成活动4的表格。如果需要，教师可以再次播放录音（或播放全部录音，或只播放包含三个习语的相关部分），学生边听边记录习语的意思。然后请学生讨论汉语中对等的词语，并尝试分析两者在语言表达和文化习惯方面的异同。

> **教学提示：** 习语一般指由几个单词组合在一起、具有特定意义的词组，其蕴含的意义往往不能从词组中单个词的意思推测而得。习语通常包括成语、俗语、格言、歇后语、谚语、俚语、行话等，一般表现形式优美，音律协调，或含蓄幽默，或严肃典雅，言简意赅，形象生动，妙趣横生，给人一种美的享受。习语是语言的精华，常带有浓厚的民族色彩，并蕴含着鲜明的文化内涵。

4. 听后讨论

（1）教师在黑板上写下听力文本中有关孔子教育思想的英文句子"Learning without reflecting leads to confusion."。然后请学生说出与之对应的汉语"学而不思则罔"。接下来，让学生分组，每组写出3~5句有关孔子教育思想的句子，教师给出提前准备好的英文翻译，可以请学生进行中英文匹配练习，通过英汉对比，加深对孔子教育思想的理解。

- Review the old and learn the new. 温故而知新。
- Make no social distinctions in teaching. 有教无类。
- To learn and at due time to repeat what one has learnt, isn't that after all a pleasure?
  学而时习之，不亦乐乎？

最后，请学生简单谈一谈对孔子及其教育哲学思想的认识和理解。教师可以提前准备一些有关孔子思想的简短英文资料，如"仁"（Ren），"恕"（Being considerate / forgiveness），"己所不欲勿施于人"（Do not do to others what you do not want others to do to you.），"见贤思齐"（When seeing a person with high caliber, strive to be his equal.）等。

（2）请学生介绍一个自己比较熟悉或参观游览过的历史古迹，重点介绍它的历史和重要价值，从而进一步深化单元主题。具体可参考以下步骤：

第一步：学生结成3~4人小组，每组选择一个历史古迹。

第二步：学生按照如下提示梳理相关信息。

- Place name
- Location
- Appearance
- ...

- History and origin
- Cultural/Historic value
- Legends

第三步：各组代表在全班进行口头汇报。

教学提示： 学生在课上搜集资料可能有困难，因此教师可以在课前搜集一些历史古迹的相关图文资料、视频短片；特别要留意当地的历史古迹资料，引导学生关注乡土文化，提升文化自信。

Pronunciation

🎧 内容分析

本单元主要帮助学生复习连读的发音规则。一般来说，相邻的两个单词属于同一意群时，前一词末尾的某些音素和后一词词首的某些音素，可能连起来读。连读在语言交际中比较常见，正确、自然地连读是语言流畅性的重要体现。以下是几种常见的连读情况。

1. 辅音+元音：相邻的两词中，前一个词以辅音结尾，后一个词以元音开头时，一般将辅音和元音连起来读。如：

Look at the photos.

Add examples of powerful prepositions in English.

2. r/re＋元音：前一个词以 -r 或 -re 结尾，后一个词以元音开头，此时 r 或 re 要发 /r/ 音，并与其后的元音连读。如：

There are many kinds.

3. 元音＋元音：前一个单词以 /ɪ/ 或 /iː/ 结尾，后一个单词以元音开头时，添加 /j/ 后连读；前一个单词可以 /ʊ/ 或 /uː/ 结尾，后一个单词以元音开头，添加 /w/ 后连读。如：I agree. /aɪj əˈgriː /
Go out of the room. /ˈgəʊw ˈaʊt əv ðə ˈruːm/

以上是一些常见的连读情况，教师可以根据学生的语音基础，选择相关的部分给学生进行讲解和点拨。需要注意的是，要引导学生关注连读规则与意义的紧密联系，即连读的前提条件是相邻的两个词须属于同一个意群，否则不能连读。

活动1要求学生朗读英国著名诗人鲁德亚德·吉卜林的诗歌《如果》的节选部分，并标出需要连读的音，旨在考查学生的连读意识和能力。活动2让学生听录音进行跟读，体会正确、自然的连读。然后让学生再听一遍，重点查看自己之前所标出的连读部分是否正确。

🔲 教学建议

1. 学生了解本部分的活动，即复习和巩固连读的发音规则。教师先读第一行诗作为示范，让学生体会连读现象，注意把同一意群中前一个以辅音结尾，后一个以元音开头的单词连起来读。然后请学生观察并学会使用连读标记。

2. 学生大声朗读诗歌节选，边读边参照第一行的连读示例，标出其余诗句的连读部分。

3. 学生结对讨论应该连读的词语，然后给对方朗读，相互核对，达成共识。

4. 教师播放录音。整体播放第一遍录音，让学生对整个文本朗读有个完整的概念。然后逐句播放，让学生核对和修正自己的朗读标记。

5. 学生按照正确的标记，再次朗读诗歌，体会连读的发音特点。必要时，可以再次播放录音，让学生加深对连读的理解。

6. 也可请学生标注、朗读一些含有连读的句子、语篇等，进一步体验和巩固连读的发音规则，如诗歌 "A Time to Talk"。

A Time to Talk

by Robert Frost

When a friend calls to me from the road
And slows his horse to a meaning walk,
I don't stand still and look around
On all the hills I haven't hoed,
And shout from where I am, "What is it?"
No, not as there is a time to talk.
I thrust my hoe in the mellow ground,
Blade-end up and five feet tall,
And plod: I go up to the stone wall
For a friendly visit.

7. 带领学生分析这首小诗中连读的例子，然后将常见的连读类型板书在黑板上，让学生参照板书试着小结连读的发音规则。

> **教学提示：** 教师讲解语音知识或设计语音活动时，应尽量避免使用单个的词语或缺乏语境的单句，而是要尽可能地使用真实、生动、丰富的语料，比如寓意深刻的格言警句、优美的诗歌、有趣的对话或小故事、著名的演讲等，让学生体验到语音和语义在语篇层面的有机结合。

Reading and Thinking

🔍 内容分析

活动主题： 本板块的主题是"通过历史了解一个国家（的概况）"（Learn about a country through history）。学生通过阅读英国历史的简要发展进程，了解英国地理、社会及文化概况，并深入思考历史与社会文化之间的关系。英国是最主要的英语国家之一，有着悠久的历史和灿烂的文化，而英语语言也正是在这种历史和文化中产生的，所以英语语言富有鲜明的英国文化特征。因此，学习英语必然要了解英国文化，了解英国文化也会对学习英语起到促进作用。

文本分析： 本板块阅读文本从人们对英国为何有很多不同的名称这个困惑入手，用浅显的语言描述了"大不列颠及北爱尔兰联合王国"漫长复杂的形成过程，以及英格兰、威尔士、苏格兰和北爱尔兰之间既紧密合作又相对独立的关系。接着，文本从较为宏大的历史主线，转向较为具体的方面，先是以极为简练的语言勾勒出不同族群在各个历史阶段对英国的政府、城镇、交通、语言、食物等诸多方面产生的影响，然后提及英国的政治、经济、文化中心——首都伦敦的悠久历史。最后，作者再次强调学习历史对深入了解一个国家的重要意义，令人回味，也为读后的批判性思维活动埋下伏笔。

活动设计： 本板块的活动设计主要引导学生对英国历史、地理、文化等方面展开学习与探究。活动1是读前活动，看英国地图，了解英国地理概况，同时渗透阅读策略——读地图的要领，即注意观察地图的类别和图标。活动2的问题针对文本中的英国历史及学习历史的好处等两方面内容而设计，旨在培养学生理解概括关键信息的能力。活动3培养学生的信息识别、重组和概括能力，要求学生按照时间线索，将文中的重要历史事件的相关信息重新排列组合，有助于他们清晰地了解英国社会的历史发展进程。活动4要求学生使用文中的短语，完成一段两个学生谈论英国历史的对话，对话内容与课文主题紧密相关，语言幽默简洁，不仅可以用于学习巩固新的短语，还可以让学生加深对课文主要内容的理解。活动5是开放性的阅读任务，要求学生在基于文本理解的基础上，结合已有的知识和体验，发表看法和观点，并与同伴展开交流讨论，旨在培养学生的批判性和创造性思维；同时，有助于学生进一步理解英国的历史文化，引导他们关注并深入思考英国社会文化的各方面情况，拓宽文化视野。

教学重点： 引导学生掌握看地图的要领；让学生理解学习历史对了解一个国家社会文化概况的意义，并能自己组织语言表达出来；能够使学生在语境中理解和学习文本中出现的新词汇。

🔲 教学建议

1. 读前活动

（1）看地图，识别标志，了解英国。

第一步：教师请学生观察课文中的地图，辨别地图的类型、功能以及图标的含义。教师可以提问：

- Look at the map, can you tell what type of map it is?（It is an administrative zoning map.）

教师可以解释，教科书上的地图是英国的行政区划图。其他类别的地图有地形图（topographic map）、交通图（traffic map）、气候图（weather map）、资源图（resource map）等。

- What do the different symbols (e.g., icons, circles, spots) and colours stand for? (The small circles stand for big cities, the red spot stands for the capital and different colours stand for different regions or countries.)

第二步：学生读地图，回答活动1中的两个问题。第一个问题帮助学生了解地图的类型，第二个问题帮助学生了解地图的功能。

为了加深学生对地图及其作用的理解，教师还可以提出以下问题：

- Can you quickly find the capital of the UK on the map? Give your reasons.
- How many parts (countries) can you see that make up the UK?

（2）看标题，推测文章大意。

教师带领学生分析文章标题的字面意义和隐含意义，可以提出以下问题：

- What message can you get from the title?
- What might "a name" here refer to?
- What do you expect to read in the passage?

2. 读中活动

（1）学生略读课文，检验读前预测是否正确。教师可以进一步追问英国的全称，从而提醒学生体会一个名字里面所包含的文化意义：

- What is the full name of the UK?
- What message does its name convey?

（2）学生回答活动2的问题。如有必要，可以让学生再次略读课文，找到准确信息。

活动2的第二组问题可以让学生关注历史对于国家的意义，使学生意识到，要想了解一个国家，可以从一个国家的历史和传统文化入手。如果学生对历史感兴趣、语言水平也比较高，可以提出这两个拓展性问题：

- Why should we learn about the history of a country?
- Why is each part of the UK called "a country"?

（3）学生寻读课文查找相关信息，完成活动3。

第一步：提示学生寻读时要注意两个方面：寻读是要寻找所需的关键信息，不要逐字逐句阅读；此活动的关键信息包括时间、事件、结果或影响。

第二步：学生寻读文本，并根据时间线索填写活动3的表格。填写完成后，学生结对核查，然后教师核对答案。

第三步：让学生根据时间线索和已完成的表格，梳理英国历史发展的简要进程，结对轮流讲述英国简史。

拓展活动

教师也可以引导学生根据其他线索，如地点、人物或逻辑线索，来获取关于英国历史的重要信息。比如：可以让学生找出历史上对英国产生影响的不同外来者，以此为主线，分别梳理他们对英国产生的重要影响。

3. 读后活动

（1）学生完成活动4。

第一步：带领学生复习活动4中的六个短语。可以让学生说出短语的意思，帮助学生确认短语的准确含义，达到激活已有知识的目的。

第二步：学生完成活动4。首先，让学生弄清对话中的角色。可以提问"What relationship do you think the two speakers in the conversation have?"。接下来让学生独立完成填空任务。最后，教师核对答案。

第三步：学生结对分角色朗读对话。提醒学生朗读时要有角色感，准确表现对话内容。学生分角色表演对话的同时，还能复习巩固这些短语的意义和用法。

（2）完成活动5。

第一步：学生根据课文所提供的信息，结合活动2中的问题，回答活动5的第一个问题。这个问题虽然基于课文，但不能在课文中直接找到完整的信息。学生需要基于两个方面提炼出答案：从课文叙述中理解学习历史和文化的意义；从英国历史发展脉络体会了解历史对于了解一个国家的重要性。

第二步：回答活动5的第二个问题。回答这个问题时，教师要注意提醒学生从历史和文化的角度进行思考，如中国有哪些代表性的历史遗迹和古城，有哪些典型的文化和传统（包括习俗、饮食等），同时要注意如何用英语恰当地表达。

为了帮助学生顺利完成这个讨论任务，教师可以自己或让学生课前搜集整理中国有代表性的历史遗迹、文化传统、风俗习惯等方面的英文介绍。

拓展活动1

假设有一个友好学校的代表团来访，你作为学生代表与他们交流。利用你在本堂课上学到的知识和语言表达，向他们介绍中国历史、传统和文化，并与他们交流学习历史对了解一个国家重要性的想法和感受。

拓展活动2

假设你的一个外国笔友近期来信，说准备假期与家人一起来中国游览。你在回信中向他们简要介绍来中国游览需要了解的历史古迹、传统文化习俗等，供他们制订日程安排参考。

🔍 内容分析

活动主题： 本板块的活动主题为"表达情感和描述情景"（Express your feelings and describe situations）。学生通过观察、分析与归纳总结，掌握过去分词作定语和宾语补足语的用法，并运用这一结构表达情感及描述情景。

目标结构： 过去分词作定语和宾语补足语的基本构成及功能可以参考学生用书附录中的语法注释。该结构的主要功能是较生动地描述情景、事物及个人情感等。如 "... and the oldest castle built by Norman rulers in Windsor nearby." "We found ourselves shocked by the large number of visitors."。

活动设计： 活动1让学生观察阅读文本中出现的三个句子，进一步思考和体会过去分词可以用来生动细致地描述事物、情景及个人情感。因篇幅所限，该部分无法提供足够多含有过去分词作宾语补足语的例句，但给出了其常见形式及动词搭配。活动2通过词块扩展及对比，呈现过去分词作定语的两种类型：前置和后置定语，让学生在完成活动的过程中体会其用法与差异。活动3是在学生初步了解过去分词作宾语补足语的形式及功能的基础上，为他们提供与单元主题较为相关的情境，让学生进一步熟悉其形式，体会其意义和功能。这些句子连起来其实是一个意思完整的小故事，其中包含英国的艺术文化和相关景点，学生在完成活动的过程中，可以获取相关文化信息。活动4是在学生理解和初步掌握过去分词作定语的基础上，为其提供相关语境，使他们能够运用该结构完成活动，初步内化该结构。这些句子可以连成一个小故事，内容也与英国文化相关，为学生运用过去分词进行口头及书面表达，提供语言素材及文化情境。

教学重点： 引导学生在较为真实的语境中，恰当运用过去分词作定语和宾语补足语的结构，较为生动细致地描述事物、情境及个人情感等。

📖 教学建议

1. 观察学习语法项目

（1）请学生观察活动1中的三个句子，讨论过去分词作定语和宾语补足语的用法。

第一步：让学生观察三个例句里过去分词与名词的逻辑关系，即过去分词与它相关联的名词是被动关系。

第二步：让学生观察过去分词作定语时的位置，然后提问：例句1中的过去分词shortened在名词name之前，例句2中的过去分词known在名词后面，可以得出什么结论？

学生可能回答，例句1的过去分词shortened是单个的分词，而例句2中是分词短语known as the Union Jack。所以，可能的结论是：单个分词作名词的定语时，其位置在名词前；分词以短语形式出现则其位置在名词后。

教学提示： 教师不宜讲解太多，可以提示学生多注意观察，尽可能让学生通过更多的例子和活动去发现和总结规律，而不是过早地直接告诉他们。"纸上得来终觉浅，绝知此事要躬

行"，自己通过观察、分析、思考归纳而来的语法规则和知识，不仅记忆深刻，而且理解更为透彻。

第三步：让学生分析三个例句中分词或分词短语的句子成分。

例句1和2，分词及分词短语作定语，例句3分词短语做宾语补足语。建议举更多例句，让学生体会过去分词作定语和宾语补足语的用法，这时也要把单个过去分词作宾语补足语的例子包括进来。如：

- The new product finally passed the required test.（过去分词作定语）
- It is a house built by the Romans.（过去分词作定语）
- He got his tooth pulled out yesterday.（过去分词作宾语补足语）
- Unfortunately he had his leg broken yesterday.（过去分词作宾语补足语）

第四步：小结过去分词作定语和过去分词短语作定语的区别，以及过去分词作宾语补足语的特点（参见教材附录的语法部分）。

（2）让学生在阅读文本中找出更多过去分词短语作定语和宾语补足语的句子。

学生找到这些句子之后，进行分类，并进一步观察体会过去分词作定语和宾语补足语的用法。

教学提示： 教师提醒学生过去分词作宾语补足语的常用结构是"have/get/feel/find + 宾语 + 宾补"，并可以适当增加典型例句帮助学生进一步理解。

2. 学习掌握过去分词作定语的用法

（1）学生观察活动2左右两栏中过去分词作定语在位置上的不同。引导学生对刚才归纳的过去分词作定语的规则进行补充（过去分词短语作定语时位于被修饰词之后，即后置定语，而单个的过去分词作定语一般前置；过去分词作定语时和被修饰词之间呈被动关系）。

让学生观察左栏短语：a well-organised trip 和 beautifully dressed，同时补充更多类似结构的短语，如 state-owned company、hand-made gifts、heart-felt thanks 等，引导他们得出结论：当过去分词是像 state-owned、heart-felt、hand-made 这样的复合形式，或者前面有副词修饰时，一般放在被修饰词前面作前置定语。

（2）学生完成活动2。

学生结对就题目之中的两组分词短语造句，相互检查对方所写的句子，并改正。然后，教师板书例句，让学生继续观察：

- Have you seen anything changed?
- There was nothing changed at all after six months of negotiation.

引导他们得出结论：当被修饰词是不定代词时，过去分词放在不定代词后面，作后置定语。

（3）可以与学生一起小结过去分词作定语的用法，也可以让学生课下独立完成小结。

教学提示： 提供含有目标语法结构和典型情境的丰富语料，是引导学生观察、发现、归纳语法规则的必要前提。教师要注意补充更多的、适当的语料。

3. 学习掌握过去分词作宾语补足语的用法

（1）画出活动3五个句子中作宾语补足语的过去分词及过去分词短语，体会宾语补足语的用法，包括在句子中的位置，与被修饰词的关联，以及常见的带宾补结构的动词，如have、get、find，以及hear、feel等感官动词。

（2）词汇处理。本部分六个生词的意义可以通过上下文推断出来。如：由 battery（电池）和动词get可以推断出，这里charge是"充（电）"的意思。由had … painting boxed和delivered safely可以推断出，这里ensure是"确保"的意思。

（3）学生结对，把五个句子连起来组成一个关于英国艺术文化的小故事，然后练习讲述这个小故事。或者把这部分内容变成对话，结对练习后向全班展示。

4. 在语言运用中巩固过去分词作定语的用法

（1）让学生把活动4中四个句子里的定语从句找出来，然后把定语从句改成含有过去分词的短语，最后按照改写过的短语重组句子。

（2）让学生说出过去分词作定语和定语从句在结构和表达效果方面的不同。教师在学生总结后进行评价，核查表达的准确性，要注意指出过去分词短语作定语可以使表达更为简洁，但是也要指出，它并不适用于所有情况，要根据表达需要，恰当地使用过去分词短语和定语从句。

（3）让学生根据四个句子的内容写一个小故事。注意在写作中尽可能地运用过去分词作定语的结构，可以适当增加细节，使行文生动。

Listening and Talking

🔍 内容分析

活动主题： 本板块的活动主题是"谈论历史古迹的观光经历"（Talk about a visit to a historic tourist destination）。旅游观光是了解一个国家历史文化、风俗习惯等的常见方式。学生听青年旅店招待员 Xiao Yan 和背包客 Paul 的对话，了解平遥著名的历史文化景点和Paul作为一位外国游客的旅行经历和感受。自商周以来，平遥古城已经有两千多年的悠久历史，是中国现存最完好的古城之一，也是晋商文化的发源地，曾一度成为古代重要的商业金融中心。1997年平遥古城被列入《世界文化遗产名录》，被认为是现今保存完整的汉民族城市的杰出范例，其建筑风格和城市布局很有代表性。平遥堪称文物宝库，名胜古迹星罗棋布，可以说是一个以古城为中心的古文物群，吸引国内外众多游客。Paul游览了其中的一些经典部分——明清街、日升昌票号、双林寺等。就像Paul所说的"It was like walking into history."，漫步在平遥古城就像是置身于历史之中。了解平遥，是了解中国历史、经济、文化、传统、风俗等方面的一个重要窗口，对传播中华优秀传统文化有着重要的意义和价值。

文本分析： 听力文本是一段对话，Paul是一位来到平遥观光的青年游客，在离开平遥的前一天与国际青年旅店的招待员 Xiao Yan 聊起自己几天来旅行中的经历与感受。通过游览平遥古城、日升昌票号、明清街、双林寺等著名历史文化景点，Paul以外国游客的视角，展示了平遥作为中

国历史文化名城的历史、文化和艺术等方面的特色与魅力。不仅让学生知晓平遥重要的历史文化景点，还使他们有机会了解平遥在中国古代经济及文化艺术领域的重要地位。对话内容丰富有趣、真实生动。在语言方面，Paul作为外国青年游客的角色设置，使得他与Xiao Yan之间有了"信息差"，为Paul和Xiao Yan在对话中真实自然地表达兴奋、惊讶等情感提供了情境基础。本文中出现的表达兴奋、惊讶和失望等情感的句子有 "I was a little disappointed." "I was so amazed!" "I can't believe …" 等。

活动设计： 本板块设计了四个活动，活动1设置了对话发生的情境，包含对话人及其身份关系和对话发生的地点。活动要求是学生听对话后勾选出对话中提到的地点，旨在检测学生捕捉关键信息的能力。活动2让学生基于听力对话内容，包括对话中的情境描述和人物的语音语调，判断人物说话时的情感，完成表格。活动3和4是语言输出活动，活动3让学生分角色朗读对话，熟悉和初步运用表达兴奋、惊讶、失望等个人情感的语言表达形式；活动4让学生运用听力文本及活动中提供的主题信息、功能意念项目等，创编对话，进行口头表达。

教学重点： 使学生能够准确理解对话的重点信息，在交际中恰当运用表达兴奋、惊讶、失望等个人情感的功能意念项目；引导学生关注和了解中国历史文化名城平遥的历史、经济、文化、传统等方面的知识和信息。

🔲 教学建议

1. 听前准备

教师提问，通过学生的回答，了解学生是否去过平遥及对平遥的熟悉程度。如果有学生去过，可以让学生谈论对平遥的印象，他们可能会提及平遥著名景点名称，并且描述浏览过程中的感受。如果没有提及，则让学生回顾活动1列出的平遥著名景点名称，同时，展示课前预备的相关图文资料，让学生描述即将去平遥参观的心理感受。以下问题供参考：

- Have you been to Pingyao? What is your impression of it? Can you mention some of the places of interest or historic sites there?
- (For those who haven't been to Pingyao) If you are going to visit it, what do you expect to see or experience there? Do you think you'll like it? Why?

2. 听力理解

（1）教师播放录音，学生做活动1。听第一遍录音，勾选出听力材料中所提到的景点名称。

（2）让学生阅读活动2的六句话，根据文字提示，推测说话人的感受。然后听第二遍录音，结合对话中的情境描述和人物的语音语调，判断人物说话时的情感，完成表格。

（3）学生结对，给对方朗读这六个句子，从句子的表达方式和说话者的语气来体会说话者的情绪，包括兴奋、惊讶和失望等，在体验中学习表达这些情感的功能意念项目。

3. 口语表达

（1）让学生观察、学习活动3中表达兴奋、惊讶和失望等情绪的短语和句式。

（2）学生结对，分角色朗读活动3中的对话，熟悉和初步运用表达兴奋、惊讶、失望等情感的语言形式。结合听力内容、自身经历及课上同学或教师分享的有关平遥的内容，续编对话并朗读。

（3）选出2~3组学生向全班展示续编的对话。

> **教学提示**：在表达兴奋、惊讶和失望时，我们不仅可以使用一些常用的句式，如教科书第43页所列句式，也可以使用其他句式，如"I couldn't believe …""There's so much …"等，并与不同语气相合。因此，教学时要引导学生在会话时使用合适的句式和语气，以加强交流的效果。

4. 迁移运用

学生做活动4，分组谈论自己曾去过的历史文化景点。

第一步：让学生独自选择要讲述的地方，并列出这个地方的历史文化景点（如有代表性的古老街道、历史建筑等）。

第二步：学生结对，互相介绍自己准备好的历史文化景点。在对话中要注意应用活动3中所学的功能意念项目，得体生动地表达兴奋、惊讶、失望等个人情感。同时，也要注意恰当地使用语调、语气和身体语言，准确生动地进行表达。

Reading for Writing

🔍 内容分析

活动主题：该板块的主题是"描述喜欢的地方"（Describe a place that you like）。该板块从一个旅行者的角度，描绘爱尔兰乡村的美丽景色和风土人情。爱尔兰乡村以景色优美清新、颇具历史文化特色而著称，这段描写与前面对英国伦敦等城市的历史文化景点介绍相得益彰，较为完整地刻画出将历史与现代、城市与乡村和谐地融为一体的欧洲文化特色。在随后的写作活动中，学生通过描写自己熟悉的、有趣的、令人兴奋或惊讶的地点，反思和探索国内、尤其是身边景点的历史文化价值，挖掘并了解其相关历史文化传统，同时表达自己的感受和情感。

文本分析：本文是一篇景物描写，作者从旅行者的角度将爱尔兰乡村的景致、自身感受与当地风土人情融为一体，内容丰富，语言优美，短小精悍。作者生动地描述了乡村美景和风土人情在视觉、嗅觉、味觉、听觉和触觉等方面给人们带来的直观感受，如"The peaceful landscape of … is a true feast for the eyes …""And down by the sea, the roar of the ocean waves and cries of the seabirds make up the music of the coast.""On a quiet morning in the mountains, feel the sun on the skin, and breathe in a sweet scent of fresh flowers ..."，分别从视觉、听觉、触觉、嗅觉的角度，对丘陵、大海、群山进行了惟妙惟肖地描写。作者运用这些丰富细腻的手法，将爱尔兰乡村清新浓郁的文化气息描绘得栩栩如生。同时，字里行间流露出对爱尔兰乡村的喜爱之情。

活动设计：该板块设计了五个活动，前两个活动为阅读理解活动，属于语言输入阶段；后三

个活动为写作活动，属于语言输出阶段，体现了输入与输出的有机结合。活动1考查学生对文本大意及主要细节的理解。活动2引导学生分析文本的组织结构和语言表达，关注与感官感受相关联的用词与表达，为他们在接下来的写作中丰富自己的语言提供帮助与支撑。活动3是整个写作部分的关键。首先，学生与同伴讨论交流，选定自己最喜欢的地方。然后，学生回答从五种感官及内心感受等角度提出的问题，思考所选地点的一些特点，便于写作时进行生动细致地刻画。接下来，学生参照教科书上给出的写作框架、提示和语言示例完成初稿。框架从如何开头、如何完成主体、如何收尾三个方面，分别给出写作提示与建议，如开头要引人入胜（make the reader eager to read your writing）；主体部分要做好衔接（transitions），生动地刻画细节并举例（details and examples）；结尾要自然，并且要给读者留下深刻印象（help the reader remember your writing）等。相应的语言示例也非常具体实用，如在主体部分给出了时空、逻辑顺序的常见表达方式 "In the morning/afternoon/evening; First, second, … etc.; In the north …; In the east …" 等。活动3和4整体呈现了写作活动的基本流程，即明确写作任务—进行写前准备—参考提纲完成初稿—与同伴相互批改初稿—根据同伴意见修改初稿。活动5是作品展示。

教学重点：指导学生比较生动、细致地描写所熟悉地点的景物，并恰当地表达自己的感受。

🔵 教学建议

1. 文本理解

（1）学生带着活动1的第一和第二个问题，阅读描述爱尔兰乡村美景的文章。这两个问题属于字面理解题，仔细读文章就能找到答案。

（2）学生第二次阅读文本，在文中找到回答第三个问题中的文字描述："On a quiet morning in the mountains, feel the sun on your skin, and breathe in the sweet scent of fresh flowers while birds greet the new day with their morning song."。让学生把这句话反复读几遍，用自己喜爱的方式体会其中的美好意境。如学生可以大声朗读出来；可以请同伴大声朗读，自己闭上眼睛静心体会；也可以在读后用寥寥数笔勾勒出一幅乡村清晨鸟语花香的画面。

（3）让学生相互交流对这句话的理解。教师引导学生关注视觉、嗅觉、听觉、触觉和味觉等感官方面的描写手法及用词，为后面分析文章的语言和结构作铺垫。

（4）引导学生由爱尔兰的传统习俗，联想到中国的传统文化和风俗习惯。可以提出几个问题，启发学生思考：

- What Chinese traditions and customs do you think are the most worthwhile to experience?
- What are the best ways to experience them?

让学生列出他们认为最值得体验的中国传统和文化习俗，然后探讨体验它们的最佳方式。

2. 文本结构和语言特征分析

教师引导学生分析描写文段的结构特点。

首先引导学生关注描写文段的开头句和结尾句，让学生思考问题 "What introductory sentences and ending sentences do you usually use to describe a place?"。

学生在文章中标记出段落开头句和结尾句，并与同伴简要讨论，如果自己要描写一个地方，会如何开头、如何结尾、为什么。教师在学生讨论的基础上进行补充和小结，并把要点板书在黑板上，为后面的写作活动作准备。

然后，引导学生分析文章主体部分的写作特点。结合前面文本理解活动中，从感官感受角度描写景物的讨论和简要分析，结合活动3中的任务2和3，指出这个描写文段的主体部分以景物给作者带来的丰富感官体验为主线来展开描写，具有极强的画面感和带入感。让学生从语言特征的角度，再次阅读文段，边读边完成活动2中的任务2和3。教师核对答案，可以用下面的表格总结语言特征：

Sense	Description	Your comment
Sight		
Hearing		
Smell		
Taste		
Touch		

教学提示： 阅读景物描写的文章时，教师要特别注意提醒学生注意修辞手法的运用。如在 … breathe in the sweet scent of fresh flowers while birds greet the new day with their morning song 中，greet 使用了拟人（personification）的修辞手法，使句子生动活泼，增强了画面感。

3. 写作准备

（1）让学生选择自己最喜欢的一个地方，并和同伴分享喜爱它的原因及这个地方给自己带来的感受。

（2）结合教科书第45页活动3任务2中的问题，让学生描述自己最喜爱的地方的具体特征。

（3）学生浏览任务3提供的写作模板，教师引导学生关注景物描写文段的组织结构、衔接手段、细节描绘等方面的特点，以及模板中给出的具体细节描写的例子，思考规划自己描写选定地点的文段框架结构，并融入刚才完成任务2时的具体描写，完成初稿。

4. 文稿修改与完善

（1）考虑到这个文段较短，可以让学生先对照活动4的评价标准修改初稿，然后把修改后的文章交给同伴。

（2）同伴参考活动4提供的评价标准给出修改建议。

（3）教师课上点评2~3位学生的写作文稿，并收集其他学生的写作文稿，给出评价和建议。要遵循"充分肯定优点，婉转指出问题，给出具体修改建议"的原则。

（4）教师将附有评语和修改建议的文段反馈给学生，学生修改并提交终稿。在学生提交终稿时，鼓励他们在文字稿上配上所描述地点的图片。

5. 文稿展示

教师可以利用接下来的几节课时间，分享并展示学生的优秀文稿。如果条件允许，还可以制作成墙报或班级文集。

Assessing Your Progress

🔍 内容分析

该板块由三部分组成，第一部分是语言知识检测，包含词汇和语法活动。其中词汇活动分两步，先让学生运用构词法合成新词汇，然后再用这些词汇填空完成句子。第二部分涉及单元内容评价及自我反思，设置的问题既能够帮助学生了解自己学习中的不足，及时解决问题，又能够帮助教师了解学生的学习兴趣和困难，便于因材施教。第三部分是项目活动，这部分的活动主题是"介绍国家/城市/村庄的传统"(Introduce the traditions of a country/city/village)。通过整个单元的学习，学生对国内外一些典型的历史文化传统有了一定的了解。教材设计这一部分，目的在于让学生从更广泛的角度理解文化传统的内涵，并能针对一个具体的国家、城市或村庄，收集有关文化传统的资料，整理信息，进行课堂演示。

📖 教学建议

1. 语言知识检测

（1）让学生观察活动1中的常见英文后缀，然后尝试把这些词缀和前面所提供的词结合起来构成新的词汇。教师可提醒学生注意 -ive 和 -ic 是形容词后缀，其他为名词后缀。

（2）让学生利用新构成的词汇完成活动1中的四个句子。提示学生可以观察分析句中空白处的具体位置——如果位于主语、宾语或介词宾语的位置，则应该填名词；如位于名词前则一般填形容词。这个活动让学生从语言实践的角度，来理解构词法的重要性。

（3）构词法拓展。教师可以引导学生归纳之前学过的一些后缀，在复习巩固词汇的同时，掌握一种记忆词汇的策略和方法。如：

常见的名词后缀：

-ment: movement, pavement

-ness: happiness, kindness

-ship: leadership, friendship

-er/or: driver, visitor

-tion, -ion: action, possession

-al: arrival, refusal

-ess: actress, hostess

-ful: handful, spoonful

-hood: boyhood, childhood

-ism: idealism, impressionism

常见的形容词后缀：

-able/ible: changeable, visible

-al: cultural, personal

-ful: useful, hopeful

-ic: historic, energetic

-ive: attractive, talkative

-less: harmless, hopeless

-ly: brotherly, friendly

-ous: curious, cautious

2. 反思与评价

学生就Reflecting部分的四个方面对单元学习进行反思。提示学生在反思过程中，除了要了解语言知识，尤其是习语的文化含义之外，更要意识到学习历史和文化的重要意义和价值。教师要给学生充分的思考和讨论时间，培养他们自我评价、自我反思和自我改进的能力。

3. 完成项目活动

（1）让学生观察教科书上关于墨西哥的海报，教师提问"According to the poster, which aspects of Mexican traditions are introduced? Why do you think those aspects are important?"，让学生思考可以从哪些方面介绍这个国家。

（2）教师提问"In this unit, we have covered the topic of history and traditions. If you are asked to introduce a country, a city, or a village, what important aspects would you choose to talk about? Which traditions are you going to include?"。学生分成六人一组，每组选择一个国家、城市或村庄作为项目研究的对象，讨论并选定所要谈论的传统。

（3）明确任务，做好分工。有人负责搜集海报内容，包括图片、描述等；有人负责制作海报；有人负责汇报演示。

（4）教师可以拿出一周或两周时间让学生汇报项目研究的成果。每次课上请1~2组学生在班级展示海报，建议有条件、有兴趣的小组准备相关实物，使汇报展示更生动有趣。整理、归纳、呈现信息和展示成果时，要注意语言准确流畅、简明扼要、重点突出、条理清楚。

（5）每个小组根据活动4的四个方面给其他小组的海报打分，选出最佳海报，展示在班级墙报栏。

* Video Time

内容分析

该板块的主题是"伦敦历史景点介绍"(An introduction to historic London)。该视频全面细致地介绍了伦敦的概况和历史文化景点，从泰晤士河上的威斯敏斯特桥，到议会大厦、大本钟，再到伦敦桥、伦敦塔、威斯敏斯特大教堂，以及圣詹姆士公园、白金汉宫、国家美术馆、特拉法加广场等。伦敦是英国的首都，也是其政治、经济和文化中心，有着悠久的历史，同时又是国际化大都市。深入了解伦敦，对学生更好地了解英国社会文化及英语语言的文化背景非常有帮助。

教学建议

1. 看前准备

（1）让学生从历史和传统的角度，谈论在本单元里所了解的伦敦。教师提问"We are going to watch a video about London. What do you expect to see in the video? Why?"，让学生讨论如果有机会去伦敦，准备参观哪些地方并说明理由。

（2）学生根据已有知识尝试完成Before You Watch中的图文匹配。

2．观看视频

（1）教师播放第一遍视频，学生观看并检验预测是否正确，并核查 Before You Watch 中的图文匹配。

（2）教师播放第二遍视频，请学生完成 While You Watch 中的任务 1 和任务 2。任务 1 可以帮助学生更深入详尽地了解伦敦。任务 2 中的问题旨在让学生思考伦敦的城市特色。教师要提示学生，讨论应围绕着历史对于一个城市的重要意义展开。

3．看后讨论

请学生分组讨论 After You Watch 中的问题。第一组问题设计的目的是深化学生对历史和传统的重要性的理解。第二组问题旨在帮助学生发现家乡的历史和传统的亮点，学会从历史和传统的角度来理解和介绍家乡，增强热爱家乡文化和祖国文化的家国情怀。

三、单元补充注释

1. I'm not good at maps—they're my Achilles' heel! 我不擅长看地图，这是我的弱项。

Achilles' heel 即"阿喀琉斯之踵"，意为"致命弱点；要害"。源自希腊神话英雄阿喀琉斯（Achilles）的故事。例如：

John's vanity is his Achilles' heel. 虚荣心是约翰最大的弱点。

这类源自希腊神话的习语在英语中应用广泛。例如：

Achilles and Patroclus 情同手足。源自帕特洛克罗斯（Patroclus）和阿喀琉斯（Achilles）这两位亲戚兼挚友在希腊与特洛伊战争中肝胆相照、荣辱与共的故事。例如：

He and John are good friends. They go everywhere together like Achilles and Patroclus. 他和约翰是好朋友，两人形影不离，情同手足。

英语中存在着大量的谚语和习语。这些谚语和习语文字简洁，语义含蓄，有着丰富的文化内涵。适当掌握一些常见的谚语和习语，对英语学习有重要的促进作用。本单元还集中呈现了以下习语：

pull one's leg 与某人开玩笑，使某人对不真实情况信以为真。如：

I panicked when he said the test was tomorrow, but then I realised he was just pulling my leg. 当他说考试是在明天的时候，我很惊慌，但是我马上就意识到他是在和我开玩笑。

其他含有 leg 的习语有：

shake a leg 用于催促某人，相当于 hurry up，意为"赶快，迅速行动"。例如：

You'd better shake a leg if you don't want to be late for work. 如果不想上班迟到，你最好快点儿。

a fish out of water（与环境格格不入）感到别扭。例如：

I feel like a fish out of water at the party because I don't know anyone. 在这个聚会上我一个人也不认识，感到浑身不自在。

其他含有 fish 的习语还有：

a big fish in a small pond 小地方的大人物。例如：

In school he was a big fish in a small pond, but once he moved to the city he was just another struggling actor. 在学校，他赫赫有名，但是一到城里，他就只是一个苦苦挣扎的小演员了。

2. **Finally, in the 20th century, the southern part of Ireland broke away from the UK, which resulted in the full name we have today: the United Kingdom of Great Britain and Northern Ireland.** 最后在二十世纪时，爱尔兰南部脱离了联合王国，形成了今天的英国全称：大不列颠及北爱尔兰联合王国。

break away 脱离；逃脱

Three members of the band broke away and formed their own group. 三个成员脱离了乐队，创建了自己的组合。

此外，与 break 搭配的常见动词短语还有：

break a record 打破纪录 　　　　　　break off 突然停止；中断（谈判）

break down（机器、车辆）坏了 　　　break the ice 打破僵局；打破冷场局面

break into 破门而入

例如：

To everyone's surprise, the young athlete broke a record in the world championship. 出乎每个人的意料，这位年轻的运动员在世界锦标赛上打破了一项纪录。

We're really sorry for being late, but our car broke down. 真的很抱歉，我们迟到了，因为我们的车抛锚了。

The robbers planned to break into the jewellery shop. 抢劫者计划强行闯入珠宝店。

We all agreed that it was time to break off the negotiation. 我们一致同意，是时候该中止谈判了。

Sally is good at breaking the ice and starting a conversation. 萨利善于打破沉默，启动交谈。

UNIT 4 HISTORY AND TRADITIONS

The theme of this unit is the history and traditions of the countries and people of the world. Students will begin by studying the historic sites of Qufu and its most famous resident—Confucius. They will learn about the history of names of the United Kingdom. They will study using feelings to express and describe personal experiences and read about beautiful Ireland. Finally, students will present a poster about the traditions of their chosen place before learning more about the city of London and tea traditions in Russia. It is hoped that students can use the information in this unit to reflect upon their own and other cultures and histories.

Opening Page

Theme Picture

The picture shows the Palace of Westminster, home to the House of Commons and House of Lords (The term "house" here does not mean a place where people live, but a group of people who meet to perform a specific function), which are the main bodies of the UK's government, and also a UNESCO World Heritage Site. A palace was first built here in the 11th century, although it has been destroyed and rebuilt several times since then. It sits beside the River Thames that runs through the heart of London, the capital of England, and is crossed by Westminster Bridge, one of many famous bridges in the city. The clock tower is one of the most well-known symbols of the city and country, and is often referred to as Big Ben, although that is actually the name of the large bell that sits inside the clock tower which marks each hour of the day.

Quote

In this quote, Garvey is emphasising the importance of knowing about the history of your country and people. He uses "people" in the countable form to refer to all the persons who live in a particular place or belong to a particular country, race, or other group. In Garvey's case, race was especially important.

A tree is a good metaphor for a group of people. For example, we talk about "family trees", which detail our relatives across time. A tree without roots would easily fall down and die. The roots also feed the tree. The roots of a tree cannot usually be seen, but they often spread deep and wide. In this way, a people's history also has deep roots that spread far and wide. If people do not know about their history, they will not learn from the past and will not be able to develop and progress well into the future.

Look and discuss

Suggested Answers

1 The building is the Palace of Westminster, the home of the UK government. The tower is commonly known as Big Ben, although that is actually the name of the bell inside. The bridge is Westminster Bridge.

2 London has a famous tradition called "Changing of the Guard" . This happens at Buckingham Palace, the home of the queen. The guards of the palace are changed for new guards. They wear special red uniforms with

tall black hats. There are many other traditions in the UK such as drinking tea, playing cricket, and eating fish and chips.

3 It is important to protect historic buildings and cultural traditions because they are a record of our shared history and tell us a lot about who we are as a country and people.

Listening and Speaking ----------
Share views on historic sites

Activity 1

Purpose

Introduce the topic of historic sites in Qufu by activating students' own knowledge and warm up for the activities which follow.

Suggested Answers

Temple of Confucius: The most famous and largest temple honouring the great sage, it is also a UNESCO World Heritage Site. It covers 16,000 square metres and has 460 rooms. The main part consists of nine courtyards with several gates. Dacheng Hall stands at the centre and is the principal place for offering sacrifices to Confucius.

Kong Family Mansion: Located to the east of the Temple of Confucius, this was the historical home of the descendants of Confucius from where they managed sites and ceremonies in Qufu. Today it is a museum.

Cemetery of Confucius: This is where Confucius and his descendants are buried. There are more than 10,000 of them, buried here over 2,000 years. The cemetery has had many renovations and

extensions in its history.

Activity 2

Purpose

Practise listening for detailed information.

Suggested Answers

William
1 Confucius is one of his favourite philosophers.
2 He was a wise man.
3 He lived over 2,500 years ago.

Xiao Kong
1 Confucius has over 3 million descendants.
2 He was a great educator and had many ideas about education.
3 He was one of the greatest minds in history.

Activity 3

Purpose

Practise listening for detailed information.

Answers

1 F 2 F 3 NM 4 T
D

☼ Optional Activity

After completing Activities 2 and 3, give students a copy of the audio script. Read the script aloud as a class, but have each student read only one sentence before the next student begins. You can do this by seated rows, or give each student a number, so they then have to read in order. In this way they must pay close attention, both to where they are in the script and to where

they are in order of reader.

Results will vary depending on class size. Some sentences are short, and some are long. Students who read a short sentence will likely read a longer sentence the next time round.

Activity 4

Purpose

Activate students' own cultural knowledge and encourage cultural comparisons.

Suggested Answers

English idiom	Meaning	Chinese equivalent
Achilles' heel	something that is someone's weakness	弱点；要害
pull one's leg	to joke with someone	戏弄
fish out of water	Someone who feels uncomfortable because they are in an unfamiliar place	如芒在背

Teaching Tip

Understanding the meaning of idioms and popular sayings and proverbs in English is a good way to understand the culture of English-speaking countries. Many idioms are unique to a language and culture, although there are also many that are universal, or have near equivalents with the same meaning in different languages. Teaching idioms can help students with listening to native speakers and help with natural speaking and fluency.

☼ Optional Activity

Explain to students that idioms are groups of words, used by themselves or in a sentence, whose meaning is different from the meaning of the original words. Sayings or proverbs are also a similar device. Explain that they often make some cultural reference and that understanding them can help with understanding a culture. Elicit some well-known English idioms and proverbs from students. For example,

- break the ice
- cost an arm and a leg
- raining cats and dogs
- Don't cry over spilt milk.
- No man is an island.
- There's no such thing as a free lunch.

Ask students to think of or research idioms, sayings, or proverbs in Chinese that have a similar meaning to ones in English. What cultural references are used and how do they differ between languages? Why do they think the same basic ideas appear in different cultures?

Cultural Note

Achilles was a hero in ancient Greek mythology. When he was a baby, a prophecy said he would die young. So his mother took him to a magical river to make him invincible. She held him by his heel as she put him under the water. Later he became a great soldier, winning many battles and could not be defeated. However, one day he was shot with a poisonous arrow in his heel. Because his heel did not go into the magical river as a baby, he died. That is why the idiom today means someone's weakness.

Activity 5

Purpose

Activate students' own cultural knowledge and encourage sharing of personal experiences.

Suggested Answers

1 Education was one of Confucius' core values. He believed learning about the past would help us know the future. He also thought education helped our confidence which would help bring peace and prosperity. He also thought it was important to use and apply what we have learnt in our education.

Confucius was a great thinker, educator, and philosopher. His principles had a great influence on Chinese traditions and beliefs. He believed strongly in strong family loyalty and respect for others. He believed in the so-called "golden rule" of philosophy: Do not do to others what you do not want others to do to you.

2 I visited the Mogao Caves with my family recently. They are famous for their amazing paintings and statues. They were constructed over many dynasties and are an important record of tradition and belief in China during that time.

Pronunciation

Activities 1 and 2

Purpose

Practise reading and listening for linking sounds in a poem.

Answers

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings

And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: "Hold on!"

Cultural Note

Rudyard Kipling was an English journalist, poet, and novelist. Born in 1865 in India under British rule, his most famous work is *The Jungle Book*, which has been translated into at least 30 languages and has had about 500 printed editions. The book is about a boy called Mowgli who is raised in the jungle by wolves, but the other characters are all animals, each with different and varied human characteristics. The book has been adapted many times over the years into cartoons and films. He is also well-known for his poem "If—", a passage of which is used here. It is another good example of the traditional British character, showing patience and calm despite the ups and downs life throws at you.

☼ Optional Activity

Have students read the passage from "If—" again, and note or mark the words that are stressed. Elicit from students why these words are stressed over others (they are nouns and other important words that carry meaning rather than providing function). Extend by giving students the remainder of the poem (a further three parts of equal length) and carry out the same exercise, marking both stress and also the linking sounds. Then ask students to think of their own conditional "If—" statements.

Reading and Thinking
Learn about a country through its history

Activity 1

Purpose

Activate students' own knowledge of and practise reading a passage about the UK .

> **Suggested Answer**
>
> The map shows the British Isles, the islands which make up the Great Britain (England, Scotland, and Wales) and Ireland (Ireland and Northern Ireland). It is used to show the four different countries that make up the UK and some of the major cities.

☼ Optional Activity

Bring a large world map or globe to the class. Have students find China on the map, and then the UK. See if they know how far the countries are apart. Elicit what continents the countries are in, and the other continents and their areas that make up the world. Ask students to name other countries apart from the UK where English is the first or a primary language (USA, Canada, Australia, New Zealand, India, South Africa, Caribbean countries such as Barbados, African countries such as Nigeria) and see if they can also find them on the map. Then ask students which countries make up the United Kingdom and see if they can correctly show where they are on the map. Extend by asking further questions about the map, for example, about elements it shows such as geographical terrain, or elicit where the poles are, the equator or other elements that make up a map.

Activity 2

Purpose

Practise reading for gist.

> **Suggested Answers**
>
> 1 The four countries of the United Kingdom are England, Wales, Scotland, and Northern Ireland. England and Wales were the first two to be joined together.
>
> 2 The two chief advantages of studying the history of a country are to help you understand more about the country and its traditions and to make visiting it more enjoyable.

Activity 3

Purpose

Practise reading for detailed information.

> **Suggested Answers**
>
> | When? | What happened? | What changed? |
> |---|---|---|
> | 1st century | Romans arrived | towns and roads |
> | 5th century | Anglo-Saxons came | language and way houses were built |
> | 8th century | Vikings came | vocabulary and names of locations across the UK |
> | 11th century | Normans conquered England after the Battle of Hastings | castles built, legal system changed, and new words from French introduced |
> | 16th century | Wales was joined to Kingdom of England | |

When ?	What happened?	What changed?
18th century	*Scotland was joined to England and Wales*	*"Kingdom of Great Britain" formed/ created*
19th century	*Ireland was added*	*"United Kingdom of Great Britain and Ireland" formed/ created*
20th century	*the southern part of Ireland broke away*	*name changed to "United Kingdom of Great Britain and Northern Ireland"*

Activity 4

Purpose

Practise using phrases in context.

> **Answers**
>
> as well as; belong to; added to; joined to; broke away; keep your eyes open

Teaching Tip

Verb and preposition/adverb collocations can be confusing for learners, and there is no easy way of remembering them. One helpful tip is to always remember them used in a sentence rather than as an isolated phrase. For example, remember "I belong to the local table tennis club." rather than just "belong to". Have students think of personal examples when teaching a collocation so they can note them in their books and remember them better.

☼ Optional Activity

Play a game with the class, dividing them into two teams. Draw a line down the centre of the board and write the following table of verbs and prepositions (or your own choices):

verbs		prepositions	
adapt	laugh	at	at
believe	arrive	for	for
ask	pay	from	from
hide	disagree	in	in
borrow	succeed	on	on
count	rely	to	to
belong	argue	with	with

Explain that certain prepositions go with certain verbs to give specific meanings. A student from each team must come to the board and cross off a verb and corresponding preposition. Then they must name a person in their team to give a sentence using the "verb + preposition" phrase. If they do so correctly, they win a point. If not, the other team has a chance to say a correct sentence to win the point. Continue until all are matched or until a time limit is reached. The team with the most points wins. Extend by having students write sentences with each of the verb and preposition combinations.

Activity 5

Purpose

Reflect on the passage by discussing the advantages of historical and cultural study.

> **Suggested Answers**
>
> 1 Studying a country's history and culture before visiting it is important because it will help you understand the place better and have a more enjoyable experience. You will be able to interact better with the people

and their culture and have a richer experience.

2 Visitors to China should know something about the history of the country and about the cultural traditions of the area being visited, such as the food eaten, or festivals celebrated there.

Discovering Useful Structures ---- Express feelings and describe situations

Activity 1

Purpose

Identify the structure and discuss the functions of the past participle.

Answers

1 shortened (as the attribute)
2 known (as the attribute)
3 built (as the object complement)

● The United Kingdom, Great Britain, England—many people are confused by …
● They conquered England after the well-known Battle of Hastings in the 11th century.

Teaching Tip

Remembering the different forms of irregular verbs can be difficult for students but is essential as many are common. Make sure students know the most commonly used verbs by heart (e.g., be, go, do, have, get, make, say, think, know, come, etc).

You can also help students by teaching the three forms (present, past simple, and past participle) when teaching a new verb and by checking students' knowledge of them frequently.

Irregular verbs can be put into three groups to aid memory.

1 Verbs that are the same in all three forms: set, put, cost, cut, let, hurt, hit, shut, etc.
2 Verbs that are the same in the past forms, but not the present: make, build, say, think, buy, feel, etc.
3 Verbs with all forms different and past participle ends in -*n*: take, show, know, give, see, etc.

To aid memory, students could note verbs in a different colour for each group.

☼ Optional Activity

Have students create crosswords for each other, testing their knowledge of past participles. Provide each student with a printed grid to fill in or let them make a crossword online (there are several free crossword making sites).

A crossword requires clues from which students guess the correct past participle. These could be:
● the verb's base form (the "present" form or infinitive without "to")
● a sentence with blanks for the past participle form with the verb's base form in brackets

Encourage students to look up more unusual verbs to test their classmates. When they complete their crosswords, make copies to be shared, then have students decide who has made the most difficult crossword.

Activity 2

Purpose

Practise using the past participle as the attribute.

Answers

tired; organised; dressed

Activity 3

Purpose

Practise identifying the past participle as the object complement.

Answers

1 Judy and I had our car <u>parked</u> in an underground car park near Trafalgar Square, where we could get our car battery <u>charged</u>.
2 When we finally reached the service desk to ask for audio guides, we heard it <u>announced</u> that there were no audio guides <u>left</u>.
3 We found ourselves very <u>surprised</u> by the large number of visitors and the amount of noise at the entrance of the National Gallery.
4 Judy had her eyes <u>fixed</u> on Van Gogh's *Sunflowers*. It was hard to approach the painting as there were so many people around.
5 She had a copy of the painting <u>boxed</u> to ensure that it was delivered safely.

Activity 4

Purpose

Practise rewriting sentences with the past participle as the attribute.

Answers

1 Loch Ness *surrounded* by beautiful natural landscape looks amazing.
2 Carl and his friends stayed with a generous family who offered them

homemade bread with butter and honey.
3 The family's ancestors once attended to *wounded* soldiers in the First World War.
4 The young people *attracted* by the legend of Loch Ness watched over the lake with their cameras and binoculars *positioned* on the hill.

Listening and Talking
Talk about a visit to a historic tourist destination

Activity 1

Purpose

Practise listening for gist.

Answers

Ming-Qing Street; Rishengchang Bank; the city wall; Shuanglin Temple

Activity 2

Purpose

Practise listening to gauge emotion and sentiment.

Suggested Answers

disappointed; amazed; disappointed; amazed; surprised; surprised

Activity 3

Purpose

Practise role-play and improvisation by encouraging students to imagine a trip to Pingyao in pairs.

Activity 4

Purpose

Activate students' own knowledge and memory of visited places and practise a conversation about the experience.

Reading for Writing
Describe a place that you like

Activity 1

Purpose

Practise reading for details and discussing related questions.

> **Suggested Answers**
>
> 1 Its beauty and how it offers something for all the senses.
> 2 By stopping by a village pub and relaxing with a drink and traditional meal while listening to music and watching dancing. OR
> By exploring all different parts of the country and experiencing what the country gives to all the senses.
> 3 It means to not just smell but also breathe in the smell of fresh flowers early in the morning as the birds sing their first song of the new day.
> 4 By travelling to different places and using all your senses to experience everything and by interacting with local people.

Cultural Note

The colour "green" has long been associated with Ireland. The island's lush green countryside inspired the name, "the Emerald Isle", after the green precious stone. It was first called this in a poem written in 1795. When people around the world celebrate Saint Patrick's Day, the national day, people always wear green, as Irish sports teams do.

Activity 2

Purpose

Analyse structure and vocabulary of the paragraph.

> **Answers**
>
> 1 **Introductory sentence:** Ireland's beautiful countryside has always had a great influence on its people and traditions.
> **Ending sentence:** And if you introduce yourself to a friendly face, you are more than likely to experience local culture and customs first-hand.
> 2 **Senses:** 1 sight
> 2 hearing
> 3 touch
> 4 smell
> **Places:** 1 in the green counties and hills
> 2 by the sea
> 3 in the mountains
> 4 in the mountains
> 3 sight: feast for the eyes
> smell: sweet scent
> taste: delicious
> hearing: roar, cries, music of the coast, morning song
> touch: feel the sun on your skin

Activities 3—5

Purpose

Provide both the framework for writing a descriptive passage about a place and a chance

for students to practise what they have learnt and help each other revise drafts for display.

Sample Writing

In my village, every day starts with a "fire"! The houses turn red as the sun rises above the mountains.

Seeing the flames, the roosters sound the alarm. They wake everyone in the village with their loud cries, chasing the children to school and rushing the adults to work. In the evening, a gold haze settles over everything. This is my favourite time of the day, when all work for the day has been completed. When the smell of hot oil and fragrant spices float through the air, I know that it will soon be time for dinner. My neighbours begin to call to their children to come home. The birds begin their nightly quarrel over their favourite places to rest.

At night, the stars come out to tell us that all is well and my village grows quiet. For now we'll sleep, and tomorrow the sun will set us on fire again for a new day!

Teaching Tip

Adjectives are essential in understanding and providing interesting descriptions. Adjectives appear in a certain order in English, and it is useful for students to know this:
1 Opinion (good, bad, etc.)
2 Measurements (big, small, etc.)
3 Shape (flat, straight, etc.)
4 Condition (clean, dirty, etc. but also emotions, happy, sad, etc.)
5 Age (young, old, etc.)
6 Colour (red, blue, etc.)
7 Pattern (checked, striped, etc.)
8 Origin (Chinese, British, etc.)
9 Material (plastic, metal, etc.)

10 Purpose (What something is for, e.g., a shopping bag.)

☼ Optional Activity

Write the following sentence (or a similar one of your choice) on the board: "There was a house in the countryside." Ask students to add one word to the sentence to add more description. For example, "There was an <u>old</u> house in the countryside." Continue by asking them to add another descriptive word, for example, "There was an <u>old white</u> house in the countryside." Now ask students to extend the sentence further as far as they can, using adjectives (introduce or remind them of the correct order of adjectives), but also clauses and any other devices they can think of, but limit it to one sentence. For example, "Once upon a time there was a strange, tiny, twisted, old white house, which stood in the middle of a magical ancient forest in the countryside far away from the nearest town." Extend the activity by asking students to continue by writing a short story about the house using as much description as possible.

Assessing Your Progress

Activity 1

Purpose

Consolidate and check what students have learnt in this unit when it comes to vocabulary.

Answers

1 references; negative
2 achievements; description
3 kingdom; defences

4 locations; specific

Teaching Tip

A suffix is a word ending added to a root word to make a new word. Adding the suffix often changes the part of speech, for example, "act" (*v.*) becomes "act<u>ion</u>" (*n.*) when the suffix "-ion" is added, or also "act<u>ive</u>" or "act<u>ing</u>" (*adj.*) with different suffixes. There are many different suffixes in English, which depend on the ending of the root word and there are no simple rules. One can teach suffixes in groups using a table. Students can add a word to group in the table when they learn it. One can also teach suffixes when covering root words (often verbs) or vice versa; elicit what suffixes can be added to create a different part of speech or elicit the root word from a word with a suffix. In this way, students become more familiar and get more practice with understanding and changing word endings.

Activity 2

Purpose

Consolidate and check what students have learnt in this unit when it comes togrammar.

> **Answers**
>
> **1** I was *excited* to hear the trip was to visit our sister school in Boston.
> **2** I was *pleased* to hear you had been chosen to join a cultural camp in Greece.
> **3** Dave could not find a seat in the very *crowded* room.
> **4** The photo *taken* at Cardiff Castle won the first prize in the competition.
> **5** On the lab table, he found a lot of bottles *marked* "caution".

Reflecting

Purpose

This section aims to get students to think about the content of the unit and their opinions on it.

*Project

Purpose

The project aims to activate and engage all the skills and knowledge students have learnt in this unit through creating a poster and planning and giving a presentation about the traditions of a country, city, or village, and evaluating the presentations of the class.

*Video Time ------------------------

Purpose

Engage the students' interest in London through a video.

> **Answers**
>
> **Before You Watch**
> (From Left to right)
> H G D B
> E F A C
>
> **While You Watch**
> **1**
>   **1** A **2** D **3** C **4** G
>   **5** F **6** B **7** E
>
> **2** Samuel Johnson said that when one is tired of London, one is tired of life. It is a great city to walk in because there are no hills and many things to see.

Suggested Answers

1 I would like to take a walk around Trafalgar Square to explore the area. I would also like to visit Westminster Abbey and pay my respects to the famous people who lie buried there.

2 Visitors to Henan Province would probably like to visit the Gaocheng Astronomical Observatory and the ancient ruins of Yin. The former is the site of the oldest observatory in China where astronomy has traditionally been studied. The latter was the last capital of the Shang Dynasty and is the largest archaeological site in China today.

Cultural Note

The London Underground is the world's oldest underground transit system but remains one of the best ways to travel around the city. Known as a "metro" or "subway" in other countries, it is often called the Tube in London due to the tunnels the trains travel through. The Tube map was designed in 1931 to make using the Underground as simple as possible. The stations do not appear exactly where they are geographically but are arranged in relation to each other to make the map easy to read. The colours also help with reading the map and plan a journey, and the design remains a classic to this day.

☼ Optional Activity

Put students into pairs and give them a copy of the London Underground map, printed in colour. Explain the Underground is known as the Tube in London, because of the shape of the tunnels the trains move through, and that you have given them a copy of the famous Tube map. Explain that the different colours indicate the different lines, and that the stations are marked by name. There is a key to the lines on the side of the map. Passengers can change lines at stations marked with a white dot, where lines meet.

Ask students to plan a trip around London to visit the places mentioned in the video. Have them discuss which lines they need to take, how many "stops" they must go through and where to change. Have them start their journey at Oxford Circus (the central shopping street) in the centre of the map where the Central, Victoria, and Bakerloo lines meet. For convenience, the nearest station to each landmark is noted here:

● Big Ben & The Houses of Parliament
  • Westminster Station
● Buckingham Palace
  • Green Park Station
● Tower Bridge & The Tower of London
  • Tower Hill Station
● Trafalgar Square & The National Gallery
  • Charing Cross Station

Extend the activity by having students research other landmarks and sites to visit, where the nearest tube station is, and how to get there. The London Underground map is readily available to download online, or is available on many apps.

Workbook

Using Words and Expressions ----

Answers

Activity 1
Group A: 4
Group B: 1
Group C: 4

Activity 2

1 joined to
2 belong to
3 military defence
4 Battle
5 formal
6 former
7 Chief
8 ancestors
9 ensure; positioned
10 generous; aspect

Activity 3

1 I need to go to the bookshop as well as the bank this afternoon.
2 Far away from our village the train whistles sounded.
3 The Irish countryside offers a feast for our eyes.
4 Keep your eyes open for the unique landscape.
5 And above all, keep your mind open as well while travelling.

Activity 4

greeted; Gallery; legal

Activity 5

landscape; deer; surrounded; rolling; description

Using Structures ----------------

Answers

Activity 1

1 pleased
2 received
3 added
4 impressed
5 taken care of
6 charged

Activity 2

1 driven
2 polluted
3 packed
4 completed
5 designed
6 reserved

Activity 3

1 broken
2 positioned
3 opened
4 lost
5 cut; styled (or styled; cut)
6 surrounded
7 prepared
8 raised

Activity 4

1 trapped
2 addicted
3 written
4 hidden
5 based
6 connected

Activity 5

excited; invited; made; received; introduced; bored

Activity 6

spent; impressed; preserved; advanced; ended

Reading and Writing ----------------

Activity 1

Purpose

Discuss opinions and practise reading skills.

Suggested Answers

1 I would prefer to live in a historic city, because I like to visit and look at historic buildings.

2 I would like to visit Rome. It is an ancient city and there are many historic sites to see there, such as the Colosseum.

3 My local city has a market selling old things like the Cairo market. However, there are no traditional guards there like the ones found in Greece.

Activity 2

Purpose

Practise reading for detailed information.

Suggested Answers

1 The texts are emails.

2 Cleo was impressed by the ancient relics, the Pyramids, the old market area, and the food.

3 The Athens old quarter of Plaka was just like a painting. Each night, Sally went there to find a little restaurant with traditional food.

4 The two cities both have an ancient history. I would like to visit Cairo more, because I want to see Tutankhamun's mask. There are similar cities in China, such as Xi'an, near where the world-famous Terracotta Army is situated.

Activity 3

Purpose

Give students more practice to refine their skills by researching and preparing a visitor's map of a historic Chinese city.

Activity 4

Purpose

Give students more practice to refine their skills by researching and preparing an informative description of a historic Chinese city.

Sample Writing

Hi there, Adam!

I am writing to describe the ancient city of Suzhou to you before your visit. Suzhou is over 2,500 years old and has an abundant display of relics and sites of historical interest, such as the many beautiful gardens and canals. They are visited each year by people from all over China and the rest of the world. It is sometimes called the "Venice of the East".

I think you should visit this city because you will find historic parts everywhere and it is quite easy to walk from one place to another. There are traditions to be seen on every street corner. In the old parts of the city there are not many tall buildings, so it does not feel so huge and overwhelming as some other Chinese cities.

*Expanding Your World

Purpose

Provide extensive reading material and broaden the horizons of the students by exposing them to a further aspect of the unit topic. Through this, they can reflect upon their own experiences and lives.

UNIT 5   MUSIC

一、教学目标与要求

核心素养	教学目标与要求
语言能力	**主题：** 音乐
	语音： 熟悉和掌握不完全爆破的发音规则，能够在日常交流中，利用这些规则听音、辨音及自然流畅地进行表达。
	词汇： 能正确使用下列单词和词块。 energy, soul, virtual, composition, opportunity, performance, onto, studio, ordinary, enable, prove, award, original, phenomenon, stage, altogether, thus, band, nowadays, capable, relief, cure, previous, romantic, impact, aim, equipment, talent, piano, assume, addition, disease, ache, treatment, moreover, satisfaction, being, various, somehow, outline, reaction virtual choir, fall in love with, absorbed in sth/sb, set sth up, try out, in addition (to sb/sth), from (then) on, get through
	语法： 学习和掌握过去分词作表语和状语的用法。
	语篇： 1. 阅读介绍虚拟合唱团及其创始人的说明性文本，理解其文体特征和语言特点，关注人物经历叙述过程中的时间线索及其在文中的作用。 2. 阅读和体会公共演讲文本所传递的信息和情感，分析和把握其语言特征，关注常见修辞手法在表达中的重要作用。
	表达： 1. 能够在日常交际中得体恰当地表达自己的偏好和喜爱。 2. 能够就音乐在人们生活中的积极作用，写一篇比较有感染力的演讲短文。
学习能力	1. 了解解释的作用和常见方式，能够在听力过程中，利用其理解相关信息。 2. 能够运用寻读技巧，快速捕捉日期、数字、人名、地名等重要信息。
文化意识	1. 了解中外常见的、不同类型的音乐的特点，以及随着互联网等新技术的发展，音乐所呈现出的发展趋势。 2. 了解和体会音乐带给人们的不同感受和积极影响。
思维品质	了解在互联网等新技术发展的影响和推动下，音乐在表现形式、发展趋势等方面所呈现出的新特点；理解和体会音乐在日常生活和社会发展过程中的积极作用；培养深层理解和创新思维能力。

二、单元内容分析与教学建议

内容分析

本单元主题是让人们轻松愉快的"音乐"。音乐包含很多内容，本单元主要涉及的主题语境是：欣赏音乐、音乐的纽带作用、策划音乐节、音乐的疗愈功能、音乐鉴赏与评论、音乐家等。主题图展现的是一幅典型的交响乐演奏场景。交响乐一般采用大型管弦乐队演奏，乐器种类繁多，产生的音响效果较为丰富，是音乐表演艺术最为集中的形式，对观众产生的心理影响皆非其他音乐形式可比。交响乐呈现了多种乐器，便于让学生在实际情境中观察和学习这些乐器的英文名称。

关于音乐的名言警句很多，本单元选择的是美国著名诗人朗费罗（H. W. Longfellow）的名言"Music is the universal language of mankind."，意为"音乐是人类通用的语言"，表达了音乐可以超越语言、超越种族、成为全人类沟通交流的工具的深刻含义。

教学建议

1. 教师提出问题"Is there a piece of music, a song, a kind of musical instrument, or a musician that is very special to you? Would you like to share it with us?"，让学生讨论，从而激发学生谈论音乐话题的兴趣。

2. 让学生讨论主题页设置的两个问题，把学生会谈到的关键词板书在黑板上，如 performing classical musical、in the concert hall 等。教师还可以设计更多问题让学生讨论，如：

   - What is the picture about?
   - Can you name some of the musical instruments?
   - What kind of music do you think they are performing?
   - Do you like classical music? How often do you (go to a concert to) listen to classical music?

3. 引导学生思考名人名言的含义。给学生播放几段有代表性的音乐演奏视频或录音，如《步步高》或《二泉映月》，或西方著名音乐，如《命运》(贝多芬)，《土耳其进行曲》(莫扎特)等，让学生说说这些乐曲的特点及其表达的意义。这样，他们能更好地理解本单元关于音乐的名言，即"Music is the universal language of mankind."。

   根据学生的水平，教师可以适当补充一些有关音乐的名言。如：

   - Where words fail, music speaks. —Hans Christian Andersen
   - When I hear music, I fear no danger. I am invulnerable. I see no foe. I am related to the earliest times, and to the latest. —Henry David Thoreau

4. 让学生阅读主题页的单元目标，了解本单元要学习的重要内容。

🔍 内容分析

活动主题： 该板块的主题是"谈论喜爱的音乐"（Talk about music preferences）。谈论音乐喜好是中学生的常见话题，他们喜欢各种类型的音乐：有人喜欢西方古典音乐，有人喜欢通俗音乐，有人喜欢中国传统音乐。只要音乐的内容积极向上，学生的爱好都值得尊重和赞赏。

文本分析： 听力文本包含三个短对话，是一名记者对三个学生的采访，采访学生喜欢的音乐类型及其原因。三个对话结构大体一致，重点问句是"What kind of music do you like? Why?"。

活动设计： 此部分活动体现环环相扣的听力任务链。活动1和2是听前活动，以讨论和匹配图片的形式为听力作语言上的准备。活动3和4是听力理解活动，训练焦点不同：活动3训练学生听取主要信息的能力，活动4训练本单元的听力策略——解释策略（paraphrase）。解释策略有两个关键点，一是要用简单或更清楚的说法；二是表达的意思不变。说话者或写作者采用解释策略的目的是让听者或读者更容易理解自己要表达的意思。活动5和6是听后的内化和迁移活动。活动5是基于听力文本的反馈与反应，而活动6是基于听力文本语言和主题内容的实际运用，让学生用所学语言表达自己的真情实感。

教学重点： 解释策略是本部分的教学重点。它不仅是一种听力策略，在口语、阅读、写作中也常用到，是很重要的一种语言学习和交际策略。教师需要帮助学生理解并运用这个策略。

📖 教学建议

1. 听前准备

（1）教师与学生简单讨论音乐的种类，如：

Teacher: What type of music do you know?

Students: Pop music, hip-hop, rock music …

也可以给学生播放不同音乐类型的录音片段，让学生听后回答"What type of music am I playing?"。

（2）让学生观看活动2中的图片，说出图片中人物所从事的活动，然后匹配音乐类型。完成活动2后，教师可以追问理由，如：

Teacher: How do you know Picture 1 is about classical music?

Students: There is a conductor, who usually appears in a symphony orchestra …

Teacher: How do you know Picture 2 is Chinese traditional music?

Students: The musical instrument is a Chinese one—*guqin*. And the musician looks like a Chinese.

Teacher: How about Picture 3?

Students: It's like a cowboy playing the guitar, a scene which usually appears in country music performance.

Teacher: And Picture 4?

Students: From the way the musicians are singing, the way they dress themselves …

教学提示： 简单地核对答案往往会限制学生的产出，而在核对答案时采用追问的方式，则可以了解学生更多的想法，这时形成的互动是自然而有意义的。

2. 听中活动

（1）听对话大意，做活动3。

第一步：让学生阅读活动3的指令语，了解听力任务。提醒学生注意活动3有多余选项，因而匹配难度会增加。

第二步：让学生听第一遍录音，做活动3，初步了解录音中三个学生的音乐喜好。在听的过程中，提示学生记录重要信息。学生讨论答案，然后师生核对答案。教师需要提前预测学生听的过程中和做题时可能会遇到的困难，然后给出解决办法。如：学生听到第一个学生说"I like country music."，可能对选择什么样的动词有点困难，这时要根据后面的听力内容来推测，"His music touches my heart."表明"The first student likes to listen to country music."。建议师生通过互动来共同分析：

Teacher: How do you know the first student likes to listen to country music?

Students: Because she says she loves the singer Billy James whose music touches her heart.

> **教学提示：** 教师备课时，要根据学生的实际水平，预测听力文本中有哪些内容会对学生的听力理解造成障碍，听力活动哪个步骤对学生来说会有困难。教师如能提前预测潜在的障碍和困难，采取的措施会更有针对性，且更有效。

（2）听关键细节，训练解释策略。首先让学生了解活动4中涉及的解释策略（paraphrase），为活动4作准备。解释策略是一种常见的表达策略，当听者不太确定自己是否正确理解所听到的内容时，可用解释策略核实自己的理解。如：

A: I'm not quite myself today.

B: So you want to have a rest?

A: I need to ask Michael to see what he thinks.

B: So before you can accept our offer, you want to check with Michael. Is that right?

接着让学生听第二遍录音，做活动4。学生听后，教师帮助学生核对正确答案。三个对话都运用了解释策略，如第一个对话中，"So you like music that's full of feeling?"就是针对上句话"His music touches my heart."的解释。

> **教学提示：** 解释策略在此听力活动中主要有两个功能：一是核实自己的理解是否正确；二是表明说话者对对方说的话比较感兴趣，有丰富对话内容、润滑交际的作用。解释策略在口语交际中比较常见，教师可以适时提醒学生注意这一策略，并在交际中主动运用。

3. 听后讨论

（1）学生结对讨论活动5的问题。第一组问题问学生是否与听力材料中的说话人有同样的感受，并让学生说明理由。第二组问题从另一个角度让学生谈论音乐，谈自己不喜欢哪类音乐，并说出感受。

（2）学生完成以上听力活动后，对音乐类型有了较深入的理解，借助活动6，深化和巩固学生对音乐类型的理解，练习用英语表达自己的音乐喜好和理由。

第一步：学生学习活动6方框内给出的喜欢音乐的理由，然后结对相互提问，完成交流活动。

第二步：让几组学生在班级展示。例如：

A: What kind of music do you like?

B: I like Chinese folk music, for example, *pipa* music.

A: What makes it special to you?

B: I like to listen to it when I have leisure time. It brings peace and beauty to me, which makes me feel like I'm lying by a stream in a forest.

Pronunciation

🔍 内容分析

本单元语音板块训练"不完全爆破"（incomplete explosion）。学生首先要了解什么是不完全爆破。当爆破音 /p/、/b/、/t/、/d/、/k/、/g/ 在与爆破音或其他一些辅音连用时，第一个爆破音只按发音部位形成阻碍，但不发生爆破，稍停即发出后一个爆破音，这种现象称为"不完全爆破"。不完全爆破可以发生在一个单词中，如 pi(c)ture，也可发生在一个句子的同一个意群内。中国学生常出现的问题是爆破音发得过于清楚，即让受阻的气流冲出；或者发音过轻，使爆破音失去得过多。

本部分训练不完全爆破的语段是美国民谣、摇滚艺术家鲍勃·迪伦（Bob Dylan）写的一首歌曲《答案在风中飘扬》（"Blowin' in the Wind"）。因教科书空间有限，只给出歌词中的两段。最后一段歌词如下：

Yes, and how many times must a man look up

Before he can see the sky?

Yes, and how many ears mus(t) one man have

Before he can hear people cry?

Yes, and how many deaths will i(t) take 'til he knows

Tha(t) too many people have died?

The answer, my friend, is blowin' in the wind

The answer is blowin' in the wind.

📖 教学建议

1. 关注爆破音和不完全爆破现象。学生大声朗读 "Blowin' in the Wind" 的歌词。在朗读时，注意语音的不完全爆破现象，可以边读边圈出不完全爆破的词块。

2. 播放录音，学生听录音，圈出发不完全爆破的音。同时，教师在黑板上写下含有爆破音的词块，如：

- wal(k) down
- whi(te) dove
- wash(ed) to the sea
- allow(ed) to be free
- jus(t) doesn'(t) see

3. 让学生核对自己圈出的音与教师圈出的音是否一致。然后提出问题让学生思考：

- 爆破音的发音有什么特点？（参加发音的器官互相接触形成阻隔，将气流逼住，然后突然取消阻隔，使气流冲出，发出爆破音）
- 英语中有哪些爆破音？（/p/、/b/、/t/、/d/、/k/、/g/）
- 不完全爆破是否要发生在一个意群内？（是）
- 在语流中为什么要发不完全爆破？（不完全爆破可让爆破音发音更省力、更流畅，符合语流朗读特点）

4. 学生听录音，再次跟读、朗读，加深对不完全爆破的理解。

Reading and Thinking

🔍 内容分析

活动主题：本板块主题是"了解在线体验音乐"（Learn about experiencing music online）。本板块介绍的虚拟合唱团（virtual choir）是音乐与新科技、互联网联姻产生的一种新的音乐形式。来自世界各地的成员不需要来到同一个地方，而是借助新技术，在家唱歌就能组成各个声部和谐美妙的虚拟合唱团。与单元主题页的名人名言相呼应，即"音乐是人类通用的语言"，它可以把不同种族、不同国家、不同性别的人们联系在一起。

文本分析：本单元的阅读文章对一种新的音乐形式——虚拟合唱团及其创始人埃里克·惠塔克（Eric Whitacre）进行了介绍。本文以说明为主，以叙事为辅，共分四段。第一段引出文章的焦点，即与互联网结合的音乐形式"虚拟合唱团"。此段介绍了组成虚拟合唱团的关键要素，即who、where、what、how和why。此段第一句"Imagine having the opportunity to …"，邀请读者去设想、去体会，这种表达手法是作者吸引读者的有效手段。第二、三段按时间顺序介绍了虚拟合唱团的创始人——作曲家兼指挥家Eric Whitacre的故事，内容包含出生年月、出生地点、求学经历、初始阶段取得的成就，以及后来创立虚拟合唱团的情况等。第四段用一句话总结了虚拟合唱团的作用和意义。

学生需要了解各个段落主要意思。找主题句是理解段落大意的重要方法。主题句之后一般是支撑说明主题句的细节句。有的段落有明显的主题句，如第二段的首句就是段落主题句，后面的句子都是细节支撑句。有的段落没有明显的主题句，但是会有一个或多个比较关键的句子。学生阅读时需要关注主题句和关键句，然后注意后面的句子如何解释、说明、支撑前面的主题句或关键句。

学生要了解段落内部各句之间的关系，也要知道各个段落如何组成一篇文章。有的段落之间有过渡句，如第二段末尾"This led to the creation of the virtual choir."就是过渡句，后面的段落就会讲到触发虚拟合唱团创立的灵感。这个过渡句把两段有机衔接起来。不过，段落之间也常常没有过渡句，而依靠意义隐形衔接。

活动设计：阅读部分设计六个活动。活动1是读前预热活动，讨论电脑和互联网对人们体验音乐的影响。活动2训练本单元的阅读策略——寻读。策略训练与文章内容和特点相关，如本文介绍音乐家Eric Whitacre和他创立的虚拟合唱团的故事，会包含一些关键细节信息。运用寻读策略可以高效搜索到这些关键信息。活动3设计了一些阅读理解问题，这些问题对于理解文章很关

键。活动4让学生填写数字和时间，完成贯穿主人公Eric事业和生活的时间线索。活动5是词汇活动，训练阅读文章中出现的核心词汇。活动6是开放性的问题，让学生讨论对"虚拟合唱团"的看法与观点。

从思维层次来看，该板块的阅读活动设计体现了由浅入深、螺旋上升的思维过程，即：读前预测、激活背景知识（活动1）—快速阅读、寻找关键信息（活动2）—仔细阅读、寻找细节信息（活动3）—信息梳理、完成信息结构化（活动4）—回答开放性问题、培养批判性思维能力（活动6）。词汇学习活动5不仅要求学生选词填空，还要求他们完成一个以音乐为主题的思维导图，形成一个有意义的语义网络。

教学重点： 帮助学生理解虚拟合唱团是怎么组织的，它的本质是什么；引导学生分析并理解文章的篇章结构，正确运用寻读策略，帮助学生在语境中学习和掌握新的词汇和表达法。

📋 教学建议

1. 读前活动

（1）教师引导学生讨论教科书上的读前问题，如果觉得教科书上的问题有难度，可以增加一两个简单的问题作为铺垫，如"What are the ways for people to experience music?"。然后过渡到教科书上的问题"How can computers and the Internet help us experience music differently?"。此问题的关键词为differently。教师要引领学生说出电脑和网络如何帮助我们获得不一样的音乐体验，为接下来的阅读做好准备。

（2）读标题，看图片，预测文本大意。学生可能对标题"虚拟合唱团"不了解，建议给学生播放虚拟合唱团的演唱片段，然后师生一起总结它与常规的音乐形式会有何不同，让学生对生词virtual choir有感性认知。

> **教学提示：** 生词的处理方法有很多，可以用文字去解释，可以用图片去说明，也可以借助视频。对于virtual choir这个关键的核心生词，就可以借助视频语境，帮助学生对这个难词有更直观、更深刻的理解。

2. 读中活动

（1）学生快速阅读文本，核查自己对课文内容的预测。然后，学生寻读文本，圈出活动2涉及的重要信息。让学生思考，为什么这三点信息重要，然后写出如下关键信息：

- The man—Eric—creator
- The place—Juilliard School—learn composition
- The song—"What If"—big choir sang it

（2）学生细读文本，回答活动3中的问题。第一组问题涉及文章第一段的核心内容，第二组问题涉及两个关键点的信息。教师引导学生先找出虚拟合唱团的关键特征，然后再把它跟其他乐团，如真实合唱团，进行比较。

The differences between VC and RC:

	Virtual choir	**Reality choir**
Form	video	live
Place	Internet (home /anywhere)	stage of music hall
Identity of singers	ordinary people	usually professionals / musicians
Number of singers	not limited (sometimes can be very large)	limited to the required programme
Influence on singers	many people as singers (becoming part of the global community)	only those who have the competence or opportunity to give performance

（3）学生细读介绍创始人生平事迹介绍的第二、三段，查找数据填空，完成活动4。为了让学生深入思考文章中的重要细节信息，教师可以提一些问题：

● What will you write when you write about a person? (I'll introduce who he is, what he has achieved, how he grew up, and what education he received.)

● Are those numbers important? Why? (It's very important to use data as supporting evidence when organising an article, as it is more convincing compared to a general introduction or argument.)

让学生再看这个时间线，教师提出问题"Why are these years important for Eric?"，让学生思考。
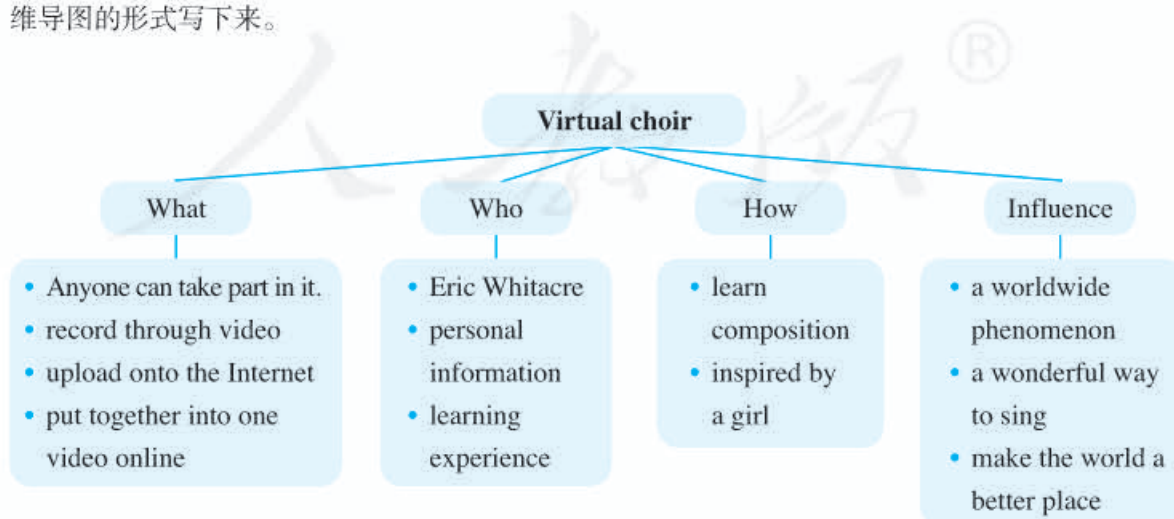
● 1970 is the year he was born.

● From 1988 to 1995, he spent seven years studying music at the University of Nevada, where he fell in love with Mozart's music.

● In 1997, he earned a master's degree in musical composition from the Juilliard School in New York.

● In 2009, he received a video of a girl, which inspired him to ask his fans to make videos to put together into one performance.

● 2014 is the year when he created the Virtual Youth Choir for UNICEF with 2,292 young people singing together.

（4）关注文章组织架构。让学生思考这篇文章是怎样组织起来的。让学生分组讨论，并用思维导图的形式写下来。

Virtual choir

What
- Anyone can take part in it.
- record through video
- upload onto the Internet
- put together into one video online

Who
- Eric Whitacre
- personal information
- learning experience

How
- learn composition
- inspired by a girl

Influence
- a worldwide phenomenon
- a wonderful way to sing
- make the world a better place

让学生分组复述思维导图的各个部分，也就是复述文章各段落的主要内容。

（5）关注作者的态度和观点。教师提出问题 "Does the writer hold a positive attitude toward the virtual choir? How do you know?"，让学生思考作者对待乐团的态度：

> **教学提示：** 阅读理解不仅是理解作者写了什么，以及如何写，还要读出作者所表达的情感态度和价值观。

（6）关注词汇学习。活动5需要学生填词，可依据两个基本原则：一是语境原则，根据语境选择正确语义的词；二是搭配原则，根据它的前后词的搭配来判断这个词是什么。活动5中的搭配信息如下：on stage; remind sb of …; win an award; This proves that …; fall in love with; enable sb to do sth; give an opportunity to do sth; record a song at a studio; be uploaded onto the Internet; different individuals（注意individual是可数名词，有复数形式）。

另外，本单元涉及的音乐话题词和表达比较多，可以让学生分组讨论，做一个以音乐话题为核心的思维导图，把零散的表达有机串联起来。

3. 读后活动

让学生分组，讨论活动6的问题，然后让每组代表到黑板前写下本组的讨论结果，最后比较全班收集到的优缺点，让学生选出最有说服力的一组。

拓展活动

教师可以把上面的讨论问题设计成辩论活动。

辩论主题：Does a virtual choir really bring people together?

辩论形式：非正式辩论（informal debate）。把学生分成正方和反方，进行自由式辩论。每方选出一名记录员，记录本方的观点。

反馈及评价：在规定时间内，提出有效观点最多的一方获胜。

教师要抱着开放的态度让学生尽情发挥自己的能力，鼓励更多学生发表自己的看法。

Pros:

A virtual choir can bring people together.

● People from every corner of the world can upload their videos onto the Internet, which is like a great stage where people come together to sing.

● Different people sing the same song, share similar interests and values, which makes them feel like family.

● In the global community, people can exchange feelings and thoughts with each other like real life communication.

● The Internet is so developed that it makes virtual life no different from reality.

…

Cons:

A virtual choir can't bring people together.

● Virtual is virtual, which can never be reality.

- A virtual choir cannot have people together on stage where people can communicate in person.
- A virtual choir is somewhat unreal because it is just something made up.
- A virtual choir concert can't have real actor-audience interaction.

…

教学提示：辩论活动可以有效激发学生讨论的兴趣。它不仅可以训练学生的语言组织能力、逻辑思维能力，还可以培养学生的团队协作能力。教师需要选择好的话题让学生有话想说、有话可说。

Discovering Useful Structures

🔍 内容分析

活动主题：该板块的活动主题为"表达情感和描述情境"（Express feelings and describe situations）。即使在语法部分，教科书也呈现了丰富的语境，即在本单元的音乐主题语境下，学生学习非谓语动词过去分词的用法，理解过去分词短语作表语和作状语的功能。

目标结构：上个单元学生已经学习了过去分词作定语和宾语补足语的用法，本单元继续学习过去分词（短语）的其他重要功能——作表语和状语。学生在初中阶段就接触到过去分词作表语的用法，如"I'm interested in the book."，当时学生只是把interested当作形容词，但实际上，interested来自动词interest的过去分词形式，且包含被动意义。理解过去分词（短语）作状语有两个关键点，一是过去分词短语的逻辑主语就是句子主语；二是过去分词表达被动意义，与现在分词表达主动意义形成对比。试比较：

- Seeing her daughter, the mother broke into tears.
- Seen from the space, the earth looks like a bright ball.

活动设计：活动1让学生发现句子中的过去分词，并在文章中找到更多过去分词作状语的例子。然后与同伴讨论，初步感知过去分词作状语这一功能。活动2让学生使用过去分词重新改写句子，然后比较改写后的句子和原句有什么不同。用过去分词改写后的句子更简洁、凝练，一般用在正式文体中，属于比较高级的表达方式。活动3是控制性的训练活动，学生将句子的两部分匹配为完整句子，然后改为过去分词结构。需要注意句子是否符合逻辑，过去分词的逻辑主语是否是句子的主语。活动4提供更丰富的语境，让学生在语境中理解过去分词作表语和状语的用法。教科书后练习册中的Using Structures部分有更多活动可以用于巩固这一语法项目的表意功能。教师可以根据实际情况整合活动，让语法学习更高效。

教学重点：帮助学生理解过去分词结构的表意功能，它的逻辑主语和它表达的被动意义，指导学生在语言交际中正确使用过去分词。

🔧 教学建议

1. 观察、归纳语法项目的特征

（1）学生观察活动1中的两个句子，建议教师给出更多过去分词短语作状语的例子，让学生

观察、思考并归纳。例如：

- Looked after carefully, this coat will keep you warm through many winters.
- Shocked by the explosion, the people ran for shelter.

教师可以让学生思考以下问题：

- 这些含有过去分词的短语实际上是省略了主语的状语从句，它们的主语分别是什么？（this coat 和 the people）
- 这些过去分词短语与句子的逻辑主语是主动还是被动关系？（被动关系）
- 能否把它们改为完整的状语从句？（能够改为完整的状语从句，即 "If this coat is looked after carefully, it will keep you warm through many winters. / As the people were shocked by the explosion, they ran for shelter."。）
- 这些省略主语的过去分词短语与完整的状语从句相比有什么区别？哪种结构在正式文体中用得更多？（与完整的状语从句相比，省略主语的过去分词短语在表达上更为简洁和凝练，是一种较高级的语言组织方式，同时突出了句子的表达重心，在正式文体中使用较多。）

（2）在阅读课文和后面评价部分（Assessing Your Progress）的活动 2，学生可以发现更多过去分词短语作状语的句子。

2. 改写句子

（1）让学生观察活动 2 中的例句，比较两个句子在结构上的不同。接着让学生尝试改写第一个句子（可改写为 "Highly interested in music, Henry began to write original compositions when he was in high school."），然后改写活动 2 的其他三个句子。

（2）教师和学生共同归纳用过去分词短语改写句子的步骤。

第一步：找到含有过去分词的句子。

第二步：找到两个句子共同的主语。

第三步：省略连词和主语及相关部分（be，got 等）。

第四步：重新整理句子，把原来的复合句或并列句转换成含有过去分词作状语的句子。

学生讨论改写前后的句子结构、意义和功能的不同之处。

（3）生词处理。活动 2 中四个生词 capable、relief、cure 和 previous 的词义，均可以通过它们所在句子的上下文猜测出来。教师应充分利用这些机会，让学生先根据语境猜测词义，训练学生猜测生词意思的能力。

3. 合并句子

（1）建议教师改写活动 3 第一个句子作为示范。首先分析句子意思，然后合并改写句子。第一句的意思是"房间用深色墙漆粉刷"，句子主语是 the room。相对应的 E 选项句子意思是"它需要一些比较亮的灯照明"，句子的主语是 it。无论在句子意思的逻辑上，还是句子的主语上，都有一致性。另外，第一个句子谓语动词和主语之间是被动关系，因此可以用过去分词来简化，形成一个含有过去分词作状语的句子，即 "Painted in dark colours, the room needed some bright lights."。

（2）让学生进一步观察和体会过去分词作状语的现象，总结含过去分词状语的句子的特点。如：
- 作状语的过去分词短语常常相当于一个状语从句。
- 过去分词的逻辑主语和句子主语一致。
- 过去分词与其逻辑主语之间是被动关系。
- 过去分词短语作状语所表达的状语类别，要根据整个句子的意思来推断。

4. 语篇填空

活动4提供了一个小短文，让学生完成文段的填空，巩固过去分词作状语和表语的用法，体会这一语法结构在表达的简洁性和凝练性方面的特点。这几个句子中过去分词短语用法很常见，且非常典型，值得多练习。下面的短语和例句供参考：

- Well known as …

Well known as "the city of springs", Jinan attracts tourists from all over the world every year.

- When questioned by …

When questioned by the reporter, Denny denied knowing anything of their plan, and would not give his real opinion about it.

- Filled with …

Filled with patience, Bill helped his sister with her math.

让学生做练习册中的相关练习，进一步加深和巩固过去分词作状语和表语的用法。

Listening and Talking

🔑 内容分析

活动主题： 该板块的主题是 "策划举办音乐节"（Plan a music festival）。音乐节是学校经常组织的一项活动，可以让学生展示自己的音乐才能，陶冶情操，为紧张的学习生活增添一抹亮色。此板块介绍的音乐节除了让学生积极参与体验外，还有一个重要的目的，就是将举办音乐节挣到的钱捐献给慈善机构，培养学生对他人和社会的爱心与责任心。

文本分析： 听力文本是一则通知（announcement）。通知分为书面和口头两种形式。此处是一个口头通知，有一些特定的结构。下面结合此板块的口头通知来分析说明。

- 活动内容：We will hold our music festival.
- 活动时间：next month
- 活动地点：on the school sports field
- 活动参加者：Anyone with musical talent can try out. Volunteers of all kinds are welcome.
- 活动目的：The money we raise from this festival will be given to charity.
- 联系方式：Just get in touch with your teacher.

通知具有一些语言方面的特征，如常常使用一般现在时和一般将来时态。口头通知还会含有吸引听众注意的表达，如 "Hi, everyone! Can I have your attention, please?"。公告最后，还会有激励大家

踊跃参加的话语，如 "Everyone, come and join us to make this year's music festival the best ever!"。

通知不同于对话，后者往往包含不少冗余信息，交流时听者即使遗漏某条信息一般也不会影响整体理解对话，而通知在不长的篇幅内包含丰富的信息，如果听者听前没有准备，不了解这种语体的特点，听时容易忽略或漏掉一些关键信息。学习者需要了解通知的文本特点，在听前预测通知会有哪些关键信息，听时才能有准备地抓取关键信息。

活动设计： 该板块设计了四个活动，活动1和2是听力理解活动，活动3和4是口语表达活动。虽然通知文本不长，但是包含大量的关键信息，且信息密度大，因而教科书设计了两个听力活动来化解这个问题。两个活动侧重点不同，活动1让学生听后勾选出音乐节需要的志愿者类型，活动2训练学生听取其他一些关键信息，如谁可以去演出，没有音乐才能的学生还可以做些什么。活动3提供了一个完整的示范对话，这个对话有以下三个主要特点：一是与听力内容相结合，对话语境真实，即让听到广播通知的学生给没有听到通知的学生转述信息；二是对话中有机融入表达偏好（Talking about preferences）的功能结构，如prefer to do sth、prefer doing sth、would rather do sth 等；三是该对话结构完整，为后面的开放性表达提供支架。活动4是一个开放性的口语活动，为学生表达自己的观点提供机会。

教学重点： 引导学生学会使用表达偏好的功能结构来谈论对音乐的喜好。

📖 教学建议

1．听前准备
教师对学生说明对话的情境，即他们将听到一个关于学校音乐节的通知，让学生思考如下问题，预测听力内容：

- What is the announcement about?
- When will the music festival be held?
- Where will it be held?
- Who will be involved in the festival?

2．听中活动
（1）听时验证预测，并记下关键信息。

第一步：播放录音，让学生带着以上问题去听，验证自己预测的内容。

第二步：学生再听一遍，完成活动1。在放录音之前，让学生看书上活动要求，处理对学生来说可能有困难的生词或难点，如 people to run food stands（打理食品摊位的人员），people to set up equipment（布置设备的人员）。另外，在放录音前，教师提醒学生做好听时记笔记的准备。然后播放录音，在黑板上示范如何记笔记，写下一些关键信息：
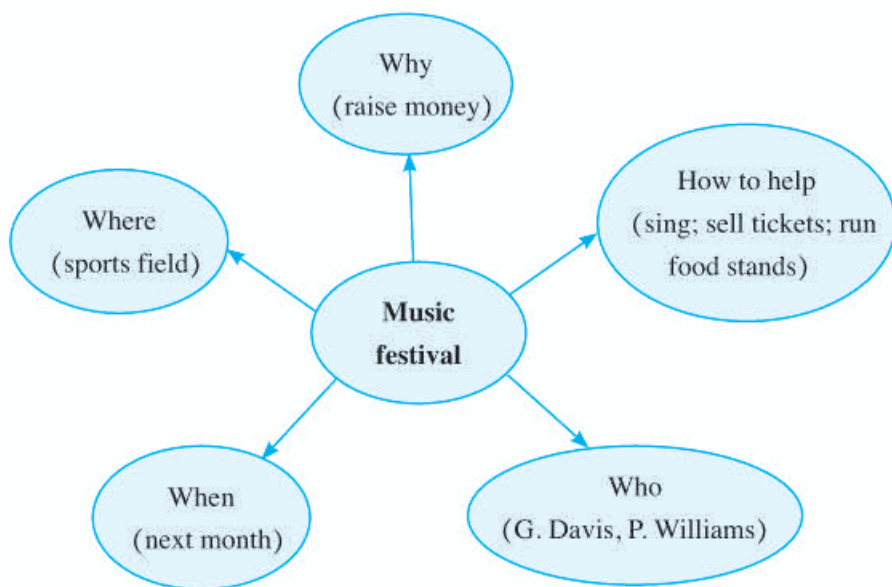
- next month, music festival, school sports field
- singer, folk songs, need performers, with musical talent, choir
- no talent, sell tickets, run food stands
- get in touch with teacher
- money, charity

听后核对答案，教师可让学生说出选择某个选项的理由，如：

Teacher: Which sentence tells you that choir members are needed?

Students: We are also putting together a choir to sing with …

（2）听细节信息，并将细节信息结构化。放第三遍录音，让学生做听力活动2。然后引导学生把听力文本的主要内容用思维导图的形式呈现在黑板上。接着让学生当播音员，根据思维导图信息，播出关于举办音乐节的通知。

```
                    Why
                (raise money)

        Where                      How to help
    (sports field)            (sing; sell tickets; run
                                   food stands)
                    Music
                    festival

        When                          Who
    (next month)              (G. Davis, P. Williams)
```

教学提示： 教师在教学时一般会关注听力活动，对听力文本普遍关注不够。实际上，听力文本也是语言学习的重要输入内容。把听力文本转为思维导图，让学生根据思维导图来复述听力内容，这样做不仅可以训练学生将文字信息转换为图表信息的能力，同时，也可以培养学生的口头表达能力。

拓展活动

学生做完听力活动后，教师可以把听力文本发给学生，让他们听后填出关键词。也可以针对文本特点设计练习，如挖空文本中的动词让学生填回去，填后放录音核对答案。

Hi, everyone! Can I _____ your attention, please? Next month, we will _____ our music festival on the school sports field. Our musical guests _____ the famous singer Patty Williams, the Beijing Chinese Traditional Music Band, and our very own Grace Davis …

3. 听后活动

（1）学生扮演角色和创编对话，完成活动3。

第一步：把学生分成三人一组，让他们分角色朗读对话。引导学生注意对话里的信息，它是听力内容（音乐节通知）的拓展和延伸。可以通过这个活动帮助学生完善和深化对听力内容的理解，同时学生也可以利用听力中的信息来讨论有关音乐节的事宜。

第二步：指导学生模仿示范对话创编新的对话，为活动4作准备。教师可提供几个情境，供学生选择，并选用表达喜好的几种常见句型，编演对话。

情境1：You sing well and you'd like to sing with the singer.

情境2：You can't sing or play any musical instrument. You'd like to help run the food stands.

对于语言基础较好的学生，可以给他们更多空间来创编对话。

（2）听后讨论活动，以下步骤供参考。

第一步：让学生分组讨论活动4中的问题。教师引导学生设想：如果目前自己所在的学校要举办音乐节，自己将怎样积极参与。

第二步：教师可以自己示范或让两三个学生在黑板上列出相关信息，为完成活动4的讨论提供支架。如：

- Musical instrument: *erhu*, violin …
- Volunteer work: sell tickets, set up equipment, take photos …
- People invited: Your music teacher in junior school …
- Other activities: a small flea market …

第三步：让学生选出代表汇报讨论结果，并在黑板上补充他们汇报时谈到的新内容，为下面的拓展活动作铺垫。

拓展活动

根据学生的语言水平可以补充一个相关活动——策划音乐节。

（1）学生两人一组，结合黑板上的信息和活动4的讨论，确定策划音乐节的要素。

（2）课后，鼓励学生把讨论结果形成书面策划方案。

（3）把各小组的方案进行墙报展示，全班投票，选出几组最佳方案。

Reading for Writing

内容分析

活动主题： 本板块为读写活动任务链，主题是"写一篇演讲稿（讲述音乐怎样影响人生）"（Write a speech）。音乐是人类共同的语言，可以把地球村各地的人联系在一起。美好的音乐还可以疗伤治病，发表这篇演讲的 Sarah Williams 的亲身经历就是其中一例。正如文中所言："Music is the medicine of the mind."。

文本分析： 本文是一篇演讲稿（speech）。演讲稿是一种常见文体，有独特的组织结构特征和语言特征。以本部分的语篇为例，演讲稿一般包含以下内容：

- Welcome the audience: Good morning!
- Introduce yourself: My name is Sarah Williams.
- Propose the topic: It's an honour to be here and to share with you the story of how music has had an impact on my life.
- Personal anecdote: the second paragraph
- Personal feeling: the third paragraph

- Close the speech: the fourth paragraph
- Thank the audience at the end: Thank you!

演讲的目的是为了让听众接受演讲人的观点。为了让演讲内容更加打动人心、更有说服力，演讲者会采用表现力强的语言，修辞手法就是让演讲更有力量的手段。本演讲用到的修辞手法（rhetorical device）有设问、引用、明喻、暗喻、重复、拟人等。

活动设计：本部分读写任务由五个活动组成，活动1和2是阅读活动，活动3、4和5是循序渐进的写作活动。活动1设计的三个关键问题可以帮助学生理解文章内容。活动2聚焦演讲稿的语言特征，即丰富的修辞手法，让学生识别并理解这些修辞手法，为后面写表现力强的演讲稿做好语言上的准备。活动3首先给出写作活动主题，即write a speech about how music can change a person's life，细分成如下四个小的写作任务：

1. 小组活动。大家集思广益，列出两类表达：一是体验音乐的方式，二是音乐怎样帮助人们。

2. 个人活动。学生回想自己的音乐体验，是否有音乐改变自己的生活的经历，如果没有，回想自己身边相关的例子。

3. 个人活动。思考并梳理自己会怎样运用活动中列举的修辞手法。修辞手法是比较高级的表达法，建议教师多举典型例子，引导学生抓住这些常见修辞手法的本质特征，然后让学生举例，鼓励学生学以致用。

4. 个人活动。根据提供的演讲提纲完成初稿。

写完初稿后与同伴交流，互改初稿。活动4提供了评价初稿的依据。学生根据同伴的反馈修改初稿，然后在班上宣读自己的演讲稿。

教学重点：指导学生在了解演讲稿的结构和语言特征的基础上，写出生动感人的演讲稿。

🔁 教学建议

1. 文本理解

让学生阅读活动1的三个问题，这三个问题实际上是演讲稿第二至四段的中心内容。然后，播放演讲稿的录音，让学生回答活动1的三个问题。接下来，让学生朗读演讲稿，检查问题回答的情况。

> **教学提示：**如果学生的语言程度较好，可以播放文本录音。这是一篇演讲稿，通过听可以让学生体会到演讲时所用语言的独特之处及演讲者的演讲技巧。

2. 欣赏演讲稿的语言美

（1）学习常见的修辞。这篇演讲稿里用了一些常见的英语修辞。修辞对于学生有一定难度，教师可以进行简要的讲解，适当的时候可以用中文，并举例说明。

- Simile（明喻）: A simile compares two things by using words such as "like" or "as". For example, "John is as cunning as a fox."

- Metaphor（隐喻）: A metaphor compares two things that are unrelated, but which are similar in some

way. For example, "That businessman is a real fox."

● Rhetorical question (设问): A rhetorical question is a question that isn't meant to elicit an answer, but is asked to make a point. For example, "How could I be so stupid?"

● Personification (拟人): Personification is when a thing, idea, or animal is given human attributes. For example, "The sky weeps."

● Quote (引用): To quote is to repeat a short passage, word, phrase, or sentence that came from somewhere or someone else. You can quote a book, a speech, or even something that a famous person has said. Quotes can be used to describe or to add more examples. Sometimes a quote can even motivate people. For example, ". . . as Longfellow says, 'Music is the universal language of mankind.'"

● Repetition (重复): Repetition is the use of the same word or phrase in a poem, speech, etc. It can be used for different purposes, such as to heighten tension or to give emphasis. One example of this can be seen in Julius Caesar's famous saying "I came, I saw, I conquered."

> **教学提示：** 修辞可以让语言表达更生动优美、更有表现力。教师在教学中可以适时引导学生关注比较高级的语言表达形式，如明喻、隐喻、拟人等修辞手法。

（2）学习音乐带给人的丰富感受的表达。让学生圈出文中有关谈论音乐给人带来不同感受的词语或句子，即活动2中的第二个任务。教师可以把这些感受写在黑板上，并提出问题让学生思考，分析它们有何独到之处。下面问题供参考：

● What sentence structures are used when Sarah talks about the feelings music brings her? (… make me feel …; give me …; … like …; It was …; It speaks …)

● What figures of speech are used in the expressions above?

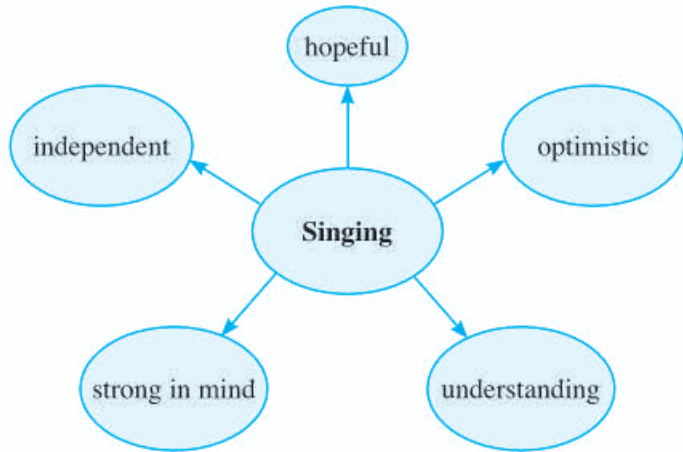在引领学生找出 Sarah 对音乐的感受后，教师可让学生说出自己的感受，对比 Sarah 所用的语言，让学生找到 Sarah 的语言里可借鉴的地方，为后面的写作打下语言基础。

3．演讲稿的写作

（1）教师提问 "In what ways do people experience music, and how can music help them?"，学生分组讨论。教师可按活动3中任务1的提示，把问题分成两栏，来收集学生的讨论结果。建议教师把讨论结果呈现在黑板上，供全班参考。如下表所示：

In what ways	How it can help
sing (in a choir)	● give encouragement ● provide joy ● express emotions …

In what ways	How it can help
listen to a piece of music or a song	● share similar feelings ● bring about happiness ● make listeners strong in mind …
play the piano/guitar/*guqin* …	● express feelings from heart ● imagine a dream world ● have fun …

（2）选择体验音乐的具体方式。教师可让学生从上面小组讨论的活动中选择跟自己相似的经历和感受，并在"音乐如何帮助或影响你"方面补充更丰富的表达，也可以写你所了解的他人的故事。下面是唱歌给人带来的影响，以思维导图形式呈现，供参考：

（3）如何让演讲生动起来。采用适当的修辞手法可让演讲更生动、更有说服力。鉴于修辞手法是学生的薄弱环节，教师需要给学生提供更多的帮助，可以就每种修辞手法各举一例作为示范。

（4）完成演讲提纲。让学生根据活动3中任务3的提示写出演讲稿的提纲，并注意把修辞表达有机糅合进去。

（5）根据提纲完成初稿。完成初稿时，要注意这两方面：一是演讲内容的脉络要清晰；二是演讲稿的结构和语言特征要明显（参看"Reading for Writing内容分析"）。

（6）同伴互改。对照活动4提供的清单评价同伴的演讲稿，提出修改意见。除了教科书所提供的评价清单，教师还可以提示学生注意以下几个方面：

- Does the writer follow the typical structure of a speech?
- Does the writer organise the speech in paragraphs?
- Does the writer use correct sentence structures to organise the speech?

（7）根据同伴意见修改演讲稿。

（8）开展演讲活动，主题是"音乐改变我的生活"。让学生展示演讲稿或在班上进行演讲。

🔍 内容分析

该板块由三部分组成，第一部分是语言知识检测，有两个活动：活动1训练重点课标词汇，引导学生关注留空前后的词，根据词的搭配关系选择正确的词；活动2提供了一个小故事，旨在引导学生在语境中体会过去分词短语作表语和状语的用法。第二部分是自我反思活动，这里精心设计的问题可以帮助学生全面回顾本单元的学习情况。第三部分是项目活动。这个项目活动的主题是"探索音乐的有趣之处"（Explore interesting aspects about music）。这部分的活动1是小组活动，组员需要选择自己感兴趣的话题，然后讨论该话题应包含哪些重要信息、在哪能找到这些信息、有哪些事情要做、怎么分工等。活动2给学生提供了伟大的作曲家贝多芬的简略自传。如果学生的选题是介绍某个音乐家，可以参考这个自传。如果是别的选题，也可以从这个自传得到启发，如怎样让报告生动有趣、详略得当。明确目的后大家开始收集相关资料，然后整合信息，形成报告，最后在班上展示项目成果。

📋 教学建议

1. 语言知识检测

（1）让学生完成活动1中的词汇练习，教师核对答案，指导学生自我检测本单元词汇知识掌握的情况。教师提醒学生关注所填词汇的搭配情况，培养学生的词块意识，即看到一个词，不要只是孤零零地学习它，而是应能立即联想到与之搭配的词。如peaceful music、touch the souls of、try out for a band、phenomenon that spreads、The aim of … is to、various styles of、have a big impact on。

（2）让学生做活动2。在段落中作状语的过去分词下画线，进一步巩固和体会过去分词作表语和状语的用法。教师在黑板上板书含有过去分词的句子，并提出以下问题让学生回顾：

● 这些过去分词在句子中作什么成分？

● 如果作状语，它的逻辑主语是什么？它的逻辑主语跟作状语的过去分词是主动还是被动关系？

然后让学生回答问题"What do you think of the girl's experience in learning music?"。

2. 反思与评价

首先让学生独立反思自己学习本单元的情况，包括收获和感想。然后让学生结对交流，介绍经验，取长补短。教师要给学生充分的思考和讨论时间，培养他们自我评价、自我反思和自我改进的能力。

3. 项目活动

（1）选择要做的项目话题。教师引导学生看教科书上提供的话题，如乐曲、音乐剧或音乐电影、乐器或音乐家等，挑选自己感兴趣的话题。

（2）小组分工。把学生分成四人一组，做活动1。教师引导学生回答教科书上的问题，了解

项目所需考虑的内容，并做好分工。分工协作项目包括搜集资料、写作文稿、制作海报等。为了使每个学生有效参与，教师可以提出一些具体要求：搜集资料要求四个人都参与；写作一人主创，其他人帮助修改；海报制作一人负责，其他人辅助。

（3）分析名人传记海报。如果学生选做关于音乐家的海报，活动2的海报内容是很好的参照。教师引导学生简要分析这个海报的主要内容，它包含：

- birth year and place
- musical career (when to start training; when to write music …)
- unusual things about him (deaf, still wrote most of his greatest works; lonely; sad; died of illness)
- famous works

（4）小组讨论海报主要内容。参考活动2中介绍贝多芬的短文，讨论所选择的话题应该涉及哪些主要内容，然后分工协作，课后收集整理所需资料，形成汇报文稿，注意图文并茂。

（5）教师选择恰当时间，组织学生在班级进行口头汇报。汇报前，教师把评价标准发给学生，学生边听同学汇报边依据评价标准打分，并给出具体改进建议。

评价口头汇报可以参考以下标准：

- 内容要和选题契合，结构合理，脉络清晰，逻辑严谨。
- 语言准确、生动、形象，富于表现力。
- 语音语调要清晰、准确、优美。
- 身体语言的使用恰当并富于表现力。

下面是怎样作汇报的一些提示：

- 问候大家：Hello, everyone! 或 Good morning/afternoon!
- 点明主题：Our group is going to talk about … / We're going to talk about …
- 呈现要点：I'm going to talk about three points / three main areas. First, …
- 讲述内容：为了让内容更生动和更有说服力，要有具体的例子、图片、图表等。
- 总结要点，结束汇报：We covered … points. …

汇报时注意适当地运用身体语言，如面带微笑、充满自信；要不时看观众，与观众有目光交流等。

*Video Time

🎵 内容分析

本板块的视频介绍了"世界音乐、艺术和舞蹈节"（World of Music, Arts, and Dance）。这个节日真正体现了音乐无国界，来自世界各地的艺术家们表演自己国家的传统音乐和舞蹈，诠释了"民族的才是世界的"这一说法。自1982年举办第一届节日以来，迄今为止，已在二十多个国家举办了250多场庆祝活动。这个视频介绍的是在英国乡村举办的一次艺术节。创始人之一Peter Gabriel吐露创立艺术节的初衷，即让人们欣赏来自世界各地美妙的歌声和舞蹈。在这里人们都能敞开心怀，用音乐和舞蹈来表达对生活的热爱。视频还介绍了来自意大利东南部那不勒斯（Naples）的艺术家Marcello Collasurdo的故事，他带领自己的乐团参加艺术节。对他而言，街区

的每个人都是邻居，每条街道都是舞台（"For Marcello, everyone on the street is a neighbour, and every street is a stage in his neighbourhood in Naples."）。生活就是如此简单而欢乐。

📗 教学建议

1. 看前准备

（1）让学生看教科书上的图片和图片右边的文字，推测视频可能播放的内容。

（2）学生完成 Before You Watch 中的填空练习。注意让学生根据句子中的上下文、词语搭配信息，以及这个艺术节的语境选择适当的词语填空。

2. 观看视频

（1）学生观看视频，做 While You Watch 活动1，核对 Before You Watch 的答案。

（2）学生做 While You Watch 活动2，判断六个陈述句的正误，并结合 Before You Watch 的五个句子内容，全面了解 WOMAD 艺术节。

3. 看后讨论

学生分组讨论 After You Watch 中两个问题，讨论是否会喜欢 WOMAD 艺术节，并说明理由。然后就庆祝音乐、艺术和世界文化的重要性和仪式感，发表个人见解。

三、单元补充注释

1. The virtual choir was the idea of award-winning composer and conductor Eric Whitacre. 虚拟合唱团是获奖作曲家兼指挥家埃里克·惠塔克的创意。

virtual 此处意为"（通过计算机软件，如在互联网上）模拟的；虚拟的"。例如：

New technology has enabled development of an online "virtual library". 新技术已经使在线"虚拟图书馆"的发展成为可能。

virtual 还可以用来表示某事物非常接近事实以至于可以被当作事实本身，意为"很接近的；几乎……的；事实上的；实际上的；实质上的"。例如：

He married a virtual stranger. 他娶了一位几乎素不相识的女子。

The country was sliding into a state of virtual civil war. 这个国家实际上正逐渐进入内战状态。

注意 award 一词的词性及用法。

award 作动词时，是及物动词，意为"授予；给予（奖品或奖金）；奖励"。常用短语有 award sb sth 或 award sth to sb。

Tu Youyou was awarded the Nobel Prize for her work in medical research. 屠呦呦因她在医学上的研究而获得诺贝尔奖。

award 作名词时，是可数名词。意为"奖（赏）；奖品；奖金"。例如：

The movie has won a number of awards. 该片获得了多个奖项。

award 作名词时的常见搭配：

win an award 获奖

get/receive an award 获奖

present sb with an award 给某人颁奖

be nominated for an award 获得奖项提名

另外，要注意区分 award 与 reward。

reward 作动词，意为"给……以报酬；报答"。例如：

She rewarded her children with ice cream for being so patient. 她给她的孩子们冰激凌来奖赏他们的耐心。

reward 作名词，意为"报酬；报偿"。例如：

The rewards of art are not to be measured in money. 艺术的报偿不是以金钱来衡量的。

2. **Moved by this music, he said, "It was like seeing color for the first time." 他被这段音乐打动了，他说："那种（兴奋的）感觉就如同是第一次看见色彩一样。"**

for the first time 意为"第一次"，相当于一个副词，在句中作状语。注意 for the first time 与 the first time 的区别。

the first time 相当于一个连词，常引导时间状语从句，其用法和 when/while/every time 相似。例如：

I knew we would be good friends the first time I met her. 第一次见面我就知道我们会成为好友。例如：

另外，注意句型 It/This is the first time that sb has done sth "这是某人第一次做某事"。例如：

This is the first time I have been to the Great Wall. 这是我第一次去长城。

3. **He graduated from university in 1995, and then received a master's degree in musical composition from the Juilliard School in New York in 1997. 他 1995 年大学毕业，随后于 1997 年获纽约茱莉亚音乐学院音乐创作硕士学位。**

master 此处意为"硕士"。学位的英文表达还有：

a bachelor's degree 学士学位

a Doctor's degree = a PhD (Doctor of Philosophy) 博士学位

UNIT 5 MUSIC

The theme of this unit is music. Beginning with appreciation and discussion of the many varied genres of music, the relationship between music and modern technology will then be examined. Students will also learn about music festivals and also speech giving, expressing opinions on music, its power and influence. Finally, the music of films is introduced as a further example of the power of music. It is hoped that students can use the information in this unit to reflect upon their own lives and build further appreciation for the wonder of music.

Opening Page

Theme Picture

The photograph shows an orchestra performing. The word "orchestra" comes from ancient Greek and refers to the semi-circular shape in front of a theatre stage where the musicians played accompanying music.

Orchestras usually play classical music. They can have anywhere between 30 and 100 players. The man facing the orchestra is a conductor; he moves his hands and uses different gestures to help the orchestra perform in unison. The orchestra is comprised of different "districts", playing different families of instruments, such as the "woodwind" family, playing flutes, oboes, and clarinets. The "string" family (violin, cello, double bass) is often placed at the front nearest the conductor, whereas the louder families of "brass" and "percussion" are at the back. However, this layout varies depending on the orchestra or country. An orchestra usually wears smart clothes for performances, which usually take place in special venues designed for better sound.

Quote

Henry Wadsworth Longfellow (1807–1882) was an American poet and professor. His poetry was very popular during his lifetime and is known for its musicality and for often being about legends and mythology.

In this quote, he suggests that music is the one language that all humans, regardless of their different languages and cultures, can all communicate and find common ground through. Humans have made music for many thousands of years, so the history of music is also the history of human culture. Music has the power to step beyond language, to communicate feeling and emotion to all people.

Look and discuss

> **Suggested Answers**
>
> 1 The performers are all playing instruments as part of an orchestra.
> 2 The place where the performance is being given looks like somewhere built especially for such performances. Their seats are arranged on different levels so the conductor can see everyone in the orchestra.

Listening and Speaking
Talk about music preferences

Activity 1

Purpose

Introduce the topic of music along with related vocabulary and warm up for the

activities which follow.

Activity 2

Purpose

Identify different genres of music.

Cultural Note

There are many different music genres, with new ones being created all the time. There is often a mixture of genre styles in modern songs, as artists take inspiration from the growing history of music.

☼ Optional Activity

As well as the four examples of music genres in the Student Book, play students some examples of other genres. For example, jazz, heavy metal, soul, R&B, rock, alternative, rap, techno, dance, blues, reggae, country, electronic, folk, and acoustic.

While playing some examples see if students know the name of the genre. Ask them questions about the music, such as how the music makes them feel, or what they can hear and how the music was made. Alternatively ask them to write down adjectives to describe how the music sounds and how they feel, or even ask them

to draw pictures to represent the music. Conclude by asking students what their favourite genre is and why.

Activity 3

Purpose

Practise listening for detailed information.

Activity 4

Purpose

Practise listening for detailed information.

Teaching Tip

Paraphrasing means putting something, such as a text, into your own words, to clarify and simplify meaning and to shorten something. It is an important skill to teach as it helps to avoid plagiarism and, when understood and used well, makes it unnecessary.

When paraphrasing, be sure to read the text carefully, identify the main ideas and important words and phrases before putting it in your own words. Use the following 4Rs to help:

● Replace: Use words and phrases with similar meaning to replace ones in the text.

- Rearrange: Move words within a sentence or even a paragraph to make new ones.
- Realise: Some important words such as numbers cannot be changed but can be moved.
- Review: Check that your changes make sense and mean the same as the original.

Putting an example paragraph to be paraphrased on the board and doing so as a class can help explain these points. It also helps to show the difference between plagiarism (copying long strings of words exactly as an original text) and paraphrasing.

☼ Optional Activity

Put students into pairs and give them a question to ask each other, such as "What did you do on the weekend?" One student answers the question first while the other takes brief notes of the main points. Then that student paraphrases before answering the question themselves so the other student can paraphrase their answer. Students can also write their answers to the question down, then swap to complete a written paraphrase.

Extend the activity by having pairs swap their paraphrased passages with another pair and see if they can paraphrase the passages once again.

Activity 5

Purpose

Practise speaking by discussing opinions and feelings about music.

Suggested Answers

1 Classical music also makes me feel relaxed because I also find it peaceful

and beautiful.
2 I don't like heavy metal music at all. It's too loud and fast. It gives me a headache!

Activity 6

Purpose

Practise speaking by conducting interviews about musical taste.

Suggested Answer

A: What kind of music do you like?
B: I like traditional Chinese music, especially the music of the *pipa*, a string instrument.
A: What makes it so special to you?
B: It reminds me of my hometown and the people that I love. My grandmother plays the *pipa* very well.

Pronunciation -----------------------

Activities 1 and 2

Purpose

Identify and practise pronunciation of plosives.

Teaching Tip

"Plosives" (also called "stops") are consonant sounds formed by completely stopping the airflow from the mouth. They can be voiced (where there is vibration when a sound is pronounced), like /b/, /d/, and /g/, or voiceless (when there is no vibration), like /p/, /t/, and /k/. The plosive sound can be felt by placing the index finger on the lips when speaking to feel the changes in airflow.

Practise plosive with voiced and voiceless sounds with students. First write or dictate the following list of words (be sure to mix them up) and ask students to match the "minimal pairs", i.e., words where one change of phoneme gives a different word. For example, "pea" and "bee". Then ask students to mark which of each pair is voiced and which is voiceless, using the tips above to decide.

pin—bin	pay—bay	pig—big
peach—beach	tip—dip	town—down
tie—die	cap—gap	card—guard
coat—goat	cold—gold	coal—goal
pie—die	pay—day	park—dark
pig—dig	peel—deal	pie—guy
pearl—girl	pot—got	boy—toy
bed—ted	book—took	bone—tone
tap—gap	toast—ghost	test—guest
book—cook	ball—call	beep—keep
dawn—corn	dare—care	dart—cart

Extend by putting students into pairs and asking them to take turns to think of sentences using both words for each pair and any other minimal pair they can add. Lists of further minimal pairs can be found online.

Cultural Note

The musician and songwriter Bob Dylan was born in the USA as Robert Zimmerman in 1941. He has been making and performing for almost 60 years. He began as a folk musician, but, infamously, moved to electric rock later. His songs are noted for their lyrics, which unlike many popular songs, are poetic and full of complex meaning.

He has received multiple awards for his songs and lyrics including the Presidential Medal of Freedom and the Nobel Prize for Literature. Due to the nature of his work, he is often described as one of the most influential figures of the 20th, musically and culturally.

Reading and Thinking
Learn about experiencing music online

Activity 1

Purpose

Discuss the influence of the Internet and computer technology on music.

> **Suggested Answer**
>
> Computers and the Internet can help us experience a wide range of musical genres. The Internet gives us access to millions of songs from many different genres, so we can find exactly what we like. Computer technology today can also help us create the sound of an orchestra on our home computer! They can also help us change music to something new.

☼ **Optional Activity**

Ask students to scan the text for unknown words. In pairs see if they can infer the meaning of these words from the context of the passage, taking notes on the definitions.

Follow up by eliciting unknown words and putting them on the board and have students explain what they think their meaning is or give synonyms and discuss whether everyone agrees. Then have students use dictionaries (preferably books rather than digital dictionaries to help with their spelling and alphabet skills) to look up the words and check their correct definitions.

Activity 2

Purpose

Practise scanning the text for specific information.

Answers

1 Eric Whitacre (second paragraph, first line)
2 University of Nevada (second paragraph, second line.)
3 "What If" (third paragraph, last line)

Teaching Tip

Scanning is reading a text quickly to find specific information, such as names or figures. One's eyes run over the whole text and focus on this information, which often "stands out" from the rest due to its form, capitalisation, etc. Therefore, it is important to emphasise that not every word has to be read to get the information; one might even limit students' time looking at the text to a matter of seconds, so they cannot read the whole text and are more focused on only looking for the target information. Also, before scanning a text, ask students questions about the type of text (news article, reference book, form, etc.) and how that type is organised to prepare them for how the information will be presented. As always with reading texts, predicting the information the text will contain can help with scanning. It may also be that students already know a name or date, so scanning the text is done just to confirm.

Activity 3

Purpose

Practise reading the text for detailed information.

Suggested Answers

1 A virtual choir is different from other choirs because you don't need to be together and you don't need a studio. This means anyone can take part anywhere.
2 He fell in love with classical music when he was moved by Mozart's music at university for the first time. He was inspired to create the virtual choir by a video in which a girl sings one of his works.

Activity 4

Purpose

Practise reading the text for detailed information.

Answers

1970; 1988; 1997; 185; 12;
millions of; 23; 2,292; 80

Activity 5

Purpose

Practise using words and phrases in context.

Answers

1 perform, stage
2 reminds, originally
3 award, proves, effort
4 fell in love, enabled
5 opportunity, studio, ordinary
6 onto, individuals

Teaching Tip

Create a mind map of music with students. Begin by writing "music" in the centre of the board, then elicit branches from students, for example, genres, instruments, and artists.

Alternatively, you could choose a genre as the centre of the mind map, and then elicit artists, songs or instruments that are particular to that genre. Extend the activity by having students brainstorm, research, and produce their own mind maps for their favourite genres of music.

Activity 6

Purpose

Practise discussion to express advantages and disadvantages of section topic.

Suggested Answers

1 The advantages of being in a virtual choir are that it is very easy to get lots of people in different places together quickly and cheaply. However, a disadvantage of not having everyone in the same place is that singers cannot react to each other in the same way as they can in person.

2 Although a virtual choir doesn't bring people together physically I think it still helps bring people together, because they can be from different countries and cultures, but still join together easily to share the love of music.

Discovering Useful Structures --- Express feelings and describe situations

Activity 1

Purpose

Practise identifying past participles and their functions.

Answers

1 Born
2 Moved

● Inspired, he asked his fans to make videos …

☼ Optional Activity

To introduce and practise using past participles, draw a grid of nine squares on the board. Write a different verb infinitive in each square. Have two students compete against each other in the game of "Noughts and Crosses"; to win, a line of three noughts or crosses must be drawn. Students take turns to say a past participle; if correct, put a nought and cross in that square. Extend with different verbs and different students.

Alternatively, play a team game testing past participle knowledge. Choose two teams and call out verb infinitives. The team who calls out the correct past participle and then spells it out correctly wins a point, but a point goes to the other team if they are correct.

In both cases, test both regular and irregular verbs.

Activity 2

Purpose

Practise rewriting sentences with the past participles as the adverbial.

Answers

1 Highly interested in music, Henry began to write original compositions …
2 Pleased with his music and songs, they finally invited him to perform in the Silver Hall.
3 Though affected by gradual blindness soon after the performance, Henry

was still capable of …

4 Absorbed in his world of music, he felt as if …

☀ Optional Activity

Put students into pairs or small groups and have them write sentences using the past participle as the adverbial at the beginning of the sentence. Students must work through the alphabet beginning with a verb starting with A, then B, and so on. Help students by giving possible verbs for more difficult letters.

Activity 3

Purpose

Practise matching and rewriting sentences with the past participle.

> **Answers**
>
> 1 E
>   Painted in dark colours, the room needed some bright lights.
> 2 A
>   Unemployed, Dave had time to consider what job he really wanted.
> 3 D
>   Moved by his romantic words, the girl accepted his gift.
> 4 F
>   Corrected by his teacher from time to time, he lost interest in singing.
> 5 C
>   Recorded in a new way, the album was expected to be popular with techno fans.
> 6 B
>   Invited to perform on the stage, he felt nervous and excited.

Activity 4

Purpose

Practise using the past participle to complete a passage.

> **Answers**
>
> questioned; discouraged; Filled with

Listening and Talking
Plan a music festival

Activity 1

Purpose

Practise listening for general information.

> **Answers**
>
> choir members; people to run food stands; people to sell festival tickets; musical performers

Cultural Note

Music festivals are popular around the world. There are festivals for many different genres of music, but many have a mixture of different genres. They usually take place over several days and visitors stay on the site. Festival sites are like a small village, with all needs catered for, from food to medicine.

The Glastonbury Festival of Contemporary Performing Arts is one of the largest and oldest music festivals, being first held in 1970. It is a major British cultural event, taking place over several days on a large farm in the south west of England. The biggest names in music perform at the festival. The site has many stages showing many different genres of music and performance, as well as cinemas and food stalls.

Activity 2

Purpose

Practise listening for more detailed information.

Answers

1 She will sing English folk songs.
2 Anyone with musical talent can try out as a performer.
3 Those who think they do not have musical talent can help out by selling tickets or running a food stand.
4 Students can volunteer by getting in touch with their teacher.

Activity 3

Purpose

Encourage students to discuss a music festival by conducting a role-play in pairs.

Activity 4

Purpose

Practise talking about music festival activities in pairs.

Suggested Answers

1 I would like to play a musical instrument like the piano. I can also volunteer to give people information about where to go and also to help tidy up after the festival.
2 I would invite everyone from local schools and colleges as well as their families and friends. I can also do many artistic activities at the festival as well as eating and drinking food from different parts of the world.

Reading for Writing
Write a speech

Activity 1

Purpose

Practise reading for detailed information.

Answers

1 Sarah had a serious disease which was difficult to cure.
2 It made her feel much better because it is the "medicine of the mind".
3 Her advice to others is to use music to help when you have problems.

☼ Optional Activity

Play students a video of a suitable extract from famous speech, and also provide them with the text. Ask if they know the context of the speech and briefly explain if necessary. Discuss what they think makes the speech so powerful, not focusing just on the context and content, but also the delivery.

Here are some famous speech examples:

- "I Have a Dream" —Martin Luther King
- "Gettysburg Address" —Abraham Lincoln
- "Victory Speech" —Barack Obama
- "We Shall Fight on the Beaches"
  —Winston Churchill
- "Tilbury Speech" —Queen Elizabeth I

Alternatively select any other suitable speech, or even monologue from a film or play.

Activity 2

Purpose

Identify language features of a speech in preparation for the writing assignment which follows.

Answers

1 Metaphor: E
Personification: F
Quote: B
Repetition: C
Rhetorical question: A
Simile: D

2

- The song made me feel so much better …
- Music gave me happiness.
- … it made my spirits fly like a kite in the wind.
- Music gave me strength and brought me relief.
- It was the rock I leant on …
- … music gave me hope and a sense of satisfaction.
- It spoke words of encouragement to the deepest part of my being.

Activity 3

Purpose

Provide both the outline for a speech about music and a chance for students to practise what they have learnt and help each other revise drafts for presentation.

Teaching Tip

The skill of oratory (speech reading) is difficult even for native speakers of English. It requires preparation, confidence, and good delivery to be effective. As well as being an excellent confidence-building speaking practice for students learning English, it is also likely that they will have to deliver a speech at some point in their lives, for example, at work, or at a wedding. Obviously, a speech is read very differently from an average reading text, i.e., it is not simply read, but spoken as if one were not reading. There are many tips for delivering better speeches. Introducing some to students when appropriate is beneficial. Here are a few:

- Don't rush. Pause between sentences and after important points (or jokes!)
- Speak with enthusiasm and energy, using your hands or other gestures if appropriate.
- Smile, when appropriate!
- Make sure the speech is easy to read and highlight important words and points.
- Stand straight and look up at the audience often.
- Practise aloud with a friend or record yourself.
- When practising, think about tone and rhythm.

Activities 4 & 5

Purpose

Produce, check, and revise a draft speech about music and present it to the class.

Sample Writing

Hello! My name is John, and I'm here to talk about the power of music over words. Two years ago, my grandmother passed away, and music has helped me cope since then.

Sometimes words cannot describe what we are feeling, but music can. As Hans Christian Andersen once said, "Where words fail, music speaks." Music is like a special language that everyone can understand.

Have you ever heard a piece of music and remembered an important time in your life? Perhaps when something important happened, or when you felt

really happy or sad. I feel this way about a piece of classical music by Eric Satie called "Gymnopédie No.1". It reminds me of my grandmother. It is like an old friend comforting me when I hear it.

This music helps me remember how much I miss her. It helps me remember all the great times we had. And music helps me be grateful for that time together. If you struggle to find the words to help you, music can be your guide.

☼ Optional Activity

Have an open debate in class. Choose a suitable debate topic by writing a statement of opinion on the board, related to the unit topic or another from the Student Book. For example, "Classical music is better than pop music." Divide the class into two, with one side agreeing with the statement, and the other disagreeing with it. Have each side discuss amongst themselves the main points to support their argument, then have them write short two-minute speeches about it. Let them practise reading their speech to each other and offer advice. Emphasising the style of delivery, then have students give their speeches to the class, concluding with a further discussion on the best points made, and the best speech delivery.

Assessing Your Progress

Activity 1

Purpose

Consolidate and check what students have learnt in this unit when it comes to vocabulary.

Answers

1 peaceful
2 souls
3 trying out for
4 phenomenon
5 aim
6 various
7 impact
8 somehow

Activity 2

Purpose

Consolidate and check what students have learnt in this unit when it comes to grammar.

Answers

interested; Experienced; asked; arranged; Surprised; terrified; Given; Encouraged; continued

Reflecting

Purpose

This section aims to get students to think about the content of the unit and their opinions on it.

*Project

Purpose

The project aims to activate and engage all the skills and knowledge students have learnt in this unit through having them complete a task in English.

*Video Time

Purpose

Engage the students' interest in the genre of world music through a video.

Answers

Before You Watch

1 co-founded
2 Bands
3 performances
4 folk rock
5 stunning

While You Watch

1 T   2 F   3 T
4 T   5 F   6 T

Suggested Answers

After You Watch

1 I would like to go to the WOMAD festival because I would like to hear music from many different cultures.
2 It is important to celebrate music, arts, and world cultures because sharing our cultural heritage is important to keep it alive for future generations.

Workbook

Using Words and Expressions ----

Suggested Answers

Activity 1

People: Mozart, Beethoven, Bach, Elvis Presley, Bob Dylan, The Beatles, etc.
Places: theatre, stadium, arena, hall, park, club, festival, etc.
Works: The Four Seasons, Symphony No. 5, Orchestral Suite No. 3, "Imagine", "Yesterday", "Heartbreak Hotel", etc.
Types: classical, blues, rock, pop, metal, jazz, reggae, opera, hip-hop, rap, dance, electronic, country, etc.

Activity 2

1 a plain → an ordinary
2 chance → opportunity
3 has → from then on, delete "since then"
4 purpose → aim
5 an important in fluence → a great impact
6 Different → Various
7 gift → talent
8 moreover → in addition

Activity 3

1 enables
2 proved
3 reminds
4 set up
5 recover
6 fell in love with
7 went through
8 are capable of
9 previous
10 Romantic

Activity 4

Award; individual(s); altogether; Moreover; somehow; being

Activity 5

opportunity; band; studio; In addition; original; outline; composition(s)

Using Structures -------------------

Answers

Activity 1

1 Given the opportunity to perform alone on video, I will enjoy the experience.
2 Presented with the Player of the Year Award, Sam completed the final year of his career with great satisfaction.

3 Inspired by his fans, Whitacre continued with his original compositions.
4 Uploaded onto the Internet, these videos soon became popular.
5 Invited to be volunteers at the music festival, they are learning a lot from this opportunity.
6 Connected by virtual music, they often perform and write musical compositions together online.

Activity 2

1 Given, worried
2 excited, respected
3 alarmed, injured
4 Moved
5 Formed, interested
6 covered
7 gone

Activity 3

1 Frightened
2 Influenced
3 tired
4 shared
5 Performed

Suggested Answers

Activity 4

1 Surprised by the phenomenon, the scientists started to investigate into it at once.
2 The mother wore a smile of relief after seeing her sick son finally cured by the doctors.
3 Parents should help their child to have a peaceful and contented soul.
4 Believe it or not, beautiful music written by great musicians can help one calm down and get through hard times more easily.

Answers

Activity 5

amazed; worried; given; Attracted; talented; Influenced

Reading and Writing --------------

Activity 1

Purpose

Practise reading skills to find detailed information and analyse a song's meaning.

Suggested Answers

1 He was travelling and working to pay the bills.
2 The father and the son are talking on the phone, because the son asks when the father is coming home.
3 The father gives his son a ball, so he can play it with him, but then he doesn't have time to do so.
4 The son still looks up to his father positively and wants to be like him at that age.
5 The son wants to borrow the car keys to do his own thing.
6 The son probably won't have time for his father, because his father never had time for him.
7 Jill and Dennis probably have different feelings about the song because they have different relationships with their fathers.

Teaching Tip

Music is a valuable tool in the classroom. It has universal appeal and is great for motivating students and keeping their

interest. Students see this as fun or cool, and it can provide some relevance to their everyday lives. It also helps with memory and repetition; many people learn English through listening to songs in English.

Songs and lyrics can be used at any time and can be selected by topic, vocabulary or grammar point. Often, beginning a class with a song can help "break the ice" by encouraging discussion as well as introducing a grammar or vocabulary point in an interesting way. Always consider the language level of the students, using lyrics that are a little above their level.

Listen to the song at first, then discuss its title. Then listen again with the lyrics, doing perhaps a verse ordering, gap fill or error correction activity focusing on grammar, idioms, expressions. Finish with a creative activity such as adding a new verse to the song.

There are many video streaming sites one can use to play songs for free, although it is probably best not to show any accompanying videos in most cases. There are also many sites giving lyrics to songs, although it is a good idea to check the words before using them in class.

☼ Optional Activity

Give students a copy of the lyrics to the song with either blanked out words, or with specific words changed. One can target vocabulary, or a grammar point such as the past participle. Have students read the lyrics first, then play the song and have them write down either the missing words or spot the mistakes and correct them. After checking the correct lyrics play the song again and have the students sing along.

Activity 2

Purpose

Practise reading to identify order of song reviews.

Answers

1, 5, 3, 2, 4

Activity 3

Purpose

Give students more practice to refine their skills by writing their own music review.

Sample Writing

The song I have chosen is "Heartbreak Hotel" by Elvis Presley. It was first released in 1956 and was written by Presley and some other songwriters. It is about a man who feels lonely after his partner has left him. It was based on a true story from a newspaper. I think it was written because songs about lost love are popular. The song sounds quite simple in its arrangements with guitar, bass, drums, a piano, and Elvis' voice. Although the lyrics are sad, the music is quite uplifting. I think the song is good because it is about a real situation and it also makes me want to tap my feet.

*Expanding Your World ------------

Purpose

Provide extensive reading material and broaden the horizons of the students by exposing them to a further aspect of the unit topic. Through this, they can reflect upon their own experiences and lives.

are one of the best birdwatching sites in China, but you can also find many species in your local park. Birdwatching clubs clean up habitats, build bird feeders, and put paper cut-outs on windows in order to protect birds.

*Video Time

The Elephant Whisperers

[Text graphic on-screen.]

A special program in Kenya rescues orphaned elephants. Workers in the program raise the elephants until they can return to the wild.

[Mishak Nzimbi, Elephant Keeper.]

"Elephants are … are like humans. If you love them, they will love you too. They live on Zahim because they don't have their mothers. Their mothers have been killed by people. Others have been, (pause) died because of no food, not food for them—others because of diseases."

The elephants wake up at 5:30 a.m. every day. The keepers then lead them to the forest. They feed them and play with them.

"Elephants … they love each other, yah. They are like … Like, our elephants here, they are not from the same area. They are from the whole country. But when they come here, they make friends."

They learn to survive together.

"We take the elephants to the bush."

Keepers stay with the elephants in their native environment, also known as "the bush."

"We stay with them because we have to feed them every 3 hours, day and night. Because the elephants— when they come they don't have their mothers, and we have to do the work that their mothers do. We have to sleep with them … because when we leave them alone, they cry."

How have you cared for animals?

Unit 3   The Internet

Listening and Speaking

Sam:　Hi, guys! I'd like to ask you some questions about your online habits. First, how much time do you spend online every day? Anna?

Anna:　It depends. I'd say two or three hours.

Sam:　How about you, Paul?

Paul:　Oh, maybe about two hours. Sometimes more. What about you, Joe?

Joe:　Well, I think I spend at least an hour every day.

Sam:　What do you usually do online, Joe?

Joe:　I have a blog. It's like an online diary where you write about something you're interested in.

For example, I like basketball, so I write a lot on my blog about my favourite team. It's fun.

Anna: I like to stream videos and music. That is, I watch videos and listen to music online. It's cheap and easy. Sometimes I look up information, too. With the Internet, I can also chat with my friends anytime, anywhere.

Paul: I usually use a search engine to do my homework. A search engine is a tool that helps you find what you're looking for. With it, I can find all the information, videos, and pictures that I need for my homework. It's so helpful.

Sam: Great. It seems like you all use the Internet every day. So what do you think life would be like without the Internet?

Joe: No Internet?! Are you kidding? Life would be over!

Listening and Talking

Laura: Hey Xiao Bo, what's up?

Xiao Bo: Hi, Laura. Not much. I'm trying to get in shape, so I'm looking for an exercise app.

Laura: Oh yeah? Found anything?

Xiao Bo: Well, there's an app that counts every step you take during the day. It might help me walk more, but I don't think it'd be enough. Here's another one. It keeps track of how much you exercise and what you eat. It also helps you make a fitness plan. I imagine this app would help me get fit faster.

Laura: I wish there were an app for getting rich.

Xiao Bo: Ha-ha, well, there are apps for saving money.

Laura: Really?

Xiao Bo: Yes, sure. Look at this one. It helps you find discounts and the best price for whatever you're looking for.

Laura: I suppose that'd be good but I need an app that adds some oink to my piggy bank.

Xiao Bo: Oink to your piggy bank? What does that mean?

Laura: Ha-ha, sorry! I mean I want to add some money to my savings.

Xiao Bo: Oh, I see, a piggy app. Ha-ha! How about this one? Every time you pay for something with your phone, it puts a little money into a bank account, just a few yuan—you wouldn't miss it. I guess you could save a little with this app.

Laura: Cool. Great idea! I'm good at spending. Now all I need is an app that'll make my grades better.

Xiao Bo: Well, perhaps this app …

*Video Time

Social Media and Teen Health

Like most teenagers, much of the socializing these students at Blackburn College do is online.

"And then you realise, oh no, it's 2 o'clock in the morning and I've got an exam ..."

But the British Psychological Society has raised concerns that late nights spent maintaining social media profiles could be detrimental to their health.

"Most people use social media nowadays so it's very easy to become too invested in having to keep updating and liking pictures, and responding to people online."

"Many people post pictures of themselves which can quite easily not peak people's confidence."

"Seeing posts of people and like, their lives, and comparing your life to other people's lives, and maybe it's not as exciting or not as successful and it might put yourself down."

Researchers think that it's not just the lack of sleep caused by late nights online that are causing these issues but that it's the emotional investments in maintaining a 24/7 social media profile that could also be a major factor.

That comes from research carried out at the University of Glasgow.

[Dr Heather Cleland Woods, Lead Researcher, Glasgow University.]

"We saw that overall, social media use was related to someone's anxiety, and their depression. They want to be online 24/7. And as that need increased, then we also saw that that had an impact on their sleep quality."

Here at Blackburn, they embrace the technology but try to encourage students to use it responsibly.

[Tracy Stuart, Blackburn College.]

"What we try to do here is to develop some self-regulation skills in young people so they understand when to turn off, when to turn on, when to make sure that they've got all the commitments, all the parts of their lives so that the whole world doesn't become a virtual world."

The advice of course would be to moderate your social media use. Easy to say, but for many young people, not so easy to do. If they can, they may find themselves looking and feeling much more healthy in their selfies.

Unit 4　History and Traditions

Listening and Speaking

William:　Excuse me, do you speak English? I'm looking for the Confucius Temple, but I'm not good at maps—they're my Achilles' heel!

Xiao Kong: Oh, hello, yes. Come with me—I'm going to the temple right now. By the way, what does "Achilles' heel" mean?

William:　Oh, it means that something is my weakness—I'm really bad with maps! So do you know much about Confucius? He's one of my favourite philosophers. He was such a wise man.

Xiao Kong: Oh, yes. I was born here. In fact, I believe I am a descendant of Confucius himself.

William:　No way, you're pulling my leg, right? So how do you know you're related to Confucius?

Didn't he live over 2,500 years ago?

Xiao Kong: Yes, but his family tree is well recorded. He has over three million descendants. Sorry again, what does "pulling my leg" mean?

William: Oh, sorry, it means to joke with someone. Anyway, so you're actually going to the temple to pay respects to your relative?

Xiao Kong: Well, yes. But I'm also meeting my study group there. We are doing a research project on Confucius' ideas on education. You know, Confucius was a great educator, and he had many great ideas about education. For example, he talked about the relationship between learning and reflecting. He believed that learning without reflecting leads to confusion ... Oh, look, the temple is just over there.

William: Oh, great! What's that big building over there?

Xiao Kong: Oh, that's the famous Dacheng Hall. You know, it's so well-respected in Qufu that no other building in the city can be taller than it.

William: Wow, now that's respect. That's a little bit like my hometown—Stratford-upon-Avon.

Xiao Kong: Wait, you mean where Shakespeare was from? What a coincidence—Confucius and Shakespeare, two of the greatest minds in history! I really want to visit the UK—I'm really interested in British history and culture.

William: Oh, that's great! So later we can go for a cup of tea and have a chat about it. And it would be great if you could take me somewhere to get my watch fixed.

Xiao Kong: OK, no problem! So come and meet my study group—we can tell you all about the temple. And how long are you staying in Qufu? I can show you the Cemetery of Confucius and the Kong Family Mansion as well ...

William: Really? That's so kind! I need all the help I can get—I'm like a fish out of water!

Listening and Talking

Xiao Yan: Hi, Paul. I'm sorry to hear you're leaving tomorrow. So what did you make of Pingyao?

Paul: Well, to be honest, when I first arrived, I was a little disappointed. I had expected something different. But then I walked into the old city. I was so amazed! It was like walking into history. So many beautiful buildings from the Ming and Qing dynasties ...

Xiao Yan: Yes, Pingyao has a long history—over 2,000 years. It used to be a very important banking centre in China.

Paul: Yes, so I visited the Rishengchang Bank and learnt all about the Jin Businessmen. I've got to say though, it wasn't as big as I had expected. But it was still interesting to learn about what banks were like almost 200 years ago.

Xiao Yan: Oh, well, what about the Ming-Qing Street—that's pretty big. Some of the snacks there are amazing!

Paul: Oh, that place, yes. But I had no idea there would be so many tourists! So I decided to leave and ride out to Shuanglin Temple.

Xiao Yan: Oh, cool, that's one of my favourite places! It's so peaceful out there.

Paul: Yeah, that place is really quiet. And some of those sculptures—wow! I couldn't believe how big and lifelike they were.

Xiao Yan: Yes, they're amazing. So today you walked along the city wall, right?

Paul: Unfortunately, no. I just didn't have the time.

Xiao Yan: Wow, I can't believe you didn't see the wall! You have to stay longer, Paul. There's so much more of Pingyao's history to see.

Paul: Oh, don't worry, I'll be back in Turtle City one day—I just can't get enough of those beef noodles!

*Video Time

An Introduction to Historic London

London is one of the world's ten great cities and it's a perfect blending of the past and the present. A city with so many places to visit that you can never find the time to view them all. Samuel Johnson was right when he said that when someone is tired of London, he is tired of life.

Here's the Westminster Bridge on the River Thames. It's a great city to walk in as there are no hills to negotiate on foot and the best starting point is near the Parliament Buildings in Westminster Bridge with its views of the Parliament Buildings and Big Ben.

With a population of almost 9 million people, London is Europe's biggest city, spreading over an area of more than 900 square miles from its core on the River Thames.

The Tower Bridge has long symbolised the city of London to people around the world. It's the gateway to the capital for ships coming upriver to dock in the port and it is the first bridge over the Thames coming upriver from the east. Ships are not required to wait—The road traffic on the bridge must give way to the traffic on the river.

The Tower of London marks the eastern extent of the old city. It's usually thought of as a place of imprisonment and death but has variously been used though as an armoury, royal residence and a repository of the crown jewels. And not far from the Tower of London is the spectacular King's Cross Station where thousands of people grab subways and trains every day.

And this is Westminster Abbey, founded in the 8th century. Since William the Conqueror onwards, all royal funerals, most coronations, have happened inside Westminster Abbey. Many of the nation's most famous citizens are honoured here, too.

St James Park. Contrary to many expectations, London is a very green city with sizeable parks right in the centre. St James Park here is the oldest of the royal parks and it's also the smallest and most ornamental.

Here are the gates of Buckingham Palace, and nearby on Whitehall, the site of a concentration of government buildings. The two guardsmen posted front, on Horse Guards Parade are famously quite unruffled by the crowds of tourists.

The hubs of political and royal London—Parliament and Buckingham Palace—are surprisingly not that close together.

And here again is Buckingham Palace. It served as the monarch's permanent residence since the ascension of Queen Victoria. The building's exterior, remodelled in 1913, is, as some critics say, as bland as it's possible to be. Buckingham Palace, however, has been open to the public since 1993 for two months of the year. Crowds assemble here around 11:00 a.m. each day to watch the always-popular Changing of the Guard.

The most important role of the monarchy is to represent the four component parts of the United Kingdom. Those four parts are of course England, Scotland, Wales, and Northern Ireland.

This is the National Gallery, on the north side of Trafalgar Square. It contains one of the world's great art collections. Here you'll find a vast range of paintings from Raphael to Botticelli, from Titian to Velázquez, from Goya to Rembrandt, and David to Cézanne and Monet, all here at the National Gallery.

Trafalgar Square. The huge traffic island of Trafalgar Square is dominated by Nelson's Column, a vast pillar topped with a statue of Admiral Horatio Nelson. This grand square has been a traditional place for public meetings ever since 1848. Many political marches end here with rallies and with speakers usually address the crowds from the base of the column. Four huge lions, designed by Victorian painter Landseer, guard the column's base. Two adjacent fountains provide a magnet for overheated sightseers during the summer.

And here is Big Ben and the Houses of Parliament. Also called the Palace of Westminster, these grand buildings stand on the side of the palace that was the seat of the English kings for five centuries. Though they look older, these current buildings were constructed in the mid-1800s after a fire devastated the original palace. It's a mix of Gothic and Elizabethan styles, a mass of pinnacles and tracery. The clock tower known around the world, Big Ben, is 320-feet high. Big Ben is of course the name applied to this tower but it is in fact the name of its main bell.

The writer W. U. Weatherby wrote "One goes to London at last as Americans go to New York. To experience the shock of vitality, from so many millions living together and to see the country in a melting pot."

Unit 5　Music

Listening and Speaking

Reporter:　What kind of music do you like?

Student 1:　I like country music. I really love Billy James!

Reporter:　Why?

Student 1:　His music touches my heart.

Reporter:　So you like music that's full of feeling?

Student 1:　Yes, that's what country music is all about.

Reporter:　Do you like hip-hop?

Student 2:　I love it!

Reporter:　What makes it so special to you?

Student 2:　When I listen to hip-hop, I just have to move!

Reporter:　Oh, so it makes you want to dance?

Student 2:　That's right! I just can't stop!

Reporter:　And what kind of music do you like?

Student 3:　I play the piano, so I like classical music.

Reporter:　What do you like about it?

Student 3:　When I play, I get carried away. I feel like I'm sitting beside a quiet stream and enjoying nature.

Reporter:　So, to you, it's peaceful and beautiful?

Student 3:　Yes.

Listening and Talking

Hi, everyone! Can I have your attention, please? Next month, we will hold our music festival on the school sports field. Our musical guests include the famous singer Patty Williams, the Beijing Chinese Traditional Music Band, and our very own Grace Davis, who will sing some English folk songs. We need other performers, too. Anyone with musical talent can try out. We are also putting together a choir to sing with Patty Williams. This is a wonderful chance for you to sing with a music star! Those who don't have musical talent but who still want to help out can sell tickets or run one of our food stands. Volunteers of all kinds are welcome! Just get in touch with your teacher. The money we raise from this festival will be given to charity. Everyone, let's join together to make this year's music festival the best ever!

*Video Time

World Music

Narrator: Hundreds of people from around the world are arriving in the English countryside. They are coming for a music festival called WOMAD. WOMAD means, "world of music, arts, and dance." The artists come to WOMAD to perform traditional music and dance from their cultures in a celebration of world music. One fan of world music is singer and songwriter Peter Gabriel. He co-founded WOMAD in 1982.

Peter Gabriel: I had a very personal, practical attraction to what is now "world music". And I would hear all these fantastic things from all over the world … and there were these really stunning voices doing much better than I ever could have. So that was really inspiring for me. What I love to see when I go to WOMAD now is so many people being open-minded … and listening to music from all over the world.

Narrator: Spaccanapoli, an eight-piece band, is coming from Naples, Italy, to perform at WOMAD. The head of the group, Marcello Collasurdo, sings and plays the tambourine.

Marcello Collasurdo: Spaccanapoli! Ciao!

Narrator: He is getting the group ready for its first performance at WOMAD.

Marcello Collasurdo: [words translated] My name is Marcello Collasurdo, and I am from Naples. My father taught me to love the tambourine when I was just a young boy.

Narrator: The band's music is a combination of folk rock and the music from two traditional Italian dances … the tarantella and tamurriata.

Marcello Collasurdo: [words translated] Tamurriata music is like rap. It's a mountain rap, a country rap—it's part of our culture.

Narrator: Marcello gets the inspiration for his music from the streets of Naples, where he lives. People here often sing in the street. It can happen at any time and in any place. For Marcello, everyone on the street is a neighbour, and every street is a stage in his neighbourhood in Naples.

[Singing of Marcello Collasurdo and fellow musicians.]

Marcello Collasurdo: OK, grazie.

万物——没有多样性，我们的星球就无法生存。因此，如果你想让未来变得美丽，你得给不好看的动物一个机会。

不要用我的家来造纸！

每年，数十亿棵树木遭到砍伐，用于人类造纸。每棵被砍伐的树木都是诸如考拉等动物栖息地的一部分。砍树造纸摧毁了众多动物的家园！为了让人类有更多的纸张，就让动物无家可归，这样做对吗？

第三单元　互联网

Reading and thinking

团结起来力量大：互联网如何改变了我们

关于万维网奇妙之处的著述浩如烟海。讲述互联网如何使我们的生活变得更加方便的文章数不胜数。购物的时候，我们不再需要排队等候，也不需要随身携带现金。我们可以从大型数据库中获得最新的信息。在任何需要的时候，我们可以下载软件、文档和图片。然而，互联网为人们做的事情还很多，并不仅仅是让生活变得更加方便而已。在线社区和社交网络已改变了人们的生活。

英国伯明翰的一位英语教师简·夏曼尼突然身患重病，被迫辞去工作。50岁时，她发觉自己失业了，困在家里，只有电脑相伴。过了一阵子，她发现上网可以帮助她减轻孤独和无聊。她可以听音乐，看电影，玩游戏，探索世界。她还加入了一个在线群组；在群里，她可以谈论自己的问题，获得其他人的支持和建议。她意识到互联网的最大好处之一就是能够消除通常存在于人和人之间的距离感。

她受到网友的启发，决定成立一个IT俱乐部来教年长一些的人们学习使用电脑和互联网。如今，她与朋友们一起组织各种活动，并为（俱乐部）私人教师的工资筹集资金。许多人得到了俱乐部的帮助。一位59岁的男子学会了如何在网上申请工作，而且找到了一份不错的工作。由于他有事情可做，并能够照顾好自己，他的女儿就有时间上大学了。一位61岁的独居妇女与两位朋友一起创办了一家小型网络公司。她不再感到孤独，而且她的公司也相当成功。

简开始参加网络课程，更多地学习如何利用互联网让社会变得更加美好。她认为，消除数字鸿沟、确保每个人都能使用互联网并且知晓如何运用新技术，是非常重要的。她的下一个目标是创建一个慈善网站，为贫穷国家的儿童募捐。

简的生活因互联网而得到了极大的改善。"当你身处逆境时，你会遇到面临相似挑战的人。"简说道，"想到别人的处境，我就会受到激励，伸出援助之手。"

Reading for writing

今天，我想写篇博客谈谈一个多次被问到的问题——如何才能安全上网，避免在互联网上遇到不愉快呢？我并非专家，但身为博主多年，我已学会了一两招。

首先，互联网的黄金法则是：如果你的所见所读让你反感，立即退出该网站。不要发表评论，也不要点击任何东西。其次，保护你的隐私。不要透露你的地址或电话号码。有人可能会利用这些信息来窃取你的身份。身份盗窃是一个普遍而严重的问题。最后，要有礼貌。上网不是行为粗鲁的借口，而且你也不想成为网络挑事者或网络恶霸的目标。网络挑事者就是在网上张贴评论或问题以挑起事端的人。为了长期待在一个网站上，网络挑事者经常使用多个假名。网络恶霸使用互联网来欺负别人。与网络挑事者一样，网络恶霸也会写一些恶意的东西，但通常是针对特定的人。网络恶霸也可能在网上发一些照片和信息，让这些人感到尴尬。然而，你越有礼貌，你被攻击的可能性就越小。

你在网上有过不愉快的经历吗？或是你有什么安全上网的好建议？请在下面发表你的评论！

男孩579：去年，我们聊天室出了一些问题。有个我们不认识的人发了一些恶意的评论。我觉得这家伙是想捣乱。

艾米：我们学校的一个女生在网上有过不愉快经历。她的一张照片被传到网上，被人嘲弄。刚开始虽然像是在开玩笑，但是这个女生十分不快。

第四单元　历史与传统

Reading and thinking

名为何物？

联合王国、大不列颠、英国、英格兰——这些不同的名称是何意思，许多人感到困惑。那么，如果这些名称有区别的话，区别何在？稍微了解一下英国历史，就可以帮助你解开这个谜题。

十六世纪时，邻国威尔士并入英格兰王国。随后，苏格兰在十八世纪也加入进来，从而诞生了大不列颠王国。十九世纪时，爱尔兰王国加入，组成了大不列颠及爱尔兰联合王国。最后，在二十世纪时，爱尔兰南部脱离了联合王国，形成了今天的英国全称：大不列颠及北爱尔兰联合王国。大多数人只是使用简称："联合王国"。联合王国的人被称为"英国人"，这意味着联合王国也经常被称为英国或大不列颠。

同属于联合王国的这四个国家在某些领域紧密合作。像拥有同样的货币和国防一样，他们也使用同一面国旗。然而，它们之间仍有诸多区别。例如，英格兰、威尔士、苏格兰及北爱尔兰实行不同的教育和法律制度。它们也有各自的传统，比如有自己的国庆节和本国菜肴。它们甚至拥有自己的足球队，出征诸如"世界杯"之类的赛事！

英国历史源远流长、别有趣味，等待你去探索，帮助你更加深入地了解这一国家及其传统。英国历史上有四个不同民族在不同历史时期执掌这个国家。无论你身处英国何方，这些民族的遗迹都随处可见。第一族群是古罗马人，于公元一世纪进入英国。罗马人的伟大成就在于他们建立了城镇、修建了道路。之后是盎格鲁—撒克逊人，于公元五世纪到达英国。他们引入了英语的雏形，并改变了人们建造房屋的方式。维京人于公元八世纪到来，留下了诸多新的词汇，并给英国境内的许

多地方命名。最后一个是诺曼人。十一世纪著名的黑斯廷斯战役之后，诺曼人征服了英格兰，四处修建城堡，并改革了法律制度。诺曼人即为法国人，许多法语单词因此慢慢进入了英语。

英国的历史文化引人入胜，可学之处比比皆是。学习这个国家的历史，你的英国之旅将更为愉快。以首都伦敦为第一站，是个不错的选择。伦敦是一个古老的港口城市，其历史可以追溯到罗马时代。市内可供游览的历史遗址数不胜数，还有许多博物馆陈列着来自英国各地的文物。在英国，历史与现代文化交融，新旧传统并存，引人入胜。用心去观察，英国的过去与现在都将展示在你面前，令你叹为观止。

Reading for writing

美丽的爱尔兰及其传统

一直以来，爱尔兰的美丽乡村对当地的人民和传统产生着深远的影响。爱尔兰有着孕育伟大作家和诗人的悠久传统。美丽的乡村给人以激情和灵感，满足各种感官享受。"绿宝石（爱尔兰）岛"风光宁静秀美，郡县草木葱茏，青山连绵起伏，牛羊点缀其中，堪称一场名副其实的视觉盛宴。海边波浪咆哮，海鸟鸣叫，奏响了海岸交响乐。山里宁静的早晨，感受阳光洒落在你身上，呼吸着鲜花的芬芳，而鸟儿则用清晨的歌声迎接新的一天的到来。这般美景，自然造就了爱尔兰独特的民间传统，如音乐、舞蹈及菜肴等。要想体验这一切，可以去一家乡村酒吧，喝一杯葡萄酒或本地的啤酒，放松身心。更为美妙的是，可品尝美味的爱尔兰传统炖牛肉。运气好的话，你还可以欣赏到传统的音乐和舞蹈。向友善的当地人做个自我介绍，你定能亲身体验当地的文化和习俗。

第五单元　音乐

Reading and thinking

虚拟合唱团

想象一下，独自在家时，你可以和几百个人一道引吭高歌。虚拟合唱团能够让你的想象成为现实。虚拟合唱团的成员们把各自的歌唱视频录制下来，上传到互联网上，然后这些视频被合并成一个你可以在线观看的视频——虚拟大合唱。任何人，无论身在何地，都可以参加虚拟合唱团——你只需要一部摄像机，并且能够上网，你连工作室都不需要。虚拟合唱团将普通人联系起来。许多人没有亲密的朋友，也没有志趣相投的私交，还有很多人没有机会参加本地的合唱团。虚拟合唱团让他们能够与其他人一起欢歌，成为全球社区的一部分。事实证明，虚拟合唱团对许多人的生活产生了积极的影响。一位虚拟合唱团成员说道："音乐帮助我……忘记自己的问题。音乐，让我脱胎换骨。"

虚拟合唱团是获奖作曲家兼指挥埃里克·惠塔克的创意。惠塔克于1970年1月2日生于美国，1988年进入内华达大学学习音乐。在大学合唱团期间，他痴迷于莫扎特的古典音乐。他被这段音乐打动了，他说："那种（兴奋的）感觉就如同是第一次看见色彩一样。"他1995年大学

毕业，随后于1997年获纽约茱莉亚音乐学院音乐创作硕士学位。在接下来的十年间，惠塔克的原创作品深受合唱团和歌手的欢迎，这促使他创建了虚拟合唱团。

2009年，惠塔克收到了一个女孩的视频，视频是女孩演唱他创作的一部作品。受此启发，惠塔克邀请粉丝们录制视频，然后他将这些视频拼接成一场演出。他创办的首个虚拟合唱团"金色之光"，拥有来自12个不同国家的185名歌手。该合唱团在互联网上的点击量已超过百万次。自此，虚拟合唱团风靡全球。惠塔克的第二个壮举是打造联合国儿童基金会"虚拟青年合唱团"，该团于2014年7月23日在英国首次登台演出，总共有来自80个国家的2,292名青年参与演唱惠塔克的歌曲《假如》。

虚拟合唱团提供了一种美妙的方式，让世界各地的人们能够同声歌唱，世界因此变得更加美好。

Reading for writing

上午好！我叫莎拉·威廉姆斯。非常荣幸来到这里与大家分享音乐是如何影响了我的人生的。

你是否曾经历过黯淡无光、万念俱灰的一段时光？两年前，我被告知得了一种很难治愈的严重疾病，全身一直疼痛，觉得自己活不了多久了。我非常害怕，感到十分孤独、沮丧。后来有一天，我需要去做两个小时的治疗。医生想要我放松，就让我听一些音乐，其中一首歌是《快乐》。听着这首歌，我感觉好多了；从此之后，我开始一直听音乐。约翰·A·洛根曾说过："音乐是心灵的良药。"的确如此，音乐助我康复。

音乐给我带来了快乐。当我听音乐的时候，音乐让我的心情放飞，像风中的风筝。音乐给予我力量，也让我得到解脱。音乐是岩石，让我倚靠，变得坚强，度过那些艰难的日子。不仅如此，音乐还给予我希望和满足感。音乐成了我最好的朋友，它（音乐）使我的内心深受鼓舞。

当然，我希望你们不要经历和我一样的痛苦。同时，我们都会经历悲伤或孤独的时光。在那时，音乐可以帮助你，就像它曾经帮助我一样。我希望大家都能以某种方式开始珍惜音乐，让音乐成为你生活的一部分。

谢谢大家。