

中等职业学校公共基础课程教材

PEARSON

# 英语

# 教师教学用书

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# 前言

## Welcome to this textbook!

欢迎使用本套教材！本套教材由中外多位英语教育专家、学者、一线教研员、教师编写而成。教材以《中等职业学校英语教学大纲》为依据，充分结合中等职业学校学生的年龄与心理特点，旨在帮助学生在义务教育阶段英语学习的基础之上，取得持续而稳定的进步。

## 一、教材编写的指导思想

随着中等职业教育教学的改革与调整，特别是《国务院关于大力推进职业教育改革与发展的决定》发布以来，我国的职业教育逐步确立了“以服务为宗旨，以就业为导向”的办学方针。教育部主导的中等职业教育教学改革，对中等职业学校公共基础课程的地位进行了调整，提出“要按照培养学生基本科学文化素养、服务学生专业学习和终身发展的功能来定位”，改变了以往中职公共基础课以“学科为中心”“知识为本位”的特征，强调了中职教育应以“能力为本位”，以“就业为导向”。

在新时期、新背景下，我们组织相关专家、学者、一线教研员、教师，对中等职业教育公共基础课程英语教材建设与教学实践进行了全面、系统、深入的研究。在研究的基础上，我们本着适用性与实用性相结合、基础性与工具性兼顾、知识传授与素养教育并重、突出英语的文化载体特性、展现真实地道的英语等原则，紧扣中等职业教育英语课程大纲与教学实际，编写了本套实验教材。

## 二、教材主要特点

我们力求打造一套职教的英语教材、地道的英语教材、文化的英语教材。

**职教的英语教材：**本套教材面向中等职业学校的学生，教材的体系结构、语言难度、版式设计等方面均注意与中职阶段学生的生理与心理发展特点和需求相符合。教材的话题与内容紧贴中职学生的实际，从日常生活到职业场景，为学生提供了真实、生动、实用的语言素材。

**地道的教材：**本套教材的编写采用中外合作的模式，教材中的语言素材均来自培生教育出版集团的原版教材，部分内容由中方专家根据中职英语教学的实际进行本土化改编，最后中外方专家共同审核、修改，保证了教材中语言的真实性和地道性。

**文化的教材：**本教材不仅注重英语学习的工具性，也非常重视文化内容的渗透和思想品德教育。教材不仅介绍了英语国家的文化，也介绍了我国的民族文化，让学生通过英语学习形成开阔、包容的文化视野。此外，教材还开辟了专门的板块介绍职场文化与职业道德等内容，服务于学生的职业生涯和终身发展。

## 三、教材体系结构

本套教材总计两册，每册均包括学生用书、教师教学用书、练习册、视听光盘、PPT课件与试题库。以下主要介绍学生用书和教师用书的编排体系及特点。

### (一) 学生用书

学生用书每册均包含一个起始单元(Starter Unit)与八个主学习单元(Unit 1—Unit 8)，每单元包含如下板块：Vocabulary(词汇)、Communication(交际任务)、Language Focus(语法聚焦)、Language Skills(语言技能)、Unit Check(单元测试)、Song & Project(歌曲与实践项目)、Cultural Exchange(文化交流)及Words and Expressions(单词表)。学生用书每单元建议课时数为8课时，每册建议课时数为64—72课时。

- Vocabulary(词汇)：此部分主要介绍与单元主题相关的词汇以及词汇学习策略。然后，学生在



词汇学习的基础之上,进行专项发音练习,并就新学的词汇进行简单的小对话,以加深对单词的理解,为单词的正确运用奠定基础。

● **Communication (交际任务)**: 此部分主要围绕单元对话展开,设计目的是帮助学生在日常生活场景之下,顺利完成诸如问候、介绍、感谢、邀请、求助等交际任务,并能够将这些交际功能项目迁移到职场场景之下,为顺利完成职场交际任务做好语言上的准备。而走近职场(Get ready for the workplace)则为学生综合介绍与职场口语内容相关的职场礼仪、文化、职业道德等方面的内容,使学生的能力、素质得到提升,从而适应未来职场的要求。

● **Language Focus (语法聚焦)**: 本部分所有的语法点均通过短文、卡通、对话等情境来导入。学生接下来通过控制型、半控制型及开放型等不同层次的语法练习活动来一步步地实现对重要语言知识、练、用的递进。每单元的语法点基本都通过肯定句、否定句、疑问句等基本句型来呈现,便于学生各个击破,顺利进入下一单元的学习。

● **Language Skills (语言技能)**: 之前所学的语言将在本部分通过读、听、说、写等语言技能活动,以新鲜有趣的话题和内容综合呈现出来。其中听、说活动为选修内容,供学有余力的学生拓展、提高之用。对于阅读与写作活动,编者开辟了专门的小板块介绍基本的阅读与写作技巧及策略。针对学生相对较难掌握的写作活动,编者还设计了详细的写作步骤提示,将任务分解,难度降低,帮助学生逐渐提高写作水平。

● **Unit Check (单元测试)**: 单元测试包括词汇、交际任务和语法三部分内容。学生可以通过单元测试来检测自己本单元的学习情况,在完成单元测试之后,还可以通过单元小结来了解自己英语学习的进展。教师也可以通过这部分内容来了解学生英语学习的情况。

● **Song & Project (歌曲与实践项目)**: 奇数单元的最后为歌曲与实践项目两项内容。歌曲均配有歌词,目的是帮助学生创设英语学习的良好氛围,提高学习兴趣。实践项目要求学生完成广告设计、海报制作等综合实践活动。在这部分,学生可以更加自由、更富有创造性地综合运用本单元所学的语言知识。教师可根据教学实际对单元实践项目进行简化或细化。

● **Cultural Exchange (文化交流)**: 偶数单元的最后为文化交流板块。本部分主要通过对比展现中西文化的方方面面,使教材成为中西文化双向交流、互动的平台,扩展学生的文化视野,增强学生的文化自觉与文化自信。

● **Words and Expressions (单词表)**: 本部分将单元生词进行了综合提炼与整理,并按照《中等职业学校英语教学大纲》的要求,对“基本要求”与“较高要求”等词汇进行了标注,便于教师分层教学,学生分类掌握。

### 关于语法 (Grammar) 的说明

本套教材采用了Graphic Grammar,改变之前对语法规则抽象的解释与说明,将单词或句子的变化过程用生动有趣的卡通形象演示出来,句子中的主语和谓语成分用蓝色和红色两种不同的颜色进行标注,有助于学生对不同句型中主、谓语位置及关系的把握。

教材中还专门设计了卡通人物以及Grammar Tip(语法提示),提醒学生在语言应用过程中应注意的语法问题。

### 关于写作 (Writing) 的说明

本套教材的写作部分给出了详细的写作步骤:首先,写作的话题在之前的阅读、听力或口语活动中已有涉及,因此学生对于写作的话题已经较为熟悉;第二,每一单元的写作任务均配有写作技巧的专项

训练,如标点符号的用法、连词的使用、段落的设置等;第三,写作任务设置了research(研究)环节,留给学生时间和机会去不断丰富、完善自己的想法;第四,给出一系列引导性问题请学生回答,通过回答这些问题,学生逐步确定自己的写作范围;第五,鼓励学生首先进行初稿的写作,之后通过自我评价、同伴互评等多种方式对初稿进行修改,最终完成定稿的写作。

### 关于文化点滴(Cultural Tip)的说明

本套教材以英式英语为主要教学语言,但考虑到目前美式英语的应用也较为普及,因此在教材中设置了文化点滴板块,一方面提醒学生注意相关词汇及表达在英美不同语境下的区别,避免混淆;另一方面也提醒学生注意西方文化中的特定现象、习俗,甚至禁忌等,以提升学生跨文化交际的综合能力与素质。

### (二) 教师教学用书

教师教学用书是教师进行课堂教学的重要资源,是本套教材的重要组成部分。

在结构上,我们将学生用书与传统的教师教学用书进行了整体设计,使之合二为一,实现了学生用书与教师用书页面的一一对应,便于教师查阅与使用。

在内容上,教师教学用书以单元为单位,对每一单元的内容进行整体设计,具体内容以单元教学目标与要求和详细的教学步骤建议为主体。值得一提的是,教师教学用书为各环节的课堂教学提供了丰富的活动样例:如每一课时开篇均设计了形式多样的热身活动,帮助学生复习上节课所学内容,并承上启下导入本节课的主题;在学生用书内容的基础之上,增设了“备选活动”,供提前完成学习任务或学有余力的学生拓展与提高之用。此外,教师教学用书对本单元涉及的重要词汇、句型等均给出了详细的注释与讲解,对阅读与文化交流部分的阅读篇章给出了参考译文,对写作部分给出了参考作文。

总之,本套教材倾注了编写组全体中外编者的心血,力求做到脉络清晰、特点鲜明、易教易学,衷心希望这套全新的教材能够为教师的教学带来新的启发和实践,给学生的学习带来新的动力和提升。

鉴于时间仓促、编者水平有限,本书难免存在缺点和问题,恳请广大师生及英语教学研究人员批评指正,以便我们做进一步的修改与完善。

编者

2018年5月

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# Book 2

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Body parts	Present simple	
Ordinal numbers	Present continuous	
Months of the year	<i>Can</i>	
Festivals	<i>Like</i>	
Weather		
Pronunciation: /eə/ or /ɪə/; /θ/ or /ð/; /uə/ /e/ or /æ/; /ʌ/ or /ɔ/		
<b>Words and Expressions</b>		Page 9

Unit 1 School days				Page 10
<b>Vocabulary</b>	<b>Communication</b>	<b>Language Focus</b>	<b>Language Skills</b>	
School subjects	Excuses and apologies	Past simple <i>to be</i>	Reading: My twin school	
Pronunciation: /m/, /n/ or /ŋ/ /t/, /d/ or /ɪd/	I'm really sorry! Making apologies	– positive and negative – general questions and short answers	Listening: Days in Beijing	
		Past simple – regular verbs	Speaking: I enjoyed it very much!	
			Writing: A school event	
<b>Unit Check</b>				Page 18
<b>Song:</b> With a little help from my friends				Page 20
<b>Project:</b> A timeline of my school days				Page 21
<b>Words and Expressions</b>				Page 21

Unit 2 I had so much fun!				Page 22
<b>Vocabulary</b>	<b>Communication</b>	<b>Language Focus</b>	<b>Language Skills</b>	
Travel	Interview on winter vacation	Past simple	Reading: Face to face with a Rhino!	
Pronunciation: /p/ or /b/	I had so much fun! Booking an air ticket	– irregular verbs – negative	Listening: What an experience!	
		– general questions and short answers – <i>wh</i> -questions	Speaking: An unusual experience	
			Writing: A Wechat record of a journey	
<b>Unit Check</b>				Page 30
<b>Cultural Exchange:</b> Means of transportation				Page 32
<b>Words and Expressions</b>				Page 33



**Unit 3 How to be attractive****Page 34**

Vocabulary	Communication	Language Focus	Language Skills
Appearance Pronunciation: /ʒ/, /r/ or /dr/	Manners and characters You should have confidence in yourself! Giving advice	<i>Should</i> – positive and negative – general questions and <i>wh</i> -questions Comparative – short adjectives – long adjectives	Reading: How to be attractive! Listening: Can you help me? Speaking: What should I do? Writing: A letter to a friend
<b>Unit Check</b>			<b>Page 42</b>
<b>Song: Umbrella</b> <b>Project: Clothes for you</b>			<b>Page 44</b>
<b>Words and Expressions</b>			<b>Page 45</b>

**Unit 4 Are you ready to order?****Page 46**

Vocabulary	Communication	Language Focus	Language Skills
Food and drinks Pronunciation: /tʃ/ or /dʒ/	Menu Are you ready to order? Taking orders	Superlative – short adjectives – long adjectives	Reading: Holiday food around the world Listening: What are their favourite holidays? Speaking: My favourite food Writing: A letter of invitation
<b>Unit Check</b>			<b>Page 54</b>
<b>Cultural Exchange: Breakfast in the UK and China</b>			<b>Page 56</b>
<b>Words and Expressions</b>			<b>Page 57</b>

**Unit 5 At the cinema****Page 58**

Vocabulary	Communication	Language Focus	Language Skills
Film types Pronunciation: /h/ or /r/	Old films I can't stand it! Booking film tickets	Present perfect – positive – negative – general questions and short answers	Reading: My favourite writer Listening: Choosing DVDs Speaking: Talking about a book/film Writing: A book/film review
<b>Unit Check</b>			<b>Page 66</b>
<b>Song: Have you ever ...?</b> <b>Project: My favourite film</b>			<b>Page 68</b>
<b>Words and Expressions</b>			<b>Page 69</b>

**Unit 6 For better health****Page 70**

Vocabulary	Communication	Language Focus	Language Skills
Illnesses Pronunciation: /f/ or /v/	You must ... Seeing a doctor Offering help	<i>Must</i> – positive and negative <i>Have to</i> – positive and negative <i>Mustn't</i> and <i>don't have to</i>	Reading: Wanda's water works Listening: My friend was hurt badly! Speaking: A newspaper interview Writing: Asking for sick leave
<b>Unit Check</b>			<b>Page 78</b>
<b>Cultural Exchange:</b> Traditional Chinese medicine and modern Western medicine			<b>Page 80</b>
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**Unit 7 To help the environment****Page 82**

Vocabulary	Communication	Language Focus	Language Skills
Containers and materials Pronunciation: /a:/ or /ʌ/ /k/ or /g/	A quiz Plastic can be recycled, too! Seeking and offering information	Present passive – positive and negative – general questions and <i>wh</i> -questions Past passive – positive – general questions and <i>wh</i> -questions	Reading: Some things you didn't know you can recycle! Listening: Jelly shoes Speaking: Family recycle list Writing: Helping improve the school environment
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<b>Song:</b> Heal the World			<b>Page 92</b>
<b>Project:</b> To help the environment			<b>Page 93</b>
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**Unit 8 A brighter future****Page 94**

Vocabulary	Communication	Language Focus	Language Skills
Technology Pronunciation: /w/, /l/ or /j/	To go online Shopping online Expressing agreement and disagreement	<i>Will</i> – positive and negative – general questions and short answers – <i>wh</i> -questions <i>Will</i> and <i>might</i>	Reading: Five inventions that will change your life! Listening: A book about the future Speaking: What will the future be like? Writing: My future
<b>Unit Check</b>			<b>Page 102</b>
<b>Cultural Exchange:</b> Linking the World			<b>Page 104</b>
<b>Words and Expressions</b>			<b>Page 105</b>

**Vocabulary List****Page 106**

# Starter

## 单元教学目标与要求

话题 Topic	复习身体部位名称 (body parts)、序数词 (ordinal numbers)、月份 (months of the year)、节日 (festivals)、天气 (weather)
词汇与常见表达 Words and Expressions	<ol style="list-style-type: none"><li>1. 掌握单元词表中的“基本要求”词汇 (无标记词汇) 详见单元词表 (Words and Expressions)</li><li>2. 能够正确使用下列常用表达 When is your birthday? Which months are spring/summer/autumn/winter? What's your favourite festival? My favourite festival is ... Why do you like it? Because I can ... What's the weather like in ... It's ...</li></ol>
语音 Pronunciation	能够区分 /eə/ 与 /ɪə/, /θ/ 与 /ð/, /e/ 与 /æ/, /ʌ/ 与 /ɒ/ 的不同发音 掌握 /uə/ 的发音
语言聚焦 Language Focus	<ol style="list-style-type: none"><li>1. 掌握一般现在时和现在进行时的区别</li><li>2. 能够根据语境正确运用一般现在时和现在进行时</li><li>3. 掌握情态动词 can 的用法</li><li>4. 掌握实意动词 like 的用法</li></ol>



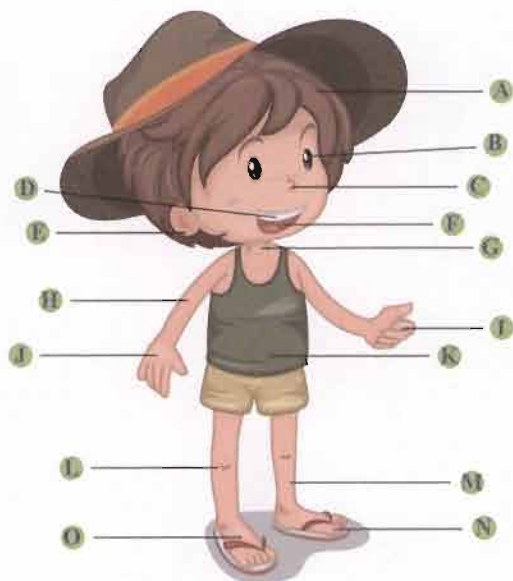
# Starter

## Part 1 Vocabulary



### I. Body parts

1. 🎧 Match the words with the letters. Listen, check and repeat.



arm  
ear  
eye  
finger  
foot  
hair  
hand  
knee  
leg  
mouth  
neck  
nose  
stomach  
toe  
tooth

2. 🎧 Listen and repeat.

/eə/ or /ɪə/

(1) hair	pair	there	share	wear
(2) ear	here	near	dear	clear

#### Grammar Tip

有些名词的复数形式是不规则的，如：

*tooth* → *teeth*

*foot* → *feet*

3. In pairs, A, name body parts; B, point at the parts in the picture in exercise 1. Don't forget to cover the words!



## 第一部分 词汇

本单元的词汇部分主要对身体部位名称、序数词、月份、节日、天气等词汇进行复习，为学生新学期的英语学习奠定基础。

### 1. 身体部位名称

#### 热身

- 教师伸出一只手问学生: What is this? 学生回答: It's a hand. 教师接下来可以指身体其他部位, 与学生一起回顾身体部位的英语单词, 为接下来的学习做准备。

#### 活动 1

- 请学生看教材上的图片, 做连线练习。
- 教师请部分学生说出字母 A~O 所指示的身体部位的英语单词, 其他学生核对答案。
- 教师请学生听录音, 跟读单词。

#### 参考答案

A: hair      B: eye      C: nose      D: tooth      E: ear      F: mouth      G: neck      H: arm  
I: finger      J: hand      K: stomach      L: knee      M: leg      N: toe      O: foot

◇ 有些名词的复数形式是不规则的, 如: tooth → teeth, foot → feet。画线部分的读音也会发生相应的变化, 由 /u:/, /ʊ/ 变成 /i:/。

#### 活动 2

- 教师根据学生的实际情况, 确定播放录音的次数, 便于学生掌握正确的发音。
- 教师带领学生大声朗读单词, 然后分组朗读。

#### 活动 3

- 教师首先邀请一名学生演示如何做这个小游戏: 教师给出指令, 如 Touch your ear, 学生根据指令指自己的耳朵。
- 教师请学生两人一组开展游戏。教师要注意观察、记录活动中出现的问题。

#### 备选活动

- 教师将全班分成若干组, 每组选派代表参与游戏。一人发指令, 能够迅速指对所有部位的学生获得该轮比赛的胜利。

## II. Ordinal numbers

1. Listen and repeat the ordinal numbers.

<b>1st</b> first	<b>2nd</b> second	<b>3rd</b> third
<b>4th</b> fourth	<b>5th</b> fifth	<b>6th</b> sixth
<b>7th</b> seventh	<b>8th</b> eighth	<b>9th</b> ninth
<b>10th</b> tenth	<b>11th</b> eleventh	<b>12th</b> twelfth
<b>13th</b> thirteenth	<b>14th</b> fourteenth	<b>15th</b> fifteenth
<b>16th</b> sixteenth	<b>17th</b> seventeenth	<b>18th</b> eighteenth
<b>19th</b> nineteenth	<b>20th</b> twentieth	<b>21st</b> twenty-first

2. Match the words with the numbers. Listen and check your answers.

twentieth	13th
seventeenth	15th
thirteenth	17th
third	9th
twenty-second	20th
ninth	22nd
fifteenth	3rd
twelfth	12th

3. Listen and repeat.

/θ/ or /ð/

(1) third    think    thirteen    third    through  
 (2) them    this    that    third    through

4. In pairs, A, say cardinal numbers; B, say the ordinal numbers.

one

first

twenty-one

twenty-first



## II. 序数词

## 活动 1

- 教师在黑板上写出 1~21 的阿拉伯数字, 请学生写出这些数字的英语基数词, 并试着读出来。
- 教师在基数词旁边写出对应的序数词, 请学生尝试读出序数词。
- 请学生听录音, 跟读序数词, 随后全班一起朗读。
- 教师请学生四人一组, 学习序数词的正确拼写及发音, 并总结由基数词到序数词的变化规则。
- 各组学生尝试说出由基数词到序数词的变化规则, 教师进行补充和指正, 并提醒学生做好笔记。

◇ 大多数基数词可在词尾加 -th 构成序数词; 部分以 -y 结尾的基数词去掉 y, 加 -ieth 构成序数词, 如: twenty → twentieth; 两位数的基数词只要把个位变成序数词即可。但有些基数词变为序数词时几乎无规律可循, 如: one → first, two → second, three → third。

## 活动 2

- 学生朗读方框中的序数词, 教师检查学生的发音情况, 纠正学生的错误。教师播放录音, 学生跟读。
- 学生听录音, 独立完成连线练习。
- 教师带领学生核对答案。

## 参考答案

twentieth → 20th	seventeenth → 17th	thirteenth → 13th	third → 3rd
twenty-second → 22nd	ninth → 9th	fifteenth → 15th	twelfth → 12th

## 活动 3

- 请学生听录音, 跟读单词。教师提醒学生注意 th 字母组合在不同单词中的正确发音。
- 教师请学生朗读单词, 纠正学生的发音错误。

## 活动 4

- 教师随机说出一个基数词 (或序数词), 请学生说出对应的序数词 (或基数词)。
- 学生两人一组完成练习。

## 备选活动

- 完成活动 4 之后, 可以请学生四人一组, 依次说序数词, 如: 第一个学生说 eleventh, 第二个学生说 twelfth, 第三个说 thirteenth, 第四个说 fourteenth, 以此类推。

### III. Months of the year

1. 🎧 Put the months in order. Then listen, check and repeat.

September	June	March
May	February	July
August	December	November
January	October	April



(1) <i>January</i>	(2)	(3)
(4)	(5)	(6)
(7)	(8)	(9)
(10)	(11)	(12)

2. 🎧 Listen and repeat.

/uə/

January    February    poor    tour

3. In pairs, ask and answer the following questions.

- (1) Which month is it now?
- (2) When is your birthday?
- (3) Which month is your favourite?
- (4) Which months are summer in your hometown?
- (5) Which months are winter?

#### Grammar Tip

介词 in 常用在年、月、季节等之前，如：in 2016, in January, in summer 等；介词 on 则多用在星期及某一天之前，如：on Monday, on July 1st, on Christmas Eve 等。

4. In pairs, choose a month and write important events such as tests, homework, birthdays, etc on the calendar. Then share the information.

May the fourteenth is my birthday.



We will have an English test on the twenty-second of May.



## III. 月份

## 活动 1

- 教师提问: How many months are there in a year? What are they? 鼓励学生说出各月份的英语单词, 了解学生对单词的掌握情况。
- 请学生完成练习, 将各月份的英语单词按顺序填入表格。
- 请学生听录音, 核对答案, 然后跟读单词。
- 请学生四人一组, 教师说出月份的单词, 各小组抢答是哪个月份并拼读该单词。

## 参考答案

- |               |               |              |
|---------------|---------------|--------------|
| (2) February  | (3) March     | (4) April    |
| (5) May       | (6) June      | (7) July     |
| (8) August    | (9) September | (10) October |
| (11) November | (12) December |              |

## 活动 2

- 请学生听录音, 跟读单词, 教师提醒学生注意画线部分的字母组合在单词中的正确发音。
- 教师请学生朗读单词, 纠正学生的发音错误。

## 活动 3

- 教师提问, 引导并帮助学生根据实际情况作答。
- 请学生两人一组, 互相问答。
- 教师总结介词 in 和 on 与表达年、月、星期等的单词连用时的用法, 提醒学生做好笔记。

- ◇ 介词 in 常用在年、月、季节等之前, 如: in 2016, in January, in summer; 介词 on 则多用在星期及某一天之前, 如: on Monday, on July 1st, on Christmas Eve; 表示具体的某一天要用介词 on, 如: on February 15th, 2017。

## 活动 4

- 请学生两人一组, 选择一个月份, 鼓励学生用英语说出这个月有哪些重要的日子或节日。

## 备选活动

- 完成活动 4 之后, 教师可以在黑板上写出中外重要节日的日期, 鼓励学生用英语说出来。随后, 教师询问这些日期对应哪些节日, 教师将这些节日的单词及词组写在黑板上, 为下一个主题“节日”做好热身。

#### IV. Festivals

1. 🎧 Match the festivals with the pictures. Listen, check and repeat.

Christmas  
Halloween  
the National Day Holiday  
Thanksgiving

the Dragon Boat Festival  
the Mid-Autumn Festival  
the Spring Festival  
the Tomb-Sweeping Day



2. 🎧 Listen and repeat.

/e/ or /æ/

(1) festival	neck	leg	second	best
(2) apple	dragon	national	Thanksgiving	Halloween

3. Complete the sentences with the festivals in exercise 1.

- (1) We eat mooncakes on \_\_\_\_\_.
- (2) We watch dragon boat races on \_\_\_\_\_.
- (3) People often have turkey on \_\_\_\_\_.
- (4) We remember our dead family members on \_\_\_\_\_.
- (5) Children go from house to house asking for sweets on \_\_\_\_\_.

4. In pairs, ask and answer about your favourite festival and why.

A: *What's your favourite festival?*

B: *My favourite festival is ...*

A: *Why do you like it?*

B: *Because I can ...*

stay at home  
get together with family  
have delicious food  
go travelling with family or friends

## IV. 节日

## 活动 1

- 教师用课件展示教材中八个节日的图片，引导学生说出图中的节日和不同节日人们的庆祝活动。
- 学生独立完成练习。
- 请学生听录音，核对答案并跟读。

## 参考答案

A: the Dragon Boat Festival

B: Halloween

C: Thanksgiving

D: the Tomb-Sweeping Day

E: the Spring Festival

F: Christmas

G: the National Day Holiday

H: the Mid-Autumn Festival

## 活动 2

- 请学生听录音并跟读，教师提醒学生注意画线部分字母在单词中的正确发音。
- 教师请学生朗读单词，纠正学生的发音错误。

## 活动 3

- 请学生根据提示用活动 1 中涉及的节日补全句子。
- 教师带领学生核对答案。

## 参考答案

(1) the Mid-Autumn Festival

(2) the Dragon Boat Festival

(3) Thanksgiving

(4) the Tomb-Sweeping Day

(5) Halloween

## 活动 4

- 教师邀请一名学生做对话示范，展示如何介绍自己喜欢的节日及理由。
- 请学生两人一组，用所给句型练习对话。
- 教师请学生两人一组表演对话，可将学生喜欢的节日及理由罗列在黑板上，并做适当补充。

## 备选活动

- 请学生向全班介绍自己最喜欢的节日，并说出理由以及如何庆祝该节日。
- 教师鼓励学生课后借助网络资源探究中外节日的由来和不同节日的庆祝方式。



V. Weather

1. 🎧 Match the words with the pictures. Listen, check and repeat.

cold  
freezing  
hot  
warm

cloudy  
foggy  
rainy  
snowy  
sunny  
windy

2. 🎧 Listen and repeat.

/s/ or /d/

(1) sunny	summer	stomach	club	run
(2) foggy	hot	stop	soft	not

3. In pairs, ask and answer the pictures in exercise 1.

A: *What's the weather like in picture A?*

B: *It's hot.*

4. Talk about the weather in different seasons.

A: *What's the weather like in spring/summer/autumn/winter?*

B: *It's usually ..., but sometimes it is ...*



## V. 天气

## 活动 1

- 教师提问: What's the weather like today? 通过学生的回答引出描述天气的英语词汇。
- 教师展示教材中的图片, 请学生独立完成练习。
- 学生听录音, 核对答案并跟读。

## 参考答案

A: hot	B: warm	C: cold	D: freezing
E: rainy	F: sunny	G: snowy	H: foggy
I: windy	J: cloudy		

## 活动 2

- 请学生听录音并跟读, 教师提醒学生注意画线部分字母在单词中的正确发音。
- 教师请学生朗读单词, 纠正学生的发音错误。

## 活动 3

- 请学生两人一组, 根据所给句型描述活动 1 中的天气。
- 教师请学生表演对话, 并予以点评。

## 活动 4

- 教师提问: What's the weather like in spring/summer/autumn/winter? 引导学生说出各季节的典型天气。
- 请学生两人一组, 借助所给句型和所学单词练习对话。
- 教师请学生表演对话, 并予以点评。

## 备选活动

- 教师利用课件展示反映未来一周天气情况的图片, 请学生根据图片说出对应的英语单词。
- 教师提问: What will the weather be like on Friday / tomorrow / in three days? 请学生用所学句型和词汇回答问题。
- 请学生两人一组, 对未来一周的天气进行问答。
- 教师请学生表演对话, 并予以点评。

## Part 2 Language Focus

### 1. Present simple and present continuous



#### 1. Read the texts and answer the questions.

In the week, Ellie gets up at eight o'clock. She has breakfast and walks to school. She wears the school uniform. School starts at nine and finishes at four. In the evening, she watches TV.



But today is different. It's Saturday, and she is playing football. She is wearing a blue T-shirt and white shorts and she is playing for the school's team. She is very happy because her team is winning.



- (1) When does Ellie get up?
- (2) Does she wear the school uniform in the week?
- (3) What does she do in the evening?
- (4) What is she doing today?
- (5) What is she wearing today?
- (6) Who is winning?

#### 2. Complete the sentences with the correct forms of the verbs.

- (1) We go (go) for a walk after supper every day.
- (2) They swim (swim) in the swimming pool now.
- (3) Joe usually plays (play) football with his classmates in the afternoon.
- (4) May has (have) lunch with her mum at the moment.
- (5) Ellie usually goes (go) shopping on Saturday afternoons.
- (6) – What is Joe doing (do) now?  
– He is looking for (look for) his English dictionary.

## 第二部分 语言聚焦

在这一部分, 学生将重点复习一般现在时和现在进行时这两个时态在不同语境中的运用, 以及情态动词 can 和实意动词 like 的用法。

### 热身

- 教师用一般现在时介绍自己的日常活动, 如起床、吃早饭、上班、下班等, 并将相关词汇写在黑板上。
- 教师分别对这些活动进行提问, 如: When do I usually get up? 请学生回答。
- 请学生用一般现在时简单介绍自己的日常活动。
- 教师边做动作边用现在进行时表述自己的动作, 并将相关词汇写在黑板上。
- 教师边做动作边提问, 如: What am I doing? 请学生回答。
- 请学生两人一组, 一人做动作并提问: What am I doing? 另一人回答。

### 1. 一般现在时和现在进行时

- 请学生观察图片, 阅读图片下方的例句, 尝试说说两个例句的时态有何不同。
- 教师讲解一般现在时与现在进行时的区别。在讲解过程中, 教师要引导学生理解两个时态的不同含义及用法。

### 活动 1

- 教师带领学生阅读前三个问题, 理解其含义。
- 请学生带着问题阅读第一篇短文, 并给出答案。
- 教师带领学生阅读后三个问题, 理解其含义。
- 请学生带着问题阅读第二篇短文, 并给出答案。
- 教师引导学生尝试总结为什么第一篇短文采用一般现在时, 而第二篇短文多采用现在进行时, 请学生结合上下文, 分析两种时态的不同用法。

#### 参考答案

- |   |                              |
|---|------------------------------|
| (1) Ellie gets up at eight o'clock.                 | (2) Yes, she does.           |
| (3) She watches TV in the evening.                  | (4) She is playing football. |
| (5) She is wearing a blue T-shirt and white shorts. | (6) Ellie's team is winning. |

### 活动 2

- 教师引导学生先阅读所给句子, 注意句中的时间副词及副词短语, 提醒学生根据上下文选择正确的时态。

#### 参考答案

- (2) are swimming      (3) plays      (4) is having      (5) goes      (6) is doing; is looking for



3. Ask and answer questions according to the pictures. Use the present continuous.



A: *What are they doing?*

B: *They are playing volleyball.*

4. Circle the correct forms of the verbs in the following text.



It's Saturday morning. My mum are/is drinking tea and I am/is having breakfast. My sister Ellie is/are looking for her bag.

Ellie is/are ready now. We is/are all waiting for Dad. What is/are he doing? He is/are looking for the car key. He is/are running into all the rooms and he is/are shouting.

We is/are laughing. The key is on the kitchen table!

5. Complete the telephone conversation. Use the correct forms of the words.

Ellie: Mark! What <sup>(1)</sup> are you doing (you / do) at the moment?

Mark: I <sup>(2)</sup> \_\_\_\_\_ (look for) my bag.

Ellie: What? You <sup>(3)</sup> \_\_\_\_\_ (look for) your bag and I <sup>(4)</sup> \_\_\_\_\_ (stand) in the rain!

Mark: I know. Sorry, Ellie.

Ellie: <sup>(5)</sup> \_\_\_\_\_ you <sup>(6)</sup> \_\_\_\_\_ (come) to the shop today?

Mark: Yes, but I <sup>(7)</sup> \_\_\_\_\_ (wait) for dad. He <sup>(8)</sup> \_\_\_\_\_ (look for) his keys.

6. Write three things you do every day and three things you are doing now.

*I always get up at 6:30 in the morning.  
I'm writing in English.*

### 活动3

- 教师邀请一名学生做问答示范。
- 请学生两人一组，根据图片用现在进行时做问答练习。
- 教师请学生表演对话，并予以点评。

#### 参考答案

- |                       |                              |
|-----------------------|------------------------------|
| A: What is she doing? | B: She is running.           |
| A: What is she doing? | B: She is playing the piano. |
| A: What is he doing?  | B: He is swimming.           |

### 活动4

- 教师请学生浏览短文，提醒学生注意上下文语境，尤其是文中的时间状语。
- 学生独立选出be动词的正确形式。
- 教师带领学生核对答案。

#### 参考答案

am      is      is      are      is      is      is      is      are

### 活动5

- 教师请学生浏览对话，提醒学生根据对话的语境选择正确的时态。
- 学生用所给动词的正确形式填空。
- 教师带领学生核对答案。

#### 参考答案

- |                    |                     |                    |
|--------------------|---------------------|--------------------|
| (2) am looking for | (3) are looking for | (4) am standing    |
| (5) Are; coming    | (6) am waiting      | (7) is looking for |

### 活动6

- 教师在黑板上写出自己每天做的三件事和此时正在做的三件事。
- 学生仿照例句在纸上写出自己每天和现在正在做的三件事。
- 请学生两人一组，相互检查并改正错误。
- 教师请学生与全班分享自己每天和现在正在做的事，对学生的错误表述进行纠正。

## II. Can

Write sentences, using *can* or *can't*.

	cook	dance	play the guitar
Mark	✓	✓	×
Ellie	×	✓	✓
Joe	✓	✓	✓

- (1) Mark can cook and \_\_\_\_\_, but he can't \_\_\_\_\_.
- (2) Ellie \_\_\_\_\_ and \_\_\_\_\_, but she \_\_\_\_\_.
- (3) Joe \_\_\_\_\_ and \_\_\_\_\_, and he \_\_\_\_\_ also \_\_\_\_\_.

## III. Like

1. What do they like doing? Write sentences.

	likes	doesn't like
Mark	listen to music / play football	play volleyball / cook
Ellie	play the guitar / chat online	play tennis / paint
Joe	swim / sing	cook / dance

Mark likes listening to music and \_\_\_\_\_. He doesn't like \_\_\_\_\_ or \_\_\_\_\_.

2. In pairs, ask and answer the following questions.

### QUESTIONNAIRE

	Yes	No
(1) Can you cook?	<input type="checkbox"/>	<input type="checkbox"/>
(2) Can you play the guitar?	<input type="checkbox"/>	<input type="checkbox"/>
(3) Do you like listening to music?	<input type="checkbox"/>	<input type="checkbox"/>
(4) Do you like playing football?	<input type="checkbox"/>	<input type="checkbox"/>
(5) Do you like dancing?	<input type="checkbox"/>	<input type="checkbox"/>
(6) Do you like chatting online?	<input type="checkbox"/>	<input type="checkbox"/>
(7) Do you like travelling?	<input type="checkbox"/>	<input type="checkbox"/>
(8) Do you like swimming?	<input type="checkbox"/>	<input type="checkbox"/>

3. Tell the class about your friends.

Joe likes singing. He can sing English songs.



## II. 情态动词 can 的用法

- 教师首先带领学生回顾 can 作为情态动词的含义和用法，特别是 can 的否定和缩略形式。
- 请学生根据表格补全句子。
- 教师带领学生核对答案。

### 参考答案

- (1) dance; play the guitar  
 (2) can dance; play the guitar; can't cook  
 (3) can cook; dance; can; play the guitar

### 备选活动

- 教师可引导学生结合实际运用 can 和 can't 介绍自己的才艺，进一步巩固对情态动词 can 的理解和运用。

## III. 实意动词 like 的用法

### 活动 1

- 教师带领学生回顾实意动词 like 在肯定句和否定句中的用法，尤其是 like 的第三人称单数的肯定和否定形式，提醒学生注意 like 后常接动名词。
- 请学生根据表格完成练习。
- 教师带领学生核对答案。

### 参考答案

Mark likes listening to music and playing football. He doesn't like playing volleyball or cooking.  
 Ellie likes playing the guitar and chatting online. She doesn't like playing tennis or painting.  
 Joe likes swimming and singing. He doesn't like cooking or dancing.

### 活动 2

- 请学生根据自己的实际情况完成问卷。
- 请学生两人一组就问卷中的问题互相问答。

### 活动 3

- 教师用 like 和 can 介绍自己好朋友的喜好，给学生做活动示范。
- 请学生结合例句，谈论自己好朋友的喜好。
- 教师请学生简单介绍自己好朋友的喜好，并予以点评。

## Words and Expressions

△ body /'bɒdi/ *n.* 身体; 团体

arm /ɑ:m/ *n.* 手臂; 上肢

ear /ɪə/ *n.* 耳朵

eye /aɪ/ *n.* 眼睛

finger /'fɪŋgə/ *n.* (大拇指以外的) 手指

\*knee /ni:/ *n.* 膝盖; 膝关节

leg /leg/ *n.* 腿

mouth /maʊθ/ *n.* 口; 嘴

neck /nek/ *n.* 颈; 脖子

nose /nəʊz/ *n.* 鼻子

stomach /'stʌmək/ *n.* 胃; 腹部

\*toe /təʊ/ *n.* 脚趾; 足尖部

tooth /tu:θ/ *n.* 牙; 牙齿

third /θɜ:d/ *adj.* 第三(个)的

fifth /fɪfθ/ *adj.* 第五(个)的

ninth /naɪnθ/ *adj.* 第九(个)的

twelfth /twelfθ/ *adj.* 第十二(个)的

twentieth /'twentiəθ/ *adj.* 第二十(个)的

January /'dʒænjuəri/ *n.* 一月

February /'februəri/ *n.* 二月

March /mɑ:tʃ/ *n.* 三月

April /'eɪprəl/ *n.* 四月

May /meɪ/ *n.* 五月

June /dʒu:n/ *n.* 六月

July /dʒu:'laɪ/ *n.* 七月

August /'ɔ:gəst/ *n.* 八月

September /sep'tembə/ *n.* 九月

October /'ɒk'təʊbə/ *n.* 十月

November /nəʊ'vembə/ *n.* 十一月

December /di'sembə/ *n.* 十二月

summer /'sʌmə/ *n.* 夏天; 夏季

hometown /,həʊm'taʊn/ *n.* 家乡; 故乡

winter /'wɪntə/ *n.* 冬天; 冬季

event /ɪ'vent/ *n.* 事件; 活动

\*calendar /'kæləndə/ *n.* 日历; 挂历

Christmas /'krɪsməs/ *n.* 圣诞节(期间)

△ dragon /'dræɡən/ *n.* 龙

boat /bəʊt/ *n.* 小船; 小艇

△ Halloween /,hæləʊ'i:n/ *n.* 万圣节前夕

△ mid-/mɪd/ *prefix.* 中间; 当中

autumn /'ɔ:təm/ *n.* 秋天; 秋季

spring /sprɪŋ/ *n.* 春天; 春季

△ tomb /tu:m/ *n.* 坟墓

sweep /swi:p/ *v.* 扫; 清扫

△ mooncake /'mu:nkeɪk/ *n.* 月饼

race /reɪs/ *n.* 竞赛; 赛跑 *v.* (和……) 比赛

△ turkey /'tɜ:ki/ *n.* 火鸡

remember /rɪ'membə/ *v.* 缅怀; 记得

dead /ded/ *adj.* 死的; 去世的

sweet /swi:t/ *n.* 糖果 *adj.* 甜的

weather /'weðə/ *n.* 天气; 气象

cold /kəʊld/ *adj.* 冷的; 寒冷的 *n.* 感冒

\*freeze /fri:z/ *v.* (使) 结冰; 冷冻

\*freezing /'fri:zɪŋ/ *adj. & adv.* 极冷的(地)

warm /wɔ:m/ *adj.* 暖和的; 温暖的 *v.* (使) 暖和

cloudy /'klaʊdi/ *adj.* 多云的; 阴天的

fog /fɒɡ/ *n.* 雾

foggy /'fɒɡi/ *adj.* 有雾的

rainy /'reɪni/ *adj.* 多雨的

snowy /'snəʊi/ *adj.* 多雪的; 积雪的

sunny /'sʌni/ *adj.* 阳光充足的

windy /'wɪndi/ *adj.* 风大的; 多风的

season /'si:zn/ *n.* 季节

volleyball /'vɒlibɔ:l/ *n.* 排球(运动)

tea /ti:/ *n.* 茶; 茶叶

shout /ʃaʊt/ *v.* 大声说; 喊叫 *n.* 喊叫(声)

online /'ɒnlaɪn/ *adj.* 在线的; 联网的

△ Thanksgiving /,θæŋks'gɪvɪŋ/ *n.* 感恩节

△ the Dragon Boat Festival 端午节

△ the Mid-Autumn Festival 中秋节

△ the National Day Holiday 国庆节

△ the Spring Festival 春节

△ the Tomb-Sweeping Day 清明节

# Unit 1 School days

## 单元教学目标与要求

话题 Topic	校园生活 (School days)
词汇与常见表达 Words and Expressions	<ol style="list-style-type: none"> <li>掌握单元词表中的“基本要求”词汇 (无标记词汇) 详见单元词表 (Words and Expressions)</li> <li>能够正确使用下列常用表达 I'm (really) sorry ... I'm afraid ... I hope not. Do you mind ...? That's no excuse. What happened to ...? That's OK / all right. It doesn't matter. Never mind. Don't worry. Don't be silly. Forget about it.</li> </ol>
语音 Pronunciation	<ol style="list-style-type: none"> <li>能够区分 /m/, /n/ 和 /ŋ/ 的不同发音</li> <li>能够区分 /t/, /d/ 和 /ɪd/ 的不同发音</li> </ol>
交际任务 Communication	<ol style="list-style-type: none"> <li>能够在生活场景中表达歉意或遗憾, 并做出合理解释 I'm (really) sorry ... I'm afraid ... I hope not. Do you mind ...? That's no excuse. What happened to ...?</li> <li>能够在职业场景中表达歉意或遗憾, 并对对方的歉意表示理解和安慰 I'm (really) sorry ... I apologize. It's all my fault. I'll try to make it up. That's OK / all right. It doesn't matter. Never mind. Don't worry. Don't be silly. Forget about it.</li> </ol>
语法聚焦 Language Focus	<ol style="list-style-type: none"> <li>掌握一般过去时态下 be 动词的肯定和否定形式</li> <li>掌握一般过去时态下 be 动词的一般疑问句形式及其简短回答</li> <li>掌握规则动词过去式的变化规律</li> </ol>
语言技能 Language Skills	<ol style="list-style-type: none"> <li>能够通过阅读篇章, 了解埃莉在北京参观兄弟学校的相关信息</li> <li>(选修) 能够通过听力, 进一步了解埃莉北京之行的具体活动</li> <li>(选修) 能够在阅读与听力的基础之上, 就自己参加过的某项学校活动 (出游、运动会等) 进行简短对话</li> <li>能够写一封电子邮件, 简单介绍自己参加过的某项学校活动</li> </ol>
学习策略 Learning Strategies	<ol style="list-style-type: none"> <li>词汇学习策略: 养成用英语作记录或标注的习惯, 如用英语标注课程表</li> <li>阅读策略: 利用段落的时间、空间、过程等不同的展开方式来捕捉主题句和关键信息</li> </ol>
文化点滴 Cultural Tip	了解在英语中表示歉意或遗憾常用 "I'm sorry ..." 或 "I'm afraid ..." 开头, 引出后面抱歉或遗憾的具体内容



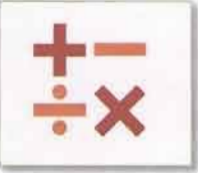









# Unit 1 School days

## Part 1 Vocabulary

### School subjects

1. Match the words with the pictures. Listen, check and repeat.

art chemistry Chinese English history IT maths music PE physics	A		B		C		D	
	E		F		G		H	
	I		J		<b>Learning Tip</b> Write it in English! Write your timetable in English.			

2. Listen and repeat.

/m/, /n/ or /ŋ/

(1) <u>m</u> aths	<u>m</u> usic	<u>m</u> outh	<u>ch</u> emistry	<u>st</u> omach
(2) <u>n</u> ot	<u>n</u> eck	<u>n</u> ose	<u>Ch</u> inese	<u>r</u> ainy
(3) <u>En</u> glish	<u>th</u> ink	<u>f</u> inger	<u>sp</u> ring	<u>Th</u> anksgiving

3. In pairs, ask and answer about the pictures in exercise 1.

A: *What's Picture A?*

B: *PE. What's Picture B?*

4. In pairs, talk about your timetable.

A: *What lessons do you have on Monday afternoon?*

B: *English and history.*

## 第一部分 词汇——学校科目

在本部分，学生们将学习各个科目的英文表达。

### 活动1

- 每单元伊始都会有这样一个词汇练习。此部分的教学建议采用如下三种方法：
  1. 利用图片、实物或模仿等方式教授这些词汇；
  2. 请学生将单词遮住，利用图片互相教授生词；
  3. 如果有些词汇学生已经较为熟悉，教师可先引出这些词汇，如 Chinese, IT 等，然后着重教授其他生词。
- 请学生听录音，然后两人一组，互相核对答案。
- 教师再次播放录音，全班核对答案。

### 参考答案

A: PE	B: Chinese	C: maths	D: English	E: art
F: chemistry	G: IT	H: history	I: physics	J: music

### 学习小贴士

- ◇ 教师带领学生们阅读“学习小贴士”的内容，解释其具体含义：多用英语作记录和标注，如用英语标注课程表等。
- ◇ 请学生根据实际情况制作英文版课程表。
- ◇ 教师展示学生制作的课程表，并予以点评。

### 活动2

- 教师根据学生的实际情况，确定播放录音的次数，便于学生掌握正确的发音。
- 请学生练习语音小对话。
 

A: *What lessons do you have on Monday morning?*  
B: *English and Chinese.*

### 活动3

- 教师首先邀请一名学生做对话示范。
- 请学生两人一组做问答练习。教师要注意观察、记录对话中出现的问题，及时给予帮助和指导。

### 活动4

- 完成活动3之后，教师带领学生根据本班的课程表继续做问答练习。
- 教师可补充相关科目的词汇，帮助学生扩大词汇量。

## Part 2 Communication

## I. Lead-in: Excuses and apologies

🔊 Match the excuses with the pictures. Listen, check and repeat.

Where's your homework?



- (1) I'm sorry. I dropped my homework in water.
- (2) I'm sorry. My computer crashed yesterday.
- (3) I'm sorry. The dog played with my homework and it was too late to save it.
- (4) I'm sorry. I didn't bring my bag.



## II. Conversation: I'm really sorry!

1. 🎧 Listen and read.

Mark was late for class again and his teacher is having a talk with him.

Mark: I'm sorry I was late for class today.

Teacher: This is the third time that you've been late this month.

Mark: I'm really sorry.

Teacher: Do you mind telling me why? Was there something wrong?

Mark: There was a lot of traffic in the morning.

Teacher: That's no excuse.

Mark: You're right, sir. I won't be late again.

Teacher: I hope not. By the way, where's your homework?

Mark: Er ... I'm afraid I didn't bring my homework today.

Teacher: Why? What happened to it?

Mark: I'm really sorry. My computer crashed last night.

Teacher: Mark! ...

## Expressions

Do you mind ...?

That's no excuse.

I hope not.

I'm afraid ...

What happened to ...?

## Cultural Tip

在英语中，表示歉意或遗憾常用“*I'm sorry ...*”或“*I'm afraid ...*”开头，引出后面抱歉或遗憾的具体内容。



## 第二部分 交际任务

在本部分，学生们将学习不同场合下的道歉用语，以及如何对自己的行为做出解释。

### I. 导入：道歉与解释

- 教师首先带领学生观察图片，根据图片选择句子。
- 请学生听录音，然后两人一组互相核对答案。
- 教师再次播放录音，全班核对答案。
- 请学生两人一组，根据图片做问答练习，提醒学生注意语气。

#### 听力原文

A: I'm sorry. My computer crashed yesterday.

B: I'm sorry. I didn't bring my bag.

C: I'm sorry. The dog played with my homework and it was too late to save it.

D: I'm sorry. I dropped my homework in water.

### 备选活动

- 教师可给学生分配不同的角色和任务，如迟到的学生对教师表达歉意，并解释自己迟到的原因等，让学生完成角色扮演。

### II. 对话：我真的很抱歉！

每单元的对话都包含了该单元的交际任务及一些重要表达，同时也为下一部分语法知识的学习创设了情境。在本部分，马克因为再次迟到而被老师叫住谈话。

#### 活动 1

- 播放完录音之后，教师重点检查学生对对话中相关表达的掌握情况，同时检查学生对对话中的生词，如 *excuse*, *crash* 等的掌握情况。
- 教师根据学生的反馈做有针对性的介绍和讲解。
- 学生再听一遍录音，跟读对话。
- 学生分角色朗读对话。

#### 注释

- ◇ This is the third time that you've been late this month. 这是你这个月第三次迟到了。This/It is the ... time that ... 句型中，从句的时态多用现在完成时。
- ◇ That's no excuse. 不要找借口。
- ◇ My computer crashed last night. 昨晚我的电脑死机了。crash 可做动词，意为“(使)碰撞；猛击”等，此处意为“(计算机)瘫痪；崩溃”。

2. Answer the following questions.

- (1) How many times has Mark been late for class this month?
- (2) What's his excuse this time?
- (3) Did Mark bring his homework today?
- (4) What happened to his homework?

3. In pairs, write your own dialogue. Make new excuses.

### III. Speaking: Making apologies

In pairs, A, you are the manager of a company; B, you are the secretary who failed to finish an important report on time. Complete the dialogue with a - d, and then practice the dialogue.



- a. make it up
- b. all my fault
- c. ill in hospital
- d. I'm sorry

A: You said you could finish this report by Tuesday, but you are a week late.

B: <sup>(1)</sup>\_\_\_\_\_. I was <sup>(2)</sup>\_\_\_\_\_ last week.

A: Why didn't you tell me earlier?

B: I'm really sorry. It's <sup>(3)</sup>\_\_\_\_\_.

A: That's OK. I'll give you one more chance.

B: Thank you. I'll try to <sup>(4)</sup>\_\_\_\_\_.

#### Learning Tip

对对方的歉意表示理解与安慰时，常用语包括：

- |                        |                  |
|------------------------|------------------|
| That's OK / all right. | Forget about it. |
| It doesn't matter.     | Don't be silly.  |
| Never mind.            | Don't worry.     |

#### Get ready for the workplace

When you make an apology to others, remember

- to give up the idea of being "right"
- to avoid justifying your actions
- to apologize sincerely and not to make excuses
- to write your apology down, if it is necessary



**活动2****参考答案**

- (1) Three times.
- (2) There was a lot of traffic in the morning.
- (3) No, he didn't.
- (4) He didn't do it because his computer crashed last night.

**活动3**

- 请学生两人一组改编并表演对话。鼓励学生对对话中的句型和道歉原因进行替换。
- 在学生练习对话时，教师要注意观察、记录对话中出现的问题，在课堂总结环节处理这些问题。

**III. 职场口语：致歉**

- 教师首先带领学生观察图片，讲解在职场当中如何致歉：一要诚恳表达歉意（I'm really sorry）；二要勇于承担责任（It's all my fault）；三要主动表示弥补过错或损失（I'll try to make it up）。
- 教师带领学生总结在职场中对对方的歉意表示理解与安慰常用的句型，如：That's OK / all right. Forget about it. It doesn't matter. Don't be silly. Never mind. Don't worry.
- 请学生补全对话，核对答案。
- 学生分角色练习对话。在学生练习对话时，提醒学生注意语气。

**备选活动**

- 在完成职场口语练习之后，学生们可以自行创设情境，继续进行口语训练。

**走近职场**

- 教师讲解在职场中向他人道歉时需要注意的一些原则：诚恳地承认错误，不为自己的错误找借口，必要的时候书面致歉等。教师可以引导学生反思自己在道歉时是否做到了这些，有哪些需要改善的地方。
- 教师可以请学生进一步补充在职场向他人道歉的其他一些注意事项。



## Part 3 Language Focus

I. Past simple *to be* – positive and negative

I	was		
You	were	not (n't)	late for class.
He/She	was		
We/You/They	were		

## 1. Write the sentences in the past simple.

- (1) He is a student in a vocational school. (one year ago)  
→ *He was a student in a vocational school one year ago.*
- (2) There are a lot of students in the school. (last year)
- (3) His favourite lesson is English. (last term)
- (4) Mark is late for school. (yesterday)
- (5) He is busy with the report. (last night)
- (6) There is a lot of traffic. (this morning)

## 2. Write the sentences in exercise 1 in the past simple negative.

II. Past simple *to be* – general questions and short answers

Yes, he was. /  
No, he wasn't.

## 1. Write the sentences as general questions.

- (1) She was a student. → *Was she a student?*
- (2) The room was dark.
- (3) There was a picture on the wall.
- (4) The door was open.
- (5) There was no one in the room.
- (6) There was some water in the bottle.

## 第三部分 语言聚焦

在本部分，学生们将重点学习 be 动词在一般过去时态下的肯定、否定、一般疑问句形式，以及规则动词过去式的变化规律和读音。

### 热身

- 请学生写出 be 动词在一般现在时态下的三种形式，am, is, are, 以及分别含有这三个 be 动词的句子。
- 鼓励学生总结 be 动词在一般现在时态下的变化规律和基本用法，教师做补充。

### 1. be 动词在一般过去时态下的肯定和否定形式

- 教师带领学生观察图片，阅读图片下方的例句，引导学生理解一般过去时的含义。
- 教师带领学生阅读语法框中的例句，引导学生尝试归纳 be 动词在一般过去时态下的用法：肯定形式为 was/were；否定形式为 was/were + not，其缩略形式分别为 wasn't/weren't。
- 教师带领学生结合自身的实际情况举例说明，如：I/He was in the classroom. They were in the park yesterday.
- 教师和学生一起总结 be 动词在一般过去时态下的肯定和否定形式。

### 活动 1

- 完成练习后，教师请学生在黑板上写出答案，注意核对拼写，然后请学生朗读句子。

#### 参考答案

- (2) There were a lot of students in the school last year.
- (3) His favourite lesson was English last term.
- (4) Mark was late for school yesterday.
- (5) He was busy with the report last night.
- (6) There was a lot of traffic this morning.

### 活动 2

- 请学生将上述句子变成否定句。完成练习后，教师请学生在黑板上写出答案，注意核对拼写，然后请学生朗读句子。

#### 参考答案

- (1) He was not (wasn't) a student in a vocational school one year ago.
- (2) There were not (weren't) a lot of students in the school last year.
- (3) His favourite lesson was not (wasn't) English last term.
- (4) Mark was not (wasn't) late for school yesterday.
- (5) He was not (wasn't) busy with the report last night.
- (6) There was not (wasn't) a lot of traffic this morning.

2. In pairs, ask and answer the questions in exercise 1.

A: *Was she a student?*

B: *Yes, she was. / No, she wasn't.*

### III. Past simple – regular verbs



I/You		
He/She	visited	Scotland.
We/You/They		

#### Grammar Tip

规则动词过去式的变化规律如下。

一般动词词尾加 -ed, 如: *walk* → *walked*,  
*play* → *played*。

以字母 -e 结尾的动词词尾加 -d, 如:  
*love* → *loved*。

以“辅音字母 + -y”结尾的动词, 变 y 为 i, 再加 -ed,  
如: *carry* → *carried*, *hurry* → *hurried*。

以重读闭音节结尾的动词, 末尾只有一个  
辅音字母, 先双写该辅音字母, 再加 -ed, 如:  
*stop* → *stopped*。

1. Write the verbs in the past simple.



### Scary Story

#### (Part 1)

Last month our class<sup>(1)</sup> made (make) a school trip  
to an old castle. We<sup>(2)</sup> \_\_\_\_\_ (stay) in the castle.  
Mark<sup>(3)</sup> \_\_\_\_\_ (talk) about a ghost on the way there. The  
ghost is called Louise and she<sup>(4)</sup> \_\_\_\_\_ (live) there 300  
years ago. Her picture is in the hall.

We<sup>(5)</sup> \_\_\_\_\_ (arrive) at the castle late at night. I couldn't  
sleep, so I<sup>(6)</sup> \_\_\_\_\_ (walk) downstairs to the hall.  
People say that the ghost sometimes<sup>(7)</sup> \_\_\_\_\_ (visit)  
the castle years ago. I wasn't afraid, but that night something  
really scary<sup>(8)</sup> \_\_\_\_\_ (happen)!

2. Listen and repeat.

/t/, /d/ or /ɪd/

(1) <u>looked</u>	<u>helped</u>	<u>watched</u>	<u>talked</u>
(2) <u>stayed</u>	<u>showed</u>	<u>lived</u>	<u>arrived</u>
(3) <u>wanted</u>	<u>decided</u>	<u>visited</u>	<u>hated</u>

3. In pairs, tell the scary story in exercise 1.



## II. be 动词在一般过去时态下的一般疑问句形式及其回答

- 教师带领学生阅读例句，提醒学生在含有 be 动词的一般疑问句中，当时态为一般过去时，其结构为“was/were + 主语 + 其他成分”，肯定回答为：“Yes, 主语 + was/were.” 否定回答为：“No, 主语 + was/were + not.”
- 教师就自己或学生的相关情况提问，如：Were you at school yesterday? 请学生做出肯定或否定的回答。

### 活动 1

- 完成练习后，教师请学生在黑板上写出答案，注意核对拼写，然后请学生朗读句子。

#### 参考答案

- (2) Was the room dark?                      (3) Was there a picture on the wall?  
 (4) Was the door open?                      (5) Was there any one in the room?  
 (6) Was there any water in the bottle?

### 活动 2

- 请学生两人一组，根据活动 1 的信息做问答练习。

## III. 规则动词过去式的变化规律

- 教师带领学生阅读语法框中的例句，请学生观察和总结规则动词过去式的变化规律。
- 教师和学生一起阅读教材中对规则动词变化规律的介绍，对学生有疑问的地方，教师进行讲解。在讲解过程中，教师应有意识地带领学生练习动词词尾加 -ed 之后，发音上的变化。

### 活动 1

- 请学生浏览短文，提醒学生结合上下文和时间状语，选择合适的时态。
- 完成练习后，教师请学生在黑板上写出答案，注意核对拼写。

#### 参考答案

- (2) stayed    (3) talked    (4) lived    (5) arrived    (6) walked    (7) visited    (8) happened

### 活动 2

- 请学生听录音，教师带领学生感受动词词尾加 -ed 的三种发音方式。
- 教师总结动词词尾加 -ed 的发音规律：一般清辅音后发 /t/，浊辅音和元音后发 /d/，在以 -t 和 -d 结尾的动词后发 /ɪd/。
- 教师领读，请学生跟读。

### 活动 3

- 教师带领学生朗读活动 1 中的小故事。
- 请学生两人一组，互相讲述这个故事。
- 教师请学生向全班简单讲述故事，提醒学生注意动词过去式的发音。

## Part 4 Language Skills

## I. Reading

## My twin school



My name is Ellie. I'm at Green Street School in London. Our school has a twin school in Beijing. It is called PEP Vocational School. We often email the students there. This year my class visited the school.

We travelled by air from London to Beijing. We arrived at Beijing Capital International Airport on Sunday evening at six o'clock. I stayed at my friend Joe's house.

On Monday, we took the bus to the Great Wall. There were long queues, but the trip was fantastic! We enjoyed a picnic at the foot of the Great Wall. In the afternoon, we went back to the city centre. Then I had dinner with Joe's family. (His dog is called Candy!) His parents were very nice and I talked with them in Chinese all evening. It was a great challenge for me!

On Tuesday, we visited Joe's school. They study the same subjects – maths, IT, history, music and English. After class, we talked with the students there. Their English was very good! Then we visited the school library. It was a big library with a lot of books. I like the school very much.



We stayed in Beijing for a week. We came home on Sunday. I enjoyed every single day in Beijing. It was really fantastic!

## Words you need

twin school 姊妹或兄弟学校  
by air 乘飞机  
arrive at 到达  
take the bus 乘公共汽车  
queue *n.* 行列 *v.* 排队  
fantastic *adj.* 极好的  
picnic *n.* 野餐  
at the foot of 在……脚下

## Reading Tip

文章段落可以按时间顺序、空间顺序、过程顺序等展开。熟悉段落的展开方式对于捕捉主题句和关键信息十分有利。





## 第四部分 语言技能

在本部分，学生们将通过阅读了解埃莉在北京参观兄弟学校的相关信息，还将通过听力、口语及写作任务综合运用之前所学的语言。

### 热身

- 教师询问学生：What is a twin school? Do we have a twin school?
- 学生讨论后结合实际说说本校是否有兄弟学校，以及自己是否参观过兄弟学校等。

### 1. 阅读

- 在阅读正文之前，教师可首先讲解本课给出的阅读建议（Reading Tip），提醒学生可利用段落的展开方式来捕捉主题句和关键信息。
- 请学生浏览短文并判断文章是按照何种方式展开的。
- 学生再次阅读短文，完成活动1。
- 教师讲解重要的词汇与表达，并解答学生关于短文的疑问。

#### 注释

- ◇ email, 在文中做及物动词，意为“给某人发邮件”。email也可做名词，意为“电子邮件”，如：We keep in touch with each other by email. 我们互通电子邮件来保持联系。
- ◇ by air, 意为“乘飞机”。介词by后可加交通工具来表示“乘坐……”，如：by plane/bus/bike/taxi/car/bus/ship。
- ◇ arrive at, 意为“到达”，常与介词in或at连用，如：arrive at Joe's school 到达乔的学校，arrive in Nanjing 到达南京。
- ◇ fantastic, 形容词，在文中意为“极好的；极出色的”，常出现在口语中，同义词有extremely good, excellent等。
- ◇ I had dinner with Joe's family. 我和乔的家人一起吃了晚饭。这里的family是一个集合名词，意为“家人”，是复数概念，如：My family like music. 我的家人喜欢音乐。
- ◇ challenge, 名词，“挑战”之意，如：I like big challenges. 我喜欢大的挑战。
- ◇ a big library with a lot of books, 意为“有许多书的大型图书馆”，这里介词with表示“带有；包括……在内”等意，如：coffee with sugar 加糖的咖啡，a country with a long history 一个历史悠久的国家。
- ◇ for a week, 意为“一周”，介词for常与表示一段时间的名词连用，表示某一动作或状态持续了一段时间，如：study English for five years 学习五年英语，be ill for a week 病了一周。
- ◇ every single day, 意为“每一天”，这里single意为“每一个的”，形容词，起加强语气的作用，如：every single person 每一个人。



1. Read the text and answer the following questions.

- (1) When did Ellie's class visit Beijing?
- (2) How did they travel?
- (3) Where did Ellie stay?
- (4) How did they get to the Great Wall?
- (5) What language did she speak at Joe's house?
- (6) What subjects do the students study at Joe's school?

**(Extra) II. Listening: Days in Beijing**

1. Listen to Ellie and match the pictures with the days.

Monday

Wednesday

Thursday



2. Listen again and decide True (T) or False (F).

- ( ) (1) Ellie arrived in Beijing on Sunday, 11th December.
- ( ) (2) There were a lot of tourists at the Great Wall.
- ( ) (3) Ellie doesn't like Joe's school.
- ( ) (4) Ellie learned a lot about the history of Beijing and China.
- ( ) (5) Joe showed Ellie around the shopping centre on Thursday.
- ( ) (6) Ellie bought expensive presents for her family.

**(Extra) III. Speaking: I enjoyed it very much!**

1. Make notes about an event at your school — a sports day or a school trip.

- What event was it?
- When was it?
- What happened?
- How many students were in it?
- How many people watched?
- Did you enjoy it?

2. In pairs, ask and answer about the school event.

A: *What was the event?*

B: *It was a school trip to ...*

## 参考译文

## 我的兄弟学校

我叫埃莉，在伦敦的 Green Street School 上学。我们在北京有一所兄弟学校，PEP 职业学校。我们经常和那里的学生用邮件联系。今年我所在的班级参观了这所学校。

我们乘飞机从伦敦前往北京。我们在周日晚上六点到达了北京首都国际机场。我住在我的朋友乔的家里。

星期一，我们坐公交车去了长城。虽然有很多人在排队，但这次旅行真是太棒了！我们在长城脚下野餐。下午，我们回到了市中心。然后我和乔的家人一起吃了晚饭。（他的狗叫糖果！）乔的父母非常好，晚上我一直用中文和他们聊天，这对我来说是一个很大的挑战！

星期二，我们参观了乔的学校。他们学的科目和我们一样：数学、信息技术、历史、音乐和英语。下课以后，我们和那里的学生一起交流。他们的英文很好！然后我们参观了学校图书馆。那是一个很大的图书馆，里面有很多书。我非常喜欢乔的学校。

我们在北京待了一个礼拜。星期天我们返回伦敦。我享受在北京的每一天。每一天都很精彩！

## 参考答案

- (1) This year.      (2) By air.      (3) She stayed at her friend Joe's house.  
(4) By bus.      (5) Chinese.      (6) Maths, IT, history, music and English.

## (选修) II. 听力 (听力原文见第 39 页)

## 活动 1

- 播放录音前，教师带领学生围绕埃莉的北京之行进行头脑风暴，说说她在北京会去哪些地方，做什么等，复习前文所学词汇，做好听前准备。

## 参考答案

图一: Wednesday

图二: Monday

图三: Thursday

## 活动 2

## 参考答案

- (1) F      (2) T      (3) F      (4) T      (5) F      (6) F

## (选修) III. 口语

## 活动 1 &amp; 活动 2

- 教师利用课件展示学校最近的一次活动，如运动会、郊游等的图片，请学生结合实际回答相关问题。
- 请学生两人一组，就学校活动进行对话。教师注意观察，并随时提供帮助。
- 请几组学生演示对话。

## IV. Writing: A school event

## 1. Writing tips: Time phrases (1)

*It was my birthday yesterday.*

*I was born 16 years ago.*

a moment ago	then	yesterday	last Monday	two days ago
four hours ago	a year ago	this week	last week	this month
last month	this year	last year		

Circle the time phrases in the email.



## 2. Writing task: A school event

Write about a school event that you experienced or took part in.

## Step 1: Research

Get information about an event at your school. Find pictures or posters.

## Step 2: Draft.

Write a draft.

What/When was it?

*We went to the Great Wall last week ...*

What did you do?

*We climbed the Great Wall and had a picnic there ...*

How did you go there?

*We took the bus ...*

Who did you go with?

*I went there with my classmates.*

Did you enjoy it?

*Yes, I enjoyed it very much.*

Why or why not?

*The scenery was very beautiful.*

## Step 3: Check

Check your draft. Are the time phrases and verb tenses correct? Write about your school event or reply to Mark's email above.



## IV. 写作

## 活动 1

- 教师带领学生浏览方框中的时间短语，提醒学生如果句中出现这些时间短语谓语动词多为一般过去时态。
- 请学生阅读短文，圈出短文中的时间短语。

## 参考答案

last week

yesterday

## 活动 2

- 教师可提供一些学校活动的照片，也可以请学生自行准备相关照片。
- 教师结合照片询问学生：What/When was it? What happened? How did you go there? Who did you go with? Did you enjoy it? 让学生回答问题并根据回答写作草稿。
- 学生写草稿时，教师应注意观察、记录，并随时向学生提供帮助。
- 草稿写完之后，鼓励学生之间互相检查草稿，帮助修改，提醒学生特别关注时间短语和时态的用法是否正确。
- 在前面步骤的基础上，学生将草稿写成邮件，介绍自己参加过的一次学校活动，也可以模拟埃莉的语气给马克写一封回信。

## 参考作文

Dear Mark,

Our stay in Beijing last week was fantastic! My classmates and I went to the Great Wall by bus on Monday. We climbed the Great Wall and enjoyed a picnic there. The scenery was very beautiful and we took a lot of photos there. I enjoyed the trip very much. We also visited Joe's family and school. Joe's Mum and Dad are very nice. Joe's school has a big library with a lot of books! I like it very much. See you soon!

Best regards,  
Ellie

## Unit Check

### I. Vocabulary

1. Write the school subjects.



(1) \_\_\_\_\_



(2) \_\_\_\_\_



(3) \_\_\_\_\_



(4) \_\_\_\_\_



(5) \_\_\_\_\_



(6) \_\_\_\_\_

### II. Communication

2. Complete the dialogues with the correct phrases.

Never mind      feel bad about it      Not again      I'm sorry      What happened

(1) A: Sorry, I'm late.

B: \_\_\_\_\_?

A: I missed the school bus.

B: \_\_\_\_\_! It is the third time that you have been late this month!

(2) A: \_\_\_\_\_ that I can't find the book you lent me last week.

B: \_\_\_\_\_. It happens.

A: I really \_\_\_\_\_. Let me buy you a new one.

B: Oh, that's OK. I have got an extra one.

### III. Language Focus

3. Write the simple past forms of the verbs.

is \_\_\_\_\_ was \_\_\_\_\_      are \_\_\_\_\_      do \_\_\_\_\_      go \_\_\_\_\_

look \_\_\_\_\_      listen \_\_\_\_\_      ask \_\_\_\_\_      visit \_\_\_\_\_

enjoy \_\_\_\_\_      stay \_\_\_\_\_      arrive \_\_\_\_\_      like \_\_\_\_\_

notice \_\_\_\_\_      live \_\_\_\_\_      drop \_\_\_\_\_      stop \_\_\_\_\_

## 单元测试

- 本部分包括三个板块：词汇、交际任务和语言聚焦。
- 本部分不以考试为目的，是为了鼓励学生发现自己学习当中的不足，而不是令他们产生挫败感。
- 本部分可以有不同的使用方式，教师可在单元学习结束时进行综合测试，也可以在讲授单元相关内容之后对学生的学习效果进行检测，还可以由学生进行自我测试。
- 本部分末尾设有单元小结。通过对照，学生可以及时总结自己学到了什么，哪些掌握得比较好，哪些地方还需要改进。
- 如果本部分测试的错误率达到了50%以上，建议学生重新学习教材中的相关内容，并于一周后再次进行测试。

### I. 词汇

#### 练习1

##### 参考答案

(1) history      (2) sports      (3) maths      (4) English      (5) IT      (6) chemistry

### II. 交际任务

#### 练习2

##### 参考答案

(1) What happened; Not again      (2) I'm sorry; Never mind; feel bad about it

### III. 语言聚焦

#### 练习3

##### 参考答案

is — was	are — were	do — did	go — went
look — looked	listen — listened	ask — asked	visit — visited
enjoy — enjoyed	stay — stayed	arrive — arrived	like — liked
notice — noticed	live — lived	drop — dropped	stop — stopped



4. Complete the text with the simple past forms of the verbs.

A young man arrived (arrive) for a job interview at the house of a businessman. On his way to the house, he <sup>(1)</sup> \_\_\_\_\_ (notice) a dog at the front door. The young man <sup>(2)</sup> \_\_\_\_\_ (not like) dogs. He <sup>(3)</sup> \_\_\_\_\_ (hurry) into the house. The dog <sup>(4)</sup> \_\_\_\_\_ (follow) him into the house as well. It <sup>(5)</sup> \_\_\_\_\_ (walk) all over the house. The businessman <sup>(6)</sup> \_\_\_\_\_ (not stop) the dog. The young man was very surprised. The interview <sup>(7)</sup> \_\_\_\_\_ (finish) and he <sup>(8)</sup> \_\_\_\_\_ (walk) out of the house. The businessman <sup>(9)</sup> \_\_\_\_\_ (stop) him and <sup>(10)</sup> \_\_\_\_\_ (call) out, "Don't forget your dog!"

5. Answer the following questions.

(1) Was there a dog at the front door of the businessman's house?

→ Yes, there was.

(2) Did the young man like dogs?

(3) Did the dog follow him into the house?

(4) Did the businessman stop the dog?

(5) Why was the young man surprised?

(6) Who did the businessman think the dog belonged to?

6. Imagine you're having a job interview after you graduate from the vocational school. Complete the dialogue with your own information.

Businessman: Good morning.

You: <sup>(1)</sup> \_\_\_\_\_, sir.

Businessman: Could you introduce yourself first?

You: Yes. My name is <sup>(2)</sup> \_\_\_\_\_. I'm <sup>(3)</sup> \_\_\_\_\_ years old. I graduated from <sup>(4)</sup> \_\_\_\_\_. My major was <sup>(5)</sup> \_\_\_\_\_. I studied <sup>(6)</sup> \_\_\_\_\_ at school. My favourite subject was <sup>(7)</sup> \_\_\_\_\_.

Businessman: Very good ... I'll let you know whether you are the right person next week. Thank you for coming to the interview.

### Unit Summary

#### Now you can ...

- name school subjects (exercise 1)
- make apologies (exercise 2)
- use past simple
  - regular verbs (exercise 3)
  - positive and negative (exercise 4)
  - general questions and *wh*-questions (exercise 5)
- introduce yourself, using the correct verb tenses (exercise 6)
- write about your school event, using the correct time phrases

## 练习4

## 参考答案

- |                 |                 |             |              |             |
|-----------------|-----------------|-------------|--------------|-------------|
| (1) noticed     | (2) didn't like | (3) hurried | (4) followed | (5) walked  |
| (6) didn't stop | (7) finished    | (8) walked  | (9) stopped  | (10) called |

## 练习5

## 参考答案

- |  |                    |                    |
|--|--------------------|--------------------|
| (2) No, he didn't.                               | (3) Yes, it did.   | (4) No, he didn't. |
| (5) Because the businessman didn't stop the dog. | (6) The young man. |                    |

## 练习6

## 参考答案

略

## 听力原文

Hello! My name is Ellie. This year my class visited our twin school in Beijing — PEP Vocational School. We travelled by plane. We arrived in Beijing on Sunday, 11th September.

On Monday, we went to the Great Wall and there were a lot of tourists, but it was fantastic! On Tuesday, we visited Joe's school and talked to the students. I like his school. On Wednesday, we went to the National Museum and learned a lot about the history of Beijing and China. The next day, the guide showed us around the shopping centre and I bought presents for my family. They were nice and weren't expensive.

人教版®

# Song



## With a little help from my friends

What would you think if I sang out of tune?  
Would you stand up and walk out on me?  
Lend me your ears and I'll sing you a song  
And I'll try not to sing out of key.

*(Chorus)*

I get by with a little help from my friends  
I get by with a little help from my friends  
I'm gonna try with a little help from my friends  
I get by with a little help from my friends  
What do I do when my love is away?

*(Does it worry you to be alone?)*

How do I feel by the end of the day?

*(Are you sad because you're on your own?)*

*(Chorus)*

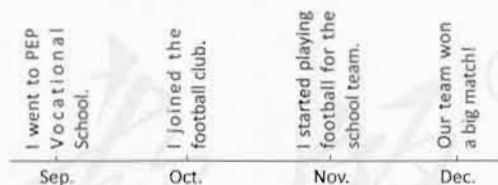
Do you need anybody?  
I need somebody to love  
Could it be anybody?  
I want somebody to love

# Project



## A timeline of my school days

Step 1: Write a timeline for your school days. Put four or five dates of important events on it.



Step 2: Think about why they were important and write your reasons.

Step 3: Design and create a poster for your timeline. Illustrate your poster with drawings or pictures. Share it with the class.



**歌曲**

本教材每隔一个单元会有一首英文歌曲。歌曲的目的是激发学生的学习积极性和创设愉快的学习氛围，同时还可以利用歌曲进行语言练习活动。教师也可以根据教学的需要，在教学过程中适时播放歌曲。

- 首先，请学生将教材合上，播放歌曲，询问学生是否听过该歌曲。
- 教师简单介绍歌曲的相关情况。
- 教师根据学生兴趣决定播放歌曲的次数。

**背景介绍**

这首歌曲由“甲壳虫”乐队的 John Lennon 和 Paul McCartney 创作，收录于 1967 年发行的专辑 *Sgt. Pepper's Lonely Hearts Club Band*。这首歌是为乐队鼓手 Ringo Starr 所作，并由其演唱。

**实践项目**

- 本实践项目的设计意图是帮助学生简单叙述发生在过去的事件。
- 本部分的教学重点在于帮助学生按照时间顺序来叙述发生在过去的事件，巩固一般过去时的用法。

**步骤 1**

- 教师引导学生回顾自己上学期在学校经历的重要事情及其发生的时间，用时间轴的方式展示出来。
- 学生以小组为单位进行头脑风暴，罗列出上学期的重要事件，并在时间轴上标注出具体时间。
- 教师深入到学生的讨论中去，对学生在英语表达方面的困难提供帮助。

**步骤 2**

- 教师在黑板上汇总学生罗列的事件，并询问学生这些事件为什么重要。
- 请学生在自己的时间轴上标注出原因，教师巡视，并对学生的疑惑和问题进行解答。

**步骤 3**

- 请学生为自己的时间轴配上照片或图画，做成海报，在班上进行交流。
- 学生也可以在课下完成实践项目，在下一节课进行海报的展示和交流。

## Words and Expressions

- subject /'sʌbdʒɪkt/ *n.* 学科; 话题  
△ chemistry /'kemɪstri/ *n.* 化学  
history /'hɪstəri/ *n.* 历史  
IT (= information technology) 信息技术  
\*maths /mæθs/ *n.* 数学  
music /'mju:zɪk/ *n.* 音乐; 乐曲  
PE (= physical education) 体育  
△ physics /'fɪzɪks/ *n.* 物理  
lesson /'lesn/ *n.* 课; 课程  
excuse /ɪk'skju:z/ *n.* 理由; 借口 *v.* 劳驾  
\*apology /ə'pɒlədʒi/ *n.* 道歉; 认错  
\*apologize /ə'pɒlədʒaɪz/ *v.* 道歉; 谢罪  
drop /drɒp/ *v.* 让(某物)落下  
△ crash /kræʃ/ *v.* (使)崩溃  
yesterday /'jestədeɪ/ *adv.* 在昨天 *n.* 昨天  
wrong /rɒŋ/ *adj.* (状况)有问题的; 错误的  
traffic /'træfɪk/ *n.* 交通; 行驶的车辆  
sir /sə/ *n.* 先生; 敬启者  
afraid /ə'freɪd/ *adj.* 害怕的; 担心的  
happen /'hæpən/ *v.* (尤指意外地)发生  
fail /feɪl/ *v.* 失败; 未做到  
ill /ɪl/ *adj.* 生病的; 有害的  
hospital /'hɒspɪtl/ *n.* 医院  
\*fault /fɔ:lt/ *n.* 责任; 过错  
chance /tʃɑ:ns/ *n.* 机会; 可能性  
make up 弥补; 补偿  
forget /fə'get/ *v.* 忘记; 忘掉  
matter /'mætə/ *v.* 重要; 有关系 *n.* 事情; 情况  
\*silly /'sɪli/ *adj.* 傻的; 愚蠢的  
worry /'wʌrɪ/ *v.* 担心; 发愁  
ago /ə'gəʊ/ *adv.* 以前  
term /tɜ:m/ *n.* 学期; 术语  
dark /dɑ:k/ *adj.* 黑暗的; 暗色的 *n.* 黑暗  
door /dɔ:/ *n.* 门; 门口  
bottle /'bɒtl/ *n.* 瓶子  
△ scary /'skeəri/ *adj.* 可怕的; 恐怖的  
story /'stɔ:ri/ *n.* 故事; 小说  
trip /trɪp/ *n.* 旅游; 出行  
△ ghost /gəʊst/ *n.* 鬼; 幽灵  
hall /hɔ:l/ *n.* 走廊; 大厅  
arrive /ə'raɪv/ *v.* 到达; 抵达  
\*downstairs /,daʊn'steəz/ *adv.* 在楼下; 往楼下  
air /eə/ *n.* 飞机; 空气  
international /,ɪntə'næʃənəl/ *adj.* 国际的  
airport /'eəpɔ:rt/ *n.* 机场  
long /lɒŋ/ *adj.* 长时间的; 长距离的; 长的 *adv.* 长久地; 很久  
\*queue /kju:/ *n.* 行列 *v.* 排队  
\*fantastic /fæn'tæstɪk/ *adj.* 极好的  
\*picnic /'pɪknɪk/ *n.* 野餐  
single /'sɪŋgl/ *adj.* 每一个; 单一的  
take part in 参与; 参加  
climb /klaɪm/ *v.* 攀登; 爬  
\*scenery /'si:nəri/ *n.* 风景; 景色  
reply /ri'plai/ *n.* & *v.* 答复; 回应  
lend /lend/ *v.* 借给(某人钱或东西)  
extra /'ekstrə/ *adj.* 额外的; 另外的  
notice /'nəʊtɪs/ *v.* 注意(到) *n.* 通知; 注意  
businessman /'bɪznɪsmən/ *n.* 商人; 企业家  
follow /'fɒləʊ/ *v.* 跟着; 跟随  
surprised /sə'praɪzd/ *adj.* 吃惊的; 惊讶的  
belong /bɪ'lɒŋ/ *v.* 应在(某处); 适应  
belong to 属于(某人)  
△ graduate /'grædʒueɪt/ *v.* 毕业  
major /'meɪdʒə/ *n.* 专业 *adj.* 主要的; 重大的  
whether /'weðə/ *conj.* 是否; 不管  
△ Beijing Capital International Airport 北京首都国际机场



# Unit 2 I had so much fun!

## 单元教学目标与要求

话题 Topic	旅行经历 (Travel experiences)
词汇与常见表达 Words and Expressions	1. 掌握单元词表中的“基本要求”词汇 (无标记词汇) 详见单元词表 (Words and Expressions) 2. 能够正确使用下列常用表达 Welcome back!                      How was ...?                      I had so much fun. Did you have a good time?                      What did you do there? No way!                      Wait a minute!                      I thought ...
语音 Pronunciation	能够区分 /p/ 和 /b/ 的不同发音
交际任务 Communication	1. 能够在生活场景中询问和谈论旅行经历, 并就相关细节进行简单交流 Welcome back!                      Where did you go? We went to ...                      How did you go there? We went there by ...                      What was the weather like? It was ... all day long.                      How was ...? I had so much fun.                      What did you do? We went sightseeing. 2. 能够在职业场景中利用电话预订机票 May I help you?                      I'd like to book an air ticket to ... What class will you fly?                      Economy class, please. One-way or round trip?                      One-way. A window seat, please.                      A moment, please. Is it all right?                      Yes, that's right.                      Yes, that would be fine.
语言聚焦 Language Focus	1. 掌握不规则动词的过去式 2. 掌握一般过去时态下的否定句式 3. 掌握一般过去时态下的一般疑问句形式及其简短回答 4. 掌握一般过去时态下的特殊疑问句形式
语言技能 Language Skills	1. 能够通过阅读篇章, 了解作者一家在非洲度假的所见所闻 2. (选修) 能够通过听力, 进一步了解作者在非洲度假时不同寻常的经历 3. (选修) 能够在阅读与听力的基础之上, 就自己的一次不寻常的旅行经历进行简单对话 4. 能够利用微信记录、分享自己的旅行经历
学习策略 Learning Strategies	1. 词汇学习策略: 可将交通工具类单词和与其搭配的介词同时记忆, 以提升记忆效果 2. 阅读策略: 阅读之前, 可通过图片和标题预测文章内容, 把握文章脉络
文化点滴 Cultural Tips	1. 了解在职场接听电话的注意事项, 如表述礼貌、清晰、重复重要内容, 不中断对方讲话等 2. 了解中国和美国的特色交通工具和出行方式, 感受中国高铁的发展, 提升民族自豪感



# Unit 2 I had so much fun!

## Part 1 Vocabulary

### Travel

1. 🎧 Match the words with the pictures. Listen, check and repeat.



by bike  
by boat  
by bus  
by plane  
by train  
by car  
by taxi  
on foot

change  
information board  
luggage  
platform  
ticket office



#### Learning Tip

Remember words with their prepositions.

*by car/bus/taxi*  
*on foot*

2. 🎧 Listen and repeat.

/p/ or /b/

(1) plane	platform	April	drop	stop
(2) bike	bus	board	boat	job

3. How do you come to school? Ask five people.

A: How do you usually come to school?

B: I usually ... I sometimes ... I never ...

## 第一部分 词汇——旅行

在本部分，学生们将学习一些与旅行相关的英文表达。

### 热身

- 教师询问学生假期有没有外出旅行，旅途中乘坐了什么交通工具等，引出本课话题。
- 学生根据实际情况回答，如：I went to Chengdu and I went there by air / by car / by train ... 教师板书并进行补充，激活学生原有的关于交通方式的词汇。

### 活动1

- 教师可利用图片教授关于出行的词汇。
- 请学生听录音，将图片与词汇连线，然后两人一组互相核对答案。
- 教师再次播放录音，全班核对答案。

#### 参考答案

A: by plane    B: by car    C: by bus    D: by train    E: by bike    F: on foot    G: by taxi  
H: by boat    I: platform    J: information board    K: ticket office    L: change    M: luggage

### 学习小贴士

- ◇ 教师带领学生们观察活动1中关于出行方式的表达，提醒学生注意介词的用法。
- ◇ 教师给出不同的语境，请学生选择正确的介词短语，如：We go to London by plane. We go to Beijing by train. We go to work by car. We go to the school library on foot.

### 活动2

- 教师根据学生的实际情况，确定播放录音的次数，便于学生掌握正确的发音。
- 带领学生跟读单词，掌握正确发音。

### 活动3

- 教师介绍自己每天如何上班：I usually come to school by car. I sometimes come to school by bike. I never come to school on foot. 引导学生领会 usually, sometimes, never 等频度副词的意义。
- 学生描述自己每天上学会使用什么交通工具，随后采访五名同学，并进行记录。教师要注意观察、记录问答中出现的问题。
- 请学生汇报采访情况，教师予以点评。

### 备选活动

- 完成活动3之后，可以请学生进行头脑风暴，说出更多的出行方式，教师也可以做补充介绍，以帮助扩大词汇量。
- 请学生结合自己家人的情况，介绍家人每天工作或学习会采用何种交通方式，以达到夯实词汇的目的。

## Part 2 Communication

## I. Lead-in: Interview on winter vacation

1. Match the questions with the answers.

Where did you go?  
 How did you go there?  
 What was the weather like?  
 How was the food?  
 What did you do?

It was sunny all day long.  
 It was delicious but spicy.  
 We went to Chengdu.  
 We went sightseeing.  
 We went there by train.

2. Interview your classmates about their winter vacation.

Name	Place	Means of Transportation	Weather and Food	Activities

## II. Conversation: I had so much fun!

1. Listen and read.

Mark went to Chengdu in China during the winter vacation. Now he is back and talking with Ellie about his experience.

Ellie: Hey, Mark! Welcome back! How was your vacation?

Mark: It was great! But it wasn't a vacation. It was a school trip.

Ellie: OK! Did you have a good time?

Mark: Yes, I had so much fun there.

Ellie: How was the youth hostel?

Mark: It was clean and comfortable.

Ellie: What did you do there? Did you go sightseeing?

Mark: Sightseeing? No way! We went hiking. We climbed Mount Qingcheng. It was amazing.

Ellie: Did you buy me a present?

Mark: No, I didn't. I spent all my money on food. The food there was fantastic though a bit spicy. It was the most wonderful part of the vacation.

Ellie: Wait a minute! I thought you said it wasn't a vacation.

## Expressions

Welcome back!

How was ...?

I had so much fun.

go sightseeing/hiking

No way!

spend ... on ...

Wait a minute.

I thought ...



## 第二部分 交际任务

在本部分，学生们将练习在生活场景中简单介绍自己的旅游经历，并练习在职业场景中利用电话预订机票。

### I. 导入：采访寒假活动

#### 活动 1

- 教师鼓励学生朗读并理解方框内的句子，引导学生完成连线练习。必要时教师可用汉语提示。
- 学生完成连线后，两人一组进行角色扮演，进行问答练习。
- 教师选择部分学生演示对话，对学生的错误进行指正。

#### 参考答案

Where did you go? → We went to Chengdu.

How did you go there? → We went there by train.

What was the weather like? → It was sunny all day long.

How was the food? → It was delicious but spicy.

What did you do? → We went sightseeing.

#### 活动 2

- 请学生根据活动 1 采访四名同学，完成表格填写任务。
- 教师邀请部分采访和被采访者做演示，询问彼此的寒假活动，并予以点评。

### II. 对话：我玩得很开心！

在本部分，马克在寒假期间去了成都。现在他回来了，正和埃莉谈论自己在成都的经历。

#### 活动 1

- 播放完录音之后，教师重点检查学生对对话中的生词和短语，如 youth hostel, sightseeing, hiking, amazing, spicy 等的掌握情况。
- 教师讲解对话中涉及到的一些句型和表达法。

Welcome back!	欢迎回来!	How was ...?	……怎么样?
I had so much fun!	我玩得很开心!	go sightseeing	去观光
go hiking	去远足; 徒步旅行	No way	不可能; 不行; 没门儿
spend ... on ...	把……花费在……	Wait a minute	等一等
I thought ...	我以为……		

- 教师根据学生的反馈做有针对性的介绍和讲解。
- 学生再听一遍录音，跟读对话。

2. Answer the following questions.

- (1) How was the trip?
- (2) How was the youth hostel?
- (3) What did Mark do?
- (4) Did Mark buy any present for Ellie?
- (5) How was the food in Chengdu?
- (6) What was the most wonderful part of Mark's vacation?

3. In pairs, practice the conversation.

### III. Speaking: Booking an air ticket

In pairs, A, you are the secretary of a company and you are booking an air ticket to London for a meeting; B, you are the receptionist at the ticket office. Complete the dialogue with a - f, and then practice the dialogue.

B: Hello, <sup>(1)</sup> \_\_\_\_\_?

A: Yes, I'd like to book an air ticket to London next Wednesday.

B: <sup>(2)</sup> \_\_\_\_\_. There's a 10:30 flight in the morning. Is that OK?

A: Yes, that would be fine.

B: <sup>(3)</sup> \_\_\_\_\_?

A: Economy class, please.

B: <sup>(4)</sup> \_\_\_\_\_?

A: One-way. And <sup>(5)</sup> \_\_\_\_\_.

B: OK. A window seat, economy class. Is it all right?

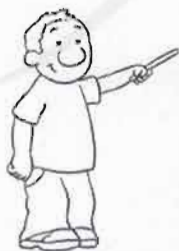
A: Yes, that's right.

B: And <sup>(6)</sup> \_\_\_\_\_?

A: Sally Green.



- a. What class will you fly
- b. may I have your name
- c. a window seat, please
- d. May I help you
- e. A moment, please
- f. One-way or round trip



#### Get ready for the workplace

When you answer the telephone on your job, remember

- to be polite
- to speak clearly
- to repeat important information
- not to interrupt and respect the person on the other side

## 注释

- ◇ youth hostel, 意为“青年旅舍”, 也常称为“青年旅馆”, 为旅客提供短期住宿。青年旅舍价格低廉, 比较受预算有限的自助旅游者及背包族的欢迎。
- ◇ No way! (口语)“没门!”表示语气强烈的拒绝或反对, 如: Give up watching the football match? No way! 让我放弃看足球比赛? 没门!
- ◇ amazing, 形容词, “令人惊讶的; 非常好的”之意。
- ◇ spend ... on ..., 意为“在某物或某事上花费多少时间或多少钱”。

## 活动2

- 视学生的实际情况, 可以请学生阅读对话, 回答问题, 也可以请学生听录音, 完成练习。

## 参考答案

- |   |                                   |
|---|-----------------------------------|
| (1) It was great!   | (2) It was clean and comfortable. |
| (3) He went hiking and climbed Mount Qingcheng.           | (4) No, he didn't.                |
| (5) The food in Chengdu was fantastic though a bit spicy. | (6) The food in Chengdu.          |

## 活动3

- 学生两人一组练习对话, 教师鼓励英语较好的学生对对话中的人物身份及活动进行替换, 改编并表演对话。
- 在学生练习对话时, 教师要注意观察、记录对话中出现的问题, 在课堂总结环节处理这些问题。

## III. 职场口语: 预订机票

- 为确保该口语交际活动顺利进行, 学生应在活动前做好充分准备。首先, 教师带领学生观察图片, 阅读题目, 明确对话双方的角色。
- 教师带领学生讨论在职业场景中利用电话预订机票的常用句型和词汇, 如: May I help you? May I have your name? What class will you fly? A moment, please. window seat, one-way trip, round trip.
- 学生补全对话后分角色练习对话。教师要注意观察、记录学生使用的一些好的表达及语言上的问题。
- 在课堂总结环节, 教师可将上述例子写在黑板上, 请学生们判断正误。

## 参考答案

- (1) d                      (2) e                      (3) a                      (4) f                      (5) c                      (6) b

## 走近职场

- 教师引导学生思考在职场中接打电话时应注意的问题, 如有礼貌, 表达清晰, 重复重要信息, 不插话, 尊重对方等。
- 教师请学生进一步补充其他注意事项。



## Part 3 Language Focus

## I. Past simple – irregular verbs

I **left** my luggage at the platform!

Irregular verbs don't end in *-ed*.

## Learning Tip

Write irregular past tense verbs in red.

*leave* → *left*

*have* → *had*

1. Read the following story. Underline the verbs.

## Scary Story

(Part 2)

I woke up. I saw a woman near my bed. Was it a ghost? She put a cup on the table, then she sat in the chair.

The woman spoke to me. "Good morning, May," she said. "Tea?" Oh, dear, it was my roommate Betty, and it was nine o'clock in the morning.

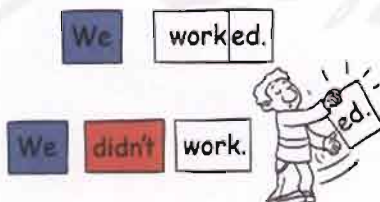
I got up and had a shower. We ate breakfast and we laughed about the "morning ghost"!

2. Find the past simple forms of these verbs in the text. Write them in your notebook.

be	get	see	eat	say
sit	put	wake	have	speak

3. Which verb in the text is regular?

## II. Past simple – negative



I/You		
He/She	didn't	work.
We/You/They		

## 第三部分 语言聚焦

在本部分, 学生将重点学习不规则动词的过去式以及一般过去时态下的否定、一般疑问句和特殊疑问句形式。

### 热身

- 教师利用课件展示上节课学过的部分规则动词, 请学生写出并读出这些规则动词的过去式, 对规则动词的过去式进行回顾和复习。
- 教师展示一些常见的不规则动词, 请学生写出这些不规则动词的过去式, 激活学生原有的知识储备。

### 1. 不规则动词的过去式

- 请学生阅读例句, 提醒学生不规则动词的过去式不是在动词词尾加-ed, 需特殊记忆。教师鼓励学生说出更多的不规则动词及其过去式。

### 活动 1

- 教师带领学生阅读短文, 请学生找出文中的不规则动词, 然后核对答案。

#### 参考答案

I woke up. I saw a woman near my bed. Was it a ghost? She put a cup on the table, then she sat in the chair.

The woman spoke to me. "Good morning, May," she said. "Tea?" Oh, dear, it was my roommate Betty, and it was nine o'clock in the morning.

I got up and had a shower. We ate breakfast and we laughed about the "morning ghost"!

### 活动 2

- 请学生浏览所给动词, 尝试写出它们的过去式。
- 请学生在活动 1 的短文找出所给动词的过去式, 然后全班核对答案。
- 教师可要求学生在笔记本上分别记录规则和不规则动词的过去式, 提醒学生加强对不规则动词过去式的记忆。

#### 参考答案

be — was/were	get — got	see — saw	eat — ate	say — said
sit — sat	put — put	wake — woke	have — had	speak — spoke

### 活动 3

#### 参考答案

laugh — laughed





## II. 一般过去时态下的否定句式

- 教师带领学生观察图片并阅读图中的例句，引导学生观察一般过去时态下的肯定句变成否定句时谓语动词的变化，即在谓语动词前加 didn't，同时将谓语动词还原成原形。

### 活动 1

#### 参考答案

(2)× (3)× (4)√ (5)× (6)√

### 活动 2

- 请学生修改活动 1 中的错误句子，写在黑板上，然后全班核对答案。

#### 参考答案

(2) I didn't check the information board.  
 (3) She didn't speak English.  
 (5) They didn't wake up.

## III. 一般过去时态下的一般疑问句形式及其简短回答

- 教师带领学生观察图片并阅读图中的例句。
- 提醒学生注意一般过去时态下的肯定句变为一般疑问句时，助动词 did 提前放在句首。

### 活动 1

- 请学生模仿例句独立完成练习，教师核对答案。

#### 参考答案

(2) Did you see your teachers? (3) Did you stay at home last Saturday?  
 (4) Did you go to the cinema? (5) Did you travel during the winter vacation?  
 (6) Did you have fun?

### 活动 2

- 请学生两人一组，根据实际情况利用活动 1 中的问题相互问答。

## IV. 一般过去时态下的特殊疑问句形式

- 教师带领学生阅读语法框中的例句，简单讲解一般过去时态下特殊疑问句的结构，即在一般疑问句之前加特殊疑问词。

#### 参考答案

(2) Who did you go with? (3) How did you go there?  
 (4) When did you buy the air tickets? (5) Where did you go the first day?  
 (6) What did you buy in the shops?

## Part 4 Language Skills

## I. Reading

## Face to face with a Rhino!

By Kate Young

A year ago my family went on holiday to South Africa. We went there by plane. When we arrived, it was sunny and very beautiful.

On Monday, we visited a national park. We arrived at the park at six o'clock in the evening. The ranger at the gate said, "You must arrive at the camp before dark."

It was a bit scary. You had to drive very slowly, but it was getting dark and we were late. It was very hot so the windows were open. Suddenly, my dad stopped the car and said, "Look!"

There was a baby rhino on the road. It watched us for a minute and then walked towards the car. My dad was looking for his camera when my mum shouted. A huge rhino appeared on the road behind the baby.

"That's the mother," said my mum. "Quick, go back!"

Rhino can run at the speed of 50 kilometres per hour and they can crash a car to pieces. We were in real danger. What did my dad do? He was busy taking photos!

After five minutes the baby rhino moved away and her mother followed. And my dad was in trouble!



## Reading Tip

阅读之前，可通过图片和标题预测文章内容，把握文章脉络。

## Words you need

face to face 面对面地  
national park 国家公园  
camp *n.* 营地  
look for 寻找  
appear *v.* (尤指突然) 出现; 呈现  
at the speed of 以……的速度  
crash ... to pieces 将……击成碎片  
be busy doing sth 忙于……

rhino *n.* 犀牛  
ranger *n.* 护林员  
suddenly *adv.* 突然; 突如其来地  
huge *adj.* 巨大的; 极大量的  
quick *interj.* 快; 快点  
... kilometres per hour 每小时……公里  
in danger 有危险  
in trouble 陷入困境

## 第四部分 语言技能

在本部分, 学生们将了解本文作者在非洲与犀牛面对面接触的难忘经历, 还将通过阅读、听力、口语及写作任务综合运用之前所学的语言。

### 热身

- 教师利用课件展示自己在旅行过程中拍摄的部分照片, 让学生猜测旅游地和相关活动。
- 教师简单讲述自己难忘的一次旅行经历, 将相关词汇罗列在黑板上。
- 教师鼓励学生回忆并说出自己在旅行中经历过的一些有意思或难忘的事情。

### 1. 阅读

- 在阅读正文之前, 教师可首先讲解本课的阅读建议 (Reading Tip), 提醒学生可通过图片和标题来预测文章内容。
- 教师带领学生观察图片, 说说图中是什么动物, 接下来可能会发生什么等, 引出 rhino, car 等关键词, 完成活动 1。
- 请学生阅读短文, 完成活动 2。
- 教师讲解重要的词汇与句型, 并解答学生关于短文的疑问。

#### 注释

- ◇ go on holiday, 意为“去度假”, 同义词是 be on holiday, 如: “Will you go on holiday with me? Good idea.”
- ◇ be busy (in) doing sth, 意为“忙于做某事”, busy 后面的动词要加 -ing。be busy with sth 也可以表示同样的意思, 如: I'm busy doing my homework. She is busy with her homework.
- ◇ be in trouble, 表示“有麻烦; 在困境中”。get into trouble, 表示“陷入麻烦”, 如: He gets his brother into trouble.

#### 参考译文

#### 与犀牛的一次面对面接触

凯特·杨

一年前我们一家人去南非度假。我们乘坐飞机抵达目的地。到达时, 天气晴朗, 景色很美。

星期一, 我们参观了一个国家公园。我们于晚上 6 点到达公园。门口的护林员告诉我们: “你们必须在天黑前到达营地。”路上有点吓人, 我们不得不慢慢地开, 但是天就要黑了, 我们已经晚了。天气很热, 我们把车窗都打开了。突然, 爸爸把车停了下来, 说: “看!” 路上有一只小犀牛。它看了我们一会儿, 然后朝我们的车走了过来。妈妈 (吓得) 大叫, 而爸爸却在找相机。在小犀牛的后面又来了一只巨大的犀牛。妈妈说: “那是犀牛妈妈, 快, 赶紧调头往回走!” 犀牛的奔跑速度是每小时 50 公里, 它们能把车击成碎片。我们真的有危险了。可是爸爸在做什么呢? 他在忙着拍照! 5 分钟过后小犀牛走开了, 它的妈妈也跟着走开了。爸爸却有麻烦了。



1. Before you read, look at the picture and the title.

- (1) Where can you find a text like this?
- (2) Guess what the story is about.

2. Read the text and answer the questions.

- (1) Where did Kate go on holiday?
- (2) Why were the car windows open?
- (3) Why did Kate's dad stop the car?
- (4) How fast can a rhino run?
- (5) What did Kate's dad do when they were in danger?
- (6) Why was her dad in trouble?

**(Extra) II. Listening: What an experience!**

Listen and complete the dialogue.

*Kate is talking about her travel experience with her friend Jim.*

- Jim: Hello, Kate. Where did you go on holiday?  
 Kate: Hi, Jim. My family went to South Africa.  
 Jim: Fantastic! I'm going to go there with my family \_\_\_\_\_.  
 How long did you fly?  
 Kate: About \_\_\_\_\_!  
 Jim: How was the weather there?  
 Kate: It was \_\_\_\_\_ and \_\_\_\_\_.  
 Jim: Where did you visit?  
 Kate: We visited a national park the \_\_\_\_\_ there.  
 Jim: What \_\_\_\_\_ in the park?  
 Kate: We saw a rhino in the park.  
 Jim: A rhino? How exciting!  
 Kate: Well, it was not exciting, but a bit \_\_\_\_\_.  
 Jim: \_\_\_\_\_? Tell me about it!  
 Kate: There was a baby rhino ...  
 Jim: Wow! What an experience!

**(Extra) III. Speaking: An unusual experience**

1. Write a story, using the words and expressions below.

- (1) I / go to the ice-cream shop
- (2) want an ice-cream / buy a very big one
- (3) turn around / see Li Na behind me
- (4) look at her / drop the ice-cream on her shoes

2. In pairs, ask and answer the questions.

- Where did you go?      • What did you buy?
- Who did you see?      • What happened?
- Did you apologize?



**活动 1****参考答案**

(1) In a journal. (2) It's about an unusual experience of meeting a rhino.

**活动 2****参考答案**

(1) South Africa. (2) Because it was very hot. (3) Because he saw a baby rhino.  
 (4) 50 kilometres per hour. (5) He was busy taking photos.  
 (6) Because he was so involved with taking photos that he put the whole family in danger.

**(选修) II. 听力 (听力原文见第 63 页)****活动 1**

- 播放录音前, 教师带领学生复习阅读篇章中所学词汇, 做好听前准备, 同时指导学生明确对话主题——凯特正在和她的朋友吉姆谈论她的非洲之行, 要求学生浏览对话, 做好预测, 在听的过程中注意获取关键信息。
- 学生两人一组, 互相核对答案, 然后教师带领全班核对答案。

**参考答案**

next month	fourteen hours	sunny; hot	first day
did you see	scary	What happened	

**(选修) III. 口语****活动 1**

- 教师带领学生理解教材中给出的单词和短语。
- 请学生将这些单词和短语串联成一个小故事。教师提醒学生注意动词过去式的正确形式。
- 教师请学生分享自己的故事。

**参考答案**

One day, I went to the ice-cream shop. I wanted to buy an ice-cream, and I bought a very big one. When I turned around, I saw Li Na behind me. I looked at her, and dropped the ice-cream on her shoes.

**活动 2**

- 请学生两人一组做问答练习。教师注意观察, 并随时提供帮助。
- 请几组学生演示对话。

## IV. Writing task: A Wechat record of a journey

## 1. Writing tips: Time phrases (2)

*on Monday, 19th July*  
*in 2015*  
*in July*  
*from 2012 to 2016*  
*at 3 p.m.*

Write the correct time phrases.

- (1) Susan was in a TV show \_\_\_\_\_ 2013 \_\_\_\_\_ 2015.
- (2) She was in Paris \_\_\_\_\_ 2016.
- (3) She booked a ticket to London \_\_\_\_\_ 20th May.
- (4) She came back to London \_\_\_\_\_ June.
- (5) She forgot her luggage at the platform \_\_\_\_\_ Sunday, 27th June.
- (6) The police found the luggage and sent it back to her \_\_\_\_\_ 29th June.

## 2. Writing task: A Wechat record of a journey

Write about your journey and post it on Wechat.

## Step 1: Research

Think about a trip that you took with your parents or friends. Find pictures.

## Step 2: Draft

Write a draft.



Where are you now?

*We're here in Sanya.*

When did you arrive?

*We arrived at 8 a.m. on Sunday, 1st May.*

How was your journey?

*The flight from Beijing was fine.*

What did you do there?

*We went to the beach and took some photos in the afternoon.*

How did you feel?

*We were very excited.*

How long will you stay in ...?

*We'll stay in Sanya from 1st May to 5th May.*

## Step 3: Check

Are the time phrases and verb tenses correct? Write the final version on your Wechat.



## IV. 写作

## 活动 1

- 请学生观察方框中的时间短语, 引导学生归纳不同介词与时间短语的搭配。
- 请学生补全句子。
- 教师带领学生朗读句子, 核对答案, 总结不同时间短语的表达方式。

## 参考答案

(1) from; to      (2) in      (3) on      (4) in      (5) on      (6) on

## 注释

- ◇ 星期、具体日期前多用介词 on, 如: on Monday, on 19th July.
- ◇ 月份、年份前多用介词 in, 如: in 2015, in July.
- ◇ 具体几点钟前多用介词 at, 如: The meeting starts at 3 p.m.

## 活动 2

- 请学生展示课前准备好的自己和家人或朋友旅行的照片。
- 请学生两人一组, 就照片进行问答, 如: Where were you? Did you take the trip with your parents or your friends? When did you arrive? What did you do there? How was your journey? Did you have a good time there? 如有需要, 教师可将相关问题写在黑板上。
- 请学生将问题的答案写在纸上, 并用适当的连词连接起来作为草稿。
- 学生互相检查草稿, 教师提醒学生注意时间短语和动词的时态。
- 在前面步骤的基础之上, 教师可要求学生在课后完成定稿, 并发布到自己的微信朋友圈。

## 参考作文

We're here in Sanya now. We arrived at 8 a.m. on Sunday, 1st May. We went there by plane. The flight from Beijing was fine. We went to the beach and took some photos in the afternoon. We were very excited. We will stay in Sanya from 1st May to 5th May.

## Unit Check

### I. Vocabulary

1. Write the words on travel.



(1) \_\_\_\_\_



(2) \_\_\_\_\_



(3) \_\_\_\_\_



(4) \_\_\_\_\_



(5) \_\_\_\_\_



(6) \_\_\_\_\_



(7) \_\_\_\_\_



(8) \_\_\_\_\_

### II. Communication

2. Complete the dialogue.

Joe: Hey, Mike. I heard you went on holiday last month. <sup>(1)</sup> \_\_\_\_\_ ?

Mike: I went to Australia.

Joe: Lucky you! <sup>(2)</sup> \_\_\_\_\_ ?

Mike: The flight was long and tiring.

Joe: I know the beach there is very beautiful. <sup>(3)</sup> \_\_\_\_\_ ?

Mike: Yes, I went to the beach almost every day.

Joe: <sup>(4)</sup> \_\_\_\_\_ ?

Mike: It was very sunny there.

Joe: <sup>(5)</sup> \_\_\_\_\_ ?

Mike: Yes, a lot of photos. I can show you the photos, if you are interested.

Joe: Thank you. I'd love to see them.

### III. Language Focus

3. Write the past simple forms of the verbs.

(1) I left (leave) for the museum at 9 o'clock in the morning. I \_\_\_\_\_ (meet) Mark on the way. He \_\_\_\_\_ (tell) me about his journey in Chengdu. I wish I could go there some day.

(2) Mum \_\_\_\_\_ (buy) me a new dress, but it \_\_\_\_\_ (take) long to find the right one. She \_\_\_\_\_ (go) to a lot of shops. Then she \_\_\_\_\_ (leave) the dress in the shop!

## 单元测试

- 本部分的测试题相对容易，只要学生认真学习了前面的相关内容均可以取得好成绩，从而有效帮助学生感受自己英语学习的进步，增强对英语学习的信心。
- 教师也可以改变此部分的使用方式，如：可以在单元学习结束时进行综合测试，或在讲授单元相关内容之后对学生的学习效果进行检测，还可由学生进行自我测试。

### I. 词汇

#### 练习1

##### 参考答案

- |              |                       |             |              |
|--------------|-----------------------|-------------|--------------|
| (1) by train | (2) by bus            | (3) by taxi | (4) by plane |
| (5) by bike  | (6) information board | (7) luggage | (8) change   |

### II. 交际任务

#### 练习2

##### 参考答案

- (1) Where did you go?
- (2) How was the flight?
- (3) Did you go to the beach?
- (4) What was the weather like? / How was the weather?
- (5) Did you take any photos?

### III. 语言聚焦

#### 练习3

##### 参考答案

- |               |                              |
|---------------|------------------------------|
| (1) met; told | (2) bought; took; went; left |
|---------------|------------------------------|



## 4. Complete the sentences with the correct forms of the verbs.


- (1) We didn't take (not take) the train to Beijing. We drove there.  
 (2) I \_\_\_\_\_ (not notice) the time on the information board.  
 (3) The train \_\_\_\_\_ (not leave) at ten o'clock.  
 (4) We \_\_\_\_\_ (not get) on the train.  
 (5) I could not find my wallet, so I \_\_\_\_\_ (not have) any money.  
 (6) I \_\_\_\_\_ (not buy) any present for my family.

## 5. Write general questions and short answers.

- (1) you / have breakfast / this morning  
 – *Did you have breakfast this morning?*  
 – *Yes, I did. / No, I didn't.*  
 (2) you / go shopping / last weekend  
 (3) you / travel with your parents / during the winter vacation  
 (4) you / hang out with friends / yesterday  
 (5) you / watch TV / last night  
 (6) you / use your mobile / today

## 6. Complete the dialogues.

- (1) A: Why did you go (you / go) to the town centre?  
 B: I went for a job interview.  
 (2) A: Where \_\_\_\_\_ (he / go) on holiday last year?  
 B: He went to Australia.  
 (3) A: What \_\_\_\_\_ (the weather / be) like?  
 B: The weather was terrible.  
 (4) A: How long \_\_\_\_\_ (you / be) there?  
 B: We were there for a week.  
 (5) A: How \_\_\_\_\_ (they / feel) after the journey?  
 B: They felt very tired.  
 (6) A: How much money \_\_\_\_\_ (you / spend)?  
 B: We spent 100 dollars.


 Unit Summary

## Now you can ...

- use words related to travel (exercise 1)
- talk about travel experiences (exercise 2)
- use past simple
  - irregular verbs (exercise 3)
  - negative (exercise 4)
  - general questions and short answers (exercise 5)
  - *wh*-questions (exercise 6)
- write about your travel experience, using the correct time phrases and verb tenses

### 练习4

#### 参考答案

(2) didn't notice      (3) didn't leave      (4) didn't get      (5) didn't have      (6) didn't buy

### 练习5

#### 参考答案

(2) Did you go shopping last weekend? Yes, I did. / No, I didn't.  
 (3) Did you travel with your parents during the winter vacation? Yes, I did. / No, I didn't.  
 (4) Did you hang out with friends yesterday? Yes, I did. / No, I didn't.  
 (5) Did you watch TV last night? Yes, I did. / No, I didn't.  
 (6) Did you use your mobile today? Yes, I did. / No, I didn't.

### 练习6

#### 参考答案

(2) did he go                      (3) was the weather like                      (4) were you  
 (5) did they feel                      (6) did you spend

#### 听力原文

*Kate is talking about her travel experience with her friend Jim.*

Jim: Hello, Kate. Where did you go on holiday?

Kate: Hi, Jim. My family went to South Africa.

Jim: Fantastic! I'm going to go there with my family next month.

How long did you fly?

Kate: About fourteen hours!

Jim: How was the weather there?

Kate: It was sunny and hot.

Jim: Where did you visit?

Kate: We visited a national park the first day there.

Jim: What did you see in the park?

Kate: We saw a rhino in the park.

Jim: A rhino? How exciting!

Kate: Well, it was not exciting, but a bit scary.

Jim: What happened? Tell me about it!

Kate: There was a baby rhino ...

Jim: Wow! What an experience!

## Cultural Exchange

### Means of transportation

When people are making plans for their travel, especially the long-distance one, one of the many decisions that they have to make is the means of transportation. Will they go by air, by train, or by car? Which one would you like to choose?

#### CRH in China

In China, a lot of Chinese prefer China Railway High-speed, or CRH for short. Different from traditional trains, CRH can travel at the speed of 200 kilometres per hour or higher. The speed and comfort that CRH offers have made it very popular with passengers in China. Now, CRH is the busiest high-speed rail system in the world.



#### Road trip in the US

The US is a country on wheels. Cars are major means of transportation for people either to go to work or to go travelling. And the US also has the largest highway system in the world, the National Highway System or NHS, making it easy for people to drive within the state, or from one state to another. Besides, some highways have fantastic scenery to offer along the road, including forests, national parks, lakes, etc.

#### Words you need

especially *adv.* 尤其; 特别

China Railway High-speed 中国高铁

passenger *n.* 乘客; 旅客

wheel *n.* 车轮

state *n.* 州; 国家

along the road 沿途

long-distance *adj.* 长途的

for short 简称

system *n.* 系统

highway *n.* 公路

besides *adv.* 除此之外; 而且

forest *n.* 森林

1. Read the text and answer the questions.

- (1) What's CRH short for?
- (2) What's the speed of CRH?
- (3) Why is CRH popular with passengers in China?
- (4) Is CRH the busiest high-speed rail system in the world?
- (5) What's the major means of transportation for people in the US?

2. Which means of transportation do you prefer? Why?



## 文化交流

- 本单元的文化交流部分意在帮助学生了解中美交通方式的异同，感受中国高铁的发展，提升民族自豪感。
- 本部分也可用作阅读教学的延伸。

### 背景介绍

◇ 随着社会的发展、经济的腾飞，人们的出行方式日益多样化，对交通工具的速度和舒适度的要求也越来越高，高铁应运而生。近年来，中国在高铁的研发、制造等领域已经走出国门，走向国际，成为我国科技产业链上的重要一环。

### 参考译文

#### 交通方式

当人们制订旅行，尤其是长途旅行计划时，他们必须选择出行的交通方式。乘飞机、火车还是汽车？你愿意选择哪一种呢？

#### 中国高铁

在中国，许多人更喜欢“中国高速铁路”，简称“高铁”。与传统的火车不同，高铁列车以每小时200公里甚至更快的速度运行。高铁提供的速度和舒适度使得它非常受欢迎。现在中国高铁是世界上最繁忙的高速铁路系统。

#### 美国的公路旅行

美国是车轮上的国家。对人们来说，无论上班还是旅行，汽车都是主要的交通工具。美国拥有世界上最大的高速公路系统，即“国家高速公路系统”，使得人们无论在州内驾车还是开车从一个州到另一个州都非常便捷。除此以外，一些高速公路沿途的风景也很美，包括森林、国家公园、湖泊等。

### 练习1

#### 参考答案

- (1) China Railway High-speed.
- (2) 200 kilometres per hour or higher.
- (3) Because it is fast and comfortable.
- (4) Yes, it is.
- (5) Cars.

### 练习2

#### 参考答案

略

## Words and Expressions

- plane /pleɪn/ *n.* 飞机  
change /tʃeɪndʒ/ *n.* 零钱; 变化 *v.* 改变  
△ board /bɔ:d/ *n.* 公告牌; 平板  
\*luggage /'lʌɡɪdʒ/ *n.* 行李  
platform /'plætfɔ:m/ *n.* 月台; 讲台  
ticket /'tɪkɪt/ *n.* 票; 入场券  
ticket office 售票处  
vacation /və'keɪʃn/ *n.* 假期; 休假  
△ spicy /'spɪsi/ *adj.* (食物) 辛辣的  
\*sightseeing /'saɪt,si:ɪŋ/ *n.* 观光; 游览  
means /mi:nz/ *n.* 工具; 手段  
\*transportation /,træns'pɔ:teɪʃn/ *n.* 交通运输系统  
△ hostel /'hɒstl/ *n.* (提供廉价食宿的) 旅舍  
youth hostel 青年旅舍  
comfortable /'kɒmfətəbl/ *adj.* 舒适的  
comfort /'kɒmfət/ *n.* 舒适感; 安慰  
△ hike /haɪk/ *v. & n.* 远足; 徒步旅行  
△ mount /maʊnt/ *n.* ……山; ……峰  
\*amazing /ə'meɪzɪŋ/ *adj.* 惊人的; 难以置信的  
spend /spend/ *v.* 花费; 度过  
though /ðəʊ/ *conj.* 虽然; 可是  
wonderful /'wʌndəfl/ *adj.* 令人高兴的; 奇妙的  
book /bʊk/ *v.* 预订; 预约  
flight /flaɪt/ *n.* 飞行; 航班  
class /klɑ:s/ *n.* (火车、飞机等的) 座位等级; 班级  
\*economy /t'kɒnəmi/ *n.* 经济; 节约  
△ one-way /wʌn'wei/ *adj.* 单程的; 单行的  
round trip 往返旅程  
window /'wɪndəʊ/ *n.* 窗; 窗户  
seat /si:t/ *n.* 座位  
cup /kʌp/ *n.* 杯子; (杯中的) 液体  
△ roommate /'ru:m,meɪt/ *n.* 室友  
face to face 面对面地  
△ rhino /raɪnəʊ/ *n.* 犀牛  
△ ranger /'reɪndʒə/ *n.* 护林员  
gate /geɪt/ *n.* 大门; 登机口  
camp /kæmp/ *n.* 营地  
suddenly /'sʌdnli/ *adv.* 突然; 突如其来地  
towards /tə'wɔ:dz/ *prep.* 向(着); 朝(着)  
huge /hju:dʒ/ *adj.* 巨大的; 极大量的  
appear /ə'piə/ *v.* (尤指突然) 出现; 呈现  
quick /kwɪk/ *interj.* 快; 快点 *adj. & adv.* 快速的  
(地)  
speed /spi:d/ *n.* 速度; 快速  
piece /pi:s/ *n.* 碎片; 碎块; 一个; 一件  
danger /'deɪndʒə/ *n.* 危险  
trouble /'trʌbl/ *n.* 麻烦; 问题  
unusual /ʌn'ju:ʒuəl/ *adj.* 异常的; 不平常的  
ice-cream /aɪs'kri:m/ *n.* 冰激凌  
record /'rekɔ:d/ *n.* 记录 /rɪ'kɔ:d/ *v.* 记录  
journey /'dʒɜ:ni/ *n.* (尤指长途的) 旅行; 旅程  
police /pə'li:s/ *n.* 警察  
send /send/ *v.* 寄出; 发出  
△ tiring /'taɪərɪŋ/ *adj.* 令人感到累的  
\*beach /bi:tʃ/ *n.* 海滩  
almost /'ɔ:lməʊst/ *adv.* 几乎; 差不多  
wallet /'wɒlɪt/ *n.* 钱包  
terrible /'terəbl/ *adj.* 极差的; 可怕的  
especially /t'speʃəli/ *adv.* 尤其; 特别  
distance /'dɪstəns/ *n.* 距离  
decision /dɪ'sɪʒn/ *n.* 决定; 抉择  
decide /dɪ'saɪd/ *v.* 决定; 判断  
railway /'reɪlwei/ *n.* 铁路; 铁路系统  
traditional /trə'dɪʃnəl/ *adj.* 传统的; 惯例的  
passenger /'pæsɪndʒə/ *n.* 乘客; 旅客  
△ rail /reɪl/ *n.* 铁路系统; 铁轨  
world /wɜ:ld/ *n.* 世界; 社会  
system /'sɪstəm/ *n.* 系统  
wheel /wi:l/ *n.* 车轮  
\*highway /'haɪwei/ *n.* 公路  
easy /'i:zi/ *adj.* 容易的; 舒适的  
within /wɪð'm/ *prep.* 在……之内  
state /steɪt/ *n.* 州; 国家  
another /ə'nʌðə/ *pron.* 另一个; 别的  
besides /br'saɪdz/ *adv.* 除此之外; 而且  
along /ə'lɒŋ/ *prep.* 顺着; 沿着  
include /m'klu:d/ *v.* 包括; 包含  
forest /'fɒrɪst/ *n.* 森林  
Mount Qingcheng 青城山  
Africa /'æfrɪkə/ *n.* 非洲  
South Africa /,sauθ'æfrɪkə/ 南非



# Unit 3 How to be attractive?

## 单元教学目标与要求

话题 Topic	如何提升个人形象 (How to be attractive)
词汇与常见表达 Words and Expressions	1. 掌握单元词表中的“基本要求”词汇 (无标记词汇) 详见单元词表 (Words and Expressions) 2. 能够正确使用下列常用表达 time to get up let me see stand up straight have confidence in ... keep ... in mind Good luck! You should ... You should not (shouldn't) ...
语音 Pronunciation	能够区分 /z/, /tr/ 和 /dr/ 的不同发音
交际任务 Communication	1. 能够在生活场景中谈论如何提升个人形象, 并给出应该做什么和不应该做什么的具体建议 You should ... You should not (shouldn't) ... Stand up straight. I'll keep ... in mind. Remember to be polite. Good luck! 2. 能够在职业场景中谈论如何注意个人形象与举止, 并给出应该做什么和不应该做什么的具体建议 Can you give me some advice about ...? I think you should ... You should not (shouldn't) ... That will be fine. Yes, I think so.
语言聚焦 Language Focus	1. 掌握 should 作为情态动词的用法, 包括其肯定、否定和疑问句式 2. 掌握形容词比较级的形式及用法
语言技能 Language Skills	1. 能够通过阅读篇章, 了解如何提升个人形象与魅力 2. (选修) 能够通过听力, 进一步给出关于个人形象与举止的具体建议 3. (选修) 能够在阅读与听力的基础之上, 就别人的意见表示赞同或反对 4. 能够用委婉的口气写一封信, 就面试事宜向朋友提出建议
学习策略 Learning Strategies	词汇学习策略: 利用反义词记忆相关单词
文化点滴 Cultural Tips	1. 了解面试过程中应注意的礼仪规范 2. 了解英语委婉语的不同表达



# Unit 3 How to be attractive

## Part 1 Vocabulary



### Appearance

1. Match the words with the pictures. Listen, check and repeat.



attractive  
clean  
dirty  
fat  
short  
strong  
tall  
thin  
ugly  
weak

#### Learning Tip

Write words with their opposites. You can remember them this way.

*clean* → *dirty*    *fat* → *thin*

2. Listen and repeat.

/ʒ/, /tr/ or /dr/

(1) decision	unusual	pleasure	television
(2) attractive	trouble	travel	train
(3) drive	dry	drop	dream

3. Choose a person from your class. Draw a "wanted" poster. Don't show the poster to your partner!

4. Who is it? In pairs, ask and answer. Then show your poster.

A: *Is it a boy or a girl?*

B: *A boy.*

A: *Is he tall/short/thin ...?*

B: ...



## 第一部分 词汇——外貌

在本部分，学生们将学习关于外貌的英文表达。

### 热身

- 教师利用课件展示一些明星的照片，请学生四人一组，描述某一位明星的外貌。
- 几分钟后请各小组派代表描述明星外貌，全班竞猜。教师将一些重点词汇写在黑板上，复习关于外貌的相关词汇，为本单元的学习打好基础。

### 活动1

- 教师利用图片教授关于外貌的词汇。
- 请学生听录音，然后两人一组互相核对答案。
- 教师再次播放录音，全班跟读并核对答案。

#### 参考答案

A: ugly B: attractive C: dirty D: clean E: strong F: weak G: tall H: short I: fat J: thin

### 学习小贴士

- ◇ 教师提醒学生将活动1中的形容词与其反义词两两组合，以便于记忆。如果学生学有余力，可适当增加一些相关词汇。
- ◇ 给学生1~2分钟的时间记忆单词，然后两人一组相互测试。

### 活动2

- 教师根据学生的实际情况，确定播放录音的次数，便于学生掌握 /ʒ/, /tr/ 和 /dr/ 的正确发音。

### 活动3

- 请学生选择本班的一名同学画一幅“寻人”海报。每名学生独立完成，不能互相展示。

### 活动4

- 教师首先邀请一名学生做示范，教师提问，学生回答，根据学生的回答全班一起猜一猜画的是谁。
- 请学生两人一组互相问答，轮流猜测对方画的是谁。在学生练习对话时，教师要注意观察、记录对话中出现的问题。

### 备选活动

- 完成活动3之后，教师可利用课件呈现更多名人或学校教师、学生等的照片，请学生说出或列出更多的描述外貌的形容词，以帮助学生扩大词汇量。同时也可以利用这些照片开展“猜猜谁是我最喜欢的人”的游戏，继续进行问答练习。

## Part 2 Communication

## I. Lead-in: Manners and characters

👂 Match the words with their opposites. Listen, check and repeat.

careful  
confident  
friendly  
helpful  
honest  
patient  
polite

shy  
unfriendly  
impolite  
careless  
impatient  
dishonest  
unhelpful



## Grammar Tip

在形容词或副词前加前缀 in- / in- / un- / dis- 等, 可构成其否定形式, 如: *polite* → *impolite*, *correct* → *incorrect*, *friendly* → *unfriendly*, *honest* → *dishonest* 等。

在名词后加后缀 -ful / -ly 等, 可构成形容词, 如: *care* → *careful*, *friend* → *friendly* 等。

## II. Conversation: You should have confidence in yourself!

## 1. 🎧 Listen and read.

*Mark's mum is giving him advice for his job interview.*

Mum: Mark, time to get up. You should get up early.

Mark: OK, Mum.

Mum: Oh, your shirt looks dirty. You should wear a clean shirt for your interview.

Mark: Yes, Mum.

Mum: Did you brush your teeth? They are yellow!

Mark: Of course, I did. And they aren't yellow!

Mum: OK, let me see, the shirt and shoes look fine ... Oh, you should stand up straight and have confidence in yourself.

Mark: OK, Mum. I'll keep that in mind.

Mum: Remember to be polite and say hello to people warmly.

Mark: OK, I will.

Mum: You shouldn't be nervous when answering questions ...

Mark: Yes, and I think I shouldn't be late for the interview either.

Mum: Oh, sorry, it's almost time. Good luck!

## Expressions

time to get up

brush teeth

let me see

stand up straight

have confidence in ...

keep ... in mind

Good luck!



## 第二部分 交际任务

在本部分，学生们将学习在生活和职业场景中讨论如何提升个人形象，并就个人的着装、举止等方面提出建议。

### I. 导入：举止和性格

- 教师首先带领学生学习左栏的词汇，请学生读出单词，并说出中文意思，激活学生原有的语言储备。
- 请学生根据左栏的词汇，尝试在右栏中找出对应的反义词，并读出单词，说出中文意思。
- 请学生听录音，核对答案。
- 教师讲解形容词和副词的相关构词法，帮助学生掌握词缀的用法。
- 学生跟读录音，记忆单词。

#### 参考答案

confident — shy	friendly — unfriendly	helpful — unhelpful
honest — dishonest	patient — impatient	polite — impolite

◇ 在形容词、副词前加前缀 im- / in- / un- / dis- 等，可构成其否定形式，如：polite → impolite, correct → incorrect, friendly → unfriendly, honest → dishonest。

◇ 在名词后加后缀 -ful / -ly 等，可构成形容词，如：care → careful, friend → friendly。

### 备选活动

- 教师用前面学过的有关外貌、举止、性格等的单词来描述班上一名学生，请大家猜一猜是谁。
- 请学生两人一组，轮流描述本班同学的外貌、举止和性格，互相猜一猜是谁。

### II. 对话：你应该对自己有信心！

在本部分，马克将去参加求职面试，妈妈给了他一些个人形象方面的建议。

#### 活动 1

- 播放录音，请学生跟读对话。
- 播放完录音之后，教师重点检查学生对对话中相关表达的掌握情况，如 time to get up, brush teeth, let me see, stand up straight, have confidence in..., keep... in mind, Good luck 等，同时提醒学生关注表达建议的句型 You should... 在对话中的运用。
- 教师根据学生的反馈做有针对性的介绍和讲解。
- 学生再听一遍录音，跟读对话。

2. Read the conversation again and list the advice Mum gave to Mark.

- (1) get up early                      (2) \_\_\_\_\_  
 (3) \_\_\_\_\_                              (4) \_\_\_\_\_  
 (5) \_\_\_\_\_                              (6) \_\_\_\_\_

3. In pairs, practice the conversation.

### III. Speaking: Giving advice

In pairs, A, you will have a job interview next week; B, you are A's friend and you are giving him advice about the interview. Complete the dialogue with a - f, and then practice the dialogue.

A: I'm having a job interview next week. Can you give me some advice about what to wear?

B: Sure. I think you should <sup>(1)</sup> \_\_\_\_\_.

A: How about a suit?

B: Yes, that will be fine.

A: Should I wear a tie?

B: <sup>(2)</sup> \_\_\_\_\_. And make sure that your suit is clean and smart.

A: OK, I see. <sup>(3)</sup> \_\_\_\_\_?

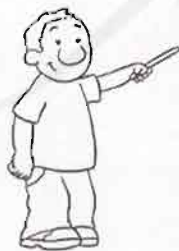
B: Let me see. Oh, you should have confidence in yourself and <sup>(4)</sup> \_\_\_\_\_.

A: Thanks a lot. <sup>(5)</sup> \_\_\_\_\_.

B: <sup>(6)</sup> \_\_\_\_\_.



- a. wear formal clothes
- b. Anything else
- c. My pleasure
- d. Yes, I think so
- e. shouldn't be shy
- f. You have been very helpful



#### Get ready for the workplace

When you are having a job interview, you should

- arrive on time for your interview
- wear formal clothes and you shouldn't have dirty hands or nails
- be polite and friendly
- think about the job and ask questions about the job at the end of the interview

注释

- ◇ time to do sth 为 It's time to do sth 的省略形式, 意为“是该做……的时候了”, 这里省略了 It's, 在口语中较为常见, 如: Tom! Time to go to school.
- ◇ You should ..., 此句型常用来向别人提出建议和意见。should 是情态动词, 意为“应该”, 其后加动词原形, 如: You're too tired. You should have a rest.
- ◇ have confidence in ..., 意为“对……有信心”, 如: I have confidence in my classmates.
- ◇ keep ... in mind, 意为“记住……”, 如: You should keep your mum's advice in mind.

活动 2

- 请学生阅读对话, 列出马克妈妈给他的建议。
- 带领学生核对答案, 并再次复习提建议的句型 You should ...

参考答案

- |   |  |
|---|--|
| (2) wear a clean shirt                            | (3) stand up straight                        |
| (4) have confidence in yourself                   | (5) be polite and say hello to people warmly |
| (6) shouldn't be nervous when answering questions |  |

活动 3

- 请学生两人一组练习对话, 教师鼓励英语较好的学生对对话中的人物身份及活动进行替换, 改编并表演对话。
- 在学生练习对话时, 教师要注意观察、记录对话中出现的问题, 在课堂总结环节处理这些问题。

III. 职场口语: 提供建议

- 为确保该口语交际活动顺利进行, 学生应在活动前做好充分准备。教师组织学生进行头脑风暴, 讨论参加求职面试时应如何注意个人的形象与举止, 复习、运用之前学习的相关词汇。
- 教师引导学生运用 You should ... 句型对求职者给出建议。
- 请学生补全句子, 完成对话, 然后核对答案。
- 请学生分角色练习对话。

参考答案

- |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|
| (1) a | (2) d | (3) b | (4) e | (5) f | (6) c |
|-------|-------|-------|-------|-------|-------|

走近职场

- 教师引导学生思考和讨论在参加求职面试时在个人外表、举止等方面需要注意的问题。
- 请学生充分表达自己的观点, 教师板书。
- 教师对面试时的注意事项进行总结。



## Part 3 Language Focus

I. *Should* – positive and negativeYou *should* wait.

I/He/She	should	wait.
We/You/They		

You *shouldn't* do that.

I/He/She	shouldn't	do that.
We/You/They		

## 1. Write the sentences with the correct forms of the verbs.

- I should go (go) home now.
- You \_\_\_\_\_ (say hello) to people warmly.
- You \_\_\_\_\_ (wear) formal clothes for work.
- Emily \_\_\_\_\_ (finish) the report on Monday.
- They \_\_\_\_\_ (ask) their manager for help.
- They \_\_\_\_\_ (make) a careful plan for the meeting.

## 2. Write the sentences as negatives.

- You should give food to the pet. → *You shouldn't give food to the pet.*
- Mark should start his meal.
- We should wear our hats inside the house.
- The boy should tell his friend the news.
- He should sit on the floor.
- You should wear informal clothes for the party.

II. *Should* – general questions and *wh*-questions

Yes, we should. /  
No, we shouldn't.



Answer the following questions.

- Should I bring a present when visiting someone's house? → *Yes, you should.*
- Should I take off my hat in the house?
- Should I start to eat before everyone has food?
- Should I shake hands when I meet a person for the first time?
- When should I leave the house?
- What should I say when leaving the house?

## 第三部分 语言聚焦

在本部分，学生们将重点学习情态动词 should 的用法，包括其肯定、否定和疑问句式，以及形容词比较级的构成。

### 热身

- 教师展示一些不当行为的图片，如行人闯红灯，学生上课玩手机等。
- 请学生分别对图片中的行为提出建议，如：You should wait for the green light. You shouldn't play with your mobile in class. 复习之前所学的用 should 表达建议的句型。
- 教师将学生的建议写在黑板上。

### I. should 的肯定和否定句式

- 教师首先带领学生观察图片并结合例句理解图意。之后，带领学生阅读语法框中的句子，引导学生尝试归纳出 should 的用法。
- 教师讲解 should 的用法，提示学生 should 在句中不能单独做谓语，should 后要加动词原形，其否定形式为 should + not + 动词原形，should not 可缩写为 shouldn't。

### 活动 1

- 请学生用所给动词的正确形式补全句子。完成练习后，教师请学生朗读句子，核对答案。

#### 参考答案

- (2) should say hello                      (3) should wear                      (4) should finish  
(5) should ask                              (6) should make

### 活动 2

- 请学生将所给句子变成否定句。教师可请学生在黑板上写出否定句，然后全班核对答案。

#### 参考答案

- (2) Mark shouldn't start his meal.                      (3) We shouldn't wear our hats inside the house.  
(4) The boy shouldn't tell his friend the news.                      (5) He shouldn't sit on the floor.  
(6) You shouldn't wear informal clothes for the party.

### II. should 的一般疑问句和特殊疑问句

- 教师首先带领学生观察图片，引导学生关注表示主语的蓝色字块和表示谓语的红色字块的位置变化。之后，教师带领学生阅读例句，引导学生进一步分析情态动词 should 的肯定句如何变为一般疑问句和特殊疑问句。

#### 参考答案

- (2) Yes, you should.                      (3) No, you shouldn't.  
(4) Yes, you should.                      (5) You should leave the house at an appropriate time.  
(6) You should say "Goodbye" to the host.

### III. Comparative – short adjectives



Short adjectives: *-er than*  
Mike is **taller than** Sam.

#### Grammar Tip

单音节和部分双音节形容词的比较级一般在词尾加 -er, 如: *tall* → *taller*; 以 -e 结尾的形容词, 在词尾加 -r, 如: *brave* → *braver*; 以“辅音字母 + -y”结尾的双音节形容词, 将 y 变为 i, 再加 -er, 如: *lucky* → *luckier*; 重读闭音节词尾只有一个辅音字母时, 末尾的辅音字母要双写, 再加 -er, 如: *big* → *bigger*; 还有一些形容词有不规则的变化形式, 如: *good* → *better*。

#### 1. Write the comparative forms of the adjectives.

- (1) big bigger      (2) dirty \_\_\_\_\_      (3) good \_\_\_\_\_  
 (4) early \_\_\_\_\_      (5) fat \_\_\_\_\_      (6) thin \_\_\_\_\_  
 (7) bad \_\_\_\_\_      (8) small \_\_\_\_\_      (9) fast \_\_\_\_\_

#### 2. Decide true (T) or false (F).

Bill

31 years old  
1.56 metres



James

22 years old  
1.76 metres

- ( ) (1) Bill is older than James.  
 ( ) (2) James is younger than Bill.  
 ( ) (3) Bill is taller than James.  
 ( ) (4) Bill is shorter than James.  
 ( ) (5) James is weaker than Bill.  
 ( ) (6) Bill is stronger than James.

### IV. Comparative – long adjectives

Write the sentences with the comparative forms of the adjectives.

- (1) this dress / that one (beautiful)  
→ *This dress is more beautiful than that one.*  
 (2) this mobile / that one (expensive)  
 (3) maths / history (difficult)  
 (4) Mark / Ellie (confident)  
 (5) doing / saying (important)  
 (6) the book / the film (interesting)



Long adjectives: *more ... than*  
*The sofa is more comfortable than the floor.*



### III. 比较级：单音节和部分双音节形容词

- 教师首先带领学生观察图片并阅读图片下方的例句，引导学生理解形容词比较级的语法意义。
- 教师带领学生总结单音节和部分双音节形容词比较级的变化规律：一般在词尾加 -er，如：tall → taller；以 -e 结尾的形容词，在词尾加 -r；如：brave → braver；以“辅音字母 + -y”结尾的双音节形容词，将 y 变为 i，再加 -er，如：lucky → luckier；重读闭音节词尾只有一个辅音字母时，末尾的辅音字母要双写，再加 -er，如：big → bigger；还有一些形容词的变化形式不规则，如：good → better。

#### 活动 1

- 请学生填写形容词比较级的正确形式。完成练习后，教师请学生在黑板上写出答案，注意核对拼写。

#### 参考答案

- |             |            |             |            |
|-------------|------------|-------------|------------|
| (2) dirtier | (3) better | (4) earlier | (5) fatter |
| (6) thinner | (7) worse  | (8) smaller | (9) faster |

#### 活动 2

- 请学生观察图片，了解比尔和詹姆斯的年龄、身高、身体状况等。
- 请学生根据比尔和詹姆斯的对比判断句子正误。
- 完成练习后，教师请学生朗读句子，核对答案。

#### 参考答案

- |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|
| (1) T | (2) T | (3) F | (4) T | (5) F | (6) F |
|-------|-------|-------|-------|-------|-------|

### IV. 比较级：多音节和部分双音节形容词

- 教师首先带领学生观察图片，引导学生说出形容词 comfortable 的意思及其比较级形式。
- 请学生阅读例句，并引导学生归纳出多音节和部分双音节形容词比较级的形式为“more + 形容词原形 + (than)”。
- 请学生根据所给单词完成练习。完成练习后，教师请学生朗读句子，核对答案并讲解。

#### 参考答案

- (2) This mobile is more expensive than that one.
- (3) Maths is more difficult than history.
- (4) Mark is more confident than Ellie.
- (5) Doing is more important than saying.
- (6) The book is more interesting than the film.

## Part 4 Language Skills

## I. Reading

## How to be attractive!



## Why are some people more attractive than others?

Is the answer in your clothes? Not really. In Britain and in the US, the TV show *What Not to Wear* is very popular. The stars in the show, Tina and Susan, find people who think they are unattractive and give them very strong advice, "You should wear this jacket. You shouldn't wear that shirt." The people in the show become more confident about their appearance, and then they become more attractive.

But the answer isn't in the clothes. It's in the confidence. Studies show that confident people are attractive to other people. Look at the photo. The two women are looking at you. They're smiling, and they're confident. That's attraction. How can you become more attractive?

Here are **Five Top Tips**

1

You should wear clothes that you like. Choose your own style.

2

Remember the little things. Clean your nails. Brush your hair. Clean your teeth.

3

Look people in the eye. Shake their hands. Remember their names.

4

Talk about them, not about you. People like you when you are interested in them.

5

When you relax, you feel more confident. Take your time. You're an attractive person. Trust yourself!

## Words you need

not really 并不真是如此

take your time 慢慢来

attraction *n.* 吸引力; 吸引人之物

trust yourself 相信自己



## 第四部分 语言技能

在本部分，学生们将会了解到为什么有些人比其他人更受欢迎，并会获得提升个人魅力的相关建议，还将通过阅读、听力、口语及写作任务综合运用之前所学的语言。

### 热身

- 教师引导学生观察教材中的图片，并尝试回答以下问题：  
Do you think the two women in the picture are attractive?  
Why are they attractive? How can we be more attractive?
- 请学生尝试利用之前所学的词汇回答问题，教师将重点词汇写在黑板上。
- 组织学生进一步讨论如何提升个人魅力，激发学生阅读文章的兴趣。

### 1. 阅读

- 教师带领学生阅读课文，了解蒂娜和苏珊主持的电视节目是如何帮助人们提升个人魅力的，以及关于提升个人魅力有哪些具体的建议。
- 教师可请学生根据文中“五条重要建议”的具体内容尝试概括每一条建议的主题，为接下来的活动1做准备。
- 教师讲解本课的重要词汇与句型，并解答学生关于课文的疑问。

#### 注释

- ◇ attractive, 形容词，意为“有吸引力的”，其比较级为 more attractive，意为“比……更有魅力”，如：Tina is more attractive than Susan.
- ◇ take one's time, 意为“慢慢来”，如：Take your time. I'm in no hurry.
- ◇ give advice, 意为“提建议”。advice 意为“建议”，不可数名词，如：Can you give me some advice? suggestion 也表示“建议”，可数名词，如：I'd like to give you some suggestions.
- ◇ trust oneself, 意为“相信某人自己”，如：trust yourself, trust themselves, trust ourselves.

#### 参考译文

##### 如何更具魅力

为什么有些人比其他人更具魅力？

答案是在于衣服吗？并不是。在英国和美国有一档叫“不该这么穿”的电视节目很受欢迎，明星蒂娜和苏珊会邀请一些自认为没有魅力的人并给他们提出很强硬的建议，“你应该穿这件夹克。你不该穿那件衬衫。”参加节目的人逐渐对自己的外表更加自信，也变得更具魅力。

但答案并不在于衣服，而在自信。研究表明，自信的人会比其他人更具魅力。看一下这张照片，（照片中的）两位女士正看向你，面带微笑，充满自信。这就是魅力所在。那么如何使自己变得更具魅力呢？

这里有五条重要建议。

1. 选择自己的服装。你应该穿自己喜欢的衣服。选择自己的风格。
2. 关注外表。注意细节，如修剪指甲、梳头和刷牙。
3. 与别人打招呼。说话时直视别人的眼睛，与人握手，记住对方的名字。
4. 和别人交流。谈论别人，不要只谈论自己。你关注别人，别人才会喜欢你。
5. 放松。放松时你会感觉更有信心。慢慢来，你很有魅力，要相信自己！



1. Read the tips and put the subtitles into the right places.

- Say hello                      Relax                      Choose your clothes  
Talk to people                Look after your appearance

2. Read the text and answer the questions.

- (1) What is the popular TV show in Britain and the US?
- (2) What do Tina and Susan do on the show?
- (3) What do studies say about confidence?
- (4) Do you need Tina and Susan to help you feel attractive?

(Extra) II. ♣ Listening: Can you help me?

1. Listen and answer the questions.

- (1) How many people are talking?
- (2) Who are they talking about?

2. Listen again and take notes. What advice does May give?

I think you should wear a shirt.

**Learning Tip**

Think what to say before you start speaking. Make notes if necessary.

(Extra) III. Speaking: What should I do?

1. Look at Paul and Betty and decide what they should do to look more attractive. Make notes.

Paul



I'm going to an interview. I need to look smart. What should I do?

I'm meeting a girl this evening. We're going to the school party. What should I do?

Betty



2. In groups, discuss your ideas and agree on some advice for each person.

A: I think he should cut his hair.

B: I agree. He should cut it short.

C: I don't agree. / I disagree. I like long hair. I think he should wash it.

### 活动 1

#### 参考答案

- (1) Choose your clothes (2) Look after your appearance (3) Say hello (4) Talk to people (5) Relax

### 活动 2

#### 参考答案

- (1) *What Not to Wear.*  
 (2) Find people who think they are unattractive and give them very strong advice.  
 (3) Confident people are more attractive than others.  
 (4) Yes, I do.

## (选修) II. 听力 (听力原文见第 87 页)

### 活动 1

- 播放录音前, 教师带领学生复习给出建议的句型, *You should/shouldn't ...*, 同时带领学生阅读和理解教材中的两个问题, 带着问题去听取关键信息。

#### 参考答案

- (1) Two. (2) They are talking about what Tim should wear and behave for the school party.

### 活动 2

- 请学生再听一遍录音, 尝试记录下梅所给的建议。

#### 参考答案

I think you should wear a shirt, not a T-shirt.

You should wear jeans.

You shouldn't wear sandals.

You should cut your nails.

You should clean your nails.

You should stand up and smile.

## (选修) III. 口语

### 活动 1

- 教师带领学生阅读教材中给出的保罗和贝蒂的需求。
- 请学生思考并结合本课所学尝试给出建议。

### 活动 2

- 请学生两人一组进行对话, 尝试提出自己的建议并对别人的建议表示赞同或反对。
- 请几个小组汇报讨论情况, 给出本组的建议。

## IV. Writing: A letter to a friend

## 1. Writing tips: Giving advice politely

You can make your advice more politely.

*Perhaps* you should/shouldn't ...

*Maybe* you should/shouldn't ...

*I think* you should ...

*I don't think* you should ...

*Why don't* you ...?

Use the words and phrases above to make the advice more politely.

- (1) Cut your hair. → *I think you should cut your hair.*
- (2) Don't bite your nails.
- (3) Have a shower and go to bed.
- (4) Brush your teeth.
- (5) Don't wear T-shirt and jeans.
- (6) Smile!

## 2. Writing task: A letter to a friend

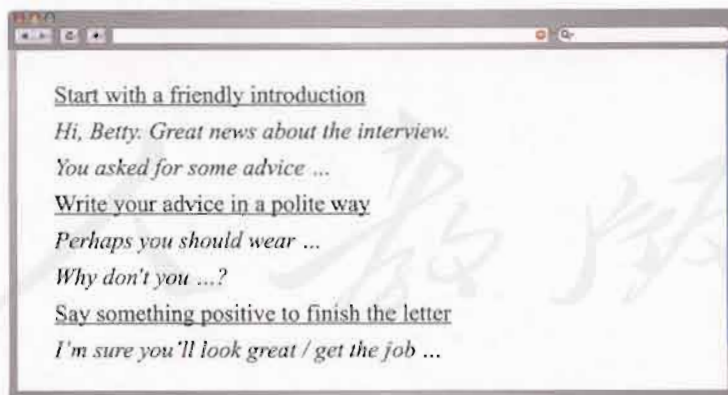
Write a letter to Betty. Give her advice about what she should do for her interview.

## Step 1: Research

Look at your notes. Read the text *How to be attractive* again.

## Step 2: Draft

Write a draft.



## Step 3: Check

Is the letter written in a polite way? Write the final version.



## IV. 写作

## 活动 1

- 教师带领学生朗读方框中的句子，提醒学生在提建议时可通过 perhaps, maybe, I think, I don't think 等，或用 Why don't you ...? 等句型使自己的建议更礼貌、委婉。
- 请学生改写句子，使其更加礼貌、委婉。

## 参考答案

- (2) Perhaps you shouldn't bite your nails.
- (3) Maybe you should have a shower and go to bed.
- (4) I think you should brush your teeth.
- (5) I don't think you should wear T-shirt and jeans.
- (6) Why don't you smile?

## 活动 2

- 教师带领学生再次阅读短文 *How to be attractive*，请学生思考面试时的注意事项，如：What kind of clothes should you wear? What should you do to look after your appearance? How can you be more attractive?
- 请学生讨论面试时应注意的细节，并尝试给贝蒂一些建议。
- 请学生写草稿。在学生写草稿时，教师应注意观察、记录，并随时向学生提供帮助。
- 草稿写完之后，请学生之间互相检查草稿，帮助修改。
- 教师选出比较好的习作向全班做展示、总结。

## 参考作文

Hi, Betty. Great news about the interview. You asked for some advice on how to look smart in your interview. I think you should wear the blue skirt. It's your own style. Perhaps you should cut your nails and your hair. It will make you look more beautiful. Why don't you smile? Smile brings people good luck. I'm sure you'll get the job. Trust yourself.

## Unit Check



### I. Vocabulary

1. Match the words with their opposites.

clean	ugly
tall	weak
young	thin
fat	short
strong	dirty
beautiful	old

2. Complete the words.

- |   |  |
|---|--|
| (1) <u>u</u> n <u>a</u> t <u>t</u> r <u>a</u> c <u>t</u> i <u>v</u> e | (2) c <u>a</u> r_ <u>f</u> _ <u>l</u>              |
| (3) d_ <u>s</u> h <u>o</u> n_ <u>s</u> t                              | (4) _ <u>m</u> p <u>o</u> l_ <u>t</u> _            |
| (5) i_ <u>p</u> _ <u>t</u> i <u>e</u> n <u>t</u>                      | (6) u_ <u>f</u> r <u>i</u> _ <u>n</u> d <u>l</u> _ |

3. Complete the sentences with the proper words.

short    fat    attractive    friendly    thin    tall    impatient



Princess Fiona is (1) \_\_\_\_\_ and (2) \_\_\_\_\_. She's got (3) \_\_\_\_\_ blue eyes, but sometimes she is (4) \_\_\_\_\_.

Shrek's got a big head and green ears. He is (5) \_\_\_\_\_ and (6) \_\_\_\_\_, but he is very (7) \_\_\_\_\_.



### II. Communication

4. Give advice to a friend who is going to a formal party.

- (1) You should brush your teeth (teeth).
- (2) You should \_\_\_\_\_ (formal clothes).
- (3) You shouldn't \_\_\_\_\_ (trainers).
- (4) You shouldn't \_\_\_\_\_ (late).
- (5) You should \_\_\_\_\_ (hands) with the one you meet for the first time.
- (6) You should try to \_\_\_\_\_ (his or her name).

## 单元测试

- 本部分的使用方法详见第一单元的单元测试。
- 经过两个单元的学习与训练，学生对单元测试以及单元小结的内容已较为熟悉。可请学生简单回顾一下前两个单元的单元小结，检查自己英语学习的进展情况。
- 教师应尽量创造机会与学生就英语学习情况进行交流，询问学生对于英语学习还有哪些困惑和问题等，并向学生提供帮助与建议。

### I. 词汇

#### 练习1

参考答案

- (2) tall — short                      (3) young — old                      (4) fat — thin  
(5) strong — weak                      (6) beautiful — ugly

#### 练习2

参考答案

- (2) careful                                  (3) dishonest                                  (4) impolite  
(5) impatient                                  (6) unfriendly

#### 练习3

参考答案

- (1) tall    (2) thin    (3) attractive    (4) impatient  
(5) short    (6) fat    (7) friendly

### II. 交际任务

#### 练习4

参考答案

- (2) wear formal clothes  
(3) wear trainers  
(4) be late  
(5) shake hands  
(6) remember his or her name



## III. Language Focus

5. Write the sentences in the correct order.

(1) take / you / should / off / hat / your

→ *You should take off your hat.*

(2) we / wait / for / him / should

Should \_\_\_\_\_ ?

(3) tell / what / him / should / she

What \_\_\_\_\_ ?

(4) go / school / to / she / shouldn't / today

She \_\_\_\_\_.

(5) should / he / thank / lunch / Emily / the / for

He \_\_\_\_\_.

(6) talk / in the library / loudly / shouldn't / we

We \_\_\_\_\_.

6. Write comparative sentences about Cindy and Ella.



Cindy



Ella

(1) popular	★ ★ ★	★
(2) funny	★	★ ★ ★
(3) friendly	★ ★ ★	★
(4) brave	★	★ ★ ★
(5) interesting	★ ★ ★	★
(6) confident	★	★ ★ ★

(1) *Cindy is more popular than Ella.*

## Unit Summary

## Now you can ...

- use adjectives
  - to describe appearance (exercise 1)
  - to describe manners and characters (exercise 2)
- use descriptive adjectives (exercise 3)
- give advice for a formal occasion (exercise 4)
- use *should* (exercise 5)
- use the comparative forms of adjectives (exercise 6)
- write a letter to a friend, giving him/her gentle advice

## III. 语言聚焦

## 练习5

## 参考答案

- (2) Should we wait for him?  
 (3) What should she tell him?  
 (4) She shouldn't go to school today.  
 (5) He should thank Emily for the lunch.  
 (6) We shouldn't talk loudly in the library.

## 练习6

## 参考答案

- (2) Ella is funnier than Cindy.  
 (3) Cindy is more friendly than Ella.  
 (4) Ella is braver than Cindy.  
 (5) Cindy is more interesting than Ella.  
 (6) Ella is more confident than Cindy.

## 听力原文

Tim: Hey, May. Can you help me?

May: Sure.

Tim: Well ... there's this girl in my class and we're going to the school party, and ...

May: OK. I get the idea.

Tim: So what should I wear to the party?

May: Well, I think you should wear a shirt, not a T-shirt.

Tim: But this is my favourite T-shirt.

May: Try a shirt and you should wear jeans.

Tim: OK.

May: And you shouldn't wear sandals. Have you got any shoes?

Tim: I've got trainers ...

May: Are they clean?

Tim: Yes, they're new!

May: That's good! And you should cut your nails.

Tim: But I play the guitar!

May: OK, but you should clean your nails. And stand up and smile. You look great but you should show it.

Tim: OK, I know. I'll try.

May: Good luck!

Tim: Thanks!

# Song



## Umbrella

Under my umbrella  
(Ella ella eh eh eh)  
You have my heart  
And we'll never be worlds apart;  
Maybe in magazines  
But you'll still be my star  
Baby, cause in the dark; you can't see shiny cars,  
And that's when you need me there  
With you, I'll always share; because

(Chorus)

When there's sunshine, we'll shine together,  
Told you, I'll be here forever  
Said I'll always be a friend,  
Took an oath I must stick it out till the end  
Now that it's raining more than ever  
Know that we'll still have each other  
You can stand under my umbrella  
(Ella ella eh eh eh )  
Under my umbrella

# Project



## Clothes for you

Step 1: Design clothes for students who will be cooks, receptionists, clerks, air hostesses ...

Step 2: Draw your designs and make a display.

Write a description.

- Where should they wear the clothes?
- Are they formal or informal?
- How are they different?
- Would you like to wear the clothes?
- Why / Why not?





## 歌曲

- 教师首先请学生将教材合上，播放歌曲，询问学生是否听过该歌曲。
- 如果学生听过这首歌，可询问学生：What is the song about? Do you like it? Who sings the song? Do you know anything about the singer?
- 如果学生没有听过这首歌，可由教师简单介绍歌曲的相关情况。
- 教师根据学生的喜好程度决定播发歌曲的次数。

## 背景介绍

- ◇ *Umbrella* 是歌手 Rihanna 与 Jay-Z 合作的一首流行歌曲，收录在 Rihanna 的第三张录音室专辑 *Good Girl Gone Bad* 中。

## 实践项目

- 该实践项目要求学生为自己未来的职业设计工装或制服，设计意图是帮助学生明确职业方向，创设职场形象。
- 通过完成项目，学生可复习和巩固有关个人形象的英语表达。

## 步骤 1

- 学生分组讨论，头脑风暴，结合自己的专业，为相关行业的工作人员，如厨师、接待员、职员和空乘等，设计服装。
- 教师深入到学生的讨论中去，在他们遇到困难的时候提供帮助。

## 步骤 2

- 请学生将他们设计的服装草图画出来，并尝试结合教材中的问题对自己的设计进行说明和介绍，其他学生给出意见和建议。
- 本实践项目是以画为辅，不宜在草图绘制上浪费太多时间，可以让学生课后搜集资料，完成绘制。
- 在学生介绍自己所设计的服装时，教师要为学生提供词汇和表达上的帮助。
- 教师将学生设计的作品集中进行展示，并评选出“最佳设计”。

## Words and Expressions

△ attractive /ə'træktɪv/ *adj.* 有吸引力的; 好看的; 引人入胜的

△ appearance /ə'piərəns/ *n.* 外表; 露面

dirty /dɜ:ti/ *adj.* 肮脏的

fat /fæt/ *adj.* 肥胖的

strong /strɒŋ/ *adj.* 强健的; 坚强的; 强烈的

tall /tɔ:l/ *adj.* 高的; 高大的

thin /θɪn/ *adj.* 瘦的; 细的

ugly /ʌgli/ *adj.* 丑陋的; 难看的

weak /wi:k/ *adj.* 虚弱的; 软弱的

△ wanted /'wɒntɪd/ *adj.* 被通缉的

manner /'mænə/ *n.* 举止; 方法

△ character /'kærɪktə/ *n.* 个性; 性格; 角色

△ opposite /'ɒpəzɪt/ *n.* 相反的人(事物) *adj.* 截然相反的; 对立的

careful /'keəfl/ *adj.* 细心的; 小心的

confident /'kɒnfɪdənt/ *adj.* 自信的; 确信的

confidence /'kɒnfɪdəns/ *n.* 自信; 信心

friendly /'frendli/ *adj.* 友好的; 友善的

helpful /'helpfl/ *adj.* 乐于助人的; 有用的

honest /'ɒnɪst/ *adj.* 诚实的; 坦率的

patient /'peɪʃənt/ *adj.* 有耐心的

polite /pə'laɪt/ *adj.* 有礼貌的; 客气的

shy /ʃaɪ/ *adj.* 羞怯的; 腼腆的

unfriendly /ʌn'frendli/ *adj.* 不友好的

impolite /,ɪmpə'laɪt/ *adj.* 无礼的

careless /'keələs/ *adj.* 粗心的; 不小心的

impatient /ɪm'peɪʃənt/ *adj.* 急躁的; 不耐烦的

dishonest /dɪs'ɒnɪst/ *adj.* 不诚实的; 不老实的

unhelpful /ʌn'helpfl/ *adj.* 不予帮助的; 无用的

brush /brʌʃ/ *v.* (用刷子)刷; 扫 *n.* 刷子

keep /ki:p/ *v.* (使)保持; 保留

luck /lʌk/ *n.* 好运; 运气

formal /'fɔ:ml/ *adj.* 正式的; 官方的

tie /taɪ/ *n.* 领带 *v.* 捆; 扎

smart /smɑ:t/ *adj.* 整洁漂亮的; 机智的; 智能的

anything /'eniθɪŋ/ *pron.* 任何事物; 无论何事

else /els/ *adv.* 另外; 其他

informal /ɪn'fɔ:ml/ *adj.* 非正式的; 不拘礼节的

pet /pet/ *n.* 宠物

take off 脱去; (飞机)起飞

everyone /'evriwʌn/ *pron.* 每个人; 人人

shake /ʃeɪk/ *v.* 摇动; 颤抖

metre /'mi:tə/ *n.* 米

sofa /'səʊfə/ *n.* 长沙发

△ unattractive /,ʌnə'træktɪv/ *adj.* 无吸引力的; 不漂亮的

become /brɪ'kʌm/ *linking v.* 变成; 变得

study /'stʌdi/ *n.* 研究; 学习

△ attraction /ə'træksən/ *n.* 吸引力; 吸引人之物

top /tɒp/ *adj.* 最佳的; 顶端的

nail /neɪl/ *n.* 指甲; 趾甲; 钉子

relax /rɪ'læks/ *v.* 放松; (使)松弛

trust /trʌst/ *n. & v.* 相信; 信赖

agree /ə'gri:/ *v.* 同意; 赞成

agreement /ə'gri:mənt/ *n.* (意见的)一致; 协议

disagree /,dɪsə'gri:/ *v.* 不同意; 反对

disagreement /,dɪsə'gri:mənt/ *n.* 意见不合; 分歧

perhaps /pə'hæps/ *adv.* 可能; 大概; 也许

maybe /'meɪbi/ *adv.* 可能; 大概; 也许

bite /baɪt/ *v.* 咬; 咬住

△ princess /,prɪn'ses/ *n.* 公主; 王妃

loudly /laʊdli/ *adv.* 大声地; 喧闹地

funny /'fʌni/ *adj.* 使人发笑的; 有趣的

brave /breɪv/ *adj.* 勇敢的

Fiona /fi'əʊnə/ *n.* 菲奥娜(女子名)

Shrek /ʃrek/ *n.* 史瑞克(动画电影《怪物史瑞克》中的角色)

# Unit 4 Are you ready to order?

## 单元教学目标与要求

话题 Topic	点餐 (Ordering food and drinks)
词汇与常见表达 Words and Expressions	1. 掌握单元词表中的“基本要求”词汇 (无标记词汇) 详见单元词表 (Words and Expressions) 2. 能够正确使用下列常用表达 I'm starving. Are you ready to order? I'd like ..., please. The same for me. Can I have ..., please? Me too. Would you like a dessert? How about ...?
语音 Pronunciation	能够区分 /tʃ/ 和 /dʒ/ 的不同发音
交际任务 Communication	1. 能够在生活场景中看懂西餐菜单, 并独立点餐 I'm starving. I'd like ..., please. The same for me. Can I have ..., please? Me too. How about ...? 2. 能够在职业场景下为顾客提供点餐服务 Welcome to ... Restaurant. Here's the menu. Are you ready to order now? Would you like ...? Anything else?
语言聚焦 Language Focus	掌握形容词最高级的形式及用法
语言技能 Language Skills	1. 能够通过阅读篇章, 了解世界各地的节日及节日期间的美食 2. (选修) 能够通过听力, 了解蒂姆和珍妮最喜欢的节日以及食物 3. (选修) 能够在阅读与听力的基础之上, 就个人喜欢的食物进行简单对话 4. 能够正确运用英文书信格式写一封邀请信
学习策略 Learning Strategies	1. 词汇学习策略: 将食物按照不同类别分类记忆 2. 阅读策略: 能够通过推断句子结构, 厘清句子各部分之间的关系, 从而理解长句或结构比较复杂的句子
文化点滴 Cultural Tips	1. 了解英式英语和美式英语对“炸马铃薯条”等食物的不同表达 2. 了解西餐的常见菜品与上菜顺序 3. 了解中西方饮食文化的异同, 感受中国饮食文化的多元与精彩



# Unit 4 Are you ready to order?

## Part 1 Vocabulary

### Food and drinks

1. Match the words with the pictures. Listen, check and repeat.



chips  
chocolates  
coffee  
dumplings  
fish  
ham  
hamburgers  
juice  
mushrooms  
noodles  
onions  
pizza  
salad  
steak  
tea  
tomatoes

#### Learning Tip

Put new words into different categories.

Vegetable	Meat	Drink	Staple
onions	steak	coffee	pizza

#### Cultural Tip

chips 意为“炸马铃薯条”，在英式英语中较为常见；美式英语一般用 French fries。

2. Listen and repeat.

/tʃ/ or /dʒ/

(1) chip	chocolate	chicken	cheese	change
(2) orange	huge	vegetable	juice	joke

3. In groups, cover the words and talk about which food and drinks you love or hate in exercise 1.

A: I love pizza.

B: Me too, but I really don't like onions.

C: I hate fish and mushrooms.

## 第一部分 词汇——食品与饮料

在本部分，学生们将学习一些有关食品和饮料的英文表达。

### 热身

- 教师利用课件展示各种食品和饮料的图片，时间总计10~20秒，也可以将相关食品和饮料的图片做成视频。
- 播放完图片或视频之后请学生说出自己看到的食品和饮料名称。可以开展小组竞赛，看哪组学生的观察力更敏锐，原有的语言储备更多。
- 教师可将学生的回答分类写在黑板上，并鼓励学生说出更多的食品和饮料名称，激发学生的学习兴趣。

### 活动1

- 教师可以图片和热身活动为基础，教授这些食品和饮料的英文表达。
- 请学生听录音，然后两人一组互相核对答案。
- 教师再次播放录音，全班跟读并核对答案。

#### 参考答案

A: fish      B: ham      C: coffee      D: dumplings      E: pizza      F: orange juice      G: onions  
H: noodles      I: tea      J: hamburgers      K: mushrooms      L: salad      M: steak      N: chips  
O: tomatoes      P: chocolates

### 学习小贴士

- ◇ 教师指导学生将活动1中的食品和饮料按照表格要求进行分类，也可以绘制思维导图，然后解释词汇学习策略的具体含义：在学习食品和饮料的英文表达时，可按照蔬菜、肉类、饮料、主食等将其分类，以便于记忆。如学生学有余力，可适当增加相关词汇。

### 活动2

- 教师根据学生的实际情况，确定播放录音的次数，便于学生掌握 /tʃ/ 与 /dʒ/ 的正确发音。

### 活动3

- 教师首先邀请两名学生做对话示范。
- 教师请学生三人一组，轮流用手遮住活动1中右侧的词汇，做对话练习。教师要注意观察、记录对话中出现的问题。

### 备选活动

- 完成活动3之后，教师可带领学生结合自己的生活常识和经验进行头脑风暴，说出更多的食品和饮料的英文表达，以帮助学生学习扩大词汇量，并继续通过对话练习来夯实词汇。

## Part 2 Communication

## I. Lead-in: Menu

1. Listen and tick (✓) the food and drinks you would like to have for dinner.



Menu		
<b>Starters</b>	<b>Soups</b>	<b>Main Courses</b>
Vegetable Salad	Onion Soup	Roasted Chicken Leg
Seafood Salad	Mushroom Soup	Steak
	Tomato Soup	Seafood Pizza
	<b>Drinks</b>	<b>Desserts</b>
	Coffee	Ice-cream
	Tea	Chocolate Cake
	Orange Juice	

## Cultural Tip

西餐在菜单的安排上与中餐有很大不同。西餐的第一道菜是开胃品，接着就是汤。鱼、肉、禽类菜肴是西餐的主菜。蔬菜类菜肴可以做成沙拉单独上，也可以是主菜的配菜。甜品是主菜后食用的。西餐的最后一道是咖啡或茶。当然，点餐时也可不要开胃品或甜品。

2. Look at the menu. Ask and answer in pairs.

A: Are you ready to order?  
B: Yes, I'd like ...

## II. Conversation: Are you ready to order?

1. Listen and read.

Joe, Mark and Ellie are having lunch in a restaurant.

Mark: I'm starving. Let's eat something.

Joe: Here's the menu.

Waiter: Are you ready to order?

Ellie: Yes, I'd like a cheese and tomato pizza, please.

Joe: The same for me, and some chips, please.

Mark: Can I have a roasted chicken leg and a salad, please?

Waiter: Certainly. And what would you like to drink?

Mark and Joe: A glass of orange juice, please.

Ellie: Me too. Thank you.

Waiter: OK. Two cheese and tomato pizzas, chips, a roasted chicken leg, a salad and three glasses of orange juice. Would you like a dessert?

Ellie: Yes, please! Can I have a chocolate ice-cream, please?

Waiter: Certainly. How about you two? Any dessert?

Joe and Mark: No, thanks.

## Expressions

I'm starving.

Are you ready to order?

I'd like ..., please.

The same for me.

Can I have ..., please?

Me too.

Would you like a dessert?

How about ...?



## 第二部分 交际任务

在本部分，学生们将学习在生活场景中如何点餐，以及在职业场景中作为服务员如何为客人提供点餐服务。

### I. 导入：菜单

#### 活动1

- 教师首先带领学生观察菜单，识别菜单上菜品的分类以及每道菜的名称，并尝试用英语表达出来，激活学生原有的语言储备。
- 教师结合菜单介绍西餐与中餐的不同之处，帮助学生了解西餐上菜的顺序和常见菜品的名称。
- 请学生听录音，熟悉菜单上的食品和饮料的名称。
- 请学生跟读录音，并尝试自己点餐。

#### 活动2

- 教师首先邀请一名学生做对话示范，然后请学生两人一组，就活动1中的菜单进行对话。

#### 备选活动

- 完成活动2之后，请学生尝试四人一组，根据在第一部分学习的食品和饮料名称，制作新菜单。请学生尝试根据新菜单进行对话。

### II. 对话：您准备好点餐了吗？

在本部分，乔、马克和埃莉一起在餐厅吃午餐。

#### 活动1

- 播放录音，请学生跟读对话。
- 播放完录音之后，教师重点检查学生对对话中的相关表达以及生词的掌握情况。
- 教师根据学生的反馈做有针对性的介绍和讲解。
- 学生再听一遍录音，跟读对话。

#### 注释

- ◇ order, 既可以做动词也可以做名词。做动词时，意为“点（食物或饮料）”，如：Mark ordered a roasted chicken leg and a salad. 做名词时，order意为“命令；订单”，如：That is an order. We are ready to take your order now.
- ◇ certainly, 副词，意为“当然；无疑”，如：Can I use your pen? Certainly.

2. Answer the following questions.

- (1) What did Ellie order?
- (2) What did Joe order for drink?
- (3) What did Mark order for dessert?
- (4) Who ordered chips?
- (5) Who wanted a glass of orange juice for drink?
- (6) Who ordered a roasted chicken leg?

3. In pairs, practice the conversation.

### III. Speaking: Taking orders

In groups of four, A, you are a waiter/waitress in a restaurant; B, C and D, you are guests. The waiter takes orders and fills in the ordering list.



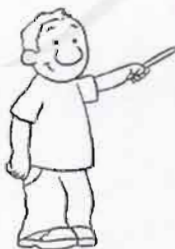
- A: Welcome to RJS Restaurant. Here's the menu. Are you ready to order now?  
 B: Yes, please. I'd like \_\_\_\_\_.  
 C: I want \_\_\_\_\_.  
 D: Can I have \_\_\_\_\_, please?

#### RJS Restaurant

Waiter: \_\_\_\_\_ Table number: \_\_\_\_\_

The number of customers: \_\_\_\_\_ Date: \_\_\_\_\_

Starters	Number	Soups	Number
Main Courses	Number	Desserts	Number
Drinks	Number		



#### Get ready for the workplace

When you are taking orders for guests, remember

- to welcome your guests at the table after they are seated
- to hand the menu to your guests and wait for them to look through the menu
- to recommend food and drinks to your guests when they are not sure
- to repeat the orders to your guests to confirm everything and write them down clearly on the ordering list

**活动2**

- 视学生的实际情况，教师可以请学生阅读对话，回答问题，也可以请学生听录音，完成练习。

**参考答案**

- (1) Ellie ordered a cheese and tomato pizza, a glass of orange juice and a chocolate ice-cream.
- (2) Joe ordered a glass of orange juice for drink.
- (3) Mark didn't order any dessert.
- (4) Joe ordered chips.
- (5) Joe, Mark and Ellie all wanted a glass of orange juice for drink.
- (6) Mark ordered a roasted chicken leg.

**活动3**

- 请学生四人一组练习对话，教师鼓励英语较好的学生对对话中的食品和饮料进行替换，改编并表演对话。
- 在学生练习对话时，教师要注意观察、记录对话中出现的问题，在课堂总结环节处理这些问题。

**III. 职场口语：点餐**

- 为确保该口语交际活动顺利进行，学生应在活动前做好充分准备。首先，教师带领学生观察图片，请学生简单说说：Who are the people in the picture? Where are they? What are they doing?
- 教师带领学生讨论点餐时常用的句型，如：Welcome to ... Restaurant. Here's the menu. Are you ready to order now? Would you like ...? How about ...? I'd like ..., please. The same for me. Can I have ..., please?
- 请学生分角色练习对话，同时做好记录。
- 在学生练习对话时，教师要注意观察、记录学生使用的一些好的表达及语言上的问题。
- 在课堂总结环节，教师可将上述例子写在黑板上，请学生判断正误。

**备选活动**

- 在完成职场口语练习之后，学生们可以自己设计制作菜单，继续进行口语训练。

**走近职场**

- 教师引导学生思考在为顾客提供点餐服务时应注意的问题。
- 教师讲解点餐服务中的注意事项，如热情问候顾客，及时将菜单拿给顾客并耐心等待顾客翻阅菜单，为顾客推荐、介绍菜品，确认顾客的点餐并做好记录等。
- 教师可以请学生进一步补充与点餐服务相关的其他注意事项。



## Part 3 Language Focus

## I. Superlative – short adjectives



I'm fast! I'm faster than him! I'm the fastest!

Short adjectives: **the ... -est**  
I'm **the fastest**.

## Grammar Tip

单音节和部分双音节形容词的最高级一般在词尾加 -est, 如: *great* → *greatest*。

形容词以 -e 结尾的, 只加 -st, 如: *nice* → *nicest*。

以“辅音字母 + -y”结尾的双音节词, 变 y 为 i, 再加 -est, 如: *lucky* → *luckiest*。

重读闭音节词词尾只有一个辅音字母时, 末尾的辅音字母双写, 再加 -est, 如: *big* → *biggest*, *fat* → *fattest*。

注意: 有些形容词的最高级为不规则形式, 如: *good* → *better* → *best*。

提示: 一般形容词最高级前要加定冠词 *the*。

## 1. Write superlative adjectives. Check the spelling.

- (1) big biggest (2) fine \_\_\_\_\_ (3) little \_\_\_\_\_ (4) happy \_\_\_\_\_  
 (5) hot \_\_\_\_\_ (6) thin \_\_\_\_\_ (7) brave \_\_\_\_\_ (8) bad \_\_\_\_\_  
 (9) weak \_\_\_\_\_ (10) dirty \_\_\_\_\_ (11) warm \_\_\_\_\_ (12) large \_\_\_\_\_

## 2. Write sentences about Leo's family. Use superlative adjectives.



- (1) fast (I)  
→ *I am the fastest in my family.*  
 (2) old (Grandpa)  
 (3) young (Tom)  
 (4) tall (Dad)  
 (5) funny (Mum)  
 (6) strong (Dad)

## 3. Complete the sentences with superlative adjectives.

- (1) That wasn't the funniest (funny) film in the world!  
 (2) This is \_\_\_\_\_ (small) phone in the shop.  
 (3) Is English \_\_\_\_\_ (easy) language to learn?  
 (4) Mark! You are \_\_\_\_\_ (slow) boy in the race.  
 (5) I think you make \_\_\_\_\_ (good) pizza in the world.  
 (6) This is \_\_\_\_\_ (bad) café in this town.

## 第三部分 语言聚焦

在本部分，学生们将重点学习形容词最高级的形式，并练习运用形容词最高级对三者及以上的对象进行比较。

### 热身

- 教师请学生选出本班个子最高和最矮，年龄最大和最小的同学，并将相应的形容词最高级写在黑板上，帮助学生理解形容词最高级的语法意义。

### 1. 最高级：单音节和部分双音节形容词

- 教师带领学生观察图片并阅读例句，引导学生进一步理解形容词最高级的语法意义。
- 教师带领学生总结单音节形容词和部分双音节形容词最高级的变化规律：一般在词尾加 -est，如：great → greatest；形容词以 -e 结尾的，只加 -st，如：nice → nicest；以“辅音字母 + -y”结尾的双音节词，变 y 为 i，再加 -est，如：lucky → luckiest；重读闭音节词词尾只有一个辅音字母时，末尾的辅音字母双写，再加 -est，如：big → biggest；还有些形容词的最高级为不规则形式，如：good → better → best；同时提醒学生注意形容词最高级前一般要加定冠词 the。

### 活动 1

#### 参考答案

- (2) finest            (3) least            (4) happiest            (5) hottest            (6) thinnest            (7) bravest  
(8) worst            (9) weakest            (10) dirtiest            (11) warmest            (12) largest

### 活动 2

#### 参考答案

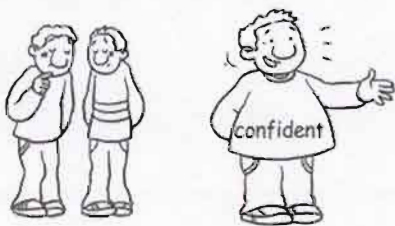
- (2) Grandpa is the oldest in my family.  
(3) Tom is the youngest in my family.  
(4) Dad is the tallest in my family.  
(5) Mum is the funniest in my family.  
(6) Dad is the strongest in my family.

### 活动 3

#### 参考答案

- (2) the smallest            (3) the easiest            (4) the slowest            (5) the best            (6) the worst

## II. Superlative – long adjectives



Long adjectives: **the most ...**  
 He is **the most confident** man.

### Grammar Tip

多音节和部分双音节形容词的最高级一般在单词前加 **the most**, 如:

*beautiful* → *the most beautiful*

*expensive* → *the most expensive*

双音节副词, 特别是以 *-ly* 结尾的, 其最高级一般在单词前加 **the most**, 如:

*slowly* → *the most slowly*

*suddenly* → *the most suddenly*

1. Complete the sentences with superlative adjectives.

- (1) Maths is the most difficult (difficult) subject for me to learn.
- (2) She is \_\_\_\_\_ (helpful) person in my class.
- (3) You've got \_\_\_\_\_ (delicious) hamburger here.
- (4) That is \_\_\_\_\_ (comfortable) chair in the room.
- (5) I think it is \_\_\_\_\_ (wonderful) present that I've got.
- (6) This is \_\_\_\_\_ (exciting) film of the year.

2. In pairs, ask and answer about exercise 1.

A: *What do you think of maths?*

B: *I think maths is the most difficult subject for me to learn.*


3. Complete the email with superlative adjectives.

Dear Mark,

I am happy to introduce a Chinese restaurant to you for your birthday. It is <sup>(1)</sup> the oldest (old) restaurant in our town. There are several reasons why I like it.

First, it is in the city centre. You can get there easily either by subway or by bus. Second, <sup>(2)</sup> \_\_\_\_\_ (beautiful) park in our town is just next to it. You can enjoy the scenery while having meals. Third, the service there is <sup>(3)</sup> \_\_\_\_\_ (good). Last, it offers different kinds of dishes, which are <sup>(4)</sup> \_\_\_\_\_ (delicious) in our town. I am sure this restaurant will be a good choice.

May





## II. 最高级：多音节和部分双音节形容词

- 教师首先带领学生观察图片，请学生说出形容词 confident 的意思及其最高级形式。
- 请学生阅读例句，并引导学生归纳出多音节和部分双音节形容词最高级的形式为在单词前加 the most。
- 教师提醒学生注意部分双音节副词，特别是以 -ly 结尾的，其最高级形式也是在单词前加 the most。

### 活动 1

- 请学生用形容词最高级补全句子，然后核对答案并大声朗读句子。

#### 参考答案

- (2) the most helpful                      (3) the most delicious      (4) the most comfortable  
(5) the most wonderful                  (6) the most exciting

### 活动 2

- 教师邀请一名学生用活动 1 中的句子进行问答，做对话示范。
- 让学生分组做问答练习。

#### 参考答案

略

### 活动 3

- 教师首先带领学生观察图片，询问学生这是一家西式还是中式餐厅，并请学生尝试用形容词来简单描述这家餐厅。
- 教师带领学生阅读邮件，理解邮件的大意。
- 请学生用形容词最高级补全句子。
- 核对答案并带领学生朗读邮件。

#### 参考答案

- (2) the most beautiful                      (3) the best                      (4) the most delicious

### 备选活动

- 完成活动 3 后，教师可以请学生选择一家自己喜欢的餐馆，尝试用形容词最高级简单介绍这家餐馆。

## Part 4 Language Skills

## I. Reading

## Holiday food around the world

In countries around the world, food is often used to celebrate holidays. Different holidays bring different kinds of food. Many of the foods come from old traditions and have lasted for hundreds of years or more.



In China, people always eat mooncakes on the Mid-Autumn Day. When the Spring Festival comes, people in different places may have different kinds of food on their tables. In the north of China, dumplings are the most popular holiday food. People usually eat dumplings on important festivals.

On New Year's Eve, people in the southern US eat black-eyed peas for good luck. For American people, a typical Christmas meal contains various kinds of food, including turkey, chicken, ham, and so on, but other countries celebrate this holiday in different ways.



In Denmark, a traditional Christmas meal is roasted goose, legs of lamb, etc. Italians keep meat out of their Christmas Eve meal, while a picnic on the beach is the Christmas dinner for many people in New Zealand.

Although holidays all over the world are celebrated differently, it is family and food that bring us together.

## Words you need

celebrate *v.* 庆祝  
north *n.* 北; 北方  
southern *adj.* 南部的  
pea *n.* 豌豆 (粒)  
contain *v.* 包含; 容纳  
various *adj.* 各种各样的  
goose *n.* 鹅  
lamb *n.* 羔羊肉; 小羊

## Reading Tip

在阅读时, 文章中的长句和结构比较复杂的句子往往容易造成理解上的困难。但如果能够正确推断句子结构, 厘清句子各部分之间的关系, 整个句子的意思也就明白了。

## Cultural Tip

在中西方, 不同民族有不同的饮食习惯。中国的很多少数民族也有自己独特的饮食习惯, 我们应当尊重人们在饮食文化上的差异。



## 第四部分 语言技能

在本部分，学生们将了解世界各地节日期间的美食，还将通过阅读、听力、口语及写作任务综合运用之前所学的语言。

### 热身

- 教师展示文章中提及的节日的图片，并板书节日名称。如学生学有余力可以增加更多的节日，以扩展学生的知识面和词汇量。
- 请学生说说节日期间的美食，写在相应的节日名称之后。
- 讨论我国的传统节日及节日美食，激发学生对阅读篇章的兴趣。

### 1. 阅读

- 在阅读正文之前，教师讲解本课给出的阅读建议 (Reading Tip)，提醒学生：阅读时遇到长句或结构比较复杂的句子时，如果能够正确推断句子结构，厘清句子各部分之间的关系，有助于把握整个句子的意思。
- 教师带领学生观察图片并推测文中可能会出现国家、节日及美食，完成活动1。
- 教师带领学生通读短文，了解文章大意，并引出本课的重点单词，如 celebrate, last, north, southern, pea, contain, goose, lamb 等。
- 教师讲解文中重要的词汇、短语与句子，并解答学生关于短文的疑问。

### 注释

- ◇ be used to do sth, 这里 used 是 use 的被动语态，意为“被用来做……”，如：A lot of land is used to grow crops. 注意与其结构相似的短语还包括：used to do sth “过去常常做……”；be used to doing sth “习惯于做……”。
- ◇ last, 做动词时，意为“(使)持续”，如：The rain has lasted for an hour. 做形容词时，意为“上一个；刚过去的”，如：last week/year.
- ◇ hundred, 意为“百”，与具体数词连用时用单数形式，如：three hundred；与 of 连用时用复数形式，如：hundreds of “数百的”。类似的结构还有：thousands of “数千的；成千上万的”；millions of “数百万的”；billions of “数十亿的”。
- ◇ kind, 做形容词时，意为“和蔼的”，如：He is very kind to others. 做名词时，意为“种类”，如：a kind of “一种……”，various/different kinds of “各种各样的……”。
- ◇ black-eyed, 意为“黑眼睛的”，由“形容词+名词+(e)d”构成，如：warm-hearted “热心的”。
- ◇ It is family and food that bring us together. 这是一个强调句型，其结构为：“It is/was + 被强调部分 + that + 其他”。被强调部分可以是句子的主语、宾语、状语等。强调主语，且主语为人时，用 who 或者 that 均可，其他情况下都用 that，如：Tom made her angry. 其强调句型为：It was Tom that/who made her angry.



1. Look at the title and pictures and guess what holidays and foods are mentioned in the text.

2. Read the text and answer the questions.

- (1) What is often used to celebrate holidays around the world?
- (2) What's the most popular food on the Mid-Autumn Day in China?
- (3) What's the most popular food on the Spring Festival in the north of China?
- (4) What does a typical Christmas meal contain in the US?
- (5) Do people celebrate the same holiday in the same way?
- (6) Does holiday food have anything to do with traditions?

**(Extra) II. Listening: What are their favourite holidays?**

1. Listen to the students and answer the question.

What are their favourite holidays?

2. Listen again and fill in the blanks.

**Tim**



favourite food \_\_\_\_\_  
 favourite fruit \_\_\_\_\_  
 favourite holiday \_\_\_\_\_

**Jenny**



favourite food \_\_\_\_\_  
 favourite fruit \_\_\_\_\_  
 favourite holiday \_\_\_\_\_

**(Extra) III. Speaking: My favourite food**

In pairs, talk about Tim and Jenny. Then talk about yourselves.

- A: *What's Tim's favourite holiday?*  
 B: \_\_\_\_\_  
 A: *When is it?*  
 B: \_\_\_\_\_  
 A: *What's his favourite food?*  
 B: \_\_\_\_\_  
 A: *What's his favourite fruit?*  
 B: \_\_\_\_\_



## 参考译文

## 世界各地的节日美食

在世界各地，庆祝节日的方式之一便是食物。不同的节日常有不同的美食，其中许多美食都源于古老的传统，已经延续了数百年乃至更长时间。

在中国，中秋节时要吃月饼。春节到来时，不同地区的人们餐桌上的美食种类也大相径庭。在北方，饺子是最受欢迎的节日美食，每逢重要节日人们都要吃饺子。

在新年前夜，美国南部的人们吃黑眼豆以求来年好运。对于美国人而言，典型的圣诞大餐包含各种美食，如火鸡、鸡肉、火腿等，但是其他国家庆祝圣诞的方式则不同。

在丹麦，传统的圣诞大餐包括烤鹅和羔羊腿等。意大利人的平安夜不吃肉食，而不少新西兰人圣诞节时会选择在海滨吃一顿野餐。

虽然世界各地庆祝节日的方式不同，但是美食和家庭把人们紧紧凝聚在了一起。

## 活动1 &amp; 活动2

- 教师请学生通过文章标题和图片猜测文章中将会涉及哪些节日及美食，完成活动1。
- 教师与学生一起阅读活动2中的问题，请学生阅读短文，回答问题。

## 参考答案

- (1) Food.                      (2) Mooncakes.                      (3) Dumplings.  
(4) It contains turkey, chicken, ham, and so on.                      (5) No, they don't.                      (6) Yes, it does.

## (选修) II. 听力 (听力原文见第111页)

## 活动1

- 播放录音前，教师带领学生围绕节日及节日期间的食物进行头脑风暴，复习阅读篇章中所学词汇，做好听前准备，同时指导学生在听的过程中注意获取关键信息，即节日名称。

## 参考答案

Tim's favourite holiday is Thanksgiving.                      Jenny's favourite holiday is the Mid-Autumn Day.

## 活动2

- 再次播放录音前，先请学生浏览图片下方的文字，请学生在听的过程中重点关注相关信息并完成填空。

## 参考答案

Tim: turkey; apples; Thanksgiving                      Jenny: mooncakes; bananas; the Mid-Autumn Day

## (选修) III. 口语

- 请学生两人一组，结合听力内容练习对话。教师注意观察，并随时提供帮助。
- 请学生根据自己的实际情况练习对话。

## IV. Writing: A letter of invitation

## 1. Writing tips: Laying out a letter

17 Weigong Road,  
Haidian, Beijing  
100081  
8th September, 2016

← Address

*Dear May,*

← \_\_\_\_\_

*I'm writing this letter to invite you to my dinner party on Tuesday next week at my home. I'll be very happy if you can make it.*

← \_\_\_\_\_

*All the best,  
Joe*

← \_\_\_\_\_

← \_\_\_\_\_

Write these labels on the correct parts of the letter.

Address	Say hello	The message	Date	Say goodbye	Your name	Postcode
---------	-----------	-------------	------	-------------	-----------	----------

## 2. Writing task: A letter of invitation

Write a letter to a friend. Invite him/her to a school party.

## Step 1: Research

Think about the *what, when, where, ...* and the layout of the letter.

## Step 2: Draft

Write a draft.

Address  
Postcode  
Date

*Dear ...*  
What (purpose of the letter)  
*I'm writing this letter to invite you to the school party ...*  
When (date and time)  
*... the party will start at 6:30 p.m. on 10th March ...*  
Where  
*... on the second floor of the Students' Hall ...*  
Say goodbye  
Your name

## Step 3: Check

Check your draft. Is the layout correct? Write the final version.



## IV. 写作

## 活动 1

- 教师带领学生浏览信件的组成部分,明确各部分的功能。
- 请学生独立阅读邀请信,将信件各组成部分的标签填入正确的位置。
- 教师带领学生核对答案,朗读邀请信,并解释正式邀请信的构成要素。

## 参考答案

Postcode; Date; Say hello; The message; Say goodbye; Your name

- ◇ Address: 英文地址的写作顺序为门牌号、街道、行政区、城市、省、国家,也就是我们常说的“由小到大”,注意街道、行政区、城市、省和国家之间用逗号隔开,同时还要注意大小写。
- ◇ Date: 日期的表达英式英语和美式英语有所区别。英式英语将日期放在月份前,如: 8th September; 美式英语将月份放在日期前,如: September 8th。无论英式还是美式表达,年份都写在最后,并用逗号和前面的日期及月份隔开,如: 8th September, 2016。
- ◇ Say hello: 一般亲朋好友间均直呼其名,后面的标点一般用逗号。
- ◇ The message: 邀请信的正文部分要包含写信的目的、活动时间和地点等信息,参考句式: I'm writing this letter to invite you to + 邀请对方参与的活动 + 时间 + 地点。也可以将时间和地点另外用句子单独表达,参考句式: 活动 + will start + 时间 + 地点。此外还可以包括写信者期盼对方能够参与活动的心情,参考句式: I'll be very happy/glad if you can come / make it.

## 活动 2

- 教师请学生写一封邀请信给一位好友,邀请好友来参加学校的活动,请学生思考活动的具体名称、时间、地点等,同时复习正式邀请信的格式。
- 请学生写草稿。在学生写草稿时,教师应注意观察、记录,并随时向学生提供帮助。
- 草稿写完之后,请学生之间互相检查草稿,帮助修改。
- 教师选出比较好的习作向全班做展示和总结。

## 参考作文

17 Weigong Road  
Haidian, Beijing  
100081  
18th October, 2017

Dear Joe,

I'm writing to invite you to the school Art Show at 5:30 p.m., on 20th October. It will be held on the third floor of the Art Building in our school. I know you like art a lot. The show will give you a surprise. I'll be very glad if you can come.

All the best,  
Mark

## Unit Check

### I. Vocabulary

1. Write the names of the food.



(1) \_\_\_\_\_



(2) \_\_\_\_\_



(3) \_\_\_\_\_



(4) \_\_\_\_\_



(5) \_\_\_\_\_



(6) \_\_\_\_\_

2. Put the words in the correct columns.

steak	coffee	onion	fish	tomato	juice
noodle	dumpling	pizza	ham	tea	mushroom

Vegetable	Meat	Drink	Staple

### II. Communication

3. Complete the dialogue with a - e.

Waiter: Hello! (1) \_\_\_\_\_?

Ellie: (2) \_\_\_\_\_, I'd like a chicken sandwich and a cola.

Waiter: How about you, sir?

Joe: (3) \_\_\_\_\_?

Waiter: Certainly. (4) \_\_\_\_\_?

Joe: An orange juice, please.

Waiter: (5) \_\_\_\_\_?

Ellie: No, that's fine.

Waiter: OK, a chicken sandwich, a seafood pizza, a cola and an orange juice.

Ellie: Yes, thank you.

- a. Yes, please
- b. Anything else
- c. Can I have a seafood pizza, please
- d. And anything to drink
- e. Are you ready to order

## 单元测试

- 本部分的使用方法详见第一单元的单元测试。
- 经过几个单元的学习与训练,学生对单元测试以及单元小结的内容已较为熟悉。可请学生简单回顾一下前几个单元的单元小结,检查自己英语学习的进展情况。
- 教师应尽量创造机会与学生就英语学习情况进行交流,询问学生对于英语学习还有哪些困惑和问题等,并向学生提供帮助与建议。

### I. 词汇

#### 练习1

参考答案

(1) hamburger

(2) salad

(3) chips

(4) chocolate

(5) pizza

(6) steak

#### 练习2

参考答案

**Vegetable:** onion, tomato, mushroom

**Meat:** steak, fish, ham

**Drink:** coffee, juice, tea

**Staple:** noodle, dumpling, pizza

### II. 交际任务

#### 练习3

参考答案

(1) e

(2) a

(3) c

(4) d

(5) b



## III. Language Focus

4. Write the correct forms of the adjectives.

- (1) Joe is the tallest (tall) boy in his class.
- (2) This is the \_\_\_\_\_ (delicious) food on the table.
- (3) Today is the \_\_\_\_\_ (hot) day in August.
- (4) Our maths test was the \_\_\_\_\_ (difficult) test this year.
- (5) I had the \_\_\_\_\_ (bad) mark in the test.
- (6) You're the \_\_\_\_\_ (lucky) student in the class.

5. Underline the mistake in each sentence and correct it.

- (1) China is one of the big countries in the world. → *biggest*
- (2) In my hometown, July is the hot month of the year.
- (3) This is funniest story that I've ever heard of.
- (4) Today is cold in the past few days.
- (5) Our school is becoming more beautiful and more beautiful.
- (6) I think she is most beautiful woman in the film.

6. Complete the text with the correct forms of the adjectives.

I have a <sup>(1)</sup> happy (happy) family. There are four people in my family – my mum, my dad, my younger brother and me.

My dad is a doctor in a <sup>(2)</sup> \_\_\_\_\_ (big) hospital. He is the <sup>(3)</sup> \_\_\_\_\_ (busy) one in our family. Usually he works more than ten hours a day!

My mum is an office worker. She is not as <sup>(4)</sup> \_\_\_\_\_ (busy) as my dad. She is <sup>(5)</sup> \_\_\_\_\_ (funny) person in the family.

I am ten years <sup>(6)</sup> \_\_\_\_\_ (old) than my brother. He is too <sup>(7)</sup> \_\_\_\_\_ (young) to go to school. I study in a vocational school and I am one of <sup>(8)</sup> \_\_\_\_\_ (good) students in our school. I love my family a lot.



## Unit Summary

## Now you can ...

- name and categorize food and drinks (exercise 1 and exercise 2)
- order food and drinks in a restaurant (exercise 3)
- use the correct forms of adjectives (exercises 4, 5 and 6)
- write a letter of invitation to a friend, following the correct layout

## III. 语言聚焦

## 练习4

## 参考答案

(2) most delicious    (3) hottest    (4) most difficult    (5) worst    (6) luckiest

## 练习5

## 参考答案

- (2) In my hometown, July is the hot month of a year. → hottest  
 (3) This is funniest story that I've heard of. → the funniest  
 (4) Today is cold in the past few days. → the coldest  
 (5) Our school is becoming more beautiful and more beautiful. → 去掉前一个 beautiful  
 (6) I think she is most beautiful actress in the film. → the most beautiful

## 练习6

## 参考答案

(2) big                      (3) busiest                      (4) busy                      (5) the funniest  
 (6) older                      (7) young                      (8) the best

## 听力原文

My name is Tim. To give is better than to take, I think. Thanksgiving is my favourite holiday. It's the time to offer thanks to people who care about you. On Thanksgiving, families get together and enjoy delicious meals. On the dinner table, turkey, pies and various fruit can be found. I like turkey and apples the best.

I'm Jenny. My favourite holiday is the Mid-Autumn Day. Do you know why? Firstly, it's a day for family gathering. On this day, families get together and have a big dinner. After dinner, we enjoy the beautiful full moon and eat mooncakes and fruit, such as grapes, bananas and peaches. For me, I like mooncakes and bananas the best. They are very tasty. Besides, the Mid-Autumn Day is in autumn, which is my favourite season.

## Cultural Exchange

### Breakfast in the UK and China

Have you ever eaten a “full English”? It’s the short form of the “full English breakfast”. And it is a really big meal at the start of the day. People have strong ideas about what food should be in this meal, and it changes in different parts of the UK, but the basics are bacon, eggs, sausages, mushrooms, beans, tomatoes and sometimes potatoes.



Different from Western breakfasts, a Chinese breakfast is light, but filling. Usually a Cantonese breakfast includes various little dishes known as *dim sum*. People in southwestern China prefer spicy noodles, while people in the north eat all the wheat: steamed buns, fried bread sticks, etc, with congee or soybean milk.

#### Words you need

ever *adv.* 在任何时候; 总是

sausage *n.* 香肠

filling *adj.* (食物) 使人感到饱的

dim sum *n.* 点心 (音译)

steamed bun 馒头

congee *n.* 粥

bacon *n.* 咸猪肉; 熏猪肉

light *adj.* 清淡的; 轻的

Cantonese *adj.* 广东的

wheat *n.* 小麦

fried bread stick 油条

soybean milk 豆浆



1. Read the text and answer the questions.

- (1) What is the “full English” short for?
- (2) Is it a big meal or a small meal?
- (3) Do people in the UK sometimes have potatoes for breakfast?
- (4) How is a Chinese breakfast different from the Western one?
- (5) What does a Cantonese breakfast include?
- (6) What do people in southwestern China prefer for breakfast?

2. Same or different?

- (1) Which part of China do you live in?
- (2) What’s the most popular breakfast in your hometown?



## 文化交流

- 本单元的文化交流部分意在帮助学生了解中英饮食文化的异同，感受中国饮食文化的多元与精彩。
- 本部分也可用作阅读教学的延伸。

### 活动1

- 给学生5分钟时间阅读短文并回答问题，培养学生快速获取信息和理解语篇的能力。
- 请学生两人一组，互相核对答案。
- 教师请学生分享答案。
- 教师对阅读篇章中的生词或疑难问题进行讲解。

### 参考答案

- (1) It's short for "full English breakfast".
- (2) It's a big meal.
- (3) Yes, they do.
- (4) Chinese breakfast is light, but filling.
- (5) It includes various little dishes known as *dim sum*.
- (6) They prefer spicy noodles for breakfast.

### 活动2

- 请学生结合自己的实际情况完成活动2。

### 参考答案

略

### 参考译文

#### 中式和英式早餐

你吃过“英式全餐”吗？“英式全餐”是“英式早餐全餐”的简写形式。它是一天开始之际的一顿丰盛大餐。人们对这一餐应该吃什么有很多固有的想法，而且这些想法往往因地区不同而不同。不过，全餐的基本组成一般都包括咸肉（培根）、鸡蛋、香肠、蘑菇、豆子、西红柿，有时还有土豆。

不同于西式早餐，中式早餐比较清淡，但容易让人产生饱腹感。广东早餐通常包含各种各样的小吃，人们称之为“点心”。中国西南部地区的人们喜欢吃辣味的面条，而北方人的早餐基本以面食为主，如馒头、油条等，搭配粥或豆浆。

## Words and Expressions

- chip /tʃɪp/ *n.* 炸马铃薯条; 芯片  
chocolate /ˈtʃɒklət/ *n.* 巧克力  
dumpling /ˈdʌmplɪŋ/ *n.* 水饺  
\*ham /hæm/ *n.* 火腿  
\*hamburger /ˈhæmbɜːɡə/ *n.* 汉堡包  
juice /dʒuːs/ *n.* (水果和蔬菜的) 汁  
\*mushroom /ˈmʌʃruːm/ *n.* 蘑菇  
noodle /ˈnuːdl/ *n.* 面条  
\*onion /ˈɒnjən/ *n.* 洋葱 (头)  
\*pizza /ˈpiːtsə/ *n.* 比萨饼  
\*salad /ˈsæləd/ *n.* 色拉; 凉拌菜  
steak /steɪk/ *n.* 牛排  
△ tomato /təˈmɑːtəʊ/ *n.* 番茄; 西红柿  
vegetable /ˈvedʒtəbl/ *n.* 蔬菜  
meat /mi:t/ *n.* (供食用的) 肉  
menu /ˈmenjuː/ *n.* 菜单  
△ starter /ˈstɑːtə/ *n.* 第一道菜; 开胃小吃  
△ seafood /ˈsiːfuːd/ *n.* 海味; 海鲜  
soup /suːp/ *n.* 汤  
course /kɔːs/ *n.* 一道菜; 当然  
\*roast /rəʊst/ *v.* 炙; 烤 (肉等)  
△ dessert /dɪˈzɜːt/ *n.* (饭后的) 甜点; 甜食  
order /ˈɔːdə/ *v.* 点 (食物或饮料) *n.* 命令; 订单  
△ starve /stɑːv/ *v.* 挨饿; 饿死  
certainly /ˈsɜːtnli/ *adv.* 当然; 无疑  
glass /glɑːs/ *n.* 玻璃; 玻璃杯; 眼镜 (复数)  
guest /gest/ *n.* 宾客; 客人  
dish /dɪʃ/ *n.* (烹制好的) 菜肴; 盘子  
several /ˈsevrəl/ *adj.* 几个; 一些  
reason /ˈriːzn/ *n.* 原因; 理由  
last /lɑːst/ *adj.* 最后的; 最近的 *v.* (使) 持续  
choice /tʃɔɪs/ *n.* 选择; 选择范围  
\*celebrate /ˈselɪbreɪt/ *v.* 庆祝  
\*tradition /trəˈdɪʃn/ *n.* 传统  
hundreds of 数百的; 成百上千的  
north /nɔːθ/ *n.* 北; 北方  
\*eve /iːv/ *n.* 前夕; 前一天  
southern /ˈsʌðən/ *adj.* 南部的; 来自南方的  
\*pea /piː/ *n.* 豌豆 (粒)  
contain /kənˈteɪn/ *v.* 包含; 容纳  
various /ˈveəriəs/ *adj.* 各种各样的  
△ goose /guːs/ *n.* 鹅  
\*lamb /læm/ *n.* 羔羊肉; 小羊  
although /ɔːlˈðəʊ/ *conj.* 虽然; 尽管  
fruit /fruːt/ *n.* 水果  
lay /leɪ/ *v.* 安放; 放置  
lay ... out 布置; 设计  
label /ˈleɪbl/ *n.* 标签; 标记  
△ postcode /ˈpəʊstkəʊd/ *n.* 邮政编码  
△ layout /ˈleɪaʊt/ *n.* 布局; 设计  
△ staple /ˈsteɪpl/ *n.* 主食 *adj.* 主要的  
△ cola /ˈkəʊlə/ *n.* 可乐  
mark /mɑːk/ *n.* (老师给学生的) 分数; 成绩  
few /fjuː/ *pron. & adj.* 一些; 几个; 不多  
as /əz/ *prep. & adv.* 像; 如同  
ever /evə/ *adv.* 在任何时候; 总是  
\*bacon /ˈbeɪkən/ *n.* 咸猪肉; 熏猪肉  
\*sausage /ˈsɔːsɪdʒ/ *n.* 香肠  
Western /ˈwestən/ *adj.* 西方的  
light /laɪt/ *adj.* 清淡的; 轻的 *n.* 光; 电灯  
△ filling /ˈfɪlɪŋ/ *adj.* (食物) 使人感到饱的  
△ Cantonese /kæntəˈniːz/ *adj.* 广东的  
△ dim sum /dɪmˈsʌm/ *n.* 点心 (音译)  
△ southwestern /ˌsaʊθˈwestən/ *adj.* 西南部的  
\*wheat /wiːt/ *n.* 小麦  
\*steam /stiːm/ *v.* 蒸 *n.* 蒸汽  
△ bun /bʌn/ *n.* 小圆面包  
\*fry /fraɪ/ *v.* 油煎; 油炸 *n.* 炸薯条  
stick /stɪk/ *n.* 条状物; 棍状物  
△ congee /ˈkɒndʒiː/ *n.* 粥  
△ soybean /ˈsɔɪbiːn/ *n.* 大豆; 黄豆  
△ Denmark /ˈdenmɑːk/ *n.* 丹麦  
△ New Zealand /ˌnjuːˈziːlənd/ *n.* 新西兰

# Unit 5 At the Cinema

## 单元教学目标与要求

话题 Topic	描述一本书或一部电影 ( Describing a book/film )
词汇与常见表达 Words and Expressions	1. 掌握单元词表中的“基本要求”词汇 ( 无标记词汇 ) 详见单元词表 ( Words and Expressions ) 2. 能够正确使用下列常用表达 Have you ... yet? I like/love/enjoy/prefer ... I'm a fan of ... I don't like/enjoy ... I can't stand ... The acting/story/plot was ... The special effects were ...
语音 Pronunciation	能够区分 /h/ 与 /r/ 的不同发音
交际任务 Communication	1. 能够在生活场景中就电影等话题进行简单对话 Have you ... yet? I like/love/enjoy/prefer ... I'm a fan of ... I don't like/enjoy ... I can't stand ... The acting/story/plot was ... The special effects were ... What type of film is it? It's a/an ... film. 2. 能够在职业场景中帮助客人预订电影票 I'd like to book three tickets for ... on ... What time, please? Are you paying by the membership card? What's the card number, please?
语言聚焦 Language Focus	1. 掌握现在完成时的肯定句式 2. 掌握现在完成时的否定句式 3. 掌握现在完成时的一般疑问句式及其答语
语言技能 Language Skills	1. 能够通过阅读篇章, 了解英国作家菲利普·普尔曼的生平及他的主要作品 2. ( 选修 ) 能够通过听力, 了解描述文学及影视作品的相关形容词 3. ( 选修 ) 能够在阅读与听力的基础上, 就一本书或一部电影进行简单对话 4. 能够客观描述文学或影视作品并发表个人观点
学习策略 Learning Strategies	1. 词汇学习策略: 将单词与自己的经历相结合, 以强化对单词的理解与记忆 2. 阅读策略: 利用连接词帮助理解文章的结构和大致
文化点滴 Cultural Tips	1. 了解在英美语境下 film 和 movie 的不同用法 2. 了解小说《黄金罗盘》的相关内容



# Unit 5 At the cinema

## Part 1 Vocabulary

### Film types

1. Match the words with the pictures. Listen, check and repeat.



- an action film
- a cartoon
- a comedy
- a historical film
- a musical
- a romantic film
- a scary film
- a science fiction film

#### Learning Tip

Connect new words to your own experience.  
I saw *Zootopia* yesterday. It's a cartoon.

#### Cultural Tip

film 为英式英语，“去看电影”在英式英语中一般用 go to the cinema 表示。movie 为美式英语，表示“去看电影”在美式英语中一般用 go to the movie 表示。

2. Listen and repeat.

/h/ or /r/

- |       |            |       |         |       |       |
|-------|------------|-------|---------|-------|-------|
| (1) h | historical | ham   | holiday | hear  | help  |
| (2) r | romantic   | scary | boring  | April | crash |

3. In pairs, ask and answer about the pictures in exercise 1.

A: *What type of film is it?*

B: *It's a science fiction film.*

## 第一部分 词汇——电影类型

在本部分，学生们将学习有关电影类型的词汇与表达。

### 热身

- 教师提出问题：What's your favourite film? 请学生们分别在纸条上写下答案。
- 教师将纸条收上来，根据纸条上的电影名称提出问题：What type of film is it? 激活学生关于电影类型的语言储备。

### 活动1

- 教师首先带领学生观察图片，然后请学生两人一组，完成词图搭配练习。
- 请学生听录音，核对答案，然后跟读。
- 教师结合图片着重讲授学生不熟悉的词汇。

#### 参考答案

- |                      |                           |                    |                   |
|----------------------|---------------------------|--------------------|-------------------|
| A: a scary film      | B: a science fiction film | C: a romantic film | D: an action film |
| E: a historical film | F: a musical              | G: a cartoon       | H: a comedy       |

### 学习小贴士

- ◇ 教师带领学生们阅读“学习小贴士”的内容，并解释其具体含义：将单词与自己的经历结合起来，以强化对单词的理解与记忆。
- ◇ 给学生1分钟的时间浏览并记忆活动1中的词汇，然后请学生两人一组相互测试。

### 活动2

- 教师根据学生的实际情况，确定播放录音的次数，便于学生掌握辅音 /h/ 与 /r/ 的正确发音。
- 请学生练习朗读以下句子。  
He hopes to see the History Museum during the summer holiday.  
The railway bridge across the river is about 50 feet high.

### 活动3

- 教师首先邀请一名学生选择活动1中的一幅图片做对话示范。
- 教师请学生两人一组，轮流根据图片做对话练习。教师要注意观察、记录对话中出现的问题。

### 备选活动

- 教师可以进一步补充一些有关电影类型的表达方式，如 a disaster film, a documentary film, a mystery, a thriller 等。
- 请学生结合图片做对话练习。在学生们练习对话时，教师要注意观察、记录对话中出现的问题。

## Part 2 Communication

## I. Lead-in: Old films

1. Read the information board of the *Old Film Cinema*. Do you know these old films? Fill in the film type.

Old Film Cinema		
Name of the film	Film type	Show time
<i>The Sound of Music</i>		3 p.m., 10th Oct., Mon.
<i>Roman Holiday</i>		7 p.m., 12th Oct., Wed.
<i>Bean</i>		6 p.m., 15th Oct., Sat.
<i>Star Wars</i>		6:30 p.m., 16th Oct., Sun.

2. In pairs, invite a friend to see an old film with you.

A: *Would you like to see an old film with me this Saturday?*

B: *Sure. I'm a fan of old films.*

A: *Great. How about **Bean**?*

B: *Cool. I love comedies. They are funny.*

**Learning Tip**

To express likes:

*I like/love/enjoy/prefer ...*

*I'm a fan of ...*

To express dislikes:

*I don't like/enjoy ...*

*I hate ...*

*I can't stand ...*

## II. Conversation: I can't stand it!

1. Listen and read.

*Joe is a film fan. He is talking about the latest action film with Ellie.*

Joe: Have you seen the latest film yet?

Ellie: No, I haven't. What type of film is it?

Joe: It's an action film.

Ellie: Did you enjoy it?

Joe: Yes, I did. I think it was wonderful.

Ellie: Really? Why?

Joe: Well, the plot was exciting and the special effects were really amazing.

Ellie: I'm not really into action films. I prefer romantic films.

Joe: Oh, I can't stand romantic films!

Ellie: Why?

Joe: Well, I think their plots are boring.

Ellie: I don't agree. The stories of romantic films are beautiful and touching. The acting was fantastic. And besides, a great number of Oscar winners are romantic films!

Joe: OK, OK, I give up.

**Expressions**

Have you ... yet?

I think it was ...

The acting/story/plot was ...

The special effects were ...

be (not) into ...

I agree. / I don't agree.

a (great) number of ...

give up



## 第二部分 交际任务

在本部分，学生们将学习在生活场景中就电影话题进行简单的对话，以及在职业场景中帮助顾客预订电影票。

### I. 导入：老电影

#### 活动 1

- 教师利用课件播放表格中四部老电影的精彩片段，请学生根据电影片段填入电影类型，然后全班核对答案。

#### 参考答案

a musical      a romantic film      a comedy      a science fiction film

#### 活动 2

- 教师带领学生朗读对话，重点讲解如何表达“喜欢”或“不喜欢”某部电影。
- 教师请学生两人一组，就活动 1 中的电影进行问答。

#### 注释

- ◇ fan, 名词，意为“……迷”，如：She's a big fan of Michael Jackson.
- ◇ can't stand, 意为“无法忍受（某人或某物）”，如：I can't stand milk.

### II. 对话：我无法忍受这部电影！

在本部分，乔和埃莉正在谈论最新上映的动作片。

#### 活动 1

- 播放完录音之后，教师重点检查学生对对话中的生词和短语，如 wonderful, the special effects, amazing, be not into (sth), fantastic, give up 等的掌握情况。
- 教师根据学生的反馈做有针对性的介绍与讲解。
- 请学生再听一遍录音，跟读对话。

#### 注释

- ◇ the latest, 意为“最新的……”，如：Here is the latest news.
- ◇ wonderful, 形容词，意为“令人惊叹的”，如：His skill is wonderful for his age.
- ◇ the special effects, effect 一般用复数，意为“（电影或电视节目里的）特技效果”。
- ◇ amazing, 形容词，意为“令人惊诧的；让人难以相信的”，如：It's amazing how often you see drivers using mobile phones.
- ◇ be not into sth, 意为“（口）对某事物不感兴趣”，如：I'm not into folk music.
- ◇ touching, 形容词，意为“感人的；动人的”，如：What a touching reunion of father and son.
- ◇ a (great) number of + 名词复数，意为“大量；许多”。
- ◇ give up, 意为“放弃”，如：I give up. What's the answer?

2. Complete the following table.

Name	Favourite film type	Reason
Joe		The plot: The special effects:
Ellie		The stories: The acting: Other reasons:

3. In pairs, talk about your favourite film type.

☺ **To express positive opinions:**  
... is great/wonderful/fantastic/exciting/amazing ...

☹ **To express negative opinions:**  
... is boring/terrible/awful/silly ...

### III. Speaking: Booking film tickets

In pairs, A, you are a clerk at the ticket office of a cinema; B, you are calling to book tickets for the latest film. Complete the dialogue with a – e, and then practice the dialogue.

A: *Sunday Cinema*. Good afternoon.

B: Good afternoon. I'd like to book three tickets for *Kung Fu Panda* on Saturday.

A: <sup>(1)</sup> \_\_\_\_\_ ?

B: About 3 o'clock in the afternoon.

A: <sup>(2)</sup> \_\_\_\_\_. But we have tickets for Sunday, the same time.

B: OK, Sunday will be fine.

A: Good, we have three seats available in Row 7. Is that all right?

B: Yes. That's fine. <sup>(3)</sup> \_\_\_\_\_.

A: Thank you. That's 150 yuan in all. <sup>(4)</sup> \_\_\_\_\_ ?

B: Yes.

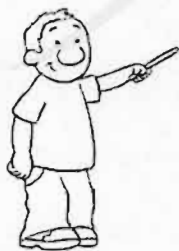
A: <sup>(5)</sup> \_\_\_\_\_ ?

B: It's NC6220.

A: Thank you. You can pick up your tickets at the ticket office at any time.

B: Thank you very much. Goodbye.

- a. What's the card number, please?
- b. I'm afraid the tickets are sold out
- c. What time, please
- d. I'll take them
- e. Are you paying by the membership card



#### Get ready for the workplace

If you are going to entertain your clients, remember

- to find out about their interests
- to find out what's available around the time
- to consult with your clients to show your good will
- to make a reservation in advance

## 活动2

- 视学生的实际情况，教师可以请学生阅读对话，填写表格，也可以请学生听录音，完成练习。

## 参考答案

Name	Favourite film type	Reason
Joe	<i>action films</i>	The plot: <i>exciting</i> The special effects: <i>amazing</i>
Ellie	<i>romantic films</i>	The stories: <i>beautiful and touching</i> The acting: <i>fantastic</i> Other reasons: <i>a great number of Oscar winners are romantic films</i>

## 活动3

- 请学生两人一组练习对话，鼓励学生选择合适的词汇表达肯定或否定观点。
- 在学生练习对话时，教师要注意观察、记录对话中出现的问题，在课堂总结环节处理这些问题。

## III. 职场口语：预订电影票

- 为确保该口语交际活动顺利进行，学生应在活动前做好充分准备。教师带领学生讨论电话预订电影票的常用句型：*Sunday Cinema. What can I do for you? I'd like to book two tickets for ... What time, please? Are you paying by the membership card? What's the card number, please?*
- 请学生两人一组，补全对话。
- 教师带领学生核对答案，然后分角色朗读对话。
- 在学生练习对话时，教师要注意观察、记录学生使用的一些好的表达及语言上的问题。
- 在课堂总结环节，教师可将上述例子写在黑板上，请学生判断正误。

## 参考答案

(1) c (2) b (3) d (4) e (5) a

## 走近职场

- 教师询问学生在职场中招待来访客户有哪些注意事项。
- 教师讲解招待客户的态度及策略，如了解客户的兴趣爱好，征求客户意见，提前做好预订工作等。
- 教师可以请学生进一步补充招待客户时还有哪些注意事项。



## Part 3 Language Focus

## I. Present perfect – positive

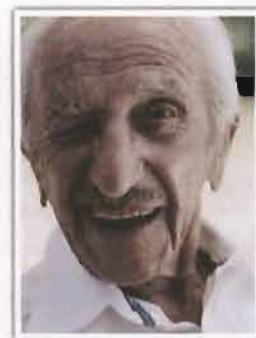


I/You	have ('ve)	visited China.
We/You/They		
He/She	has ('s)	

My grandpa is funny. I call him "Pop". He tells me lots of stories about his life. He has done a lot of interesting things, but I don't think they are all true!

In his life he has been a gardener and an actor. He has ridden a camel. He has lived in the forest. He says he has met famous film stars and has had dinner with the Queen. He has visited China, Japan, Africa and lots of other places, but he has never been to the US.

He hates coffee and he hasn't drunk a cup of coffee in his life.

1. *Have or has?* Read the text and write the correct words.

- (1) He has lived in the forest.
- (2) He \_\_\_\_\_ met famous film stars.
- (3) He \_\_\_\_\_ had dinner with the Queen.
- (4) I \_\_\_\_\_ seen Pop's photos.
- (5) We \_\_\_\_\_ met some of his friends.
- (6) They \_\_\_\_\_ been to China.

The past participle	
regular forms	irregular forms
<i>walk</i> → <i>walked</i>	<i>do</i> → <i>done</i>
<i>fail</i> → <i>failed</i>	<i>be</i> → <i>been</i>

## Grammar Tip

- ◆ He has been to China.  
= He went to China and came back.
- ◆ He has gone to China.  
= He is there now.

## 2. Read the text again and find the past participle of the verbs.

- (1) do done
- (2) have \_\_\_\_\_
- (3) be \_\_\_\_\_
- (4) visit \_\_\_\_\_
- (5) live \_\_\_\_\_
- (6) ride \_\_\_\_\_
- (7) meet \_\_\_\_\_
- (8) drink \_\_\_\_\_

## 第三部分 语言聚焦

在本部分, 学生将重点学习现在完成时的肯定、否定和一般疑问句式。

### 热身

- 请学生两人一组, 给每组1分钟的时间, 将上节课学过的有关电影的单词写下来, 看哪一组写得又多又准确。

### 1. 现在完成时的肯定句式

- 教师首先带领学生观察图片并阅读例句, 引导学生理解现在完成时的语法意义。
- 教师带领学生阅读语法框里的例句, 引导学生尝试归纳出现在完成时的基本形式, 即“主语 + have/has + 过去分词”, 当主语是第三人称单数时, 助动词用has, 其他人称时用have。
- 请学生朗读语法框中的例句。

### 活动1

- 请学生阅读短文, 独立完成练习。教师请学生朗读句子, 核对答案。

#### 参考答案

(2) has (3) has (4) have (5) have (6) have

#### 语法小贴士

◇ 规则动词过去分词变化规则

1. 一般直接在词尾加-ed, 如: look→looked, open→opened, want→wanted。
2. 以-e结尾的动词, 词尾直接加-d, 如: move→moved, live→lived, like→liked。
3. 以“辅音字母+y”结尾的动词, 变y为i, 再加-ed, 如: carry→carried, study→studied, try→tried。
4. 以一个辅音字母结尾的重读闭音节词, 双写词尾的辅音字母, 再加-ed, 如: stop→stopped, drop→dropped。

◇ been to 和 gone to 的区别

been to 意为“去过(又回来了)”, 如: He has been to China. = He went to China and came back.

gone to 意为“去了(还没有回来)”, 如: He has gone to China. = He is there now.

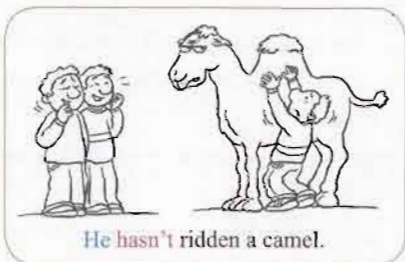
### 活动2

- 请学生两人一组完成练习, 然后全班核对答案。

#### 参考答案

(2) had (3) been (4) visited (5) lived (6) ridden (7) met (8) drunk

## II. Present perfect – negative



I/You	have not (haven't)	been ...
We/You/They		visited ...
He/She	has not (hasn't)	met ...

### 1. Correct the sentences. Use the negative forms of the present perfect.

- (1) Pop's been to the US. → *Pop hasn't been to the US.*
- (2) He's learnt English for three years.
- (3) I've made many new friends.
- (4) He's arrived at the airport on time.
- (5) I've finished my homework.
- (6) We've heard the bad news.

## III. Present perfect – general questions and short answers



Yes, she has. /  
No, she hasn't.

### 1. Write general questions. Use *ever* and the present perfect.

- (1) you / join / a club → *Have you ever joined a club?*
- (2) your teacher / forget / to give you homework
- (3) your friends / meet / your family
- (4) you / have a party / at your house
- (5) you / visit / a place of interest
- (6) you / see / a scary film

### 2. Write true answers to the questions in exercise 1.

- (1) *Yes, I have. / No, I haven't.*



## II. 现在完成时的否定句式

- 教师带领学生观察图片, 阅读例句, 总结现在完成时的否定形式为“主语 + have/has + not + 过去分词”, 其中 have/has not 的缩略形式为 haven't/hasn't。
- 请学生根据自己的实际情况, 将语法框中的例句补充完整。

### 活动 1

- 请学生将句子改写为否定句, 然后全班核对答案。

#### 参考答案

- (2) He hasn't learnt English for three years.                      (3) I haven't made many new friends.  
 (4) He hasn't arrived at the airport on time.                      (5) I haven't finished my homework.  
 (6) We haven't heard the bad news.

## III. 现在完成时的一般疑问句式及其简单答语

- 教师带领学生阅读例句, 提醒学生关注表示主语的蓝色色块和表示助动词的红色色块位置的变化, 引导学生总结现在完成时态下的一般疑问句须将助动词 have/has 提到句首, 放在主语之前。
- 教师提问: Have you been to England? / Have you finished your homework? 在学生回答的基础上, 教师讲解一般疑问句的简单答语为: “Yes/No, + 主语 + have (has) / haven't (hasn't).”
- 请学生朗读所给例句。

### 活动 1

- 请学生运用所给词汇写出现在完成时态下的一般疑问句, 然后全班核对答案。

#### 参考答案

- (2) Has your teacher ever forgotten to give you homework?  
 (3) Have your friends ever met your family?  
 (4) Have you ever had a party at your house?  
 (5) Have you ever visited a place of interest?  
 (6) Have you ever seen a scary film?

### 活动 2

- 请学生根据实际情况回答活动 1 中的问题, 然后两人一组做问答练习。

#### 参考答案

- (2) Yes, she/he has. / No, she/he hasn't.                      (3) Yes, they have. / No, they haven't.  
 (4) Yes, I have. / No, I haven't.                                  (5) Yes, I have. / No, I haven't.  
 (6) Yes, I have. / No, I haven't.

## Part 4 Language Skills

## I. Reading

By Ana Capelli

Philip Pullman is my favourite writer. He was born in England in 1946. His parents travelled a lot so he lived in different places. He started teaching in Oxford when he was twenty-five. He has lived in Oxford for more than forty years. He has been a full-time writer since 1986.

Philip has written more than twenty books. *The Golden Compass* is my favourite. He wrote it in 1996. It's about Lyra, a twelve-year-old girl. In Lyra's world, everyone has a "daemon". A daemon is an animal and part of your personality. Good people have nice animals as a daemon, a lion for example, while bad people have bad animals.

I like the book because it's a fantastic story. It's very exciting. I love the idea of daemons. You have a lot of different animals as your daemons, but the daemon becomes fixed when you become an adult. I'd really like to have my own daemon, a leopard called Lightning.

The book was made into a film in 2007. It was a huge success. I love the film as well.



## Reading Tip

文章中句子与句子或句子中两个部分之间的连接都需要借助于一些连接词，如：and 表示并列关系，but 表示转折关系等。这些词语可以使文章结构紧密，过渡自然，逻辑性更强。



## 第四部分 语言技能

在本部分, 学生们将了解作家菲利普·普尔曼的生平及他的作品《黄金罗盘》, 还将通过阅读、听力、口语及写作任务综合运用之前所学的语言。

### 热身

- 教师课前请学生就自己喜欢的一本书或一部电影搜集资料, 课上向全班做展示和介绍。

### 1. 阅读

- 在阅读正文之前, 教师可首先讲解本课给出的阅读建议 (Reading Tip), 然后请学生快速浏览短文, 了解文章大意, 并完成活动1。
- 请学生仔细阅读短文, 完成活动2。
- 教师讲解重要的词汇与句型, 并解答学生关于短文的疑问。

#### 注释

- ◇ Oxford, 既可指英国城市牛津, 也可指 University of Oxford 牛津大学。
- ◇ full-time, 形容词, 表示“全职的; 专职的”, 如: a full-time job 一项全职工作, full-time staff 专职员工。full-time 也可做副词, 如: She works full-time.
- ◇ since, 意为“自从(……以来)”, 后可接过去的一个时间点, 如具体的年 (since 2008)、月 (since last month)、日期 (since February 14th)、钟点 (since half past six); since 后也可接“一段时间+ago”, 如: I have been here since one year ago; since 后还可以接时间状语从句, 如: Mary has stayed at home since she left school. 但不管是以上哪种情况, 主句的谓语动词都要用现在完成时, 且必须是延续性动词。
- ◇ success, 名词, 意为“成功”, 动词形式为 succeed, 形容词形式为 successful。

#### 参考译文

##### 我最喜欢的作家

菲利普·普尔曼是我最喜欢的作家。他于1946年出生在英国, 自幼跟随父母旅居各地。他25岁开始在牛津大学任教, 在牛津居住了40多年, 1986年成为一名全职作家。

菲利普目前已经写了20多部作品, 《黄金罗盘》是我最喜欢的一部。他于1996年创作了这部小说, 写的是关于一个12岁女孩莱拉的故事。在莱拉的世界里, 每个人都有自己的守护神。守护神是一种动物, 是你部分个性的化身。好人的守护神是一些友善的动物, 如狮子; 而坏人的守护神是一些凶恶的动物。

我喜欢这部作品是因为故事很奇妙, 很刺激。我喜欢守护神的想法。每个人幼年时会有很多不同的动物作为自己的守护神, 但是一旦成年, 守护神也就固定为一种动物。我很想拥有自己的守护神, 一只叫作“闪电”的美洲豹。

这部作品于2007年被拍成电影, 取得了巨大成功。我也很喜欢这部电影。



**Words you need**

Oxford *n.* 牛津

since *adv., conj. & prep.* 自从……以来; 因为; 既然

compass *n.* 指南针; 圆规

personality *n.* 性格; 品质

fix *v.* 使固定; 确定; 修理

lightning *n.* 闪电

full-time *adj.* 全职的; 专职的

golden *adj.* 金色的; 金子的

daemon *n.* (古希腊神话中的) 半人半神的精灵

lion *n.* 狮子

leopard *n.* 豹

success *n.* 成功; 胜利

1. Read the text quickly. Choose the correct title.

- (1) A really good film
- (2) My favourite writer
- (3) The story of Lyra

2. Read the text again and answer the questions.

- (1) When was Philip Pullman born?
- (2) How long has he been a full-time writer?
- (3) How many books has he written?
- (4) Which book is the writer's favourite?
- (5) What is a daemon?
- (6) Which daemon would the writer like to have?

**Cultural Tip**

小说 *The Golden Compass* 由英国当代作家菲利普·普尔曼于1996年创作而成, 中文译名《黄金罗盘》。小说于2007年被改编成电影。

**(Extra) II. Listening: Choosing DVDs**

1. Mark and May are choosing DVDs at the city library. Listen to the dialogue and list the adjectives that are used to describe the DVDs.

2. Listen again and choose the correct answers.

May: Have you watched this DVD yet, Mark? I think it was great!

Mark: Yes, I have. I think it was \_\_\_\_\_.

- A. awful
- B. terrible

May: Really? Why?

Mark: I think the plot was \_\_\_\_\_ and the special effects were terrible.

- A. boring
- B. silly

May: But the acting was fantastic and the ending was really \_\_\_\_\_.

- A. beautiful
- B. touching

Mark: Well, \_\_\_\_\_, I wouldn't watch it anyway.

- A. I don't agree
- B. I don't think so

**(Extra) III. Speaking: Talking about a book/film**

In pairs, talk about a book you've read or a film you've seen.

A: *Have you seen/read ...?*

B: *Yes, I have. I think it was ...*

A: *Why?*

B: *Well, the story was ... and the ending was ...*

A: *I agree. / I don't agree. / I give up.*

### 活动 1

#### 参考答案

(2) My favourite writer

### 活动 2

- 教师与学生一起阅读问题，然后请学生快速阅读短文，回答问题。

#### 参考答案

- (1) He was born in 1946.
- (2) He has been a full-time writer since 1986.
- (3) He has written more than twenty books.
- (4) *The Golden Compass*.
- (5) A daemon is an animal and part of your personality.
- (6) A leopard called Lightning.

## (选修) II. 听力 (听力原文见第 133 页)

### 活动 1

- 播放录音前，教师带领学生围绕描述电影的形容词进行头脑风暴，复习阅读篇章中所学词汇，做好听前准备，同时提醒学生在听的过程中注意获取关键信息。

#### 参考答案

great    awful    boring    terrible    fantastic    touching

### 活动 2

- 再次播放录音，请学生两人一组，完成练习，然后互相核对答案，之后由教师带领全班核对答案，朗读对话。

#### 参考答案

A    A    B    A

## (选修) III. 口语

### 活动

- 请学生两人一组，就自己读过的一本书或看过的一部电影进行对话。教师在学生对话过程中应注意观察，并随时提供帮助。

## IV. Writing: A book/film review

## 1. Writing tips: Facts and opinions

**Facts about the book/film**

The title of the book/film

The name of the writer/director

The type of the book/film

The year it came out

The language it uses

The story/plot

**Your opinions on the book/film**

- Opinions on the story / plot / acting / special effects / music / ending ...

*I think ... / In my opinion, ... / I like ... / I don't like ...*

- Support your opinion with evidence from the book/film

Decide whether the following sentences are *facts* or *opinions*.

- Philip Pullman was born in England in 1946. → *fact*
- He has been a full-time writer since 1986.
- Philip has written more than twenty books.
- I like the book because it's a fantastic story.
- I love the idea of daemons.
- The book was made into a film in 2007.

## 2. Writing task: A book/film review

Write a review of a book or film that you have read or seen for the last few weeks.

## Step 1: Research

Think about a book/film you like. List facts about the book/film and your opinions.

## Step 2: Draft

Write a draft.

Facts*... is a book/film that came out in the year ...**The writer/director is ...**The story is about ...*Your opinions*I think this book/film is great/fantastic/boring because ...**The plot/story is ...**The music is ...**It's a/an ... book/film, and/but it has a/an ... ending.*

## Step 3: Check

Check your draft. Did you state the facts correctly? And did you express your opinions clearly?

Write the final version.



## IV. 写作

## 活动 1

- 请学生阅读关于 facts (事实) 和 opinions (观点) 的例句, 体会两者的区别。
- 教师讲解 facts 与 opinions 的区别。  
A fact is anything that can be proved.  
An opinion is what someone believes is true but has not been proved.
- 请学生判断所给句子是事实还是观点, 然后请学生朗读句子, 核对答案。

## 参考答案

(2) fact    (3) fact    (4) opinion    (5) opinion    (6) fact

## 活动 2

- 激发兴趣。教师首先提出问题: What's your favourite film/book? 请学生回答。
- 头脑风暴。教师与学生们从事实和观点两个角度讨论写作的具体内容。
- 写作草稿。在学生写草稿时, 教师应注意观察, 并随时向学生提供帮助。
- 修改草稿。鼓励学生之间互相检查草稿, 帮助修改。
- 展示与评价。教师选出比较好的习作向全班做展示与总结。

## 参考作文

## My Favourite Book

My favourite book is *Harry Potter*. The writer is J. K. Rowling, a British woman. It is a series of fantasy stories.

The book is about a brave and clever boy named Harry Potter. He wears a pair of big glasses, and he has a magic wand, which helps him fight against evil enemies. I like this book because the language is easy to understand and the story is very exciting. I have learned a lot from it as well. I know that as teenagers we should be confident and brave.

The book was made into eight fantasy films. They were huge successes. I love the films as well.

## Unit Check

### I. Vocabulary

1. Complete each of the sentences with a film type.



- (1) I love *Roman Holiday*. I think it is the best r\_\_\_\_\_ film in history.
- (2) *Crouching Tiger Hidden Dragon* was fantastic. I'm a big fan of a\_\_\_\_\_ films.
- (3) *The Queen* is a h\_\_\_\_\_ film about real people and real history.
- (4) My favourite films are m\_\_\_\_\_ with nice songs, like *The Sound of Music*.
- (5) I took my sister to see *Shrek* yesterday. She loves c\_\_\_\_\_.
- (6) *Bean* is great. It's the best c\_\_\_\_\_ of all.



### II. Communication

2. Complete the dialogue with a – e.

A: Would you like to see a film with me this Friday after school?

B: Sounds great! <sup>(1)</sup>\_\_\_\_\_?

A: I don't know ... How about action films?

B: Oh, I really don't like action films. <sup>(2)</sup>\_\_\_\_\_.

A: No way! <sup>(3)</sup>\_\_\_\_\_!

B: Really? Well then, what kind of films do you like?

A: I like cartoons.

B: OK, the new cartoon *Zootopia* has come out. <sup>(4)</sup>\_\_\_\_\_?

A: <sup>(5)</sup>\_\_\_\_\_.

- a. I'm more into romantic films
- b. What do you think
- c. Cartoons are fun to watch
- d. What kind of films do you have in mind
- e. Romantic films are boring

## 单元测试

- 本部分的使用方法详见第一单元的单元测试。
- 在学生完成测试之后，教师可将答案发给学生，请学生两人一组，共同核对答案，解决疑难问题。

### I. 词汇

#### 练习1

参考答案

(1) romantic (2) action (3) historical (4) musicals (5) cartoons (6) comedy

### II. 交际任务

#### 练习2

参考答案

(1) d (2) a (3) e (4) b (5) c

听力原文

May: Have you watched this DVD yet, Mark? I think it was great!

Mark: Yes, I have. I think it was awful.

May: Really? Why?

Mark: I think the plot was boring and the special effects were terrible.

May: But the acting was fantastic and the ending was really touching.

Mark: Well, I don't agree. I wouldn't watch it anyway.



## III. Language Focus

3. Write the past participle of the verbs.

Verb	Past participle	Verb	Past participle
visit		buy	
work		choose	
leave		come	
study		go	
stop		sell	
close		win	

4. Complete the sentences with the correct forms of the verbs.

- (1) They have been (be) to China, but they haven't been (not be) to Japan.  
 (2) I \_\_\_\_\_ (meet) your brother before, but I \_\_\_\_\_ (not meet) your parents.  
 (3) He \_\_\_\_\_ (not see) the film, but he \_\_\_\_\_ (read) the book.  
 (4) She \_\_\_\_\_ (change) a lot, but her smile \_\_\_\_\_ (not change) over the years.  
 (5) She \_\_\_\_\_ (travel) a lot, but she \_\_\_\_\_ (not be) to any foreign countries.  
 (6) He \_\_\_\_\_ (live) in the city for ten years, but he \_\_\_\_\_ (not stay) in the countryside.

5. Write general questions and short answers.

- (1) you / ever / study / painting  
 – *Have you ever studied painting?*  
 – *Yes, I have.*
- (2) you / ever / travel / alone
- (3) you / ever / cook / a meal / yourself
- (4) you / ever / do / a part-time job
- (5) you / ever / forget / your friend's birthday
- (6) your mobile / ever / stop / working

## Unit Summary

## Now you can ...

- name film types (exercise 1)
- express opinions about films (exercise 2)
- use present perfect
  - past participle (exercise 3)
  - positive and negative (exercise 4)
  - general questions and short answers (exercise 5)
- write a film/book review, stating facts and opinions

## III. 语言聚焦

## 练习3

## 参考答案

visited	bought
worked	chosen
left	come
studied	gone
stopped	sold
closed	won

## 练习4

## 参考答案

- |                                 |                                |
|---------------------------------|--------------------------------|
| (2) have met; haven't met       | (3) hasn't seen; has read      |
| (4) has changed; hasn't changed | (5) has travelled; hasn't been |
| (6) has lived; hasn't stayed    |                                |

## 练习5

## 参考答案

- (2) Have you ever travelled alone?  
Yes, I have. / No, I haven't.
- (3) Have you ever cooked a meal yourself?  
Yes, I have. / No, I haven't.
- (4) Have you ever done a part-time job?  
Yes, I have. / No, I haven't.
- (5) Have you ever forgotten your friend's birthday?  
Yes, I have. / No, I haven't.
- (6) Has your mobile ever stopped working?  
Yes, it has. / No, it hasn't.



# Song

## Have you ever ...?

Sometimes it's wrong to walk away, though you think it's over  
Knowing there's so much more to say  
Suddenly the moment's gone  
And all your dreams are upside down  
And you just want to change the way the world goes round

Tell me, have you ever loved and lost somebody?  
Wished there was a chance to say "I'm sorry"?  
Can't you see, that's the way I feel about you and me, baby  
Have you ever felt your heart was breaking?  
Looking down the road you should be taking  
I should know, because I loved and lost the day I let you go



# Project

## My favourite film

Step 1: Think about one of your favourite films.

- Is it a/an action/cartoon/historical/romantic ... film?
- Write facts about the film.
- Write your feelings or opinions about the film.
- Check film reviews on the Internet.
- Find pictures or video clips.

Step 2: Introduce your favourite film to your classmates.





## 歌曲

歌曲的目的是激发学生的学习积极性，同时还可以利用歌曲进行语言练习活动。教师也可以根据教学需要适时播放歌曲，以为学生营造英语学习的氛围。

- 教师请学生将教材合上，播放歌曲，询问学生是否听过该歌曲，是否知道该歌曲的演唱者。
- 教师简单介绍流行乐团S Club 7的相关情况。
- 教师根据学生的喜好程度决定播放歌曲的次数。

## 背景介绍

*Have you ever...?* 是S Club 7第三张专辑 *Sunshine* 中一首朗朗上口的歌曲。

## 实践项目

- 该实践项目的设计意图是帮助学生对自己喜爱的电影进行简单的介绍和评价。
- 通过完成项目，学生可复习和巩固有关电影类型及个人观点的英文表达。

### 步骤 1

- 请学生四人一组，结合课本中的问题对“自己最喜欢的电影”展开讨论，集思广益，并将相关的词汇及表达记录下来。
- 教师深入到学生的讨论中去，在他们遇到困难的时候提供帮助。
- 请学生上网查找有关该电影的视频片段、图片等信息，作为对电影介绍和评价的补充。

### 步骤 2

- 请学生独立或两人合作来完成对电影的介绍，也可以请学生在课后搜集资料，完成实践项目。

### 步骤 3

- 教师请学生上台向全班介绍自己最喜欢的电影并进行评论。
- 请学生自由提问，最后教师点评。

## Words and Expressions

- type /taɪp/ *n.* 类型; 种类  
action /'ækʃn/ *n.* 动作; 行动  
cartoon /kɑ:'tu:n/ *n.* 卡通(片); 漫画  
△ comedy /'kɒmədi/ *n.* 喜剧; 喜剧片  
historical /hɪ'stɔ:rikl/ *adj.* 基于史实的; (有关) 历史的  
musical /'mju:zɪkl/ *n.* 音乐剧 *adj.* 音乐的  
romantic /rəʊ'mæntɪk/ *adj.* 浪漫的; 关于爱情的  
science /'saɪəns/ *n.* 科学; 理科  
△ fiction /'fɪkʃn/ *n.* 虚构的事; 小说  
science fiction *n.* 科(学)幻(想)小说  
fan /fæn/ *n.* ……迷; 狂热崇拜者  
stand /stænd/ *v.* 忍受; 站立  
yet /jet/ *adv.* 还; 更; 又  
△ plot /plɒt/ *n.* 情节; 密谋  
special /'speʃl/ *adj.* 特别的; 特殊的  
△ effect /ɪ'fekt/ *n.* 效应; 影响  
△ touching /'tʌtʃɪŋ/ *adj.* 感人的; 令人同情的  
act /ækt/ *v.* 演出; 行动  
a number of 许多  
give up 放弃  
\*awful /'ɔ:fl/ *adj.* 很糟的; 讨厌的  
clerk /kla:k/ *n.* 办事员; 文员; 店员  
sell /sel/ *v.* 卖; 出售  
sell out 卖完; 售罄  
available /ə'veɪləbl/ *adj.* 可用的; 可获得的  
row /rəʊ/ *n.* 一排; 一行; 一列  
△ membership /'membəʃɪp/ *n.* 会员身份  
△ camel /'kæml/ *n.* 骆驼  
△ queen /kwɪ:n/ *n.* 女王; 王后  
writer /'raɪtə/ *n.* (尤指职业) 作家; 作者  
△ full-time /'fʊl'taɪm/ *adj.* 全职的; 专职的  
since /sɪns/ *adv. conj. & prep.* 自从……以来; 因为; 既然  
△ golden /'gəʊldn/ *adj.* 金色的; 金子的  
△ compass /'kʌmpəs/ *n.* 指南针; 圆规  
△ daemon /'di:mən/ *n.* (古希腊神话中的) 半人半神的精灵  
animal /'ænɪml/ *n.* 动物  
△ personality /ˌpɜ: sə' nælɪti/ *n.* 性格; 品质  
△ lion /'laɪən/ *n.* 狮子  
fix /fɪks/ *v.* 使固定; 确定; 修理  
△ leopard /'lepəd/ *n.* 豹  
\*lightning /'laɪtnɪŋ/ *n.* 闪电  
success /sək'ses/ *n.* 成功; 胜利  
anyway /'eniweɪ/ *adv.* 反正; 尽管如此; 总之  
review /rɪ'vju:/ *n. & v.* 评论; 审查  
opinion /ə'pɪnjən/ *n.* 意见; 看法  
foreign /'fɔ:ri:n/ *adj.* 外国的; 国外的; 对外的  
countryside /'kʌntrɪsaɪd/ *n.* 郊外; 农村  
alone /ə'ləʊn/ *adv.* 单独; 独自  
  
△ Oscar /'ɒskə/ *n.* 奥斯卡金像奖  
△ Oxford /'ɒksfəd/ *n.* 牛津  
Philip Pullman /'fɪlɪp 'pʊlmən/ 菲利普·普尔曼(英国当代作家)  
Lyra /'laɪərə/ *n.* 莱拉(女子名)  
△ Zootopia 《疯狂动物城》  
△ The Sound of Music 《音乐之声》  
△ Roman Holiday 《罗马假日》  
△ Bean 《憨豆先生的大灾难》  
△ Star Wars 《星球大战》  
△ Kung Fu Panda 《功夫熊猫》  
△ Crouching Tiger Hidden Dragon 《卧虎藏龙》  
△ The Queen 《女王》

# Unit 6 For better health

## 单元教学目标与要求

话题 Topic	健康与疾病 (Health and illnesses)
词汇与常见表达 Words and Expressions	<ol style="list-style-type: none"> <li>掌握单元词表中的“基本要求”词汇 (无标记词汇) 详见单元词表 (Words and Expressions)</li> <li>能够正确使用下列常用表达 What's the matter with you?      I have a ... / I have got a ... Have you taken any medicine? You must ... / You should ... / You'd better ... / You have to ... / You mustn't ... I suggest ...</li> </ol>
语音 Pronunciation	能够区分 /f/ 和 /v/ 的不同发音
交际任务 Communication	<ol style="list-style-type: none"> <li>能够在生活场景中简单介绍常见疾病及其症状, 并针对症状给出简单的建议 What's the matter with you?      I have a ... / I have got a ... Have you taken any medicine? You must ... / You should ... / You'd better ... / You mustn't ... / I suggest ...</li> <li>能够在职业场景中关心生病的同事, 并提供建议和帮助 What's wrong with you?      Have you taken any medicine? Is it serious?      Why don't you go to the hospital? Let me get you some water first.      I think you'd better ...</li> </ol>
语言聚焦 Language Focus	<ol style="list-style-type: none"> <li>掌握情态动词 must 的肯定和否定形式</li> <li>掌握情态动词 have to 的肯定和否定形式</li> <li>能够区分 mustn't 和 don't have to 的不同含义与用法</li> </ol>
语言技能 Language Skills	<ol style="list-style-type: none"> <li>能够通过阅读篇章, 了解旺达是如何运用自己的急救知识来救助别人的</li> <li>(选修) 能够通过听力, 进一步了解拨打急救电话时需要提供哪些信息</li> <li>(选修) 能够在阅读与听力的基础之上, 就事故的地点、采取的措施及步骤等信息与他人进行简单的对话</li> <li>能够区分 because 和 because of 的用法, 并独立写病假条</li> </ol>
学习策略 Learning Strategies	<ol style="list-style-type: none"> <li>词汇学习策略: 在记忆表达常见疾病或症状的单词时, 可将其与搭配的动词组合记忆</li> <li>阅读策略: 阅读中常常遇到生词, 通常可以通过上下文去猜测一些生词的词义, 也可以通过已知单词推测生词的词义</li> </ol>
文化点滴 Cultural Tips	<ol style="list-style-type: none"> <li>在英式英语的口语表达中, have got sth 常用来表示具有某种外表、特征或特性, 但在书面语中 have 更为常用</li> <li>了解不同国家的紧急呼叫号码</li> <li>了解传统中医和现代西医的异同, 体会中医的源远流长与博大精深</li> </ol>



# Unit 6 For better health

## Part 1 Vocabulary

### Illnesses

1. Match the words with the pictures. Listen, check and repeat.



#### I have got ...

a cold  
a cough  
a fever  
a headache  
a sore throat  
a stomachache  
a toothache

#### I feel ...

cold  
hot  
sick

#### Cultural Tip

在英式英语的口语表达中，人们一般习惯用 have got sth，表示具有某种外表、特征或特性，如：She has got a cold. 但在书面语中，人们往往更喜欢只用 have，如：He has an awful feeling of pain.

#### Learning Tip

Group new words with their partner verbs.

*I've got a cough/fever.*

*I feel sick/cold.*

2. Listen and repeat.

/f/ or /v/

(1) fan	fire	film	awful	safe
(2) very	various	fever	live	arrive

3. In pairs, ask and answer about the pictures in exercise 1.

A: *What's wrong / the matter with him/her?*

B: *He/She has got a/an ... He/She feels ...*

## 第一部分 词汇——常见疾病

在本部分，学生们将学习各种常见疾病及其症状的词汇与表达。

### 热身

- 教师请学生四人一组，两人面对黑板，两人背对黑板站立。教师在黑板上随机写出常见疾病的英文单词，如 cold, fever, stomachache 等，请面对黑板的一组学生做动作，背对黑板的学生根据动作说出疾病名称，如此开展小组竞赛。此热身活动可复习有关身体部位和常见疾病的词汇，激活学生原有的语言储备。

### 活动 1

- 教师首先带领学生观察图片，然后请学生两人一组，完成词图搭配练习。
- 请学生听录音，核对答案，跟读单词。
- 教师结合图片着重讲解学生不熟悉的单词。

### 参考答案

A: a toothache	B: a stomachache	C: a headache	D: a sore throat	E: a cold
F: a cough	G: a fever	H: hot	I: sick	J: cold

### 学习小贴士

- ◇ 教师带领学生们阅读“学习小贴士”的内容，并解释其具体含义：将表达常见疾病或症状的单词与其搭配的动词组合记忆。
- ◇ 给学生 1 分钟的时间浏览并记忆活动 1 中的词汇，然后请学生两人一组相互测试。

### 活动 2

- 教师根据学生的实际情况，确定播放录音的次数，便于学生掌握 /f/ 和 /v/ 的正确发音。
- 请学生练习朗读以下句子。  
I love my family. We often watch films together.  
I've got a cough and a fever.

### 活动 3

- 教师首先邀请一名学生做对话示范。
- 请学生根据活动 1 中的词汇练习对话。教师要注意观察、记录对话中出现的问题。

### 备选活动

- 教师可补充其他一些常见疾病的表达，如 flu, heart disease, cancer 等。
- 请学生两人一组练习对话。教师要注意观察、记录对话中出现的问题。

## Part 2 Communication

## I. Lead-in: You must ...

1. Match the pictures with the advice.



## You must ...

go to bed  
keep warm  
drink more water  
take the medicine  
keep cool

## Grammar Tip

给出建议可以用 You'd better / You should / You must / You have to ... 来表达，其后跟动词原形。

2. In pairs, describe the illnesses in exercise 1 on page 70 and give advice.

A: *I have a toothache.*B: *You must eat less sweets.*

## II. Conversation: Seeing a doctor

1. Listen and read.

*Ellie doesn't feel well and she goes to see the doctor.*

Doctor: Good morning. What's the matter with you?

Ellie: Good morning. I've got a bad headache and a sore throat.

Doctor: Have you got a fever?

Ellie: No, I don't.

Doctor: Have you taken any medicine?

Ellie: No, I haven't.

Doctor: OK. Let me have a look at your throat first.

*(After a while)*

Doctor: I think you've caught a cold, but it's nothing serious. I suggest you take this medicine twice a day.

Ellie: Twice a day?

Doctor: Yes. You must drink more water and have a good rest.

Ellie: OK.

Doctor: And you mustn't eat spicy food or stay up late.

Ellie: Thanks a lot.

## Expressions

What's the matter with you?

take the medicine

have a look at ...

catch a cold

It's nothing serious.

I suggest ...

once / twice / three times ... a day

You must/mustn't ...

have a rest

stay up (late)



## 第二部分 交际任务

在本部分，学生们将学习在生活场景中如何简单介绍常见疾病及其症状，在职业场景中向生病的同事表达关心，并给出帮助和建议。

### I. 导入：你必须……

#### 活动 1

- 教师首先带领学生观察图片，识别图中人物的活动，并尝试用英语表达出来。
- 教师简单介绍英语中常用的给出建议的表达方式，如：You must ... / You'd better ... / You should ... / You have to ... 等，其后都跟动词原形，如：You'd better go to bed.
- 请学生将图片与其对应的建议进行搭配，然后听录音，核对答案。

#### 参考答案

A: You must keep warm.

B: You must go to bed.

C: You must drink more water.

D: You must take the medicine.

E: You must keep cool.

#### 活动 2

- 教师邀请一名学生做对话示范。
- 请学生两人一组，描述上页活动 1 中的疾病并给出相应的建议。

### II. 对话：就医

在本部分，埃莉感觉身体不舒服，然后去看医生。

#### 活动 1

- 播放完录音之后，教师重点检查学生对对话中的生词和短语，如 sore throat, fever, serious, spicy, stay up 等的掌握情况。
- 教师根据学生的反馈情况做有针对性的介绍与讲解。
- 学生再听一遍录音，跟读对话。

#### 注释

- ◇ serious, 形容词，意为“严重的；严肃的”，如：His illness was more serious than the doctor first thought.
- ◇ spicy, 形容词，意为“辛辣的”，如：Eating too much spicy food is not good for our health.
- ◇ stay up, 意为“熬夜”，如：My father often stays up to watch football matches on television.

2. Answer the following questions.

- (1) What's wrong with Ellie?
- (2) Has she got a fever?
- (3) Has she taken any medicine?
- (4) Is it serious?
- (5) How often should Ellie take the medicine?
- (6) What's the doctor's advice?

3. In pairs, practice the conversation.

### III. Speaking: Offering help

In pairs, A, you have got a stomachache while working in the office; B, you are trying to help and give A some advice. Complete the dialogue with a – e, and then practice the dialogue.

B: <sup>(1)</sup> \_\_\_\_\_.

A: I have got a stomachache.

B: <sup>(2)</sup> \_\_\_\_\_?

A: Not serious. But it has been a pain for a long time.

B: <sup>(3)</sup> \_\_\_\_\_?

A: I saw the doctor last night. I just forgot to take the medicine with me.

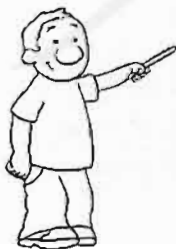
B: <sup>(4)</sup> \_\_\_\_\_.

A: Thank you. I will.

B: <sup>(5)</sup> \_\_\_\_\_.

A: Many thanks. It's so kind of you.

- a. Let me get you some water first
- b. Why don't you go to the hospital
- c. Is it serious
- d. What's wrong, B? You look a bit pale
- e. I think you'd better go back home to take the medicine as soon as possible



#### Get ready for the workplace

When you give advice, remember

- to be patient and honest
- to make sure you have understood the problems
- to give practical suggestions
- to express your suggestions slowly and clearly

**活动2**

- 视学生的实际情况，教师可以请学生阅读对话，回答问题，也可以请学生听录音，完成练习。

**参考答案**

- (1) She has got a bad headache and a sore throat.
- (2) No, she hasn't.
- (3) No, she hasn't.
- (4) No, it's nothing serious.
- (5) She should take the medicine twice a day.
- (6) She must drink more water and have a good rest. And she mustn't eat spicy food or stay up late.

**活动3**

- 请学生两人一组练习对话。教师鼓励英语基础较好的学生对对话中的疾病症状和建议等进行替换，改编并表演对话。
- 在学生练习对话时，教师要注意观察、记录对话中出现的问题，在课堂总结环节处理这些问题。

**III. 职场口语：提供帮助**

- 教师首先带领学生阅读题目，了解对话背景。
- 教师带领学生浏览对话，请学生根据上下文猜测空白处的表达。
- 请学生用正确的选项补全对话，然后全班核对答案。
- 教师请学生两人一组，分角色练习对话。
- 在学生练习对话时，教师要注意观察、记录学生使用的一些好的表达及语言上的问题。
- 教师请几组学生演示对话。
- 教师集中处理学生对话中出现的问题，注意要保护学生学习的积极性。

**参考答案**

- (1) d    (2) c    (3) b    (4) e    (5) a

**备选活动**

- 在完成职场口语练习之后，教师可鼓励学生自行设计情境，继续进行口语训练。

**走近职场**

- 教师询问学生在给予他人建议时应注意什么，请学生以小组为单位进行思考和讨论。
- 教师讲解给予他人建议时应注意的相关事项，如态度要诚恳，表达要清晰，建议要实用等，引导学生反思自己给别人提供建议时能否做到上述几点。
- 教师可以请学生进一步补充给予他人建议时的其他相关注意事项。





## 第三部分 语法聚焦

在本部分，学生们将重点学习情态动词 **must** 的肯定和否定形式，**have to** 的肯定和否定形式，以及 **mustn't** 和 **don't have to** 的不同含义及用法。

### 热身

- 教师带领学生观察图片，了解医院候诊室的规则。
- 教师讲解规则，创设情境：假如你的同学去医院就诊，请尝试给出建议，在候诊室哪些事情应该做，哪些事情不能做，激活学生的语言储备。

### 1. 情态动词 **must** 的肯定及否定形式

- 教师首先带领学生观察图片并阅读图片下方的例句，引导学生理解 **must** 和 **mustn't** 的语法意义。
- 教师介绍 **must** 的肯定形式为“**must + 动词原形**”，意为“必须……”，否定形式为“**must + not + 动词原形**”，意为“禁止……”，**must not** 的缩略形式为 **mustn't**。

### 活动 1

- 请学生根据候诊室的规则提示，补全句子，然后教师带领学生核对答案，朗读句子。

#### 参考答案

(2) Listen

(3) Wait

(4) Turn off

(5) Call

### 活动 2

- 请学生根据候诊室的规则提示，用 **mustn't** 写出否定句，然后教师带领学生核对答案，朗读句子。

#### 参考答案

(2) You **mustn't** shout.(3) You **mustn't** play radios.(4) You **mustn't** eat or drink.(5) You **mustn't** move chairs or tables.

### 活动 3

- 请学生用 **must** 或 **mustn't** 写出校规，然后教师带领学生核对答案，朗读句子。

#### 参考答案

(2) You **must** come to school at 8 o'clock.(3) You **mustn't** eat chocolate in class.(4) You **must** bring notebooks and books to school.(5) You **mustn't** use your mobile in class.

### 活动 4

- 教师带领学生分组讨论，补充本校还有哪些校规。

### Information for the School Trip

- Meeting** We have to be at the airport two hours before the plane takes off.  
Please meet at the Information Desk at 10:30 in the morning.
- Ticket** Don't forget your ticket!
- Passport** You have to bring your passport.
- Mobile** Don't forget to turn off your mobile when you're on the plane.
- Laptop** You can bring a laptop. You don't have to put it in your luggage.
- Food** You don't have to take food or drinks onto the plane.
- Hotel** You have to be in your rooms by 9:30 p.m., but you don't have to go to sleep by then. You can read or watch TV.

### II. Have to – positive and negative



I/You	have to	
He/She	has to	take off the belt.
We/You/They	have to	



I/You	don't	
He/She	doesn't	have to wear the uniform.
We/You/They	don't	

#### 1. Write the rules for the school trip.

- (1) be at the airport → *You have to be at the airport two hours before the plane takes off.*
- (2) meet at the Information Desk
- (3) bring your ticket
- (4) bring your passport
- (5) turn off your mobile

#### 2. Write the things you don't have to do.

- (1) put your laptop in your luggage → *You don't have to put your laptop in your luggage.*
- (2) take food with you
- (3) take your luggage onto the plane
- (4) take a drink with you
- (5) go to sleep at 9:30 p.m.

### III. Mustn't and don't have to



You **mustn't** make too much noise after 9:30.



You **don't have to** go to sleep at 9:30.



## II. 情态动词 have to 的肯定及否定形式

- 请学生阅读学校出游的要求，理解出游各方面的注意事项，了解 have to 和 don't have to 的语法意义。
- 请学生尝试翻译学校的出游要求，教师给予指导和帮助。
- 教师带领学生观察图片并阅读图片下方的例句，引导学生进一步理解 have to 和 don't have to 的语法意义。
- 教师讲解 have to 意为“必须；不得不”，当主语为第三人称单数时要用 has to，肯定形式为“have/has to + 动词原形”，否定形式为“don't/doesn't have to + 动词原形”，意为“不必……”。

### 活动 1

- 请学生根据提示用 have to 写出学校出游的具体要求。
- 教师带领学生核对答案，然后请学生朗读句子。

#### 参考答案

- (2) You have to meet at the Information Desk.
- (3) You have to bring your ticket.
- (4) You have to bring your passport.
- (5) You have to turn off your mobile.

### 活动 2

- 请学生根据提示用 don't have to 写出否定句。
- 教师带领学生核对答案，然后请学生朗读句子。

#### 参考答案

- (2) You don't have to take food with you.
- (3) You don't have to take your luggage onto the plane.
- (4) You don't have to take a drink with you.
- (5) You don't have to go to sleep at 9:30 p.m.

## III. 情态动词 mustn't 与 don't have to

- 教师带领学生观察图片，进一步理解 mustn't 和 don't have to 的区别。
- 教师讲解 mustn't 意为“禁止”，don't have to 意为“不必”。
- 请学生结合生活实际用 mustn't 和 don't have to 造句，教师予以点评。

## Part 4 Language Skills

## I. Reading

## Wanda's water works

Sixteen-year-old's quick action saves a woman's life.

WANDA BELL'S FIRST-AID TRAINING saved a woman's life yesterday, with a water bottle!



Sixteen-year-old Wanda Bell was in her tent in the city park yesterday when she heard a big bang. "I looked out of my tent," she said, "and I saw a man. He ran out of his tent and jumped into the swimming pool."

Wanda ran to the tent and a woman was on the floor next to the cooker. She was unconscious and there were burns on her face and body.

Wanda said, "I have first-aid training. You must cool a burn quickly after an accident and you mustn't use cream. Use water to cool it."

Wanda emptied a cup of water over the woman's face and body, and shouted to her friend, Emma. Emma said, "Wanda was wonderful! I brought a lot of water and she used it to cool the burns. Then she called for 999. She was really smart and brave."

The doctor arrived in ten minutes and took the woman to hospital. Her husband (the man in the swimming pool) went to hospital, too.

The doctor of the local hospital said, "The woman was badly burned. Wanda's actions saved the woman's life. Wanda is a smart girl and she is a great first-aider!"

## Reading Tip

阅读中常常遇到生词，通常可以通过上下文去猜测一些生词的词义，也可以通过已知单词推测生词的词义，如：*actor* → *action*, *first-aid* → *first-aider* 等。

## Words you need

first-aid *adj.* 急救的；急救用的

bang *n.* 砰；啪（枪声或撞到硬物的声音）

unconscious *adj.* 不省人事的；失去知觉的

cream *n.* 护肤霜；奶油

tent *n.* 帐篷

cooker *n.* 厨灶；炉具

burn *n. & v.* 烫伤；灼伤

local *adj.* 本地的；地方性的

## 第四部分 语言技能

在本部分，学生将了解旺达如何运用所学的急救知识挽救一名烫伤妇女的故事，还将通过阅读、听力、口语及写作任务综合运用之前所学的语言。

### 热身

- 教师通过以下问题引导学生进入语篇学习：Have you ever had/met any accident? How did you deal with it then? What happened at last?

### 1. 阅读

- 阅读前，教师提醒学生运用之前所学的阅读技巧，观察标题和图片，猜测文章内容，然后快速浏览全文，了解文章大意，判断文章出处，完成活动1。
- 教师介绍本课的阅读建议(Reading Tip)：在阅读中遇到生词时，通常可以通过上下文去猜测生词的词义，也可以通过已知单词推测生词的词义，如：actor→action, first-aid→first-aider。
- 请学生利用所学阅读策略，仔细阅读短文，完成活动2。
- 针对短文中的生词和难点，教师进行分析与讲解，并解答学生关于短文的疑问。

#### 注释

- ◇ unconscious, 形容词，意为“失去知觉的；无意识的”，如：The old man was unconscious when his son found him in street.
- ◇ first-aid, 形容词，意为“急救的；急救用的”，如：It's necessary for us to have a first-aid case.
- ◇ local, 形容词，意为“本地的；地方性的”，如：You'd better ask the local government for the truth.

#### 参考译文

#### 旺达的水起了作用

十六岁少女的快速行动挽救了一名妇女的生命。

旺达·贝尔利用自己所受的急救训练挽救了一名妇女的生命——用一个水瓶！

昨天，十六岁的旺达·贝尔正在城市公园自己的帐篷里，突然她听到“砰”一声巨响。

“我从帐篷向外看去，”她说，“我看见一个男人从他的帐篷里跑出来，然后跳进了游泳池。”

旺达立刻向那顶帐篷跑去，只见一名妇女躺在炉具旁边的地上。她已经不省人事，脸上和身上都是烫伤。

旺达说：“我学过急救。烫伤后必须快速用冷水降温，不能用护肤霜等东西，要用水来冷却。”

旺达把一杯冷水全部倒在这名妇女的脸上和身上，然后大声呼喊她的朋友埃玛。埃玛说：“旺达太棒了！我拿来许多水，她用这些水来给烫伤处降温，随后，她拨打了999，她真是又聪明又勇敢！”

医生十分钟后赶到现场把受伤的妇女送到了医院。她的丈夫（跳入游泳池的男子）也一并去了医院。

当地医院的医生说，“那名妇女的烫伤很严重，旺达的行动挽救了她的生命。旺达是个聪明的女孩，也是一名了不起的急救员！”



1. Read the text quickly. Where do you think the text is from?

- A. The newspaper.                      B. A novel.                      C. A magazine.

2. Read the text again and put the pictures in the correct order.



(Extra) II. Listening: My friend was hurt badly!

1. Listen to the phone conversation.

Which service is the woman calling for?



**Cultural Tip**

很多国家都有自己的紧急呼叫号码。紧急呼叫号码一般以三位数字居多，易于记忆与拨打，如：美国和加拿大的紧急呼叫号码为 911；英国为 999 或 112；欧洲多数国家为 112 等。有些国家根据紧急呼叫的情况不同，紧急呼叫号码也不同，如：我国的报警电话为 110，火警电话为 119，急救中心号码为 120 等。

2. Listen again and answer the questions.

- (1) Where is the woman?                      (2) Is her friend conscious?  
 (3) What happened to her friend?                      (4) What are the three things she should do?

(Extra) III. Speaking: A newspaper interview

In pairs, interview Wanda for a newspaper. A, you are the journalist; B, you are Wanda.

A: *Where were you when the accident happened?*

B: *I was in my tent.*

- What / hear?                      • What / do?
- How / cool the burn?                      • What / use?
- What / do next?

### 活动 1

参考答案

A

### 活动 2

- 教师带领学生观察所给的图片，明确每幅图片的含义。
- 请学生根据短文完成图片排序，然后核对答案。

参考答案

E F D A C B

## (选修) II. 听力 (听力原文见第 159 页)

### 活动 1

- 教师介绍一些国家的急救电话，引入听力活动。
- 教师带领学生观察图片，明确每幅图片的含义。
- 教师播放一遍录音，请学生完成活动 1。

参考答案

First aid.

### 活动 2

- 教师首先带领学生阅读问题，提醒学生针对问题听取关键信息。
- 教师根据学生情况确定播放录音的次数，必要时可呈现听力原文。

参考答案

- (1) In the city park.
- (2) No, he is unconscious.
- (3) He fell and hit his head.
- (4) First, keep him warm. Second, don't give him any food or drink. Third, wait for the doctor.

## (选修) III. 口语

### 活动

- 教师先请学生根据文本框内的提示写出采访问题。
- 请学生两人一组做采访练习。教师注意观察、记录练习中出现的问题。
- 请几组学生进行采访演示，全班聆听，交流体会。教师对学生的表现进行点评和总结。

## IV. Writing: Asking for sick leave

## 1. Writing tips: Linking words (4)

*because* and *because of*

I can't go to school **because** I've got a cold.

I want to ask for sick leave **because of** my headache.

Connect the sentences with *because* and *because of*.

(1) I can't speak loudly. I have got a sore throat.

→ *I can't speak loudly because I have got a sore throat.*

→ *I can't speak loudly because of a sore throat.*

(2) I can't go swimming. I have got a fever.

(3) I will go to see the dentist. I have got a toothache.

(4) I must stay in bed. I have got a pain in the leg.

(5) I must call 119. There is a fire!

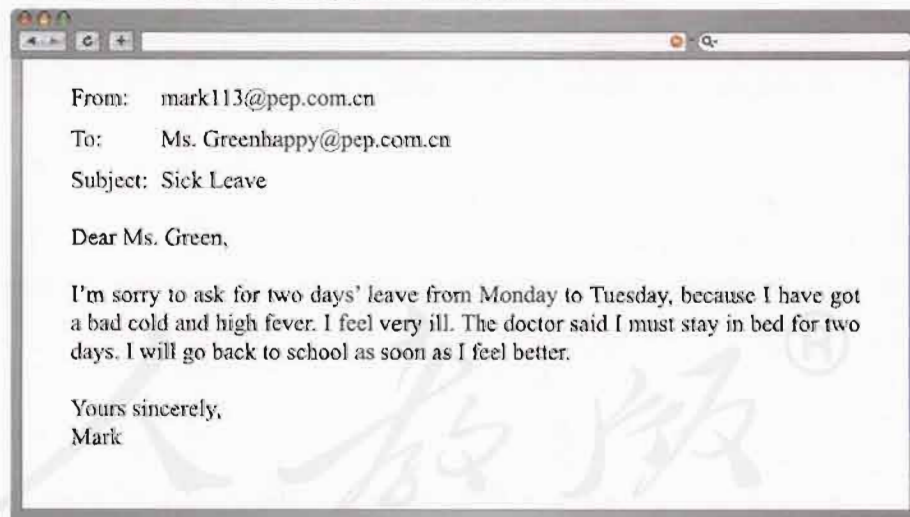
(6) I can't go to the cinema tonight. I have got a job interview tomorrow.

## 2. Writing task: Asking for sick leave

Write an email to your teacher to ask for sick leave.

## Step 1: Research

Read the email below. Why does Mark ask for sick leave?



## Step 2: Draft

Write a draft.

## Step 3: Check

Check your draft. Are the linking words correct? Write the final version.



## IV. 写作

## 活动 1

- 教师带领学生阅读文本框中的例句，请学生分析 because 和 because of 的区别。
- 教师讲解 because 和 because of 的区别：because 是连词，其后接原因状语从句，because of 是介词短语，其后接名词、代词、动名词等。
- 请学生完成练习，然后核对答案。

## 参考答案

- (2) → I can't go swimming because I have got a fever.  
→ I can't go swimming because of a fever.
- (3) → I will go to see the dentist because I have got a toothache.  
→ I will go to see the dentist because of a toothache.
- (4) → I must stay in bed because I have got a pain in the leg.  
→ I must stay in bed because of a pain in the leg.
- (5) → I must call 119 because there is a fire!  
→ I must call 119 because of a fire!
- (6) → I can't go to the cinema tonight because I have got a job interview tomorrow.  
→ I can't go to the cinema tonight because of a job interview tomorrow.

## 活动 2

- 教师首先带领学生阅读邮件，并请学生回答问题：Why does Mark ask for sick leave?
- 请学生几人一组进行讨论，总结邮件的基本构成，如收件人邮箱、寄件人邮箱、邮件主题、邮件正文等。
- 教师重点讲解邮件正文，正文包括三部分内容：(1) 对收信人的称呼，如：Dear ...；(2) 主体，主体部分应开门见山、直入主题，告知事宜，传递信息，分享情绪等；(3) 结尾，邮件末尾应表达对收信人的祝福并写明发件人姓名。
- 请学生模仿范文独立写作病假条。
- 学生完成草稿后，教师组织学生两人一组，互相检查、修改。

## 参考作文

Dear Sir,

Please excuse my absence from class today, because I got a bad cold yesterday evening. I felt even worse this morning. The doctor asked me to stay in bed for two days. I am writing to ask you for two days' sick leave. I'll go back to school the day after tomorrow.

Yours sincerely,

Mark

## Unit Check

### I. Vocabulary

1. Write the names of the illnesses.



(1) \_\_\_\_\_



(2) \_\_\_\_\_



(3) \_\_\_\_\_



(4) \_\_\_\_\_



(5) \_\_\_\_\_



(6) \_\_\_\_\_

2. In pairs, try to give advice to each of the patients in exercise 1.

A: *What's wrong with him?*

B: *He's got a fever. He must take some medicine and have a good rest.*

### II. Communication

3. Put the conversation in the correct order.

#### Doctor

- (1) What's the matter?
- (2) And you mustn't go to school.
- (3) Oh, do you feel sick and cold?
- (4) OK, you must go to bed and keep warm.

#### Patient

- A. Thank you, doctor!
- B. I don't feel well. I've got a stomachache.
- C. Right.
- D. Yes, I do.



## 单元测试

- 本部分的使用方法详见第一单元的单元测试。
- 经过几个单元的学习与训练，学生对单元测试以及单元小结的内容已较为熟悉。可请学生简单回顾一下前几个单元的单元小结，检验自己英语学习的进展情况。
- 教师应尽量创造机会与学生就英语学习情况进行交流，询问学生对于英语学习还有哪些困惑和问题等，并向学生提供帮助与建议。

### I. 词汇

#### 练习 1

##### 参考答案

(1) a fever (2) a headache (3) a stomachache (4) a cold / running nose (5) a toothache (6) a cough

#### 练习 2

##### 参考答案

- (2) She's got a headache. She must take some medicine.  
 (3) She's got a stomachache. She must go to see the doctor.  
 (4) He's got a cold / running nose. He must take some medicine and have a rest.  
 (5) He's got a toothache. He must see the dentist.  
 (6) He's got a cough. He must take some medicine and drink more water.

### II. 交际任务

#### 练习 3

##### 参考答案

- (1) What's the matter?  
 B. I don't feel well. I've got a stomachache.  
 (3) Oh, do you feel sick and cold?  
 D. Yes, I do.  
 (4) OK, you must go to bed and keep warm.  
 C. Right.  
 (2) And you mustn't go to school.  
 A. Thank you, doctor!



## III. Language Focus

4. Complete the sentences. Use *must* and the correct verbs.

do	wear	wash	practice	turn off	take
----	------	------	----------	----------	------


- (1) You must do your homework.
- (2) You \_\_\_\_\_ your hands before you eat.
- (3) You \_\_\_\_\_ the lights when you leave the house.
- (4) It's getting cold. You \_\_\_\_\_ warm clothes.
- (5) You \_\_\_\_\_ this medicine once a day.
- (6) You \_\_\_\_\_ more if you want to improve your English.

5. Complete the library rules. Use *must* or *mustn't*.

- (1) Library users must show their library cards.
- (2) You \_\_\_\_\_ eat or drink in the library.
- (3) You \_\_\_\_\_ turn off your mobiles.
- (4) All users \_\_\_\_\_ leave their bags at the reception.
- (5) You \_\_\_\_\_ sing, run or shout.
- (6) You \_\_\_\_\_ talk quietly at all times.

6. Complete the sentences with *have to* or *has to*.

- (1) You have to finish the report on time.
- (2) Ellie \_\_\_\_\_ be at the airport at nine o'clock.
- (3) I \_\_\_\_\_ meet my friend at the bus stop.
- (4) We \_\_\_\_\_ get up early on school days.
- (5) My brother \_\_\_\_\_ wear his school uniform.
- (6) My parents \_\_\_\_\_ work hard.


**Unit Summary**
**Now you can ...**

- name illnesses (exercise 1)
- give advice on health problems (exercise 2)
- see a doctor and describe your problems (exercise 3)
- use *must*
  - positive and negative (exercise 4 and exercise 5)
- use *have to* or *has to* (exercise 6)
- write an email to ask for sick leave, using the correct linking words

## III. 语言聚焦

## 练习4

参考答案

(2) must wash (3) must turn off (4) must wear (5) must take (6) must practice

## 练习5

参考答案

(2) mustn't (3) must (4) must (5) mustn't (6) must

## 练习6

参考答案

(2) has to (3) have to (4) have to (5) has to (6) have to

听力原文

M: Hello. Emergency Service.

W: Hello! My friend was hurt badly. And I don't know what to do.

M: OK. Slow down. Where are you?

W: In the city park.

M: Is your friend conscious?

W: No, he is unconscious.

M: What happened?

W: He fell and hit his head.

M: OK, I want you to do three things. Are you ready?

W: Yes.

M: One, keep him warm.

W: Keep him warm. Yes.

M: Two, don't give him any food or drink.

W: No food or drink. OK.

M: Three, wait for the doctor — about five minutes.

W: OK. I can do that.

## Cultural Exchange



### Traditional Chinese medicine and modern Western medicine

Traditional Chinese medicine has a very long history. Chinese people believe that the human body is a part of nature. When it goes wrong, people in ancient China look to nature for answers. And they found the way to cure – plants.

A great man in the Ming Dynasty, Li Shizhen, wrote a book about these plants, called the *Compendium of Materia Medica* (《本草纲目》), recording more than 1,000 plants which people can use as medicine. He also recorded the ways to use these plants. It is still one of the most important books in traditional Chinese medicine today.

Modern Western medicine developed from the 16th century when people started to learn about what the human body is like and how it works. Now most medicine has become a combination of art and science.

Now Chinese medicine is not as strange as it used to be to people in Western countries. Both Chinese and Western ways share the same idea: the secret to a healthy life is to eat properly, exercise regularly and have an open mind.

#### Words you need

traditional Chinese medicine 传统中医

ancient *adj.* 古代的; 古老的

plant *n.* 植物

develop *v.* (使) 成长; (使) 发展

strange *adj.* 奇怪的; 陌生的

exercise regularly 定期运动

modern Western medicine 现代西医

cure *n. & v.* 疗法; 治愈

the Ming Dynasty 明朝

century *n.* 世纪

eat properly 适当饮食

have an open mind 心胸开阔

Read the text and choose the correct answers.

- (1) Li Shizhen recorded \_\_\_\_\_ plants in the *Compendium of Materia Medica*.  
 A. about 3,000      B. over 2,000      C. about 2,000      D. more than 1,000
- (2) Modern Western medicine developed from the \_\_\_\_\_ century.  
 A. 13th      B. 14th      C. 15th      D. 16th
- (3) What's the secret to a healthy life?  
 A. To eat properly.      B. To exercise regularly.  
 C. To have an open mind.      D. All of the above.



## 文化交流

- 本单元的文化交流部分意在介绍传统中医和现代西医的异同，帮助学生体会中医的源远流长与博大精深。
- 本部分可以作为阅读教学的延伸。

### 活动 1

- 请学生快速阅读短文并完成练习，培养学生获取关键信息和理解语篇的能力。
- 教师带领学生核对答案，并分享所用的阅读策略。
- 教师对阅读篇章中的生词或疑难问题进行讲解。

### 参考答案

(1) D (2) D (3) D

### 参考译文

#### 传统中医与现代西医

传统中医有着悠久的历史。中国人相信人体是自然的一部分。当生病时，古人会向自然寻求答案。他们发现了一种有效的疗法——植物。

明朝时的一位伟人，李时珍，写了一本关于这些植物的书，名为《本草纲目》，书里记载了超过1000种可以入药的植物。他还记录了使用这些植物的方法。直至今日，这本书仍然是传统中医当中很重要的一本著作。

现代西医自16世纪开始发展，那时人们开始了解人体及人体的运行方式。现在医学多为艺术和科学的结合体。

如今中医对西方国家的人来说不再像以前那样神秘。中医和西医拥有着共同的理念：健康生活的秘诀在于合理饮食、定期运动以及拥有开阔的心胸。

人教版®

## Words and Expressions

health /helθ/ *n.* 健康 (状况)

healthy /'helθi/ *adj.* 健康的; 健壮的

illness /'ɪlnɪs/ *n.* 病; 疾病

cough /kɒf/ *n.* & *v.* 咳嗽

fever /'fi:və/ *n.* 发热; 发烧; 狂热

headache /'hedeɪk/ *n.* 头痛

△ sore /sɔ:/ *adj.* 疼痛的; 酸痛的

throat /θrəʊt/ *n.* 喉咙

△ stomachache /'stʌmək-eɪk/ *n.* 胃痛; 肚子痛

△ toothache /'tu:θ-eɪk/ *n.* 牙痛

sick /sɪk/ *adj.* 呕吐; 生病的; 患病的

medicine /'medsn/ *n.* 药物; 医学

nothing /'nʌθɪŋ/ *pron.* 没有任何东西; 没有事

serious /'sɪəriəs/ *adj.* 严重的; 重大的

suggest /sə'dʒest/ *v.* 建议; 提议

twice /twaɪs/ *adv.* 两次; 两倍

once /wʌns/ *adv.* 一次; 一回 *conj.* 一旦

rest /rest/ *n.* 休息; 剩余部分

stay up 熬夜

pale /peɪl/ *adj.* 苍白的

pain /peɪn/ *n.* 疼; 痛; 痛苦

soon /su:n/ *adv.* 不久; 很快

as soon as .....就.....

possible /'pɒsəbl/ *adj.* 可能的; 合理的

waiting room 候诊室

turn off 关掉

\*emergency /ɪ'mɜ:dʒnsi/ *n.* 紧急情况

\*passport /'pɑ:spɔ:t/ *n.* 护照

laptop /'læptɒp/ *n.* 便携式电脑

aid /eɪd/ *n.* & *v.* 帮助; 援助

△ first-aid /fɜ:st'eɪd/ *adj.* 急救的; 急救用的

\*tent /tent/ *n.* 帐篷

△ bang /bæŋ/ *n.* 砰; 啪 (枪声或撞到硬物的声音)

jump /dʒʌmp/ *v.* 跳; 跃

△ cooker /'kʊkə/ *n.* 厨灶; 炉具

△ unconscious /ʌn'kɒnfəs/ *adj.* 不省人事的; 失去知觉的

△ conscious /'kɒnfəs/ *adj.* 清醒的; 注意到的

burn /bɜ:n/ *n.* & *v.* 烫伤; 灼伤

accident /'æksɪdnt/ *n.* 事故; 意外事件

cream /kri:m/ *n.* 护肤霜; 奶油

empty /'empti/ *v.* 倒空; 倾空 *adj.* 空的

husband /'hʌzbænd/ *n.* 丈夫

local /'ləʊkl/ *adj.* 本地的; 地方性的

badly /'bædli/ *adv.* 严重地; 不好地

novel /'nɒvl/ *n.* (长篇) 小说

hurt /hɜ:t/ *v.* 弄伤; 感到疼痛

leave /li:v/ *n.* 假; 休假

sick leave 病假

△ dentist /'dentɪst/ *n.* 牙科医生

△ sincerely /sɪn'sɪəli/ *adv.* 真诚地; 谨启 (用于以某人名字开头的正式信件的末尾)

improve /ɪm'pru:v/ *v.* 改善; 改进

user /ju:zə/ *n.* 使用者; 用户

quietly /'kwaɪəli/ *adv.* 安静地; 轻声地

modern /'mɒdn/ *adj.* 现代的; 现代化的

human /'hju:mən/ *adj.* 人的; 人类的

nature /'neɪtʃə/ *n.* 大自然; 本性

\*ancient /'eɪnfənt/ *adj.* 古代的; 古老的

\*cure /kjʊə/ *n.* & *v.* 疗法; 治愈

plant /plɑ:nt/ *n.* 植物

△ dynasty /'dɪnəsti/ *n.* 朝代; 王朝

develop /dɪ'veləp/ *v.* (使) 成长; (使) 发展

century /'sentʃəri/ *n.* 世纪

△ combination /kɒmbɪ'neɪʃn/ *n.* 结合; 联合

strange /streɪndʒ/ *adj.* 奇怪的; 陌生的

secret /'si:kɪt/ *n.* 秘密 *adj.* 秘密的

\*properly /'prɒpəli/ *adv.* 正确地; 适当地

exercise /'eksəsaɪz/ *n.* & *v.* 运动; 锻炼

regularly /'regjʊləli/ *adv.* 定期地; 经常

Wanda /'wɒndə/ *n.* 旺达 (女子名)

Bell /bel/ *n.* 贝尔 (姓氏)

# Unit 7 To help the environment

## 单元教学目标与要求

话题 Topic	环境保护 (Environmental protection)
词汇与常见表达 Words and Expressions	1. 掌握单元词表中的“基本要求”词汇 (无标记词汇) 详见单元词表 (Words and Expressions) 2. 能够正确使用下列常用表达 What about ...?    stuff like that    Thanks for helping. sort rubbish        be made from ... Yes, but recycling is good for the environment.
语音 Pronunciation	能够区分 /ɑ:/ 和 /ʌ/, /k/ 和 /g/ 的不同发音
交际任务 Communication	1. 能够在生活场景中就垃圾分类和回收利用进行简单对话 We have to put the rubbish in the correct bins. What about ...?        stuff like that Thanks for helping.      sort rubbish Yes, but recycling is good for the environment. be made from ... 2. 能够在职业场景中简单介绍某项环保产品 I place a big order ...    May I help you? I need to think it over.    How about the price? They are made from old clothes. easy to use and beautiful in design
语言聚焦 Language Focus	1. 掌握被动语态在一般现在时态下的肯定、否定与疑问句式 2. 掌握被动语态在一般过去时态下的肯定、疑问句式及其回答
语言技能 Language Skills	1. 能够通过阅读篇章, 了解生活中哪些物品可以循环利用 2. (选修) 能够通过听力, 了解果冻鞋的相关信息 3. (选修) 能够在阅读与听力的基础之上, 就家中可循环利用的物品进行简单对话 4. 能够利用祈使句写作一则校园环境保护须知
学习策略 Learning Strategies	1. 词汇学习策略: 标注单词的重读音节, 便于掌握其发音 2. 阅读策略: 阅读时应浏览全文, 理解文章大意, 并根据上下文判断文章中缺失的内容
文化点滴 Cultural Tips	1. 了解如何在工作场景中礼貌地询问或提供相关信息 2. 了解部分国家如何通过对物品循环再利用来保护环境



# Unit 7 To help the environment

## Part 1 Vocabulary



### Containers and materials

1. Match the pictures with the container and material words.

A



B



C



D



E



F



G



H



#### Containers

E bag      \_\_\_ bowl  
 \_\_\_ basin      \_\_\_ box  
 \_\_\_ basket      \_\_\_ can  
 \_\_\_ bottle      \_\_\_ cup

#### Materials

\_\_\_ cardboard      \_\_\_ paper  
 \_\_\_ glass      \_\_\_ plastic  
 \_\_\_ metal      \_\_\_ wood

#### Learning Tip

Mark the stress on new words.

*basket*      *basin*

2. Listen and repeat.

/ɑ:/ or /ʌ/

(1) basket      cardboard      glass      fast  
 (2) cup      fin      brush      ugly

/k/ or /g/

(1) can      cup      plastic      traffic  
 (2) bag      fog      green      glad

3. Name three containers and their materials that are in your kitchen.

A: What containers can you see in your kitchen?

B: I can see a bottle.

A: What is it made of?

B: It's made of glass.



## 第一部分 词汇——容器与材料

在本部分，学生们将学习一些日常生活中常见的容器和材料的英文表达。

### 热身

- 给学生2分钟时间，四人一组，通过头脑风暴尽可能多地列出表示容器以及材料的英文表达，看哪一组列得又多又准确。

### 活动1

- 教师可以利用图片或实物展示等方式教授生词。
- 请学生听录音，然后两人一组，互相核对答案。
- 教师再次播放录音，全班核对答案。

#### 参考答案

E: bag	H: bowl	B: basin	G: box
C: basket	A: can	F: bottle	D: cup
G: cardboard	E: paper	D & F: glass	C: plastic
A: metal	B & H: wood		

### 学习小贴士

- ◇ 教师带领学生阅读“学习小贴士”的内容，并解释其具体含义：注意双音节和多音节词的重音位置，在学习生词时可以在其重读音节处做出标记，便于掌握其发音。
- ◇ 请学生为本课的相关单词标注重音。

### 活动2

- 教师根据学生的实际情况确定播放录音的次数，便于学生掌握 /ɑ:/ 和 /ʌ/, /k/ 和 /g/ 的正确发音。

### 活动3

- 教师带领学生观察图片，请学生说出图中容器及其材质的名称。教师鼓励学生结合实际，说说自己家的厨房中有哪些容器，是什么材质的。
- 教师与一名学生做对话示范。
- 请学生分组练习对话。教师要注意观察、记录对话中出现的问题。

### 备选活动

- 完成活动3之后，教师可提醒学生扩展问题的范围，如：What containers can you see in your classroom/bedroom/bathroom?
- 学生继续利用活动3中的句型进行对话练习。

## Part 2 Communication

## I. Lead-in: A quiz

1. Complete the quiz. Put a check (✓) if the answer is "Yes." Put a cross (×) if the answer is "No."

**Quiz: How green are you?****(1) Saving electricity**

After you use a computer or watch TV, do you turn it off? (     )

**(2) Saving water**

Do you take showers, not baths? (     )

**(3) Recycling your rubbish**

Do you have separate bins in your kitchen? (     )

**(4) Helping the environment**

When you go shopping, do you use old plastic bags? (     )

**(5) Saving gas**

Do you walk or bike into town rather than ask your parents for a ride? (     )

**(6) Making sure you eat healthily**

Do you eat fruit and vegetables each day? (     )

2. In pairs, ask and answer the questions in the quiz above.

A: *After you use a computer or watch TV, do you turn it off?*

B: *Yes, I always turn it off.*

## II. Conversation: Plastic can be recycled, too!

1. Listen and read.

*Joe is helping Ellie sort rubbish.*

Ellie: Right, we have to put the rubbish in the correct bins. Paper, cardboard, metal and glass are all recycled so they go in the blue bin.

Joe: What about plastic?

Ellie: Plastic is recycled, too, but only bottles.

Joe: What are the green bins for?

Ellie: Food waste. And anything that isn't recycled goes in the red bin, plastic bags and stuff like that.

Joe: Is the rubbish collected every week?

Ellie: Well, one week the blue and green bins are collected and the next week the red bin. By the way, thanks for helping. I hate sorting rubbish!

Joe: Yes, but recycling is good for the environment. It saves energy and reduces pollution.

Ellie: Hey, did you know some clothes are made from recycled plastic bottles?

Joe: No wonder my jacket smells funny!

**Expressions**

sort rubbish

Right, ...

stuff like that

Thanks for helping.

yes, but ...

be made from ...

No wonder ...



## 第二部分 交际任务

在本部分，学生们将学习在生活场景中讨论与垃圾分类及环境保护相关的英文表达，并在职业场景中就某项环保产品的相关信息进行简单对话。

### I. 导入：小测试

#### 活动1

- 教师首先带领学生讨论在日常生活中有哪些节约资源、保护环境的具体举措。
- 请学生完成小测试，看看每个人在环保方面做得如何。
- 教师重点讲解学生不熟悉的词汇及短语，如 saving electricity, recycling your rubbish, helping the environment, rather than 等。

#### 参考答案

略

#### 活动2

- 教师首先与一名学生做示范，就小测试中的问题做问答练习。
- 请学生两人一组，完成问答练习。

### II. 对话：塑料也可以回收！

在本部分，乔正在帮助埃莉进行垃圾分类。

#### 活动1

- 播放完录音之后，教师重点检查学生对对话中的重要单词和短语，如 sort rubbish, stuff, recycle, collect, reduce, no wonder 等的掌握情况。
- 教师根据学生的反馈做有针对性的介绍与讲解。
- 学生再听一遍录音，跟读对话。

#### 注释

- ◇ recycle, 动词，意为“再应用；回收利用”，如：The glass from bottles can be recycled.
- ◇ collect, 动词，意为“收集；搜集；采集”，如：He likes collecting stamps.
- ◇ stuff, 名词，意为“材料；原料”，如：What kind of stuff is in this pillow?
- ◇ no wonder, 意为“难怪；不足为奇”，如：No wonder you're tired, you've been walking for hours.

2. Read the conversation again and choose the correct answers.

- (1) Plastic bottles go in the \_\_\_\_\_.
- A. blue bin                      B. green bin
- (2) The green bins are for \_\_\_\_\_.
- A. food waste                      B. paper
- (3) Someone collects rubbish for recycling \_\_\_\_\_.
- A. every week                      B. twice a month
- (4) Ellie thinks sorting rubbish is \_\_\_\_\_.
- A. an OK job                      B. a terrible job

3. In pairs, practice the conversation.

### III. Speaking: Seeking and offering information

In pairs, A, you are the salesperson of a company and you are introducing a new product to B; B, you are the buyer. Complete the dialogue with a – f, and then practice the dialogue.

- A: Good morning. <sup>(1)</sup> \_\_\_\_\_?
- B: Yes, I am interested in your shopping bags.
- A: These are our latest products.
- B: What's special about them?
- A: Well, first, <sup>(2)</sup> \_\_\_\_\_, so they are good for the environment.
- Second, they are <sup>(3)</sup> \_\_\_\_\_.
- B: <sup>(4)</sup> \_\_\_\_\_?
- A: It is the same as traditional shopping bags.
- B: OK. Could you give me a discount if <sup>(5)</sup> \_\_\_\_\_?
- A: Well, <sup>(6)</sup> \_\_\_\_\_ ...



- |                                   |  |
|-----------------------------------|--|
| a. I place a big order            | b. May I help you                      |
| c. I need to think it over        | d. How about the price                 |
| e. they are made from old clothes | f. easy to use and beautiful in design |



#### Get ready for the workplace

When you are introducing a product to your customer, remember

- to greet your customer warmly
- to make a thorough introduction of your product
- to tell him or her what is special about it
- to leave your business card for further contact

**活动2**

- 根据学生的实际情况,教师可以请学生阅读对话,选择正确答案,也可以请学生听录音,完成练习。

**参考答案**

(1) A                      (2) A                      (3) B                      (4) B

**活动3**

- 请学生两人一组练习对话。教师鼓励英语基础较好的学生对对话中的物品进行替换,改编并表演对话。
- 在学生练习对话时,教师要注意观察、记录对话中出现的问题,在课堂总结环节处理这些问题。

**III. 职场口语: 询问与提供信息**

- 教师首先请学生观察图片,阅读题目,了解对话主题。
- 教师带领学生快速浏览对话,通过上下文猜测空白处的表达。
- 请学生两人一组,用正确的选项补全对话。
- 教师带领全班核对答案。
- 请学生两人一组,分角色练习对话。
- 在学生练习对话时,教师要注意观察、记录学生使用的一些好的表达及语言上的问题。
- 教师邀请几组学生表演对话。
- 教师集中处理学生对话中出现的问题,并带领学生总结销售人员介绍产品时的一些常用表达,如:  
They are our latest products. They are easy to use and beautiful in design.

**参考答案**

(1) b                      (2) e                      (3) f                      (4) d                      (5) a                      (6) c

**备选活动**

- 在完成职场口语练习之后,教师可鼓励英语基础较好的学生自行设计场景及产品,继续进行口语训练。

**走近职场**

- 教师询问学生在向客户介绍产品时应注意哪些方面。
- 教师简单介绍向客户介绍产品时的态度及策略,如热情招呼客户,详细介绍产品,告知产品特色,留下名片以利于进一步联系等。
- 教师可以请学生进一步补充向客户介绍产品时的其他注意事项。



## Part 3 Language Focus

## I. Present passive – positive and negative



## 1. Write the past participle of the verbs.

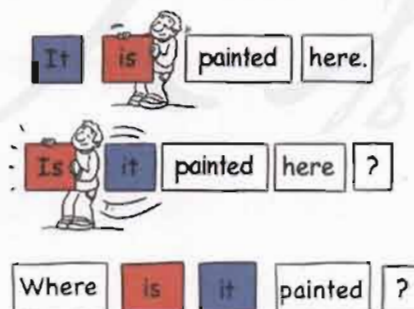
- (1) produce → produced (2) show → \_\_\_\_\_  
 (3) develop → \_\_\_\_\_ (4) use → \_\_\_\_\_  
 (5) choose → \_\_\_\_\_ (6) burn → \_\_\_\_\_

## 2. Write the correct forms of the verbs.

- (1) The old clothes are collected (collect) once a month.  
 (2) The shopping bags \_\_\_\_\_ (make) from old clothes.  
 (3) They \_\_\_\_\_ (design) for young people.  
 (4) They \_\_\_\_\_ (sell) for 12 dollars each.  
 (5) They can \_\_\_\_\_ (wash) by the washing machine.  
 (6) They can \_\_\_\_\_ (buy) online, if you are interested.

## 3. Write negative present passive sentences.

- (1) The work is done in this room. → *The work isn't done in this room.*  
 (2) English is taught in this school. (3) The house is cleaned every day.  
 (4) The flowers are watered by the gardener. (5) The cleaning woman is paid by the hour.  
 (6) The magazine is sent to us once a month.

II. Present passive – general questions and *wh*-questions

Write the questions in the correct order.

- (1) this machine / made / is / in China  
 → *Is this machine made in China?*  
 (2) old clothes / sold / in this store / are  
 (3) the train tickets / online / are / sold  
 (4) the products / where / made / are  
 (5) the kitchen waste / when / collected / is  
 (6) when / done / the work / is

## 第三部分 语言聚焦

在本部分，学生们将重点学习被动语态在一般现在时态下的肯定、否定、一般疑问句和特殊疑问句形式，以及被动语态在一般过去时态下的肯定、一般疑问句和特殊疑问句形式。

### I. 被动语态：一般现在时态下的肯定与否定形式

- 教师首先带领学生观察图片，阅读例句，尤其注意例句中的粉色部分，然后带领学生总结被动语态的基本结构，“主语 + be 动词 + 过去分词 + (by ...)”。
- 教师带领学生回顾规则动词过去式、过去分词的变化规律。

#### 活动 1

- 请学生用动词的过去分词填空，然后带领学生核对答案，朗读单词。

#### 参考答案

(2) showed/shown      (3) developed      (4) used      (5) chosen      (6) burned/burnt

#### 活动 2

- 请学生用动词的正确形式补全句子，然后带领学生核对答案，朗读句子。

#### 参考答案

(2) are made      (3) are designed      (4) are sold      (5) be washed      (6) be bought

#### 活动 3

- 教师讲解被动语态的否定形式是在 be 动词后面加 not。
- 请学生把句子改为否定句。教师带领学生核对答案，朗读句子。

#### 参考答案

(2) English isn't taught in this school.      (3) The house isn't cleaned every day.  
 (4) The flowers aren't watered by the gardener.      (5) The cleaning woman isn't paid by the hour.  
 (6) The magazine isn't sent to us once a month.

### II. 被动语态：一般现在时态下的一般疑问句与特殊疑问句

- 教师带领学生阅读例句，注意主语和谓语的位置变化，并帮助学生明确被动语态的一般疑问句需把 be 动词放在句首，同时把句末点号改为问号。
- 教师提醒学生被动语态的特殊疑问句句首为特殊疑问词，接下来的部分语序同一般疑问句，如：Is this car made in China? Where is this car made?

#### 参考答案

(2) Are old clothes sold in this store?      (3) Are the train tickets sold online?  
 (4) Where are the products made?      (5) When is the kitchen waste collected?  
 (6) When is the work done?

### III. Past passive – positive



I/He/She/It            was  
You/We/You/They    were            found.

Write the correct forms of the verbs.

- (1) He was called (call) a writer when he was young.
- (2) His first book \_\_\_\_\_ (write) in 1995.
- (3) It \_\_\_\_\_ (make) into a film two years later.
- (4) The film \_\_\_\_\_ (introduce) into China in 1998.
- (5) The tickets \_\_\_\_\_ (sell out) within an hour.
- (6) He \_\_\_\_\_ (know) as a successful writer around the world.

#### Grammar Tip

##### Present passive

am/is/are + 及物动词的过去分词  
*The cars are produced in China.*

##### Past passive

was/were + 及物动词的过去分词  
*The building was built two years ago.*

不规则动词

有些动词的过去式及过去分词为不规则形式，如：

*do* → *did* → *done*

*write* → *wrote* → *written*

*know* → *knew* → *known*

*take* → *took* → *taken*

### IV. Past passive – general questions and *wh*-questions

It was painted here.

Was it painted here? Yes, it was. / No, it wasn't.

Where was it painted? It was painted in this room.

#### Grammar Tip

被动语态可以用来避免提及主语，但也可以用来对主语加以强调，即把主语变为介词 *by* 的宾语，并放到句子末尾，如：

*Philip Pullman wrote the novel.*

→ *The novel was written by Philip Pullman.*

1. Write the questions.

- (1) She was taken to hospital after the accident. (?)  
→ *Was she taken to hospital after the accident?*
- (2) Vegetables and fruit were sold in supermarkets. (Where)
- (3) He was told to turn off the computer after using it. (?)
- (4) The meeting was held last week. (When)
- (5) *Star Wars* was produced 40 years ago. (?)
- (6) The school library was built last year. (When)

2. Answer the questions in exercise 1.

- (1) *Yes, she was. / No, she wasn't.*



### III. 被动语态：一般过去时态下的肯定句式

- 教师带领学生观察图片，阅读例句，尤其注意例句中的粉色部分，提醒学生一般过去时态下被动语态的be动词要用was/were。
- 教师带领学生观察语法框中的主语和be动词，提醒学生当主语为I/he/she/it时，be动词用was，主语为you/we/they时，be动词用were。
- 教师请学生用动词的正确形式补全句子，然后带领全班核对答案。

#### 参考答案

(2) was written      (3) was made      (4) was introduced      (5) was sold out      (6) was known

### IV. 被动语态：一般过去时态下的一般疑问句和特殊疑问句

- 教师带领学生仔细观察并阅读语法框中的例句，总结被动语态在一般过去时态下的一般疑问句形式，即把be动词放在句首，同时把句末点号改为问号。肯定回答为：“Yes, 主语 + was/were.” 否定回答为：“No, 主语 + wasn't/weren't.”
- 教师提醒学生被动语态在一般过去时态下的特殊疑问句，其结构与一般现在时态下的特殊疑问句一致，只不过be动词为was或were，如：When was it painted?

#### 活动1

- 请学生根据提示将句子改为一般疑问句或特殊疑问句。
- 教师带领全班核对答案，朗读句子。

#### 参考答案

- (2) Where were vegetables and fruit sold?  
 (3) Was he told to turn off the computer after using it?  
 (4) When was the meeting held?  
 (5) Was *Star Wars* produced 40 years ago?  
 (6) When was the school library built?

#### 活动2

- 请学生对活动1中的问句做出回答。
- 教师带领全班核对答案。

#### 参考答案

- (2) Vegetables and fruit were sold in supermarkets.  
 (3) Yes, he was. / No, he wasn't.  
 (4) The meeting was held last week.  
 (5) Yes, it was. / No, it wasn't.  
 (6) The school library was built last year.

## Part 4 Language Skills

## I. Reading

## Some things you didn't know you can recycle!

Here are some surprising things that can be reused or recycled.

In some countries, false teeth <sup>(1)</sup> *aren't thrown* away! A company recycles the metal inside them. The company sells the metal and the money is given to charity.



Old trainers are never too old. First, they are washed, then they <sup>(2)</sup> \_\_\_\_\_ to people who don't have the money to buy new trainers or they are made into building materials.



In some hair salons, the hair that your hairdresser cuts off <sup>(3)</sup> \_\_\_\_\_ by a company. It is used to make wigs for people who are ill or who want to change their hairstyles.

Old mobile phones, laptops and other electronic equipment are full of valuable materials like metal and plastic. These materials are separated at a Reprocessing Centre and then each material <sup>(4)</sup> \_\_\_\_\_ into something new.



Old clothes can be reused and recycled as well. Some fashion companies have started a recycling programme. People <sup>(5)</sup> \_\_\_\_\_ to hand in their old clothes at their stores. These clothes are checked and sorted and the best <sup>(6)</sup> \_\_\_\_\_ in second-hand shops. Some are sent to countries in Africa. The rest of the old clothes are recycled and used to make new things such as gardening products.



## Reading Tip

完成短文选词填空，你需要首先浏览全文，理解文章大意；然后根据文章主要内容，猜测空白处的词汇，并根据上下文判断词汇的正确形式；完成填空后再仔细阅读，检查有无错误。

## Words you need

surprising *adj.* 令人吃惊的

false teeth 假牙（复数）

charity *n.* 慈善机构

wig *n.* 假发

valuable *adj.* 宝贵的；有价值的；值钱的

programme *n.* 计划；方案

hand in 上交；提交

reuse *v.* 再使用；重复使用

throw *v.* 扔；投；抛；掷

hair salon *n.* 美发厅

electronic equipment 电子设备

reprocess *v.* 对（废弃物）进行再加工

allow *v.* 允许；准许

second-hand *adj.* 二手的；旧的



## 第四部分 语言技能

在本部分，学生们将了解生活中还有哪些意想不到的材料可以回收利用，还将通过阅读、听力、口语以及写作任务综合运用之前所学的语言。

### 热身

- 教师请学生列举生活中可以回收利用的物品，如 metal, paper, cardboard 等。

### 1. 阅读

- 请学生观察图片，猜猜这些物品是否可以回收利用，什么部分可以回收利用等。
- 教师首先讲解本课给出的阅读建议 (Reading Tip)，提醒学生：完成短文选词填空，首先要浏览全文，理解文章大意，然后根据文章内容猜测空白处的词汇，再根据上下文判断词汇的正确形式。
- 教师给学生 3~5 分钟时间完成活动 1。
- 教师带领学生通读课文，了解生活中有哪些让人意想不到的可回收利用的材料，完成活动 2。
- 教师讲解重要的词汇与短语，并解答学生关于短文的疑问。

#### 注释

- ◇ recycle, 动词，意为“再利用；回收利用”；recycling, 名词，意为“回收利用；可回收利用的物品”。
- ◇ trainer, 名词，意为“运动鞋；跑鞋”，其复数形式为 trainers。
- ◇ never too ..., 在课文中意为“再怎么都不为过”，指运动鞋虽然旧了，但还可以再利用。
- ◇ separate, 动词，意为“把……分成；分开；分成不同部分”，如：These books are separated into Chinese and English ones.
- ◇ sort, 动词，意为“将……分类；整理”。

#### 参考译文

##### 那些你不知道可以回收利用的物品！

以下是一些让你意想不到的、可以重复使用或回收利用的物品。

在一些国家，假牙不会被随便丢弃！有公司回收假牙中的金属，其收益会捐给慈善组织。

旧的运动鞋也可以再利用。首先，将旧运动鞋清洗干净，然后鞋子可以送给无钱购买新运动鞋的人，或者被加工成建筑材料。

在一些美发厅，理发师剪下的头发会被回收。这些头发会被制成假发，服务于疾病患者或想改换发型的人。

旧手机、手提电脑和其他一些电子设备中有大量有价值的材料，如金属以及塑料。这些材料会在加工中心被分离出来，然后做成新的产品。

旧衣服也能重复使用和回收。一些服装公司已经开展了服装回收项目。人们可以将旧衣服交到商店。这些衣物经检查和分类，最好的旧衣物会在二手商店出售，另一些会被送到非洲的一些国家。剩下的旧衣服会被回收利用，制成新的产品，如园艺用品等。



1. Complete the text with the words in the box. Use the present simple passive.

collect	sell	give
make	not throw	allow

2. Read the text and answer the following questions.

- (1) What can be recycled inside the false teeth?
- (2) What do people do with old trainers?
- (3) What are some wigs made of according to the text?
- (4) Why do people recycle electronic equipment?
- (5) Where are some old clothes sent?
- (6) What can old clothes be made into?

(Extra) II. 🎧 Listening: Jelly shoes

Listen and answer the following questions.

- (1) What are jelly shoes made of?  
→ *They are made of plastic.*
- (2) When did jelly shoes become popular?
- (3) Where are jelly shoes made?
- (4) Do they smell strange?
- (5) Why are jelly shoes popular?
- (6) Are jelly shoes comfortable for winter?



(Extra) III. Speaking: Family recycle list



In pairs, ask and answer with your partner.

- (1) What things does your family recycle?  
Make a list.

Family Recycle List

- (1) Old trainers
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_
- (5) \_\_\_\_\_
- (6) \_\_\_\_\_

- (2) What waste is collected from your home? What things can you take to a recycling centre?

**活动 1****参考答案**

(2) are given      (3) is collected      (4) is made      (5) are allowed      (6) are sold

**活动 2****参考答案**

- (1) The metal inside the false teeth can be recycled.
- (2) Old trainers are washed, then they are given to people who don't have the money to buy new trainers or they are made into building materials.
- (3) Some wigs are made of the hair that the hairdresser cuts off in some hair salons.
- (4) Because electronic equipment is full of valuable materials. People can reuse these materials.
- (5) Some old clothes are sent to countries in Africa.
- (6) Old clothes can be used to make new things such as gardening products.

**(选修) II. 听力 (听力原文见第 181 页)**

- 播放录音前, 教师先与学生探讨相关的听力技巧, 如可先熟悉问题, 带着问题有针对性地去听录音, 并尽量将关键词记录下来。
- 学生两人一组, 完成练习, 然后教师带领全班核对答案。

**参考答案**

- (2) Jelly shoes became popular in the early 1980s.
- (3) Jelly shoes are made in many countries.
- (4) No, they don't.
- (5) Because they are good for the environment and they come in a variety of styles.
- (6) Yes, jelly shoes are comfortable for winter.

**(选修) III. 口语****活动**

- 教师可以在课前布置任务, 让学生与父母一起讨论家中废旧物品回收利用的情况, 收集信息。
- 学生两人一组, 分享信息, 制作可回收利用的废旧物品清单。
- 教师邀请部分学生分享清单。教师鼓励学生简单说说物品可回收利用的原因。
- 教师对学生的表现进行反馈与总结。

IV. Writing: Helping improve the school environment

1. Writing tips: *Dos* and *don'ts*

*Dos* and *don'ts* are things that you should and should not do in a certain situation.

Here are some things that students should or should not do in school. Put them in the correct column.

- (1) Arrive late for class.
- (2) Throw waste paper everywhere.
- (3) Put rubbish into the bin.
- (4) Turn off the tap after using it.
- (5) Keep the classroom clean.
- (6) Keep the lights on when leaving the classroom.



Dos	Don'ts
	(1)

2. Writing task: Helping improve the school environment

Make a list of *dos* and *don'ts* to help improve the school environment.

Step 1: Research

Think about your school environment. Which parts are good? Which parts should be improved? Why and how?

Step 2: Draft

Write a draft.

Describe the environmental problems

- What are the problems?
- Where are the problems found?
- What are the reasons for the problems?

Give your suggestions

- List *dos* ...
- List *don'ts* ...

Step 3: Check

Discuss your list with your partner. Do you agree on the *dos* and *don'ts*? Check your draft. Write the final version.



## IV. 写作

## 活动 1

- 教师首先解释 dos 和 don'ts 分别意为“该做和该不该做的事情”。
- 教师与学生一起将列出的行为分类，完成表格，或请学生独立完成练习，全班一起核对答案。

## 参考答案

Dos	Don'ts
	(1)
	(2)
(3)	
(4)	
(5)	
	(6)

## 活动 2

- 教师请学生四人一组，分组讨论校园环境保护中的亮点、不足以及改善意见等，并将要点记录下来。
- 教师请各组汇报讨论结果，鼓励学生发表不同意见。
- 请学生写草稿。在学生写草稿时，教师应注意观察、记录，并随时向学生提供帮助。
- 请学生两两之间互相检查，提出修改建议。
- 写作任务可在课堂上进行，也可留作课后作业。
- 教师选出优秀习作向全班做展示、总结。

## 参考答案

## Helping Improve the School Environment

Our school is very clean and beautiful, and we love it. However, occasionally we see behaviors which are not so environment-friendly. There are a lot of things that we need to bear in mind and put into practice. For example: Don't throw waste paper everywhere. Remember to throw it into the bin. Don't take food into the classroom. Turn off the tab after using it. Turn off the lights when leaving the classroom. Let's start from the little things and help improve the school environment bit by bit. We believe we can make our school cleaner and better.

## Unit Check

### I. Vocabulary

1. Write the material and container words.



(1)



(2)



(3)



(4)



(5)



(6)

(1) w o o d b a s i n

(3) c a r d b o a r d b o x

(5) m e t a l c a n

(2) p a p e r c u p

(4) g l a s s b o w l

(6) p l a s t i c b a g

### II. Communication

2. Complete the conversation with the correct forms of the words and expressions.

throw ... away	plastic	recycle	no problem
be made of	by the way	no wonder	help

Joe is going back to China next month. Ellie and Mark are helping him with packing.

Joe: OK, now, I need your help to move the boxes and bags out of the room.

Mark: \_\_\_\_\_, I'll take the magazines.

Ellie: Oh, no! Look at these magazines. Don't \_\_\_\_\_ them \_\_\_\_\_.

Mark: We aren't throwing them away. They will \_\_\_\_\_.

Ellie: OK, so where do this bag of bottles go? In the green bin?

Mark: These bottles \_\_\_\_\_ glass. Let me take them.

Ellie: \_\_\_\_\_ it is so heavy.

Joe: The green bin is for kitchen waste, food and stuff. The blue bin is for glass, metal, paper, and \_\_\_\_\_.

Ellie: You're welcome. \_\_\_\_\_, can we go and buy a magazine?

## 单元测试

- 本部分的使用方法详见第一单元的单元测试。
- 教师可在学生完成测试之后，将答案发放到每个学生手中，请学生以小组为单位，核对、讨论答案。

### I. 词汇

#### 练习1

##### 参考答案

(2) paper cup      (3) cardboard box      (4) glass bowl      (5) metal can      (6) plastic bag

### II. 交际任务

#### 练习2

##### 参考答案

No problem      throw ... away      be recycled      are made of      No wonder  
plastic      your help      By the way

##### 听力原文

Jelly shoes are made of plastic. The shoes became popular in the early 1980s. Now jelly shoes are produced and sold in many countries. They don't have strange smell. They can be recycled, so they are good for the environment. Jelly shoes come in a variety of styles. And they are known to be comfortable shoes for the spring, autumn and winter seasons.

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## III. Language Focus

3. Circle the mistakes in the sentences and correct them.

- (1) This machine is make in China. → *made*
- (2) The lake is polluting badly.
- (3) Rubbish should be throw into the bin.
- (4) Football is playing everywhere in the world.
- (5) The flowers are water twice a week.
- (6) The question should be answering in English.

4. Write the correct forms of the verbs.


- (1) The house was built (build) five years ago.
- (2) It \_\_\_\_\_ (sell) last month.
- (3) Then it \_\_\_\_\_ (repair) and \_\_\_\_\_ (decorate) by the buyer.
- (4) New pieces of furniture \_\_\_\_\_ (move) in.
- (5) But the old ones \_\_\_\_\_ (not throw) away.
- (6) They \_\_\_\_\_ (give) to people who need them.

5. Circle the correct words.

- (1) The cake was bought in the café. It was wasn't made at home.
- (2) English is taught by Mr. Smith in our school. It is / isn't taught by Mr. Green.
- (3) The bottles are made of plastic. They are / aren't made of glass.
- (4) Only vegetables are sold in this store. Fruit is / isn't sold here.
- (5) The room was cleaned once a week. It was / wasn't cleaned every day.
- (6) You should use water to cool a burn. Cream should / shouldn't be used.

6. Write the questions.

- (1) The telephone was invented in 1876. (?)  
→ *Was the telephone invented in 1876?*
- (2) It was invented by Mr. Bell. (who)
- (3) English is spoken in New Zealand. (?)
- (4) The meeting was held last month. (when)
- (5) Some of the old clothes are sent to Africa. (where)
- (6) Some old books are sold in this bookshop. (what)


**Unit Summary**
**Now you can ...**

- name containers and materials (exercise 1)
- talk about waste sorting (exercise 2)
- use the passive
  - positive (exercise 3 and exercise 4)
  - negative (exercise 5)
  - general questions and *wh*-questions (exercise 6)
- List *dos* and *don'ts* about your school environment

## III. 语言聚焦

## 练习3

参考答案

- (2) The lake is polluting badly. → polluted  
 (3) Rubbish should be throw into the bin. → thrown  
 (4) Football is playing everywhere in the world. → played  
 (5) The flowers are water twice a week. → watered  
 (6) The question should be answering in English. → answered

## 练习4

参考答案

- (2) It was sold (sell) last month.  
 (3) Then it was repaired (repair) and decorated (decorate) by the buyer.  
 (4) New pieces of furniture were moved (move) in.  
 (5) But the old ones were not thrown (not throw) away.  
 (6) They will be given (give) to people who need them.

## 练习5

参考答案

- (2) English is taught by Mr. Smith in our school. It is / isn't taught by Mr. Green.  
 (3) The bottles are made of plastic. They are / aren't made of glass.  
 (4) Only vegetables are sold in this store. Fruit is / isn't sold here.  
 (5) The room was cleaned once a week. It was / wasn't cleaned every day.  
 (6) You should use water to cool a burn. Cream should / shouldn't be used.

## 练习6

参考答案

- (2) Who was it invented by?  
 (3) Is English spoken in New Zealand?  
 (4) When was the meeting held?  
 (5) Where were some of the old clothes sent?  
 (6) What are sold in this bookshop?



# Song

## Heal the World

There's a place in your heart  
And I know that it is love  
And this place could be much brighter than tomorrow  
And if you really try  
You'll find there's no need to cry  
In this place  
You'll feel there's no hurt or sorrow  
There are ways to get there  
If you care enough for the living  
Make a little space  
Make a better place  
Heal the world  
Make it a better place  
For you and for me  
And the entire human race  
There are people dying  
If you care enough for the living  
Make a better place for you and for me



# Project

## To help the environment

Step 1: Think about what you can do to help improve the environment of your school or neighbourhood.

Step 2: Find relevant information about recycling, waste sorting, energy saving, etc.

Step 3: Make a poster, listing the *dos* and *don'ts* to help make your school or neighbourhood a better place.





## 歌曲

- 教师首先请学生将教材合上，播放歌曲片段，询问学生是否听过该歌曲。如果听过，请学生讲讲歌曲的名称和演唱者。
- 教师简单介绍歌曲及相关情况。
- 此歌曲流传度很广，建议教师增加播放次数，便于学生学唱。

## 背景介绍

*Heal the World* 是由已故美国歌手迈克尔·杰克逊创作并演唱的一首公益歌曲。迈克尔·杰克逊在歌中呼吁大家关心儿童，保护环境，远离战争，为创造地球和人类的美好明天而努力。这首歌有极高的知名度，在全世界范围内广为传唱。

## 实践项目

- 该实践项目的设计意图是唤起学生的环保意识，同时帮助学生复习、巩固之前所学的相关表达与句型。
- 教师也可以将此项目灵活处理为口语练习，请学生讲述海报制作的思路及海报的具体内容。

### 步骤 1

- 教师组织学生进行头脑风暴，请学生联系实际，思考如何进一步改善校园或社区环境。
- 教师将学生的想法写到黑板上，并为学生提供必要的语言上的帮助。

### 步骤 2

- 教师请学生四人一组，找出更多与废物回收、垃圾分类、节约能源等相关的信息，并讨论海报的主要内容。
- 教师请学生口头表达自己的观点并简单描述海报的内容。教师提供必要的帮助。

### 步骤 3

- 教师请学生以小组为单位，在课堂上设计出海报的版式，或者请学生结合本单元写作部分的内容制作海报。
- 教师也可将其布置为课后作业，请学生在课后搜集相关的图片、资料等，完成海报的制作。
- 各组展示海报，在班级内进行分享与交流。

## Words and Expressions

- environment /ɪn'vaɪrənmənt/ *n.* 环境  
container /kən'teɪnə/ *n.* 容器; 集装箱  
material /mə'tɪəriəl/ *n.* 材料; 衣料  
bowl /bəʊl/ *n.* 碗  
basin /'beɪsɪn/ *n.* 盆; 洗脸盆  
basket /'bɑ:skɪt/ *n.* 篮子; 筐子  
can /kæn/ *n.* 金属罐  
△ cardboard /'kɑ:dbɔ:d/ *n.* (硬) 纸板; 卡纸  
paper /'peɪpə/ *n.* 纸; 报纸; 文件  
plastic /'plæstɪk/ *n.* 塑料 *adj.* 塑料制的; 人造的  
metal /'metl/ *n.* 金属  
wood /wʊd/ *n.* 木头; 木材  
\*quiz /kwɪz/ *n.* 小测验; 问答比赛  
green /gri:n/ *adj.* 环保的; 有关环保的  
electricity /ɪ'lek'trɪsɪti/ *n.* 电  
△ bath /bɑ:θ/ *n.* 洗澡; 浴缸  
△ recycle /,rɪ'saɪkl/ *v.* 再利用; 回收利用  
\*rubbish /'rʌbɪʃ/ *n.* 垃圾; 废弃物  
separate /'sepəreɪt/ *adj.* 不同的 *v.* 把……隔开  
rather /'rɑ:ðə/ *adv.* 相当; 颇  
rather than 而不是  
sort /sɔ:t/ *v.* 将……分类 *n.* 种类; 类型  
waste /weɪst/ *n.* 废弃物; 浪费 *v.* 浪费  
△ stuff /stʌf/ *n.* (非正式) 东西; 物品  
collect /kə'lekt/ *v.* 收集; 采集  
energy /'enədʒi/ *n.* 能源; 力量; 活力  
reduce /rɪ'dju:s/ *v.* 减少; 降低; 缩小  
pollution /pə'lju:ʃn/ *n.* 污染; 污染物  
\*pollute /pə'lju:t/ *v.* 污染; 毁掉  
wonder /'wʌndə/ *n.* 惊奇 *v.* 感到惊奇; 想要知道  
no wonder 难怪  
\*seek /si:k/ *v.* 征求; 寻找  
△ salesperson /'seɪlz,pɜ:sn/ *n.* 推销员; 售货员  
buyer /'baɪə/ *n.* 采购员; 买方  
product /'prɒdʌkt/ *n.* 产品; 制品  
\*discount /'dɪskaʊnt/ *n.* 减价; 折扣  
place /pleɪs/ *v.* 安排; 放置  
think over 认真考虑 (某事)  
artist /'ɑ:tɪst/ *n.* 艺术家; 画家  
produce /prə'dju:s/ *v.* 生产; 制造; 引起  
protect /prə'tekt/ *v.* 保护; 防护  
machine /mə'ʃi:n/ *n.* 机器  
washing machine 洗衣机  
successful /sək'sesfl/ *adj.* 成功的  
hold /həʊld/ *v.* 举行; 抓住  
build /bɪld/ *v.* 建造; 创建  
surprising /sə'praɪzɪŋ/ *adj.* 令人吃惊的  
reuse /,ri:'ju:z/ *v.* 再使用; 重复使用  
false /fɔ:ls/ *adj.* 假的; 错的  
false teeth 假牙 (复数)  
throw /θrəʊ/ *v.* 扔; 投; 抛; 掷  
△ charity /'tʃærɪti/ *n.* 慈善机构  
△ salon /'sælɒn/ *n.* 美发厅; 美容院  
△ wig /wɪg/ *n.* 假发  
hairstyle /'heəsteɪl/ *n.* 发型  
\*electronic /ɪ'lek'trɒnɪk/ *adj.* 电子的  
equipment /ɪ'kwɪpmənt/ *n.* 装备; 设备  
valuable /'væljuəbl/ *adj.* 宝贵的; 有价值的; 值钱的  
process /'prəʊses/ *v.* 加工; 处理 *n.* 过程  
reprocess /rɪ:'prəʊses/ *v.* 对 (废弃物) 进行再加工  
programme /'prəʊgræm/ *n.* 计划; 方案  
allow /ə'laʊ/ *v.* 允许; 准许  
△ second-hand /,sekənd'hænd/ *adj.* 二手的; 旧的  
△ jelly /'dʒeli/ *n.* 果冻  
everywhere /'evriweə/ *adv.* 在各个地方; 处处  
tap /tæp/ *n.* 龙头; 阀门  
pack /pæk/ *v.* (把……) 打包; (把……) 装箱  
\*decorate /'dekəreɪt/ *v.* 装修; 装饰  
furniture /'fɜ:nɪtʃə/ *n.* 家具  
heavy /'hevi/ *adj.* 重的; 沉重的  
invent /ɪn'vent/ *v.* 发明; 创造  
△ bookshop /'bʊkʃɒp/ *n.* 书店



# Unit 8 A brighter future

## 单元教学目标与要求

话题 Topic	未来生活 (Life in the future)										
词汇与常见表达 Words and Expressions	<ol style="list-style-type: none"> <li>掌握单元词表中的“基本要求”词汇 (无标记词汇) 详见单元词表 (Words and Expressions)</li> <li>能够正确使用下列常用表达           <table border="0"> <tr> <td>to go online</td> <td>to log on</td> </tr> <tr> <td>user name</td> <td>a wireless connection</td> </tr> <tr> <td>be busy with</td> <td>Good point.</td> </tr> <tr> <td>hear of</td> <td>I'm (not) sure about ...</td> </tr> <tr> <td>between ... and ...</td> <td>have ... in mind</td> </tr> </table> </li> </ol>	to go online	to log on	user name	a wireless connection	be busy with	Good point.	hear of	I'm (not) sure about ...	between ... and ...	have ... in mind
to go online	to log on										
user name	a wireless connection										
be busy with	Good point.										
hear of	I'm (not) sure about ...										
between ... and ...	have ... in mind										
语音 Pronunciation	能够区分 /w/, /l/ 和 /j/ 的不同发音										
交际任务 Communication	<ol style="list-style-type: none"> <li>能够在生活场景中就网上购物进行简单的对话, 并表达自己的观点 It's very convenient to buy things online. Good point. Have you heard of virtual reality? I'm (not) so sure about ... What do you have in mind? I'm afraid I can't agree with you.</li> <li>能够在职业场景下礼貌地表达不同观点 Do you think ...? I'm afraid I can't agree with you. I would like to give it a try. I don't think we will ... I agree.</li> </ol>										
语言聚焦 Language Focus	<ol style="list-style-type: none"> <li>掌握一般将来时的肯定、否定和疑问句形式</li> <li>掌握情态动词 might 与 will 的区别</li> </ol>										
语言技能 Language Skills	<ol style="list-style-type: none"> <li>能够通过阅读篇章, 了解将改变未来生活的五项发明</li> <li>(选修) 能够通过听力, 进一步了解未来科技的发展与人们生活的变化</li> <li>(选修) 能够在阅读与听力的基础之上, 就自己对未来的看法进行简单对话</li> <li>能够正确利用程度副词写作自己的未来规划</li> </ol>										
学习策略 Learning Strategies	<ol style="list-style-type: none"> <li>词汇学习策略: 运用新单词造句, 以加深对单词的理解与记忆</li> <li>阅读策略: 阅读时应根据阅读目的、阅读材料的难度、阅读时间以及自己的背景知识等, 合理选择不同的阅读策略</li> </ol>										
文化点滴 Cultural Tips	<ol style="list-style-type: none"> <li>railway 意为“铁道; 铁路”, 是英式英语, 美式英语常用 railroad</li> <li>与别人意见相左时, 应礼貌、恰当地表达自己的观点</li> </ol>										



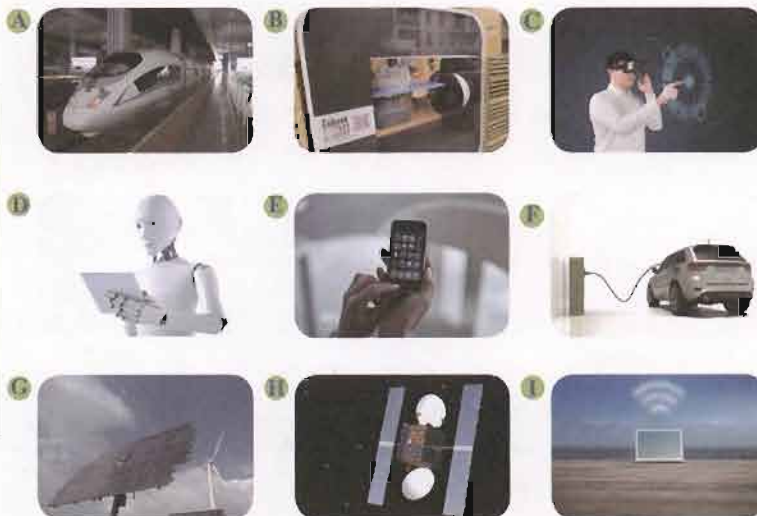
# Unit 8 A brighter future

## Part 1 Vocabulary

### Technology

1. Match the words with the pictures. Listen, check and repeat.

electric car  
high-speed rail  
robot  
satellite  
smart phone  
solar energy  
3D printing  
virtual reality  
wireless connection



#### Learning Tip

Write sentences to show meaning.

*If you have a smart phone, you can use it to surf the Internet like a computer.*

#### Culture Tip

rail 意为“铁路系统”，此时与 train 同义。railway 意为“铁道；铁路”，是英式英语，美式英语常用 railroad。

2. Listen and repeat.

/w/, /l/ or /j/

(1) r <u>ai</u> lway	p <u>o</u> wer	w <u>o</u> ld	w <u>o</u> nderful
(2) s <u>a</u> te <u>ll</u> ite	s <u>o</u> lar	r <u>e</u> ality	e <u>l</u> ectric
(3) y <u>e</u> sterday	y <u>e</u> t	y <u>e</u> ar	y <u>o</u> ung

3. In pairs, talk about high-tech products in your daily life.

A: Which high-tech product is most important for you?

B: My smart phone, of course.

## 第一部分 词汇——技术

在本部分，学生们将学习一些有关技术的英文表达。

### 热身

- 首先复习第七单元所学的相关词汇与表达。教师在黑板上写下 How to help the environment, 请学生四人一组, 讨论如何保护环境。
- 教师请几组学生分享自己的观点。

### 活动1

- 教师请学生观察图片, 猜测单词, 激活学生的语言储备。
- 教师利用图片或实物教授词汇。
- 给学生1分钟的时间浏览并记忆活动1中的词汇, 然后两人一组相互测试。

### 参考答案

A: high-speed rail    B: 3D printing    C: virtual reality    D: robot  
E: smart phone    F: electric car    G: solar energy    H: satellite  
I: wireless connection

### 学习小贴士

- ◇ 教师带领学生们阅读“学习小贴士”的内容, 并解释其具体含义: 尝试用英文表达某项技术的作用或功能, 以加深对单词的理解与记忆。

### 活动2

- 教师根据学生的实际情况, 确定播放录音的次数, 便于学生掌握 /w/, /l/ 和 /j/ 的正确发音。

### 活动3

- 教师首先邀请一名学生做对话示范。
- 在学生们练习对话时, 教师要注意观察、记录对话中出现的问题, 尤其是可数名词与不可数名词的区分。

### 备选活动

- 完成活动3之后, 学生们可以利用之前所学的词汇, 练习用一般将来时造句, 如: We will use 3D printing technology to produce medical instrument.

## Part 2 Communication

## I. Lead-in: To go online

1. 🎧 Match the meanings with the words and phrases. Listen, check and repeat.

- (1) to look for interesting things on the Internet
- (2) to connect to the Internet
- (3) to type your user name and password to enter a website
- (4) a name you use on a website
- (5) a secret code word on a website
- (6) an Internet connection without wires

to go online  
to log on  
password  
to surf  
user name  
a wireless connection

2. In pairs or groups, talk about your web habits.

- How often do you use a computer?
- What's your favourite website?
- Do you find music on the Internet?
- Do you use a computer for your homework?

## II. Conversation: Shopping online

1. 🎧 Listen and read.

*It's Ellie's birthday next week. Joe is sitting in front of the computer. He wants to buy a present for her online.*

May: Hi, Joe. What are you busy with?

Joe: I'm looking for a present for Ellie.

May: Looking for a present online?

Joe: Yes, it's very convenient to buy things online. There are a lot of choices.

May: Yeah, I agree. But I prefer the real store. You can actually see and touch what you like.

Joe: Good point. But have you heard of virtual reality?

May: Yes, but I'm not so sure about what it is.

Joe: Well, virtual reality can create a real environment. You can see and touch things in this environment. So there will be little difference between the real store and the virtual one.

May: Wow, that will be fantastic! By the way, what present do you have in mind?

Joe: Well, I'm not so sure ... How about a mobile charger?

May: A mobile charger? I'm afraid I can't agree with you ...

• • • • •  
**Words you need**  
be busy with  
Good point.  
hear of  
I'm (not) sure about ...  
between ... and ...  
have ... in mind



## 第二部分 交际任务

在本部分, 学生们将学习与网络相关的英文表达, 并依照所给信息进行简单对话, 表达对别人观点的看法。

### I. 导入: 上网

#### 活动 1

- 教师首先请学生观察方框里的单词和短语, 猜测其含义。
- 请学生听录音, 完成搭配练习。
- 教师再次播放录音, 全班核对答案。

#### 参考答案

- (1) to surf      (2) to go online      (3) to log on  
(4) user name      (5) password      (6) a wireless connection

#### 活动 2

- 教师首先请一名学生配合做对话示范, 谈论上网习惯。
- 请学生两人一组, 练习对话。在学生对话时, 教师要注意观察、记录学生使用的一些好的表达及语言上的问题。
- 请学生介绍其搭档的上网习惯。

### II. 对话: 网上购物

在本部分, 乔正坐在电脑前, 准备在网上为埃莉购买生日礼物。

#### 活动 1

- 播放完录音之后, 教师重点检查学生对对话中的生词及短语, 如 convenient, actually, be busy with 等的掌握情况。
- 教师根据学生的反馈情况做有针对性的介绍和讲解。
- 学生再听一遍录音, 跟读对话。

#### 注释

- ◇ be busy with, 意为“忙于做某事”, 如: I'm busy with my homework. 也可以用 be busy doing 表达同样的含义, 如: I'm busy doing my homework.
- ◇ agree, 动词, 意为“同意”, 常见搭配为 agree with sb on/about sth, 如: She agreed with us about the plan. agree 后也可加 that 从句, 如: They agreed that the idea was a good one.
- ◇ good point, 意为“说得好”, 如: Good point, but it's not the same thing.
- ◇ virtual reality, 意为“虚拟现实”。real 表示“真实的”, 如: real life. reality 是其名词形式, 意为“现实”。virtual 表示“虚拟的; 模拟的”。
- ◇ I'm (not) sure about ... 意为“对……(不)确定”, 如: I did the exercise, but I'm not sure about the answer.

2. Choose the correct answers.

- (1) Where will Joe buy the present for Ellie?  
 A. In a real store.                      B. Online.
- (2) What technology can create a real environment?  
 A. Wireless connection.              B. Virtual reality.
- (3) What present will Joe buy for Ellie?  
 A. A mobile charger.                  B. We're not sure.

3. In pairs, practice the conversation.

### III. Speaking: Expressing agreement and disagreement

In groups, A, B and C, you are asked by your manager to work on a report, and you need to hand it in next week. You are talking about the work together. Complete the dialogue with a – e, and then practice the dialogue.



- a. Do you think
- b. I'm afraid I can't agree with you
- c. I would like to give it a try
- d. I don't think we will
- e. I agree

- A: Well, there is a lot of work. <sup>(1)</sup> \_\_\_\_\_ we can finish the report on time?  
 B: <sup>(2)</sup> \_\_\_\_\_. It's very short notice.  
 C: <sup>(3)</sup> \_\_\_\_\_. I think we will if we divide the work.  
 A: Good point. How do you think we should divide the work?  
 C: Well, one can work on collecting data, and the other two work on the outline and details of the report.  
 B: Well, I'm not sure, but <sup>(4)</sup> \_\_\_\_\_.  
 A: Great! I think we might start the work right now.  
 C: <sup>(5)</sup> \_\_\_\_\_.



#### Get ready for the workplace

When you have to show disagreement, remember

- to listen carefully and make sure you understand the speaker
- to think before you speak
- to express your opinions clearly and politely
- to be assertive, but not aggressive

**活动2**

- 根据学生的实际情况,教师可以请学生阅读对话,选择正确答案,也可以请学生听录音,完成练习。

**参考答案**

(1) B            (2) B            (3) B

**活动3**

- 请学生两人一组练习对话。教师鼓励英语基础较好的学生替换对话内容,改编并表演对话。
- 在学生练习对话时,教师要注意观察、记录对话中出现的问题,在课堂总结环节处理这些问题。

**III. 职场口语: 表达赞同与反对**

- 教师首先带领学生观察图片,阅读题目,理解题意。
- 教师带领学生讨论对别人的意见表示赞同或者不赞同时常用的一些句式及表达方式,如: I agree. I'm afraid I can't agree with you. I don't think so.
- 请学生两人一组,完成练习。
- 教师请学生朗读对话并核对答案。

**参考答案**

(1) a            (2) d            (3) b            (4) c            (5) e

**备选活动**

- 在完成职场口语练习之后,学生们可以两人一组,互相询问对方对能否顺利完成某个任务或某个实践项目的看法,继续进行口语训练。

**走近职场**

- 教师询问学生当不赞同对方观点时,应该如何表达,在表达时应该注意什么。
- 教师简单介绍如何有礼貌地表达不同意见,如仔细聆听,理解对方观点,思考清楚之后再表达,清晰、礼貌地阐明自己的观点等,引导学生反思自己的行为与表现。
- 教师可以请学生进一步补充表达不同意见时的相关注意事项。



## Part 3 Language Focus

## I. Will – positive and negative



I/He/She/It will ('ll) fly.  
We/You/They



I/He/She/It will not fly.  
We/You/They (won't)

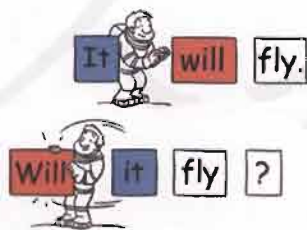
1. Write the correct forms of the verbs with *will*.

- (1) Computers will be (be) very small.
- (2) We will live (live) in really big cities.
- (3) Future cars will use (use) solar energy.
- (4) Students will study (study) online at home.
- (5) All classrooms will connect (connect) to the Internet.
- (6) Robots will cook (cook) the food and will clean (clean) the house.

2. Write the sentences as negatives with *won't*.

- (1) We'll use computers just for writing letters.  
→ *We won't use computers just for writing letters.*
- (2) I'll take the high-speed rail to Nanjing.
- (3) He'll buy an electric car next month.
- (4) This new clothes will warm your body.
- (5) They'll use virtual reality technology for teaching.
- (6) We'll try on new clothes online.

## II. Will – general questions and short answers



Will he try again? Yes, he will.  
Will they try again? No, they won't.

1. Write general questions with *will*.

- (1) We'll have flying cars.  
→ *Will we have flying cars?*
- (2) I'll have my own laptop.
- (3) We'll have robots at home.
- (4) Learning will be very different.
- (5) Computers will control everything.
- (6) We'll spend holidays on Mars.

## 第三部分 语言聚焦

在本部分，学生们将重点学习一般将来时的肯定、否定和疑问句形式，以及情态动词might与will在含义和用法上的区别。

### 热身

- 教师给学生展示几幅图片，如机器人、星际旅行、虚拟现实、空中巴士等，提出问题：What do you think we will have in 50 years?
- 学生回答的同时，教师将We will ... 句型写在黑板上，为后面的教学活动做准备。

### I. Will 的肯定与否定句形式

- 请学生观察图片，帮助学生明确图中的时间概念：Is it now or in the future? 引出回答：In the future.
- 教师带领学生阅读例句，总结一般将来时的基本结构，“主语 + will + 动词原形”。will 的否定形式为 will not，常缩写为 won't。

#### 活动 1

##### 参考答案

- (2) will live      (3) will use      (4) will study      (5) will connect      (6) will cook; clean

#### 活动 2

##### 参考答案

- (2) I won't take the high-speed rail to Nanjing.  
 (3) He won't buy an electric car next month.  
 (4) This new clothes won't warm your body.  
 (5) They won't use virtual reality technology for teaching.  
 (6) We won't try on new clothes online.

### II. Will 的一般疑问句形式及其简短回答

- 教师带领学生阅读图片中的句子，注意主语和谓语的位置，并帮助学生了解一般将来时态下的一般疑问句形式，需把助动词will放在句首，位于主语之前，同时把句末点号改为问号。肯定回答为：“Yes, 主语 + will.” 否定回答为：“No, 主语 + won't.”
- 请学生阅读例句，进一步理解一般将来时态下的一般疑问句形式。

#### 活动 1

##### 参考答案

- (2) Will I have my own laptop?      (3) Will we have robots at home?  
 (4) Will learning be very different?      (5) Will computers control everything?  
 (6) Will we spend holidays on Mars?

2. Answer the questions in exercise 1. Use short answers.

(1) *No, we won't.*

### III. Will – wh-questions

What/Who/How will it be?

Where/When/Why will you go?

Write *wh*-questions with *will*.

- (1) where / he / spend the holiday → *Where will he spend the holiday?*
- (2) why / he / go to London
- (3) when / he / fly to London
- (4) how fast / the plane / fly
- (5) what / he / do / in London
- (6) who / go with him

### IV. Will and might

<i>will</i> = prediction of the future	<i>might</i> = prediction of a possible future
I'll be there at nine o'clock.	I might be there at nine o'clock.
I won't be there at nine o'clock.	I might not be there at nine o'clock.

1. Complete Jenny's ideas. Circle the correct words.

- (1) I will/might go to university. I'm sure about that.
- (2) I might/will study music. It's possible.
- (3) I won't / might not study maths. I don't like maths.
- (4) I might/won't work in Beijing. I want to live in Shanghai.
- (5) I might/will pass the test. I don't know.
- (6) I might/won't forget my old friends. They are like family.



2. Write questions for Jenny. Use *will*.

- (1) go / to university → *Will you go to university?*
- (2) what / study
- (3) what / do / after university
- (4) be / rich
- (5) where / live
- (6) get / married

3. In pairs, A, ask the questions in exercise 2; B, answer the questions.

A: *Will you go to university?*

B: *Yes, I will/might. / No, I won't.*



**活动2**

## 参考答案

- (2) Yes, you will. / No, you won't.      (3) Yes, we will. / No, we won't.  
 (4) Yes, it will. / No, it won't.      (5) Yes, they will. / No, they won't.  
 (6) Yes, we will. / No, we won't.

**III. Will的特殊疑问句**

- 教师带领学生阅读例句，提醒学生一般将来时的特殊疑问句要在一般疑问句前加特殊疑问词，然后去掉与疑问词对应的成分，如：Will you go to the bank? Where will you go?
- 请学生独立完成练习，然后全班核对答案。

## 参考答案

- (2) Why will he go to London?      (3) When will he fly to London?  
 (4) How fast will the plane fly?      (5) What will he do in London?  
 (6) Who will go with him?

**IV. Will与might**

- 教师带领学生阅读例句，提醒学生注意will和might语气上的区别：might在对将来进行推测时语气较弱，对将来发生的事把握不大，will则语气较为肯定。
- 请学生在本单元“交际任务”部分的对话中找出更多含有will和might的例句，并翻译成中文，以更好地理解其含义与用法。

**活动1**

- 请学生独立完成练习，然后全班核对答案。

## 参考答案

- (2) might      (3) won't      (4) won't      (5) might      (6) won't

**活动2**

- 请学生独立完成练习，核对完答案后，请学生大声朗读句子。

## 参考答案

- (2) What will you study?      (3) What will you do after university?      (4) Will you be rich?  
 (5) Where will you live?      (6) Will you get married?

**活动3**

- 教师可先请一名学生配合，示范如何运用活动2中的句子进行问答练习，然后请学生两人一组练习对话。
- 在学生练习对话时，教师应注意观察，并随时提供语言上的帮助。

## Part 4 Language Skills

## I. Reading

## Five inventions that will change your life!

How will your life be different in 2030? Here's what people think!

**Voice recognition**

Your voice will be the key to your new world! At home, you will use your voice to turn on the lights, the cooker, to open and close windows, and to use the computer and TV. You won't need a remote control!

**Clever clothes**

Clothes will be different. They will have different uses. Jackets will have a telephone in the collar, or shirts will warm your body. We will invent new materials and of course there will be new fashions. A shirt that changes colour every hour? It might happen!

**Virtual reality chatting**

At the moment, you can chat with a friend by phone or computer. By 2030, you will probably chat with 3D images of your friends or family before you, and you can even interact with them by wearing VR (virtual reality) glasses.

**Smart transport**

Cars in the future will definitely be different. All of the cars will have computers. Cars won't need drivers. Satellites will control traffic. The robot cars will "see" other cars and will drive safely on the roads.

**Instant hairstyles**

Scientists are working on an "instant-hairstyle machine" to change your hairstyle every day! What will your hairstyle be in 2030?

**Reading Tip**

阅读时应根据阅读目的、阅读材料的难度、阅读时间以及自己的背景知识，合理选择不同的阅读策略。



## 第四部分 语言技能

在本部分，学生们将了解有可能改变未来生活的五项发明，还将通过阅读、听力、口语以及写作任务综合运用之前所学的语言。

### 热身

- 教师询问学生：Have you ever thought of life in the future? What will life in the future be like? 让学生们想象并讨论未来的生活。

### 1. 阅读

- 在阅读正文之前，教师可首先讲解本课给出的阅读建议（Reading Tip），提醒学生阅读时应根据阅读目的、阅读材料的难度、阅读时间以及自己的背景知识，合理选择不同的阅读策略。
- 教师带领学生观察图片，并通过图片判断文中将提到哪些新发明，引出关键词 voice recognition, clever clothes, virtual reality, smart transport, instant hairstyle 等。
- 让学生快速阅读短文，完成活动1。
- 教师讲解文中重要的词汇与句型，并解答学生关于短文的疑问。

#### 注释

- ◇ the key to, 原意为“开启某物的钥匙”，引申为“某事物或事情的关键”，to 为介词，后面接名词或名词性结构。
- ◇ turn on, 意为“打开（电器的开关）”。与此相关还有几个短语：turn off “关掉”；turn up “调大音量或调亮灯光”；turn down “调低音量或调暗灯光”。
- ◇ fashion, 名词，意为“样式；款式”，如：clothes of old fashion 旧款衣服，be in fashion 入时。
- ◇ 3D, 意为“立体的；三维的”，three dimensional 的缩略形式。

#### 参考译文

##### 将会改变生活的五项发明

到了2030年，您的生活会是什么样的呢？让我们来看看下面的这些想法吧。

**语音识别：**您的语音将成为开启新世界的钥匙。在家里，您可以通过语音来开灯、打开燃气灶、开关门窗、使用电脑和电视机。您将不再需要遥控器了。

**智能服饰：**未来的服装将发生变革。它们将具备一些新的用途，如夹克衫的衣领上面会配有电话，或衬衫将具备升温功能。人们将发明出新式材料，当然还会有新的流行款式。一件每小时变换一次颜色的衬衫？以后也许会有。

**虚拟聊天：**目前，您可以通过电话或电脑与朋友聊天。到了2030年，您只要戴上虚拟现实眼镜，说不定就能看到朋友或家人的形象出现在您面前，甚至还可以和他们进行互动。

**智能交通：**未来的汽车将会发生变革。所有的车上都装有电脑。那个时候就不再需要司机了。交通全由卫星来控制。机器人汽车将识别周围的汽车并安全行驶在道路上。

**即时发型：**科学家们正在研发一种“即时发型机”，方便您每天更换发型。在2030年，您的发型将是什么样的？



**Words you need**

invention *n.* 发明; 发明物  
 remote control 遥控器  
 collar *n.* 衣领; 领子  
 image *n.* 形象; 印象  
 interact *v.* 交流; 相互作用  
 instant *adj.* 立刻的 *n.* 片刻; 顷刻

voice recognition 语音识别  
 clever *adj.* 聪明的; 灵巧的  
 probably *adv.* 大概; 很可能  
 even *adv.* 甚至; 即使  
 definitely *adv.* 确切地; 肯定地  
 scientist *n.* 科学家

1. Look at the title and pictures. What do you think the text is about?
2. Read the text and answer the questions.
  - (1) How will you turn on lights in 2030?
  - (2) How will you talk to your friends and family?
  - (3) How will jackets be different?
  - (4) Will people use new materials for clothes in the future?
  - (5) What will control traffic in the future?
  - (6) How will you change your hairstyle?

**(Extra) II. Listening: A book about the future**

1. Listen and answer the questions.
  - (1) Who are the speakers?
  - (2) What are they talking about?
2. Listen again and answer the following questions.
  - (1) Who will do most of the work for us in the next 50 years?
  - (2) Will there be many students in the school in the future?
  - (3) How will the future students study?
  - (4) What clothes will people wear?
  - (5) Will cars, trains and planes be faster and more comfortable?

**(Extra) III. Speaking: What will the future be like?**

In pairs, ask and answer the questions.

- (1) Will technology be different in 2030?
- (2) How will schools be different in 2030?
- (3) How about clothes?
- (4) Will we use cars?

...



**活动 1**

- 教师带领学生观察图片，阅读标题，一起预测课文内容。

参考答案  
略

**活动 2**

- 教师与学生一起阅读问题，然后请学生仔细阅读短文，回答问题。

参考答案

- (1) We will turn on lights with our voice.
- (2) We will talk to them with their 3D images before us.
- (3) They will have more uses, for example, a phone in the collar.
- (4) Yes, they will.
- (5) Satellites will control traffic in the future.
- (6) We will change our hairstyle with an instant hairstyle machine.

**(选修) II. 听力 (听力原文见第 207 页)****活动 1**

- 播放录音前，教师带领学生围绕未来的生活进行头脑风暴，复习阅读篇章中所学词汇，做好听前准备，同时指导学生在听的过程中注意获取关键信息，即谁在交谈，在谈什么。

参考答案

- (1) They are Tom and Mark.
- (2) They are talking about life in the next 50 years.

**活动 2**

- 再次播放录音前，请学生阅读问题，提醒学生根据问题听取关键信息。
- 播放录音，请学生两人一组，互相核对答案，然后教师带领全班核对答案。

参考答案

- (1) The robots will do most of the work for us.
- (2) No, there will be fewer students in the school.
- (3) They will have online courses.
- (4) People may wear clothes made of new materials.
- (5) Yes, they will be much faster and more comfortable.

**(选修) III. 口语**

- 教师请学生两人一组，练习对话。教师随时为学生提供语言上的帮助。
- 教师请三到四组学生表演对话，并对每一组的表现进行点评。

## IV. Writing: My future

## 1. Writing tips: Adverbs (degree of certainty)

*definitely/probably/maybe*Cars will *definitely* be different.We will *probably* have these in 2030.*Maybe* they will change your life.Complete the sentences with *probably*, *maybe* or *definitely*.

- (1) I'm going to study in London next year. I'll definitely leave home then.
- (2) It might rain, so I'll \_\_\_\_\_ take the bus to school.
- (3) \_\_\_\_\_ he'll be at the party, but he's very busy at the moment.
- (4) I'm so tired. I \_\_\_\_\_ need a holiday.
- (5) I'll \_\_\_\_\_ go to the beach, but I'm not sure.
- (6) The girl will \_\_\_\_\_ be the winner of the game. She is the best.

## 2. Writing task: My future

## Step 1: Research

What will you do in the next 3/5/10/ ... years? Discuss with your partner.

Make notes.

## Step 2: Write a draft.

How old will you be?*I'll be ... in the next 3/5/10/ ... years.*Where will you be?*I'll probably/definitely be ...**Maybe I'll ...*Will you go to college/university?*I'll probably ...*Will you have a job? What will you do?*Maybe I'll ...*Will you get married?*I'll probably/definitely ...**I definitely won't ...*Will you go to a different city?*I'll probably have ...**Maybe they'll ...*

## Step 3: Check

Have you used *definitely/probably/maybe* correctly? Write the final version.



## IV. 写作

## 活动 1

- 教师带领学生阅读例句, 并请学生翻译句子, 体会这几个程度副词的意义: definitely 表示“确切地; 肯定地”; probably 表示“很可能; 大概”; maybe 则表示“也许; 可能”。
- 请学生仿照例句补全句子。

## 参考答案

(2) probably      (3) Maybe      (4) definitely      (5) probably      (6) definitely

## 活动 2

- 教师首先提出问题: What will you do in the next 3/5/10 ... years? How old will you be? Where will you be? Will you get married?
- 请学生在回答问题时注意用 definitely, probably, maybe 等程度副词对自己的未来进行预测, 同时做好记录。
- 请学生写草稿。在学生写草稿时, 教师应注意观察, 并在语言等方面提供帮助。
- 鼓励学生之间互相检查草稿, 帮助修改。
- 在前面步骤的基础之上, 教师可将定稿的完成留作课后作业。

## 参考作文

## My Future

In the next 10 years, I will be 25 years old. That's a good age, full of energy and enthusiasm. I probably will have graduated from university and maybe work in a company or start my own business. I definitely won't get married then. At that time, I'll probably live in a different city. But I'll go back home to see my parents whenever possible, because travelling between cities will definitely be faster and more comfortable.



## Unit Check

### I. Vocabulary

1. Match the following words.

- |                |               |
|----------------|---------------|
| (1) high-speed | a. reality    |
| (2) electric   | b. energy     |
| (3) solar      | c. connection |
| (4) 3D         | d. rail       |
| (5) virtual    | e. car        |
| (6) wireless   | f. printing   |



2. Complete the words.

- (1) I can't log on the website. I forgot my pa\_\_\_\_\_d.
- (2) I like s\_\_\_\_\_ing the Internet for various kinds of information.
- (3) He will print the house with a 3D \_\_\_\_\_er.
- (4) My mother sent me a s\_\_\_\_t phone for my birthday.
- (5) O\_l\_\_\_\_ shopping is very popular with young people.
- (6) A user is recognized by the system through his/her u\_\_r n\_\_e.

### II. Communication

3. Complete the conversation with a – f.

*Joe and Mark just came back from the Science Museum. They have seen lots of new inventions.*

Joe: The inventions are so exciting. Do you really think we will have robots at home?

Mark: No, I <sup>(1)</sup>\_\_\_\_\_. Do you think cars in the future need no drivers?

Joe: Yes, I <sup>(2)</sup>\_\_\_\_\_. Do you believe people will go to Mars for holiday?

Mark: Yes, I think we <sup>(3)</sup>\_\_\_\_\_ travel to Mars for holiday one day. Would you like to go to Mars?

Joe: Oh, <sup>(4)</sup>\_\_\_\_\_. Mars seems so far away. And I hate long-distance travel.

Mark: Come on! It will be fun to live on Mars. It will be a different world.

Joe: Yes, <sup>(5)</sup>\_\_\_\_\_. It will <sup>(6)</sup>\_\_\_\_\_ be different!



- |                   |                       |
|-------------------|-----------------------|
| a. don't think so | <input type="radio"/> |
| b. will probably  | <input type="radio"/> |
| c. I'm not sure   | <input type="radio"/> |
| d. definitely     | <input type="radio"/> |
| e. think so       | <input type="radio"/> |
| f. I agree        | <input type="radio"/> |

## 单元测试

- 本部分的使用方法详见第一单元的单元测试。
- 教师可在学生完成测试之后，将答案发放到每个学生手中，请学生以小组为单位，核对、讨论答案。

### I. 词汇

#### 练习 1

参考答案

(1) d            (2) e            (3) b            (4) f            (5) a            (6) c

#### 练习 2

参考答案

(1) password    (2) surfing    (3) printer    (4) smart    (5) Online    (6) user name

### II. 交际任务

#### 练习 3

参考答案

(1) a            (2) c            (3) b            (4) c            (5) f            (6) d

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## III. Language Focus

4. Complete the text with *will* or *won't*.

## Toys of the future

Scientists are making new toys – the toys of the future. What will they be like? How will we use them?

There <sup>(1)</sup> \_\_\_\_\_ be a lot of robot toys that can sing, talk, dance and even fly. For kids, robot toys <sup>(2)</sup> \_\_\_\_\_ be their friends.

Computer games <sup>(3)</sup> \_\_\_\_\_ be really important. Millions of kids <sup>(4)</sup> \_\_\_\_\_ play games online. They <sup>(5)</sup> \_\_\_\_\_ just use computers. Games on smart phones will be very popular, too.

Computers <sup>(6)</sup> \_\_\_\_\_ be very cheap and we <sup>(7)</sup> \_\_\_\_\_ use them just for writing letters. We <sup>(8)</sup> \_\_\_\_\_ definitely play old toys in new ways!

5. Answer the following questions.

(1) Will there be a lot of robot toys in the future?

→ Yes, there will.

(2) How many kids will play computer games online?

(3) Will games on smart phones be popular?

(4) Will computers be very cheap?

(5) What will we use computers for?

(6) Will you be friends with robot toys?

6. Complete the sentences with *might* or *might not*.(1) I *might not* go to university. I want to be a technician.

(2) Ellie's a great singer. She \_\_\_\_\_ be famous one day.

(3) They \_\_\_\_\_ come to the party tonight. They have a test tomorrow.

(4) It \_\_\_\_\_ rain later. It's very cloudy.

(5) I \_\_\_\_\_ see you at the football match. I've got to clean my room.

(6) They \_\_\_\_\_ be late. They usually are!



## Unit Summary

## Now you can ...

- name technology words (exercise 1 and exercise 2)
- express agreement and disagreement (exercise 3)
- use *will*
  - positive and negative (exercise 4)
  - general questions and *wh*-questions (exercise 5)
- use *might* and *might not* (exercise 6)
- write about your future, using *definitely*, *probably* and *maybe*

## III. 语言聚焦

## 练习4

## 参考答案

(1) will (2) will (3) will (4) will (5) won't (6) will (7) won't (8) will

## 练习5

## 参考答案

(2) Millions of kids.

(3) Yes, they will.

(4) Yes, they will.

(5) We will not use computers just for writing letters. We'll use them for chatting, playing games, listening to music, and so on.

(6) Yes, I will. / No, I won't.

## 练习6

## 参考答案

(2) might (3) might not (4) might (5) might not (6) might

## 听力原文

Mark: Hi, Tom. What's that in your hand?

Tom: Mark! Oh, well, it's a book about life in the next 50 years.

Mark: Sounds interesting. What will be different in the future?

Tom: A lot of things! You know, in the next 50 years, technology will probably change our life in almost every way. Robots will do most of the work for us.

Mark: Really? That's cool!

Tom: Do you know what will happen to our school?

Mark: I've no idea. Tell me, please.

Tom: There will be fewer students at school then, because students can study online. They don't need to go to school any more.

Mark: Wow! That might be my choice.

Tom: Besides, people may wear clothes made of new materials. They may even change colour.

Mark: Can't believe it. How about transportation?

Tom: Cars, trains and planes will be much faster and more comfortable.

Mark: Amazing! May I borrow your book? I really want to learn about the future life.

Tom: No problem. Here you are.

Mark: Thanks.

## Cultural Exchange



### Linking the World

Because of the Internet, people from all over the world can be friends even if they never meet! Jenny and Mark are online friends. They tell us how they use their computers.



**Jenny, 16, Shanghai**

"When I'm doing a school project, I use my computer to go online and surf the Internet for information. Then I write the project on the computer. And of course, I use my computer to stay in touch with friends like Mark. We usually chat online once or twice a week."

**Mark, 15, London**

"I'm on my computer from 8 till 10 o'clock every evening. I use it to chat with friends, play games, check the latest news, and chat about my favourite football team, Chelsea. If they win the game this Saturday, I will be very happy. But Jenny isn't interested in sports."

### Computer facts

A lot of Chinese and British teenagers have their own computers. What do they use their computers for?

97%	to connect to the Internet (e.g. for help with school work and to buy things)
74%	to chat with friends
68%	to listen to music
63%	to play games
60%	to send emails

How often do Chinese and British teenagers go online?

81%	spend 5-10 hours per week online
50%	go online every day

#### Words you need

link *v.* 连接; 有联系  
 even if 即使; 纵然  
 stay in touch 保持联络  
 till *prep. & conj.* 直到

1. Read the text and answer the following questions.

- (1) What does Jenny use her computer for?
- (2) How many hours does Mark spend on his computer every night?

2. Read the tables and number the activities in order of importance.

- |   |  |
|---|--|
| <input type="checkbox"/> listening to music   | <input type="checkbox"/> playing games         |
| <input type="checkbox"/> sending emails       | <input type="checkbox"/> chatting with friends |
| <input type="checkbox"/> surfing the Internet |  |



## 文化交流

- 本单元的文化交流部分意在帮助学生了解在互联网时代中西方的年轻人使用电脑的情况。
- 本部分也可用作阅读教学的延伸。

### 活动 1

- 教师首先讲解短文中涉及的生词，如 link, even if, stay in touch, till 等。
- 请学生快速阅读短文回答问题。

### 参考答案

- (1) She uses her computer to go online, surf the Internet for information, write her school project, and stay in touch with friends.
- (2) Two hours.

### 活动 2

- 请学生根据文中的表格将活动排序。

### 参考译文

#### 连接世界

互联网使得世界各地的人们可以成为朋友，即使他们从未谋面。珍妮和马克就是网友。他们讲述了自己是如何使用电脑的。

珍妮，16岁，上海

“当有作业要完成时，我会用电脑上网查资料，之后在电脑上写作业。当然，我也会用电脑与朋友们，比如马克，保持联系。我们通常每周在网上聊天一两次。”

马克，15岁，伦敦

“我每晚八点到十点使用电脑。我会用电脑与朋友们聊天、玩游戏、查看新闻，以及畅聊我最喜欢的足球队——切尔西队。如果他们这周六能赢得比赛，我会非常开心。但是珍妮对体育运动不感兴趣。”

#### 电脑使用数据

在中国和英国许多青少年都有自己的电脑。那么他们都用电脑做些什么呢？

97%	上网（比如为学校作业查找资料或者买东西）
74%	与朋友聊天
68%	听音乐
63%	玩游戏
60%	发邮件

中国和英国的青少年上网的频率呢？

81%	每周在线 5-10 小时
50%	每天上网

## Words and Expressions

- bright /braɪt/ *adj.* (前途)光明的; 明亮的  
technology /tek'nɒlədʒi/ *n.* 科技; 工艺  
\*robot /'rəʊbɒt/ *n.* 机器人  
\*satellite /'sætələɪt/ *n.* 人造卫星; 卫星  
smart phone 智能手机  
△ solar /'səʊlə/ *adj.* 太阳的; 利用太阳能的  
print /prɪnt/ *v. & n.* 打印; 印刷  
printer /'prɪntə/ *n.* 打印机  
△ virtual /'vɜ:tʃuəl/ *adj.* 虚拟的; 模拟的  
reality /ri'ælɪti/ *n.* 真实; 现实  
virtual reality 虚拟现实  
wireless /'waɪələs/ *adj.* 无线的  
wire /'waɪə/ *n.* 电线  
△ connection /kə'nekʃn/ *n.* 连接; 联系  
△ connect /kə'nekt/ *v.* 联结; 连接  
\*high-tech /,haɪ'tek/ *adj.* 高科技的  
Internet /'ɪntənət/ *n.* 因特网  
password /'pɑ:swɜ:d/ *n.* (使用计算机系统或程序所用的) 密码  
enter /'entə/ *v.* 输入(信息); 进入(某处)  
website /'websaɪt/ *n.* 网站  
code /kəʊd/ *n.* 密码; 代码  
without /wɪð'əʊt/ *prep.* 缺乏; 没有  
△ log /lɒg/ *v.* 正式记录; 行进  
log on 登陆; 进入(计算机系统)  
\*surf /sɜ:f/ *v.* 浏览因特网; 冲浪  
habit /'hæbɪt/ *n.* 习惯  
△ convenient /kən'vi:niənt/ *adj.* 方便的; 附近的  
real /riəl/ *adj.* 真的; 真正的  
actually /'æktʃuəli/ *adv.* 实际上; 事实上  
touch /tʌtʃ/ *v. & n.* 触碰; 接触  
point /pɔɪnt/ *n.* 观点; 论点 *v.* 指; 指向  
create /kri'eɪt/ *v.* 创造; 发明  
little /'lɪtl/ *pron.* 一点; 少得几乎没有  
△ charger /'tʃɑ:dʒə/ *n.* 充电器  
△ charge /tʃɑ:dʒ/ *v.* (使)充电; (向……)收费  
express /ɪk'pres/ *v.* 表达; 表示  
divide /dɪ'vaɪd/ *v.* (把……)分成; 分配  
data /'deɪtə/ *n.* 资料; 数据  
△ outline /'aʊtlam/ *n.* 纲要; 轮廓  
might /maɪt/ *modal v.* 也许; 可能  
heat /hi:t/ *v.* 加热; 使变热 *n.* 热; 热量  
control /kən'trəʊl/ *n. & v.* 控制; 支配  
△ prediction /prɪ'dɪkʃn/ *n.* 预言; 预测  
university /,ju:nɪ'vɜ:sɪti/ *n.* 大学  
rich /rɪtʃ/ *adj.* 有钱的; 富有的  
marry /'mæri/ *v.* 结婚  
invention /ɪn'venʃn/ *n.* 发明; 发明物  
voice /vɔɪs/ *n.* 说话声; 噪音  
\*recognition /,rekəg'nɪʃn/ *n.* 认识; 识别  
\*recognize /'rekəgnaɪz/ *v.* 认出; 认识  
△ remote /rɪ'məʊt/ *adj.* 遥远的  
remote control 遥控器  
clever /'klevə/ *adj.* 聪明的; 灵巧的  
\*collar /'kɒlə/ *n.* 衣领; 领子  
probably /'prɒbəbli/ *adv.* 大概; 很可能  
image /'ɪmɪdʒ/ *n.* 形象; 印象  
even /'i:vən/ *adv.* 甚至; 即使  
△ interact /,ɪntər'ækt/ *v.* 交流; 相互作用  
△ definitely /'defɪnɪtli/ *adv.* 确切地; 肯定地  
△ instant /'ɪnstənt/ *adj.* 立刻的; 即食的 *n.* 片刻; 顷刻  
scientist /'saɪəntɪst/ *n.* 科学家  
college /'kɒlɪdʒ/ *n.* 学院; 技术专科学校  
seem /si:m/ *linking v.* 看来; 似乎; 好像  
toy /tɔɪ/ *n.* 玩具  
kid /kɪd/ *n.* (非正式)小孩; 儿童  
million /'mɪljən/ *num. & n.* 百万; 许多  
cheap /tʃi:p/ *adj.* 便宜的; 不贵的  
link /lɪŋk/ *v.* 连接; 有联系  
even if 即使; 纵然  
till /tɪl/ *prep. & conj.* 直到  
△ Mars /mɑ:z/ *n.* 火星

## Vocabulary List



本表中无标记的单词为《中等职业学校英语教学大纲》中基础模块的“基本要求”词汇；标\*的单词为基础模块的“较高要求”与拓展模块词汇；标△的单词为大纲中没有收入的词汇。

### A

a number of 许多	Unit 5
accident /'æksɪdnt/ <i>n.</i> 事故；紧急事件	Unit 6
act /ækt/ <i>v.</i> 演出；行动	Unit 5
action /'æksjən/ <i>n.</i> 动作；行动	Unit 5
actually /'æktʃuəli/ <i>adv.</i> 实际上；事实上	Unit 8
afraid /ə'freɪd/ <i>adj.</i> 害怕的；担心的	Unit 1
Africa /'æfrɪkə/ <i>n.</i> 非洲	Unit 2
ago /ə'ɡəʊ/ <i>adv.</i> 以前	Unit 1
agree /ə'ɡriː/ <i>v.</i> 同意；赞成	Unit 3
agreement /ə'ɡri:mənt/ <i>n.</i> (意见的)一致；协议	Unit 3
aid /eɪd/ <i>n. &amp; v.</i> 帮助；援助	Unit 6
air /eə/ <i>n.</i> 飞机；空气	Unit 2
airport /'eəpɔ:t/ <i>n.</i> 机场	Unit 1
allow /ə'laʊ/ <i>v.</i> 允许；准许	Unit 7
almost /'ɔ:lməʊst/ <i>adv.</i> 几乎；差不多	Unit 2
alone /ə'ləʊn/ <i>adv.</i> 单独；独自	Unit 5
along /ə'lɒŋ/ <i>prep.</i> 顺着；沿着	Unit 2
although /ɔ:l'dəʊ/ <i>conj.</i> 虽然；尽管	Unit 4
*amazing /ə'meɪzɪŋ/ <i>adj.</i> 惊人的；难以置信的	Unit 2
*ancient /'eɪnʃnt/ <i>adj.</i> 古代的；古老的	Unit 6
animal /'ænɪml/ <i>n.</i> 动物	Unit 5
another /ə'nʌðə/ <i>pron.</i> 另一个；别的	Unit 2
anything /'eniθɪŋ/ <i>pron.</i> 任何事物；无论何事	Unit 3
anyway /'eniweɪ/ <i>adv.</i> 反正；尽管如此；总之	Unit 5
*apologize /ə'pɒlədʒaɪz/ <i>v.</i> 道歉；谢罪	Unit 1
*apology /ə'pɒlədʒi/ <i>n.</i> 道歉；认错	Unit 1
appear /ə'pɪə/ <i>v.</i> (尤指突然)出现；呈现	Unit 2
△ appearance /ə'pɪərəns/ <i>n.</i> 外表；露面	Unit 3
April /'eɪprəl/ <i>n.</i> 四月	Starter
arm /ɑ:m/ <i>n.</i> 手臂；上肢	Starter
arrive /ə'raɪv/ <i>v.</i> 到达；抵达	Unit 1



artist /'ɑ:tɪst/ <i>n.</i> 艺术家; 画家	Unit 7
as /əz/ <i>prep. &amp; adv.</i> 像; 如同	Unit 4
as soon as —……就……	Unit 6
△ attraction /ə'trækʃən/ <i>n.</i> 吸引力; 吸引人之物	Unit 3
△ attractive /ə'træktɪv/ <i>adj.</i> 有吸引力的; 好看的; 引人入胜的	Unit 3
August /'ɔ:gəst/ <i>n.</i> 八月	Starter
autumn /'ɔ:təm/ <i>n.</i> 秋天; 秋季	Starter
available /ə'veɪləbl/ <i>adj.</i> 可用的; 可获得的	Unit 5
*awful /'ɔ:fl/ <i>adj.</i> 很糟的; 讨厌的	Unit 5
<b>B</b>	
*bacon /'beɪkən/ <i>n.</i> 咸猪肉; 熏猪肉	Unit 4
badly /'bædli/ <i>adv.</i> 严重地; 不好地	Unit 6
△ bang /bæŋ/ <i>n.</i> 砰; 啪 (枪声或撞到硬物的声音)	Unit 6
basin /'beɪsn/ <i>n.</i> 盆; 洗脸盆	Unit 7
basket /'bɑ:skɪt/ <i>n.</i> 篮子; 筐子	Unit 7
△ bath /bɑ:θ/ <i>n.</i> 洗澡; 浴缸	Unit 7
*beach /bi:tʃ/ <i>n.</i> 海滩	Unit 2
Bean 《憨豆先生的大灾难》	Unit 5
become /bɪ'kʌm/ <i>linking v.</i> 变成; 变得	Unit 3
△ Beijing Capital International Airport 北京首都国际机场	Unit 1
Bell /bel/ <i>n.</i> 贝尔 (姓氏)	Unit 6
belong /br'lɒŋ/ <i>v.</i> 应在 (某处); 适应	Unit 1
belong to 属于 (某人)	Unit 1
besides /br'saɪdz/ <i>adv.</i> 除此之外; 而且	Unit 2
bite /baɪt/ <i>v.</i> 咬; 咬住	Unit 3
△ board /bɔ:d/ <i>n.</i> 公告牌; 平板	Unit 2
boat /bəʊt/ <i>n.</i> 小船; 小艇	Starter
△ body /'bɒdi/ <i>n.</i> 身体; 团体	Starter
book /bʊk/ <i>v.</i> 预订; 预约	Unit 2
△ bookshop /'bʊkʃɒp/ <i>n.</i> 书店	Unit 7
bottle /'bɒtl/ <i>n.</i> 瓶子	Unit 1
bowl /bəʊl/ <i>n.</i> 碗	Unit 7
brave /breɪv/ <i>adj.</i> 勇敢的	Unit 3
bright /braɪt/ <i>adj.</i> (前途) 光明的; 明亮的	Unit 8
brush /brʌʃ/ <i>v.</i> (用刷子) 刷; 扫 <i>n.</i> 刷子	Unit 3
build /brɪld/ <i>v.</i> 建造; 创建	Unit 7
△ bun /bʌn/ <i>n.</i> 小圆面包	Unit 4
burn /bɜ:n/ <i>n. &amp; v.</i> 烫伤; 灼伤	Unit 6
businessman /'bɪznɪsmən/ <i>n.</i> 商人; 企业家	Unit 1
buyer /baɪə/ <i>n.</i> 采购员; 买方	Unit 7

## C

*calendar /'kæləndə/ <i>n.</i> 日历; 挂历	Starter
△ camel /'kæml/ <i>n.</i> 骆驼	Unit 5
camp /kæmp/ <i>n.</i> 营地	Unit 2
can /kæn/ <i>n.</i> 金属罐	Unit 7
△ Cantonese /,kæntə'ni:z/ <i>adj.</i> 广东的	Unit 4
△ cardboard /'kɑ:dbɔ:d/ <i>n.</i> (硬)纸板; 卡纸	Unit 7
careful /'keəfl/ <i>adj.</i> 细心的; 小心的	Unit 3
careless /'keələs/ <i>adj.</i> 粗心的; 不小心的	Unit 3
cartoon /kɑ:'tu:n/ <i>n.</i> 卡通(片); 漫画	Unit 5
*celebrate /'selibreit/ <i>v.</i> 庆祝	Unit 4
century /'sentʃəri/ <i>n.</i> 世纪	Unit 6
certainly /'sɜ:tnli/ <i>adv.</i> 当然; 无疑	Unit 4
chance /tʃɑ:ns/ <i>n.</i> 机会; 可能性	Unit 1
change /tʃeɪndʒ/ <i>n.</i> 零钱; 变化 <i>v.</i> 改变	Unit 2
△ character /'kærɪktə/ <i>n.</i> 个性; 性格; 角色	Unit 3
△ charge /tʃɑ:dʒ/ <i>v.</i> (使)充电; (向……)收费	Unit 8
△ charger /'tʃɑ:dʒə/ <i>n.</i> 充电器	Unit 8
△ charity /'tʃærɪti/ <i>n.</i> 慈善机构	Unit 7
cheap /tʃi:p/ <i>adj.</i> 便宜的; 不贵的	Unit 8
△ chemistry /'kemɪstri/ <i>n.</i> 化学	Unit 1
chip /tʃɪp/ <i>n.</i> 炸马铃薯条; 芯片	Unit 4
chocolate /'tʃɒklɪt/ <i>n.</i> 巧克力	Unit 4
choice /tʃɔɪs/ <i>n.</i> 选择; 选择范围	Unit 4
Christmas /'krɪsməs/ <i>n.</i> 圣诞节(期间)	Starter
class /klɑ:s/ <i>n.</i> (火车、飞机等的)座位等级; 班级	Unit 2
clerk /klɑ:k/ <i>n.</i> 办事员; 文员; 店员	Unit 5
clever /'klevə/ <i>adj.</i> 聪明的; 灵巧的	Unit 8
climb /klaɪm/ <i>v.</i> 攀登; 爬	Unit 1
cloudy /'klaʊdi/ <i>adj.</i> 多云的; 阴天的	Starter
code /kəʊd/ <i>n.</i> 密码; 代码	Unit 8
△ cola /'kəʊlə/ <i>n.</i> 可乐	Unit 4
cold /kəʊld/ <i>adj.</i> 冷的; 寒冷的 <i>n.</i> 感冒	Starter
*collar /'kɒlə/ <i>n.</i> 衣领; 领子	Unit 8
collect /kə'lekt/ <i>v.</i> 收集; 采集	Unit 7
college /'kɒlɪdʒ/ <i>n.</i> 学院; 技术专科学校	Unit 8
△ combination /,kɒm'bɪneɪʃn/ <i>n.</i> 结合; 联合	Unit 6
△ comedy /'kɒmədi/ <i>n.</i> 喜剧; 喜剧片	Unit 5
comfort /'kʌmfət/ <i>n.</i> 舒适感; 安慰	Unit 2
comfortable /'kʌmfətbəl/ <i>adj.</i> 舒适的	Unit 2

△ compass /'kʌmpəs/ <i>n.</i> 指南针; 圆规	Unit 5
confidence /'kɒnfɪdəns/ <i>n.</i> 自信; 信心	Unit 3
confident /'kɒnfɪdənt/ <i>adj.</i> 自信的; 确信的	Unit 3
△ congee /'kɒndʒi:/ <i>n.</i> 粥	Unit 4
△ connect /kə'nekt/ <i>v.</i> 联结; 连接	Unit 8
△ connection /kə'nekʃn/ <i>n.</i> 连接; 联系	Unit 8
△ conscious /'kɒnʃəs/ <i>adj.</i> 清醒的; 注意到的	Unit 6
contain /kən'teɪn/ <i>v.</i> 包含; 容纳	Unit 4
container /kən'teɪnə/ <i>n.</i> 容器; 集装箱	Unit 7
control /kən'trəʊl/ <i>n. &amp; v.</i> 控制; 支配	Unit 8
△ convenient /kən'vi:niənt/ <i>adj.</i> 方便的; 附近的	Unit 8
△ cooker /'kʊkə/ <i>n.</i> 厨灶; 炉具	Unit 6
cough /kɒf/ <i>n. &amp; v.</i> 咳嗽	Unit 6
countryside /'kʌntrisaɪd/ <i>n.</i> 郊外; 农村	Unit 5
course /kɔ:s/ <i>n.</i> 一道菜; 当然	Unit 4
△ crash /kræʃ/ <i>v.</i> (使) 崩溃	Unit 1
cream /kri:m/ <i>n.</i> 护肤霜; 奶油	Unit 6
create /kri'eɪt/ <i>v.</i> 创造; 发明	Unit 8
△ Crouching Tiger Hidden Dragon 《卧虎藏龙》	Unit 5
cup /kʌp/ <i>n.</i> 杯子; (杯中的) 液体	Unit 2
*cure /kjʊə/ <i>n. &amp; v.</i> 疗法; 治愈	Unit 6

D

△ daemon /'di:mən/ <i>n.</i> (古希腊神话中的) 半人半神的精灵	Unit 5
danger /'deɪndʒə/ <i>n.</i> 危险	Unit 2
dark /dɑ:k/ <i>adj.</i> 黑暗的; 暗色的 <i>n.</i> 黑暗	Unit 1
data /'deɪtə/ <i>n.</i> 资料; 数据	Unit 8
dead /ded/ <i>adj.</i> 死的; 去世的	Starter
December /drɪ'sembə/ <i>n.</i> 十二月	Starter
decide /dɪ'saɪd/ <i>v.</i> 决定; 判断	Unit 2
decision /dɪ'sɪʒn/ <i>n.</i> 决定; 抉择	Unit 2
*decorate /'dekəreɪt/ <i>v.</i> 装修; 装饰	Unit 7
△ definitely /'defɪnɪtli/ <i>adv.</i> 确切地; 肯定地	Unit 8
△ Denmark /'denmɑ:k/ <i>n.</i> 丹麦	Unit 4
△ dentist /'dentɪst/ <i>n.</i> 牙科医生	Unit 6
△ dessert /dɪ'zɜ:t/ <i>n.</i> (饭后的) 甜点; 甜食	Unit 4
develop /dɪ'veləp/ <i>v.</i> (使) 成长; (使) 发展	Unit 6
△ dim sum /,dɪm'sʌm/ <i>n.</i> 点心 (音译)	Unit 4
dirty /'dɜ:ti/ <i>adj.</i> 肮脏的	Unit 3
disagree /,dɪsə'gri:/ <i>v.</i> 不同意; 反对	Unit 3
disagreement /,dɪsə'gri:mənt/ <i>n.</i> 意见不合; 分歧	Unit 3



*discount /'dɪskaʊnt/ <i>n.</i> 减价; 折扣	Unit 7
dish /dɪʃ/ <i>n.</i> (烹制好的) 菜肴; 盘子	Unit 4
dishonest /dɪs'ɒnɪst/ <i>adj.</i> 不诚实的; 不老实的	Unit 3
distance /'dɪstəns/ <i>n.</i> 距离	Unit 2
divide /dɪ'vaɪd/ <i>v.</i> 把……分成; 分配	Unit 8
door /dɔː/ <i>n.</i> 门; 门口	Unit 1
*downstairs /daʊn'steəz/ <i>adv.</i> 在楼下; 往楼下	Unit 1
△ dragon /'dræɡən/ <i>n.</i> 龙	Starter
drop /drɒp/ <i>v.</i> 让(某物)落下	Unit 1
dumpling /'dʌmplɪŋ/ <i>n.</i> 水饺	Unit 4
△ dynasty /'dɪnəsti/ <i>n.</i> 朝代; 王朝	Unit 6
<b>E</b>	
ear /ɪə/ <i>n.</i> 耳朵	Starter
easy /'iːzi/ <i>adj.</i> 容易的; 舒适的	Unit 2
*economy /ɪ'kɒnəmi/ <i>n.</i> 经济; 节约	Unit 2
△ effect /ɪ'fekt/ <i>n.</i> 效应; 影响	Unit 5
electricity /ɪ,lek'trɪsɪti/ <i>n.</i> 电	Unit 7
*electronic /ɪ,lek'trɒnɪk/ <i>adj.</i> 电子的	Unit 7
else /els/ <i>adv.</i> 另外; 其他	Unit 3
*emergency /ɪ'mɜːdʒnsi/ <i>n.</i> 紧急情况	Unit 6
empty /'empti/ <i>v.</i> 倒空; 倾空 <i>adj.</i> 空的	Unit 6
energy /'enədʒi/ <i>n.</i> 能源; 力量; 活力	Unit 7
enter /'entə/ <i>v.</i> 输入(信息); 进入(某处)	Unit 8
environment /ɪn'vaɪrənmənt/ <i>n.</i> 环境	Unit 7
equipment /ɪ'kwɪpmənt/ <i>n.</i> 装备; 设备	Unit 7
especially /ɪ'speʃəli/ <i>adv.</i> 尤其; 特别	Unit 2
*eve /iːv/ <i>n.</i> 前夕; 前一天	Unit 4
even /'iːvn/ <i>adv.</i> 甚至; 即使	Unit 8
even if 即使; 纵然	Unit 8
event /ɪ'vent/ <i>n.</i> 事件; 活动	Starter
ever /'evə/ <i>adv.</i> 在任何时候; 总是	Unit 4
everyone /'evriwʌn/ <i>pron.</i> 每个人; 人人	Unit 3
everywhere /'evriweə/ <i>adv.</i> 在各个地方; 处处	Unit 7
excuse /ɪk'skjuːz/ <i>n.</i> 理由; 借口 <i>v.</i> 劳驾	Unit 1
exercise /'eksəsaɪz/ <i>n. &amp; v.</i> 运动; 锻炼	Unit 6
express /ɪk'pres/ <i>v.</i> 表达; 表示	Unit 8
extra /'ekstrə/ <i>adj.</i> 额外的; 另外的	Unit 1
eye /aɪ/ <i>n.</i> 眼睛	Starter
<b>F</b>	
face to face 面对面地	Unit 2

fail /feɪl/ v. 失败; 未做到	Unit 1
false /fɔ:ls/ adj. 假的; 错的	Unit 7
false teeth 假牙 (复数)	Unit 7
fan /fæn/ n. ……迷; 狂热崇拜者	Unit 5
*fantastic /fæn'tæstɪk/ adj. 极好的	Unit 1
fat /fæt/ adj. 肥胖的	Unit 3
*fault /fɔ:lt/ n. 责任; 过错	Unit 1
February /'februəri/ n. 二月	Starter
fever /'fi:və/ n. 发热; 发烧; 狂热	Unit 6
few /fju:/ pron. & adj. 一些; 几个; 不多	Unit 4
△ fiction /'fɪkʃn/ n. 虚构的事; 小说	Unit 5
fifth /fɪfθ/ adj. 第五 (个) 的	Starter
△ filling /'fɪlɪŋ/ adj. (食物) 使人感到饱的	Unit 4
finger /'fɪŋgə/ n. (大拇指以外的) 手指	Starter
Fiona /fɪ'əʊnə/ n. 菲奥娜 (女子名)	Unit 3
△ first-aid /,fɜ:st'eɪd/ adj. 急救的; 急救用的	Unit 6
fix /fɪks/ v. 使固定; 确定; 修理	Unit 5
flight /flaɪt/ n. 飞行; 航班	Unit 2
fog /fɒg/ n. 雾	Starter
foggy /'fɒgi/ adj. 有雾的	Starter
follow /'fɒləʊ/ v. 跟着; 跟随	Unit 1
foreign /'fɔ:rn/ adj. 外国的; 国外的; 对外的	Unit 5
forest /'fɔ:rst/ n. 森林	Unit 2
forget /fə'get/ v. 忘记; 忘掉	Unit 1
formal /'fɔ:ml/ adj. 正式的; 官方的	Unit 3
*freeze /fri:z/ v. (使) 结冰; 冷冻	Starter
*freezing /'fri:zɪŋ/ adj. & adv. 极冷的 (地)	Starter
friendly /'frendli/ adj. 友好的; 友善的	Unit 3
fruit /fru:t/ n. 水果	Unit 4
*fry /fraɪ/ v. 油煎; 油炸 n. 炸薯条	Unit 4
△ full-time /,fʊl'taɪm/ adj. 全职的; 专职的	Unit 5
funny /'fʌni/ adj. 使人发笑的; 有趣的	Unit 3
furniture /'fɜ:nɪtʃə/ n. 家具	Unit 7

G

gate /geɪt/ n. 大门; 登机口	Unit 2
△ ghost /gəʊst/ n. 鬼; 幽灵	Unit 1
give up 放弃	Unit 5
glass /glɑ:s/ n. 玻璃; 玻璃杯; 眼镜 (复数)	Unit 4
△ golden /'gəʊldn/ adj. 金色的; 金子的	Unit 5
△ goose /gu:s/ n. 鹅	Unit 4
△ graduate /'grædʒueɪt/ v. 毕业	Unit 1

green /grɪn/ <i>adj.</i> 环保的; 有关环保的	Unit 7
guest /gest/ <i>n.</i> 宾客; 客人	Unit 4
<b>H</b>	
habit /'hæbɪt/ <i>n.</i> 习惯	Unit 8
hairstyle /'heəstɑɪl/ <i>n.</i> 发型	Unit 7
hall /hɔ:l/ <i>n.</i> 走廊; 大厅	Unit 1
△ Halloween /,hæləʊ'ɪn/ <i>n.</i> 万圣节前夕	Starter
*ham /hæm/ <i>n.</i> 火腿	Unit 4
*hamburger /'hæmbɜ:gə/ <i>n.</i> 汉堡包	Unit 4
happen /'hæpən/ <i>v.</i> (尤指意外地) 发生	Unit 1
headache /'hedɜ:k/ <i>n.</i> 头痛	Unit 6
health /helθ/ <i>n.</i> 健康 (状况)	Unit 6
healthy /'helθi/ <i>adj.</i> 健康的; 健壮的	Unit 6
heat /hi:t/ <i>v.</i> 加热; 使变热 <i>n.</i> 热; 热量	Unit 8
heavy /'hevi/ <i>adj.</i> 重的; 沉重的	Unit 7
helpful /'helpfl/ <i>adj.</i> 乐于助人的; 有用的	Unit 3
*high-tech /,haɪ'tek/ <i>adj.</i> 高科技的	Unit 8
*highway /'haɪwei/ <i>n.</i> 公路	Unit 2
△ hike /haɪk/ <i>v. &amp; n.</i> 远足; 徒步旅行	Unit 2
historical /hɪ'stɔ:rikl/ <i>adj.</i> 基于史实的; (有关) 历史的	Unit 5
history /'hɪstəri/ <i>n.</i> 历史	Unit 1
hold /həʊld/ <i>v.</i> 举行; 抓住	Unit 7
hometown /,həʊm'taʊn/ <i>n.</i> 家乡; 故乡	Starter
honest /'ɒnɪst/ <i>adj.</i> 诚实的; 坦率的	Unit 3
hospital /'hɒspɪtl/ <i>n.</i> 医院	Unit 1
△ hostel /'hɒstl/ <i>n.</i> (提供廉价食宿的) 旅舍	Unit 2
huge /hju:dʒ/ <i>adj.</i> 巨大的; 极大量的	Unit 2
human /'hju:mən/ <i>adj.</i> 人的; 人类的	Unit 6
hundreds of 数百的; 成百上千的	Unit 4
hurt /hɜ:t/ <i>v.</i> 弄伤; 感到疼痛	Unit 6
husband /'hʌzbənd/ <i>n.</i> 丈夫	Unit 6
<b>I</b>	
ice-cream /,aɪs'kri:m/ <i>n.</i> 冰激凌	Unit 2
ill /ɪl/ <i>adj.</i> 生病的; 有害的	Unit 1
illness /'ɪlnɪs/ <i>n.</i> 病; 疾病	Unit 6
image /'ɪmɪdʒ/ <i>n.</i> 形象; 印象	Unit 8
impatient /ɪm'peɪʃənt/ <i>adj.</i> 急躁的; 不耐烦的	Unit 3
impolite /,ɪmpə'laɪt/ <i>adj.</i> 无礼的	Unit 3
improve /ɪm'pru:v/ <i>v.</i> 改善; 改进	Unit 6



include /ɪn'klu:d/ v. 包括; 包含	Unit 2
*informal /ɪn'fɔ:ml/ adj. 非正式的; 不拘礼节的	Unit 3
△ instant /ɪn'stʌnt/ adj. 立刻的; 即食的 n. 片刻; 顷刻	Unit 8
△ interact /,ɪntər'ækt/ v. 交流; 相互作用	Unit 8
international /,ɪntə'næʃənəl/ adj. 国际的	Unit 1
Internet /'ɪntənət/ n. 因特网	Unit 8
invent /ɪn'vent/ v. 发明; 创造	Unit 7
invention /ɪn'venʃn/ n. 发明; 发明物	Unit 8
IT (= information technology) 信息技术	Unit 1
<b>J</b>	
January /dʒænjuəri/ n. 一月	Starter
△ jelly /'dʒeli/ n. 果冻	Unit 7
journey /dʒɜ:ni/ n. (尤指长途的) 旅行; 旅程	Unit 2
juice /dʒu:s/ n. (水果和蔬菜的) 汁	Unit 4
July /dʒu'laɪ/ n. 七月	Starter
jump /dʒʌmp/ v. 跳; 跃	Unit 6
June /dʒu:n/ n. 六月	Starter
<b>K</b>	
keep /ki:p/ v. (使) 保持; 保留	Unit 3
kid /kɪd/ n. (非正式) 小孩; 儿童	Unit 8
*knee /ni:/ n. 膝盖; 膝关节	Starter
△ Kung Fu Panda 《功夫熊猫》	Unit 5
<b>L</b>	
label /'leɪbl/ n. 标签; 标记	Unit 4
*lamb /læm/ n. 羔羊肉; 小羊	Unit 4
laptop /'leɪptɒp/ n. 便携式电脑	Unit 6
last /lɑ:st/ adj. 最后的; 最近的 v. (使) 持续	Unit 4
lay /leɪ/ v. 安放; 放置	Unit 4
lay ... out 布置; 设计	Unit 4
△ layout /'leɪaʊt/ n. 布局; 设计	Unit 4
leave /li:v/ n. 假; 休假	Unit 6
leg /leg/ n. 腿	Starter
lend /lend/ v. 借给 (某人钱或东西)	Unit 1
△ leopard /'lepəd/ n. 豹	Unit 5
lesson /'lesn/ n. 课; 课程	Unit 1
light /laɪt/ adj. 清淡的; 轻的 n. 光; 电灯	Unit 4
*lightning /'laɪtnɪŋ/ n. 闪电	Unit 5
link /lɪŋk/ v. 连接; 有联系	Unit 8
△ lion /'laɪən/ n. 狮子	Unit 5

little /'lɪtl/ <i>pron.</i> 一点; 少得几乎没有	Unit 8
local /'ləʊkl/ <i>adj.</i> 本地的; 地方性的	Unit 6
△ log /lɒg/ <i>v.</i> 正式记录; 行进	Unit 8
log on 登陆; 进入 (计算机系统)	Unit 8
long /lɒŋ/ <i>adj.</i> 长时间的; 长距离的; 长的 <i>adv.</i> 长久地; 很久	Unit 1
loudly /laʊdli/ <i>adv.</i> 大声地; 喧闹地	Unit 3
luck /lʌk/ <i>n.</i> 好运; 运气	Unit 3
*luggage /'lʌɡɪdʒ/ <i>n.</i> 行李	Unit 2
Lyra /'lɪərə/ <i>n.</i> 莱拉 (女子名)	Unit 5

M

machine /mə'ʃiːn/ <i>n.</i> 机器	Unit 7
major /'meɪdʒə/ <i>n.</i> 专业 <i>adj.</i> 主要的; 重大的	Unit 1
make up 弥补; 补偿	Unit 1
manner /'mænə/ <i>n.</i> 举止; 方法	Unit 3
March /mɑːtʃ/ <i>n.</i> 三月	Starter
mark /mɑːk/ <i>n.</i> (老师给学生的) 分数; 成绩	Unit 4
marry /'mæri/ <i>v.</i> 结婚	Unit 8
△ Mars /mɑːz/ <i>n.</i> 火星	Unit 8
material /mə'tɪəriəl/ <i>n.</i> 材料; 衣料	Unit 7
*maths /mæθs/ <i>n.</i> 数学	Unit 1
matter /'mætə/ <i>v.</i> 重要; 有关系 <i>n.</i> 事情; 情况	Unit 1
May /meɪ/ <i>n.</i> 五月	Starter
maybe /'meɪbi/ <i>adv.</i> 可能; 大概; 也许	Unit 3
means /miːnz/ <i>n.</i> 工具; 手段	Unit 2
meat /mi:t/ <i>n.</i> (供食用的) 肉	Unit 4
medicine /'medsn/ <i>n.</i> 药物; 医学	Unit 6
△ membership /'membəʃɪp/ <i>n.</i> 会员身份	Unit 5
menu /'menjuː/ <i>n.</i> 菜单	Unit 4
metal /'metl/ <i>n.</i> 金属	Unit 7
metre /'mi:tə/ <i>n.</i> 米	Unit 3
△ mid- /mɪd/ <i>prefix.</i> 中间; 当中	Starter
might /maɪt/ <i>modal v.</i> 也许; 可能	Unit 8
million /'mɪljən/ <i>num. &amp; n.</i> 百万; 许多	Unit 8
modern /'mɒdn/ <i>adj.</i> 现代的; 现代化的	Unit 6
△ mooncake /'muːnkeɪk/ <i>n.</i> 月饼	Starter
mouth /maʊθ/ <i>n.</i> 口; 嘴	Starter
△ mount /maʊnt/ <i>n.</i> ……山; ……峰	Unit 2
Mount Qingcheng 青城山	Unit 2
*mushroom /'mʌʃruːm/ <i>n.</i> 蘑菇	Unit 4
music /'mjuːzɪk/ <i>n.</i> 音乐; 乐曲	Unit 1
musical /'mjuːzɪkl/ <i>n.</i> 音乐剧 <i>adj.</i> 音乐的	Unit 5

N

nail /neɪl/ <i>n.</i> 指甲; 趾甲; 钉子	Unit 3
nature /'neɪtʃə/ <i>n.</i> 大自然; 本性	Unit 6
neck /nek/ <i>n.</i> 颈; 脖子	Starter
△ New Zealand /,nju:'zi:lənd/ <i>n.</i> 新西兰	Unit 4
ninth /nɪnθ/ <i>adj.</i> 第九(个)的	Starter
no wonder 难怪	Unit 7
noodle /'nu:dl/ <i>n.</i> 面条	Unit 4
north /nɔ:θ/ <i>n.</i> 北; 北方	Unit 4
nose /nəʊz/ <i>n.</i> 鼻子	Starter
nothing /'nʌθɪŋ/ <i>pron.</i> 没有任何东西; 没有事	Unit 6
notice /'nəʊtɪs/ <i>v.</i> 注意(到) <i>n.</i> 通知; 注意	Unit 1
novel /'nɒvl/ <i>n.</i> (长篇)小说	Unit 6
November /nəʊ'vembə/ <i>n.</i> 十一月	Starter

O

October /ɒk'təʊbə/ <i>n.</i> 十月	Starter
once /wʌns/ <i>adv.</i> 一次; 一回 <i>conj.</i> 一旦	Unit 6
△ one-way /,wʌn'weɪ/ <i>adj.</i> 单程的; 单行的	Unit 2
*onion /'ɒnjən/ <i>n.</i> 洋葱(头)	Unit 4
online /'ɒnlaɪn/ <i>adj.</i> 在线的; 联网的	Starter
opinion /ə'pɪnjən/ <i>n.</i> 意见; 看法	Unit 5
△ opposite /'ɒpəzɪt/ <i>n.</i> 相反的人(事物) <i>adj.</i> 截然相反的; 对立的	Unit 3
order /'ɔ:də/ <i>v.</i> 点(食物或饮料) <i>n.</i> 命令; 订单	Unit 4
△ Oscar /'ɒskə/ <i>n.</i> 奥斯卡金像奖	Unit 5
△ outline /'aʊtlaɪn/ <i>n.</i> 纲要; 轮廓	Unit 8
△ Oxford /'ɒksfəd/ <i>n.</i> 牛津	Unit 5

P

pack /pæk/ <i>v.</i> (把……)打包; (把……)装箱	Unit 7
pain /peɪn/ <i>n.</i> 疼; 痛; 痛苦	Unit 6
pale /peɪl/ <i>adj.</i> 苍白的	Unit 6
paper /'peɪpə/ <i>n.</i> 纸; 报纸; 文件	Unit 7
passenger /'pæsɪndʒə/ <i>n.</i> 乘客; 旅客	Unit 2
*passport /'pɑ:spɔ:t/ <i>n.</i> 护照	Unit 6
password /'pɑ:swɔ:d/ <i>n.</i> (使用计算机系统或程序所用的)密码	Unit 8
patient /'peɪʃənt/ <i>adj.</i> 有耐心的	Unit 3
PE (= physical education) 体育	Unit 1
*pea /pi:/ <i>n.</i> 豌豆(粒)	Unit 4
perhaps /pə'hæps/ <i>adv.</i> 可能; 大概; 也许	Unit 3
△ personality /,pɜ:əsə'nælɪti/ <i>n.</i> 性格; 品质	Unit 5



pet /pet/ <i>n.</i> 宠物	Unit 3
Philip Pullman /'fɪlɪp 'pʊlmən/ 菲利普·普尔曼 (英国当代作家)	Unit 5
△ physics /'fɪzɪks/ <i>n.</i> 物理	Unit 1
*picnic /'pɪknɪk/ <i>n.</i> 野餐	Unit 1
piece /pi:s/ <i>n.</i> 碎片; 碎块; 一个; 一件	Unit 2
*pizza /'pi:tʃə/ <i>n.</i> 比萨饼	Unit 4
place /pleɪs/ <i>v.</i> 安排; 放置	Unit 7
plane /pleɪn/ <i>n.</i> 飞机	Unit 2
plant /plɑ:nt/ <i>n.</i> 植物	Unit 6
plastic /'plæstɪk/ <i>n.</i> 塑料 <i>adj.</i> 塑料制的; 人造的	Unit 7
platform /'plætfɔ:m/ <i>n.</i> 月台; 讲台	Unit 2
△ plot /plɒt/ <i>n.</i> 情节; 密谋	Unit 5
point /pɔɪnt/ <i>n.</i> 观点; 论点 <i>v.</i> 指; 指向	Unit 8
police /pə'li:s/ <i>n.</i> 警察	Unit 2
polite /pə'laɪt/ <i>adj.</i> 有礼貌的; 客气的	Unit 3
*pollute /pə'lu:t/ <i>v.</i> 污染; 毁掉	Unit 7
pollution /pə'lu:ʃn/ <i>n.</i> 污染; 污染物	Unit 7
possible /'pɒsəbl/ <i>adj.</i> 可能的; 合理的	Unit 6
△ postcode /'pəʊstkeɪd/ <i>n.</i> 邮政编码	Unit 4
△ prediction /prɪ'dɪkʃn/ <i>n.</i> 预言; 预测	Unit 8
△ princess /,prɪn'ses/ <i>n.</i> 公主; 王妃	Unit 3
print /prɪnt/ <i>v.</i> & <i>n.</i> 打印; 印刷	Unit 8
printer /'prɪntə/ <i>n.</i> 打印机	Unit 8
probably /'prɒbəbli/ <i>adv.</i> 大概; 很可能	Unit 8
process /'prəʊses/ <i>v.</i> 加工; 处理 <i>n.</i> 过程; 进程	Unit 7
produce /prə'dju:s/ <i>v.</i> 生产; 制造; 引起	Unit 7
product /'prɒdʌkt/ <i>n.</i> 产品; 制品	Unit 7
programme /'prəʊgræm/ <i>n.</i> 计划; 方案	Unit 7
*properly /'prɒpəli/ <i>adv.</i> 正确地; 适当地	Unit 6
protect /prə'tekt/ <i>v.</i> 保护; 防护	Unit 7
<b>Q</b>	
△ queen /kwi:n/ <i>n.</i> 女王; 王后	Unit 5
*queue /kju:/ <i>n.</i> 行列 <i>v.</i> 排队	Unit 1
quick /kwɪk/ <i>interj.</i> 快; 快点 <i>adj.</i> & <i>adv.</i> 快速的 (地)	Unit 2
quietly /'kwaɪətli/ <i>adv.</i> 安静地; 轻声地	Unit 6
*quiz /kwɪz/ <i>n.</i> 小测验; 问答比赛	Unit 7
<b>R</b>	
race /reɪs/ <i>n.</i> 竞赛; 赛跑 <i>v.</i> (和……) 比赛	Starter
△ rail /reɪl/ <i>n.</i> 铁路系统; 铁轨	Unit 2

railway /'reɪlweɪ/ <i>n.</i> 铁路; 铁路系统	Unit 2
rainy /'reɪni/ <i>adj.</i> 多雨的	Starter
△ ranger /'reɪndʒə/ <i>n.</i> 护林员	Unit 2
rather /'rɑːðə/ <i>adv.</i> 相当; 颇	Unit 7
rather than 而不是	Unit 7
real /rɪəl/ <i>adj.</i> 真的; 真正的	Unit 8
reality /rɪ'ælɪti/ <i>n.</i> 真实; 现实	Unit 8
reason /'riːzn/ <i>n.</i> 原因; 理由	Unit 4
*recognition /,rekəg'nɪʃn/ <i>n.</i> 认识; 识别	Unit 8
*recognize /'rekəgnaɪz/ <i>v.</i> 认出; 认识	Unit 8
record /'rekɔːd/ <i>n.</i> 记录 /rɪ'kɔːd/ <i>v.</i> 记录	Unit 2
△ recycle /,rɪ:'saɪkl/ <i>v.</i> 再利用; 回收利用	Unit 7
reduce /rɪ'djuːs/ <i>v.</i> 减少; 降低; 缩小	Unit 7
regularly /'regjʊləli/ <i>adv.</i> 定期地; 经常	Unit 6
relax /rɪ'læks/ <i>v.</i> 放松; (使) 松弛	Unit 3
remember /rɪ'membə/ <i>v.</i> 缅怀; 记得	Starter
△ remote /rɪ'məʊt/ <i>adj.</i> 遥远的	Unit 8
remote control 遥控器	Unit 8
reply /rɪ'plai/ <i>n.</i> & <i>v.</i> 答复; 回应	Unit 1
reprocess /rɪ:'prəʊses/ <i>v.</i> 对(废弃物)进行再加工	Unit 7
rest /rest/ <i>n.</i> 休息; 剩余部分	Unit 6
reuse /,ri:'juːz/ <i>v.</i> 再使用; 重复使用	Unit 7
review /rɪ'vjuː/ <i>n.</i> & <i>v.</i> 评论; 审查	Unit 5
△ rhino /'raɪnəʊ/ <i>n.</i> 犀牛	Unit 2
rich /rɪtʃ/ <i>adj.</i> 有钱的; 富有的	Unit 8
*roast /rəʊst/ <i>v.</i> 炙; 烤(肉等)	Unit 4
*robot /'rəʊbɒt/ <i>n.</i> 机器人	Unit 8
△ Roman Holiday 《罗马假日》	Unit 5
romantic /rəʊ'mæntɪk/ <i>adj.</i> 浪漫的; 关于爱情的	Unit 5
△ roommate /'ruːm,meɪt/ <i>n.</i> 室友	Unit 2
△ round trip 往返旅程	Unit 2
row /rəʊ/ <i>n.</i> 一排; 一行; 一列	Unit 5
*rubbish /'rʌbɪʃ/ <i>n.</i> 垃圾; 废弃物	Unit 7
<b>S</b>	
*salad /'sæləd/ <i>n.</i> 色拉; 凉拌菜	Unit 4
△ salesperson /'seɪlz,pɜːsn/ <i>n.</i> 推销员; 售货员	Unit 7
△ salon /'sælɒn/ <i>n.</i> 美发厅; 美容院	Unit 7
*satellite /'sætələɪt/ <i>n.</i> 人造卫星; 卫星	Unit 8
*sausage /'sɔːsɪdʒ/ <i>n.</i> 香肠	Unit 4
△ scary /'skeəri/ <i>adj.</i> 可怕的; 恐怖的	Unit 1

*scenery /'si:nəri/ <i>n.</i> 风景; 景色	Unit 1
science /'saɪəns/ <i>n.</i> 科学; 理科	Unit 5
science fiction <i>n.</i> 科(学)幻(想)小说	Unit 5
scientist /'saɪəntɪst/ <i>n.</i> 科学家	Unit 8
△ seafood /'si:fu:d/ <i>n.</i> 海味; 海鲜	Unit 4
season /'si:zn/ <i>n.</i> 季节	Starter
seat /si:t/ <i>n.</i> 座位	Unit 2
△ second-hand /,sekənd'hænd/ <i>adj.</i> 二手的; 旧的	Unit 7
secret /'si:krit/ <i>n.</i> 秘密 <i>adj.</i> 秘密的	Unit 6
*seek /si:k/ <i>v.</i> 征求; 寻找	Unit 7
seem /si:m/ <i>linking v.</i> 看来; 似乎; 好像	Unit 8
sell /sel/ <i>v.</i> 卖; 出售	Unit 5
sell out 卖完; 售罄	Unit 5
send /send/ <i>v.</i> 寄出; 发出	Unit 2
separate /'seprɪt/ <i>adj.</i> 不同的 <i>v.</i> 把……隔开	Unit 7
September /sep'tembə/ <i>n.</i> 九月	Starter
serious /'sɪəriəs/ <i>adj.</i> 严重的; 重大的	Unit 6
several /'sevrəl/ <i>adj.</i> 几个; 一些	Unit 4
shake /ʃeɪk/ <i>v.</i> 摇动; 颤抖	Unit 3
shout /ʃaʊt/ <i>v.</i> 大声说; 喊叫 <i>n.</i> 喊叫(声)	Starter
Shrek /ʃrek/ <i>n.</i> 史瑞克(动画电影《怪物史瑞克》中的角色)	Unit 3
shy /ʃaɪ/ <i>adj.</i> 羞怯的; 腼腆的	Unit 3
sick /sɪk/ <i>adj.</i> 呕吐; 生病的; 患病的	Unit 6
sick leave 病假	Unit 6
*sightseeing /'saɪt,sɪ:ɪŋ/ <i>n.</i> 观光; 游览	Unit 2
*silly /'sɪli/ <i>adj.</i> 傻的; 愚蠢的	Unit 1
since /sɪns/ <i>adv., conj. &amp; prep.</i> 自从……以来; 因为; 既然	Unit 5
△ sincerely /sɪn'sɪəli/ <i>adv.</i> 真诚地; 谨启(用于以某人名字开头的正式信件的末尾)	Unit 6
single /'sɪŋɡl/ <i>adj.</i> 每一个; 单一的	Unit 1
sir /sə/ <i>n.</i> 先生; 敬启者	Unit 1
smart /smɑ:t/ <i>adj.</i> 整洁漂亮的; 机智的; 智能的	Unit 3
smart phone 智能手机	Unit 8
snowy /'snəʊi/ <i>adj.</i> 多雪的; 积雪的	Starter
sofa /'səʊfə/ <i>n.</i> 长沙发	Unit 3
△ solar /'səʊlə/ <i>adj.</i> 太阳的; (利用)太阳能的	Unit 8
△ sore /sɔ:/ <i>adj.</i> 疼痛的; 酸痛的	Unit 6
sort /sɔ:t/ <i>v.</i> 将……分类 <i>n.</i> 种类; 类型	Unit 7
soup /su:p/ <i>n.</i> 汤	Unit 4
South Africa /,sauθ'æfrɪkə/ 南非	Unit 2
southern /'sʌðən/ <i>adj.</i> 南部的; 来自南方的	Unit 4
△ southwestern /,sauθ'westən/ <i>adj.</i> 西南部的	Unit 4



△ soybean /'sɔɪbi:n/ <i>n.</i> 大豆; 黄豆	Unit 4
special /'speʃl/ <i>adj.</i> 特别的; 特殊的	Unit 5
speed /spi:d/ <i>n.</i> 速度; 快速	Unit 2
spend /spend/ <i>v.</i> 花费; 度过	Unit 2
△ spicy /'spaɪsi/ <i>adj.</i> (食物) 辛辣的	Unit 2
spring /sprɪŋ/ <i>n.</i> 春天; 春季	Starter
stand /stænd/ <i>v.</i> 忍受; 站立	Unit 5
△ staple /'steɪpl/ <i>n.</i> 主食 <i>adj.</i> 主要的	Unit 4
△ Star Wars 《星球大战》	Unit 5
△ starter /'stɑ:tə/ <i>n.</i> 第一道菜; 开胃小吃	Unit 4
△ starve /stɑ:v/ <i>v.</i> 挨饿; 饿死	Unit 4
state /steɪt/ <i>n.</i> 州; 国家	Unit 2
stay up 熬夜	Unit 6
steak /steɪk/ <i>n.</i> 牛排	Unit 4
*steam /sti:m/ <i>v.</i> 蒸 <i>n.</i> 蒸汽	Unit 4
stick /stɪk/ <i>n.</i> 条状物; 棍状物	Unit 4
stomach /'stʌmək/ <i>n.</i> 胃; 腹部	Starter
△ stomachache /'stʌmək-erk/ <i>n.</i> 胃痛; 肚子痛	Unit 6
story /'stɔ:ri/ <i>n.</i> 故事; 小说	Unit 1
strange /streɪndʒ/ <i>adj.</i> 奇怪的; 陌生的	Unit 6
strong /strɒŋ/ <i>adj.</i> 强健的; 坚强的; 强烈的	Unit 3
study /'stʌdi/ <i>n.</i> 研究; 学习	Unit 3
△ stuff /stʌf/ <i>n.</i> (非正式) 东西; 物品	Unit 7
subject /'sʌbdʒɪkt/ <i>n.</i> 学科; 话题	Unit 1
success /sək'ses/ <i>n.</i> 成功; 胜利	Unit 5
successful /sək'sesfl/ <i>adj.</i> 成功的	Unit 7
suddenly /'sʌdnli/ <i>adv.</i> 突然; 突如其来地	Unit 2
suggest /sə'dʒest/ <i>v.</i> 建议; 提议	Unit 6
summer /'sʌmə/ <i>n.</i> 夏天; 夏季	Starter
sunny /'sʌni/ <i>adj.</i> 阳光充足的	Starter
*surf /sɜ:f/ <i>v.</i> 浏览因特网; 冲浪	Unit 8
surprised /sə'praɪzd/ <i>adj.</i> 吃惊的; 惊讶的	Unit 1
surprising /sə'praɪzɪŋ/ <i>adj.</i> 令人吃惊的	Unit 7
sweep /swi:p/ <i>v.</i> 扫; 清扫	Starter
sweet /swi:t/ <i>n.</i> 糖果 <i>adj.</i> 甜的	Starter
system /'sɪstəm/ <i>n.</i> 系统	Unit 2

T

take off 脱去; (飞机) 起飞	Unit 3
take part in 参与; 参加	Unit 1
tall /tɔ:l/ <i>adj.</i> 高的; 高大的	Unit 3

tap /tæp/ <i>n.</i> 龙头; 阀门	Unit 7
tea /ti:/ <i>n.</i> 茶; 茶叶	Starter
technology /tek'nɒlədʒi/ <i>n.</i> 科技; 工艺	Unit 8
*tent /tent/ <i>n.</i> 帐篷	Unit 6
term /tɜ:m/ <i>n.</i> 学期; 术语	Unit 1
terrible /'terəbl/ <i>adj.</i> 极差的; 可怕的	Unit 2
△ Thanksgiving /,θæŋks'gɪvɪŋ/ <i>n.</i> 感恩节	Starter
△ the Dragon Boat Festival 端午节	Starter
△ the Mid-Autumn Festival 中秋节	Starter
△ the National Day Holiday 国庆节	Starter
△ The Queen 《女王》	Unit 5
△ The Sound of Music 《音乐之声》	Unit 5
△ the Spring Festival 春节	Starter
△ the Tomb-Sweeping Day 清明节	Starter
thin /θɪn/ <i>adj.</i> 瘦的; 细的	Unit 3
think over 认真考虑 (某事)	Unit 7
third /θɜ:d/ <i>adj.</i> 第三 (个) 的	Starter
though /ðəʊ/ <i>conj.</i> 虽然; 可是	Unit 2
throat /θrəʊt/ <i>n.</i> 喉咙	Unit 6
throw /θrəʊ/ <i>v.</i> 扔; 投; 抛; 掷	Unit 7
ticket /'tɪkɪt/ <i>n.</i> 票; 入场券	Unit 2
ticket office 售票处	Unit 2
tie /taɪ/ <i>n.</i> 领带	Unit 3
till /tɪl/ <i>prep. &amp; conj.</i> 直到	Unit 8
△ tiring /'tɪərɪŋ/ <i>adj.</i> 令人感到累的	Unit 2
*toe /təʊ/ <i>n.</i> 脚趾; 足尖部	Starter
△ tomato /tə'mɑ:təʊ/ <i>n.</i> 番茄; 西红柿	Unit 4
△ tomb /tu:m/ <i>n.</i> 坟墓	Starter
tooth /tu:θ/ <i>n.</i> 牙; 牙齿	Starter
△ toothache /'tu:θ-eɪk/ <i>n.</i> 牙痛	Unit 6
top /tɒp/ <i>adj.</i> 最佳的; 顶端的	Unit 3
touch /tʌtʃ/ <i>v. &amp; n.</i> 触碰; 接触	Unit 8
△ touching /'tʌtʃɪŋ/ <i>adj.</i> 感人的; 令人同情的	Unit 5
towards /tə'wɔ:dz/ <i>prep.</i> 向 (着); 朝 (着)	Unit 2
toy /tɔɪ/ <i>n.</i> 玩具	Unit 8
*tradition /trə'dɪʃn/ <i>n.</i> 传统	Unit 4
traditional /trə'dɪʃnəl/ <i>adj.</i> 传统的; 惯例的	Unit 2
traffic /'træfɪk/ <i>n.</i> 交通; 行驶的车辆	Unit 1
*transportation /,træns'pɔ:tɪʃn/ <i>n.</i> 交通运输系统	Unit 2
trip /trɪp/ <i>n.</i> 旅游; 出行	Unit 1
trouble /'trʌbl/ <i>n.</i> 麻烦; 问题	Unit 2

trust /trʌst/ <i>n.</i> & <i>v.</i> 相信; 信赖	Unit 3
truth /tru:θ/ <i>n.</i> 事实; 真相	Unit 3
△ turkey /'tɜ:kɪ/ <i>n.</i> 火鸡	Starter
turn off 关掉	Unit 6
twelfth /twelfθ/ <i>adj.</i> 第十二(个)的	Starter
twentieth /'twentiəθ/ <i>adj.</i> 第二十(个)的	Starter
twice /twɑ:z/ <i>adv.</i> 两次; 两倍	Unit 6
type /taɪp/ <i>n.</i> 类型; 种类	Unit 5
<b>U</b>	
ugly /'ʌɡli/ <i>adj.</i> 丑陋的; 难看的	Unit 3
△ unattractive /,ʌnə'træktɪv/ <i>adj.</i> 无吸引力的; 不漂亮的	Unit 3
△ unconscious /ʌn'kɒnʃəs/ <i>adj.</i> 不省人事的; 失去知觉的	Unit 6
unfriendly /ʌn'frendli/ <i>adj.</i> 不友好的	Unit 3
unhelpful /ʌn'helpl/ <i>adj.</i> 不予帮助的; 无用的	Unit 3
university /,ju:nɪ'vɜ:sɪti/ <i>n.</i> 大学	Unit 8
unusual /ʌn'ju:ʒuəl/ <i>adj.</i> 异常的; 不平常的	Unit 2
user /'ju:zə/ <i>n.</i> 使用者; 用户	Unit 6
<b>V</b>	
vacation /və'keɪʃn/ <i>n.</i> 假期; 休假	Unit 2
valuable /'væljuəbl/ <i>adj.</i> 宝贵的; 有价值的; 值钱的	Unit 7
various /'veəriəs/ <i>adj.</i> 各种各样的	Unit 4
vegetable /'vedʒtəbl/ <i>n.</i> 蔬菜	Unit 4
△ virtual /'vɜ:tʃuəl/ <i>adj.</i> 虚拟的; 模拟的	Unit 8
virtual reality 虚拟现实	Unit 8
voice /vɔ:ɪs/ <i>n.</i> 说话声; 嗓音	Unit 8
volleyball /'vɒlibɔ:l/ <i>n.</i> 排球(运动)	Starter
<b>W</b>	
waiting room 候诊室	Unit 6
wallet /'wɒlɪt/ <i>n.</i> 钱包	Unit 2
Wanda /'wɒndə/ <i>n.</i> 旺达(女子名)	Unit 6
△ wanted /'wɒntɪd/ <i>adj.</i> 被通缉的	Unit 3
warm /wɔ:m/ <i>adj.</i> 暖和的; 温暖的 <i>v.</i> (使) 暖和	Starter
washing machine 洗衣机	Unit 7
waste /weɪst/ <i>n.</i> 废弃物; 浪费 <i>v.</i> 浪费	Unit 7
weak /wi:k/ <i>adj.</i> 虚弱的; 软弱的	Unit 3
weather /'weðə/ <i>n.</i> 天气; 气象	Starter
website /'websaɪt/ <i>n.</i> 网站	Unit 8
Western /'westən/ <i>adj.</i> 西方的	Unit 4
*wheat /wi:t/ <i>n.</i> 小麦	Unit 4



wheel /wi:l/ <i>n.</i> 车轮	Unit 2
whether /'weðə/ <i>conj.</i> 是否; 不管	Unit 1
△ wig /wig/ <i>n.</i> 假发	Unit 7
window /'windəʊ/ <i>n.</i> 窗; 窗户	Unit 2
windy /'windi/ <i>adj.</i> 风大的; 多风的	Starter
winter /'wɪntə/ <i>n.</i> 冬天; 冬季	Starter
wire /waɪə/ <i>n.</i> 电线	Unit 8
wireless /'waɪələs/ <i>adj.</i> 无线的	Unit 8
within /wɪð'in/ <i>prep.</i> 在……之内	Unit 2
without /wɪð'aut/ <i>prep.</i> 缺乏; 没有	Unit 8
wonder /'wʌndə/ <i>n.</i> 惊奇 <i>v.</i> 感到疑惑; 想要知道	Unit 7
wonderful /'wʌndəfl/ <i>adj.</i> 令人高兴的; 奇妙的	Unit 2
wood /wud/ <i>n.</i> 木头; 木材	Unit 7
world /wɜ:ld/ <i>n.</i> 世界; 社会	Unit 2
worry /'wʌri/ <i>v.</i> 担心; 发愁	Unit 1
writer /'raɪtə/ <i>n.</i> (尤指职业) 作家; 作者	Unit 5
wrong /rɒŋ/ <i>adj.</i> (状况) 有问题的; 错误的	Unit 1
<b>Y</b>	
yesterday /'jestədə/ <i>adv.</i> 在昨天 <i>n.</i> 昨天	Unit 1
yet /jet/ <i>adv.</i> 还; 更; 又	Unit 5
△ youth hostel 青年旅舍	Unit 2
<b>Z</b>	
△ Zootopia 《疯狂动物城》	Unit 5

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