

普通高中教科书

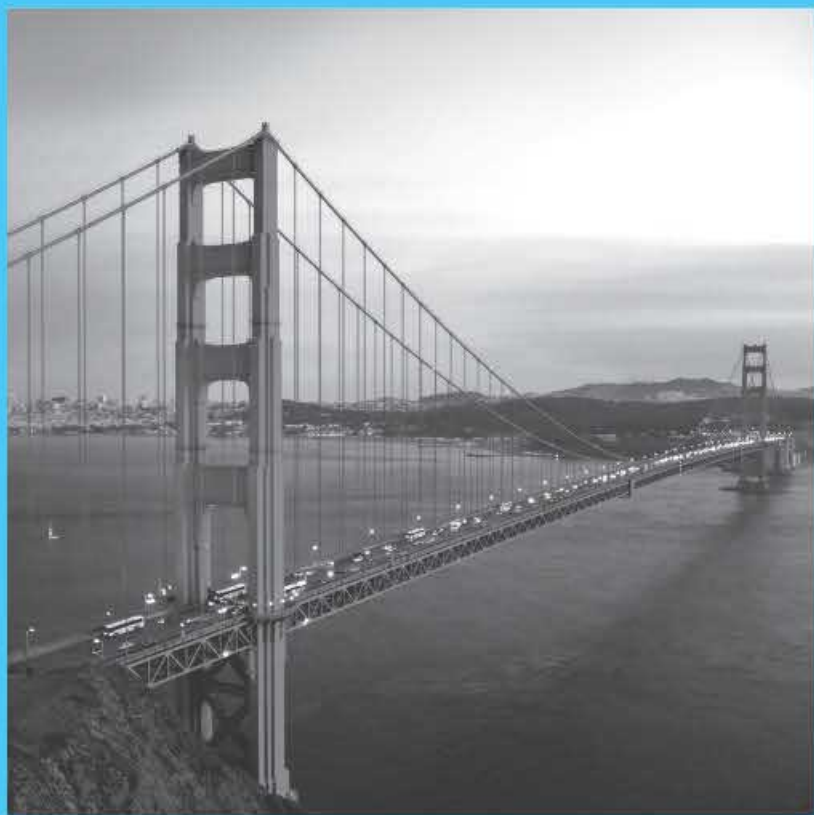
# 教师教学用书

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# 英语

必修

第三册



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## UNIT 1 FESTIVALS AND CELEBRATIONS

人教版®



## 一、教学目标与要求

核心素养	教学目标与要求
语言能力	主题：节日与庆典
	语音：复习英语语音里常见的同化现象 (assimilation)，能分辨自然语流中同化的音素，并在口头表达时自觉运用同化技巧，使语流更为顺畅、自然。
	词汇：能正确使用下列单词和词块。 lantern, costume, march, congratulation, riddle, range, origin, figure, joy, harvest, agriculture, crop, gather, grateful, feature, decorate, church, significant, typical, commercial, medium, media, reflect, belief, faith, occasion, atmosphere, lunar, eve, envelope, merry, pudding, roast, turkey, frank, inner, autonomous, region, represent, wrestle, fancy, eagle, absolutely, moment, pot, brief, branch, wedding, clap, respect, horrible dress (sb) up, after all, range from ... to ..., fade away, in spite of, take advantage of, the media, have sth in common, Christmas carol, Merry Christmas, mashed potatoes, roast turkey, to be frank, go off, except for, set off
	语法：能够理解动词 -ing 形式用作定语和表语时的功能及意义，能正确运用动词 -ing 形式描述与节日庆典相关的活动感受。
	语篇： 1. 阅读以“我们为何庆祝节日”为主题的论说文，梳理论说文的语篇结构和文本逻辑，了解节日风俗习惯的发展与变迁，感悟节日的内涵与意义。 2. 阅读有关“那达慕大会”的日记，掌握节日见闻的内容要素及文本语言特点。 3. 能够掌握与节日相关的其他语篇体裁（如：节日简介等）的内容要素和语言特点。
	表达： 1. 能够在描述节日经历时准确表达自己的情绪，包括兴奋、高兴、厌烦、失望等。 2. 能够写一篇有关节日经历的记叙文。
学习能力	1. 能够根据说话人的表述方式和表达内容判断对话双方的人物关系。 2. 能够正确识别文章中的主题句，抓住段落大意。 3. 能够归纳和积累用于表达情绪的相关词汇，包括动词 -ing 形式和过去分词。
文化意识	1. 了解不同文化背景下形成的不同民族的节日、风俗习惯及其内涵和意义，挖掘这些节日所体现的人类共同的愿望和心理诉求。 2. 有意识地积累与节日的由来、典故、习俗相关的语言表达，树立文化自信，为传播中华优秀传统文化做好思想上、语言上和行动上的准备。
思维品质	能够根据节日类型梳理世界各地不同节日的文化信息，包括名称、起源、庆典活动、特色食品等；能够归纳和概括节日文化所体现的全人类共同的生活追求与心理期望；能够深入探讨和反思社会的发展变化对传统节日的影响。



## 二、单元内容分析与教学建议

### Opening Page

#### 内容分析

本单元的主题是“节日与庆典”。该单元从呈现不同节日和庆祝活动入手，引导学生思考人们为何要庆祝节日，通过回顾节日的产生、发展和变化，展示不同国家和民族各具特色的节日风俗、庆典仪式、欢聚活动以及特色食品等，启发学生思考和探究节日的丰富内涵。不同民族有不同的节日，但是不同的节日却反映了人们共同的美好愿望和追求。节日是一个国家或民族在漫长的历史过程中形成和发展的文化现象，大多富有趣味性和人文性，有着深刻的精神内涵。学习不同国家和民族的节日，不仅能开阔学生的视野，增加文化积累，促进语言表达，同时还能增强学生的文化认同感，充分认识文化差异，培养学生的跨文化交际意识和能力，增进国际理解。

单元开篇页摘录了我国宋朝词人辛弃疾的著名词作《青玉案·元夕》英译本中的一句，其原文是：“凤箫声动，玉壶光转，一夜鱼龙舞”。此句展现了我国南宋时期民间庆祝元宵节的场景：明月当空，人们舞动着鱼形、龙形的彩灯，随着音乐载歌载舞。该词作的全文为：“东风夜放花千树。更吹落、星如雨。宝马雕车香满路。凤箫声动，玉壶光转，一夜鱼龙舞。蛾儿雪柳黄金缕。笑语盈盈暗香去。众里寻他千百度。蓦然回首，那人却在，灯火阑珊处。”其内容贴合单元主题，同时也为本单元Listening and Speaking部分和Video Time部分有关元宵节的内容作铺垫。诗词，作为我国优秀传统文化的一部分，也是历史的见证，词中所描写的节日欢庆场景和活动形式不仅延续至今，而且随着时代变迁，各地还形成了各具特色的庆典活动。主题图展现的是广东梅州丰顺县埔寨镇元宵节特有的舞火龙表演。舞火龙的场景与《元夕》中的词句相呼应，参与表演和观赏的人们也一如从前，沉浸在欢乐的节日气氛之中。这一画面不仅体现了节日文化习俗的传承，还隐含着中华民族精神的延续。

#### 教学建议

1. 明确单元主题。学生浏览单元标题Festivals and Celebrations，教师引导学生预测在本单元将学习哪些内容，鼓励学生用英语说出一些具有代表性的中外节日名称和人们的庆祝方式，激活学生已有的知识和经验，为单元学习做好准备。

2. 观察并讨论主题图。学生仔细观察主题图，教师引导学生用自己的话描述主题图，组织学生讨论Look and discuss部分的问题。除了这几个问题以外，教师还可以补充提问：

- What are the people doing?
- Which festival do you think the people are celebrating? How do you know?
- In which part of the country are people celebrating the festival?

3. 对比古今节日习俗。学生朗读单元标题下方的词句，可多读几遍，教师补充提问：

- What does the poem describe?



- Who is the writer of this poem?
- When did he write the poem?
- Can you recite the poem in Chinese?

让学生背诵词作全文后，教师可提示学生参看主题图，思考并回答古代元宵节的庆祝方式和现在有什么异同。

**教学提示：**让学生回顾辛弃疾的词作，想象我国古代人民庆祝元宵节的画面，体会节日的氛围，一方面能激活学生的背景知识，另一方面还能激发学生学习中英文诗歌的兴趣，便于进行跨文化对比。

4. 了解学习目标。教师引导学生阅读本单元学习目标，主要是听、说、读、写、看的学习内容和活动，对本单元所涵盖的话题范围有所了解。

## Listening and Speaking

### 内容分析

**活动主题：**节日对于大部分学生而言是个较为轻松有趣的话题。本板块的活动主题是“谈论节日活动”（Talk about festival activities），主要是从贴近学生日常生活的角度来切入“节日”主题。学生会听到发生在三个国家不同节日场景下的简短对话，对话中的人们正在参与或将要亲历不同的庆祝活动。随着全球化的进程加速，国际交流日益频繁，无论是国人走出国门还是外国友人访问中国，都已成为司空见惯的事情。因此，该板块所选取的三个典型节日场景都属于跨文化交际语境，不仅每组对话中的人物来自不同的文化背景，对话者的身份和关系也不尽相同。

**文本分析：**听力部分共有三段对话，分别展示了街头采访、日常交际、导游讲解三种不同语境下的对话文本。对话1发生在日本“成人节”，一位外国记者正在采访刚参加完“成人礼”仪式的日本年轻女性，询问她的感受以及随后的庆祝活动。对话2发生在两个好朋友之间，中国女孩Li Mei第一次体验里约狂欢节，她的外国朋友Carla显然更有经验，善意地为她提供了着装上的建议，以便她能够尽情地参与狂欢盛典。对话3发生在中国，一位中国导游带着一群外国游客来到张灯结彩的元宵灯会，向他们介绍中国人的元宵节习俗。三段对话都带有强烈的生活气息，真实自然，且巧妙地融入了各具特色的节日文化元素，例如：在日本“成人节”，女性大多身着色彩艳丽的传统和服；参加里约狂欢节的人们大多衣着轻便，这是为了适应炎热的气候和长时间的游行、舞蹈；在中国元宵节，人们吃的“元宵”代表着团圆和幸福。另外，对话文本中也渗透了本单元的目标语言结构——动词-ing形式作定语和表语的用法，目的是让学生在真实合理的语境中感知、体会语言，为后续集中学习该语言结构做好铺垫。

街头采访（man-on-the-street interview）通常用于调查大众关于某一话题或事件的反馈，其核心意义在于通过收集采样数据得出民众具有代表性的态度和观点。街头采访的对话文本大多具有这些特点：1. 由于街头采访的随机性很强，采访者通常需要事先征求对方的许可并进行自我



介绍，因此对话的开头通常会有类似表达：“Excuse me! Can I ask you some questions?” “I’d like to ask some questions—is that OK?” “I’m ... from ...”。2. 完整的街头采访往往涉及多名被采访人，采访者会对被采访者提出相同的问题。3. 对话中，发问大多简明扼要，被采访者表述的内容更丰富具体。由于对话1只是街头采访的片段，以上语言特征并不明显，但从采访者称呼被采访者“Miss”这一细节可看出两人素不相识，而从问答内容可推断出女孩是在接受采访。

在现实生活中，导游讲解的大部分内容会以独立宣讲的形式存在，但是也会穿插与游客的互动问答，尤其是在引导游客关注一些趣味细节时，导游常常会使用包含具体位置和方向的语言提示，如：“On your left/right you will see ...” “As we turn the corner here, you will see ...” “If you look up, you will notice ...” “In a few minutes we’ll be passing ...” “Take a look at ...” 这些语言表达也是帮助学生甄别导游讲解词的关键信息。

**活动设计：**活动1是听前活动，教材呈现了三幅图片和一些描述节日活动的词汇，都与听力材料紧密相关。该活动要求学生用所给词汇描述图片，一方面是为了激活学生的背景知识，为下面的听做好准备；另一方面是为了训练学生“看”和“说”的技能，让他们在观察和理解图片内容的基础上尝试用所学语言去表达。活动2至活动4是听力理解活动，主要训练学生通过听来获取信息的能力，涵盖了话题、人物关系、主题情境和细节信息，意图明确，层层推进。活动2让学生在听的过程中结合图片判断相关节日名称、推断人物关系。关于如何推断人物关系，教材还提供了策略指导。活动3主要检测学生对语境的理解以及获取关键信息的能力，要求他们听后完成三个对话情境的概述。活动4则要求学生边听边记录不同节日的欢庆活动，目的在于引导学生关注对话中的文化信息。活动5是听后口语表达活动，学生要从三个节日中选出自己最感兴趣的节日并陈述理由。在这个口语活动中，学生既可结合先前听力活动中所获取的信息进行表达，又可分享个人观点，具有一定的开放性。

**教学重点：**引导学生在听的过程中关注说话人的态度，辨别人物之间的关系；启发学生结合已有背景知识，运用话题词汇来描述节日活动。

## 教学建议

### 1. 听前准备

(1) 观察图片，了解节日文化背景。学生观察活动1中的A、B、C三幅图片，了解三个节日的名称以及它们分别是哪个国家的节日。教师可通过提问启发学生：

- What festivals do the three pictures show us?
- In which country do you think people usually celebrate each festival?
- How do people celebrate the festivals?

若学生的背景知识不足，教师应适当作补充，可参考本单元英文部分的Cultural Notes，也可从网络上搜索一些图片和文化小视频在课堂上演示。

(2) 谈论节日庆祝活动。教师组织学生小组讨论，要求学生将活动1图片下方的词汇与节日进行关联。教师可通过示范来指导学生运用这些词块，学会简单描述节日活动。例如：

- On the Coming-of-Age Day, young girls in Japan would wear traditional costumes.



- One of the most important activities during the Lantern Festival is to guess riddles.
- During the Rio Carnival, you can watch wonderful samba dances.

(3) 汇报讨论结果。小组讨论完毕，教师提出问题，学生汇报小组讨论结果：

- What do people do to celebrate the Chinese Lantern Festival?
- Who will celebrate the Coming-of-Age Day? What do they do to celebrate it?
- What do you expect to see if you go to the Rio Carnival?

教师可将学生对节日活动的描述板书在黑板上，以加深他们的印象。

(4) 熟读相关词汇。教师带领学生朗读方框中的词块，纠正其语音语调。

## 2. 听力理解

(1) 学生阅读活动2的指示语，明确两个听力任务：一个是通过听来判断三个对话分别发生在哪个节日场景中，另一个是根据所听内容判断对话双方的人物关系。

(2) 听对话前，学生先独立阅读策略提示 Listen for relationships，然后两人一组讨论如何根据说话人的口吻和表述内容辨别人物之间的关系。针对活动2提供的四组人物关系，教师可提供以下问题启发学生在小组内讨论：

- What does a tour guide usually say to a tour group? What expressions are frequently used?
- What questions does an interviewer usually ask during an interview?
- What would a reporter say or do if he/she wants to interview a tourist?
- How do friends usually talk?

最后，请部分小组代表在课堂上交流发言。

**教学提示：**通过听来判断人物关系是一个十分有用的听力策略。在引导学生判断人物关系时，教师要提醒学生注意对话发生的场景、对话人物之间的称呼、所使用语言的正式程度等。小组讨论之前，教师应提醒各小组组长安排一人做好讨论记录。在小组代表汇报讨论结果时，教师要及时梳理学生的反馈，将关键词语写在黑板上。这样做有助于加深学生的印象，使他们在听录音时能准确而迅速地判断对话中的人物关系。

(3) 教师播放第一遍录音，学生标出活动1中三个节日出现的先后顺序，以及三段对话中人物的关系。学生两人一组讨论答案，再全班核对答案。

**教学提示：**核对答案时，教师可请听力能力相对较弱的学生回答难度较低的问题（如排列三个节日场景出现的顺序）。如果他们的答案正确，则说明其他学生基本不存在理解障碍。对于难度高一些的问题，教师可请听力能力较强的学生回答。除了要求学生给出答案以外，还可要求他们说出判断的依据。如有必要，还可开展班级讨论。

(4) 学生先浏览活动3的任务和要求，再阅读三段对话的大意，教师鼓励学生对所缺的词进行合理的猜测。



**教学提示：**教师引导学生根据上下文猜测填词，不只是为了帮助学生做好听的准备，更重要的是让学生基于句意对英语句法结构进行分析，作出合理的推断。因此，这一活动有助于发展学生的逻辑思维，培养英语语感。

(5) 教师播放第二遍录音，学生独立完成活动3。听完录音，学生先两人一组讨论答案，再全班交流并核对答案。

(6) 教师播放第三遍录音，学生独立完成活动4，记录三个不同节日的庆祝活动，然后师生核对答案。

**教学提示：**播放第三遍录音前，教师应让学生做好记笔记的准备，并提醒他们尽量抓住关键词，尤其是动词短语，具体可以参考活动1方框中的词块，用词块方式记录亦可。

### 3. 口头表达

(1) 完成上述听力任务后，教师可以提问不同的学生：“Of all the three festivals, which do you like best? And why?”。通过师生对话演练，让学生理解如何谈论自己所喜爱的节日并简要说明理由。例如：

#### Conversation 1

T: Which of the three festivals do you like best?

S1: I think the Coming-of-Age Day is the most interesting.

T: Why is it your favourite?

S1: Because I like to see women dressed up in their colourful traditional kimonos.

#### Conversation 2

T: Which of the three festivals attracts you most?

S2: The Chinese Lantern Festival.

T: I suppose you like *yuanxiao*, the sweet dumplings.

S2: Not only that. I especially like guessing riddles and I'm good at it.

(2) 学生仿照活动5中的对话范例，两人一组谈论自己喜爱的节日并说出理由。讨论完毕，教师请部分小组展示对话。

**教学提示：**如果学生能力较强，教师还可以拓展话题讨论范围，鼓励学生说出自己喜爱的其他节日，以及喜爱这些节日的理由，这样也为学有余力的学生提供更广阔的语言表达空间。

### 拓展活动

教师可组织学生四人一组开展角色扮演活动：一个学生扮演记者，另外三个学生分别扮演听力对话中的人物，即参加成人节典礼的日本女孩、参加里约狂欢节的女孩、来中国观光的游客。以下问题可供采访时使用：

- What is the purpose of this festival?
- How do you usually celebrate this festival?
- What do you like best about this festival?



**教学提示：**通过角色扮演活动，学生不仅能够巩固从听力中所获得的语言信息、文化信息和语用信息，还能够充分运用这些信息进行表达，变输入为输出，培养综合语言运用能力。

## Pronunciation

### 内容分析

本单元语音部分主要学习和巩固英语中的语音同化现象 (assimilation)。语音同化是英语口语发音中一种非常普遍的现象。在正常语流或快速语流中，说话者较难在极短时间内改变发音方法或部位，一个音受另一个相邻的音的影响，变成与它相同或相近的音，形成了语音同化现象。同化现象不只发生在两个词的边缘，也发生在同一个词的内部。

语音同化发生的形式可以分为几种，依据两个音被影响的方向，可分为“顺行同化”“逆行同化”和“交互同化”；清浊同化是被同化音的清浊属性发生清化或浊化，变得和同化音一致；同化的形式还可分为完全同化和部分同化。例如：

同化现象	说明	示例
顺行同化	后音受相邻前音影响发生改变。	on the house /ɒn ðə haʊs/ → /ɒn nə haʊs/
逆行同化	前音受相邻后音影响发生变化。	white pepper /waɪt 'pepə/ → /waɪp 'pepə/
交互同化	又叫双重同化，指前音与后音相互影响形成第三个音。	meet you /mi:t ju:/ → /mi:tʃu:/ would you /wʊd ju:/ → /wʊdʒu:/
清浊同化	浊辅音变清或清辅音变浊。	news /nju:z/ → newspaper /'nju:spetpə/ dog /dɒg/ + s /s/ → dogs /dɒgz/
完全同化	同化音和被同化音变得完全相同。	in Mexico /ɪn 'meksɪkəʊ/ → /ɪm 'meksɪkəʊ/ speed boat /spi:d bəʊt/ → /spi:b bəʊt/
部分同化	发音部位一致，但发音方法并不完全相同。	in bed /ɪn bed/ → /ɪm bed/ green park /ɡri:n pɑ:k/ → /ɡri:m pɑ:k/

以下是一些常见的语音同化规则：

1. /t/ changes to /p/ before /m/, /b/, or /p/: best man, put back, test paper
2. /d/ changes to /b/ before /m/, /b/, or /p/: good morning, good boy, gold plate
3. /n/ changes to /m/ before /m/, /b/, or /p/: on Monday, in Britain, pen pal
4. /t/ changes to /k/ before /k/ or /g/: short cut, fat girl
5. /d/ changes to /g/ before /k/ or /g/: hard copy, good girl
6. /n/ changes to /ŋ/ before /k/ or /g/: tin can, golden gate
7. /s/ changes to /ʃ/ before /ʃ/ or /j/: dress shop, nice yacht



8. /z/ changes to /ʒ/ before /ʃ/ or /j/: these sheep, Where's yours

9. /θ/ changes to /s/ before /s/: fourth season, earth science

活动1要求学生通过听录音和模仿朗读所列词汇,体会和感知一个词或短语中的语音同化现象,掌握正确的发音,了解音变规律。活动2让学生听句子,关注自然语流中产生的语音同化现象,随后通过与同伴交流讨论,巩固对语音同化现象的认识,并能自觉地实践或运用,使口语表达更加流畅、自然。

## 教学建议

### 1. 识别语音同化现象

(1) 教师播放活动1的录音,让学生边听边关注黑体字母的发音变化。

(2) 教师组织学生两人一组开展活动:教师播放录音,小组中一人跟读活动1中的单词和短语,另一人认真比对录音与同伴的读音,若存在差异,则指出同伴的读音问题。然后两人交换角色,再听一遍录音,完成相同任务。

**教学提示:**虽然语音同化是英语口语中一种普遍现象,但是由于语音同化的形式和规律较为复杂,这个活动只要求学生通过听录音体会一个词或短语在语流中的语音同化现象,能模仿正确发音,了解基本音变规律即可。

### 2. 模仿跟读

(1) 教师引导学生理解活动2的要求。听录音前,教师提出问题供学生思考:“Are the consonants in bold pronounced the same in a word as in a sentence?”。

(2) 教师播放第一遍录音,学生跟读活动2中的句子,体验黑体字母在句中的发音。

(3) 教师播放第二遍录音,学生再次跟读句子,然后与同伴讨论黑体辅音字母在单词中的发音与在句子中的发音有哪些不同,描述语流中的语音同化现象。

(4) 教师请不同学生朗读活动2的六个句子并汇报关于语音同化现象的讨论结果。教师补充、修正学生的结论,适当加以解释,并将这几句话中的同化发音写在黑板上或通过课件呈现给学生。比如:

- Did you /dɪd ju:/ → /dɪdʒu:/
- on becoming /ɒn bɪ'kʌmɪŋ/ → /ɒm bɪ'kʌmɪŋ/
- those shoes /ðəʊz ʃu:z/ → /ðəʊʒu:z/
- that you /ðæt ju:/ → /ðætʃu:/
- win prizes /wɪn 'praɪzɪz/ → /wɪm 'praɪzɪz/
- In Mexico /ɪn 'meksɪkəʊ/ → /ɪm 'meksɪkəʊ/

教师示范领读这些受同化影响的词语,学生模仿跟读。

(5) 教师再次播放录音,让学生模仿跟读活动2中的句子,尽量保持语流自然流畅。



### 内容分析

**活动主题：**该板块的活动主题是“探究节日与庆典的缘由”(Discover the reasons for festivals and celebrations)，是前面听说板块主题内容的延续，从展示几个不同节日的场景过渡到探讨人们为何欢庆节日，对世界各地的人们庆祝节日的现象追根溯源，进而谈论节日的传承与发展变化，目的在于启发学生的深层思考，体会节日文化的内在实质，感悟世界各国人民共同的精神追求和美好愿望。

**文本分析：**阅读篇章是典型的论说文，以“我们为何庆祝节日”作为文章标题。该语篇的文本结构清晰，共有五个段落，每一段句首都有中心句。五个段落的大意分别是：(1) 节日是全世界普遍存在的文化现象。(2) 收获的节日几乎存在于每一种文化之中。(3) 节日传统习俗会随着时间的变化而变化。(4) 节日正变得越来越商业化。(5) 节日是全世界人们社会生活中重要的组成部分。

文本中每一段的字里行间都隐含了对“我们为何庆祝节日”这一问题的阐释，需要读者仔细揣摩、提炼和推理：(1) 世界各地的人们庆祝不同节日，是由于这些节日起源于季节、宗教、历史人物、重大事件等。(2) 不同文化背景的人们都会庆祝收获的节日，因为他们乐于分享丰收的喜悦，对大自然的馈赠表达感恩，同时此节日也为家庭欢聚创造了机会。(3) 尽管有些节日习俗会随着时间的消亡，但是人们也会赋予节日新的习俗和意义，使之得以延续。(4) 商业化的节日氛围能促进消费、繁荣经济，也或多或少为人们营造了一些幸福感，同时增强人们对节日的渴望。(5) 尽管不同民族拥有不同的节日，但它们体现了人们共同的精神追求和美好愿望，因此，庆祝节日成为人们社会生活中重要的部分。

在世界各地，尽管人们欢庆的节日名称和庆祝形式不尽相同，但其实质往往很相似。这些节日之所以能够在人类的历史长河中得以延续和传承，源于它们深厚的文化内涵，因为节日凝聚了人类最为质朴和真挚的情感，寄托了人们最美好的愿望和情怀。从内容语言表达上看，该语篇围绕各种各样的节日现象及其本质，阐述其相似的方面也远大于不同的方面。

**活动设计：**该板块共有五个活动，分为阅读前（活动1）、阅读中（活动2和活动3）和阅读后（活动4和活动5）三个部分。活动1提出了两个问题供学生读前思考和讨论，要求学生交流与分享和家人共度节日的情况，同时针对人们为何要庆祝不同节日发表自己的看法。活动2要求学生阅读课文，回答文章标题所提出的问题——我们为何要庆祝节日？因此，学生需要仔细地研读文本内容，从节日产生的历史根源、节日习俗的发展变化以及人们的心理需求等多维度来思考和分析问题，才能给出较为全面而准确的回答。活动3要求学生找到各段落的主题句。寻找段落主题句是该板块重点训练的阅读策略。活动4的三个讨论问题都具有一定的开放性，旨在培养学生的批判性思维。第一题要求学生基于对文本内容的理解，结合自己的背景知识和生活体验，通过对比分析世界上各种节日的由来、庆祝活动、风俗习惯和人文内涵，透过现象看本质，针对节日文化的共通之处总结出自己的结论。第二题则要求学生超越文本本身，联系生活实际，针对已消亡的节日习俗表达自己的态度。对于不了解旧时节日习俗的学生而言，这



一问题的设置还带有鼓励他们自主探究节日文化的目的和意义。第三题要求学生透过字里行间的信息分析作者对于节日商业化现象的看法，学生不仅需要作出推断，还应充分说明作者的思维逻辑。活动5是读后的词汇练习，主要帮助学生巩固阅读文本中的新词汇，总结文章大意。

**教学重点：**引导学生结合文本特点快速而准确地找到主题句；指导学生正确理解和掌握阅读文本中的新词汇；引导学生了解不同国家、不同民族的节日文化，梳理、分析和提炼节日的精神内涵，理解世界各国人民共同的情感和精神追求。

**教学建议**

**1. 读前活动**

(1) 讨论与家人共度的节日。学生分组讨论活动1中的问题 “What festivals do you celebrate with your family each year? Why do you think people celebrate different festivals?”. 学生讨论时，教师可提供以下图表让学生做简要记录。小组讨论完毕，教师先请一组代表分享讨论结果，再请其他小组代表补充前面未谈及的节日以及庆祝缘由。

Names of the festivals	Reasons for celebrating the festivals

(2) 观察课文插图。学生先浏览文中的两幅插图，教师提出问题让学生思考：“What festivals are the two pictures about? How do you know?”. 学生根据两幅图片中所呈现的情境、物品和文字等说出节日的英文名称以及判断的依据。

(3) 预测课文要点。学生根据文章标题以及文中插图推测本文作者可能会谈及的要点，教师可请个别学生发表自己的见解，并将所提及的要点列在黑板上。

**2. 读中活动**

(1) 核实预测。学生带着 “Why do we celebrate festivals?” 这一问题阅读课文，教师可呈现以下句式供学生读后填写：

- People all over the world celebrate different festivals because:
- they would like to \_\_\_\_\_.
  - festivals \_\_\_\_\_.

学生填写完毕，师生核对答案，同时核实之前的预测是否准确。

(2) 分析人们庆祝节日的原因。学生再次阅读课文，教师引导他们从文中找出所有与欢庆节



日相关的理由和影响因素。教师可用以下问题引导学生的阅读：

Now we have already found the main reasons why people celebrate festivals. However, there are five paragraphs in this text and each paragraph includes some information that could answer the question: Why do we celebrate festivals? Now please read the text again and find out all the influencing factors that encourage people to celebrate festivals. Here are some questions for you to think about:

1. Why do people celebrate the harvest festivals?
2. What role do customs and traditions play in festivals? Do you think they are also the reasons for celebrating festivals? Why?
3. Why did the writer mention the commercialisation of festivals? How is it influencing people's way of celebrating festivals?
4. What are some other reasons for celebrating festivals?

参考答案：

1. People celebrate the harvest festivals to express their gratitude to nature.
2. Customs and traditions are very important and they are also the reasons for celebrating festivals. People follow customs and sometimes even establish new traditions to celebrate the festivals.
3. The commercialisation of festivals can influence people's decisions to spend more money on festivals, which can be considered as an encouragement to celebrate festivals.
4. The other reasons for celebrating festivals can include people's religious beliefs, personal interests, or hobbies, etc.

**教学提示：**课文围绕 “Why do we celebrate festivals?” 这个问题展开，虽然首段和尾段都能直接找到问题答案，但作者对这个问题的阐释还隐含在每一段的字里行间，因此教师需要把握文章特点，提出一些启发性的问题，鼓励学生仔细揣摩和解读课文细节，尤其是这些细节与主题意义之间的逻辑联系，从而培养学生的深层思维能力。

(3) 寻找段落主题句。学生阅读活动3右边方框中的阅读策略，教师可通过以下两个问题检测学生对策略的理解是否准确到位：

- Do you know how to identify the main idea of each paragraph?
- Where can we usually find the “topic sentence”?

学生再次阅读课文，独立完成活动3。师生核对答案。核对答案时，学生应读出完整的主  
题句。

(4) 探讨人们庆祝节日的根源。学生围绕活动4的第一个问题展开小组讨论，教师可通过一系列问题来启发学生思考并表达自己的见解，例如：

When we talk about festivals, we may think of many different kinds of festivals around the world. Their names, origins, celebration activities can be quite different. However, since festivals exist in every country and culture, there must be some similarities. What are they? Please discuss these questions with your partner and share your ideas:

- What do you think most festivals seem to have in common? Can you give some examples to illustrate your opinion?
- What do you think are the most important things in most festivals?



- Why do you think people around the world find these things important? Do they have something to do with the human history / social life / people's spiritual needs?

学生讨论结束后，教师可请不同小组的代表发表看法，其他小组认真听并记录相关要点。

(5) 探讨节日习俗的变化。教师先提出问题 “What festival customs have already faded away?”, 激发学生的 “头脑风暴”，让他们说出逐渐退出现代生活的节日及其传统习俗，教师将学生表达的内容写在黑板上，然后出示以下表格，让学生四人一组展开讨论，完成表格。

Festivals	Customs that have already faded away	Reasons why they have disappeared	Your feelings

讨论结束后，教师可请不同小组汇报。学生汇报时，教师可用课件或板书呈现一些表达用语供学生参考使用，例如：

- People in ... used to ... during ..., but now ...
- Nowadays people no longer ...
- I think it is because ...
- People have given up the custom of ... in order to ...
- As for the custom of ..., I ...
- I think I would love to ...

**教学提示：**教师通过提问激发学生的 “头脑风暴”，主要是为了给后续的小组讨论作铺垫。该步骤不仅能够为学生提供思路，激活学生的联想，使他们有话可说，还能促进小组活动顺利开展。若学生的背景知识储备不足，在课堂上开展讨论有困难，教师也可将表格布置为课后任务，让学生自主查找资料完成。

(6) 对节日商业化现象发表看法。学生分小组讨论活动4的第三个问题。讨论前，教师要提醒学生从课文中找到相关的语句，并通过分析作者的措辞才能得出结论。另外，教师还可让学生针对节日商业化现象表达自己的真实感受和观点。

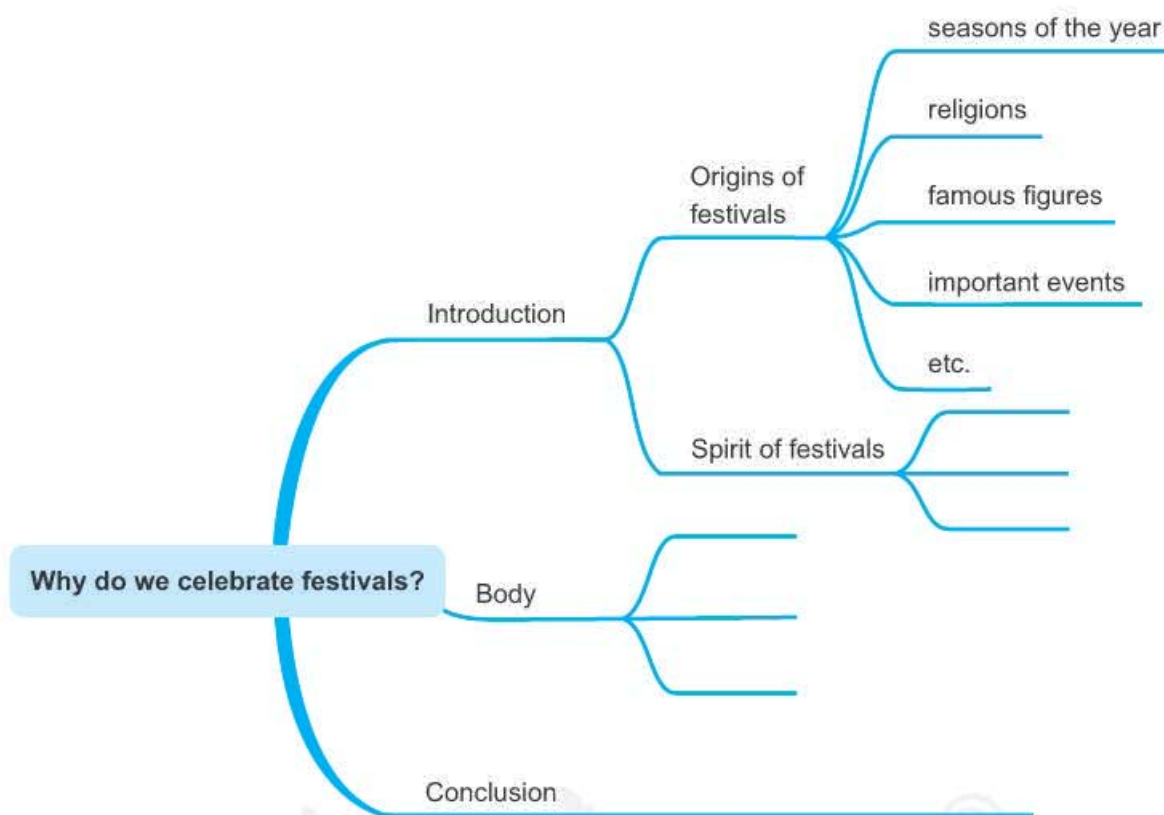
**教学提示：**节日商业化的现象在社会生活中已普遍存在，而青少年已成为节日商业化潮流的主要消费群体之一。教师应把握好这个教育契机，对学生的节日消费观进行正确的引导，主张量力而行，抵制奢靡浪费或相互攀比之风。



此外，教师也可以分享自己对此问题的看法，例如：

- During each Spring Festival, the happiest moment for my parents is when all the children and grandchildren come back home, chatting and preparing the big family dinner together. These years, we often have our family dinner in restaurants. However, the splendid dishes in a restaurant do not bring so many joyful and sweet memories to all the family members.
- On Mother's Day, my child's special gift hand-made with love and care is always my favourite. So you see, sometimes the best gifts don't cost much.

(7) 分析语篇结构，制作思维导图。学生两人一组展开讨论，以绘制思维导图的方式对语篇进行结构化分析，展示该论说文的篇章结构特点及其逻辑层次。教师可呈现以下示意图供学生参考使用：



(8) 解析难句，赏析语言。学生再次阅读课文，从语篇中找出觉得难以理解的句子或表达句式。教师也可以让学生从语篇中找出一些精妙的句式和表达，鼓励他们在写作中运用。教师根据学生的反馈将一些典型的句子写在黑板上，可先请理解能力较强的学生解析，教师再适当补充。如：

- a wide range of origins (= a great number of different origins, many kinds of origins)
- It featured a parade and a great feast with music, dancing, and sports. (= A parade and a great feast with music, dancing, and sports were included as important parts of the Egyptian harvest festival.)
- ... some traditions may fade away and others may be established ... (= Some traditions may disappear gradually, while other new traditions may come into being.)



**教学提示：**在阅读教学中，教师除了需要处理文本信息，也不可忽视语言知识的学习，特别是语篇中的复杂句式和用法较为特殊的词汇，教师应在课堂上适当解析，让学生结合语境正确理解这些语言点。

### 3. 读后活动

(1) 教师播放课文录音，学生边听边跟读。教师可提示学生注意黑体词在语境中的意义和用法，为完成活动5的语篇填空和练习册中的词汇练习作准备。

(2) 学生独立完成活动5的语篇填空。教师需提醒学生用课文中所学词汇的正确形式填空。学生先与同伴交流答案，然后师生核对答案。

### 拓展活动

教师创设情境：假设学生被邀请参加中外青少年文化交流活动，他们需分组展示自己感兴趣的节日。各小组成员需要先选择一个大家都感兴趣的中国节日或外国节日，然后搜集和整理与该节日相关的资料，讨论并决定需要介绍和演示的内容，其中应包括：节日的由来、相关习俗的历史变迁、商业社会对节日的影响以及节日的内涵与本质意义。

## Discovering Useful Structures

### 内容分析

**活动主题：**该板块的活动主题为“描述节日活动”(Describe festival activities)。丰富的节日活动往往会带给人们深刻的印象和不同的感受，无论是在口头表达还是书面表达中，人们对节日活动的描述都与亲历者的情绪交融在一起，而常用来表达人物情绪和感受的典型结构之一便是用作定语或表语的动词-ing形式，这也是本单元要学习的核心结构。单元主题语境与语言结构的契合能够确保语言使用的真实性和合理性，使学生充分感受和理解目标结构，并能自如地使用所学结构进行表达。

**目标结构：**本单元主要学习动词-ing形式作定语和表语的用法，其作用相当于形容词。当动词-ing形式用作定语时，放在名词之前的叫作前置定语，放在名词之后的叫作后置定语。常见的作前置定语的动词-ing形式有：amusing、interesting、worrying、shocking、disappointing、boring、surprising、exciting、terrifying、frightening、tiring、annoying等。另外，这些词也可放在系动词之后作表语。

**活动设计：**该板块共有三个活动，分为三个层次。活动1是对作定语和表语的动词-ing形式的呈现和回顾，关注其形式及其特征。学生需要寻找听力和阅读文本中用作定语和表语的动词-ing形式，归纳总结其语用功能。活动2训练学生观察、判断和理解真实语境中作定语和表语的动词-ing形式，既关注语言形式，又关注其意义。教材呈现了网络上一个探讨不同节日的主题帖子。网络帖子是互联网时代人们用来发表意见的常用文本形式，同时它也是互联网社交的典型表现。该活动让学生有意识地关注跟帖中人们如何使用动词-ing形式描述节日的所见所闻、各



种庆祝活动以及节日感受，这不仅能深化学生对目标结构的理解，同时也为他们在生活中运用语言提供了参照范本。活动3让学生在具体语境中运用目标结构，实现语境、语篇和语义的高度结合。该活动提供了新的文段，描述了西班牙布尼奥尔镇举行的节日庆祝活动——番茄大战（La Tomatina）。学生要在理解文段内容的基础上，根据上下文语境和表达逻辑，使用正确的动词-ing形式描述这一独特的节日庆典。

该板块中的文本内容都与节日主题紧密相关，而且蕴含丰富的文化信息。外语学习从来都不是孤立地学习一些词汇和语法结构，语言学习的过程必然还包含文化的学习，这些文化体验能让学生学会换位思考，还有助于他们养成开阔的心胸，对不同民族的文化习性保持尊重和理解。比如，“番茄大战”这一节日与中华民族一向提倡的勤俭节约、和睦相处的观念存在一定冲突；然而，这一节日活动之所以能吸引世界各地的人们参与，源于其符合人性的一面：人们在“混战”中尽情放松压抑的心情，重新找到童年的感觉。由于“番茄大战”有自己的规则，一般情况下并不会造成伤害。大战之后，市民和志愿者还会参与打扫街道。所以，无论对这一节日是否认同，教师都可依托文本鼓励学生交流对该节日的看法，一方面让学生灵活使用所学结构，另一方面也让学生在观点碰撞中提高辩证思维的能力。

另外，本单元的练习册部分还设置了不少综合语言训练活动，主要帮助学生区分动词-ing形式和过去分词用作定语和表语的不同。

**教学重点：**引导学生结合真实语境理解动词-ing形式作定语和表语的功能和意义；指导他们正确运用该结构描述不同的节日活动和个人感受。

### 教学建议

1. 理解语法结构的语意功能。学生朗读活动1中的三个句子，教师组织学生逐句讨论斜体的动词-ing形式在句中的意思和语法功能，归纳总结动词-ing形式作定语和表语的使用规律。

- 第一句：动词-ing形式作表语，它通常位于系动词后面，用以说明主语“是什么”或“怎么样”；
- 第二句：动词-ing形式作定语，它通常用来修饰、限定、说明名词或代词的品质与特征，用于名词前的称为前置定语，用于名词后的称为后置定语；
- 第三句：动词-ing形式作后置定语，用于修饰前面的名词。

2. 发现和分析结构功能。学生两人一组合作，从本单元学过的内容中找出包含动词-ing形式用作定语和表语的句子。任务完成后，教师请几个学生读出句子并解释动词-ing形式在句中的成分和意义，教师作必要的补充。然后，教师可用课件呈现更多包含动词-ing形式用作定语和表语的句子，请学生一起分析它们在句中的功能。如：

- I think the Rio Carnival would be the most exciting. (表语)
- It'll be too tiring to walk or dance for a long time in those shoes. (表语)
- Another example is Halloween, which slowly became an exciting festival for children, in spite of its religious origins. (定语)
- The first week was a little confusing. (表语)



**教学提示：**学生在寻找包含动词-ing形式作定语或表语的句子时，可能会把所有包含动词-ing形式的句子都找出来，教师要注意引导学生区分和理解其中的不同用法。文中有些动词-ing形式是动词的进行时，即谓语的一部分；有些则是用作主语、宾语、状语等。教师可告诉学生，这些用法将在后续单元学习，本单元侧重学习动词-ing形式在句中作定语和表语的用法。

3. 了解网络跟帖的主题内容。学生浏览活动2的网络论坛跟帖，教师提出问题，引导学生关注网络跟帖的主题、文本特征以及每个跟帖评论的核心内容。

- What are they discussing in the forum? (Which festival is the best?)
- How are the messages arranged? (By time and date.)
- What festivals are mentioned in the discussion? (Rio Carnival, the Spring Festival, Thanksgiving Day, and Christmas.)

4. 识别核心结构及意义。学生仔细阅读网络跟帖，找出用作定语或表语的动词-ing形式并在下面画线，然后与同伴相互核查。教师请不同学生朗读每个帖子的内容，并说出其中的动词-ing形式是用作定语还是表语。其他学生可提供帮助或作出评价，教师应确保每个学生理解正确的答案。

5. 理解短文大意。学生看图片，快速浏览活动3的短文，理解文段大意，教师提出问题启发学生思考：

- Where are those people?
- What are they doing?
- Why are they so excited?

6. 完成短文填空。学生独立完成活动3的短文填空，然后全班讨论并核对答案。

7. 探讨对节日的看法。教师提出问题“Do you like *La Tomatina*? Why or why not?”供学生分组讨论，鼓励学生发表自己的看法。然后，各小组代表汇报讨论结果，教师给予反馈和评价。

**教学提示：**由于西班牙文化及其民族性格与中国不同，关于“番茄大战”这一节日，学生的观点和态度可能会产生分歧。讨论所带来的观点碰撞会让学生了解到别人的思维方式和关注点，这也有助于学生逐渐学会理解和尊重不同的文化。

8. 巩固语法训练。若时间允许，教师可要求学生完成练习册第62页和第63页的语法活动，进一步巩固学生对本单元核心语法结构的理解，学会灵活运用该结构。

## Listening and Talking

### 内容分析

**活动主题：**该板块的活动主题是“谈论节日经历”(Talk about festival experiences)，这也是日常交际中人们经常会谈论的话题。节日特色食品是节日文化中必不可少的一部分，因此，该部



分的听说活动还为节日饮食文化提供了探讨和比较的空间。在示范对话中，中国学生 Song Lin 谈到了节假日常常是人们走亲访友、联络感情、深化人际交往的好时机。然而，随着时代的发展和生活方式的加快，年轻人和父辈对待节假日的态度已经开始发生变化。现实生活中，节假日的团聚也会带来不便、困扰和矛盾，这些问题同样值得学生交流和探讨。这种带有现实意义的话题讨论，不仅能锻炼学生的口头表达能力，还有利于引导学生全面地看待问题，提高他们分析问题和解决问题的能力。

**文本分析：**听力文本展现了中国学生 Song Lin 询问加拿大朋友 Max 回家过圣诞节的对话。通过听这个对话，学生可能会发现，虽然在节日起源和庆祝形式上有很多不同，但西方的圣诞节与我国的春节仍然颇为相似，比如：与亲友团聚，把家里装扮一番，吃一顿丰盛的家庭晚宴，与亲朋好友聊聊天，互相送礼物等。该板块的口语示范对话还呈现了 Song Lin 与朋友 Joe 谈论在中国过新年的经历，既讲述了假期中令人欢喜的部分，也提及了偶发的令人感到乏味和不快的事情。对话中除了表达喜悦、兴奋、乏味和厌烦等情绪的功能句式以外，还包含如何回应他人的交际用语，渗透了对学生交际能力和情商的培养。

**活动设计：**该板块共有四个活动。活动1介绍了听力文本中的对话语境，而呈现的食物图片和所列问题既可用作听前预测，又能考查学生对听力内容的理解。活动2主要让学生在听的过程中关注表达高兴或兴奋情绪的句式，其中包括本单元目标语言结构——动词-ing形式用作定语或表语。活动3呈现了另一段关于度假的对话，要求学生从中找出表达情绪的功能句式。这一对话文本既可作为示范对话供基础薄弱的学生进行角色扮演，又可供表达欲望较强的学生在此基础上灵活创编对话，表达自己最真切的感受。活动2和活动3所提供的情绪表达句式都是为后续的活动4作铺垫。活动4布置了口头表达任务，让学生分享最近的过节经历。该话题贴近学生生活，每个学生都有足够的经验可以分享，不同学生之间还存在“信息差”，这也使得该口语活动具有真实交际的性质。无论是节日还是度假经历，它既可能是愉快的，也可能是乏味无趣的，甚至是二者皆有。只有充分考虑了生活实际和语言表达需求，才能保证每个学生在口语活动中有话可说、有话能说。

**教学重点：**引导学生根据图片和所列问题预测对话内容，准确获取对话中的细节信息；组织学生围绕个人节日经历展开交流，并在交谈中合理运用表达情感的句式。

## 教学建议

### 1. 学习节日食物的名称

(1) 教师通过课件展示本地春节的典型食物和西方圣诞节典型食物的图片，让学生认识图片中的食物及其英文名称。

**教学提示：**利用鲜活的图片来展示不同的节日食物，能够调动学生的视觉参与，加深词汇记忆，提高学生词汇学习的效率。另外，列举中西方两个典型节日的典型食物，一方面是为了让学生深入了解节日文化的生活细节，理解中西方文化差异；另一方面是为了帮助学生扩充与节日食物相关的词汇，使他们在日常交际中能够自如地谈论相关话题，尤其是能使用英



语描述我国的特色节日食物。因此，教师可列出一些有代表性的中国节日食物名称供学生自主学习记忆，如：年糕 glutinous rice cake、莲藕糯米圆子 sticky rice balls with meat and lotus root、清蒸鱼 steamed fish、春卷 spring rolls 等。

(2) 学生浏览活动1中的五个问题，教师提问“Can you predict what festival Song Lin and Max are going to talk about? How do you know?”，然后请两个学生发表自己的看法。

## 2. 听力理解

(1) 教师播放第一遍录音，让学生验证前面的猜测，并回答活动1的第一小题。

(2) 播放第二遍录音前，教师引导学生分析活动1的后四个问题，提醒学生在听录音时记录关键信息。如：

- What did Max do during the festival? → Pay attention to the activities.
- What dishes did Max's mother cook? → Pay attention to the food names or dishes.
- What did Max and his family do during and after the dinner? → Pay attention to key words like “during/after the dinner”.
- What was the best part of the festival? → Pay attention to expressions like “... like ... best” or “My favourite ...”.

(3) 播放第三遍录音，学生先在小组内核对答案，然后全班核对答案。必要时，教师可重复播放包含上述信息的句子，让学生准确获取听力文本的信息。

(4) 学生先朗读活动2中表达各种情绪的句式，教师再次播放录音，学生勾选 Song Lin 和 Max 在对话中使用的功能句式。全班核对答案。核对答案时，教师可提问“How does Max/Song Lin feel?”。

## 3. 口语表达

(1) 学生两人一组分角色朗读活动3的对话，然后找出说话人表达情绪的功能句式，并在句子下方画线。教师引导学生归纳表达情绪的功能句式，并板书到黑板上。

**教学提示：**教师要提醒学生注意动词-ing形式与过去分词在表达情绪方面的不同用法：动词-ing形式主要用于描述事物具有让人产生某种情绪的性质或特征；过去分词通常用于说明人（对事物）的情绪和感受。

(2) 教师提出几个问题，选择两三个学生开展对话：

- What is the recent festival you have had?
- How did you celebrate it?
- How do you feel about the festival? Why?

或者教师也可以分享自己最近的节日经历，尽可能在描述中使用表达情绪和感受的句式，如：

The Spring Festival is the recent festival I spent with my parents. It is great to have some time with them every year. So when the exciting winter vacation began, I quickly went to them by train. I was



really happy to spend a whole week with my parents shopping in supermarkets, buying fish and meat, fruit and vegetables, all kinds of nuts and snacks. It was fantastic! They prepared a lot for the Spring Festival. The delicious food is always good, but putting on weight is always annoying!

(3) 学生两人一组谈论各自最近一次过节的经历,描述过节的感受以及产生这些感受的原因。学生讨论完毕,教师可请几个小组展示对话,与全班学生分享节日感受。

**教学提示:**在小组自由谈论节日经历之前,教师先与几个学生开展对话,目的是给全班提供活动示范,这样不仅能够营造真实、自然的语境,让学生感受功能句式在语境中的运用,更重要的是能让学生学会结合自身的体验和经历进行自主表达。无论是师生开展示范对话,还是教师分享自己的节日感受,在一定程度上都能降低学生对口头表达任务的焦虑。

## Reading for Writing

### 内容分析

**活动主题:**该板块的活动主题是“写你的节日经历”(Write about your festival experience)。从活动标题可知,该板块延续了前一板块的话题,但语言输出形式的要求有所不同。听说板块(Listening and Talking)要求学生就各自的过节经历进行口头交流,写作板块的最终目的是要将交流的内容转化为文字,完成一篇有关节日经历的文章。一般来说,人们大多会在日记、博客日志或旅游攻略中介绍自己独特的节日经历,因此该板块选取了一篇关于“那达慕大会”的日记供学生阅读和模仿写作。通过阅读和学习这篇日记,学生不仅能够了解我国蒙古族“那达慕大会”这一传统节日,还能从文中感受到蒙古族人民的性格特色、娱乐精神及其浓厚的文化氛围,这也有助于培养学生的文化意识,让学生学会欣赏和珍惜多姿多彩的民族文化。

**文本分析:**日记描述了作者在内蒙古自治区与朋友共度“那达慕大会”的经历。文章结构清晰,开篇段落介绍了“那达慕大会”的主题和整体感受,然后重点叙述了节日欢庆仪式前的场景、摔跤比赛和赛马比赛,最后对这一节日的经历予以总结。文本还自然融入了本单元的目标语言结构——动词-ing形式,其中不仅包括作定语和表语的用法,还包括作主语、宾语补足语等的用法。日记文体属于记叙文性质的应用文。写英文日记需要特别注意以下几点:1. 日记要以第一人称写。2. 日记中所记叙的事情常发生在过去,所以常用过去时态。如果是描写景色、再现对话引语、议论某事或畅想未来等,可以使用现在时或将来时。3. 日记一般按照时间顺序或事情发展的经过来写。4. 除了叙事以外,日记中大多还包含作者的心理活动、情绪、感受等。

**活动设计:**该板块共有四个活动。活动1主要检测学生对文本内容的理解,了解文本中与“那达慕大会”相关的基本信息。活动2的两个步骤分别让学生关注日记的开篇句以及表达情感的句式,目的是引导学生在写作中模仿运用。活动3展示了写作流程,布置了写作任务,提供了框架支持和写作标准。在这个活动中,学生需要将之前讨论的内容进行整理,列入写作提纲,灵活运用所学语言,完成初稿撰写;然后与同伴互相批改,修改定稿。活动4则是作品展示环节,学生和教师可因地制宜选择适当的展示方式。



从内容的整体规划和编排逻辑上看,该板块充分体现了阅读和写作技能的有机结合。该板块的阅读篇章与后续的写作任务紧密关联,而且阅读文本本身就是一篇结构清晰、语言和文化信息丰富的范文。该板块的活动是按照理解文本内容、分析文本结构、完成初稿写作、互相批改和评价、修改完稿的顺序来编排的,体现了从可理解性语言输入到可理解性语言输出的过程,同时也为教师的日常写作教学提供了完整的流程参考。

**教学重点:**引导学生写一篇记叙文,介绍自己的一次节日经历;引导学生写出信息完整、语言简洁的开篇句;启发学生在写作中自觉运用本单元的重点语言结构。

## 教学建议

### 1. 文本理解

(1) 学生快速阅读日记,回答活动1的前两个问题。

(2) 学生带着活动1的后两个问题再次仔细阅读日记。读完日记后,学生分组交流各自的看法,然后教师请部分学生回答问题。

### 2. 文本结构与语言分析

(1) 教师提出问题,引导学生分析这篇日记的篇章结构,思考如何描述节日经历。

- What should be included in the opening/body/closing paragraph(s)?
- How did the writer arrange his/her ideas?
- What kind of interesting details did the writer describe?
- How did the writer describe his/her feelings/emotions during the event?

**教学提示:**教师可让学生逐段阅读日记及右侧的篇章结构分析指导,帮助他们理解作者如何开篇、如何围绕主题层层深入地叙述和如何结尾。这篇日记分为五个自然段。首段介绍“那达慕大会”的主题和作者的整体感受,第二、第三、第四段分别描写“那达慕”的节日习俗与开幕仪式、蒙古式摔跤和赛马活动的细节,尾段简要小结作者的节日感受和对故地重游的期待。每段都有各自的作用,内容饱满紧凑,结构清晰明了。

(2) 学生阅读并比较活动2中的三个句式,尝试用这三个句式改写日记的首段,完成后与同伴交换修改,然后请几位学生挑选自己最满意的句子与全班分享。如:

- This was my first time spending three days experiencing the Naadam Festival in China's Inner Mongolia Autonomous Region and it was an enjoyable and exciting experience.
- I'll never forget my experience at the Naadam Festival because it was my first time to watch the exciting Mongolian games of horse racing, wrestling, and archery so closely.
- I'll always remember my first experience at the Naadam Festival in China's Inner Mongolia Autonomous Region because it was so amazing to spend three days witnessing a grand Mongolian ceremony.



**教学提示：**教师通过这个活动可以告诉学生，描述人或事物可以有多种手法；开篇句也可以有多种写法。教师应鼓励学生平时多阅读、观察、积累并尝试写作，形成自己独特的写作风格。

(3) 让学生再次阅读日记，从文中找出表达感情和情绪的语句，尤其是带有动词-ing形式和过去分词的句子，并说出这些语句所表达的情感。如：

- ... horse racing, wrestling, and archery, which are all so *exciting* to watch.
- some *amazing* performances
- I was *surprised* to see ...
- I was a little *worried* about ...
- feeling really *tired*

其他表达情绪的语句：

- I *absolutely* enjoyed the archery, too, but the horse races were my *favourite* part.
- I'm finally back home now, feeling really tired, but celebrating Naadam with my friend *was totally worth it*.
- He invited me back for the winter to stay in a traditional Mongolian tent and eat hot pot. *I can't wait!*

**教学提示：**除了使用动词-ing形式和过去分词以外，作者还使用了其他词汇和句式来表达自己的情绪和感受，这些表达传神且具有感染力。教师应引导学生赏析这些语句，还可要求他们记忆，鼓励他们合理地运用到写作实践中。

### 3. 完成写作

(1) 写作准备。学生回顾最近的节日经历，以短语形式列出所有与该节日相关的活动、事件及感受。

(2) 拟提纲。学生回顾活动2的语篇分析方法，在活动3的提纲样表中填写节日或庆典的名称、内容细节、情绪感受，拟出日记的写作提纲。

(3) 写出初稿。学生拟定一个能体现文章主题的标题，然后根据提纲写出介绍文章主题和整体感受的开篇句、内容丰富的主体段落以及小结节日经历的结尾，完成初稿。

**教学提示：**教师要提醒学生，写作应包括开篇、发展、结尾三部分，文章中应叙述丰富的情感体验。我们可能既有愉快的体验，也有不太愉快的感受，文中应该包含这些真实情感的表达，这样才能唤起读者的共鸣。另外，教师还要提醒学生不能把节日经历写成流水账，一定要围绕主题进行写作，人或事物的描写要突出重点、详略得当，情绪和感受的表达要细致传神、准确独到。

(4) 同伴互评。学生两人一组交换初稿，根据活动3提供的六个要点进行互评，并写出修改建议。学生根据同伴的反馈进一步修改文章。

(5) 写作分享。学生完成文章修改后，可小组分享和讨论，并推荐出优秀作文在课堂上展示



或朗读分享。教师对学生的作品给予点评，指出优点及修改建议。另外，教师也可将优秀作文张贴在教室里供大家赏析。

## Assessing Your Progress

### 内容分析

该板块的活动1是为了检测学生对该单元重点词汇的掌握情况；活动2旨在考查动词-ing形式和过去分词用作定语和表语时在意义和用法上的差异。Reflecting部分设置了一些问题，目的是让学生回顾和总结本单元所学内容，这样既可以帮助他们了解自己的兴趣点和学习困难，又便于他们有针对性地解决问题，改善学习方式，提高学习能力。

该板块的项目活动有两个供选择的主题，分别是“展示一个中国少数民族节日”(Give a presentation about a minority festival in China)和“制作一份节日食谱海报”(Make a poster about festival food recipes)。在我国，除了共同的重要节日外，因历史、地域、人文等因素，流传下来的民族节日也非常丰富，这些节日往往拥有悠久的历史 and 独特的风俗。因此，教师应鼓励学生去探究和了解少数民族的节日，让他们学会用英语表达，这样不仅可以提高学生的信息处理能力和语言表达能力，还能让他们增长知识，开阔眼界，增强爱国热情。无论是制作节日食谱还是动手学做节日特色食品，都是既有趣味性又有实用性的活动。让学生在语言实践活动中学习和掌握生活技能、享受生活乐趣，也是该主题项目活动的意义所在。

### 教学建议

#### 1. 语言知识检测

(1) 学生先独立完成活动1的词汇填空练习，再与同伴核对答案，教师组织全班核对答案。核对答案时，教师可要求学生朗读全句，并将句子翻译成中文。教师还可从活动1中选择一些语言优美或简洁实用的词块、句子，让学生课后记忆，以备将来写作时使用。例如：

- the most significant sign of the arrival of spring 春天来临的最显著讯号
- have fancy dress parties 举办化装舞会
- form the biggest marching group 组成最大的行进方阵
- attract a lot of interest from the media 吸引了媒体的大量关注
- Red represents life, wealth, and good luck in Chinese culture. 红色在中国文化中代表生命、财富和幸运。
- the newly married couple 这对新婚夫妇
- letters of congratulations 贺信
- the best man at a wedding 婚礼伴郎
- the Double Ninth Festival 重阳节
- It is a day for people in China to show respect to seniors. 它是中国人的敬老日。
- To be frank, this roast chicken tastes horrible. 说实话，这只烤鸡的味道真差。



(2) 学生独立完成活动2的语法练习，并与同伴核对答案。教师可引导学生说出动词-ing形式和过去分词用作定语和表语时在意义和用法上的不同，然后让学生朗读这五个句子。

## 2. 反思与评价

学生先利用Reflecting中的问题反思本单元的学习过程和学习效果，进行自我评价，然后与同学分享自己的感受和看法。最后，教师请几位学生在全班分享交流，并及时给予激励性的评价和指导。

## 3. 完成项目活动 1：展示一个中国少数民族节日

(1) 选定主题。学生四人一组自主讨论，选定一个中国少数民族节日作为展示主题。

(2) 搜索信息。学生先通过网络收集与节日相关的信息和图片，从节日的时间、地点、民族、庆祝活动和特色食物五个方面选择需要展示的内容，还可考虑增加独特的文化背景信息和有趣的细节。

(3) 信息梳理。小组分工合作，每个成员选择一个方面，将信息进行梳理和归纳，使之形成短小的文段。然后小组成员共同讨论，修改并整合各部分内容，统一语言风格和体例。

(4) 制作演示文件。小组讨论确定演示文件的内容顺序、模板背景、各页面版式及配图选择等，确保每个成员都参与制作，且使每个演示页面都做到图文并茂、美观大方。

(5) 各小组成员在课堂上合作演示。最后，教师可请全班投票选出内容最丰富、演示文件最精美、表现最优秀的小组等。

## 4. 完成项目活动 2：制作一份节日食谱海报

(1) 学习食谱海报范例。学生阅读教材中腊八粥的食谱范例，教师引导学生总结节日食谱海报的基本要素：节日简介及相关美食、美食图片、所需食材、美食制作步骤等。

(2) 学做腊八粥。学生回家按照食谱制作一份腊八粥，并将制作过程拍摄下来。根据情况，下节课可让学生与全班分享该视频以及家人对腊八粥的评价。

(3) 制作食谱海报。学生收集本地节日特色美食的做法，教师可鼓励有条件的学生按照食谱在家里制作一份美食并拍照，然后让他们参照课本上的海报样例制作一份图文并茂的食谱海报。最后将学生完成的海报张贴在教室里，由全班投票选出最佳节日食谱海报。

**教学提示：**这个项目活动的目的是让学生在制作海报的过程中学会描述食物的制作过程。如果学生能动手在家做美食，这将会是很好的劳动教育。



### 内容分析

该板块的视频内容是“元宵节”(The Lantern Festival)。元宵节是我国传统节日,学生非常熟悉。该视频聚焦中国传统文化,既展示了大家耳熟能详的节日传统,还谈到元宵节为我国古代年轻男女提供了极为难得的社会交往契机,因而寄托了年轻男女对爱情的憧憬,不少诗词名作都对这一场景进行了描绘。该视频与相关活动的设置不仅能够让学生对元宵节有更全面、更深入的了解,还能激发学生对语言信息的关注和自觉记忆,引导他们学会用英语表达我国特有的文化信息,为将来的跨文化交流打下坚实的基础。

### 教学建议

#### 1. 看前准备

(1) 教师引导学生浏览视频标题、图片及概述,让学生回答问题:“What do you know about the Lantern Festival?”。

(2) 学生阅读并了解 While You Watch 活动中需要填词的表格内容,然后根据自己对元宵节的了解,尝试填入适当的词语。

**教学提示:** 预测性填词的重点在于让学生对即将观看的内容有一个大致的了解,确定观看时应特别关注什么细节,如时间、地点、美食等。在本环节中,学生填的词语是否正确可以不予讨论。

#### 2. 观看视频

(1) 学生观看视频,快速记录关键信息。教师播放第一遍视频后,给学生一段时间,让他们根据速记信息,将表格中的关键信息补充完整。

**教学提示:** 教师应提醒学生在记录关键信息时只写关键的字母或单词,不必写完整的单词或语句,避免记录速度与视频播放速度脱节。

(2) 教师播放第二遍视频,让学生核对表格中所填内容是否正确。教师可巡视检查学生的填写情况,了解学生是否存在理解障碍。

(3) 学生先与同伴交流答案,然后全班核对答案。核对答案时,教师应针对学生的理解障碍给予一定的帮助和指导,必要时可以回放视频片段。

#### 3. 看后活动

(1) 学生两人一组,借助 While You Watch 表格中的内容向同伴简要介绍元宵节。

(2) 请几个学生为全班介绍元宵节。



### 拓展活动

由于学生对元宵节非常熟悉，已经具备相当丰富的背景知识，而视频中也呈现了与元宵节相关的各种习俗和传统文化的英文表达，教师可以让学生小组合作，通过给视频画面配音的方式来描述元宵节，鼓励学生发挥创意，以不同的语言风格和表现形式来介绍这一中国传统节日。这样不仅可以锻炼学生的语言组织能力和口头表达能力，还能有效培养学生的创造性思维。

## 三、单元补充注释

**1. They have a wide range of origins, such as the seasons of the year, religions, famous figures, and important events.** 节日的由来多种多样，比如时节、宗教、著名人物及重大事件。

a wide range of 此处意为“数量繁多的”。range 用作名词，通常表示“一系列；范围，区域；射程”等。例如：

The hotel offers a wide range of facilities. 这家酒店提供各种各样的设施。

There will be an increase in the range of 0 to 3 percent. 将会有0到3个百分点的增长幅度。

This was outside the range of his experience. 这超出了他的阅历。

The gun has a range of 300 metres. 这支枪的射程是三百米。

range 用作动词，通常表示“包括；涵盖，涉及；排列”等。例如：

The show had a massive audience, ranging from children to grandparents. 这个节目拥有庞大的观众群，从小孩子到爷爷奶奶都爱看。

The conversation had ranged over a variety of topics, from sport to current affairs. 谈话内容广泛，从体育运动到时事都有涉及。

In the dining room, team photographs were ranged along the wall. 餐厅里，球队的照片排列在墙上。

**2. It featured a parade and a great feast with music, dancing, and sports.** 它（埃及的丰收节）的庆祝活动主要是游行和丰盛的筵席，载歌载舞，并伴有体育活动。

feature 在句中作动词，意为“以……为特色”，它还可表示“由……主演；起重要作用”等。例如：

The exhibition features paintings by Picasso. 这次展览重点展出毕加索的画作。

The film features Cary Grant as a professor. 这部电影由加里·格兰特饰演一位教授。

Olive oil and garlic feature prominently in his recipes. 橄榄油和大蒜在他的食谱中显得很重要。

feature 作名词时，表示“特征；特点；特色；面貌（特征）；五官”等。例如：

The most distinctive feature of the dinosaurs was their size. 恐龙最显著的特征就是它们庞大的体型。

An important feature of Van Gogh's paintings is their bright colours. 梵高画作的一个重要特点是色彩鲜亮。

He had fine delicate features. 他眉清目秀。



Her eyes are her most striking feature. 她五官中最引人注目的是她的眼睛。

**3. Festivals are becoming more and more commercial, with businesses taking advantage of the celebrations.** 节日正变得越来越商业化，商家会利用这些庆祝活动进行促销。

此处with表示“由于；因为”。例如：

I can't do my homework with all this noise going on. 由于太吵，我没法做作业。

With John away there is more room in the house. 因为约翰不在，家里宽敞了许多。

take advantage of意为“利用……”，其后既可接人也可接物。take advantage of后接人时，表示“欺骗；占……的便宜”，包含贬义。例如：

We took advantage of the fine weather to go on a hike. 我们利用晴朗的天气去远足。

I hope that full advantage is taken of this library. 我希望这座图书馆能被充分利用。

He takes advantage of her kindness and borrows money too often. 他利用她人好心软，三番五次向她借钱。

**4. They reflect people's wishes, beliefs, faiths, and attitudes towards life.** 它们（节日）反映了人们的愿望、信念、信仰以及对生活的态度。

reflect作及物动词，表示“显示；反映；反射”。例如：

Choice of books reflects Dad's hopes for us. 选择书籍这件事反映出爸爸对我们的期待。

She could see herself reflected in his eyes. 在他的眼中看到了自己的模样。

Does this letter reflect your real opinions? 这封信反映了你真实的意见吗？

The windows reflected the bright afternoon sunlight. 窗户反射着午后明媚的阳光。

**5. Naadam means “games” in Mongolian, and it is represented by three events: horse racing, wrestling, and archery, which are all so exciting to watch!** “那达慕”在蒙古语中意为“游戏”，主要表现为三大赛事：赛马、摔跤和射箭，每项运动都动人心魄。

represent作及物动词，意为“象征；代表；相当于”。例如：

Each colour on the chart represents a different department. 图表中的每一种颜色代表一个不同的部门。

These views don't represent those of Chinese people. 这些观点并不代表中国人民的看法。

Our tent represents home for us when we are camping. 野营时，帐篷就是我们的家。



# UNIT 1

## FESTIVALS AND CELEBRATIONS

The theme of this unit is festivals and celebrations around the world. Students will learn not just how people in different countries celebrate festivals, but the reasons for such celebrations. This knowledge is then activated by having students describe and talk about festivals both in China and around the world. Special focus is placed on having students do research on traditional festivals held by minorities in China. It is hoped that students can use the information in this unit both to gain a greater knowledge and respect of other cultures, and to learn a greater appreciation of their own culture and traditions.

### Opening Page

#### Theme Picture

The photo shows the fire dragon dance at Puzhai Town in Guangdong Province, China during the Lantern Festival. The people of Puzhai first started to perform the fire dragon dance during the reign of Emperor Qianlong, in order to celebrate their good fortune for the new year. It is thought that dragon dances were first started in ancient times in China as a way of trying to bring rain. The Lantern Festival takes place on the fifteenth day of the first month of the year according to the lunar calendar, and has been celebrated in China since the Han Dynasty.

#### Quote

The quote is from a poem by Xin Qiji (1140–1207) called “The Lantern Festival”. The full poem in English goes,

*In the east wind tonight a thousand  
trees burst into bloom  
And stars are blown down like rain;  
The whole perfumed road is thronged  
With fine carriages and horses bright  
with gems;  
Phoenix flutes make music,  
The moonlight flashes,  
Fish and dragon lanterns whirl the  
whole night long.  
Golden willow and butterfly trinkets in  
her hair,  
Laughing and chatting she leaves a  
faint fragrance behind.  
A thousand times I search for her in the  
crowd  
And, suddenly turning my head,  
Discover her where the lantern lights  
are dim.*

In Chinese, the poem goes,

东风夜放花千树。  
更吹落、星如雨。  
宝马雕车香满路。  
凤箫声动，  
玉壶光转，  
一夜鱼龙舞。  
蛾儿雪柳黄金缕。  
笑语盈盈暗香去。  
众里寻他千百度。  
蓦然回首，  
那人却在，灯火阑珊处。

The poem compares the lights of the Lantern Festival to the blossoms of trees and the stars in the sky, while painting a vivid portrait of a festive and happy occasion.



## Look and discuss

### Suggested Answers

- 1 I see a lot of fireworks, and men carrying a dragon.
- 2 It is the fire dragon dance which is performed in some areas for the Lantern Festival. I celebrate the Lantern Festival by going to the parks to look at the lanterns, and by eating *yuanxiao* with my family.

## Listening and Speaking ----- Talk about festival activities

### Activity 1

#### Purpose

Introduce the topic of festivals from around the world, along with related vocabulary and grammar, and serve as a warm-up for the activities which follow.

#### Cultural Notes

##### ● Chinese Lantern Festival

Taking place on the fifteenth day of the first month of the lunar year, the Lantern Festival is generally celebrated in February or March. On this day, people carry or display traditional paper lanterns and solve riddles. As it is a popular festival for Chinese people around the world, it is celebrated in many different countries, even in the West.

##### ● Coming-of-Age Day in Japan

“Coming of age” refers to the time when a person makes the transition from childhood into adulthood. In Japan, this has been a national holiday since 1948. Originally, it was celebrated on 15

January every year. However, in 2000 it was changed to the second Monday in January. On this day, everyone who has turned 20 in the last year is formally recognised as an adult. To celebrate, many attend ceremonies at local government offices. They may also go to a Shinto shrine or a Buddhist temple. When going out on this day, young men wear formal suits and ties and young ladies usually wear kimonos. The day is often finished by a party where the young people celebrate their new lives as adults.

##### ● Rio Carnival

The Carnival is a joyous festival celebrated in Catholic countries around the world in the days before Lent (on the Christian calendar, Lent takes up the forty days before Easter). Usually, the Carnival occurs in late February or early March. By far the biggest Carnival is in Rio de Janeiro, Brazil, where more than two million people take part in the yearly festivities. During this time, the streets are filled with parades of people wearing colourful costumes and dancing the samba, and with large and colourful floats.

### Optional Activity

Introduce other festivals and celebrations that students might know about, and have students use the words and phrases in the box to describe them. For example, students can talk about the Spring Festival, the Qingming Festival, the Dragon Boat Festival, and the Mid-Autumn Festival. Then ask students to think about this question: Besides the words and phrases in the box, what other words and phrases can be used to describe these festivals?



## Activity 2

### Purpose

Practise listening for gist and relationships through natural conversations in English about festivals and celebrations.

### Answers

**Chinese Lantern Festival:** 3;

**Coming-of-Age Day:** 1;

**Rio Carnival:** 2

**Conversation 3:** a tour guide and members of a tour group;

**Conversation 1:** an interviewer and an interviewee;

**Conversation 2:** two friends

### Teaching Tip

When having students practise listening for relationships, point out that students need to listen for the way the people address each other, the level of language, and the context. For example, we know that the two people in Conversation 1 are strangers because the man addresses the woman as “Miss”. Similarly, in Conversation 3, a woman calls the tour guide “Miss Lin”. However, in Conversation 2, the two women address each other by their first names. Moreover, in Conversations 1 and 3, the people use somewhat formal language (“That’s kind of you to say so”, “Excuse me, Miss Lin”), while the language used in Conversation 2 is quite casual and familiar (“You must be joking!”). Understanding the context in large part involves listening for gist to try to find clues to the overall situation, and then drawing conclusions from that. For example, in Conversation 1, the situation appears to be just after a

Coming-of-Age-Day ceremony, when a man approaches a woman who is a stranger to ask her questions about her experience. You can ask students:

- What occupation would such a man normally have in this situation?
- What would be his relationship to the woman?

### Optional Activity

Have the class listen to the conversations again for how the people address each other, for the levels of language (formal versus casual), and for content. Then, have them discuss how the conversations would be different if the relationships of the people in the conversations were changed. How would the terms of address be different, how would the language level change, and how might the content of the conversations also be different? For example:

- 1 Imagine that the man in Conversation 1 was a good friend of the woman, and that he met her unexpectedly after the graduation ceremony.
- 2 Imagine that Carla in Conversation 2 is a parade organiser who has dropped by Li Mei’s hotel room to see if she is ready.
- 3 Imagine that Miss Lin is a very close friend of the people being guided in Conversation 3.

## Activities 3 and 4

### Purpose

Practise listening for more detailed information.



## Answers

### Activity 3

- 1 bright, dressed, family
- 2 dress and shoes, hot
- 3 lantern

### Activity 4

**Chinese Lantern Festival:** guess riddles, see the colourful lanterns, watch the dragon or lion dances, eat *yuanxiao*.

**Coming-of-Age Day:** girls do their hair and make-up, wear traditional costumes, attend the Coming-of-Age ceremony, say congratulations, have a party

**Rio Carnival:** wear carnival costumes, march along the streets, dance

## Teaching Tip

Video Time on page 12 is about the Lantern Festival. After you discuss the details about the Lantern Festival from the Listening, you can go directly to the table in While You Watch on page 12 and have students discuss how to fill it in, and then have them watch the video to confirm their answers.

## Optional Activity

The audio script could be used for conversation practice. Have the students read Conversations 1 and 2 chorally. Deal with any comprehension or pronunciation problems. Then, break the class into pairs and have students role-play the conversations. For Conversation 3, break the class into groups. Have each group brainstorm any other information they can add about the Lantern Festival beyond what is in the audio script. Then have them choose one group member as the tour guide. The rest will role-play the part of foreign tourists asking questions about the

Lantern Festival.

### Activity 5

## Purpose

Wrap up and give students a chance to apply what they have learnt in the previous listening activities through speaking.

## Sample Conversation

**A:** I think the Rio Carnival would be the most exciting. After all, as you know, I love to dance!

**B:** I love dancing, too, but I'm not sure I'd enjoy it in such hot weather.

**A:** So which festival do you like best?

**B:** I like the Coming-of-Age Day best.

**A:** Why is that?

**B:** Well, I think it would be neat to dress up in traditional costumes and attend a ceremony to mark becoming an adult. It is a special time, and so it would be nice to celebrate it with my friends and family.

**A:** That's true, but the Lantern Festival also has its good points.

**B:** What do you like best about it?

**A:** Well, the lanterns are pretty cool to look at, and the dragon dances can be quite fun, but I like eating *yuanxiao* with my family most of all.

## Pronunciation

### Activities 1 and 2

## Purpose

Practise and understand how certain sounds are assimilated.



### Teaching Tip

Letters such as “d”, “n”, “t”, and “s” often take on a different pronunciation from when they are used as initial sounds than when they are used in the middle of a word or to link words in a sentence. For example:

- In a word like *education*, the “du” will become /dʒə/ or /dju/, instead of /d(j)u/ as in *duty*.
- An ending “t” followed by a word beginning with “y” will often become /tʃ/ and be assimilated with the word that follows, as in *last year* /la:stʃjə:(r)/.
- An ending “d” followed by a word beginning with “y” will often become /dʒ/ and be assimilated with the word that follows, as in *did you* /dɪdʒu:/.
- An ending “n” will often become /m/ if it is followed by a word beginning with “b”, as in *in bed*.
- An ending “s” may be pronounced /z/ with a beginning “s” or “sh”, as in *those shirts*.
- An ending “s” followed by a word beginning with “y” will often become /ʃ/ and be assimilated with the word that follows, as in *as you* /əʃju:/.

Such assimilations are much stronger and noticeable in rapid speech than in slow speech. When teaching assimilation, you should have students practise speaking slowly with less noticeable assimilation, and then speaking more quickly with full assimilation.

The degree and kind of assimilation is all highly variable: While usually some assimilation takes place, it can be different from person to person, and from dialect to dialect. In some cases, depending upon

speaker and dialect, the assimilation may even be strong enough to carry over to the vowel sound that follows. (In American English, this is most marked in a phrase such as *don't you*, which is often pronounced /dɒntʃə/.) The best way of learning such assimilations is by listening to natural English—as spoken in films or on TV—as much as possible.

## Reading and Thinking -----

### Discover the reasons for festivals and celebrations

#### Activity 1

#### Purpose

Activate students' own knowledge about festivals in China, and serve as a warm-up activity for the reading passage.

#### Suggested Answers

- 1 Every year, I celebrate the Mid-Autumn Festival and the Spring Festival with my family.
- 2 There are many possible reasons to celebrate different festivals. One good reason is to have fun with friends and family. Another is to celebrate an event or a time of the year.

### Teaching Tip

The second question, “Why do you think people celebrate different festivals?” might be difficult for many students who have not thought deeply about the role of festivals in society. Festivals typically have several, if not many, rationales. Some include:



- **Rest and relaxation**—Historically, many people did not have much time to rest between their days of hard work. Festivals provided one of the few times for them to relax.
- **Family reunions**—Festivals give people a time and a reason to get together again with their family.
- **Building community**—Festivals also provide a chance to build stronger communities through fellowship and interaction.
- **Celebration**—Many festivals are observed as a way of celebrating special times or occasions, such as a good harvest.
- **Commemoration**—Other festivals came about as a way to commemorate a person or event in the past.
- **Teaching**—In some cultures, festivals are meant in part to teach young people about the past, or to instil in them important values.
- **Religion and superstition**—Many festivals have their origins in religion or superstition, or contain some religious or superstitious component. While one does not need to adhere to the religious or superstitious aspects of the festival, it may be impossible to really understand the festival without looking at its religious or superstitious background.

To help students think more deeply about the reasons they celebrate different festivals, write some of these reasons for festivals on the board, and have them analyse these aspects of various Chinese festivals in turn.

## Activity 2

### Purpose

Practise reading a text to find the answer to the question, “Why do we celebrate festivals?”

### Suggested Answer

To show that we are grateful; to allow us to relax and enjoy life, and forget about our work for a little while; to help us understand where we came from, who we are, and what to appreciate.

### Teaching Tip

Before reading, students should understand the nature of the question or questions, as that will point to the kinds of information students should look for. For example, for a *when*-question, students should look for a time or date, and for a *who*-question students should look for a person’s title or name. In this case, students are looking for the answer to a *why*-question, so they should be looking for reasons or purposes. While reasons and purposes can be difficult to spot, often they are introduced by words such as *because*, *to* + verb, or *for* + -ing verb. In this passage, *to* + verb is most often used.

## Activity 3

### Purpose

Identify the main ideas of paragraphs.

### Cultural Notes

#### ● Harvest Festivals

While the most famous harvest festival is Thanksgiving in the United States, on the fourth Thursday in November every



year, many countries in Europe also celebrate harvest festivals in the fall. For example, there is the *Erntedankfest* (Harvest Thanksgiving Festival) in Germany in early October, and the Harvest Festival of Thanksgiving in Britain in late September or early October. Unlike the American Thanksgiving celebration, both of these festivals are centred more on the church than on the family.

- **The Mid-Autumn Festival**

The Mid-Autumn Festival, or the Moon Festival, traditionally takes place in late September or early October. It began in ancient times as both a harvest festival and a way to honour the moon. The story of Chang'e is often linked to the celebration of this festival, as are mooncakes (pictured in the reading passage). Many Asian countries have their own festivals similar to the Mid-Autumn Festival. In Vietnam, the Mid-Autumn Festival is called *Tết Trung Thu*, and is also known as the Children's Festival because it celebrates children and new life. In Japan, it is known as *Tsukimi*, or the Moon Viewing Festival. In Korea, it is called *Chuseok*, or the Harvest Festival.

- **The Spring Festival (Lunar New Year)**

Apart from China, the Chinese Lunar New Year is a public holiday in Indonesia, Malaysia, the Philippines, Singapore, and Vietnam, and is widely celebrated around the world in countries with a large ethnic Chinese population.

- **Halloween**

It takes place on the night of October 31. Originally, Halloween was a non-Christian harvest festival popular in

Celtic countries. Later, it was combined with the Christian observance of All Saints' Day to become a time of remembering the dead. It was thought that during this time spirits (fairies, etc.) and the souls of the dead would travel about the night, looking to cause trouble. For this reason, food would be left out to appease the spirits. In time, people began to dress up disguised as these spirits and go from house to house and demand sweets ("treats") in return for not causing mischief ("tricks"). "Trick or treat" is now a popular activity with children in Scotland, Ireland, and North America, as they go from house to house dressed as witches, ghosts, superheroes, or celebrities, begging for candy.

### Answers

**Paragraph 1:** Festivals are celebrated all around the world.

**Paragraph 2:** Of all the traditional festivals, the harvest festival can be found in almost every culture.

**Paragraph 3:** Customs play a significant role in festivals, but sometimes they can change over time.

**Paragraph 4:** Festivals are becoming more and more commercial, with businesses taking advantage of the celebrations.

**Paragraph 5:** Festivals are an important part of society.

### Teaching Tip

This activity involves having students identify the topic sentence of each paragraph. In this particular passage, all of the topic



sentences are the first sentences of their respective paragraphs. However, this is not always the case. When looking for a topic sentence students should keep in mind that it contains the main idea of the paragraph, and that the other sentences mainly serve to give details, to explain, or to illustrate this main idea. The topic sentence will thus be the sentence that generally tells what the paragraph is about, but which does not contain many details or much in the way of explanation or illustration.

#### Activity 4

##### Purpose

Reflect on the passage and gain understanding about students' own lives.

##### Suggested Answers

- 1 Festivals most often revolve around building family and community ties. Festivals are rarely celebrated alone. And even when someone is alone during a festival, the festival reminds them of people who used to be in their lives, but who are no longer present. This is important because people are at heart social creatures who desire to have relationships with others and to be a part of the group.
- 2 I feel sad, because these customs are part of our culture and history. They make our lives more interesting, and they remind us who we are.
- 3 The writer doesn't directly say. Overall, he seems to think that it is a positive thing, as it helps the economy and makes it easier to buy gifts.

##### Teaching Tip

For Question 1, draw students back to the pre-reading discussion about reasons for festivals and celebrations. Have students analyse the reasons for each of the festivals mentioned in the reading passage (keeping in mind that each festival is celebrated for more than one reason, and that some of these reasons must be inferred). Through this discussion, students should be able to find common links behind the festivals beyond their superficial attributes, and draw conclusions from them. For Question 2, have students consider the kinds of customs that have faded away, and ask them what those customs meant to the people who celebrated them, and whether anything valuable has been lost because these customs are no longer practised. Finally, for Question 3, point out that the writer does not directly give his opinion, so it must be inferred. In this case, the author talks at length about the good points of commercialisation, and does not even give a reason as to why some people are against commercialisation. From this, we can infer that he thinks commercialisation is a somewhat positive development.

#### Activity 5

##### Purpose

Practise new vocabulary in context.

##### Answers

range, figures, harvest, significant, commercial, reflect, occasions



## Optional Activity

After the activity, have students work in pairs. Each student should write their own sentences using the words from the activity. After they have finished, they should exchange their sentences with their partners, and then check each other's work, making corrections as necessary. Then they should share their sentences with the class.

## Discovering Useful Structures --- Describe festival activities

### Activity 1

#### Purpose

Learn how to analyse and identify the uses of *-ing* forms as attributes and predicatives.

#### Answers

- These lanterns are **amazing**. (the *-ing* form as the predicative)
- During the Mid-Autumn Festival in China, families gather to admire the **shining** moon and enjoy delicious mooncakes. (the *-ing* form as the attribute before the noun)
- Families **celebrating the Lunar New Year** can enjoy **exciting** dragon dances and carnivals together. (the *-ing* form as the attribute after the noun and the *-ing* form as the attribute before the noun)

### Activity 2

#### Purpose

Use what students have learnt in the previous activity to identify and further

analyse the uses of *-ing* forms as attributes and predicatives in more casual interchanges.

#### Cultural Notes

##### • Black Friday

Thanksgiving in the United States is always on the fourth Thursday in November. However, the holiday is in fact a four-day holiday, lasting from Thursday through Sunday. On Thanksgiving Day itself, almost everything in America is closed—all restaurants, shops, museums, and even most gas stations and many convenience stores. The next day, Friday, all of the stores open early and have big sales. This is considered the first shopping day for Christmas—the first day when most people begin buying Christmas presents. Since most people are on holiday that day, the stores are completely packed with people, sometimes resulting in complete chaos and mayhem.

##### • Christmas carols

In the West, there is a very old tradition of having special songs for Christmas—Christmas carols. In some countries, groups of people, carollers, still go from door to door at night during the Christmas season to sing to people. It is customary to reward them with a warm drink. While some Christmas carols have their origins in popular films, many are centuries old, and are among the oldest and best loved pieces of music still performed in the West. Most Christmas carols are quite easy to sing and remember, which only increases their popularity.



## Answers

Today 9:05 am Sunnyli	<b>Discussion: Which festival is the best?</b> Rio Carnival! I spent a really fun day there with my friends. It was great fun walking along the streets, enjoying the <u>relaxing</u> atmosphere! The performances were just <u>amazing</u> .
Today 9:11 am Vincent1119	The Spring Festival in China, especially the dinner on the Lunar New Year's Eve! All family members get together. And I get lucky money in red envelopes from my parents and relatives, so it's always an <u>exciting</u> time for me.
Today 10:11 am Wizard_Oz	Perhaps Thanksgiving. What could be better? Families <u>getting</u> together and <u>eating</u> delicious food, people <u>watching</u> sports games on TV, friends <u>laughing</u> and <u>talking</u> , etc. Plus there's Black Friday, if shopping is your thing.
Today 10:24 am Cooper_08	I think it's Christmas. I just can't take my eyes off the <u>shining</u> lights on the Christmas trees everywhere. Lots of <u>smiling</u> faces, and people <u>singing</u> Christmas carols and <u>wishing</u> each other "Merry Christmas!"

## Activity 3

### Purpose

Use what students have learnt in the previous activities to complete a passage using the *-ing* form.

### Cultural Note

It is not clear how *La Tomatina* first began. However, Some say that the festival started on accident, when for some reason—perhaps as a result of a quarrel—people started throwing vegetables at each other. Things grew from there, and soon huge lorries full of tomatoes were hired in advance so that everyone would have plenty to throw at each other. Prior to 2013, up to 50,000 people would take part. However, the town decided that this was too crowded, and so now they sell tickets and limit the festival to 20,000 people.

### Suggested Answers

boring, interesting, taking, exciting, amazing

### Optional Activity

With the exception “taking” which is necessary for the collocation “taking part”, there is no one correct answer for any of these blanks, which is why the answers given here are only suggested answers. After the activity is finished, go over the answers with the students, and have them brainstorm together in groups, using a dictionary or a thesaurus, to find as many plausible answers as possible for the answer blanks. For example, the suggested answer for “I think many food festivals are \_\_\_\_\_ because people are just eating” is *boring*. However, the following words can



also be used (some of these are slang): *dull, uninteresting, unexciting, dreary, tiring, sad, a drag, a bummer, lame, and random*. After they have finished, have each group report back to the class their words. The winner is the group with the most number of words that are correctly used. Note that some, but not all of these words use the *-ing* form. The purpose of this activity is to expand students' vocabulary while also showing them that adjectives with *-ing* serve the same purpose as adjectives without *-ing*, and are often interchangeable with them.

## Listening and Talking ----- Talk about festival experiences

### Activity 1

#### Purpose

Practise listening for content through a natural conversation in English about a family Christmas celebration in Canada.

#### Cultural Notes

- Christmas celebrations in Canada are very similar to Christmas celebrations in the US, with the exception that most Americans do not eat Christmas pudding—Christmas pudding is something Canadians inherited from the British. While in North America pudding generally refers to a thick, creamy dessert that one eats with a spoon, in Britain pudding can refer to just about any kind of dessert. Christmas pudding (also called “plum pudding”, though it almost never contains plums) is actually a kind of thick cake made with dried fruit, beef fat, eggs, sugar syrup, and spices. This cake is steamed, then soaked in alcohol (such as brandy), and finally allowed to age for

more than a month before serving. On Christmas, it is steamed once again, and then often covered with brandy and set on fire right before service. People eat it with ice cream or some sort of sweet sauce.

- In the background of the photo of the pumpkin pie one can clearly see caramel apples on sticks. These are apples covered in caramel and then dipped in chopped peanuts. Sometimes instead of caramel, apples are covered in a hard, cinnamon-flavoured sugar, for a taste and effect that is very similar to Chinese *tanghulu* (糖葫芦). Like pumpkin pie, caramel or candy apples are popular in North America and Britain during the harvest season.
- In the background of the photo with the roast turkey, one can clearly see cranberry sauce and mashed yams (a kind of sweet potato). Both cranberry sauce and yams are popular accompaniments for roast turkey in North America, especially during American Thanksgiving, though they can be served at Christmas as well.

#### Answers

- Max is talking about his Christmas experience with his family.
- He decorated the Christmas tree and put presents under it. Then he helped his mum prepare for the family dinner on Christmas Eve.
- She cooked roasted turkey, mashed potatoes, Christmas pudding, and apple pie.
- They shared stories and told jokes during the dinner. They played games with the children afterwards.
- The best part was opening their presents on Christmas morning.



### Teaching Tip

Before doing the activity, it is important to thoroughly preview the photos and the questions with students through a class discussion. Begin by having students cover the captions for the photos and then describe what they think the food is, and when the food is served. Next, have students go over the questions and brainstorm possible answers before they listen to the audio. Such a previewing strategy serves three purposes:

- 1 It introduces new vocabulary.
- 2 It helps activate students' prior knowledge (if any) about Christmas celebrations in Canada or North America.
- 3 The questions themselves contain language that students should listen for that will help them hear the answers.

### Activity 2

#### Purpose

Practise listening for specific language for showing excitement or happiness through a natural conversation in English about a family Christmas celebration in Canada.

#### Answers

It was fantastic!  
How wonderful!  
That's amazing  
It was great fun!  
It was great to ...  
I'm really happy that ...

### Teaching Tip

Preview the language before listening by having students practise the expressions aloud. Pay special attention to the intonation,

as usually these expressions are given much stronger intonation and stress than normal speech. By focusing on intonation, students will be better able to hear these expressions on the audio.

### Activity 3

#### Purpose

Practise identifying specific language for showing feelings by reading a natural conversation in English about a festival, and then practise the conversation through role-play.

#### Answers

it was great; it's always exciting for me; It's good to spend time with my family; although it can get a bit boring in my hometown; I loved watching the traditional performances; the fireworks going off throughout the night were really annoying; everything was fine; I'm really looking forward to the next festival

### Optional Activity

As a class, have students brainstorm other ways of showing feelings, using a dictionary or a thesaurus as needed. Write these on the board. Then have students practise the role-play again using these alternate phrases.

### Activity 4

#### Purpose

Put into practice all that students have learnt thus far in the unit by having a conversation about a recent festival experience.



### Teaching Tip

Before they begin, have students decide what festival they will talk about. They should then make a list of everything they experienced during the festival. Opposite each point on their list they should write an expression explaining how they felt about that experience. They should then note their reason why they felt that way. For example, *saw fireworks; a drag; too many people / too crowded*.

Next, have students brainstorm some possible questions and follow-up questions which they can use in their discussions. This should help activate students so they will have the material and language to do the activity successfully.

## Reading for Writing ----- Write about your festival experience

### Activity 1

#### Purpose

Practise reading an article for gist and to form opinions about the topic and the passage.

#### Suggested Answers

- 1 Naadam means “games” in Mongolian, and it includes horse racing, wrestling, and archery.
- 2 Wrestling and horse racing.
- 3 The horse racing is the most impressive, as it involved little children.
- 4 The writer did not talk about food or music, but surely they should have been interesting parts of the festival.

### Activity 2

#### Purpose

Study the structure and language features of the diary entry so that students can write about their own experience.

#### Suggested Answers

- 1 This was my first time spending my holiday in China’s Inner Mongolia Autonomous Region to celebrate the Naadam Festival, and it was an enjoyable and exciting experience for me. / I’ll never forget the Naadam Festival in China’s Inner Mongolia Autonomous Region because it was an enjoyable and exciting experience for me. / I’ll always remember the Naadam Festival in China’s Inner Mongolia Autonomous Region because it was an enjoyable and exciting experience for me.
- 2 ... which are all so exciting to watch; After the opening ceremony and some amazing performances; I was quite moved by their show of strength and grace; I absolutely enjoyed the archery, too, but the horse races were my favourite part; I was surprised to see that the riders were boys and girls; I was a little worried about the children’s safety; feeling really tired; was totally worth it; I can’t wait!

### Activity 3

#### Part 1

#### Purpose

Provide both the framework for writing a narrative essay about a festival/celebration, and a chance for students to practise what they have learnt.



### Teaching Tip

This activity can be combined with the Listening and Talking Activity 4 on page 7. Many students who have trouble with writer's block or with putting words down on paper find it helpful to discuss what they are going to write beforehand. As students are discussing their experiences, they can take notes of their own answers, and use these notes to fill in the table later.

### Sample Writing

July 4, 2018

Today was my first fourth of July celebration, and I'll always remember it because it was so wonderful. The fourth of July is Independence Day in the US—the anniversary of the day the United States became its own country in 1776.

I began the day by packing my swimming suit and a towel. Then I went with my host family to a supermarket to load up on food and drinks. After that we were off to a friend's ranch out in the country for a barbecue and pool party.

It was all so amazing! While the adults cooked food on the barbecue, we played in the pool. Then we all ate and ate until we were completely stuffed. Our friends had some old ice cream churners, so after lunch we all took turns churning homemade ice cream. Since the temperature outside was around 40 degrees, it seemed like the ice cream took forever! I would turn the handle on the churn until my arm was sore, and then someone else would take over. But it was all worth it, because when we

were finished it was the most fantastic ice cream I have ever eaten! Then, someone asked me if I would like to try horseback riding. I was afraid at first, but they gave me a very gentle horse. It was so peaceful to ride the horse through the fields and forest. Finally, when it grew dark, we had a thrilling fireworks display.

Now I'm back home with my host family. Though I'm tired, I think this had to be the most exciting day of my life! I can't wait for next year!

### Parts 2 and 3

#### Purpose

Help students learn from each other and get advice for improving their work. Getting another person's opinion and help in checking your work is an important aspect of writing.

### Activity 4

#### Purpose

Students should be able to get feedback for their work. The praise and attention they get from others will encourage them in their English studies. Further, this provides another opportunity for students to learn from each other.

### Assessing Your Progress -----

### Activity 1

#### Purpose

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



### Answers

- |                   |              |
|-------------------|--------------|
| 1 significant     | 2 fancy      |
| 3 marching, media | 4 represents |
| 5 congratulations | 6 brief      |
| 7 moment          | 8 lunar      |
| 9 roast(ed)       |              |

### Activity 2

#### Purpose

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

### Answers

- |                     |                        |
|---------------------|------------------------|
| 1 satisfying        | 2 amazed               |
| 3 annoyed           | 4 dressed, frightening |
| 5 surprised, flying |                        |

### Reflecting

#### Purpose

This section aims to get students to think about the content of the unit, and apply what they have learnt to their own lives.

### \*Project

#### Purpose

The project aims to activate and engage all the skills and knowledge students have learnt in this unit through having them complete a task in English. In this unit, the students have two tasks from which to choose.

### Suggested Answers

#### 1 Facts about the Dai People's Water Festival

**Time:** 13–15 April (the Dai New Year)

**Place:** Xishuangbanna Dai Autonomous Prefecture, Yunnan Province

**Minority Group:** The Dai People

**Festival activities:** Splashing and spraying water on each other, dragon boat races, floating lanterns

**Local festival food:** ghost chicken, lemongrass grilled fish, pineapple purple rice

#### 2 Beijing-style Zongzi for the Dragon Boat Festival

The Dragon Boat Festival occurs on the fifth day of the fifth lunar month every year, in late May or early June. The festival's traditional food is *zongzi*.

##### Possible Ingredients and Steps:

- 5 cups of sticky rice
  - 2.5 cups of fresh sweet jujubes (red dates)
  - 50 reed leaves
  - string
- 1 Soak the rice for two hours.
  - 2 Take one or two leaves together and make a funnel shape with them.
  - 3 Put in one large spoon full of sticky rice, then add two or three jujubes. Cover with another large spoon full of rice.
  - 4 Roll the leaves around the rice until it looks like a triangular packet. Tie it together with a string.
  - 5 Put the *zongzi* in a pressure cooker and cook for 1.5 hours.



## \*Video Time -----

### Purpose

Engage the students' interest in English and in the outside world through a video.

### Answers

#### While You Watch

<b>Date</b>	<ul style="list-style-type: none"> <li>On the <u>fifteenth</u> day of the <u>first</u> month of the lunar year</li> <li>The <u>final</u> day of the Chinese New Year celebrations</li> </ul>
<b>Festival activities</b>	<p><b>1 Looking at lanterns</b></p> <ul style="list-style-type: none"> <li>Places to see the lanterns: <u>the streets, markets, shops, parks, and homes</u></li> <li>Most cities will <u>organise lantern shows which add to the festive atmosphere.</u></li> </ul> <p><b>2 Guessing riddles</b></p> <p>Riddles are often written <u>on the lanterns.</u></p> <p><b>3 Eating yuanxiao or tangyuan</b></p> <ul style="list-style-type: none"> <li>Different fillings are stuffed into balls of sticky <u>rice flour.</u></li> <li>The <u>round shape</u> symbolises reunion, harmony, and <u>happiness.</u></li> </ul>
<b>Interesting events in history</b>	<ul style="list-style-type: none"> <li>The fire dragon dance in Puzhai Town in <u>Guangdong</u> Province has a history of over <u>300</u> years.</li> <li>The Lantern Festival was known as the Chinese <u>Valentine's</u> Day in the past. It was a good day for <u>lovers to meet.</u></li> <li>Many ancient poets wrote poems about the festival, which describe happy <u>moments</u> and also the stories of young <u>lovers.</u></li> </ul>

### Suggested Answer

#### After You Watch

The Lantern Festival takes place on the fifteenth day of the first month of the lunar year. During this time, lanterns will be hung throughout the city, creating a festive atmosphere. Many of these lanterns will have riddles written on them. People also eat *yuanxiao* or *tangyuan*, as these symbolise reunion, harmony, and happiness. In the past, the festival was known as Chinese Valentine's Day, and so in ancient times poets wrote poems about the festival telling stories of young lovers.



## Workbook

### Using Words and Expressions ---

#### Answers

##### Activity 1

###### Part 1

A respect	B belief
C crop	D inner
E riddle	F gather
G grateful	H origin

###### Part 2

1 riddles	2 gather, grateful
3 origin	4 respect

##### Activity 2

1 origin	2 joy
3 agriculture	4 faith
5 absolute	6 merrily
7 frank	8 typical

#### Suggested Answers

##### Activity 3

- 1 The wedding party lasted for a few hours, and everyone sang and danced throughout in a joyful atmosphere.
- 2 Every year, people celebrate the National Day with a variety of activities, ranging from the flag-raising ceremony to fireworks.
- 3 When night falls, many children dress up to look scary and then go to their neighbours' homes to ask for sweets.
- 4 As the performers moved out of our view, the music and noise faded away.
- 5 Whenever a festival is coming, you will see various businesses taking advantage of the social media to sell their products.
- 6 In spite of the heavy snow, he managed

to get home on New Year's Eve.

#### Answers

##### Activity 4

1 E 2 A 3 F 4 C 5 D 6 B

### Using Structures -----

#### Suggested Answers

##### Activity 1

1 confused	2 confusing
3 annoying	4 annoyed
5 boring	6 bored

##### Activity 2

- 1 The dragon boat races are the most exciting part of the Dragon Boat Festival.
- 2 The children were excited to go Easter egg hunting.
- 3 What an amazing performance! This is the best music festival I have ever been to.
- 4 We were amazed by her funny-looking hat.
- 5 His inspiring speech at the conference won the admiration/favour of the audience.
- 6 This is a challenging game to test your memory and observation capabilities.

##### Activity 3

- 1 The little girl wearing a Snow White costume is my daughter.
- 2 The full moon reflected on the surface of the lake reminds people of their families far away.
- 3 The Rio Carnival is a festival held before Lent every year and it is considered the biggest carnival in the



world.

- 4 Halloween is a festival celebrated on the night of 31st October.
- 5 On the night of the Lantern Festival, the park is filled with people appreciating the beautiful lanterns.
- 6 I ran through the crowd of people hurrying to get on the train.

#### Activity 4

- 1 interesting, surprised, satisfied, bored
- 2 standing, wearing, dressed, amazing

#### Activity 5

- 1 sitting
- 2 interesting/relaxing
- 3 dancing
- 4 going/invited
- 5 covered

## Reading and Writing

### Purpose

Practise reading skills and broaden students' horizons by allowing them to reflect upon their own lives as Chinese students.

### Answers

#### Activity 1

Paragraph 1: B

Paragraph 2: D

Paragraph 3: C

Paragraph 4: A

#### Activity 2

##### Suggested Answers

Festival customs	Reasons for the customs
Cleaning the house	It is a way of saying goodbye to old things and welcoming new things.
Decorating doors with red couplets	To express hopes for a prosperous new year.
Buying fresh flowers or orange trees	To decorate their homes.
Having a big family dinner	To build family ties.
Eating fish	It is supposed to bring more wealth and prosperity than one needs.

#### Activity 3

The Spring Festival: Fun, Family, and Hope for the New Year

#### Activity 5

##### Sample Writing

One interesting festival, primarily in

Ireland and North America, is Saint Patrick's Day, which is held on 17 March. Saint Patrick lived in the 5th century, and is reputed as being the man who brought Christianity to Ireland. According to tradition, he died on 17



March, and so this day was chosen to commemorate him. To Irish people around the world, Saint Patrick is a symbol of Ireland. Since many North Americans originally came from Ireland, in many North American cities (such as Toronto, Montreal, Chicago, and Boston) the celebrations for Saint Patrick's Day are larger and more festive than in Ireland itself, as people wish to remember their home country. On this day, everyone should wear something green, as that is the colour of Ireland, and many people wear shamrocks (three-leaf clovers). Many cities have large parades, and in both Chicago and Boston the rivers are dyed green. For adults, the main drink for the festival is beer—which is sometimes dyed green as well.

broaden the horizons of the students by exposing them to other countries or cultures. Through this, they can reflect upon their own experiences and lives.

### **Cultural Note**

The Quebec Winter Carnival was started in 1894, as people sought to find a festive way to “warm up” the bitter winters. However, the festival was held only sporadically until 1955, when it was made a yearly event. In 2006, nearly 1 million people attended the festival, making it the largest winter festival in the world. The carnival usually begins in late January and ends in mid-February. The mascot for the festival is Bonhomme, a snowman. In order to gain entrance to the carnival and take part in events, you have to buy a pendant in the shape of Bonhomme and wear it around your neck.

## **\*Expanding Your World -----**

### **Purpose**

Provide extensive reading material, and

人教版®



## UNIT 2 MORALS AND VIRTUES

人教版®



## 一、教学目标与要求

核心素养	教学目标与要求
语言能力	主题：道德与美德
	语音：复习英语语音中升调的使用规律及其表达意义，能够根据语境的需要正确使用升调，使口头表达更加准确、自然。
	词汇：能正确使用下列单词和词块。 moral, virtue, illustrate, precious, marriage, majority, complain, fee, respond, response, scholarship, hire, physician, reject, clinic, election, decade, elsewhere, tend, publish, staff, retire, saving, kindergarten, principle, passive, scare, sharp, insurance, energetic, replace, accident, operation, whisper, midnight, import, export, pole, lap, bite, chairman, memory, chain, café, tear, harm, court, flexible, income, per, therefore, tension moral dilemma, carry sb through sth, tuition fees, resident physician, tend to do sth, first aid, pass away, in memory of, trip over, in tears, in despair, a great deal (of)
	语法：能够理解动词 <i>-ing</i> 形式作状语和作宾语补足语的功能及意义；能正确运用动词 <i>-ing</i> 形式描述人物的行为、动作、生活经历等。
	语篇： 1. 阅读人物小传，了解人物生平事迹，分析人物性格与品质，理解人生道路上的“道德困境”。 2. 阅读寓言故事，理解故事内容以及隐含的道德教育意义。
	表达： 1. 能够讲述一则友善待人的故事。 2. 能够写一篇道德寓言故事的评论。
学习能力	1. 能依据说话人表述的内容及其语音、语调、语速、停顿等分辨其态度。 2. 能通过阅读从文章中提取事实和细节，并基于这些信息推导出合理的结论。 3. 能够根据时间顺序或事件发展的先后次序来叙事。 4. 能够区分一些近义词在语用上的差异，并根据语境正确使用这些词汇。
文化意识	1. 了解不同文化背景下人们所共同推崇的道德观念与美好品质，如善良、敬业、无私、诚信、责任感等。 2. 学习和理解儒家“仁义礼智信”的思想，树立正确的道德观和价值观，自觉遵守和践行中华美德，为传播和弘扬中华优秀传统文化而努力。
思维品质	能够基于单元所学内容、生活体验以及各种所见所闻梳理和提炼出世界上不同民族普遍认可和赞颂的道德准则与美德精神；能够辨别什么是道德困境，客观分析和推理身处困境的人的不同选择可能产生的结果和影响，从而打破二元对立的思维模式，学会全面地、客观地、理性地看待问题，进而对道德和人性有更加深入的思考和理解。



## 二、单元内容分析与教学建议

### Opening Page

#### 内容分析

本单元围绕“道德与美德”(Morals and virtues)这一主题展开,通过探讨生活中常见的“道德困境”、人生中的抉择、如何传递爱心、如何面对问题和障碍、如何理解儒家思想中的“仁”、如何善待他人等诸多与社会生活紧密相关的话题,启发学生思考、分析、理解和领悟生活中的人与事,帮助他们树立正确的世界观、人生观和价值观,塑造良好的品格,弘扬中华民族优秀传统文化,传承优秀传统美德。在英语语言中, morals 通常指的是道德规范和原则,是用来区分人的行为举止好坏的标准;而 virtues 则指一个人在日常生活中所表现出的良好的行为或积极正面的态度,而驱动一个人产生这些行为和态度的则是其良好的道德观念。

单元开篇页引用了英国诗人华兹华斯的《抒情歌谣集》(Lyrical Ballads)中的一句话:“The best portion of a good man's life is his little, nameless, unremembered acts of kindness and of love.”(一个好人一生最好的部分,是他细小的、无名的、不被人记得的出于善良和爱的行为。)作为著名的湖畔派诗人,华兹华斯的诗歌不仅充满了对大自然的崇拜和热爱,还热情地宣扬仁慈、宽厚、善良、无私、坚毅、勇敢等美好品德。呈现这一引言,正是为了让学生明白,美德往往“润物细无声”,体现在平凡生活的点滴之中,只有用心体会,才能发现道德和美德在社会生活中不可忽视的力量。

本单元的主题图展示了一群不同肤色、不同种族的青少年正在合作完成活动任务。桌面上的图画和文字体现了合作活动中学生应当具备的品质和能力。例如:在合作过程中,同伴之间应该保持友善的态度,尝试建立友谊,互相给予支持和关心,通过交流激发灵感。小组合作是比较常见的日常学习活动,而在这种日常活动中,每个人都应该学会欣赏他人的优秀品质,学会正确面对自己的责任,与他人友好合作,塑造自己的美好品格。

#### 教学建议

1. 围绕主题图的讨论。学生观察主题图,教师先引导学生谈论和描述主题图,并结合 Look and discuss 中的问题启发学生思考:“What do you think the teenagers in the picture are doing?”。学生可能会回答:“They are working as a team.”或“They are doing teamwork.”。此时教师可再问学生“ What qualities or personalities do you think are most important when people are doing teamwork?”, 激发学生的“头脑风暴”,让他们列出与品质相关的名词或形容词,如: generosity、friendship、hope、giving、kindness、caring、thankfulness、helpfulness、trust、honest、responsibility 等。

2. 欣赏名人名言。学生朗读开篇页上的名言,教师可提问学生:“How do you understand the quote? Can you translate it into Chinese?”。然后教师可补充一些有关 morals 或 virtues 的名言警句,让学生说出这些名言的意义,表达自己的理解。如:

- The best way to find yourself is to lose yourself in the service of others. —Mahatma Gandhi



- Wisdom, compassion, and courage are the three universally recognised moral qualities of men. —Confucius
  - The superior man thinks always of virtue; the common man thinks of comfort. —Confucius
  - Virtue, perhaps, is nothing more than politeness of soul. —Honore de Balzac
3. 教师引导学生阅读本单元学习目标，了解主要内容和活动。

## Listening and Speaking

### 内容分析

**活动主题：**本单元的Listening and Speaking板块与后续的Reading and Thinking板块关系密切，听力内容为后面的阅读内容提供了话题和背景的铺垫。这一板块以“谈论道德困境”(Talk about moral dilemmas)切入单元主题，介绍了什么是道德困境，探讨了处于道德困境中的人所面临的不同选择和结果，以及选择背后所隐含的道德观和处事原则。探讨这些问题，主要是为了让学生了解和感受道德困境在日常社会生活中的普遍性和复杂性，能够结合自身的体验和生活经验反思与道德困境相关的实际问题，提升辩证思维能力，使其能够更加全面客观地观察和看待社会现象，以理性的态度认识世界。

**文本分析：**该板块的听力文本展示了Jane与Luke两个好友关于道德困境的对话。在对话中，Jane根据我国妇科专家林巧稚年少时的一段真实经历，描绘出一个典型的道德困境：正参加医学院考试的女学生遇到旁边的考生晕倒，她应该暂停考试去救助他人，还是应继续考试等候其他人施以援手？如果照顾晕倒的考生，她可能无法完成考试，考不上医学院，就无法成为一个以治病救人为己任的医生；如果她无视晕倒的考生坚持考试，那么她违背了医生的基本职业素养——救死扶伤。面临这一困境，年少的林巧稚毅然决定照顾晕倒的考生。将他人的安危放在自身的利益之上，这是贯穿了林巧稚一生的处事原则，也正因为这样，她成为被无数人敬仰的妇科专家。这个对话文本还呈现了一些表示“惊讶”或“难以置信”的表达用语，如：“Really? Like what?” “I can’t believe she ...” “Who would do such a thing?” “Oh, wow!”。

**活动设计：**从该板块的活动流程来看，活动1是听前活动，活动2至活动4是听中活动，活动5是听后讨论。活动1展示了“道德困境”的定义和一幅图片，要求学生观察图片并描述图中男孩所面临的道德困境，然后讲述自己曾耳闻目睹的道德困境。该活动是为了让学生正确理解“道德困境”的定义，同时也让他们认识到道德困境就存在于每个人的现实生活之中，并非罕见。这一活动不仅训练学生“看”和“说”的技能，所设计的情境和问题还紧密联系学生生活和单元主题，也为下面的听做好了充分的铺垫。活动2让学生通过听录音获取对话大意，所提供的表格是为了帮助学生梳理信息，以便准确地描述对话中谈及的道德困境：女学生所面临的两种不同选择和可能的结果。因此，这一活动需要学生基于所听内容组织语言来完成信息概述。活动3主要检测学生对说话人态度的理解，这也是本单元重点训练的听力策略。学生不仅要注意获取说话人表达的内容信息，还要关注说话人的语气、语调、语速等，并据此来判断说话人的态度。活动4的三个问题主要是为了考查学生对听力文本中一些细节的理解，同时也是为了训练学生的口头表



达能力，即把所听到的信息转化为完整而流畅的口头表述。活动5则让学生设想自己面临林巧稚的困境时会如何选择。关于这一道德困境的探讨，对于今天的高中生而言，仍有现实参照意义，它还会引发更多深层次的问题探究，比如：除了听力文本中所提到的两种选择，是否还存在第三种选择？虽然没有完成考试，林巧稚当年仍被医学院录取，但是在竞争极为激烈的当今时代，是否还存在这种可能？对于那些没有挺身相助的考生，是否需要给予道德谴责？……所有这些拓展性问题的提出，都会对学生的思维能力和口头表达能力起到积极的促进作用。

**教学重点：**帮助学生理解“道德困境”的定义；引导学生通过关注说话人所表达的内容、说话的语气、语调等来判断其态度或情绪；鼓励学生针对具体的道德困境发表自己的看法和见解。

## 教学建议

### 1. 听前准备

(1) 学生阅读活动1中“道德困境”的定义并观察图片，然后进行小组讨论，在理解的基础上对图片所展示的场景进行描述，揣摩人物心理，描述男孩的内心活动。教师可提供一些问题供学生讨论时参考使用：

- What is happening in the picture? Can you use one or two sentences to describe the situation? (Who? When? Where? What?)
- What are the two possible choices that the boy could make?
- Could he do both? Why?
- What will happen if he helps the old woman?
- What may happen if he doesn't help the old woman?
- If you were the boy, what should you do and what would you do?

**教学提示：**除了图片所展示的帮助老人可能带来的结果以外，学生还有可能说出其他后果，比如：做好事反被人诬陷等。此时教师一定要注意进行正面引导，首先要肯定善良和助人为乐的精神品质，其次要引导学生从社会观察的角度思考现实生活，比如，教师可以提出以下问题让学生思考并回答：“If everyone is worried about the price of helping others, what will happen?”。

(2) 教师先请几位学生用几句话描述活动1的图片，然后组织学生讨论第二个问题，思考他们亲身经历或耳闻目睹的道德困境，并组织语言进行描述。若学生在思路或表达上有困难，教师可以提供一些图片或视频，展示真实的、具有正能量的社会案例，一方面引导学生简要描述，另一方面将积极的、正面的道德教育渗透到讨论中。

### 2. 听力理解

(1) 学生浏览活动2的表格，预测听力内容，也可以根据猜测预填答案。教师播放第一遍录音，并提醒学生记录关键词。学生完成后，先与同伴讨论答案，然后师生核对答案。

(2) 学生浏览活动3的任务要求，理解所列句子的内容。教师指导学生仔细阅读听力策略



(Listen for attitudes), 然后让学生基于所列的五个句子的内容和人物的态度预测或想象相关人物可能使用的表达句式、说话的节奏、语气或语调等。教师可通过以下问题来启发学生想象, 甚至让学生表演出合理的反应:

- Imagine you are eager to share a piece of news or an interesting story with your friend. What would you do or what would you say?
- If you are doubtful about your friend's words, what expressions would you use?
- How would you express your admiration for someone?
- What would you say if you don't believe something is true?
- What would you say when you are curious about the development of a story?

(3) 学生听第二遍录音, 关注两个人物在对话中表达的态度, 完成活动3。

**教学提示:** 教师可进一步对听力策略进行补充, 适当总结如何判断人物的态度和情感, 如: 说话人的音量变大, 通常说明对方觉得所说内容很重要, 或表明强烈的情绪和明确的态度; 问句末尾用升调一般表示疑问, 非问句结尾用升调一般表示不确定; 当说话人情绪兴奋时语速往往较快, 而当说话人需要倾听者特别关注所说的内容时, 往往语速放缓。

(4) 教师再播放一次录音, 提醒学生记录两个人物的表达用语、关键词并标记相关的语音语调, 为自己的判断找到合理的理由和依据。接着师生核对答案, 学生提供答案时必须陈述自己判断的理由。必要时, 教师可请其他学生补充或再次播放关键语句的录音, 以加深学生对说话人态度的理解。

**教学提示:** 在核对答案时, 教师最好采用追问的形式, 让学生说出自己判断的理由, 而不仅仅是让学生说出正确的答案。这样有利于培养学生深度思维的能力, 让他们养成有理有据地表达观点的习惯。

(5) 学生浏览活动4的问题, 了解需要听取的关键信息, 然后带着问题听第四遍录音, 边听边记录关键词。师生核对答案时, 教师可提醒学生将自己记录的关键词连成句子, 然后用完整的句子流利地回答问题。

(6) 教师展示听力文本, 让学生边听录音边跟读, 模仿说话人的语音语调。

### 3. 口语表达

(1) 教师组织学生两人一组编小对话。教师可以先请几位学生和自己即兴对话, 为全班作示范:

T: If you were faced with a similar situation, what would you do?

S: I think I would choose to help the student because life matters most.

T: So you would do as Lin Qiaozhi did. That's really admirable.

教师还可提出一些拓展性问题, 给予学生思考、表达和发挥的空间。例如:

- Apart from helping the student and finishing the exam, is there a third choice? Can you think of



better ways to handle the dilemma?

- Are you sure you know how to help the student who fainted?
- What kind of help could you offer?
- Do you think it would be better for a professional doctor to care for the patient?
- What do you think of the people who stand by when such accidents happen? Do you think they are indifferent or not kind to others?

(2) 学生小组讨论, 然后为全班展示对话。对于学生做出的选择, 教师应及时给予评价, 引导学生保持积极、乐观、友善、互助的人生态度。教师还可补充一些表达用语供学生参考使用:

- In my opinion/view ...
- Generally speaking, ...
- Personally, I don't have the faintest idea about ...
- To my mind ...
- I'd just like to say ...
- As far as I'm concerned ...
- To be honest/frank ...
- If you ask me ...

**教学提示:** 在听后口语表达环节, 教师可适当增加开放性的问题进行引导, 以培养学生的批判性思维能力。另外, 为了发展学生的口语表达能力, 教师可提供有效的语言支架, 让学生使用丰富的语言表达自己的真实情感。

### 拓展活动

教师可将听力文本改写成小短文, 让学生完成填空练习, 这样不仅能帮助他们巩固所学语言, 还可加深学生对听力内容的理解。如:

Jane is sharing an article about moral dilemmas with her friend Luke. This article mentions a girl t\_\_\_\_\_ the entrance exam for a famous medical university in Beijing. During the exam, the student next to her \_\_\_\_\_. The girl stopped to help the student, t\_\_\_\_\_ that it was better to p\_\_\_\_\_ the needs of the other person f\_\_\_\_\_. Although the girl l\_\_\_\_\_ the exam that day, she became a great doctor. Her name was Lin Qiaozhi, who was famous for c\_\_\_\_\_ for tens of thousands of women and their babies in China.

参考答案: taking, fainted, thinking, put, first, left, caring

## Pronunciation

### 内容分析

本单元语音部分主要学习和巩固英语的基本语调之一: 升调。英语中的升调是一种相当复杂的语音现象, 它既可以用来表示说话人对所说的内容不肯定、表达的意思不完整、所说内容未结束或准备继续与对方保持对话, 也可表示疑问、惊讶、怀疑、犹豫、兴趣、不自信、没有安全感等情绪, 还可表示礼貌、请求、建议等。在英语口语中, 最常见的使用升调的情况有



(见表格):

用法	例句
1. 用于一般疑问句	Have you read this ↗ book? Do you like the ↗ movie?
2. 用于选择疑问句的前半部分 (即or之前的选项)	Does he speak ↗ English or ↘ French? Would you like ↗ tea or ↘ coffee?
3. 用于置于句首的状语短语或状语从句	If it rains ↗ tomorrow, I'll stay at home. According to her ↗ words, she met that man at the cinema.
4. 用于并列句的第一个分句, 表示句子未说完	The telephone ↗ rang, but nobody answered it. He heard a ↗ crash and went out to see what had happened.
5. 用于呼唤对方	↗ Sir, you dropped your car key. Goodbye, ↗ Tom.
6. 用于列举事物	↗ One, ↗ two, ↗ three, ↗ four, ↘ five. She bought ↗ bread, ↗ milk, ↗ potatoes and ↘ tomatoes.
7. 用于委婉的祈使句	Don't ↗ worry. Wait a ↗ moment.
8. 用于反意疑问句的后半部分, 表示不确定的态度或征求对方的看法	You don't speak ↘ Cantonese, ↗ do you? (The speaker thinks that you don't speak Cantonese but is not completely sure and asks for confirmation.)
9. 高升调(High rise) 用于疑问句中表达强烈的惊讶或难以置信的情绪	—I'm really sorry, but I probably lost your ticket. — ↗ What? You lost my ↗ ticket? (Meaning: I can't believe it.)

活动1要求学生听三个小对话, 在语境中体会和感悟升调所能表达的丰富含义。活动2要求学生读一段较长的对话, 分辨何处应该使用升调, 然后通过听录音核实答案, 关注升调在句中表达的意义。这一活动实际上是考查学生对本单元语音知识的理解和运用, 要求学生结合新的情境合理使用升调并表达不同的意义, 为日后的自如运用升调打好基础。

## 教学建议

### 1. 听录音, 理解升调的含义

教师播放录音, 学生根据句意和语境, 将活动1中的三个对话与右边方框中所列的升调的三种功能匹配。师生核对答案。



## 2. 根据句意编对话

教师组织学生小组讨论，让他们根据自己的想象补充对话后续内容。讨论完毕，教师请不同的小组表演所编的对话。

**教学提示：**让学生补充编对话，一方面可巩固他们对升调的常用功能及意义的理解，另一方面也是培养学生在日常交际中正确使用升调的意识，使其能够自如地表达。另外，该活动也有助于发展学生的创造性思维。

## 3. 标一标，听一听，读一读

(1) 学生两人一组朗读活动2中的对话，标注出应使用升调的地方。

(2) 学生与同伴讨论，互相检查标注结果，并试着朗读对话。

(3) 教师播放活动2的录音，学生检查自己标注的升调是否正确。师生核对答案，教师请几位学生适当说明每一处升调所表达的意义。

(4) 教师再次播放录音，学生集体听录音并跟读对话，模仿录音中的语音语调。

(5) 学生与同伴共同演练对话，进一步感受每一处升调所表达的意义和功能。

## Reading and Thinking

### 内容分析

**活动主题：**该板块的活动主题是“学习作出人生抉择”(Learn to make choices in life)。从听说板块的道德困境话题转移到这一板块的人生抉择问题，贯穿其中的线索是本单元的核心人物——林巧稚。选择林巧稚的生平作为阅读部分的题材内容，不仅仅因为她是我国著名医学家，为我国医疗事业作出了巨大的贡献，更重要的是，她的人生经历能给学生带来无限启迪。无论是在求学期间还是在职业发展道路上，林巧稚曾面对的道德困境和人生选择，与当前每个年轻人即将面对的社会生活有着许多相似之处，而从她的人生抉择中，学生能够感受到她身上的仁善、自强、勤奋、执着、敬业、慷慨，还有高度的责任感和广博的爱心。这些美好品质不仅值得学生学习，还能启发年轻人反思自我，思考如何面对人生抉择，认真选择未来的道路，全力以赴地面对人生的挑战。林巧稚的故事对于今天的年轻女性也有重要的教育意义，能够激励她们坚持信念和梦想，理解生活的价值和意义，努力抓住机遇，把握自己的人生。另外，关于林巧稚牺牲个人生活一心追求事业这一选择，教师应注意保持客观中立的态度，可以启发学生讨论，同时尊重他们不同的想法和态度。

**文本分析：**该板块的阅读文本是一篇人物小传。文章按照时间顺序叙述了林巧稚的一生，其中着重描写了她曾面临的人生抉择，例如：是遵循中国传统的道德观念结婚成家，还是不顾学费高昂去追求自己的医学梦？是留在条件优厚、前景美好的异国发展，还是回到苦难深重的祖国为之效力？是选择拥有自己的小家庭，还是为了中国无数的家庭而坚持不懈地工作？而林巧稚所作出的抉择无不反映了她坚定的信念、美好的心灵、高度的职业责任感和奉献精神。

传记 (biography) 是通过对典型人物的生平、生活、贡献功绩、思想风貌等多方面进行综述



的一种文学体裁。人物传记多以第三人称叙事，以第一人称叙事的传记称为自传（autobiography）。人物传记通常会交代人物的生卒时间和地点，介绍该人物的家庭背景、童年时光、重大的生活转折点，会对人物的性格、品质特点进行分析，引用人物自身或熟知其人的第三方话语作为佐证，往往还会对该人物的影响进行说明。本单元的阅读文本与人物传记体裁的特点十分吻合，文章不仅将林巧稚的生平经历进行了简要概括，还不乏一些打动人心的细节，文中多处引用了林巧稚的原话的英译，这些话语真实、具有说服力，正面体现了林巧稚的高贵品质和精神。

**活动设计：**阅读板块共有四个活动。活动1是读前热身，让学生思考并讨论人生中最重要的抉择是什么并说明原因。学生可与同伴充分讨论人生不同阶段面临的挑战和机遇，教师也可积极参与到讨论中，与学生分享和交流人生经验，提供新的视角和看法。这一讨论是为接下来的阅读作准备，让学生在阅读过程中自觉关注林巧稚的人生抉择。活动2要求学生阅读课文，找出林巧稚一生中的艰难抉择以及这些抉择带来的结果和影响，让学生通过梳理这些细节，理解和感悟作者的写作意图。活动3要求学生结合阅读篇章所提供的事实和细节，通过分析和探讨两个问题得出合理的结论：贯穿林巧稚一生的人生原则是什么？林巧稚是一个怎样的人？“下结论”也是本单元的核心阅读策略，着重培养学生的深层思维能力。在这一活动中，学生不但需要关注内容细节，还要学会分析文本的语言特点，理解作者的态度和观点，从而得出自己的结论。活动4则聚焦语篇中的重点词汇，让学生结合新的语境理解词汇的意义和用法，正确运用新词汇。

**教学重点：**引导学生识别人物传记体裁的特征和语言特点；引导学生根据文章所提供的细节信息对人物的个性和品格作出合理的推断和概括；鼓励学生反思自我，针对人生抉择发表自己的看法。

## 教学建议

### 1. 读前活动

（1）学生分组讨论活动1的问题，就哪些是人生中重要的抉择发表看法，教师可列举具体的人生阶段启发学生思考，如：中学时代、大学时代、就业后等，也可从理想、学业、事业、生活、情感等多方面启发学生结合具体情境思考和规划人生。

（2）教师分享自己的亲身经历，讲述生命中几个关键时刻的选择，以及这些选择对自己生活和事业的影响。教师也可以自己熟悉的人为例，探讨不同阶段的抉择，让学生进一步明确什么是重要的人生抉择。

**教学提示：**教师用自己的人生经历作示范，可拉近自己与学生的情感距离，增加教学情境的真实感，同时也能激发学生对自己人生经历的思考。

（3）学生看文章标题、插图以及活动2的问题，根据这些信息预测文章内容并谈论自己对文章标题的理解。教师可提出以下问题供学生思考：

- What do you think the text is about? What do you expect to read?
- How do you understand the title of the text?



**教学提示：**通过预览 Reading and Thinking 部分的活动标题、文章标题、插图以及活动2的问题，尤其是根据标题中的 babies 和 mother，学生可以判断出这并非是寻常的母亲与孩子的关系。此时，教师可提醒学生将前面听说板块中有关林巧稚的内容与此部分关联，这样能使他们对语篇涵盖的信息有更精准的预测，同时明确主题意义探究的目标。

## 2. 读中活动

(1) 学生快速阅读文章，验证他们对课文内容的猜测，教师引导学生关注文本特征。以下问题供参考：

- What kind of text is it? (A brief biography of Lin Qiaozhi.)
- How are the events arranged? (In chronological order.)

(2) 学生仔细阅读课文，从文中找出所有与林巧稚相关的重要时间点、事件以及重要的人生抉择。教师可设计时间轴或图表，帮助学生将这些重要信息整理出来。例如：

**Lin Qiaozhi's Life**

Time	Important events	Her choice	Results
1901			
1906			
At age 18			
...			

(3) 学生找出关键信息后，先与同伴讨论，将表格中的信息补充完整，然后师生核对答案。

**Lin Qiaozhi's Life**

Time	Important events	Her choice	Results
1901	She was born.		
1906	Her mother died.		
At age 18		She chose to study medicine instead of finding a husband.	She took the entrance exam and entered Peking Union Medical College.
At age 26	She graduated from Peking Union Medical College with the Wenhai Scholarship.		
From age 26 to age 27	She was named a chief resident physician.		
	She was sent to study in Europe.		



续表

Time	Important events	Her choice	Results
In 1939	She was sent to study in the US.	She rejected the offer to stay in the US.	She went back to China to serve the women and children.
In 1941	She became the first Chinese woman to be appointed director of the OB-GYN department of the PUMC Hospital.		
During the war	Her department was closed.	She opened a private clinic.	She continued to provide medical care for the people in need of help, especially the poor patients.
From 1954 to 1983	She was elected to the first National People's Congress. She held many important positions.	She was more interested in tending patients, publishing medical research on care for women and children, and training new doctors.	She tended patients, published medical research on care for women and children, and trained new doctors.
22 April 1983	She died.	She left her savings to a kindergarten and a fund for new doctors.	
During her lifetime		She chose not to marry.	She devoted all her life to work and delivered over 50,000 babies.

**教学提示：**让学生先自主阅读和填写表格是为了训练他们获取细节信息和重组信息的能力。随后让学生与同伴讨论并互相补充，是为了让他们分享在获取关键信息方面的不同视角和思维方式。这样的活动能够帮助学生按照时间线索梳理林巧稚的生平经历，将文本信息转为可视化信息，以加深对文本主题意义的整体理解；同时，整个活动的过程，也是启发学生反思和调整思维的过程。

（4）核对答案后，让学生结合表格信息回答活动2的第二、三小题。在学生讨论这些人生抉择时，教师应引导学生结合时代背景来理解这些抉择的不易之处。例如，关于林巧稚1939年回国的选择，教师可提供以下背景信息供学生了解：



Japan began its full-scale invasion of China in 1937.

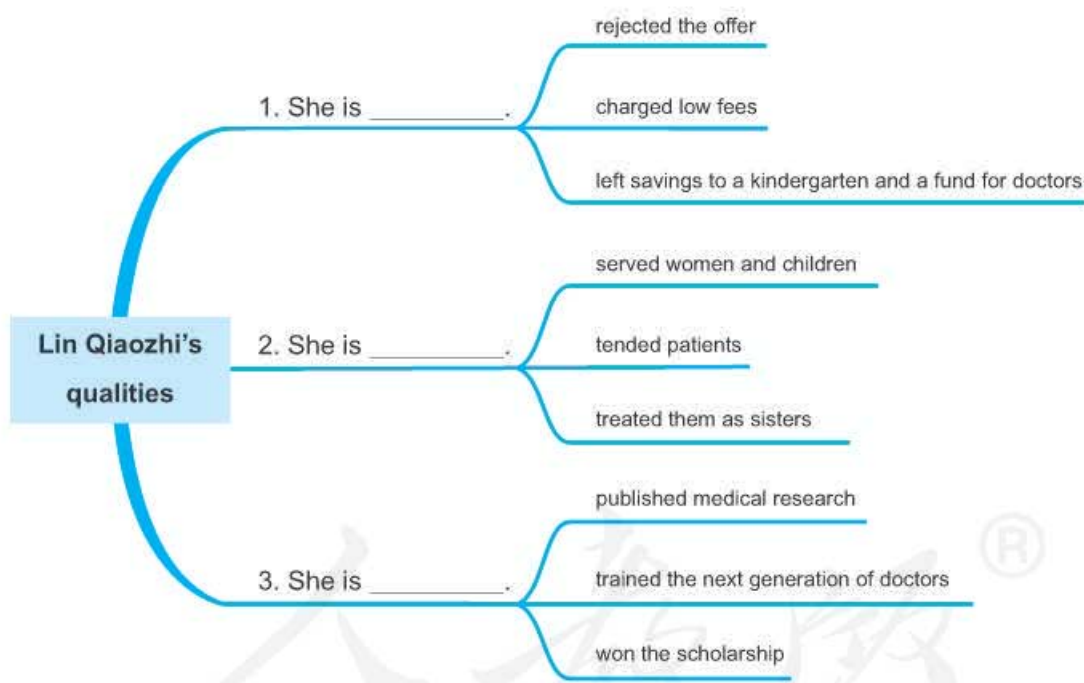
**教学提示：**由于林巧稚生活的时代离学生实际生活较远，让学生结合已学的历史背景知识对文本进行分析，对人物进行解读，这样不仅能够帮助学生更深刻地理解作者的意图和人物的特点，同时也能渗透对学生思维品质的培养，让他们学会从历史的视角去观察和认识主人公，作出正确的推断和评价，从而实现深度学习。

(5) 教师组织学生分组讨论活动3中的两个问题，要求学生从文中找出描写林巧稚的言行、性格特点、意志品格的词句，从中提炼出合理的结论，总结林巧稚的人生原则和人格特征。教师可引导学生通过归纳要点的方式组织语言完成活动，如：

Dr Lin's main principle of life is to \_\_\_\_\_.

- Evidence 1:
- Evidence 2:
- Evidence 3:

教师还可运用思维导图指导学生分析并得出自己的结论，见下图：



**教学提示：**学生在表述自己的结论时，教师应及时给予评价，并鼓励其他学生适当补充，将课本知识进行迁移运用，内化为自己的语言，形成自己的思维和评判，从而提升批判性思维能力。

(6) 学生小组讨论完毕，教师可为学生示范如何阐述自己的论点和论据。例如：

- From the sentence "I'd rather stay single to study all my life", I think Dr Lin is a determined



woman because she overcame many difficulties and prejudices to pursue her dream.

- From the phrase “rejected the offer” and the sentence “She charged very low fees to treat patients and often reduced costs for poor patients”, we can learn that Dr Lin didn’t care about fame, fortune, or power. She devoted herself to serving and treating patients.
- From the sentences “The OB-GYN department cares for two lives” and “we should be responsible for the patients and treat them as our sisters”, we know Dr Lin is a kind and caring person. Although she had no children of her own, she delivered so many babies and helped so many women in need.

**教学提示：**“下结论”是一种深度阅读行为，需要理性思维，所以不论是让学生判断作者的写作态度还是判断文中人物的品质，都需要引导学生从文本中寻找相应的单词、短语或句子作为结论的支撑。

(7) 学生再次阅读课文，找出文中的疑难句或优美的句子与全班分享。必要时，教师可对这些难句或精妙句式进行解析，鼓励学生记忆和运用这些地道的表达。

### 3. 读后活动

(1) 学生完成活动4的任务，然后师生核对答案。

(2) 教师组织学生分工合作，要求他们利用之前梳理的表格、思维导图等复述林巧稚一生中重要的抉择及其结果。

### 拓展活动：角色扮演

教师创设语境，让学生两人一组开展角色扮演活动，一人扮演林巧稚，另一人扮演新闻记者。新闻记者向林巧稚提问，了解她人生中的几次重大抉择。各小组先自行编演采访对话，最后教师可请不同小组在班上表演，并及时给予评价。

## Discovering Useful Structures

### 内容分析

**活动主题：**该板块的活动主题是“描述人物的行为”(Describe people’s actions)。无论是谈论道德规范还是人物的美德品质，往往都需要通过故事来展现，因为只有对人物的言行进行生动而细致的描写，才能深入地刻画人物的性格、品质和精神。动词-ing形式作宾语补足语和状语都可用于描述人物的行为。因此，本单元选择该核心语法结构是由单元主题引领下的语篇题材和体裁特点决定的。

**目标结构：**本单元重点学习动词-ing形式作宾语补足语和作状语的用法。当动词-ing形式用作宾语补足语时，大多用在某些动词后表示正在进行的动作，如see、hear、watch、notice、feel、find、observe、keep、catch、leave等。动词-ing形式作状语可以表示动作发生的时间、原因、条件、目的、方式、程度、结果以及伴随状况等。动词-ing形式作宾语补足语和作状语的具体用法



可参见教材附录中的语法注释。

**活动设计：**活动1延续了本套教材一贯提倡的“自主探究式”学习，让学生讨论阅读篇章中出现的三个句子，理解动词-ing形式在句中的意义及语用功能，然后从单元中发现更多类似的句子。活动2虽然是句子层面的填空练习，但是语境具体，且大多带有强烈的画面感。这一活动的目的是让学生在语境中体验和感知动词-ing形式的意义，而对语境的关注会加深他们对语用功能的理解，即懂得在什么情形下可以使用充当宾语补足语和状语的动词-ing形式。活动3提供了一个相对完整的小语篇，让学生在理解的基础上运用动词-ing形式改写部分句子，培养学生运用动词-ing形式进行表达的能力。动词-ing形式作状语的用法常见于书面表达，使用动词-ing形式作状语可以让行文更加简练，表达更有层次，语言更加丰富。此外，此处的小语篇简单介绍了白求恩大夫的故事，通过阅读该语篇学生能感受到白求恩大夫高尚的人道主义精神、对工作的热忱和责任心，以及他的牺牲精神。因此，这一活动还渗透了人文精神和道德品质的培养。

**教学重点：**引导学生理解动词-ing形式作宾语补足语和状语的功能和意义；引导学生正确使用动词-ing形式描写人物的行为、动作及其发生的原因、目的、结果及伴随状况等。

### 教学建议

1. 小组观察与讨论。学生阅读并观察活动1的三个句子，小组讨论动词-ing形式在三句话中的语法功能。教师可提供几个选项让学生选择，如：

- As the attribute
- As the adverbial
- As the object complement
- As the predicative

**教学提示：**若学生对这些语法成分的定义不熟悉，教师可以提醒学生：若动词-ing形式作状语，其作用相当于一个状语从句；若动词-ing形式作宾语补足语，它描述的行为和状态则与句子的宾语密切相关。如有必要，教师也可让学生翻译这几个句子，帮助他们确认动词-ing形式所描述的行为在句中充当的成分。

2. 学生从课文中找出含动词-ing形式且用作宾语补足语或状语的其他句子，并与同伴讨论交流，然后师生核对答案。核对答案时，教师应要求学生读出全句并解释动词-ing形式在句中的作用。必要时，教师可通过板书、幻灯片或课件呈现这些句子，并按照功能进行分类，给予补充解释。

3. 学生完成活动2，两人一组讨论所填内容，然后师生核对答案。核对答案时，学生应读出完整的句子，并解释所填的词在句中的语用功能。教师还可要求学生翻译句子，提醒他们注意动词-ing形式所描述的行为或状态与谓语表示的动作之间的逻辑关系。

4. 教师可要求学生完成第68页练习册的语法活动1，让学生结合丰富的语境理解并判断应在什么情况下运用动词-ing形式，掌握动词-ing形式用作定语、表语、状语、宾语补足语时的不同意义和用法。因此，师生核对答案时，学生要说出动词-ing形式在每句话中的功能和意义。



5. 学生阅读活动3的小语篇，教师可设计几个小问题以检测学生是否理解该语篇内容以及动词-ing形式在语篇中的表意功能。如：

- Why did Dr Bethune come to China?
- How did he help the Chinese people during the war?
- What did Chairman Mao Zedong say about him?

6. 学生完成活动3，尝试使用动词-ing形式改写部分句子，然后师生核对答案。核对答案时，教师可请不同学生读出改写的句子，并及时给予点评。

**教学提示：**在完成活动3时，教师可引导学生观察改写后的句子和原句，比较两种写法的不同。另外，教师应适时提醒学生把动词-ing形式作状语的用法运用到写作中，以使行文更流畅、表达更丰富、文章更具文采。

7. 教师可以让学生在课上或课后完成第69页练习册的语法活动2和活动3。

## Listening and Talking

### 内容分析

**活动主题：**该板块的活动主题是“谈论友善的重要性”(Talk about the importance of kindness)。本单元前几个板块选取的题材大多是为社会作出重大贡献的著名人物。然而，并非只有这些知名人物才具备优秀的道德品质，在许多普通人身上，同样能够发现闪闪发光的品质或美德。此处探讨的表达友善和给予帮助的对象不只是熟悉的、亲近的人，还包括陌生人。该部分主要让学生倾听一个关于爱心传递的故事，随后让他们模仿输出，讲述发生在自己身边的爱心故事。除了培养学生的听说技能以外，这一板块还渗透了人生观和道德观的培养。通过学习这个板块，学生会意识到哪怕只是一次偶然的帮助，也会给他人和自己带来意想不到的温暖和光亮；通过自己的善行去影响他人，就能创造更美好的社会氛围。

**文本分析：**听力文本是一段电台访谈节目，在主持人对节目名称和嘉宾进行了简短的介绍之后，嘉宾Kevin作为主讲人介绍了Paying It Forward活动的概念，分享了作为活动灵感来源的歌曲和故事，说明该活动的开展方式和意义，鼓励听众参与到传递友善的活动中去。由于文本的核心内容是“The Chain of Love”这首歌的故事梗概，而非人物的亲身经历，嘉宾Kevin在讲述的过程中主要使用了现在时。此外，文本中还呈现了讲故事时常用的连接词，如but、instead、later、then等。

**活动设计：**活动1主要考查学生听取内容大意和关键信息的能力，要求学生说出电台节目的名称、嘉宾的主张和倡议。活动2旨在检测学生听取细节信息的能力，呈现了部分听力原文，这样做一方面为学生提供了必要的词汇和背景支持，能适当减轻听力焦虑，另一方面也为下面说的任务提供了示范。活动3是该部分的语言输出活动，要求学生讲述亲身经历或听到的关于善行的故事。方框中的连接词和参考句型为学生提供了开场白、叙事逻辑和时态上的指引。



**教学重点：**引导学生在听的过程中准确获取细节信息；引导学生讲述关于善行的故事。

## 教学建议

### 1. 听力理解

(1) 学生浏览活动1的三个问题，了解需要听取的内容信息。教师播放录音，学生完成活动1。

(2) 学生浏览活动2的短文，了解故事梗概并尝试预填信息。

(3) 教师播放录音，学生边听边完成填空。教师再次播放录音，学生补充或修改所填内容。

师生核对答案。

(4) 教师呈现听力原文，引导学生从短文中找出可用于叙述故事的词汇（如衔接词）或句式，为后面的口头表达做好准备。

### 2. 口语表达

(1) 教师可搜集有关传递友善、爱心接力的视频，例如：公益广告 *One day*、微电影 *Turning Point* 等，让学生在课堂上观看并复述短片内容或进行表演，生动展现爱心链的主题。

**教学提示：**教师在播放视频短片之后，可在课件中提供截图，在黑板上列出一些关键词，提示学生在叙述故事时应使用的时态和连接词，如 *but*、*instead*、*later*、*then* 等，这样能帮助学生顺利地完成复述或表演，为完成活动3的创编对话做好铺垫。

(2) 学生根据活动3的要求分组活动，每个人分享一个亲身经历或耳闻目睹的传递友善的故事，然后在组内选出一个最感人的故事，与全班分享。学生分享故事前，教师可指导他们利用方框中的词汇和句式进行表达，比如可以将方框中的词汇分类：

时间顺序：first of all, then, after that, later, finally

逻辑关系：so, however, although, but

教师还可以适当补充一些过渡语，丰富学生的表达：

时间顺序：afterwards, meanwhile, at last, in the end, eventually

空间顺序：next to, far from, on the left, in front of

逻辑关系：otherwise, nevertheless, as a result, therefore, furthermore, in addition, as well as

总结：in a word, in short, on the whole, to sum up, in brief

**教学提示：**在讲故事时，学生可能会提到一些负面案例或消极的思想，教师需要给予一定的疏导和点拨，既要提醒学生在复杂的社会环境中加强自我保护和安全防范意识，又要让学生树立互助、诚信的人生观。

(3) 教师也可以让学生选择练习册中 Reading and Writing 部分的故事作为讲述内容，复述主人公的善举。教师提示他们可以用第一人称叙述，也可以用第三人称叙述，给学生更大的创作和想象空间。



(4) 各组学生分享故事，教师可从语言流畅、衔接自然、逻辑合理、内容真实、表现力强等方面对学生的讲述或表演进行评价。

### 拓展活动

教师可根据“The Chain of Love”这首歌的故事，鼓励学生充分发挥想象力和创造力，续写或编演爱心传递的故事。比如，学生可以设计让餐馆的女服务员延续爱心传递，也可以从女服务员的丈夫开始新一轮的爱心传递故事。这样可以增加活动的趣味性，让学生有更多发挥想象的空间，从而提高讲故事的能力，同时也可以避免部分学生因缺乏亲身经历而无话可说。

## Reading for Writing

### 内容分析

**活动主题：**该板块的活动主题是“分享关于一个道德故事的看法”(Share your opinions about a moral story)。前面的Listening and Talking板块重点讨论人的日常行为与为人处世的态度，而此处的读写板块则聚焦人的社会责任。教材选取了一则寓言故事《路中央的石头》作为阅读内容。寓言故事大多富有教育意义或隐含深刻的道理。因此，学生不仅要理解故事的表层含义，还要学会解读其深层内涵。例如：文中的“石头”象征着什么？搬石头的女孩与其他人有什么不同？如果将整个故事进行联想和引申，联系到个人生活或整个社会现状，又表达了怎样的含义？作为个体的人，面对社会问题应承担怎样的责任？这些都是值得学生深入探讨的问题。该板块要求学生写故事评论，目的正是让他们对故事进行由表及里的分析，正确解读作者的观点，同时合理组织语言，表达自己的感悟和看法。

**文本分析：**阅读文本是一个寓言故事，讲述了一位国王为了试探民众面对问题的态度，将一块大石头放在路中央，并将金币藏在石头下方，然后观察人们的反应。虽然很多人对石头带来的麻烦甚至是个人损失有诸多抱怨，但是都不愿自己解决。最后，一个善良诚实的年轻女孩搬走了石头，获得了国王的金币和赞扬。寓言故事是一种中西方皆有的文学体裁，它的篇幅一般不长，语言精辟简练，情节简单却极富表现力，多使用拟人、比喻、象征等修辞手法，以借喻的方式来揭示有教育意义的主题或深刻的道理。

**活动设计：**活动1与活动2都属于阅读理解活动。活动1的三个问题主要针对故事的起因、经过和结果设问，检测学生对故事情节的理解。活动2则主要关注故事的细节，让学生找出大石头给不同的路人造成的影响以及这些人的情绪和行为反应。教材提供了表格，要求学生将这些细节进行归纳、整理，这样便于学生进行角色对比，让他们能透过文字分析人物的性格品质、心理特征，从中获得启示，从而理解故事所隐喻的世间百态。活动3是读后的讨论，先让学生探讨故事的内涵，以批判的眼光看待故事中的人物和逻辑关系，然后要求学生联系生活实际，谈论现实生活中相似的状况或场景，客观审视自我和他人面对问题或障碍时的言行。这都是为了培养学生的深层思维能力。根据写故事评论的需要，活动4提供了一个简要的提纲和一些启发性的问题，为学生构思内容、搭建框架和撰写初稿做好准备。针对如何写好一篇故事评论，活动5的核对清



单提供了全面而又具体的衡量标准，无论是同伴批改文章还是自行修改，该清单都具有参考价值。活动6是最后的修订和完稿步骤。

**教学重点：**引导学生通过人物言行的对比分析道德故事的深层内涵；鼓励学生结合现实生活案例发表自己的见解和看法；指导学生写一篇观点明确、层次分明的故事评论。

## 教学建议

### 1. 文本理解

(1) 概括文本大意。学生先浏览活动1的三个问题，然后阅读寓言故事。教师启发学生梳理故事的起因、经过和结果，然后回答问题。最后，让学生用一两句话概括故事大意。

**教学提示：**学生要回答这三个问题，必须具备一定的语言概括能力。教师应要求学生尽量不使用文本中的原句，而是用复述的方式来回答问题。教师可提供一些句式帮助学生回答问题，如：

- The king placed the stone in the road because he ...
- Most people ... but they ...
- The young girl ... and ...

(2) 获取文本细节信息。学生两人一组找出文中每个路人的不同遭遇和反应，并根据细节判断他们的情绪和态度，完成活动2的表格。教师可要求学生将所填内容组成完整的句子，并尽可能使用不同的句式来表述。例如：

- The milkman crashed into the stone, which made him very angry, but he went away from the stone.
- After crashing into the stone, the milkman was angry and then he went away.
- The milkman was very angry about crashing into the stone, but he just went away.

**教学提示：**这一步骤是为了培养学生的细节捕捉能力和语言概括能力。让学生用丰富的句式来概括具体和琐碎的细节，能有效提升学生运用语言构建意义的能力，使表达更流畅、简洁和多样。另外，这一步骤还为后续的写作提供了语言上的准备。

(3) 读后讨论。学生分组讨论活动3中的两个问题，教师可鼓励学生发表自己独特的见解和看法，并适当拓展和发挥。

### 2. 文本结构与语言分析

(1) 教师先简单介绍故事评论的定义、特点和要求，然后让学生浏览活动4中的写作提纲，了解故事评论的框架布局，并根据所列问题总结出各个段落的内容要点。

(2) 学生针对不同段落的问题开展小组讨论，先找出问题的答案，再讨论如何将不同的细节信息组成句子以及可以使用什么句式，并将这些句式罗列下来。

(3) 教师请不同小组汇报问题的答案，并让他们尝试用不同的句式表达。



教师可补充以下句式供学生写作时参考：

● Paragraph 1:

The story is about ...

The author writes about ...

● Paragraph 2:

The author is using the story to ...

The author has done a good job in ...

The author tries to ... but ...

● Paragraph 3:

I like the story because ...

What impresses me most is that ...

I'm not sure whether ... but ...

I would love to share the story with ...

### 3. 完成写作

(1) 写初稿。学生先浏览活动5中的评价标准，然后根据活动4的提纲、小组讨论汇报时所列的问题答案以及参考句式独立完成初稿。

(2) 同伴互改。教师引导学生按照活动5的核对清单评价同伴的作文，提出修改意见。

(3) 确定终稿。基于同伴的评价，学生对自己的作文进行修改，确定终稿。最后通过小组推荐，教师选出优秀的作文进行投影展示或在课上朗读，同时给予评价和指导建议。

## Assessing Your Progress

### 内容分析

该板块的活动1旨在考查学生是否掌握动词-ing形式和过去分词用作状语时在意义和用法上的差异；活动2是语篇填空练习，一方面是为了检测学生的阅读理解能力，即是否能解读作者的态度和观点；另一方面是为了检测他们在语境中使用词汇的能力。

Reflecting部分设置了一些填空题，让学生记录本单元最喜欢的故事，列出自己认为最重要的美德，回顾自己的学习过程，找出困难和问题所在，并对单元内容进行评价。这样的单元总结既具有针对性，又能帮助学生自省，不断提高其自主意识，增强学习的积极性。

本单元的项目活动主题是“制作海报以激励他人践行美德”(Make a poster to motivate others to practise virtues)。通过学习本单元的中外人物故事或道德故事，学生会发现在人物品格、价值观和社会交往等层面，许多美德是被全世界人民认可并一致推崇的，比如诚实、友善、敬业、爱国、勇敢、感恩等。活动1要求学生开展“头脑风暴”，列出更多的美德词汇，并选出当今社会最需要的美德。活动2则要求学生收集与美德相关的名言警句，制作宣传海报，鼓励大家践行这些美德。让学生收集、积累和记忆美德格言，理解其中的道理和内涵，不仅仅是为了语言学习和知识积累，同时还有利于塑造学生的优良品格，引导他们树立正确的世界观、人生观和价值观。

### 教学建议

#### 1. 语言知识测试

(1) 教师可从学生已学的单元中找出一些动词-ing形式作状语和过去分词作状语的句子，并分为两组，以课件、幻灯片或学案的形式进行展示，让学生分辨句中动词-ing形式或过去分词与



句子主语之间的主动、被动关系，明确两者在表意功能上的区别。

(2) 学生完成活动1的语法练习，教师核对答案。

(3) 教师课前可布置学生通过查词典自主学习本单元的新词汇，包括了解相关的派生词及其用法。课堂上，先让学生浏览活动2的短文，然后自主完成填写。教师要引导学生关注上下文、固定搭配、词形变化等。

(4) 学生先与同伴核对活动2的答案，然后师生核对答案。核对答案时，教师可要求学生读出完整的句子并将其翻译成中文。最后，请学生说明作者对待医生的态度，并从文中找出合理的证据。

(5) 若时间允许，教师还可让学生完成第67、68页练习册的词汇练习。

## 2. 学生自主反思

教师组织学生先自由讨论，鼓励学生将所有问题的回答连起来，以口头小作文的形式汇报，这样可以培养学生的语言运用能力、信息加工能力和思辨能力，同时引导学生养成自我评价、自我反思和自我调整的学习习惯。

## 3. 教师反思

教师在收集学生的反馈后，可以将这些问题改写成教师版的反思档案，从而掌握学情、改进教学。如：

- Most students' favourite story of this unit was \_\_\_\_\_ because they think \_\_\_\_\_.
- Many students think \_\_\_\_\_ is the most important of all virtues, while some others think \_\_\_\_\_ is equally important.
- I found it \_\_\_\_\_ for the students to understand and use the grammar structures, the important/difficult points are: \_\_\_\_\_.
- The students had some problems with \_\_\_\_\_, and it would be better to give them more training and assistance on this part.
- Some students would like to learn more about \_\_\_\_\_, so some extra explanations and drills are necessary.
- Overall, most students thought this unit was ☐ interesting ☐ thought-provoking ☐ so-so ☐ difficult.

## 4. 完成项目活动

(1) 学生开展“头脑风暴”，尽可能多地列举出有关美德的词汇，教师收集并展示学生列举的词汇，适当补充或修正。

(2) 学生分组讨论，将这些与美德相关的词汇根据其重要性进行排序，为海报制作做好准备。

(3) 各组学生选择排在第一位的美德作为海报主题，参照活动2中的三个步骤，四人一组设计宣传海报。

这一活动需要小组成员分工合作来完成，相关活动过程包括：查找资料、收集整理与美德相关的词汇和名言警句；讨论并确定海报的主题内容；合理安排版式设计、共同制作海报。每个小组完成海报制作后，教师可让学生集体评比，投票选出优秀作品并展出。



### 内容分析

该板块的视频内容主题是“孔子与仁”(Confucius and Ren)。孔子是我国儒家学说的创始人,他把“仁”视为道德的最高准则。千百年来,“仁”这一思想已渗透在中华民族的思想观念中。孔子所倡导的“仁”的思想该如何理解?它体现了哪些内涵?“仁”的思想对现代人又有何意义?该视频主要围绕这些问题来展开叙述的。视频中有两位专家还分别从各自的视角分享了对“仁”的理解。该视频为学生学习用英语讲述中国优秀传统文化提供了示范,也为学生将来的跨文化交流打下语言基础。

### 教学建议

1. 教师让学生阅读练习册中Expanding Your World部分的内容,引导学生理解儒家的“仁义礼智信”等理念,了解其英文表述。教师还可根据学生的情况适当补充有关孔子和孟子的背景知识。

**教学提示:** 教师先提供背景知识介绍,目的是让学生在看视频之前对话题有所熟悉,减少陌生词汇带来的理解障碍,同时帮助学生理解孔子和儒家思想在中华民族文化历史上的重要性及其深远影响。

2. 学生浏览视频内容简介和Before You Watch的内容,然后对所缺的信息进行预测,并回答问题:“What do you expect to see in the video clip?”。

3. 学生观看视频,验证看前预测是否正确。师生核对Before You Watch的答案。

4. 学生先浏览While You Watch中活动2的内容,再观看视频,完成活动2。师生核对答案。

5. 教师还可提出一些问题启发学生深入思考,如:

- What did the two professors say about their understanding of Confucius's ideas?
- Do you think their words are convincing? Why?

教师再次播放视频,学生边看边记录关键信息。小组交流讨论后,教师再请学生回答问题。

6. 学生小组讨论After You Watch中的问题。关于问题1和问题3,教师可以给予一些提示和表达用语,如:

- Until today, most Chinese people still hold the idea / believe that ...
- Generally speaking, people in China ...

关于问题2,教师可以组织学生课后收集相关材料并开展辩论。

7. 课外拓展阅读。教师可布置学生课后收集孔子的简介及其有关美德的名言,并要求他们就其中一条名言进行说明,以口头作文或书面作文展示出来。

**教学提示:** 关于视频板块的教学,教师可以按照这样三个层次来设计:第一层次是“What do you expect to see in the video?”,第二层次是“What have you learnt from the video?”,第三层次是“What else do you want to know about this topic?”。



### 三、单元补充注释

#### 1. Moral dilemmas 道德困境

根据公共伦理学的定义，道德困境是行为选择中面临道德冲突而必须加以解决的一种特殊境遇。道德困境的实质是要人们在是与是之间、善与善之间、两个有价值的东西之间进行一种非此即彼的选择。

#### 2. At age 18, instead of following the traditional path of marriage like the majority of girls, she chose to study medicine. 十八岁时，她没有像大多数的女孩那样走上婚姻这一传统道路，而是选择了学医。

majority的意思是“多数；大多数”。当the majority单独用作句子的主语时，谓语动词既可用单数也可用复数。例如：

The majority is/are in favour of banning smoking. 大多数人都支持禁烟。

当a/the majority of 后接名词作主语时，句子的谓语动词应视名词是否可数、表示整体还是个体而定。例如：

A majority of workers now work five days a week. 现在多数工人每周工作五天。

The majority of my patients come to me from out of town. 找我看病的人大多数是外地人。

The majority of the population in the country lives/live in the city. 这个国家的大部分人口都住在城市里。

#### 3. The new People's Republic of China saw Dr Lin Qiaozhi playing a key role. 新中国见证了林巧稚医生发挥出重要的作用。

see 在本句中是“目睹；见证”的意思，这是英语中一种拟人化的修辞手法。例如：

The last decade saw the soaring growth of e-commerce. 近十年，电商平台迅猛发展。

The last decade saw many technological advances, and the next few years will see more. 过去的十年见证了许多科技的进步，未来几年还会有更多。

#### 4. She was more interested in tending patients, publishing medical research on care for women and children ... 她更感兴趣的是治病救人、发表妇幼护理医学研究成果……

此句中的tend是及物动词，表示“照管；照管；护理”。tend还可用作不及物动词，表示“倾向（于）；趋向（于）；往往会”等意。例如：

Mother being ill, he had to tend her at home. 母亲病了，他得在家照料她。

He tends the flower beds and evergreens. 他打理着花坛和常青树。

He tends to arrive late. 他总是迟到。

#### 5. Despite the difficult situation, Dr Bethune did whatever he could to assist the Chinese people. 尽管条件艰苦，白求恩大夫倾尽全力来帮助中国人民。

这里的despite是介词，相当于in spite of，意思是“不管；尽管”。例如：

Despite old age, she is still learning to drive. 尽管年事已高，她还在学开车。

Despite all our efforts we still lost the game. 尽管我们尽了全力，我们还是输掉了比赛。



The room was even colder, despite the fact that the heating was turned on. 尽管暖气已经打开，房间却更冷了。

**6. Early one morning, the king disguised himself and went to a local village.** 一天清晨，国王乔装打扮一番后，来到了当地的一个村庄。

此句中disguise表示“乔装打扮”。除此之外，disguise还可表示“隐瞒；掩饰”等意。例如：

He plans to disguise himself as a policeman. 他打算把自己假扮成一个警察。

She could not disguise her amusement at his mistake. 她对他的错误忍俊不禁。

It proved difficult to disguise his anxiety. 他的焦虑难以掩饰。

**7. The girl pushed the stone with all her might.** 女孩使出了全身力气去推石头。

with all one's might的意思是“竭尽全力地、全力以赴地”。例如：

He fought back with all his might. 他倾尽全力反击。

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## UNIT 2

# MORALS AND VIRTUES

The theme of this unit is morals and virtues. This theme is presented from a rational and philosophical viewpoint, rather than a religious one, beginning with the problem of moral dilemmas. The problem of moral dilemmas is used to introduce students to the idea of shaping their own lives through conscious life choices that involve value judgements, using the lives of Dr Lin Qiaozhi and Norman Bethune as examples. Students then learn to tell a story illustrating the value of small acts of kindness, followed by an analysis and review of a fable about personal responsibility to the community. Finally, students are challenged to research what others have said about the virtues, and logically categorise these sayings. It is hoped that students can use the information in this unit to reflect upon their own lives and make better choices as to how they will live their daily lives and plan out their futures.

### Opening Page

#### Theme Picture

The photo is of older teenage students of all races in a library. They are joining hands in a show of teamwork. The words on the table all represent the kinds of virtues necessary for teamwork and cooperation to take place.

#### Quote

The quote is from the poem “Lines

Composed a Few Miles above Tintern Abbey, on Revisiting the Banks of the Wye during a Tour, July 13, 1798” by William Wordsworth, a poem popularly titled “Tintern Abbey.” In simple English, the words mean that the best part of a person’s life is the small things that he does for other people.

The poem was included in *Lyrical Ballads* in 1798, a book of poetry Wordsworth co-wrote with Samuel Taylor Coleridge (1772–1834). This book effectively made Wordsworth and Coleridge the rock stars of their generation, and launched what became known as the Romantic Movement in Europe, which had a profound effect not just on literature, but on art, music, and philosophy.

William Wordsworth (1770–1850) was born in a small town in Cumberland, England. After he achieved fame, a number of other romantic poets and writers were drawn to live near him. As his home was in the Lake District in the north-west of England, this group of writers collectively became known as the “Lake Poets.” Wordsworth’s poetry exhibited what he called “the real language of men” rather than the contrived literary language so popular in 18th–19th century poetry, drawing inspiration from ordinary natural scenes to explore his emotions and expound upon his personal philosophy. These aspects of his poetry can be found in abundance in his most famous works, which include, “I Wandered Lonely as a Cloud” (also known as “Daffodils”), “My Heart Leaps Up” (also known as “The Rainbow”), and “Ode: Intimations of Immortality.” In his own lifetime, Wordsworth was celebrated as the greatest poet of his generation, and in 1847 he was



named the poet laureate (i.e., the national poet) of England by the government.

### Look and discuss

#### Suggested Answers

- 1 I think the teenagers are meeting together in the school library to start a project. They have just agreed on a plan for the project, and are now joining hands to show that they are committed to team spirit.
- 2 One important virtue that is admired in nearly every culture is honesty. Most people around the world prefer that others be truthful to them. Another is courage—most people admire someone who is brave. Modesty is another virtue that is common. Someone who is shameless is despised by many people around the world. Having said this, not all virtues find their same expression from culture to culture. For example, what is known in English as a “white lie”—a lie which is harmless but necessary for politeness—may be defined differently from culture to culture. For example, in some cultures, a white lie might be quite narrowly defined, and people may prefer honesty even when it hurts. Conversely, in other cultures, lies that would be considered unforgivable elsewhere might be considered relatively harmless. While many virtues appear universal and timeless, how they are understood and applied is a different thing entirely.

## Listening and Speaking -----

### Talk about moral dilemmas

#### Activity 1

##### Purpose

Introduce the topic of moral dilemmas and provide a warm-up for the activities which follow.

#### Suggested Answers

- 1 The boy sees an old woman who has fallen down on the street. She needs help getting up, but if he stops to help her, he might be late for school and get scolded by his teacher.
- 2 I once saw my friend cheat on a test. I knew that I should report him, but if I did, he would no longer be my friend.

##### Teaching Tip

To help spur discussion, you may want to present and discuss other moral dilemmas with your class:

- Imagine that you are at the beach. Your niece and her friend are swimming in the water when they are dragged off to sea by an ocean current. You are a strong swimmer, but you can save only one girl at a time. Your niece’s friend is already drowning—she must be saved at once or she will die. On the other hand, your niece seems OK, but she is much farther out to sea and the current is pulling her away quickly. If you save her friend first, by the time you return your niece may be too far out to sea for you to rescue. Who do you save first?
- You are a computer programmer



designing the software for a driverless car. The car can sense when other cars or people are around it. You must tell the car what to do if it is driving at a high speed down the freeway, and suddenly a child runs out in front of it. Your choices are: 1) The car should come to a sudden stop so that it does not hit the child. However, doing so might cause an accident with the cars behind it and someone might get killed. 2) The car should avoid the child by running off the road. This saves the child and other cars, but might kill the people in the driverless car. 3) The car slows down, but possibly runs over and kills the child.

- You have a pet dog. You take the dog to the vet, and the vet tells you that the dog has cancer and will probably die. You have two choices: 1) You can ignore the cancer. The dog will live a happy life without pain for several months, and then die suddenly. 2) You can have the dog receive treatment. The treatment will result in incredible pain for the dog—and expense and trouble for you—that may continue for up to a year.

Further, the dog may still die. However, if the treatment succeeds, the dog should live a long and healthy life.

While these kinds of moral dilemmas may seem bloodthirsty or coldblooded, they are exactly the kinds of moral dilemmas often discussed by philosophers. The first dilemma is a relatively popular one in philosophy classes. The second, about self-driving cars, is a new dilemma that has become controversial recently—as the solution software programmers have come up with is essentially to kill the owner of the self-driving car. The last dilemma is a common one that some pet owners face, but which has implications on human medical treatment as well. All of these dilemmas have in common the idea that there is no morally good answer to some of the extreme situations we might face in life.

## Activity 2

### Purpose

Practise listening comprehension using a conversation about a moral dilemma.

### Suggested Answers

<b>Situation</b>	The girl is taking the entrance examination for <u>a famous medical university</u> in Beijing. During the exam, the student next to her fainted.		
<b>The girl's choices</b>	She can <u>finish the exam</u> .	or	She can <u>stop and help the girl</u> .
<b>Possible results</b>	<u>She will get into medical university</u> , but <u>the girl might not get the help she needs</u> .		<u>She can put the needs of the other person first</u> , but <u>give up her chance to get into the medical university</u> .



### Teaching Tip

To fill in the table completely, the students will have to listen to the audio track in totality, gain an understanding of the basic meaning, and then summarise it. This is especially true of the “Possible results” section of the table—while the answers are directly stated in the audio track, they are not laid out perfectly word-for-word as in the chart. This can present a challenge for students who have weaker listening skills. Point out to students that while they need to listen for overall meaning, some important information in the audio is introduced by signpost language such as *for example*, *or*, *but*, and *instead*. After listening the first time, have students discuss how to fill in the table. They should then listen again for confirmation and consolidation.

### Activity 3

#### Purpose

Practise listening for attitudes and opinions using a conversation about a moral dilemma.

#### Answers

1 T 2 T 3 T 4 T 5 F

### Teaching Tip

After completing the exercise and checking their answers, have students listen again and jot down the reasons for their answers. Apart from intonation and stress, students should be able to guess the answers from the language itself. For example, for Statement 1 we know that Jane might be eager to share the magazine article with Luke because she says that it

is “interesting”, and for Statement 2, Luke uses a tag question to ask for confirmation.

### Optional Activity

To hone in on the skill for this listening, “listen for attitudes”, after students complete Activity 3, have them look at the audio script. As they read along, model the conversation for them with exaggerated intonation, stress, and speed to show students how these are used to convey attitude in the conversation. Then have students role-play the conversation in pairs, practising proper intonation, stress, and speed. After they have finished, have selected students demonstrate their role-plays to the class.

### Activity 4

#### Purpose

Listen for details and conclusions using a conversation about a moral dilemma.

#### Suggested Answers

- 1 She carried the student to a safe place and looked after her. Then she went to the hospital with the student and called her sister.
- 2 Her name was Lin Qiaozhi. She later became a great doctor. She was famous for caring for tens of thousands of women and their babies.
- 3 Her life was full of hard choices, but she didn’t let them stop her from taking care of people who were in need. She always cared for others more than for herself.



### Teaching Tip

The listening can be used directly as a lead-in for the reading passage about Lin Qiaozhi. You may also want to use the listening as a preview for Activity 3 on page 17, by having students discuss the following questions:

- 1 What does this story illustrate about Dr Lin?
- 2 What principles guided Dr Lin's actions?

### Activity 5

#### Purpose

Wrap up and give students a chance to apply what they have learnt in the previous listening activities through speaking.

#### Optional Activity

Introduce other moral dilemmas to students and have them discuss the situations in groups. Alternately, have students brainstorm to come up with moral dilemmas involving recent stories in the news, and discuss them.

### Pronunciation -----

### Activity 1

#### Purpose

Practise identifying and understanding the meaning of rising intonation in English.

#### Cultural Note

In Conversation 2, a “shelter” can have two possible meanings: 1) It can refer to a place which provides food and a place to stay for homeless people, or for certain classes of people who might need temporary safety and help, such as abused women. 2) It

can refer to a place which takes in stray animals, such as dogs and cats. Both kinds of shelters are normally charities which depend heavily on volunteers.

### Answers

1 B 2 C 3 A

### Teaching Tip

In the sentence “It was a bit dangerous” the rising intonation is for emphasis—it really was a dangerous thing. After having emphasised the word “dangerous”, the speaker then adds more information to explain why—even though it was dangerous—there was no negative impact from James's actions. This pattern of adding emphasis through rising intonation, followed by a contrast or concession clause, is common.

### Activity 2

#### Purpose

Practise using rising intonation to add meaning to a conversation.

#### Suggested Answers

**Peter:** It's a nice day, isn't it?

**Nick:** Yes, but it looks gloomy to me.

**Peter:** Why? What happened?

**Nick:** You know ↗ Tony?

**Peter:** ↗ Yes.

**Nick:** He asked me to write an essay for him. But I don't think it's the right thing to do. ↗ Do you?

**Peter:** No, it's not.

**Nick:** But I'm afraid to lose him as a friend.

**Peter:** Well, good friends should



help each other. But it doesn't mean you should help him cheat! Why not help him with his ↗ schoolwork?

**Nick:** Good idea!

## Reading and Thinking ----- Learn to make choices in life

### Activity 1

#### Purpose

Activate students' own thought processes regarding life choices to prepare them to read and think about the passage critically in the light of this theme, rather than to read the passage merely for factual information.

#### Suggested Answer

Important choices a person can make in life include decisions on university study, jobs, and marriage partners. These choices are important because they determine our future. From a wider perspective, however, the most important choices include moral decisions—how we live our lives and treat others. Such choices may not necessarily change our life paths, but they will determine how we are remembered by others, the degree of respect and love we earn, and our own ability to have clean consciences and live with ourselves.

### Activity 2

#### Purpose

Practise reading for more detail information.

#### Suggested Answers

- 1 Underlined sentences: At age 18, instead of following the traditional path of marriage like the majority of girls, she chose to study medicine; Dr Lin, however, rejected the offer; Thinking of all the people still in need of help, Dr Lin opened a private clinic; She was more interested in tending patients, publishing medical research on care for women and children, and training the next generation of doctors.
- 2 She did not get married; she did not stay in the US; she opened a private clinic; she spent her time tending patients, publishing medical research on care for women and children, and training the next generation of doctors rather than government work.
- 3 The author wants to illustrate what it means to live a selfless life, caring for others.

#### Teaching Tips

- For Question 1, note to the students that in two cases the choices are easy to spot because the text uses words that signify a choice: *chose*, *rejected the offer*. However, in the other cases, the choices she made are not stated as directly. To help students see the choices she made, draw their attention to the word *hard*. A hard choice is one that entails sacrifice or difficulty. Ask students, “What did she sacrifice?” “What difficulty did she choose to endure?” These questions will also help point the way to the answers for Question 2.
- The answer for Question 3 is not stated



directly in the passage, but must be inferred after analysing the text, and answering questions 2 and 3. When students answer the questions, “What did she give up?” and “What did she choose instead?”, the answer becomes clear: She gave up having a family and personal advancement, choosing instead to help others.

### Optional Activity

Write the events of Lin Qiaozhi’s life on the board, but without giving any information as to when these events occurred. Review with the class how to ask *when* questions. Then have students practise in pairs asking each other *when* questions about Lin Qiaozhi’s life, and then finding the information in the passage to complete the timeline.

### Activity 3

#### Purpose

Practise reading the passage about Lin Qiaozhi to draw conclusions.

#### Cultural Note

Lin Qiaozhi was born on Gulangyu Island in Fujian Province (just off the coast from Xiamen) on 23 December 1901. Her father was an English teacher. When she was five, her mother died of cervical cancer. This event triggered in her the desire to become a gynaecologist. She was taking the entrance exam for Peking Union Medical College in Shanghai in 1921, when she stopped to help a friend

who had fainted. This impressed college officials, and so they allowed her to enter the college without having completed the exam. She graduated from medical school in 1929, and immediately was hired by the Peking Union Medical College Hospital. In 1932, she completed advanced studies at London Medical College and Manchester Medical College, and then went to Vienna for research. In 1939, she did research at Chicago University Medical School. Soon after she was appointed the director of Peking Union Medical College Hospital’s OB-GYN department, the hospital was closed by the Japanese, so she opened up a clinic in her own home in a Beijing *hutong*. She returned to the Peking Union Medical College Hospital when it reopened. Throughout the 1950s, she worked closely with Peng Zhen, the mayor of Beijing, to plan and establish the Beijing Obstetrics and Gynaecology Hospital, becoming the honorary director of the hospital when it opened in 1959. Since early detection of cervical cancer is a key to saving lives, in 1958 she spearheaded a survey of women in Beijing for this purpose. The study was then replicated in twenty other cities throughout China, saving many women’s lives. While Lin is most famous with the public for having delivered over 50,000 babies, within the medical community she is known best for being one of the foremost researchers in China on issues regarding women’s health. In 1978, she suffered a stroke in England while acting as the deputy head of a friendship delegation. This was followed by another stroke in 1980, and her death on 22 April 1983.



### Suggested Answers

- 1 The principle was to deny herself, and put others first.
- 2 Lin appeared to have been a very kind woman who was passionate about helping others.

### Teaching Tip

With Question 1, students are searching for the rule Lin used to guide her life decisions. This can best be answered by the process of inductive reasoning, using the answers from Activity 2 as evidence. If students have trouble finding this rule, ask them to look at her life choices and then try to complete this sentence: “Lin always sacrificed \_\_\_\_\_ for \_\_\_\_\_.” Question 2 can be answered quite easily by looking at Lin’s life, and also by thinking about the quotes attributed to Lin in the passage.

### Optional Activity 1

To help students understand the details of the passage, here are some other questions that you can ask them:

- List the hard choices that Lin faced in her life. Why were they hard?
- Why do you think she preferred being a doctor to being a high government official?
- Who are the two lives that the OB-GYN department cares for?
- How did her refusal of medicine when she was dying show concern for others?

### Optional Activity 2

Have students reflect honestly upon their own lives by discussing and answering the two questions about themselves:

- What is illustrated by my choices in life?
- What is the main principle guiding me in my choices in life?

If students cannot answer these questions, or if their answers make them feel uncomfortable, you can add a third question:

- Under what principle should I live by in making choices in my life? How will that change my life?

### Activity 4

#### Purpose

Practise new vocabulary in context.

#### Answers

- |              |                |
|--------------|----------------|
| 1 rejected   | 2 respond      |
| 3 complained | 4 hiring, tend |
| 5 elect      |                |

### Optional Activity

After the activity, have students work in pairs. Each student should write their own sentences using the words from the activity. After they have finished, they should exchange their sentences with their partners, and check each other’s work, making corrections as necessary. Then they should share their sentences with the class.

### Discovering Useful Structures --- Describe people’s actions

#### Activity 1

#### Purpose

Learn how to analyse and identify the uses of *-ing* forms as the object complement and the adverbial.



### Answers

- 1 ... her brother complained, **thinking** of the high tuition fees. The *-ing* form as the adverbial. Example: Though Lin Qiaozhi never married, she was known as the “mother of ten thousand babies”, **having** delivered over 50,000 babies in her lifetime.
- 2 **Thinking of** all the people still in need of help, Dr Lin opened a private clinic. The *-ing* form as the adverbial.
- 3 The new People’s Republic of China saw Dr Lin Qiaozhi **playing** a key role. The *-ing* form as the object complement. Example: At times she was even seen **riding** a donkey to faraway villages to provide medical care. (That is, They saw her **riding** a donkey ...)

### Activity 2

#### Purpose

Use what students have learnt in the previous activity to complete sentences using the *-ing* form.

### Answers

- |            |            |             |
|------------|------------|-------------|
| 1 Hearing  | 2 worrying | 3 wanting   |
| 4 knocking | 5 Facing   | 6 Returning |
| 7 smiling  | 8 Feeling  |             |

### Optional Activity

One way of analysing the use of the *-ing* form as the adverbial is to paraphrase it by turning the *-ing* phrase into a sentence or clause. Of the sentences in Activity 2, all except Sentence 4 use the *-ing* form as the adverbial. Have students rewrite the other seven sentences without using the *-ing* form as the adverbial. For example, Sentence 1

could be rewritten as, “Mr Johnson heard that his wife had been injured in an accident, so he hurried to the hospital,” and Sentence 2 can be rewritten as, “During the operation, she sat in the waiting room for over an hour. She was worrying/worried about him.”

### Activity 3

#### Purpose

Encourage students to improve their writing by using the *-ing* form as the adverbial instead of full clauses.

#### Cultural Note

Henry Norman Bethune was born in Ontario, Canada on 4 March 1890. He began studying medicine at the University of Toronto in 1909, but interrupted his studies to serve as a stretcher bearer for an ambulance in Europe during World War I, where he became severely injured. After he recovered, he returned to Canada and completed his medical degree. He later interned in London, and then studied surgery at the University of Edinburgh. Bethune worked as a doctor in the US for some years, before joining the Royal Victoria Hospital in Montreal in 1928. At the Royal Victoria Hospital, he became a pioneering chest surgeon, inventing some surgical tools that are still in use today. In 1935, he made a short trip to the Soviet Union. After he returned home, he joined the Communist Party of Canada. When the Spanish Civil War broke out in 1936, he travelled to Madrid to offer his services to the Republican government in their fight against the Nationalists. While there he created a mobile blood transfusion system to aid wounded soldiers on the front lines. He returned to Canada in 1937 to



raise money for the Republican cause. He then travelled to Yan'an to join Chinese Communist forces in 1938, later becoming a battlefield doctor for the 8th Route Army (八路军). While operating on a soldier, he accidentally cut his own finger, and as a result developed blood poisoning, which killed him. He died in Huangshikou, Hebei on 12 November 1939, and was buried in the Revolutionary Martyrs' Cemetery in Shijiazhuang.

### Suggested Answers

*... he became very interested in medicine and decided to become a doctor → ... he became very interested in medicine, **deciding** to become a doctor.*

*... after he heard that many people were dying in the war → ... after **hearing** that many people were dying in the war*

*He helped to organise hospitals, taught doctors and nurses, and showed people how to give first aid. → **Helping** to organise hospitals, he taught doctors and nurses, and showed people how to give first aid. OR He helped to organise hospitals, **teaching** doctors and nurses, and **showing** people how to give first aid.*

*... in which he praised Dr Bethune as a hero to be remembered in China. → ... **praising** Dr Bethune as a hero to be remembered in China.*

## Listening and Talking ----- Talk about the importance of kindness

### Activity 1

#### Purpose

Practise listening for gist and specific details.

### Suggested Answers

- 1 The name of the radio show is "Rush Hour Show".
- 2 "Paying it forward" means when you receive kindness from someone, you go out and show kindness to another person.
- 3 The guest wants the audience to join the chain of kindness and "pay it forward".

### Activity 2

#### Purpose

Introduce the idea of using a story to illustrate a principle, along with the structure of such stories, through a listening activity.

#### Cultural Notes

- "The Chain of Love" was a hit country song from the United States written by Rory Lee Feek and Jonnie Barnett, and recorded by Clay Walker in 1999. It was inspired by a true incident that Jonnie Barnett (1945–2002) experienced many years ago. Barnett was a musician who played mostly in small clubs in the American South. One night when he was on the way to perform, he was driving in an expensive car when it got a flat tyre on a lonely road. As it turned out, his jack was also broken, so it was impossible to change the tyre. He tried to get other drivers to stop and help him, but it was no use. After several hours, a young man driving an old pick-up truck stopped to help. When he offered to pay the man, he answered, "If you want to pay me back, next time you see somebody who needs a helping hand, you help that person and think of me."



This memory stuck with Barnett. Years later, he wrote a book called *Chicken Soup for the Country Soul*. The book included a short story inspired by this incident, but many of the details were changed. Rory Lee Feek (born 1965) later used this story for the song “The Chain of Love”.

- Clay Walker was born in 1969 in Texas, the USA. He began performing in clubs in Texas when he was discovered in 1992 by a music producer from Nashville, Tennessee (the recording centre for country music). Since then, he has had numerous hits on the country charts in the USA.
- The concept of “paying it forward” is quite old, but the phrase itself is relatively new. It was perhaps first used in an obscure book called *In the Garden of Delight*, published in 1916. The words were popularised by science-fiction author Robert Heinlein in 1951, but came into the mainstream with the novel *Pay It Forward* by Catherine Ryan Hyde in 1999, and the film by the same name in 2000.
- In America, waitresses are normally paid a very small wage by the restaurant they work at, but get most of their earnings from customer tips. It is normal for customers to tip about 15% or more of the cost of the food and drinks. More generous customers will pay for the meal with a large bill (such as a \$20 bill for a meal costing \$15), and tell the waitress to “Keep the change.” While it is unusual for a customer to pay for a meal with a \$100 bill and then let the waitress keep the change, everyone has heard stories of times when this has

happened.

### Answers

has broken down, show kindness, tired, hundred-dollar bill, leaving, surprise, husband, started

### Teaching Tip

For this particular listening exercise, students should preview the text before listening, and predict the words that go into each blank. More often than not, these guesses will prove to be either exactly correct, or close to the correct answers. Students should then listen to the audio track for confirmation and to correct their answers.

### Optional Activity

Have students listen to the audio track again for more details, answering the following questions:

- What is the name of the guest?
- Apart from the story of the song “The Chain of Love”, what other example does the guest give of paying it forward?
- How long did this chain of kindness last?
- How many people paid for the coffee of the people behind them?
- What will we never know?

### Activity 3

#### Purpose

Activate students to tell a story about showing or receiving kindness. Students should use the new vocabulary, grammar,



and information they have learnt to complete this task.

### Suggested Answer

Once, I did not have money to go to university, and so someone paid my tuition that term. This happened when I was eighteen. My grandmother had just died, and this had caused my family great expense, so we had no extra money at all. I did everything I could to raise the money, but it seemed hopeless. Then the morning that the tuition was due, someone gave my mother an envelope with the money. It wasn't their money, and they wouldn't say who it was from. It seems that some stranger had heard about my money problem and decided to help. This meant so much to me, as without it I would not have been able to go to university.

### Teaching Tip

Have students make an outline of what they want to say, and look up key words beforehand. For example, students can follow such an outline:

- Introduction (background; when and where the story took place)
- Narrative (what happened step by step)
- Conclusion (why it is important or why

you remember it)

Students can write their outline with the key words on note cards and use this to help in their presentation.

## Reading for Writing ----- Share your opinions about a moral story

### Activity 1

#### Purpose

Read a fable for gist, to find the basic meaning of the story.

#### Suggested Answers

- 1 He put a huge stone in the middle of a road, and watched to see if anyone would move it.
- 2 Most of the people just got upset that the stone was in their way.
- 3 She thought that the money belonged to someone else and that it should be returned.

### Activity 2

#### Purpose

Read the fable more carefully for details and for a deeper understanding.



### Suggested Answers

Person	Experience	Emotion	Response
milkman	crashed into the stone	angry	went away
woman with water	tripped over the stone	sad	limped away in tears
other villagers	complained about the stone	upset	nobody made an attempt to move the stone
young girl	succeeded in moving the stone to the side of the street	tired, surprised	wanted to find the owner of the gold

### Teaching Tip

Note that while most of the chart can be filled in by scanning the passage for the answers, the column on emotions can only be completely filled in by drawing conclusions from the passage.

### Activity 3

#### Purpose

Students reflect critically on the story and apply what they have learnt to their own lives.

### Suggested Answers

- 1 The moral of the story is that we should all take responsibility for our community. I don't think that the king was very wise, however, because no one learnt anything from his experiment. The milkman, the woman with her water pot, and the other villagers continued on their travels without having changed their attitudes at all. The king did find one responsible young girl, but she was already a responsible person before

she encountered the stone in the road.

- 2 There have been times when I have acted responsibly like the girl in the story. For example, I recently saw some children playing on a dangerous balcony, and so I warned them it was dangerous and had them go somewhere else to play. However, often I'm more like the milkman in the story because I'm very busy with my own work and worries.

### Activity 4

#### Purpose

Provide both the framework for writing a review of the story and a chance for students to practise what they have learnt.

#### Sample Writing

"The Stone in the Road" is an old fable about a king who thinks his people are lazy, so he puts a large stone in the middle of the road and hides and waits to see if anyone will try to move it.

The author used this story to impress



upon readers the need to take personal responsibility for problems in the community. The story was quite successful in achieving its purpose, and I liked it because it had a clear moral.

However, while the moral of the story is clear, the actions of the king seemed pointless to me, because none of the characters in the story learnt anything. For this reason, I think there are better stories that can be used to impress upon people the need for personal responsibility.

### Activity 5

#### Purpose

Help students learn from each other and get advice for improving their work. Getting another person's opinion and help in checking your work is an important aspect of writing.

### Activity 6

#### Purpose

Students should be able to get feedback for their work. The praise and attention they get from others will encourage them in their English studies. Further, this provides another opportunity for students to learn from each other.

## Assessing Your Progress

### Activity 1

#### Purpose

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

#### Answers

- |                     |             |
|---------------------|-------------|
| 1 forgetting        | 2 Seeing    |
| 3 awarded           | 4 asked     |
| 5 talking, thinking | 6 Impressed |

### Activity 2

#### Purpose

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

#### Answers

majority, physician, clinics, staff, response, complained, harmed

The author seems quite sympathetic and supportive of doctors.

### Reflecting

#### Purpose

This section aims to get students to think about the content of the unit and apply what they have learnt to their own lives.

### \*Project

#### Purpose

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

#### Cultural Note

Oprah Winfrey (born 1954) is an African American from Mississippi, the USA. She made her film debut as an actress in the 1985 movie *The Color Purple*, for which she was nominated for an Academy Award. About that same time, she began a talk



show based in Chicago, which quickly became one of the most popular TV programmes in North America.

## \*Video Time -----

### Purpose

Engage students' interest in English through a video.

### Answers

#### Before You Watch

- |                   |           |
|-------------------|-----------|
| 1 2,000           | 2 values  |
| 3 <i>ren</i>      | 4 parents |
| 5 do it to others |           |

#### While You Watch

- |                |               |
|----------------|---------------|
| 2 1 other East | 2 their lives |
| 3 many         | 4 Mencius     |
| 5 fairness     |               |

### Suggested Answers

#### After You Watch

- Confucian thought has a great influence on Chinese education, because it teaches people to show great respect for teachers and the thinkers of the past. In Chinese society, Confucian thought has kept the family and respect for parents as a focal point.
- I have been trying to practise the principle of *ren*, but I'm not sure that my life would change that much.
- It would result in a more egalitarian society, where people treated everyone with kindness and respect regardless of status.

## Workbook

### Using Words and Expressions ---

### Suggested Answers

#### Activity 1

- |                |             |
|----------------|-------------|
| 1 marriage     | 2 decade    |
| 3 kindergarten | 4 savings   |
| 5 principle    | 6 energetic |
| 7 midnight     | 8 lap       |
| 9 whisper      | 10 pole     |

#### Activity 2

tuition fees, health insurance, precious stone, heart operation, island chain, maple tree, resident physician, court case, coffee pot, flexible income

The university announced that it was raising tuition fees next term.

Diamonds, rubies, and other precious stones are often used to make jewellery.

My father's heart operation went well, and he is now recovering.

Japan is an island chain in the Western Pacific.

The court case dragged on for months before the judge was finally able to make a decision.

#### Activity 3

- |               |               |
|---------------|---------------|
| 1 majority    | 2 most        |
| 3 illustrates | 4 describe    |
| 5 rejected    | 6 refused     |
| 7 harm        | 8 damage/harm |
| 9 tend        | 10 intend     |
| 11 per        | 12 every      |



#### Activity 4

##### 1 precious

朋友是最宝贵的财产。——希罗多德（希腊历史学家）

##### 2 principle

成长过程中最强原则在于人的选择。——乔治·艾略特（美国作家）

##### 3 majority

每当你发现自己和大多数人站在一边的时候，你就该停下来反思一下。——马克·吐温（美国作家）

##### 4 reject

最高形式的无知是拒绝你完全不了解的东西。——韦恩·戴尔（美国作家）

##### 5 complain

任何不懂得充分利用自身幸运的人，当幸运擦身而过时，他无权抱怨。——米格尔·德·塞万提斯（西班牙作家）

##### 6 chains

人生而自由，却处处受到束缚。——让·雅克·卢梭（法国哲学家）

##### 7 might

无论做什么事，都要全力以赴。——马库斯·图留斯·西塞罗（古罗马政治家）

##### 8 elsewhere

如果我们在自己内心找不到宁静，到别处去找是徒劳的。——法兰索瓦·德·拉罗什富科（法国作家）

#### Activity 5

1 After winning a scholarship, he felt less pressure about paying tuition fees.

2 He has sharp eyes and can quickly tell the differences between those twins.

3 Before moving to our new home, my mother had the house redecorated and the floors replaced.

4 They hired a lawyer for the court case in order to save time and trouble.

5 While hiking in the mountains, he was bitten on the leg by a snake.

#### Using Structures

#### Answers

##### Activity 1

- |                           |            |
|---------------------------|------------|
| 1 tired, tiring           | 2 shocking |
| 3 listening               | 4 playing  |
| 5 interesting, interested |            |
| 6 coming, shouting, lying |            |

##### Activity 2

- 1 Frightened by the noise, Amy turned on all the lights in the house.
- 2 While driving along the freeway, they noticed a kangaroo standing in the middle of the road.
- 3 After watching the movie for ten minutes, we felt so bored that we decided to leave.
- 4 Coming out of my house, I saw the volcano erupting.
- 5 After turning fifteen, she became interested in travelling.
- 6 Not wanting to be late, Sally ran to the subway station.
- 7 Feeling tired, Tim went to bed as soon as he got home.
- 8 (After) Gathering all his courage, he ran back into the burning house to rescue the child.

##### Activity 3

hearing, excited, getting, holding, admiring, walking, singing, dancing

#### Suggested Answer

##### Activity 4

To make fresh coffee, begin by putting a paper coffee filter into the filter basket of the coffee maker. Taking a clean spoon, fill the filter with coffee grounds. Next, fill the reservoir at the back of the coffee maker with clean, cold water.



Closing the top lid of the coffee maker, push the “Start” button. In five minutes, you will have a fresh, hot pot of coffee. Enjoy!

## Reading and Writing -----

### Purpose

Practise reading skills and broaden students’ thought processes on the topic of virtue by having them read a story about an unusual taxi ride. Give students practice in writing a story about a small kindness they have seen or experienced.

### Cultural Note

The reading passage is an adaptation of a story told by Kent Nerburn in his book, *Make Me an Instrument of Your Peace: Living in the Spirit of the Prayer of St. Francis* (1999). Nerburn was born in 1946 in Minnesota, the USA. Originally, he worked as a sculptor, but he changed his focus to writing in 1990 after working to help prepare an oral history of Native Americans. This story was based on a true incident that occurred while Nerburn was working as a taxi driver in Minneapolis in the 1980s. Though the story is from his book, millions of people have read it on the Internet under the title, “The Cab Ride I’ll Never Forget”.

Because of space, a key portion of his story, which will help explain more fully why it was a taxi ride he will never forget, was not included in this adaptation:

*I did not pick up any more passengers that shift. I drove aimlessly, lost in thought. For the remainder of that day, I could hardly talk. What if that woman had gotten an angry driver, or one who was impatient to end his shift? What if I had refused to take the run, or had honked once, then driven away? What if I had been in a foul mood and had refused to engage the woman in conversation? How many other moments like that had I missed or failed to grasp?*

*We are so conditioned to think that our lives revolve around great moments. But great moments often catch us unawares. When that woman hugged me and said that I had brought her a moment of joy, it was possible to believe that I had been placed on earth for the sole purpose of providing her with that last ride.*

*I do not think that I have ever done anything in my life that was any more important.*

### Suggested Answers

#### Activity 1

He’ll never forget the taxi ride because it reminded him of the importance of taking time for other people.

#### Activity 2

Where does this story happen?	mostly in a taxi
Who are the main characters in the story?	a taxi driver and an old woman
What are the main events in the story?	The taxi driver ferries a woman around the city, allowing her to see the places that she used to know for one last time, before taking her to a hospice to die.



**What is the main point of the story?**

The main point of the story is that we need to take time for others, and that sometimes even a very small action can mean so much to another person's life.

**Activity 3**

- 1 The author's main purpose in the story is to get people to slow down, pay attention to, and talk with others. I think he succeeded admirably in getting his point across.
- 2 The story is wonderful in the way it makes us feel for the old woman, and in how it introduces the topic of being in the moment and thinking of others. The main drawback to the story is that it is too out of the ordinary for most people to be able to see how it might apply to their own lives, even if it makes a deep impression on them.
- 3 I would certainly recommend this story to others, as it is an instant classic which will make them stop and think about the importance of the small moments in their lives.

**Activity 4****Sample Writing**

We were lost alone in a big city, where we could not read or speak the language.

"Can't you just ask someone the way to our hotel?" my wife asked.

"How? I know the name of the hotel in English, but not Chinese." I then turned and asked the nearest passer-by, "Excuse me. Can you speak English?" He mumbled something I didn't understand, and then walked away.

"Why didn't you get a card with the

name of the hotel in Chinese?" my wife implored. "Then we could show it to a taxi driver."

"I did get a card from the hotel," I answered. "But I can't find it! It must have fallen out of my pocket."

"What are we going to do, then?"

"How should I know what to do?" I snapped. "Do you have any bright ideas?"

"No, but we can't sleep here!"

I whirled around to ask another passer-by if he spoke English, but the sight of an angry and impatient foreigner frightened him, and he quickly turned and rushed away.

"What are we going to do?" my wife whispered weakly.

"I don't know," I whispered under my breath.

Just then, I heard over my shoulder a voice calling out, "*Wei!*"

I turned to see the waitress of the restaurant we had just eaten at. In her hand was the card with the name of the hotel on it. I must have dropped it at the restaurant. We were saved!

To her, it was just a small piece of paper, but to us it was a night in a warm bed, the comfort of our belongings, the safety of room to sleep in, and the knowledge that in this dark city, someone cared.



## \*Expanding Your World -----

### Purpose

Provide extensive reading material, and broaden the horizons of the students. Through this, they can reflect upon their own experiences and lives.

### Cultural Note

The basic concept of the Five Virtues (more properly, the “Five Constants” or the “Five

Constant Virtues”) is an outgrowth of early Confucian writings and the works of Mencius. However, it reached its final form, as seen here, in the Han Dynasty. The term “Five Constants” was apparently invented by the scholar Dong Zhongshu (179–104 BCE). It is thought that Dong added the fifth constant, “fidelity”, to the other four. These Five Virtues are seen as one of the cornerstones of Confucian thought.

人教版®



## UNIT 3 DIVERSE CULTURES

人教版®



## 一、教学目标与要求

核心素养	教学目标与要求
语言能力	<b>主题：</b> 文化的多样性
	<b>语音：</b> 复习并掌握长句中意群划分的原则，能够在朗读长句或口头表达时合理运用停顿技巧。
	<b>词汇：</b> 能正确使用下列单词和词块。 diverse, cheese, admit, definitely, occur, downtown, mission, district, comic, afterwards, seek, earn, select, china, jazz, bar, diagram, journal, claim, series, escape, Atlantic, financial, poetry, jeans, boot, mushroom, poison, fold, super, collection, percentage, climate, mild, settle, construction, material, suit, item, contain, neat fortune cookie, head to, seek one's fortune, earn a living, series of, apart from, bring about, to name but a few, (at) first hand
	<b>语法：</b> 能够理解英语中省略的用法，并在适当的语境中正确运用省略。
	<b>语篇：</b> 1. 阅读旅行日记，了解旧金山的城市风貌、文化特色，以及加利福尼亚州的历史，体会多元文化对美国的影响。 2. 阅读旧金山中国城的旅游宣传简介，掌握这类文章的文本结构、内容要点以及语言风格等。
学习能力	<b>表达：</b> 1. 能够在会话中合理运用交流技巧，表达出对所谈事物的关注和兴趣，深化互动交流，提升交际效果。 2. 能够写一篇短文，全面、准确、有条理地介绍自己居住的城市或小镇，包括当地的文化特色。
	1. 能够使用基本的速记方法，如缩写、简写、符号等，有选择地记录听力信息。 2. 能够利用结构图梳理文本信息，分析语篇脉络结构，提升语篇分析意识和能力。
文化意识	1. 了解多元文化现象，理解美国多元文化形成的根源和社会背景，拓宽国际视野，提升文化理解和鉴别能力。 2. 理解中国文化的多样性，学习并了解我国少数民族文化，坚定文化自信，拥护民族团结，增强中华民族自豪感。
思维品质	梳理语篇逻辑，使用结构图整理文本信息，培养提取、筛选、概括和分析信息的能力，发展逻辑思维能力和创新思维能力；从多元文化视角观察和认识世界，学会探究和分析多元文化现象及其历史渊源，正确解读不同文化的价值观，培养批判性思维能力。



## 二、单元内容分析与教学建议

### Opening Page

#### 内容分析

本单元围绕“多元文化”的主题展开。多元文化是指在一个社会、国家或民族中存在的多种文化的总称。学生用书主要涉及多元文化在美国和中国社会各个领域的体现。美国是个典型的移民国家，来自世界不同地域的移民带着各自的母语、风俗习惯、历史文化背景、价值观念和行为方式，共同创造了美国丰富的多元文化。人们常用“大熔炉”来形容美国文化。中国是一个统一的多民族国家。56个民族共同组成了中华民族大家庭，同时又具有各自独特的文化传统，各民族文化和谐共生，交相辉映。文化的多样性是中国文化的一个特色。本单元帮助学生认识世界上多元文化共存的现象，加深对文化异同的理解和尊重，形成开放、包容的性格，并鼓励他们积极促进多元文化的和谐发展。

本页主题图呈现的是位于美国加利福尼亚州旧金山市的中国城（又称“唐人街”）。此时华灯初上，街道上店铺的中英文招牌体现了中外文化的交融。店铺的建筑风格带有鲜明的中国特色，街道的装饰包含很多中国元素，例如盘龙路灯杆、大红灯笼、店铺外悬挂的旗帜等。中国城为旅居海外的华人营造了一个熟悉的家乡氛围，也体现了中国文化在海外生根发芽，与异国文化共存的现象。

开篇页名言的意思是：世界之美源自人之多样。人之多样主要体现在语言、民族、种族、宗教、文化传统等方面的差异，从而导致人类社会的多样化。不同历史和国情、不同民族和习俗孕育了不同文明，共同构成了多姿多彩的世界。社会学家费孝通曾提出“各美其美，美人之美，美美与共，天下大同”的十六字箴言，意思是首先要尊重自己民族的文化，并以其鲜明的特色丰富世界文化，这是本民族生存和发展的根基；其次要认识到世界文化的多样性，尊重不同民族的文化，在文化交流中和睦相处，共同促进人类文明的发展和繁荣。

#### 教学建议

1. 理解单元标题。教师呈现一则新闻报道，帮助学生理解标题中 diverse 的含义。

##### Overseas Students Experience Diverse Cultures at Shandong University

Shandong University in Jinan, East China's Shandong Province unveiled its 18th International Cultural Festival at its central campus on April 26, offering locals a chance to experience unique cultures from 25 countries around the world.

Overseas students from Russia, France, Thailand, Afghanistan, Italy, Uganda, and Laos wore traditional costumes as they showcased food, dances, handicrafts, and souvenirs from their home countries.

Since 2001, the international cultural event has evolved into an important channel for the university to promote its campus culture featuring understanding, inclusiveness, openness, and progress.



根据上述语境，教师引导学生讨论diverse的含义，在此基础上让他们尝试用自己的语言解释单元标题diverse cultures的含义。学生可以这样解释：“It means the coexistence of many different types of cultures in a specific region or in the world as a whole. Each culture has its distinct features and each other’s differences are respected.”。

2. 分析主题图。该主题图呈现了单元主题的典型场景——体现多元文化的旧金山中国城。教师应充分利用图片，找到单元教学的突破口。以下问题可引导学生观察图片中的细节，从而理解图片所承载的文化信息及其内涵，与单元主题建立关联。

- What can you see in the photo? (buildings, lamp post, lanterns ...) Do you find the place familiar?
- What are some words on the buildings? Why are there both Chinese and English shop signs?
- Where do you think this photo was taken? What do you think such a place is like?
- Do you think this is a typical place to show cultural diversity? Why?

3. 赏析名人名言。教师提出以下问题，帮助学生理解该名言，并关联单元主题：

- Can you paraphrase the quote in your own words?
- Can you give some examples to demonstrate the diversity of people in the world?
- Can you think of some examples to show diverse cultures in the world?

对于以上问题，学生可以联想到世界上的不同民族和种族，以及饮食文化、民族节日、文学、艺术等方面的多样性，教师还可以引导他们列举世界上多元文化最为突出的国家和地区，为后面的学习作铺垫。

4. 了解单元目标和学习内容。先让学生快速浏览开篇页所列举的听、说、读、写任务，然后让学生合上书，回答下面的问题：

- What are some topics you will read about / listen to?
- What are some topics you will talk/write about?
- Which part do you think will interest you?
- What do you expect to learn from this unit?

**教学提示：**清晰的学习目标能帮助学生了解学习内容，把握学习进程，有助于激发学生的学习动力，培养学生的自主意识和自我规划能力。教师不应忽视本部分的课前提示功能，而应充分利用其内容调动学生的主动性，并借此为学生创造口头表达的机会。

## Listening and Speaking

### 内容分析

**活动主题：**该板块的活动主题是“讨论几种美国食品的起源”(Talk about the origins of American food)。美国的多元文化反映在社会生活的各个领域，饮食就是很重要的一个方面。该板块介绍了四种食品——汉堡包、墨西哥玉米片、秋葵汤和福饼，它们都是在美国本土发明的，但都带有其他民族的饮食风味和特点。在文化交流过程中，不同民族的文化接触后会产生碰撞，



同时也会根据需从不同的文化体系中选取文化元素，经过整合融为一体，形成一种新的文化体系，这就是文化融合的过程。现代美国文化就是多种文化融合的结果，而这里介绍的几种美国食品正是文化融合现象的具体表现。听力对话的最后一句道出了美国饮食的特点：将世界上的不同食材混合在一起，创造出一种全新的食品。

**文本分析：**该听力文本是一段访谈节目的录音，主持人与嘉宾 Steve Fox 的第一个话轮暗示了对话发生在访谈直播间。在访谈节目中，主持人围绕某话题同嘉宾互动。主持人与嘉宾开展的多个轮次的问答构成所谈论话题的主体内容。该听力文本一开始就点明访谈的主题，即谈论多元文化对美国饮食的影响（cultural influences on American food）。嘉宾通过四个例子说明很多美国常见食物是在美国本土发明的，是不同民族的饮食风味与美国当地风味融合的结果。对话中下列表达均含此意：a mixing of cultures、mixed-culture dishes、the food of different cultures、all in one dish。

访谈节目的对话结构一般包括三个部分。在会话开始时进行背景介绍或相互问候。会话的主体部分是以受访嘉宾为中心开展的一系列围绕话题的问答，其中可包含若干小话题。结尾部分则是主持人对受访嘉宾、观众等的感谢。该听力文本包括开头和主体部分，但未包括结尾部分。

**活动设计：**该板块五个活动各有侧重。活动1是听前步骤，利用图片导入该板块话题，并激活学生的背景知识，让他们将食物图片与其名称建立关联。活动2关注访谈对话中与四种食物样貌相关的信息，以检验学生听前的预测是否正确。该步骤训练学生有选择地倾听，根据所需信息调整注意力。活动3要求学生全面、深入地把握听力内容，以判断所列出的有关美国饮食特点的事实和观点是否正确。学生不仅需要结合语境分析对话中的事实性信息以及说话人的观点，还要深入理解对话的主旨。活动4引导学生利用表格梳理听力信息，并训练记笔记的策略。记笔记是一项重要的听力策略，有助于提高注意力，组织记忆，促进迁移，帮助学生理解和思考。表格中呈现了一些基本的速记技巧，如使用缩写、简写和符号等。活动5是听后口语任务，为学生创设了“百乐餐”（potluck dinner）这一交际语境。这种聚餐形式体现了不同文化之间的交流。该活动让学生介绍自己喜爱的一道民族美食，将学生的生活和熟悉的元素融入单元主题，同时启发他们认识中国饮食文化的多样性。

**教学重点：**帮助学生通过听一段访谈对话来了解美国多元文化在饮食方面的体现，并指导学生在听力过程中记录关键信息；指导学生清晰地向同伴介绍一种中国民族食品的特点和烹饪方法。

## 教学建议

### 1. 听前准备

熟悉四种食物的名字和特征。让学生观察活动1中的四幅照片，教师提供以下有关食物的描述。先让学生将图片与下列描述匹配，再让他们试着将其与对应的食物名称匹配。

**Picture A:** small pieces of thin crisp **chips** served with beans, **cheese**, spices, etc. (nachos)

**Picture B:** a crisp hollow cookie containing a piece of paper with a short message on it (fortune cookie)

**Picture C:** a thick seafood soup, a **spicy stew** (gumbo)

**Picture D:** a sandwich containing cooked meat and some other vegetables in a bread roll (hamburger)



该步骤渗透了听力材料中的部分生词（标注为**粗体**），将听力材料变成可理解性输入材料，有助于降低听力任务的难度。

## 2. 听力理解

（1）教师播放第一遍录音，让学生验证活动1中匹配的食物名称是否正确。

（2）教师播放第二遍录音，教师提前布置以下问题，引导学生获取关键信息，把握听力对话的大意：

- Where does this conversation take place? How do you know?
- Who are the speakers?
- What is the topic of the conversation?
- What is Steve Fox's opinion about American food?
- How many examples does Steve Fox give to support his opinion? What are they?

在回答以上问题时，教师应引导学生用听力材料中的相关信息支持自己的判断，在此过程中培养学生筛选关键信息的能力。

（3）学生先浏览活动3的五个句子，体会并找出听中需特别关注的信息点。教师播放第三遍录音，让学生判断活动3中的表述是否正确。教师先让学生了解问题，再完成听力任务，这样学生带着目的去听，有利于培养选择性注意策略。

（4）让学生浏览活动4的听力任务，先试着凭记忆填写表格中的信息。接下来，教师再次播放录音，让学生把剩余的信息填出来，并提醒他们运用速记策略。如果学生能够填出大部分信息，教师可要求他们边听边在表格中补充更多信息。学生完成后，让他们利用表格中的信息组织语言，口头描述每一种食物。

**教学提示：**掌握记笔记的方法与技巧对于提升学生听力能力很有帮助。除了提示学生灵活运用各种速记方法，如使用缩写、简写和符号等，还应让他们认识到以下几点：

1. 只记录听力中的关键词，一般是名词、动词、形容词、否定词等，听懂了再记录。
2. 理解听力材料的逻辑有助于确定关键信息，学生应特别关注表达转折、对比、因果、顺承、举例等逻辑关系的词语。
3. 对于漏听、漏记的内容不必纠结。一般来说，当有重要的信息或生僻词出现时，讲话者会作必要的解释。当遇到障碍时，如果学生停下来回想就会遗漏更多信息。因此，学生要学会跳过障碍继续往下听，快速记下后面的信息。

最后，让记录信息较多的学生分享自己的速记方法。教师还可让学生阅读教材中的小贴士，并谈谈该策略的作用，以及使用速记策略的体会。

（5）教师再次播放录音，让学生补全听力文本中的下列句子。

- He's here to talk about cultural influences on American food.
- You mean there was a mixing of cultures? Food from overseas changed when it arrived in the States.
- And there are many more examples of mixed-culture dishes.
- So they're like a mix of the Chinese, American, and Japanese cultures.



- It was invented in New Orleans over 200 years ago, and mixes French, African, Native American, and Spanish cooking.
- So it's the food of many different cultures, all in one dish?
- American cooking often mixes things from around the world to make something completely new.

以上句子反映了该听力对话的内涵，也从饮食的角度说明了美国文化的多样性。学生完成上述练习后，教师可让他们概括美国食物的特点，即上面的最后一句话，并引导学生在本单元后面的学习中继续体会美国文化的特点。最后，教师可让学生朗读这些句子，有意识地积累一些地道的表达方式。

### 3. 口语表达

(1) 教师可利用课件展示百乐餐的图片和定义，为学生介绍这一有趣的文化现象。例如：

A potluck dinner is a meal to which each guest brings a dish of food prepared by the person, to be shared among the group.

接下来，教师可提出以下问题引发思考：

- How do you think potluck dinners show diverse cultures in the world?
- What food would you bring to the party if you were invited?
- Why do you choose this food?

(2) 教师创设情境，让学生两人一组分角色创编对话，一个学生扮演被邀请参加百乐餐聚会的客人，另一个作为朋友给出建议；每组学生需要根据活动5的三个问题，就某种食物的来源、制作方法和特色展开对话。学生还可以增加该食物的历史、传说等相关文化信息。学生演练完毕，教师可请几组学生为全班展示。

## Pronunciation

### 内容分析

本单元语音学习的重点是意群的停顿。掌握停顿的前提是理解意群的概念。一个稍长的句子可分成具有一定意义的若干个小段，每一小段称为一个意群 (sense group)。同一意群中词与词紧密相关、密不可分，构成相对完整的意义。当然，意群的界限是相对的，一个句子可以是一个大意群，也可分为若干个小意群。停顿是在意群之间进行的，是在说话或朗读时根据语意、语速的需要而自然产生的一种语音现象。在同一意群的各个词之间不能停顿，而应一口气读完，使得整体意思不中断，让人能完整地理解说话人的意图。停顿错误会影响句子意思的正确表达和理解。

该板块的语音练习材料介绍了美国印第安人的历史。印第安人是美国多元族裔的重要组成部分，探寻这段历史有利于理解美国多元文化的起源。教材选择该文本的目的是将语音练习置于单元主题语境之下，赋予语音训练以意义。教材中已经用“|”划分出第一句的意群，为学生作出朗读停顿的示范。学生需在录音的提示下划分后面部分的意群停顿，并模仿录音，练习朗读这段文字。



## 教学建议

1. 理解语音练习文本。让学生默读短文并回答问题:

- What is this text about?
- What did you learn about them from the text?

2. 让学生先独自划分意群, 在文中标出停顿的位置, 然后请一位学生为全班朗读。结合该学生在停顿方面存在的问题, 帮助学生理解停顿的作用: 首先, 停顿让我们及时换气, 在说话过程中不至于那么累; 其次, 适当的停顿让我们更好地把握说话节奏, 更好地表达自己。

3. 教师播放录音, 指导学生作出必要的修改, 并总结停顿的常见位置。

4. 教师再次播放录音, 让学生跟读, 体会停顿的效果。

5. 让学生两人一组练习朗读短文, 通过同伴互助, 提升朗读的准确性和流利性。最后, 请几个学生在全班展示。

## Reading and Thinking

### 内容分析

**活动主题:** 该板块的活动主题是“了解一个具有多元文化特点的城市”(Learn about a city that has diverse cultures)。阅读文本是一则旅行日记。在日记中, 中国学生Li Lan记录了自己的加州之行, 并主要介绍了在旧金山一天的行程和所见所闻, 从最初对旧金山的城市建筑产生兴趣到逐渐体会到多元文化对这个城市方方面面的影响。

本单元选择介绍加利福尼亚州, 并聚焦旧金山, 其原因是那里充分体现了美国多元文化的融合。课文中提到的教会区是旧金山历史最悠久的街区之一, 该街区拥有很多餐馆和酒吧, 生活在这里的主要是来自墨西哥和中美洲的移民。旧金山也是19世纪淘金热的中心地区, 早期华工移民美国后多居住于此。现在, 旧金山的华人总数在美国仅次于纽约。旧金山中国城是北美地区最古老的华人聚居区, 也是美洲大陆中国元素最集中的地区之一。

**文本分析:** 日记是记录生活的一种方式。日记的首行是日期, 日期的位置一般居左或居右。日记的正文为主体部分, 常以第一人称记录当天生活中所见所闻、所做或所想的事情。由于记载的内容通常已经发生, 作者多用一般过去时, 但也可以根据情况使用其他时态。旅行日记的格式与此大致相同, 主要记述作者在旅行地参观的景点、参与的活动和旅行的感受。

本篇旅行日记结构清晰, 作者按照时间顺序叙述了自己在旧金山一天的行程。第一段描述了作者对旧金山的第一印象。第二、三、四、五段分别叙述了作者上午、下午、傍晚在旧金山的活动和所见所闻, 以及第二天的安排。除第二段需要稍加推理, 第三、四、五段首句均提供了重要的时间线索: in the afternoon、this evening 和 tomorrow evening。贯穿该旅行日记的主线是旧金山的多元文化, 作者在一天旅行中体会到多元文化体现在这个城市的各个方面。这也是该文本的主题意义所在。

**活动设计:** 活动1为读前步骤, 目的是激活学生的相关背景知识, 并让他们产生阅读期待。活动2至活动4是读中步骤。活动2要求学生搜索文本中出现的几个地点名称, 旨在训练寻读技巧。寻读是以问题为线索, 带着特定问题去寻找某一信息的速读技巧。寻读定位的词一般具



有明显特点,比如,此处需要搜索的地名首字母均为大写(如: Redwood Forest、Napa Valley、Mission District、Chinatown、Richmond District)。活动3让学生从文中选取信息,完成Li Lan的旅游行程图,旨在训练学生信息梳理和加工的能力。使用结构图可帮助学生将文中碎片化信息结构化、系统化。学生需从整体上把握作者的思维轨迹,理解信息之间的联系。活动4的前三个问题关注日记中的具体细节,最后一个问题引导学生挖掘文字背后的隐含意义,找出日记中体现旧金山多元文化的实例,从而理解它们与文章主题意义的关系。活动5为读后拓展迁移环节,让学生结合自身经历,思考文化多样性形成的原因及其优势与挑战,有助于培养学生的批判性思维能力。活动6让学生在短文语境中巩固本部分的重点词汇,同时也是本单元重要的语言和文化材料。

**教学重点:** 引导学生理解旧金山的多元文化特征及其成因;指导学生使用结构图分类和整理文本信息,从而把握文章的结构和作者的写作逻辑。

## 教学建议

### 1. 读前活动

(1) 结合地图了解美国及其周边的地理环境。让学生在活动1的地图中分别标出以下位置: Mississippi River、Rocky Mountains、Pacific Ocean、Atlantic Ocean、Canada、Mexico,以激活学生的背景知识,帮助他们了解美国及其周边的地理环境。

(2) 聚焦加州和旧金山。让学生在地图中找到加利福尼亚州和旧金山,并分享相关的背景知识,回答问题“*What do you know about California or San Francisco?*”。

(3) 聚焦本部分的阅读语篇。教师可提出问题,启发学生预测文章可能涵盖的内容:

*A Chinese girl, Li Lan, has taken a trip there, and she wrote a travel journal. What do you think she might write about in her journal?*

根据学生对上述问题的回答,教师可渗透阅读文本中的部分词汇,例如: *a melting pot*、*gold rush*。

### 2. 读中活动

(1) 快速阅读,把握语篇体裁。教师可以列出若干文本类型,让学生判断该语篇属于哪一种: *diary*、*travel journal*、*news report*、*letter*、*personal profile*、*travel guide*等。

(2) 快速阅读,找出文中提到的地名信息,完成活动2。

教师也可直接呈现以下地名,让学生在文中搜索: *San Francisco*、*the Redwood Forest*、*Napa Valley*、*the Golden Gate Bridge*、*the Mission District*、*Chinatown*、*the Richmond District*,并让学生找到与这些地点相关的信息。例如:

- *San Francisco*: There are a lot of old buildings, and many sit on top of big hills.
- *the Redwood Forest*: The writer camped there before going back to the city of San Francisco.

(3) 细读全文,梳理作者的写作逻辑,把握语篇结构。首先,引导学生关注每段首句中的时间线索,判断该游记的写作顺序(*Para 1: Today ...; Para 3: In the afternoon ...; Para 4: This evening ...; Para 5: Tomorrow evening ...*)。第二段虽没有出现具体时间,但可以推断出这一段讲的是作者上午来到旧金山之后的所见所闻。



接下来，让学生梳理作者的旅行经历。让学生细读全文，筛选文中关键信息，并用结构图呈现出来。教师可以根据学生的英语水平，要求他们使用类似活动3中的结构图，或创作自己的结构图。



**教学提示：**组织结构图让学生从整体上把握文章脉络，关注文本信息之间的关系。在用结构图分类和整理文本信息的过程中，读者积极主动地进行意义建构，直观地呈现语篇信息的联系，锻炼了解读文本的能力和逻辑思维能力。活动3的结构图是时间轴的一种表现形式，便于按照时间顺序梳理事件发展的过程。

(4) 细读全文，回答活动4的问题。活动4的前三个问题要求学生概括文章中的相关信息，而最后一个是让学生深入挖掘文本的主题意义，即分析和说明文中实例与主题之间的关系。教师可先提出问题“From Li Lan’s trip, what do you think is her impression of San Francisco or California?”，引导学生理解作者的观点和态度。学生可能会说出这样的句子：

- She thinks there is a mix of cultures in the city/state.
- In her opinion, it is a culturally diverse city/state.
- She believes that people from diverse ethnic backgrounds have an influence on what the city/state is like now.
- She finds that cultural diversity shows in many aspects of the city/state.

在此基础上，让学生在文章找出能表现旧金山或加利福尼亚州多元文化的例子（即问题4 “What examples of ethnic diversity can you find in the journal?”），并适当说明每个例子如何体现文化的多样性。教师用思维导图把学生找出的例子呈现如下，以主题意义将其关联在一起，帮助他们梳理文章的逻辑主线，并进一步巩固用结构图分类和整理信息的阅





读策略。

(5) 细读全文，分析作者的情感态度。教师提出问题 “Did Li Lan enjoy her trip in San Francisco? Can you find some evidence to support your idea?”，让学生完成下面的表格，分析作者在旅行中的所思所感。

Parts	Feelings	Examples
Para 1: city of San Francisco	amazed, impressed	And what a city ... rebuild itself after the earthquake ... so many beautiful old buildings ... on top of big hills ... offering great view ...
Para 2: Mission District	interested	I walked around looking at the street art for a few hours ... quite modern and lively ... delicious ... A real mix of cultures here!
Para 3: local museum	touched	The museum did a really good job ... immigrants left their own country ... carried a bit of home in their hearts ... built a new home here.
Para 4: Chinatown	happy	... so many good cafés and restaurants ... beautiful china plates ... What good food!
Para 5: Richmond District	eager to know	Can't wait!

**教学提示：**正确把握作者的情感态度对于领会文章主旨有重要价值，这包括理解作者对事物所持的观点以及作者所表现出的思想和感情倾向，如肯定与否定、爱与憎、褒与贬等，当然，有时作者所持的是中立和客观的态度。要理解作者的情感态度，首先要从整体上把握文章的思路和基调；其次可以从作者使用的词句体会其思想情感；有时作者没有明确表达，还需要读者推断字里行间隐含的意思。

### 3. 读后活动

(1) 开放性讨论。让学生关注活动5中的问题，结合自身经历讨论文化多样性的话题。学生如果不熟悉世界上其他多元文化共存的地区，可以分享自己熟悉的民族文化，谈论中国文化的多样性，并进一步思考该现象存在的意义以及带来的挑战。例如：

#### Benefits:

- Opportunities to experience different cultures and customs
- Personal growth (culture awareness, intercultural communication, cooperation)
- More open-minded society
- Exchange of innovative ideas

#### Challenges:

- Misunderstanding across languages and cultures



- Conflicting values and lifestyles
- Unconscious cultural biases

**教学提示：**此部分的问题对学生来说有一定难度，学生需要将所读内容与现实生活结合，并从社会层面思考多元文化现象的优势与挑战，从而加深对单元主题意义的理解。这些问题有助于培养学生的批判性思维。学生不是被动地接受所读内容，而是经过思考形成自己的观点，建构对主题的认识。

(2) 巩固重点词汇。先让学生独立完成活动6的短文填空练习，再让他们与同伴核对答案。最后，请学生为这两段文字分别写个小标题（第一个语段：Damage of the 1906 San Francisco earthquake and fire; 第二个语段：Yunnan—one of the most diverse provinces in China）。

## Discovering Useful Structures

### 内容分析

**活动主题：**该板块的活动主题是“理解英语中省略的用法”（Understand the use of ellipsis in English）。与汉语一样，英语中的省略也较为常见。省略是一种避免重复、突出新信息并使上下文紧密连接的语法手段。一般来说，只要不损害结构或引起歧义，能省略的地方就可以省略。省略可使语言更加简洁，意思更加明确，句子结构更加紧凑。本部分通过不同层次的语言学习活动，帮助学生体会使用省略的效果。

**目标结构：**省略是指省去可以根据上下文语境或情景语境恢复的句子成分。英语中存在多种多样的省略现象，句子中既可以省略主语、谓语、谓语的一部分或宾语，也可以一起省略主语和谓语。省略在口语和书面语中都非常普遍。省略的使用包括但不限于以下情况：

情况	例句
并列句	She went to the clinic and (she) saw a doctor. Sally will be arriving today and Ann (will be arriving) tomorrow. John once smoked like a chimney, but he doesn't (smoke) now.
表示比较的从句	She looks older than my mother (does). The weather isn't as good as (it was) yesterday.
对话	(It) Sounds fine to me. (I'm) Sorry I couldn't come. (Pass me) The salt, please. A: Are you coming? B: Yes (I'm coming). A: What have you been doing? B: (I've been) Swimming.



情况	例句
告示、标牌、报纸标题	(There will be) Roadworks ahead! (A) Millionaire (was) poisoned (in his home) in Beverly Hills
习惯用语	What if (=What will/would happen if) World War III should happen? We need to solve the problem as soon as (it is) possible. Why not (=Why don't you) clean the room after breakfast?

**活动设计：**活动1选取本单元已经出现的语句，让学生结合语境分析句子中省略的词语，体会省略的作用，此为语法感知、发现环节。活动2和活动3为语法巩固、运用环节。活动2让学生删去句子中多余的成分，使句子变得简洁。活动3提供更加完整的对话语境，关注非正式对话中的省略现象，要求学生找出对话中省略的部分，从而体会省略的效果。从活动1到活动3，语境逐渐丰富，难度逐步增加。在活动1梳理语法现象之后，教材通过活动2和活动3，让学生在完整表达和省略表达的转换中对比使用和不使用省略的区别，巩固省略的用法，体会其表意功能。

**教学重点：**指导学生回顾、总结常见的省略现象，体会省略的作用，并教会学生恰当使用省略，提升语言表达的效果。

### 教学建议

#### 1. 了解省略的定义和作用

为学生呈现以下小对话，通过提问引导学生体会省略的用法：对话中哪里使用了省略？省略了什么内容？

(1) A: I'm hungry.

B: Are you (hungry)?

A: Yeah. (I) Didn't have lunch today.

B: (Do you) Want some sandwiches?

A: Are there any?

B: Yeah. (I've) Just made some.

(2) A: (It) Looks like rain.

B: Oh, I hope (it does) not (rain).

A: Why (do you hope it doesn't rain)?

B: We have a soccer game today, (do you) remember?

A: Do we (have a soccer game today)? Where (will it be)?

B: (It will be) In the bigger playground!

#### 2. 在单元语境中理解省略的用法

让学生在本单元中找到活动1中的句子，两人一组讨论以下问题：句子中为什么使用省略



(如：语境中意义明了、避免重复、使结构更紧凑、使重点更突出)? 省略了哪些句子成分(主语、谓语、宾语)?

3. 在实践中巩固并总结省略的用法

(1) 让学生完成活动2，通过省去句子中不必要的成分，并与原句对比，体会省略如何使句子变得简洁。教师引导学生总结这几个句子使用省略的不同情况，并关注句子中的关键衔接词。其中，第一句为简单句，第二、五、六句为并列句(应关注but、and)，第三、四句为复合句(应关注if necessary、as soon as possible、than)。教师可在第三句基础上帮助学生总结“if/when/whenever/... + possible/necessary”和“as soon/fast/early/easy/... + as possible”这样的结构。

(2) 指导学生完成练习册Using Structures部分的四个活动，其中活动1和活动2关注对话答语中的省略现象，活动3关注标示牌和新闻标题这两个使用省略的典型场合，活动4关注日记这种非正式文体中的省略现象。

(3) 结合上述活动中的例句，让学生分组总结省略的不同情况，并将自己的总结做成一张海报，课后张贴在班级墙壁上与全班分享。该步骤应充分发挥学生的主体性，教师应鼓励学生按照自己的理解归纳不同的省略现象，他们可以按照句子中省略的不同成分进行归纳(参见教材附录中的语法注释)，也可以按照不同的句式进行归纳(参见下表)。

Different cases of ellipsis	
Cases	Examples
Compound sentences	
and, but ...	
Complex sentences	
Adverbial clauses	
Object clauses	
Omitting the main clause	
...	
Simple sentences	
Questions/Answers	
Exclamatory sentences	
Imperative sentences	
...	



Different cases of ellipsis	
Cases	Examples
Set phrases	
not at all, what about, why not, if only, what if ...	

**教学提示：**作为一种常见的语法现象，省略的用法比较复杂，本单元呈现了使用省略的常见情况。此处让学生在教师的引导下整理省略的用法，旨在调动学生的主体性，让他们在观察、对比、归纳、讨论的过程中建构对该语法项目的理解，摸索语法学习的方法。

4. 在口语对话中掌握省略的用法

(1) 在活动3真实、完整的口语语境中体会省略的自然运用。首先让学生画出使用省略的句子，思考句子中省略了什么。然后让学生再次朗读对话，尝试使用完整的句子。通过对比，引导学生体会省略的作用。

(2) 创编对话。让学生仿照活动3的对话范例，两人一组创编对话。假设学生A来自中国少数民族地区，学生B是她/他的外国朋友，想到中国少数民族地区旅游。学生A为学生B介绍自己家乡的文化特色。教师提示学生在对话中恰当使用省略。该活动既强化了省略在口头表达中的运用，又为后面的Listening and Talking板块作了铺垫。

Listening and Talking

内容分析

**活动主题：**该板块的活动主题是“谈论中国的少数民族文化”(Talk about ethnic minority cultures in China)。此部分从谈论美国的多元文化过渡到谈论中国文化的多样性。少数民族文化是中国文化多样性的重要体现。该板块围绕贵州苗族和侗族的少数民族文化展开。苗族和侗族是我国古老的少数民族，分布在贵州、湖南、湖北、广西等地，他们不仅有各自特有的风俗习惯，还有自己的语言。民族文化是民族身份的重要标志，了解中国文化的多样性有助于培养文化自信，弘扬和传承中国文化。了解中国异彩纷呈的少数民族文化也有助于学生形成尊重、包容的心态，为维护和谐社会作出贡献。

**文本分析：**该听力文本为外国友人Justin在贵州旅行中与当地朋友Wu Yue的对话。作为Justin的向导，Wu Yue为他介绍了当地的民俗特色、旅游景点。该听力文本包括两部分，在第一部分，Wu Yue为Justin介绍了苗族乐器芦笙以及苗族手工制作的银饰。Wu Yue对苗族文化如数家珍，并且表现出强烈的自豪感，对话中有这样的句子：“You know, I’m a Miao, too, and I’m really proud of our culture.”。在听力文本的第二部分，Wu Yue继续带领Justin去参观贵州肇兴的侗寨，Wu Yue为Justin介绍了那里的景点，还提到侗族大歌表演。



该听力文本选取了苗族和侗族最具特色的文化元素。其中，芦笙为西南地区苗、瑶、侗等民族的簧管乐器，历史非常悠久。贵州各地少数民族居住的村寨素有“芦笙之乡”“歌舞之乡”的美誉，每逢传统节日，当地少数民族就会吹起芦笙、跳起舞来庆祝。苗族银饰是一种特有的少数民族文化现象，以其多样的品种、奇美的造型与精巧的工艺为人们展示了一个瑰丽多彩的艺术世界。肇兴侗寨位于贵州省黔东南，是全国最大的侗族村寨之一，素有“侗乡第一寨”的美誉，鼓楼群、风雨桥是当地著名景点。侗族大歌为多人分声部无伴奏大合唱，是侗族独有的一种民间艺术形式。唱者未经专业训练，只凭天生对音乐的敏感，表达生活中的各种情感。2009年，侗族大歌被列入“世界非物质文化遗产”。

从语言特点来看，该听力文本突出体现了Justin作为一个外国人对中国苗族和侗族少数民族文化的兴趣。对话中有这样的表达：“It sounds beautiful!” “This is great!” “Great, I can’t wait.” “Wow, I’m really looking forward to it now.”。此外，他还不断提出新的问题（如“Is it made of bamboo?”），并主动表达自己的看法（如“‘There must be many beautiful songs.’”）。该板块聚焦的正是表达关注和兴趣的功能项目。此外，对话中省略现象也很普遍，例如：“Wow, (it’s) such a long time ago.” “(The idea is) Great, I can’t wait.”等。

**活动设计：**活动1利用三张图片激活学生的相关背景知识，引导他们预测听力内容。第一张是芦笙表演，展示了芦笙的外观和演奏方式，演奏者身着民族服饰。第二张图片中的苗族姑娘们头戴精致的银冠，身着艳丽的彩条长裙，其中一个姑娘正在给其他人倒酒。第三张图片展示的是肇兴侗寨的夜景。活动2提供了听力对话的语境“Justin met a new friend while travelling in Guizhou.”，并将听力对话中关键信息概括成两段短文，让学生补全，旨在培养学生捕捉关键信息的能力。活动3为听后口头输出环节，也是该板块的落脚点。该活动延续听力语境，让学生以Justin的身份跟同伴分享自己的这次贵州之行。而扮演Justin同伴的学生需要有效倾听（showing you are listening），并学会使用相关表达法，恰当地给予反馈，深度参与对话。有效倾听体现在充分关注对方提供的信息，恰当地表达兴趣。听者可以对听到的信息表示肯定、感叹、疑问，或进一步追问。教材中已经列出相关语言表达，使用这些表达法可以提升交流的效果，促进深度交流。

**教学重点：**指导学生用英语介绍中国的少数民族文化，讲好中国故事；指导学生在交流中恰当地表达关注和兴趣。

## 教学建议

### 1. 听前预测和讨论

(1) 让学生聚焦活动1的三幅照片，并尝试描述每幅照片，内容包括：

**Photo 1:** Where do you think these men are from? What are they doing? What are they holding in their hands? What is the instrument like? What are their clothes like?

**Photo 2:** Where do you think the girls are from? What are they doing? What are their clothes like? What are they wearing on their heads?

**Photo 3:** Can you find in the photo which village it is? What time is it in the photo? What is the village like?



在学生描述的基础上，教师巧妙渗透听力对话中的重点词汇 silver、accessory、minority、musical instrument、perform 等。

(2) 让学生根据该板块的活动标题 Talk about ethnic minority cultures in China 以及活动 1 的三幅照片预测听力内容 (It's about the ethnic minority cultures of the Miao and Dong people in China.)。

(3) 让学生聚焦苗族和侗族，分享对这两个少数民族的了解，充分激活学生的背景知识，为随后的听力活动作准备。以上步骤也为学生创造了口语输出的机会。

## 2. 听力理解

(1) 把握听力大意。播放第一遍录音，让学生听后回答下列问题：

- Who are the two speakers in the listening? What is their relationship?
- What is the main idea of the first part of the listening? How about the second part?

(2) 补全短文。先让学生快速浏览活动 2 中对两段听力材料的概括，然后播放第二遍录音，让他们完成短文填空。

(3) 再次播放录音，听后让学生使用结构图梳理听力中的信息结构。教师提示学生恰当使用速记的方法，边听边记录，快速、准确地捕捉关键信息。



**教学提示：**该听力对话通过创设真实语境，让学生在英语学习中品味中国文化，引导学生了解和认同中国优秀文化，并学会用英语讲中国故事，向世界传播中国声音。为此，教师可以让学生用自己的语言解释对话中的中国文化元素，一方面加深对听力材料的理解，另一方面积累相关的语言表达，为后面的口头输出作准备：

Teacher's question: What is ... / What do you know about ...?

Items: Miao, Dong, lusheng, Zhaoxing village, the Grand Song of the Dong People, etc.

## 3. 关注听力中的语言表达

(1) 聚焦听力文本。为学生提供听力原文，并播放录音，让他们体会对话中 Wu Yue 和 Justin 的态度：

- How does Wu Yue feel about Chinese minority cultures?
- What does Justin think of the Miao and Dong cultures?
- How do you know that?



(2) 学习表达关注的功能项目。让学生聚焦活动3列出的表达法,并试着分析它们所传达的意义,包括赞叹(Super!)、赞同(Exactly!)、吃惊(You're kidding!)、表示听懂(I see.)、表示期待(Tell me more about it.)等。在此基础上,引导学生补充更多类似的表达法,例如:“Yeah.”“Sure.”“Definitely!”“Certainly!”“No kidding!”“No wonder!”等。

**教学提示:**我们听别人讲话时,有必要不时地给予反馈,让对方知道我们是在认真听或我们听懂了他/她所讲的内容。这样做是出于礼貌,并鼓励对方继续说。除了上述表达法,我们还可以使用非言语行为表达关注,比如在听的时候与对方眼神交流,或者用点头表示赞同或听懂了。教师应提示学生在实际交流中将上述表达法与这些非言语行为结合在一起使用。

#### 4. 口语对话

让学生以小组为单位开展对话,分别扮演Justin和他的朋友们。Justin与朋友们分享自己在贵州的旅行以及感想;Justin的朋友应适当给予反馈,表达对相关信息的兴趣,必要的时候,可追问信息。为了使对话更丰满,教师可以拓展、补充有关苗族、侗族、芦笙、侗族大歌等内容的介绍。

小组练习完毕,教师可选几组学生展示,并让其余学生认真倾听,听后选出表现最佳的一组,并给出至少两条理由。

### Reading for Writing

#### 内容分析

**活动主题:**该板块的活动主题是“介绍一个有显著文化特征的地方”(Describe a place with distinctive cultural identity)。该板块通过介绍中国城继续聚焦中国文化。本单元主题图呈现的是旧金山中国城的典型景象,Reading and Thinking部分也提到中国城,为该板块作铺垫。介绍中国城的目的主要是体现中国文化与美国多元文化的关系,它是美国多元文化的重要组成部分。中国城也是海外华人的精神家园和传播中国文化的重要窗口,外国人在中国城能近距离体验中国文化。

**文本分析:**作者选取了旧金山中国城最具代表性的内容,包括那里的居民构成、语言、建筑、商品、饮食风味、人们的活动,展现了它作为中国文化展示中心(a centre for Chinese culture)的独特魅力。

从文章的标题“Welcome to Chinatown!”可以看出,它是一篇带有旅游宣传性质的介绍性语篇,文中还多次使用tourist和visitor。文章客观而全面地描述了旧金山中国城的历史和现状,并呼吁那些还没有机会去中国的人前往中国城,亲身体验中国传统文化。该语篇采用“总—分—总”的写作结构,共有六个段落。第一段概述旧金山中国城的特点,即它在美国最大、历史最悠久,颇受游客欢迎。主体部分的四个段落从不同角度带领读者了解旧金山的中国城。第二段介绍了中国城的起源、居民的构成和当地的主要语言。第三段继续讲述中国城的历史,包括1906年的大火和城市的重建,并主要介绍了几个有特色的景点。第四段介绍了中国城的店铺类型及特色产品,包括中草药、茶叶等。第五段介绍中国城的饮食特点。末段重申中国城存在的价值,即它



是美国多元文化的重要组成部分，是游客亲身体验中国传统文化的重要场所。阅读语篇的插图呈现的是旧金山中国城入口处的牌楼，即龙门。大门以绿瓦盖顶，顶上盘龙鱼跃。龙门正上方悬挂“天下为公”的牌匾，左右各有一个石狮把门，中国味十足。

**活动设计：**该板块包括四个活动。活动1引导学生梳理文章中的主要信息，为阅读理解环节。活动2为范文学习环节，引导学生关注作者介绍了旧金山中国城的哪些方面。除了范文中包含的信息点，教材还提供了更多话题，如 *population*、*legends/stories*、*other names for the city/town* 等，以便激活学生的思维，启发他们在写作中重点描述最能体现家乡文化特色的内容。活动3的写作环节包含四个步骤，分别为：构思→写初稿→同伴互助修改→自己修改。活动4为作品展示环节。

**教学重点：**引导学生阅读旧金山中国城的介绍并把握其写作特点；指导学生全面、准确、有条理地介绍自己居住的城市或小镇。

### 教学建议

#### 1. 文本理解

(1) 快速阅读全文，把握文章的大意、体裁和写作目的。教师提出问题 “Who are the target readers? What is the writer’s purpose of writing this text?”，让学生结合文章标题预测目标读者和作者写此文的目的。先请个别学生说出自己的预测，再让学生快速阅读文章，找出可验证猜测的句子。文章中有不少反映作者写作目的的句子，其中 *visitor* 一词频繁出现，其他与旅游相关的词语还包括 *tourist*、*visit*、*experience*、*site*。

**Paragraph 1:** It is a very popular *tourist* draw that receives more *visitors* each year than even the Golden Gate Bridge ... meaning it is always a good time to *visit*.

**Paragraph 2:** This allows *visitors* to *experience* a real taste of China.

**Paragraph 3:** Traditionally, *visitors* enter Chinatown ... Other famous *sites* include ... *Visitors* can also ... a key *site* ...

**Paragraph 4:** ... *visitors* can taste and buy ...

**Paragraph 5:** But perhaps what many *tourists* and San Franciscans treasure most ...

**Paragraph 6:** They allow *visitors* ... to ...

(2) 快速阅读全文，把握文章关键信息，回答活动1的问题。学生浏览活动1的要求和两个问题，明确需要从文中获取的关键信息：中国城的著名景点以及除浏览景点之外可做的事情。教师可提示学生使用寻读策略找到答案，例如：有关地点的专有名词首字母都大写，表示活动的多为动词短语。

(3) 细读全文，把握文章的架构。教师指导学生完成下面的表格，帮助学生分析文章的段落，概括各部分大意，并梳理相关细节。

Paragraph	Main idea	Details	Expressions
1 Introduction	short introduction to the San Francisco Chinatown	location, features, climate	biggest, oldest, very popular tourist draw, mild all year round



续表

Paragraph	Main idea	Details		Expressions
2—5 Body	what you can find and do in the San Francisco Chinatown	2	history, ethnic groups, language	historically ..., what started as ... then turned into ..., the majority of residents ..., a real taste of China
		3	attractions, famous figures	famous sites include ..., to name but a few, spend hours just exploring the interesting sights, smells, and sounds of China, a key site, a great place to ...
		4	stores and goods	offer a unique range of ..., all kinds of ... can be found, varieties of
		5	food	treasure, suit everyone's taste, traditional food from all over China
6 Summary	importance of Chinatown	unique culture		allow ... to ..., experience ... first hand

完成了此表，也就完成了阅读活动2的任务（见Details栏）。该表格还帮助学生归纳段落大意，从而确定文章结构（Introduction—Body—Summary）。此外，体现文本特征的旅游宣传性语言表达也一并被整理了出来（见Expressions栏）。该步骤引导学生分析范文，为随后的写作任务作准备。

（4）关注文本主题与写作思路。首先，教师提出问题供学生小组讨论：

- What is the theme of this passage?
- What does the writer want to show us in this passage?
- What examples does the writer use to support this idea?

教师引导学生思考文章的内在逻辑，找出文中体现主题意义的文字，如：a center for Chinese culture、a real taste of China、sights, smells, and sounds of China、traditional Chinese culture in real life，理解作者旨在突出旧金山中国城典型的中国文化特征，说明中国城在美国多元文化中的独特存在，因此作者所选的细节都是在支撑这一主题。

（5）评价文本。让学生对该阅读文本进行评价，提示学生参考活动3第三部分的评价表，按照所列出的标准逐一分析该语篇，并尝试写出评语。

## 2. 写作

（1）构思。让学生开展“头脑风暴”，围绕自己的家乡展开讨论：

- What is unique about your city/town?
- Is it a city/town with diverse cultures?
- What examples can you give to illustrate its unique feature?



提醒学生在讨论的过程中随时记录有价值的想法。最后，让学生讨论如何组织这些信息，搭建文章结构，并写出简单的提纲。

(2) 语言准备。指导学生学习活动3第二个步骤中提供的介绍城市或乡镇的语言。教师可先提供关键词，让学生说出对应的句式和表达法，如：location→be located in/on ...、history→has a history of ... years等。

此外，教师还可为学生补充更多相关表达用语，如：lie in、in/on/to the east/west/north/south of、at the foot of、be surrounded by、be known for、be rich in，以及一些劝说性语言，如：“Go ahead, let your hair down, and enjoy your trip!” “You just have to come and experience the city yourself.” “There is such a variety of adventures you can have here.”。教师还可提醒学生在介绍中灵活运用形容词，特别是形容词的最高级，以提升所介绍的城市或乡镇的吸引力，如：the most popular tourist destination、the city’s most powerful draw、one of the most diverse places、the largest population of。学生也可以将前面表格中整理的阅读语篇中的语言表达运用到习作中。

(3) 写出初稿并修改。让学生基于之前完成的提纲和积累的相关语言表达写一篇文章，介绍自己的家乡。完成初稿后，让学生与同伴交换初稿，参照活动3的评价表给对方写出评语。最后，让学生拿回初稿，在同伴的提示下修改、定稿。

(4) 评价与展示。请几位学生朗读自己的习作，教师指导其他学生评价和赏析，看看哪位学生对家乡的介绍更为准确、生动，哪位学生的作品更有感染力。教师可请学生说出文章的几个优点，或提供进一步修改的建议。课后可在班级墙壁上展示更多学生作品。

## Assessing Your Progress

### 内容分析

检测板块包括三部分内容。第一部分为语言知识检测。活动1通过补全句子巩固本单元重点词汇，活动2设置了讨论美国音乐的对话语境，通过改写句子巩固省略这一语法学习内容。该对话中有五个句子使用了完整的表达，在上下文中显得不够简洁明了，要求学生使用必要的省略表达，进一步体会省略的表意功能。另外，该语篇也进一步深化了单元主题，从另一个侧面表现美国的多元文化特征。

第二部分为自我反思与评价，所提供的问题聚焦“文化多样性”这一主题，引导学生回顾自己在本单元学到了什么、还想了解什么以及最感兴趣的内容和遇到的学习困难，并对本单元内容作出评价。这些问题有助于学生深化对这一主题的认识，并确定未来学习的兴趣点和方向。

第三部分为项目活动。该活动要求学生为外国朋友设计行程，“制作一份旅行手册”(Create a travel brochure)，以帮助他们体验中国文化的多样性。该活动与单元主题紧密联系，并体现了本单元所学内容在生活中的运用。教材提供了一张体验美国多元文化的旅游宣传页，供学生参考，其中介绍了多个博物馆和旅游景点，帮助游客了解美国的不同种族及其文化，包括非洲裔美国人、亚裔美国人和印第安人。该旅行手册是本单元主题语料的重要补充，进一步体现了多元文化现象。同时，该活动鼓励学生向世界展示中国文化的多样性。



## 教学建议

### 1. 语言知识检测

(1) 教师可先通过听写或造句的方式帮助学生复习活动1中列出的单词，再让学生完成句子填空练习，提醒学生注意使用单词的正确形式。

(2) 让学生先默读活动2中的对话，理解对话的大意，然后试着将画线的句子替换为更加简练的表达。有些句子学生会给出不同答案，教师可引导学生讨论在语境中如何省略最为恰当。教师还可以让学生在对话中找找还有哪里使用了省略，以及省略了什么内容。核对答案后，让学生分角色朗读修改后的对话，体会对话的简洁和流畅。

### 2. 反思与评价

让学生思考此部分的问题，反思学习本单元的感想和收获，并写一篇单元小结。如果学生语言能力较强，也可以让他们围绕“文化的多样性”写一篇短文，小结本单元各板块出现的体现文化多样性的内容，并谈谈对这一主题的认识。教师应重视学生的反思，从中了解学生的学习情况，特别是学生还有兴趣了解的内容，以及学习过程中遇到的障碍，以便进一步提供有针对性的帮助。

### 3. 完成项目活动

(1) 阅读有关美国多元文化的旅游宣传单，理解并掌握内容要点。

首先，让学生关注此部分插图并提问：

- Do you know which ethnic group these people belong to?
- Read the tourist information about places to explore diverse cultures in the USA. Where can you learn about this ethnic group?

接下来，再让学生阅读该旅游宣传页并回答下列问题：

- What other ethnic groups are mentioned?
- Where can you learn about these ethnic groups?
- Apart from these ethnic groups in the USA, do you know other ones?
- What would you gain from such a trip?

(2) 集思广益，规划行程。教师通过问题 “If some foreign travellers want to explore diverse cultures in China, where do you recommend them to go?” 切入该项目活动，并创设任务语境，提出任务要求，然后让学生以四人为一组，讨论有关旅行的具体问题，包括行程的长短、游客可能感兴趣的的活动、可选取的体现中国文化多样性的地区及其特色等。

(3) 合作完成旅游宣传册。指导学生分工合作，落实、完善旅行计划，完成宣传册的制作。根据情况，可要求学生在课后完成。小组成员可作如下分工：

学生A	组长，负责策划整个行程，确保旅行各个环节的可行性，旅游宣传册推介人
学生B	主笔，负责语言组织，包括介绍著名景点、美食、文化习俗，说明交通、住宿等情况



学生C	美术编辑,负责旅游宣传册的设计和排版、打印,确保内容呈现清晰、美观
学生D	调研员,负责筛选相关信息,包括地图、照片,为学生B和学生C提供素材

(4) 展示和评选。让各小组分别展示和介绍各自的旅游宣传册,全班投票选出最有吸引力的行程设计。教师可鼓励学生说出投票的理由,如行程安排周密、可操作性强,所选景点文化特征突出、有吸引力,旅游宣传册设计美观、信息丰富等。

### \*Video Time

#### 内容分析

该视频聚焦纽约市皇后区 (Queens), 展现美国的“熔炉文化”。在皇后区, 将近一半人口出生在其他国家, 居民来自 100 多个民族, 说 150 多种语言。该视频包含几位来自不同种族的移民的自述, 他们的英语或多或少带着各自母语的发音特点。视频最后还介绍了一项有趣的研究, 用以判断一个地区是否体现多元性。

#### 教学建议

##### 1. 看前准备

(1) 让学生阅读该视频的简介, 并回答问题:

- Where is this place?
- Why is this place considered the world's biggest melting pot?

(2) 词汇准备。教师带领全班学生完成看前练习, 将视频中的生词与对应的释义匹配。教师可提醒学生借助构词法推断某些单词的意思, 如 multiculturalism、ethnicity, 或提供例句, 先让学生在语境中猜测单词的意义, 再完成匹配。如:

- My grandfather **cherished** his memories of the years he spent on a farm as a young man.
- To do the research, we asked a **random** selection of people what they thought.
- The **Hispanic** population totalled more than 5 million in this area and most of them came from Mexico and Puerto Rico.

##### 2. 观看视频

(1) 播放第一遍视频, 理解视频大意。教师呈现以下表格, 指引学生关注视频中的重要信息, 再让他们观看视频。

People	What he/she says	Key words
Narrator	What is Queens like?	population, residents, languages, cultures, nationalities, ethnicities



续表

People	What he/she says	Key words
Four immigrants	What do they say about their ethnic origins and the diverse backgrounds of the people living here?	Madras, India; South Korea, German, Irish, English, Native American; Puerto Rican; Eastern European, Hispanic, Turkish, Arabic
Narrator	What is the 2001 study about?	diversity, randomly selected, backgrounds, highest

(2) 播放第二遍视频, 记录数字信息。教师可先提供视频中出现的数字 (half、100、150、two、2001), 让学生记录相关信息。然后再让学生根据自己记录的内容, 补全活动2中的五句话。

### 3. 看后讨论

教师组织学生充分讨论看后问题, 加深对“文化多样性”这一主题的认识。

## 三、单元补充注释

### 1. The beauty of the world lies in the diversity of its people. 世界之美源自人之多样。

lie 此处为不及物动词, 与 in 搭配, 表示“(思想、问题、特征等)存在; 在于……”。再如:

The difficulty lies in providing sufficient evidence. 困难在于要提供足够的证据。

The strength of the book lies in its vivid description of her journey in the Sahara Desert. 这本书的亮点在于对她的撒哈拉沙漠之行的生动描写。

lie 的常用意思还包括“躺; 平躺; 平卧”“(物品)平放”“处于; 保持(某种状态)”“(城镇等)位于; 坐落在”等。例如:

to lie on your back/side/front 仰卧(或侧卧、俯卧)

The book lay open on her desk. 那本书摊开放在她的书桌上。

I'd rather use my money than leave it laying in the bank. 我宁愿把钱花掉也不愿意搁在银行里不用。

The town lies on the coast. 这个小镇位于海滨。

lie 作动词还有“说谎”的意思, 作名词表示“谎言”, 例如:

Why do you lie to yourself about your health? 关于你的健康, 你为什么要对自己说谎呢?

### 2. It is a very popular tourist draw that receives more visitors each year than even the Golden Gate Bridge. 它(中国城)是颇受游客喜爱的旅游景点, 每年接待的游客甚至多于金门大桥。

句中 draw 为名词, 意为“有吸引力的人或事物”, 其近义词为 attraction。再如:

She is currently one of the biggest draws on the Irish music scene. 她是目前爱尔兰音乐界最受欢迎的人物之一。



It is hoped that the new art gallery will be a big draw for visitors. 希望新美术馆能大大吸引游客。

3. It has a long and famous history, with the author Robert Louis Stevenson having spent much time writing there. 此处（花园角广场）久负盛名，作家罗伯特·路易斯·斯蒂文森曾长期在此写作。

句中“with the author Robert Louis Stevenson having spent much time writing here”是在现在分词的独立结构。该结构常用作状语，置于句首或句末，其中名词或代词为动词-ing形式的逻辑主语。再如：

With the boy leading the way, we found the house easily. 因为有小男孩领路，我们很容易就找到了那座屋子。

The teacher came in with some of his students following him. 老师走了进来，后面跟着他的几个学生。

With the workers having done their work well, the boss took them on a 7-day trip to Europe. 由于工人出色地完成了任务，老板就带他们去欧洲七日游了。

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# UNIT 3

## DIVERSE CULTURES

The theme of this unit is cultural diversity in this world. Students will learn about and discuss cultures and how they shape people. They will begin by diving into American food, and learn how it reflects multiculturalism. They will then turn their eyes towards San Francisco, learning something about its history and culture, and the Chinese experience in America. After that, they will be briefly introduced ethnic minority cultures in China. Then they will learn how to introduce their own city/town after reading an introduction to San Francisco's Chinatown. Finally, they will make a travel brochure for tourists coming to visit China, with an emphasis on China's diverse cultures. It is hoped that students will not just learn about other countries, but will learn how to better understand, appreciate, reflect on, and describe their own country from the examples provided in the unit.

### Opening Page

#### Theme Picture

The photo is down Grant Avenue in San Francisco, the USA, which is the heart of Chinatown. Grant Avenue is one of the oldest and most important streets in Chinatown. The intersection of the Grant Avenue and Bush Street, several blocks south of here, is the location of the famous Dragon Gate, which is considered the main entrance to Chinatown. The photo

clearly shows the multicultural aspects of Chinatown, in that while the buildings are all typical of those built in cities in the USA in the early 1900s, the businesses, lanterns, and lamp posts are typical of what one may find in south China.

#### Quote

The quote points out that while the world may be full of natural beauty, ultimately its beauty is in the different kinds of people that inhabit it and their cultures.

#### Look and discuss

##### Suggested Answers

- 1 The photo was probably taken in the United States because I can see a sign that says "CALIFORNIA". Many of the signs and decorations look Chinese, so it's probably a Chinatown.
- 2 I can see some restaurants and stores. The signs are in Chinese and English. There is a lamp post decorated with dragons, and also lots of red lanterns. It seems like the photo was taken at night on a busy street in Chinatown.

### Listening and Speaking

#### Talk about the origins of American food

#### Activities 1 and 2

#### Purpose

Introduce some of the American food through a radio interview, and activate students' interest and background knowledge. Then practise listening for gist to check their answers.



### Teaching Tip

To better preview the listening, have students discuss as a class what they know about the food, and their experiences with the food. It is possible that students will have little knowledge of the food except the hamburger. If so, have students describe and—if possible—name the ingredients of each type of food, based purely upon what they can see in the photographs. To complete Activity 2, students only need to listen for the elements that were discussed in Activity 1 in order to identify the food.

#### Answers

D, B, C, A

### Activity 3

#### Purpose

Practise listening for basic information.

#### Teaching Tip

It is important to preview the true/false statements before listening, as this will help students to know which key words they should listen for. Point out to students that in several cases, the words used in the true/false statements are exactly as they are used in the listening, but they may have to listen beyond those words to discover if the statements are true or false.

#### Answers

1 F 2 F 3 T 4 T 5 T

### Activity 4

#### Purpose

Practise listening to take notes.

### Teaching Tip

Students should carefully examine the table before they listen. By listening to the words and phrases used in the table, students will quickly be guided to the answers.

### Optional Activity

Have students listen again to answer the following questions:

- What do some people say about American food?
- How does the guest sum up American food?

As a class, discuss the last statement made in the audio track: “American cooking often mixes things from around the world to make something completely new.” How is this different from the food of many countries?

#### Cultural Notes

- Nachos are thought to have been invented in the 1940s for American diners in a small town on the Mexican border with Texas. The dish quickly became popular throughout Texas and the American Southwest. Typically, nachos are made from deep-fried corn tortillas (a kind of flat bread), covered in cheese, and topped with jalapeno peppers (a very spicy pepper popular in Texas and Mexico).
- A fortune is a prediction about a person’s future. The fortune inside a fortune cookie often begins “Confucius says ...”. Sometimes these fortunes are serious. For example, they may say something like, “You will become rich soon” or “Tomorrow you will find the love of your life!” At other times the fortunes are silly, for example, “Help! I’m being held



prisoner in a Chinese bakery!” or “The fortune you seek is in another cookie!”

- Gumbo usually contains shrimp or crayfish, chicken, spicy sausage, onions, garlic, celery, green peppers, spices, and okra. The name “gumbo” is thought to come from a West African word for “okra”, which is a plant not native to the United States that was brought over to America by African slaves.

### Answers

German, American, Mexican corn, Mexican, American customers, San Francisco, 100, paper, fortune, 200, French, African, Native American

## Activity 5

### Purpose

Consolidate what students have learnt by having a conversation about preparing for a potluck dinner in the United States.

### Teaching Tip

To prepare for the activity, have the class talk about the food mentioned in the listening in the light of Questions 2 and 3: *How is each type of food made and what is it made of? How is it special?* Then have the class answer these same questions about their favourite Chinese food. For weaker classes, write key words and phrases on the board.

### Cultural Note

Potluck dinners are common in the United States, especially for large informal parties or social gatherings. You should always bring enough food to feed all the people in your group, plus food for one or two extra

people. For example, if you are coming to a potluck party with your mother and father, you should bring enough food for four or five people (you, your mother, your father, and one or two extra people). It is considered inappropriate to bring store-bought or restaurant food—you should try to bring something you made yourself, even if it is something quite simple, like a salad. At the potluck dinner, you do not have to eat the food you brought—you can eat anyone’s food.

### Sample Conversation

- A:** What should I bring to the potluck dinner this weekend?
- B:** Why don’t you make a dish from your home province?
- A:** You mean a Hunan dish?
- B:** Yeah, why not? I bet they’d love it!
- A:** Well, I guess I could make Hunan Steamed Fish Head with Diced Hot Red Peppers. It’s delicious and really colourful.
- B:** Really? You can make that dish? How do you make it?
- A:** Easy! Slice open a fish head and cover it with a chilli and bean sauce. Then just steam it for 10 minutes.
- B:** Sounds so easy! You could make it at your friend’s house. That way it’ll be fresh.
- A:** Great idea! I’ll ask my friend.

## Pronunciation

### Purpose

Understand and practise the use of pauses in speaking.



### Teaching Tip

Pauses in speaking are useful because they give the speaker time to gather his or her thoughts, and they give the listener a chance to hear, understand, think about, or imagine what is being said. Apart from pausing to give one a chance to breathe, pauses should be normally used:

- When there would normally be punctuation, such as commas or periods, in a written text.
- At the end of each long unit of meaning, for example, long noun phrases or adjective clauses.
- For transitions, when the speaker is introducing another idea.
- For emphasis. Pausing before and after the most important words highlights and draws the listener's attention to them.

### Cultural Notes

- The Bering Strait is the water that separates Alaska and Russia. It is thought that sometime before and during the last Ice Age this area was a large land bridge that connected North America and Russia. During the latter part of the Ice Age there was a corridor of grassland amid the ice which was wide enough to support animals and people, and native populations from Russia used this corridor to come to North America. All of the native populations in North and South America are thought to be descendants of these people.
- Illnesses brought to the New World from Europe, which Native Americans had no natural immunity for, are thought to have killed untold hundreds of thousands of Native Americans. Apart from this, Native Americans in the United States

were most hurt by war. Not only did Europeans fight against the Native Americans, but displacement caused by the colonisation of North America resulted in Native Americans fighting among themselves, to devastating effect. This culminated in the Indian Wars between 1823–1918 where the last remnants of independent Native Americans in the West were defeated by the US Army and were forced to leave their tribal lands and live in faraway reservations, most notably in Oklahoma. In regards to slavery, some Native Americans were enslaved by settlers in the English colonies in the early years, but by and large slavery within the United States consisted of people brought from Africa—at least in areas first controlled by the English. However, this was not the case in US Territories gained from Spain, or South and Central America, and the Caribbean. Both the Spanish and the Portuguese relied on enslaved Native Americans—sometimes in contravention of their own laws—in their American colonies, often forcing them to work in quite harsh conditions in places such as mines. When these harsh working conditions were combined with illnesses which the Native Americans had no immunity for, the death toll in some cases was truly staggering, and in some areas of Central and South America the entire Native American population was effectively wiped out.

### Optional Activity

For further practice, after students have studied the reading passage on pages 28–29, have them read the passage aloud,



inserting pauses where necessary.

### Suggested Answers

No one really knows exactly | when the first people arrived | in what we now know as California. || It is likely | that Native Americans moved to California | at least fifteen thousand years ago. || Scientists believe | that these settlers crossed the Bering Strait | by a land bridge | which existed in prehistoric times. || In the 16th century, | the native people suffered greatly | after the arrival of the Europeans. || Thousands of them were killed | or forced into slavery. || In addition, | many died from the diseases | brought by the Europeans. || However, | some survived these terrible times, | and today | there are more Native Americans living in California | than in any other state of America.

## Reading and Thinking ----- Learn about a city that has diverse cultures

### Activity 1

#### Purpose

Activate students' own knowledge about the city of San Francisco, California.

#### Cultural Note

San Francisco was founded on the southern tip of San Francisco Bay in 1776 by Spanish settlers, and is named after Saint Francis of Assisi (1182–1226). It is one of the wealthiest cities in the US by average income, and is often considered one of the best cities in the world to live in.

### Suggested Answer

San Francisco is a city in California on the West Coast of the US. It is famous for its Chinatown and its sports teams.

### Activity 2

#### Purpose

Practise scanning for information in a travel journal about San Francisco.

#### Teaching Tip

Remind the students that they should scan for the names of places in the passage. For the most part, this should be easy, as the place names will be capitalised.

#### Cultural Notes

- The Redwood Forest is an area in northern California along the Pacific Coast which features massive coastal redwood trees, also known as giant sequoias. These trees are among the largest and oldest living things on earth. The tallest redwood tree is 115 metres in height, and some have diameters of up to 9 metres. Some of these trees are thought to be up to 1,800 years old. The area is now protected by several state and national parks, and is a popular place for camping and hiking.
- Napa Valley, north of San Francisco Bay, was the location of the first commercial winery in the US, and is still considered the principal and best wine producing area of the US. As a consequence, it has also become a major culinary centre and a tourist attraction in the US.
- San Francisco was originally established as a mission—a centre for missionary activity—by Catholic missionaries. The



area where this mission was located is called the Mission District.

- Chinatown in San Francisco is the oldest Chinese neighbourhood in North America, and the largest Chinese neighbourhood outside of Asia. The first Chinese immigrants arrived in 1848, and the first mention of “Chinatown” in newspapers came in 1853. Nearly all the people living in Chinatown are ethnically Asian, and most still speak Chinese as their first (or only) language. Historically, the vast majority of people residing in Chinatown originally came from Guangdong or Hong Kong.
- The Richmond District is in the northeast of the city of San Francisco, adjoining Golden Gate Park. Until the late 19th century, the district was mostly just sand dunes, before it was turned into a residential area. Historically, the area was the home of many Russian immigrants to the United States. However, in the 1950s and 1960s many Chinese immigrants started to move there, causing it to be called San Francisco’s second Chinatown.

#### Answers

**Has been to:** Redwood Forest, Napa Valley, Mission District, a local museum, Chinatown

**Plans to visit:** Richmond District

### Activity 3

#### Purpose

Practise reading the passage about San Francisco to classify information.

#### Teaching Tip

Remind students that when choosing how

to classify or organise the information, the text type should be the first consideration. In this case, the text type is a travel journal. As travel journals are usually written chronologically, it makes sense to diagram them according to chronology. Information from an article about the neighbourhoods in San Francisco, on the other hand, might be better organised in a table with the names of the neighbourhoods in one column and details about each neighbourhood in another. At the same time, the information from a history of San Francisco might best be organised in a timeline.

#### Optional Activity

Since the travel journal is highly thematic, the information in it can also be organised in a mind map. Begin by drawing the following on the board:



Brainstorm with students how the rest of this mind map could be filled out using information from the text. For example, one of the spokes could end with “Mission District”, and this could have further spokes radiating from it for “history”, “food”, “art”, “ethnic groups”, and “music”.

#### Cultural Notes

- The 1906 San Francisco earthquake was—after the 1964 Alaska earthquake—the second strongest earthquake ever to have occurred in a populated area in the United States. It is thought to have had a strength of around magnitude 7.9, but



may have been stronger. It was also the second most deadly natural disaster in US history after the Galveston hurricane in 1900.

- The Mission School is an art movement that grew up out of graffiti and street art in the Mission District in the early 1990s. Many of the most prominent pieces of art in the movement are outdoor murals. The photo in the passage is of the Clarion Alley Mural Project, which was begun in 1992 as a way to beautify a notoriously run-down alleyway in the Mission District. It has now become a major tourist attraction in the Mission District.
- Food trucks have become a popular trend in the US, and indeed around the world. The idea is that people can buy quick and delicious food that has been prepared in a van and eat it on the street. One aspect of food trucks is that many feature fusion cooking. Fusion is where several styles of food, such as Mexican and Chinese, are combined to make a tasty new dish.
- California was ceded to America by Mexico one week after gold was discovered in 1848. Prior to 1821, California had been a Spanish colony.
- The second illustration on the page shows men mining for gold. Gold typically comes in veins buried deep in the ground. The easiest way to find such a vein is by going to a stream and panning for gold. This involves taking a metal pan, scooping up gravel and water from the stream bed, and then gently swirling the pan until all the gravel is washed out by the water and only the heavy gold remains. Once gold is found, shovels and sluice boxes are used (as shown in the illustration) to find

gold more quickly. A sluice box is a long wooden box with ridges on the bottom, which is placed in a stream. The gold miner will shovel gravel or dirt into the sluice box, and then allow the stream's rushing water to flush it out, leaving the heavy gold trapped in the ridges.

- The Transcontinental Railroad was built between 1863 and 1869 between Omaha, Nebraska and San Francisco Bay, largely using Chinese labour. However, only about 10,000–15,000 of the approximately 300,000 Chinese who came to the US during that period actually worked on the railroad—most Chinese were employed elsewhere. Chinese immigrants were preferred as workers because they were more industrious and worked harder than most other groups. Unfortunately, their pay was quite low and working conditions quite hard.

### Suggested Answers

#### Before coming to San Francisco:

camped in the Redwood Forest; visited Napa Valley

**morning:** explored the neighbourhood; learnt about Mission School art; ate Mexican-Chinese noodles from a food truck

**afternoon:** went to a historical museum

**evening:** went to Chinatown to enjoy some home style cooking

**tomorrow:** will go to a jazz bar in the Richmond District

### Activity 4

#### Purpose

Read the text for details and summarise and



reflect on the contents.

### Teaching Tip

Point out to students that the first three questions are related to the first three paragraphs respectively. On the other hand, Question 4 will require scanning throughout the passage for words related to ethnic groups. In addition to the obvious answers given in the answer key, more knowledgeable students may be aware that both Napa Valley as a wine centre and jazz music are examples of things that grew up out of ethnic diversity: Napa Valley started out as a place where Italian immigrants came to live and build wineries, and jazz music had its origins in the black community in the US. While many wineries in Napa Valley today are not Italian, and long ago jazz outgrew the black community to be first an American phenomenon and then a worldwide phenomenon, neither Napa Valley nor jazz would exist without ethnic diversity.

### Suggested Answers

- 1 The beautiful old buildings, many sitting on top of big hills.
- 2 The Mission District is a vibrant, historical area full of culture and life.
- 3 To seek their fortune in the gold rush.
- 4 The Mission District which is full of people from Mexico or Central America; Mexican-Chinese noodles from a food truck; Chinatown.

### Activity 5

#### Purpose

Reflect further on the reading passage and draw conclusions from it. Then have

students apply what they have learnt to their own experience.

### Teaching Tip

Point out to students that ethnic diversity and cultural diversity are two overlapping, but different concepts. Some places are ethnically diverse, but in many ways culturally homogenous. That is, the people may have different ethnicities, but are in most ways culturally identical—everyone speaks the same language, has the same preferences, and lives the same kind of lifestyle. On the other hand, some places are ethnically homogenous, but culturally diverse. That is, while all the people may be identical in the way they look, there are clear cultural differences between two or more groups. The questions in this exercise are not about ethnic diversity. They are about cultural diversity. That is, they are about people whose lifestyles are completely different.

### Suggested Answers

- 1 One culturally diverse place that I have been to is Harbin, the capital city of Heilongjiang Province. I went there last year with my family to see the Ice and Snow Festival, and I was amazed at how the culture was different to most other Chinese cities. There is a big Russian influence there, with beautiful Russian architecture and lots of interesting restaurants. I learnt that Harbin is called “the Oriental Moscow” and that many Russians settled there to help build the railway over 100 years ago.
- 2 **The benefits:** People are able to experience a wide variety of cultures, making their lives more interesting.



**The challenges:** People may have trouble communicating or understanding each other.

### Activity 6

#### Purpose

Practise new vocabulary in context while learning more about the 1906 San Francisco earthquake and about Yunnan.

#### Answers

- 1 occurred, downtown, District
- 2 definitely, admit, region

### Discovering Useful Structures -- Understand the use of ellipsis in English

### Activity 1

#### Purpose

Learn through induction the use of ellipsis to make conversations and texts more concise, by finding the parts of a sentence which have been taken out.

#### Suggested Answers

- 1 A: Oh, I just love nachos! They are Mexican corn chips covered in cheese!  
B: I love nachos, too.
- 2 A: So it's the food of many different cultures, and they are all in one dish?  
B: Exactly, it's the food of many different cultures, and they are all in one dish.
- 3 There is a real mix of cultures here!
- 4 I can't wait to go there!

### Activity 2

#### Purpose

Practise using ellipsis for concision, by taking out unnecessary parts from given sentences.

#### Suggested Answers

- 1 You mean you are planning a trip across the Atlantic for a holiday? Good idea.
- 2 He tried to solve his financial problems, but couldn't.
- 3 If necessary, I'll finish my report on American poetry as soon as possible.
- 4 Are you going to dress like that? A dress might be better than jeans and boots.
- 5 Some wild mushrooms are poisonous and some are not.
- 6 I really like that paper folding book, and my son, too.

### Activity 3

#### Purpose

Further practise identifying ellipsis using a conversation about Guizhou.

#### Suggested Answers

- Justin:** Linlin, I'm going to Guizhou Province next month. I'm super excited! Do you have any recommendations for places to visit in Guizhou Province?
- Linlin:** Wow, that's cool! Guizhou is a province with a lot of cultural diversity. What are some places to visit in Guizhou? Well, definitely the Huangguoshu Waterfall is the first place to



visit in Guizhou Province.

**Justin:** What's special about the waterfall?

**Linlin:** Well, have you ever heard of the Chinese novel *Journey to the West*?

**Justin:** Yes, I have heard of the Chinese novel *Journey to the West*. Why do you ask if I have heard of the Chinese novel *Journey to the West*?

**Linlin:** In the back of the Huangguoshu Waterfall, you will find a cave, which is the home of the Monkey King from *Journey to the West*.

**Justin:** That's really true? It's cool! I'll definitely check it out.

**Linlin:** And I strongly recommend the ethnic minority villages on your trip to Guizhou Province. You'll find Chinese culture is much more diverse than you thought it was.

**Justin:** This all sounds great. Thanks!

## Listening and Talking -----

### Talk about ethnic minority cultures in China

#### Activity 1

##### Purpose

Introduce the topic and activate students' knowledge of ethnic minorities in Guizhou, China.

##### Cultural Notes

- The Miao are one of the 56 recognised ethnic groups in China. The Miao ethnic group is made up of multiple distinct subgroups which belong to the same

language family. Among all the Miao people, about half live in Guizhou. The Miao are known mostly as hill people and rice farmers.

- An important musical instrument for the Miao and Dong peoples is the *lusheng*, which is made up of bamboo pipes, each with its own reed. Every year, the Miao hold various *lusheng* festivals where people from local villages will gather wearing traditional costumes and show off their skills playing the *lusheng*, with many people joining in with traditional dance. The largest of these festivals takes place in Kaili, Guizhou every year in March, and includes other activities such as bullfighting and horse racing.
- Each Miao subgroup typically wears a different style or colour of daily clothing, which makes it easy for the Miao to look at another Miao and guess what group he/she belongs to and where he/she lives. Some subgroups are known by outsiders by the colour of clothing they most often wear (e.g., Red Miao, White Miao, or Black Miao), though the Miao do not generally use such names among themselves. While the men typically wear simple jackets and trousers, on festival days the women are famous for wearing colourful pleated skirts and elaborate silver jewellery, including bracelets, heavy collars, and large headdresses, sometimes with horns. This silver jewellery can weigh up to 15 kg. Among the Miao, silver is considered a sign of wealth, and as something which will bring good luck and protect them from evil spirits.
- The Dong are one of the 56 recognised ethnic groups in China. They are famous



for their singing, and the Kam Grand Choir (the Grand Song of the Dong People) is listed as a UNESCO intangible cultural heritage.

- Zhaoxing, Guizhou, the largest Dong minority town in China, is comprised of 11 villages, the largest of which is Zhaoxing village, with 4,000 residents. The village has many old buildings which are representative of traditional Dong architecture, including five drum towers and many “wind and rain” bridges.

#### Answer

The first two photos are of Miao villagers in Guizhou and the last photo is of Zhaoxing Dong Village in Guizhou.

### Activity 2

#### Purpose

Practise listening to complete the summaries of a natural conversation in English involving two friends talking during a trip to Guizhou.

#### Answers

**Part 1:** Wu Yue, Miao, *lusheng*, 3,000, *lusheng* dance, traditional/silver, silver

**Part 2:** Dong, Zhaoxing, drum towers, wind and rain bridges, the Grand Song of the Dong People

### Activity 3

#### Purpose

Learn expressions in context that show someone is listening and that encourage further conversation. Then practise what students have learnt by having a

conversation about a trip to Guizhou.

#### Teaching Tip

Apart from practising grammar and vocabulary, students should be encouraged to use the language introduced in Activity 3 to show that they are listening.

The expressions fall into four basic categories:

- Expressions of agreement
- Expressions of disbelief
- Expressions that show feelings, such as joy, excitement, or sadness
- Encouragement to say more

Prior to the listening, have students label the expressions according to the category.

#### Sample Conversation

**Phil:** So, Justin, how was your trip to Guizhou?

**Justin:** It was great. I went to this Miao village.

**Robyn:** I see. What was that like?

**Justin:** People were dressed up in these wonderful ethnic costumes, and some men were playing a musical instrument called a *lusheng*.

**Bill:** Tell me about it!

**Justin:** The *lusheng* is made of bamboo, and it was invented more than 3,000 years ago.

**Phil:** Wow! That's interesting.

**Justin:** Yes, it is. Then I bought some souvenirs made out of silver.

**Robyn:** You're kidding! Were they expensive.

**Justin:** Well, these weren't that expensive. They don't really have that much silver in them.



## Reading for Writing

### Describe a place with distinctive cultural identity

#### Activity 1

##### Purpose

Read the text for basic understanding and reflect on the points that make up an introduction to a place.

##### Cultural Notes

- The Dragon Gate is the most photographed site in San Francisco's Chinatown. The gate was designed by three Chinese-American architects in 1967 using traditional Chinese village gates for inspiration.
- The Tin How Temple is the oldest Taoist temple in Chinatown, and one of the oldest Chinese temples in the United States. The temple was built in 1852, but then destroyed by the 1906 earthquake. The image of the goddess Mazu was preserved, as well as part of the altar and the bell. These were relocated to the top floor of a building constructed on the site of the old temple.
- The Bank of Canton is actually the old Chinese Telephone Exchange, a traditional Chinese-style building constructed in 1894. When the telephone was first introduced, there was no way to dial a number. Instead, you would have to talk to a switchboard operator (nearly always a woman), tell her the telephone number of the person you wanted to talk to, and she would manually connect you to the person you wanted to call using an electric plug. However, Chinese residents thought it was impolite to use a number to refer to a person, so the switchboard operators in Chinatown had to know all the names and addresses of everyone in Chinatown so they would know who to connect people to. They also had to know five dialects of Chinese and speak English. Like many buildings in Chinatown, the Chinese Telephone Exchange was destroyed by the 1906 earthquake, but it was quickly rebuilt. However, in 1949 it was closed when dial telephones made switchboards unnecessary. The Bank of Canton bought and restored the building in 1960.
- Portsmouth Square, now a public park, is the site of San Francisco's first public square, built in the early 19th century. While many important historical events related to California and San Francisco occurred in the square before Chinatown was established or grew in size, the site is now very much considered an integral part of Chinatown.
- The Scottish novelist Robert Louis Stevenson (1850–1894) lived in San Francisco briefly between 1879–1880, and spent much time in Portsmouth Square during his stay there. There is a monument in his honour in the park.

##### Answers

- 1 Dragon Gate, Tin How Temple, Bank of Canton, and Portsmouth Square.
- 2 We can explore the interesting sights, experience traditional Chinese culture, go shopping, eat Chinese food, and so on.



## Activity 2

### Purpose

Further examine the components of an introduction to a place.

### Teaching Tip

After having the students complete the answers, point out to them that all of the items in the list can potentially be used in an introduction to a place, but that students do not need to use all of them. In writing their own introduction, students will need to decide which details are the most important and the most interesting for visitors, and only include those which will make their city/town seem attractive and fun.

### Answers

**location:** in San Francisco

**climate:** mild all year round

**history:** Chinese immigrants settled in the area during the railroad construction and gold rush period

**ethnic groups:** The majority of residents in Chinatown are still ethnic Chinese

**languages:** many of whom do not speak English fluently

**famous figures:** Robert Louis Stevenson

**famous food/drink:** traditional dishes from all over China

**tourist attractions:** Dragon Gate, Tin How Temple, Bank of Canton, Portsmouth Square

**businesses and industries:** souvenirs, goods, and clothing; All kinds of traditional Chinese herbal medicine; Chinese tea stores

## Activity 3

### Part 1

#### Purpose

Encourage students to brainstorm ideas and then work together on the framework for writing an introduction to a city/town.

#### Teaching Tip

While the students can write about any city/town they choose, it is hoped that they will use this as an opportunity to write about a city/town they know well, or introduce their own hometown to others.

### Part 2

#### Purpose

Have students apply what they have learnt and write an introduction to a city/town using their notes.

### Sample Writing

#### Welcome to Lijiang!

Lijiang is an ancient city high up in the mountains of Yunnan, near the borders of Sichuan and Tibet. It was an important stop on the Ancient Tea and Horse Road, which connected central China with Myanmar and India, transporting not just tea but also silk and other goods. Lijiang's Old Town, with a history of over 800 years, is a UNESCO World Heritage Site.

Today, Lijiang is mostly known for its ethnic minority culture, especially the culture of the Naxi ethnic group. The Naxi are famous for their Dongba culture. They have their own unique written language that uses pictures and



symbols. They also create beautiful arts and crafts, and are well known for their singing and dancing. Strolling around the Old Town, one can witness Naxi life much as it was hundreds of years ago. One can also try traditional Naxi food, including the air-dried pork liver, Naxi baba (a kind of flat bread), and Naxi hot pot. But if you really want to see Naxi traditional culture, it is best to visit during the Torch Festival, which usually occurs in the summer. During the festival, the streets are full of torches, bonfires, and lots of people singing and dancing.

While the main ethnic group living in the area is the Naxi, there are also at least 19 other ethnic groups, including Yi, Lisu, Bai, Tibetan, and Pumi. It is easy to arrange a short homestay with an ethnic minority family to learn more about their way of life.

Just outside the city, there are beautiful mountains, meadows, lakes, rivers, and gorges, offering plenty of opportunities to go hiking, kayaking, or rafting. Like much of Yunnan, the weather is always fairly mild in Lijiang, so it is fine to visit throughout the year.

Lijiang can be easily reached by airplane or train, and visitors can hire bikes or cars to explore the area. It is the perfect place for tourists to experience the colourful culture of China's ethnic minorities.

### Parts 3 and 4

#### Purpose

Help students learn from each other and get advice for improving their work.

#### Teaching Tip

Getting another person's opinion and help in checking your work is an important aspect of writing.

#### Activity 4

##### Purpose

Provide another opportunity for students to learn from each other.

#### Teaching Tip

Students should be able to get feedback for their work. The praise and attention they get from others will encourage them in their English studies.

### Assessing Your Progress -----

#### Activity 1

##### Purpose

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

#### Answers

- |                     |                |
|---------------------|----------------|
| 1 diverse, settling | 2 claimed      |
| 3 downtown          | 4 mission      |
| 5 mild, occurred    | 6 super, admit |
| 7 suit, select      | 8 folded       |

#### Activity 2

##### Purpose

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

#### Cultural Note

Bluegrass is a kind of folk music that has its roots in Scottish and Irish traditional music. Usually, it is played purely with



acoustic instruments, such as the guitar, the banjo, the fiddle (a small violin), the mandolin, the harmonica, the standing bass, and sometimes a Jew's harp. It is one of the forerunners of modern country music.

### Suggested Answers

Do you have any ideas about what kinds of music are popular there? → Any ideas what's popular there?

Can you give an example of this? → For example? / Like what?

So, do you mean they have something like a subculture? → You mean a subculture? / So, like a subculture?

Not only is country music popular in the south, but blues, rock and roll, bluegrass, and jazz are popular in the south as well. → Not only country music, but blues, rock and roll, bluegrass, and jazz as well.

Ah, of course they are popular! → Ah, of course!

### Reflecting

#### Purpose

Get students to think about the content of the unit, and apply what they have learnt to their own lives.

### \*Project

#### Purpose

Activate and engage all the skills and knowledge students have learnt in this unit through a real-life task in English.

### Sample Writing

#### New Cultures, New Experiences!

Welcome to China, one of the most culturally diverse countries in the world! Here, you can visit historical attractions and learn more about the cultural traditions of different ethnic minority groups.

#### Mongol

Visit Hohhot in Inner Mongolia Autonomous Region, and take part in the Naadam Festival. Naadam is a gathering of Mongolian people where they celebrate their culture.

#### Manchu

Explore the Imperial Palace in Shenyang, and see how the early Qing Dynasty emperors lived.

#### Dong

Learn about the Dong culture by travelling to Zhaoxing in Guizhou. The village itself is an architectural wonder, but you can also meet and communicate with the Dong people.

### \*Video Time

#### Purpose

Engage students' interest in the outside world through a video about one of the most diverse places, Queens.

### Optional Activity

As parts of the video are visually quite rich, stop the video at different points and ask students to describe what they see.

For a more in-depth understanding of the video, have the students answer the following questions:



- According to the man, who best understands an immigrant?
- Where is the first woman from?
- What is the ethnic background of the second woman?
- What does the third woman see when she looks in the mirror?
- What ethnic groups does the fourth woman mention?

### Cultural Notes

- The idea that the United States was like a “melting pot”, where different metals (i.e., cultures and nationalities) were melted together to form something new, dates back to at least the 1780s. However, the modern phrase “melting pot” was first popularised in a 1909 play with the same name. When people talk about a melting pot, what they mean is that everyone who comes to America eventually assimilates and becomes “American”.
- Geographically, Queens is the largest of New York’s five boroughs, and it is ranked second in population behind Brooklyn. It has become a popular destination for immigrants because it is made up largely of residential neighbourhoods, has a lower cost of living than many other places in New York City, and affords easy access to Manhattan.

### Answers

#### Before You Watch

- 1 **global village:** used to describe a world where everything is connected
- 2 **multiculturalism:** accepting and including people from different cultures

- 3 **resident:** someone who lives in a place
- 4 **ethnicity:** the fact of belonging to a particular race
- 5 **cherish:** treat with care and love
- 6 **Hispanic:** a person whose first language is Spanish, especially one from Latin America living in the US
- 7 **random:** without a set plan or pattern
- 8 **melting pot:** a place where people of different backgrounds live together

### While You Watch

- 1 100    2 150    3 five    4 two
- 5 most diverse

### Suggested Answers

#### After You Watch

- 1 Compared to many other places, it should be fairly easy to live in Queens if I were an immigrant, simply because so many of the people living there are immigrants. It would be easy to fit in and get along with people, and meet other people from my country.
- 2 I think China is a diverse country. China has a vast territory with more than fifty minority groups, each has their unique customs and traditions.

## Workbook

### Using Words and Expressions ----

### Answers

#### Activity 1

- Across:** 1 construction    2 climate  
3 afterwards    4 diverse
- Down:** 1 snack    2 china    3 suit  
4 region    5 diagram    6 fold



### Suggested Answers

#### Activity 2

climate change, culturally diverse, construction site, deadly poison, fortune teller, hiking boot, historical event, jazz band, love poetry, rescue mission, travel journal

#### Activity 3

- 1 Globalisation has had a huge impact on people all around the world, bringing about both significant benefits and great challenges.
- 2 The couple did all sorts of jobs to earn a living, in spite of many difficulties in the new environment.
- 3 A large number of people are heading to Times Square for the countdown to midnight.
- 4 Have you heard of the new 24-hour bookshop? I'm going to check it out tonight.
- 5 The boy hardly watches TV programmes, apart from nature documentaries.
- 6 After Shenzhen became a special economic zone in 1980, people from all over China went to the city to seek their fortune.

#### Activity 4

contain, occurs, seek their fortune, claim, earn, settle, percentage, diversity

## Using Structures -----

### Suggested Answers

#### Activity 1

- 1 I don't know how we can make it.  
→ I don't know.
- 2 I got to Florence yesterday. → Yesterday.

- 3 No, though I wish I were a student of English literature. → No, though I wish I were.
- 4 He said he would go, but he didn't go.  
→ He said he would, but didn't.
- 5 Yes, I would like to try on that pair of jeans. → Yes, I would like to.

#### Activity 2

1 C 2 A 3 F 4 D/E 5 B 6 E

#### Activity 3

- 1 No photos.
- 2 Stay/Keep off the grass.
- 3 Roadworks ahead.
- 4 Children crossing ahead.
- 5 The sooner, the better.
- 6 Millionaire poisoned (in Beverly Hills home).
- 7 Plane crash claimed 15 lives.
- 8 Exhibition of fine china.

#### Activity 4

##### Part 1

Monday, 12th June

Arrived early this morning by bus. Went straight to hotel to drop off my luggage, shower, and shave. Went exploring afterwards.

Took a ride on a cable car first. Got a spectacular view of San Francisco Bay and the city. Learnt that Andrew Hallidie invented the cable car system in 1873 in order to find a form of transport better than horse-drawn trams. He'd been shocked after seeing a series of events in which a tram's brakes failed, the conductor couldn't control the situation, and the tram slipped down the hill dragging the horses with it. Horrible accident indeed!



Had a late lunch at Fisherman's Wharf, the district where Italian fishermen first came to San Francisco and set up the fishing industry. Now it's a tourist area with lots of shops, restaurants, and bakeries. Did so much exploring at Fisherman's Wharf.

Exhausted and don't feel like doing anything else. Early night tonight!

### Part 2

Wednesday, 14th June

Hopped on a ferry to Angel Island this morning. Had a good view of Golden Gate Bridge on the way.

Read that 1882–1940, Angel Island was a famous immigration station where many Chinese applied to live in USA. Cells were very small, cold, and damp; some did not even have light but immigrants had nowhere else to go. Their miserable stay more like punishment than justice and freedom. They wrote poems on the walls about loneliness, and mourned their earlier life in China. Civil authorities reformed the system in 1940, and many more Chinese took opportunity to settle in USA.

Angel Island made me very thoughtful. Thankful for my easier life today.

## Reading and Writing

### Activity 1

#### Purpose

Practise skimming to find the key words.

#### Answers

1 Fast-Food 2 baseball 3 Jazz

### Activity 2

#### Purpose

Practise reading for details to answer questions on the passage.

#### Suggested Answers

- 1 Fast food, baseball, jazz music, the Statue of Liberty, Hollywood, Broadway, etc.
- 2 Fast-food restaurants became popular when people began driving cars around the country.
- 3 It is a popular game that is also a symbol of the American spirit, in that it is a team sport, but every player can be a hero, and almost anyone can play it. It's also a national pastime. People like to eat a hot dog while watching a baseball game on a hot summer afternoon.
- 4 They can express their own feelings and their freedom and individuality.
- 5 The bald eagle, Uncle Sam, the Liberty Bell, Mount Rushmore, etc.

### Activity 3

#### Purpose

Study the organisation of the text.

#### Suggested Answers

##### Paragraph 2

**Topic sentence:** Perhaps one of the most famous symbols of the US is fast food.

**Supporting sentence:** About 20% of all American meals are eaten in the car, and Americans spend about 10% of their income on fast food.

##### Paragraph 3

**Topic sentence:** And for most people,



baseball is “America’s game” in a way that football and basketball are not, because it is a special symbol of the American spirit.

**Supporting sentences:** For one thing, while baseball is a team sport, every player can be a hero or star. For another, almost anyone can play baseball, even if you do not have great skills or ability. Finally, there is nothing more American than eating a hot dog while watching a baseball game on a hot summer afternoon.

#### Paragraph 4

**Topic sentence:** Jazz is often called “America’s music”.

**Supporting sentence:** Jazz musicians freely make up their own music to express their own feelings, even while playing in a group. This freedom and individuality make jazz a popular symbol of America.

### Activities 4 and 5

#### Purpose

Brainstorm ideas for a passage about the symbols of China. Then arrange notes into an outline, and write a web page about the symbols of China.

#### Suggested Answers

##### Symbols of China

**Symbol 1:** The dragon

**Topic sentence:** If the bald eagle can be said to represent the USA, in many ways China is symbolised best by the dragon.

**Reasons/Details:** a symbol of imperial rulers; closely linked with Chinese culture; friendly, a protector of the country, a bringer of prosperity and good luck

**Symbol 2:** *Hanzi*

**Topic sentence:** Another important symbol of China is the Chinese characters—*hanzi*.

**Reasons/Details:** ancient origin; standardised by Qinshihuang; binds the Chinese people together; a symbol of national pride

**Symbol 3:** The Great Wall

**Topic sentence:** One popular symbol of China around the world is the Great Wall.

**Reasons/Details:** originally built by Qinshihuang, expanded and strengthened afterwards; part most people are familiar with was built by Ming Dynasty in the 14th century; represents unity and strength of the Chinese people; perhaps China’s biggest tourist attraction

**Symbol 4:** Chinese food

**Topic sentence:** Finally, for me, a great symbol of China is Chinese food.

**Reasons/Details:** found around the world; loved by Chinese people and foreigners; common greeting in China is “Have you eaten?”

#### Sample Writing

##### Symbols of China®

China has a very long history and its own unique culture. There are many symbols that represent China and its people. Here are just a few.

If the bald eagle can be said to represent the USA, in many ways China is symbolised best by the dragon. For many centuries, the dragon was a symbol of imperial rulers, and it has remained closely linked with Chinese culture. Unlike Western dragons, the



Chinese dragon is not thought of as a terrible or frightening creature. Rather, it is friendly, and is thought of as a protector of the country, and a bringer of prosperity and good luck.

Another important symbol of China is the Chinese characters—*hanzi*. While this unique writing system has an ancient origin, it was standardised and unified by Emperor Qinshihuang. Since then, it has been one of the great things binding the Chinese people together, and a symbol of Chinese national pride.

One popular symbol of China around the world is the Great Wall. It was originally built by Emperor Qinshihuang, and was expanded and strengthened afterwards. The part of the Great Wall most people are familiar with was built by the Ming Dynasty in the 14th century, though. It represents the unity and strength of the Chinese people. It is also an amazing example of engineering and architecture, and perhaps China's biggest tourist attraction.

Finally, for me, a great symbol of China is Chinese food. Everyone loves Chinese food! Everywhere you go around the world, there are Chinese restaurants. In fact, many people outside of China know more about Chinese food than any other aspect of Chinese culture. Food is such an important part of Chinese culture that there is even a common greeting that asks, "Have you eaten?"

There are many other symbols of China, such as pandas, the Yellow River, and the Yangtze River. These are but a few.

## \*Expanding Your World -----

### Purpose

Provide extensive reading material, and broaden students' horizons by exposing them to other countries or cultures. Through this, they can reflect upon their own experiences and lives.

### Cultural Note

The Maori are a Polynesian people who migrated to New Zealand between 1250–1300. Around 700,000 Maoris live in New Zealand, and slightly fewer than 150,000 Maoris live in Australia, even though that is not their traditional land.

New Zealand was first discovered by Europeans in 1642. However, unlike most other places in the Pacific, it was not immediately colonised. Rather, over the centuries, small groups of escaped convicts from Australia, deserters from passing ships, and missionaries made New Zealand their home, in many cases living in harmony with the Maori.

As the population of Europeans grew, so did problems within New Zealand, because effectively the European population was dominated by outlaws. Finally, to bring peace, and law and order to the island nation, in 1840 the British government negotiated a treaty with the bulk of the Maori tribes and the handful of white settlers, making New Zealand a colony of Britain, and giving the Maori British citizenship.

Things did not always go smoothly for the Maori after that. There were continued, sporadic conflicts. Further, close contact with Europeans caused the Maori to contract diseases for which they had no



immunity, decimating their population.      gradually improved for the Maori and their  
However, in the 20th century, things      relations with white New Zealanders.

人教版®



## 附录二：听力文本和视频文本

### Unit 1 Festivals and Celebrations

#### Listening and Speaking

##### Conversation 1

**Interviewer:** Miss, congratulations on becoming an adult! You look amazing in your kimono. The bright colours are terrific!

**Girl:** Really? That's kind of you to say so. Thank you.

**Interviewer:** You're welcome. Did it take you much time to get ready today?

**Girl:** Yes, actually. I spent hours doing my hair and make-up, and getting dressed. But it was worth it, because I wanted to look my best at the Coming-of-Age ceremony.

**Interviewer:** Oh, you look great! Now that the ceremony is over, are you going to celebrate the day with your family or friends?

**Girl:** Yes. I'm going to meet my family soon, and we're having a party tonight.

**Interviewer:** So what does "being an adult" mean to you?

**Girl:** Well, I think it means being self-supporting and responsible for your actions and decisions, and ... *[Fade out.]*

##### Conversation 2

**Li Mei:** I'm ready for Carnival, Carla. Shall we go and join the parade now?

**Carla:** You must be joking, Li Mei! That dress is too thick. Do you realise that it's 35°C out there? Also, we're going to march along the streets for hours and dance until midnight. You need to change.

**Li Mei:** OK. What should I wear?

**Carla:** Wear something light and cool. I also think you need to wear more comfortable shoes. It'll be too tiring to walk or dance for a long time in those shoes.

**Li Mei:** Hmm ... You're right. Can you wait for me? I'll change right away.

**Carla:** Sure.

*[After a few seconds.]*

**Li Mei:** Carla, how do I look now?

**Carla:** Fantastic! Now let's go and enjoy this festival! It's going to be so exciting!

##### Conversation 3

**Guide:** Now, everyone, when we turn this next corner, you'll all have a real treat for the eyes.

**Man 1:** Wow! These lanterns are amazing!

**Woman:** Excuse me, Miss Lin. Can you tell me what's written on the pieces of paper? Are they wishes?

**Guide:** Not exactly. They're riddles for people to guess. If you guess correctly, you can get a nice gift.

**Woman:** Oh, what a nice idea!



**Man 2:** What else can Chinese people do during this festival?

**Guide:** Oh, they can do many things. They can watch the dragon and lion dances, and also eat *yuanxiao* with their family. *Yuanxiao* is a kind of sweet dumpling. The Chinese word “yuan” means “family unity and happiness”.

## Listening and Talking

**Song Lin:** Hi, Max. How was your holiday?

**Max:** Hi, Song Lin. It was fantastic, thanks.

**Song Lin:** So you went back to Canada to celebrate Christmas with your family, right?

**Max:** Yes. I hadn't seen my family for a whole year. So it was great to see them again.

**Song Lin:** Good for you! So what did you do when you arrived home?

**Max:** Well, first I helped decorate the Christmas tree and put presents under it. Then I helped my mum prepare for the family dinner on Christmas Eve.

**Song Lin:** How wonderful! Your mum must have been very happy. I guess it was a really big meal.

**Max:** Oh, for sure! We cooked so much delicious food, like roast turkey, mashed potatoes, and Christmas pudding. She even taught me how to make apple pie, which is my favourite dessert.

**Song Lin:** That's amazing. I didn't know you could cook.

**Max:** Haha! I didn't know either. Anyway, it was great to be with my family. During dinner, we shared stories and told jokes. We also played games with the kids afterwards. It was great fun! The best part, though, was opening our presents on Christmas morning.

**Song Lin:** Oh, that sounds terrific, Max. I'm really happy that you were able to enjoy Christmas with your family. Festivals are great, aren't they? Just relax with your family and remember what's truly important in life ...

## \*Video Time

### The Lantern Festival

The fire dragon dance takes place in Puzhai Town in Guangdong Province every year. People believe the dragon can drive away evil and bring favourable weather for farming. This tradition is more than 300 years old.

The Lantern Festival falls on the fifteenth day of the first month of the lunar year and it is the first significant festival after Chinese New Year. It also marks the final day of the Chinese New Year celebrations.

The main activity during the Lantern Festival is looking at lanterns. On the day of the festival, no matter where you go—the streets, markets, shops, parks, and homes—you can see beautiful lanterns. Children like to play outside with their lanterns. In the evening, most cities will organise lantern shows which add to the festive atmosphere. The shows have lanterns of different shapes, including animals, flowers, people, buildings, and more.



Riddles are usually written on the lanterns. People crowd around to try to guess the riddles. This is one of the most popular activities since the beginning of the festival.

*Yuanxiao* is the special food of the Lantern Festival. Different fillings are stuffed into balls of sticky rice flour. They are then boiled and enjoyed by all families on the night of the festival. The round shape of *yuanxiao* symbolises reunion, harmony, and happiness.

Interestingly, the Lantern Festival was known as Chinese Valentine's Day in the past. In the old days, young girls were usually not allowed to leave their houses, except during the Lantern Festival when they could join the crowds. Therefore, the festival became a rare opportunity that only happened once a year for single people to find love while looking at lanterns. And it was also a good day for lovers to meet.

Many ancient Chinese poets have written poems about the Lantern Festival which describe happy moments and also the stories of young lovers. However, in most parts of China today, the festival has lost these original meanings.

With a history of over 2,000 years as a traditional Chinese festival, the Lantern Festival is celebrated both in China and abroad. Chinese people living in any part of the world can experience and share this exciting festival.

## Unit 2    Morals and Virtues

### Listening and Speaking

**Luke:** Hi Jane! What are you reading?

**Jane:** Oh, hey, Luke! I'm reading a very interesting magazine article about moral dilemmas.

**Luke:** Moral dilemma? What do you mean?

**Jane:** You know, it's when you have two choices, and you have to choose one, but for moral reasons, sometimes it could be really difficult to decide.

**Luke:** Oh, situations like that don't happen very often, do they?

**Jane:** Actually, I think people face moral dilemmas all the time, even us students.

**Luke:** Really? Like what?

**Jane:** Well, for example, it mentions a girl who was taking the entrance exam for a medical university in Beijing. During the exam, the student next to her fainted. The girl had a choice. Should she finish the exam or should she stop and help the student?

**Luke:** Surely the teachers would look after the student who fainted!

**Jane:** Well, that's what I thought—but not this girl. She stopped to help the student, thinking that it was better to put the needs of the other person first.

**Luke:** So what happened to her exam?

**Jane:** She never finished it. Instead, she carried the student to a safe place and looked after her. Then she went to the hospital with the student and called her sister.

**Luke:** I can't believe she would give up her chance to get into medical university! Who would do such a thing?



**Jane:** Well, that girl was Lin Qiaozhi. She later DID get into medical university and then she became a great doctor. She became famous for caring for tens of thousands of women and their babies.

**Luke:** Oh, wow! So she became a doctor even though she left her exam that day!

**Jane:** Yes. Her life was full of hard choices, but she didn't let them stop her from taking care of people who were in need. She always cared for others more than for herself.

## Listening and Talking

**Host:** Hello and welcome to the Rush Hour Show, the radio show for your way home. Our guest today is Kevin Miller, with the Pay It Forward Foundation. Welcome, Kevin, so what is “paying it forward”?

**Kevin:** Hi, there. So “paying it forward” means that if you receive kindness from someone, you don't try to pay them back. Instead, you go out and show kindness to someone else.

**Host:** Oh, so it's like helping a stranger. Can you give us an example of how it works?

**Kevin:** Well, I'm sure you've heard the famous country song, “The Chain of Love”. The song starts with a man who helps a lady whose car has broken down. The lady wants to pay him, but he won't accept payment, instead telling the woman to just show kindness to another person. Later, when the lady stops at a café, she notices her waitress is pregnant and tired. When the lady finishes eating, she pays for her meal with a hundred-dollar bill. Then the lady walks out, leaving the change and a note for the waitress. Her note tells the waitress to continue the chain of kindness. The song has a surprise ending. The waitress goes home to her husband, happy because of the kindness the lady showed her. Then we find out that he's the man who first started the chain of kindness!

**Host:** What a great story! So does this happen in real life?

**Kevin:** Yes, actually. One woman, after paying for her coffee, then quietly paid for the coffee of the customer behind her. When that customer discovered his coffee had been paid for, he paid for the customer behind him. The chain of kindness continued for hours. Nearly 400 people paid for the coffee of the person behind them!

**Host:** Wow, that's amazing. So what can our listeners do to help?

**Kevin:** Well, join the chain of kindness today and join the millions of people who are “paying it forward”! We never know what light we might spark in others by our kindness.

## \*Video Time

### Confucius and Ren

**Narrator:**

For more than 2,000 years, the teachings of Confucius have been an important part of Chinese culture. Scholars in ancient China were expected to be well-educated in the philosophy and moral values of Confucius. Even today, Confucian thought is still greatly valued in education and in society both in China and in other East Asian countries.

**Question:** *Why do you think today's students should study the teachings of Confucius?*



**Professor Guan:**

The teachings of Confucius are all about the most basic values of life. Confucius talks about things like how to become a better person, how to get along with other people, how to live a happy, meaningful life ... If our students really understand these ideas, it could change their life.

**Narrator:**

When you read the writings of Confucius, you will see a constantly recurring word, a Chinese character that represents the heart of Confucian thought: the character *ren*. What is *ren*? If you look closely at the written character, you can understand what it means. The left-hand element of the character represents a person, a human being; the element on the right stands for the number two. The two elements, when joined, indicate relationships between individuals, or with all of society.

Confucius taught that *ren* was the highest moral principle, the standard by which all other morals were measured. In English, many different words have been used to translate *ren*: benevolence, love, kindheartedness, goodness, and humanity, to name a few.

**Question:** *Where does ren come from?*

**Professor Lei:**

Confucius said that this kind of love, *ren*, begins with the love to one's own parents. Confucius believed that if someone cannot love his own parents, he also cannot love other people. If we can show this love to our own family, we can also show this love to other people around us, to the country, and to the whole world.

**Narrator:**

One of the greatest scholars who studied Confucian thinking, a man named Mencius, explained *ren* like this: "loving one's parents, loving people, loving everything in the world."

*Zigong asked, "Is there one single concept that we can take as a guide for all actions in our lives?"*

*Confucius said, "What about 'fairness'? Whatever you don't like done to yourself, don't do it to others."*

This kind of love should direct everything we do. It leads the way to all other virtues in life. "Do not do to others anything that you would not want done to you." This truth from the time of Confucius still holds true today.

## Unit 3 Diverse Cultures

### Listening and Speaking

**Interviewer:** Today our guest is Steve Fox. He's here to talk about cultural influences on American food. Welcome, Steve!

**Steve:** Thank you. It's nice to be here.

**Interviewer:** When it comes to American food, some say no food was ever invented in America. What do you think?



- Steve:** Hmm ... That's not really true. For example, some say the hamburger comes from Hamburg in Germany, but they're wrong. The recipe for the meat in a hamburger may have come from Germany, but the final hamburger we know today was definitely created by Americans.
- Interviewer:** You mean there was a mixing of cultures? Food from overseas changed when it arrived in the States.
- Steve:** Right. And there are many more examples of mixed-culture dishes. Like nachos, for example.
- Interviewer:** Oh, I just love nachos! Mexican corn chips covered in cheese!
- Steve:** Yes, they're delicious, but they're not traditional Mexican food. The recipe was actually invented by a Mexican cook for his American customers. Then there are fortune cookies ...
- Interviewer:** What do you mean?
- Steve:** They're not Chinese.
- Interviewer:** You're kidding! But every Chinese restaurant in America has them!
- Steve:** Yes, but they're unknown in China. About 100 years ago, someone in San Francisco put a piece of paper with a fortune on it inside a Japanese-style cookie, and the fortune cookie was born!
- Interviewer:** Wow! That's interesting! So they're like a mix of the Chinese, American, and Japanese cultures.
- Steve:** You got it. And then we have gumbo, the spicy stew. It was invented in New Orleans over 200 years ago, and mixes French, African, Native American, and Spanish cooking.
- Interviewer:** So it's the food of many different cultures, all in one dish?
- Steve:** Exactly. American cooking often mixes things from around the world to make something completely new.

## Listening and Talking

### LISTENING PART 1

- Justin:** Hey, Wu Yue, do you know what kind of instrument these Miao performers are playing?
- Wu Yue:** Yes, it's called a *lusheng*, my favourite musical instrument.
- Justin:** It sounds beautiful. Is it made of bamboo?
- Wu Yue:** Yes. Can you guess when it was invented?
- Justin:** Um ... five hundred years ago? I can't tell. I know China has a very long history.
- Wu Yue:** That's a good guess, but the *lusheng* actually has a history of over 3,000 years. It's even mentioned in the oldest collection of Chinese poetry.
- Justin:** Wow, such a long time ago. There must be many beautiful songs.
- Wu Yue:** Yes, indeed, and they all make me proud. You know, I'm a Miao, too, and I'm really proud of our culture. Look, the performers are performing the *lusheng* dance. *[Music.]*
- Justin:** This is great! And I really like the silver accessories that the girls are wearing. What are they?
- Wu Yue:** Oh, they're traditional hand-made accessories. I can help you buy some as souvenirs if you like.



**Justin:** Great, thanks! I hope they're not too expensive.

**Wu Yue:** Oh, well, it'll depend on the percentage of silver.

## LISTENING PART 2

*[A few minutes later.]*

**Justin:** Great, now I have my souvenirs. So where are we going next, Wu Yue?

**Wu Yue:** I'm taking you to Zhaoxing, a pretty Dong minority village. It's considered one of China's most beautiful villages.

**Justin:** Great, I can't wait. There must be a lot to see.

**Wu Yue:** There is. First, I'll take you to see the beautiful drum towers, and then the wind and rain bridges. The Dong play the *lusheng*, too. Perhaps you'll see them perform the Grand Song of the Dong People. Believe me, you'll love it.

**Justin:** Wow, I'm really looking forward to it now.

## \*Video Time

### World's Biggest Melting Pot

**Narrator:** In today's global village, multiculturalism is normal. But one neighbourhood in particular claims to be one of the most diverse places in the world. Welcome to Queens, New York.

**Man:** How are you doing? What's happening? We're all immigrants. Who understands an immigrant better than an immigrant?

**Narrator:** Almost half of the population of Queens was born in another country. Its residents come from 100 different nations and they speak almost 150 different languages. No racial or ethnic group is a majority here. There may be other neighbourhoods with even more foreign-born residents, but only here do we find so many different cultures, nationalities, and ethnicities all in one place.

**Woman 1:** I know that, you know, I'm from Madras, the southern part of India. My parents live there and my grandparents live there.

**Woman 2:** My mum's from South Korea. And on my father's side, I am German, Irish, English, and I think a little bit of Native American, but that part I'm not sure.

**Woman 3:** My great-grandfather was Puerto Rican and his parents were Puerto Rican and so on and so forth. So, as far as I know, we've always been Puerto Rican. And I feel connected to that and when I look in the mirror I see that and I see my grandmother and my great-grandmother. It's something that I cherish and it's something that I'm very protective of.

**Woman 4:** So you have Eastern Europeans. You have Hispanics. You have Turkish. You have Arabic. I like that. I like that very much.

**Narrator:** A 2001 study measured diversity using a simple idea. How likely is it that two randomly selected people have different backgrounds? In their study, Queens scored highest in the United States. As the most diverse community in the most diverse country in the world, it's a fair claim. But even if there is no way to prove that it's the most diverse place in the world, Queens, New York, is a great example of a melting pot.



## 附录三：课文译文

### 第一单元 节日和庆典

#### Reading and Thinking

##### 我们为什么庆祝节日？

世界各地都庆祝各种节日。节日的由来五花八门，比如时节、宗教、著名人物及重大事件。每个节日都有它不同的风俗和独特的魅力。然而，无论节日多么迥异，在世界各地，分享快乐、感恩、友爱或和平的精神存在于所有节日之中。

在所有的传统节日中，丰收节几乎可见于每一种文化之中。这一重大的农业节日在庄稼全部收割后来临。人们举行庆祝活动，对这一年收获的食物表达感恩。在古埃及，人们于春季（即埃及的丰收季）庆祝丰收节。庆祝活动主要是游行和丰盛的筵席，载歌载舞，并伴有体育活动。如今，在一些欧洲国家，人们用鲜花和水果装饰教堂和市政厅，聚在一起共享大餐，以示庆祝。在中国的中秋节，家家户户欢聚一堂，观赏明月，品尝美味的月饼。

风俗在节日中扮演重要角色，但有时也随时间而变化。随着现代社会的发展和新思想的传播，有些传统会渐渐消失，而另一些传统则得以建立。中国春节燃放鞭炮以驱鬼神、贺新年这一典型风俗就是一个例子。如今，为了避免空气污染，许多大城市已经摒弃了这一风俗。另一个例子是万圣节，虽然起源于宗教，万圣节渐渐成了孩子们纵情玩乐的一个节日。

节日正变得越来越商业化，商家会利用这些庆祝活动（进行促销）。购物网站和社交媒体应用程序极大地方便了人们为至亲至爱花更多钱购买礼物。尽管有人认为节日不应该被商业化，但是也有人认为消费增长有利于（提高）经济和公众幸福感。

节日是社会的一个重要组成部分。节日反映了人类的愿望、信仰、信念以及对生活的态度。节日是让我们放松心情、享受生活、暂时忘却工作的时刻。节日让我们了解我们来自何方、我们是谁、我们应该感恩什么。此外，如果你仔细研究各种节日，你会惊奇地发现不同的文化实际上有很多共同之处。

#### Reading for Writing

##### 我的那达慕大会奇妙经历

今年，我第一次体验了中国内蒙古自治区的那达慕大会。这一节日于每年农历六月初四开始，通常持续三天。“那达慕”在蒙语中意为“游戏”，主要表现为三大赛事：赛马、摔跤和射箭，每项运动都动人心魄！

（那达慕大会的）第一天，我和好友布林早早出发来到了会场。我看到许多人身着华丽的蒙古袍。有的在喂马，有的在练习射箭，其他人则在聊天或拍照。布林告诉我说，与他们数百年前



的祖先一样，蒙古人每年都会从四面八方赶来参加这一节日。

开幕式和几项精彩的表演之后，摔跤比赛开始了。蒙古式摔跤与奥运会的摔跤比赛有所不同：它不分局，摔跤手也不分体重级别。摔跤手膝盖以上的任何部位先着地者为负。几首歌唱毕，选手们开始在草地上翩翩起舞，他们挥动着双臂，宛如雄鹰。这刚与柔的展示深深地打动了

我。射箭同样令我叹为观止，但赛马才是我最喜爱的部分。然而，看到赛马选手们都是男孩和女孩，我十分惊讶！听说这是因为儿童体重更轻，马儿才能跑得更快、更远。刚开始的时候，我有点担心这些孩子的安全，但布林却说：“别担心，他们是在马背上长大的，不会有事的。”我顿时明白了为什么人们说“马是蒙古文化的核心”了。……

我现在已经回到家了，感到十分疲倦，但能和我的朋友一起庆祝那达慕，再累也是值得的。他邀请我冬天时再去住传统的蒙古包，吃火锅。我已经迫不及待了！

## 第二单元 道德与美德

### Reading and Thinking

#### 万婴之母

“生命是宝贵的……对一个人来说，生命是最宝贵的。而现在这个人对你说，我把生命交给你，那么你还说什么呢？你冷？你饿？你困？”从林巧稚医生的这番话，我们可以看到这位伟大女性的内心世界，以及到底是什么支撑着她走过充满艰难抉择的一生。

林巧稚五岁时母亲病故，这对她影响极大。十八岁时，她没有像大多数的女孩那样走上婚姻这一传统道路，而是选择了学医。“女孩子读那么多书干嘛？找个好丈夫才是她们的归宿！”她的兄弟一想到高昂的学费就这么抱怨。她回答：“我宁愿一辈子不嫁人，也要学医！”

八年之后，林巧稚从北京协和医学院毕业，并获得了该校毕业生的最高荣誉奖——“文海”奖学金。她随即成为北京协和医院妇产科聘任的第一位女住院医师。不到六个月，她就成了住院主任医师，而升任这一职位通常需要四年时间。工作了几年之后，她被派往欧洲学习，之后于1939年又赴美学习。美国同行对她印象极佳，邀请她留下。但是，林医生谢绝了邀请。她希望服务祖国的妇女和儿童。

1941年，林医生成为北京协和医院妇产科的首位中国籍女主任，但是仅仅数月之后，妇产科就因为战争而关闭。想到还有那么多人需要帮助，林医生开办了一间私人诊所。她向病人收取的治疗费用极低，而且经常为穷苦病人减免费用。有时，人们甚至会看到她骑着毛驴去偏远的乡村给人看病。

中华人民共和国成立后，林巧稚医生发挥了更大的作用。1954年，她当选第一届全国人大代表；在随后的几十年间，她担任许多重要职位。然而，她的心却在别处。她更感兴趣的是治病救人、发表妇幼护理医学研究成果、培养下一代的医生。“妇产科救治的是母婴两条生命，”她对科室的新入职的医务人员说道，“作为医生，我们必须对患者负责，视她们如姐妹。”



虽然林巧稚终身未婚，但是她被称为“万婴之母”，她一生中亲手接生的婴儿有五万多名。林医生坚守在岗位上，直到1983年4月22日她去世的那一天。由于自己没有孩子，她把积蓄捐给了一家幼儿园和一项新医生基金。临终时，她仍在为别人着想。“我要走了，”她说，“不要再抢救了，不要再浪费药品了。”

## Reading for Writing

### 挡道的石头

从前有个国王，他经常思考：“如果一个国家的人民只会抱怨，而且总是期待别人来解决他们的问题，那么这个国家就不会有什么好事。”有一天，他想到一个办法。

一天清晨，国王乔装打扮一番后，来到了当地的一座村庄。他把一块大石头放在了主路的中间，并且在石头下面藏了几枚金币。然后，他就躲在一棵大枫树后观察。

路上走来的第一个人是推着车子的送奶工。他撞在石头上，牛奶四处飞溅。“哪个傻瓜把石头放在这里了？”他大喊道。他从地上爬起来，气呼呼地走了。

过了一会儿，一群女人走了过来，每人头上都顶着一个罐水。其中一个女人被石头绊倒，水罐也摔到地上。她从地上爬起来，噙着泪一瘸一拐地走了。无论是她自己，还是她的同伴，都没有想到把石头从路中间挪开。

国王观察了一整天，看到很多人都埋怨这块石头，却没人试着把它挪开。国王陷入了绝望。“难道整个村子都没有一个人觉得有责任让邻居免遭不测吗？”

就在那时，国王看到一位小姑娘迎面走来。小姑娘是当地一位农民的女儿。忙活了一天，她疲惫不堪。然而，当她看到那块石头，她自言自语道：“对于天黑以后走在这条路上的人来说，这块石头很危险，我得把它从这条路上挪开。”

女孩使出了全身力气去推石头。费了好大一番工夫，她终于成功地把石头推到了路边。想象一下，当她看到原先石头所在之处的金币时有多么惊讶！

此时，国王从树后走了出来。“哦，先生，”女孩说道，“这些金币是您的吗？如果不是的话，我们得找到失主，他一定十分着急。”

国王答道：“亲爱的，金币是我的，是我把它放在了路上，然后把石头压在上面。现在，金币归你了，因为我想教给我的子民的道理，只有你一人学会了。”

## 第三单元 多样的文化

## Reading and Thinking

6月21日，星期三

在红杉林露营并参观了纳帕谷酒乡后，今天是我回到旧金山的第一天。我得承认，再次回到城里的感觉实在是太棒了。多么神奇的一座城市啊——一座1906年大地震后重建的城市。这里有众多



美丽的古建筑——不少坐落于大山之巅，城市、大海和金门大桥美景尽收眼底。

我住的旅馆靠近市中心，位于教会区，这是旧金山最古老的街区之一。这里的许多居民来自墨西哥或中美洲。这个区过去是城里的一个贫困区域，而现在是艺术、音乐和美食中心。事实上，一场名为“教会派”的艺术运动就发源于此。这一运动深受涂鸦艺术和漫画艺术的影响。一连好几个小时，我四处走着，欣赏街头艺术。这些艺术十分现代，也很生动。随后，我吃了一份快餐车售卖的美味的墨西哥式中国面。这真是文化的交融啊！

下午，我前往当地一家博物馆参观，博物馆展示了加利福尼亚的历史变迁。我了解到，1948年美国从墨西哥手中得到加利福尼亚。同年，旧金山附近发现黄金，引发了淘金热。世界各地30多万人蜂拥而至，在这里谋出路，旧金山迅速成为一座大都市。很多中国人也在这个时期来到此地。为了谋生，有些人在唐人街开商店、开餐馆。更多的人则在农场打工、加入淘金大军，或者参与修建加州通往美国东部的铁路。这家博物馆完美地展示了美国是如何由不同国家和文化的移民建设起来的。这些移民离开他们的祖国时，心中装着一片故土，最终在这里建立了新家园。

今晚，我去了唐人街。这里有很多不错的咖啡馆和餐馆可供选择。我挑了一家粤菜馆，他们端出来的菜肴是放在精美的瓷盘子上的。太好吃了！

今天就写到这里吧。明天晚上，我要去里士满区的一家爵士酒吧。我已经迫不及待了！

## Reading for Writing

### 唐人街欢迎您！

旧金山的唐人街在全美规模最大、历史最为悠久，是一个炙手可热的旅游景点，每年接待的游客甚至比金门大桥还多。这里全年气候温和，这意味着任何时候都适宜来游览。

历史上，在修筑铁路和淘金热时期，来自中国的移民定居于此。这里原本是中国移民的居住地，后来变成一个中国文化中心。如今唐人街的绝大多数居民依旧是华人，他们中很多人英语说得并不流利，这能让游客体验到正宗的中国味。

唐人街的大部分建筑毁于1906年的大地震，但是市政府和居民将它重建，并且特地融入诸多中国建筑元素。传统上，游客从具有传奇色彩的龙门走入唐人街，龙门的建筑材料是由中国捐赠的。其他的著名景点还有天后古庙、广东银行等，不胜枚举。游客亦可花上数小时，一探此地的中国味道与美景声色。作为唐人街的中心，花园角广场也是一个重要景点。广场历史悠久，声名远扬，作家罗伯特·路易斯·史蒂文森曾长居于此进行创作。如今，花园角广场已经成为游客的一个好去处，可以欣赏现实生活里的中国传统文化，如中国象棋和打太极拳。

唐人街的商店出售各式特色纪念品、货物和衣服。此外，各种各样的中草药也随处可见，还有中国茶叶商店，游客可以品尝和购买各种中国茶叶。

然而，很多游客和旧金山人最钟爱的或许是唐人街的美食。这里有着来自中国各地的传统菜肴，各种口味，应有尽有。

唐人街是美国多元文化的一个重要组成部分，未曾踏足中国的游客可以在唐人街近距离感受中国传统文化。