**Unit 1**

**Vocabulary practice**

【活动设计】3

Alice is my best . I got to know her many years ago. She is very . She thinks very fast and can answer teachers’ questions very quickly. She often gives me  when I have difficulty in solving maths problems. She is a  girl. She can always make people around her laugh and you will never feel  when you are with her. I really like her.

【活动设计】4

|  |  |
| --- | --- |
| The important person in your life |  |
| His / Her relationship with you |  |
| His / Her characteristics and example(s) |  |
| Your feelings about him / her |  |

**Writing**

【活动设计】1

(title)

**Paragraph 1: Who is this person? What is he / she like?**

I like ... / ... is my favourite / best ... / I enjoy being with ...

... is very ...

**Paragraph 2: What does he / she do? What does he / she often say?**

(topic sentence 1 + supporting details)

**Paragraph 3: What does he / she do? What does he / she often say?**

(topic sentence 2 + supporting details)

**Paragraph 4: What do you think of him / her?**

**Focusing on culture**

【活动设计】3

|  |  |  |
| --- | --- | --- |
|  | **At home** | **At work** |
| What does Mary’s dad do every day? |  |  |
| How does he feel? |  |  |
| What does Mary think of her dad? |  |  |

【活动设计】4

|  |  |  |
| --- | --- | --- |
| **Question** | **Your answer** | **Answer from your partner** |
| Where is the writer’s dad? |  |  |
| What does her dad do every day? |  |  |
| How does he feel? |  |  |
| What does the writer think of her dad? |  |  |

**Project**

**个人项目展示评价表参考**

|  |  |  |  |
| --- | --- | --- | --- |
| **评分项目** | **评价标准** | **评语** | **得分** |
| 内容  （Content） | 人物选择恰当、能传达正面的信息和引起共鸣（Choices of people are appropriate.）（5 分）  为每人配照片（The album contains photos of each person.）（5 分）  为每张照片配文字（The album contains descriptions of the photos.）（10分） |  |  |
| 语言  （Language） | 语音语调自然正确（Use a natural tone of voice.）（10分）  恰当使用本单元所学词汇和句型，语法正确（Use words and expressions learnt in this unit and the grammar is correct.）（10 分）  语言表达恰当得体（Use appropriate language.）（10 分） |  |  |
| 相册设计  （Design） | 主题明确，相册内容丰富（clear theme and rich content）（5 分）  照片的选择能准确地展现人物、场景和瞬间（accurate depiction of people, scenes and moments）（5 分）  相册整体排版布局美观（attractive layout）（10 分）  具有创意和个性化的设计（creative and distinctive design）（10 分） |  |  |
| 演讲风格  （Delivery） | 声音清晰洪亮（Speak clearly and loudly.）（5 分）  与听众有眼神交流（Use eye contact.）（5 分）  手势语使用得体（Use appropriate gestures.）（5分）  看上去自信从容（Deliver the presentation confidently.）（5 分） |  |  |
| 总得分  （Total score） |  | | |

**Note-taking form**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group**  **（小组）** | **Presenter**  **（代表）** | **Notes（笔记）** | | |
| **design**  **（相册设计）** | **description**  **（文字描述）** | **presentation**  **（课堂分享）** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |

**Unit 2**

**Reading | Before you read**

【活动设计】4

**Vocabulary practice**

【活动设计】3

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| C | E | E | E | W | R | I | C | H | E | E | C | A | E |
| F | I | L | I | E | E | E | A | E | C | R | I | C | E |
| E | E | R | R | E | T | L | E | T | T | L | W | H | C |
| X | T | P | M | A | T | C | H | E | E | F | I | T | I |
| E | O | A | R | M | C | C | I | O | I | H | N | E | F |
| I | L | R | X | R | E | C | F | H | H | W | E | T | E |
| E | P | T | L | T | E | N | E | T | E | C | C | A | H |
| L | E | X | C | E | L | L | E | N | T | L | E | A | H |
| L | R | C | E | T | A | R | I | I | I | F | F | T | E |
| E | F | W | C | R | H | R | T | E | C | L | R | M | E |
| E | E | R | A | C | O | A | S | T | C | H | E | X | E |
| E | C | L | F | C | L | L | T | I | W | E | P | P | C |
| N | T | F | E | I | E | E | R | E | F | E | R | P | E |
| C | E | M | T | A | T | A | E | E | F | E | A | T | P |

**Grammar** (p. 30)

【活动设计】1

|  |  |
| --- | --- |
| Names of people |  |
| Names of places |  |
| Events |  |
| Months of the year |  |
| Public holidays |  |
|  |  |
| … | … |

(p. 31)

【活动设计】4

|  |  |  |  |
| --- | --- | --- | --- |
| **评价维度** | **分值说明** | **得分** | **原因** |
| 内容紧扣主题（4 分） | 4=Excellent  3=Good  2=Acceptable  1=Needs improvement |  |  |
| 用词语法准确（4 分） |  |  |
| 连词是否使用正确（1 分） | 1=Yes  0=No |  |  |
| 是否包含记叙文写作六要素（1 分） |  |  |

**Focusing on culture** (p. 36)

【活动设计】1

□ Location of the Grand Canyon National Park

□ Number of tourists every year

□ History of the park

□ What you can do in the park

□ Types of animals in the park

**Project**

**小组项目展示评价表参考**

|  |  |  |  |
| --- | --- | --- | --- |
| **评分项目** | **评价标准** | **评语** | **得分** |
| 内容  （Content） | • 内容完整具体（包括国家的基础信息、风景名胜、节日、历史等）（Complete and specific content, including the country’s basic information, places of interest, festivals, history, etc.）（15 分）  • 布局合理，图文并茂（well-organized layout with both text and illustrations）（15 分） |  |  |
| 口语表达  （Presentation） | • 时间把握得当（well-timed presentation）（10 分）  • 表达流畅，声音洪亮（fluent delivery with clear articulation）（10 分）  • 口语表达准确（correct use of expressions）（10 分）  • 演讲生动，有吸引力（lively and engaging presentation）（10 分） |  |  |
| 参与合作  （Involvement and Cooperation） | • 成员分工明确，积极参与（Members have a clear division of work and are actively involved.）（10 分）  • 准备阶段，组内充分讨论交流（Cooperate as a group when preparing the presentation.）（10 分）  • 分享阶段，代表提及组员观点（Mention the group member’s ideas when sharing.）（10 分） |  |  |
| 总得分  （Total score） |  | | |

**Note-taking form**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group**  **（小组）** | **Presenter（代表）** | **Notes（笔记）** | |
| **highlights（闪光点）** | **problems and solutions**  **（问题和解决办法）** |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

**Unit 3**

**First thoughts**

【要点提示】5

|  |  |
| --- | --- |
| K: What do you **KNOW** about trees? |  |
| W: What do you **WANT** to know about trees? |  |
| L: What have you **LEARNT** about trees? |  |

**Listening**

【活动设计】5

• Trees use their  to  their neighbours.

e.g. When something bad happens, one tree will send a  to ask for .

• Trees  things  each other.

e.g. Older trees and  trees help each other.

When one tree becomes , the  trees around it will try to help.

• Trees  their  and   to withstand strong winds.

Trees help each other

**Grammar** (p. 50)

【活动设计】2

1. A: What do you think of this song?

B: It ***sounds*** */ is sounding* really cool.

1. A: What are you thinking about?

B: My homework. It ***looks*** */ is looking* difficult.

1. A: What do you think of these flowers?

B: They ***smell*** */ are smelling* really nice!

1. A: How do you like this T-shirt？

B: It ***doesn’t look*** */ isn’t* looking very nice.

**Speaking**

【活动设计】1

**Writing**

【活动设计】1

water the sapling

use a stick to support the sapling

planting a sapling into the hole

dig a deep hole

**Focusing on culture** (p. 54)

【活动设计】1

People used tea as medicine.

not long after Lu Yu died

the early Han dynasty

**Project**

**小组项目展示评价表参考**

|  |  |  |  |
| --- | --- | --- | --- |
| **评价项目** | **评价标准** | **评语** | **得分** |
| 内容  （Content） | 信息完整且准确，包括树木的外形特征、果实、重要性等。（The page contains correct and complete information, including the tree’s features, fruit, importance, etc.）（10 分）  内容有深度，符合小组选择的研究方向。（The content is in-depth and aligns with the research direction chosen by the group.）（10 分）  添加了其他相关内容，展示出小组良好的研究能力。（The page includes other relevant content to show the group’s research abilities.）（10 分） |  |  |
| 结构与组织  （Structure） | 信息组织清晰，层次分明。（The information is well organized.）（10 分）  逻辑顺畅，易于理解。（The logic of the content is clear and understandable.）（10 分） |  |  |
| 设计与美观性  （Design） | 图片与内容匹配，有助于提升理解。（The images match the content and help to enhance understanding.）（10 分）  排版整齐，字体易读，整体视觉效果良好。（The layout is neat, the font is easy to read, and the overall layout complements the message.）（10 分） |  |  |
| 小组合作  （Cooperation） | 小组成员分工明确，合作有效。（The group members had clear divisions of labour and worked effectively for the overall project.）（10 分）  每位成员均有贡献，体现团队合作精神。（All group members contributed and showed teamwork.）（10 分）  小组讨论充分，决策合理。（The group had thorough discussions and made reasonable decisions together.）  （10 分） |  |  |
| 总得分  （Total score） |  | | |

**Note-taking form**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group**  **（小组）** | **Presenter**  **（代表）** | **Notes（笔记）** | | |
| **The page contains correct and complete information.（信息完整且准确）** | **The content is in-depth.（内容有深度）** | **The page includes other relevant content.（添加了其他相关内容）** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |

**Unit 4**

**First thoughts**

【要点提示】5

|  |  |
| --- | --- |
| K: What do you **KNOW** about our animal friends? |  |
| W: What do you **WANT** to know about our animal friends? |  |
| L: What have you **LEARNT** about our animal friends? |  |

**Reading | Before you read**

【活动设计】2

（1） Dogs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (guide)

（2） Dolphins \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (save)

（3） Cows \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (provide)

（4） Bees \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (provide)

（5） Hens \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (provide)

（6） Sheep \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (provide)

【活动设计】4

How do dogs help us?

**Vocabulary practice**

【活动设计】3

One night, John and Charlie arrived at a hotel. The receptionist told John that they didn’t a*llow* pets to stay at the hotel. But John told him that he was b*lind* and needed Charlie to show him the way. So the receptionist a*pologized* and l*ed* both of them to their room.

John soon f*ell* a*sleep*. Later he heard Charlie’s barking and w*oke* up. He knew there was a fire because s*moke* was coming in from under the door. Then he put some wet clothes along the b*ottom* of the door and waited for rescue. F*inally*, the fireman came and saved both of them.

【活动设计】4

(1) The firemen arrived in the scene and saved them. ()

(2) Most girls’ parents don’t allow them stay out late. ()

(3) Mary hates Maths, and she always falls sleepy in maths class. ()

【活动设计】5

(1) 消防车很快到达了酒店。

(2) 这小孩不许别人碰他的玩具。

(3) 我因迟到向我的朋友道歉。

(4) 火车开动后，小女孩很快就睡着了。

**Grammar** (p. 69)

【活动设计】3

1. We *enjoyed ourselves* at the party. ( )
2. I went to London *by myself*. ()
3. *Help yourself* to some fish. ( )

【活动设计】5

(1) People can see *themself* in the camera. ()

(2) “Wilson and Jack, help *yourself* to some chicken,” said Lisa. ()

(3) The rich woman gave out all her money and kept nothing for *her*. ()

【活动设计】6

(1) Did you do it , Mike?

(2) I made  breakfast this morning.

(3) Without any help from others, we finally worked this difficult maths problem out by .

(4) The door opened .

【活动设计】7

(1) She made \_\_\_\_\_\_ a cup of coffee.

A. she B. he

C. herself D. himself

(2) Alice, take care of \_\_\_\_\_\_ when I’m not at home.

A. you B. yourself

C. yourselves D. your

(3) You all have worked hard in the past three months, so why not give \_\_\_\_\_\_ a big holiday?

A. you B. yourself

C. your D. yourselves

(4) The machine will start by \_\_\_\_\_\_ in a few seconds.

A. it B. its

C. itself D. itselves

(5) Cathy’s book will help readers get a better understanding of \_\_\_\_\_\_\_.

A. yourself B. ourselves

C. yourselves D. themselves

(p. 71)

【活动设计】6

*Complete the sentences. Use* in*,* at *or* on *and the words from the box.*

|  |  |  |
| --- | --- | --- |
| the plane | the station | a taxi |
| Sydney | the café | the sports centre |

(1) We can get coffee *at the station* while we’re waiting for our train.

(2) We walked to the restaurant, but we went home *in a taxi*.

(3) I play basketball *at the sports centre* on Friday evenings.

(4) I enjoyed the flight, but the food *on the plane* was awful.

(5) Vicky has gone to Australia. She’s living in *Sydney*.

(6) She was sitting *in the café* and reading a book.

**Focusing on culture**

【活动设计】2

Skim through the text and guess where the text is taken from? How can you tell?

A. a story book B. a science book C. a diary

**Cross-curricular connection**

【活动设计】1

(1) female bees that build and clean the colony, look after the young bees, and make honey with the things they collect from flowers

(2) the largest bee in a colony, responsible for laying eggs

(3) male bees whose main job is to mate with the largest bee

(4) young bees that look like small fat worms before growing legs and wings

(5) cells made of wax where bees lay eggs and store honey

(6) a group of bees living together in a hive

A. queen bee B. drones C. worker bees

D. colony E. grubs F. wax cells

**Project**

**小组项目展示评价表参考**

|  |  |  |  |
| --- | --- | --- | --- |
| **评分项目** | **评价标准** | **评语** | **得分** |
| 内容  （Content） | 动物对人类的贡献（what this animal can do for us）（10分）  有趣的动物故事（an intersting story about this animal）（10 分）  如何保护此动物（what we can do for this animal）（10分） |  |  |
| 语言  （Language） | 时态正确（Use correct tenses.）（5 分）  事实准确（Use correct facts.）（5 分）  恰当使用本单元词汇句型（Use words and expressions learnt from this unit appropriately.）（10 分）  准确运用时间状语（Use correct adverbials of time.）（10分） |  |  |
| 结构  （Structure） | 故事要素及框架完整（Have all the necessary story  elements for a complete story structure.）（10 分）  内容点列清晰，观点鲜明，例证有效（Have well-organized content, distinctive viewpoints and good  examples.）（10 分）  版面清晰美观，图文并茂（ Have an attractive and clear layout with both text and illustrations.）（5 分） |  |  |
| 参与合作  （Involvement and Cooperation） | 任务分工明确，互相帮助，充分讨论交流 （Divide  tasks within the group and help each other; have thorough discussion and communication. ）（10 分）  利用网络资源及实体资源收集信息 （Use both online and offline resources to collect information.）（5 分） |  |  |
| 总得分  （Total score） |  | | |

**Note-taking form**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Group**  **（小组）** | **Presenter**  **（代表）** | **Notes（笔记）** | | | |
| **animal（介绍的动物）** | **what this animal can do for us（该动**  **物对人类的贡献）** | **an interesting story about this animal（有趣的动物故事）** | **what we can do for this animal（如何**  **保护此动物）** |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |

**Unit 5**

**First thoughts**

【要点提示】5

|  |  |
| --- | --- |
| K: What do you **KNOW** about water? |  |
| W: What do you **WANT** to know about water? |  |
| L: What have you **LEARNT** about water? |  |

**主阅读语篇**

【活动设计】2

a. Dripple tells Du Yun about its long journey to her house.

b. Du Yun goes back to her study and writes in her diary about this.

c. Dripple asks Du Yun to turn the tap off.

d. Du Yun brushes her teeth in the bathroom.

e. Dripple tells Du Yun it’ll go back to the sea again and its journey back to the clouds starts there.

【活动设计】4

**The journey of a drop of water**

A mountain

In a cloud

Rain

A reservoir

A special place

Into a river

Tap in the house

Through a pipe

Into a river

Into the sea

**Vocabulary practice**

【活动设计】1

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  | (6) b |  |  | (8) c |  |  |  |  |
|  |  |  | (3) j |  | (5) s | e | a |  |  | h |  |  |  |  |
|  |  |  | o |  |  |  | t |  | (7) r | e | t | u | r | n |
|  |  |  | u |  |  |  | h |  |  | m |  |  |  |  |
| (1) t |  |  | (4) r | e | s | e | r | v | o | i | r |  |  |  |
| a |  |  | n |  |  |  | o |  |  | c |  |  |  |  |
| (2) p | i | p | e |  |  |  | o |  |  | a |  |  |  |  |
|  |  |  | y |  |  |  | m |  |  | l |  |  |  |  |

**Listening**

【活动设计】6

（1） After we do exercise, we need  water. (more / less)

（2） About  % of our body weight is water. (30–40 / 60–70)

（3） Most of the water on Earth is  water. (fresh / salt)

**Grammar** (p. 90)

【活动设计】5

（1） There isn’t  (many / much) milk in the bottle.

（2） The teacher is telling the students  (many / a lot of) exciting news.

（3） Nowadays, there is  (a lot of / many) pollution on Earth.

（4）  (How many / How much) pieces of bread did you have for breakfast?

（5） We have two big bottles of water, and that is  (lots of / enough) for us.

**Speaking**

【活动设计】1

brush teeth

wash clothes

cook meals

cool machines

wash hands

How we use water

…

drink

**Focusing on culture** (p. 94)

【活动设计】4

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of city:** |  | | |
| **Group leader:** | **Information collector:** | **Supervisor:** | **Presenter:** |
| **Question / Answer** | | | |
| **What is the relationship between the city and water？** | | | |
| **What are the advantages of living in this city?** | | | |
| **What water-related problems do people have?** | | | |
| **How can people deal with them?** | | | |

**Project**

**小组项目展示评价表参考**

|  |  |  |  |
| --- | --- | --- | --- |
| **评分项目** | **评价标准** | **评语** | **得分** |
| 内容  （Content） | 有关水的事实（facts about water）（10 分）  水的重要性（the importance of water）（10 分）  水的用途（uses of water）（10 分）  如何节约用水（ ways of saving water）（10 分） |  |  |
| 语言  （Language） | 语音语调自然正确（Use a natural tone of voice.）（10 分）  词汇丰富，语法正确（Use a variety of vocabulary and correct grammar.）（10 分）  名言引用恰到好处（Use appropriate quotes.）（10 分） |  |  |
| 演讲风格  （Delivery） | 声音清晰洪亮（Speak clearly and loudly.）（5 分）  与听众有眼神交流（Use eye contact.）（5 分）  手势语使用得体（Use appropriate gestures.）（5 分）  看上去自信从容（Deliver the presentation confidently.）（5 分） |  |  |
| 合作  （Cooperation） | 任务分工明确，互相帮助（Divide tasks clearly within  the group and help each other.）（5 分）  分享阶段，代表提及组员观点（Mention the group  member’s ideas when sharing.）（5 分） |  |  |
| 总得分  （Total score） |  | | |

**Note-taking form**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Group**  **（小组）** | **Presenter**  **（代表）** | **Notes（笔记）** | | | |
| **facts about water**  **（有关水的事实）** | **the importance of water**  **（水的重要性）** | **uses of water**  **（水的用途）** | **ways of saving water**  **（如何节约用水 ）** |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
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| 4 |  |  |  |  |  |

**Unit 6**

**First thoughts**

【要点提示】5

|  |  |
| --- | --- |
| K: What do you **KNOW** about electricity? |  |
| W: What do you **WANT** to know about electricity? |  |
| L: What have you **LEARNT** about electricity? |  |

**Vocabulary practice**

【活动设计】4

（1）I put my drinks in the  to keep them cold and fresh.

（2）The air conditioner is broken, so it is really hot in my .

（3）I can’t  living without electricity.

（4）My phone’s  is low, so I need to plug it in soon.

（5）I need to  my tablet before I can use it for schoolwork.

（6）If there’s a power cut, the food in the fridge may .

（7）It is important to  the lights when we leave a room.

（8）It’s very dark in here—please  the lights.

**Writing** (p. 111)

【要点提示】2

a switch-off weekend

Earth Hour

use electricity wisely

renewable energy

…

**Project**

**小组项目展示评价表参考**

|  |  |  |  |
| --- | --- | --- | --- |
| **评分项目** | **评价标准** | **评语** | **得分** |
| 内容  （Content） | 包含文字、图片等基本要素（basic elements）（10 分）  创意且实用的节电方法（creative and practical ideas）  （10 分） |  |  |
| 语言  （Language） | 英语表达流畅，语法、拼写、标点正确（Use clear English with correct grammar, spelling and punctuation.）（10 分）  恰当使用本单元词汇句型（Use appropriate vocabulary and sentence patterns from the unit.）（10 分） |  |  |
| 结构  （Structure） | 有主题句和支撑句（Provide topic sentence and supporting sentences.）（10 分）  版面清晰美观，图文并茂（Use a clear layout and pleasing illustrations.）（5 分）  符合逻辑的语言表达（Use logical language.）（5 分） |  |  |
| 参与合作  （Teamwork） | 任务分工明确，互相帮助（Divide tasks clearly within the group and help each other.）（10 分）  利用网络查找节电环保的信息（Use online resources to find information on using electricity wisely and protecting our environment.）（10 分）  准备阶段，组内充分讨论交流（Cooperate as a group when preparing the presentation.）（10 分）  分享阶段，代表提及组员观点（Mention the group member’s ideas when sharing.）（10 分） |  |  |
| 总得分  （Total score） |  | | |

**Note-taking form**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group**  **（小组）** | **Presenter**  **（代表）** | **Notes（笔记）** | | |
| **creative and practical ideas**  **（创意且实用的节电方法）** | **correct and clear language**  **（正确且清晰的语言表达）** | **logical presentation of ideas**  **（逻辑清晰的展示汇报）** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |

**Unit 7**

**Reading | Before you read**

【活动设计】2

Qian Xuesen was born in Shanghai in 1911.

Qian Xuesen’s photo

Qian Xuesen is called the “king of rockets”.

**主阅读语篇**

【活动设计】2

**In 1955**

Returned to China

**In 1939**

Received a doctorate

**In 1911**

Born in Shanghai

**After graduation**

Taught and did research in the USA

**In youth**

Studied engineering in China and went to further his education in the USA

**Vocabulary practice**

【活动设计】2

|  |
| --- |
| mission, pioneer, be eager to, bring his/her knowledge and skills to, do research, devote himself / herself to, in the field of, make some contributions, be eager to, further one’s education, be awarded, achieve lots of success, work tirelessly, a well-respected person, play a key role in, thanks to, his / her influence is still present in, bring honour and success to, live a simple life, be not interested in fame or money ... |

**Cross-curricular connection**

【活动设计】2

on the surface

underground

find a site

try to find objects from the past

underwater

dig with great care

use special tools to protect these remains

who, when and why

study these remains

how people lived in the past

bring history back to life

**Project**

**小组项目展示评价表参考**

|  |  |  |  |
| --- | --- | --- | --- |
| **评分项目** | **评价标准** | **评语** | **得分** |
| 内容  （Content） | 基本情况介绍（general introduction）（10 分）  钦佩这位楷模的原因（reasons for admiring the role model）（10 分）  弘扬楷模精神（promotion of the spirit of the role model）（10 分） |  |  |
| 语言  （Language） | 时态正确，事实准确（correct tenses and factual accuracy）（10 分）  恰当使用本单元词汇句型（appropriate use of words and expressions from the unit）（10 分）  名言引用恰到好处（appropriate quotes）（10 分）  视频文稿连贯、简洁、清晰（clear, concise and coherent script）（5 分）  视频文稿有主题句和支撑句（clear topic and supporting sentences）（5 分） |  |  |
| 视频质量  （Video quality） | 剪辑流畅，画面清晰美观（The video is smooth and  clear.）（10 分） |  |  |
| 参与合作  （Involvement and  Cooperation） | 任务分工明确，互相帮助（Divide tasks clearly within  the group and help each other.）（10 分）  准备阶段，组内充分讨论交流（Cooperate as a group  when preparing the presentation.）（10 分） |  |  |
| 总得分  （Total score） |  |  |  |

**Note-taking form**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group**  **（小组）** | **Presenter**  **（代表）** | **Notes（笔记）** | | |
| **general introduction**  **（基本情况介绍）** | **reasons for admiring the role model**  **（钦佩这位楷模的原因）** | **promotion of the spirit of the role model**  **（弘扬楷模精神）** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |

**Unit 8**

**Reading comprehension**

【活动设计】2

**Statement:**

Patrick Moore thought the night sky was beautiful.

**Evidence 2:**

Sometimes we saw stars shooting across the sky.

**Evidence 1:**

It looked like black velvet with a million diamonds on it.

**Vocabulary practice**

【要点提示】

1. She is an  and takes part in many running competitions every year.

2. The  studied dolphins, sharks and other sea animals.

3. He  the live show every week and the audience love him.

4. She is very  about different cultures and she has many friends from other countries.

Once there was a young woman called Emily. She had a natural  for sport. Emily had a dream to become a professional , and she worked tirelessly to improve her skills every day.

Thanks to her hard work, Emily won many competitions. She also began  a popular sports show on TV. Her  way of speaking made the show a hit, and it now has a huge .

**Project**

**小组项目展示评价表参考**

|  |  |  |  |
| --- | --- | --- | --- |
| **评分项目** | **评价标准** | **评语** | **得分** |
| 内容  （Content） | 各自的爱好（the hobbies we do）（10 分）  喜欢的原因（reasons for liking them）（10 分）  从爱好中得到的收获（benefits of these hobbies）（10 分）  由爱好可以发展的职业（jobs they can lead to）（10 分） |  |  |
| 语言  （Language） | 语音语调自然流畅（Use a natural tone of voice.）（10 分）  词汇丰富、语法正确（Use a variety of vocabulary and correct grammar.）（10 分） |  |  |
| 演讲风格  （Delivery） | 声音清晰洪亮（Speak clearly and loudly.）（5 分）  与听众有眼神交流（ Use eye contact.）（5 分）  手势使用得体（Use appropriate gestures.）（5 分）  自信从容（Deliver the presentation confidently.）（5 分） |  |  |
| 合作  （Cooperation） | 准备阶段，组内充分讨论交流（Cooperate as a group when preparing the presentation.）（10 分）  分享阶段，代表提及组员观点（Mention the group member’s ideas when sharing.）（10 分） |  |  |
| 总得分  （Total score） |  | | |

**Note-taking form**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Group**  **（小组）** | **Presenter**  **（代表）** | **笔记（Notes）** | | | |
| **the hobbies we do**  **（各自的爱好）** | **reasons for liking them**  **（喜欢的原因）** | **benefits of these hobbies**  **（从爱好中得到的收获）** | **jobs they can lead to**  **（由爱好可以发展的职业）** |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |