



A new start

Unit overview

单元主题

本单元主题语境是“人与自我”，涉及的主题语境内容是高中起始阶段的日常学习与生活。本单元从介绍一所英国中学里学生的日常学习生活开始，依次呈现了中国男孩孟浩高中生活的第一天、学校里不同的俱乐部、美国女孩 Lisa 总结的高中学习与生活建议等学习内容，帮助学生全面了解高中日常学习与生活的基本情况，使学生意识到初、高中学习生活的不同，引导学生合理规划、安排高中生活，并在一定程度上了解中外学校高中教育的异同。

单元目标

学生能够围绕本单元的主题语境内容，基于单元提供的日记、海报、访谈等多模态语篇，综合运用各种语言技能，读懂与高中学习和生活相关的文章内容，听懂并谈论与高中学习和生活相关的话题，恰当使用所学词汇、句型描述和规划高中学习生活，记录日常学习、生活及感悟，了解中外高中在学习与校园生活方面的异同，深化对单元主题意义的理解与挖掘；同时能够运用单元所学，并通过比较、分析，联系自身实际，有逻辑地介绍自己的学校，为美化校园环境、改善校园生活提出建议，表达个人的高中学习生活初步体验，制订个人学习规划，深化对单元主题意义的理解与挖掘，实现知识与思维能力的迁移，树立正确的学习态度，并通过运用各种学习策略，在自主、合作与探究式学习的过程中，结合单元所提供的反思性和评价性问题不断监控、评价、反思和调整自己的学习内容和进程，激发英语学习的兴趣，提高自己的理解和表达能力，最终促进自身语言能力、文化意识、思维品质和学习能力的综合提升。

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A new start

Starting out

1 Watch the video and answer the questions.

- 1 What do these students do at school?
- 2 How is this school different from your school?

2 Complete the questionnaire and share your answers with the class.

First day of school questionnaire

Welcome to senior high! I'd like to know what you think of your new school, and how you're feeling about it. Please complete the questionnaire and return it to me.

Your Form Teacher

1 How did you feel on your first day at senior high?

- | | |
|----------------------------------|--------------------------------------|
| <input type="checkbox"/> excited | <input type="checkbox"/> curious |
| <input type="checkbox"/> nervous | <input type="checkbox"/> proud |
| <input type="checkbox"/> happy | <input type="checkbox"/> other _____ |

2 What was your first impression of your new school?

3 Who's the first person you've got to know? How did you get to know each other?

4 What do you like most about your new school?

- | | |
|--|---|
| <input type="checkbox"/> the campus | <input type="checkbox"/> its traditions |
| <input type="checkbox"/> your teachers | <input type="checkbox"/> its facilities |
| <input type="checkbox"/> your classmates | <input type="checkbox"/> other _____ |

5 What have you found most impressive about senior high?

Starting out

内容分析

活动1呈现一段与高中生活相关的视频，介绍了一所英国中学的课程设置、学生的日常学习生活等。活动2要求学生填写有关高中生活第一天的问卷，内容涉及开学第一天的感受、对新学校的第一印象、在新学校结识的第一个人等方面。本板块旨在导入高中学习与生活的话题，激活学生对高中生活第一天的记忆和相关的语言、背景知识，为接下来整个单元的学习活动做铺垫和预热。

过程教学目标

- 1 带领学生观看视频，初步了解英国中学生的日常学习与生活，引入主题；
- 2 引导学生基于自身的日常学习与生活，比较中英学校的学习生活，发现两者的异同，激活已有的语言、背景知识，激发对话题的兴趣；
- 3 了解学生对高中生活的初步认识，引导学生谈论对高中生活的第一印象，帮助学生初步感知高中阶段的学习与生活。

教学过程建议

Activity 1

教师引导学生观看视频，了解英国中学及学生的日常学习与生活，初步导入话题。

第一步：组织学生开展头脑风暴，介绍自己所在的学校。

第二步：播放视频，请学生观看并试着回答学生用书中的问题。

第三步：再次播放视频，请学生分组核对答案。如果学生理解有困难，可多播放几遍视频。

第四步：请学生分组讨论，发现并总结中外高中学习生活的异同。

○ 参考答案

- 1 They have four classes every day and do practical work. They often have a quick snack and catch up with friends, and then have lunch at 12:55. Some pupils also participate in after-school activities and clubs.
- 2 Students' own answers.

教学提示

如果学生学有余力，教师可以要求学生在课前开展研究，搜集与英美国家学校教育等话题有关的素材，帮助学生更加全面、详细地了解英美国家的教育情况，培养学生运用现代信息技术进行自主预习的习惯，从而进一步培养学生跨文化理解、对比的意识和自主学习的能力。

背景信息

The British education system

There are five stages of education in the UK: namely early years, primary, secondary, further education and higher education. For all students between the ages of five (four in Northern Ireland) and sixteen in the UK, primary and secondary education is compulsory. When a student finishes secondary education, they have the option of doing further education and gaining additional academic or vocational qualifications. If a student plans to do higher education, usually consisting of university, they must complete further education.

If you'd like to find out more about the British education system, you can read reference books or search a library or online using these key words:

- British education system
- UK education key stages

Activity 2

教师通过问卷调查，激活学生对高中生活第一天的记忆和相关的语言、背景知识，为整个单元的学习活动做铺垫和预热。

第一步：学生独立阅读问卷内容并自主完成问卷。

第二步：学生以小组为单位，分享彼此的答案。

第三步：请各组选出一名代表，汇报小组内的问卷情况，并谈一谈对新学校的印象。

第四步（适合程度较好的班级或学生）：组织全班分类统计问卷调查的结果，进一步了解学生的情况，同时培养学生归纳、总结信息的能力。

教学提示

教师可根据学生的实际情况对问卷中的项目进行相应的补充，如增加问题 How did you feel in your first English class?, 以便更全面、更有针对性地了解班级内学生的情况，更好地为开展后续教学做铺垫。

Understanding ideas ▾

1 Tick what you want to include in your diary about your first day at senior high.

- the school campus
- new teachers
- school subjects
- a new timetable
- an embarrassing moment
- new friends
- your feelings
- other _____

2 Read the passage and find out what the author wrote in his diary about his first day at senior high.

My First Day at Senior High



1 After I had pictured it over and over again in my mind, the big day finally arrived: my first day at senior high! I woke up early and rushed out of the door in my eagerness to get to know my new school.

2 The campus was still quiet when I arrived, so I decided to explore a bit. I was looking at the photos on the noticeboard when I heard a voice behind me. "New here?" Turning around, I saw a white-haired man. "Yes," I replied. "I'm wondering what life is going to be like here." "Don't worry," he gave me a smile. "You'll soon find out."

3 How true these words were! When my English teacher stepped into the classroom, I was surprised to see the same man I had met earlier.



2 UNIT 1

Understanding ideas ▾

内容分析

本板块呈现了一篇反映单元主题的课文，语篇类型为日记，讲述了一个学生高中第一天的经历及感受。日记是记叙文性质的应用文，用来记录日常的事情、经历、感想等内容，常以时间顺序展开。课文也是按时间顺序，从主人公上学前的内心活动开始，记叙了他在高中第一天的学习生活。读前的导入活动要求学生勾选自己在书写高中生活第一天的日记时会记录哪些内容，旨在构建学生与课文话题、语篇类型及内容的联系，为课文学习做好铺垫。读中活动要求学生从课文中找出主人公记录了他高中生活第一天的哪些内容，与读前活动形成呼应。读后活动则是通过分析主旨大意、细节理解和开放性问答等多种形式的活动引导学生深入思考，体会主人公高中第一天的经历及情感，运用所学知识创造性地探究主题意义。

过程教学目标

- 1 带领学生略读文章，熟悉话题语境，获取文章的主旨大意；
- 2 引导学生细读文章，找出相关的细节信息并梳理情节发展的时间顺序；
- 3 带领学生对文章进行解构，掌握日记这种语篇类型的基本特征；
- 4 引导学生基于文章内容联系生活，并运用与话题相关的语言知识，讲述自己高中第一天的经历；
- 5 引导学生结合课文，理解“良好的开端是成功的一半”的意义，树立对高中生活的自信。

教学过程建议

Activity 1

教师通过读前活动，帮助学生熟悉课文话题，并结合自身情况预测文章内容，激发阅读兴趣。

第一步：学生分组活动，确认活动中给出的内容选项。可根据自身情况，补充其他选项。

第二步：学生根据自身情况自主勾选答案。

第三步：小组内分享答案，并对文章内容进行预测。

Activity 2

读中活动，教师引导学生带着任务阅读课文，理解课文。

第一步：学生独立浏览问题，确认阅读中应特别注意的信息。

第二步：学生带着任务快速阅读课文，找到相关信息。

第三步：学生分组，讨论问题的答案。

第四步：小组内核对答案，小组之间交流快速阅读的方法和技巧。

○ 参考答案

The author wrote about the school campus, his new English teacher, the first class, an embarrassing moment and his feelings in the diary.

教学提示

- 1 教师应引导学生注意日记类文章的基本特征；
- 2 教师应培养学生运用 skimming (略读) 等快速阅读文章的策略与方法，借助首括句、关键词等把握文章大意与行文逻辑，提升阅读技能。

My First Day at Senior High



- 1 After I had pictured it over and over again in my mind, the big day finally arrived: my first day at senior high! I woke up early and rushed out of the door in my eagerness to get to know my new school.
- 2 The campus was still quiet when I arrived, so I decided to explore a bit. I was looking at the photos on the noticeboard when I heard a voice behind me. "New here?" Turning around, I saw a white-haired man. "Yes," I replied. "I'm wondering what life is going to be like here." "Don't worry," he gave me a smile. "You'll soon find out."
- 3 How true these words were! When my English teacher stepped into the classroom, I was surprised to see the same man I had met earlier.



Monday 4 September

- 4 "Good morning, everyone. Before we start, please come to the front one by one and introduce yourself to the class. I'll go first..."
- 5 "What?!" I tried to turn on my brain but the engine just wouldn't start. "I should say my name, of course. But what else? What could I say to make a good first impression? Something about my insect collection, perhaps." I was organising my words in my head when the girl next to me gave me a nudge. "It's your turn!"
- 6 With butterflies in my stomach, I breathed deeply. "Hi, I'm Meng Hao." Everyone started laughing. I looked at them in panic. "Nice to know we share the same name," said my new teacher. I had been too nervous to pay attention when he introduced himself! Although I was embarrassed, his words made me a lot more relaxed!
- 7 When we had all introduced ourselves, Mr Meng said, "Well done, everyone! I know this isn't easy for many of you. But this is just the kind of thing you are going to face at senior high. Challenges like this might sometimes put you under pressure. But it all depends on what you do. Keep calm and be prepared. That way, you'll make the most of your time at senior high."
- 8 People say, "Well begun, half done." I guess this was a good beginning to my new school life.



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课文注释

1 I was looking at the photos on the noticeboard when I heard a voice behind me.

Paraphrase: I was looking at the photos on the noticeboard and at that time I heard a voice behind me.

课文中其他例句:

The campus was still quiet when I arrived, ...

I was organising my words in my head when the girl next to me gave me a nudge.

教师可提供更多 when 引导的时间状语从句, 引导学生发现其语义和语用功能, 即说明在某个时刻的行为或状态。

2 Turning around, I saw a white-haired man.

Paraphrase: I turned around and saw a man with white hair.

教师可引导学生理解 turning around 和 white-haired 在句子中的意思和功能, 并思考作者在课文中使用这种表达方式的用意。

3 I tried to turn on my brain but the engine just wouldn't start.

Paraphrase: I tried to think about how to introduce myself but I couldn't come up with anything.

本句中的 turn on 是固定搭配，本意为 to make a machine or a piece of electrical equipment start operating by pushing a button or turning a key，此处是用启动机器来比喻动脑思考，使语言更加生动、形象。本句中的 the engine just wouldn't start 也是同样的用法。

4 With butterflies in my stomach, I breathed deeply.

Paraphrase: I felt very nervous, and took a deep breath.

本句中的 butterflies in my stomach 是一种非正式的短语，意为 a feeling of being very nervous before doing something。例如：It was my first public speech, and I had butterflies in my stomach.（这是我第一次公开演讲，心里十分紧张。）教师可引导学生结合课文语境理解该短语的意思。

3 Choose the best description of Meng Hao's first day at senior high.

- 1 He found the English class difficult and was not sure what to do.
- 2 With the English teacher's support, he thought senior high was easy and felt confident about his future.
- 3 He was not sure about life at senior high, but after the English class, he felt more confident.

4 Complete Meng Hao's experiences with expressions from the passage.

Meng Hao's experiences	Meng Hao's feelings
Before going to school Because it was Meng Hao's first day at ¹ _____, he got up early and ² _____ to his new school.	<i>excited; woke up early; rushed out of the door</i>
Arriving at school The campus was still quiet, so Meng Hao decided to ³ _____. He met a man who he ⁴ _____ find out later was his English teacher.	
During the English class Meng Hao was nervous about introducing himself in front of the class. With ⁵ _____, he began, but everyone laughed. It turned out that he and his teacher shared ⁶ _____. Mr Meng said that challenges at senior high might put them ⁷ _____. He advised everyone to ⁸ _____ and ⁹ _____.	
After the English class Meng Hao thought he had ¹⁰ _____ to his new school life.	

Now find expressions that show Meng Hao's feelings and complete the table.

1. What is your understanding of the saying "Well begun, half done"? Think & Share
2. What happened on your first day at senior high? Share your experiences and feelings with the class.

Activity 3

读后活动，教师可检验学生初读之后对课文主旨大意的理解和掌握。

第一步：学生选出最符合课文主旨大意的选项，并在课文中找到相应内容作为支持自己选择的理由。

第二步：全班核对答案，请部分学生说明自己的理由。

○ 参考答案
3

教学提示

教师可将活动 2 和活动 3 作为一个整体活动，请学生首先通过快速阅读课文获取关键信息，以便更好地提炼、总结文章的主旨大意。

Activity 4

教师可带领学生进一步梳理文章结构，引导学生理解、掌握主人公开学第一天经历中的重点信息，检验学生对课文脉络、行文逻辑、细节内容及话题相关语言的理解和整合。

方法一（适合程度一般的班级或学生）

第一步：引导学生关注表格中的时间段划分和信息分类，明白活动意图。

第二步：请学生根据表格中的信息梳理文章结构，找出课文中相应的细节内容，完成表格。

第三步：带领学生核对答案，并在课文中找出相应的信息来源。

第四步：请学生再次阅读课文，体会课文的行文逻辑。

方法二（适合程度较好的班级或学生）

第一步：请学生仔细阅读课文，标记表明课文主题和体现文章脉络的语句。

第二步：引导学生根据标记分组讨论并梳理文章脉络，提取主要信息，并绘制思维导图。

第三步：学生完成表格，注意词汇在语境中的形式和意义，并对比表格内容调整自己的思维导图。

第四步：学生在表格和思维导图的基础上复述课文。

○ 参考答案

Meng Hao's experiences	Meng Hao's feelings
Before going to school Because it was Meng Hao's first day at ¹ senior high, he got up early and ² rushed (out of the door) to his new school.	excited: woke up early; rushed out of the door
Arriving at school The campus was still quiet, so Meng Hao decided to ³ explore a bit. He met a man who he ⁴ was surprised to find out later was his English teacher.	curious: decided to explore a bit
During the English class Meng Hao was nervous about introducing himself in front of the class. With ⁵ butterflies in his stomach, he began, but everyone laughed. It turned out that he and his teacher shared ⁶ the same name. Mr Meng said that challenges at senior high might put them ⁷ under pressure. He advised everyone to ⁸ keep calm and ⁹ be prepared.	nervous: tried to turn on my brain; the engine just wouldn't start; butterflies in my stomach; breathed deeply frightened: looked at them in panic embarrassed relaxed
After the English class Meng Hao thought he had ¹⁰ had a good beginning to his new school life.	confident: a good beginning to my new school life

教学提示

- 教师应对本活动进行准确的教学定位：本活动不仅关注单元主题语境下关键语言知识的学习，更关注对课文逻辑的梳理和信息的重新建构；教师应围绕“开学第一天”这一话题，引导学生理解文章内容和主人公的情感发展，梳理文章结构，促进学生对文章的整体把握；
- 教师可根据教学需要和学生的实际情况，对本活动开展分层教学；对基础较好的班级或学生，请学生自己绘制思维导图，呈现文章结构和主要信息；
- 教师在教学中应注意，课文对主人公的情感描述有两种手法，一种是直接点明，另一种是通过具体的动作描述呈现；教师应引导学生关注两种不同的情感描述手法。

Think & Share

教师通过此活动帮助学生在深入理解文章主题的同时联系自身实际，表达自己的观点，进行知识和思维能力的拓展与迁移。

第一步：学生分组，讨论本环节问题的答案。

第二步：请个别学生回答问题，其他学生进行补充或展开自由讨论。

○ 参考答案

- It means that if you have a good beginning, your chance of success is greatly improved.
- Students' own answers.

教学提示

在完成这一活动后，教师可在活动4的基础上引导学生对所学知识进行综合运用。这也是对课文主题的总结与升华。

内容分析

语法部分通过漫画的形式生动地呈现了学校日常生活中的一幕；词汇部分以学校俱乐部海报的形式图文并茂地呈现与课外活动相关的词汇，帮助学生描述自己的课余生活；听说部分的材料是两名高中新生的对话，讨论在学校生活中遇到的困难及解决办法，引导学生积极面对高中的学习生活，合理规划自己的时间。通过真实语境下的综合训练，学生能够加深对单元主题意义的理解，提高综合语言运用能力。

过程教学目标

- 1 带领学生复习初中学过的英语的七种基本句型，使学生能够根据语境运用合适的句型描述日常生活；
- 2 引导学生恰当地运用话题词汇介绍各类课外活动；
- 3 引导学生初步了解国外高中学生的校园生活，开阔国际视野；
- 4 引导学生初步认识时间管理的方法与重要性，并能够运用所学知识有效地规划学习时间，完成学习任务。

Using language

Review: basic sentence structures

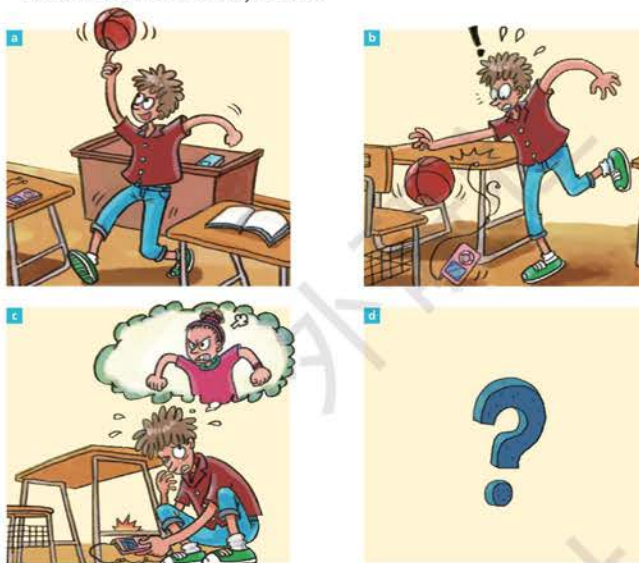
1 Match the sentences that share the same structures.

- 1 I saw a white-haired man.
- 2 I replied.
- 3 He gave me a smile.
- 4 I breathed deeply.
- 5 I looked at them in panic.
- 6 I was embarrassed.
- 7 His words made me a lot more relaxed!

- a He was friendly.
- b The exam made me quite nervous.
- c I passed him a book.
- d She agreed.
- e He wrote a long letter.
- f He talked loudly.
- g She looked after her sister patiently.

Now look for more sentences with these structures in the reading passage.

2 Look at the pictures and tell the story with your own ending. See how many different basic sentence structures you can use.



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Review: basic sentence structures

教学过程建议

Activity 1

此活动聚焦课文素材，复习初中学过的基本句型，体会这些句型的表意功能。教师仅作为辅助者和监督者，为学生提供支持性信息。

第一步：请学生朗读两组例句，并自主比较句子结构的异同，完成连线活动。

第二步：学生分组核对答案，讨论并归纳英语的七种基本句型的用法，理解句子中各项成分的表意功能。

第三步：请学生在课文中找出更多与例句结构相同的句子，进一步体会其表意功能。

参考答案

1-e 2-d 3-c 4-f 5-g 6-a 7-b

教学提示

句子是一个完整的意义单位，由不同的句子成分构成。其中，最重要的成分就是主语和谓语，分别表明句子的主体和主体的动作或状态。此外，句子成分还包括宾语、表语、状语、宾语补足语等，它们共同组成了英语中的基本句型，并承担不同的表意功能。

- 1) 主谓 (SV)。例如: Amy laughed.
- 2) 主 (系) 表 (SP)。例如: I am happy.
- 3) 主谓宾 (SVO)。例如: We love our country.
- 4) 主谓宾宾 (SVOO)。例如: My friend bought me a gift.
- 5) 主谓宾补 (SVOC)。例如: The good news made me excited.
- 6) 主谓状 (SVA)。例如: She stayed in the room.

7) 主谓宾状 (SVOA)。例如: John looked at his mother happily.

教师在进行语法教学时不要单纯地讲解语言规则, 要注意引导学生在具体语境中运用语法表达一定的意义, 让语法成为单元主题下信息建构的基本素材, 让“语法”真正成为“语用之法”。

Activity 2

教师带领学生看图说话, 描述高中生活场景, 在真实语境中运用英语的基本句型, 培养学生“看”与“说”的技能。

第一步: 请学生看图片, 了解故事的大致情节。

第二步: 学生分组活动, 充分发挥合理想象, 设计并讲述故事结尾。在讲述过程中, 引导学生尽可能多地使用不同的英语句型。

第三步: 组织全班展示结尾设计, 讨论结尾反映的行为规范、道德品质等内容, 培养学生形成正确的行为规范意识和价值观。

第四步 (适合程度较好的班级或学生): 学生分组活动, 设想校园生活中的具体情境, 运用所学的基本句型讲述自身的经历, 并在班级内分享。

School clubs

Complete the posters with the correct form of the words in the box.

badminton drama band debate gym piano
stage photography science

1 Club
Meet new people & stay fit and healthy!
Daily practice after class at the school.

2 Club
Love acting?
Join us on ⁴ and let our experienced director help you find your inner star.
Every Wednesday 5 pm-7 pm Room 201

3 Music Club
Want to play the ⁵ or the guitar?
Or sing in a ⁶?
This is the place for you!
GET READY TO MAKE SOME MUSIC!
Every Tuesday 4 pm-5 pm The Music Room

4 Club
Join the ⁷ Club!
Argue about the week's hottest topics with the school's sharpest minds!
4 pm on Thursdays Room 301

5 CLUB
What killed the dinosaurs?
Why are dolphins so intelligent?
Investigate questions like these at our club.
Room 302 at 4 pm every Tuesday

6 CLUB
WE WANT YOU!
Come along and take great pictures with us.
We meet twice a month on Saturdays.

Work in pairs. Talk about the school clubs you would like to join and the activities you can do in them.

6 UNIT 1

School clubs

教学过程建议

Activity 3

围绕校园生活的主题，教师引导学生学习与学校俱乐部活动相关的词汇，同时在真实语境中恰当使用这些话题词汇。

第一步：学生首先看海报上的图片并阅读文字内容，理解文本大意。引导学生关注海报的非文本信息。

第二步：根据海报内容，学生完成选词填空。提醒学生使用单词的正确形式。

第三步：全班核对答案，请学生分享自己希望加入的俱乐部以及感兴趣的俱乐部活动。

参考答案

- | | | |
|-------------|-----------|---------------|
| 1 Badminton | 2 gym | 3 Drama |
| 4 stage | 5 piano | 6 band |
| 7 Debate | 8 Science | 9 Photography |

教学提示

教师在教学时应注意培养学生在真实语境下围绕中心话题运用所学词汇进行信息建构的能力。此外，教师应帮助学生了解海报等非连续性文本的特征，引导学生在关注文字内容的同时关注图片等元素，学会阅读和理解非连续性文本。

Activity 4

教师在活动 3 的基础上，鼓励学生运用本单元所学的语言知识进行对话交流，实现语言知识与思维能力的迁移，提高运用英语表达个人观点的能力。

第一步：学生两人一组，按要求完成对话，尽可能多地使用活动 3 中的词汇。

第二步：请几组学生在班级内复述对话，互相学习借鉴。

第三步（适合程度较好的班级或学生）：请学生就怎样处理好学习与课外活动的关系发表自己的见解，引导学生初步认识到时间管理的重要性，培养正确的学习方法。

Making a plan



In the UK and the US, senior high school students take part in various after-school activities, such as club activities and volunteer work. These activities not only help them gain more skills, but also teach them to care about others. After-school activities also play a part when students apply to college. However, they can take up a lot of time, so students have to learn to organise their busy schedules. To help them do this, some senior high schools offer courses in time management.

Did You Know?

5 Listen to the conversation and decide what the speakers are mainly talking about.

- 1 The clubs they have joined and the activities they do after school.
- 2 The things they should do to manage their time well.
- 3 The challenges they face in their new school.

6 Listen again and complete the plan.

1. _____ the things we're going to do.
2. Record _____ to do the activities.
3. Only _____ at a time.
4. Do _____ first.

Now talk about how the speakers discuss managing their time. Listen again if necessary.

7 Work in pairs. Act out the conversation to discuss ideas for a weekend study plan for English.

Student A: Turn to Page 81.

Student B: Turn to Page 84.

8 Work in pairs. Make another weekend plan and have a similar conversation.

Learning to learn

As you listen, make notes of key information such as names, numbers, facts and instructions. This will help you understand and remember the information you hear.

A new start 7

Making a plan

教学过程建议

教学提示

在正式开展听力活动之前，教师可以引导学生阅读 Did You Know? 部分的内容，帮助学生拓展与英国和美国高中生课外活动相关的文化信息，也可以鼓励学生在课前利用互联网搜集相关信息，并在班级内进行分享和讨论。这部分内容帮助学生了解与听力材料相关的背景知识和文化知识，为完成听力活动做好准备。

Activity 5

教师带领学生听第一遍录音，理解对话大意，选出对话的主要内容。

第一步：阅读 Did You Know? 部分的文本，并分享自己了解的国外高中生课外活动的相关信息，为完成听力活动做好准备。

第二步：学生听录音并选出对话的主要内容。

第三步：带领全班核对答案。

○ 参考答案

2

Activity 6

教师可根据班级情况多次播放录音，引导学生获取对话细节并完成填空。

第一步：请学生听录音并做笔记，记下听力文本中的关键信息。

第二步：请学生根据笔记内容完成填空。

第三步：带领全班核对答案。

第四步：学生以小组为单位，根据笔记和活动内容，尝试还原对话，描述两人如何进行讨论并最终达成一致。如有需要，可以再次播放录音。

第五步：请几组学生在班级内表演对话，并联系自身经历对文本中提及的方法发表自己的观点。

第六步（适合程度较好的班级或学生）：引导学生提出更多时间管理的方法，进一步培养学生的时间管理意识，促使学生形成正确的学习方法。

○ 参考答案

- 1 List
- 2 the time (it takes)
- 3 do one thing
- 4 important things

教学提示

教师应培养学生在听的过程中记录名字、数字、时间等事实性信息及操作步骤等关键信息的习惯与能力，帮助学生提高听力技能，更好地理解听力内容的主旨与细节。

Activity 7

教师鼓励学生借助学生用书提供的话题情境和实用表达，编写新的对话并进行表演，制订周末英语学习计划，在真实的交际情境中内化、运用本单元所学的语言知识。

第一步：学生两人一组，根据活动内容进行分工，并在对话中运用提供的信息和语言支架。引导学生在学生用书提供材料的基础上进行拓展。

第二步：请几组学生在班级内展示成果。

第三步：展示结束后，全班交流心得，讨论如何更加合理地安排时间，规划学习任务，提高学习效率。

教学提示

教师在课堂教学中要注意“听”与“说”训练的有机结合，培养学生用英语解决日常生活中遇到的实际问题的能力，在运用语言的同时实现知识的内化与能力的提升。

Activity 8

教师鼓励学生在活动7所编演的对话的基础上拓展思维，自创情境，编演一个新的对话。

第一步：学生两人一组，制订新的周末计划并开展与活动7类似的对话活动。

第二步：请几组学生在班级内进行展示。

教学提示

教师可以根据学生情况和课时情况，选做活动8。

Developing ideas ◀

1 Think about the things you want to achieve at high school and rank them in order of importance. (1 = most important)

- join a school club
- take a trip with your classmates
- get the highest score in a test at least once
- get to know all the schoolmates in your grade
- stand on stage at least once
- win an award
- read as many books as possible
- learn a new skill
- other _____

2 Look at the word cloud and the picture. Predict what is talked about in the interview.

opportunity
important deal with
work hard disappointed
give your friends a hand
challenge fail
keep an open mind

Now read the interview and check your prediction.



High School Hints



School Talk

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8

UNIT 1

Developing ideas ◀

内容分析

本板块呈现了从另一角度反映单元主题的课文，语篇类型为访谈，以主持人和毕业生访谈的方式多角度地呈现了丰富多彩的高中生活，为高中新生提供有参考性的建议，帮助学生更全面地了解高中生活。文章包括四个方面：迎新日对高中新生的意义、如何面对新的挑战、如何摆脱失望的情绪、乐于帮助他人。读写部分以日记的形式呈现了作者高中生活第一周的经历及感受。通过这一板块的学习，学生能够更好地了解高中生活，学会记录和获得更多充实高中生活的建议，并能够初步掌握访谈的文体特征及写作方法。

过程教学目标

- 1 引导学生理解课文内容，正确认识课文中对高中生活的建议并做出自己的评价；
- 2 引导学生联系自身的学习与生活，深入思考如何开展高中生活、总结自己的经验与教训，培养正确的学习态度、生活态度和价值观；
- 3 引导学生掌握访谈的文体特征和写作方法，运用本单元所学语言知识写一篇访谈。

教学提示

本篇课文的教学重点是从不同角度呈现单元主题，帮助学生加深对单元主题意义的理解，发展学生的逻辑思维、批判性思维和创新思维。因此，本篇课文的处理方式要与之前的课文有所区分，不要处理成精读或获取信息层面的阅读活动，要更注重语言在思维层面的内化和输出。

教学过程建议

Activity 1

读前活动，教师结合学生的实际情况，引导学生思考希望通过高中生活实现的目标，带领学生熟悉课文话题，导入学习内容。

第一步：学生自主完成题目，思考自己在高中阶段希望达成的目标，并按照重要程度排序。学生可根据自身情况补充更多的目标内容。

第二步：学生以小组为单位，分享自己的目标及排序结果，并给出理由。

第三步：请部分学生在班级内分享自己的目标及排序结果。

Activity 2

读中活动，教师引导学生带着问题快速阅读课文。

第一步：请学生根据课文的图片及活动中给出的词云，预测文章内容。

第二步：请学生分别说出自己的预测及判断依据。

第三步：请学生快速阅读课文，把握文章主旨大意，检验自己的预测是否正确。



High School Hints



School Talk

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Interviewer: Hello and welcome to School Talk! Today I'm joined by a former student of our school, Lisa Osborne. Lisa graduated from our school last June and is about to go to college in New York. Lisa, thank you for coming to share your suggestions for high school with us.

Lisa: Hi, everybody, I'm very glad to be back. I feel as if high school was only yesterday!

Interviewer: So what helped when you first started high school?

Lisa: Orientation Day was really helpful. It's a fantastic opportunity for new students to get to know the school and the other students. I even made some new friends! Just keep an open mind and take part in as much as possible.

Interviewer: That's sound advice for sure. But how did you deal with new challenges, like starting a new course?

Lisa: I had a chemistry test right at the end of the first week. I was frightened at the sight of the test paper. But then I figured I'd better just go all out and see what happens. If you fail, no problem – next time you can fail better!

Interviewer: So, hold your head up, then. But life is not always easy. You must have had some moments when you were disappointed. If so, how did you deal with them?

Lisa: As a member of the school volleyball team, I wasn't selected for the end-of-year competition. At first I was really sad, but later I realized that I joined the team for the love of the sport. It wasn't just about winning. So I kept working hard to support my teammates during our training. There's always a way to be part of something you love, isn't there?

Interviewer: Yes, I totally agree. Is there anything else in particular that you'd like to share with us?

Lisa: Looking back on my high school life, the most important advice I'd give is these wonderful words from the writer Maya Angelou. She said, "Be a rainbow in somebody else's cloud." So, give your friends a hand when they need it. And this will make you feel good, too.

Interviewer: Neat! Well, thanks again for coming to speak to us, Lisa. And good luck with college!

Lisa: Thank you.

A new start 9

课文注释

1 Lisa graduated from our school last June and is about to go to college in New York.

Paraphrase: Lisa graduated from our school last June. Soon she will go to college in New York. be about to do sth 是固定搭配, 意为 be going to do something very soon。例如: I was about to leave the room when the telephone rang. (我刚要离开房间, 电话就响了。)教师可引导学生结合课文语境理解该固定搭配的意思。

2 Just keep an open mind and take part in as much as possible.

Paraphrase: We should always be willing to listen to other people's opinions, and try our best to participate in activities.

本句中的 keep an open mind 是固定搭配, 意为 be willing to listen to other people's opinions about someone or something。例如: We should keep an open mind on this matter. (对这件事我们应该保持开放的心态。)教师可引导学生通过上下文信息理解该固定搭配的意思。

3 I was frightened at the sight of the test paper. But then I figured I'd better just go all out and see what happens.

Paraphrase: I was very nervous when I saw the test paper. But then I thought I'd better try my best and see what happens.

本句中的 at the sight of 是固定搭配，意为“看见”。例如：She fainted at the sight of blood.（她一看见血就晕了。）教师可引导学生通过上下文信息理解该固定搭配的意思。

此外，本句中的 go all out 也是固定搭配，意为 do something with as much effort as possible。例如：We will go all out to win the game tomorrow.（明天我们会为了赢得比赛全力以赴。）

4 Is there anything else in particular that you'd like to share with us?

Paraphrase: Is there anything else that you especially want to share with us?

本句中的 in particular 是固定搭配，意为 especially。例如：Is there anything in particular you want to buy?（你有什么特别要买的吗？）

Learning to learn

When scanning a text, you read it quickly in order to find a specific piece of information. For example, to find out the answer to the question "What did Lisa find most helpful when she started high school?", you would look for the key words "helpful" and "started high school".

Scan the interview and answer the questions.

- 1 What did Lisa find most helpful when she started high school?
- 2 How did she deal with new challenges?
- 3 How did she handle disappointments?

Think & Share

- 1 What do you think Lisa means by "If you fail, no problem – next time you can fail better"?
- 2 Think about the words from Maya Angelou: "Be a rainbow in somebody else's cloud." Do you know of any similar sayings?
- 3 Which piece of Lisa's advice is the most helpful to you? Why?
- 4 What else would you like to ask Lisa about starting high school?

Work in groups. Give a speech to the new students on their first day at high school.

- 1 Make notes of the problems the new students may face and your advice. Refer to the interview for ideas.



Problems the new students may face	Your advice

- 2 Organise your speech following the steps below.
 - Start by welcoming the new students.
 - Talk about the problems and give your advice.
 - End by summarising the main points of your speech.
- 3 Give your speech to the class.

Activity 3

读后活动，教师可以检验学生对课文结构、主要内容和阅读策略的理解情况。

第一步：学生浏览问题，了解要抓取的关键信息，确认在扫读过程中要重点关注的核心词。

第二步：学生扫读课文，通过关键词定位信息，找到问题的答案。

第三步：全班核对答案。

参考答案

- 1 Orientation Day.
- 2 She figured that she should go all out and not be afraid of failure.
- 3 She realised that it wasn't just about winning, and kept working hard to be part of something she loved.

教学提示

教师应培养学生 scanning (扫读) 的技能，通过快速阅读全文获取关键信息。在阅读教学中，教师应了解并非所有的文章都适合扫读，而扫读的目的主要在于抓取某方面的关键信息。此外，在扫读过程中，教师应引导学生有意识地了解所读材料的结构，通过核心词定位相关细节信息。

Think & Share

教师可通过此活动引导学生进一步理解文章的主题意义，并联系自身实际，加深对高中生活的理解和思考，培养学生的高阶思维。

第一步：学生分组活动，讨论本环节问题的答案。

第二步：请个别学生回答问题，其他学生进行补充或展开自由讨论。

○ 参考答案

- 1 She means that it's OK to fail, as long as you learn something from it to help you succeed next time.
- 2 Students' own answers.
- 3 Students' own answers.
- 4 Students' own answers.

Activity 4

教师请学生以“开学第一天”为话题准备演讲，为高中新生提供建议。本活动考查学生对篇章的整体把握和深层理解，培养学生的观点表达能力、语言运用能力和创新思维，引导学生学以致用。

第一步：学生结合自身的实际情况梳理高一新生可能遇到的问题。

第二步：学生分组活动，讨论提出的问题，并参考课文内容，联系自身实际给出合理的建议。

第三步：各小组根据笔记内容和发言提纲完成演讲稿。

第四步：请各小组派代表进行演讲。

第五步（适合程度较好的班级或学生）：在演讲后，组织全班展开自由讨论，评价各小组演讲中提到的问题和解决方案，就高中新生最可能面临的几大问题和有效建议达成共识，并对自己的学习习惯、学习方法、学习观念等方面进行总结、反思和改进。

教学提示

教师应注意本活动的教学定位，它不只是阅读教学之后的输出训练，更是引导学生在阅读教学基础上围绕单元主题语境运用所学语言和文化知识，创造性地表达个人观点、情感和态度的训练，旨在帮助学生对高中学习做好全面准备，实现对学生语言能力、文化意识、思维品质和学习能力的综合培养。

Writing a journal entry

5 Read the journal entry and answer the questions.

Friday 8 September

Finally, it's Friday! I can't believe the first week is coming to an end. Things are going well, but there is always something new just around the corner.

At junior high, I took lots of notes during class. So in physics class on Monday, I did the same, but the teacher spoke so fast that I couldn't take everything down. The teacher found I was struggling with note-taking and told me to stop and just listen. "Thinking is a more important ability than note-taking and memorising," he said.

After class on Wednesday, I hurried to the school skateboarding club. I was running out of the classroom when I bumped into a girl literally. I said sorry to her and she smiled at me. At the club, I had my first try at skateboarding and fell off the board a lot. Suddenly, a girl bumped into me — the same girl from the corridor! This time, both of us laughed. Her name is Sarah. We started to practise together and soon became friends.



I'm going to watch a film with Sarah tomorrow evening. I'm looking forward to it!

- 1 What's the passage about?
- 2 What happened in her physics class?
- 3 What did she do after class?

6 Think of your own experiences of the first week at senior high and complete the notes.

My impression of the first week

An enjoyable class

After-school activities

How I made a new friend

Now write a journal entry about your first-week experiences at senior high. Use the expressions in the box to help you.

Useful expressions

- Things are going well...
- At junior high, ...
- After class, ...
- I'm going to...

7 Share your journal entry with the class.

A new start 11

Writing a journal entry

教学过程建议

Activity 5

教师引导学生阅读语篇，回答问题，了解日记的文体特征和内容特点，思考如何用日记记录高中开学第一周的经历。

第一步：学生阅读文后问题，带着问题阅读语篇。

第二步：学生分组活动，讨论问题答案。

第三步：请个别学生在班级内回答问题。

参考答案

- 1 It's about the author's experiences during the first week at senior high.

- 2 She couldn't take notes of everything the physics teacher said, but the teacher told her to stop taking notes and just listen. He said that thinking was more important than note-taking and memorising.
- 3 She hurried to the school skateboarding club, and bumped into a girl on the way. Then she tried skateboarding at the club and made friends with the girl she bumped into earlier.

教学提示

教师应注意本活动的教学定位，本活动中的语篇是后续写作活动的范文。教师引导学生通过阅读语篇后的三个问题，关注日记的文体特征和内容特点，为活动6的写作做准备。

Activities 6-7

教师引导学生回顾高中开学第一周的经历，根据提供的内容和结构框架，仿照范文中的日记结构和内容，进行知识和思维能力的迁移，写一篇记录高中开学第一周经历的日记。

第一步：学生根据活动5的日记范文，思考此类应用文的结构特征和内容要点。

第二步：引导学生回顾自己开学第一周的经历，根据提示梳理日记的主要内容。

第三步：学生独立完成写作，并在写作过程中使用学生用书中给出的实用表达。

第四步：学生在班级内展示自己的写作成果，然后进行交互评价。

教学提示

- 1 教师在设计教学活动时，应先引导学生整理写作的主要内容或完成写作提纲，为写作做好充分准备，以培养学生的思维品质，提高学生的学习能力；写作时，引导学生在日记中注意记叙的时间脉络，可补充一些体现时间先后顺序的表达，如 *before the class started*, *at the end of the day / week* 等；
- 2 教师应通过活动，引导学生学习日记这种语篇类型的文体特征、内容特点和写作方法，培养学生通过写日记记录、总结自己的学习与生活的好习惯。

○ 参考范文

Friday 8 September

How time flies! I can't believe the first week is coming to an end. Things are going quite well, and there are one or two things in particular that have left a deep impression on me.

The English class on Thursday was unforgettable. During the class, we were asked to give a short speech about the first day at senior high. All my classmates were excited but I buried my head in my book. I had never delivered a speech in English before, and worse still, I didn't feel quite at ease speaking in public. I was secretly hoping that nobody would notice me, when suddenly I heard my name called. I stood up, blushing, with nothing coming out of my mouth. "Don't be shy! Just think of your first day at senior high and say whatever comes to mind. Imagine we are all pumpkins if it helps." The teacher's words made me relax a bit, and I finally began to say something. Despite my trembling voice, I gave my first ever public speech in English. It was hard, but it didn't feel bad.

After school that day, I decided to go to the English Club to further practise my English. I believe that by practising more I can improve a lot. As the saying goes, "Practice makes perfect." While I was trying to pick up the courage to talk to someone, I heard a kind voice behind me. "Hello, I'm Tom. Nice to meet you." Sitting side-by-side, he shared with me some tips on how to improve my English. We had a lovely chat and soon became friends.

The first week of senior high has been quite exciting, and I am looking forward to making the most of senior high!

Presenting ideas

- 1 Imagine you are a member of your class committee. Think about the changes you would suggest to the head teacher to improve your school. Give your reasons.

Suggestions to the Head Teacher



- What to change:
lunch break, school uniform, ...
- Why change it:

- How to change it:

- 2 Work in groups. Talk about your suggestions and prepare a short presentation. Use the expressions in the box to help you.

Useful expressions

- The first thing I would suggest is...
- I think it would be a good idea to...
- Another thing I would suggest is...

- 3 Present your suggestions to the class.

Reflection

- 1 After completing this unit, I can rate my performance 1 (excellent), 2 (good) or 3 (in need of improvement).

- talk about school clubs
- exchange ideas
- write a journal entry
- describe my school experiences
- build self-confidence

- 2 I've learnt to make use of the following words and expressions:

- 3 I still need to improve:

Presenting ideas

内容分析

本板块要求学生以班委会成员的身份，就学校应做出的改变向校长提出建议，并阐明原因，以促进学校的进一步发展。本板块旨在促进学生对所学内容的复习与掌握，并在真实的情境下加以综合运用，内化单元主题思想，发展思维品质。

过程教学目标

- 1 引导学生对高中生活这一话题有更深入的理解，从多角度发表自己对校园生活的观点；
- 2 引导学生正确运用单元所学内容，对高中的学习与校园生活提出建议并阐明原因；
- 3 培养学生的批判性思维和创新思维，在发现高中生活中需改进的问题的基础上提出具体的解决方法。

教学过程建议

Activity 1

教师带领学生思考并讨论校园生活需要改进的方面。

第一步：带领学生回顾本单元有关高中学习与校园生活的具体内容。

第二步：学生分组活动，展开头脑风暴，思考校园生活的哪些具体方面需要改进。

第三步：各小组列出需要改进的方面，进一步讨论需要改进的原因及改进措施。

第四步：学生根据小组讨论的内容，完成信息填写。

Activities 2-3

教师指导学生开展小组活动，讨论并汇报各小组的建议。

第一步：学生以小组为单位，根据活动 1 的讨论结果确认汇报的内容结构并列提纲，准备小组汇报。

第二步：小组内部分工，选派一名代表在班级内汇报讨论结果，其他成员帮助该学生完善汇报内容。

第三步：各小组在班级内分享本组的改进建议，全班投票选出最受欢迎的建议。

第四步（适合程度较好的班级或学生）：全班将投票选出的改进建议整理成正式的报告，提交校长办公室，为完善校园、改善学校生活献计献策。

教学提示

教师教授本板块时，可在课前组织学生参与“我为学校献计献策”的主题调研活动，为课上的活动内容做准备。这不仅可以丰富教学活动，激发学生的学习兴趣，还可以使学生全面了解自己的学校，为之后的学习生活做准备，更有利于升华单元主题，实现主题意义下的信息整合，提高学生的思维能力。

Reflection

教学过程建议

学生能够在本单元学习过程中和结束时对自己的学习行为和效果做出评估和分析，对自己的优缺点和得失做出反思，并与教师沟通改进方法。

第一步：请学生根据学生用书中的评价内容评估自己的学习表现。

第二步：请学生总结在本单元学习过程中掌握的知识内容。

第三步：请学生在自我评价和分析的基础上确定自己需要改进和提高的方面。

第四步：请学生根据自评结果及时与教师交流，探讨改进方法，优化学习策略。

单元测试

教师可使用与本单元配套的同步测试题库，根据学生水平和实际教学情况自主组卷，对学生进行单元测试。本单元的试题围绕“高中生活”这一话题，从听、说、读、写和语言知识五大维度展开，检验学生的阶段性学习成果。教师可根据测试结果，分析学生在本单元学习中存在的问题，及时给予反馈，同时，该测试结果也可为下一阶段的教学提供参考。

UNIT 1 Project

Making a brochure for your school

A school brochure is a good way to help the students get to know the school quickly. Make a brochure for your own school for new and future students – and maybe you can learn something new about your school, too!

Investigate

Work in groups. Collect some brochures for other schools and find out what features they mention, such as:

- school history
- classroom facilities
- elective subjects
- after-school activities
- teaching staff
- successful alumni



Plan

- 1 Discuss what features of your school to include in your brochure and write a list.
- 2 Make notes about each feature.
- 3 Plan a layout for your brochure to make sure the information is presented clearly and attractively. Consider the following:
 - paper size
 - text layout
 - text type, size and colour
 - headings and subheadings
 - pictures

Create

- 1 Write the text for each feature using your notes.
- 2 Choose suitable pictures and set them with the text according to your chosen layout.
- 3 Decide on a slogan for your school and add it to the brochure.

Present

Show your brochure to the class. Find out what they like about it and whether there is any other information that they think should be included.

Project 73

Project

内容分析

本单元的项目实践板块要求学生制作一本学校手册，进一步了解自己的学校，并帮助新生和将要入校学习的学生了解学校的情况。学生在教师的指导下通过小组展示，综合运用本单元所学内容，自主合作，完成开放型任务，进一步在高中生活的主题语境下，发展综合语言运用能力。

过程教学目标

- 1 引导学生了解和掌握小册子的结构和内容特点，能够自主选择合适的结构、内容和呈现方式介绍学校的基本情况和特色；
- 2 引导学生综合运用本单元所学内容，详细、生动、全面地介绍学校的基本情况和特色；
- 3 引导学生开展合作探究，进一步熟悉高中生活，培养对学校的热爱之情。

教学过程建议

教学提示

项目实践板块的教学可根据学校和学生的实际情况灵活处理。如学校教学时间有限,教师也可以将项目实践板块按照操作步骤拆分成四部分,在单元各板块教学后开展活动,或布置为课后活动。

Investigate

教师引导学生 在课前进行自主学习和探究式学习,了解学校手册的内容特点,为课堂活动做准备。

第一步:学生以小组为单位,在课前尽可能多地收集其他学校的校园手册。

第二步:各小组讨论所收集的手册分别介绍了这些学校哪些方面的特色,并列举出来。

教学提示

学生可通过多种方式收集不同学校的手册。教师可提前布置此项活动,留给 学生充足的收集时间。

Plan

教师引导学生进行小组讨论,确认手册包含的内容和设计方案,准备相关的材料。

第一步:学生以小组为单位,根据学校的实际情况,确认 在手册中介绍学校的哪些基本信息和特色。

第二步:各小组罗列学校手册的内容要点,讨论并丰富各 板块的具体内容。

第三步:各小组讨论确定制作学校手册的设计方案,如纸 张尺寸、版式设计、字体字号、插图等。

教学提示

- 1 此环节是手册制作的重要环节,教师应有意识地引导学生运用在本单元所学的语言知识和技能,完成手册方案的设计和准备,实现用英语做事情的目标,发展综合语言运用能力;
- 2 教师可请学生基于项目实践板块中对所在学校情况的了解,对学校情况进行进一步的调研,并积累更多与校园生活相关的语言知识,实现对单元所学内容的进一步内化和拓展。

Create

各小组在教师的指导下分工合作,制作学校手册,在实践中综合运用所学知识。

第一步:学生了解组内成员特长,规划组内成员的分工。

第二步:小组成员分工协作,完成撰写板块文字、筛选图片和排版、设计代表性标语等任务,共同完成手册。教师在必要时给予指导和帮助。

Present

全班交流展示,提出改进建议。

第一步:各小组在班级内展示自己制作的学校手册,其他学生进行评价并提出改进建议。

第二步:全班对各小组制作的学校手册进行评比,评选出最能展现学校风貌的一本手册。

教学提示

教师可以组织多种形式展示学生的成果。除课堂展示外,还可以在教室、学校宣传栏等处陈列,不同班级的学生也可以进行交流。

教学反思

完成单元教学后，教师可以从以下各方面检测单元目标的达成情况，反思自己的教学内容与教学方法，撰写教学总结。

- 1 通过单元教学，学生能否围绕本单元的主题语境内容，基于单元提供的日记、海报、访谈等多模态语篇，综合运用各种语言技能，读懂与高中学习和生活相关的文章内容？能否听懂并谈论与高中学习和生活相关的话题？能否恰当使用所学词汇、句型描述和规划高中学习生活？是否能够通过日记记录日常学习、生活及感悟？是否能够为美化校园环境、改善校园生活提出建议？教师在教学中如何达成上述目标？有何需要改进之处？具体有何改进方法？

- 2 通过单元教学，学生能否初步了解中外高中在学习与校园生活方面的异同？能否对高中生活形成正确的认识，树立正确的学习态度？教师在教学中如何达成上述目标？有何需要改进之处？具体有何改进方法？

- 3 通过单元教学，学生能否通过比较、分析，准确获取语篇中有关高中学习与生活的相关信息，建立对高中学习与生活的正确认识？能否在此基础上联系自身实际，有逻辑地表达个人的高中学习生活初步体验，为美化校园环境，改善校园生活提出建议，制订个人学习规划，实现知识与思维能力的迁移？教师在教学中如何达成上述目标？有何需要改进之处？具体有何改进方法？

- 4 通过单元教学，学生能否了解高中学习生活，激发英语学习的兴趣？能否多渠道获取英语学习资源？能否在自主、合作与探究式学习的过程中，选择恰当的策略与方法，监控、评价、反思和调整自己的学习内容和进程？能否提高自己的理解和表达能力，最终促进自身语言能力、文化意识、思维品质和学习能力的综合提升？教师在教学中如何达成上述目标？有何需要改进之处？具体有何改进方法？
