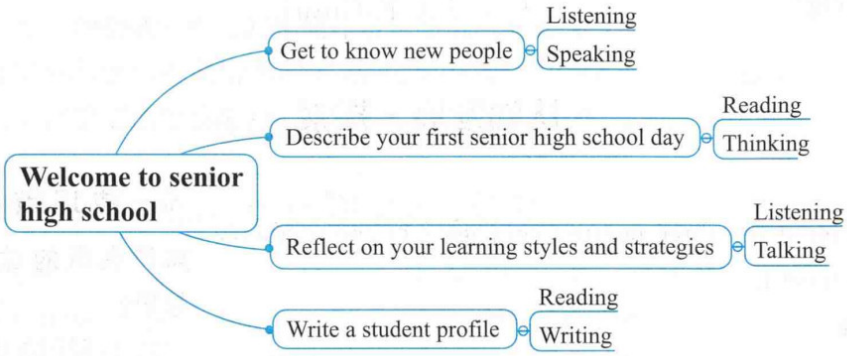
WELCOME UNIT

主题语境·引领

本单元的主题语境是人与自我主题中的学校生活。整个单元围绕高中新生开学时的校园生活展开：从入学注册、课程选择、自我介绍到关于学校的印象以及学习策略的讨论等。本单元各板块的活动主题如下：



Period 1 Listening and Speaking

学习目标

1. 通过听关于学生卡办理、最喜欢的科目以及课程咨询等听力材料，了解高一新生入学事宜，提高获取细节信息的听力技能。
2. 通过对话活动，学会在不同场合用英语得体地打招呼、介绍自己或他人。
3. 通过跟读训练，总结并掌握元音字母在开、闭音节中的发音规律，并利用这些规律准确辨音，有效记忆单词。

自主学习·铺垫

Ⅰ. 在括号里写出黑体部分在句中的含义

1. **Exchange students**（交换生）are usually students in high school who leave their home countries to spend anywhere between a few weeks and an entire year within a foreign country.
2. He is giving a speech in **the lecture hall**（演讲大厅）.
3. You have three choices: you can **register for**（注册课程）**classes**（ ）online, over the phone, or in **the registration office**（登记办公室）.
4. What **sex**（性别）is your cat, **male**（雄的）or **female**（雌的）?
5. What's your **nationality**（国籍）? In other words, which **nation**（国家）are you from?
6. A **designer**（设计师）is a person whose job is to decide how things such as clothes, tools, etc. will look or work by making drawings

讲解提示（教学补充）
本单元：认识新同学，适应新学校。
register（登记）→ registration（登记，名词）。
nation：国家；nationality：国籍。

原扫描图保留；答案另层批注。配套答案来源：第1—3页

or plans.

7. A student is talking to a teacher **on campus**（在校园里）.

8. People speak in a more polite way **in formal situations**（在正式场合）.

Ⅱ. 给下列问候语选择合适的答语

1. Hi/Hello! （ D ）
2. Nice/Glad to meet you. （ B ）
3. Good morning! （ A ）
4. How is it going? （ C/F ）
5. How are you (doing)? （ F/C ）
6. What's up? （ E ）

A. Morning!
B. Nice/Glad to meet you, too.
C. Very well, thank you.
D. Hi/Hey!
E. Not much.
F. Great!

认知发展·探索

Pre-listening

(思维激活)Look at the three pictures on page 2 of the textbook and finish Exercise 1.

While-listening

(学习理解)Listen to the three conversations one by one and finish Exercises 2, 3 and 4 on page 2 of the textbook.

Post-listening

1. (应用实践)Suppose you're Amy Jones. Make a self-introduction according to the map above and the notes you made during your listening.

2. (迁移创新)Fill in the blanks according to the situation, and role-play with your partner.

(Situation: A boy meets a girl during the break at a party.)

W: ①Hello, nice to see you. Come in, please.

M: Thanks. Nice to see you, too. It looks like the party is exciting and all are in high spirits.

W: Yeah. And they're enjoying all kinds of French food here. Well, ②I'd like you to meet my brother, Tom. He is visiting me for the weekend.

M: ③Where is he?

W: He is sitting in the corner over there, and beside the young woman.

M: ④And who is the young woman? Uh, the woman wearing a red coat.

W: Oh, that's Ann, my piano teacher.

M: ⑤Piano teacher! I never knew you were practicing the piano.

技巧点拨

如何在听的过程中快速记笔记?

技巧 1:利用首字母缩写。

e.g. POD=Palace of the Dogs

技巧 2:仅记录核心词汇。

e.g. finished 1498

(It was finished in 1498.)

知识链接

下面的两个表达是上面听力中出现的，你知道它们的含义吗？学习一下吧！

(1)Got it. 知道了。

e.g. A: Go straight and you'll see the metro station.

直走你就会看到地铁站。

B: Got it. 知道了。

(2)So far, so good.

目前尚好。

e.g. The job is rather difficult, but so far, so good.

工作相当困难，但到目前为止还算顺利。

讲解提示（教学补充）

4、5题两种搭配均可。先看下一句，再补上一句。

Where问地点；Who问人物。听力先读题，只记关键词。

自我介绍支架：I'm Amy Jones. I'm from __. I like __.

原扫描图保留；答案另层批注。配套答案来源：第1—3页

Period 2 Reading and Thinking (1)

学习目标

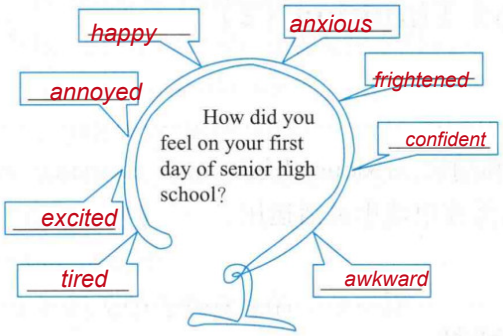
1. 通过阅读，体会 Han Jing 高中开学第一天的感受，并能用合适的形容词(happy，anxious，excited，annoyed，frightened)来描述其感受。
2. 利用文中的时间标注，以表格的形式梳理一下 Han Jing 一天的活动，培养利用图表等梳理、概括文章信息的学习策略。
3. 通过阅读训练，学会从字里行间推测作者情感态度的阅读技能。
4. 联系自己的经历，使用本课所学词汇，描述高中入学第一天的经历和感受，并能正确处理自己的忧虑、害怕等消极情绪。

认知发展·探索

Activity 1：学习理解

Step 1：Brainstorming

Discuss in pairs and describe your feelings.



Step 2：Look at the title "FIRST IMPRESSIONS" and the pictures in the text.

1. Can you guess what the text is about?

Han Jing's first impressions of her first school day.

阅读微技能

通过看标题、读图预测文章内容

文章的标题是了解全文最为直接、最为简洁的方式。标题可以概括文章的中心思想，点明文章主旨，总领全文，表达作者意图等。

文章的配图往往和文章内容一一对应，对于预测文章主要内容、领会文章大意也起到不可忽视的作用！

2. Why is the word "IMPRESSIONS" used in the plural form?

School, maths class and chemistry class.

Step 3：Read the text and fill in the table below. You can do this with your partner and tell each other your reasons for your answers.

Time	Places	Han Jing's feelings
7:00 a.m.	senior high school	1. anxious
12:30 p.m.	maths class	2. difficult*
5:32 p.m.	3. science lab	4. great; annoyed
10:29 p.m.	dormitory	5. confident

Step 4：Read the text again and choose the best answers.

1. Why did the author feel anxious at first?
   A. The school is very big.
   B. The teachers are strict.
   C. The students are unfriendly.
   (D.) She was worried that no one would talk to her.
2. What is the maths teacher like?
   A. Outgoing and funny.
   (B.) Kind and friendly.

讲解提示（教学补充）

按时间找地点和感受。Step 4：1.D；2.B。

*difficult是原答案，描述数学课难，并非情绪。great也描述课堂体验。

IMPRESSION用复数：包含学校、数学课、化学课等多方面印象。

原扫描图保留；答案另层批注。配套答案来源：第1—3页

C. Helpful but strict.
D. Quiet and confident.

3. What do we know about Han Jing?
A. She felt awkward and frightened at first.
B. She told the guy next to her in the chemistry class to be quiet.
C. She is confident about her school life at senior high school.
D. She didn't miss her old friends because she made new friends at senior high school.

4. What is the structure of the text?
A. Para. 1—Para. 2—Para. 3—Para. 4
B. Para. 1—{Para. 2 / Para. 3}—Para. 4
C. {Para. 1 / Para. 2}—Para. 3—Para. 4
D. Para. 1—{Para. 2 / Para. 3 / Para. 4}

Activity 2：应用实践

Role-play with your partner. One acts as a reporter of the school newspaper Li Hua, and the other acts as Han Jing. Li Hua will interview Han Jing about her feelings and impressions of her first senior high school day.

Activity 3：迁移创新

Write an email to your penfriend Li Hua to tell him your first impressions of your senior high school.

课时评价 请使用课时评价作业(一)

Period 3 Reading and Thinking (2)

学习目标

1. 通过观察例句，探究归纳以下词语和句式的含义和用法：anxious，frightened，concentrate，leave ... alone，主语＋find＋宾语＋宾语补足语，并在语境中灵活运用。
2. 运用所学主题词汇及相关句式对课文进行续写。

自主学习·铺垫

根据句意及汉语提示写出正确单词

1. Parents are required to give their children more free time to *explore*（探索）the natural world.
2. I didn't hate her, but I admit her presence *annoyed*（使恼怒）me.
3. My first *impression*（印象）of her was that she was a kind and thoughtful young woman.
4. I used to be *outgoing*（外向的），but now I have few friends, and I become a little quiet.
5. The shy girl felt *awkward*（令人尴尬的）and uncomfortable when she could not answer her teacher's questions.
6. Television and radio needed many more women in *senior*（级别高的）jobs.
7. This question can be answered only by *experiment*（实验）.
8. Jim is a talkative *guy*（家伙），and he likes to have a conversation with anyone.
9. They *concentrated*（集中）all their attention on finding a solution to the problem.
10. Exercise like walking or running not only brings energy but also builds *confidence*（信心）.

讲解提示（教学补充）
第3题：抓住最后的情绪变化——有信心。第4题：开学感受→两节课堂→一天总结。
词形：to explore；first impression；builds confidence。
concentrate ... on ...：把注意力集中在……上。开放活动示例见附带答案稿。

原扫描图保留；答案另层批注。配套答案来源：第1—3页

认知发展·探索

语言知识 探究

1. anxious

【观察思考】

▸Some of us were confident and eager to take part in the class activities; others were nervous and **anxious**. 我们中的一些人信心十足，渴望参加课堂活动；另一些人则紧张而焦虑。

▸Helen **is anxious about** travelling on her own.
海伦对自己一个人出门旅行感到担心。

▸I **was** especially **anxious to do** it well.
我特别渴望把这项工作做好。

【探究总结】

(1)anxious *adj* 焦虑的；担心的；渴望的
①be anxious about sth 对某事感到忧虑
②be anxious for sb 为某人忧虑/担心
③be anxious to do sth 渴望做某事
(2)anxiety *n*. 焦虑；担心
(3)anxiously *adv*. 焦虑地；不安地

【应用实践】

(1)完成句子
①妈妈总是为她女儿的安全担忧。
The mother *is* *always* *anxious* *about* her daughter's safety.
②他们渴望与邻国发展友好关系。
They *are* *anxious* *to* *develop* friendly relations with neighbouring countries.
(2)用 anxious 的适当形式填空
①I heard Mary suffered from *anxiety* when she took an exam recently.
②Instead of crying, she asked me *anxiously* when her mother would arrive.

2. frightened

【观察思考】

▸The child felt **frightened** when he saw the big fire. 见到大火那孩子感到很恐惧。

▸It was a **frightening** night and there was not a single figure in the street.
那是一个可怕的夜晚，街上一个人影也没有。

▸He would never **frighten** anyone or cause them any harm.
他永远不会吓唬或伤害任何人。

▸They **frightened** the old lady **into** signing the paper. 他们恐吓那位老太太签了字。

【探究总结】

①frightened *adj*. 受惊的；害怕的
②frightening *adj*. 令人害怕的
③frighten *vt*. 使惊吓
④frighten sb into (doing) sth 恐吓某人做某事

【应用实践】

选词填空(frighten/frightening/frightened)
①Sorry, my son, I didn't mean to *frighten* you.
②The little girl felt *frightened* when she was left alone at home in the evening.
③That *frightening* earthquake frightened all the people of the city.

3. concentrate

【观察思考】

▸I couldn't **concentrate on** the experiment. (教材第4页) 我没法专心做实验。

▸The old professor **concentrated his mind on** studying the history of Loulan.
这位老教授专心研究楼兰的历史。

▸Speaking on the phone requires **concentration** and takes a driver's attention from the road.
打电话需要集中注意力，这样就分散了司机对路面的注意力。

【探究总结】

(1)concentrate *vi*. & *vt*. 集中(注意力)；聚

讲解提示（教学补充）
anxious about+事物；anxious to do：渴望做某事。
anxiety名词；anxiously副词，修饰asked。
-ed描述感受；-ing描述引起感受的性质。

原扫描图保留；答案另层批注。配套答案来源：第1—3页

精会神

①concentrate on (doing) sth 专心（做）某事

② concentrate one's mind/attention/energy/efforts on 集中注意力于；专心于

(2) concentration *n*. 集中；专心

【应用实践】

(1)单句语法填空

① Most Senior Three students concentrate on their studies, which makes their teachers satisfied.

②Listening well also requires total concentration (concentrate) upon someone else.

(2)完成句子

你必须集中注意力在你所学的东西上。

You must concentrate your attention on what you are studying.

4. leave ... alone

【观察思考】

▸I really wanted to tell him to please be quiet and **leave** me **alone**! (教材第4页)
我真想对他说：请安静点，别打扰我！

▸I think I **left** my credit card **behind** at the restaurant. 我想我把信用卡忘在餐厅了。

▸I am **leaving for** Los Angeles tomorrow.
我明天要动身去洛杉矶。

▸No wonder you couldn't get through. You've **left out** a zero in this phone number. 难怪你打不通。你在这个电话号码中漏掉了一个零。

【探究总结】

①leave ... alone 不打扰；不惊动

②leave behind 遗留；忘带

③leave for 动身前往

④leave out 省略；遗漏

【应用实践】

单句语法填空

①Everywhere they go, they leave behind a trail of grateful smiles.

② My uncle left for Shanghai this morning.

③He will leave things alone that might cause trouble.

④It's a shame that many students leave out many important details when doing the experiment.

5. 主语＋find＋宾语＋宾语补足语

【观察思考】

▸I **found** most of my classmates and teachers **friendly and helpful**. (教材第4页)
我觉得我的大多数同学和老师都很友好，而且乐于助人。

▸She woke up and **found** herself **in a hospital bed**.
她醒来发现自己躺在医院的床上。

▸When he came to himself, he **found** himself **surrounded by a group of boys**.
当他醒来时，他发现自己被一群男孩子包围着。

【探究总结】

find 的复合宾语结构如下：

(1)find＋宾语＋ 形容词/副词/介词短语/动词-ing/过去分词/不定式等

(2)find＋ it ＋形容词/名词 ＋to do (it 是形式宾语，to do 是真正的宾语)

【应用实践】

完成句子

①一些学生发现理解英语语法很难。

Some students find it very hard to understand English grammar.

②我们四处漫步后发现自己不知不觉回到了旅馆。

After wandering around, we found ourselves back at the hotel.

语言知识运用

课文读后续写

假如你是 Han Jing。请根据课文内容和所给段落开头语续写两段，使之构成一篇完整的短文。

讲解提示（教学补充）

concentrate on：on是介词，后接名词或doing。

leave：behind遗留；for前往；alone不打扰；out遗漏。

find it+形容词+to do：it先占位。不定式是真正的宾语。

原扫描图保留；答案另层批注。配套答案来源：第1—3页

参考示例

要求：

1. 续写词数应为 100 左右；
2. 请按如下格式作答。

At 8：30 the next morning, we had a class meeting and we introduced ourselves to each other.

At first, my heart beat fast. When it was my turn, I took a deep breath and spoke about my hobbies. My classmates listened carefully and smiled. Their smiles made me feel less nervous. I found that some of us shared the same interests.

Our teacher Ms Shen told us it is normal to be afraid of a new school at first.

She encouraged us to ask questions and help each other. Hearing her words, I felt much more confident. After the meeting, I talked with the girl beside me, and we decided to have lunch together. I was beginning to believe that I could make friends and enjoy my new school life.

课时评价　请使用课时评价作业(二)

Period 4 Discovering Useful Structures

学习目标

1. 在语境中观察感知八种基本句型，体会其具体用法。
2. 通过多种形式的练习，能够正确分析简单句的句子结构并使用基本句型进行口头和书面的表达。

认知发展·探索

基本句型结构

1. SV(主语＋谓语)

【观察思考】

- Class | begins.
- The poor man | died.
- The red sun | is rising.
- What he will say | does not matter.
- The boy's dream | came true.

【探究总结】

(1)此类句型的谓语动词是不及物动词（短语）。基本构成是主语+不及物动词。

(2)常见的不及物动词(短语)：rise, begin, come, go, happen, work, come true等

【应用实践】

(1)分析句子成分

The writing class (主语) had just begun. (谓语)

(2)完成句子

Hopefully, you can take part (你能参加).

2. SVO(主语＋谓语＋宾语)

【观察思考】

- The student | has known | the answer.
- He | doesn't know | them.
- You | should not give up | studying.
- He | refused | to help them.
- Tim | said | that he could speak Chinese.

【探究总结】

(1)该句型的谓语动词是一个及物动词（短语）。

(2)用作宾语的有：名词、代词、不定式、动名词和从句等。

【应用实践】

翻译句子

①我们的学校将举办一次运动会。

Our school will hold a sports meet.

讲解提示（教学补充）

SV：先找谓语，看它是否需要宾语。SVO：动词后有宾语。

续写参考：紧张→得到鼓励→建立信心。红字为补充示例，不是唯一答案。

原扫描图保留；答案另层批注。配套答案来源：第1—3页

②我的爱好包括旅游和游泳。

My hobbies include travelling and swimming.

③你知道他什么时候去的北京吗？

Do you know when he left for Beijing?

④母亲答应要给我一件礼物。

Mother promised to give me a present.

3. SP(主语＋表语)

【观察思考】

▸Some girls | are happy and excited.

▸This | is an English-Chinese dictionary.

▸Your story | sounds interesting.

▸His face | turned red.

▸The baby | fell asleep soon.

▸The girl | remained awake all the night.

▸His advice | is of great help.

▸My father's hope | is that I can go home frequently.

【探究总结】

(1)该句型的谓语动词为系动词。此类动词大致分四类：

①be 动词类：am, is, are, was, were

②感官动词类：look, sound, feel, smell, taste

③渐变动词类：get, grow, become, turn, go, fall

④静态动词类：keep, remain, stay

(2)表语由名词、形容词、介词短语、分词、不定式或从句充当。

【应用实践】

(1)分析句子成分

①All of them (主语) were (系动词) amazed (形容词作表语).

②These suggestions (主语) are (系动词) of great help (介词短语作表语).

(2)翻译句子

我相信我可以通过在业余时间赚点钱而变得自信。

I'm sure I can become confident by making some money in my spare time.

4. S V IO DO(主语＋谓语＋间接宾语＋直接宾语)

【观察思考】

▸Her cousin | gave | her | a new dress.

▸He | showed | me | how to run the machine.

▸I | told | him | that the bus was late.

▸Would you please | pass | me | that dictionary?

＝Would you please | pass | that dictionary to me?

▸He | bought | his mother | a new sweater.

＝He | bought | a new sweater for his mother.

【探究总结】

(1)此类谓语动词必须跟两个宾语才能表达完整的意思。一个通常指人(间接宾语)；一个指物(直接宾语)。如果要把直接宾语提到前面，就需要加适当的介词。

(2)间接宾语之前用介词 to 的动词有

give, tell, teach, show, offer, send等

(3)间接宾语之前用介词 for 的动词有

buy, fetch, save, choose, sing等

【应用实践】

(1)分析句子成分

You (主语) had better buy (谓语) your friends (间接宾语) a small gift (直接宾语).

(2)完成句子

Besides, nothing could be better if you could offer me some information (你能给我提供一些信息，主语＋谓语＋间接宾语＋直接宾语).

讲解提示（教学补充）

系动词后说明“是谁／怎么样”，表语不等于宾语。

双宾语：给谁（间接宾语）+什么（直接宾语）。

give sth to sb；buy sth for sb。

原扫描图保留；答案另层批注。配套答案来源：第1—3页

5. SVOC(主语+谓语+宾语+宾语补足语)

【观察思考】

▸They | kept | the door | green.

▸He | had | me | standing all the morning.

▸He | made | the girl | cry just now.

▸I | saw | them | getting on the bus.

▸I often | find | him | at work.

▸He | asked | me | to come back soon.

▸He | requested | me | not to make noises.

【探究总结】

(1)此句型的特点是:此类及物动词后面要用一个"宾语+宾语补足语",才能使意思完整。

(2)用作宾语补足语的可以是形容词、介词短语、动词-ing形式、不定式、副词、过去分词等。

(3)该句式常用于三类动词:

①使役动词keep, make, let, have, leave, get等

②感官动词see, watch, notice, observe, find, hear, feel等

③ask/tell/order/request/permit/persuade/ ... sb to do sth 等

助记

宾补识别小窍门

如果宾语和其后的部分是系表关系(……是……),或者是主谓关系(……怎么了),那么宾语后的部分是宾语补足语,否则,就不是宾语补足语。

【应用实践】

翻译句子

①我们必须保持学校干净。

We must keep our school clean.

②我希望你把真相告诉我。

I wish you to tell me the truth.

③每天早晨我们都听到他大声读英语。

We all hear him read English aloud every morning.

6. SVA(主语+谓语+状语)

【观察思考】

▸Everything | goes | well.

▸The pen | writes | smoothly.

▸He | has been standing | there.

▸They | talked | for half an hour last night.

▸His parents | have worked | in the company for ten years.

▸She | was reading | when her mother came in.

【探究总结】

(1)此类句型是在句式SV的基础上,接副词(短语)、介词短语、从句等作状语。

(2)状语是用于修饰动词、形容词、副词或整个句子的一种成分,表示时间、地点、方式、原因、目的、结果等。

【应用实践】

(1)分析句子成分

①The exhibition(主语) will start(谓语) on June 21(状语) and last(谓语) for a week(状语).

②Hopefully(状语), you(主语) can take part(谓语).

(2)完成句子

If accepted, I will work hard(我会努力工作,主+谓+状) to offer you best articles.

7. SVOA(主语+谓语+宾语+状语)

【观察思考】

▸The girl | enjoys | reading | in the morning.

讲解提示(教学补充)

宾补说明宾语的状态或动作:our school→clean。

hear sb do:听到经常或完整发生的动作。

状语交代时间、地点、方式:on June 21是时间状语。

原扫描图保留;答案另层批注。配套答案来源:第1—3页

▸The man | raised | his arms | above his head.

▸He | refused | to help them | at last.

▸She | was doing | her homework | in the classroom.

【探究总结】

此句型是在句型 SVO 的基础上，加副词、介词短语、分词、从句等作 状语 。

【应用实践】

完成句子

①他把词典放进了背包里。

He put the dictionary in the backpack.

②我刚才看到她了。

I saw her just now.

③她两年前就不教英语了。

She stopped teaching English two years ago.

8. There be ...

【观察思考】

▸**There is** a teacher in our classroom.
我们教室里有一位老师。

▸**There were** two boys and a girl under the tree just now. 刚才树下有两个男孩和一个女孩。

▸**There aren't** any pictures on the wall.
墙上没有画。

▸**There lives** a tiger in the forest.
森林里住着一只老虎。

▸**There seems to be** something wrong with the machine. 好像机器出了点问题。

▸**There happened to be** nobody around.
碰巧周围没有人。

【探究总结】

(1)there be 句型表示“在某处有某物”。基本结构是：There is/are/was/were ... + 地点状语.

(2)谓语动词有时候可用表示存在的其他动词（短语），如 live，stand，lie，seem/appear to be(好像有)，happen to be(碰巧有)，used to be(曾经有)等。

(3)在 there be 句型中，谓语动词和后面的主语在数上要保持一致。如果有两个或更多的主语，则与离动词最近的那个主语保持一致，即遵循就近一致原则。

(4)there be 句型根据情况可以使用不同的时态：现在时(there is/are)；过去时(there was/were)；将来时(there will be)；完成时(there have/has been)等。

【应用实践】

(1)句型转换

There is a bike behind the tree.（变成否定句）

→There isn't a bike behind the tree.

(2)完成句子

①空气污染将会更严重。

There will be more serious air pollution.

②看来是缺乏沟通。

There seems to be a lack of communication.

③约翰打开门，他从来没见过的一个女孩站在那儿。

John opened the door. There stood a girl he had never seen before.

课时评价 请使用课时评价作业(三)

讲解提示（教学补充）
SVO后加时间、地点、方式等状语。
There be表示“某处有”；主语不止一个时，就近一致。
将来：There will be；也可There is/are going to be。不要写will have。

原扫描图保留；答案另层批注。配套答案来源：第1—3页

Period 5 Reading for Writing

学习目标

1. 阅读《学生档案》获知文章大意，并体会语篇在修辞和语言上的特点，学习个人档案类文章的相关主题词汇和句式。
2. 通过观察例句，探究归纳以下词语和句式的含义和用法：curious，either ... or ...，并在语境中灵活运用。
3. 通过阅读范文，总结归纳学生简介的篇章框架结构和描写人物性格、外表、喜好等的词汇和句式，并根据具体情境运用所学知识写一篇人物介绍。

认知发展·探索

Activity 1：语篇研读

Read the student profiles and do the following exercises.

1. What subject does Ann like best?
   A. English. B. Chinese.
   C. Chemistry. D. Physics.
2. What are Ann's hobbies?
   A. Having sports and asking questions.
   B. Learning physics and reading.
   C. Dancing and skating.
   D. Reading and designing.
3. What's the main purpose of the two passages?
   A. To introduce students' hobbies.
   B. To write student profiles.
   C. To look for a friend.
   D. To make a good impression.

Activity 2：要点探究

1. curious

【观察思考】

▸**I'm curious about** everything.（教材第 8 页）
我对一切事物都充满好奇。

▸I **was curious to** find out what she had said.
我真想弄清楚她说了些什么。

▸**It was curious that** she didn't tell anyone.
她没有告诉任何人，这很反常。

【探究总结】

(1)curious *adj*. 好奇的；求知欲强的
①__be curious about__ 对……感到好奇
②__be curious to do sth__ 很想做某事，渴望做某事
③It is curious that ... 不寻常的是……
(2)curiously *adv*. 好奇地
(3)curiosity *n*. 好奇心；求知欲
①out of curiosity 出于好奇
②with curiosity=curiously 好奇地

【应用实践】

单句语法填空
①The designer is curious __about__ the big company. He looks forward to exploring it one day.
②Children gathered round, curious __to know__ (know) the ending of the story.
③Some senior high school students looked at the exchange student __curiously__ (curious).

2. either ... or ...

【观察思考】

▸If I'm not in class, I'm **either** in the library **or** in the computer lab.（教材第 8 页）如果我不在上课，就一定在图书馆或计算机实验室。

▸Well, I think she's **either** Russian **or** Polish.
嗯，我看她不是俄罗斯人就是波兰人。

讲解提示（教学补充）
阅读答案：1.D（Physics）；2.C（Dancing and skating）；3.B（student profiles）。
curious形容词；curiously副词；curiosity名词。
curiously修饰looked at这个动作；either...or...连接并列成分。

原扫描图保留；答案另层批注。配套答案来源：第1—3页

▸**Either** you **or** he is to blame.
该受责备的要么是你，要么是他。
▸**Either** you **or** I am to go.
要么你去，要么我去。

【探究总结】
(1) either ... or ... 要么……要么……；不是……就是……
①该短语表示两者之一，连接两个并列的成分，可以是单词、短语或句子。
②该短语连接两个并列主语时，句子的谓语动词与最近的主语在人称和数上保持一致，即"就近原则"。
(2) neither ... nor ... 意为"既不……也不……"，用法同 either ... or ...。

【应用实践】
单句语法填空
① Either you must improve your work or I shall dismiss you.
② Neither the students nor the teacher knows (know) anything about it.
③Neither he nor they are (be) wholly right.

Activity 3：主题写作

范文赏析

仔细阅读下面的学生简介，试着总结一下此类文章的结构并欣赏其语言特点。

I'm Thando Gowon. I'm 16 this year. I come from South Africa. I'm a Grade 10 student at South Hill High School. I look good, think fast, and play hard. You'll never see me without a book or a pen. If I'm not in class, I'm either in the library or in the computer lab. At the weekends, I play computer games if I'm not busy studying. My dream is to start my own IT company!

开头：姓名、年龄、国籍、年级、学校等基本信息

中间：最喜欢的科目、学习风格、性格爱好等

结尾：计划或梦想等

素材积累

回顾本单元及以前学过的关于人物描写的文章，总结一下人物描写常用的表达。

1. 词汇

外貌：tall, short, handsome
性格、品质：outgoing, active, kind-hearted
兴趣爱好：be interested in; be good at
心情状况：anxious, confident, excited

2. 句型

出生：I was born in Shanghai.
外表：I'm of medium height.
特长爱好：I'm good at playing football.
学习方式：I learn best by doing.
计划或梦想：My dream is to become a teacher.
人物评价：He is always willing to help others.

实践运用

假如你想在某交友网站上交友。请你根据自己的实际情况用英语写一篇个人简介发表到该网站上。

课时评价 请使用课时评价作业(四)

阶段评价 请使用单元检测(一)

讲解提示（教学补充）
就近原则：teacher→knows；they→are。
个人简介：我是谁→我的特点与爱好→我的梦想。
素材为参考精选；实践运用的完整参考示例见附带答案稿。

原扫描图保留；答案另层批注。配套答案来源：第1—3页