

# 1 Family Relationships

## PART I WARMING UP

### Task

**教学目标：**旨在引导学生通过练习了解常见的几种家庭关系。

**时间分配：**10 分钟

**教学步骤：**

1. 教师提问学生四部小说的主要内容；
2. 学生了解任务要求，并完成匹配练习；
3. 启发学生通过比较，了解不同文化背景下家庭关系的多样性。

### Answers



## PART II LISTENING & SPEAKING

### Task 1

**教学目标：**旨在训练和提高学生的听力理解与信息速记的能力。

**时间分配：**10 分钟

**教学步骤：**

1. 学生了解练习的具体要求，迅速浏览任务内容；
2. 教师针对听力材料中的生词和难词进行讲解；
3. 放第一遍录音，学生边听边做笔记；

4. 放第二遍录音，学生答题；
5. 检查和点评学生答题情况。

### Script & Answers

A: Have you prepared any gifts for your parents' 30th wedding anniversary, Steve?

B: Sure. I'm making an album recording the sweet family memories.

A: Who do you look like the most in your family, Sharon?

B: I'm not sure. Some say I look like my father but others say I take after my mother.

A: Hi, Mike. Where is your family moving to?

B: We are moving to Shenzhen after careful consideration.

A: What does your father do, Jack?

B: He is a surgeon and has saved hundreds of lives. I'm so proud of him.

A: Who do you talk with the most in your family, Judy?

B: My mom. She is a very good listener and I can be very open with her.

### Task 2

**教学目标：**旨在训练学生捕捉信息、速记要点的能力，并通过角色扮演练习口头表达。

**时间分配：**25 分钟

**教学步骤：**

1. 学生听录音，独立完成任务；
2. 学生与同伴互换答案并讨论；
3. 学生再次听录音，检查答案；
4. 学生与同伴角色扮演，进行对话练习。

**Step 1****Answers**

1 awesome    2 funniest    3 considerate    4 hard-working    5 business trips

**Script**

**Holly:** Wow, Peter. You are back! So, how was the family trip?

**Peter:** Yeah, Holly. We had a very good time in Shanghai. See, I took tons of photos! Let me show you.

**Holly:** That's awesome! I like this family photo the most. Can you tell me more about your family members?

**Peter:** Sure.

**Holly:** So who is the funniest person in your family?

**Peter:** I think my sister, Julie, is. She has a really good sense of humor and she can make everybody around her happy.

**Holly:** Oh, that's nice. Then who is the most considerate one?

**Peter:** My mom, for sure. She looks after everyone in the family whole-heartedly. She cares about everyone's needs and feelings. I think she is the best mom in the world.

**Holly:** Oh, good. I guess the most hard-working person in your family is your dad, huh?

**Peter:** Yes. You know, he is a fashion designer. He goes on business trips quite a bit, and he often brings us interesting presents from abroad.

**Holly:** That's fantastic! How lucky you are growing up in such a loving family!

**Peter:** Exactly.

**Translation**

**霍莉:** 哇, 彼得。你回来了! 那么, 这次家庭旅行怎么样?

**彼得:** 是的, 霍莉, 我回来了。我们在上海玩得很开心。看, 我拍了好多照片! 让我给你看看。

**霍莉:** 太棒了! 我最喜欢这张全家福。可以和我多讲讲你的家人们吗?

**彼得:** 当然。

**霍莉:** 那么谁是你家里最有趣的人啊?

彼得：我想应该是我妹妹朱莉。她很幽默，能让她周围的人都很开心。

霍莉：噢，太好了。那么谁是最体贴的人呢？

彼得：当然是我妈妈。她全心全意地照顾家里的每个人。她关心每个人的需求和感受，我认为她是世界上最好的妈妈。

霍莉：噢，真好。我想你家里工作最努力的人应该是你爸爸吧？

彼得：是的。你知道，他是一名时装设计师。他经常出差，从国外给我们带有有趣的礼物回来。

霍莉：太棒了！你在这样一个充满爱的家庭里长大，真幸运！

彼得：确实是。

## Step 2

### Answers

Open-ended.

#### 拓展 活动

教学目标：旨在帮助学生掌握和运用描写性格的形容词。

时间分配：15 分钟

教学步骤：

1. 组织学生列举形容性格的英文词汇；
2. 学生与同伴两人一组，互相交流词汇单；
3. 学生以小组为单位，使用所列举的词汇进行有关描述家庭成员的对话；
4. 学生在课堂上展示对话；
5. 教师点评。

## Task 3

教学目标：旨在提高学生捕捉、速记听力材料中的要点信息并完成口头复述的交际能力。

时间分配：30 分钟

教学步骤：

1. 教师说明任务要求，指导学生通过 **Step 1** 所列要点预测听力材料的内容；
2. 学生听第一遍录音，独立完成任务；
3. 学生听第二遍录音，检查答案；
4. 教师讲评练习答案；



5. 学生听第三遍录音，尝试用记录的要点复述听力材料内容；
6. 学生根据 *Step 3* 的提示进行双人对话口语练习。

### Step 1

#### Answers

(1) Shanghai    (2) extended family    (3) seven    (4) count    (5) celebrating

#### Script

Hello, everyone. My name is Lucy. Today, I'd like to introduce my family to you. Nowadays, nuclear families are popular, but I have an extended family. We live in Shenzhen now, but my hometown is Shanghai. My grandparents retired a couple of years ago, and they have offered a lot of help in taking care of my family. My father is an engineer. He is quite ambitious and very enthusiastic about his work. My mom is a sculptor. She is very hard-working and is going to have her exhibition this year. I have two cute little brothers, Jimmy and David. Jimmy is quiet but David is talkative. The benefits of living in such a big family are too many to count. I feel so lucky growing up in such a big and warm family. Oh yes, my favorite family activity is celebrating birthdays together!

#### Translation

大家好，我叫露西。今天，我想向大家介绍一下我的家庭。如今，核心家庭（小家庭）很常见，但我有一个大家庭。我们现在住在深圳，但我的家乡在上海。我的祖父母几年前退休了，他们为照顾这个家付出了很多。我父亲是一名工程师。他很有抱负，对工作也很有热情。我妈妈是一位雕塑家。她工作非常努力，今年将举办个人展览。我有两个可爱的小弟弟——吉米和大卫。吉米很安静，但大卫很健谈。生活在这样一个大家庭里的好处可太多了，根本数不过来。在这样一个温暖的大家庭里长大，我感到很幸运。对了，我最喜欢的家庭活动就是一起庆祝生日！

### Step 2

#### Answers

Open-ended.

### Step 3

#### Samples

Q: Do you live in a nuclear family or an extended family?

A: I live with my mother, father and brother, so I live in a nuclear family.

Q: How many people are there in your family?

A: In my nuclear family, there are four of us.

Q: Can you describe their occupations and characters?

A: My brother is two years older than me, and he is a student. He's funny and interesting to talk to. My father is kind and caring. He is an accountant, and he works really long hours. My mother has her own business selling clothes online. She's a very creative person.

Q: What are the benefits of belonging to a nuclear family or an extended family?

A: A nuclear family is good because you know each other so well. You really understand each other and can support each other. An extended family also has some benefits. There are more people to share all the work that needs doing in a household.

Q: What family activity do you enjoy the most?

A: I really enjoy going to the cinema together. We usually go for dinner before or after as well. It's a great time to catch up on what we have been doing.

## PART III READING

### Word Study

#### Task 1

**教学目标:** 旨在检查学生对篇章核心词汇的理解情况。

**时间分配:** 10 分钟

**教学步骤:**

1. 教师提前布置任务, 说明任务要求;
2. 课堂上, 学生与同伴 / 相邻小组成员交换任务页面, 互查是否完成;

3. 教师点名两位学生，检查答案；
4. 学生就本任务的难点提问，教师解答。

### Answers

- 1 They used to tease me because I couldn't run fast.
- 2 She made the confession that she had lied to me in the past.
- 3 The little girl has outgrown her fear of heights.
- 4 The author wrote about her bittersweet feelings on leaving home for the first time.
- 5 He gave her a big cuddle and told her not to worry.

### Task 2

**教学目标：**旨在帮助学生熟悉、理解并运用本课新词汇。

**时间分配：**10 分钟

**教学步骤：**

1. 教师提前布置任务，说明任务要求，讲解示例；
2. 课堂上，学生与同伴 / 相邻小组成员交换任务页面，互查是否完成；
3. 教师引导学生复习本任务涉及的词汇及其用法，要求学生造句，给予评价；
4. 学生就词汇提问，教师解答。

### Suggested answers

I have a confession to make—I've lost that computer you lent me.  
Give the crying boy a big cuddle and he'll be all right.  
The girl may or may not outgrow her interest in fashion.  
It's impolite to tease others about their appearance.

### Task 3

**教学目标：**旨在检查学生语言结构的应用能力。

**时间分配：**10 分钟

**教学步骤：**

1. 教师课前布置任务，说明要求；

2. 教师课堂讲解画线部分的语言结构及示范例句；
3. 教师点名两位学生，检查其造句的情况，指出其所造句子的优劣；
4. 学生就难点提问，教师解答。

**注意事项：**

鼓励学生利用语言结构尽可能多地造句，教师可要求学生根据示范句现场造句 1~2 个。

**Suggested answers**

Model 1

- 1 Those tough soldiers determined to hold on to the last minute.
- 2 Hold on to your dreams and one day they may come true.

Model 2

- 1 She couldn't help but wonder what he was thinking.
- 2 I can't help but think he knows more than he has told us.

Text Analysis

**Task 4**

**教学目标：**旨在帮助学生理解篇章大意及篇章中出现的难句、难点等。

**时间分配：**65 分钟

**教学步骤：**

1. 教师要求学生课前自主阅读篇章，回答注释中的问题；
2. 课堂上，教师引导学生把握篇章主旨；
3. 教师引导学生讨论注释中的问题及其他难点，给出正确解释；
4. 学生就篇章理解提问，教师解答。

**注意事项：**

1. 教师主要带着学生进行导读，不对篇章进行逐句精讲；
2. 建议本部分以讨论为主要形式。

## Suggested answers

- ① “Very” can be used to emphasize a particular thing, e.g. *Those were his very words.*
- ② Because it was difficult for the girl to make the decision. She wanted to be independent, but she didn’t want to hurt her mother.  
There are many things I feel confused when I grow up. For example, I don’t know how to keep a balance between a part-time job and my studies.
- ③ When you grow old enough, you want to get rid of your parents’ control and protection to prove that you have grown up and don’t want to be treated as a child anymore. You are going to leave home and have independence and freedom.
- ④ Yes, it has. I remember starting to feel unusual when my mom wanted to hug or kiss me. I felt too old for such things.
- ⑤ “A habit” here refers to the habit of hugging and kissing the author’s mother and she did it every night before her going to bed.  
We did have a special habit. I always had a warm drink before bed and then my mom would read me a story before hugging and kissing me good night.
- ⑥ a. He talked exactly like I did.  
b. Her hair is dark brown like mine.
- ⑦ Refer to Grammar Focus.
- ⑧ 接连数日，此事一直压在我的心头，直到有天晚上，趁母亲给我盖被子时，我全盘托出，说出了自己的想法。
- ⑨ a. The mother was troubled by her naughty son. (v. 使烦恼)  
b. She always keeps her troubles to herself. (n. 烦恼)
- ⑩ The son didn’t want her mother to put notes in his lunch box, but he didn’t want to hurt his mother by saying so. The mother didn’t want to let her son go, but she knew her son would grow up and slip away from her sooner or later. Whatever they think, children will always grow up and grow away at last.

## Task 5

**教学目标：**旨在帮助学生理解篇章结构、段落大意等。

**时间分配：**10 分钟

**教学步骤：**

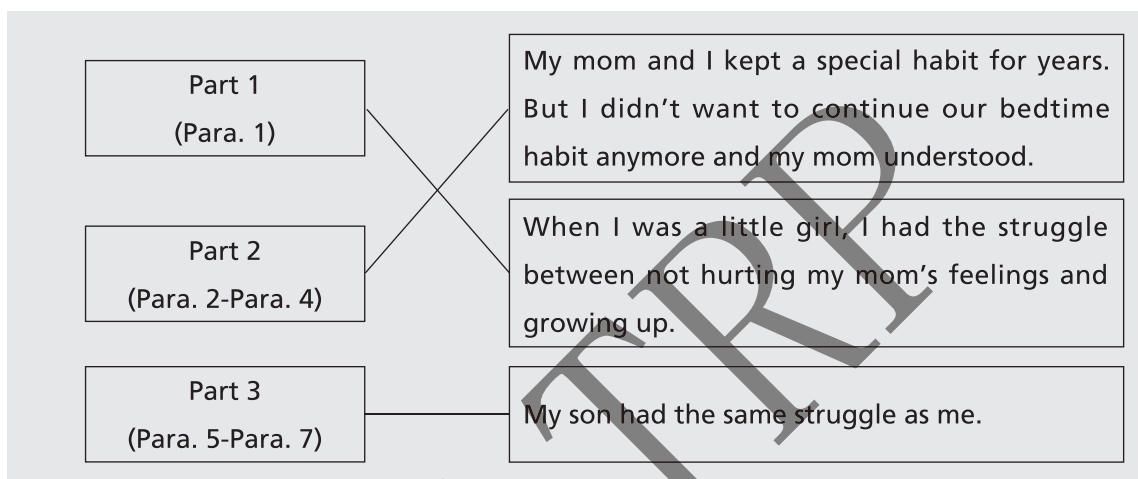
1. 教师提前布置任务，说明任务要求；

2. 课堂上，学生与同伴 / 相邻小组成员交换任务页面，互查是否完成；
3. 教师提问部分学生，并点评答题情况；
4. 学生就本部分提问，教师解答。

**注意事项：**

教师引导学生掌握寻找 / 书写关键词和主题句的方法。

**Answers**



**Task 6**

**教学目标：**学生以填空形式完成篇章摘要，旨在帮助学生掌握篇章主旨大意。

**时间分配：**10 分钟

**教学步骤：**

1. 教师提前布置任务，说明任务要求；
2. 学生两人一组，讨论答案；
3. 教师提问部分学生，并点评答题情况；
4. 学生就本部分提问，教师解答。

**注意事项：**

教师可拓展篇章摘要的写作方法。

## Suggested answers

- |                        |                |              |
|------------------------|----------------|--------------|
| 1 a special habit      | 2 hug and kiss | 3 growing up |
| 4 made that confession | 5 grow away    |              |

## Beyond the Text

## Task 1

**教学目标：**旨在拓展学生对“亲子沟通”这一主题的理解和语言运用。

**时间分配：**20 分钟

**教学步骤：**

1. 学生阅读材料中的故事；
2. 学生 3~4 人一组，运用所提供的表达方式，讨论每个故事中，父母与小孩应如何沟通；
3. 教师指定 4 个小组，分享各小组成员的讨论结果；
4. 师生点评，指出各沟通方式的优劣。

## Samples

- How about promising to have a video call with your father every night during your trip?
- If I were you, I would share with my mom how passionate I am about arts and how studying arts has made me a better person.

拓展  
活动

**教学目标：**学生进一步加深对“亲子沟通”的理解。

**时间分配：**15 分钟

**教学步骤：**

1. 学生 3~4 人一组，分享自己印象深刻的某次与家长沟通的经历；
2. 教师引导学生换位思考，如果自己是家长将如何促进亲子间有效沟通，并邀请 4~5 名学生进行发言；
3. 教师总结点评，引导学生互评及互动。

## Task 2

**教学目标:** 旨在帮助学生理解不同风格的教育方式。

**时间分配:** 20 分钟

**教学步骤:**

1. 学生阅读每种风格的教育方式;
2. 学生选择自己最喜欢的方式;
3. 学生与同伴分享各自的看法。

## Samples

### **Authoritative parenting:**

I like this kind of relationship. Parents and children can understand each other and communicate well. I think children raised in this way tend to be happy and successful. They're also more likely to be good at making decisions and evaluating safety risks on their own.

### **Authoritarian parenting:**

I don't like this kind of relationship. Children raised like this are completely under their parents' control and have little space for personal development.

### **Permissive parenting:**

Perhaps this kind of relationship gives too much freedom to children, so that they cannot learn the importance of respecting rules and other people.

### **Uninvolved parenting:**

This kind of parenting is totally not OK. Children may feel that they are not cared for and loved, which is detrimental to their physical and mental well-being.

### 拓展 活动

**教学目标:** 学生进一步加深对不同教育方式的认识。

**时间分配:** 15 分钟

**教学步骤:**

1. 学生 3~4 人一组, 分享自己家长采用了何种教育方式以及自己的感受;
2. 教师邀请 4~5 名学生分享四种教育方式的优缺点;
3. 教师总结点评, 引导学生互评及互动。



### Task 3

**教学目标：**旨在帮助学生理解父母与子女间冲突的解决方法。

**时间分配：**20 分钟

**教学步骤：**

1. 教师指定 4~5 名学生到台前分享家庭故事，其他学生边听边做笔记；
2. 学生投票选出印象最深刻的故事，说明原因；
3. 教师点评。

### Samples

I used to argue with my parents a lot about staying out later with my friends. I wanted to stay out until 9 o'clock, but they wanted me to come home by 8 o'clock. They said I needed to get more sleep, or my schoolwork would suffer. I argued that I was doing well at school and that I was older, so I should be allowed to stay out. They always refused and I couldn't win the argument. I was very frustrated.

Then I had an idea. I said: "What if I improve my school grades? Can I stay out later?" At first they said no and that I should be working my hardest anyway. After a while they agreed. They said: "OK. Get better marks in all your tests this term than you did last term. Then we can talk about staying out later." I worked so hard that term. I was determined to be allowed to stay out longer. I was so nervous when I got my test results, but I did it! I improved in everything. Now I'm allowed to stay out until 9 o'clock. We still argue sometimes because I want to stay out until 10 o'clock, but 9 o'clock is better than 8 o'clock. Maybe if I do well next term, I can ask them again and see if they can let me stay out until 10.

### Translation

#### 长大后就离开了你

记不清自己当时多大，只记得当时很困惑。小女孩嘛，都喜欢小女孩喜欢的那些事情。但随着自己慢慢长大，我内心开始意识到，长大可能意味着要离开父母。我纠结了好几天才做出决定。我内心深处一部分想着留下，而另一部分渴望离开。无论哪一部分都不愿伤害母亲的感情，可我明白，这终将不可避免。

每天晚上我睡觉的时候，我和妈妈会有一个睡前活动，这个习惯从我很小时就有了。

“抱抱我，像我抱你那样。”我们相互打趣。有时，拥抱简简单单；有时，需要一些超出常规的手臂动作，然后另一方必须正确模仿。“亲亲我，像我亲你那样。”同样，有时候，是在脸颊上轻轻点一点的一个吻，而有时，是以某种特别的方式亲来亲去的吻，而另一方则要认真效仿。

我们这样坚持了多年。然而，我突然不想睡前再拥抱她、亲吻她。我长大了，我想离开。但是，该怎样向母亲挑明呢？接连数日，此事一直压在我的心头，直到有天晚上，趁母亲给我盖被子时，我全盘托出，说出了自己的想法。那样的坦承，痛彻心扉，部分原因是它意味着我童年生活的一部分结束了，还有部分原因是我知道这注定会伤害她。但母亲却平心静气地听我讲完，并表示理解。我不知道她事后是否会流泪伤心，我认为她可能会的。

因为现在我自己已为人母，终于理解父母看到孩子们长大后那种喜忧参半的复杂感情。上周，儿子说，他朋友拿我给他午餐盒里塞便条的事来取笑他。我告诉他，如果他不希望我放便条，我以后就再也不会写那些东西了。

尽管我有过与儿子同样的感受，但我还是不禁意识到，他正悄悄离我远去。虽然他说，我可以继续写便条，但我分明看到了他眼神中的那份挣扎，那是在不想伤害我的感情与他正在长大这一事实之间的挣扎。长大与远去，可能是由于午餐盒里的便条，也可能是由于睡前的拥抱，还可能是由于他已长大而完全不再需要的别的东西。

无论怎样，我接受，我理解。

## Language Bank

- **battle**

*v.* to fight very hard to achieve or resist sth 斗争

e.g. 1) He had to battle against the prejudice to get a job as a nurse.

2) One week later, she still battled with the ankle injury and walked around with difficulties.

- **bittersweet**

*adj.* feelings, memories, or experiences that are bittersweet are happy and sad at the same time  
苦乐参半的

e.g. 1) Tom told his son a bittersweet story of the war time.

2) She recalled her childhood which was full of bittersweet memories.

- **cheek**

*n.* the soft round part of the face below each of the eyes 脸颊

e.g. 1) Billy had rosy cheeks and blue eyes.

2) Julie's cheeks flushed with pleasure at the compliment.

- **confession**

*n.* a statement that a person makes, admitting that he/she has done sth, especially sth he/she feels guilty of 承认

e.g. 1) I have a confession to make—I lied about my age.

2) He made a confession that he liked her music.

- **cuddle**

*n.* an act of hugging sb 拥抱

e.g. 1) "Come over here and let me give you a cuddle," the woman said to the boy.

2) The girl no longer asked for a bedtime cuddle from her parents when she was seven.

- **outgrow**

*v.* to lose interest in an idea or activity as you get older 因长大而不再……

e.g. 1) He's finally outgrown his passion for cartoon strips.

2) Many children will outgrow a tendency toward travel sickness.

- **tease**

*v.* to laugh at sb and make jokes about them, either in a friendly way or in order to annoy or embarrass them 取笑

e.g. 1) Don't get upset. I was only teasing.

2) I used to get teased about my dream of becoming a famous writer.

- **can't help but do sth**

to be unable to change someone's behavior or feelings, or to prevent themselves from doing something 忍不住做某事

e.g. 1) In this case, I can't help but tell the truth.

2) I cannot help but think that years change everyone.

- **hold on**

to continue doing something that is very difficult to do 坚持下去

e.g. 1) San Francisco held on to win 4-1.

2) They determined to hold on to the last minute.

- **let go**

to accept that you cannot change something and stop thinking or worrying about it 放手

e.g. 1) Sometimes you just have to learn to let go.

2) When a child grows up and moves away from home, it can be hard for parents to let go.

- **slip away**

to leave a place secretly or without anyone noticing 悄悄离开

e.g. 1) She slipped away into the crowd.

2) If you love somebody, don't let them slip away.

● **tuck sb in**

to make sb comfortable in bed by arranging the covers around them 给某人掖好被子

e.g. 1) May tucked the child in and kissed him good night.

2) Every night, it is the father who tucks the children in.

## PART IV GRAMMAR FOCUS

### Task 1

**教学目标:** 通过改写句子, 帮助学生掌握分裂句的结构与用途。

**时间分配:** 20 分钟

**教学步骤:**

1. 教师讲解分裂句的语法要点;
2. 学生独立完成练习;
3. 学生与同伴讨论答案;
4. 教师提问部分学生, 并进行点评和答疑。

### Answers

- 1 It was because the applicant was too proud that he failed the interview.
- 2 It is you who are likely to win the contest.
- 3 It is my teacher that I am going to visit.
- 4 It is for three hours that he has waited for you.
- 5 It was not until she took off her dark glasses that I realized she was a famous singer.

### Task 2

**教学目标:** 通过改写对话中的句子并比较, 帮助学生了解分裂句的交际功能。

**时间分配:** 20 分钟

**教学步骤:**

1. 教师说明任务要求;
2. 学生独立完成句子改写;
3. 学生与同伴讨论改写后的句子与原句在交际中的效果差异;
4. 教师点评。

**Answers**

- 1 It's you who are being unreasonable
- 2 it's our roof that you live under
- 3 it's a movie that I'm going to
- 4 It wasn't until I asked you to help with the housework that you minded being an adult

**PART V WRITING****Task 1**

**教学目标:** 旨在帮助学生掌握正式请柬的信息要素和常用表达。

**时间分配:** 20 分钟

**教学步骤:**

1. 学生自学案例格式和常用表达, 教师答疑;
2. 学生独立完成任务;
3. 教师检查答案并点评。

Answers

The image shows two wedding invitation cards with various details labeled. The first card is an invitation to a wedding for Nick Risser and Liz Fortune. The second card is an RSVP card with a deadline for reply, a space for the guest's name, and options for accepting or declining. Both cards include meal choice options.

**Card 1: Invitation**

- Cause of the event: You are invited to the wedding of
- Names of the party hosts: NICK RISSER & LIZ FORTUNE
- Time of the event: June 6, 2022 at 5 pm
- Venue of the event: Presidio Chapel, 130 Fisher Loop, San Francisco, CA
- Additional text: Dinner And Dancing To Follow

**Card 2: RSVP**

- Deadline for reply: Kindly reply by May 16
- Guest's name: NAME
- Guest's decision:  HAPPILY ACCEPTS /  REGRETFULLY DECLINES
- Guest's meal choice: Please select your meal choice:  
 CHICKEN ADOBO AND RICE  
 BEEF SHORT RIB TACOS  
 SNAPPERS WITH AVOCADO SALSA  
 CHARRED STREET CORN RISOTTO

Task 2

教学目标: 旨在训练学生写请柬和回复请柬的能力。

时间分配: 20 分钟

**教学步骤:**

1. 引导学生阅读情景说明，找出请柬的信息要素；
2. 学生独立完成请柬和回复函；
3. 学生与同伴互换并点评作品；
4. 教师选择两位学生的作品展示，并进行点评和答疑。

**Samples**

<p>You are cordially invited to the wedding of</p> <p>Lucy and Joe</p> <p>March 17, 2023 at 5 pm Sunset Key Guest Cottages 245 Front St, Key West, FL</p> <p>Dinner &amp; dancing to follow</p>	<p>RSVP By February 7</p> <p>Name _____</p> <p><input type="checkbox"/> Will be there <input type="checkbox"/> Cannot attend</p> <p>Please select your entrée choice:</p> <p><input type="checkbox"/> Crab cakes <input type="checkbox"/> Grilled marinated chicken <input type="checkbox"/> Broiled salmon</p>
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**PART VI VIEWING****Task 1**

**教学目标:** 旨在引导学生分享关于专业选择的原因并进行口头表达。

**时间分配:** 15 分钟

**教学步骤:**

1. 教师说明任务要求；
2. 学生分成若干 3~4 人小组；
3. 要求每位学生在团队讨论中发言，由小组长记录每位学生的发言内容；
4. 请小组长代表本组向全班汇报讨论的情况；
5. 教师点评。

**Samples**

I chose my major for two reasons. Firstly, I find the subject interesting. Secondly, you can earn a good salary when you start work. My parents were happy with the decision, but it wasn't their decision.

## Task 2

**教学目标:** 旨在训练学生观看视频获取重点信息并进行记录的能力。

**时间分配:** 15 分钟

**教学步骤:**

1. 教师说明任务要求;
2. 学生在视频播放前熟悉题干, 教师讲解题干中的难词和生词;
3. 第一次播放视频, 学生做题;
4. 第二次播放视频, 学生检查答案是否存在遗漏或错误;
5. 教师检查答案。

## Answers

1 body model    2 It was, that    3 nerve    4 reason with    5 a couple of

## Task 3

**教学目标:** 旨在训练学生观看视频完成信息理解的能力。

**时间分配:** 10 分钟

**教学步骤:**

1. 教师说明任务要求;
2. 要求学生在再次观看视频之前熟悉问题和题干;
3. 教师讲解题干中的难词和生词;
4. 播放视频, 学生做题;
5. 教师检查答案并答疑。

## Answers

1 B    2 C    3 A    4 B    5 A

## Task 4

**教学目标:** 旨在帮助学生运用解决父母与子女间冲突的策略。

**时间分配:** 15 分钟



**教学步骤:**

1. 学生以 4~5 人为一组，小组讨论 A、B、C 三个策略，选择最具可行性的一个；
2. 教师指定 2~3 个小组的代表到台前说明其选择的策略；
3. 其他学生可以补充 A、B、C 之外的其他策略，说明原因；
4. 教师点评。

**Samples****Strategy B**

A: I think this is the most effective way to deal with the situation. He will avoid conflict with his parents.

B: Yes, I agree. This strategy keeps his parents happy, but it also allows him to follow his own interests.

**Strategy C**

A: I'm not sure whether this is a good strategy. He will keep his parents happy, but he won't be happy himself. He is not following the career he wants.

B: Yes, and he is trying to live his own life through his child. What if his child has no interest in investigative journalism? He could have the same problem with his child that he has with his parents at the moment.

**Script**

Hello, I'm Raj and I know what I'm going to do when I grow up. Unfortunately, I can't say the same thing about my parents. I mean they're grown-ups and they're both doctors. They are absolutely sure that I'm going to become a doctor as well and they play deaf when I tell them I have other plans. My parents are both very ambitious. Both of them knew from the very beginning that they were going to become doctors. So all their studies were dedicated to their purpose. I will not go into detail about their hard studies. I'll just mention that they met at medical school and both graduated with top grades. They are now highly respected medical doctors and scientists. "What could possibly go wrong in their lives?" You would ask. I will tell you what. Me.

There was not a single doubt that I was predestined to become a doctor. When I was still a baby, my favorite toy was a human body model with all the internal organs. The book I was learning to read with was a collection of anatomic charts.

When I was five, I was able to name most of the human bones in Latin. Imagine, where all the normal children had their favorite teddy bear, I had a small, cute skeleton called Dudley. I mean there was no discussion or anything in the family on what my natural talents are or what subjects I may become stronger in. No, I was supposed to be the one from a dynasty, no, better, the dynasty. Not that I objected or anything. I was growing up in the medical world, surrounded by all those things and topics, and was very comfortable in it.

After all, if parents tell you from your birth that you were going to be a doctor, you got accustomed to the idea, and why on earth would you disobey? A child never minds. It was at school that I realized that I may have been cheated. Everyone else was dreaming about becoming something thrilling like an actor, or a businessman, and even a bank trader sounded like something exotic to me.

When I came to my parents and asked why I didn't have any choice. They snorted, "Oh come on, why wouldn't you want to become a doctor?" And I actually had no answer to that one. I was growing up and realization was slowly coming to me. I didn't want to become a doctor. I didn't have any difficulties at science classes. Chemistry and biology have been my best friends for years. What I liked most was creative writing, social science, politics. That was a shock for me. I mean, try to explain a thing like this to your parents when they've already planned your life until the moment when you receive your Nobel Prize in Medicine at the age of 70.

Right before high school, I got up the nerve and confronted them decisively. I was straightforward, "Mom, Dad, I'm not going to be a doctor. I want to be a journalist." You should've seen that drama. It seemed that I informed them that I had murdered three people and was going to jail. I mean, it's not pleasant but not a tragedy after all, but my parents clearly saw it in a different way. "A journalist? Are you kidding us?" I'd been sure I would be able to reason with them, but they were so angry that I was lost. I tried to explain to them that I wanted to become an investigative journalist, that it is a respectful job, and that I would deal with politics and economics, and my ambition was to make our world better in my own way. But in vain. "Is this even a job?" They asked. "You are doing with (what) we are telling you to do." At this point, even I was very disappointed and offended. I felt the spirit of rebellion rise inside me. I understand that they may dislike the idea, but they can't belittle my aspirations and ambitions like that. And it is very

offensive that my opinion is not considered at all. I asked them a couple of times if they had changed their mind. Nothing.

So, that is how I elaborated this strategy.

## Translation

大家好，我是拉吉。我知道自己长大后想做什么，但可惜的是，我的父母却不知道我想做什么。尽管他们已经是成年人了，还成为了医生。他们确信我也会成为医生，而且他们对我的想法充耳不闻。我的父母志向远大。从一开始，两人就决定以后做医生，为了实现这个目标他们发奋学习。我就不具体讲他们怎么刻苦学习的了。他们在医学院相遇，都以优秀的成绩毕业。现在他们都成为了受人尊敬的医生和科学家。你也许会问：“他们的生活还有什么不完美吗？”当然有，就是我。

毫无疑问，我早已注定成为医生。小时候，我最喜欢的玩具就是有内脏器官的一个人体模型，我用来识字的书是一本解剖示意图。五岁时，我可以说出很多人体骨骼的拉丁语名称。想象一下，其他的孩子们抱着泰迪熊，而我抱着一副小小的骨骼模型，名字叫达德利。我的家人甚至都不会讨论我有什么特长，或者擅长什么科目，他们不会这样做，因为我要跟随他们的步伐，更具体一点，就是要当医生。并不是说我反对或怎样，我在医学的世界里长大，周遭都是跟医学相关的事物和话题，我已经习惯了这样的生活。

毕竟，如果你出生后父母就一直说将来你要成为医生，你就会逐渐接受这样的观点，又怎么会提出异议呢？小孩子不会觉得哪里不对。直到上学以后我才发现自己可能被骗了，因为其他同学的梦想都很有意思，比如说想成为演员、商人，连银行交易员对我来说都很新奇。

回家后，我问我的父母为什么我不能自己选择以后要做什么。他们哼了一声：“得了吧，你为什么不想当医生？”事实上，我不知道怎么回答这个问题。我长大了，开始后知后觉地醒悟了。我不想当医生，我的理科不错，我一直都很喜欢化学和生物，而我最喜欢的是创意写作、社会科学和政治。能意识到这些着实令我意外，而要向父母解释我的想法就太难了，因为他们早就规划好我的人生了，甚至计划好我要在 70 岁的时候获得诺贝尔医学奖。

上高中之前，我鼓起勇气，果断面对我的父母，我直接地说：“妈妈，爸爸，我以后不会当医生，我要当记者。”你们应该来我家看看当时的场面，他们的反应就像是犯了罪，就要入狱了。在我看来，这可能并不合他们的心意，但绝对不是个悲剧，可我父母和我的观点完全相反。“记者？你在开玩笑吗？”我之前确信自己能够和他们讲道理，但是他们太生气了，导致我也不知所措。我极力向他们解释我想成为一名调查记者，这是一个非常受人尊敬的职业，做这个工作，我会接触政治学和经济学，我的志向就是通过个人努力让世界变得更好，但我的解释没有用。“这也算是工作？”他们说，“你就听我们的话，做医生。”在那一

瞬间，我感到失望、备受打击，内心生出一种叛逆。我可以理解他们不支持我的想法，但是他们不能贬低我的理想和目标。他们根本不考虑我说的话，实在太让我受挫了。我又问了他们几次，有没有改变想法，他们没有。

所以，我就精心设计了一个策略。

## PART VII THE PRIDE OF CHINA

### Task

**教学目标：** 通过阅读中国古代故事，增强学生的民族自豪感并厚植家国情怀。

**时间分配：** 20 分钟

**教学步骤：**

1. 教师可用岳母刺字的时代背景和岳飞的生平事迹进行导入；
2. 引导学生阅读文章并回答问题 1；
3. 学生和同伴讨论问题 2；
4. 组织学生课堂分享其他中国古代民族英雄的故事；
5. 教师点评和总结。

### Answers

Open-ended.

### Translation

#### 岳母刺字

岳飞，南宋一位非常有名的将领，出生在一个非常贫穷的农民家庭。从孩提时代起，他的母亲就对他要求非常严格。在母亲的教育下，岳飞成长为一个正直的人。金军入侵时，宋朝朝廷腐败无能，国家岌岌可危。有一天，岳飞的母亲问他：“现在国家危在旦夕，你有什么打算？”“上战场，打败敌人，忠心耿耿保家卫国！”他的母亲对儿子的回答非常满意。为了时时提醒他，她决定在岳飞的背上刺上“尽忠报国”四个字，意思是全心全意为国家服务。据说她先把字写在他背上，用绣针刺青，最后用醋墨画。从那时起，这四个字就一直刻在岳飞的背上。后来，岳飞以“尽忠报国”为座右铭，英勇作战，成为了著名的抗金英雄。