LESSON 4 · DAY OF THE DEAD: A JOYOUS CELEBRATION OF DEATH

Structure Map · Reading Practice · Sentence Building

MISSION 1 (Structure Map) _____ / 40 **MISSION 2 (Reading Practice) _____ / 60** **TOTAL SCORE _____ / 100**

MISSION 1 · READING STRUCTURE MAP

每格 10 分，共 40 分

WORD BANK ***decorate*** | ***Aztecs*** | ***embrace*** | ***anticipate*** | ***mock***

1 ORIGIN AND DAYS

The festival is thought to have begun with the (1) _____. November 1 honors children who have died; November 2 honors adults.

2 GETTING READY

Families (2) _____ the return of the souls. They buy marigolds, candles, sugar skulls, and special bread.

3 WELCOMING FAMILY

At home, families put photos and favorite food on altars. At night, they (3) _____ graves and light candles.

4 THE MEANING

People do not make fun of death. They (4) _____ it as a natural part of life and share joyful moments.

MISSION 2 · READING PRACTICE

每題 10 分，共 60 分

( ) **Q1 Vocabulary**

Everyone smiled and laughed at the family's _____ reunion.

(A) sorrowful
(C) joyous
(B) deceased
(D) furious

( ) **Q2 Vocabulary**

Lina can hardly wait to see her cousin. She _____ their reunion.

(A) anticipates
(C) resembles
(B) mourns
(D) escapes

( ) **Q3 Big Idea**

What is the main idea of the passage?

(A) Mexicans try to forget family members who have died.
(B) The festival is only about scary costumes and parades.
(C) Families stay away from cemeteries during the festival.
(D) Mexicans welcome the dead with joy and accept death.

( ) **Q4 Detail**

Who is honored on November 1?

(A) All adults who have died.

(B) Children who have died.

(C) People who are still living.

(D) Only the festival's founders.

( ) **Q5 Inference**

Why place a loved one's favorite food on an altar?

(A) To sell it at the market.

(B) To feed only living guests.

(C) To welcome their returning soul.

(D) To show dislike of the food.

( ) **Q6 Grammar**

The festival is thought _____ with the Aztecs centuries ago.

(A) originate
(B) originating
(C) to originate
(D) to have originated

MISSION 3 · SENTENCE BUILDING

不計分

MODEL ANSWERS · CHOOSE ONE TO IMITATE

A S + be + thought / said / believed + to VR / to have + p.p.

A. The Day of the Dead is believed to help families remember loved ones with joy.

B S + would rather + VR + than + VR

B. I would rather remember loved ones with joy than forget them.

仿照 A 或 B，用英文寫出你對本課內容的想法或省思。

① 我的英文回應（先自己寫，不用 AI）

② AI 修正後的句子（標出修改處）

先人後機：先寫①，再請 AI 檢查②，標出不同處並確認意思不變。

LESSON 5 · KYOTO: THE HEART OF JAPAN

Structure Map · Reading Practice · Sentence Building

MISSION 1 (Structure Map) _____ / 40 **MISSION 2 (Reading Practice) _____ / 60** **TOTAL SCORE _____ / 100**

MISSION 1 · READING STRUCTURE MAP

每格 10 分，共 40 分

WORD BANK ***authentic*** | ***geishas*** | ***blossoms*** | ***pavilion*** | ***rustle***

1 FOUR SEASONS

Kyoto looks different all year. Cherry (1) _____ appear in spring; colorful leaves and snow come later.

2 THE GOLDEN TEMPLE

Kinkaku-ji is a three-story (2) _____ covered in gold leaf. Its image can be seen in the pond.

3 PEOPLE OF ART

(3) _____ wear distinctive makeup and kimonos. They train for years in music, songs, literature, and dance.

4 THE HEART OF JAPAN

Kyoto brings together natural beauty and culture. Visitors can enjoy an (4) _____ local experience.

MISSION 2 · READING PRACTICE

每題 10 分，共 60 分

( ) **Q1 Vocabulary**

Kinkaku-ji is one of Kyoto's best-known _____.

(A) instruments
(B) landmarks
(C) sleeves
(D) movements

( ) **Q2 Vocabulary**

The makeup and lipstick give the geisha a _____ look.

(A) historic
(B) leisurely
(C) ordinary
(D) distinctive

( ) **Q3 Big Idea**

What does the passage mainly show?

(A) Kyoto has seasonal beauty and culture.
(B) Kyoto is interesting only in winter.
(C) Only geishas attract visitors.
(D) Historic buildings are gone.

( ) **Q4 Detail**

What covers the outside of Kinkaku-ji?

(A) White snow.
(B) Red paint.
(C) Gold leaf.
(D) Silk cloth.

( ) **Q5 Inference**

What can we infer about becoming a geisha?

(A) It takes one day.
(B) It takes years of arts training.
(C) Music practice is unnecessary.
(D) It is only about makeup.

( ) **Q6 Grammar**

No visit to Kyoto would be complete _____ seeing Kinkaku-ji.

(A) without
(B) in
(C) by
(D) to

MISSION 3 · SENTENCE BUILDING

不計分

MODEL ANSWERS · CHOOSE ONE TO IMITATE

A S + be + seen / heard + V-ing / to VR

A. Visitors can be seen slowing down to enjoy Kyoto's traditions, and I want to do the same.

B No + N + is complete without + N / V-ing

B. No visit to Kyoto is complete without learning about its local culture.

仿照 A 或 B，用英文寫出你對本課內容的想法或省思。

① 我的英文回應（先自己寫，不用 AI）

② AI 修正後的句子（標出修改處）

先人後機：先寫①，再請 AI 檢查②，標出不同處並確認意思不變。

LESSON 6 · THE COUNTRY OF THE BLIND

Structure Map · Reading Practice · Sentence Building

MISSION 1 (Structure Map) _____ / 40 **MISSION 2 (Reading Practice) _____ / 60** **TOTAL SCORE _____ / 100**

MISSION 1 · READING STRUCTURE MAP

每格 10 分，共 40 分

WORD BANK ***navigate*** | ***dilemma*** | ***fled*** | ***slope*** | ***superior***

1 AN UNEXPECTED FALL

Nuñez lost his footing on a mountain and slid down a snowy (1) _____. He found a hidden village.

2 LIFE IN THE VILLAGE

The villagers could not see, but used their other senses well. Low walls helped them (2) _____ the roads.

3 A HARD CHOICE

Nuñez loved Medina. To marry her, he was asked to give up his eyes. He faced a (3) _____.

4 LEAVING

On the day of surgery, the sunrise reminded him of what he could still see. He (4) _____ the village.

MISSION 2 · READING PRACTICE

每題 10 分，共 60 分

( ) **Q1 Vocabulary**

Low walls helped the villagers _____ paths safely.

(A) tumble
(C) pity
(B) gaze
(D) navigate

( ) **Q2 Vocabulary**

Nuñez faced a _____: keep his sight or marry Medina.

(A) slope
(C) dilemma
(B) landscape
(D) reunion

( ) **Q3 Big Idea**

What is a main idea of the story?

(A) Seeing makes people better.
(B) People value abilities differently.
(C) Nuñez teaches the villagers to see.
(D) The villagers leave with Nuñez.

( ) **Q4 Detail**

Why did villagers want Nuñez to lose his eyes?

(A) They saw sight as a delusion.

(B) They wanted him to climb.

(C) They needed eyes for roads.

(D) Medina could not see him.

( ) **Q5 Inference**

Why did Nuñez leave on the day of surgery?

(A) He wanted to lead the village.

(B) He stopped caring about the world.

(C) Medina told him to leave.

(D) His sight mattered deeply to him.

( ) **Q6 Grammar**

It wasn't until the day of surgery _____ Nuñez changed his mind.

(A) when
(B) which
(C) that
(D) where

MISSION 3 · SENTENCE BUILDING

不計分

MODEL ANSWERS · CHOOSE ONE TO IMITATE

A It wasn't until ... that + S + V

A. It wasn't until the day of his surgery that Nuñez realized how much his sight mattered.

B S + either + V / N + or + V / N

B. Nuñez could either lose his sight or leave Medina. I think he was brave to keep his sight.

仿照 A 或 B，用英文寫出你對本課內容的想法或省思。

① 我的英文回應（先自己寫，不用 AI）

② AI 修正後的句子（標出修改處）

先人後機：先寫①，再請 AI 檢查②，標出不同處並確認意思不變。

ANSWER KEY · LESSONS 4-6

教師用答案頁。學生雙面列印第 1–6 頁；本頁另印或保留電子版。造句題依是否表達課文心得與正確使用所選句型檢查。

LESSON 4 · DAY OF THE DEAD: A JOYOUS CELEBRATION OF DEATH

M1: (1) Aztecs (2) anticipate (3) decorate (4) embrace; unused: mock. M2: Q1 C Q2 A Q3 D Q4 B Q5 C Q6 D.

MISSION 3: Open response. Use model A or B to express a thought about the lesson.

LESSON 5 · KYOTO: THE HEART OF JAPAN

M1: (1) blossoms (2) pavilion (3) geishas (4) authentic; unused: rustle. M2: Q1 B Q2 D Q3 A Q4 C Q5 B Q6 A.

MISSION 3: Open response. Use model A or B to express a thought about the lesson.

LESSON 6 · THE COUNTRY OF THE BLIND

M1: (1) slope (2) navigate (3) dilemma (4) fled; unused: superior. M2: Q1 D Q2 C Q3 B Q4 A Q5 D Q6 C.

MISSION 3: Open response. Use model A or B to express a thought about the lesson.