

义务教育教科书

(五·四学制)

英语

教学参考资料



七年级
下册

上海教育出版社

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前　言

教师是确保英语课程有效实施的关键要素。教学参考资料是教师使用教材的重要辅助和参考，承载着教师专业发展和学科育人的重任。本书为《义务教育教科书（五·四学制）英语》学生用书的配套教学参考资料（以下简称“教学参考资料”），依据教育部颁布的《义务教育英语课程标准（2022年版）》对课程实施和教师培训的建议编写，旨在服务教师课堂教学和专业发展。编写组借鉴了外语教育教学理论研究和教材研究的最新成果，基于多轮一线教师试教试用的反馈，结合上海市初中英语教育教学现状，在广泛征求一线教师需求和意见的基础上，确定了教学参考资料的目标定位、编写原则和体例框架。

一、教学参考资料的编制目标和原则

教学参考资料遵循“基于标准、理论驱动、有效支撑”的编写思路，以助力教师“明确目标、理解课程、优化实践、提升素养”为总体编制目标，帮助教师准确把握教材设计理念和内容，熟悉教材编排特点，接触并更新教师的语言观、学习观、文化观、教育观等，促进教师改进已有教学方法，进一步将理念转变为切实有效的教学实践，发挥教学参考资料教学相长的功能，从而全面促成学生核心素养的形成与发展。

教学参考资料编写遵循以下原则：

1. 全面落实党和国家对教材建设的要求，为新课程、新教材落地搭建脚手架；
2. 立足教学实际，传承课改教研经验，引导教师开展课堂教学；
3. 对学生用书进行解读、延伸与拓展，发挥学生用书资源包的作用；
4. 以先进的外语教学理念为指导，提升教师学科理念和素养。

二、学生用书的编写理念和特色

《义务教育教科书（五·四学制）英语》学生用书以实现“培根铸魂、启智增慧”的课程育人目标为总体编制目标，力求体现“国家标准、国际水平、上海特色”。学生用书的编写严格对照课程标准，借鉴二语习得、语言教学、课程设计、心理语言学、认知语言学、教育学、语料库研究等领域的最新理论研究成果，有机融入以学生为中心的课程设计、任务型教学、项目化学习、内容语言融合教学、电子媒介语言教学等理念。

学生用书以主题为主线，倡导基于主题的大单元整体教学，以单元育人目标、主题意义和核心问题为统领教学内容和教学活动的纽带，使学生在完成单元学习后，能够运用所学语言阐释并表达对单元主题的认知、态度和价值判断，生成结构化、可迁移的主题价值观。

在板块设计方面，学生用书力求体现新课标理念，根据学生的认知特点和学习规律，将任务链、情境场景与单元主题下的子话题合理嵌套，确保将主题、语篇、语言知识、文化知识、语言技能和学习策略课程内容六要素有机融入不同板块中。

在学习活动设计方面，学生用书注重加强真实情境创设和问题设计，鼓励和引导学生在真实复杂的情境中利用所学知识解决实际问题，在学科知识和真实生活之间建立连接，将事实、经验、知识和技能联结为整体，开展自主、合作、探究式学习，引导学习方式和教学方式变革。

同时，活动设计强调科学性、关联性、指导性和逻辑性。学生用书通过循序渐进的学习活动，形成任务链，注重为学生提供学习方法的指导，培养学生良好的学习习惯和有效的学习策略，帮助学生举一反三、触类旁通，在语言运用中发展核心素养，同时为学生自主学习、终身学习奠定基础，也为教师自主选择、因材施教、改进教学实践提供空间。

三、学生用书的内容构成和编排方式

学生用书供五·四学制初中学段使用,包含四个年级共八册,每册包含六个(九年级下册为四个)常规单元。六年级上册和七年级上册分别包含一个衔接单元(Starter),帮助学生做好五、六年级以及课程内容级别二、三级水平之间的衔接过渡。

每册包含两个特色拓展单元板块:文化角(Culture corner)和文学角(Literature corner)。

其中,文化角包含两个特色单元:中国文化单元(Exploring China)和世界文化单元(Exploring the world)。中国文化单元聚焦本土文化,以“加深理解与认同,中华文化我来说”为编写理念,帮助学生提升对中华优秀传统文化的理解,提高其用英语介绍中国文化的能力,坚定文化自信;世界文化单元以世界七大洲文化为主线,涵盖目的语文化和其他世界文化,以“文化万花筒,对比与沟通”为编写理念,突出中国文化与世界文化的相通共融。文化角力求以丰富的材料反映“世界眼中的中国”与“中国眼中的世界”,体现文化的传承、融通与发展。

文学角单元包括三个板块:名著节选(A chapter to start with)、戏剧选段(A scene to act out)和诗歌品读(A poem to savour)。文学角从世界儿童文学名著中节选经典章节、经典对白,从广受青少年儿童喜爱的诗歌作品中选取与分册单元主题相关的篇目,供学生品读,鼓励学生课后开展整本书阅读、拓展阅读、课本剧表演和诗歌诵读,帮助学生感知英语文学语言的魅力。

附录部分包括课文注释(Notes)、语音附录(Sound/Pronunciation file)、词汇学习辅助(Word study support)、口语表达辅助(My learning notes support)、语法附录(Grammar file)、单元词汇表(Words and expressions in each unit)¹、字母序词汇表(Words and expressions in alphabetical order)、专有名词和术语表(Proper nouns and glossary)、数词(Numbers)、月份和星期(Months and days)等专项词表、不规则动词表(Irregular verbs)等,为学生提供丰富的学习辅助资源。

以六年级上册学生用书的结构为例:

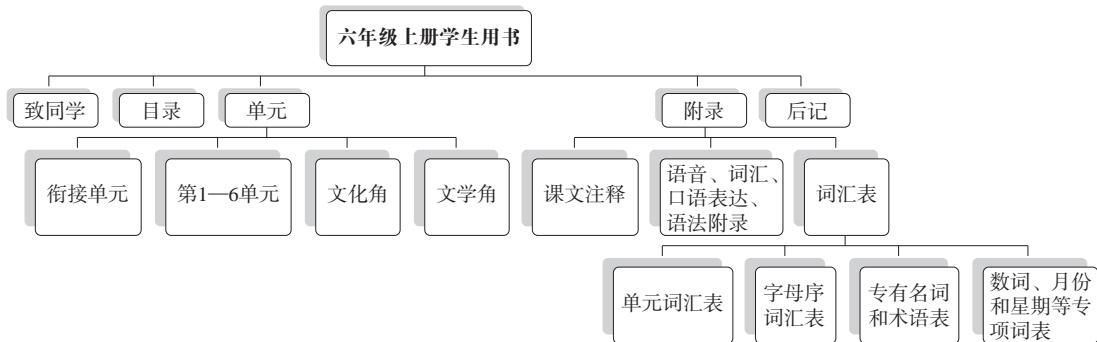


图1 六年级上册学生用书结构图

学生用书采用主题单元的编排方式,每个分册的单元主题推进按照从具体到抽象、从简单到深刻的顺序逐步深入,循环上升。

每个常规单元以大问题为引领,设置五大板块,各板块按照子话题推进,前四个子话

¹ 词汇表中的音标参照《牛津高阶英汉双解词典(第9版)》,使用国际音标(International Phonetic Alphabet)标注。

题分别对应视听、口语、阅读、写作的语言技能，最后一个子话题对应单元的综合实践项目探究，随着话题逐步深入，帮助学生构建对单元主题更深层的认识和理解。

每个板块中的活动以任务链的形式逐个推进，最后以板块任务自测活动作为结尾。

四、学生用书的单元板块结构和设计思路

学生用书单元从单元主题下的大问题出发，通过封面主题图创设主题语境，导入话题。用单元学习任务清单明晰本单元的学习任务，并依次按板块推进展开。四个子任务分别承载视听、口语、阅读、写作的技能训练，通过多模态语篇输入、分层活动设计、语言知识和技能的策略指导、跨学科及跨文化相关内容呈现，有机整合单元学习目标，并帮助学生循序渐进地探究主题意义；通过过程性评价活动，检验阶段性学习成效。最后的单元大任务以项目探究的形式展开，鼓励学生开展围绕单元主题、回应单元大问题、跨学科/跨文化融合的自主、合作、探究式学习，践行“教—学—评”一体化的理念，有效帮助学生提升核心素养。

学生用书每单元安排以下固定板块：单元大问题、任务清单、单元导入、视听理解、口语表达、阅读理解、语法使用、写作表达、探索发现、项目探究。

同时安排灵活板块：胡博士课堂、词汇学习、学习笔记和任务自测。“灵活”主要指板块位置相对灵活，根据相关语言知识和技能训练内容出现。

学生用书的单元板块结构和设计思路如表1所示：

表1 学生用书单元板块结构和设计思路

板块位置	固定板块	设计思路
主题图页	单元大问题 Big Question	单元主题图页呈现有冲击力的主题相关图片，从指向单元育人目标和主题意义的单元大问题导入，以核心素养为导向，依据使用者体验为中心的理念，用学习任务清单的形式呈现单元活动任务链，将单元学习目标隐性嵌入，有机融合核心素养的四个方面，同时帮助学生实践元认知策略，明确英语学习目标、制订学习计划。其呈现形式有助于加强该板块的真实性和实用性，也体现以学生为中心的编写理念。
	任务清单 To-do list	
	单元导入 Getting started	单元导入注重联系学生生活体验和已有知识，导入单元话题和大任务情境，引发学生思考，激发学习兴趣。该板块以丰富的形式呈现单元导入活动，聚焦学生的学习起点，旨在帮助学生为后续学习做好语言、知识、思维、情感等多方面的准备和铺垫。
A	视听理解 Viewing and listening	本板块注重真实情境的创设、多模态语言的输入以及新旧知识的关联，兼顾学生的认知特点。先通过以旧带新的方式，用多模态语料输入单元目标词汇、构建板块情境，再通过类型丰富的(视)听文本和层层递进的(视)听活动，对学生进行(视)听策略指导，帮助学生学习相关语言知识(以语音知识、词汇知识为重点)，实践语言技能(以听、视技能为重点)，激活高阶思维。

(续表)

板块位置	固定板块	设计思路
A	视听理解 Viewing and listening	本板块的听力活动设计强调策略指导和支架搭建,通过多模态文本的语言和内容示例,结合教师为学生作出的示范和策略指导,确保学生可以通过完成板块学习任务而一步达成本板块的学习目标。
B	口语表达 Speaking	本板块从真实情境创设入手,通过多模态文本和口语对话示范文本输入,为开展板块任务做好相关子话题的语言和技能策略准备。通过视听理解、策略指导、延续对话和角色扮演等在学习理解、应用实践、迁移创新层面层层递进的学习活动,帮助学生学习语言知识(如词汇和语用知识)、训练口语表达技能、激活高阶思维,并适时关注青少年综合生活技能。同时借助学习笔记(<i>My learning notes</i>)的语言表达提示,为学生搭建语言输出的脚手架,完成真实的口语交际任务。
C	阅读理解 Reading	本板块从真实的情境创设入手,通过读前准备活动(关注文本类型、语篇特征、背景知识、内容预测等)、多模态文本阅读、读后第一反应、整体理解、细节理解、高阶阅读理解等在学习理解、应用实践、迁移创新层面层层递进的学习任务,以及词汇聚焦(<i>Vocabulary focus</i>)活动,将语言知识教学、文化意识培养与高阶思维训练充分融合,帮助学生学习语言知识(如语篇、语法、词汇等知识)和文化知识、实践阅读理解技能、激活高阶思维、开展跨文化对比思考等。
/	语法使用 Grammar in use	本板块采用“发现—归纳—运用”的路径设计,体现语法知识是“形式—意义—使用”的统一体。帮助学生基于单元学习,注意、发现语言现象,从语言现象中归纳、提炼语法规则,深化对语法点形式、意义和用法的理解,在情境中运用和实践所学语法知识,从而建构系统的语法知识体系。本板块四个活动的重点分别是注意发现、归纳总结、初级运用、综合实践。语言运用任务突出层次性、交际性和趣味性,鼓励学生在使用中学会语法。 教师通过让学生查阅“语法附录”(<i>Grammar file</i>),参考针对该语法项目更全面的规则解释和例证,帮助学生自主学习和知识拓展。
D	写作表达 Writing	本板块结合学生生活体验,创设真实情境,说写融合,辅以策略指导、范文支架,以任务驱动的方式实践输出,体现以读促写、过程性写作的编写理念。五个活动的定

(续表)

板块位置	固定板块	设计思路
D	写作表达 Writing	位分别是写前思考、写前准备、写前构思、写作、写后检查。本板块用简明的步骤指示关键词，帮助学生带着任务学习范文，准备内容，布局结构，记录要点，落笔成句、成段、成篇章，最后再检查改进，一步步完成写作任务，从而初步检验单元整体语言学习成果。
/	探索发现 Discovery	本板块是对单元主题的延伸和拓展，以图文结合的百科全书形式呈现介绍类阅读短文，融文化知识学习和跨学科学习于一体，旨在加深学生跨文化、跨学科、跨学习场景的学习体验，重点帮助学生用英语获取更多知识，思考和探索更多主题相关话题。 跨文化学习内容主要为学生提供更多的语言和文化信息输入，帮助学生进行简单的文化对比，尊重差异，坚定文化自信，增强文化理解力、跨文化交际能力和文化意识。 跨学科学习内容主要为学生补充与单元主题相关的跨学科知识，拓宽学生视野，增强学生跨学科理解、学习能力和学科素养，激活学科之间的关联，打通学科壁垒，体现全人教育理念。 学生用书中的活动仅作为学生读后思考、讨论的引导。建议教师根据学情合理设计学习活动。
E	项目探究 Project	本板块以跨文化、跨学科的项目探究形式呈现单元大任务，呼应单元大问题。通过创设情境，以真实任务驱动，鼓励学生运用本单元所学和跨学科知识完成综合实践活动，体现自主、合作、探究式学习理念。鼓励打通课内外英语学习，打通学科逻辑和生活逻辑，让学生在学中做、做中学，学用结合、学以致用。通过项目探究，深化学生对单元大问题和主题意义的思考和认识，进一步推进单元整体学习任务的达成，体现“教—学—评”一体化的理念。 本板块提供项目实施的步骤指导和样例示范，鼓励学生进行成果展示分享，通过同伴学习和交流，达到互评互促的目的，体现单元育人目标。
板块位置	灵活板块	设计思路
A/B/C/D	胡博士课堂 Dr Hu	本板块用生动的卡通形象模拟教师教学，在单元里适时出现，以特色小栏目的方式呈现单元各板块的语言知识，包括语音 (Sound/Pronunciation) 、语篇类型 (Text type) 和青少年技能 (TEEN skill)，寓教于乐，让同学们乐学、善学。体现以使用者为中心、以人为本的编写理念。

板块位置	灵活板块	设计思路
A/B/C	词汇学习 Word study	按照“接收—验证—实践—产出运用”的路径设计，显性、系统呈现词汇知识和词汇学习策略。通过词汇语义网(Word group)、常见搭配(Word partner)、构词法(Word building)、词汇意义(Word meaning)、结合语境学词汇(Words in context)等小栏目和形式多样的词汇活动帮助学生培养有效的词汇学习策略，构建主题词汇关联，提升词汇学习的兴趣，改善方法和提高效率。
B/D	学习笔记 My learning notes	本板块以笔记的形式呈现，提供完成相关任务的部分常用语言表达支架，帮助学生形成整理、归纳学习要点的习惯，提示学生发现语言的规律、建构适合自己的知识体系。本板块采用半开放式，给学生提供语言示范和部分留白，鼓励学生自主学习和教师分层教学，体现以学习者为中心的编写理念。
A/B/C/ D/E	任务自测 Update my to-do list	本板块呼应单元任务清单，在每一项子任务结尾出现，过程性检测学生的学习成效，对接隐性的板块学习目标，并将单元学习内容和学业质量标准有机融合，综合体现单元教学重点，体现过程性评价、“教—学—评”一体化的编写理念。

五、学生用书单元内容课时分配建议

建议教师根据学情，合理安排教学。以下是学生用书各单元内容课时分配建议：

1. 常规单元(建议课时：7—10课时)：

- (1) 导入、视听(Getting started + Viewing and listening) : 1—1.5 课时
- (2) 口语(Speaking) : 1—1.5 课时
- (3) 阅读、语法(Reading + Grammar in use) : 2—3 课时
- (4) 写作(Writing) : 1 课时
- (5) 探索发现(Discovery) : 1 课时
- (6) 项目探究(Project) : 1—2 课时

项目探究板块的课时安排说明如下：

该板块可根据实际情况灵活安排，如：布置任务、示范指导和课内实践操作可安排0.5—1课时；学生成果展示可安排1课时。

起始单元建议用0.5—1课时安排布置任务，通过教师指导和案例示范，帮助学生理解任务目标、流程、分工、时间安排、内容及要求，并组织学生开展小组活动；建议另外安排1课时用于学生成果展示。

当学生熟悉项目探究板块的学习要求之后，后续单元可根据学情和项目要求灵活安排，如：用10分钟左右时间布置任务、协调分工。

在学生课外分工合作完成探究任务后，可安排 1 课时用于学生成果展示。如学校使用课外学习交流平台，可将学生成果展示和分享在课外学习交流平台，安排同伴互学、互评。建议用 0.5—1 课时做学生作品交流、评价汇总或教师点评，确保评价的落实。

2. 文化角单元(可根据实际情况选择使用)：

- (1) 学生课前自学两个文化角单元，分别用 1 课时交流学习体会；
- (2) 分别用 2 课时教学两个文化角单元：第一印象 (First impressions) 和文化亮点 (Highlights) 用 1 课时教学；文化沟通 (Bridging cultures) 用 1 课时教学；
- (3) 增加课时适当拓展。

3. 文学角单元(可根据实际情况灵活安排)：

- (1) 名著节选 (A chapter to start with)：1 课时

教师可通过趣味导读、作者及作品介绍、相关影视动画作品关联、节选略读等方式，激发学生对作品的阅读兴趣，指导学生制订阅读计划、使用阅读记录单。

- (2) 戏剧选段 (A scene to act out)：1—2 课时

教师可介绍课本剧的相关背景(作者及作品信息、节选片段情节背景、剧中角色和人物关系等)，帮助学生分组、确定角色，给学生时间熟悉台词并排练，课上表演或课后录制表演视频用于展示。鼓励学有余力的学生阅读整部作品，或选择其他感兴趣的片段排演。

- (3) 诗歌品读 (A poem to savour)：1 课时

教师可通过形式丰富的活动帮助学生学习诗歌，品味其意境及特色，鼓励学有余力的学生模仿诗歌风格，选择话题，仿拟或创作自己的诗歌。

六、教学参考资料的编排方式、设计思路和使用建议

教学参考资料共八册，与学生用书分册逐一对应，每册教学参考资料包含前言、目录、正文以及练习部分听力文本和参考答案。正文部分包括学生用书中的衔接单元、常规单元、文化角和文学角单元相应的教学参考资料内容。

单元内设有单元一览(单元内容结构图、单元目标、单元内容概览)和单元主体板块(单元主题图页、A 板块、B 板块、C 板块、Grammar in use 板块、D 板块、Discovery 板块、E 板块)对应的教学参考资料部分，其中单元主体部分的内容与学生用书页面对照呈现，方便教师备课。

教学参考资料常规单元的板块结构和设计思路如表 2 所示：

表 2 常规单元的板块结构和设计思路

板块	子板块	设计思路
单元一览 Unit overview	单元内容 结构图	用层次图将单元内各板块主要内容和任务关联起来，从大问题 (Big Question) 出发，子话题和子任务层层关联推进，链接探索发现和单元项目探究任务，最终指向单元育人目标。
	单元目标	呈现单元教学目标，将单元教学的主要语言知识、语言技能、文化知识、育人目标分项列出，并在各项目标中融合呈现单元语篇和学习策略重点，体现核心素养目标四个方面的相互渗透、融合互动、协同发展。

(续表)

板块	子板块	设计思路
单元一览 Unit overview	单元目标	目标设定遵循 SMART 设计原则,用“能做什么”的表述方式,为教师提供具体的(specific)、可检测的(measurable)、可达成的(attainable)、现实的 / 相关的(realistic/relevant)和单位时间内可以完成的(time-based)单元目标参考。
	单元内容概览	用表格的形式,将本单元课程内容六要素一一列出。
单元主题图页 Cover page	单元大问题	说明单元大问题的含义以及与单元主题的关联。
	任务清单	说明单元任务清单中包含的学习任务和内容。
	单元主题图	结合单元导入(Getting started)的任务选编;如任务涉及看图,则在此处阐释单元主题图的要点。
	单元导入	说明可采用什么方式组织单元导入教学活动。
	参考答案	提供学生用书活动参考答案。
A、B、C、D 板块 Section A/B/C/D	子话题说明	说明子话题是什么、与单元主题的关系、子话题的教学内容和目的。
	语篇说明	说明语篇类型、出处、文体特征、语言特点、交际情境和功能目的等。
	策略说明	配合 A/C 板块的策略标签和 B/D 板块青少年技能(TEEN skill)栏目中的说和写的策略要点,说明视、听、口语交际、阅读、写作等技能策略的要点,给出教学建议。
	语用功能说明 (B 板块)	说明口语板块的语用功能在日常交际中如何运用。
	教学要点	说明学生用书中各项活动的设计意图和教学重点,适当补充教师可参考的教学指令。
	教学建议	针对不同学情,给出教师实施教学的更多可供选择的方案。
	补充资料	为学生提供更多的语言表达支架。
	语言注释	选择文本中学生易错、教师易忽视的语言点加以注释和说明。
	背景知识	提供学生用书未能展开的背景知识(尤其是文化背景)。

(续表)

板块	子板块	设计思路
A、B、C、D 板块 Section A/B/C/D	视听 / 听力文本 (A板块)	提供视听 / 听力文本。
	评价建议 (B、D 板块)	根据单元教学目标列出评价要点, 供教师参考, 以便在课堂上对学生口语表达 / 写作表达任务的完成情况开展评价。
	参考答案	提供学生用书活动参考答案。
语法 Grammar in use	板块内容 说明	说明本板块的教学重点。
	教学要点	说明学生用书中各项活动的设计意图和教学重点, 适当补充教师可参考的教学指令。
	教学建议	针对不同学情, 给出教师实施教学的更多可供选择的方案。
	补充资料	提供更多的用法示例。
	评价建议	学生用书中的语法板块没有设置 Update my to-do list 这一评价环节, 因此为教师提供评价建议, 体现“教—学—评”一体化的理念。
	参考答案	提供学生用书活动参考答案。
探索发现 Discovery	板块内容 说明	说明本板块的教学重点。
	语篇说明	说明语篇类型、文化背景信息要点等。
	更多信息	为学生用书中的语篇补充文化背景信息, 便于教师针对性地设计拓展问题和课堂活动, 引导学生展开融语言、文化、思维于一体的学习活动。
	教学建议	针对不同学情, 给出教师实施教学的更多可供选择的方案。
	补充资料	提供更多的参考文本。
E 板块 Section E	子话题 说明	说明子话题是什么、与单元主题的关系、子话题的教学内容和目的。
	教学要点	说明项目探究活动的设计意图和教学重点。
	更多资源	提供更多的技术工具或资源获取途径。

(续表)

板块	子板块	设计思路
E 板块 Section E	补充资料	提供更多的参考文本。
	评价建议	根据单元学习目标和项目成果目标列出评价要点，供教师参考，以便在课堂上对学生的项目完成情况开展评价。教师可根据教学目标灵活调整评价维度（如增加合作等维度）。

衔接单元主要包括：单元一览、课时安排建议、子话题说明、语篇说明、教学要点、教学建议、补充资料和参考答案等内容。

文化角单元主要包括：单元一览、板块内容说明、语篇说明、教学要点、教学建议、补充资料、语言注释、评价建议和参考答案等内容。

文学角单元为三篇选文，分别安排语篇说明、教学要点、教学建议、背景知识、补充资料和参考答案等内容。

七、学生用书、练习部分和教学参考资料配套数字资源

学生用书和练习部分分别配有音频资源，部分单元的视听板块在教学参考资料中配有视频资源，同时每单元均配有完整的教学课件。这些资源均以数字资源的形式配合教学参考资料供教师使用。

1. 音频资源

学生用书中配有音频资源的内容包括：Starter 单元的对话或介绍；常规单元中的单元导入、A 板块听力文本、Sound/Pronunciation 栏目文本、B 板块口语范文、C 板块阅读文本、Discovery 板块文本；文化角单元和文学角单元语篇；附录的语音附录，单元词汇表，专有名词和术语表，数词、月份和星期等专项词表，不规则动词表。

2. 视频资源

为体现《义务教育英语课程标准(2022年版)》中对“语篇”形态的要求和对“视”这一技能训练的要求，部分单元的视听板块在教学参考资料中配备了视频资源（六年级上册：U3、U5；六年级下册：U4、U6；七年级上册：U3、U4；七年级下册：U4、U5；八年级上册：U1、U2、U4；八年级下册：U1、U6；九年级上册：U2、U5、U6；九年级下册：U3、U4），旨在丰富课堂视听活动的文本类型和模态，激发学生学习兴趣。

3. 教学课件

为减轻教师备课压力，让教师留出更多时间优化教学设计，因材施教，我们为本套教材制作了配套基础版教学课件，包括每个常规单元的视听、口语、阅读、语法、写作、探索发现、项目探究板块，衔接单元，文化角和文学角单元。课件中含音频和视频。建议教师根据学生情况，科学合理地使用或借鉴。

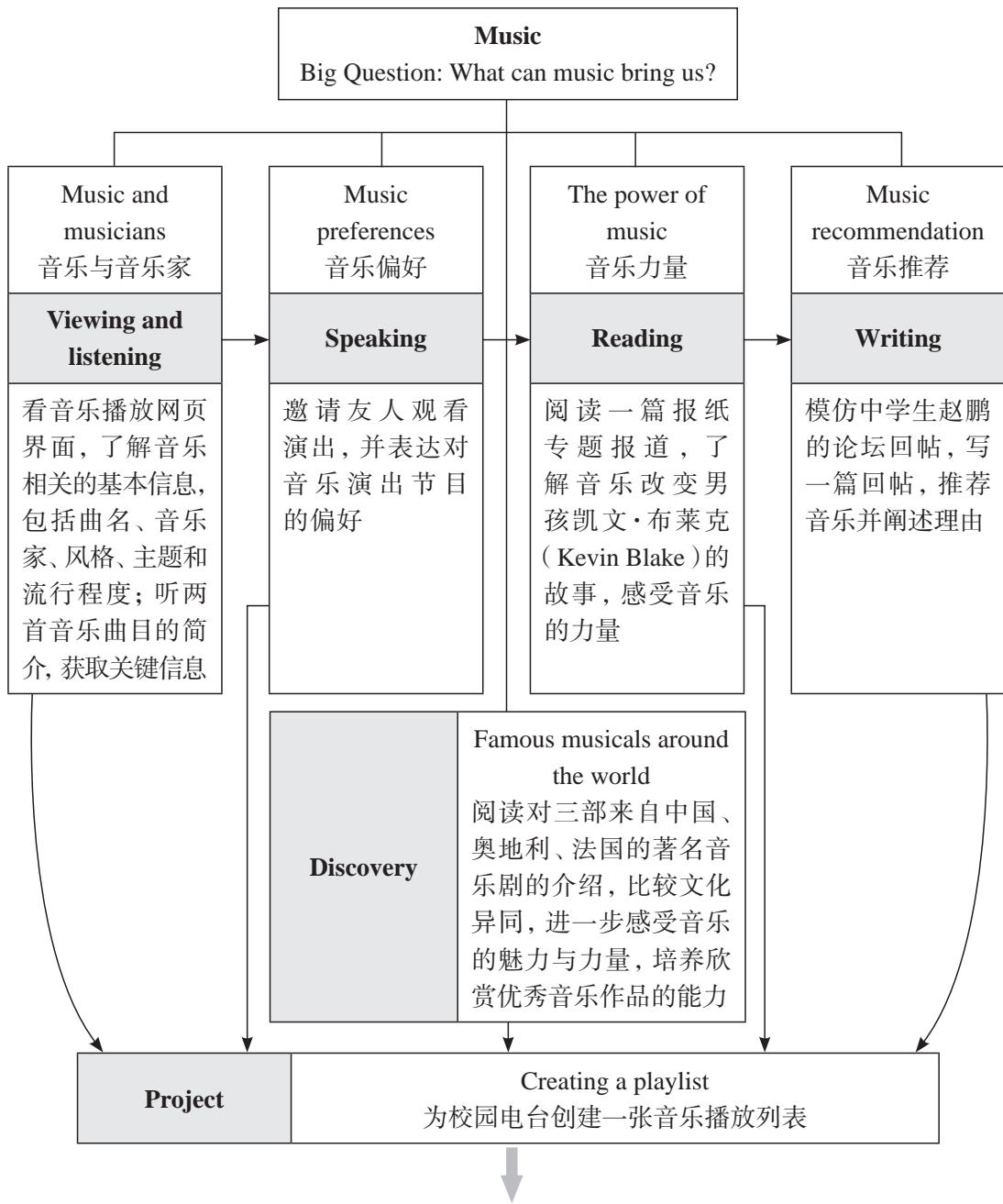
目 录

Unit 1 Music	1	单元主题图页	58
单元内容结构图	1	Viewing and listening	60
单元目标	2	Speaking	64
单元内容概览	3	Reading	68
单元主题图页	4	Grammar in use	73
Viewing and listening	6	Writing	76
Speaking	11	Discovery	79
Reading	15	Project	81
Grammar in use	19		
Writing	22	Unit 4 Honesty	83
Discovery	24	单元内容结构图	83
Project	26	单元目标	84
单元内容概览		单元内容概览	85
单元主题图页		单元主题图页	86
Unit 2 Language and communication	27	Viewing and listening	88
单元内容结构图	27	Speaking	93
单元目标	28	Reading	97
单元内容概览	29	Grammar in use	102
单元主题图页	30	Writing	105
Viewing and listening	32	Discovery	108
Speaking	36	Project	110
Reading	40		
Grammar in use	46	Unit 5 Wild animals	111
Writing	49	单元内容结构图	111
Discovery	51	单元目标	112
Project	53	单元内容概览	113
单元内容概览		单元主题图页	114
Unit 3 A helping hand	55	Viewing and listening	117
单元内容结构图	55	Speaking	121
单元目标	56	Reading	125
单元内容概览	57	Grammar in use	130

Writing	134	Culture corner: Exploring the world	
Discovery	137		173
Project	139	单元内容结构图	173
Unit 6 Trees	141	单元目标	173
单元内容结构图	141	First impressions	174
单元目标	142	Highlights	175
单元内容概览	143	Bridging cultures	177
单元主题图页	144	Literature corner	179
Viewing and listening	146	单元内容说明	179
Speaking	150	单元目标	179
Reading	154	A chapter to start with	180
Grammar in use	159	A scene to act out	183
Writing	162	A poem to savour	186
Discovery	165		
Project	167	附录:	
Culture corner: Exploring China	169	《义务教育教科书(五·四学制) 英语 练习部分 七年级下册》听力文本和 参考答案	
单元内容结构图	169		188
单元目标	169		
First impressions	170		
Highlights	171		
Bridging cultures	172		

Unit 1 Music

单元内容结构图 (Structure of the unit)



单元育人目标: 通过了解不同的音乐类型和相关作曲者，以及音乐与人的故事，探知音乐的魅力与其传递的积极能量，培养乐于欣赏、鉴别美好事物的态度，形成健康的审美情趣

单元目标(Unit objectives)

- ▶ 语音: 能准确拼读带有辅音音素 /θ/, /ð/, /ʃ/, /ʒ/ 的单词
- ▶ 词汇: 能掌握与音乐相关的词汇, 了解复合形容词的构词法
- ▶ 语法: 能归纳并列连词 both ... and ... 和 not only ... but also ... 的语法规则(形式、意义和用法), 并在情境中使用
- ▶ 看: 能借助音乐播放网页、订票网站页面等多模态语篇中的视觉信息理解相关内容
- ▶ 听: 能根据听到的音乐曲目简介, 获取并记录细节信息
- ▶ 说: 能掌握生活中提出建议及回应的习惯用语, 展开简单对话; 能谈论自己的感受, 表达对音乐演出节目的偏好
- ▶ 读: 能读懂报纸专题报道, 获取主要信息, 并归纳细节信息, 梳理事件的发展脉络
- ▶ 写: 能运用所学语言, 用论坛回帖的形式推荐一首自己喜欢的音乐曲目, 并运用平行结构的句子阐明理由
- ▶ 文化: 能通过音乐播放网页、订票网站页面、音乐介绍等获取与中外音乐优秀作品及优秀音乐家相关的文化信息; 能对中国、奥地利、法国等不同文化背景的音乐剧有所了解
- ▶ 德育: 初步具备乐于欣赏音乐的态度, 培养鉴别音乐艺术的能力, 形成健康的审美情趣

单元内容概览 (Content overview)

主题	本单元聚焦“人与社会”主题下“文学、艺术与体育”主题群，围绕“中外影视、戏剧、音乐、舞蹈、绘画、建筑等艺术形式中的文化价值和作品赏析，优秀艺术家及其艺术成就”子主题内容，通过大问题“What can music bring us?”引导，帮助学生了解世界各国不同的音乐及音乐与人之间的故事，感受音乐的魅力与力量，培养学生乐于欣赏、鉴别美好事物的态度，形成健康的审美情趣。		
语篇	视听	新媒体语篇——网页 录音	音乐播放网站页面 音乐简介
	口语	新媒体语篇——网页 对话	音乐演出订票网站页面 音乐演出偏好
		阅读	报纸专题报道
	写作	新媒体语篇——论坛 回帖	音乐改变了“我”的人生 我推荐的音乐
		探索发现	介绍类短文
	世界各地的音乐剧		
语言知识	语音	$/θ/, /ð/, /ʃ/, /ʒ/$ 的发音	
	词汇	构词法——复合形容词	
	语法	并列连词	
	语篇	获取多模态语篇知识，理解报纸专题报道	
	语用	谈论感受	
文化知识	世界著名音乐家及不同音乐形式		
语言技能 与 学习策略	视听	任务：听音乐曲目的介绍，获取并记录信息 策略：识别并获取细节信息	
	口语	任务：邀请友人观看音乐演出，提议想看的演出并表达偏好 策略：合理提议及回应	
	阅读	任务：阅读一篇报纸专题报道，了解音乐改变男孩凯文·布莱克的故事 策略：把握专题报道的文体特征并梳理细节信息	
	写作	任务：写一篇论坛回帖，推荐一首自己喜欢的歌曲 策略：在写作中运用平行结构的句子	
	项目探究 (综合)	任务：创建一张校园电台音乐播放列表	

单元主题图页 (Cover page)

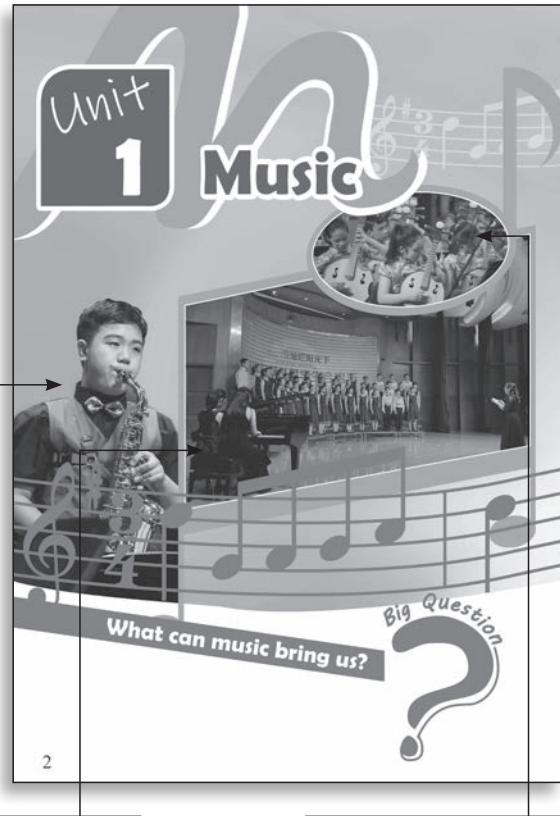
单元大问题 (Big Question)

完成本单元的学习后，学生可以围绕音乐家、音乐类型、歌词、歌曲和音乐的主题、中外音乐剧等方面的话题开展讨论，并能谈论自己的音乐喜好，根据不同场景推荐喜欢的音乐，就所读的音乐故事谈谈自己的看法，感悟音乐的力量。

单元主题图 (Theme photos)

单元主题图主要体现学生在不同场景中演奏、演唱和欣赏音乐。

A student is playing
the saxophone.



Students are singing
in a choir.

Students are playing
the ruan.

任务清单 (To-do list)

任务清单中的五项任务分别对应视听、口语、阅读、写作和项目探究，学生完成后可以自行检测任务达成情况。本单元的任务清单包括：(1) 听有关不同乐曲的介绍。(2) 谈论音乐方面的喜好。(3) 阅读关于音乐力量的报纸专题报道。(4) 撰写推荐歌曲的回帖。(5) 为校园电台创建音乐播放列表。

单元导入 (Getting started)

教师应基于单元主题图或更多音乐相关的图片，激发学生兴趣，引导他们表述常见的与音乐相关的活动。播放《雪绒花》或其他音乐，引导学生谈论对音乐的感受并阐述产生这种感受的原因。

To-do list

- 1 Listen to a radio show about different music pieces.
- 2 Talk about music preferences.
- 3 Read a newspaper article about the power of music.
- 4 Write a message to recommend a song.
- 5 Create a playlist for the school radio station.

Getting started

Listen to a song and answer the questions.

- 1 How does the song make you feel?
- 2 Do you like the song? Why or why not?

3

A student is learning to play the keyboard.

A student is listening to music with a headphone.

听力文本

Getting started

Edelweiss

Edelweiss

Every morning you greet me

Small and white, clean and bright

You look happy to meet me

Blossom of snow

May you bloom and grow

Bloom and grow forever

Edelweiss

Edelweiss

Bless my homeland forever

参考答案

Getting started

(Answers may vary.)

1 The song *Edelweiss* is beautiful and gentle. It gives a feeling of peace and love for nature and home.

2 I like this song. The song wishes for the flower to grow and bloom forever and asks for blessings for the homeland, which is very touching. Also, I like the melody very much.

Section A Music and musicians

>> Viewing and listening

子话题说明

视听板块围绕“音乐与音乐家”(Music and musicians)这一子话题展开，呈现音乐播放网页界面，并介绍三首著名的音乐曲目。



除了A1列出的音乐播放网页的相关词汇以外，还建议学习并掌握：download, folk, classical, beauty 和 popular。

A1

- 语篇说明：这是陆遥和王一鸣登录的音乐播放网页界面，界面上显示了网页的功能栏(如：在线播放、我的音乐等)和各个板块(如：正在播放、热门曲风、流行主题、热门音乐人等)。界面最下方是正在播放的曲目的名称、歌词和时长，以及其他功能按钮。
- “视”的策略：理解多模态语篇的主要策略有快速浏览(skim)网页界面，了解音乐播放网页界面特征；扫读(scan)图文，获取具体信息等。教师可通过以下问题引导学生理解该网页内容：
 - What do you see on this web page? (*Different sections like “online, my music, listen now, hot styles, popular themes, hot musicians”.*)

A1 Look and match. Look at the web page. Match the words with their meanings.

_____musician	(1) the main subject or idea in a piece of music
_____lyrics	(2) someone who plays, performs or writes music
_____theme	(3) a way in which music was created or played, such as rock, pop and folk
_____style	(4) the words to a song

A2 Listen and tick. Listen to the introductions to two music pieces. What information is mentioned? Tick (✓) the right box.

Title	Musician	Style	Lyrics	Theme	Popularity
Jasmine Flower					
Symphony No. 5					

- What can you find in “Popular Themes”? (*Themes like “beauty” and “power”.*)
- Which song is played now? (*Jasmine Flower.*)
- Which musicians can you find on the web page? (*Beethoven, Mozart, Chopin and Tian Han.*)
- 教学要点：教师引导学生识别音乐播放网页界面的要素，获取信息并学习相关词汇，如online, download, style, theme, musician, lyrics, popular等，理解词义并完成A1活动，为后续听力理解做好语言和背景知识准备。

参考答案

A1

- (2) musician (4) lyrics (1) theme (3) style

A2, A3

- 语篇说明:** 学生会听到陆遥和王一鸣对两首音乐曲目的讨论。他们主要谈论了曲名、作曲者、风格、歌词、主题和流行度等要素。
- 听力策略:** 本单元重点教授的听力策略为识别并获取细节信息 (Listening for specific information)。前序分册单元关注专项细节信息 (如家庭成员、数量等), 本单元关注多项与音乐相关的细节信息。教师可引导学生结合语篇的主题和语篇类型判断应着重关注哪(几)类细节信息, 即 A2 表中列举的六项信息。
- 教学要点:** 借助 A2 的表格引导学生在听前明确需要听取的信息要点, 教学生如何在听的过程中识别细节信息。再通过 A3 的听力活动, 引导学生在信息卡的帮助下, 记录在听的过程中获取的细节信息。
- 教学建议:** 视学情需要, 教师可提前教授学生理解存在困难的词汇, 如 unknown, beauty, difficulty, well-known, best-known 等; 如学生学有余力, 可让

6 A3 Listen and take notes Listen again and complete the information cards.

• Title: *Jasmine Flower*
 • Musician: Unknown
 • Style: ¹ _____
 • Theme:
 It praises the ² _____ of the jasmine flower.
 • Popularity:
 It's well-known both in China and ³ _____.

• Title: *Symphony No. 5*
 • Musician: Beethoven
 • Style: ⁴ _____
 • Theme:
 It is about the fight against ⁵ _____ in life.
 • Popularity:
 It is one of the ⁶ _____ works in the classical music world.

Word study Word building Compounding (II)

Complete the following sentences with one word.

- Beethoven's *Symphony No. 5* is the best-known work in the classical music world. (a work that is best known)
- It's a _____ walk to the nearest theatre. (a walk of ten minutes)
- After years of hard work, the young man got a _____ job as a singer. (a job that was paid well)
- The Chinese folk song *Jasmine Flower* became _____ because of its beautiful melody. (famous around the world)

6 Update my to-do list

Listen to the introduction to the third piece and create its music information card.

5

他们再听一段音乐曲目简介 (参考“补充资料”), 填写信息卡。

听力文本**A2, A3**

Lu Yao: Hi everyone! Welcome to New Star radio station. I'm today's presenter Lu Yao.

Yiming: Hello! I'm Wang Yiming, today's presenter, too.

Lu Yao: Today's first music piece is a popular Chinese folk song, *Jasmine Flower*. It has a lovely melody that sounds nice and makes people feel happy. The song praises the beauty of the jasmine flower. The simple lyrics describe how the flower brings joy to everyone. It is well-known both in China and around the world. When you hear the song, you can picture the white flowers and beautiful girls. The song is often played during the Chinese New Year celebrations or other important events. Now, let's enjoy the beautiful song.

Yiming: The second piece is Beethoven's *Symphony No. 5*. This is most likely the best-known work in the classical music world. Classical musician Beethoven created the symphony in 1808. When Beethoven started writing it in 1804, he was going deaf. He was just 34 years old. At that time Europe was at war. The symphony is

about the fight against difficulties in life. In it you hear both anger and power. Now let's listen to this piece. Pay attention to its famous beginning. It feels like fate is knocking on the door.

参考答案

A2

Title	Musician	Style	Lyrics	Theme	Popularity
Jasmine Flower		✓	✓	✓	✓
Symphony No. 5	✓	✓		✓	✓

A3

1 Folk 2 beauty 3 around the world 4 Classical 5 difficulties 6 best-known

补充资料

Passage:

Liang Zhu is a famous Chinese orchestral piece composed in 1959 by He Zhanhao and Chen Gang. It's also known as the *Liang Zhu Violin Concerto* or *Butterfly Lovers' Violin Concerto*. The music is based on an ancient Chinese legend, similar to *Romeo and Juliet*, telling the tragic love story of Liang Shanbo and Zhu Yingtai. The concerto mixes traditional Chinese melodies with Western classical music and is loved for its emotional depth and beautiful violin passages. It's widely performed and admired both in China and around the world.

Answers for reference:

- Title: *Liang Zhu* (*Liang Zhu Violin Concerto/Butterfly Lovers' Violin Concerto*)
- Origin: China, in 1959 (when)
- Musician: He Zhanhao and Chen Gang
- Style: Orchestral music
- Theme:
It tells the tragic love story of Liang Shanbo and Zhu Yingtai.
- Melody:
It mixes traditional Chinese melodies with Western classical music.
- Popularity:
It is widely performed and admired both in China and around the world.

语言注释

- **style** *n.* the characteristic of a book, painting, building, etc. 风格
e.g. Music styles include pop, rock, rap, jazz, blues, folk, classical, and so on.
- **symphony** *n.* a long complicated piece of music for a large orchestra, in three or four movements 交响乐；交响曲

背景知识

Beethoven

Ludwig van Beethoven (17 December 1770 – 26 March 1827) was a German composer. He wrote classical music for the piano, orchestras and different groups of instruments.

Mozart

Wolfgang Amadeus Mozart (27 January 1756 – 5 December 1791) was an Austrian composer. From a very early age, Mozart showed great musical talent. Mozart wrote more than 600 musical works, all of the very highest quality.

Chopin

Frédéric François Chopin (1 March 1810 – 17 October 1849) was a Polish composer and pianist. He has maintained world-renowned as a leading musician of his era.

Tian Han

Tian Han (12 March 1898 – 10 December 1968) was a Chinese playwright and poet. He wrote lyrics for *March of the Volunteers*, which is the national anthem of the People's Republic of China.

Word study

- **教学要点:** 教师应帮助学生掌握复合形容词的形式，并结合句意理解含义。复合形容词一般由两个用于修饰名词的词构成，通常单词之间有连字符。

参考答案

Word study

1 best-known 2 ten-minute 3 well-paid 4 world-famous

Update my to-do list

- **教学要点:** 教师播放录音，请学生听录音，记录曲目介绍的关键信息，并根据自己完成的情况评价本节课的学习成效。

听力文本

Update my to-do list

Lu Yao: And now our last piece of music. *Edelweiss* is a famous folk song from the film *The Sound of Music*. In the film the main character Captain von Trapp has to leave his home before German soldiers catch him. He leaves with his family. They are all sad at leaving Austria. The song shows not only the family's sadness but also their hope. They believe that one day Austria will grow like the Edelweiss flower. It is world-famous because the words are easy to understand and the music sounds beautiful. Let's enjoy this pretty song.

参考答案

Update my to-do list

- Title: *Edelweiss*
- Musician: Not mentioned
- Style: Folk
- Lyrics: Easy
- Theme: The song shows not only the family's sadness but also their hope.
- Popularity: World-famous

Section B Music preferences

>> Speaking

子话题说明

口语板块围绕“音乐偏好”(Music preferences)这一子话题展开,根据音乐演出订票网站的信息,引导学生表达对演出节目的偏好并邀请同伴观看演出,涉及提议及回应和表达偏好等语用知识。

B1

- **语篇说明:**图片展示的是音乐演出(Music Show)的订票网页界面。界面上包括了导航栏和内容页两个部分。导航栏由“演出”“新闻”“日历”“票务”“博客”“关于我们”和“搜索”七项组成。内容页展现的是即将上演的三场音乐演出(贝多芬音乐会、《西游记》音乐剧和太阳花合唱团义演)的简要信息,包括主题、现场照片和表演类型,同时提供了“更多信息”的链接按钮。
- **教学要点:**首先,教师可引导学生看网页界面,从多模态语篇中获取信息,并作合理推测,如:“What information can you find on the website?”“What are the upcoming events?”“What kind of music show is it?”“What will you possibly enjoy in the show?”“Why is Li Bailing viewing the website?”等,并学习本板块的重点词汇,如preference, chorus, charity, choose, raise等,为后续的口语表达输出活动做好词汇准备。

然后,基于对多模态语篇的理解,教师请学生就三场音乐演出谈论喜好、感受,并简要阐述理由。帮助学生学习如何谈论感受,了解同伴的喜好,为后续的口语表达输出活动做好语言准备。

B Music preferences >> Speaking

Li Bailing wants to invite her friend Mary to watch a show this weekend. Here is the website information.

UPCOMING EVENTS

	The performance seems interesting.	I would like to read more information.
Beethoven Concert	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3	<input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3
Journey to the West	<input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3
Sunflower Chorus's Charity Show	<input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3	<input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3

B2 Listen, read and think Listen to the conversation between Bailing and Mary. Which show(s) would they like to watch?

Bailing: Hi, Mary! There are some great music events this weekend. Would you like to go with me?

Mary: Yes, I'd love to. Which one do you have in mind?

Bailing: Let's check out the website for the events.

- **教学建议:**如学生对谈论感受感到困难,可借助选择疑问句追问,引导学生说出信息关键词;教师也可将相关表达写在黑板上,帮助学生模仿、学习;如学生学有余力,可请他们梳理归纳喜好的理由。

B2

- **语篇说明:**对话在李百灵和好友玛丽之间展开,李百灵想邀请玛丽周末一起去看一场音乐演出,两人就订票网页上的信息讨论想要观看的演出并谈论感受。交际双方通过“Would you like to ...?”“Let's ...”“How about ...?”等句子询问喜好和提出建议,并通过“They all look interesting. It's hard to choose!”“I haven't seen it done in English before.”“Actually, I've seen it already.”等句子回应。

• **语用功能说明:** 本单元语用功能为谈论感受 (Talking about one's feelings)。在前序单元中, 学生学过相关的语用功能, 如学生用书六上 U6 Making suggestions (提出建议); 六下 U4 Responding to suggestions (接受或拒绝建议); 七上 U4 Talking about “likes” and “dislikes” (谈论喜好) 等。教师应引导学生知晓在选择要观看的演出或节目时, 可以直接表达自己的看法, 如 “I really want to ...” “I'm glad/excited to ...” 等, 也可以谈论节目带给人的感受, 如 “This makes me feel excited/ angry/nervous/upset/...”。教师也可让学生拓展到生活的其他方面, 表达自己的感受, 如 “This never bothers me.” “It's been a difficult day.”。My learning notes 提供了谈论感受的表述, 教师可引导学生从 B2 的对话中或借助自身的语言积累找出更多类似表达。学生用书 My learning notes support 部分 (P118) 也提供了更多可用表达。

• **教学要点:** 通过让学生听 B2 的对话, 帮助学生关注对话交际双方的交际目的和主要话题内容。再通过让学生读 B2 的对话, 引导他们关注本课的口语交际策略要点 (基于交际目的合理提议、表达偏好) 和语用功能重点 (谈论感受)。可问学生以下问题:

- ① Why does Li Bailing start the conversation?
- ② What are they doing? What music event(s) are they interested in?
- ③ How do they suggest going to a certain music event? How do they express preferences?

Mary: Here are three shows. They all look interesting. It's hard to choose!
 Bailing: Shall we watch *Journey to the West*? I haven't seen it done in English before. Maybe it's new to you too.
 Mary: Actually, I've seen it already. How about Sunflower Chorus? They have sweet voices and it's a charity show. They are raising money for homeless animals.
 Bailing: Good choice. Let's watch Sunflower Chorus's Charity Show this weekend.
 Mary: That'll be great!

B3 Role-play Wang Yiming would like to invite his friend Harry to watch a show from the website on page 6. With a partner, act out their conversation.

My learning notes

Talking about one's feelings:

- They all look interesting. It's hard to choose!
- I really want to ...
- I'm glad/excited to ...
- ...

Pronunciation /θ/, /ð/, /ʃ/ and /ʒ/

Sing the rap.

Pop is always popular, fashionable and fun,
 Folk is more traditional, songs for everyone.
 The rhythms of jazz are cool; classical gives us pleasure,
 A piece of music is worth a thousand words.
 All music is a treasure.

Update my to-do list

You would like to invite your friend to watch a show this weekend. Act out the conversation.

7

★

这是一首以音乐类型为主题的说唱, 旨在帮助学生掌握和辨析 /θ/, /ð/, /ʃ/ 和 /ʒ/ 的发音。教师教学中可引导学生一边打节拍、一边诵读, 加强诵读的节奏感。

• **教学建议:** 如学生理解对话有困难, 可以通过解释语言点 (如 have ... in mind, check out the website, done in English) 等方法提供帮助; 如学生对口语交际策略和语用功能表达的接受程度较好, 可以帮助他们关注该对话的更多特征, 如分析交谈中话轮的推进方式, 即交际双方通过提议和谈论感受的方式交替话轮、推进交谈。

参考答案

B2

They would like to watch Sunflower Chorus's Charity Show.

B3

- **教学要点:**作为B2口语范文和**Update my to-do list**口语表达板块情境迁移输出任务之间的过渡,本活动在B1提供的内容支架、B2和**My learning notes**提供的语言支架基础上,延续板块情境,请学生尝试半开放地完成口语对话角色扮演。对话双方为王一鸣和哈利,学生需要结合人物身份猜测他们的音乐节目偏好,但是提议和偏好的表达仍旧可以模仿使用。
- **教学建议:**如学生输出表达有困难,教师可以带领学生梳理表达提议和喜好的句型,再完成B3。

参考答案

B3

(Answers may vary.)

Wang Yiming: Hi, Harry! Check out the website. There are some great upcoming events.

Would you like to go with me?

Harry: Yes, I'd love to. Which one do you have in mind?

Wang Yiming: They all look interesting. It's hard to choose.

Harry: Shall we watch Beethoven Concert? It plays the most classic works of Beethoven's.

Wang Yiming: Sounds great, but I'm not that interested in classical music. How about *Journey to the West*? I really want to see it done in English.

Harry: Good choice. Let's watch the show. It must be new and interesting!

Wang Yiming: Great! I can't wait!

语言注释

• event/show/performance

event *n.* a planned public or social occasion 公开活动

show *n.* a form of entertainment that is intended to captivate an audience through visual and auditory means, can be a combination of music, dance, drama, comedy, and other forms of performing arts 演出;歌舞表演

performance *n.* an act of presenting something to an audience, whether it is a show, a speech, a lecture, or a demonstration 表演;演出

• have something in mind to have an idea about what you want for a particular purpose 考虑;打算;在思考或计划中

e.g. *Watching TV all evening wasn't exactly what I had in mind.*

• check out to look at someone or something because they are interesting and attractive 看一下

e.g. *If I heard about a website that sounds interesting, I would check it out.*

e.g. **Check out that car!**

• do *v.* to perform or produce a play, an opera, etc. 演出;编排

e.g. *The drama club is doing Hamlet now.*

Update my to-do list

- **教学要点:** 该任务迁移了对话情境, 需要学生灵活运用本板块所学的语言、功能句式和口语交际策略等, 开展新的对话。学生在对话时, 可不局限于网页上的三场演出, 可谈论其他他们想看的演出。教师请学生更换合作伙伴, 确定角色, 开展对话。学生展示, 同伴互评。学生根据自己的任务完成情况, 结合同伴评价和教师点评, 评价本节课的学习成效。学生可根据对话内容是否运用恰当的语言表达提议、回应和感受等进行评价。

参考答案

Update my to-do list

(Answers may vary.)

A: Hi! There are some great music shows this weekend. Would you like to go with me?

B: Sure, I'd love to. Have you decided on which music show to see?

A: Not yet. I'm thinking about *Journey to the West* or the Beethoven Concert.

B: What are they about?

A: *Journey to the West* is based on the great novel. We are all familiar with it. The journey is adventurous. And in Beethoven Concert, we can enjoy beautiful songs.

B: Sounds great. Actually, I'm in the mood for classical music. How about Beethoven Concert?

A: Beethoven's always a good choice! Let's go for that.

B: Great! Can't wait for a night of great music.

A: Me too! It'll be awesome.

Section C The power of music

>>Reading

子话题说明

阅读板块围绕“音乐力量”(The power of music)这一子话题展开,选用报纸中的专题报道,讲述音乐改变英国男孩凯文·布莱克的故事。

C1, C2

- 语篇说明:该专题报道来自报纸TEENS中的专题报道板块(Feature)。该专题报道描述了凯文·布莱克所遭遇的困境,并讲述了他通过学习唱歌,找到了信心,并用自己的经历激励身边人,凸显了音乐给凯文带来的改变,体现了音乐的力量。文章大量引用了人物的话语,具有专题报道的特点(如:运用一般现在时呈现人物的话语,用一般过去时描述过去的事情等)。
- 阅读策略:本单元重点教授的阅读策略为扫读并获取细节信息(Scanning for specific information),为学生用书六上U2、六上U5、七上U5阅读策略的复现。本阅读策略旨在引导学生根据关键动词,获取与凯文变化相关的信息,明确音乐改变凯文的过程。
- 教学要点:(1)借助导语,帮助学生识别专题报道语篇。(2)借助C1阅读语篇标题,帮助学生认识专题报道这一语篇类型。(3)通过阅读故事,把握故事的主题(Music changed Kevin's life),识别语篇特征。(4)通过C2的Personal touch,帮助学生思考音乐对凯文的重要性,以及在哪些方面改变了凯文。
- 教学建议:如学生理解故事有困难,可

参考答案

C1

D

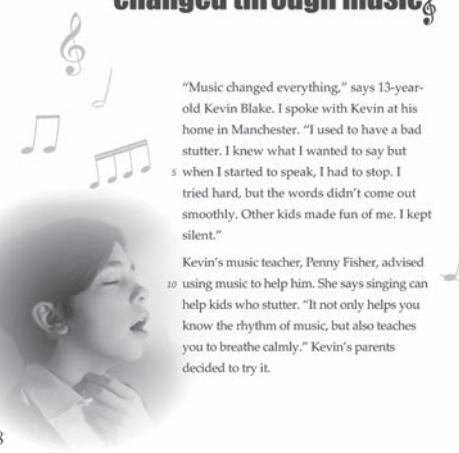
C The power of music ➤➤ Reading

In TEENS, a local newspaper, Wang Yiming read a story about Kevin Blake.

C1 Predicting Read the title of the news story and choose the best answer.
In which section of the newspaper will you probably find this story?
A Business. B Sports.
C Entertainment. D Feature.

C2 Read the story.

A young life changed through music



"Music changed everything," says 13-year-old Kevin Blake. I spoke with Kevin at his home in Manchester. "I used to have a bad stutter. I knew what I wanted to say but when I started to speak, I had to stop. I tried hard, but the words didn't come out smoothly. Other kids made fun of me. I kept silent."

Kevin's music teacher, Penny Fisher, advised using music to help him. She says singing can help kids who stutter. "It not only helps you know the rhythm of music, but also teaches you to breathe calmly." Kevin's parents decided to try it.

8

通过以下问题引导:

- What's the title of the story? (*A young life changed through music.*)
- Whose life changed through music? (*Kevin.*)
- What's the story probably about? (*It is probably about how Kevin made a big change in himself through music.*)
- What does "I" refer to in Line 2? (*The reporter/The writer.*)
- What does "It" refer to in Line 11? (*Singing.*)
- Why did Kevin keep silent at first? (*Because he didn't want other kids to make fun of his stutter.*)
- Why did Penny Fisher advise Kevin to learn singing? (*Because singing can not only help him know the rhythm of music but also teach*

- him to breathe calmly.)
- ⑧ What might happen during the three months? (*Kevin probably kept practising singing.*)
 - ⑨ Why did Kevin feel relaxed in the chorus? (*Because no one was listening to him while singing together.*)
 - ⑩ What helped Kevin gain confidence? (*Singing well in the school chorus.*)
 - ⑪ How did singing help Kevin's speaking? (*He discovered the way to let the words come out smoothly. Also, he found confidence in himself.*)

参考答案

C2

(Answers may vary.)

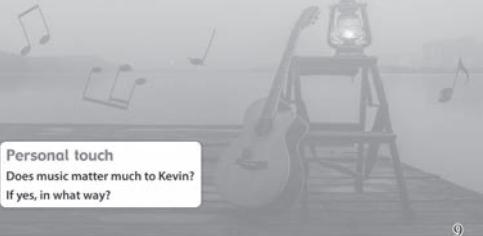
Yes. Singing helps Kevin express himself without a stutter. Music gives Kevin confidence. He feels the magic of music.

15 "When Penny first asked me to sing, I felt shy," says Kevin. "But she encouraged me. I discovered that the words came out freely."

After three months, Kevin joined the school chorus. "In the chorus, everyone else was singing too, so 20 they weren't listening to me. I could relax and enjoy myself."

Kevin gained confidence and found the courage to sing solo. "People liked my singing," he says. "It felt great when the words came out without a stutter. It 25 helped my speaking. Through singing, I found my voice!"

Kevin now gives talks to other young people who stutter. He describes how music has helped him. "I still stutter a little, but I've learned how to be calmer and more 30 confident. I want to tell the world what magic music can do."



9

Personal touch
Does music matter much to Kevin?
If yes, in what way?

语言注释

- **smoothly** *adv.* easily and without interruption or difficulty 连续而流畅地
e.g. *Traffic is now flowing smoothly again.*
- **silent** *adj.* not speaking 不说话的；沉默的
e.g. *He was completely silent during the visit.*
- **advise** *v.* to tell somebody what you think they should do in a particular situation 劝告；忠告；建议
e.g. *They advise that you should carry a passport at all times.*
- **confidence** *n.* a belief in your own ability to do things and be successful 信心；信任
e.g. *He answered the questions with confidence.*
- **courage** *n.* the ability to do something challenging, or to face pain or opposition, without showing fear 勇气
e.g. *It takes courage to say what you think.*
- **describe** *v.* to say what somebody/something is like 描述；形容
e.g. *Several people described seeing strange lights in the sky.*

背景知识

Manchester

Manchester is a city and metropolitan borough of Greater Manchester, England.

C3

- **教学要点:**此活动旨在帮助学生整体把握阅读文本的要点,即音乐如何改变凯文的人生。
- **教学建议:**如学生感到困难,可以请他们通读全文,重点关注故事的最后两段;也可以引导学生关注本板块的子话题“音乐力量”(The power of music)。

参考答案

C3

- 1 voice
- 2 calmer and more confident
- 3 power/magic

C4

- **教学要点:**此活动旨在帮助学生归纳段落主旨,并寻找作为支撑的细节信息。
- **教学建议:**如学生感到困难,教师可以指导学生关注表格中的关键词,如problem, change, help others。引导学生在文中圈画出表格中的关键词(或其在文中的形式),如encouraged, In the chorus, relax, gained等,在关键词所在的上下文中寻找所需信息。

参考答案

C4

- 1 1
- 2 had a bad stutter
- 3 2–5
- 4 shy
- 5 that the words came out freely
- 6 enjoyed himself
- 7 confidence
- 8 found the courage to sing solo
- 9 6
- 10 talks to other young people who stutter

C5

- **教学要点:**此活动旨在帮助学生通过

C3 General understanding Read and fill in the blanks.

- 1 Music helps a shy boy named Kevin Blake find his _____.
- 2 He has learned how to be _____.
- 3 From Kevin's story, we can learn the _____ of the music.

C4 Detailed reading Read and complete the table.

Scanning for specific information

Paragraphs	Supporting details	
Paragraph(s) ¹ What problem did Kevin have?	Kevin ² _____	
Paragraph(s) ³ How did music change Kevin?	At first,	Kevin felt ⁴ _____.
	With Penny's encouragement,	Kevin discovered ⁵ _____.
	In the school chorus,	Kevin relaxed and ⁶ _____.
	Finally,	Kevin gained ⁷ _____; ⁸ _____.
Paragraph(s) ⁹ How did Kevin use music to help others?	Kevin gives ¹⁰ _____.	Kevin describes the power of music.

C5 Further thinking How do you understand Kevin's words "Through singing, I found my voice"?

10

深入理解关键句,推断语篇的主题意义。

- **教学建议:**教师启发学生在理解文本的基础上,进一步调动高阶思维,展开深入语篇和超越语篇的思考。以下问题供参考选用:

- ① According to Kevin's story, what magic can music do? (*Music can not only help people calm down and relax, but also give them confidence.*)
- ② What does "voice" mean in this sentence? (*It not only refers to Kevin's speaking voice, but also means his ability to express himself.*)

参考答案

C5

(Answers may vary.)

Singing not only helped Kevin know the rhythm of music, but also taught him how to be calmer and more confident, which made him relax and enjoy himself. Besides, he found a way to express himself by singing.

Vocabulary focus

- **教学要点:**本活动重点关注阅读语篇中的动词词组以及形容词等重点词汇,帮助学生在阅读语篇语境中进一步巩固这些单词和词组的词义,并能熟练运用。

教师还可以设计更多词汇练习,关注本板块核心词汇(如 silent, advise, shy, relax, gain, confidence, courage, describe 等)的理解和运用。

- **教学建议:**鼓励学生在情境中运用各类动词和形容词,表达自己成长中性格、情绪等方面的变化。

参考答案

Vocabulary focus

- 1 used to
- 2 made fun of
- 3 come out freely
- 4 confidence
- 5 encourage

Unit
1

Vocabulary focus Fill in the blanks with the proper forms of the words and phrases in the box.

come out freely used to encourage make fun of confident

Kevin is a 13-year-old boy from Manchester.

He ¹ have a stutter and was very shy, so other kids ² him. Luckily, later Kevin found that his words could ³ after he learned singing in the chorus. The music has brought him ⁴ so that he can give talks to ⁵ other young people. He wants to tell the world what magic music can do.

Update my to-do list

Will you share Kevin's story with other young people? Why or why not?

11

Update my to-do list

- **教学要点:**教师可组织学生分组讨论是否喜欢凯文的故事,是否会向其他同龄人介绍凯文的故事,并阐述原因。学生讨论或汇报的时候,教师可提供适当的支持。

参考答案

Update my to-do list

(Answers may vary.)

Yes, I will. Because the story is quite inspiring. It helps me know the power of music.

>>Grammar in use

板块内容说明

本单元的语法重点是并列连词 both ... and ... 和 not only ... but also ...。

活动 1

- **教学要点：**活动 1 旨在帮助学生在句子中探索 both ... and ... 和 not only ... but also ... 表达的意义。可引导学生关注句中下划线部分的语言形式，尤其并列连词所连接的单词或短语的形式。
- **教学建议：**教师可以补充一些含并列连词的例句，涵盖并列连词连接不同句子成分的情况，关注不同句子中的主谓一致（参考“补充资料”）。通过问题引导，帮助学生关注并列连词的形式、意义和用法。

>> Grammar in use Coordinators

1 Read and think Read the sentences and think: How are they formed?

- (1) I like both pop music and rock music.
- (2) Both Beethoven and Mozart are famous composers in the history of Western music.
- (3) Johann Sebastian Bach not only played keyboard instruments but also composed music.
- (4) Albert Einstein was not only a famous physicist but also a musician.

2 Work out the rules Tick (✓) the one(s) you agree with.

- We usually use both ... and ... /not only ... but also ... to:
 suggest the difference between two things.
 stress the link between two things.

Grammar file → p. 120

3 Practise: Fun facts There are many interesting facts about famous people. Use both ... and ... or not only ... but also ... to describe them.

(1)



Albert Einstein developed the theory of relativity.



Albert Einstein played the violin well.

12

补充资料

- I like not only pop music but also rock music.
- Not only Beethoven but also Mozart is a famous composer in the history of Western music.
- Both listening to music and playing music are good for your brain.
- Johann Sebastian Bach both played keyboard instruments and composed music.
- Albert Einstein was both a famous physicist and a violinist.
- Music improves both learning and memory.
- Music makes people not only happier but also healthier.

活动 2

- **教学要点：**活动 2 旨在帮助学生在完成活动 1 的基础上总结语法规则，根据上面的句子，归纳并列连词 both ... and ... 和 not only ... but also ... 表达的意义。
- **教学建议：**可根据学情，仅要求学生根据活动 1 的各个句子按照本活动中的语法规则选项，判断出正确答案，或请学生分组对照更多含并列连词的例句，归纳并列连词所在句子的构成规则，以及并列连词 both ... and ... 和 not only ... but also ... 的使用情境，最后借助学生用书语法附录（Grammar file, P120–P121）深化理解。

参考答案

2

stress the link between two things.

活动 3

- **教学要点:** 活动 3 旨在帮助学生在有意义的情境中运用并列连词。
- **教学建议:** 在完成这个活动之前, 教师可以借助活动 1 中的例句, 也可从语法附录中提取更多的句子, 让学生熟悉并列句的形式。

对于需要更多帮助的学生, 教师可以请学生在书上尝试写出句子, 同伴互查后, 再全班讲解。

对于学有余力的学生, 教师可以让学生基于已有的对爱因斯坦、莫扎特及其他历史名人的了解, 运用并列连词, 写出更多的句子。

参考答案

3

- (1) Albert Einstein not only developed the theory of relativity but also played the violin well.
- (2) Wolfgang Mozart was good at not only writing music pieces but also playing the piano.

活动 4

- **教学要点：**活动 4 旨在帮助学生在真实情境中，恰当运用并列连词描述多位同伴对某类音乐的喜好。完成活动需要用到并列连词表达同伴音乐喜好的异同或同伴喜欢某种类型音乐的原因。教师尽量让学生使用 both ... and ... 和 not only ... but also ... 两种并列连词完整地表达观点和理由。同时，需要注意谓语动词与主语一致。
- **教学建议：**活动前教师可以请学生参考语法附录里的语法讲解，也可以补充一些相关例句，引导学生关注不同的句型结构。再请学生就学生用书上给出的表达音乐喜好原因的句子，进行改写。最后请学生参照学生用书的示范，尝试和同伴展开简短对话，记录同伴对某类音乐的喜好和理由，并在班级中进行汇报。其他同学记录信息后，进行转述。

Unit
1

(2)



Wolfgang Mozart was good at writing music pieces.

Wolfgang Mozart was good at playing the piano.

4 A survey Read the four students' ideas. Make sentences by using coordinators like both ... and ..., not only ... but also You can interview your classmates for more ideas.

 I like classical music. I often listen to Chopin after school because his piano pieces sound relaxing. It makes me less stressed.

 Rock music is my favourite. I always listen to rock music after school. Every time I hear it, I get refreshed. It keeps me energetic.

 Classical music is always on my playlist. It makes me relaxed and helps me go to sleep easily.

 I like rock music. I always share rock music with my friends. I feel refreshed and energetic when I enjoy it.

Grammar file → p. 122

13

参考答案

4

(Answers may vary.)

Both Lu Yao and Wang Yiming like classical music.

Both Lin Dong and Li Bailing like rock music.

Lu Yao often listens to Chopin after school not only because his piano pieces are relaxing but also because they make her less stressed.

When Lin Dong hears rock music, he feels both refreshed and energetic.

Classical music not only makes Wang Yiming relaxed but also helps him go to sleep easily.

Rock music makes Li Bailing both refreshed and energetic.

评价建议

教师可根据学生完成每个活动的情况，随时调整教学进度和方式。如学生对并列连词的形式掌握得不够好（如主谓不一致，或并列的内容有误等），教师可以在分析例句的活动中，提醒学生关注并列连词的不同句型结构以及运用情境，分析并列连词连接不同主语时谓语动词的形式变化，提高学生的语法形式意识，并结合一些针对性的笔头语法练习，提高学生语法使用的熟练度。最后，教师通过学生完成活动 4 的表现，评价学生对此语法点的掌握程度。

Section D Music recommendation

>> Writing

子话题说明

写作板块围绕“音乐推荐”(Music recommendation)这一子话题展开，学生以论坛回帖的形式推荐自己喜欢的音乐。

D1

- 语篇说明：**写作范文是赵鹏回复陆遥的帖子，情境延续了板块A中陆遥收集电台音乐播放列表信息，与板块E为学校电台创建音乐播放列表呼应。
- 写作策略：**本单元写作策略是用并列连词写平行结构的句子(Writing parallel structures)。引导学生知晓什么是平行结构，一般使用什么连词，帮助他们正确使用平行结构表达观点。
- 教学要点：**D1的活动定位是写前思考，旨在引导学生先通过快速浏览范文内容，关注赵鹏推荐*We Will Rock You*这首歌的原因，再为后续展开写作策略的学习作准备。
- 教学建议：**如学生理解范文有困难，教师可以用提问的形式引导学生观察回帖的结构，获取关键信息，引导学生用并列连词回答部分问题。如：
① What song does Zhao Peng recommend?
② What does Zhao Peng think of the song?

参考答案

D1

He likes the song because it not only offers a strong melody but also has powerful lyrics. Every time he listens to it, he wants to sing along. Also, it is widely used in many sports events around the world to show team spirit and encourage the athletes.

D2

It not only offers a strong melody but also has powerful lyrics.

What's more, it is widely used in many sports events around the world to show team spirit and encourage the athletes.

The screenshot shows a digital forum interface. At the top, there is a header with the letter 'D' and the text 'Music recommendation' followed by a right-pointing arrow and the word 'Writing'. Below this, a post from 'Lu Yao' dated '28 Feb.' reads: 'The Radio Station is calling! Hey, everyone, if you would like us to play a special song, just let us know which one you like and why you like it. The most popular three will be on next week's playlist.' Below this post is a reply from 'Zhao Peng' dated '28 Feb.': 'I would like to recommend a song — *We Will Rock You*. It is one of the greatest songs of all time. It not only offers a strong melody but also has powerful lyrics. Every time you listen to it, you want to sing along. What's more, it is widely used in many sports events around the world to show team spirit and encourage the athletes. I'm sure your audience will enjoy this song.' At the bottom of the screenshot, there is a note: 'D2 Prepare Read Dr Hu's tip and find examples of parallel structure from the text in D1. Underline them.'

14

③ Why does he like the song?

④ Where is the song usually played?

D2

- 教学要点：**D2的活动定位是写前准备。需要请学生在细读范文的过程中，关注本单元的写作策略——写平行结构的句子。在细读范文的过程中，划出运用平行结构的句子。

D3

- 教学要点:** D3 的活动定位是写前构思。教师引导学生根据话题,结合给出的框架结构开展头脑风暴,确定推荐的歌曲、2—3个推荐理由和自己的感受等,并以草稿的形式列出一些相关语言表达。
- 教学建议:** 教师可根据学情,酌情提供相关的语言支架(参考“补充资料”)。

补充资料**Useful expressions****1. Recommendation**

- I would like to recommend a song — ...
- The song I want to recommend is ...
- I highly recommend ...
- I really think you would like ...

2. Reasons

- It is one of ... songs ...
- When you listen to it, you feel ...
- It has not only ... melody but also ... lyrics.
- It conveys the meaning of ...

3. Feelings/Hopes

- I'm sure you will ...
- I hope you will ...

对于学有余力的学生,也可以提供更多表达作为参考。如:

- The simple lyrics describe how ... brings joy to everyone.
- The song mixes traditional Chinese melodies with Western classical music.

D4

- 教学要点:** D4 的活动定位是写作,旨在请学生基于前期的写作准备,在写作文本框内完成写作。
- 教学建议:** 教师可根据学情决定是否给学生更多内容和语言的支持。D3 的“补充资料”可供教师参考,教师也可

TEEN skill Writing parallel structures (I)

A parallel structure involves two or more words, phrases, or clauses that are similar in length and grammatical form, such as ... and ..., not only ... but also ..., both ... and ..., etc.

e.g.

Kevin gained confidence and found the courage to sing solo.
It not only offers a strong melody but also has powerful lyrics.

**D3 Plan Complete the chart with your ideas.****D4 Write Write your reply to the post.**
D5 Check Check your writing. Pay attention to the use of parallel structures.

Update my to-do list [] [] [] []

Work in groups and share your writing. Vote for your favourite one in the group and say why you like it. How many votes do you get?

15

自行补充其他资料。

D5

- 教学要点:** D5 的活动定位是写后检查,旨在引导学生参照 TEEN skill 栏目的写作策略要点提示,检查自己的作文初稿并修改,有意识地养成写后自查的习惯。
- 教学建议:** 教师可整理学生的常见错误,请全班一同找错误、修改,帮助学生更好地运用平行结构的句子。再请学生自查或同伴交换检查是否有遗漏或误批改。

Update my to-do list

- 教学要点:** 请学生分组活动,分享彼此的回帖,为各自喜欢的回帖投票,并说明理由。教师可为学生提供针对本课写作任务的个性化评价建议,请学生根据评价建议评价自己的任务完成情况,并结合同学评价和教师点评,思考改进方案。学生可根据内容是否围绕主题,结构是否清晰完整,是否运用平行结构的句子等要点开展评价。

>>Discovery

板块内容说明

探索发现板块介绍了中国、奥地利、法国的三部著名音乐剧及它们所讲述的故事。

教学提示

• **语篇说明：**第一则短文介绍了中国音乐剧《蝶》。第二则短文介绍了奥地利音乐剧《音乐之声》。第三则短文介绍了法国音乐剧《悲惨世界》。

• **更多信息：**

(1) 《蝶》是一部中国音乐剧，于2007年首演。该剧对中国传统爱情传说《梁山伯与祝英台》进行了重新想象，以蝶人部落为背景，讲述了流浪诗人梁山伯与部落首领的女儿祝英台相遇、相爱、历经阻挠并最终殉情化蝶的故事。

(2) 《音乐之声》是一部改编自玛丽亚·冯·特拉普的著作《特拉普家庭演唱团》的戏剧作品，1959年以音乐剧的形式于百老汇上演，同时也是史上最卖座的歌舞片之一。该剧的诸多歌曲，如《哆来咪》《孤独的牧羊人》《雪绒花》传唱至世界各地，并被翻唱成各国语言版本。

(3) 《悲惨世界》是由法国音乐剧作曲家克劳德·米歇尔·勋伯格和阿兰·鲍伯利共同创作的一部音乐剧，改编自维克多·雨果的同名小说。

• **教学建议：**教师可根据学情，灵活选用不同的方式来激发学生对不同国家音乐剧的兴趣。

(1) 预测：组织学生读前浏览图片，预测与主题相关的信息，激发学生的兴趣。如：

- ① Which musical have you seen before?
- ② Which one is a Chinese musical?

Discovery

Famous musicals around the world

The Butterfly Lovers

The Butterfly Lovers is a modern musical based on a traditional Chinese story Liang Shanbo and Zhu Yingtai. In 4th-century China, Liang Shanbo and Zhu Yingtai fell in love with each other, but Yingtai's parents refused to marry their daughter to Shanbo. After their deaths, they turned into a pair of butterflies and flew happily together.

The Sound of Music

This musical is based on a true story about the von Trapp family. In 1930s Austria, a lady called Maria became the tutor^① to the seven children of Captain Georg von Trapp. She brought music and joy to the whole family.

Les Misérables

This musical is from Victor Hugo's novel of the same name. In 19th-century France, Jean Valjean was once in prison because he stole bread to feed his sister's children. He tried to find a meaningful life after he was free.

Read and think Which of the three musicals impresses you most?

① tutor 家庭教师

16

(2) 理解：请学生阅读短文，通过问题引导学生了解不同国家的音乐剧。如：

- ① What is each musical special for?
- ② What do you find most interesting about the musicals?

(3) 思考：鼓励学生基于文本信息，展开思考，推断更多文本以外的信息。如：

- ① What else do you know about the story *Liang Shanbo and Zhu Yingtai*?
- ② What song do you know from *The Sound of Music*?

(4) 拓展：教师可自行寻找有关三部音乐剧的视频，或鼓励学有余力的学生自发寻找一些经典的音乐剧，在课堂上分享，比较不同音乐剧之间的异同，交流各自的观点，以提高学生的自主学习、思辨和探究能力以及文化意识。参考问题：

What other musical(s) do you know? Share with the class.

补充资料

Notre-Dame de Paris

The musical is based on Victor Hugo's classic novel. A hunchback called Quasimodo, who dwells in the bell tower of Notre-Dame Cathedral in Paris, falls in love with a Gypsy girl named Esmeralda. Several songs from the show, have been released as singles with a huge success in French-speaking countries.

The Phantom of the Opera

It is an award-winning musical which tells a sad story of beautiful singer Christine Daaé, who is instructed by a secretive music teacher. He hides his face under a white mask and lives under the opera house.

Section E Music taste

>>Project

子话题说明

项目探究板块围绕“音乐品味”(Music taste)这一子话题展开。学生借助线上资源，结合本单元所学，针对不同场景主题，搜索音乐曲目、创建音乐播放列表、制作曲目介绍信息卡，最后展示曲目推荐单。学生在活动中进一步思考单元大问题，感知音乐的魅力，培养乐于欣赏、鉴别美好事物的态度，形成健康的审美情趣。

教学提示

- **教学要点：**教师引导学生回顾单元各板块内容，组织学生分小组根据不同校园场景，讨论该场景下适合播放的音乐曲目类型或主题等。引导学生借助线上资源搜索相关类型或主题的音乐曲目，选择想要推荐的曲目及其基本信息以完成音乐信息卡。组织学生分小组分享音乐信息卡，讨论不同校园场景的不同曲目选择，从而创建音乐播放列表并在全班分享。

Update my to-do list

- **教学要点：**教师给各组提供在课内外展示音乐播放列表的机会。鼓励学生

The school radio station is collecting music pieces for different occasions. Work in groups and recommend a playlist.

Step 1 Brainstorm Discuss and decide on the occasion and music pieces you would like to play.

Lunchtime A break between classes The school sports meeting
Radio gymnastics ...

Step 2 Collect Search for information about the music pieces you have chosen. Make an information card for each of them.

Title: _____
• Musician: _____
• Style: _____
• Theme: _____
• Reasons for recommendation: _____

Step 3 Create Create a playlist and present it to the whole class.

Update my to-do list

Vote for the best three playlists and recommend them to the school radio station.

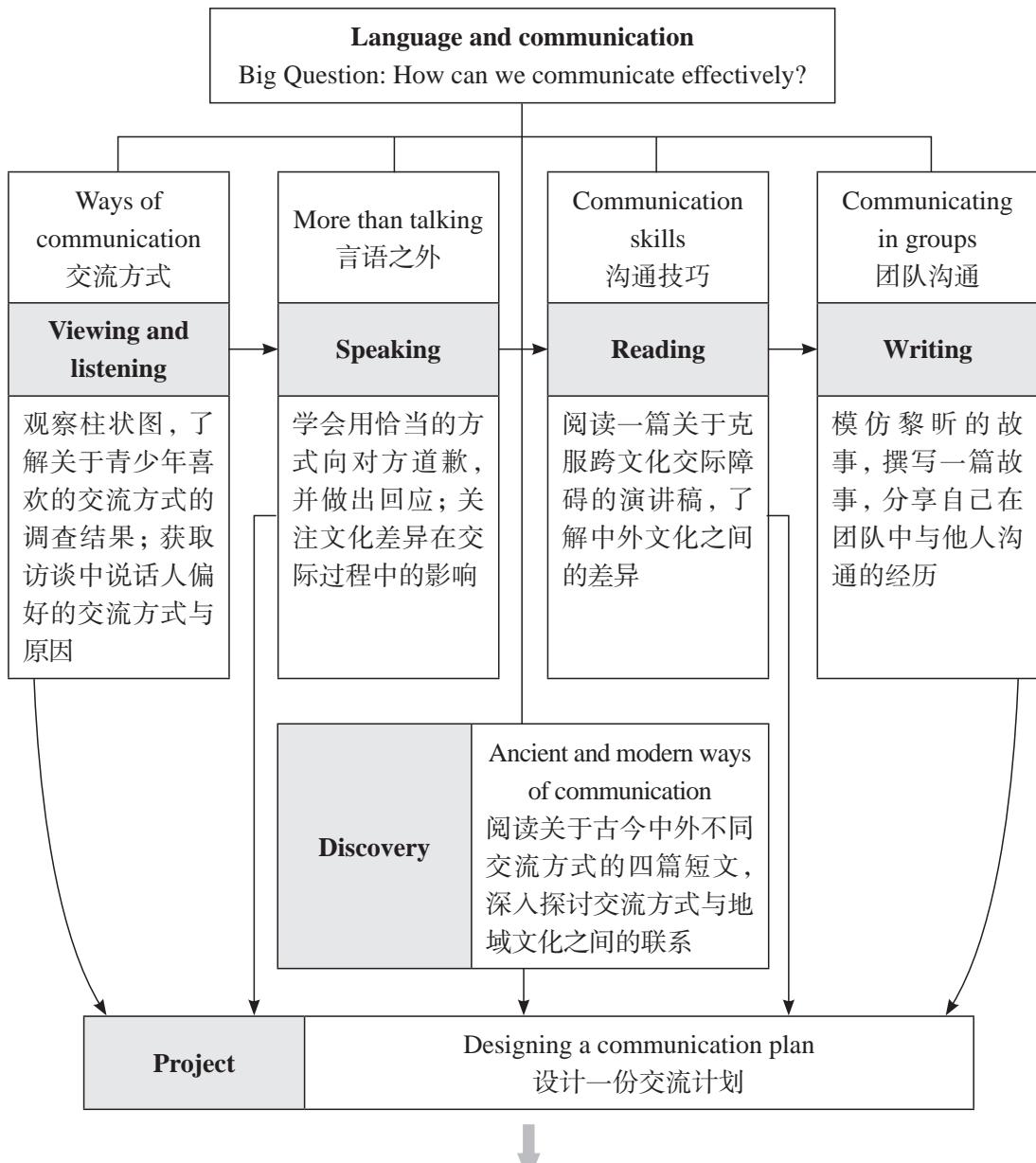
17

综合运用本单元前序板块所学的语言知识和技能进行表达和展示。组织学生投票选出三个最棒的音乐播放列表并推荐给学校广播站。

教师提供音乐播放列表推荐的评价建议，组织学生从内容、语言和成果三方面进行同伴互评。

Unit 2 Language and communication

单元内容结构图(Structure of the unit)



单元育人目标：通过了解不同的交流方式，探知其背后的文化异同，培养乐于交流、善于沟通的能力，增强跨文化沟通与交流的意识与能力

单元目标(Unit objectives)

- ▶ 语音：能准确朗读 /ts/, /dz/, /tʃ/, /dʒ/, /tr/, /dr/, 并能借助音标准确拼读单词，朗读韵律诗歌
- ▶ 词汇：能掌握与交流、沟通相关的词汇，根据语境识别同义词
- ▶ 语法：能归纳副词比较级和最高级的语法规则并在情境中运用
- ▶ 看：能借助图表、宣传册内页等多模态语篇中的视觉信息理解相关内容
- ▶ 听：能识别并获取细节信息，明确说话人不同的交流习惯与原因
- ▶ 说：能运用恰当语言表达歉意或回应他人的歉意；结合具体的交流情境，就不同文化中的交流方式开展简单对话
- ▶ 读：能读懂有关跨文化交际的演讲稿并理解这类文本的语篇特征，识别语篇的结构并提炼关键信息
- ▶ 写：能围绕“语言与沟通”这一主题，使用引导性问题架构文本框架，运用所学语言，描述自己的一次经历
- ▶ 文化：能通过观察图表、宣传册内页等获取与交流相关的文化信息；能用所学语言描述文化现象与文化差异，初步具备比较文化相似性和差异性的能力
- ▶ 德育：了解有效沟通的意义，初步形成跨文化沟通与交流的意识和能力

单元内容概览 (Content overview)

主题	本单元聚焦“人与社会”主题下“社会服务与人际交往”主题群，围绕“良好的人际关系与人际交往”以及“跨文化沟通与交流，语言与文化”子主题内容，通过大问题“How can we communicate effectively?”引导，帮助学生了解不同交流方式的特点，探知不同文化差异造成的沟通障碍及应对策略，培养学生乐于交流、善于沟通的能力，增强学生跨文化沟通与交流的自信心。				
语篇	视听	柱状图	关于青少年交流习惯的调查结果		
		录音对话	最喜欢的交流方式及原因		
		录音	有关朋友之间的交流方式的韵律诗歌		
	口语	交际技巧手册内页	如何避免沟通中的尴尬误解		
		对话	道歉与回应道歉		
	阅读	演讲稿	如何跨越文化鸿沟		
	写作	故事	团队中的沟通		
语言知识	探索发现	介绍类短文	古今中外不同的交流方式		
	语音	/ts/, /dz/, /tʃ/, /dʒ/, /tr/, /dr/ 的发音			
	词汇	词汇意义(同义词)；主题词汇			
	语法	副词的比较级和最高级			
	语篇	理解语篇类型；利用语篇框架、引导性问题辅助语篇理解			
文化知识	语用 道歉及回应道歉				
	古今中外不同交流方式及其与地域文化之间的联系				
语言技能 与 学习策略	视听	任务：听有关不同交流习惯的访谈 策略：获取关键信息			
	口语	任务：谈论交际过程中的误解 策略：有礼貌地道歉及回应道歉			
	阅读	任务：阅读有关克服跨文化交际障碍的演讲稿 策略：理解演讲稿的文本结构并获取细节信息			
	写作	任务：写关于自己沟通经历的故事 策略：利用引导性问题架构文本框架			
	项目探究 (综合)	任务：设计一份交流计划			

单元主题图页 (Cover page)

单元大问题 (Big Question)

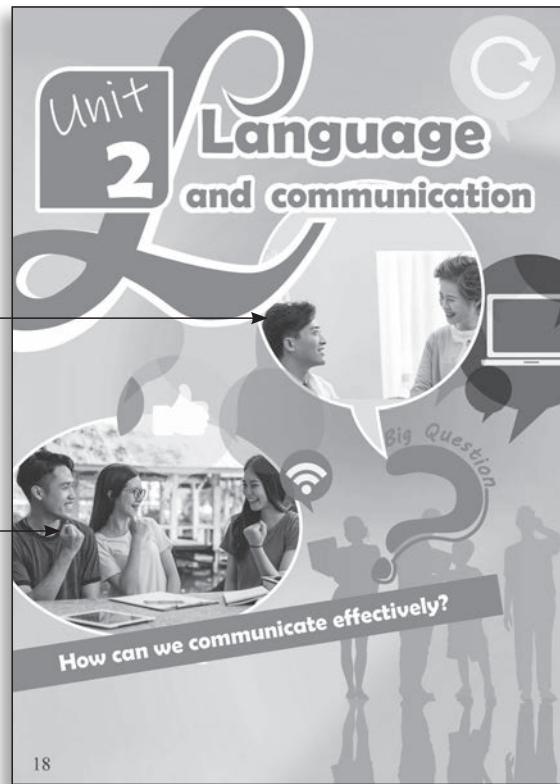
完成本单元的学习后，学生可以围绕因交流习惯不同或文化不同导致的交流中的误解、跨文化交际技巧、团队沟通、交际策略等话题谈论“语言与沟通”，就不同文化背景下的交流方式谈谈自己的看法，并设计自己的交流计划，形成自己的交际策略。

单元主题图 (Theme photos)

本单元主题图主要体现不同人在不同场合下与不同对象交流沟通的场景，及所使用的不同语言与交流方式。

An elderly woman is having a pleasant conversation with a young man.

Three young people are smiling and cheering each other up.

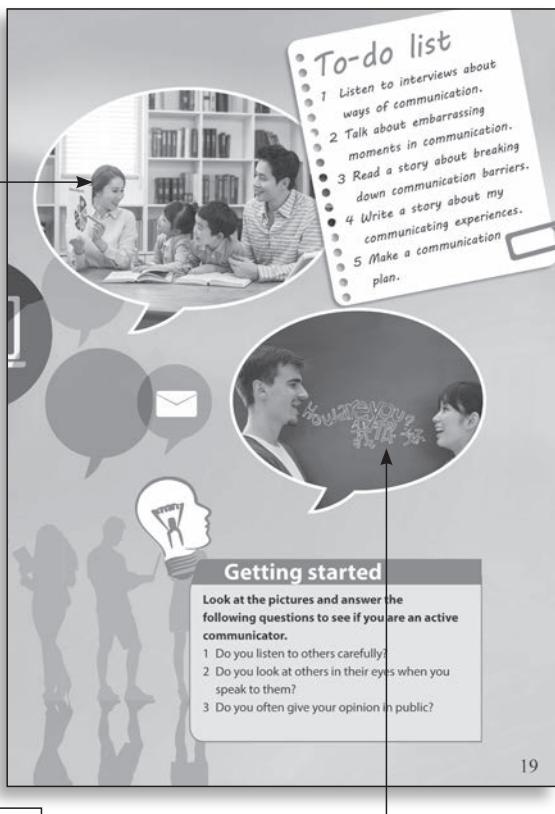


任务清单 (To-do list)

“任务清单”中的五项任务分别对应视听、口语、阅读、写作和项目探究，学生完成后可以根据任务清单自行检测任务达成情况。本单元的任务清单内容包括：(1)听有关交流习惯的访谈。(2)谈论交流中的误会。(3)阅读克服沟通障碍的故事。(4)描写关于自己在团队沟通方面的经历。(5)设计一份交流计划。

单元导入 (Getting started)

教师基于单元主题图或更多有关人际交往的图片，激发学生兴趣，引导学生分享自己的交流经验，并从语言、肢体动作和交际策略等方面反思自己与他人的交流的方式，从而成为一名积极的沟通者。



19

A lady is showing a diagram to a man and two children. She is speaking to them and looking at them in their eyes. The man and the children are listening to her attentively and smiling at her.

A man and a lady from different countries are greeting each other in different languages (Chinese and English).

参考答案

Getting started

(Answers may vary.)

- 1 Yes, I do. I usually listen to others' opinions and try not to be absent-minded./Sometimes I find myself thinking about other things while someone is speaking to me, but I do my best to stay attentive when necessary./I try my best to stay attentive, but sometimes I may get distracted when the topic is not interesting to me.
- 2 Yes. I think I can show my respect to others in this way./I try to look at others when I speak to them, but sometimes I find it challenging because I may feel nervous.
- 3 Yes. When I have an opinion, I will say it out bravely in public./It depends on the topic. If I feel interested in the topic, I will be glad to share my opinions openly in public./Not really. I like listening to others better than giving opinions.

Section A Ways of communication

>> Viewing and listening

子话题说明

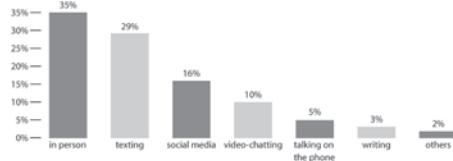
视听板块围绕“交流方式”(Ways of communication)这一子话题展开,让学生通过观察柱状图,了解青少年喜欢的交流方式。通过听访谈,明确说话人的交流习惯与原因,同时获取关键信息并理解各种交流方式的特点。

A1

- 语篇说明:** 这是一张有关交流俱乐部调查结果的柱状图,反映了新星中学学生喜欢的交流方式以及各交流方式所占的人数百分比。
- “视”的策略:** 可通过以下问题帮助学生观察和理解柱状图:
 - What do you see in the bar chart? (*Heading, percentages, numbers, different ways of communication, bars arranged in descending order, etc.*)
 - How many students took part in the survey? (*Over 500.*)
 - How many students like communicating in person? (*35%.*)
 - Which way of communication do 16% of students like? (*Social media.*)
 - Which way of communication do

A Ways of communication >> Viewing and listening

The communication club is doing a survey among students. Here's a chart about New Star Middle School students' favourite ways to communicate with friends.



*Based on a survey of over 500 teenagers (aged 12 to 15).

A1 Look and say Read and say what you can learn from the chart.

From the chart, we can learn that ...

- over ¹ _____ students took part in the survey.
- communicating ² _____ is the most popular among students.
- ³ _____ is the second most popular way of communication.
- only five per cent of the students prefer to talk with their friends by ⁴ _____.

A2 Listen and think Listen to the recording and match the students with their favourite ways of communication.

Students	Favourite ways
Lu Yao •	• Texting
Lin Dong •	• Writing
Li Bailin •	• Video-chatting • Talking on the phone

20

students like best? Which is the second most popular way? ...

- 教学要点:** (1) 帮助学生了解柱状图的特点及绘制柱状图的目的。(2) 引导学生观察各交流方式所占的百分比,学习和本板块相关的词汇(如:survey, among, communicate, text, chat等),为后续听力理解做好词汇和背景知识的准备。(3) 让学生根据柱状图的内容,补充完成A1中的句子。

参考答案

A1

- 1 500 2 in person 3 texting 4 phone

A2, A3

- 语篇说明：学生会听到三位学生分享他们最喜欢的交流方式及其原因。当学生在谈及喜欢的交流方式时，通常会使用“*I enjoy ...*”“... is my favourite way to communicate/of communication.”等句型；在谈及喜欢某个交流方式的原因时，会选择使用“*It allows me to ...*”“*It enables me to ...*”“... can ...”“... help me ...”等句型来表达此类交流方式能带来的好处。

- 听力策略：本单元重点教授的听力策略为识别并获取细节信息（Listening for supporting details），在听的过程中，着重听取支撑观点的细节信息。

Listening for supporting details: It means identifying and focusing on the details that provide elaboration, examples or reasons to support the main idea. Supporting details always follow the main idea.

- 教学要点：在A2活动中，教师帮助学生听并理解三位学生谈论的话题，并识别他们各自最喜欢的交流方式。在此基础上，借助A3进行听力策略的教学示范，教学生如何在听的过程中，获取具体信息。

Supporting details are the information that supports or explains the main idea in a text or speech. They may provide examples, reasons and so on. In A2, you've heard that Lu Yao, Lin Dong and Li Bailing are talking about their favourite ways of communication and the reasons. In that case, these reasons are the supporting details. So, as you listen, pay attention to the expressions like “because”, “It allows me/us to ...”. These words may lead to the details that support the main idea.

- 教学建议：教师视学情需要，可以让学生在听前以头脑风暴的形式谈论柱状

6 A3 Listen and take notes Listen again and fill in the blanks.

Listening for supporting details

Lu Yao	It allows her to ¹ _____ She can read it ² _____
Lin Dong	He can get ³ _____ He and his friends can see ⁴ _____
Li Bailing	It's ⁵ _____ Emojis help her ⁶ _____

6 Pronunciation /ts/, /dz/, /tʃ/, /dʒ/, /tr/ and /dr/

Sing the rap.

George enjoys words,

Joe likes emojis; they're like chalk and cheese.

George sends letters; he has no phone.

Joe chats online so he won't feel alone.

George visits friends; he just drops by.

Joe sends texts; he wants George to try.

Together they don't communicate much,

But always manage to stay in touch.



6 Update my to-do list

Listen to Wang Yiming. What is his favourite way of communication? Why?

图中呈现的几种交流方式的特点。在此过程中，教师视学情需要提前教授学生理解存在困难的词汇（如allow, treasure, time-saving等）。对于学有余力的学生，可以在听后环节让他们复述所听到的内容，并谈论他们自己最喜欢的交流方式及其原因。



这是一段关于朋友之间交流方式的说唱，旨在帮助学生掌握并区分不同辅音的发音方式。虽然 /ts/ 和 /dz/、/tʃ/ 和 /dʒ/、/tr/ 和 /dr/ 分别在同一发声位置上，但它们之间的区别在于声带是否振动，这导致了清音和浊音的差异。在教学中，教师可以通过带领学生倾听与朗读，引导他们发现同一发声位置上清音与浊音的差异，并掌握其发音技巧。此外，教师还可以请学生观察单词的拼写与发音之间的关联，引导学生归纳和掌握朗读单词的方法。

听力文本

A2, A3

Lu Yao: My name is Lu Yao. I enjoy writing as a way to communicate. It allows me to take the time to sit down and put my thoughts on paper. It's something you can read over and over again. It can be treasured. What about you, Lin Dong?

Lin Dong: Hi, Lu Yao. The phone is my favourite way of communication. I use it because it enables me to get immediate attention. When I talk to my friends on the phone, I can feel their love and care. And sometimes, I communicate with my friends and family through video-chatting. We can see each other on the screen. What's your idea, Bailing?

Bailing: Well, texting is my favourite way to communicate. I write a message and send it right away on my phone. It's time-saving, and the emojis help me express my feelings more clearly.

参考答案

A2

Lu Yao: Writing

Lin Dong: Talking on the phone, video-chatting

Li Bailing: Texting

A3

1 (take the time to) sit down and put her thoughts on paper

2 over and over again

3 immediate attention

4 each other on the screen

5 time-saving

6 express her feelings more clearly

语言注释

- **treasure** *v.* to keep something or care for something carefully because it gives you great pleasure and you think it is very special 珍惜

e.g. *She treasures her memories of those joyful days.*

- **time-saving** *adj.* shortening the length of time required for an operation, activity, etc. 省时的

e.g. *So here we offer a few time-saving suggestions.*

- **social media** interactive technologies that help people create, share, and collect content, ideas, interests, and other forms of expression in virtual communities and networks 社交媒体

Update my to-do list

- 教学要点：播放 **Update my to-do list** 的录音。可以让学生在听的时候记笔记，听完后根据笔记内容回答问题，可询问学生在听录音时记录了哪些内容以及原因。

听力文本

Update my to-do list

Wang Yiming: I enjoy face-to-face communication the most. It allows us to show our feelings to others through our body language and facial expressions. That way, we can avoid any misunderstanding.

参考答案

Update my to-do list

Wang Yiming prefers face-to-face communication. This is because it allows him to show his feelings through his body language and facial expressions. It helps him avoid any misunderstanding.

Section B More than talking

>> Speaking

子话题说明

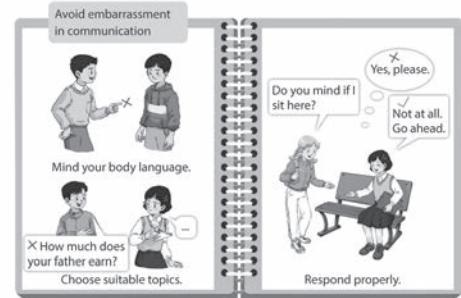
口语板块围绕“言语之外”(More than talking)这一子话题展开,聚焦跨文化交际中可能引发误解的尴尬情形,引导学生了解避免误解的方式,并掌握如何正确地致歉和回应歉意。

B1

- 语篇说明:图片是交际技巧手册中的页面,关于“如何在交流中避免尴尬”,左页展示了两个因沟通不恰当导致尴尬的场景,右页展示了在跨文化交际场景中错误和正确的两种应答。册子内页图引导学生观察并思考引发尴尬的不当行为、恰当的话题选择和语言表达。
- 教学要点:(1)教师引导学生阅读板块导入语,预测图片内容,如“What is the booklet for?”。(2)教师请学生观察三个场景,回答B1的问题。教师可视学情适当补充提问,如“What is the boy in yellow doing?”“Is it rude?”“What question is the boy in blue asking the girl?”“How does the girl feel?”“What question is the foreign girl asking?”“What does the girl with short hair think and say?”“Which one is the right/wrong response?”并学习本板块的重点词汇(如avoid, language等),为后续的口语表达输出活动做好词汇方面的语言准备。(3)教师引导学生思考造成尴尬之后如何正确处理,梳理道歉和回应道歉的语句,为后续的口语表达输出活动做好句式方面的语言准备。
- 教学建议:如果学生表达有困难,可提示部分关键词,帮助学生回答问题;如果学生学有余力,可请他们再说一些其他的尴尬情况和解决方法。

B More than talking >> Speaking

At the communication club, students are making a booklet about avoiding embarrassment in communication.



B1 Look and say What caused the embarrassments in the booklet above? Have you ever had any similar experiences? How did you deal with them?

B2 Listen, read and think Listen to the conversation between Harry and Li Bailing. What is the conversation mainly about?

Harry: Hey, Bailing. You seemed unhappy with me these days. What happened?
Bailing: I just ... I don't know how to say it. But I thought you were a bit rude to me.
Harry: Why do you say so?
Bailing: Do you remember the performance last Friday? I was cheering for you, but you pointed your finger at me. Were you angry with me?
Harry: I'm really sorry. But I didn't mean to do that. I just wanted to invite you to sing with me.

22

B2

- 语篇说明:对话在哈利和李百灵两位学生之间展开,主要内容是关于他们之间因文化差异而产生的误会。对话中,两位学生遵循礼貌交际原则表达道歉与回应道歉(It doesn't matter.)。
- 语用功能说明:本单元语用功能为道歉及回应道歉(Making apologies and responding to apologies)。道歉是口语交际中的一个重要语用功能。道歉的目的通常是维护社交关系,缓解因言行引起的不适或避免冲突。一般道歉会使用“I am so sorry.” “I am sorry that ...” “My apologies.” 等句式;回应道歉则会使用“It's OK.” “It doesn't matter.” 等。
- 教学要点:教师通过让学生听B2的对话,帮助学生关注交际双方的语气、交际目的和主要话题内容,感受说话者的情感态度。再通过读B2的对话,引导学生关注本课的口语交际策略要点(消除文化差异产生的误

会)和语用知识重点(道歉与回应道歉)。可问学生以下问题:

- ① What is the conversation about?
 - ② What is the misunderstanding?
 - ③ What does Harry say to make an apology?
 - ④ What does Bailing say to respond to Harry's apology?
 - ⑤ What does Bailing say to make an apology?
 - ⑥ What does Bailing say to explain the gesture in her culture?
- **教学建议:**如学生理解对话有困难,可以通过解释语言点,如“*But I didn't mean to do that.*”等方法提供帮助;如学生对口语交际策略和语用功能表达学有余力,可以引导他们关注对话中提到的文化差异,并思考如何更好地处理跨文化交际中可能出现的问题,如积极了解对方的文化、尊重差异、保持开放的心态等。

参考答案

B2

(Answers may vary.) It's about how to correct a misunderstanding.

B3

- 教学要点：**作为 B2 口语范文和 **Update my to-do list** 口语表达板块情境迁移输出任务之间的过渡，本活动在 B1 提供的内容支架、B2 和 **My learning notes** 提供的语言支架基础上，延续板块情境，请学生尝试半开放地完成口语对话角色扮演。
- 教学建议：**如学生输出表达有困难，教师可带领学生先理解 B3 的情境，再进行对话。教师可以运用 **My learning notes** 和学生用书 **My learning notes support** (P118) 中的语言提示，或补充更多语言支架帮助学生完成 B3。

Bailing: It doesn't matter. I apologise for misunderstanding you. In our culture, we usually use a sweep of the open hand — palm upwards.

Harry: I see. I'll keep that in mind.

B3 Role-play Choose one of the situations in the booklet on page 22. Pick a role and make up a conversation.

	A	B
Situation 1	You ask your classmate a very personal question.	Your classmate asks you a very personal question and you think it's rude.
Situation 2	Your classmate doesn't respond to your request properly. You don't know what he/she really means. Talk to your classmate to fix the problem.	You don't respond to your classmate in a proper way. That causes misunderstanding. Talk to your classmate to fix the problem.

You can start your conversation like this:

Situation 1	Situation 2
A: You look beautiful in your new coat! B: Thank you. A: How much is it? B: Hmm ...	A: Excuse me, do you mind if I sit here? B: Yes, please. A: Well ... My learning notes Making apologies: - I'm sorry./My apologies./My fault. - I'm sorry for being late. - I'm sorry that I said that. - _____ Responding to apologies: - It doesn't matter. - Don't worry about it. - That's OK. - _____

Update my to-do list []

Choose another situation in the booklet on page 22 and do B3 again, or think of an embarrassing moment in your life and act it out with your partner.

23

参考答案**B3**

(Answers may vary.)

Situation 1**A:** You look beautiful in your new coat!**B:** Thank you.**A:** How much is it?**B:** Hmm ... I don't think it's proper to ask for the price. I don't feel like sharing it.**A:** Oh, I am terribly sorry. I didn't mean to. I just want to buy it for my sister as her birthday gift and I am not sure I can afford it.**B:** Never mind. I quite understand. Next time, you can say "Would you mind if I ask for the price for my sister?" .**A:** I see. I'll keep that in mind.**Situation 2****A:** Excuse me. Do you mind if I sit here?**B:** Yes, please.**A:** Oh ... so I can't sit here?**B:** Oh no, I mean yes, you can sit here! I'm sorry!**A:** Ah, got it! No problem. I was just confused for a second.

B: I'm still learning how to answer that kind of question in English. Thanks for understanding!

A: No worries at all! Your English is great. Thanks for letting me sit here!

语言注释

• mind

- 1) *v.* If you tell someone to mind something, you are warning them to be careful not to hurt themselves or other people, or damage something. 小心, 当心; 注意
e.g. **Mind** your body language.
- 2) *v.* You use “mind” in the expressions “Do you mind ...?” and “Would you mind ...?” as a polite way of asking permission or asking someone to do something. 介意
e.g. **Do you mind if I sit here?**
- 3) *n.* You refer to someone’s mind when talking about their thoughts. For example, if you say that something is in your mind, you mean that you are thinking about it. 头脑; 大脑
e.g. **There was no doubt in his mind that the man was serious.**

Update my to-do list

• 教学要点：该任务迁移了对话情境，需学生灵活运用本板块所学的语言、功能句式和口语交际策略等，展开新的对话。教师请学生确定对话情境和角色，两人一组展开对话。学生展示后同学互评。引导学生根据自己的任务完成情况，结合同学评价和教师点评，评价本节课的学习成效。建议从内容、语言、交际三个角度对各组的展示开展评价：展示内容需要包含开场问候、解释误会、道歉与回应等，语言表达需正确、恰当、流畅，交际过程需顺畅、愉快。此外，在整个对话过程中，师生应关注对话双方的态度是否诚恳，用语是否礼貌，以及最终误会是否能真正消除。如果学校条件允许，可利用多媒体等设备在线上进行展示与评价。

参考答案

Update my to-do list

(Answers may vary.)

A: Teacher Johnson, can I ask you a question about this exercise?

B: Sure, but just a quick note—please call me “Mr Johnson” instead of “Teacher Johnson”.

It’s the usual way here.

A: Oh, I’m sorry, Mr Johnson! I didn’t realise that. I’ll keep that in mind.

B: No worries at all! I appreciate the effort. What’s your question?

A: Thanks, Mr Johnson! I was wondering if you could explain question 4 a bit more?

B: Of course! I’m glad you asked.

Section C Communication skills

>>Reading

子话题说明

阅读板块围绕“沟通技巧”(Communication skills)这一子话题展开,用演讲稿的形式呈现王一鸣在国际夏令营的跨文化交际经验,涉及他与外国同伴沟通过程中存在的问题、解决方法和个人感悟等内容。语篇凸显了跨文化交际技巧的重要性,体现了演讲者对文化差异开放且包容的态度。

C1, C2

- 语篇说明:该语篇来自王一鸣的演讲稿,叙述了他参加国际夏令营的背景、所遇到的问题、解决方法与个人感悟。语篇主要运用一般过去时叙述个人经历。在语篇中,转折句以及副词和副词短语的使用能帮助读者厘清文本框架和句子之间的逻辑关系。转折句“However, I was wrong.”和“But I soon realised that these differences can be used to bridge the gap between different cultures.”不仅起到了承上启下的作用,而且清晰地划分了文本的内容:首先描述对夏令营和与营员交往的预期,其次是实际遇到的挑战,最后是解决方法和个人感悟。副词also和副词短语in addition体现了信息的并列关系,而副词even用来增强语气,表达了作者的情感。
- 教学要点:借助C1的活动要求学生阅

C Communication skills >> Reading

Wang Yiming is giving a speech about his experience at an international summer camp.

C1 Predicting Look at the title and guess what Yiming may probably talk about.

C2 Read Yiming's speech.

Crossing the cultural divide

Last summer, I went to an international summer camp. There, I spent two months with 50 campers from 30 different countries in the world. I thought it would be easy for us to understand each other, since we all speak English, one of the most widely used languages. However, I was wrong.

The first challenge was the variety of accents, which made it difficult for us to understand each other.

In addition, the differences

读文本标题,预测王一鸣将在演讲中涉及的内容,把握演讲主题(Crossing the cultural divide);通过C2的Personal touch,帮助学生从读者视角,评价王一鸣在国际夏令营的表现。

- 教学建议:如学生对C1读前预测感到困难,可引导学生根据文本标题提问,由教师将问题写在黑板上,帮助学生归纳可预测的内容,如“What is a cultural divide? Can you give an example?”“Who tried to cross the cultural divide?”“How can we cross the cultural divide?”“Why should we cross the cultural divide?”等。

语言注释

- **misunderstanding** *n.* a failure to understand something correctly 误解；误会
e.g. *The misunderstanding between us has been cleared up.*
- **much to my pleasure** to my great joy 令我非常高兴的是
e.g. *Seeing my favourite band was an unforgettable experience and, much to my pleasure, they played all of my favourite songs.*

in food, clothing, customs and traditions also caused some misunderstandings.

But I soon realised that these differences can be used to bridge the gap between different cultures. I showed my fellow campers how to do finger counting with one hand. They were surprised, and interested in how I did it. I introduced them the changes of Chinese characters through history.

I also taught them how to pronounce some Chinese characters. They were excited to find that our *pinyin* is very much like their alphabet system. I even taught them the hand gestures we often use. Much to my pleasure, more and more campers came to talk to me.

I will never forget this experience. It was a good chance to introduce our culture to the world. If we better understand cultural differences, we can communicate more effectively. Let's listen to each other and better understand our differences!



Personal touch
What do you think of Yiming and why?

25

参考答案

C1

(Answers may vary.)

Yiming may talk about his experience about communication/how he crossed a cultural divide.

C2

(Answers may vary.)

Yiming was good at communicating because he had good ways to overcome difficulties in cross-cultural communication.

C3

- **阅读策略:** 本单元重点教授的阅读策略为理解语篇结构 (Understanding the text structure), 为学生用书六下 U5 的阅读技能策略复现。该策略帮助学生理解文本框架, 从而更好地理解文本所传递的信息。
- **教学要点:** 此活动旨在帮助学生把握文本框架, 即背景、问题、解决方式与结论。
- **教学建议:** 如果学生在理解 C3 文本框架上遇到困难, 可以先指导学生理解 C3 中每个选项的文本框架类型, 再概括语篇每段的主要内容, 梳理段与段之间的关系, 从而选择正确的答案。

教师可以请学生找出与框架内容相对应的段落。如 “Which paragraphs in the text match up with the background/problem/solution/conclusion?” (Background: Paragraph 1; Problem: Paragraph 2; Solution: Paragraphs 3&4; Conclusion: Paragraph 5.)

C3 General understanding Which of the following best describes the structure of the speech?

Understanding the text structure

A Topic sentence — Examples — Closing
B Opinion — Supporting details — Conclusion
C Background — Problem — Solution — Conclusion

C4 Detailed reading According to Yiming, what made it difficult to understand each other? How did he cross the cultural divide? Read and fill in the blanks.

1 _____
differences in _____

Difficulties in communication

1 our cultural differences

He showed them 4 _____.
He introduced them 5 _____.
He 6 _____ and 7 _____

More and more campers 8 _____.

C5 Further thinking Answer the questions.

1 What else can Yiming do to help the teenagers better understand each other at the campsite?
2 What does Yiming mean by saying "Let's listen to each other and better understand our differences!"?
3 Do you think Yiming is a good communicator? Why or why not?

26

补充资料

Topic sentence—Examples—Closing (主题句—举例—总结)

该框架中, 主题句通常是段落的第一句话, 或在文章开头, 概括了段落或文章的主要内容或论点。在主题句之后, 常提供具体的例子来支持主题句, 可以通过 For example, For instance, such as 等短语引入这些例子。结尾的结束句, 可以是对主题句的重申或对段落或文章要点的简洁概括。

Opinion—Supporting details—Conclusion (观点—支撑性细节—结论)

该框架中, 观点是表达作者看法的句子, 常以 I think, In my opinion, I believe 等短语或句型引出。在提出观点后, 将提供细节来支持观点。最后在结论部分表达对观点和支持细节的总结, 重申观点。

Background—Problem—Solution—Conclusion (背景—问题—解决方式—总结)

该框架中, 作者先提供背景信息, 通常包括人物 (Who)、事件 (What)、原因 (Why) 等内容。接下来将明确提出问题或挑战, 可以使用 problem, challenge, difficulty, concern 等单词描述所面临的难题或挑战。然后为解决问题提出方法或策略。最后是对问题与解决方法所做的总结, 也可以是进一步提出的思考或建议。

C4

- **教学要点:** 此活动旨在帮助学生借助思维导图, 梳理文本中的具体信息。
- **教学建议:** 如果学生在完成 C4 思维导图时遇到困难, 可以先帮助他们分析文本中 Problem (第二段) 和 Solution (第三、四段) 部分的句间逻辑关系。分析时, 可关注副词短语 *in addition* 与副词 *also* 和 *even* 的用法。

如学生学有余力, 可以请学生根据所完成的思维导图, 简要复述王一鸣在国际夏令营中的经历。

C5

- **教学要点:** 问题 1 旨在帮助学生在理解文本的基础上, 结合自身体验, 思考更多跨文化交际的策略。问题 2 旨在帮助学生结合文本主旨, 推断句子意思。问题 3 旨在帮助学生对王一鸣是否是积极的沟通者进行评价, 并说明理由。
- **教学建议:** 教师可根据学情, 灵活创设课堂活动, 帮助学生学习理解文本。如:
Read Yiming's speech and find where the words *divide* and *bridge* are. What do they mean in the text? ("Divide" is a noun. It means a difference between two groups. "Bridge" is a verb. It means to make a divide/gap between two groups smaller or reduce it.)

以下问题可用于启发学生在理解文本的基础上, 进一步调动高阶思维, 展开深入语篇和超越语篇的思考, 供参考选用:

- ① According to paragraph 2, there were many cultural differences among the campers from different countries. Could you provide some examples of the cultural differences? (*Chinese people like drinking hot water while people in Western countries usually drink iced water./ People in some countries like Japan slurp (大声地吃或喝) noodles to show the enjoyment of the meal. However, in China, loud eating noises are usually considered impolite./...)*)
- ② According to paragraph 4, why did more and more campers come to talk to Yiming? (*Because Yiming used some communication skills to bridge the gap between the foreign campers, like explaining cultural differences and introducing the Chinese culture. Campers became interested in the Chinese culture and were willing to talk more about it with Yiming.*)
- ③ Suppose you are a camper from a different country at the summer camp. Talk about your experience in the camp, including what you saw, what you did and how you felt. (*I am a camper from New York. At the beginning of the camp, I felt nervous because I didn't quite understand others. But soon a boy named Yiming caught my attention. He introduced the Chinese culture to me, like Pinyin and Chinese characters. He was very friendly and invited me to share my stories back in my country. Gradually, more and more campers joined us and I made a lot of new friends. I felt very happy. The experience at the camp was unforgettable because I learned a lot about other cultures.*)

参考答案

C3

C

C4

- 1** the variety of accents
- 2** food, clothing, customs and traditions
- 3** (Better) Understanding
- 4** how to do finger counting with one hand
- 5** the changes of Chinese characters through history
- 6** taught them how to pronounce some Chinese characters
- 7** the hand gestures we/Chinese people often use
- 8** came to talk to Yiming/him

C5

(Answers may vary.)

- 1** For example, he can share legends or folk tales, as well as organise team building activities.
- 2** Yiming says this to encourage readers to communicate for better understanding with an open mind and willingness to listen.
- 3** Yes, I do. He is a good communicator. He didn't give up when he met with problems in communicating with others and found a way to break up the barrier. He communicated with the international friends by introducing our culture that is different from theirs.

Vocabulary focus

- 教学要点:**本活动重点关注阅读语篇中的新授名词的意义以及单复数的形式，帮助学生学习理解并运用这些名词。
- 教学建议:**如果学生遇到困难，教师可以先让学生在阅读语篇中找出包含所给单词的句子，并根据上下文语境猜测单词的意思。教师可视学情补充更多例句，帮助学生正确理解单词的意思，再请学生完成该活动。如学生学有余力，教师可以鼓励他们结合自己的沟通经历，用所给单词造句。

参考答案

Vocabulary focus

- gestures
- misunderstanding
- challenges
- cultures

Vocabulary focus Fill in the blanks with the proper forms of the given words in the box. One is extra.

misunderstanding gesture pleasure challenge culture

- When you are giving a public speech, make sure your hand _____ are natural and they support your message.
- Sometimes, not only our words, but also our body language can create _____.
- What _____ does a speaker face when giving a speech to an audience with different cultural backgrounds?
- Travelling abroad allows you to experience different _____ in person.

Word study Word meaning Synonyms

Find the synonyms from the text for the words in the table.

Words	Synonyms
chat	talk
hard	
joy	
know	



What have you learned from Yiming's camp experience?

27

Word study

- 教学要点:**教师可通过表格，帮助学生梳理课文中的同义词，使他们能够在适当的语境中准确理解这些词语。同义词虽然具有相似的词义，但在语气、语境、用法上可能存在差异。因此，教师还应引导学生注意同义词之间用法的区别，以便他们能够在不同语境中准确理解并恰当运用这些单词。

参考答案

- #### Word study
- hard: difficult
joy: pleasure
know: understand

Update my to-do list

- 教学要点:**教师请学生结合自身经验，思考**Update my to-do list**中的问题，对Yiming参加夏令营的经历发表感想，并根据自己完成的情况评价本节课的学习成效。

参考答案

Update my to-do list

(Answers may vary.)

Cultural differences may not always be the challenge of communication. Instead, they may bridge the gap between different cultures. We should be proud of our culture and spread it.

>>Grammar in use

板块内容说明

本单元的语法重点是副词的比较级和最高级(Comparative and superlative adverbs)。

活动 1

- 教学要点:** 活动 1 旨在帮助学生在理解句子意思的同时,探索副词的比较级和最高级的形式、意义和用法。教师可引导学生关注句中下划线部分的词形变化,并帮助学生根据语境选择使用副词的比较级或最高级。
- 教学建议:** 教师可以补充一些含有副词的比较级或最高级的例句,涵盖副词比较级和最高级的不同形式,通过问题引导,帮助学生关注副词的比较级和最高级的形式、意义和用法(参考“补充资料”)。

>> Grammar in use Comparative and superlative adverbs

1 Read and think How do we make comparisons with adverbs?

- (1) Emojis help me show my feelings more clearly than words.
- (2) Understanding cultural differences allows us to communicate more effectively.
- (3) English is one of the most widely used languages in the world.

2 Work out the rules Fill in the blanks.

• We usually use comparative and superlative adverbs when we _____ the way things happen.

• We usually form comparative and superlative adverbs by adding _____ and _____ before the adverbs.

Grammar file → p. 122

3 Practise: Be the judge The communication club is holding a public speaking contest. Three students are competing for the winner. Look at their scores and complete the report by using comparative and superlative adverbs.

	Wang Yiming	Lu Yao	Lin Dong
Clarity ^①	★★	★	★★★
Fluency ^②	★	★★	★★★
Confidence	★★★	★★	★

It's hard to make a decision. Everyone has his or her own strengths.

In terms of clarity, Wang Yiming spoke ⁽¹⁾ more clearly than Lu Yao but ⁽²⁾ _____ than Lin Dong. As for fluency, Lu Yao spoke ⁽³⁾ _____ than Yiming but ⁽⁴⁾ _____ than Lin Dong.

⁽¹⁾ clarity 清晰;清楚 ⁽²⁾ fluency 流利;流畅

28

补充资料

- Mary read the poem more fluently than anyone else in her class.
- Peter believed that the harder he worked, the better result he would get in the test.
- Since the last failure, Tim has been speaking less confidently than before.
- This is the most beautifully designed building in the city.
- She sings the best among all the singers in the competition.

活动 2

- 教学要点:** 活动 2 旨在帮助学生在完成活动 1 的基础上总结语法规则,归纳副词比较级和最高级的形式与语用功能。注意提醒学生,副词最高级前的 the 一般可省略。
- 教学建议:** 可根据学情,要求学生将活动 1 中的句子根据划线部分是比较级还是最高级进行分类,或为学生补充更多例句,让他们观察并归纳副词的比较级和最高级的形式、意义、使用情境与语用功能,最后借助学生用书语法附录(Grammar file, P122-P123)深化理解。

如学生接受程度较好,可补充更多例子,帮助在生活常见对话中使用副词比较级或最高级的功能(参考“补充资料”)。

参考答案

2

compare

more, (the) most

补充资料

1. **Bob:** Hey, Anna, which restaurant should we go to for lunch, Super Dish or Happy Meal?
Anna: We will have a meeting soon. Super Dish serves food more quickly, so it's better for today.
2. **Alice:** Hey, have you heard about Sue? She's new in our class.
Peter: No, what's special about her?
Alice: She's really good at high jump. She jumps even higher than Mike, who used to jump the highest in our class.
Peter: I can't wait to meet her!

活动 3

- **教学要点:** 活动 3 旨在帮助学生在有意义的情境中重点操练和使用副词的比较级或最高级。
- **教学建议:** 如学生需要更多帮助, 教师可以请学生参考语法附录里的语法讲解, 引导学生先写出所涉及的副词的比较级和最高级形式, 再根据所给的语境, 选择恰当的形式填空, 完成语篇。

教师可以请学有余力的学生根据表格信息, 用自己的语言以及副词的比较级与最高级形式从清晰度、流利度和自信心三个维度比较王一鸣等三名学生的演讲。

参考答案

3

- (2) less clearly (3) more fluently (4) less fluently
(5) (the) most fluently and (the) most clearly/(the) most clearly and (the) most fluently
(6) less confidently

活动 4

- 教学要点：**活动 4 要求学生结合自身情况，思考并描述一个好的沟通者应当如何表现，并讨论谁是班级中的最佳沟通者。在描述优秀的沟通者的行为表现时，需要学生使用恰当的副词。在讨论谁是班级中的最佳沟通者时，需要学生恰当运用副词的比较级和最高级。
- 教学建议：**如果学生在讨论谁是班级中的最佳沟通者的环节中遇到困难，教师可以先提供一些观点和理由，供学生模仿，以此鼓励他们使用副词的比较级或最高级形式进行表达，并关注观点与理由之间的逻辑关系。

如果学生接受程度较好，教师可以引导他们先表达观点，再从多角度完整地陈述理由，包括最佳沟通者的说话技巧、倾听能力、表达清晰度以及与他人互动的方式等。在这个过程中，引导学生使用更多副词的不同形式进行描述。

评价建议

教师可根据学生完成每个活动的情况，随时调整教学进度和方式。如感到学生对副词的比较级和最高级的词形变化掌握得不够好（如将一些 -ly 结尾的三音节以上的副词比较级或最高级写

Lin Dong presented his speech ⁽⁵⁾ _____ among the three students. But he was not the most confident one. He expressed himself ⁽⁶⁾ _____ than Lu Yao and Yiming.

4 Discussion

(1) Brainstorming: What should a good communicator do?

```

graph TD
    A[smile sweetly] --> C[A good communicator should ...]
    B[speak politely] --> C
    D[listen carefully] --> C
    E[...] --> C
    F[...] --> C
    G[...] --> C
  
```

(2) Discussion: Who is the best communicator in your class? Give your reasons.

A: I think ... is the best communicator. He speaks the most politely.

B: I don't think so. I think ... speaks even more politely than him.

C: I would like to choose ... She smiles the most sweetly in our class.

D: ...

29

成了 -lier、-liest 而未在单词前加 more 或者 most），或未在合适的语境中正确使用副词的比较级或最高级，可以在分析例句的活动中，提醒学生关注副词的形式以及用法，并结合一些针对性的笔头语法练习，提高学生语法使用的熟练度。最后通过完成活动 3 和活动 4 的表现，评价学生对此语法点的掌握程度。

参考答案

4

(1)

(Answers may vary.)

A good communicator needs to speak clearly and concisely, be aware of cultural differences and give and receive feedback.

(2)

(Answers may vary.)

A: I think Peter is the best communicator.

He speaks the most politely.

B: I don't think so. I think Linda speaks even more politely than him.

C: I would like to choose Lucy. She smiles the most sweetly in our class.

D: I don't think so. Smiling sweetly is important, but it is not the key element of being a good communicator. ...

Section D Communicating in groups

>> Writing

子话题说明

写作板块围绕“团队沟通”(Communicating in groups)这一子话题展开，学生以故事的形式描述自己在团队中沟通的经历。

D1

- 语篇说明：**这篇写作范文是一篇故事，讲述了黎昕在团队沟通中的一次经历。故事中包含了人物、场景、起因、经过和结果等要素，并分享了作者在该经历中的所思所感。
- 写作策略：**本单元写作策略是运用引导性问题(Using guiding questions)。常见引导性问题包括who, when, where, how, what happened等，它们有助于写作者梳理思路、塑造人物、搭建文章框架等。
- 教学要点：**D1的活动定位是写前思考。教师引导学生快速浏览范文内容，关注范文大意，回答D1中的问题。
- 教学建议：**如学生理解范文有困难，可以先对范文标题进行提问，然后带着问题浏览范文，获取并归纳相关信息，提炼范文主旨。如：
① Who is in the best team?

参考答案

D1

She writes about when preparing for a performance, how the girls and boys in her class solved the problem they met with through effective communication.

D2

- 1 The girls and boys in her class.
- 2 In the Music Week at school.

D Communicating in groups >> Writing

Ms Chen asks her students to share stories about their communicating experiences.

D1 Think Read Li Xin's story. What does she write about?

The Best Team

Our class were going to perform in the school Music Week. We girls focused on singing while the boys practised dancing. Everybody worked hard, but some of the boys found it hard to keep up. We girls worried about the situation and shouted to the boys. This made them angry and they stopped practising. We soon regretted what we did and texted the boys' leader to apologise for being rude. The next day, the boys arrived much earlier and practised hard. In the end, we won first prize. The moment we hugged each other, we realised that effective communication is just like a bridge — it connects us and builds understanding.



D2 Prepare Answer the following questions about Li Xin's story.



30

- ② Why is the team the best?
- ③ What did the team do?
- ④ How did the team become the best one?

D2

- 教学要点：**D2的活动定位是写前准备。教师应要求学生细读范文，识别出与思维导图中列出的五个问题相对应的内容。该活动旨在帮助学生梳理故事的主要框架，明确故事中包含的内容要素。

- 3 Her class were going to perform in the school Music Week. The girls focused on singing while the boys practised dancing.
- 4 Some boys couldn't keep up. The girls worried about the situation and shouted to the boys. The boys got angry and stopped practising. The girls realised they were wrong and apologised to them.
- 5 The boys practised hard and their class finally won first prize.

D3

- **教学要点：**D3 的活动定位是写前构思。教师帮助学生根据话题，使用引导性问题梳理思路、塑造人物、架构故事等。学生可以参考 D2 中的问题，并根据这些问题记录下相关的信息内容。
 - **教学建议：**如学生程度接受较好，可提供更多问题的表达法供他们选用（参考“补充资料”）。

补充资料

Guiding questions:

Who

- Who are in the story?
 - Who are the most important people in the story?

Where

- Where did the story happen?
 - Where were some important places?

When

- When did the story happen?

What

- What are the key moments?
 - What are the main events?

How

- How did the events happen?
 - How did the characters solve problems?

D4

- **教学要点：**D4 的活动定位是写作，旨在让学生基于前期的写作准备，在写作文本框内完成写作。
 - **教学建议：**教师可根据学情决定是否给学生提供更多提示词，如 however/but, later, soon, in the end/at last/finally 等，帮助学生在写作过程中关注故事的连贯性。

D3 Plan Use the guiding questions in D2 to plan your own story. Make notes about each question.



TEEN skill Using guiding questions

To write a story, you can use guiding questions to help brainstorm ideas, develop characters and build the structure. The questions can usually start with *who, what, where, when, how, etc.*

D4 Write Write your story.

D5 Check Check your story. Pay attention to whether you have followed the guiding questions.



Work in groups. Share your story with your group members and help revise each other's stories. Pick a story you like best.

31

D5

- **教学要点:** D5 的活动定位是写后检查，旨在引导学生参照 TEEN skill 栏目的写作策略要点提示，检查自己的作文初稿并修改，有意识地养成写后自查的习惯。
 - **教学建议:** 教师可以分享学生的作文，参照该学生的引导性问题与写作内容，全班自查自己的故事是否内容完整且按事情发展顺序推进。

Update my to-do list

- **教学要点：**教师可组织班级讨论，从内容、结构和语言三个维度给出评价建议，包括故事的要素、情节发展、时态的使用等。教师请学生分组活动，分享彼此的故事，并对照评价建议相互评价写作情况，最后结合同学评价和教师点评，思考改进方案并修改。

>>Discovery

板块内容说明

探索发现板块介绍了用于交流的符号、烽火(又称狼烟)、瑞士山笛和电话四种古今中外不同的交流方式,探讨了人类在不同历史时期、不同地域传递信息的方式,以及它们在不同文化和地理环境中的作用和影响。

教学提示

• **语篇说明:** 四则短文介绍了史前时代的交流符号、烽火、瑞士山笛和电话。

• **更多信息:**

(1) 史前时代,人们使用壁画和雕刻来记录重要事件和传递信息。随着文明的发展,不同文化创造了各自的文字系统,如古埃及的象形文字和中国的甲骨文,这些早期的文字系统标志着人类交流方式的重大进步。

(2) 烽火主要用于古代中国的边疆防御,特别是在长城沿线,作为快速传递军情的手段。在汉朝,烽火已经得到广泛运用。烽火传讯可以在极短的时间内将边疆的警报传递到远方。

(3) 瑞士山笛的文字记载最早出自16世纪中叶自然科学家康拉德·格斯纳之手,最初是作为在瑞士山区进行远距离交流的工具。牧人使用号角召唤牲畜,或在山区传递信息,其声音能够覆盖广阔的山区,远超过人类声音的传播范围。如今,瑞士山笛经常出现在瑞士的传统节庆活动中,成为吸引游客和展示瑞士传统文化的重要项目。

(4) 亚历山大·格拉汉姆·贝尔(Alexander Graham Bell)在1876年发明了第一部电话,这一发明标志着世界进入远程通信的新时代。贝尔的电话通过电线传输声音,使得人们即使相隔遥远也能实时交流。20世纪初,固定电话服务开始普及。固定电话,

 Discovery

Ancient and modern ways
of communication



Symbols for communication

Symbols were used to deliver messages. The Chinese language was first written over 5,000 years ago. Oracle Bone Script^① are words or symbols on bones or tortoise shells in the Shang dynasty.



Smoke signals

Smoke signals were used to send messages. They were mostly used in ancient China. Chinese soldiers along the Great Wall sent smoke into the air as warnings of enemy attack.



Switzerland Alphorns^②

Alphorns were once used to communicate in the mountains of Switzerland. Alphorns are very long and heavy. The sound made by Alphorns travels much farther than the human voice.



Telephones

The first telephone was invented by Alexander Graham Bell in 1876. This allowed people to send voices over wires. Landline telephone services began in the 1900s. Mobile phones were invented in 1973.

Read and think Why did people invent different ways of communication?

① Oracle Bone Script 甲骨文 ② Switzerland Alphorn 瑞士山笛

32

又称座机,通过电话线连接到电话网络,成为当时家庭和办公室中常见的通讯设备。1973年,马丁·库珀(Martin Cooper)发明了第一部移动电话,这款手机重约1.1公斤,是现代手机的前身。移动电话的发明极大地提高了通讯的便利性,人们可以随时随地进行通话。

• **教学建议:** 教师可根据学情,灵活选用不同的方式来激发学生对不同交流方式的学习兴趣和思考。

(1) 预测:组织学生读前浏览图片,预测与主题相关的信息,激发学生的兴趣。如:

- ① What can you see in the pictures?
- ② What's the use of the things in the pictures?

(2) 理解:请学生阅读短文,通过问题引导学生发现不同交流方式的特征。如:

- ① When and where did people use these ways of communication?
- ② How do people communicate with others by using these ways of communication?

(3) 思考:鼓励学生基于文本信息,展开思

考，推断更多文本以外的信息。如：

- ① Why did people in ancient China use bones and shells to record the symbols? (*Because they didn't have paper or computers. Bones and shells were easy to get and lasted a long time.*)
- ② Why did soldiers use smoke to send messages in ancient China? (*Because it was a super fast way to tell other soldiers far away that enemies were coming up.*)
- ③ Why did Swiss people use big horns to communicate with others in the mountains? (*Because the sound carried far, helping them communicate over long distances.*)
- ④ Why did Alexander Graham Bell invent the telephone? (*He invented the telephone to help people talk to each other over long distances without having to be in the same place.*)

(4) 拓展：提供有关史前交流符号、烽火、瑞士山笛和电话等的阅读资料，或鼓励学有余力的学生自发寻找一些有趣的交流方式，在课堂上分享，以提高学生的自主学习、思辨和探究能力及文化意识。参考问题：

- ① What do you like best about these ways of communication? Why?
- ② Why did people invent different ways of communication?

补充资料

- **Pigeon post** refers to using homing pigeons to carry messages. These birds are good at finding their way home. People have used pigeons like this in many countries and even in wars to send important messages quickly.
- **Morse code** is a special way to send messages using short and long signals, like beeps or lights. To make a message, people used dots (short pulses) and dashes (long pulses) in a special pattern for each letter and number.
- **Slit drums** are big wooden drums that make a deep sound when people hit them. People in Papua New Guinea (巴布亚新几内亚) use them to send messages by playing different beats on the drum.
- **Flag semaphore** (旗语) is a way to send messages far away using flags with different colours and shapes. Long ago, sailors used this method on ships to talk to each other without shouting. Even today, some people still use flag semaphore when they need to send a quick message and don't have a radio or phone.

Section E Presenting myself

>>Project

子话题说明

项目探究板块围绕“自我展示计划”(Presenting myself)这一子话题展开。学生以小组合作的形式，为学校才艺展的举办完成特定的任务。在完成任务的过程中，小组成员将与不同的人沟通与交流，因此需设计一份交流计划，这也回应了大单元的问题“我们如何有效交流？”。在活动中，学生能够感知交流的重要性，增强交流的意识和能力。

教学提示

• **教学要点：**教师引导学生回顾单元各板块内容，引发对单元大问题的深层思考。组织学生分小组讨论确定所要完成的任务(tasks)和任务进行过程中需与之交流的对象(audience)，并根据场景特征和任务内容选择合适的交流方式(ways)，起草需与对方谈论的关键信息(key messages)。在此基础上，思考在交流过程中可能出现的潜在问题(possible problems)和相应的解决方法(solutions)，最后完成书面计划并在班级内进行展示。

Update my to-do list

• **教学要点：**教师给各组提供展示交流计划的机会，鼓励学生综合运用本单

Unit
2

E Presenting myself ➤ Project

Designing a communication plan

The school talent show is coming. Your class is in charge of it. Each group has a specific task, and you will have to communicate with others and finish your task.

Step 1 Plan Discuss in groups, then make a list of your tasks and audience.

Tasks	Audience
<ul style="list-style-type: none">• Design a poster• Invite parents• Choose a place• Buy awards or gifts• ...	<ul style="list-style-type: none">• Teachers• Students• Parents• Headmaster• ...

Step 2 Brainstorm In groups, choose your ways of communication and draft messages.
• What events? • When?


Step 3 Identify problems Think about the problems you might have in communication and prepare solution plans.

Step 4 Practise Design your communication plan and present it to the whole class.

Communication Plan

Goals: _____ Audience: _____
Key messages: _____ Ways: _____
Possible problems: _____
Solutions: _____

Update my to-do list 

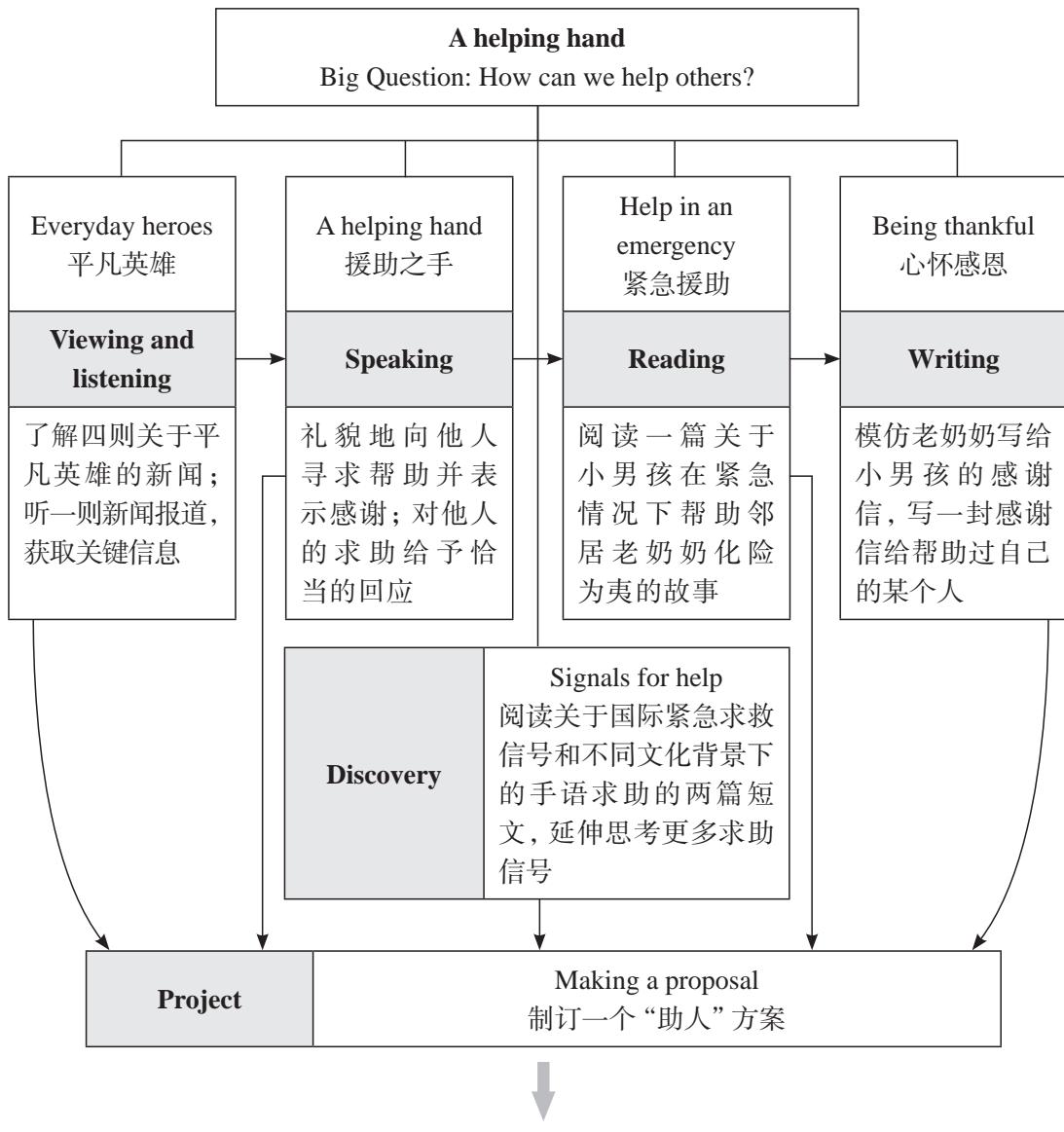
Work in groups. Make comments on your classmates' communication plan.

33

元前序板块所学的语言知识和技能进行表达和展示，组织学生从内容、语言和成果三方面对各组的交流计划进行互评。在展示过程中，要求学生从交流任务的目的出发，阐述选择交流对象和方式的原因，解释交流中潜在的问题，并提出最终的解决方法。如果学校条件允许，可利用学校的多媒体硬件设备在线上进行交流计划的展示和评价。

Unit 3 A helping hand

单元内容结构图(Structure of the unit)



单元育人目标：通过了解身边帮助他人的故事，提升参与志愿服务与公共服务的意识，增强社会责任感，关爱他人，并常怀感恩之心

单元目标(Unit objectives)

- ▶ 语音：能准确朗读辅音 /h/, /r/, /l/, /j/, /w/ 以及辅音连缀 /bl/, /pl/, /sl/, /kl/, /gl/，了解其发音规则，并能借助音标准确拼读单词，朗读韵律诗歌
- ▶ 词汇：能掌握与帮助他人主题相关的词汇和动词词组的用法
- ▶ 语法：能归纳用 so, and, but 连接的并列复合句的语法规则并在情境中使用
- ▶ 看：能借助新闻网站的标题栏、照片等多模态语篇中的视觉信息理解相关内容
- ▶ 听：能根据听到的新闻报道，获取关键信息
- ▶ 说：能掌握与寻求帮助和提供帮助相关的习惯用语，结合具体的交际情境，就寻求和提供帮助的话题展开简单对话
- ▶ 读：能读懂故事并理解这类语篇的文体特征，把握叙事顺序，了解基本急救知识，强化珍爱生命的意识
- ▶ 写：能掌握感谢信的基本写作范式，并运用单元所学，给帮助过自己的人写一封感谢信
- ▶ 文化：能通过介绍类短文等获取国际紧急求救信号相关的文化信息，认识不同文化背景下（如中国、美国等）的手语求助
- ▶ 德育：能提升参与志愿服务与公共服务的意识，增强社会责任感，关爱他人，并常怀感恩之心

单元内容概览 (Content overview)

主题	本单元聚焦“人与社会”主题下“社会服务与人际沟通”主题群，围绕“良好的人际关系与人际交往”和“志愿服务与公共服务”子主题内容，通过大问题“How can we help others?”引导，帮助学生了解如何在不同生活场景中寻求帮助，如何以恰当方式对需要帮助的人施以援手，学会关爱他人，增强社会责任感，常怀感恩之心，提升人际交往能力，维护良好的人际关系。				
语篇	视听	网页	关于志愿服务的新闻网站标题栏		
		录音	关于社区志愿者的新闻报道		
	口语	照片	校园生活照片		
		对话	在校园中求助和提供帮助		
		录音	关于帮助他人的说唱歌曲		
	阅读	故事	小男孩救助邻居老奶奶		
	写作	感谢信	感谢帮助过我的人		
语言知识	探索发现	介绍类短文	国际通用紧急求助信号及手语求助		
	语音	辅音 /h/, /r/, /l/, /j/, /w/ 和辅音连缀 /bl/, /pl/, /sl/, /kl/, /gl/ 的发音			
	词汇	动词词组；主题词汇			
	语法	用 so, and, but 连接的并列复合句			
	语篇	获取信息，把握故事的叙事顺序，辨别事件的发生、发展和结局			
文化知识	语用 在具体情境中，礼貌求助或回应他人求助				
	国际通用紧急求助信号及不同文化背景下的手语求助				
语言技能 与 学习策略	视听	任务：听一则新闻报道，完成笔记 策略：识别并获取关键信息			
	口语	任务：谈论如何寻求和提供帮助 策略：礼貌地回应他人			
	阅读	任务：阅读一则男孩帮助邻居化险为夷的故事 策略：把握故事叙事顺序			
	写作	任务：写一封感谢信 策略：运用感谢信基本写作范式			
	项目探究 (综合)	任务：制订一个“助人”方案			

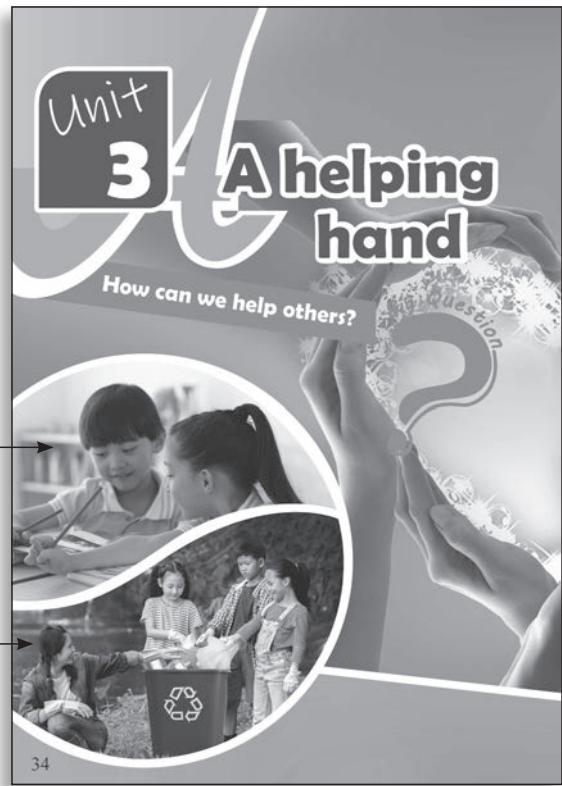
单元主题图页 (Cover page)

单元大问题 (Big Question)

完成本单元的学习后，学生可以围绕平凡英雄、校园善举、紧急援救、心怀感恩等方面的话题谈论如何向身边需要帮助的人施以援手，并构想自己的助人计划。

单元主题图 (Theme photos)

单元主题图中展现了学生在学习中互相帮助、师生在公园开展志愿活动，以及帮助幼儿穿鞋、扶老人过马路等尊老爱幼的行为，引出“援助之手”这一主题。



Two students are doing their homework. One is helping the other on a difficult problem.

A teacher and her students are in a park. They are putting rubbish into the bin.

任务清单 (To-do list)

任务清单中的五项任务分别对应视听、口语、阅读、写作和项目探究，学生完成后可以自行检测任务达成情况。本单元的任务清单包括：(1)听一则有关日常善举的新闻报道。(2)谈论如何寻求和提供帮助。(3)阅读一则紧急援救的故事。(4)撰写一封感谢信。(5)制订一个“助人”方案。

单元导入 (Getting started)

教师可基于单元主题图或更多与互帮互助主题相关的图片，激发学生学习兴趣，引导学生表述常见的不同生活场景中帮助他人的行为，如：鼓励他人、帮助伤者、帮陌生人扶门、向慈善机构捐款、在公交上给有需要的乘客让座、参加义卖、帮助同学打扫教室等。

Someone is helping a little girl put on her shoes.

A student is helping an elderly man cross the street.

To-do list

- 1 Listen to a news report about everyday acts of kindness.
- 2 Talk about how to ask for and offer help.
- 3 Read a story about a helping hand in an emergency.
- 4 Write a thank-you letter to someone who has helped you.
- 5 Make a proposal for giving a helping hand to someone in need.

Getting started

There are many ways to help others. Tick (✓) the things you've done and add some more.

<input type="checkbox"/> cheer someone up	<input type="checkbox"/> help someone work out a difficult problem	<input type="checkbox"/> _____
<input type="checkbox"/> help someone who got hurt	<input type="checkbox"/> hold a door for a stranger	<input type="checkbox"/> _____
<input type="checkbox"/> do voluntary work	<input type="checkbox"/> donate money to a charity	<input type="checkbox"/> _____

35

参考答案

Getting started

(Answers may vary.)

Examples include: give someone directions, give seats to people in need and help clean the classroom.

Section A Everyday heroes

>> Viewing and listening

子话题说明

视听板块围绕“平凡英雄”(Everyday heroes)这一子话题展开，讲述那些在日常生活中帮助他人或为他人带来积极影响的平凡人的故事，涉及不同生活场景中帮助他人的行为举动。

A1

- 语篇说明：本页呈现了青少年网站(TEEN-Land)中有关“平凡英雄”的新闻网页，其中包含四则新闻标题和相关图片。
- “视”的策略：在看的过程中，要求学生借助标题、图片、文字信息等了解新闻的主要内容。以下问题可供参考：
 - What is the title of this news web page? (*Everyday Heroes.*)
 - What is the hand holding in the first picture? (*The girl's hair.*)
 - What do you think the girl in the second picture is saying? (*I think she is saying, "Mr Wang, here's your lunch!"*)
 - What are the two girls doing in the third picture? (*They are giving an encouragement card to another girl.*)
 - What problems do you think cigarette ends may cause in a park? (*They may easily cause fires.*)

A1 Look and say. Look at the web page and think: Which piece of news impressed you most?

A2 Listen, view and think. Listen to a news report. Which piece of news on the web page did you hear?

参考答案

A1

(Answers may vary.)

The first piece of news impressed me most because the girl donated something she loved so much./The second piece of news left a strong impression on me because it reminded me that the elderly in the community need some help indeed./The third piece of news impressed me most because it showed that encouragement is also a way of helping others./The fourth piece of news impressed me most because it showed us how a small act can protect our environment.

A2, A3

- 语篇说明:** 学生会听到一则新闻播报，讲述了两名青少年自发陪护老人，并带动更多青少年加入志愿行动，逐渐成为了一个志愿团队。这则新闻突出了关爱与关怀的重要性，强调了志愿服务对老人与青少年双方的积极影响，展现了温暖的社会关怀。教师可提醒学生注意新闻播报的特点，如：

A spoken news report typically starts with a brief introduction that grabs the listeners' attention and previews the main story. It must be clear, concise and short since listeners cannot see the text.

- 听力策略:** 本单元重点教授的听力策略为识别并获取关键信息 (Listening for key information)，为学生用书六下 U4、七上 U2、七上 U5 的听力技能策略复现。在本文中，通过识别与获取新闻事件中的关键信息，学生能更有效地理解新闻内容。
- 教学要点:** 听第一遍录音时，教师借助 A2 活动帮助学生了解新闻大意，判断录音是哪条新闻。接着，通过 A3 的听力活动，帮助学生在听力理解过程中，运用听力策略，获取新闻中的关键信息。在听第二遍录音前，可以让学生

6 A3 Listen and take notes Listen to the news report again and complete the notes.

Listening for key information

1 When did the two teenagers start to give a helping hand?
 • _____

2 Who received help?
 • _____ people who _____

• _____

3 Why do they need help?
 • They find it difficult to _____

• They are _____

4 What kind of help do they receive?
 • _____ bring _____ to them.

• _____

5 Who else has joined the programme?
 • _____

Word study Word partner

Use the phrases in the box to complete the following sentences.

1 Don't give your hopes up. /Don't give up your hopes. I'm here to help you.

2 Give me here! I can't find my key.

3 James had a bad day today. Let's go and cheer him up.

4 Look! The man over there dropped his wallet. Let's pick it up and return it.

5 This maths problem is so hard. Can you help me solve it up?

help (...) out
work (...) out
cheer (...) up
give (...) up
pick (...) up

6 Update my to-do list  

Listen to the news report in A2 again and discuss in groups. What do the teenagers learn from the programme? How would you help in the same situation?

37

仔细阅读问题，并尝试预测这些问题可能的答案和在文本中的提示词。再次播放新闻，结合提示，补全信息，完成 A3 中的笔记。

- 教学建议:** 教师视学情需要，引导学生在听前预测需要获取哪些关键信息。

听力文本**A2, A3 & Update my to-do list**

This is TEEN-Land News. I'm Nick Brown. Today two teenagers got a special award from the mayor. Two years ago, Wang Li and Chen Fei started a group to help old people. Each day they visit old people who live by themselves and those in poor health. Life can be hard for such old people. Sometimes they find it difficult to buy things and they are usually lonely. When the two fifteen-year-olds started doing this, it was just them. Then more teenagers in their school joined them. Now teenagers at other schools also joined the programme. Each day around 200 old people get help from the group. Usually, they help bring food to the elderly and buy daily supplies for them. Sometimes they read to them. They also teach them

to use the internet. But it's not just the old people who benefit. The young people learn about life in Shanghai many years ago. They also get advice about life. It seems as if everyone benefits. Well done, Wang Li and Chen Fei and all the teenagers that volunteer with them!

参考答案

A2

The second piece of news.

A3

- 1 Two years ago.
- 2 Old; live by themselves; Old people in poor health
- 3 buy things; usually lonely
- 4 Teenagers; food; Sometimes they read to them/They also teach them to use the internet
- 5 Teenagers in their school and at other schools

语言注释

- **award** *n.* a prize for something that somebody has done 奖
e.g. *The woman received the award as Mum of the Year.*
- **daily supply** goods are needed or used on a daily basis, including things like food, water, and other essential items required for everyday life 日常用品
e.g. *The shelter provides daily supplies such as blankets and clothing to those in need.*
- **benefit** *v.* (~ from/by something) to be in a better position because of something 得益于
e.g. *The students will benefit greatly from the visit.*

Word study

- **教学要点:** 帮助学生根据句意需要选择合适的及物动词短语完成句子，强化他们对于及物动词短语词义的理解以及短语搭配的认知。这类动词短语的特征有：
 - (1) 需要后接宾语。与不及物动词短语不同，及物动词短语必须有直接的宾语才能完整表达其含义，例如“Could you help me work out the maths problem?”中及物短语动词 *work out* 后接宾语 *the maths problem*。
 - (2) 部分动词短语可拆分。一些及物动词短语是可以拆分的，例如“The firefighters soon put the fire out.”与“The firefighters soon put out the fire.”表达的含义是一致的。

参考答案

Word study

- 2 Help ... out 3 cheer ... up 4 pick ... up 5 work ... out

Update my to-do list

- 教学要点：教师再次播放新闻录音，请学生围绕 **Update my to-do list** 中的两个问题展开讨论，并根据自己完成的情况评价本节课的学习成效。

参考答案

Update my to-do list

(Answers may vary.)

Teenagers learn the importance of community service and teamwork. They also learn something about life in Shanghai many years ago and receive advice about life.

If I am in the same situation, I would clean the apartment for old people./I would organise group activities for them such as learning Chinese painting, watching films, and cooking./I would teach them how to do online shopping.

Section B A helping hand

>> Speaking

子话题说明

口语板块围绕“援助之手”(A helping hand)这一子话题展开,聚焦校园生活中互帮互助的事例,引导学生学习如何礼貌地寻求帮助和表达感谢及如何回应他人的请求等内容。

B1

• **语篇说明:** 图片展示的是四张学校“每周之星”(Star Students of the Week)的照片。照片中四位同学在不同校园生活场景中给予他人援助之手,如在教室中帮助同学擦黑板、在操场上帮助受伤的同学、安慰心情低落的同学、帮同学找书等。

• **教学要点:** 教师引导学生观察、描述图片,回答B1的问题。在问答的过程中,引导学生学习本板块的重点词汇(如lost, shelf, librarian等),为后续的口语表达输出活动做好词汇方面的语言准备。接着,引导学生根据图片内容展开进一步思考,如:“What do you think they are saying?”“If you were them, how would you seek or offer help?”“How would you respond?”,为

B A helping hand ➤> Speaking

The school photography club held a photo contest of school life. Here are the "Star Students of the Week".



B1 Look and say Look at the photos. What are the students doing in each photo?

B2 Listen, read and think Listen to the conversation between Wang Yiming and Lu Yao. How did they ask for and offer help?

Yiming: Hi, Lu Yao! You look a little lost. What are you looking for?
Lu Yao: Hey Yiming! I'm looking for a book of maps for my geography class. What are you doing here?
Yiming: I'm a volunteer at the school library.
Lu Yao: Could you please give me a hand?
Yiming: Sure!
Lu Yao: I don't know where to start looking for it. The book is called *The World Atlas*.
Yiming: Oh! It is on the shelf next to the librarian's desk.
Lu Yao: Thanks. How do I check out a book?
Yiming: Do you have your student card with you?
Lu Yao: Yes, I never come to school without it.
Yiming: Just show the librarian your student card and she'll let you take the book home.
Lu Yao: Thank you for your help.
Yiming: I'm happy to help you out.

38

后续的口语表达输出活动做好句式方面的准备。

• **教学建议:** 如学生对描述图片感到困难,教师可通过一些问题逐步引导学生思考,如“Where are they?”“What is the girl/boy on the left/right doing?”“How does he/she feel?”等,引导学生去观察和描述图片中的内容。也可以请学生两两讨论,联系生活实际,相互启发。

参考答案

B1

(Answers may vary.)

Picture 1: The tall girl is helping her classmate clean the blackboard.

Picture 2: The boy is carrying a student/another boy who may have got hurt.

Picture 3: The girl on the right is comforting the other student who is in low spirits.

Picture 4: Yiming/The boy is helping Lu Yao/the girl to find books/a book.

B2

• **语篇说明:** 该对话在王一鸣与陆遥之间展开,陆遥在图书馆遇到了困难,她找不到想要的书,也不太了解图书馆的借书规则,志愿者王一鸣主动提供了必要的帮助。交际双方

均遵循礼貌交际原则，陆遥运用了不同的表达方式寻求帮助（Could you please give me a hand?/How do I ...?），而王一鸣则积极礼貌地给予回应（Sure! I'm happy to help you out.）。

- **语用功能说明：**本单元语用功能为礼貌回应他人（Responding politely to others）。对于他人的求助给予回应，或对他人的帮助表达感谢是口语交际中的一个重要语用功能。一般以礼貌用语开场，求助人可以说：“Excuse me. Could you please give me a hand?”，或由热心的提供帮助者主动说：“How can I help you?”，接着介绍需要帮助的具体信息，如“How can I ...?”或“Do you ...?”，提供帮助者进行回应；最后，求助者表达感谢，如“Thank you for your help.”，提供帮助者可以礼貌回应“It's my pleasure.”等。**My learning notes** 提供了部分这类表述，可引导学生从 B2 的对话中找出或借助自身的语言积累说出更多类似表达。

- **教学要点：**通过听 B2 的对话，教师帮助学生关注对话交际双方的语气、交际目的和主要对话内容，并回答 B2 的问题。再通过读 B2 的对话，模仿语音语调，感悟说话者的情感态度，引导学生关注本课的口语交际策略要点（礼貌地回应他人）和语用知识重点（回应他人的求助及对他人帮助表达感谢）。为帮助学生回答 B2 的问题，教师可将问题细化，让学生思考并回答：

- ① How does Yiming start the conversation? (*Yiming starts the conversation by asking “What are you looking for?”.*)
- ② How does Lu Yao ask for help? (*Lu Yao asked for help by saying “Could you please give me a hand?”, and telling Yiming the book she is looking for, and by asking “How do I check out a book?”.*)
- ③ What replies does Yiming give? (*Yiming replies positively by saying “Sure!”, and then tells Lu Yao where the book is, and how to check out a book.*)
- ④ How does Lu Yao thank Yiming and how does Yiming reply to her? (*Thanks./Thank you for your help!/I'm happy to help you out.*)

- **教学建议：**如学生理解对话有困难，可以让学生分别划出交际双方寻求帮助和提供帮助的句子，以此理清对话的脉络。如学生学有余力，可以引导学生联系所学过的内容，思考更多的表达方式。

参考答案

B2

Lu Yao asked for help by saying “Could you please give me a hand?”, and telling Yiming the book she was looking for, and by asking “How do I check out a book?”.

Yiming offered help by positively saying “Sure!”, and then told Lu Yao where the book was, and how to check out a book.

B3

• **教学要点:** 本活动在 B1 提供的内容支架、B2 和 **My learning notes** 提供的语言支架基础上, 延续板块情境, 请学生尝试根据 B1 展示的图片情境, 半开放地完成口语对话角色扮演。对话双方还是同学关系, 但需要结合对话发生的不同场景, 调整对话中的具体问题和具体信息, 但是 B2 对话的基本框架结构与一些固定句型仍可视情况模仿使用。学生也可以尝试使用其他一些寻求帮助或提供帮助的表达方式。

• **教学建议:** 如学生输出表达有困难, 教师可以在板书上或课件上呈现对话的基本框架和可用句型列表, 提供足够的支撑。或可由教师扮演某情境中的某一角色, 带领全班完成对话示范, 再请学生两两分组完成剩余情景对话。如学生学有余力, 教师可鼓励他们适当延长话轮内容, 如询问心情低落的同学原因, 并给出共情等。



左栏是一首以帮助他人为主题的说唱歌曲, 旨在帮助学生掌握辅音 /h/, /r/, /l/, /j/ 和 /w/ 在单词中的发音。右栏的说唱歌曲描述了一个孩子帮助爷爷追回被风吹走的帽子的小故事, 旨在帮助学生掌握辅音连缀 /bl/, /pl/, /sl/, /kl/ 和 /gl/ 在单词中的发音。教学中可引导学生朗读、跟唱, 也可让学生尝试续编或创作带有相关辅音或辅音连缀的说唱歌曲。

B3 Role-play Look at the photos on page 38. Imagine how they ask for and offer help and act out the conversations.

**My learning notes****Responding politely to others:**

A: Could you please give me a hand?
B: Sure! How can I help you?/
A: Thank you for your help.
B: I'm happy to help you out.

Pronunciation

/h/, /t/, /l/, /j/ and /w/

Sing the rap.

Lend a helping hand, whenever you can.
Reach out to others, you polite little man.
Kindness is never wrong; joy is always sent.
Wait for no more; offer your helping hands!

/bl/, /pl/, /sl/, /kl/ and /gl/

Sing the rap.

The wind blew away Grandpa's hat.
Grandpa was slow and the wind was fast.
"I'm not even close!" Grandpa said.
"Please get it back!"
I ran so fast and I got the hat.
When I gave it to Grandpa, he was no longer sad.
"Thank you for your help. You've made me so glad!"

Update my to-do list

Work in pairs. Make more conversations to ask for and offer help.

39

参考答案**B3**

(Answers may vary.)

Picture 2

A: Excuse me, my leg hurts/I think I broke my leg. Could you help me?

B: Sure. I'll take you to the school clinic.

A: Thank you for your help.

B: I'm happy to help you out.

Picture 3

A: Hey! You seem a bit upset. How can I help you?

B: I just failed my English exam. I don't know what to do.

A: Don't worry. I'll help you with your English.

B: Thank you very much!

A: You're welcome. I'm glad to help you out.

语言注释

- **contest** *n.* competition 比赛；竞赛
e.g. *She was awarded first prize in an essay contest.*
- **lost** *adj.* unable to understand something 弄不懂；困惑
e.g. *They spoke so quickly that I just got lost.*
- **shelf** *n.* a flat board, made of wood, metal, glass, etc., fixed to the wall or forming part of a cupboard, bookcase, etc., for things to be placed on 架子；搁板
e.g. *The book I wanted was on the top shelf.*
- **librarian** *n.* a person who is in charge of or works in a library 图书馆馆长；图书管理员
e.g. *My mother works as a librarian.*
- **check out** to borrow something from an official place, for example a book from a library 借阅；借出
e.g. *The book has been checked out in your name.*

Update my to-do list

• **教学要点:** 该任务迁移了对话情境，学生需要灵活运用此板块所学的语言、功能句式和口语交际策略等，展开新的对话。教师请学生更换合作伙伴，确定角色，开展对话。学生展示后同学互评。引导学生根据自己的任务完成情况，结合同学评价和教师点评，评价自己本节课的学习成效。

活动评价可以聚焦内容、语言、交际等方面，重点关注学生是否能礼貌地寻求帮助或恰当地提供帮助；能否对对方的求助和感谢予以恰当的回应；能否礼貌地感谢对方给予的帮助；以及语言使用的准确性与合理性和语言表达的清晰度。

参考答案

Update my to-do list

(Answers may vary.)

A: Hi, Emily! That box looks really heavy. Do you need some help carrying it?

B: Oh, hi John! Yes, it's quite heavy. I would really appreciate some help.

A: No problem at all. Where do you need to take it?

B: I need to take it to the library. It's on the second floor.

A: Great, let's get it there together. I'll grab one side of the box.

B: Thank you so much, John. I don't know how to make it without your help.

A: It's my pleasure. It's always good to help out a friend.

Section C Help in an emergency

>>Reading

子话题说明

阅读板块围绕“紧急援助”(Help in an emergency)这一子话题展开,呈现了小男孩汤姆在邻居老奶奶贝尔夫人心脏病突发时保持冷静、叫救护车、拿药等,帮助她化险为夷的故事。强调了在紧急情况下保持冷静、迅速行动的重要性,以及帮助他人的社会责任和社会价值。

C1, C2

- 语篇说明:该故事以叙述的方式描述了汤姆从容应对,拨打紧急电话求助并实施救援的整个过程。语篇融入了一些应对紧急情况的知识与方法,同时展现了帮助他人的价值与意义。语篇使用简单直白的语言,易于阅读理解。故事充满感情色彩,通过生动的描写和具体的细节(如人物的语言、动作、情绪变化等)增强读者的情感共鸣,让读者能更加身临其境地感受到故事情节。
- 教学要点:借助C1的预测活动让学生阅读故事的第一段,帮助他们理解其中描述的情景与事件,然后依据语篇线索与已有背景知识做出合理的预测,引发阅读兴趣。通过C2的Personal touch略读文章,检验C1中的预测,

参考答案

C1

(Answers may vary.)

- She probably had a heart attack.
- Tom would call an ambulance to get Mrs Bell to the hospital.

C Help in an emergency >> Reading

Lu Yao is reading a story about acts of kindness.

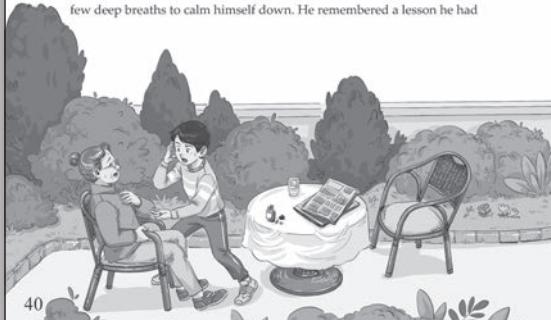
C1 Predicting Read the first paragraph and answer the questions.

- What probably happened to Mrs Bell?
- What would Tom probably do?

C2 Read the story.

Rainbow in a cloud

One sunny Saturday morning, as usual, Tom was reading a newspaper to his old neighbour Mrs Bell in her garden. Suddenly Mrs Bell cried out and put her hand to her heart.
"Mrs Bell, are you okay?" asked Tom, very worried.
"I think I'm having a heart attack!" she said in a weak voice. Her face turned pale, and she broke out in a cold sweat.
A heart attack! Tom was shocked, but the eleven-year-old boy took a few deep breaths to calm himself down. He remembered a lesson he had



40

C2

(Answers may vary.)

- 1 I think it is a heartwarming story.
- 2 Yes, he did. Because he saved Mrs Bell's life.

语言注释

- **cry out** to make a loud sound without words because you are hurt, afraid, surprised, etc. 大叫；叫喊
e.g. *The baby cried out when she could not find her toy bear.*
- **break out in** to suddenly become covered in something 突然被布满某物
e.g. *He broke out in a cold sweat when he heard the news.*
- **first aid** simple medical treatment that is given as soon as possible to someone who is injured or who suddenly becomes ill 急救
e.g. *The driver received immediate first aid after being injured in the accident.*

learned in a summer camp. In an emergency, you must stay calm.

¹⁰ Who could he turn to for help? Mrs Bell lived alone, so there was nobody around. His parents were out shopping for the old lady. He quickly took out his phone and called the emergency number. He told the operator clearly where Mrs Bell lived and what had happened. The operator said an ambulance was on its way.

¹⁵ "Tom, get me the blue bottle by my bed," said Mrs Bell. Tom ran into the house and got Mrs Bell's heart pills. She took one.

When the ambulance arrived, two doctors gave Mrs Bell first aid at once. One of them said, "You must be the boy who called us." Tom nodded. "Well done!" the doctors said.

²⁰ After they left for the hospital, Tom thought to himself, "Mum often says she is happy to be a rainbow in someone's cloud. Now I seem to understand what she means."



41

背景知识**First aid**

First aid is the basic care you can provide before doctors arrive. It includes simple things like putting a bandage on a cut, helping someone who is choking, or doing CPR (心肺复苏术) to save someone's life. It has been around for a long time. In the 19th century organisations like the Red Cross started teaching people how to help others in emergencies. Now, many people learn first aid to save lives.

C3

- **教学要点:**此活动旨在帮助学生通过阅读提取文章中的关键信息，整体把握本故事要点，即汤姆为帮助贝尔夫人所做的重要的事。
- **教学建议:**视学情需要，可以提示学生通过找到线索词 Tom, he, 以及相关动词确定答案。本活动中，学生答案的表述可能有所不同，可以鼓励学生完成后相互补充交流，为 C4 活动做好准备。

参考答案

C3

Tom called the emergency number.
Tom gave Mrs Bell the heart pills just in time.

C4

- **阅读策略:**本单元重点教授的阅读策略为理解故事叙事顺序 (Understanding sequence)。识别并理解记叙文中事件发生的时间顺序或逻辑顺序有助于厘清文章脉络，并更好地理解情节发展与人物行为的关系。学生可以通过关注时间标记词，如 one sunny Saturday morning, suddenly, when, after 等识别事件发生的顺序。也可以标记出关键事件，结合 C4 时间线厘清故事脉络。
- **教学要点:**此活动旨在帮助学生获取具体信息，理解故事发展，帮助他们把握事件发展顺序。
- **教学建议:**如学生需要更多帮助，可以引导学生阅读 C4 中的事件内容，带领学生找到时间线上的第一个事件，再请学生完成余下的排序任务。学生完成后，可以让学生相互比较答案，如有不同意见，可以让学生开展讨论。

参考答案

C4

F—A—D—G—E—B—C

C3 General understanding Read and find out the two things that Tom did to help Mrs Bell.

--	--

C4 Detailed reading In what order did the following events happen? Complete the timeline with A–G.



A Mrs Bell had a heart attack. B Two doctors gave Mrs Bell first aid.

C The ambulance took Mrs Bell to the hospital.

D Tom found a way to calm himself down.

E Tom ran into the house and got Mrs Bell's heart pills.

F Tom was reading a newspaper to Mrs Bell in her garden.

G Tom called the emergency number and reported the case.



C5 Further thinking Answer the questions.

1 What can you learn from Tom?

2 "Mum often says she is happy to be a rainbow in someone's cloud." What does "a rainbow in someone's cloud" probably mean?

42

C5

- **教学要点:**问题 1 旨在引导学生从急救知识、解决问题的能力、社会责任等不同视角分析汤姆的行为，思考可以从中学到什么。

问题 2 旨在帮助学生理解文章末尾汤姆的感慨，探讨句中暗喻 (metaphor) 的指向和含义，理解本故事所要传递的价值观念。

A metaphor is an imaginative way of describing something by referring to something else which is the same in a particular way. For example, saying "You are a shining star!" means you are great and bright. Sometimes, metaphors help us understand one thing better by relating it to something we are familiar with.

- **教学建议:**在问题 2 中，如学生需要更多帮助，可以提供一些提示或问题链，引导学生思考问题中涉及的隐喻的含义。也可以向学生解释隐喻的概念，并举一些简单的例子帮助学生理解。以下问题供参考选用：

① How does a rainbow make you feel when

you see one? (*It is colourful and makes me feel happy and hopeful.*)

- ② How do you usually feel when you see dark clouds? (*I may feel worried, sad or frightened.*)
- ③ Who is the rainbow in this story? (*Tom can be considered as the “rainbow”.*)
- ④ What does “cloud” represent in the story? (*The “cloud” represents the emergency that Mrs Bell experienced.*)

以下问题可用于启发学生在理解文本基础上，进一步调动高阶思维，展开深入语篇和超越语篇的思考，供教师参考选用：

- ① How did Tom know/How can you tell that Mrs Bell had a serious problem? (*Mrs Bell had several signs like a chest pain, a pale face and a cold sweat.*)
- ② What do you think Tom may have learned in the summer camp? (*Based on the story, I think Tom may have learned the importance of staying calm and acting quickly and properly in an emergency.*)
- ③ Do Tom’s family have a good relationship with Mrs Bell? (*Yes, they do. Tom’s family help Mrs Bell a lot such as reading newspaper and buying things for her. Also, Tom’s concern for Mrs Bell’s well-being suggests a friendly relationship with Mrs Bell.*)
- ④ Why didn’t Tom call his parents first? (*Because they were not at home. Also, Mrs Bell needed some immediate help.*)
- ⑤ If you were Tom, what would you say to the operator? (*Hello! My neighbour is having a heart attack. Please send an ambulance to [address]. Thank you!*)
- ⑥ Which words or phrases in the story do you think show Tom’s calm and quick response? Why?
 - *quickly: It shows how fast Tom acted, highlighting his response to the situation.*
 - *clearly: It tells that Tom remained calm and provided important information effectively.*
 - *ran into: It shows that Tom moved very fast.*
 - *at once: It tells us the doctors helped Mrs Bell right away, emphasising their quick response.*)

参考答案

C5

(Answers may vary.)

- 1 I can learn from Tom that staying calm and acting quickly in emergencies is very important.
- 2 It probably means bringing hope and help to someone who is going through a difficult or challenging time.

Vocabulary focus

- 教学要点:**本活动重点关注课文中与紧急医疗救援相关的词汇,帮助学生学习理解并运用这些词汇。学生通过将这些单词与短语填入语篇,理解它们在具体语境中的含义与用法。此外,还可以设计更多词汇练习,关注本板块核心词汇(如 pale, shock, calm, at once 等)的理解和运用。
- 教学建议:**教师可视学情需要,引导学生在汤姆的故事中找到这些词汇,尝试基于语境理解词义。在完成本部分练习后,也可让学生尝试运用核心词汇造句。

Vocabulary focus: Complete the post by a doctor with the words and phrases in the box. One is extra.

ambulance operator	weak hospital	poor cold sweats	emergency heart attack	cases
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If there is an emergency

Posted by Lillian Wang

In my six years as a doctor, I've been called to many¹ _____ of chest pain.

In one case, a woman in her late 60s said she had² _____ and generally felt³ _____ all morning. She waited several hours to call us because she thought the feeling would go away. When we arrived, we found she had a serious⁴ _____. We took her straight to the⁵ _____.

What happens when you call emergency services?

When you make the call, tell the⁶ _____ that you may have an⁷ _____, and it will be taken seriously. They will send an⁸ _____ to you as soon as possible.

Update my to-do list [] [] [] [] []

Discuss in pairs. Besides Tom, who else gave a helping hand in the story? How did they help?

43

参考答案

Vocabulary focus

- 1 cases 2 cold sweats 3 weak 4 heart attack 5 hospital 6 operator 7 emergency
8 ambulance

Update my to-do list

- 教学要点:**可组织学生结对讨论故事中还有谁伸出了援手,并说说他们是如何帮助的,从而检测学生对“云中彩虹”这个故事的理解程度。学生讨论或汇报的时候,教师可提供适当的支

参考答案

Update my to-do list

(Answers may vary.)

The operator. He sent the ambulance to Mrs Bell's house.

The doctors. They provided first aid when they arrived.

Tom's parents. They went shopping for Mrs Bell.

>>Grammar in use

板块内容说明

本单元的语法重点是并列复合句(Compound sentences)。

活动 1

- **教学要点:** 活动 1 旨在帮助学生识别、了解并列复合句。教师可引导学生关注句中带有下划线的连词，通过理解句意，思考连词在并列复合句中的用法与意义。
- **教学建议:** (1) 教师可以补充一些带有不同连词的并列复合句例句(详见“补充资料”), 通过问题引导, 帮助学生关注并列复合句的结构、意义和用法。也可以让学生从不同类型的句子中挑选出并列复合句。

>> Grammar in use Compound sentences

1 Read and think Read the following sentences and pay attention to the underlined words. What are they used for?

- (1) A heart attack! Tom was shocked, but the eleven-year-old boy took a few deep breaths to calm himself down.
- (2) Mrs Bell lived alone, so there was nobody around.
- (3) Mrs Bell's face turned pale, and she broke out in a cold sweat.

2 Work out the rules Choose the right conjunction.

- We use _____ (so/and/but) to link sentences that are about similar ideas.
- We use _____ (so/and/but) to describe the result of an action or a situation.
- We use _____ (so/and/but) to link sentences that are about different or opposite ideas.

Grammar file → p.123

3 Practise Connect the two halves of the sentences with *and*, *but* or *so*.

- | | | |
|---|---------------------------|--|
| (1) I wanted to call you for help, | <input type="radio"/> and | I didn't have your phone number. |
| | <input type="radio"/> but | |
| (2) My mother often helps me with my homework, | <input type="radio"/> so | I went to see the doctor. |
| | | <input type="radio"/> she also helps me learn about the world. |
| (3) I caught a bad cold and felt awful last week, | <input type="radio"/> and | |
| | <input type="radio"/> but | |
| (4) You have no idea what your help means to me, | <input type="radio"/> so | please accept my sincere thanks. |
| | | <input type="radio"/> and |

44

补充资料

- Lisa shares her English notes with Lu Yao, and Lu Yao teaches her Chinese painting.
- Yiming volunteers at the school library, and John helps out at the canteen.
- Tom was very tired after class, but he still helped Mrs Bell clean the garden.
- Lisa didn't want to miss the concert, but she chose to recycle waste paper with her friends.
- The school will organise a charity sale, so we can raise money for children in need.
- The students planted flowers in the school garden, so the campus became more beautiful.

(2) 当涉及语法术语时, 建议使用中文, 不要让语法术语成为影响学生理解的障碍。如:

- ① How many parts does a compound sentence mainly have? (并列复合句有几个主要部分?)
- ② What is an independent clause? Can it stand alone as a sentence? (什么是独立分句? 它可以独立成句吗?)
- ③ What is the function of conjunctions in compound sentences? (连词在并列复合句中有什么作用?)
- ④ Can you identify the conjunctions in these sentences? (你能找出这些句子中的连词吗?)
- ⑤ How do we use conjunctions to connect two independent clauses? Can you give an example? (如何使用连词来连接两个独立分句? 请举例。)
- ⑥ What is the purpose of compound sentences? (使用并列复合句的目的是什么?)

活动 2

- **教学要点:** 活动 2 旨在帮助学生在完成活动 1 的基础上总结语法规则, 根据活动 1 中的句子, 加深对连词 **and**, **but**, **so** 在并列复合句中的具体作用的理解。
- **教学建议:** 教师可根据学情, 要求学生参照活动 1 中句子, 判断出正确答案。也可由教师示范, 带领学生共同完成第一个规则。或请学生分组对照更多并列复合句例句开展讨论, 共同完成填空。最后借助学生用书语法附录 (**Grammar file**, P123–P124) 深化理解。

活动 3

- **教学要点:** 活动 3 旨在帮助学生进一步熟悉并列复合句, 在有意义的情境中重点操练和使用连词 **and**, **but** 和 **so**。学生使用连词连接句子, 从而形成句意完整、符合逻辑的并列复合句。
- **教学建议:** 在完成这个活动之前, 教师可以借助活动 1 中的例句, 强调选择连词时要关注句子之间的逻辑关系, 并帮助学生熟悉并列复合句的句子结构。如学情需要, 可以带领学生共同完成第一个并列复合句的连接, 帮助学生明确活动要求。学生完成后, 可以请他们相互检查, 说说连接句子的理由。

参考答案

2

and; so; but

3

- (1) I wanted to call you for help, **but** I didn't have your phone number.
- (2) My mother often helps me with my homework, **and** she also helps me learn about the world.
- (3) I caught a bad cold and felt awful last week, **so** I went to see the doctor.
- (4) You have no idea what your help means to me, **so** please accept my sincere thanks.

活动 4

• **教学要点：**活动 4 旨在帮助学生在真实情境中，围绕“帮助他人”话题，恰当运用带有连词 and, but 和 so 的并列复合句开展调查并相互接受采访。

在活动前，教师带领学生阅读要求，明确任务。活动共有三个要求：(1) 学生四人一组阅读列表中的问题，思考是否还有其他想要了解的关于帮助他人的内容，并添加问题，丰富问题列表；(2) 每位组员选择 2—3 个自己感兴趣的问题采访同组其他组员；(3) 组员在接受采访时需要尝试合理运用并列复合句。

• **教学建议：**如果学生对提出新问题感到困难，教师可以引导学生从不同角度展开思考。学生讨论时，教师也可以参与讨论并给予每个小组必要的帮助。以下问题供参考选用：

- ① How do you think helping others affects you?
- ② Have you ever been in a situation where you didn't receive help in time? How did it make you feel?
- ③ Have you ever faced challenges when trying to help someone? How did you overcome them?
- ④ In your opinion, what are some effective ways to offer help to those in need?
- ⑤ What motivates you to lend a helping hand to others?

学生添加问题后，教师可以要求

参考答案

4

(Answers may vary.)

A: Have you received help from anyone recently?

B: Yes, I have received help from my classmate

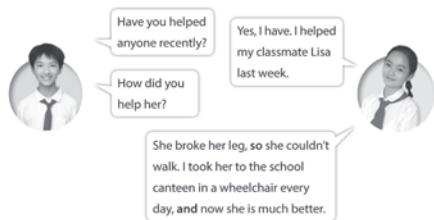
4 A survey

(1) Work in groups of four. Read the questions. What else do you want to know? Discuss and add more questions to the list.

- Have you helped anyone recently?
- How did you help him/her?
- How did you feel when you helped him/her out?
- Have you received help from anyone recently?
- How did he/she help you?
- How did you feel when he/she helped you out?
- When should we help others?
- —

(2) Interview your group members with 2—3 questions about their views of helping others.

(3) Answer the questions by using proper conjunctions.



45

学生两人一组朗读书上的示例，引导学生关注示例中并列复合句的使用。然后让学生选择与一位同学示范完成一次采访，并请其他学生记录采访内容，关注在回答中用到了哪些连词、是否使用合理。

采访结束后，每个小组可以运用评价量表开展组内互评，并围绕大家都感兴趣的问题在班里分享采访收获，进一步操练并列复合句的使用并加深对于帮助他人主题的理解。教师可以通过开发采访记录工具或采访评价量表帮助学生提高活动效度。

Ben recently, and his support has made a big difference.

A: How did he help you?

B: I was carrying notebooks for the whole class, but they were too heavy for me.

He helped me carry the notebooks, so I finished my job in time with his help.

Section D Being thankful

>> Writing

子话题说明

写作板块围绕“心怀感恩”(Being thankful)这一子话题展开,要求学生以写感谢信的方式向曾经帮助过自己的人表达感恩之情。

D1

- 语篇说明:**这篇写作范文延续了阅读板块的语篇情境,是贝尔夫人在得到救治后写给汤姆的感谢信,表达了她的感激之情。D1问题引导学生既关注该范文的文本内容,也关注感谢信的基本格式。
- 写作策略:**本单元写作策略是掌握感谢信的基本格式(Writing a thank-you letter)。感谢信开场一般先诚挚地表达感谢。接着,用一两个具体细节展示感谢的具体内容。最后,在信的结尾,可以表示写信人的思考、感受或一些其他信息,以强调感激之情。
- 教学要点:**D1的活动定位是写前思考。教师引导学生先通过快速浏览范文内容,通过回答D1中的问题关注范文意义,再展开后续的写作策略学习。
- 教学建议:**如果学生理解范文有困难,可以用提问的形式引导学生关注感谢信的基本要素、文本特征和主旨大意,获取关键信息。以下问题供参考选用:
 - Who wrote this letter?
 - What did Mrs Bell mention in the letter?
 - Did Mrs Bell mention her feelings?
 - How do you think Tom would feel after receiving this letter?

D2

- 教学要点:**D2的活动定位是写前准备。教师组织学生细读范文,从感谢信中分别找出贝尔夫人表达谢意、汤姆所做的

D Being thankful >> Writing

Have you ever received help from others? Write a thank-you letter to show how much you thank them.

D1 Think Read the thank-you letter from Mrs Bell to Tom. How did she thank him?

Dear Tom,

Thank you very much for your help. You called the emergency number for me and gave me the heart pills just in time. The doctors gave me first aid and they took good care of me. I am feeling much better now. You have no idea how much your help means to me, so please accept my sincere thanks. I'm so happy and grateful to have kind people like you and your parents around me.

All the best,
Mrs Bell

D2 Prepare Find out these aspects in the thank-you letter.

Say thank you

What Tom did to help Mrs Bell

How Mrs Bell felt about the help

46

事和贝尔夫人的感受三方面的内容。在学生细读范文的过程中,教师要提醒他们关注本单元的写作策略。请学生思考找到的三方面内容是否与策略中提到的三点一一对应。

参考答案

D1

Mrs Bell showed her gratitude to Tom for what he did to help her. She also told him how she felt about the timely help.

D2

Say thank you: From “Dear Tom” to “for your help”.

What Tom did to help Mrs Bell: From “You called the emergency number for me” to “took good care of me”.

How Mrs Bell felt about the help: From “You have no idea” to “around me”.

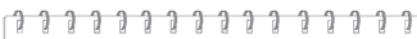
D3

- 教学要点:** D3 的活动定位是写前构思。教师引导学生结合给出的框架结构展开头脑风暴，选择感谢对象，并列出内容要点，为后续写作活动做好准备。
- 教学建议:** 教师可根据学情，酌情提供关于相关内容的语言支架（参考“补充资料”）。

D4

- 教学要点:** 教师请学生基于前期的写作准备，在写作文本框内完成感谢信。
- 教学建议:** 教师可根据学情决定是否给学生更多内容和语言的支持。以下“补充资料”可供教师参考，教师也可自行补充其他资料。

D3 Plan Choose one person you would like to give thanks to and make notes below.



Say thank you: _____

What did he/she do to help you? _____

How did you feel about the help? _____

D4 Write Write your thank-you letter.

Dear _____



D5 Check Check your writing. Pay attention to the elements of a thank-you letter.



TEEN SKILL Writing a thank-you letter

- Start with a greeting.
- Show your gratitude with one or two details.
- End with your thoughts, feelings or some additional information.

Update my to-do list

Work in groups. Help one another polish the letters and share them in class.

47

补充资料**Useful expressions****1. Say thank you**

- Thank you from the bottom of my heart.
- I cannot thank you enough for ...
- Words cannot express how thankful I am.
- I would like to say many thanks for ...
- I truly appreciate ...
- I am deeply grateful for ...

2. Show your gratitude with one or two details

- For emotional support: You listened to me when I needed someone to talk to.
- For advice: You gave me advice that helped me make the right decision.
- For study: You shared your notes with me, which made study much easier.
- For encouragement: You cheered me up when I was feeling down.
- For justice: You stood up for me when I was laughed at by others.
- For teamwork: You involved me in your group project, and we did great work together.
- For problem-solving: You showed me how to solve a maths problem.
- For support: You always supported me during the most difficult time.

3. Express feelings about the help

- Your kindness means the world to me.
- Your support had made a huge difference in my life.
- Your help really made my day.
- I feel so lucky/fortunate/happy to have your help.
- Your assistance has been invaluable to me.

D5

- **教学要点：**D5 的活动定位是写后检查。教师引导学生参照 **TEEN skill** 板块的写作策略要点提示，检查自己的作文初稿并修改，有意识地养成写后自查的习惯。可以引导学生关注感谢信的基本元素，即问候(greeting)、细节(details)和想法与感受(thoughts and feelings)。
- **教学建议：**教师与学生共同制订针对本课写作任务的个性化评价量表。可整理学生的常见错误，挑选一些典型作文，带领全班同学依据评价标准共同修改，帮助学生提高对感谢信结构与内容的认知，再请学生开展自查与同伴互检。

Update my to-do list

- **教学要点：**教师请学生分组分享感谢信，为同伴提出修改完善写作的建议。学生对照评价建议，并结合同伴互评和教师点评，修改写作内容。

>>Discovery

板块内容说明

探索发现板块介绍了国际紧急求救信号和手语求助的相关信息，使学生在跨文化交际中能够认识求助信号，能够及时发出求助或回应求助，体现珍爱生命的价值观。

教学提示

• **语篇说明：**第一则短文介绍了国际紧急求救信号 SOS 的含义、来源和它的隐秘形式。第二则短文以中国和美国手语为例，介绍了不同国家手语求助的差异。

• **更多信息：**

(1) SOS 是国际摩尔斯电码求救信号，并非任何单词的缩写。在信号发明以前，海难事件频繁发生，往往由于不能及时发出求救信号、不能最快组织施救，造成大量人员伤亡和财产损失。国际无线电报公约组织于 1908 年正式将 SOS 确定为国际通用海难求救信号。这三个字母组合没有任何实际意义，只是因为它的摩尔斯电码 “.....” (三短音，三长音，三短音) 在电报中是发报方最容易发出、接报方最容易辨识的电码。

(2) 手语是自然语言的一种，是一种自然地随文化演化的语言，不同地区的手语有差异，世界上目前有超过 300 种手语。

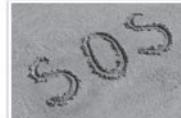
• **教学建议：**教师可根据学情，灵活选用不同的方式来激发学生对求助信号的兴趣和思考。

(1) 预测：教师组织学生读前浏览图片，预测与主题相关的信息，激发学生的兴趣。如：

- ① What does “SOS” probably mean?
- ② What is the girl doing?
- ③ What do you think her sign language means?

Discovery

Signals for help



SOS

The best-known signal for help may be “SOS”. It’s an international signal that can be used in any emergency. It comes from the Morse code^①, which uses dots^② and dashes^③, so it’s not the short form of any English words. However, it does have a less-known form — “191519”, which are the positions of “S”, “O”, “S” in the 26 English letters.



Sign languages for the deaf-mute

Sign languages allow the deaf-mute to ask for help, but they vary from country to country. In China, showing your palms out and flapping^④ twice means “help”; but in America, you have to put a thumb up on your other palm to deliver the same message.

Read and think Do you know any other signals for help? What do they mean?

① Morse code 摩尔斯电码 ② dot (摩尔斯电码中的)点 ③ dash (摩尔斯电码中的)长划
④ flap (上下或左右)拍打

(2) 理解：教师请学生阅读短文，通过问题引导学生发现两则短文中的细节信息。如：

- ① When can we use “SOS”?
- ② Where does it come from?
- ③ How can people who can’t talk ask for help?
- ④ How do people who can’t talk in China deliver the message “help”? What about those in America?

(3) 思考：教师鼓励学生基于文本信息，展开思考，推断更多文本以外的信息。可以给出一张摩尔斯密码的字母表，让学生找到 SOS 的对应信号，并思考为什么选择 SOS 作为紧急求救信号。如：

- ① Why did people use the Morse code to send a signal for help in an emergency? (Maybe it’s because it was a simple and quick way to send information when there were no phones or instant messages.)
- ② How do we express “SOS” by using the

Morse code? Why do people use it as an international signal for help? (*We can use “dot, dot, dot, dash, dash, dash, dot, dot, dot” to express “SOS”. I think it is the simplest and fastest way to send signals for help when there is an emergency. People who receive the signal can quickly take action to offer help.*)

- ③ Why do sign languages vary from country to country? (*Like any spoken language, different sign languages develop naturally within groups of people. They also greatly depend on regions and cultures. As a result, sign languages vary from country to country and sometimes, even from region to region.*)

(4) 拓展：提供有关求救信号的视频分享给学生，如：历史上使用国际求救信号并获救的故事、不同国家手语表达的异同分析等，或者鼓励接受程度较好的同学自发寻找一些相关的素材在课堂上分享，分享关于求救信号的知识，并交流各自的观点，以提高学生自主学习、思辨和探究的能力以及文化意识。参考问题：

- ① How will you ask for help in an emergency if there are no communication devices?
- ② Is it possible to have a global unified signal for help in sign languages? Could you design one?

补充资料

- **Using a signal mirror to ask for help**

A signal mirror is an excellent tool for sunny days. When positioned correctly, a signal mirror can reflect sunlight, producing a bright flash visible for miles, which can catch the rescuer's attention.

- **Using ground-to-air symbols to find help**

You can use rocks, logs or any available materials to create ground symbols. This is one of the best ways to call for help in the wilderness.

- **Using a flashlight or headlamp as a signal**

During the night, flashlights or headlamps can be valuable signaling tools. Use the light to emit three short flashes, followed by three long flashes, then three short flashes again.

- **Using a whistle for help**

You can whistle for help when you're in trouble. A whistle can be heard over much longer distances than your voice alone. The universal distress signal with a whistle is three short blasts in succession.

Section E Being helpful

>>Project

子话题说明

项目探究板块围绕“乐于助人”(Being helpful)这一子话题展开。以制订一个“助人”的方案为主要任务,结合本单元所学,通过小组合作,发现身边需要帮助的人,探讨如何恰当地提供帮助,并制订一个助人方案,以回应单元大问题,在活动中感知助人为乐的意义,培养社会责任感。

教学提示

- **教学要点:**教师引导学生讨论回顾单元各板块内容,引发对单元大问题的深层思考。组织学生分小组讨论,可从自己身边的人和事入手,形成方案的框架和内容,包括名称(a creative project name)、总体介绍(a general introduction)、活动和安排(activities and arrangements)、目标(goals)等方面。在此基础上,设计一个完整的“助人”方案。可通过在线搜索关键词“How to write a proposal”,查询如何撰写和完善一个计划方案。

Update my to-do list

- **教学要点:**教师给各小组提供课内外展示“助人”方案的平台和机会。鼓励

E Being helpful ➤ ➤ Project Unit 3

Making a proposal

Work in groups. Make a proposal for helping someone in need.

Step 1 Brainstorm Observe the people around you and think about the questions.

- Who may need help?
- How can we help this person/these people?
- How can we make him/her/them feel glad to accept our help?

Step 2 Plan Design the plan and activities. Make arrangements for these activities.

We could write encouraging notes ... Some old people are lonely. Why don't we read to them?

Step 3 Make a group proposal In groups, complete the following table and draw up a proposal.

A creative project name	A general introduction	Activities and arrangements	Goals

Step 4 Share Report your group proposal in class.

Update my to-do list [progress bar]

Which group's proposal sounds the most practical? Follow the arrangements and offer a helping hand.

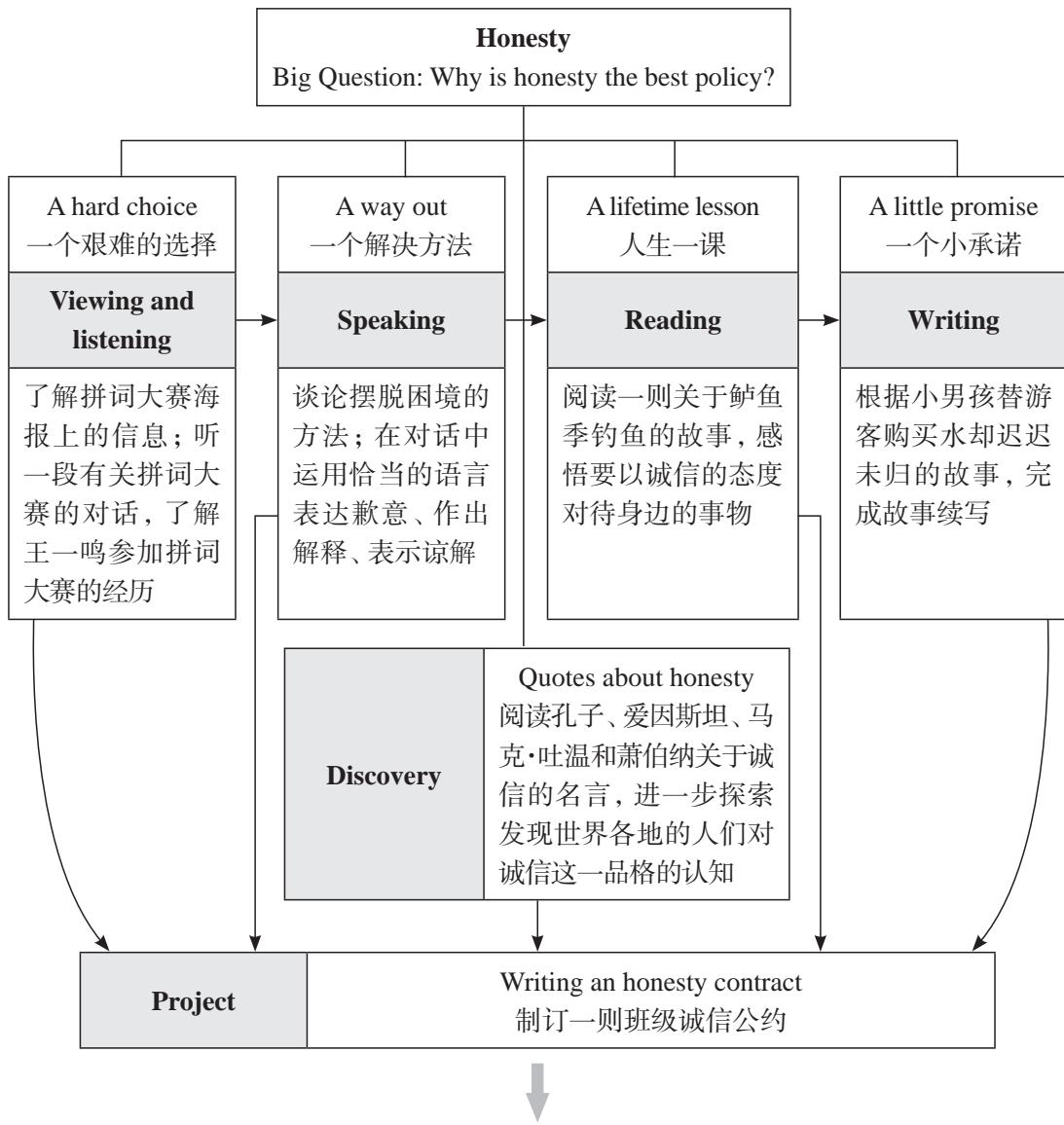
49

学生综合运用本单元前序板块中所学的语言知识和技能进行表达和展示。汇集各组学生的讨论结果,通过班级群或公告板等方式分享各组的方案,评选最具有可操作性的方案。

教师或师生共同制订“助人”方案的评价量表,组织学生从内容、语言和成果三方面进行同伴互评。

Unit 4 Honesty

单元内容结构图(Structure of the unit)



单元育人目标：通过了解生活中关于诚信的故事和事件，理解诚实守信对人生的意义，感悟诚信的可贵，并内化为行为态度，培养正直诚信的优秀品质，提升责任意识，树立正确的价值观和人生态度，促进自我成长

单元目标(Unit objectives)

- ▶ 语音：能准确朗读辅音连缀 /str/, /spr/ 和 /sk/, 并能借助音标准确拼读单词，朗读诗歌
- ▶ 词汇：能掌握和诚实等人物品质相关的词汇；能掌握动词“make/tell + 名词”的常见搭配，并了解其意义
- ▶ 语法：能归纳选择疑问句的语法规则并在情境中使用
- ▶ 看：能理解图片、海报、网页等多模态语篇传达的意义，提取关键信息
- ▶ 听：能根据听到的对话获取关键信息，推断人物的情感
- ▶ 说：能围绕“诚信”这一主题，根据所给情境进行简单交流，表达个人的态度和观点；能运用道歉和解释的习惯用语展开对话，对他人的道歉和解释作出恰当的回应
- ▶ 读：能运用略读和细读等阅读策略梳理语篇的整体意义和主要内容，理解语篇中事件的发展与变化；能根据关键信息推断人物的心理、行为动机和情感变化，推断信息之间简单的逻辑关系并表达个人的看法
- ▶ 写：能围绕“诚信”这一主题，运用所学语言，用续写故事的形式描述一件事情可能的发展和结局
- ▶ 文化：能通过故事、名人名言等了解不同国家的人们对诚信的理解和态度，感悟诚实、友善等中外社会生活中的传统美德
- ▶ 德育：能理解诚信的内涵和意义，感悟诚信的可贵，并内化为行为态度，培养正直诚信的优秀品质，提升责任意识，树立正确的价值观，培养积极的人生态度，促进自我成长

单元内容概览 (Content overview)

主题概述	本单元聚焦“人与社会”主题下“社会服务与人际沟通”主题群，围绕“诚实守信”的子主题内容，通过大问题“Why is honesty the best policy?”引导，帮助学生认识诚信的意义，感悟诚信的可贵，并内化为行为态度，培养学生正直诚信的优秀品质，提升责任意识，树立正确的价值观，培养积极的人生态度，促进自我成长。		
语篇	视听	海报	拼词大赛宣传海报
		录音	王一鸣参加拼词大赛后和妈妈的对话
	口语	网页	关于生活中遇到的诚信问题的专栏
		对话	关于弄湿同学的书后，向同学解释并道歉的对话
		录音	关于诚信的诗歌
	阅读	故事	钓鱼的故事
	写作	故事	一位诚信男孩的故事
语言知识	探索发现	名人名言	名人所说的与诚信相关的名言
	语音	辅音连缀 /str/, /spr/ 和 /sk/ 的发音规则	
	词汇	“make/tell + 名词”的常见搭配；主题词汇	
	语法	选择疑问句	
	语篇	理解故事类语篇中人物的情感变化	
	语用	解释和接受解释	
文化知识	四位名人(孔子、爱因斯坦、马克·吐温和萧伯纳)对诚信的见解		
语言技能 与 学习策略	视听	任务：听关于拼词大赛的对话 策略：通过对话中人物的语言和语气推断人物的情感	
	口语	任务：在对话中解释并道歉，并对此作出回应 策略：道歉、解释和表达谅解	
	阅读	任务：阅读关于钓鱼的故事，感悟诚信做人的道理 策略：根据上下文推测人物情感变化	
	写作	任务：续写故事，描述可能的故事结局 策略：在故事中运用直接引语	
	项目探究 (综合)	任务：制订一则班级诚信公约	

单元主题图页 (Cover page)

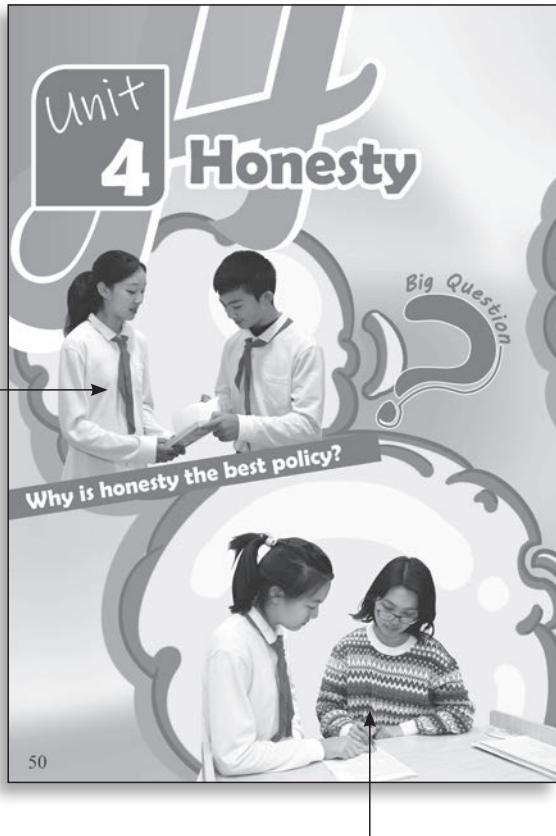
单元大问题 (Big Question)

完成本单元的学习后，学生可以谈论诚信的行为和意义，懂得坦诚沟通的重要性，就生活学习中具体问题的处理谈谈自己的看法，并制订诚信公约规范自己的行为，养成诚实守信的好品质，获得自我成长。

单元主题图 (Theme photos)

本单元主题图主要呈现了三张生活场景，内容是为弄湿书本道歉、更正试卷分数，以及学生拾金不昧的事件，它们指向了一个共同的主题——诚信。

Lu Yao and Lin Dong are holding Lin Dong's book. Lu Yao is apologising to Lin Dong for spilling water on his book.



The teacher missed one of the girl's mistakes on her exam paper. The girl is pointing out the mistake.

任务清单 (To-do list)

任务清单中的五项任务分别对应视听、口语、阅读、写作和项目探究，学生完成后可以自行检测任务达成情况。本单元的任务清单包括：(1) 听关于拼词大赛的对话。(2) 为所造成的后果道歉。(3) 阅读关于在鲈鱼季钓鱼的故事。(4) 续写关于诚信的故事。(5) 制订班级诚信公约。

单元导入 (Getting started)

教师基于单元主题图或更多关于诚信的故事和图片，激发学生兴趣，引入单元主题，然后组织学生分小组对单元导入中所列举的行为进行讨论，判断它们是否为诚信的行为。对于那些不诚信的行为，可指导学生说说应该怎样做才正确；对于不确定是否诚信的行为，可让学生陈述自己的观点。

A girl is handing in a lost wallet to her teacher. The teacher is praising her for her honesty.

The illustration shows two students, a boy and a girl, shaking hands. They are standing in front of a large speech bubble containing a 'To-do list' card. The card has a title 'To-do list' and five numbered items:

- 1 Listen to a conversation about a spelling bee contest.
- 2 Make apologies for what has been done.
- 3 Read a story about a bass-fishing experience.
- 4 Complete a story about honesty.
- 5 Make a class honesty contract.

Below the list is a lightbulb icon and the heading 'Getting started'. A legend at the bottom right indicates three options: Yes (checkmark), No (cross), and Not sure (empty box).

51

参考答案

Getting started

1 Yes 2 No 3 Yes 4 Not sure 5 No

Section A A hard choice

>> Viewing and listening

子话题说明

视听板块围绕“一个艰难的选择”(A hard choice)这一子话题展开,学习内容涉及拼词大赛的海报以及王一鸣和妈妈之间的对话,学生需理解对话中人物参加拼词大赛的经历以及对错失奖杯的思考,根据人物的语言和说话语气推测人物情感。



target contestants

A1

- 语篇说明:这是王一鸣所在学校的拼词大赛海报,以图文结合的形式呈现,包含文字内容(如标题 SPELLING BEE、宣传语、比赛日期、时间、地点和参赛对象等)以及图片(左上角有比赛奖杯,中间是拼词大赛的标志——小蜜蜂的图片)。
- “视”的策略:在看海报的过程中,教师引导学生建立海报与板块情境的关联,获取单词拼写大赛的细节信息,了解海报承载的文化信息。

When viewing a poster about a contest, you may find out the information about it (e.g. what, when, where, who, why).

① What can you see in the poster?

(Pictures: A trophy and a bee holding a microphone; Words: A line of invitation to join the contest, the name of the contest, the date and time of the contest, the place/location of the contest, the target contestants.)

② What is the function of the pictures? (To

A1 Look and say Look at the poster above and talk about it.

What is a “spelling bee”? It’s a game for students to spell English words.

A2 Listen and think Listen to the conversation between Yiming and his mother. Did Yiming win the contest?

52



学生在活动 A1 中阅读海报后,教师也可以播放所提供的微视频,帮助学生了解 spelling bee 比赛的相关背景。

draw attention/To communicate the nature of the event: a trophy stands for the prize for winning and the bee stands for the name and nature of the contest, etc.)

- 教学要点:首先,教师请学生将海报中的内容与要素(如标题、宣传语、时间、地点、参赛对象等)进行匹配,学习海报的内容要素。然后引导学生借助海报中的信息(如时间、地点、参赛对象等),运用本板块相关词汇(如 spell, champion 等)描述海报内容,为后续听力理解做好语言和背景知识准备。

视听文本

A1

Do you know what a “spelling bee” is? It is a spelling contest or game among people, especially students, for spelling out English words.

The spelling bee has a history of about two hundred years. Nowadays spelling bees are popular around the world. The spelling bee runs in rounds. There are three main roles in a spelling bee: the judges, the pronouncers and the spellers. If you enter a spelling bee, you will hear the pronunciation of the word. Then you say it, spell it and say it again.

A judge: The word is nacarat.

A girl: Nacarat. N-A-C-A-R-A-T. Nacarat.

A judge: Correct.

If you’re not sure, you can ask for help. You may ask questions like: May I have the definition, please? Could you use it in a sentence, please? Could you repeat the word, please? If you spell a word wrong, you are out of the bee. If you spell the word correctly, you may sit down and wait for the other people to spell their words. The last remaining player will be the winner.

In the spelling bees, you can improve your understanding about vocabulary learning and learn a lot about different ways to use English language.

This year’s contest is about to begin. Would you like to join the bee?

参考答案

A1

(Answers may vary.)

A: When is the contest?

B: It is on Friday, 24 April, from 15 to 16.

A: Where is the contest?

B: It is at the Media Centre of New Star Middle School Library.

A: Who can take part in the contest?

B: All the students of 6th Grade and 7th Grade.

A2, A3

• **语篇说明:** 学生会听到王一鸣和妈妈关于拼词大赛的一段对话。王一鸣参加拼词大赛后，回到家里向妈妈介绍他的比赛经历，谈到自己因承认失误而错失奖杯的遗憾。该对话的文化语境是英语拼词大赛，有较多疑问句，语言表达较为口语化（比如有 Oh, Well 等），语言简洁。

- **听力策略:** 本单元重点教授的听力策略为推断（Making inferences），为学生用书六上 U4 听力策略的复现。通过对话中人物的语言和语气判断推测人物的情感，学生需要基于对话主旨大意、人物性格、对话内容推断说话人的情感和心情。
- **教学要点:** 教师借助 A2 的听力活动，引导学生运用已经学过的听力策略（如识别并获取关键词等）理解对话的主旨大意。教师再借助 A3 的听力活动进行听力策略的教学示范，教学生如何在听的过程中，根据说话人的语言和语气推测人物情感。
- **教学建议:** 教师可视学情需要，提前教授学生理解存在困难的词汇（如 contest, judge, mistake 等）；如学生学有

Unit 4

A3 Listen and complete How did Yiming and his mother feel about the contest? Listen again and complete the table.

Making inferences

1 I was almost the winner, but ...
2 They praised me for being honest. But I lost.

Yiming's feelings
1
2

Mother's feelings
1
2

Word study Word partner
Match the phrase halves, and make sentences with the proper forms of the phrases.

make → the truth
make → a lie
make → a decision
tell → a mistake
tell → the difference
tell → the time
tell → a suggestion

e.g. Mike made a mistake in the maths test yesterday.

Update my to-do list

Listen to the conversation again. What did Yiming's mother mean by saying "You have learned a good lesson."?

53

听力文本

A2, A3 & Update my to-do list

Yiming took part in a school spelling contest. His mother is talking to him about it.

Mother: How did the spelling contest go?

Yiming: I lost. I was almost the winner, but ...

Mother: Oh, what happened?

Yiming: Well, I'd got 20 words right. Then the judges asked me to spell "echidna".

Mother: Echidna? The Australian animal?

Yiming: Yes, echidna, e-c-h-i-d-n-a. I just came across the word in a science book.

Mother: So what was the problem?

Yiming: I was too excited. I said "i-c-h-i-d-n-a". The judges didn't notice this silly mistake. I told them later I spelled it with an "i" not an "e".

Mother: What did they say?

Yiming: They praised me for being honest. But I lost.

余力，可让他们谈谈自己对以下问题的看法：

① What might the judges say after Yiming told them the truth?

② What would you do in Yiming's situation?

Mother: Well, I'm proud of you. How would you have felt if you lied and won?

Yiming: I think I did the right thing. Yes, I'm sad I lost but it is better than cheating and winning.

Mother: Very true. And you can try again next year. Besides, you've learned a good lesson.

参考答案

A2

No, Yiming didn't win the contest.

A3

Yiming's feelings: 1 awkward/depressed/unhappy 2 sad but also proud

Mother's feelings: 1 surprised 2 proud

语言注释

- **come across** to meet or find something by chance 偶遇；无意中发现
e.g. *She came across her old diary in a drawer.*
- **be proud of** to feel pleased and satisfied about something that you own, have done, or are connected with 为……感到自豪
e.g. *He was proud of himself for not giving up.*
- **learn a good lesson** to realise the truth or realise what should be done 吸取教训
e.g. *It is a good chance for the boy to learn a good lesson.*

Word study

- **教学要点：**教师借助词汇配对练习，帮助学生了解动词 make 和 tell 的用法和常见搭配。

参考答案

Word study

make a suggestion, make a decision, make the difference, tell the truth, tell a lie, tell the time, tell the difference

(Answers may vary.)

Mike **made a mistake** in his maths test yesterday.

Can I **make a suggestion** to our school?

He is bad at **making a decision**.

A small deed can sometimes **make the difference** between success and failure.

John **told** his mother **the truth** after he broke her phone.

Grandma doesn't think the photo can **tell a lie**.

We use the watch to **tell the time**.

Can you **tell the difference** between the two places?

Update my to-do list

- **教学要点:** 教师再播放一遍对话录音, 请学生分组讨论并回答 **Update my to-do list** 的问题, 并让学生根据自己完成该任务的情况评价本节课的学习成效。

参考答案

Update my to-do list

His mother meant she agreed with Yiming that losing is better than cheating and winning.

Section B A way out

>>Speaking

子话题说明

口语板块围绕“一个解决方法”(A way out)这一子话题展开,聚焦日常生活中遇到的困境,引导学生学会真诚与人交流,解决生活中的问题,掌握涉及道歉、解释和表示谅解的习惯表达。

B1

- 语篇说明:该语篇来自某网站上的问答专栏(Advice column),左上角有专栏标题和主持人安妮(Annie)的图片,语篇为非连续性文本,以文字信息为主,呈现了迈克(Mike)和玛吉(Maggie)两位学生的来帖和栏目主持人的回帖。两位学生的来帖主要咨询如何解决生活中的问题,内容涉及弄坏他人物品、抄袭他人文章后获奖,栏目主持人对两人的帖子分别作出了回复,鼓励两位学生正视自己的问题和错误,与人坦诚交流。
- 教学要点:(1)教师引导学生阅读B1网站建议栏,通过提问和回答从多模态语篇中提取关键信息,如“What problem does Mike/Maggie have? What advice does Annie give them?”,为后续的口语表达输出活动做好内容的准备。(2)教师引导学生在语境中学习本板块的重点词汇(如trouble, advice, copy, tell the truth等),为后续的口语表达输出

B A way out >> Speaking

Lu Yao is in a bit of trouble. She is reading the advice column of a teenage website and seems to have found an answer.

Advice column

Ask Annie!

Dear Annie,
I borrowed my friend's skateboard and unluckily it broke while I was using it. I'm worried about how my friend will feel when he finds it out. What should I do to make it right?
Mike

Dear Annie,
I have won first prize in a writing contest at school, but I'm not excited at all. The fact is — I copied it from someone else. Now I feel guilty about it. What should I do?
Maggie

Dear Mike,
I think you should be honest with your friend and apologise to him. Then he won't mind.
Annie

Dear Maggie,
I think you should tell the truth to your teacher and explain what you have done. Remember: Honesty is always the best policy.
Annie

B1 Look and say. What advice did Annie give to Mike and Maggie? What do you think Lu Yao may have learned from the advice column?

B2 Listen, read and think. How does Lu Yao deal with her trouble then? Listen to the conversation and find it out.

Lu Yao: Hey Lin Dong, do you have a minute to talk?
Lin Dong: Yes! Is anything wrong? You look worried.
Lu Yao: Remember that you lent me your favourite book?
Lin Dong: Yes, what about it?
Lu Yao: I'm so sorry! I accidentally spilled a glass of water on it. The pages are all stuck together.
Lin Dong: My favourite book?!

54

活动做好词汇方面的准备。(3)教师借助B1的问题“What do you think Lu Yao may have learned from the advice column?”,帮助学生总结从专栏中所学到的内容,并思考遇到问题应该如何解决,从而引导学生探索单元主题意义,理解解决问题最好的办法是坦诚交流。
• 教学建议:如学生学有余力,教师可以进一步请学生关注“Honesty is always the best policy.”的意思,引导学生思考“Why is honesty always the best policy?”。

参考答案

B1

(Answers may vary.)

Annie told Mike to be honest with his friend and apologise to him. Annie thought Maggie should tell the truth to her teacher and explain what she had done.

From the advice column, Lu Yao may have learned that she should be honest and take responsibility for what she had done.

B2

• **语篇说明：**对话在陆遥和林东之间展开，陆遥借了林东的书后不小心弄湿了，她为自己的失误向林东解释，希望得到林东的谅解，并承诺重新为林东买一本新书，林东表示谅解，两人相约课后去书店。陆遥的语言中含有解释原因和致歉的表达“*I'm so sorry! I accidentally spilled a glass of water on it.*”；林东则在回答中运用“*I know you didn't mean it.*”表示谅解。

• **语用功能说明：**本单元重点教授的语用功能为解释和接受解释（*Making and accepting excuses*）。这是口语交际中的一个重要内容，用于出现差错或做错事情后说明原因，请求谅解，或表达谅解。请求对方谅解时，一般开场需要引起对方重视，如：“*Do you have a minute to talk?*”。接着引入正题，解释发生了什么事情，请求对方谅解，并尽可能提出弥补的措施。**My learning notes** 提供了部分这类表述。学生用书**My learning notes support** 部分（P118–P119）提供了更多可用表达。

• **教学要点：**通过听 B2 的对话，教师引导学生关注对话中人物的交际目的、说话语气、所用的语言等，学习本课的语用功能重点（解释和接受解释）。教师可以用如下问题帮助学生理解对话的交际目的，并找出相关表达：

- ① How does Lu Yao start the conversation?
- ② How does Lu Yao make excuses?
Underline the sentences.
- ③ What does Lin Dong say when Lu Yao apologises to him?

教师请学生思考 B2 的问题“*How does Lu Yao deal with her trouble then?*”。通过班级讨论，引导学生感悟到坦诚交流是解决问题最好的方法。

Lu Yao: I was careless. I know that book means a lot to you, and I want to be honest with you.
Lin Dong: I guess accidents sometimes happen. I know you didn't mean it.
Lu Yao: I'm truly sorry. Can I buy you another copy?
Lin Dong: OK. Let's go to the bookshop after class then!

B3 Pair work Mike accepted Annie's advice and apologised to his friend. What might they say? Work in pairs. Use the conversation above as a model.

My learning notes

Making and accepting excuses:

- I'm truly sorry, but ...
- I didn't mean to ...
- Don't worry about it.
- _____

Pronunciation /str/, /spr/ and /sk/

Read the poem.

In the spring of truth, let honesty show,
 Like a strong tree, with roots that grow.
 With a square promise, we'll be true,
 Spreading kindness in all we do.

Honesty stands straight, like a star,
 Making the sky brighter, near and far.
 At a street crossing, we'll never be lost,
 Being strict with truth to gain a lot.



Update my to-do list 

Work in pairs. Pick a role and start a conversation. Use the conversation in B2 as a model.

A
 You are Li Bailing. You were doing a project on your friend Wang Yiming's computer. However, you accidentally deleted one of his files. Now you are explaining it to him.

B
 You are Wang Yiming. You didn't notice that one of your files was missing. Now your friend Bailing is telling you the truth. Together you are trying to find a solution.

55



这是一首以诚信为主题的诗歌，旨在帮助学生掌握辅音连缀 /str/, /spr/ 和 /sk/ 的读音。教学中教师可以引导学生朗读诗歌中含有相关辅音连缀的单词，然后鼓励学生跟读录音，加强诗歌诵读的节奏感。

- **教学建议：**如学生理解对话有困难，教师可以通过解释语言点（如 *look worried*, *remember that ...*, *are stuck*, *be honest with*）等方法提供帮助；如学生对语用功能的学习感到轻松，教师可以帮助他们关注该对话中一些复合句用法，如“*I know that book means a lot to you*”“*I guess accidents sometimes happen*.”，并分析其在口语中用于表达个人观点的用法。

参考答案

B2

Lu Yao tells Lin Dong honestly that she accidentally spilled a glass of water on his favourite book. They decide to buy a new one.

B3

- **教学要点:** 本活动以 B2 对话为口语范文, 以 B1 提供的情境为内容支架, 是 B1 情境的延续, 教师可以请学生尝试半开放地完成口语对话角色扮演。对话双方为迈克和他的朋友, 学生需要结合 B1 情境中提到的问题, 运用致歉、解释、表达谅解等语言功能, 完成交际活动。
- **教学建议:** 如学生输出表达有困难, 教师可以在学生对话之前开展班级讨论, 请学生根据 B1 的情境谈谈他们的想法, 帮助学生熟练运用相关表达, 再让学生完成 B3 的活动。

参考答案

B3

(Answers may vary.)

Mike: Hey, Chen Ying. Would you please talk with me for a few minutes?

Chen: Yes. What's wrong?

Mike: Do you remember the skateboard you lent me last week?

Chen: Yes, what about it?

Mike: I'm so sorry. I broke it while I was using it the day before yesterday. I was too careless.

Chen: Don't worry about it. I know you didn't mean it.

Mike: I will get you a new one. I've told my parents about it.

Chen: Forget it. It's not a big deal.

语言注释

- **be worried about** to be in the state or feeling of anxiety caused by the problems you have
为……担忧; 为……发愁
e.g. *Don't be so worried about him.*
- **remember** v. to have or keep an image in your memory of an event, a person, a place, etc.
from the past 回想起; 记得; 记起
e.g. *Do you remember the first day at school?*
I remember that I played games under the tree with some friends.
- **be honest with** not to hide the truth about something 对……坦诚
e.g. *My parents were always completely honest with me.*

Update my to-do list

- **教学要点:** 该任务迁移了对话情境，需学生灵活运用本板块所学的语言、功能句式和语用功能重点等，展开新的对话。教师请学生根据新的情境，确定角色，开展对话。学生展示后同学互评。学生根据自己的任务完成情况，结合同学评价和教师点评，评价本节课的学习成效。

建议教师从内容、语言和交际功能的维度进行评价。对话需涵盖解释出现差错的原因、表达歉意和接受歉意，讨论解决方法等内容；对话需使用正确的语言表达歉意、解释事情原因、表达谅解；同时，对话双方需使用礼貌用语维持友好对话。

参考答案

Update my to-do list

(Answers may vary.)

Bailing: Hi, Yiming. Do you have time to talk?

Yiming: Yes. What happened?

Bailing: I'm sorry. Remember the computer you lent me? I accidentally deleted one of your files while I was doing a project last night.

Yiming: Which file?

Bailing: The one about your history report, I guess. Do you have a copy?

Yiming: Not really, but maybe I can try to restore it from a previous backup.

Bailing: Oh, I'm truly sorry.

Yiming: Accidents sometimes happen. Forget it.

Bailing: I can ask my uncle to help. He is good at computer operation. Let's meet at three o'clock this afternoon in the library.

Yiming: OK. Thank you.

Section C A lifetime lesson

>>Reading

子话题说明

阅读板块围绕“人生一课”(A lifetime lesson)这一子话题展开,通过一则钓鱼的故事呈现一名男孩的童年钓鱼经历,以及这一经历对他一生的影响。

C1, C2

- 语篇说明:该故事改编自美国当代作家兼诗人James P. Lenfestey的故事。故事讲述了一位11岁的男孩随父亲一起在鲈鱼捕捞季前夜钓鱼,捕到一尾大鲈鱼,并在父亲的建议下放生。这一经历对男孩影响深远,令他终身难忘。语篇分为三个段落,第一段交代了故事发生的时间、地点和起因——男孩钓到一条大鲈鱼;第二段描述了故事的发展和高潮,即钓到一条大鲈鱼之后,父子之间的冲突和结果;第三段讲述了这一经历对男孩的影响。故事塑造了一位诚实守信、懂得言传身教的父亲,和一位在父亲的影响下开始懂得诚信意义的成长中的男孩。故事告诉读者诚信是根植于心灵的修养,是人前人后一以贯之的行为准则。语篇主要运用一般过去时谈论个人经历,在故事的发展阶段和高潮部分,使用对话呈现人物的思想、情感,也交代了人物间的冲突和矛盾,结尾部分的叙述揭示了主题,也呼应了标题“Catch of a lifetime”(一生的收获),具有故事类文本的典型特点。

参考答案

C1

(Answers may vary.)

The bass fishing season is set up to protect fish and limit the catch. It's open from 23 June to 30 November.

C A lifetime lesson ➤➤ Reading

Bass fishing is a popular sport and hobby for many fishermen. But can we catch bass all year round?

C1 Background knowledge What do you know about the bass fishing season?



NOTICE

BASS FISHING SEASON
Open from 23 June to 30 November
Please protect fish and limit the catch.

C2 Read the story.

CATCH OF A LIFETIME

by James P. Lenfestey

He was eleven years old and lived on an island in the middle of a lake. On the day before the bass season opened, he and his father were fishing early in the evening. He tied a small bait and practised casting. When his pole doubled over, he knew something huge was on the other end. Finally, he lifted the fish from the water. It was the largest one he had ever seen, and it was a bass.

The father looked at the handsome fish. Then he lit a match and

56

- 教学要点:(1)教师通过C1的告示(Notice),帮助学生理解鲈鱼捕捞季开放告示的内容,并了解相关背景知识。(2)教师通过C2的Personal touch,帮助学生从读者视角表达对文中父亲要求放回鲈鱼的决定的第一反应。
- 教学建议:对于学有余力的学生,教师可在阅读后引导他们观察C1中告示的文本特征,补充相关知识,思考设置鲈鱼捕捞季的目的。以下问题供参考选用:
 - What is the notice about?
 - What does the notice tell you?/What's the purpose of the notice?
 - Why do people want to limit the catch?

参考答案

C2

(Answers may vary.)

I think his decision is good because it is the best way to teach his boy what he should do. When the kid was told to put the fish back, the decision would make a fresh and noble impression on him. The key to success is to remain truthful and honest even if no one is looking.

looked at his watch. It was 10 p.m. — two hours before the season opened. "You'll have to put it back, son," he said. "Dad!"
 10 cried the boy. "There will be other fish," said his father. "Not as big as this one," cried the boy. He looked around the lake. No other fishermen or boats were anywhere around in the moonlight. He looked again at his father. Even though no one had seen them, the boy could tell by his father's voice that he
 15 had no choice. He slowly worked the hook out of the lip of the bass and lowered it into the black water. The fish gave a wave with its tail and disappeared.

That was 34 years ago. Today, the boy is a successful architect in New York City. He often takes his own son and
 20 daughters to go fishing at the same place. He has never again caught such a huge fish as the one he caught that night long ago, but he does see that same fish — again and again.

Personal touch
How do you like the father's decision?

57

语言注释

- **all year round** throughout the year 全年

e.g. *We can buy strawberries there all year around, but at a price.*

背景知识

The bass fishing season

Some places have abundant populations of bass so people can fish all year, while other places have scarce populations of bass, which is the reason why people establish fishing seasons to protect fish and limit the catch.

C3

- **教学要点:**此活动旨在帮助学生整体把握阅读文本的主旨——诚信是一种由内而外的品质,在任何时候任何场合都影响着我们的行为。
- **教学建议:**如学生感到概括有困难,教师可以请学生通读全文后,思考“What does the boy learn from the experience?”,以此引导学生概括文章主旨。

C4

- **阅读策略:**本单元重点教授的阅读策略为推断(Making inferences),是学生用书七上U2阅读策略的复现。本单元的重点是根据上下文已知的线索和相关的背景知识推测人物的内心情感变化,需要读者将文本与自己的认知体验建立联系。通常,读者可以根据人物的语言、行为、性格等,结合已知背景信息和故事的主题意义推测人物的情感、心情的变化。
- **教学要点:**此活动旨在帮助学生根据故事的发展和人物的行为推测人物的情感变化。
- **教学建议:**如学生感到困难,教师可以和学生共读故事中相关内容,引导学生深入理解故事,并根据故事情节的发展和人物动作推测人物的心情。比如,阅读文中句子“When his pole doubled over,

C3 General understanding Answer the question.
What is the theme of the story?

C4 Detailed reading Read and infer how the boy felt during the process of fishing.

Making inferences

58

he knew something huge was on the other end.”,让学生猜测“What might be on the other end of the pole?”,以此引导学生体验男孩当时的心情。教师还可以设计问题链引导学生思考,比如:“What did he say? How did he speak? What did he do? How did he act? What do these things tell you about how the boy felt?”。

参考答案

C3

We should be honest and do the right things even though no one is watching.

C4

1 happy and relaxed 2 excited 3 a bit disappointed 4 awful and angry
5 sorry and unhappy

C5

- 教学要点:**此活动旨在帮助学生思考这次钓鱼经历对男孩造成的影响,引导学生在学习、理解故事内容的基础上,理解故事的主旨,以及标题“Catch of a lifetime”(一生的收获)的隐含意思。
- 教学建议:**教师可以根据学情,灵活调整学习活动,帮助学生深入理解语篇,开展主题意义的探究。对于本活动的两个问题,可以做如下调整:

(1) 如果学生对回答问题1感到困难,教师可以问学生:

- ① Does the boy really see the same fish again and again when he grows up? (No. *He never sees the same fish again. But the fish has been in his mind's eye for many times.*)
- ② When might he “see” the fish? (*He might “see” the fish when he recalls the experience or meets similar problems in his life.*)

(2) 如果学生对回答问题2感到困难,教师可以通过提问让学生理解单词catch和lifetime的含义:

Why did the catch last the boy's lifetime?
(Because “catch” refers to not only the

参考答案**C5**

(Answers may vary.)

- 1 It means that the boy has never forgotten the experience in his lifetime.
- 2 It means that the lesson the boy learned from the experience influences him and benefits him all his life.

Vocabulary focus

- 教学要点:**本活动重点关注课文中的新授词汇和短语,帮助学生学习理解并熟练运用这些词汇和短语,同时也可以帮助学生巩固课文内容。词汇学习的关键在于在语境中学习、理解并运用,同时,教师也需要引导学生关注词汇的搭配和运用,比如practise doing的用法。
- 教学建议:**教师可以鼓励学生运用本板块核心词汇和短语(如handsome,tie,disappear,practise,look around,again and again等)进行造句。

C5 Further thinking In groups, discuss the questions.

- 1 What does the last sentence of the story mean?
- 2 What is your understanding of the title “Catch of a lifetime”?

Vocabulary focus Complete the sentences with the proper forms of the words and phrases in the box. Two are extra.

handsome	disappear	again and again
practise	successful	tie



One evening before the bass season opened, a father and his son were fishing in the middle of a lake. The father taught the boy how to 1 _____ a bait on the pole. With the help of his father, the boy 2 _____ casting carefully. After a while, his pole doubled over. The boy was excited and wanted to lift the fish out of the water, but it was hard. He tried 3 _____. Finally he made it. He had never seen such a 4 _____ fish, but it was a bass. They decided to put the fish back. The fish 5 _____ as soon as the boy lowered it into the water.

Update my to-do list [] [] [] [] []

Retell the story in your own words. Discuss in groups: What may be “the handsome bass” for you? What will you do if you are in the same situation?

59

fish which is the biggest one the boy has ever caught in his life but also the experience and the lesson the boy has had and will have. This has an important influence throughout his life.)

参考答案

Vocabulary focus

1 tie 2 practised 3 again and again 4 handsome 5 disappeared

Update my to-do list

- **教学要点:** 教师可组织学生复述钓鱼的故事，并分组讨论自己生活中是否也有过相似的经历，以及处理的方法，从而检测学生对故事以及其主题的理解程度。学生讨论或汇报时，教师可以提供适当的支持。

参考答案

Update my to-do list

(Answers may vary.)

Once I went shopping in a supermarket. When I left the checkout, I found I got some extra change. Then I returned the money to the cashier.

>>Grammar in use

板块内容说明

本单元的语法重点是选择疑问句(Alternative questions)。

活动 1

• **教学要点:** 活动 1 旨在帮助学生在理解句子意思的同时,探索选择疑问句的用法和意义。教师可引导学生关注句中下划线部分的语言形式,尤其是选择疑问句回答的不同形式。

(1) 归纳选择疑问句的基本结构:

- ① 一般疑问句 + or + 选择部分 + 问号
- ② 特殊疑问句 + 选项 A + or + 选项 B + 问号

(2) 归纳选择疑问句的回答形式:选择一个选项;如果两者都选,可以回答“Both.”;反之,如果两者都不选,可以用“Neither.”回答。

• **教学建议:** (1) 教师可以补充一些选择疑问句问与答的例句,涵盖更多人称和时态,以及回答的形式。通过观察

>> Grammar in use Alternative questions

1 Read and think Read the sentences and think: How are they formed?

- (1) A: Did the boy give the bag to the police or its owner?
B: The police.
- (2) A: Does his action bring about good results or bad ones?
B: Good ones.
- (3) A: Did he tell the truth to his mother or to his teacher?
B: Both/Neither.
- (4) A: Where did he get the news, from the newspaper or from the radio?
B: From the newspaper.

2 Work out the rules Tick (✓) the one(s) you agree with.

- To form an alternative question, we can ...
- use the conjunction "or" to separate the answer choices.
 - use question words to begin the sentences.

We can answer an alternative question ...

- using short answers such as "yes" or "no".
- with an alternative.

Grammar file → p. 124

3 Practise: This or that? Complete the conversations with alternative questions.

- (1) A: I got up late and was late for school this morning. Mr Li was unhappy.
B: Did you make up a story or tell the truth? (make up a story/tell the truth)
A: I told the truth.
- (2) A: I found a mobile phone at the bus stop yesterday.
B: _____? (hand in the mobile phone to the police/wait for the owner)
A: _____.

60

比较例句,帮助学生关注选择疑问句的构成、意义和用法(参考“补充资料”)。

补充资料

- Should we have noodles or rice for dinner?
— Let's have noodles.
- Which would you like to do, watch a film or go shopping?
— I'd like to watch a film.
- Shall we meet at the gate of the cinema or shall I come to pick you up?
— Either is OK.

(2) 当涉及语法术语时,建议使用中文,不要让语法术语成为影响学生理解的障碍。如:

- ① How are alternative questions formed? (选择疑问句怎样构成的?)
- ② What conjunction do we use between two answer choices? (我们用什么连词来连接两个选择项?)
- ③ How do we respond to alternative questions? (选择疑问句如何回答?)

活动 2

• **教学要点:** 活动 2 旨在帮助学生在完成活动 1 的基础上总结语法规则,根据活动 1 中的句子,归纳选择疑问句的构成和回答方法。

- **教学建议：**根据学情，教师可以仅要求学生对照活动 1 的各个例句勾选总结选择疑问句语法规则的选项，判断出正确答案，也可以请学生分组对照更多选择疑问句的例句，归纳其构成以及回答选择疑问句的方法，最后借助学生用书语法附录（Grammar file, P124–P125）深化理解。

活动 3

- **教学要点：**活动 3 旨在帮助学生初步运用和回答选择疑问句，在有意义的情境中重点操练和使用选择疑问句及其回答。
- **教学建议：**在完成这个活动之前，教师可以借助活动 1 中的选择疑问句例句，也可从学生用书语法附录中提取更多选择疑问句的句子，让学生熟悉选择疑问句的构成形式及其回答。教师再借助活动 3 中的第一个范例，阐明活动的要求。

如学生需要更多帮助，教师可以请学生尝试书面完成其余短对话的选择疑问句及其回答，同伴互查后，再全班讲解。也可以增加连词成句、改写句子的练习，帮助学生熟悉选择疑问句的构成。如学生学有余力，教师可以让学生运用已学的选择疑问句的用法，以对子活动的形式直接完成练习。

参考答案

2

To form an alternative question, we can ...

- use the conjunction “or” to separate the answer choices.
- use question words to begin the sentences.

We can answer an alternative question ...

- with an alternative.

3

(Answers may vary.)

- (2) **B:** Did you hand in the mobile phone to the police or wait for the owner?

A: I waited for the owner.

- (3) **B:** Did you return the money or keep it?

A: I returned the money.

- (4) **B:** Did you tell her your true feelings or tell a white lie?

A: I told her my true feelings.

- (5) **B:** Did you take the cakes or say no politely?

A: I said no politely.

活动 4

- 教学要点：**活动 4 旨在帮助学生根据所提供的情境，恰当运用选择疑问句完成交际任务。完成活动需要用到选择疑问句以及回答，教师需尽量让学生使用完整的句子，并在对话中运用 if, when 等开头的从句呈现情境。
- 教学建议：**如学生需要更多帮助，活动前教师可以请学生阅读所给出的情境，理解情境的内容，并借助第一个情境，为学生进行问答示范，引导学生运用选择疑问句进行表达。再让学生参照课本的对话示例，利用给出的其余情境和同伴展开简短对话。如学生学有余力，教师可以请学生讨论生活中与诚信相关的行为和情境，运用选择疑问句询问他人的观点和想法。

参考答案

4

(Answers may vary.)

(2)

A: What will you do if you see a thief on the bus? Will you stop him immediately or ask other people to help you?

B: I will ask other people to help me.

(3)

A: What will you do if your friend asks you to help him cheat his mother? Will you agree with or refuse him?

B: I will refuse him.

(4)

A: If your bike scratches the side of a parked car, what will you do? Will you wait for the car owner or leave a message?

B: I will leave a message.

(3) A: I went shopping with my grandma last Sunday, and the salesgirl gave us too much change.
B: _____? (return the money/keep it)
A: _____.

(4) A: My sister bought a new dress, but I don't like it.
B: _____? (tell her your true feelings/tell a white lie)
A: _____.

(5) A: I visited Mr Baker last night, and his wife offered me some cakes, but I don't eat cakes.
B: _____? (take the cakes/say no politely)
A: _____.

4 What will you do in these situations? Why? Take turns to ask and answer.

(1) You break a valuable vase at home.

(2) You see a thief on the bus.

(3) Your friend asks you to help him cheat his mother.

(4) Your bike scratches^① the side of a parked car.

(5) _____



What will you do if you break a valuable vase at home? Will you tell your parents the truth or keep your mouth shut?

I will tell them the truth because honesty is more precious than a vase.



① scratch (尤指意外地)擦破, 划损, 刮坏

61

评价建议

教师可根据学生完成每个活动的情况，随时调整教学进度和方式。

如学生有困难，教师可以在黑板上提供语言范例，并在范例上圈画，帮助学生理解；如学生在选择疑问句使用过程中出现错误，教师可以请同学帮忙纠正，也可以将关键部分书写出来，引导学生通过观察进行自我修正。

如果学生对回答选择疑问句掌握不够好，教师可以通过情境创设，提供巩固运用的机会；如果学生将选择疑问句和其他问句混淆，教师可以提供不同类型的疑问句及其回答，引导学生进行辨析，并结合配对或其他针对性的纸笔练习，提高学生对选择疑问句使用的熟练度。

在评价活动 4 时，可以从形式和内容两部分进行评价。一是语言形式上，是否正确使用了选择疑问句；二是内容上，是否清晰表达了问题的情境，是否通过提问有效地获得了信息。

Section D A little promise

>> Writing

子话题说明

写作板块围绕“一个小承诺”(A little promise)这一子话题展开，呈现了一则关于诚信的小故事，学生需完成故事后半部分的续写。

D1

- 语篇说明：**写作板块是一则关于诚信的小故事，呈现了故事的前半部分，讲述了一位生活在山区的男孩承诺给几位旅人买水，而后久未回归。写作任务是要求学生续写故事。D1给出的是林东续写的版本，故事结局是男孩为了信守承诺，委托了弟弟来给旅人送水。
- 写作策略：**本单元写作策略是在故事中运用直接引语(Using direct speech)，表达人物的语言、情感和思想，同时推进故事情节的发展。直接引语的运用是故事类文本中常见的写作策略，通过直接引语可以直观呈现人物的语言和想法，对于呈现人物性格、心理和情绪，以及交代故事情节有很大作用，使得故事更加生动，增强读者的代入感。
- 教学要点：**D1的活动定位是写前思考。教师首先引导学生通过快速浏览原文和续写范文的故事内容，了解故事发生的时间、地点、人物、事情的发生和发展，以及相关矛盾冲突。教师可以先引导学生关注续写范文前半段的内容(回答D1中的问题)，再展开后

D A little promise

>> Writing

Read the story about an honest boy who lives in a small village. Complete the story according to the given part.



The story took place in a village at the foot of a mountain. One day, several visitors came to the village. They wanted to buy some water. A local boy offered to help. Several hours later, the boy didn't come back. One of them thought, "Perhaps the boy cheated us for the money."

D1 Think Read Lin Dong's version. Why didn't the boy come back?

At that moment, up came another boy.

One of the visitors asked, "Hi, who are you looking for?"

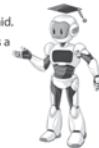
"My brother promised to buy some water for you, but he only bought four bottles," the boy said. "He had to go over a mountain to buy the other six bottles. Unluckily, on his way back, he hurt his leg."

The boy told the truth in tears and gave the water to the visitors. The visitors were deeply moved. One of them wrote down the story and posted it on the internet. The village became famous.

TEEN skill Using direct speech

Direct speech is a report of the exact words someone has said. Direct speech appears inside quotation marks. It usually has a reporting verb. The most common reporting verb is "said".

quotation marks reporting verb
"You have to put it back," said his father.



62

续的写作策略准备。

- 教学建议：**如学生理解续写范文有困难，教师可以用提问的形式引导学生理解故事的开头，再通过阅读林东的续写版本，学习续写的要点。以下问题供参考选用：

- ① According to Lin Dong, did the boy come back at last?
- ② What happened to the boy?
- ③ How did the visitors know the truth?
- ④ How did they feel when they knew the truth?
- ⑤ What did Lin Dong try to show in his story?

参考答案

D1

The boy didn't come back because he hurt his leg.

D2

- 教学要点：**D2 的活动定位是写前准备。教师组织学生细读范文，找到范文中的直接引语，分析直接引语在范文中的作用。可以引导学生观察范文中的 reporting verbs (引述动词，如 asked, said)，体验它们是如何运用于引述人物言论的。此外，教师需要请学生在细读范文的过程中，关注本单元的写作策略（运用直接引语），即通过引述人物言论，交代故事情节，表现人物情感等。
- 教学建议：**教师可根据学情决定是否安排更多练习，如让学生划出 D1 范文中的直接引语后，结合直接引语分析说话人的情绪或心理活动等。

D2 Prepare How does Lin Dong use direct speech in his story? Underline the examples of direct speech and see how reporting verbs are used.

D3 Plan Plan your story by making notes about the following questions.
Why didn't the boy come back?

What's the ending of the story?

D4 Write Complete the story. Use direct speech in your story.

D5 Check Check your story. Pay attention to the use of direct speech.



Share your story in your group. Vote for the best one of the group.

63

参考答案**D2***Examples of direct speech:*

One of the visitors asked, “Hi, who are you looking for?”

“My brother promised to buy some water for you, but he only bought four bottles,” the boy said. “He had to go over a mountain to buy the other six bottles. Unluckily, on his way back, he hurt his leg.”

Lin Dong uses direct speech to explain what happened to the boy’s brother. And this moves the story along very smoothly.

He uses the reporting verbs “asked” and “said”. They are put either before or in the middle of the speech.

D3

- 教学要点：**D3 的活动定位是写前构思。教师帮助学生根据给出的故事前半部分开展头脑风暴，根据给出的问题确定续写的行文要点，并通过问题回答列出续写的主要内容。
- 教学建议：**教师可以组织学生开展头脑风暴，通过课堂讨论和交流分享故事续写的基本构想。也可以根据学生提供的大致构想，酌情提供相关内容的语言支架（参考“补充资料”）。如果学生对回答问题 1 有困难，教师可以通过一些问题来启发，比如“What may happen to the boy? Did the boy come back at last?”。问题 2 需要建立在问题 1 的基础上回答，教师可以提醒学生两个问题之间的逻辑关系。

补充资料

Useful expressions

1. Describing time

- Several hours later .../The next day ...

2. Describing feelings

- To their surprise, ...
- They were so grateful that ...

3. Making excuses

- I'm sorry, but I had to ...
- Sorry. I'm late. When I tried to ...

对于学有余力的学生，教师也可以提供更多的表达作为参考。如：

- On my way to ... I happened to ...
- His voice was full of ...
- He felt a sudden wave of pain ...

D4

- **教学要点：**D4 的活动定位是写作。教师请学生基于前期的写作准备，在写作文本框内完成写作。学生可以从回答 D3 的两个问题入手。此外注意写作指令中提示学生要运用直接引语。
- **教学建议：**教师可根据学情决定是否给学生更多内容和语言的支持。D3 的“补充资料”可供教师参考，教师也可自行补充其他资料。

D5

- **教学要点：**D5 的活动定位是写后检查。教师引导学生参照 TEEN skill 栏目的写作策略要点提示，检查自己的作文初稿并修改，有意识地养成写后自查的习惯。
- **教学建议：**教师可整理学生的常见错误，全班一同找错误、修改，帮助学生有意识地运用直接引语。再请学生自查或同伴交换检查直接引语的运用是否正确、恰当。

Update my to-do list

- **教学要点：**教师请学生分组活动，分享彼此的故事续写，选出最喜欢的续写版本。为学生提供针对本课写作任务的个性化评价量表，请学生对照此表评价自己的任务完成情况，并结合同学评价和教师点评，思考改进方案。

可以从内容、结构和语言三个维度进行评价。续写故事需符合主题“诚信”，并且对 D3 中提出的问题有交代；结构上需符合第一部分故事的逻辑主线，并且能够正确使用直接引语；语言上需正确使用动词时态和使用恰当的引述动词。

>>Discovery

板块内容说明

探索发现板块介绍了孔子、爱因斯坦、马克·吐温和萧伯纳四位名人关于诚信的名言，体现了世界各地的人们对诚信的认知。学生通过阅读和思考，了解中西方的先哲们是如何看待诚信的，从而感受不同地区的人们对诚信理解的异同，拓宽主题知识，加深文化理解，培养文化意识。

教学提示

- 语篇说明：第一则名言来自中国古代先贤孔子的语录：“言必信，行必果。”第二则名言来自美国科学家爱因斯坦：“在小事上对真理持轻率态度的人，在大事上也是不可信任的。”第三则名言来自美国作家马克·吐温：“如果说真话，那就不用费力去记住你说过什么。”第四则名言来自英国作家萧伯纳：“对说谎者最大的惩罚不是不再被人相信，而是他自己不会再相信任何人。”

更多信息：

- (1) 孔子是中国古代思想家、政治家、教育家，儒家学派创始人。第一则名言出自《论语·子路》：“言必信，行必果，硁硁然小人哉。”
- (2) 爱因斯坦是二十世纪最伟大的科学家之一，他的研究不仅影响了物理学的发展，还对科学、哲学和世界范围内的文化有深远影响。
- (3) 马克·吐温是美国作家，也是美国批判现实主义文学的奠基人，世界著名的短篇小说大师。作品有 *The Adventures of Tom Sawyer*, *The Adventures of Huckleberry Finn* 等。马克·吐温是他的笔名。
- (4) 萧伯纳是英国现代现实主义戏剧作家，是擅长幽默与讽刺的语言大师，1925 年获得诺贝尔文学奖。

Discovery

Quotes about honesty

Keep what you say and carry out what you do.
— Confucius (551 BCE – 479 BCE)



Whoever is careless with the truth in small matters cannot be trusted with important matters.
— Albert Einstein (1879 – 1955)



If you tell the truth, you don't have to remember anything.
— Mark Twain (1835 – 1910)



The liar's^① punishment^② is not in the least that he is not believed, but that he cannot believe anyone else.
— George Bernard Shaw (1856 – 1950)



Read and think Which of the quotes is the most impressive to you? Why?

① liar 说谎者 ② punishment 惩罚

64

- 教学建议：教师可根据学情，灵活选用不同的方式来激发学生对这些名言的兴趣和思考。

(1) 激活背景知识：组织学生读前浏览名人图片，激活并补充背景知识，激发学生的兴趣。如：

- ① Who are they?
- ② What do they do?
- ③ Which country are they from?

(2) 理解：请学生阅读名言，通过英译中引导学生理解名言的意思，也可以通过问题引导学生思考和理解。如：

- ① Do you agree with him?
- ② What does he mean by saying this?

(3) 思考：鼓励学生基于文本信息，围绕单元大问题展开思考，探索单元主题意义。如：

- ① Which of the quotes is the most impressive to you? Why?
- ② Why is honesty the best policy?
- ③ What should we do?

(4) 拓展：教师可自行寻找其他有关诚信的名人名言，也可鼓励学有余力的学生自发寻找相关名人名言，在课堂上分享名言并讨论、交流各自的观点，以提高学生的自主学习、思辨和研究能力以及文化意识。参考问题：

What other quotes about honesty do you know?

补充资料

- No legacy is so rich as honesty.
— William Shakespeare
- Honesty and transparency make you vulnerable. Be honest and transparent anyway.
— Mother Teresa
- I am not bound to win, but I am bound to be true. I am not bound to succeed, but I am bound to live up to what light I have.
— Abraham Lincoln

Section E A further action >>Project

子话题说明

项目探究板块围绕“进一步的行动”(A further action)这一子话题展开。学生结合本单元所学,通过小组合作,讨论班级学习生活中需要遵守的诚信行为,以及需要规避的不当行为,并制订诚信公约。一方面回应单元大问题,在诚信公约的制订过程中对诚信有更为深入的理解;另一方面,借助诚信公约的制订,学生能培养诚实守信的品质,将其内化于心,外化于行。

教学提示

- **教学要点:**教师可引导学生讨论回顾单元各板块内容,引发对单元大问题的深层思考。分小组组织学生课堂讨论,从自己的班级切入,讨论学习生活中哪些属于诚信行为,哪些是不诚信的行为,并通过和同学的讨论,学习和梳理关于诚信的语言表达。在此基础上,学生根据教材所提供样式制订诚信公约,并签上自己的姓名,作为自己行为的约束,养成诚实守信的品质。

Update my to-do list

- **教学要点:**教师给各组提供课内外展示诚信公约的平台或机会。鼓励学生

E A further action ➤> Project **Unit 4**

Writing an honesty contract ^①

Work in groups and make an honesty contract for your class. An honesty contract usually includes the purpose, promises and signatures.

Step 1 Discuss Discuss and list some actions of honesty and dishonesty in your class.

Step 2 Write Write an honesty contract. You may follow the format below.

Honesty Contract of Class _____, Grade 7

This contract is to show what behaviours are expected.

As honest students in this class, we will ...

We won't ...

Signatures _____ Date _____

Step 3 Share Share your contracts in class. Vote for the best one.

Update my to-do list

Sign your name on the contract. Post it on the display board of your classroom.

① contract 贸约

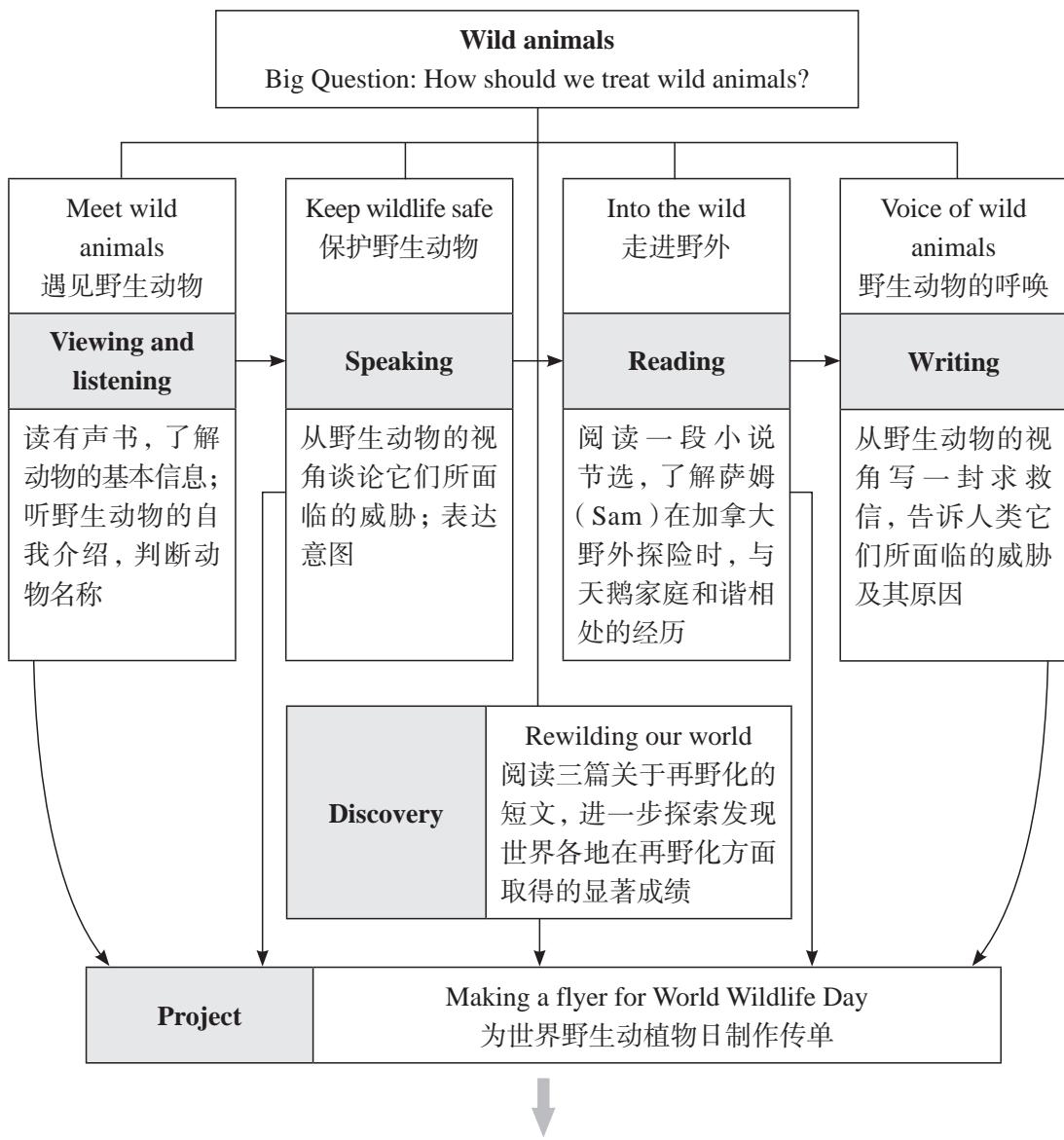
65

综合运用本单元各板块所学的语言知识和技能撰写诚信公约,并签署姓名。汇集各组学生的诚信公约开展讨论,评选出最佳公约,或是完善形成班级诚信公约,并通过班级群或公告板等方式展示。

教师可设计诚信公约的评价表,组织学生从内容、语言和效果三方面给小组的诚信公约打分。诚信公约的内容至少包含目的、承诺的行为以及签名三个部分,并要求正确运用所学语言,布局合理,视觉效果吸引人。

Unit 5 Wild animals

单元内容结构图(Structure of the unit)



单元育人目标: 通过了解地球上的野生动物及其生存状态,培养保护动物的意识,认识到人与自然和谐相处的重要性,并采取恰当的措施改善自然环境

单元目标(Unit objectives)

- ▶ 语音：能准确朗读音标 /m/, /n/, /ŋ/, 并能借助音标准确拼读单词，朗读诗歌
- ▶ 词汇：能通过识别词根、词缀理解生词；能掌握与野生动物及其保护相关的词汇
- ▶ 语法：能归纳过去进行时的语法规则并在情境中使用
- ▶ 看：能借助有声书、网页、图片等多模态语篇中的视觉信息了解动物的基本信息
- ▶ 听：能根据听到的动物介绍，获取关键信息并简要描述动物
- ▶ 说：能主动关心他人的情绪变化，并表达关切；能在具体情境中，运用所学语言，表达自己的意图
- ▶ 读：能阅读经典小说节选，理解故事的整体意义和主要内容；能理解故事的情境和情节发展，体会人物的情感
- ▶ 写：能从动物视角写一份求救信，有礼貌地表达诉求和写作目的；能掌握求救信的写作范式和内容要素
- ▶ 文化：能理解不同文化背景下，人们对待野生动物的态度和行为；能理解简单的英语优秀文学作品及其蕴含的价值观
- ▶ 德育：能培养保护动物的意识，认识到人与自然和谐相处的重要性，并采取恰当的措施改善自然环境

单元内容概览 (Content overview)

主题	本单元聚焦“人与自然”主题下“自然生态”主题群，围绕“常见的动物，动物的特征与生活环境”以及“热爱与敬畏自然，与自然和谐共生”子主题内容，通过大问题“How should we treat wild animals?”引导，帮助学生了解地球上的野生动物及其生存状态，培养保护动物的意识，激励学生走近自然世界、了解野生动物，认识到人与自然和谐相处的重要性。				
语篇	视听	有声读物	野生动物知识有声书页面		
		录音	野生动物自我介绍		
		录音	关于野生动物的诗歌		
	口语	海报	野生动物讲座海报		
		对话	表达自己的意图		
	阅读	名著节选	《吹小号的天鹅》节选		
	写作	求救信	代表野生动物寻求帮助		
语言知识	探索发现	说明文	让世界实现再野化		
	语音	音标 /m/, /n/, /ŋ/ 的读音			
	词汇	形容词后缀 -ly, -ful, -less, -y; 主题词汇			
	语法	过去进行时			
	语篇	理解故事的情境和情节发展，体会人物的情感			
文化知识	语用 在具体情境中，运用所学语言，表达自己的意图				
	不同国家和地区对于动物和植物的再野化				
语言技能 与 学习策略	视听	任务：听野生动物的自我介绍，判断动物名称 策略：识别并获取关键信息			
		任务：从野生动物的视角谈论它们所面临的威胁 策略：表达意图			
	阅读	任务：阅读一段小说节选，了解萨姆在加拿大野外探险时，偶遇天鹅家庭，并与它们和谐相处的经历 策略：识别故事情境			
		任务：从野生动物的视角写一封求救信，告诉人类它们所面临的威胁及造成威胁的原因 策略：如何写求救信			
	写作	任务：为世界野生动植物日制作传单，介绍濒危野生动物的信息和所面临的问题			

单元主题图页 (Cover page)

单元大问题 (Big Question)

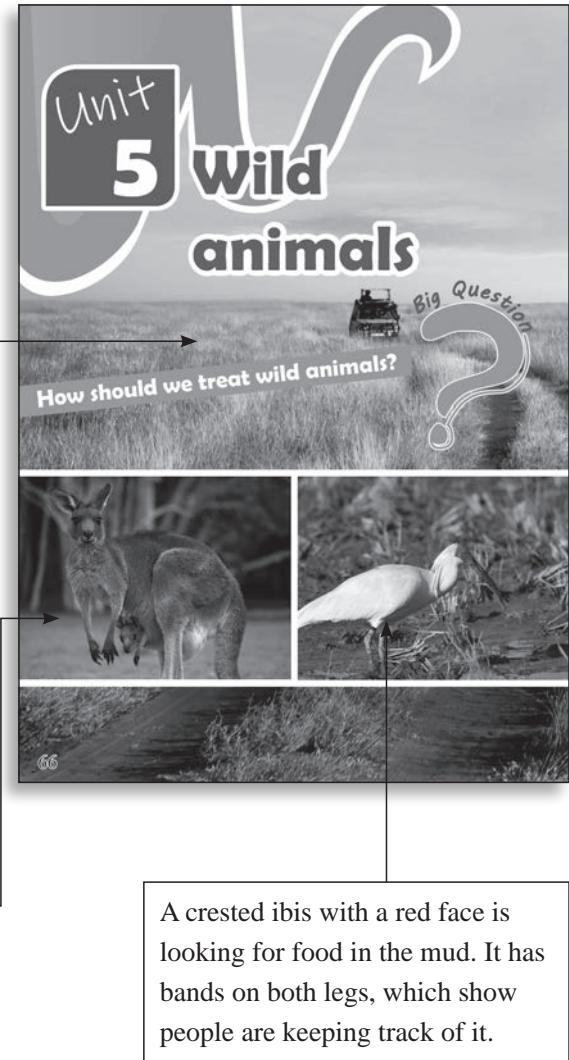
完成本单元的学习后，学生可谈论与野生动物保护相关的话题，包含野生动物的基本信息、生存环境、面临的威胁以及“再野化”等，并能积极探索如何改善自然环境、开展野生动物保护，营造人与动物和谐相处的生存空间，促进人与自然和谐共生。

单元主题图 (Theme photos)

本单元主题图主要体现人类对自然的影响和野生动物的生存环境。主题图中的野生动物有袋鼠、朱鹮、豹子与蓝鲸。

A man is driving a truck through a big field of tall grass. The sky above is wide and clear.

A kangaroo with thick brown fur is carrying a baby in her pouch. They are looking at the camera.



任务清单 (To-do list)

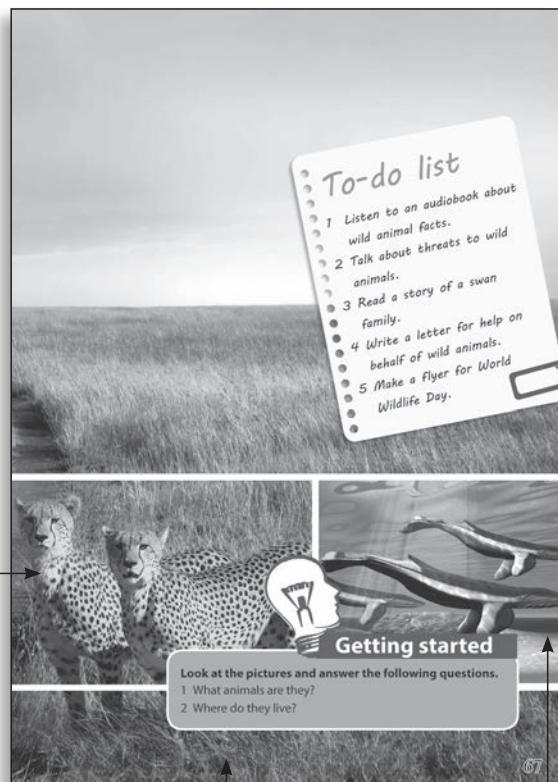
任务清单中的五项任务分别对应视听、口语、阅读、写作和项目探究，学生完成后可以自行检测任务达成情况。本单元的任务清单包括：(1) 听不同野生动物的介绍。(2) 谈论野生动物面临的威胁。(3) 阅读关于天鹅一家的经典小说节选。(4) 从野生动物视角撰写一份求救信。(5) 为世界野生动植物日制作传单，介绍濒危野生动物的现状。

单元导入 (Getting started)

教师可以基于单元主题图或更多野生动物的图片，激发学生兴趣，引导他们介绍常见的野生动物，可包含野生动物的英文名字、生活习性、栖息地等信息，讨论人类活动对野生动物的生存环境的影响。

教师可让学生观看配套视频，激活学生有关“野生动物”话题的背景知识。建议教师播放视频三次，每次播放前提出一个问题（如“What animals are they?” “What are they doing?” “Where do they live?”）。三个问题按照从易到难，从整体到细节的顺序排列。学生的潜在学习困难可能是无法正确拼读某些动物的名称，不能准确描述动物行为，不熟悉野生动物栖息地。教师不必给出标准答案，可以让学生相互学习，相互帮助，教师适当提供支持。最后教师还可以鼓励学生就视频内容提问，如“How do they feel when they are swimming?”。

Leopards are large wild animals of the cat family known for their spotted coats. They are native to many African countries.



In Africa, very often vast grasslands provide habitats for wild animals.

Blue whales live in the ocean. They are known for their enormous size.

视听文本

Getting started

Welcome to the world of wild animals. Are you ready to learn and have fun? Let's get started. First, say hello to the giant panda, a bear that loves bamboo. It can eat for up to 12 hours a day. The crested ibises are beautiful birds with long legs. They help keep their wetland homes clean. In Australia, we can see the kangaroos jump and carry their babies in the pouches. Next up, we have the African elephants, the biggest land animals. They're super smart and have big ears. Now, hear the lions roar! They are strong, like kings and queens of the jungle in Africa. Now, it's time to explore the deep ocean and meet the blue whales. They are the oldest and largest living animals on the planet. For us, always remember to be kind to wild animals and protect their homes in the wild.

参考答案

Getting started

(Answers may vary.)

- 1 They are kangaroos, a crested ibis, leopards and blue whales.
- 2 Kangaroos live in various habitats like grasslands, woodlands and coastal areas across Australia. Crested ibises live in wetlands. Leopards live in the forest, grasslands, deserts and many other places. Blue whales live in the ocean.

Section A Meet wild animals

>> Viewing and listening

子话题说明

视听板块围绕“遇见野生动物”(Meet wild animals)这一子话题展开,通过让学生浏览关于野生动物的有声读物,听不同动物的事实信息,了解地球上的野生动物及其生存状态。



描述动物的关键信息不唯一,如描述the African elephant的关键信息可以是the biggest land animal,也可以是have a long trunk;描述动物的形容词也不唯一,如描述the giant panda可以是lovely,也可以是lazy等形容词,符合学生对于图片的主观感受即可。



学生记笔记时可以使用数字、符号、略写形式等。

A1

- **语篇说明:**这是王一鸣正在使用的野生动物有声书应用软件(app)的其中一个界面,该界面包含四种野生动物的图片、名称、特点和栖息地介绍。
- **“视”的策略:**理解多模态语篇的主要策略:快速浏览(skim)有声书应用软件界面,获取话题信息;扫读(scan)图文,获取具体信息。教师可提问:
 - ① What do you see on this audiobook page? (Colourful pictures of four wild animals, words about their names and facts.)
 - ② What animal facts can you get from the words? How do the pictures and words relate to each other?
- **教学要点:**教师先帮助学生将图片中展示的特点与野生动物介绍匹配,并学习本板块相关词汇(如giant,

A Meet wild animals ➤>> Viewing and listening

Wang Yiming saw some wild animals on TV. Now he is using an audiobook app to learn more about wildlife.

Giant panda
African elephant
Blue whale
Kangaroo

• large, black and white bears
• live in the bamboo forests of central and western China
• the biggest land animal
• have a long trunk
• live in Africa
• the largest living animal on the Earth
• live in almost every ocean
• travel by jumping, use their big tails to keep balance
• live in Australia

A1 Look and say Look at the buttons and talk about the animals with the words from the box.

smart lovely lazy strong dangerous friendly gentle

What is the largest living animal on the Earth?
The blue whale.
How does it look?
It looks strong.

A2 Listen and take notes Yiming and Li Bailing are playing animal guessing games. Listen and take notes. Guess the animals and check your answers with your partner.

Listening for key information

I am ...
I live ...
I eat ...
I have ...
I can ...

68

bamboo, central, western等)。然后引导学生借助野生动物介绍中的关键信息以及与动物相关的形容词(如smart, lovely, lazy等),通过讨论简要描述野生动物,为后续听力理解做好语言和背景知识准备。

参考答案

A1

(Answers may vary.)

- A: What is the biggest land animal?
B: The African elephant.
- A: How does it look?
B: It looks strong.
- A: Which animal is black and white?
B: The giant panda.
- A: How does it look?
B: It looks friendly.
- A: Which animal travels by jumping?
B: The kangaroo.
- A: How does it look?
B: It looks lovely.

A2, A3

- 语篇说明：**学生会听到几种不同野生动物的自我介绍。介绍动物的语篇的常见特征有：通常包含较多的描述性词汇，常用形容词和副词详细描述动物的外貌、习性等；用具体的例子或数字支撑描述。
- 听力策略：**本单元重点教授的听力策略为识别并获取关键信息（Listening for key information），为学生用书六下U4，七上U2、U5和七下U3听力策略的复现。该策略要求学生通过判断识别与文本主题密切相关的关键信息来理解听力内容。本单元围绕动物的关键信息是栖息地、饮食、外形特征、生活习性等内容，学生通过这些关键信息判断介绍的是什么动物。
- 教学要点：**教师先借助A2进行听力策略的教学示范，教学生如何在听的过程中，把握关键词，加强学生根据听到的关键信息进行推测的能力。

教师再通过A3的听说活动，引导学生通过关键信息介绍一种动物。注意提醒学生在开展对话时，不一定要按照课本提供的问题顺序提问，应鼓励学有余力的学生按问题的关键程度提问。

- 教学建议：**视学情需要，教师可以让学生参照A3的语言范例，根据常见的野生动物进行模仿问答；如学生学有余力，教师可让他们扩展对话内容，加入

A3 Think and say Think of some other wild animals. In pairs, ask and answer.

Where does it live? What does it eat? How many legs does it have? ... Is it a/an ...?	It lives ... It eats ... It has Yes, it is ... / No, it isn't. It is ...
---	--

Word study Word building Suffix

Fill in the blanks with the proper forms of the words in the brackets.

We can turn a noun into an adjective by adding -ly, -ful, -less or -y to it.

- 1 After a _____ (care) search, they found another swan with an injured wing.
- 2 Some animals look _____ (love), while others look dangerous.
- 3 A _____ (home) dog followed a team of cyclists for 24 days along the highway.
- 4 Some birds would rather go _____ (hunger) when people put them in cages.
- 5 In the Antarctic, penguins stay together to protect themselves against the cold and _____ (wind) weather.

6 Pronunciation /m/, /n/ and /ŋ/

Read the poem.

In forests deep and grasslands wide,
 Animals walk with joy and pride.
 From big lions to tiny ants,
 Nature's creatures^④, in their charming dance.

The mighty^② elephant, strong and grand^③,
 With a trunk that reaches, like a helping hand.
 The graceful^④ dolphin, playful and free,
 Dancing in waves, in the deep blue sea.

Update my to-do list

Listen to A2 again, and say which animal is the most dangerous/the cleverest/the strongest ...

① creature 生物 ② mighty 强而有力的 ③ grand 壮丽的；伟大的 ④ graceful 优美的；优雅的

69



这是一首以野生动物为主题的诗歌，旨在帮助学生掌握音标 /m/, /n/, /ŋ/ 的读音。教学中可引导学生跟读录音，加强诵读的节奏感。

更多的细节描述，推断动物名称。教师也可让他们听更多的野生动物自我介绍（参考“补充资料”），推断动物名称。

听力文本

A2, Update my to-do list

- 1 I am the world's biggest land animal. You can find me in Africa. I have a long trunk and a huge head with two large ears. Sometimes, I carry heavy things for people.
- 2 I live in Australia. I eat grass, flowers, leaves and even insects. I have strong, long legs. Instead of walking, I jump here and there. I carry my baby in a kind of pocket on me.
- 3 I am the largest living animal on the Earth. I have a wide head and a long body. I live in almost all the world's oceans. I mainly eat small shrimps and sometimes small fish. I look blue underwater, but more blue-grey on the surface.

- 4 I live in China. I'm good at climbing trees and I can swim. People like to visit me at the zoo. I love bamboo and I'm a big eater. I can eat for up to 12 hours a day.

参考答案

A2

- 1 an African elephant 2 a kangaroo 3 a blue whale 4 a giant panda

A3

(Answers may vary.)

A: Where does it live?

B: It lives in the rainforests of Africa.

A: What does it eat?

B: It eats fruits, nuts, leaves, and sometimes small animals.

A: What does it look like?

B: It has long and strong arms. Its body is covered with dark hair.

A: What can it do?

B: It can use its arms to climb and swing from tree to tree.

A: Is it a chimpanzee?

B: Yes, it is.

补充资料

- I live in a wide, grassy plain in Africa. I eat leaves from tall trees with my long neck. My spotted skin helps me hide in the grass. (*Giraffe*)
- I live in the forest. I mostly eat meat. My orange fur with black stripes helps me hide in the forest. As a skilled hunter, I use my sharp claws and strong teeth. I prefer living alone. (*Tiger*)

语言注释

- here and there** everywhere, all over 各处, 到处
e.g. *The rabbit hops here and there across the garden, searching for food.*
- big eater** someone or an animal that eats a lot of food, often more than average 大胃王
e.g. *The young elephant, being a big eater, eats more than a hundred kilograms of plants every day.*

背景知识

Wild animals in different regions

Habitats of wild animals may vary because of weather, land, food, water and how people impact on the environment.

- **Giant pandas in China:** Giant pandas live in China. In China, there are lots of bamboo forests, which they love to eat. These forests are mostly found in the mountainous regions of southwestern China, where the pandas also enjoy the cooler temperatures.
- **African elephants in Africa:** African elephants live in Africa. Africa has diverse habitats that provide plenty of food and water. They can be found in savannas and forests across sub-Saharan Africa. Africa's large open spaces are perfect for their big size and need to roam.
- **Kangaroos in Australia:** Australia is kangaroos' native home. They live in various habitats like grasslands, woodlands and coastal areas across the continent. Australia's open landscapes give kangaroos lots of space to hop around and find food, and they're well adapted to the country's climate, including droughts and bushfires.

Word study

- **教学要点:** 教师借助形容词后缀这一构词法,帮助学生理解名词和形容词之间的转换关系,从而积累词汇,并通过对比,让学生感知后缀的意义与作用(可参考学生用书第116页**Word study support**)。

参考答案

Word study

1 careful 2 lovely 3 homeless 4 hungry 5 windy

Update my to-do list

- **教学要点:** 教师再播放一遍录音,请学生推断最危险的动物、最聪明的动物、最强壮的动物等,并根据自己完成的情况评价本节课的学习成效。

参考答案

Update my to-do list

(Answers may vary.)

The most dangerous: The African elephant

The cleverest: The blue whale

The strongest: The African elephant

...

Section B Keep wildlife safe

>> Speaking

子话题说明

口语板块围绕“保护野生动物”(Keep wildlife safe)这一子话题展开,聚焦野生动物面临的全球变暖、栖息地被破坏、疾病扩散和海洋污染等威胁,引导学生针对这类信息提问,涉及表达意图等学习内容。

B1

- 语篇说明:图片展示的是贴有四张动物照片的海报,海报上注明了讲座主题,通过采用野生动物的第一视角,直观地传达了它们因环境变化和人类活动所遭受的威胁,使信息传达更加生动和直接,能够引起学生们的共鸣和关注。
- 教学要点:在对话中,学生需要首先询问野生动物的情况,表达对野生动物的关切,再从学生自己的视角出发,描述海报中的野生动物所面临的威胁。这种表达方式较为客观,需要学生对海报信息进行整理和概括。

教师可先引导学生说出B1海报中的野生动物名称(penguin, owl, African elephant以及blue whale),并从多模态语篇中提取和概括关键信息。教师再以谈论猫头鹰面临的威胁的对话为示例,引导学生运用现在进行时描述其余野生动物所面临的威胁,并学习本板块的重点词汇(如disease, flu,

B Keep wildlife safe ➤> Speaking

Wang Yiming and Lu Yao went to a wildlife lecture. They saw a poster on the display board at the entrance.

B1 Look and say Read the poster and talk about what problems the animals have.

Look at the poster. What's the problem with the owl?
He is suffering from diseases.

B2 Listen, read and think Listen to a recording played in the lecture. Find out what problem Ala and her family have and what they are going to do.

Pip: You look worried, Ala. What's the problem?
Ala: I'm leaving with my family in a few days.
Pip: Why are you leaving?

70

fever, kill, pollute, suffer等),为后续B3的口语表达输出活动做好词汇和句式方面的语言准备。

- 教学建议:企鹅、蓝鲸等动物面临的威胁需学生适当概括,如学生对概括信息感到困难,教师可引导学生说出信息关键词,由教师将答句写在黑板上,帮助学生模仿、学习;如学生学有余力,教师可请他们用不同的词汇来归纳野生动物所面临的威胁,并用现在进行时回答,也可请他们使用更多表达关切的句型询问野生动物所面临的威胁(如“What problem is ... facing?”“What is ... suffering from?”“What threats does ... have?”等)。

参考答案

B1

(Answers may vary.)

A: Look at the poster. What's the problem with the penguin?

B: He is losing his habitat and food.

A: What's the problem with the African elephant?

B: He is losing his habitat.

A: What's the problem with the blue whale?

B: He is suffering from the polluted habitat.

B2

• **语篇说明：**本段对话发生在大象 Ala 和小老鼠 Pip 之间，讨论的核心是 Ala 的不安和担忧。Pip 观察到 Ala 的情绪并询问原因，Ala 解释说他们因为人类砍伐森林而被迫计划向北迁移。在交流中，Pip 通过使用“You look worried.” “I’m sorry about that.” “Don’t worry, Ala.” 等语句积极关心 Ala 的情绪，并表达关切，而 Ala 能清晰准确地表达意图。这样的对话方式不仅促进了信息的有效传递，也加深了角色之间的情感联系。

• **语用功能说明：**本单元语用功能为表达意图 (Expressing intention)。表达意图是口语交际中的一个重要语用功能，用于传达说话人的需求、期望、计划或意愿等，是沟通交流中不可或缺的一部分。**My learning notes** 提供了部分这类表述，教师可引导同学们从 B2 的对话中或借助自身的语言积累找出更多类似表达。学生用书 **My learning notes support** 部分 (P119) 提供了更多可用表达。

• **教学要点：**通过听 B2 的对话，教师帮助学生关注对话交际双方的语气、交际目的和主要话题内容，模仿语音语调，感悟说话者的情感态度。再通过读 B2 的对话，引导学生关注本课的语用功能重点，即表达意图。可问学生以下问题：

- ① How does Pip start the conversation?
- ② How does Pip express concern for Ala? Circle them.
- ③ How does Ala reply to Pip’s questions? Underline them.

• **教学建议：**如学生理解对话有困难，教师可以通过解释语言点 (如 “I’m sorry

Ala: We are running out of food, so we have to move.

Pip: What happened?

Ala: People are cutting down the forest for farming.

Pip: I’m sorry about that. Where are you leaving for?

Ala: We are going to set out for the north in a few days, but we don’t know what is waiting for us.

Pip: Don’t worry, Ala. I believe things will change for the better. Perhaps you could talk to humans first and see if they can help.

Ala: Good idea! Thank you, Pip. Bye.

Pip: Goodbye and good luck.



B3 Pair and share. Choose an animal from the display board and make up a conversation. Use the conversation above as a model.



You look worried.
What’s the problem?



We are ...
People are ...

My learning notes

Expressing intention:

- I’m (doing) ...
- I was going to ...
- _____
- _____

Update my to-do list ■ ■ ■ ■ ■

Work in pairs. Tell your partner what threats your favourite wild animal is facing and what you are going to do about it.

71

about that.”, set out) 等方法提供帮助；如学生学有余力，教师可以引导他们创编新的对话，如 Ala 和人类的对话，同样也需要用到语用功能重点 (表达意图) 。

B3

• **教学要点：**作为 B2 口语范文和 **Update my to-do list** 口语表达板块情境迁移输出任务之间的过渡，本活动在 B1 提供的内容支架、B2 和 **My learning notes** 提供的语言支架基础上，延续板块情境，请学生尝试半开放地完成口语对话角色扮演。对话双方是学生用书第 70 页展示板上的两只野生动物，学生需要结合所选野生动物面临的威胁进行问答，但是诸如 “I’m sorry about that./ Don’t worry.” 等表达仍旧可以根据情况保留使用。

参考答案

B2

They are going to set out for the north in a few days because they are running out of food.

B3

(Answers may vary.)

Penguin: You look worried. What's the problem?

Blue whale: I'm losing my home.

Penguin: Why?

Blue whale: We are suffering from the polluted habitat.

Penguin: What happened?

Blue whale: People are polluting the oceans.

Penguin: I'm sorry about that. What are you going to do?

Blue whale: We are trying to find somewhere clean and move, but we don't know if we can succeed.

Penguin: Don't worry. I believe things will change for the better. Perhaps you could tell your problems to humans first and see if they can help.

Blue whale: Good idea! Thank you!

Penguin: Good luck!

语言注释

- **change for the better** It means that something is getting better than it was before. 改善

e.g. *After starting a healthier diet, I can feel that my health is changing for the better.*

背景知识

Migration of elephants in Yunnan

In 2020, some elephants in Yunnan, China, headed north from Xishuangbanna to Pu'er to find more food. The government tried many ways to keep them safe during the journey. Finally, they made it back to their original homes in August 2021. The trip lasted 17 months, covering nearly 1,300 kilometres. No one from the group got lost; instead, one baby elephant was born along the way.

Update my to-do list

- **教学要点：**该任务迁移了对话情境，学生需要灵活运用本板块所学的语言和功能句式等展开新的对话。教师请学生更换合作伙伴，确定角色，开展对话。学生展示后同学互评。学生根据自己的任务完成情况，结合同学互评和教师点评，评价本节课的学习成效。评价可涵盖对话内容、语言、交际功能句型等维度。其中对话内容应包含野生动物所面临的威胁，

野生动物保护计划或设想；语言应包含特殊疑问句，使用现在进行时；交际功能句型应涵盖表达意图的重点句型。

参考答案

Update my to-do list

(Answers may vary.)

A: You look worried. What's the problem?

B: My favourite wild animals — penguins are losing their habitat.

A: I'm sorry about that. What happened?

B: The weather is getting warmer and the ice is melting.

A: Don't worry. I believe things will change for the better. Perhaps you could start from yourself to help the penguins.

B: Good idea! I'm going to plant more trees and use air conditioners less often. I'm also going to post a letter online to call on others to join me. Thank you!

A: Good luck!

Section C Into the wild

>>Reading

子话题说明

阅读板块围绕“走进野外”(Into the wild)这一子话题展开,阅读语篇节选自E. B. 怀特的代表作《吹小号的天鹅》,该语篇描述了小主人公萨姆走进大自然并目睹了天鹅一家的美满生活,为读者呈现了一幅人与自然和谐相处的美好画面。

C1, C2

- **语篇说明:**语篇选自《吹小号的天鹅》的第四章The Cygnets(小天鹅),主要讲述了一个春日的早上,萨姆在池塘边观察到五只小天鹅破壳而出,并在天鹅父母身边蹒跚学步。故事按时间顺序推进,主要描绘了萨姆与天鹅父母一起耐心等待小天鹅的出生以及小天鹅出生后蹒跚学步的场景,展现了人与动物和谐共生的美好画面。语篇运用一般过去时和过去进行时生动描写了人物/动物的动作,给读者以身临其境的感觉。
- **教学要点:**教师可以借助教材配图,介绍故事发生的场景,帮助学生识别主要角色。然后,教师完成C1的教学任务,让学生猜测“What happened between the boy and the swan family?”,预测角色行为和相互关系。学生整体阅读语篇,验证预测,明确故事角色和主要情节。通过C2的Personal touch,教师鼓励学生从读者视角,分享自己的阅读体验。

教师引导学生关注语篇特征。该语篇的主要特征是行为描写,因此有必要让学生识别不同角色的动作,关注动词的时态,理解动作之间的关系。教师还可以让学生推测动作发生时,人物的情感和思想。在学生理解故事

C Into the wild

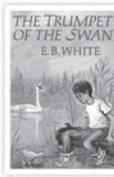
>> Reading

Wang Yiming has just finished reading a book named *The Trumpet of the Swan*. In the story, Sam, an eleven-year-old boy, went camping in Canada with his father. There he found a trumpeter swan, Louis, and his family. Here is an excerpt from the book.

C1 Predicting Look at the pictures in the story and guess: What happened between the boy and the swan family?

C2 Read the story.

It was still only a little after seven o'clock; the sun was pale, and the air was cool. The morning smelled delicious. Sam sat down quietly by the pool and lifted his field glasses. The mother swan appeared to be only a few feet away. She was sitting very close, not moving. The father swan was nearby. Both birds were listening and waiting. Both birds saw Sam, but they didn't mind his being there—in fact, they rather liked it. Sam was very happy. He was keeping company with these two great birds in the wilderness. It satisfied him greatly.



72

的基础上,教师指导学生编写对话,表演对话,评价学生的阅读效果。

本课学生的学习难点在于理解动词时态的用法,即:为什么有些动词用一般过去时,有些动词用过去进行时。教师可以指导学生分别梳理两种时态的句子,初步体会一般过去时与过去进行时的语用功能,为语法板块的学习做准备。

- **教学建议:**如学生觉得Personal touch的问题比较宽泛,教师可以通过以下问题帮助学生来回答Personal touch的问题:

- ① Have you ever read a story about humans and animals before?
- ② Do you have a similar experience like Sam?
- ③ Who do you like best in the story?
- ④ What does the swan family make you think of?

参考答案

C1

(Answers may vary.)

Sam observed the swans through field glasses. The two swans noticed a boy watching them but they didn't mind his being there.

C2

(Answers may vary.)

The swan family looks warm and sweet./The swan family is full of love and care./The swan family have love and support for each other.

语言注释

- Five babies, just as sure as I'm alive!**
= I am absolutely sure that there are five babies.
e.g. *I'm as sure as I'm alive that the project will be a success.*

In midmorning, when the Sun was up in the sky, Sam focused his glasses on the nest again. At last he saw a small head pushing through the mother's feathers, the head of a baby Trumpeter. The baby climbed out of the nest. Sam could see its grey head and neck, and its body covered with soft fine feathers. Soon another baby appeared. Then another. Then the first one walked his way down into his mother's feathers again, for warmth. Then one tried to climb up his mother's back, but her feathers were wet, and he fell off. The mother swan just sat and sat, enjoying her babies, watching them use their legs.

"One, two, three, four, five," Sam counted. "One, two, three, four, five. Five babies, just as sure as I'm alive! This is my lucky day."

(Adapted from *The Trumpet of the Swan* by E. B. White)

Personal touch
How do you like the swan family?



73

背景知识

About the author and the book

E. B. White (1899–1985) was an American author who wrote famous children's books such as *Charlotte's Web* and *Stuart Little*. He loved animals and often wrote about them. His stories teach important lessons about friendship and kindness, and his books are very popular among children around the world.

The Trumpet of the Swan by E. B. White is about a young swan named Louis, who cannot make a sound. To communicate, he learns to play the trumpet. With his music, Louis makes new friends and overcomes challenges. The story teaches about love, courage and friendship.

About the trumpeter swan

The trumpeter swan is the largest swan in North America and one of the heaviest birds that can fly. It is mostly found in Alaska, western Canada, and some parts of the northwestern United States. Once nearly wiped out due to hunting and habitat loss, it has made a comeback thanks to conservation efforts. Here are some basic facts:

- Looks: It has white feathers, a long neck, and a black bill that goes up to its eyes.
- Size: It can have a wingspan of up to 10 feet and weigh up to 30 pounds.
- Sound: It makes a loud, trumpet-like call.
- Habitat: It lives in large, shallow wetlands, lakes and rivers.

C3

- **教学要点：**此活动旨在引导学生整体阅读故事，概括语篇的主旨大意。
- **教学建议：**学生已在六上 U6 学习了略读把握主旨大意 (Skimming for main ideas) 这一阅读策略。如学生感到困难，教师可以引导学生关注三个选项的关键词 (hunting , training , camping)，再请学生观察图片，然后通读全文，寻找与关键词相关的语句，进而得出文章大意。教师可在学生完成勾选练习后，请他们进一步解释是如何分析出文章大意的，如通过哪些语句判断的，图片给予了怎样的提示等。教师在学生发言的基础上再总结方法。

C4

- **阅读策略：**本单元重点教授的阅读策略为识别故事情境 (Identifying story elements: setting)。故事情境一般包含时间 (time)、地点 (place)、社会或自然环境 (environment)。教师指导学生划出教材中的情境描写，如：

- Time: It was still only a little after seven o'clock; in midmorning
- Place: by the pool
- Environment: The sun was pale, and the air was cool. The morning smelled delicious. The sun was up in the sky.
- 教学要点：此活动旨在帮助学生理解故事中的动作描写，并理解动作发生的时间关系。

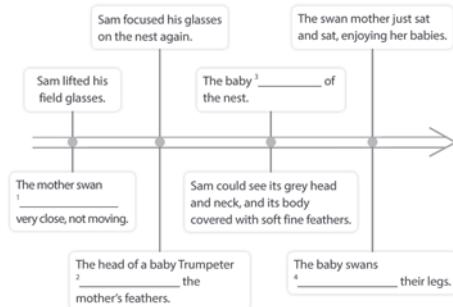
故事类语篇中常见动作描写，其中包含了主要角色和次要角色的动作，主要角色的动作描写构成了故事发展的主线，常用一般过去时；与此同时，相伴发生的其他角色的行为则用过去进行时，旨在烘托主要事件的背景。在阅读故事时，教师可以先梳理故事脉络，然后问：“What was happening at the same time? ”，帮助学生理解故事情节，同时感知过去进行时的用法。

C3 General understanding What was the story about? Read and tick (✓) the best answer.

- A hunting experience.
- A training experience.
- A camping experience.

C4 Detailed reading Read and find out what was happening at the same time.

Identifying story elements: setting



C5 Further thinking Answer the question.

How did Sam feel when he was watching the swan family?

74

- **教学建议：**如学生感到困难，教师可以帮助学生梳理文章的角色和动作，并以此找到同时发生的事件。例如：

(1) Read the text and find out the characters' actions and behaviours in the story:

Sam **sat down** quietly by the pool and **lifted** his field glasses.

She (the mother swan) **was sitting** very close, not moving.

Both birds **were listening and waiting**.

He (Sam) **was keeping company with** these two great birds in the wilderness.

At last he (Sam) **saw** a small head **pushing** through the mother's feathers.

Sam **focused** his glasses on the nest again.

...

(2) Read the sentences you found and find out any two events happening at the same time.

(3) Fill in the blanks with the proper action verbs in their proper forms.

C5

- **教学要点:** 此活动旨在帮助学生推测萨姆观察天鹅时的情感。
- **教学建议:** 教师可根据学情, 灵活设计课堂活动, 如引导学生通过插图、环境描写、形容词、角色动作等推测人物的情感, 帮助学生关注反映人物情感的要素并学会共情。以下供参考:
 - View the illustrations (pictures): From the pictures we can see that Sam was close to the swan family. We can infer that he was relaxed.
 - Understand the situation (setting): The sun was pale, and the air was cool. The morning smelled delicious. From the situation we can find that Sam felt pleasant.
 - Look for descriptive words: Words like “happy”, “alive” and “lucky” describe how Sam felt.
 - Watch actions and behaviours:

The following sentences may show Sam’s feelings.

e.g.

1. ... but they didn’t mind his being there — in fact, they rather liked it.
2. It satisfied him greatly.

在学生理解文本的基础上, 教师可以设计开放问题, 探索人物动作的原因或意图, 培养学生调动高阶思维, 展开深入语篇和超越语篇的思考, 以下问题供教师选用:

- ① Why did Sam use field glasses to watch the swans? (*To see them clearly./To keep a proper distance from them./In order not to disturb them.*)
- ② Why didn’t the two swans mind Sam’s being there? (*Because Sam might have done something good to them.*)
- ③ Why did the mother swan just sit and sit, watching her babies use their legs? (*Because she believed that there was no danger around./She was glad to see her babies learn life skills by themselves.*)

参考答案

C3

A camping experience.

C4

1 was sitting 2 was pushing through 3 climbed out 4 were using

C5

(Answers may vary.)

He felt happy, satisfied and lucky.

Vocabulary focus

• **教学要点:**本活动重点聚焦课文中的动词,帮助学生在新的语篇中理解并运用这些动词,关注动词的形式、意义和用法之间的关系。教师可先让学生将方框内动词按其在C2语篇中出现的顺序排列,再识别这些动词的主语,然后用这些动词将萨姆的日记补充完整,最后检查动词的形式是否正确。

参考答案

Vocabulary focus

- 1 lifted 2 sitting 3 mind
4 pushing 5 climbing 6 expecting

Update my to-do list

• **教学要点:**教师可拆解问题,设计分层问题,请学生分组讨论。可以设计以下问题链:

- ① When and where did Sam feel lucky?
- ② What did he see?

Vocabulary focus: Complete Sam's diary with the proper forms of the words in the box.

expect sit push lift mind climb

1 April Clear

At about seven o'clock, I arrived at the pond. I sat down and ¹_____ my field glasses. I saw a nesting swan and a male swan ²_____ nearby. They also saw me, but they didn't ³_____. I was glad to stay with them so close.

When the Sun was up in the sky, I saw a baby Trumpeter ⁴_____ through her mother's feathers and ⁵_____ out of the nest. Then one after another. There were five of them. They were sort of brownish-grey in colour, a bit dirty but very cute. The male swan led them right up to me. I wasn't ⁶_____ to see this, but I kept still. What a lucky day it was!

Update my to-do list

Work in groups. Discuss why Sam thought it was his lucky day.

75

- ③ What happened to him?
- ④ What did Sam do when he felt lucky?

参考答案

Update my to-do list

(Answers may vary.)

Because it was a rare chance to see the birth of some lovely baby swans./Because it was lucky for him to see the baby swans learn life skills on their own./Because Sam felt happy and lucky to spend the pleasant morning with the swam family in peace.

>>Grammar in use

板块内容说明

本单元的语法重点是过去进行时(Past continuous)。

活动 1

- **教学要点:** 活动 1 旨在帮助学生在理解句子意思的同时，探索过去进行时的语言形式和表达的意义。教师可引导学生关注句中下划线部分的语言形式，尤其是当主语是不同人称时所接 be 动词的不同形式。活动 1 中的句子都来自阅读语篇，教师可请学生回到阅读语篇，根据这些句子的前后情境来体会它们的用法和意义。
- **教学建议:** (1) 教师可以补充一些包含过去进行时的句子，可以是阅读语篇中的，也可以是拓展的，句子应涵盖更多人称和句型。还可以补充包含过去进行时的对话，帮助学生在情境中理解过去进行时的形式、意义和用法(参考“补充资料”)。

>> Grammar in use Past continuous

1 Read and think Read the sentences and think: How is the tense used in the sentences?

- The mother swan was sitting very close, not moving.
- Both birds were listening and waiting.
- A small head was pushing through the mother's feathers.
- The mother swan was watching them use their legs.

2 Work out the rules Tick (✓) the one(s) you agree with.

We can use the past continuous to talk about ...

- an event that happened in the past.
 an event that was in progress at/around a point of time in the past.
 an event that started in the past and is still going on.

Grammar file → p. 125

3 Practise Zhao Yuan and his family visited the wild animal park yesterday. Look at the pictures and say what they were doing at different times.

It was a beautiful day. The sun was shining and the birds were singing.



take a truck tour



have a picnic

76

补充资料

- I was playing football at 10:00 yesterday.
- After supper that evening, Sam was reading a book about birds.
- The female swan was looking for a place to build her nest.
- Who were you waiting for at the bus stop this morning?
- A: Did you see anyone entering the house?
B: No, I didn't. I was talking to my friend on the phone then.
- A: What's wrong?
B: I fell off my bicycle and hurt my leg.
A: Were you wearing your helmet?
B: Yes, I was.

(2) 当涉及语法术语时，建议使用中文，不要让语法术语成为影响学生理解的障碍。如：

- ① Can you change the sentence into a negative one? (你能把这个句子改成否定句吗?)
- ② Can you change the sentence into a Yes/No question? (你能把这个句子改成一般疑问句吗?)
- ③ When do we use past continuous? (何时使用过去进行时?)

- ④ In the story, why are some verbs in the past continuous, while others in the simple past? (故事中,为什么有些动词用过去进行时,而有些用一般过去时?)

活动 2

- **教学要点:** 活动 2 旨在帮助学生在完成活动 1 的基础上归纳过去进行时表达的意义。
- **教学建议:** 根据学情,教师可选择仅要求学生对照活动 1 的各个句子和选项判断出正确答案,或请学生分组对照更多过去进行时的例句,归纳过去进行时肯定句、否定句、疑问句的构成规则以及更多过去进行时的使用情境,如谈论过去两个同时发生的事件或者活动,描述一个情境等,最后借助学生用书语法附录(**Grammar file**, P125–P126)深化理解。

活动 3

- **教学要点:** 活动 3 旨在帮助学生初步运用过去进行时,学生借助图片和文字提示,谈论赵源和他的家人在野生动物园中的活动,重点操练和使用过去进行时的肯定形式。
- **教学建议:** 根据学情,教师可只要求学生完成造句任务,能正确使用过去进行时的肯定形式即可。如学生学有余力,在完成造句任务后,教师可以引导他们再次观察图片,选择图片中不同人物的活动,写出更多的动词短语,然后使用过去进行时开展对话活动,操练和使用过去进行时的肯定、否定、疑问形式。

参考答案

2

an event that was in progress at/around a point of time in the past.

3

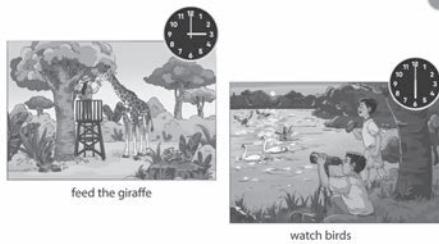
- (1) They were taking a truck tour at 9:00 a.m.
- (2) They were having a picnic at 12:00 p.m.
- (3) Zhao Yuan's mum was feeding the giraffe at 3:00 p.m.
- (4) Zhao Yuan and his dad were watching birds at 6:00 p.m.

活动 4

- 教学要点：**活动 4 旨在帮助学生在真实情境中，恰当运用过去进行时谈论自己的生活。第一个任务需要学生先回顾昨天的一日生活安排，并填写表格。第二个任务需要学生选择具体的时间提问。
- 教学建议：**教师可以请学生自主选择一般疑问句或特殊疑问句开展问答。使用一般疑问句是为了确认信息，比如固定时间的固定活动；使用特殊疑问句是为了解对方的个性活动，但是也要注意避免涉及过于私人的时间或者话题。如学生有困难，教师可让学生在开展对话活动前先罗列自己昨天的生活经历，然后自己朗读，再以对子活动形式开展问答。如学生学有余力，教师可让学生在开展问答时记录对方的活动内容，然后再用过去进行时汇报对方一天的活动。同时，还可以让学生扩展对话，让对话更自然。例如：

A: What were you doing at 3:00 yesterday afternoon?

B: I was watching a film with my parents.

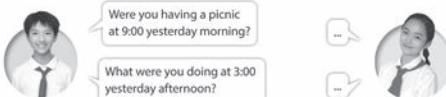


4 Think and say

(1) What were you doing at this time yesterday?

Time	Activities
9:00 a.m.	
12:00 p.m.	
3:00 p.m.	
6:00 p.m.	

(2) Ask your classmates questions like this:



77

A: What film were you watching?

B: We were watching *Charlotte's Web*.

A: That sounds great.

参考答案

4

(Answers may vary.)

(1)

Time	Activities
9:00 a.m.	do morning exercises/have a maths lesson/...
12:00 p.m.	have lunch/listen to music/...
3:00 p.m.	read a book/do sports/...
6:00 p.m.	have dinner/take a walk/...

(2)

A: Were you having a picnic at 9:00 yesterday morning?

B: No. I was doing morning exercises.

A: What were you doing at 3:00 yesterday afternoon?

B: I was reading a book.

评价建议

教师可根据学生完成语法板块活动的情况，适时评价学生的学习情况，掌握教学节奏和策略。比如，在学习过去进行时的肯定、否定和疑问形式时，教师可以重复学生的错误或者给出暗示，让学生意识到自己的错误，并及时改正。例如教师可以问：“Are you sure that you were ...?”。教师通过问题提供即时的教学评价和反馈。

在学生以对子活动形式使用过去进行时开展对话后，教师可选择不同水平的学生示范或展示，让其他同学仔细倾听。然后，请学生以第三人称转述所听到的内容，以达到练习和评价相结合的目的。

最后，教师通过学生完成活动 4 的表现，评价学生对此语法点的掌握程度。

Section D Voice of wild animals

>> Writing

子话题说明

写作板块围绕“野生动物的呼唤”(Voice of wild animals)这一子话题展开,学生以野生动物视角写一封求救信,谈论它们所面临的问题,以及导致问题的原因,并向人类请求帮助。

D1

- **语篇说明:**该写作范文呼应B板块的话题和内容,聚焦海洋生物的生存危机,列举了导致问题的原因,并呼吁人类进行帮助。读前问题“Why did the blue whales write the letter?”引导学生重点关注写信人以及写信目的。
- **教学要点:**D1的活动定位是写前思考。教师引导学生先通过快速浏览范文内容,关注写作目的(回答D1中的问题),即从动物的视角求救,再引导学生聚焦信件内容理解,需重点理解求救信和感谢信在内容上的差别,为后续写作策略的展开做准备。
- **教学建议:**如学生理解范文有困难,教师可以帮助学生复习A、B板块介绍蓝鲸的内容,减少学生理解的障碍。教师还可以围绕范文的细节内容,设计针对性的问题,帮助学生理解范文。如:
 - ① Why do the blue whales get hurt easily?
 - ② What is likely to happen to them when they are close to the surface of the ocean?
 - ③ Why can't they find their way around?
 - ④ What do they need?

D2

- **写作策略:**学生在U3学习了如何写感谢信,熟悉了书信的基本格式,而

D Voice of wild animals ➤ ➤ Writing

You want to write a letter for help on behalf of wild animals to an animal protection organisation.

D1 Think Read the letter. Why did the blue whales write this letter?

Dear humans,

① We are some blue whales in the Antarctic waters. We are one of the oldest and largest living animals on the planet. ② We are writing to ask for help.

③ We have to say your boats and ships are putting us in danger. ④ Because of our huge size, we easily get hurt by fishing nets. When we are close to the surface of the ocean, we are more likely to be hit by moving ships. Even worse, they make so much noise that we cannot communicate or find our way around.

So, ⑤ please do something to help us. We need your care and protection.

Yours,
Blue whales

D2 Prepare How do the animals explain the problem? Match the cards on the left with the sentences in the letter.

TEEN SKILL Writing a letter for help

Be clear and polite when writing a letter for help and pay attention to the following:

- Introduce yourself briefly.
- Explain your writing purpose clearly.
- Say why you need help with strong reasons.
- End your letter with a request.

D3 Plan What threats do other wild animals face? Choose a wild animal, discuss and note down its problem(s) and possible cause(s).

Problem(s): _____

参考答案

D1

To ask for help from humans.

D2

- ① self-introduction ② writing purpose ③ problem ④ cause ⑤ request

D3

- **教学要点:** D3 的活动定位是写前构思。教师引导学生讨论野生动物所面临的生存威胁。学生以小组为单位选择一种野生动物,列出其面临的问题以及导致问题的主要原因。
- **教学建议:** 根据学情,教师可酌情提供图片或文字信息,补充野生动物的信息,供学生选用;还可以提供用于表达原因和问题的句型,为学生表达提供支持(参考“补充资料”).

补充资料

Penguins

- Problems: They are losing their home.
- Reasons: (1) The weather is getting warmer and the ice is melting. (2) Tourists are polluting the land where they live.

Elephants

- Problems: They are losing their habitat.
- Reasons: (1) They are running out of food. (2) People are hunting them for their tusks. (3) People are cutting down trees and destroying the forests for farming.

Owls

- Problems: The number of them is decreasing too fast.
- Reasons: (1) Some people are catching them for medicine use. (2) People are destroying the forests where they live. (3) The number of small animals they eat is reducing.

教师也可以提供更多表达问题及原因的句型。如:

Presenting a problem politely

- We have to say that ...
- We are sorry to say that ...
- We have no choice but to say that ...
- It appears that ...
- I'm afraid that ...

Giving reasons properly

- Because of ..., ...
- ... is the cause of ...
- The reason for ... is ...
- The reason why ... is ...

D4

- 教学要点:** D4 的活动定位是写作。教师请学生基于前期的内容和语言准备，在写作文本框内完成写作任务。文本框右侧提供了写作内容结构提示。
- 教学建议:** 教师可根据学情决定是否给学生更多内容和语言的支持。D3 的“补充资料”可供教师参考，教师也可自行补充其他资料。

D5

- 教学要点:** D5 的活动定位是写后检查。教师引导学生参照 TEEN skill 栏目的写作策略要点提示，完成写后自查活动，引导学生聚焦其中的 be clear and polite，明确求助信和其他类型信件在语气上的差异。教师可以让学生划出信件中体现礼貌特征的语言。
- 教学建议:** 教师可依据 TEEN skill 功能要素，分类汇总学生的句子，改正错误，然后让学生分析比较，筛选出正确、清晰、礼貌的表达方式供同学模仿学习。

Update my to-do list

- 教学要点:** 学生以对子活动形式，开展相互评价。评价可以围绕两个维度展开，即内容和语气。在组内，学生分享彼此的作文，给同伴提出修改的建议，完善作文。之后，教师可引导学生在班内分享修改后的作文。在此环节，教师可以设计问题，引导学生关注作文的不足之处，并给出修改的建议。以下问题供教师参考：

Cause(s): _____

D4 Write Complete the following letter.

Dear humans,
We are _____. In the past 10 years, our number has dropped sharply. _____

Yours,

self-introduction
writing purpose
problem
cause
request

My learning notes

Presenting a problem politely:

- We have to say that ...
- We are sorry to say that ...
- We have no choice but to say that ...
-

D5 Check Check your letter according to TEEN skill on page 78 and pay attention to the way you present a problem.

Update my to-do list

Work in pairs. Review your partner's letter and revise it.

79

About the content:

✓ Does the writing cover self-introduction, writing purpose, problem, cause and request?

✓ Do the causes match the problem(s) properly?

About the tone:

✓ Does the writer present his/her problem politely by using the following or similar phrases?

We have to say that ...

We are sorry to say that ...

We have no choice but to say that ...

>>Discovery

板块内容说明

探索发现板块介绍了“再野化”的过程。再野化旨在恢复和改善自然环境，特别是那些因为人类活动而退化或丧失生物多样性的生态系统。本板块的学习目的是拓展话题知识，同时激发学生的求知欲，鼓励学生运用学习策略，开展探究学习活动。

教学提示

- 语篇说明：第一则短文介绍了中国大熊猫野化放归。第二则短文介绍了北美和北欧狼回归。第三则短文介绍了野生环境再造。

- 更多信息：

(1) 我国自2003年启动了圈养大熊猫的野化放归，截至2024年1月25日，已先后将12只圈养大熊猫进行野化训练并放归自然，其中10只成功存活。大熊猫的野化放归可有效应对大熊猫隔离种群的近亲繁殖问题，促进大熊猫种群复壮和重建。

(2) 狼群再野化的典型案例是1995年，北美的黄石国家公园重新引入狼群，当地生态系统结构和功能趋于完整，生态系统逐渐恢复健康，实现了较为成功的生态修复。

(3) 野草作为自然界中的一种生态群体，在城市环境中发挥着独特的生态作用。它们为多种昆虫和小型野生动物提供食物和栖息场所，助力城市生态系统的多样性。

- 教学建议：“再野化”是一个全新的话题，教师需要提供更多的真实案例帮助学生理解。同时，教师要介绍人类在再野化活动中所取得的成就，鼓励学生积极参与，为野生动植物保护和保护生物多样性贡献自己的力量。

对于学生而言，阅读该板块的目

Discovery

Rewilding our world

All around the world, clever humans have reintroduced plants and animals to certain areas where they used to live naturally. Actions both big and small help. Here are some success stories.

Giant Pandas
China is raising baby pandas and working hard to put them back into its bamboo forests. By 2021, the number of wild pandas had reached more than 1,800 in China — the only place where the black and white bears live in the wild. They are officially no longer endangered, but still need great protection.

Wolves
With different degrees of success, wolves have returned to the central Rocky Mountains of North America and much of northern Europe. Wolves help keep deer and elk^① populations under control, which can benefit nature.

Seeds
By rewilding your garden, balcony, or window boxes, you can help native plants and animals! Choose the seeds that are friendly to bees and butterflies. Ask an adult where you can plant the seeds. Perhaps you can try a sunny spot in your garden or a small pot on your balcony. Every little bit helps!

Read and think What did people do to rebuild the planet?

① elk 驼鹿

的是了解再野化这一理念，以及人类所取得的成果。如学生学有余力，教师可引导他们就文中的“留白”部分提问，获取具体案例的人物、时间、地点等内容信息。激发学生求知欲，培养思辨能力。

(1) 预测：组织学生读前浏览图片，预测与主题相关的信息，激活学生的背景知识，激发学生的兴趣。如：

- ① What can you see in these pictures?
- ② What do you know about them?

或阅读标题和引言部分，预测文本内容，激活背景知识。如：

- ① What is rewilding?
- ② What is the passage mainly about?

(2) 理解：请学生阅读短文，通过提问引导学生了解大熊猫野化放归成就，狼回归北美落基山脉和北欧地区，以及有关野生环境再造的信息。如：

- ① What are people doing to rewild giant pandas in China?

② How can the return of wolves benefit nature?

③ Why should we rewild the garden, balcony, or window boxes?

(3) 思考：鼓励学生基于文本信息，展开思考，推断更多文本以外的信息。如：

① Why were giant pandas in danger?

② What can we do to protect giant pandas?

③ What did the wolves do to the deer and elk there?

④ How did the wolves help benefit nature there?

⑤ What happened when deer and elk populations were out of control?

⑥ What native plants and animals can you help by rewilding your garden, balcony, or window boxes?

⑦ What seeds are friendly to bees and butterflies?

(4) 拓展：提供与文中所提及的再野化过程相关的视频，或鼓励学有余力的学生自发寻找更多的再野化案例，在课堂上分享，提高学生的自主学习、思辨、探究能力和文化意识，鼓励学生力所能及地参与再野化过程，恢复和改善自然环境。

参考答案

Read and think

(Answers may vary.)

They raised endangered animals in zoos or reserved areas to increase their numbers, reintroduced (put back) animals into the wilderness, and helped create natural habitats for wildlife.

补充资料

South China tigers (华南虎)

Zoos in China are helping South China tigers have more babies. The tigers are put in large areas where they can practise hunting. This helps them learn how to survive on their own. Scientists are finding safe places in southern China, where tigers can live in the wild again.

Crested ibises (朱鹮)

In the 1980s, only a few crested ibises were left. Scientists started special programmes to help them have more babies. As more crested ibises were born, they were slowly released back into their natural homes. The number of crested ibises has grown thanks to rewilding. They can now be found in several places in China, especially in Shaanxi Province.

Urban rewilding

Urban rewilding is the process of bringing nature back into cities. This means creating green spaces where plants, animals and insects can live. Plants help clean the air by taking in carbon dioxide and giving out oxygen. Green spaces can cool down cities, making them more comfortable during hot weather. Parks, gardens and green roofs provide homes for birds, bees, butterflies and other animals.

Section E A better world

>>Project

子话题说明

项目探究板块围绕“一个更好的世界”(A better world)这一子话题展开。通过本单元学习,学生了解野生动物生存现状,以及它们所面临的问题,能认识到人与自然和谐相处的意义和重要性。在此基础上,学生要思考为了创造一个动物与人类和谐共存的美好世界,他们可以做什么。本板块提供了项目化学习的一个案例——为世界野生动植物日制作传单。学生也可以设计自己的项目化学习方案。

教学提示

- **教学要点:**教师引导学生讨论回顾单元各板块内容,引发对单元大问题的深层思考。教师以世界野生动植物日为背景,组织学生分小组讨论,选取四种濒危动物,并为他们分别做一张卡片,卡片内容可涉及照片(picture)、物种名称(species)、体重(weight)、饮食(food)、自然栖息地(natural habitat)、所面临的问题(problems)等。然后让学生将小组内制作的卡片组合,设计成含标语的传单,并在教室墙面展示。最后组织学生互相评价,投票选出三份最佳传单。

学生还可以以小组为单位,开展项目化学习,研究濒危动物的生存现状,选择一个濒危动物,运用数字手段,制作小视频或者多模态文本,发布在自媒体或者社交平台。

E A better world ➤ Project

Unit
5

Making a flyer for World Wildlife Day

On 3 March, people around the world hold events to celebrate World Wildlife Day. Work in groups and make a flyer for the next World Wildlife Day.

Step 1 Prepare Do research and find out what animals are in danger around the world.

Step 2 Create a card Discuss, choose the four most endangered animals, and make a card for each of them.



Species: White rhinos
Weight: Up to 3,500 kg
Food: Mainly grass and leaves
Look: Grey
Natural habitat: Grasslands and open woodlands
Problems: Hunting for their horns

(Stick a picture here)

Species: _____
Weight: _____
Food: _____
Look: _____
Natural habitat: _____
Problems: _____

Step 3 Make a flyer Put the cards together and design a flyer with a slogan. Put your group flyer on the classroom wall.

Step 4 Share Read other groups' flyers and vote for the best three of your class.

Update my to-do list

What have you learned about wild animals? How should we treat them?

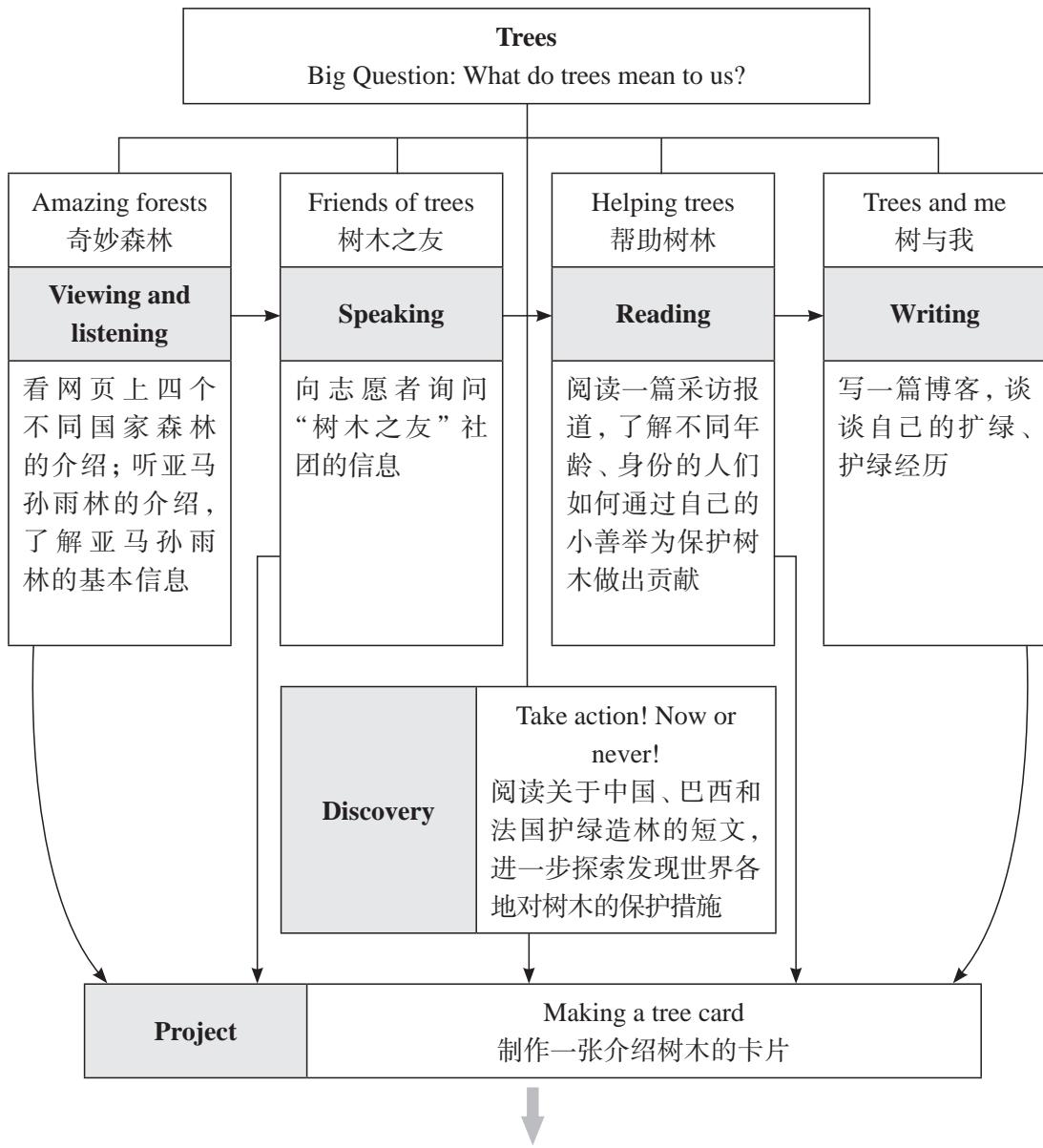
81

Update my to-do list

- **教学要点:**教师可引导学生复习单元各板块内容,讨论并回答单元大问题“How should we treat wild animals?”。教师组织学生开展小组讨论,可以分解单元大问题,如:
 - ① What wild animals do you know?
 - ② Are these animals safe or in danger?
 - ③ What problems do they face and why?
 - ④ What should we do if we see wild animals in nature?
 - ⑤ How can we teach others to be kind to wild animals?
 - ⑥ What should we avoid doing to keep wild animals safe?

Unit 6 Trees

单元内容结构图 (Structure of the unit)



单元育人目标：了解世界各地森林的特点与现状，了解人们保护树木和开展绿化建设的措施，以此培养学生爱护树木、保护绿色的意识

单元目标(Unit objectives)

- ▶ 语音：能根据读音规则，使用正确的语音，准确朗读含不发音的辅音字母的单词，朗读儿歌
- ▶ 词汇：能了解英式英语与美国英语的不同拼写和表达；能理解与树木相关的词汇
- ▶ 语法：能归纳不同形式的数词的用法并在情境中使用
- ▶ 看：能借助网页、传单、图片等多模态语篇中的视觉信息了解有关森林和森林保护的相关内容
- ▶ 听：能根据听到的森林介绍，识别并获取数字
- ▶ 说：能在具体情境中，运用所学语言，寻求他人建议，并能对他人的求助做出恰当回应，提供相应建议
- ▶ 读：能读懂保护树木相关的采访报道，识别关键信息并理解不同人物的观点
- ▶ 写：能围绕写作主题，运用单元所学，结合自身经历，写一篇博客，描述自己的扩绿、护绿体验和心得体会；能掌握经历分享类博客的写作范式和内容要素
- ▶ 文化：能欣赏、鉴别不同地区的森林、不同种类的树木之美，有保护森林责任感；理解不同文化背景下，人们对树木的态度和行为
- ▶ 德育：能理解树木对人类与社会的价值，了解保护树木的手段与重要性，初步形成扩绿、护绿责任意识

单元内容概览 (Content overview)

主题	本单元聚焦“人与自然”主题下“自然生态”主题群，围绕“热爱与敬畏自然，与自然和谐共生”子主题内容，通过大问题“What do trees mean to us?”引导，帮助学生了解地球上不同地区的森林特点及人们可以或正在采取哪些行动来保护树木，引导学生走近自然世界、了解树木，培养学生保护树木的意识，帮助学生认识人与自然和谐相处的重要性，并引导学生采取恰当的措施改善自然环境。				
语篇	视听	网页	森林图文介绍		
		录音	播客：亚马孙雨林基本介绍		
	口语	传单	社团志愿者招募活动传单		
		对话	询问志愿者工作的相关信息		
		录音	关于一个自然公园的韵律诗		
	阅读	采访报告	三位受访者对自己如何保护树木的介绍		
	写作	博客	王一鸣保护树木的经历		
语言知识	探索	介绍类短文	世界各国的护绿造林措施		
	语音	单词中不发音的辅音字母			
	词汇	词汇意义（英式英语和美式英语）；主题词汇			
	语法	数词			
	语篇	能识别语篇中的关键信息，理解不同人物的观点			
文化知识	语用 寻求和提供建议				
	文化知识 不同国家（中国、巴西、法国）的护林和人工造林行动				
语言技能 与 学习策略	视听	任务：听亚马孙雨林的介绍 策略：识别并获取数字			
		任务：询问“树木之友”社团的信息 策略：寻求和提供建议			
	阅读	任务：阅读一篇采访报道，了解不同年龄、身份的人们如何通过自己的小善举为保护树木做出贡献 策略：识别关键信息			
		任务：写一篇博客，谈谈自己的扩绿、护绿的经历 策略：经历分享类博客的内容结构			
	项目探究 (综合)	任务：为校园里的树木制作一张介绍卡片			

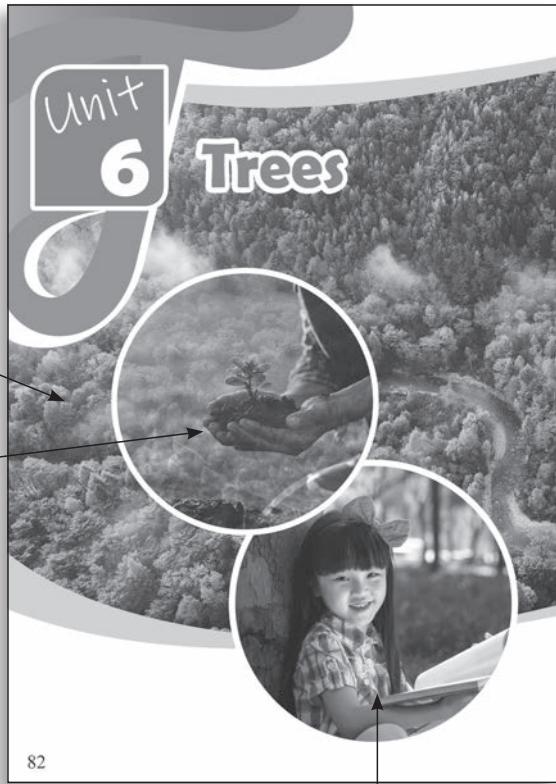
单元主题图页 (Cover page)

单元主题图 (Theme photos)

本单元主题图主要体现树木密切关联人类生活，人类与树木相互依存。

It is a thick forest in the Changbaishan Biosphere Reserve.

A person is holding a young tree.



82

A girl is reading a book under a tree.

单元大问题(Big Question)

完成本单元的学习后，学生可以围绕不同地区的森林特点、树木当前所面临的问题、如何保护树木等方面的话题谈论树木，就不同文化背景下，人们对树木采取的保护措施及不同树木信息介绍谈谈自己的认识，并描述分享自己的扩绿、护绿经历。

任务清单(To-do list)

任务清单中的五项任务分别对应视听、口语、阅读、写作和项目探究，学生完成后可以自行检测任务达成情况。本单元的任务清单包括：(1)听介绍亚马孙雨林的播客。(2)谈论人们能为树木做什么。(3)阅读关于帮助树木的报道。(4)撰写关于自己做志愿者扩绿、护绿经历的博客。(5)制作一张校园内树木的介绍卡片。

To-do list

- 1 Listen to a podcast about the Amazon Rainforest.
- 2 Talk about what people can do for trees.
- 3 Read a report on helping trees.
- 4 Write a blog post about the experience of helping trees as a volunteer.
- 5 Design a tree card for the trees on campus.

What do trees mean to us?

Getting started

Look at the two pictures and tell what has happened.

83

单元导入(Getting started)

教师可以基于单元主题图和单元导入，激发学生兴趣，引导他们表述树木

对人类与动物的意义，当前森林可能面临的问题，常见的保护树木的措施，以及他们可以为保护树木做些什么。

参考答案

Getting started

(Answers may vary.)

The elephants used to live happily in a beautiful green forest. However, now the trees have been cut down and the elephants have lost their home/natural habitat. Without enough land and food, some elephants even died of hunger.

Section A Amazing forests

>> Viewing and listening

子话题说明

视听板块围绕“奇妙森林”(Amazing forests)这一子话题展开，通过看网页上四个不同国家的森林的介绍信息，听对亚马孙雨林的介绍，了解世界上主要的森林以及森林的作用。

A1

- 语篇说明：这是一个介绍世界上不同国家的森林的网页，网页上呈现了中国、巴西、德国和俄罗斯四个国家的不同树林图片与相应文字介绍。
- “视”的策略：借助图片理解主题；在学习中借助图片理解文字信息与生词；利用视觉线索推理信息。教师可提问：
 - What do you see on this website? (*The title, pictures, names of the forests and their descriptions.*)
 - What are the pictures about on the website? (*They are about four forests in four different countries.*)
 - What can you see in each picture?
What do you think of the Jiuzhaigou Valley/part of the Amazon Rainforest/

A Amazing forests >> Viewing and listening

Wang Yiming is preparing for his project on forests. He is going through a website for ideas.

Four Amazing Forests Around the World

1 the Jiuzhaigou Valley in China
2 part of the Amazon Rainforest in Brazil
3 the Black Forest in Germany
4 the Dancing Forest in Russia

A It is full of colourful lakes, lovely waterfalls and beautiful forests.
B The trees have strange shapes and no one can explain why.
C Thick treetops block out the sun, even during the daytime.
D The air is humid and there are a large number of trees.

A1 Look and match Look at the pictures on the web page and match them (1–4) with their descriptions (A–D).

84

the Black Forest/the Dancing Forest?

- 教学要点：教师首先让学生将图片与文字介绍匹配，同时学习本板块相关词汇(如thick, block等)，接着借助图片与文字信息，让学生了解亚马孙雨林的特点，为后续听力理解做好语言和背景知识准备。

参考答案

A1

1 A 2 D 3 C 4 B

A2, A3

- 语篇说明:** 学生会听到一段播客, 播客结合具体数据(数字), 简要介绍了亚马孙雨林的地理位置、覆盖面积、生物的种类数量和气候。
- 听力策略:** 本单元重点教授的听力策略为识别并获取数字(Listening for numbers)。一些介绍事物的文本中常包含数字, 通过听记这些数字, 学生可了解该事物的重要事实性信息。

Listening for numbers: By focusing on key phrases or key words surrounding the numbers, you can better understand the meaning and reference of the numbers. Take notes or repeat the numbers to yourself to consolidate the information.

- 教学要点:** 教师借助A2进行听关键信息的听力策略的教学示范, 教学生如何在听的过程中, 把握与主题相关的关键词汇和细节信息, 帮助学生勾选出文本所涉及的介绍内容。教师再通过A3的听力活动, 让学生聚焦听数词, 使用阿拉伯数字填空完成句子, 加强学生根据听到的细节信息(数字)进行概括、推断和分析的能力, 帮助学生在听力理解过程中运用听力策略进一步理解文本内容。

If you hear key words such as “South America”, “Brazil”, “covers” and “kinds of ...”, you can tell the podcast is probably talking about the location, coverage, kinds of living things about the rainforest. They help you guess what the podcast is mainly about. You can listen to the podcast again, and focus on the numbers. Make sure

A2 Listen and think Listen to the podcast⁽¹⁾ about the Amazon Rainforest and tick (✓) the information that is mentioned.

location coverage kinds of animals climate kinds of trees

A3 Listen and take notes Listen again and fill in the blanks with correct numbers.

Listening for numbers

About the Amazon Rainforest			
1	About <u>60%</u> of the rainforest is in Brazil.	2	It covers about _____ million square kilometres.
3	People can find nearly _____ kinds of plants and about _____ kinds of freshwater fish here.	4	It contains _____ of the world's liquid fresh water.

Word study Word meaning British English vs American English
Add more examples to the table.

Spelling		Synonyms	
BrE	AmE	BrE	AmE
humour	humor	autumn	fall
kilometre	kilometer	flat	apartment
analyse	analyze	rubbish	garbage
traveller	traveler	garden	yard

Update my to-do list Listen to the podcast again and explain why the Amazon Rainforest is amazing.

podcast 播客

85

you take down the exact numbers and try to get information around them and identify the categories of the numbers. For example, if you hear “square kilometres” after “six point seven million”, you know the number is about the area of something.

- 教学建议:** 视学情需要, 教师可提前教授学生理解存在困难的词汇(如 coverage, climate, liquid, release等)与不同数词的表达方法(如 hundred, thousand, per cent, quarter等), 帮助学生理解文本内容; 如学生学有余力, 教师可让他们再听一两句含有数词且描述亚马孙雨林的句子(参考“补充资料”), 并用阿拉伯数字表示出句中听到的数词。

听力文本

A2, A3 & Update my to-do list

The Amazon is the largest rainforest in the world. It is in South America and about sixty per cent of the forest is in Brazil. It covers about six point seven million square kilometres; however, it is getting smaller year by year.

Many animals and insects live in the rainforest. In fact, there are more living things here than in any other place in the world. You can find nearly 50,000 kinds of plants and about 2,400 kinds of freshwater fish here.

The Amazon contains one fifth of the world's liquid fresh water. The trees in the Amazon release a huge amount of water into the air. This helps to keep the Amazon a humid rainforest.

参考答案

A2

location coverage climate

A3

2 6.7 3 50,000; 2,400 4 $\frac{1}{5}$

补充资料

- The Amazon contains twenty per cent of the world's liquid fresh water. (20%)
- It is home to around two and a half million different insect species. (2,500,000)

语言注释

- **getting smaller** *Get* in the continuous tense is used with the comparative adjective to emphasise the progressive process.
e.g. *Our life is getting better (and better).*
- **year by year** It is used to focus on the process — something that happens gradually rather than all at once. 逐年
e.g. *This problem has increased year by year.*

背景知识

The Amazon Rainforest

The Amazon Rainforest is the largest remaining tropical forest on our planet. According to the data of World Wildlife Fund for Nature (WWF) in 2023, it is home to 10% of the world's species.

The Amazon is also home to 47 million people, including more than 2 million indigenous people.

While the Amazon Rainforest is one of the most important places on Earth, it is also one of the most threatened. About 17% of the Amazon Rainforest has been lost because of the deforestation.

Word study

- **教学要点:** 教师借助词汇意义, 让学生了解英式英语和美式英语在表达、拼写上的不同, 意识到不同国家的单词形式上存在差异, 帮助学生与来自不同国家的人群进行有效沟通, 防止误解, 并确保准确传达信息。同时培养学生的文化敏感性。

参考答案

Word study

(Answers may vary.)

Spelling		Synonyms	
BrE	AmE	BrE	AmE
colourful	colorful	underground	subway
realise	realize	film	movie
favourite	favorite	sweet	candy
centre	center	biscuit	cookie

Update my to-do list

- **教学要点:** 教师再播放一遍录音, 请学生根据播客内容和自己对亚马孙雨林的认识, 简要概括亚马孙雨林令人惊奇之处(包含数字), 并根据自己完成的情况评价本节课的学习成效。

参考答案

Update my to-do list

(Answers may vary.)

The Amazon Rainforest is amazing because it contains 1/5 of the world's liquid fresh water and that's important to people.

Section B Friends of trees

>>Speaking

子话题说明

口语板块围绕“树木之友”(Friends of trees)这一子话题展开,以“树木之友”社团宣传单形式呈现不同的社团活动,引导学生提问如何成为该社团成员,涉及寻求和提供建议等学习内容。



英文中介绍人物信息的开场白和中文有所不同。在一般情况下会用 I'm ... / He's ... 等介绍自己或他人,但在打电话或指着照片中人物介绍时会说: This is ...。

B1

- 语篇说明: 图片展示的是一份 Friends of Trees 社团招募志愿者的宣传单, 传单上注明了社团名称、社团希望招募什么样的人、联系方式、社团安排日程表(日期与活动)等, 通过图文信息, 传递社团的主要活动和该宣传单的目的。
- 教学要点: 教师引导学生从多模态语篇中提取关键信息, 理解 B1 宣传单上不同的社团活动与意义, 并学习本板块词

参考答案

B1

(Answers may vary.)

I am interested in listening to a talk on the science of tree planting because I can learn much knowledge about how to plant trees./I am interested in visiting the garden nearby and planting trees because I can experience how to plant trees and I am excited about it./
I am interested in updating the posters in our science lab at school because I am good at drawing./I am interested in watching a video about tree planting because I can learn the steps of planting trees to help me do it better next time./I am interested in taking care of the trees in the nearby Sunshine Park because I think I can protect the trees while relaxing myself in the park after busy school days.

B Friends of trees

>> Speaking

The school club *Friends of Trees* is looking for volunteers among students. Here is its leaflet.

VOLUNTEERING TO MAKE A DIFFERENCE



VOLUNTEERS WANTED

Do you want to help plants and trees? Here are some of our activities in June. You can find more at the school website. Together, we can do amazing things. You can reach us by calling 500-102-12xx.



Activity Calendar — June

Sat. 5 June	Listening to a talk on the science of tree planting
Sun. 13 June	Visiting the garden nearby and planting trees
Sat. 19 June	Updating the posters in our science lab at school
Fri. 25 June	Watching a video about tree planting
Sun. 27 June	Taking care of the trees in the nearby Sunshine Park

B1 Look and say Read the leaflet for the club. Discuss with a partner: Which activity are you most interested in?

B2 Listen, read and think Wang Yiming is talking to Cathy, a member of the club, on the phone. Listen and find out what they are talking about.

Cathy: Hello! This is Cathy from *Friends of Trees*. How can I help you?
Yiming: Hello! This is Wang Yiming from Class 3, Grade 7. I saw a leaflet for your club and want to know more about it. Can I volunteer?
Cathy: Yes, we are always looking for new members!
Yiming: Do I have to know how to plant a tree?
Cathy: No, you don't. But we do have volunteer training and our volunteers can learn about environmental protection through talks and study groups.

86

汇(如 leaflet, update 等), 为后续口语表达输出活动做好词汇方面的语言准备。

- 教学建议: 根据实际教学情况, 教师可引导学生理解每一个活动内容是什么, 活动目的是什么, 引导学生进一步思考为何自己最喜欢这个活动。如学生学有余力, 教师可以让他们为该社团增加 1—2 个活动并简述理由。

B2

- **语用功能说明:** 本单元语用功能为寻求和提供建议 (Asking for and giving advice)。寻求建议和提供建议是口语交际中的一个重要语用功能, 用于解决问题、实现目标或改善当下的境况。这有助于促进个人之间的协作与合作, 是沟通的一个重要方面。一般会先礼貌询问, 提供帮助: “How can I help you?”, 接着根据他人提出的问题或所需寻求的帮助提出自己的建议, 如: “I think you can ...”。说话人也可以根据自身情况向他人征询意见, 如: “What can I do ...?/Shouldn’t I ...?/How do I join the club?”。**My learning notes** 提供了部分这类表述, 教师可引导学生从 B2 的对话中或借助自身的语言积累找出更多类似表达。学生用书 **My learning notes support** 部分 (P119) 提供了更多可用表达。
- **语篇说明:** 对话以电话形式, 在凯茜 (Cathy) 和王一鸣之间展开。王一鸣希望自己能够成为 Friends of Trees 的一员, 并针对“如何加入”“是否需要储备树木相关的知识”“如何才能帮助到树木”等内容向凯茜询问建议。
- **教学要点:** 通过听 B2 的对话, 教师帮助学生关注交际双方的语气、交际目的和主要话题内容, 模仿语音语调, 感悟说话者遇到的困难和情感态度。再通过读 B2 的对话, 引导学生关注本课的语用功能重点 (寻求和提供帮助)。可参考以下问题:
 - ① What is Yiming going to do? (*He is going to join Friends of Trees.*)
 - ② What is Yiming doing? (*He is asking some questions about the club and asking for Cathy’s help.*)
 - ③ What is Cathy doing? (*She is introducing the club to Yiming and giving him some advice.*)
 - ④ What are Yiming and Cathy talking about? (*They are talking about how to join Friends of Trees and what Yiming can do as a volunteer of the club.*)
 - ⑤ How does Yiming ask for advice? (*Can I ...?/What can I do ...?/...*)
 - ⑥ How does Cathy give her advice to Yiming? (*I think you can ...*)
- **教学建议:** 如学生需要更多帮助, 教师可以通过解释语言点 (如 Can I .../I think you can .../...) 等方法提供帮助; 如学生学有余力, 教师可以帮助他们关注该对话后续内容。

参考答案

B2

(Answers may vary.)

They are talking about how to join *Friends of Trees* and what Yiming can do as a volunteer of the club.

B3

- 教学要点:** 本活动在 B1 提供的内容支架、B2 和 **My learning notes** 提供的语言支架基础上, 延续板块情境, 请学生尝试开放地完成口语对话角色扮演。学生需结合真实人物身份与情境来寻求与提供建议。
- 教学建议:** 如学生学有余力, 教师可以鼓励学生从自己真实生活情境, 结合自己实际生活经验围绕保护树木的建议展开对话。



这是一首介绍日光公园(Sunshine Park)的韵律诗, 旨在帮助学生掌握单词中部分辅音不发音现象。教师可带领学生朗读, 引导学生发现单词中辅音不发音的规律。

Yiming: What can I do as a volunteer?
Cathy: I think you can encourage people to save wood by recycling, for example.
Yiming: Is that enough? Shouldn't I be doing more to protect the environment?
Cathy: Every little bit counts!
Yiming: How do I join the club?
Cathy: Come to our office during working hours, and fill in an application form. And that's it!



B3 Role-play In pairs, discuss what else *Friends of Trees* does for trees. Use the conversation in B2 as a model.

My learning notes

Asking for and giving advice:

- What can I do ...?
- I think you can ...
- _____
- _____

Pronunciation Silent consonants

Read the chant.

Sunshine Park is a place known to hikers in town.
It will take one to two hours to drive there.
Climb the hill and enjoy the scenery.
Take a few deep breaths to calm yourself down.
If you listen closely, you can hear the quiet of the outdoors.
Remember: The park is closed on Wednesdays, and Autumn is its best season.



Update my to-do list

Work in pairs. Tell your partner what you are going to do for trees.

87

参考答案**B3**

(Answers may vary.)

A: Hello, this is *Friends of Trees*. How can I help you?

B: Hello, this is Mary. I saw a leaflet for your club and I want to join you. Must I have the experience of taking care of trees?

A: No, you needn't. We always welcome new volunteers. I think you can update the posters in our science lab at school.

B: What else can I do to protect trees?

A: As a beginner, you'd better take care of the trees in the nearby Sunshine Park with other experienced volunteers. I think you can learn a lot from them.

B: Oh, that sounds exciting. How can I join the club?

A: Come to our office during working hours, and fill in an application form. That's it.

B: All right. Thank you.

语言注释

- **do aux.** used when no other auxiliary verb is present, to emphasise what you are saying
e.g. *I do love watching films on weekends.*
- **That's it.** a common expression in spoken English to indicate the end 完了; 就这样; 没有别的了
e.g. *That's it. You can leave any time.*
- **every little bit counts** This phrase means even the smallest or least important things can make a difference. It encourages people to take action or make small contributions because they can still have an impact. 积少成多
e.g. *Remember, every little bit counts when it comes to studying for your tests.*

Update my to-do list

- **教学要点:** 该任务迁移了对话情境, 需学生灵活运用本板块所学的语言、功能句式和语用功能等, 口头描述自己需要为树木做的事情。教师请学生更换合作伙伴进行描述。学生展示后同学互评。学生根据自己的任务完成情况, 结合同学评价和教师点评, 评价本节课的学习成效。

参考答案

Update my to-do list

(Answers may vary.)

A: Hi! Do you want to protect trees with me?

B: Sure! What can I do?

A: I'm going to make full use of both sides of the paper to reduce waste. I think you can join me.

B: Is that enough? I think we can also post online to tell people the importance of trees.

A: Good idea!

Section C Helping trees

>>Reading

子话题说明

阅读板块围绕“帮助树木”(Helping trees)这一子话题展开,用采访报道的形式呈现不同年龄、身份的人们如何通过自己的小善举为保护树木做出贡献,涉及种植养护、日常纸张使用和日常饮食结构调整等内容。

C1, C2

- 语篇说明:该采访报道从不同身份的人的视角,介绍可以如何通过生活中的小善举成为保护树木做贡献的目的。校报记者丽塔(Rita)采访了一名初中生、一位护林人和一位老师,了解到可以通过日常护理植被、合理使用纸张和少吃肉类等方式保护树木,展示了丽塔认为保护树木人人有责的观点。
- 教学要点:借助C1略读阅读文本,教师帮助学生把握采访报道的主题(Helping trees: Everyone's duty!);通过C2的Personal touch,帮助学生置身真实的读者视角,设想在真实生活中,更有可能采取采访报道中的哪一条建议来帮助树木,并说明理由。
- 教学建议:如学生缺少帮助树木的实践经验,教师可以使用图片、视频等展示不同的树木保护措施或者没有正确

语言注释

- believe it or not** said when telling someone about something that is true, although it seems unlikely 信不信由你(用于表示听者会感到惊讶)
e.g. *Believe it or not, yellow was used to mean stop.*

C Helping trees

>> Reading

Wang Yiming is reading Rita's report on ways of helping trees from three people.

C1 Predicting Read the title and introduction of the report and predict what it is about. Tick (✓) the one(s) you agree with.

- steps to plant a tree
 tips on protecting trees

- small acts of kindness to trees

6 C2 Read the report.

Helping trees:

Everyone's duty!

I interviewed three people about how they help trees in their everyday lives. This is what they told me.

Yang (a student)

One basic way to help trees is to plant one, but it is not easy to keep it healthy. There are different kinds of trees in my grandpa's garden. He said that before we could care for trees, we must know their needs. He taught me to cut off some ¹⁰ of the branches from a tree so that it would grow better and stronger. "Water effectively," he said, "and don't forget to put old leaves around the tree to protect its roots."



88

保护树木导致的后果,以帮助学生理解文本内容。以下问题供参考选用:

- ① What are things we can do every day to help trees?
- ② Why is it important to water trees effectively?
- ③ How does using less paper help trees?
- ④ Why can eating less meat be good to trees?
- ⑤ Why is it important to practise small acts of kindness towards trees?

背景知识

Factory-farmed animals

“Factory-farmed animals” means animals raised in big farms where they are kept close together and don’t have much space to move around. They require a lot of food to grow up, such as corn and soybeans. To grow these crops, farmers need a large amount of land, often leading to deforestation. This destruction of vegetation involves cutting down trees, damaging soil, and disrupting ecosystems.

25 Mrs Liu (a ranger)

We can all help trees by saving paper. When people come to ask me how to protect trees, I always tell them printing less paper can be a good 20 start. Do you usually write on only one side of a piece of paper? You can write your shopping list on the other side. If you are a book lover, you can buy second-hand books or just choose e-books. 25 And of course, paying online is an excellent way to save a lot of paper over the years!



Mr Wu (a teacher)

Believe it or not, eating less meat can be a great help for trees. I read 30 in a newspaper article that factory-farmed animals require a ton of space to eat plants and this often leads to the damage of the forest, so I tell my students that they don’t have 35 to become a vegetarian like me, but trying a day without meat every week will help protect the trees out there.



Personal touch

Which piece(s) of advice in Rita’s report are you most likely to follow? Explain why.

89

参考答案

C1

- small acts of kindness to trees
- tips on protecting trees

C2

(Answers may vary.)

I am most likely to follow the second advice because I think it is the most practical for me and it can help me save a large amount of paper every year.

C3

- **教学要点:**此活动旨在帮助学生整体把握阅读文本的要点,即三位被采访者所提出的保护树木建议。
- **教学建议:**如学生感到困难,教师可以引导学生在通读全文时,关注三则采访短文的起始句。

C4

- **阅读策略:**本单元重点教授的阅读策略为识别关键信息(Identifying key information),学生曾在学习学生用书六下U4时初次使用该策略。本文的阅读策略旨在帮助学生识别不同人物提出的保护树木的建议及相对应的具体措施,从而更好地理解文本所传递的信息。
- **教学要点:**此活动旨在帮助学生借助线索词,在文中查找具体的信息。
- **教学建议:**如学生感到困难,教师可以和学生共读采访报告第一段,示范如何通过线索词know..., ... effectively, put... around the tree等查找有关needs, water, old leaves等的特定信息。教师请学生扫读课文其余部分,查找表格中的关键信息,并说出线索词。

C5

- **教学要点:**问题1旨在激活学生的背景知识或生活经验,给出自己在节约纸张方面的建议。问题2旨在帮助学生在学习理解文本的基础上,结合自身体验,谈一谈如果每个人都利用生活中的小善举帮助保护树木,会给地球带来怎样的积极影响。
- **教学建议:**教师可根据学情,灵活设计课堂活动,帮助学生学习理解文本。

以下问题可用于启发学生在理解文本的基础上,进一步调动高阶思维,展开深入语篇和超越语篇的思考,供参考选用:

C3 General understanding Match the person with his or her advice.

- | | | | |
|--|---------|---|---|
| | Yang | • | 1 Eating less meat can be a great help for trees. |
| | Mrs Liu | • | 2 One basic way to help trees is to plant one. |
| | Mr Wu | • | 3 We can all help trees by saving paper. |

C4 Detailed reading Read the report again and complete the table.

Identifying key information

People	Advice
Yang	<ul style="list-style-type: none">• Know the ¹ _____ of trees.• ² _____ some of the ³ _____ from a tree.• ⁴ _____ effectively.• Put ⁵ _____ around a tree.
Mrs Liu	<ul style="list-style-type: none">• Write on ⁶ _____ of a piece of paper.• Buy ⁷ _____ books or choose ⁸ _____.• Send and receive payments ⁹ _____.
Mr Wu	<ul style="list-style-type: none">• Don't have to become a ¹⁰ _____, but try a day ¹¹ _____ every week.

C5 Further thinking Answer the questions.

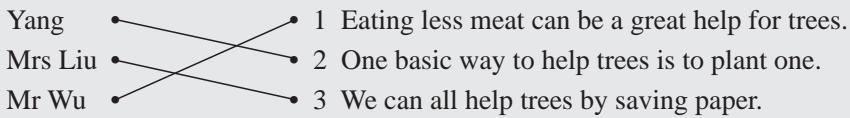
- 1 What are the other ways of saving paper? Give examples.
- 2 What will happen to the Earth if everybody helps to protect trees?

90

- ① Why must we know trees' needs before we could care for them? (*Trees have specific needs for water, sunlight, nutrients and space to grow and thrive. By knowing these needs, we can ensure that we're providing the proper care to help trees stay healthy and strong.*)
- ② How can putting old leaves around a tree protect its roots? (*Old leaves around a tree act like a cozy blanket. They keep the soil warm in winter and cool in summer.*)
- ③ Why do most people still prefer to choose paper books over e-books? (*Because most people enjoy holding paper books, turning the pages, and feeling proud when they finish reading. Some find it easier to concentrate and remember what they read when they use a paper book instead of a screen.*)

参考答案

C3

- | | | |
|---------|---|---|
| Yang | • | 1 Eating less meat can be a great help for trees. |
| Mrs Liu | • | 2 One basic way to help trees is to plant one. |
| Mr Wu | • | 3 We can all help trees by saving paper. |
- 

C4

1 needs 2 Cut off 3 branches 4 Water 5 old leaves 6 both sides 7 second-hand
8 e-books 9 online 10 vegetarian 11 without meat

C5

(Answers may vary.)

- 1 Using digital documents instead of printing everything. Bringing our own reusable bags or containers when shopping to avoid using paper bags or packaging.
- 2 If everybody helps to protect trees, it will make our air cleaner, provide homes for animals, keep soil from washing away, and help the Earth stay healthy and happy for all living things.

Vocabulary focus

- 教学要点:**本活动重点关注课文中与树木结构有关的词汇,帮助学生学习理解它们在树上所处的位置及其功能。
- 教学建议:**如学生学有余力,教师可鼓励学生尝试结合自己的生活经验或背景知识造句。

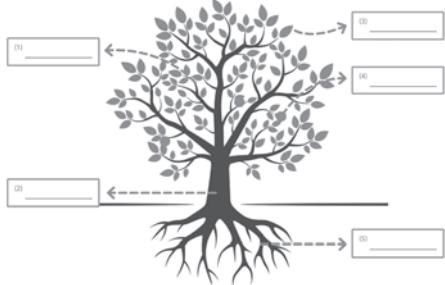
参考答案

Vocabulary focus

- (1) branch (2) trunk (3) leaf
 (4) fruit (5) root
1 roots **2** trunk; branches
3 leaves **4** fruits

Vocabulary focus Label the tree parts with the words in the box and fill in the blanks with the proper forms of the given words.

leaf branch trunk root fruit



- Part of a tree grows underground, as its _____ spread through the soil in search of water and energy.
- The strong _____ of the oak^① tree support the _____. They reach out in all directions.
- The _____ of trees provide shelter for animals on hot summer days.
- Some animals like squirrels make their homes in trees and eat tree _____.

Update my to-do list [] [] [] [] []

Read the suggestions from the three people and answer the questions: What have you already done to protect trees, and what advice will you follow in the future? And why?

① oak 榆树; 榉树

91

Update my to-do list

- 教学要点:**教师可组织学生分组交流自己曾为保护树木做过的小善举,并分享自己在未来最有可能遵循哪些护木建议,并说明原因。学生交流或汇报的时候,教师可提供适当的支持。

参考答案

Update my to-do list

(Answers may vary.)

As a teenager, I've taken steps to protect trees by taking part in tree planting events in my school and reducing my paper usage by using digital resources whenever possible. In the future, I will try a day without meat every week because I think it's beneficial to trees as well as to my own health.

>>Grammar in use

板块内容说明

本单元的语法重点是数词(Numerals)。

活动 1

- **教学要点:** 活动 1 旨在帮助学生在理解句子意思的同时，探索数词表达的意义。教师引导学生关注句中下划线部分的数词形式，如小数、百分数、分数、基数词、序数词等。
- **教学建议:** (1) 教师可以补充一些包含不同数词形式的例句，通过问题引导，帮助学生关注数词的形式、意义和用法(参考“补充资料”)。
(2) 当涉及语法术语时，建议使用中文，不要让语法术语成为影响学生理解的障碍。如：
 - ① What does this number refer to in the sentence? (这个数字在句子中指什么?)
 - ② Is the number in this sentence a cardinal number or an ordinal number? (句中的数字是基数词还是序数词?)
 - ③ How do you write this number as a fraction? (如何将这个数字写成分数?)
 - ④ Which form of the number (fraction, decimal or percentage) is used in this sentence? (句中使用的是分数、小数还是百分数的形式?)

活动 2

- **教学要点:** 活动 2 旨在帮助学生在完成活动 1 的基础上总结数词的语用意义。
- **教学建议:** 教师可根据学情进行提问，了解学生通过读取数词，对情境中的介绍对象有

>> Grammar in use Numerals

1 Read and think Read the sentences and write down the numbers in Arabic forms.

(1) The Amazon Rainforest covers about six point seven million square kilometres.

(2) Forests cover about thirty-one per cent of the Earth's land area.

(3) There are over one hundred lakes in the Jiuzhaigou Valley.

(4) The Amazon Rainforest contains one fifth of the world's liquid fresh water.

2 Work out the rules Tick (✓) the one(s) that you agree with.

- In the above context, we use numbers to ...
- show a specific amount.
 - take a measurement.
 - make something easier to understand.

Grammar file → p. 127

3 Practise Complete each of the sentences with one number in the box. Spell out the numbers in full.

4,800 $\frac{3}{4}$ 116.07 17%

(1) More than three fourths of all people outside cities live within 1 kilometre of a forest.

(2) Currently^①, the tallest tree is a coast redwood^②. It reached _____ metres in 2019.

(3) The oldest tree is a bristlecone pine^③. It is over _____ years old.

(4) About _____ of the Amazon Rainforest was destroyed by human activities in the last half century.

① currently 现时；目前 ② coast redwood 海岸红杉 ③ bristlecone pine 刺柏松；长寿松

92

补充资料

- From 1990 to 2020, over 420 (four hundred and twenty) million hectares of forest have disappeared globally.¹
- By 2022, the forest coverage in China has increased to 24.02% (twenty-four point zero / oh two per cent).²
- The Amazon Rainforest is thought to be home to 1/10 (one tenth) of known species on the Earth.³

1 来源为联合国粮食及农业组织 2020 年的《全球森林资源评估报告》。

2 来源为新华网 2023 年的报道。

3 来源为世界自然基金会 2023 年的数据。

哪方面更清晰的认识，如活动 1 的例句 1 中的数字能让学生更容易理解亚马孙雨林的覆盖面积之大。最后借助学生用书语法附录(**Grammar file**, P127–P128)深化理解。

活动 3

- **教学要点:** 活动 3 旨在帮助学生在有意义的情境中重点操练阿拉伯数字形式和英文写法的转换。
- **教学建议:** 在完成这个活动之前，教师可以借助活动 1 中的例句或学生用书语法附录中的句子，让学生熟悉数词的英文写法。教师再借助活动 3 中的第一个范例，阐明活动的要求。对于需要更多帮助的学生，教师可以请学生在书上尝试写出数字的英文写法，同伴互查后，再全班讲解。

参考答案

1

- (1) 6.7 (2) 31% (3) 100 (4) $\frac{1}{5}$

2

make something easier to understand.

3

- (2) one hundred and sixteen point zero/oh seven
(3) four thousand eight hundred
(4) seventeen per cent

活动 4

- 教学要点：**活动 4 旨在帮助学生在真实情境中，根据所提供的数据造句，介绍悬铃木。
- 教学建议：**如学生需要更多帮助，活动前教师可以请学生参考学生用书语法附录里的语法讲解，并参照活动 4 的例句，尝试造句，再进行同伴互查。

如学生学有余力，教师可以请学生课外自行查阅其他有关悬铃木的数据信息，并在课堂中进行造句讲解。

4 An introduction Introduce the plane tree^① to your deskmate according to the information below.

Leaf length: 10–24 centimetres

Height: up to 40 metres

Trunk width: up to around 1.3 metres

e.g. The plane tree can grow up to 40 metres tall.

① plane tree 悬铃木

93

参考答案

4

(Answers may vary.)

- (1) The leaves of the plane tree are/measure ten to twenty-four centimetres in length.
- (2) The trunk of the plane tree can reach a width of about one point three metres.

评价建议

教师可根据学生完成每个活动的情况，随时调整教学进度和方式。如感到学生对这一语法点的形式掌握得不够好（如混淆分数中分子和分母的形式），教师可以提醒学生关注文本中不同类型的数词，提高学生的语法形式意识，并结合一些针对性的笔头语法练习，提高学生语法使用的熟练度。最后，通过学生完成活动 4 的表现，评价学生对此语法点的掌握程度。

Section D Trees and me

>> Writing

子话题说明

写作板块围绕“树与我”(Trees and me)这一子话题展开,学生以博客的形式描述自己的扩绿、护绿的经历和心得体会。

D1

- 语篇说明:**这篇写作范文延续了口语板块的语篇情境,是王一鸣加入Friends of Trees社团,参加完社团的活动后写的一篇博客,讲述了他的志愿者经历以及自己的心得体会。D1的指令语既解释了写作范文的文本类型,同时也引发学生思考——人们为何要撰写博客。
- 写作策略:**本单元写作策略是掌握经历分享类博客的写作范式和内容要素(Writing a blog)。学生需要理解有关经历分享的博客主要内容集中在与读者分享自己的经历、感想、感受和观点等。
- 教学要点:**D1的活动定位是写前思考。教师引导学生先通过快速浏览范文内容,关注范文写作目的(回答D1中的问题),再展开后续的写作策略准备。
- 教学建议:**如学生需要更多帮助理解范文,教师可以用提问的形式引导学生观察博客的结构,尤其是每一段落的时态使用,帮助学生获取关键信息。如:
 - ① What did Wang Yiming do as a volunteer?
 - ② What does he think of planting trees? Why?
 - ③ What did he promise himself?
 - ④ What does he hope?

D2

- 教学要点:**D2的活动定位是写前准

D Trees and me >> Writing

You want to write a blog post about your experience of helping trees.
D1 Think Read Wang Yiming's blog post. Why did he write this?

TEEN SKILL Writing a blog
A blog is like a public diary. It shares the writer's experiences, thoughts, feelings and opinions with others.

D2 Prepare How does Yiming organise his blog post? Match the paragraphs to their main ideas.

Paragraph 1 _____	A Why he wrote this blog
Paragraph 2 _____	B What he has learned from his experience
Paragraph 3 _____	C Why he became a volunteer
Paragraph 4 _____	D What he did for/with trees

94

备。教师组织学生细读范文,找到与表格右侧A—D四个内容要点对应的段落。通过分析范文内容结构,提高学生的写作结构意识。

- 教学建议:**教师可根据学情决定是否安排更多练习,如圈出D1范文中每个段落中的关键句,并加以分析。

参考答案

D1

(Answers may vary.)

To share his experience in helping trees as a volunteer and call on more people to join Friends of Trees to do something for trees.

D2

Paragraph 1: C Paragraph 2: D Paragraph 3: B Paragraph 4: A

D3

- 教学要点:** D3 的活动定位是写前构思。教师引导学生根据话题,结合给出的框架结构开展头脑风暴,确定 3—4 个行文要点,并以草稿的形式列出一些相关语言表达。
- 教学建议:** 教师可根据学情,酌情提供相关内容的语言支架,特别是范文中未提及的其他志愿者活动(参考“补充资料”)。

D3 Plan Plan your writing.
What I did for/with trees: _____
What I have learned: _____

D4 Write Write your blog post.

D5 Check Check your blog post. Pay attention to its organisation.

Update my to-do list

Share your blogs in pairs and revise each other's posts.

95

补充资料**Useful expressions****1. Experiences**

- I listened to a speech on [topic].
- I visited [place].
- I updated the posters about [topic] in [place].
- We took care of the trees in [place].

2. Thoughts

- ... because trees keep us cool in the sun.
- ... because trees make our neighbourhoods quieter.
- ... because trees help fight climate change.
- ... because trees stop soil from washing away.

3. Decisions

- After learning about the importance of trees, I promised myself that I would always recycle paper instead of throwing it away.
- After seeing the beauty of a small forest, I decided to spread awareness about the benefits of trees to others.

4. Suggestions

- We can plant more trees and create a healthier environment for everyone.

- We can clean up parks and forests to make them better homes for trees and animals.
- We can reduce our carbon footprint and protect trees from the effects of climate change.
- We can educate others about the importance of trees and inspire them to take action.

D4

- **教学要点:** D4 的活动定位是写作。教师请学生基于前期的写作准备, 在提供的写作文本框内完成写作。
- **教学建议:** 教师可根据学情决定是否给学生更多写作提示词。如: “Last week, I took part in ..., I felt it was ..., After doing this, I promised myself that ..., I hope we can ...”。

D5

- **教学要点:** D5 的活动定位是写后检查。教师引导学生参照 **TEEN skill** 栏目的写作策略要点提示, 检查自己的作文初稿并修改, 有意识地养成写后自查的习惯。
- **教学建议:** 教师可整理学生的常见错误, 全班一同找错误、修改, 帮助学生掌握经历分享类文本的结构, 再请学生自查自己的习作, 同伴交换检查是否有遗漏或误批改。

Update my to-do list

- **教学要点:** 教师请学生以对子活动形式, 分享彼此的博客。教师为学生提供针对本课写作任务的个性化评价量表, 请学生对照此表评价自己的任务完成情况, 并结合同学评价和教师点评, 思考改进方案。

可从内容、结构和语言三个维度进行评价。内容上需包含自己为树木所做 / 所参与的和树木相关的事, 以及自己从中学到了什么等内容; 结构上须遵循经历、感悟、写作原因的顺序进行写作; 语言上需正确使用时态。

>>Discovery

板块内容说明

探索发现板块介绍了中国、巴西、法国三个国家正在采取不同的方式护林或进行人工造林。学生通过阅读语篇和对比思考，拓宽主题意识，提高扩绿、护绿的责任感。

• **语篇说明：**第一则短文介绍了中国的“绿色长城”。第二则短文介绍了巴西的亚马孙保护区计划。第三则短文介绍了法国的巴黎气候行动计划中的一项活动。

• 更多信息：

(1) 1978年11月，“三北”防护林工程正式启动，规划时间长达73年，规划总面积达406.9万平方公里，在国内外享有“绿色长城”之美誉。这项造林工程修复了中国北方脆弱的生态环境，是世界上最大的植树造林工程。

(2) 巴西于2002年建立了亚马孙保护区(ARPA)计划。该计划是与世界自然基金会(WWF)和其他机构合作创建的，是世界上最大的热带森林保护倡议。现在，在成立二十多年后，ARPA继续在保护这片宝贵的热带雨林、保护生物多样性、减少森林砍伐和支持当地生计方面发挥着重要作用。

(3) 2022年，巴黎市长宣布，希望通过种植共7万棵树并将车道数量从4条减少到3条，以将该市35公里长的环形公路从“灰带”转变为“绿化带”。

• **教学建议：**教师可根据学情，灵活选用不同的方式来激发学生对不同国家采取的护林或造林措施的兴趣和思考。

(1) **预测：**组织学生读前观察三则短文的标题，并阅读每段第一句话，预测与主题相关的信息，激发学生的兴趣。如：

① Is the Great Green Wall a real wall?

Discovery

Take action! Now or never!

China and the Great Green Wall

China is building another “Great Wall”. People are planting lots of trees in a project called “the Great Green Wall”. The “wall” is very long — it stretches^① nearly from one side of the country to the other! People there are planting trees to stop the sand from turning everything into a big desert. The project has been very successful so far — billions of trees have been planted! It's the biggest tree-planting project in history.

Brazil and the ARPA programme

The Amazon Region Protected Areas (ARPA) is a programme that aims to save the Amazon Rainforest by protecting a large area of land. It is still continuing, and the government promises to take good care of the protected areas and make sure people understand why it's important to protect the environment. They want to stop people from cutting down too many trees.

France and an island of coolness

Paris is a city that gets very hot in summer, and the government has a plan to make it cooler. The plan is to plant some small forests near important places in the city. These forests will have groups of trees in places where people walk a lot and where it's more peaceful. The trees will be pretty and will also help make Paris cooler during the hot summer months.

Read and think What actions are these three countries taking to help trees?

① stretch 延伸；绵延

96

② What does ARPA stand for?

③ Is Paris a cool island?

(2) **理解：**请学生阅读短文，通过问题引导学生发现不同的国家分别采取了哪些措施，以及实施原因。如：

① Why is China building another “Great Wall”?

② How will trees help Paris?

(3) **思考：**鼓励学生基于文本信息，展开思考，推断更多文本以外的信息。如：

① What challenges might China face in keeping the Great Green Wall project going? (*China might face difficulties like making sure the planted trees stay alive and grow, managing water for watering them, fixing soil problems, and keeping people involved and supportive of the project for a long time.*)

② How does the Great Green Wall project compare to the original Great Wall of China? (*The original Great Wall was*

built for defence, while the Great Green Wall is about saving the environment. The Great Wall is huge for protecting against invasions, and the Great Green Wall is also huge, but it's about stopping deserts from spreading.)

- ③ What might the government do to make sure the ARPA programme works well? (*The government might do things like making strict rules against cutting down trees illegally, using technology to watch for and stop deforestation, helping local people find sustainable ways to make a living, and working with other countries and groups to support the programme.*)
 - ④ What problems might the government face in putting the plan to plant small forests into action? (*The government might find it hard to pick good spots for the forests in such a busy city, deal with planting and looking after trees in town, get enough money and help for the project, and make sure everyone supports the idea.*)
- (4) 拓展：教师可自行寻找有关中国的“绿色长城”、巴西的亚马孙保护区计划、法国的巴黎气候行动计划的视频，或鼓励学有余力的学生自行寻找一些其他国家的护林或造林措施，在课堂上分享，以提高学生保护树木的责任感。参考问题：
- ① What do you think are the best ways to protect forests or plant trees? Why?
 - ② Does your school take any action to protect trees on campus?

Section E Trees around us

>>Project

子话题说明

项目探究板块围绕“我们身边的树木”(Trees around us)这一子话题展开。学生通过“制作树木介绍卡片”这一形式，结合本单元所学，通过小组合作，统计自己学校里树木的种类并收集相关树木的信息，选择其中一种树木，制作一张树木介绍卡片，在活动中了解身边的树木，进一步理解树木对人类的意义，形成保护树木与自然的意识。

教学提示

- **教学要点：**教师引导学生讨论回顾单元各板块内容，引发对单元大问题的深层思考。学生分小组进行校内实践活动，以自己的学校为背景，寻找校园内树木的种类，并以小组为单位，选择某一种树木类型，通过书本、网络等搜集该树木的相关信息，围绕树名(name)、起源(origin)、历史(history)、外表(look)、生长环境(natural habitat)、用途(use)等方面制作树木介绍卡片，并配上相关树木的图片。在此基础上，学生将小组制作的树木介绍卡片介绍给班级同学，并告诉同学自己能为该树木做些什么。

Update my to-do list

- **教学要点：**教师给各组提供课内外展

E Trees around us ➤> Project **Unit 6**

Making a tree card

To help people better understand the trees around us, let's choose a tree and make a tree card.

Step 1 Prepare In groups, find out how many types of trees there are in your school.

Step 2 Create a tree card For each group, choose one kind of tree, dig out some facts about it and complete the card.

(Stick a picture of your tree friend)

Name: _____
Origin: _____
History: _____
Look: _____

Natural habitat: _____

Use: _____

Step 3 Share Introduce your tree friend in class and say what you can do for it.

I'm ginkgo.
I'm from China.
I have lived on this planet since ancient times.
I can be as tall as 40 metres.
I can survive in cold weather.
In autumn, my leaves turn from green to yellow.
People often use me in traditional Chinese medicine.

Update my to-do list [] [] [] [] []

In groups, make a tree card and hang it on the tree.

97

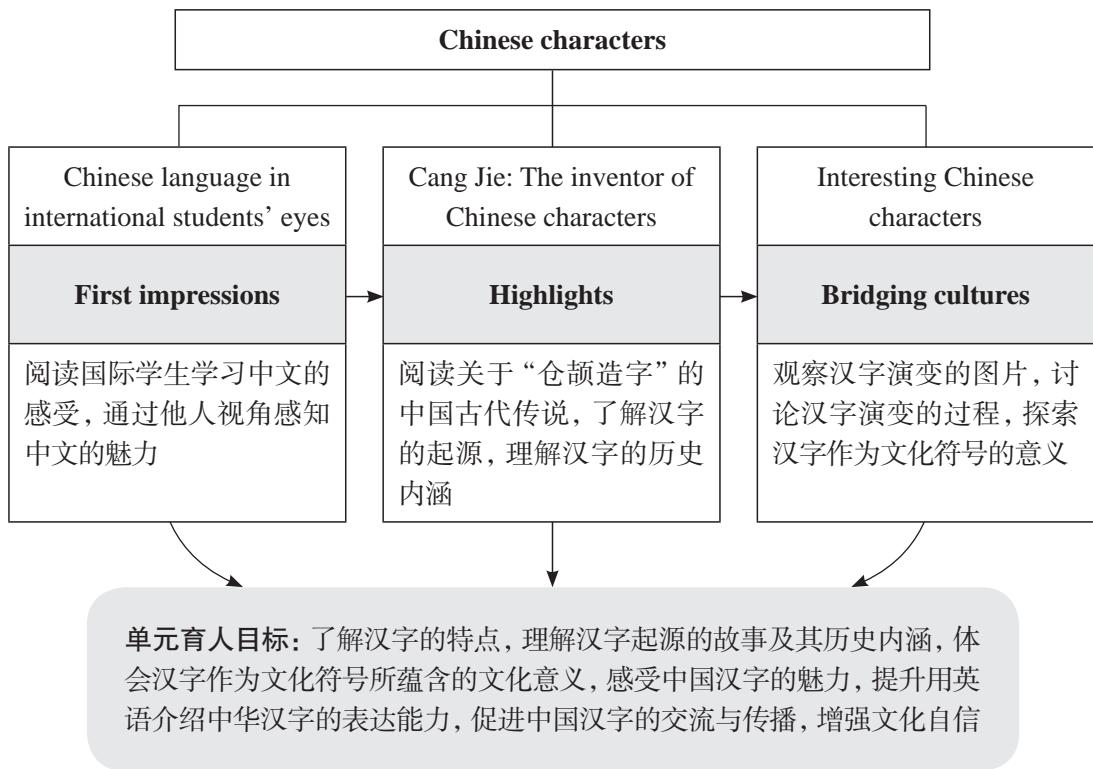
示树木介绍的机会，可让学生将卡片挂在校园相应的树木上展示。鼓励学生综合运用本单元前序板块所学的语言知识和技能进行表达和展示。汇集各组学生的讨论结果，形成班级树木日志并通过班级群或公告板等方式展示。

教师设计树木介绍卡片展示的评价表，组织学生从内容、语言和效果三方面给同伴打分。介绍卡片的内容需要包括图片、树名、起源等信息，并要求正确运用所学语言，布局合理，视觉效果吸引人。

Culture corner

Exploring China: Chinese characters

单元内容结构图 (Structure of the unit)



单元目标 (Unit objectives)

阅读有关学习中国汉字的语言材料，了解汉字的特点；阅读有关汉字起源的传说故事，理解汉字的历史内涵；观察汉字演变的图片，体会汉字演变的过程及蕴含的文化意义，提升向国际社会讲述汉字起源及其演变过程的能力，向世界展现汉字的独特符号意义。

First impressions

板块内容说明

本板块呈现了三位国际学生学习中文的感受，从中文的拼音、声调和字形结构等方面，引导学生认识汉字的独特魅力。



这句话出自于美国当代汉学家史景迁。译文为“对中国人来说，汉字不仅仅是一个代表声音或思想的符号，而是有其自身形式、美感和意义的。”这句话强调了汉字本身具有独特特点，而不仅仅是传递信息的工具。教师在教学中可引导学生分享学习汉字的经历，发现汉字的独特魅力。

- **语篇说明：**教材上呈现的是三位国际学生分享各自学习中文的经历，表达了自己的学习感受。语篇通过对比和举例，突出了汉字的特点。

第一位提到学习汉字从学习拼音开始，强调了拼音的重要性以及在智能化输入中的用途。

第二位提到了中文声调学习的困难，列举了中文的四种声调，分享了声调的优美。

第三位讲述了对汉字结构的看法，通过举例“大”这个汉字，提到用联想的方法来理解汉字的意义。

- **教学要点：**教师组织学生从外国友人对中文汉字的认识和看法出发，探讨汉字的特点，分享有关汉字的故事以及其背后的意义等，激发对该话题的兴趣，扩充主题相关词汇并拓展背景知识。

- **教学建议：**视学情需要，教师可以通过

Culture
corner

Exploring China: Chinese characters

To the Chinese, the written character is not just a symbol representing a sound or an idea, but an object with its own form, beauty and significance.

— Jonathan Spence

First impressions

It's 20 April, the International Chinese Language Day. Some international students are sharing their Chinese-learning experiences.

It's a good idea to start from pinyin. Pinyin is the sound of the Chinese characters. It uses the same letters as we use in English. You can use pinyin to type in Chinese on your phone or computer.

Tones can be difficult! There're four tones in Chinese putonghua: the level tone, the rising tone, the fall-rise tone and the falling tone. Learning tones is like learning to sing.

Chinese characters are like pictures. With active imagination, you can think of stories about them to help remember their meanings. For example, the character “大”(meaning “big”) looks like a tall person spreading out his arms and legs.

Highlights Read and think: Where did Cang Jie get his ideas of new character writings?

Cang Jie: The inventor of Chinese characters
According to legend, Cang Jie, an official historian of the Yellow Emperor, invented Chinese characters.



Before the inventions of characters, ancient people knotted ropes to remember things. Cang Jie wanted to create a style of writing. It was said that he got ideas from the tracks of animals. He was told by a hunter that different footprints belonged to different animals. Cang Jie believed that if he could turn every single thing on the Earth into a single painting, writing would become possible.

From that day on, Cang Jie observed everything very carefully, such as the tracks of birds, animals, insects and fish, and the shapes of grasses and trees. He then drew different symbols and gave meanings to each of them. This is how the characters were invented.

Explore Collect more stories about Chinese characters and share them with your classmates.

98

提问引发学生开展深层次的思考。如：

- ① Can you name some Chinese characters looking like pictures? How are they like?
- ② Can you share some legends or stories about Chinese characters in class? What do you know about them?
- ③ Can you introduce some famous Chinese calligraphers? What do you know about them?
- ④ How do you find learning Chinese and learning English different to you?

鼓励学有余力的学生尝试用英语分享中文学习的经历和感受、有关汉字的故事和书法家等等，并可以组织这部分学生就某个话题进行深入讨论。对于需要更多帮助的学生，可以用中文谈论自己对中文汉字的认识，并可以组织小组合作，让学生在小组内互相学习和交流。

Highlights

板块内容说明

本板块通过一则有关仓颉造字的神话传说，介绍了汉字的起源，展现了汉字独有的历史内涵。

- **语篇说明：**该语篇是一则神话传说，描述了仓颉通过观察自然万物，形象地创造出对应的汉字的故事，展现了古代中国人的智慧、汉字结构的生动以及历史内涵。
- **教学要点：**教师从图片和标题入手，引导学生调动已知，猜测语篇内容，如“What material did he write on?”“How did he write?”等，鼓励学生进行小组讨论并分享，然后带着问题去阅读文本，查找文中细节信息，可设计图表让学生填空。最后，鼓励学生按照图表信息进行复述。另外，教师还可以提出更深层次的问题，如：

- ① What do you learn from Cang Jie?
- ② Do you know any other stories about the invention of Chinese characters?

如学生需要帮助，教师可再增加一些句型和短语提示词；如果学生接受程度较好，教师可以鼓励他们自由表达。

参考答案

Highlights

Read and think

He got ideas from the tracks of animals. A hunter told him that different footprints belonged to different animals, so he tried to turn every single thing on the Earth into a single painting.

Bridging cultures

板块内容说明

本板块呈现了有关常见汉字演变过程，通过注释和图片，引导学生直观地理解汉字的结构，思考汉字的历史内涵和文化意义。

- 语篇说明：**教材上呈现的是六幅图片以及六段介绍类短文，直观生动地呈现了六个汉字的演变过程，对应的短文说明了其结构和含义。
- 教学要点：**教师组织学生观察图片，直观地认识并思考汉字的构造及变化过程，并分享自己的思考。再通过细读文本内容，引导学生梳理归纳汉字的结构特点。最后，引导学生结合学习汉字的经历，分享有趣的汉字的结构和意义，提升向国际社会讲述汉字起源及其演变过程的能力。
- 教学建议：**如学生接受程度较好，教师可就当前的问答提出分析、创造、拓展性的问题，如：

- ① Why does “木” mean a tree?
- ② Why does “月” mean the moon?
- ③ What do these Chinese characters

Bridging cultures

Lu Yao went on an educational visit to Greenway School in the UK for a week. She prepared some pictures of Chinese characters to share with her British friends.



This is a basic Chinese character. It means a person. It started out as a picture of the sideways^① view of a person.



This is another basic Chinese character. It means a tree.



This is a compound character 休 (xiū), “to rest”. It is made up of two parts: 亼 (rén), “person”, and 木 (mù), “tree”. It means a person resting in the shade of a tree.



This Chinese character shows the Sun. It also started out as a picture of the Sun.



This character means the moon.



This is a compound character 明 (míng), “bright”. It is made up of two parts: 日 (rì), “the Sun”, and 月 (yuè), “the moon”. The two bright objects together give the meaning of “brightness”. It is also used in words like 明天 (míng tiān), “tomorrow”.

Explore Find more interesting Chinese characters and introduce them to your classmates.

Word bank

character 文字

knot ropes to remember things 结绳

tone 声调

記事

official historian 史官

compound character 合体字

the Yellow Emperor 黄帝

① sideways 往（或向、从）一侧；侧面朝前

99

have in common?

- ④ Can you list more interesting Chinese characters? Why do you think they are interesting?

补充资料

The UN Chinese Language Day

The UN Chinese Language Day is celebrated annually on 20 April to remember Cang Jie, who was the inventor of Chinese characters. On that day, children who are interested in Chinese language will do activities like exploring Chinese character history, and learning Chinese fan dance.

The UN established language days for Arabic, Chinese, English, French, Russian and Spanish to promote the culture exchange, as well as the use of all six official languages throughout the organisation.

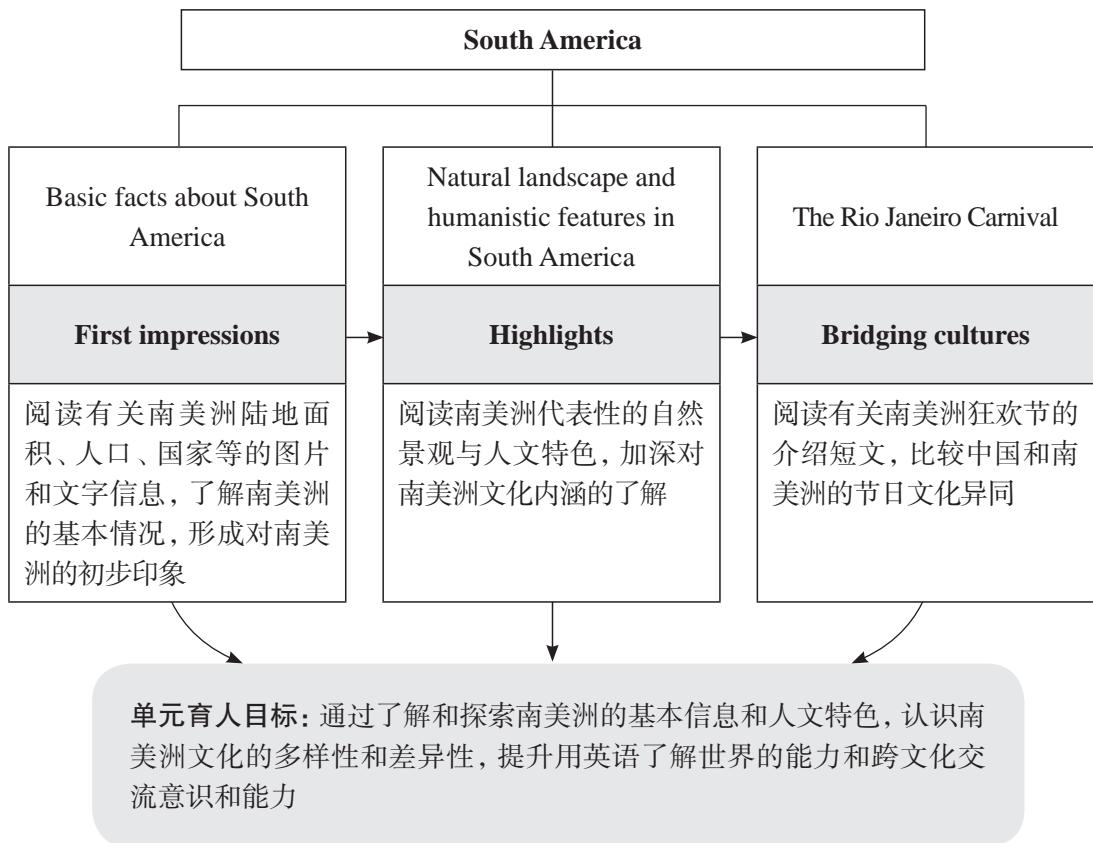
评价建议

在本板块的分享环节，学生可灵活运用所学文化知识、语言知识（词汇、功能句式）和口语交际策略等，给出自己的回答。教师可根据学生的任务完成情况，随时调整教学进度和方式。如学生在表达输出时需要更多帮助，教师可以提供一些支架，如有关汉字的词汇表达、句型或文化知识等内容。教师也可结合一些笔头练习，鼓励学生自主搜集信息，提高其表达的正确性和流畅度。

Culture corner

Exploring the world: South America

单元内容结构图 (Structure of the unit)



单元目标 (Unit objectives)

阅读有关南美洲概况、著名景观和饮品、狂欢节介绍等语言材料，加深对南美洲的认识，掌握南美洲特色文化的相关英语表达，以跨文化视角比较中国与南美洲国家的文化异同，探索南美洲文化的多样性，提升文化包容性和用英语了解世界的能力，培养跨文化交流的意识和能力。

First impressions

板块内容说明

本板块以图文结合的方式，介绍南美洲的基本信息，呈现南美洲的基本概况，帮助学生激活自身对南美洲文化的背景知识，调动他们对南美洲文化主题的兴趣，把握该文化主题的基本情况。

- **语篇说明：**语篇通过信息卡的方式简要列举了南美洲的人口、语言、面积、最大的国家等关键信息及境内安第斯山脉和亚马孙雨林，以一般现在时来表述事实，以最高级（largest, longest）及数字等直观呈现了南美洲概况。
- **教学要点：**教师可以鼓励学生先讲述自己对南美洲的了解，然后对照教材文本。也可以引导学生先阅读文本，之后补充自己对南美洲的认识。这样，一方面能激活学生的南美洲背景文化知识，另一方面帮助学生积累关于南美洲的英语表达。

- ① How much do you know about South America?
- ② What other interesting facts do you know about South America?
- **教学建议：**如学生需要帮助，教师可以先用中文介绍关于南美洲的背景知识，

Culture
corner

Exploring the world: South America

First impressions

South America
Population: about 434 million
Languages: Spanish, Portuguese, etc.
Area: 17,840,000 km²
Largest country: Brazil



South America is the fourth largest continent in size and the fifth largest in population. It has the world's longest mountain range, the Andes Mountain Range and the largest natural tropical rainforest in the world, the Amazon Rainforest. Some countries, such as Brazil, Argentina, Bolivia, Chile, Peru and Venezuela lie on this continent of South America.

Highlights Read and think: What is South America famous for?

The Amazon River

The Amazon River is the world's second longest river. It is the lifeline^① of the rainforest and most of its water comes from the snow melted in the Andes of Peru. It has the largest water volume^② of all rivers in the world.



Galápagos Islands

The Galápagos Islands are famous for their unusual animals. These animals helped Charles Darwin to develop his theory of evolution^③. The islands remain a living laboratory for scientists today.



Coffee

With its mix of high mountains and humid forests, South America has the perfect climate for growing coffee beans. Today, South America produces about 60% of the world's coffee.



① lifeline 生命线 ② volume 容量：量 ③ theory of evolution 进化论

100

补充资料

Interesting facts about South America

- There are more than 10 countries and regions in South America, such as Argentina, Brazil, Chile, Colombia and Peru.
- La Paz is the highest national capital in the world. Many visitors who fly to La Paz will need some days to adjust to the higher elevation.
- Brazil is the largest country both by population and land area. Brazil is home to more than 200 million people.
- The continent is also where you can find the tallest waterfall in the world, Angel Falls in Venezuela, which has a height of more than 900 metres.

- The Amazon Rainforest is the world's most biodiverse place, and that's why it needs to be protected.
- There are many natural resources in South America. Gold, silver, iron, and petroleum are just some of the valuable resources that can be found on the continent.

Highlights

板块内容说明

本板块含两篇介绍性语篇，从四个方面体现了南美洲的自然景观和人文历史特色。

- **语篇说明：**四个介绍性的语篇分别呈现亚马孙河、加拉帕戈斯群岛、咖啡、南美音乐与舞蹈等南美洲的世界自然或文化遗产和文化特色。
- **教学要点：**教师引导学生阅读图片和文本，提取关键信息，加深对南美洲文化的了解，再引导学生整合信息进行完整的描述。在此基础上，教师还可以有所拓展，比如让学生尝试介绍自己所了解的其他南美洲的自然风光和特色文化，如“Do you know any other famous sites, local products, or cultural features in South America? If so, could you share the story of them?”。教师还可引导学生搜索更多南美洲的特色，仿照文本进行拓展写作练习。语言学习方面，教师可教授与自然景观、特色文化相关的词汇，如 lifeline, be famous for, unusual 和 produce 等，帮助学生丰富主题词汇。
- **教学建议：**教师根据学生的实际情况进行调整，以确保每个学生都能在原有基础上得到提升。针对有困难的学生，教师可以通过填空、连词成句、配对、简单的问答等形式帮助其理解文本内容。如果学生在口头输出或笔头输出环节有困难，教师可以给出内容和语言的支架。针对学有余力的学生，教师可以引导学生绘制思维导图，帮助学生整理和组织信息，并模仿文本结构，进行简单的段落或短文写作。对于文化知识背景比较丰富的学生，教师可鼓励他们主动分享对南美洲自然风光和特产的了解。如学生需要更多帮助，教师可指导他们课后查阅相关资料，以小组合作的形式分享。

参考答案

Highlights

Read and think

(Answers may vary.)

- (1) South America is famous for the Amazon River. It is the second longest river in the world.
- (2) South America is famous for Galápagos Islands because there are a lot of unusual animals on it.
- (3) South America is famous for coffee because South America produces about 60% of the world's coffee.
- (4) South America is famous for music and dance, such as mambo and cha cha.

Explore

(Answers may vary.)

Chocolate bar

It is one of the most popular Colombian foods in South America. They are hard and dark chocolate bars. People can melt them in water or milk to make Colombian hot chocolate. They do not taste the same as chocolate bars from other countries.

补充资料

More famous sites in South America

Easter Island

Easter Island, also known as Isla de Pascua or Rapa Nui by Spanish and Polynesian, is one of the most charming sites on Earth. It is famous for its enigmatic giant stone figures. The Moai were built centuries ago, but continue to remain a mystery and our only link to the demise of this isolated Polynesian culture.

Machu Picchu

Hidden within the Peruvian mountains, this Incan Empire remained a secret for ages and now is one of the continent's best known archaeological sites.

While some travellers choose a train ride to enjoy the view in comfort, others choose to hike along the original Inca Trail and after several days are delighted by the ruins that dot the terraces. But for all, a tremendous sense of wonder for ancient society can be felt.

The Andes Mountains

The Andes Mountains are the longest mountain range in the world, with a total length of approximately 8,900 kilometres, belonging to the southern segment of the Cordillera mountain system in the Americas. The Andes Mountains run through the western part of the South American continent, consisting of parallel arranged eastern, central, and western mountain ranges. The Amazon River originates from here. In the Andes, there are world-famous peaks such as Mount Aconcagua.

Bridging cultures

板块内容说明

本板块以林东分享自己参与学校巴西足球之旅的经历为情境，介绍了巴西狂欢节的时间、地点和活动等，帮助学生了解南美洲狂欢节文化，比较中国和南美洲的节日文化异同。

- 语篇说明：**该语篇呈现了巴西狂欢节的时间、地点和活动等节日信息，介绍了巴西狂欢节的概况。学生了解南美洲狂欢节文化，比较中国和南美洲的节日文化异同。
- 教学要点：**教师组织学生通过KWL的阅读策略了解巴西狂欢节的文化，如“What do you know about carnival in Brazil?”“What do you want to know about this carnival?”“What have you learned from the texts?”等。在完成文本学习后，教师可以组织学生将巴西狂欢节与中国节日的异同进行比较，从而增进对不同节日文化的理解和尊重。
- 教学建议：**如学生缺乏相关语言储备或背景知识不足，教师可补充文化词汇的中文注解，帮助学生借助文本了解狂欢节。如学生接受程度较好，教师可组织拓展学习和跨学科主题实践活动，鼓励学生通过查阅相关资料或

Music and dances

Traditional South American music and dances have long been at the core^① of Latin culture. Some of the most iconic^② dances and musical styles in South America are: the Cuban salsa, mambo, rumba and cha cha, the Brazilian samba, and the Argentine tango.



Explore Discover more cultural highlights in South America and share them with your classmates.

Bridging cultures

Lin Dong is back from a week-long school football trip. He has visited Rio de Janeiro in Brazil during the Carnival. He's now giving a speech to his classmates about his experiences.

Every year for a week in February or March, you may find carnivals all over Brazil.

A carnival is a public festival. The Rio de Janeiro Carnival is one of the most colourful and important carnivals in Brazil and one of the largest in the world. Samba dancers dress themselves in colourful feathers. People join street parades^③, watching Rio's best Samba schools' plays and dancing to the drums. Some people also go to street parties to celebrate.

Explore Compare them with traditional festivals in China. Share your findings with your classmates.

Word bank

South America	南美洲
Brazil	巴西
Andes Mountain Range	安第斯山脉
Argentina	阿根廷
Bolivia	玻利维亚
Chile	智利
Peru	秘鲁
Venezuela	委内瑞拉
Galápagos Islands	加拉帕戈斯群岛

Charles Darwin	查尔斯·达尔文
salsa	萨尔萨舞
mambo	曼波舞
rumba	伦巴舞
cha cha	恰恰
samba	桑巴
tango	探戈
Rio de Janeiro	里约热内卢
carnival	狂欢节

① core 核心 ② iconic 标志性的 ③ parade 游行

101

观看相关视频来进一步了解巴西狂欢节，以及南美洲其他主要节日。学生分小组制作小报，在班级内进行分享。

- ① What else do you know about festivals in South America?
- ② Have you visited any other countries in South America? How much do you know about them?

参考答案

Bridging cultures

(Answers may vary.)

In Brazil, the Carnival is one of the most popular and important festivals. It makes me think of the Spring Festival, the most important festival in a year in our culture.

During the Brazil Carnival, people dress themselves in colourful feathers. Most people join a street parade. During the Spring Festival, Chinese people will also wear new clothes on the first day of the new year. It means a fresh start. Other things are different. Families clean their homes to sweep away bad luck and welcome good luck. Also, there is a tradition to visit relatives and friends and exchange greetings and gifts.

补充资料

Tango Festival, August

Tango is a beloved dance in Argentina, and this festival celebrates what the dance means to Argentinians. The World Tango Championships is a newer but still very exciting cultural festival taking place in Buenos Aires, Argentina every year. The festival is during the last two weeks of August, and is filled with hundreds of events hosted throughout the city, attracting the very best tango dancers from all over the world.

Cold Food Festival

It is celebrated by Paraguayans five days before New Year's Day. Cold Food Festival has its special origin. Many years ago, the Paraguayan people engaged in a deadly battle with Spanish colonizers. An army ran out of ammunition and food five days before the New Year, but they persisted until New Year's Day. After reinforcements arrived, they finally repelled the Spanish colonizers. So people started celebrating victory and celebrating the New Year on the occasion of New Year's Day. During the five days leading up to New Year's Day, no one is allowed to start a fire to cook, and only cold milk and other foods can be eaten. It is not until the New Year bell rings that people start cooking and celebrating the New Year.

Mother's Day

It is a special holiday in Argentina. The indigenous Quechua people living in the mountainous areas of Tucumán Province hold a celebration on 28 September every year to appreciate Mother Earth. On this day, there are a variety of colourful activities, with people dressed in festive costumes. Women stick various bright coloured flower paper on their faces and bodies, while men use starch to make a paste and apply it to their faces. Everyone beats the drum and sings. People gather around an elderly woman dressed up as a land mother and sing in unison, "Land mother, help me, give me happiness, give me joy."

评价建议

在本单元的分享环节中，学生可灵活运用所学文化知识、语言知识（词汇、功能句式）和口语交际策略等，分享不同南美洲城市的文化特色。教师可根据学生的任务完成情况，随时调整教学进度和方式。如学生在表达输出的时候有困难，教师可以提供一些支架，如有关南美洲国家或城市地理特征、人文历史、民俗风貌、交通方式、饮食文化等主题框架和常用词汇句型以及文化知识内容。教师也可结合一些笔头练习，鼓励学生自主搜集信息，提高其表达的正确性和流畅度。

Literature corner

单元内容说明(About the corner)

板块	选篇	作者
A chapter to start with 名著节选	<i>Heart</i> (The chimney-sweep)	Edmondo De Amicis
A scene to act out 戏剧选段	<i>Emil and the Detectives</i>	Erich Kästner
A poem to savour 诗歌品读	<i>Nature Is</i>	Jack Prelutsky

单元目标(Unit objectives)

- ▶ 能通过阅读儿童文学名著的章节，提升阅读文学作品的兴趣，领悟故事中蕴含的价值观
- ▶ 能通过制订整本书阅读计划，尝试阅读有配图的整本书或文学名著简写本，坚持阅读并整体理解主要内容，养成整本书阅读的习惯
- ▶ 能在教师帮助下，通过听读 / 角色扮演 / 短剧表演的形式演绎儿童文学名著的经典对白片段，把握角色性格特征，感受文学经典的魅力
- ▶ 能通过诵读一首儿童诗歌——*Nature Is*，理解诗歌大意，品味诗歌的韵律
- ▶ 能通过文学角的学习，提升课外阅读的兴趣，扩充课外阅读量

A chapter to start with

- 语篇说明：本文是意大利作家埃德蒙多·德·亚米契斯所著《爱的教育》的节选《扫烟囱的孩子》。《爱的教育》是一部经典儿童文学作品，以日记形式记录了小男孩恩里科一年的生活。本书以孩子的口吻和笔触，描绘了家庭、学校和社会生活，传达了互相尊重、珍视友情和努力的意义。

【节选情节提要】选段是小男孩恩里科在11月1日的日记，描绘了一个感人的场景。恩里科到达女子学校时，看到校门对面一个扫烟囱的小男孩在哭泣。男孩在工作中赚到的三十分钱从口袋的洞里掉了出去，因而感到非常害怕，担心回家后会被主人打。了解到他的困境后，更多的女孩，包括来自不同社会阶层的学生，纷纷聚集过来，决定筹款帮助他。这一节选通过展现儿童们的善良和无私，凸显了团结互助的精神。

【文本分析】在这段文字中，作者通过生动的细节和对比手法展现了人们善良与团结的精神。his face completely black 和 crying 反映了他的辛劳和困境，使读者能够深切体会到他的无助。女孩们的反应展示了她们的同情与关爱。对女孩们语言的描写，如 “I have only two cents; let us work together.” “we shall certainly find thirty cents among the whole of us” “Amalia! Luigia! Annina! — A cent. Who has any money? Bring your money here!” 等，显示了她们的慷慨助人、积极行动和合作的精神。文本通过这些具体的行动、对话等细节展现了人性的善良，强调了关爱和团结的重要性，并传递了积极的道德教育信息。

- 教学要点：通过阅读名著节选，教师帮助学生培养整本书阅读的习惯。

语言方面，教师可指导学生开展自

Literature Corner

④ A chapter to start with



Heart is an 1886 children's story by the Italian writer Edmondo De Amicis. This book is written in a form of diary and is told by Enrico Bottini, an 11-year-old primary school student from an upper-class background who is surrounded^① by classmates from a working-class background.

In the excerpt, the girls left school and saw a chimney-sweep^② crying because he lost his day's money. What did they do to help him? Let's read and find out.

THE CHIMNEY-SWEEP

1 November

Yesterday afternoon I went to the girls' school building, near ours, to give the story of the boy from Padua to Silvia's teacher, who wished to read it. There are seven hundred girls there. Just as I arrived, they began to come out, all very happy at the holiday; and here is a beautiful thing that I saw: Opposite the door of the school, on the other side of the street, stood a very small chimney-sweep, his face completely black, with one arm resting against the wall, and his head supported on his arm, crying. Two or three of the girls of the second grade went to him and said, "What is the matter, that you cry like this?" But he made no reply, and went on crying.

"Come, tell us what is the matter with you and why you are crying," the girls repeated. And then he raised his face from his arm, — a baby face —, and said that he had been to several houses to sweep the chimneys, and had earned thirty cents, and that he had lost them, that they had fallen through a hole in his pocket, — and he showed the hole, — and he was too scared to return home without the money.

"The master will beat me," he said, crying, and again dropped his head upon his arm. The children stood and looked at him very seriously. All the while, other girls, large and small, poor girls and girls of the upper classes, with their books under their arms, had come up; and one large girl, who had a blue feather in her hat, pulled two cents from her pocket, and said, "I have only two cents; let us work together."

"I have two cents, also," said another girl, dressed in red, "we shall certainly find thirty cents among the whole of us"; and then they began to call out: "Amalia! Luigia! Annina! — A cent. Who has any money? Bring your money here!"

① surround 包围 ② chimney-sweep 剥烟清扫工

102

主阅读。可以引导学生理解一些文本表达的具体意义和情感，如 through a hole in his pocket and he showed the hole 等。鼓励学有余力的学生探索分析作者如何通过连续的动词增强故事的感染力。

文本内容方面，教师可通过提问、组织学生讨论等方式，引导学生理解文本的基本情节和人物关系。鼓励学有余力的学生进一步思考和探索，如：

- ① Why do you think the chimney-sweep was so afraid to go home without the money?
- ② How did the large girl with the blue feather in her hat influence the other girls?
- ③ Why is it important for people from different backgrounds to come together to help someone in need?

在此基础上，结合书上读后活动，教师指导学生规划整本书阅读并实施。

- 教学建议：教选段部分时，可以让学生先听或读一遍故事，然后分组讨论故事情节和

人物的行为。也可以让学生分组扮演故事中的不同角色，想象他们除了文中所描写的之外，还会有怎样的对话。通过角色扮演，让学生更直观地构想故事全貌，更深入地体会人物情感和行为动机。此外，组织学生通过课内学习这一选篇，激发阅读兴趣，预测故事后续进展，列出阅读计划，并开展课外阅读。为确保整本书阅读的效果，监测学生的课后阅读情况，可采用问题引导、阅读笔记分享、阶段性课前读后汇报等形式，鼓励学生坚持课外阅读并及时分享读后感。如学生课外阅读习惯差异较大，可组建班级阅读圈，用分享读书笔记、生词摘抄、情节探讨等方式，促进学生之间的交流与合作。

Organise my reading

When reading a story in a timeline, it is necessary to pay attention to the order of events and how they unfold over time. Understanding the timeline helps readers make sense of the plot, characters and the whole structure.

There are 10 chapters in *Heart*. Each chapter, written in a form of diary, represents a different month of the school year, and focuses on a particular character and their experiences during that month.

Read the diaries. Following the order of the chapters in *Heart*, make your own reading log. Put down anything that stands out to you.

My reading log				
Book title:	Author:	Chapter	Character	Storyline
Week 1	Introduction and October	Enrico	<ul style="list-style-type: none"> * the background of the story * Enrico's self-introduction * ... 	

My favourite part			
1	Chapter ____	Page ____	

Post-reading activities

Read the story. Answer the questions.

- 1 Who is your favourite character in the story? And why?
- 2 What messages do you think the author tries to convey through the excerpt?
- 3 Would you recommend this book to someone else? If so, who and why?

103

参考答案

Post-reading activities

(Answers may vary.)

1

My favourite character is the girl with the blue feather in her hat. She immediately helps the crying chimney-sweep by giving him her own money and encourages others to do the same. Her quick action and kindness show great leadership and care for others.

2

The author tries to show the importance of kindness and helping others. The girls' response to the chimney-sweep's problem highlights how empathy can lead to positive action. The story also shows how working together can solve problems and how even small acts of kindness can make a big difference.

3

Yes, I would recommend this book to people around me. It teaches important lessons about helping others and working together. The book shows how children can act with compassion and make a positive impact, which can inspire readers of all ages.

背景知识

• About the book: *Heart*

Themes	The book explores themes of love, friendship and respect, emphasising the importance of kindness, compassion, and empathy in everyday life. It also highlights the value of courage, perseverance, and the sense of duty and responsibility towards others.
Narrative style	It is straightforward and emotional, focusing on moral lessons through the experiences of school children.
Setting	The story takes place in late 19th-century Italy, primarily within a school and its surrounding community.
Characters	The main characters include Enrico Bottini, his classmates, teachers and parents, who all play roles in the moral and educational lessons throughout the story.
Reception	The story received praise for its heartfelt moral teachings and emotional impact, earning a lasting place in literature as a cherished educational and inspirational work.

• About the author: Edmondo De Amicis

Years of life	Born on 31 October 1846, in Oneglia, Kingdom of Sardinia (now in Italy) and passed away on 11 March 1908.
Career	Edmondo De Amicis started as a soldier and journalist, and eventually became a well-known writer. He wrote stories, poetry, novels, travelogues and essays.
Popular works	Edmondo De Amicis is best known for his book <i>Heart</i> (1886), and his other popular works include <i>The Italians in Australia</i> (1890) and <i>A Year in the School of Life</i> (1892).
Writing style	Edmondo De Amicis used clear, emotional language and vivid imagery to depict everyday life and deep human feelings.

A scene to act out

- 语篇说明：这是德国作家埃里希·凯斯特纳创作的一部著名儿童文学作品《埃米尔擒贼记》一书的简写对话版节选。

【节选情节提要】在这一选段中，埃米尔在银行揭露了小偷的真实身份。他指控小偷在火车上偷了他的 140 马克。小偷最初否认盗窃，指责埃米尔撒谎。然而，埃米尔展示了用来固定钱的别针，钱上确实有别针孔，证明钱是埃米尔的。埃米尔从小偷那里夺回剩余的 40 马克，小偷试图逃跑，但被埃米尔和其他孩子一起围住。小偷被送上了法庭。

【文本分析】该文本是一幕剧本，包含了小偷、埃米尔、银行出纳员、法官、警察等多名角色之间的对话和动作。故事情节明快，情节紧张，使得读者在阅读过程中始终保持高度的兴趣。选段语言生动活泼，对话紧凑，充满了孩童的纯真与机智，同时也传达了正直、勇敢和合作的价值观，体现了正义与勇气的主题。

- 教学要点：教师引导学生开展自主阅读，给学生设计不同的任务单。基于这一幕剧本，通过对话分析多个人物角色，如埃米尔、小偷和法官，帮助学生理解角色在情节中的作用。语言方面，注重对话中的表达方式，如埃米尔如何使用 pinholes 这一证据证明钱是自己的，这部分可以帮助学生学习如何表达自己的观点并证明自己的论点。教师可以组织学生分小组开展课本剧表演，通过角色扮演和讨论，更



Emil and the Detectives^① is a 1929 novel by the German writer Erich Kästner.

Emil is a hard-working student, the best in class. He lives in a small town in Germany. He lost his father at a young age and grew up alone with his mother. When school ended, Emil's mum sent him to live with her sister in Berlin for the holidays. On the train to Berlin, Emil fell asleep and he believed a strange man had stolen his money. He followed the man all the way to Berlin, where many boys and girls joined him to catch the strange man. The strange man went into a bank. Emil and his friends followed him closely all the way.

The thief: I ... Please change this.
Emil: Stop! Wait, Mr cashier^②, sir. The money's stolen.
The cashier: Stolen? What's that, little man?
Emil: That's my money, 140 marks^③, which he stole from me on the train.
The thief: What madness! That won't help. What a liar!
The cashier: Quiet! Be quiet! You'll first have to prove that it's really your money.
Emil: I swear^④.
The cashier: Sorry, but that's not enough.
The thief laughed aloud.
Emil: The money was held by a pin^⑤. There must be pinholes in those notes. Here are the pins that made them.
The cashier: He's right. There are pinholes.
Emil grabbed the remaining 40 marks from the thief.
Emil: He stole it from my pocket! Look at the pinholes.

① detective 犹探 ② cashier 出纳员 ③ mark 马克（原德国货币单位） ④ swear 发誓
⑤ pin 别针

好地理解人物的动机和行为，如埃米尔的坚定和聪明，小偷的狡猾和法官的公正。在筹备课本剧表演时，可以引入简单的法律知识，如法庭程序、证据的重要性等，让学生了解法律在维护正义中的作用。

- 教学建议：教师可以带领需要更多帮助的学生重点学习对话中出现的新词汇，如 whistle, passport, scar 等，可以通过制作词汇卡片或开展小组词汇比赛，帮助学生巩固新词汇。教师可以引导学生梳理分析戏剧的主要情节和细节信息。鼓励学有余力的学生写一篇短文，描述如果他们是埃米尔，在面对小偷时会怎么做。通过写作练习，培养学生的写作能力和逻辑思维。

The thief tried to run away from the bank.

The cashier: Stop him!
 Emil: Stop him!

The cashier blew the whistle. All the children surrounded the thief and he was arrested^①.

In the court^②.

Judge: What's your name?
 The thief: Schulze.
 Emil: Schulze? At the hotel he said his name was "Grundels".
 Police: He carried two passports. One under the name of "Kiesling" and the other one under the name of "Markus".
 Judge: I wonder what his real name is.
 A boy: He's got as many names as you've got hairs.
 Judge: Take that hat off!

The thief was reluctant^③.

Police: Didn't you hear him? Off with the hat!
 Judge: Your scar seems quite familiar. I think I can recognise this guy. He's Mitlinski, the bank robber^④ from Hanover.
 A boy: Mitlinski, a bank robber.

The thief was taken away. The money was returned to Emil.

Judge: Great job, boys, you're like real detectives!

① arrest 逮捕；抓住 ② court 法庭 ③ reluctant 不情愿的 ④ robber 抢劫犯

105

背景知识

- About the book: *Emil and the Detectives*

Themes	The book highlights themes of teamwork, cleverness and fairness. The story also emphasises the value of honesty and the importance of community support in achieving justice and overcoming challenges.
Narrative style	The narrative style of <i>Emil and the Detectives</i> is simple and direct, using a third-person point of view. The story is told with clear and vivid descriptions, focusing on action and dialogue. Erich Kästner's writing is engaging and often funny, making it easy for young readers to follow and enjoy.
Setting	The story takes place mostly in Berlin, Germany, in the late 1920s. The story begins in Emil's small hometown and moves to the busy city of Berlin. Important places include the train station, city streets and various well-known spots in Berlin, showcasing the lively atmosphere of the city.
Reception	The book has been widely praised for its engaging and fun story. Readers and critics appreciate its clever plot, lively characters and the way it portrays teamwork and problem-solving. The book is considered a classic in children's literature, admired for its humour and its ability to capture the excitement of a detective adventure.

- **About the author: Erich Kästner**

Years of life	Born on 23 February 1899, in Dresden, Germany, and passed away on 29 July 1974.
Career	Erich Kästner started as a journalist and poet, then became a well-known author of children's books and novels, with his most famous work <i>Emil and the Detectives</i> .
Popular works	His popular works include <i>Emil and the Detectives</i> , <i>The Flying Classroom</i> , and <i>Lottie and Lisa</i> , known for their engaging stories and witty writing.
Writing style	Erich Kästner's writing style is clear and straightforward, with a focus on engaging stories and lively dialogue. He often uses humour and keen observations to make his characters and plots come to life, especially for young readers.

A poem to savour

- 语篇说明：这首诗歌描绘了大自然的多样和美丽。前半首诗通过描述天空、阳光、云朵、月亮、沙丘、树木、湖泊和海浪等自然事物，展示了大自然的辽阔和美丽。第三段还提到了温柔的雨、狂风、雷暴、飓风，转即又以寂静的雪地结束，展现了大自然的多样性和力量。最后一段，诗人通过柔和的微风和海岸上的鹅卵石，强调了大自然的宁静与和谐。最后一句“Nature's each and all of these/and infinitely more.”总结了大自然的无穷魅力，提醒读者大自然的无尽与多样。这首诗歌不仅赞美了大自然的美丽，也唤起了人们对自然的敬畏和珍惜之情。
- 教学要点：教师通过展示图片、朗读诗歌的方式，引导学生理解诗歌大意，体会大自然的多样和美丽并开展简单讨论。通过具体的自然景象，如“the Sun of golden light”“a cloud that floats serenely by”“a tall and stately tree”等，感受诗人对大自然的赞美和敬畏之情。注意诗中使用的比喻和拟人手法，例如“Nature is a gentle rain”和“winds that howl and blow”等，帮助学生理解这些修辞手法如何增强诗歌的感染力。
- 教学建议：教师可以引导学生大声朗读诗歌，体会诗歌的节奏和韵律，增强他们对诗歌的音乐美感的理解。选择诗中的关键词汇，如 serenely, stately,

Jack Prelutsky is a poet who has published over 50 poetry collections. He is much loved for his fresh, humorous poems. This poem, *Nature Is*, is selected from his collection *Book of Poetry for Children*.

Nature is the endless sky,
The Sun of golden light,
A cloud that floats^① serenely by,
The silver moon of night.

Nature is a sandy mound^②,
A tall and stately^③ tree,
The waters of a clear lagoon^④,
The billows^⑤ on the sea.

Nature is a gentle^⑥ rain
And winds that howl^⑦ and blow,
A thunderstorm, a hurricane^⑧,
A silent field of snow.

Nature is a soft breeze
And pebbles^⑨ on a shore
Nature's each and all of these
And infinitely more.



① float 漂浮 ② mound 土堆 ③ stately 壮丽的 ④ lagoon 环礁湖；小泻水湖 ⑤ billow 波涛汹涌的
浪潮（或蒸汽等） ⑥ gentle 温和的 ⑦ howl 怒号；呼啸 ⑧ hurricane 飓风 ⑨ pebble 烙卵石

billows 等，解释其含义。可以组织小组讨论，让学生分享自己最喜欢的自然景象，并解释为什么喜欢，从而增强他们的表达能力和批判性思维。在理解诗歌的基础上，可以让他们根据诗中的描绘，画出自己心目中的大自然图景，并用文字进行描述，培养他们的想象力和表达能力。鼓励学有余力的学生模仿诗歌风格写几句话，描绘他们最喜欢的自然现象。

背景知识

• About the poem: *Nature Is*

Main idea	The poem highlights nature's beautiful and fun aspects, celebrating its diverse forms and the joy it brings through simple, imaginative observations of animals and natural elements in a childlike, engaging manner.
Writing style	The poem uses playful, rhyming language and vivid imagery to create a fun, child-friendly portrayal of nature.
Reception	The poem is well-received for its playful and imaginative depiction of nature. Readers appreciate its engaging, child-friendly style and the way it encourages a joyful connection with the natural world.

• About the poet: Jack Prelutsky

Years of life	Born on 8 September 1940, in New York, the United States.
Career	Jack Prelutsky disliked poetry as a young boy but gradually liked it when he grew older. Many of his poems can be sung to the tunes of popular songs. He wrote about everyday events and items, but sometimes also creative creatures.
Popular works	Popular works by Jack Prelutsky include <i>The New Kid on the Block</i> , <i>A Pizza the Size of the Sun</i> , and <i>It's Raining Pigs and Noodles</i> .
Writing style	Jack Prelutsky's writing is characterised by playful rhymes, imaginative themes, and a sense of humour. His poems often use simple, engaging language to capture children's attention and spark their creativity.

附录:《义务教育教科书(五·四学制)英语练习部分 七年级下册》听力文本和参考答案

Audio scripts

Unit 1

A1

Welcome to our radio station, music lovers! With the music piece, *Jasmine Flower*, which has always enjoyed great popularity, let's get into the world of music. The lyrics of the song tell a story of beauty. Listen closely to the melody; it always makes you want to sing along. Let the music carry you to a place where the folk song shows its charm. If you like the song, you can download it from our website. Enjoy the journey!

A3

Mark: Hi Lily, have you heard the classical music piece, *Symphony No. 9*, by Beethoven? It's like, amazing!

Lily: Totally! Beethoven was a genius and *Symphony No. 9* is so powerful and joyful.

Mark: It is one of the best-known music pieces in the world, and also the most unusual one of his nine symphonies.

Lily: The most unusual one?

Mark: Yes. It lasts more than an hour. What's more, the fourth movement has singing in it.

Lily: Oh, yes. I love the fourth movement the best. The lyrics bring people joy and hope.

Mark: Do you know that the lyrics were from a German poem?

Lily: That is new to me.

Mark: The poem is called *Ode to Joy*. The lyrics say that people should live in peace and joy together, which is the theme of the music.

Lily: How wonderful!

B1

introduction theme there television pleasure

fashionable that musician three treasure

thousand show everything rhythm this

Unit 2

A1

job cats cards tree dragon

lots teach draw true train

kids chat bridge dream texts

trust geography birds check joy

A3

Z – Zhang Jie L – Li Xin J – Judy C – Carl

Z: Hi, I'm Zhang Jie from the communication club. I'm doing a survey on students' favourite ways to communicate with friends. Can I ask you three some questions?

L, J & C: Sure.

Z: May I have your names, please?

L: I'm Li Xin. This is Judy, and this is Carl.

Z: Nice to meet you. Li Xin, what's your favourite way to communicate with friends?

L: I like using social media.

Z: And you, Judy?

J: I enjoy using email.

Z: What about you, Carl?

C: I prefer to communicate in person.

Z: I see. Well, Li Xin, why do you like social media?

L: It's convenient. It allows me to talk to my friends anytime and anywhere.

Z: Judy, why do you like email?

J: People across the whole world use email. It allows me to communicate with my foreign friends easily.

Z: Carl, why do you prefer to communicate in person?

C: It enables me to talk about something important.

Z: Well, thank you guys for sharing your ideas.

L, J & C: You're welcome.

Unit 3

A2

- (1) Yesterday morning, the student offered the seat to an elderly man on the bus.
- (2) The teenager volunteered to take care of the neighbours' dog while they were away on holiday.
- (3) During the school sports meeting, our monitor helped give out water to the runners.
- (4) The student helped readers find the books they wanted at the school library.

A3

Hello, dear students! Get ready for some great news from *TEEN-Land News*. Four seventh-grade students from New Star Middle School did something really cool for the local park. Last weekend, Bailing and her classmates picked up litter in the park. Wearing gloves and carrying trash bags, they worked hard to make a great change. "It's fun to work together. We want to keep it safe and clean," Bailing said. Ms Chen, the school teacher, hopes everyone will join them and make our environment better. "I was surprised and proud when I learned about it. Our students are doing great things!" she said. Wow, way to go! Remember, small actions make a big difference. There is more awesome news coming your way on *TEEN-Land News*.

B1

In a class so bright, with a blackboard so clear,
Classmates united, friendship sincere.
Climbing the ladder, hand in hand,
A plan for kindness, spreading through the land.

In a playground so wide, with a slide so clean,
Plastic-free fun, our pleasure is soaring.
Wearing gloves, collecting waste.
Flags of eco-love, proudly we raise.

期中评价

Part 1 Listening and speaking

2

- (1) I'm sorry for the mistake I made.
- (2) Would you mind if I sat here?
- (3) I'm afraid I'm not tall enough to reach the shelf.
- (4) Which show would you like to see, *The Butterfly Lovers* or *The Sound of Music*?
- (5) Your words hurt me when you were angry yesterday.

3

- (1) **W:** Hello, John! How are you feeling? I heard you had a heart attack last week.
M: Thanks, Jane. I'm much better now. A boy was just in time to give me first aid.
W: How lucky you are!
M: You bet.
- (2) **W:** Hey, Li Ming! What are you doing?
M: Well, as you can see, I'm listening to music.
W: What music?
M: A violin solo. I'm preparing for the music festival this weekend.
- (3) **W:** Do you usually use emojis when you send a message?
M: Yes, I do.
W: Which emoji is the most popular among the students in our school?
M: Maybe the one showing a big smile? Or the one that looks angry?
W: Neither. Actually, they like using the one that shows embarrassment best.
- (4) **W:** Hello, this is the emergency centre. Can I help you?
M: Yes. My wife fell off the bed and broke her leg!
W: Please do not move her and give me your address and phone number.
M: No. 520, Green Avenue. My phone number is 8141322.
W: Don't worry. The ambulance will arrive soon.

4

- (1) Yesterday, there was a fire in our neighbourhood. Luckily, it was put out before causing any big damage.

- (2) Gestures mean different in different cultures. For example, in countries like America, a thumbs-up means something good. But in the Middle East, it can be seen as rude.
- (3) *The Lion King* is a popular musical that lasts two and a half hours. It tells the story of Simba, a young lion prince, who grows up on the African grasslands and learns important life lessons.
- (4) Music can affect animals. Some types of music make animals excited, while others help them calm down. Scientists are still not sure if music can help people talk to animals.
- (5) Tom has learned a lot from his elder sister Lily. But he also helps Lily with her maths. They show how brothers and sisters can help each other in a good way.

Unit 4

A2

- | | | |
|-------------------|----------------------|------------------------|
| A. tell the truth | B. make a suggestion | C. tell the time |
| D. tell a lie | E. make a mistake | F. tell the difference |

A3

Mark: Hi, Lily. Have you ever told lies?

Lily: Yes. Sometimes I tell little white lies.

Mark: Have you ever told any bad lies?

Lily: Bad lies ... Um, I did tell a bad lie last week.

Mark: What happened?

Lily: I wanted to buy a doll, but I had spent all my pocket money.

Mark: What did you do then?

Lily: I told my parents that I needed some money because I wanted to buy a dictionary.

Mark: So you used the money to buy the doll?

Lily: Yes. I lied to my parents.

Mark: That was a bad lie, indeed. Did you tell your parents the truth finally?

Lily: Yes. I told the truth and apologised to them.

Mark: What did they say?

Lily: They told me that if I had some problems, I should tell them honestly instead of cheating them. And they said I would have no pocket money next month.

Mark: That was too terrible.

Lily: Yes, I think I will never lie to others.

B1

The students of our school had a spring outing to People's Square yesterday. The sunshine spread and the sky was clear. In the street, we found a kite, a string and a can of spray. Then we found the owner and gave the things back to him. He thanked us. We went skateboarding there and felt happy.

Unit 5

A1

- (1) The fishing net in the river is harmful to fish.
- (2) There used to be nine tigers in this forest.
- (3) Owls hunt for food during the night and rest during the day.
- (4) You can see thin fur on the newborn sheep.
- (5) The dolphin made a beautiful turn in the water and swam away.
- (6) Kangaroos can run at a high speed with their powerful legs.
- (7) An elephant can do a lot of things with its trunk.
- (8) The father swan was teaching his babies how to swim.

A3

- B:** Look at the giraffes! They're so tall, and their long necks are amazing!
- G:** Yeah, they can reach the top of the tree. They're my favourite animals in the zoo.
- B:** Me too! Imagine how exciting it is to see the world from a giraffe's view.
- G:** Hey, let's go to see the monkeys next. They always make funny faces and do crazy tricks!
- B:** Good idea! Monkeys are so playful. I can't wait to watch them jump around.
- G:** And don't forget about the elephants. They're huge and have long trunks. It's like they're straight out of a storybook!
- B:** Absolutely! Let's go to see them too. Look! They're really smart, and they are playing with water.
- G:** Actually, they are cooling themselves off with water.
- B:** This zoo is so much fun. We get to learn about all these different animals and see them closely.
- G:** I agree. It's like going on an adventure without leaving the city!
- B:** Totally. Let's keep exploring and discovering more amazing animals together.

Unit 6

A3

Welcome back to "Tree Time". Today, we are going to learn about some important trees around the world. Let's start with cherry blossom trees! We can see them in East Asia, North America and Europe. Though cherry blossom trees can live for hundreds of years, they only flower for a short time, usually about two weeks from late March to early April. There are over 200 kinds of cherry blossoms in Japan, but only about 5% are wild!

Next, let's talk about sugar maples. They are native to eastern North America, especially in eastern Canada. They are so important to Canadians that we can find a maple leaf on the Canadian flag. About three fourths of the world's maple syrup products come from Canada. Guess what? Maple leaves in autumn are not only red, but also orange, yellow and even dark green.

Cool, right? Finally, let's turn to pine trees. There are over 126 different types worldwide. We can find these strong trees from North America to Europe, and from Asia to Africa. Their hard

leaves, called needles, can be 2.5 to 45 centimetres long. Pine trees are useful. People use them to build houses and make some musical instruments.

Thanks for joining us on “Tree Time” today.

B1

- (1) After several hours of work, this old tree was successfully moved.
- (2) Please write down five words to describe the feeling of walking through a forest.
- (3) People may not know that the world’s oldest tree is over 4,800 years old.
- (4) As we walked deeper, we discovered a magical scene of wild flowers blooming in the woods.
- (5) We set up our picnic site under a big tree.
- (6) The forest is where animals can find shelter and hunt for food.

期末评价

Part 1 Listening and speaking

2

- (1) I’m sorry I’m late for the meeting.
- (2) Would you like to visit a zoo or a forest park?
- (3) How are you going to spend the coming summer holidays?
- (4) I found the homeless puppy on my way home.
- (5) My parents are on business again. So, I have to stay at home alone.

3

- (1) **W:** Here we are! Look at the penguins! They look so funny on land but cute in water.
M: Yes, they’re excellent swimmers.
- (2) **B:** Why not use both sides of the paper when we take notes? It can help us use less paper and save more trees.
G: That’s a good idea. I plant trees with my family every year to help trees.
- (3) **G:** Oh! There’s a mouse in the kitchen.
M: Calm down and get off the chair, dear. It’s just a little animal.
G: Anyhow it’s so terrible to see it.
- (4) **B:** I found a lost wallet in the school library today.
G: Is there any school ID card in it?
B: No, there isn’t. I am going to hand it over to the school office.
G: That’s a good choice.

4

In cities, trees can be very important for people’s health. People plant trees in parks, and along streets in order to help clean the air. Some scientists believe trees help more than just the air. Trees also keep our bodies healthy. Patients in hospitals seem to get better faster when they can see trees from their rooms. People who live near trees are more likely to exercise. Besides, trees make people relaxed. People may walk slower if there are trees along streets. They would like to stay on the street to talk more often with people who live nearby. Of course, another advantage is that trees work for free.

Answer key

Unit 1

A1

- (1) popularity (2) lyrics (3) melody (4) folk (5) download

A2

- (2) famous around the world
(3) twenty minutes
(4) air conditioners/an air conditioner
(5) forty yuan

A3

3-1

- | | |
|--|--|
| <input checked="" type="checkbox"/> title | <input checked="" type="checkbox"/> theme |
| <input checked="" type="checkbox"/> style | <input checked="" type="checkbox"/> lyrics |
| <input checked="" type="checkbox"/> musician | <input checked="" type="checkbox"/> popularity |

3-2

- (1) classical (2) singing (3) Lyrics (4) joy and hope
(5) live in peace and joy together (6) one of the best-known music pieces

B1

/ʃ/: introduction, fashionable, musician, show

/ʒ/: television, pleasure, treasure

/θ/: theme, three, thousand, everything

/ð/: there, that, rhythm, this

B2

- (1) D (2) A (3) E (4) C (5) B

B3

(Answers may vary.)

- (1) Would you like to go with me?/Would you like to watch the show with me?
- (2) How about *The sound of Music*?/What about *The sound of Music*?/Shall we watch *The sound of Music*?
- (3) What do you think of the film?/How do you like the film?
- (4) That's a good idea./Sure, let's go.

C1

- (1) relax (2) rhythm (3) confident (4) advised

C2

2-1

- (2) 25 Jan. → 14 Jan. (3) local singers → singers from different countries (4) one and a half hours → two hours/120 minutes (5) China → Vienna (6) Grand Theatre → Centre Theatre

2-2

- (1) musicals (2) well-known musicals (3) world-famous singers (4) classical
(5) Centre Theatre (6) 13 February/13 Feb.

C3

3-1

- (1) shy (2) laughed at (3) rock band (4) confident (5) friend (6) nobody
(7) missed (8) strength (9) classical music (10) close

3-2

- (1) D (2) A (3) C (4) A

Grammar

1

- (1) Both my brother and I like listening to pop music while running.
(2) Our band needs both a new singer and a new guitarist.
(3) You can download paid music not only on your computer but also on your smartphone.
(4) Light music not only makes me feel relaxed but also helps me fall asleep easily.

2

- (1) Both Mozart and Beethoven were born in the 18th century.
(2) He learned to play not only the piano but also the violin.
(3) Their famous works include both symphonies and operas.

D1

- (1) C (2) A (3) D (4) E (5) B

D2

(Answers may vary.)

- (1) the lyrics and melody
(2) welcomes/welcomed people to Beijing but also shows that people all over the world are family

Unit review

(Answers may vary.)

What can music bring us?

A. Music and musicians

- The information we usually write in an introduction to a piece of music includes:
title, musician, style, theme and popularity.
- I could search for a music piece on a music website or a music app through its: title(s),
musician(s), style(s) and theme(s).

B. Music preferences

Music event

- I want to watch Journey to the West with my friend.
- Tick (✓) the reason(s) why you want to watch the show:
 It looks interesting.

- It's new to me.
- I have read about the story.
- Other reason(s): I am interested in the classic Chinese novel, Journey to the West.

C. The power of music

- Music helped Kevin find his voice and gain confidence.
- Kevin uses his story to help and encourage other young people who stutter.

My understanding of the power of music: Music can bring people confidence and strength.

D. Music recommendation

- I recommend the music/song: Symphony No. 9.
- My reasons:
 - It is not only one of the best-known works from Beethoven, but also the most unusual one of his nine symphonies.
 - It has catchy and exciting melodies.
 - The lyrics bring people joy and hope.
- I like the post from (your classmate's name) best because the song he/she recommends is inspiring and powerful.

E. Music taste

Creating a playlist

- The music pieces my group recommend:
(Write the answers based on your own situation.)
- What do they have in common?
They are of the same style/are from the same musician.

Unit 2

A1

/ts/: cats, lots, texts

/dz/: cards, kids, birds

/tʃ/: teach, chat, check

/dʒ/: job, geography, joy

/tr/: tree, true, train, trust

/dr/: dragon, draw, dream

A2

- (1) B (2) C (3) D (4) E (5) A (6) F

A3

3-1

Li Xin — Social media

Judy — Email

Carl — In person

3-2

- (1) convenient (2) to talk to my friends (3) my foreign friends easily
- (4) to talk about something important

B1

- (1) B (2) C (3) A (4) C

B2

- (1) B (2) A (3) D (4) E (5) C

B3

(Answers may vary.)

- (1) Are you OK?/Is everything OK?/What happened?/What's wrong?/What's going on?/...
- (2) I am sorry./Sorry./...
- (3) I apologise for misunderstanding you./Sorry for misunderstanding you./...

C1

- (1) divide (2) effectively (3) realised (4) bridge (5) forgot

C2

2-1

- (1) (2) (3) (5)

2-2

- (1) the graduate programme would be fantastic
- (2) the way people looked, talked and dressed
- (3) invited Raj to dinner
- (4) Indian food
- (5) his life in India with his landlady
- (6) introduced Indian films to her
- (7) taught her to dance to Indian music
- (8) deep down, people in different countries are all the same, even if they look different on the outside

C3

3-1

- (1) B (2) D (3) B (4) A

3-2

(Answers may vary.)

are polite and indirect/may not always say what they mean/usually say one thing but mean another

Grammar

1

- (1) more effectively (2) faster (3) (the) most confidently (4) more fluently (5) better

2

- (1) far (2) more slowly (3) more widely (4) (the) fastest (5) (the) farthest

D1

(Answers may vary.)

Guiding questions	Notes
1. What was Lingling doing one day?	Planning a trip with her classmates.
2. What was her trouble/problem?	She was afraid to express her ideas.
3. <u>How did Lingling solve the problem?</u>	<u>She gathered courage and spoke bravely.</u>
4. <u>What was the result?</u>	<u>Her classmates all liked her plan.</u>
5. <u>What did Lingling learn from that experience?</u>	<u>It is important to share ideas with others.</u>

D2

(Answers may vary.)

The class monitor saw this and encouraged her. Lingling took some deep breaths, gathered all her courage and stood up. “There is a newly-built park in Star City. What about birdwatching there?” she said. Her classmates all liked her idea. Lingling felt happy and learned that it is important to share ideas with others.

Unit review

(Answers may vary.)

How can we communicate effectively?

A. Ways of communication

- New Star Middle School students’ top three favourite ways to communicate with friends:
 - in person
 - texting
 - social media
- My favourite way to communicate with friends: social media

B. More than talking

- We can mind our body language, choose suitable topics and respond properly to avoid embarrassment in communication.
- To make apologies, we can say:
 - I'm sorry.
 - My apologies.
 - My fault.
- To accept the apologies, we can say:
 - It doesn't matter.
 - That's all right.
 - That's OK.

C. Communication skills

- Yiming's problem(s) at the international summer camp:
It was hard for him to understand the campers from other countries.
- The ways he solved the problem(s):
He showed the campers how to do finger counting with one hand, introduced them to the changes of Chinese characters through history, and taught them how to pronounce some Chinese characters and the hand gestures Chinese people often use.
- The lesson I learn from Yiming's experience:
We should listen to each other and better understand the cultural differences.

D. Communicating in groups

- The guiding questions to help us plan our stories:
 - Who is the story about?
 - When and where did the story take place?
 - What happened at the beginning of the story?
 - What happened in the middle of the story?
 - How did the story end?

E. Presenting myself

- Things we need to consider when we want to communicate effectively with others:
 - the goals of communication
 - the audience
 - possible problems and solutions

Unit 3

A1

- (1) everyday (2) picked up (3) worked out (4) key(s) (5) dropped

A2

- (1) D (2) A (3) C (4) B

A3

3-1

C

3-2

When: Last weekend

Who: Four Grade 7 students

Where: The local park

3-3

- (1) They picked up litter in the park.
(2) keep the park safe and clean
(3) surprised, proud

B2

- (1) E (2) C (3) D (4) F (5) A (6) B

B3

(Answers may vary.)

- (1) Great to have you here. Can you bring me the leaflet/newspaper, please?/Could you help me get the leaflet/newspaper? Thank you.
- (2) Thank you so much./Many thanks.
- (3) Certainly. Let me give you a hand./My pleasure.
- (4) You're welcome./Anytime! I hope you enjoy the film.

C1

u	a	s	d	f	g	t	r	s
w	s	h	o	c	k	e	d	x
a	u	u	e	i	a	l	n	b
j	d	q	a	w	t	l	e	r
s	d	v	b	l	t	n	m)	j
l	e	k	h	g	a	q	s	t
r	n	t	y	u	c	i	o	p
z	x	c	v	b	k	g	h	l
e	m	e	r	g	e	n	c	y

- (1) emergency (2) sudden (3) shocked (4) attack (5) calm (6) usual

C2

2-1

- (1) D (2) B (3) C (4) A

2-2

(Answers may vary.)

- (1) make sure I am safe, and then call the emergency number
- (2) help him stay calm and inform an adult about the situation

C3

3-1

B → E → D → C → F → A

3-2

(Answers may vary.)

I felt so happy after helping the elderly. I realised how much joy I can bring to both myself and others through volunteering.

Grammar

1

- (1) and (2) but (3) but (4) and (5) so

2

(Answers may vary.)

- (1) we went up to ask what happened
(2) she could not remember it clearly
(3) I searched around the park

D1

- (1) D (2) A (3) C (4) E (5) B

D2

(Answers may vary.)

Dear Wang Li and Chen Fei,

I want to express my thanks for all you did. Last week, it was very cold and I did not have enough food. You brought me everything I needed. My home was full of happiness because of you. You are like my own grandchildren. What you did made me feel warm.

Once again, thank you for your kindness!

Best wishes,

Mrs Lin

Unit review

(Answers may vary.)

A helping hand

A. Everyday heroes

- How can we become “everyday heroes”?
 - We can visit people in need.
 - We can donate something useful.
 - We can volunteer to help the elderly.
 - We can help in the community.

B. A helping hand

- To ask for help, we can say:
 - Would you do me a favour?
 - Can you help me with ...?
 - Could you please give me a hand?
- To respond to others politely, we can say:
 - Certainly. It would be my pleasure.
 - I'd be glad to help you out. What seems to be the problem?
 - Sure! How can I help you?

C. Help in an emergency

Who is the rainbow in a cloud in the story and what did he/she do to give a helping hand?

- Tom called the emergency number
got Mrs Bell's heart pills
- The operator said an ambulance was on the way
- Two doctors gave Mrs Bell first aid at once

D. Being thankful

- I can start a thank-you letter by writing:
 - Thank you very much for your help.
 - I'm writing to you to express my thanks.
- I can express my thoughts and feelings by writing:
 - I'm so happy and grateful to have kind people like you around me.
 - I'm thankful for your time and help.

E. Being helpful

Steps to make a group proposal for helping people:

1. Brainstorm to find out who may need help and how we can help them.
2. Design the plan and activities and make arrangements for these activities.
3. Draw up a proposal in groups.

Key elements about making a proposal:

a project name, a general introduction, activities and arrangements, goals

期中评价

Part 1 Listening and speaking

2

- (1) A (2) B (3) A (4) B (5) B

3

- (1) A (2) C (3) B (4) C

4

- (1) F (2) F (3) T (4) F (5) T

5

(Answers may vary.)

- (1) My playlist is filled with folk music that tells stories and paints pictures with its lyrics.
- (2) I believe I'm a good communicator because I always try to listen carefully while others are speaking. I also make sure I express my thoughts clearly so that everyone can understand me.
- (3) We can help our parents by doing our chores without being asked, like making our beds and cleaning up after ourselves.

Part 2 Vocabulary and grammar

1

- (1) B (2) A (3) A (4) A (5) A (6) B

2

- (1) shelves (2) himself (3) confidence (4) effective (5) actually (6) apologise

3

- (1) theme (2) focus on (3) impress (4) divide (5) different

4

- (1) surprise (2) tastier (3) but (4) kindest
(5) earliest (6) was (7) and (8) better

Part 3 Reading

1

- (1) D (2) B (3) C (4) A (5) B

2

2-1

- (1) D (2) A (3) C (4) B

2-2

C

3

- (1) To share students' worries and offer them advice.
(2) By using the THINK strategy.
(3) (Answers may vary.) (just) your opinion (or feeling)
(4) Staying/To stay quiet if the thing doesn't really matter.
(5) (Answers may vary.) Mary, I'm sorry for what I said. I didn't mean to upset you. Let's try to find a sport we both enjoy, and maybe we can study together to help each other out.

Part 4 Writing

1

- (1) describe (2) pronounce (3) silent (4) athletes

2

- (1) People there not only saved the panda but also cared for it.
(2) The fire station responded to the trouble faster than others.
(3) My classmates made a proposal to the school and it was accepted.

Unit 4

A1

- (1) champion (2) cheat (3) make a decision (4) spell (5) praised (6) tell the truth

A2

- A. tell the truth B. make a suggestion C. tell the time
D. tell a lie E. make a mistake F. tell the difference
(1) E (2) D (3) C (4) A (5) B (6) F

A3

3-1

A, C, D, E, G

3-2

- (1) a doll (2) a dictionary (3) apologised to (4) have no

3-3

- (1) disappointed/sad/unhappy
(2) Lily felt afraid/worried.
(3) Lily felt sorry/guilty/regretful.
(4) Lily felt unhappy.

B1

/str/: street, string

/spr/: spring, spread, spray

/sk/: school, square, sky, skateboarding

B2

- (1) I think you should apologise to him.
(2) That's all right.
 Never mind.
(3) Don't worry about it.
(4) I'm terribly sorry that I forgot to finish it.
 Sorry, I wasn't able to finish it. I found it too difficult.
 I didn't mean to forget it. I promise it won't happen again.

B3

- (1) B (2) E (3) D (4) C (5) A

B4

(Answers may vary.)

- (1) left your favourite book on the bus and can't find it now
(2) I'm truly sorry./I didn't mean it.
(3) Don't worry about it.
(4) Can I buy you a new one?

C1

- (1) practise (2) borrow (3) anywhere (4) Even though (5) tie (6) double

C2

2-1

- (1) D (2) A (3) B

2-2

- (1) C (2) B

2-3

I will say, "Thank you, Mum. I like everything you bought. It would be even better if it was a headphone."

C3

3-1

- (1) C (2) A (3) D (4) B

3-2

- (1) because there was nobody around and she thought she could find a way to return it
(2) hide the ring
(3) make sure the ring wouldn't show up on the X-ray
(4) angry, sorry/ashamed/embarrassed

3-3

(Answers may vary.)

- (1) Mistake 1: She tried on the ring and took it away without asking.

Mistake 2: She lied that she (had) had an accident.

Mistake 3: She told more lies to cover up the first one.

- (2) Honesty is the best policy. The worst thing about telling little lies is that we have to tell more lies to cover them up.

Grammar

1

- (1) to Harbin or Hong Kong
(2) we go there, by plane or by train
(3) When will we go there, in July or in August?/Will we go there in July or in August?
(4) How long will we stay there, for one week or two weeks?/Will we stay there for one week or two weeks?

2

- (1) Did you go to Tom's birthday party or go shopping with your parents
(2) Did you play games or watch a film?
(3) Did you tell Tom how you felt or tell a white lie?
(4) (Answers may vary.) I told a white lie because I didn't want to make him unhappy.

D1

- (1) B (2) C

D2

(Answers may vary.)

- (2) The man said, "You are honest and kind. Thank you very much."/"You are honest and kind. Thank you very much," said the man.
(3) He said, "These dollars are for you. Please take them."/"These dollars are for you," said he.

D3

(Answers may vary.)

Mr Black was surprised. Although he needed the dollars very much, he still refused to take them. He said with a smile on his face, "Thank you. I just did what I should do." The man thanked Mr Black once again. Then they said goodbye to each other.

Unit review

(Answers may vary.)

Why is honesty the best policy?

A. A hard choice

The “spelling bee” contest

- Time: Friday, 24 April 15:00–16:00
- Place: Media Centre, New Star School Library
- Event: Yiming misspelled a word and the judges didn’t notice it. Yiming told them and lost the contest. But the judges praised him for being honest.
- I want to say to Yiming: You did the right thing. I’m proud of you. I will learn from you.

B. A way out

- Lu Yao’s trouble: She borrowed Lin Dong’s favourite book and accidentally spilled water on it.
- Tick (✓) the thing(s) Lu Yao did:

- She told the truth honestly.
 She lied to Lin Dong.
 She apologised.

- If I want to apologise, I can say:
 - I’m truly sorry.
 - I didn’t mean to do that.
 - I was careless. I’m so sorry.

C. A lifetime lesson

Catch of a lifetime

- Tick (✓) the information you need to tell the story:

- | | | | |
|---|--|---|--|
| <input type="checkbox"/> lake | <input checked="" type="checkbox"/> bass season | <input type="checkbox"/> tie a bait | <input type="checkbox"/> cast |
| <input type="checkbox"/> lift | <input checked="" type="checkbox"/> largest bass | <input checked="" type="checkbox"/> two hours | <input checked="" type="checkbox"/> put ... back |
| <input checked="" type="checkbox"/> cry | <input checked="" type="checkbox"/> no one had seen them | <input type="checkbox"/> lower | |
| <input type="checkbox"/> never | <input type="checkbox"/> _____ | | |

- Tell the story in your own words: Two hours before the bass season opened, the boy caught the largest bass he had ever seen. His father told him to put it back. He cried but did it even if no one had seen them. Now he is a successful architect. He feels that he often sees that same fish — again and again.

D. A little promise

- To me, a promise means: something I will definitely do or not do.
- Do you always keep your promises? If not, what will you do?
Yes, I do./No, I don’t. Sometimes I break my promises. I will try my best to keep my promises.

E A further action

- To be an honest student, I will/will not ...

I will finish my homework by myself and obey school rules. I will not cheat in tests or tell lies to others.

Unit 5

A1

- (2) nine (3) night (4) thin (5) turn (6) run (7) trunk (8) swan

A2

- (1) central (2) friendly (3) dangerous (4) powerful (5) themselves

A3

3-1

giraffes, monkeys, elephants

3-2

- (1) T (2) F (3) N (4) F

3-3

- (1) fun (2) exciting (3) playful (4) cooling (5) adventure

B1

- (1) A (2) B (3) A (4) B (5) A

B2

- (1) D (2) A (3) C (4) E (5) B

B3

(Answers may vary.)

- (1) I fell down when I was playing football.
- (2) You look unhappy. What's wrong?/What's up?/What's the matter?/What's the problem?
- (3) Perhaps you should see a doctor.
- (4) They are losing their habitat because the weather is getting warmer.

C1

- (1) smelled (2) appear (3) lift (4) satisfy (5) pushed

C2

2-1

- (1) feel sad and cry
- (2) stay with its partner for life
- (3) rely on you instead of finding its own food
- (4) not attack you

2-2

(Answers may vary.)

Every animal is like a human, with feelings and the right to live peacefully on the Earth. elephants cry when sad; greylag geese get excited when seeing a fight; swans stay with their partners for life; fish like touching each other gently

C3

3-1

- (1) tired and thirsty (2) grew stronger (3) amazing birds, butterflies and monkeys
(4) explore Lionel's kingdom (5) Geo, a giraffe (6) cool, fresh water

D → E → C → A → F → B

3-2

- (1) B (2) A (3) C

3-3

(Answers may vary.)

During his journey, Lionel gained wisdom, dreams and courage. His friendship with Leonie also grew stronger.

Grammar

1

- (1) gave (2) blew out (3) were enjoying (4) was preparing (5) were eating

D → A → E → B → C

2

- (1) was waiting; was talking (2) were reading; was watching
(3) was preparing; was searching

D1

- (1) D (2) C (3) A (4) B

D2

(Answers may vary.)

Problem: Moreover, it has caused damage to my mental and physical health, making learning more challenging.

Request: Any advice or support you can offer would be helpful to me. Looking forward to your reply.

Unit review

(Answers may vary.)

How should we treat wild animals?

A. Meet wild animals

An audiobook of animals

- Wild animals in the world: giant pandas, African elephants, blue whales, kangaroos, penguins, giraffes, sharks, ...
 - They look: smart, lovely, dangerous, friendly, ...
 - My favourite one: giant pandas/kangaroos, ...

B. Keep wildlife safe

- Animals in danger: penguins, elephants, owls, blue whales, ...
- Threats to wild animals: losing habitats and food, suffering from polluted habitats, suffering from serious diseases

Tick (✓) the one(s) you want to know:

- Where are they living?
- What is going on to their habitats?
- Who is suffering from diseases?
- What are people doing to them?
- What can people do to help them?
- Other thing(s): Are there laws to keep them safe?

C. Into the wild

- Sam's wildlife experience:
 - He sat down quietly by the pool.
 - He lifted his field glasses.
 - He kept company with two swans.
 - He saw five baby swans climb out of the nest.
- How did Sam feel when he was watching the swan family?
He felt happy, surprised and lucky.

D. Voice of wild animals

- What problems do blue whales in the Antarctic waters have?
get hurt by fishing nets; be hit by moving ships; cannot communicate or find their way around because of noise from ships
- What can people do to help them?
fish less; reduce plastic use; mind noise pollution

E. A better world

- Four of the most endangered wild animals and their problems:
(*Any four most endangered wild animals are OK.*)

Unit 6

A1

- | | | |
|----------------------|---------------------|----------------------------|
| (1) apartment → flat | (2) center → centre | (3) traveling → travelling |
| (4) yard → garden | (5) fall → autumn | (6) neighbors → neighbours |

A2

- (1) blocked (2) contains (3) thick (4) nearly (5) climate

A3

3-1

Cherry blossom trees: A, C, D

Sugar maples: A

Pine trees: A, C, D, E

3-2

- (2) 5%/10 (3) $\frac{3}{4}$ (4) 126 (5) 2.5

3-3

- (1) C (2) D (3) C (4) B (5) D

B1

- (1) hours (2) write (3) know (4) scene (5) site (6) where

B2

2-1

- (1) B (2) C (3) D (4) E (5) A

2-2

A-(3), B-(4), C-(2), D-(1), E-(2)

B3

(Answers may vary.)

- (1) I think you can eat less sweet food.
- (2) I can't solve the maths problem. What should/can I do?
- (3) You can exercise more to stay healthy./Why not exercise more to stay healthy?/...
- (4) What can I do with the sick plants?

C1

- (1) interview (2) basic (3) excellent
(4) article (5) requires (6) tons

C2

2-1

- (2) A (3) E (4) F (5) C (6) B

2-2

- (1) They can use their roots to share food and secrets about things that might harm them.
- (2) They can live for thousands of years.
- (3) For making medicine.
- (4) It makes us feel happy and calm.
- (5) It shows how old a tree is and what the weather was like each year.
- (6) Because they want to save energy.

C3

3-1

- (1) see (2) read (3) grew (4) cut (5) realised (6) planted (7) shares/tells/is sharing/
is telling (8) encourages/encouraging (9) build (10) enjoyed

C → B → G → D → E → A → F

3-2

- (1) brought their books (2) felt the joy (3) build warm houses (4) felt special
- (5) started planting more (6) it was like a tree party

Grammar

1

- (1) two hundred and fifty-two (2) 96% (3) five eighths (4) 87,521
(5) thirty-seven per cent (6) forty-first (7) 75.6 °C

2

- (1) 21% (2) 61,289 (3) 7.4 (4) $\frac{4}{5}$ (5) 12%

D1

- (1) B (2) E (3) C (4) D (5) A

D2

(Answers may vary.)

 Name: Wang Hui Pictures: B E F

Message: Today, I visited a bookstore in the morning and got lost in some awesome stories. In the afternoon, Dad and I explored a botanical garden full of beautiful flowers. Before I went to sleep, I received a call from a close friend and this made my day even better.

Unit review

(Answers may vary.)

What do trees mean to us?

A. Amazing forests

Amazing forests around the world

- China: the Jiuzhaigou Valley
- Brazil: the Amazon Rainforest
- Germany: the Black Forest
- Russia: the Dancing Forest
- America: the Tongass National Forest

B. Friends of trees

- *Friends of Trees* does a lot of activities. The two things I'm most interested in are: watching a video about tree planting and planting trees.
- Information about the club:

Tick (✓) the one(s) you want to know:

- Who set up the club?
- What's the purpose of the club?
- What do volunteers do in the club?
- How to be a member of the club?
- How to plant trees?
- What can volunteers learn in the club?

C. Helping trees

- How they help trees:
 - Yang helps trees by planting trees.

- Ms Liu helps trees by saving paper.
- Mr Wu helps trees by eating less meat.
- Some other ways of helping trees: Printing less, reading second-hand books and using fewer paper bags.

D. Trees and me

- What Wang Yiming did to help trees:
 - He planted several trees with his classmates.
 - He went to communities to give out flyers.
 - He promised himself not to waste paper any longer.
- What I can do to help trees: I can stop using disposable wooden chopsticks, use less paper and plant trees.

E. Trees around us

- Key words about the tree card I have made: magnolia tree (name), China (origin), millions of years (history), white and pink flowers with large leaves (look), North and South America, the Himalayas and East Asia (natural habitat), be regarded as medicine (use), ...

期末评价

Part 1 Listening and speaking

2

- (1) A (2) B (3) B (4) A (5) A

3

- (1) B (2) C (3) C (4) A

4

- (1) T (2) F (3) T (4) T (5) F

5

(Answers may vary.)

- Because being honest can build trust between us.
- I will say no to the products made from animals in danger and try my best not to pollute the environment.
- Yes, I'd like to. Because they can make me feel relaxed and make the house look better.

Part 2 Vocabulary and grammar

1

- (1) A (2) B (3) A (4) B (5) B (6) A

2

- (1) careless (2) satisfied (3) danger (4) centre (5) pollution (6) basic

3

- (1) B (2) E (3) C (4) D (5) A

4

- (1) am writing (2) took (3) was walking (4) found (5) getting (6) saw

(7) was trying (8) would

Part 3 Reading

1

- (1) C (2) D (3) B (4) D (5) A

2

2-1

B

2-2

- (1) D (2) B (3) A (4) C

3

- (1) He sometimes told small lies to avoid getting into trouble.
(2) No, he didn't.
(3) He decided to tell his headmaster the truth.
(4) He felt surprised but also pleased.
(5) (Answers may vary.) Tom is naughty, but also brave and kind.

Part 4 Writing

1

- (1) trouble (2) appeared (3) excellent (4) themselves

2

- (1) Going to bed early is likely to make you feel more refreshed in the morning.
(2) Eating too much junk food can lead to health problems.
(3) Cindy climbed to the top of the mountain even though she was afraid of heights.

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