



义务教育教科书

英语

ENGLISH

七年级
下册



人民教育出版社

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人民教育出版社 课程教材研究所 编著

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致同学

亲爱的同学们，欢迎你们进入七年级下学期的学习！这套教科书将继续伴随你们的英语学习，见证你们的成长。









本套教科书各单元以主题为引领，以问题为线索，以活动为途径，关联现实生活，体现时代特征，包含丰富的文化内容。学习这套教科书可以帮助你们发展语言能力，培育文化意识，提升思维品质，提高学习能力，树立国际视野，涵养家国情怀，坚定文化自信，形成正确的世界观、人生观和价值观。

七年级下册共有八个单元，分别围绕不同的主题安排了丰富的语言学习活动。第一单元介绍和谈论动物，帮助你们认识保护动物的重要性。第二单元引导你们正确认识规章制度的意义和作用，进一步规范日常行为。第三单元主要介绍青少年常见的运动和锻炼方式，希望你们都能找到适合自己的运动爱好，养成积极锻炼的好习惯。第四单元帮助你们认识不良饮食习惯的危害，希望你们都能坚持健康的饮食方式。第五单元结合时区的概念，介绍不同时区人们的生活。第六单元描述不同的天气，帮助你们了解天气变化对人的活动和情绪可能产生的影响。第七单元鼓励你们分享“难忘的一天”，希望你们认识到走出校门到校外实践的重要意义，从内心里尊重劳动者，热爱劳动。第八单元讲述中外流传已久且颇具代表性的小故事，启发你们思考故事的意蕴，涵养品格。









木受绳则直，金就砺则利。希望你们在英语学习过程中多实践，勤反思，脚踏实地，克服困难。继续努力吧，同学们！祝你们在初中英语学习中取得更大进步！



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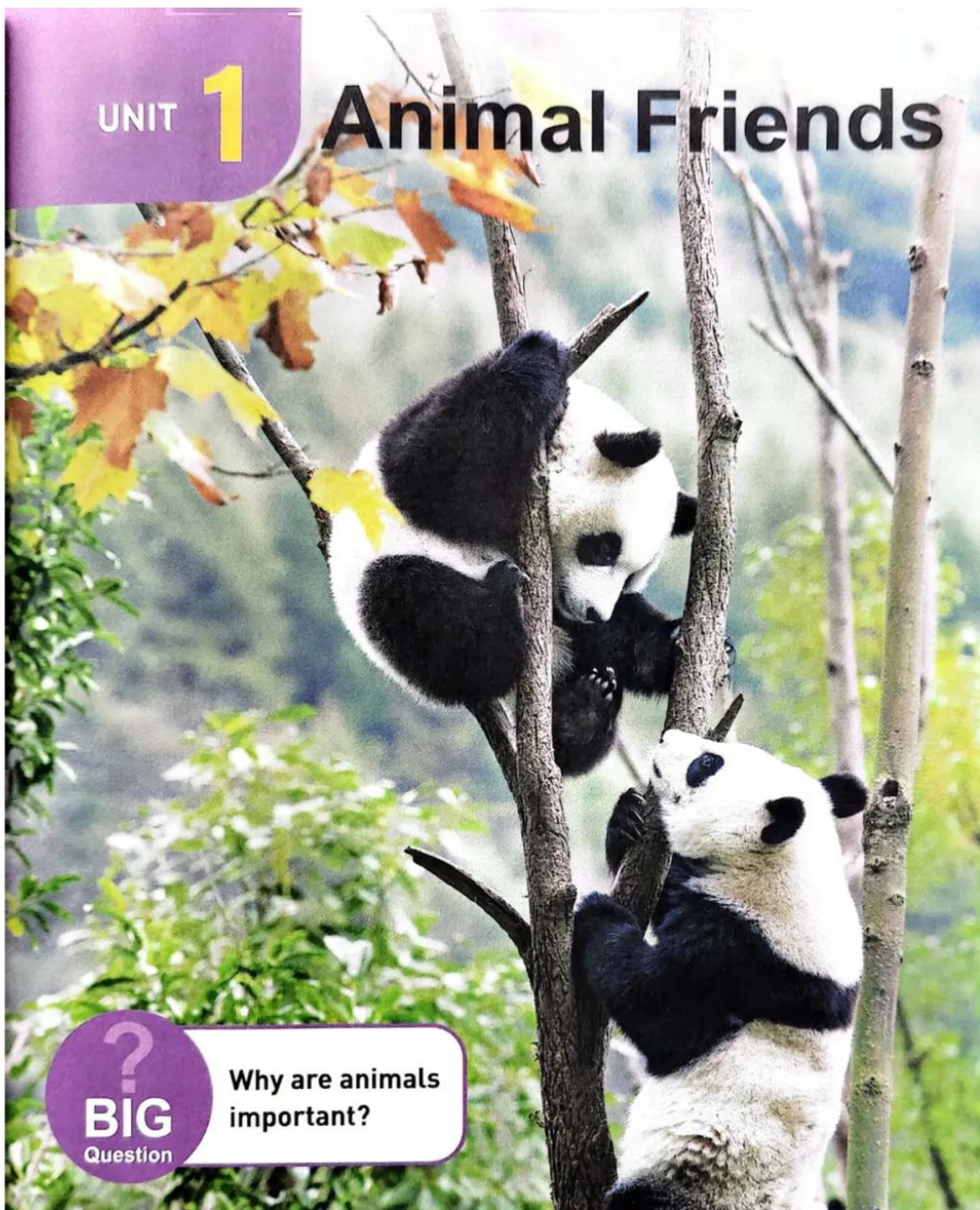
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UNIT 1

Animal Friends



?
BIG
Question

Why are animals important?

In this unit, you will

1. talk about different animals.
2. introduce your favourite animal.
3. use adjectives to describe animals.
4. explore the meaning of caring for animals.

Look and share

1. Can you name the animals in the photo?
2. What do you know about these animals?
3. Do you know any other special animals in China?

SECTION A

Why do you like animals?

1a Write the animals in the box under the pictures.

fox lion tiger giraffe monkey eagle wolf penguin



A



B



C



D



E



F



G



H

1b Listen to the teacher's instructions. Answer the questions.

1. Where are the students?
2. Why are they there?
3. When should they be back?

1c Listen to the conversation. Circle T for true or F for false.

1. All three students like monkeys.
2. Yaming doesn't like wolves.
3. Wolves take good care of their babies.
4. The three students see the monkeys before the wolves.

T	F
T	F
T	F
T	F

1d Talk about your favourite animal.

What's your favourite animal?

It's the monkey.

Why do you like monkeys?

Because they're clever and funny.

Pronunciation



1 Listen and repeat. Add one more word to each group.

a		ai	ay	al	aw
/eɪ/	/æ/	/eɪ/	/eɪ/	/ɔ:/	/ɔ:/
game make _____	fat cat _____	rain brain _____	way play _____	walk small _____	draw law _____



2 Listen and repeat. Notice the pronunciation of -(e)s.

sharks lions boxes cats birds
giraffes monkeys foxes elephants toads



3 Listen and repeat. Notice how the unstressed words are pronounced.

- A: Let's go *and* see the monkeys. *They're* my favourite animals.
B: Why *do you* like *them*?
A: Because *they're* clever *and* funny.
- A: Oh, look! A baby wolf *and its* mother! *Do you* like wolves?
B: No, I don't. *They're* very dangerous.



2a Listen to the conversation and circle the coloured words you hear.

- Peter: The penguin is my favourite animal. What's your favourite animal, Fu Xing?
- Fu Xing: I like penguins too. Why do you like them so much?
- Peter: Because they're very cute / cool!
- Teng Fei: Yes, they look lovely / amazing. Let's go and see them.
- Peter: Oh, there they are! They can't fly like other birds, but they can swim fast. I like how they walk. It's funny / interesting!
- Teng Fei: Yes, it is! Where are they from?
- Fu Xing: Look here! It says they're from Antarctica. It's very cold there, so they often stand close together. It helps them keep warm.
- Peter: They're so clever / smart.
What do they eat?
- Teng Fei: Fish and small sea animals, I think.
- Fu Xing: I have a fish sandwich ...
- Teng Fei: Don't give them your sandwich!
It's not good for them.



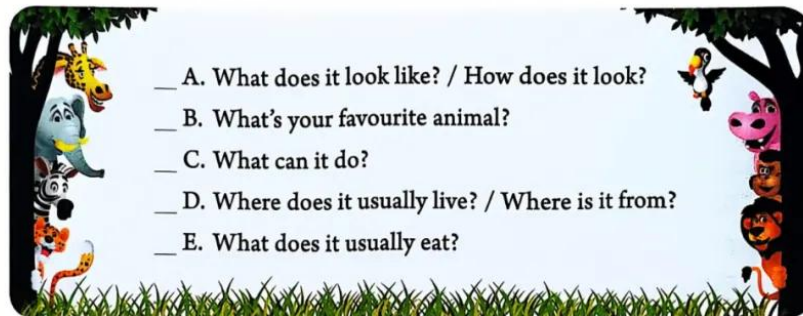
2b Read the conversation and take notes.

1. Name	2. Looks
3. Home	4. Food
5. Ability	



2c Listen to the conversation again and pay attention to the unstressed words. Then role-play it.

2d Match the headers (1–5) in 2b with the questions (A–E).



___ A. What does it look like? / How does it look?

___ B. What's your favourite animal?

___ C. What can it do?

___ D. Where does it usually live? / Where is it from?

___ E. What does it usually eat?

2e Complete a card about your favourite animal.

[Picture]



Name: _____

Looks: _____

Home: _____

Food: _____

Ability: _____

2f Use the questions in 2d to ask about your partner's favourite animal.

Grammar Focus

3a Read the sentences. Circle the word that introduces a reason.

What's your favourite animal?	It's the monkey.
Where are penguins from?	They're from Antarctica.
Why do you like penguins so much?	Because they're very cute!
Why don't you like snakes?	Because they're really scary.

3b Complete the conversation with the words in the box. Underline the animal nouns.

Jane: Sam, _____ are giraffes from?
 Sam: _____ from Africa. Do you like giraffes?
 Jane: Yes, I do.
 Sam: Why _____ you like them?
 Jane: Well, _____ they're interesting. They have
 long necks. _____ your favourite animal?
 Sam: Guess! It lives in the sea.
 Jane: Is it the shark?
 Sam: No. I don't like sharks.
 Jane: Why _____ you like sharks?
 Sam: Because they're really scary.

They're
because
where
do
don't
What's

3c Make the nouns in the box plural. Then use the plural nouns to complete the sentences.

eagle _____ fox _____ giraffe _____ mouse _____ penguin _____
 shark _____ sheep _____ snake _____ whale _____ bear _____

I like _____ because they're cute / smart / interesting / funny / huge / ...

I don't like _____ because they're dangerous / scary / ...

3d Think of an animal. Ask and answer questions with a partner to guess each other's animal.

A: Is the animal's tail long?	=====	A: Where's it from?
B: No, it isn't.	=====	B: It's from China.
A: Is it black and white?	=====	A: It's a panda!
B: Yes, it is.	=====	B: Yes, you're right!

SECTION B

How are animals part of our lives?

- 1a** What do you know about elephants? Share your ideas with a partner.
- 1b** Read Malee's post and choose the best title for it.
- A. What Is an Elephant?
 - B. My Favourite Animal: The Elephant
 - C. How to Save Elephants

Hi, I'm Malee and I live in Thailand!

The elephant is my favourite animal. I love elephants because they are strong and clever. They are also a symbol of good luck here. The elephant is our national animal. On 13 March, we celebrate Thai Elephant Day.

Elephants look very different from other animals. They are huge. They have large ears and long trunks. They can pick up and carry heavy things with their trunks.

Elephants are like us in some ways. They are very playful and love to play in the water. They are great swimmers. They are also clever. For example, they can remember one another and places with food and water after many years. Elephants are very kind too. They look after other elephants when they don't feel well. The big elephants also help the baby ones.

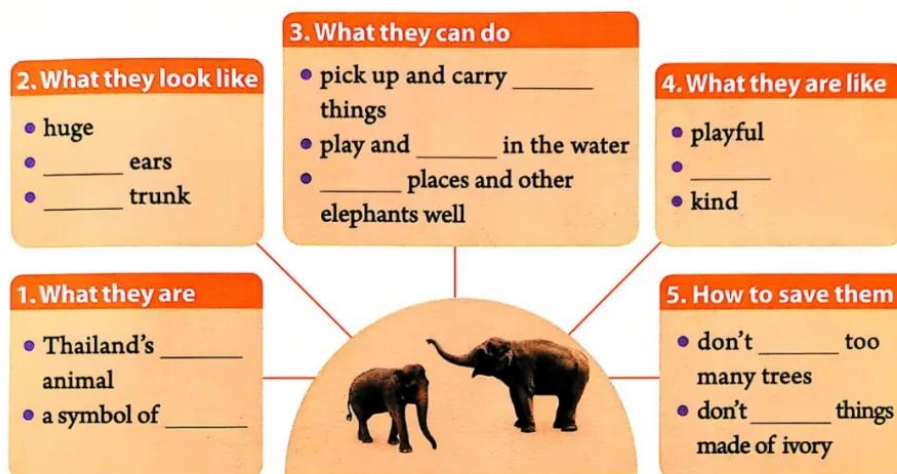
Elephants are an important part of Thai life and culture. However, they are in danger. They live in forests, but people cut down too many trees. People also kill elephants for their ivory. Let's save the forests and not buy things made of ivory. Every elephant counts.



1c Read the post again and answer the questions.

1. When do Thai people celebrate Thai Elephant Day?
2. What do elephants use to carry things?
3. Are elephants clever? Give your reasons.
4. Why are elephants in danger now?
5. How can we help save elephants?

1d Complete the mind map with the information from the post.



2a Complete the passage with the words in the box.

close friendly big great beautiful

2 hours ago

My dog, Xiaohua, is part of the family. She is quite a _____ dog, but she is not scary at all! She has _____ fur. She is really _____ and loves to play with everyone. She is also very special. You see, I am blind. Xiaohua is my eyes. She helps me find my way around. She can see and has _____ hearing. She helps me walk to school and stay safe. I love her very much. We are _____ friends.

2b Write a post about your favourite animal. Use the questions to help you.

- What does it look like?
- What can it do?
- What is it like?
- Why do you like it so much?

*Project



Design a zoo

- 3a** In groups, take turns to think of an animal. Describe it. Guess one another's animals and write them down in the table.

Land	Water	Sky

- 3b** You're going to design a zoo. Choose some of the animals from 3a for your zoo. Give your reasons.

- 3c** Draw a map of your zoo and present it to the class. Use the map and the expressions in the box to help you. Vote for the zoo you like.

- Welcome to our zoo!
- This is ... / These are ...
- Here you can see ...
- There is / are ...
- These animals are ...
- We like ... because they are ...



Reflecting



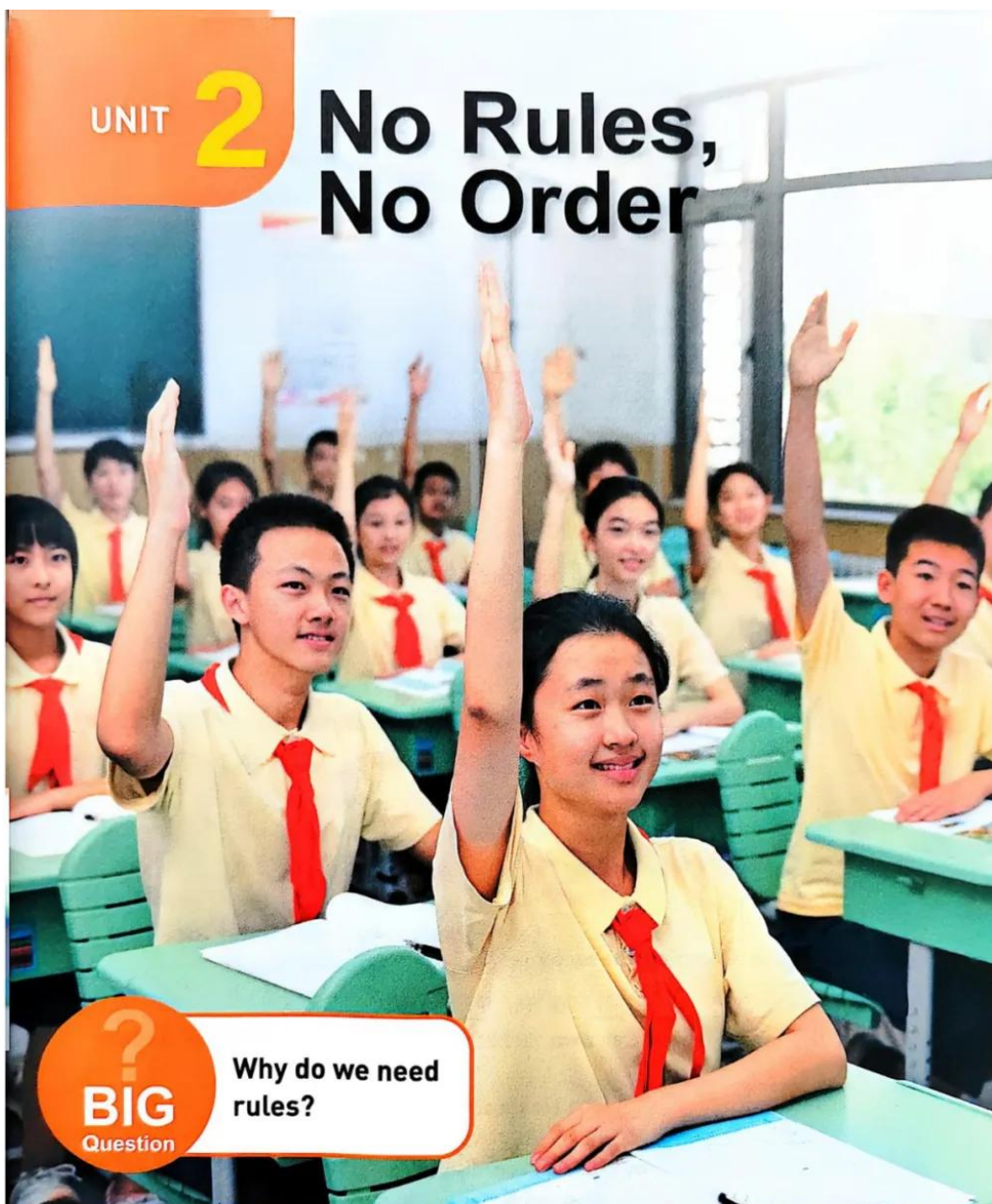
How well can you do these things?	Very well	OK	Needs work
1. I can talk about different animals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can explain what I like or dislike about animals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can talk about the importance of animals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can think of ways to care for animals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Animals are our best friends.

UNIT 2

No Rules, No Order



?
BIG
Question

Why do we need
rules?

In this unit, you will

1. talk about rules by using imperatives and modal verbs *can*, *have to*, and *must*.
2. explain why we need to follow rules.
3. understand how rules are helpful.

Look and share

1. What school rules does the photo show?
2. Do you follow rules like these?
3. What do you think about them?

SECTION A

What rules do we follow?

1a Does your school have these rules? Tick the ones that your school has.

Rule	Your school	Mary, Sally, and Tony's school
Don't be late for school. Arrive on time.		
Don't run in the hallways.		
Don't eat in the classroom.		
Wear the school uniform.		
Don't use your phone in class.		
Don't litter. Keep your school clean and tidy.		
Be polite and treat everyone with respect.		
Put up your hand if you want to ask your teacher a question.		

1b Listen to the first part of the recording. Tick the rules that are mentioned.


☐

☐

☐

☐

1c Listen again. Complete the sentences.

- Mary can't _____ in the _____.
- Sally mustn't wear her own jacket at _____. She has to wear _____.
- Tony can't _____. He must keep the school _____.

1d Listen to the second part of the recording. Who is the speaker? What rules does she talk about? Tick them in 1a.

1e In pairs, talk about the rules in 1c.

Can Mary run in the hallway?

No, she can't. She has to walk in the hallway.

Pronunciation



1 Listen and repeat. Add one more word to each group.

e		ea		ee	ear	
/i:/	/e/	/i:/	/e/	/i:/	/ɪə/	/eə/
she	bed	please	head	tree	ear	pear
these	pet	speak	ready	sleep	dear	bear
_____	_____	_____	_____	_____	_____	_____

2 Listen to the chant and notice the stressed words. Then listen again and repeat.

Across the country, in many schools,	Every day, from Monday to Friday,
Students like us follow rules!	Keep our school clean and tidy!
Be on time. Don't be late for class.	Raise your hand. Walk and don't run.
Keeping the rules is good for us!	Keep the rules and let's have fun!

2a Listen to the conversation and circle the coloured words you hear.

Anne: Hi, I'm Anne. What's your name?
 Tom: Hello! I'm Tom. It's my first day here.
 Anne: It's nice to meet you, Tom! Is everything OK?
 Tom: Well, I can't find my pencil box / pen. I think it's in my locker / at home.
 Anne: Here, I can lend you my pen.
 Tom: Thanks! Would you like a sweet?
 Anne: No, thank you. We can't eat snacks in class.
 Tom: Can we eat fruit / drink water?
 Anne: Yes, of course.
 Tom: OK, thanks ... Oh! I'm sorry, I have to answer my phone.
 Anne: Oh, but we can't / mustn't bring our mobile phones to class. We have to turn them off and put / keep them in our lockers. That's another rule.
 Tom: OK! Thanks for telling me, Anne.
 Anne: You're welcome, Tom.




- 2b** Read the conversation and complete Tom's notes about the school rules.

School rules

We cannot _____

We must not _____

We have to _____



- 2c** Read the conversation again and answer the questions.

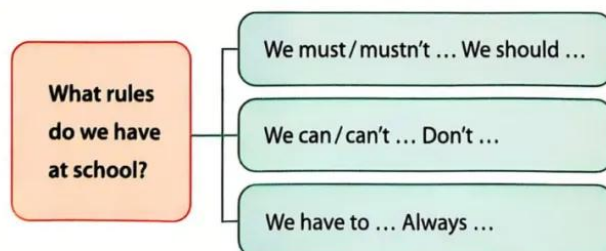
1. Why is the day special for Tom?
2. What does Anne lend to Tom?
3. Why doesn't Anne take a sweet from Tom?
4. Can Tom and Anne use their phones in class?
5. Where must they keep their phones?
6. Do you think they have good school rules? Give your reasons.

- 2d** Complete a summary of the conversation.

It's Tom's _____ day at this school. He doesn't know the school _____ well. Anne tells him about them. They _____ eat snacks in class, but they _____ drink water. They can't bring their mobile _____ to class. They must _____ them off and keep them in their _____.

- 2e** Listen to the conversation again and pay attention to the stressed words. Then role-play the conversation.

- 2f** Talk about the rules you have at school. Use the expressions to help you.



Grammar Focus

3a Read the sentences. Do the verbs in bold need to change forms? Why?

Walk in the hallway.	Don't run !
Be polite and treat one another with respect.	Don't litter ./You mustn't litter ./You can't litter .
Can we bring our phones to class?	No, we can't. We must keep them in our lockers.
Can we eat snacks in class?	No, we can't eat in class. We have to eat in the dining hall.

3b Complete the sentences using *can*, *have to* / *must*, or *can't* / *mustn't*.

- Don't jump the queue. You _____ wait your turn.
- I _____ feed my dog many kinds of food, but I _____ give him chocolate. It is bad for him!
- A: Can I leave the classroom if I don't feel well?
B: Yes, but you _____ tell your teacher about it when you _____ be absent from class.
- A: Hey! Can I look at your book?
B: Shh, we _____ talk quietly in the library.
- A: Can you put on your seat belt? We _____ wear one when we're in a car.
B: Sure. Thanks!

3c Look at the first sign and read the rules. Then write the rules for the other signs.



- Do not eat or drink.
- No eating or drinking.
- You can't / mustn't eat or drink.



3d In groups, brainstorm three rules for one of the places below. Then draw signs to show the rules. Share your signs in class and explain what they mean.

library school dining hall park cinema hospital

In the library, we must keep quiet. We mustn't make noise. We can't ...

SECTION B

How can rules help us?

1a What are some of the rules in your home? What do you think about them?

1b Read Alice's letter to Dr Know and Dr Know's reply. Then answer the questions.

1. Why is Alice unhappy?
2. Does Dr Know think Alice is right?

Dear Dr Know,

Help! There are too many rules in my life! Every morning, I have to make my bed before breakfast. I have to hurry to school because I can't be late for school. When I'm at school, I mustn't use my phone in class either. And I have to wear the uniform.

After school, there are even more rules! I have to finish my homework first. I can only play basketball after I practise the piano. I can't hang out with my friends on weekdays. I know some rules are important, but this is awful! What can I do?

Yours,

Alice

Dear Alice,

Yes, there are many rules in life! But they can help you to become a better person.

You mustn't be late for class. That shows respect for your class and teacher. You can't use your phone in class because you need to focus on learning. You have to wear a uniform because it builds school spirit.

You can also think about the things you can do! You can use your phone at home. You can relax after you finish your homework. And you can hang out with friends at weekends!

I know it's hard, but rules can help to make the world better. Remember: No rules, no order!

Best,

Dr Know



1c Read the letters again and complete Alice's notes about her problem.

Home rules	• have to _____ before _____
	• have to _____ because I _____ for school
	• have to _____ and _____ before I can play basketball
	• can't _____ with my friends on weekdays
School rules	• mustn't use _____ in class
	• must only wear _____
Dr Know's advice	• understand rules help me to become a _____
	• think about the things I _____
	• understand rules help to make _____


2a Complete the letter to Dr Know using *can*, *have to* / *must*, or *can't* / *mustn't*.

Dear Dr Know,

Can you help me? I _____ follow too many rules at home and at school. I _____ clean my room every day, and I _____ let my desk get untidy. At school, I _____ wear my own clothes. I _____ wear my favourite cap either. After school, I _____ watch TV, but only after I finish my homework, walk the dog, and do lots of other things!

I can't even relax at weekends, because I _____ practise the violin every day! I never have fun. What _____ I do?

Yours,
Eric



2b Choose three important rules from 2a. Discuss the questions with a partner.

- Why is each rule important?
- What is your advice for each rule?

2c Write a reply to Eric as Dr Know. Give him some advice.

Dear Eric,

I know it can be difficult to follow many rules. But rules can be good for us ...

*Project

Make class rules

- 3a** In groups, choose one goal that you hope your class can achieve.
- learn better
 - have fun at school
 - get along well
 - take care of the classroom
- 3b** Brainstorm 5–10 rules to help your class to achieve the goal. Write them down.
- 3c** Work together to design a poster for your rules. Think of interesting ways to present the rules.



- 3d** Share your rules in class. Vote for your favourite set of class rules.

In our class, we must get along well with others. We have to be kind to our classmates. We mustn't fight with them. We can ...

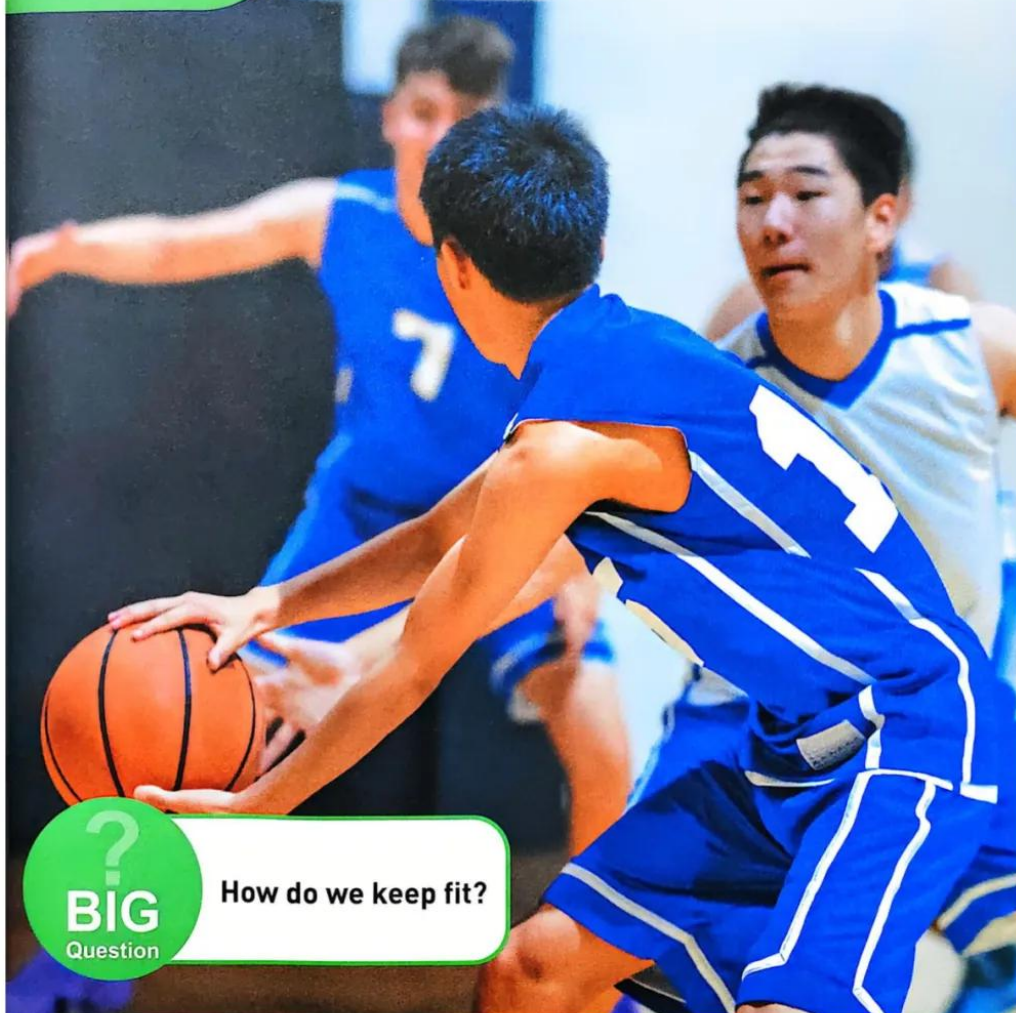
Reflecting

How well can you do these things?	Very well	OK	Needs work
1. I can talk about the things I can and cannot do according to the rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can explain how rules can be helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can use modal verbs to describe the rules in different places.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can understand how different people think and feel about rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Nothing can be achieved without rules.

UNIT 3 Keep Fit



?
BIG
Question

How do we keep fit?

In this unit, you will

1. talk about how to keep fit.
2. share how often you do sport or exercise.
3. use possessive pronouns to identify ownership.
4. discover how exercise helps you keep fit.

Look and share

1. Can you name the sport in the photo?
2. Is it a popular sport in China? Why do you think so?
3. Do you like to do this sport? Why or why not?

SECTION A

How often do you sport or exercise?

1a Write the sports items in the box under the pictures.

baseball
jump rope

baseball glove
ping-pong bat

basketball
running shoes

exercise mat
tennis racket



A



B



C



D



E



F



G



H

1b Listen to the conversations at a sports centre. Answer the questions.

- Whose football is it?
- Whose baseball glove is it?
- Whose tennis racket is it? How do you know?

1c Listen again. Complete the table with the correct information.

Name	Sport	How often
Han Lin		
Emma		<i>hardly ever</i>
Peter		<i>once or twice at weekends</i>
Fu Xing		
Binbin	<i>tennis</i>	
Ella		

1d In pairs, find one sports item that you both have. Talk about the sport or exercise you do with it.

Do you have a ping-pong bat?

Yes, I do.

How often do you play ping-pong?

I play it three times a week.

Pronunciation



1 Listen and repeat. Add one more word to each group.

i		ie		y		
/aɪ/	/ɪ/	/aɪ/	/i:/	/aɪ/	/i/	/j/
mine	big	pie	piece	sky	party	yard
time	hill	lie	niece	why	healthy	yours
_____	_____	_____	_____	_____	_____	_____

2 Listen and clap when you hear the stressed words. Then listen again and repeat.

• •	• • •	• • • • (•)	• • • • (•)
keep fit play sport Don't talk. What's this?	once a week keep me fit Not at all. Where's my phone?	work as a team play with my friends Give her a book. Why do you like it?	if you like in the summer Is it hers? Do you see it?

2a Listen to the conversation and fill in the blanks.

Emma: There is a _____ bat here. Is it yours?
 Jim: No, it isn't mine. Is it Ella's?
 Emma: No, hers is _____.
 Jim: Maybe it's Yaming's.
 Emma: Hi, Yaming! Is this your bat?
 Yaming: Oh yes, it's mine. Thanks!
 Emma: _____. Your bat looks well-used. Do you play often?
 Yaming: Yes, _____, and sometimes more! And you?
 Emma: Hardly ever. I'm _____ at it!
 Yaming: Well, practice makes perfect. How often do you play, Jim?
 Jim: I seldom do, but I often play badminton.
 Yaming: Oh, me too.
 Emma: I _____ play badminton with Ella. We should all play doubles sometime!



- 2b** Read the conversation. How often do the students do each sport? Tick the correct boxes.

Name	Ping-pong			Badminton		
	seldom	sometimes	often	seldom	sometimes	often
Emma						
Jim						
Yaming						

- 2c** Retell the conversation with the information from the table in 2b.

Emma, Jim, and Yaming talk about the sports they do and how often they do them.
Emma and Jim seldom play ..., but Yaming ...

- 2d** Listen to the conversation again and match the stress patterns below with the coloured sentences. Then role-play the conversation.

A. B. . . . C. D.

- 2e** Imagine you have found an item at a sports centre. Make up a conversation with a partner. Use the expressions to help you.

ping-pong bat,
badminton racket,
baseball glove, jump
rope, volleyball, mat,
running shoes ...

hers, his, theirs ...

play football / basketball /
badminton / ...
go swimming / jogging / ...
do exercise
jump rope

a few times / three
times / only once
or twice (a month,
a week ...)



A: Excuse me, is this your ...?

B: Yes, that's mine. Thanks! / No, that's not mine. I think it's ...

A: Do you often ...?

B: Yes, I ... two or three times a week / ... How often do you ...?

A: I often / sometimes / hardly ever ...

Grammar Focus

- 3a** Read the sentences. Decide what the pronouns in bold refer to. Circle the adverbs of frequency and put them in order from the least to the most often.

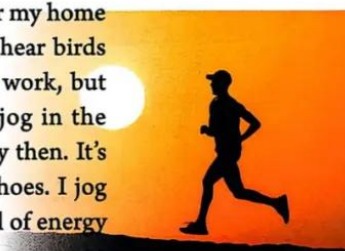
Is this baseball glove yours ?	Yes, that's mine . Thank you.
Whose badminton racket is this?	I think it's Han Lin's. His has "HL" on it.
Do you often play ping-pong?	Yes, I play once / twice / three times a week.
How often do you play football?	I play it twice a week, usually at weekends. I seldom / hardly ever play it. I never do.

- 3b** Complete the conversations with the correct pronouns.

- A: Dad, where are my tennis shoes? And Tom's?
B: Yours are right here. _____ are over there.
- A: Whose badminton racket is that? It looks just like mine!
B: It's Sarah's. It's not _____!
- A: Who does this T-shirt belong to? Is it yours?
B: Yes, it's _____. Thanks!
- A: Are these our baseballs?
B: No, they're not _____. They belong to Emma and Ella.
They're _____.

- 3c** Complete the passage with *always*, *usually*, *sometimes*, *seldom*, or *never*.

I love jogging! I _____ jog in the park near my home in the morning. The air is clean, and I can hear birds singing. I _____ jog in the evening after work, but I _____ jog when I'm tired. I _____ jog in the afternoon on working days because I'm busy then. It's easy to go jogging. You just need running shoes. I jog three times a week or more. I'm _____ full of energy after jogging. Keeping fit is not that hard!



- 3d** In groups, ask one another how you keep fit. Take notes and give a report.

Name	What sport / exercise do you do?	How often do you do it?
Lin Tao	jogging	every day
	badminton	twice a week

In our group, many students like to do sport and exercise. Lin Tao jogs every day ...

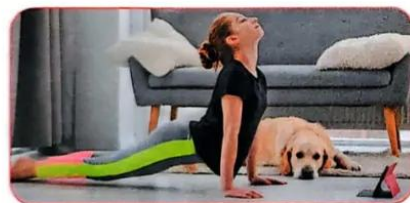
SECTION B

How is exercise good for us?

- 1a** How are sport and exercise good for us? Discuss your ideas with a partner and write them down.
- 1b** Read three students' accounts of their ways to keep fit. Fill in the blanks with *use an exercise app, skateboarding, or play baseball*.

Xia Tian

I like _____ very much. My friends and I practise at a special park twice a week. My skateboard is really cool, and so are theirs. We encourage one another to do tricks. Some tricks are difficult, but once you succeed, you feel great! I like skateboarding because it keeps me fit.



Jenny

This year, my goal is to be really fit. I jog, swim, and do sit-ups. But my favourite way of keeping fit is to _____ to work out.

The app gives me exercises to do every day. It can show my progress. My friends use the app too. We have fun when we keep fit together!

Steve

I'm in my school's baseball club, so I _____ quite often. It's my favourite sport. We play many matches. The other teams are great, but I think ours is the best! We usually practise three times a week after school. We also exercise a lot because it keeps us fit and helps us play better.

Baseball also builds team spirit. All of us are good friends, both on and off the field. We work as a team, and we win or lose as a team.




- 1c Read the accounts again and complete the table.

Name	How often he / she does it	Why he / she likes it
Xia Tian		
Jenny		
Steve		

- 1d Which activity in 1b would you like to try? Give your reasons.


- 2a A website wants to learn more about how teenagers keep fit. Read Kate's post and complete the mind map.

How teenagers keep fit



Kate

My favourite sport is swimming. It's fun to swim and play with my friends in the water. Also, I like swimming because the cool water feels great when it's hot. I go swimming two or three times a week. Swimming is good for me because it keeps me healthy. It is good exercise for my body. I think everyone should try it!





- 2b Make a similar mind map about your favourite sport or exercise.
- 2c Use your mind map to write a post about your favourite way to keep fit.

*Project



Compare exercise habits

3a In groups, ask your group members questions about their favourite sport or exercise. Take notes in the table.

- What sport or exercise do you do most often?
- Why do you like it?
- How often do you do it?

Name	Sport / Exercise	Reason	How often
Ai Ling	basketball	fun; good exercise	twice a week

3b Write a brief report for your group. Then present it to the class.

In our group, three students' favourite sport is basketball. Two students like tennis, and one likes running. We like these for different reasons. Ai Ling plays basketball for fun and exercise. She does it twice a week ...

3c Compare the reports. Find out which is the most popular sport or exercise and why people like it.

Reflecting



How well can you do these things?	Very well	OK	Needs work
1. I can talk about different ways to keep fit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can tell others about how often I do sport or exercise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can talk about the things that I own and that others own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can explain the importance of doing sport and exercise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Exercise shapes your body and mind.

UNIT 4 Eat Well



?
BIG
Question

How do we eat well?

In this unit, you will

1. talk about what you or others have for meals.
2. ask others about their food preferences and offer choices.
3. use countable and uncountable nouns to talk about food and drink.
4. explore how eating affects our health.

Look and share

1. Can you name any of the foods or dishes in the photo?
2. Which dish would you like to eat the most?
3. What is your favourite food? Do you often eat it?

SECTION A

What do we like to eat?

1a Write the foods in the box under the pictures. Which food(s) do you like?

watermelon cabbage mutton cookie onion carrot



A



B



C



D



E



F

1b Listen to the first conversation. Tick what Li Meng and Jane would like for lunch.

1. Jane would like to have

- ☐ beef and carrot dumplings
☐ watermelon juice

- ☐ mutton and onion dumplings
☐ coffee

2. Li Meng would like to have

- ☐ mutton and onion dumplings
☐ tea

- ☐ noodles with beef and cabbage
☐ watermelon juice

1c Listen to the second conversation. What does Jane have for breakfast (B), lunch (L), and dinner (D)?

___ beef ___ bread and milk ___ chicken ___ cookies
 ___ eggs and beans ___ fish and chips ___ ice cream ___ juice
 ___ pizza ___ salad ___ sandwiches ___ yogurt



1d Write what you usually eat for breakfast, lunch, and dinner. Then ask your classmates about their meals.

What do you usually have for breakfast / lunch / dinner?

I usually have porridge for ...



Pronunciation



1

Listen and repeat. Add one more word to each group.

o			oa	oo		ou	ow	
/əʊ/	/ʊ/	/ʌ/	/əʊ/	/u:/	/ʊ/	/aʊ/	/əʊ/	/aʊ/
no	hot	come	coat	food	look	about	own	down
home	clock	done	roast	school	book	trousers	know	brown
_____	_____	_____	_____	_____	_____	_____	_____	_____

2

Listen and repeat. Notice the intonation.

A: Welcome to my home! First, do you want to play / football or \ basketball in the garden?

B: Football!

A: Okay. Later, would you like to eat / Chinese food or \ Western food?

B: Chinese food!

A: Nice! And after dinner, what about playing a / game or watching a \ film?

B: Both!

A: Wow, you're full of energy! Yes, let's do it all!

2a

Listen to the conversation and circle the coloured words you hear.

Waiter: Hello! What would you like to **order** / **eat**?

Tom: What about Gongbao chicken? We often have it in America, but it may taste different here. I'd like to try it.

Dad: Good idea!

Mum: Do you have anything with tofu?

Waiter: Yes. Would you like a hot tofu dish or a cold one?

Mum: A hot tofu dish, please.

Waiter: We have Mapo tofu. Would you like that?

Mum: Yes, please. We should also order **some vegetables** / **a salad**.

Dad: How about a chicken and cabbage salad?

Tom: That sounds good. Can we **order** / **get** soup too?

Dad: OK. Let's see ... Which soup would you like, chicken or fish?

Mum: Fish, please!

Dad: Sure. Now, would you like rice or

dumplings / **noodles**?

Tom: Rice, please.

Mum: OK. Let's get that.



2b Read the conversation and complete the table.

Person	Choice for the family meal
Tom	
Mum	
Dad	

2c Listen to the conversation again and pay attention to the intonation in the alternative questions. Then role-play it.

2d What food and drink would you and your partner like to order at a restaurant? Take notes and discuss your ideas. You can use the words to help you.

Beijing roast duck	cabbage	Dongpo pork	fish soup
hot pot	juice	Gongbao chicken	salad
strawberry cake	tea	beef noodles	yogurt

Food	Drink

2e Role-play a conversation between a customer and a waiter or waitress at a restaurant.

A: Welcome to our restaurant!
Here is a menu for you. What would you like to drink?

B: I'd like ...

A: OK! Now what would you like to eat?

B: Do you have ...?

A: Yes, would you like ... or ...?

B: ..., please.



Grammar Focus

- 3a** Read the sentences. Circle all the nouns for food and drink. Are they countable or uncountable in the context?

What do you usually have for breakfast?	I usually have some bread and milk. Sometimes I have eggs and beans.
Which would you like with your meal, rice or noodles?	Noodles, please!
Would you like juice or coffee?	No, thanks. I'd like a cup of tea.

- 3b** Complete the jokes with the correct forms of the nouns in brackets.

- Customer: Do you serve _____ (fish)?
Waitress: Sir, we serve everyone.
- Waiter: Would you like the _____ (bill) now?
Customer: You can bring it over, but I'm sure I won't like it!
- Waitress: Would you like _____ (chip), _____ (noodle), or _____ (rice) to go with your _____ (chicken)?
Customer: I don't know. Where is my chicken going?

Countable nouns:

bean, chip, cookie, dumpling, egg, noodle, strawberry, vegetable

Uncountable nouns:

beef, bread, meat, milk, mutton, pork, rice, sugar, tofu

Countable & uncountable nouns:

cabbage, cake, chicken, drink, fish, food, fruit, salad, sweet, tea

- 3c** Complete the passage with the correct forms of the nouns in brackets.

I try to eat healthy food every day. I eat fruit and _____ (vegetable) with every meal. I don't eat _____ (sweet). Instead, I have a pear, a banana, or some _____ (strawberry)! I love juice, but my mum says that it's not good to drink too much of it. It usually has a lot of _____ (sugar). Now I try to drink more _____ (water) and _____ (milk).

- 3d** Imagine that your friends are at your home. Offer them food and drink.

- A: Would you like ... or ...?
B: I'd like ...
A: What ... would you like, ... or ...?
B: ..., please.


SECTION B

How do we make healthy eating choices?

- 1a List what you want to eat tomorrow. Discuss if your choices are healthy. Give your reasons.
- 1b Read the article from a clinic's newsletter. How many poor eating habits are mentioned?

Joy Clinic
NEWSLETTER

ANNOUNCEMENTS PEOPLE WHAT'S NEW



Improve Your Eating Habits

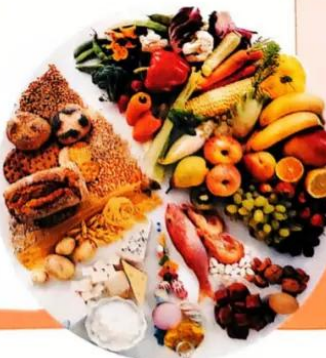
Healthy eating is important for a healthy body and mind. Both what we eat and how we eat are important!

For example, some people have fast food every week. It is easy and delicious! But it often has lots of salt, fat, and sugar. That makes us put on weight. Eating fast food like pizza and hamburgers too often may cause heart problems later. If you cook your own meals instead, you can make healthy balanced meals.

Eating three meals a day is important. But some people don't have breakfast. Maybe they don't feel hungry in the morning, or they are too busy to eat anything. But food gives us energy. It is easy to feel sleepy and find it hard to focus on our work or studies if we don't eat breakfast.

Some people also eat too many sweet things. Ice cream, sweets, and chocolate are delicious, but they usually have lots of sugar. This can cause tooth problems. When you want a snack, why don't you have some fruit instead? After all, an apple a day keeps the doctor away.

Remember: You are what you eat. Healthy eating means eating healthy food and having good eating habits.



1c Complete the table with the information from the article.


Poor eating habit	Result	Reason for the result	Idea / Advice
have fast food too often			
	feel sleepy; hard to focus	need food for energy	
			have fruit for snacks

1d Read the article again and answer the questions.

1. What foods have lots of salt and fat?
2. What foods have lots of sugar?
3. What does “You are what you eat” mean?
4. Do you think the poor eating habits in the article are common among young people? Why or why not?

2a The Joy Clinic wants teenagers to share their eating habits. Read Lisa’s post. How many eating habits does Lisa write about? What are they?




5 hours ago



Lisa

I have some good eating habits. I eat three meals a day, and I have them on time. I eat a lot of vegetables too. Some of my friends don’t like carrots or other vegetables, and they don’t eat them, but I eat all kinds of vegetables.

However, I have some bad eating habits too. First, I drink too many soft drinks. I love soft drinks because they taste so good! But soft drinks usually have a lot of sugar. They’re bad for me. Second, I don’t drink enough water. I drink water when I am thirsty, but it’s better to drink before I get thirsty. In future, I should drink more water.

2b Talk about your own eating habits. Use the questions to help you.

1. What good habit(s) do you have?
2. What bad habit(s) do you have?
3. What can you do to improve your eating habits?

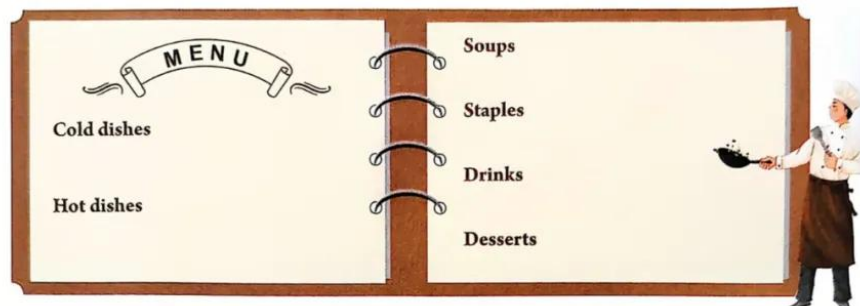
2c Write about your own eating habits with the information from 2b.

*Project



Create a restaurant menu

- 3a** In groups, create a list of menu dishes. You can choose dishes from China or any other country.
- 3b** Make a menu. You can also add prices or other information, such as ingredients.



- 3c** Swap your menu with another group. Use the following points to check the menu and make revisions.
- Are there many kinds of dishes?
 - Are there any special dishes?
 - Are the dishes healthy?
 - Do the dishes look good?
- 3d** Work with a partner from a different group. Role-play ordering food at a restaurant.

A: Good evening, welcome to our restaurant. Here is our menu. Would you like something to drink first?

B: Yes, please. What drinks do you have?

A: We have tea and four kinds of juice: apple, orange, grape, and watermelon ...

Reflecting



How well can you do these things?	Very well	OK	Needs work
1. I can name foods, drinks, and special dishes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can find out what others prefer to eat or drink and offer them choices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can use countable and uncountable nouns for food and drink.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can make good food choices and develop healthy eating habits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Food is life.

UNIT 5 Here and Now



?
BIG
Question

What brings people together?

In this unit, you will

1. talk about what is happening by using the present continuous tense.
2. learn to make and answer telephone calls.
3. find out more about the way of life in different places around the world.

Look and share

1. Where do you think the people in the photos are? What are they doing?
2. Can you explain how it can be daytime in one city when it is nighttime in another city?
3. Do you know what time it is in other places right now?

SECTION A

What are you doing right now?

1a Write the activities in the box under the pictures.

gardening
riding a bike

playing volleyball
shopping

reading a book
washing dishes



1b Listen to the conversations and answer the questions.

1. Who is calling his friends?
2. What activity does he want to do with his friends?
3. How many of his friends are free to do the activity?

1c Listen again. Match the questions with the answers.

- | | |
|----------------------------|------------------------------|
| 1. What is Teng Fei doing? | A. He is shopping. |
| 2. What is Adam doing? | B. He is watching a film. |
| 3. What is Binbin doing? | C. He is doing his homework. |

1d Act out a phone conversation with a partner. Invite him or her to do something with you.

Hi! It's Peter. What are you doing at the moment?

I'm doing my homework.

Do you want to play volleyball at the sports park?

Of course! / I'd love to, but I'm working on something important.

Pronunciation

1 Listen and repeat. Add one more word to each group.

u	/ju:/	use cute _____
	/u:/	true ruler _____
	/ʌ/	up cut _____

2 Which words do you think are stressed? Underline them. Then listen and check.

A: What are you doing?
 B: I'm walking my dog.
 A: Would you like to play football with me at the sports park?
 B: Yes, I'd love to. When shall we meet?
 A: Let's meet at three o'clock.
 B: Sure.

2a Listen to the conversation between Jane and her family back in the UK. Fill in the blanks.

Jane: Hi, Dad. _____?
 Dad: Hi, Jane! I'm fine. _____?
 Jane: We're having a holiday here. Hao Yi and I are making *zongzi*!
 Dad: That sounds great! Are you making them for the Dragon Boat Festival?
 Jane: That's right! What about you? What are you doing?
 Dad: I'm washing the car right now.
 Jane: Is Mum there too? _____?
 Dad: Yes, her cold is gone. She's gardening. Hold on. Here's Mum.
 Jane: Hi, Mum! _____?
 Mum: Good, thanks. It's great to hear your voice!
 Jane: Yours too! I'm happy you're feeling better!
 Mum: Thanks! Are you having fun in China?
 Jane: Yes, I am. Hao Yi and I are making *zongzi* and watching dragon boat races on TV. Oh, I have to go now. Let's talk later.
 Mum: OK. Bye, darling!



2b Read the conversation. Circle T for true, F for false, or NG for not given.

- | | | | |
|---|---|---|----|
| 1. Jane is enjoying her life in Guangzhou now. | T | F | NG |
| 2. Jane always spends the holiday with Hao Yi. | T | F | NG |
| 3. Jane's parents are preparing for the Dragon Boat Festival now. | T | F | NG |
| 4. Jane cares about her mother. | T | F | NG |
| 5. Jane's mum is not feeling well at the moment. | T | F | NG |

2c Read again and complete the table.

What are they doing?	
Jane	Jane's family

2d Listen to the conversation again and pay attention to the stressed words. Then role-play the conversation.

2e Work in pairs. Role-play a telephone conversation. Use the telephone expressions to help you.

When you call somebody	When you answer the phone
Hello / Hi, it's ... This is ... speaking.	Hello? Who is it? May I ask who's calling?
Could I speak to ...? Is ... there, please?	Yes, hold on, please. Sorry, he / she is out at the moment. Can I take a message? Would you like to leave a message?
Could you tell him / her to call me back?	No problem.

A: Hi, ...! How are you doing?

B: I'm ... Thanks! How about you? How is life in ...?

A: It's going ... I'm ... right now! And how is ...? Could I speak to ... too, please?

B: Yes, hold on, please. / Sorry, ... is ... at the moment.

Grammar Focus

3a Read the sentences. Underline the structures for the present continuous tense.


Is he exercising at the park?	No. He's shopping at the supermarket.
Are you making <i>zongzi</i> for the Dragon Boat Festival?	Yes. We're watching the races on TV too.
What are you doing right now?	I'm doing my homework.
What is he doing at the moment?	He's watching a film.
What are they doing?	They're having breakfast.

3b Complete the sentences with the correct forms of the verbs in the box.

have sing paint learn take kick dance do

- A: Wow! _____ you _____ a flower?
B: Not really. I'm painting a tree.
- A: Listen! What _____ the people next door _____?
B: I can hear music. I think they _____ and _____.
- A: Where's Mary?
B: She _____ an online class in her room. She _____ French.
- A: What _____ the boys _____? They look like they _____ fun.
B: It's a kind of shuttlecock. We call it *jianzi* in Chinese.

3c Complete the postcard with the correct forms of the verbs in brackets.

<p>Dear Kate,</p> <p>I _____ (write) to you from Pingyao! My family and I _____ (visit) my uncle. We _____ (have) a great time! My uncle _____ (show) us all the sights. We _____ (stay) near Pingyao's famous city walls.</p> <p>I know it's near your exams. _____ you _____ (study) today? I hope it _____ all _____ (go) well! I _____ (look) forward to seeing you soon!</p> <p style="text-align: right;">Love, Beth</p>	
<p>Kate Smith 36 Flower Street London, UK</p>	




3d In pairs, take turns miming different activities and guessing what they are.

- | | |
|---------------------|-----------------|
| A: Are you running? | B: No, I'm not. |
| A: Are you skating? | B: Yes, I am. |

SECTION B

How do we share our lives with others?

- 1a** Look at the clocks and talk about the times in different places.

Chongqing	Nairobi	New York
		
evening / night / p.m.	afternoon / p.m.	morning / a.m.

A: What time is it in Chongqing?

B: It's 8 p.m. / It's eight o'clock in the evening.

- 1b** Read the video script and add the times from 1a into the text.

What is happening in different time zones around the world right now? What are people doing in different places?



It's _____ in Chongqing, China. Some people are rushing to get home from work. But others are not in a hurry! They are enjoying the city at night. Lights are shining brightly across the city, and colourful boats are moving slowly down the river. People are eating delicious food, such as Chongqing hot pot and noodles.

In Nairobi, Kenya, it's _____. Many people are working hard in their offices. Some people are shopping for gifts, such as paintings and bags, in the markets. Many others are walking in the parks and looking at elephants and giraffes. In this city, people live side by side with many wonderful animals!



It's _____ in New York, USA. It's early, but the city is getting busy! Many people are rushing to the subway. They are going to work. Bright yellow taxis are picking up and dropping off passengers. Some people are jogging, walking, and riding bikes in Central Park. Others are drinking coffee and eating breakfast in coffee shops.

1c Read the script again and answer the questions.

1. What special dishes can people eat in Chongqing?
2. Where can people in Nairobi see big animals like elephants and giraffes?
3. What are people doing in Central Park?
4. Can you explain why the time is different in each city at the same moment in time?
5. Which city would you like to visit the most? Give your reasons.

1d People from the places in 1a are saying the sentences below. Write the names of the places.

1. "Look at that giraffe! It's drinking water." _____
2. "Our family are taking part in a boat tour right now. We can see the city well from here!" _____
3. "I'm jogging with my dog. The air is clean, and the morning sunshine is great." _____
4. "We're shopping because I want to buy some gifts for my friends." _____
5. "I'm driving to work today, but it's taking a long time because it's rush hour." _____

2a It is Sunday, and people are doing different things in a park. Describe some of the activities to a partner.



2b Write a video script by describing what is happening in the park.

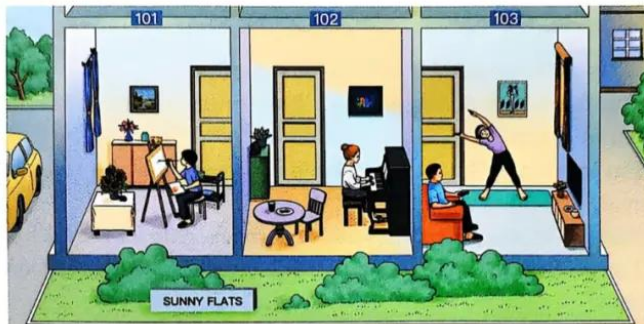
Now it's ten o'clock in the morning, and I'm at People's Park. Look, the sun is shining! Let's take a look at ...

*Project



Draw a group of flats

- 3a In groups, draw a group of flats like the one in 3c. Think of a fun name for your flats.
- 3b Draw some people doing different activities in the flats.
- 3c Present your flats to your classmates. Describe what is happening in each flat. Decide who has the happiest or most interesting flats.



This is Sunny Flats. In this building, there are three floors. On the first floor, there are three flats. Now it's eight o'clock. Let's see what everyone is doing!

Liangliang lives in Flat 101 with his family. He's painting. He likes painting flowers. Miss Jones lives in Flat 102. She's playing the piano. She likes piano music. Mr Zhang's family lives in Flat 103. Mr Zhang is watching TV, and his wife is exercising on a mat!

Reflecting



How well can you do these things?	Very well	OK	Needs work
1. I can describe what the people around me are doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can use the present continuous tense to describe ongoing actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can use the right expressions to make and answer telephone calls.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can understand how people around the world can be doing different activities at the same time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Living in a global village, we should think like a global citizen.

UNIT

6

Rain or Shine



?
BIG
Question

How does the weather affect us?

In this unit, you will

1. talk about different types of weather.
2. talk about weather-related activities by using the present continuous tense and the simple present tense.
3. explore how the weather affects people's lives.

Look and share

1. How do you think the children in the photo feel about the weather?
2. Do you like rainy weather? What weather do you like best?
3. What do you do during such weather?

SECTION A

What's the weather like?

1a Write the weather descriptions in the box under the pictures.

cloudy
dry
lightning
stormy
windy



1b Listen to the weather report. Match the different parts of Australia with the weather conditions.

north	warm and dry	35°C
west	sunny and hot	20°C
south and east	stormy	28°C
centre	cloudy	22°C

1c Listen to the conversation. Circle the correct answers.

- Where is Grandpa now?
A. In Australia. B. In his hometown.
- What's the weather like at Grandpa's place?
A. It's stormy. B. It's sunny.
- What's Lucy doing?
A. She is staying in. B. She is watering flowers.
- Is the weather making Grandpa sad?
A. Yes. B. No.

1d Act out a phone conversation with a partner. Talk about the weather near you and what people are doing.

What's the weather like?

It's warm and sunny.

What are you doing?

...

Pronunciation



- 1 Listen and repeat. Add one more word to each group.

ar	er	ir	or		ur
/ɑ:/	/ɜ:/	/ɜ:/	/ɔ:/	/ɜ:/	/ɜ:/
hard start	verb person	first bird	short horse	word world	hurt nurse
_____	_____	_____	_____	_____	_____

- 2 Read the chant and clap when you read the bold syllables. Then listen and repeat.

What's the weather like today?
It's windy and **warm**. It's **spring** again.
Let's fly a **kite**. Isn't it **great**?
Hooray! Hooray! Let's **play**!

- 2a Listen to the conversation and fill in the blanks.

Bill: Hey, Anna. How's your holiday going?
Anna: It's wonderful! I'm at a beach in Sanya!
Bill: Wow, lucky you! That sounds amazing. What's the weather like there?
Anna: It's _____. It's about 28°C.
Bill: That's nice! What are you doing at the beach?
Anna: I'm sunbathing at the moment! My brother John's here too.
Bill: Oh, what's he doing?
Anna: He's _____ right now. What about you?
How's the weather in Stockholm?
Bill: Well, it's _____. It's about -3°C.
Anna: Oh, that's really cold! What's your family doing?
Bill: Well, we usually stay in when it snows, but now we're _____
outside. Hey, come and visit us some day!
Anna: OK. Once the weather turns warm!

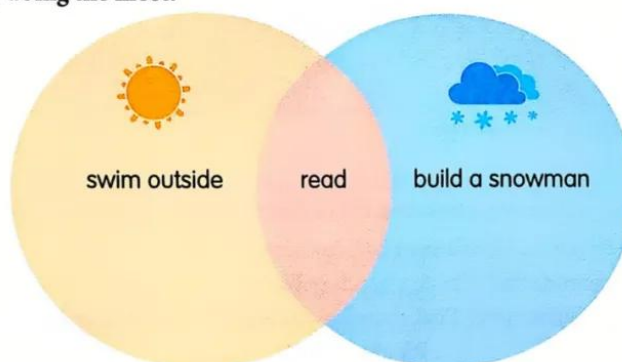


2b Read the conversation. Then complete the table.

Information	Anna's family	Bill's family
Place	_____	Stockholm
Temperature	_____°C	-3°C
Weather	hot and _____	cold and _____
Activity	sunbathing; playing _____	building a _____

2c Listen to the conversation again and pay attention to the rhythm of the sentences. Then role-play the conversation.

2d List the activities you can do in different weather. Tick the activities you enjoy doing the most.



2e Imagine you are calling a friend. Your friend is having a holiday in a place with different weather. Ask and answer questions using the ideas from 2d and the expressions below to help you.

Talking about the weather	
What's the weather like in ...?	It's really warm / ... now.
How's the weather in ...?	Today, it's about ...°C.
Is it very cold / ... in ...?	It's raining / ... heavily.
Talking about activities	
What are you doing now?	I'm shopping / ... right now.
Are you outside / ... at the moment?	I'm outside / at home / ...
Are you having dinner / ... now?	I usually run / ... outside, but I'm exercising / ... at home now.

A: What's the weather like in ...?

B: It's really ...

A: What are you doing now?

B: I'm ... right now. / I usually ..., but I'm ... at the moment.

Grammar Focus

3a Read the sentences. What tenses do they use? When do you use each tense?

What's the weather like?	It's raining heavily.
How's the weather?	It's cold and snowy.
What are you doing at the beach?	I'm sunbathing.
What's your brother doing?	He's playing beach volleyball right now.
It's really cold! What's your family doing?	We usually stay in when it snows, but now we're building a snowman outside.

3b Complete the conversations with the correct forms of the verbs in brackets.

- A: Look, it _____ (snow)!
B: That's amazing! It _____ (not snow) here in winter usually.
- A: In my hometown, the sun _____ (rise) at around 6 a.m. in summer.
B: Really? Here, the sun _____ (rise) right now, but it's already 7:30!
- A: It's so warm, but she _____ (wear) a sweater!
B: Well, it's her favourite sweater, after all. She always _____ (wear) it.
- A: Look at the kites! They _____ (fly) so high.
B: It's windy in spring here. People often _____ (fly) kites in this season.
- A: Do you have an umbrella? It _____ (rain) outside.
B: That's the weather in London! It _____ (rain) quite often. Here you go.

3c Complete the passage with the correct forms of the verbs in brackets.

It is 2 January. It is freezing. The temperature _____ (be) -20°C ! Many people _____ (visit) this special place at the moment. Here they can see lots of special ice works of art like large and colourful buildings.



Some of the tourists _____ (be) from South China. They _____ (enjoy) the ice festival very much. Look! What _____ they _____ (do)? Some of them _____ (take) photos, and some _____ (skate). Do you know the name of this special place?

3d Imagine that you are at a beautiful place outdoors. Tell your partner what the weather is like and what activities people are doing. Can he or she guess where you are?

SECTION B

How do we feel about the weather?

- 1a** Look at the pictures on this page. What do you think you can see, hear, or feel when you climb a mountain?
- 1b** Read the posts by Helen and Peter. Are they visiting the same place? Do they feel the same about it?



We're here at Mount Huangshan! The clouds look amazing. It feels like a magical place. The trees and rocks look like a part of a painting.



Helen 7:22 | 1 May



We're at a rest area now. Climbing is hard, but we're making good progress. Although the weather is bad, many people here are still in high spirits. I don't think my brother Peter is enjoying the experience very much, so I'm encouraging him.



Helen 9:18 | 1 May



The sun is shining through the clouds! It's a lovely sight. I'm so glad we're here at Bright Peak.



Helen 10:36 | 1 May



Today I'm visiting Mount Huangshan with my family. I'm not really enjoying the experience. Everything looks grey, and you can't see much because of the heavy fog. The ground is very wet, so we have to climb slowly.



Peter 6:35 | 1 May



Climbing is tiring! My shoes are all wet and dirty too. There are many other tourists at this rest area, but they don't seem tired at all. Instead, they're talking and laughing! My sister Helen is also in high spirits.



Peter 9:15 | 1 May



We're here at Bright Peak. Mount Huangshan is beautiful in the sunlight. I'm tired and hungry, but it feels good to be at the top!



Peter 10:40 | 1 May



- 1c** Complete Helen's and Peter's descriptions about their trip. Then use ☺ or ☹ to show how they feel.

Time and place	Helen		Peter	
	Thought	Feeling	Thought	Feeling
6:35–7:22 *	<ul style="list-style-type: none"> The mountain feels like _____. The trees and rocks look like a part of _____. 	☺	<ul style="list-style-type: none"> Everything looks _____. He can't _____ because of _____. His family has to _____. 	☹
Rest area	<ul style="list-style-type: none"> Climbing is _____. Her family is making _____. She wants to _____ Peter. 	_____	<ul style="list-style-type: none"> Climbing is _____. His shoes are _____. The _____ and Helen are all in _____. 	_____
10:36–10:40	<ul style="list-style-type: none"> The sun _____ through the clouds. It is a _____ sight. 	_____	<ul style="list-style-type: none"> The mountain is _____ in _____. He is _____, but he feels _____. 	_____

- 1d** Read the posts again. Complete the questions with the question words in the box and then answer them.

Why Who How Where What

- _____ did Helen and Peter see the tourists?
- _____ does Helen think about the trees and rocks?
- _____ enjoys the experience more at the start? _____ do you think so?
- _____ does Peter feel at the end?

- 2a** Complete the passage with the correct forms of the words in brackets.



There is a huge storm today. I am sitting in my room and _____ (look) out of the window. It _____ (rain) very hard. The rain is pouring down. The wind _____ (blow) hard too. It is difficult for people to use their umbrellas. A man in the street _____ (look) angry. He is shouting and _____ (run) after his hat!


- 2b** Draw a picture of some people experiencing a heavy storm or another type of weather. Write a description of their actions.

*Project

Give a live weather report

- 3a** Read the weather information and report about Chengdu. Underline the information from the table in the report.

Chengdu	
Season	spring
Month	April
Weather	rainy
Temperature	20°C
Activity	stay in; do indoor activities
Advice	carry an umbrella; pack a raincoat



Good morning from Chengdu in Sichuan Province. It's a cool spring morning in April. It's raining heavily today, and the temperature is around 20°C. Many people are staying in today. It's a good day to do indoor activities. But look behind me! A few people are still outside. They're hurrying towards the nearby buildings to hide from the rain. It's important to carry an umbrella or pack a raincoat today.

- 3b** In groups, choose a city and find information about its weather on a certain day. Make a similar table to the one in 3a.
- 3c** Write a weather report with the information from your table in 3b. Give your report to the class.

Reflecting

How well can you do these things?	Very well	OK	Needs work
1. I can talk about different types of weather.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can use the present continuous tense and the simple present tense to describe weather-related activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can understand the influence of weather on people's lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Enjoy your day, come rain or shine.

UNIT 7

A Day to Remember



BIG
Question

What makes a day special?

In this unit, you will

1. talk about things that happened in the past by using the simple past tense.
2. talk about school trips and what you can learn from them.
3. learn to write a diary entry.
4. reflect on special experiences.

Look and share

1. Where are the students in the photo?
2. What are they doing? Are they working hard?
3. Would you like to try this kind of work?

SECTION A

What was your special day like?

- 1a** Write the activities in the box under the pictures. Did you do any of these activities last weekend?

played badminton
went swimming

cooked food
did homework

met up with friends
visited a science museum



- 1b** Listen to two conversations and answer the questions.

- How was Peter's weekend?
- What did Peter like about the museum?
- How was Teng Fei's weekend?
- How did Teng Fei feel after he talked to the tourists?

- 1c** Who did each activity? Listen again and write P for Peter or TF for Teng Fei.

_____ visited a museum	_____ went to an exhibition
_____ lost a book	_____ took the wrong bus
_____ tried to help tourists	_____ learnt how astronauts live and work
_____ gave directions	_____ talked to robots

- 1d** Talk about one of the conversations in 1b with a partner.

How was Peter's weekend?

It was ...

What did he do?

Well, he ...

Pronunciation



1 Listen and repeat. Add one more word to each group.

c		ck	g		x
/k/	/s/	/k/	/g/	/dʒ/	/ks/
cook	nice	pick	game	age	six
catch	bicycle	clock	give	large	next
_____	_____	_____	_____	_____	_____

2 Listen and repeat. Notice the pronunciation of **-(e)d**.

/t/	talked	picked	helped	stopped	finished
/d/	moved	climbed	filled	tried	enjoyed
/ɪd/	wanted	visited	tasted	needed	ended

3 Read the coloured words. Then listen to the short conversations and circle the words you hear.

- A: Hey, I thought you **didn't** / **did** like maths!
B: I **do** / **don't** now. I **was** / **wasn't** interested in it last year.
- A: Hello. **Aren't** / **Are** you Ella's friend?
B: I **don't** / **do** know Ella!
- A: I **can** / **can't** go on the school trip tomorrow.
B: Oh, you **should** / **shouldn't** tell our teacher about that now.

2a Listen to the conversation and fill in the blanks with correct adjectives.

Helen: Hi, Fu Xing. How was your school trip to the wastewater plant? Was it boring?
Fu Xing: No, it wasn't at all. It was really interesting!
Helen: Wow! What did you see?
Fu Xing: We saw the plant make dirty water _____ again.
Helen: Really? How?
Fu Xing: Well, first, _____ water from our homes goes into the plant. Then, special screens remove large pieces of waste from the water.
Helen: What happens next?
Fu Xing: Well, _____ machines remove germs and other things from the water. These things are usually too _____ to see. It takes a few more steps after that before the water becomes clean again.
Helen: Wow! I used to think it was _____ to get clean water.
Fu Xing: Me too! I didn't realize it was so _____.

2b Read the conversation and match the sentence parts.

- | | |
|------------------------------|---|
| 1. The plant makes | A. remove small things from the water. |
| 2. Dirty water goes | B. it was easy to get clean water. |
| 3. Machines inside the plant | C. dirty water clean again. |
| 4. Screens inside the plant | D. remove large pieces of waste from the water. |
| 5. Helen used to think | E. into the plant. |

2c Complete the summary of the conversation in 2a.



Last week, Fu Xing's class went on a school trip to a _____ plant. The plant turned dirty water into clean water. Fu Xing learnt about the cleaning process: First, dirty water goes from people's _____ to the plant. Then the plant uses screens to remove large pieces of _____ from the dirty water. Next,

large _____ clean the water. They remove _____ and other small things. It takes a few more _____ before the water becomes clean again.

2d Listen to the conversation again and pay attention to the pronunciation of *was*, *wasn't*, *did*, and *didn't*. Then role-play the conversation.

2e Talk about a school trip you took to a special place.

theatre	factory	zoo	museum
farm	forest	market	park

How was your school trip?

It was great.

Where did you go?

We went to the theatre to watch a show.

Grammar Focus

- 3a** Read the sentences. Circle the verbs in the simple past tense. Then underline the time expressions for the past.

Did you see anything interesting at the science museum yesterday?	Yes, I did. There was a space exhibition. There were robots.
Did Teng Fei give the tourists the right directions last weekend?	No, he didn't. He felt bad about that.
Did you go on a school trip a week ago?	Yes, we did. We went to a wastewater plant.
What did you do the day before yesterday?	I visited the zoo with my family.
How was your weekend?	It was terrible. I got on the wrong bus. I left my book on the bus too.

- 3b** Put the words in order. Write the sentences using the correct tenses.

1. my favourite actor, the day before yesterday, I, see, in a film
2. they, a day, spend, on a chicken farm, last month
3. two bottles of milk, on the table, a few minutes ago, there, be
4. last night, stop, the doctor, work, at ten o'clock
5. Ms Li, last Wednesday, meet, in the street, one of her friends

- 3c** Complete the passage with the correct forms of the verbs in the box.

see learn be walk think work

Last week our class went on a school trip to Jinggangshan. In a museum, we _____ about important people like Mao Zedong and Zhu De. We _____ many things such as old photos, paintings, and guns. We also tried on some uniforms from the past. We _____ along the mountain roads and _____ about the past. Many people back then _____ hard to create what we have today. It _____ a day to remember, and it made me want to work hard for a better future too.

- 3d** In pairs, ask each other about the activities you did yesterday and what time you did them. Then tell the class about your partner's day.

Peter got up at 5 a.m. yesterday. He had some bread and an egg for breakfast. Then he ...

SECTION B

What did you learn on that special day?

1a Do you keep a diary? Do you think it is a good idea to keep a diary? Discuss your ideas with a partner. Use the points to help you.

- remember what happened
- record thoughts and feelings
- improve writing skills
- write down new ideas

1b Read Sam's diary entry and write a one-sentence summary of what he did on that day.

Friday, 30 May

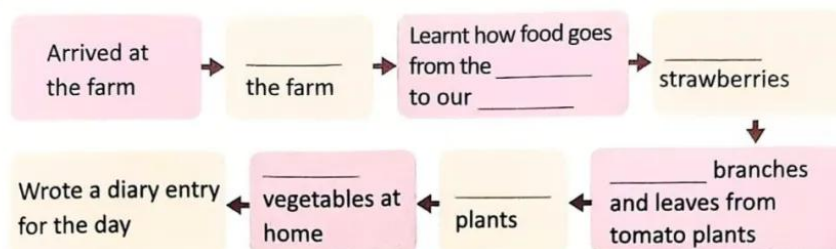
Today we went on a school trip to a farm! It was tiring but great fun! In the morning, we explored the farm. There were large tents with tomatoes, cucumbers, and many other fruits and vegetables. The farmer told us about how these fruits and vegetables go from the fields to our tables. I was very interested because I usually only see them in the supermarket.

Then we got straight to work! First, we picked some strawberries. The work seemed easy, but it took time to get it right. Slowly, we filled many baskets. In the afternoon, the farmer taught us how to cut branches and leaves from tomato plants. This helps them to grow more fruit. Finally, we watered the plants. Plants need so much work! It was tiring, but I enjoyed working with my hands.

One thing I learnt today: Farming isn't easy! It made me think of the saying, "Every grain comes from hard work." The farmer let us take some vegetables home. My mum cooked some for dinner, and they were fresh and delicious! They certainly taste better when you work for them! Today was really a day to remember.



1c Complete the flow chart with the events from the text.



1d Read the diary entry again and answer the questions.

1. Where did Sam go for his school trip?
2. How did he feel about the trip?
3. What did he learn from the trip?
4. What do you think "Every grain comes from hard work" means?
5. Do you agree with Sam that food tastes better when you work for them? Give an example.

2a Make notes about your last school trip.

My School Trip	
1. Where did you go?	3. How did you feel?
2. What did you do / see?	4. What did you learn?

2b Write a diary entry about the school trip. Use your notes in 2a and the expressions to help you.

I had a(n) amazing / good / bad / terrible day today.
 Our class went on a school trip to ...
 What a day!

Friday, 6 June

I had a really good day today. Our class went on a school trip to an art museum ...

*Project



Write a chain story about a memorable day

3a In groups, think of a place or situation where the story took place. Share any interesting or special experiences. Use the questions to help you.

- What did you see or do there?
- How did you feel?
- Did you learn anything?

3b Write a chain story together. Take turns to add one or two sentences each. You can use your experiences from 3a to help you. Read the example below.



3c Read your story to the class. Vote on the most interesting or special story.

Reflecting



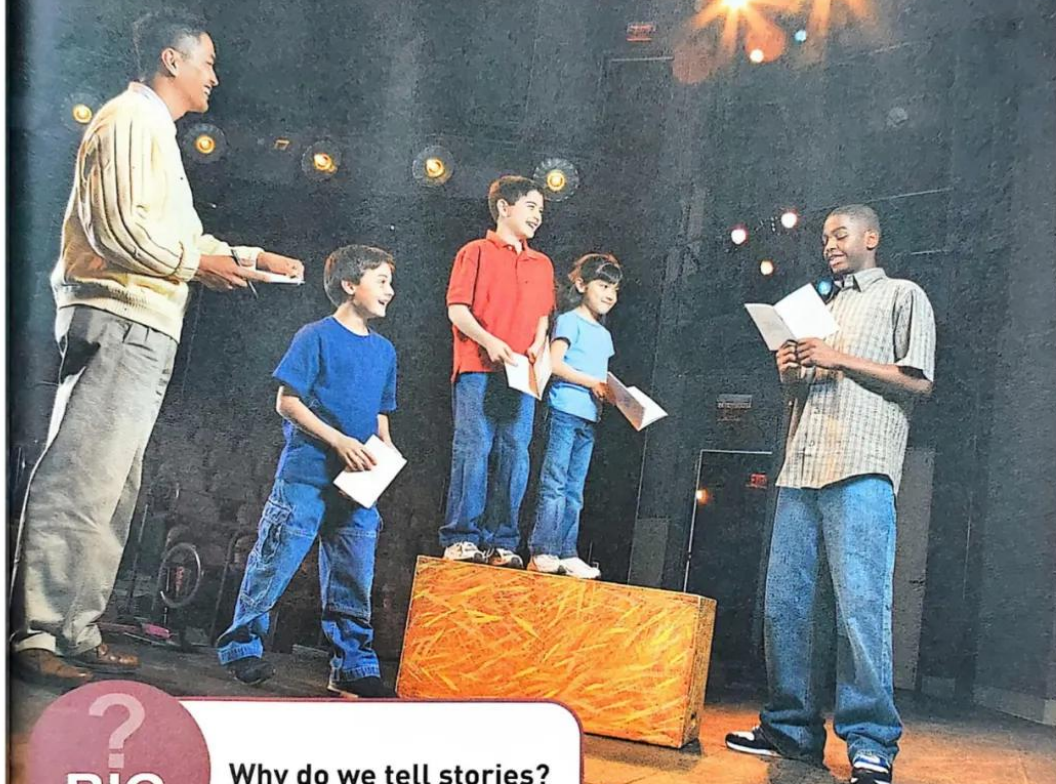
How well can you do these things?	Very well	OK	Needs work
1. I can talk about my experiences on a special day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can read and write diary entries about school trips.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can use the simple past tense to talk about what happened in the past.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can share what I learnt from past experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



If you try to learn something new each day, you'll make each day special.

UNIT 8

Once upon a Time



?
BIG
Question

Why do we tell stories?

In this unit, you will

1. tell stories and talk about what you can learn from them.
2. use the simple past tense and the simple present tense to tell a story.
3. make up an ending for a story.
4. explore stories from different cultures.

Look and share

1. What are the students in the photo doing?
2. How do you think they feel about it?
3. What do you think the teacher is helping them with?

SECTION A

What are your favourite stories?

1a Look at the pictures. Do you know what stories they are about?



1b Listen to the first conversation. Put the sentences in order.

- _____ The mouse bit through the net.
- _____ The hunter caught the lion.
- _____ The lion let the mouse go.
- _____ The lion caught the mouse.
- _____ The mouse promised to help the lion.

1c Listen to the second conversation. Choose the correct words to complete the sentences.

1. Long ago, a farmer _____ his horse.
A. lost B. killed C. sold
2. The farmer's horse came back with _____ other horses.
A. five B. six C. seven
3. The farmer's son broke his _____.
A. head B. arm C. leg
4. The _____ didn't have to join the war.
A. farmer B. farmer's son C. farmer's neighbour

1d Listen to the two conversations again and answer the questions.

1. Why do you think the lion laughed when the mouse promised to help him?
2. Do you like the story about the lion and the mouse? Why or why not?
3. Did the farmer feel very sad when bad things happened?
4. Was the farmer wise? Why or why not?

1e Which story do you like more? Retell it to a partner.

Pronunciation



1 Listen and repeat. Add one more word to each group.

ch	ph	sh	th		wh	
/tʃ/	/f/	/ʃ/	/θ/	/ð/	/w/	/h/
chair which _____	physics elephant _____	ship fashion _____	throw maths _____	then with _____	why where _____	who whose _____

2 In pairs, read the conversation aloud slowly. Then listen and read it again at a normal speed. Notice how the letters in bold change sounds.

A: Did **y**ou read *Little Women* for English class? It's great!

B: No, I didn't. Would **y**ou like to tell me about it?

A: Well, I'd like to. But don't **y**ou want to read it by yourself?

2a Emma is sharing a story with her class. Listen and circle the coloured words you hear.

Here's *The Emperor's New Clothes* by Hans Christian Andersen.

Once upon a time, an emperor loved / liked clothes very much. He wanted to buy some new clothes.

Two brothers came and lied to him, "We can make wonderful clothes! But only clever / smart people can see them!" They pretended to make the clothes.

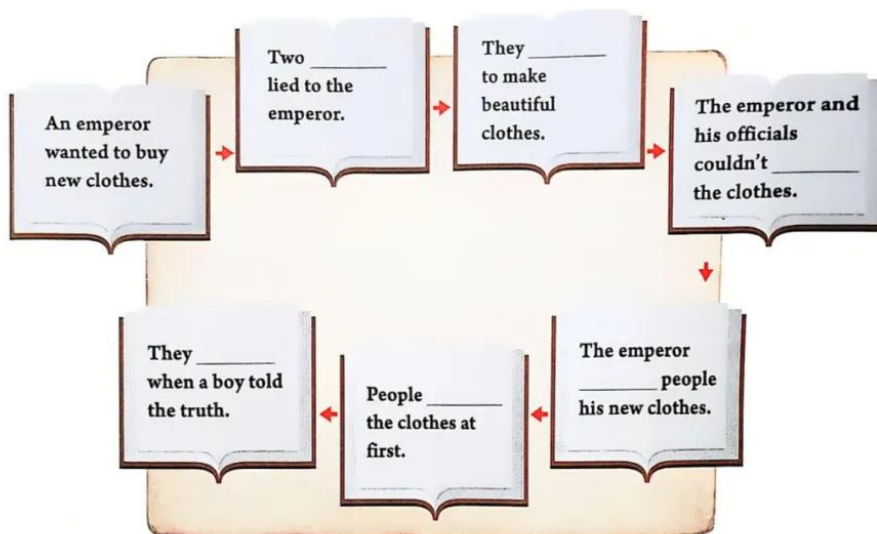
The emperor's officials couldn't see the clothes, but they said, "What lovely clothes!" The emperor couldn't see anything either, but he said, "They're beautiful!" No one wanted to look silly.

The emperor decided to show everyone his new clothes. People in the street / city praised them. They were afraid to look silly too!

Suddenly, a boy cried / shouted, "Look! The emperor has no clothes on!" Everyone looked at one another. They started / began laughing.

The end! Did you like the story? Please tell me what you think!

2b Read the story. Complete the flow chart.



2c Read the story again and answer the questions.

1. What did the two brothers say about their clothes?
2. Why did the emperor and his officials praise the clothes?
3. Why did the people in the street praise the clothes at first?
4. Why do you think the boy told the truth?
5. Why do you think everyone started laughing at the end?

2d Which characters from the story do you think said the sentences?

1. "We can make a lot of money by lying to the emperor." one of the brothers
2. "There are two brothers outside. They say that they can make you fine clothes." _____
3. "Oh! Where are my new clothes? I can't see them. Am I silly? That can't be true!" _____
4. "I can't see the emperor's clothes. But everyone in the street is praising the clothes! I hate to be different. I should praise them too." _____
5. "What's everyone talking about? The emperor isn't wearing anything! I know he isn't!" _____

2e Listen to the story again. Then retell it to a partner.

Grammar Focus

3a Read the sentences. What tenses do they use? When do you use each tense?

Did you read <i>Little Women</i> for English class?	Yes, I did. It is a great book. / No, I didn't. We chose a different book.
Do you know the story of <i>The Emperor's New Clothes</i> ?	Yes, I do. It's a funny story! / No, I don't. Please tell me about it.
How did the mouse help the lion?	It bit through the net, and the lion got out.
What did the brothers do?	They lied to the emperor.

3b Choose the correct forms of the verbs.

1. When I am / was a child, my favourite book is / was *Peter Rabbit*.
2. I usually tell / told funny stories to my friends. But I tell / told them a sad story yesterday, and they cried.
3. The mouse asks / asked the lion not to kill him. He promises / promised to help the lion, and the lion let him go.
4. The two brothers lie / lied to the emperor, but the emperor didn't know that and buy / bought their clothes.
5. Usually, people feel / felt sad when they lose / lost something. But the farmer in the story didn't feel sad when he loses / lost his horse.

3c Complete the short story with the correct forms of the verbs in brackets.

Once upon a time, a king _____ (ask) an artist to paint him a horse. "Please _____ (give) me some time," the artist _____ (answer). The king waited for a few months before he _____ (grow) angry. "Where _____ (be) my painting?" he asked. Quickly, the artist _____ (paint) a beautiful picture of a horse. The king said, "I _____ (like) it! But why did you make me wait so long?" The artist _____ (smile) and _____ (take) the king to his house. There were paintings of horses all over! "It took me months to learn how to paint a horse well!" he _____ (say).

3d Share your favourite story. Tell your classmates why you like it.

My favourite story is ...

Once upon a time, ...

The end!

I like this story because ...

SECTION B

What can stories teach us?

- 1a Look at the pictures. What do you think happens in this story? Number the pictures.



- 1b Read the story adapted from Hans Christian Andersen's *The Ugly Duckling*. Discuss the question with a partner.

- Is the ugly duckling a real duck?



The Ugly Duckling

Once upon a time, there was a mother duck. She had six little ducklings. Five of the ducklings were small and yellow, but the last duckling was big and grey. "He doesn't look like us! What an ugly duckling!" the other ducklings said. "That's not nice!" said Mother Duck. "He's still a duck like us!"

At the river, the ugly duckling swam well, just like all the other ducklings. But the other ducklings still laughed at him and told him to go away. It made the poor duckling very sad, so he decided to search for a new home. He met many other birds, but all of them thought that he was ugly too. They did not want him to live with them.

One day, the duckling met a cat and a hen. "May I stay with you?" he asked hopefully. But the two animals said no. They did not like him because he could not purr or lay eggs!

Some days later, the ugly duckling came to a lake. There, he saw three beautiful swans with long necks and white feathers. "I wish I looked like you!" he cried. "My friend, you do look like us! Look in the water!" one of the swans said. The duckling looked down, and to his surprise, he saw that he was a beautiful white swan too!

1c Read again and answer the questions.

1. How was the ugly duckling different from the other ducklings in size and colour? How was he similar to them?
2. What did the ugly duckling search for? Why?
3. What did the swans look like? Were they friendly to the ugly duckling?
4. What do you think the story teaches us?

1d Match the characters with their opinions. Can you give these characters any advice? Share your ideas.

A. The ugly duckling B. The five ducklings C. The other birds D. The cat and the hen

We only like animals with special skills. You are welcome here only if you can purr or lay eggs.

1. _____

You're big and grey, but we're small and yellow. You're very ugly because you don't look like us.

2. _____

We want you to go away. You cannot live with us because you're too ugly!

3. _____

I'm not happy here. Is there a right place for me out there?

4. _____

2a Read the beginning of the story. Write an ending for it. Use the questions to help you.

Once upon a time, a fisherman caught a bottle in his fishing net. When he opened it, a great cloud came out and became a genie!

"Prepare to die!" shouted the genie. "A long time ago, I made a promise. If someone set me free, I would make them rich and powerful. But no one ever came. After years and years of waiting, I became very angry. If anyone set me free, I would kill them instead of giving them anything. So, you must die!"

...



- What would the fisherman say to the genie?
- Would the genie kill the fisherman? If so, how?
- Would the fisherman succeed in saving himself? If so, how?
- What would happen in the end?

2b Exchange your drafts and share your ideas with your group members.

*Project



Create and perform a short play

3a In groups, choose one of the stories from this unit to act out in class.

- Which story do you think is the most interesting?
- Which story would make an exciting play?

3b Work together to write a short play for your group. Use the questions and the example to help you.

- What happens in the scenes?
- Where do they take place?
- How many characters are there in each scene?
- Who will be the narrator and who will play each character?
- What will the characters say? How will they say it?

The Fisherman and the Genie

Scene One [*At the seashore.*]

Narrator: A fisherman saw something surprising in his net.

Fisherman: What's this shiny thing? Oh, it's a bottle! I wonder what's inside.

Narrator: The fisherman opened the bottle. A great cloud of smoke came out, and it became a genie ...

3c Perform the play in class. Then vote for the best performance.

Reflecting



How well can you do these things?	Very well	OK	Needs work
1. I can use the past tense to tell my favourite stories to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can express my thoughts and feelings about a story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can write an ending for a story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can understand the meaning behind stories from different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Short stories can hold big ideas.

Unit 1

The Amazing Octopus

Among the many amazing animals in the world, few are as strange and unusual as the octopus. There are around 300 different kinds of octopuses, and they come in all sizes! The smallest is only around 2.5 centimetres long, but some octopuses can grow up to more than five metres long. There was even an octopus over nine metres long!

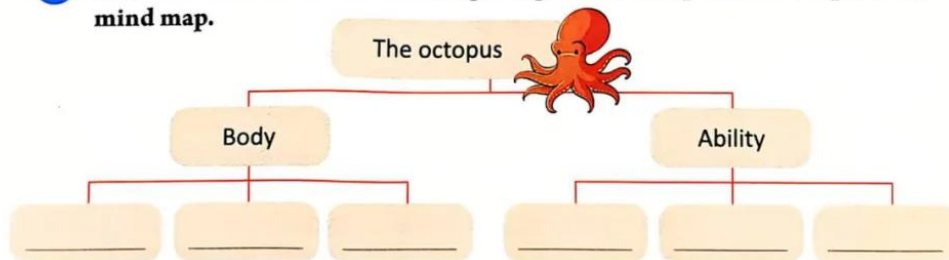


The octopus's body is very interesting. All octopuses have eight arms. Their brain is not just in their head, but also in their arms! This helps them to think about and do more than one thing at once. Octopuses can also fit into small places because they do not have any bones! And did you know that octopuses have three hearts? These hearts work with different parts of the body.

Octopuses can also do many amazing things. Most of them can change their colour and shape to look like plants or other sea animals, and they can also make ink. They keep it inside a very small bag in their body. When they produce ink, the ink makes it hard for other animals to see them. This helps the octopuses to get away fast. What's more, when an octopus loses an arm, it can grow it back!

Studying amazing animals like the octopus is important because we can learn a lot from them. But they also show us how wonderful nature is and why it is important to protect it!

- 1 Read the text. Choose six amazing things about octopuses to complete the mind map.**







- 2 Think of some other amazing animals. Discuss them.**

- What are they like?
- What can they do?
- What is amazing about their bodies or abilities?

Unit 2

Rules around Us

 <ul style="list-style-type: none">▶ No flash photography.▶ Do not bring food or drink near exhibits.▶ Do not touch exhibits.▶ No smoking.▶ Turn off or silence your phones.▶ Do not push others to get to the front of the crowd.▶ Watch your step around exhibits.▶ Do not shout or make loud noises.	 <ul style="list-style-type: none">• Do not feed the animals.• Do not litter.• Do not shout or make loud noises.• Do not disturb the animals.• Do not climb over or put your hands or arms through fences.• No flash photography.• No smoking.• Follow instructions when you take part in activities.
 <ul style="list-style-type: none">♪ Arrive early or on time.♪ Wear formal clothes.♪ Take your seats quickly and do not block the aisles.♪ No filming or photography.♪ Turn off your phones.♪ Do not talk during the performance.♪ Clap only at the end of the performance.	 <ul style="list-style-type: none">• Do not run in the pool area.• Do not dive or jump in the pool.• Children and swimming learners must always be with a good swimmer.• Do not bring food or drink to the pool area.• Wear swimsuits in the pool.• Only change clothes in the correct areas.• No pets allowed.• Shower before entering the pool.

1 Read the signs and write the names of the four places in the boxes above.

SWIMMING POOL ZOO MUSEUM CONCERT HALL

2 Introduce the rules and explain why they are important.

*Ladies and gentlemen, welcome to the ... Before you enter, please listen to our rules.
First, you must ...*

Unit 3

Healthy Body, Healthy Mind

We all know exercise is important, yet we don't always want to do it! Often we are too busy or feel lazy. But we should try our best to exercise every day.



Exercise is good for our body. When we exercise, our body changes. Exercise develops our muscles and makes us stronger. When we exercise, we use energy. This keeps our weight down. Being overweight puts stress on our body. It can cause pain in our back and knees, and even cause more serious problems such as heart disease later in life.

Exercise is also great for our brain. During exercise, our heart beats faster and we breathe harder. Our brain gets more oxygen because of this, and that helps our memory improve. Scientists also tell us the body makes more of certain chemicals after exercise. This helps us to learn and think well. So, when you have trouble with your homework, do some exercise, then try again!

Exercise also helps us to feel happier. When we exercise, our brain makes special chemicals. These chemicals can relax our body and calm our mind. Feeling fit can also make us feel better and more confident about ourselves. When we play a sport with others, we can even make new friends.

Remember: Health is wealth. The more you exercise, the healthier you become. Try to make exercise a part of your life.

1 Read the text and complete the outline.

Introduction			
Main parts	How is exercise good for our ...?		
	body	brain	mind
Conclusion			

2 Read the text again and answer the questions.

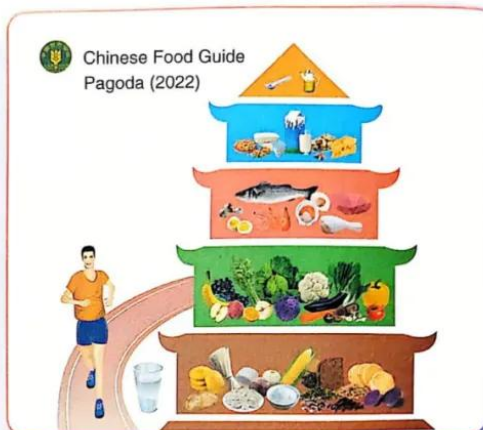
1. What are some common reasons people give for not exercising?
2. What do you think the writer means by "Health is wealth"? Do you agree?

Unit 4

Food Myths

“Only fruit and vegetables are healthy foods.”

The human body needs to eat many different types of food to stay healthy. The Chinese Food Guide Pagoda shows us what food we should eat. While fruit and vegetables are healthy choices, it is just as important to eat foods from other food groups. Milk, for example, contains many nutrients and is good for our bones. We should include milk or dairy products among the things we eat.



“Eating fat makes you fat.”

Eating fat is important for keeping us healthy. It gives us energy and helps our body to take in nutrients. Not all fat makes us gain weight. Some fat can even encourage our body to lose weight. It is necessary to include some, but not too much, fat in our food to help our body work well.

“It’s OK to eat only what I like while I’m young.”

When we are young, it might feel like we can just eat whatever we want! For example, sweets and fried foods taste delicious. But we cannot eat those foods alone. Eating balanced meals is very important when we are young. It helps our body and brain to grow well. Bad eating habits may stay with us our whole life, so it is best to develop good eating habits early!

1 Read the text and answer the questions.

1. What are the three food myths in the text?
2. Why is milk good for the body? Give two reasons.
3. Should we eat fat? Why or why not?
4. Why do young people also need to be careful about what they eat?
5. Do you agree with the ideas in the text? Is there anything you might change about your eating choices?

2 Brainstorm other beliefs about healthy food and eating habits. Which do you think are true? Discuss your ideas.

Unit 5

Visiting New Places



"Hey, I'm Sandra from Lisbon. Welcome back to my channel! Today I'm visiting a friend in Paris. It's a wonderful city! There are many tourists here. They're visiting the museums and galleries. Some tourists are taking a boat along the River Seine too! My friends and I are going to the Eiffel Tower now! I'm taking lots of photos to send to my family."

"Ni hao! It's Liu Meng from Shanghai. Right now my family and I are visiting friends in Canada. We're all on a tour of the Niagara Falls. It's amazing! We're on a boat close to the falls. The water's pouring fast over the falls. It's so powerful! We're wearing raincoats but are still getting very wet! We're having great fun anyway!"



"Hey everyone, it's Alex. Today I'm visiting my uncle in Thailand. We're at the beach now! I'm from Switzerland, and this is actually my first time seeing the sea! It's great. The sun is shining and it's really hot, but there are still lots of people here. Some people are swimming and playing in the water, and others are sunbathing or playing games on the beach. My uncle is teaching me how to surf. It's tricky, but I think I'm making good progress. It feels great to ride the waves!"

1 Read the video scripts. Who do you think is saying the sentences?

1. "The water's so loud! It sounds like thunder!" _____
2. "There are lots of famous paintings in those buildings." _____
3. "I'm tired, but that was great fun! I can see why people like this sport." _____
4. "This coat isn't helping much! I'm wet all over!" _____
5. "It's really hot today. I can't wait to get in the water." _____
6. "My friends want to see the beautiful view of the city too!" _____

2 Imagine that you and your partner are in one of these places. Talk about what you are seeing there.

Unit 6

Weather and Mood

Do you know how weather affects our lives? Well, it affects where we go, what we do, and what we wear. And it also affects how we feel and behave. It is a big part of our lives!



We often use weather language to describe how we feel. For example, if we are feeling ill, we say we are “under the weather”. If we are feeling stressed and busy, we can say that we are “snowed under”. We use “bad” weather (rainy, stormy, etc.) to describe a bad mood, and “good” weather (sunny, warm, etc.) to describe a good mood.

And that is not all. The weather can even change the way we feel! For example, sunlight helps our body to produce vitamin D. This vitamin can improve our mood. But some parts of the world get little sunlight in winter, so people can feel unusually sad then. However, when it is hot and sunny, some people may get angry easily too! Scientists are still studying how the weather changes the way people feel and behave.

These days, many of us spend less time outside than in the past. Getting no fresh air or sunlight and spending too much time inside can make us feel down. It is very important to go outside once in a while, whatever the weather, rain or shine!

1 Read the text and correct the statements.

1. The weather doesn't really affect how we feel and behave.
2. If we are feeling ill, we can say that we are “snowed under”.
3. We use sunny or warm weather to describe negative moods.
4. Darkness helps us produce more vitamin D.
5. We can feel down if we spend too much time outside.

2 Use a dictionary to help you match the weather idioms with their meanings. Then find more weather idioms and share them with a partner.

- | | |
|-----------------------------|--------------------------------------|
| 1. to brighten up | A. to feel healthy or well again |
| 2. to be on cloud nine | B. to become happier |
| 3. to feel as right as rain | C. to be extremely happy and excited |
| 4. to be in a fog | D. to be confused |

Unit 7

Wednesday, 22 July

Today was an amazing day. There was a total solar eclipse in Wuhan! I woke up early because I couldn't wait to see it!

My friends and I went down to the Yangtze River to find a good place to watch it. We took cameras, chairs, food and drink, and special glasses so we could look at it. Lots of people gathered there to watch too. Slowly, the moon moved in front of the sun. It looked like someone bit a hole in the sun! It got darker and darker as the moon slowly covered the sun.

At 9:26 a.m. the moon completely covered the sun. The sky went dark. The crowd gasped and cheered. The light of the sun made a ring of light around the moon. I took this photograph then. The total eclipse lasted for over five minutes! Then it passed and the sky started to get brighter again.

I was really inspired by the eclipse this morning. In the afternoon, I spent hours reading about astronomers, eclipses, and how the planets move in our solar system. The universe is simply amazing! I also watched some videos with famous Chinese astronauts. I want to become an astronaut or astronomer someday too. The sky is the limit!



1 Read Lisa's diary entry and answer the questions.

1. Where did Lisa and her friends watch the eclipse?
2. Why did Lisa and her friends take special glasses with them?
3. How long did the total eclipse last for?
4. What did Lisa want to be when she grew up?

2 Think of some memorable events. What was special about them? Share your story.

visited a special place celebrated something attended a festival / celebration
took part in a competition met a famous person experienced something new

Unit 8

The Fisherman and the Golden Fish

(Adapted from Alexander Pushkin's *The Tale of the Fisherman and the Golden Fish*)

Narrator: There was once a fisherman who lived in a small house by the sea with his wife. One day, something very special happened.

Scene One [*The fisherman's hut.*]

Fisherman: An amazing thing happened when I went fishing today! I caught a little golden fish. It could speak! It promised me whatever I wanted if I set it free.

Wife: At last, fortune smiles upon us! What did you wish for?

Fisherman: Well ... I felt sorry for the fish, so I just put it back into the sea.

Narrator: His wife was very angry and made him find the fish.

Scene Two [*By the sea.*]

Fisherman: Little golden fish, are you there?

Golden fish: Hello, kind fisherman. What's the matter?

Fisherman: My wife was very angry because I didn't make a wish. We need a new pot. Please give us one!

Narrator: The golden fish said yes, and it went back into the water.



Scene Three [*The fisherman's hut.*]

Narrator: Back home, the fisherman found a new pot outside the house.

Fisherman: Look, a new pot!

Wife: You fool! Can't you see we need a new house instead? Go back again and ask for one!

Scene Four [*By the sea.*]

Fisherman: Little golden fish, are you still there?

Golden fish: Hello again, kind fisherman.

Fisherman: My wife wants a new house! Can you help me please?

Narrator: Again, the golden fish granted his wish.

Scene Five [*The fisherman's hut.*]

Narrator: The fisherman went back home. But his house was now big and beautiful.

Fisherman: Wow! Our house looks amazing!

Wife: The house is nice, but I want to be rich too! Go back and ask for money!

...

1 Read the play and answer the questions.

1. How did the fisherman meet the golden fish?
2. Why do you think the fisherman's wife said, "At last, fortune smiles upon us"?
3. How do you think the fisherman felt when he saw the pot?
4. Why wasn't the fisherman's wife happy with the gifts?
5. Do you agree with what the fisherman and his wife did? Why or why not?

2 Read the words on the left and look at the play again. What do these words refer to? Match the words with their meanings.

- | | |
|--------------|--|
| 1. play | A. what the characters say to one another |
| 2. scene | B. a part of a play |
| 3. character | C. a person in a story |
| 4. narrator | D. a story performed by actors |
| 5. dialogue | E. the person telling the story and explaining what is happening |

3 If you know the ending of the play, tell a partner about it. If you don't know the ending, what do you think it might be?

Listening Scripts

Unit 1 Animal Friends

Section A, 1b

Teacher: Listen up, everyone! Now, we're at the zoo to learn about different animals, **from** funny pandas and penguins to powerful lions and eagles. What's your favourite animal? Who likes the same animal? Make a group. Go and learn about **them!** Come back before 12 o'clock.

Section A, 1c

Yaming: I like monkeys.

Emma: Me too! Why do you like them, Yaming?

Yaming: Because they're really clever and funny. What about you, Chen Jie?

Chen Jie: They're my favourite too.

Yaming: Great! Let's go and see them.

Chen Jie: Oh, look! A baby wolf and its mother! Do you like wolves, Emma?

Emma: No, I don't. They're very dangerous.

Yaming: But I do. They're dangerous, but they take good care of their babies.

Emma: Look! The monkeys are over there.

Chen Jie: Wow! Aren't their faces interesting?

Yaming: Yes. They look like us!

Section A, 2a and 2c

Peter: The penguin is my favourite animal. What's your favourite animal, Fu Xing?

Fu Xing: I like penguins too. Why do you like them so much?

Peter: Because they're very cute!

Teng Fei: Yes, they look lovely. Let's go and see them.

Peter: Oh, there they are! They can't fly like other birds, but they can swim fast. **I like** how they walk. It's funny!

Teng Fei: Yes, it is! Where are they from?

Fu Xing: Look here! It says they're from Antarctica. It's very cold there, so **they often stand** close together. It helps them keep warm.

Peter: They're so smart. What do they eat?

Teng Fei: Fish and small sea animals, I think.

Fu Xing: I have a fish sandwich ...

Teng Fei: Don't give them your sandwich! It's not good for them.

Unit 2 No Rules, No Order

Section A, 1b, 1c, and 1d

Part 1

Ms Brown: Mary, slow down! Don't run in the hallway, please.

Mary: I'm sorry! I don't want to be late.

Ms Brown: Sally, you know the rules. You can only wear the uniform at school. You can't wear that jacket here.

Sally: Sorry, Ms Brown.

Ms Brown: Why is there a bottle here?

Tony: Oh! Sorry, Ms Brown. Sorry.

Ms Brown: Tony, you know you mustn't litter. We have to keep the school clean and tidy.

Tony: Yes, Ms Brown.

Part 2

Ms Brown: Good morning, students. This morning I had to tell some students to follow the school rules. Please remember them, everyone! Walk in the hallway. Don't run! You have to wear the uniform. You mustn't wear other clothes to school instead. Don't litter. Make sure to keep the school tidy. And most importantly, we must be polite and treat everyone with respect. If we follow these rules, we can have a happy and safe school! Thank you.

Section A, 2a and 2e

Anne: Hi, I'm Anne. What's your name?

Tom: Hello! I'm Tom. It's my first day here.

Anne: It's nice to meet you, Tom! Is everything OK?

Tom: Well, I can't find my pencil box. I think it's in my locker.

Anne: Here, I can lend you my pen.

Tom: Thanks! Would you like a sweet?

Anne: No, thank you. We can't eat snacks in class.

Tom: Can we drink water?

Anne: Yes, of course.

Tom: OK, thanks ... Oh! I'm sorry, I have to answer my phone.

Anne: Oh, but we mustn't bring our mobile phones to class. We have to turn them off and keep them in our lockers. That's another rule.

Tom: OK! Thanks for telling me, Anne.

Anne: You're welcome, Tom.

Unit 3 Keep Fit

Section A, 1b and 1c

Conversation 1

Emma: Is this football yours, Han Lin?

Han Lin: Yes, thank you. That's mine.

Emma: How often do you play football?

Han Lin: I play football three times a week. How about you?

Emma: Hardly ever. Maybe just once a year? I'm not very good at it!

Han Lin: You can practise with me if you like.

Emma: Thanks!

Conversation 2

Fu Xing: Whose baseball glove is this?

Peter: Oh, that's mine. Thanks!

Fu Xing: You're welcome, Peter. Do you play baseball often?

Peter: Yes. I usually play once or twice at weekends. How often do you play?

Fu Xing: Twice a week. Can I join your game this weekend?

Peter: Of course!

Conversation 3

Binbin: Ella, is this tennis racket yours?

Ella: No, it's not mine. Ask Han Lin. I think it's his.

Binbin: Oh, you're right. It has "HL" on it.

Ella: Do you play tennis, Binbin?

Binbin: I never do. I don't like it. What about you?

Ella: I like tennis.

Binbin: How often do you play it?

Ella: I play it three times a week, and sometimes more!

Binbin: That's a lot!

Section A, 2a and 2d

Emma: There is a ping-pong bat here. Is it yours?

Jim: No, it isn't mine. Is it Ella's?

Emma: No, hers is at home.

Jim: Maybe it's Yaming's.

Emma: Hi, Yaming! Is this your bat?

Yaming: Oh yes, it's mine. Thanks!

Emma: Not at all. Your bat looks well-used. Do you play often?

Yaming: Yes, twice a week, and sometimes more! And you?

Emma: Hardly ever. I'm not very good at it!
Yaming: Well, practice makes perfect. How often do you play, Jim?
Jim: I seldom do, but I often play badminton.
Yaming: Oh, me too.
Emma: I sometimes play badminton with Ella. We should all play doubles sometime!

Unit 4 Eat Well

Section A, 1b

Jane: Oh, dumplings, my favourite! Look, Li Meng, there are two kinds.
Li Meng: Lucky you! Well, there's beef and carrot, and mutton and onion. Which would you like, beef or mutton?
Jane: Beef, please. Do you want dumplings too?
Li Meng: Not really. I'd like noodles with beef and cabbage.
Jane: That sounds delicious. Now, what would you like to drink?
Li Meng: Is there any tea or juice?
Jane: There isn't any tea, but there's watermelon juice! That's what I like. Do you want that?
Li Meng: Sure!

Section A, 1c

Li Meng: What do you usually eat for breakfast in England, Jane?
Jane: I usually have some bread and milk. Sometimes I have eggs and beans.
Li Meng: And what about lunch?
Jane: Oh, I usually have lunch at school. Sometimes I have chicken or beef, sometimes I have sandwiches, and sometimes fish and chips. I also drink juice or eat yogurt.
Li Meng: And what about dinner?
Jane: My family really likes pizza and salad for dinner. After that we sometimes have ice cream or cookies for a treat!

Section A, 2a and 2c

Waiter: Hello! What would you like to order?
Tom: What about Gongbao chicken? We often have it in America, but it may taste different here. I'd like to try it.
Dad: Good idea!
Mum: Do you have anything with tofu?
Waiter: Yes. Would you like a hot tofu dish or a cold one?
Mum: A hot tofu dish, please.
Waiter: We have Mapo tofu. Would you like that?

Mum: Yes, please. We should also order a salad.
Dad: How about a chicken and cabbage salad?
Tom: That sounds good. Can we order soup too?
Dad: OK. Let's see ... Which soup would you like, chicken or fish?
Mum: Fish, please!
Dad: Sure. Now, would you like rice or noodles?
Tom: Rice, please.
Mum: OK. Let's get that.

Unit 5 Here and Now

Section A, 1b and 1c

Conversation 1

Teng Fei: Hello?
Peter: Hi, Teng Fei. It's Peter! What are you doing at the moment?
Teng Fei: Hi, Peter. I'm doing my homework.
Peter: Do you want to play volleyball at the sports park instead?
Teng Fei: I'd love to, but I'm working on something important.
Peter: Never mind then! Maybe next time?
Teng Fei: That sounds good!

Conversation 2

Mrs Clark: Hello?
Peter: Hello. May I speak to Adam, please? It's Peter.
Mrs Clark: Hi, Peter. I'm afraid he's not home yet.
Peter: Oh, is he still exercising at the park?
Mrs Clark: No, he's shopping at the supermarket at the moment. Can I take a message?
Peter: Yes, please. Could you ask him to call me back, please?
Mrs Clark: Sure.
Peter: Thanks, Mrs Clark. Bye.

Conversation 3

Binbin: Hello?
Peter: Hey, Binbin. It's Peter. What are you doing right now?
Binbin: Nothing much! I'm watching a film, but it's quite boring.
Peter: That's too bad. I'm thinking about playing volleyball at the sports park. Would you like to come?
Binbin: Of course!
Peter: Let's meet at the sports park at ten, OK?
Binbin: Cool! See you then!

Section A, 2a and 2d

Jane: Hi, Dad. How are you?

Dad: Hi, Jane! I'm fine. How's life in Guangzhou?

Jane: We're having a holiday here. Hao Yi and I are making *zongzi*!

Dad: That sounds great! Are you making them for the Dragon Boat Festival?

Jane: That's right! What about you? What are you doing?

Dad: I'm washing the car right now.

Jane: Is Mum there too? Is she feeling better?

Dad: Yes, her cold is gone. She's gardening. Hold on. Here's Mum.

Jane: Hi, Mum! How are you doing?

Mum: Good, thanks. It's great to hear your voice!

Jane: Yours too! I'm happy you're feeling better!

Mum: Thanks! Are you having fun in China?

Jane: Yes, I am. Hao Yi and I are making *zongzi* and watching dragon boat races on TV.

Oh, I have to go now. Let's talk later.

Mum: OK. Bye, darling!

Unit 6 Rain or Shine

Section A, 1b

Here's the weather report. Let's look at the weather across Australia. In the north, it's stormy. It's raining and the wind is blowing hard. The temperature is around 20°C. In the west, it's cloudy and about 22°C. In the south and east, the sun is shining and it's very hot. It's around 35°C. The centre of the country has the best weather right now. It's warm and dry, and the temperature is about 28°C.

Section A, 1c

Lucy: Hey, Grandpa. How are you? How's the weather in Australia?

Grandpa: Hi, Lucy. It's raining cats and dogs. Oh! And now there's lightning!

Lucy: Oh no, don't go outside!

Grandpa: Don't worry. I'm staying in! What's the weather like back home? What are you doing now?

Lucy: I'm watering flowers in the garden. It's sunny and warm here!

Grandpa: Lucky you! Well, enjoy your day!

Lucy: You too!

Grandpa: I'm always happy, rain or shine!

Section A, 2a and 2c

Bill: Hey, Anna. How's your holiday going?

Anna: It's wonderful! I'm at a beach in Sanya!

Bill: Wow, lucky you! That sounds amazing. What's the weather like there?

Anna: It's hot and sunny. It's about 28°C.

Bill: That's nice! What are you doing at the beach?

Anna: I'm sunbathing at the moment! My brother John's here too.

Bill: Oh, what's he doing?

Anna: He's playing beach volleyball right now. What about you? How's the weather in Stockholm?

Bill: Well, it's cold and snowy. It's about -3°C.

Anna: Oh, that's really cold! What's your family doing?

Bill: Well, we usually stay in when it snows, but now we're building a snowman outside. Hey, come and visit us some day!

Anna: OK. Once the weather turns warm!

Unit 7 A Day to Remember

Section A, 1b and 1c

Conversation 1

Yaming: Hi, Peter. How was your weekend?

Peter: It was great! I visited the science museum.

Yaming: Did you see anything interesting?

Peter: Yes, there was a space exhibition. There were some special rooms, and they looked like parts of a space station. You could go inside them and see how astronauts live and work! It was amazing.

Yaming: Cool! Were there any astronauts there?

Peter: Well, no. But there were robots! I asked one of them questions and it answered me!

Yaming: Wow! I'd love to go and see them!

Conversation 2

Helen: How was your weekend, Teng Fei?

Teng Fei: It was terrible!

Helen: Why? What happened?

Teng Fei: Well, first, I was on my way to meet my friends when some tourists asked me the way to the history museum. I didn't mean to, but I gave them the wrong directions. I only realized it after they left!

Helen: Oh no! But don't worry. They probably asked someone else too.

Teng Fei: I hope so! But I was so worried. I even got on the wrong bus. I was late to meet my friends. Oh, and I left my book on the bus too!

Helen: Oh no. What a day!

Section A, 2a and 2d

Helen: Hi, Fu Xing. How was your school trip to the wastewater plant? Was it boring?

Fu Xing: No, it wasn't at all. It was really interesting!

Helen: Wow! What did you see?

Fu Xing: We saw the plant make dirty water clean again.

Helen: Really? How?

Fu Xing: Well, first, dirty water from our homes goes into the plant. Then, special screens remove large pieces of waste from the water.

Helen: What happens next?

Fu Xing: Well, large machines remove germs and other things from the water. These things are usually too small to see. It takes a few more steps after that before the water becomes clean again.

Helen: Wow! I used to think it was easy to get clean water.

Fu Xing: Me too! I didn't realize it was so hard.

Unit 8 Once upon a Time

Section A, 1b, 1c, and 1d

Conversation 1

Chen Jie: Please share your favourite story with me, Peter.

Peter: Sure. Once a lion caught a mouse. The mouse was afraid. He said, "Please let me go! One day I will help you!" The lion laughed and let the mouse go. Later, a hunter caught the lion in a net. The mouse helped the lion then. He bit through the net and set the lion free!

Chen Jie: I like that story. Kindness is never wasted.

Conversation 2

Emma: What's your favourite story, Teng Fei?

Teng Fei: Oh, I like this one. A farmer lost his horse. His neighbours said, "How unlucky!" But the farmer just said, "Maybe." Later, his horse came back with seven other horses. People said, "That's great!" But the farmer said, "Maybe." Later, his son broke his leg when he tried to ride a horse. People said, "That's terrible!" Again, the farmer said, "Maybe." Well, because of his leg, the son didn't have to join a war. That saved his life!

Emma: I see. Unlucky things may turn out well. And good things could go wrong too.

Teng Fei: Yes, you never know.

Section A, 2a and 2c

Here's *The Emperor's New Clothes* by Hans Christian Andersen.

Once upon a time, an emperor liked clothes very much. He wanted to buy some new clothes.

Two brothers came and lied to him, "We can make wonderful clothes! But only clever people can see them!" They pretended to make the clothes.

The emperor's officials couldn't see the clothes, but they said, "What lovely clothes!" The emperor couldn't see anything either, but he said, "They're beautiful!" No one wanted to look silly.

The emperor decided to show everyone his new clothes. People in the street praised them. They were afraid to look silly too!

Suddenly, a boy shouted, "Look! The emperor has no clothes on!" Everyone looked at one another. They started laughing.

The end! Did you like the story? Please tell me what you think!

Pronunciation

一、英语字母在单词中的读音

表1 元音字母及元音字母组合在重读音节中的读音归类

元音字母及组合	读音	例词
a	/eɪ/	game late <u>sale</u> same skate snake table whale
	/æ/	app hang thank habit dragon happy jacket
	/ɒ/	watch what want
	/ɑ:/ (在f、s、th等前)	after ask last class basketball father
al	/ɔ:/	<u>all</u> ball <u>call</u> small talk walk
ar	/ɑ:/	dark March star <u>shark</u> smart alarm market
aw	/ɔ:/	<u>draw</u> <u>saw</u> <u>awful</u> straw <u>berry</u>
ay	/eɪ/	<u>day</u> <u>May</u> pay <u>say</u> away
e	/i:/	<u>he</u> me she we these
	/e/	lend guess let next sell twelve respect
ea	/i:/	leave please <u>speak</u> treat team <u>easy</u> teacher
	/e/	<u>head</u> bread breakfast healthy sweater
ee	/i:/	<u>beef</u> feed meet free sweet fifteen seem
er	/ɜ:/	serve term perfect person certainly
ear	/ɪə/	<u>clear</u> dear hear near
	/eə/	bear pear wear
i	/aɪ/	like price quite ride shine smile tidy
	/ɪ/	fit kick kill think trip with litter middle
ie	/aɪ/	die lie pie
	/i:/	<u>field</u> piece thief believe
ir	/ɜ:/	<u>girl</u> shirt skirt third birthday thirty thirsty
y	/aɪ/	cry dry fly try sky why

续表

元音字母及组合	读音	例词
o	/əʊ/	hope phone photo rope sofa those
	/ɒ/	fox jog lost soft belong dollar model
	/ʌ/ (在m、n、th、v前)	become Monday brother mother glove love
oa	/əʊ/	boat coat goal road roast
oo	/u/	book foot good look
	/u:/	cool food room school too
or	/ɔ:/	north pork short sport morning order
ou	/aʊ/	found ground shout sound south about mountain trousers
ow	/əʊ/	grow know low show snow
	/aʊ/	brown down how now powerful
oy	/ɔɪ/	boy joy toy enjoy
u	/ju:/	music excuse huge Tuesday useful computer
	/ʌ/	lunch much trunk rush culture dumpling mutton number ugly uncle
	/u:/	blue June rule ruler
ur	/ɜ:/	turn burger purple Thursday

表2 元音字母及元音字母组合在非重读音节中的读音归类

元音字母及组合	读音	例词
a	/ə/	arrive China salad sofa banana
e / i		science moment April
o / or / our		carrot dragon seldom tomato doctor colour
ar / er		dollar brother dinner under number
u / ur		August difficult Saturday
e	/ɪ/	eraser eleven relaxing
i		English evening morning music

表3 辅音字母的读音归类

辅音字母	读音	例词		
b	/b/	<u>b</u> ean	<u>b</u> rain	<u>B</u> ob
c	/k/	<u>c</u> all	<u>c</u> arry	<u>m</u> usic
	/s/	<u>c</u> ity	p <u>c</u> il	pr <u>c</u> e
d	/d/	<u>d</u> anger	fee <u>d</u>	<u>d</u> ecide
f	/f/	<u>f</u> ather	<u>f</u> orest	wol <u>f</u>
g	/g/	<u>g</u> lad	<u>g</u> row	<u>b</u> ig
	/dʒ/	<u>g</u> eography	vege <u>g</u> table	orange
h	/h/	<u>h</u> uge	<u>h</u> appy	<u>h</u> eavy
j	/dʒ/	<u>j</u> og	<u>j</u> acket	subje <u>t</u>
k	/k/	<u>k</u> ey	<u>k</u> ing	shar <u>k</u>
l	/l/	<u>l</u> uck	<u>g</u> love	<u>J</u> uly
		ba <u>ll</u>	fu <u>ll</u>	wo <u>rl</u> d
m	/m/	<u>m</u> atch	<u>m</u> aths	<u>m</u> oment
n	/n/	<u>n</u> oise	<u>n</u> orth	on <u>i</u> on
p	/p/	<u>p</u> ick	<u>p</u> olite	ste <u>p</u>
r	/r/	<u>r</u> ace	<u>r</u> ule	bre <u>a</u> k
s	/s/	<u>s</u> alt	<u>s</u> kate	art <u>i</u> st
	/z/	no <u>i</u> se	alwa <u>y</u> s	you <u>r</u> s
t	/t/	<u>t</u> ape	<u>t</u> iger	fore <u>s</u> t
v	/v/	ad <u>v</u> ice	<u>v</u> oice	se <u>r</u> ve
w	/w/	<u>w</u> ar	<u>w</u> ind	<u>w</u> aste
x	/ks/	fo <u>x</u>	rela <u>x</u>	ex <u>c</u> use
	/gz/	ex <u>a</u> m	ex <u>a</u> mple	ex <u>a</u> ctly
y	/j/	<u>y</u> es	<u>y</u> our	<u>y</u> ellow
z	/z/	<u>z</u> ero	<u>z</u> oo	si <u>z</u> e

表4 辅音字母组合的读音归类

辅音字母组合	读音	例词		
ch	/tʃ/	<u>ch</u> oose	Mar <u>ch</u>	ri <u>ch</u>
ck	/k/	rac <u>ck</u>	pick <u>ck</u>	quic <u>ck</u>
dr	/dr/	<u>dr</u> op	<u>dr</u> agon	childr <u>en</u>
ds	/dz/	bed <u>s</u>	card <u>s</u>	soun <u>ds</u>
kn	/n/	<u>kn</u> ow	<u>kn</u> ife	<u>kn</u> ock
ng	/ŋ/	han <u>g</u>	kin <u>g</u>	mornin <u>g</u>
nk	/ŋk/	thin <u>k</u>	than <u>k</u>	drin <u>k</u>
ph	/f/	<u>ph</u> one	<u>ph</u> oto	geograph <u>y</u>
qu	/kw/	<u>qu</u> ilt	<u>qu</u> een	<u>qu</u> estion
sh	/ʃ/	dish <u>sh</u>	shar <u>sh</u> k	fisher <u>sh</u> man
tch	/tʃ/	cat <u>ch</u>	hat <u>ch</u>	mat <u>ch</u>
th	/θ/	<u>th</u> ank	<u>th</u> ought	tru <u>th</u>
	/ð/	broth <u>er</u>	ei <u>th</u> er	with <u>th</u>
tr	/tr/	<u>tr</u> ip	<u>tr</u> eat	strai <u>gh</u> t
ts	/ts/	bat <u>s</u>	hat <u>s</u>	habit <u>s</u>
wh	/w/	<u>wh</u> at	<u>wh</u> ite	<u>wh</u> ale
	/h/	<u>wh</u> o	<u>wh</u> ose	<u>wh</u> ole
wr	/r/	<u>wr</u> ite	<u>wr</u> ong	<u>wr</u> iter

二、朗读基本知识

1. 弱读 (Unstressed Words)

上册书中介绍了英语句子的重音,一般来说,句子中传达重要意义的实词常常重读,重读时,单词的音会发得更高、更长和更响亮。在句子中起粘合作用的助动词、代词、连词、冠词、情态动词等常常会弱读,弱读时,音发得短而快。这些词往往都有自己的弱读音形式(weak form)。例如:

A: Why *do you* /dujə/ like pandas?

B: Because *they're* /ðeə/ very cute.

A: What *are* you /əju/ doing?

B: *We're* /wiə/ jogging.

英语中的助动词和情态动词在句子开头往往弱读，在句子末尾一般重读。例如：

A: Did you have a good time last night?

B: Yes, I 'did.

A: Are you feeling better?

B: Yes, I 'am.

2. 音的同化 (Assimilation)

当两个音相邻时，其中一个音常常受另一个邻音的影响而变成与其邻音相同，或相似，或变成第三个音，这种变音现象叫作音的同化。例如：

Nice to *meet* you. /mi:t ju/ → /mi:tʃu/

What *would* you like to drink, tea or coffee? /wud ju/ → /wudʒu/

What *did* you do last night? /did ju/ → /didʒu/

同化现象是英语连贯说话中一种自然的变化，初学者应根据示范朗读体会和模仿学习。

3. 节奏 (Rhythm)

英语是一种节奏较强的语言。英语句子中有的词重读，有的词不重读。英语单词中有重读音节和非重读音节，重读和非重读音节在句中形成一强一弱或一重一轻的变化，这样就形成了英语的节奏。例如：

● ● ● ● ● ● ●

Twinkle, twinkle, little star,

● ● ● ● ● ● ●

How I wonder what you are.

● ● ● ● ● ● ●

Up above the world so high,

● ● ● ● ● ● ●

Like a diamond in the sky.

在上面的歌谣中，每行歌谣有四个重读音节，要读得清楚响亮，重读音节之间夹杂的非重读音节，要读得又轻又快。重弱读音节交替进行，像音乐中的节拍，构成英语句子的节奏。

Grammar

一、名词 (Nouns)

1. 可数名词和不可数名词

名词按其所表示的事物的性质可分为可数名词和不可数名词。可数名词有单数和复数两种形式，如 an apple—two apples、a bag—some bags 等。不可数名词一般只有一种形式，没有复数形式，如 milk、bread、rice 等。还有一些词既可以充当可数名词，也可以充当不可数名词，如 fruit、fish、chicken 等。

2. 名词复数

名词的复数形式一般在单数形式后面加 -s 或 -es。名词复数词尾 -s 或 -es 的读音规律一般是：在清辅音后读作 /s/，在浊辅音和元音后读作 /z/，在 /s/、/z/、/ʃ/、/tʃ/、/dʒ/ 等后读作 /ɪz/。

名词复数的构成和读音示例如表 1 所示。

表 1 名词复数形式的构成和读音

类别	构成方法	例词与读音
一般情况	词尾加 -s	book—books /bʊks/ cap—caps /kæps/ job—jobs /dʒɒbz/ bag—bags /bægz/ key—keys /ki:z/ boy—boys /bɔɪz/
以 s、x、ch、sh 等结尾的词	词尾加 -es	class—classes /ˈklɑ:sɪz/ box—boxes /ˈbɒksɪz/ watch—watches /ˈwɒtʃɪz/ dish—dishes /ˈdɪʃɪz/
以辅音字母加 y 结尾的词	变 y 为 i，再加 -es	family—families /ˈfæməli:z/ strawberry—strawberries /ˈstrɔ:bəri:z/ party—parties /ˈpɑ:ti:z/

注：少数名词的复数形式是不规则的，如 man—men、woman—women、child—children、sheep—sheep 等。

二、形容词 (Adjectives)

形容词可修饰名词或代词，在句子中通常用作定语、表语和补语等。

1. 用作定语。例如：

But only clever people can see them!

It feels like a magical place.

Those young people like sport very much.

2. 用作表语，置于系动词之后。例如：

She is busy.

The film is boring.

A good student must be diligent.

They are very hard-working.

3. 用作补语。例如：

We need to keep our school clean and tidy.

She made me angry last night.

三、副词 (Adverbs)

1. 副词的用法和意义

副词在句中主要用作状语，修饰动词、形容词、其他副词以及全句，表示时间、地点、程度、方式等概念。

(1) 修饰动词。例如：

It's raining heavily.

(2) 修饰形容词。例如：

The dog is quite cute.

(3) 修饰其他副词。例如：

She drives very carefully.

(4) 修饰全句。例如：

I usually have some bread and milk for breakfast.

2. 频度副词

频度副词是副词的一种，表示事情发生的频率。常用的频度副词有 always、usually、often、sometimes、seldom (hardly ever)、never 等，它们在频度上的差异为：

always > usually > often > sometimes > seldom (hardly ever) > never

频度副词通常放在实义动词前面。如果句子里有情态动词、助动词或系动词 be，频度副词通常放在这类动词之后。例如：

I always play tennis near my house.

We usually practise three times a week after school.

I often go swimming because it keeps me healthy.

Sometimes I have eggs and beans.
I seldom / hardly ever see my friend Lucy now.
A kind word is never lost.

四、情态动词 (Modal Verbs)

情态动词表示说话人的语气和情态，如请求、许可、意愿、可能等。在形式上，情态动词一般没有人称和数的变化。有的情态动词没有时态的变化，如 **must**。情态动词本身不能单独作谓语，必须和动词原形连用。常见的情态动词有 **can**、**may**、**must**、**have to**、**should**、**would** 等。情态动词一般有多个意义。情态动词的否定式一般是在其后加 **not** 构成，一般疑问句通常将它提到句首。情态动词的肯定式一般不重读。

1. **can** 和 **could** 的用法

(1) 表示能力。例如：

We can speak a little English.
I can play badminton, but I can't play volleyball.
He could swim when he was only six.

(2) 表示许可。例如：

You can play basketball at the weekend.
We can't run in the hallways.
Father said I could swim in the pool.

(3) 表示请求。例如：

Can you help me with my Chinese?
could 也可表示请求，但比 can 的语气更委婉。例如：
Could you tell him to call me back?

2. **may** 的用法

(1) 表示许可，意思是“可以”。例如：

May I borrow your dictionary?
Class is over. You may go now.

may 和 can 都可以表示许可，但两者略有差别。may 的用法比 can 更正式，语气更委婉。

(2) 表示可能性，意思是“也许；可能”。例如：

I may be late, so don't wait for me.
That may be true.

3. **must** 的用法

must 表示“必须”。例如：

Don't arrive late for class. We must be on time.

You must read a book before you watch TV.

4. have to 的用法

have to 表示“不得不；必须”。例如：

We have to be quiet in the library.

She has to do her homework first when she gets home.

have to 表示“必须”时，与 must 意义很接近，有时可与 must 互换。例如：

We have to / must follow the rules.

但它们在以下方面有所不同。

(1) must 通常表示的是说话人的主观看法，语气比较强烈，have to 往往强调客观需要。例如：

We must hurry. I don't want to miss the beginning of the show.

We have to hurry. The train is leaving in five minutes.

(2) 它们的否定式含义大不相同。mustn't 表示“不准；禁止”，而 don't have to 表示“不必”。例如：

You mustn't talk to your mother like that.

You don't have to come if you don't want to.

(3) must 没有人称和数的变化，而 have to 有人称和数的变化。例如：

I / We / You / They must do something about it.

I have to finish my work today.

She has to work late today.

They have to get to the station before five o'clock.

五、物主代词 (Possessive Pronouns)

物主代词是表示所有关系的代词，分为形容词性物主代词和名词性物主代词两种。七年级上册已介绍了形容词性物主代词，此处继续介绍名词性物主代词。

名词性物主代词相当于名词，不能用于名词前，说话时要加重语气。例如：

A: Is this your pen?

B: No, it isn't. The blue pen is mine.

A: There is a ping-pong bat here. Is it yours?

B: No, it isn't mine. Is it Ella's?

C: No, hers is at home.

表 2 物主代词的分类

物主代词	单数					复数		
	第一人称	第二人称	第三人称			第一人称	第二人称	第三人称
形容词性物主代词	my	your	his	her	its	our	your	their
名词性物主代词	mine	yours	his	hers	its	ours	yours	theirs
含义	我的	你的	他的	她的	它的	我们的	你们的	他(她,它)们的

六、现在进行时 (Present Continuous Tense)

1. 现在进行时的意义

(1) 表示现在(说话时)正在进行的动作或存在的状态。例如:

The students are listening to the teacher.

He is sleeping now.

(2) 也可表示当前一段时间或现阶段正在进行的动作或存在的状态。例如:

We are working on a farm today.

I'm reading a history book this month.

2. 现在进行时的构成

现在进行时是由助动词 be (am / is / are) 加动词 -ing 形式构成的。以动词 work 为例, 现在进行时的肯定式、否定式、疑问式和简略答语如下。

表 3 现在进行时的肯定式和否定式

肯定式	否定式
I am working.	I am not working.
He / She is working.	He / She is not working.
We / You / They are working.	We / You / They are not working.

表 4 现在进行时的疑问式和简略答语

疑问式	简略答语
Am I working?	Yes, you are. No, you are not (aren't). / No, you're not.
Are you working?	Yes, I am. / Yes, we are. No, I am not. / No, we are not (aren't).
Is he / she working?	Yes, he / she is. No, he / she is not (isn't).
Are they working?	Yes, they are. No, they are not (aren't).

3. 动词-ing形式的构成

表 5 动词-ing形式的构成

类别	构成方法	例词
一般情况	直接加 -ing	go—going ask—asking look—looking study—studying
以不发音字母 e 结尾的动词	去掉 e, 再加 -ing	write—writing make—making take—taking
以重读闭音节结尾的动词, 末尾只有一个辅音字母	双写词尾的辅音字母, 再加 -ing	get—getting sit—sitting put—putting run—running begin—beginning
以 ie 结尾的动词	变 ie 为 y, 再加 -ing	lie—lying die—dying

七、一般过去时 (Simple Past Tense)

1. 一般过去时的意义

(1) 表示过去某个时间或某一段时间内发生的动作或存在的状态, 常和表示过去的时间状语连用, 如 yesterday、last night、in 1990、two days ago 等。例如:

He got up early yesterday.

I visited my grandparents last week.

(2) 也可表示过去经常或反复发生的动作, 常和 often、always 等表示频度的状语连用。例如:

He always went to work by bus last year.

2. 一般过去时的构成

以动词 be 和 work 为例, 一般过去时的肯定式、否定式、疑问式和简略答语构成如下。

表 6 一般过去时的肯定式和否定式

动词	肯定式	否定式
be	I / He / She was at home yesterday. We / You / They were at home yesterday.	I / He / She was not (wasn't) at home yesterday. We / You / They were not (weren't) at home yesterday.
work	I / You / He / She / We / They worked in a hospital last year.	I / You / He / She / We / They did not (didn't) work in a hospital last year.

表 7 一般过去时的疑问式和简略答语

动词	疑问式	简略答语
be	Was I late yesterday?	Yes, you were. No, you were not (weren't).
	Were you late yesterday?	Yes, I was. No, I was not (wasn't).
	Was he / she late yesterday?	Yes, he / she was. No, he / she was not (wasn't).
	Were we late yesterday?	Yes, we / you were. No, we / you were not (weren't).
	Were you late yesterday?	Yes, we were. No, we were not (weren't).
	Were they late yesterday?	Yes, they were. No, they were not (weren't).
work	Did I work last week?	Yes, you did. No, you did not (didn't).
	Did you work last week?	Yes, I did. No, I did not (didn't).
	Did he / she work last week?	Yes, he / she did. No, he / she did not (didn't).
	Did we work last week?	Yes, we / you did. No, we / you did not (didn't).
	Did you work last week?	Yes, we did. No, we did not (didn't).
	Did they work last week?	Yes, they did. No, they did not (didn't).

3. 动词过去式的构成

动词过去式的构成分为规则与不规则两类。规则动词过去式一般有四种构成方式，其读音规则一般是：清辅音后面读作 /t/，浊辅音和元音后面读作 /d/，/t/ 和 /d/ 后面读作 /ɪd/。

表 8 动词过去式的构成与读音

类别	构成方法	例词与读音
一般情况	直接加 -ed	look—looked /lʊkt/ play—played /pleɪd/ start—started /ˈstɑːtɪd/
以 e 结尾的动词	加 -d	hope—hoped /həʊpt/ live—lived /lɪvd/ use—used /juːzd/
以重读闭音节结尾的动词， 末尾只有一个辅音字母	双写词尾的辅音字母，再 加 -ed	stop—stopped /stɒpt/ plan—planned /plænd/
以辅音字母加 y 结尾的动词	变 y 为 i，再加 -ed	study—studied /ˈstʌdiɪd/ carry—carried /ˈkæriɪd/ worry—worried /ˈwʌriɪd/

还有很多动词的过去式是不规则的，可参见本书附录的不规则动词表。

八、句子种类 (Sentence Types)

英语句子按照用途可分为陈述句、疑问句、祈使句和感叹句四类。七年级上册已经介绍了部分句子种类，此处重点介绍祈使句和疑问句中的选择疑问句的用法。

1. 祈使句 (Imperative Sentences)

祈使句一般用来表示请求、命令、劝说、号召、警告等。祈使句的主语一般是第二人称 you，但往往省略。祈使句的肯定式以动词原形开头，否定式在动词原形前加 don't。例如：

Just go along this street and turn left.

Be careful when you cross the street.

Practise the guitar every day.

Don't be late for class.

Don't fight.

Don't cheat in the exam.

为表示礼貌，祈使句经常在句首或句末加 please。句末用 please 时，前面通常加逗号。

例如：

Please write and tell me about yourself.

Please call Karen at 555-8823.

Come in, please.

以 let 开头的句子也是祈使句的一种结构，常用于第一人称和第三人称，表示建议、邀请和劝说等。例如：

Let me tell you the way to my house.

Let's see the lions.

Let him come in.

Let them play basketball with us.

2. 选择疑问句 (Alternative Questions)

选择疑问句提供两种或两种以上情况，问对方选择哪一种，选择项用 or 连接。选择疑问句不能用 Yes 或 No 来回答。朗读时 or 前面部分用升调，后面部分用降调。例如：

A: Is she tall or short?

B: She's tall.

A: Do you usually eat a birthday cake or noodles?

B: I usually eat noodles.

A: What would you like, tea, juice, or coffee?

B: I'd like some tea, please.

Vocabulary in Each Unit

注：依据《义务教育英语课程标准（2022年版）》，本词表中的重点词汇用粗体显示。

Unit 1

fox /fɒks/ <i>n.</i> 狐狸	p.2	look after 照顾	p.6
giraffe /dʒə'reɪf/ <i>n.</i> 长颈鹿	p.2	culture /'kʌltʃə(r)/ <i>n.</i> 文化；文明	p.6
eagle /'i:gl/ <i>n.</i> 雕；鹰	p.2	however /haʊ'evə(r)/ <i>adv.</i> 然而；不过	p.6
wolf /wʊlf/ <i>n.</i> (<i>pl. wolves</i> /wʊlvz/) 狼	p.2	danger /'deɪndʒə(r)/ <i>n.</i> 危险	p.6
penguin /'penɡwɪn/ <i>n.</i> 企鹅	p.2	in danger 处于危险之中	p.6
care /keə(r)/ <i>n.</i> 照顾；护理	p.2	forest /'fɒrɪst/ <i>n.</i> 森林	p.6
<i>v.</i> 关心；在乎	p.2	cut down 砍伐；减少	p.6
take care of 照顾；处理	p.2	too many 太多	p.6
sandwich /'sænwɪtʃ; 'sænwɪdʒ/ <i>n.</i> 三明治	p.3	kill /kɪl/ <i>v.</i> 杀死；弄死	p.6
snake /sneɪk/ <i>n.</i> 蛇	p.5	made of 由……制成的	p.6
scary /'skeəri/ <i>adj.</i> 吓人的；恐怖的	p.5	ivory /'aɪvəri/ <i>n.</i> 象牙	p.6
neck /nek/ <i>n.</i> 脖子	p.5	friendly /'frendli/ <i>adj.</i> 友好的	p.7
guess /ges/ <i>v.</i> 猜测；估计	p.5	quite /kwaɪt/ <i>adv.</i> 相当；完全	p.7
shark /ʃɑ:k/ <i>n.</i> 鲨鱼	p.5	quite a 相当；非常	p.7
whale /weɪl/ <i>n.</i> 鲸	p.5	not ... at all 一点也不；完全不	p.7
huge /hju:dʒ/ <i>adj.</i> 巨大的；极多的	p.5	fur /fɜ:(r)/ <i>n.</i> (动物浓厚的) 软毛	p.7
dangerous /'deɪndʒərəs/ <i>adj.</i> 危险的； 有危害的	p.5	blind /blaɪnd/ <i>adj.</i> 瞎的；失明的	p.7
save /seɪv/ <i>v.</i> 救；储蓄；保存	p.6	hearing /'hiəriŋ/ <i>n.</i> 听力；听觉	p.7
luck /lʌk/ <i>n.</i> 幸运；运气	p.6	Antarctica /æn'tɑ:ktɪkə/ 南极洲	p.3
Thai /taɪ/ <i>adj.</i> 泰国的；泰国人的 <i>n.</i> 泰国人；泰语	p.6	Africa /'æfrɪkə/ 非洲	p.5
trunk /trʌŋk/ <i>n.</i> 象鼻	p.6	Malee /ma:'li:/ 马莉	p.6
pick /pɪk/ <i>v.</i> 捡；摘	p.6	Thailand /'taɪlənd/ 泰国	p.6
pick up 拿起；举起	p.6	Unit 2	
carry /'kæri/ <i>v.</i> 拿；提	p.6	rule /ru:l/ <i>n.</i> 规则；规章	p.9
playful /'pleɪfl/ <i>adj.</i> 爱嬉戏的；爱玩的	p.6	order /'ɔ:də(r)/ <i>n.</i> 秩序；命令 <i>v.</i> 点菜；命令	p.9
swimmer /'swɪmə(r)/ <i>n.</i> 游泳者	p.6	follow /'fɒləʊ/ <i>v.</i> 遵循；跟随	p.10
one another 互相	p.6	late for 迟到	p.10

arrive /ə'raɪv/ <i>v.</i> 到达	p.10	Dr (= doctor) 博士; 医生	p.14
on time 准时	p.10	make sb's/the bed 整理床铺; 铺床	p.14
hallway /'hɔ:lweɪ/ <i>n.</i> 走廊	p.10	either /'aɪðə(r); 'i:ðə(r)/	
uniform /'ju:nɪfɔ:m/ <i>n.</i> 校服; 制服	p.10	<i>adv.</i> 也 (用于否定词组后)	p.14
litter /'lɪtə(r)/ <i>v.</i> 乱扔 <i>n.</i> 垃圾	p.10	practise /'præktɪs/ <i>v.</i> 训练; 练习	p.14
polite /pə'laɪt/ <i>adj.</i> 有礼貌的	p.10	hang /hæŋ/ <i>v.</i> 悬挂	p.14
treat /tri:t/ <i>v.</i> 对待; 招待; 治疗		hang out 闲逛; 常去某处	p.14
<i>n.</i> 款待	p.10	weekday /'wi:kdeɪ/ <i>n.</i> 工作日	
respect /rɪ'spekt/ <i>n.</i> & <i>v.</i> 尊敬	p.10	(星期一至星期五的任何一天)	p.14
if /ɪf/ <i>conj.</i> 如果	p.10	awful /'ɔ:fl/ <i>adj.</i> 糟糕的; 讨厌的	p.14
jacket /'dʒækɪt/ <i>n.</i> 夹克衫; 短上衣	p.10	become /bɪ'kʌm/ <i>v.</i> 变成; 成为	p.14
have to 不得不	p.10	better /'betə(r)/ <i>adj.</i> 较好的	
everything /'evrɪθɪŋ/		<i>adv.</i> 较好地	p.14
<i>pron.</i> 每件事; 一切	p.11	person /'pɜ:sn/ <i>n.</i> 人	p.14
lend /lend/ <i>v.</i> 借给; 借出	p.11	focus /'fəʊkəs/ <i>v.</i> 集中 (注意力、	
sweet /swi:t/ <i>n.</i> 糖果 <i>adj.</i> 甜的	p.11	精力等); 聚焦	p.14
snack /snæk/ <i>n.</i> 点心; 小吃	p.11	focus on 集中 (注意力、精力等) 于	p.14
of course /kɔ:s/ 当然	p.11	build /bɪld/ <i>v.</i> 创建; 建造	p.14
mobile /'məʊbaɪl/ <i>adj.</i> 可移动的	p.11	spirit /'spɪrɪt/ <i>n.</i> 精神; 情绪	p.14
mobile phone 手机	p.11	think about 思考; 考虑	p.14
turn off 关掉 (水、电或煤气)	p.11	relax /rɪ'læks/ <i>v.</i> 放松; 休息	p.14
queue /kju:/ <i>n.</i> 队	p.13	advice /əd'vaɪs/ <i>n.</i> 建议; 意见	p.15
jump the queue 插队	p.13	understand /ˌʌndə'stænd/	
feed /fi:d/ <i>v.</i> 喂养; 饲养	p.13	<i>v.</i> 理解; 领会	p.15
leave /li:v/ <i>v.</i> 离开; 留下	p.13	untidy /ʌn'taɪdi/ <i>adj.</i> 不整洁的	p.15
absent /'æbsənt/ <i>adj.</i> 缺席的; 不在的	p.13		
absent from 缺席; 不在	p.13	Mary /'meəri/ 玛丽	p.10
shh /ʃ/ (= sh) <i>interj.</i>		Tony /'təʊni/ 托尼	p.10
嘘 (用以让别人安静下来)	p.13	Anne /æn/ 安妮	p.11
quietly /'kwaɪətli/ <i>adv.</i> 轻声地;		Eric /'erɪk/ 埃里克	p.15
安静地	p.13		
belt /belt/ <i>n.</i> 安全带; 腰带; 皮带	p.13	Unit 3	
noise /nɔɪz/ <i>n.</i> 声音; 噪声	p.13	fit /fɪt/ <i>adj.</i> 健康的; 健壮的 <i>v.</i> 适合	p.17
unhappy /ʌn'hæpi/ <i>adj.</i> 不快乐的	p.14	baseball /'beɪsbɔ:l/ <i>n.</i> 棒球 (运动)	p.18

3. 动词-ing形式的构成

表 5 动词-ing形式的构成

类别	构成方法	例词
一般情况	直接加 -ing	go—going ask—asking look—looking study—studying
以不发音字母 e 结尾的动词	去掉 e, 再加 -ing	write—writing make—making take—taking
以重读闭音节结尾的动词, 末尾只有一个辅音字母	双写词尾的辅音字母, 再加 -ing	get—getting sit—sitting put—putting run—running begin—beginning
以 ie 结尾的动词	变 ie 为 y, 再加 -ing	lie—lying die—dying

七、一般过去时 (Simple Past Tense)

1. 一般过去时的意义

(1) 表示过去某个时间或某一段时间内发生的动作或存在的状态, 常和表示过去的时间状语连用, 如 yesterday、last night、in 1990、two days ago 等。例如:

He got up early yesterday.

I visited my grandparents last week.

(2) 也可表示过去经常或反复发生的动作, 常和 often、always 等表示频度的状语连用。例如:

He always went to work by bus last year.

2. 一般过去时的构成

以动词 be 和 work 为例, 一般过去时的肯定式、否定式、疑问式和简略答语构成如下。

表 6 一般过去时的肯定式和否定式

动词	肯定式	否定式
be	I / He / She was at home yesterday. We / You / They were at home yesterday.	I / He / She was not (wasn't) at home yesterday. We / You / They were not (weren't) at home yesterday.
work	I / You / He / She / We / They worked in a hospital last year.	I / You / He / She / We / They did not (didn't) work in a hospital last year.

表 7 一般过去时的疑问式和简略答语

动词	疑问式	简略答语
be	Was I late yesterday?	Yes, you were. No, you were not (weren't).
	Were you late yesterday?	Yes, I was. No, I was not (wasn't).
	Was he / she late yesterday?	Yes, he / she was. No, he / she was not (wasn't).
	Were we late yesterday?	Yes, we / you were. No, we / you were not (weren't).
	Were you late yesterday?	Yes, we were. No, we were not (weren't).
	Were they late yesterday?	Yes, they were. No, they were not (weren't).
work	Did I work last week?	Yes, you did. No, you did not (didn't).
	Did you work last week?	Yes, I did. No, I did not (didn't).
	Did he / she work last week?	Yes, he / she did. No, he / she did not (didn't).
	Did we work last week?	Yes, we / you did. No, we / you did not (didn't).
	Did you work last week?	Yes, we did. No, we did not (didn't).
	Did they work last week?	Yes, they did. No, they did not (didn't).

3. 动词过去式的构成

动词过去式的构成分为规则与不规则两类。规则动词过去式一般有四种构成方式，其读音规则一般是：清辅音后面读作 /t/，浊辅音和元音后面读作 /d/，/t/ 和 /d/ 后面读作 /ɪd/。

表 8 动词过去式的构成与读音

类别	构成方法	例词与读音
一般情况	直接加 -ed	look—looked /lʊkt/ play—played /pleɪd/ start—started /ˈstɑːtɪd/
以 e 结尾的动词	加 -d	hope—hoped /həʊpt/ live—lived /lɪvd/ use—used /juːzd/
以重读闭音节结尾的动词， 末尾只有一个辅音字母	双写词尾的辅音字母，再 加 -ed	stop—stopped /stɒpt/ plan—planned /plænd/
以辅音字母加 y 结尾的动词	变 y 为 i，再加 -ed	study—studied /ˈstʌdiɪd/ carry—carried /ˈkæriɪd/ worry—worried /ˈwʌriɪd/

还有很多动词的过去式是不规则的，可参见本书附录的不规则动词表。

八、句子种类 (Sentence Types)

英语句子按照用途可分为陈述句、疑问句、祈使句和感叹句四类。七年级上册已经介绍了部分句子种类，此处重点介绍祈使句和疑问句中的选择疑问句的用法。

1. 祈使句 (Imperative Sentences)

祈使句一般用来表示请求、命令、劝说、号召、警告等。祈使句的主语一般是第二人称 you，但往往省略。祈使句的肯定式以动词原形开头，否定式在动词原形前加 don't。例如：

Just go along this street and turn left.

Be careful when you cross the street.

Practise the guitar every day.

Don't be late for class.

Don't fight.

Don't cheat in the exam.

为表示礼貌，祈使句经常在句首或句末加 please。句末用 please 时，前面通常加逗号。

例如：

Please write and tell me about yourself.

Please call Karen at 555-8823.

Come in, please.

以 let 开头的句子也是祈使句的一种结构，常用于第一人称和第三人称，表示建议、邀请和劝说等。例如：

Let me tell you the way to my house.

Let's see the lions.

Let him come in.

Let them play basketball with us.

2. 选择疑问句 (Alternative Questions)

选择疑问句提供两种或两种以上情况，问对方选择哪一种，选择项用 or 连接。选择疑问句不能用 Yes 或 No 来回答。朗读时 or 前面部分用升调，后面部分用降调。例如：

A: Is she tall or short?

B: She's tall.

A: Do you usually eat a birthday cake or noodles?

B: I usually eat noodles.

A: What would you like, tea, juice, or coffee?

B: I'd like some tea, please.

Vocabulary in Each Unit

注：依据《义务教育英语课程标准（2022年版）》，本词表中的重点词汇用粗体显示。

Unit 1

fox /fɒks/ <i>n.</i> 狐狸	p.2	look after 照顾	p.6
giraffe /dʒə'reɪf/ <i>n.</i> 长颈鹿	p.2	culture /'kʌltʃə(r)/ <i>n.</i> 文化；文明	p.6
eagle /'i:gl/ <i>n.</i> 雕；鹰	p.2	however /haʊ'evə(r)/ <i>adv.</i> 然而；不过	p.6
wolf /wʊlf/ <i>n.</i> (<i>pl. wolves</i> /wʊlvz/) 狼	p.2	danger /'deɪndʒə(r)/ <i>n.</i> 危险	p.6
penguin /'penɡwɪn/ <i>n.</i> 企鹅	p.2	in danger 处于危险之中	p.6
care /keə(r)/ <i>n.</i> 照顾；护理	p.2	forest /'fɒrɪst/ <i>n.</i> 森林	p.6
<i>v.</i> 关心；在乎	p.2	cut down 砍伐；减少	p.6
take care of 照顾；处理	p.2	too many 太多	p.6
sandwich /'sænwɪtʃ; 'sænwɪdʒ/ <i>n.</i> 三明治	p.3	kill /kɪl/ <i>v.</i> 杀死；弄死	p.6
snake /sneɪk/ <i>n.</i> 蛇	p.5	made of 由……制成的	p.6
scary /'skeəri/ <i>adj.</i> 吓人的；恐怖的	p.5	ivory /'aɪvəri/ <i>n.</i> 象牙	p.6
neck /nek/ <i>n.</i> 脖子	p.5	friendly /'frendli/ <i>adj.</i> 友好的	p.7
guess /ges/ <i>v.</i> 猜测；估计	p.5	quite /kwaɪt/ <i>adv.</i> 相当；完全	p.7
shark /ʃɑ:k/ <i>n.</i> 鲨鱼	p.5	quite a 相当；非常	p.7
whale /weɪl/ <i>n.</i> 鲸	p.5	not ... at all 一点也不；完全不	p.7
huge /hju:dʒ/ <i>adj.</i> 巨大的；极多的	p.5	fur /fɜ:(r)/ <i>n.</i> (动物浓厚的) 软毛	p.7
dangerous /'deɪndʒərəs/ <i>adj.</i> 危险的； 有危害的	p.5	blind /blaɪnd/ <i>adj.</i> 瞎的；失明的	p.7
save /seɪv/ <i>v.</i> 救；储蓄；保存	p.6	hearing /'hiəriŋ/ <i>n.</i> 听力；听觉	p.7
luck /lʌk/ <i>n.</i> 幸运；运气	p.6	Antarctica /æn'tɑ:ktɪkə/ 南极洲	p.3
Thai /taɪ/ <i>adj.</i> 泰国的；泰国人的 <i>n.</i> 泰国人；泰语	p.6	Africa /'æfrɪkə/ 非洲	p.5
trunk /trʌŋk/ <i>n.</i> 象鼻	p.6	Malee /mə:'li:/ 马莉	p.6
pick /pɪk/ <i>v.</i> 捡；摘	p.6	Thailand /'taɪlənd/ 泰国	p.6
pick up 拿起；举起	p.6	Unit 2	
carry /'kæri/ <i>v.</i> 拿；提	p.6	rule /ru:l/ <i>n.</i> 规则；规章	p.9
playful /'pleɪfl/ <i>adj.</i> 爱嬉戏的；爱玩的	p.6	order /'ɔ:də(r)/ <i>n.</i> 秩序；命令 <i>v.</i> 点菜；命令	p.9
swimmer /'swɪmə(r)/ <i>n.</i> 游泳者	p.6	follow /'fɒləʊ/ <i>v.</i> 遵循；跟随	p.10
one another 互相	p.6	late for 迟到	p.10

arrive /ə'raɪv/ <i>v.</i> 到达	p.10	Dr (= doctor) 博士; 医生	p.14
on time 准时	p.10	make sb's/the bed 整理床铺; 铺床	p.14
hallway /'hɔ:lweɪ/ <i>n.</i> 走廊	p.10	either /'aɪðə(r); 'i:ðə(r)/	
uniform /'ju:nɪfɔ:m/ <i>n.</i> 校服; 制服	p.10	<i>adv.</i> 也 (用于否定词组后)	p.14
litter /'lɪtə(r)/ <i>v.</i> 乱扔 <i>n.</i> 垃圾	p.10	practise /'præktɪs/ <i>v.</i> 训练; 练习	p.14
polite /pə'laɪt/ <i>adj.</i> 有礼貌的	p.10	hang /hæŋ/ <i>v.</i> 悬挂	p.14
treat /tri:t/ <i>v.</i> 对待; 招待; 治疗		hang out 闲逛; 常去某处	p.14
<i>n.</i> 款待	p.10	weekday /'wi:kdeɪ/ <i>n.</i> 工作日	
respect /rɪ'spekt/ <i>n.</i> & <i>v.</i> 尊敬	p.10	(星期一至星期五的任何一天)	p.14
if /ɪf/ <i>conj.</i> 如果	p.10	awful /'ɔ:fl/ <i>adj.</i> 糟糕的; 讨厌的	p.14
jacket /'dʒækɪt/ <i>n.</i> 夹克衫; 短上衣	p.10	become /bɪ'kʌm/ <i>v.</i> 变成; 成为	p.14
have to 不得不	p.10	better /'betə(r)/ <i>adj.</i> 较好的	
everything /'evrɪθɪŋ/		<i>adv.</i> 较好地	p.14
<i>pron.</i> 每件事; 一切	p.11	person /'pɜ:sn/ <i>n.</i> 人	p.14
lend /lend/ <i>v.</i> 借给; 借出	p.11	focus /'fəʊkəs/ <i>v.</i> 集中 (注意力、	
sweet /swi:t/ <i>n.</i> 糖果 <i>adj.</i> 甜的	p.11	精力等); 聚焦	p.14
snack /snæk/ <i>n.</i> 点心; 小吃	p.11	focus on 集中 (注意力、精力等) 于	p.14
of course /kɔ:s/ 当然	p.11	build /bɪld/ <i>v.</i> 创建; 建造	p.14
mobile /'məʊbaɪl/ <i>adj.</i> 可移动的	p.11	spirit /'spɪrɪt/ <i>n.</i> 精神; 情绪	p.14
mobile phone 手机	p.11	think about 思考; 考虑	p.14
turn off 关掉 (水、电或煤气)	p.11	relax /rɪ'læks/ <i>v.</i> 放松; 休息	p.14
queue /kju:/ <i>n.</i> 队	p.13	advice /əd'vaɪs/ <i>n.</i> 建议; 意见	p.15
jump the queue 插队	p.13	understand /ˌʌndə'stænd/	
feed /fi:d/ <i>v.</i> 喂养; 饲养	p.13	<i>v.</i> 理解; 领会	p.15
leave /li:v/ <i>v.</i> 离开; 留下	p.13	untidy /ʌn'taɪdi/ <i>adj.</i> 不整洁的	p.15
absent /'æbsənt/ <i>adj.</i> 缺席的; 不在的	p.13		
absent from 缺席; 不在	p.13	Mary /'meəri/ 玛丽	p.10
shh /ʃ/ (= sh) <i>interj.</i>		Tony /'təʊni/ 托尼	p.10
嘘 (用以让别人安静下来)	p.13	Anne /æn/ 安妮	p.11
quietly /'kwaɪətli/ <i>adv.</i> 轻声地;		Eric /'erɪk/ 埃里克	p.15
安静地	p.13		
belt /belt/ <i>n.</i> 安全带; 腰带; 皮带	p.13	Unit 3	
noise /nɔɪz/ <i>n.</i> 声音; 噪声	p.13	fit /fɪt/ <i>adj.</i> 健康的; 健壮的 <i>v.</i> 适合	p.17
unhappy /ʌn'hæpi/ <i>adj.</i> 不快乐的	p.14	baseball /'beɪsbɔ:l/ <i>n.</i> 棒球 (运动)	p.18

glove /glʌv/ <i>n.</i> (手指分开的) 手套	p.18	excuse /ɪk'skju:z/ <i>v.</i> 原谅; 宽恕	p.20
mat /mæt/ <i>n.</i> (运动用的) 垫子	p.18	excuse me 劳驾; 请原谅	p.20
rope /rəʊp/ <i>n.</i> 绳子; 粗绳	p.18	over there 在那边	p.21
jump rope 跳绳用的绳子;		just /dʒʌst/ <i>adv.</i> 只是; 正好	p.21
跳绳 (运动)	p.18	T-shirt /'ti:ʃɜ:t/ <i>n.</i> T恤衫	p.21
racket /'rækit/ <i>n.</i> (网球、羽毛球等的)		belong /bɪ'lɒŋ/ <i>v.</i> 应在 (某处)	p.21
球拍	p.18	belong to 属于 (某人)	p.21
hardly /'hɑ:dlɪ/ <i>adv.</i> 几乎不;		working /'wɜ:kɪŋ/ <i>adj.</i> 工作的	p.21
几乎没有	p.18	working day 工作日	p.21
ever /'evə(r)/ <i>adv.</i> 在任何时候;		full of 有许多; 充满	p.21
从来; 曾经	p.18	energy /'enədʒi/ <i>n.</i> 精力; 能量	p.21
hardly ever 几乎从不	p.18	group /gru:p/ <i>n.</i> 组; 群	p.21
once /wʌns/ <i>adv.</i> 一次; 曾经		skateboard /'skeɪtbɔ:d/ <i>n.</i> 滑板	p.22
conj. 一旦	p.18	encourage /ɪn'kʌrɪdʒ/ <i>v.</i> 鼓励; 激励	p.22
twice /twɑ:ɪs/ <i>adv.</i> 两次; 两倍	p.18	trick /trɪk/ <i>n.</i> 技巧; 戏法	p.22
mine /maɪn/ <i>pron.</i> 我的 (所有物)	p.19	succeed /sək'si:d/ <i>v.</i> 成功; 达到目标	p.22
hers /hɜ:z; ɜ:z/ <i>pron.</i> 她的 (所有物)	p.19	skateboarding /'skeɪtbɔ:dɪŋ/	
maybe /'meɪbi/ <i>adv.</i> 也许; 大概	p.19	<i>n.</i> 滑板运动	p.22
well-used /,wel'ju:zd/ <i>adj.</i> 使用得多的	p.19	goal /gəʊl/ <i>n.</i> 目标; 目的	p.22
practice /'præktɪs/ <i>n.</i> 练习; 实践	p.19	sit-up /'sɪtʌp/ <i>n.</i> 仰卧起坐	p.22
perfect /'pɜ:fɪkt/ <i>adj.</i> 完美的; 极好的	p.19	work out 锻炼	p.22
seldom /'seldəm/ <i>adv.</i> 很少; 不常	p.19	app /æp/ (= application /,æplɪ'keɪʃn/)	
badminton /'bædmɪntən/		<i>n.</i> 应用程序	p.22
<i>n.</i> 羽毛球运动	p.19	progress /'prɒɡres/ <i>n.</i> 进步; 进展	p.22
double /'dʌbl/ <i>n.</i> 双打 (doubles);		match /mætʃ/ <i>n.</i> 比赛; 竞赛	p.22
两倍 <i>adj.</i> 成双的; 两倍的	p.19	team /ti:m/ <i>n.</i> 队; 组	p.22
sometime /'sʌmtaɪm/ <i>adv.</i> 在某个时候	p.19	ours /'aʊəz; ɑ:z/ <i>pron.</i> 我们的 (所有物)	p.22
volleyball /'vɒlibɔ:l/ <i>n.</i> 排球 (运动)	p.20	lose /lu:z/ <i>v.</i> 输掉; 丢失	p.22
theirs /ðeəz/ <i>pron.</i> 他们的, 她们的,		teenager /'ti:neɪdʒə(r)/	
它们的 (所有物)	p.20	<i>n.</i> 青少年 (13岁至19岁之间)	p.23
jog /dʒɒɡ/ <i>v.</i> 慢跑	p.20	Steve /sti:v/ 史蒂夫	p.22
few /fju:/ <i>adj.</i> (表示否定的) 很少的;			
几乎没有的	p.20		
a few 少数; 几个	p.20		

Unit 4

watermelon /'wɔ:tə,melən/ <i>n.</i> 西瓜	p.26	improve /im'pru:v/ <i>v.</i> 改进; 改善	p.30
cabbage /'kæbɪdʒ/ <i>n.</i> 卷心菜	p.26	habit /'hæbɪt/ <i>n.</i> 习惯	p.30
mutton /'mʌtn/ <i>n.</i> 羊肉	p.26	fast food 快餐	p.30
cookie /'kʊki/ <i>n.</i> 曲奇饼	p.26	salt /sɔ:lt; sɒlt/ <i>n.</i> 盐	p.30
onion /'ʌnjən/ <i>n.</i> 洋葱; 葱头	p.26	fat /fæt/ <i>n.</i> 脂肪 <i>adj.</i> 肥胖的	p.30
dumpling /'dʌmplɪŋ/ <i>n.</i> 饺子	p.26	put on 增加; 穿上	p.30
coffee /'kɒfi/ <i>n.</i> 咖啡	p.26	weight /weɪt/ <i>n.</i> 体重; 重量	p.30
bean /bi:n/ <i>n.</i> 豆	p.26	hamburger /'hæmbɜ:gə(r)/ <i>n.</i> 汉堡包	p.30
chip /tʃɪp/ <i>n.</i> 炸薯条	p.26	cause /kɔ:z/ <i>v.</i> 造成; 导致	p.30
fish and chips 炸鱼薯条	p.26	heart /hɑ:t/ <i>n.</i> 心脏; 中心	p.30
salad /'sæləd/ <i>n.</i> 沙拉; 色拉	p.26	balanced /'bælənst/ <i>adj.</i> 均衡的;	
porridge /'pɔrɪdʒ/ <i>n.</i> 粥; 麦片粥	p.26	平衡的	p.30
waiter /'weɪtə(r)/ <i>n.</i> (男) 服务员	p.27	too ... to 太……以至于不能	p.30
What about ...? ……怎么样?	p.27	sleepy /'sli:pi/ <i>adj.</i> 困倦的; 想睡的	p.30
taste /teɪst/ <i>v.</i> 有……味道; 尝	p.27	after all 毕竟; 终归	p.30
<i>n.</i> 味道	p.27	away /ə'wei/ <i>adv.</i> 离开; 在别处	p.30
anything /'eniθɪŋ/ <i>pron.</i> 某事物;		poor /pɔ:(r); puə(r)/ <i>adj.</i> 不好的;	
任何事物	p.27	贫穷的; 可怜的	p.31
dish /dɪʃ/ <i>n.</i> 一道菜; 盘子	p.27	result /rɪ'zʌlt/ <i>n.</i> 后果; 结果	p.31
choice /tʃɔɪs/ <i>n.</i> 选择	p.28	article /'ɑ:tɪkl/ <i>n.</i> 文章; 冠词	p.31
meal /mi:l/ <i>n.</i> 一餐所吃的食物; 一餐	p.28	common /'kɒmən/ <i>adj.</i> 共同的;	
pork /pɔ:k/ <i>n.</i> 猪肉	p.28	普遍的	p.31
strawberry /'strɔ:bəri/ <i>n.</i> 草莓	p.28	among /ə'mʌŋ/ <i>prep.</i> 在……中;	
menu /'menju:/ <i>n.</i> 菜单	p.28	……之一	p.31
customer /'kʌstəmə(r)/ <i>n.</i> 顾客	p.29	soft /sɒft/ <i>adj.</i> 柔和的; 柔软的	p.31
serve /sɜ:v/ <i>v.</i> 提供; 服务	p.29	soft drink 软饮料 (不含酒精)	p.31
waitress /'weɪtrəs/ <i>n.</i> 女服务员	p.29	enough /ɪ'naʃ/ <i>adj.</i> 足够的; 充足的	
sir /sɜ:(r)/ <i>n.</i> 先生	p.29	<i>adv.</i> 足够地; 充分地	
go with 搭配; 相配	p.29	<i>pron.</i> 足够; 充分	p.31
instead /ɪn'sted/ <i>adv.</i> 反而; 代替	p.29	thirsty /'θɜ:sti/ <i>adj.</i> 渴的	p.31
pear /peə(r)/ <i>n.</i> 梨	p.29	Gongbao chicken 宫保鸡丁	p.27
too much 太多	p.29	America /ə'merɪkə/ 美国; 美洲	p.27
sugar /'ʃʊgə(r)/ <i>n.</i> 糖	p.29	Dongpo pork 东坡肉	p.28

Unit 5

right now 现在; 立刻	p.34	around the world 世界各地	p.38
ride /raɪd/ <i>v.</i> 骑 <i>n.</i> 旅程	p.34	rush /rʌʃ/ <i>v.</i> & <i>n.</i> 冲; 奔	p.38
moment /'məʊmənt/ <i>n.</i> 某个时刻; 片刻; 瞬间	p.34	in a hurry 匆忙	p.38
at the moment 现在; 此刻	p.34	shine /ʃaɪn/ <i>v.</i> 发光; 照耀 <i>n.</i> 光亮	p.38
work on 做; 从事	p.34	brightly /'braɪtli/ <i>adv.</i> 明亮地	p.38
dragon /'dræɡən/ <i>n.</i> 龙	p.35	colourful /'kʌləfəl/ <i>adj.</i> 色彩鲜艳的	p.38
festival /'festɪvl/ <i>n.</i> 节日	p.35	slowly /'sləʊli/ <i>adv.</i> 缓慢地	p.38
hold /həʊld/ <i>v.</i> 拿着; 抓住	p.35	such /sʌtʃ/ <i>adj.</i> 这样的; 那样的	p.38
hold on 别挂断电话; 等一等	p.35	<i>pron.</i> 这样(那样)的人或事物	p.38
voice /vɔɪs/ <i>n.</i> 嗓音; 声音	p.35	such as 例如	p.38
race /reɪs/ <i>n.</i> 比赛; 竞赛	p.35	painting /'peɪntɪŋ/ <i>n.</i> 绘画作品; 绘画; 油画	p.38
darling /'dɑːlɪŋ/ <i>n.</i> 亲爱的; 宝贝	p.35	market /'mɑːkɪt/ <i>n.</i> 市场	p.38
somebody /'sʌmbədi/ <i>pron.</i> 某人; 有人	p.36	side /saɪd/ <i>n.</i> 边; 侧	p.38
could /kʊd; kəd/ <i>modal v.</i> 能; 可以	p.36	side by side 并排; 并肩地	p.38
message /'mesɪdʒ/ <i>n.</i> 消息; 信息	p.36	subway /'sʌbweɪ/ <i>n.</i> 地铁	p.38
take a message 捎个口信	p.36	bright /braɪt/ <i>adj.</i> 鲜艳的; 明亮的; 聪明的	p.38
leave a message 留个口信	p.36	drop /drɒp/ <i>v.</i> 把……送至; 落下 <i>n.</i> 滴; 下降	p.38
call back 回电话	p.36	drop off (开车) 把某人送到某处	p.38
kick /kɪk/ <i>v.</i> 踢; 踹	p.37	passenger /'pæsɪndʒə(r)/ <i>n.</i> 乘客	p.38
wow /waʊ/ <i>interj.</i> 哇; 呀	p.37	central /'sentrəl/ <i>adj.</i> 中心的; 中央的	p.38
online /ˌɒnˈlaɪn/ <i>adj.</i> 在线的	p.37	explain /ɪkˈspleɪn/ <i>v.</i> 解释; 说明	p.39
shuttlecock /'ʃʌtlkɒk/ <i>n.</i> 羽毛球	p.37	take part in 参加	p.39
sight /saɪt/ <i>n.</i> 名胜; 风景; 视力	p.37	tour /tʊə(r)/ <i>n.</i> & <i>v.</i> 旅行; 旅游	p.39
exam /ɪɡˈzæm/ (= examination /ɪɡˌzæmɪˈneɪʃən/) <i>n.</i> 考试	p.37	sunshine /'sʌnʃaɪn/ <i>n.</i> 阳光	p.39
hope /həʊp/ <i>v.</i> & <i>n.</i> 希望	p.37	drive /draɪv/ <i>v.</i> 开车; 驾驶	p.39
forward /'fɔːwəd/ <i>adv.</i> 向前	p.37	rush hour (上下班时的) 交通高峰期	p.39
look forward to 盼望	p.37		
skate /skeɪt/ <i>v.</i> 滑冰	p.37	Adam /'ædəm/ 亚当	p.34
happen /'hæpən/ <i>v.</i> 发生	p.38	Dragon Boat Festival 端午节	p.35
zone /zəʊn/ <i>n.</i> 地区; 地带; 区域	p.38	Beth /beθ/ 贝丝	p.37
time zone 时区	p.38	Nairobi /naɪˈrəʊbi/ 内罗毕 (肯尼亚首都)	p.38

New York /ˌnjuːˈjɔːk/ 纽约	p.38	仅用于地名)山; 山峰	p.46
Kenya /ˈkenjə/ 肯尼亚	p.38	cloud /klaʊd/ <i>n.</i> 云; 云彩	p.46
USA /ˌjuːesˈeɪ/ 美国	p.38	feel like 感觉像	p.46
Central Park 中央公园	p.38	magical /ˈmædʒɪkl/ <i>adj.</i> 魔法的; 神奇的	p.46
		rock /rɒk/ <i>n.</i> 岩石	p.46
		rest /rest/ <i>n.</i> 休息; 剩余部分	p.46
		area /ˈeəriə/ <i>n.</i> 场地; 地区	p.46
Unit 6		rest area 休息区	p.46
rain or shine 不论是雨或是晴;		make progress 取得进展	p.46
不管发生什么事	p.41	although /ɔːlˈðəʊ/ <i>conj.</i> 虽然; 尽管	p.46
affect /əˈfekt/ <i>v.</i> 影响	p.41	still /stil/ <i>adv.</i> 还; 仍然	p.46
dry /draɪ/ <i>adj.</i> 干的; 干旱的	p.42	in high spirits 情绪高涨; 兴高采烈	p.46
lightning /ˈlaɪtnɪŋ/ <i>n.</i> 闪电	p.42	experience /ɪkˈspɪəriəns/	
stormy /ˈstɔːmi/		<i>n.</i> 经历; 经验 <i>v.</i> 经历	p.46
<i>adj.</i> 有暴风雨 (或暴风雪) 的	p.42	through /θruː/ <i>prep.</i> 穿过; 凭借	p.46
north /nɔːθ/ <i>n.</i> 北部; 北; 北方	p.42	glad /glæd/ <i>adj.</i> 高兴的	p.46
west /west/ <i>n.</i> 西部; 西; 西方	p.42	peak /piːk/ <i>n.</i> 山顶; 顶点	p.46
south /saʊθ/ <i>n.</i> 南部; 南; 南方	p.42	grey /greɪ/ (<i>AmE</i> gray /greɪ/)	
east /iːst/ <i>n.</i> 东部; 东; 东方	p.42	<i>adj.</i> 灰色的	p.46
stay in 待在家里; 没有外出	p.42	because of 因为	p.46
lucky /ˈlʌki/ <i>adj.</i> 运气好的;		fog /fog/ <i>n.</i> 雾	p.46
带来好运的	p.43	ground /graʊnd/ <i>n.</i> 地面	p.46
lucky you 你真幸运	p.43	wet /wet/ <i>adj.</i> 湿的	p.46
sunbathe /ˈsʌnbæð/ <i>v.</i> 沐日光浴;		tiring /ˈtaɪərɪŋ/ <i>adj.</i> 令人疲倦的;	
晒太阳	p.43	累人的	p.46
some day 将来; 有朝一日	p.43	seem /siːm/ <i>v.</i> 似乎; 好像	p.46
temperature /ˈtemprətʃə(r)/ <i>n.</i> 温度	p.44	sunlight /ˈsʌnlaɪt/ <i>n.</i> 阳光; 日光	p.46
snowman /ˈsnəʊmæn/		at the top 在顶部; 在顶端	p.46
<i>n.</i> (<i>pl.</i> snowmen /ˈsnəʊmen/) 雪人	p.44	thought /θɔːt/ <i>n.</i> 想法	p.47
heavily /ˈhevɪli/ <i>adv.</i> 大量地; 沉重地	p.44	mountain /ˈmaʊntən/ <i>n.</i> 山; 高山	p.47
snowy /ˈsnəʊi/ <i>adj.</i> 下雪的; 雪白的	p.45	at the start 开始; 起初	p.47
beach volleyball 沙滩排球	p.45	end /end/ <i>n.</i> 末尾; 结束	p.47
high /haɪ/ <i>adv. & adj.</i> 高	p.45	at the end 最后; 在末尾	p.47
freezing /ˈfriːzɪŋ/ <i>adj.</i> 极冷的; 冰冻的	p.45	storm /stɔːm/ <i>n.</i> 暴风雨; 暴风雪	p.47
tourist /ˈtʊərɪst/ <i>n.</i> 旅行者; 观光客	p.45		
mount /maʊnt/ <i>n.</i> (在现代英语里			

pour /pɔ:(r)/ <i>v.</i> 倾倒; 倒出	p.47	process /'prəʊses/ <i>n.</i> 过程	p.52
wind /wɪnd/ <i>n.</i> 风	p.47	theatre /'θiətə(r)/ <i>n.</i> 戏院; 剧场;	
shout /ʃaʊt/ <i>v.</i> & <i>n.</i> 喊叫; 呼唤	p.47	电影院	p.52
run after 追逐	p.47	factory /'fæktri; 'fæktəri/ <i>n.</i> 工厂	p.52
		terrible /'terəbl/ <i>adj.</i> 糟糕的	p.53
Anna /'ænə/ 安娜	p.43	actor /'æktə(r)/ <i>n.</i> 演员	p.53
John /dʒɒn/ 约翰	p.43	gun /gʌn/ <i>n.</i> 枪	p.53
Stockholm /'stɒkhəʊm/ 斯德哥尔摩		try on 试穿	p.53
(瑞典首都)	p.43	along /ə'lon/ <i>prep.</i> 沿着; 顺着	p.53
Mount Huangshan 黄山	p.46	road /rəʊd/ <i>n.</i> 道路	p.53
Bright Peak 光明顶	p.46	create /kri'eɪt/ <i>v.</i> 创造	p.53
		record /rɪ'kɔ:d/ <i>v.</i> 记录	
		/'rekɔ:d/ <i>n.</i> 记录	p.54
Unit 7		skill /skɪl/ <i>n.</i> 技能	p.54
meet up 碰头; 相聚	p.50	write down 写下; 记下	p.54
museum /mju'zi:əm/ <i>n.</i> 博物馆	p.50	explore /ɪk'splɔ:(r)/ <i>v.</i> 探索	p.54
exhibition /ˌeksɪ'bɪʃn/ <i>n.</i> 展览	p.50	tent /tent/ <i>n.</i> 帐篷	p.54
direction /dɪ'rekʃn; daɪ'rekʃn/ <i>n.</i> 方向	p.50	cucumber /'kju:kʌmbə(r)/ <i>n.</i> 黄瓜	p.54
trip /trɪp/ <i>n.</i> 旅行	p.51	from ... to ... 从……到……	p.54
wastewater /'weɪstwɔ:tə(r)/ <i>n.</i> 废水	p.51	straight /streɪt/ <i>adv.</i> 直接; 立即;	
plant /plɑ:nt/ <i>n.</i> 工厂	p.51	笔直地 <i>adj.</i> 直的	p.54
into /'ɪntu:; 'ɪntə/ <i>prep.</i> 到……里面;		fill /fɪl/ <i>v.</i> 装满; 盛满	p.54
进入	p.51	basket /'bɑ:skɪt/ <i>n.</i> 篮子; 筐	p.54
remove /rɪ'mu:v/ <i>v.</i> 移开; 拿走	p.51	teach /ti:tʃ/ <i>v.</i> (taught /tɔ:t/) 教	p.54
piece /pi:s/ <i>n.</i> 片; 块	p.51	branch /brɑ:ntʃ/ <i>n.</i> 分支; 树枝	p.54
waste /weɪst/ <i>n.</i> 废弃物 <i>v.</i> 浪费	p.51	leaf /li:f/ <i>n.</i> (pl. leaves /li:vz/) 叶; 叶子	p.54
machine /mə'ʃi:n/ <i>n.</i> 机器	p.51	finally /'fainəli/ <i>adv.</i> 终于	p.54
germ /dʒɜ:m/ <i>n.</i> 微生物; 细菌	p.51	think of 考虑; 想起	p.54
step /step/ <i>n.</i> 步骤; 脚步	p.51	grain /greɪn/ <i>n.</i> 谷物; 谷粒	p.54
used to 过去常常 (做)	p.51	fresh /frefʃ/ <i>adj.</i> 新鲜的	p.54
realize /'rɪəlaɪz/ (= realise)		certainly /'sɜ:tnli/ <i>adv.</i> 肯定地	p.54
<i>v.</i> 认识到; 实现	p.51	diary /'daɪəri/ <i>n.</i> 日记; 日记本	p.55
inside /ɪn'saɪd/ <i>prep.</i> 在……里面		entry /'entri/ <i>n.</i> (日记的) 一则; 入口	p.55
<i>adv.</i> 在里面	p.52	agree /ə'gri:/ <i>v.</i> 赞成; 同意	p.55
go on a trip 去旅行	p.52		

agree with 赞成; 同意

Unit 8

upon /ə'pɒn/ *prep.* 在……上

once upon a time 从前; 很久以前

bite /baɪt/ *v.* (bit /bɪt/) 咬; 咬伤

bite through 咬穿

net /net/ *n.* 网; 网状物

hunter /'hʌntə(r)/ *n.* 猎人; 搜寻者

promise /'prɒmɪs/ *v.* 承诺; 保证

n. 承诺; 诺言

long ago 很久以前

war /wɔ:(r)/ *n.* 战争

neighbour /'neɪbə(r)/ *n.* 邻居

wise /waɪz/ *adj.* 明智的; 高明的

emperor /'empərə(r)/ *n.* 皇帝

lie /laɪ/ *v.* 撒谎 *n.* 谎言

pretend /prɪ'tend/ *v.* 假装; 伪装

official /ə'fɪʃl/ *n.* 官员; 高级职员

silly /'sɪli/ *adj.* 愚蠢的; 傻的

decide /dɪ'saɪd/ *v.* 决定

praise /preɪz/ *v.* & *n.* 赞美; 表扬

afraid /ə'freɪd/ *adj.* 害怕的; 担心的

suddenly /'sʌdnli/ *adv.* 突然地;

出乎意料地

at first 起初; 最初

truth /tru:θ/ *n.* 真相; 事实

tell the truth 说实话

make money 赚钱

true /tru:/ *adj.* 符合事实的; 真正的

hate /heɪt/ *v.* 不喜欢; 厌恶; 讨厌

get out 逃脱; 离开

king /kɪŋ/ *n.* 君主; 国王

artist /'ɑ:tɪst/ *n.* 美术家; 艺术家

p.55 quickly /'kwɪkli/ *adv.* 快速地; 很快 p.61

smile /smaɪl/ *v.* 微笑 *n.* 微笑; 笑容 p.61

all over 到处; 遍及 p.61

p.57 ugly /'ʌgli/ *adj.* 丑陋的; 难看的 p.62

p.57 duckling /'dʌklɪŋ/ *n.* 小鸭子 p.62

p.58 real /rɪəl/ *adj.* 真的; 真正的 p.62

p.58 laugh at 嘲笑 p.62

p.58 go away 走开 p.62

p.58 search /sɜ:tʃ/ *v.* 寻找; 搜寻 p.62

search for 寻找 p.62

p.58 hen /hen/ *n.* 母鸡 p.62

p.58 hopefully /'həʊpfəli/ *adv.* 有希望地 p.62

p.58 purr /pɜ:(r)/ *v.* (猫愉快时) 发出呜呜声 p.62

p.58 lay /leɪ/ *v.* (laid /leɪd/) 下(蛋);

放置; 搁 p.62

p.58 swan /swɒn/ *n.* 天鹅 p.62

p.59 feather /'feðə/ *n.* 羽毛 p.62

p.59 to sb's surprise 出乎某人的意料 p.62

p.59 size /saɪz/ *n.* 大小; 尺寸 p.63

p.59 believe /bɪ'li:v/ *v.* 相信; 认为 p.63

p.59 only if 只有 p.63

p.59 fisherman /'fɪʃmən/ *n.*

(*pl.* fishermen /'fɪʃmən/) 渔夫 p.63

fishing /'fɪʃɪŋ/ *n.* 钓鱼; 捕鱼 p.63

p.59 come out 出现; 盛开 p.63

p.60 genie /'dʒi:ni/ *n.* 妖怪; 鬼 p.63

p.60 die /daɪ/ *v.* 死亡; 消失 p.63

p.60 make a promise 许下诺言 p.63

p.60 someone /'sʌmwʌn/ *pron.* 某人; 有人 p.63

p.60 set /set/ *v.* 使处于某种状况; 使开始 p.63

p.60 set ... free 释放 p.63

p.61 rich /rɪtʃ/ *adj.* 富有的; 富含……的 p.63

p.61 powerful /'paʊəfl/ *adj.* 强大的;

有影响力的 p.63

anyone /'eniwʌn/ *pron.* 任何人;
某个人

p.63

instead of 而不是; 代替

p.63

succeed in doing sth 成功做成某事

p.63

himself /hɪm'self/ *pron.* 他自己;
他本人

p.63

in the end 最后; 终究

p.63

Hans /hænz/ **Christian** /'krɪstʃən/

Andersen /'ændəsən/

汉斯·克里斯蒂安·安徒生

p.59

Vocabulary A-Z

注：依据《义务教育英语课程标准（2022年版）》，本词表中的重点词汇用粗体显示。

A

a few 少数；几个	p.20
absent /'æbsənt/ <i>adj.</i> 缺席的；不在的	p.13
absent from 缺席；不在	p.13
actor /'æktə(r)/ <i>n.</i> 演员	p.53
advice /əd'vaɪs/ <i>n.</i> 建议；意见	p.15
affect /ə'fekt/ <i>v.</i> 影响	p.41
afraid /ə'freɪd/ <i>adj.</i> 害怕的；担心的	p.59
after all 毕竟；终归	p.30
agree /ə'ɡriː/ <i>v.</i> 赞成；同意	p.55
agree with 赞成；同意	p.55
all over 到处；遍及	p.61
along /ə'lɒŋ/ <i>prep.</i> 沿着；顺着	p.53
although /ɔ:l'dəʊ/ <i>conj.</i> 虽然；尽管	p.46
among /ə'mʌŋ/ <i>prep.</i> 在……中； ……之一	p.31
anyone /'eniwʌn/ <i>pron.</i> 任何人； 某个人	p.63
anything /'eniθɪŋ/ <i>pron.</i> 某事物； 任何事物	p.27
app /æp/ (= application /,æplɪ'keɪʃn/) <i>n.</i> 应用程序	p.22
area /'eəriə/ <i>n.</i> 场地；地区	p.46
around the world 世界各地	p.38
arrive /ə'raɪv/ <i>v.</i> 到达	p.10
article /'ɑ:tɪkl/ <i>n.</i> 文章；冠词	p.31
artist /'ɑ:tɪst/ <i>n.</i> 美术家；艺术家	p.61
at first 起初；最初	p.60
at the end 最后；在末尾	p.47
at the moment 现在；此刻	p.34

at the start 开始；起初	p.47
at the top 在顶部；在顶端	p.46
away /ə'wei/ <i>adv.</i> 离开；在别处	p.30
awful /'ɔ:fl/ <i>adj.</i> 糟糕的；讨厌的	p.14

B

badminton /'bædmɪntən/ <i>n.</i> 羽毛球运动	p.19
balanced /'bælənst/ <i>adj.</i> 均衡的； 平衡的	p.30
baseball /'beɪsbɔ:l/ <i>n.</i> 棒球（运动）	p.18
basket /'bɑ:skɪt/ <i>n.</i> 篮子；筐	p.54
beach volleyball 沙滩排球	p.45
bean /bi:n/ <i>n.</i> 豆	p.26
because of 因为	p.46
become /bɪ'kʌm/ <i>v.</i> 变成；成为	p.14
believe /bɪ'li:v/ <i>v.</i> 相信；认为	p.63
belong /bɪ'lɒŋ/ <i>v.</i> 应在（某处）	p.21
belong to 属于（某人）	p.21
belt /belt/ <i>n.</i> 安全带；腰带；皮带	p.13
better /'betə(r)/ <i>adj.</i> 较好的 <i>adv.</i> 较好地	p.14
bite /baɪt/ <i>v.</i> (bit /bɪt/) 咬；咬伤	p.58
bite through 咬穿	p.58
blind /blaɪnd/ <i>adj.</i> 瞎的；失明的	p.7
branch /brɑ:ntʃ/ <i>n.</i> 分支；树枝	p.54
bright /braɪt/ <i>adj.</i> 鲜艳的；明亮的； 聪明的	p.38
brightly /'braɪtli/ <i>adv.</i> 明亮地	p.38
build /bɪld/ <i>v.</i> 创建；建造	p.14

C

cabbage /'kæbɪdʒ/ <i>n.</i> 卷心菜	p.26
call back 回电话	p.36
care /keə(r)/ <i>n.</i> 照顾; 护理 <i>v.</i> 关心; 在乎	p.2
carry /'kæri/ <i>v.</i> 拿; 提	p.6
cause /kɔ:z/ <i>v.</i> 造成; 导致	p.30
central /'sentrəl/ <i>adj.</i> 中心的; 中央的	p.38
certainly /'sɜ:tnli/ <i>adv.</i> 肯定地	p.54
chip /tʃip/ <i>n.</i> 炸薯条	p.26
choice /tʃɔɪs/ <i>n.</i> 选择	p.28
cloud /klaʊd/ <i>n.</i> 云; 云彩	p.46
coffee /'kɒfi/ <i>n.</i> 咖啡	p.26
colourful /'kʌləfl/ <i>adj.</i> 色彩鲜艳的	p.38
come out 出现; 盛开	p.63
common /'kɒmən/ <i>adj.</i> 共同的; 普遍的	p.31
cookie /'kʊki/ <i>n.</i> 曲奇饼	p.26
could /kʊd; kəd/ <i>modal v.</i> 能; 可以	p.36
create /kri'eɪt/ <i>v.</i> 创造	p.53
cucumber /'kju:kʌmbə(r)/ <i>n.</i> 黄瓜	p.54
culture /'kʌltʃə(r)/ <i>n.</i> 文化; 文明	p.6
customer /'kʌstəmə(r)/ <i>n.</i> 顾客	p.29
cut down 砍伐; 减少	p.6

D

danger /'deɪndʒə(r)/ <i>n.</i> 危险	p.6
dangerous /'deɪndʒərəs/ <i>adj.</i> 危险的; 有危害的	p.5
darling /'dɑ:lɪŋ/ <i>n.</i> 亲爱的; 宝贝	p.35
decide /dɪ'saɪd/ <i>v.</i> 决定	p.59
diary /'daɪəri/ <i>n.</i> 日记; 日记本	p.55
die /daɪ/ <i>v.</i> 死亡; 消失	p.63
direction /dɪ'rekʃn; daɪ'rekʃn/ <i>n.</i> 方向	p.50

dish /dɪʃ/ <i>n.</i> 一道菜; 盘子	p.27
double /'dʌbl/ <i>n.</i> 双打 (doubles); 两倍 <i>adj.</i> 成双的; 两倍的	p.19
Dr (= doctor) 博士; 医生	p.14
dragon /'dræɡən/ <i>n.</i> 龙	p.35
drive /draɪv/ <i>v.</i> 开车; 驾驶	p.39
drop /drɒp/ <i>v.</i> 把……送至; 落下 <i>n.</i> 滴; 下降	p.38
drop off (开车) 把某人送到某处	p.38
dry /draɪ/ <i>adj.</i> 干的; 干旱的	p.42
duckling /'dʌklɪŋ/ <i>n.</i> 小鸭子	p.62
dumpling /'dʌmplɪŋ/ <i>n.</i> 饺子	p.26

E

eagle /'i:ɡl/ <i>n.</i> 雕; 鹰	p.2
east /i:st/ <i>n.</i> 东部; 东; 东方	p.42
either /'aɪðə(r); 'i:ðə(r)/ <i>adv.</i> 也 (用于否定词组后)	p.14
emperor /'empərə(r)/ <i>n.</i> 皇帝	p.59
encourage /ɪn'kʌrɪdʒ/ <i>v.</i> 鼓励; 激励	p.22
end /end/ <i>n.</i> 末尾; 结束	p.47
energy /'enədʒi/ <i>n.</i> 精力; 能量	p.21
enough /ɪ'naʊf/ <i>adj.</i> 足够的; 充足的 <i>adv.</i> 足够地; 充分地 <i>pron.</i> 足够; 充分	p.31
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make money 赚钱 p.60
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仅用于地名) 山; 山峰 p.46
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official /ə'fɪʃl/ *n.* 官员; 高级职员 p.59
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one another 互相 p.6
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绘画; 油画 p.38
passenger /'pæsɪndʒə(r)/ *n.* 乘客 p.38
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penguin /'peŋɡwɪn/ *n.* 企鹅 p.2
perfect /'pɜ:fɪkt/ *adj.* 完美的; 极好的 p.19
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polite /pə'laɪt/ *adj.* 有礼貌的 p.10
poor /pɔ:(r); pʊə(r)/ *adj.* 不好的;
贫穷的; 可怜的 p.31
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rain or shine 不论是雨或是晴; 不管发生什么事	p.41	search for 寻找	p.62
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/ 'rekɔ:d/ <i>n.</i> 记录		set /set/ <i>v.</i> 使处于某种状况; 使开始	p.63
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<i>n.</i> (<i>pl.</i> snowmen /'snəʊmen/) 雪人	p.44	swimmer /'swɪmə(r)/ <i>n.</i> 游泳者	p.6
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soft /sɒft/ <i>adj.</i> 柔和的; 柔软的	p.31	T	
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Vocabulary from Primary School

Unit 1

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Unit 2

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Unit 4

tea /ti:/ *n.* 茶; 茶叶
bread /bred/ *n.* 面包
ice cream *n.* 冰激凌
vegetable /'vedʒtəbl/ *n.* 蔬菜
soup /su:p/ *n.* 汤
rice /raɪs/ *n.* 米饭; 大米
cup /kʌp/ *n.* 杯
banana /bə'na:nə/ *n.* 香蕉
hungry /'hʌŋɡri/ *adj.* 饥饿的
doctor /'dɒktə(r)/ *n.* 医生
young /jʌŋ/ *adj.* 年轻的

Unit 5

wash /wɒʃ/ *v.* 洗; 洗澡
free /fri:/ *adj.* 空闲的; 免费的
holiday /'hɒlədeɪ; 'hɒlədi/ *n.* 假期
boat /bəʊt/ *n.* 小船; 小艇
supermarket /'su:pə,ma:kɪt/ *n.* 超市
boy /bɔɪ/ *n.* 男孩
city /sɪti/ *n.* 城市
street /stri:t/ *n.* 街道
light /laɪt/ *n.* 灯; 光 *adj.* 轻的
move /mu:v/ *v.* 移动; 搬动
river /'rɪvə(r)/ *n.* 河
bag /bæg/ *n.* 袋子
by /baɪ/ *prep.* 靠近; 在……旁边
wonderful /'wʌndəfl/ *adj.* 精彩的;
绝妙的
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sun /sʌn/ *n.* 太阳

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Irregular Verbs

注：本词表不含情态动词。

Verb	Past tense
awake	awoke
be (am, is, are)	was, were
bear	bore
beat	beat
become	became
begin	began
bleed	bled
blow	blew
break	broke
bring	brought
build	built
burn	burnt / burned
buy	bought
catch	caught
choose	chose
come	came
cost	cost
cut	cut
deal	dealt
dig	dug
do	did
draw	drew
dream	dreamt / dreamed
drink	drank
drive	drove
eat	ate
fall	fell
feed	fed
feel	felt

Verb	Past tense
fight	fought
find	found
fly	flew
forget	forgot
freeze	froze
get	got
give	gave
go	went
grow	grew
hang (悬挂)	hung
have	had
hear	heard
hide	hid
hit	hit
hold	held
hurt	hurt
keep	kept
know	knew
lay	laid
lead	led
learn	learnt / learned
leave	left
lend	lent
let	let
lie (躺)	lay
light	lit / lighted
lose	lost
make	made
mean	meant

Verb	Past tense
meet	met
mistake	mistook
pay	paid
put	put
read /ri:d/	read /red/
ride	rode
ring	rang
rise	rose
run	ran
say	said
see	saw
sell	sold
send	sent
set	set
shake	shook
shine	shone
shoot	shot
shut	shut
sing	sang
sit	sat
sleep	slept

Verb	Past tense
smell	smelt / smelled
speak	spoke
speed	sped / speeded
spell	spelt / spelled
spend	spent
spread	spread
stand	stood
steal	stole
stick	stuck
sweep	swept
swim	swam
take	took
teach	taught
tell	told
think	thought
throw	threw
understand	understood
wake	woke
wear	wore
win	won
write	wrote

后 记

本套教科书（七~九年级）由人民教育出版社课程教材研究所英语课程教材研究开发中心依据教育部《义务教育英语课程标准（2022年版）》编写。

本套教科书集中反映了基础教育课程改革的最新成果，总结了上一版《义务教育教科书 英语》的编写经验，凝聚了教育专家、学科专家、教材编写人员、教研人员及一线教师的集体智慧。本套教科书封面设计由中央美术学院设计团队完成，人民教育出版社设计部制作。本册教科书版式设计为胡白珂，内文插图绘制为王平。参加编写工作的还有王生军、辜翔宇、肖菲、马小洁、游晓霞，参加编辑工作的还有熊金霞、张译峻、于佳名。我们感谢为本册教科书提供专业支持以及所有对教科书的编写、审读、试教、出版等提供过帮助与支持的同仁和社会各界朋友。

本册教科书出版之前，我们通过多种渠道与教科书选用作品的作者进行了联系，得到了他们的大力支持。视觉中国等图库、北京市陈经纶中学分校、成都市七中育才学校学道分校、中国科技馆、中国营养学会，以及张朝平、吴彦旻、王鹏、雷森提供了图片素材。对此，我们表示衷心的感谢！

我们真诚地希望广大教师、学生及家长在使用本册教科书过程中提出宝贵的意见和建议。我们将本着精益求精的态度，集思广益，不断修订，努力使教科书日趋完善。

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