



义务教育教科书

ENGLISH

英语



七年级
上册

上海教育出版社

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致 同 学

亲爱的同学：

英语是当今世界广泛使用的语言，是各国之间交流的重要工具。学习英语能够让我们获得跨文化交流能力，为自己成长为具有家国情怀、国际视野和跨文化沟通与交流能力的高素质人才打下基础。

这套教材将陪伴大家度过初中阶段的英语学习。它是一套怎样的教材？

教材的每个单元都有一个主题，围绕主题呈现一个“关键问题”（Key question），以激发同学们对主题的学习兴趣和初步认识。随着单元学习的推进，我们将基于这个关键问题，一步步探究该单元的主题意义。在单元主题的统一下，单元内容分为四个以 E 开头的部分，它们之间是循序渐进的关系。

第一个 E 是 **Experiencing and understanding language**。这个部分将带领我们体验和理解英语语言，其中的阅读和听力板块选用了题材广泛、体裁丰富的语篇。同学们能在学习语言的同时体验生活，了解自我、自然和社会。

第二个 E 是 **Exploring and applying rules**。语言意义的理解需要借助语言规则的学习。同学们需要在不断习得和积累中归纳语言规则，并在语境中运用规则表达意义。

第三个 E 是 **Expressing and communicating ideas**。语言是思维的载体和表达思想的工具，这个部分说和写的活动为同学们提供了运用语言的机会。同学们可围绕单元主题，以口头或书面形式表达观点，交流思想。

第四个 E 是 **Extending and developing competencies**。这个部分提供了丰富的中外文化和跨学科内容，通过听说读写看等活动，帮助同学们拓展和扩宽英语学习的边界和视野，增加学习的深度和广度，进一步提升核心素养。

单元最后的项目（Project）是检测单元学习效果的综合实践活动。这些活动需要同学们充分运用知识和智慧，开展合作学习，发挥想象力和创造力，以项目成果的形式呈现学习结果。

此外，教材中还有各种小栏目等着同学们去探索。同学们能在“初步思考”栏目（First thoughts）中初步了解单元主题，在“阅读策略”栏目（Reading strategy）和“提示”栏目（Tip）中学习阅读、视听等基本方法策略，在“词汇建构”栏目（Word building）中掌握构词法和词汇的使用规律，在“归纳规则”栏目（Let's sum up the rules!）中总结英语语法规则，在“语法综合运用”栏目（Grammar in use）中灵活运用所学语法知识，在“迁移创新”栏目（Your ideas）中充分交流自己的思想，在文化“注释”栏目（Notes）中了解多元文化知识，在“自主探究”栏目（Exploring more）中开展自主探究学习，在“名言警句”栏目（Wits corner）中感悟人生哲理……

希望这套教材为同学们提供珍贵的英语学习体验。通过学习这套教材，同学们能够探索大千世界，品味不同文化的内涵，学有所思，学有所得，学有所成！

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Unit 1 Friendship



Key question

What makes a strong friendship?

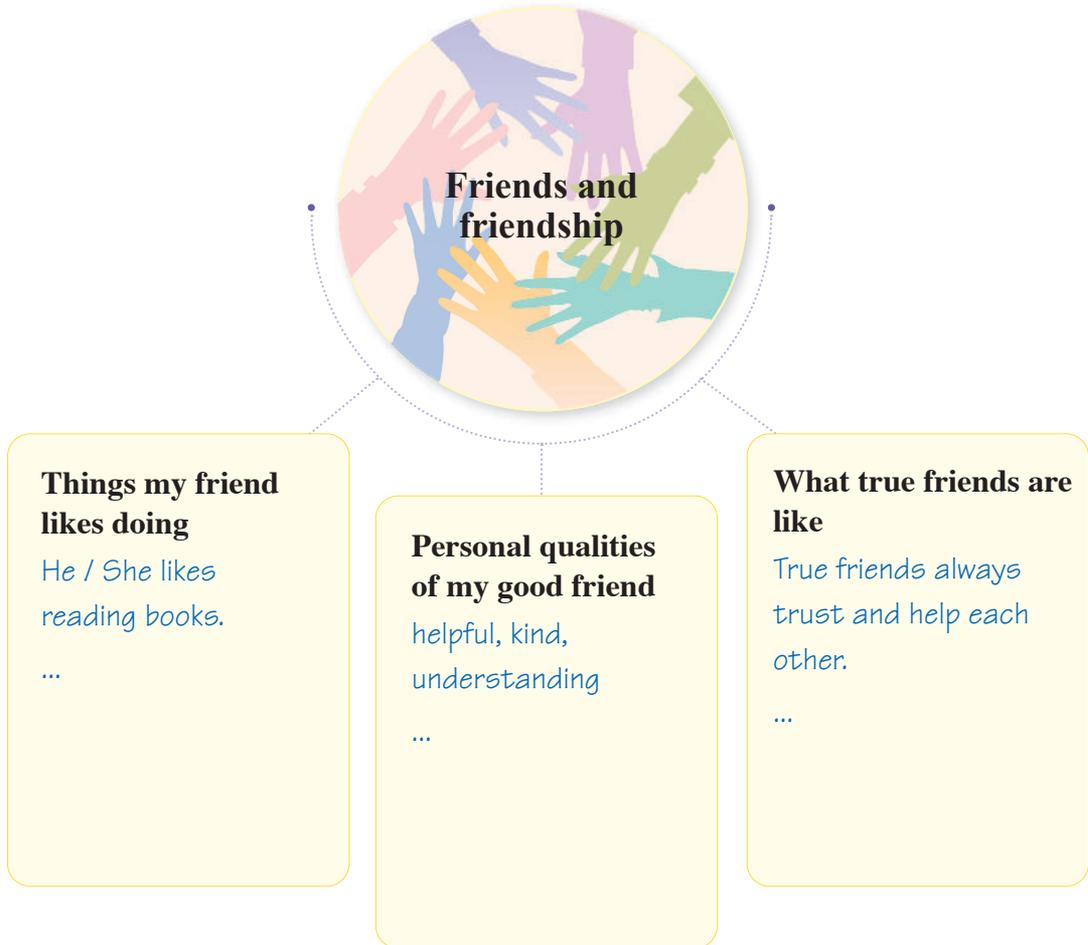
Unit objectives

I can:

- ❑ talk about what my new friend and I like doing.
- ❑ describe the personal qualities of a friend.
- ❑ express my opinion on what makes a true friend.
- ❑ understand what makes a strong friendship.



First thoughts



- What is your new friend like?
- What do you like about your friend?
- How do you describe your friend?
- What makes a true friend?

Section 1 Experiencing and understanding language

Reading

Think

What is your new friend like?

Before you read

1 Friends may share the same hobbies. Talk in pairs about the things you like doing.

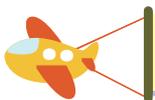


I like swimming a lot. What do you like doing?



I like swimming too. I also love doing crossword puzzles.

2 Do you have any new friends at school? Describe in pairs what your new friends are like.



friendly hard-working helpful honest patient

① crossword puzzle /'krɒswɜːd pʌzl/ n. 纵横字谜

Chen Ming started his new school life this month. Read his post about his new friend. 

New school, new friends

What is your new friend like?



Chen Ming, 13

8:00 p.m.

I love my new school! I have made a lot of new friends there. Li Hua is one of them.

Li Hua is helpful and patient. He is also good at maths. When I meet difficult maths problems, I turn to him for help. When something interesting happens to me, I share my happiness with him. When one of us feels sad, we tell the other one and this makes us feel better. We really like doing things together. Li Hua loves playing ping-pong with me after school. "It's fun to play with a good player like you," he says.

With his help, my maths has improved a lot. I am also more confident now, and I have the courage to try new things. My parents also tell me that I am more open and willing to help than before. I think this is all thanks to Li Hua. Close friends can really help us in our lives!

My friendship with Li Hua teaches me that friends count on each other for love, admiration, respect and support. Friendships are not only about having fun, but also about love, honesty, understanding and trust.



Reading strategy

Understanding personal pronouns

Personal pronouns usually refer to nouns or noun phrases that appear earlier in a text.

Li Hua is helpful and patient. He is also good at maths.

Can you find out who the personal pronoun "he" in line 10 refers to?

Reading comprehension

1 Choose the best topics for the paragraphs in the post on page 5. There are two topics you do not need.

Paragraph 1 _____

Paragraph 2 _____

Paragraph 3 _____

Paragraph 4 _____

- a The importance of maths skills
- b A better me
- c A description of my new school
- d Why friendship is important
- e Making friends at my new school
- f A description of Li Hua

2 Read the post again and answer the questions below.

(1) Why does Chen Ming think Li Hua is helpful and patient?

(2) How do Chen Ming and Li Hua get along with each other?

(3) Is Chen Ming changing for the better? How?

(4) What does Chen Ming say about friendship?



3 Do you agree with Chen Ming's understanding of friendship? Why or why not? Share your ideas with the class.

Vocabulary practice

1 Find the words and phrases in the post on page 5 and match them with their meanings.

- | | |
|-------------------------|--|
| (1) be good at (line 3) | a to trust somebody to do something |
| (2) turn to (line 4) | b to get better |
| (3) improve (line 11) | c can do something well |
| (4) confident (line 12) | d to go to somebody or something for help |
| (5) count on (line 17) | e feeling sure about yourself |

2 Read what Winston the Cat says and fill in the blanks with the words and phrases from Exercise 1. Change the form if necessary.

Hi, I'm Winston. I live with Jenny and Jake. Jenny loves music. She ⁽¹⁾ _____ singing. Every day after school, she sings her favourite songs to me. She is very ⁽²⁾ _____ and does not mind singing in front of lots of people! She wants to be a singer one day! Jake also likes music. He plays the piano for an hour every evening. Jake always ⁽³⁾ _____ Jenny for advice on how to play, and they often practise together. He ⁽⁴⁾ _____ a bit more each day and he is quite good now! I'm really happy that I live with Jenny and Jake. I know that I can always ⁽⁵⁾ _____ them to look after and love me!



3 Make sentences about you and your friends. Use the words and phrases below.



confident	courage	friendly	fun
be good at	be willing to	count on	turn to

I often turn to my friend for help with my maths study.



Word building

Noun suffix: -er

We can add *-er* to the end of some verbs to make nouns.

play → *player* *sing* → *singer*

Can you give more examples of making nouns this way?

 **Listening**

Think

What do you like about your friend?

A survey about friendship

1 Look at the words below. Are they important for friendship? Share your ideas with your classmates.



Words for personal qualities

caring helpful kind polite
funny honest patient supportive
...

Good friends are honest with each other. You can always trust them. I think that's important for friendship.



2 Li Na is doing a survey on friendship. Listen and answer the questions. 

(1) Who is Li Na?

(2) What does Li Na want to know?

3 Listen again and complete the notes. 

Name: Wu Di

Good friends are ⁽¹⁾ _____. They never ⁽²⁾ _____ . I can ⁽³⁾ _____ them. When I'm with them, I can ⁽⁴⁾ _____ .

Tip Study the notes before you listen.

Name: Su Mei

Good friends are ⁽⁵⁾ _____. When I feel sad or blue, they ⁽⁶⁾ _____ .

 **Your ideas**

4 Discuss the question below.

What personal qualities does your friend have?

Grammar

Wh-questions

We use **Wh-questions** to ask for information.

Su Mei is asking her cousin Su Wen about his new friend. Read the text messages and pay attention to the words **in bold**.



Let's sum up the rules!

- We can make **Wh-questions** with a **Wh-word** + *am / is / are*.
- We use *do* or *does* to make **Wh-questions** with other verbs.

1 Su Mei is designing some survey questions for her school project. Help her complete the questions according to her notes.

How well do you know your friend?

- (1) How old is your friend?
- (2) _____ your friend's birthday?
- (3) _____ your friend live?
- (4) _____ your friend's favourite book?
_____ your friend like it?
- (5) _____ your friend's role model?
- (6) _____

I'll ask questions about:

- (1) age
- (2) birthday
- (3) home address
- (4) favourite book and
why he / she likes it
- (5) role model
- (6) dream job



Grammar in use

2 Interview one of your classmates to learn more about him or her. Maybe you can become friends!

- How do you get to school?
- What is your favourite film / song / ...? Why do you like it?
- What do you want to do in the future?

...

May I ask you some questions?

What is your favourite book?

Sure. Please go ahead.

My favourite book is *The Little Prince*.

Section 3 Expressing and communicating ideas



Speaking

Think

How do you describe your friend?

Describing your friend

Work in pairs and talk about your friends. What makes him / her your good / best / true friend? 🎧

Words for appearance

Body: medium height / tall / short

Face: round / square

Hair: long / short / black / brown / straight / curly^①

Eyes: dark / brown / blue

Tip Refer to pages 4 and 8 for vocabulary related to hobbies and personal qualities.

- S1:** I'm going to talk about my best friend, Zhou Jing. She is tall. She has long, straight hair. Her smile is always bright, and it makes everyone around her happy. She likes to write stories. We like doing the same things.
- S2:** What makes her your best friend?
- S1:** She is kind and caring. When I feel sad, she is always there to help me and cheer me up.
- ...



Improving your pronunciation

Listen and repeat. Pay attention to the letters in blue. 🎧

/ iː / me meet

/ I / his thin

/ æ / have maths

/ e / many tell

/ p / help powerful

/ b / basketball hobby

- (1) We **meet** Tim **in** the **canteen**^② and **see** him **eat** **beef**.
- (2) **Cat**, **cat**! **Catch** that **fat** **rat** **stealing** **bread** and **eggs**!
- (3) **Bob** likes to **play** **basketball** and **ping-pong**.

① curly /'kɜ:li/ adj. 有鬈发（或毛）的 ② canteen /kæn'ti:n/ n. 食堂；餐厅

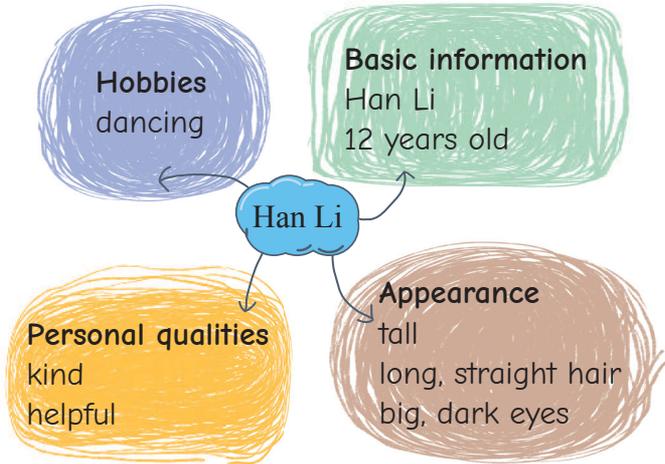
 Writing

Writing a post about your friend

← → ↻ ☆ ☰

What is your friend like?
 We all have friends. What is your friend like? Please write a post about your best friend / a good friend / a new friend.

1 Wang Yao drew a mind map before she wrote about her best friend. Look at the mind map and label the parts of the text below.



Tip Using mind maps is a good way to organize your ideas. You do not have to write full sentences in mind maps.

Wang Yao
2023/10/20 19:09

My best friend

(1) Han Li is my best friend. She is 12 years old.

Han Li is tall. She has long, straight hair and big, dark eyes. (2)

(3) I think she is lovely. She is good at dancing and likes modern dance.

Han Li is very kind and helpful. When I need help, she is always there for me. I can trust her and I share my thoughts with her. I often tell her how I feel about people or things. (4)

It is wonderful to have such a good friend.

Like Reply

2 Now write a post about your friend.

Step 1 **Plan** Draw your own mind map.

Step 2 **Write** Write your post. Focus on your friend's personal qualities in your post.

☰

My _____ friend

_____ is my (new / good / best) friend.

Like Reply

Step 3 **Check and revise** Tick (✓) the boxes to check your writing, and then revise it.

- I provided basic information about my friend and described his / her appearance, hobbies and personal qualities.
- I used suitable adjectives, such as _____, to describe my friend's personal qualities.
- I used the words and expressions I learnt in this unit.
- I used correct spelling, grammar and punctuation.

Section 4 Extending and developing competencies

Focusing on culture

Think

What makes a true friend?

Many books explore the power and beauty of strong and lasting friendships. Let's dive into one of the classic books.

- 1 Read an excerpt from the book *Charlotte's Web* by E. B. White about the friendship between Wilbur the Pig and Charlotte the Spider^①. 🎧

Charlotte's Web is the story of two friends on a farm: Wilbur the Pig and Charlotte the Spider. The farmer, Zuckerman, wants to eat Wilbur, but Charlotte has a plan to save his life. Thanks to Charlotte's clever plan, Zuckerman lets the pig live. However, Charlotte is dying of old age. Wilbur is very sad, but he tells Charlotte he will take care of her children.

A true friend

Wilbur often thought of Charlotte. All winter Wilbur watched over Charlotte's eggs. For Wilbur, nothing in life was as important. He waited patiently for the big day to come.

5 One sunny morning, Wilbur saw something move—a very small spider that looked like Charlotte. Then three more, then eight, then ten ... Charlotte's children were here at last.

"I am an old friend of your mother's," said Wilbur. "I am glad to see you." The little spiders were glad to see him too.

10 One day, Wilbur felt a warm wind come into the barn^②. As he watched, one baby spider rose into the air.

"Good-bye!" it said.

"Wait," Wilbur cried out. "Where are you going?"

"We are leaving on the warm wind."

"You can't all go. I will have no friends," said Wilbur.

15 "Good-bye!" they called. "Good-bye, good-bye!"

This felt like the end of the world to Wilbur. He cried himself to sleep. When he woke up, there were three small spiders on the wall.

"Hello! Three of us are staying. We like this place, and we like you," said a very small spider.

20 It was a happy day for Wilbur. And there were many more happy days.

① spider /'spɪdə(r)/ n. 蜘蛛 ② barn /bɑ:n/ n. 谷仓; 畜棚

As the months and years came and went, he was never without friends. Wilbur never forgot Charlotte. He loved her children and grandchildren, but they could never take her place in his heart. It is not often that a true friend like her comes along.

E. B. White was an American writer. He wrote books for children. *Charlotte's Web* is one of the most loved children's books of all time.

Notes

2 Answer the questions below with the information from the excerpt on pages 14–15.

- (1) What was “the big day” for Wilbur? What happened on that day?
- (2) Do you think Wilbur is a true friend to Charlotte? Why or why not?

3 Complete the sentences with the words and phrases below. Change the form if necessary.



end glad heart rise wake up watch over

- (1) Every school day I am _____ to see my friends.
- (2) Sam always _____ his little sister when his parents are busy in the kitchen.
- (3) My _____ is full of joy when I meet up with my old friend.
- (4) My grandma lives near the sea. She likes to get up early and watch the sun _____.
- (5) Every morning I _____ at around 6:30 a.m.
- (6) On school days, I meet my friend at the _____ of my street and we walk to school together.



Your ideas

4 Discuss the question below.

How do you understand the sentence “This felt like the end of the world to Wilbur”?



Exploring more

To learn more about *Charlotte's Web*, you can:

- read the book or watch the film;
- note down details that impress you and share them with your classmates.

Cross-curricular connection | Education

You and your friends are all good at something and intelligent in different ways. Scientists say we have multiple intelligences, but usually only one or two of them are very strong.

1 Read the text. Complete the labels with the words below. 



LEARNING IN **different** WAYS



1 Smart

Li Dong loves dinosaurs and he has got a rock collection too. He likes studying outside.

2 **Picture Smart**

Jack loves drawing, painting and taking photos. He can read maps very well.



3 **Word Smart**

Zhou Jing likes writing stories and reading books. She is a great actress and is always in the school play.

4 Smart

Caro is sporty. She's a good dancer and she plays football too.



5 Smart

Lucas can play the guitar. He likes listening to music in his free time.

6 **Number Smart**

Olivia can play chess very well and she likes solving maths puzzles.



2 What kinds of intelligence do you and your friend(s) have? Do you have the same intelligence(s)? Share your findings with the class.

I have body intelligence. I am good at doing sport. My best friend has picture intelligence. He is good at drawing.

Project

Making a presentation on friends and friendship

You are at a new school, and you are making new friends there. How will you introduce your old friends to them? Discuss friends and friendship in groups and make a presentation to the class.

Step 1 Think about your friend:

- What is he / she like?
- What is he / she good at?
- What do you and your friend like doing together?

Tip You may refer to what you have learnt in this unit.

Step 2 Describe your friend and discuss the questions below in your group.

- What do you like about your friend?
- What can you learn from him / her?
- What makes a strong friendship?

...

Step 3 Prepare a presentation about your friend and your group's thoughts about friendship. Follow the example below. Choose a group member to present to the class.

... (*name*) is my best friend. He / She has ... (*appearance*). He / She is good at ... We like ... together.

... (*name*) is ... (*personal qualities*). When I'm with him / her, I can ...

Our group thinks that true / good friends usually take care of each other / ...

Trust / ... makes a strong friendship.



Wits corner

Friends show their love in times of trouble, not in happiness.

— Euripides

Unit 2

School life



Key question

What is your school life like?

Unit objectives

I can:

- ▣ describe my school day.
- ▣ talk about my favourite subject.
- ▣ talk about my daily life.
- ▣ compare the school lives of children in other countries with my own.



First thoughts

My school day routine

I get to school at about
7:30 a.m. every morning.

...

My school activities

I play ping-pong with my
friends after school.

...



Changes I'd like to make to my school life

I want to do more sport.

...



- What is your routine on a school day?
- What is your favourite subject and why?
- What is your daily life like?
- How is your school life different from that of children in other countries?

Section 1 Experiencing and understanding language

Reading



What is your routine on a school day?

Before you read

1 We do different things every day. Talk in pairs about your daily lives.

6:30 a.m.



brush teeth

7:15 a.m.



go to school by bus

12:30 p.m.



listen to music

4:30 p.m.



do sport

7:30 p.m.



do the dishes

8:00 p.m.



do some reading

Which of these things do you ...

a do every day?

b do several times a day / a week?

c never do?



Which of these things do you do every day?

...



I listen to music and do sport every day. What about you?

2 Discuss the question in pairs.

What do you usually do on school days?

Read the article about Li Hua's school day. 

My school day

My name is Li Hua. I started junior high school this September. I have a lot to say about my time there!

Classes start at 8:00 a.m. I have seven classes each day, four in the morning and three in the afternoon.

- 5 Geography is a new subject in junior high. The teacher sometimes teaches us by playing games. It's a great way to learn.

Morning break starts at 9:40 a.m., and I run to the sports ground. I often do some morning exercise or play a ball game with my friends. The break ends at 10:10 a.m.

- 10 How short it is!

We have a lunch break from 12:00 p.m. to 2:00 p.m. We go to the canteen for lunch. There are different foods I can choose from. I really enjoy eating there! After that, I usually go to the book corner in the classroom. I can always find something interesting to read.

- 15 Classes end at 4:25 p.m., and many students take part in after-school activities. I go to the Ping-pong Club with my friend Chen Ming. We plan to take part in the school ping-pong game next month. We look forward to it and will practise very hard.

- 20 It's exciting to be a junior high student. I have a good time at school, and I enjoy every minute of it.



Reading strategy

Understanding time order

When we describe our daily routine, we usually present the events in the time order. If you identify the time markers in the article, it is easier to understand the order of events.

Classes start at 8:00 a.m.

After that, I usually go to the book corner in the classroom.

Can you find more time markers in the article?

Reading comprehension

1 Help Li Hua complete his school day schedule with the information from the article on page 21.

Time	Things I do
8:00 – 9:40	have classes
9:40 – 10:10	(1) _____
10:10 – 12:00	have classes
12:00 – 14:00	(2) _____ (3) _____
14:00 – 16:25	have classes
After 16:25	(4) _____

2 Read the article again and answer the questions below.

(1) What does Li Hua think of playing games in geography class?

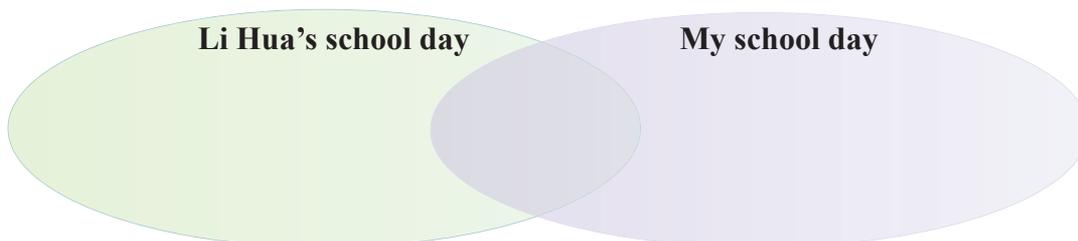
(2) Does Li Hua like the morning break? Find sentences to support your answer.

(3) What does Li Hua like to do during the lunch break?

(4) What does Li Hua think of his school life?



3 Is Li Hua's school day similar to or different from yours? Complete the diagram below.



Vocabulary practice

1 Find the words and the phrase in the article on page 21 and match them with their meanings.

- | | |
|-------------------------------|---|
| (1) geography (line 5) | a a group of people doing things together |
| (2) activity (line 15) | b to be excited about something that is going to happen |
| (3) club (line 16) | c to work hard to get better at something (e.g. a sport) |
| (4) look forward to (line 17) | d a school subject about the world, the oceans, different countries, etc. |
| (5) practise (line 17) | e something that you do or take part in |

2 Mike, Li Hua's British friend, is asking him about his new school life. Complete their conversation with the words and the phrase from Exercise 1. Change the form if necessary.

Mike: How is your new school, Li Hua? Is it close to your home?

Li Hua: My new school is great, and it's only a 10-minute walk from home.

Mike: Do you like your teachers?

Li Hua: Yes. I really like our ⁽¹⁾ _____ teacher. In the first lesson, he taught us a lot of interesting things about the world's oceans.

Mike: When does the school day usually end?

Li Hua: At 4:25 p.m., but there are lots of fun after-school ⁽²⁾ _____. I'm a member of the Ping-pong ⁽³⁾ _____. We play for two hours on Tuesdays and Thursdays. In fact, I will play a match next month. I ⁽⁴⁾ _____ it, but it will not be easy! I need to ⁽⁵⁾ _____ very hard before the game!

3 Make your school day schedule.

Time	Things I do



Word building

Adverb suffix: -ly

We can add *-ly* to the end of adjectives to make adverbs.

real → *really* *different* → *differently*

But there are some exceptions. *true* → *truly* *automatic* → *automatically*

Can you give more examples of making adverbs this way?

 **Listening**

Think

What is your favourite subject and why?

My favourite subject

1 What subjects do you have? Write them down.

2 Li Hua and Chen Ming are talking about their favourite subjects. Listen to their conversation and complete the sentence. 

Li Hua likes _____ best, and Chen Ming's favourite subject is _____.

3 Listen again and complete the speech bubbles. 



Li Hua

I like ⁽¹⁾ _____. I can use what I learn to ⁽²⁾ _____ in daily life. Besides ⁽¹⁾, I have to ⁽³⁾ _____ when I'm solving difficult problems. I enjoy that.

In this class, I develop ⁽⁴⁾ _____ and learn basic life skills, such as ⁽⁵⁾ _____.



Chen Ming

 **Your ideas**

4 Discuss the questions below.

(1) What is / are your favourite subject(s)?

(2) Why do you like it / them?

① besides /br'saɪdz/ adv. 此外



Grammar

The simple present

We use **the simple present** to talk about regular actions.

*Jack is an 8-year-old student in the UK. Read about his daily life and pay attention to the words **in bold** and the underlined adverbs and adverbial phrase.*

Jack **lives** in Southampton in the UK. He usually **gets up** at 7:45 a.m. He often **meets** his friends at 8:15 a.m. and **walks** to school with them. School always **starts** at 9:00 a.m. and **finishes** at 3:30 p.m. Every Monday, Jack **takes part in** after-school club activities. Back home, Jack **does** his homework. He and his parents usually **have** dinner around 7:00 p.m. They seldom **eat** out. Jack **manages** his time well. He never **goes** to bed late!



Let's sum up the rules!

- In statements, we add *-s* or *-es* to verbs after *he / she / it*. In questions, we use *do* before *I / you / we / they* and *does* before *he / she / it*.
- We use **adverbs** and **adverbial phrases of frequency** to talk about how often things happen.

Adverbs of frequency

I	<i>always / usually / often / sometimes / seldom / never</i>	<i>go to school on foot.</i>
---	--	------------------------------

Look!

- **Adverbs of frequency** come before the main verbs.
My mother **often** goes to the supermarket near our home.
- **Adverbial phrases of frequency** often come at the end of a sentence. Sometimes they come at the beginning.
My mother goes to the supermarket **every Sunday**.

1 Complete the conversation below with **do / does** and the information from the passage on page 25.

S1: What time **does** Jack usually get up?

S2: He usually **gets up** at 7:45 a.m.

S1: How ⁽¹⁾ _____ Jack and his friends go to school?

S2: ⁽²⁾ _____

S1: When ⁽³⁾ _____ school finish?

S2: ⁽⁴⁾ _____

S1: What ⁽⁵⁾ _____ Jack do every Monday?

S2: ⁽⁶⁾ _____

S1: When ⁽⁷⁾ _____ Jack and his parents usually have dinner?

S2: ⁽⁸⁾ _____

S1: How often ⁽⁹⁾ _____ Jack and his parents eat out?

S2: ⁽¹⁰⁾ _____

>>> Grammar in use

2 Play a guessing game in pairs. One chooses a student from the table and says three or four sentences about him / her. The other guesses who he / she is.

	Walk to school	Swim	Play the guitar	Read books
Li Hua	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Su Mei	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chen Ming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Li Na	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

These adverbs mean:

always

usually

often

sometimes

seldom

never

This student always walks to school. He or she usually reads books in his or her free time. He or she never swims or plays the guitar.



I know the answer. It must be Li Hua!



Section 3 Expressing and communicating ideas



Speaking

Think

What is your daily life like?

Talking about daily life

Work in pairs and take turns asking and answering questions about your daily lives. Then complete the notes below with your classmate's daily schedule.



do morning exercises

go to bed

have lunch

go home

have classes

_____ 's daily life	
Time	Activities
_____ a.m.	gets up
_____	washes face, brushes teeth
_____	has breakfast (usually eats _____ and drinks _____)
_____	goes to school (on foot or by _____)
_____	_____
_____	_____
_____	_____

Tip Remember to use *what, when, how* and *sometimes, usually, always*, etc. in your conversation.



What time do you usually get up?

I usually get up at 7:00 a.m.



Improving your pronunciation

Listen and repeat. Pay attention to the letters in blue.

/ s / glass place school this

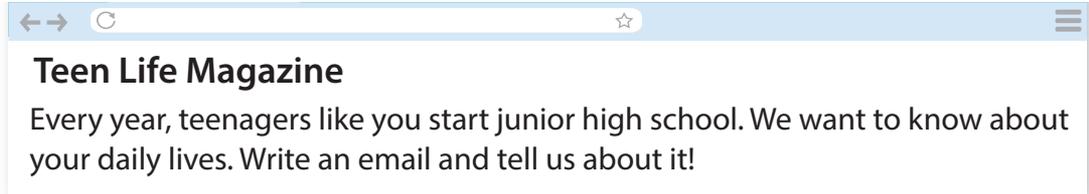
/ z / activities always games puzzle

/ ɪz / buses classes dishes washes

- (1) **Classes** start at 8:00 a.m. I have **seven classes** each day.
- (2) The teacher **sometimes** **teaches** us by playing games.
- (3) Olivia can play **chess** very well and she likes **solving maths** puzzles.

 Writing

Writing an email about your daily life

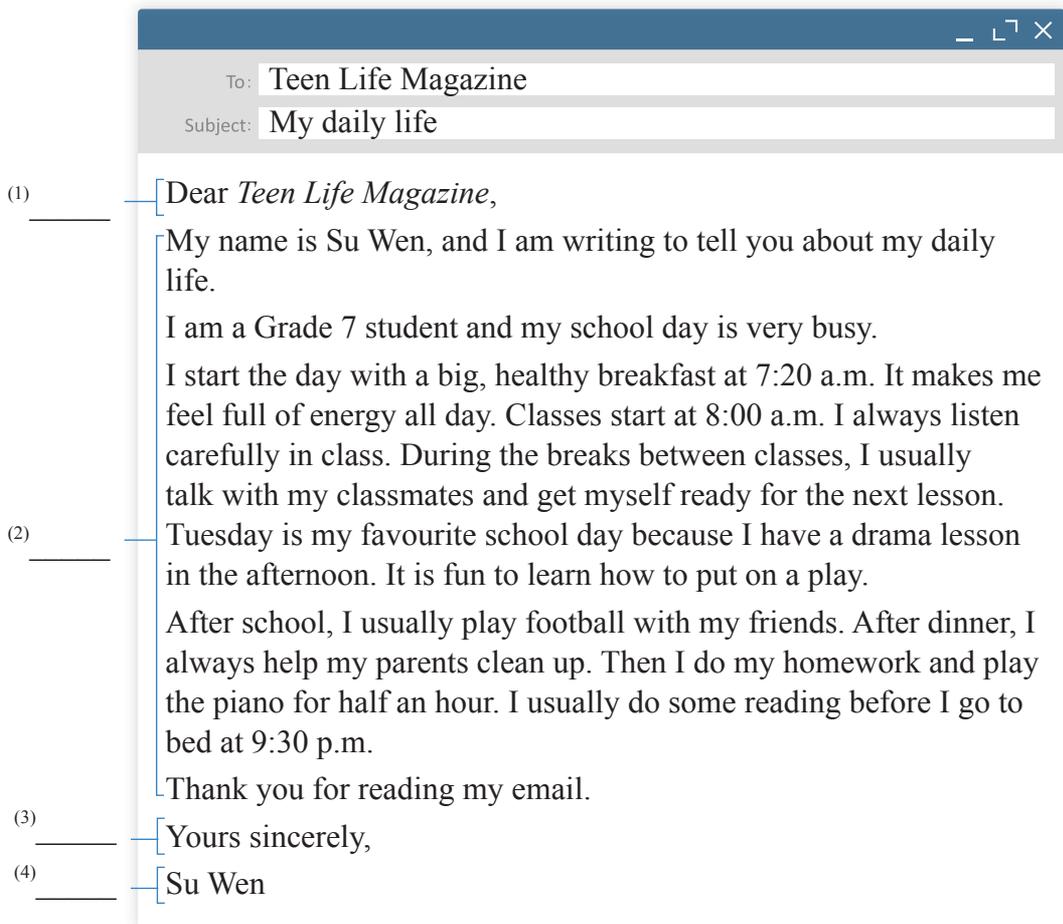


Teen Life Magazine
Every year, teenagers like you start junior high school. We want to know about your daily lives. Write an email and tell us about it!

- 1 Read the email written by Su Wen and label the parts of the email with the words below.



a Body **b** Closing **c** Greeting **d** Signature^①



To: Teen Life Magazine
Subject: My daily life

(1) _____ [Dear *Teen Life Magazine*,

My name is Su Wen, and I am writing to tell you about my daily life.

I am a Grade 7 student and my school day is very busy.

I start the day with a big, healthy breakfast at 7:20 a.m. It makes me feel full of energy all day. Classes start at 8:00 a.m. I always listen carefully in class. During the breaks between classes, I usually talk with my classmates and get myself ready for the next lesson.

(2) _____ [Tuesday is my favourite school day because I have a drama lesson in the afternoon. It is fun to learn how to put on a play.

After school, I usually play football with my friends. After dinner, I always help my parents clean up. Then I do my homework and play the piano for half an hour. I usually do some reading before I go to bed at 9:30 p.m.

Thank you for reading my email.

(3) _____ [Yours sincerely,

(4) _____ [Su Wen

① signature /'sɪgnətʃə(r)/ n. 署名

2 Now write an email to Teen Life Magazine to describe your daily life.

Step 1 Plan List the things you want to write about your daily life. Then think about how to organize the information.

Step 2 Write Write your email.

The image shows a simulated email composition window. At the top right, there are standard window control icons: a minus sign, a maximize button, and a close button (X). Below the window title bar, the header area contains two fields: 'To: Teen Life Magazine' and 'Subject: My daily life'. The main body of the window is a large white area with horizontal lines, intended for writing the email content.

Step 3 Check and revise Tick (✓) the boxes to check your writing, and then revise it.

- I described my daily life in a clear way.
- I used the simple present and time markers, such as _____, correctly.
- I used the words and expressions I learnt in this unit.
- I used correct spelling, grammar and punctuation.

Section 4 Extending and developing competencies

Focusing on culture

What do children in other countries do at school? Is their school life similar to or different from yours?

Think

How is your school life different from that of children in other countries?

1 Read an Australian student's diary entry^① about his school day. 

Simon's diary

Dear Diary,

The day didn't begin well. We had to present our project about an Australian animal today, but I left the project poster on my desk. When I realized I didn't have it, I was halfway to school. I ran
5 home to pick up the poster and then hurried to school. Luckily, I got there in time for my first class, just before the teacher arrived!

Our project presentation was about koalas^②. I gave the presentation together with David and Jenny. They are my best
10 friends, so it's easy to work with them. The presentation went well, and our classmates really enjoyed it. Everyone loved the koala pictures on the poster! I was in a great mood, and I didn't even mind that the next lesson was Maths, a subject I'm not good at. The weather was really nice, so I ate my lunch outside. My mum
15 always packs a lunch box for me. Today, I had an egg sandwich and a banana.

The rest of the day flew by. In the afternoon, I had Art. Our class painted different Australian animals on a big wall. It's going to look really cool when it's finished.

20 Jenny, David and I wanted to celebrate our success, so we went to the ice cream shop after school. After a rocky start, it was the best day ever!



① diary entry /'daɪəri entri/ 日记 ② koala /kəʊ'ɑ:lə/ n. 树袋熊; 考拉

In Australia, students go to school for about 200 days per year. A typical school day is from 9:00 a.m. to 3:30 p.m. Students in Australia have four school terms separated by two-week holidays in each school year.

Notes

2 Answer the questions below with the information from Simon's diary entry on page 30.

- (1) Why was Simon in a hurry this morning?
- (2) How did the project presentation go?
- (3) What did Simon do in the art class?

3 Complete the sentences with the words below. Change the form if necessary.



diary luckily pack realize success

- (1) I left my umbrella on the bus, but _____ a classmate picked it up and gave it back to me.
- (2) Susan will go on a school trip tomorrow, so she needs to _____ some food and drinks.
- (3) Each night before I go to bed, I write about the day's events in my _____.
- (4) We won the first prize! Let's celebrate our _____!
- (5) Tom was sitting in the wrong classroom, but he didn't _____ it.



Your ideas

4 Discuss the questions below.

Have you ever had a day with a rocky start but a happy ending? What was it like?



Exploring more

What do children in other countries do on school days and at weekends? Go online and find out more about children's daily lives in other countries.



Cross-curricular connection | Technology

In our daily lives, we use clocks and watches to tell the time. How did ancient people do this?

1 Read the passage and find out how a sundial^① works. 🎧

Sundials



In ancient times, people used sundials to tell the time. A sundial is a flat circle with a stick in the middle. The circle looks like a clock face. It is marked with the hours from 1 to 12. When the sun is shining, the shadow of the stick will point to the correct time on the circle. Today, we can see sundials in parks and city squares.

2 The following pictures and captions show you how to make your own sundial. Put the steps in the correct order.

a Go out with the bucket^② at 7:00 a.m. and put it down on the ground. Mark the shadow of the stick with a stone. Write “7” on the stone. Don’t move the bucket!

b Mark the shadow of the stick every hour. Stop at night. Your sundial is finished!

c Prepare a stick, a bucket, a watch and some chalk and stones.

d Check the bucket again at 8:00 a.m. Mark the shadow of the stick with a stone. Write “8” on the stone.

e Put the stick in the bucket.



(1) _____ (2) _____ (3) _____ (4) _____ (5) _____

3 Do you know any other ways of telling the time? Discuss in groups.

① sundial /'sʌndaɪəl/ n. 日晷 ② bucket /'bʌkɪt/ n. 桶

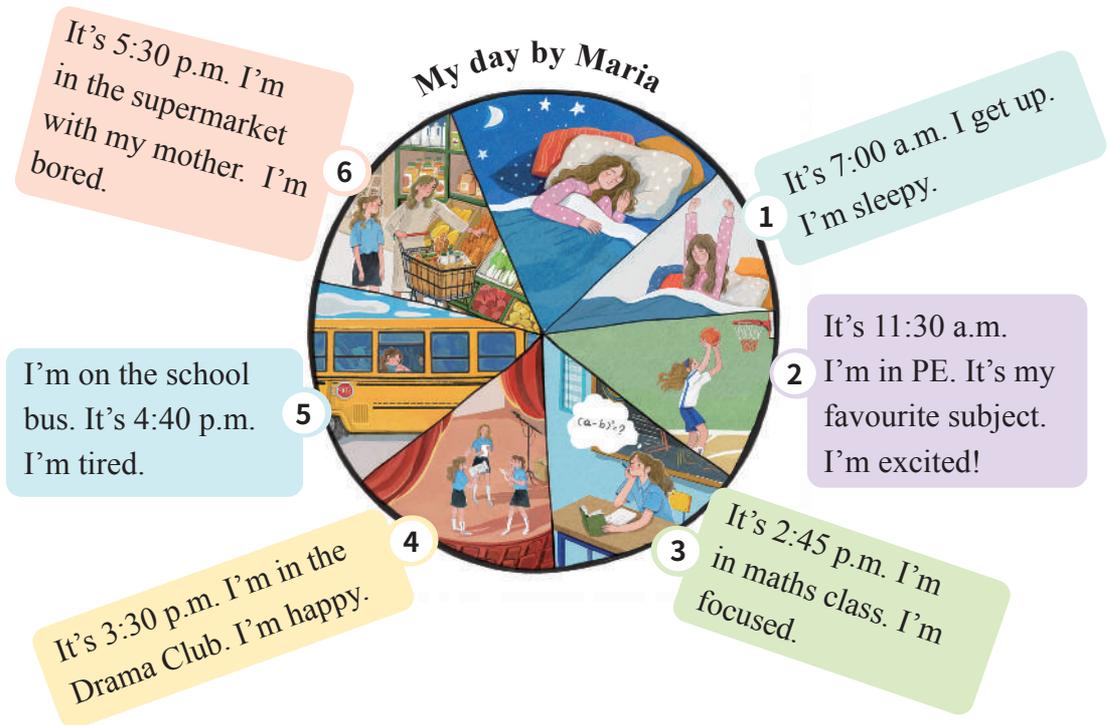
Checking your progress

Project

Making a “My day wheel”

Make a “My day wheel” about the things you do at different times of day.

Step 1 Maria, a Grade 7 student from the UK, made a “My day wheel”. Look at her wheel and think about how you can make your own wheel.



Step 2 Think of four or five activities that you do at different times of day. Write two or three sentences about each activity on sticky notes.

Step 3 Draw your “My day wheel” and draw a picture or stick a photo in each section. Put the sticky notes on your wheel.

Step 4 Present your wheel to the class. Think about what changes you would like to make to your daily life.



Wits corner

Never put off until tomorrow what you can do today.

— Wen Jia^①

① Wen Jia 文嘉（1501—1583），明代诗文作家、书画家。该句译自《今日歌》。

Unit 3 The seasons



Key question

What do you know about the seasons?

Unit objectives

I can:

- ❑ describe the features of the four seasons.
- ❑ explain how seasons are different in different places.
- ❑ describe my favourite season.
- ❑ understand the 24 solar terms and explain why they are important.



First thoughts

What each season is like
Spring is warm.
...

What people usually do in each season
People like to / enjoy ...

The four seasons and people's lives

My favourite season
Summer is my favourite season because ...



- What are the features of each season?
- How are seasons different in different parts of the world?
- Which season do you like best?
- What is the importance of China's 24 solar terms?

Section 1 Experiencing and understanding language

Reading

Think

What are the features of each season?

Before you read

1 Complete the poem with the words below. Then read the poem aloud.



autumn spring summer winter

Footprints

In ⁽¹⁾ _____
Watch us go,
Making footprints
In the snow.

In ⁽²⁾ _____
My shoes are wet.
See how deep
The puddles^① get.

In ⁽³⁾ _____
By the sea,
Sandy footprints
Made by me.

In ⁽⁴⁾ _____
Trees are brown.
I kick the leaves
All over town.



2 Talk in pairs about things you like to do in each season.

What do you like to do in spring?



I enjoy flying kites. ...

I like to go to parks with my friends.
We have picnics there.
What's your favourite
springtime activity?



① puddle /'pʌdl/ n. 水洼; 小水坑

Read the article about the four seasons. 

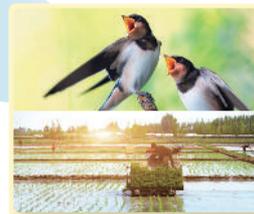
The four seasons

There are four seasons in a year, and each season has its special features.

Spring

Life begins again in spring. The snow melts^①, and nature wakes up after the long winter. Warm rain falls on the forests and fields.

- 5 Plants start to grow, and birds come back from the south. Farmers begin to work their land. It is a time of new life and new hope. It is exciting to take a trip in the countryside in springtime.



Summer

Summer is bright and noisy. The weather is hot. The sun shines brightly in the clear, blue sky. Cicadas^② sing loudly. There is often thunder and lightning in the afternoon. Many people like to go to the beach and swim in the sea. It is nice to eat ice cream or fresh fruit in summer.

- 10



Autumn

Autumn is beautiful and full of colour. The weather is cool and dry. In autumn, everything changes. Leaves turn brown, red or yellow and start falling from the trees. Squirrels^③ gather food for the cold winter. Farmers are busy with the harvest^④. It is great to go on a family outing at this time of year.

- 15



Winter

Winter is peaceful and fun. It is cold and snowy in many places. Bears and snakes find warm places to sleep through the winter. Children love winter because they love to play in the snow.

- 20



Previewing

Previewing a text helps you learn about the text before you read it. You may follow the steps below.

- Read the title and subheadings.
- Look at the pictures and read the captions.
- Think about what you already know about the subject.

① melt /melt/ v. 融化 ② cicada /sɪ'kɑ:də/ n. 蝉; 知了 ③ squirrel /'skwɪrəl/ n. 松鼠
④ harvest /'hɑ:vɪst/ n. 收获

Reading comprehension

1 Summarize the main features of each season with the information from the article on page 37.

	Spring	Summer	Autumn	Winter
Weather				
Plants and animals				
Human activities				

2 Read the article again and answer the questions below.

(1) What words best describe each of the four seasons?

(2) Which season is best for plants and wild animals? Why?

(3) Which season is best for farmers? Why?



3 Discuss the questions below.

(1) What do you like best about each season?

(2) What festivals do we celebrate in each season?

Vocabulary practice

1 Find the words in the article on page 37 with these meanings.

- (1) without clouds _____ (line 10)
 (2) a sudden bright light in the sky when there is a storm _____ (line 11)
 (3) recently picked or made _____ (line 12)
 (4) to move around and collect things (e.g. fruit) _____ (line 17)
 (5) calm and quiet _____ (line 21)

2 Complete the sentences with the words from Exercise 1. Change the form if necessary.

- (1) The best part of winter is the winter holiday. My family always visit my grandparents. Life there is very _____ and relaxing.
 (2) The weather is usually warm and rainy in spring. On _____ sunny days, the parks are always full of people.
 (3) Summer is usually hot and sunny, but sometimes it is cloudy. There are often bright flashes of _____ and loud thunder at night. We eat a lot of _____ fruit and vegetables at this time of year.
 (4) In autumn, many animals start preparing for winter. Birds fly south, and squirrels _____ food for the long, cold months ahead.

3 Make sentences about the weather, colours and sounds of your favourite season. How does this season make you feel? Use the words below.



cold	cool	hot	warm
rainy	snowy	sunny	windy
brown	green	red	yellow
exciting	nice	noisy	quiet
calm	excited	happy	relaxed



Word building

Adjective suffix: -y

We can add -y to the end of some nouns to make adjectives. *snow* → *snowy*

Note the spelling changes with some words. *sun* → *sunny* *fog* → *foggy*

Can you give more examples of making adjectives this way?

 **Listening**


How are seasons different in different parts of the world?

The four seasons in Auckland

1 Discuss the questions in pairs.

- (1) When does each season start and end in your hometown?
- (2) When it is summer in China, it is winter in some other parts of the world. Can you name a few such places?

2 Listen to Kelly telling her Chinese friends about the weather in Auckland, New Zealand. Then complete the table below. 

Season	Starts in	Ends in	Weather
Spring	September	November	rainy, starts getting warmer
Summer	(1) _____	(2) _____	warm during the daytime and (3) _____
Autumn	March	(4) _____	(5) _____
Winter	(6) _____	August	(7) _____

3 Listen again and answer the questions below. 

- (1) What does Kelly often do in summer?

- (2) Which season does Kelly like best?

- (3) Where can Kelly and her friends go skiing?

- (4) Which season is the best time to do outdoor activities in Auckland?

 **Your ideas**

4 Discuss the questions below.

- (1) Which season do you think is the best time to visit Auckland? Why?
- (2) How are the seasons in Auckland different from those in your hometown?

Grammar

Adjectives

We use **adjectives** to describe people or things.

Read the descriptions. Pay attention to the words **in bold**.



Winter is **cold** in my city. I always wear a **warm** coat and a **long** scarf. **It is fun to play** in the snow!

It's **sunny** today. I'm **hot** and **thirsty**. **It is nice to eat** ice cream on a **hot** day.



Let's sum up the rules!

- We can put **adjectives** before nouns.
a **bright** star a **warm** coat **heavy** rain
a **funny** snowman an **old** umbrella **lovely** children
- We can also use **adjectives** after the verb *to be* (e.g. *am, is, are*).
Winter **is peaceful** and **fun**.
- We can use *It is* + **adjective** + *to* + verb to express our feelings or attitudes towards different activities.
It is exciting to take a trip in the countryside in springtime.

Look!

We often use these adjectives with *It is ... to ...*:

dangerous	easy	good	important	nice
difficult	exciting	hard	interesting	

1 Complete the passage about the climate in China with the words and phrases below.



cold and wet exciting rainy
 comfortable heavy sunny and hot

The climate in China

In the north of China, it is very cold and dry in winter. There is sometimes ⁽¹⁾ _____ snow. It is ⁽²⁾ _____ to go skiing then. In summer, it is usually ⁽³⁾ _____ during the day and cool in the evening. Spring and autumn are the nicest seasons.



The weather in the middle and east of China is quite different. It is hot in summer and ⁽⁴⁾ _____ in winter.

In many places in the south of China, winters are usually short and cool. In summer, the weather is often hot and wet, and it can be very ⁽⁵⁾ _____. You'd better bring an umbrella when you go out.



The south-west of China has a very ⁽⁶⁾ _____ climate, so many people like to live there. The summers are cool and the winters are warm.

Grammar in use

2 Describe the seasons in your area. What activities do you often do in each season? Why do you like these activities? Remember to use adjectives in your description.

In my city / town, it is always very hot in summer. It is fun to go swimming at the weekends.

Autumn is usually sunny, cool and dry. It is nice to go on long walks in the countryside at that time of year.

...

Section 3 Expressing and communicating ideas



Speaking

Think

Which season do you like best?

Talking about your favourite season

Play a guessing game in pairs. Describe your favourite season and explain why you like it. Then ask your classmate to guess which season it is. 🎧

You can talk about:

- the weather in this season
- why this season is beautiful
- things you enjoy doing in this season

...

Tip You may find useful words and expressions on pages 36–42.

In this season, it is usually warm. Sometimes it is sunny, and sometimes it is cloudy. It often rains.

Plants and flowers begin to grow. Everything is green. It is exciting to go to the park to see the new life. Which season is it?



Your turn, please!

It is spring!



Improving your pronunciation

Listen and repeat. Pay attention to the letters in blue. 🎧

/ eɪ /

change
may

raindrop
they

/ aɪ /

brightly
dry

like
shine

/ ɔɪ /

boy
enjoy

join
noisy

/ m /

autumn
many

summer
warm

/ n /

know
nice

snowy
turn

/ ɪŋ /

exciting
falling

long
spring

- (1) Rain, rain, go away. Come again another day.
- (2) Nine white tigers like flying kites and riding bikes.
- (3) The boy enjoys playing with toys.
- (4) Mary likes swimming and eating ice cream in summer.
- (5) Naughty Nicky knocked on nine windows.
- (6) It is exciting to take a trip in spring.

Writing

Writing an article about your favourite season

Which season do you like best? Why? Write about your favourite season.

- 1 Before Jenny wrote about her favourite season, summer, she listed the reasons why she likes summer. Read her article to see how she organized her ideas.

Reasons why I like summer:

- plants or animals
- things I like to do in this season
- holiday(s) / festival(s) in this season

My favourite season: summer

I live in Guangzhou. My favourite season is summer.

Everything is alive. The trees have a lot of green leaves, and they can help keep me cool on sunny days. There are also many beautiful flowers in summer. They smell really nice.

The best thing about summer is the summer holiday! I have lots of time to do fun things. I enjoy going swimming with my friends. I also love going running in the park with my best friend. It is great to exercise outdoors in summer, and it is nice to eat ice cream on a hot day. Sometimes I go to the beach with my family. I like to build sandcastles there with my little sister.

Summer is the best for sure!



Section 4 Extending and developing competencies

Focusing on culture

Think

What is the importance of China's 24 solar terms?

Do you wonder when and how Chinese people first began to mark the changing seasons?

1 Read the article to find out how ancient Chinese people divided up the year. 🎧

The 24 solar terms

The months of the traditional Chinese calendar follow the moon, but did you know that the calendar also follows the sun? In fact, the year is divided into 24 parts, based on where the sun is in the sky. Each part starts with a solar term, or *jieqi* in Chinese. These solar terms follow the changes of the seasons and the weather.

The “Start of Spring”, “Start of Summer”, “Start of Autumn” and “Start of Winter” divide the year into four seasons. Each of the seasons is then divided into six parts, and each part lasts about 15 days. The solar terms can fall on different dates. They sometimes move a day or two.

- 10 The 24 solar terms are very useful in daily life. For example, they help farmers decide when to plant their crops. The solar terms also play an important part in traditional Chinese culture. People celebrated these days in different ways in the past, such as eating special local dishes. Many of these traditions continue in our times. For example, people still eat spring rolls and spring pancakes to celebrate the “Start of Spring”.
- 15



The 24 solar terms are a traditional Chinese way of dividing the year. This tradition was added to the UNESCO's Intangible Cultural Heritage List^① in the year 2016.

Notes

2 Answer the questions below with the information from the article on page 46.

- (1) Why does the writer say "... the calendar also follows the sun"?
- (2) Why are the 24 solar terms very useful in daily life?
- (3) How do people celebrate the "Start of Spring"?

3 Find the words in the article and match them with their meanings.

- | | |
|-------------------------|--|
| (1) follow (line 1) | a to move or change along with something else |
| (2) decide (line 11) | b to keep happening without stopping |
| (3) local (line 13) | c to choose what to do |
| (4) tradition (line 14) | d something that people have done or believed for a long time |
| (5) continue (line 14) | e of a place (e.g. food, people) |



Your ideas

4 Discuss the questions below.

- (1) Which solar terms are you familiar with? What do people often eat or do on them?
- (2) Do you think the 24 solar terms are still important today? Why or why not?



Exploring more

You can search for more information about the 24 solar terms. The questions below may help you:

- How did the 24 solar terms get their names?
- What are some traditions of each solar term?
- Are there any ancient Chinese poems about the solar terms?

① UNESCO's Intangible Cultural Heritage List /juːˌneskəʊz m, tændʒəbl kʌltʃərəl 'herɪtɪdʒ lɪst/ 联合国教科文组织非物质文化遗产名录



Cross-curricular connection | Earth science

We have learnt about the four seasons in this unit, but why does the Earth have four seasons? Does every place on Earth have four seasons?

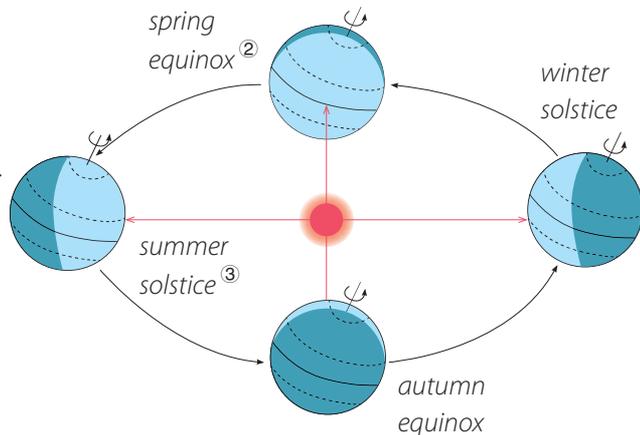
1 Read the article and find out why we have different seasons. 🎧

Why do we have different seasons?

As our planet moves around the Sun, the light from the Sun falls on the Earth from different directions. This helps create the seasons. At different times of year, there is more sunlight in some places, and less sunlight in others. More sunlight means longer days and warmer weather, and this is why we have spring and summer. It gets colder in autumn and winter because the days are shorter, and we get less light from the Sun (see the picture below^①).

The seasons fall at different times of year around the world. China is north of the equator. Here, we experience summer from June to August. South of the equator, June, July and August are winter months. In Australia, it is summer from December to February, and Australians have their spring when we have our autumn.

The hottest and the coldest parts of the world don't have four seasons. It is always hot in places close to the equator. These places are called the tropics^④. Instead of our four seasons, many parts of the tropics have a rainy season and a dry season. Around the North and South Poles, there are only two seasons too: a very, very cold winter and a somewhat less cold summer.



2 Discuss the questions below.

- (1) Why do seasons change?
- (2) Can you give some examples of places that don't get spring and autumn?

① 图中二分二至日均指北半球 ② equinox /'ekwɪnɒks/ n. 昼夜平分日；(春或秋)分

③ solstice /'sɒlstɪs/ n. 至(点)；(夏或冬)至

④ the tropics /ðə 'trɒpɪks/ 热带；热带地区

Project

Keeping a seasons journal^①

A seasons journal helps you explore and record the four seasons. In this project, you are going to learn how to keep a seasons journal.

Step 1 Think about what you want to record in each season. For example:

- **Plants and animals.** Choose something easy to observe, such as the trees outside your window. Write down what they look like every two or three days, or every week.
- **Festivals and activities.** There are some traditional festivals in each season. Write down what you do on those days.
- **Your feelings.** Write down how you feel in this season.
- **Quotes or poems you like about each season, as well as suitable photos.**

Step 2 Design the layout of your journal. In a journal, the date, weather and temperature are usually included. If there is a festival or solar term on that day, write it down. Here is an example:

Date: _____ Weather: _____ Temperature: _____

Plants:
Buds start to grow on the peach^② trees.



Animals:
The silkworms^③ are thin and small. It is interesting to see them get bigger and bigger.



Solar term: Start of Spring

Step 3 Share your journal with your classmates every month or every two months. You will find interesting changes in your journal.



Wits corner

If we had no winter, the spring would not be so pleasant.

— Anne Bradstreet

① journal /'dʒɜːnl/ n. 日志; 日记 ② peach /pi:tʃ/ n. 桃子

③ silkworm /'sɪlkwɜːm/ n. 蚕

Unit 4

The Earth



Key question

Why should we learn about the Earth?



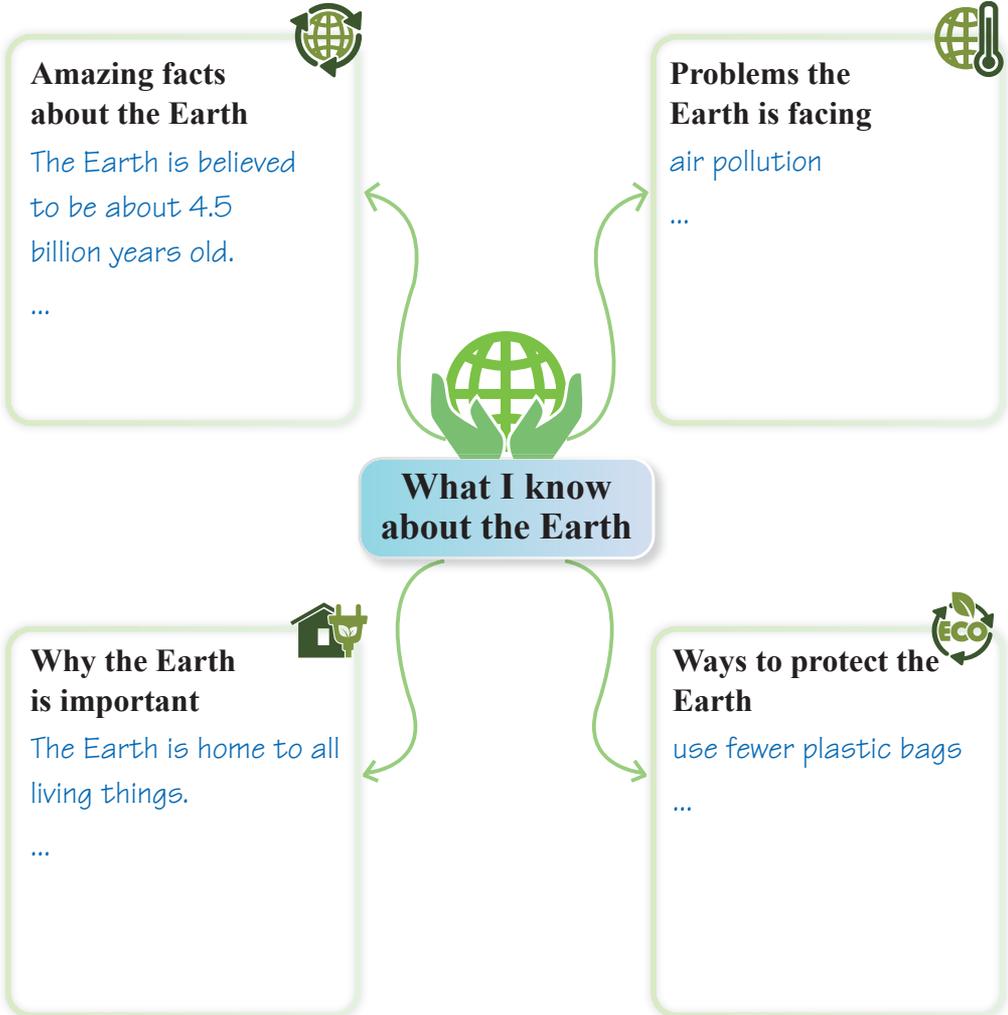
Unit objectives

I can:

- share some amazing facts about the Earth.
- understand why the sea is important, and how pollution is harming sea animals.
- describe the problems our planet is facing.
- explain ways to protect the Earth.



First thoughts



- What amazing facts do you know about the Earth?
- What do you know about the sea?
- What problems is the Earth facing?
- What can we do to protect the Earth?

Section 1 Experiencing and understanding language

Reading

Think

What amazing facts do you know about the Earth?

Before you read

1 Look at the pictures and fill in the blanks with the words and the phrase below.



clouds the Earth the solar system
land the sea the Sun

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

2 Complete the fact file with the words and phrases from Exercise 1.

Earth fact file

(1) _____ is our home. This amazing planet is around 4.5 billion years old. It travels around (2) _____. About 70% of the Earth is covered by (3) _____. The green and brown parts are (4) _____. There are many white (5) _____ above the ground. As far as we know, out of all the planets in (6) _____, only one, the Earth, can support life.

Read the science magazine article and find out some amazing facts about the Earth. 🎧

The amazing planet



The Earth is an amazing planet!

Some places are very hot, like the areas near the equator^①. Some are freezing cold, like the North and South Poles. There are fields and mountains, rivers and seas, forests and deserts. The highest mountain on Earth is over 8,800 metres above sea level. And the deepest part of the sea is more than 10,000 metres down.

The plants on Earth are wonderful in many different ways. The tallest trees in the world can reach over 100 metres in height. The smallest plant is as small as a grain of rice.



The Earth is home to millions of animals. Some, like tigers and lions, live on land. Other animals, like birds, enjoy the wide open sky. Big blue whales call the sea

home, along with many amazing fish. From bears to birds, from butterflies to seahorses, animals make our planet lovely and interesting.

And what's more, the Earth provides us with all the things we need, such as food, water, air and energy. It is our home and the only planet we know that supports life. Let's explore, learn about and take care of our home.



Reading strategy

Identifying the topic sentence of a paragraph

The topic sentence of a paragraph introduces the main idea. It is usually at the beginning or the end of the paragraph.

For example, the topic sentence of paragraph 3 above is *The plants on Earth are wonderful in many different ways.*

Can you find more topic sentences in the article?

① equator /i'kwetə(r)/ n. 赤道

Reading comprehension

1 Find sentences in the article on page 53 to go with these photos.









2 Read the article again and find evidence to support the statements below.

(1) There are both hot and cold places on Earth.

(2) The Earth is full of life.

(3) The Earth is very important to us.

Your ideas

3 Discuss the questions below.

(1) What do you think makes the Earth an amazing planet?

(2) How can we show our care for our planet?

Vocabulary practice

1 Below are some sentences from the article on page 53. Choose the correct meaning for the words and phrases in italics.

(1) Some places are very hot, like the *areas* near the equator.

- a** towns **b** deserts **c** places

(2) The tallest trees in the world can *reach* over 100 metres in height.

- a** grow to **b** touch **c** feel

(3) And *what's more*, the Earth provides us with all the things we need ...

- a** however **b** finally **c** besides; in addition

(4) And what's more, the Earth *provides* us *with* all the things we need ...

- a** gives **b** stops ... from **c** protects

(5) Let's *explore*, learn about and take care of our home.

- a** understand **b** discuss **c** find out more about

2 Complete the passage with the words and phrases in italics from Exercise 1. Change the form if necessary.

The Earth is an amazing planet with beautiful forests. Some of the trees are so tall! They ⁽¹⁾ _____ high into the sky. There are so many exciting places on our amazing planet for us to ⁽²⁾ _____. However, many ⁽³⁾ _____ are now in danger because of us. We cut down too many trees. ⁽⁴⁾ _____, we pollute the air and water. The Earth ⁽⁵⁾ _____ us _____ everything we need. It is the only planet we know that supports life. So let's take care of it!

3 What else do you know about the Earth? Make sentences to list some facts.

There is ... / There are ... Some places are ..., like ... / Some are ..., like ...



Word building

Adjective suffix: *-ly*

We can add *-ly* to the end of some nouns to make adjectives.

love → *lovely* *friend* → *friendly*

Can you give more examples of making adjectives this way?

 **Listening**

Think

What do you know about the sea?

A quiz^① about the sea

1 Discuss the questions about the sea in pairs.

- (1) How many big oceans are there on Earth?
- (2) What do you know about the sea?

2 Listen to a quiz about the sea and tick (✓) the problems that the speakers mention. 

- | | |
|--|--|
| <input type="checkbox"/> coral reefs ^② disappearing | <input type="checkbox"/> rising sea levels |
| <input type="checkbox"/> plastic pollution | <input type="checkbox"/> overfishing |

3 Listen again and complete the table below. 

What is happening?	Why is it a bad thing?
<p>The sea is ⁽¹⁾ _____.</p> <div style="text-align: center;">  </div>	<p>A lot of the ice in the North and South Poles ⁽²⁾ _____.</p>
<ul style="list-style-type: none"> • People ⁽³⁾ _____. • Fish and other sea animals ⁽⁴⁾ _____ and get ill. Some even ⁽⁵⁾ _____. 	<p>Many kinds of fish ⁽⁶⁾ _____.</p> <div style="text-align: right;">  </div>

 **Your ideas**

4 Discuss the question below.

What can we do to protect the sea?

① quiz /kwiz/ n. 小测验; 知识竞赛 ② coral reef /'kɒrəl ri:f/ 珊瑚礁



Grammar

Using *there is / are ...*

We often use *there is ...* or *there are ...* to say that something exists somewhere.

*Su Mei and Su Wen are talking about how to protect the sea. Read the dialogue and pay attention to the words **in bold** and the underlined nouns and noun phrases.*

- Su Mei:** The sea is very important to us. But **there is** more and more plastic pollution in the sea. What can we do to help protect the sea?
- Su Wen:** **There are** many things we can do. We should organize a Beach Clean-up Day. You see, **there are** always many bottles and plastic bags, and a lot of other rubbish on the beaches in our area. These things all end up in the sea.
- Su Mei:** That's a good idea! **Are there** any other things we can do to help?
- Su Wen:** Yes, of course. I will send you an article with some good suggestions.

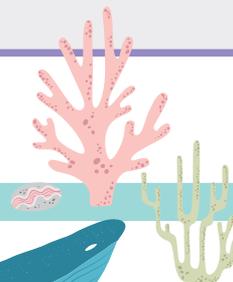


Let's sum up the rules!

- We use *there is* with a singular noun or an uncountable noun.
- We use *there are* with a plural noun.



Look!



- **there is** = **there's**
there is not = **there isn't**
there are = **there're**
there are not = **there aren't**
- Note the difference below:
There are always many paper bags and a lot of plastic rubbish on the beaches.
There is always a lot of plastic rubbish and many paper bags on the beaches.

1 The bins are full at the end of the Beach Clean-up Day. What rubbish is there in each bin? Look at the list below and write sentences with **there is / there are**.



Recyclable^② waste



Residual^③ waste



Food waste



Hazardous^④ waste

There is a lot of paper in the blue bin for recyclable waste.

There are some plastic bags in the black bin for residual waste.

Grammar in use

2 You want more people to take part in the Beach Clean-up Day. Prepare a short speech to ask people to join. Use the following questions to help you.

- Why are you asking people to take part in the Beach Clean-up Day?
- What can you see on the beach?
- What can people do to protect the sea?

The sea is very important to us. We should try our best to protect it. On the beach, there are ... There is also ... All these things end up in the sea. We can pick them up on the Beach Clean-up Day. I hope you can join us. Let's not leave any rubbish on the beach. Thank you!



① lithium /'liθiəm/ *n.* 锂 ② recyclable /,ri:'saɪkləbl/ *adj.* 可回收利用的
 ③ residual /rɪ'zɪdʒuəl/ *adj.* 剩余的; 残留的 ④ hazardous /'hæzədəs/ *adj.* 有害的

Section 3 Expressing and communicating ideas



Speaking

Think

What problems is the Earth facing?

Talking about the problems the Earth is facing

Look at the photos below. Work in pairs and take turns asking and answering questions about the problems the Earth is facing. 🎧



catch a lot of fish,
fewer and fewer
fish in the sea



use a lot of
dangerous farm
chemicals, less
and less clean
groundwater



burn oil and gas
to make energy,
more and more
harmful gases



cut down trees,
build farms, less
and less forest
land

S1: What problem is the Earth facing?

S2: People catch a lot of fish. There are fewer and fewer fish in the sea each year.

...

Improving your pronunciation

Listen and repeat. Pay attention to the letters in blue. 🎧

/ ʌ /	colour other	rubbish under	/ ɑː /	after card	large plant
/ ɒ /	hot on	want wash	/ ɔː /	August four	short small
/ ʊ /	could full	put wood	/ uː /	blue food	pollute shoe
/ k /	cow cute	like kill	/ g /	bag dog	grain ground

- (1) Some places **are** very hot, **like** the areas near the equator.
- (2) The **smallest** plant is as small as a **grain** of rice.
- (3) And **what's more**, the Earth provides **us** with **all** the things we need, **such** as **food**, **water**, air and energy.

 Writing

Writing an article about protecting the Earth

← → ↻ ☆ ☰

Teen Post
Next week is Green Week. We want your ideas on how to protect the Earth. Please email your article to us. We will put your great ideas on our website.

1 Think about how we can protect the Earth, and tick (✓) the things you are going to write about. You may add your own ideas.

The Earth is a beautiful planet

- high mountains
- blue seas and beautiful rivers

The problems the Earth is facing

- water pollution
- sea animals are dying because of plastic pollution

Things we can do to protect the Earth

- factories stop polluting rivers and lakes
- bring our own shopping bags to the supermarket

2 Now write an article about protecting the Earth.

Step 1 **Plan** Organize the information in the notes on page 60.

Step 2 **Write** Write your article.

The Earth is a beautiful planet. There are _____

This beautiful planet is our only home. However, we are harming the Earth in many ways. For example, _____

We only have one Earth, so we have to protect it. _____

Step 3 **Check and revise** Tick (✓) the boxes to check your writing, and then revise it.

- I provided enough details to support the topic sentence of each paragraph.
- I suggested ways to protect the Earth, such as _____, clearly.
- I used the words and expressions I learnt in this unit.
- I used correct spelling, grammar and punctuation.

Focusing on culture

Think

What can we do to protect the Earth?

Many people have worked hard to protect our beautiful planet. What challenges do they face? What achievements have they made?

1 Read the article about Saihanba and find out how the desert became a forest. 

Saihanba: turning desert into forest

Saihanba is a forest park in the north of Hebei. It is about 400 km from Beijing. For hundreds of years, the emperors went there to hunt. But in the 1800s, things began to change. There were forest fires and wars, and people cut down many trees. Saihanba slowly
5 turned into a desert.

When the forest disappeared, there were terrible sandstorms in the Beijing area. In the early 1960s, a group of scientists travelled to Saihanba to find a solution. They found an old tree in the middle of the desert. "Maybe we can still plant trees here," they thought. In
10 1962, the first tree planters arrived in Saihanba. The cold and dry weather made their work very difficult, and strong winds blew away many young trees. In winter, it got as cold as -40°C .

Three generations of forest workers continued the hard work. Thanks to
15 them, Saihanba is green again. It is today the world's biggest man-made forest. There are hundreds of millions of trees there. The forest helps provide the capital with clean water,
20 and there are fewer sandstorms in the Beijing area now.



In 2007, the government listed Saihanba as one of the most important national nature reserves in China. In 2017, the Saihanba Afforestation Community received the Champions of the Earth award from the UN Environment Programme.

Notes

2 Answer the questions below with the information from the article on page 62.

- (1) How did Saihanba become a desert?
- (2) Why was it difficult to turn the desert into a forest?
- (3) How does the forest improve the environment in the Beijing area?

3 Complete the sentences with the words and the phrase below. Change the form if necessary.



blow away generation hunt sandstorm solution

- (1) The family lived in the village for five _____ before they moved to Beijing.
- (2) This is a difficult problem, but I am sure we can find a _____.
- (3) The strong wind _____ her hat, and it landed in the lake.
- (4) _____ are very common in the Sahara Desert.
- (5) Killer whales usually _____ seals and sea lions for food.



Your ideas

4 Discuss the questions below.

- (1) Why are forests important?
- (2) What can we do to protect them?



Exploring more

Have you been to Saihanba? Find out more about the place online.



Cross-curricular connection | Earth science

Air surrounds the Earth. All living things on Earth need air to survive. What is air like?

Read the poem about air and the text about wind. Then complete the sentences below. 

Air

Air has no smell.	How does that balloon,
Air has no taste.	Float in the sky?
But when the wind blows,	Well, it's simply hot air,
You feel it on your face.	That makes balloons fly!
Look at that kite,	We need air to breathe.
Or the plane over there.	We need air to survive.
How do they stay up?	And when we breathe it,
They ride on the air.	It keeps us alive.



Wind



Clouds move across the sky, and it's all thanks to the wind. These clouds bring in rain for thirsty trees and flowers.



There are weathercocks like this one on top of some buildings. A weathercock gives us the answer to this question, "Where is the wind blowing from?"



We can use the wind to produce clean energy. Windmills provide people with electricity.

- (1) Air has no _____ and no _____.
- (2) A kite or a plane _____ to stay in the sky.
- (3) "We need air to survive" means "air _____ us _____".
- (4) The wind moves clouds across the sky, and sometimes these clouds bring in _____.
- (5) A(n) _____ can tell us where the wind is blowing from.
- (6) _____ produce electricity for us.

Checking your progress

Project

Making a fact file about Earth protection

Thanks to the tree planters' great efforts, Saihanba has once again turned green. Are there any other places that faced, or still face, serious problems? Let's do some research and make a fact file.

Step 1 Work in groups and choose one place that interests you. Search online for basic information about it. Then discuss what you want to include in your fact file. You may refer to the following questions.



the Maowusu Desert^①



Zhanjiang Mangrove National Nature Reserve^②



Qiandao Lake^③

- Why do you care about this place?
- What kinds of plants and animals are there in this place?
- What serious problems did / does it face?
- What are the causes of these problems?

Step 2 Find out how people solved / are solving these problems. Search online for different solutions. You may use the questions below to help you.

- What have people done / are people doing to solve the problems?
- What are some important achievements?
- Can you come up with different ways to solve the problems?

Step 3 Organize the fact file. You can arrange your information on a large poster with pictures or make presentation slides. Then present it to the class.



Wits corner

Earth provides enough to satisfy every man's need, but not every man's greed.

— Mohandas K. Gandhi

① the Maowusu Desert 毛乌素沙地 ② Zhanjiang Mangrove National Nature Reserve 湛江红树林自然保护区 ③ Qiandao Lake 千岛湖

Unit 5

Off to space



Key question

What is it like to travel in space?

Unit objectives

I can:

- ▣ talk about what a trip to the Moon would be like.
- ▣ talk about what astronauts can do in space.
- ▣ present my plan for a trip to space.
- ▣ describe some important Chinese space missions.



First thoughts

Interesting facts about space

We can't hear sound in space.

...

Things astronauts can do in space

Do scientific experiments in a space station.

...

1

2

Exploring space



3

4

Important Chinese space missions

On 15 October 2003, Yang Liwei^① went into space in the Shenzhou-5 spaceship.

...

Other ideas



- What would a trip to the Moon be like?
- What can we do in space?
- How will you prepare for a trip to space?
- How have Chinese people explored space over the years?

① Yang Liwei 杨利伟

Section 1 Experiencing and understanding language

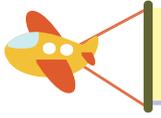
Reading

Think

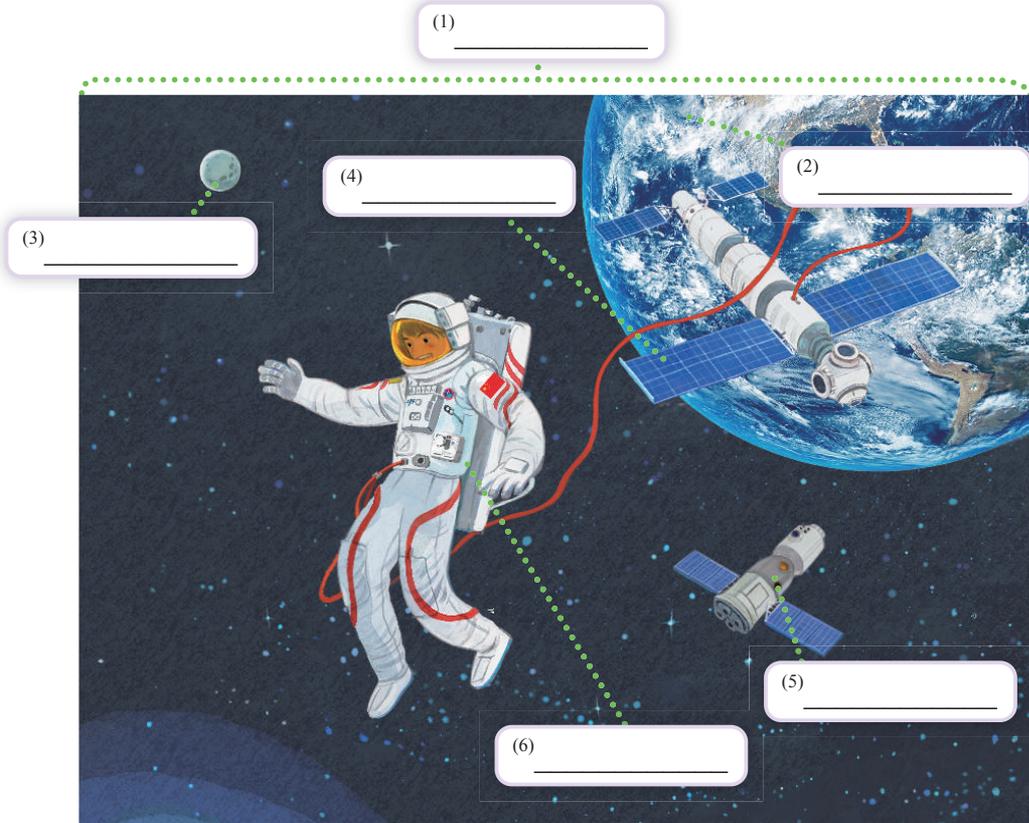
What would a trip to the Moon be like?

Before you read

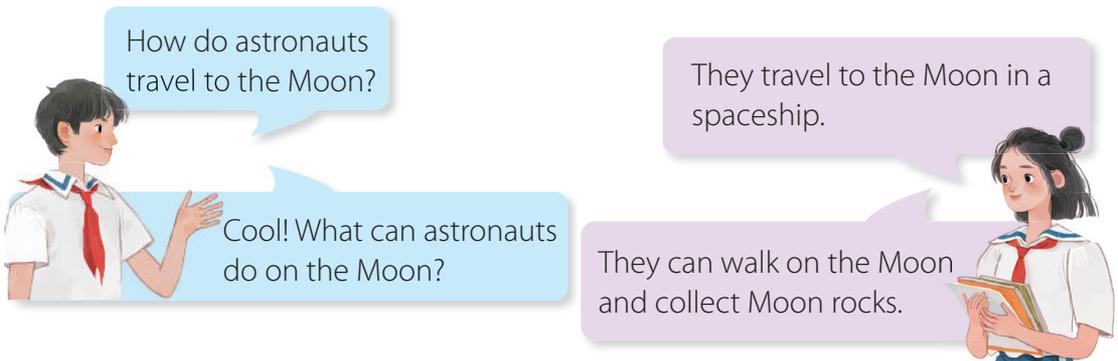
1 Match the words and the phrase with the parts of the picture below.



the Earth the Moon space space station spaceship spacesuit



2 Discuss in pairs what astronauts can do in space.



Read Li Jun's diary entry and think about what a trip to the Moon would be like. 

1 October 2053

Flying to the Moon



I'm so happy! Tomorrow I'll be one of the first students to travel into space. The spaceship will leave the Earth at 9:00 a.m. It'll take us to the Moon. I can't wait!

The Moon is around 380,000 kilometres from the Earth, so it'll
 5 take us about three days to get there. The gravity^① in space is very weak, so we'll all be floating^② around in the spaceship. And we won't sleep in beds—we'll sleep in sleeping bags. We need to tie the sleeping bag to the wall so that we won't float away in our sleep! Because of the low gravity, our bodies may get weak, so we'll
 10 have to do exercise every day.

When we arrive, I'm going to walk on the Moon. The Moon has much weaker gravity than the Earth. A person weighs much less on the Moon, so we can jump very high. I'll have to wear a spacesuit to help me breathe because there's no air on the Moon.
 15 That also means there is no sound there. We can only hear the sounds inside our spacesuits.

The Moon is a strange and mysterious^③ place. I'm going to take as many photos as I can. I'm sure that it'll be a wonderful trip!



Reading strategy

Recognizing cause and effect

Writers often use conjunctions, such as *because* and *so*, to show cause (why something happened / will happen) and effect (what happened / will happen as a result).

*I'll have to wear a spacesuit to help me breathe **because** there's no air on the Moon.*

Can you find more examples of cause and effect in the diary entry?

① gravity /'grævəti/ *n.* 重力; 地球引力 ② float /'fləʊt/ *v.* 浮; 飘浮

③ mysterious /mɪ'stəriəs/ *adj.* 神秘的

Reading comprehension

1 Complete Li Jun's travel plan with the information from the diary entry on page 69.

Travel plan

Destination: ⁽¹⁾ _____ Departure time: ⁽²⁾ _____

Transport: ⁽³⁾ _____

Travel time: ⁽⁴⁾ _____

Difficulties: ⁽⁵⁾ _____

Things I want to do:

⁽⁶⁾ _____

2 Read Li Jun's diary entry again and decide whether the statements are true (T) or false (F). Find evidence in the text to support your answers.

(1) Li Jun is the only student to travel into space. T / F

(2) Li Jun is very excited about the trip. T / F

(3) Li Jun does not have to do exercise in space. T / F

(4) There are lots of strange sounds on the Moon. T / F



Your ideas

3 Discuss the questions below.

Would you like to travel to the Moon? Why or why not?

Vocabulary practice

1 Find the words in *italics* from the diary entry on page 69. Then match the sentence halves.

- | | |
|--|---|
| (1) If something is <i>low</i> , | a it is very heavy. |
| (2) A <i>kilometre</i> | b you take air into and send it out of your body. |
| (3) If something <i>weighs</i> 1,000 kg, | c is one thousand metres. |
| (4) If you <i>tie</i> something, | d it is not very high. |
| (5) When you <i>breathe</i> , | e you hold two or more things together with a rope (or something similar). |

2 Complete Li Jun's next diary entry with the words in *italics* from Exercise 1. Change the form if necessary.

Life in space is difficult but exciting. There is much less gravity in space, so things in the spaceship float in the air. Before we go to bed, we need to ⁽¹⁾ _____ our sleeping bags to something.

We are already hundreds of thousands of ⁽²⁾ _____ away from the Earth. Tomorrow, we will land on the Moon. I am nervous but also very excited. There is no air there, so I need to wear a spacesuit when I go out of the spaceship—I cannot ⁽³⁾ _____ without it. The gravity on the Moon is very ⁽⁴⁾ _____. This means we ⁽⁵⁾ _____ less on the Moon—only about 1/6 of what we do on Earth.

Next Thursday, we will travel back to the Earth. I really wish I could stay longer!

3 Make sentences about the Moon with the words below.



because	float	so	weak
breathe	gravity	tie	weigh

There is no air on the Moon, so I will have to wear a spacesuit to help me breathe.



Word building

Compound nouns

You can put two nouns together to make a compound noun.

space + *ship* = *spaceship* *space* + *suit* = *spacesuit*

Can you give more examples of making compound nouns this way?

 **Listening**

Think 

What can we do in space?

A space hotel

1 What do you think a hotel in space will be like? Discuss the questions in pairs.

- (1) What facilities do you think a space hotel will have?
- (2) What do you think you can do there?

2 Listen to a robot talking about the Starlight Hotel. Which places are mentioned? Fill in the different parts of the hotel (a–g) in Exercise 3. 

3 Listen again and complete the notes below. 

a Cinema

Film: *Space Adventure*

Time: Tomorrow at ⁽¹⁾ _____ p.m.
and ⁽²⁾ _____ p.m.



b _____

Grow ⁽³⁾ _____ for the hotel restaurant.

Open from 2:00 p.m. to 5:00 p.m.

c _____

Buy great things, such as ⁽⁴⁾ _____ and space T-shirts.

Open from ⁽⁵⁾ _____ a.m. to 6:00 p.m.

d _____

The best place to watch ⁽⁶⁾ _____ and see the Earth.



Pass over ⁽⁷⁾ _____ at 9:00 a.m. tomorrow.

Open all day.

e _____

Exercise machines and ⁽⁸⁾ _____ for children.

Open from 10:00 a.m. to 3:00 p.m.

f _____

Do some ⁽⁹⁾ _____ experiments and find out how things work differently in space.



g _____

Enjoy ⁽¹⁰⁾ _____ at the best restaurant in space.



Open from 7:00 a.m. to 11:00 p.m.

 **Your ideas**

4 Discuss the questions below.

Which part of the Starlight Hotel would you most like to visit? Why?

Section 2 Exploring and applying rules

Grammar

A The simple future (*will*)

We use **the simple future** to talk about future events.

Mr Green and Mrs Green are talking about the advertisement for the Starlight Hotel. Pay attention to the words **in bold**.

Come and visit the Starlight Hotel.
You **will be** amazed by all the wonderful views
of the Earth and the Moon.
Two nights is only ¥8,000 for a family of four!
We know you **will enjoy** your stay.
Call us on 677-9999 or visit our website today.
www. [redacted] .com

Will we visit the hotel?
Yes, we will.



Let's sum up the rules!

- We use the base form of the verb after *will* to talk about the future.
- The base form of *am*, *is* and *are* is *be*.

Look!

we will = we'll

we will not = we won't

1 Mr Green is talking to his wife about the advertisement. Complete their conversation using **will** ('ll) or **will not** (won't) and the words in brackets.

Mr Green: Let's visit the Starlight Hotel for our next holiday!

Mrs Green: That's a good idea. What ⁽¹⁾ will we see (we / see) when we get to the hotel?

Mr Green: Lots of things! ⁽²⁾ _____ (We / see) the whole Earth, for example.

Mrs Green: Wonderful! ⁽³⁾ _____ (we / see) Mars too?

Mr Green: No, ⁽⁴⁾ _____, but I'm sure ⁽⁵⁾ _____ (there / be) wonderful views of the Moon from the Moon Garden.

Mrs Green: I see! ⁽⁶⁾ _____ (Tim / be) interested to come with us?

Mr Green: Oh yes, definitely! ⁽⁷⁾ _____ (He / enjoy) the trip.

B The simple future (*be going to*)

We can use the pattern *be + going to + verb* to talk about future plans.

What are Mr Green and his pets thinking about? Read the thought bubbles and pay attention to the words **in bold**.



I am going to plan our trip to the Starlight Hotel.

Are they going to take us to space as well?



Let's sum up the rules!

We use the base form of the verb after *be going to*.

2 Mr Green is telling his son about his plan. Complete their conversation using **be (not) going to** and the words in brackets.

Mr Green: Come here, Tim. ⁽¹⁾ _____ (I / tell) you something exciting. ⁽²⁾ _____ (We / have) a holiday in the Starlight Hotel!

Tim: Great! ⁽³⁾ _____ (we / visit) it tomorrow?

Mr Green: No, ⁽⁴⁾ _____. ⁽⁵⁾ _____ (We / visit) the hotel next week!

Tim: ⁽⁶⁾ _____ (we / bring) the dogs to the hotel?

Mr Green: No. ⁽⁷⁾ _____ (They / stay) here.

Tim: ⁽⁸⁾ _____ (Aunt Alice / look after them) when we are away?

Mr Green: Yes. I've asked her to help.



Grammar in use

3 Work in pairs. Ask and answer questions about what the Greens will see and do during their stay at the Starlight Hotel.

What will the Greens see at the Starlight Hotel?

They'll see the stars and the Earth. What are they going to do there?

...

...

Section 3 Expressing and communicating ideas



Speaking

Think

How will you prepare for a trip to space?

Talking about plans for a trip to space

Imagine that you are going to go on a trip to space. Talk in pairs about your plan for the trip.

When you plan for the trip, you need to know:

- how long the trip will take
- what the ride in a spaceship will be like
- what to see and do in space

...

S1: Life in space is quite different from life on Earth. What will you prepare for your trip?

S2: I will pack ...

S1: What are you going to do when you are in the spaceship?

S2: I'm going to ...

S1: Where will you travel, and what will you do there?

...



Improving your pronunciation

Listen and repeat. Pay attention to the letters in blue.

/ə/

camera
gravity

tomorrow
weaker

/ɜː/

earth
first

turn
work

/l/

leave
less

kilometre
travel

/r/

breathe
gravity

return
wrong

/h/

happy
have

help
hope

- (1) I'm so happy! Tomorrow I'll be one of the first students to travel into space.
- (2) The spaceship will leave the Earth at 9:00 a.m.
- (3) Because of the low gravity, our bodies may get weak, so we'll have to do exercise every day.
- (4) The Moon is a strange and mysterious place.

 Writing

Writing a post about a dream trip to space

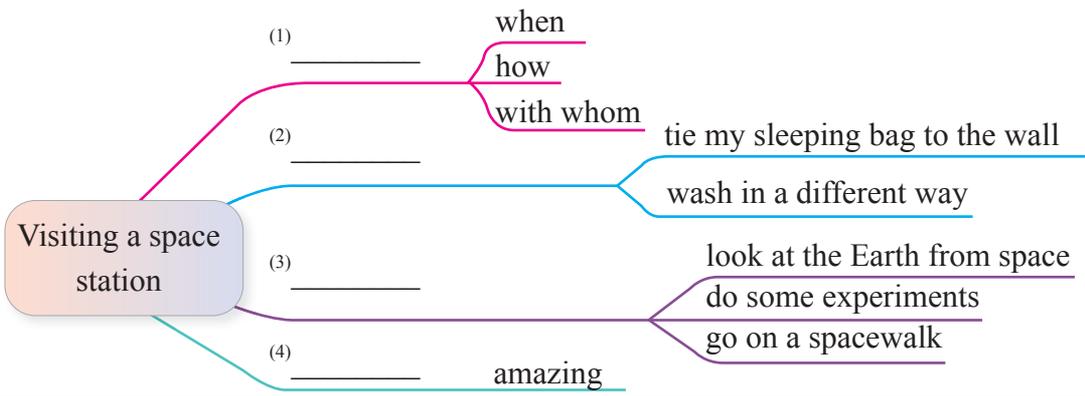
← → ↻ ☆ ☰

Space Adventure

Have you ever dreamt of travelling to space? Now comes your chance: write a post about your dream trip and send it to us. The writer of the best post will win a free trip to space!

1 David drew a mind map before he wrote about his dream trip. Complete the mind map and then read the post to see if you were right.

- a What the trip will be like
- b Things I am going to do there
- c Things I will have to do there
- d Introduction



David
2053/11/5 20:05

I hope I can travel into space with my family one day. This is what my dream trip looks like. First, my family and I will fly out into space on a spaceship. When we get into orbit^①, we will visit a space station. It will take us about six hours to get there.

Things are very different in space. There is much less gravity, so we will have to tie our sleeping bags to the wall when we sleep. We will also have to wash our hands and brush our teeth in a different way.

When we arrive at the space station, I will first look out of the windows and enjoy the view of the Earth. After that, I would like to do some experiments. I really want to study how plants grow in space. Next, I'm going to put on a spacesuit and go on a spacewalk.

I really look forward to travelling into space someday—it will be an amazing experience!

Like Reply

76 ① orbit /'ɔ:bit/ n. (天体等运行的) 轨道

2 Now write a post about your dream trip to space.

Step 1 Plan Think about where you want to go (e.g. the Moon, Mars). Then, list the things you want to write about. Use the mind map in Exercise 1 to help you organize the information.

Step 2 Write Write your post.

Step 3 Check and revise Tick (✓) the boxes to check your writing, and then revise it.

- I focused on a clear topic in each paragraph.
- I described what I will have to do in space, such as _____, and what I am going to do there, such as _____.
- I used the words and expressions I learnt in this unit.
- I used correct spelling, grammar and punctuation.

Section 4 Extending and developing competencies

Focusing on culture

Among all the planets in the solar system, Mars is the one that humans have been most curious about. Let's learn about Tianwen-1 and find out more about Mars exploration.

Think

How have Chinese people explored space over the years?

1 Read the article and find out how Chinese people have studied Mars. 🎧

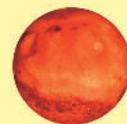
Exploring Mars

On 23 July 2020, China's first Mars lander, Tianwen-1, was sent into space from Wenchang, Hainan Island. The spacecraft^① takes its name from an ancient poem by Qu Yuan^② (340–278 BCE^③). “Tianwen” means “Questions to Heaven” and expresses China's determination to explore the universe.

- 5 Mars has interested people for thousands of years. Around 3,000 years ago, in ancient China, people already knew about the planet and began to study how it moved in the sky. However, it was difficult to find out more about it before the 20th century. Thanks to the work of scientists, we have learnt a lot about Mars. Spacecraft like Tianwen-1 will help us find out more about
10 our red neighbour.



After travelling more than 470 million kilometres, Tianwen-1 reached the red planet on 10 February 2021. The craft circled around the planet for three
15 months before landing on the surface on 15 May. There, it released a 240-kilogram rover^④ named Zhurong.



- During the next 100 days, Zhurong drove 1,000 metres on the
20 planet's surface and continued its travel. It took photos of Mars and studied different kinds of rocks, and then it sent the information back to the Earth. The success of Tianwen-1 is only the beginning of China's Mars exploration programme. Maybe one day Chinese astronauts will visit Mars.

① spacecraft /'speɪskra:ft/ n. 航天（飞行）器；宇宙飞船 ② Qu Yuan 屈原

③ BCE /,bi: si: 'i:/ abbr. 公元前 ④ rover /'rəʊvə(r)/ n. 天体登陆车

The Chinese official Wan Hu^① of the Ming dynasty is said to be the world's first "astronaut". He tried to launch himself into outer space by sitting in a chair with rockets attached. The crater^② "Wan-Hoo" on the far side of the Moon is named after him.

Notes

2 Answer the questions below with the information from the article on page 78.

- (1) How did the spacecraft Tianwen-1 get its name? What does it mean?
- (2) How long did Tianwen-1 circle around Mars before it landed?
- (3) What did Zhurong do on the surface of the red planet?

3 Complete the sentences with the words below. Change the form if necessary.



express neighbour programme surface universe

- (1) There are bright and dark areas on the Moon's _____.
- (2) Mars is the Earth's red _____.
- (3) The Chang'e Project is part of China's space _____.
- (4) When I grow up, I want to become an astronaut so that I can explore the _____.
- (5) Words can't _____ how excited I am now.


Your ideas

4 Research the achievements of Chinese space exploration and draw a timeline.


Exploring more

Do some research on Chinese space exploration. You can find out:

- What important missions do we have?
- How many people have been to space? Who are they?
- What achievements have been made?

① Wan Hu 万户 ② crater /'kreɪtə(r)/ n. (由巨物撞击形成的) 坑



Cross-curricular connection | Space science

For thousands of years, human beings dreamt of exploring the night sky. It took a lot of hard work to make this dream come true.

1 Read about different firsts in space below. Match the years and headings (1–6) with the paragraphs (a–f). 

Famous firsts in space

(1) 1957
the first satellite

(2) 1961
the first manned space flight

(3) 1965
the first spacewalk

(4) 1969
the first manned Moon landing

(5) 1971
the first space station

(6) 2019
the first unmanned spacecraft on the Moon's far side

a The Soviet Union ^① sent the space station Salyut 1 into orbit. Later that year, three Soviet astronauts visited the space station. They spent 23 days there.

b The Chinese spacecraft Chang'e-4 landed on the far side of the Moon. The spacecraft brought with it the second Chinese lunar rover Yutu-2.

c The American astronauts Neil Armstrong and Buzz Aldrin landed on the Moon. They collected rocks and brought them back to the Earth.

d The Soviet astronaut Yuri Gagarin flew into space on the spacecraft Vostok 1. He travelled around the Earth once. The whole flight lasted 108 minutes.

e The Soviet astronaut Alexei Leonov went on a 12-minute spacewalk.

f The Soviet Union sent the satellite Sputnik 1 into space. It stayed in orbit for three months.

2 Work in groups. Find information about different firsts in Chinese space exploration and share your findings with the class.

① the Soviet Union /ðə ,səʊviət 'ju:niən/ 苏联

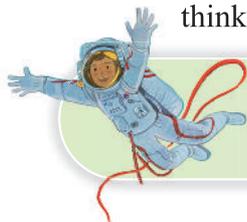
Checking your progress

Project

Making a leaflet^① about space travel

In this project, you will make a leaflet to get people to sign up for a trip to space.

Step 1 Work in groups. Decide on where people will go for the space trip and think of a name for the trip.



During the trip, you will visit:

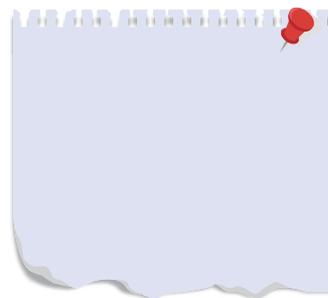
the Moon Mars a space hotel a space station

Step 2 Plan your leaflet. You may consider these questions when planning.

- How will you get there?
- When and where will you take off?
- How long will it take to get there?
- What will travellers see and do there?
- How much will it cost?
- How can people get in touch with you?

...

Step 3 Think of an eye-catching slogan^② and decorate your leaflet with pictures to get people to sign up.



Step 4 Present your leaflet to the class, and vote for the best slogan, the best design and the most impressive leaflet.



Wits corner

The Earth is the cradle of humanity, but one cannot remain in the cradle forever.

— Konstantin Tsiolkovsky

① leaflet /'li:flət/ *n.* 传单 ② slogan /'sləʊgən/ *n.* 标语; 口号

Unit 6

Travelling around Asia



Key question

How do we introduce a city or town?

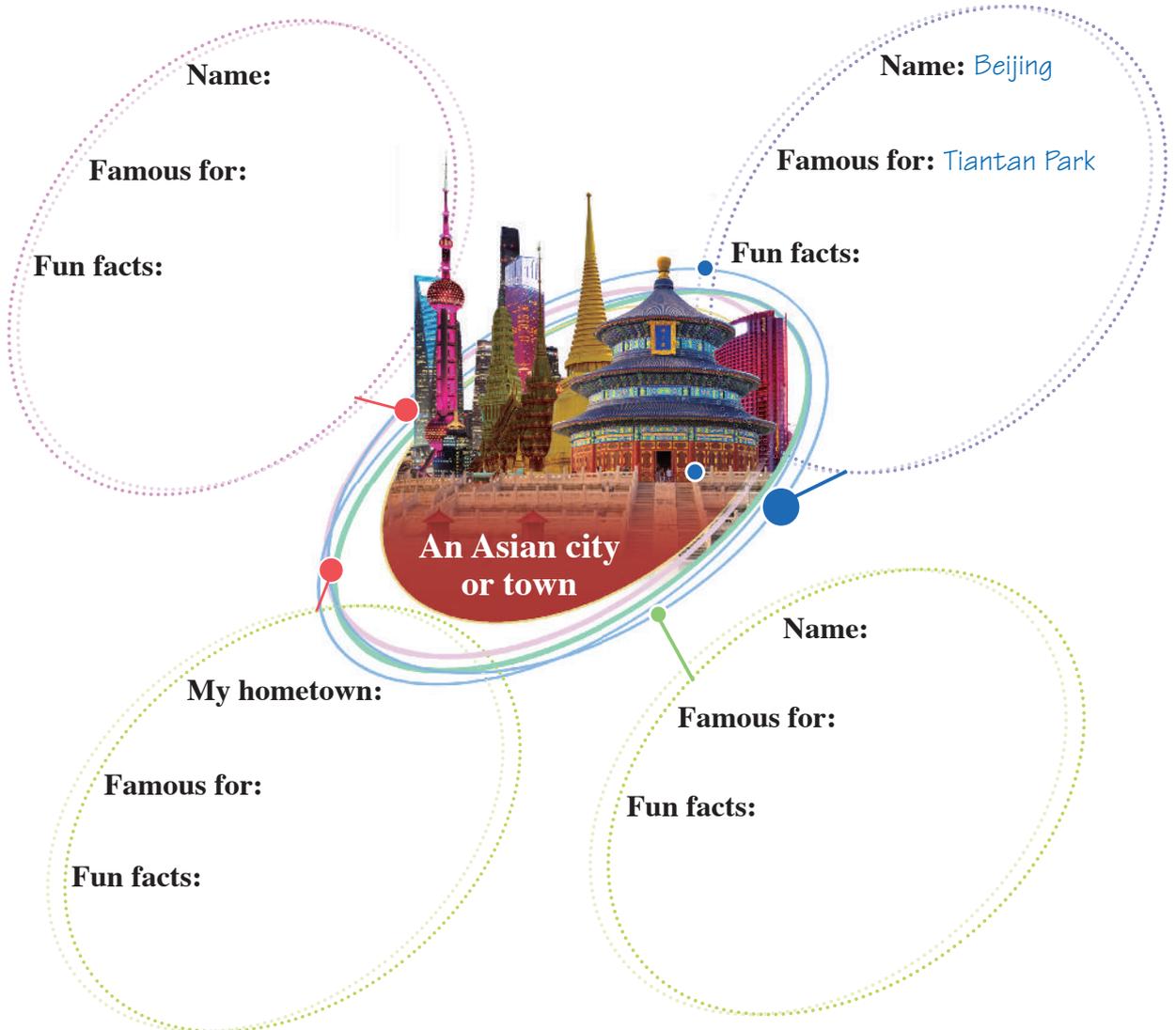
Unit objectives

I can:

- ❑ describe some tourist spots in my city or town.
- ❑ talk about what we can see and do in some famous Asian cities.
- ❑ make suggestions on what tourists can do in my city or town.
- ❑ understand the importance of World Heritage Sites.



First thoughts



- What tourist spots are there in your city or town?
- What do you know about some famous cities in Asia?
- What can tourists see and do in your city or town?
- Why are World Heritage Sites important?

Section 1 Experiencing and understanding language

Reading

Think

What tourist spots are there in your city or town?

Before you read

1 Look at the map of a city. Label the places on the map with the words and phrases below. Then describe a similar place in your city or town.



bridge
library

museum
park

theatre
train station

TV tower
square



- | | | | |
|-----------|-----------|-----------|-----------|
| (1) _____ | (2) _____ | (3) _____ | (4) _____ |
| (5) _____ | (6) _____ | (7) _____ | (8) _____ |

2 Talk in pairs about your favourite place in your city or town.



My favourite place is the city park. It's a large green area in the city centre, and it's a nice place to walk around. I sometimes fly kites there. What about you?



My favourite place is ...

3 Shanghai is a big city. In pairs, share what you know about it.

Read the Shanghai travel guide and find out more about the city. 🎧

A guide to Shanghai 📍

In Shanghai, East meets West, and tradition meets modernity. When you visit the city, you can explore famous places and see China's past and present. Here are three of Shanghai's best tourist spots.

Xintiandi

- 5 Xintiandi is famous for its *shikumen* buildings from the 19th century. These buildings are a mix of traditional Chinese and Western styles. Today, the area is a very popular tourist spot, with lots of restaurants and shops. You can also visit the Site of the First National Congress of the Communist Party of China (CPC) in Xintiandi, and there is
- 10 a large museum there. You can learn a lot about the history of the CPC if you go inside.



The Bund

- The Bund is where old meets new. Look west, and you will see many old Western-style buildings. Look east across the Huangpu River, and
- 15 you will see skyscrapers^①. At night, these tall buildings light up the sky.



Yu Garden

- Yu Garden, or Yuyuan, is in the centre of the old city. This garden is over 400 years old. If you enjoy history and culture, you will love this place. Inside, there are many beautiful traditional buildings. You can also buy local
- 20 food and gifts there.



Other information:^②

- Site of the First National Congress of the CPC: open from Tuesday to Sunday, 9:00–17:00; free.
 - Yu Garden: open from Tuesday to Sunday, 9:00–16:30; adults ¥30, students and seniors ¥15.
- 25



Reading strategy

Using text features

Text features, such as the title, subheadings, pictures or maps, help readers understand the information in the text. Look at the title, subheadings and pictures in the travel guide. What information can you get from them?

① skyscraper /'skɑːskreɪpə(r)/ n. 摩天大楼

② 此处信息仅供参考，景区开放时间和票价可能随政策或季节变化而调整。

Reading comprehension

1 Kelly is going to visit Shanghai. Complete her notes below with the information from the travel guide on page 85.

Place	Things I can see there	Things I can do there
Xintiandi	(1) _____ buildings	<ul style="list-style-type: none"> • go to (2) _____ • visit the Site of the First National Congress of the CPC
(3) _____	(4) _____	walk along the Bund and enjoy the amazing night views on both sides of the Huangpu River
(5) _____	an over 400-year-old garden with (6) _____	(7) _____

2 Read the travel guide again and answer the questions below.

(1) What is the text about?

(2) Why did the writer use the pronoun “you” in the description?

(3) Find sentences to support the idea of “East meets West, and tradition meets modernity”.



3 Discuss the questions below.

Which tourist spot in the travel guide would you most like to visit? Why?

Vocabulary practice

1 Find the words in *italics* from the travel guide on page 85. Then match the sentence halves.

- | | |
|---|--|
| (1) In a travel <i>guide</i> , | a its design and how it looks. |
| (2) If you are an <i>adult</i> , | b you will find interesting information about a place. |
| (3) The <i>style</i> of something (e.g. a building, clothes) is | c many people like it. |
| (4) If something is <i>popular</i> , | d you are 18 or older. |
| (5) A <i>site</i> is | e a place you can visit. |

2 Complete the travel guide of Guangzhou with the words in *italics* from Exercise 1. Change the form if necessary.

Guangzhou is an amazing city, and there are many ⁽¹⁾ _____ places to visit there. Here is some information about a few must-see tourist ⁽²⁾ _____:

- If you want to see traditional buildings, you should visit the Chen Clan Ancestral Hall. It was built in the Qing dynasty and is now a museum. (Open every day 9:00–17:30; ⁽³⁾ _____ ¥10, children under 18 or seniors 60 and older free.)
- The Guangzhou Opera House is on the north side of the Pearl River and is one of the most beautiful buildings in the city. The ⁽⁴⁾ _____ of the building is very unusual, and it looks like something from a science fiction film!
- Go on a boat trip on the Pearl River. You will get a great view of the 600-metre tall Canton Tower from the river. Make sure you read about this famous landmark in your travel ⁽⁵⁾ _____ before you go!

3 What are some popular tourist spots in your city or town? Make sentences to introduce two or three of these places with the words and phrases below.



a mix of
explore

famous for
in the centre of

modern
the site of

tourist spot
traditional



Word building

Adjective suffix: *-al*

We can add *-al* to the end of some nouns to make adjectives.

nation → *national* *tradition* → *traditional*

Can you give more examples of making adjectives this way?

 **Listening**

Think

What do you know about some famous cities in Asia?

Famous cities in Asia

- 1 *Imagine that you are a travel agent. You need to introduce three cities in Asia to a customer. Which three cities would you like to introduce? Why?*
- 2 *Miss Zhou is a travel agent. She is describing three famous cities in Asia. Listen and complete the notes.* 

City	Famous local food	Popular tourist spots
Beijing	(1) _____	(2) _____ and the Great Wall
Singapore	Hainanese (3) _____	the (4) _____ Botanic ^① _____
Bangkok	spicy ^② food and (5) _____	temples ^③

- 3 *Listen again. Then complete Miss Zhou's recommendations for her customers.* 

Customer 1: I love plants, and I enjoy looking at interesting flowers.

Miss Zhou: You should visit (1) _____.
You can see many unusual plants there.

Customer 2: I'm interested in traditional South East Asian culture.

Miss Zhou: You can visit (2) _____
and learn about the (3) _____ in Thailand.

Customer 3: I love old Chinese gardens.

Miss Zhou: You can see some amazing examples of Chinese garden designs at (4) _____
in Beijing.



 **Your ideas**

- 4 *Discuss the questions below.*

- (1) What else do you know about these cities?
- (2) Which tourist spot there would you most like to visit? Why?

① botanic /bə'tænik/ *adj.* 植物的 ② spicy /'spaisi/ *adj.* 加有香料的
③ temple /'templ/ *n.* 庙宇; 寺院



Grammar

Conditional sentences (1)

We use **conditional sentences** to talk about possible actions and the likely results of these actions.

Read the passage about Ocean Park in Hong Kong and underline the sentences with *if*.

Ocean Park is one of the most interesting places in Hong Kong. If you visit the park, you will have a lot of fun. You can see lots of sea animals there. There are also giant pandas and other unusual animals in the park. If you want to try something exciting, you can try the different rides at the Summit^①. You will get a bird's-eye view of the whole park if you ride on the cable car.



Let's sum up the rules!

- The verb in the **if-clause** is in the simple present. The verb in the **main clause** is in the simple future.

The **if-clause** describes a possible action.

→ If you visit the park, you will have a lot of fun. ←

The **main clause** shows the likely result.

- We can also put the **if-clause** after the **main clause**.

main clause

You will get a bird's-eye view of the whole park if you ride on the cable car.

if-clause

Look!

We can also use modal verbs, such as *can*, *should*, in the **main clause**.

If you go to Beijing, you **can visit** the Summer Palace.

① the Summit /ðə 'sʌmɪt/ (香港海洋公园内的) 高峰乐园

1 William is planning a trip, and he is asking his friend Su Wen for travel advice. Complete Su Wen's advice by matching the sentence halves. Then fill in the blanks.

If it is rainy,
 If you want to relax in the sun,
 If you want to go to tourist spots
 outside the city,
 If you are brave enough,

you can go shopping.
 you should try the roller coasters
 there.
 you can go to the beach.
 you can rent a car.

Su Wen: Hi, William, what are you going to do this weekend?

William: I'm going to Shenzhen. Can you recommend some places to go?

Su Wen: ⁽¹⁾ _____
 Shenzhen has a lot of beautiful beaches. You can make sandcastles or swim in the sea. You can also go to the amusement parks in Shenzhen.
⁽²⁾ _____

William: That sounds good! I've checked the weather report, and it says it will be rainy on Saturday and Sunday.

Su Wen: I see. ⁽³⁾ _____
 There are many fancy shopping malls. You can also try some local food.

William: That's a good idea! Can I take public transport everywhere?

Su Wen: Public transport is fine if you stay in the city centre. ⁽⁴⁾ _____

William: Thank you for your advice.

Su Wen: You're welcome.



Grammar in use

2 Your friend is planning to come and visit you during the school holiday. He / She wants to do some activities in your city / town. Use conditional sentences to give him / her some suggestions on what to do.

There are many things you can do here. If you go to / want to ..., you will / can ...

Section 3 Expressing and communicating ideas



Speaking

Think

What can tourists see and do in your city or town?

Making suggestions on visiting your city / town

Role-play a conversation between a travel agent and a tourist. The travel agent should give advice on what to do in his / her city / town. 

The tourist may ask some of these questions:

- Which places can I visit in ...?
- How do I get there?
- What is special about the place?
- What can I see and do there?

S1: Which places can I visit in Beijing? I'm really interested in ancient Chinese art.

S2: Well, if you want to see ancient art, you can visit the National Art Museum of China. The museum is in the centre of Beijing, near the Palace Museum. It has ...

...



Improving your pronunciation

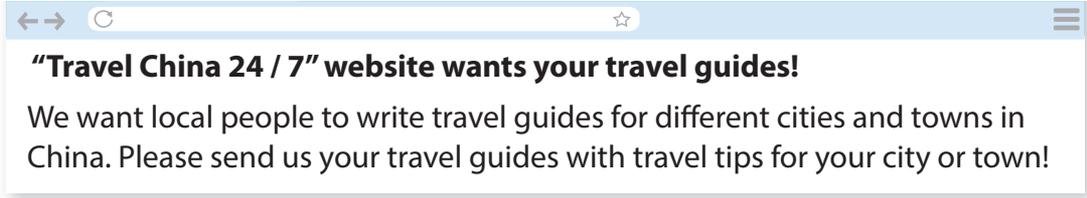
Listen and repeat. Pay attention to the letters in blue. 

/ f /	beautiful	enough	famous	photo
/ v /	every	love	very	visit
/ ʃ /	dish	machine	shoe	shop
/ ʒ /	garage	measure	pleasure	usually
/ θ /	both	maths	three	twentieth
/ ð /	other	there	these	with

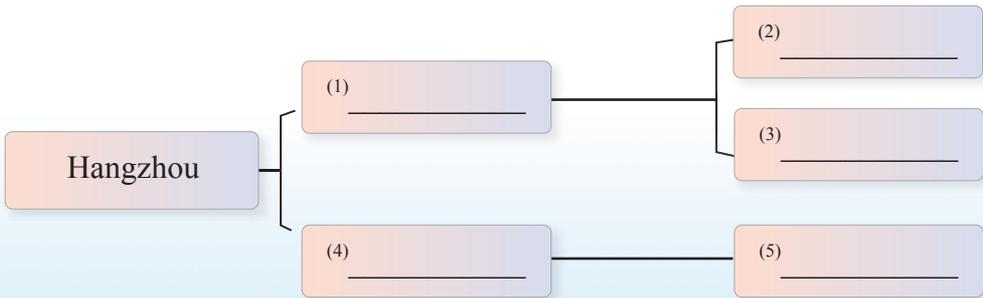
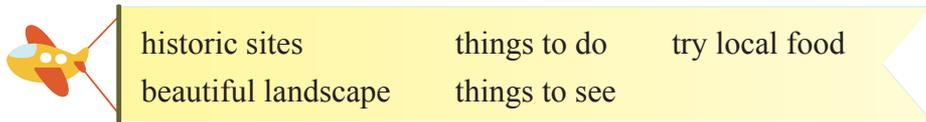
- (1) If you visit the city, you can explore some famous places and see both the past and present of the city.
- (2) You can visit the Site of the First National Congress of the Communist Party of China in Xintiandi.
- (3) There is now a large museum. Thousands of visitors come to see the amazing art treasures inside.
- (4) Today, this place is a popular tourist spot with lots of restaurants and shops.

 Writing

Writing a travel guide



1 Sun Hui drew a mind map before she wrote a travel guide. Complete the mind map with the phrases below, and then read the guide to see if you were right.



A local's guide to Hangzhou

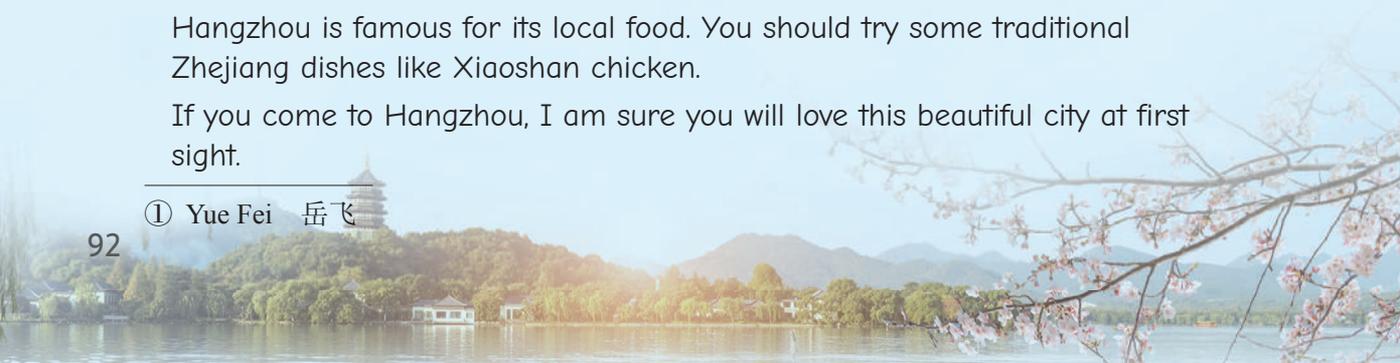
Welcome to my hometown—Hangzhou. It is a city with a long history, amazing views and delicious food. There are a lot of things to see and do here.

West Lake is a must-see spot in Hangzhou. The lake is to the west of the old city centre. It is on the UNESCO World Heritage List because of its long history and beautiful landscape. If you go there, you will see the mountains and parks around the lake. There are also many historic sites, such as the Yuewang Temple. It was built in memory of the famous general Yue Fei^①.

Hangzhou is famous for its local food. You should try some traditional Zhejiang dishes like Xiaoshan chicken.

If you come to Hangzhou, I am sure you will love this beautiful city at first sight.

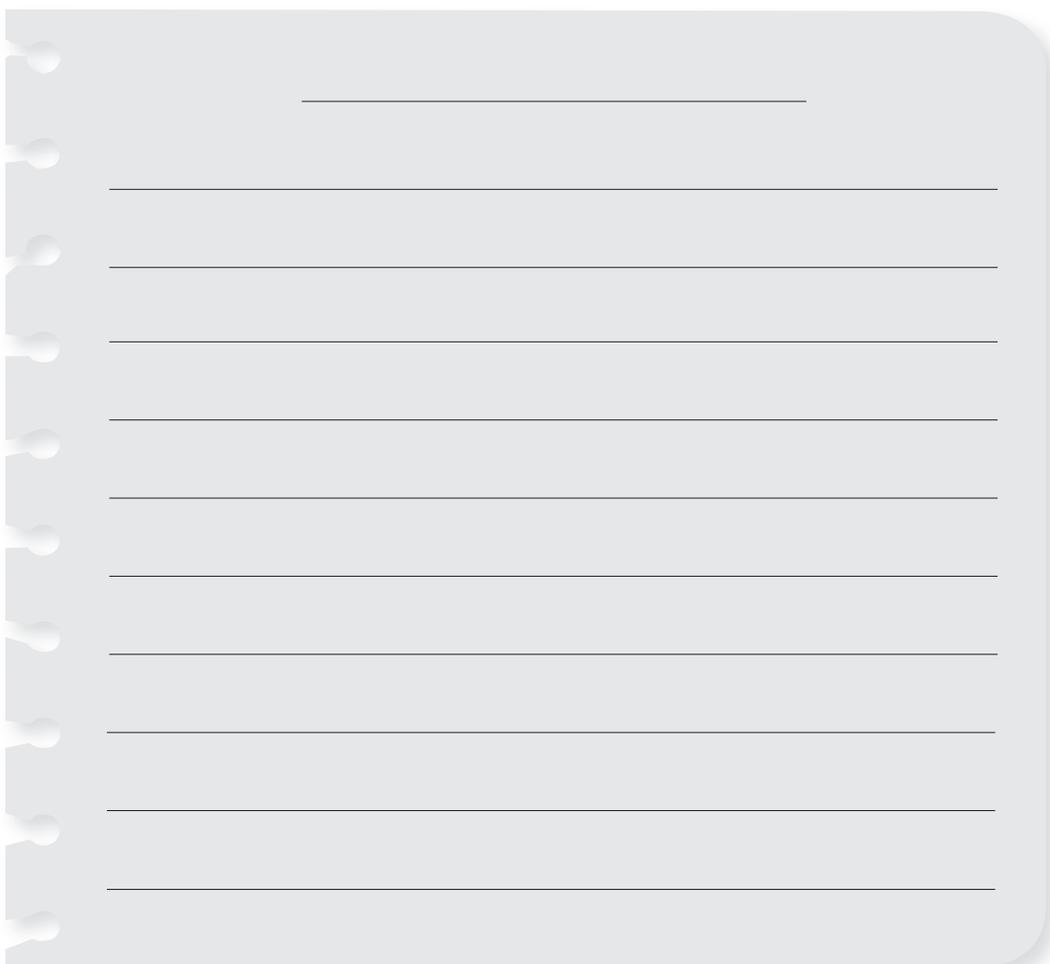
① Yue Fei 岳飞



2 Now write a travel guide for your city or town.

Step 1 Plan Think about your city or town. List different things (e.g. tourist spots, local food) to include in the article. Use the mind map in Exercise 1 to help you organize the information.

Step 2 Write Write your travel guide.



Step 3 Check and revise Tick (✓) the boxes to check your writing, and then revise it.

- I introduced _____ in the city / town.
- I focused on a clear topic in each paragraph.
- I used the words and expressions I learnt in this unit.
- I used correct spelling, grammar and punctuation.

Focusing on culture

Think

Why are World Heritage Sites important?

Before you travel, how do you decide where to go?
A list of World Heritage Sites may give you some ideas.

1 Read the introduction to two World Heritage Sites on a travel agency's website. 🎧



World Heritage Sites in Asia



There are over 1,000 World Heritage Sites around the world. Some of them are natural, and some are man-made. We protect these places because they are very special and important to world culture. There are almost 300 heritage sites in Asia. China has the second largest number of heritage sites in the world.

Here are two famous World Heritage Sites in Asia.

Mogao Caves, Dunhuang, China

10

Dunhuang is a historic city in Gansu. As the Silk Road developed, Dunhuang became China's western gateway to the world. Here, different cultures met and influenced each other. If you visit Dunhuang, you can see the Mogao Caves. You will see amazing artworks if you go inside. Many of the paintings show scenes from daily life along the Silk Road.



15

Taj Mahal, India

20

The Taj Mahal is one of the most wonderful buildings in the world. Emperor Shah Jahan built it in the 17th century in memory of his wife. Beautiful white stone covers the walls, and there is a long pool in front of the building. If you visit the Taj Mahal on a clear day, you will see its reflection in the water.



If you travel around Asia, you must visit these amazing World Heritage Sites!

World Heritage Sites are very important places in world history. Experts from UNESCO have made a list of the most important sites to protect. There are more than 50 World Heritage Sites in China, such as the Great Wall, West Lake, Imperial Palaces of the Ming and Qing dynasties in Beijing and the Mogao Caves in Dunhuang.

Notes

2 Answer the questions below with the information from the introduction on page 94.

- (1) Why do people protect World Heritage Sites?
- (2) What will tourists see in the Mogao Caves?
- (3) What makes the Taj Mahal different from other buildings?

3 Find the words and the phrase in the introduction and match them with their meanings.

- | | |
|----------------------------|---|
| (1) become (line 9) | a to start to be something |
| (2) influence (line 11) | b an image in a mirror, on water, etc. |
| (3) scene (line 14) | c a view of a place or an event |
| (4) in memory of (line 18) | d to have an effect on |
| (5) reflection (line 21) | e made, built (etc.) to remember someone after they died |



Your ideas

4 Discuss the questions below.

Which of the two World Heritage Sites in the introduction do you want to visit first? Why?



Exploring more

There are many other World Heritage Sites in China and around the world. Which sites have you heard of, and what do you know about them? Find three more World Heritage Sites and learn something about them. The questions below may help you:

- Where is the site?
- What is special about it?



Cross-curricular connection | Geography

The first compass was invented in China, and the points of the compass are still very important in everyday life. We use them when we read maps and give directions.

1 Read the passage and learn how to use compass points to read a map. 

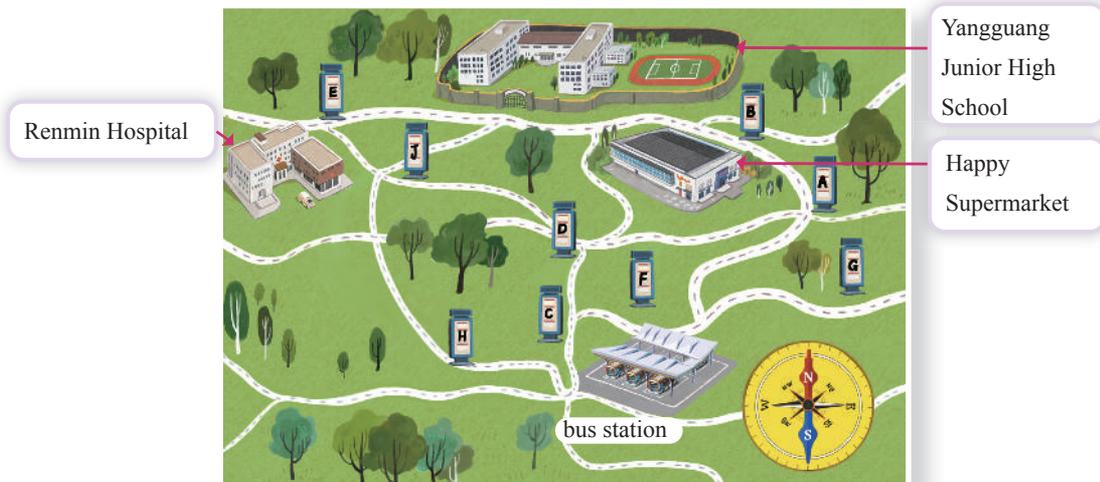
The compass and the map

This is a compass. It's got four points in a cross, like this: **+**.
The points of the compass are north, east, south, and west.
The red needle points north.



We can add more points to the compass. These points are in a cross like this: **×**. North-east is between north and east. Its symbol is NE.
What do N, W, E, S and NE, SE, SW, NW mean on the compass?

2 Look at the map. Then use compass directions to complete Mrs Li's route.



Mrs Li is a school bus driver. She drives the same route every day. We can describe her route with compass points.

She starts at the bus station. Then she drives north to bus stop D. She goes ⁽¹⁾ _____ to bus stop A and passes Happy Supermarket on the way. Then she goes ⁽²⁾ _____ to bus stop B. After bus stop B, she goes ⁽³⁾ _____ and passes Yangguang Junior High School. Then she goes ⁽⁴⁾ _____ to bus stop J. After that, she drives ⁽⁵⁾ _____ to bus stop H and passes the Renmin Hospital on the way. After bus stop H, she goes back to the bus station.

3 Work in pairs and draw a map of your area. Describe how to go from your house to your school.

Checking your progress

Project

Making a two-day travel plan of an Asian city

In this project, you are going to make a travel plan of an Asian city.

Step 1 In groups, think of an Asian city you would like to visit and find some basic information about it.

- Location
- Tourist attractions / scenic spots
- Local food and special products
- Transport

Step 2 Find more information about that city on the internet. Complete the table below.

Places to visit in _____ (city)

Place	Things to see / do	Opening time	Transport	Ticket

Step 3 Use the table in step 2 to plan your activities in the city. Then complete the schedules below.

Day 1

Time	Place to go	How to get there	Things to see / do
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Day 2

Time	Place to go	How to get there	Things to see / do
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Step 4 Share your group's travel plan with the class.



Wits corner

Read ten thousand books and travel ten thousand *li*.

— Dong Qichang^①

① Dong Qichang 董其昌 (1555 — 1636), 明代书画家、文学家。该句译自《画禅室随笔·卷二》。

Unit 7

Fun after school



Key question

How do you make after-school activities fun and educational?



Unit objectives

I can:

- ❑ talk about my after-school activities.
- ❑ explain why we join school clubs.
- ❑ make suggestions on improving after-school activities.
- ❑ talk about special days at my school.



First thoughts



- Why do you attend school clubs?
- What club activities have you taken part in?
- What after-school activities did you do recently?
- What special days do you have at your school?

Section 1 Experiencing and understanding language

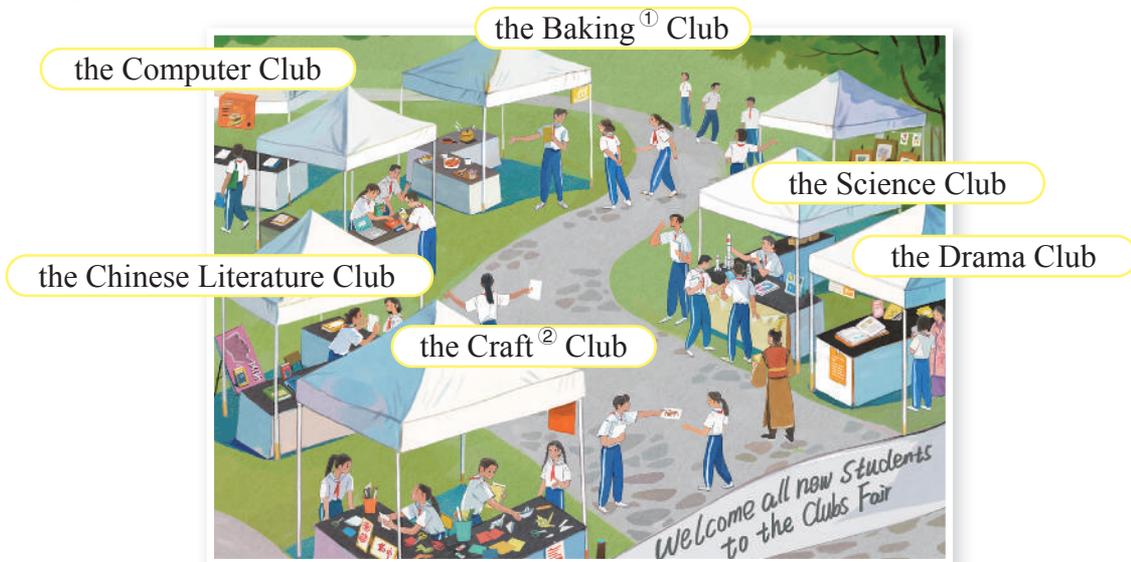
Reading



Why do you attend school clubs?

Before you read

1 Match the school clubs with the activities below. Do you have any similar clubs at your school?



In this club, you will / can ...

- (1) do some amazing experiments _____
- (2) learn computer skills _____
- (3) make kites and paper-cuts _____
- (4) learn to act and put on a play _____
- (5) appreciate Chinese literature _____
- (6) make delicious cakes and sweets _____

2 Discuss in pairs which of these school clubs you want to join and why.



Which school club do you want to join?



I will definitely join the Science Club. I like doing science experiments. What about you?

The Baking Club looks interesting. I want to learn how to make cakes.

① bake /beɪk/ v. 烘烤; 焙 ② craft /kra:ft/ n. 手工艺; 工艺

Read the story and find out which clubs Li Na and Liu Wei visited. 🎧

The Clubs Fair



Li Na and Liu Wei are new students at Yangguang Junior High School. Last month, they went to the Clubs Fair. The fair was very crowded, but it was also a lot of fun.

- 5 First, Li Na and Liu Wei learnt about the Rocket Club.

“Our club will teach you how to design and build rockets. Then you can launch them into the sky,” a boy said. “Watch!”

- 10 He took a rocket and launched it. The rocket took off into the sky and disappeared. Li Na and Liu Wei were very surprised.

A girl suddenly shouted, “Watch out!”

A moment later, a toy plane quickly flew past Li Na and Liu Wei.

“I’m so sorry!” said the girl. “It’s a cool plane, isn’t it? It runs on solar power.”

- 15 “It’s amazing! Which club are you in?” asked Li Na.

“The Solar Power Club, of course! We build all kinds of wonderful machines. They get their energy from the sun.” The girl then passed the remote control to Li Na. “It is fun to fly the plane around the sports ground!” said Li Na.

- 20 “Wow, look at those beautiful paper-cuts over there,” Liu Wei said excitedly. Li Na turned around and looked at the Craft Club’s table.

A member of the club started telling them about their club activities, “If you join our club, you will learn how to cut paper into many different pretty shapes. Would you like to have a try?”

Li Na and Liu Wei were very excited about those clubs.

- 25 “I want to join all the clubs!” said Li Na.

“Me too!” said Liu Wei.



Reading strategy

Summarizing

Summarizing means identifying the main idea and most important information, and then writing a brief summary. When you make a summary, keep in mind that you are answering the basic questions of *who*, *what*, *when*, *where*, *why*, and *how*. Leave out small details.

Can you write a summary of the article above?

Reading comprehension

1 What did Li Na and Liu Wei see at the Clubs Fair? Complete the table with the information from the story on page 101.

Name of the club	Club activities
the Rocket Club	learn how to design and build rockets
(1) _____	(2) _____
(3) _____	(4) _____

2 Read the story again and answer the questions below.

(1) What surprised Li Na and Liu Wei at the Rocket Club?

(2) How did the girl from the Solar Power Club introduce the club?

(3) What did Li Na and Liu Wei see at the Craft Club's table?

(4) How did Li Na and Liu Wei feel about attending the Clubs Fair?



Your ideas

3 Discuss the questions below.

(1) Which club(s) on pages 100 and 101 would you like to join? Why?

(2) What clubs do you have at school? What can you learn in these clubs?

Vocabulary practice

1 The words and the phrase in italics are from the story on page 101. Choose the correct answers to complete the sentences.

- (1) A *rocket* is a kind of spacecraft. It can _____.
 a move on water b fly very high c run very fast
- (2) If something runs on *solar power*, _____.
 a it gets its energy from the air
 b its energy comes from the sun
 c it is controlled by the sun
- (3) If you are a *member* of a club, you _____.
 a take part in club activities
 b lead the club
 c cannot join other clubs
- (4) If someone *shouts*, he / she _____.
 a laughs happily b cries out c talks quietly
- (5) The *shape* of something is the _____ it has.
 a height b colour c form

2 Li Na wrote about the fair in her diary. Complete the diary entry with the words and the phrase in italics from Exercise 1. Change the form if necessary.

Dear Diary,

Today, we went to our school's Clubs Fair. We saw lots of interesting things.

At one of the clubs, they showed us how to launch a ⁽¹⁾ _____ into the air. Then we heard someone ⁽²⁾ _____ "Watch out!" It was a girl from another club. She was flying a toy plane, and it quickly flew past us. She said sorry to us and explained that it runs on ⁽³⁾ _____. She let me have a try myself. It was really cool.

Then Liu Wei noticed lots of beautiful paper-cuts. They were all cut into interesting ⁽⁴⁾ _____, and a ⁽⁵⁾ _____ of the club told us all about their different activities.

We really want to join all the clubs, so I think we will sign up tomorrow.

3 Make an info sheet about a school club you are in or want to join.

Name of the school club	
Things I do / want to do there	
Why I joined / want to join	

 **Listening**

Think

What club activities have you taken part in?

An interesting outing

1 Work in pairs and talk about your last outing.

- (1) Where did you go?
- (2) What did you do there?

2 Listen to Liu Wei talking about his trip to Lucky Island with the Hiking Club. Put the pictures below in the correct order (1–4). 

a



b



c



d



3 Listen again and decide whether the statements are true (T) or false (F). 

- (1) Liu Wei met the other students and Mr Li on Saturday morning. T / F
- (2) They travelled to the island by bus. T / F
- (3) When they arrived, they went on a long hike. T / F
- (4) In the afternoon, they took some photos on the beach. T / F
- (5) They went home after dinner. T / F

 **Your ideas**

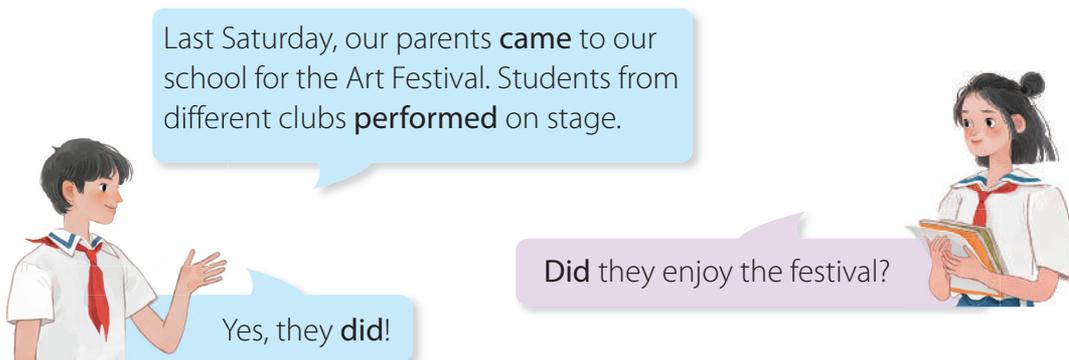
4 Share with the class a memorable outing experience or an exciting club activity.

Grammar

The simple past

We use **the simple past** to talk about things that happened (or did not happen) in the past.

Read the dialogue and pay attention to the words **in bold**.



Last Saturday, our parents **came** to our school for the Art Festival. Students from different clubs **performed** on stage.

Yes, they **did**!

Did they enjoy the festival?

Let's sum up the rules!

- For most verbs, we add *-ed* to form the simple past.
- We use *did* (i.e. the past form of *do*) to ask and answer *Yes / No* questions in the simple past.
- We often use time expressions with the simple past, such as *yesterday*, *last Saturday*, *last month*, *two weeks ago*.

Verbs	Simple past form	Examples
Most verbs	+ <i>-ed</i>	walk → walked
Verbs ending in <i>-e</i>	+ <i>-d</i>	use → used
Verbs ending in consonant + <i>-y</i>	y → <i>i + -ed</i>	carry → carried
Verbs ending in one stressed vowel + one consonant (except <i>w</i> or <i>y</i>)	Double the consonant + <i>-ed</i>	plan → planned stop → stopped

Look!

For some verbs, the past form does not follow the rules on page 105. We call these irregular verbs. For example:

be → was / were	feel → felt	make → made	wear → wore
break → broke	give → gave	sleep → slept	write → wrote
bring → brought	go → went	read → read	take → took
come → came	leave → left	think → thought	

1 Liu Wei is telling Li Na what he did yesterday. Complete the conversation with the correct form of the verbs in brackets.

Li Na: What did you do yesterday, Liu Wei?

Liu Wei: I ⁽¹⁾ _____ (go) for a walk in the woods. It ⁽²⁾ _____ (be) quite hot.

Li Na: Did you ⁽³⁾ _____ (wear) a cap?

Liu Wei: Yes, I ⁽⁴⁾ _____ (do). I ⁽⁵⁾ _____ (wear) my sunglasses too. But, I ⁽⁶⁾ _____ (drop) them onto the ground and ⁽⁷⁾ _____ (break) them!

Li Na: Oh, I'm sorry to hear that. What did you do next?

Liu Wei: I ⁽⁸⁾ _____ (feel) tired, so I ⁽⁹⁾ _____ (sleep) under a tree.

Li Na: Did you ⁽¹⁰⁾ _____ (enjoy) your day out?

Liu Wei: No, I ⁽¹¹⁾ _____ (not do)! I broke my sunglasses and I ⁽¹²⁾ _____ (leave) my cap on a tree!



Grammar in use

2 Write sentences about interesting things you did in the past two weeks.

Last Saturday, I took part in a book-sharing event at school. We talked about books we recently read and explained why we like them. ...

Section 3 Expressing and communicating ideas



Speaking

Think

What after-school activities did you do recently?

Talking about after-school activities

Work in groups and talk about some interesting after-school activities you recently did. Choose the most interesting activity and share it with your classmates. 🎧

- S1:** What interesting after-school activity did you do recently?
- S2:** Last Sunday, I attended the opening of a Chinese paper-cutting show at the city museum with the Craft Club.
- S3:** What did you do there?
- S2:** I saw many different kinds of paper-cuts on show, such as ...
- S4:** How did you like it?
- S2:** I enjoyed the show because ...
- S1:** Was there anything you didn't like about this activity? What can the club improve to make your experience better?
- S2:** I think ...
- ...

You can talk about:

- what the activity was
- things you did
- how you liked it
- how to improve it
- ...



Improving your pronunciation

Listen and repeat. Pay attention to the letters in blue. 🎧

/ t /

launched

remote

rocket

teach

/ d /

disappear

surprised

turned

wonderful

/ ɪd /

attended

excited

shouted

visited

- (1) Last month, Li Na and Liu Wei attended the Clubs Fair.
- (2) Li Na and Liu Wei turned around and looked at the Craft Club's table.
- (3) Li Na and Liu Wei were very excited about those club activities.

Writing

Writing a description of an after-school activity

← → ↻ ☆ ☰

Teen Post

What do you do after school? Write about an interesting after-school activity and share it with us. The best description will go on our website.

1 Wang Yao wrote about one of her after-school activities. Read the description and label the paragraphs.

a What did I do?

b How did I feel about it?

c What was the after-school activity?



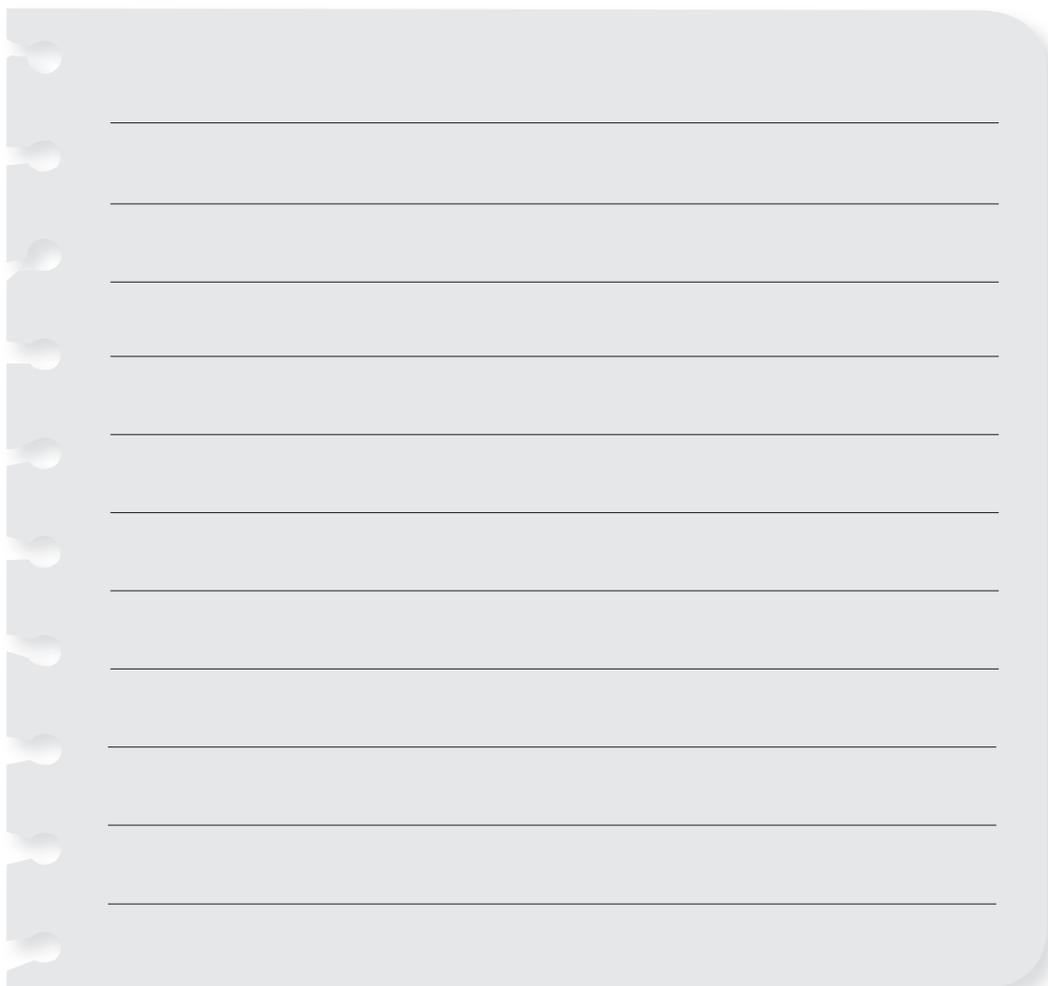
A fun charity sale

- (1) — [Last Wednesday, I took part in a fun charity sale at our school. We sold things to help those in need.
- (2) — [All the things on the tables were from students. There were fun toys, delicious snacks, interesting books and so on. I brought some handmade postcards. I made them myself. Students helped with the sale. I decorated the tables with posters and got all the cool things ready for sale. Our school gave the money to different charities.
- (3) — [It was so exciting to be a part of it. I am quite happy that everyone at our school came together, and it made a difference. I can't wait for the next charity sale.

2 Now write a description about your after-school activity.

Step 1 Plan Think about the after-school activity and list the things you want to write about. Use the questions in Exercise 1 to help you organize the information.

Step 2 Write Write your description.



Step 3 Check and revise Tick (✓) the boxes to check your writing, and then revise it.

- I wrote in detail about what I did in the after-school activity, such as _____, and how I felt about it.
- I used the simple past and suitable time expressions.
- I used the words and expressions I learnt in this unit.
- I used correct spelling, grammar and punctuation.

Section 4 *Extending and developing competencies*

Focusing on culture

What special days do children in other countries have at school? Do you do similar things at your school?

Think

What special days do you have at your school?

1 Read the article and learn about special days at schools in the UK and Australia. 

Special days at school

Sports Day at Hillside Primary School

Our school is in Norwich, England. We have Sports Day at school in June. It's a day for all the family. We have races for dads, mums and teachers.

- 5 We compete in different traditional races on Sports Day. I love the sack race^①. You stand in a sack and jump to the finishing line. It's a fun event! I like the egg and spoon race too. The eggs fall off the spoons. Luckily the eggs are hard!



The School Fête^② at Little Hampton Primary School

- 10 Our school is in Melbourne, Australia. Our annual school fête is in November. It's a fantastic day. The school is open to family and friends. You can do great activities for one or two dollars. You can buy cakes, books, and toys too. Last year, my mum baked apple pies for the fête, and they were very popular. The school uses the money for books, computers, and sports equipment. We also collect money for charity at the fête.



- 15 My maths teacher has got a tractor^③. It's very big. He gives tractor rides at the fête. It's great! You can try horse riding too. It's my sister's
20 favourite activity!

① sack race /'sæk reɪs/ 套袋赛跑 ② fête /fet/ n. 露天游乐会 ③ tractor /'træktə(r)/ n. 拖拉机

Every year, most primary schools in Australia organize a school fête. Different schools have their fêtes in different months. Some school fêtes have a history of many years. It's a chance for students to take part in a fun event with their families. Many local people join in the fête too.

Notes

- 2 Write down the activities on the special days with the information from the article on page 110.

Sports Day	The School Fête

- 3 Find the words in the article and match them with their meanings.

- | | |
|-------------------------|--|
| (1) compete (line 5) | a happening once a year |
| (2) spoon (line 8) | b amazing; really good |
| (3) annual (line 10) | c special things that you need for doing something |
| (4) fantastic (line 11) | d a thing with a round end that you use for eating or mixing food |
| (5) equipment (line 15) | e to take part in a race or game |



Your ideas

- 4 Discuss the questions below.

- (1) Which of the two special days would you like to have at your school? Why?
- (2) What special days do you have at your school? What can you do on those days?



Exploring more

What are school trips like in other countries? Go online and find out more about school trips in different countries.



Cross-curricular connection | Mathematics

Many students do different sports activities after school, and these play an important role in their daily lives. Doing regular exercise can help us become healthier and happier.

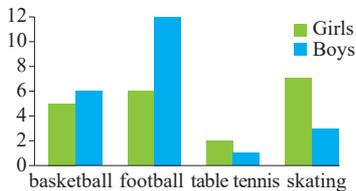
How active are you?

Class 7B did a survey about physical activity. They used charts to show their data.

Different charts are good for showing different kinds of data. 🎧

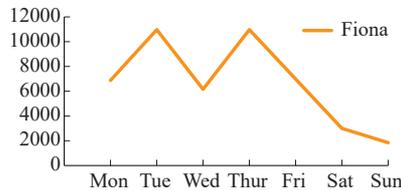
a

Sports in Class 7B



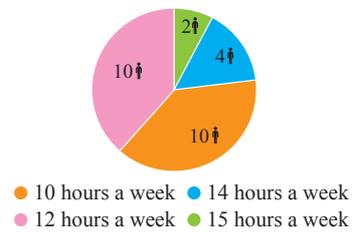
b

Fiona's steps in a week



c

Hours of sport per week in Class 7B



1 Look at the charts above and answer the questions.

(1) Which chart is

a bar chart? _____ a pie chart? _____ a line chart? _____

(2) Which chart gives information about

the sports students play? _____

the number of hours students play sport? _____

the number of steps a student takes in a week? _____

(3) Which chart shows information about

boys and girls? _____ one student? _____ 26 students? _____

2 Look at the charts again. How are they used to visualize the data? Match the sentence halves.

(1) The bar chart compares

a how things change over time.

(2) The line chart shows

b different groups.

(3) The pie chart shows

c different parts of one group.

3 Do a survey in your class. Ask your classmates one question about their after-school activities, and then choose a suitable chart to present your data.

Project

Making a poster about a new school club

School clubs allow students to do fun after-school activities. Now it is your turn to create a new school club and make a poster to attract students.

Step 1 Think of a school club that your school does not have. Decide on the name and objective. Make sure the club is interesting enough to attract students. You may use the example below to help you.

Club: Insect Club

Objective: learn about insects in a fun way

Step 2 Plan exciting club activities that are connected with the club's objective.

Possible activities for the Insect Club

- go on insect excursions^①
- meet insect experts
- collect different insects

...

Step 3 Make a poster about the school club and present it to the class. You may also add some pictures to it to make it more attractive.

Come and join our club!

Club: _____

Activities: _____

Objective: _____

Meeting times: _____

Recent club activities

_____ (time), we _____.

Then we _____ (activities).

picture

Step 4 Vote for the school club you want to join.



Wits corner

It is a happy talent to know how to play.

— Ralph Waldo Emerson

① excursion /ɪk'skɜːʃn/ n. 远足

Unit 8

Collecting as a hobby



Key question

Why do people collect things?

Unit objectives

I can:

- talk about what is interesting about collecting different things.
- describe what people often collect and how they feel about their collections.
- express my views on different kinds of collections.
- explain why we have museums.



First thoughts

Things people usually collect
People usually collect ...

Reasons for collecting things
Some people collect things because ...
Others ...



Collecting as a hobby

• What I / people around me collect

I ... My friend ...

• What I think of these collections

I think my / my friend's collection of ... is ...



- What is interesting about collecting different things?
- What do you think of collecting things?
- What do people usually collect?
- What can we learn from collections in museums?

Section 1 Experiencing and understanding language

Reading

Think

What is interesting about collecting different things?

Before you read

1 These students are talking about their collections. Complete the sentences with the words and phrases below.



key rings

model planes

shells^①

stamps

(1)

This is my collection of _____.



(2)

I'm a collector of _____.



(3)

I love my collection of _____.



(4)

I love collecting _____.



2 Talk in pairs about collecting things.

Do you collect anything?



Yes. I collect paper clips^② of different shapes. What about you?



① shell /ʃel/ n. 贝壳 ② paper clip /'peɪpə klɪp/ 回形针

Zhao Rui gave a presentation about his stamp collection. Read what he said about his collection. 🎧

Stamps have stories to tell

Dear class,

Today, I'm going to talk about my hobby. Some people play sports and others build models, but my hobby is collecting stamps. I love stamps because
5 they are very beautiful. They can also teach me about the history and culture of different countries.

I developed this hobby thanks to my grandpa. He is a stamp collector, and he owns thousands of stamps. Some of them are valuable, so he always handles them with great care. He even wears
10 white gloves to protect his stamps! Every Sunday my grandpa adds new ones to his collection, and I sometimes help him take old stamps from envelopes and postcards. He likes to tell me interesting stories about the different stamps. It is almost like a history lesson.

Let me show you an absolutely wonderful stamp of the Palace
15 Museum. It is my favourite because it was my first one. My grandpa bought it for me. "They built these buildings hundreds of years ago. It may seem impossible, but they built them without using a single nail!" he explained. My grandpa also shared many other interesting bits of history about the old palace. Thanks to this stamp, I became
20 interested in traditional Chinese buildings, and I started to collect similar stamps. Now I have over a hundred of them, and I am learning more and more about Chinese history and culture.

Thank you for listening! Any questions?



Reading strategy

Connecting personal experience to a reading passage

Good readers connect the information in a reading passage to their own experience. This makes it easier to understand the passage. For example, when you read the text above, you may ask:

Is Zhao Rui similar to or different from me?

Do I have the same hobby as my grandparents / parents?

Reading comprehension

- 1 One of Zhao Rui's classmates took notes during the presentation. There are four mistakes in the notes. Underline and correct them.

Zhao Rui likes collecting stamps because they are beautiful. He started collecting stamps thanks to his grandpa. His grandpa has hundreds of stamps, and he adds new ones to his collection every month. Zhao Rui got his favourite stamp from his grandpa. It is a stamp of modern Chinese buildings. Zhao Rui can learn a lot about the future of China by collecting stamps. He thinks stamp collecting is both meaningful and interesting.

- 2 Read the presentation again and answer the questions below.

(1) Does Zhao Rui's grandpa take good care of his stamps? How do you know that?

(2) Why does Zhao Rui like the stamp of the Palace Museum best?

(3) Why does Zhao Rui love collecting stamps?



- 3 Discuss the questions below.

(1) Do people around you collect things, or do you know of any famous collectors?

(2) What do they collect?

(3) Why do they collect those things?

Vocabulary practice

1 Find the words and the phrase in *italics* from the presentation on page 117. Then match the sentence halves.

- | | |
|--|--|
| (1) This stamp is very <i>valuable</i> because | a you provide them with a part of it. |
| (2) If you think something is <i>absolutely</i> wonderful, | b you put in new ones. |
| (3) If you <i>add</i> coins to your collection, | c it is the only one in the world. |
| (4) If you give someone a <i>bit</i> of information, | d it will be easier for you to understand it. |
| (5) If your teacher <i>explains</i> something clearly, | e you think it is very, very good. |

2 Zhao Rui's grandpa talked about Zhao Rui's stamp collecting. Fill in the blanks with the words and the phrase in *italics* from Exercise 1. Change the form if necessary.

I discovered this stamp of the Palace Museum online. It looked really interesting, so I bought it and gave it to my grandson Zhao Rui. He really liked this stamp, and I ⁽¹⁾ _____ to him how the palace was built. He got really curious about it, so he asked me to tell him some other interesting ⁽²⁾ _____ of history about the buildings.

My grandson is a stamp collector now, and he has ⁽³⁾ _____ many beautiful stamps _____ his collection. He has over a hundred now, and he especially likes stamps of traditional Chinese buildings. Zhao Rui always takes good care of his collection. I'm ⁽⁴⁾ _____ sure that many of his stamps will become very ⁽⁵⁾ _____ in the future.



3 Make sentences about things you collect or would like to collect with the words and expressions below.



collection explain own thousands of valuable
I collect / want to collect ... because ... It is ... to collect ...



Word building

Negative prefixes: *in-*, *im-*

We can add *in-* or *im-* to the beginning of some adjectives to make antonyms (i.e. words with the opposite meaning).

possible → *impossible*

Can you give more examples of making adjectives this way?

 **Listening**



What do you think of collecting things?

Things we collect

1 Discuss the questions about collecting things.

- (1) How do people usually build up a collection?
- (2) Does collecting things take a lot of money or time?

2 Listen to some TV interviews and tick (✓) the collections mentioned. 

- car models exotic^① plants pens stamps
 coins key rings soft drink bottles stickers

3 Who says these sentences? Listen again and tick (✓) the correct box. 

Sentences	Xia Wei	Dong Ming	Rex
(1) I've got 28. They're from different cities and countries.			
(2) My parents support me. They love my collection.			
(3) My parents think it's a waste of time and money.			
(4) I bought some of them at the flower market. I also got some from my friends.			
(5) They aren't expensive. I used my pocket money to buy them.			

Tip When you listen to a conversation between two or more people, pay attention to people's names and what they say. Note down the key words connected to their identity and relationship.

 **Your ideas**

4 Discuss the questions below.

- (1) Would you like to collect these things? Why or why not?
- (2) Which of them are easier / harder to collect and take care of? Why?

① exotic /ɪg'zɒtɪk/ *adj.* 来自异国的; 奇异的

Grammar

A Personal pronouns

We use **personal pronouns** to replace nouns that we have already talked about. There are **subject pronouns** and **object pronouns**.

Subject pronoun	I	you	he	she	it	we	you	they
Object pronoun	me	you	him	her	it	us	you	them

Read the short passage about Su Mei's collection and pay attention to the words **in bold**. Then find out who or what each personal pronoun refers to.

Su Mei collects rocks in her free time. **She** has rocks of different colours, shapes and sizes. **They** are from lakes, rivers, forests and mountains. Most of **them** are small, but some are as big as apples. Her favourite rock is a green one. **She** found **it** in the river near her home. **It** looks like a duck egg and has beautiful patterns.



Let's sum up the rules!

- We use **subject pronouns** in front of verbs.
- We use **object pronouns** after verbs or prepositions.

B Possessive adjectives and possessive pronouns

We use **possessive adjectives** and **possessive pronouns** to show that something belongs to someone or something.

Possessive adjectives	my	your	our	their	his / her / its
Possessive pronouns	mine	yours	ours	theirs	his / hers

Read what Jason said about his collection and pay attention to the words **in bold**.

I'm Jason. **My** friends and I like collecting things. Let me show you **our** collections! This is **my** favourite coin. I found it in a shop in Hamelin, Germany. Those beautiful bookmarks over there are **mine** too. These little clay^① figures are Sam's. **His** collection also includes some coffee cups. Look at that smiley face cup. It's **his** too! These cute little plants belong to Susan. This purple one is **her** favourite.



Let's sum up the rules!

We need to put a noun after a **possessive adjective**, but we do not need to add anything after a **possessive pronoun**.

Look!

Its is only used as a possessive adjective. For example:

The baby has her favourite toy, and the dog has **its** favourite toy too.

1 Complete the sentences using appropriate personal pronouns, possessive adjectives and possessive pronouns.

- (1) My elder brother collects model robots. _____ has 28 of them.
_____ favourite robot was made in Shenzhen.
- (2) _____ mother just came back from a trip to Xiamen. _____ brought me many beautiful shells.
- (3) The little girl loves bottles. Those pretty little bottles are _____.
- (4) — Look at the red and white car models. Are they _____, Lucas?
— No. They are Tina's. _____ are green and black.



Grammar in use

2 Talk about what your friends, family or relatives collect. Share your findings with your classmates.

My friend ... / father / uncle ... collects ...

He / She usually finds them in / buys them from ...

① clay /kleɪ/ n. 黏土; 陶土

Section 3 Expressing and communicating ideas



Speaking

Think

What do people usually collect?

Doing a survey about your classmates' collections

Work in groups. Ask your classmates about their collections and complete the table below. Then share the results with the class. You may add more columns to the table. 

	Name: _____	Name: _____	
Things he / she collects			
The number of items in the collection			
Reasons for collecting			

- S1: Do you collect things?
 S2: Yes. I collect pens.
 S3: How many pens do you have?
 S2: About twenty.
 S4: Why do you collect them?
 S2: Because I like pens with different colours.

...

I'll share our group's survey results. Our group asked ... (number) students. Two / Three / ... of them collect things. The others do not collect anything. ... collects pens. She has about twenty of them. She collects them because she likes pens with different colours. ...



Improving your pronunciation

Listen and repeat. Pay attention to the letters in blue. 

/ əʊ /	know	over	own	road
/ aʊ /	brown	found	now	thousand
/ w /	always	wear	what	when
/ j /	year	yellow	yes	you

- (1) Joe knows his father owns a collection of rocks from all over the world.
- (2) Howard found many beautiful stamps in town.
- (3) William even wears white gloves to protect his collection.
- (4) I ask the young man, "How many rocks have you collected this year?"

 **Writing**

Writing an article about a collection

← → C ☆ ☰

Amazing collections

Do you or the people around you collect something? We want to know about interesting and even unusual collections. Write an article about your collection or the collection you know about and send it to us.

1 Wang Yao drew a mind map before she wrote an article about her collection. Look at the mind map and label the parts of the article.



My collection—chocolate wrappers

(1) ———— [My hobby is a bit unusual. I have a collection of over 100 different chocolate wrappers from all over the world.

(2) ———— [I started collecting them when I was 8. One day, my father came back from a trip to Europe, and he gave me two bars of chocolate. The wrappers were very beautiful, so I decided to keep them. This is how I started my collection.

(3) ———— [My collection includes wrappers in different shapes, sizes and colours, and I really like those with unusual patterns and designs. Two years ago, my friend Helen gave me my favourite chocolate wrappers. They are special because each wrapper has an interesting sentence on it. Our favourite is “The sky is full of stars and there is room for them all to shine.”

(4) ———— [There are three reasons why I collect chocolate wrappers. Firstly, I love chocolate. Secondly, they are often very pretty. Finally, they make me think of happy moments in life together with family and friends. I guess you can say that I collect sweet memories.

2 Now write an article about a collection. It may belong to yourself, a friend, a family member or a relative.

Step 1 Plan Draw a mind map of your ideas. Use the mind map in Exercise 1 to help you.

Step 2 Write Write your article.

Blank lined writing area for the article.



Step 3 Check and revise Tick (✓) the boxes to check your writing, and then revise it.

- I provided key information about the collection, such as _____
- I used personal pronouns and possessive adjectives correctly.
- I used the words and expressions I learnt in this unit.
- I used correct spelling, grammar and punctuation.

Section 4 Extending and developing competencies

Focusing on culture

Collecting can be a personal hobby. We can also find collections in museums. Let's learn about some interesting museum collections.

Think

What can we learn from collections in museums?

- 1 Read the article about two famous places in the UK and find out what is interesting about their collections. 🎧

Interesting collections

The Eden Project, Cornwall, UK

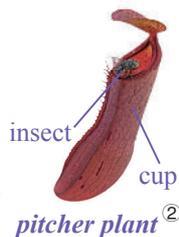
- The Eden Project has an amazing collection of plants. These plants are from different parts of the world. There is a collection of food plants, and the Eden Project also has a collection of other useful plants, like bamboo. If you visit, you can also see their
- 5 collection of exotic plants.



titan arum ①

The plant in the picture on the left is from the rainforests of Indonesia. The plant can grow up to 3 metres tall and about 1 metre across. When it flowers, it produces a strong smell to attract insects. It's a very special plant!

- 10 The plant in the picture on the right is from Borneo and Sumatra. It has special cups. When insects fall in the cups, the plant eats the insect. It is a meat-eating plant.



The British Museum, London, UK

- The British Museum has a collection of things from different parts of the world: China, Greece, Egypt, Mexico, Italy, etc.
- 15

The Rosetta Stone is a must-see object in the museum. It's a big, flat stone with ancient writing on it. It says the same things written in two languages—Egyptian and Greek. This stone helps us understand Egyptian hieroglyphics^③ and learn about ancient cultures. It's like a treasure that



- 20 unlocked a secret code^④!

You can see animals at the British Museum too. For example, there are mummies^⑤ of real cats. They are part of the mummy collection in the ancient Egypt room. Some of them are from the 1st century BCE.

① titan arum /,taɪtn 'eərəm/ *n.* 泰坦魔芋 ② pitcher plant /'pɪtʃə plɑ:nt/ *n.* 猪笼草
③ hieroglyphics /,haɪrə'glɪfɪks/ *n.* (尤指古埃及的) 象形字
④ code /kəʊd/ *n.* 密码 ⑤ mummy /'mʌmi/ *n.* 木乃伊

The British Museum was founded in 1753 and opened in 1759. It has about eight million objects from various countries. Some were bought or donated, but some were taken from other countries during Britain's colonial period.

Notes

2 Answer the questions below with the information from the article on page 126.

- (1) What kind of collections can you see at the Eden Project?
- (2) Why is the titan arum special? What is special about the pitcher plant?
- (3) Where are the collections in the British Museum from?

3 Complete the sentences with the words below. Change the form if necessary.



insect language real treasure unlock

- (1) My uncle can speak three foreign _____: English, Spanish and Japanese.
- (2) Bees and butterflies are _____, but spiders are not.
- (3) The museum has a large collection of art _____.
- (4) I need to use a password to _____ my phone.
- (5) If you want to see _____ dinosaur fossils^①, you can visit the Natural History Museum.



Your ideas

4 Discuss the questions below.

Which of the collections on page 126 would you like to see? Why?



Exploring more

Have you ever been to museums? What collections do they have? Explore some museums and their collections online.

① fossil /'fɒsl/ n. 化石

Cross-curricular connection | History

Some people like collecting shells, coins and paper money. These are all money in different forms. Some types of money are still being used for trading today.

1 Read the article about the history of money. 🎧

Money in different forms

Over the years, people have used different forms of money as a way to trade or save.

Seashells



Generally, people think the first form of money was seashells. Shells were used about 3,000 years ago in some East Asian countries like China and some countries in Africa. Shells were considered a good choice because they were easy to carry, similar in size and lasted a long time.

Coins



Then, people developed skills for making metal things, and metal coins appeared. Metal coins were made of bronze^①, iron, gold or silver. The earliest metal coins were gold coins from Lydia, which were used around 600 BCE. Coins had different shapes. For example, in ancient China, people had *daobi* (knife coins), *fangkongqian* (round coins with a square hole in the centre), etc.

Paper money



The first known paper money appeared in China during the Song dynasty, which is called *jiaozi*. The paper was a promise to pay a certain amount of money. Six centuries later (in the 1600s), banks in Europe started to give out paper money. Paper money became common in almost all currencies^②, and it is still widely used.

Digital money



These days, people are used to paying for things electronically. Now many countries are developing digital currencies. Money is used in a new form.

2 Draw a timeline to show the development of money.

① bronze /brɒnz/ *n.* 青铜 ② currency /'kʌrənsi/ *n.* 货币

Project

Creating an online museum

In this project, you and your classmates are going to present your collections in your own online museum.

- Step 1** Discuss what you or your family collect. Form different groups according to the type of your collections (e.g. wrapper group, toy group). If you do not collect anything, you can join any group you like.
- Step 2** Put together items for a collection. Each group member provides a video or some pictures of the most cherished item in their collection and introduces it to the group.

The introduction may include:

- the name of the chosen item
- basic information about it
- the story behind it

...



Tip Those who do not have collections can prepare a general introduction to your group's collection. You may introduce the number of items, reasons why people collect these things, etc.

- Step 3** Each group puts together all the content (introduction, pictures, videos) and posts it online to make the online museum. Invite teachers, students, and parents to visit your museum.



Wits corner

A man is only as good as what he loves.

— Saul Bellow

Appendices

Study skills

1 Managing your time

Junior high school students have a lot of schoolwork to do. It is important to manage your time well.

1 *Tom has a lot of things to do on Sunday. Help him make a schedule.*

My name is Tom. I have so many things to do on Sunday. I have my guitar lesson from 9:00 a.m. to 11:00 a.m. At noon, I need to help my mother cook lunch and wash the dishes. I am going to go to the park to fly kites with my friends in the afternoon. In the evening, I am going to play tennis with my father from 7:00 to 8:00. The most important thing is to finish my homework! And I really want to have time to read the new book by my favourite author. Can you help me make a schedule?

Time	Things to do

2 *You just got home from school. You have a lot of things to do. What should you do first, and how much time do you need for each activity? Put the activities in order (1–5).*

	What to do first?	How much time?
read a new book by my favourite author		
take a shower		15 mins
have dinner		
do my homework		
play with friends		

Your ideas

3 *What do you usually do on Sundays? List the things you need to do this Sunday and try to make a schedule.*

2 Using a dictionary (1): Finding the words quickly

The words in a dictionary appear in alphabetical order. If you know the alphabet well, you can find the words quickly.

Tip If two words begin with the same first letter, the second letter decides the alphabetical order.

Guide words can also help us find the words we want more quickly.

The guide words tell you the first word and the last word on the page.

leave → left-handed

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离开：The train leaves at 8.40. 火车于 8 点 40 分开出。 ◊ At what age do most people leave school in your country? 你们国家大多数人是在几岁毕业高校的? ◊ We are leaving for France tomorrow. 我们明天起程去法国。
2 to let somebody or something stay in the same place or in the same way 使保留；使处于（某种或某种状态）：Leave the door open, please. 请让门开着。
3 to forget to bring something with you 忘了带；落下：I left my books at home. 我把书忘在家里了。 ◊ I can't find my glasses. Maybe I left them behind at work. 我找不到眼镜，可能是忘在办公室了。
4 to make something stay; to not use something 留下备用；不使用：Leave some cake for me! 留点蛋糕给我！
5 to give something to somebody when you die 遗赠；遗留：She left all her

She gave a fascinating lecture on Spanish history. 她做了一次有关西班牙历史的精彩讲座。

► **lecture** verb 动词 (lectures, lecturing, lectured /'lektʃəd/) : Professor Sims lectures in Modern Art. 西姆斯教授讲授现代艺术。

lecturer /'lektʃərə(r)/ noun 名词 a person who gives talks to teach people about a subject, especially as a job in a university 讲课者；演讲人；（尤指大学的）讲师：He is a university lecturer. 他是大学讲师。

led form of LEAD * 'lead' 的不同形式

ledge /ledʒ/ noun 名词 a long narrow flat place, for example under a window or on the side of a mountain (窗) 台；(山边) 突出的岩石；岩架：a window ledge 窗台

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write left-handed. 我左手不会写字。

◊ **OPPOSITE** right-handed 反义词为 right-handed

leg ◊ /leɪ/ noun 名词

1 one of the long parts of the body of a person or an animal that is used for walking and standing 腿：A spider has eight legs. 蜘蛛有八条腿。 ◊ She sat down and crossed her legs. 她坐了下来，盘着腿。 ◊ Look at Picture Dictionary page P4. 见彩页 P4。

2 one of the parts of a pair of trousers that covers your leg 裤腿；裤管：a trouser leg 一条裤腿

3 one of the long parts that a table or chair stands on (桌椅的) 腿：a table leg 桌子腿

legal ◊ /'leɪgl/ adjective 形容词

1 using or connected with the law 法律

leg → leopard

lemon ◊ /'leman/ noun 名词 a yellow fruit with SOUR (= sharp tasting) juice that is used for giving flavour to food and drink 柠檬：lemon juice 柠檬汁 ◊ Look at Picture Dictionary page P8. 见彩页 P8。

lemonade /lemə'neɪd/ noun 名词 (no plural 不用复数形式)

1 (British 英式英语) a sweet clear drink with bubbles in it (柠檬味) 汽水：a glass of lemonade 一杯柠檬味汽水
2 a drink that is made from fresh lemon juice, sugar and water 柠檬饮料

lend ◊ /lend/ verb 动词 (lends, lending, lent /lent/, has lent)

to give something to somebody for a short time 借给；借出：I lent the book to Jo. 我把书借给了乔。 ◊ Rick lent me his car for an hour. 里克把他的汽车借给了我。

1 Look at the dictionary pages above. On which page would you find these words? Write page 338 or 339 in the blanks.

(1) length _____ (2) lemon _____ (3) left _____ (4) lecture _____

2 Where would you find these words? Write **A** if you would find it before page 338 and **B** if you would find it after page 339.

(1) learn _____ (2) lesson _____ (3) life _____ (4) leaf _____

3 Find the words below in the dictionary. Write down all the meanings they have.

address battle colour design flat

3 Using a dictionary (2): Understanding and using the information in your dictionary

What information can you find in a dictionary?

1 Look at the dictionary page below and label the parts of the page.

examples	meaning	part of speech	pronunciation
----------	---------	----------------	---------------

can *modal v.* [BrE] /kən/ [AmE] /kæn/ (2)

1 used to say that it is possible for sb/sth to do sth, or for sth to happen
• *We can catch the bus here.*

2 used to say that sb knows how to do sth
• *She can speak Spanish.*

3 used with the verbs “feel”, “hear”, “see”, “smell”, “taste”
• *I can hear music.*

4 used to show that sb is allowed to do sth
• *We can wear jeans at work.*

5 (informal) used to ask permission to do sth
• *Can I read your newspaper?*

6 (informal) used to ask sb to help you
• *Can you help me with this box?*

can *n.* [BrE] /kæn/ [AmE] /kæn/

1 [C] a metal container in which food and drink is sold
• *a can of beans, a beer/paint can*

2 **the can** [sing.] (AmE, slang) prison
• *He spent 30 years in the can.*

IDIOMS

no can do (informal) used to say that you are not able or willing to do sth
• *Sorry, no can do. I’m busy at the moment.*

a can of worms (informal) if you open up a can of worms, you start doing sth that will cause a lot of problems and be very difficult
• *Do not open a can of worms by giving Matthew any suggestions.*

spelling → [can] (1)

[BrE] /kən/ [AmE] /kæn/ → (2)

used to say that it is possible for sb/sth to do sth, or for sth to happen → (3)

used to say that sb knows how to do sth → (4)

2 Discuss the questions below in pairs.

- (1) What do the abbreviations “v.”, “n.”, “sing.”, “C”, “BrE” and “AmE” mean?
- (2) What parts of speech does “can” have?
- (3) What meanings does “can” have in the sentence “I can open the can”?
- (4) What meaning does “can” have in this sentence “Can I borrow your dictionary”?
- (5) What do the words “informal”, “slang” and “idiom” mean?

3 Find the words below in your dictionary. Write the pronunciation, part(s) of speech, meaning, and an example sentence for each word.

cheerful encourage member patient support

4 Making your own vocabulary notebook

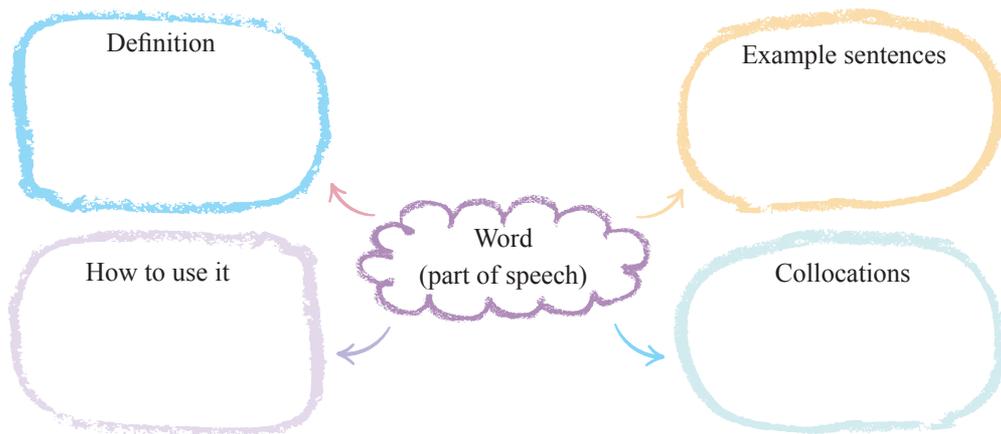
Have you ever thought about making your own vocabulary notebook? This can help you learn and remember new words and phrases. Different people use different ways to make their own vocabulary notebooks.

1 Follow the steps and make one page for your vocabulary notebook.

- (1) Choose a word and write it on the top.
- (2) Write down the English definition or Chinese translation.
- (3) Find a good example sentence.
- (4) Write down synonyms^① and / or antonyms^②.
- (5) Note down your own thoughts (draw a picture / make a sentence / think of a situation).

Word: _____ Date: _____	
What it means:	
Example sentence:	
Synonyms / Antonyms:	My thoughts:

2 Now try a different way to make one page for your vocabulary notebook.



3 Prepare a vocabulary notebook. Make a page for each of the words you want to learn.

① synonym /'sɪnənɪm/ *n.* 同义词 ② antonym /'æntənɪm/ *n.* 反义词

Grammar review

Unit 1 *Wh*-questions

We use *Wh*-questions to ask for information about someone or something. When the main verb is *to be*, we can make a *Wh*-question with a *Wh*-word and *am / is / are*; we use *do* or *does* to make *Wh*-questions with other verbs.

What	is	the boy's name?
Where	is	he from?
Who	are	they?
How old	are	they?
When	does	he get up?
Why	does	she like Maths?
How	does	he go to school?
Which subject	do	you like?
How many classes	do	you have tomorrow?

Su Mei is telling Tang Wen about her cousin. Complete Tang Wen's questions below.

- Su Mei:** I just talked to Su Hua.
Tang Wen: ⁽¹⁾ _____ is Su Hua?
Su Mei: He is my cousin.
Tang Wen: ⁽²⁾ _____ does he live?
Su Mei: He lives in London.
Tang Wen: ⁽³⁾ _____ is he?
Su Mei: He's 12.
Tang Wen: ⁽⁴⁾ _____ does he go to school?
Su Mei: He goes to school by bike.
Tang Wen: ⁽⁵⁾ _____ long are his school days?
Su Mei: About eight hours.
Tang Wen: ⁽⁶⁾ _____ are his hobbies?
Su Mei: Swimming and playing basketball. He also likes watching football.
Tang Wen: ⁽⁷⁾ _____ team does he like?
Su Mei: Liverpool.
Tang Wen: ⁽⁸⁾ _____ does he like Liverpool?
Su Mei: Because the players are very good.



Unit 2 The simple present

We use the simple present to talk about regular actions, often with adverbs and adverbial phrases of frequency.

I / You / We / They	run fast.	He / She / It	runs fast.
	do not run fast.		does not run fast.

Do	I / you / we / they	run fast?	Does	he / she / it	run fast?
Yes,	I / you / we / they	do.	Yes,	he / she / it	does.
No,	I / you / we / they	don't.	No,	he / she / it	doesn't.

He **sometimes** buys bread at the bakery.

She **usually** goes to school on foot.

We go shopping **every Sunday**.

Every Saturday, she has her piano lessons.

For most verbs, we add *-s* to the base form if the subject is *he / she / it* or a singular noun; for other verbs, the spelling changes are:

Verbs ending in -ch, -sh, -ss, -zz or -x: add -es.	catch	catches	Verbs ending in vowel + -y: add -s.	enjoy	enjoys
	push	pushes		play	plays
	pass	passes			
	buzz	buzzes			
	mix	mixes	Verbs with irregular third person form: do, go, have	do	does
Verbs ending in consonant + -y: change y to i and add -es.	cry	cries		go	goes
	fly	flies		have	has
	study	studies			

Complete the passage with the correct form of the words below. Add **not** if necessary. Each word can be used more than once.

eat get go like make

On school days, I usually ⁽¹⁾ _____ up at 7 o'clock. I ⁽²⁾ _____ the bed myself. After that, I always ⁽³⁾ _____ bread for breakfast. I ⁽⁴⁾ _____ bread, but I ⁽⁵⁾ _____ noodles. I ⁽⁶⁾ _____ to school by bus after breakfast. My little brother often ⁽⁷⁾ _____ up at 8 o'clock. He is very little, so my mother ⁽⁸⁾ _____ the bed for him. For breakfast he seldom ⁽⁹⁾ _____ bread. Unlike me, he ⁽¹⁰⁾ _____ bread, but he ⁽¹¹⁾ _____ noodles very much. After breakfast he sometimes ⁽¹²⁾ _____ to the playground to play.

Unit 3 Adjectives

We use adjectives to describe people or things. They can be put before nouns or after the verb *to be* (e.g. *am, is, are*).

It is **hot** today, so we want to buy some **cold** drinks.

It's so **windy**. You need to put on some **warm** clothes.

We use *It is* + adjective + *to* + verb to express our feelings or attitudes towards different activities.

It is exciting to visit new places.

It is difficult to learn a new language.

It is dangerous to feed wild animals.

Complete the passage with the words below.

cold difficult dry good hot popular warm

The climate in Shenyang is known for its seasonal extremes of weather. Let's have a look at what the weather is like in each season.

Winter in Shenyang is cold, ⁽¹⁾ _____ and windy, but it is also the best time for skiing. The city is a ⁽²⁾ _____ destination for skiers during winter.

Although it is usually ⁽³⁾ _____ in winter, as soon as spring arrives, the temperatures go up quickly. The weather is nice and ⁽⁴⁾ _____, with temperatures around 20°C on sunny days in May.

Summer lasts from June to August. It is rather ⁽⁵⁾ _____ with a lot of rain showers.

During this rainy season, it is usually ⁽⁶⁾ _____ to know if it's going to rain, so it's best to keep an umbrella in your bag!

In Autumn, the weather is sunny nearly every day. It is a ⁽⁷⁾ _____ time of the year to visit Shenyang.



Unit 4 Using *there is / are*

We use *there* with *is / are* to say what exists in a certain place.

There is	a lot of	in the air.	There is not	a lot of pollution	in the air.
There's	pollution		There isn't		
There are	many animals	in this forest.	There are not	many animals	in this forest.
There're			There aren't		

Is there	any milk in the fridge?	Are there	any students in the classroom?
Yes,	there is.	Yes,	there are.
No,	there isn't.	No,	there aren't.

When two nouns or more follow *there is* or *there are*, the verb usually agrees with the first noun.

There is a bookshop and two coffee shops on the first floor.

There are two coffee shops and a bookshop on the first floor.

Complete the passage with *there is, there are, there isn't, there aren't, is there or are there*.

(1) _____ many different kinds of pollution. Most people know about air pollution and water pollution, but nowadays, (2) _____ also a lot of talk about plastic pollution.

Every year, at least 8 million tonnes of plastic end up in the sea. Today, (3) _____ more pieces of plastic floating around than there are stars in the Milky Way. In fact, (4) _____ any parts of the world's sea that aren't polluted by plastic.

Plastic pollution can be very harmful. (5) _____ many kinds of sea animals that get ill or even die because they eat plastic.

As you can see, plastic pollution is a serious problem. (6) _____ any ways to stop it? Well, we can try to clean up the sea. In the long run, however, (7) _____ just one solution: we must use less plastic! Remember, (8) _____ only one Earth, so we have to try our best to protect it.

Unit 5 The simple future (*will / be going to*)

We use *will* + verb to talk about future events.

I / You / He / She / It / We / They	will (not)	visit the Moon someday. be happy to travel into space.
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Will	I / you / he / she / it / we / they	wear a spacesuit? be hungry in space?
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Yes,	I / you / he / she / it / we / they	will.
No,		will not / won't.

We use *be + going to* + verb to talk about future plans.

I	am (not)	going to	walk on the Moon. be back to Earth next week.
You / We / They	are (not)		
He / She / It	is (not)		

Am	I	going to	take photos on the Moon? be back to the Earth next week?
Are	you / we / they		
Is	he / she / it		

Yes,	I	am.	No,	I	am not.
	you / we / they	are.		you / we / they	are not / aren't.
	he / she / it	is.		he / she / it	is not / isn't.

Underline the mistakes in the conversation below and correct them. There are 7 mistakes. The first mistake is already corrected.

Mr Green: What did Professor Lin say about the future of our planet?

Mrs Green: He thinks the world population be ^{will be} a lot bigger in the future. Cities are going to be very crowded.

Mr Green: It's not hard to imagine. What else did he say?

Mrs Green: In the year 2100, there is going to be cities in the sea.

Mr Green: Oh, really? That sounds incredible.

Mrs Green: He also says that we go on trips to the Moon or even Mars.

Mr Green: You mean there is space tourism in the future?

Mrs Green: Yes, that will be amazing!

Mr Green: But will it to cost a lot to travel to space?

Mrs Green: According to Professor Lin, it doesn't.

Mr Green: Well, I hope we can go on a holiday to space someday!



Unit 6 Conditional sentences (1)

We use conditional sentences to talk about possible results of actions or events. We use the simple present in the *if*-clause and the simple future or modal verbs, such as *can / should* + verb, in the main clause.

You **can** still **catch** the first bus if you leave now.

If you don't hurry, you **will miss** the train.

I'll **visit** Mount Taishan if I get the chance.

If you want to keep fit, you **should exercise** regularly.

If you want to improve your studies, you **should work** hard.

- 1 Li Hua is thinking about visiting Xinjiang or Hainan. He made a mind map of possible things to do in each place. Write conditional sentences based on his list.



- (1) *If I travel to Xinjiang, I can / will climb Mount Tianshan.*

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

- 2 What place do you want to visit? If you travel there, what can / will you do?

Unit 7 The simple past

We use the simple past to talk about events and situations in the past.

I sat on the sofa.	I did not / didn't sit on the sofa.	Did I sit on the sofa?
You sat on the sofa.	You did not / didn't sit on the sofa.	Did you sit on the sofa?
He / She / It sat on the sofa.	He / She / It did not / didn't sit on the sofa.	Did he / she / it sit on the sofa?
We / You / They sat on the sofa.	We / You / They did not / didn't sit on the sofa.	Did we / you / they sit on the sofa?
Yes, I / you / we / they he / she / it	did.	No, I / you / we / they he / she / it
I was there.	I was not / wasn't there.	Was I there?
You were there.	You were not / weren't there.	Were you there?
He / She / It was there.	He / She / It was not / wasn't there.	Was he / she / it there?
We / You / They were there.	We / You / They were not / weren't there.	Were we / you / they there?
Yes, I / he / she / it you / we / they	was. were.	No, I / he / she / it you / we / they
		wasn't. weren't.

Complete the passage below with the correct form of the verbs in brackets.

The Science Club ⁽¹⁾ _____ (start) a new project at the beginning of the term. Last Saturday, Mr Wang ⁽²⁾ _____ (tell) us to introduce the project to the whole school, so the club members ⁽³⁾ _____ (have) a meeting. We ⁽⁴⁾ _____ (decide) that I would give the presentation. I ⁽⁵⁾ _____ (think) a lot about our goals and activities, and then I ⁽⁶⁾ _____ (write) a presentation script. Two weeks later, I ⁽⁷⁾ _____ (give) the presentation in front of all the students and teachers, and Mr Wang ⁽⁸⁾ _____ (praise) me afterwards.

Unit 8 Personal pronouns and possessives

We use personal pronouns to refer to people or things that we have already talked about. We use subject pronouns in front of verbs. We use object pronouns after verbs or prepositions.

I love stamps because **they** are very beautiful.

He owns thousands of stamps. Some of **them** are very valuable.

We use possessives to show ownership. We use possessive adjectives before nouns. We use possessive pronouns to replace nouns.

This is **my** stamp. It is **mine**.

These are **our** toys. They are **ours**.

Here are personal pronouns and possessives:

Subject pronoun	Object pronoun	Possessive adjective	Possessive pronoun
I	me	my	mine
we	us	our	ours
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	/
they	them	their	theirs

Complete the passage with the missing personal pronouns and possessives.

My name is Liu Lei. ⁽¹⁾ _____ have two sisters. ⁽²⁾ _____ are both older than ⁽³⁾ _____. My sister Liu Xin likes collecting stamps. Look, these beautiful ones are ⁽⁴⁾ _____. ⁽⁵⁾ _____ other sister's name is Liu Min. She enjoys collecting sports T-shirts, and she has a lot of ⁽⁶⁾ _____. She usually gives me ⁽⁷⁾ _____ old clothes when she gets tired of them. ⁽⁸⁾ _____ father likes collecting dictionaries, and he encourages ⁽⁹⁾ _____ to look up the difficult words in ⁽¹⁰⁾ _____ dictionaries.



Irregular verbs

Base form	Simple past	Past participle
be (am, is, are)	was, were	been
bear	bore	born / borne
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt / burned	burnt / burned
buy	bought	bought
can	could	—
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamt / dreamed	dreamt / dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen

Base form	Simple past	Past participle
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got / gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hurt	hurt	hurt
keep	kept	kept
know	knew	known
learn	learnt / learned	learnt / learned
leave	left	left
let	let	let
light	lit / lighted	lit / lighted
make	made	made
may	might	—
mean	meant	meant
meet	met	met
must	must	—
put	put	put

Base form	Simple past	Past participle
read /ri:d/	read /red/	read /red/
ride	rode	ridden
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shall	should	—
shine	shone	shone
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelt / smelled	smelt / smelled

Base form	Simple past	Past participle
speak	spoke	spoken
stand	stood	stood
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
wake	woke	woken
wear	wore	worn
will	would	—
win	won	won
write	wrote	written

Phonetic symbols

说明:

本书词汇表主要以英式英语的发音为标准。表音符号如下:

Consonants 辅音			Vowels and diphthongs 元音和双元音		
p	pen	/pen/	i:	meet	/mi:t/
b	bad	/bæd/	i	happy	/'hæpi/
t	tea	/ti:/	ɪ	sit	/sɪt/
d	did	/dɪd/	e	ten	/ten/
k	cat	/kæt/	æ	fat	/fæt/
g	get	/get/	ɑ:	father	/'fɑ:ðə(r)/
tʃ	watch	/wɒtʃ/	ɒ	hobby	/'hɒbi/
dʒ	joy	/dʒɔɪ/	ɔ:	four	/fɔ:(r)/
f	fall	/fɔ:l/	ʊ	put	/pʊt/
v	brave	/breɪv/	u	actually	/'æktʃʊəli/
θ	thin	/θɪn/	u:	too	/tu:/
ð	this	/ðɪs/	ʌ	cup	/kʌp/
s	see	/si:/	ɜ:	work	/wɜ:k/
z	zoo	/zu:/	ə	about	/ə'baʊt/
ʃ	shoe	/ʃu:/	eɪ	say	/seɪ/
ʒ	usually	/'ju:ʒuəli/	əʊ	go	/gəʊ/
h	hat	/hæt/	aɪ	my	/maɪ/
m	man	/mæn/	ɔɪ	boy	/bɔɪ/
n	now	/naʊ/	aʊ	how	/haʊ/
ŋ	sing	/sɪŋ/	ɪə	near	/nɪə(r)/
l	leg	/leg/	eə	hair	/heə(r)/
r	red	/red/	ʊə	sure	/ʃʊə(r)/
j	yes	/jes/			
w	wet	/wet/			

Words and phrases in each unit

说明:

标 * 的单词只要求理解。

Unit 1

guitar /gɪ'tɑ:(r)/ <i>n.</i> 吉他	p. 4
honest /'ɒnɪst/ <i>adj.</i> 诚实的	p. 4
patient /'peɪʃnt/ <i>adj.</i> 有耐心的	p. 4
improve /ɪm'pru:v/ <i>v.</i> 改进; 改善	p. 5
confident /'kɒnfɪdənt/ <i>adj.</i> 自信的; 有自信心的	p. 5
courage /'kʌrɪdʒ/ <i>n.</i> 勇气; 胆量	p. 5
friendship /'frendʃɪp/ <i>n.</i> 友谊; 朋友关系	p. 5
admiration /,ædmə'reɪʃn/ <i>n.</i> 钦佩; 赞赏	p. 5
respect /rɪ'spekt/ <i>n.</i> 尊敬; 尊重	p. 5
support /sə'pɔ:t/ <i>n.</i> 支持; 鼓励	p. 5
trust /trʌst/ <i>n.</i> 信任; 信赖	p. 5
survey /'sɜ:veɪ/ <i>n.</i> 调查	p. 8
personal /'pɜ:sənəl/ <i>adj.</i> 个性的	p. 8
quality /'kwɒləti/ <i>n.</i> 品质; 品德	p. 8
caring /'keərɪŋ/ <i>adj.</i> 关心他人的; 体贴人的	p. 8
describe /dɪ'skraɪb/ <i>v.</i> 描述; 形容	p. 11
appearance /ə'piərəns/ <i>n.</i> 外貌	p. 11
straight /streɪt/ <i>adj.</i> 直的	p. 11
dark /dɑ:k/ <i>adj.</i> 褐色的; 乌黑的	p. 11
same /seɪm/ <i>adj.</i> 同一的; 相同的	p. 11
basic /'beɪsɪk/ <i>adj.</i> 基本的; 基础的	p. 12
thought /θɔ:t/ <i>n.</i> 想法	p. 12
however /haʊ'evə(r)/ <i>adv.</i> 然而; 不过	p. 14
glad /glæd/ <i>adj.</i> 高兴的; 愉快的	p. 14
rise /raɪz/ <i>v.</i> 上升	p. 14
end /end/ <i>n.</i> 结局	p. 14

heart /hɑ:t/ <i>n.</i> 心	p. 15
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be good at 擅长……	p. 5
turn to somebody for help 求助于 某人	p. 5
after school 放学后	p. 5
be willing to do something 愿意做 某事	p. 5
thanks to 幸亏; 由于; 因为	p. 5
count on 依靠 (某人做某事)	p. 5
medium height 中等身高	p. 11
modern dance 现代舞	p. 12
take care of 照顾; 照料	p. 14
watch over 照管; 监督	p. 14
rise into 上升到	p. 14
cry out 大叫; 叫喊	p. 14
cry oneself to sleep 哭着入睡	p. 14
wake up 醒; 醒来	p. 14
come and go 来去	p. 15
take somebody's place 替代某人	p. 15
come along 出现	p. 15

Unit 2

geography /dʒɪ'ɒɡrəfi/ <i>n.</i> 地理 (学)	p. 21
corner /'kɔ:ɪnə(r)/ <i>n.</i> 角; 墙角	p. 21
activity /æk'trɪvəti/ <i>n.</i> 活动	p. 21
club /klʌb/ <i>n.</i> 社团	p. 21
practise /'præktɪs/ <i>v.</i> 练习; 训练	p. 21
solve /sɒlv/ <i>v.</i> 解答	p. 24
develop /dr'veləp/ <i>v.</i> 加强; 增强	p. 24
skill /skɪl/ <i>n.</i> 技术; 技能	p. 24
teen /ti:n/ <i>adj.</i> 青少年的	p. 28

magazine /,mægə'zi:n/ <i>n.</i> 杂志	p. 28
teenager /'ti:neɪdʒə(r)/ <i>n.</i> (13 至 19 岁之间的) 青少年	p. 28
greeting /'gri:tɪŋ/ <i>n.</i> 问候; 招呼	p. 28
grade /greɪd/ <i>n.</i> 年级	p. 28
energy /'enədʒi/ <i>n.</i> 精力; 活力	p. 28
drama /'drɑ:mə/ <i>n.</i> 戏; 剧	p. 28
*sincerely /sɪn'sɪəli/ <i>adv.</i> 真诚地; 诚实地	p. 28
diary /'daɪəri/ <i>n.</i> 日记; 日记簿	p. 30
project /'prɒdʒekt/ <i>n.</i> 课题	p. 30
poster /'pəʊstə(r)/ <i>n.</i> 海报	p. 30
realize /'ri:əlaɪz/ <i>v.</i> 意识到	p. 30
luckily /'lʌkɪli/ <i>adv.</i> 幸运地; 幸好	p. 30
just /dʒʌst/ <i>adv.</i> 恰好	p. 30
*presentation /,prezn'teɪʃn/ <i>n.</i> 演示	p. 30
*mood /mu:ð/ <i>n.</i> 情绪; 心情	p. 30
mind /maɪnd/ <i>v.</i> 介意	p. 30
pack /pæk/ <i>v.</i> (把……) 打包	p. 30
celebrate /'selɪbreɪt/ <i>v.</i> 庆祝; 庆贺	p. 30
success /sək'ses/ <i>n.</i> 成功	p. 30
rocky /'rɒki/ <i>adj.</i> 困难的	p. 30
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do the dishes 洗碗	p. 20
junior high school 初级中学	p. 21
take part in 参与	p. 21
look forward to 期待; 盼望	p. 21
daily life 日常生活	p. 24
go to bed 去睡觉	p. 27
get up 起床	p. 27
on foot 步行	p. 27
full of energy 充满活力	p. 28
get ... ready for 准备好……	p. 28
put on 举办; 上演	p. 28
clean up 打扫干净	p. 28
pick up 取(某物)	p. 30

Unit 3

footprint /'fʊtprɪnt/ <i>n.</i> 脚印; 足迹	p. 36
wet /wet/ <i>adj.</i> 潮湿的	p. 36
deep /di:p/ <i>adj.</i> 深的	p. 36
sandy /'sændi/ <i>adj.</i> 铺满沙子的; 含沙的	p. 36
kick /kɪk/ <i>v.</i> 踢; 踹	p. 36
town /taʊn/ <i>n.</i> 镇; 市镇	p. 36
feature /'fi:tʃə(r)/ <i>n.</i> 特色; 特征	p. 37
south /saʊθ/ <i>n.</i> 南; 南方	p. 37
clear /kliə(r)/ <i>adj.</i> 晴朗的	p. 37
loudly /'laʊdli/ <i>adv.</i> 喧闹地; 响亮地	p. 37
thunder /'θʌndə(r)/ <i>n.</i> 雷	p. 37
lightning /'laɪtnɪŋ/ <i>n.</i> 闪电	p. 37
fresh /frefʃ/ <i>adj.</i> 新鲜的	p. 37
gather /'gæðə(r)/ <i>v.</i> 采集(植物、水果等)	p. 37
peaceful /'pi:sfʊl/ <i>adj.</i> 安静的; 平静的	p. 37
snake /sneɪk/ <i>n.</i> 蛇	p. 37
through /θru: / <i>prep.</i> 自始至终; 从头到尾	p. 37
part /pɑ:t/ <i>n.</i> 区域; 地区	p. 40
article /'ɑ:tɪkl/ <i>n.</i> 文章	p. 44
reason /'ri:zn/ <i>n.</i> 原因; 理由	p. 44
alive /ə'laɪv/ <i>adj.</i> 有生气; 有活力	p. 44
*sandcastle /'sændkɑ:sl/ <i>n.</i> 沙堡	p. 44
follow /'fɒləʊ/ <i>v.</i> 按……方式发展	p. 46
divide /dɪ'vaɪd/ <i>v.</i> (使) 分开	p. 46
decide /dɪ'saɪd/ <i>v.</i> 对……作出抉择; 决定	p. 46
*crop /krɒp/ <i>n.</i> 庄稼; 作物	p. 46
culture /'kʌltʃə(r)/ <i>n.</i> 文化; 文明	p. 46
local /'ləʊkl/ <i>adj.</i> 地方的; 当地的	p. 46
tradition /trə'dɪʃn/ <i>n.</i> 传统	p. 46
continue /kən'tɪnju: / <i>v.</i> 持续; 继续存在	p. 46

have picnics 野餐	p. 36
work one's land 耕种土地	p. 37
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Unit 8

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		soft drink 软饮料(不含酒精)	p. 120
		a waste of time 浪费时间	p. 120
		pocket money (父母给孩子的) 零花钱	p. 120
		all over the world 全世界	p. 123

Words and phrases in alphabetical order

A

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absolutely /'æbsəlu:tli/ <i>adv.</i> 极其	p. 117
across /ə'krɒs/ <i>prep.</i> 在……对面; 在……对过	p. 85
act /ækt/ <i>v.</i> 扮演(戏剧、电影中的 角色)	p. 100
activity /æk'tɪvəti/ <i>n.</i> 活动	p. 21
add /æd/ <i>v.</i> 增加; 添加	p. 117
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adult /'ædʌlt/ <i>n.</i> 成年人	p. 85
adventure /əd'ventʃə(r)/ <i>n.</i> 冒险; 冒险经历; 奇遇	p. 72
after school 放学后	p. 5
alive /ə'laɪv/ <i>adj.</i> 有生气; 有活力	p. 44
all over the world 全世界	p. 123
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ancient /'emfənt/ <i>adj.</i> 古老的; 很老的	p. 78
annual /'ænjʊəl/ <i>adj.</i> 每年的; 一年一次的	p. 110
appearance /ə'piərəns/ <i>n.</i> 外貌	p. 11
*appreciate /ə'pri:ʃi:et/ <i>v.</i> 欣赏; 赏识	p. 100
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article /'ɑ:tɪkl/ <i>n.</i> 文章	p. 44
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attend /ə'tend/ <i>v.</i> 出席; 参加	p. 107
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B

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be covered by 被……覆盖	p. 52
be divided into 被划分成……	p. 46
be good at 擅长……	p. 5
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be willing to do something 愿意做 某事	p. 5
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blow /bləʊ/ <i>v.</i> 刮; 吹	p. 62
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C

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*chemical /'kemɪkl/ <i>n.</i> 化学制品; 化学品	p. 59
circle /'sɜ:kl/ <i>v.</i> 环行	p. 78
clean up 打扫干净	p. 28
clear /klɪə(r)/ <i>adj.</i> 晴朗的	p. 37
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collection /kə'leɪʃn/ n. (常指同类的) 收集物	p. 116	difference /'dɪfrəns/ n. 差别; 差异	p. 108
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come and go 来去	p. 15	divide /dɪ'vaɪd/ v. (使)分开	p. 46
compete /kəm'pi:t/ v. 参加比赛 (或竞赛)	p. 110	do exercise 锻炼; 运动	p. 69
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后 记

本教材以教育部颁布的《义务教育英语课程标准(2022年版)》为依据修订编写。

本教材由舒白梅教授担任主编,程林编审担任副主编。参与本教材编写的有何琳、陈皓曦、秦文娟、向宗平、倪宏、李睿、叶方兴以及上海教育出版社英语教材编辑团队。在保留原教材优势和特色的基础上,本教材的修订编写优化了结构与内容,整合了英语的学科逻辑、教学逻辑与学习逻辑,明确了由体验到理解,由探索到运用,由表达到交流,再到发展核心素养的英语学习路径,以落实立德树人根本任务,促进学生核心素养的发展。

本次修订编写工作得到了国内英语教育、教学、测评等领域专家的鼎力支持和悉心指导。曲卫国教授、汤青老师、徐雯老师审读了本教材内容,提出了很多宝贵的指导性意见和建议;童欣老师参与编写了本教材的部分内容;陈琼老师编写了本教材附录中的语法回顾(Grammar review)部分;金敏老师针对本教材各单元项目(Project)提出了优化建议。在此,向各位专家和教师表示衷心的感谢!在教材编写完成后,深圳市、广州市、沈阳市、西安市、晋城市 and 长治市等地的部分学校参加了本教材的试教试用和一线教师审读工作,为教材质量的提升提出了有价值的意见和建议,在此一并表示诚挚的感谢!

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