

义务教育教科书

英语 ENGLISH

七年级 上册



上海教育出版社

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英语

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写在前面

同学们,"写在前面",是想告诉你们,作为编写者,我们为你们初中阶段的英语学习准备了些什么:

首先,我们想努力为你们打开一扇窗户,一扇能看见域外风景的窗户。 在世界已然成了地球村的今天,这扇窗户将是你们生存、成长的基本条件之 一。通过它,你们能看到不同国家、民族厚重的历史和生动的当前,同时感 受到窗外对曾经古老又正在崛起的东方文明的窥探和向往。我们希望你们藉 此而早早生成一种宽广的学习情怀——在东西方文化中汲取精华,丰富自己, 服务世界!

基于这样一个目标,我们对"听(Listening)""说(Speaking)""读 (Reading)""写(Writing)"部分所需要的载体做了苛刻的遴选。我们选了尽 可能多的体裁:海报、故事、日记、博客,以开阔你们的眼界;我们选了尽 可能多的题材:生活的、文学的、自然的、情感的、民俗的,以打开你们的 视野。在"语法(Grammar)"部分,我们不生硬地讲解语法规则,而是通过 亲切的活动和真实的语境来引导你们自觉归纳语言规则并运用于语言实践 中,以领会代替强记,以生动消除枯燥。同时,我们也用心设计了能有助 你们心领神会、举一反三的练习,并适时给予你们即学即用的"学习策略 (Strategy)"和"小技巧(Top tip)"……所有的一切都为了激起你们更多的学 习热情和兴趣,并感受到英语语言学习的鲜活、立体和深刻。

最后想说,摆在你们面前的这套课本是有"深度"的,是经得起"挖掘"的, "补充阅读 (More practice)"和"课题 (Project)"是为同学们的拓展学习准备的, "文化角 (Culture corner)"的外延是无限的,足以引领你们去自主探索语言文 化背后的深沉积淀。

总之,我们盼望你们精神饱满,思维积极,站在英语语言学习这扇通向 世界的窗户前"瞭望"。

预祝你们学习愉快,学有成效!

2012年1月



Contents

| Module | Unit | Reading | Listening | Grammar |
|---------------------------|------------------------------|---------------------------------|---------------------------------------|---|
| 1 My life | 1 Making friends (p.1) | Anna's blog (p. 3) | An e-friend (p. 6) | <i>Wh</i>-questions (p. 7) Indefinite articles: <i>a</i> and <i>an</i> (p. 8) |
| | 2 Daily life (p. 15) | A day at school (p. 17) | Jack's weekend (p. 20) | The simple present tense (p. 21) Adverbs and adverbial phrases of frequency (p. 22) |
| *Project: Ou | r new classmates (| (p. 28) | ' | |
| 2 The natural world | 3 The Earth (p. 29) | Protect the Earth (p. 31) | Sea facts (p. 34) | Countable and uncountable nouns (p. 35) Using <i>there is/are</i> (p. 37) |
| | 4 Seasons (p. 43) | The four seasons (p. 45) | The weather in Canberra (p. 48) | Using adjectives before nouns (p. 49) Using adjectives after the verb to be (p. 50) Adjectives with It is and to + a verb (p. 51) |
| *Project: Ou | i r home town (p. 56 | 5) | | |

| Spea | Speaking | | *More practice | Study skills | Culture corner and | |
|---|---|--------------------------------------|--|---|--|--|
| Talk time | Speak up | Writing | | Study skins | Self-assessment | |
| /iː/, /ɪ/, /æ/, /e/, /p/, /b/ (p.10) | About myself (p. 10) | An email (p. 11) | An email from Jason to Anna (p. 12) | *Using reference books (1): Alphabetical order (p. 13) | Addresses in English (p. 14) Self-assessment (p. 14) | |
| /s/, /z/, /ɪz/ (p. 24) | My classmate's daily schedule (p. 24) | Fang Fang's daily life (p. 25) | The daily life of Jason's mother (p. 26) | _ | Dear Diary (p. 27) Self-assessment (p. 27) | |
| | | | | | | |
| /ʌ/, /ɑː/, /ɒ/, /ɔː/, /ʊ/, /uː/, /k/, /g/ (p. 38) | What can we do to protect the Earth? (p. 38) | Protect the Earth (p. 39) | Air (p. 40) | Parts of a book (1): The contents page (p. 41) | The story of the ten suns (p. 42) Self-assessment (p. 42) | |
| /eɪ/, /aɪ/, /ɔɪ/, /m/, /n/, /ŋ/ (p. 52) | Which season do you like best? (p. 52) | My favourite season (p. 53) | The weather in China (p. 54) | _ | British Summer Time (BST) (p. 55) Self-assessment (p. 55) | |

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| Module | Unit | Reading | Listening | Grammar | |
|---------------|---|------------------------------------|----------------------------------|---|--|
| 3 Travels | 5 Visiting the Moon (p. 57) | A trip to space (p. 59) | The Space Hotel (p. 62) | The simple future tense (will) (p. 63) The simple future tense (be going to) (p. 64) | |
| | 6 Travelling around Asia (p. 71) | Visiting Shanghai (p. 73) | Three cities in Asia (p. 76) | • Conditional sentences (1) (p.77) | |
| *Project: A | travel plan (p. 84) | | | | |
| 4 Fun time | 7 School clubs (p. 85) | The Clubs Fair (p. 87) | School clubs (p. 90) | The simple past tense (p. 91) Time expressions with the simple past tense (p. 93) | |
| | 8 Collecting things (p. 99) | Unusual collections (p. 101) | People's collections (p. 104) | Personal pronouns (p. 105) Possessive adjectives and possessive pronouns (p. 106) | |
| *Project: A | survey about free t | ime activities (p. 1 | 12) | | |
| | | | | | |

| Annondiooc | Words and expressions in each unit (p. 113) | Proper nouns (p. 121) |
|------------|--|-----------------------|
| Appendices | Words and expressions in alphabetical order (p. 113) | Glossary (p. 122) |

| | Speaking | | Writing *More practice | | Study skills | Culture corner and | |
|-----------|---|--|--|--|--|---|--|
| Та | alk time | Speak up | writing | More practice | Study skills | Self-assessment | |
| /1/ | /, /3ː/, /, /r/, /h/ 0. 66) | A trip to the Space Museum (p. 66) | Visiting the Space Hotel (p. 67) | Hotels on the Moon (p. 68) | Charts and graphs (1): Using a spidergram (p. 69) | China's space dream (p. 70) Self-assessment (p. 70) | |
| /∫/ /θ | 7, /v/, 7, /ʒ/, 0/, /ð/ 0. 80) | Places of interest in my city (p. 80) | A travel guide (p. 81) | Hong Kong— a wonderful place to visit (p. 82) | _ | World Heritage Sites (p. 83) Self-assessment (p. 83) | |
| | | | | | | | |
| | /, /d/, /ɪd/ o. 94) | Clubs at my school (p. 94) | A school club poster (p. 95) | A trip to Lucky Island (p. 96) | *Research skills (1): Finding books in a library (p. 97) | Summer camps (p. 98) Self-assessment (p. 98) | |
| /w | oʊ/, /aʊ/, v/, /j/ b. 108) | My classmates' collections (p. 108) | My collection (p. 109) | Collecting stamps is educational! (p. 110) | _ | Postcards (p. 111) Self-assessment (p. 111) | |

Module 1 **My life**

Unit

Making friends

Getting ready

In this unit, you will learn about making friends with young people in other countries.

Reading

• Read a German girl's blog.

Listening

Listen to a boy asking a girl about her e-friend. •

Grammar

- Learn how to ask and answer Wh-questions. •
- Learn when to use *a* or *an* before nouns.

Speaking

- Learn to say the /ir/, /r/, /æ/, /e/, /p/ and /b/ sounds. •
- Tell some classmates about yourself. •

Writing

Complete an email to a new friend. •



🚫 Reading

A What do you know about ...?

A1 Friends often write to each other about their hobbies. Can you match the hobbies in the box with the pictures below?



A2 Write down your hobbies. Then in groups, tell each other what your hobbies are.

My hobbies are _____

_and _

B Before you read

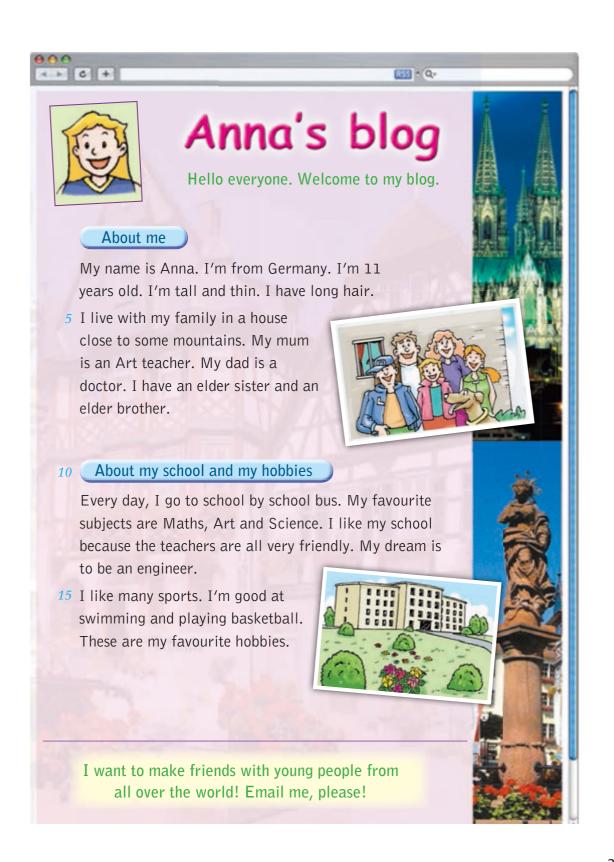
Look at the pictures, the title and the sub-headings on page 3. Then tick (\checkmark) the things that you may find in Anna's blog.

- **1** her country
- 2 her age
- 3 her parents' names
- 4 her brother and sister

- 5 her favourite subjects
- 6 her English teacher
- 7 her dream
- 8 her hobbies

| L | | | | ļ |
|---|---|---|---|---|
| | | | | |
| | | | | l |
| L | - | - | - | |

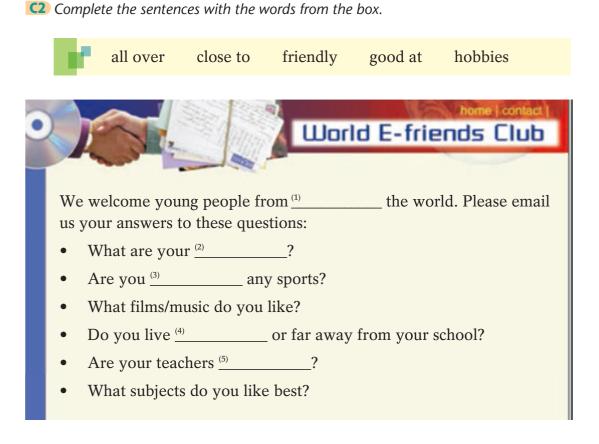
2



C Vocabulary

C1 Here are some sentences from the blog on page 3. Do you know the meanings of the words in italics? Circle the correct answers.

| 1 | Hello everyone. | | | | | | |
|---|--|------|-------------------------------------|--|--|--|--|
| | a all people | b | some people | | | | |
| 2 | 2 I live with my family in a house <i>close to</i> some mountains. | | | | | | |
| | a near | b | far away from | | | | |
| 3 | I like my school because the tea | ache | ers are all very <i>friendly</i> . | | | | |
| | a happy | b | nice and kind | | | | |
| 4 | These are my favourite hobbies | 5. | | | | | |
| | a things I must do | b | things I like doing in my free time | | | | |
| 5 | 5 I want to make friends with young people from <i>all over</i> the world! | | | | | | |
| | a some countries in | b | every country in | | | | |



D Comprehension

D1 Read the blog on page 3 and complete the card about Anna below.

| Name: Anna | |
|----------------------|-----------------------|
| Country: Germany | Age: (1) |
| What she looks like: | and thin; long hair |
| Family members: | father,, and |
| | (5) |
| Favourite subjects: | (6) , (7) and Science |
| Hobbies: | (8) and playing (9) |
| Dream: | to be an (10) |
| | |

D2 Find facts in the blog to support these statements about Anna. Write down the facts.

- 1 Anna's school is far away from her house. (Every day, I ...) Every day, I go to school by school bus.
- 2 Anna likes drawing. (My favourite subjects ...)
- 3 Anna enjoys her school life. (I like ...)

* D3 Do you want to become Anna's e-friend? Why or why not? Follow the example. I want to become Anna's e-friend because I want to learn about Germany ...





An e-friend

Jason[®] is asking Mandy about her e-friend. Listen to their conversation and complete the notes below. Write one word or figure in each blank.

Top tip

When you listen to a conversation, you need to pay attention to the *Wh*-**questions**. You should then listen carefully for the answers.

| Ν | Mandy's e-friend | |
|-----------------------|----------------------|----------|
| Name: | Yuki | |
| Country: | Japan | |
| Age: | (1) | |
| What she looks like: | <i>s</i> hort, thin; | hair |
| Hobby: | drawing (3) | |
| Brothers and sisters: | one elder (4) | |
| Home: | a flat | in Tokyo |
| Dream: | to be an $^{(6)}$ | teacher |





①本套教材中,中国学生的英文名仅供英语课堂教学使用。



A Wh-questions

We use *Wh*-questions to ask for information about someone or something.

| What | is | her name? (Anna.) | |
|---------|-----|--|--------|
| Where | is | she from? (<i>German</i> y.) | |
| Who | are | your friends? (<i>Ben and Jud</i> y.) | |
| How old | are | they? (Twelve and thirteen.) | 1 Kr K |

| When | do | you go to bed? (At nine o'clock.) |
|------------------------------|------|---|
| Why | do | you like your school? (<i>Because the teachers are friendly.</i>) |
| How | do | you go to school? (By bus.) |
| Which colour | does | she like, red or yellow? <i>(Red.)</i> |
| How many e-friends | does | he have? (Five.) |

Work out the rule

- We can make *Wh*-questions with *Wh*-words and the verb *to be* (e.g. *am*, ______ and _____).
- We use ______ or _____ to make *Wh*-questions with other verbs.



Jason gets an email from a new e-friend. Mandy is asking Jason some questions. Complete Mandy's questions below.

- **Jason:** I got an email from a boy called Bruce.
- Mandy: (1) Where does he live?
- Jason: He lives in Australia.
- Mandy: ______ is he?
- Jason: He's 12.
- Mandy: (3) does he go to school?
- Jason: He goes to school by bus.
- Mandy: ______ are his hobbies?
- Jason: Swimming and playing football. He likes an English football team.

Mandy: There are many English football

teams. _____ team

does he like?

Jason: Liverpool.



B Indefinite articles: a and an

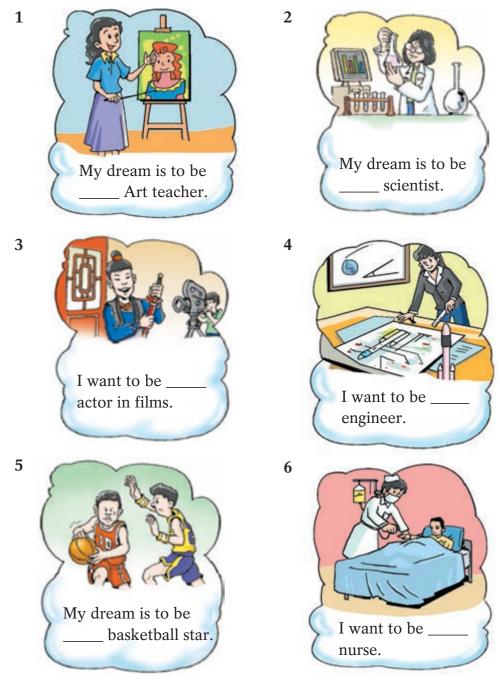
We can use *a* or *an* like this:

| a boy a computer a football tea | a teacher a unit m a violin | |
|--|---|--|
| an apple an egg an hour | an ice cream an old book an umbrella | |

Work out the rule

- If a noun starts with a consonant sound, we use (a/an) before it.
- If a noun starts with a vowel sound, we use (*a*/*an*) before it.

B1 Some students are talking about their dreams. Complete the sentences below with *a* or *an*.



B2 What do you want to be? In groups, discuss this with your classmates.My dream is to be a(n) .../I want to be a(n) ...

| Speaking | | | | |
|------------------|-------------------------|---------------------|----------------------|----------------|
| A Talk time | /ix | :/ | [/ | :/ |
| /a/ /ix/ /1/ /e/ | Chinese | he | English | it |
| /p/ /b/ | t <mark>ea</mark> cher | three | live | thin |
| M. M. | /æ | e/ | /e | e/ |
| | can | fl <mark>a</mark> t | br <mark>ea</mark> d | egg |
| | man | Maths | fr ie ndly | many |
| | /p | o/ | /t | o/ |
| | hel p | pen | baby | b ig |
| | p eo p le | shi p | bus | ho bb y |

A1 Listen carefully and circle the word you hear from each pair.

 1
 /liv/
 /liv/
 3
 /mæn/
 /men/
 5
 /pig/
 /big/

 2
 /it/
 /it/
 4
 /bæd/
 /bed/
 6
 /pen/
 /ben/

A2 Read these sentences. Pay attention to the letters in bold.

- 1 Three bees see three beans. 4 Ben let Ken eat eggs in his bed.
 - Little fish swim in the river. 5 Peter is painting a picture in the park.
- 3 Cat, cat, catch that fat rat!
- 6 A baby took a bath in a big bowl.

B Speak up

2

In groups, tell your classmates about yourself.

About yourself

What is your name? What are your hobbies?

About your family and home Where do you live? What does your father/mother do?





An email

Bobby is writing an email to his new e-friend, Anna. Help him finish his email. Use the pictures to help you.

| To: Anna | 2 |
|---|----------|
| From: Bobby | |
| Dear Anna, My name is Bobby. I'd like to be your e-friend. I'm from the US. I'm short. I have (1) hair. I have a big family. My grandfather lives with us. I have two (2) and one (3) . We live in a house near New York City. | |
| My school is very big. It's far from our house. I take the ⁽⁴⁾ to school every day with my brothers. I like my school. My ⁽⁵⁾ is to be a computer engineer. | |
| My favourite sport is ⁽⁶⁾ I like swimming too. My other hobbies are watching ⁽⁷⁾ and reading books. I don't like ⁽⁸⁾ Best wishes, Bobby | |
| | <u>×</u> |

* CMore practice

Read the following email from Jason to Anna. Fill in the table with information about Jason and yourself.

| Jason |
|--|
| |
| Dear Anna, |
| Hi! I saw your blog on the Internet and I'd like to be your e-friend. My name is Jason. I'm 12 years old. I'm tall. I have short, black hair. |
| I live in a flat in Beijing with my parents. My dad is an engineer and my mum is an English teacher. |
| My school is far away from our home. I go to school by bus. My favourite subject is Maths. I like my school and I have lots of friends there. |
| I like flying kites in my free time. My favourite sports are volleyball and football. |
| I hope to hear from you soon. |
| Best wishes, |
| Jason |

| | Jason | Me |
|----------------------|-------|----|
| Age | | |
| Hair | | |
| Favourite subject(s) | | |
| Favourite sports | | |
| Other hobby/hobbies | | |



* Using reference books (1): Alphabetical order

Below are some reference books.



A dictionary



An encyclopaedia



A telephone directory

In reference books, words and names are usually in **alphabetical order**, i.e. from *a* to *z*.

A Put these words in alphabetical order.

| | blog | subject | draw | family | vegetable | | |
|---|--------------------------|---------------|--------------|---------------|------------------|------------|---------|
| | | | | | | | |
| B | Put these v | vords in alph | abetical ord | der. Then con | nplete the rule. | | |
| | sport | student | science | e Sunda | y swimm | ing | |
| | | | | | | | |
| | If words h alphabetic | | me first let | tter, the | le | etter deci | des the |
| C | Put these v | vords in alph | abetical ord | ler. Then con | plete the rule. | | |
| | strong | still | study | start st | ory | | |
| | | | | | | | |
| | | | | | | | |

If words have the same first two letters, the ______ letter decides the alphabetical order.

📀 Culture corner

Addresses in English

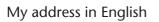
We write addresses in English like this:

117 High Street, Oxford OX1 4BZ, UK

| or | |
|-----------------|--------------------------|
| 117 High Street | -House number and street |
| Oxford | -Town or city |
| OX1 4BZ |]-Postcode |
| UK |]-Country |

How do you write your address in Chinese and in English?

My address in Chinese





| Salfersassment | ••••••••••••••••••••••••••••••••••••••• |
|---|---|
| How well do you know this unit? Tick 🗹 the boxes. | |
| I can read a blog to learn about a German girl. I can listen for specific information about an e-friend. | |
| 3 I know how to ask and answer Wh-questions. 4 I know when to use a or an before nouns. 5 I can say the /iɪ/, /ɪ/, /æ/, /e/, /p/ and /b/ sounds | |
| correctly. I can tell some classmates about myself. I can complete an email to a new friend. I can write addresses in English. | |
| | |

Module 1 My life

Unit 2 Daily life

💕 Getting ready

In this unit, you will learn about people's daily lives.

Reading

• Read a student's article about his daily life.

Listening

• Listen to a boy talking about his weekend.

Grammar

- Learn how to use **the simple present tense**.
- Learn how to use **adverbs and adverbial phrases of frequency**.

Speaking

- Learn to say the /s/, /z/ and /ız/ sounds.
- Ask a classmate about his/her daily life.

Writing

• Complete an article about a girl's daily life.



🕥 Reading

A What do you know about ...?

Look at these pictures and answer the questions about your daily life.

Which of these things do you ...

- a do every day?
- **b** do once or twice a week?
- c never do?

4



brush my teeth



watch television



play table tennis



ride a bicycle



play the piano



wash my clothes

B Before you read

B1 Look at the title of the article on page 17. Then circle the correct answers.

- 1 (Sam/Sam's friend) wrote this article.
- 2 It is about Sam's (school day/holiday).
- **B2** Read the first sentence of each paragraph in the article on page 17. Then answer the questions below.
 - 1 How does Sam go to school?
 - 2 What subjects does Sam usually study in the morning?
 - 3 How long is the school lunchtime?

A day at school by Sam

I am a junior high school student. I love going to school.



My school is close to my home, so I always go to school on foot. Classes start at 8 a.m., and I am seldom late.
My favourite subject is Geography. I enjoy learning about different places in the world.

In the morning, we usually study Chinese, Maths and English. We have

10 our morning break at 9:50 a.m. When the bell rings, I run to the playground with my best friends Tom and Jack. We often play games. Break ends at 10:10 a.m. How short it is!





- Lunch is from 11:50 a.m. to 12:30 p.m. Afternoon classes end at 3:30 p.m. Then Tom, Jack and I take part in the school band practice. We make great music together.
- 20 I always have a good time at school.

C Vocabulary

C1 Here are some sentences from the article on page 17. Do you know the meanings of the words in italics? Circle the correct answers.

- 1 Classes start at 8 a.m., and I am *seldom* late. **a** often **b** not often
- 2 We have our morning *break* at 9:50 a.m.a short time between lessons b a short holiday
- **3** When the bell *rings*, I run to the playground with my best friends Tom and Jack.
 - a makes a sound b is quiet
- 4 Afternoon classes *end* at 3:30 p.m.a stopb begin
- 5 We make great music *together*.a with each otherb every day
- C2 Sam and Mandy are talking about their daily lives on the Internet. Complete their conversation with the words from the box.

| break | end on foot | rings | take part in | usually | | | |
|-----------|------------------------|--|------------------|---------|--|--|--|
| My chat r | oom | | * Options * Hes | About | | | |
| Sam: | Is your school close | e to your he | ome, Mandy? | - | | | |
| Mandy: | Yes, it is, so I go to | school (1) | · | | | | |
| Sam: | Do you have a lune | ch (2) | ? | | | | |
| Mandy: | Yes. We have one | at 11:30 a.r | n. | | | | |
| Sam: | When does the sch | When does the school day usually $\frac{(3)}{2}$? | | | | | |
| Mandy: | At 3:30 p.m. Most | students go | home when the | bell | | | |
| | <u>(4)</u> , but s | ome of us | 5) | | | | |
| | after-school activit | es. I enjoy | playing basketba | all. | | | |
| Sam: | When do you | be | egin your homew | vork? | | | |
| Mandy: | At about 5:30 p.m. | | | - | | | |

D Comprehension

D1 Read the article on page 17 and circle the correct answers.

| 1 | Sam is a | ı school stu | lde | nt. | | |
|---|---------------|--------------------|-----|----------------|---|-------------|
| | a prim | lary | b | junior high | c | senior high |
| 2 | Sam's fa | avourite subject i | s | | | |
| | a Matl | hs | b | Geography | c | English |
| 3 | Sam oft | en during t | he | morning break. | | |
| | a play | s with his best fr | ien | ds | c | reads books |
| | b take | s part in the scho | ool | band practice | | |

D2 Read the article again and answer the questions below in complete sentences.

- 1 Why does Sam go to school on foot?
- 2 Why does Sam like Geography best?
- 3 Who are Sam's best friends?
- 4 What does Sam do after school?

* D3 Fill in the table below and then compare your school day with Sam's. Follow the example.

| | Sam | Ме |
|------------------|-----------------------|----|
| Classes start at | 8 a.m. | |
| Morning break | 9:50 a.m.–10:10 a.m. | |
| Lunchtime | 11:50 a.m.–12:30 p.m. | |
| Classes end at | 3:30 p.m. | |

Classes in Sam's school start at 8 a.m. Classes in my school start at ...



Jack's weekend

Jack is talking about his weekend. Listen to him carefully and fill in the blanks. Use the time expressions in the box to help you.

b



after lunch between 8 and 9 in the evening later in the afternoon



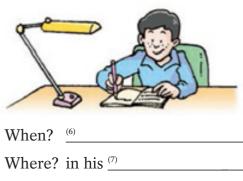
When? in the morningWhere? in the libraryWhat? read books



Where? in a ⁽⁵⁾ room What? play the guitar

| When? | (1) | |
|--------|---------------|--------|
| Where? | in the | market |
| What? | go <u>(3)</u> | |

d



What? do his $\frac{(8)}{2}$





A The simple present tense

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

| l You play the guitar. We do not play the guitar. They | | He She It | does no goes to | ne guitar. I t play the guitar. I the park. I t go to the park. | | |
|---|------------------------|-------------------------|--------------------|--|---|--|
| Do | l you we they | play the guitar? | Does | he she it | play the guitar? go to the park? | |
| Yes, | l you | do. | Yes, | he | does. | |
| No, | we they | don't. | No, | she it | doesn't. | |

Work out the rule

- In statements, we add *-s* or ______ to verbs after *he/she/it*.
- In questions, we use _____ before *I/you/we/they* and _____ before *he/she/it*.

A1 Use the information in the article on page 17 to complete the conversation below.

- S1: <u>Does</u> Sam <u>go</u> (go) to school by bus?
- S2: No, he $\frac{(2)}{2}$. He $\frac{(3)}{2}$ (go) to school on foot.
- S1: (4) Sam and his friends (play) games during the morning break?
- **S2:** Yes, they $^{(5)}$.
- **S1:** What ⁽⁶⁾ Sam (do) after school?
- S2: He $\frac{(7)}{2}$ (take) part in the school band practice.

A2 In pairs, talk about the things in the box. Follow the example.

go to school by bus study Chinese, Maths and English in the morning take part in after-school activities



B Adverbs and adverbial phrases of frequency

We use **adverbs and adverbial phrases of frequency** to talk about how often things happen.

Adverbs of frequency



These adverbs mean:



Adverbial phrases of frequency

| l go to the English Club | every day. twice a week. |
|--------------------------------|-----------------------------|
| On Saturdays, Once a month, | l go to the park. |

Work out the rule

- Adverbs of frequency come (before/after) the main verbs.
- Adverbial phrases of frequency often come (in the middle/at the end) of a sentence. Sometimes they come at the beginning.

Mandy meets Sam on the Internet again. She is asking Sam some questions about his life. Write Sam's answers in complete sentences.

| My chat | room * Options * Help * Abour |
|----------------|--|
| Mandy: Sam: | How often do you watch television? |
| Mandy: | How often do you eat out? |
| Sam: | (sometimes) |
| Mandy: | How often do you play table tennis with your father? |
| Sam: | (once a week) |
| Mandy: | How often do you win? |
| Sam: | (seldom) |
| Mandy: | How often do you visit other cities? |
| Sam: | (four times a year) |
| Mandy: | How often do you play computer games? |
| Sam: | (6) (never) |

| Speakin Talk tim | | /z/ /1z/ | | | |
|---------------------|-------|-----------------------|-------------|-----------------------|--------|
| /s/ | | /z/ | | /1Z/ | |
| nice | sing | alway <mark>s</mark> | Z 00 | | |
| books | caps | animal <mark>s</mark> | potatoes | beach <mark>es</mark> | boxes |
| hopes | makes | buy <mark>s</mark> | loves | closes | washes |

Read these sentences. Pay attention to the letters in bold.

- 1 Susan sings songs in her seat.
- 2 Sam loves books about seasons and flowers.
- 3 Dear Santa, can you send me seven boxes of oranges?
- 4 The zoo closes at seven, so Sally cannot see the animals.

B Speak up

In pairs, take turns to ask and answer questions and complete your classmate's daily schedule below.





Fang Fang's daily life

Read Fang Fang's daily schedule below and complete the article about her daily life.

| 6:30 a.m. | get up | 4–4:30 p.m. | play basketball with friends (twice a week) |
|----------------------|----------------|-------------|--|
| 7 a.m. | have breakfast | 4:45 p.m. | go home |
| 7:30 a.m. | go to school | 6:30 p.m. | have dinner |
| 8:30 a.m.– 4 p.m. | have classes | 9 p.m. | go to bed |



Fang Fang is a Grade 7 student. She (1) gets up at 6:30 a.m. every day. Then she washes her face and brushes her teeth. At 7 a.m., she (2) She often eats

some bread and drinks a glass of milk.

| Fang Fang live | s close to school, so she always | |
|----------------|----------------------------------|-------|
| (3) | on foot at 7:30 a.m. She | |
| (4) | from 8:30 a.m. to 4 p.m. | A C L |



| After school, she | | |
|-------------------|--------------|-----|
| | | She |
| (6) | at 4:45 p.m. | |

Fang Fang usually ⁽⁷⁾ at 6:30 p.m. She sometimes watches TV in the evening. She always ⁽⁸⁾.



(ING : STATE

* 🤁 More practice

A Jason is talking about his mother's daily life. Read what he says and then complete his mother's schedule below.

My mother is a junior high school teacher. She teaches English.

My mother gets up at 6 o'clock every day and has breakfast at 6:30 a.m. She always arrives at school at 7:25 a.m. She usually has two lessons in the morning. In the afternoon, she has one lesson. After school, she plays volleyball with her students.

In the evening, she cooks dinner. After dinner, she prepares her lessons. She sometimes helps me with my homework. She usually goes to bed at 11 p.m.

| My mother's | daily schedule | 1 |
|--------------|-----------------|----------------------|
| 6 a.m. | (1) | |
| 6:30 a.m. | has breakfast | |
| 7:25 a.m. | (2) | |
| 9–10:40 a.m. | has two lessons | |
| lunchtime | | |
| 1–1:40 p.m. | (3) | |
| 4–4:30 p.m. | (4) | with some students |
| 6 p.m. | (5) | |
| 6:45 p.m. | has dinner | |
| 7:30–10 p.m. | (6) | and helps me with my |
| | homework | |
| ll p.m. | goes to bed | |

B Interview your father or mother. Make a schedule like the one in A about his or her daily life. Then tell your classmates about it.



Dear Diary



Many people around the world keep a diary. They write in it every day. In a diary, you can write about your daily life.

People often start by writing "Dear Diary". They think of the diary as a friend.

Do you keep a diary? Would you like to keep one? What things do/would you write about?

| Salfersassmant | ••••••••••••••••••••••••••••••••••••••• |
|---|---|
| How well do you know this unit? Tick 🖌 the boxes. | |
| 1 can read an article about a student's daily life. | |
| I can listen for specific information about a boy's weekend. | |
| 3 I know how to use the simple present tense . | |
| I know how to use adverbs and adverbial phrases of frequency. | |
| 5 I can say the /s/, /z/ and /ız/ sounds correctly. | |
| 6 I can ask my classmate about his/her daily life. | |
| 7 I can complete an article about a girl's daily life. | |
| 8 I know about keeping a diary. | |



* Project

Our new classmates

Do you want to know more about your new classmates? In this project, you will help make a book called *Our new classmates*.

A Prepare a list of questions. Here is an example for you. Complete the questions below.

| | Our new classmate | e: | Mary |
|---|---|----|---|
| 1 | Where? | 4 | How |
| | I live at 8 Park Road. | | I usually go to school by bus. |
| 2 | | 5 | What |
| | your family? | | My favourite subject is Maths. |
| | There are three—my parents and me. | 6 | What |
| 3 | What | | My favourite sport is basketball. I play it once a week, on Sundays. |
| | ? | 7 | When |
| | My father is a teacher at a junior high school. My mother is a nurse. | | I often go to bed at 10 p.m. |

B In pairs, ask your classmate questions and make notes of the answers. If possible, take a photo of your classmate.

C Use your notes to make an information card about your classmate. Remember to stick his/her photo on it. Here is an example for you.

| Name: Mary | |
|---|--|
| Home address: <u>8 Park Road</u> | |
| Family members: <u>father (teacher)</u> , mother (nurse), | |
| Mary (student) | |
| Go to school: by bus | |

D Then, as a class, put all your cards together to make a book for everyone to read. Design a book cover.

Module 2 The natural world

Unit 3 The Earth

of Getting ready 💕

In this unit, you will learn about the Earth.

Reading

• Read a poster about the Earth.

Listening

• Listen to a quiz about the sea.

Grammar

- Learn how to use **countable and uncountable nouns**.
- Learn how to use the pattern *there is/are*

Speaking

- Learn to say the $/\Lambda/$, $/\alpha!/$, /p/, /3!/, /v/, /u!/, /k/ and /g/ sounds.
- Talk about what we can do to protect the Earth.

Writing

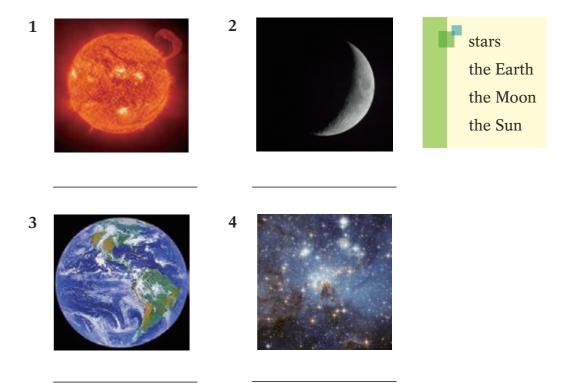
• Complete a report on protecting the Earth.





A What do you know about ...?

A1 Look at the photos and write the correct words in the blanks.



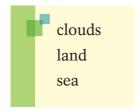
A2 Look at the photo of the Earth in **A1** again. In pairs, discuss the questions below.

- 1 What are the blue parts?
- 2 What are the green and brown parts?
- 3 What are the white parts?

B Before you read

Look at the photos and the title of the poster on page 31. Then answer the questions below.

- **1** What is the poster about?
- 2 What things are there on Earth?



PROTECT THE EARTH



The Earth is a beautiful place.

There are forests and rivers, mountains and fields. Some places are very hot, and some 5 are very cold.

There are many different plants.
Some are large. Some are small. All plants need light and water. There are different animals on Earth too.
10 Some live on the land. Some fly in the sky. Some live under the water.





There are also many people like you and me on Earth. The Earth provides us with air, water and 15 food. It is our home.

Today, there is a lot of pollution. We burn things to make energy. This pollutes the air. We put our rubbish into the sea and under the ground. This pollutes the Earth and kills animals and plants.



20 We must stop doing these things. It is important for us to protect the Earth for our future.

C Vocabulary

C1 Here are some sentences from the poster on page 31. Do you know the meanings of the words in italics? Circle the correct answers.

| 1 | The Earth <i>provides</i> us <i>with</i> air, v | vate | er and food. |
|---|---|------|-----------------------|
| | a gives | b | shows |
| 2 | We <i>burn</i> things to make energy. | | |
| | a set on fire | b | make very strong |
| 3 | This <i>pollutes</i> the air. | | |
| | a makes clean | b | makes dirty |
| 4 | This pollutes the Earth and kills | anir | nals and plants. |
| | a cleans | b | makes die |
| 5 | It is important for us to <i>protect</i> the | he I | Earth for our future. |
| | a keep safe | b | change |
| | | | |

Complete the conversations with the words from the box.

| burn | pollute | provide with |
|-----------|---------|--------------|
| important | protect | |

- **1 Tom:** The water from the factory is dirty.
 - **Bob:** Yes. We must not let it $^{(1)}$ the river. We must do something to $^{(2)}$ the river.

Tom: Yes. It's (3) for us to do something about this.

- 2 Jack: Forests are very important. Do you know why?
 - Joe: Of course. They ⁽⁴⁾ us _____ a lot of things, for example, wood and fruit.
 - Jack: You're right. Many people still ⁽⁵⁾ wood to make energy.

D Comprehension

D1 Find sentences beginning with **There is/are** ... from the poster on page 31 to go with these photos.



D2 Read the poster again and answer the questions below in complete sentences.

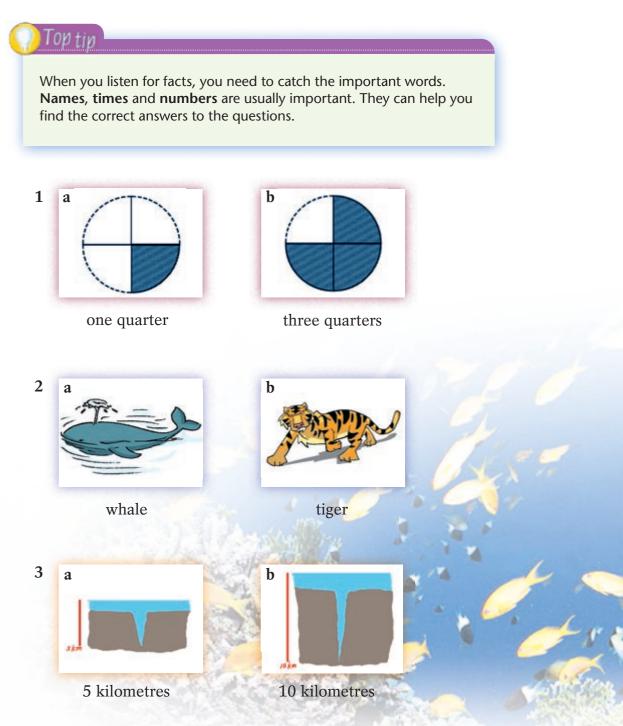
- 1 What is the weather like in different places on Earth?
- 2 Where do animals live on Earth?
- 3 What does the Earth provide us with?

* D3 What else do you know about the Earth? Discuss this in groups. There is/are ... Some ... Some ...

🗑 Listening

Sea facts

Listen to a quiz about the sea. Then circle the correct pictures.





A Countable and uncountable nouns

In English, we can count some things, e.g. *rivers* and *mountains*. We cannot count other things, e.g. *water* and *air*.

| Countable nouns | Uncountable nouns |
|---|--|
| one animal , two animals | some rubbish |
| l have a world map at home. There is an article about the Earth. | All plants need light and water . |
| This plant is beautiful. These animals are dangerous. | Air has no smell. Water is important. |

Work out the rule

- (Countable/Uncountable) nouns can have plurals.
- We can use *a* or *an* before (countable/uncountable) nouns.
- Uncountable nouns only take (singular/plural) verbs.

A1 Read the sentences below and decide whether the nouns in italics are **countable** or **uncountable**. Write the words in the correct columns.

- 1 There is *grass* in a *forest*.
- 2 Do not throw *rubbish* into the *river*.
- 3 The *air* is fresh in the *mountains*.
- 4 The *flowers* are beautiful. Let me take a *photo*.
- 5 We should drink *water* every day. Here is a *glass* for you.

| Countable | Uncountable |
|-----------|-------------|
| forest | |
| | |
| | |
| | |
| | |
| | |

A2 In pairs, ask and answer questions about each photo. Follow the example.

2

5



bottle/milk



box/egg



3

bowl/rice

4



glass/water



bag/apple

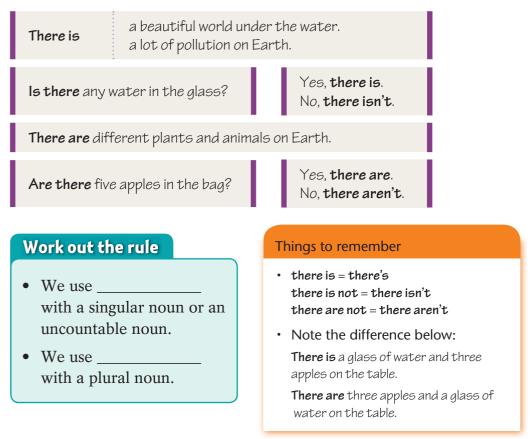


cup/coffee



B Using there is/are ...

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



Jane is asking Danny about what they can do to help protect the sea. Complete their conversation with **there is (not)**, **is there**, **there are** or **are there**.

| Jane: | ⁽¹⁾ pollution in the sea. What can we do to |
|--------|---|
| | help protect the sea? |
| Danny: | ⁽²⁾ many things we can do. We can have a |
| | beach clean-up day. You see, ⁽³⁾ always many |
| | bottles on the beaches. They pollute the sea. |
| Jane: | That's a good idea! What else can we do? |
| Danny: | We can ask people not to eat shark fin soup. (4) |
| | a seafood restaurant near your home? |
| Jane: | No, any other things |
| | we can do to help? |



Talk time

| | | / _Λ / | | /aː/ |
|----------|--------------------------------|-----------------------|----------------------------------|-----------------------|
| | colour | must | after | ban <mark>a</mark> na |
| Int | other | under | card | l ar ge |
| | | /ɑ/ | | /ɔː/ |
| | doctor | on | all | August |
| (v) /ui/ | want | wash | four | horse |
| | | | | |
| 11000 | | /ʊ/ | | /uː/ |
| /k/ /g/ | could | /ʊ/ f u ll | bl ue | /uː/ food |
| /k/ /g/ | c ou ld p u t | | bl ue poll u te | |
| /k/ /g/ | | f u ll | | f oo d |
| /k/ /g/ | | f u ll wood | | food shoe |

A1 Listen carefully and circle the word you hear from each pair.

3 /sppt/ /sport/ 5 /pul/ /purl/ 1 /bain/ /ban/ 7 /bæk/ /bæg/ 4 /kpd/ /kɔːd/ 6 /fʊl/ /fuːl/ 8 /klass/ /glass/ 2 /hart/ /hat/

A2 Read these sentences. Pay attention to the letters in bold.

- **1** I love my brother's drum.
- 2 I asked my father for a banana. 6 Whose blue shoes are those?
- **3** I want to wash some socks.
- 4 I saw four horses at the door!
- 5 He took a look at the cook.
- The clever cat caught the chicken. 7
- A girl sat on the green grass with 8 her dog.

Speak up В

In pairs, talk about what we can do to protect the Earth. Follow the example.

- S1: What can we do to protect the Earth?
- S2: We must stop polluting the air.
- S1: Are there any other things we can do?
- S2: We can take our own shopping bags to the supermarket.



Protect the Earth

In pairs, look at the photos below and discuss the problems with your classmate.
 What can we do to solve these problems?



people/catch a lot of fish every day/fewer and fewer fish in the sea each year



people/burn things to make energy/ pollute the air



people/throw away a lot of rubbish every day/pollute the land



people/put waste into rivers and seas/pollute the water

B Use the information in **A** to complete the report below.

| | PROTECT THE EARTH | |
|--------------|-----------------------------|--|
| What probl | ems do we have? | |
| People | | |
| There are _ | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | ve do to protect the Earth? | |
| • We must st | op | |
| • | - | |



A Read the poem about air and complete the sentences below.

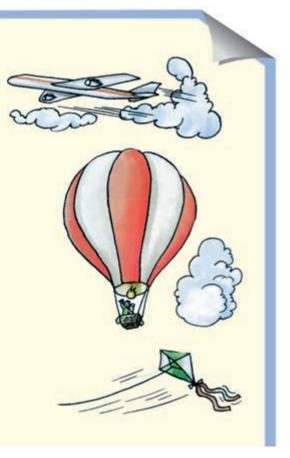
Air

Air has no smell. Air has no taste. But when the wind blows, You feel it on your face.

Look at a kite, Or a plane in the air. How do they stay there? They ride on air.

How does a balloon Rise in the air, And lift people up? It uses hot air.

We need air to breathe. We need air to survive. And when we breathe it, It keeps us alive.



- 1 Air has no ______ and no _____. When the wind blows, you feel the ______ on your face.
- 2 A kite or a plane ______ to stay in the sky.
- 3 A balloon uses ______ to rise in the air and ______ people up.

4 "We need air to survive" means "Air _____ us ____".

B Where does air pollution come from? In groups, discuss the question with your classmates. Then report to the class. Follow the example.

Air pollution comes from traffic. It also comes from factories.



Parts of a book (1): The contents page

You can always find the contents page at the beginning of a book. It contains useful information. For example, part and/or chapter numbers, names of chapters and page numbers.

Study the contents page of The Crying Sea on the right and complete the sentences below.

- 1 There are _____ (how many?) parts and _____ (how many?) chapters in this book.
- 2 In Part _____, Chapter _____, we can find out about different types of fish.
- **3** We can find out why the sea is crying in Part _____.
- **4** We can find information about how to save the sea in Part
- 5 In Part _____, Chapter _____, we may find

| | Contents | - |
|-----------|-------------------------------|----|
| | oontents | |
| Part 1 | What can we find in the sea? | |
| Chapter 1 | Fish | 2 |
| Chapter 2 | Coral | 10 |
| Chapter 3 | Other sea creatures | 18 |
| Chapter 4 | Seaweed | 19 |
| Part 2 | What can we get from the sea? | |
| Chapter 1 | Seafood | 23 |
| Chapter 2 | Oil | 26 |
| Chapter 3 | Salt | 32 |
| Part 3 | Why is the sea crying? | |
| Chapter 1 | People are polluting the sea | 35 |
| Chapter 2 | Animals are dying | 44 |
| Chapter 3 | No more oil | 50 |
| Part 4 | Let's save the sea! | |
| | | |

information about where oil comes from.

6 Where can you find these photos in the book?



____.

In Part _____, Chapter _____.



In Part _____, Chapter _____.



In Part _____, Chapter _____.



The story of the ten suns

A long time ago, there were ten suns in the sky. The weather was very hot. Plants could not grow. Animals could not live long. There

was a man. His name was Houyi. He shot nine suns out of the sky. In the end, only one sun remained. The weather got cooler. Plants could grow. People were happy.



Do you want to have one sun or ten suns in the sky? Give your reasons.

| Salfassassment | |
|--|--|
| How well do you know this unit? Tick 🖌 the boxes. | |
| 1 I can read a poster to learn about the Earth. | |
| 2 I can listen for facts about the sea. | |
| I can use countable and uncountable nouns correctly. | |
| 4 I can use sentences with <i>there is/are</i> correctly. | |
| 6 I can say the /Λ/, /α!/, /υ/, /ɔ!/, /υ/, /u!/, /k/ and /g/ sounds correctly. | |
| 6 I can talk about how to protect the Earth. | |
| I can write a report on protecting the Earth. | |
| 8 I understand the contents page of a book. | |
| 9 I know the story of the ten suns. | |
| • | |

上海教育出版社 Module 2 The natural world

Seasons

💕 Getting ready

In this unit, you will learn about the four seasons and the weather in different parts of the world.

Reading

• Read an article about the four seasons.

Listening

• Listen to a girl talking about the weather in Canberra, Australia.

Grammar

• Learn how to use **adjectives**.

Speaking

- Learn to say the /eɪ/, /aɪ/, /ɔɪ/, /m/, /n/ and /ŋ/ sounds.
- Talk about which season you like best.

Writing

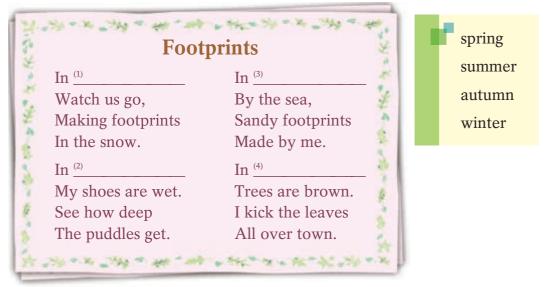
• Write about your favourite season.



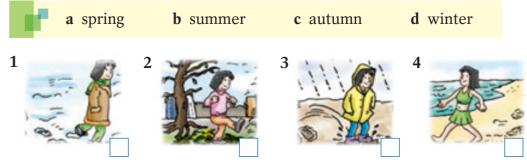


A What do you know about ...?

A1 Here is a poem about the four seasons. Complete the poem with the words from the box.



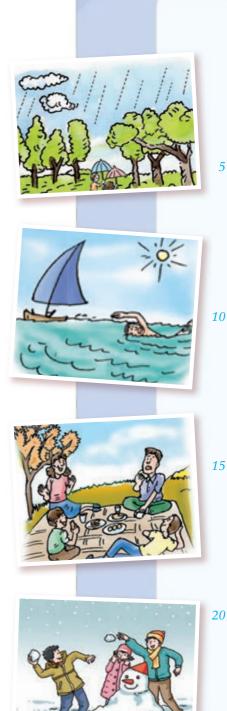
A2 Read the poem again. Then match the pictures below with the seasons. Write the letters in the correct boxes.



B Before you read

Look at the pictures and the sub-headings of the article on page 45. Then answer the questions below.

- 1 What is the weather like in spring?
- 2 What do people usually do in summer?
- 3 What do people like doing in autumn?
- 4 What do children like about winter?



The four seasons

Spring

In spring, the weather starts to get warm. The wind blows gently. It often rains. Plants start to grow. Everything turns green. It is exciting to take a trip in spring.

Summer

The weather is hot in summer. The Sun shines brightly. Many people like to go to the beach and swim in the sea. It is nice

to eat ice cream in the hot weather.

Autumn

In autumn, everything changes. Leaves turn brown, red or yellow and start
15 falling from the trees. It is nice to go on a picnic at this time of year because the weather is cool and dry.

Winter

Winter is often cold and snowy. Children
20 love winter because they love to play in the snow. It is interesting to make snowmen. People usually spend time with their relatives during the Spring Festival.

C Vocabulary

C1 Look at the article on page 45 and find words that have similar meanings to the phrases below.

- 1 all the things (line 4)
- 2 sends out light (line 9)
- 3 not wet (line 17)
- 4 with a lot of snow (line 19)
- 5 use time to do something (line 22)
- 6 people in the same family (line 23)

C2 Complete the article with the words from the box.



Winter is the best season. I have a long holiday at that time and I have a lot of fun. I love $\stackrel{(1)}{=}$ days because $\stackrel{(2)}{=}$ becomes white. It is exciting to make snowmen and $\stackrel{(3)}{=}$ time playing in the snow with my friends.

I like to visit my $\stackrel{(4)}{=}$ during the Spring Festival in January or February. We always have dinner together. Sometimes I go on a $\stackrel{(5)}{=}$ with my parents during the winter holidays. We always have a good time.



D Comprehension

D1 Find sentences beginning with **It is** ... from the article on page 45 to go with these pictures.



D2 Read the article again. Complete the table below.

| | Weather | Activities |
|--------|--|------------------------------|
| Spring | It starts to ⁽¹⁾ It often ⁽²⁾ | - |
| Summer | It is and the Sun | - |
| Autumn | It is | It is nice to ⁽⁹⁾ |
| Winter | It is often (10) | Children love to (11) |

* D3 What festivals do we have in each season? What do we usually do or eat at each festival?



The weather in Canberra

▲ Listen to Kelly talking about the weather in Canberra, Australia and put the photos below in the correct order. Write the numbers **1**−**4** in the boxes.



B Listen again and complete the table below.

| Season | Starts in | Ends in | Weather |
|--------|-----------|----------|---------|
| Spring | September | (1) | , rainy |
| Summer | (3) | February | , hot |
| Autumn | March | (5) | , dry |
| Winter | (7) | August | very |



A Using adjectives before nouns

We use an **adjective** before a noun to describe a thing or a person.

| | | Things to remember | |
|-------------------------|------------------------|---|--|
| a bright star | lovely children | Sometimes we form an adjective like | |
| a close relative | an old umbrella | this: wind (<i>n</i> .) → wind y (<i>adj</i> .) | |
| a funny snowman | a warm coat | rain (<i>n</i> .) \rightarrow rainy (<i>adj</i> .) | |
| heavy rain | a windy day | But note the spelling change with: sun $(n.) \rightarrow$ sunny $(adj.)$ | |
| | | fog (<i>n</i> .) \rightarrow fo gg y (<i>adj</i> .) | |
| Work out the rule | | | |

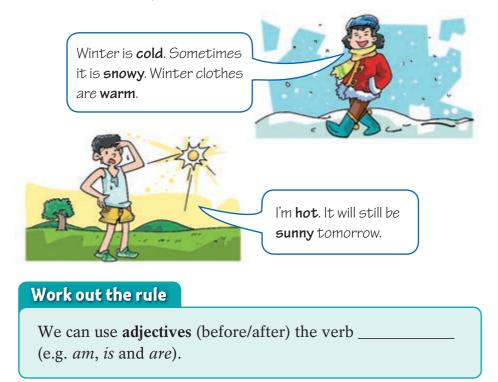
| Sometimes we can turn a | into an |
|-----------------------------------|---------|
| by adding - <i>y</i> to the word. | |

Look at the pictures. Complete the sentences with the words from the box.

| | rainy | snowy | sunny | windy |
|---|------------|-------|----------------------------|--------------------------|
| 1 | | | | nining brightly. day. |
| 2 | 1.1.1.1.1. | T | It is raining h It is a | neavily. day. |
| 3 | R | | | blowing strongl day. |
| 4 | | | It is snowing It is a | heavily. day. |

B Using adjectives after the verb to be

We can also use **adjectives** like this:



In pairs, ask and answer questions about the weather. Follow the example.

cloudy cold hot windy snowy sunny warm S1: What's the weather like in Beijing in July? S2: It's hot and sunny. 1 2 3 4 Beijing Shanghai Hangzhou Harbin July April January February

C Adjectives with *It is* and *to* + a verb

We can use the **adjectives** below with *It is* and *to* followed by a **verb**.



Here are some pictures of different seasons. Write a caption for each picture by using the words below it.

2

4

1



hard/walk/on muddy roads/spring It is hard to walk on muddy roads in spring.



exciting/play/on the beach/summer

3



nice/take a trip/autumn



interesting/play in the snow/winter



A Talk time

| | /6 | eı/ | /aɪ/ /ɔ | | 1/ | |
|----------|---------------------|------|----------|--------------|----------------------|----------------|
| (er) (). | change | may | brightly | dr y | b oy | enj oy |
| | r <mark>ai</mark> n | they | like | shine | noise | p oi nt |
| /m/ /ŋ/ | /m/ | | /n/ | | /ŋ/ | |
| | many | moon | cousin | kn ow | exciti ng | long |
| | swi m | time | listen | never | spri <mark>ng</mark> | you ng |

A1 Listen carefully and circle the word you hear from each pair.

| 1 | /raɪt/ | /reit/ | 3 | /nɔɪz/ | /nais/ | 5 | /kɪn/ | /kɪŋ/ |
|---|--------|--------|---|--------|--------|---|--------|--------|
| 2 | /baɪ/ | /bɔɪ/ | 4 | /muɪn/ | /nuɪn/ | 6 | /swim/ | /swɪŋ/ |

A2 Read these sentences. Pay attention to the letters in bold.

- 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 will get married on Monday morning.
- 5 Naughty Nicky knocked on nine windows.
- 6 The king is singing a song.

B Speak up

In pairs, talk about which season you like best. Follow the example.

- S1: Which season do you like best?
- S2: I like summer best.
- S1: Why?
- S2: Because it's exciting to play on the beach in the sunny weather.





My favourite season

A Mandy has written about her favourite season, winter.



B Write a short passage about your favourite season. Follow the example in **A**.

warm/hot/cool/cold/wet/rainy/windy/cloudy/sunny/snowy exciting/nice/interesting plant trees/fly kites/go swimming/have a picnic the Mid-Autumn Festival/the Dragon Boat Festival

My favourite season

| My favourite | season is | | |
|--------------|---------------|------------------|--|
| It is | and sometimes | (weather). It is | |
| to | | (ac | tivity). |
| | is in | (festival). I | |
| It is | | | ······································ |
| | | (a | ctivity). |

* 🤁 More practice

Read this article about the weather in China. Then complete the table below.

The weather in China

In the north of China, it is very cold and dry in winter. There is sometimes heavy snow. Summer is different. It is sometimes very hot during the day, but it is often 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 very cold and wet in winter.



In the south of China, winter is usually short and cool. It sometimes rains. In summer, the weather is often hot and wet.

The weather in the south-west of China is very special. It is comfortable to live there because summer is cool and winter is warm.

| The weather in China | | | | |
|--------------------------|--------|--------|--|--|
| | Summer | Winter | | |
| North of China | | | | |
| Middle and east of China | | | | |
| South of China | | | | |
| South-west of China | | | | |



British Summer Time (BST)

In some countries, they have summer time and winter time. In the UK, for example, their summer time starts on the last Sunday in March. At 1 a.m. on that day, the clocks in all public places in the UK are put forward an hour, from 1 a.m. to 2 a.m. BST always ends on the last Sunday in October.



Can you name one other country that has summer time like the UK? When does it begin and end?

| Selfessessment | ••••••••••••••••••••••••••••••••••••••• |
|--|---|
| How well do you know this unit? Tick 🖌 the boxes. | |
| 1 I can read an article about the four seasons. | |
| 2 I can put words into different groups. | |
| 3 I can listen for specific information about the weather in Canberra, Australia. | |
| 4 I can use adjectives before nouns correctly. | |
| 5 I can use adjectives after the verb <i>to be</i> correctly. | |
| 6 I can use some adjectives with <i>It is</i> and <i>to</i> + a verb correctly. | |
| I can say the /ei/, /ai/, /oi/, /m/, /n/ and /ŋ/ sounds correctly. | |
| 8 I can talk about my favourite season. | |
| 9 I can write about my favourite season. | |
| I know about British Summer Time (BST). | |
| • | |

*Project

Our home town

How much do you know about your home town? In this project, you will do some research and write a report.

In groups, do some research according to the questions below.

- Where is your home town?
- Which province is your home town in?
- Is there any big sea or river close to or in your home town?
- When does each season start and end?
- What is the weather like in each season?

What do people usually do in different seasons?

B Each group works together to write a report. You may draw pictures or add photos to go with the report. Follow the example.

HOME TOWN: SHANGHAI

Big seas or rivers close to or in our home town: the Huangpu River, Suzhou Creek, the Changjiang River, the East China Sea

Seasonal features:

Spring usually starts in March. The weather starts

to get warm. The wind blows gently. It often rains. Plants start to grow. People usually take trips during this time ...

C As a class, decide which group's report is the best.

Unit

Visiting the Moon

Getting ready

This unit will take you to the year 2053. You will learn about living in space and staying at a space hotel.

Reading

• Read a student's diary about a trip to space.

Listening

• Listen to a robot talking about the Space Hotel.

Grammar

- Learn how to use **the simple future tense** with *will*.
- Learn how to use **the simple future tense** with *be going to*.

Speaking

- Learn to say the /ə/, /3ː/, /l/, /r/ and /h/ sounds.
- Plan a trip to the Space Museum.

Writing

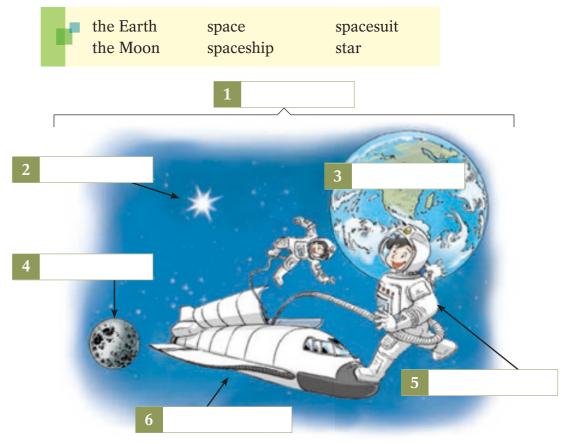
• Write a plan for visiting the Space Hotel.



🚫 Reading

What do you know about ...?

Would you like to travel into space? Look at the picture and write the correct words in the boxes.



B Before you read

Look at the photos, the title and the first paragraph of the diary on page 59. Then circle the correct answers.

- 1 Where is Jerry going?
 - a To the Moon. b To a star.
- 2 How will Jerry travel?a By spaceship.b By plane.
- **3** How may Jerry feel about the trip? (There can be more than one answer.)
 - a Happy. b Excited. c Nervous. d Worried.



by Jerry

10 October 2053

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 a.m. It'll take us to the Moon. I can't wait!

5 The Moon is around 380,000 kilometres from the Earth, so it'll take us about four days to get there. There's no gravity in space, so we'll all be able to float around in the spaceship. We'll have to tie ourselves to our beds so that we won't float away in our sleep! Without gravity, our bodies may get weak, so we'll have to do

10 exercises every day.

When we arrive, I'm going to walk on the Moon. I'll have to wear a spacesuit to help me breathe because there's no air on the Moon. I'm going to take as many photos as I can, that is, if my camera still works up there ...



C Vocabulary

- **C1** The words in italics are from the diary on page 59. Circle the correct answers to complete these sentences.
 - 1 If you *leave* a place, you _____ it.
 a go to b go away from
 - 2 If you *have to* do something, you _____ do it.a can b must
 - 3 If you *tie* something, you _____.
 - **a** hold two or more things together with a rope
 - **b** make something into a rope
 - 4 When you *breathe*, you _____.
 - a keep yourself warm
 - **b** take air into and send it out of your body



Complete the conversations with the words from the box.

| | able t | o breathe came | era leaves | tie |
|---|---------|--|---------------------|-------------|
| 1 | Andrew: | I like your new | , Jerry. | |
| | Jerry: | Thanks. I love taking phot | OS. | |
| 2 | Amy: | It's too hot and there are t | | nere. I can |
| | Kate: | Of course, you can. | | |
| 3 | David: | The plane ⁽³⁾ the the plane t | ne airport at 3 p.n | 1. We mus |
| | Sally: | Don't worry. We have end | ough time. | |
| 4 | Dora: | Can you help me | the rope to | the chair? |
| | Bill: | Certainly. | | |
| 5 | Tony: | Will you be | come to my party | y tomorrov |
| | Paul: | Sorry, I'm busy. | | |





Keeping a vocabulary notebook

You can keep a vocabulary notebook like this.

| Vocabulary | You can do these things |
|------------|-------------------------------|
| sleep | Make a sentence with it. |
| spacesuit | Write the meaning in Chinese. |
| Earth | Draw or find a picture. |
| be able to | Write the meaning in English. |

l never <u>sleep</u> late. 宇航服,航天服



D Comprehension

D1 Read Jerry's diary on page 59 and answer the questions below in complete sentences.

- 1 When is Jerry going to travel into space?
- 2 Why will Jerry be able to float around in space?
- 3 What will Jerry wear on the Moon?

D2 Read Jerry's diary and the sentences below. Circle **T** (True) or **F** (False). Find facts in the diary to support your answers. Then write down the facts.

| 1 | Jerry is the only student to travel into space. | T / F |
|---|--|-------|
| 2 | Jerry is very excited about the trip. | T / F |
| 3 | Jerry will not be able to breathe on the Moon without a spacesuit. | T / F |

* D3 Discuss and answer the questions below with your classmates.

- 1 What do you think Jerry will do on the Moon?
- 2 What do you think Jerry will bring back from the Moon?

🗑 Listening

The Space Hotel

Listen to a robot talking about the Space Hotel and complete the notes below. Write one word or figure in each blank.

| The Space Hotel |
|---|
| CinemaTomorrow: an exciting film about space.Times: (1) 3 p.m. and (2) p.m. |
| Moon Garden Grows ⁽³⁾ for our restaurant. Open from 2 p.m. to 5 p.m. |
| ShopsBuy great things such as $\frac{(4)}{2}$ rocks and space postcards.Open from $\frac{(5)}{2}$ a.m. to 6 p.m. |
| Space RoomThe best place to watch (6)Open all day.Tomorrow: fly over (7)at 9 a.m. |
| Sports Room Good exercise machines and ⁽⁸⁾ games for children. Open from 10 a.m. to ⁽⁹⁾ p.m. |
| Star Restaurant The best restaurant in space. Come for a big (10) Open from 7 a.m. to 11 p.m. |



A The simple future tense (will)

We use *will* with a **verb** to talk about things that may happen in the future.

| l/You/We/They/ He/She/lt | | will (not) | visit the Moon. be happy to travel into space. | | into space. |
|-----------------------------|--------|----------------|---|---------------------------------------|-------------|
| Will | l/you/ | /we/they/he/sh | ie/it | wear a spa be hungry | |
| Yes, No, | l/you/ | /we/they/he/sh | ie/it | will. will not. | |



Things to remember

we will = we'll we will not = we won't

Work out the rule

- We use (the base form/the *-ing* form) of the verb after *will*.
- The base form of *am*, *is* and *are* is the verb (*to do*/*to be*).

Mr Green sees this advertisement. Complete his conversation with Mrs Green using will ('II) or will not (won't) and the words in brackets.



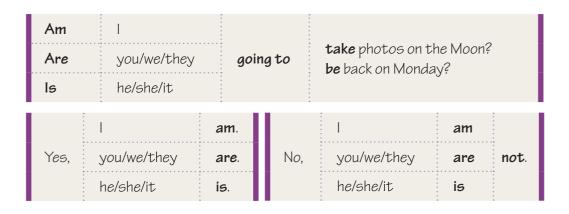
| Mr Green: | Let's visit the Space Hotel for our next holiday! | | | |
|------------|---|---------------------------------|--|--|
| Mrs Green: | That's a good idea. What $^{\scriptscriptstyle(1)}$ | will we see | | |
| | (we/see) from there? | | | |
| Mr Green: | (2) | _ (We/see) all of the Earth. | | |
| Mrs Green: | (3) | _ (we/see) Mars? | | |
| Mr Green: | No, (we/n | ot), but (5) | | |
| | (there/be) wonderful views o | f the Moon. | | |
| Mrs Green: | How | (we/get) to the hotel? | | |
| Mr Green: | (7) | _ (We/fly) up to the hotel in a | | |
| | spaceship. | | | |
| Mrs Green: | (8) | _ (Tim/be) with us? | | |
| Mr Green: | Oh, yes, let's take him too. (9) | | | |
| | (He/enjoy) it. | | | |

B The simple future tense (be going to)

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

| I | am (not) | | |
|-------------|-----------|----------|--|
| You/We/They | are (not) | going to | walk on the Moon. be back to the Earth next week. |
| He/She/It | is (not) | | |

|--|

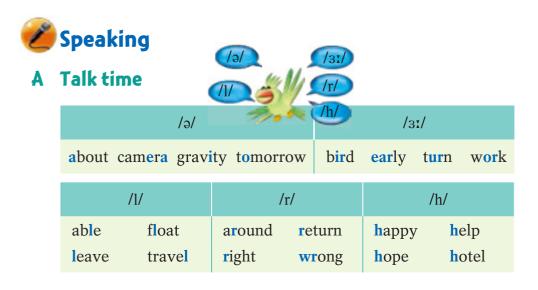


Work out the rule

- We use (the base form/the *-ing* form) of the verb after *be going to*.
- We use *be going to* to talk about things (that may happen/we plan to do) in the future.

Mr Green wants to visit the Space Hotel. He is telling his son about his plan. Complete the conversation using **be** (**not**) **going to** and the words in brackets.

| Mr Green: | Come here, Tim. $^{(1)}$ | (I/tell) |
|-----------|--------------------------|----------------------------|
| | you something exciti | ng! (2) |
| | (We/have) a holiday | in the Space Hotel! |
| Tim: | Great! (3) | (we/drive) our car |
| | there? | |
| Mr Green: | No, | (we/not drive) our |
| | car there! | (We/travel) in a |
| | spaceship! | |
| Tim: | Are the dogs going to | o come with us? |
| Mr Green: | No | (They/stay) here. |
| Tim: | (7) | (Aunt Alice/be) here every |
| | day to feed them? | 5 |
| Mr Green: | Yes, | _(she/be). |
| | | |



A1 Listen carefully and circle the word you hear from each pair.

 1
 /big/
 /'bigə(r)/
 3
 /wɔːk/
 /wɜːk/
 5
 /lɒŋ/
 /rɒŋ/

 2
 /bed/
 /bɜːd/
 4
 /raɪt/
 /laɪt/
 6
 /həʊp/
 /rəʊp/

A2 Read these sentences. Pay attention to the letters in bold.

- 1 Allen's younger brother is not afraid when his mum is away.
- 2 The early bird gets the worm.
- 3 The policeman on your left is listening to a tall lady with long hair.
- 4 Rose writes Rory a letter about her red radio.
- 5 Happy Helen has long hair and a hat. She has her hand on her head.

B Speak up

You are going to visit the Space Museum. In pairs, look at the poster and plan your trip.

A trip to the Space Museum

Saturday, 12 October

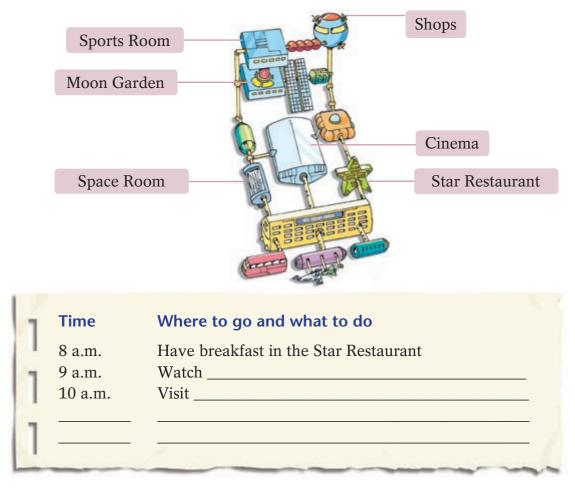
- Meet at the school gate at 9 a.m.
- Leave school at 9:15 a.m.
- Bus to the Space Museum
- Arrive at 9:45 a.m.
- Return at 3:30 p.m.

When are we going to meet? How are we going to get there? How long will it take to get there? When are we going to come back?



Visiting the Space Hotel

A Plan your first day at the Space Hotel. In pairs, complete the timetable. Use the picture below and the notes on page 62 to help you.



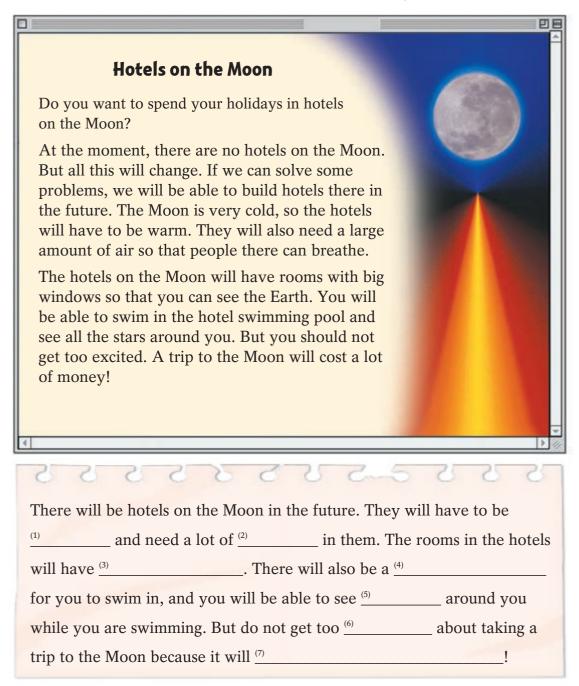
B Write a plan for your first day at the Space Hotel. You can start like this:



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* 🤁 More practice

A Read the online article about hotels on the Moon and complete the summary below.

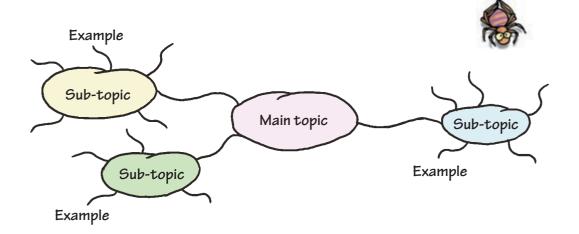


B In pairs, talk about your dream hotel on the Moon and what you are going to do there.

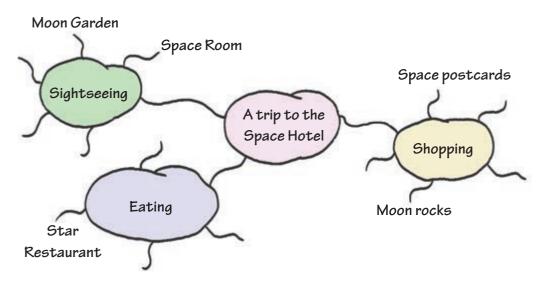


Charts and graphs (1): Using a spidergram

Spidergrams are very useful. They can help you organize your ideas and plan your writing.



When you make a spidergram, you start in the middle with the main topic. Then think of the sub-topics and add some examples. Look at the spidergram below.



Think of some places to visit in your city and make a spidergram. Follow the example above.



China's space dream

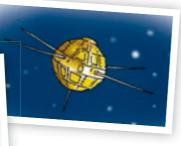
Thousands of years ago, there was a Chinese story about Chang'e flying to the Moon.

During the Ming Dynasty, the Chinese made the first rocket.

On 24 April 1970, China sent its first satellite into space.

On 15 October 2003, Yang Liwei went into space in the *Shenzhou* V.spaceship.





What else do you know about China's space dream?

| Salfessessment | |
|---|--|
| How well do you know this unit? Tick 🗸 the boxes. | |
| 1 can read a student's diary about a trip to space. | |
| 2 I know how to keep a vocabulary notebook. | |
| 3 I can listen for specific information about the Space Hotel. | |
| 4 I can use the simple future tense with <i>will</i> correctly. | |
| 5 I can use the simple future tense with <i>be going to</i> correctly. | |
| 6 I can say the /ə/, /3ː/, /l/, /r/ and /h/ sounds correctly. | |
| 7 I can plan a trip to the Space Museum. | |
| 8 I can write a plan for visiting the Space Hotel. | |
| 9 I can use a spidergram to plan my writing. | |
| I know about China's space dream. | |

Module 3 **Travels**

Unit

Travelling around Asia

💕 Getting ready

In this unit, you will learn about some large cities in China and other countries in Asia.

Reading

• Read an article about Shanghai in a travel guide.

Listening

• Listen to a girl talking about three cities in Asia.

Grammar

• Learn how to use **conditional sentences**.

Speaking

- Learn to say the /f/, /v/, / \int /, /3/, / θ / and / δ / sounds.
- Tell your classmate about some places of interest.

Writing

• Make a travel guide.





What do you know about ...?

Look at the photos of some famous places in China. In pairs, discuss and answer the questions.

b

d



С



the Palace Museum



West Lake



the Bund



Ocean Park

- 1 Do you know these places? Which cities are they in?
- 2 Which place do you like best? Why?

B Before you read

Look at the photos, the title and the sub-headings of the article on page 73. Then circle the correct answers.

| 1 | This article is about | | |
|---|---------------------------|---------|--------------------|
| | a life in Shanghai | b | places in Shanghai |
| 2 | is a large public area wi | th gree | en grass. |
| | a People's Square | b | The Bund |
| 3 | is where old Shanghai n | neets n | ew Shanghai. |
| | a The Bund | b | Yu Garden |
| 4 | Yu Garden is a garden. | | |
| | a traditional | b | modern |

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Visiting Shanghai

Shanghai is one of the largest cities in the world. If you like sightseeing, you will love it!

People's Square

People's Square is in the centre
of Shanghai. It is a large public area with green grass, fountains and birds. If you visit People's Square, you can also see famous buildings around it, such as the
Shanghai Grand Theatre and the

Shanghai Museum.





The Bund

The Bund is where old Shanghai meets new Shanghai. If you walk
15 along the Bund, you will see many old buildings. The Pudong New Area, just across the Huangpu River, has many modern buildings. At night, these tall buildings light up
20 the sky in every direction.

Yu Garden

Yu Garden is a traditional garden. If you enjoy history and natural beauty, you will love this garden. There are many
25 beautiful buildings, bridges and ponds. You can also buy different snacks just outside the garden.



C Vocabulary

C1 The words in italics are from the article on page 73. Match the two halves of these sentences to make them meaningful.

- Sightseeing usually refers to ... 1 **a** trees, rivers, animals, birds, etc.
- 2 The *centre* is
- 3 A *modern* building is ...
- **b** the middle of something.
- **c** visiting interesting places.
- 4 Examples of *traditional* food are ... **d** one built not long ago.
- The *natural* world means ... 5
- e dumplings and moon cakes.

C2 Complete the conversations with the words from the box.

| | bri | dges | buildings | lights up | natural | outside | |
|---|----------------|---|---------------|-----------|---|---------|--|
| 1 | Kate: Jill: | | can you see (| | | | |
| 2 | Joe: Cathy: | - | | | It the Summer Palace? e in Beijing. There are many old re also some beautiful | | |
| | Joe: Cathy: | ⁽⁴⁾ on a big lake. What about the Great Wall? It's an important part of Chinese history. The mountains there are very beautiful, so we can also enjoy the ⁽⁵⁾ beauty. | | | | | |



Synonyms

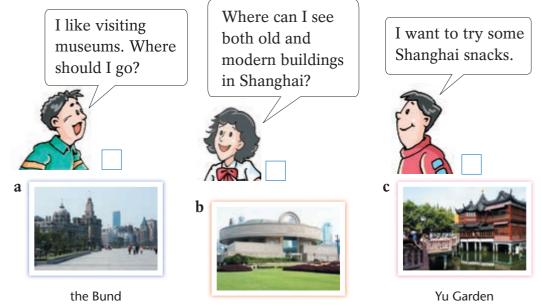
What do you say if you like something? You can say, I like/love/enjoy ...

For example, I like sightseeing. I love sightseeing. I enjoy sightseeing.

Here, *like*, *love* and *enjoy* are similar in meaning. We call them **synonyms**. Big and large, small and little are synonyms too.

D Comprehension

D1 Match the people with the places they would like to visit in Shanghai. Write the letters in the correct boxes.



People's Square

- **D2** Your friend Tom is asking you some questions about travelling in Shanghai. Complete your answers by using the information in the article on page 73.
 - Tom: Which places should I visit?
 - You:You should visit People's Square. You should visit the Bund too.You can see (1)along the Bund. You canalso see the Pudong New Area just across the Huangpu River. Ithas many (2)
 - Tom: It sounds great. Where else can I go?
 - You:
 You can also visit Yu Garden. It's a (3)

 You can see (4)
 in the garden.

 You can also buy (5)
 just outside the garden.

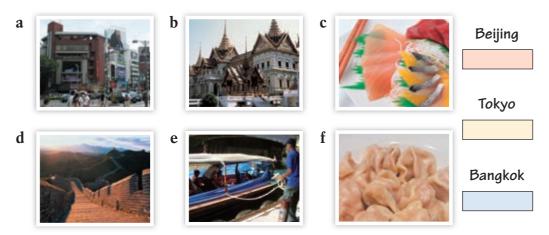
* D3 Discuss and explain the following sentences in your own words.

- 1 The Bund is where old Shanghai meets new Shanghai.
- 2 If you enjoy history and natural beauty, you will love this garden.

🗑 Listening

Three cities in Asia

A Listen to Sarah talking about three cities in Asia. Where can you find these places/ things? Write the letters in the correct boxes.



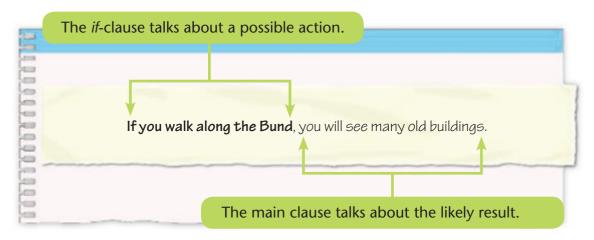
B Listen again and complete the information cards below. Write one word or figure in each blank.





Conditional sentences (1)

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



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

| Main clause | | |
|-------------------------|---|--------|
| You will see many old b | uildings if you walk along the Bund . <i>If</i> -clause | i Addi |

Things to remember

We can also use modal verbs such as *can* in the **main clause**. If you **go** to Beijing, you **can visit** the Summer Palace.

Work out the rule

- The verb in the *if*-clause is in (the simple present tense/the simple future tense).
- The verb in the **main clause** is in (the simple present tense/the simple future tense).

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A William's mum is giving him advice about his problems. Match the half-sentences from the boxes to complete her advice for him.

William's problems

I sometimes bring the wrong books to school.



I hate getting up. I always feel tired in the mornings.

Mum's advice:

If you go to bed early, If you call your friends, If you check your timetable every night, If you look it up in the dictionary,

you will know which books to bring. you will not feel tired in the mornings. you will find out its meaning. they will tell you what homework to do.



2 Homework?

I was away from school today. I do not know what homework to do.



I do not know what this word means.

B Carol is giving advice to Henry. What is she saying? Use the pictures and the words in brackets to help you.

2



______ the wheels round, they ______ the wheels easily. (make/turn)



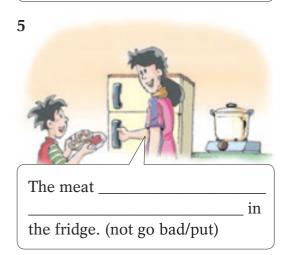
The seeds <u>will grow if you plant</u> <u>them</u> in the soil. (grow/plant)

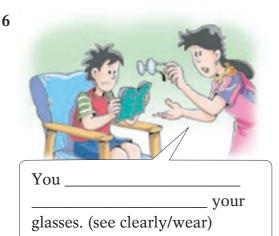


| | another |
|--------------|---------|
| wing, it | · |
| (put on/fly) | |



coat, you _____ so cold. (put on/not feel)





| 🥙 Speaking | | | | |
|-------------|---------------------|----------------|-----------------|----------|
| A Talk time | | /f/ | /v | / |
| | cou gh | f amous | leave | live |
| | li f e | photo | view | visit |
| Will Co | /ʃ/ | | /3/ | |
| | A <mark>s</mark> ia | delicious | garage | pleasure |
| | shop | traditional | television | usually |
| | | /0/ | /ð | / |
| | bir <mark>th</mark> | Maths | ei th er | other |
| | th ank | th ink | these | they |

A1 Listen carefully and circle the word you hear from each pair.

| 1 | /laɪf/ | /laɪv/ | 3 | /∫ʊə(r)/ | /'pleʒə(r)/ | 5 | /bar0/ | /beið/ |
|---|--------|--------|---|----------|-------------|---|--------|--------|
| 2 | /fjuː/ | /vjuː/ | 4 | /ˈfeɪʃl/ | /ˈjuːʒuəl/ | 6 | /θriː/ | /ðiːz/ |

A2 Read these sentences. Pay attention to the letters in bold.

- **1** My friend is a football fan.
- 2 Victor loves vegetables.
- 3 Shirley is shopping at a shop.
- 4 We watch television for pleasure.
- 5 Theo Smith has three thin teeth.
- 6 They are my father and mother.

B Speak up

In pairs, talk about some places of interest in your city. **S1** plans to visit your city. **S2** is a travel agent. Follow the example.

the Summer Palace in the north-west of Beijing see a lot of old buildings and temples

- S1: Where can I go in Beijing?
- S2: You can visit the Summer Palace.
- S1: Where is it?
- S2: It's in the north-west of Beijing.



- S1: What will I see if I go there?
- S2: You will see a lot of old buildings and temples.



A travel guide

| Places to visit in Shanghai |
|---|
| • Tourists will see the Shanghai Grand Theatre and the Shanghai Museum. |
| • Tourists can eat delicious food. |
| • Tourists can buy things in the large shops. |
| • Tourists will find the Oriental Pearl Tower and the Jinmao Tower. |
| |

A Complete this travel guide about Shanghai by using the notes above.

| A | TRAVEL GUIDE | |
|-------------|----------------|--------|
| Shopping | If you go to | _, you |
| Eating | If you go to | _, you |
| Sightseeing | If you go to | |
| | • If you go to | |

B In groups, make a travel guide similar to the one in **A**. Write about some interesting places to visit in your city. Include some photos in your travel guide.

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* 🤁 More practice

C +

A Read this online article about Hong Kong and answer the questions below.

Hong Kong — a wonderful place to visit

If you like shopping, you will love Hong Kong. There are some expensive shops and also some cheap ones. There is something for everyone in Hong Kong.



R55 * Q+



One of the most interesting places in Hong Kong is Ocean Park. You can visit the Lowland Gardens to see some animals, or get a bird's-eye view of the whole park by riding in a cable car. At the Ocean Theatre, you can watch a dolphin show.

Visitors from all over the world come to Hong Kong every year and have a wonderful time.



- 1 Why is Hong Kong a great place for shopping?
- 2 What can visitors see in the Lowland Gardens?
- 3 How can visitors get a bird's-eye view of the whole park?
- 4 What can visitors watch at the Ocean Theatre?

B In groups, discuss what else you know about Hong Kong.



World Heritage Sites

There are over 900 World Heritage Sites around the world. They are natural or man-made places. We protect these places because they are very special and important to world culture.

China has the third most heritage sites in the world after Italy and Spain. There are more

than 40 sites in China, for example, the Great Wall and West Lake. You can find a list of the sites on the Internet.





Do you know any other World Heritage Sites in China and around the world?

| Self-essessment | ••••••••••••••••••••••••••••••••••••••• |
|---|---|
| How well do you know this unit? Tick 🖌 the boxes. | |
| I can read an article about Shanghai in a travel guide. | |
| 2 I learn about synonyms. | |
| 3 I can listen for specific information about three cities in Asia. | |
| 4 I can use conditional sentences correctly. | |
| I can say the /f/, /v/, /∫/, /ʒ/, /θ/ and /ð/ sounds correctly. | |
| 6 I can tell my classmate about some places of interest in my city. | |
| I can make a travel guide. | |
| 8 I know about World Heritage Sites. | |

* **Project**

A travel plan

Do you like to travel? In this project, you are going to make a travel plan.

A In groups, think of a city you would like to visit. Then use the Internet or go to the library to collect information about that city. Complete the notes below.

| Places to visit in Places | _ (city) Reasons |
|------------------------------|---------------------|
| | |
| | |

B Use the notes from **A** to plan your activities in the city. Then complete the timetables below.

| Day 1 Time 8 a.m. 9 a.m. 10 a.m. | Where to a | go and what to do | Day 2 Time | Where to go and what to do |
|--|------------|-------------------|---------------|----------------------------|
| | | | | |

C Each group should write the notes and the timetables on a piece of paper. Find some photos to put next to your work.

Module 4 **Fun time**

Unit **School clubs**

💕 Getting ready

In this unit, you will learn about different clubs at Rosie Bridge School.

Reading

• Read an article about the Clubs Fair at Rosie Bridge School.

Listening

• Listen to two teachers talking about their clubs at Rosie Bridge School.

Grammar

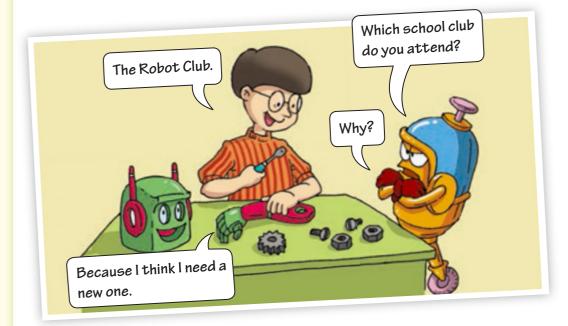
• Learn how to use **the simple past tense**.

Speaking

- Learn to say the /t/, /d/ and /ɪd/ sounds.
- Talk about the clubs at your school.

Writing

• Complete a poster for the Insect Club.





A2 What clubs do you have at your school? Make a list.

B Before you read

• Look at the picture and the title of the article on page 87. Then answer the questions below.

- 1 What is the article about: family life or school life?
- 2 How many clubs can you find in the article?



A . TOME CLUBS FAIR PAIR

Linda and Leo are new students at Rosie Bridge School. Last month, they attended the Clubs Fair.

First, Linda and Leo learnt about the Rocket Club.

"Our club will teach you how to build rockets. Then you can launch 5 them into the sky," a boy said. "Watch!"

He took a rocket and launched it. The rocket disappeared into the sky. Linda and Leo were very surprised.

"Will it go all the way into space?" Linda asked.

"Of course it won't," a girl from another club shouted. "Our club is 10 better. Come and join the Solar Power Club."

"What do you do?" asked Leo.

"We make wonderful machines. They only use solar power. Look!"

She took a toy car from the table and then used a remote control to drive it all around the playground.

15 "It uses power from the Sun," said Linda. "That's amazing!"

Linda and Leo learnt about many clubs. After the fair, they felt very excited.

"I want to join all the clubs," said Linda.

"Me too!" said Leo.

C Vocabulary

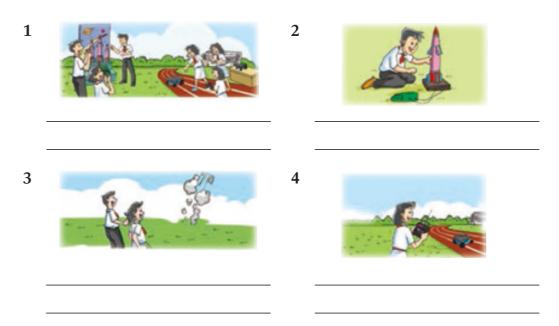
- **C1** The words in italics are from the article on page 87. Circle the correct answers to complete these sentences.
 - 1 At a *fair*, people let you _____ things.
 a take b look at or buy
 - 2 When you *attend* a class, you _____ it.
 a leave b go to have
 - 3 When a mum *teaches* her child to make a cake, she _____.
 - **a** shows him/her how to do it **b** makes it for him/her
 - 4 If something *disappears*, _____.
 - a everyone can see it b no one can see it
 - 5 If something is *amazing*, it is very _____.
 - a good and surprising b bad and tiring

C2 Kelly is writing an email to Mandy. Complete her email with the words from the box.

| | another | attended | disappeared | surprised | teach | |
|--|--|---|---|--|----------------------------------|---|
| To: Ma | | | | | | 1 |
| | andy, for the emai | - | d I (1) | | | * |
| him hov couldn' buy (4) and gay | w to grow veg t find my fave we it back to r | etables. I pla ourite red jac one. But a ne! I was ver | some farmers to ayed with some o ket. It (3) few minutes late y (5) | ther children. ! I w er, an old lady People i | Later, I anted to found it | |
| towns a Best wi Kelly | | o you have ta | irs like this in yo | our country? | | × |

D Comprehension

D1 Find sentences from the article on page 87 to go with these pictures.



D2 Leo phoned his friend Arthur to tell him about the Clubs Fair. Complete their conversation below with the information from the article on page 87.

| Leo: | Hello, Arthur. It's Leo. I had an exciting time at school yesterday! | | | |
|---------|--|--|--|--|
| Arthur: | What happened? Tell me about it! | | | |
| Leo: | I went to $^{(1)}$. | | | |
| Arthur: | Wow! Which club did you learn about first? | | | |
| Leo: | $^{(2)}$. They teach us how to $^{(3)}$ | | | |
| | and launch rockets. | | | |
| Arthur: | That's interesting! Did you get to know any other clubs? | | | |
| Leo: | Yes. I learnt about the ⁽⁴⁾ They make | | | |
| | many wonderful things with ⁽⁵⁾ | | | |
| Arthur: | That's amazing! What did they show you? | | | |
| Leo: | A (6) . A girl used a (7) | | | |
| | to drive it all around the playground. | | | |
| Arthur: | That's wonderful. | | | |

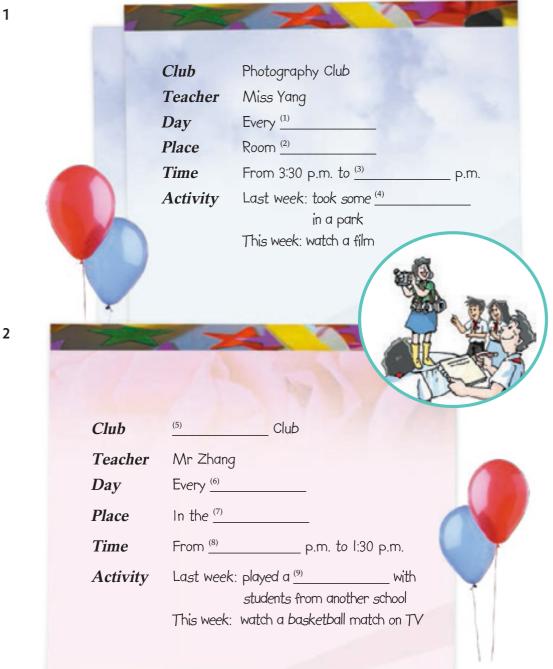
* D3 Which club would you like to join? Discuss this with your classmates and give your reasons.



School clubs

Listen to two teachers at Rosie Bridge School talking about their clubs. Complete the notes below. Write one word or figure in each blank.

1







A The simple past tense

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

| l/You/We/They/He/She/lt | attended the Clubs Fair. |
|-----------------------------|---------------------------------|
| 1/ TOU/ WE/ THEY/THE/OHE/TC | did not attend the Clubs Fair. |

We form **the simple past tense** like this:

| Type of verb | Simple past form | Example |
|--|---|--|
| Most verbs | +ed | walk → walk ed |
| Verbs ending in -e | +d | use → used |
| Verbs ending in a consonant letter + <i>y</i> | y +ied | carry → carr ied |
| Some verbs ending in a vowel letter + a consonant letter | Double the final consonant letter + <i>ed</i> | plan → plan ned stop → stop ped |

Work out the rule

For most verbs, we add ______ to form **the simple past tense**.

Things to remember

The simple past tense of some verbs does not follow any rules. For example,

| be → was/were | give → gave | sleep → slept |
|------------------------|---------------------|-------------------------|
| break → broke | go → went | take → took |
| bring → brought | leave → left | think → thought |
| feel → felt | make → made | wear \rightarrow wore |

We ask and answer *Yes/No* questions in the simple past tense like this:

| Did | l/you/we/they/he/she/it | join | a school club? | | | |
|-------------------|-------------------------|-----------------|----------------|--|--|--|
| Yes, | 1//wa/theory/heo/cho/it | did. | | | | |
| N <i>o</i> , | l/you/we/they/he/she/it | did not/didn't. | | | | |
| Work out the rule | | | | | | |

We use ______, i.e. the past form of *do*, to ask and answer *Yes/No* **questions** in **the simple past tense**.

Last weekend, Leo went on a hiking trip. He is telling Linda about his trip. Complete their conversation with the correct forms of the verbs in brackets.

| Linda: | What did you do during the weekend, Leo? | | | | | |
|--------|---|--|--|--|--|--|
| Leo: | I (go) for a walk in the woods. It | | | | | |
| | (be) quite hot. | | | | | |
| Linda: | Did you (take) a cap? | | | | | |
| Leo: | Yes, I (4) (do). I (5) (take) my | | | | | |
| | sunglasses too. But, I 60 (drop) them onto the | | | | | |
| | ground and (break) them! | | | | | |
| Linda: | Oh, I'm sorry to hear that. What did you do next? | | | | | |
| Leo: | I (feel) tired, so I (sleep) | | | | | |
| | under a tree. | | | | | |
| Linda: | Did you (enjoy) your day out? | | | | | |
| Leo: | No, I (11) (do)! I broke | | | | | |
| | my sunglasses and I (12) | | | | | |
| | (leave) my cap on a tree! | | | | | |
| | | | | | | |

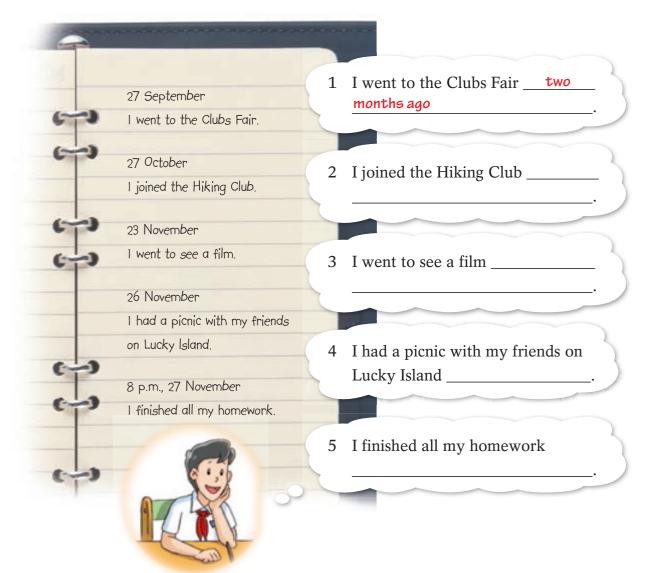
2 FL

B Time expressions with the simple past tense

We often use time expressions with the simple past tense.

| | yesterday. |
|-----------------------------|----------------|
| They went to the Clubs Fair | last month. |
| | two weeks ago. |

It is now 9 p.m. on 27 November. Leo is reading some sentences from his diary. What is he thinking? Complete his thought bubbles by using the correct time expressions.



| Speaking A Talk time | | | /t/ /ɪd/ | | | |
|----------------------|-----------------------|----------------------|----------------------|---------------------|-----------------------|---------|
| | /t/ | | /d/ 🧼 🥟 | | /ɪd/ | |
| | beautiful | rocket | an <mark>d</mark> | disappear | | |
| | September | teach | under | wonderful | | |
| | asked | jump <mark>ed</mark> | call ed | disappear ed | attend ed | ended |
| | laugh <mark>ed</mark> | launch ed | open <mark>ed</mark> | used | shout <mark>ed</mark> | visited |

A1 Listen carefully and circle the word you hear from each pair.

| 1 | /bæd/ | /bæt/ | 3 | /tuː/ | /duː/ | 5 | /raɪt/ | /raid/ |
|---|-------|--------|---|----------|----------|---|----------|----------|
| 2 | /dɒl/ | /təɪl/ | 4 | /'endid/ | /'entəd/ | 6 | /'dɜːti/ | /'03rti/ |

A2 Read these sentences. Pay attention to the letters in bold.

- 1 We attended the Clubs Fair.
- 2 We visited the Rocket Club.
- 3 A boy took a rocket and launched it.
- 4 The rocket disappeared into the sky.
- 5 A girl from another club shouted.
- 6 She used a remote control to drive a toy car.
- 7 After the fair, we felt very excited.
- 8 We wanted to join all the clubs.

B Speak up

In pairs, talk about the clubs at your school. Follow the example.

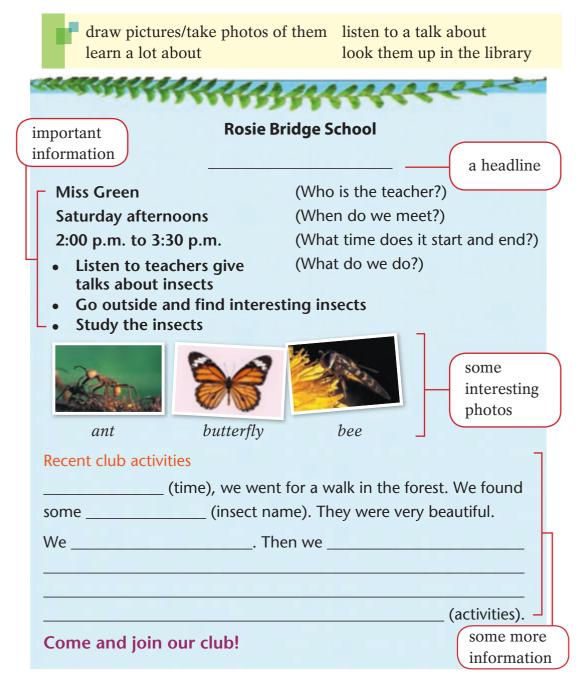
- S1: Which club did you go to last week?
- S2: I went to the Computer Club.
- S1: When did you meet?
- S2: We met on Monday afternoon.
- S1: Where did you meet?
- S2: We met in Room 201.
- S1: What did you do at the club?
- S2: We learnt some computer skills.
- S1: Did you like the club?
- S2: Yes, I did. It was very interesting. (No, I didn't. It was boring.)





A school club poster

Linda joined the Insect Club at school. The teacher asks her to make a poster to attract new members. Help her complete the poster with the expressions from the box.



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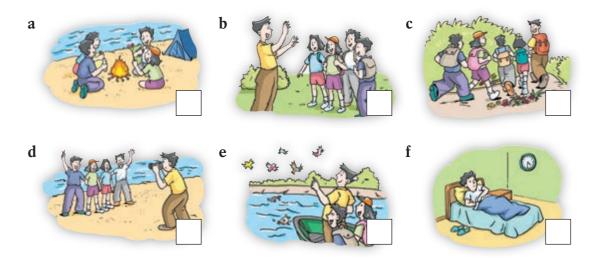
* 🤁 More practice

A Read Leo's article about an adventure with the Hiking Club. Then put the pictures below in the correct order. Write the numbers **1**–**6** in the boxes.

🤸 A trip to Lucky Island 🛻

Last Sunday, my friends and I went on an adventure with the Hiking Club. The night before, I was so excited that I could not sleep! I got up really early on Sunday morning. After breakfast, I packed my lunch and left home quickly. I hurried to school and met the other students and Mr Li, our trip leader. When we were all there, we left for Lucky Island.

The boat ride to Lucky Island was really exciting! We saw a lot of fish and colourful birds. When we got to Lucky Island, we went on a long walk and saw some pretty flowers. After the hike, we were very hungry! We sat on the beach and ate our lunch. After that, we played games and took pictures. We really enjoyed ourselves. Finally it was time to go home. I cannot wait for my next adventure with Mr Li and the Hiking Club!



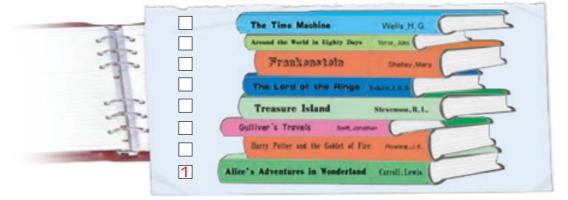
B Tell Leo's story to a classmate with the help of the pictures in **A**.



* Research skills (1): Finding books in a library

We put books about each subject in alphabetical order according to the writers' family names.

A Can you help the librarian arrange these books on the shelf in the library? Write the numbers in the boxes in the correct order.



Books in a library can be about many different subjects. We often give each subject a number. Then we put books on the correct shelves according to the subject numbers.

B Look at the numbers for different subjects and help the librarian arrange the books.

| Numbers | Subjects | Numbers | Subjects | | |
|--------------|---------------------------|---------|----------------------------------|--|--|
| 000–099 | General Works | 500–599 | Natural Sciences and Mathematics | | |
| 100–199 | Philosophy and Psychology | 600–699 | Technology | | |
| 200–299 | Religion | 700–799 | The Arts | | |
| 300–399 | Social Sciences | 800–899 | Literature | | |
| 400–499 | Languages | 900–999 | History, Biography and Geography | | |
| | | | | | |
| | Title | | Numbers | | |
| 1 Ho | w to Play the Piano | | 700–799 | | |
| 2 Por | wer Stations | | | | |
| 3 Poe | ems for Children | | | | |
| 4 Ital | lian for Beginners | | | | |
| 5 Ho | w to Do Well in Maths | | | | |
| | | | | | |

🔮 Culture corner

Summer camps

Many children in the USA and Canada go to summer camps. Many summer camps take place in the countryside. Young children usually join day camps. They go back home after spending a few hours at camp.

Older children may spend a few nights away from home. They can make new friends and learn useful skills at camp.

There are also summer camps in China. Some summer camps are for international students. Many of them like to learn about Chinese culture.



Would you like to go to a summer camp? Why or why not? What activities would you like to do there?

| Self-assessment | ••••••••••••••••••••••••••••••••••••••• |
|---|---|
| How well do you know this unit? Tick 🖌 the boxes. | |
| I can read an article about the Clubs Fair. I can listen for information about some school | |
| clubs. I can use the simple past tense correctly. I can use time expressions with the simple past | |
| tense correctly. I can say the /t/, /d/ and /ɪd/ sounds correctly. | |
| 6 I can talk about the clubs at my school. 7 I can complete a poster to introduce a school club. 8 I know about summer camps. | |
| • I know about summer camps. | |

Module 4 Fun time

Unit

Collecting things

💕 Getting ready

In this unit, you will learn about collecting things.

Reading

• Read a story about people who collect unusual things.

Listening

• Listen to an interview about people's collections.

Grammar

• Learn how to use **personal pronouns**, **possessive adjectives** and **possessive pronouns**.

Speaking

- Learn to say the /əʊ/, /aʊ/, /w/ and /j/ sounds.
- Interview your classmates about their collections.

Writing

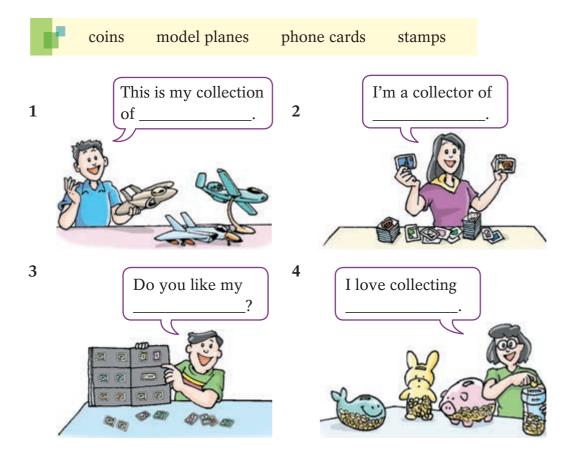
• Write a short article about your collection.





A What do you know about ...?

These people are talking about the things they collect. Complete their sentences with the words from the box.



B Before you read

Look at the picture and the title of the story on page 101. Then make a list of the things that the grandparents have collected.





Unusual collections

Sam and Helen's grandparents collect almost everything. There are eight doorbells on their front door!

"This silver doorbell is my favourite," said Helen. She pushed it and soon Grandpa opened the door.

⁵ "Come in, my dear grandson and granddaughter!" he said.

"Who started collecting doorbells, Grandpa?" asked Sam.

"Your grandma," he answered. "She loves doorbells."

"What do you like collecting, Grandpa?" asked Helen.

"I like collecting newspapers."

10 They went inside and saw newspapers everywhere.

"Hello children!" called Grandma. "Let's have some tea."

The children followed her into the living room and saw lots of toys there. There was hardly any space for the children to sit down.

"Whose toys are these?" asked Helen.

15 "They're ours," said Grandma. "We both like collecting toys."

"But remember," said Grandpa, "we have a lot of free time! You have your school work to do, so you shouldn't spend too much time collecting things!"

C Vocabulary

- **C1** Find words from the story on page 101 that have similar meanings to the words in italics below.
 - 1 My friend will come to visit me *in a short time from now*. (line 4)
 - 2 There are tall buildings *all over this area*. (line 10)
 - 3 I *walked behind* my grandma to the kitchen. (line 12)
 - 4 I can *almost not* keep my eyes open. (line 13)
 - 5 What do you do when you are *not busy*? (line 16)
- **C2** Sam and his friend Jack are talking about collecting things. Complete their conversation with the words from the box.

| . . . | everywhere | follow | free | hardly | inside | | | |
|--------------|--|--------------|--------------|------------|----------------|--|--|--|
| | | | | | | | | |
| Sam: | Do you colle | ect anythin | g? | | | | | |
| Jack: | Yes, I spend | some of m | y <u>(1)</u> | tim | e collecting t | | | |
| | cars. | | | | | | | |
| Sam: | How many t | oy cars do | you hav | e? | | | | |
| Jack: | Thirty. You can see them almost ⁽²⁾ in my room. | | | | | | | |
| | There is $\frac{(3)}{}$ | | any spac | e for more | cars. I have a | | | |
| | old one. I ke | ep it safe 4 | 4) | a box. | | | | |
| Sam: | Can I see yo | ur cars nov | w? | | - | | | |
| Jack: | Yes | me | and I'll | 10 | and a | | | |
| | show you. | | | VE | | | | |



Understanding personal pronouns

"This silver doorbell is my favourite," said Helen. **She** pushed it and soon Grandpa opened the door.

Do you know who "she" refers to? If you are not sure, read the sentence before it again. "She" refers to Helen.

D Comprehension

D1 Who/What do the words in italics refer to? Read the story on page 101 and circle the correct answers.

- 1 She pushed *it* and soon Grandpa opened the door. (*lines 3–4*)a the silver doorbellb the door
- 2 *They* went inside and saw newspapers everywhere. (*line 10*)a Sam and Helenb Grandpa and Grandma
- 3 They're ours. (line 15)a The newspapersb The toys
- 4 We have a lot of free time! (*line 16*)a Grandpa and Grandmab Sam and Helen

D2 Helen is talking to her friend Sue. Help Helen answer the questions in complete sentences.

- 1 Sue: Where did you and Sam go today? Helen:
- 2 Sue: What do your grandparents do in their free time? Helen:
- **3 Sue:** What do they collect?
 - Helen:

* D3 What advice did Grandpa give Sam and Helen about collecting? Do you agree? Give your reasons.

🗑 Listening

People's collections

Listen to a TV reporter interviewing three people about students' collections. Who says the sentences below? Put a tick (✓) in the correct boxes.

🔪 Top tie

When you listen to people talking, pay attention to the words after *but*. They usually introduce a different idea.

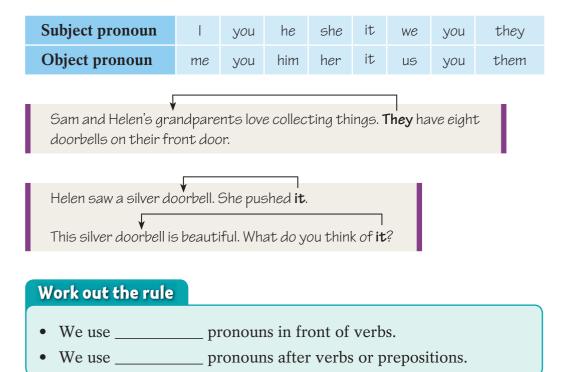
| | Sentences | Alan | Ivy | A parent |
|--------------------|---|------|-----|----------|
| | cting computer games vaste of time. | | | 1 |
| 2 I colle | ect car magazines. | | | |
| • | eacher told me it's bad e environment. | | | |
| 4 I'm h some | appy he's interested in thing. | | | |
| 5 I colle beach | ected shells from the n. | | | |
| 6 I real | ly love cars. | | | |





A Personal pronouns

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



Mr Chen is speaking to his students. Complete the sentences by changing the words in brackets into pronouns.

"(1] (*Mr Chen*) am happy to tell (2) (*the students*) that (3) (*everyone*) will have an open day next week. Miss Smith will organize the games. (4) (*Miss Smith*) wants you to give (5) (*Miss Smith*) some ideas for games. (6) (*The games*) will take place in the playground. Well, thank you for listening to (7) (*Mr Chen*). Now, Mr Wu will give you more information. Please listen to (8) (*Mr Wu*) carefully."

B Possessive adjectives and possessive pronouns

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



We use a **possessive adjective** and a **possessive pronoun** like this:

| | Possessive adjective | Noun | | Possessive pronoun |
|---------|-------------------------|-------|--------------|-----------------------|
| | ту | book. | This book is | mine. |
| | your | | | yours. |
| This is | our | | | ours. |
| | their | | | theirs. |
| | his/her/its | | | his/hers. |

Work out the rule

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

Things to remember

Its is different from it's.

It's a plant. Its leaves are green.

(lt's=lt is)

Sam's family members are talking about their hobbies. Complete their sentences with the correct possessive adjectives or possessive pronouns.



| <mark>Speak</mark> Talk tii | - | | /əʊ/ | | j/ | | |
|--------------------------------|----------------|----------------|---------------|--------------|------|-------------|----------------|
| / | ຈʊ/ | /a | υ/ 🥖 | | /w/ | | /j/ |
| alone | foll ow | br ow n | cow | watch | way | year | y ellow |
| no | road | f ou nd | l ou d | wh at | when | y ou | young |

A1 Listen carefully and circle the word you hear from each pair.

| 1 | /nəʊ/ | /naʊ/ | 3 | /hors/ | /haʊs/ | 5 | /waɪ/ | /haɪ/ |
|---|-------|--------|---|----------|----------|---|----------|----------|
| 2 | /gɒt/ | /gəʊt/ | 4 | /həˈləʊ/ | /ˈjeləʊ/ | 6 | /hɪə(r)/ | /jɪə(r)/ |

A2 Read these sentences. Pay attention to the letters in bold.

- 1 A goat is going home by boat with Joe.
- 2 A brown cow is running around the town now.
- **3** Young Yoyo plays with a yellow yo-yo.
- 4 Wendy walks to school when the weather is warm.

B Speak up

You are going to interview three classmates about their collections. Follow the example.

| You: | Hello, Harry. Do you collect anything? | | | | | | | |
|--------|---|--|--|--|--|--|--|--|
| Harry: | Yes, I collect postcards. | | | | | | | |
| You: | That's interesting. When did you start collecting them? | | | | | | | |
| Harry: | l started two years ago. | | | | | | | |
| You: | Which is your favourite postcard? | | | | | | | |
| Harry: | My favourite postcard is from the UK. It has | | | | | | | |
| | a picture of Big Ben on it. | | | | | | | |
| You: | l see. Thanks, Harry. | | | | | | | |
| Harry: | You're welcome. | | | | | | | |



The



My collection

A Harry has written about his collection of postcards.



B Write a short article about your collection. Follow the example in **A**.

What do you collect? When did you start? How big is your collection? How do you get them? What do you get from your collection?



A Read the article and answer the questions below.

Collecting stamps is educational!



Yesterday was Show and Tell Day at Daniel's school.

Daniel was the first student to speak. He showed his classmates an old stamp.

"My father gave me this first stamp," said Daniel. "It has a picture of an old Chinese stone bridge on it. This made me more interested

in Chinese culture. Soon I started to look for more stamps with interesting pictures."

"Now I have over 100 stamps," said Daniel. "I learnt a lot about our country and its great culture from the stamps! Collecting stamps is really educational."

"That was a great talk. Thank you, Daniel," said the teacher.

- 1 What did Daniel show his classmates?
- 2 What made Daniel more interested in Chinese culture?
- 3 What did Daniel learn from the stamps?
- 4 What does Daniel think of collecting stamps?

B What do you think of collecting? In groups, tell your classmates about your opinions.



Postcards

We can learn a lot about a place, its history and culture from a postcard and the stamp on it.

In 2005, some postcard collectors from different countries started a project. First, they created a website. Then people from all over the

world could join and become members. The members send each other postcards. As a result, they make new friends and learn about the cultures and history of different countries.



Do you have any postcards? In groups, introduce your favourite one to your classmates.

| Self-assessment | ••••••••••••••••••••••••••••••••••••••• |
|---|---|
| How well do you know this unit? Tick 🗹 the boxes. | |
| 1 can read a story about unusual collections. | |
| 2 I understand what personal pronouns refer to. | |
| 3 I can listen for opinions about collecting in an | |
| interview. | |
| 4 I can use personal pronouns correctly. | |
| 6 I can use possessive adjectives and possessive | |
| pronouns correctly. | • |
| 6 I can say the /əʊ/, /aʊ/, /w/ and /j/ sounds correctly. | |
| 7 I can interview others about their collections. | |
| 8 I can write a short article about my collection. | |
| 9 I can learn about different cultures from postcards. | |
| • | |

* Project

A survey about free time activities

How do students usually spend their free time? In this project, you will carry out a survey to find out. Then you will write a report on it.

In groups of four, add two more questions to the survey form below.

| What do you usually do in your free time? | |
|---|---|
| read | |
| collect stamps | |
| play football | |
| listen to music | |
| go swimming | |
| Other activities: | |
| Are you a member of any school clubs? | |
| Yes No | |
| (If "no", why not? |) |

B Interview your classmates to find out their answers to the questions in the survey form.

C Write a short report about the results of the survey. Follow the example.

We asked 40 students about their free time activities. Here are the results:

Fifteen students usually read in their free time. Ten students play football. Five students collect stamps. Another 10 students listen to music.

Twenty-five students are members of school clubs. Fifteen students are not.

Appendices

Words and expressions in each unit

Unit 1

| German /'dʒɜːmən/ adj. 德国的 | p. 1 |
|---------------------------------|-------|
| *blog /blog/ n. 博客 | p. 1 |
| grammar /'græmə(r)/ n. 语法 | p. 1 |
| sound /saund/ n. 声音 | p. 1 |
| complete /kəm'pliɪt/ v. 完成 | p. 1 |
| hobby /'hobi/ n. 爱好 | p. 2 |
| country /'kʌntri/ n. 国家 | p. 2 |
| age /eɪdʒ/ n. 年龄 | p. 2 |
| dream /dri1m/ n. 梦想 | p. 2 |
| everyone /'evriwʌn/ pron. 人人; | |
| 所有人 | p. 3 |
| Germany /'dʒɜːməni/ n. 德国 | p. 3 |
| mountain /ˈmaʊntən/ n. 山;山脉 | p. 3 |
| elder /'eldə(r)/ adj. 年长的 | p. 3 |
| friendly /'frendli/ adj. 友爱的; | |
| 友好的 | p. 3 |
| engineer /ˌendʒɪˈnɪə(r)/ n. 工程师 | p. 3 |
| world /wɜːld/ n. 世界 | p. 3 |
| Japan /dʒə'pæn/ n. 日本 | p. 6 |
| flat /flæt/ n. 公寓 | p. 6 |
| yourself /jɔːˈself/ pron. 你自己 | p. 10 |
| US / juː 'es/ n. 美国 | p. 11 |
| | |

| close to (在空间、时间上) 接近 | p. 3 |
|-------------------------------|-------|
| go to school 去上学 | p. 3 |
| (be) good at 擅长 | p. 3 |
| make friends with 与交朋友 | p. 3 |
| all over 遍及 | p. 3 |
| 'd like to = would like to 愿意 | p. 11 |

Unit 2

| daily /'deili | adj. | 每日的 | ,日常的 | p. 15 |
|---------------|------|-----|------|-------|
|---------------|------|-----|------|-------|

| article /'aɪtɪkl/ n. 文章 | p. 15 |
|---------------------------------------|-------|
| never /'nevə(r)/ adv. 从不 | p. 16 |
| table tennis /'terbl _tenrs/ n. 乒乓球运动 | p. 16 |
| ride /raɪd/ v. 骑,驾驶 | p. 16 |
| usually /ˈjuːʒuəli/ adv. 通常地 | p. 16 |
| so /səʊ/ <i>conj</i> . 因此;所以 | p. 17 |
| seldom /'seldəm/ adv. 不常;很少 | p. 17 |
| Geography /dʒi'ɒgrəfi/ n. 地理 | p. 17 |
| break /breik/ n. 休息 | p. 17 |
| bell /bel/ n. 钟, 铃 | p. 17 |
| ring /rɪŋ/ v. (使)发出钟声, 响起铃声 | p. 17 |
| end /end/ v. 结束 ; 终止 | p. 17 |
| band /bænd/ n. 乐队 | p. 17 |
| practice /'præktɪs/ n. 练习 | p. 17 |
| together /tə'geðə(r)/ adv. 在一起 | p. 17 |
| market /'maɪkɪt/ n. 集市;市场 | p. 20 |
| guitar /gɪ'tɑː(r)/ n. 吉他 | p. 20 |
| grade /greɪd/ n. 年级 | p. 25 |
| junior high school 初级中学 | p. 17 |
| on foot 步行 | p. 17 |
| take part in 参加 | p. 17 |
| have a good time 过得愉快 | p. 17 |
| go to bed 去睡觉 | p. 24 |
| get up 起床 | p. 24 |
| Unit 3 | |
| Earth /зɪθ/ n. 地球 | p. 29 |
| quiz /kwiz/ n. 知识竞赛;小测验 | p. 29 |
| pattern /'pætn/ n. 模式;形式 | p. 29 |
| protect /prə'tekt/ v. 保护 | p. 29 |

说明:本词汇表音标根据《牛津高阶英汉双解词典》(第6版)标注。标*的单词只要求理解。

report /rɪ'pɔɪt/ n. 报告

part /paɪt/ n. 部分

p. 29

p. 30

| land /lænd/ n. 陆地 | p. 30 |
|------------------------------------|-------|
| field /fiːld/ n. 田地;田野 | p. 31 |
| large /loɪdʒ/ adj. 大的 | p. 31 |
| provide /prəˈvaɪd/ v. 提供 | p. 31 |
| pollution /pə'luːʃn/ n. 污染 | p. 31 |
| burn /bɜːn/ v. 燃烧 | p. 31 |
| energy /'enədʒi/ n. 能量;能源 | p. 31 |
| pollute /pə'luɪt/ v. 污染 | p. 31 |
| into /'mtə/ prep. 到里面;进入 | p. 31 |
| ground /graond/ n. 地面 | p. 31 |
| kill /kɪl/ v. 杀死 | p. 31 |
| must /mʌst/ modal v. 必须 | p. 31 |
| important /ɪm'pɔːtnt/ adj. 重要的 | p. 31 |
| fact /fækt/ n. 事实 | p. 34 |
| kilometre /ˈkɪləmiɪtə(r)/ n. 公里;千米 | p. 34 |
| own /əʊn/ <i>adj</i> . 自己的 | p. 38 |
| catch /kætʃ/ v. 捕捉 | p. 39 |
| few /fjuː/ adj. 不多;很少 | p. 39 |
| away /əˈweɪ/ adv. 去别处;朝另一个 | |
| 方向 | p. 39 |
| problem /'probləm/ n. 问题;难题 | p. 39 |
| | |

| provide with 为提供 | p. 31 |
|------------------|-------|
| put into 把 倒入 | p. 31 |
| throw away 扔掉 | p. 39 |

Unit 4

| Australia /p'streɪliə/ n. 澳大利亚 | p. 43 |
|-----------------------------------|-------|
| footprint /'fotprint/ n. 脚印;足迹 | p. 44 |
| wet /wet/ adj. 湿的 | p. 44 |
| *puddle /'pʌdl/ n. 水坑 | p. 44 |
| kick /kɪk/ v. 踢 | p. 44 |
| town /taon/ n. 镇 | p. 44 |
| blow /bləʊ/ v. 吹 | p. 45 |
| everything /'evriθıŋ/ pron. 所有事物; | |
| 一切 | p. 45 |
| trip /trɪp/ n. 旅行 | p. 45 |

| shine /ʃaɪn/ v. 照耀 | p. 45 |
|----------------------------------|-------|
| brightly /'brantli/ adv. 明亮地 | p. 45 |
| picnic /'pɪknɪk/ n. 野餐 | p. 45 |
| dry /draɪ/ adj. 干旱的 ; 干燥的 | p. 45 |
| snowy /'snəʊi/ adj. 下雪多的 | p. 45 |
| spend /spend/ v. 花 (时间); 度过 | p. 45 |
| relative /'relətɪv/ n. 亲戚; 亲属 | p. 45 |
| during /'djʊərɪŋ/ prep. 在期间 | p. 45 |
| grandparent /'grænpeərənt/ n. 祖父 | |
| (母);外祖父(母) | p. 53 |
| *packet /'pækɪt/ n. 小包装纸袋 | p. 53 |
| | |

| p. 45 |
|-------|
| p. 45 |
| p. 45 |
| p. 53 |
| p. 53 |
| p. 53 |
| |

Unit 5

| diary /ˈdaɪəri/ n. 日记;日记簿 | p. 57 |
|-----------------------------------|-------|
| space /speis/ n. 太空 | p. 57 |
| spaceship /'speɪsʃɪp/ n. 宇宙飞船 | p. 58 |
| spacesuit /'speissuit/ n. 宇航服, | |
| 航天服 | p. 58 |
| nervous /'n31vəs/ adj. 紧张的 | p. 58 |
| leave /liɪv/ v. 离开 | p. 59 |
| *gravity /'grævəti/ n. 重力;地球引力 | p. 59 |
| able /'eɪbl/ adj. 能;能够 | p. 59 |
| *float /fləut/ v. 漂浮;浮动 | p. 59 |
| tie /taɪ/ v. 系,捆,绑 | p. 59 |
| ourselves / auə'selvz/ pron. 我们自己 | p. 59 |
| without /wɪˈðaʊt/ prep. 没有;缺乏 | p. 59 |
| weak /wiːk/ adj. 虚弱的 ; 无力的 | p. 59 |
| breathe /briːð/ v. 呼吸 | p. 59 |
| if /ɪf/ conj. 如果 | p. 59 |
| camera /ˈkæmərə/ n. 照相机 | p. 59 |

| work /wɜːk/ v. 运转;运行 | p. 59 |
|------------------------------|-------|
| garden /'gɑːdn/ n. 花园 | p. 62 |
| rock /rok/ n. 岩石 | p. 62 |
| postcard /'pəʊstkaːd/ n. 明信片 | p. 62 |
| machine /məˈ∫iːn/ n. 机器 | p. 62 |
| return /rɪˈtɜːn/ v. 返回 | p. 66 |

| more than 多于 | p. 58 |
|-----------------|-------|
| (be) able to 能够 | p. 59 |
| have to 不得不;必须 | p. 59 |
| so that 以便 | p. 59 |
| take photos 拍照 | p. 59 |
| as as 像 一样 ; 如同 | p. 59 |
| that is 也就是说;即 | p. 59 |
| such as 例如 | p. 62 |
| | |

Unit 6

| Asia /ˈeɪʃə/ n. 亚洲 | p. 7 | 1 |
|------------------------------------|------|---|
| guide /gaɪd/ n. 手册 ; 指南 | p. 7 | 1 |
| area /'eəriə/ n. 地域;地区 | p. 7 | 2 |
| traditional /trəˈdɪʃənl/ adj. 传统的 | p. 7 | 2 |
| modern /'mpdn/ adj. 现代的;近代的; | ; | |
| 现代化的 | p. 7 | 2 |
| sightseeing /ˈsaɪtsiːɪŋ/ n. 观光;游览 | p. 7 | 3 |
| centre /ˈsentə(r)/ n. 中心点; 中心 | p. 7 | 3 |
| *fountain /'faʊntən/ n. 喷泉 | p. 7 | 3 |
| building /'bɪldɪŋ/ n. 建筑 | p. 7 | 3 |
| just /dʒʌst/ adv. 正好;恰好 | p. 7 | 3 |
| across /əˈkrɒs/ <i>prep</i> . 在对面; | | |
| 在对过 | p. 7 | 3 |
| light /laɪt/ v. 照亮 ; 使明亮 | p. 7 | 3 |
| direction /dɪˈrekʃn/ n. 方向 | p. 7 | 3 |
| natural /ˈnætʃrəl/ adj. 自然的; 天然的 | p. 7 | 3 |
| beauty /'bjutti/ n. 美;美丽 | p. 7 | 3 |
| bridge /brɪdʒ/ n. 桥 | p. 7 | 3 |
| pond /pond/ n. 池塘 | p. 7 | 3 |
| *snack /snæk/ n. 小吃 | p. 7 | 3 |

| outside / ,aut'saɪd/ prep. 在外面 | p. 73 |
|--------------------------------|-------|
| dumpling /'dʌmplɪŋ/ n. 饺子,汤团 | p. 76 |
| *temple /'templ/ n. 庙;寺 | p. 76 |

| travel guide 旅游手册 | p. 71 |
|----------------------------|-------|
| place of interest 名胜 | p. 71 |
| in the centre of 在的中心 | p. 73 |
| light up 点亮,照亮 | p. 73 |
| in the north-west of 在的西北部 | p. 80 |

Unit 7

| fair /feə(r)/ n. 展览会;展销会 | p. 85 |
|-----------------------------------|-------|
| *photography /fəˈtogrəfi/ n. 摄影 | p. 86 |
| rocket /'rokɪt/ n. 火箭 | p. 86 |
| *solar /ˈsəʊlə(r)/ adj. 太阳的 | p. 86 |
| power /'paʊə(r)/ n. 能;能量 | p. 86 |
| attend /ə'tend/ v. 参加 | p. 87 |
| teach /tiːtʃ/ v. 教,讲授 | p. 87 |
| *launch /lɔːntʃ/ v. 发射 | p. 87 |
| disappear / dɪsə'pɪə(r)/ v. 消失;消散 | p. 87 |
| surprised /sə'praɪzd/ adj. 吃惊的, | |
| 感到惊讶的 | p. 87 |
| another /əˈnʌðə(r)/ det. 又一; 另一 | |
| (事物或人) | p. 87 |
| amazing /ə'meɪzɪŋ/ adj. 令人大为惊 | |
| 奇的 | p. 87 |
| skill /skɪl/ n. 技术 | p. 94 |
| boring /'bɔːrɪŋ/ adj. 令人厌倦 (或厌烦 |) |
| 的,乏味的 | p. 94 |
| headline / hedlam/ n. 大字标题 | p. 95 |
| information /,ɪnfə'meɪʃn/ n. 消息, | |
| 资料 | p. 95 |
| ant /ænt/ n. 蚂蚁 | p. 95 |
| butterfly /'bʌtəflaɪ/ n. 蝴蝶 | p. 95 |
| bee /biː/ n. 蜜蜂 | p. 95 |
| recent /ˈriːsnt/ adj. 近来的, 新近的 | p. 95 |
| | |

| learn about 得知,获悉 | p. 87 |
|----------------------|-------|
| all the way 一路上;自始至终 | p. 87 |
| of course 当然 | p. 87 |
| remote control 遥控器 | p. 87 |
| look up (在词典、参考书中或通过 | |
| 电脑) 查阅, 查检 | p. 95 |

Unit 8

| unusual /ʌnˈjuːʒuəl/ adj. 与众不同的 | ; |
|-----------------------------------|--------|
| 不寻常的 | p. 99 |
| interview /'mtəvjuː/ n. & v. 采访 | p. 99 |
| model /'mɒdl/ n. 模型 | p. 100 |
| stamp /stæmp/ n. 邮票 | p. 100 |
| doorbell /ˈdɔːbel/ n. 门铃 | p. 101 |
| front /frʌnt/ adj. 前面的 | p. 101 |
| silver /ˈsɪlvə(r)/ adj. 银色的;银白 | |
| 色的 | p. 101 |
| push /pʊʃ/ v. 按,揿,摁 | p. 101 |
| soon /suːn/ adv. 不久 | p. 101 |
| grandson /'grænsʌn/ n. 孙子 ; 外孙 | p. 101 |
| granddaughter /'grændɔɪtə(r)/ n. | |
| 孙女;外孙女 | p. 101 |
| newspaper /'njuizpeipə(r)/ n. 报纸 | p. 101 |
| inside / m'said/ adv. 向里面 | p. 101 |
| everywhere /'evriweə(r)/ adv. 处处; | |
| 到处;各个地方 | p. 101 |

| follow /'fɒləʊ/ v. 跟随 | p. 101 |
|--------------------------------|--------|
| hardly /'hɑːdli/ adv. 几乎不;几乎 | |
| 没有 | p. 101 |
| space /speis/ n. 空间 | p. 101 |
| free /frit/ adj. 空闲的 | p. 101 |
| should /ʃʊd/ modal v. 应该 | p. 101 |
| sentence /'sentəns/ n. 句子 | p. 104 |
| magazine /ˌmægəˈziːn/ n. 杂志 | p. 104 |
| something /ˈsʌmθɪŋ/ pron. 某事; | |
| 某物 | p. 104 |
| really /'rɪəli/ adv. (强调观点等) | |
| 确实,的确 | p. 104 |
| anything /'eni的ŋ/ pron. 任何东西; | |
| 任何事物 | p. 108 |
| ago /ə'gəʊ/ adv. 以前 | p. 108 |
| UK / juː 'keɪ/ n. 英国 | p. 108 |
| over /'əʊvə(r)/ prep. 多于 (某时间、 | |
| 数量、花费等) | p. 109 |
| living room 客厅;起居室 | p. 101 |
| (be) bad for 对有害的 | p. 104 |
| (be) interested in 对感兴趣 | p. 104 |
| work of art (绘画、雕塑等) | |
| 艺术作品 | p. 109 |

Words and expressions in alphabetical order

A

| able /'eɪbl/ adj. 能;能够 | p. 59 |
|------------------------------------|--------|
| (be) able to 能够 | p. 59 |
| across /əˈkrɒs/ <i>prep</i> . 在对面; | |
| 在对过 | p. 73 |
| age /eɪdʒ/ n. 年龄 | p. 2 |
| ago /ə'gəʊ/ adv. 以前 | p. 108 |
| all over 遍及 | p. 3 |
| all the way 一路上;自始至终 | p. 87 |
| amazing /ə'meɪzɪŋ/ adj. 令人大为惊 | |
| 奇的 | p. 87 |
| another /əˈnʌðə(r)/ det. 又一;另 | |
| 一(事物或人) | p. 87 |
| ant /ænt/ n. 蚂蚁 | p. 95 |
| anything /'eniθιŋ/ pron. 任何东西; | |
| 任何事物 | p. 108 |
| area /'eəriə/ n. 地域 ; 地区 | p. 72 |
| article /'aɪtıkl/ n. 文章 | p. 15 |
| as as 像 一样 ,如同 | p. 59 |
| Asia /ˈeɪʃə/ n. 亚洲 | p. 71 |
| attend /ə'tend/ v. 参加 | p. 87 |
| Australia /ɒˈstreɪliə/ n. 澳大利亚 | p. 43 |
| away /əˈweɪ/ <i>adv</i> . 去别处,朝另 | |
| 一个方向 | p. 39 |

В

| (be) bad for 对有害的 | p. 104 |
|--------------------------------|--------|
| band /bænd/ n. 乐队 | p. 17 |
| beauty /'bjuːti/ n. 美;美丽 | p. 73 |
| bee /biɪ/ n. 蜜蜂 | p. 95 |
| bell /bel/ n. 钟;铃 | p. 17 |
| *blog /blog/ n. 博客 | p. 1 |
| blow /bləʊ/ v. 吹 | p. 45 |
| boring /'bɔːrɪŋ/ adj. 令人厌倦 (或厌 | |
| 烦)的;乏味的 | p. 94 |

| break /breik/ n. 休息 | p. 17 |
|------------------------------|-------|
| breathe /brixð/ v. 呼吸 | p. 59 |
| bridge /brɪdʒ/ n. 桥 | p. 73 |
| brightly /'brartli/ adv. 明亮地 | p. 45 |
| building /ˈbɪldɪŋ/ n. 建筑 | p. 73 |
| burn /bɜːn/ v. 燃烧 | p. 31 |
| butterfly /'bʌtəflaɪ/ n. 蝴蝶 | p. 95 |

С

| camera /'kæmərə/ n. 照相机 | p. 59 |
|------------------------------|-------|
| catch /kætʃ/ v. 捕捉 | p. 39 |
| centre /'sentə(r)/ n. 中心点;中心 | p. 73 |
| close to (在空间、时间上) 接近 | p. 3 |
| complete /kəmˈpliːt/ v. 完成 | p. 1 |
| country /'kʌntri/ n. 国家 | p. 2 |

D

| 'd like to = would like to 愿意 | p. 11 |
|---------------------------------|--------|
| daily /'deɪli/ adj. 每日的;日常的 | p. 15 |
| diary /ˈdaɪəri/ n. 日记;日记簿 | p. 57 |
| direction /dɪ'rekʃn/ n. 方向 | p. 73 |
| disappear /ˌdɪsəˈpɪə(r)/ v. 消失; | |
| 消散 | p. 87 |
| doorbell /'dɔːbel/ n. 门铃 | p. 101 |
| dream /driɪm/ n. 梦想 | p. 2 |
| dry /draɪ/ adj. 干旱的;干燥的 | p. 45 |
| dumpling /'dʌmplɪŋ/ n. 饺子;汤团 | p. 76 |
| during /'djʊərɪŋ/ prep. 在期间 | p. 45 |

E

| Earth /3:0/ n. 地球 | p. 29 |
|---------------------------------|-------|
| elder /'eldə(r)/ adj. 年长的 | p. 3 |
| end /end/ v. 结束,终止 | p. 17 |
| energy /'enədʒi/ n. 能量;能源 | p. 31 |
| engineer /ˌendʒɪˈnɪə(r)/ n. 工程师 | p. 3 |

| everyone /'evriwʌn/ pron. 人人; | |
|-----------------------------------|--------|
| 所有人 | p. 3 |
| everything /'evriθιŋ/ pron. 所有 | |
| 事物;一切 | p. 45 |
| everywhere /'evriweə(r)/ adv. 处处; | |
| 到处;各个地方 | p. 101 |

F

| fact /fækt/ n. 事实 | p. 34 |
|--------------------------------|--------|
| fair /feə(r)/ n. 展览会;展销会 | p. 85 |
| few /fjuː/ adj. 不多; 很少 | p. 39 |
| field /fiːld/ n. 田地;田野 | p. 31 |
| flat /flæt/ n. 公寓 | p. 6 |
| *float /fləʊt/ v. 漂浮;浮动 | p. 59 |
| fly kites 放风筝 | p. 53 |
| follow /ˈfɒləʊ/ v. 跟随 | p. 101 |
| footprint /'fotprint/ n. 脚印;足迹 | p. 44 |
| *fountain /ˈfaʊntən/ n. 喷泉 | p. 73 |
| free /frit/ adj. 空闲的 | p. 101 |
| friendly /'frendli/ adj. 友爱的; | |
| 友好的 | p. 3 |
| front /frʌnt/ adj. 前面的 | p. 101 |

G

| garden /'gaːdn/ n. 花园 | p. 62 |
|------------------------------|-------|
| Geography /dʒi'ɒgrəfi/ n. 地理 | p. 17 |
| German /'dʒɜːmən/ adj. 德国的 | p. 1 |
| Germany /'dʒɜːməni/ n. 德国 | p. 3 |
| get up 起床 | p. 24 |
| go on a picnic 去野餐 | p. 45 |
| go swimming 去游泳 | p. 53 |
| go to bed 去睡觉 | p. 24 |
| go to school 去上学 | p. 3 |
| (be) good at 擅长 | p. 3 |
| grade /greɪd/ n. 年级 | p. 25 |
| grammar /'græmə(r)/ n. 语法 | p. 1 |

granddaughter /'grændɔːtə(r)/ n. 孙女;外孙女 p. 101 grandparent /'grænpeərənt/ n. 祖父 (母);外祖父(母) p. 53 grandson /'grænsʌn/ n. 孙子;外孙 p. 101 *gravity /'grævəti/ n. 重力;地球 p. 59 引力 ground /graund/ n. 地面 p. 31 guide /gaɪd/ n. 手册;指南 p. 71 guitar /gɪ'tɑː(r)/ n. 吉他 p. 20

Η

| hardly /'haɪdli/ adv. 几乎不;几乎 | |
|------------------------------|--------|
| 没有 | p. 101 |
| have a good time 过得愉快 | p. 17 |
| have a picnic 野餐 | p. 53 |
| have to 不得不;必须 | p. 59 |
| headline /'hedlaɪn/ n. 大字标题 | p. 95 |
| hobby /'hobi/ n. 爱好 | p. 2 |

I

| if /ɪf/ conj. 如果 | p. 59 |
|----------------------------------|--------|
| important /ɪm'pɔːtnt/ adj. 重要的 | p. 31 |
| in the centre of 在的中心 | p. 73 |
| in the north-west of 在的西 | |
| 北部 | p. 80 |
| information / Infəˈmeɪʃn/ n. 消息; | |
| 资料 | p. 95 |
| inside /,m'saɪd/ adv. 向里面 | p. 101 |
| (be) interested in 对感兴趣 | p. 104 |
| interview /'mtəvjuː/ n. & v. 采访 | p. 99 |
| into /'mtə/ prep. 到里面,进入 | p. 31 |

J

| Japan /dʒə'pæn/ n. 日本 | p. 6 |
|-------------------------|-------|
| junior high school 初级中学 | p. 17 |
| just /dʒʌst/ adv. 正好,恰好 | p. 73 |

K

| kick /kɪk/ v. 踢 | p. 44 |
|----------------------------------|-------|
| kill /kɪl/ v. 杀死 | p. 31 |
| kilometre /ˈkɪləmiːtə(r)/ n. 公里; | |
| 千米 | p. 34 |

L

| land /lænd/ n. 陆地 | p. 30 |
|--------------------------|--------|
| large /laːdʒ/ adj. 大的 | p. 31 |
| *launch /lɔːntʃ/ v. 发射 | p. 87 |
| learn about 得知,获悉 | p. 87 |
| leave /liɪv/ v. 离开 | p. 59 |
| light /laɪt/ v. 照亮 ; 使明亮 | p. 73 |
| light up 点亮,照亮 | p. 73 |
| living room 客厅,起居室 | p. 101 |
| look up (在词典、参考书中或通过 | |
| 电脑) 查阅, 查检 | p. 95 |

Μ

| machine /məˈ∫iːn/ n. 机器 | p. 62 |
|---------------------------------|--------|
| magazine /ˌmægəˈziɪn/ n. 杂志 | p. 104 |
| make friends with 与交朋友 | p. 3 |
| make snowmen 堆雪人 | p. 45 |
| market /'maɪkɪt/ n. 集市;市场 | p. 20 |
| model /'mpdl/ n. 模型 | p. 100 |
| modern /'mpdn/ adj. 现代的;近代 | |
| 的,现代化的 | p. 72 |
| more than 多于 | p. 58 |
| mountain /'maʊntən/ n. 山;山脉 | p. 3 |
| must /mʌst/ <i>modal v</i> . 必须 | p. 31 |

Ν

| natural /'nætʃrəl/ adj. 自然的, | |
|------------------------------------|--------|
| 天然的 | p. 73 |
| nervous /'nɜːvəs/ <i>adj</i> . 紧张的 | p. 58 |
| never /'nevə(r)/ adv. 从不 | p. 16 |
| newspaper /'nju:zpeɪpə(r)/ n. 报纸 | p. 101 |

0

| of course 当然 | p. 87 |
|-----------------------------------|--------|
| on foot 步行 | p. 17 |
| ourselves / auə'selvz/ pron. 我们自己 | p. 59 |
| outside / aut'said/ prep. 在外面 | p. 73 |
| over /'əʊvə(r)/ prep. 多于 (某时间、 | |
| 数量、花费等) | p. 109 |
| own /əʊn/ <i>adj.</i> 自己的 | p. 38 |

P

| | 50 |
|---------------------------------|--------|
| *packet /'pækɪt/ n. 小包装纸袋 | p. 53 |
| part /paɪt/ n. 部分 | p. 30 |
| pattern /'pætn/ n. 模式;形式 | p. 29 |
| *photography /fəˈtɒɡrəfi/ n. 摄影 | p. 86 |
| picnic /'pɪknɪk/ n. 野餐 | p. 45 |
| place of interest 名胜 | p. 71 |
| pollute /pə'luɪt/ v. 污染 | p. 31 |
| pollution /pə'luːʃn/ n. 污染 | p. 31 |
| pond /pond/ n. 池塘 | p. 73 |
| postcard /'pəʊstkaːd/ n. 明信片 | p. 62 |
| power /'pauə(r)/ n. 能,能量 | p. 86 |
| practice /'præktɪs/ n. 练习 | p. 17 |
| problem /'probləm/ n. 问题 ; 难题 | p. 39 |
| protect /prəˈtekt/ v. 保护 | p. 29 |
| provide /prə'vaɪd/ v. 提供 | p. 31 |
| provide with 为提供 | p. 31 |
| *puddle /'pʌdl/ n. 水坑 | p. 44 |
| push /pʊʃ/ v. 按,揿,摁 | p. 101 |
| put into 把 倒入 | p. 31 |
| | |

Q

quiz /kwiz/ n. 知识竞赛;小测验 p. 29

R

| really /'rɪəli/ adv. (强调观点等) | |
|--------------------------------|--------|
| 确实,的确 | p. 104 |
| recent /ˈriːsnt/ adj. 近来的; 新近的 | p. 95 |

| relative /ˈrelətɪv/ n. 亲戚; 亲属 | p. 45 |
|-------------------------------|-------|
| remote control 遥控器 | p. 87 |
| report /rɪ'pɔɪt/ n. 报告 | p. 29 |
| return /rɪˈtɜːn/ v. 返回 | p. 66 |
| ride /raɪd/ v. 骑,驾驶 | p. 16 |
| ring /rɪŋ/ v. (使) 发出钟声, 响起 | |
| 铃声 | p. 17 |
| rock /rok/ n. 岩石 | p. 62 |
| rocket /'rokɪt/ n. 火箭 | p. 86 |

S

| seldom /'seldəm/ adv. 不常;很少 | p. 17 |
|-----------------------------------|--------|
| sentence /'sentəns/ n. 句子 | p. 104 |
| shine /ʃaɪn/ v. 照耀 | p. 45 |
| should /∫ʊd/ <i>modal v</i> . 应该 | p. 101 |
| sightseeing /ˈsaɪtsiːɪŋ/ n. 观光;游览 | p. 73 |
| silver /ˈsɪlvə(r)/ adj. 银色的,银白 | |
| 色的 | p. 101 |
| skill /skɪl/ n. 技术 | p. 94 |
| *snack /snæk/ n. 小吃 | p. 73 |
| snowy /'snəʊi/ adj. 下雪多的 | p. 45 |
| so /səʊ/ conj. 因此,所以 | p. 17 |
| so that 以便 | p. 59 |
| *solar /ˈsəʊlə(r)/ adj. 太阳的 | p. 86 |
| something /ˈsʌmθɪŋ/ pron. 某事; | |
| 某物 | p. 104 |
| soon /suːn/ adv. 不久 | p. 101 |
| sound /saund/ n. 声音 | p. 1 |
| space /speis/ n. 太空 | p. 57 |
| <i>n</i> . 空间 | p. 101 |
| spaceship /'speɪsʃɪp/ n. 宇宙飞船 | p. 58 |
| spacesuit /ˈspeɪssuɪt / n. 宇航服, | |
| 航天服 | p. 58 |
| spend /spend/ v. 花 (时间) ; 度过 | p. 45 |
| stamp /stæmp/ n. 邮票 | p. 100 |
| such as 例如 | p. 62 |
| surprised /sə'praɪzd/ adj. 吃惊的, | |
| 感到惊讶的 | p. 87 |

Т

| table tennis /'terbl _tenns/ n. 乒乓球运动 | p. | 16 |
|---------------------------------------|----|----|
| take a trip 去旅行 | p. | 45 |
| take part in 参加 | p. | 17 |
| take photos 拍照 | p. | 59 |
| teach /tiːtʃ/ v. 教,讲授 | p. | 87 |
| *temple /'templ/ n. 庙;寺 | p. | 76 |
| that is 也就是说,即 | p. | 59 |
| throw away 扔掉 | p. | 39 |
| tie /taɪ/ v. 系,捆,绑 | p. | 59 |
| together /təˈɡeðə(r)/ adv. 在一起 | p. | 17 |
| town /taon/ n. 镇 | p. | 44 |
| traditional /trə'dɪʃənl/ adj. 传统的 | p. | 72 |
| travel guide 旅游手册 | p. | 71 |
| trip /trɪp/ n. 旅行 | p. | 45 |

U

| UK / juː 'keɪ/ n. 英国 | p. 108 |
|---------------------------------|--------|
| unusual /ʌnˈjuːʒuəl/ adj. 与众不同的 | ; |
| 不寻常的 | p. 99 |
| US / juː 'es/ n. 美国 | p. 11 |
| usually /ˈjuːʒuəli/ adv. 通常地 | p. 16 |

W

| weak /wixk/ adj. 虚弱的 , 无力的 | p. 59 |
|-------------------------------|--------|
| wet /wet/ adj. 湿的 | p. 44 |
| without /wɪ'ðaʊt/ prep. 没有,缺乏 | p. 59 |
| work /wɜːk/ v. 运转;运行 | p. 59 |
| work of art (绘画、雕塑等) | |
| 艺术作品 | p. 109 |
| world /wɜɪld/ n. 世界 | p. 3 |

Y

Proper nouns

Names of people

| Alan /ˈælən/ 艾伦 (男名) | p. 104 |
|-------------------------|--------|
| Anna /ˈænə/ 安娜 (女名) | p. 2 |
| Bobby /ˈbɒbi/ 博比 (男名) | p. 11 |
| Green /griːn/ 格林 (姓) | p. 95 |
| Harry /'hæri/ 哈利 (男名) | p. 108 |
| Helen /'helən/ 海伦 (女名) | p. 101 |
| Ivy /'arvi/ 艾维 (女名) | p. 104 |
| Jack /dʒæk/ 杰克 (男名) | p. 17 |
| Jason /'dʒeɪsn/ 贾森 (男名) | p. 6 |
| Jerry /'dʒeri/ 杰里 (男名) | p. 58 |
| Kelly /'keli/ 凯莉 (女名) | p. 48 |
| Leo /ˈliːəʊ/ 利奥 (男名) | p. 87 |
| Linda /'lmdə/ 琳达 (女名) | p. 87 |
| Mandy /'mændi/ 曼迪 (女名) | p. 6 |
| Sam /sæm/ 萨姆 (男名) | p. 16 |
| Sarah /'seərə/ 萨拉 (女名) | p. 76 |
| Tom /tom/ 汤姆 (男名) | p. 17 |
| Yuki /ˈjuki/ 由纪 (日本女名) | p. 6 |

Names of places

| p. 71 |
|--------|
| p. 43 |
| p. 76 |
| p. 108 |
| |
| p. 43 |
| p. 3 |
| p. 73 |
| p. 6 |
| p. 81 |
| |

| Nanjing Road 南京路 | p. 81 |
|--|--------|
| New York City /nju: jo:k 'siti/ | |
| 纽约市 | p. 11 |
| Ocean Park /'əʊ∫n pɑːk/ 海洋公园 | p. 72 |
| Oriental Pearl Tower / <code>ɔ:ri'entl p3:l</code> | |
| 'taʊə(r) / 东方明珠塔 | p. 81 |
| Palace Museum /'pæləs mju'zi:əm/ | |
| 故宫博物院 | p. 72 |
| People's Square /'piplz skweə(r)/ | |
| 人民广场 | p. 72 |
| Pudong New Area 浦东新区 | p. 73 |
| Shanghai Grand Theatre /,∫æŋ'haı | |
| grænd 'θɪətə(r) / 上海大剧院 | p. 73 |
| Shanghai Museum / ∫æŋ'hai mju'zira | om/ |
| 上海博物馆 | p. 73 |
| Summer Palace /'sʌmə(r) 'pæləs/ | |
| 颐和园 | p. 80 |
| the Bund /ðə bʌnd/ 外滩 | p. 72 |
| Tokyo /ˈtəʊkɪəʊ/ 东京 (日本首都) | p. 6 |
| UK / juː ˈkeɪ/ 英国 | p. 108 |
| US / juɪ 'es/ 美国 | p. 11 |
| West Lake /west leɪk/ 西湖 | p. 72 |
| Yu Garden 豫园 | p. 72 |
| | |

Names of festivals

| the Dragon Boat Festival /ðə 'drægən | | |
|---|-------|--|
| bəʊt 'festɪvl/ 端午节 | p. 53 | |
| the Mid-Autumn Festival /ðə mɪd 'ɔːtəm | | |
| 'festrvl/ 中秋节 | p. 53 | |
| the Spring Festival /ðə sprin 'festivl/ | | |
| 春节 | p. 45 | |

Glossary

| adjective 形容词 | p. 43 |
|----------------------------------|--------|
| adverb of frequency 频度副词 | p. 15 |
| adverbial phrase of frequency 频度 | |
| 副词短语 | p. 15 |
| base form 原形 | p. 63 |
| conditional sentence 条件句 | p. 71 |
| consonant letter 辅音字母 | p. 91 |
| consonant sound 辅音 | p. 8 |
| countable noun 可数名词 | p. 29 |
| if-clause 条件状语从句 | p. 77 |
| indefinite article 不定冠词 | p. 8 |
| main clause 主句 | p. 77 |
| main verb 实义动词 | p. 23 |
| modal verb 情态动词 | p. 77 |
| noun 名词 | p. 1 |
| object pronoun 人称代词宾格 | p. 105 |
| personal pronoun 人称代词 | p. 99 |
| plural 复数 | p. 35 |
| possessive adjective 形容词性物 | |
| 主代词 | p. 99 |
| possessive pronoun 名词性物主 | |
| 代词 | p. 99 |

| preposition 介词 | p. 105 |
|-------------------------------|--------|
| question 疑问句 | p. 21 |
| simple past form 过去式 | p. 91 |
| singular 单数 | p. 35 |
| statement 陈述句 | p. 21 |
| subject pronoun 人称代词主格 | p. 105 |
| synonym 同义词;同义词组 | p. 74 |
| the simple future tense 一般将来时 | p. 57 |
| the simple past tense 一般过去时 | p. 85 |
| the simple present tense 一般现 | |
| 在时 | p. 15 |
| the verb to be be动词 | p. 7 |
| time expression 时间短语 | p. 93 |
| uncountable noun 不可数名词 | p. 29 |
| verb 动词 | p. 7 |
| vowel letter 元音字母 | p. 91 |
| vowel sound 元音 | p. 8 |
| Wh-question 特殊疑问句 | p. 1 |
| Wh-word 疑问词 | p. 7 |
| Yes/No question 一般疑问句 | p. 92 |

Irregular verbs

| Base form | Simple past | Base form | Simple past |
|------------------|-------------|-----------|-------------|
| be (am, is, are) | was, were | have | had |
| become | became | hear | heard |
| begin | began | keep | kept |
| blow | blew | know | knew |
| break | broke | learn | learnt |
| bring | brought | leave | left |
| build | built | let | let |
| burn | burnt | light | lit |
| buy | bought | lose | lost |
| catch | caught | make | made |
| come | came | meet | met |
| cut | cut | put | put |
| do | did | read | read |
| draw | drew | ride | rode |
| drink | drank | ring | rang |
| drive | drove | rise | rose |
| eat | ate | run | ran |
| fall | fell | say | said |
| feel | felt | see | saw |
| find | found | send | sent |
| fly | flew | shine | shone |
| forget | forgot | sing | sang |
| get | got | sit | sat |
| give | gave | sleep | slept |
| go | went | smell | smelt |
| grow | grew | speak | spoke |
| hang | hung | spend | spent |

| Base form | Simple past | Base form | Simple past |
|-----------|-------------|-----------|-------------|
| stand | stood | think | thought |
| stick | stuck | throw | threw |
| swim | swam | wake | woke |
| take | took | wear | wore |
| teach | taught | write | wrote |
| tell | told | | |

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