

# 英语

English



七年级上册





# 致 同 学

欢迎来到英语学习乐园！在这里，我们会遇到八个小伙伴，他们是王欣悦 (Millie)、罗阳 (Simon)、李珊珊 (Sandy)、陈丹 (Daniel)、张珂 (Kitty)、赵敏 (Amy)、杨青 (Nora) 和魏书铭 (David)。他们将陪伴我们一起度过三年的英语学习时光。在这里，我们将探究与自我、社会、自然相关的主题，学习多种类型的语篇，欣赏地道优美的语言，用英语进行日常交流，开展多姿多彩的活动。在这里，我们将综合运用知识、技能和策略，解决真实情境中的问题。在这里，我们将感悟中华优秀传统文化，了解丰富多样的世界文明，积极思考，快乐成长。

本套教材内容的选取遵循培根铸魂、启智增慧的原则，充分体现英语课程的核心素养培养要求。本学期我们共学习八个单元，每四个单元围绕一个大的主题。每个单元的首页呈现单元主题、单元概览、学习情境和任务，带领我们进入单元学习。导入 (Welcome to the unit) 板块利用图片、文字、视频等多种形式激活我们的已有知识，激发学习兴趣。阅读 (Reading) 板块是我们的学习重点。本学期，我们将学习向他人介绍自己和同学，谈论彼此的兴趣爱好，描述美丽的校园和丰富多彩的学校生活；我们还将探讨日常生活的方方面面，关注健康的饮食和生活方式，谈论衣着搭配、理财和消费习惯，了解中外节日的庆典习俗。语法 (Grammar) 板块引导我们自主发现和归纳语法规则，并在语境中运用语法知识。语音 (Pronunciation) 板块呈现语音知识，帮助我们准确地拼读、记忆单词，了解语音、语调的变化，从而更好地理解别人和表达自己。综合 (Integration) 板块聚焦听、说、读、看、写技能的融合，培养我们综合运用英语的能力。评价 (Assessment) 板块提供多维度的评价方式，结合自评和他评，让我们体验收获的快乐，反思和弥补自己的不足。拓展学习 (Further study) 板块推荐更多学习资源，供我们自主探究主题，提升学习能力。每个模块（每四个单元）之后的课题 (Project) 让我们运用跨学科知识，开展合作学习和探究学习，践行学思结合、用创为本的英语学习活动观。本套教材内容的学习以活动为路径，我们将在体验中学习、在实践中运用、在迁移中创新，实现语言能力、文化意识、思维品质和学习能力等方面核心素养的协同发展。

现在，让我们一起走进这个乐园，朝着目标前进吧！祝大家学习愉快！

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## New school, new friends, new start!

In this unit,  
we will


- 1 read about Millie and her new classmates;
- 2 learn about other students from Class 1, Grade 7;
- 3 introduce ourselves and our classmates;
- 4 learn how to greet others and make new friends.

This is our first day at a new school. Let's meet some of the students and teachers at Sunshine Middle School, and learn how to greet others and introduce ourselves.



# Welcome to the unit

## Greetings

 **A** Here are some students from Class 1, Grade 7 and their English teacher, Mr Wu. Read what they say.

1

Good morning, class.

Good morning, Mr Wu.



Please greet and introduce each other.

2

Hello, my name is Chen Dan, and Daniel is my English name.



Hi, I'm Zhao Min. My English name is Amy.

3

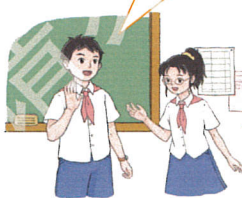
Hi, my name is Zhang Ke. You can call me Kitty.




Hello, I'm Wang Xinyue, and I go by Millie.

4

Good morning. I'm Luo Yang. You can call me Simon.



Hi, I'm Sandy. My Chinese name is Li Shanshan.

 **B** Millie is greeting Sandy. Work in pairs. Greet your partner and then introduce yourself. Use the conversation below as a model. The sentences in the box may help you.

Good morning.

Good afternoon.

Good evening.

**Millie:** Good morning.

**Sandy:** Morning.

**Millie:** I'm Millie. What's your name?

**Sandy:** My name is Sandy. Nice to meet you!

**Millie:** Glad to meet you too! Which class are you in?

**Sandy:** I'm in Class 1. And you?

**Millie:** Wow, we're in the same class! Do you have any hobbies?

**Sandy:** Yes, I like playing the piano. What about you?

**Millie:** I love reading.

**TIP** "Morning" is an informal way of saying "Good morning". The same goes for "Afternoon/Evening/Night".



**C** What other greetings do you know? Think of a different greeting and share it with your classmates.





## Reading

### Welcome to Class 1, Grade 7!



Millie is introducing herself and her new classmates at Sunshine Middle School. Let's meet them. Before reading, think about the questions below.

- 1 What do you want to tell your new classmates about yourself?
- 2 What do you know about your new classmates?

Welcome to

Class 1, Grade 7

Hi! I'm Millie, a new student at Sunshine Middle School. I'm in Class 1, Grade 7.  
I'm 12 years old. I love reading. Here are my new classmates. They're very friendly. Let's meet them.



Wang Xinyue/Millie

TIP

We use "this is ..." to introduce someone to others. We also use "this is ..." to introduce ourselves on the phone.



Luo Yang/Simon

- 5 This is Simon.  
He is tall.  
He is always full of energy.  
He is good at sport.  
He often plays football after school.



Li Shanshan/Sandy

- 10 This is Sandy.  
She is tall and slim. She has long hair.  
She is very polite.  
She likes music and she can play the piano well.



Chen Dan/Daniel

- 15 This is Daniel.  
He is not tall.  
He wears glasses.  
He is smart and always ready to help others.  
He is interested in science.

**A** Match the new students in Class 1, Grade 7 with their hobbies.

1



Millie

a



2

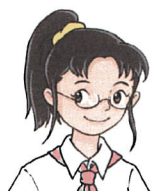


Simon

b



3



Sandy

c



4



Daniel

d



**B** Read Millie's introductions again. Write a *T* if a sentence is true or an *F* if it is false. Then correct the false ones.

- 1 Millie is interested in reading. \_\_\_\_\_
- 2 Simon is not tall. \_\_\_\_\_
- 3 Simon loves science. \_\_\_\_\_
- 4 Sandy is a tall, polite girl. \_\_\_\_\_
- 5 Sandy and Daniel wear glasses. \_\_\_\_\_
- 6 Daniel is very helpful. \_\_\_\_\_

**C** Mr Wu is making some notes about his new students. Complete his notes with the correct forms of the words and phrases in the box below.

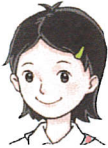
be good at  
slim

friendly  
polite

smart  
science

full of energy  
ready to

**Millie**



**Simon**



**Sandy**



**Daniel**



This is Millie. She has short hair. She loves reading.

Simon is a tall boy. He likes sport and <sup>(1)</sup> \_\_\_\_\_ football. He is always <sup>(2)</sup> \_\_\_\_\_.

Sandy is a tall and <sup>(3)</sup> \_\_\_\_\_ girl with long hair. She is interested in music, and she can play the piano well. She is very <sup>(4)</sup> \_\_\_\_\_. She always says "please" and "thank you".

Daniel is not tall. He wears glasses. He is <sup>(5)</sup> \_\_\_\_\_. He likes learning about <sup>(6)</sup> \_\_\_\_\_. He is very nice and always <sup>(7)</sup> \_\_\_\_\_ help others.

My new students are all very nice. They are <sup>(8)</sup> \_\_\_\_\_ to each other.

**D** Write some sentences about yourself or one of your classmates. You can write them in the following order.

Name

Age

Looks

Character

Hobbies





# Grammar

## Simple present tense (I)

Millie sends a message to her old friend Jenny about her new classmates. Read the message and pay attention to the use of the verb **be**.

Hi, Jenny. I **am** at Sunshine Middle School now. It is a nice school. I like my new classmates. They **are** all very friendly.

Sandy is a tall girl. She **is** interested in music. Simon is tall too. He **is** good at sport. We **are** friends now.

How about you? **Are you** happy at your new school?



### Work out the rule!

We use the simple present tense to talk about facts and statements.

- We use \_\_\_\_\_ (am, are, is) with **I**.
- We use \_\_\_\_\_ (am, are, is) with **you, we** and **they**.
- We use \_\_\_\_\_ (am, are, is) with **he, she** and **it**.

We make positive and negative sentences using the verb **be** in the simple present tense like this:

**TIP**  
I am = I'm  
You are = You're  
We are = We're  
They are = They're  
He is = He's  
She is = She's  
It is = It's

I	am	happy.	I	am not	happy.
You/We/They	are		You/We/They	are not	
He/She/It	is		He/She/It	is not	

We ask and answer questions using the verb **be** in the simple present tense like this:

<b>Am</b>	I	happy?
<b>Are</b>	you/we/they	
<b>Is</b>	he/she/it	

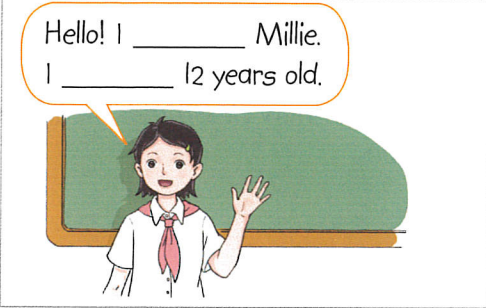
**TIP**  
are not = aren't  
is not = isn't

<b>Yes,</b>	I	am.	<b>No,</b>	I	am not.
	you/we/they	are.		you/we/they	are not.
	he/she/it	is.		he/she/it	is not.

**A** Here are some pictures of Millie, her classmates and her teacher at the new school. Complete what they are saying with the correct forms of the verb **be**.

1

Hello! I \_\_\_\_\_ Millie.  
I \_\_\_\_\_ 12 years old.



2

I have some new friends now.  
They \_\_\_\_\_ friendly.



3

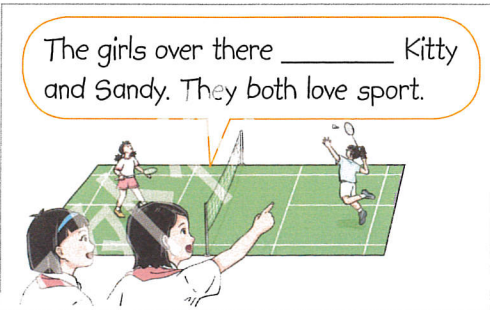
Hi, Daniel. \_\_\_\_\_  
you good at football?

No, I \_\_\_\_\_.



4


The girls over there \_\_\_\_\_ Kitty  
and Sandy. They both love sport.



5

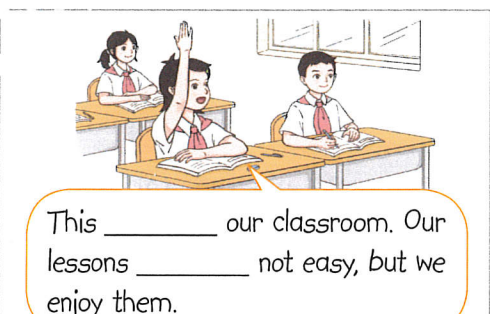
Look! \_\_\_\_\_ he our teacher?

Yes, he \_\_\_\_\_. He  
\_\_\_\_\_ our English teacher.



6

This \_\_\_\_\_ our classroom. Our  
lessons \_\_\_\_\_ not easy, but we  
enjoy them.



**B** Millie is talking to her new friends. Complete their conversation with the correct forms of the verb **be**.

**Millie:** Hi, Simon. Hi, Sandy. <sup>(1)</sup> \_\_\_\_\_ you happy at our new school?

**Sandy & Simon:** Yes, we <sup>(2)</sup> \_\_\_\_\_.

**Sandy:** I like this school a lot! It <sup>(3)</sup> \_\_\_\_\_ new and clean. Our  
classmates <sup>(4)</sup> \_\_\_\_\_ very nice.

**Simon:** The teachers <sup>(5)</sup> \_\_\_\_\_ nice too. Mr Wu <sup>(6)</sup> \_\_\_\_\_ my  
favourite teacher!

**Sandy:** <sup>(7)</sup> \_\_\_\_\_ English easy for you, Simon?

**Simon:** No, it <sup>(8)</sup> \_\_\_\_\_. It <sup>(9)</sup> \_\_\_\_\_ hard for me, but I like it.

**Sandy:** How about you, Millie? <sup>(10)</sup> \_\_\_\_\_ you interested in English?


**Millie:** Yes, I <sup>(11)</sup> \_\_\_\_\_. I <sup>(12)</sup> \_\_\_\_\_ always happy in English  
class.

**C** Talk with your partner about people and things in your new school, using the correct forms of the verb **be**.



# Pronunciation

## Vowels (I)


 Read the following words. Pay attention to the sounds of the letters **a**, **e**, **i**, **o** and **u**.

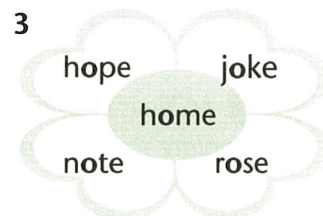
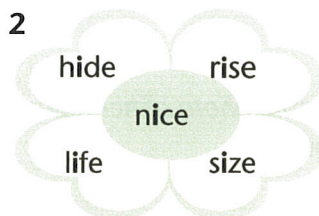
name	face	game	age	late	→ /eɪ/
be	he	me	we	these	→ /iː/
fine	hi	write	time	kite	→ /aɪ/
old	home	no	nose	close	→ /əʊ/
computer	cute	music	student	use	→ /juː/


**A** Read the words below. Then put them in the correct sound groups.

grade she hello like make music those use white these



**B**  Look at the groups of words. Try to read the new words according to the sound of the word in the centre in each group.



**C**  Read the following sentences. Pay attention to the sounds of the letters in **bold**.

- 1 We have the same hobbies.
- 2 My classmates are all very **nice**.
- 3 Sandy **likes** listening to piano **music**.
- 4 **Simon** and **Amy** go to school by **bike**.
- 5 These students go home by bus.





## Integration

### Meeting my new friends



**A** Millie is writing about her new friends Kitty and Amy. Read her introductions. Circle the correct words in the table.

This is Zhang Ke. Her English name is Kitty. She has long hair. She is pretty and has lovely eyes. She is shy and quiet. She likes dancing.



This is Zhao Min. Her English name is Amy. Her hair is short. She is small and cute. She is always happy. She is good at swimming.



	Kitty	Amy
<b>Looks</b>	long hair/short hair small/cute/lovely eyes/pretty	long hair/short hair small/cute/lovely eyes/pretty
<b>Character</b>	shy/quiet/happy	shy/quiet/happy
<b>Hobby</b>	swimming/dancing	swimming/dancing




**B** Millie is showing her mum a photo of her new class. Listen to their conversation and complete the sentences below.

Kitty and Amy are Millie's new friends.

Kitty is only <sup>(1)</sup> \_\_\_\_\_ years old. She is good at <sup>(2)</sup> \_\_\_\_\_.  
She has dance classes every week. She also likes <sup>(3)</sup> \_\_\_\_\_.

Amy is <sup>(4)</sup> \_\_\_\_\_ years old. She is small. She swims very  
<sup>(5)</sup> \_\_\_\_\_. She likes <sup>(6)</sup> \_\_\_\_\_ new people.

Millie likes her new friends very much.

 **C** Millie and Ms Lin, the Music teacher, meet Simon in front of the classroom building. Work in groups of three to greet and introduce each other. Use the conversation below as a model.

**Simon:** Hi, Millie.

**Millie:** Hi, Simon. Ms Lin, this is my classmate Simon.  
Simon, this is Ms Lin, our Music teacher.

**Simon:** Glad to meet you, Ms Lin.

**Ms Lin:** Glad to meet you too, Simon. You like playing football, right?

**Simon:** Yes, I do. I often play football after school. Sport helps me stay healthy and happy.

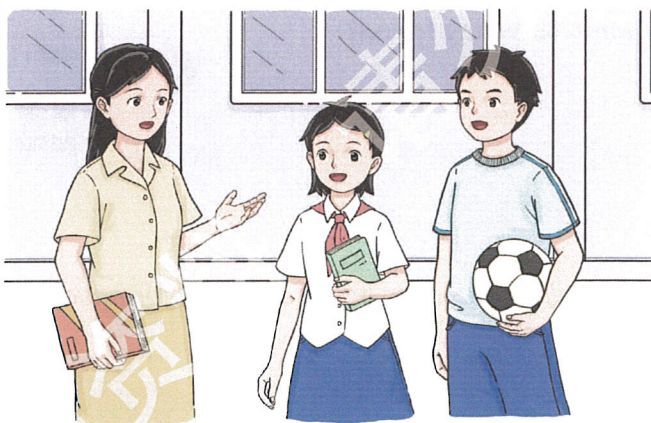
**Ms Lin:** Great!

**Simon:** Oh, we have a football match with Class 2 at 4:30 this afternoon. I have to go now. Goodbye, Ms Lin. Goodbye, Millie.

**Ms Lin:** OK. Bye. Good luck!

**Millie:** Bye.

**TIP** When we introduce two people to each other, we usually introduce the younger to the elder first.



**D** To help students learn more about each other, Mr Wu asked every student to write a self-introduction and post it on the school website.

**D1** Daniel is making a table to help him write the self-introduction. Complete the table with your own information.

	Daniel	Me
Age	12	
Favourite subject(s)	Maths, Computer Science	
Hobbies	Chinese chess, ping-pong	



**D2** Here is Daniel's self-introduction. Read it below.

**TIP** "Hi there" is an informal greeting.

Hi there! I am Chen Dan from Class 1, Grade 7.  
My English name is Daniel. I am 12 years old.

My favourite subjects are Maths and Computer Science. They are interesting. I am good at them, and I like to help my classmates with Maths problems.



I enjoy playing Chinese chess and ping-pong. I often play these with my dad at the weekend. They are fun.

I have many new classmates at school. They are all very nice. I am happy to make friends with them.

Do you want to be my friend?

**TIP** We use a **comma** (,) to pause or separate things in a sentence.  
We use a **full stop** (.) to end a sentence.  
We use a **question mark** (?) at the end of a question.

**D3** Write your own self-introduction based on your information in Part D1. Use Daniel's self-introduction as a model.

## Useful expressions

My name is .../I am ...

I am ... (years old).

I am in ...

I like/love Maths/Computer Science/...

I like to ...

I am good at ...

I am interested in ...

My favourite ... is ...

I often play ... at the weekend.



## Assessment



What I can do	Me	Partner
1 I can describe Millie and her new classmates.		
2 I can use the verb <b>be</b> in the simple present tense correctly.		
3 I can introduce myself and my classmates with the new words in this unit.		
4 I can pronounce the sounds /eɪ/, /iː/, /aɪ/, /əʊ/ and /juː/ correctly in words.		
5 I know how to greet others and make new friends at a new school.		

\* Assess your learning of new words and grammar by doing the exercises on page 106.

**Result:**  Weak 🙄  Good 👉  Wonderful 👍

I am good at \_\_\_\_\_.

I need to spend more time on \_\_\_\_\_.

My action plan: \_\_\_\_\_.

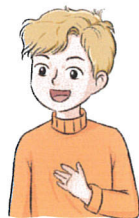


## Further study

**TIP** Don't use a nickname if the person does not ask you to.



Luo Yang  
(Simon)



William Smith

Simon has a friend called William Smith. He is from the UK. His parents and friends often call him "Will". Here are some nicknames for popular English names.

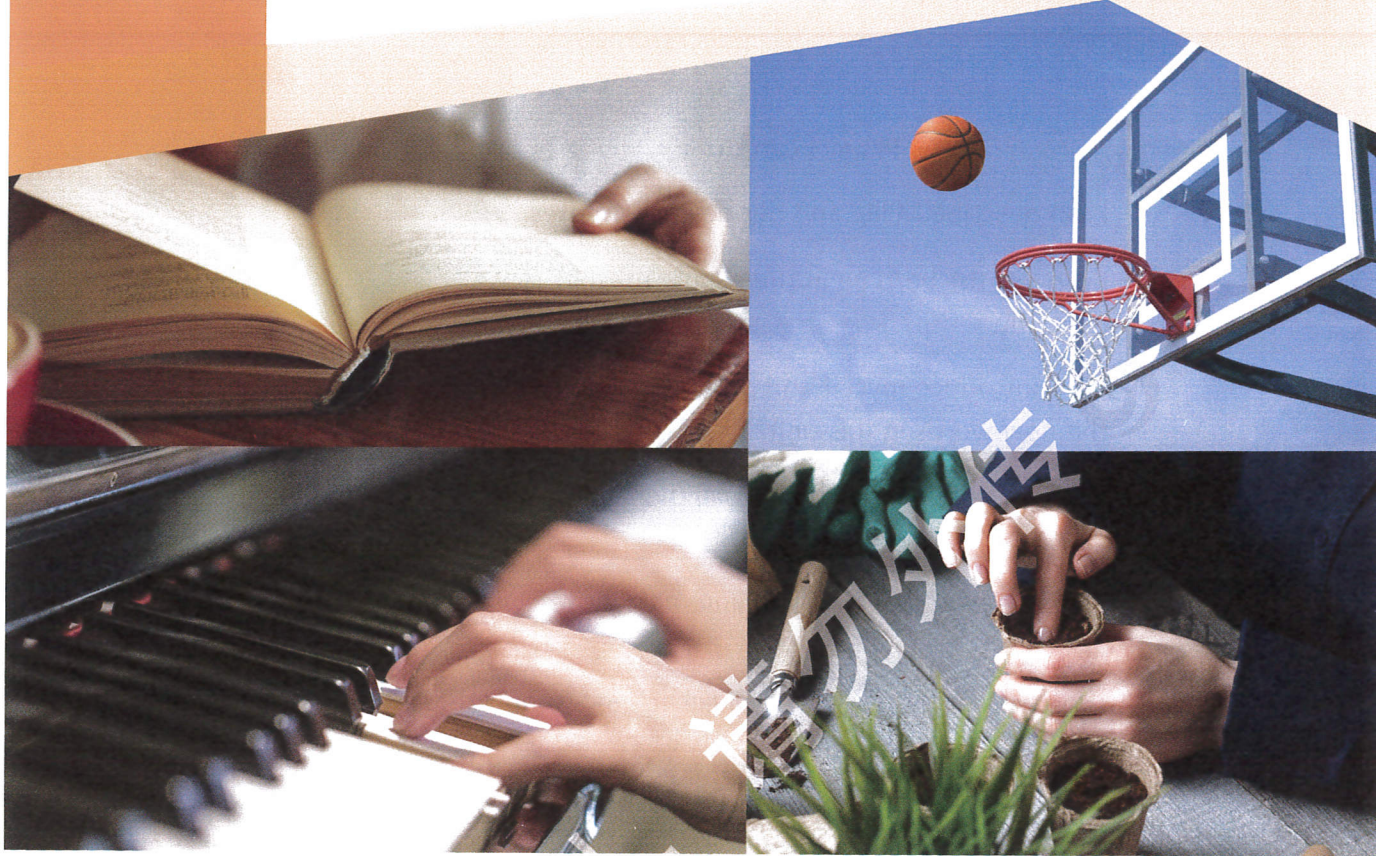
Andrew	Andy	Elizabeth	Liz
James	Jimmy	Susan	Sue
Thomas	Tom	William	Will

Find out more fun facts about names and share them with your classmates.



# Unit 2

# Hobbies



**Hobbies bring joy to our life.**

**In this unit,  
we will**

- 1 read about some students' hobbies;
- 2 learn about after-school clubs at Sunshine Middle School;
- 3 talk and write about our hobbies;
- 4 think about why hobbies are important for us.

The Class 1, Grade 7 students are talking about their hobbies. Let's share our favourite hobbies with classmates.





## Welcome to the unit

### What do you like to do?

**A** What do the Class 1, Grade 7 students like to do? Complete their answers with the words in the box.

jogging

painting

paper-cutting

reading

1



I love \_\_\_\_\_.

2



I enjoy \_\_\_\_\_.

3



I like \_\_\_\_\_.

4



I like \_\_\_\_\_.



**B** Amy and Millie are talking about their hobbies. Work in pairs and talk about your hobbies. Use the conversation below as a model.

**Amy:** What's your favourite hobby, Millie?

**Millie:** I love reading.

**Amy:** What do you like to read?

**Millie:** I read all kinds of books, and I learn a lot from them. What about you?

**Amy:** I like swimming.

**Millie:** How often do you go swimming?

**Amy:** I go swimming every week. It helps me keep fit.



**C** What hobbies do your family members or your friends have? Give an example.



## Reading

### A fan of science



Mr Wu asked the Class 1, Grade 7 students to write an article about a friend's hobby. Here is Millie's article about Daniel. Before reading, think about the questions below.

- 1 Do you like science? Why or why not?
- 2 What do you think a fan of science often does?

#### Daniel: a fan of science

**TIP** We use an exclamation mark (!) to express love, surprise, joy or other strong feelings.

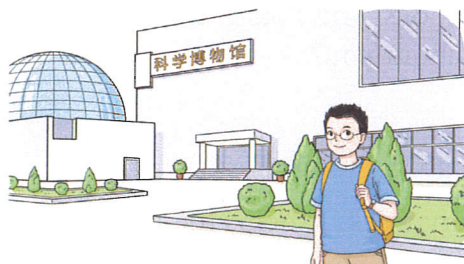
Daniel is one of my new friends. He is a fan of science. He thinks science is very cool. It is all around us. Science changes our lives!

Daniel often visits science museums. He gets  
5 to see all kinds of things and learns a lot. It is great fun for him.

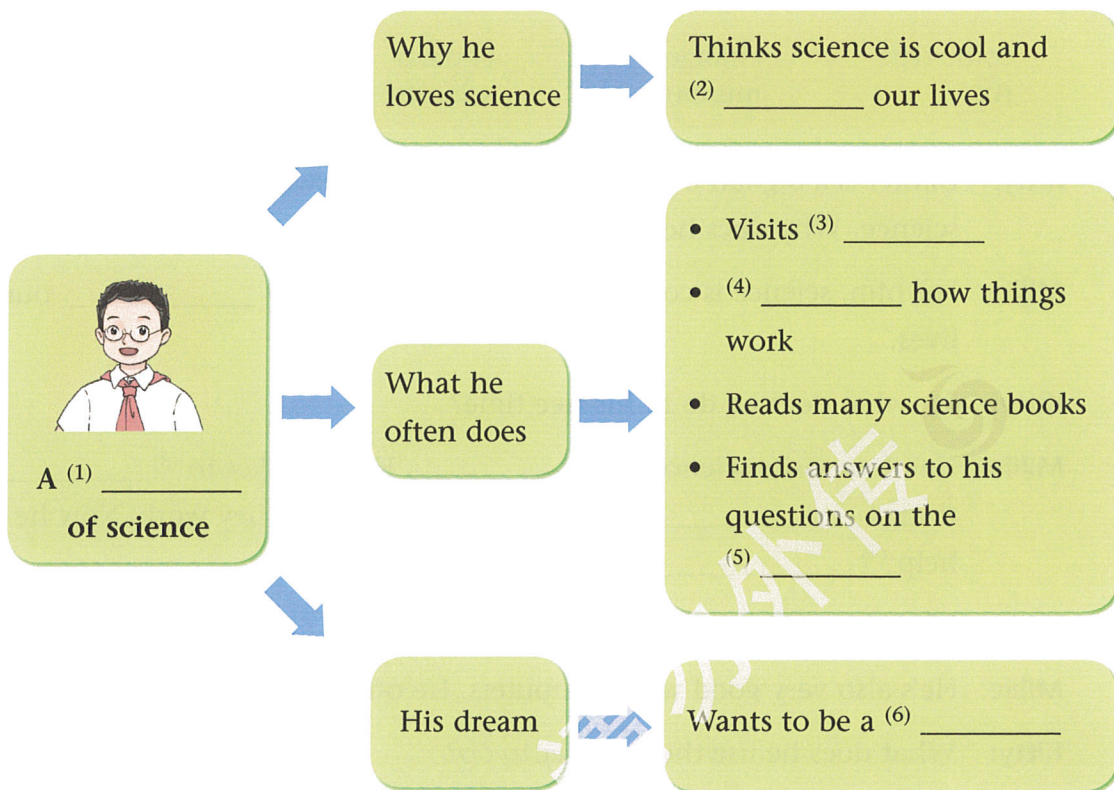
At home, he likes to take things apart and learn how they work. Now he can help fix things around the house!

10 In his free time, Daniel reads many science books. He also goes on the internet to find answers to his endless questions.

He wants to be a scientist one day. I am sure his dream can come true.



**A** Complete the chart below with the information in the article.



**B** Read the article again and answer the questions below.

1 Why does Daniel think science is cool?

\_\_\_\_\_

2 What does Daniel do at science museums?

\_\_\_\_\_

3 What does Daniel like to do at home?

\_\_\_\_\_

4 What does Daniel look for on the internet?

\_\_\_\_\_

5 How does the article show Daniel's love for science?

\_\_\_\_\_



**C** Kitty is asking Millie questions about Daniel. Complete their conversation with the correct forms of the words and phrases in the box below.

come true  
fix

change  
museum

endless  
scientist

go on the internet  
take ... apart

**Kitty:** Daniel is a big fan of science. He can often answer our questions about science. Why does he like it so much?

**Millie:** For him, science is cool. It's all around us and it <sup>(1)</sup> \_\_\_\_\_ our lives.

**Kitty:** So, what does he do in his free time?

**Millie:** He often visits science <sup>(2)</sup> \_\_\_\_\_. He also likes to <sup>(3)</sup> \_\_\_\_\_ things \_\_\_\_\_. In this way, he learns how they work. Now he can help <sup>(4)</sup> \_\_\_\_\_ things!

**Kitty:** Wow, so cool!

**Millie:** He's also very good with computers. He often <sup>(5)</sup> \_\_\_\_\_.

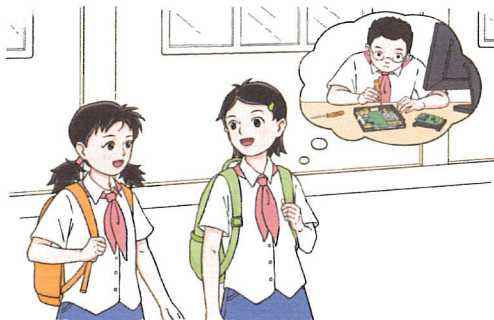
**Kitty:** What does he use the internet to do?

**Millie:** He uses it to find answers to his <sup>(6)</sup> \_\_\_\_\_ questions.

**Kitty:** What does he want to be?

**Millie:** He wants to be a <sup>(7)</sup> \_\_\_\_\_.

**Kitty:** Great! I'm sure his dream can <sup>(8)</sup> \_\_\_\_\_!



**D** Think about the questions below. Share your answers with your classmates.

- 1 How do you find answers to questions about science?
- 2 What other ways do you know to learn about science?
- 3 Why is it important for us to have hobbies?



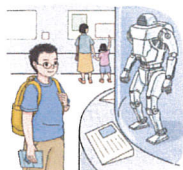
## Grammar

### Simple present tense (II)

Here are some sentences from Millie's article about Daniel. Read them and pay attention to the use of the verbs.

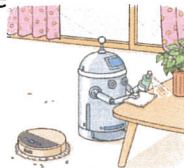
We use the simple present tense to talk about:

#### 1 things that we often do



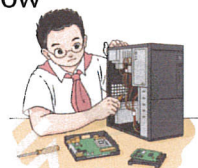
Daniel often **visits** science museums.

#### 2 things that are always true



Science **changes** people's lives.

#### 3 things that are true now



Daniel **likes** to take things apart.

We make positive and negative sentences using the verbs in the simple present tense like this:

I/You/We/They	<b>like</b>	sport.	I/You/We/They	<b>do not</b>	like	sport.
He/She/It	<b>likes</b>		He/She/It	<b>does not</b>		

We ask and answer questions using the verbs in the simple present tense like this:

**TIP** do not = don't  
does not = doesn't

<b>Do</b>	I/you/we/they	<b>like</b>	sport?	Yes,	I/you/we/they	<b>do.</b>
<b>Does</b>	he/she/it			he/she/it	<b>does.</b>	
				No,	I/you/we/they	<b>do not.</b>
					he/she/it	<b>does not.</b>

**Work out the rule!**

When we make negative sentences and ask questions,

- we use \_\_\_\_\_ (do, does) with **I, you, we** and **they**;
- we use \_\_\_\_\_ (do, does) with **he, she** and **it**.

Remember that we add -s to the verb after **he, she** or **it**. However, there are some exceptions:

Most verbs	+ s	like → likes	play → plays
Verbs ending in a consonant + y	- y + ies	study → studies	fly → flies
Verbs ending in <b>ch, sh, ss</b> or <b>x</b>	+ es	watch → watches	wash → washes
		dress → dresses	fix → fixes
Verbs ending in <b>o</b>	+ es	go → goes	do → does






**TIP** Turn to page 141 for changes in pronunciation.

**A** The Class 1, Grade 7 students have different hobbies. Complete the sentences below with the correct forms of the verbs in the box.

dance go fly love play read watch want

- 1 Millie \_\_\_\_\_ reading. She \_\_\_\_\_ every evening.
- 2 Simon \_\_\_\_\_ football every week. He also \_\_\_\_\_ football matches.
- 3 David \_\_\_\_\_ for a walk on Saturdays. Sometimes, he \_\_\_\_\_ a kite in the park.
- 4 Kitty likes dancing. She \_\_\_\_\_ for half an hour every day. She \_\_\_\_\_ to learn all kinds of dances.

**B** The students are writing their names under the activities they like in the table below. Complete the questions and then use the information in the table to answer them.

				
<b>Listening to music</b>	<b>Swimming</b>	<b>Reading</b>	<b>Jogging</b>	<b>Drawing</b>
Sandy Simon Kitty	Amy Daniel	Millie Daniel Nora Sandy	Simon Kitty Amy Millie	Sandy Millie Kitty

- 1 Do Sandy and Kitty enjoy listening to music? Yes, they do.
- 2 \_\_\_\_\_ Millie like swimming? \_\_\_\_\_
- 3 \_\_\_\_\_ Amy enjoy reading? \_\_\_\_\_
- 4 \_\_\_\_\_ Daniel like jogging? \_\_\_\_\_
- 5 \_\_\_\_\_ Simon and Daniel love drawing? \_\_\_\_\_

**C** Amy and Sandy are talking about their hobbies. Complete their conversation with the correct forms of the verbs in brackets.

**Amy:** Hi, Sandy. What's your hobby?

**Sandy:** I <sup>(1)</sup> \_\_\_\_\_ (like) painting. I often paint at my aunt's house. My aunt <sup>(2)</sup> \_\_\_\_\_ (know) so much about art. She <sup>(3)</sup> \_\_\_\_\_ (help) me a lot. What about you? <sup>(4)</sup> \_\_\_\_\_ you \_\_\_\_\_ (like) art?

**Amy:** No, I don't, but I like sport. I often <sup>(5)</sup> \_\_\_\_\_ (go) swimming.

**Sandy:** Great! <sup>(6)</sup> \_\_\_\_\_ you \_\_\_\_\_ (go) with your parents?

**Amy:** Yes. My dad <sup>(7)</sup> \_\_\_\_\_ (love) swimming and he always <sup>(8)</sup> \_\_\_\_\_ (go) swimming with me. My mum <sup>(9)</sup> \_\_\_\_\_ (not like) swimming. She <sup>(10)</sup> \_\_\_\_\_ (watch) us swim.


**D** Talk with your partner about your and your friends' hobbies, using the correct forms of the verbs.





# Pronunciation

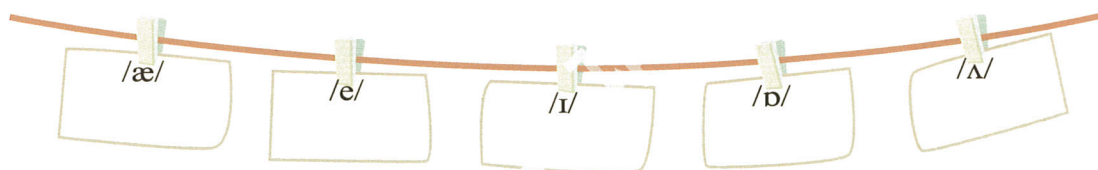
## Vowels (II)


 Read the following words. Pay attention to the sounds of the letters **a**, **e**, **i**, **o** and **u**. They are different from the sounds in Unit 1 and each sound is short.

cap	cat	dad	man	map	→	/æ/
desk	egg	pen	red	yes	→	/e/
big	city	him	sit	with	→	/ɪ/
box	dog	long	not	stop	→	/ɒ/
but	cup	duck	run	sun	→	/ʌ/

**A** Read the words below. Then put them under the correct sound.

clock club fun get happy listen bad often swim well



 **B** Look at the groups of words. Try to read the new words according to the sound of the first word in each group.

1	hand	2	help	3	film	4	hot	5	mum
	habit		lend		bill		job		gun
	lab		test		risk		top		just
	mad		wet		silk		rock		luck

 **C** Read the following poem. Pay attention to the sounds of the letters in bold.

Do you like cooking a **yummy** dish?  
 Or going swimming like a **fish**?  
 Maybe you like studying **maps**,  
 Learning on the **apps**,  
 Or going for a long **run**?  
 Well, all of these hobbies are so much **fun**!



## Integration

### After-school fun

**A** Millie is reading about after-school clubs at Sunshine Middle School. Read the table below and then answer the questions.

Club	Members	Time
Book	40	
Music	30	
Painting	30	
Dancing	15	4:40 p.m., Wednesday
Robot	20	
Geography	26	
Ping-pong	18	
Basketball	24	
Volleyball	26	4:40 p.m., Friday
Football	30	
Swimming	20	

**TIP** When reading a table, we can look at the headings first to get a general idea.

- 1 What sports clubs are there at Sunshine Middle School?
- 2 How many clubs can each student join?




**B** Millie is asking Mr Wu about after-school clubs. Listen to their conversation and help Millie complete her notes.

Our school has 11 clubs in all. Each club meets once <sup>(1)</sup> \_\_\_\_\_.

I want to join the <sup>(2)</sup> \_\_\_\_\_ Club. The club members meet on Wednesday afternoons. They <sup>(3)</sup> \_\_\_\_\_ every week and share their ideas about it. They also introduce their <sup>(4)</sup> \_\_\_\_\_ to each other at the meeting.

Our school also has some <sup>(5)</sup> \_\_\_\_\_ clubs. The members meet every Friday afternoon. I can also join one of those clubs.



 **C** Daniel and Sandy are talking about their hobbies. Work in pairs and discuss your hobbies. Use the conversation below as a model.

**Daniel:** Hi, Sandy. What do you like doing after school?

**Sandy:** I like painting. It makes me feel happy.

**Daniel:** Sounds nice! Do you plan to join the Painting Club?

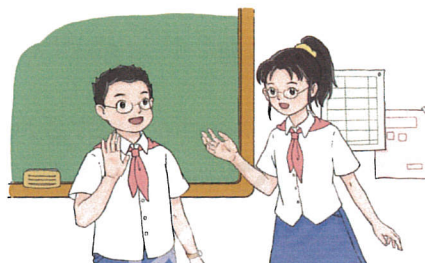
**Sandy:** Yes, I do. What about you?

**Daniel:** I like science, so I'm interested in the Robot Club. It's going to be a lot of fun.

**Sandy:** Sure. Both of us will have a great time in our clubs.

TIP

It is common to use "Sounds nice!", "Sure.", etc. in a conversation to show interest, support or agreement.



**D** Mr Wu asked the Class 1, Grade 7 students to write about their favourite hobbies.

**D1** Read the results of Sandy's questionnaire below and complete it with your own information.

### Questionnaire

Questions	Sandy	Me
What is your favourite hobby?	Painting.	
How often do you do it?	Every week.	
When do you do it?	After school.	
Why do you like it?	It makes me feel happy. It is great fun.	
Who is your role model?	Xu Beihong.	
How can your hobby help you?	My dream is to design beautiful clothes. My painting skills can help me a lot.	



D2

Here is Sandy's article about her favourite hobby. Read it below.

TIP

We capitalize the first letter of each sentence.

I love painting. It makes me feel happy. I paint every week. I often paint with my friends after school. We enjoy sharing our paintings and talking about art. It is great fun.

My favourite artist is Xu Beihong. He was a master of Chinese painting. His paintings of horses are great works of art.

I want to become a designer.

I want to design beautiful clothes in the future. My painting skills can help me a lot. I hope my dream can come true.



D3

Write an article about your favourite hobby based on the information in Part D1. Use Sandy's article as a model.

## Useful expressions

My favourite hobby is ...

I am interested in ...

I like/love/enjoy ...

I often play ...

Every week/day, I ...

I play/go/do ... after school.

... makes me feel happy/good/great.

... can help make my dream come true.



## Assessment



What I can do	Me	Partner
1 I can describe Daniel's and his classmates' hobbies.		
2 I can use the simple present tense correctly.		
3 I can talk and write about different hobbies with the new words in this unit.		
4 I can pronounce the sounds /æ/, /e/, /ɪ/, /ɒ/ and /ʌ/ correctly in words.		
5 I know why hobbies are important for us.		

\* Assess your learning of new words and grammar by doing the exercises on page 109.

**Result:**  Weak 🖊️  Good 🙌  Wonderful 👍

I am good at \_\_\_\_\_.

I need to spend more time on \_\_\_\_\_.

My action plan: \_\_\_\_\_.



## Further study

Skateboarding is a fun and exciting sport. In 2021, the sport made it to the Olympics for the first time. It is quite popular with young people these days. Find out about a fun sport and share it with your classmates.







## School is a great place for learning.

In this unit,  
we will

- 1 read about Sunshine Middle School;
- 2 learn about different places at school;
- 3 introduce our school;
- 4 get to know our school better.

We are at a new school now. Let's learn about different places at our school and discuss them with each other.



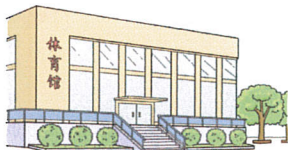


## Welcome to the unit

### Places at school

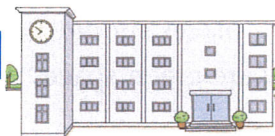
**A** The Class 1, Grade 7 students are listening to an introduction about Sunshine Middle School. Listen and tick the places you hear.

1



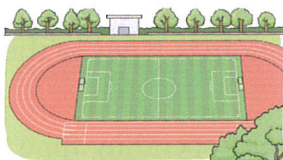
gym

2



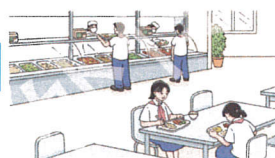
classroom building

3



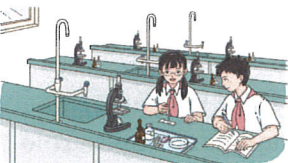
sports field

4



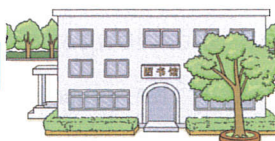
dining hall

5



lab

6



library

**B** Millie and her primary school classmate Kate are talking about their new schools. Imagine you meet a friend from another school. Role-play in pairs. Use the conversation below as a model.

**Millie:** Hello, Kate. It's good to see you.

**Kate:** Hi, Millie. Nice to see you too! How's your new school?

**Millie:** It's great. The best part is the modern library. Does your school have a library?

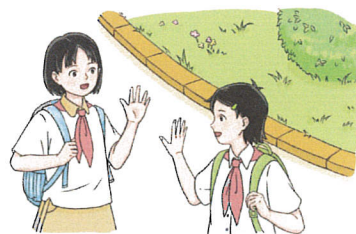
**Kate:** Yes, it does. We have a nice dining hall as well.

**Millie:** Cool! My school has a big dining hall too.

**Kate:** How many classrooms does your school have?

**Millie:** It has 36 classrooms. They're all bright and clean.

**Kate:** That's a lot! My school only has 18. My school is not big but it's great. I love it.



**C** What other places does a school have? Talk with your partner.





## Reading

### Our wonderful school



Millie wants to learn more about Sunshine Middle School. She is watching a short video on the school website. Here is the video script. Before reading, think about the questions below.

- 1 What places should a school have?
- 2 Why are green spaces important for a school?

TIP

We often begin a welcome speech with a friendly opener, such as “Hello” or “Welcome ...”.

Hello, everyone! I’m Jack Liu from Grade 9. Welcome to our school!

Here’s our modern library and our classroom buildings. They’re the perfect places for us to study.

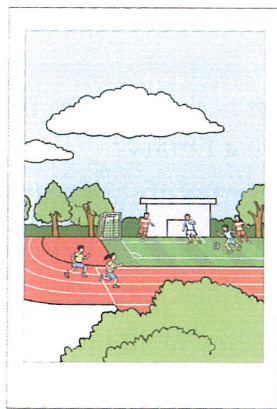
Our school has lots of green spaces. Students enjoy spending time here.

- 5 Sometimes we chat with teachers about our problems here too.

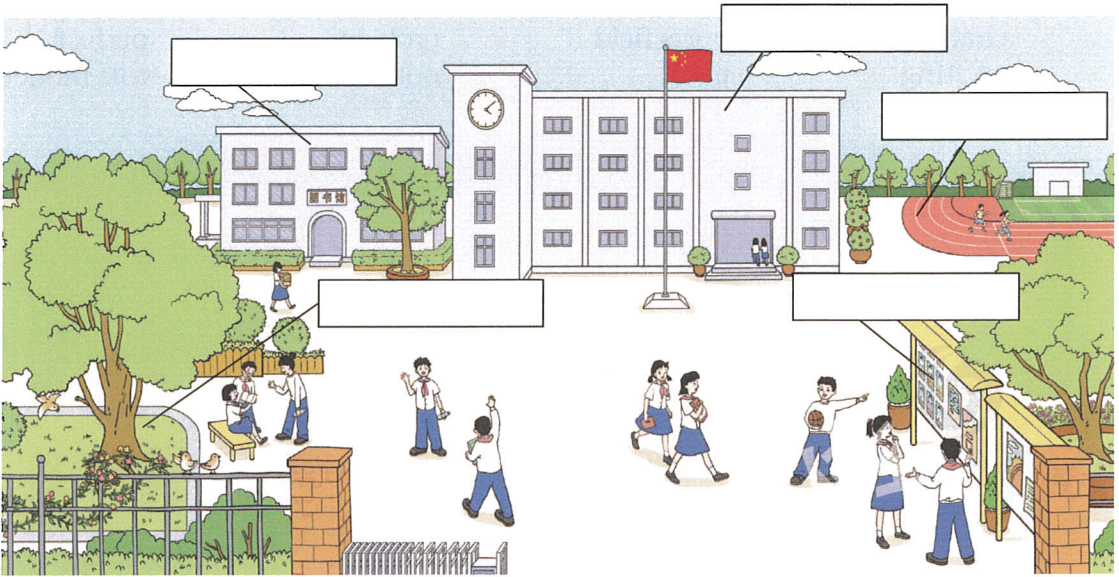
We have a great sports field. Can you see the students running there? Lots of exciting sports matches take place on it.

- 10 Look at the school noticeboards near the gate. Here we can read about school news and stories of star students and teachers. They’re role models for us. The boards also show students’ works, like paintings and photos.

Come and enjoy your school life here. You’ll find more great places. Trust me!



**A** Here is a picture of Sunshine Middle School. Fill in the places talked about in the video script.



**B** Millie made some notes from the video. Help her complete the notes below.

### Sunshine Middle School: a great place for all

**Library & classroom buildings:** Perfect places to <sup>(1)</sup> \_\_\_\_\_

**Green spaces:** Students enjoy spending time here

A good place to <sup>(2)</sup> \_\_\_\_\_ teachers about our problems

**Sports field:** A place for us to do sport

A place for exciting <sup>(3)</sup> \_\_\_\_\_

**Noticeboards:** A place to learn about:

- school <sup>(4)</sup> \_\_\_\_\_
- stories of <sup>(5)</sup> \_\_\_\_\_
- students' works, like <sup>(6)</sup> \_\_\_\_\_ and photos

**C** Millie is writing an email to her online friend Liu Yi about her new school. Complete her email with the correct forms of the words and phrases in the box below.

chat with  
exciting

sports field  
space

problem  
noticeboard

perfect  
role model

TO Liu Yi

SUBJECT My new school

Hello Liu Yi,

How are you doing? I want to tell you about my new school. It is a really great place.

Our school library and classroom buildings are <sup>(1)</sup> \_\_\_\_\_. We love to study there.

My school has lots of green <sup>(2)</sup> \_\_\_\_\_. We sometimes <sup>(3)</sup> \_\_\_\_\_ our teachers there. They can help us with our <sup>(4)</sup> \_\_\_\_\_.

The school also has a big <sup>(5)</sup> \_\_\_\_\_. Students play all kinds of sports there. Sometimes I watch the matches. They are <sup>(6)</sup> \_\_\_\_\_!

We have some <sup>(7)</sup> \_\_\_\_\_ too. There is school news on them. We can also read about star students and learn a lot from them. They are our <sup>(8)</sup> \_\_\_\_\_.

What is your new school like? Tell me about it!

Talk soon,

Wang Xinyue

SEND

**D** Think about the questions below. Share your answers with your classmates.

- 1 What do you like about Sunshine Middle School?
- 2 What places at your school do you like best? Why?
- 3 How is your new school different from Sunshine Middle School?





## Grammar

### A Personal pronouns (subject form)

Jack Liu is showing some new students around the school. Read his introduction below and pay attention to the use of personal pronouns.

Hello, everyone! Look at the noticeboard. You can find all the teachers for Grade 7 here. This is Mr Wu. **He** teaches English. And this is Ms Lin. **She's** a Music teacher. **They're** both kind and helpful. **We** have many nice teachers like them.



**Work out the rule!**

We can use personal pronouns to replace nouns for \_\_\_\_\_ or things, so we do not need to repeat the nouns. We use the \_\_\_\_\_ (subject, object) form when the noun is the subject.

**A1** Simon is showing his sister Annie some pictures of his new school. Complete their conversation with the correct personal pronouns.

**Annie:** Wow, your dining hall looks great!

**Simon:** Yes, it is. <sup>(1)</sup> \_\_\_\_\_ is big and clean. <sup>(2)</sup> \_\_\_\_\_ all have lunch there.

**Annie:** What do you have for lunch?

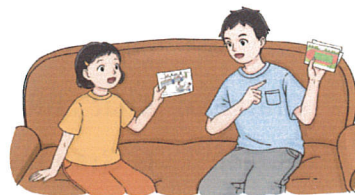
**Simon:** We have rice, noodles, all kinds of meat and vegetables. I'm sure <sup>(3)</sup> \_\_\_\_\_ will love the food there!

**Annie:** I think I will! How about your sports field, Simon?

**Simon:** Here's a picture of it. It's my favourite place!

**Annie:** It looks very nice. What do <sup>(4)</sup> \_\_\_\_\_ often play there?

**Simon:** <sup>(5)</sup> \_\_\_\_\_ often play football with my friends in the school football team. Sandy and Kitty also like sport. <sup>(6)</sup> \_\_\_\_\_ play sport there too.



**A2** Talk with your partner about what you and your classmates do at school, using the subject form of personal pronouns.

## B Personal pronouns (object form)

Read more of Jack's introduction below and pay attention to the use of personal pronouns.

Our school is wonderful. It has many great teachers.

Let **me** tell **you** more about our teachers. Mr Wu is also the form teacher of Class 1, Grade 7. He often chats with the students and helps **them** with their problems, so all the students like **him**. Ms Lin is good at playing the piano. You can see **her** at many of our school shows.



**Work out the rule!**

We can use personal pronouns to replace nouns for people or things, so we do not need to repeat the nouns. We use the \_\_\_\_\_ (subject, object) form when the noun is the object.

	Singular					Plural		
Subject form	I	you	he	she	it	we	you	they
Object form								

**B1** Daniel is talking to his grandfather on the phone. Complete their conversation with the correct personal pronouns.

**Daniel:** Hi, Grandpa! Can you hear <sup>(1)</sup> \_\_\_\_\_?

**Grandpa:** Yes, I can.

**Daniel:** I'm at a new school now. Let me tell you about <sup>(2)</sup> \_\_\_\_\_. Mr Wu is our form teacher.

**Grandpa:** Oh? What's he like?

**Daniel:** He's very kind to all of <sup>(3)</sup> \_\_\_\_\_. We all like <sup>(4)</sup> \_\_\_\_\_. I have some new friends now. I like to play with <sup>(5)</sup> \_\_\_\_\_ after class. We're happy at school.

**Grandpa:** That's nice.

**Daniel:** Is Grandma at home? I want to say hello to <sup>(6)</sup> \_\_\_\_\_.

**Grandpa:** Yes, she is. Wait a minute.




**B2** Talk with your partner about your new school, teachers and friends, using both the subject form and object form of personal pronouns.




# Pronunciation

## Consonants (I)






 Read the following words. Pay attention to the sounds of the consonants in bold.


pen	happy	people	→	/p/	maths	name	room	→	/m/
board	about	club	→	/b/	no	know	fun	→	/n/
teacher	winter	visit	→	/t/	drink	English	sing	→	/ŋ/
dining	study	field	→	/d/	learn	play	pencil	→	/l/
class	kind	back	→	/k/	read	every	write	→	/r/
great	grass	big	→	/g/	year	yes	you	→	/j/
hall	behind	who	→	/h/	week	swim	which	→	/w/

 **A** Read the words below. Pay attention to the different sounds of the letters in bold.

- |        |         |        |         |          |
|--------|---------|--------|---------|----------|
| 1 big  | 2 aunt  | 3 nice | 4 class | 5 mice   |
| pig    | and     | rice   | glass   | nice     |
| 6 call | 7 light | 8 them | 9 thin  | 10 clean |
| tall   | night   | then   | sing    | green    |

**B** Fill in different letters to make up two words for each group.

- |   |   |   |  |   |  |
|---|---|---|--|---|--|
| 1 |  | 2 |   | 3 |  |
| 4 |  | 5 |  |   |  |

 **C** Read the following sentences. Pay attention to the sounds of the letters in bold.

- We can sing the English song.
- There is a **hall** behind the classroom **building**.
- We like the yellow flowers and the **green** trees in the garden.
- Lucy loves **reading** in the library.
- Peter puts **his** pencils and pens on the book.





## Integration

### Great places at school



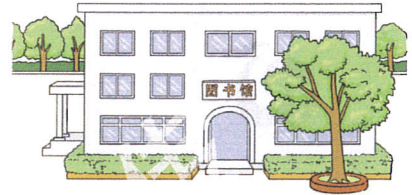
**A** Millie is reading an introduction to the school library online. Read the article and answer the questions below.

Welcome to the library. It is a grey building with three floors. All the rooms here are clean and bright.

You will find lots of books on different subjects there—thousands of them, in fact! You can borrow three books at a time.

There is a reading room with computers on the top floor. You can read newspapers and magazines there. You can also use the internet to help you with your studies.

The library is the perfect place for you to enjoy a wonderful book and some quiet time!




- 1 What can students at Sunshine Middle School do in the library?
- 2 Is there a library or a reading room at your school? What do you like about it?



**B** Millie's brother, Andy, is introducing some places at Sunshine Middle School to her. Listen with Millie and help her complete the table below.

**TIP** Before listening, use the title or heading to help you predict the content and then focus on keywords or phrases when listening.

Place	It has ...	In this place, students ...
(1) _____	big and bright space	play (2) _____
Music room	a (3) _____	learn (4) _____
Computer room	(5) _____ new computers	use the computers, but can't play (6) _____

 **C** Millie and Daniel are discussing what they like about their new school. Work in pairs and discuss your new school. Use the conversation below as a model.

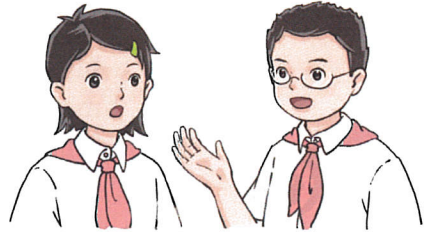
**Daniel:** What do you like about our new school?

**Millie:** I love our big library. I can borrow different kinds of books there. What about you?

**Daniel:** I like the computer room. It's new and modern. What else do you like about our school?

**Millie:** Our teachers are very kind. They really care about us.

**Daniel:** Yes, and our classmates are friendly.



**D** Mr Wu asked the Class 1, Grade 7 students to write an email to a friend about their new school.

**D1** Answer the questions below with the information about your school.

1 What is your school like?

\_\_\_\_\_

2 What does your school have? Put a tick (✓) in the box.

Playground  Sports field  Library  Hall  Dining hall

Gym  Art room  Music room  Computer room  Lab

Other(s): \_\_\_\_\_

3 What is your favourite place at your school?

\_\_\_\_\_

4 What do you do in your favourite place?

\_\_\_\_\_

5 What are your teachers and classmates like?

\_\_\_\_\_

6 What do you think of your school?

\_\_\_\_\_





**D2** Millie sent an email to her online friend Liu Yi and received her reply. Read it with her.

Opening

Greeting and  
introduction of the  
topic

Main body

Closing

Signature

TO Xinyue  
SUBJECT My new school

Dear Xinyue,

Thanks for your email. I am at a new school now too.  
The school is old, but I like it.

My favourite place at school is the hall. We have  
meetings there, and a lot of interesting events take place  
there. We also have a playground. My new friends and I  
often play ping-pong together there. We do not have a  
gym, but we have a football field. We love playing  
football on it.

Our teachers are quite nice. They care about us a lot. My  
classmates are great too. They are friendly and helpful.

Our school is not large, but it is a special place for me. I  
am happy to be a student here.

Best wishes,

Liu Yi

TIP

We often begin with "Dear ..." and end with "Best wishes" in an email or letter to friends or family members. A formal email follows the same structure, greeting and sign-off as a formal letter.

**D3** Write an email to your friend based on the information in Part D1. Use Liu Yi's email as a model.

## Useful expressions

My/Our school has ...

We have/do not have a playground/library/hall/...

There is a playground/library/hall/...

The playground/library/hall is ... and ...

We do not have ..., but we have ...

There are ... classrooms in ...

My favourite place at school is ...

The teachers/students are nice/friendly/...





## Assessment



What I can do	Me	Partner
1 I can describe the places at Sunshine Middle School.		
2 I can use different forms of personal pronouns correctly.		
3 I can introduce my school and talk about what I like about it with the new words in this unit.		
4 I can pronounce the sounds of /p/, /b/, /t/, /d/, /k/, /g/, /h/, /m/, /n/, /ŋ/, /l/, /r/, /j/ and /w/ correctly in words.		
5 I know the places at my school better.		

\* Assess your learning of new words and grammar by doing the exercises on page 112.

Result:  Weak 🙄  Good 👉  Wonderful 👍

I am good at \_\_\_\_\_.

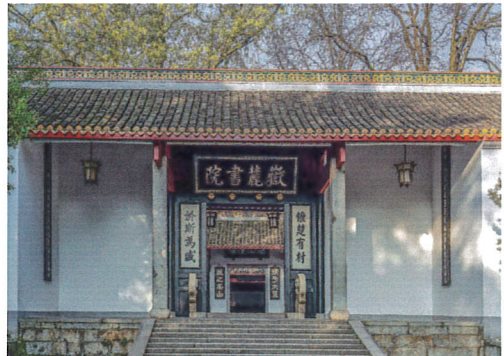
I need to spend more time on \_\_\_\_\_.

My action plan: \_\_\_\_\_.



## Further study

Yuelu Academy, a very famous school in China in the past, is at the foot of Yuelu Mountain in Hunan Province. The school is more than 1,000 years old. There are many other old schools in China. Find one and share it with your classmates.



# Unit 4

# School days



**Learning is the key to unlocking the world.**

**In this unit,  
we will**

- 1 read about interesting classes at school;
- 2 get to know about school field trips and school chores;
- 3 talk and write about our life at school;
- 4 learn to enjoy our school life.

There are many interesting classes and activities in middle school. Let's learn how to talk about our school life.





## Welcome to the unit

### A day at school

**A** Look at the table of Millie's day. Complete the table on the right with your own daily activities.

Millie's day		My day
7:00 a.m.	Get up	
7:20 a.m.	Have breakfast	
7:40 a.m.	Go to school	
8:00 a.m.	Do morning exercises	
8:15 a.m.	Have lessons	
11:50 a.m.	Have lunch	
1:30 p.m.	Have lessons	
4:00 p.m.	Do after-school activities	
6:20 p.m.	Have dinner	
7:00 p.m.	Help with housework	
7:30 p.m.	Do homework	
9:30 p.m.	Go to bed	

**B** Millie and Simon are talking about their school days. Work in pairs and talk about your school day. Use the conversation below as a model.

**Millie:** What time do you get up in the morning on weekdays, Simon?

**Simon:** I usually get up at 6:45 a.m. and then go for a short jog. And you?

**Millie:** I get up at 7:00. I always read a little.

**Simon:** What do you like best about your school day?

**Millie:** I like the after-school activities. I go to the Book Club and the Volleyball Club and have lots of fun. What about you?

**Simon:** I'm in the Football Club. Club activities are a good way for me to enjoy myself and make friends.

**C** What do you like best about your school day? Discuss it with a partner.





## Reading

### School days



Millie wrote an email to her online friend Tommy. Here is the email. Before reading, think about the questions below.

- 1 What are some interesting classes at your school?
- 2 What activities do you often do after school?

TO Tommy  
SUBJECT My school day



Usually we fill **keywords** in the subject line of an email to let others know what we are talking about in the email.

Dear Tommy,

This is my first term at Sunshine Middle School. I feel great!

School starts at 8:00 in the morning. Usually, we do morning exercises first. Then our lessons begin at 8:15.

- 5 I like Chinese best! We read the works of many famous writers. The Chinese language is really amazing.

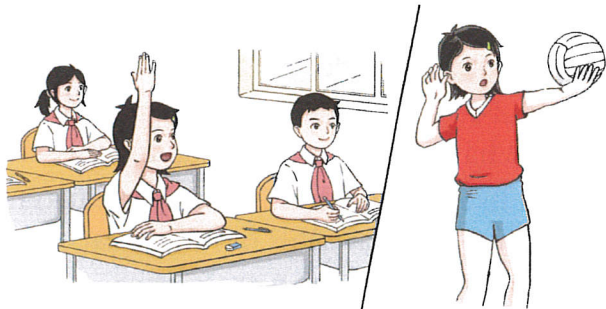
We have Biology classes on Tuesdays and Thursdays. We study many living things and learn about nature. It is really interesting!

- 10 After-school activities are great fun too! I am in the school volleyball team, and we practise on Friday afternoons.

We have a field trip each term. Tomorrow morning we will leave for a farm to pick apples there.

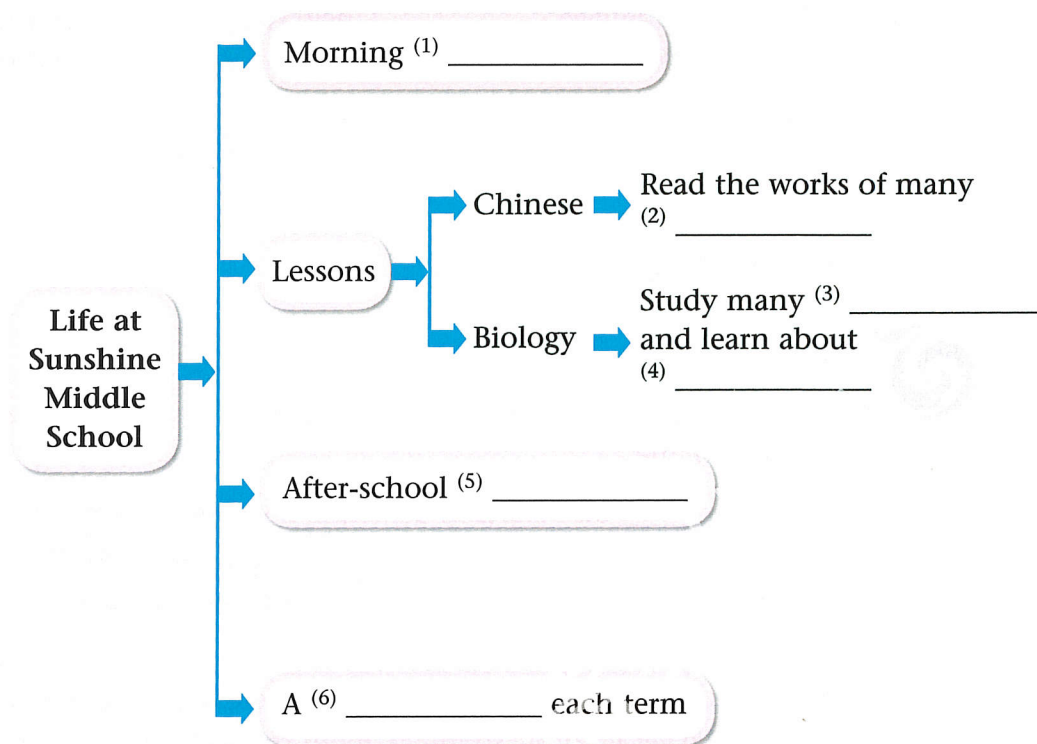
- What is your school life like? Hope to  
15 hear from you soon.

Best wishes,  
Wang Xinyue



SEND

**A** Complete the chart below with the information in Millie's email.



**B** Read Millie's email again. Write a **T** if a sentence is true or an **F** if it is false. Then correct the false ones.

- 1 Millie should get to school before 8:15. \_\_\_\_\_
- 2 Millie's favourite subject is English. \_\_\_\_\_
- 3 The students read many great works in Chinese classes. \_\_\_\_\_
- 4 The students have a Biology lesson once a week. \_\_\_\_\_
- 5 The students are going on a field trip to a park. \_\_\_\_\_
- 6 Millie enjoys life at her new school. \_\_\_\_\_

**C** Tommy is writing an email back to Millie. Complete his email with the correct forms of the words and phrase in the box below.

amazing  
nature

language  
term

field trip  
team

practise  
works

TO Xinyue  
SUBJECT My school day

Dear Xinyue,

Nice to hear from you. Your new school sounds great. I would like to tell you about my school life.

Our new <sup>(1)</sup> \_\_\_\_\_ also starts in September. In our English class, we read lots of famous books. I like the <sup>(2)</sup> \_\_\_\_\_ of Shakespeare best. We can also study other <sup>(3)</sup> \_\_\_\_\_. I can speak a little Chinese now!

In our Science class, our teacher shows us lots of interesting things from <sup>(4)</sup> \_\_\_\_\_. We get to know so much about the world around us. Isn't it <sup>(5)</sup> \_\_\_\_\_?

I love sport. I am in the school football <sup>(6)</sup> \_\_\_\_\_. I usually <sup>(7)</sup> \_\_\_\_\_ with my friends on Saturday afternoons. We always have great fun!

We have <sup>(8)</sup> \_\_\_\_\_ every year. It is interesting to visit fun places. I can't wait.

All the best,

Tommy



SEND

**D** Think about the questions below. Share your answers with your classmates.

- 1 What lessons do you like best? Why?
- 2 What do you think about Millie's school life?
- 3 What do you think is special about your school life? Share it with your classmates.





# Grammar

## A Prepositions of time

We use different prepositions to talk about time.

Preposition	Used for	Example
in	parts of day months seasons years	We read English <b>in</b> the morning. Our new term starts <b>in</b> September. We have a field trip <b>in</b> autumn. We took a trip to a farm <b>in</b> 2022.
on	days dates parts of a specific day special holidays	We don't go to school <b>on</b> Saturday. Our summer holiday starts <b>on</b> 1 July. We have a Biology class <b>on</b> Tuesday morning. We have lots of fun <b>on</b> Children's Day.
at	time of day age	Millie often gets up <b>at</b> 7 o'clock. Children in China usually start school <b>at</b> 6 years old.

**TIP** Months of the year:  
January  
February  
March  
April  
May  
June  
July  
August  
September  
October  
November  
December

**TIP** Seasons:  
spring  
summer  
autumn  
winter

**TIP** Days of the week:  
Sunday  
Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday

**A1** *Sandy is talking to her grandma about her school life. Complete their conversation with the correct prepositions of time.*

**Grandma:** Hi, Sandy. Tell me about your life at school.

**Sandy:** Sure, Grandma. <sup>(1)</sup> \_\_\_\_\_ the morning, I often have Maths and Chinese lessons. These lessons begin <sup>(2)</sup> \_\_\_\_\_ 8:15.

**Grandma:** Good. Do you play any sport at school?

**Sandy:** Oh yes! <sup>(3)</sup> \_\_\_\_\_ Monday, I go swimming. I also play basketball <sup>(4)</sup> \_\_\_\_\_ Friday afternoon. Every year, we have a big basketball match <sup>(5)</sup> \_\_\_\_\_ November.

**Grandma:** That's exciting! When is this year's match?

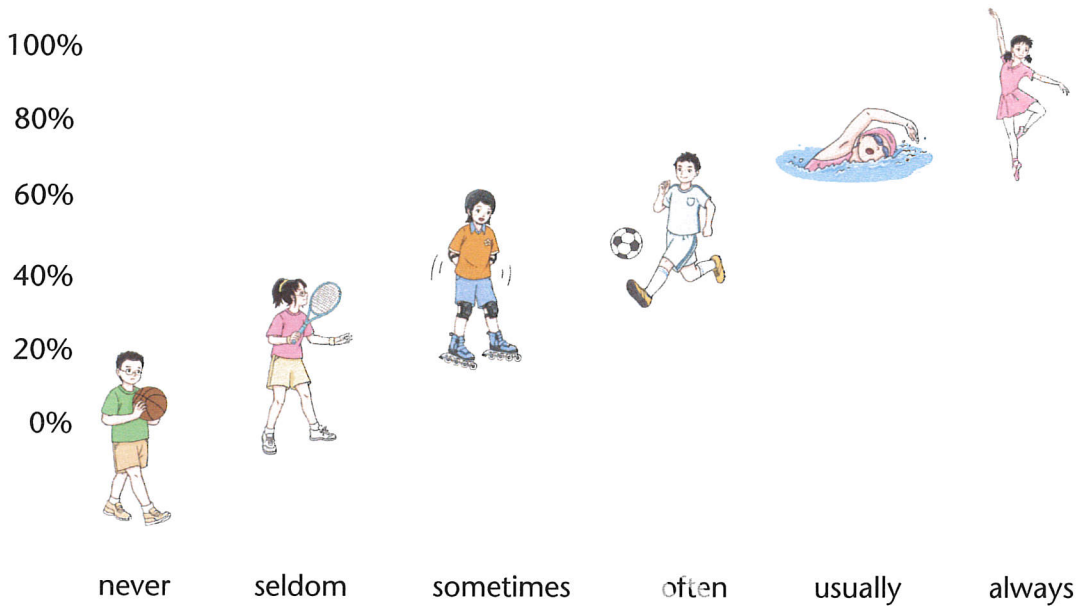
**Sandy:** It's <sup>(6)</sup> \_\_\_\_\_ 13 November. It starts <sup>(7)</sup> \_\_\_\_\_ 4:30 in the afternoon. Would you like to come and watch?

**Grandma:** Of course!

**A2** *Talk with your partner about your school life, using prepositions of time.*

## B Adverbs of frequency

Adverbs of frequency tell you how often things happen. Look at the graph below.



**B1** Sandy is writing about how often she and her classmates exercise. Look at the graph above. Then help her complete the notes below.

I do not have much time to play tennis. I <sup>(1)</sup> \_\_\_\_\_ play tennis.

Simon loves playing football. He <sup>(2)</sup> \_\_\_\_\_ plays football on the sports field.

Amy is a member of the swimming team. She <sup>(3)</sup> \_\_\_\_\_ swims after school.

Daniel does not like basketball. He <sup>(4)</sup> \_\_\_\_\_ plays it.

Kitty dances every day. She <sup>(5)</sup> \_\_\_\_\_ dances for half an hour.

Millie <sup>(6)</sup> \_\_\_\_\_ goes roller skating, but she is not good at it.


**TIP** We put an adverb of frequency after the verb **be**.  
I am always happy.

**B2** Write six sentences about your school activities, using each adverb of frequency above once.



# Pronunciation

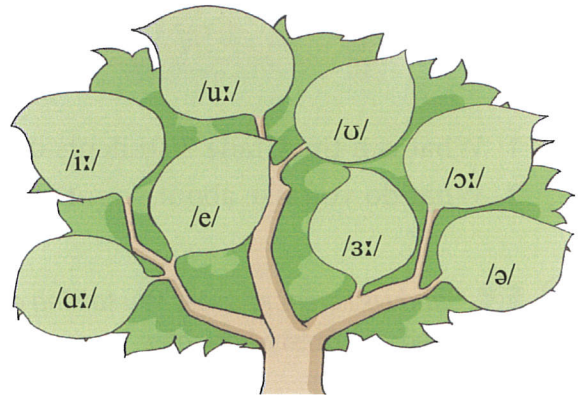
## Vowels (III)


 Read the following words. Pay attention to the sounds of the letter groups in bold.

art	farm	park	star	→	/ɑː/
call	draw	corner	more	→	/ɔː/
leaf	read	meet	see	→	/iː/
bread	head	heavy	weather	→	/e/
cool	school	food	group	→	/uː/
book	good	look	would	→	/ʊ/
bird	term	nurse	word	→	/ɜː/
after	dinner	father	worker	→	/ə/


**A** Read the words below. Put each of them in the correct place.

cook   cool   first   foot  
 free   hall   healthy   never  
 part   player   ready   noodle  
 sport   start   world   team



 **B** Look at the following pairs of words. Read the first word of each pair. Then try to read the second one correctly.

- |          |               |         |             |         |              |
|----------|---------------|---------|-------------|---------|--------------|
| 1 shirt  | <b>birth</b>  | 2 look  | <b>wood</b> | 3 clean | <b>bean</b>  |
| 4 winter | <b>winner</b> | 5 car   | <b>bar</b>  | 6 talk  | <b>chalk</b> |
| 7 food   | <b>noon</b>   | 8 bread | <b>dead</b> | 9 turn  | <b>hurt</b>  |

 **C** Practise saying the following phrases.

- |                     |                        |                       |
|---------------------|------------------------|-----------------------|
| 1 a car in the park | 2 food at school       | 3 clean the street    |
| 4 a girl in a skirt | 5 look at the book     | 6 ready for breakfast |
| 7 a nurse at work   | 8 walk around the wall | 9 after dinner        |





## Integration

### Learning by doing

**A** Sandy is reading the school field trip notice for the Grade 7 students. Read it with her and answer the questions below.

### School field trips for Grade 7 students

**Field trip 1: Picking apples (in autumn)**

**Activities:** Visit an apple farm  
Learn how to grow apples  
Help pick apples



**Field trip 2: Planting trees (in spring)**

**Activities:** Have a tour of the fields  
Learn how to plant trees  
Help plant trees

*Please find more on the school website.*

- 1 What can the Grade 7 students do on the autumn field trip?
- 2 What do you like about your field trips? Why?



**B** Sandy is listening to Mr Wu talking about one of the field trips. Listen to Mr Wu and help Sandy complete her notes.

**Where:** Sunny Apple Farm

**When:** (1) \_\_\_\_\_ October

The bus leaves at (2) \_\_\_\_\_ a.m. and gets back at (3) \_\_\_\_\_ p.m.

**Activities for the day:**


**In the morning:**

- We watch a video and learn how to (4) \_\_\_\_\_ apples.

**In the afternoon:**

- We have a (5) \_\_\_\_\_ about how to pick apples.
- We help (6) \_\_\_\_\_ the apples on the farm.
- We take some apples home and share them with (7) \_\_\_\_\_.

**TIP** When listening for details, pay attention to some words that help us follow the content, such as **in the morning, in the afternoon and then.**

 **C** *Sandy and her classmates are talking about school field trips. Work in groups and talk about the topic. Use the conversation below as a model.*

**Sandy:** What do you like about school field trips, Amy?

**Amy:** I love field trips because I like being outside. It's nice to get close to nature, and I can enjoy the peace and quiet there.

**Sandy:** That's true. And you, Simon?

**Simon:** I like the teamwork on the trips. Everybody tries their best to make things better.

**Sandy:** Yes, but sometimes field trips are too tiring for me. I like our class duties on Mondays. It feels good to keep our school area clean.

**D** *Sunshine Middle School newsletter is inviting students to send in articles about their hands-on learning at school.*

**D1** *Answer the questions below with the information about your school.*

## Learning by doing at my school

1 What is it?

---

2 How often does it take place?

---

3 When does it take place?

---

4 How many students take part in it?

---

5 What do you usually do?

---

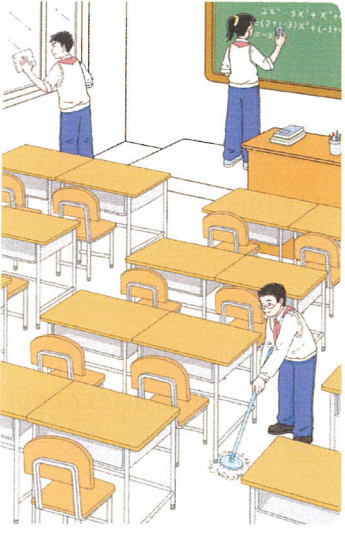
6 What can you learn from it?

---



**D2** Read Sandy's article about her hands-on learning at school.

## Learning through chores



In my class, we all work in groups and take turns to do different chores.

My group works on Mondays. Usually, Simon cleans the windows, Daniel likes to sweep the floor, and I clean the blackboard and empty the bins.

We have a "classroom farm". I like to water the plants there. This helps me learn how to take care of plants.

We each do something for our class and learn about teamwork through chores. We are happy to keep our classroom clean and beautiful.

**D3** Write an article about hands-on learning at your school based on the information in Part D1. Use Sandy's article as a model.

## Useful expressions

- My favourite chore/activity is ...
- At my school, every student ...
- I ... in the morning/afternoon/evening.
- I like to ...
- On Monday/Tuesday/..., I ...
- This job/chore/activity helps me ...
- We learn about ... through ...
- I like this chore/activity because ...







## Assessment



What I can do	Me	Partner
1 I can describe school life at Sunshine Middle School.		
2 I can use prepositions of time and adverbs of frequency correctly.		
3 I can talk and write about my school day with the new words in this unit.		
4 I can pronounce the sounds /ɑː/, /ɔː/, /iː/, /e/, /uː/, /ʊ/, /ɜː/ and /ə/ correctly in words.		
5 I know how to enjoy school life.		

\* Assess your learning of new words and grammar by doing the exercises on page 115.

**Result:**  Weak 🙄  Good 🙌  Wonderful 👍

I am good at \_\_\_\_\_.

I need to spend more time on \_\_\_\_\_.

My action plan: \_\_\_\_\_



## Further study

*Let us remember: one book, one pen, one child and one teacher can change the world.*

*Teachers open the door, but you must enter by yourself.*

*Tell me and I forget, teach me and I may remember, involve me and I learn.*

*The beautiful thing about learning is that no one can take it away from you.*

There are many famous quotes and sayings about learning. Find more and discuss them with your classmates.

# Project 1

## A video about my new school life

Each student in Class 1, Grade 7 at Sunshine Middle School plans to make a video about their new school life. They will show their videos to their family and friends. Your teacher wants you to do the same thing.

### A Plan

- 1 Think about what you want to show about your new school life in the video. Use the table below to help you. Make notes of your answers.

#### Questions

##### Your school:

What is the name of your school?

Is your school big or small?

What buildings and places are there at your school?

What is your favourite place at your school? Why?

##### School life:

What subject do you like best?

What do you do after school?

What club(s) are you in?

What club activities are you interested in?

What school trip(s) do you have every year?

##### New friends at school:

Who are they?

What are they like?

What are their hobbies?

##### Other:

...

#### Answers

\_\_\_\_\_

\_\_\_\_\_

Library  Dining hall  School hall  Gym  Lab  Computer room  Playground  Sports field  
Other(s): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 Decide the details of filming the video.

- When and where will you film the video?
- What will you use to film the video?
- Who and what do you need in your video?



## B Make

### 1 Film your video

- Check the lighting around you. Don't film if it is too dark.
- Hold the camera and point it at what you want to film. Hold it still to get a clear video.
- Speak clearly and loudly so the audience can hear.
- Film your video in short parts. This will make it easy to start again if you make a mistake.

### 2 Edit your video



My favourite place at school is the library. It's big and clean. It has lots of books. I like reading there.



- Choose the best bits of what you have filmed and put them all together.
- Make sure your video is the right length.
- Choose a piece of music to add to the video. Lively music will make it more interesting for your audience. But don't make the music too loud.

## C Share

- Share videos within your group and find out about other students' life at school.
- Share your video with your friends and family.





**A life without health is like a river without water.**

**In this unit,  
we will**

- 1 read about some students' lifestyles;
- 2 understand good and bad points of different lifestyles;
- 3 describe our own lifestyle;
- 4 learn how to have a healthy lifestyle.

A healthy lifestyle is very important for us. Let's discuss our ideas about healthy ways of life.



## Welcome to the unit

### All kinds of food

**A** Millie has collected some pictures of different food. Look at the pictures and put the food into the correct groups in the table below.



cucumbers



lemons



milk



chicken



watermelons



peppers



chocolate



juice



beef



carrots



pork



sweets

vegetables

fruits

meat

drinks

snacks

**B** Millie and Daniel are talking about what food they like. Work in pairs and discuss what food you like to eat. Use the conversation below as a model.

**Millie:** I drink milk every day. How about you, Daniel?

**Daniel:** Me too. I also like eggs. It's healthy for us to have milk and eggs often. They're good for us.

**Millie:** Yes. I eat an egg every morning. I also like fish. Fish is good for our health.

**Daniel:** I like meat. It's delicious.

**Millie:** What else do you often eat?

**Daniel:** Carrots. They're great for our eyes!

**TIP** We use "Me too" to share the same feeling or opinion as the other person.

**C** What other food do you know? Write them down in the table of Part A.





## Reading

### Lifestyle: healthy or not?



Kitty and Daniel each posted an article about their lifestyles on the school website. Read their articles. Before reading, think about the questions below.

- 1 Do you often exercise? Why or why not?
- 2 Do you think your lifestyle is healthy? Why or why not?

### What we eat and how we live



I love dancing. I dance for half an hour every day. I get nine hours of sleep every night, so I am always full of energy.



I also have a healthy diet. It is important for me to keep fit. I never go to school without breakfast. I often have a pancake and some milk. For lunch, I like fish, meat and tofu. I also eat lots of fruit and vegetables every day. I seldom eat cakes or sweets. Too much sugar is bad for our teeth.

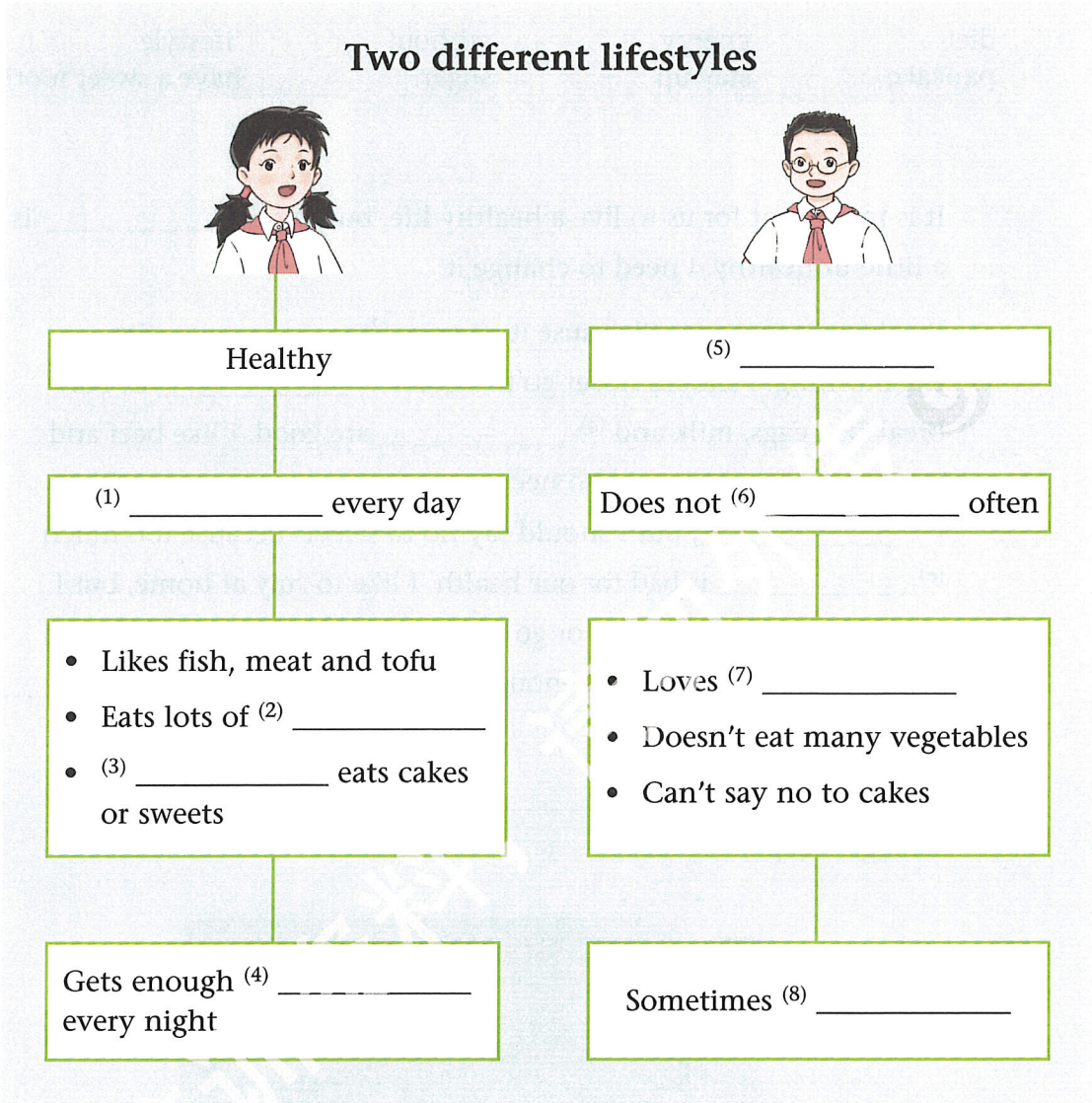
10 I am a homebody. I don't exercise very often. I love beef and mutton, but I don't eat a lot of vegetables. I have a sweet tooth and it is hard for me to say no to cakes. Sometimes I stay up late.

My lifestyle is unhealthy. I want to change it. I plan to eat more fruit and vegetables and less sugar. I need to get enough sleep. Sport is good for my health too. I plan to go swimming every week.





**A** Complete the chart below about Kitty's and Daniel's lifestyles with the information in the articles.



**B** Read the two articles again. Write a **T** if a sentence is true or an **F** if it is false. Then correct the false ones.

- 1 Kitty sometimes goes to school without breakfast. \_\_\_\_\_
- 2 Kitty is always full of energy because she gets enough sleep. \_\_\_\_\_
- 3 Daniel does not like to stay at home. \_\_\_\_\_
- 4 Both Kitty and Daniel have a sweet tooth. \_\_\_\_\_
- 5 Daniel has a healthy diet. \_\_\_\_\_
- 6 Daniel plans to change his unhealthy lifestyle. \_\_\_\_\_

**C** Daniel is writing about his lifestyle. Complete the passage with the correct forms of the words and phrases in the box below.

diet  
pancake

energy  
stay up

without  
sugar

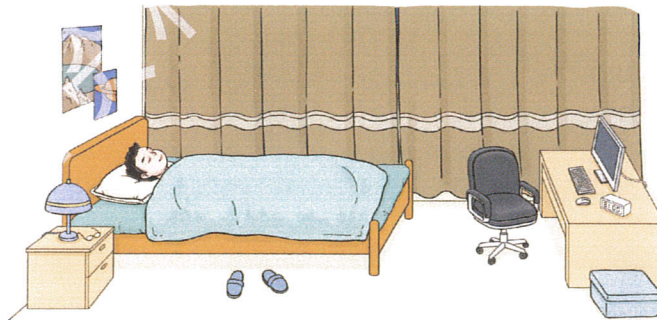
lifestyle  
have a sweet tooth

It is important for us to live a healthy life, but my <sup>(1)</sup> \_\_\_\_\_ is a little unhealthy. I need to change it.

Breakfast is important because it gives us <sup>(2)</sup> \_\_\_\_\_ for the morning. I should never go to school <sup>(3)</sup> \_\_\_\_\_ it. For breakfast, eggs, milk and <sup>(4)</sup> \_\_\_\_\_ are good. I like beef and mutton for lunch, but I also need some fruit and more vegetables.

I <sup>(5)</sup> \_\_\_\_\_, but I should say no to sweets because too much <sup>(6)</sup> \_\_\_\_\_ is bad for our health. I like to stay at home, but I need to swim once a week or go for a walk every day to get enough exercise. To make sure I get enough sleep, I should not <sup>(7)</sup> \_\_\_\_\_ too late.

I need to have a good <sup>(8)</sup> \_\_\_\_\_, do some exercise and get enough sleep every day.



**D** Think about the questions below. Share your answers with your classmates.

- 1 Is your diet healthy? Do you plan to keep or change it? Why?
- 2 Do you get enough sleep every night? What should we do to have a good sleep?
- 3 What else do you think is important for a healthy lifestyle?



## Grammar

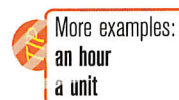
### Countable and uncountable nouns

A countable noun refers to something we can count. Here are some examples.

Countable nouns (singular)			Countable nouns (plural)		
an apple	a carrot	a cake	two apples	six carrots	ten cakes

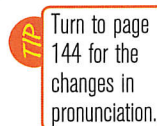
We use **a** or **an** before a singular countable noun. If the noun starts with a vowel sound, we use **an**.

I want to eat	<b>a</b>	banana. cake.
	<b>an</b>	orange. egg.



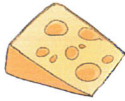
To form the plural of most countable nouns, we add **-s** to the singular form. However, there are some exceptions.

Most nouns	+ s	cake → cakes
Nouns ending in a consonant + y	-- y + ies	story → stories
Nouns ending in s, sh, ch or x	+ es	bus → buses wish → wishes match → matches box → boxes
Nouns ending in o	+ s or + es	photo → photos potato → potatoes tomato → tomatoes
Nouns ending in f or fe	- f/fe + ves	half → halves life → lives
Some other nouns		man → men woman → women foot → feet tooth → teeth child → children sheep → sheep





An uncountable noun refers to something we cannot count. We show the amount of uncountable nouns like this:



**cheese**  
a piece of cheese



**water**  
a glass of water



**soup**  
a bowl of soup



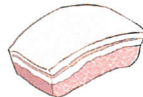
**salt**  
a packet of salt



**rice**  
two bags of rice



**tea**  
three cups of tea



**meat**  
four kilos of meat



**milk**  
five cartons of milk






**juice**  
six bottles of juice



**Work out the rule!**



- We can use numbers or the article (a/an) with \_\_\_\_\_ (countable, uncountable) nouns.
- We cannot use numbers with \_\_\_\_\_ (countable, uncountable) nouns.

**A** Millie and Simon are talking about food for a class party. Complete their conversation with the help of the pictures and words in the box below.



**Millie:** What food do we need for our class party, Simon?

**Simon:** Let's get some <sup>(1)</sup> \_\_\_\_\_ , some <sup>(2)</sup> \_\_\_\_\_  and some <sup>(3)</sup> \_\_\_\_\_ .

**Millie:** Sounds good. Maybe we should get some <sup>(4)</sup> \_\_\_\_\_  and <sup>(5)</sup> \_\_\_\_\_  too!

**Simon:** I like that idea! And for people with a sweet tooth, we can also get some <sup>(6)</sup> \_\_\_\_\_  and <sup>(7)</sup> \_\_\_\_\_  !

**Millie:** OK. Now, what about drinks?

**Simon:** Hmm, we need 40 <sup>(8)</sup> \_\_\_\_\_  and 10 <sup>(9)</sup> \_\_\_\_\_ .

**B** Talk with your partner about what food you need for a class party, using countable and uncountable nouns.



# Pronunciation

## Consonants (II)

Read the following groups of words. Pay attention to the sounds of the letters in bold in each group.

family	very	short	usually	<b>think</b>	<b>there</b>	seldom	zoo
often	over	fish	television	<b>both</b>	<b>father</b>	nice	always
/f/	/v/	/ʃ/	/ʒ/	/θ/	/ð/	/s/	/z/
<b>try</b>	<b>draw</b>	<b>children</b>	<b>juice</b>	<b>starts</b>	<b>reads</b>		
travel	<b>dream</b>	<b>match</b>	<b>gym</b>	<b>sports</b>	<b>friends</b>		
/tr/	/dr/	/tʃ/	/dʒ/	/ts/	/dz/		

**A** Read the words below. Pay attention to the different sounds of the letters in bold.

- |           |                |        |                |
|-----------|----------------|--------|----------------|
| 1 food    | 2 <b>they</b>  | 3 swim | 4 jump         |
| vegetable | <b>thirty</b>  | zoo    | <b>chicken</b> |
| 5 usually | 6 <b>drink</b> | 7 see  | 8 foods        |
| sure      | <b>tree</b>    | zero   | fruits         |

**B** Read the pairs of words below. Write an **S** in the box if the pair's letters in bold have the same sound. Write a **D** if they do not.

- |                |              |                          |               |              |                          |               |               |                          |
|----------------|--------------|--------------------------|---------------|--------------|--------------------------|---------------|---------------|--------------------------|
| 1 wait         | visit        | <input type="checkbox"/> | 2 mouth       | south        | <input type="checkbox"/> | 3 <b>tree</b> | <b>driver</b> | <input type="checkbox"/> |
| 4 <b>thing</b> | sing         | <input type="checkbox"/> | 5 <b>thin</b> | <b>these</b> | <input type="checkbox"/> | 6 nurse       | nose          | <input type="checkbox"/> |
| 7 just         | <b>juice</b> | <input type="checkbox"/> | 8 <b>wash</b> | <b>watch</b> | <input type="checkbox"/> | 9 coats       | cards         | <input type="checkbox"/> |
| 10 this        | use          | <input type="checkbox"/> | 11 chair      | <b>shout</b> | <input type="checkbox"/> | 12 shoe       | <b>shop</b>   | <input type="checkbox"/> |

**C** Practise saying the following sentences.

- 1 She usually **watches** television on Saturday evenings.
- 2 There are **three** toy **trains** beside **the tree**.
- 3 One hundred **children** have one hundred **dreams**.
- 4 **The fruits** on **the farm** are very **fresh**.
- 5 Jack likes **cheese** and orange **juice**.
- 6 Suzy likes painting plants and fruits **with** her friends.



# Integration

## My lifestyle


TIP

A **questionnaire** is a set of written questions to gather information about a topic.

**A** The Class 1, Grade 7 students are doing a questionnaire on lifestyle. Read the questions and tick the correct boxes to show your lifestyle.

	You	Benny
<b>1</b> How often do you go to school without breakfast?		
<b>a</b> Often.	<input type="checkbox"/>	<input type="checkbox"/>
<b>b</b> Seldom.	<input type="checkbox"/>	<input type="checkbox"/>
<b>c</b> Never.	<input type="checkbox"/>	<input type="checkbox"/>
<b>2</b> How often do you have foods like eggs, milk and meat?		
<b>a</b> Less than 3 times a week.	<input type="checkbox"/>	<input type="checkbox"/>
<b>b</b> 3–4 times a week.	<input type="checkbox"/>	<input type="checkbox"/>
<b>c</b> Every day.	<input type="checkbox"/>	<input type="checkbox"/>
<b>3</b> How often do you eat fruit and vegetables?		
<b>a</b> Seldom.	<input type="checkbox"/>	<input type="checkbox"/>
<b>b</b> Sometimes.	<input type="checkbox"/>	<input type="checkbox"/>
<b>c</b> Almost every day.	<input type="checkbox"/>	<input type="checkbox"/>
<b>4</b> How much water do you drink every day?		
<b>a</b> Less than 3 glasses.	<input type="checkbox"/>	<input type="checkbox"/>
<b>b</b> 5–6 glasses.	<input type="checkbox"/>	<input type="checkbox"/>
<b>c</b> About 8 glasses.	<input type="checkbox"/>	<input type="checkbox"/>
<b>5</b> How often do you eat unhealthy food like chips?		
<b>a</b> Almost every day.	<input type="checkbox"/>	<input type="checkbox"/>
<b>b</b> Sometimes.	<input type="checkbox"/>	<input type="checkbox"/>
<b>c</b> Seldom.	<input type="checkbox"/>	<input type="checkbox"/>
<b>6</b> How often do you exercise?		
<b>a</b> Less than 3 times a week.	<input type="checkbox"/>	<input type="checkbox"/>
<b>b</b> 3–5 times a week.	<input type="checkbox"/>	<input type="checkbox"/>
<b>c</b> Almost every day.	<input type="checkbox"/>	<input type="checkbox"/>
<b>7</b> How long do you sleep every night?		
<b>a</b> Less than 8 hours.	<input type="checkbox"/>	<input type="checkbox"/>
<b>b</b> 8–9 hours.	<input type="checkbox"/>	<input type="checkbox"/>
<b>c</b> More than 9 hours.	<input type="checkbox"/>	<input type="checkbox"/>
<b>8</b> How much time do you spend on your computer, smartphone and tablet every day?		
<b>a</b> More than 2 hours.	<input type="checkbox"/>	<input type="checkbox"/>
<b>b</b> About 1 hour.	<input type="checkbox"/>	<input type="checkbox"/>
<b>c</b> Less than 1 hour.	<input type="checkbox"/>	<input type="checkbox"/>



 **B1** Listen to an interview with Benny. Read the questionnaire above and tick the correct boxes to show Benny's lifestyle.

**B2** Add up the points you and Benny each get and see how healthy your lifestyles are.

**Scores:**

a = 1 point

b = 2 points


c = 3 points

**8–12 points:** Your lifestyle is not healthy. You need to eat in a healthy way, exercise more or get more sleep.

**13–19 points:** Your lifestyle is OK, but you need to make some changes to your diet, exercise or sleep.

**20–24 points:** Your lifestyle is healthy. Very good!

**Your score:** \_\_\_\_\_ **Benny's score:** \_\_\_\_\_

 **C** Millie and Simon are talking about breakfast. Work in pairs and talk about the topic. Use the conversation below as a model.

**Simon:** What do you eat for breakfast, Millie?

**Millie:** I usually have some bread, milk and an egg each morning. Sometimes I eat an apple or a banana after morning exercises.

**Simon:** Good idea. I seldom eat fruit, but I have a big meal for breakfast. I usually have an egg and some pancakes or *baozi*. My mum also cooks delicious porridge. I eat some meat and vegetables too.

**Millie:** Sounds great! Breakfast is an important meal. It gives us energy for the whole morning.

**Simon:** That's true. We should never miss breakfast.

**D** Mr Wu asked the Class 1, Grade 7 students to write an article about their lifestyles.

**D1** Complete the outline below with your own information.

## My lifestyle

### Diet

For breakfast: \_\_\_\_\_

For lunch: \_\_\_\_\_

For dinner: \_\_\_\_\_

Every day, I eat/drink: \_\_\_\_\_

I seldom eat/drink: \_\_\_\_\_

### Exercise

\_\_\_\_\_

### Sleep

\_\_\_\_\_



**D2** Read Amy's article about her lifestyle.

**TIP**

When finishing writing, remember to check for spelling and grammar mistakes. Make sure your punctuation is correct.

## My lifestyle

For me, a healthy lifestyle is all about a healthy diet, enough exercise and rest.

For breakfast, I usually have a pie and an egg. For lunch, I have rice, meat and vegetables. I also have a yogurt between meals. My mum likes to cook noodles in different ways, so I often eat noodles for dinner.

I do sport almost every day. Sport helps me keep fit.

I sleep for about 9 hours most nights. A good night's sleep gives me lots of energy for the next day.

I can stay fit with a healthy lifestyle.



**D3** Write an article about your lifestyle based on the information in Part D1. Use Amy's article as a model.

## Useful expressions

I have a(n) healthy/unhealthy lifestyle.

I dance/swim/play volleyball/... every day.

This helps me ...

I often ... to keep fit.

For breakfast/lunch/dinner, I always/usually/sometimes have ...

I love fruit/vegetables/meat/fish/...

... is good/healthy for us.

I plan to eat/drink more ...

I sleep for ... hours most nights.

I never/sometimes/often stay up late at night.



## Assessment



What I can do	Me	Partner
1 I can describe the lifestyles of different students at Sunshine Middle School.		
2 I can use countable and uncountable nouns correctly.		
3 I can talk and write about my lifestyle with the new words in this unit.		
4 I can pronounce the consonant sounds /f/, /v/, /ʃ/, /ʒ/, /θ/, /ð/, /s/, /z/, /tr/, /dr/, /tʃ/, /dʒ/, /ts/ and /dz/ correctly in words.		
5 I understand how to have a healthy lifestyle.		

\* Assess your learning of new words and grammar by doing the exercises on page 118.

**Result:**  Weak 🤔  Good 🙌  Wonderful 👍

I am good at \_\_\_\_\_.

I need to spend more time on \_\_\_\_\_.

My action plan: \_\_\_\_\_.



## Further study

China is a big country. Different parts of China have different styles of cooking, for example, Sichuan, Guangdong, Shandong, Jiangsu and Hunan cuisines. Which one is your favourite? Pick one and try to learn more about its history and famous dishes. Then share with your classmates.







## Dressing is a way of life.

**In this unit,  
we will**

- 1 read about how to choose the right colours to wear;
- 2 get to know about different types of clothes;
- 3 describe the features of clothes;
- 4 learn about the culture behind clothes.

It is the Fashion Week at Sunshine Middle School. Let's talk about our favourite colours and ways of dressing.



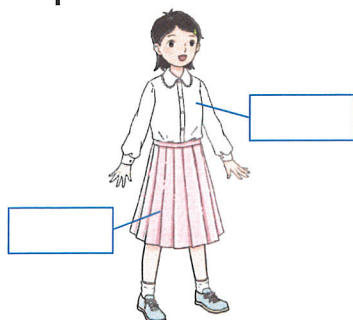
## Welcome to the unit

### Learning about clothes

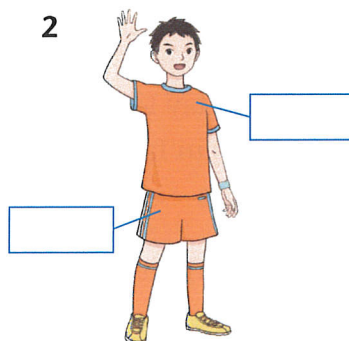
**A** The Class 1, Grade 7 students are ready for a school fashion show. Look at the pictures and write down what they are wearing in the blanks.

blouse	dress	jacket	jeans	scarf	shirt
shorts	skirt	sweater	tie	trousers	T-shirt

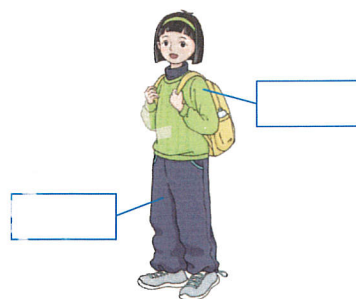
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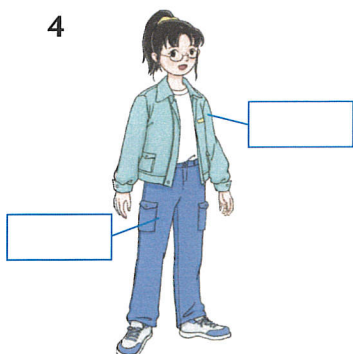
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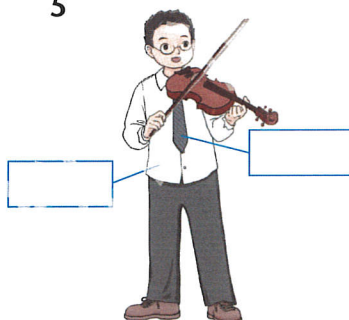
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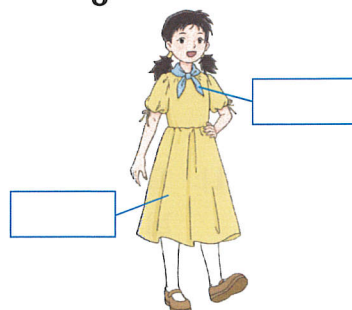
4



5



6



**B** Sandy and Simon are talking about their favourite colours. Work in pairs and talk about the topic. Use the conversation below as a model.

**Sandy:** What colours do you like for your clothes, Simon?

**Simon:** I like warm colours like red and orange. They make me feel happy.

**Sandy:** That sounds nice.

**Simon:** What are your favourite colours, Sandy?

**Sandy:** I love cool colours like blue. They make me feel calm.

**Yellow:** sun, light, happy

**Green:** nature, new life

**Red:** energy, love

...

**C** There is a fashion show at your school. What do you want to wear for it?






## Reading

### Choosing the right colour

 *Sunshine Middle School invited Ms Li, a fashion designer, to advise students on choosing the right colour to wear. Here is the interview script. Before reading, think about the questions below.*

- 1 Do you think colour matching is important? Why or why not?
- 2 What questions about colours do you have for a fashion designer?

**Kitty:** Good morning, Ms Li. May I ask you some questions about colours in fashion?

 We may better understand a text with the help of words like **such as, for example or in fact.**

**Ms Li:** Sure.

**Kitty:** How can we choose the right colours to wear? Could you give us some advice?

**Ms Li:** Well, it depends on the colour of our skin. Some people look good in warm colours, like yellow, red and orange, but other people look nice in cool colours, such as green, blue and purple.

**Kitty:** Which colours go well together?

**Ms Li:** Try to pick similar colours. For example, wear dark blue jeans with a light blue blouse or T-shirt.

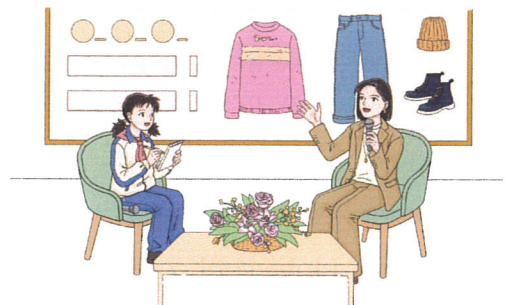
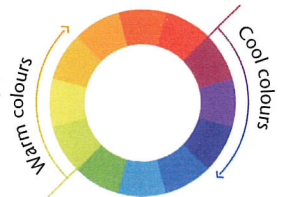
**Kitty:** OK, but can we mix warm and cool colours?

**Ms Li:** Yes. In fact, warm and cool colours make each other stand out, such as green and yellow or orange and blue. But don't wear more than three colours.

**Kitty:** What colours match all?

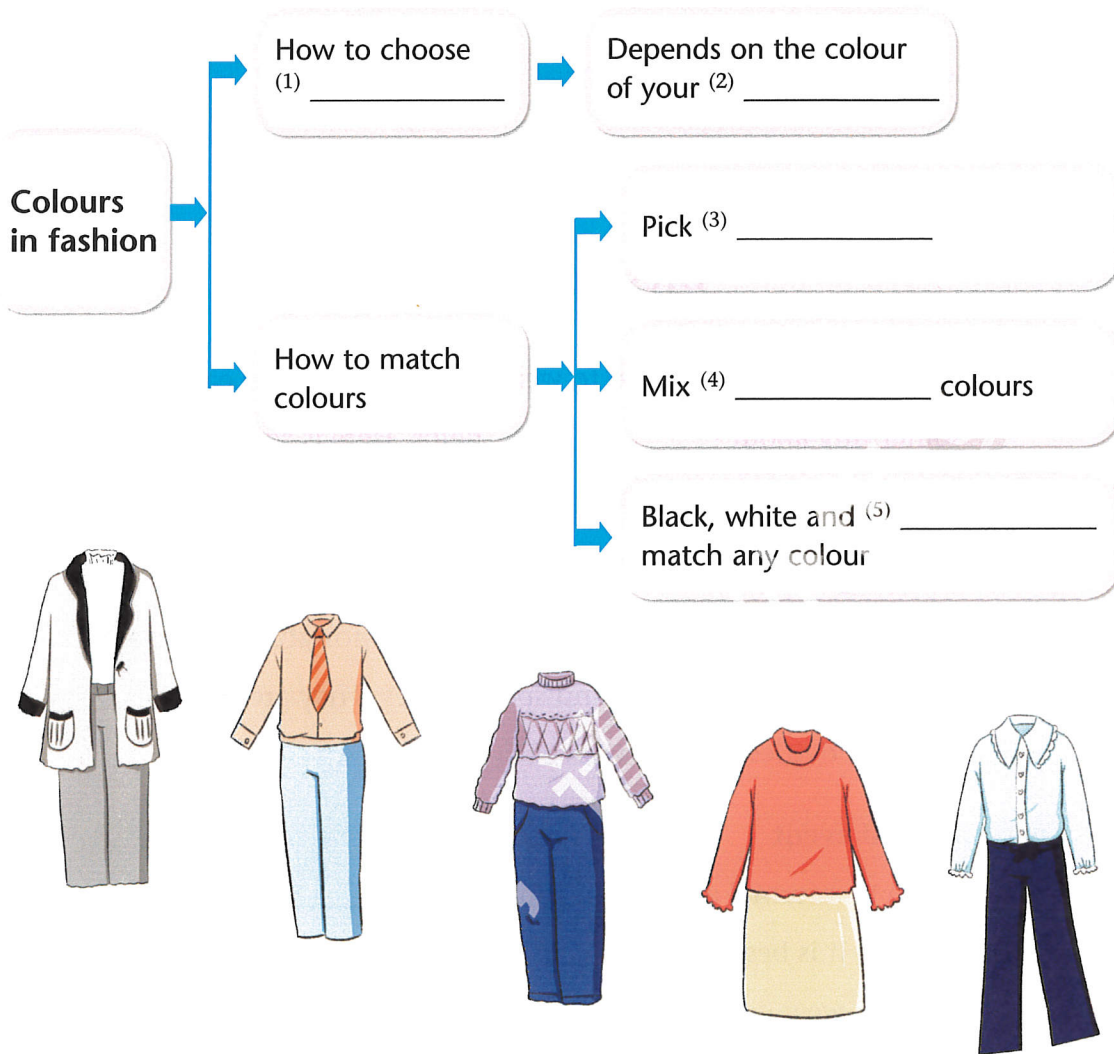
**Ms Li:** Black, white and grey go well with any colour. They're suitable for both formal suits and casual clothes.

**Kitty:** Thanks for your advice, Ms Li.





**A** Kitty is making some notes about Ms Li's talk. Complete her notes below.



**B** Read the interview script again. Write a **T** if a sentence is true or an **F** if it is false. Then correct the false ones.

- Ms Li knows a lot about colours in fashion. \_\_\_\_\_
- Both orange and green are warm colours. \_\_\_\_\_
- Dark blue trousers do not go well with a blue T-shirt. \_\_\_\_\_
- People should wear more than three colours. \_\_\_\_\_
- Green and yellow go together well. \_\_\_\_\_
- Grey is a good colour for both casual and formal clothes. \_\_\_\_\_

**C** Ms Li is writing some advice about dressing for special days. Complete her article with the correct forms of the words and phrases in the box below.

advice  
mix

choose  
similar

fashion  
suit

suitable for  
go well with

## Dressing for special days

On special days, you need to wear the right clothes. Learning something about <sup>(1)</sup> \_\_\_\_\_ helps. Here is some <sup>(2)</sup> \_\_\_\_\_ for getting dressed on these days.

### Field trip

For a school field trip, you should wear comfortable clothes and shoes, like a T-shirt, jeans and sports shoes. They are <sup>(3)</sup> \_\_\_\_\_ lots of activities. Do not wear skirts or dresses.

### Formal event

To go to a formal event, you should <sup>(4)</sup> \_\_\_\_\_ some nice clothes. It is best not to <sup>(5)</sup> \_\_\_\_\_ two quite different colours. You can wear clothes of <sup>(6)</sup> \_\_\_\_\_ colours. For example, a light green blouse and a dark green skirt <sup>(7)</sup> \_\_\_\_\_ each other. You can also wear a <sup>(8)</sup> \_\_\_\_\_ or a dress. They are perfect for a formal dinner or meeting.

**D** Think about the questions below. Share your answers with your classmates.

- 1 Which piece of advice from Ms Li do you think is the most useful? Give an example.
- 2 Do you look better in warm colours or cool colours? Why?
- 3 What other advice do you have about fashion?



## Grammar

### Asking questions

Read the conversations below. Pay attention to the three question types.

**Daniel:** Do you have a talk with Ms Li before the show?

**Kitty:** Yes. It's about colours in fashion.

**Daniel:** Is Ms Li a teacher?

**Kitty:** No. She's a fashion designer.

When we answer a question with **yes** or **no**, we call it a **yes-no question**.

**Daniel:** **When** is the fashion show, by the way?

**Kitty:** It's on Friday afternoon.

**Daniel:** **Where** does the show take place?

**Kitty:** At the school hall.

TIP		Question words:	
who	whose	what	which
when	where	why	how

A **wh-question** begins with a question word. We need more information to answer a **wh-question**.

**Daniel:** Is your favourite colour a warm colour **or** a cool colour?

**Kitty:** My favourite colour is yellow. It's a warm colour.

**Daniel:** **Which** colours do you like to wear, warm colours **or** cool ones?

**Kitty:** I look better in warm colours like red, yellow and orange.

A question with **or** gives two or more choices. We need to choose one in order to answer it.

#### Work out the rule!

- To make a **yes-no question**, we often put the verb **be**, **do** or **will/can** \_\_\_\_\_ (before, after) the subject.
- To ask a **wh-question**, we use a **wh-word** \_\_\_\_\_ (at the start, in the middle, at the end) of the sentence.
- We ask a **question with or** by giving \_\_\_\_\_ (two, two or more) choices.

**A** Millie is showing Andy some pictures of her Art class. Andy is asking her some questions. Complete the questions with the correct **wh**-words.

- \_\_\_\_\_ is the woman in brown? She's our Art teacher.
- \_\_\_\_\_ painting is on the wall? It's Sandy's.
- \_\_\_\_\_ is Sandy? She's at her desk.
- \_\_\_\_\_ painting do you like best? I like this one best.
- \_\_\_\_\_ do you like painting? Because it's lots of fun.
- \_\_\_\_\_ can we learn more about art? We can look things up on the internet.



**B** Andy is asking for Millie's advice about what to wear for a party. Choose the correct sentences to complete their conversation.

**Andy:** I have no idea about what to wear for my friend's birthday party, Millie.  
(1) \_\_\_\_\_

**Millie:** Yes, of course. It's cold now. You can wear a sweater with a jacket.

**Andy:** All right. Look at these two. (2) \_\_\_\_\_

**Millie:** You look better in the orange one.

**Andy:** I see. (3) \_\_\_\_\_

**Millie:** Yes, but I like the jeans better.

**Andy:** Why?

**Millie:** (4) \_\_\_\_\_

**Andy:** I like jeans too. They're comfortable to wear.

**Millie:** (5) \_\_\_\_\_

**Andy:** Fan Ming's. He's my primary school classmate.

- a Because I think you look smart in the jeans.
- b Could you give me some advice?
- c Do the grey trousers go with it?
- d Which one do you like better, the red one or the orange one?
- e Whose birthday party is it, by the way?

**C** There are some activities for the Fashion Week at Sunshine Middle School. Look at the poster below and talk with your partner about the fashion show, using questions.



## Welcome to our fashion show!

**Date:** 6 December

**Place:** The school hall

**Activities:** A talk on different kinds of clothes  
A *hanfu* show

**Come and learn more about clothes here.  
You will enjoy it!**





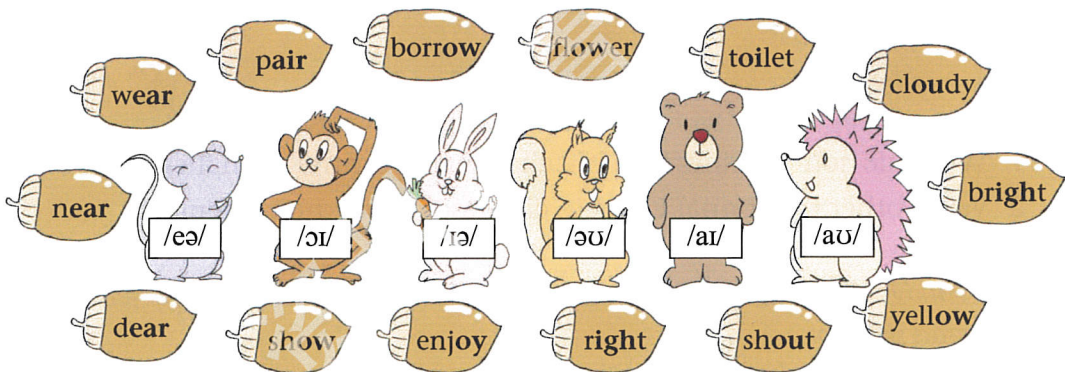
# Pronunciation

## Vowels (IV)

Read the following words. Pay attention to the sounds of the letter groups in bold.

day	say	wait	email	→	/eɪ/
bright	light	night	right	→	/aɪ/
boy	enjoy	toy	toilet	→	/ɔɪ/
show	know	boat	coat	→	/əʊ/
brown	down	blouse	mouth	→	/aʊ/
ear	near	dear	year	→	/ɪə/
bear	wear	pair	there	→	/eə/
sure	tour	poor		→	/ʊə/

**A** Read the words below. Match the words with the sounds of the letters in bold.



**B** Look at the following pairs of words. Read the first word of each pair. Then try to read the second one correctly.

- |         |              |         |               |         |               |         |              |
|---------|--------------|---------|---------------|---------|---------------|---------|--------------|
| 1 toy   | <b>joy</b>   | 2 now   | <b>town</b>   | 3 stay  | <b>pay</b>    | 4 great | <b>break</b> |
| 5 slow  | <b>blow</b>  | 6 wear  | <b>pear</b>   | 7 pair  | <b>fair</b>   | 8 light | <b>fight</b> |
| 9 mouse | <b>house</b> | 10 hear | <b>feared</b> | 11 sure | <b>insure</b> | 12 join | <b>coin</b>  |

**C** Practise saying the following sentences.

- 1 Out of **sight**, out of mind.
- 2 There is no smoke without **fire**.
- 3 My **yellow** blouse is very **bright**.
- 4 Whose **brown** shirt is on that **chair**?
- 5 Take the **grey** coat when you go **out**.
- 6 We have a **great** fashion show around New Year.



## Integration

### Different types of clothes



**A** Sandy is learning about traditional Chinese clothes. She found a brief introduction. Read it and answer the questions below.

There are many different types of traditional clothes in China. Some popular types are *hanfu*, *qipao* and *tangzhuang*. Each of these has a different style and design.

More and more Chinese people choose to wear them on important days in life, like festivals or wedding days. They are not just part of fashion. They also show the traditional culture of our country.

TIP

In writing, we italicize some words that are not English, e.g. *qipao*, *hanfu*, *tangzhuang*.



- 1 When do some Chinese people choose to wear traditional clothes?
- 2 What other traditional Chinese clothes do you know about?



**B** Sandy is listening to a podcast about hanfu and qipao. Listen with her and complete the notes below.

### Traditional Chinese clothes: *hanfu* and *qipao*


#### *Hanfu*

- It has a history of <sup>(1)</sup> \_\_\_\_\_ years.
- There are different styles from <sup>(2)</sup> \_\_\_\_\_.
- It is usually loose and has a belt.
- *Hanfu* is now popular with <sup>(3)</sup> \_\_\_\_\_ people.

#### *Qipao*

- It is a kind of <sup>(4)</sup> \_\_\_\_\_ for women.
- It is usually close-fitting and has many different styles.
- Most dresses have beautiful pictures on them, like Chinese <sup>(5)</sup> \_\_\_\_\_, often with flowers.
- Many women like to wear it for <sup>(6)</sup> \_\_\_\_\_ events.



 **C** Sandy and Millie are talking about traditional Chinese clothes. Work in pairs and talk about the topic. Use the conversation below as a model.

**Sandy:** What type of traditional Chinese clothes do you like best, Millie?

**Millie:** I like *qipao* best. My mum likes to wear it on important days.

**Sandy:** What do you know about it?

**Millie:** *Qipao* is usually made of silk, and it feels smooth and soft. Sometimes it's made of cotton. All women, young or old, look beautiful in *qipao*, I think.

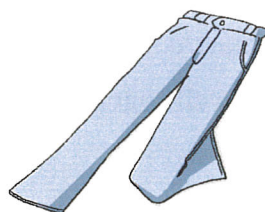
**Sandy:** Yes, I agree, but I like *hanfu* most. They're usually loose and comfortable to wear.

**TIP** "Yes, I agree, but ..." is used to express agreement while also presenting a different point of view.

**D** The Class 1, Grade 7 students want to make a "Fashion Wall" in their classroom. Each student is going to design an outfit for daily wear and write an article about it.

**D1** Look at Sandy's plan with pictures below.

	Shirt	Jacket	Jeans	Sports shoes
<b>Feature</b>	A clean look	Not long, not large	Comfortable	Light and good for sport
<b>Colour</b>	White	Dark blue	Blue	Grey
<b>Material</b>	Cotton	Cotton	Cotton	Leather





**D2** Read Sandy's article about her fashion design.

## My fashion design

Look at the model. Here is my design for a shirt, a jacket, a pair of jeans and a pair of sports shoes.

The shirt is white. I think white shirts have a clean look, and white matches any other colour.

The jacket is not too long or too large, and it is dark blue. Students look smart in dark blue.

Jeans are very popular with students, so my design has a pair of blue jeans.

The shirt, the jacket and the jeans are all made of cotton and are very comfortable.

There is also a pair of sports shoes. They are grey and made of leather. Sports shoes are light and good for sport, and all the students like them.

All of these come in different sizes. Do you like my design?



**D3** Write an article about your fashion design. Make a writing plan like the one in Part D1. Use Sandy's article as a model.

## Useful expressions

Here is my design for ...

They come in ... sizes.

The sweater/shirt/... is made of ...

My jacket is light and comfortable/thick and warm.

The main colour of the T-shirt/jacket/... is ...

... look(s) smart/cool in ...

... and ... go well together.

My design has ...

On the front/back, there is ...



## Assessment



What I can do	Me	Partner
1 I can describe some dressing rules and different types of clothes.		
2 I can ask questions correctly.		
3 I can talk and write about clothes with the new words in this unit.		
4 I can pronounce the sounds /eɪ/, /aɪ/, /ɔɪ/, /əʊ/, /aʊ/, /ɪə/, /eə/ and /ʊə/ correctly in words.		
5 I know more about the culture behind clothes.		

\* Assess your learning of new words and grammar by doing the exercises on page 121.

**Result:**  Weak 🖊️  Good 🙌  Wonderful 👍

I am good at \_\_\_\_\_.

I need to spend more time on \_\_\_\_\_.

My action plan: \_\_\_\_\_



## Further study

There are many different types of traditional clothes around the world. People wear them to show their culture and history.

Look at the man in the picture. He is wearing a kilt, a kind of skirt for Scottish men.

What type of traditional clothing are you interested in? Use the internet to find out more and share with your classmates.





# Unit 7

## Be wise with money



### Get your money's worth.

In this unit,  
we will

- 1 read about family money management;
- 2 learn about the history of money;
- 3 describe our shopping habits and money management;
- 4 understand how to manage money well.

Money plays an important role in our lives. Let's learn about money and how to manage it well.





## Welcome to the unit

### Gifts around the world

**A** The Class 1, Grade 7 students are learning about money around the world. Look at the pictures below. Match each country and its money with the correct gift.

China (yuan)  
Japan (yen)

France (euro)  
Russia (rouble)

UK (pound)  
USA (dollar)

1



money box

£12

2



Lucky Cat

JPY¥2,300

3



key ring

€8

4



baseball cap

\$20

5



Russian dolls

R¥2,500

6



tea

CNY¥100

**B** Simon and Millie are talking about the gifts above. Work in pairs and talk about popular gifts from different countries. Use the conversation below as a model.

**Simon:** Which gift do you like, Millie?

**Millie:** I love those Russian dolls.

**Simon:** What's special about them?

**Millie:** They're a set of dolls in different sizes. Usually they come one inside another, from the biggest to the smallest. They're colourful and full of surprises. What about you, Simon?


**Simon:** I love baseball caps. Players wear them to protect their eyes from the sun, and they're also a kind of fashion.

**C** What other countries' money do you know?



## Reading

### Family money management

 *Simon is talking to his mum about how his family manages their money. Read their conversation. Before reading, think about the questions below.*

- 1 Does your family make plans for using money?
- 2 What do you think your family spends the most money on every year?

**Mum:** There's a new mall across the street. Let's go shopping.

**Simon:** OK. Can I have a new pair of sports shoes?

**Mum:** Of course. And we also need a new computer.

**Simon:** That will cost a lot of money.

- 5 **Mum:** Don't worry. Your dad and I manage money well. We make a budget every year.

**Simon:** What's in the budget?

- Mum:** Well ... we need to cover your education first. Then we have to pay for our flat, car, food and other daily needs every month. All these  
10 cost about 50 per cent of our budget.

**Simon:** Where does the other half go?

**Mum:** We spend about 30 per cent on special things.

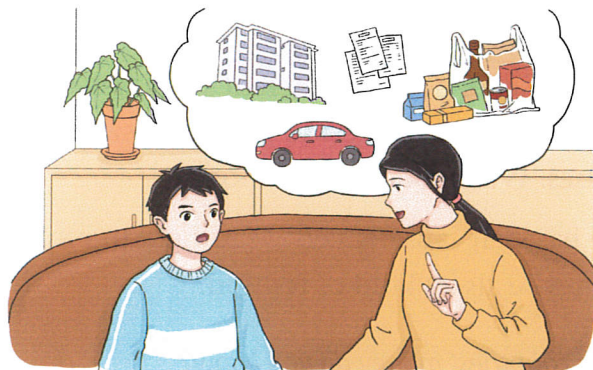
**Simon:** Like what?

**Mum:** Like taking holidays. Holidays can be expensive.

- 15 **Simon:** Do we save any money?

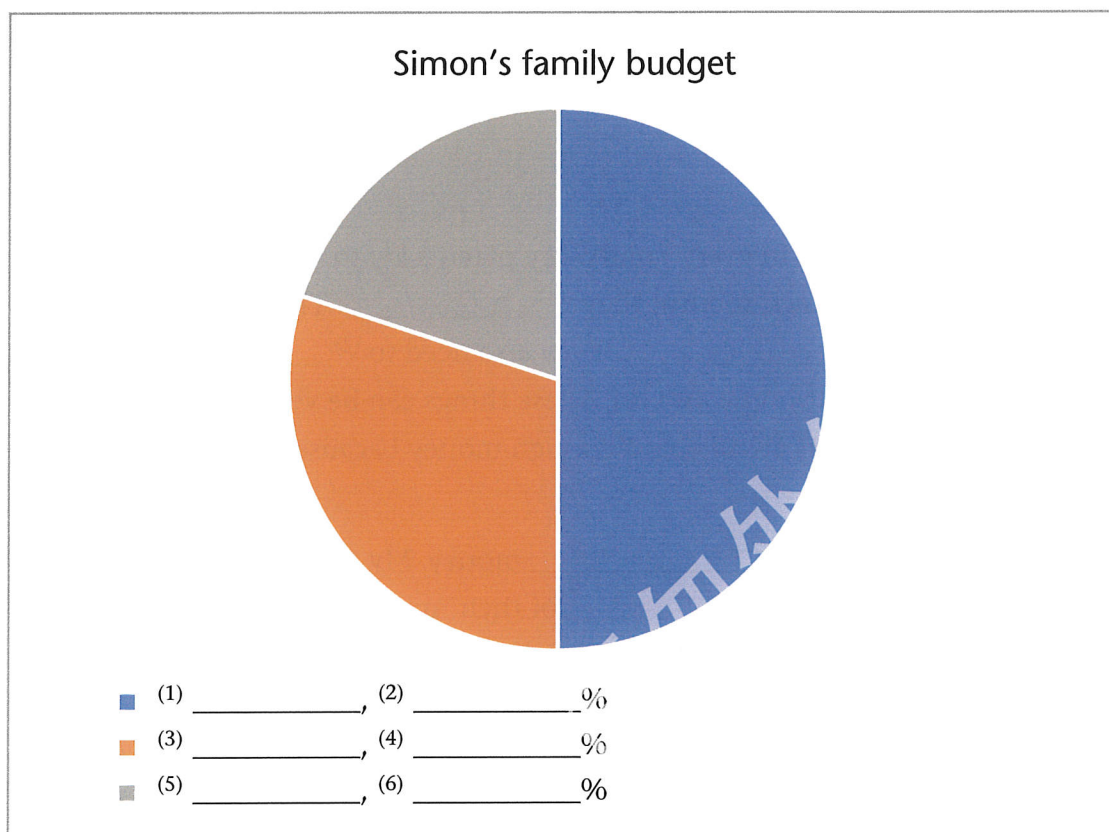
**Mum:** Of course. We leave about 20 per cent in our bank account. It's a good idea to save for a rainy day.

**Simon:** I see.





**A** Here is a pie chart about Simon's family budget. Label the parts of the chart about his family budget, and write the correct percentage next to each label. Then fill in the details in the chart.



**a** Savings

**b** Special things

**c** Daily needs

**B** Read the conversation again and answer the questions below.

1 What does Simon's mum need to buy in the new mall?

\_\_\_\_\_

2 How does Simon's family manage their money?

\_\_\_\_\_

3 What comes first in Simon's family budget?

\_\_\_\_\_

4 What is an example of a special thing in Simon's family?

\_\_\_\_\_

5 What does Simon's mum mean by saying "to save for a rainy day"?

\_\_\_\_\_

**C** Simon is reading his friend John's blog post about his family budget. Complete the blog post with the correct forms of the words and phrases in the box below.

expensive  
save

per cent  
manage

pay  
bank

make a budget  
daily needs

Money matters in every family. My parents try to <sup>(1)</sup> \_\_\_\_\_ our money well. Each month, they <sup>(2)</sup> \_\_\_\_\_. They spend some money on <sup>(3)</sup> \_\_\_\_\_. They also need to <sup>(4)</sup> \_\_\_\_\_ for things like our house and car. These things can be very <sup>(5)</sup> \_\_\_\_\_. But my parents always have enough money because they keep to their budget.

It is important to <sup>(6)</sup> \_\_\_\_\_ money. My parents always try to leave about 15 <sup>(7)</sup> \_\_\_\_\_ of their money in the bank for "a rainy day". I think that is a great idea. When I have money, I usually ask my mum to help me put some in the <sup>(8)</sup> \_\_\_\_\_.



**D** Think about the questions below. Share your answers with your classmates.

- 1 What do you think of Simon's family budget?
- 2 Make a budget for your family. What is in your budget?
- 3 Do you think it is important to make a budget? Why or why not?



## Grammar

### A Using some/any

Simon is talking to his mum before they go to the supermarket. Here is their conversation.

**Mum:** Let's go to the supermarket. We need **some** meat, ... and also **some** fruit and vegetables.

**Simon:** OK, Mum. Please buy **some** bananas. They're my favourite.

**Mum:** OK. Do we need **any** other things?

**Simon:** We don't have **any** drinks. Can we buy **some**, Mum?

**Mum:** Sure.

**TIP** We can use **some** in questions when we are making offers or requests. We use it when we expect the answer to be "yes".  
Would you like **some** tea?  
Can I have **some** oranges?



**Work out the rule!**

We use **some** or **any** to talk about the amount of something.

- We often use \_\_\_\_\_ (**some, any**) with positive sentences.
- We often use \_\_\_\_\_ (**some, any**) with negative sentences and questions.

**A1** Millie is talking to her mum about money management. Complete their conversation with **some** and **any**.

**Millie:** Mum, I have <sup>(1)</sup> \_\_\_\_\_ pocket money and I want to manage it well. Can you help me?

**Mum:** Sure. What do you want to do with your money?

**Millie:** First, I want to buy <sup>(2)</sup> \_\_\_\_\_ new things.

**Mum:** OK. What do you want to buy?

**Millie:** I don't have <sup>(3)</sup> \_\_\_\_\_ notebooks. I need <sup>(4)</sup> \_\_\_\_\_ new ones. I also want to buy <sup>(5)</sup> \_\_\_\_\_ gifts for my friends.

**Mum:** Do you have <sup>(6)</sup> \_\_\_\_\_ ideas for the rest of your money?

**Millie:** Maybe I can save it.

**Mum:** You can put it in the bank. I can help you.

**Millie:** Great! Thanks, Mum!

**A2** Talk with your partner about what you usually do with your pocket money, using **some** and **any**.

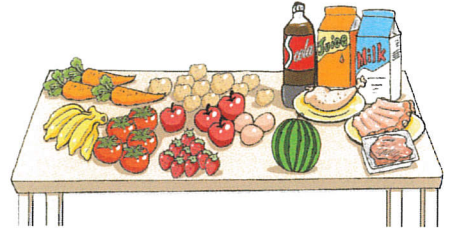


## B Using there be

Simon and his mum are back from shopping. Let's see what they got from the supermarket.

There is	a watermelon
	some milk and strawberries
There is not	an orange
	any bread
There are	some potatoes
	some strawberries and milk
There are not	any cakes
	any sweets
Is there	a watermelon
	any salt
Are there	any vegetables
	any snacks

on the table.



Yes,	there is.
No,	there isn't.
Yes,	there are.
No,	there aren't.

### Work out the rule!

We use **there be** to show that something exists.

We use \_\_\_\_\_ (**there is, there are**) before a singular noun or an uncountable noun.

We use \_\_\_\_\_ (**there is, there are**) before a plural noun.

**B1** Millie is writing about shops around her school. Help her complete her article with the correct forms of **there be**.

There are some shops around my school. Near the school gate, (1) \_\_\_\_\_ a bookshop. (2) \_\_\_\_\_ a lot of good books in it. (3) \_\_\_\_\_ also some pens, erasers and notebooks. Sometimes we go there after school. (4) \_\_\_\_\_ music boxes and some other nice things too. We can buy them as presents for our friends. Not far away from my school, (5) \_\_\_\_\_ also a supermarket. It is not very big, but (6) \_\_\_\_\_ all kinds of snacks in it.

**B2** Talk with your partner about things in shops or supermarkets around your home or school, using **there be, some** and **any**.



# Pronunciation

## Consonants (III)



Some consonant groups are at the beginning of a word.

Consonants	Examples
/b/, /k/, /f/, /g/, /p/, /s/ + /l/	<b>black, class, floor, glass, plane, sleep</b>
/b/, /k/, /f/, /g/, /p/ + /r/	<b>bread, cry, friend, grass, pretty</b>
/s/ + /k/, /m/, /n/, /p/, /t/	<b>skirt, small, snow, speak, star</b>
/s/ + /k/, /p/, /t/ + /r/	<b>screen, spring, street</b>
/k/, /s/, /t/ + /w/	<b>quiet, sweet, twenty</b>

TIP

Turn to pages 130–131 for more English sounds.

Some consonant groups are at the end of a word.

Consonants	Examples
/b/, /p/, /k/, /d/, /t/, /s/ + /l/	<b>table, people, uncle, noodle, little, pencil</b>
/z/, /s/, /f/, /v/, /d/ + /n/	<b>cousin, listen, often, seven, garden</b>

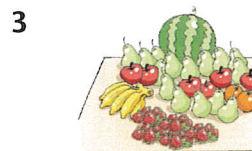
**A** Complete the descriptions below with the correct consonant letters. Pay attention to the consonant groups in bold.



a brown **\_\_**ouse



practise in the **\_\_**ayground



fruit on the ta**\_\_**



**\_\_**owers in **spring**



fly kites in the **\_\_**y



a flock of lit**\_\_** birds



**B** Practise saying the following sentences.

- 1 The **small** noodle shop is clean and **bright**.
- 2 My **little** cousin likes **pretty** flowers.
- 3 **Twenty** people listened to the **speaker's** speech about making a budget.
- 4 The **price** of those pencils is **pretty** high.
- 5 My **uncle** is **quite** **smart** with his money.

# Integration

## All about money

**A** Daniel wants to learn about different kinds of money in history. Look at the timeline and answer the questions below.

The timeline shows four stages of money:

- Stage 1:** Two people in a cave-like setting. One says, "I give you nine shells. You give me two fish. OK?" The other replies, "OK! That's a deal!"
- Stage 2:** A man in traditional Chinese clothing asks, "How much is this bag of rice?" and is told, "45 coins."
- Stage 3:** A man at a counter says, "Thanks. Here you are." The woman behind the counter replies, "Here's 30 yuan for the book."
- Stage 4:** A man at a computer says, "I can buy a computer online. That's very easy!"


**TIP:** When reading pictures, look closely at the details in the image and read the text in the speech bubbles to better understand the message.

- 1 How many ways to pay are there in the pictures?
- 2 What other kinds of money do you know about?

**B** Daniel is talking to Millie about a money show at Sunshine Museum. Listen to their conversation and complete the table below.

<b>Event</b>	A show about money
<b>Place</b>	Sunshine Museum
<b>Time</b>	(1) _____
<b>What to do</b>	See (2) _____ of money from different times, such as shells, coins and (3) _____
	Watch videos to learn (4) _____ about money (Example: China was the (5) _____ country in the world to use paper money.)
	Listen to a (6) _____ about different kinds of money around the world



 **C** Daniel and Millie are talking about lucky money. Work in pairs and talk about the topic. Use the conversation below as a model.

**Millie:** Do you usually get lucky money at the Spring Festival?

**Daniel:** Of course! My grandparents give me the most.

**Millie:** Same here. Some of my other relatives do too. My uncle lives far away in Shenzhen, so he sometimes sends me online red packets.

**Daniel:** How do you spend your lucky money?

**Millie:** I usually save it. You never know when you may need it.

**Daniel:** Good idea.

**TIP** "Of course" means "yes". We use it in a conversation to show something is surely true or correct.

**D** Mr Wu asked the Class 1, Grade 7 students to write an article about what they do with their lucky money.

**D1** Complete the survey below with your own information.

## Lucky money survey

1 When do you get your lucky money?

\_\_\_\_\_

2 What do you spend your lucky money on?

School things

Books

Gifts

Clothes

Food

Music

Other(s): \_\_\_\_\_

3 How often do you save some of your lucky money?

Never     Seldom     Sometimes     Always

4 Do you make a budget for your lucky money?

Yes     No



**D2** Millie is writing about what she does with her lucky money. Read her article below.

## What I do with my lucky money

When do I get lucky money?

Every year, I get some lucky money at the Spring Festival.

What do I spend money on?

I usually spend most of my lucky money on pens, books, food and music. I also use some money to help children in need every year. I save the rest in my bank account. As Mum always tells me, it is important to save for a rainy day.

Do I make a budget?

I try to manage my money well. At the beginning of each year, I make a budget for my lucky money. It helps me plan what to do with it and have good spending habits.

**D3** Write an article about how you use your lucky money based on the information in Part D1. Use Millie's article as a model.

## Useful expressions

I usually spend most/some of my lucky money on ...

I like to buy ...

As a fan of ..., I buy ... sometimes.

It helps me ...

I try to manage my money well.

I save ... in my bank account.

It is good to save for a rainy day.



## Assessment



What I can do	Me	Partner
1 I can describe Simon's family money management and some other money matters.		
2 I can use <b>some/any</b> and <b>there be</b> correctly.		
3 I can talk and write about money and family budgets.		
4 I can pronounce many different consonant groups correctly in words.		
5 I have some ideas on how to manage money well.		

\* Assess your learning of new words and grammar by doing the exercises on page 124.

**Result:**  Weak 🙄  Good 🙌  Wonderful 👍

I am good at \_\_\_\_\_.

I need to spend more time on \_\_\_\_\_.

My action plan: \_\_\_\_\_



## Further study

A gentleman makes money in an honest way and uses it wisely.

If you buy things you do not need, soon you will have to sell things you need.

Find more sayings or quotes about money. Share them with your classmates.





## Festivals are a window to different cultures.

**In this unit,  
we will**

- 1 read about New Year celebrations in different countries;
- 2 learn about other festivals around the world;
- 3 describe our favourite festivals;
- 4 understand the meaning of different festivals around the world.

New Year is coming. Let's find out how people around the world celebrate it and talk about other popular festivals.





## Welcome to the unit

### Festivals around the world

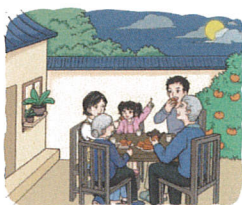
**A** The Class 1, Grade 7 students are learning about some popular festivals around the world. Look at the pictures below. Write the names of the festivals in the blanks.

the Spring Festival  
Christmas

the Dragon Boat Festival  
Burns Night

the Mid-Autumn Festival  
the Water Festival

1



2



3



4



5



6



**B** Millie is chatting online with her friend in Scotland, Robin, about their favourite festivals. Work in pairs and talk about the topic. Use the conversation below as a model.

**Robin:** What's your favourite festival, Millie?

**Millie:** I love the Dragon Boat Festival. Many people think it's a festival to remember a great poet, Qu Yuan.

**Robin:** What do you do on that day?

**Millie:** We have dragon boat races. They're exciting. We also eat delicious rice dumplings. What festival do you like, Robin?

**Robin:** I like Burns Night. It's a Scottish festival to celebrate the life and work of a great poet, Robert Burns.

**Millie:** What do you do on Burns Night?

**Robin:** We get together with friends and eat haggis, a special dish. We also read poems by Robert Burns. It's great fun!

**C** What other festivals do you know? Think of a festival and talk about how people celebrate it with your partner.



## Reading

### Happy New Year



Amy is watching a video about New Year celebrations around the world. Here is the video script. Before reading, think about the questions below.

- 1 How do you celebrate New Year?
- 2 Why do we celebrate New Year?

Good evening, ladies and gentlemen. New Year is coming. Let's see how people all over the world are celebrating it.

Look at the man spreading salt on his doorstep. This is  
 5 for good luck and peace. People in Türkiye think salt will keep them from bad things in the coming year. Isn't that interesting?

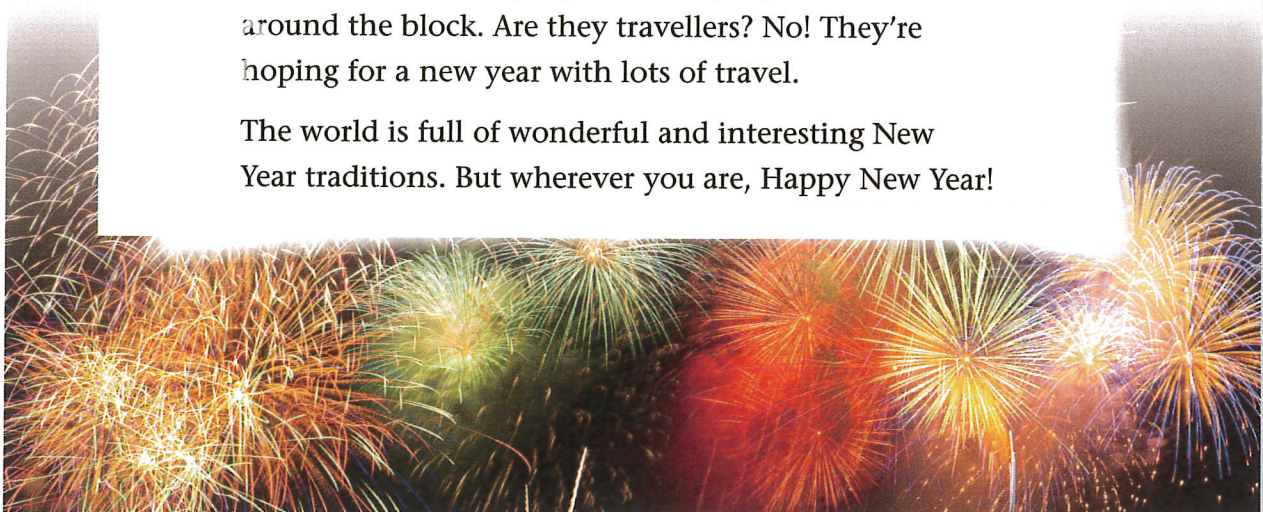
Here in Greece, an old woman is hanging onions on her door. It's a Greek tradition to welcome the new  
 10 year. Onions are a symbol of good luck and health.

It's near midnight in Denmark. Look! The families are all standing on chairs. When the clock strikes 12, they jump off their chairs into the new year, in the hope of getting over any problem in the year ahead!

15 In Colombia, some people are carrying suitcases around the block. Are they travellers? No! They're hoping for a new year with lots of travel.

The world is full of wonderful and interesting New Year traditions. But wherever you are, Happy New Year!

**TIP** "Ladies and gentlemen" is a common way to address a group of people, especially in a formal, public setting.





**A** Look at the following pictures about how people are celebrating New Year. Fill in the blanks with the correct words. Then match each of the pictures with the correct country.

a Türkiye

b Greece

c Denmark

d Colombia

1



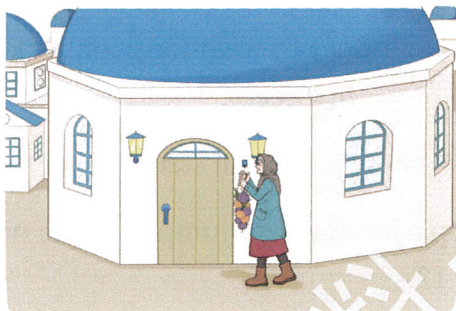
Some people \_\_\_\_\_ around the block.

2



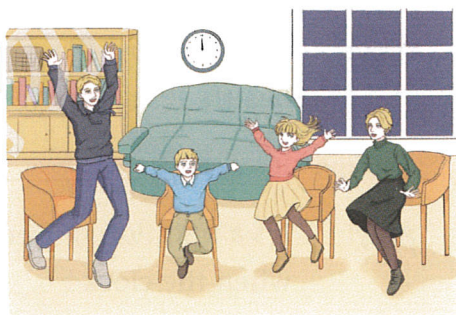
The man \_\_\_\_\_ on the doorstep.

3



An old lady \_\_\_\_\_ on the door of her house.

4



People \_\_\_\_\_ to celebrate New Year.

**B** Read the video script again. Write a **T** if a sentence is true or an **F** if it is false. Then correct the false ones.

- 1 People in Türkiye like to spread sugar on the ground to welcome the new year. \_\_\_\_\_
- 2 Greek people think onions can bring them good luck and health. \_\_\_\_\_
- 3 People in Denmark sit on chairs quietly to welcome the new year. \_\_\_\_\_
- 4 In Colombia, people carry suitcases around the block to catch the train home. \_\_\_\_\_
- 5 The video is about some interesting New Year celebrations in different countries. \_\_\_\_\_

**C** Amy is watching the video with Shirley. Complete their conversation with the correct forms of the words and phrase in the box below.

block  
strike

celebrate  
midnight

keep ... from  
tradition

onion  
spread

**Shirley:** What are you watching, Amy?

**Amy:** I'm watching a video about how people all over the world <sup>(1)</sup> \_\_\_\_\_ New Year.

**Shirley:** Let me have a look. Why are these people <sup>(2)</sup> \_\_\_\_\_ salt on the doorstep?

**Amy:** People in Türkiye like to welcome the new year this way. They think salt will <sup>(3)</sup> \_\_\_\_\_ them \_\_\_\_\_ bad things in the coming year.

**Shirley:** That's interesting! And what's this woman doing?

**Amy:** She's hanging <sup>(4)</sup> \_\_\_\_\_ on her door to wish for good luck and health. It's a New Year <sup>(5)</sup> \_\_\_\_\_ in Greece.

**Shirley:** It's near <sup>(6)</sup> \_\_\_\_\_. Why are these people all standing on the chairs?

**Amy:** It's a tradition in Denmark. People are ready to jump into the new year when the clock <sup>(7)</sup> \_\_\_\_\_ 12.

**Shirley:** Where are these people? What are they doing?

**Amy:** These people are in Colombia. They're walking around the <sup>(8)</sup> \_\_\_\_\_ with suitcases. They're hoping for a new year with lots of travel.

**Shirley:** That looks fun!

**D** Think about the questions below. Share your answers with your classmates.

- 1 Which of the celebrations in the four countries interests you most? Why?
- 2 People often use the phrase "out with the old, in with the new" when they celebrate New Year. What does it mean in Chinese?
- 3 Do you know any other interesting ways to celebrate New Year? Share one with your classmates.



## Grammar

### Present continuous tense

Kitty is writing about New Year celebrations at her school. Read the text and pay attention to the expressions in bold.



New Year's Day is coming. Our school **is having** a show to celebrate the festival. Look at me, the girl in the middle! We **are dancing**. The boy behind us is Daniel. He **is playing** the violin. The girl over there is Sandy. She **is playing** the piano with another girl. They **are playing** lively music for the dance.

#### Work out the rule!

We use the present continuous tense to talk about things that are \_\_\_\_\_ (happening now, in the past).

We make positive and negative sentences using the present continuous tense like this:

I	am	
You/We/They	are	<b>playing.</b>
He/She/It	is	

I	am not	
You/We/They	are not	<b>playing.</b>
He/She/It	is not	

We ask and answer questions using the present continuous tense like this:

<b>Am</b>	I	
<b>Are</b>	you/we/they	<b>playing?</b>
<b>Is</b>	he/she/it	

	I	<b>am.</b>
<b>Yes,</b>	you/we/they	<b>are.</b>
	he/she/it	<b>is.</b>
	I	<b>am not/'m not.</b>
<b>No,</b>	you/we/they	<b>are not/aren't.</b>
	he/she/it	<b>is not/isn't.</b>



The table below shows how we make the **-ing** form of a verb.

Most verbs	+ <b>ing</b>	walk → walking
Verbs ending in a silent <b>e</b>	- <b>e</b> + <b>ing</b>	welcome → welcoming
Verbs ending in <b>ie</b>	- <b>ie</b> + <b>y</b> + <b>ing</b>	lie → lying
Some verbs ending in a vowel + a consonant	double the consonant + <b>ing</b>	put → putting

**A** Amy is showing Millie a video about how her family are celebrating New Year. Complete her sentences with the correct forms of the verbs in brackets.

It's three o'clock in the afternoon. My mum <sup>(1)</sup> \_\_\_\_\_ (make) spring rolls.

My grandpa <sup>(2)</sup> \_\_\_\_\_ (water) the flowers at the moment.

Now my grandma and my dad are in the kitchen. They <sup>(3)</sup> \_\_\_\_\_ (cook) dinner.

Look! My sister Shirley <sup>(4)</sup> \_\_\_\_\_ (sit) on the chair and playing with her toys.

It's dinner time! We <sup>(5)</sup> \_\_\_\_\_ (eat) dinner together at the table.

I <sup>(6)</sup> \_\_\_\_\_ (watch) a TV show about New Year with my family now.

**B** Amy and Sandy are talking on the phone. Complete their conversation. Use the present continuous tense of the verbs in brackets.

**Amy:** Hi, Sandy. What are you doing right now?

**Sandy:** I <sup>(1)</sup> \_\_\_\_\_ (watch) the Vienna New Year's music show on TV.

**Amy:** Oh, really? What <sup>(2)</sup> \_\_\_\_\_ they \_\_\_\_\_ (play)?

**Sandy:** They're playing a famous piece from the Strauss family. Now some people <sup>(3)</sup> \_\_\_\_\_ (dance) to the music.

**Amy:** That sounds like fun! <sup>(4)</sup> \_\_\_\_\_ your parents \_\_\_\_\_ (watch) with you too?

**Sandy:** No, they aren't. My dad <sup>(5)</sup> \_\_\_\_\_ (shop) in the supermarket, and my mum <sup>(6)</sup> \_\_\_\_\_ (clean) the flat. They're busy today!

**Amy:** My family are busy too. We <sup>(7)</sup> \_\_\_\_\_ (get) ready for a big family dinner tonight.

**Sandy:** Are you enjoying yourself?


**Amy:** Yes. I love celebrating New Year.

**C** Find some photos of New Year celebrations at your school or home. Write a short text about what people in the photos are doing, using the present continuous tense.



# Pronunciation


## /w/ and /v/

 When you make the /w/ sound, you push your lips forward and make your mouth round.

- |        |        |        |         |
|--------|--------|--------|---------|
| 1 wait | 2 wet  | 3 warm | 4 worry |
| 5 walk | 6 went | 7 what | 8 water |

When you make the /v/ sound, make sure that your top teeth touch your lower lip and push air out of your mouth.

- |         |         |              |        |
|---------|---------|--------------|--------|
| 1 van   | 2 voice | 3 volleyball | 4 very |
| 5 video | 6 visit | 7 violin     | 8 view |


 **A** Millie is waiting for Wendy at Sunshine Park. Read Millie's messages to Wendy and try to pronounce the /w/ and /v/ sounds correctly.

Wendy, when will you get here? Can you find the way?  
Don't worry. You can get help from this website.




A lot of people are watching a show in the park. What a wonderful voice!



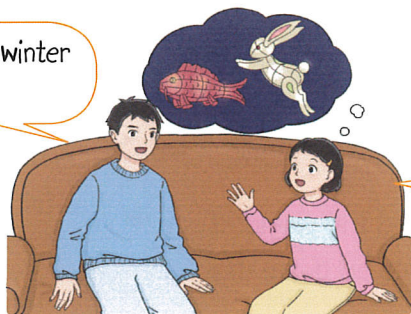
 **B** Here is a tongue twister. Listen carefully. Then practise reading it correctly.

Wendy and I are watching a New Year show. Two artists, Violet and William, are singing at the Window of the World.

Both Violet and William have a very wonderful voice. They sing very well. Their song is about warm wishes for the new year.

 **C** Simon is asking Annie about her favourite festival. Listen to what they say. Then practise saying the sentences.

Which festival in winter is your favourite?



I like the Lantern Festival best. I like to visit the park very much. I can enjoy the colourful lantern show!



## Integration

### Festivals for the family



**A** It is the Festival Week at Sunshine Middle School. Students are learning about different festivals. Read the article and answer the questions below.

#### The Double Ninth Festival

The Double Ninth Festival, or the Chongyang Festival, is in autumn. On this day, people often go mountain climbing to enjoy the natural beauty of autumn. The Double Ninth Festival is also a time to show respect and love to our elders. This is because “double ninth” sounds like the word “forever” in Chinese. On this day, we wish our elders a long and happy life.



- 1 What do people do on the Double Ninth Festival?
- 2 Does your family have any special traditions on the Double Ninth Festival? What are they?



**B** Simon is talking to his sister Annie about Mother's Day and Father's Day. Listen to their conversation and complete the notes below.

#### Mother's Day

#### Father's Day


**Date** The <sup>(1)</sup> \_\_\_\_\_ in May      The third Sunday in <sup>(4)</sup> \_\_\_\_\_

**Activities** Make <sup>(2)</sup> \_\_\_\_\_ for mums      Give <sup>(5)</sup> \_\_\_\_\_ to dads

Give <sup>(3)</sup> \_\_\_\_\_ to mums      Do <sup>(6)</sup> \_\_\_\_\_ for dads

Both are <sup>(7)</sup> \_\_\_\_\_ around the world. It is a <sup>(8)</sup> \_\_\_\_\_ for children to do something nice for their parents on these days.



 **C** Simon is talking to Will about important festivals. Work in pairs and talk about how you celebrate some important festivals. Use the conversation below as a model.

**Simon:** Hey, Will. What do you usually do for Christmas in the UK?

**Will:** We usually get together with family and friends for a big dinner. We give each other presents and sing Christmas songs.

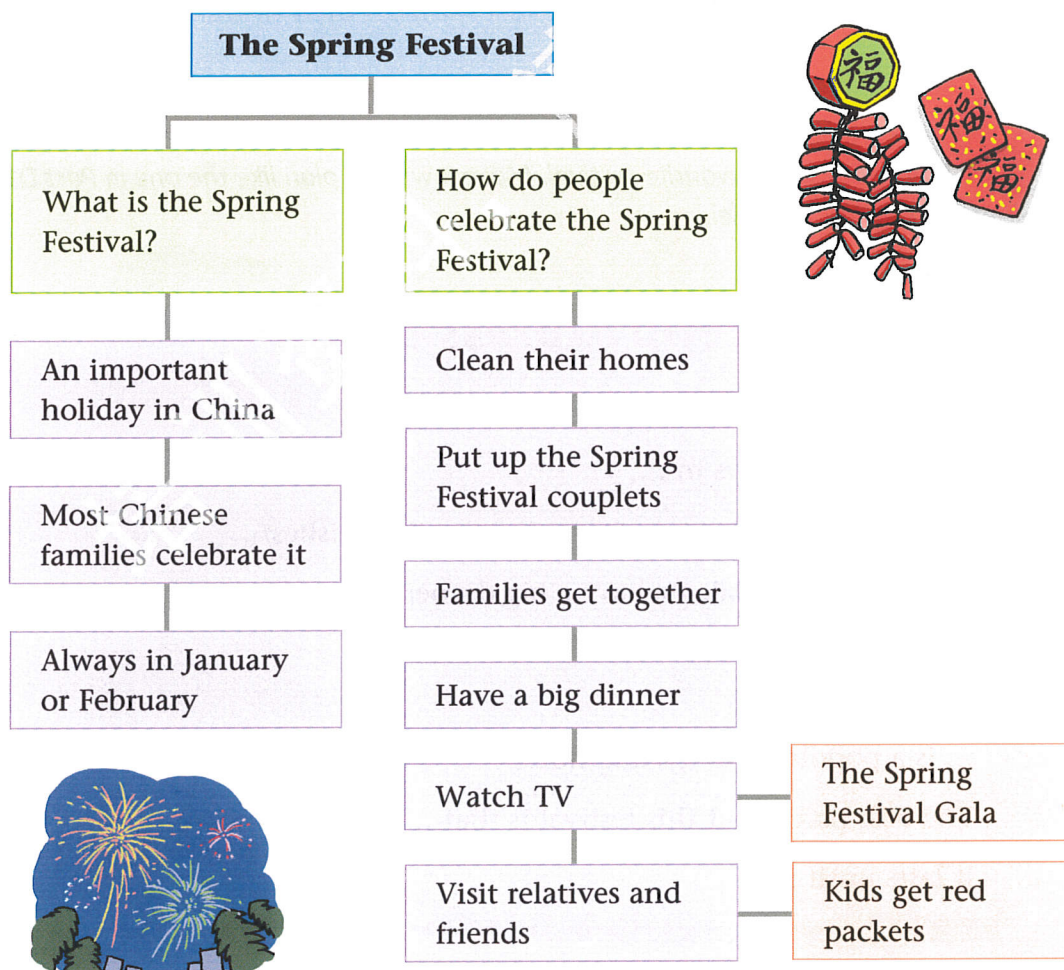
**Simon:** Lovely! In China, the Spring Festival is the most important festival of the year, like your Christmas. We clean and decorate our homes, and we also have a big family dinner on the Chinese New Year's Eve.

**Will:** That sounds like a lot of fun too! I'd love to spend the Spring Festival in China one day.

**TIP** We use "Lovely!" as a response when we want to show we are happy about what someone said or did, similar to "That's nice/great."

**D** The students in Class 1, Grade 7 are writing about their favourite festivals.

**D1** Here is Simon's writing plan. Read it below.





**D2** Read Simon's article about his favourite festival.



## The Spring Festival



My favourite festival is the Spring Festival. It is an important holiday in China. It is always in January or February.

Usually, people clean their homes and put up the Spring Festival couplets beforehand. On the Chinese New Year's Eve, families get together and enjoy a big dinner. We prepare some dishes with special meanings, like *jiaozi* and *niangao*. Then people like to watch the Spring Festival Gala on TV. During the holiday, people visit relatives and friends and send each other good wishes. Elders often give kids red packets to wish them good luck.

The Spring Festival lasts till the Lantern Festival. It is often cold at this time of year, but people feel warm in their hearts.

**D3** Write about your favourite festival. Make a writing plan like the one in Part D1. Use Simon's article as a model.

### Useful expressions

My favourite festival is ...

It is usually/always in ...

On this day, we dance/sing/send each other wishes/...

During this festival, we have a big dinner/spend time with family/watch a firework show/...

Usually, people ...

... is a popular activity/tradition.

The best part about this festival is that ...

It lasts until ...



## Assessment



What I can do	Me	Partner
1 I can describe how people celebrate different festivals around the world.		
2 I can use the present continuous tense correctly.		
3 I can talk and write about my favourite festivals with the new words in this unit.		
4 I can pronounce the sounds /w/ and /v/ correctly in words.		
5 I know more about the meaning of different festivals around the world.		

\* Assess your learning of new words and grammar by doing the exercises on page 127.

**Result:**  Weak 🙄  Good 🙌  Wonderful 👍

I am good at \_\_\_\_\_.

I need to spend more time on \_\_\_\_\_.

My action plan: \_\_\_\_\_



## Further study

*Chinese New Year: the Biggest Celebration on Earth* is an English TV documentary about the Chinese New Year. It looks at all the interesting and exciting Chinese New Year traditions, such as the temple fair in Beijing and the lion dance in Hong Kong. Watch the programme and learn more about different ways of celebrating the festival around China. Are there any special Chinese New Year traditions in your hometown? Share them with your classmates.



# Project 2

## A party plan to celebrate New Year

The students in Class 1, Grade 7 will have a party to celebrate New Year. Your Class will do the same thing. Work in groups and make plans on how to celebrate New Year.

### A Plan

- 1 Work in groups and discuss fun ways to celebrate the beginning of the new year and other details for the party.
- 2 Organize your ideas by answering a list of questions. Use the questions below to help you and make notes of your answers.

Questions	Answers
<ul style="list-style-type: none"><li>• When and where will the party take place?</li><li>• What is the budget for the party?</li><li>• What food and drinks will you buy for the party?</li><li>• How will you decorate the place for the party?</li><li>• Is there a dress code?</li><li>• Will there be any music or dancing?</li><li>• What other activities will there be?</li></ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



We can have a fashion show. Students can wear their favourite styles or design their own.

We can get a large piece of paper and ask our classmates to write down their goals for the coming year. We can also write down our favourite moments from the past year.



### B Make

- 1 Once you have a good idea of what you want to do for the party, start writing the draft of your plan. Your plan should include the following information:
  - Details of the party: date, time, place, etc.
  - Resources of the party: things for the party and how to get them
  - Budget of the party: costs of food, drinks, decorations, etc.
  - Timeline of the party

**2:30 p.m.:** Students arrive and get things ready.

**3:00 p.m.:** The party begins with a dance from Kitty and Amy.

**3:10 p.m.:** Mr Wu's speech

**3:20 p.m.:** Fashion show

**3:50 p.m.:** Students write down their new year goals and favourite moments from last year.

- 2 Discuss your plan and make changes if you need to.
- 3 Check for spelling and grammar mistakes.
- 4 Draw pictures and use colour to make your plan look lively.
- 5 Design a colourful cover page for your plan to make it attractive.



## C Share

- 1 Tell your classmates about the main points of your plan. Include details about the theme, place, date, decorations, food, activities, budget and any other information.
- 2 Class vote for the most popular party plan.

# Workbook

## Unit 1 This is me!

### A My deskmate

**A1** Simon and Sandy are introducing their deskmates. Complete their introductions with the correct words. The first letter of each word is given.



I love my new school. I have great <sup>(1)</sup> c\_\_\_\_\_. I really like my deskmate David. He's tall. David <sup>(2)</sup> e\_\_\_\_\_ sport. I do too! We both have lots of <sup>(3)</sup> e\_\_\_\_\_. David's favourite sport is basketball. He has a basketball <sup>(4)</sup> m\_\_\_\_\_ next week.



My deskmate is Nora. I like her a lot. She has a <sup>(5)</sup> p\_\_\_\_\_ face. She's very <sup>(6)</sup> f\_\_\_\_\_ too. Nora is <sup>(7)</sup> i\_\_\_\_\_ in DIY. She talks about it often. DIY sounds <sup>(8)</sup> f\_\_\_\_\_!

**A2** Simon and Sandy are introducing their deskmates to their parents. Complete their conversations with the correct forms of the verb **be**.

**1 Mum:** <sup>(1)</sup> \_\_\_\_\_ you happy at school, my dear?

**Simon:** Sure! Look at this photo. Here I <sup>(2)</sup> \_\_\_\_\_ with my deskmate David.

**Mum:** Oh, David <sup>(3)</sup> \_\_\_\_\_ tall.

**Simon:** Yes, he <sup>(4)</sup> \_\_\_\_\_.

**Mum:** <sup>(5)</sup> \_\_\_\_\_ he good at basketball?

**Simon:** Yes! David and I <sup>(6)</sup> \_\_\_\_\_ both good basketball players.



**2 Dad:** What a nice photo, Sandy! <sup>(7)</sup> \_\_\_\_\_ this girl your classmate?

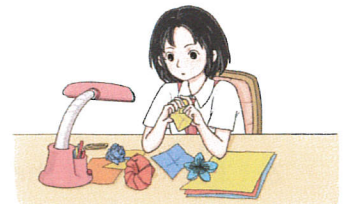
**Sandy:** Yes. Her name is Nora. We <sup>(8)</sup> \_\_\_\_\_ deskmates.

**Dad:** <sup>(9)</sup> \_\_\_\_\_ Nora interested in music, like you?

**Sandy:** No, she <sup>(10)</sup> \_\_\_\_\_. She likes DIY.


**Dad:** That's a nice hobby.

**Sandy:** Yes, I think so too.





## B My teachers

 **B1** Sandy is introducing her teachers. Listen to Sandy and match the people with the pictures. Write the correct letters in the blanks.

a Mr Chen

b Ms Zhao

c Ms Lin

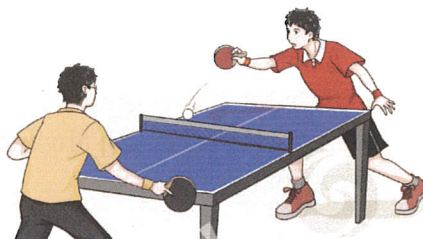
d Mr Li

1



\_\_\_\_\_

2



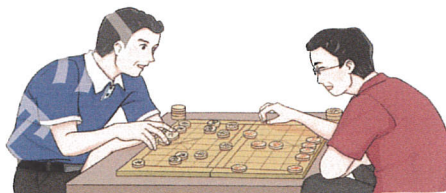
\_\_\_\_\_

3



\_\_\_\_\_

4



\_\_\_\_\_

**B2** Look at the picture below. Describe what you see to your partner. Use the expressions below to help you.



This is ...

She's ...

Her ... is ...

In this picture, ...

It's a ... day.

What a ... day!

She likes ...

They're enjoying ...

## C My basketball team

**C1** David is introducing some of his basketball teammates. Read David's introductions and answer the questions.

I'm in the school basketball team. My teammates are great!

Tom is tall and thin. He can run fast. He always gets the ball!

John is kind and friendly. He's a great basketball player. He always puts the team first.

Kevin is not tall, but he plays basketball well. He's also good at many other sports, like football and ping-pong.

Alex has a round face and wears glasses. He likes basketball, but he does not play it very well. He works hard to be good at it.

George is very smart and helpful. He helps me play basketball well. I learn a lot about the sport from him.



1 Who can run fast?

---

2 Who always puts the team first?

---

3 What sport is Kevin good at?

---

4 What does Alex look like?

---

**C2** Write an introduction to Tom, one of David's basketball teammates. Use the information below to help you.



**Name:** Tom

**Age:** 12

**Looks:** Tall, thin

**Hobbies:** Basketball, reading, singing

**Character:** Kind, friendly

# Unit 2 Hobbies

## A Family hobbies

**A1** Nora is writing about her family members' hobbies. Help her complete the sentences with the correct forms of the words and phrase in the box.

jog  
all kinds of

master  
volleyball

paint  
join

plan  
member

- My favourite hobby is DIY. I <sup>(1)</sup> \_\_\_\_\_ to do a lot of DIY this year. I want to <sup>(2)</sup> \_\_\_\_\_ the DIY Club at school.
- Dad enjoys <sup>(3)</sup> \_\_\_\_\_ sports. He likes <sup>(4)</sup> \_\_\_\_\_ best.
- Mum likes to <sup>(5)</sup> \_\_\_\_\_. She is a <sup>(6)</sup> \_\_\_\_\_ of a running club. People from this club run together on Saturdays.
- Grandma loves paper-cutting. She is a <sup>(7)</sup> \_\_\_\_\_ of this kind of art!
- Grandpa is an artist. He <sup>(8)</sup> \_\_\_\_\_ all the time. His paintings are beautiful.

**A2** David is talking to Nora about his family members' hobbies. Complete their conversation with the correct forms of the verbs in brackets.

**Nora:** What do your family members like doing, David?

**David:** My dad <sup>(1)</sup> \_\_\_\_\_ (like) playing Chinese chess.

**Nora:** Do you play with him?

**David:** Yes, I <sup>(2)</sup> \_\_\_\_\_ (do). I enjoy it!

**Nora:** And your mum? Does she <sup>(3)</sup> \_\_\_\_\_ (enjoy) Chinese chess too?

**David:** No, she <sup>(4)</sup> \_\_\_\_\_ (do). She reads a lot. Reading is her favourite hobby.

**Nora:** I <sup>(5)</sup> \_\_\_\_\_ (love) reading too. What about you?

**David:** I like basketball best. My brother enjoys it too.

**Nora:** Do you often <sup>(6)</sup> \_\_\_\_\_ (play) basketball together?

**David:** Yes. We also watch it a lot. We sometimes <sup>(7)</sup> \_\_\_\_\_ (go) to basketball matches.

**Nora:** That <sup>(8)</sup> \_\_\_\_\_ (sound) fun!



## B Our hobbies



**B1** David and Nora are talking about their hobbies. Listen to their conversation. Write a **T** if a sentence is true or an **F** if it is false. Then correct the false ones.

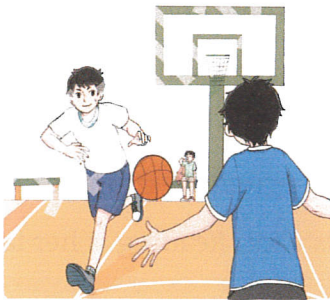


- 1 David's favourite hobby is football. \_\_\_\_\_
- 2 David plays basketball every day. \_\_\_\_\_
- 3 David likes his teammates. \_\_\_\_\_
- 4 David does not like swimming. \_\_\_\_\_



- 5 Nora's favourite hobby is drawing. \_\_\_\_\_
- 6 Nora does her favourite hobby at weekends. \_\_\_\_\_
- 7 Nora's mum does not like DIY. \_\_\_\_\_
- 8 Nora is good at DIY. \_\_\_\_\_

**B2** Look at the three pictures. In pairs, choose one picture and talk about the hobby in it.



## C Join school clubs

**C1** Read the club notices and choose the best answer for each question below.

### Music Club

Calling all music lovers! The Music Club is looking for new members. If you are interested in music, this is the club for you!

The Music Club meets in the music room every Wednesday. We always have lots of fun!

Do you need to know about music? Not at all! The club is open to all.

Ready to join? Email Wendy Huang at wendy@sunshine.com.

### Football Club

Do you like football? Do you want to be strong and fit? Do you want to make new friends? Join the Football Club!

The Football Club meets on the football field every Friday. Members need sports shoes for this club.

For more information, please call Peter Yuan on 12345678.

- How often do members in the two clubs meet?
  - Once a week.
  - Twice a week.
  - Every day.
- What do members of the Football Club need to bring?
  - A football.
  - Sports shoes.
  - A football T-shirt.
- Who should you look for if you are interested in singing?
  - Peter Yuan.
  - Wendy Huang.
  - Mr Wu.

**C2** You are interested in one of the clubs above and want to join. Write an email to show your interest. Use the outline below to help you.

Dear \_\_\_\_\_,

My name is \_\_\_\_\_. I am interested in \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I hope to join the club soon.

Best wishes,

\_\_\_\_\_

# Unit 3 Welcome to our school!

## A Lovely school, lovely students

**A1** David is writing about great places at school. Help him complete his notes with the correct forms of the words and phrase in the box.

borrow                  exciting                  magazine                  news                  take place  
chat                      lab                          modern                  spend                  perfect

- 1 The school gym is great. All the basketball matches \_\_\_\_\_ there. They are always very \_\_\_\_\_!
- 2 The dining hall is \_\_\_\_\_. Every day, I eat lunch there and \_\_\_\_\_ with my friends.
- 3 In the library, I like to read some \_\_\_\_\_. Sometimes, I \_\_\_\_\_ books too.
- 4 Our school has a nice science \_\_\_\_\_. It is very \_\_\_\_\_.
- 5 Every day, I check the noticeboards. There is often important \_\_\_\_\_ on them.
- 6 I like to \_\_\_\_\_ time in the school garden. It is a beautiful place.

**A2** Nora is writing a diary entry about her friends at school. Complete the diary entry with the correct pronouns.

24 September

Dear Diary,

At school, <sup>(1)</sup> \_\_\_\_\_ have two good friends. Sandy likes art. <sup>(2)</sup> \_\_\_\_\_ often paints in the art room. <sup>(3)</sup> \_\_\_\_\_ is a bright room with lots of great paintings.

David is also my good friend. <sup>(4)</sup> \_\_\_\_\_ likes being outside. I often see <sup>(5)</sup> \_\_\_\_\_ in the playground.

<sup>(6)</sup> \_\_\_\_\_ like to eat lunch together in the dining hall. Our dining hall is big and modern. It is a great place for <sup>(7)</sup> \_\_\_\_\_ to chat.

I like my friends. <sup>(8)</sup> \_\_\_\_\_ are really nice!



## B Open day



**B1** David is telling his mum about his school's open day. Listen to their conversation and fill in the blanks below.



### Open day

Date: <sup>(1)</sup> \_\_\_\_\_ October

#### What to do

- 9 a.m. Watch students play different sports on the  
<sup>(2)</sup> \_\_\_\_\_
- <sup>(3)</sup> \_\_\_\_\_ See students' pictures in the art room
- 11 a.m. Have a short meeting in the <sup>(4)</sup> \_\_\_\_\_
- 2 p.m. Look at students' work in the <sup>(5)</sup> \_\_\_\_\_ lab
- 4 p.m. Listen to some students <sup>(6)</sup> \_\_\_\_\_ in the music room

**B2** When is your school's open day? What activities are there? Work in pairs and talk about your school's open day. Use the table below to help you.

Time	Activity	Place
9 a.m.	Listen to the head teacher's speech	School hall
10 a.m.	Have a meeting with teachers	Classrooms
11 a.m.	Look at students' pictures	Art room
1:30 p.m.	Enjoy students' singing	Music room
3 p.m.	Visit classroom farms	Garden

## C My dream school

**C1** David is reading an article about one student's dream school. Read it with him and answer the questions below.

### My dream school

My dream school is modern and bright. It has many tall buildings and smart classrooms.

The school has a big library with many floors. We can read different kinds of books in it. There is also a cool art centre in the school. It is a building with many glass walls. We have lots of clubs and after-school activities there.

Outside, there are also two football fields and a large playground. We can play and have great fun.

But my favourite part of my dream school is the dining hall. It has all kinds of healthy food and snacks.

My dream school is the best place to learn and have a good time!

1 What is special about the art centre?

---

2 Where can students play in this school?

---

3 What does the dream dining hall have?

---

**C2** What is your dream school like? Write an article about it. You can write about different things, like school buildings, teachers, school activities, etc.

My dream school is \_\_\_\_\_

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# Unit 4 School days

## A My school life

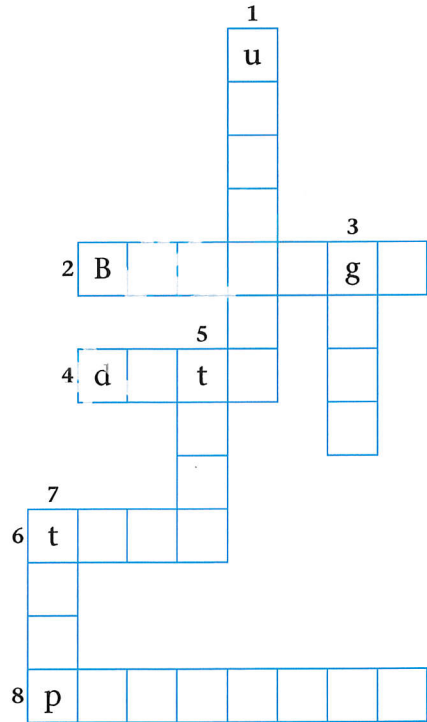
**A1** Nora is working on a crossword puzzle. Read the sentences and help her complete the puzzle.

**Across:**

- 2 I think \_\_\_\_\_ is a great science subject.  
 4 Every student has a \_\_\_\_\_ to keep our school clean.  
 6 Lots of students want to be in the school basketball \_\_\_\_\_.  
 8 Members of the school football team \_\_\_\_\_ together on Mondays.

**Down:**

- 1 Students \_\_\_\_\_ eat lunch in the dining hall.  
 3 Beautiful flowers \_\_\_\_\_ in the school garden.  
 5 The first school \_\_\_\_\_ starts in September.  
 7 This year's field \_\_\_\_\_ is to a farm.



**A2** Nora, David and Millie are talking about life at their school. Complete the sentences with the correct prepositions of time or the correct adverbs of frequency in brackets.



**Nora**

(1) \_\_\_\_\_ Mondays, I (2) \_\_\_\_\_ (sometimes/always) have a Maths class in the morning. It starts (3) \_\_\_\_\_ 9:30 a.m. and ends (4) \_\_\_\_\_ 10:15 a.m.



**David**

(5) \_\_\_\_\_ spring, we take a field trip. Our field trip is (6) \_\_\_\_\_ (usually/never) in April. It's a great month for field trips! But the field trip (7) \_\_\_\_\_ (seldom/sometimes) takes place (8) \_\_\_\_\_ early May.



**Millie**

Every day, school starts (9) \_\_\_\_\_ 8 a.m. I'm (10) \_\_\_\_\_ (often/never) late for school. I leave my home early every day. I don't like being late!



## B School trips



**B1** David's friends Benny and Daisy are talking about their school trips. Listen to their talks and match the information below to the correct student.

1



\_\_\_\_\_

a Trip place: a local farm.

b Trip place: an art museum.

c The trip is in March.

d The trip is in April.

e The trip lasts the whole day.

f The trip is a half-day event.

2



\_\_\_\_\_

**B2** Do you go on school trips? When and where do you go? What activities are there? Work in pairs and talk about a school trip. Use the example below to help you.

A: I'm excited about our school trip this term!

B: Oh, yes! Where will we go?

A: To the zoo!

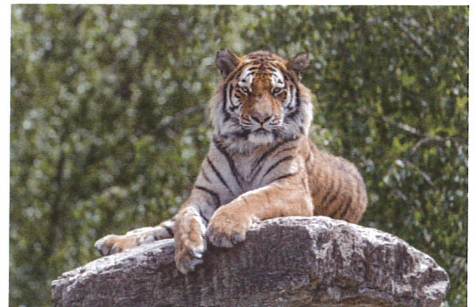
B: That's great! We can see a lot of animals there and learn so much about them. Animals are a big part of our world.

A: Yes, and animals are very interesting. I love tigers. They look so cool. I never get tired of watching them.

B: Me too. When's the trip?

A: It's on 13 October. We leave early in the morning and get back late in the afternoon.

B: Sounds great! That gives us lots of time at the zoo.



## C Interesting places at school

**C1** *Nora is reading an article about a great place at a school. Read it with her. Write a T if a sentence is true or an F if it is false. Then correct the false ones.*

### A happy corner: classroom farm

At school, we have a special corner. There, we grow vegetables and have interesting classes. We call it the "classroom farm". At the farm, you can see cabbages, beans, tomatoes ... and lots more!

We use the farm to learn different things in many of our classes. On Tuesdays, we have a Biology class. We study different parts of plants, such as the leaves, flowers and fruits. We have an Art class on Fridays. We draw beautiful pictures of our plants. We also write about the plants at the farm in our Chinese class.

Sometimes we take pictures of our plants. Then, we share them on our school website! The classroom farm is a good place for learning!

- 1 The special corner is the classroom farm. \_\_\_\_\_
- 2 There are some small animals at the farm. \_\_\_\_\_
- 3 Students study the farm plants in Biology class. \_\_\_\_\_
- 4 Students have Maths classes at the farm. \_\_\_\_\_
- 5 Students write about the farm in English class. \_\_\_\_\_
- 6 You can see pictures of the classroom farm on the school website. \_\_\_\_\_

**C2** *Is there an interesting place at your school? What is it? Why is it interesting? What do you often do there? Write an article about an interesting place at your school.*

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# Unit 5 A healthy lifestyle

## A Get Fit Club

**A1** David is reading an article by a member of the Get Fit Club. Help him complete it with the correct forms of the words and phrase in the box.

carrot      important      stay up      beef      diet      salt

Do you want to be healthy? Don't (1) \_\_\_\_\_ too late! It is (2) \_\_\_\_\_ to get enough sleep.

Vegetables, such as (3) \_\_\_\_\_ and peppers, are good for us. I eat vegetables at most meals!

Foods with lots of (4) \_\_\_\_\_ can be unhealthy. I try to keep these foods out of my (5) \_\_\_\_\_.

White meat like chicken is also good for our health. It is fine to eat some (6) \_\_\_\_\_, but I don't eat a lot of it.


**A2** Nora is reading a leaflet from the Get Fit Club. Some words are missing. Help her complete the sentences with **a**, **an** or the correct forms of the nouns in brackets.

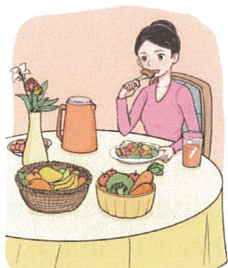
Here are some tips for you to get fit!

- Eat (1) \_\_\_\_\_ apple or some (2) \_\_\_\_\_ (orange) every day.
- Drink (3) \_\_\_\_\_ glass of milk every day and lots of (4) \_\_\_\_\_ (water) as well.
- For breakfast, you can have (5) \_\_\_\_\_ egg, (6) \_\_\_\_\_ glass of juice and some bread.
- For lunch, don't just eat (7) \_\_\_\_\_ sandwich or a hamburger. Have some (8) \_\_\_\_\_ (vegetable) too.
- For dinner, you can eat (9) \_\_\_\_\_ bowl of rice with vegetables and chicken.
- Don't eat things with too much (10) \_\_\_\_\_ (salt) in them. Also, don't eat too many sweet (11) \_\_\_\_\_ (snack).
- Exercise for 30 minutes every day and get enough (12) \_\_\_\_\_ (sleep) every night.



## B Healthy and tasty

 **B1** David is talking to his aunt and uncle about what food they like. Listen to their conversations and complete the notes below.



Aunt Su likes <sup>(1)</sup> \_\_\_\_\_. They help her  
<sup>(2)</sup> \_\_\_\_\_. She loves <sup>(3)</sup> \_\_\_\_\_. She  
 eats fruit like <sup>(4)</sup> \_\_\_\_\_ as a snack when she  
 is hungry.



Uncle Lin has <sup>(5)</sup> \_\_\_\_\_ and milk for  
 breakfast. He thinks this is <sup>(6)</sup> \_\_\_\_\_.  
 He has meat or <sup>(7)</sup> \_\_\_\_\_ for lunch. He  
 sometimes eats <sup>(8)</sup> \_\_\_\_\_ meat.

**B2** Do you like sweet foods? Why or why not? Work in pairs and talk about sweet foods. Use the example below to help you.

A: Do you like sweet foods?

B: Of course! I love sweet foods!

A: Why do you like them?

B: They're delicious and can make me happy.  
 I can never say no to them. What about you?  
 Do you have a sweet tooth?

A: No, I don't. I'm not a big fan of sweet foods.

B: Really? Why not?

A: Well, too many sweets are bad for my teeth and my health. I don't like to eat these foods too often.



## C A better lifestyle

C1 David found an article on the Get Fit Club website. Read the article with him and complete the chart below.

— 📄 ✕

### How to live to 100?

Do you want to live to 100? Here are some helpful tips.

Start your day with a healthy breakfast. An egg, milk and bread are great for breakfast. They make you strong. For lunch and dinner, you can have rice, vegetables and some meat. Try to eat healthy snacks like an apple or orange but not sweets. Sweets give you energy, but too many of them are bad for your health.

To stay fit, try to exercise for about 30 minutes every day. You can swim, run or play football. Walking is also good exercise.

So, change your lifestyle today! You can feel young and healthy with the right food and exercise.

<div style="background-color: #f9e79f; padding: 10px; border-radius: 10px; width: fit-content;"> <p><b>How to live to 100?</b></p> </div>	<div style="background-color: #f9e79f; padding: 10px; border-radius: 10px; width: fit-content;"> <p>Have a healthy diet</p> </div>	<ul style="list-style-type: none"> <li>• Breakfast: (1) _____;</li> <li>• Lunch and dinner: rice, (2) _____ and some meat</li> </ul>
	<div style="background-color: #f9e79f; padding: 10px; border-radius: 10px; width: fit-content;"> <p>(4) _____ every day</p> </div>	<div style="background-color: #f9e79f; padding: 10px; border-radius: 10px; width: fit-content;"> <p>(3) _____ like an apple or orange</p> </div>
		<div style="background-color: #f9e79f; padding: 10px; border-radius: 10px; width: fit-content;"> <p>Swim, run, play football or walk</p> </div>

C2 Do you want to live to 100 years old? What do you plan to do after reading the article above? Write a diary entry about your plans to have a better lifestyle.

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# Unit 6 My clothes, my style

## A The school fashion show is coming!

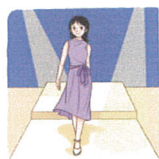
**A1** Nora and her friends are talking about some pictures in a fashion magazine. Complete what they are saying with the correct words. The first letter of each word is given.



Look at this model! She has a white <sup>(1)</sup> b\_\_\_\_\_ and a pair of blue <sup>(2)</sup> j\_\_\_\_\_ on. Her red <sup>(3)</sup> s\_\_\_\_\_ adds some bright colour to her look.



This model's blue <sup>(4)</sup> j\_\_\_\_\_ and blue shoes match each other well. He knows how to <sup>(5)</sup> c\_\_\_\_\_ the right colour!



This model has a <sup>(6)</sup> s\_\_\_\_\_ dress on. It looks so soft! The <sup>(7)</sup> p\_\_\_\_\_ colour of the dress is beautiful too.



This model is wearing a great black suit. It looks perfect with his grey <sup>(8)</sup> t\_\_\_\_\_.

**A2** David and Nora are talking about the fashion show at school. Complete their conversation below with the correct question words.

**Nora:** Are you excited about the fashion show, David?

**David:** Oh yes. I can't wait. <sup>(1)</sup> \_\_\_\_\_ is it?

**Nora:** This Saturday. I want to get there early and find a good place to sit.

**David:** That's a good idea. <sup>(2)</sup> \_\_\_\_\_ time does it start?

**Nora:** The show starts at 4 p.m. So I plan to be there at 3:30.

**David:** <sup>(3)</sup> \_\_\_\_\_ will you go with? May I join you?

**Nora:** Sure. <sup>(4)</sup> \_\_\_\_\_ do you usually get to school? I always ride my bike.

**David:** Me too. <sup>(5)</sup> \_\_\_\_\_ shall we meet?

**Nora:** How about the bus stop near my home?

**David:** Sounds great!



## B At the school fashion show

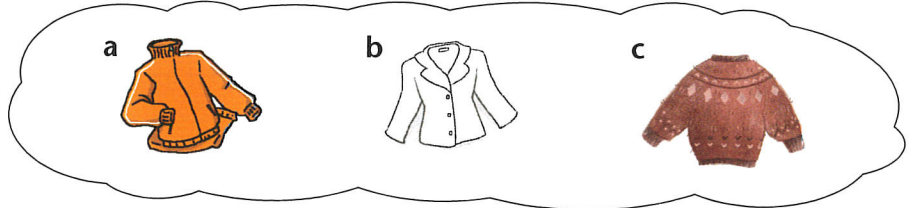


**B1** There is a fashion show at the school hall now. Listen to Millie introducing herself and her classmates at the show. Circle the correct pictures for each student.

1



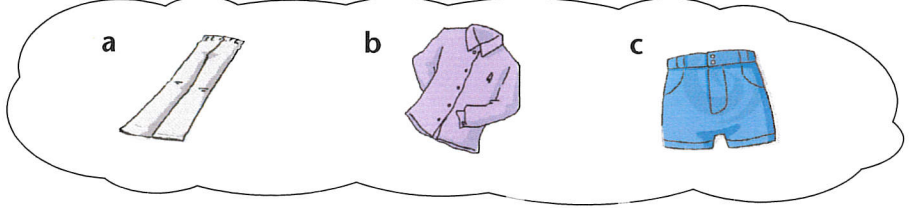
Millie



2



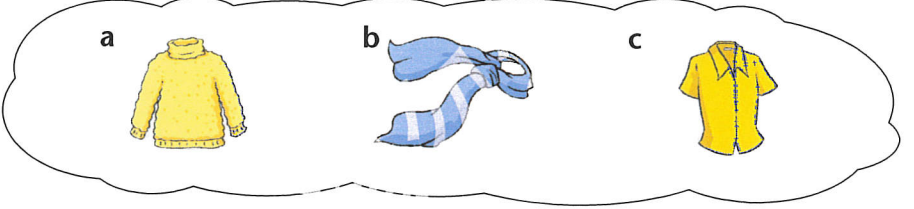
Simon



3



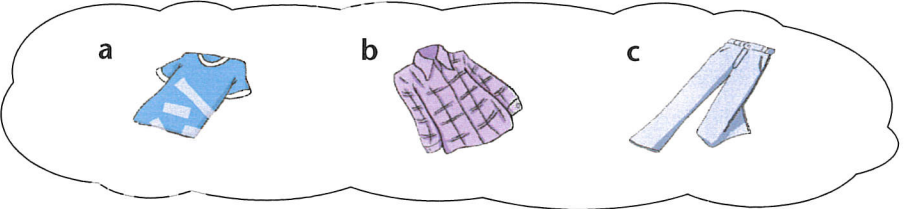
Amy



4



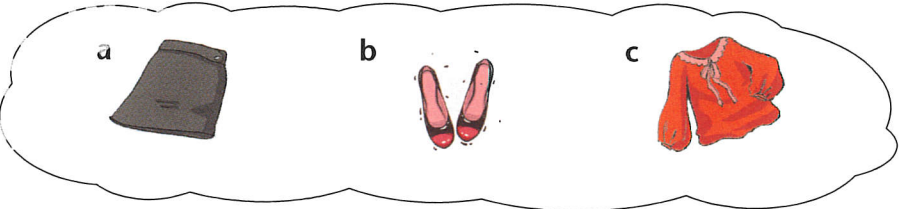
Daniel



5



Sandy



**B2** Look at the picture from the school fashion show. Describe the clothes in the picture. Use the expressions below to help you.



The girl/boy in the picture is in ...  
 ... matches ... well.  
 She/He also wears ...  
 She/He looks good/cool/beautiful in ...  
 ... go well together.

## C DIY fashion

**C1** Sandy found an ad for a design workshop. Read the ad with her and answer the questions below.

Do you like fashion? Do you want to make a T-shirt with your own design?

Why not come to our T-shirt design workshop? Here, we make beautiful and exciting T-shirts. It is a nice way to make your clothes suit your own special style.

It is very easy to do. We start with a white or blue T-shirt. You can draw pretty pictures on it, such as flowers, birds or people. You can also write on your T-shirt. There are paints for you to make the T-shirt colourful.

Anyone can join the workshop. It is a fun DIY activity. So, join us at 1:30 p.m. on Saturday, at Sunshine Mall.

- 1 What can you make at the workshop?  
\_\_\_\_\_
- 2 What can you draw on your T-shirt?  
\_\_\_\_\_
- 3 What can you use to make the design colourful?  
\_\_\_\_\_
- 4 When can people join the workshop?  
\_\_\_\_\_
- 5 Where is the workshop?  
\_\_\_\_\_

**C2** What is your T-shirt design? Think about your design and write a passage about it.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Unit 7 Be wise with money

## A A shopping list

**A1** David is reading a blog post about how to make a shopping list. Complete the blog post with the correct words. The first letter of each word is given.

### How to make a shopping list

I love making shopping lists. It's a great <sup>(1)</sup> h\_\_\_\_\_. Why? A shopping list can help you <sup>(2)</sup> s\_\_\_\_\_ time in shops. It can also help you <sup>(3)</sup> m\_\_\_\_\_ your money well. So ... how can you make a good shopping list?

First, ask yourself: What do I want to buy? Write the things down. Try not to put too many <sup>(4)</sup> e\_\_\_\_\_ things on your list. Next, decide on a <sup>(5)</sup> b\_\_\_\_\_ for your shopping trip. To do this, think about how much everything on your list <sup>(6)</sup> c\_\_\_\_\_. Can you <sup>(7)</sup> c\_\_\_\_\_ all of them?

Now, go to the shopping <sup>(8)</sup> m\_\_\_\_\_. Just don't leave home without your shopping list!

**A2** Nora and her cousin Sarah are planning to go shopping. They are talking about what to buy. Read their conversation below and complete the sentences with **some**, **any** and the correct forms of **there be**.

**Sarah:** Nora, what do you want to buy in the mall today?

**Nora:** I need <sup>(1)</sup> \_\_\_\_\_ new pencils and a new ruler for school. What about you?

**Sarah:** I don't need <sup>(2)</sup> \_\_\_\_\_ pencils or rulers, but I want to buy some books. <sup>(3)</sup> \_\_\_\_\_ a bookshop in the mall?

**Nora:** No, <sup>(4)</sup> \_\_\_\_\_. But I know a great bookshop near my school. I can go with you.


**Sarah:** OK, thanks. I'm a little hungry now. Are there <sup>(5)</sup> \_\_\_\_\_ nice restaurants in the mall?

**Nora:** Of course. <sup>(6)</sup> \_\_\_\_\_ some great places to eat in the mall.

**Sarah:** Perfect. Oh, <sup>(7)</sup> \_\_\_\_\_ a bus coming. Let's go!



## B Go shopping

 **B1** Nora is looking for a gift. Listen to her talking to a salesperson about what to buy. Write a **T** if a sentence is true or an **F** if it is false. Then correct the false ones.



- 1 Nora is buying a gift for her sister. \_\_\_\_\_
- 2 The shop has many key rings. \_\_\_\_\_
- 3 Nora's favourite colour is green. \_\_\_\_\_
- 4 Nora has fifteen yuan. \_\_\_\_\_
- 5 Nora has enough money to buy two key rings. \_\_\_\_\_
- 6 Nora buys the green key ring. \_\_\_\_\_

**B2** David wants to buy his mum a cup for her birthday. Look at the picture below and role-play a conversation between him and the salesperson with your partner. Use the example below to help you.

**Salesperson:** Hello. How can I help you?

**David:** I'm looking for a birthday gift for my mum. These cups are beautiful.

**Salesperson:** Yes. Which ones do you like?

**David:** I like the blue one and the white one. How much are they?

**Salesperson:** The blue cup is 28 yuan. The white one is 35 yuan.

**David:** I see. My mum loves blue. And the price fits my budget. I think it's perfect! I'll take it.

**Salesperson:** Great! So ... that's 28 yuan.

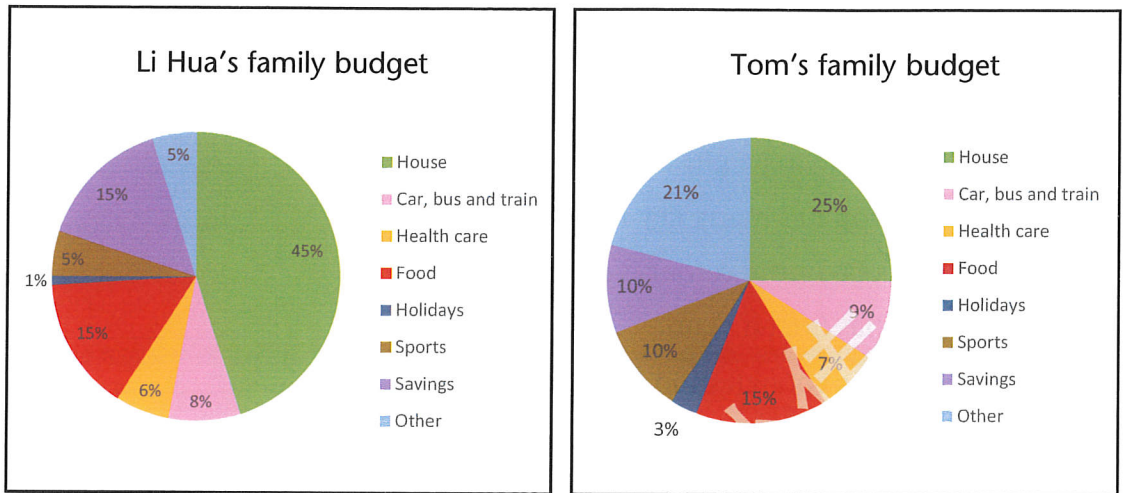
**David:** Here's 30 yuan.

**Salesperson:** Thank you. And here's your change.



## C Plan your money

**C1** David is reading the charts about two students' family budgets. One is for Li Hua's family from China. The other is for Tom's family from the UK. Read the charts and answer the questions below.



- 1 What do both families spend the most money on?  
\_\_\_\_\_
- 2 How much of Li Hua's family budget is for food?  
\_\_\_\_\_
- 3 How much of Tom's family budget is for savings?  
\_\_\_\_\_
- 4 How much of Tom's family budget is for holidays?  
\_\_\_\_\_
- 5 Which family spends more of its budget on sports?  
\_\_\_\_\_

**C2** Write a short passage to compare the two charts above. Use the expressions below to help you.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The two families are similar in ...

Both families spend ... on ...

There are some differences.

... spends more of its budget on ...



# Unit 8 Let's celebrate!

## A Festival activities

**A1** Nora is writing about important Chinese festivals. Help her complete the article with the correct forms of the words and phrases in the box.

race  
celebrate

prepare  
respect

symbol  
tradition

in the hope of  
put up

There are many important festivals in a year. I love to <sup>(1)</sup> \_\_\_\_\_ them all!

The Spring Festival is in winter. My family <sup>(2)</sup> \_\_\_\_\_ for the festival by cleaning our house. We also <sup>(3)</sup> \_\_\_\_\_ paper-cuttings on our windows. That's a fun <sup>(4)</sup> \_\_\_\_\_.

In spring, we have the Qingming Festival. My parents bring flowers to the resting places of dead relatives to show <sup>(5)</sup> \_\_\_\_\_.

Then, in summer, we celebrate the Dragon Boat Festival. I like to eat rice dumplings. In some places, there are exciting dragon boat <sup>(6)</sup> \_\_\_\_\_.

The Mid-Autumn Festival is also important. In my family, we always eat moon cakes together. Moon cakes are a <sup>(7)</sup> \_\_\_\_\_ of family reunion. We eat them <sup>(8)</sup> \_\_\_\_\_ staying together forever.

**A2** David is having a video call with his British friend, Emily, on New Year's Eve. Complete their conversation with the correct forms of the verbs in brackets.

**Emily:** Hi David. Are you getting ready for New Year's Eve celebrations?

**David:** Yes! It's 6 p.m. here. Right now, I <sup>(1)</sup> \_\_\_\_\_ (spend) time with my family. We're all at home together.

**Emily:** What are your family doing?

**David:** My grandparents <sup>(2)</sup> \_\_\_\_\_ (watch) fireworks celebrations on TV. My parents <sup>(3)</sup> \_\_\_\_\_ (make) dinner. What are you doing in the UK?

**Emily:** It's only 10 a.m. here. My mum <sup>(4)</sup> \_\_\_\_\_ (clean) the house for our party tonight. I <sup>(5)</sup> \_\_\_\_\_ (help) her.

**David:** Where is your dad?

**Emily:** My dad is at the supermarket now. He <sup>(6)</sup> \_\_\_\_\_ (shop) for some food.

**David:** Have fun at your party tonight.

**Emily:** Thanks! Happy New Year!



## B Festival and food



**B1** David is introducing the Lantern Festival to Emily. Listen to their conversation. Write a **T** if a sentence is true or an **F** if it is false. Then correct the false ones.



- 1 David is celebrating the Lantern Festival right now. \_\_\_\_\_
- 2 Emily knows a lot about the Lantern Festival. \_\_\_\_\_
- 3 David enjoys the Lantern Festival. \_\_\_\_\_
- 4 David does not watch lion dance shows during the Lantern Festival. \_\_\_\_\_
- 5 Emily wants to celebrate the Lantern Festival. \_\_\_\_\_

**B2** Look at the table about the popular foods from two traditional Chinese festivals. Work in pairs and talk about the foods.

Festival	The Lantern Festival	The Mid-Autumn Festival
Traditional food	<i>Yuanxiao</i>	Moon cake
Information about the food	It's a type of rice ball. It's round. It's usually sweet.	It's round. There's usually a beautiful design on it.
Meaning	Families get together.	



## C Behind the festivals

**C1** *Nora is reading an article about the Spring Festival. Read it with her and complete the sentences below.*



### The Spring Festival: more than celebrations



The Spring Festival is the most important festival for Chinese people. Many Chinese people travel a long way home for it.

There are many wonderful ways to celebrate the Spring Festival. People enjoy big family dinners. Elder relatives often give lucky money to young people. Families also watch fireworks and festival shows together.

The Spring Festival is about more than just celebrations. It is about the Chinese culture of family. The festival encourages people to spend time with their families. It helps family members connect and build strong ties with each other. The Spring Festival has a special place in the hearts of Chinese people.

- 1 The Spring Festival is \_\_\_\_\_ festival in China.
- 2 Millions of people \_\_\_\_\_ home for it.
- 3 People enjoy \_\_\_\_\_.
- 4 Young people get \_\_\_\_\_ from their elders.
- 5 Families watch \_\_\_\_\_ together.
- 6 The festival encourages people to \_\_\_\_\_.

**C2** *The notes below are about the Dragon Boat Festival. Write an article about the festival with the help of the notes.*

### The Dragon Boat Festival

**What:** An important festival in China

**When:** In May or June

**Why:** To remember Qu Yuan, a great poet

**How:** Eat rice dumplings, a special kind of food; have dragon boat races

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## English sounds

Vowels	ɪ	iː	e	æ	ʌ	ɑː	ɒ	ɔː	ʊ	uː
	ə	ɜː	eɪ	aɪ	ɔɪ	əʊ	aʊ	ɪə	eə	ʊə
Consonants	p	b	t	d	k	g	tʃ			
	ɔʒ	tr	dr	ts	dz	f	v			
	θ	ð	s	z	ʃ	ʒ	h			
	m	n	ŋ	l	r	j	w			

## Vowels

/ɪ/	ship	little	enjoy	minute	women				
/iː/	me	see	tea	field	key	machine			
/e/	bed	head	many	friend	says	said			
/æ/	map								
/ʌ/	cup	money	young	does					
/ɑː/	fast	car	laugh	calm					
/ɒ/	dog	what	cough						
/ɔː/	water	short	more	door	talk	saw	four	autumn	
	blackboard	warm	thought						
/ʊ/	put	book	would	woman					
/uː/	zoo	who	ruler	group	shoe	flew	blue	juice	two
/ə/	ago	second	teacher	doctor	August	holiday	open	colour	
/ɜː/	her	bird	worker	purse	earth				
/eɪ/	late	wait	day	they	eight	great	cafe		
/aɪ/	hi	my	bye	eye	buy	die	high		
/ɔɪ/	join	boy							
/əʊ/	no	boat	know	shoulder					
/aʊ/	out	now							
/ɪə/	idea	near	beer	here					
/eə/	hair	wear	there	their	care				
/ʊə/	poor	sure							



## Consonants

/p/	pen	happy		
/b/	bus			
/t/	table	letter		
/d/	dog			
/k/	kite	cat	lock	
/g/	go	egg		
/tʃ/	child	watch		
/dʒ/	joke	age	bridge	
/tr/	tree			
/dr/	dress			
/ts/	boots	skates		
/dz/	cards			
/f/	few	laugh	photo	office
/v/	very	of		
/θ/	month			
/ð/	that			
/s/	sit	maps	city	class
/z/	zoo	jobs		
/ʃ/	she	sure		
/ʒ/	usually			
/h/	he	who		
/m/	man	summer		
/n/	no	beginning	know	
/ŋ/	think	sing		
/l/	leg	bell		
/r/	red	hurry	write	
/j/	yes			
/w/	we	what		

# Notes

## Unit 1

- 1 Hello, I'm Wang Xinyue, and I go by Millie. (page 7, Part A)  
你好,我叫王欣悦。你们也可以叫我米莉。  
这是常见的自我介绍用语,短语 go by 意思是“叫作,被称为”。如:  
She goes by the name of Lily. 她被称为莉莉。
- 2 Nice to meet you! (page 7, Part B)  
很高兴见到你!  
这是常见的打招呼用语,类似的表达还有“Glad/Happy/Lovely to meet you.”。
- 3 He is always full of energy. (page 8, line 7)  
他总是精力充沛。  
短语 be full of 意思是“(有)许多的,丰富的”。如:  
The room is full of toys. 房间里有很多玩具。
- 4 He is smart and always ready to help others. (page 8, line 17)  
他很聪明,并且总是乐于助人。  
短语 be ready to do sth 意思是“愿意做某事”,也可以表示“准备好做某事”。如:  
Lei Feng was always ready to help others. 雷锋总是乐于助人。  
Are you ready to have lunch with me? 你准备好和我吃午饭了吗?
- 5 He is interested in science. (page 8, line 18)  
他对科学感兴趣。  
短语 be interested in 意思是“对……感兴趣”。如:  
My classmates are all interested in music. 我的同学们都对音乐感兴趣。
- 6 Ms Lin, this is my classmate Simon. (page 15, Part C)  
林老师,这是我的同学西蒙。  
(1) 句型“this is ...”不仅可以用于介绍别人或展示事物,还可用来介绍自己。打电话自我介绍时可以说“Hello, this is ...”(你好,我是……)。  
(2) 在介绍两个人互相认识时,通常遵循的顺序是先将男士介绍给女士,将晚辈介绍给长辈,将职位低者介绍给职位高者。
- 7 Sport helps me stay healthy and happy. (page 15, Part C)  
运动帮助我保持健康和愉悦。  
句中的 stay 用作连系动词,后面加上 healthy、happy 一类的形容词,表示保持某种状态。如:  
Please stay polite all the time. 请始终保持礼貌。
- 8 I enjoy playing Chinese chess and ping-pong. (page 16, Part D2)  
我喜爱下中国象棋和打乒乓球。  
Chinese chess 指中国象棋,而 chess 则指国际象棋。如:  
We like playing chess together. 我们喜欢在一起下国际象棋。

## Unit 2

- 1 He gets to see all kinds of things and learns a lot. (page 20, lines 4–5)

他有机会见到各种各样的事物,学到许多知识。

(1) 短语 *get to do sth* 意思是“有机会做……”。如:

*We don't get to visit the museum at this time.*

我们这个时候没法参观博物馆。

(2) 短语 *all kinds of* 意思是“各种各样的”。如:

*She enjoys listening to all kinds of music.* 她喜欢听各种音乐。

- 2 At home, he likes to take things apart and learn how they work. (page 20, lines 7–8)

在家时,他喜欢把东西拆开,研究它们的工作原理。

短语 *take apart* 意思是“拆卸,拆开(机器等)”。当宾语是名词时,可以放在短语中间或后面;当宾语是代词时,只能放在短语中间。如:

*I have a toy car and often take it apart.* 我有一辆玩具车,我经常把它拆开来。

- 3 He also goes on the internet to find answers to his endless questions. (page 20, lines 11–12)

他还会上网为自己无穷无尽的问题寻找答案。

句中 *answers to* 的意思是“……的答案或解决办法”。如:

*Your answer to this question is not right.* 这道题你的答案不正确。

- 4 Do you plan to join the Painting Club? (page 27, Part C)

你打算加入绘画俱乐部吗?

句中的 *plan* 意思是“打算”,常见的用法是 *plan to do sth*、*plan sth*。*plan* 还可表示“计划”。如:

*They plan to arrive at the cinema after three.* 他们打算三点后到达电影院。

*Let's plan a trip!* 让我们计划一次旅行吧!

- 5 My favourite artist is Xu Beihong. (page 28, Part D2)

我最喜欢的艺术家是徐悲鸿。

徐悲鸿(1895—1953)是中国画家、美术教育家。他的绘画融合中西技法,自成面貌,尤以画马驰名中外。

- 6 I want to become a designer. (page 28, Part D2)

我想成为一名设计师。

英语中有一些动词加上后缀 *-er* 就成为表示职业的名词。如:

*design* → *designer*      *teach* → *teacher*      *sing* → *singer*

*drive* → *driver*      *dance* → *dancer*

## Unit 3

- 1 They're the perfect places for us to study. (page 32, lines 2–3)

它们(图书馆和教学楼)是供我们学习的绝佳场所。



句中 *place for sb to do sth* 表示“某人做某事的地方”。如：

*The reading room is a great place for us to read.*

阅览室是我们看书的好地方。

**2 Can you see the students running there? (page 32, line 6)**

你能看见学生在那儿跑步吗？

短语 *see sb doing sth* 的意思是“看见某人正在做某事”。具有类似用法的动词还有 *hear*、*watch* 等。如：

*Can you hear the students singing next door?* 你能听见学生们在隔壁唱歌吗？

**3 Lots of exciting sports matches take place on it. (page 32, line 7)**

许多精彩的体育比赛都在这里举行。

短语 *take place* 意思是“(尤指根据安排或计划) 发生, 进行”。如：

*Students' painting show takes place in the library.* 学生画展在图书馆举行。

**4 They're role models for us. (page 32, lines 9–10)**

他们是我们的榜样。

句中的 *role model* 意思是“楷模, 行为榜样”。如：

*Jing Haipeng, one of the greatest Chinese astronauts, is my role model.*

景海鹏, 中国最伟大的航天员之一, 是我的榜样。

**5 You will find lots of books on different subjects there—thousands of them, in fact! (page 38, Part A)**

你会在那里找到许多不同主题的图书——确切地说, 有成千上万册呢！

(1) 句中 *thousands of them, in fact* 是补充说明的内容, 补充说明的对象是 *books*, 本句用破折号将补充说明的内容与句子其余部分隔开。

(2) 短语 *in fact* 意思是“确切地说”。如：

*I live in this town; in fact, not far from your hometown.*

我住在这个镇上; 确切地说, 离你家乡不远。

此外, *in fact* 还可以表示“事实上, 实际上”, 用以强调实际情况与刚刚提及的恰好相反。如：

*I thought the question would be hard. In fact, it was very easy.*

我原以为这个问题会很难, 事实上却很容易。

**6 You can borrow three books at a time. (page 38, Part A)**

你一次可以借三本书。

短语 *at a time* 意思是“每次, 逐一”。如：

*I can only answer one question at a time.* 我一次只能回答一个问题。

**7 There is a reading room with computers on the top floor. (page 38, Part A)**

顶层有一间配备了电脑的阅览室。

句中的 *the top floor* 指的是顶层。对于楼层的表达, 英美略有差异。如：

英式英语: *the ground floor* 一楼

*the first floor* 二楼

美式英语: *the first floor* 一楼

*the second floor* 二楼

**8 What else do you like about our school? (page 39, Part C)**

你还喜欢我们学校的哪些方面？

句中的 *else* 用于疑问词之后,意思是“其他的,别的”。如:

*Where else do you want to go?* 你还想到哪儿去呢?

## 9 Thanks for your email. (page 40, Part D2)

谢谢你的邮件。

本句是书信常用语, *thanks* 相当于 *thank you*。句中的 *thanks for* 意思是“为……而感谢”。如:

*Thanks for your help.* 谢谢你的帮助。

## Unit 4

### 1 Learning is the key to unlocking the world. (page 42)

学习是打开世界的钥匙。

### 2 Club activities are a good way for me to enjoy myself and make friends. (page 43, Part B)

(参加) 俱乐部活动是我玩得愉快并结交朋友的好方法。

短语 *enjoy oneself* 意思是“玩得痛快,得到乐趣,过得快活”。如:

*Students enjoy themselves in after-school activities.*

学生们在课外活动时玩得很开心。

### 3 Hope to hear from you soon. (page 44, lines 14-15)

希望尽快收到你的邮件。

本句是书信常用语,通常在信件、电子邮件末尾使用。短语 *hear from sb* 意思是“收到某人的信件(或电子邮件、电话等)”。如:

*I'm always happy to hear from you.* 收到你的信我总是很高兴。

### 4 Everybody tries their best to make things better. (page 51, Part C)

每个人都竭尽全力让事情变得更好。

短语 *try one's best* 意思是“尽某人最大的努力,竭尽全力”。如:

*Let's try our best to finish this task.*

让我们尽最大的努力去完成这个任务。

### 5 In my class, we all work in groups and take turns to do different chores. (page 52, Part D2)

在我们班,大家分小组轮流完成不同的值日任务。

短语 *take turns* 意思是“轮流”。如:

*We often take turns to answer the teacher's questions.*

我们经常轮流回答老师的问题。

### 6 We each do something for our class and learn about teamwork through chores. (page 52, Part D2)

通过值日,我们每个人都为班级做事并学会团队协作。

句中的 *through* 意思是“以,凭借”,表示经由某一途径去做某事。如:

*We can learn about the world through books.* 我们可以通过书籍了解世界。

## Unit 5

- 1 A life without health is like a river without water. (page 56)  
不健康的生活犹如干涸的河流。  
本句使用了明喻的修辞手法,将“不健康的生活”比喻为“干涸的河流”。like 用作介词,意思是“相似,类似”。
- 2 They're good for us. (page 57, Part B)  
它们对我们有益。  
短语 be good for 意思是“对……有益”。如:  
Milk is good for our bones. 牛奶对我们的骨骼有好处。
- 3 I get nine hours of sleep every night, so I am always full of energy. (page 58, lines 2-3)  
我每天晚上睡九个小时,所以我总是精力充沛。  
短语 get ... hours of sleep 意思是“睡……小时”,相当于 sleep for ... hours。如:  
He gets only five hours of sleep/only sleeps for five hours a night.  
他每晚只睡五个小时。
- 4 For lunch, I like fish, meat and tofu. (page 58, lines 6-7)  
我午餐喜欢吃鱼、肉和豆腐。  
句中的 tofu 又可称为 bean curd,意思是“豆腐”。该词是从汉语音译而来的,类似的词还有 kung fu (功夫)、tai chi (太极拳)等。
- 5 I have a sweet tooth and it is hard for me to say no to cakes. (page 58, lines 11-12)  
我爱吃甜食,对我来说要拒绝蛋糕是很难的。  
短语 say no to 意思是“拒绝……”,类似的用法还有 say hello to (向……问好)、say goodbye to (向……道别)、say thanks to (向……道谢)等。如:  
I couldn't say no to ice cream. 我无法拒绝冰淇淋。  
I want to say thanks to my teachers. 我想对我的老师们表达谢意。
- 6 I need to get enough sleep. (page 58, lines 15-16)  
我需要充足的睡眠。  
句中的 enough 意思是“足够的,充分的”,用于名词复数或者不可数名词前。如:  
Do you have enough time to exercise? 你有足够的时间锻炼吗?  
enough 还可以用作副词,放在形容词或副词之后,起修饰作用,意思是“足够地”。如:  
Is the water hot enough? 水够热吗?

## Unit 6

- 1 Dressing is a way of life. (page 68)  
着装是一种生活方式。  
短语 a way of (doing) sth 表示“(做)……的一种方式或途径”。如:



Which of the following is a way of helping each other?

以下哪一项是互助的方式?

- 2 Well, it depends on the colour of our skin. (page 70, line 6)

嗯,这取决于我们的肤色。

短语 **depend on** 意思是“取决于”。如:

The price of the fruit *depends on* its size. 这种水果的价格取决于它的大小。

- 3 Which colours go well together? (page 70, line 9)

哪些颜色搭配协调?

短语 **go together** 意思是“相配,相称”,常与 **with** 连用。如:

The black skirt *goes together with* your yellow shirt. 这条黑裙子很配你的黄衬衫。

- 4 In fact, warm and cool colours make each other stand out, such as green and yellow or orange and blue. (page 70, lines 13–14)

事实上,暖色和冷色可以相互衬托,比如绿色配黄色,或者橙色配蓝色。

(1) 短语 **stand out** 意思是“显眼,突出”。如:

The young lady in red *stands out* in the team.

队里穿红色衣服的年轻女士十分显眼。

(2) 短语 **such as** 意思是“例如,诸如”,用来举例。如:

I like comfortable clothes, *such as* T-shirts and jeans.

我喜欢舒适的衣服,比如T恤和牛仔裤。

- 5 Some popular types are *hanfu*, *qipao* and *tangzhuang*. (page 76, Part A)

一些受欢迎的种类有汉服、旗袍和唐装。

汉服、旗袍和唐装都是中国的传统服饰。汉服是汉族的传统服饰,具有独特的风貌和深厚的文化底蕴。旗袍原为满族妇女的传统服饰,后经不断改良,与汉族女子服饰相融合,较好地体现了东方女性典雅端庄的风度。唐装是中式服装的通称,最初的设计以清代对襟马褂为基础,并吸收西式立体裁剪的特点,后出现许多变化形式。

- 6 *Qipao* is usually made of silk, and it feels smooth and soft. (page 77, Part C)

旗袍通常由丝绸制成,摸起来丝滑柔软。

短语 **be made of** 意思是“由……制成”,通常表示从该制成品仍看得出原材料。若从该制成品看不出原材料,则一般用 **be made from**。如:

This bottle is *made of* glass. 这个瓶子是由玻璃制成的。

Paper is *made from* wood. 纸是由木头制成的。

- 7 I think white shirts have a clean look, and white matches any other colour. (page 78, Part D2)

我觉得白衬衫看起来很干净,而且白色和其他任何颜色都很相配。

句中的 **any other** 意思是“其他任何的”。如:

Do you have any other questions? 你们还有其他问题吗?

- 8 The jacket is not too long or too large, and it is dark blue. (page 78, Part D2)

这件夹克衫不长也不大,它是深蓝色的。

句中 **not ... or ...** 的结构表示“既不……也不……”。如:

Autumn in Nanjing is *not hot or wet*. 南京的秋天不热也不湿。

## Unit 7

- 1 Get your money's worth. (page 80)  
让你的钱花得值。
- 2 They're a set of dolls in different sizes. (page 81, Part B)  
它们(俄罗斯套娃)是一套大小不同的娃娃。  
短语 a set of 表示“一套,一副,一组(类似的东西)”。如:  
I bought a set of four chairs for my new house.  
我给新家添置了四把成套的椅子。
- 3 Players wear them to protect their eyes from the sun, and they're also a kind of fashion. (page 81, Part B)  
运动员们戴着它们(棒球帽)保护眼睛免受太阳伤害,它们也是一种时尚。  
短语 protect ... from ... 意思是“保护……免受……危害”。如:  
She uses an umbrella to protect herself from the rain. 她打伞防止自己淋雨。
- 4 That will cost a lot of money. (page 82, line 4)  
那要花费一大笔钱。  
句中的 cost 意思是“花费”。具有类似意思的词还有 spend、pay。spend 通常与介词 on 连用, pay 通常与介词 for 连用。如:  
This book costs 20 yuan. 这本书要 20 块钱。  
I spend 50 yuan on books every month. 我每个月花 50 块钱买书。  
He needs to pay 20 yuan for this book. 他需要花 20 块钱买这本书。
- 5 It's a good idea to save for a rainy day. (page 82, lines 16-17)  
未雨绸缪是一个好主意。  
句中的 save for a rainy day 意思是“存钱以备不时之需”。与天气有关的常用英语习语还有:  
be raining cats and dogs 下倾盆大雨  
the calm before the storm 暴风雨前的平静  
(come) rain or shine 不论是雨还是晴,不管发生什么事
- 6 Do you usually get lucky money at the Spring Festival? (page 89, Part C)  
你通常会在春节收到压岁钱吗?  
句中的 lucky money 指压岁钱。长辈给晚辈压岁钱是中国的过年习俗之一,包含着长辈对晚辈的关怀和祝福。
- 7 Same here. (page 89, Part C)  
我也一样。  
句中 same here 相当于 me too, 表示“我也是,我也一样”。如:  
—Glad to meet you. 很高兴见到你。  
—Same here. 我也是。

## Unit 8

- 1 Onions are a symbol of good luck and health. (page 94, line 9)

洋葱象征着好运与健康。

句中的 a symbol of 意思是“……的象征”。如：

*Giant pandas are a symbol of China.* 大熊猫是中国的象征。

- 2 When the clock strikes 12, they jump off their chairs into the new year, in the hope of getting over any problem in the year ahead! (page 94, lines 11–13)

当时钟敲响 12 点,他们从椅子上一跃而下进入新的一年,祈愿在未来的一年里能克服任何困难!

(1) 短语 *in the hope of doing sth* 意思是“抱着……的希望”。如：

*He wears red in the hope of having good luck.*

他穿着红色的衣服,希望有好运气。

(2) 短语 *get over* 意思是“解决,克服”。如：

*With his help, I know how to get over the problem.*

在他的帮助下,我知道怎么解决这个问题。

- 3 But wherever you are, Happy New Year! (page 94, line 18)

但是无论你在哪儿,祝你新年快乐!

句中 *wherever you are* 相当于 *no matter where you are*, 意思是“无论你在哪儿”。如：

*Wherever you are, you are always my best friend.*

无论你在哪儿,你一直都是我最好的朋友。

- 4 They're playing a famous piece from the Strauss family. (page 98, Part B)

他们正在演奏施特劳斯家族的一支名曲。

施特劳斯家族是十九世纪奥地利维也纳著名的音乐世家,主要指老约翰·施特劳斯和他的三个儿子——小约翰·施特劳斯、约瑟夫·施特劳斯和爱德华·施特劳斯。

- 5 The Double Ninth Festival, or the Chongyang Festival, is in autumn. (page 100, Part A)

重九节,又叫重阳节,在秋天。

重阳节是中国传统节日,在每年农历九月初九。民间有登高祈福、秋游赏菊、佩插茱萸、吃重阳糕等习俗。重阳节传承至今,又添加了敬老等内涵。



# Grammar check

## Unit 1

### 一般现在时 (I)

我们常使用动词 **be** 的一般现在时谈论事实和状态。动词 **be** 的变化形式有 **am**、**is**、**are**。如：

I **am** in Grade 7. 我在七年级。

He **is** 12 years old. 他十二岁。

We **are** very happy with new friends. 我们和新朋友在一起很高兴。

注意：主语可以是代词，也可以是名词，动词 **be** 的单复数要与主语保持一致。如：

The little dog **is** very cute. 这只小狗很可爱。

The classmates **are** all friendly. 同学们都很友善。

- ◆ 如果主语是代词，在非正式文体中，动词 **be** 与前面的代词可以缩写。如：

I **am** = I'm          you **are** = you're          she **is** = she's          he **is** = he's

it **is** = it's          we **are** = we're          they **are** = they're

- ◆ 动词 **be** 一般现在时的否定句式是在 **be** 后面加 **not**。如：

This subject **is not** easy. 这门课不容易。

They **are not** in the classroom. 他们不在教室里。

注意：在非正式文体中，**is/are** 与 **not** 可以缩写。如：**is not** = **isn't**、**are not** = **aren't**。  
**am** 与 **not** 不能缩写。

- ◆ 动词 **be** 一般现在时的一般疑问句式是将 **be** 提前至句首。如：

—**Are** you good at Maths? 你擅长数学吗?

—Yes, I am. 是的，我擅长。

—**Is** that girl your classmate? 那个女孩是你的同学吗?

—No, she isn't. 不，她不是。

注意：在肯定答句中，主语和动词 **be** 不能缩写，如：“Yes, he is.” 不能缩写为 “Yes, he's.”。

## Unit 2

### 一般现在时 (II)

我们常用一般现在时谈论我们经常做的事、不受时间限制的客观事实以及人或物的一般特征。这时我们常使用行为动词，这种动词有具体、实际的含义。请比较：

My hobby **is** painting. 我的爱好是绘画。(动词 **be**)

I **love** painting. 我热爱绘画。(行为动词)

注意：当我们用一般现在时进行表达的时候，不能同时使用动词 **be** 和行为动词。如：

I **am** good at swimming. (✓)

I **love** swimming. (✓)

I **am love** swimming. (✗)

- ◆ 行为动词的一般现在时可用于以下情况：

用法	例句
经常性、习惯性的行为	I often go to the Art Club after school.
不受时间限制的客观事实	Fish live in water.
人或物的一般特征	She sings very well.

- ◆ 根据主语的人称和数的不同,行为动词的一般现在时有两种形式。当主语是第一人称的单复数、第二人称的单复数和第三人称复数时,行为动词使用其原形。如:

We **have** different subjects at school. 在学校我们有不同的科目。

They **enjoy** jogging in their free time. 他们有空的时候喜欢慢跑。

当主语是第三人称单数时,行为动词使用其第三人称单数形式。如:

She **visits** museums every weekend. 她每个周末都去参观博物馆。

He **plays** football every day. 他每天踢足球。

- ◆ 行为动词一般现在时的第三人称单数形式的构成方法如下:

规则	举例	读音变化
大多数动词后加 s	make—makes live—lives	清辅音后的 s 读 /s/, 浊辅音或元音后的 s 读 /z/
以 ch、sh、ss 或 x 结尾的动词后加 es	teach—teaches finish—finishes guess—guesses fix—fixes	es 读 /ɪz/
以“辅音字母 + y”结尾的动词,去掉 y,再加 ies	carry—carries cry—cries	es 读 /z/ 注意:如果动词以“元音字母 + y”结尾,不适用此规则。如: play—plays
以“辅音字母 + o”结尾的动词后加 es	go—goes	es 读 /z/
特殊变化	have—has	

- ◆ 行为动词一般现在时的否定句式是在行为动词前加 do not 或 does not。当主语是第三人称单数时,助动词用 does。在非正式文体中,do not 和 does not 可以缩写成 don't 和 doesn't。如:

Students **do not go** to school on Sunday. 学生周日不上学。

= Students **don't go** to school on Sunday.

He **does not work** in this shop. 他不在这家商店工作。

= He **doesn't work** in this shop.

- ◆ 行为动词一般现在时的疑问句式是在句首加助动词 do 或 does。当主语是第三人称单数时,助动词用 does。如:

- Do you **like** traditional Chinese painting? 你喜欢国画吗?  
 —Yes, I do. I like landscape painting best. 是的,我喜欢。我最喜欢山水画。  
 —Does John often **play** basketball after school? 约翰放学后经常打篮球吗?  
 —No, he doesn't. 不,他不常打。

注意: 在疑问句和否定句中,助动词之后的行为动词均用原形。

- ◆ 要注意区分行为动词 do 和助动词 do 的用法。如:  
 I **do not do** housework on Saturday. 我周六不做家务。  
 Do you **do** housework on Saturday? 你周六做家务吗?  
 在上面每个例句中,第一个 do 是助动词,第二个 do 是行为动词。

## Unit 3

### 人称代词

我们常用人称代词来代替表示人或物的名词。如:

Lucy and I are in the library. **We** like reading here.

我和露西在图书馆里。我们喜欢在这里读书。

Look at these classrooms. **They** are clean and bright.

看看这些教室。它们整洁又明亮。

The panda is cute. Everyone likes **it**. 这只熊猫很可爱。大家都喜欢它。

Helen is my classmate. I often play with **her**. 海伦是我的同学。我常和她一起玩。

注意: 人称代词不仅可以指代人,还可以指代动植物及无生命的物体。

- ◆ 如果人称代词在句子中作主语,用主格;如果人称代词作宾语,用宾格。主格常位于句首,宾格一般在动词或介词之后。  
 ◆ 人称代词的主格和宾格归纳如下:

人称代词	单 数					复 数		
	第一人称	第二人称	第三人称			第一人称	第二人称	第三人称
主格	I	you	he	she	it	we	you	they
宾格	me	you	him	her	it	us	you	them

注意: 第一人称单数主格 I 始终要大写;第二人称单、复数的主格和宾格形式相同,均为 you;第三人称单数主格有 he、she 和 it,对应的宾格分别为 him、her 和 it。

## Unit 4

### 表示时间的介词 (in/on/at)

我们可以使用 in、on 或 at 来构成表示时间的短语。



介词	用 于	举 例
in	上午、下午、晚上 月份 季节 年份	in the morning/afternoon/evening in January/February/March/April/May/June/July/ August/September/October/November/December in spring/summer/autumn/winter in 2008/2022/2100
on	星期 日期 某一天的上午、下午、晚上 特定的节日 (一天)	on Sunday/Monday/Tuesday/Wednesday/ Thursday/Friday/Saturday on 1 September on a cold morning/Sunday afternoon on Children's Day
at	某一时刻 年龄	at 4:15 at 12 (years old)

注意：如果节日不止一天，而是持续一段时间，我们用 at，如：at Christmas、at the Spring Festival。

### 频度副词

我们可以使用频度副词来表示做某件事的频率。如：

He **always** takes a walk after dinner. 他总是晚饭后去散步。

They are **never** late for school. 他们上学从不迟到。

Many Chinese people **often** pay with mobile phones now.

现在很多中国人经常用手机进行支付。

注意：频度副词一般放在行为动词的前面、助动词 do/does 和动词 be 的后面。

频度副词所表示的频率由低到高为：



## Unit 5

### 可数名词和不可数名词

英语中的名词按其表示的事物的性质可分为可数名词与不可数名词。

- ◆ 可数名词，顾名思义，是可以数目来计算的人或物。指一个人或一事物时，用单数形式；指两个及以上的人或事物时，用复数形式。如：

I usually have a **sandwich** for breakfast. 我早餐通常吃一个三明治。

They exercise in different **ways**. 他们用不同的方式锻炼身体。

- ◆ 单数的可数名词或名词短语前一般有限定词，如：冠词 a/an、the，指示代词 this、that，形容词性物主代词 my、your、his、her、their，名词所有格 John's 等。

注意：冠词 a 用于辅音音素开头的可数名词前；an 用于元音音素开头的可数名词前，

而不是元音字母开头的名词前。如:

There is **an apple** tree in the garden. 院子里有一棵苹果树。

Mary dances for **an hour** every day. 玛丽每天跳一个小时的舞。

She has **an umbrella** and **a useful book**. 她有一把雨伞和一本有用的书。

◆ 单数可数名词变成复数形式的常见规则如下:

规则	举例	备注
大多数词后加 s	book—books egg—eggs day—days	清辅音后的 s 读 /s/, 浊辅音或元音后的 s 读 /z/
以“辅音字母 + y”结尾的词, 去掉 y, 再加 ies	hobby—hobbies library—libraries activity—activities	es 读 /z/ 注意: 此处是“辅音字母 + y”, 而“元音字母 + y”则不适用此规则。如: boy—boys
以 s, x, ch, sh 结尾的词后加 es	glass—glasses box—boxes bench—benches dish—dishes	es 读 /ɪz/ 注意: 以 ch 结尾但不发 /tʃ/ 的可数名词不适用此规则。如: stomach—stomachs
以 o 结尾的词后有的加 s, 有的加 es	piano—pianos zoo—zoos hero—heroes	s 读 /z/, es 读 /z/
以 f 或 fe 结尾的词, 去掉 f 或 fe, 再加 ves	shelf—shelves leaf—leaves knife—knives	ves 读 /vz/
特殊变化	man—men foot—feet child—children fish—fish	由 man 或 woman 与另一可数名词组成的复合名词变为复数时, 两部分都发生变化。 如: women drivers 女司机 men doctors 男医生

◆ 不可数名词指不可以计数的名词。不可数名词无单、复数之分, 前面有无限定词均可。如:  
The **soup** smells great. 汤闻起来很香。

Do you have **salt**? 你有盐吗?

◆ 不可数名词前不能用 a/an 或表示具体数量的数词, 但可以用 the 或表示数量多少的 some, much, a little, little, a lot of 等词或短语修饰。如:

a lot of water 许多水 a little milk 一点牛奶

◆ 不可数名词前还可以用表示量的“可数名词 + of”短语来表示数量。如:

a piece of paper 一张纸 three cups of coffee 三杯咖啡

five kilos of beef 五千克牛肉

◆ 如果主语是不可数名词, 谓语动词常用单数。如:

Coffee is a kind of drink. 咖啡是一种饮品。

◆ 英语中常见的不可数名词有: time (时间)、money (钱)、work (工作, 劳动)、homework (家庭作业)、news (消息)、luck (运气) 等。

## 疑问句

## 一般疑问句

用 **yes** 或 **no** 作答的疑问句叫一般疑问句。一般疑问句以 **be** 动词、情态动词或助动词开头,回答通常比较简短。如:

—Is the shirt made of cotton? 这件衬衫是棉质的吗?

—No. It's made of wool. 不是,是羊毛的。

—Can I try them on? 我可以试穿吗?

—Yes, of course. 是的,当然可以。

—Do you like this blue T-shirt? 你喜欢这件蓝色 T 恤吗?

—Yes, I do. 是的,我喜欢。

一般疑问句主要有如下特点:

- ◆ 用 **yes** 或 **no** 作答(有时根据语气的不同, **yes** 也可以由 **sure**、**certainly**、**of course** 等词代替, **no** 可由 **sorry** 代替)。
- ◆ 答语中的主语须与问句的主语一致(但必须用主格代词)。如果问句中主语是 **this/that**, 回答时用 **it** 代替;如果问句中主语是 **these/those**, 回答时用 **they** 代替。
- ◆ 沿用问句中的引导词(**be** 动词、情态动词或助动词)。

## 特殊疑问句

我们使用特殊疑问句询问一些具体信息。如:

**What** is your favourite colour? 你最喜欢什么颜色?

**Whose** shoes are these? 这些是谁的鞋子?

- ◆ 特殊疑问句以疑问词开头,常用的疑问词有: **what**、**who**、**whose**、**when**、**where**、**which**、**why**、**how** 等。因大多数疑问词以 **wh-** 开头,故特殊疑问句又被称为“**wh-** 问句”。
- ◆ 常见的疑问词的用法如下:

疑问词		含义	例句
what		什么	<b>What</b> is your name/job?
what	class/ grade	哪个班级/年级	<b>What</b> class/grade are you in?
	colour	什么颜色	<b>What</b> colour is your new jacket?
	time	几点	<b>What</b> time does the show start?
when		什么时候	<b>When</b> is your birthday party?
where		哪里	<b>Where</b> do they live?
who		谁	<b>Who</b> is the man in a blue sweater?
why		为什么	<b>Why</b> do many people like <i>hanfu</i> ?
whose		谁的	<b>Whose</b> design is your favourite?
which		哪一个	<b>Which</b> T-shirt matches this skirt?
how		怎么样	<b>How</b> do we go to the museum?



how	many	多少(可数)	How many students are there in your class?
	much	多少(不可数)	How much milk do you drink every day?
	old	几岁/多少岁	How old is your Art teacher?
	often	多长时间一次	How often do you go to the library?
	long	多长 多久	How long is the Yangtze River? How long do you watch TV every day?
	far	多远	How far is your home from school?
	tall	多高	How tall is the girl over there?

- 注意: 1. 特殊疑问句不能用 **yes** 或 **no** 回答, 而要针对问题回答, 即问什么答什么。如:  
—**How** is the girl these days? 这个女孩最近怎么样?  
—She is fine. 她挺好的。(✓) —Yes. 好的。(✗)
2. 针对疑问词 **what time** 的回答多为具体时间, 而针对 **when** 的回答既可以是大概时间, 也可以是具体时间。如:  
—**What time** does the fashion show start? 时装表演几点开始?  
—At seven o'clock. 七点。  
—**When** do you watch the fashion show? 你什么时候看时装表演?  
—On Wednesday afternoon. 周三下午。
3. 疑问词 **whose**、**which** 后可以跟名词。如:  
**Whose** shirt is this? 这是谁的衬衫?  
**Which** scarf do you like? 你喜欢哪条围巾?
4. 当对价格或金额提问时, 用 **how much**。如:  
**How much** is your T-shirt? 你的T恤多少钱?

### 选择疑问句

当我们想要为对方提供两种或更多情况以便其从中选择一种时, 通常使用选择疑问句。选择疑问句不能用 **yes** 或 **no** 回答, 回答者必须从备选项中选择其一, 可以作简略回答。选择疑问句可由一般疑问句组成。如:

—Do you like silk scarf or cotton scarf? 你喜欢丝质的围巾还是棉质的围巾?  
—Silk. 丝质的。

选择疑问句也可由特殊疑问句组成。如:

—Which dress do you like, this one or that one? 你喜欢哪条裙子, 这条还是那条?  
—I like this one. 我喜欢这条。

## Unit 7

### 用 **some** 和 **any** 表示数量

我们可以用 **some** 和 **any** 这样表示不定数或不定量的词来修饰名词。

- ◆ **some** 和 **any** 表示“一些”, 既可修饰可数名词, 又可修饰不可数名词。如:

There are **some gifts** on the desk. 桌上有一些礼物。

I want to buy **some food**. 我想买一些食物。

There are **not any oranges** in the shop. 商店里没有柑橘了。

Do you have **any free time**? 你有空吗?

- ◆ **some** 常用于肯定句中, **any** 常用于否定句或疑问句中。如:

He has **some** new notebooks. 他有一些新笔记本。

He does not have **any** new notebooks. 他没有新笔记本。

Does he have **any** new notebooks? 他有新笔记本吗?

注意: 我们提出建议或请求时常用 **some**, 表示希望得到对方的肯定答复。如:

Would you like **some** drink? 你想喝点饮料吗?

—Can you tell me **some** Chinese idiom stories? 你能给我讲一些中国成语故事吗?

—Sure. How about the story of Guan Zhong and Bao Shuya? 当然。管鲍之交的故事怎么样?

### there be 结构

我们常常会用 **there be** 结构来表达“某地有某物或某人”。如:

**There is** a shopping mall near the bank. 银行附近有一个商场。

**There are** a lot of friends at my birthday party. 我生日会上来了很多朋友。

**There is** not any water in her glass. 她的杯子里没有水了。

**Are there** any girl students in the team? 队里有女学生吗?

- ◆ **there be** 结构中, 动词 **be** 的单复数形式与紧跟其后的名词一致, 即“邻近原则”。其后的名词如果是可数名词单数或不可数名词, 动词 **be** 用单数形式; 其后的名词如果是可数名词复数, 动词 **be** 用复数形式。

注意: 当 **there be** 后面有两个或两个以上的名词时, 动词 **be** 的单复数形式要与离它最近的名词一致。如:

There **is** a girl and two boys in the classroom. 教室里有一个女生和两个男生。

There **are** two boys and a girl in the classroom.

教室里有两个男生和一个女生。

- ◆ **there be** 结构的否定句式是在动词 **be** 后加 **not**, 一般疑问句式是把动词 **be** 提前至句首, 应答时可以说 “Yes, there is/are.” 或 “No, there is/are not.”。
- ◆ 要注意区分 **there be** 和 **have** 的用法。**there be** 结构表示“存在”, 而 **have** 表示“拥有”。如:  
**There is** a picture on the wall. 墙上有幅画。  
I **have** some pictures. 我有一些画。

## Unit 8

### 现在进行时

我们用现在进行时表示正在进行的动作或状态。如:

I **am chatting** with the elders. 我正和长辈们聊天。

My grandfather **is walking** around the park. 我爷爷正在公园散步。

- ◆ 现在进行时可以表示说话时正在进行或发生的动作, 也可表示当前一段时间内的活动或现阶段正在进行的动作。如:  
We **are waiting** for you here. 我们正在这儿等你呢。

Tom **is making** a card for his mum all the afternoon.

汤姆整个下午都在给妈妈做贺卡。

We **are celebrating** New Year this week. 这一周我们都在欢庆新年。

- ◆ 如果句子带有鲜明的时间状语,如 **now**,或带有 **look** 和 **listen** 等暗示词,或有表示现在的上下文语境,我们常用现在进行时。如:

My mum **is cooking** dinner now. 我妈妈正在做饭。

Listen! Our teacher **is singing** a song. 听! 我们的老师正在唱歌。

—Where is your father? 你爸爸在哪儿?

—Oh, he **is cleaning** his car. 噢,他正在洗车。

注意:有些动词一般不用于现在进行时,如 **know**、**understand**、**love**、**like**、**want**、**hear**、**see** 等。

- ◆ 现在进行时的基本结构是“主语 + be + 动词的现在分词”。动词的构成规则如下:

规则	举例
大多数动词后加 <b>ing</b>	go— <b>going</b>
以不发音的 <b>e</b> 结尾的动词,去掉 <b>e</b> ,再加 <b>ing</b>	take— <b>taking</b>
以 <b>ie</b> 结尾的动词,变 <b>ie</b> 为 <b>y</b> ,再加 <b>ing</b>	die— <b>dying</b>
以一个辅音字母结尾的重读闭音节动词,双写最后一个辅音字母,再加 <b>ing</b>	get— <b>getting</b> swim— <b>swimming</b>

注意:重读闭音节首先必须是重读音节,同时这个音节是以辅音音素结尾。

- ◆ 现在进行时的否定句式是“主语 + be + **not** + 动词的现在分词”结构。如:

The students **are not having** lunch. 学生们不在吃午餐。

- ◆ 现在进行时的一般疑问句式是把 **be** 提前至句首。如:

—**Is** that girl **listening** to music now? 那个女孩正在听音乐吗?

—Yes, she is. 是的,她在。

- ◆ 现在进行时的特殊疑问句式是“疑问词 + be + 主语 + 动词的现在分词”。如:

—**What are** you **reading**? 你在看什么书?

—I'm reading a book about Chinese tea culture. 我在看一本有关中国茶文化的书。



# 🎧 Wordlist (by unit)

注:本表不收录有关指示语、语法讲解、语音板块和课题(Project)中的生词和短语。括号中所标数字为该词条在本教科书中首次出现时的页码。带\*号的单词只要求会读、听得懂,不要求拼写。

## Unit 1

- greet** /gri:t/ *vt.* 和(某人)打招呼(或问好) (7)
- introduce** /,ɪntrə'dju:s/ *vt.* 介绍 (7)
- each other** /i:tʃ 'ʌðə(r)/ *pron.* 互相 (7)
- go by** 叫作,被称为 (7)
- glad** /glæd/ *adj.* 高兴 (7)
- same** /seɪm/ *adj.* 同一的,相同的 (7)
- hobby** /'hɒbi/ *n.* 业余爱好 (7)
- grade** /greɪd/ *n.* 年级;等级 (8)
- classmate** /'klɑ:smeɪt/ *n.* 同班同学 (8)
- friendly** /'frendli/ *adj.* 友好的 (8)
- full** /fʊl/ *adj.* (有)大量的,满的 (8)
- be full of** 满是…的 (8)
- energy** /'enədʒi/ *n.* 精力,活力 (8)
- be good at** 擅长… (8)
- slim** /slɪm/ *adj.* 苗条的 (8)
- polite** /pə'laɪt/ *adj.* 有礼貌的 (8)
- smart** /smɑ:t/ *adj.* 聪明的,智能的 (8)
- ready** /'redi/ *adj.* 愿意迅速做某事;准备好 (8)
- be ready to do sth** 愿意(或准备好)做某事(8)
- other** /'ʌðə(r)/ *pron. & adj.* 另外,其他 (8)
- interested** /'ɪntrəstɪd/ *adj.* 感兴趣的 (8)
- be interested in** 对…感兴趣 (8)
- looks** /lʊks/ *n.* [pl.] 相貌,容貌 (10)
- character** /'kærəktə(r)/ *n.* 性格 (10)
- both** /bəʊθ/ *pron. & det.* 两个都 (12)
- enjoy** /m'dʒɔɪ/ *vt.* 享受…的乐趣,欣赏,喜爱 (12)
- pretty** /'prɪti/ *adj.* 漂亮的,标致的 (14)
- shy** /ʃaɪ/ *adj.* 腼腆的 (14)
- only** /'əʊnli/ *adv.* 只有,仅 (14)
- stay** /steɪ/ *vi.* 保持,继续是;暂住,逗留 (15)
- n.* 停留,逗留 (15)
- match** /mætʃ/ *n.* 比赛 (15)
- luck** /lʌk/ *n.* 幸运,好运 (15)
- good luck** 祝成功,祝好运 (15)
- chess** /tʃes/ *n.* 国际象棋 (15)

- Chinese chess** *n.* 中国象棋 (15)
- problem** /'prɒbləm/ *n.* 数学题;难题,困难 (16)
- weekend** /,wi:k'end/ *n.* 周末 (16)
- at the weekend** 在周末 (16)
- fun** /fʌn/ *adj.* 有趣的,使人快乐的 (16)
- n.* 开心,乐趣,好玩的事 (16)
- make friends with** 与…交朋友 (16)

## Unit 2

- jog** /dʒɒg/ *vi.* 慢跑,慢步长跑(尤指锻炼) (19)
- n.* 慢跑 (19)
- paint** /peɪnt/ *vi. & vt.* 用颜料画;在…上刷油漆 (19)
- n.* 绘画颜料;油漆 (19)
- paper-cutting** /'peɪpə kʌtɪŋ/ *n.* 剪纸 (19)
- all kinds of** 各种各样的 (19)
- fit** /fɪt/ *adj.* 健康的 (19)
- around** /ə'raʊnd/ *prep.* 围绕,环绕 (20)
- adv.* 到处,向各处 (20)
- change** /tʃeɪndʒ/ *vt.* 使不同 (20)
- vi. & n.* 改变,变化 (20)
- life** /laɪf/ *n.* (*pl. lives*) 个人生活;生命 (20)
- museum** /mju:'zi:əm/ *n.* 博物馆 (20)
- thing** /θɪŋ/ *n.* 东西 (20)
- \*apart** /ə'pɑ:t/ *adv.* 分开 (20)
- take apart** 拆卸,拆开(机器等) (20)
- fix** /fɪks/ *vt.* 修理;安装 (20)
- endless** /'endləs/ *adj.* 无穷无尽的,不计其数的(20)
- scientist** /'saɪəntɪst/ *n.* 科学家 (20)
- dream** /dri:m/ *n.* 梦想;梦 (20)
- true** /tru:/ *adj.* 真正的,实质的;确实的 (20)
- come true** 实现,成为现实 (20)
- club** /klʌb/ *n.* 社团,俱乐部 (26)
- member** /'membə(r)/ *n.* 成员 (26)
- geography** /dʒɪ'ɒgrəfi/ *n.* 地理(学) (26)
- p.m.** /,pi:'em/ *abbr.* 下午 (26)
- volleyball** /'vɒlibɔ:l/ *n.* 排球运动 (26)

- each** /i:tʃ/ *det., pron. & adv.* 每个,各自 (26)
- once** /wʌns/ *adv.* 一次 (26)
- join** /dʒɔɪn/ *vt. & vi.* 加入;与...一道去 (26)
- meeting** /'mi:tɪŋ/ *n.* 集合,会面;会议 (26)
- sound** /saʊnd/ *linking v.* 听起来好像 (27)
- plan** /plæn/ *vt. & n.* 打算;计划 (27)
- \***questionnaire** /'kwɛstʃə'neə(r)/ *n.* 调查表,问卷 (27)
- role** /rəʊl/ *n.* 角色 (27)
- model** /'mɒdl/ *n.* 模范,典型;模特儿 (27)
- role model** *n.* 楷模,行为榜样 (27)
- design** /drɪ'zæm/ *vt. & n.* 设计 (27)
- skill** /skɪl/ *n.* 技能;技艺 (27)
- painting** /'peɪntɪŋ/ *n.* 画作 (28)
- artist** /'ɑ:tɪst/ *n.* 艺术家,(尤指)画家 (28)
- master** /'mɑ:stə(r)/ *n.* 能手,擅长...者;大师,师父 (28)
- work** /wɜ:k/ *n.* 作品,著作 (28)
- become** /brɪ'kʌm/ *linking v.* 成为,开始变得 (28)
- designer** /drɪ'zæmə(r)/ *n.* 设计师 (28)
- future** /'fju:tʃə(r)/ *n.* 未来 (28)
- in the future** 在未来 (28)
- hope** /həʊp/ *vt., vi. & n.* 希望 (28)
- spend** /spend/ *vt.* 度过,花(时间);花(钱) (32)
- chat** /tʃæt/ *vi. & n.* 闲聊 (32)
- exciting** /ɪk'saɪtɪŋ/ *adj.* 令人激动的 (32)
- take place** 进行,发生 (32)
- noticeboard** /'nəʊtɪsbɔ:d/ *n.* 布告板,告示牌 (32)
- gate** /geɪt/ *n.* 大门 (32)
- news** /nju:z/ *n.* 新闻;消息 (32)
- board** /bɔ:d/ *n.* 布告牌;木板 (32)
- like** /laɪk/ *prep.* 例如;像 (32)
- more** /mɔ:(r)/ *det. & pron.* 更多的,更大的  
*adv.* 更;更多 (32)
- trust** /trʌst/ *vt.* 相信 (32)
- really** /'ri:əli/ *adv.* 很,十分;真正地 (34)
- soon** /su:n/ *adv.* 很快,马上 (34)
- teach** /ti:tʃ/ *vt. & vi.* 教(课程),讲授 (35)
- team** /ti:m/ *n.* 队;组 (35)
- \***form** /fɔ:m/ **teacher** *n.* 班主任 (36)
- show** /ʃəʊ/ *n.* 演出;展览;节目;音乐会 (36)
- grey** /greɪ/ *adj.* (*AmE gray*) 灰色的  
*n.* 灰色 (38)
- different** /'dɪfrənt/ *adj.* 不同的 (38)
- thousand** /'θaʊznd/ *num.* 数以千计的;一千 (38)
- fact** /fækt/ *n.* 事实 (38)
- in fact** 确切地说;事实上 (38)
- borrow** /'bɒrəʊ/ *vt.* 借 (38)
- newspaper** /'nju:zpeɪpə(r)/ *n.* 报纸 (38)
- magazine** /,mægə'zi:n/ *n.* 杂志 (38)
- else** /els/ *adv.* 其他的,别的 (39)
- care** /keə(r)/ *vi.* 关心  
*n.* 照顾;小心 (39)
- care about** 关心 (39)
- event** /ɪ'vent/ *n.* 公开活动;发生的事情 (40)
- together** /tə'geðə(r)/ *adv.* 在一起,共同 (40)
- quite** /kwaɪt/ *adv.* 相当;非常 (40)
- large** /la:dʒ/ *adj.* 大的 (40)
- special** /'speʃl/ *adj.* 特殊的,特别的 (40)
- Unit 3**
- gym** /dʒɪm/ *n.* (= **gymnasium** /dʒɪm'neɪziəm/) 体育馆 (31)
- building** /'bɪldɪŋ/ *n.* 楼房,建筑物 (31)
- field** /fi:ld/ *n.* 运动场 (31)
- sports field** *n.* 体育场 (31)
- dining** /'daɪnɪŋ/ *n.* 吃饭 (31)
- hall** /hɔ:l/ *n.* 大厅,礼堂 (31)
- dining hall** *n.* 食堂,餐厅 (31)
- lab** /læb/ *n.* (= **laboratory** /lə'bɒrətəri/) 实验室 (31)
- part** /pɑ:t/ *n.* 部分 (31)
- modern** /'mɒdn/ *adj.* 现代化的,先进的;  
现代的 (31)
- as well** 也 (31)
- bright** /braɪt/ *adj.* 明亮的 (31)
- everyone** /'evriwʌn/ *pron.* (= **everybody**) 所有人,每人,人人 (32)
- perfect** /'pɜ:fɪkt/ *adj.* 完美的 (32)
- Unit 4**
- a.m.** /,eɪ 'em/ *abbr.* 上午 (43)
- get up** 起床 (43)
- activity** /æk'tɪvəti/ *n.* 活动 (43)



**housework** /'hauswɜ:k/ *n.* 家务劳动, 家务事 (43)  
**homework** /'həumwɜ:k/ *n.* 家庭作业 (43)  
**weekday** /'wi:kdeɪ/ *n.* 周工作日 (43)  
**on weekdays** 在工作日 (43)  
**usually** /'ju:ʒuəli/ *adv.* 通常地 (43)  
**a little** 一点, 少量; 少量的, 一些 (43)  
**myself** /maɪ'self/ *pron.* 我自己; 亲自 (43)  
**enjoy oneself** 玩得痛快, 得到乐趣 (43)  
**first** /fɜ:st/ *det., ord. num. & adv.* 第一; 首先 (44)  
**term** /tɜ:m/ *n.* 学期; 期 (44)  
**start** /stɑ:t/ *vi.* (从…) 开始  
*vt.* 开始, 着手  
*n.* 开头, 开端 (44)  
**writer** /'raɪtə(r)/ *n.* 作家 (44)  
**language** /'læŋgwɪdʒ/ *n.* 语言 (44)  
**amazing** /ə'meɪzɪŋ/ *adj.* 令人大为惊奇的 (44)  
**biology** /baɪ'ɒlədʒi/ *n.* 生物学 (44)  
**living** /'lɪvɪŋ/ *adj.* 活着的, 活的 (44)  
**nature** /'neɪtʃə(r)/ *n.* 大自然; 天性 (44)  
**practise** /'præktɪs/ *vi. & vt.* (*AmE* **practice**)  
 训练, 练习 (44)  
**field** /fi:ld/ *n.* 田, 地; 领域 (44)  
**trip** /trɪp/ *n.* 旅行 (44)  
**field trip** *n.* 野外考察, 实地考察 (44)  
**leave** /li:v/ *vi. & vt.* 离开; 使保留 (44)  
**leave for** 动身去, 到…地方去 (44)  
**pick** /pɪk/ *vt.* 采, 摘; 挑选 (44)  
**would** /wud/ *modal v.* (*short form* 'd) 想 (表  
 示愿意、喜欢、不愿意等) (46)  
**would like** 愿意, 想要 (46)  
**of course** /kɔ:s/ 当然 (47)  
**seldom** /'seldəm/ *adv.* 很少 (48)  
**tennis** /'tenɪs/ *n.* 网球运动 (48)  
**roller skate** /'rəʊlə skeɪt/ *vi.* 滑旱冰, 溜旱冰 (48)  
**grow** /grəʊ/ *vt. & vi.* (使) 生长, 发育 (50)  
**tour** /tuə(r)/ *n.* 参观; 旅行 (50)  
**website** /'websaɪt/ *n.* 网站 (50)  
**video** /'vɪdiəʊ/ *n.* 视频 (50)  
**outside** /'aʊt'saɪd/ *adv.* 在 (向) 外面  
*prep.* 在 (向) …外面 (51)  
**peace** /pi:s/ *n.* 平静; 和平 (51)  
**quiet** /'kwaɪət/ *n.* 宁静, 平静 (51)

**teamwork** /'ti:mwɜ:k/ *n.* 团队合作 (51)  
**better** /'betə(r)/ *adj.* 更好的 (51)  
**tiring** /'taɪərɪŋ/ *adj.* 累人的 (51)  
**duty** /'dju:ti/ *n.* 职责, 任务; 责任, 义务 (51)  
**area** /'eəriə/ *n.* 区域; 面积; 领域 (51)  
**take part in** 参加 (51)  
**through** /θru:/ *prep.* 以, 凭借; 通过; 穿过 (52)  
**group** /gru:p/ *n.* 组, 群, 批 (52)  
**turn** /tɜ:n/ *n.* (依次轮到的) 机会 (52)  
**take turns** 轮流 (52)  
**empty** /'empti/ *vt.* 倒空, 腾空  
*adj.* 空的 (52)  
**bin** /bɪn/ *n.* 垃圾桶 (52)  
**take care of** 照顾, 照料 (52)  
**something** /'sʌmθɪŋ/ *pron.* 某事, 某物 (52)

## Unit 5

**lifestyle** /'laɪfstɑɪl/ *n.* 生活方式 (56)  
**cucumber** /'kju:kʌmbə(r)/ *n.* 黄瓜 (57)  
**lemon** /'lemən/ *n.* 柠檬 (57)  
**watermelon** /'wɔ:təmelən/ *n.* 西瓜 (57)  
**pepper** /'pepə(r)/ *n.* 甜椒; 胡椒粉 (57)  
**chocolate** /'tʃɒklət/ *n.* 巧克力 (57)  
**beef** /bi:f/ *n.* 牛肉 (57)  
**carrot** /'kærət/ *n.* 胡萝卜 (57)  
**pork** /pɔ:k/ *n.* 猪肉 (57)  
**sweet** /swi:t/ *n.* 糖果; 甜食  
*adj.* 甜的; 可爱的 (57)  
**snack** /snæk/ *n.* 点心, 小吃 (57)  
**health** /helθ/ *n.* 健康 (57)  
**delicious** /dɪ'lɪʃəs/ *adj.* 美味的 (57)  
**diet** /'daɪət/ *n.* 日常饮食 (58)  
**important** /ɪm'pɔ:tnt/ *adj.* 重要的 (58)  
**without** /wɪ'ðaʊt/ *prep.* 没有 (58)  
**pancake** /'pæŋkeɪk/ *n.* 烙饼, 薄饼 (58)  
**tofu** /'təʊfu:/ *n.* 豆腐 (58)  
**sugar** /'ʃʊgə(r)/ *n.* 食糖 (58)  
**tooth** /tu:θ/ *n.* (*pl.* **teeth**) 牙, 齿 (58)  
**homebody** /'həʊmbɒdi/ *n.* 喜欢待在家里的人 (58)  
**mutton** /'mʌtn/ *n.* 羊肉 (58)  
**have a sweet tooth** 爱吃甜食 (58)



- stay up** 熬夜 (58)
- unhealthy** /ʌn'helθi/ *adj.* 不健康的 (58)
- less** /les/ *det. & pron.* 较少的, 更少的  
*adv.* 少, 较少 (58)
- need** /ni:d/ *vt.* 需要  
*n.* 需要的事物; 需要 (58)
- enough** /ɪ'nʌf/ *det. & pron.* 足够 (的)  
*adv.* 足够地; 相当 (58)
- cheese** /tʃi:z/ *n.* 奶酪 (62)
- piece** /pi:s/ *n.* 块, 片; (文艺作品等的)  
一篇 (首 / 幅...等) (62)
- bowl** /bəʊl/ *n.* 一碗 (的量); 碗 (62)
- salt** /sɔ:lt/ *n.* 盐 (62)
- packet** /'pækɪt/ *n.* 小袋; 小包装纸袋 (62)
- kilo** /'ki:ləʊ/ *n.* (= **kilogram** /'kɪləgræm/) 千克, 公斤 (62)
- \***carton** /'kɑ:tn/ *n.* 硬纸盒, 塑料盒 (62)
- bottle** /'bɒtl/ *n.* 一瓶 (的量); 瓶子 (62)
- maybe** /'meɪbi/ *adv.* 也许; 大概 (62)
- than** /ðæn/ *prep. & conj.* 少于, 小于; 比 (64)
- almost** /'ɔ:lməʊst/ *adv.* 几乎 (64)
- chip** /tʃɪp/ *n.* 炸薯条; 炸薯片 (64)
- smartphone** /'smɑ:tfəʊn/ *n.* 智能手机 (64)
- \***tablet** /'tæblət/ *n.* 平板电脑 (64)
- score** /skɔ:(r)/ *n.* 分数, 成绩; 比分 (65)
- point** /pɔɪnt/ *n.* 得分; 要点; 观点; 地点 (65)
- meal** /mi:l/ *n.* 一餐所吃的食物; 一顿饭 (65)
- porridge** /'pɒrɪdʒ/ *n.* 粥; 麦片粥 (65)
- whole** /həʊl/ *adj.* 全部的, 整个的  
*n.* 全部; 整个 (65)
- miss** /mɪs/ *vt.* 错过 (65)
- rest** /rest/ *n.* 休息时间 (66)
- pie** /paɪ/ *n.* 馅饼 (66)
- yogurt** /'jɒɡət/ *n.* (= **yoghurt**) 酸奶 (66)
- most** /məʊst/ *det. & pron.* 大多数, 几乎所有  
*adv.* 最大, 最多 (66)
- jeans** /dʒi:nz/ *n.* 牛仔裤 (69)
- scarf** /skɑ:f/ *n.* (*pl.* **scarves or scarfs**) 围巾 (69)
- tie** /taɪ/ *n.* 领带 (69)
- T-shirt** /'ti: ʃɜ:t/ *n.* T 恤衫 (69)
- calm** /kɑ:m/ *adj.* 镇静的, 沉着的 (69)
- fashion** /'fæʃn/ *n.* 时装业; 流行 (70)
- choose** /tʃu:z/ *vt. & vi.* 选择 (70)
- could** /kʊd/ *modal v.* (礼貌地请求或征询  
许可) 能, 可以 (70)
- advice** /əd'vaɪs/ *n.* 建议 (70)
- depend** /dɪ'pend/ *vi.* 取决于 (70)
- depend on** 取决于; 依靠 (70)
- \***skin** /skɪn/ *n.* 皮肤 (70)
- such as** /'sʌtʃ əz/ 例如; 诸如...之类 (70)
- purple** /'pɜ:pl/ *n.* 紫色  
*adj.* 紫色的 (70)
- similar** /'sɪmələ(r)/ *adj.* 相似的 (70)
- example** /ɪɡ'zɑ:mpl/ *n.* 例子  
**for example** 例如 (70)
- dark** /dɑ:k/ *adj.* 深色的; 黑暗的  
*n.* 黑暗, 暗处 (70)
- mix** /mɪks/ *vt., vi. & n.* 混合 (70)
- stand out** 突出, 显眼 (70)
- match** /mætʃ/ *vt. & vi.* 般配, 相配 (70)
- \***suitable** /'su:təbl/ *adj.* 合适的, 适宜的 (70)
- \***formal** /'fɔ:məl/ *adj.* 适合正式场合的,  
庄重的; 正式的 (70)
- suit** /su:t/ *n.* 套装, 西服 (70)
- \***casual** /'kæʒuəl/ *adj.* 非正式的, 随便的 (70)
- comfortable** /'kʌmfətəbl/ *adj.* 舒适的 (72)
- primary** /'praɪməri/ *adj.* 初等教育的, 小学  
教育的 (74)
- smart** /smɑ:t/ *adj.* 衣冠楚楚的, 衣着讲究的 (74)
- date** /deɪt/ *n.* 日期 (74)
- traditional** /trə'dɪʃənəl/ *adj.* 传统的 (76)
- popular** /'pɒpjələ(r)/ *adj.* 广受欢迎的; 流行的 (76)
- \***type** /taɪp/ *n.* 类型, 种类 (76)
- festival** /'festɪvl/ *n.* 节日; 节 (76)
- \***wedding** /'wedɪŋ/ *n.* 婚礼 (76)
- just** /dʒʌst/ *adv.* 仅仅, 只不过; 正好 (76)
- culture** /'kʌltʃə(r)/ *n.* 文化 (76)
- country** /'kʌntri/ *n.* 国家 (76)

## Unit 6

- style** /stɑɪl/ *n.* 样式; 方式, 作风 (68)
- blouse** /blaʊz/ *n.* 女式衬衫 (69)
- jacket** /'dʒækɪt/ *n.* 夹克衫 (69)

<b>history</b> /'hɪstri/ <i>n.</i> 历史	(76)	<b>mall</b> /mɔ:l/ <i>n.</i> 购物商场	(82)
* <b>loose</b> /lu:s/ <i>adj.</i> 宽松的	(76)	<b>across</b> /ə'krɒs/ <i>prep.</i> 在…对面;从…一边到	
<b>belt</b> /belt/ <i>n.</i> 腰带,皮带	(76)	另一边;遍及	(82)
* <b>close-fitting</b> /,kləʊs 'fɪtɪŋ/ <i>adj.</i> 紧身的	(76)	<b>cost</b> /kɒst/ <i>vt.</i> 需付费,价钱为	(82)
<b>be made of</b> 由…制成	(77)	<b>manage</b> /'mænɪdʒ/ <i>vt.</i> 明智地使用;管理	(82)
<b>silk</b> /sɪlk/ <i>n.</i> 丝绸	(77)	<b>budget</b> /'bʌdʒɪt/ <i>n.</i> 预算	(82)
<b>feel</b> /fi:l/ <i>linking v.</i> 摸起来,手感	(77)	<b>cover</b> /'kʌvə(r)/ <i>vt.</i> 足以支付,够付	(82)
<b>smooth</b> /smu:ð/ <i>adj.</i> 光滑的	(77)	<b>education</b> /,edʒu'keɪʃn/ <i>n.</i> 教育	(82)
<b>soft</b> /sɒft/ <i>adj.</i> 软的,柔软的	(77)	<b>pay</b> /peɪ/ <i>vi. &amp; vt.</i> 付款	(82)
<b>cotton</b> /'kɒtɒn/ <i>n.</i> 棉织物,棉布;棉花	(77)	<b>pay for</b> 支付	(82)
<b>agree</b> /ə'gri:/ <i>vi. &amp; vt.</i> 同意	(77)	<b>flat</b> /flæt/ <i>n.</i> 〈英〉公寓	(82)
* <b>feature</b> /'fi:tʃə(r)/ <i>n.</i> 特点,特色	(77)	<b>daily</b> /'deɪli/ <i>adj.</i> 每日的	(82)
<b>material</b> /mə'tɪəriəl/ <i>n.</i> 布料;材料,原料	(77)	<b>per cent</b> /pə 'sent/ <i>n.</i> ( <i>pl. per cent</i> ) ( <i>AmE</i>	
* <b>leather</b> /'leðə(r)/ <i>n.</i> 皮革	(77)	<b>percent</b> ) 百分之…	(82)
<b>size</b> /saɪz/ <i>n.</i> 尺码;大小	(78)	<b>expensive</b> /ɪk'spensɪv/ <i>adj.</i> 昂贵的	(82)

## Unit 7

<b>wise</b> /waɪz/ <i>adj.</i> 明智的	(80)	<b>bank</b> /bæŋk/ <i>n.</i> 银行	(82)
* <b>yuan</b> /ju:'ɑ:n/ <i>n.</i> ( <i>pl. yuan</i> ) 元(中国货币单位)	(81)	<b>account</b> /ə'kaʊnt/ <i>n.</i> 账户	(82)
* <b>euro</b> /'jʊərəʊ/ <i>n.</i> 欧元(欧盟中某些国家的		<b>rainy</b> /'reɪni/ <i>adj.</i> 阴雨的	(82)
货币单位)	(81)	<b>matter</b> /'mætə(r)/ <i>vi. &amp; vt.</i> 要紧,有重大影响	(84)
<b>pound</b> /paʊnd/ <i>n.</i> 英镑(英国货币单位)	(81)	<b>pocket</b> /'pɒkɪt/ <i>n.</i> 口袋	(85)
* <b>yen</b> /jen/ <i>n.</i> ( <i>pl. yen</i> ) 日元(日本货币单位)	(81)	<b>pocket money</b> <i>n.</i> 零花钱	(85)
* <b>rouble</b> /'ru:bl/ <i>n.</i> 卢布(俄罗斯货币单位)	(81)	<b>notebook</b> /'nəʊtbʊk/ <i>n.</i> 笔记本	(85)
<b>dollar</b> /'dɒlə(r)/ <i>n.</i> 元(美国、加拿大、澳大利		<b>rest</b> /rest/ <i>n.</i> 剩余部分;其他	(85)
亚等国的货币单位)	(81)	<b>strawberry</b> /'strɔ:bəri/ <i>n.</i> 草莓	(86)
<b>key</b> /ki:/ <i>n.</i> 钥匙	(81)	<b>bookshop</b> /'bʊkʃɒp/ <i>n.</i> 书店	(86)
<b>ring</b> /rɪŋ/ <i>n.</i> 环状物,圈形的东西	(81)	<b>eraser</b> /'ɪreɪzə(r)/ <i>n.</i> 〈美〉橡皮	(86)
<b>baseball</b> /'beɪsbɔ:l/ <i>n.</i> 棒球运动;棒球	(81)	<b>as</b> /æz/ <i>prep.</i> 作为,当作	
<b>Russian</b> /'rʌʃɪn/ <i>adj.</i> 俄罗斯(人)的,俄语的	(81)	<i>conj.</i> 因为,由于;正如	
<b>set</b> /set/ <i>n.</i> 一套,一副,一组(类似的东西)	(81)	<i>adv.</i> 像…一样	(86)
<b>a set of</b> 一套,一副,一组	(81)	<b>present</b> /'preznt/ <i>n.</i> 礼物	(86)
<b>inside</b> /,ɪn'saɪd/ <i>prep.</i> 在(向)…里面		<b>away</b> /ə'weɪ/ <i>adv.</i> (时间或空间上)离开,	
<i>adv.</i> 在(向)里面	(81)	在(某距离)处;去别处	(86)
<b>another</b> /ə'nʌðə(r)/ <i>pron. &amp; det.</i> 另一,又一	(81)	* <b>shell</b> /ʃel/ <i>n.</i> 壳;骨架	(88)
<b>colourful</b> /'kʌləfl/ <i>adj.</i> ( <i>AmE colorful</i> ) 五彩		<b>deal</b> /di:l/ <i>n.</i> 交易	(88)
缤纷的;丰富多彩的	(81)	<b>coin</b> /kɔɪn/ <i>n.</i> 硬币	(88)
<b>surprise</b> /sə'praɪz/ <i>n.</i> 令人惊奇的事情(或		<b>online</b> /,ɒn'lam/ <i>adv.</i> 在线上,在网上	
消息等)	(81)	<i>adj.</i> 线上的,网上的	(88)
<b>player</b> /'pleɪə(r)/ <i>n.</i> 运动员	(81)	<b>lucky</b> /'lʌki/ <i>adj.</i> 带来好运的;幸运的	(89)
<b>protect</b> /prə'tekt/ <i>vt. &amp; vi.</i> 保护,防护	(81)	<b>lucky money</b> <i>n.</i> 压岁钱	(89)
		* <b>grandparent</b> /'grænpɛərənt/ <i>n.</i> (外)祖父,	
		(外)祖母	(89)



- relative** /'relatɪv/ *n.* 亲戚 (89)  
**send** /send/ *vt.* 发送 (89)  
**red packet** *n.* 红包 (89)  
**survey** /'sɜ:vɪ/ *n.* 民意调查; 概述 (89)  
**in need** 在贫困中, 在困难中 (90)  
**beginning** /bɪ'ɡɪnɪŋ/ *n.* 开头, 开端 (90)  
**habit** /'hæbɪt/ *n.* 习惯 (90)
- ## Unit 8
- celebrate** /'selbreɪt/ *vi. & vt.* 庆祝 (92)  
**Christmas** /'krɪsməs/ *n.* 圣诞节 (93)  
**remember** /rɪ'membə(r)/ *vt.* 纪念; 记住 (93)  
**poet** /'pəʊɪt/ *n.* 诗人 (93)  
**dragon** /'dræɡən/ *n.* 龙 (93)  
**dragon boat** *n.* 龙舟 (93)  
**race** /reɪs/ *n.* 速度竞赛, 赛跑 (93)  
**dumpling** /'dʌmplɪŋ/ *n.* 汤团, 饺子 (93)  
**rice dumpling** *n.* 粽子 (93)  
**Scottish** /'skɒtɪʃ/ *adj.* 苏格兰(人)的 (93)  
**\*haggis** /'hæɡɪs/ *n.* 哈吉斯(一种苏格兰美食) (93)  
**dish** /dɪʃ/ *n.* 一道菜, 菜肴 (93)  
**poem** /'pəʊɪm/ *n.* 诗, 韵文 (93)  
**lady** /'leɪdi/ *n.* 女士; 淑女 (94)  
**gentleman** /'dʒentlmən/ *n.* (*pl.* **gentlemen**) 先生; 绅士 (94)  
**spread** /spred/ *vt.* (使) 分散; 传播 (94)  
*n.* 传播, 散布, 扩展, 蔓延 (94)  
**\*doorstep** /'dɔ:stɛp/ *n.* 门阶 (94)  
**hang** /hæŋ/ *vt. & vi.* 悬挂 (94)  
**onion** /'ɒnjən/ *n.* 洋葱 (94)  
**Greek** /gri:k/ *adj.* 希腊(人)的, 希腊语的 (94)  
**tradition** /trə'dɪʃn/ *n.* 传统 (94)  
**symbol** /'sɪmbəl/ *n.* 象征; 符号 (94)  
**midnight** /'mɪdnait/ *n.* 午夜 (94)  
**\*strike** /straɪk/ *vt. & vi.* 敲, 鸣, 报时; 撞击 (94)  
**into** /'ɪntu:/ *prep.* 进入, 到...里面 (94)
- in the hope of** 希望 (94)  
**ahead** /ə'hed/ *adv.* 在前面, 向前 (94)  
**carry** /'kæəri/ *vt.* 拿, 提, 搬; 携带 (94)  
**\*suitcase** /'su:tkeɪs/ *n.* (旅行用的) 手提箱 (94)  
**block** /blɒk/ *n.* 街区 (94)  
**traveller** /'trævələ(r)/ *n.* (*AmE* **traveler**) 旅行者, 游客 (94)  
**\*wherever** /weə'revə(r)/ *conj.* 在任何地方 (94)  
**violin** /'vaɪəlɪn/ *n.* 小提琴 (97)  
**lively** /'laɪvli/ *adj.* 轻快的; 生气勃勃的 (97)  
**spring roll** /sprɪŋ 'rəʊl/ *n.* 春卷 (98)  
**moment** /'məʊmənt/ *n.* 某个时刻; 瞬间, 片刻 (98)  
**at the moment** 现在, 当时 (98)  
**tonight** /tə'naɪt/ *adv.* 在今晚 (98)  
**lantern** /'læntən/ *n.* 灯笼 (99)  
**mountain** /'maʊntən/ *n.* 高山, 山岳 (100)  
**climb** /klaɪm/ *vt. & vi.* 攀登, 爬 (100)  
**natural** /'nætʃrəl/ *adj.* 自然的 (100)  
**\*beauty** /'bjʊti/ *n.* 美; 美人 (100)  
**respect** /rɪ'spekt/ *n.* 尊敬 (100)  
**elder** /'eldə(r)/ *n.* 长者, 长辈 (100)  
*adj.* 年纪较长的 (100)  
**double** /'dʌbl/ *adj.* 双的, 两倍的 (100)  
**forever** /fə'revə(r)/ *adv.* 永远 (100)  
**\*decorate** /'dekəreɪt/ *vt.* 装饰 (101)  
**put up** 张贴, 挂起 (101)  
**\*Spring Festival couplets** /'kʌpləts/ *n.* 春联 (101)  
**beforehand** /bɪ'fɔ:hænd/ *adv.* 事先, 预先 (102)  
**prepare** /prɪ'peə(r)/ *vt. & vi.* 预备(饭菜); 把...预备好 (102)  
**meaning** /'mi:nɪŋ/ *n.* 意义, 意思 (102)  
**during** /'dʒʊərn/ *prep.* 在...期间 (102)  
**last** /lɑ:st/ *vi.* 持续 (102)  
**till** /tɪl/ *prep. & conj.* (= **until** /ən'tɪl/) 到...时, 直到...为止 (102)  
**heart** /hɑ:t/ *n.* 内心; 心脏 (102)



# Wordlist (in alphabetical order)

注:本表不收录有关指示语、语法讲解、语音板块和课题(Project)中的生词和短语。括号中所标数字为该词条在本教科书中首次出现时的页码。带\*号的单词只要求会读、听得懂,不要求拼写。

## A

- a little** 一点,少量;少量的,一些 (43)  
**a.m.** /,eɪ 'em/ *abbr.* 上午 (43)  
**account** /ə'kaʊnt/ *n.* 账户 (82)  
**across** /ə'krɒs/ *prep.* 在...对面;从...一边到  
另一边;遍及 (82)  
**activity** /æk'tɪvəti/ *n.* 活动 (43)  
**advice** /əd'vaɪs/ *n.* 建议 (70)  
**agree** /ə'ɡri:/ *vi. & vt.* 同意 (77)  
**ahead** /ə'hed/ *adv.* 在前面,向前 (94)  
**all kinds of** 各种各样的 (19)  
**almost** /'ɔ:lməʊst/ *adv.* 几乎 (64)  
**amazing** /ə'meɪzɪŋ/ *adj.* 令人大为惊奇的 (44)  
**another** /ə'nʌðə(r)/ *pron. & det.* 另一,又一 (81)  
**\*apart** /ə'pɑ:t/ *adv.* 分开 (20)  
**take apart** 拆卸,拆开(机器等) (20)  
**area** /'eəriə/ *n.* 区域;面积;领域 (51)  
**around** /ə'raʊnd/ *prep.* 围绕,环绕  
*adv.* 到处,向各处 (20)  
**artist** /'ɑ:tɪst/ *n.* 艺术家,(尤指)画家 (28)  
**as** /æz/ *prep.* 作为,当作  
*conj.* 因为,由于;正如  
*adv.* 像...一样 (86)  
**as well** 也 (31)  
**away** /ə'weɪ/ *adv.* (时间或空间上)离开,  
在(某距离)处;去别处 (86)

## B

- bank** /bæŋk/ *n.* 银行 (82)  
**baseball** /'beɪsbɔ:l/ *n.* 棒球运动;棒球 (81)  
**be good at** 擅长... (8)  
**be made of** 由...制成 (77)  
**\*beauty** /'bjʊ:ti/ *n.* 美;美人 (100)  
**become** /brɪ'kʌm/ *linking v.* 成为,开始变得 (28)  
**beef** /bi:f/ *n.* 牛肉 (57)

- beforehand** /brɪ'fɔ:hænd/ *adv.* 事先,预先 (102)  
**beginning** /brɪ'ɡɪnɪŋ/ *n.* 开头,开端 (90)  
**belt** /belt/ *n.* 腰带,皮带 (76)  
**better** /'betə(r)/ *adj.* 更好的 (51)  
**bin** /bɪn/ *n.* 垃圾桶 (52)  
**biology** /baɪ'ɒlədʒi/ *n.* 生物学 (44)  
**block** /blɒk/ *n.* 街区 (94)  
**blouse** /blaʊz/ *n.* 女式衬衫 (69)  
**board** /bɔ:d/ *n.* 布告牌;木板 (32)  
**bookshop** /'bʊkʃɒp/ *n.* 书店 (86)  
**borrow** /'bɒrəʊ/ *vi.* 借 (38)  
**both** /bəʊθ/ *pron. & det.* 两个都 (12)  
**bottle** /'bɒl/ *n.* 一瓶(的量);瓶子 (62)  
**bowl** /bəʊl/ *n.* 一碗(的量);碗 (62)  
**bright** /braɪt/ *adj.* 明亮的 (31)  
**budget** /'bʌdʒɪt/ *n.* 预算 (82)  
**building** /'bɪldɪŋ/ *n.* 楼房,建筑物 (31)

## C

- calm** /kɑ:m/ *adj.* 镇静的,沉着的 (69)  
**care** /keə(r)/ *vi.* 关心  
*n.* 照顾;小心 (39)  
**care about** 关心 (39)  
**carrot** /'kærət/ *n.* 胡萝卜 (57)  
**carry** /'kæri/ *vt.* 拿,提,搬;携带 (94)  
**\*carton** /'kɑ:tɒn/ *n.* 硬纸盒,塑料盒 (62)  
**\*casual** /'kæʒuəl/ *adj.* 非正式的,随便的 (70)  
**celebrate** /'selɪbreɪt/ *vi. & vt.* 庆祝 (92)  
**change** /tʃeɪndʒ/ *vt.* 使不同  
*vi. & n.* 改变,变化 (20)  
**character** /'kærəktə(r)/ *n.* 性格 (10)  
**chat** /tʃæt/ *vi. & n.* 闲聊 (32)  
**cheese** /tʃi:z/ *n.* 奶酪 (62)  
**chess** /tʃes/ *n.* 国际象棋 (15)  
**Chinese chess** *n.* 中国象棋 (15)  
**chip** /tʃɪp/ *n.* 炸薯条;炸薯片 (64)

- chocolate** /'tʃɒklət/ *n.* 巧克力 (57)
- choose** /tʃu:z/ *vt. & vi.* 选择 (70)
- Christmas** /'krɪsməs/ *n.* 圣诞节 (93)
- classmate** /'klɑ:smeɪt/ *n.* 同班同学 (8)
- climb** /klaɪm/ *vt. & vi.* 攀登, 爬 (100)
- \***close-fitting** /,kləʊs 'fɪtɪŋ/ *adj.* 紧身的 (76)
- club** /klʌb/ *n.* 社团, 俱乐部 (26)
- coin** /kɔɪn/ *n.* 硬币 (88)
- colourful** /'kɒləfl/ *adj.* (*AmE* **colorful**) 五彩  
缤纷的; 丰富多彩的 (81)
- comfortable** /'kɒmfətəbl/ *adj.* 舒适的 (72)
- cost** /kɒst/ *vt.* 需付费, 价钱为 (82)
- cotton** /'kɒtn/ *n.* 棉织物, 棉布; 棉花 (77)
- could** /kʊd/ *modal v.* (礼貌地请求或征询  
许可) 能, 可以 (70)
- country** /'kʌntri/ *n.* 国家 (76)
- cover** /'kʌvə(r)/ *vt.* 足以支付, 够付 (82)
- cucumber** /'kju:kʌmbə(r)/ *n.* 黄瓜 (57)
- culture** /'kʌltʃə(r)/ *n.* 文化 (76)
- D**
- daily** /'deɪli/ *adj.* 每日的 (82)
- dark** /dɑ:k/ *adj.* 深色的; 黑暗的  
*n.* 黑暗, 暗处 (70)
- date** /deɪt/ *n.* 日期 (74)
- deal** /di:l/ *n.* 交易 (88)
- \***decorate** /'dekəreɪt/ *vt.* 装饰 (101)
- delicious** /dɪ'lɪʃəs/ *adj.* 美味的 (57)
- depend** /dɪ'pend/ *vi.* 取决于 (70)  
**depend on** 取决于; 依靠 (70)
- design** /dɪ'zam/ *vt. & n.* 设计 (27)
- designer** /dɪ'zamə(r)/ *n.* 设计师 (28)
- diet** /'daɪət/ *n.* 日常饮食 (58)
- different** /'dɪfrənt/ *adj.* 不同的 (38)
- dining** /'daɪnɪŋ/ *n.* 吃饭 (31)
- dish** /dɪʃ/ *n.* 一道菜, 菜肴 (93)
- dollar** /'dɒlə(r)/ *n.* 元 (美国、加拿大、澳大  
利亚等国的货币单位) (81)
- \***doorstep** /'dɔ:step/ *n.* 门阶 (94)
- double** /'dʌbl/ *adj.* 双的; 两倍的 (100)
- dragon** /'dræɡən/ *n.* 龙 (93)
- dragon boat** *n.* 龙舟 (93)
- dream** /dri:m/ *n.* 梦想; 梦 (20)
- dumpling** /'dʌmplɪŋ/ *n.* 汤团, 饺子 (93)
- rice dumpling** *n.* 粽子 (93)
- during** /'djʊərɪŋ/ *prep.* 在...期间 (102)
- duty** /'dju:ti/ *n.* 职责, 任务; 责任, 义务 (51)
- E**
- each** /i:tʃ/ *det., pron. & adv.* 每个, 各自 (26)
- each other** /,i:tʃ 'ʌðə(r)/ *pron.* 互相 (7)
- education** /,edʒu'keɪʃn/ *n.* 教育 (82)
- elder** /'eldə(r)/ *n.* 长者, 长辈  
*adj.* 年纪较长的 (100)
- else** /els/ *adv.* 其他的, 别的 (39)
- empty** /'empti/ *vt.* 倒空, 腾空  
*adj.* 空的 (52)
- endless** /'endləs/ *adj.* 无穷无尽的, 不计其数的 (20)
- energy** /'enədʒi/ *n.* 精力, 活力 (8)
- enjoy** /ɪn'dʒɔɪ/ *vt.* 享受...的乐趣, 欣赏, 喜爱 (12)
- enough** /ɪ'nʌf/ *det. & pron.* 足够 (的)  
*adv.* 足够地; 相当 (58)
- eraser** /ɪ'reɪzə(r)/ *n.* (美) 橡皮 (86)
- \***euro** /'juərəʊ/ *n.* 欧元 (欧盟中某些国家的  
货币单位) (81)
- event** /ɪ'vent/ *n.* 公开活动; 发生的事情 (40)
- everyone** /'evriwʌn/ *pron.* (= **everybody**)  
所有人, 每人, 人人 (32)
- example** /ɪɡ'zɑ:mpəl/ *n.* 例子 (70)  
**for example** 例如 (70)
- exciting** /ɪk'saɪtɪŋ/ *adj.* 令人激动的 (32)
- expensive** /ɪk'spensɪv/ *adj.* 昂贵的 (82)
- F**
- fact** /fækt/ *n.* 事实 (38)  
**in fact** 确切地说; 事实上 (38)
- fashion** /'fæʃn/ *n.* 时装业; 流行 (70)
- \***feature** /'fi:tʃə(r)/ *n.* 特点, 特色 (77)
- feel** /fi:l/ *linking v.* 摸起来, 手感 (77)
- festival** /'festɪvl/ *n.* 节日; 节 (76)
- field** /fi:ld/ *n.* 运动场 (31)

- sports field** *n.* 体育场 (31)
- field** /fi:ld/ *n.* 田,地;领域 (44)
- first** /fɜ:st/ *det., ord. num. & adv.* 第一;首先 (44)
- fit** /fit/ *adj.* 健康的 (19)
- fix** /fiks/ *vt.* 修理;安装 (20)
- flat** /flæt/ *n.* 〈英〉公寓 (82)
- forever** /fə'evə(r)/ *adv.* 永远 (100)
- \***form** /fɔ:m/ **teacher** *n.* 班主任 (36)
- \***formal** /'fɔ:məl/ *adj.* 适合正式场合的, 庄重的;正式的 (70)
- friendly** /'frendli/ *adj.* 友好的 (8)
- full** /fʊl/ *adj.* (有)大量的;满的 (8)
- be full of** 满是…的 (8)
- fun** /fʌn/ *adj.* 有趣的,使人快乐的 *n.* 开心,乐趣,好玩的事 (16)
- future** /'fju:tʃə(r)/ *n.* 未来 (28)
- in the future** 在未来 (28)
- ## G
- gate** /geɪt/ *n.* 大门 (32)
- gentleman** /'dʒentlmən/ *n.* (*pl.* **gentlemen**) 先生;绅士 (94)
- geography** /dʒi'ɒgrəfi/ *n.* 地理(学) (26)
- get up** 起床 (43)
- glad** /glæd/ *adj.* 高兴 (7)
- go by** 叫作,被称为 (7)
- grade** /greɪd/ *n.* 年级;等级 (8)
- \***grandparent** /'grænpəərənt/ *n.* (外)祖父, (外)祖母 (89)
- Greek** /gri:k/ *adj.* 希腊(人)的,希腊语的 (94)
- greet** /gri:t/ *vt.* 和(某人)打招呼(或问好) (7)
- grey** /greɪ/ *adj.* (*AmE gray*) 灰色的 *n.* 灰色 (38)
- group** /gru:p/ *n.* 组,群,批 (52)
- grow** /grəʊ/ *vt. & vi.* (使)生长,发育 (50)
- gym** /dʒɪm/ *n.* (= **gymnasium** /dʒɪm'neɪziəm/) 体育馆 (31)
- ## H
- habit** /'hæbrɪt/ *n.* 习惯 (90)
- \***haggis** /'hæɡɪs/ *n.* 哈吉斯(一种苏格兰美食) (93)
- hall** /hɔ:l/ *n.* 大厅,礼堂 (31)
- dining hall** *n.* 食堂,餐厅 (31)
- hang** /hæŋ/ *vt. & vi.* 悬挂 (94)
- have a sweet tooth** 爱吃甜食 (58)
- health** /helθ/ *n.* 健康 (57)
- heart** /hɑ:t/ *n.* 内心;心脏 (102)
- history** /'hɪstri/ *n.* 历史 (76)
- hobby** /'hɒbi/ *n.* 业余爱好 (7)
- homebody** /'həʊmbɒdi/ *n.* 喜欢待在家里的人 (58)
- homework** /'həʊmwɜ:k/ *n.* 家庭作业 (43)
- hope** /həʊp/ *vt., vi. & n.* 希望 (28)
- housework** /'haʊswɜ:k/ *n.* 家务劳动,家务事 (43)
- ## I
- important** /ɪm'pɔ:nt/ *adj.* 重要的 (58)
- in need** 在贫困中,在困难中 (90)
- in the hope of** 希望 (94)
- inside** /ɪn'saɪd/ *prep.* 在(向)…里面 *adv.* 在(向)里面 (81)
- interested** /'ɪntrəstɪd/ *adj.* 感兴趣的 (8)
- be interested in** 对…感兴趣 (8)
- into** /ɪntu:/ *prep.* 进入,到…里面 (94)
- introduce** /ɪn'trə'dju:s/ *vt.* 介绍 (7)
- ## J
- jacket** /'dʒækɪt/ *n.* 夹克衫 (69)
- jeans** /dʒi:nz/ *n.* 牛仔裤 (69)
- jog** /dʒɒg/ *vi.* 慢跑,慢步长跑(尤指锻炼) *n.* 慢跑 (19)
- join** /dʒɔɪn/ *vt. & vi.* 加入;与…一道去 (26)
- just** /dʒʌst/ *adv.* 仅仅,只不过;正好 (76)
- ## K
- key** /ki:/ *n.* 钥匙 (81)
- kilo** /'ki:ləʊ/ *n.* (= **kilogram** /'kɪləgræm/) 千克,公斤 (62)



## L

- lab** /læb/ *n.* (= **laboratory** /lə'brɒrətəri/) 实验室 (31)
- lady** /'leɪdi/ *n.* 女士;淑女 (94)
- language** /'læŋɡwɪdʒ/ *n.* 语言 (44)
- lantern** /'læntən/ *n.* 灯笼 (99)
- large** /lɑ:dʒ/ *adj.* 大的 (40)
- last** /lɑ:st/ *vi.* 持续 (102)
- \***leather** /'leðə(r)/ *n.* 皮革 (77)
- leave** /li:v/ *vi. & vt.* 离开;使保留 (44)
- leave for** 动身去,到…地方去 (44)
- lemon** /'lemən/ *n.* 柠檬 (57)
- less** /les/ *det. & pron.* 较少的,更少的  
*adv.* 少,较少 (58)
- life** /laɪf/ *n.* (*pl.* **lives**) 个人生活;生命 (20)
- lifestyle** /'laɪfstɑɪl/ *n.* 生活方式 (56)
- like** /laɪk/ *prep.* 例如;像 (32)
- lively** /'laɪvli/ *adj.* 轻快的;生气勃勃的 (97)
- living** /'lɪvɪŋ/ *adj.* 活着的,活的 (44)
- looks** /lʊks/ *n.* [*pl.*] 相貌,容貌 (10)
- \***loose** /lu:s/ *adj.* 宽松的 (76)
- luck** /lʌk/ *n.* 幸运,好运 (15)
- good luck** 祝成功,祝好运 (15)
- lucky** /'lʌki/ *adj.* 带来好运的;幸运的 (89)
- lucky money** *n.* 压岁钱 (89)

## M

- magazine** /,mæɡə'zi:n/ *n.* 杂志 (38)
- make friends with** 与…交朋友 (16)
- mall** /mɔ:l/ *n.* 购物商场 (82)
- manage** /'mænɪdʒ/ *vt.* 明智地使用;管理 (82)
- master** /'mɑ:stə(r)/ *n.* 能手,擅长…者;大师,  
师父 (28)
- match** /mætʃ/ *n.* 比赛 (15)
- vt. & vi.* 般配,相配 (70)
- material** /mə'tɪəriəl/ *n.* 布料;材料,原料 (77)
- matter** /'mætə(r)/ *vi. & vt.* 要紧,有重大影响 (84)
- maybe** /'meɪbi/ *adv.* 也许;大概 (62)
- meal** /mi:l/ *n.* 一餐所吃的食物;一顿饭 (65)
- meaning** /'mi:niŋ/ *n.* 意义,意思 (102)
- meeting** /'mi:tiŋ/ *n.* 集合,会面;会议 (26)

- member** /'membə(r)/ *n.* 成员 (26)
- midnight** /'mɪdnɑ:t/ *n.* 午夜 (94)
- miss** /mɪs/ *vt.* 错过 (65)
- mix** /mɪks/ *vt., vi. & n.* 混合 (70)
- model** /'mɒdl/ *n.* 模范,典型;模特儿 (27)
- role model** *n.* 楷模,行为榜样 (27)
- modern** /'mɒdn/ *adj.* 现代化的,先进的;  
现代的 (31)
- moment** /'məʊmənt/ *n.* 某个时刻;瞬间,片刻 (98)
- at the moment** 现在,当时 (98)
- more** /mɔ:(r)/ *det. & pron.* 更多的,更大的  
*adv.* 更;更多 (32)
- most** /məʊst/ *det. & pron.* 大多数,几乎所有  
*adv.* 最大,最多 (66)
- mountain** /'maʊntən/ *n.* 高山,山岳 (100)
- museum** /mju:'zi:əm/ *n.* 博物馆 (20)
- mutton** /'mʌtɪn/ *n.* 羊肉 (58)
- myself** /'maɪ'self/ *pron.* 我自己;亲自 (43)
- enjoy oneself** 玩得痛快,得到乐趣 (43)

## N

- natural** /'nætʃrəl/ *adj.* 自然的 (100)
- nature** /'neɪtʃə(r)/ *n.* 大自然;天性 (44)
- need** /ni:d/ *vt.* 需要 (58)
- n.* 需要的事物;需要 (58)
- news** /nju:z/ *n.* 新闻;消息 (32)
- newspaper** /'nju:zpeɪpə(r)/ *n.* 报纸 (38)
- notebook** /'nəʊtbʊk/ *n.* 笔记本 (85)
- noticeboard** /'nəʊtɪsbɔ:d/ *n.* 布告板,告示牌 (32)

## O

- of course** /kɔ:s/ 当然 (47)
- once** /wʌns/ *adv.* 一次 (26)
- onion** /'ɒnjən/ *n.* 洋葱 (94)
- online** /,ɒn'laɪn/ *adv.* 在线上,在网上  
*adj.* 线上的,网上的 (88)
- only** /'əʊnli/ *adv.* 只有,仅 (14)
- other** /'ʌðə(r)/ *pron. & adj.* 另外,其他 (8)
- outside** /,aʊt'saɪd/ *adv.* 在(向)外面  
*prep.* 在(向)…外面 (51)

## P

- p.m.** /pi: 'em/ *abbr.* 下午 (26)
- packet** /'pækɪt/ *n.* 小袋; 小包装纸袋 (62)
- paint** /peɪnt/ *vi. & vt.* 用颜料画; 在...上刷油漆  
*n.* 绘画颜料; 油漆 (19)
- painting** /'peɪntɪŋ/ *n.* 画作 (28)
- pancake** /'pænkeɪk/ *n.* 烙饼, 薄饼 (58)
- paper-cutting** /'peɪpə kʌtɪŋ/ *n.* 剪纸 (19)
- part** /pɑ:t/ *n.* 部分 (31)
- pay** /peɪ/ *vi. & vt.* 付款 (82)
- pay for** 支付 (82)
- peace** /pi:s/ *n.* 平静; 和平 (51)
- pepper** /'pepə(r)/ *n.* 甜椒; 胡椒粉 (57)
- per cent** /pə 'sent/ *n. (pl. per cent) (AmE percent)* 百分之... (82)
- perfect** /'pɜ:fɪkt/ *adj.* 完美的 (32)
- pick** /pɪk/ *vt.* 采, 摘; 挑选 (44)
- pie** /paɪ/ *n.* 馅饼 (66)
- piece** /pi:s/ *n.* 块, 片; (文艺作品等的) 一篇(首 / 幅...等) (62)
- plan** /plæn/ *vt. & n.* 打算; 计划 (27)
- player** /'pleɪə(r)/ *n.* 运动员 (81)
- pocket** /'pɒkɪt/ *n.* 口袋 (85)
- pocket money** *n.* 零花钱 (85)
- poem** /'pəʊm/ *n.* 诗, 韵文 (93)
- poet** /'pəʊt/ *n.* 诗人 (93)
- point** /pɔɪnt/ *n.* 得分; 要点; 观点; 地点 (65)
- polite** /pə'laɪt/ *adj.* 有礼貌的 (8)
- popular** /'pɒpjələ(r)/ *adj.* 广受欢迎的; 流行的 (76)
- pork** /pɔ:k/ *n.* 猪肉 (57)
- porridge** /'pɒrɪdʒ/ *n.* 粥; 麦片粥 (65)
- pound** /paʊnd/ *n.* 英镑(英国货币单位) (81)
- practise** /'præktɪs/ *vi. & vt. (AmE practice)*  
训练, 练习 (44)
- prepare** /pri'peə(r)/ *vt. & vi.* 预备(饭菜);  
把...预备好 (102)
- present** /'preznt/ *n.* 礼物 (86)
- pretty** /'prɪti/ *adj.* 漂亮的, 标致的 (14)
- primary** /'praɪməri/ *adj.* 初等教育的, 小学教育的 (74)
- problem** /'prɒbləm/ *n.* 数学题; 难题, 困难 (16)

**protect** /prə'tekt/ *vt. & vi.* 保护, 防护 (81)

**purple** /'pɜ:pl/ *n.* 紫色  
*adj.* 紫色的 (70)

**put up** 张贴, 挂起 (101)

## Q

**\*questionnaire** /'kwɛstʃə'neə(r)/ *n.* 调查表, 问卷(27)

**quiet** /'kwaɪət/ *n.* 宁静, 平静 (51)

**quite** /kwaɪt/ *adv.* 相当; 非常 (40)

## R

**race** /reɪs/ *n.* 速度竞赛, 赛跑 (93)

**rainy** /'reɪni/ *adj.* 阴雨的 (82)

**ready** /'redi/ *adj.* 愿意迅速做某事; 准备好 (8)

**be ready to do sth** 愿意(或准备好)做某事(8)

**really** /'ri:əli/ *adv.* 很, 十分; 真正地 (34)

**red packet** *n.* 红包 (89)

**relative** /'relatɪv/ *n.* 亲戚 (89)

**remember** /rɪ'membə(r)/ *vt.* 纪念; 记住 (93)

**respect** /rɪ'spekt/ *n.* 尊敬 (100)

**rest** /rest/ *n.* 休息时间 (66)

*n.* 剩余部分; 其他 (85)

**ring** /rɪŋ/ *n.* 环状物, 圈形的东西 (81)

**role** /rəʊl/ *n.* 角色 (27)

**roller skate** /'rəʊlə sket/ *vi.* 滑旱冰, 溜旱冰 (48)

**\*rouble** /'ru:bl/ *n.* 卢布(俄罗斯货币单位) (81)

**Russian** /'rʌʃn/ *adj.* 俄罗斯(人)的, 俄语的 (81)

## S

**salt** /sɔ:lt/ *n.* 盐 (62)

**same** /sem/ *adj.* 同一的, 相同的 (7)

**save** /serv/ *vt. & vi.* 储蓄; 节省 (82)

**scarf** /skɑ:f/ *n. (pl. scarves or scarfs)* 围巾 (69)

**scientist** /'saɪəntɪst/ *n.* 科学家 (20)

**score** /skɔ:(r)/ *n.* 分数, 成绩; 比分 (65)

**Scottish** /'skɒtɪʃ/ *adj.* 苏格兰(人)的 (93)

**seldom** /'seldəm/ *adv.* 很少 (48)

**send** /send/ *vt.* 发送 (89)

**set** /set/ *n.* 一套, 一副, 一组(类似的东西) (81)



- a set of** 一套,一副,一组 (81)
- \*shell** /ʃel/ *n.* 壳; 骨架 (88)
- show** /ʃəʊ/ *n.* 演出; 展览; 节目; 音乐会 (36)
- shy** /ʃaɪ/ *adj.* 腼腆的 (14)
- silk** /sɪlk/ *n.* 丝绸 (77)
- similar** /ˈsɪmələ(r)/ *adj.* 相似的 (70)
- size** /saɪz/ *n.* 尺码; 大小 (78)
- skill** /skɪl/ *n.* 技能; 技艺 (27)
- \*skin** /skɪn/ *n.* 皮肤 (70)
- slim** /slɪm/ *adj.* 苗条的 (8)
- smart** /smɑ:t/ *adj.* 聪明的; 智能的 (8)  
*adj.* 衣冠楚楚的, 衣着讲究的 (74)
- smartphone** /ˈsmɑ:tfəʊn/ *n.* 智能手机 (64)
- smooth** /smu:ð/ *adj.* 光滑的 (77)
- snack** /snæk/ *n.* 点心, 小吃 (57)
- soft** /sɒft/ *adj.* 软的, 柔软的 (77)
- something** /ˈsʌmθɪŋ/ *pron.* 某事, 某物 (52)
- soon** /su:n/ *adv.* 很快, 马上 (34)
- sound** /saʊnd/ *linking v.* 听起来好像 (27)
- special** /speʃl/ *adj.* 特殊的, 特别的 (40)
- spend** /spend/ *vt.* 度过, 花 (时间); 花 (钱) (32)
- spread** /spred/ *vt.* (使) 分散; 传播  
*n.* 传播, 散布, 扩展, 蔓延 (94)
- \*Spring Festival couplets** /ˈkʌpləts/ *n.* 春联 (101)
- spring roll** /ˌsprɪŋ ˈrəʊl/ *n.* 春卷 (98)
- stand out** 突出, 显眼 (70)
- start** /stɑ:t/ *vi.* (从...) 开始  
*vt.* 开始, 着手  
*n.* 开头, 开端 (44)
- stay** /steɪ/ *vi.* 保持, 继续是; 暂住, 逗留  
*n.* 停留, 逗留 (15)
- stay up** 熬夜 (58)
- strawberry** /ˈstrɔ:bəri/ *n.* 草莓 (86)
- \*strike** /straɪk/ *vt. & vi.* 敲, 鸣, 报时; 撞击 (94)
- style** /staɪl/ *n.* 样式; 方式, 作风 (68)
- such as** /ˈsʌtʃ əz/ 例如; 诸如...之类 (70)
- sugar** /ˈʃʊgə(r)/ *n.* 食糖 (58)
- suit** /su:t/ *n.* 套装, 西服 (70)
- \*suitable** /ˈsu:təbl/ *adj.* 合适的, 适宜的 (70)
- \*suitcase** /ˈsu:tkeɪs/ *n.* (旅行用的) 手提箱 (94)
- surprise** /səˈpraɪz/ *n.* 令人惊奇的事情 (或消息等) (81)
- survey** /ˈsɜ:veɪ/ *n.* 民意调查; 概述 (89)
- sweet** /swi:t/ *n.* 糖果; 甜食  
*adj.* 甜的; 可爱的 (57)
- symbol** /ˈsɪmbl/ *n.* 象征; 符号 (94)
- ## T
- \*tablet** /ˈtæblət/ *n.* 平板电脑 (64)
- take care of** 照顾, 照料 (52)
- take part in** 参加 (51)
- take place** 进行, 发生 (32)
- teach** /ti:tʃ/ *vt. & vi.* 教 (课程), 讲授 (35)
- team** /ti:m/ *n.* 队; 组 (35)
- teamwork** /ˈti:mwɜ:k/ *n.* 团队合作 (51)
- tennis** /ˈtenɪs/ *n.* 网球运动 (48)
- term** /tɜ:m/ *n.* 学期, 期 (44)
- than** /ðæn/ *prep. & conj.* 少于, 小于; 比 (64)
- thing** /θɪŋ/ *n.* 东西 (20)
- thousand** /ˈθaʊznd/ *num.* 数以千计的; 一千 (38)
- through** /θru:/ *prep.* 以, 凭借; 通过; 穿过 (52)
- tie** /taɪ/ *n.* 领带 (69)
- until** /tɪl/ *prep. & conj.* (= **until** /ənˈtɪl/) 到...时, 直到...为止 (102)
- tiring** /ˈtaɪərɪŋ/ *adj.* 累人的 (51)
- tofu** /ˈtəʊfu:/ *n.* 豆腐 (58)
- together** /təˈgeðə(r)/ *adv.* 在一起, 共同 (40)
- tonight** /təˈnaɪt/ *adv.* 在今晚 (98)
- tooth** /tu:θ/ *n.* (*pl.* **teeth**) 牙, 齿 (58)
- tour** /tuə(r)/ *n.* 参观; 旅行 (50)
- tradition** /trəˈdɪʃn/ *n.* 传统 (94)
- traditional** /trəˈdɪʃənl/ *adj.* 传统的 (76)
- traveller** /ˈtrævələ(r)/ *n.* (*AmE* **traveler**) 旅行者, 游客 (94)
- trip** /trɪp/ *n.* 旅行 (44)  
**field trip** *n.* 野外考察, 实地考察 (44)
- true** /tru:/ *adj.* 真正的, 实质的; 确实的 (20)  
**come true** 实现, 成为现实 (20)
- trust** /trʌst/ *vt.* 相信 (32)
- T-shirt** /ˈti: ʃɜ:t/ *n.* T 恤衫 (69)
- turn** /tɜ:n/ *n.* (依次轮到的) 机会 (52)  
**take turns** 轮流 (52)
- \*type** /taɪp/ *n.* 类型, 种类 (76)



## U

**unhealthy** /ʌn'helθi/ *adj.* 不健康的 (58)  
**usually** /'ju:z(u)əli/ *adv.* 通常地 (43)

## V

**video** /'vɪdiəʊ/ *n.* 视频 (50)  
**violin** /,vaɪə'li:n/ *n.* 小提琴 (97)  
**volleyball** /'vɒlibɔ:l/ *n.* 排球运动 (26)

## W

**watermelon** /'wɔ:təmelən/ *n.* 西瓜 (57)  
**website** /'websaɪt/ *n.* 网站 (50)  
**\*wedding** /'wedɪŋ/ *n.* 婚礼 (76)  
**weekday** /'wi:kdeɪ/ *n.* 周工作日 (43)  
**on weekdays** 在工作日 (43)

**weekend** /,wi:k'end/ *n.* 周末 (16)

**at the weekend** 在周末 (16)

**\*wherever** /weə'revə(r)/ *conj.* 在任何地方 (94)

**whole** /həʊl/ *adj.* 全部的; 整个的  
*n.* 全部; 整个 (65)

**wise** /waɪz/ *adj.* 明智的 (80)

**without** /wɪ'ðaʊt/ *prep.* 没有 (58)

**work** /wɜ:k/ *n.* 作品, 著作 (28)

**would** /wʊd/ *modal v. (short form 'd)* 想 (表示愿意、喜欢、不愿意等) (46)

**would like** 愿意, 想要 (46)

**writer** /'raɪtə(r)/ *n.* 作家 (44)

## Y

**\*yen** /jen/ *n. (pl. yen)* 日元 (日本货币单位) (81)

**yogurt** /'jɒɡət/ *n. (= yoghurt)* 酸奶 (66)

**\*yuan** /ju'æn/ *n. (pl. yuan)* 元 (中国货币单位) (81)

# Proper nouns

注:本表收录各单元中出现的人名、国名、地名、节日名称等专有名词。本表按页码排序。

Millie /'mɪli/	米莉 (女子名,本套教材中为王欣悦的英文名)	(6)
Sunshine /'sʌnʃaɪm/ Middle School	阳光中学 (虚构校名)	(6)
Daniel /'dænjəl/	丹尼尔 (男子名,本套教材中为陈丹的英文名)	(7)
Amy /'eɪmi/	埃米 (女子名,本套教材中为赵敏的英文名)	(7)
Kitty /'kɪti/	基蒂 (女子名,本套教材中为张珂的英文名)	(7)
Simon /'saɪmən/	西蒙 (男子名,本套教材中为罗阳的英文名)	(7)
Sandy /'sændi/	桑迪 (女子名,本套教材中为李珊珊的英文名)	(7)
Jenny /'dʒeni/	珍妮 (女子名)	(11)
William Smith /,wɪljəm 'smɪθ/	威廉·史密斯 (男子姓名)	(17)
the UK /,ju: 'keɪ/	英国 (= the United Kingdom)	(17)
Will /wɪl/	威尔 (男子名)	(17)
Andrew /'ændru:/	安德鲁 (男子名)	(17)
Andy /'ændi/	安迪 (男子名)	(17)
James /dʒeɪmz/	詹姆斯 (男子名)	(17)
Jimmy /'dʒɪmi/	吉米 (男子名)	(17)
Thomas /'təʊməs/	托马斯 (男子名)	(17)
Tom /tɒm/	汤姆 (男子名)	(17)
Elizabeth /ɪ'lɪzəbəθ/	伊丽莎白 (女子名)	(17)
Liz /lɪz/	利兹 (女子名)	(17)
Susan /'su:zən/	苏珊 (女子名)	(17)
Sue /su:/	休 (女子名)	(17)
David /'deɪvɪd/	戴维 (男子名)	(24)
Nora /'nɔ:rə/	诺拉 (女子名)	(24)
the Olympics /ə'ɒlɪmpɪks/	奥林匹克运动会	(29)
Kate /keɪt/	凯特 (女子名)	(31)
Jack /dʒæk/	杰克 (男子名)	(32)
Annie /'æni/	安妮 (女子名)	(35)
Lucy /'lu:si/	露西 (女子名)	(37)
Peter /'pi:tə(r)/	彼得 (男子名)	(37)
Yuelu Academy /ə'kædəmi/	(湖南) 岳麓书院	(41)
China /'tʃaɪnə/	中国	(41)
Yuelu Mountain /'maʊntən/	(湖南) 岳麓山	(41)
Tommy /'tɒmi/	汤米 (男子名)	(44)
Shakespeare /'ʃeɪkspɪə(r)/	莎士比亚 (英国剧作家、诗人)	(46)
Children's Day	儿童节	(47)
Benny /'beni/	本尼 (男子名)	(64)
France /frɑ:ns/	法国	(81)

<b>Japan</b> /dʒə'pæn/	日本	(81)
<b>Russia</b> /'rʌʃə/	俄罗斯	(81)
<b>USA</b> /ju: es 'ei/	美国 (= <b>the United States of America</b> )	(81)
<b>Lucky</b> /'lʌki/ <b>Cat</b>	招财猫	(81)
<b>John</b> /dʒɒn/	约翰 (男子名)	(84)
<b>Sunshine Museum</b>	阳光博物馆 (虚构博物馆名)	(88)
<b>the Spring Festival</b>	春节	(89)
<b>the Dragon</b> /'dræɡən/ <b>Boat Festival</b>	端午节	(93)
<b>the Mid-Autumn</b> /,mɪd 'ɔ:təm/ <b>Festival</b>	中秋节	(93)
<b>Christmas</b> /'krɪsməs/	圣诞节	(93)
<b>Burns Night</b>	彭斯之夜	(93)
<b>the Water Festival</b>	泼水节	(93)
<b>Robert Burns</b>	罗伯特·彭斯 (苏格兰诗人)	(93)
<b>Scotland</b> /'skɒtlənd/	(英国) 苏格兰	(93)
<b>Robin</b> /'rɒbɪn/	罗宾 (男子名)	(93)
<b>Türkiye</b> /'tuəkiyə/	土耳其	(94)
<b>Greece</b> /gri:s/	希腊	(94)
<b>Denmark</b> /'denmɑ:k/	丹麦	(94)
<b>Colombia</b> /kə'lʌmbiə/	哥伦比亚	(94)
<b>Shirley</b> /'ʃɜ:li/	雪莉 (女子名)	(96)
<b>Vienna</b> /vi'enə/	(奥地利) 维也纳	(98)
<b>the Strauss</b> /straʊs/ <b>family</b>	(奥地利) 施特劳斯家族	(98)
<b>Wendy</b> /'wendɪ/	温迪 (女子名)	(99)
<b>Violet</b> /'vaɪələt/	维奥莱特 (女子名)	(99)
<b>the Window of the World</b>	(深圳) 世界之窗	(99)
<b>the Lantern</b> /'læntən/ <b>Festival</b>	元宵节	(99)
<b>the Double</b> /'dʌbl/ <b>Ninth Festival</b>	重阳节 (= <b>Chongyang Festival</b> )	(100)
<b>Mother's Day</b>	母亲节	(100)
<b>Father's Day</b>	父亲节	(100)
<b>the Chinese New Year's Eve</b> /i:v/	除夕夜	(101)
<b>the Spring Festival Gala</b> /'gɑ:lə/	春节联欢晚会	(101)
<b>Chinese New Year: The Biggest Celebration on Earth</b>	《中国新年:全球最大庆典》(纪录片名)	(103)
<b>Hong Kong</b> /,hɒŋ 'kɒŋ/	(中国) 香港	(103)



