

人民教育出版社

义务教育教科书

英语

ENGLISH

七年级

下册

人民教育出版社 课程教材研究所 编著

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致同学

亲爱的同学们，欢迎你们开启初中阶段的学习之旅！从现在开始，这套教科书将伴随你们的英语学习，见证你们的成长。






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





教科书每个单元分为Section A和Section B两大部分，教学活动层层递进，形式多样。为了帮助你们更好地感知并夯实语言基础，学习并内化语言规律，使你们在语言理解与表达上更加准确、更有自信，前三册每个单元设置了语音板块，八年级和九年级增设了词汇板块，全套教科书都设置了语法板块。教科书还设置了以星号(*)为标识的选学内容，分别是项目活动和拓展阅读。









为满足起始阶段的教学需要，七年级上册设置了三个过渡单元和七个正式单元。其中，过渡单元结合打招呼、摆放物品、参观农家小院和农场等主题内容，为你们进入正式单元的学习做好准备；正式单元设置了结识新朋友、介绍家庭、熟悉校园、谈论科目喜好、加入学校社团、做好时间安排、庆祝生日等主题内容，帮助你们更顺利地融入学习生活、更有效地进行人际沟通、更积极地参与社会实践。

书山有路勤为径。希望你们充分利用英语学习资源，找到行之有效的学习方法，多听、多说、多读、多写、多记、多用英语。祝你们在初中英语学习中取得新的进步！



Unit	Section A
<p>1 Animal Friends</p> <p>Why are animals important?</p> <p>p.1</p>	<p> Why do you like animals?</p> <p>Listening: Instructions to students and a conversation at the zoo. Speaking: Talk about your favourite animals.</p> <p>Pronunciation: a, /eɪ/, /æ/; /aɪ/, aɪ/eɪ; aɪ/eu/; al/ɔ:/; aw/ɔ:/ Unstressed words</p>
<p>2 No Rules, No Order</p> <p>p.9</p>	<p> What rules do we follow?</p> <p>Listening: Conversations and an announcement about school rules. Speaking: Talk about school rules.</p> <p>Pronunciation: e/i:/, /e/; ea/i:/, /e/; ee/i:/; ear/ɪə/, /eə/ Sentence stress(1)</p>
<p>3 Keep Fit</p> <p>How do we keep fit?</p> <p>p.17</p>	<p> How often do you do sports or exercise?</p> <p>Listening: Conversations and an announcement about school rules Speaking: Find the owners of sports items and ask about their exercise habits</p> <p>Pronunciation: i/aɪ, /, /ɪ; ie/aɪ, /i:/; y/aɪ, /i/, /j/ Stress patterns</p>
<p>4 Eat Well</p> <p> How do we eat well?</p> <p>p.25</p>	<p> What do we like to eat?</p> <p>Listening: Conversations about meals and food preferences Speaking: Order food and talk about preferences</p> <p>Pronunciation: o/əʊ/, /ɒ/, /ʌ/; oa/əʊ/; oo/u:/, /ʊ/; ou/aʊ/; ow /əʊ/, /aʊ/ Intonation in alternative questions</p>

Section B	*Project
<p> How are animals part of our lives?</p> <p>Reading: A post about a girl's favourite animal—the elephant</p> <p>Writing: Write a post about your favourite animal</p> <p>Grammar: Wh-questions; Adjectives; Plurals</p>	<p>Design a zoo</p>
<p> How can rules help us?</p> <p>Reading: A letter of complaint and advice on rules</p> <p>Writing: Write a letter to give advice</p> <p>Grammar: Imperatives; Modal verbs (can, have to, must)</p>	
<p> How is exercise good for us?</p> <p>Reading: Teenagers' accounts of their favourite way to keep fit</p> <p>Writing: Write about your favourite way to keep fit</p> <p>Grammar: Possessive pronouns; Adverbs of frequency</p>	<p>Compare exercise habits</p>
<p> What do you like about your family?</p> <p>Reading: A newsletter article about improving eating habits</p> <p>Writing: Write a comment about an eating habit</p> <p>Grammar: Alternative questions; Countable and uncountable nouns</p>	<p>Create a restaurant menu</p>

Unit	Section A
<p>5 Here and Now</p> <p> What brings people together?</p> <p>p.33</p>	<p> What is your school like?</p> <p>Listening: Phone conversations to invite friends to do something Speaking: Have a phone conversation to find out what others are doing</p> <p>Pronunciation: u/ju:/, /u:/, /ʌ/ Sentence stress(2)</p>
<p>6 Rain or Shine</p> <p> How does the weather affect us?</p> <p>p.41</p>	<p> What's the weather like?</p> <p>Listening: A weather report and a conversations about weather and activities Speaking: Talk about the weather and activities in different places</p> <p>Pronunciation: ar/ɑ:/; er /ɜ:/; ir /ɜ:/; or /ɔ:/, /ɜ:/; ur /ɜ:/ Rhythm</p>
<p>7 A Day to Remember</p> <p> What makes a day special?</p> <p>p.49</p>	<p> What was your special day like?</p> <p>Listening: Conversations about special days Speaking: Talk about a school trip</p> <p>Pronunciation: c/k/, /s/; ck /k/; g/g/, /dʒ/; x/ks/ Contractions in negative forms</p>
<p>8 Once upon a Time</p> <p> Why do we tell stories?</p> <p>p.57</p>	<p> What are your favourite stories?</p> <p>Listening: Conversations which tell stories Speaking: Retell a story</p> <p>Pronunciation: ch/tʃ/; ph/f/; sh/ʃ/; th/θ/, /ð/; wh/w/, /h / Assimilation</p>

*Reading Plus p.65
 Listening Scripts p.74

Pronunciation p.83
 Grammar p.88

Section B	*Project
<p>? How do we share our lives with others?</p> <p>Reading: Descriptions of what people around the world are doing at the same time</p> <p>Writing: Write a description of peoples activities</p>	<p>Draw a group of flats</p>
<p>Grammar: Present continuous tense(1)</p>	
<p>? How do we feel about the weather?</p> <p>Reading: Posts about climbing Mount Huangshan</p> <p>Writing: Write a description of weather and activities</p>	<p>Give a live weather report</p>
<p>Grammar:Present continuous tense(2)</p>	
<p>? What did you learn on that special day?</p> <p>Reading: A diary entry about a school trip to a farm</p> <p>Writing: Write a diary entry about a school trip</p>	<p>Write a chain story about a memorable day</p>
<p>Grammar: Simple past tense (1)</p>	
<p>? What can stories teach us?</p> <p>Reading: The story The Ugly Duckling</p> <p>Writing: Write an ending for a story</p>	<p>Create and perform a short play</p>
<p>Grammar: Simple past tense(2)</p>	

Vocabulary in Each Unit p.97
Vocabulary A-Z p.106

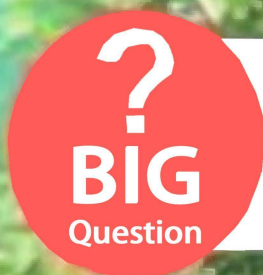
Vocabulary from Primary School p.114
Reference Word List p.117

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UNIT 1

Animal Friends



Why are animals important?

In this unit, you will

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

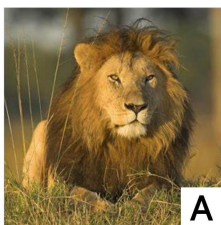
Look and share

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

SECTION A

1a Write the animals in the box under the pictures

fox lion tiger giraffe monkey wolf penguin eagle



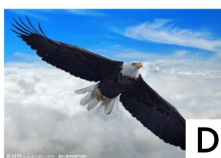
A



B



C



D



E



F



G

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

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

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

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

1d Talk about your favourite animal.

What's your favourite animal?

It's the monkey.

Why do you like monkeys?

Because they're clever and funny.

Pronunciation



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

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

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

sharks	lions	boxes	cats	birds
giraffes	monkeys	foxes	elephants	toads

3 Listen and repeat. Notice how the unstressed word and pronunciation.

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

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

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

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

Peter: Because they're very cule /cool !

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

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

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

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

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

Teng Fei: Fish and small sea animals
I think.

Fu Xing: I have a fish sandwich

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

2b Read the conversation and take notes,

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

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

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

- _____ A. What does it look like? / How does it look?
 _____ B. What's your favourite animal?
 _____ C. What can it do?
 _____ D. Where does it usually live? / Where is it from?
 _____ E. What does it usually eat?

2e Fill in a card about your favourite animal

Picture	Name: Looks: Home: Food :
Ability:	

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

Grammar Focus

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

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

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

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

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

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

I like _____ because they're cute / smart / interesting / funny / huge / ...
 I don't like _____ because they're dangerous / scary/ ...

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

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

SECTION B

How are animals part of our lives?

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

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

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

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

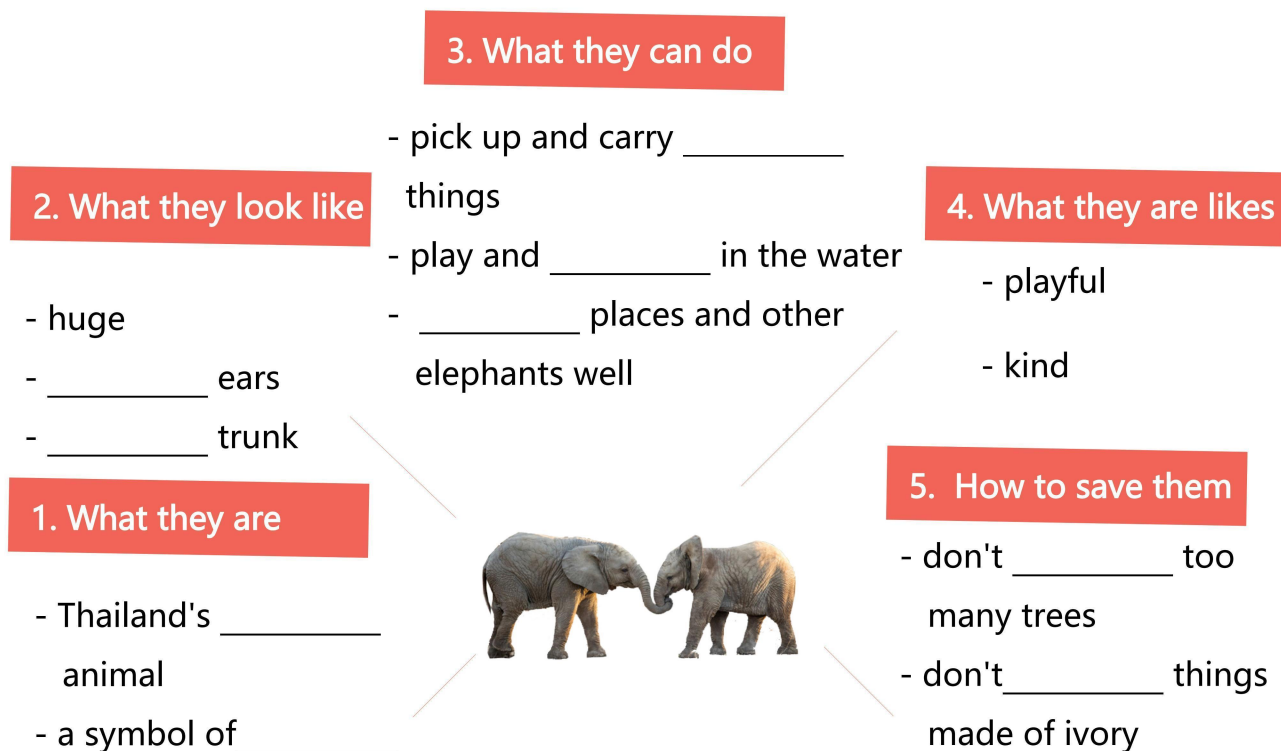
Elephants are like us in some ways. They are very playful and love to play in the water. They are great swimmers. They are also clever. For example, they can remember one another and places with food and water after many years. Elephants are very kind too. They look after other elephants when they don't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

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

1c Read the post again and answer the questions

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

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



2a Talk about what you have in your schoolbag.

close friendly big great beautiful

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

2b Write your own post for the website about your favourite animal, Use the questions to help you.

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

***Project**

Design a zoo

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

Land	Water	Sky

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

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



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

- Wolves
- Eagles
- Giraffes
- Sharks
- Lions
- Elephants
- Penguins
- Snakes
- Restrooms
- Food
- Gifts

Reflecting

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

Animals are our best friends

UNIT 2

No Rules, No Order



?
BIG
Question

Why do we need rules?

In this unit, you will

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

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

SECTION A

What rules do we follow?

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

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

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









1c Listen again, Complete the sentences

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

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

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

Can Mary run in the hallway?

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

Pronunciation 

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

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

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

Across the country, in many schools,
Students like us follow rules!
Be on time. Don't be late for class
Keeping the rules is good for us!

Every day mom Monday to Friday,
Keep our school clean and tidy!
Raise your hand, Walk and don't run.
Keep the rules and let's have fun!

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

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

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

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

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

Anne: Here, I can lend you my pen.

Tom: Thanks! Would you like a sweet?

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

Tom: Can we eat fruit / drink water?

Anne: Yes, of course.

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

Anne: Oh, but we can't / mustn't
bring our mobile phones to class.

We have to turn them off and
put/keep them in our lockers.

That's another rule.

Tom: OK! Thanks for telling me, Anne.

Anne: You're welcome, Tom




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

School rules

We cannot _____

We must not _____

We have to _____



2c Read the conversation again and answer the questions.

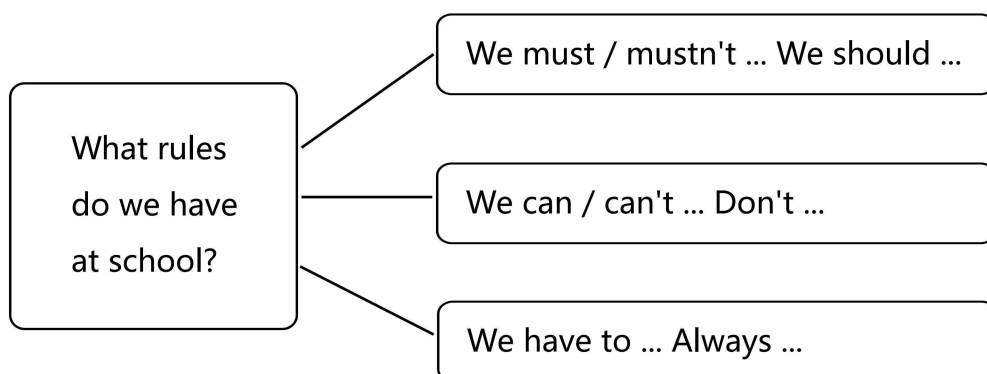
1. Why is the day special for 'Tom'?
2. What does Anne lend to Tom?
3. Why doesn't Anne take a sweet from 'Tom'?
4. Can 'Tom and Anne use their phones in class?
5. Where must they keep their phones?
6. Do you think they have good school rules? Give your reasons

2d Complete a summary of the conversation

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

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

2f Talk about the rules you have at school. Use the phrases in the box to help you.



Grammar Focus

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

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

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

- Don't jump the queue. You _____ wait for your turn.
- You _____ just ask your teacher a question in class. You _____ raise your hand first.
- A: Can I leave the class if I don't feel well?
B: Yes, but you _____ tell your teacher about it when you _____ be absent from class.
- A: Hey! Can I look at your book?
B: Shh, we _____ talk quietly in the library.
- A: Can you put on your seat belt? We _____ wear one when we're in a car.
B: Sure. Thanks!

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



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






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

library school dining hall park cinema hospital

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

SECTION B

How can rules help us?

- 1a What are some of the rules in your home? What do you think about them?
- 1b Read Alice's letter to Dr Know and Dr Know's reply. Then answer the questions
 1. Why is Alice unhappy?
 2. Does Dr Know think Alice is right?

Dear Dr Know.

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

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

Yours,

Alice

Dear Alice,

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

You mustn't be late for class. That shows respect for your class and teacher.

You can't use your phone in class because you need to focus on learning.

You have to wear a uniform because it builds school spirit.

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

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

Best,

Dr Know

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

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

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

Dear Dr Know

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

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

Yours,

Eric

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

-Why is each rule important?

-What is your advice for each rule?

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

Dear Eric,

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

***Project**



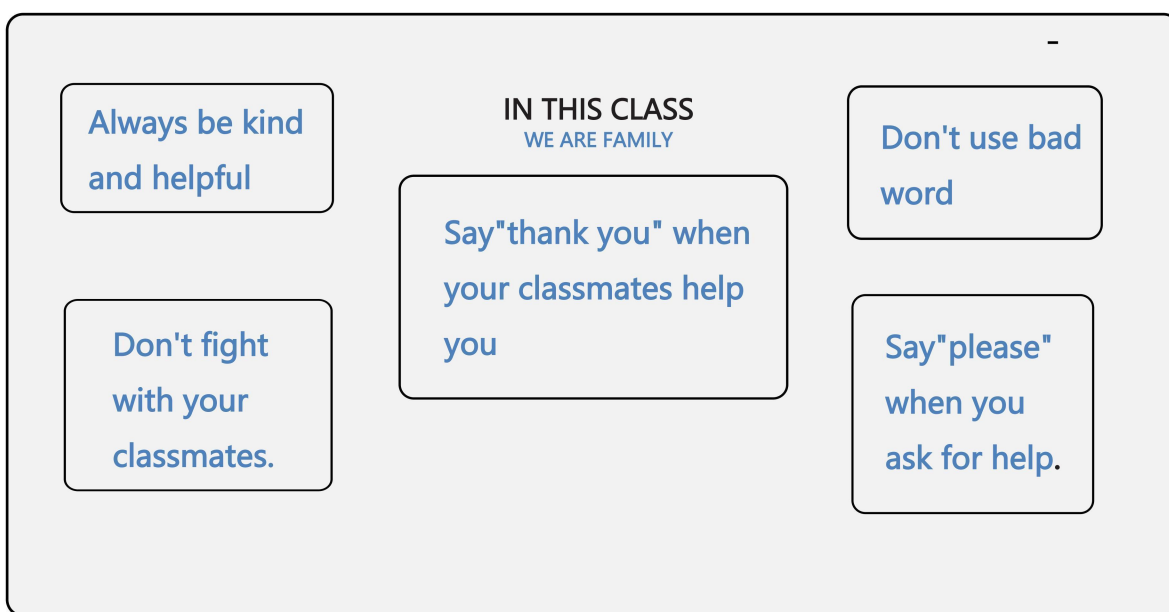
Make class rules

3a In groups, choose one goal that you hope your class can achieve.

- learn better
- have fun in school
- get along well
- take care of the classroom

3b Brainstorm 5-10 rules to help your class to achieve the goal. Write them down.

3c Work together to design a poster for your rules, Think of interesting ways to present the rules.



Reflecting



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



Nothing can be achieved without rules

UNIT **3** **Keep Fit**



?
BIG
Question

How do we keep fit?

In this unit, you will

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

Look and share

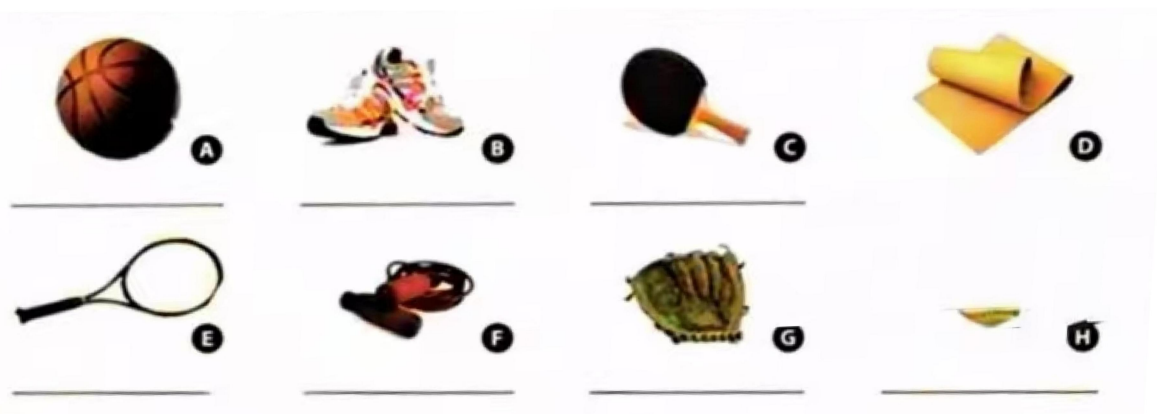
1. Can you name the sport in the photo?
2. Is it a popular sport in China? Why do you think so?
3. Do you like to do this sport? Why or why not?

SECTION
A

How often do you do sport or exercise?

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

baseball baseball glove basketball exercise mat
jump rope ping-pong bat running shoes tennis racket



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

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

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

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

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

Do you have a ping-pong bat?

Yes, I do.

How often do you play ping-pong?

I play it three times a week

Pronunciation 

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

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

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

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

2a Listen to the conversation and fill in the blanks

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



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

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

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

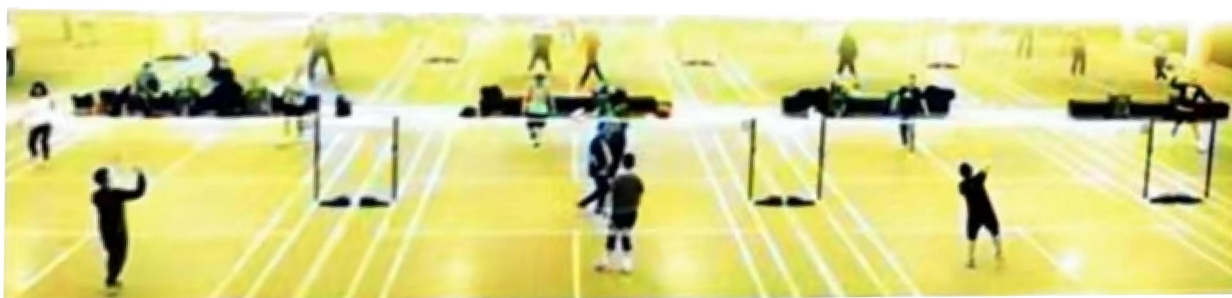
Emma, jim, and Yaming talk about the sports they do and how often they do them
Emma and Jim seldom play ping-pong, but Yaming ...

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

A. ● ● ● ● ● B C ● ● ● ● ● D ● ● ● ● ● ●

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

ping-pong bat.	play football / basketball /	a few times / three
badminton racket	badminton /...	times / only once or
glove, jump rope	go swimming / jogging/...	twice (a month, a
volleyball, mat,	do exercise	week ...)
running shoes ...	jump rope	
hers, his, theirs ..		



A: Excuse me, is this your ...?
 B: Yes, that's mine. Thanks! / No, that's not mine. I think it's ..
 A: Do you often ...?
 B: Yes, I ... two or three times a week / ... How often do you ...?
 A: I often / sometimes / hardly ever .

Grammar Focus

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

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

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

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

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

Keeping fit is hard! I like jogging in the morning, but I _____ want to get up early! It's _____ hard at the start when I'm still sleepy. I _____ jog in the park near my home. The air is clean, and I can hear birds singing. I _____ jog in the evening because it's hard to see the way when it's dark. I jog three times a week, but _____ exercise at home instead when it rains.



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

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

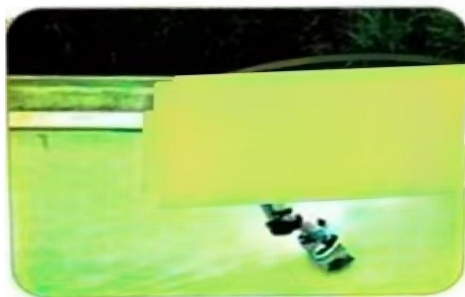
In our group, many students like to do sport and exercise. Lin Tao jogs every day ..

How is exercise good for us?

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

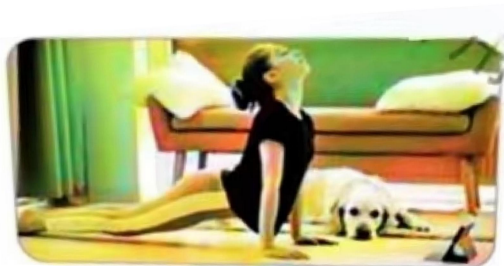
XiaTian

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



Jeeny

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



every day. It can show my progress. My friends use the app too. We have fun when we keep fit together!

Steve

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



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

1c Read the accounts again and complete the table

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

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

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

How teenagers keep fit

Kate My favourite sport is swimming. It's fun to swim and play with my friends in the water. Also, I like swimming because the cool water feels great when it's hot. I go swimming two or three times a week.

Swimming is good for me because it keeps me healthy. It is good exercise for my body. I think everyone should try it!



2b Make a similar mind map about your favourite sport or exercise.

2c Use your mind map to write a post about your favourite way to keep fit.

*Project 

Compare exercise habits

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

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

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

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

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

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

Reflecting

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



Exercise shapes

UNIT 4 Eat Well



? BIG Question

How do we eat well?

In this unit, you will







1. talk about what you or others have for meals.
2. ask others for their food preferences and offer choices.
3. use countable and uncountable nouns to talk about food and drink.

Look and share

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

Why do you like to eat?

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

carrot	onion	cookie	mutton	cabbage	watermelon
 A	 B	 C			
 D	 E	 F			

1b Listen to two conversations. Tick the subjects Ella and Peter talk about.

1. Jane would like to have

- | | |
|--|---|
| <input type="checkbox"/> beef and carrot dumplings | <input type="checkbox"/> mutton and onion dumplings |
| <input type="checkbox"/> watermelon juice | <input type="checkbox"/> coffee |

2. Li Meng would like to have

- | | |
|---|--|
| <input type="checkbox"/> mutton and onion dumplings | <input type="checkbox"/> noodles with beef and cabbage |
| <input type="checkbox"/> tea | <input type="checkbox"/> watermelon juice |

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

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

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

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

i usually have porridge for ...

Pronunciation



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

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

2 Listen and repeat. Notice the intonation.

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

B: Football !

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

B: Chinese food!

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

B: Both!

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

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

Waiter: Hello! What would you like to

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

Dad: Good idea !

Mum: Do you have anything with tofu?

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

Mum: A hot tofu dish, please.

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

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

Dad: How about a chicken and cabbage salad?

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

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

Mum: Fish, please!

Dad: Sure. Now, would you like rice or **dumplings / noodles**?

Tom: Rice, please.

Mum: OK. Let's get that

2b Read the conversation and complete the table.

Person	Choice for the family meal
Tom	
Mum	
Dad	

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

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

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

Food

Drink

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

A: Welcome to our restaurant!

Here is a menu for you. What would you like to drink?

B: I'd like ...

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

B: Do you have ...?

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

: ... please

Grammar Focus

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

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

- 3b The following conversations are humorous. Complete them with the correct forms of the nouns in brackets.

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

Countable nouns:

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

Uncountable nouns:

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

Countable & uncountable nouns:

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

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

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

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

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

How do we make healthy eating choices?

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

<

ANNOUNCEMENTS PEOPLE WHAT'S NEW

Joy Clinic

NEWSLETTER

improve Your Eating Habits

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

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

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

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

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

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

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

1d Read the article again and answer the questions.

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

2a The Joy Clinie wants teenagers to share their eating habits, Read Lisa's post .How many eating habitsdoes Lisa write about? What are they?

5 hours ago

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

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

2b Write a message using your information and post it on the board.

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

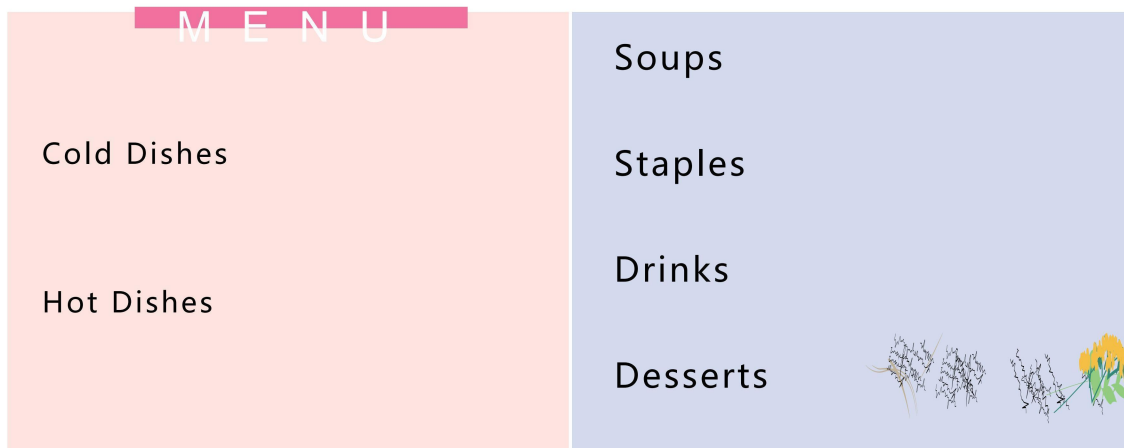
2b Write about your own eating habits with the information from 2b

*Project



Create a restaurant menu

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

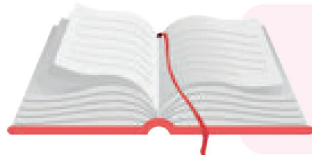


- 3c Swap your menu with another group, Use the following points to check your menu and make revisions
 - Are there many kinds of dishes? Are there any special dishes?
 - Are the dishes healthy? Do the dishes look good?
- 3c Work with a partner from a different group, Role-play ordering food at a restaurant
 - A: Good evening, welcome to our restaurant, Here is our menu. Would you like something to drink first?
 - B: Yes, please. What drinks do you have?
 - A: We have tea and four kinds of juice: apple, orange, grape, and watermelon ...

Reflecting



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



Food is life

UNIT 5

Here and Now



?
BIG
Question

What brings people together?

In this unit, you will

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

Look and share

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

What are you doing right now?

1a Write the activities in the box under the pictures

gardening

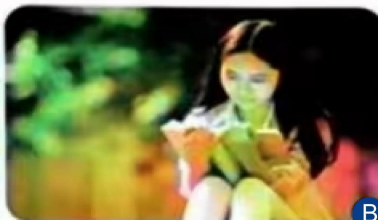
playing volleyball

reading a book

riding a bike

shopping

washing dishes



1b Listen to the conversations and answer the questions.

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

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

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

1d Role-play a conversation between a club leader and a student.

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

I'm doing my homework.

Do you want to play volleyball at the sports park?

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

Pronunciation



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

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

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

A: What are you doing?

B: I'm walking my dog.

A: Would you like to play football with me at the **sports** park?

B: Yes, I'd love to. When shall we meet?

A: Let's meet at three o'clock.

B: Sure

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

Jane: Hi, Dad. _____ ?

Dad: Hi, Jane! I'm fine _____ .

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

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

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

Dad: I'm washing the car right now.

Jane: Is Mum there too? _____ ?

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

Jane: Hi, Mum! _____ ?

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

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

Mum: Thanks! Are you having fun in China?

Jane: Yes, I am, Hao Yi and I are making zongzi and watching dragon boat races on 'T'V, Oh, I have to go now. Let's talk later.

Mum: OK. Bye, darling!

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

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

2c Read again and complete the table.

What are they doing?	
Jane	Jane's family

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

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

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

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

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

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

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

Grammar Focus

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

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

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

have sing paint learn take tick darke do

- A: Wow! _____ you _____ a flower?
B: Not really. I'm drawing a tree.
- A: Listen! What _____ the people next door _____?
B: I can hear the music, I think they _____ and _____
- A: Where's Mary?
B: She _____ an online class in her room. She _____ French
- A: What _____ the boys _____? They look like they _____ fun.

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

<p>Dear Kate.</p> <p>I _____ (write) to you from Pingyao! My family and I _____ (visit) my uncle. We _____ (have) a great time! My uncle _____ (show) us all the sights. We _____ (stay) near Pingyao's famous city walls.</p> <p>I know it's near your exams. _____ you _____ (study) today? I hope it _____ all _____ go well I _____ (look) forward to seeing you soon!</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto;"></div> <p><u>Kate Smith</u> <u>36 Flower Street</u> <u>London, UK</u></p>
--	--

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

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

How do we share our lives with others?

1a Look at the clocks and tell the times in different places.

Chongqing



A

evening/night/p.m.

Nairobi



B

afternoon /p.m.

New York



C

morning /a.m.

A: What time is it in Chongqing?

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

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

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



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

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



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

1c Read the script again and answer the questions.

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

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

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

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



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

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

*Project 

Draw a group of flats

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



This is Sunny Flats, in this building, there are three floors, On the first floor, there are three flats. Now it's eight o'clock, let's see what everyone is doing!
 Lianqiang lives in flat 101 with his family, He's painting. He likes painting flowers.
 Miss Jones lives in Flat 102. She's playing the piano, She likes piano music.
 Mr Zhang's family lives in Flat 103. Mr Zhang is watching TV and his wife is exercising on a mat!

Reflecting

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



Our interests make us interesting.



?
BIG
Question

How does the weather affect us?

In this unit, you will

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


Look and share

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


How do you spend your school day?

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


cloudy
dry
lightning
stormy
windy




A



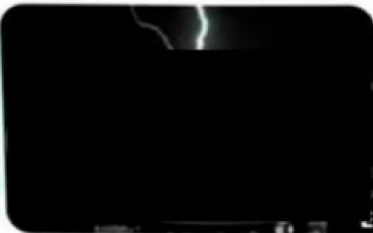
B



C



D



E

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

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

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

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

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

What time do you usually get up?

I usually get up at ...

When do you have breakfast?

I usually have breakfast at ...

Pronunciation



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

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



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

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



Listen to the conversation and fill in the blanks

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

2b Read the conversation. Then complete the table.

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

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

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

swim outside

read

build a snowman

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

Talking about the weather

What's the weather like in ...?

it's really warm / ... now.

How's the weather in ...?

Today, it's about ...°c.

Is it very cold / ... in ...?

it's raining / ... heavily.

Talking about activities

What are you doing now?

I'm shopping / ... right now.

Are you outside /... at the moment?

I'm outside / at home /...

Are you having dinner / ... now?

I usually run /...outside, but I'm exercising / ... at home now.

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

B: It's really ...

A: What are you doing now?

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

Grammar Focus

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

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

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

1. A: Look, it _____ (snow)!

B: That's amazing! It _____ (not snow) here in winter usually.

2. A: In my hometown, the sun _____ (rise) at around 6 a.m. In summer

B: Really? Here, the sun _____ (rise), but it's aureay .

3. A: It's so warm, but she _____ (wear) a sweater!

B: Well, it's her favourite sweater, after all, She always _____ (wear)

4. A: Look at the kites! They _____ (fly) so high.

B: It's windy in spring here. People often _____ (fly) kites in this season.

5. A: Do you have an umbrella? It _____ (rain) outside.

B: That's the weather in London! It _____ (rain) quite often. Here you go.

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

It is 2 January, It is freezing. The temperature _____ (be) -20°C

Many people _____ (visit) this special place at the moment, Here

they can see lots of special ice works of art like large and colourful buildings.

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

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

How do we feel about the weather?

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



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

Helen 7:22 1 May



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

Helen 10:36 1 May



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

Peter 6:35 1 May

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

Helen 9:18 1 May



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

Peter 9:15 1 May

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

Peter 10:40 1 May

1c Complete Helen's and Peter's descriptions about their trip. Then use "O" or "x" to show how they feel.

Time and place	Helen			
	Thought	Feeling	Thought	Feeling
6:35-7:22 _____	The mountain feels like _____. The trees and rocks look like a part of _____	"O"	Everything looks _____ He can't _____ because of _____ His family has to _____	"x"
_____ Rest area	Climbing is _____ Her family is making _____ She wants to _____ Peter _____	_____	Climbing is _____ His shoes are _____ The _____ and Helen are all in _____	_____
10:36-10:40 _____	The sun _____ through the clouds. It is a _____ sight	_____	The mountain is _____ in _____ He is _____ but he feels _____	_____

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

why Who How Where What

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

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

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

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

*Project



Give a live weather report

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

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

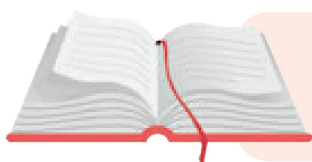
Good morning from, Chengdu in Sichuan Province. It's a cool spring morning in April. It's raining heavily today and the temperature is around 20°C. Many people are staying today, it's a good day to do indoor activities. But look behind me! A few people are still outside. They're hurrying towards the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

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

Reflecting



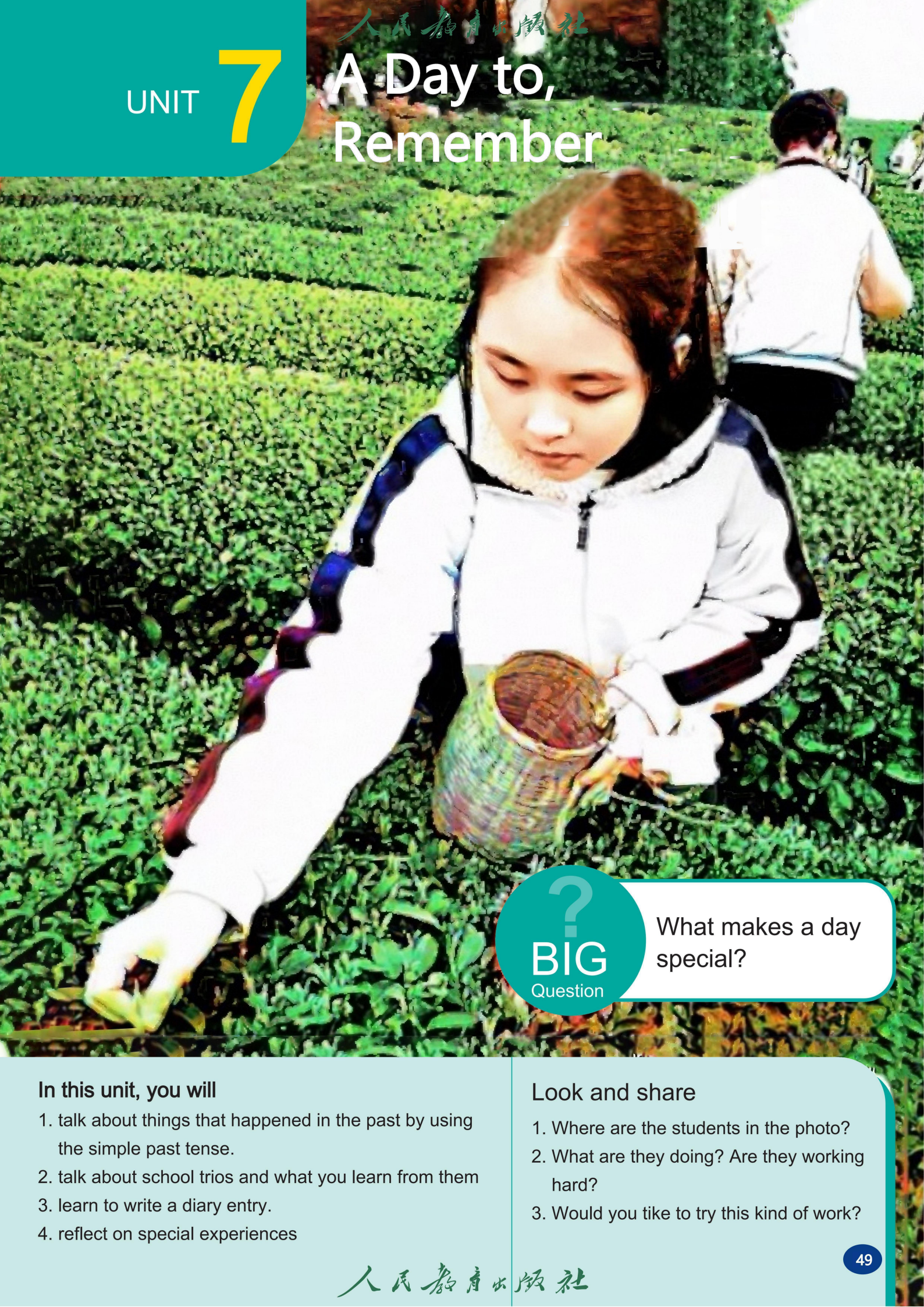
How well can you do these things?	Very well	OK	Needs work
1. I can talk about different types of weather.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can use the present continuous tense and the simple present tense to describe weather-related activities.	<input type="checkbox"/>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



Enjoy your day, come rain or shine.

UNIT 7

A Day to Remember



?

BIG
Question

What makes a day special?

In this unit, you will

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

Look and share

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

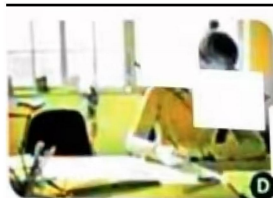
What was your special day like?

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

played badminton
went swimming

cooked food
did homework

met up with friends
visited a science museum



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

1. How was Peter's weekend?
2. What did Peter like about the museum?
3. How was Teng Fei's weekend?
4. How did Teng Fei feel after he talked to the tourists?

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

___ visited a museum

___ went to an exhibition

___ lost a book

___ took the wrong bus

___ tried to help tourists

___ learnt how astronauts live and work

___ gave directions

___ talked to robots

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

How was Peter's weekend?

It was ...

What did he do?

Well, he ...

Pronunciation



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

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

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

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

2a Read the coloured words, Then listen to the short conversations and circle the words you hear.

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

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

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

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

Helen: Wow! What did you see?

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

Helen: Really? How?

Fu Xing: Well, frst, _____ water from our homes goes into the plant.

Then, special screens remove large pieces of waste from the water

Helen: What happens next?

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

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

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

2b Read the conversation and match the sentence parts.

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

2c Complete the summary of the conversation in 2a

Last week, Fu Xing's class went on a school trip to a _____ plant. The plant turned dirty water into clean water. Fu Xing learnt about the cleaning process: First, dirty water goes from people's _____ to the plant. Then the plant uses screens to remove large pieces of _____ from the dirty water. Next, large _____ clean the water. They remove _____ and other small things, It takes a few more _____ before the water becomes clean again.

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

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

theatre	factory	zoo	museum
farm	forest	market	park

How was your school trip?
It was great

Where did you go?
We went to the theatre to watch a show.

Grammar Focus

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

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

- 3b Put the words in order, Write the sentences using the correcrenses

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

- 3c Complete the passage with the correct forms ofthe verbs in the box

see work think walk be learns

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

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

Peter got up at 5 a.m. yesterday, He hadbread and an egg for breakfast, Then he ...

What did you learn on that special day?

- 1a Do you keep a diary? Do you think it is a good idea to keep a diary? Discuss your ideas with a partner, Use the points to help you.
- remember what happened
 - record thoughts and feelings
 - improve writing skills
 - write down new ideas
- 1b Read Sam's diary entry and write a one-sentence summary of what he did on that day.

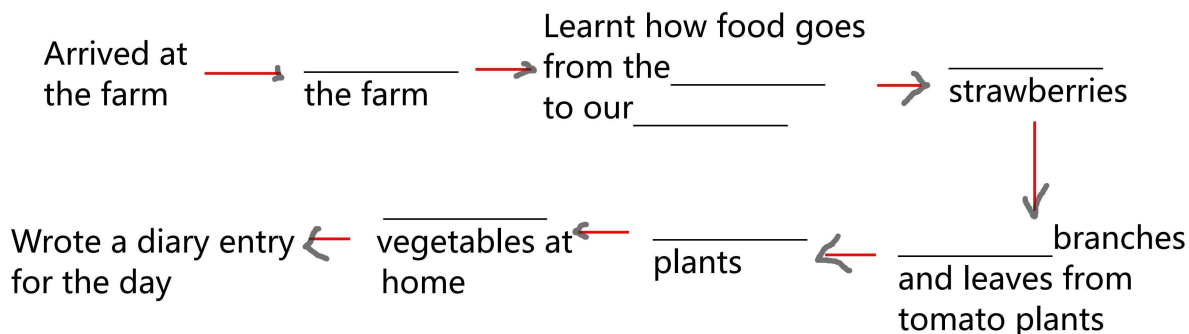
Friday. 30 May

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

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

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

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



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

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

2a Make notes about your last school trip.

My School Trip

<p>1. Where did you go?</p> <p>_____</p>	<p>3. How did you feel?</p> <p>_____</p>
<p>3. How did you feel?</p> <p>_____</p>	<p>4. What did you learn?</p> <p>_____</p>

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

I had a(n) amazing / good / bad / terrible day today.

Our class went on a school trip to ...

What a day!

Friday, 6 June

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

*Project

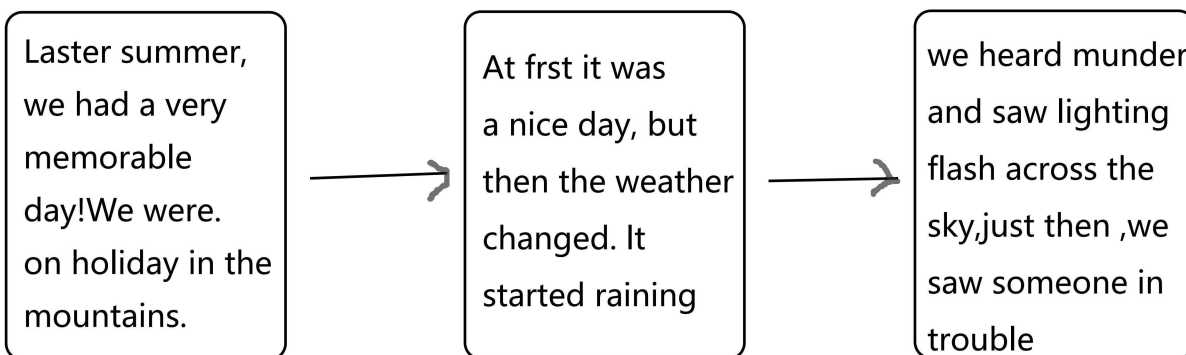


Write a chain story about a memorable day

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

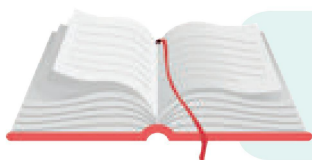
- What did you see or do there?
- How did you feel?
- Did you learn anything

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



Reflecting

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



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

Once upon a time



Why do we tell stories?

In this unit, you will

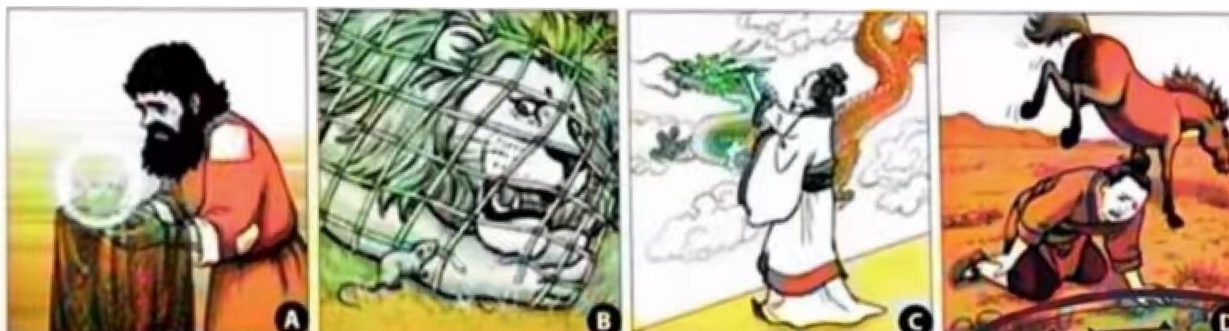
1. tell stories and talk about what you learn from them
2. use the simple past tense and the simple present tense in storytelling.
3. make up an ending for a story.
4. explore stories from different cultures

Look and share

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

What are your favourite stories?

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



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

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

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

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

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

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

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

Pronunciation



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

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

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

A: Did you read Little Women for English class? It's great.

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

A: Well, I'd like to, But don't you want to read it by yourself?

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

Here's The Emperors New Clothes by Hans Christian Andersen.
Once upon a time, an emperor loved new clothes very much. He wanted to buy some new clothes.

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

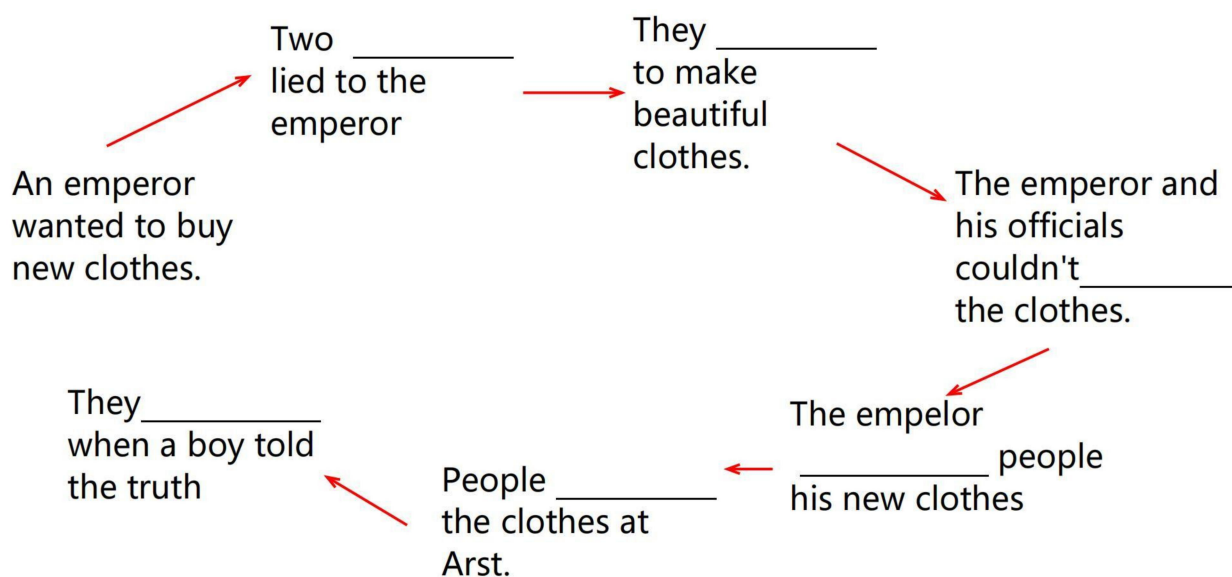
The emperor's officials couldn't see the clothes, but they said, "What lovely clothes!" The emperor couldn't see anything either, but he said, "They're beautiful!" No one wanted to look silly.

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

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

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

2b Read the story. Complete the flow chart.



2c Read the story again and answer the questions.

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

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

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

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

Grammar Focus

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

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

3b Choose the correct forms of the verbs

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

3c Complete the passage with *am, is, or are*.

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

3d Share your fvoorite story, Tell your classmates why you like it



My favourite story is ...
 Once upon a time....
 The end!
 I like this story because ...

What can stories teach us?

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



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

-Is the ugly duckling a real duck?

The Ugly Duckling

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

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

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

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

1c Read again and answer the questions,

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

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

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

We only like animals with special skills. You are welcome

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

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

I believe I can find the right place for me

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

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

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

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

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

***Project**



Create and perform a short play

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

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

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

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

The Fisherman and the Genie (A Play)

Scene One [At the seashore]

Narrator: A fishman saw something surprising in his net.

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

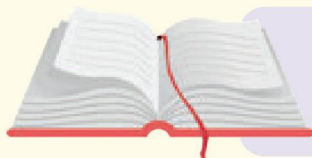
Narrator: The fisherman opened the bottle. A great cloud of smoke came out and it became a genie ..

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

Reflecting



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



Short stories can hold big ideas

Unit 1

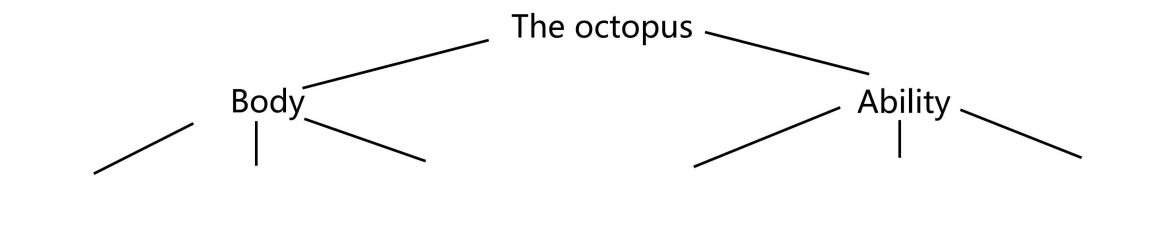
The Amazing Octopus

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

The octopus's body is very interesting. All octopuses have eight arms. Their brain is not just in their head, but also in their arms! This helps them to think about and do more than one thing at once. Octopuses can also fit into small places because they do not have any bones! And did you know that octopuses have three hearts? These hearts work with different parts of the body. Octopuses can also do many amazing things. They can change how they look. They can change their colour and shape to look like plants or other sea animals. Octopuses can also make ink. They keep it inside very small bags in their body.

When they produce ink, the ink makes it hard for other animals to see them. This helps octopuses to get away fast. What's more, when an octopus loses an arm, it can grow it back! Studying amazing animals like the octopus is important because we can learn a lot from them, but they also show us how wonderful nature is and why it is important to protect it!

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



- 2 Think of some other amazing animals, Discuss them,

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

Unit 2

Rules around Us

- No flash photography.
- Do not bring food or drink near exhibits
- Do not touch exhibits.
- No smoking.
- Turn off or silence your phones.
- Do not push others to get to the front of the crowd.
- Watch your step around exhibits.
- Do not shout or make loud noises

- Do not feed the animals.
- Do not litter.
- Do not shout or make loud noises.
- Do not disturb the animals
- Do not climb over or put your hands or arms through fences
- No flash photography.
- No smoking.
- Follow instructions when you take part in activities

- Arrive early or on time.
- Wear formal clothes.
- Take your seats quickly and do not block the aisles.
- No filming or photography.
- Turn off your phones
- Do not talk during the performance
- Clap only at the end of the performance

- Do not run in the pool area
- Do not dive or jump in the pool
- Children and swimming learners must always be with a good swimmer
- Do not bring food or drink to the pool area
- Wear swimming suits in the pool
- Only change clothes in the correct areas
- No pets allowed
- Shower before entering the pool

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

SWIMMING POOL ZOO MUSEUM CONCERT HALL

2 Introduce the rules and explain why they are important,

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

Unit 3

Healthy Body, Healthy Mind

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

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

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

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

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

1 Read the text and complete the outline.

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

2 Read the text again and answer the questions

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

Unit 4

"Only fruit and vegetables are healthy foods"

The human body needs to eat many different types of food to stay healthy.

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

"Eating fat makes you fat."

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

"it's OK to eat only what i like while I'm young."

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

- 1 Read the text and answer the questions.
 1. What are the three food myths in the text?
 2. Why is milk good for the body? Give two reasons.
 3. Should we eat fat? Why or why not?
 4. Why do young people also need to be careful about what they eat?
 5. Do you agree with the ideas in the text? Is there anything you might change about your eating choices
- 2 Brainstorm other beliefs about healthy food and eating habits. Which do you think are true? Discuss your ideas.

Unit 5

Visiting New Places

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

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

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

1 Read the text who do you think is saying the sentences?

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

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

Unit 6

Weather and Mood

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



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

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

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

1 Read the text and correct the statements

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

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

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

Unit 7

Wednesday, 22 July

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



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

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

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

- 1 Read Lisa's diary entry and answer the questions
 1. Where did Lisa and her friends watch the eclipse?
 2. Why did Lisa and her friends take special glasses with them?
 3. How long did the total eclipse last for?
 4. What did Lisa want to be when she grew up?
- 2 Think of some memorable events, What was special about them? Share your story

visited a special place

celebrated something

attended a festival / celebration

took part in a competition

met a famous person

experienced something new

Unit 8

The Fisherman and the Golden Fish (A play!)

Adapted from The Tale of the Fisherman and the Golden Fish by Alexander Pushkin)

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

Scene One : [The fisherman's hut.]

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

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

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

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

Scene Two : [By the sea.]

Fisherman: Little golden fish, are you there?

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

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

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



Scene Three: [The fisherman's hut.]

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

Fisherman: Look, a new pot!

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

Scene Four: [By the sea.]

Fisherman: Little golden fish, are you still there?

Golden fish: Hello again, kind fisherman.

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

Narrator: Again, the golden fish granted his wish.

Scene Five: [The fisherman's hut.]

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

Fisherman: Wow! Our house looks amazing!

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

.....

1 Read the play and answer the questions.

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

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

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

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

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

Starter Unit 1

fox/fɒks/n.狐狸

giraffe/dʒə'ra:f/n.长颈鹿

eagle/'i:gl/ n.雕;鹰

wolf/wʊlf/狼

penguin/'penɡwɪn/n.企鹅

care/keə(r)/**n**照顾, 护理
v. 关心;在乎

take care of照顾, 处理

sandwich /'sænwɪdʒ,'sænwɪtʃ/三明治

snake/sneɪk/n.蛇

scary/'skeəri/adj.吓人的;恐怖的

neck/nek/n.脖子

guess/geɪs/v 猜测;估计

shark/ʃɑ:k/n.鲨鱼

whale/weɪl/.n. 鲸

huge /hju:dʒ/adj.巨大的;极多的

dangerous/'deɪndʒərəs/adj.危险的:
有危害的

save/seɪv/v.救;储蓄;保存

luck/lʌk/n.幸运;运气

Thai /taɪ/ **n** 泰国的泰国人的
n 泰国人泰语

trunk/trʌŋk/n.象鼻

pick/pɪk/u 捡;摘

pick up拿起;举起

carry/'kæri/v 拿;提

playful/'pleɪfl/adj.爱嬉戏的;爱玩的

swimmer/'swɪmə(r)/**n**游泳者

one another互相

look after 照顾

culture/'kʌltʃə/n.文化;文明

however/haʊ'evə/adv. 然而;不过

danger /'deɪndʒə(r)/ n. 危险

in danger于危险之中

forest/'fɒrɪst/森林

cut down砍伐;滥伐

too many 太多

kill/kɪl/ 杀死;弄死

made of由……制成的

ivory/'aɪvəri/n.象牙

friendly/'frendli/adj.友好的

quite/kwɑ:t/adv 相当;完全

quite a相当;非常

not .. at all一点也不;完全不

fur/fɜ:/ (动物浓厚的)软毛

blind/blaɪnd/瞎的, 失明的

hearing/'hiəriŋ/听力;听觉

Antarctica/æ'n'tɑ:ktɪkə/南极洲

Africa/'æfrɪkə/非洲

Malee/Ma:li /马莉

Thailand/'taɪlənd/泰国

Starter Unit 2

rule/ru:l/n.规则;规章

order/'ɔ:də(r)/n.秩序 v 点菜

follow/'fɒləʊ/. 遵循;跟随

be late (for)迟到

arrive/ə'raɪv/v.到达

on time 准时
hallway /'hɔ:lweɪ/ n. 走廊
uniform /'ju:nɪfɔ:m/ n. 校服; 制服
litter /'lɪtə/ v 乱扔 n 垃圾
polite /pə'laɪt/ adj. 有礼貌的
treat /tri:t/ v 对待; 招待; 治疗
 n. 款待
respect /rɪ'spekt/ n & v 尊敬
if /ɪf/ conj 如果
jacket /'dʒækɪt/ n 夹克衫, 短上衣
have to 不得不
everything /'evriθɪŋ/ pron 每件事:
 一切
lend /lend/ v 借给; 借出
sweet /swi:t/ n. 糖果 adj. 甜的
snack /snæk/ n. 点心; 小吃
of course 当然
mobile /'məʊbaɪl/ adj 可移动的
mobile phone 手机
turn off 关掉(水、电或煤气)
queue /kju:/ n. 队
jump the queue 插队
wait for 等待
just /dʒʌst/ adv. 只是; 正好
leave /li:v/u 离开; 留下
absent /'æbsənt/ adj. 缺席的; 不在的
be absent from 缺席; 不在
shh /ʃ/(=sh) *interj*
 嘘(用以让别人安静下来)
quietly /'kwaɪətli/ adv. 轻声地:
 安静地
belt /belt/ n. 安全带; 腰带; 皮带
feed /fi:d/ v 喂养; 饲养
noise /nɔɪz/ n. 声音; 噪声

unhappy /ʌn'hæpi/ adj, 不快乐的
Dr (= doctor) 博士; 医生
make sbs/the bed 整理床铺; 铺床
either /'aɪðə(r)/
 adv. 也(用于否定词组后)
practise /'præktɪs/v, 训练; 练习
hang /hæŋ/ v 悬挂
hang out 闲逛; 常去某处
weekday /'wi:kdeɪ/ n. 工作日
 (星期一至星期五的任何一天)
awful /ɔ:fl/ adj. 糟糕的, 讨厌的
become /bɪ'kʌm/ 变成, 成为
better /'betə(r)/ adj, 较好的
 adv. 较好地
person /pɜ:sn/n. 人
focus /fəʊkəs/u. 集中(注意力、精力等)
 ; 聚焦
tocus on 集中(注意力、精力等)于
build /bɪld 创建; 建造
spirit /'spɪrɪt/v n. 福神; 情绪
think about 思参: 号
relax /rɪ'læks/v 放松; 休息
advice /əd'vaɪs/n. 建议; 意见
understand /,ʌndə'stænd/
 v 理解; 领会
untidy /ʌn'taɪdi/ adj. 不整洁的
Mary /'meəri/ 玛丽
Tony /təʊni/ 托尼
Anne /æn/ 安妮
Eric /'erɪk/ 埃里克

Unit 3

fit /fɪt/ adj. 健康的; 健壮的 v 适合

baseball /beɪsbɔ:l/ n. 棒球(运动)

glove /glʌv/ n. (手指分开的)手套

mat /mæt/ n. (运动用的)垫子

rope /rəʊp/ n. 绳子;粗绳

jump rope 跳绳用的绳子;
跳绳(运动)

racket /'rækt/ n. (网球、羽毛球等的)
球拍

hardly /hɑ:dli/ adv
几乎没有

ever /evə(r)/ adv. 在任何时候;
从来, 曾经

hardly ever 几乎不

once /wʌns/ adv. 一次;骨桑

twice /twɑ:ɪs/ adv. 两次;两倍

mine /maɪn/ pron. 我的(所有物)

hers /hɜ:z;hə:z/ pron. 她的(所有物)

maybe /'meɪbi/ adv. 也许;大概

well-used adj. 使用得多的

practice /'præktɪs/ n. 练习;实践

perfect /'pɜ:fɪkt/ adj. 完美的;极好的

seldom /'sɛldəm/ adv. 很少;不常

badminton /'bædmɪntən/ n. 羽毛球
运动

double /dʌbl/ n. 双打;两倍
adj. 成双的;两倍的

sometime /'sʌmtaɪm/ adv. 在某个时候

volleyball /vɒlɪ,bɔ:l/ n. 排球(运动)

theirs /ðeəz./ pron. 他们的, 她们的。
它们的(所有物)

jog /dʒɒg/ u. 慢跑

few /fju:/ adj. (表示否定的)很少的;
几乎没有的

a few 少数;几个

excuse /ɪk'skju:z/ v. 原谅;宽恕

excuse me 劳驾;请原谅

over there 在那边

Tshirt /'ti:ʃɜ:t/ T恤衫

belong /br'lɒŋ/ v. 应在(某处)

belong to 属于(某人)

at the start 开始;起初

still /stɪl/ adv. 还;仍然

sleepy /'sli:pi/ adj. 困倦的;想睡

instead /ɪn'stɛd/ adv. 代替, 反面

group /gru:p./ n. 组织

skateboard /'skertbɔ:d/、滑板

encourage /ɪn'kʌrɪdʒ/ v. 鼓励;激励

trick /trɪk/ n. 技巧;戏法

succeed /sək'si:d/ v. 成功;达到目标

skateboarding /'skertbɔ:dɪŋ/ n.
滑板运动

goal /gəʊl/ Vn. 目标;目的

sit-up /sɪt-ʌp/ 1. 仰卧起坐

work out 锻炼

app /æp/ (= application epl'keyɪn)
n. 应用程序

progress /'prɒʊgres/ n. 进步;进展

match /mætʃ/ n. 比赛;竞赛

team /ti:m/ n. 队;组

ours /'aʊəz/ pron. 我们的(所有物)

lose /lu:z/u 输掉;丢失

teenager /ti:n,eɪdʒə/
n. 青少年(13岁至19岁之间)

Steve /sti:v/ 史蒂夫

Unit 4

watermelon /wɔ:tə,melən/ n, 西瓜

cabbage /'kæbɪdʒ/ n. 卷心菜

mutton /'mʌtn/ n. 羊肉

cookie /'kʊki/ n. 曲奇饼

onion /'ʌnjən/ n. 洋葱; 葱头

dumpling /dʌmplɪŋ/ n. 饺子

coffee /'kɒfi/ n. 咖啡

bean /bi:n/ n. 豆

chip /tʃɪp/ n. 炸薯条

fish and **chips** 炸鱼薯条

salad /'sæləd/ n. 沙拉; 色拉

porridge /'pɒrɪdʒ/ n. 粥; 麦片粥

waiter /weɪtə(r)/ n. (男) 服务员

What about ...? 怎么样?

taste /teɪst/ 有..... 味道; 尝
n. 味道

anything /eniθɪŋ/ pron. 某事物:
任何事物

dish /dɪʃ/ n. 一道菜; 盘

choice /tʃɔɪs/ n. 选择

meal /mi:l/ n. 一餐所吃的食物;
早(午、晚)餐

pork /pɔ:k/ n. 猪肉

strawberry /'strɔ:bəri/ n. 草莓

menu /menju:/ n. 菜单

customer /'kʌstəmə(r)/ n. 顾客

serve /sɜ:v/ v. 提供; 服务

waitress /weɪtrəs/ n. 女服务员

sir /sɜ:(r)/ n. 先生

go with 搭配; 相配

pear /peə(r)/ n. 梨

too much 太多

sugar /'ʃʊgə(r)/ n. 糖

improve /ɪm'pru:v/ v. 改进; 改善

habit /'hæbɪt/ n. 习惯

fast food 快餐

salt /sɒlt;/ n. 盐 /sɔ:lt/

fat /fæt/ n. 脂肪 adj. 肥胖的

put on 增加

weight /weɪt/ n. 体重; 重量

hamburger /'hæmbɜ:gə(r)/ n. 汉堡包

cause /kɔ:z/ v. 造成; 导致

heart /hɑ:t/ n. 心脏; 中心

balanced /'bælənst/ adj. 均衡的;
平衡的

too...to 太..... 以至于不能

energy /'enədʒi/ n. 能力, 精力

after all 毕竟; 终于

away /ə'weɪ/ adv. 离开; 在别过

poor /pɔ:(r); pʊ:ə(r)/ adj. 不好的;
贫穷的; 可怜的

article /'ɑ:tɪkl/ 文章; 冠词

result /rɪ'zʌlt/ n. 后果; 结果

common /'kɒmən/ adj. 共同的;
相同的

among /ə'mʌŋ/ 在...中; 之一

soft /sɒft/ adj. 柔和的; 柔软的

soft drink 软饮料(不含酒精)

thirsty /'θɜ:sti/ adj. 渴的

Gongbao chicken 宫保鸡丁

America /ə'merɪkə/ 美国; 美洲

Dongpo pork 东坡肉

Unit 5

ride /raɪd/ v. 骑 n. 旅程

moment /'məʊmənt/ n. 某个时刻;
片刻; 瞬间

- at the moment** 现在;此刻
- work on** 做;从事
- dragon** /dræɡən/ n. 龙
- festival** /'festɪvəl/ n. 节日
- hold** /həʊld/v 拿着;抓住
- hold on** 别挂断电话;等一等
- voice** /vɔɪs/n. 嗓音;声音
- race** /reɪs/n. 比赛;竞赛
- darling** /'dɑ:lɪŋ/n. 亲爱的
- somebody** /'sʌmbədi/ pron. 某人;有人
- could** /kʊd/ modal v 能;可以 /kəd/
- message** /'mesɪdʒ/n. 消息;信息
- take a message** 捎中对指
- leave a message** 留个口
- call back** 回电话
- kick** /kɪk/v. 踢;踹
- wow** /waʊ/interj. 哇;呀
- online** /'ɒn,lain/adj. 在线的
- shuttlecock** /'ʃʌtlkɒk/n. 羽毛球
- sight** /saɪt/n. 名胜;风景;视力
- exam** /ɪɡ'zæm/(= examination /ɪɡ.zæmɪ'neɪʃən/)n. 考试
- hope** /həʊp/v. &n. 希望
- forward** /fɔ:wəd / adv, 向前
- look forward to** 希望
- skate** /sket/ v. 滑冰
- happen** /'hæpən/v. 发生
- zone** /zəʊn/n. 地区;地带;区域
- time zone** 时区
- around the world** 世界各地
- right now** 现在;立刻
- rush** /rʌʃ/v&n 冲;奔
- in a hurry** 匆忙
- shine** /ʃaɪn/v 发光;照耀 n. 光亮
- brightly** /'braɪtli/ adv 明亮地
- colourful** /'kʌləfl/ adj. 色彩鲜艳的
- slowly** /'sləʊli / adv 缓慢地
- such** /sʌtʃ/ adj. 这样的;那样的
pron. 这样(那样)的人或事物
- such as** 例如
- painting** /'peɪntɪŋ/n. 绘画作品;
绘画;油画
- market** /'mɑ:kɪt/n. 市场
- side** /saɪd/n. 边;侧
- side by side** 并排(并列地)
- subway** /'sʌbweɪ/n. 地铁
- bright** /braɪt/ adj 鲜艳的;明亮的;
聪明的
- drop** /drɒp/u 把……送至;落下
n. 滴;下降
- drop off**(开车)把某人送到某处
- passenger** /'pæsɪndʒə(r)/n. 乘客
- central** /'sentrəl /adi 中心的;中央的
- take part in** 参加
- tour** /tuə(r)/n.& 旅行;旅游
- sunshine** /'sʌnʃaɪn/n. 阳光
- drive** /draɪv/v 开车;驾驶
- rush hour**(上下班时的)交通高峰期
- Adam** /'ædəm/ 亚当
- Dragon Boat Festival** 端午节
- Beth** /beθ/ 贝丝
- Nairobi** /naɪ'rəʊbi/ 内罗毕(肯尼亚首都)
- New York** /nju: jɔ:k/ 纽约
- Kenya** /'kenjə/ 肯尼亚
- USA** /ju:-es-eɪ/ 美国
- Central Park** 中央公园

Unit 6

rain or shine 不论是雨或是晴;

不管发生什么事

affect /ə'fekt/v. 影响

dry /draɪ/v adj. 干的; 干旱的

lightning /'laɪtnɪŋ/ n. 闪电

stormy /'stɔ:mi/ adj. 有暴风雨
(或暴风雪)的

north /nɔ:θ/n. 北部; 北方

west /west/n. 西部; 西方

south /sauθ/n. 南部; 南方

east /i:st/n. 东部; 东方

centre /'sentə(r)/n. 中间; 中心点

stay in 待在家里; 没有外出

lucky /'lʌki/adj. 运气好的
带来好运的

lucky you 你真幸运

sunbathe /'sʌn,beɪð/v 沐日光浴;
晒太阳

some day 将来; 有朝一日

temperature /'tempərətʃə(r)/ n. 温度

snowman /'snəʊmən/

n. (pl. snowmen /'snəʊmen) 雪人

heavily /'hevɪli/ adv. 大量地; 沉重地

snowy /'snəʊi/adj. 下雪的; 雪白的

beach volleyball 沙滩排球

high /haɪ/v. & adj. 高

freezing /'fri:zɪŋ/dj. 极冷的; 冰冻的

tourist /'tuərist/v n. 旅行者; 观光客

mount /maʊnt/n. (在现代英语里
仅用于地名) 山; 山峰

cloud /klaʊd/n. 云; 云彩

feel like 感觉像

magical /'mædʒɪkl/adj. 魔法的; 神奇的

rock /rɒk/n. 岩石

rest /rest/. 休息; 剩余部分

area /'eəriə/n. 场地; 地区

rest area 休息区

make progress 取得进展

although /ɔ:l'ðəʊ/ conj. 虽然; 尽管

in high spirits 情绪高涨; 兴高采烈

experience /ɪk'spiəriəns/ n. 经历;
经验 v 经历

through /θru:/ prep. 穿过; 凭借

glad /glæd/ adj. 高兴的

peak /pi:k/n. 山顶

grey /greɪ/ (AmE gray /greɪ/
adj. 灰色的

because of 因为

fog /fɒg/n. 雾

ground /graʊnd/ n. 地面

wet /wet/ adj. 湿的

tiring /'taɪərɪŋ /adj. 令人疲倦的
累人的

seem /si:m/v 似乎; 环像

sunlight /'sʌnlaɪt/ n. 光; 阳光

at the top 在顶部; 在顶端

thought /θɔ:t/n. 想法

mountain /'maʊntən/n. 山; 高山

end /end/n. 末尾; 结束

at the end 最后; 在末尾

storm /stɔ:m/n. 暴风雨; 暴风雪

pour /pɔ:(r)/v 倾倒; 倒出

wind /wɪnd/ n. 风

shout /ʃaʊt/v&n. 喊叫; 呼唤

run after 追逐

Anna /'ænə/ 安娜

John /dʒɒn/ 约翰

Stockholm /'stɒkħəʊm/ 斯德哥尔摩
(瑞典首都)

Mount Huangshan 黄山

Bright Peak 光明顶

Unit 7

meet up 碰头;相聚

museum /mju:'zi:əm/ n. 博物馆

exhibition /eksɪ'biʃn/ n. 展览

direction /daɪ'rekʃn/ n. 方向

terrible /'terəbl/ adj. 糟糕的

trip /trɪp/ n. 旅行

wastewater /'weɪst,wɔ:tə(r)/ 废水

plant /plɑ:nt/ 工厂

into /'ɪntu/ prep. 到……里面;
进入 /'ɪntə/

remove /rɪ'mu:v/ v. 移开;拿走

piece /pi:s/ n. 片;块

waste /weɪst/ n. 废弃物 v. 浪费

machine /mə'ʃi:n/ n. 机器

germ /dʒɜ:m/ n. 微生物;细菌

step /step/ n. 步骤;脚步

used to 过去常常(做)

realize /'ri:əlaɪz/(= realise)v. 认识到;
实现

inside /ɪn'saɪd/ prep. 在……里面
adv. 在里面

go on a trip 去旅行

process /'prəʊses/ n. 过程

theatre /'θi:ətə(r)/ n. 戏院;剧场;
电影院

factory /'fæktəri; 'fæktəri / n. 工厂

actor /'æktə(r)/ n. 演员

gun /gʌn/ n. 枪

try on 试穿

along /ə'ləŋ/ prep. 沿着;顺着

road /rəʊd/ n. 道路

create /kri'eɪt/ v. 创造

record /'rekɔ:d/v. 记录
/'rɪkɔ:d/n. 记录

skill /skɪl/ n. 技能

write down 写下, 记下

explore /ɪk'splɔ:(r)/ 探索

tent /tent/ n. 帐篷

cucumber /'kju:kʌmbə(r) / n. 黄瓜

from...to 从……到……

straight /streɪt/ adv. 直接;立即;
笔直地 adj. 直的

fill /fɪl/ 装满;盛满

basket /'bɑ:skɪt/ n. 篮子;筐

teach /ti:tʃ/ v. (taught /to:t) 教

branch /brɑ:nʃ/ n. 分支;树枝

leaf /li:f/ n. (pl. leaves /i:vz/) 树叶

finally /'faɪnəli/ 终于

think of 考虑;想起

grain /greɪn/ n. 谷物;谷粒

fresh /frefʃ/ adj. 新鲜的

certainly /'sɜ:tnli/ adv. 肯定地

diary /'daɪəri/ n. 日记;日记本

entry /'entri/ n. (日记的)一则;入口

agree /ə'gri:/ v. 赞成;同意

agree with 赞成;同意

Unit 8

upon /ə'pɒn/ prep. 在……上

once upon a time 从前;很久以前

bite /baɪt/ v. (bit /bɪt) 咬;咬伤

- bite through** 咬穿
- net**/net/n.网;网状物
- hunter** /'hʌntə(r)/n.猎人;搜寻者
- promise**/'prɒmɪs/u承诺;保证
n.承诺;诺言
- long ago** 很久以前
- war** /wɔː(r)/n.战争
- neighbour** /'neɪbə(r)/n.邻居
- wise** /waɪz/adj.明智的;高明的
- emperor**/'empərə(r)/n.皇帝
- lie**/laɪ/撒谎 n.谎言
- pretend**/prɪ'tend/v假装;伪装
- official**/ə'fɪʃl/n.官员;高级职员
- silly** /'sɪli/ adj. 愚蠢时;傻的
- decide** /dɪ'saɪd/v, 决定
- Praise** /preɪz/v&n.赞美;表扬
- afraid** /ə'freɪd/adj.害怕的;担心的
- suddenly**/'sʌdnli/ adv 突然地:
出乎意料地
- at first** 起初;最初
- truth**/truː/真相adj.符合现实的
- tell the truth** 说实话
- make money** 赚钱
- true** /truː/adj.符合事实的;真正的
- hate** /heɪt/不喜欢;厌恶;讨厌
- get out**逃脱;离开
- king**/kɪŋ/n.君主;国王
- artist**/'ɑːtɪst/n.艺术家;艺术家
- quickly**/'kwɪkli/adv.快速地;很快
- smile** /smaɪl/v微笑 n.微笑;笑容
- all over** 到处;遍及
- ugly**/'ʌgli/ adj. 丑陋的;难看的
- duckling**/'dʌklɪŋ/n.小鸭子
- real** /riːl/ adj.真的;真正的
- laugh at** 嘲笑
- go away** 走开
- search**/sɜːtʃ/v寻找;搜寻
- search for** 寻找
- hen** /hen/n.母鸡
- hopefully** /'həʊpfəli/ adv 有希望地
- purr** /pɜː(r)/v(猫愉快时)发出呜呜声
- lay** /leɪ/ v (laid)下(蛋):
放置;搁
- swan** /swɒn /n.天鹅
- feather** /'feðə/ n. 羽毛
- to sb's surprise** 出乎某人的意料
- size** /saɪz/n.大小, 尺寸
- dislike** /dɪs'laɪk/v不喜欢;厌恶
n.不喜欢(的事物);反感
- only if**只有
- fisherman** /'fɪʃmən /n.
(pl. fishermen)渔夫
- fishing**/'fɪʃɪŋ/n.钓鱼;捕的
- come out**出现; 离开
- genie**/dʒiːni/妖怪;鬼
- die** /daɪ/死亡;消失
- make a promise** 许下诺言
- someone**/'sʌmwʌn/pron.某人;有人
- set**/set/v使处于某种状况;使开始
- set . free** 释放
- rich**/rɪtʃ/ adj,富有的;富含……的
- powerful**/'paʊəfəl/adj.强大的;有影响力的
- anyone** /'eniwʌn/pron.任何人;
某个人
- instead of**而不是;代
- succeed in doing sth** 成功做成某事
- himself**/hɪm'self/ pron.他自己:

他本人

in the end of 最后终究

Hans /hɑ:nz/ **Christian** /'krɪstʃən/

Andersen /'ændəsən/

汉斯-克里斯蒂安-安徒生

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

Starter Unit 1

- lion** /'laɪən/n. 狮子
- tiger** /taɪgə(r)/n. 老虎
- monkey** /'mʌŋki/n. 猴子
- should** /ʃud; ʃəd/ modal v 应该;
应当
- cool** /ku:/adj. 妙极的;酷的
- lovely** /'lʌvli/ adj. 优美的;迷人的
- cold** /kəʊld/adj. 寒冷的
- stand** /stænd/v 站立
- close** /kləʊs/adv. 紧挨着;靠近
adj. 亲密的;接近的
- warm** /wɔ:m/adj. 温暖的;暖和的
- sea** /si:/ n. 海;海洋
- look** /lʊk/n. 看;瞧;
(pl. looks/lʊks/) 相貌;容貌
- mouse** /maʊs/n. (pl. mice /maɪs/) 老鼠
- bea(r)** /beə(r)/ n. 熊 v. 承受;容忍
- tail** /teɪl/n. 尾巴
- elephant** /elɪfənt/ n. 象
- strong** /strɒŋ/adj. 强壮的;强健的
- ear** /ɪə(r)/n. 耳朵
- heavy** /hevi/adj. 重的;沉的
- water** /'wɔ:tə(r)/n. 水
- cut** /kʌt/v 砍;切
- down** /daʊn/adv. 下;向下
- safe** /seɪt/ adj. 安全的

Starter Unit 2

- late** /leɪt/ adj. 迟到的;晚的

Starter Unit 2

- phone** /fəʊn/n. 电话
- hand** /hænd/n. 手
- must** /mʌst; məst/ modal v 必须
- pen** /pen/n. 钢笔
- fruit** /fu:t/ n. 水果
- bring** /brɪŋ/u 带来
- turn** /tɜ:n/v 转动
- off** /ɒf/ adv 离开; 断; (停) 止
- jump** /dʒʌmp/ v. 跳
- car** /kɑ:(r)/n. 小汽车
- cinema** /'sɪnəmə/n. 电影院
- hospital** /'hɒspɪtl/n. 医院
- burry** /'hʌri/u & n. 匆忙
- show** /ʃəʊ/u 表明;展示 n. 演出
- world** wɜ:ld/n. 世界
- clothes** /kləʊðz/ n. 衣服
- TV** /ti: 'vi:/ n
(=television teltrsn) 电视
- never** /'nevə(r)/adv. 从不

Unit 3

- over** /əʊvə(r)/adv. 在另一边
prep. 在……上方;超过
- near** /nɪə(r)/ prep. 在…附近
adv. 在近处
- air** /eə(r)/n. 空气
- evening** /'i:vnɪŋ/n. 晚上
- rain** /reɪn/v 下雨 n. 雨
- win** /wɪn/v 获胜;赢
- healthy** /helθi/ adj. 健康的

body /'bɒdi/ n. 身体
try /traɪ/ & n. 尝试; 努力

Unit 4

tea /ti:/ n. 茶; 茶叶
bread /bred/ n. 面包
ice cream n. 冰淇淋
vegetable /'vedʒtəbl n. 蔬菜
soup /su:p/ n. 汤
rice /raɪs/ n. 米饭; 大米
cup /kʌp/ n. 杯
banana /bə'nɑ:nə/ n. 香蕉
hungry /'hʌŋgri/ adj. 饥饿的
doctor /'dɒktə(r)/ n. 医生
young /jʌŋ/ adj. 年轻的
bad /bæd/ adj. 不好的; 坏的

Unit 5

wash /wɒʃ//u 洗; 洗澡
free /fri:/ adj. 免费的; 自由的
holiday /'hɒlədeɪ; 'hɒlədi/ n. 假期
boat /bəʊt/ n. 小船; 小艇
supermarket /'su:pə,mɑ:kɪt/ n. 超市
boy /bɔɪ/ n. 男孩
city /'sɪti/ n. 城市
street /stri:/ n. 街道
taxi /'tæksi/ n. 出租车
bag /bæg/ n. 袋子
by /baɪ/ prep. 靠近; 在……旁边
wonderful /wʌndəfl/ adj. 精彩的; 绝妙的
light /laɪt/ v. n. 灯; 光 adj. 轻的
move /mu:v/ u 移动; 搬动
river /'nɪvə(r)/ n. 河

foot /fʊt/ v n. (pl. feet /f:i:v) 脚
sun /sʌn/ n. 太阳

Unit 6

weather /'weðə(r)/ n. 天气; 气象
cloudy /'klaʊdi/ adj. 多云的; 阴天的
windy /'wɪndi/ adj. 多风的; 风大的
sunny /'sʌni/ adj. 阳光充足的; 开朗的
hometown /'həʊmtaʊn/ n. 家乡 故乡
sad /sæd/ adj. 伤心, 难过的
beach /bi:tʃ/ n. 海滩、海淀
snow /snəʊ/ v 下雪 n. 雪
winter /'wɪntə(r)/ n. 冬季; 冬天
summer /sʌmə(r)/ n. 夏季; 夏天
sweater /'swetə/ n. 毛衣
kite /kaɪt/ n. 风筝
spring /sprɪŋ/ n. 春季; 春天
season /si:zn/ n. 季节
umbrella /ʌm'brelə/ n. 伞
dirty /'dɜ:ti/ adj. 肮脏的
tired /taɪəd/ adj. 累的; 疲倦的
top /tɒp/ n. 顶部; 顶端
 adj. 顶部的; 顶端的
man /mæn/ n. (pl. men /men/) 男人
angry /æŋgri/ adj. 愤怒的; 生气的

Unit 7

wrong /rɒŋ/ adj. 错误的
bus /bʌs/ n. 公交车
astronaut /æstrɒnɔ:t/ n. 宇航员
robot /rəʊbɒt/ n. 机器人

again /ə'geɪn; ə'geɪn/ adv. 再一次:
又一次

zoo /zu:/n. 动物园

yesterday /'jestədeɪ; 'jestədi/ n. 昨天

space /speɪs/n. 太空; 空间

stop /stɒp/v. 停下

farmer /fɑ:mə(r)/n. 农场主; 农民

sell /sel/ v. (sold /sɔld/) 出售

arm /ɑ:m/n. 手臂; 上肢

leg /eg/ n. 腿

cry /kraɪ/ v. 大叫; 哭

money /'mʌni/n. 钱; 财富

Unit 8

catch /kætʃ/ v. (caught /kɔ:v)

捕捉; 接住

一、名词(Nouns)

1.可数名词和不可数名词

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

2.名词复数

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

名词复数的构成和读法不例如表1所示。

表1 名词复数形式的构成和读音

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

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

二、形容词(Adjectives)

形容词可修饰名词或代词,在句子中通常用作定语、表语和补语等

1.用作定语。例如:

But only clever people can see them!

It feels like a magical place.

Those young people like sport very much

2.用作表语,置于系动词之后。例如:

She is busy.The film is boring.

A good student must be diligent.

They are very hard-working.

3.用作补语。例如:

We need to keep our school clean and tidy,

She made me angry last night.

三、副词(Adverbs)

1.副词的用法和意义

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

(1)修饰动词。

例如:It's raining heavily.

(2)修饰形容词。例如:

The dog is quite cute.

(3)修饰其他副词。例如:

She drives very carefully.

(4)修饰全句。例如:

I usually have bread and milk for breakfast.

2.频度副词

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

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

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

I always play tennis near my house.

We usually practise three times a week after school

I often go swimming because it keeps me healthy.

Sometimes I have eggs and beans.

I seldom / hardly ever see my friend Lucy now.

A kind word is never lost.

四、情态动词(Modal Verbs)

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

1. can 和 could 的用法

(1)表示能力。例如:

We can speak a little English.

I can play badminton, but I can't play volleyball.

He could swim when he was only six.

(2)表示许可。例如:

You can play basketball at the weekend

We can't run in the hallways.

Father said I could swim in the pool.

(3)表示请求。例如:

Can you help me with my Chinese?

could 也可表示请求，但比 can 的语气更委婉。例如:

Could you tell him to call me back?

2. may 的用法

(1)表示许可，意思是“可以”。例如:

May I borrow your dictionary?

Class is over. You may go now.

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

(2)表示可能性，意思是“也许;可能”。例如:

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

3. must 的用法

must 表示“必须”。例如:

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

You must read a book before you watch 'TV.

4. have to 的用法

have to 表示“不得不;必须”。例如:

We have to be quiet in the library.

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

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

We have to / must follow the rules.

但它们在以下方面有所不同。

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

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

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

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

You mustn't talk to your mother like that.

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

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

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

I have to finish my work today.

She has to work late today.

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

五、物主代词(Possessive Pronouns)

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

名词性物主代词相当于名词,不能用于名词前,说话时要加重语气。例如:

A: Is this your pen?

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

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

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

C: No, hers is at home.

表2 物主代词的分类

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

六、现在进行时(Present Continuous Tense)

1. 现在进行时的意义

(1) 表示现在(说话时)正在进行的动作或存在的状态。例如:

The students are listening to the teacher.

He is sleeping now.

(2) 也可表示当前一段时间或现阶段正在进行的动作或存在的状态。例如:

We are working on a farm these days.

I'm reading a history book this month

2. 现在进行时的构成 现在进行时是由助动词be(am/is/are)加动词-ing形式构成的。

以动词work 为例,现在进行时的肯定式、否定式、疑问式和简略答语如下。

表3 现在进行时的肯定式和否定式

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

表4 现在进行时的疑问式和简略答语

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

3. 动词-ing形式的构成

表5 动词-ing形式的构成

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

七、一般过去时态 (Simple Past Tense)

1. 一般过去时的意义

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

He got up early yesterday.

I visited my grandparents last week.

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

He always went to work by bus last year.

2. 一般过去时的构成

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

表6 一般过去时的肯定式和否定式

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

表7 一般过去时的疑问式和简略答语

动词	肯定式	否定式
be	Was I late yesterday?	Yes, you were. No, you were not (weren't).
	Were you late yesterday?	Yes, I was. No, I was not (wasn't).
	Was he / she late yesterday?	Yes, he / she was. No, he / she was not (wasn't)
	Were we late yesterday?	Yes, we / you were. No, we / you were not.(were't)
	Were you late yesterday?	Yes, we were. No, we were not (weren't).
	Were they late vesterday?	Yes, they were. No, they were not (weren't)
work	Did I work last week?	Yes, you did. No, you did not (didn't)
	Did you work last week?	Yes, I did. Na. I did not (didn't).
	Did he / she work last week	Yes, he /she drd No, he/ she did not(didn't).
	Did we work last week?	Yes, we / you did. No, we / you did not (didn't)
	Did you work last week?	Yes, we did. No, we did not (didn't).
	Did they work last week?	Yes, they did. No, they did not (didn't)

3.动词过去式的构成

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

表8 动词过去式的构成与读音

类别	构成方法	例词	读音
一般情况	加 -ed	look-looked play-played start-started	/lʊk/ /pleɪd/ /stɑ:tɪd/
以e结尾的动词	加-d	hope-hoped live-lived use-used	/həʊpd/ /lɪvd/ /ju:zd/
以重读闭音节结尾的动词. 末尾只有一个辅音字母	双写词尾的辅音字母, 再加 -ed	stop-stopped plan-planned	/stɒpt/ /plæd/
以辅音字母加y结尾的动词	变y为i. 再加 -ed	study-studied carry-carried worry-worried	/stʌdɪd/ /kæriɪd/ /wʌrɪd/

八、句子种类 (Sentence Types)

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

1. 祈使句(Imperative Sentences)

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

Just go along this street and turn left
Be careful when you cross the street.
Practise the guitar every day
Don't be late for class.
Don't fight.
Don't cheat in the exam.

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

Please write and tell me about yourself.
Please call Karen at 555-8823.
Come in, please.

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

Let me tell you the way to my house.

Let's see the lions.

Let him come in.

Let them play basketball with us.

2.选择疑问句(Alternative Questions)

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

A: Is she tall or short?

B: She's tall.

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

B: I usually eat noodles.

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

B: I'd like some tea, please.