

上海教育出版社



义务教育教科书

ENGLISH

英语



七年级
下册

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主编 舒白梅

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主 编：舒白梅

副 主 编：程 林

编写人员：（以姓氏笔画为序）

叶方兴 向宗平 李 睿 何 琳

陈皓曦 秦文娟 倪 宏

责任编辑：周长天 黄 艳

特约审读：戴嘉子

美术编辑：朱博韩

封面设计：郑 艺 朱博韩

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致 同 学

亲爱的同学：

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

这套教材将陪伴大家度过初中阶段的英语学习。它是一套怎样的教材？

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

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

第二个 E 是 *Exploring and applying rules*。语言意义的理解需要借助一定的语言规则。同学们需要在不断习得和积累中归纳语言规则，并在语境中运用规则表达意义。

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

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

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

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

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

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加星号（*）板块为选学内容

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Unit 1

People around us



Key question

Why are some people in your life important?

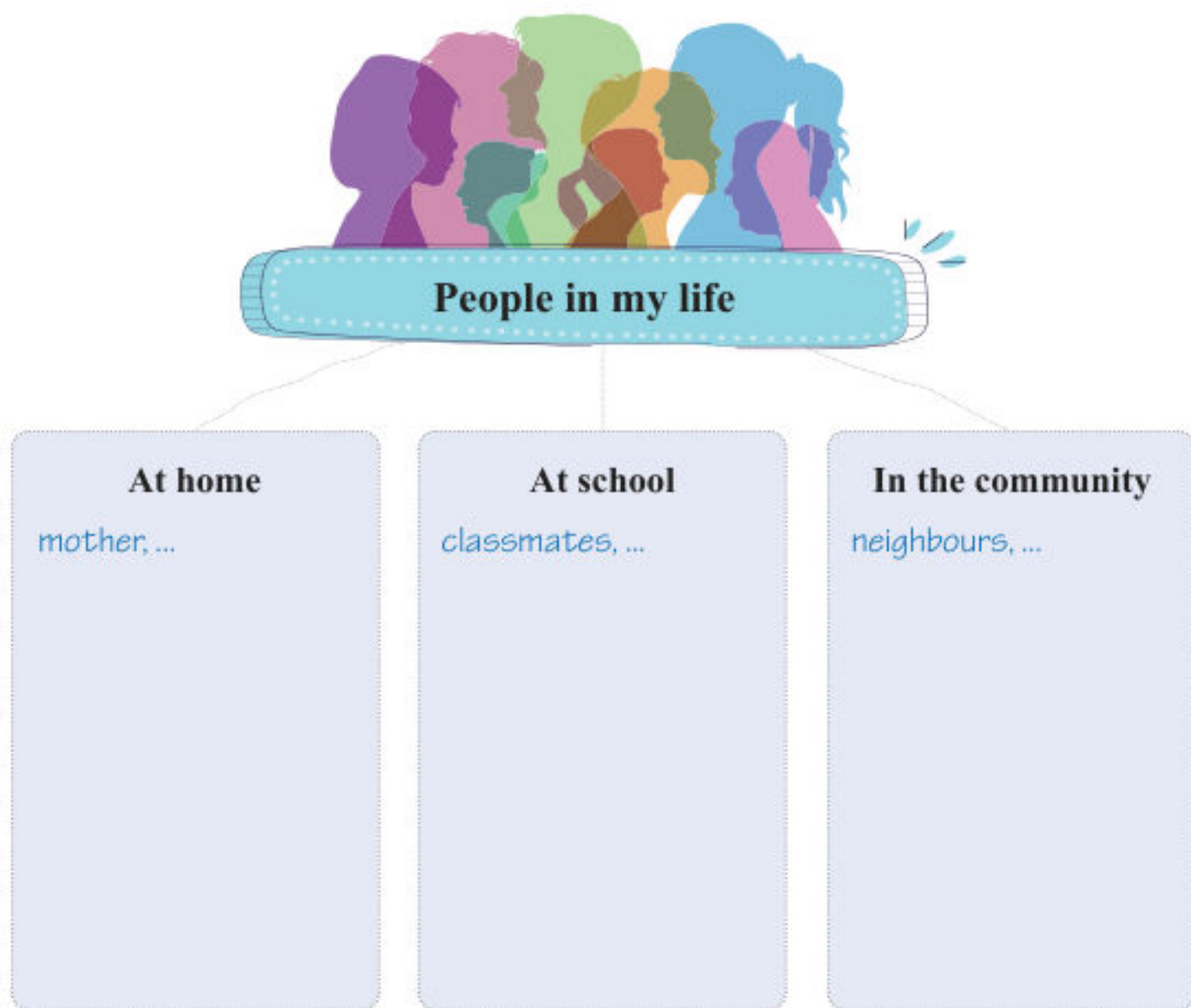


Unit objectives

I can:

- ❑ talk about important people in my life.
- ❑ explain why these people are important to me.
- ❑ describe the people I like.
- ❑ express my love and thanks to important people in my life.

First thoughts



Think

- Who are important to you in your life? Why?
- What do you know about your relatives?
- How do you describe someone you like?
- How do you thank the people you love?

Section 1 Experiencing and understanding language

Reading

Think

Who are important to you in your life? Why?

Before you read

Think about the important people in your life. Then discuss in pairs why they are important to you.



give me advice

cook meals for me



encourage me to study hard



help us learn
give us support
encourage us to think



keep the city clean

keep the city green



keep the city safe



I think my parents are the most important people in my life. My mother always listens to me and gives me advice. My father encourages me to study hard and never give up. I love them very much.



I think our teachers are also very important. They help us learn and give us lots of support.

Two Grade 7 students wrote about the people they like most. Read the articles and find out what these people are like. 🎧

My grandma



My grandma used to be a doctor, but she retired many years ago. She is kind to everyone and very
5 patient with people, and she is always cheerful.

Grandma helps many old people in the community with their medical problems. She gives them tips on
10 how to stay healthy. Everyone in the community knows her, and they call her "Doctor Chen".

Grandma takes good care of us. She is a really good cook, and her dishes
15 are the best in the world! Dinner at my grandma's is the happiest time. We all enjoy her wonderful food, and her egg fried rice is my favourite. Wherever I go in the future, I will
20 never forget the taste of her cooking. A few weeks ago, my grandma got ill. She is in hospital now. We are very worried, and we hope she gets well soon.

25

— Lu Yuntao

My teacher



Mr Li is my maths teacher. He is really smart. He knows how to keep our
30 attention in class, and his lessons are always interesting. For example, he likes to show us how to solve real-life problems with maths, and tells us stories
35 about famous mathematicians. Sometimes he even uses fun games in his teaching! That's why I seldom feel bored in his maths lessons.

40 Mr Li is strict about our schoolwork, but he gives us lots of support when we need help. If we cannot work out a difficult maths problem, he will encourage us to think about it
45 in a new way. Mr Li often says, "Never give up, and you'll be successful." I think he is the best teacher in our school.

50

— Lin Aixin



Reading strategy

Understanding people through their descriptions

We can understand what a person is like by looking at the adjectives used.

She is **kind** to everyone and very **patient** with people, and she is always **cheerful**.

His / Her words and actions also help us understand who he / she is.

In the second article, how does Aixin describe Mr Li?

Reading comprehension

1 Complete the notes below with the information from the articles on page 5.

Grandma

Characteristics:

- ⁽¹⁾ _____



What she does:

- She helps many old people in the community with ⁽²⁾ _____.
- She ⁽³⁾ _____ her family. She cooks ⁽⁴⁾ _____ in the world.

Mr Li

Characteristics:

- ⁽⁵⁾ _____



What he does:

- He knows how to ⁽⁶⁾ _____ in class.
- He gives students ⁽⁷⁾ _____ when they need help.

What he says:

- ⁽⁸⁾ _____

2 Read the articles again and answer the questions below.

(1) How does Yuntao feel about his grandma?

(2) Why do the people in the community call Yuntao's grandma "Doctor Chen"?

(3) How does Mr Li keep the students' attention in class?

(4) How does Mr Li help his students with difficult maths problems?



Your ideas

3 Discuss the questions below.

(1) Which family member do you like most? What do you like about him / her?

(2) Who is your favourite teacher? What do you like about him / her?

Vocabulary practice

1 The words and the phrase in *italics* are from the articles on page 5. Choose the correct answers to complete the sentences.

- (1) Yuntao's grandma *retired* many years ago. She _____ as a doctor.
 a still works b wanted to work c stopped working
- (2) She is a *cheerful* lady. She is always _____.
 a happy b quiet c patient
- (3) Mr Li knows how to keep our *attention* in class. I always _____ what he says.
 a strongly believe b easily forget c listen carefully to
- (4) Mr Li always *encourages* us to think about a difficult problem in a new way. He _____ us _____.
 a gets ... to laugh b gives ... lots of support c makes ... feel sad
- (5) Never *give up*, and you'll be successful. Please _____.
 a keep trying b think fast c stop doing it

2 A school reporter is interviewing Yuntao and Mr Li. Complete the conversation with the words and the phrase in *italics* from Exercise 1. Change the form if necessary.

Reporter: Yuntao, your grandma is very important to you, right?

Yuntao: Yes. I really look up to her. She used to be a doctor, but she
⁽¹⁾ _____ many years ago. Grandma is a wonderful person. She is so kind and patient, and she makes people feel comfortable because she's friendly and ⁽²⁾ _____. She also takes good care of us. Grandma always ⁽³⁾ _____ me to study hard. I want to become a doctor, just like her!

Reporter: What do you think of Aixin, Mr Li?

Mr Li: Aixin is a good student. She always pays ⁽⁴⁾ _____ in class. She listens carefully and thinks fast. Aixin also works very hard. When I give her difficult maths problems, she tries her best and never ⁽⁵⁾ _____.

3 Make sentences about your family members and your teachers with the words and phrases below.

cheerful	patient	retire	smart	successful	be strict about
encourage ... to ...	give ... support	give up	take good care of		

 Listening


What do you know about your relatives?

Gu Ling's relatives

- 1 Gu Ling's grandma is visiting her relatives in Australia. She sent Gu Ling a photo. Discuss the photo in pairs. Describe the people in it and guess what they do.



The second person from the left is about the same age as me. He is wearing a school uniform. I guess he is a junior high school student.



- 2 Gu Ling is phoning her grandma to ask about the people in the photo. Listen to the conversation and tick (✓) the topics they talk about. 

- | | | |
|-------------------------------------|--------------------------------------|--|
| ☐ age | ☐ job | ☐ place of residence ^① |
| ☐ appearance | ☐ personality | ☐ their children |

- 3 Listen again and complete the notes. Then help Gu Ling find Uncle Danny and Aunt Mary in the photo. 

Gu Ling's uncle: Danny

- is ⁽¹⁾ _____
- has short, ⁽²⁾ _____ hair
- is ⁽³⁾ _____ years old
- ⁽⁴⁾ _____ (job)

Gu Ling feels ⁽⁵⁾ _____ of Uncle Danny.

Gu Ling's aunt: Mary

- is thin
- has short, straight, ⁽⁶⁾ _____ hair
- is ⁽⁷⁾ _____ years old
- ⁽⁸⁾ _____ (job)

Gu Ling thinks Aunt Mary is ⁽⁹⁾ _____.

 Your ideas

- 4 Talk in pairs about your relatives. Describe their personalities, what they look like and what they do.

① residence /'rezɪdəns/ n. 居住; 定居

Section 2

Exploring and applying rules



Grammar

The definite article *the*

The word *the* is a definite article in English. It is used to identify or specify a certain person or thing.

Gu Ling is talking about the people in the photo on page 8. Pay attention to the words in bold and the underlined phrases.

Grandma sent me **a** photo a few days ago. I didn't recognize some of **the** people in **the** photo, so I called her to find out. She told me something about them.

The tall young man in **the** black suit is my cousin Mark. He is **a** musician. He started playing the violin at the age of 4. Now he is one of the best violinists in Australia. **The** tall young lady with short wavy hair is my cousin Kate. She is **a** volleyball player, but she only started playing volleyball three years ago! She is **an** amazing girl ...



Let's sum up the rules!

- We often use *a* or *an* before a singular countable noun when we mention it for the first time. Then we use *the* before the noun when we mention it again.
- We can use *the* to refer to specific people or things.
- After the verb *play*, we use *the* before the names of musical instruments^①, but we DO NOT use *the* before the names of sports.

Look!

We also use *the* to talk about something that is the only one of its kind, such as *the* Sun, *the* Earth, *the* Moon, *the* world and *the* future.

① musical instrument /,mju:zɪkl 'ɪnstɾəmənt/ 乐器

Unit 1 People around us

1 Look at the picture and complete the passage with **a(n)**, **the** or **/**.



It's ⁽¹⁾ _____ nice Thursday morning. ⁽²⁾ _____ sun is shining brightly. We are in ⁽³⁾ _____ beautiful park with our teacher Miss Lin. ⁽⁴⁾ _____ woman in the brown skirt is Miss Lin. She is taking ⁽⁵⁾ _____ photo of Xie Ling and Li Ya. ⁽⁶⁾ _____ two girls are playing ⁽⁷⁾ _____ chess. ⁽⁸⁾ _____ one with short hair is Xie Ling. She is ⁽⁹⁾ _____ chess champion at our school. Pan Ming and Xia Jun are looking at ⁽¹⁰⁾ _____ ducks in the pond. They love animals. Where am I? I'm ⁽¹¹⁾ _____ boy sitting on the bench. I'm playing ⁽¹²⁾ _____ guitar. We are all having ⁽¹³⁾ _____ good time.

Grammar in use

2 Find a photo with different people in it. Talk in pairs about the people in your photo.



Look at this photo of my family. We're having a picnic. The man in the brown jacket is my dad. He's playing the guitar. The girl in the lovely dress is my younger sister, and the boy in the orange sweater is me. We are trying to catch the falling leaves. Mum is watching us play.

Section 3 Expressing and communicating ideas



Speaking

Think

How do you describe someone you like?

Talking about the people you like

Talk in groups about the people you like. Look at the example and use the words and expressions below to help you.

Characteristics:

friendly helpful kind patient supportive ...

What they do:

be ready to help encourage ... to do give ... support / a helping hand
help ... do help ... with ... take good care of ...

S1: I like Aunt Li very much. She's my next-door neighbour, and she's kind and helpful.

S2: What does she do?

S1: She helps old people in the local community.

S3: She is a lovely person. How does she help them?

S1: Well, she buys groceries^① for them, and she also ...

...



Improving your pronunciation

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

/ ɪə / cheerful clearly here idea

/ eə / bear care hair where

/ ʊə / poor sure tour

(1) My cheerful aunt has a clear idea about her fear of bears.

(2) The barber^② takes great care when he cuts children's hair; he makes sure they sit still on the chair.

(3) I'm sure the doctor will look after the poor tour guide over there.

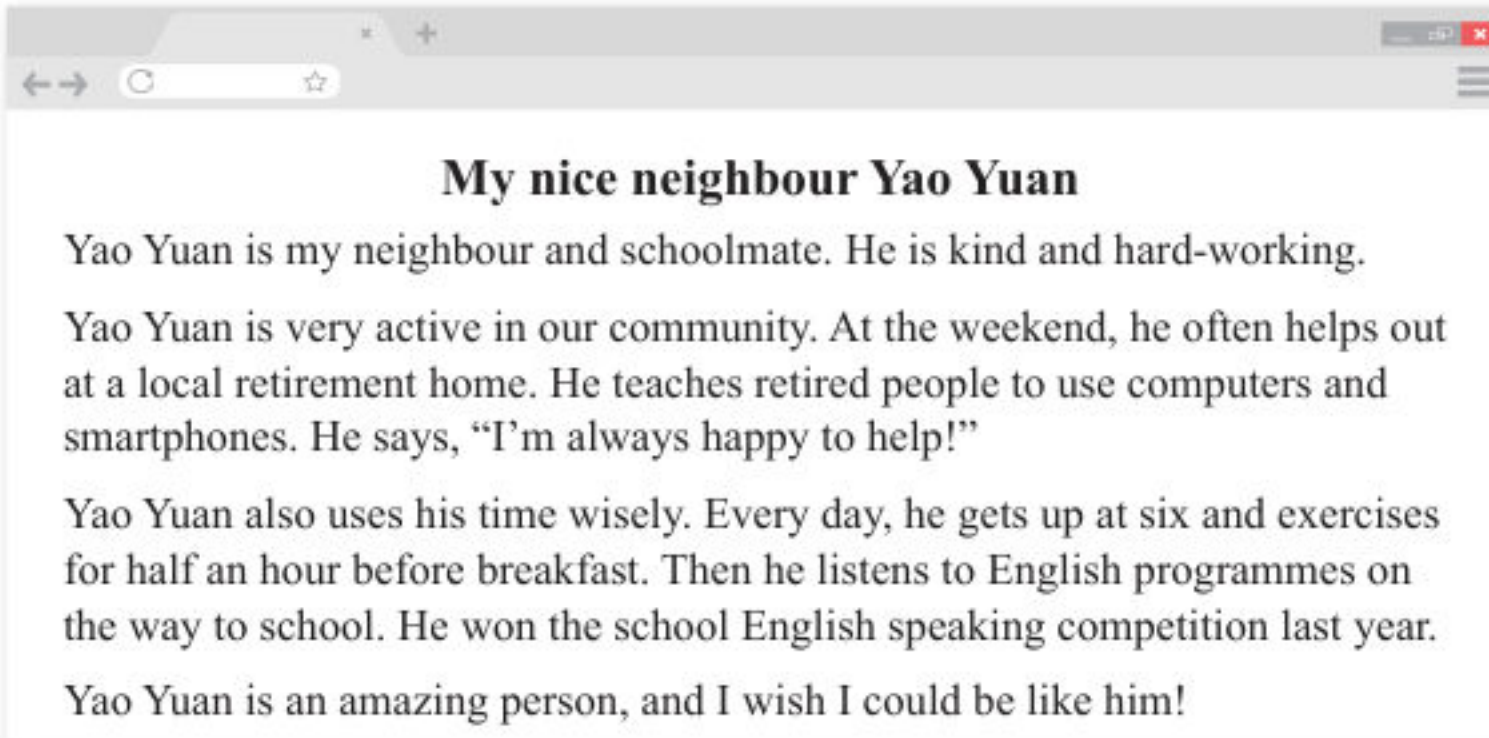
① grocery /'grəʊsəri/ n. 食品杂货 ② barber /'bɑːbə(r)/ n. 理发师

 Writing
Writing an article about a person you like

The school website is calling for articles on the topic "a person I like". Which person would you write about, and what are you going to write about him / her?

1 Wang Yao organized her ideas by asking herself some questions about the topic. Look at the questions and read her article.

- a Who am I going to write about? (e.g. a family member / a teacher / someone in the community)
- b What is he / she like?
- c What does he / she do?
- d What does he / she often say?
- e What do I think of him / her?



My nice neighbour Yao Yuan

Yao Yuan is my neighbour and schoolmate. He is kind and hard-working.

Yao Yuan is very active in our community. At the weekend, he often helps out at a local retirement home. He teaches retired people to use computers and smartphones. He says, "I'm always happy to help!"

Yao Yuan also uses his time wisely. Every day, he gets up at six and exercises for half an hour before breakfast. Then he listens to English programmes on the way to school. He won the school English speaking competition last year.

Yao Yuan is an amazing person, and I wish I could be like him!

2 Match the questions in Exercise 1 to the paragraphs that answer them. Some paragraphs may contain the answers to more than one question.

Paragraph 1 _____

Paragraph 3 _____

Paragraph 2 _____

Paragraph 4 _____

3 Now describe the person you like.

Step 1 Plan Think about what to write about in your article. You may use the questions in Exercise 1 as a guide.

Step 2 Write Write your article. Try to give it an eye-catching title. Find a photo of the person you are writing about and add it to the article.

The image shows a digital writing interface within a browser window. The browser has a single tab and a search bar. The document area contains several horizontal lines for text entry. On the right side of the document, there is a rectangular box with a black border and the word "photo" centered inside it, intended for a student to paste a picture of the person they are describing.

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

- I wrote about what this person says and does to show his / her character. ☐
- I used suitable adjectives, such as _____, in the description. ☐
- I used the words and expressions I learnt in this unit. ☐
- I used correct spelling, grammar and punctuation. ☐

Section 4 Extending and developing competencies

Focusing on culture

Our parents are very important in our lives. Let's explore how people around the world show their love for their parents.

Think

How do you thank the people you love?

- 1 Mary wrote a poem on Father's Day. Read the poem to find out what Mary thinks of her dad. Why do you think she wrote the poem? 🎧

My dad

by Mary

He comes home, has a shower,
And eats dinner, every day.
Now he's sitting in his favourite chair
Too tired to laugh or play.
5 He reads online news and articles
To learn what's new today.
And very soon, he'll go to bed.
He's a boring man, my dad.

Then I see him working,
10 On the building site.
He's high up in the clouds
Higher than a kite.
He's walking on a narrow plank^①
Not worried about the height,
15 Not afraid, not afraid like me.
My dad's a superman, you see!



In many countries, Father's Day is celebrated on the third Sunday in June to honour fathers. The first Father's Day was celebrated on 19 June 1910 in the USA.

Notes

① plank /plæŋk/ n. 板材

2 Complete the summary of the poem.

My dad

Verse 1 (from line __ to line __):

Mary says that at ⁽¹⁾ _____ her father is ⁽²⁾ _____ because ⁽³⁾ _____.

Verse 2 (from line __ to line __):

Mary sees her father at ⁽⁴⁾ _____, high in the air, and now she thinks that ⁽⁵⁾ _____.

3 The words and the phrase in italics are from the poem on page 14. Match the sentence halves.

- | | |
|--|--|
| (1) When you have a <i>shower</i> , | a people cannot walk side by side. |
| (2) If a path is very <i>narrow</i> , | b you fear something bad may happen. |
| (3) If you <i>are worried about</i> something, | c you wash your body while standing under running water. |
| (4) If something is <i>online</i> , | d a place with a lot of workers and large machines. |
| (5) A building <i>site</i> is | e it is connected to the internet. |



Your ideas

4 Discuss the questions below.

- (1) Why did Mary write the line “My dad’s a superman, you see!”?
- (2) How does the poem make you feel?
- (3) How do you show your love for your father / mother?



Exploring more

To explore the topic of love for one’s parents, you can:

- read famous poems and stories about children’s love for their parents, such as “The Ballad of Mulan”;
- collect information about the different ways children all over the world show their love for their parents.



Cross-curricular connection | Sociology*

There are many people around you. Some are close to you; some are not. Which people are in your social circle?

1 Read Anna's presentation and complete her social circle. 🎧

My social circle

There are four people that are really close to me: my parents, my sister Chloe and my best friend Laura. They are in my first circle. My sister Chloe and I are really different: I'm shy and she's very sociable and has lots of friends, but we get on very well. Laura and I go to the same school, and we have lots of things in common.

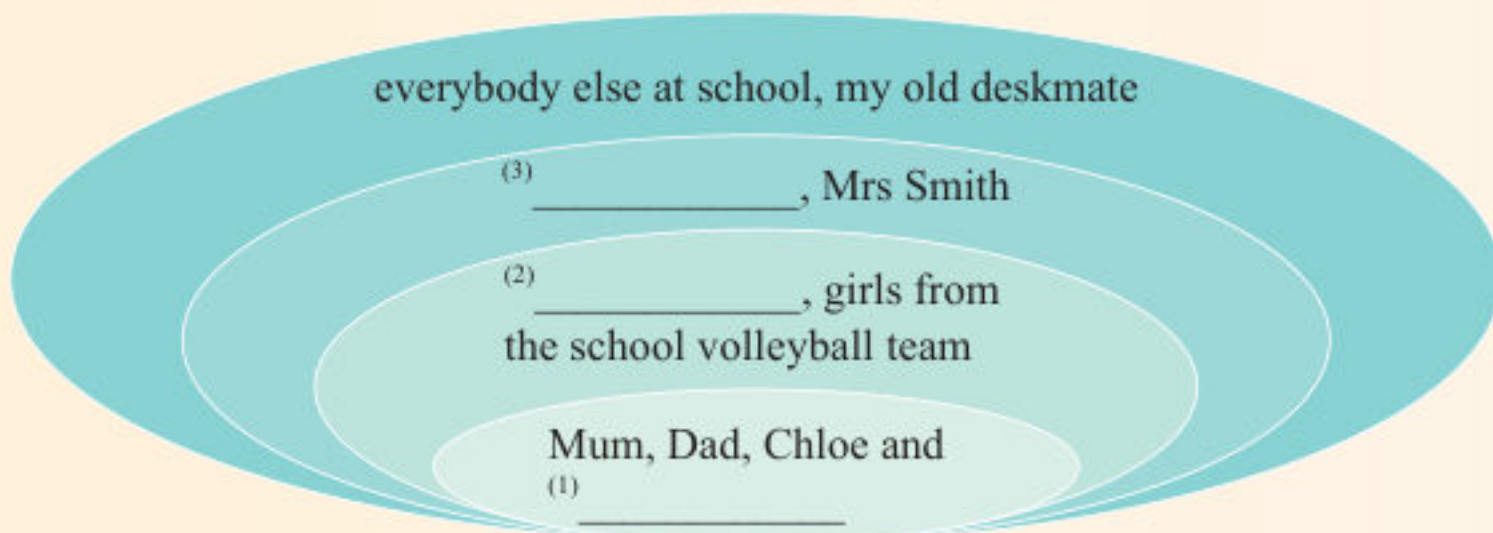
In my second circle, I've put my grandma. She has been living with us since Grandpa died three years ago. I love my grandma. She takes good care of me and always tells me interesting stories of her childhood. I've also included the girls from the school volleyball team in this circle. They're quite competitive when they play

games, but they are really my loyal friends.

In my third social circle, I've got all my classmates from Class 7B. I've been with some of them since primary school and there's a good atmosphere in the class; nobody is ever rude and everyone is friendly. I've also included Mrs Smith, my class teacher, in this circle, because she is very kind to me and always encourages me to do my best.

Finally, in my last circle, I've put all the other people that I know at school. There's also my old deskmate, Andy Barton. He's a bit shy, but I've included him because he was my first deskmate in this school and he's still in my group of friends!

Anna's social circle



2 Draw your social circle and then present it to the class. Use Anna's example as a guide.

Checking your progress

Project*

Making an album of the people important to you

There are many important people in our lives. Who are the most important to you? Think about them and make a special photo album.

Step 1 Decide who you will include in the album. For each person, answer the questions below.

- Who is he / she?
- Why did you pick him / her?
- What makes him / her special to you?

...

Step 2 Find or take some photos of each person. Make sure the photos show the different aspects of his / her life (e.g. at home / at school / at work).

Step 3 Write descriptions of the photos. Use the example below to help you.



This is my dad and me. We are playing basketball together and having a good time. We play basketball every Sunday afternoon. My dad is very good at it!

Step 4 Present your album to the class and explain why each person is important to you.

Step 5 Vote for the most impressive album and presentation. You can refer to the following criteria.

- correct and clear language
- interesting photos
- logical presentation of ideas



Wits corner

Let us be grateful to the people who make us happy—they are the charming gardeners who make our souls blossom.

— Marcel Proust

Unit 2

Travelling around the world



Key question

What makes a great travel destination?



Unit objectives

I can:

- identify what makes a travel destination popular.
- find key information about a travel destination.
- make my holiday travel plans.
- talk about the meaning of travelling around the world.

 First thoughts

Travel destination: _____

Location

Reasons it is popular

Things to see and do



- What can you see and do at different travel destinations?
- Why do you like a certain place?
- How would you like to spend your holiday?
- What makes a travel destination popular?

Section 1 Experiencing and understanding language

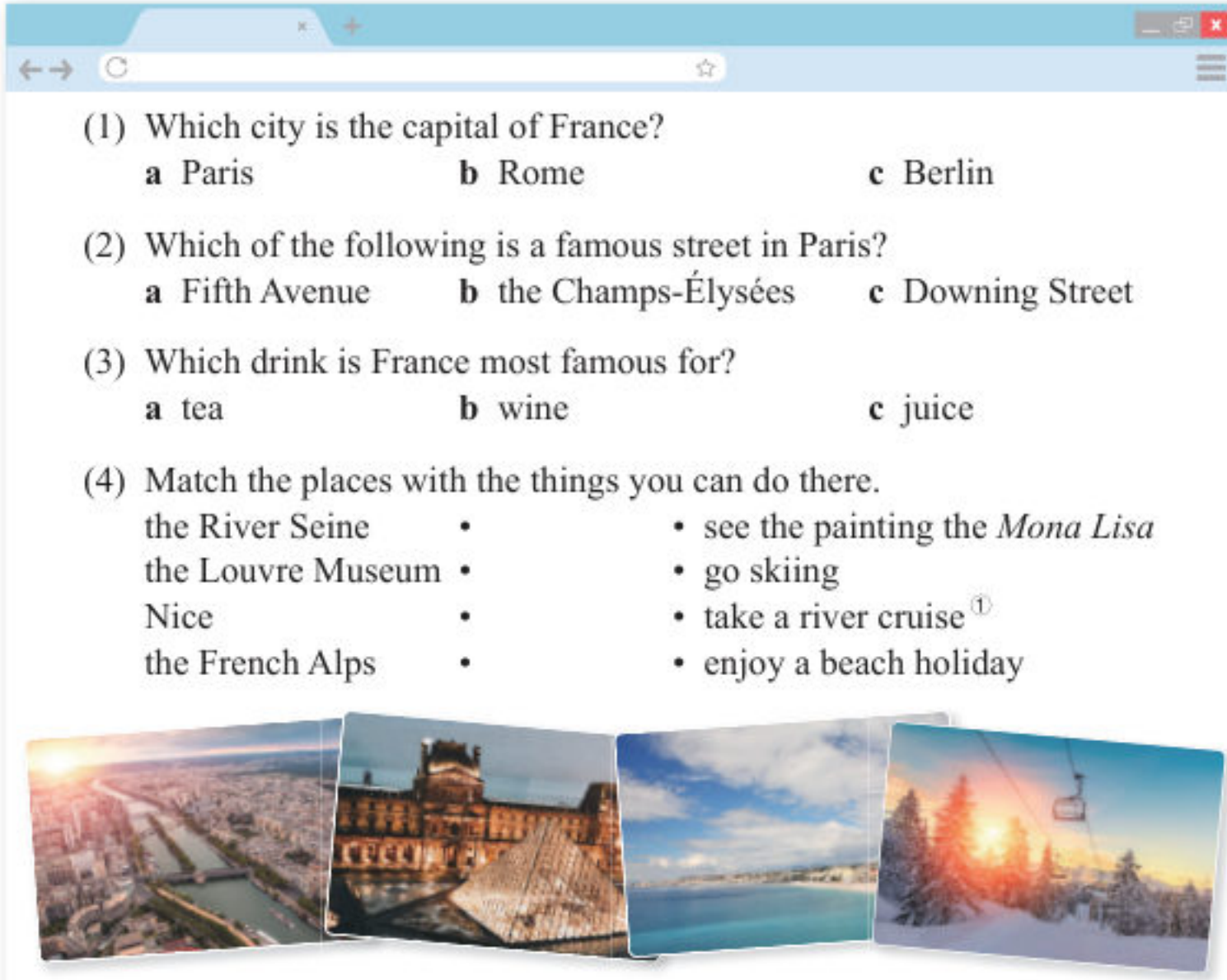
Reading

Before you read

How much do you know about France? Try the short quiz below in an online travel magazine. Then talk about France in pairs.

Think

What can you see and do at different travel destinations?



(1) Which city is the capital of France?
a Paris b Rome c Berlin

(2) Which of the following is a famous street in Paris?
a Fifth Avenue b the Champs-Élysées c Downing Street

(3) Which drink is France most famous for?
a tea b wine c juice

(4) Match the places with the things you can do there.

the River Seine	•	• see the painting the <i>Mona Lisa</i>
the Louvre Museum	•	• go skiing
Nice	•	• take a river cruise ^①
the French Alps	•	• enjoy a beach holiday




What do you know about the Louvre Museum?

The Louvre Museum is a must-visit art museum in Paris. It is full of beautiful paintings and the most famous one is the *Mona Lisa*.



① cruise /kru:z/ n. 乘船游览

Read the online magazine article and find out more about France. 🎧

France is calling

France is one of the most-visited countries in the world. It is in Western Europe, and it is a beautiful country rich in history and culture.

Paris is the capital city of France. It lies in the north of the country, and the River Seine runs through its centre. Here you will find many places of interest, such as the Eiffel Tower and the Arc de Triomphe. You can visit the Louvre Museum if you like art. The most famous street in Paris is the Champs-

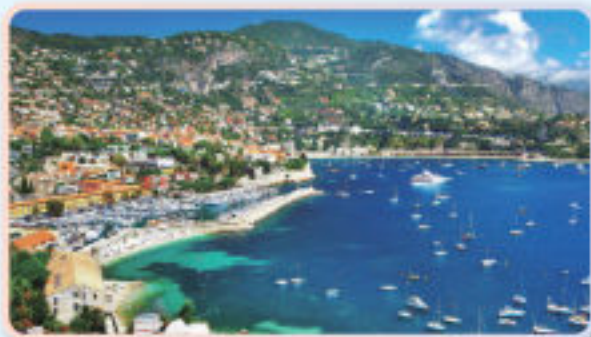


Élysées. This is the best place to go if you want to visit some world-famous department stores. A walk along the River Seine or a short break at a café are some must-dos in Paris.

If you want to get a taste of French wine culture, you should visit the Loire Valley. It is in the centre of France, and there are many vineyards^① there.

The local farmers grow great grapes to make excellent French wine. And don't forget to explore the beautiful castles there.

Nice is another most-visited city in France. It lies on France's south-east



coast, and is famous for its wonderful beaches. It is the perfect place for a summer holiday, but if you prefer to visit France in winter, you can go skiing in the French Alps.

France has something for everyone, so why not visit France this year?



Reading strategy

Understanding the spatial order

A description of a place usually follows a spatial order. The article above first introduces France generally, and then introduces different places in France from north to south by using expressions like *in the north of* and *in the centre of*. Can you find other expressions that show spatial order in the article?

① vineyard /'vɪnjəd/ n. 葡萄园

Reading comprehension

1 Complete the notes below with the information from the article on page 21.

France

- located in ⁽¹⁾ _____ Europe
- beautiful and rich in ⁽²⁾ _____

Places to visit

- Paris—the ⁽³⁾ _____ of France
 - famous river: ⁽⁴⁾ _____
 - famous places of interest: ⁽⁵⁾ _____ and ⁽⁶⁾ _____
 - famous museum: ⁽⁷⁾ _____
 - famous street: ⁽⁸⁾ _____
- The Loire Valley: famous for its ⁽⁹⁾ _____
- Nice: famous for its ⁽¹⁰⁾ _____
- The French Alps: the best place to ⁽¹¹⁾ _____ in winter



2 Find the sentences below in the article. What do the words in *italics* refer to? Write your answers in the spaces provided.

- (1) ... and the River Seine runs through *its* centre. (lines 4–5) _____
- (2) *Here* you will find ... (line 5) _____
- (3) *This* is the best place to go ... (line 10) _____
- (4) ... there are many vineyards *there*. (line 14) _____
- (5) *It* is the perfect place for a summer holiday. (lines 19–20) _____



Your ideas

3 Discuss the questions below.

- (1) The writer says “France has something for everyone (line 23)”. Do you agree? Why or why not?
- (2) If you have a chance to visit France, what would you like to see and do?

Vocabulary practice

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



coast excellent lie perfect prefer to

- (1) I read a(n) _____ article about the French Alps in an online magazine yesterday.
- (2) Uncle John lives on the _____. His home is close to the sea.
- (3) Bruce _____ play football. He likes football more than other sports.
- (4) My hometown _____ in the south of the country.
- (5) We found the _____ hotel for our holiday. It was exactly what we wanted.

- 2 Complete the passage with the words and the phrase from Exercise 1. Change the form if necessary.

Beijing is the capital of China. It ⁽¹⁾ _____ in the north of the country. It's a beautiful city with a long history and rich culture. In the city centre, there are many museums. If you want to learn something about China's past, the Palace Museum is a good place to start. If you ⁽²⁾ _____ go shopping, there are many big department stores on Wangfujing Street. Don't worry if you get hungry: there are also lots of ⁽³⁾ _____ restaurants in Beijing, and you must try Beijing roast duck while you're there. If you want to get away from the city centre, you can go to the Great Wall. It stretches from China's east ⁽⁴⁾ _____ all the way to the Gobi Desert and beyond. Beijing is the ⁽⁵⁾ _____ travel destination. It has something for everyone.

- 3 If you are introducing your city to foreign visitors, what are you going to say? Make sentences with the words and expressions below.

culture excellent a short break lies in / on prefer to
It's the perfect place for ... You can visit ... if you like ...



Word building

Words used both as a noun and a verb

Some words can be used as a noun or a verb.

taste: (1) I want to get a **taste** of French wine culture.

(2) This ice cream **tastes** yummy.

Can you give more examples of such words?

 Listening


Why do you like a certain place?

The Eiffel Tower

1 How much do you know about the Eiffel Tower? Read the statements below and discuss whether they are true (T) or false (F).

- | | |
|---|-------|
| (1) It is the tallest building in the world. | T / F |
| (2) It took seven years to build the tower. | T / F |
| (3) It is painted mostly by hand. | T / F |
| (4) It receives about 800,000 visitors per year. | T / F |
| (5) You can walk up to the top of the Eiffel Tower. | T / F |

2 Listen to a podcast^① about the Eiffel Tower and check your answers in Exercise 1. 

3 Listen again and complete the notes below. 

The Eiffel Tower

Key numbers

- finished in ⁽¹⁾ _____
- remained the tallest building in the world for ⁽²⁾ _____ years
- ⁽³⁾ _____ metres tall
- painted every ⁽⁴⁾ _____ years
- takes between 18 months and over ⁽⁵⁾ _____ years to finish painting each time
- almost ⁽⁶⁾ _____ visitors every year
- Two ways to get to the top:
 - take the lift
 - walk up more than ⁽⁷⁾ _____ steps

Unusual events

- In 1948, a(n) ⁽⁸⁾ _____ walked up to the first floor.
- In ⁽⁹⁾ _____, two men went up and down the stairs on motorcycles.

Tip When you listen to an introduction about a person, a thing or a place, you need to pay attention to numbers. These can be quantities of people, things, or facts about time, weight, height, etc.

 Your ideas

4 Why do you think people like to visit the Eiffel Tower? Share your ideas with your classmates.

① podcast /'pɒdkɑːst/ n. 播客

Section 2 Exploring and applying rules



Grammar

A Proper nouns

We use **proper nouns** to refer to particular people, places, organizations, time periods, etc.

Su Wen wrote a blog post about his trip to Paris. Read the post and pay attention to the words in bold.

It is the first day of my trip to **France**. I'm now with my friend **Alfred** in **Paris**. Today we visit **the Louvre Museum**. It is **July**, so it is very hot outside. We need to stand in line for a long time to get in, but we are still very excited to see the famous artworks inside.

Tomorrow we will visit **the Eiffel Tower** and take a cruise on **the River Seine**. In the evening we'll watch **the French National Day** celebrations! There is so much to see and do before I leave for **Provence** on **Wednesday**!



Let's sum up the rules!

A **proper noun** always starts with a capital letter. We do not usually capitalize *the*, prepositions and conjunctions in proper nouns.

- 1 Read the passage below. Some of the words should begin with a capital letter. Underline these words and correct them.

Last july, I went to beijing to visit uncle zhang. He took me to many interesting places, such as the great wall, the summer palace and the palace museum. I learnt a lot about the ming and the qing dynasties. We also visited the national stadium. It was built for the 2008 olympics. We went shopping on wangfujing street. I had a wonderful time in beijing and I plan to go there again next year during the spring festival.

B Conjunctions: *and*, *but* and *so*

We use the **conjunctions** *and*, *but* and *so* to link two sentences. They show different relationships between the sentences.

Read the passage about a family trip. Pay attention to the words in bold.

All my family love rugby, **so** we decided to go to London to watch a match. My dad drove us there, **but** he put the wrong destination in the map app. After a long drive, we ended up in Little London, a small village in the countryside! We missed the match, **but** the village was pretty **and** I liked it a lot.



Let's sum up the rules!

We use *and* to mean “also”. It can also be used to show that one thing happens after another. We use *but* to show a different idea, and *so* to show a result or a decision.

2 Read the story below and fill in the blanks with *and*, *but* or *so*.

A beach holiday

by David Brown

I went on holiday to the beach with my family last year. We travelled by train ⁽¹⁾ _____ arrived on Saturday morning. I wanted to go surfing, ⁽²⁾ _____ I went to the beach. Mum and Dad wanted to watch me surf. They got some beach chairs ⁽³⁾ _____ found a good spot to sit.

I jumped into the water ⁽⁴⁾ _____ started surfing. The waves were good, ⁽⁵⁾ _____ the wind was too strong. I surfed for 20 minutes ⁽⁶⁾ _____ then decided to take a break. When I went back to the beach to drink some water, I met another teenage boy with a surfboard. His name was Ken. We started talking, ⁽⁷⁾ _____ we discovered that we had a lot in common. The light was very good, ⁽⁸⁾ _____ he decided to take some photos of me surfing. This photo here is one of my favourites!

That holiday, Ken and I went surfing together every day. It turned out he lived in the same town as me, ⁽⁹⁾ _____ we decided to meet up after the holiday.



Grammar in use

3 Write about a memorable holiday experience. Use *and*, *but* or *so* when necessary. You can write about the topics below, or any other topics you are interested in.

- an interesting person you met
- a beautiful / an interesting place you visited
- some unforgettable experiences
- delicious dishes you tried
- something you learnt

Section 3 Expressing and communicating ideas



Speaking

Think

How would you like to spend your holiday?

Talking about travel plans

Talk in pairs about your travel plans. Look at the example and use the list below to help you. 

Things to do:

- eat delicious food
- go shopping
- go sightseeing
- visit museums / parks / zoos
- ...

S1: My family are planning to go on a seven-day trip to Paris this summer.

S2: What are you going to do in Paris?

S1: I will definitely visit the Louvre Museum and take a cruise on the River Seine.

S2: Will you visit the Eiffel Tower?

S1: Of course! It's a must-see!

...



Improving your pronunciation

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

/ tʃ /	beach	watch	/ dʒ /	July	village
/ ts /	its	tourists	/ dz /	guides	vineyards
/ tr /	country	travel	/ dr /	drink	drive

- (1) Travel is never a matter of money, but of courage.
- (2) I like to hike through forests with my friends because we always see lots of plants and birds.
- (3) He bought some jelly, jam and vegetables, and then he went to the beach to enjoy a bottle of French wine.
- (4) Andrew went on a trip to the countryside with Tracy, and they drove hundreds of kilometres.

 Writing
Writing a postcard to a friend

Imagine that you are visiting your dream travel destination. Write a postcard to a friend and tell him / her something about your trip.

1 Read Wang Yao's postcard and label the different parts.

- | | | |
|-----------------------------------|--------------------------------|-----------------------------|
| a Address of the recipient | d Date | g Name of the sender |
| b Body | e Greeting | |
| c Closing | f Name of the recipient | |

(1) → 12 July

(2) → Dear Wu Di,

(3) { We arrived here yesterday by plane. We're staying at the Star Hotel. It is just 500 metres from the beach! Tomorrow we'll go on a trip to a small island. I can't wait!

(4) → Best wishes,

(5) → Wang Yao

Wu Di

Room 2503, Building 8

200 Garden Road

Guangzhou, Guangdong

510000 China

(6) ←

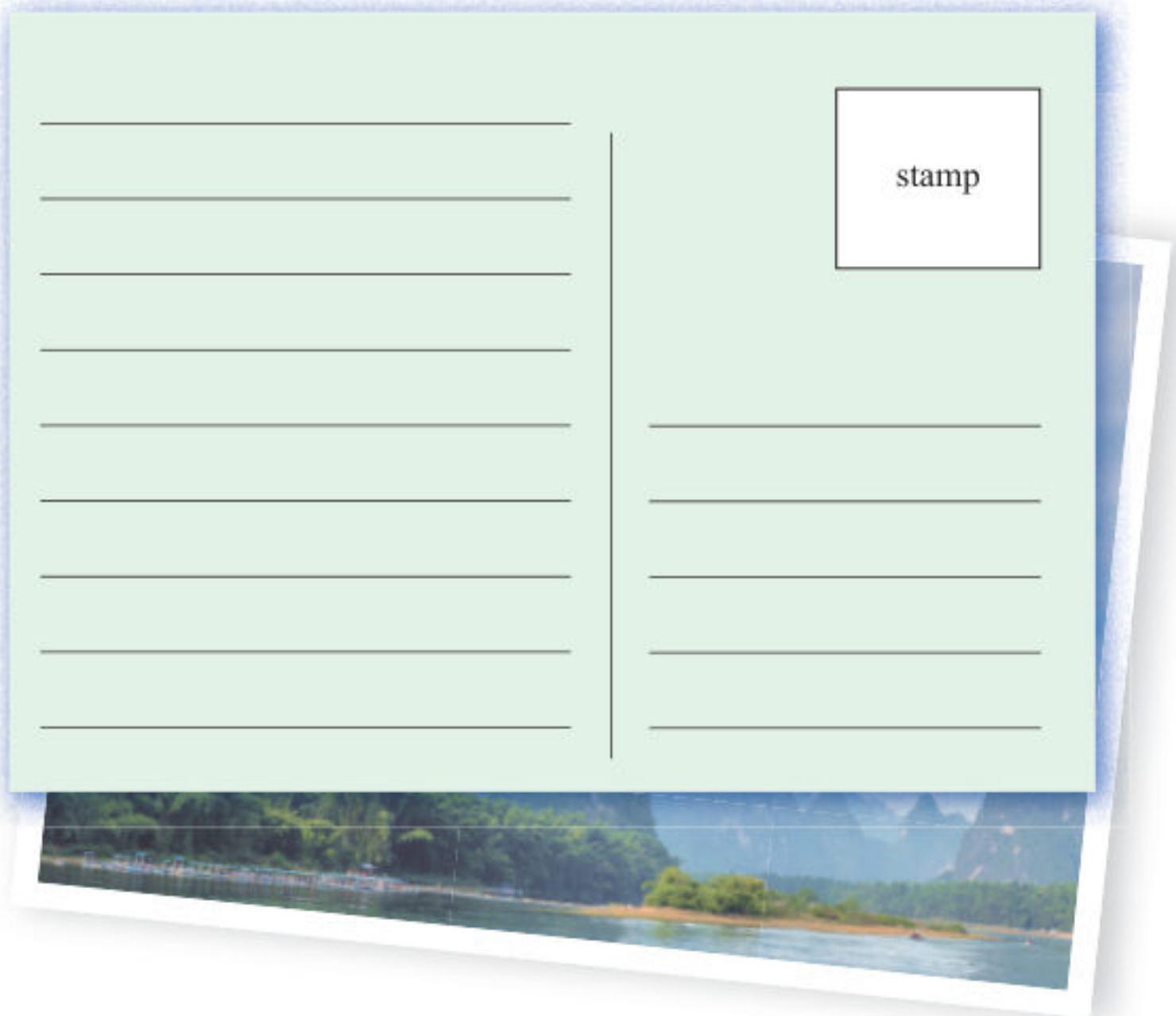
(7) }

- Tip** There is not much space on a postcard, so make sure you:
- write down what you really want to share with your friend;
 - use short sentences.

2 Now write your postcard to a friend at home.

Step 1 Plan Decide what information to include (e.g. What is the place like? What have you done and what will you do there?).

Step 2 Write Write your postcard.



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

- I wrote about the place I am visiting and the things I have done and / or I plan to do there. ☐
- I used proper nouns correctly. ☐
- I followed the format of a postcard. ☐
- I used the words and expressions I learnt in this unit. ☐
- I used correct spelling, grammar and punctuation. ☐

Section 4 Extending and developing competencies

Focusing on culture

National parks are great travel destinations. Let's explore some national parks and find out what we can see and do there.

Think

What makes a travel destination popular?

- 1 Read the article about two national parks and find out their differences. 🎧

National parks

A national park is a protected area of nature. Governments have set up national parks to save our natural heritage, such as unique landscapes and endangered wildlife.

Giant Panda National Park, China

- 5 The Giant Panda National Park is a national park in China. It stretches across parts of Sichuan, Gansu and Shaanxi. It is huge—27,134 km² in size. Over 70% of the park is covered by forest and its highest mountain is 5,588 m high. This park is home to over 1,600 wild giant pandas. Every year, visitors from all over the world come to see the cutest bears on Earth.

10 What to see and do:

- See the playful pandas in the wild all year round.
- Discover the pandas' amazing neighbours, such as golden monkeys and leopards^①.
- Explore the forest in summer or ski down the mountains in winter!



- 15 • Go hiking and boating, or visit the Giant Panda Museum.

Yellowstone National Park, the USA

- 20 Yellowstone is the oldest national park in the world. It covers an area of 8,991 km². A lot of the park sits in the middle of an active volcano, which is 72 km wide! It has four mountain ranges, and the highest mountain, Eagle Peak, is 3,462 m high. The park gets several million visitors each year.

What to see and do:

- Visit the volcanic hot springs.
 - Ride a horse in summer or snowmobile in winter!
 - Watch amazing wildlife like bears and wolves.
- 25 • Go climbing, fishing, cycling or hiking.



① leopard /'lepəd/ n. 豹

Examples of national parks in China include Sanjiangyuan National Park, the Giant Panda National Park and the Northeast China Tiger and Leopard National Park.

Notes

2 Answer the questions below with the information from the article on page 30.

- (1) What are the heights of the highest mountains in each of the two national parks?
- (2) Which national park is bigger?
- (3) What can people see and do in each national park?

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



discover huge range set up wild

- (1) _____ animals can be very dangerous—don't try to feed them!
- (2) The museum _____ a special area for children to learn about the city's history.
- (3) This national park is _____: it covers an area of more than 10,000 square kilometres.
- (4) There is a wide _____ of things to see and do in Yellowstone, and you can explore the national park on foot or by bike.
- (5) Yesterday, we _____ a traditional garden in the centre of the city.



Your ideas

4 Do you know any other famous national parks in China or abroad? Share your ideas with your classmates.



Exploring more

The Grand Canyon National Park in the USA is also world-famous. How much do you know about it? Find out more about this national park in the library or online.



Cross-curricular connection | Earth science*

Zhangjiajie National Forest Park is world-famous for its amazing landscape. Let's read the story behind the unique mountains there.

1 Read the article and put the pictures (a–e) in the correct order (1–5). 

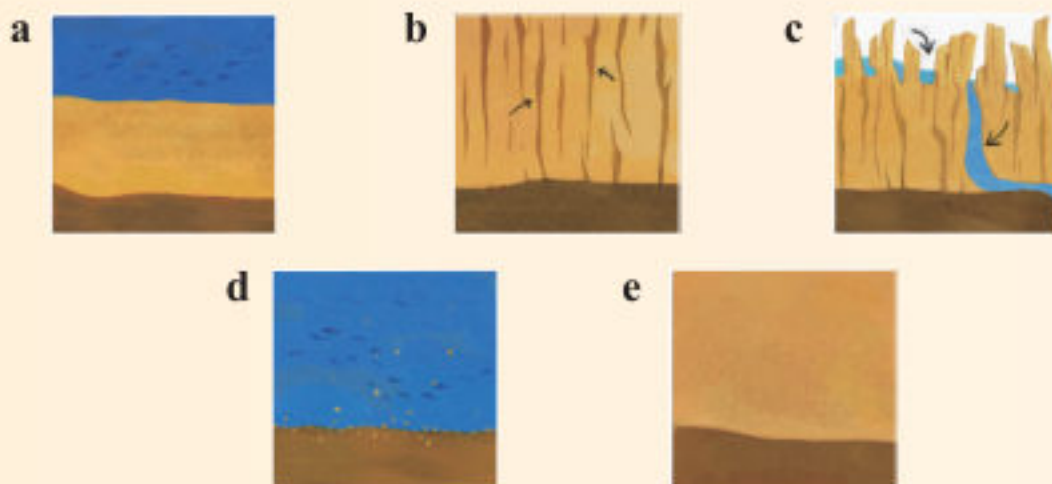
The formation of the mountains in Zhangjiajie

People are always amazed by the pillarlike^① mountains in Zhangjiajie, but how did these unique mountains take shape? The story started at the bottom of the sea. Here, the forces of nature turn sand into stone. How does this happen? Well, many of the world's rivers pick up sand and slowly carry it into the ocean. Little by little, new sand arrives on the sea floor, so the old sand gets pressed down. It can take millions of years, but the pressure slowly turns the sand into hard rock. This is what happened in Zhangjiajie.

Later, the sea floor slowly rose out of the water and became land, and the hard sandstone of Zhangjiajie began cracking^② up. The wind kept blowing against the rock, and rivers passed through the cracks. These forces of nature slowly cut deeper and deeper, and the land continued to rise. Over time, strange-looking sandstone mountains appeared. In fact, wind and water continue to wear down the mountains. Sometime in the future, millions of years from now, these beautiful mountains will disappear.



The birth of the mountains of Zhangjiajie



Correct order:

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

2 Are there any beautiful and unique natural features in your area? Find out how these features formed and share your findings with the class.

① pillarlike /'pɪləlaɪk/ adj. 柱状的 ② crack /kræk/ v. 断裂

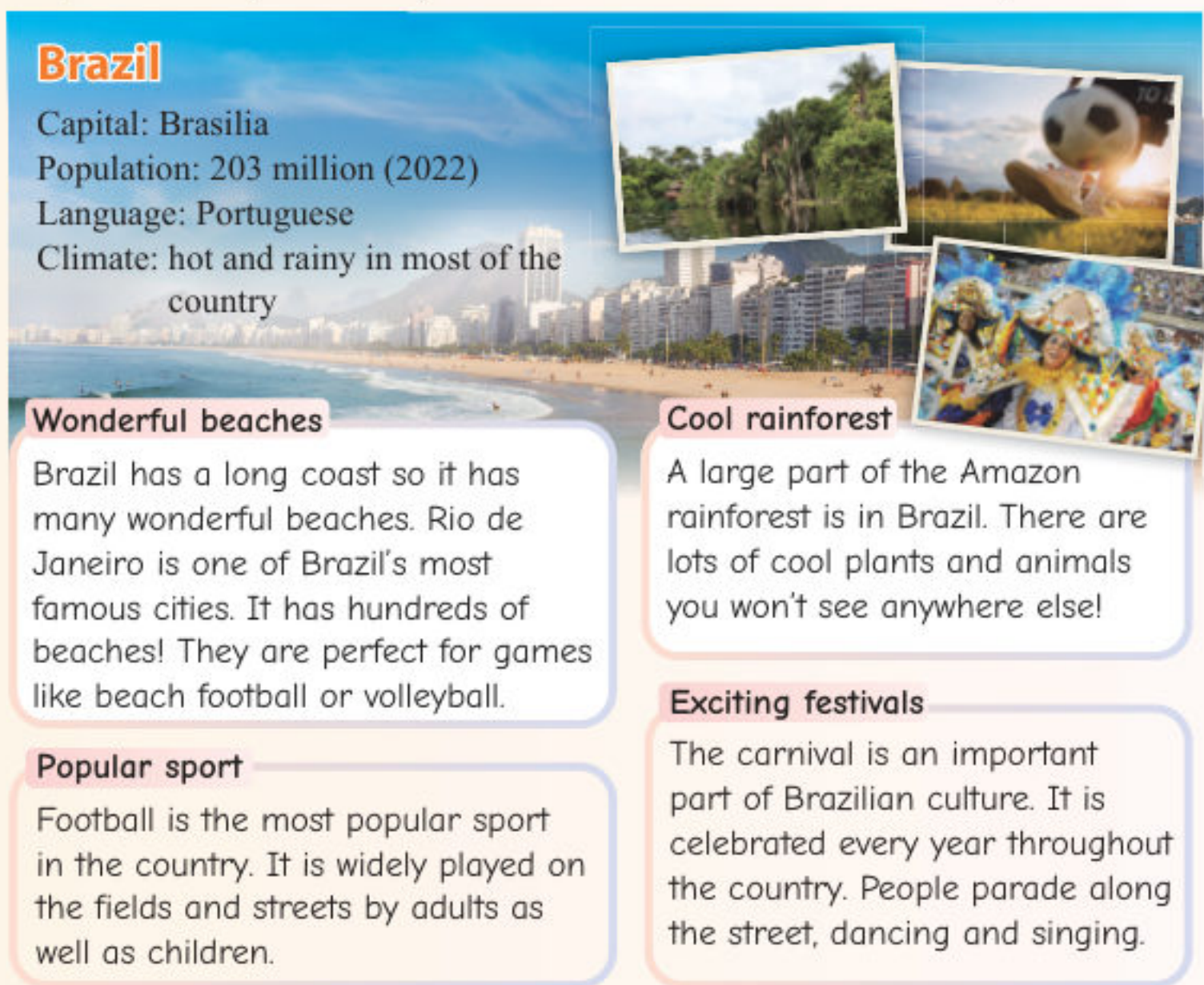
Checking your progress

Project*

Making a country fact file

Work in groups. Choose a country you would like to visit and make a country fact file.

- Step 1** Discuss in groups what is interesting about this country. Look for important facts about it and suitable photos of it. You can search books, magazines or the internet.
- Step 2** Plan your fact file. Choose the facts you want to include. They can be:
- basic information (size, language, climate, etc.)
 - places of interest
 - festivals
 - history
 - other information
- Step 3** Create your country fact file. Use the one below as an example.



Brazil

Capital: Brasilia
Population: 203 million (2022)
Language: Portuguese
Climate: hot and rainy in most of the country

Wonderful beaches
Brazil has a long coast so it has many wonderful beaches. Rio de Janeiro is one of Brazil's most famous cities. It has hundreds of beaches! They are perfect for games like beach football or volleyball.

Cool rainforest
A large part of the Amazon rainforest is in Brazil. There are lots of cool plants and animals you won't see anywhere else!

Popular sport
Football is the most popular sport in the country. It is widely played on the fields and streets by adults as well as children.

Exciting festivals
The carnival is an important part of Brazilian culture. It is celebrated every year throughout the country. People parade along the street, dancing and singing.

- Step 4** Present your country fact file to your class.



Wits corner

The world is a book, and those who do not travel read only one page.
— Saint Augustine

Unit 3

Trees and us



Key question

Why do we need trees?



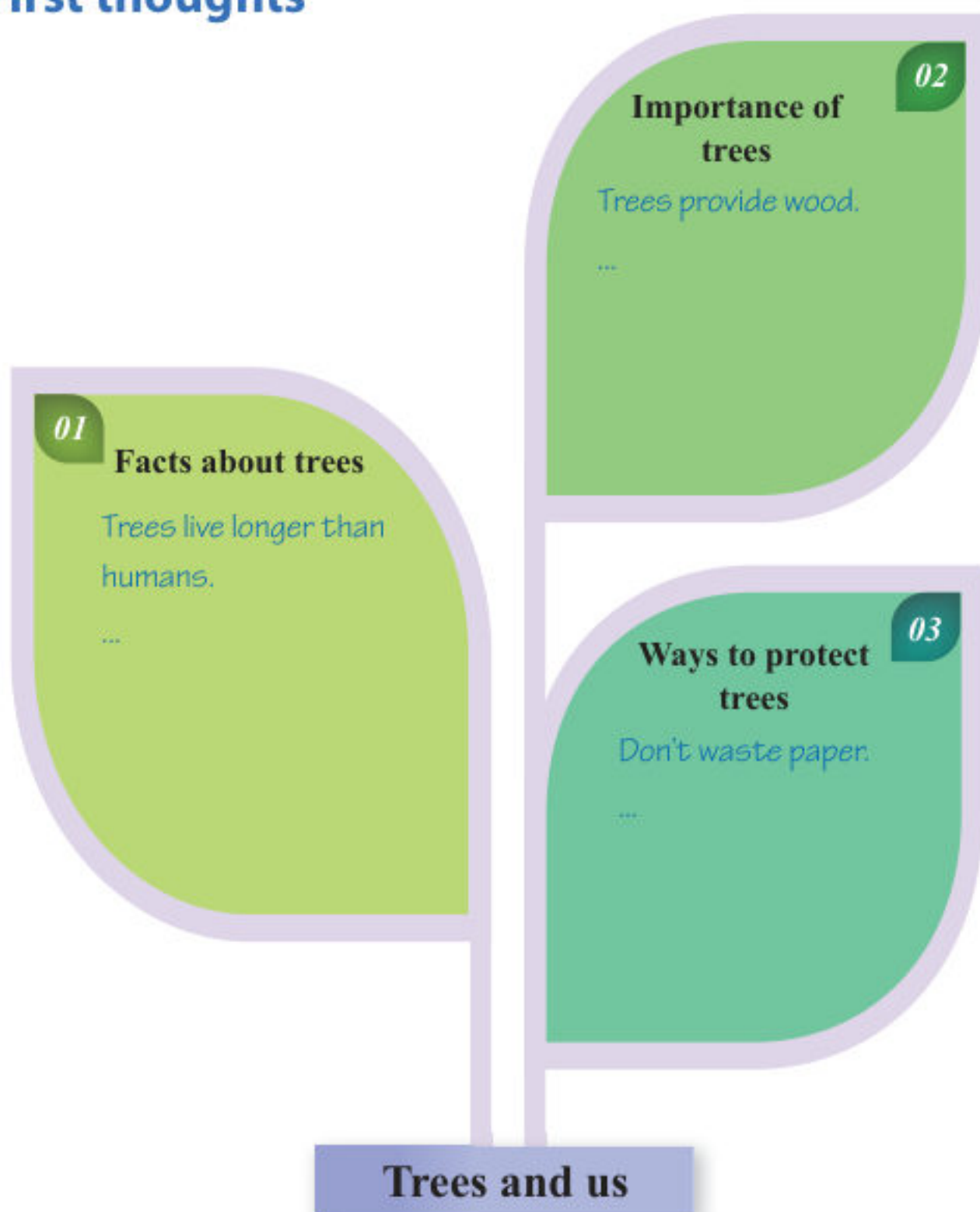
Unit objectives

I can:

- ❑ understand what trees do for us.
- ❑ identify amazing facts about trees.
- ❑ describe what we can do to help protect trees.
- ❑ explain the relationship between trees and humans.



First thoughts



- What do trees do for us?
- How amazing are trees?
- How can we save trees?
- How do we make use of trees?

Section 1 Experiencing and understanding language

Reading

Think

What do trees do for us?

Before you read

1 Label the different parts of a tree with the words below.



branch flower fruit leaf root trunk^①

(1)



(5)



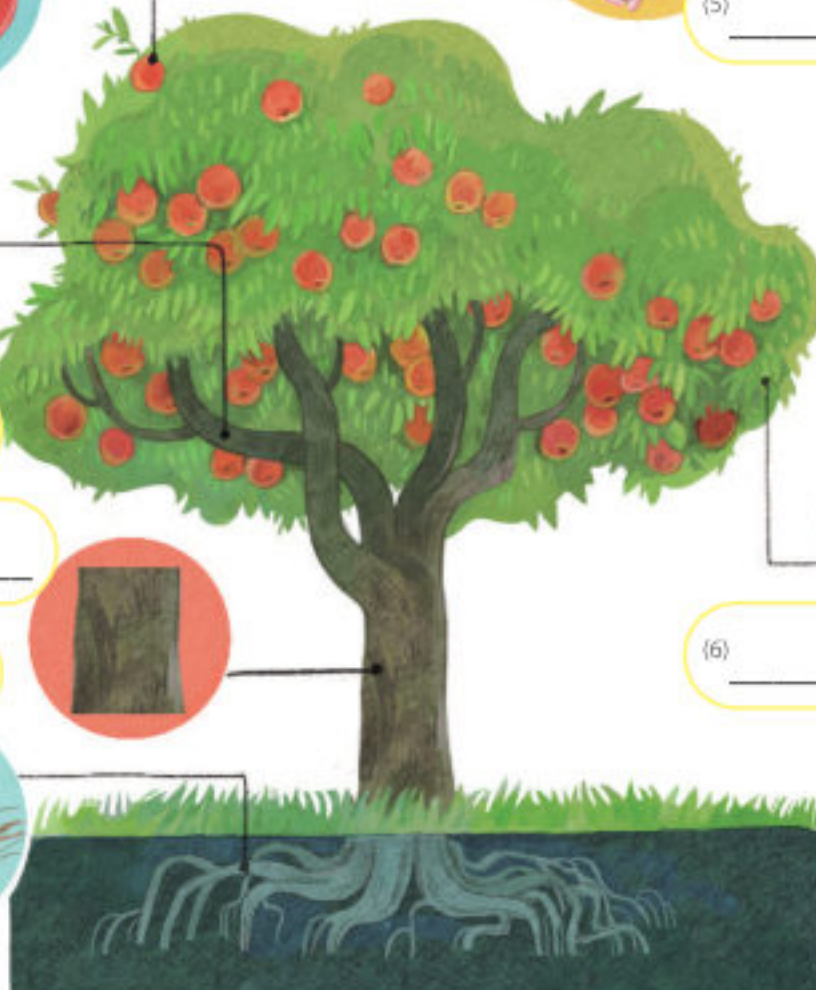
(2)

(3)

(4)



(6)



2 Talk in pairs about what trees do for us.



What do trees do for us?

What else do trees do for us?

They provide us with different fruits.

They also take in greenhouse gases like CO₂^②...



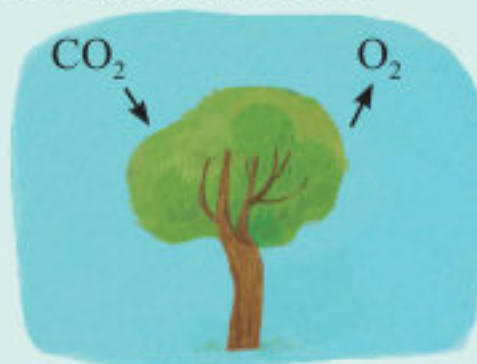
① trunk /trʌŋk/ n. 树干 ② CO₂ 二氧化碳

On Tree Planting Day, Yangguang Junior High School posted the following article on its website. Read the article and discover some interesting facts about trees. 🎧

Our silent friends

From the deepest forests to our towns and cities, trees are all around us. We share our world with trees. They are our silent friends, but we often overlook them.

In fact, trees are very important for all living
 5 things on Earth. To begin with, forests are a safe place for animals, insects and plants to live. Trees are also good for us humans because they take in greenhouse gases like CO_2 and produce oxygen. This means they help create a clean environment
 10 for everyone on this planet.



Trees make our lives more convenient. Many of the things around us, such as paper and pencils, come from trees. Just look around your room—a lot of the furniture is made of wood. Trees also
 15 provide us with delicious fruit and wonderful drinks. For example, we can make tea from the leaves of the tea tree.



Trees do so much for us. We can't imagine a world without them. However, humans are not treating trees in a kind way. We are cutting down forests all around the world. We are polluting the water and the air,
 20 and this harms trees. All these things are a big problem. We need to do more to protect trees and save our planet.



Reading strategy

Telling facts from opinions

Facts are true pieces of information about the world. Opinions are people's personal feelings and beliefs.

They (Trees) take in greenhouse gases like CO_2 and produce oxygen. (Fact)

They (Trees) are our silent friends, but we often overlook them. (Opinion)

Can you find more examples in the article?

Reading comprehension

1 Complete the poster below with the information from the article on page 37.

What do trees do for us?

Trees are very important for all living things on Earth.

- Forests are home to ⁽¹⁾ _____.
- Trees take in ⁽²⁾ _____ and produce ⁽³⁾ _____.

Trees also make our lives ⁽⁴⁾ _____.

- Things like ⁽⁵⁾ _____ come from trees.
- A lot of the furniture in our homes ⁽⁶⁾ _____.
- We get ⁽⁷⁾ _____ from trees (e.g. tea).



2 Read the article again and try to find examples of facts and opinions in it.

Facts	Opinions
• ... they take in greenhouse gases like CO₂ and produce oxygen.	• They are our silent friends, but we often overlook them.

 Your ideas

3 Discuss the questions below.

- (1) What is the purpose of the article? What does the writer want to tell us?
- (2) How do you understand the sentence “We can’t imagine a world without them (line 17)”?
- (3) What else do trees do for us?

Vocabulary practice

1 Look at the article on page 37 and find words with similar meanings.

- | | | |
|---|-------|-----------|
| (1) not making any sound | _____ | (line 2) |
| (2) a gas we need in order to live | _____ | (line 8) |
| (3) easy; easy to do | _____ | (line 11) |
| (4) a hard material used for making tables, chairs, pencils, etc. | _____ | (line 14) |
| (5) to act in a certain way towards someone or something | _____ | (line 18) |

2 Complete the information column on the school website with the words from Exercise 1. Change the form if necessary.

Today is Tree Planting Day, and we are going to focus on the many benefits of trees!

We do not often think about the trees around us. They are ⁽¹⁾ _____: they don't complain, no matter how we ⁽²⁾ _____ them. However, trees are very important for all living things on this planet, so we should be kind to them.

To begin with, they provide us with ⁽³⁾ _____ and clean the air for us. Trees also make our daily lives easier and more ⁽⁴⁾ _____. For example, we use the ⁽⁵⁾ _____ from trees to make furniture. We also use it to produce paper.

In short, we cannot live without trees.

3 Make sentences about what trees do for us with the words and expressions below.

convenient	drink	environment	fruit	wood	be made of
produce oxygen	take in greenhouse gases	Trees provide us with ...			



Word building

Adjective suffixes: -ful, -less

We can add *-ful* to the end of some nouns to make adjectives. It is a suffix meaning "full of". To have the opposite meaning, we can add *-less*.

use → useful

use → useless

harm → harmful

harm → harmless

Can you give more examples of making adjectives this way?

 Listening
Amazing trees**Think**

How amazing are trees?

1 How much do you know about trees? Discuss the questions below.

- (1) How do trees communicate with one another?
- (2) Do trees have families and relatives like us?
- (3) What makes trees grow better and stronger?

2 Listen to the podcast The Natural World and tick (✓) the main topic of it. 

- ☐ Famous trees in China ☐ Trees and people ☐ Trees help each other

3 Listen again. Decide whether the following statements are true (T) or false (F). 

- | | |
|--|-------|
| (1) Trees use their branches to communicate with each other. | T / F |
| (2) Trees can ask each other for help when bad things happen to them. | T / F |
| (3) Older trees and younger trees help each other. | T / F |
| (4) Healthy trees help sick trees. | T / F |
| (5) Most trees share things with trees from different species. | T / F |
| (6) It is harmful when the branches and leaves of trees join together. | T / F |

 Your ideas

4 What other amazing facts do you know about trees? Share your facts with your classmates.



Section 2 Exploring and applying rules



Grammar

The present continuous

We use **the present continuous** to show that something is happening now.

Li Na is talking to Wang Jie on the phone. Read the dialogue and pay attention to the words in bold.

- Li Na:** Hi Wang Jie. **What are you doing now?** Are you at home?
- Wang Jie:** No, my parents are away, so **I'm staying** with my grandmother this week. **I'm watching** a TV programme about trees.
- Li Na:** Really? **Su Su and I are working** on our group project. It's about trees. Could you help us?
- Wang Jie:** Sure, no problem! We can meet up tomorrow after school.



Let's sum up the rules!

We form **the present continuous** with the verb *am / is / are* + verb-*ing*.

We form verb-*ing* like this:

Main verb	-ing form	Example
Most verbs	+ -ing	feel → feeling
Verbs ending in silent -e	e + -ing	write → writing
Verbs ending in -ie	ie + ying	tie → tying
Some verbs ending in vowel + consonant	double the consonant + -ing	run → running

Look!

We do not usually use some verbs in **the present continuous**. Instead, we use them in **the simple present**.

believe	hear	like	prefer	understand
hate	know	love	realize	want

I **know** my deskmate well.

My younger sister **likes** eating apples.

Unit 3 Trees and us

- 1 Chen Li is making a video about how trees protect themselves from enemies. Help her complete the video script with the correct form of the verbs in brackets.



It's not easy to be a tree. Right now, insects

(1) _____ (eat) my bark^①. Ouch! I

(2) _____ (feel) pain! But trees like me have clever ways of fighting back.

We pine trees^② can produce a glue-like liquid, and use it to catch our enemies. Look at this small insect. It

(3) _____ (move) really carefully on that pine's

trunk. But, bad luck! The sticky liquid catches it. Now it

(4) _____ sadly _____ (wait) to become a lucky bird's big meal.



We trees don't have eyes, but we can still sense things. Some of us can even recognize different kinds of bugs^③!

Look at this one, for example: it (5) _____ (eat)

a leaf. Don't worry. The tree (6) _____ quietly

_____ (give) off a smell. It uses the smell to

call for help. See? Now a ladybug^④ has arrived. It quickly

catches the little bug. Now the ladybug (7) _____ (enjoy) its free lunch.

Grammar in use

- 2 Look at the pictures and describe what people are doing.



Look! They are taking care of the tree. They are watering it.



① bark /bɑ:k/ n. 树皮 ② pine tree /'paɪn tri:/ n. 松树 ③ bug /bʌg/ n. 虫子

④ ladybug /'leɪdɪbʌg/ n. 瓢虫

Section 3 Expressing and communicating ideas



Speaking

Talking about ways of saving trees

Think

How can we save trees?

Trees are important to us. Talk in groups about how we can save trees. Look at the example and use the list below to help you.

What we can do to save trees:

- Tell others why trees are important.
- Call on people to stop cutting down trees.
- Reuse paper.
- Buy forest-friendly products.
- Plant trees.

...



We should find ways to use less paper. For example, we can reuse paper—we should write or print on both sides. Besides, we can borrow books from the library or share books with friends and classmates. ...



Improving your pronunciation

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

/ bl /	black	trouble	/ br /	branch	breathe
/ fl /	butterfly	flower	/ fr /	fresh	fruit
/ gl /	glass	glue	/ gr /	grade	grow
/ kl /	clean	clever	/ kr /	across	crazy

- (1) Trees **create** **cleaner** air for us to **breathe**.
- (2) Butter**flies** are **glad** to see the **flowers** in **bloom**^①.
- (3) Both Mr **Black** and Mr **Brown** **grow** **fruit** trees in their gardens.
- (4) When eating the **fruit**, think of the person who **grew** it.

① bloom /blu:m/ n. 鲜花盛开

 Writing

Writing a script for a live report on Tree Planting Day

Do you want to be a reporter? To join our student reporter competition, write a script for your live report on Tree Planting Day and send it to us. The winner will be our reporter at the next student event!

- 1 Look at the pictures from Tree Planting Day and discuss what the students are doing. Use the expressions below to help you.

- dig a deep hole
- plant a sapling^① into the hole
- use a stick to support the sapling
- water the sapling

...

- 2 Now write a script for your live report on Tree Planting Day.

Step 1 **Plan** Plan your script using the outline below.

Beginning: introduction

- Where I am
- Why I am there

...

Middle: what students at the scene are doing

- Preparing the ground (digging a hole)
- Planting a sapling

...

End: closing words

- Calling on students to join

...



① sapling /'sæplɪŋ/ n. 树苗

Step 2 **Write** Complete the script according to the outline in step 1.

Hello, tree lovers! Today is 12 March—Tree Planting Day. Some Grade 7 students are here in People's Park. Come with me to see what is happening.

Do you want to help us plant trees? If yes, come over to People's Park right now!

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

- I wrote about Tree Planting Day in a lively and engaging way.
- I used the present continuous to describe the activities.
- I used the words and expressions I learnt in this unit.
- I used correct spelling, grammar and punctuation.

☐
☐
☐
☐

Section 4 Extending and developing competencies

Focusing on culture

Tea is one of the wonderful gifts trees provide us with. How did it become a popular drink around the world? Let's explore the history of tea.

Think

How do we make use of trees?

1 Read the article and think about the different uses of tea. 

Lu Yu^① and *Cha Jing*

When and where did people start drinking tea? Historians are not sure, but people in China have grown tea for thousands of years. According to a Chinese legend^②, Shennong^③ discovered tea by accident when some leaves fell from a tree into his drink. The oldest tea archaeologists^④ have found so far is almost 2,200 years old. It dates back to the early Han dynasty.



But before the Tang dynasty, people usually did not drink tea for the taste—they used it as medicine. Thanks to a man named Lu Yu (733–804 CE^⑤), people all over China started enjoying tea as a drink. Lu Yu carefully studied the art of making tea, and he wanted to share his knowledge with others. He decided to write *Cha Jing* (*The Classic of Tea*). This was the world's first book about tea and tea culture. It was only about 7,000 characters long, but the book became very popular.

Not long after Lu Yu died, tea culture quickly spread across the country, and he became known as the Sage of Tea. People still read *Cha Jing* today, and there are translations of the book in English, French, Japanese and many other languages.

① Lu Yu 陆羽 ② legend /'ledʒənd/ n. 传说; 传奇故事 ③ Shennong 神农
④ archaeologist /,ɑ:kɪ'ɒlədʒɪst/ n. 考古学家 ⑤ CE /,si:'i:/ abbr. 公元

In *Cha Jing*, Lu Yu talks about the tea plant and how to grow it. He describes traditional ways of making tea. He answers questions like, "What water should I use?", "How should I boil it?" and "What are the best ways to drink and taste tea?" Lu Yu also discusses the history of tea in his book and talks about different tea-growing regions in China.

Notes

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

- (1) How did Shennong discover tea, according to the ancient Chinese legend?
- (2) How did people before the Tang dynasty use tea?
- (3) Why did Lu Yu write *Cha Jing*?

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



according to by accident character knowledge translation

- (1) She has a lot of _____ about the history of tea, and she often appears on TV to talk about it.
- (2) I discovered this book about tea _____ in the school library.
- (3) The different parts of a Chinese _____ have different meanings.
- (4) I didn't like the old _____ of the novel—the new one is much better.
- (5) _____ my friend Wang Yao, there was a great TV programme about tea last night.

 Your ideas

4 What kinds of tea in China do you know? Which of these have you tried? Share your experiences / ideas in groups.



Exploring more

To learn more about tea and Chinese tea culture, you can:

- try different kinds of tea to experience their unique taste;
- find information about the art of tea-making.



Cross-curricular connection | Biological science*

From the podcast *The Natural World*, we have learnt that trees also have families and relatives like us. Actually, they have senses too.

- 1 Read the article about how trees sense things. Match the headings below with the paragraphs. 



- | | |
|------------------------------------|----------------------------------|
| a Feel heat and cold | d Sense light and colours |
| b Recognize animals | e Sense sounds |
| c Recognize “up” and “down” | |

Tree senses

In the past, scientists didn't know that trees could sense things. Now, they are discovering that trees can notice lots of things around them!

(1)

Trees can sense many different things with their roots. For example, they can feel where “up” and “down” are. There is no light down in the earth, but the roots always know which way to grow.

(2)

Trees can feel different temperatures. They know when to drop their leaves in autumn, and when to grow new leaves in spring.

(3)

If an animal starts biting a tree of a certain species, the tree can find out what happens. For example, if a deer starts eating from a tree,

the tree can make its leaves taste really bad after a while.

(4)

Tree roots can sense different sounds. They really like the sound of running water when it is dry. If the sound continues for a long time, the roots will slowly start growing towards it.

(5)

Trees can sense different kinds of light and colours. They know where the sun is, so their branches grow in that direction. That's why trees in the northern hemisphere^① usually have more branches growing out on the south side.

There are still many things we don't know about trees. Scientists are working hard to find out more.

- 2 Find more information about trees in an online encyclopaedia^②. Share your findings with the class.

① hemisphere /'hemɪsfɪə(r)/ n. (地球的) 半球 ② encyclopaedia /m,saɪklə'pi:diə/ n. 百科全书

Checking your progress

Project*

Making a booklet about trees

In this project, you are going to work in groups and make a class booklet about different types of trees. Each group will make one page.

- Step 1** Think about the trees around you (e.g. ginkgo^①, maple^②, pine tree, willow^③) and choose one kind of tree in your group.
- Step 2** Search for information about this type of tree. Then discuss in your group and decide what to include on your page. For example:
- What does the leaf look like? (e.g. size, colour, shape)
 - Which kind of tree does it come from?
 - What fruit does the tree have?
 - Why is the tree important to us?
 - ...
- Step 3** Organize the information you collected and design your page. You may add some pictures. If possible, find a leaf and put it on the page. Use the example below to help you.

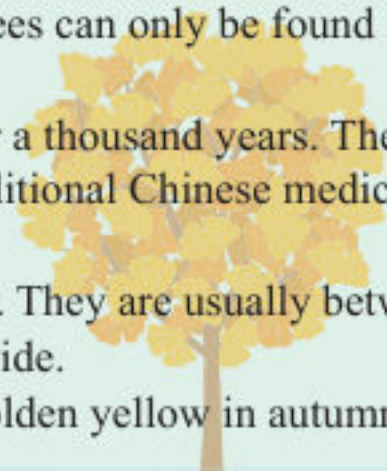
Ginkgo

The ginkgo tree

- The ginkgo tree is a living fossil and belongs to one of the earliest types of tree on Earth. Its first relatives appeared over 230 million years ago.
- Today, the species is endangered. Wild ginkgo trees can only be found in China.
- Chinese people have grown ginkgo trees for over a thousand years. The seeds from the fruit are used for cooking and traditional Chinese medicine.

Ginkgo leaves

- Ginkgo leaves look like a traditional Chinese fan. They are usually between 5 and 10 cm long, and they can be up to 15 cm wide.
- The leaves are green in summer, and they turn golden yellow in autumn.



- Step 4** Present your page to the class. Then put together the pages to make a class booklet.



Wits corner

Great trees are good for nothing but shade.

— George Herbert

① ginkgo /'gɪŋkəʊ/ n. 银杏 ② maple /'meɪpl/ n. 枫树 ③ willow /'wɪləʊ/ n. 柳树

Unit 4

Our animal friends



Key question

Why are animals important to us?

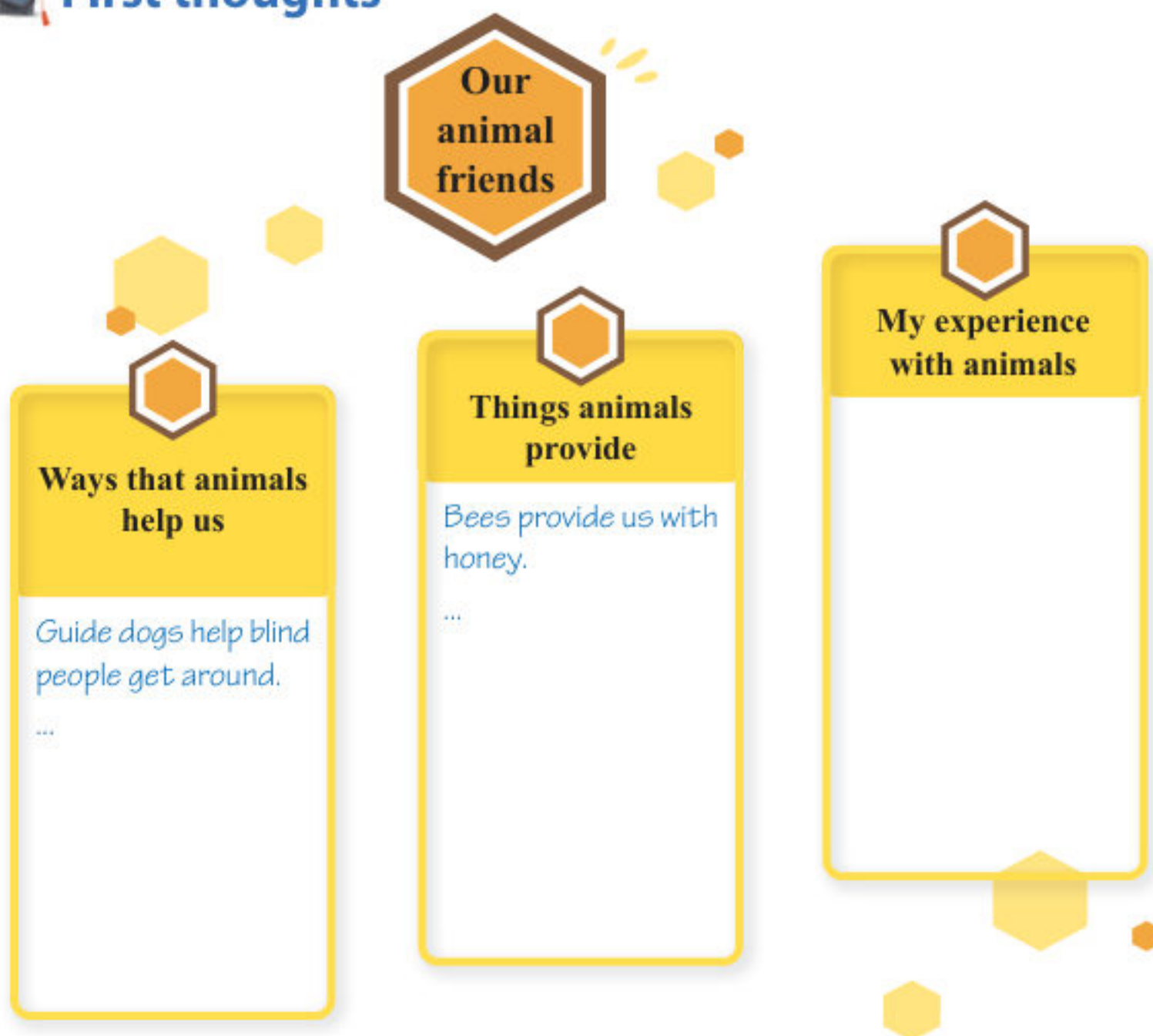


Unit objectives

I can:

- ❑ tell stories about how animals help human beings.
- ❑ explain why animals are important to us.
- ❑ understand the relationship between humans and animals.
- ❑ describe how wild animals became our friends and helpers.

First thoughts



Our animal friends

Ways that animals help us

Guide dogs help blind people get around.
...

Things animals provide

Bees provide us with honey.
...

My experience with animals

Think

- How do animals help us?
- Why are animals our friends?
- What can animals provide for us?
- How did wild animals become our friends and helpers?

Section 1 Experiencing and understanding language

Reading

Think

How do animals help us?

Before you read

Look at the pictures below and discuss how animals help us.

Our animal friends



dogs



dolphins



cows



bees



hens



sheep



Some dogs can become guide dogs. They lead the way for blind people.



Sheep are also useful animals. They provide wool so we can make warm clothes.

Read the story of a blind man and his "eyes" and find out what "eyes" means in the title. 🎧

A blind man and his "eyes"

John Dancer always travelled together with Charlie. One night at a hotel, Charlie saved his life.

"Good evening, sir," said the receptionist when John arrived at the hotel. Then he saw Charlie. "Sir, you're welcome to stay, but we don't allow pets here. Sorry!" he explained.

"Charlie isn't a pet," said John. "He's my eyes. I'm blind, and it's hard for me to get around by myself. I need him to show me where to go." The receptionist apologized and led John and Charlie to their room.

It was late. John was very tired after a long day. He went to bed and soon fell asleep. Charlie was sleeping beside the bed. Suddenly, Charlie started barking^①. John woke up and smelt smoke. A fire! Smoke started to come in from under the door. John knew they couldn't get out that way

now. Their room was on the 8th floor, so they couldn't climb out of the window. They had to do something to stop the smoke. With Charlie's help, John put some wet clothes along the bottom of the door. Then he got down on the floor next to Charlie and waited. The minutes seemed like hours. Then he heard it—the sound of a fire engine. It was music to his ears.

Before long, a fireman arrived and got in the room from the window. When he found John, he quickly helped him get up and tried to get him out of the building. But John would not go without his "eyes". Finally, the fireman got both John and Charlie out of the building safely.



Reading strategy

Making inferences^② from context clues

Good readers use context clues and their background knowledge to find out what the writer doesn't directly mention in the text.

In this story, the writer doesn't tell us who Charlie is. But with the picture and the context clues (e.g. *Charlie isn't a pet ...* and *He's my eyes.*), we can figure out that Charlie is a guide dog.

① bark /bɑ:k/ v. (狗) 吠叫 ② inference /'ɪnfərəns/ n. 推断的结果; 结论

Reading comprehension

1 The pictures show the story on page 53. Put the pictures in the correct order and write the numbers 1–6 in the boxes.



2 Read the story again and answer the questions.

(1) When and where did the story take place?

(2) Why did Charlie start barking suddenly?

(3) How did John stop the smoke coming into the room?

(4) What does the writer mean by “It was music to his ears”?

(5) What happened in the end?



Your ideas

3 Discuss the questions below.

(1) Did John save Charlie, or did Charlie save John? Why?

(2) Why did John say that “Charlie isn’t a pet”? How would you describe the relationship between John and Charlie?

Vocabulary practice

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



allow apologize fall asleep fire engine smoke

- (1) The restaurant doesn't _____ dogs, so we cannot bring our dog with us.
- (2) We lit the fire but the _____ got in our eyes, so we had to put it out.
- (3) When you _____ to someone, you say sorry to him or her.
- (4) I find it hard to _____ when there is a lot of noise outside.
- (5) A(n) _____ carries water and equipment for putting out fires.

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

The weather was really nice yesterday, so I took Flash for a walk on the beach. Flash was a retired search-and-rescue dog. It was hot, so I lay down on the sand. After a few minutes, I ⁽¹⁾ _____.

When I woke up, I couldn't see Flash. I looked around the beach until I finally found him. He was barking loudly outside a small restaurant on the beach. When he saw me, Flash ran into the kitchen. The owner of the restaurant was not happy. "We don't ⁽²⁾ _____ dogs in our restaurant!" he said. I ⁽³⁾ _____ to the restaurant owner and went to get Flash. Then I found out why Flash was barking so loudly. There was ⁽⁴⁾ _____ coming out of the kitchen! I told the owner and after a few minutes a(n) ⁽⁵⁾ _____ arrived to put the fire out. The restaurant owner said thank you to both of us and gave Flash a piece of chicken.

- 3 Make sentences about what happened to John and Charlie with the words and phrases below.

allow	apologize	blind	fall asleep
get down	have to do something to ...		travel with
wake up	with Charlie's help		would not go without ...



Word building

Collocation

We often use certain words together. This is called *collocation*.

*They **arrived in** London.* *They **arrived at** a hotel.*

*I **turned off** the light.* *We are **running out of** time.*

Can you give more examples of collocation?

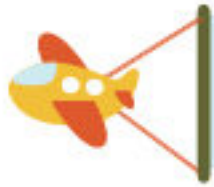
Listening

Think

Why are animals our friends?

Different types of dogs

- 1 Different dogs can help people in different ways. Discuss in pairs how the dogs below can help people.



a guide dog
a police dog

a search-and-rescue dog
a service dog

an acting dog

S1: What can a search-and-rescue dog do?

S2: It can help find people after natural disasters.

...

- 2 David is interviewing people about their working dogs. Listen to the interview and match the names of the dogs with their work. 

Dog's name

- (1) Billy
- (2) Suzy
- (3) Winnie
- (4) Bobby

Type of working dog

- a acting dog
- b guide dog
- c police dog
- d search-and-rescue dog

- 3 Listen again and complete the notes below. 

Billy

- Billy works at the airport.
- Billy smells people's bags to find ⁽¹⁾ _____.

Winnie

- Winnie appears on TV very often.
- She cannot act when she is ⁽⁴⁾ _____.

Suzy

- Suzy is Jane's pet dog. When two hotel guests ⁽²⁾ _____, she helped the rescue team find them.
- David thinks Suzy is ⁽³⁾ _____.

Bobby

- Bobby is Tom's ⁽⁵⁾ _____.
- He helps Tom ⁽⁶⁾ _____.



Your ideas

- 4 People often say, "Dogs are man's best friend." What is your understanding of this sentence? Discuss in groups.

Section 2 Exploring and applying rules



Grammar

A Reflexive pronouns

We use a **reflexive pronoun** as the object to refer back to the subject of a sentence. We can also use a **reflexive pronoun** to emphasize that someone does something on his / her own.

*Barbara the baby sheep is talking about different farm animals. Read what Barbara says and pay attention to the words **in bold**.*



Hi. I'm Barbara! I'm a baby sheep. I could walk by **myself** right after birth. That baby horse is my friend Pony. She can already run very fast by **herself**. We can both take care of **ourselves** now. We like playing with the ducklings on the farm. Right now, they are looking at **themselves** in the pond. How cute!



Let's sum up the rules!

We form **reflexive pronouns** like this:

I—myself	you (sing.)—yourself	he—himself	she—herself
it—itself	we—ourselves	you (pl.)—yourselves	they—themselves

- 1 Ms Zhang is introducing her dog to the host of a podcast. Use reflexive pronouns to help her complete the introduction.

We all have to take care of ⁽¹⁾ _____, but we sometimes need help. I was very sick last month and couldn't walk by ⁽²⁾ _____. My husband and daughter were not in the city then. Luckily, I have Bobby. Bobby is my dog, and he helped me a lot. He turned the lights on and off for me, brought me things and answered the door for me! He even got out his own food and fed ⁽³⁾ _____ without any help from me! If you need a great helper, find ⁽⁴⁾ _____ a good dog! Dogs are very clever animals, and they can do a lot of things for people.

B Prepositions of position

We use **prepositions of position** (e.g. *in, on, under, in front of, behind*) to talk about where somebody or something is.

Unit 4 Our animal friends

Jenny has two pets—Mini the Mouse and Winston the Cat. Look at the pictures below and find where they are. Pay attention to the words **in bold**.



Mini is **in** a bowl.
Winston is **next to** / **beside** the bowl.



Mini is **on** a shelf.
Winston is **under** the shelf.



Mini is **in front of** a TV. Winston is **behind** the TV.



Mini is **between** two books. Winston is **above** Mini.



Let's sum up the rules!

Prepositions of position are generally followed by nouns or pronouns.

2 Look at the picture and complete the description of Jenny's living room with suitable prepositions.



Jenny loves animals. She keeps many different kinds of pets ⁽¹⁾ _____ her house. Let's visit her living room first. Look! There is a big desk ⁽²⁾ _____ the window. ⁽³⁾ _____ it there is a computer. Can you see Mini the Mouse? She is ⁽⁴⁾ _____ the computer. Puppy the Dog is sleeping ⁽⁵⁾ _____ the chair

and Winston the Cat is playing ⁽⁶⁾ _____ Puppy! ⁽⁷⁾ _____ the desk there is a plant with two parrots ⁽¹⁾ sitting on it. They are Polly and Pip. And if you watch carefully, you'll find Jenny's tortoises ⁽²⁾ Jack and Jill ⁽⁸⁾ _____ the books on the shelf.



Grammar in use

3 Take pictures of your pets or other animals you see. Talk about the animals in your pictures. Use reflexive pronouns and prepositions of position in your description.

Look! The dog under the table is Bobby. He is smart and can take care of my grandpa. He brings the newspaper to Grandpa. ...

① parrot /'pærət/ n. 鹦鹉 ② tortoise /'tɔ:təs/ n. 陆龟

Section 3 Expressing and communicating ideas



Speaking

Think

What can animals provide for us?

Talking about farm animals

Discuss in groups why farm animals are important to people. Look at the example and use the list below to help you. 

Farm animals can:

- carry goods / transport people
- guard the farm
- provide food (milk, honey, ...)
- provide material for clothes (wool, ...)
- watch over (the sheep, ...)
- work on the fields
- ...

S1: Farm animals are very useful.

S2: Yes, they can give us food and material for clothes.

S3: That's right! Chickens, pigs and cows provide us with meat, cows ..., and sheep ...

S4: And don't forget about the animals that work for us. For example, dogs ..., horses ... and ...

...



Improving your pronunciation

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

/ sk /	desk	skate	/ sp /	respect	speak
/ st /	stay	story	/ sl /	sleep	slide
/ sm /	smell	smart	/ sn /	snail	snow
/ pl /	place	play	/ pr /	preposition	protect
/ kw /	queen	quickly	/ tw /	between	twenty

(1) Stanley is a smart snail^① that moves slowly but steadily^②.

(2) The queen's parrot can "speak" about twenty languages and the foreign guests are pleased to ask him a lot of questions. That's a lot of practice.

① snail /sneɪl/ n. 蜗牛 ② steadily /'stedəli/ adv. 稳定地

 Writing
Writing a story about an animal

Teen Life Magazine is calling for stories about amazing animals. Your story can either be based on a news report or a real-life experience.

- 1 Wang Yao made an outline before she wrote her story. Read her outline and story to see how she organized her ideas.

Time: last month

Place: the sea

Character(s): a dolphin, a shark, Sam

Beginning: went swimming, saw a shark, was scared

Middle: a dolphin appeared, pushed Sam away from the shark, Sam sat on its back

End: Sam stepped onto the beach, the dolphin saved his life

**Saved by a dolphin**

Yesterday, a news report caught my attention. Something very scary happened to a boy named Sam.

Last month, Sam went for a swim in the sea. He swam far out into the sea. Then he saw something moving near him. It was huge and grey, with a large fin^①. It was a shark! Sam began to swim back, but the beach was too far away. The shark was getting closer. Sam was really scared.

Suddenly a big animal appeared next to Sam in the water. It was a dolphin! It pushed him away from the shark. Sam sat on the dolphin's back and it took him back to the beach.

Luckily, the shark did not follow Sam. As soon as he was safe on the beach, the dolphin swam away.

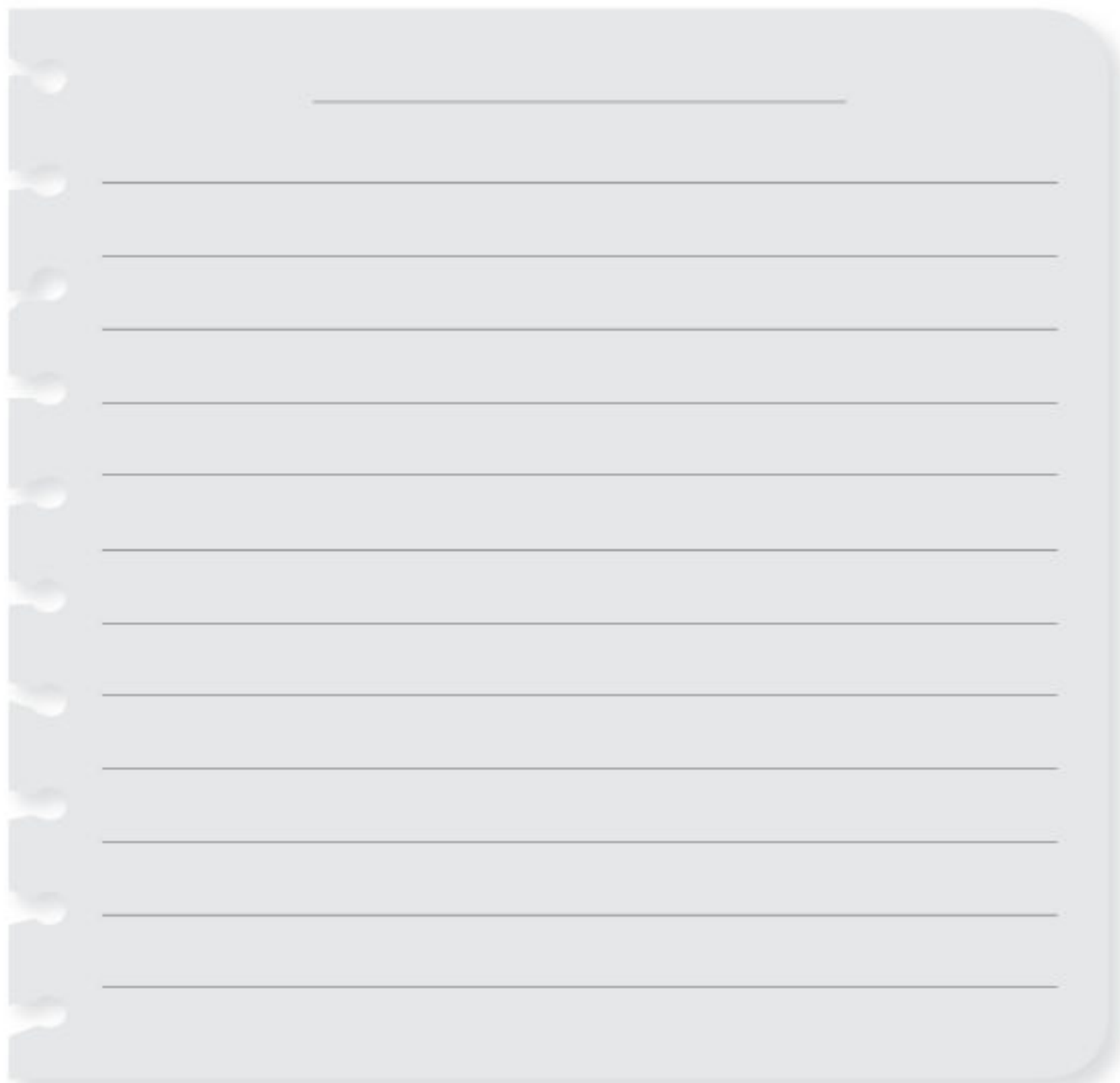
Sam said he would always remember this friendly dolphin—it saved his life!

① fin /fin/ n. 鳍

2 Now write your own story.

Step 1 Plan Plan your story with an outline. Use Wang Yao's story in Exercise 1 as an example.

Step 2 Write Write your story. Try to give it an eye-catching title.



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

- I made an outline to organize the story clearly. ☐
- I used the past tense and suitable transitional words to tell the story. ☐
- I used the words and expressions I learnt in this unit. ☐
- I used correct spelling, grammar and punctuation. ☐

Section 4 Extending and developing competencies

Focusing on culture

Many farm animals and pets used to be wild animals. How did they become our friends and helpers? Let's find out what happened.

Think

How did wild animals become our friends and helpers?

1 Read the article about domestication^① and find out how animals were domesticated. 

The story of domestication

Long ago, dogs, sheep and cows used to be wild animals. How did they turn into pets and farm animals? Let's find out!

Dogs The story of domestication started somewhere in Asia, about 15,000 to 23,000 years ago. Back then, people moved across the land. They hunted large animals and often left meat on the ground. This attracted wolves, and they probably began following the hunters. Some people started catching baby wolves. They trained these young wolves to hunt with them. With every generation, people kept wolves with “friendly” genes^②. Over thousands of years, these pet wolves turned into dogs.

Sheep Around 13,000 years ago, people in West Asia began to domesticate animals like sheep. Sheep are small and not very dangerous, and they move in big groups and follow their leader. This makes them easy to domesticate. They became an important source of meat. Later, the farmers also learnt how to make clothes from their wool.

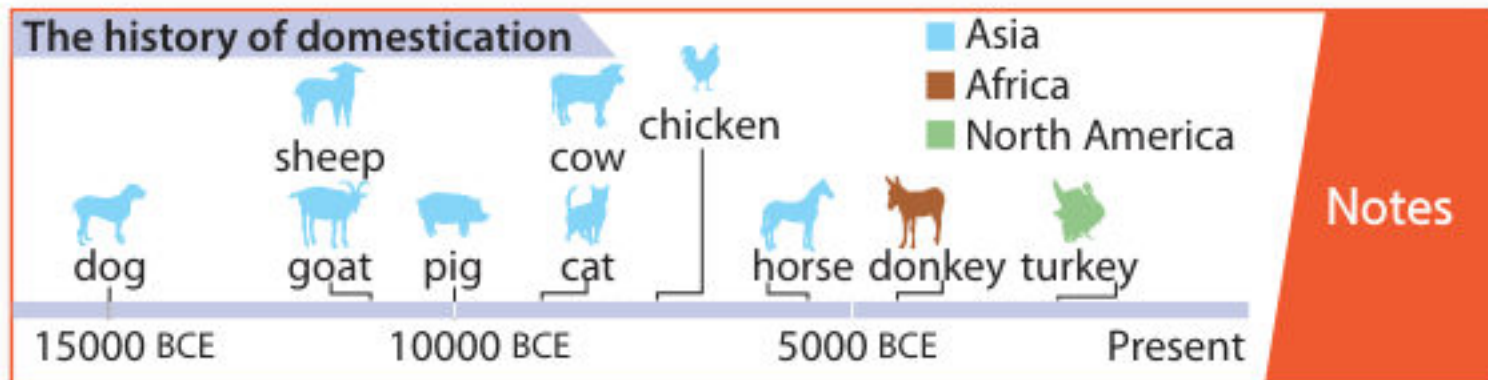
Cows People in West Asia started to domesticate aurochs^③—a kind of wild ox^④—sometime after 8000 BCE. Aurochs are now extinct, but they used to live all over Europe and Asia. They provided people with milk and meat, and they were also good working animals. As with other animals, people chose to keep aurochs with “good” genes, and the animals slowly turned into the cows we see today.

Over many thousands of years, pets and farm animals changed because of human efforts. The story of domestication still continues today.



① domestication /dəˌmestɪˈkeɪʃn/ n. 驯养; 驯化 ② gene /dʒiːn/ n. 基因

③ aurochs /ˈɔːrɒks/ n. 古代野牛 ④ ox /ɒks/ n. 牛



2 Complete the table with the information from the article on page 62.

The earliest domesticated animals		
Dogs Time: ⁽¹⁾ _____ Place: ⁽²⁾ _____ • They helped people ⁽³⁾ _____.	Sheep Time: ⁽⁴⁾ _____ Place: ⁽⁵⁾ _____ • They provided people with ⁽⁶⁾ _____.	Cows Time: ⁽⁷⁾ _____ Place: ⁽⁸⁾ _____ • They provided people with ⁽⁹⁾ _____. • They were ⁽¹⁰⁾ _____.

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



effort extinct probably somewhere source

- Many years ago, some wild animals, such as wolves, _____ began living closer to humans to get food.
- Thanks to the _____ of early farmers, many different animals were domesticated.
- Sheep were domesticated because they were a good _____ of meat.
- The farmer needed _____ to keep his horses in winter.
- Aurochs went _____ in the wild, and their domesticated relatives developed into the cows we see today.



Your ideas

4 Discuss the questions below.

- Why were dogs, sheep and cows domesticated first?
- How do these domesticated animals benefit us today, and how would our lives be different without them?



Exploring more

Search the internet and find out how other animals, such as cats, pigs and camels were domesticated.



Cross-curricular connection | Biological science*

Bees are very different from other animals: they live together in huge groups called colonies^①. Let's find out more about the life of bees!

1 Read the text about the life cycle of bees and complete the table. 🎧

The life cycle of bees

Bees live in colonies. Colonies are made of wax^② cells. There are three types of bees in a colony.

This is a queen bee. She is the biggest bee. There is only one queen in a colony. She lays the eggs.



queen bee



drone^③

This is a drone. Drones are male bees. Their main job is to mate^④ with the queen.

worker bee



This is a worker bee. Worker bees are female. They build the colony and they clean it too. They look after the young bees. They make honey with the things they collect from flowers.

From EGG to BEE

The queen lays eggs in the cells. There are three different kinds of cells: for the new queen, for the drones and for the workers.

After three days, the eggs hatch into grubs^⑤. The grubs grow a head and a body with two parts. They grow six legs and four wings. Then the young bees come out of the cell. The three types of bees have different development times. It takes about 16 days for a queen bee to grow from an egg to an adult. A drone takes about 21 days and a worker bee takes about 24 days.

Queen bees

- What do they do?
(1) _____
- Development time:
(2) _____

Drones

- What do they do?
(3) _____
- Development time:
(4) _____

Worker bees

- What do they do?
(5) _____
- Development time:
(6) _____

2 Do you know any other interesting facts about bees? Discuss in groups.

① colony /'kɒləni/ n. 群居; 群体; 聚居地 ② wax /wæks/ n. 蜂蜡

③ drone /drəʊn/ n. 雄蜂 ④ mate /meɪt/ v. 交配 ⑤ grub /grʌb/ n. (昆虫的) 幼虫

Checking your progress

Project*

Making a presentation on our animal friends

In this project, you are going to work in groups and make a presentation about an animal.

- Step 1** Think about different animals around us (e.g. pets, farm animals) and choose one for your presentation. Then brainstorm ideas in groups. Use the questions below to help you.
- What can this animal do for us?
 - Are there any interesting stories about the animal (e.g. stories from the people around you, news reports, famous legends)?
 - What can we do for this animal?
 - ...
- Step 2** Plan your presentation and make slides. Remember to:
- keep the content simple and easy to understand
 - find suitable images for each slide
 - use clear and correct language

Horses — our animal friends

by Group 1

What can horses do for us?



My first encounter with a horse



What can we do for horses?

- Treat a horse gently when you ride it.
- Ensure enough space for horses to run around.
- Give them enough food and water.
- ...

- Step 3** Give your presentation to the class.



Wits corner

Until one has loved an animal, a part of one's soul remains unawakened.

— Anatole France

Unit 5

Water is life



Key question

What does water mean to us?



Unit objectives

I can:

- understand the usefulness and importance of water.
- identify some facts about water in daily life.
- explore how to save water and use it wisely.
- describe the relationship between water and the development of our society.



First thoughts

01

Things you know about water

About 70% of the Earth's surface is water.

...



02

Importance of water

Life cannot exist without water.

...

03

Ways to save water

Take a shower instead of a bath.

...



- Where does water come from?
- What interesting facts do you know about water?
- How can we save water?
- What is the relationship between water and the development of our society?

Section 1 Experiencing and understanding language

Reading

Before you read

Think

Where does water come from?

- 1 Look at the picture of the water cycle below and put the sentences in the correct order (1–5). Then describe the picture to the class.



It runs into rivers.

It rises from the sea to the sky.

It runs into the sea.

It falls as rain again.

Water falls from the clouds as rain.



The picture shows the water cycle. First, water falls from the clouds as rain. Then ... After that ... Next ... Finally ...



- 2 Discuss the questions below.

- (1) Where can you find water in your everyday life?
- (2) What does water look like, and what form does it take?

Read the story about the journey of a drop of water. 🎧

The journey of a drop of water

Du Yun was in the bathroom. The tap was on. As she brushed her teeth, she thought about going swimming with her friends and ...

"Turn that tap off," said an angry voice suddenly. "You're wasting water."

Du Yun turned the tap off and looked around, but there was no one there.

5 "Who are you?"

"I'm Dripple, and I'm a drop of water. Do you know where I come from?"

"From the tap?" asked Du Yun.

10 "Well, yes, but a few days ago, I was in a cloud," said Dripple. "Then the wind pushed the cloud up a mountain. When the cloud cooled down, it started raining. I became one of the raindrops."

"How did you come into my house then, Dripple?"

"I fell into a river and eventually ended up in a reservoir^①. Then I went to a special place. There, people cleaned me and added some chemicals to me."

"They cleaned you? Why?" Du Yun asked.

15 "Because I was a bit dirty. Then I travelled through the pipes under the streets and now I'm here," Dripple explained.

"So is this the end of your journey?" Du Yun asked.

"No. People will clean me one more time. Then I'll go into a river, and after that, I'll return into the sea again."

20 "Again?"

"Yes. My journey back to the clouds starts there. Remember not to waste or pollute me. I'm valuable."

"I'm sorry, Dripple!" Du Yun came out of the bathroom and rushed to her study. She wanted to tell her diary about this at once.



Reading strategy

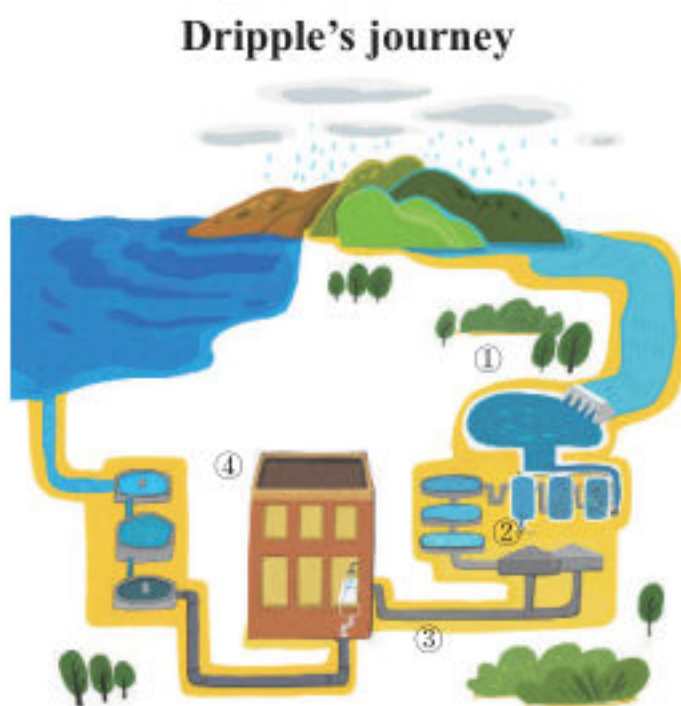
Understanding personification

Writers sometimes make animals or things seem human to make a story more interesting. In this story, the drop of water talks like a human being. This is called *personification*, and it helps the reader understand the writer's ideas more easily. Read the story again to see how the writer uses personification.

① reservoir /'rezəvwa:(r)/ n. 水库; 蓄水池

Reading comprehension

1 Look at the picture. Complete Dripple's journey with the information from the story on page 69.



fell into a river

(1)

(2)

(3)

(4)

got cleaned again and went back to the sea

2 Read the story again and answer the questions below.

(1) Why was Dripple angry at Du Yun?

(2) How did Dripple fall down from the cloud?

(3) What did people do with the water from the reservoir? Why did they do so?

(4) What will happen when Dripple returns to the sea?

(5) Why did Dripple tell Du Yun not to waste or pollute water?



Your ideas

3 Discuss the questions below.

(1) Can you describe how water gets to your home?

(2) How will you save water in the future?

Vocabulary practice

1 The words and the phrase in *italics* are from the story on page 69. Choose the correct answers to complete the sentences.

- (1) We usually get _____ from the *taps* in our bathroom and kitchen.
 a water b gas c electricity
- (2) If someone tells you to do something *at once*, you need to do it _____.
 a right now b later c today
- (3) A *drop* of water is _____ water.
 a a lot of b very little c about two cups of
- (4) People say “Have a good *journey*!” when you are going to _____.
 a have a party at your house
 b search for information on the internet
 c travel from one place to another
- (5) When you *return* home, you _____ home.
 a leave b stay at c go back

2 Complete Du Yun's diary entry with the words and the phrase in *italics* from Exercise 1. Change the form if necessary.

12 July

Dear Diary,

You won't believe what happened today—a ⁽¹⁾ _____ of water started talking to me!

A moment ago, I left the ⁽²⁾ _____ on in the bathroom. Then I heard an angry voice. It told me to turn off the tap ⁽³⁾ _____.

The water told me about its ⁽⁴⁾ _____. It fell from a cloud into a river and ended up in a reservoir. However, the water from the river was dirty, so people transported it to a special place. There, they cleaned the water and added some chemicals to it. Then the water travelled through the pipes to my home. Now, it will ⁽⁵⁾ _____ to the sea again.

Water is very valuable, so we shouldn't waste it or pollute it.

3 Make sentences about the journey of a drop of water with the words and expressions below.

bathroom chemicals cloud drop pipes reservoir sea
 add ... to ... travel through First ... Then ... After that ... Next ... Finally ...

 Listening
 Think

What interesting facts do you know about water?

Water and us

1 Look at the pictures and learn the words and phrases.



drinkable undrinkable

shower / take a shower

bath / take a bath

2 Listen to a podcast about water and write down the topics mentioned in it. 

(1) _____

(2) _____

(3) _____

3 Listen again and complete the notes below. 

Water and us

- About ⁽¹⁾ _____ % of the Earth's surface is water. Only about ⁽²⁾ _____ % is fresh water and around ⁽³⁾ _____ % is salt water.
- We can only use about ⁽⁴⁾ _____ % of the water on Earth as drinking water.



- For an adult man, around ⁽⁵⁾ _____ % of the body is water and ⁽⁶⁾ _____ % of the human brain is water.
- We could live for several weeks without food, but only for ⁽⁷⁾ _____ without water.
- People need about ⁽⁸⁾ _____ litres ^① of water each day.
- We also use a lot of water when we ⁽⁹⁾ _____.

 Your ideas

4 Discuss in pairs how we can use water wisely.

① litre /'li:tə(r)/ n. 升 (容量单位)

Section 2 Exploring and applying rules



Grammar

Talking about quantities

We can use *a lot of*, *a little*, *a few*, *enough*, *much*, *many* and *no* to talk about quantities.

Du Yun's family were caught by a sudden storm when they were on holiday. Read how they check the quantities of water and drinks in their beach house. Pay attention to the words in bold.

- Mum:** How **many** bottles of milk do we have?
- Du Yun:** We don't have **many** bottles of milk. Only two. But we have **a few** cartons^① of yogurt.
- Mum:** How **much** water do we have?
- Du Yun:** We don't have **enough** water. We've only got two 5-litre bottles.
- Dad:** Oh, I just remembered! We've got **a lot of** fruit juice in the car. I'll go and get it when it stops raining.



Let's sum up the rules!

- We use *how much*, *a little* and *much* with uncountable nouns.
How **much** water is there in this bottle?
- We use *how many*, *a few* and *many* with countable nouns.
How **many** bottles of water are there in the fridge?
- We use *a lot of*, *enough* and *no* with both countable and uncountable nouns.
There is **a lot of** / **enough** / **a little** / **not much** / **no** water in this bottle.
There are **a lot of** / **enough** / **a few** / **many** / **no** bottles of water in the fridge.

Look!

We usually use *a lot of* in positive sentences, *much* in negative sentences and *many* in both.

He always puts **a lot of** sugar in his coffee.

There is **not much** fresh water on Earth.

There are (not) **many** new words in the article.

① carton /'kɑ:tn/ n. (尤指装食品或液体的) 硬纸盒

Unit 5 Water is life

- 1 Su Mei and Su Wen want to cook orange beef. They are checking whether they have enough ingredients^①. Complete their conversation with *enough*, *how many*, *how much*, *a little*, *much* or *a lot of*.

Orange beef

Ingredients

450 g beef	15 ml orange juice
3 oranges	12 g sugar
2 onions	10 ml cooking oil



Su Mei and Su Wen have:

• orange juice	2 l
• sugar	5 g
• cooking oil	100 ml
• onions	0
• beef	200 g
• oranges	1

Su Wen: Wow, I'm excited to make orange beef!

Su Mei: Me too! Do we have enough beef?

Su Wen: No, we don't. We only have 200 grams.

Su Mei: We need to buy some more beef. ⁽¹⁾ _____ onions do we have?

Su Wen: We don't have any!

Su Mei: Let's buy two onions then. ⁽²⁾ _____ cooking oil do we have?

Su Wen: We have 100 millilitres. That's more than enough. We shouldn't add too ⁽³⁾ _____ cooking oil.

Su Mei: Do we need to buy any sugar?

Su Wen: Yes, we do. We only have five grams. The dish will be too sour if we only add ⁽⁴⁾ _____ sugar. By the way, we have ⁽⁵⁾ _____ orange juice.

Su Mei: Great! Let's go to the supermarket now!



Grammar in use

- 2 Role-play a conversation between a parent and a child. Ask each other about what food you have at home, and whether it is enough for a week.

S1: Do we have any apples at home, Mum?

S2: No, we don't. But we have a few oranges.

S1: How many oranges do we have?

S2: We have eight oranges. We also have three bunches of grapes. I think there is enough fruit for a week.

...

① ingredient /in'gri:diənt/ n. (尤指烹饪) 材料

Section 3 Expressing and communicating ideas



Speaking

Think

How can we save water?

Talking about different ways of using water

Talk in groups about how we use water in different places. Look at the example and use the list below to help you. 

Different uses of water

- At home: drinking, cooking food, bathing and showering, washing hands / dishes / clothes, ...
- At school: drinking, washing hands, doing experiments, gardening, ...
- In factories: cooling machines, making products, ...
- On farms: watering crops, providing water for animals, ...

S1: Water is an important part of our lives. We use it for so many things at home.

S2: You're right. We need to drink enough water every day to stay healthy.

S3: We also use water when we take a shower or bath.

S4: And we need water to cook food and to wash the dishes.

...



Improving your pronunciation

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

/ str /

street

strong

/ spl /

splash

split

/ spr /

spread

spring

/ skr /

scream

screen

- (1) The **str**awberry plant in the garden looks **str**ange, but the **str**awberries are nice and sweet.
- (2) Heavy rain **spl**attered on the roof and **spl**ashed against the windows of the **spl**endid house.
- (3) **Spr**ead the seeds around. In **spr**ing, you will have green **spr**outs as it rains.
- (4) The **scr**eenwriter **scr**eamed when she spilt water on her **scr**ipt.

 Writing
Writing water-saving tips**Science Club**

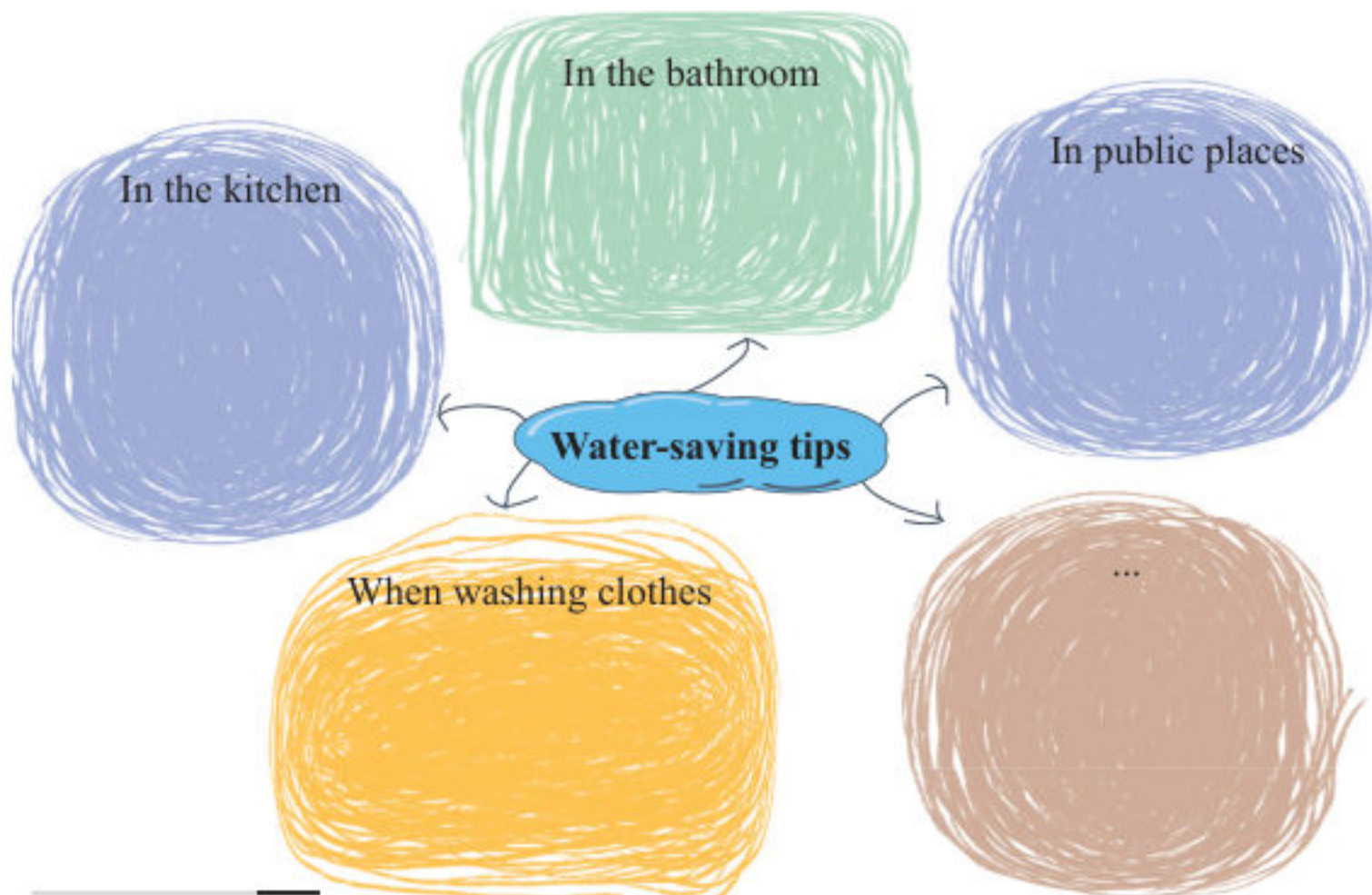
There is not enough clean drinking water in many places around the world. Water is precious^①, so we should use it wisely. How can we save water? Share your ideas with us!

1 Work in groups. Brainstorm different ways to save water in our daily lives. Use the list below to help you.

- fix / report dripping^② taps
- take shorter showers
- turn off the tap when brushing your teeth
- use rainwater to water plants
- wash more clothes together
- ...

2 Now write water-saving tips in our daily lives.

Step 1 **Plan** Organize your ideas in the mind map below. You may think of other situations as well.



① precious /'preʃəs/ adj. 宝贵的; 珍贵的 ② drip /drip/ v. 滴出; 滴水

Step 2 **Write** Write a list of tips based on the mind map in step 1. Use different situations as subheadings.

Water-saving tips

We all need water in our daily lives, so we should not waste it. There are many ways to save water. We can make a big difference if we start today!

In the bathroom:

- _____
- _____
- _____

In the kitchen:

- _____
- _____
- _____

_____:

- _____
- _____
- _____

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

- I provided water-saving tips for different situations, such as _____.
- I presented the information in a clear and logical way.
- I used the words and expressions I learnt in this unit.
- I used correct spelling, grammar and punctuation.

☐
☐
☐
☐

Section 4 Extending and developing competencies

Focusing on culture

Water is not only essential for life, but is also important for human society. Let's explore the role water plays in the development of cities.

Think

What is the relationship between water and the development of our society?

- 1 Read the article and find out why water is important for cities. 🎧

Cities and water

If you look at a population map of any country in the world, you will see that most people live close to water. The world's biggest cities are next to rivers, lakes or the sea. This isn't an accident. We use water for all kinds of things in everyday life, and we also need it for agriculture and for trade.

- In fact, water creates jobs and helps different industries to develop. At the end of the 18th century, water played a big role in the Industrial Revolution. Water powered the first machines in the clothes industry, such as Richard Arkwright's spinning^① machines.
- 10 It also provided the first steam engines with steam. Thanks to rivers and oceans, businessmen could ship their goods overseas. The growing global trade created more jobs and provided more income for people. As a result, the cities that were close to water grew much larger.
- 15 By 2008, over half of the world's population lived in cities. Nearly all of these cities are on the coast or by rivers or lakes. This is because cities need water for people's homes, industry, business, tourism^② and leisure activities. Throughout history, water helped create and develop cities. It is now our duty to make sure we don't
- 20 waste water or pollute it.



① spin /spm/ v. 快速旋转 ② tourism /'tuərizəm/ n. 旅游业; 观光业

Before people invented farming, they made a living by fishing or hunting. Around 12,000 years ago, people began growing crops, so it became very important to have good sources of water. Eventually, people started using water power to make flour. They also built pipes to transport water.

Notes

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

- (1) Why are the world's biggest cities often next to rivers, lakes or the sea?
- (2) What role did water play in the Industrial Revolution?

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



as a result global industry nearly population

- (1) This town is on an island, so many people work in the fishing _____.
- (2) Pollution is a(n) _____ problem. All the countries in the world need to work together to solve it.
- (3) Around a thousand years ago, the weather became drier and drier in this area. _____, people left.
- (4) _____ all of the water on Earth is salt water, so we cannot drink it.
- (5) The world _____ is very large: there are now more than 8 billion people on Earth!



Your ideas

4 What might be the disadvantages of living in cities near rivers, lakes or the sea? Discuss in groups.



Exploring more

The Earth is sometimes called “the blue planet”. Why? Search the topic online to find out.



Cross-curricular connection | Biological science*

Water is important to life. About 55%–60% of the adult human body is water. Let's find out more facts about water in the human body.

1 Read the article about water in the human body and complete the notes below. 

The water in our bodies

All living things need water. In fact, water is an important part of all plants and animals. For example, about 95% of the weight of a cucumber is water. For animals, that figure is usually around 60%.



When we are born, about 70%–80% of our body weight is water. This number goes down as we grow up. For an adult man, water makes up about 60% of the body weight. The amount of water is a bit lower for women: around 55%. This is because women usually have more body fat than men.

A lot of water leaves our bodies every day, so we need to replace it. Adults need to drink about 2–3 litres per day to stay healthy. Every time we go to the bathroom, we lose water. Every day, there is around 1.5 litres of water in our urine^①. If your urine is very yellow, you need to drink more water. The body also loses water to help it cool down. This is called sweat. We lose about 500 ml of water as sweat per day.

It is normal to sweat a lot when we do sport or go out in hot weather. However, if we lose more than 5% of our body weight in water, we will get tired. It is dangerous to lose more than 10%. If that happens, we will feel ill. Remember to bring a water bottle every time you play sport!

Body water (per cent of body weight)

- Adult man: ⁽¹⁾ _____
- Adult woman: ⁽²⁾ _____
- Newborn baby: ⁽³⁾ _____

Amount of water an adult loses every day

- Urine: about ⁽⁴⁾ _____ litres
- Sweat: about ⁽⁵⁾ _____ litres

2 What else does the body use water for? Research the topic and share your findings with the class.

① urine /'juəri:n/ n. 尿液

Checking your progress

Project*

Making a presentation for World Water Day

World Water Day (22 March) is about helping people without access^① to safe water. In this project, you are going to work in groups and make a presentation on the topic "Water is life" for World Water Day.

Step 1 Collect different facts about water and make a fact sheet.



Facts about water

- Water on Earth
- Water in our bodies
- Drinking water
- ...

Step 2 Discuss how important water is in our lives and for society. Find evidence to support your opinions.

People cannot live without water.

Water creates jobs and industries need water to develop.

...

Step 3 Discuss the different uses of water, and how we can save water. You may refer to pages 75–76 for help.

Step 4 Organize your ideas in a logical way and give your presentation to the class.

Hello, everyone. I'm going to share with you some facts about water. First, we can't live without water. Human beings need to drink water. Without water, there will be no life. ...

Second, water creates jobs and helps our society develop. Many cities are near rivers and lakes. Water provides transportation ...

To sum up, water is important in our lives and for society. We must save water ...



Wits corner

When the well is dry, we learn the worth of water.

— Benjamin Franklin

① access /'ækses/ n. 机会; 权利

Unit 6

Electricity everywhere



Key question

What role does electricity play in our daily lives?



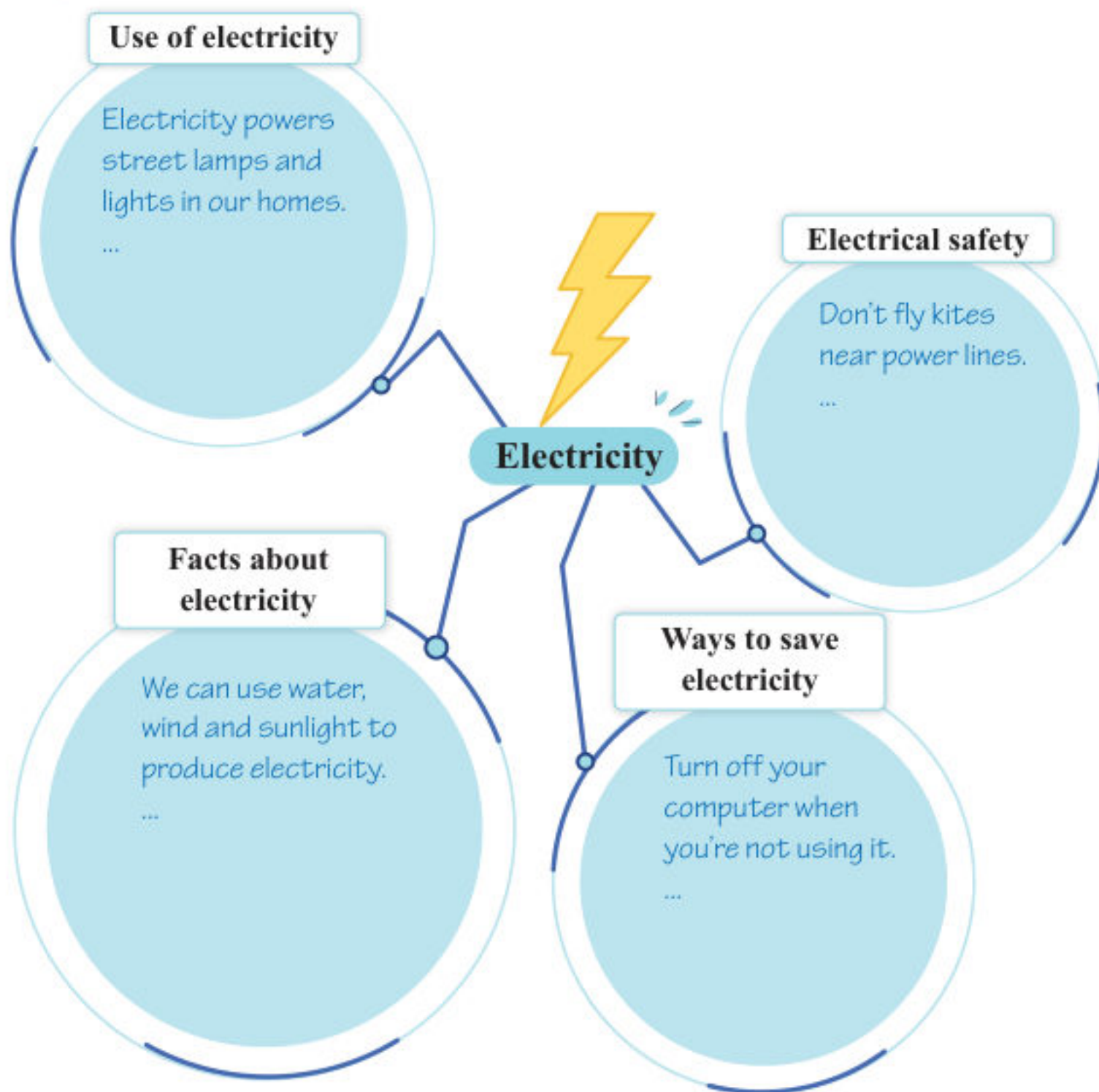
Unit objectives

I can:

- understand why electricity is important.
- explain different ways of producing electricity.
- observe safety rules for using electricity.
- talk about how to save electricity.



First thoughts



- How important is electricity?
- What do you know about electricity?
- How can we use electricity safely and wisely?
- How can we save energy in our daily lives?

Section 1 Experiencing and understanding language

Reading

Think

How important is electricity?

Before you read

1 How much do you know about electricity? Try the quiz below.

(1) Which of the following can be found in nature? Which is man-made? What do the pictures have in common?



lightning



a light bulb



batteries

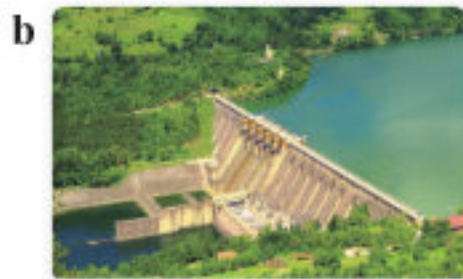
(2) Below are three different ways of producing electricity. Write the correct phrases in the blanks.



solar power

water power

wind power



2 Discuss in pairs why electricity is important in our daily lives.



Because electricity makes our lives easier.

Air conditioners keep our homes cool in summer. They run on electricity.



Read the story and find out what Daisy's weekend without electricity was like. 

A switch-off weekend

by Daisy from Grade 7



Last week, our science teacher, Mrs Brown, taught us about electricity and how important it is. Then she gave us a special task: to try living without electricity for a weekend. Our family thought it sounded interesting, so we decided to do it together.

- 5 However, it turned out that it was very hard to live without electricity. After it got dark, my little brother Benny and I could only read and write by candlelight. We usually watch a movie together on Friday nights, but the TV doesn't work without electricity. Instead, we played video games for a while, but then our tablet ran out of battery. "What
10 about tomorrow?" we thought.

- Since there wasn't any electricity, some things in the fridge quickly went bad. When we woke up on Saturday morning, we discovered that we couldn't eat our breakfast cereal^① —we didn't have any milk or yogurt! By noon, it got really hot inside our apartment, but we
15 couldn't turn on the air conditioner. Even worse, most household tasks became very difficult without electricity. For example, we had to wash all our clothes by hand, and this took us a lot of time.

- However, there were also nice things about living without electricity. On Sunday, we went on a bike trip and visited my grandparents in the
20 countryside. We enjoyed a picnic in their garden, and we also played chess and painted pictures together. At night, we sat under the stars and listened to my grandad's stories.

This was a really interesting experience, but I cannot imagine living without electricity for more than a few days.



Reading strategy

Making predictions

You can make predictions by looking at the title, the writer's name and the beginning of each paragraph. Before you read the story, take a quick look at the title "A switch-off weekend". Notice that the writer is "Daisy from Grade 7", and read the first sentence of each paragraph. Can you guess what happens in the story?

① cereal /'siəriəl/ n. 麦片

Reading comprehension

1 Answer the questions with the information from the story on page 85.

(1) What did Daisy learn in her science class last week?

(2) What was special about last weekend for Daisy?

(3) How did Daisy's feelings change throughout the story?

2 What does Daisy's family usually do at the weekend, and how was their last weekend different? Complete the notes below.

Usual weekend

- use electric lights for reading and writing

Switch-off weekend

- read and wrote by candlelight



Your ideas

3 Try a switch-off weekend yourself and then share your experience with your classmates.

Vocabulary practice

1 The words and phrases in *italics* are from the story on page 85. Choose the correct answers to complete the sentences.

- (1) If you do something for a *while*, you do it _____.
 a every day b sometimes c for some time
- (2) If a battery *runs out*, there is _____ electricity left in it.
 a no b a lot of c some
- (3) We put things in the *fridge* to keep them _____.
 a warm and tasty b cold and fresh c hot and dry
- (4) If your family lives in an *apartment*, you _____ as other families.
 a live in the same room c live in the same building
 b live in the same house
- (5) The food has *gone bad*, so we _____.
 a cannot eat it b put it in the fridge c have to cook it

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

Last night, everything went dark at home. We soon realized that there was a power cut in our ⁽¹⁾ _____ building! The air conditioner stopped working. After a(n) ⁽²⁾ _____, it got very hot. Luckily, the juice in the ⁽³⁾ _____ was still cold, and that helped us cool down a bit. Dad was worried that the other food and drinks would ⁽⁴⁾ _____, but Mum said, "Don't worry. The power will come back on soon." Later, our phones all ⁽⁵⁾ _____ of battery, so we couldn't use them. We decided to light some candles and play board games instead. In the end, it turned out to be a really fun evening!



3 Make sentences about a day without electricity with the words and expressions below.

candlelight

go bad

Even worse, ...

imagine

not work

It turned out that ...

special

run out

 Listening

Think

What do you know about electricity?

Interesting facts about electricity

1 How much do you know about electricity? Discuss the questions in pairs.

- (1) Is electricity an invention or a discovery?
- (2) How fast does electricity travel?
- (3) Is the electric car a new idea? When was it first invented?

2 Listen to a podcast about electricity and tick (✓) the topics mentioned in it. 

- (1) Who first discovered electricity ☐
- (2) How we produce electricity today ☐
- (3) How electricity travels to our home ☐
- (4) When the first electric car was invented ☐
- (5) How much electricity is wasted each year in the UK and the USA ☐

3 Listen again and complete the notes. **Interesting facts about electricity**

- Many believe that electricity was first discovered by the Ancient Greeks. They produced electricity by rubbing ^① fur ^② against ^① _____.
- Electricity travels at the speed of ^② _____, which is about 300 million metres per second.
- A British inventor built ^③ _____ around 1832, but it was impossible to drive electric cars until ^④ _____.
- Reports show that ^⑤ _____ of electricity is wasted in the UK each year. In the USA, about 30% of the electricity people use in ^⑥ _____ is wasted each year.

 Your ideas

4 What other interesting facts about electricity do you know? Share them with your classmates.

① rub /rʌb/ v. 擦; 磨; 搓 ② fur /fɜ:(r)/ n. (动物的) 软毛

Section 2

Exploring and applying rules



Grammar

Modal verbs: *can* and *cannot*, *may* and *may not*, *must* and *must not*

Modal verbs can be used to talk about ability, permission, obligation, etc.

Daisy is telling her brother Benny about her science lesson. Read their dialogue and pay attention to the words **in bold**.

- Benny:** How was your school day, Daisy?
- Daisy:** It was great. We learnt about electricity in our science class.
- Benny:** **Can** you tell me what you know about electricity?
- Daisy:** We **can't** see it powering everyday things but we **can** see it when there is a lightning storm.
- Benny:** Right. Mum told me we **mustn't** go outdoors during a storm. It's dangerous.
- Daisy:** Yes, that's right. However, you **can** produce electricity safely by rubbing a ruler against your sweater. Look at me!
- Benny:** Wow. That's fun! **May** I try?
- Daisy:** Yes, of course. But you **must** give it back to me because it's my favourite ruler!



Let's sum up the rules!

- After **modal verbs** such as *can*, *may* and *must*, we use the base form of a verb.
- We use *can* and *cannot* (*can't*) to say we are able or unable to do something.
- We use *may* and *may not* to ask for, give and refuse permission. In less formal situations, some people like to use *can* and *cannot* (*can't*) for the same purpose.
- We use *must* and *must not* (*mustn't*) to tell people what to do or what not to do.

1 Daisy got a robot for her birthday. Complete the conversation with *can*, *can't* / *cannot*, *may*, *may not*, *must*, *mustn't* / *must not*.

- Daisy:** Thank you, Dad. It is the best gift in the world!
- Dad:** You ⁽¹⁾ _____ name your robot now.
- Daisy:** I think I'll call him "Bobo".
- Dad:** That's a good name.



Unit 6 Electricity everywhere

- Daisy:** How ⁽²⁾ _____ I turn him on?
- Dad:** First you have to put the batteries inside here. Then you ⁽³⁾ _____ switch it on. Now you ⁽⁴⁾ _____ talk with “Bobo”.
- Bobo:** Hello. Please give me a name.
- Daisy:** Hello. I’ll name you “Bobo”.
- Bobo:** I love my name, thank you.
- Dad:** Bobo, please tell us what you ⁽⁵⁾ _____ do.
- Bobo:** I ⁽⁶⁾ _____ dance and sing and play football. I ⁽⁷⁾ _____ play chess and I ⁽⁸⁾ _____ speak Chinese, English and French.
- Daisy:** Wow! You ⁽⁹⁾ _____ help me with my homework then.
- Bobo:** If you have questions, you ⁽¹⁰⁾ _____ ask me. But you ⁽¹¹⁾ _____ do your homework yourself.
- Daisy:** OK. I’ll go swimming in the afternoon. ⁽¹²⁾ _____ you come with me?
- Bobo:** Sorry. I ⁽¹³⁾ _____ swim. I ⁽¹⁴⁾ _____ stay away from water. If I get wet, I’ll become ill and won’t work anymore. So you ⁽¹⁵⁾ _____ put me in the water.
- Dad:** Daisy, here are the instructions for “Bobo”. You ⁽¹⁶⁾ _____ read them very carefully and find out what you can and ⁽¹⁷⁾ _____ do.
- Bobo:** Let me read them out for you, master. ...



Grammar in use

2 Imagine you are Daisy. Your little brother Benny is going to primary school in the new term. You are telling him some dos and don'ts about school life. Write them down.

Dos

- (1) *You must be polite to your classmates and teachers.*
- (2) _____
- (3) _____
- (4) _____
- (5) _____

Don'ts

- (1) *You mustn't eat in class.*
- (2) _____
- (3) _____
- (4) _____
- (5) _____

Section 3 Expressing and communicating ideas



Speaking

Think

How can we use electricity safely and wisely?

Talking about using electricity safely

Talk in pairs about safety rules for using different electrical appliances. Look at the example and use the tips below to help you.

Electrical safety tips

- Never touch electrical appliances^① with wet hands.
- Make sure all cables^② are safe to use.
- Do not use broken cables / electrical appliances.
- Read the instructions carefully before you use a new electrical appliance.

...

S1: We use different electrical appliances in our homes every day. How can we use them safely?

S2: We need to make sure that the cables are connected correctly before we turn on the device. And we mustn't touch any electrical appliances with wet hands.

S1: That's right! Also, we cannot use any broken cables.

...



Improving your pronunciation

Syllables

English words can be divided into syllables. All words have one or more syllables.

1 syllable	2 syllables	3 syllables	4 syllables	5 syllables
safe	pow-er	com-pu-ter	su-per-mar-ket	e-lec-tri-ci-ty

Complete the table with the words below. Separate them into syllables with hyphens (-).



cable dangerous exercise important machine produce

2 syllables	ca-ble		
3 syllables	dan-ge-rous		

① electrical appliance /ɪˈlektrɪkl əˈplaɪəns/ 电器 ② cable /ˈkeɪbl/ n. 电缆

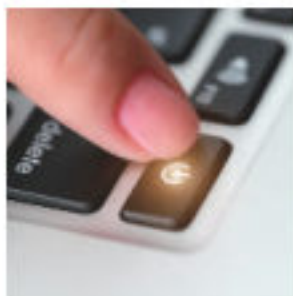
 Writing
Writing rules for saving electricity at home**Teen Post**

To protect our planet, we should all try to use less energy. What rules for saving electricity do you have in your family? Please share your rules with us.

- 1 Look at the pictures. Discuss some dos and don'ts of using electricity at home. Then think of more rules.

Dos

switch off the lights
when you leave
home



turn off the
computer when you
are not using it

Don'ts

turn on the air
conditioner when
the window is open



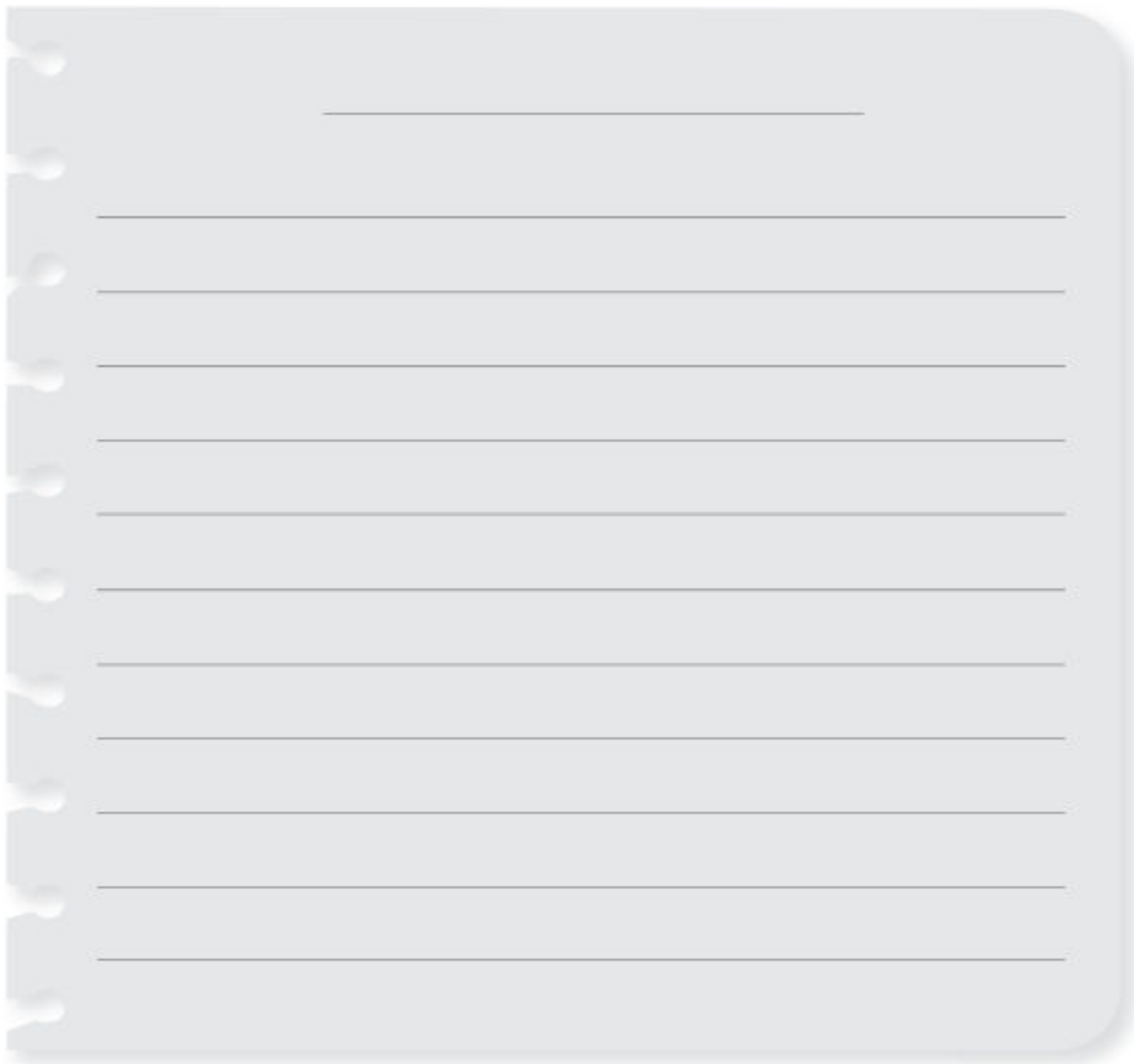
leave the fridge
door open

- 2 Now write your family's rules for saving electricity.

Step 1 **Plan** Organize your ideas. Use the examples in Exercise 1 to help you.

We must**We must not**

Step 2 **Write** Make a list of rules for using electricity wisely at home.
Remember to use modal verbs in your writing.



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

- I wrote home rules about what we must and mustn't do to save electricity. ☐
- I used modal verbs, such as _____, correctly. ☐
- I used the words and expressions I learnt in this unit. ☐
- I used correct spelling, grammar and punctuation. ☐

Section 4 Extending and developing competencies

Focusing on culture

There are many ways to save electricity. Once a year, people take part in Earth Hour and turn off their lights for one hour. Let's learn more about this event.

Think

How can we save energy in our daily lives?

- 1 Read the article about Earth Hour and think about what we can do to save the Earth. 

Earth Hour

What is Earth Hour?

On the last Saturday night of March every year, people around the world turn their lights off for one hour. They do this because they care about climate change. They are trying to show that small changes can make a great difference to our planet.

How did it start?

The World Wildlife Fund (WWF) started Earth Hour in 2007, in Sydney, Australia. More than 2.2 million homes and businesses joined in. Even the lights at the Sydney Opera House were out for an hour. This saved a lot of electricity. The same amount of electricity could power thousands of computers or television sets for an hour. When the lights were out, the stars were clearer in the sky.

People in China liked this idea too. They started to take part in the event in 2008. Every year, many landmark buildings in Chinese cities turn off their lights for Earth Hour.

What can you do?

You can take part in Earth Hour next March. Find out the date and time of the event on the Earth Hour website. When the time comes, turn off your lights and enjoy your special hour in the dark. It will be even more fun if you ask your friends, family and classmates to join as well.



Earth Hour shows our commitment to saving energy and protecting our planet. The slogan for Earth Hour 2023 was "Give an Hour for Earth".

Notes

2 Answer the questions with the information from the article on page 94.

- (1) When do people take part in Earth Hour? Why do they do it?
- (2) What were the benefits of the first Earth Hour?

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



amount care about climate change power take part in

- (1) This power station produces enough energy to _____ a city of one million people.
- (2) We only have one Earth, so that's why people _____ so much _____ the environment.
- (3) Would you like to _____ Earth Hour next week?
- (4) Remember to switch off the air conditioner when you leave home, otherwise you will waste a large _____ of electricity!
- (5) People around the world are worried about _____, but there is luckily a lot we can do about it.



Your ideas

4 Discuss the questions below.

- (1) Do you think Earth Hour is useful? Why or why not?
- (2) Have you ever taken part in Earth Hour events before? If yes, describe what you did. If not, would you like to take part next March? What do you think you will do?



Exploring more

Find out how much electricity you can save if your family / school take part in Earth Hour. Think about what it means to our planet and share your ideas with the class.



Cross-curricular connection | Physical science*

People around the world mostly burn oil, gas or coal to produce energy. This causes two huge problems—pollution and global warming. Countries around the world have developed different kinds of renewable energy. Let's see what they are.

- 1 Read the text about how different countries use renewable energy, and then match the paragraphs (A–E) with the pictures (1–5). 🎧

Renewable energy

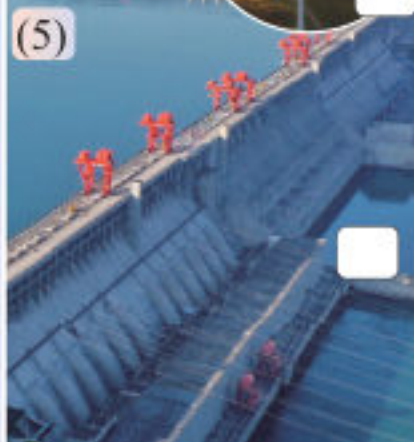
A The Three Gorges Dam is the biggest dam in the world. It took more than 10 years to build. China is the country that makes the most electricity from hydropower.

B Some of the world's biggest wind turbines^① are off the coast of Britain. Their blades^② are bigger than the London Eye! One turn powers a house for around 29 hours!

C One of the biggest solar farms in Australia is on a sheep farm. Thousands of solar panels make about 200 million hours of electricity a year. They also protect the sheep from sun and rain!

D Iceland has a lot of volcanoes which produce hot water and air. So about 30% of the country's electricity comes from geothermal^③ energy. It's very cheap!

E The USA grows the most biofuels^④, usually corn. Most cars there can use 10% vegetable fuel mixed with oil. Many cars can just use biofuel.



- 2 Discuss the questions below.

What kinds of renewable energy are used in your area? What are the advantages of them?

① turbine /'tɜːbaɪn/ n. 涡轮机 ② blade /bleɪd/ n. 叶片

③ geothermal /ˌdʒiːəʊ'θɜːml/ adj. 地热的 ④ biofuel /'baɪəʊfjuːəl/ n. 生物燃料

Checking your progress

Project*

Making a poster about how to use electricity wisely

How can we save electricity and make the Earth a better place? Work in groups and make a poster about wise ideas of using electricity.

Step 1 Discuss the questions in groups and gather ideas.

- When and where do we need to use electricity?
- Can we find new ways of producing electricity?
- How can we use electricity wisely?

Step 2 Work in groups. Discuss and decide on what to include in your poster about using electricity wisely. Here is an example.

Ideas on using electricity wisely



- (1) Replace old-fashioned lights with LED ones.



- (2) Install solar panels to power your building / house.



- (3) Use electric cars instead of petrol ones.



- (4) Take part in events like Earth Hour.

Let's make the Earth a better place!

Step 3 Display all your posters on the classroom wall and vote for the best. You can refer to the following criteria.

- creative and practical ideas
- correct and clear language
- logical presentation of ideas



Wits corner

There is no energy crisis, only a crisis of ignorance.

— Richard Buckminster Fuller

Unit 7

Role models of our time



Key question

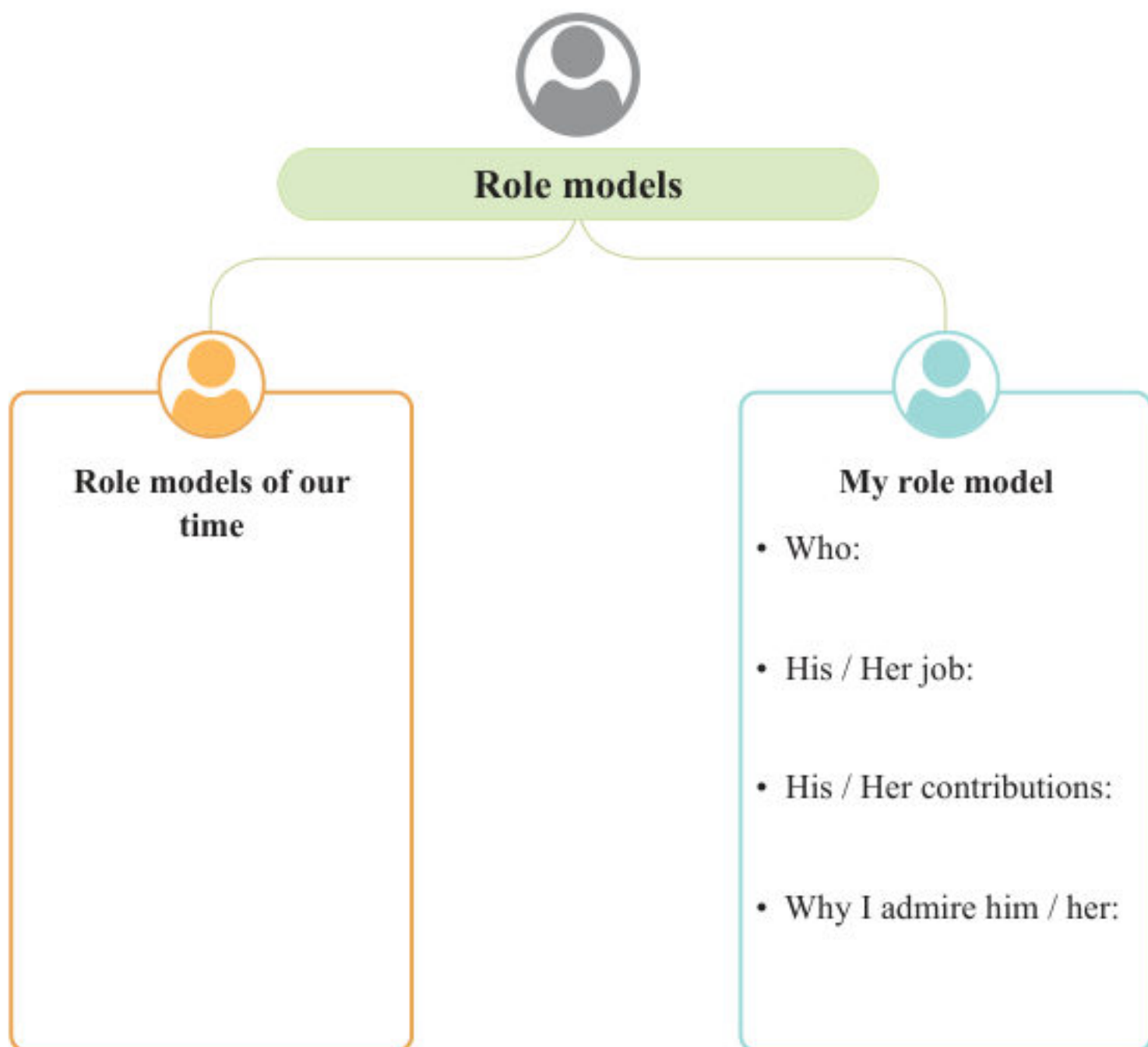
What makes a role model of our time?



Unit objectives

I can:

- ❑ describe what kind of people I admire most.
- ❑ explain why I admire my role model(s).
- ❑ understand why some people become the role models of our time.
- ❑ realize the importance of those role models to our country and the world.

 First thoughts **Think**

- What are the qualities of a great role model?
- What can we learn from a role model?
- Who is your role model?
- How can ordinary people become role models?

Section 1 Experiencing and understanding language



Reading

Think

What are the qualities of a great role model?

Before you read

- 1 Role models are people we admire. We can learn a lot from them. Write your ideas about role models.

Personal qualities of role models:

Contributions of role models:

Things we can learn from them:

- 2 Dr Qian Xuesen^① was an outstanding scientist, and he is seen as a role model of our time. What do you know about him? Fill in the **K** and **W** columns of the KWL chart. Then fill in the **L** column after you read the article on page 101.

Dr Qian Xuesen

K (What I know)	W (What I want to know)	L (What I learnt)

① Qian Xuesen 钱学森

Read the article about Dr Qian and his work and find out why he is a Chinese hero. 

Qian Xuesen: the father of China's aerospace^①

Qian Xuesen was a pioneer in the development of China's aerospace science and technology. In 1999, he received the Two Bombs and One Satellite Merit Award. He is called the “father of China's aerospace” and “king of rockets”.



Qian was born in Shanghai in 1911. He studied engineering at Shanghai Jiao Tong University and then went to further his education in the USA. In 1939, he was awarded a doctorate^② in Aerospace Engineering and Mathematics. After that, he spent many years teaching and doing research at universities in the USA.

While in the USA, Qian achieved lots of success and he was a well-respected person in his field. However, he decided to return to China when he heard of the founding of the People's Republic of China. He was eager to bring his knowledge and skills to his homeland and began planning his return.

Qian finally got back to China in 1955. Once home, he worked tirelessly to raise the level of China's science and technology. One of Qian's greatest achievements was in the field of aerospace engineering. He played a key role in developing China's first rocket. Thanks to his groundbreaking research, China became one of the few countries in the world to explore space. His influence is still present today in the Long March rocket programme and other space missions.

Qian devoted^③ himself to his country, and his great work brought honour and success to China. Still, Qian lived a simple life and was not interested in fame or money. He said, “If after I die the public feels I have made some contributions during my life, that approval would be the highest praise of all.”



Reading strategy

Guessing the meaning of a new word from context

When you see a new word, you can guess the meaning from the context.

*He played a key role in developing China's first rocket. Thanks to his **groundbreaking** research, China became one of the few countries in the world to explore space.*

We can guess from the context that *groundbreaking* describes something that is important, new and rare.

Can you guess the meaning of *pioneer* (line 1) from the context?

① aerospace /'eərəʊspeɪs/ *n.* 航空航天（工业） ② doctorate /'dɒktərət/ *n.* 博士学位

③ devote /dɪ'veʊt/ *v.* 献（身）；奉献

Reading comprehension

1 Complete the introduction to Dr Qian's life and work with the information from the article on page 101.

Dr Qian's life and work

Early life and education

- studied ⁽¹⁾ _____ at Shanghai Jiao Tong University
- furthered his education in the USA and received ⁽²⁾ _____

Success in the USA

- achieved ⁽³⁾ _____ and was respected in his field
- decided to return home after ⁽⁴⁾ _____

Contributions after returning to China

- devoted himself to ⁽⁵⁾ _____ China's science and technology
- played an important role in ⁽⁶⁾ _____
- influenced ⁽⁷⁾ _____ and other space missions

2 Read the article again and decide whether the following statements about Dr Qian are true (T) or false (F). Correct the false ones.

(1) He was awarded the Two Bombs and One Satellite Merit Award in 1991. T / F

(2) He received his doctorate degree from Shanghai Jiao Tong University. T / F

(3) He worked for different aerospace companies in the USA after he finished studying. T / F

(4) Thanks to him, China has had a series of successful space missions. T / F

(5) He thought the highest praise was the approval of the people. T / F



Your ideas

3 Discuss the questions below.

(1) Why do you think Dr Qian is called the “father of China's aerospace” and “king of rockets”?

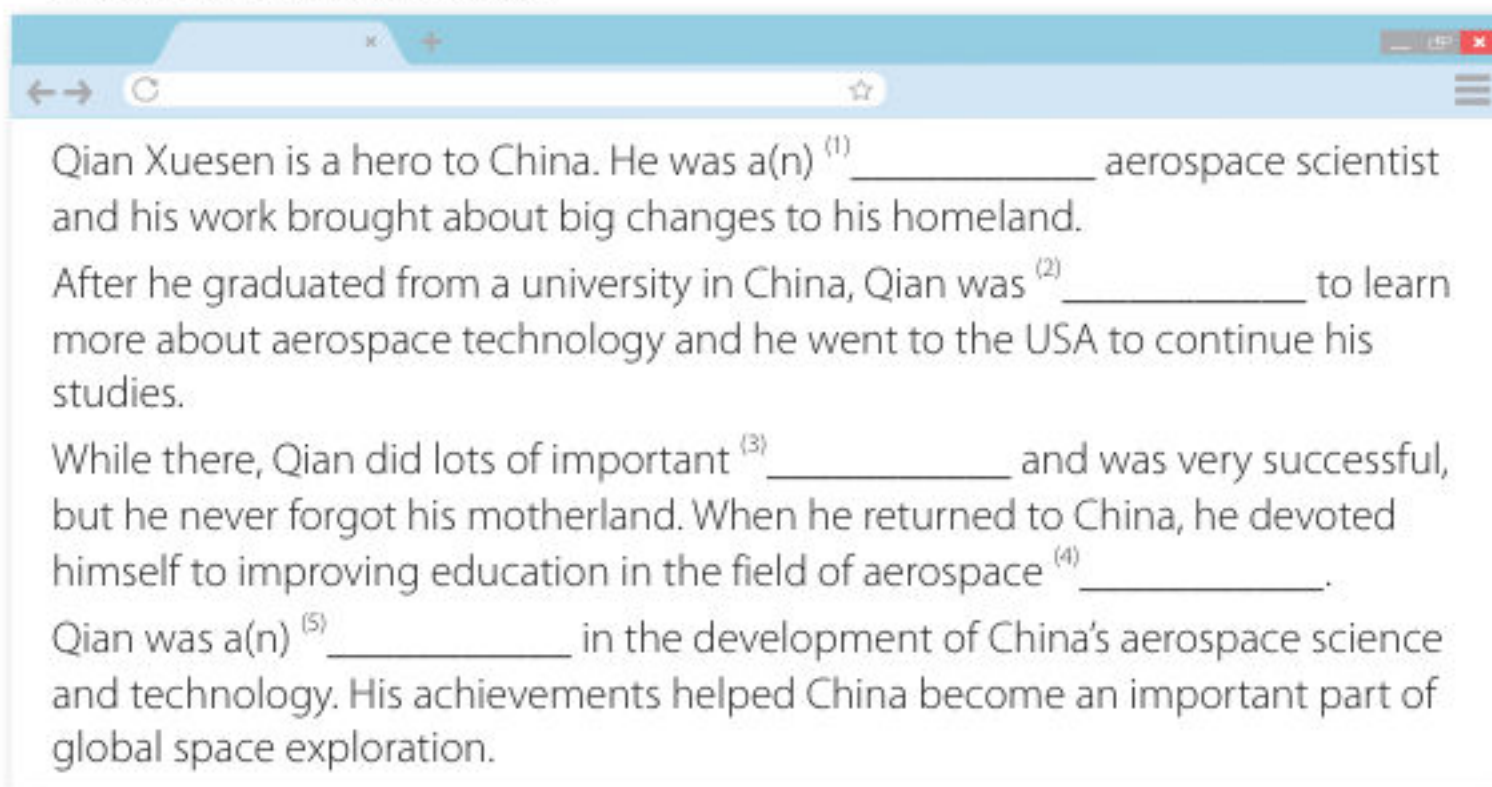
(2) What do you admire most about Dr Qian?

Vocabulary practice

1 The words in *italics* are from the article on page 101. Match the sentence halves.

- | | |
|---|--|
| (1) Ma Kai is <i>eager</i> to learn about China's Long March rocket programme | a and she won the Nobel Prize in Physiology or Medicine. |
| (2) I am going to study <i>engineering</i> at university | b because I want to design electric cars. |
| (3) Many people think the Wright brothers are <i>pioneers</i> | c as they invented, built and flew the first airplane. |
| (4) Years of <i>research</i> from many scientists | d has helped us know more about space than ever before. |
| (5) Tu Youyou ^① is a <i>well-respected</i> woman scientist | e because he's a big fan of space travel. |

2 Complete the blog post about Dr Qian below with the words in *italics* from Exercise 1. Change the form if necessary.



Qian Xuesen is a hero to China. He was a(n) ⁽¹⁾ _____ aerospace scientist and his work brought about big changes to his homeland.

After he graduated from a university in China, Qian was ⁽²⁾ _____ to learn more about aerospace technology and he went to the USA to continue his studies.

While there, Qian did lots of important ⁽³⁾ _____ and was very successful, but he never forgot his motherland. When he returned to China, he devoted himself to improving education in the field of aerospace ⁽⁴⁾ _____.

Qian was a(n) ⁽⁵⁾ _____ in the development of China's aerospace science and technology. His achievements helped China become an important part of global space exploration.

3 Make sentences about a scientist you know of with the words and expressions below.

award honour mission pioneer be eager to
 bring his / her knowledge and skills to devote himself / herself to
 in the field of make some contributions He / She is / was a well-respected ...
 One of his / her greatest achievements is / was ...

① Tu Youyou 屠呦呦

 Listening


What can we learn from a role model?

A devoted teacher

1 You are going to listen to a talk about a teacher. Look at the picture and discuss the questions in pairs.

- (1) Do you know who she is? What does she do?
- (2) What was her contribution to society? What was she awarded?



2 Listen to the talk and write down some key words to answer the questions in Exercise 1. 

- (1) _____
- (2) _____

3 Listen again and complete the notes below. 

A female role model**Her story:**

- Zhang was born in Heilongjiang and moved to Yunnan to ⁽¹⁾ _____.
- Zhang got help from the local community during this difficult time, so she decided to ⁽²⁾ _____ in return.

Her work:

- It took Zhang 6 years of hard work to build ⁽³⁾ _____ for girls in the mountains.
- Zhang walked to almost every household deep in the mountains to talk to parents about ⁽⁴⁾ _____.

Her contributions:

- Thanks to Zhang's efforts, around ⁽⁵⁾ _____ from poor families have taken the college entrance examination and realized their university dreams.
- Zhang gave girls from the mountains a chance to ⁽⁶⁾ _____.

 Your ideas

4 Do some research in the library or online to find more information about Teacher Zhang. What can we learn from her? Share your ideas with the class.

Section 2 Exploring and applying rules



Grammar

A Exclamations

When we want to express strong feelings or emphasize certain things, we use **exclamations**. These sentences usually have exclamation marks at the end.

Two students are visiting the Qian Xuesen Library & Museum. Read the dialogue and pay attention to the expressions **in bold**.

- S1:** **Wow!** Look at the library! **What a cool building!**
- S2:** Yes. I've never seen a building like this before. **How well they designed it!** Let's go inside and explore.
- S1:** Check out those bookshelves! **How tall they are!** They go all the way up to the ceiling! Come on, let's have a look at the exhibition.
- S2:** Oh, look over there: that's China's first satellite. **What an amazing collection they have in this museum!**



Let's sum up the rules!

- We often begin an exclamation with the word *what* or *how*.

What + (a / an) + (adjective) + noun + (subject + verb) + !

How + adjective / adverb + (subject + verb) + !

- We can also use a word or phrase as an exclamation, such as *Wow!*

1 Rewrite the sentences below using exclamations with **what** or **how**.

- (1) He is a great doctor.

- (2) Anna has a challenging job.

- (3) My teachers were really wonderful.

- (4) A social worker's job is very important.

B Imperatives

We use **imperatives** to give orders or advice. There are positive and negative imperatives. We can use *please* with imperatives. It is more polite.

Unit 7 Role models of our time

Read what the librarian says about the library rules and pay attention to the imperatives.

There are some library rules you need to follow.
 Be quiet.
 Don't litter in the library.
 Don't eat in the library.
 Please treat books nicely.
 Don't bring pets to the library.



Let's sum up the rules!

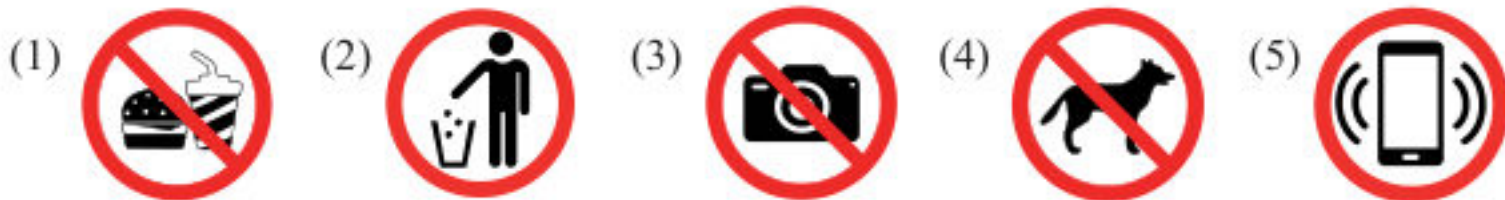
- We need to add *be* before adjectives when we use them as imperatives.
- We use the base form of a verb in a positive imperative. In a negative imperative, we use *don't* before the base form of the verb.

2 Here are some signs in the theatre. Use imperatives and the expressions below to describe what the signs mean.

bring pets
eat or drink

put ... in silent mode
put ... in the bin

take photos



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



Grammar in use

3 Imagine you are interviewing your role model. Use exclamations to express your feelings. You may use imperatives if necessary.

S1: Good day. Thank you for letting me interview you today. What's your job?

S2: I'm a social worker. I help old people in the community.

S1: What a great job! How do you help them?

...

Section 3 Expressing and communicating ideas



Speaking

Think

Who is your role model?

Talking about your role models

Who is your role model? Why do you look up to him / her? Discuss the questions with your classmates. 🎧



- Who is your role model? What contribution has he / she made to society?
- What problems did he / she face, and how did he / she solve them?
- Why do you look up to him / her? What personal qualities about him / her do you admire most?
- How has his / her story inspired you?

S1: Who's your role model?

S2: I really admire Yuan Longping^①. He was an important plant scientist.

S1: Why do you look up to him?

S2: He devoted his life to science, and he developed new kinds of rice. These grow faster and produce more rice grains than regular rice. Yuan Longping's work helped feed millions of people in China and around the world.



Improving your pronunciation

Word stress

When we say words with more than one syllable, we usually stress one of the syllables. Words with three or more syllables usually have the stress on the third syllable from the back, but there are many exceptions.

Listen and repeat. Pay attention to the underlined syllables. 🎧

- | | | | |
|-------------------------|---------------------|------------------|-------------------|
| (1) <u>con</u> cert | <u>mor</u> ning | <u>mu</u> sic | <u>pract</u> ise |
| (2) <u>aw</u> ard | <u>des</u> ign | <u>im</u> prove | <u>per</u> form |
| (3) <u>det</u> ective | <u>dire</u> ctor | <u>mu</u> sician | <u>pi</u> ano |
| (4) <u>docu</u> mentary | <u>excla</u> mation | <u>mag</u> azine | <u>vi</u> olin |
| (5) <u>diff</u> erent | <u>instru</u> ment | <u>lib</u> rary | <u>wonder</u> ful |

① Yuan Longping 袁隆平

 Writing

Writing an article about someone you admire most

The school website is calling for articles about people you admire. Who do you admire most? Why do you admire him / her? Write an article and send it to us.

- 1 *Decide who you want to write about. Then do some research and make notes about this person. Use the examples below to help you.*

Gu Fangzhou^① —People's Scientist

He developed the “sugar pill” to stop children from getting polio^②.



Nan Rendong^③ —Role Model of the Times

He was a Chinese astronomer^④ and the chief engineer on the FAST project.



- 2 *Now write an article about the person you admire most.*

Step 1 **Plan** Complete the mind map based on your research.

The person I admire most: _____

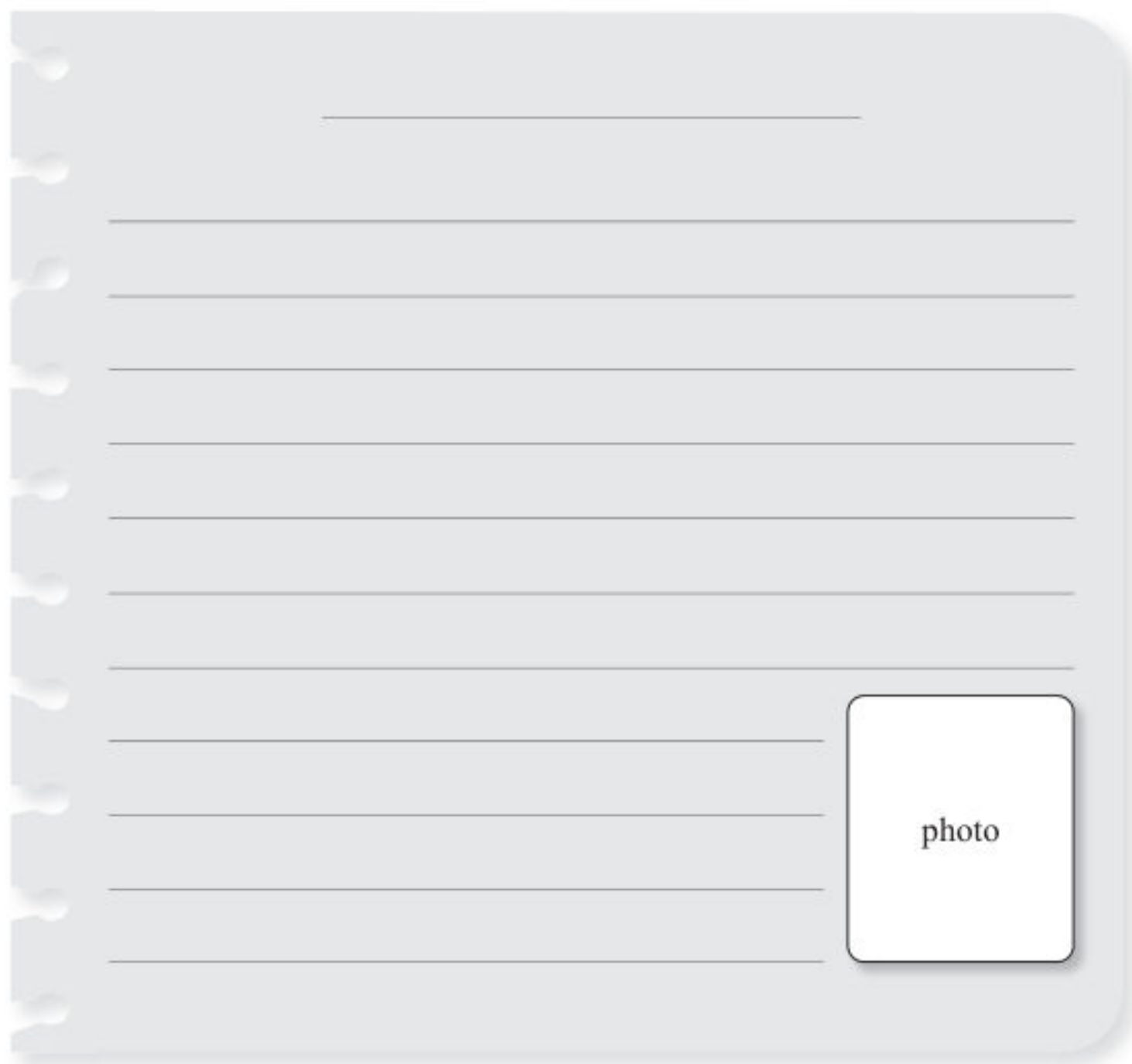
What he / she did:

What he / she (has) achieved:

The reason(s) I admire him / her:

- ① Gu Fangzhou 顾方舟 ② polio /'pəʊliəʊ/ n. 小儿麻痹症 ③ Nan Rendong 南仁东
④ astronomer /ə'strɒnəmə(r)/ n. 天文学家

Step 2 Write Write your article. Use the mind map in step 1 to help you. Try to give your article an eye-catching title. Find a photo of the person you are writing about and add it to the article.



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

- I made an outline to organize my ideas.
- I wrote about his / her work and what he / she (has) achieved.
- I gave clear reasons why I admire him / her most.
- I used the words and expressions I learnt in this unit.
- I used correct spelling, grammar and punctuation.

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Section 4 Extending and developing competencies

Focusing on culture

Ordinary people can also become role models. What makes them stand out? Let's explore some stories.

Think

How can ordinary people become role models?

- 1 Read the story of a smokejumper and find out what we can learn from him. 🎧

The story of a smokejumper

My name is Fan Yuan and I'm from north-east China. I'm a special kind of firefighter called a smokejumper. This means that I jump out of helicopters^① to stop big fires from spreading in the forest!

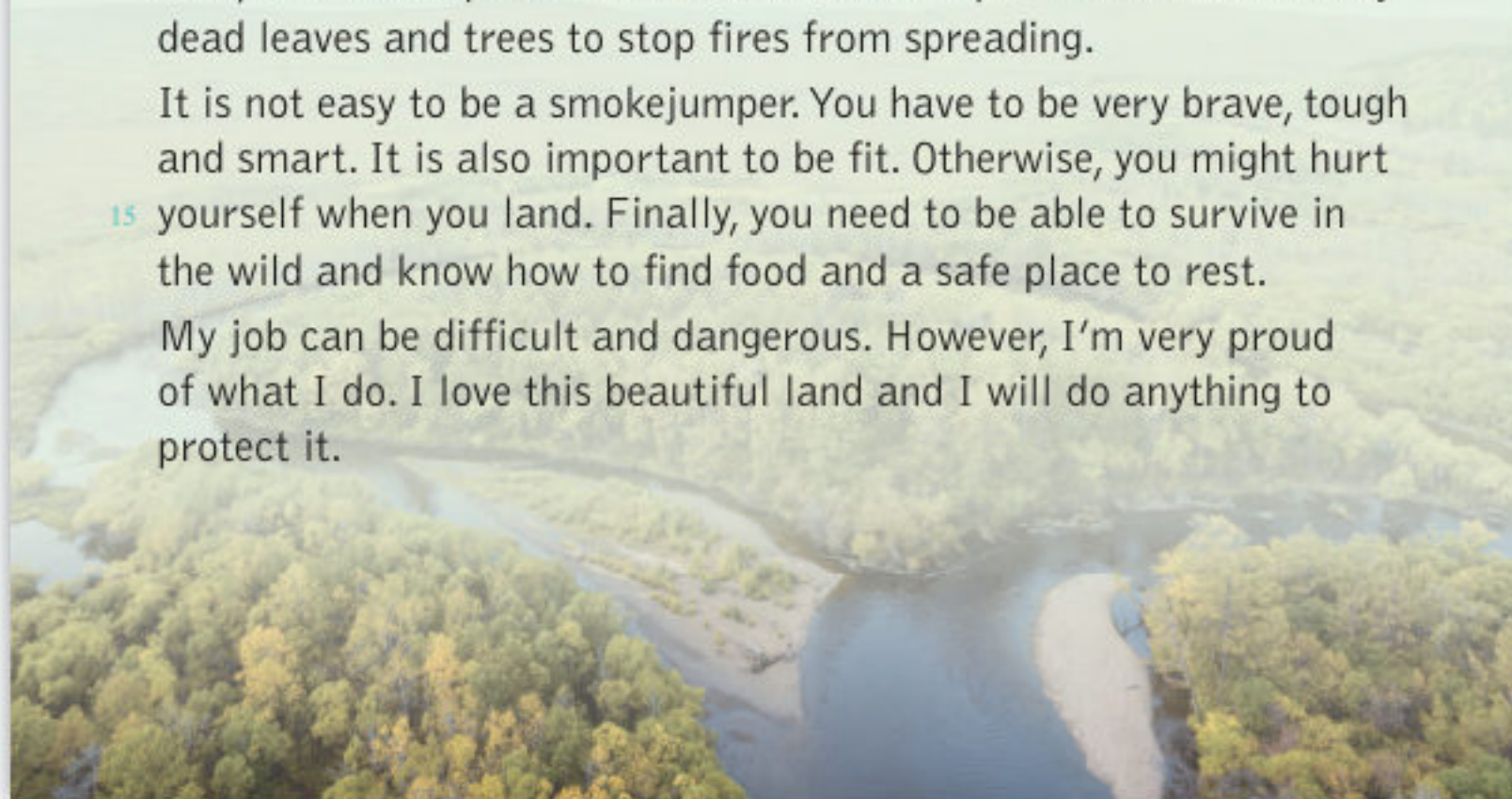
I live and work in the Daxing'anling region in Heilongjiang

- 5 Province. Thick forests, rich in wildlife, cover the beautiful and wild mountains here. Sadly, fires are quite common at certain times of the year. These fires are very dangerous. They can hurt or even kill people and animals.

- 10 When a forest fire starts, my teammates and I act fast. The fires are often difficult to reach, so we fly there by helicopter. Once we land, we race to put out the fire. We use simple tools to clear away dead leaves and trees to stop fires from spreading.

- 15 It is not easy to be a smokejumper. You have to be very brave, tough and smart. It is also important to be fit. Otherwise, you might hurt yourself when you land. Finally, you need to be able to survive in the wild and know how to find food and a safe place to rest.

My job can be difficult and dangerous. However, I'm very proud of what I do. I love this beautiful land and I will do anything to protect it.



① helicopter /'helɪkɒptə(r)/ n. 直升机

Forest fires can spread very fast, so it is important to stop them as quickly as possible. That's why there are smokejumping teams in countries with lots of forests, such as China, America, Canada and Russia.

Notes

2 Answer the questions below with the information from the article on page 110.

- (1) What do smokejumpers do?
- (2) What is the landscape like in the Daxing'anling region?
- (3) How do smokejumpers put out fires?
- (4) Is it easy to be a smokejumper? Why or why not?

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



be able to brave otherwise survive tough

- (1) Amazingly, he _____ for two weeks out in the forest.
- (2) She is really _____. She didn't cry when she broke her leg.
- (3) Firefighters are very _____: they risk their lives to save others.
- (4) The pilot _____ fly the plane safely through the storm.
- (5) We need to pick up the broken glass, _____ it may start a forest fire.



Your ideas

4 What impressed you most about the work of smokejumpers? Share your ideas with the class.



Exploring more

There are many examples of ordinary people becoming role models. Have you heard of any people like this? Find more information about them online.



Cross-curricular connection | Archaeology*

We have learnt about several modern role models in this unit. Fan Jinshi^① —“the daughter of Dunhuang”— is also a modern role model. She is an archaeologist. Do you know what an archaeologist does?

1 Read the article and find out what archaeologists do at work. 🎧

The archaeologist: history's detective

Archaeologists are like detectives. They collect information, use scientific methods and study data to make sense of past events. Archaeologists study man-made objects and human remains from the past. These objects help them make sense of human history.

But how do archaeologists work?

First, archaeologists need to find a site. Some sites are on the surface, but others are underground or even underwater. They use technology, such as satellite images, to find them.

Next, archaeologists start to dig with great care. They try to find objects from the past, such as tools, bones, artworks and buildings. To protect these remains, archaeologists use special tools, like knives, picks^② or brushes.

After this, archaeologists study these remains. They want to answer questions, such as: who made this object, when and why? Their findings help us understand how people in the past lived.

Archaeologists work with other scientists and museums to bring history back to life. Through their careful work, we are able to learn new, important things about historic cultures.



2 Answer the questions.

- (1) Why do archaeologists need to be careful at work?
- (2) What are the differences and similarities between archaeologists and other scientists? You can choose one type of scientist to compare with.

3 Do you know any stories about famous archaeologists such as Fan Jinshi? Share them with the class.

① Fan Jinshi 樊锦诗 ② pick /pɪk/ n. 镐

Checking your progress

Project*

Making a video clip about your role model

People around you can also be role models. Who is your role model? What makes him / her your role model? Work in groups and make a video clip about the one you choose.

Step 1 Think about role models around you (e.g. family members, community workers, teachers, neighbours) and decide on which person to interview.



Step 2 Prepare the interview questions. You can ask questions like:

- What do you do in your job?
- What skills do you need to do this job?
- Do you love your job? Why?

...

Step 3 Interview the person and take notes.

Step 4 Write a video script with the help of your notes. Use clear and correct language in your script. Here is an example.

(music on) My role model is my uncle. He is a lawyer. He helps companies and schools in the local community. My uncle gives them useful legal advice and helps them ... *(show a picture of him at work)*

I really admire my uncle. He loves his job and works very hard. My uncle is friendly and kind, but he is also very serious about his work. *(show a video clip of him helping others)* "A good lawyer offers professional help to the people in need," he often tells me. I want to be a lawyer like him. ...

Step 5 Make the video clip. Remember to add some pictures of him / her to make the video clip more interesting.



Wits corner

The only way to do great work is to love what you do.

— Steve Jobs

Unit 8

Follow your interests



Key question

How can we turn our interests into a career?



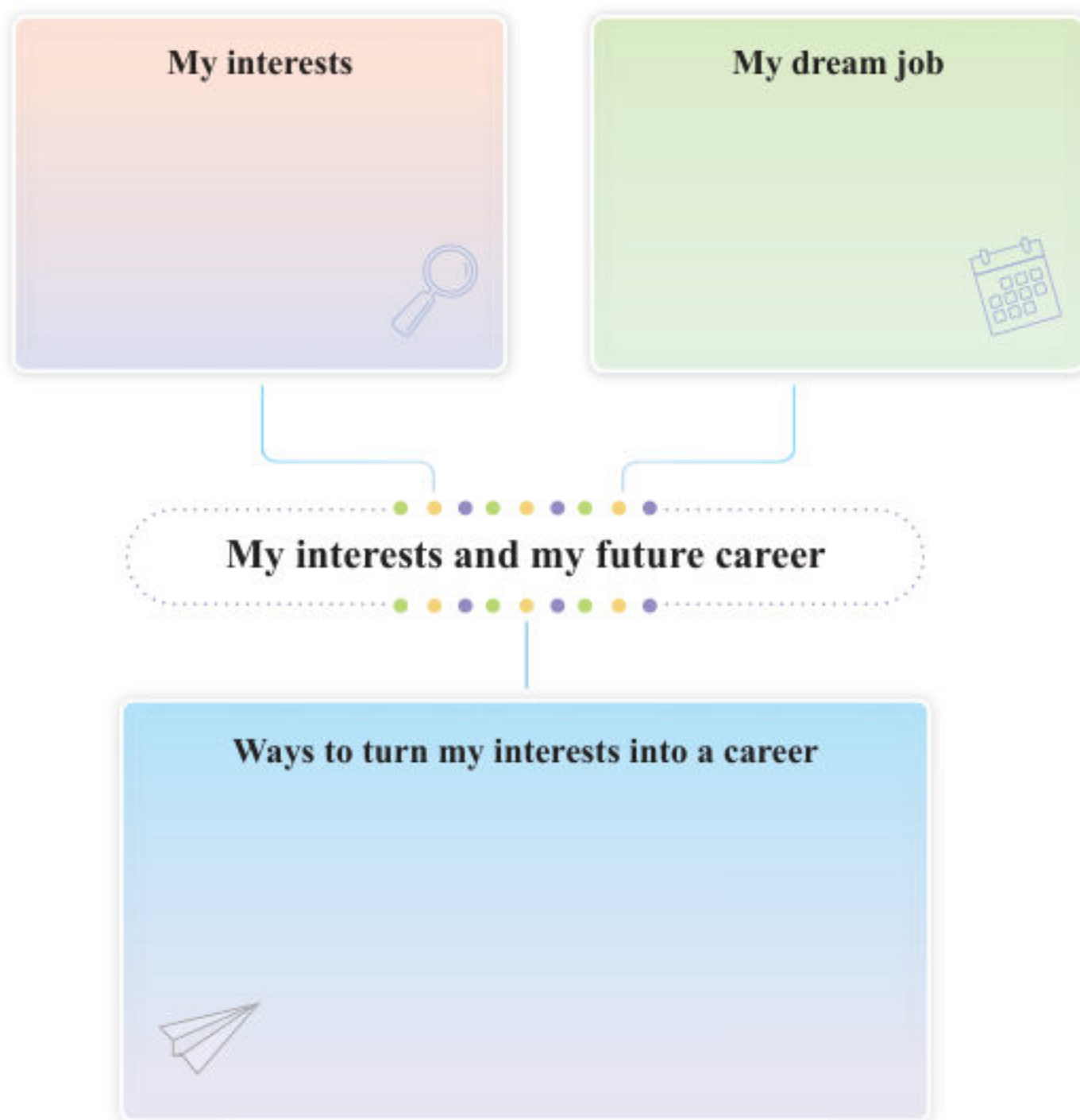
Unit objectives

I can:

- ❑ talk about my dream job.
- ❑ understand the importance of following one's interests.
- ❑ explain how to turn my interests into a career.
- ❑ describe ways of choosing a suitable career.



First thoughts



- What careers can our interests possibly lead to?
- Why is it important to follow our interests?
- What do you want to be in the future?
- How can you find your dream job?

Section 1 Experiencing and understanding language

Reading

Think

What careers can our interests possibly lead to?

Before you read

- 1 Look at the hobbies below and suggest possible jobs from the list. You can also suggest other jobs. Then discuss your interests and dream jobs in pairs.

Possible jobs

astronomer biologist dancer musician photographer reporter
athlete cook engineer painter programmer writer

Hobbies

- | | |
|----------------------------------|-------|
| (1) reading history books | _____ |
| (2) doing sport | _____ |
| (3) taking photos | _____ |
| (4) painting | _____ |
| (5) model-building | _____ |
| (6) keeping pets | _____ |
| (7) computer programming | _____ |
| (8) dancing | _____ |
| (9) playing a musical instrument | _____ |
| (10) studying the stars | _____ |



What is your hobby?

What is your dream job?

I like taking photos very much.



My dream job is to be a photographer. I want to travel around the world and take photos of beautiful and unusual things.

- 2 Some people have turned their interests into a career. Have you heard of anyone like that? Discuss in groups.

Read the article by Patrick Moore (1923 – 2012), a British amateur^① astronomer, and find out how he turned his interest into a career. 🎧

My lifetime interest—studying stars

by Patrick Moore

When I was eight, I got a book about stars from my dad as a birthday present. That was the beginning of my lifetime interest.

I used to go outside with my mum on clear nights and look at the sky. It looked like black velvet^② with a million diamonds on it. In different seasons, we saw different groups of stars. In winter, the “belt” of Orion appeared in the night sky. In summer, we saw Vega shine brightly as it got dark. Sometimes we saw stars shooting across the sky. How beautiful they were! Every time I looked up, I was amazed.

Studying the stars was great fun for me, and I was extremely curious about the night sky. Once I learnt a little, I soon wanted to find out more and more. I asked all kinds of questions, and my parents were always very patient with me. If they didn't know the answer, they would encourage me to find the answers in the library. So I read a lot about the topic, and my understanding increased as I grew older.

Now, studying the stars is my career. I host a TV programme called *The Sky at Night*. I use my knowledge to take people on a journey across the Milky Way and beyond, and I teach my audience about the different stars in a lively way. My TV programme has lasted more than 50 years, and I am really proud of that!

Actually, you too can turn your interests into your career. Anybody can achieve their dreams. You just have to enjoy what you do!



Reading strategy

Understanding demonstratives

A demonstrative is a word that shows which person or thing is being referred to. For example, *this* and *that* are demonstratives. We use them to refer back to things or situations that we have just talked or written about.

When I was eight, I got a book about stars from my dad as a birthday present.

That was the beginning of my lifetime interest. (**That** refers to the whole sentence before it.)

Can you find more demonstratives in the article? What do they refer to?

① amateur /'æmətə(r)/ adj. 业余爱好的 ② velvet /'velvɪt/ n. 丝绒

Reading comprehension

1 Complete the sentences with the information from the article on page 117.



I am Patrick Moore. When I was eight, I ⁽¹⁾ _____.
_____. That was the beginning of my lifetime interest.

I kept studying the stars because it ⁽²⁾ _____. I wanted to find
out more about them, so I ⁽³⁾ _____.

Now ⁽⁴⁾ _____ is my career.



My advice: ⁽⁵⁾ _____

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

(1) Patrick Moore thought the night sky was beautiful.

(2) Patrick Moore and his mother spent many exciting moments looking at the stars.

(3) Patrick Moore loved studying the stars.

(4) Patrick Moore's parents knew how to encourage his curiosity.

(5) Many people liked watching Patrick Moore's TV programme.



Your ideas

3 Discuss the questions below.

(1) Why do you think Patrick Moore was able to turn his interest into his career?

(2) What personal quality do you think was the most important for his success?

Vocabulary practice

1 The words in *italics* are from the article on page 117. Match the sentence halves.

- | | |
|---|---|
| (1) He is very <i>curious</i> | a our understanding of the universe. |
| (2) Einstein's discoveries greatly <i>increased</i> | b and he always asks a lot of questions. |
| (3) Kate <i>hosts</i> a podcast, | c to achieve their dreams. |
| (4) The teacher speaks in a <i>lively</i> way, | d and it is very popular. |
| (5) The athletes worked <i>extremely</i> hard | e and his lessons are always fun to listen to. |

2 Complete the conversation below with the words in *italics* from Exercise 1. Change the form if necessary.

S1: Did you watch that science programme last night?

S2: No. What was it about?

S1: It was about different kinds of stars. A famous astronomer ⁽¹⁾ _____ the programme, and she's great. She knows a lot about the topic, and she always talks about it in a very ⁽²⁾ _____ way.

S2: What kinds of stars did she talk about?

S1: She talked about the Sun and other stars in the Milky Way. The closest star to us is ⁽³⁾ _____ far away: it takes light several years to travel there! She also introduced some famous astronomers in the 20th century. Their work ⁽⁴⁾ _____ our knowledge about stars.

S2: That sounds interesting!

S1: Yes, and it was very inspiring too! She talked about the life of a famous astronomer. When he was a teenager, he was very ⁽⁵⁾ _____ about the stars. He wanted to become an astronomer, and he worked so hard to achieve his dream!

3 Think of something you enjoyed in the past week. It can be an activity, a field trip or a lecture. Make sentences about it with the words and expressions below.

curious	extremely	knowledge	last	lively	be patient with
be proud of	great fun	I used to ...	Once I ..., I soon ...		

 Listening
 Think

Why is it important to follow our interests?

A sailing teacher

- 1 You are going to listen to Linda talking about her hobby and her career. Look at the picture and discuss the questions in pairs.



What is Linda doing in the picture?
How do you think she is feeling at this moment?

- 2 Listen to Linda's talk and answer the questions. 

- (1) What was Linda's first job? What did she think of it?
(2) What is Linda's job now? What does she think of it?

- 3 Listen again. Decide whether the following statements are true (T) or false (F). Correct the false ones. 

- (1) Linda's family lived next to the sea. T / F

- (2) Linda learnt how to sail from her sister. T / F

- (3) When Linda worked in the office, she went sailing every day. T / F

- (4) Linda took a training course before she became a sailing teacher. T / F

- (5) Linda loves her job as a sailing teacher. T / F



Your ideas

- 4 Discuss the question below.

Why do you think Linda was able to turn her interest into a career?

Section 2 Exploring and applying rules



Grammar

A Adverbial clauses of time

We can use *when*, *before*, *after* and *as* to form **adverbial clauses of time**. These words link two clauses together.

Read Peter Goldman's life story and pay attention to the words **in bold**.

My name is Peter Goldman. I was born in 1950 in Vienna. I started school **when** I was six. I liked school and studied hard, but my hobby was cars! **As** I got older, I started thinking about how to turn this into a career.

My big ambition was to work on racing cars, so I went to university to study Engineering. **After** I graduated, I got my dream job with a Formula 1 racing team! **Before** each race started, my job was to check all the cars and fix any problems. I retired in 2015, but I still watch the racing **when** I'm free!



Let's sum up the rules!

- We use *when* and *as* to tell people that the two actions happen at the same time.
- We use *before* and *after* to show the order of different actions or events.

Look!

We can also use *while*, *as soon as* and *till / until* to form **adverbial clauses of time**.

1 Complete the passage with the adverbial clauses of time below.



after I finished my homework
as I kept practising

before I met my bandmates
when I was six

Music is my hobby. I started having guitar lessons ⁽¹⁾ _____.
My guitar teacher was quite good, and he taught me a lot. I practised for at least an hour every day ⁽²⁾ _____.

⁽³⁾ _____, my skills improved. After a few years of practice, I was finally ready to start playing with other people. My guitar teacher found a band for me. I was very nervous ⁽⁴⁾ _____ for the first time, but they turned out to be really friendly. Now we play in concerts every term.

B *used to / did not use to*

We use *used to* to talk about something we often did in the past (but don't do now). Its negative form is *did not use to / didn't use to*.

Liu Wei **used to** go to school on foot. Now he goes to school by bike.



Let's sum up the rules!

We use the base form of the main verb after *used to*.

2 Look at the pictures of Liu Wei at primary school and the pictures of Liu Wei now. Describe what he used to do and what he does now.

(1)



not enjoy / swim



go / swimming / every week

(2)



be shy



enjoy / do sport / classmates



Grammar in use

3 Work in pairs. Think of a hobby you developed or things you used to do in the past. Describe it using adverbial clauses of time or *used to / didn't use to*.

S1: I *used to* dance for an hour every day when I was at primary school, but now I play the piano in the school band every Wednesday.

S2: I *didn't use to* play basketball in the past, but I joined a basketball team after I entered junior high.

...

Section 3 Expressing and communicating ideas



Speaking

Think

What do you want to be in the future?

Talking about dream jobs

What do you want to be in the future? What is your dream job? Discuss the questions with your classmates. 

- What is your dream job?
- What do you like about this job?
- What skills or abilities do you need for your dream job?
- What are you doing to make your dream come true?

S1: What's your dream job?

S2: I want to be a food writer because I'm good at cooking and I enjoy writing food and restaurant reviews.

S1: What are you doing to make your dream come true?

S2: When I have free time, I watch cooking shows on TV and read magazines about food and great places to eat. I'm also learning how to take good photos of food ...

...



Improving your pronunciation

Stress in nouns and verbs

Some two-syllable words are both nouns and verbs. When we use them as nouns, the stress is usually on the first syllable. When we use them as verbs, the stress is usually on the second syllable.

1 Listen and repeat. Stress the underlined syllables. 

Nouns: increase present progress project

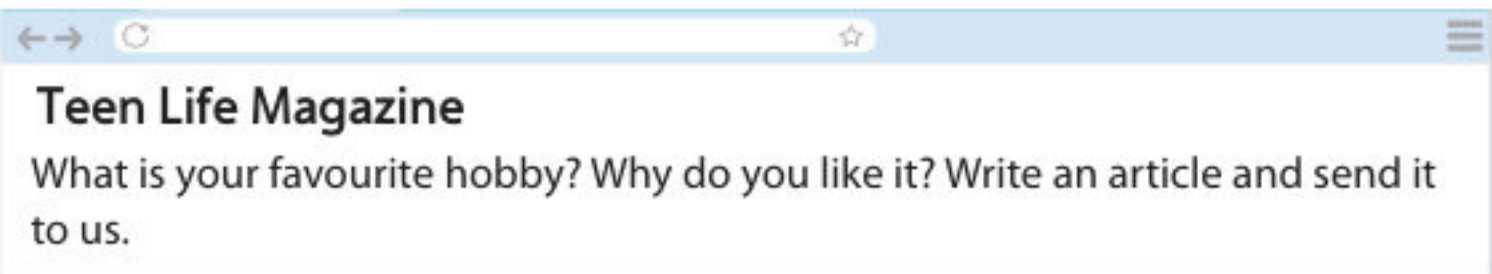
Verbs: increase present progress project

2 Listen and repeat. Underline the stressed syllable in each of the words in italics. 

Mary: Thanks for the book, Jack. It's a nice *present*. It'll be really useful for my school *project* on stars.

Jack: I'm sure it will help you *increase* your understanding of the topic. By the way, how's your *project*? Is it *progressing* smoothly?

Mary: I'm making good *progress*. I'll *present* it next week.

 Writing
Writing an article about your favourite hobby


Teen Life Magazine
What is your favourite hobby? Why do you like it? Write an article and send it to us.

- 1 *Wang Yao made an outline before she wrote an article about her favourite hobby. Read her outline and article to see how she organized her ideas.*

- Para. 1: Introducing my hobby
 Para. 2: Describing how I developed my hobby
 • watched dancing shows on TV when I was a baby
 • started taking dance lessons at the age of 4
 • began practising every day
 Para. 3: Explaining why I like my hobby
 • feel happy and free
 • express my feelings
 Para. 4: Expressing my hopes for the future

My happy life with dancing

My favourite hobby is dancing.

I started taking dance lessons when I was four years old, but I got interested in dancing much earlier. My mum said I used to follow the dancing shows on TV when I was only starting to walk! Now I dance almost every day. I practise for one hour after school on weekdays. At weekends, I practise for several hours each day. During holidays, I usually perform in dance shows.

I never feel bored with dancing. When I dance, I feel so happy and free. It is fun to express myself with my body language, and there are always new dancing styles to learn.

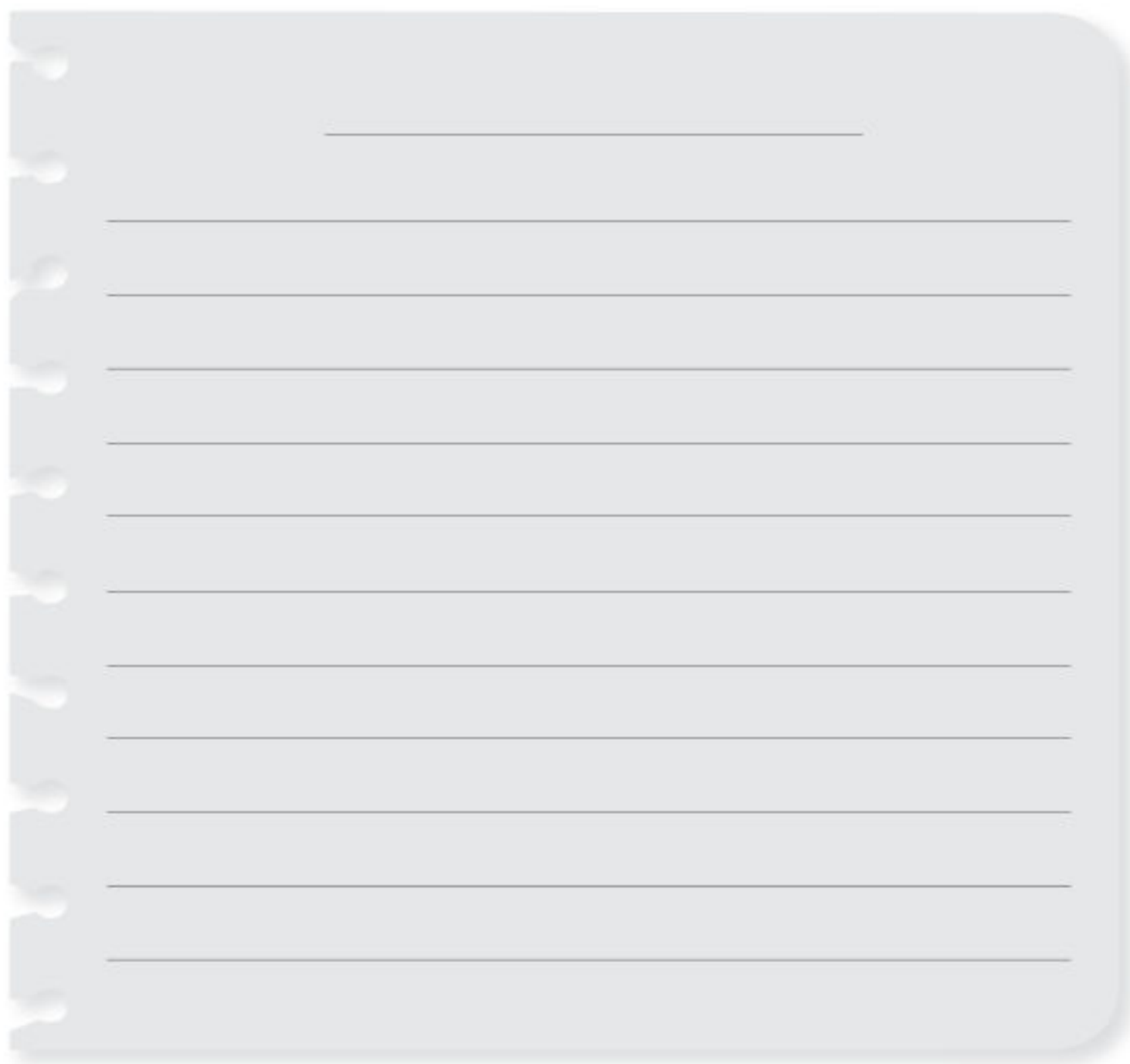
I hope I can become a dancer one day.



2 Now describe your favourite hobby.

Step 1 Plan Brainstorm ideas and make an outline to organize them. You may refer to Wang Yao's outline and article in Exercise 1.

Step 2 Write Write about your favourite hobby. Try to give your article an eye-catching title.



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

- I introduced my favourite hobby clearly at the beginning.
- I explained how I developed my hobby and why I like it.
- I used the words and expressions I learnt in this unit.
- I used correct spelling, grammar and punctuation.

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Section 4 Extending and developing competencies

Focusing on culture



How can you find your dream job?

Some people know clearly what they want to do in the future. Others have not decided yet. Let's explore how people find their dream jobs.

- 1 Read the article about Jane Goodall (1934 – 2025) and find out how she turned her interests into her dream job. 🎧

Never give up



Jane Goodall was a world-famous scientist. This is the story of how she started her career.

Jane was not very interested in animals when she was a child.

Then, one day, her father gave her a toy chimpanzee^①. She liked

- 5 it very much. From that day on, she became really interested in animals.

When she was a 16-year-old schoolgirl, Jane dreamt of a career studying wild animals in Africa.

Jane's mother said, "If you really want something, work hard and never give up. Then you'll find a way."

- 10 Jane's mother was right. When she was 26, Jane travelled from Britain to the mountains of East Africa. She studied chimpanzees there for years. She watched the animals for a long time and they became her friends. Jane discovered that these animals greet one another with a kiss or a hug, and make and use tools—just like humans do.

- 15 Some people questioned the methods Jane used in her research. Jane gave the chimpanzees human names and compared them to humans. People at the time thought she should not treat the chimpanzees too much like people. However, Jane did not give up. In the end, her discoveries changed how we think about humans and animals.

- 20 Nowadays, scientists believe that human beings have a lot in common with chimpanzees.

Jane Goodall became well known all over the world. She often gave lectures about her work because she wanted people to protect the environment. Her life story has inspired many young people the world over.

Jane Goodall made her dreams come true because she never gave up. You can too.

① chimpanzee /ˌtʃɪmpænˈziː/ n. 黑猩猩

Goodall started a youth-activism programme in 1991. It's called Roots & Shoots. The programme encourages young people from different cultures to come together and care for the environment as well as each other.

Notes

2 Answer the questions below with the information from the article on page 126.

- (1) How did Jane become interested in animals?
- (2) What advice did Jane's mum give her?
- (3) What did Jane find out about the chimpanzees in East Africa?
- (4) What work did Jane do to help protect the environment?

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



human being inspire kiss lecture nowadays

- (1) In France, people often greet each other with a(n) _____ on each cheek.
- (2) In the past, people didn't know that chimpanzees were our closest relatives. _____, we know that over 98% of our DNA is the same as theirs.
- (3) At the start of the school year, the head teacher invited a famous scientist to give a(n) _____ at our school.
- (4) _____ and chimpanzees have a lot in common, but there are also some important differences.
- (5) The female scientist's great speech _____ many of us, and we decided to follow her example.



Your ideas

4 Discuss the questions below.

- (1) Why do you think Jane could turn her interests into a career?
- (2) Which part of Jane's story impressed you most?



Exploring more

Do you know what you want to do in the future? Find out more about different people's dream jobs.



Cross-curricular connection | Psychology*

What job do you want to do in the future? The online article below can give you some ideas about how to choose a job.

1 Read the online article and fill in the blanks with the correct subheadings below. 

- | | |
|---|--|
| a What things do you value in life? | d What kind of personality do you have? |
| b What special skills do you have? | e What do you enjoy doing? |
| c Which school subjects are you good at? | |

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Finding the perfect job for you

How to choose a job? Here are a few questions to help you decide.

(1) _____

People often need to study particular things before they can start working. For example, an engineer needs to be good at maths. Look at the school subjects you are good at. What jobs can these subjects lead to?

(2) _____

A person's interests can tell us a lot about him or her and the jobs he or she may like. If you like playing chess, maybe you like planning and organizing things. And perhaps you may enjoy working as a computer programmer. Think about your hobbies and interests. What kind of career best matches your interests?

(3) _____

Think about what you value most. Would you like a high-paid job with long working hours, or do you prefer to have less money and more free time? Would you like to work with people, or do you prefer working alone? Are you OK with a stressful job with many business trips, or do you want to work close to nature?

(4) _____

You already have many different skills. Maybe you are good at drawing pictures, or perhaps you are a good storyteller. Your skills will be important when you choose a career. What skills do you have now, and which can you develop?

(5) _____

How did you answer the questions above? In one way or another, these questions can teach you a lot about your personality. We can improve our skills and change our interests, but it is hard to change what we are like. If you know yourself well, it will be easier to choose a suitable job.

2 Discuss your strengths in groups and give each other career advice.

Checking your progress

Project*

Doing a survey on hobbies and dream jobs

In this project, you are going to work in groups and do a survey on hobbies and dream jobs.

Step 1 Read the poem below and think about your favourite hobby.



Who has the same hobby as me?

Who has the same hobby as me?
 Sometimes I fish in the sea.
 Sometimes I play computer games.
 Sometimes I fly model planes.
 Sometimes I play with toy cars.
 Sometimes I look at the stars.
 But my favourite hobby is to ski.
 Who has the same hobby as me?



Step 2 In your group, interview each other about your hobbies and fill in the table below.

Group _____	Student 1	Student 2	Student 3	Student 4
What is your hobby?				
Why do you like it?				
What can you get out of your hobby?				
What job best matches your hobby?				

Step 3 Each group should give a presentation based on the information in the table above.

Our group's hobbies are ...

We like these hobbies because ...

★ *We can learn how to ...*



Wits corner

Happy is the man who can make a living by his hobby.

— George Bernard Shaw

Appendices

Study skills

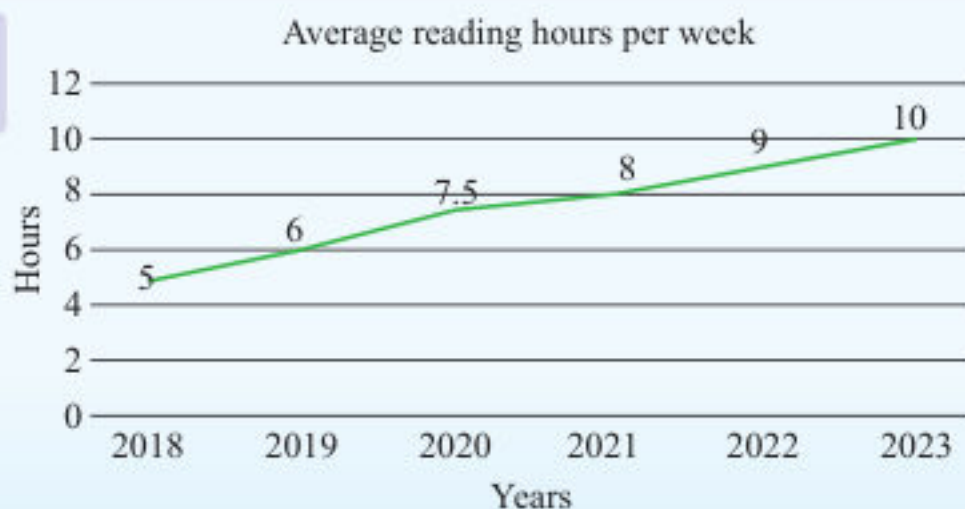
① Understanding and using line graphs^①

We often use line graphs (or line charts^②) to show how things change over time. They make it easier for us to see the changes.

- 1 The following three line graphs show the average weekly hours students at Yangguang Junior High School spent on reading, exercising and doing housework from 2018 to 2023. Look at the line graphs and circle the correct words.

Compared to 2018, students in 2023 spent:

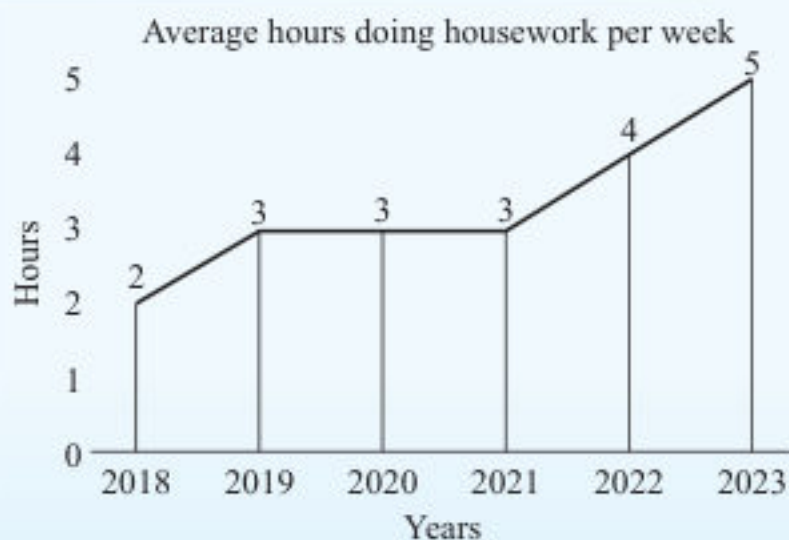
(1) (more / less) time on reading



(2) (more / less) time on exercising



(3) (more / less) time on doing housework



- 2 Discuss the question in pairs.

What are some possible reasons for the changes?



Your ideas

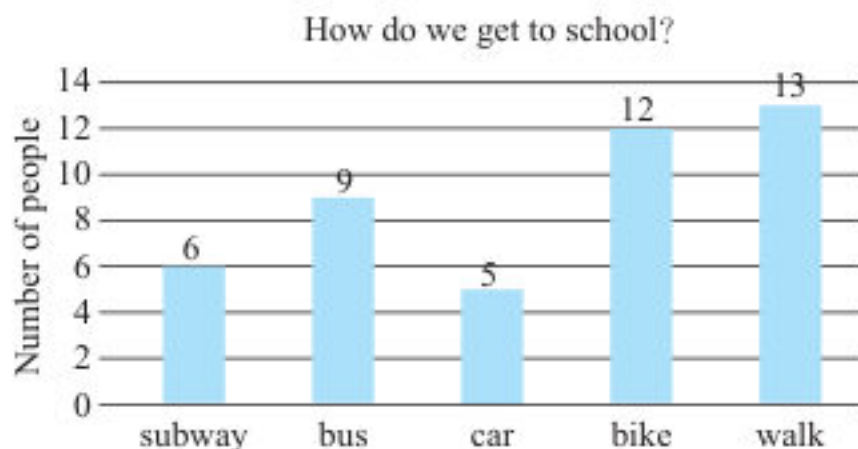
- 3 How much time did you spend on reading, exercising and doing housework in the last five months? Estimate the average hours per week, and then make line graphs for each activity.

① graph /grɑ:f/ n. 图表; 曲线图 ② chart /tʃɑ:t/ n. 图表

② Understanding and using bar charts

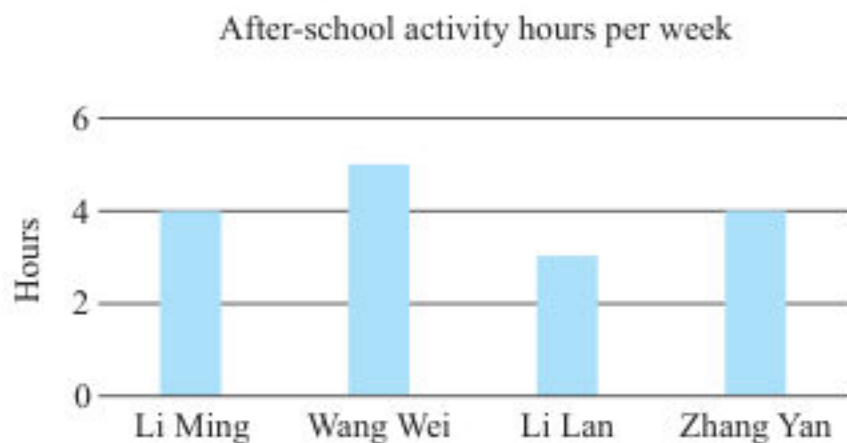
We often use bar charts to compare different things. They make it easier for us to compare different groups of data.

- 1 The following bar chart shows how students in Li Ming's class get to school. Look at the chart and answer the questions.



- (1) Which way of getting to school is the most popular?
- (2) Which way of getting to school is the least popular?
- (3) Do more students get to school by bus or by bike?

- 2 The following bar chart shows four students' time spent on after-school activities per week. Look at the chart and answer the questions.



- (1) Who spends the most time on after-school activities?
- (2) Who spends the least time on after-school activities?
- (3) Does Li Ming spend more time on after-school activities than Zhang Yan?



Your ideas

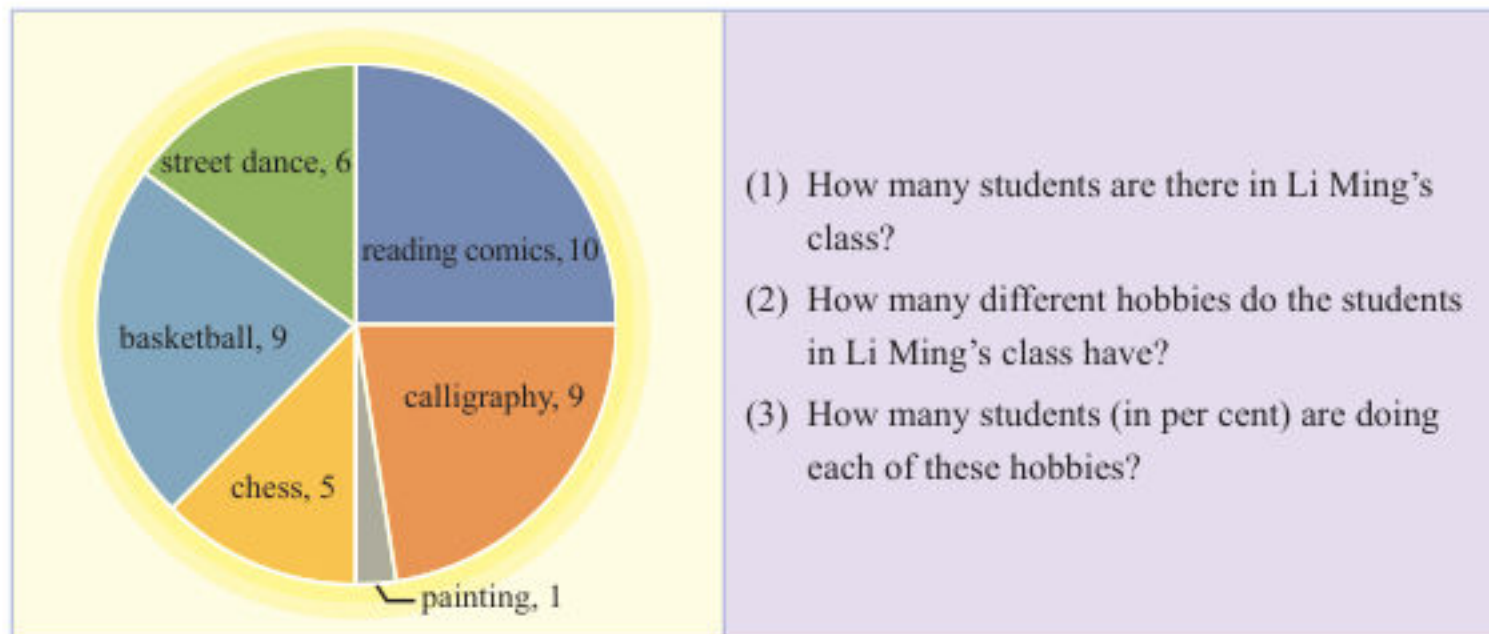
- 3 Do a survey of your classmates and then present your data in a bar chart. You may choose one of the survey questions below or think of your own question.

- How do you get to school?
- How many hours do you spend on after-school activities per week?

3 Understanding and using pie charts

A pie chart gets its name because it looks like a pie. We use pie charts to show the different parts of a total amount.

- 1 The following pie chart shows the favourite hobbies of the students in Li Ming's class. Look at the chart and answer the questions.



- 2 Miss Yang asked her class to vote on where to go on a school trip. Use the information to make a pie chart.

Choice	Number of votes	Draw your pie chart here.
art museum	12	
history museum	10	
park	5	
science museum	22	

Your ideas

- 3 What hobbies do you and your classmates have? Design a survey to find out. Then use a pie chart to show the information.

4 Understanding and using tables

If we have a lot of different information, it is clearer to show the information in a table than to write sentences or paragraphs. It is also easier to compare information in tables.

- 1 Li Ming did a survey on his classmates' internet use. Read the paragraph and look at the table below. Then answer the questions.

I interviewed my classmates about their internet use. I found that boys usually spend more time on the internet than girls do. Both girls and boys use the internet to search for information and watch news, and they use both smartphones and tablets to go online. Girls prefer watching TV dramas on the internet, while boys prefer watching live sports.

Survey on internet use

Gender	Average hours per day	Devices	Most common online activities
Girl	1	smartphone, tablet, computer	Looking for information, watching news and TV dramas
Boy	1.5	smartphone, tablet, computer	Looking for information, watching news and live sports

- (1) Does the table give the same information as the paragraph?
 (2) Which is easier to understand, the information in the table or the information in the paragraph? Why?
- 2 Miss Zhou conducted a survey on reading habits in her class, and she then put the information in a table. Work in groups and use the information to write a report together.

Question	Answer	Boys	Girls
(1) Do you enjoy reading?	yes	20	12
	no	10	8
(2) Do you prefer printed books or e-books?	printed books	14	15
	e-books	16	5
(3) When do you prefer to read?	on weekdays	15	14
	at the weekends	15	6
(4) What type of books do you prefer?	fiction	10	18
	non-fiction	20	2
(5) How much time per day do you spend reading?	one hour or more	14	13
	less than one hour	16	7

(Number of boys: 30 Number of girls: 20)



Your ideas

- 3 Do a survey on your classmates' internet use or reading habits and then present your data in a table.

Grammar review

Unit 1 The definite article *the*

The word *the* is a definite article in English. It is used to identify or specify a certain person or thing.

We use *the* before nouns when:

- it is clear what noun(s) we are talking about.

Dad is sitting in **the** garden.

- we mention the noun(s) again.

Sara has a cousin in Australia. **The** cousin studies in a senior high school.

- we refer to something unique (i.e. there is only one such thing).

The Earth moves around **the** Sun.

We use *the* when we talk about playing musical instruments, but not when we talk about playing sport.

Sara plays **the** violin every day, and she plays volleyball twice a week.

Complete the passage with *a, an, the* or */*.

Lin Aixin lives in ⁽¹⁾ _____ apartment with her mum, her dad, her grandma and her brother Aijun. ⁽²⁾ _____ apartment has three bedrooms, ⁽³⁾ _____ kitchen, ⁽⁴⁾ _____ bathroom and ⁽⁵⁾ _____ living room. Aixin's mum works in ⁽⁶⁾ _____ office and her dad works at Renmin Hospital. After Grandma retired, she moved in with ⁽⁷⁾ _____ family. She is usually at ⁽⁸⁾ _____ home during the day, and she spends much of her time preparing meals in ⁽⁹⁾ _____ kitchen. Aixin and Aijun always help with ⁽¹⁰⁾ _____ housework after they come back from school. Aijun often plays ⁽¹¹⁾ _____ basketball with other kids in the neighbourhood after dinner. Aixin usually plays ⁽¹²⁾ _____ piano for half an hour in the evening.



Unit 2

A Proper nouns

Names of people, places (including stars and planets), organizations, public holidays, the days of the week and the months of the year are proper nouns. They always begin with a capital letter. We do not usually capitalize *the*, prepositions and conjunctions in proper nouns.

Names of people	Lu Yuntao, Sara, Mr Li, Shakespeare, Madam Curie, ...
Names of places	China, Beijing, the Summer Palace, the Louvre Museum, the Alps, the Grand Canyon, the Sydney Opera House, the Tower of London, the Earth, ...
Organizations	the Red Cross, the United Nations, the World Health Organization, ...
Days of the week	Monday, Tuesday, Wednesday, ...
Months of the year	January, February, March, ...
Nationalities and languages	Chinese, English, French, ...
Public holidays	the Spring Festival, the Mid-autumn Festival, Thanksgiving, ...

1 Read the diary entry and underline the proper nouns.

3 October

My cousin Sophie and I visited Nanjing during the National Day holiday. We arrived at the train station in the afternoon and then went straight to the Ming Xiaoling. It is on the UNESCO World Heritage List. The site was very beautiful, but it was also very crowded. Later, we took a bus to Xuanwu Lake and arrived just as the sun was setting, and we took some amazing photos. After that, we had some local delicacies. The next day, we bought some beautiful souvenirs before we went to the train station. We really had a great time in Nanjing!

B Conjunctions: *and*, *but*, and *so*

We use *and* to connect sentences that are closely linked, *but* to emphasize a difference or contrast and *so* to show a result or a decision.

Beijing is the cultural centre of China **and** there are lots of historic sites there.

Summers in Beijing are usually very hot, **but** many travellers still visit the city during that time.

Beijing has something for everyone, **so** why not visit Beijing this summer?

2 Read the passage and circle the correct conjunctions.

My name is Liu Li. I live in Shenzhen ⁽¹⁾(and / so) I'm thirteen years old. My mum is a teacher, and my dad is a doctor. I live near my school, ⁽²⁾(but / so) I go to school on foot. I like travelling very much, ⁽³⁾(and / but) I want to be a travel writer in the future, ⁽⁴⁾(but / so) I'm not very good at writing. Right now, I'm trying to improve my writing skills.

Unit 3 The present continuous

We use the present continuous to show that something is happening right now.

I am (not) planting a tree.	Am I holding the tree correctly?	Yes, you are . No, you are not (you aren't).
You are (not) digging in the right place.	Are you planting a tree?	Yes, I am . No, I am not (I'm not).
He / She / It is (not) sitting near the tall tree.	Is he / she / it sitting near the tall tree?	Yes, he / she / it is . No, he / she / it is not (he / she / it isn't).
We / You / They are (not) walking to the park.	Are we / you / they heading to the same park?	Yes, you / we / they are . No, you / we / they are not (you / we / they aren't).
What are the students doing ?	They are planting trees.	
Where is he sitting ?	He is sitting on a bench ^① next to the tall oak ^② tree.	

Complete the conversation with the correct form of the verbs in brackets.

Jane: What ⁽¹⁾ _____ you _____ (do), Tina?

Tina: I ⁽²⁾ _____ (read) a short story. I ⁽³⁾ _____ (love) reading short stories. Every time I go to the library, I ⁽⁴⁾ _____ (borrow) a new collection of short stories. What about you?

Jane: I ⁽⁵⁾ _____ (think) science books are more interesting. Right now, I ⁽⁶⁾ _____ (read) one about different kinds of trees. I often ⁽⁷⁾ _____ (ask) my father to buy science books for me.



① bench /bentʃ/ n. 长凳; 长椅 ② oak /əʊk/ n. 栎树; 橡树

Unit 4

A Reflexive pronouns

When the subject and object of a verb are the same, we need to use a reflexive pronoun. We also use reflexive pronouns to show that someone is doing something on their own (i.e. without any help from anyone else).

Singular reflexive pronouns have the ending *-self* (*myself, yourself, himself, herself, itself*), while plural reflexive pronouns have the ending *-selves* (*ourselves, yourselves, themselves*).

The cat always cleans **itself** very carefully.

Without their guide dogs, it is difficult for blind people to travel by **themselves**.

1 Complete the conversation with suitable reflexive pronouns.

- Tom:** Hello, I'm looking for a pet.
Shop assistant: Alright, are you buying it for ⁽¹⁾ _____, or is it for someone else?
Tom: It's for ⁽²⁾ _____.
Shop assistant: Oh, I see. Do you prefer dogs or cats?
Tom: Em ... I am thinking about getting a cat. Cats can look after ⁽³⁾ _____.
Shop assistant: Well, cats require less work. My cat doesn't like being around people. She prefers being by ⁽⁴⁾ _____.
Tom: Hmm ... I'm still not sure if I should get a cat or not.
Shop assistant: In that case, I suggest you buy this book. You can find more information about owning a cat in this book. Read it and decide for ⁽⁵⁾ _____!

B Prepositions of position

We use prepositions of position before nouns or pronouns to show where something or someone is, or where something is happening.

The cat is sitting **on** top of the shelf. The dog is hiding **under** the bed.

Below are some prepositions of position we commonly use:

above	at	behind	below	beside	between
in	in front of	next to	on	under	

2 Complete the sentences with suitable prepositions.

- (1) Kate always sits _____ the back of the bus.
- (2) During the concert, there was a tall man _____ me. It was very hard to see the singer.
- (3) It was very quiet _____ the park. We couldn't hear any birds singing.
- (4) My mother suddenly saw a snake _____ the ground, and she told me to stand still.
- (5) The village is 3,500 metres _____ sea level, so you may find it a bit difficult to breathe there.
- (6) The letter D comes _____ the letters C and E in the English alphabet.

Unit 5 Talking about quantities

We can use *a lot of*, *a little*, *a few*, *enough*, *many*, *much* and *no* to talk about quantities.

We use *how many*, *many* and *a few* with countable nouns.

How many apples are there on the table?

There are **a few** / **many** apples on the table.

We use *how much*, *much* and *a little* with uncountable nouns.

How much orange juice is there in the fridge?

There is **a little** / **not much** orange juice in the fridge.

We use *a lot of*, *enough* and *no* with both countable and uncountable nouns.

There are **a lot of** / **enough** / **no** eggs in the fridge.

There is **a lot of** / **enough** / **no** milk in the fridge.

We usually use *a lot of* in positive sentences, *much* in negative sentences and *many* in both.

We can learn **a lot of** facts about water in class.

We **do not** have **much** water to drink.

There are (not) **many** bathrooms in the building.

Complete the conversation with *how many*, *how much*, *many*, *much*, *a lot of*, *a little* or *enough*.

Mr Li: ⁽¹⁾ _____ cupcakes are you going to bake today?

Mrs Li: I'm going to make ⁽²⁾ _____ cupcakes. I'm baking for everyone at work, so I'll make around 100.

Mr Li: ⁽³⁾ _____ different kinds of cupcakes are you going to make?

Mrs Li: I'm not going to bake ⁽⁴⁾ _____ different kinds of cupcakes today because I don't have ⁽⁵⁾ _____ time.

Mr Li: Are you going to make lemon cupcakes today?

Mrs Li: No, I didn't have ⁽⁶⁾ _____ lemons—I only have one. I can only make strawberry and chocolate cupcakes.

Mr Li: ⁽⁷⁾ _____ sugar do you put in your cupcakes?

Mrs Li: The people in my office don't like sweet cakes, so when I make cupcakes, I only add ⁽⁸⁾ _____ sugar.



Unit 6 Modal verbs: *can* and *cannot*, *may* and *may not*, *must* and *must not*

Modal verbs can be used to talk about ability, permission, obligation, etc.

We use *can* and *cannot* (*can't*) to say we are able or unable to do something.

We **can** use electricity to do many things.

—**Can** you think of an example?

—Yes, I **can**. / No, I **cannot** / **can't**.

We use *may* and *may not* to ask for, give and refuse permission. In less formal situations, some people like to use *can* and *cannot* (*can't*) for the same purpose.

You **may** / **can** turn on the TV.

You **may not** / **cannot** play in the kitchen.

—**May** / **Can** I use your mobile phone?

—Yes, you **may** / **can**. / No, you **may not** / **can't**.

We use *must* and *must not* (*mustn't*) to tell people what to do or what not to do.

We **must** always be careful with electricity.

We **mustn't** touch electrical appliances with wet hands.

—**Must** I come over now?

—Yes, you **must**. / No, you **needn't**. (*needn't* = you don't have to)

Complete the conversation with *must*, *mustn't*, *can*, *can't*, *may* or *may not*.

Sam: ⁽¹⁾ _____ you show me how to use this blender^①, please? I want to make a milkshake.

Mary: Yes, of course I ⁽²⁾ _____. But first, let me tell you the most important rules about using blenders.

Sam: OK.

Mary: First, you ⁽³⁾ _____ make sure the lid^② is closed before you start it. Also, you ⁽⁴⁾ _____ put too much stuff in it. You ⁽⁵⁾ _____ fill it above this line. Alright, let's put in two bananas and some milk.

Sam: Okay. I've closed the lid. ⁽⁶⁾ _____ I start it now?

Mary: Yes, you ⁽⁷⁾ _____. Good, that's enough. Now, you ⁽⁸⁾ _____ pour the milkshake into a glass, but leave some for me. Remember: you ⁽⁹⁾ _____ unplug the blender when you're done, and you ⁽¹⁰⁾ _____ clean it afterwards.



① blender /'blendə(r)/ n. (电动)食物搅拌器 ② lid /lɪd/ n. 盖; 盖子

Unit 7

A Exclamations

When we want to express strong feelings or emphasize certain things, we use exclamations. These sentences usually have exclamation marks at the end.

What + (a / an) + (adjective) + noun + (subject + verb) + !

How + adjective / adverb + (subject + verb) + !

What a hard-working person (he is)!

How hard-working the man is!

What smart engineers they are!

How hard the engineers are working!

We can also use a word or phrase as an exclamation, such as *Oh no!* or *Lovely!*

1 Rewrite the sentences using exclamations with *what* or *how*.

(1) Sam studies very hard.

(2) Jenny is a hard-working gardener.

(3) The doctors are very friendly and patient.

(4) It is hard to publish a book.

(5) The engineers finished their work quickly.

B Imperatives

We use imperatives to give orders or advice. There are positive and negative imperatives. We can use *please* with imperatives. It is more polite.

Stay still.

Don't stay still.

Hurry up, otherwise we'll be late.

Don't be late again.

Please **call** them before noon.

Don't call me after 10:00 p.m., please.

2 The students are warming up in PE class. What instructions is the PE teacher giving? Put the actions below in order and complete the instructions. You may add your own ideas.

relax bend your knees lift your left knee raise your arms to shoulder level
run on the spot take a few deep breaths touch your knee with your right hand
wave your arms from side to side

PE teacher: Please line up, everybody! _____

Unit 8

A Adverbial clauses of time

Adverbial clauses of time show when an action was performed or will be performed. We can use *when, as, before, after, till / until, as soon as* in adverbial clauses of time.

Conjunction	Example
when	When I was little, I wanted to be an astronaut.
as	As they drove to Beijing, they thought about their new life in the city.
before	My grandma was a teacher before she became a writer.
after	The boy began to study very hard after he read a book about a famous scientist.
till / until	Professor Wang worked at the university till / until he retired.
as soon as	I will call you as soon as I get home.

Note: If the adverbial clause comes before the main clause, we usually use a comma.

When I was a kid, I didn't know how to swim. / I didn't know how to swim **when** I was a kid.

B *used to / did not use to*

We use *used to / did not use to (didn't use to)* + base form of the main verb to talk about past habits that no longer exist at present.

He used to get up early and go running.	He didn't use to stay up late.
Did you use to play the guitar in the school band?	Yes, I did . / No, I didn't .
What did they use to do after dinner?	They used to play board games after dinner.

Complete the passage with *when, before, after, as, till / until* or *used to*.

Lu Xun^① was born in Shaoxing in 1881. ⁽¹⁾ _____ he was a teenager, he moved to Nanjing to attend the Jiangnan Naval Academy. He then studied at a mining school. ⁽²⁾ _____ he graduated in 1902, he received a scholarship to study in Sendai in Japan. ⁽³⁾ _____ he studied in Japan, he wrote articles for magazines. China faced many serious problems at the time, and he wanted to help save the Chinese people with literature. He stayed in Japan ⁽⁴⁾ _____ he moved back to his hometown in 1909.

Lu Xun worked as a teacher for a few years ⁽⁵⁾ _____ he became a full-time writer. He moved to Beijing and published his first short story, "Diary of a Madman" in 1918. Many more stories followed. ⁽⁶⁾ _____ Lu Xun travelled around China for a year, he moved to Shanghai in 1927. ⁽⁷⁾ _____ he lived in Shanghai, he ⁽⁸⁾ _____ go to a bookstore on North Sichuan Road to meet other writers and discuss how to save China. During this time, he wrote many essays to call on the people to take action. Lu Xun died in 1936. Today, he is still considered to be one of the greatest modern Chinese writers.

① Lu Xun 鲁迅

Irregular verbs

Base form	Simple past	Past participle
be (am, is, are)	was, were	been
bear	bore	born / borne
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt / burned	burnt / burned
buy	bought	bought
can	could	—
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt / dreamed	dreamt / dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten

Base form	Simple past	Past participle
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got / gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
learn	learnt / learned	learnt / learned
leave	left	left
let	let	let
lie (位于; 躺)	lay	lain
light	lit / lighted	lit / lighted
make	made	made
may	might	—

Base form	Simple past	Past participle
mean	meant	meant
meet	met	met
must	had to / must	—
put	put	put
read /ri:d/	read /red/	read /red/
ride	rode	ridden
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shall	should	—
shine	shone	shone
shoot	shot	shot
sing	sang	sung
sit	sat	sat
sleep	slept	slept

Base form	Simple past	Past participle
smell	smelt / smelled	smelt / smelled
speak	spoke	spoken
spend	spent	spent
spread	spread	spread
stand	stood	stood
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
wake	woke	woken
wear	wore	worn
will	would	—
win	won	won
write	wrote	written

Phonetic symbols

说明:

本书词汇表主要以英式英语的发音为标准。表音符号如下:

Consonants 辅音			Vowels and diphthongs 元音和双元音		
p	pen	/pen/	i:	meet	/mi:t/
b	bad	/bæd/	i	happy	/'hæpi/
t	tea	/ti:/	ɪ	sit	/sɪt/
d	did	/dɪd/	e	ten	/ten/
k	cat	/kæt/	æ	fat	/fæt/
g	get	/get/	ɑ:	father	/'fɑ:ðə(r)/
tʃ	watch	/wɒtʃ/	ɒ	hobby	/'hɒbi/
dʒ	joy	/dʒɔɪ/	ɔ:	four	/fɔ:(r)/
f	fall	/fɔ:l/	ʊ	put	/pʊt/
v	brave	/breɪv/	u	actually	/'æktʃuəli/
θ	thin	/θɪn/	u:	too	/tu:/
ð	this	/ðɪs/	ʌ	cup	/kʌp/
s	see	/si:/	ɜ:	work	/wɜ:k/
z	zoo	/zu:/	ə	about	/ə'baʊt/
ʃ	shoe	/ʃu:/	eɪ	say	/seɪ/
ʒ	usually	/'ju:ʒuəli/	əʊ	go	/gəʊ/
h	hat	/hæt/	aɪ	my	/maɪ/
m	man	/mæn/	ɔɪ	boy	/bɔɪ/
n	now	/naʊ/	aʊ	how	/haʊ/
ŋ	sing	/sɪŋ/	ɪə	near	/nɪə(r)/
l	leg	/leg/	eə	hair	/heə(r)/
r	red	/red/	ʊə	sure	/ʃʊə(r)/
j	yes	/jes/			
w	wet	/wet/			

标*的单词只要求理解。

advice /əd'vaɪs/	<i>n.</i> 建议	p. 4
encourage /ɪn'kʌrɪdʒ/	<i>v.</i> 鼓励; 激励	p. 4
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A

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后 记

本教材以教育部颁布的《义务教育英语课程标准(2022年版)》为依据修订编写。

本教材由舒白梅教授担任主编,程林编审担任副主编。参与本教材编写的有陈皓曦、何琳、秦文娟、向宗平、倪宏、李睿、叶方兴以及上海教育出版社英语教材编辑团队。在保留原教材优势和特色的基础上,本教材的修订编写优化了结构与内容,整合了英语的学科逻辑、教学逻辑与学习逻辑,明确了由体验到理解,由探索到运用,由表达到交流,再到发展核心素养的英语学习路径,以落实立德树人根本任务,促进学生核心素养的发展。

本次修订编写工作得到了国内英语教育、教学、测评等领域专家的鼎力支持和悉心指导。曲卫国教授、汤青老师、徐雯老师审读了本教材内容,提出了很多宝贵的指导性意见和建议;童欣老师参与编写了本教材的部分内容;陈琼老师编写了本教材附录中的语法回顾(Grammar review)部分;金敏老师针对本教材各单元项目(Project)提出了优化建议。在此,向各位专家和教师表示衷心的感谢!在教材编写完成后,深圳市、广州市、沈阳市、西安市、晋城市 and 长治市等地的部分学校参加了本教材的试教试用和一线教师审读工作,为教材质量的提升提出了有价值的意见和建议,在此一并表示诚挚的感谢!

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