



义务教育教科书

英语

English

七年级下册



译林出版社

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## 英语(七年级下册)

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# 致同学

欢迎来到我们的英语学习乐园。这里有新鲜、丰富的话题，纯正、规范的语言，有趣、多样的练习。这是教材，但又不仅仅是教材。

在这里，我们将通过参与、探究和合作等实践方式，学会如何用英语与他人交流，表达自己的思想。在这里，我们将领略别样文化，体验异域风情，探寻更广阔的学习天地。

这是埃迪 (Eddie) ，这是霍波 (Hobo) ，他俩将伴随我们一起走过三年的学习时光。本学期我们共学习八个单元。每单元开篇的卡通画 (Comic strip) 以风趣的漫画、简洁的对白带我们开始新单元的学习。接下来的导入 (Welcome to the unit)，一组图片、一段对话，会激活我们关于单元话题已有的知识储备。阅读 (Reading) 是我们的重点学习板块。在本学期的学习中，我们会谈论各自理想的家，说说邻里及社区互助，向朋友介绍我们的家乡，并学会用英语描述出行路线；我们还会领略大千世界的奇妙无穷，并与童话故事中的爱丽丝一起漫游仙境；我们每个人都有特长，谈谈自己会做的、能做的，相信我们都可以成为最棒的自己；接下来我们还会了解身边的动物朋友，以便更好地照顾它们。语法板块 (Grammar) 主要梳理本单元出现的重点语言现象，帮助我们更好地掌握语法规则。综合技能 (Integrated skills) 中的听、说、读、写训练，着重培养我们的语言综合运用能力。本册学习技能 (Study skills) 中关于重音、连读、升降调的知识，可以让我们英语说得更有节奏，更能准确地表达感情。此外，学会使用词典，利用图书馆、网络查找资料，也会对我们的学习大有帮助。学完一个单元，大家一定跃跃欲试，想动手写一写吧！任务板块 (Task) 引导我们整理思路、组织语言，再落笔成文。最后，通过自我评价 (Self-assessment)，我们将体验收获的快乐。如果还想接受更高的挑战，每个模块（四个单元）之后的课题 (Project) 是我们大显身手的好地方！

现在，让我们放松心情，一起走进这个乐园吧。祝大家学习愉快！

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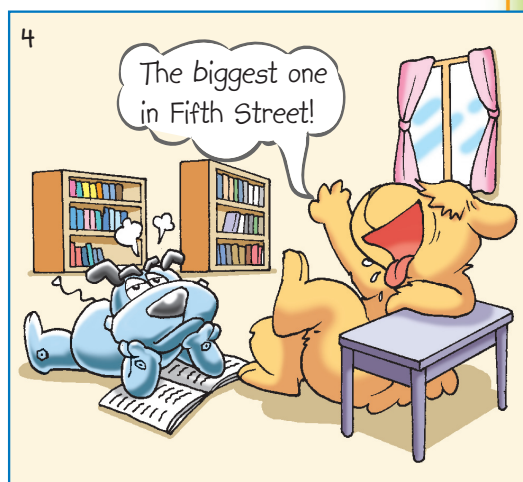
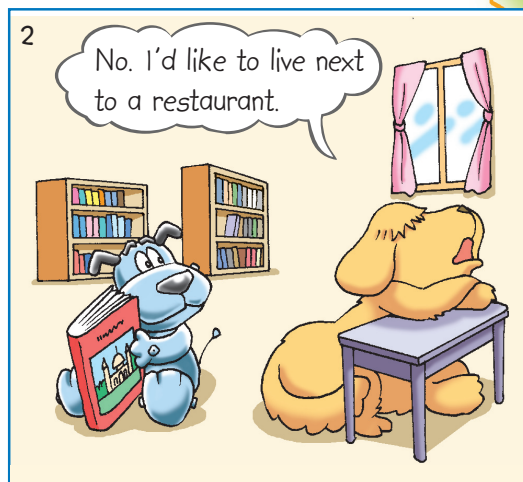
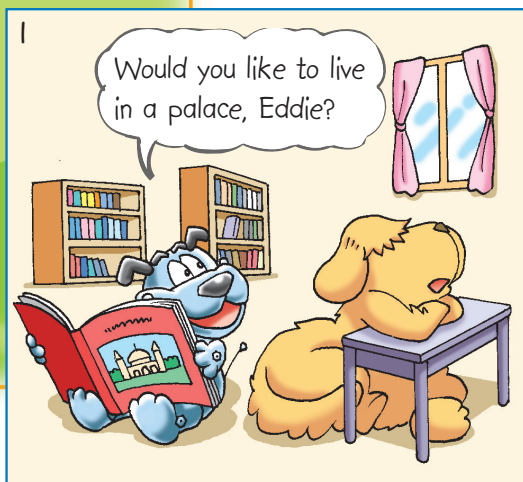
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# Unit 1

## Dream homes



### Where would you like to live?

The Class 1, Grade 7 students at Sunshine Middle School are learning about homes in different countries.

#### Task

Complete a questionnaire and write about your dream home.



## Welcome to the unit

### Countries and capitals

**A** Simon wants to learn about foreign countries. He collected some photos. Help him write the names of the countries under the photos.

Canada

France

Japan

Russia

the UK

the USA

1



Mount Fuji

2



the White House

3



the Eiffel Tower

4



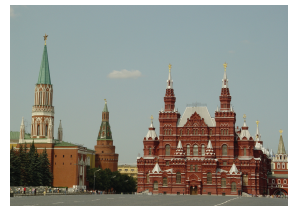
the CN Tower

5



Big Ben

6



Red Square

**TIP** The CN Tower is in Toronto.



**B** Simon's cousin, Annie, is asking Simon questions about the places in Part A. Work in pairs and talk about them. Use the conversation below as a model. The capital of each country is listed in the box below.

London

Moscow

Ottawa

Paris

Tokyo

Washington D.C.

**Annie:** Which country is this photo from, Simon?

**Simon:** Oh, it's from Japan. This is Mount Fuji.

**Annie:** I see. Where is it?

**Simon:** It's near Tokyo.

**Annie:** Is Tokyo the capital of Japan?

**Simon:** Yes, it is.





## A Homes around the world



Simon wants to learn about homes around the world. Here are the blogs of three students from different countries.

Neil

Hi! I'm Neil.

I live in a town 15 miles from London. The house is big. My favourite room is the kitchen. My family and I often sit there and enjoy a cup of tea. We have a beautiful garden. I always have fun with my dog there.

Anna

Hello! My name is Anna.

I live in a flat in the centre of Moscow. Our flat is on the seventh floor. It's not big, but we have a nice living room. After dinner, we like to watch TV and chat there. I share a bedroom with my sister. We often listen to music in bed.

Stephen

Hi! I'm Stephen.

I live in a large house in Los Angeles. It has eight rooms. I have my own bedroom and bathroom, and I like the balcony best. I love to sit there and look out at the beach and the sea. It's cool.

## B Homes in different countries

**B1** Simon wrote down some sentences, but he mixed up the underlined words. Help him write the correct words above the mistakes.



- 1 I usually wash my face in the dining room.
- 2 I always sleep in the kitchen.
- 3 The bathroom is the best place to chat and watch TV.
- 4 In most homes, people have dinner in the bedroom.
- 5 We usually cook meals in the living room.



**B2** Simon wants to tell his parents about the homes of the students from the blogs. Help him complete the table with the information on page 8.

Home \ Name	Neil	Anna	Stephen
City/Town	a town 15 miles from London		
House/Flat			
Big/Small			
Favourite place			



**B3** Simon is telling his parents about the homes of the three students. Write a **T** if a sentence is true or an **F** if it is false.

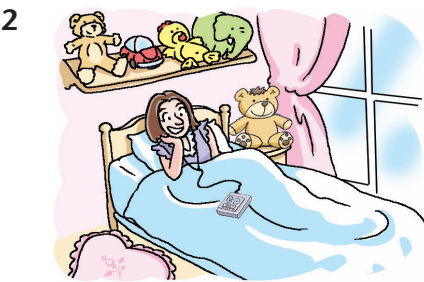
- 1 Neil lives in the centre of London. \_\_\_\_\_
- 2 Neil always has fun with his cat in the garden. \_\_\_\_\_
- 3 Anna and her family often watch TV and chat in their kitchen. \_\_\_\_\_
- 4 Anna does not have her own bedroom. \_\_\_\_\_
- 5 There are eight rooms in Stephen's house. \_\_\_\_\_
- 6 Stephen lives near the sea. \_\_\_\_\_

**B4** There are more pictures on the students' blogs. Look at the pictures and help Simon complete the sentences.

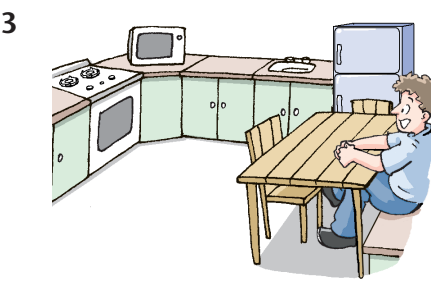
- |         |         |                                   |
|---------|---------|-----------------------------------|
| Russia  | balcony | listen to music in bed            |
| the UK  | bedroom | sit there and enjoy a cup of tea  |
| the USA | kitchen | sit there and look out at the sea |



This is Stephen from \_\_\_\_\_.  
He is chatting with his friends on his \_\_\_\_\_. He loves to \_\_\_\_\_.



This is Anna from \_\_\_\_\_.  
She shares a \_\_\_\_\_ with her sister. They often \_\_\_\_\_.



This is Neil from \_\_\_\_\_.  
He is sitting in the \_\_\_\_\_.  
He and his family often \_\_\_\_\_.



# Grammar

## A Cardinal numbers

We use cardinal numbers almost every day. We use them to talk about the numbers of people or things.

0	1	2	3	4	5	6	7	8	9
zero	one	two	three	four	five	six	seven	eight	nine
10		11		12		13		14	
ten		eleven		twelve		thirteen		fourteen	
15		16		17		18		19	
fifteen		sixteen		seventeen		eighteen		nineteen	
20	30	40	50	60	70	80	90		
twenty	thirty	forty	fifty	sixty	seventy	eighty	ninety		
100			1,000			10,000			
one hundred			one thousand			ten thousand			
100,000					1,000,000				
one hundred thousand					one million				

TIP

When we say **thirteen**, we stress the **second** syllable. When we say **thirty**, we stress the **first** syllable.

How do we say the following numbers?

4,056 = four thousand and fifty-six

23,813 = twenty-three thousand eight hundred and thirteen

567,110 = five hundred and sixty-seven thousand one hundred and ten

6,425,200 = six million four hundred and twenty-five thousand two hundred

## Learning about different countries



*Simon is collecting some information about different countries. Help him read the numbers correctly.*

- 1 People from about **180** countries and areas live in New York.
- 2 The CN Tower is **1,815** feet tall.
- 3 Red Square in Moscow is about **91,000** square metres in size.
- 4 France has an area of over **260,000** square miles.
- 5 There are about **8,000,000** people living in London.
- 6 Tokyo, the capital of Japan, has over **13,000,000** people.

B Ordinal numbers

We use ordinal numbers to order things and events. We use them to talk about dates, floors, positions, etc.

Women’s Day is on the **eighth** of March.

Our flat is on the **seventh** floor.

He is always the **first** to come to school in our class.

How do you write it?

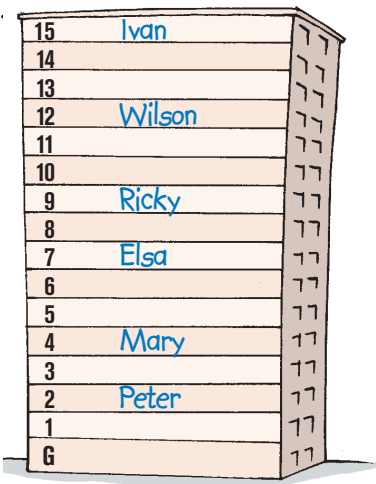
**B1** Millie is doing a test on numbers. Look at the numbers below and help her write the numbers out in words.

Cardinal numbers		Ordinal numbers	
1 = one	11 = eleven	1st = first	11th = eleventh
2 =	12 =	2nd = second	12th = twelfth
3 =	13 =	3rd = third	19th =
4 = four	19 = nineteen	4th = fourth	20th = twentieth
5 = five	20 =	5th = fifth	21st = twenty-first
6 =	21 = twenty-one	6th =	22nd =
7 =	30 = thirty	7th =	23rd =
8 =	40 =	8th =	30th =
9 = nine	100 =	9th = ninth	40th = fortieth
10 =	101 =	10th =	100th =

**B2** Simon wants to tell his classmates where his friends live. Look at the building. Complete the sentences with the correct floor numbers.

**TIP** In British English, the floor of a building at street level is the ground floor (G).

- 1 Elsa lives on the \_\_\_\_\_ floor.
- 2 Ivan lives on the \_\_\_\_\_ floor.
- 3 Mary lives on the \_\_\_\_\_ floor.
- 4 Peter lives on the \_\_\_\_\_ floor.
- 5 Ricky lives on the \_\_\_\_\_ floor.
- 6 Wilson lives on the \_\_\_\_\_ floor.





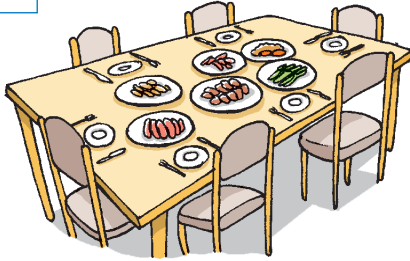
# Integrated skills

## A My home in the UK

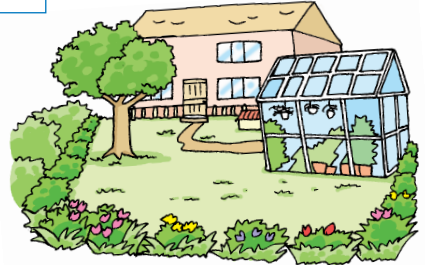


**A1** Neil made a video of his house in the UK. He sent it to Simon. First, write the name of the place under each picture. Then listen to Neil and put the pictures in the correct order. Write the numbers 1–6 in the boxes.

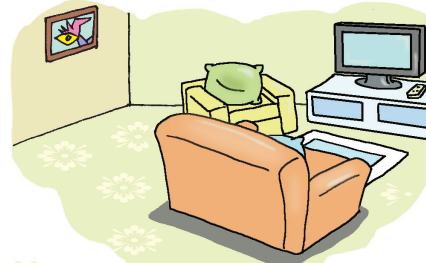
☐ a



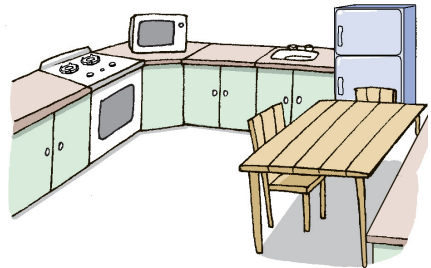
☐ b



☐ c



☐ d



☐ e



☐ f



**A2** Listen to Neil telling more about his house. Help Simon label the things in Part A1 with the words in the box.

flowers  
picture

forks  
shower

fridge  
sofa

knives  
toilet

lamp  
TV

**A3** Help Simon complete his email to Neil with the correct words in the box.

beautiful    bedroom    garden    house    living room    rooms

Dear Neil,

Thanks for your video.

Your <sup>(1)</sup> \_\_\_\_\_ is really different from the flats here in our town.

Your <sup>(2)</sup> \_\_\_\_\_ is full of flowers. It looks <sup>(3)</sup> \_\_\_\_\_.

I also like your <sup>(4)</sup> \_\_\_\_\_. It looks big and comfortable. There are many <sup>(5)</sup> \_\_\_\_\_ in your house, and you have your own <sup>(6)</sup> \_\_\_\_\_. It is really nice. I also have a bedroom of my own, but it is not big.

I hope to visit your home some day.

All the best,

Simon

## B Speak up: May I speak to Daniel, please?



Simon wants to speak to Daniel, but Daniel is not at home. His father answers the phone. Work in pairs to make a phone call. Use the conversation below as a model.

**Daniel's father:** Hello?

**Simon:** Hello. May I speak to Daniel, please?

**Daniel's father:** Sorry, he's not at home. Who's speaking, please?

**Simon:** This is Simon. I'm calling from my new home.

**Daniel's father:** New home? That's great! Can I take a message?

**Simon:** Yes, please. Can you ask him to call me back? My new telephone number is 5557 2188.

**Daniel's father:** Five, five, five, seven, two, one, double eight, right?

**Simon:** Right. Thanks. Goodbye.



## Stress in a word

When we pronounce words with more than one syllable, we stress one of the syllables. The stressed syllable sounds stronger. The stress can be on the first, middle or last syllable of a word.



**A** Listen and practise saying these words.

### Stressing the first syllable

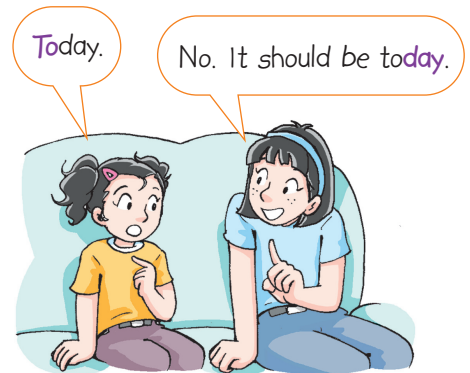
- 1 beau•ti•ful
- 2 coun•try
- 3 pal•ace

### Stressing the second syllable

- 1 ex•pen•sive
- 2 po•ta•to
- 3 to•mor•row

### Stressing the last syllable

- 1 be•tween
- 2 en•joy
- 3 Hal•low•een



**B** Listen and underline the stressed syllable of each word.

- |             |             |               |
|-------------|-------------|---------------|
| 1 cen•tre   | 4 Oc•to•ber | 7 fa•vour•ite |
| 2 bath•room | 5 mes•sage  | 8 won•der•ful |
| 3 hun•dred  | 6 in•clude  | 9 de•sign     |

**C** Work in pairs. Take turns to read the words in Part B aloud. The stressed syllable of each word should sound stronger than the other syllable(s).




## Task

### My dream home



Complete the questionnaire below with your own information.



### Homes in different countries

### Homes in different countries

Last name: \_\_\_\_\_ First name: \_\_\_\_\_ Age: \_\_\_\_\_

Telephone number: \_\_\_\_\_

What kind of home do you live in? Put a tick (✓) in the box.

House ☐ How many floors are there in your house? \_\_\_\_\_

Flat ☐ How many floors are there in your building? \_\_\_\_\_

Do you have a garden? \_\_\_\_\_

How many rooms are there in your home? \_\_\_\_\_

How many people live in your home? \_\_\_\_\_

Who are they? \_\_\_\_\_

Put a tick (✓) in the box next to the things you have in your home.

balcony	<input type="checkbox"/>	computer	<input type="checkbox"/>	fridge	<input type="checkbox"/>
living room	<input type="checkbox"/>	shower	<input type="checkbox"/>	sofa	<input type="checkbox"/>
study	<input type="checkbox"/>	toilet	<input type="checkbox"/>	washing machine	<input type="checkbox"/>

### Useful expressions

There is a/an ... in front of/behind/beside ....

It has ... floors.

There is/are ... on the ground/second floor.

There is/are always enough ... there.

I would like to invite my friends to ....

My friends like to ....

It is great fun!





**B** Read Simon's article about his dream home.

## My dream home

My dream home is at the foot of a hill. It has three floors. There is a football field behind my house and a swimming pool beside it.

There is a kitchen and a home cinema on the ground floor. The kitchen is very clean. There is always more than enough food there. The cinema has a large TV. I would like to invite my friends to watch films with me at the weekend.

On the first floor, there are six bedrooms. Each room has a new computer and all the beds are comfortable. My friends like to come and stay here.

There are two large rooms on the second floor. My friends and I have parties there. It is great fun!

**C** Write an article about your dream home. Use Simon's article as a model.



## Self-assessment

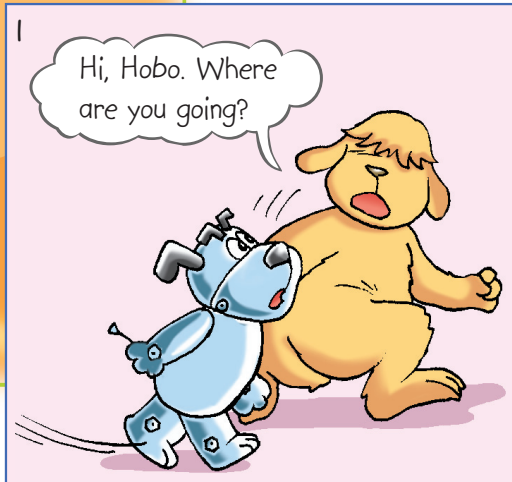
I can	Examples	Result
1 talk about the three homes in different countries.		
2 use the new words to talk about my (dream) home.		
3 use cardinal numbers and ordinal numbers to talk about people and things.		
4 stress the right syllable of each word.		

**Result:** 😊 Wonderful! 😊 Good! 😊 Not bad!  
I need to spend more time on \_\_\_\_\_.



## Unit 2

# Neighbours



## Neighbours

The Class 1, Grade 7 students are discussing life in their neighbourhood.

### Task

Write about how people help each other in your neighbourhood.



## Welcome to the unit

### People and places

**A** Where can you find these people? Match them with the places. Write the correct letters in the boxes.

1



waiter

2



doctor

3



teacher

4



nurse

5



student

6



cook

a



b



c



**B** Amy is asking Simon about his neighbourhood. Work in pairs and talk about your neighbourhood. Use the conversation below as a model.

**Amy:** Where do you live, Simon?

**Simon:** I live in a flat in City Garden in Ninth Street.

**Amy:** How many buildings are there in your neighbourhood?

**Simon:** There are about 20 buildings. Most of them have 14 floors.

**Amy:** What do you have around your neighbourhood?

**Simon:** We have supermarkets, restaurants, a school and a hospital.

**Amy:** Do you like living there?

**Simon:** Yes. It's good to live in a neighbourhood like that.



## A Good neighbours



 Amy wants to learn more about Simon's neighbours. Read their conversation.

**Amy:** Hi, Simon. What are your neighbours like?

**Simon:** They're kind and helpful. Some of them are volunteers. They often meet at the community centre and share their different skills. They help us with all kinds of problems.

5 **Amy:** When do they meet?

**Simon:** Usually they have a "helping hands" meeting at the weekend.

**Amy:** Are they going to have a meeting this weekend?

10 **Simon:** Yes. There's something wrong with my computer. I'm going to ask a computer engineer to check it. My cousin Annie's bicycle is broken, so she's going to ask someone to fix it.

**Amy:** Can you find anyone to help you with your homework?

**Simon:** Yes. Some college students are ready to help.

**Amy:** That's really nice. Do the volunteers help the old people too?

15 **Simon:** Yes. Some of them often visit the old people and do some shopping for them. This weekend, they'll help the old people clean their flats.

**Amy:** That's great! You're lucky to live in a neighbourhood like that, Simon.



## B About Simon's neighbours

**B1** Simon is showing Amy some pictures from the community centre. Help him complete the sentences with the words in the box.

bicycle college computer engineer fixing shopping

1



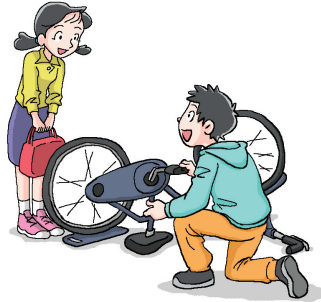
This volunteer often does some \_\_\_\_\_ for the old man.

2



The \_\_\_\_\_ student is helping the boy with his homework.

3



The man is \_\_\_\_\_ the girl's \_\_\_\_\_.

4



The \_\_\_\_\_ is checking the \_\_\_\_\_.

**B2** Amy is writing something about Simon's neighbours. Read her notes. Write a *T* if a sentence is true or an *F* if it is false.

- 1 Volunteers share their skills and help people in the neighbourhood with different problems. \_\_\_\_\_
- 2 Usually there is a meeting at the weekend. \_\_\_\_\_
- 3 Simon wants to ask someone to fix his bicycle. \_\_\_\_\_
- 4 Annie's computer is broken. \_\_\_\_\_
- 5 Parents help their children with their homework. \_\_\_\_\_
- 6 Volunteers also help the old people. \_\_\_\_\_



**B3** Simon is writing about his neighbours for the school newsletter. Help him complete his article with the words in the box.

all kinds of  
fix

at the weekend  
homework

broken  
lucky

check  
problems

different skills  
ready to help

### *My neighbours*

*My neighbours are kind and helpful. Some of them are volunteers.*

*They have <sup>(1)</sup> \_\_\_\_\_ and often help us with*

*<sup>(2)</sup> \_\_\_\_\_ problems.*

*Usually there is a "helping hands" meeting <sup>(3)</sup> \_\_\_\_\_.*

*People go there when they need help with their <sup>(4)</sup> \_\_\_\_\_.*

*Computer engineers are popular. They help people <sup>(5)</sup> \_\_\_\_\_*

*their computers. You can also find someone to <sup>(6)</sup> \_\_\_\_\_*

*things like <sup>(7)</sup> \_\_\_\_\_ bicycles.*

*Students can get help with their <sup>(8)</sup> \_\_\_\_\_. There are*

*some college students among the volunteers, and they are always*

*<sup>(9)</sup> \_\_\_\_\_. Volunteers also help the old people.*

*We are <sup>(10)</sup> \_\_\_\_\_ to live in a neighbourhood like that.*

*People here are like a big family.*





# Grammar

## A Simple future tense with *will* and *shall*

TIP

We usually use **will**. We only use **shall** with **I** or **we**, and this usage is becoming old-fashioned.

We use **will** or **shall** when we talk about

1 things that are sure to happen in the future:

It **will** rain this afternoon.

2 plans that we are making now:

I **will** take an umbrella with me.

We make positive and negative sentences using the simple future tense like this:

I/We	<b>will (not)/shall (not)</b>	go.
You/They/He/She/It	<b>will (not)</b>	

TIP

I will/shall = I'll  
I will not = I **won't**  
I shall not = I **shan't**

We ask and answer questions using the simple future tense like this:

<b>Will/Shall</b>	I/we	go?
<b>Will</b>	you/they/ he/she/it	

<b>Yes,</b>	I/we	<b>will/shall.</b>
	you/they/ he/she/it	<b>will.</b>

<b>No,</b>	I/we	<b>will not/ shall not.</b>
	you/they/ he/she/it	<b>will not.</b>

## Asking for help

Simon's computer is broken. He is asking someone at the community centre for help. Complete their conversation with the simple future tense of the verbs in brackets.

**Mr Lin:** Hello, Simon. Do you need any help?

**Simon:** Yes, Mr Lin. There's something wrong with my computer.

**Mr Lin:** OK. We <sup>(1)</sup> \_\_\_\_\_ (ask) an engineer to check it for you.

**Simon:** When <sup>(2)</sup> \_\_\_\_\_ the engineer \_\_\_\_\_ (be) free?

**Mr Lin:** Well, we <sup>(3)</sup> \_\_\_\_\_ (call) him first. <sup>(4)</sup> \_\_\_\_\_ you \_\_\_\_\_ (wait) for us to call back?

**Simon:** All right. I <sup>(5)</sup> \_\_\_\_\_ (wait) for your call. Thanks.

**Mr Lin:** You're welcome.

B Simple future tense with **be going to**

**TIP** We often use some time expressions when we talk about the future.  
this afternoon  
tonight  
tomorrow  
the day after tomorrow  
this Sunday  
next Tuesday  
next week

We use **be going to** when we talk about

- 1 something we decide to do:  
I **am going to** visit our new neighbours.  
She **is going to** watch the film next Friday.
- 2 things that will probably happen:  
It is nine o'clock. We **are going to** be late.  
It is so cloudy. I think it **is going to** rain.

**TIP** When we use **be going to** without a time expression, we are talking about the near future.

We ask and answer questions with **be going to** like this:


Am	I	going to	have a party	tomorrow?
Are	you/we/they			
Is	he/she/it			

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

Yes,	I	am.
	you/we/they	are.
	he/she/it	is.

No,	I	am not.
	you/we/they	are not.
	he/she/it	is not.

Planning a day out

 Simon is telling Amy about his plan for a day out with his uncle's family. Help him use the correct forms of **be going to** to talk about his plan.



- Simon:** Hi, Amy. My parents and I are planning a day out with my uncle's family the day after tomorrow.
- Amy:** Great! What <sup>(1)</sup> \_\_\_\_\_ you \_\_\_\_\_ (do)?
- Simon:** I <sup>(2)</sup> \_\_\_\_\_ (buy) some food, and my cousin Annie <sup>(3)</sup> \_\_\_\_\_ (buy) some plates and forks.
- Amy:** What <sup>(4)</sup> \_\_\_\_\_ your parents \_\_\_\_\_ (do)?
- Simon:** They <sup>(5)</sup> \_\_\_\_\_ (bring) some water.
- Amy:** How about your uncle?
- Simon:** He <sup>(6)</sup> \_\_\_\_\_ (make) a fire.
- Amy:** And your aunt? What <sup>(7)</sup> \_\_\_\_\_ she \_\_\_\_\_ (do)?
- Simon:** She <sup>(8)</sup> \_\_\_\_\_ (cook) some food.





# Integrated skills

## A Different jobs

**A1** Millie wants to know more about different jobs. Look at the following pictures. Help her write the correct names under the pictures.

manager  
policeman

office worker  
postman

company  
post office

police station  
restaurant



**A2** Wendy, Millie's penfriend, is talking about her family members' jobs. Listen to her and complete the table below.

Person	Job	Place
Wendy's dad		
Wendy's mum		
Wendy's elder brother		
Wendy's elder sister		





**A3** Millie is making notes about Wendy's family. Listen to Wendy again and help Millie complete her notes below.

### Wendy's family

There are five people in Wendy's family.

Her dad is a <sup>(1)</sup> \_\_\_\_\_. He works in a <sup>(2)</sup> \_\_\_\_\_ near her school. Sometimes he works <sup>(3)</sup> \_\_\_\_\_.

Her mum works in a <sup>(4)</sup> \_\_\_\_\_ in the town centre. She is a <sup>(5)</sup> \_\_\_\_\_, so she is always busy.

Her elder brother works in a <sup>(6)</sup> \_\_\_\_\_. He is a <sup>(7)</sup> \_\_\_\_\_. He often goes to work <sup>(8)</sup> \_\_\_\_\_. He loves his job.

Her elder sister is an <sup>(9)</sup> \_\_\_\_\_. She works for a <sup>(10)</sup> \_\_\_\_\_ far away from her home, so she goes to work by train.

### B Speak up: What are you going to be in the future?



Millie is talking with her classmates about their future jobs. Work in groups and talk about what you are going to be. Use the conversation below as a model.

**Millie:** Hi, Daniel. What are you going to be in the future?

**Daniel:** I like computers. I'm going to be a computer engineer.

**Millie:** That's interesting. I'm sure you'll be good at it. I love school. I'm going to be a teacher.

**Sandy:** I'm good at drawing. I'm going to be an artist.

**Millie:** That sounds like a good idea. And you, Amy?

**Amy:** I'm going to be a doctor. I want to help sick people. How about you, Simon? What are you going to be?

**Simon:** I'm going to be a football player.



## Linking sounds

We often link sounds together when we speak English. There are four different ways of linking sounds together.

- 1 We usually link a consonant sound with a vowel sound.

an <sup>^</sup>apple

stand <sup>^</sup>up

in <sup>^</sup>an <sup>^</sup>hour

- 2 When the first word ends in -r or -re and the next word begins with a vowel sound, we join them together with a /r/ sound between them.

there <sup>^</sup>are

for <sup>^</sup>us

here <sup>^</sup>is

- 3 When there are two vowel sounds, we join them as if there were a /j/ or /w/ sound between them.

we <sup>^</sup>enjoy

go <sup>^</sup>out

the <sup>^</sup>other

- 4 When two consonant sounds of two words meet, we sometimes do not need to pronounce the first consonant sound.

best <sup>^</sup>time

sit <sup>^</sup>down

a big <sup>^</sup>cake



**A** Listen carefully. See how you can link the following words together. Then practise saying them.

1 cold ice

3 an egg

5 turn on

2 big orange

4 an umbrella

6 get up



**B** Listen carefully to these words. Then practise saying them.

1 there is

3 far away

5 more or less

2 here are

4 four of us

6 over again



**C** Listen carefully to these words. Then practise saying them.

1 high up

3 three exercises

5 no other

2 the area

4 go in

6 two oranges



**D** Listen carefully to these words. Then practise saying them.

1 next team

3 keep busy

5 best doctor

2 cold drink

4 white cat

6 hard time





## Task

### Helping each other



**A** Simon is looking at the noticeboard of the community centre. Read the notices.

#### Notices

Dear all,

We are going to have a “helping hands” meeting at the community centre on the afternoon of 5 March.

Do you have any problems? Please look at the information below. It may help you!

**City Garden Community Centre**

Are you not feeling well these days? Do not worry. There are good doctors and nurses here. They will make you feel better!

**Health Centre**

Is your washing machine not working? Is there anything wrong with your fridge? Our engineers are here to help with your problems!

**Fix-It Club**

**Are you worrying about what to wear to a party or how to design your home? We have some artists to help. All our group members know a lot about styles and colours. They will be happy to give you some ideas!**

*Art & Design Group*

**B** Simon is writing about the meeting on his blog. Help him complete his article with the information in Part A.

Simon

We are going to have a "helping hands" meeting at the  
 (1) \_\_\_\_\_ on the afternoon of (2) \_\_\_\_\_.  
 Some neighbours are there ready to help.

Sometimes people do not feel well. The (3) \_\_\_\_\_ at  
 the Health Centre will (4) \_\_\_\_\_. There are also some  
 (5) \_\_\_\_\_ at the Fix-It Club. People will get help if  
 there is (6) \_\_\_\_\_ with their washing machine or  
 fridge. The members at the Art and Design Group know a lot  
 about (7) \_\_\_\_\_. When people do not know  
 (8) \_\_\_\_\_ or (9) \_\_\_\_\_, the artists will  
 give them (10) \_\_\_\_\_.

**C** How do your neighbours help each other? Prepare notes about it. Then write your article. Use Simon's article as a model.



## Self-assessment

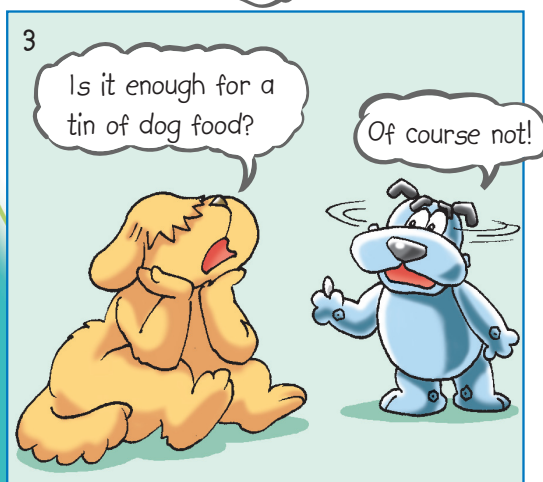
I can	Examples	Result
1 talk about Simon's neighbours.		
2 use the new words to talk about how people help each other.		
3 use <b>will/shall</b> or <b>be going to</b> to talk about activities in the future.		
4 link the sounds when I speak English.		

**Result:** 😊 Wonderful! 😊 Good! 😊 Not bad!

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

## Unit 3

# Welcome to Sunshine Town!



## Things to do in Sunshine Town

The Class 1, Grade 7 students are planning activities for a group of exchange students from the UK.

### Task

Write a script for a video presentation on your hometown.





## Welcome to the unit

### Exchange students from the UK

**A** A group of exchange students from the UK are coming to visit Sunshine Town. Look at the pictures and complete what each person is saying.

Chinese food

films

football

shopping

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



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



3 I love playing \_\_\_\_\_.



4 I love watching \_\_\_\_\_.



**B** The Class 1, Grade 7 students are suggesting activities for the exchange students. Work in groups and talk about what you can do in your hometown. Use the conversation below as a model.

**Millie:** The exchange students are coming. Shall we take them to the cinema?

**Daniel:** Sure. We can watch some wonderful films together.

**Amy:** Shopping is fun. We can take them to the shopping mall too.

**Simon:** Yes, and I'd like to take the boys to our school's football field.

**Sandy:** Shall we invite them to have dinner with us? They can try some Chinese food.

**Daniel:** Good idea!



## A A video about Sunshine Town



*The Class 1, Grade 7 students are preparing a video presentation for the exchange students from the UK. Here is their script.*

### **Welcome to Sunshine Town!**

There are lots of things to do in Sunshine Town.

**Would you like to ...**

**stay in a quiet town?**

The air is fresh here. You can see many trees, lakes and green hills.

- 5 There is also a beautiful park in the town centre. Local people like jogging in the park in the morning. Sunshine Town is not far from the centre of Beijing. It takes only 40 minutes by underground.

**go shopping?**

There are lots of nice shops in our town. Most things are not

- 10 expensive. You can buy wonderful presents for your family and friends there.

**eat Chinese food?**

Beijing duck is very famous. Would you like to try some? There are many Chinese restaurants here. If you do not like Chinese food,

- 15 there are some Western restaurants too.

**enjoy Beijing opera?**

Why not visit our local theatre and enjoy Beijing opera? If you want to learn more about Chinese art, don't miss the opera shows there.

- 20 Welcome to our town. We are looking forward to meeting you soon.



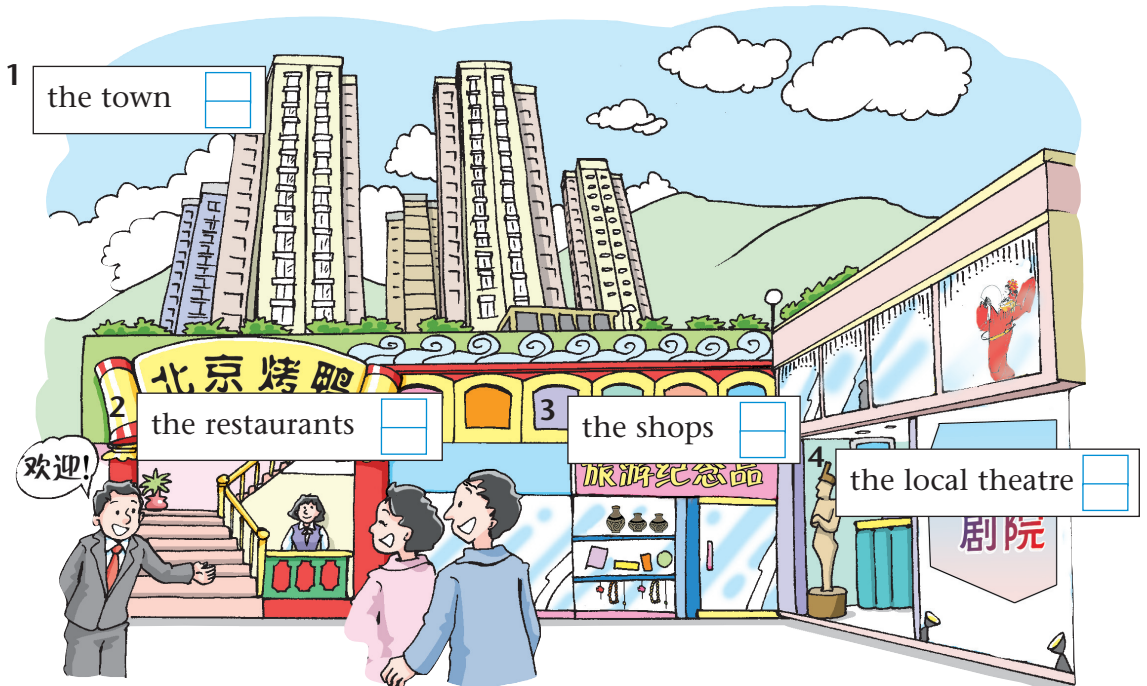
## B A good place to live

**B1** The students want to check their script carefully before they make the video. Help them match the words on the left with the meanings on the right. Write the correct letters in the blanks.

- |                             |       |                                                       |
|-----------------------------|-------|-------------------------------------------------------|
| 1 fresh (line 4)            | _____ | a not hear, see or have something                     |
| 2 local (line 5)            | _____ | b very clean or cool                                  |
| 3 famous (line 13)          | _____ | c feel happy because you are going to enjoy something |
| 4 miss (line 18)            | _____ | d known by many people                                |
| 5 look forward to (line 20) | _____ | e in the area near where you live                     |

**B2** The students want to send a picture of Sunshine Town to the exchange students. Help them fill in the information. Write the correct letters in the boxes.

- |                                 |                                      |
|---------------------------------|--------------------------------------|
| a enjoy Beijing opera           | e not far from the centre of Beijing |
| b buy wonderful presents        | f quiet and beautiful                |
| c learn more about Chinese art  | g some Western restaurants           |
| d most things are not expensive | h try some Chinese food              |





**B3** Neil, one of the exchange students, is making some notes on Sunshine Town. Write a **T** if a sentence is true or an **F** if it is false.

- 1 Sunshine Town is a quiet town. \_\_\_\_\_
- 2 Local people like jogging in the park in the morning. \_\_\_\_\_
- 3 There are not many shops in Sunshine Town. \_\_\_\_\_
- 4 The things in the shops are nice but expensive. \_\_\_\_\_
- 5 You can eat Beijing duck in the town. \_\_\_\_\_
- 6 You can learn how to sing Beijing opera in the town. \_\_\_\_\_

**B4** Neil is calling his mum in the UK. His mum is asking him some questions about Sunshine Town. Complete their conversation with the information on page 32.

**Mum:** Hello, who's speaking?

**Neil:** Hi, Mum. This is Neil.

**Mum:** Hi, Neil! How are you? Do you like Sunshine Town?

**Neil:** Yes. It's beautiful. The air is <sup>(1)</sup> \_\_\_\_\_, and there are many trees, lakes and <sup>(2)</sup> \_\_\_\_\_.

**Mum:** Is it far from the centre of Beijing?

**Neil:** No. It takes only <sup>(3)</sup> \_\_\_\_\_ by underground.

**Mum:** Are there many shops there, Neil?

**Neil:** Yes. We'll go shopping at Sunshine Shopping Mall. Our friends say most things there are not <sup>(4)</sup> \_\_\_\_\_.

**Mum:** That's good. What's the food like there?

**Neil:** <sup>(5)</sup> \_\_\_\_\_ food is great, and there are some <sup>(6)</sup> \_\_\_\_\_ restaurants too.

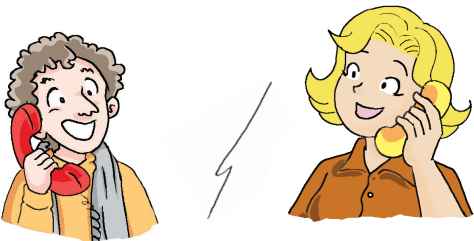
**Mum:** What about Beijing opera? I know you want to watch it!

**Neil:** There's a <sup>(7)</sup> \_\_\_\_\_. We can watch Beijing opera there.

**Mum:** That's nice. Have a good time!

**Neil:** Thanks, Mum. Bye.

**Mum:** Goodbye.





# Grammar


## A Noun + 's













- We usually add 's to a singular noun to express the idea of belonging.  
I would like to take the boys to our **school's** football field.
- We add ' to a plural noun ending in -s.  
The exchange **students'** homes are in the UK.
- We add 's to plural nouns that do not end in -s.  
children's      people's      men's      women's
- We often use 's with names.  
**Neil's** mother is calling him from the UK.

**TIP**

When a name ends in -s, we also add 's.  
Charles's car

## Presents for the students

 The students have some presents for the exchange students, but their things got mixed up. Mr Wu is asking Amy which things belong to which people. Help Amy complete the answers.

Daniel		  
Kitty		  
Millie		  

- Whose postcards are these? They're Millie's.
- Whose cap is this? It's \_\_\_\_\_.
- Whose T-shirt is that? It's \_\_\_\_\_.
- Whose key ring is that? It's \_\_\_\_\_.
- Whose pencils are those? They're \_\_\_\_\_.

## B Possessive adjectives and pronouns

We use possessive adjectives and pronouns to express the idea of belonging.

There are lots of nice shops in **our** town.


An old friend of **mine** is coming to see me.

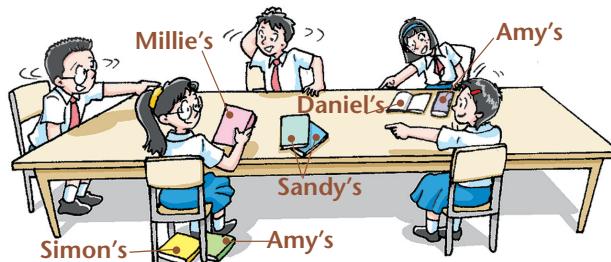
**TIP**

The possessive adjective **its** does not have an apostrophe ('). Note that **it's** means "it is".

		Possessive adjective			Possessive pronoun
I	love	my	toys.	They are	mine.
You		your			yours.
We		our			ours.
They	loves	their			theirs.
He		his			his.
She		her			hers.
It		its			

### Whose books are they?

 The students have some new books from the bookshop, but their books are mixed up. Look at the picture below and complete their conversation.



**Daniel:** Look at <sup>(1)</sup> our books. They're all over the place.

**Millie:** Are those <sup>(2)</sup> \_\_\_\_\_ books, Amy?

**Amy:** No, they aren't <sup>(3)</sup> \_\_\_\_\_. They're Sandy's. <sup>(4)</sup> \_\_\_\_\_ book is under Sandy's chair.

**Sandy:** Yes. And <sup>(5)</sup> \_\_\_\_\_ is here too, Simon.

**Simon:** What about that book, Sandy? Is it <sup>(6)</sup> \_\_\_\_\_?

**Sandy:** No. It's Millie's.

**Daniel:** Oh yes, it's <sup>(7)</sup> \_\_\_\_\_, and here is <sup>(8)</sup> \_\_\_\_\_ book. It's next to Amy's pencil case.

**Work out the rule!**

We \_\_\_\_\_ (need, do not need) to put a noun after a possessive pronoun.



# Integrated skills

## A A day at the Palace Museum

**A1** The exchange students want to visit the Palace Museum. They are reading a poster about it. Here is the poster.

### The shows at the Palace Museum

Come to the Palace Museum! There are many things to see here. Don't miss them.

Taihe Palace—the golden throne

Baohe Palace—works of art

Huangji Palace—Chinese paintings

... and many more

You can learn all about China's history at the museum!

**A2** Neil is writing down information about the Palace Museum. Read the poster in Part A1 and complete part of the table below.

Time	Place	Things to see
	Taihe Palace	the golden throne
	Zhonghe Palace	
	Baohe Palace	
	Huangji Palace	
	Fengxian Palace	



**A3** The exchange students are at the Palace Museum. Listen to the tour guide's introduction to the Palace Museum. Then complete the table in Part A2.





**A4** Neil is making some notes, but there are some mistakes in them. Listen to the guide again. Help Neil underline the mistakes and write the correct answers in the blanks.

- 1 See the golden throne in Taihe Palace at 10 p.m. \_\_\_\_\_
- 2 Go to Zhonghe Palace at 10:13 a.m. \_\_\_\_\_
- 3 Go to Huangji Palace to see works of art at 11 a.m. \_\_\_\_\_
- 4 See Chinese paintings in Baohe Palace at 1 p.m. \_\_\_\_\_
- 5 See clocks and lamps in Fengxian Palace at 2:30 p.m. \_\_\_\_\_

## B Speak up: What time shall we meet?



**A4** Simon is inviting Neil to Beihai Park. Work in pairs and make plans for a visit. Use the conversation below as a model.

**Simon:** Would you like to go to Beihai Park tomorrow?

**Neil:** OK. What can we do there?

**Simon:** We can row a boat on the lake.

**Neil:** That's great! What time shall we meet?

**Simon:** Let's meet in front of your hotel at 8:30 tomorrow morning.

**Neil:** That's fine. How far is it from the hotel?

**Simon:** It's about 40 minutes by bus.

**Neil:** OK. We'll have a good time there!







## Stress in sentences

When we speak English, we often stress important words, e.g. nouns, main verbs, adjectives and adverbs. We do not usually stress less important words, e.g. articles, prepositions, pronouns or conjunctions.

My **aunt** is a **teacher** in a **middle school**.

**Mr Lin** is going to **visit** the **USA** **next month**.

However, the words are not equally important. We can stress some of the words to show that they are more important information.

**Mr Li** owns a four-bedroom flat. (It is Mr Li that owns a four-bedroom flat.)

Mr Li **owns** a four-bedroom flat. (He does not rent the flat from others.)

Mr Li owns a **four-bedroom** flat. (It is a four-bedroom flat, not another kind of flat.)

Mr Li owns a four-bedroom **flat**. (It is a flat, not a house.)



*Listen to the following conversation. Pay attention to the stressed words.*

**Millie:** **Where** are you going, Daniel?

**Daniel:** I'm going to the **bookshop**.

**Millie:** **What** are you going to buy?

**Daniel:** My **pen** is **broken**. I want to buy a **new** one.

**Millie:** I need some **exercise books**. Can I go with you?

**Daniel:** **Sure**.



*Read the sentences below. Stress the different words according to the meanings you want to express.*

1 I want to buy a CD at the bookshop.

- a I am talking about what I want to do, not what I do not want to do.
- b I am talking about a bookshop, not another kind of shop.
- c I am talking about a CD, not something else.

2 Daniel sometimes watches TV on Sunday morning.

- a I am talking about watching TV, not another activity.
- b I am talking about Daniel, not another student in the class.
- c I am talking about Sunday morning, not another morning.



## Task

### My hometown

**A** John, one of the exchange students, wants to make a video about his hometown. He is making notes before writing the script. Read his notes below.

#### Hometown

about one hundred families  
raise cows  
grow wheat  
know each other  
friendly  
buses to the town centre

#### Things to do

smell the flowers  
hear the birds sing  
row a boat on the lake  
go shopping in the town centre

#### Useful expressions

It has ....

There is/are ....

I like ....

Some ..., and others ....

It is a wonderful ....

#### My house

on a farm  
two floors  
flowers and trees around  
near a lake

**B** You also want to prepare a video presentation on your hometown. Think about what you can see and do in your hometown. Then make some notes.



Read John's script about his hometown.



Hello, I'm John. I'm going to show you around my hometown.

Look! This is my house. It is on a farm. It has two floors. Most people here live in houses like this. There are many flowers and trees around my house. Every day, I can smell the flowers and hear the birds sing. There is a lake near my house. Sometimes we row a boat there.

There are about one hundred families in our town. Some families raise cows, and others grow wheat. People here know each other. They are all friendly. There are buses to the town centre every day. Usually my mother drives us there to do the shopping.

We enjoy our life here. I think it is a wonderful place to live. I hope you can come and visit soon!



Use your notes to write a script for your video presentation. Use John's script as a model. Then read your script to your classmates.



## Self-assessment

I can	Examples	Result
1 talk about Sunshine Town.		
2 use the new words to talk about my hometown.		
3 use the correct possessives to refer to people or things.		
4 stress the right words in a sentence.		

Result: 😊 Wonderful!

😊 Good!

😓 Not bad!

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

## Unit 4

# Finding your way



### Do you know the way?

The Class 1, Grade 7 students are learning how to give directions.

#### Task

Write an invitation letter and show your friends how to get to your home.










## A A trip to the zoo



 The students are in front of Sunshine Zoo. A tour guide is showing them a map and telling them how to get around the zoo. Here is her introduction.

Hi, everybody. Here we're in front of the South Gate. Go straight on, and you'll find the Panda House. Pandas are cute. They like to eat bamboo and lie down all day long. Every year, lots of visitors come here to see them.

- 5 Walk along the road. To the north of the Panda House, you'll find the lions. Lions are the kings of the animal world. Remember that they're dangerous. Never go near them.

Turn left, and to the west of the Lions' Area, you'll find the World of Birds. Birds make beautiful sounds when they sing. To the north of  
10 the World of Birds is the Monkeys' Forest. Monkeys are clever and funny. They jump around and make people laugh.

Then turn right, and to the east of the Monkeys' Forest, you'll see the giraffes. They're quite tall. Their long necks help them eat the leaves from trees. North-east of the giraffes there's a bridge. Cross  
15 the bridge, and you'll see the elephants. Their large ears are like open fans.

Here you can see all kinds of animals. Have a nice trip!



**B About the zoo**

**B1** Read the introduction on page 44 again. Write down the different animals in the correct position. Then complete the instructions and tell your partner about it.







- birds
- elephants
- giraffes
- lions
- monkeys
- pandas

- The pandas are <sup>(1)</sup> north of the South Gate.
- The lions are <sup>(2)</sup> \_\_\_\_\_ of the pandas.
- The birds are <sup>(3)</sup> \_\_\_\_\_ of the lions.
- The birds are <sup>(4)</sup> \_\_\_\_\_ of the monkeys.
- The giraffes are <sup>(5)</sup> \_\_\_\_\_ of the monkeys.
- The elephants are <sup>(6)</sup> \_\_\_\_\_ of the giraffes.

**B2** Here are some descriptions about Sunshine Zoo. Write a **T** if a sentence is true or an **F** if it is false.

- 1 The students start their visit from the North Gate.
- 2 Pandas do not like to lie down all day long.
- 3 Visitors cannot go near the lions.
- 4 The birds in the zoo are very quiet.
- 5 Monkeys are clever and funny.
- 6 To the north-east of the giraffes there is a hill.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**B3** Millie is making some notes about the animals in the zoo. Help her fill in each blank with the correct answer.

Animal	Features
 panda	(1) _____ (cute, clever), eat (2) _____ (bamboo, grass)
 lion	(3) _____ (king, friend) of the animal world
 bird	make beautiful (4) _____ (pictures, sounds)
 monkey	(5) _____ (jump around, run fast) and make people (6) _____ (laugh, cry)
 giraffe	quite (7) _____ (short, tall), long (8) _____ (neck, face)
 elephant	(9) _____ (large, small) ears like open (10) _____ (umbrellas, fans)

**B4** Millie is telling her friend Wendy online about Sunshine Zoo. Complete their conversation with the information on page 44.

Wendy, Millie

**Wendy:** Hi, Millie. How was your trip to the zoo?

**Millie:** Not bad. There are lots of (1) \_\_\_\_\_ in the zoo.

**Wendy:** Are there any pandas?

**Millie:** Yes. Pandas are (2) \_\_\_\_\_. Every year, lots of (3) \_\_\_\_\_ come to see them.

**Wendy:** Are there any lions?

**Millie:** Yes, but they're (4) \_\_\_\_\_. We can't go near them.

**Wendy:** There are also birds, aren't there?

**Millie:** Yes. I like to hear birds (5) \_\_\_\_\_. There are monkeys too.

**Wendy:** I like monkeys. They're clever and (6) \_\_\_\_\_.

**Millie:** Yes, they are. And there are also tall (7) \_\_\_\_\_. Their long necks help them eat the (8) \_\_\_\_\_ from trees.



## Grammar

### A Using *a*, *an* and *the*

We use **a** or **an** when we mention a person or thing for the first time. We use **the** before a noun when the person or thing is mentioned again, or when we are talking about a specific person or thing.



Look! Here is **a** panda.



**The** panda is eating bamboo.

### Fun in the zoo



*Millie and Daniel are talking about the animals in the zoo. Complete their conversation with **a**, **an** or **the**.*

**Millie:** Let's go to the Panda House first.

**Daniel:** Here we are. I can see <sup>(1)</sup> \_\_\_\_\_ panda there. It's lying on the grass.

**Millie:** How cute! I really love pandas. Look! There's <sup>(2)</sup> \_\_\_\_\_ baby panda. It's so small.

**Daniel:** Yes. <sup>(3)</sup> \_\_\_\_\_ baby panda doesn't look like its mother.

**Millie:** Now let's go to see some lions.

**Daniel:** Are <sup>(4)</sup> \_\_\_\_\_ lions in <sup>(5)</sup> \_\_\_\_\_ open area?

**Millie:** No, they aren't. They're in <sup>(6)</sup> \_\_\_\_\_ very big cage.

**Daniel:** I see.

*(Half an hour later)*

**Daniel:** Millie, here's <sup>(7)</sup> \_\_\_\_\_ bridge. What can you see across it?

**Millie:** Oh, <sup>(8)</sup> \_\_\_\_\_ elephant is standing over there.

**Daniel:** Let's go across <sup>(9)</sup> \_\_\_\_\_ bridge and see <sup>(10)</sup> \_\_\_\_\_ elephant.

## B Prepositions of place

**TIP** Prepositions of place  
 above  
 at  
 behind  
 below  
 beside  
 between  
 in  
 in front of  
 inside  
 next to  
 on  
 outside  
 over  
 under

We use prepositions of place to say where things or people are.

The flowers are **in front of** the shop.

The trees are **behind** the shop.

The shopkeeper is **inside** the shop.

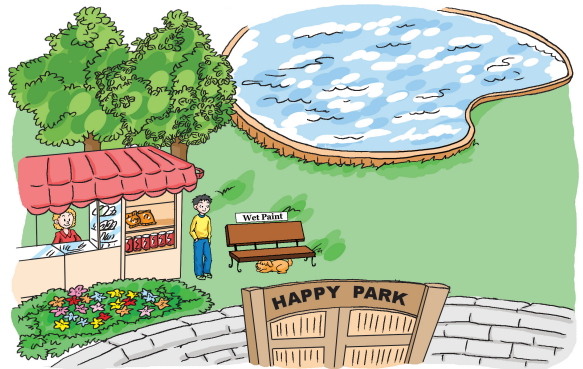
The boy is **outside** the shop.

The food is **above** the drinks.


The drinks are **below** the food.

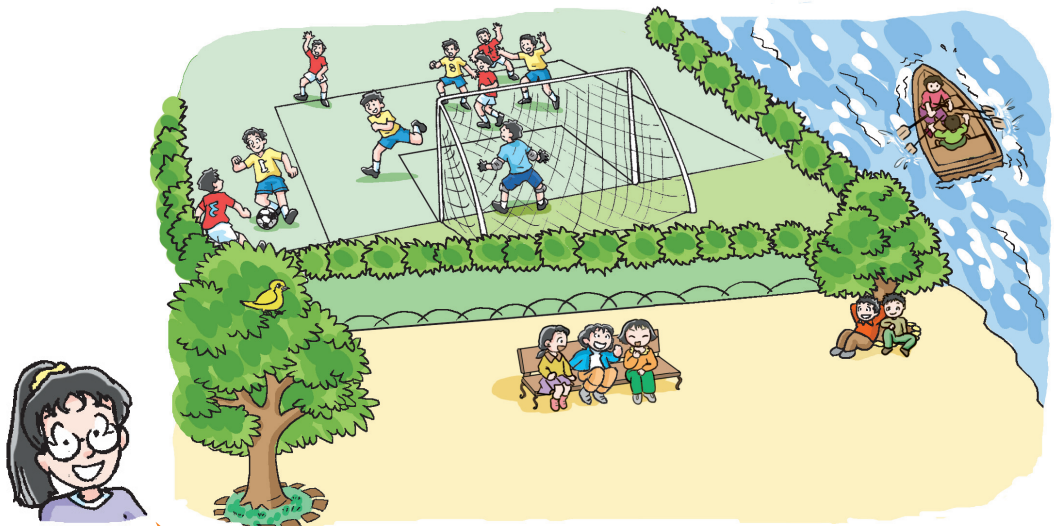
The sign is **over** the bench.

The dog is **under** the bench.



### In the park

 Sandy goes to the park every weekend. Look at the picture below and complete her description with the correct prepositions of place.



There's a beautiful lake in the park. Look! Two boys are rowing a boat

(1) \_\_\_\_\_ the lake. (2) \_\_\_\_\_ the lake there's a football field.

Some boys are playing football (3) \_\_\_\_\_ it. (4) \_\_\_\_\_ the football

field, there are two trees. On the left, a bird is singing (5) \_\_\_\_\_ one tree. On

the right, two boys are sitting (6) \_\_\_\_\_ the other tree. (7) \_\_\_\_\_

the two trees, three girls are chatting (8) \_\_\_\_\_ the bench.





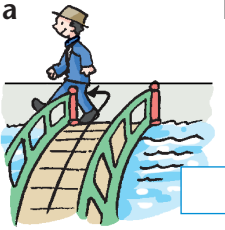
## Integrated skills

### A Finding treasure

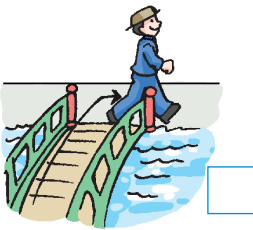


**A1** ▶ The students are going on a treasure hunt. Mr Wu is teaching them some simple instructions first. Listen to his instructions and tick (✓) the correct boxes.

1 a



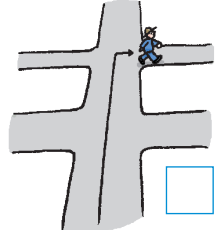
b



2 a



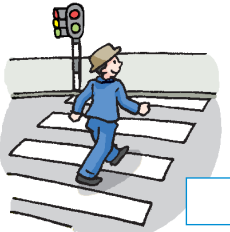
b



3 a



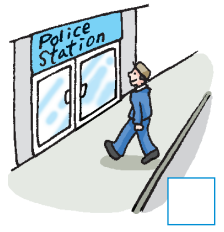
b



4 a



b



**A2** ▶ Simon and Daniel are in the same group. Listen to the instructions. Help them put these sentences in the correct order. Write the numbers 1–6 in the boxes.

☐

a Walk past the house, turn left and walk along the path next to the river.

☐

b Walk along the path, and you'll see a house on your left.

☐

c When you're at the big tree, turn left and walk to the bridge.

☐

d Cross the bridge, turn right and walk straight on.

☐

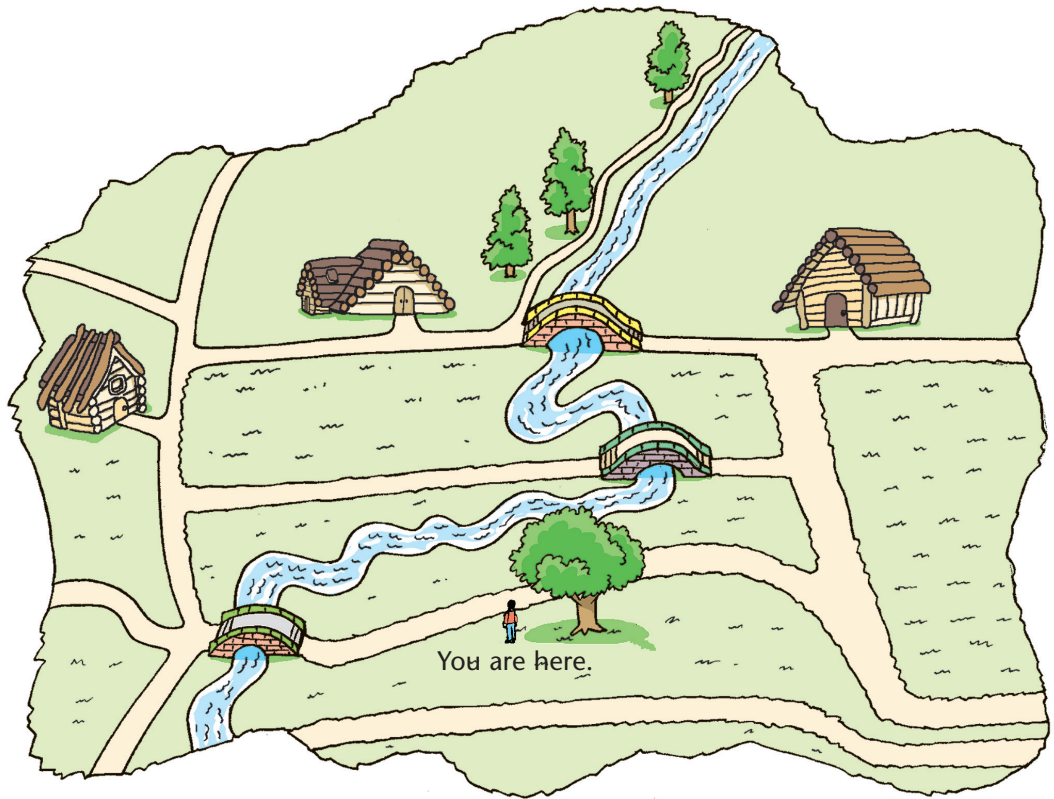
e The treasure is under the ground in front of the third tree on the left.

☐

f Take the second turning on the right.



**A3** Listen to the instructions again and draw the route on the map. Mark on the map where the treasure is.



## B Speak up: How do I get there?



**Millie** is giving Daniel directions to Sunny Garden. Work in pairs and tell your partner how to get to a place. Use the conversation below as a model.

**Millie:** Hi, Daniel. There's an English Corner at Sunny Garden this Saturday afternoon. Would you like to come?

**Daniel:** Yes, I'd love to. How do I get there?

**Millie:** You can walk there from your building. Go out and turn left. Walk straight on, and you'll see the traffic lights.

**Daniel:** Which way should I go at the traffic lights?

**Millie:** Just cross the road. Walk past the supermarket and turn left at the first crossing. Then you'll see Sunny Garden at the corner of the street.



**Daniel:** Thanks, Millie. See you there.





## Falling tone and rising tone





When we speak, we drop our tone at the end of a statement.

- 1 There is a path between the hills. 
- 2 Pandas are cute. 

When we ask a **yes/no** question, our tone rises at the end of the question.

- 1 Are there any lions? 
- 2 Is the zoo far away from our school? 

When we ask a **wh-** question, our tone usually falls at the end of the question.



- 1 What can you see across the bridge? 
- 2 How do I get there? 

We make our tone rise at the end of a sentence to show surprise.

**Simon:** The zoo is about three kilometres away from our school. 

**Daniel:** Three kilometres?



*Read the conversation below. Put a falling arrow (  ) or a rising arrow (  ) at the end of each sentence. Then practise it with your partner.*

**Millie:** Hi, Sandy. Tomorrow is Saturday. Would you like to go and see a film?

**Sandy:** Yes, I'd like to. Which cinema do you want to go to?

**Millie:** The one at Sunshine Shopping Mall.

**Sandy:** Sunshine Shopping Mall?

**Millie:** Sure. We can go shopping there too.

**Sandy:** Good idea. When shall we meet?

**Millie:** Is 2 p.m. OK?

**Sandy:** All right. See you then.





## Task

### An invitation letter



**A** Suzy, one of the Class 1, Grade 7 students, is going to invite her friends to her birthday party at home. Read her invitation.

Dear friends,

I am going to have a birthday party at home this weekend. I would like to invite you to the party. It will start at 2 p.m. on Sunday, 21 April. My parents will prepare plenty of food and drinks for us. We will also play some games.

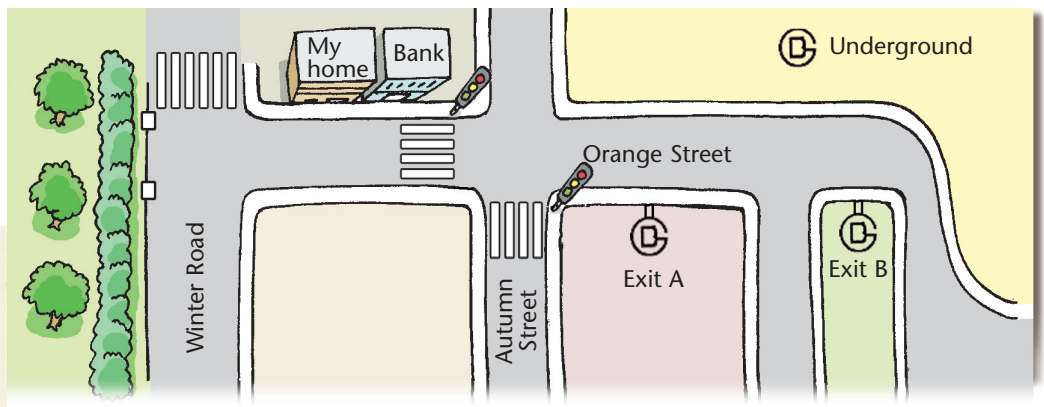
I am looking forward to seeing you at the party.

Yours,

Suzy




**B** Suzy wants to show her friends how to get to her home in her letter. Help her complete the directions according to the map.



This is the way to my home. Take the <sup>(1)</sup> \_\_\_\_\_. Get out at Exit A. Turn <sup>(2)</sup> \_\_\_\_\_ and walk straight on to the traffic lights. Then cross Autumn Street and turn <sup>(3)</sup> \_\_\_\_\_. Walk across Orange Street. You will see a bank in front of you. My home is <sup>(4)</sup> \_\_\_\_\_ the bank.



 Write an invitation letter to your friends and give them directions to your home. Use Suzy's letter and directions as a model.

### Useful expressions

I am going to have a Christmas/birthday ... party.

I am happy to invite you to ....

It will start at noon/one o'clock/2:30 p.m. on ....

We will have a big dinner at/in ....


We will meet near/in front of/at/in ....

I am looking forward to seeing you at ....



### Self-assessment

I can	Examples	Result
1 talk about Sunshine Zoo.		
2 use the new words to give directions.		
3 use correct articles to talk about nouns. use correct prepositions to talk about places.		
4 use falling tone or rising tone for different sentences.		

**Result:**  Wonderful!  Good!  Not bad!

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

# Project 1

## A tourist guide

Some of the exchange students want to visit your hometown. They will stay for three days. Prepare a guide to your hometown for them.

### A Planning schedules

Work in groups of four. First, plan some schedules. Use the table below or design your own. There should be different schedules for students with different interests. For example, some students might be interested in outdoor sports or going to parks. Others might want to go shopping or visit museums.

Day 1	Day 2	Day 3
8 a.m. — Arrive		
		9 p.m. — Leave

### B Preparing the guide to your hometown

Next, each member of the group will work on a different section of the guide.

**1 General information:** Think of some general information about your hometown. The following questions may help you.

- When is the best time of year to visit your hometown?
- What is special about your hometown?
- What time do the shops open?
- What should visitors bring with them? Warm clothes? Umbrellas?

**2 Places to stay:** Find out about the different hotels in your hometown. Get some information from the Internet.

- Where are the hotels?
- How can people get there?
- Which is the best hotel for visitors?

**3 Places to visit:** Think about some interesting places to visit in your hometown. Discuss how to get there and what to see and do there.

- What are the interesting places to visit?
- Where are the places?
- How can people get there? How long does it take?
- What can visitors see or do there?

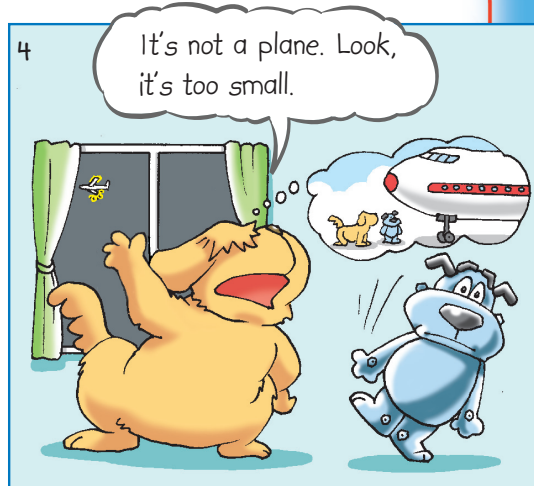
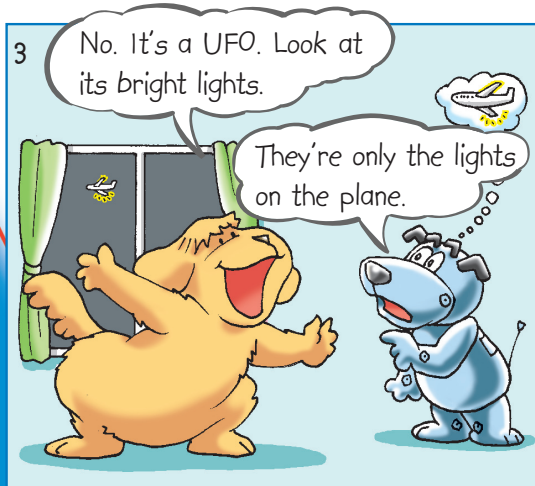
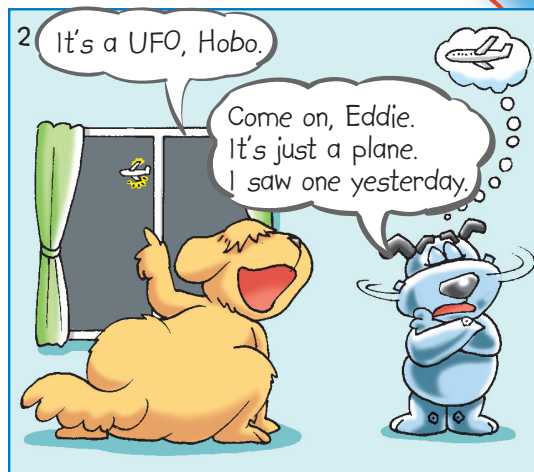
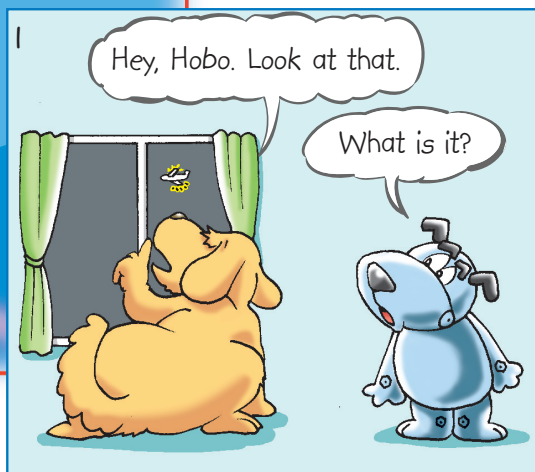
**4 Pictures and maps:** Find pictures, maps and postcards of your hometown. Use them to make your guide more interesting.

Finally, put the different sections together. Start a new page for each section. Make the front cover attractive and interesting.



## Unit 5

# Amazing things



### Imagine that!

The world is full of amazing things. The Sunshine Middle School students are learning about some of them.

#### Task

Write an article about amazing things.



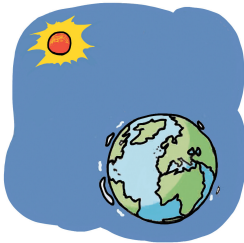


## Welcome to the unit

### Fun facts

**A** Your friend is showing you a book about some unusual things. Work in pairs. Look at the pictures and match them with the sentences.

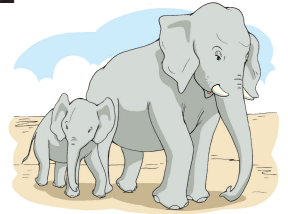
1



a

Fish sleep with their eyes open.

2



b

Our eyes are the same size from birth, but our nose and ears never stop growing.

3



c

The Sun is about 1,300,000 times larger than the Earth.

4



d

There are no bones in the back of elephants' feet—only fat.



**B** Kitty and Amy are talking about the fun facts in Part A. Work in pairs and talk about this topic with the words in the box. Use the conversation below as a model.

amazing

cool

funny

great

interesting

wonderful

**Kitty:** Do you know any fun facts about the world, Amy?

**Amy:** Yes. The Sun is about 1,300,000 times larger than the Earth.

**Kitty:** That's interesting! What about fish, Amy?

**Amy:** Fish sleep with their eyes open.

**Kitty:** Oh, really?


**Amy:** Yes. Isn't that amazing?







## A The “ghost” in the park



 Last Sunday, Millie and Amy went to Sunshine Park. Something strange happened there. They told Daniel their story and Daniel put the story on his blog. Here is the story.


Location:  <http://www.danielsplace.com.cn/amazingthings>  What's Related

### The “ghost” in the park

One Sunday morning, Millie and Amy went to Sunshine Park. As usual, they sat down under a big tree.

Suddenly, they heard a whisper from the bushes behind the tree. They turned around but saw nothing. “Is

5 anybody there?” Millie asked. Nobody replied. “That’s strange,” the two girls were very afraid. They left the park quickly. On their way home, they met Andy.



“What happened?” Andy asked.

“There’s a ‘ghost’ in the park!” Millie said. Then she told Andy everything. “What

10 is it?” Andy wondered. He went to the park, stood beside the tree and listened carefully. Then he heard the whisper! He searched the bushes.

“Here it is,” Andy said to himself. He found a little cat in the bushes. It was very weak. When it miaowed, it sounded like a whisper.

Andy picked up the little cat and went to find Millie and Amy.

15 “This is the ‘ghost’ in the park,” Andy said. Millie and Amy were very surprised—it was a little cat! Later that day, they took the little cat to the animal centre.

## B Talking about the "ghost"

**B1** Here are some words in the story about the "ghost" in the park. Find the meaning of each word by circling the correct letter.

- |                                                                                                                                                                 |                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 As <i>usual</i> means _____.<br/>           a the first time<br/>           b as they often do<br/>           c seldom</p>                                 | <p>4 If you <i>wonder</i>, you _____.<br/>           a want to know something<br/>           b feel great<br/>           c say something happily</p>              |
| <p>2 To <i>reply</i> means _____.<br/>           a to think<br/>           b to say something again<br/>           c to say or write something as an answer</p> | <p>5 To <i>search</i> means _____.<br/>           a to find something<br/>           b to shout at something<br/>           c to look carefully for something</p> |
| <p>3 To <i>leave</i> means _____.<br/>           a to find out<br/>           b to look for<br/>           c to go away</p>                                     | <p>6 <i>Weak</i> means _____.<br/>           a clever<br/>           b small<br/>           c not strong</p>                                                      |

**B2** Millie wrote some sentences about what happened, but they are not in the correct order. Help her put the sentences in the correct order. Write the numbers 1–7 in the boxes.

- |                          |                                          |
|--------------------------|------------------------------------------|
| <input type="checkbox"/> | a We ran away quickly.                   |
| <input type="checkbox"/> | b Andy found a little cat in the bushes. |
| <input type="checkbox"/> | c We sat under a big tree in the park.   |
| <input type="checkbox"/> | d Suddenly, we heard a whisper.          |
| <input type="checkbox"/> | e We turned around but saw nothing.      |
| <input type="checkbox"/> | f Andy went to the park.                 |
| <input type="checkbox"/> | g I told Andy about the strange sound.   |



**B3** ▶ Millie is telling her friend Wendy on the phone about what happened in the park, but Wendy cannot hear her clearly. Write a **T** if a sentence is true or an **F** if it is false.

- 1 I was afraid when I heard the whisper. \_\_\_\_\_
- 2 The whisper came from a big tree. \_\_\_\_\_
- 3 We went back to the park with Andy. \_\_\_\_\_
- 4 Somebody helped Andy find the "ghost". \_\_\_\_\_
- 5 Andy found a little cat in the bushes. \_\_\_\_\_
- 6 Andy gave the little cat to Amy. \_\_\_\_\_



**B4** ▶ Henry, Andy's friend, is asking Andy about the "ghost". Help Andy answer his questions.

**Henry:** What did Millie and Amy hear?

**Andy:** They heard a <sup>(1)</sup> \_\_\_\_\_. They were very  
<sup>(2)</sup> \_\_\_\_\_ and left the park quickly.

**Henry:** What did you find?

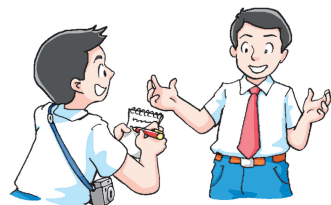
**Andy:** I found a little cat in the <sup>(3)</sup> \_\_\_\_\_.

**Henry:** Why did the little cat sound like a ghost?

**Andy:** It was very <sup>(4)</sup> \_\_\_\_\_, so when it <sup>(5)</sup> \_\_\_\_\_, it sounded like a whisper.

**Henry:** Where's the little cat now?

**Andy:** We took it to the  
<sup>(6)</sup> \_\_\_\_\_ centre.







# Grammar

## Simple past tense (I)

**TIP**

We often use these time expressions when we talk about the past.  
ago  
just now  
yesterday  
the day before  
yesterday  
yesterday morning/  
afternoon/evening  
last night/week/  
month/year

We use the simple past tense to talk about things in the past.

A month ago, Millie and Amy **went** to Sunshine Park.

Last Sunday, they **went** to the park again.

We form the simple past tense by adding **-ed** to regular verbs.

**TIP**

Verbs ending in a vowel + **y** form the simple past tense by adding **-ed**.  
stay → stayed

Most verbs	+ <b>ed</b>	walk → walked
Verbs ending in <b>-e</b>	+ <b>d</b>	live → lived
Verbs ending in a consonant + <b>y</b>	– <b>y</b> + <b>ied</b>	cry → cried
Short verbs ending in a vowel + a consonant	<b>double the consonant + ed</b>	stop → stopped

We form the simple past tense of irregular verbs differently. We do not add **-ed**.

**TIP**

Turn to pages 106 and 107 for more changes of irregular verbs.

No change	cost → cost
	put → put
Change the vowel	write → wrote
	know → knew
Change the consonant	make → made
	spend → spent
Change the vowel(s) and the consonant(s)	leave → left
	teach → taught
Others	is → was
	am → was
	are → were
	have → had

## Talking about the past

**A** Millie wants to practise using the simple past tense. Help her write the simple past tense of the verbs below.

- |               |               |                |
|---------------|---------------|----------------|
| 1 start _____ | 5 reply _____ | 9 leave _____  |
| 2 love _____  | 6 say _____   | 10 tell _____  |
| 3 play _____  | 7 meet _____  | 11 stand _____ |
| 4 plan _____  | 8 hear _____  | 12 bring _____ |

**B** The students visited the Fun World Museum. Here is Millie's diary entry. Help her complete it with the simple past tense of the verbs in brackets.

This morning, we <sup>(1)</sup> \_\_\_\_\_ (go) to the Fun World Museum. When we <sup>(2)</sup> \_\_\_\_\_ (get) to the museum, there <sup>(3)</sup> \_\_\_\_\_ (be) a lot of people there. We <sup>(4)</sup> \_\_\_\_\_ (spend) three hours in the museum. I <sup>(5)</sup> \_\_\_\_\_ (take) a lot of photos. Some of us <sup>(6)</sup> \_\_\_\_\_ (buy) cards of the animals there. We <sup>(7)</sup> \_\_\_\_\_ (come) back to school at 1 p.m. We <sup>(8)</sup> \_\_\_\_\_ (have) a great time!

**C** Daniel did not go to the Fun World Museum. Millie is telling him about the visit. Help Millie complete the conversation.

**Millie:** We <sup>(1)</sup> \_\_\_\_\_ (go) to the Fun World Museum the day before yesterday, Daniel. It <sup>(2)</sup> \_\_\_\_\_ (be) so interesting!

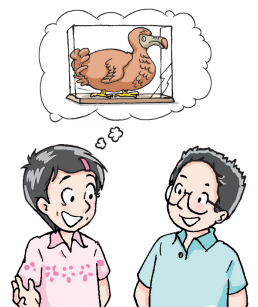
**Daniel:** Really? Tell me all about it.

**Millie:** OK. We <sup>(3)</sup> \_\_\_\_\_ (see) a small monkey, only 11 centimetres tall!

**Daniel:** That's amazing! What else?

**Millie:** We also <sup>(4)</sup> \_\_\_\_\_ (learn) about some strange birds like dodos. They <sup>(5)</sup> \_\_\_\_\_ (live) on the earth a long time ago.

**Daniel:** That's cool!





## Integrated skills

### A Talking about animals



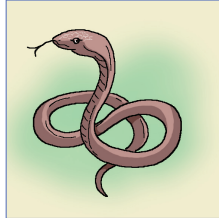
**A1** Mr Wu is showing Suzy some pictures of animals. Listen to their conversation and put the pictures in the correct order. Write the numbers 1–4 in the boxes.

a



giraffe

b



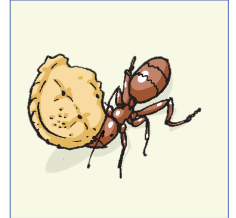
snake

c



camel

d



ant



**A2** Suzy is afraid of animals. Mr Wu wants to help her. He is telling her some interesting things about animals. Listen to their conversation and help Suzy complete her notes.

a giraffe—has a very long neck

only <sup>(1)</sup> \_\_\_\_\_ bones in its long neck

a snake—lives on the ground, in trees or in water

eats little or nothing for <sup>(2)</sup> \_\_\_\_\_ in cold winter


camels—live in very dry places

can live without <sup>(3)</sup> \_\_\_\_\_ for a long time

ants—can <sup>(4)</sup> \_\_\_\_\_ things well





**A3**  Suzy is not afraid of animals now. She is writing a thank-you letter to Mr Wu. Help her finish the letter. Use the notes in Part A2 on page 63 to help you.

Dear Mr Wu,

Thank you for your help.

I know more about animals now. Some animals are really interesting.

The giraffe has a very long neck, but I was surprised to know that there are

(1) \_\_\_\_\_ in it. It is also amazing that a snake

(2) \_\_\_\_\_ in cold winter. Camels live in very dry

places, and it is interesting that they (3) \_\_\_\_\_

for a long time. I also know that we need to keep our house clean—ants


(4) \_\_\_\_\_.

Now I am not afraid of animals any more. I would like to learn more about them.

Suzy

## B Speak up: That's really amazing!



 The students are talking about amazing things in the world. Work in groups and talk about some amazing things you know. Use the conversation below as a model.

**Amy:** Do you know about any amazing things, Simon?

**Simon:** Yes. I heard of a young man. He travelled around over 80 countries by bicycle.

**Amy:** That's cool! What amazing things do you know, Millie?

**Millie:** I read about a man the other day. He can write with one hand and draw with the other at the same time.

**Simon:** That's really amazing! What about you, Peter? Do you know any amazing things?

**Peter:** I learnt about an artist. He can draw 3-D pictures with chalk.

**Simon:** That's really great!





## Pronouncing the -ed ending

Many verbs in the simple past tense end in the letters **-ed**. There are three different ways of pronouncing this ending: /t/, /d/ and /ɪd/.



**A** ▶ How do you pronounce the following endings? Listen carefully and repeat these words.

/t/	/d/	/ɪd/
1 danced	5 played	9 hated
2 helped	6 lived	10 needed
3 talked	7 answered	11 visited
4 shopped	8 carried	12 shouted



**B** ▶ How do you pronounce the endings of these words? Listen carefully and write /t/, /d/ or /ɪd/ in the blanks.

1 listened <u>/d/</u>	5 started _____	9 stopped _____
2 liked _____	6 chatted _____	10 raised _____
3 wanted _____	7 finished _____	11 walked _____
4 hoped _____	8 passed _____	12 turned _____



**C** ▶ Millie and Kitty met Sandy outside a museum. Listen to their conversation. Pay attention to the different pronunciations of the **-ed** ending.

**Millie:** Sandy, you're late. The museum closed just a minute ago.

**Sandy:** Sorry. My grandma visited us this afternoon, so I stayed at home and talked to her.

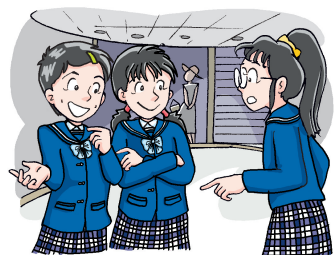
**Kitty:** That's OK.

**Sandy:** I hope you enjoyed your day. What did you do?

**Millie:** We watched a short film. It showed a lot of amazing things in the world.

**Kitty:** Then we played some amazing games. It was fun! We're going to come here again next weekend.


**Sandy:** Let me come with you then!





## Task

### Amazing things

 Simon is planning to write an article about amazing things. He collected some information. Here are his notes.

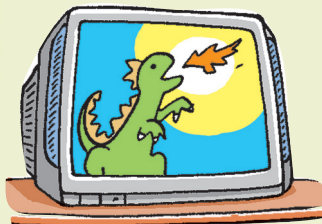
#### Sandwich

- got its name from a man called John Montagu, the Fourth Earl of Sandwich
- loved playing cards very much
- did not want to stop for meals
- put meat between two pieces of bread
- others wanted to eat the same food
- later became popular all over the world



#### TV

- the first TV show in the UK in 1926
- by 1935, about 2,000 TVs in use
- in China, in 1987, about 29 TVs per 100 families, but now most families have at least one TV
- now TVs can be as large as 152 inches





Simon wrote something amazing about sandwiches. Here is his article.

Document

We live in a wonderful world with a lot of amazing things.

Many people like sandwiches, but do you know anything about this kind of food?

Sandwich got its name from a man called John Montagu, the Fourth Earl of Sandwich. The man loved playing cards with his friends very much. He did not want to stop for meals, so he put meat between two pieces of bread. Soon others wanted to eat the same food, so they asked for a “sandwich”.

Later the food became popular all over the world. Isn't that amazing?



You want to write about something amazing. Prepare notes on it. You can also use the notes about TV on page 66. Then write your article.



## Self-assessment

I can	Examples	Result
1 talk about the “ghost” story.		
2 use the new words to talk about amazing things in the world.		
3 use the correct forms of verbs to talk about activities in the past.		
4 pronounce the -ed ending correctly.		

Result: 😊 Wonderful!

😊 Good!

😊 Not bad!

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

## Unit 6

# Outdoor fun



## Alice in Wonderland

The Class 1, Grade 7 students are talking about outdoor fun. Read a part of Alice in Wonderland with them.

### Task

Write your own version of Alice in Wonderland.





## Welcome to the unit

### Outdoor activities

**A** Daniel and Amy found some pictures of outdoor activities. Help them write the correct letters in the boxes.

a camping

d riding

b cycling

e skating

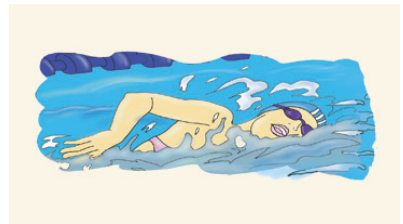
c jogging

f swimming

1




2




3




4




5




6





**B** Daniel and Amy are talking about outdoor activities. Work in pairs and talk about the activities you would like to try. Use the conversation below as a model.

**Daniel:** What outdoor activity would you like to try?

**Amy:** I want to go riding.

**Daniel:** Why?

**Amy:** I love horses and I really want to ride one. What about you?

**Daniel:** I want to go camping.

**Amy:** What do you like about camping?

**Daniel:** I like being outside, near beautiful lakes and hills.



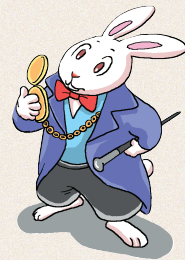
## A Down the rabbit hole



Sandy is reading Alice in Wonderland. Read a part of the story below.

### Down the rabbit hole

One sunny day, Alice sat by a river with her sister.  
Then she heard a sound. She looked up and saw a  
white rabbit in a coat passing by.



“Oh dear! I’ll be late!” said the rabbit. It took a watch  
5 out of its pocket and looked at the time.

How amazing! Alice stood up and ran across the field after the rabbit.  
The rabbit jumped down a big hole. Alice did not want to let the  
rabbit get away, so she jumped down the hole too.

Down, down, down. Alice fell for a long time, and then she hit the  
10 ground. She found herself alone in a long, low hall. There were doors  
all around, but they were all locked. Alice saw a small key on a table,  
but it did not fit any of the doors.



Then Alice noticed a small door and put the  
key into it. The door opened! She could see a  
15 lovely garden on the other side. Alice tried to  
go through the door, but she was too big.



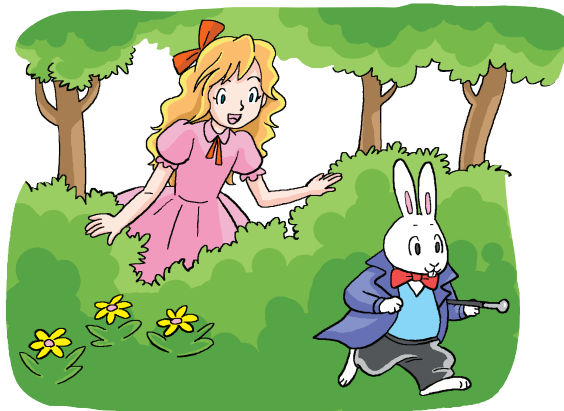
## B Finding a new world

**B1** Sandy wants to find out how some of the words in the story can be used. Match two halves of the expressions to help her. Write the correct letters in the blanks.

- |                                |       |                       |
|--------------------------------|-------|-----------------------|
| 1 take a watch (line 4)        | _____ | a down a hole         |
| 2 run (line 6)                 | _____ | b out of its pocket   |
| 3 jump (line 7)                | _____ | c through a door      |
| 4 find oneself alone (line 10) | _____ | d across a field      |
| 5 go (line 16)                 | _____ | e in a long, low hall |

**B2** Sandy wrote some sentences about the story, but they are not in the correct order. Help her put the sentences in the correct order. Write the numbers 1–8 in the boxes.

- ☐ a Alice ran across the field after the rabbit.
- ☐ b The strange rabbit surprised Alice.
- ☐ c Alice sat by a river with her sister.
- ☐ d Alice opened a small door with the key.
- ☐ e Alice could see no one in the hall.
- ☐ f Alice found a small key on a table.
- ☐ g Alice jumped down the hole after the rabbit.
- ☐ h Alice saw a white rabbit passing by.



**B3** Simon made some notes about the story. Read his notes. Write a **T** if a sentence is true or an **F** if it is false.

1	It was a cloudy day.	_____
2	Alice was playing with a rabbit.	_____
3	The rabbit asked Alice the time.	_____
4	The rabbit jumped down the hole first.	_____
5	It took Alice a long time to hit the ground.	_____
6	Alice talked to the rabbit in the hole.	_____

**B4** Simon is asking Sandy about the story Alice in Wonderland. Complete their conversation with the words in the box.

door	field	ground	hall	hole
key	pocket	rabbit	river	watch

**Simon:** What's the story about?

**Sandy:** It's about a girl. Her name is Alice. One day, she sat by a  
(1) \_\_\_\_\_ with her sister. Then she saw a white (2) \_\_\_\_\_.

**Simon:** What did the rabbit do?

**Sandy:** The rabbit took a (3) \_\_\_\_\_ out of its (4) \_\_\_\_\_ and  
looked at the time.

**Simon:** What happened next?

**Sandy:** The rabbit ran across a (5) \_\_\_\_\_. Alice ran after it. Then the  
rabbit and Alice both jumped into a (6) \_\_\_\_\_.

**Simon:** What happened after that?

**Sandy:** Alice hit the (7) \_\_\_\_\_. Then she found herself alone in a long,  
low (8) \_\_\_\_\_. She saw a (9) \_\_\_\_\_ on a table and used it  
to open a door.

**Simon:** Did she go through the (10) \_\_\_\_\_?

**Sandy:** No, she didn't. It was too small.





# Grammar

## Simple past tense (II)

We use the simple past tense to make positive and negative sentences like this:

I/You/ We/They/ He/She/It	<b>heard</b>	a sound.
---------------------------------	--------------	----------

I/You/ We/They/ He/She/It	<b>did not hear</b>	a sound.
---------------------------------	---------------------	----------

I/He/She/It	<b>was</b>	at home	yesterday.
You/We/They	<b>were</b>		

I/He/She/It	<b>was not</b>	at home	yesterday.
You/We/They	<b>were not</b>		

**TIP**  
 did not = didn't  
 was not = wasn't  
 were not = weren't

We use the simple past tense to ask and answer questions like this:

<b>Did</b>	I/you/ we/they/ he/she/it	<b>hear</b>	a sound?
------------	---------------------------------	-------------	----------

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

<b>Was</b>	I/he/she/it	at home	yesterday?
<b>Were</b>	you/we/they		

<b>Yes,</b>	I/he/she/it	<b>was.</b>
	you/we/they	<b>were.</b>

<b>No,</b>	I/he/she/it	<b>was not.</b>
	you/we/they	<b>were not.</b>

## Weekend activities

**A** Millie is writing about what she and her friends did last weekend. Help her complete her article with the correct forms of the verbs in the box.



do go have play practise read stay visit

Yesterday was Sunday. I <sup>(1)</sup> \_\_\_\_\_ the park and <sup>(2)</sup> \_\_\_\_\_ a good time. Simon did not <sup>(3)</sup> \_\_\_\_\_ football. He <sup>(4)</sup> \_\_\_\_\_ playing volleyball with his friend. Kitty likes shopping. She <sup>(5)</sup> \_\_\_\_\_ some shopping with her mum yesterday afternoon. Daniel did not <sup>(6)</sup> \_\_\_\_\_ out yesterday. He <sup>(7)</sup> \_\_\_\_\_ at home and <sup>(8)</sup> \_\_\_\_\_ some books.

**B** Sandy is asking Simon about his camping trip with his family. Complete their conversation with the correct forms of the verbs in brackets.

**Sandy:** <sup>(1)</sup> \_\_\_\_\_ you and your family \_\_\_\_\_ (go) camping last week?

**Simon:** No, we <sup>(2)</sup> \_\_\_\_\_. We <sup>(3)</sup> \_\_\_\_\_ (go) camping last month.

**Sandy:** <sup>(4)</sup> \_\_\_\_\_ (be) it interesting?

**Simon:** Yes, it <sup>(5)</sup> \_\_\_\_\_.

**Sandy:** What <sup>(6)</sup> \_\_\_\_\_ you \_\_\_\_\_ (do) there?

**Simon:** We <sup>(7)</sup> \_\_\_\_\_ (put) up our tent near a lake. My cousin Annie and I <sup>(8)</sup> \_\_\_\_\_ (be) very happy. We also <sup>(9)</sup> \_\_\_\_\_ (row) a boat on the lake.

**Sandy:** <sup>(10)</sup> \_\_\_\_\_ you \_\_\_\_\_ (stay) outside all night?

**Simon:** Yes, we <sup>(11)</sup> \_\_\_\_\_. The camping trip <sup>(12)</sup> \_\_\_\_\_ (be) really wonderful.





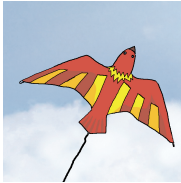
# Integrated skills

## A Chinese kites



**A1** The students are going to fly kites this weekend. Mr Wu is asking about their kites. Listen to their conversation. Write the students' names under their kites.

a



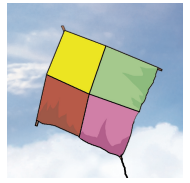
b



c



d



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**A2** Mr Wu is telling the students about the history of kites. Listen to his talk. Match each person with the correct event. Write the letters in the boxes.

1



Mozi

a told people in the West all about kites

2



Lu Ban

b found a new way to make paper

3



Cai Lun

c used bamboo to make kites

4



Marco Polo

d made a bird out of wood



**A3** Listen to Mr Wu's talk again. Help Millie write down what he said. You can use the information in Part A2.

Kites have a long history in China. The Chinese began to make kites over <sup>(1)</sup> \_\_\_\_\_ years ago. In the Warring States period, a famous man, <sup>(2)</sup> \_\_\_\_\_, made a bird out of <sup>(3)</sup> \_\_\_\_\_. That was the first kite in history. His student <sup>(4)</sup> \_\_\_\_\_ used bamboo to make kites. In the Eastern Han dynasty, <sup>(5)</sup> \_\_\_\_\_ found a new way to make paper, and then people began to use paper to make kites. In the <sup>(6)</sup> \_\_\_\_\_ century, an Italian man called <sup>(7)</sup> \_\_\_\_\_ visited China. He told people in the <sup>(8)</sup> \_\_\_\_\_ all about kites. In the Ming and Qing dynasties, kite flying became a very popular <sup>(9)</sup> \_\_\_\_\_ activity. Weifang, a city in Shandong Province, became famous for making <sup>(10)</sup> \_\_\_\_\_ from then on.

## B Speak up: We're having a picnic.



**A3** Amy and her cousin Shirley are going for a picnic. Work in pairs and talk about a day out. Use the conversation below as a model.

**Shirley:** We're having a picnic today. I'm so excited.

**Amy:** Me too. It'll be a great day.

**Shirley:** What can we do there, Amy?

**Amy:** We can fly kites.

**Shirley:** Good. Can we go swimming too?

**Amy:** No, I'm afraid not. It's dangerous to swim in the lake.

**Shirley:** I see. Remember to take your mobile phone, Amy.

**Amy:** OK. Now everything is ready. Shall we go?







## Using a dictionary

The words in a dictionary are in alphabetical order from A to Z. This helps us find words quickly.

If two words start with the same letter, we look at the second letter of the word we want to look up. If the first two letters of two words are the same, we look at the third letter, and so on.

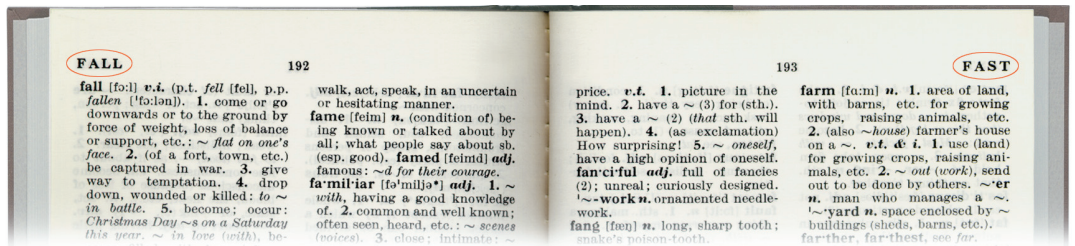
b a l l ← l comes before n  
b a n a n a ← a comes before k  
b a n k



**A** Put the following words in alphabetical order. Write the numbers 1–8 in the blanks.

- |           |       |             |       |
|-----------|-------|-------------|-------|
| a mobile  | _____ | e remember  | _____ |
| b bicycle | _____ | f surprised | _____ |
| c sunny   | _____ | g forget    | _____ |
| d picnic  | _____ | h notice    | _____ |

The guide word in the top corner of each page of a dictionary can help you find the correct page quickly.



**B** On the left below are some page numbers and guide words from a dictionary. Write down the page numbers for the words on the right.

Pages	Guide words	
34–35	doctor	drink
46–47	each	eight
84–85	neck	nice
88–89	note	now
96–97	present	price

Words	Pages
1 pretty	96–97
2 nothing	
3 dream	
4 neighbour	
5 earth	



## Task

### More of Alice in Wonderland



*Sandy is interested in Alice in Wonderland. She is reading the next part of the story.*

Alice did not know what to do. Then she went back to the table and saw a little bottle on it. A note on the bottle said “DRINK ME”.

Alice opened the bottle and drank a little. It tasted sweet. Alice liked it. She drank some more. Then she felt a little ill. She looked down and saw that her body became smaller and smaller.



Soon Alice was small enough to go through the door, so she decided to enter the garden. When she walked towards the door, she forgot about the key.

Alice had to go back to the table, but she was too small to reach the key. She tried to climb up, but failed. Then she saw a piece of cake under the table. A note on the box said “EAT ME”.



**B** What will happen next in the story? Answer the following questions with your own ideas.

1 Will Alice eat the cake?

\_\_\_\_\_

2 What will happen to her after that?

\_\_\_\_\_

3 Where will she go next?

\_\_\_\_\_

4 What will she see?

\_\_\_\_\_

5 Will she meet the white rabbit again?

\_\_\_\_\_

**C** Write about what you think will happen to Alice next.



## Self-assessment

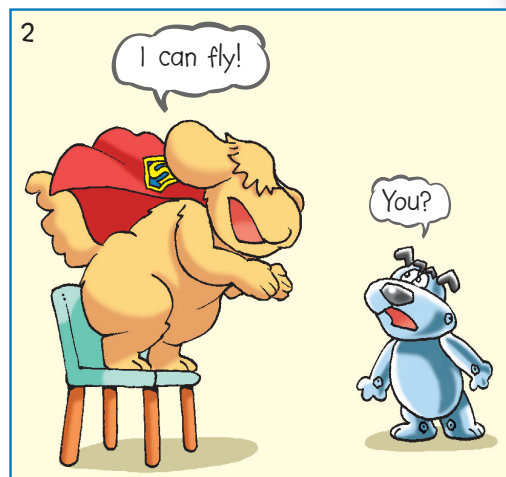
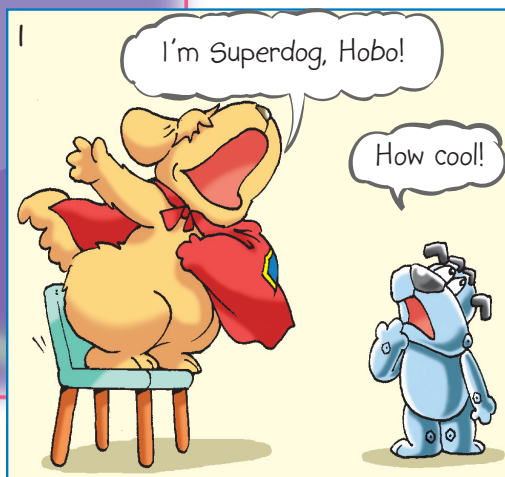
I can	Examples	Result
1 talk about part of the story <i>Alice in Wonderland</i> .		
2 use the new words to talk about outdoor fun.		
3 use the correct forms of verbs to talk about activities in the past.		
4 look up new words in a dictionary.		

**Result:** 😊 Wonderful! 😊 Good! 😊 Not bad!

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

## Unit 7

# Abilities



### What can you do?

People have different abilities. Some organizations give awards to people for the things they did for others.

#### Task

You want to recommend someone for an award. Write a recommendation letter.





## Welcome to the unit

### Helping Hands Club

**A** Daniel and his classmates are members of the Helping Hands Club. Match the pictures below with the descriptions. Write the correct letters in the boxes.

a planting trees

d giving a seat to someone on the bus

b helping an old man

e collecting things for Project Hope

c cleaning up the park

f visiting an old people's home

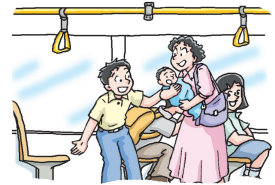
1



2



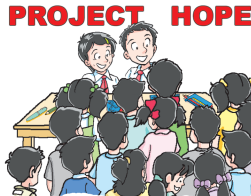
3



4



5



6



**B** The members at the Helping Hands Club are talking about what they can do to help others. Work in groups and talk about what you can do. Use the conversation below as a model.

**Daniel:** What can we do for the children in poor areas?

**Millie:** They need clothes and shoes most. We can send some to them.

**Simon:** Some families are not even able to pay for pens and notebooks.

**Amy:** Yes. We can raise some money for them to buy these things.

**Kitty:** We can also collect some books for the children.

**Daniel:** Good idea.



## A A brave young man



Daniel is reading a newspaper article about a brave young man. Here is the article.

Sunshine Daily

### What a brave young man!

Lin Tao is 20 years old. He was brave enough to save his neighbour from a fire.

On 10 May, Lin Tao was at home alone. Suddenly, he heard someone shouting “Fire! Fire! Help!” He ran outside and saw a lot of smoke from  
5 next door. He went in and found his neighbour, the 79-year-old Mrs Sun, in the kitchen. Her left leg was badly hurt and she could not get out.

Lin Tao quickly ran to Mrs Sun’s bathroom. He poured water over his clothes to protect himself. Then he rushed into the kitchen. There was heavy smoke and the fire was very hot. He put a wet blanket over Mrs  
10 Sun and helped her out. Later some firemen came and put out the fire.

The fire burnt Lin Tao’s arms, neck and face. He was in hospital for two weeks. Many people visited him and gave him flowers and presents. “How brave you are!” they said. “Were you afraid at that moment?”



“Yes, a little,” Lin Tao nodded,  
15 “but I didn’t have time to think about it. Mrs Sun needed my help.”

“Fire is very dangerous. We should be careful with it,” he  
20 also said.



## B Helping people

**B1** Daniel did not understand some of the words in the article. Help him match the words on the left with the meanings on the right. Write the correct letters in the blanks.

- |                            |       |                               |
|----------------------------|-------|-------------------------------|
| 1 brave (line 1)           | _____ | a run quickly                 |
| 2 alone (line 3)           | _____ | b just then                   |
| 3 rush (line 8)            | _____ | c hurt someone with fire      |
| 4 put out (line 10)        | _____ | d not afraid                  |
| 5 burn (line 11)           | _____ | e without any other people    |
| 6 at that moment (line 13) | _____ | f stop something from burning |

**B2** A radio reporter interviewed Lin Tao. Complete the conversation between Lin Tao and the reporter.

afraid      hospital      neighbour      protect      smoke      wet

**Reporter:** You're a brave young man, Lin Tao. How old are you?

**Lin Tao:** I'm twenty.

**Reporter:** Can you tell us about the fire?

**Lin Tao:** Sure. First, I heard someone calling for help, and then I saw a lot of <sup>(1)</sup> \_\_\_\_\_ from next door.

**Reporter:** How did you save your <sup>(2)</sup> \_\_\_\_\_ Mrs Sun?

**Lin Tao:** I rushed into Mrs Sun's kitchen, put a <sup>(3)</sup> \_\_\_\_\_ blanket over her and helped her out.

**Reporter:** That sounds dangerous. Did you do anything to <sup>(4)</sup> \_\_\_\_\_ yourself?

**Lin Tao:** Yes, I did. I poured water over my clothes.

**Reporter:** Were you <sup>(5)</sup> \_\_\_\_\_ at that moment?

**Lin Tao:** Yes, a little.

**Reporter:** How long did you stay in <sup>(6)</sup> \_\_\_\_\_ after the fire?

**Lin Tao:** For two weeks.

**B3** Daniel told Simon about Lin Tao, but he made five mistakes. Help him correct them. Underline the mistakes and write the correct word above each mistake.

**Simon:** Did you hear the news about Lin Tao?

**Daniel:** Yes. I read about it in the newspaper.

He saved an old lady from a fire.

**Simon:** What did he do?

**Daniel:** First, he found out that his neighbour's bathroom was on fire. Then he poured water over his trousers and helped her out.

**Simon:** How clever!

**Daniel:** But the fire burnt his legs, neck and face. He was in hospital for two months.

**Simon:** How brave he is! Is he getting better now?

**Daniel:** Yes. Many visitors gave him flowers and cards.

**Simon:** That's nice.

**Daniel:** I'm very happy that he's well now.

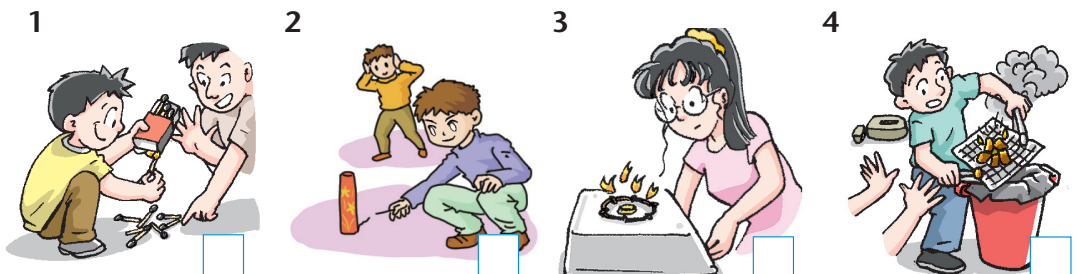
**Simon:** Me too.



## C How to be careful with fire

**B3** Daniel wants to learn more about how to be careful with fire. Help him match the four pieces of advice with the pictures. Write the correct letters in the boxes.

- a Be careful with fireworks.
- b Do not play with matches.
- c Do not put anything hot into the rubbish bin.
- d Keep your hair away from fire.







# Grammar

## A Using *can*, *could* and *may*

**TIP** We write **cannot** as one word.

- 1 We use **can** or **could** to talk about ability. We use **can** to talk about present ability and use **could** to talk about ability in the past.

Millie **can** speak good English.

Shirley **cannot** ride a horse.

The old man **could** swim across the Yangtze River.

**TIP** We can also use **be able to** to talk about ability.

- 2 We use **can**, **could** or **may** to ask for permission. **Could** sounds more polite than **can**. **May** is formal.

—**Can** I borrow your bike, Millie?

—Yes, you **can**. Here you are.


—**Could** I smoke here?

—Sorry, I'm afraid you **can't**.

—**May** I use your mobile phone?

—Of course you **may**.

## A trip to South Hill

 The students are going to South Hill. Amy is talking to Mr Wu about the trip. Complete their conversation with **can**, **could** or **may**.

**Amy:** (1) \_\_\_\_\_ I take my cousin Shirley with us, Mr Wu?

**Mr Wu:** Yes, you (2) \_\_\_\_\_. But we'll get there by bike. (3) \_\_\_\_\_ she ride a bike?

**Amy:** Yes, she (4) \_\_\_\_\_. South Hill is a good place to have fun.  
(5) \_\_\_\_\_ we go camping there?

**Mr Wu:** I'm afraid you (6) \_\_\_\_\_.

**Amy:** I see. (7) \_\_\_\_\_ I make a call on your mobile? I left mine at home.

**Mr Wu:** Of course you (8) \_\_\_\_\_. By the way,  
(9) \_\_\_\_\_ you take your camera with you, Amy?

**Amy:** No problem.



**B** Using *What* and *How* to express strong feelings

We use **What ... !** or **How ... !** in a short phrase to express strong feelings about someone or something.




We make sentences with **What ... !** and **How ... !** like this:

**TIP**

We use **a noun phrase** after **What** to form an exclamation.  
We use **an adjective** after **How** to form an exclamation.

	Noun phrase			Adjective	
What	a beautiful flower	(it is)!	How	beautiful	(the flower is)!
	beautiful flowers	(they are)!		beautiful	(the flowers are)!
	an interesting idea	(he has)!		interesting	(his idea is)!
	interesting ideas	(you have)!		interesting	(your ideas are)!
	nice music	(it is)!		nice	(the music is)!

**What can Superman do?**

 Millie is asking Simon what he knows about Superman. Help Millie complete the conversation with **What** and **How**.

**Millie:** What can Superman do, Simon?

**Simon:** Superman can see through walls.

**Millie:** (1) \_\_\_\_\_ amazing! His eyes are just like X-rays.

**Simon:** Yes. He can also burn things with his eyes.

**Millie:** (2) \_\_\_\_\_ special eyes he has! How about his ears?

**Simon:** He can hear things far away.

**Millie:** (3) \_\_\_\_\_ strange! What else can he do?

**Simon:** He can stop a train with his hands.

**Millie:** (4) \_\_\_\_\_ strong he is! Can he fly?

**Simon:** Yes. He can fly as fast as light.

**Millie:** (5) \_\_\_\_\_ a wonderful man!





## Integrated skills

### A Meeting parents



**A1** Mr Wu is going to meet the parents of the Class 1, Grade 7 students this Friday afternoon. Listen to the report on Suzy and match the subjects with the information on the report card. Write the correct letters in the boxes.

#### Sunshine Middle School



Suzy Class 1, Grade 7

☐

Chinese

A Good this term, but she needs to read more and speak more.

☐

Maths

B Suzy loves it and works hard on the subject. She knows a lot about it.

☐

English

C Good work. Suzy writes good articles.

☐

History

D She does not do her best this term.

☐

Geography

E Good, but sometimes she is careless.



**A2** Mr Wu is preparing notes about his students. Complete part of his notes about Suzy with the information in Part A1. Then listen to the description and complete the rest of them.

Suzy

Study: good at <sup>(1)</sup> \_\_\_\_\_, Maths, <sup>(2)</sup> \_\_\_\_\_ and <sup>(3)</sup> \_\_\_\_\_

not so good at <sup>(4)</sup> \_\_\_\_\_

Music: <sup>(5)</sup> \_\_\_\_\_ of the Music Club

plays the piano at school <sup>(6)</sup> \_\_\_\_\_

Sports: practises <sup>(7)</sup> \_\_\_\_\_ every Monday and <sup>(8)</sup> \_\_\_\_\_

Others: nice and <sup>(9)</sup> \_\_\_\_\_



**A3** Mr Wu is writing a report about Suzy. Help him complete the report. Use the information in Parts A1 and A2 on page 87 to help you.

Name: Suzy

Class: 1      Grade: 7

Class teacher: Wu Bing

Suzy is good at Maths. She does well in <sup>(1)</sup> \_\_\_\_\_.

<sup>(2)</sup> \_\_\_\_\_ and <sup>(3)</sup> \_\_\_\_\_ too, but she needs to do better in <sup>(4)</sup> \_\_\_\_\_.

Suzy likes music, and she is a <sup>(5)</sup> \_\_\_\_\_ of the Music Club.

She often plays the piano at <sup>(6)</sup> \_\_\_\_\_. She also likes sports,

and she plays <sup>(7)</sup> \_\_\_\_\_ well. She practises hard on

<sup>(8)</sup> \_\_\_\_\_ and <sup>(9)</sup> \_\_\_\_\_ after school. I think

she will get into the school team next term.

Suzy is nice and <sup>(10)</sup> \_\_\_\_\_. All her teachers and her

classmates like her very much.

## **B** Speak up: Can you play the violin?



**A3** Sandy and Daniel are talking about what they can and cannot do. Work in pairs and talk about your abilities. Use the conversation below as a model.

**Sandy:** Daniel, can you play the violin?

**Daniel:** Yes, I can. I started to play the violin at the age of six.

**Sandy:** Can you show me how to play it?

**Daniel:** Sure. Listen to this.

**Sandy:** What nice music!

**Daniel:** Thanks. I know you can play the piano well.

**Sandy:** Yes. I love music. I started to play the piano when I was five.

**Daniel:** That's great!





## Using a library

A library is a useful place to find information. Remember the following points when you look for information in a library:

- Books about different subjects are put in different sections.
- Books are organized according to topics. Books about similar topics are put in the same area.
- Novels are arranged in alphabetical order according to the authors' surnames.
- Librarians are there to help you. If you have any questions, ask them.

 Look at the books below. Write the titles in the correct sections.



HISTORY		LANGUAGES	
1 _____	3 _____		
2 _____	4 _____		
LITERATURE		SCIENCE	
5 _____	7 _____		
6 _____	8 _____		



## Task

### A recommendation letter



**A** Mr Wu wrote a letter to recommend Daniel for this year's Young Star Award.

Dear Sir/Madam,

I would like to recommend Chen Dan for this year's Young Star Award.

Chen Dan is a clever boy. He learns things quickly. He can use computers well. When he is free, he often helps at the Helping Hands Club and does most of the computer work for the club.

Chen Dan always thinks carefully when he works. He plans everything well. He is a member of our Project Hope group and often takes part in activities like collecting clothes and books for children in need.

Chen Dan is really kind. Last week, a five-year-old boy lost his way and was crying in the street. Chen Dan saw him and took him to the police station. He stayed with the boy and played with him for two hours before the boy's parents came.

All the members at the Helping Hands Club think that Chen Dan should get the award. We look forward to hearing from you soon.

Yours faithfully,

Wu Bing

### *Useful expressions*

I would like to recommend ... for ....

He/She is a ... boy/girl.

When he/she is free, he/she always ....

He/She always/often ... when he/she ....

He/She is a member of ... and often helps ....

We all think that he/she should get ....

We look forward to hearing from you soon.

**B** You also want to recommend a classmate for an award. First, read the notes below to learn how to write a recommendation letter.

### Recommendation letter

#### Introduction

- The first paragraph tells what the letter is about.

#### Main body

- The main body of the letter includes different points in this order.  
Paragraph 2: abilities of your classmate  
Paragraph 3: personality of your classmate  
Paragraph 4: what your classmate did

#### Conclusion

- The last paragraph states again who you would like to recommend.

**C** Think of a classmate to recommend for an award. Write down some notes. Then write a letter to recommend him or her for the award. Use Mr Wu's letter as a model.



## Self-assessment

I can	Examples	Result
1 talk about the story of the brave young man.		
2 use the new words to talk about an escape from danger.		
3 use <b>can/could/may</b> to talk about ability and permission. use <b>What</b> and <b>How</b> to express strong feelings.		
4 use the library to find more information.		

**Result:** 😊 Wonderful! 😊 Good! 😊 Not bad!

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

## Unit 8

# Pets



### All about pets

It is Pets Week at Sunshine Middle School. The Class 1, Grade 7 students are learning about different pets.

#### Task

Prepare a presentation on your favourite pet.





# Welcome to the unit

## Different pets

**A** The students drew some pictures of their pets. Look at the parts of the pictures and write the names of the animals under them.

**TIP** The plural of goldfish is goldfish. The plural of mouse is mice.

cat

dog

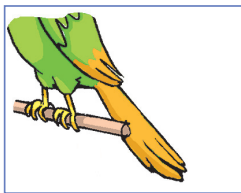
goldfish

mouse

parrot

rabbit

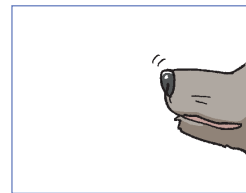
1



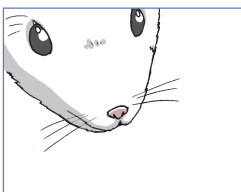
2



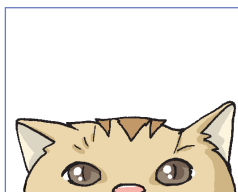
3



4



5



6



**B** The students are talking about why they like their pets. Match the two parts to make correct sentences. Write the correct letters in the blanks.

**TIP** When we know the gender of a pet, we often use he or she to refer to the pet. Otherwise, we can use it.

- |           |                                   |   |                                                        |
|-----------|-----------------------------------|---|--------------------------------------------------------|
| 1 Daniel: | I love my parrot because ____     | a | I like watching them swim around.                      |
| 2 Kitty:  | I like my rabbit because ____     | b | she loves to sleep on my knees.                        |
| 3 Peter:  | I like goldfish because ____      | c | it's very small and soft and I can hold it in my hand. |
| 4 Sandy:  | I like my mouse best because ____ | d | I can feed her carrots and I like her long ears.       |
| 5 Millie: | I love my dog because ____        | e | I can play with him in the park.                       |
| 6 Amy:    | I like my cat because ____        | f | he can sing, and I want to teach him to speak.         |



## A Poems about pets



*It is Pets Week at Sunshine Middle School. Millie took a poetry book about animals to school. Here are her favourite poems.*

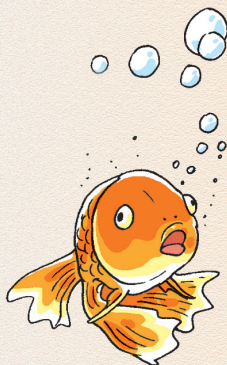
### My dog

- My dog is the cleverest animal of all.  
 He doesn't just run after a ball.  
 With eyes open wide,  
 5 He hunts when I hide.  
 He does wonderful tricks,  
 Builds me camps out of sticks.  
 He'd never bark or bite,  
 And he doesn't like to fight.  
 10 My dog is my best friend,  
 And I'll look after him till the end.



### My goldfish

- My goldfish is a wonderful pet.  
 She doesn't need a bed.  
 15 She isn't any trouble.  
 She doesn't bark.  
 She doesn't miaow.  
 Just bubbles,  
 Bubbles,  
 20 Bubbles.
- My goldfish is a wonderful pet.  
 She doesn't need a bed.  
 She isn't any trouble.  
 We don't have to feed her much.  
 25 She doesn't need a gentle touch.  
 Just bubbles,  
 Bubbles,  
 Bubbles.



POEMS

## B What are the pets like?

**TIP**

Words rhyme if the last syllables make the same or similar sound.

**B1** Some of the words in the poems rhyme. Help Millie complete the sentences.

- 1 All rhymes with ball.
- 2 Hide rhymes with \_\_\_\_\_.
- 3 Sticks rhymes with \_\_\_\_\_.
- 4 Bite rhymes with \_\_\_\_\_.
- 5 Friend rhymes with \_\_\_\_\_.
- 6 Bed rhymes with \_\_\_\_\_.
- 7 Bubble rhymes with \_\_\_\_\_.
- 8 Much rhymes with \_\_\_\_\_.

**B2** Simon introduces the poem "My dog" to his cousin Annie. He wants to make sure that Annie understands it. Match the lines from the poem with their meanings. Write the correct letters in the blanks.

- |                                                     |       |                                                |
|-----------------------------------------------------|-------|------------------------------------------------|
| 1 "He doesn't just run after a ball." (line 3)      | _____ | a He does amazing things.                      |
| 2 "He hunts when I hide." (line 5)                  | _____ | b He can run after a ball and do other things. |
| 3 "He does wonderful tricks," (line 6)              | _____ | c He looks around for me.                      |
| 4 "He'd never bark or bite," (line 8)               | _____ | d And I'll always take care of him.            |
| 5 "And I'll look after him till the end." (line 11) | _____ | e He's friendly.                               |





**B3** Peter's favourite pet is a goldfish. He is telling Amy why he likes his goldfish. Read the poem about goldfish on page 94 again and help him complete his sentences.

A goldfish isn't any <sup>(1)</sup> trouble.  
 It doesn't <sup>(2)</sup> \_\_\_\_\_.  
 It doesn't <sup>(3)</sup> \_\_\_\_\_.  
 We don't need to <sup>(4)</sup> \_\_\_\_\_ it much.  
 It doesn't need a gentle <sup>(5)</sup> \_\_\_\_\_.  
 Just bubbles, bubbles, bubbles.





**B4** Amy and Millie are writing about their pets for the Young Pet Owners Club website. Help them complete the sentences below with the words in the box.

barks    bite    hides    miaows    runs    tricks    trouble

Location: <http://www.youngpetowners.com> young pet owners What's Related

My cat is very friendly. She is a happy cat.  
 She <sup>(1)</sup> \_\_\_\_\_ when she is hungry.  
 She is very quiet and does not do any  
<sup>(2)</sup> \_\_\_\_\_. Sometimes she  
<sup>(3)</sup> \_\_\_\_\_ under the chair. She does  
 not make any <sup>(4)</sup> \_\_\_\_\_.

My dog likes to play in the park. He often  
<sup>(5)</sup> \_\_\_\_\_ after cats and birds.  
 Sometimes he <sup>(6)</sup> \_\_\_\_\_ when  
 someone comes to visit us. Some people  
 are afraid of him. They think he will  
<sup>(7)</sup> \_\_\_\_\_ them.





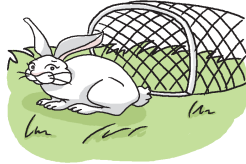
# Grammar

## A Using adjectives

We use adjectives to describe people or things. We can put an adjective before a noun or after a linking verb.

**TIP** We can use adjectives after the linking verbs below.

be	become	feel
get	grow	keep
look	seem	smell
sound	taste	turn



Rabbits have **long** ears.  
Rabbits' ears are **long**.



A **lazy** cat is sleeping on the sofa.  
The cat on the sofa is **lazy**.

## About pets

**A1** Daniel is making some notes about pets. Help him make sentences with the words below.

1 make/Birds/sounds/nice


2 are/clever/Dogs/and/friendly


3 and/quiet/Goldfish/look after/to/are/easy

**A2** Daniel found two passages about pets on the website. Complete the sentences with the words in the box.

black      clever      happy      hungry      special      tired

I have a <sup>(1)</sup> \_\_\_\_\_ cat. She likes to run after balls. When she gets <sup>(2)</sup> \_\_\_\_\_, she sleeps anywhere. She miaows when she is <sup>(3)</sup> \_\_\_\_\_.





My parrot is a <sup>(4)</sup> \_\_\_\_\_ friend of mine. He is very <sup>(5)</sup> \_\_\_\_\_, and he can repeat my words. He says "Hello!" when I come back home. He is <sup>(6)</sup> \_\_\_\_\_ all the time.

## B Indefinite pronouns

We use indefinite pronouns to refer to people and things when we do not know or do not need to mention who or what we are talking about.

We use **somebody**, **someone** and **something** in positive sentences.

I saw **somebody/someone/something** in the house.

We use **anybody**, **anyone** and **anything** in negative sentences or in questions.

I did not see **anybody/anyone/anything** in the house.

Did you see **anybody/anyone/anything** in the house?

We use **nobody**, **no one** and **nothing** to refer to “not anyone” and “not anything”.

There is **nobody/no one/nothing** in the house.

We use **everybody**, **everyone** and **everything** to refer to “all people” and “all things”.

Is **everybody/everyone** here today?


**Everything** is ready.

**TIP** When we are offering something or when we expect the answer to be “yes”, we can use **something/somebody/someone** in questions. Would you like **something** to eat? Is **someone** there?

**TIP** I did not hear **anybody**.  
= I heard **nobody**.

**TIP** **No one** is written as two words.

## Keeping a pet at home

 *Mr Wu is asking the students about their pets. Complete their conversation with the correct indefinite pronouns.*

**Mr Wu:** Millie, I know you have a dog. What do you feed him?

**Millie:** We usually give him dog food.

**Mr Wu:** Do you feed him <sup>(1)</sup> \_\_\_\_\_ else?

**Millie:** Yes. Sometimes we give him some meat. He likes it.

**Mr Wu:** I see. Does <sup>(2)</sup> \_\_\_\_\_ have a cat?

**Amy:** Yes, I have a cat. She's nice to <sup>(3)</sup> \_\_\_\_\_.

**Mr Wu:** Good. I know <sup>(4)</sup> \_\_\_\_\_ has goldfish, right?

**Peter:** Yes, I do. Goldfish are easy to look after.

**Mr Wu:** That's true. Does <sup>(5)</sup> \_\_\_\_\_ have a snake?

**Kitty:** No. <sup>(6)</sup> \_\_\_\_\_ wants a snake, I think.

**Daniel:** I don't agree. There's <sup>(7)</sup> \_\_\_\_\_ wrong with keeping a snake if you like it.



## Integrated skills

### A Goldfish



**A1** Peter is listening to a talk on goldfish and writing down some notes. Listen to the talk and help him check his notes below. Write a **T** if a sentence is true or an **F** if it is false.

- 1 Pick up goldfish with your hands. \_\_\_\_\_
- 2 Put your goldfish in the sun. \_\_\_\_\_
- 3 A goldfish can weigh up to 40 grams. \_\_\_\_\_
- 4 Some goldfish are black. \_\_\_\_\_
- 5 Goldfish are easy to look after. \_\_\_\_\_
- 6 Goldfish are very expensive. \_\_\_\_\_



**A2** Peter recorded the talk. Listen again and help him prepare a fact sheet about goldfish with the correct information.



#### About goldfish

- Put them in <sup>(1)</sup> \_\_\_\_\_ water.
- Do not put them in <sup>(2)</sup> \_\_\_\_\_.
- Do not pick them up with <sup>(3)</sup> \_\_\_\_\_.
- They eat special fish food and <sup>(4)</sup> \_\_\_\_\_.
- Feed them once <sup>(5)</sup> \_\_\_\_\_.
- They are usually <sup>(6)</sup> \_\_\_\_\_.
- They can grow up to be <sup>(7)</sup> \_\_\_\_\_ centimetres long and weigh up to <sup>(8)</sup> \_\_\_\_\_ grams.
- They can be orange, <sup>(9)</sup> \_\_\_\_\_, white or green.

**A3** After the talk, Peter calls Amy to tell her about goldfish. Complete Peter's answers with the help of the information on page 99.

**Peter:** There was a talk in the Pet Club yesterday.

**Amy:** Really? What was the talk about?

**Peter:** It was a talk about <sup>(1)</sup> \_\_\_\_\_. We learnt about how to look after them.

**Amy:** That's interesting. Can you tell me more about them?

**Peter:** Sure. First, they need <sup>(2)</sup> \_\_\_\_\_ water.

**Amy:** Do you need to feed them often?

**Peter:** No, not often, only once a day. They eat special fish food and sometimes <sup>(3)</sup> \_\_\_\_\_.

**Amy:** How big can goldfish grow?

**Peter:** They can be <sup>(4)</sup> \_\_\_\_\_ centimetres long and weigh up to <sup>(5)</sup> \_\_\_\_\_ grams.

**Amy:** Do they make any noise?

**Peter:** No. They're very <sup>(6)</sup> \_\_\_\_\_.



## B Speak up: How do you look after your pets?



The students are talking about how they look after their pets. Work in groups and talk about pet care. Use the conversation below as a model.

**Daniel:** How do you look after your dog, Millie?

**Millie:** Dogs like exercise a lot, so we walk him in the park every evening.

**Daniel:** Oh, I see. Do you walk your cat, Amy?

**Amy:** No, we don't. We only brush her fur every day.

**Daniel:** How do you look after your fish, Peter?

**Peter:** We put them in clean water, and we never feed them too much.








## Finding information on the Internet

### What is the Internet?

The Internet is an international computer network. It connects computer networks all over the world. People can get different kinds of information from it. There are millions of websites on the Internet. There is a lot of useful information on the websites. You can use search engines to find the information you need.

### How do we use search engines?

Search engines help us find information quickly and easily. Type in a keyword or some keywords and the search engine will give you a list of relevant websites to look at.

 Millie and her friends are using search engines to find information. Look at what they want to find. Help them choose the best keywords. Circle the correct letters.

1 Millie wants to find information about pets.

- |   |                                      |                                       |
|---|--------------------------------------|---------------------------------------|
| a | <input type="text" value="animals"/> | <input type="button" value="Search"/> |
| b | <input type="text" value="birds"/>   | <input type="button" value="Search"/> |
| c | <input type="text" value="pets"/>    | <input type="button" value="Search"/> |

2 Simon wants to find information about how to look after a pet.

- |   |                                           |                                       |
|---|-------------------------------------------|---------------------------------------|
| a | <input type="text" value="pet care"/>     | <input type="button" value="Search"/> |
| b | <input type="text" value="pet"/>          | <input type="button" value="Search"/> |
| c | <input type="text" value="pet problems"/> | <input type="button" value="Search"/> |

3 Kitty wants to find information about keeping an e-pet.

- |   |                                                    |                                       |
|---|----------------------------------------------------|---------------------------------------|
| a | <input type="text" value="different pets"/>        | <input type="button" value="Search"/> |
| b | <input type="text" value="e-pet"/>                 | <input type="button" value="Search"/> |
| c | <input type="text" value="what to have as a pet"/> | <input type="button" value="Search"/> |



## Task

### My favourite pet



A

Amy gave a presentation on her cat. Here is her script.

#### Poppy the cat

My favourite pet is a cat. Her name is Poppy and she is three years old.

She has long, grey fur and white paws. Her eyes are green and she is quite small. She weighs about two kilograms.



Usually she eats cat food, but her favourite food is fish. She likes warm milk too.



She is very friendly and quiet. She likes sleeping in a basket.

Sometimes she plays with a ball. When she is hungry, she will miaow.

I feed Poppy every day and give her clean water. I like to brush her fur and she enjoys it very much.

Poppy is my best friend, but she is very lazy sometimes! She never worries because we take good care of her.

### Useful expressions

I love/like my ... very much.

My ... looks like ....

He/She is always very friendly/quiet/happy/noisy.

Usually he/she eats ....

He/She lives in a cage/basket/box.

He/She usually sits/lies on the bed/floor.

He/She likes/does not like ....

He/She needs ....

We usually/sometimes ....



**B** You want to give a presentation on your favourite pet. First, prepare a fact sheet about it to help you organize your ideas.

1 What does it look like?

Size \_\_\_\_\_ Eyes \_\_\_\_\_  
 Colour \_\_\_\_\_ Body \_\_\_\_\_

2 It is \_\_\_\_\_. (clever/friendly/happy/kind/lazy/noisy/quiet)

3 Think about its lifestyle.

What does it eat? \_\_\_\_\_

What kind of place does it live in? \_\_\_\_\_

What does it like/dislike? \_\_\_\_\_

How do you look after it? \_\_\_\_\_

4 What is special about your pet? \_\_\_\_\_

**C** Write your script for your presentation on your favourite pet. Use the information on the fact sheet in Part B. When you finish, present your work to the class.



## Self-assessment

I can	Examples	Result
1 talk about the two poems.		
2 use the new words to talk about different pets.		
3 use adjectives to describe people or things. use indefinite pronouns to refer to people or things.		
4 find information on the Internet.		

Result: 😊 Wonderful! 😊 Good! 😊 Not bad!

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



# Project 2

## A school newsletter

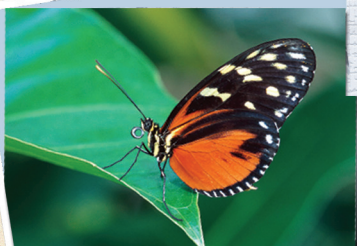
The Class 1, Grade 7 students sometimes help make the school newsletter. You and your classmates want to prepare articles for your own school newsletter too.

### A Planning newsletter articles

- 1 Work in groups of four. Think about some interesting things or people in your school. Then choose one thing or person to write about.
- 2 Get some information about your topic. If your article is about a person, prepare an interview with that person.
- 3 Use the library and/or the Internet to get more information.
- 4 Find some pictures to make your article more interesting.

#### Volleyball team wins!

The school volleyball team won a match at the Sports Centre last week.

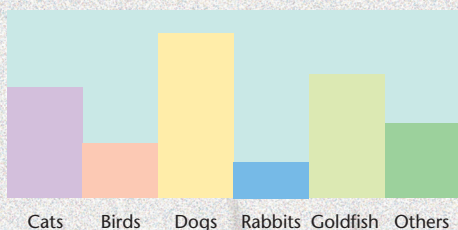


#### Interesting facts about animals

- Some frogs can change colour.
- Horses sleep standing up.
- Butterflies taste with their feet.
- The shortest snake is 10 cm long.

#### Favourite pets

Our survey shows that most of the Grade 7 students have pets. Below are the kinds of pets they have.



#### Visiting the China Science and Technology Museum

Last Thursday, the Class 1, Grade 7 students visited the China Science and Technology Museum. It was very interesting. We learnt about space travel, weather and many other things.



## B Preparing your newsletter

### Writing

- Talk to other groups. Make sure the topics of your articles are different.
- Prepare an outline first.
- Write a title for your article.
- Keep your article brief and interesting.

### Using pictures and photos

- It is often a good idea to have some pictures and photos in your newsletter.
- Draw pictures and/or use photos to illustrate your points.
- Use background colours to make your newsletter more attractive.

### Checking

- Make sure your article has a title.
- Check for spelling and grammatical mistakes.
- Make sure punctuation is used correctly.

### Presentation

- Put all the articles, pictures and photos together.
- Add the name of the newsletter at the top.
- Put the date and the name of your school at the top.
- Include a word search, a crossword puzzle or a joke to make your newsletter fun to read.

Sunshine Middle School		News
Newsletter		
		20 June
<b>Zhao Mei wins first prize</b>		<b>Interview</b>
	.....?	<b>Mr Wu talks about working at SMS</b>
	.....?	Interviewer: .....
	.....?	Mr Wu: .....
	.....?	Interviewer: .....
	.....?	Mr Wu: .....
<b>Helping Hands Club at SMS</b>	.....?	Interviewer: .....
	.....?	Mr Wu: .....
	.....?	Interviewer: .....
	.....?	Mr Wu: .....

## Irregular verbs

Base form	Simple past	Past participle	Base form	Simple past	Past participle
be	was/were	been	feel	felt	felt
bear	bore	born	fight	fought	fought
beat	beat	beaten	find	found	found
become	became	become	fly	flew	flown
begin	began	begun	forget	forgot	forgotten
blow	blew	blown	get	got	got
break	broke	broken	give	gave	given
bring	brought	brought	go	went	gone
build	built	built	grow	grew	grown
burn	burnt	burnt	hang (悬挂)	hung	hung
	burned	burned	have	had	had
buy	bought	bought	hear	heard	heard
catch	caught	caught	hide	hid	hidden
choose	chose	chosen	hit	hit	hit
come	came	come	hold	held	held
cost	cost	cost	hurt	hurt	hurt
cut	cut	cut	keep	kept	kept
deal	dealt	dealt	know	knew	known
dig	dug	dug	lay	laid	laid
do	did	done	lead	led	led
draw	drew	drawn	learn	learnt	learnt
dream	dreamt	dreamt		learned	learned
	dreamed	dreamed	leave	left	left
drink	drank	drunk	lend	lent	lent
drive	drove	driven	let	let	let
eat	ate	eaten	lie (躺)	lay	lain
fall	fell	fallen	light	lit	lit
feed	fed	fed		lighted	lighted

Base form	Simple past	Past participle
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
pay	paid	paid
put	put	put
read /ri:d/	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
show	showed	shown
	showed	showed
shut	shut	shut
sing	sang	sung
sit	sat	sat

Base form	Simple past	Past participle
sleep	slept	slept
smell	smelt	smelt
	smelled	smelled
speak	spoke	spoken
speed	speeded	speeded
	sped	sped
spell	spelt	spelt
	spelled	spelled
spend	spent	spent
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

## Unit 1

## 1 Would you like to live in a palace, Eddie? (page 6, Picture 1)

埃迪，你想住宫殿吗？

短语 **would like to do something** 带有委婉的语气，可以用来征求意见、提出建议或发出邀请。如：

*Would you like to go shopping with me?* 你愿意和我一起去买东西吗？

肯定回答：Yes, I'd love/like to. 或 Sure, that sounds great.

否定回答：I'd love/like to, but I .... 或 Thank you, but I'm afraid I ....

## 2 Hobo: There are twenty restaurants in town. Which is your favourite? (page 6, Picture 3)

Eddie: The biggest one in Fifth Street! (page 6, Picture 4)

霍波：城里有二十家餐馆，你最喜欢哪一家？

埃迪：第五大街上最大的那家！

句中的 **in town** 意思是“在城里”，**town** 前无需定冠词 **the**。这里 **biggest** 是 **big** 的最高级，意思是“最大的”。

句中的 **one** 指代上文所提到的 **restaurant**。**it** 也具有指代作用，两者区别是 **one** 指代的是同一类事物，而 **it** 指代的是同一个事物。如：

*This tie does not match my shirt well. Would you please show me another one?*

这条领带不太配我的衬衫，请你再拿一条给我看看好吗？

*This book is very interesting. Would you like to have a look at it?*

这本书很有趣，你想看看吗？

## 3 My family and I often sit there and enjoy a cup of tea. (page 8, lines 4–5)

我和家人经常坐在那里喝杯茶。

英国人习惯在下午或傍晚时喝茶，并吃些三明治、饼干或蛋糕之类的点心。

## 4 I share a bedroom with my sister. We often listen to music in bed. (page 8, lines 12–14)

我和妹妹同住一间卧室。我们经常躺在床上听音乐。

短语 **share something (with somebody)** 表示“(与某人)共有某物”。如：

*Would you mind sharing the table with him?* 你介意和他共用这张桌子吗？

注意：**in bed** = *under the covers* 在床上（指盖着被子）

**on the bed** = *on top of the covers* 在床上（指未打开被子）

## 5 I love to sit there and look out at the beach and the sea. (page 8, lines 18–20)

我喜欢坐在那儿，向外眺望海滩和大海。

句中的 **look out** 表示“向外看”，后面如果接宾语，需要使用介词。如：

*The old man often looks out of the window.* 这位老人经常看着窗外。

## 6 I also have a bedroom of my own, but it is not big. (page 14, Part A3)

我也有一间属于自己的卧室，但是不大。

句中的 **a bedroom of my own** 相当于 **my own bedroom**。短语 **of one's own** 意思是“属于某人自己的”。如：

*I need a room of my own.* 我需要一个属于自己的房间。



**7 I hope to visit your home some day. (page 14, Part A3)**

我希望有一天能去你家拜访。

句中的 **some day** 意思是“将来有一天”，也可写作 **someday**，相当于 **one day**。这里 **some** 表示“某个”，而不是“一些”。

**8 May I speak to Daniel, please? (page 14, Part B)**

我可以和丹尼尔通电话吗？

这是电话用语，还有一些常用表达。如：

*Who's speaking, please?* 请问你是哪位？

*This is Simon.* 我是西蒙。

*Can I take a message?* 要我传个话吗？

*Can you ask him to call me back?* 你能叫他给我回个电话吗？

**9 My dream home is at the foot of a hill. (page 17, Part B)**

我梦想中的家坐落在山脚下。

句中的 **foot** 意思是“底部，基础”。如：

*the foot of the page* 页脚    *the foot of the stairs* 楼梯底部

**10 There is always more than enough food there. (page 17, Part B)**

那儿总是有很多很多的食物。

短语 **more than enough** 意思是“足够多，太多”。如：

*I have had more than enough.* 我吃得饱了。

## Unit 2

**1 I'm afraid they won't welcome visitors like you. (page 18, Picture 4)**

恐怕他们不会欢迎像你这样的客人。

句中的 **like** 是介词，意思是“像，类似；像……一样”。如：

*Don't look at me like that.* 别像那样看着我。

**2 They often meet at the community centre and share their different skills. (page 20, lines 3–4)**

他们经常在社区中心集中，并和大家分享各自的一技之长。

**3 There's something wrong with my computer. I'm going to ask a computer engineer to check it. (page 20, lines 9–10)**

我的电脑出故障了。我打算找个电脑工程师检查一下。

句型 **there is something wrong with something** 相当于 **something is not working well**，意思是“某物坏（失灵）了”。此意还可以用 **something is broken** 表达。如：

*Her bicycle/watch is broken.* 她的自行车/手表坏了。

**4 Some of them often visit the old people and do some shopping for them. (page 20, lines 15–16)**

他们（志愿者）中的一些人经常会去探望老人，并为他们采购些物品。

短语 **do some shopping** 意思是“买东西，购物”。**do + some/the + V-ing** 短语结构常用来泛指做某类事情。类似的短语还有：

*do some/the cleaning* 打扫卫生

*do some/the reading* 读些书

5 I'm going to be a doctor. I want to help sick people. (page 26, Part B)

我要当个医生。我想帮助生病的人。

这里 sick 意思是“生病的”，可以用作表语或定语。注意 ill 用作“生病的”意思时只能作表语。如：

His grandpa is very sick. 他爷爷病得很厉害。

His mother has to look after his sick grandpa. 他妈妈得照顾他生病的爷爷。

His grandpa is ill in hospital. 他爷爷生病住院了。

6 Are you not feeling well these days? (page 28, Part A)

你最近感觉不舒服吗？

句中的 feel well 指身体感觉舒服，没有毛病，这里 well 是形容词，意思是“身体好的，健康的”。我们也可以 use feel good 来表达相同的含义。

7 Are you worrying about what to wear to a party or how to design your home? (page 28, Part A)

你在为参加聚会该穿什么或者怎样设计你的家而烦恼吗？

这里 what to wear to a party 和 how to design your home 是“疑问词 + 不定式”结构，作 worry about 的宾语。

## Unit 3

1 An old friend of mine is coming to see me, Hobo. (page 30, Picture 1)

霍波，我的一个老朋友要来看我。

这里 is coming 相当于 is going to come。英语里在谈到近期确定的安排时，常用进行时表达，这种用法比用将来时表达更为自然。常用于该用法的动词有 come、go、leave 等。如：

Where are we going for the spring outing? 我们要到哪儿去春游啊？

2 Maybe we can order a pizza ... (page 30, Picture 4)

也许我们能点个比萨饼……

句中的 order 是“点（酒、菜等）”的意思。如：

I'll order a hamburger and a glass of juice. What about you?

我点一个汉堡和一杯果汁。你呢？

3 It takes only 40 minutes by underground. (page 32, line 7)

乘地铁（从阳光镇到北京市中心）只需花 40 分钟。

句型 it takes (somebody) some time to do something 表示“（某人）花费时间去做某事”。如：

It usually takes him an hour to do his homework. 他通常要花一小时做家庭作业。

4 Why not visit our local theatre and enjoy Beijing opera? (page 32, line 17)

为什么不去我们本地的剧院欣赏京剧呢？

我们可以用 why not 来征求对方意见，相当于 why don't you 结构。如：

Why not go shopping with me? 为什么不和我一块去购物呢？

= Why don't you go shopping with me?

5 If you want to learn more about Chinese art, don't miss the opera shows there. (page 32, lines 17-19)

如果你想更多地了解中国艺术，不要错过那儿的戏剧演出。

句中的 **miss** 意思是“错过，不去”，此外，它还可以表示“赶不上”。如：

*miss a game/party* 错过一场比赛/聚会 *miss a bus/train/plane* 赶不上公交车/火车/飞机

**6 We are looking forward to meeting you soon. (page 32, line 20)**

我们盼望不久就能见到你们。

短语 **look forward to (doing) something** 表示“盼望（做）某事”。如：

*Wow! I'm looking forward to the party.* 哇！我期待着这次聚会。

**7 Some families raise cows, and others grow wheat. (page 41, Part C)**

一些家庭养牛，另一些家庭种植小麦。

句中的 **some ..., and others ...** 意思是“一些……，另一些……”。如：

*Some boys are playing football, and others are swimming.*

一些男孩在踢足球，另一些在游泳。

**8 I think it is a wonderful place to live. (page 41, Part C)**

我认为这是一个居住的好地方。

在非正式文体中，**place** 后常可直接加不定式短语作定语，省略介词 **in/at**。这里 **place to live** 在正式文体中用 **place to live in**。

## Unit 4

**1 Sunshine Zoo is north of Sunshine Middle School. (page 43, Part A)**

阳光动物园在阳光中学的北面。

这里“**be + 方位词 + of ...**”表示“（某地）在（另一地）的……方向”。如：

*Our school is south of the zoo.* 我们学校在动物园的南面。

注意：英语中东南、东北、西南和西北的表达分别是 **south-east**、**north-east**、**south-west** 和 **north-west**。

**2 Go straight on, and you'll find the Panda House. (page 44, lines 1–2)**

一直向前走，你们就会看到熊猫馆。

这里是“**祈使句 + and + 陈述句**”句型。**and** 连接的两句间是一种顺承关系。前一分句表示一种条件或假设，后一分句表示一种结果或推论。如：

*Stand over there, and you can see it better.* 站在那边，你能看得更清楚些。

句中的 **go on** 意思是“向前行”，**on** 在这里用作副词，表示“向前（移动）”。如：

*Keep straight on for the beach.* 一直向前走到海滩。

**3 They like to eat bamboo and lie down all day long. (page 44, lines 2–3)**

它们喜欢吃竹子，而且成天躺在那儿。

句中的 **long** 是副词，用在表示一段时间的名词之后，起强调作用。如：

*They work hard all year long.* 他们长年辛勤工作。

**4 Remember that they're dangerous. Never go near them. (page 44, lines 6–7)**

记住它们很危险，不要靠近它们。

这里 **that they're dangerous** 是 **that** 引导的从句，作 **remember** 的宾语，即宾语从句。**never go near them** 是祈使句的否定句型。

- 5 Monkeys are clever and funny. They jump around and make people laugh. (page 44, lines 10–11)

猴子聪明又滑稽。它们上蹿下跳，惹得人们大笑。

句中 **make people laugh** 是“动词+宾语+宾语补足语”结构，这时如果前面的动词是 **make**、**let**、**have**、**hear**、**see** 等时，第二个动词则省略 **to**。如：

*Please let me go with you.* 请让我跟你一起去。

- 6 What can you see across it? (page 47, Part A)

你能看到它（桥）对面有什么？

句中的 **across** 是介词，意思是“在……对面；穿过，横过”，动词 **cross** 意思也是“穿过，横过”。如：

*Cross the bridge, and you will see the elephants.* 过了桥，你们就能看到大象了。

- 7 The flowers are in front of the shop. (page 48, Part B)

花在商店的前面。

介词短语 **in front of** 表示“在……的前面”，指某物外部的前面，其反义词是 **behind**（在……的后面）。

介词短语 **in the front of** 表示“在……的前部”，指某物内部的前面，其反义词是 **at the back of**（在……的后面）。如：

*There is a big tree in front of our school gate.* 在我们学校大门前有一棵大树。

*Mr Wu is standing in the front of the classroom.* 吴老师正站在教室的前面（在教室里）。

- 8 Walk past the house, turn left and walk along the path next to the river. (page 49, Part A2)

走过这座房子，向左转，沿着河边的小路走。

这里 **past** 是介词，意思是“经过（一边，一侧）”。如：

*We live in the building just past the bookshop.* 我们就住在书店那边的大楼里。

- 9 How do I get there? (page 50, Part B)

去那儿的路怎么走？

常用的问路表达法还有：

*Excuse me, where is ...?*

*Can you tell me the way to ...?*

*Which is the way to ...?*

*Can you tell me how to get to ...?*

## Unit 5

- 1 Come on, Eddie. It's just a plane. I saw one yesterday. (page 56, Picture 2)

得了吧，埃迪，不过是架飞机罢了。我昨天还见过一架。

这里 **come on** 是语气词，表示知道某人所说的话不正确，意思是“得了吧”。**come on** 还可以用于催促别人，意思是“快点儿，加油”。如：

*Come on, Joan, or we are going to be late.* 琼，快点儿！要不然我们就迟到了。

- 2 Fish sleep with their eyes open. (page 57, Part A)

鱼睁着眼睛睡觉。



这里 “with + 名词 + 形容词/介词短语” 在句中作状语。如：

He likes to sleep with the window open. 他喜欢开着窗睡觉。

Our English teacher came into the classroom with a book in her hand.

我们的英语老师手里拿着一本书走进教室。

### 3 The Sun is about 1,300,000 times larger than the Earth. (page 57, Part A)

太阳的体积是地球的约 130 万倍。

注意：这里提及“太阳”、“地球”时，用的是 the Sun、the Earth。我们在谈论天文学的各星球时，星球名称首字母均大写。平时提及“太阳”、“地球”时，则无需大写。如：

The earth revolves around the sun. 地球绕着太阳转。

### 4 On their way home, they met Andy. (page 58, line 7)

在回家的路上，她们遇到安迪。

这里 home 是副词，前面不需要介词，如果后面接的是名词，前面需加介词 to。如：

On her way to school, Millie met her English teacher.

在去学校的路上，米莉碰到了她的英语老师。

### 5 He searched the bushes. (page 58, line 11)

他把灌木丛搜查了一番。

句中的 search 意思是“搜寻，搜查”，如果要指出想要搜寻的东西或人，要用介词 for，即 search (somewhere) (for something/somebody)。如：

She searched all her bags for her ID card. 她翻遍自己所有的包找身份证。

### 6 “Here it is,” Andy said to himself. (page 58, line 12)

“在这儿，”安迪心里想。

短语 say to oneself 意思是“心里想；自言自语”，这里的 say 也可以换用其他与“说”有关的词，如 speak、talk 等，类似的短语还有 think to oneself（暗自寻思，心里想）。

### 7 Now I am not afraid of animals any more. (page 64, Part A3)

现在我再也不会害怕动物了。

短语 be afraid of (doing) something 表示“害怕（做）……”。如：

I am afraid of going out at night. 我怕晚上出门。

短语 not ... any more 表示“不再”。如：

After a while, the little girl did not cry any more. 过了一会儿，这个小女孩不再哭了。

### 8 in China, in 1987, about 29 TVs per 100 families, but now most families have at least one TV (page 66, Part A)

在中国，1987 年每 100 个家庭大约有 29 台电视机，而现在大部分家庭拥有至少一台电视机。

这里 per 意思是“每，每一”，用来表示比率，指每一单位的数量、时间或价格。如：

These apples cost ten yuan per kilo. 这些苹果每公斤十元。

## Unit 6

### 1 You complain too much. The bag isn't that heavy. (page 68, Picture 4)

你真会抱怨，这个背包没那么重。

这里的 that 是副词，相当于 so，意思是“那样，那么”。如：

The baby cannot walk that far. 这个宝宝还走不了那么远。

## 2 Down the rabbit hole (page 70)

掉进兔子洞

本文节选自英国作家刘易斯·卡罗尔 (1832–1898) 于 1865 年出版的儿童文学作品《爱丽丝漫游仙境》，有删改。

这里 down 是介词，意思是“向下，往下”。down 用作介词还可表示“沿着，顺着”，相当于 along。如：

walk down/along the road 顺着这条路一直走

## 3 Down, down, down. Alice fell for a long time, and then she hit the ground. (page 70, lines 9–10)

掉啊，掉啊，掉啊，爱丽丝向下掉了很长时间，然后才落地。

这里 down 是指 fall down，连用了三个 down 是强调爱丽丝落进洞里的时间很长，同时也说明洞很深。

## 4 She found herself alone in a long, low hall. (page 70, line 10)

她发现自己一个人在一个长而低的厅里。

句中的 find oneself ... 意思是“发觉自己（处于某种意外的状态）”。如：

He woke up and found himself in a hospital bed. 他醒来发觉自己躺在医院的床上。

句中的 alone 意思是“独自的”，相当于 on one's own、by oneself。

## 5 Alice tried to go through the door, but she was too big. (page 70, lines 15–16)

爱丽丝想通过那扇门，可是她个子太大了。

句中的 through 是介词，意思是“穿过，通过”，通常表示“从空间穿过”，而 across 表示“从表面穿过”。如：

walk through the forest 走过森林    run across the field 跑过田野

## 6 She looked down and saw that her body became smaller and smaller. (page 78, Part A)

她朝下看，发现自己的身体变得越来越小。

这里 smaller 是 small 的比较级，意思是“较小的”。

## 7 Soon Alice was small enough to go through the door, so she decided to enter the garden. (page 78, Part A)

不久，爱丽丝小得足以通过那扇门了，于是她决定进入花园。

短语 decide to do something 意思是“决定做某事”。如：

He decided to give up the job. 他决定放弃这份工作。

## 8 Alice had to go back to the table, but she was too small to reach the key. (page 78, Part A)

爱丽丝只好回到桌子旁，不过她已太小，够不着那把钥匙了。

短语 too ... to ... 意思是“太……而不能……”。如：

The boy is too young to go to school. 这男孩太小，还不能上学。

这里 reach 意思是“够得着”，此外 reach 还有“到达”的意思，相当于 get to。

## 9 She tried to climb up, but failed. (page 78, Part A)

她试图爬上去，但是没成功。

句中的 fail 意思是“失败”，如果说“（做）某事失败”，用 fail (to do) something。如：

She failed the exam. 她考试没通过。

The little girl failed to climb up to the top of the hill. 这个小女孩没能爬到山顶。

## Unit 7

### 1 Look out, Eddie! (page 80, Picture 3)

小心，埃迪！

这里 look out 单独成句，表示“当心，小心”，多用来提醒别人注意。如：

Look out! A bus is coming towards us! 当心！一辆公交车正朝着我们开过来！

### 2 Some families are not even able to pay for pens and notebooks. (page 81, Part B)

一些家庭甚至没钱买笔和本子。

短语 be able to 意思是“能够”，相当于 can，但可以用于更多时态中。

### 3 Suddenly, he heard someone shouting “Fire! Fire! Help!” (page 82, lines 3–4)

突然他听见有人在喊“着火了！着火了！救命啊！”

句中的 hear somebody doing 意思是“听见某人正在……”，后一个动词用-ing 形式强调动作正在进行。常用于该用法的动词还有 see、watch 等。如：

I saw him walking into a hospital yesterday. 昨天我看到他走进一家医院。

The mother watched her baby playing in the room. 这位母亲看着她的宝宝在房间里玩耍。

### 4 He went in and found his neighbour, the 79-year-old Mrs Sun, in the kitchen. (page 82, lines 5–6)

他走进去，看到隔壁邻居 79 岁的孙奶奶正在厨房。

在 79-year-old 这一结构中，词与词之间用连字符连接，通常作定语，后接名词。如：

There is a ten-metre-tall tree in front of my room. 在我的房间前面有一棵十米高的树。

如果用作表语，应去掉连字符，此时 year 用复数。如：

Mrs Sun is 79 years old. 孙奶奶 79 岁了。

### 5 Later some firemen came and put out the fire. (page 82, line 10)

后来一些消防员赶来扑灭了火。

短语 put out 在这里意思是“扑灭，熄灭”，也可以说 put the fire out。

### 6 He was in hospital for two weeks. (page 82, lines 11–12)

他在医院住了两个星期。

短语 in hospital 意思是“(生病)住院”，注意其中没有任何冠词。在英式英语中，如果加上冠词为 in the/a hospital，则表示“在医院（如去医院看望某人或在医院工作等）”。如：

After he finished college, he worked in the hospital. 他大学毕业后就在这家医院工作。

类似的词组还有 go to school（上学）。

### 7 Do not put anything hot into the rubbish bin. (page 84, Part C)

不要将任何热的东西倒入垃圾筒中。

句中的 hot 用作定语，修饰前面的不定代词 anything。如：

Is there anything wrong with your computer? 你的电脑有故障吗？

### 8 I would like to recommend Chen Dan for this year's Young Star Award. (page 90, Part A)

我想要推荐陈丹获今年的“新星奖”。

### 9 We look forward to hearing from you soon. (page 90, Part A)

我们盼望尽快收到你的来信。

短语 hear from somebody 意思是“得到某人的音信（信、电话等）”。如：

I heard from my grandfather yesterday. 昨天我收到爷爷的来信。

## Unit 8

### 1 That's it. (page 92, Picture 3)

这就对啦。

这是非正式用语，常用于口语中，意思是“就是这样，正是如此；行了，够了；就这样定了”。

### 2 ... I like watching them swim around. (page 93, Part B)

……我喜欢看着它们游来游去。

这里 **watch somebody do something** 表示“看见某人做某事”，后一个动词用原形强调动作的全过程。常用于该用法的动词还有 **see**、**hear** 等。如：

*Did you see an old man walk into that shop?* 你看见一位老人走进那家商店了吗？

### 3 My dog is the cleverest animal of all. (page 94, line 2)

我的狗是最聪明的动物。

这里 **cleverest** 是 **clever** 的最高级，意思是“最聪明的”。

### 4 With eyes open wide,

*He hunts when I hide.* (page 94, lines 4–5)

当我躲起来，他就把眼睛睁得大大的，到处找我。

这里 **open wide** 表示“睁得很大”，**wide** 是副词，修饰前面的形容词 **open**（此处为了押韵放在形容词之后），意思是“充分地”。如：

*“Keep your mouth wide open,” said the dentist.* 牙医说：“把嘴张大。”

### 5 He'd never bark or bite,

*And he doesn't like to fight.* (page 94, lines 8–9)

他从不乱叫，也不咬人，而且不喜欢争斗。

### 6 My dog is my best friend,

*And I'll look after him till the end.* (page 94, lines 10–11)

我的狗是我最好的朋友，我会照顾他一直到最后。

句中的 **till** 是介词，表示“直到……为止”，其前面的动词是持续性动词。如：

*He sleeps till seven o'clock every day.* 他每天一直睡到七点钟。

### 7 We don't have to feed her much.

*She doesn't need a gentle touch.* (page 94, lines 24–25)

我们不用喂她吃很多。她也不需要温柔的抚摸。

### 8 Put your goldfish in the sun. (page 99, Part A1)

把金鱼放在阳光下。

注意：**in the sun** 意思是“在阳光下”，**under the sun** 意思是“天下，全世界”。如：

*Do not read in the sun.* 不要在阳光下看书。

*We talked about everything under the sun.* 我们天南地北无所不谈。

### 9 She never worries because we take good care of her. (page 102, Part A)

她无忧无虑，因为我们把她照顾得很周到。

短语 **take care of** 意思是“照顾，照料”，相当于 **look after**。



Unit 1

基数词

我们通常用基数词来谈论数量的多少。  
下面是基数词的构成：

- 20以下的基数词

0 = zero	7 = seven	14 = fourteen
1 = one	8 = eight	15 = fifteen
2 = two	9 = nine	16 = sixteen
3 = three	10 = ten	17 = seventeen
4 = four	11 = eleven	18 = eighteen
5 = five	12 = twelve	19 = nineteen
6 = six	13 = thirteen	

注意：13–19这几个数均以teen结尾。

- 20及以上的基数词

20 = twenty	21 = twenty-one
30 = thirty	22 = twenty-two
40 = forty	23 = twenty-three
50 = fifty	24 = twenty-four
60 = sixty	25 = twenty-five
70 = seventy	26 = twenty-six
80 = eighty	27 = twenty-seven
90 = ninety	28 = twenty-eight
100 = hundred	29 = twenty-nine

- 注意：1. 20以上100以内的整十数，均以ty结尾；20以上的非整十数，书写时要在十位和个位之间加连字符。
2. 13的重音放在第二个音节上，30的重音在第一个音节上。

- 百位数（百 = hundred）  
234 two hundred and thirty-four  
注意：百位和十位之间要用and，and轻读。
- 千位数（千 = thousand）  
2,345 two thousand three hundred and forty-five  
注意：在非正式文体中，2,300也可以写作twenty-three hundred。
- 1,000以上的较大数字（百万 = million）  
23,456 twenty-three thousand four hundred and fifty-six  
234,567 two hundred and thirty-four thousand five hundred and sixty-seven

注意：在用阿拉伯数字记录较大数目时，通常用逗号或空格将大数目分隔，从个位开始，三个一组。

## 序数词

我们通常用序数词来谈论日期、楼层、位置等。如：

The summer holiday starts from the first of July. 暑假从七月一日开始。

I live on the eleventh floor. 我住在第十二层。(〈英式〉the eleventh floor = 〈美式〉the twelfth floor)

Sandy always comes first in her class. 桑迪在她的班级总是得第一名。

下面是序数词的构成：

1st = first	10th = tenth	19th = nineteenth
2nd = second	11th = eleventh	20th = twentieth
3rd = third	12th = twelfth	30th = thirtieth
4th = fourth	13th = thirteenth	40th = fortieth
5th = fifth	14th = fourteenth	50th = fiftieth
6th = sixth	15th = fifteenth	60th = sixtieth
7th = seventh	16th = sixteenth	70th = seventieth
8th = eighth	17th = seventeenth	80th = eightieth
9th = ninth	18th = eighteenth	90th = ninetieth

- 注意：
1. 一般的序数词的构成是在基数词词尾加上th，而first、second、third是特殊的。
  2. 以ve结尾的基数词，ve要变为f，再加th。如：five—fifth; twelve—twelfth。
  3. 以ty结尾的基数词，y要变为ie，再加th。如：twenty—twentieth; thirty—thirtieth。
  4. 十位或百位的基数词，只将其个位上的基数词变为序数词。如：fifty-five—fifty-fifth; two hundred and sixty-one—two hundred and sixty-first。
  5. 序数词也可以用以上表格中的缩写形式。如：fourth—4th; twenty-third—23rd。

## Unit 2

### 一般将来时 (will/shall)

我们可以用will或者shall来谈论即将发生的事情。

- 表示说话人知道或认为将会发生某事。如：

Her grandmother **will** be ninety next week. 她奶奶下周就九十岁了。

This job **will not** take long. 这个工作花不了多长时间。

- 表示说话人说话时所做的决定。如：

—It's cold here. 这儿很冷。

—OK. I'll close the window. 好吧，我把窗关上。

I'll have the salad, please. 请给我来点色拉吧。

- 否定句是在will或shall后面加上not；一般疑问句是直接把will或shall提前至句首。如：

I **will/shall not** go there. 我不去那里了。

—**Will** they go there with me? 他们会和我一起去那里吗？

—Yes, they **will**.

注意：I will/I shall的缩写形式是I'll；I will not 的缩写形式是I won't；I shall not 的缩写形式是I shan't。肯定回答中不用缩略形式。

- 当主语是第一人称的时候，通常我们用shall来提问，多用于征求意见或建议。如：

**Shall** I go shopping with you? 我能和你一起去购物吗？

**Shall** we go shopping? 我们一起去购物好吗？

## 一般将来时 (be going to)

我们也可以用be going to来谈论即将发生的事情。

- 表示计划要做的事情。如：  
I **am going to** phone my cousin tonight. 我今晚要给表妹打电话。  
What **are** you **going to** do this Sunday? 这个周日你打算做什么？
- 表示很有可能即将发生的事情。如：  
I think I **am going to** faint. 我觉得我快昏倒了。  
The bag is not very strong. It **is going to** break. 这个袋子不太结实，就快要裂开了。  
注意：谈论将来的句子中常有一些时间状语，如 tonight、tomorrow、the day after tomorrow、next Tuesday、next week、this Friday、this afternoon。

## Unit 3

### 名词所有格

我们常用名词所有格来表示人或物的所有关系。

- 单数名词的所有格形式是在其后加's。如：  
the **woman's** daughter 这位妇女的女儿
- 姓名的所有格形式是在其后加上's。如：  
**Tom's** sister 汤姆的姐姐     **Charles's** pen 查尔斯的钢笔
- 以s或者es结尾的复数名词的所有格形式是在其后加上'。如：  
the **twins'** parents 双胞胎的父母     the **students'** hometown 学生们的家乡
- 不以s或es结尾的不规则变化的名词复数，其所有格形式是在后面加's。如：  
**Children's** Day 儿童节     the **People's** Republic of China 中华人民共和国

### 形容词性物主代词和名词性物主代词

我们常用形容词性物主代词和名词性物主代词来表示人或物的所有关系。如：

This is **my** book. 这是我的书。

These are **our** books. 这些是我们的书。

This book is **mine**. 这本书是我的。

These books are **ours**. 这些书是我们的。

注意：1. 形容词性物主代词后一般带有名词。

2. 名词性物主代词相当于“形容词性物主代词 + 名词”。

- 形容词性物主代词和名词性物主代词归纳如下：

	单数					复数		
	第一人称	第二人称	第三人称			第一人称	第二人称	第三人称
形容词性物主代词	my	your	his	her	its	our	your	their
名词性物主代词	mine	yours	his	hers	/	ours	yours	theirs

注意：it没有名词性物主代词形式。

## Unit 4

## 冠词a/an/the

冠词分为不定冠词和定冠词。不定冠词a/an常用来泛指某人或某物，定冠词the常用来指特定的某人或某物。

- 我们在第一次提到某人或某物时，如果是可数名词单数，常在其前加不定冠词a/an。如：  
Look, here is **a** cat. 看，这里有只猫。  
There is **an** apple tree over there. 那边有一棵苹果树。  
注意：冠词 **a** 用于以辅音音素开头的单数可数名词前，冠词 **an** 用于以元音音素开头的单数可数名词前，元音音素不等同于元音字母。
- 我们在谈到之前提过的某人或某物，或特指某人或某物时，常在其前加定冠词the。如：  
I have a pen. **The** pen is a present from Ben. 我有支钢笔。这支钢笔是本送我的礼物。  
Can I open **the** window? 我可以把窗户打开吗？  
注意：一般在球类运动前不加冠词，在乐器名称前加定冠词。如：  
play football 踢足球    play volleyball 打排球  
play **the** piano 弹钢琴    play **the** violin 拉小提琴

## 方位介词

我们常用方位介词来表示物体的位置。如：

There are some footballs **under** the desk. 在桌子下面有几个足球。

There is a boy **in front of** the shop. 在店的前面有个男孩。

- 常用的方位介词如下：

方位介词	含义	注意
at	在……处	指在某一点，常用于较小的地点
in	在……处	相对于at，常用于较大的地点
on	在……上	在某一平面上
above	在……上方	表示“高于某物”
below	在……下方	表示“低于某物”
over	在……上方	在垂直正上方，不接触表面
under	在……下方	在垂直正下方，不接触表面
in front of	在……前面	在某物外部的前面，注意与in the front of的区别，后者指“在某物内部的前面”
behind	在……后面	在某物的后面
inside	在……里面	
outside	在……外面	
beside	在……旁边	
next to	在……旁边	相当于beside
between	在……中间	between表示在两者之间，among表示“在三者（或以上）之间”



Unit 5

一般过去时 (I)

我们用一般过去时来谈论在过去发生的动作或存在的状态。如：  
Yesterday Tom **asked** me a funny question. 昨天汤姆问了我一个很好笑的问题。  
He **was** a teacher three years ago. 他三年前是一名老师。

- 在一般过去时的句子中，常带有明显的表示过去时间的状语，如just now、yesterday、yesterday morning/afternoon/evening、last night/week/month/year、two days/a week/three years ago、in 1999/2008。  
I **made** the bed **just now**. 我刚刚把床铺好。  
He **left** for Shanghai **last night**. 他昨晚去了上海。

- 动词过去式的变化规则如下：

用法	举例
一般的谓语动词后面直接加 ed	ask—asked
以不发音的e结尾的动词，直接加 d	arrive—arrived
以辅音字母加y结尾的动词，去掉y，再加 ied	study—studied
以一个辅音字母结尾的重读闭音节动词，双写最后一个辅音字母，再加 ed	shop—shopped

- 动词过去式的不规则变化

不规则变化	举例
保持不变	set—set      cut—cut
元音有变化	come—came    draw—drew
辅音有变化	lend—lent      build—built
元音、辅音均有变化	catch—caught    buy—bought
其他	am/is—was      are—were

Unit 6

一般过去时 (II)

一般过去时的否定句式和疑问句式如下：

- 行为动词一般过去时的否定形式是在行为动词前加did not，缩写形式是didn't，其后的动词为原形。如：  
He **did not go** there yesterday. 他昨天没有去那里。  
I **did not help** him with his English last week. 上周我没有帮助他学英语。
- be动词构成的一般过去时的否定形式是在was和were后面直接加not。如：  
I **was not** here one hour ago. 一个小时前我不在这里。  
They **were not** happy just now. 刚才他们并不开心。
- 由行为动词构成的一般过去时改为疑问句，在句首添加助动词did，其后的动词为原形。回答用Yes, 主语 + did.或No, 主语 + didn't。如：

—**Did you go** to the party last night? 昨天晚上你参加聚会了吗?

—**Yes, I did./No, I didn't.** 是的, 我去了。/不, 我没去。

- 由be动词构成的一般过去时改为疑问句, 直接将be动词提前至句首, 回答用Yes, 主语 + was/were. 或No, 主语 + wasn't/weren't. 如:

—**Were you happy yesterday?** 昨天你开心吗?

—**Yes, I was.** 是的, 我很开心。

—**Were they here last night?** 他们昨晚在这里吗?

—**No, they weren't.** 不, 他们不在这里。

## Unit 7

### 情态动词can/could/may

我们可以用情态动词can/could来表示能力。

- 情态动词can表示现在的能力, could表示过去的某种能力。如:

He **can** speak good English. 他英语讲得很好。

Sandy **cannot** dance. 桑迪不会跳舞。

The old man **could** swim across the river when he was young. 这位老人年轻时能够游过这条河。

注意: 我们也可以用be able to来表示能力, be动词的形式根据句子所用时态变化。

我们也可以用情态动词can/could/may来表示许可。

- 情态动词could表示一种委婉的语气, 比用can表达更有礼貌。may较正式。如:

**Can** I use your pen? 我可以用一下你的钢笔吗?

**Could** we picnic here? 我们可以在这儿野餐吗?

**May** I see the letter? 我可以看看这封信吗?

### What/How感叹句

我们常用感叹句来表达高兴、愤怒、伤心等情感。感叹句通常由What或How来引导。

- What (+ 不定冠词) + 形容词 + 名词 + 缩略的陈述句 (陈述句的主语是代词)。如:

**What** a nice boy he is! 他是一个多好的男孩啊!

**What** nice boys they are! 他们是多么好的男孩啊!

**What** an exciting film it is! 这是一部多么令人兴奋的电影啊!

**What** exciting films they are! 它们是多么令人兴奋的电影啊!

**What** nice weather it is! 天气多好啊!

注意: 1. 当名词为复数或是不可数名词时, 不能加不定冠词。

2. 在口语中常常省略后面缩略的陈述句, 即What a nice boy he is!可以直接表达为  
What a nice boy!

- How + 形容词 + 缩略的陈述句 (此陈述句中的主语可以是名词或代词)。如:

**How** funny he looks! 他看上去真滑稽!

**How** exciting the film is! 这部影片真激动人心!

注意: 在口语中常常省略后面缩略的陈述句, 即How exciting the film is!可以直接表达为  
How exciting!

## 形容词

我们常用形容词来描述人或物。

- 形容词可以放在名词前作定语。如：

He has **long** hair and **short** legs. 他头发很长，腿很短。

He has two **big** ears. 他有两只大耳朵。

- 形容词也可以放在系动词后作表语。如：

He is very **happy** today. 今天他很开心。

The cat is very **lazy**. 这只猫很懒。

注意：除be动词外，系动词还包括become、feel、get、look、seem、smell、sound、taste、turn等。这些词后面常接形容词作表语。如：

She felt a little **ill**. 她觉得有点不舒服。

Leaves turn **brown** in autumn. 秋天树叶变黄。

## 不定代词

我们常用不定代词指代某个不特定的人或物。

- 不定代词some-常用于肯定句。疑问句中，如果希望得到对方肯定的回答，也会用some-。somebody/someone表示“某人”，something表示“某物”。如：

There is **somebody/someone** at the door. 门口有个人。

Would you like **something** to drink? 你想喝点儿什么吗？

- 不定代词any-常用于否定句或疑问句。anybody/anyone表示“某人”，anything表示“某物”。如：

Did you see **anybody/anyone** there? 你在那儿看到什么人了？

I didn't see **anybody/anyone**. 我谁也没看到。

- 不定代词no-有否定含义，no one表示“没有人”，nobody = not anyone, nothing = not anything。如：

I saw **nobody** there. 我在那儿谁也没看到。

= I did not see **anybody/anyone** there.

There is **nothing** in the box. 盒子里什么都没有。

**No one** would like to go there. 没有人愿意去那里。

- 不定代词every-可以用于各种句式中。everybody/everyone的意思是“每个人，人人”，everything的意思是“每件事，一切”。如：

Is **everybody/everyone** here? 大家都在吗？

**Everything** is ready. 一切都准备好了。

注意：不定代词everybody/everyone/everything一般都被视作单数，谓语动词用单数。



## Wordlist (by unit)

注：本表不收录有关指示语、语法讲解、学习技巧和课题(Project)中的生词。括号中所标数字为该词条在本教科书中首次出现时的页码。带\*号的单词只要求会读、听得懂，不要求拼写。单词音标以Oxford Advanced Learner's Dictionary (7th Edition)为依据，其中元音有短元音/ɪ/、/ʊ/、/ɪə/、/ʊə/和弱元音/i/、/u/、/iə/、/uə/之分。

### Unit 1

<b>palace</b> /'pæləs/ <i>n.</i> 皇宫，宫殿	(6)	<b>area</b> /'eəriə/ <i>n.</i> 面积	(11)
<b>next to</b> <i>prep.</i> 紧邻，在…近旁	(6)	<b>over</b> /'əʊvə(r)/ <i>prep.</i> 超过	(11)
<b>town</b> /taʊn/ <i>n.</i> 镇，城镇	(6)	<b>fork</b> /fɔ:k/ <i>n.</i> 叉，餐叉	(13)
<b>Canada</b> /'kænədə/ <i>n.</i> 加拿大	(7)	<b>fridge</b> /frɪdʒ/ <i>n.</i> (= refrigerator) 冰箱	(13)
<b>France</b> /frɑ:ns/ <i>n.</i> 法国	(7)	<b>knife</b> /naɪf/ <i>n.</i> ( <i>pl.</i> knives) 刀	(13)
<b>Japan</b> /dʒə'pæn/ <i>n.</i> 日本	(7)	* <b>lamp</b> /læmp/ <i>n.</i> 灯，台灯	(13)
<b>Russia</b> /'rʌʃə/ <i>n.</i> 俄罗斯	(7)	<b>shower</b> /'ʃaʊə(r)/ <i>n.</i> 淋浴器；淋浴	(13)
<b>UK</b> /ju: 'keɪ/ <i>abbr.</i> (= United Kingdom) 英国	(7)	<b>sofa</b> /'səʊfə/ <i>n.</i> 沙发	(13)
<b>London</b> /'lʌndən/ <i>n.</i> 伦敦	(7)	<b>video</b> /'vɪdiəʊ/ <i>n.</i> 录像；视频	(14)
<b>country</b> /'kʌntri/ <i>n.</i> 国家	(7)	<b>be full of</b> 满是	(14)
<b>capital</b> /'kæpɪtl/ <i>n.</i> 首都	(7)	<b>of one's own</b> 属于某人自己的	(14)
<b>mile</b> /maɪl/ <i>n.</i> 英里	(8)	<b>some day</b> 将来有一天，总有一天	(14)
<b>garden</b> /'gɑ:dn/ <i>n.</i> 花园，果园	(8)	<b>may</b> /meɪ/ <i>modal v.</i> 可以；也许，可能	(14)
* <b>flat</b> /flæt/ <i>n.</i> 公寓，套房	(8)	<b>message</b> /'mesɪdʒ/ <i>n.</i> 消息，音信	(14)
<b>centre</b> /'sentə(r)/ <i>n.</i> <英> 中心	(8)	<b>take a message</b> 传个话，捎个口信	(14)
= <美> <b>center</b>		<b>call sb back</b> 回电话	(14)
<b>living room</b> <i>n.</i> 起居室，客厅	(8)	<b>double</b> /'dʌbl/ <i>adj.</i> 双的；两倍的	(14)
<b>share</b> /ʃeə(r)/ <i>vt.</i> 合用；分享	(8)	<b>study</b> /'stʌdi/ <i>n.</i> 书房	(16)
<b>share sth with sb</b> 与某人合用/分享某物	(8)	<b>machine</b> /mə'ʃi:n/ <i>n.</i> 机器	(16)
<b>bedroom</b> /'bedru:m; 'bedrʊm/ <i>n.</i> 卧室	(8)	<b>washing machine</b> <i>n.</i> 洗衣机	(16)
<b>own</b> /əʊn/ <i>adj.</i> 自己的	(8)	<b>at the foot of</b> 在…脚下	(17)
<b>bathroom</b> /'bɑ:θru:m; 'bɑ:θrʊm/ <i>n.</i>		<b>field</b> /fi:ld/ <i>n.</i> 地，田	(17)
浴室，盥洗室	(8)	<b>football field</b> <i>n.</i> 足球场	(17)
* <b>balcony</b> /'bælkəni/ <i>n.</i> 阳台	(8)	<b>home cinema</b> <i>n.</i> 家庭影院	(17)
<b>beach</b> /bi:tʃ/ <i>n.</i> 海滩	(8)	<b>invite</b> /ɪn'vaɪt/ <i>vt.</i> 邀请	(17)
<b>sea</b> /si:/ <i>n.</i> 海	(8)	<b>stay</b> /steɪ/ <i>vi.</i> 停留，逗留	(17)
<b>dining room</b> <i>n.</i> 餐厅	(9)		
<b>zero</b> /'ziərəʊ/ <i>num.</i> 零	(11)		
<b>hundred</b> /'hʌndrəd/ <i>num.</i> 百	(11)		
<b>thousand</b> /'θaʊznd/ <i>num.</i> 千	(11)		
<b>million</b> /'mɪljən/ <i>num.</i> 百万	(11)		
<b>foot</b> /fʊt/ <i>n.</i> ( <i>pl.</i> feet) 英尺	(11)		
<b>square</b> /skweə(r)/ <i>adj.</i> 平方的	(11)		
<b>metre</b> /'mi:tə(r)/ <i>n.</i> <英> 米，公尺	(11)		
= <美> <b>meter</b>			

### Unit 2

<b>neighbour</b> /'neɪbə(r)/ <i>n.</i> <英> 邻居	(18)
= <美> <b>neighbor</b>	
* <b>wow</b> /waʊ/ <i>excl.</i> 哇，呀	(18)
<b>will</b> /wɪl/ <i>modal v.</i> 将，将会	(18)
<b>visitor</b> /'vɪzɪtə(r)/ <i>n.</i> 访问者，参观者	(18)
<b>like</b> /laɪk/ <i>prep.</i> 像，类似；…怎么样	(18)
* <b>waiter</b> /'weɪtə(r)/ <i>n.</i> (餐馆等的) 服务员	(19)



- \* **neighbourhood** /'neɪbəhʊd/ *n.* 街区, 居民区 (19)  
 <英> 街区, 居民区 (19)  
 = <美> **neighborhood**
- helpful** /'helpfl/ *adj.* 愿意帮忙的; 有用的 (20)
- \* **volunteer** /ˌvɒləntɪə(r)/ *n.* 志愿者, 义务工作者 (20)
- community** /kə'mju:nəti/ *n.* 社区 (20)
- skill** /skɪl/ *n.* 技能, 技巧 (20)
- help sb with sth** 帮助某人解决某种困难 (20)
- problem** /'prɒbləm/ *n.* 问题, 难题 (20)
- something** /'sʌmθɪŋ/ *pron.* 某事, 某物 (20)
- engineer** /ˌendʒɪ'nɪə(r)/ *n.* 工程师; 技师 (20)
- check** /tʃek/ *vt.* 检查; 核实 (20)
- broken** /'brʊkən/ *adj.* 损坏了的; 破碎的 (20)
- someone** /'sʌmwʌn/ *pron.* 某人 (20)
- fix** /fiks/ *vt.* 修理 (20)
- anyone** /'eniwʌn/ *pron.* 任何人 (20)
- college** /'kɒlɪdʒ/ *n.* 学院 (20)
- do some shopping** 买东西 (20)
- lucky** /'lʌki/ *adj.* 幸运的 (20)
- shall** /ʃəl; ʃæl/ *modal v.* 将, 将会 (23)
- the day after tomorrow** 后天 (24)
- fire** /'faɪə(r)/ *n.* 火 (24)
- make a fire** 生火 (24)
- manager** /'mænɪdʒə(r)/ *n.* 经理 (25)
- office** /'ɒfɪs/ *n.* 办公室 (25)
- office worker** *n.* 办公室职员, 上班族 (25)
- policeman** /pə'li:smən/ *n.* (*pl.* **policemen**) 警察 (25)
- postman** /'pəʊstmən/ *n.* (*pl.* **postmen**) 邮递员 (25)
- \* **company** /'kʌmpəni/ *n.* 公司 (25)
- station** /'steɪʃn/ *n.* 局, 所, 站 (25)
- police station** *n.* 警察局 (25)
- post** /pəʊst/ *n.* 邮政 (25)
- post office** *n.* 邮局 (25)
- person** /'pɜ:sn/ *n.* 人 (25)
- job** /dʒɒb/ *n.* 工作 (25)
- elder** /'eldə(r)/ *adj.* 年纪较长的 (25)
- by train/bus/ship/bike**
- 乘火车/公交车/轮船/自行车 (26)
- future** /'fju:tʃə(r)/ *n.* 将来 (26)
- artist** /'ɑ:tɪst/ *n.* 艺术家, (尤指) 画家 (26)
- sound** /saʊnd/ *linking v.* 听起来 (26)
- sick** /sɪk/ *adj.* 生病的; 恶心的 (26)
- notice** /'nəʊtɪs/ *n.* 布告, 通知 (28)
- information** /ˌɪnfə'meɪʃn/ *n.* 信息 (28)
- below** /brɪ'ləʊ/ *adv.* 下面 (28)
- better** /'betə(r)/ *adj.* (**good/well** 的比较级) 较好, 更好 (28)
- anything** /'eniθɪŋ/ *pron.* 任何事 (28)
- worry about** 为...担心 (28)
- \* **design** /drɪ'zain/ *vt.* 设计, 构思 (28)
- group** /gru:p/ *n.* 组, 群 (28)

## Unit 3

- mine** /maɪn/ *pron.* 我的 (30)
- nothing** /'nʌθɪŋ/ *pron.* 没有什么 (30)
- wait a minute** 等一会儿 (30)
- \* **yuan** /ju:'ɑ:n/ *n.* 元 (人民币单位) (30)
- \* **tin** /tɪn/ *n.* 罐, 听 (30)
- \* **pizza** /'pɪtsə/ *n.* 比萨饼 (30)
- \* **exchange student** *n.* 交流学生 (31)
- quiet** /'kwaɪət/ *adj.* 安静的; 寂静的 (32)
- air** /eə(r)/ *n.* 空气, 大气 (32)
- fresh** /freʃ/ *adj.* 新鲜的 (32)
- local** /'ləʊkl/ *adj.* 本地的, 当地的 (32)
- \* **jogging** /'dʒɒɡɪŋ/ *n.* 慢跑锻炼 (32)
- underground** /'ʌndəgraʊnd/ *n.* 地铁 (32)
- famous** /'feɪməs/ *adj.* 出名的, 著名的 (32)
- Western** /'westən/ *adj.* 西方的 (32)
- \* **opera** /'ɒprə/ *n.* 歌剧, 戏剧 (32)
- theatre** /'θɪətə(r)/ *n.* <英> 戏院, 剧场 (32)  
 = <美> **theater**
- miss** /mɪs/ *vt.* 错过, 失去 (32)
- \* **forward** /'fɔ:wəd/ *adv.* 向前, 前进 (32)
- \* **look forward to** 盼望, 期待 (32)
- soon** /su:n/ *adv.* 很快, 不久 (32)
- postcard** /'pəʊstkɑ:d/ *n.* 明信片 (35)
- key** /ki:/ *n.* 钥匙 (35)
- ring** /rɪŋ/ *n.* 环, 圈; 戒指 (35)
- key ring** *n.* 钥匙扣 (35)
- yours** /jɔ:z/ *pron.* 你的; 你们的 (36)
- ours** /ɑ:z; 'aʊəz/ *pron.* 我们的 (36)
- theirs** /ðeəz/ *pron.* 他(或她、它)们的 (36)
- hers** /hɜ:z/ *pron.* 她的 (36)
- all over** 到处, 遍及 (36)

<b>pencil case</b> <i>n.</i> 笔盒, 笔袋	(36)	<b>dangerous</b> /'deɪndʒərəs/ <i>adj.</i> 危险的	(44)
* <b>golden throne</b> <i>n.</i> 金宝座	(37)	<b>sound</b> /saʊnd/ <i>n.</i> 声音	(44)
<b>work</b> /wɜ:k/ <i>n.</i> 作品, 著作	(37)	<b>forest</b> /'fɒrɪst/ <i>n.</i> 森林	(44)
<b>work of art</b> <i>n.</i> 艺术品	(37)	<b>funny</b> /'fʌni/ <i>adj.</i> 好笑的, 滑稽的	(44)
* <b>painting</b> /'peɪntɪŋ/ <i>n.</i> 绘画, 油画	(37)	<b>laugh</b> /lɑ:f/ <i>vi.</i> 笑, 大笑	(44)
<b>row</b> /rəʊ/ <i>vt.</i> 划 (船)	(38)	<b>giraffe</b> /dʒə'ra:f/ <i>n.</i> 长颈鹿	(44)
<b>hotel</b> /həʊ'tel/ <i>n.</i> 旅馆	(38)	<b>quite</b> /kwaɪt/ <i>adv.</i> 相当, 非常	(44)
<b>own</b> /əʊn/ <i>vt.</i> 拥有, 所有	(39)	<b>neck</b> /nek/ <i>n.</i> 脖子	(44)
<b>hometown</b> /'həʊmtaʊn/ <i>n.</i> 家乡	(40)	<b>leaf</b> /li:f/ <i>n.</i> ( <i>pl.</i> <b>leaves</b> ) (树、菜) 叶	(44)
<b>raise</b> /reɪz/ <i>vt.</i> 饲养	(40)	<b>north-east</b> <i>n., adj. &amp; adv.</i> 东北方	(44)
<b>grow</b> /grəʊ/ <i>vt. &amp; vi.</i> (使) 生长, 发育; 长大, 长高	(40)	<b>bridge</b> /brɪdʒ/ <i>n.</i> 桥	(44)
* <b>wheat</b> /wi:t/ <i>n.</i> 小麦	(40)	<b>cross</b> /krɒs/ <i>vt.</i> 穿过, 横过	(44)
<b>friendly</b> /'frendli/ <i>adj.</i> 友好的	(40)	* <b>cage</b> /keɪdʒ/ <i>n.</i> 笼子, 鸟笼	(47)
<b>smell</b> /smel/ <i>vt.</i> 嗅, 闻到	(40)	<b>across</b> /ə'krɒs/ <i>prep.</i> 在…对面; 穿过, 横过	(47)
<b>drive</b> /draɪv/ <i>vt. &amp; vi.</i> 驾车送 (人); 驾驶, 开 (车)	(41)	<b>inside</b> /,ɪn'saɪd/ <i>prep.</i> 在…里面	(48)
		<b>outside</b> /,aʊt'saɪd/ <i>prep.</i> 在…外面	(48)
		<b>above</b> /ə'bʌv/ <i>prep.</i> 在…上面	(48)
		<b>below</b> /bɪ'ləʊ/ <i>prep.</i> 在…下面	(48)
		<b>sign</b> /saɪn/ <i>n.</i> 指示牌	(48)
		<b>over</b> /'əʊvə(r)/ <i>prep.</i> 在…上面	(48)
		<b>bench</b> /bentʃ/ <i>n.</i> 长椅	(48)
		<b>past</b> /pa:st/ <i>prep.</i> 在另一边, 到另一侧	(49)
		<b>treasure</b> /'treʒə(r)/ <i>n.</i> 宝藏	(49)
		* <b>turning</b> /'tɜ:nɪŋ/ <i>n.</i> 转弯处	(49)
		<b>traffic</b> /'træfɪk/ <i>n.</i> 交通, 来往车辆	(50)
		<b>traffic lights</b> <i>n.</i> 红绿灯	(50)
		<b>should</b> /ʃəd; ʃʊd/ <i>modal v.</i> 应当, 应该	(50)
		* <b>crossing</b> /'krɒsɪŋ/ <i>n.</i> 交叉路口	(50)
		<b>corner</b> /'kɔ:nə(r)/ <i>n.</i> 拐角, 街角; 角落	(50)
		<b>prepare</b> /prɪ'peə(r)/ <i>vt.</i> 准备	(52)
		<b>prepare ... for ...</b> 为…准备…	(52)
		<b>plenty</b> /'plenti/ <i>pron.</i> 大量, 充足	(52)
		<b>plenty of</b> 大量, 足够	(52)
		* <b>exit</b> /'eksɪt; 'egzɪt/ <i>n.</i> 出口	(52)
		<b>bank</b> /bæŋk/ <i>n.</i> 银行	(52)
<b>Unit 4</b>			
<b>follow</b> /'fɒləʊ/ <i>vt.</i> 跟随; 仿效	(42)		
* <b>path</b> /pɑ:θ/ <i>n.</i> 小路, 小径	(42)		
<b>have to</b> 不得不, 必须	(42)		
<b>north</b> /nɔ:θ/ <i>n., adj. &amp; adv.</i> 北, 北方	(43)		
<b>west</b> /west/ <i>n., adj. &amp; adv.</i> 西, 西方	(43)		
<b>south</b> /saʊθ/ <i>n., adj. &amp; adv.</i> 南, 南方	(43)		
<b>east</b> /i:st/ <i>n., adj. &amp; adv.</i> 东, 东方	(43)		
<b>trip</b> /trɪp/ <i>n.</i> 旅行, 旅游	(43)		
<b>kilometre</b> /'kɪləmi:tə(r); kɪ'lɒmɪtə(r)/ <i>n.</i> (= km)			
<英> 千米, 公里	(43)		
= <美> <b>kilometer</b>			
<b>everybody</b> /'evrɪbɒdi/ <i>pron.</i> 每人, 人人	(44)		
<b>straight</b> /streɪt/ <i>adv.</i> 径直地	(44)		
<b>on</b> /ɒn/ <i>adv.</i> 向前移动, 进行下去; (电灯等) 开	(44)		
<b>bamboo</b> /,bæm'bu:/ <i>n.</i> 竹	(44)		
<b>all day long</b> 整天地	(44)		
<b>along</b> /ə'lɒŋ/ <i>prep.</i> 沿着, 顺着	(44)		
<b>road</b> /rəʊd/ <i>n.</i> 路, 道路	(44)		
<b>king</b> /kɪŋ/ <i>n.</i> 国王	(44)		
<b>remember</b> /rɪ'membə(r)/ <i>vt.</i> 记得, 记住	(44)		
<b>that</b> /ðæt/ <i>conj.</i> (用于动词、形容词或名词后 引导从句)	(44)		
<b>Unit 5</b>			
* <b>amazing</b> /ə'meɪzɪŋ/ <i>adj.</i> 令人吃惊的, 惊人的	(56)		
<b>same</b> /seɪm/ <i>adj.</i> 同一的, 相同的	(57)		
<b>birth</b> /bɜ:θ/ <i>n.</i> 出生, 诞生	(57)		
<b>stop doing sth</b> 停止做某事	(57)		
* <b>times</b> <i>n.</i> [复] (用于比较) 倍	(57)		

<b>earth</b> /ɜːθ/ <i>n.</i> 地球; 大地	(57)	<b>*centimetre</b> /ˈsentɪmi:tə(r)/ <i>n.</i> (= <b>cm</b> )	(62)
<b>*bone</b> /bəʊn/ <i>n.</i> 骨头	(57)	<英> 厘米, 公分	(62)
<b>back</b> /bæk/ <i>n.</i> 后部; 背部	(57)	= <美> <b>centimeter</b>	(62)
<b>fat</b> /fæt/ <i>n.</i> 脂肪	(57)	<b>*dodo</b> /ˈdəʊdəʊ/ <i>n.</i> 渡渡鸟	(62)
<b>fact</b> /fækt/ <i>n.</i> 事实	(57)	<b>snake</b> /sneɪk/ <i>n.</i> 蛇	(63)
<b>as</b> /əz; æz/ <i>adv.</i> 和...一样	(58)	<b>*camel</b> /ˈkæml/ <i>n.</i> 骆驼	(63)
<b>usual</b> /ˈjuːʒuəl; ˈjuːʒəl/ <i>adj.</i> 通常的, 平常的	(58)	<b>ant</b> /ænt/ <i>n.</i> 蚂蚁	(63)
<b>as usual</b> 照例; 像往常一样	(58)	<b>little</b> /ˈlɪtl/ <i>pron. &amp; det.</i> 不多的, 少数的	(63)
<b>sit down</b> 坐下	(58)	<b>dry</b> /draɪ/ <i>adj.</i> 干的; 干燥的	(63)
<b>suddenly</b> /ˈsʌdnəli/ <i>adv.</i> 突然	(58)	<b>without</b> /wɪˈðaʊt/ <i>prep.</i> 没有	(63)
<b>*whisper</b> /ˈwɪspə(r)/ <i>n.</i> 低语, 耳语	(58)	<b>be afraid of</b> 害怕	(64)
<b>*bush</b> /bʊʃ/ <i>n.</i> 灌木丛	(58)	<b>not ... any more</b> 再也不, 不再	(64)
<b>turn around</b> 转身; (使) 翻转	(58)	<b>hear of</b> 听说, 知道	(64)
<b>anybody</b> /ˈenɪbədi/ <i>pron.</i> 任何人	(58)	<b>the other day</b> 那天, 前几天	(64)
<b>nobody</b> /ˈnəʊbədi/ <i>pron.</i> (= <b>no one</b> )	(58)	<b>at the same time</b> 同时	(64)
没有人, 无人	(58)	<b>*3-D</b> <i>n.</i> (= <b>three-D</b> ) 三维, 立体	(64)
<b>reply</b> /rɪˈplaɪ/ <i>vi.</i> 答复, 回答	(58)	<b>chalk</b> /tʃɔːk/ <i>n.</i> 粉笔	(64)
<b>strange</b> /streɪndʒ/ <i>adj.</i> 奇怪的; 陌生的	(58)	<b>sandwich</b> /ˈsænwɪtʃ; ˈsænwɪdʒ/ <i>n.</i> 三明治	(66)
<b>leave</b> /liːv/ <i>vt.</i> 离开	(58)	<b>all over the world</b> 遍及全世界	(66)
<b>quickly</b> /ˈkwɪkli/ <i>adv.</i> 迅速地, 飞快地	(58)	<b>by</b> /baɪ/ <i>prep.</i> 不迟于, 在...之前	(66)
<b>on one's/the way</b> 在...路上	(58)	<b>use</b> /juːs/ <i>n.</i> 使用, 利用; 用途	(66)
<b>happen</b> /ˈhæpən/ <i>vi.</i> 发生	(58)	<b>*per</b> /pə(r); pɜː(r)/ <i>prep.</i> 每, 每一	(66)
<b>everything</b> /ˈevriθɪŋ/ <i>pron.</i> 每件事,	(58)	<b>at least</b> /liːst/ 至少	(66)
每样事物, 一切	(58)	<b>as ... as</b> 像...一样	(66)
<b>wonder</b> /ˈwʌndə(r)/ <i>vi. &amp; vt.</i> 琢磨, 想知道;	(58)	<b>*inch</b> /ɪntʃ/ <i>n.</i> 英寸	(66)
感到诧异	(58)	<b>ask for</b> 请求; 要	(67)
<b>carefully</b> /ˈkeəfəli/ <i>adv.</i> 仔细地, 认真地;	(58)		
小心地	(58)		
<b>search</b> /sɜːtʃ/ <i>vt. &amp; vi.</i> 搜查, 搜寻, 搜索	(58)	<b>Unit 6</b>	
<b>himself</b> /hɪmˈself/ <i>pron.</i> 他自己	(58)	<b>*outdoor</b> /ˈaʊtdɔː(r)/ <i>adj.</i> 户外的	(68)
<b>say to oneself</b> 自言自语	(58)	<b>hurry</b> /ˈhʌri/ <i>vi.</i> 急忙, 匆忙	(68)
<b>weak</b> /wiːk/ <i>adj.</i> 虚弱的, 无力的	(58)	<b>hurry up</b> 快点, 赶快	(68)
<b>*miaow</b> /miˈaʊ/ <i>vi.</i> (猫叫声) 喵	(58)	<b>*complain</b> /kəmˈpleɪn/ <i>vi. &amp; vt.</i> 抱怨	(68)
<b>pick</b> /pɪk/ <i>vt.</i> 拾起	(58)	<b>that</b> /ðæt/ <i>adv.</i> 那么, 那样	(68)
<b>pick up</b> 拿起, 举起	(58)	<b>camping</b> /ˈkæmpɪŋ/ <i>n.</i> 野营	(69)
<b>surprised</b> /səˈpraɪzd/ <i>adj.</i> 吃惊的, 惊讶的	(58)	<b>*cycling</b> /ˈsaɪklɪŋ/ <i>n.</i> 骑自行车运动	(69)
<b>later</b> /ˈleɪtə(r)/ <i>adv.</i> 随后, 后来	(58)	<b>riding</b> /ˈraɪdɪŋ/ <i>n.</i> (= <b>horse riding</b> ) 骑马	(69)
<b>run away</b> 逃离, 跑开	(59)	<b>skating</b> /ˈskeɪtɪŋ/ <i>n.</i> 溜冰	(69)
<b>somebody</b> /ˈsʌmbədi/ <i>pron.</i> 某人, 有人	(60)	<b>ride</b> /raɪd/ <i>vt.</i> 骑 (马、自行车等)	(69)
<b>ago</b> /əˈɡəʊ/ <i>adv.</i> 以前	(61)	<b>outside</b> /ˌaʊtˈsaɪd/ <i>adv.</i> 在外面	(69)
<b>the day before yesterday</b> 前天	(62)	<b>rabbit</b> /ˈræbɪt/ <i>n.</i> 兔, 家兔	(70)
		<b>hole</b> /həʊl/ <i>n.</i> 洞	(70)

<b>by</b> /baɪ/ <i>prep.</i> 在…旁边, 靠近	(70)
<b>pass</b> /pɑːs/ <i>vi. &amp; vt.</i> 经过; 通过	(70)
<b>by</b> /baɪ/ <i>adv.</i> 经过	(70)
<b>dear</b> /diə(r)/ <i>excl.</i> 哎呀, 天哪, 啊	(70)
<b>watch</b> /wɒtʃ/ <i>n.</i> 手表	(70)
<b>stand up</b> 站起身, 起立	(70)
<b>get away</b> 逃脱; 离开	(70)
<b>fall</b> /fɔːl/ <i>vi.</i> 落下, 掉落; 倒	(70)
<b>hit</b> /hɪt/ <i>vt.</i> 到达; 击中, 撞	(70)
<b>herself</b> /hɜː'self; hə'self/ <i>pron.</i> 她自己	(70)
<b>alone</b> /ə'ləʊn/ <i>adj. &amp; adv.</i> 独自, 单独	(70)
<b>low</b> /ləʊ/ <i>adj.</i> 低的, 矮的	(70)
<b>locked</b> /lɒkt/ <i>adj.</i> 锁上的	(70)
<b>notice</b> /'nəʊtɪs/ <i>vt.</i> 注意, 察觉	(70)
<b>into</b> /'ɪntə; 'ɪntu; 'ɪntuː/ <i>prep.</i> 到…里面	(70)
<b>side</b> /saɪd/ <i>n.</i> 侧, 边	(70)
<b>through</b> /θruː/ <i>prep.</i> 穿过, 通过	(70)
<b>go through</b> 通过	(70)
<b>surprise</b> /sə'praɪz/ <i>vt.</i> 使惊奇, 使措手不及	(71)
<b>put up</b> 搭, 竖立	(74)
* <b>tent</b> /tent/ <i>n.</i> 帐篷	(74)
<b>wood</b> /wʊd/ <i>n.</i> 木头, 木材	(75)
<b>period</b> /'pɪəriəd/ <i>n.</i> 一段时间, 时期	(76)
* <b>dynasty</b> /'dɪnəsti/ <i>n.</i> 朝代, 王朝	(76)
<b>century</b> /'sentʃəri/ <i>n.</i> 世纪, 百年	(76)
* <b>Italian</b> /ɪ'tæliən/ <i>adj.</i> 意大利的	(76)
<b>become</b> /bɪ'kʌm/ <i>linking v.</i> 开始变得, 变成	(76)
* <b>province</b> /'prɒvɪns/ <i>n.</i> 省	(76)
<b>from then on</b> 从那时起	(76)
<b>excited</b> /ɪk'saɪtɪd/ <i>adj.</i> 激动的	(76)
<b>mobile phone</b> /,məʊbaɪl 'fəʊn/ <i>n.</i> 手机	(76)
<b>a little</b> 一点, 少许	(78)
<b>sweet</b> /swi:t/ <i>adj.</i> 甜的	(78)
<b>enough</b> /ɪ'nʌf/ <i>adv.</i> 足够地, 充分地	(78)
<b>decide</b> /dɪ'saɪd/ <i>vt. &amp; vi.</i> 决定	(78)
<b>enter</b> /'entə(r)/ <i>vt.</i> 进入	(78)
<b>towards</b> /tə'wɔːdz/ <i>prep.</i> (= <b>toward</b> ) 向, 朝	(78)
<b>forget</b> /fə'get/ <i>vi. &amp; vt.</i> 忘记	(78)
<b>too ... to ...</b> 太…而不能…	(78)
<b>reach</b> /ri:tʃ/ <i>vt.</i> 伸手 (脚) 够到	(78)
<b>climb</b> /klaɪm/ <i>vi. &amp; vt.</i> 爬, 攀登	(78)
<b>fail</b> /feɪl/ <i>vi. &amp; vt.</i> 失败	(78)

## Unit 7

<b>ability</b> /ə'bɪləti/ <i>n.</i> 能力	(80)
<b>believe</b> /brɪ'liːv/ <i>vt.</i> 相信	(80)
<b>believe it or not</b> 信不信由你	(80)
<b>look out</b> 留神, 当心	(80)
<b>seat</b> /si:t/ <i>n.</i> 座位	(81)
<b>send</b> /send/ <i>vt.</i> 发送; 邮寄	(81)
<b>even</b> /'iːvn/ <i>adv.</i> 甚至	(81)
<b>able</b> /'eɪbl/ <i>adj.</i> 能, 能够	(81)
<b>pay</b> /peɪ/ <i>vi. &amp; vt.</i> 付费	(81)
<b>pay for</b> 为…付款	(81)
<b>notebook</b> /'nəʊtbʊk/ <i>n.</i> 笔记本	(81)
<b>raise</b> /reɪz/ <i>vt.</i> 募集	(81)
<b>brave</b> /breɪv/ <i>adj.</i> 勇敢的	(82)
<b>save</b> /serv/ <i>vt.</i> 救, 救助	(82)
<b>save ... from</b> 从…中救出…	(82)
<b>smoke</b> /sməʊk/ <i>n.</i> 烟, 烟雾	(82)
<b>next door</b> <i>adv.</i> 在隔壁	(82)
<b>badly</b> /'bædli/ <i>adv.</i> 严重地, 厉害地	(82)
<b>hurt</b> /hɜːt/ <i>adj.</i> 受伤的	(82)
<b>could</b> /kəd; kʊd/ <i>modal v.</i> ( <b>can</b> 的过去式)	
可以, 能, 会	(82)
* <b>pour</b> /pɔː(r)/ <i>vt.</i> 倾倒	(82)
<b>protect</b> /prə'tekt/ <i>vt.</i> 保护	(82)
<b>rush</b> /rʌʃ/ <i>vi.</i> 冲, 奔	(82)
<b>wet</b> /wet/ <i>adj.</i> 湿的; 未干的; 有雨的	(82)
* <b>blanket</b> /'blæŋkɪt/ <i>n.</i> 毯子	(82)
* <b>fireman</b> /'faɪəməŋ/ <i>n.</i> ( <i>pl.</i> <b>firemen</b> ) 消防员	(82)
<b>put out</b> 扑灭	(82)
<b>burn</b> /bɜːn/ <i>vt. &amp; vi.</i> 烧伤; 烧	(82)
<b>in hospital</b> 住院	(82)
* <b>moment</b> /'məʊmənt/ <i>n.</i> 时刻; 片刻, 瞬间	(82)
<b>nod</b> /nɒd/ <i>vi. &amp; vt.</i> 点头	(82)
<b>careful</b> /'keəfl/ <i>adj.</i> 仔细的, 认真的;	
小心的	(82)
<b>hurt</b> /hɜːt/ <i>vt. &amp; vi.</i> 使受伤, 伤害; 疼	(83)
* <b>reporter</b> /rɪ'pɔːtə(r)/ <i>n.</i> 记者	(83)
<b>news</b> /njuːz/ <i>n.</i> 新闻, 消息	(84)
<b>newspaper</b> /'njuːzpeɪpə(r)/ <i>n.</i> 报纸	(84)
<b>match</b> /mætʃ/ <i>n.</i> 火柴	(84)
<b>rubbish</b> /'rʌbɪʃ/ <i>n.</i> 垃圾, 废弃物	(84)



* <b>bin</b> /bɪn/ <i>n.</i> 垃圾箱	(84)	<b>hold</b> /həʊld/ <i>vt.</i> 握住, 拿	(93)
<b>smoke</b> /sməʊk/ <i>vi. &amp; vt.</i> 吸 (烟), 抽 (烟)	(85)	<b>feed</b> /fi:d/ <i>vt.</i> 喂, 喂养	(93)
<b>by the way</b> 顺便问一下, 顺便说说	(85)	<b>teach</b> /ti:tʃ/ <i>vt.</i> 教	(93)
<b>camera</b> /'kæməɾə/ <i>n.</i> 照相机	(85)	<b>poem</b> /'pəʊɪm/ <i>n.</i> 诗歌	(94)
<b>no problem</b> 没问题	(85)	<b>wide</b> /waɪd/ <i>adv.</i> 充分地	(94)
<b>X-ray</b> /'eks reɪ/ <i>n.</i> X光, X射线	(86)	* <b>hunt</b> /hʌnt/ <i>vi. &amp; vt.</i> 寻找, 搜寻; 打猎	(94)
<b>term</b> /tɜ:m/ <i>n.</i> 学期	(87)	<b>hide</b> /haɪd/ <i>vi. &amp; vt.</i> 藏, 隐藏	(94)
<b>hard</b> /hɑ:d/ <i>adv.</i> 努力地; 费力地	(87)	<b>build</b> /bɪld/ <i>vt.</i> 建造, 建筑	(94)
<b>article</b> /'ɑ:tɪkl/ <i>n.</i> 文章	(87)	<b>camp</b> /kæmp/ <i>n.</i> 营地; 阵营	(94)
<b>do/try one's best</b> 尽某人最大努力	(87)	<b>stick</b> /stɪk/ <i>n.</i> 树枝, 枝条; 棍, 棒	(94)
<b>careless</b> /'keələs/ <i>adj.</i> 粗心的	(87)	* <b>bark</b> /bɑ:k/ <i>vi.</i> (狗) 吠, 叫	(94)
* <b>piano</b> /pi'ænəʊ/ <i>n.</i> 钢琴	(87)	* <b>bite</b> /baɪt/ <i>vi. &amp; vt.</i> 咬	(94)
<b>do well in</b> ...做得好	(88)	<b>fight</b> /faɪt/ <i>vi. &amp; vt.</i> 打仗 (架); 与...打仗 (架)	(94)
<b>better</b> /'betə(r)/ <i>adv.</i> ( <b>well</b> 的比较级)		<b>look after</b> 照顾	(94)
较好, 更好	(88)	<b>till</b> /tɪl/ <i>prep.</i> 到...时, 直到...为止	(94)
<b>violin</b> /,vaɪə'lm/ <i>n.</i> 小提琴	(88)	<b>end</b> /end/ <i>n.</i> 终止; 末尾, 终点	(94)
<b>at the age of</b> 在...岁时	(88)	<b>trouble</b> /'trʌbl/ <i>n.</i> 麻烦	(94)
<b>show</b> /ʃəʊ/ <i>vt.</i> 教; 演示; 展示	(88)	* <b>bubble</b> /'bʌbl/ <i>vi.</i> 吐泡泡	(94)
<b>sir</b> /sɜ:(r); sə(r)/ <i>n.</i> 先生	(90)	* <b>gentle</b> /'dʒentl/ <i>adj.</i> 温柔的	(94)
* <b>madam</b> /'mædəm/ <i>n.</i> 女士; 夫人	(90)	<b>touch</b> /tʌtʃ/ <i>n.</i> 触摸, 碰	(94)
* <b>recommend</b> /,rekə'mend/ <i>vt.</i> 推荐	(90)	* <b>rhyme</b> /raɪm/ <i>vi.</i> 押韵	(95)
* <b>award</b> /ə'wɔ:d/ <i>n.</i> 奖; 奖品; 奖金	(90)	<b>care</b> /keə(r)/ <i>n.</i> 照料, 照顾	(95)
<b>part</b> /pɑ:t/ <i>n.</i> 部分	(90)	<b>take care of</b> 照顾	(95)
<b>take part in</b> 参加	(90)	<b>anywhere</b> /'eniweə(r)/ <i>adv.</i> 任何地方	(97)
<b>need</b> /ni:d/ <i>n.</i> (食物、钱等的) 短缺, 缺乏	(90)	<b>repeat</b> /rɪ'pi:t/ <i>vt. &amp; vi.</i> 重复	(97)
<b>lose</b> /lu:z/ <i>vt.</i> 迷失; 丢失	(90)	<b>all the time</b> 一直, 总是	(97)
<b>lose one's way</b> 迷路	(90)	<b>agree</b> /ə'gri:z/ <i>vi. &amp; vt.</i> 同意; 应允	(98)
<b>before</b> /brɪ'fɔ:(r)/ <i>conj.</i> 到...为止; 在...之前	(90)	<b>keep</b> /ki:p/ <i>vt.</i> 养, 饲养	(98)
<b>hear from</b> 收到...的来信	(90)	<b>weigh</b> /wei/ <i>linking v.</i> 重; 有...重	(99)
* <b>yours faithfully</b> (用于书信结尾签名前)		* <b>gram</b> /græm/ <i>n.</i> 克	(99)
您忠实的	(90)	<b>grow up</b> 成长; 长大成人	(99)
		<b>talk</b> /tɔ:k/ <i>n.</i> 讲座; 演讲	(100)
		<b>noise</b> /nɔɪz/ <i>n.</i> 声音, 响声; 噪音	(100)
		<b>brush</b> /brʌʃ/ <i>vt.</i> 刷; 擦	(100)
		* <b>fur</b> /fɜ:(r)/ <i>n.</i> (动物的) 软毛, 毛皮	(100)
		* <b>paw</b> /pɔ:/ <i>n.</i> (动物的) 爪	(102)
		<b>basket</b> /'bɑ:skɪt/ <i>n.</i> 篮子	(102)
		<b>noisy</b> /'nɔɪzi/ <i>adj.</i> 吵闹的, 嘈杂的	(102)

## Unit 8

<b>pet</b> /pet/ <i>n.</i> 宠物	(92)
* <b>rude</b> /ru:d/ <i>adj.</i> 粗鲁的, 不礼貌的	(92)
* <b>goldfish</b> /'gəʊldfɪʃ/ <i>n.</i> 金鱼	(93)
<b>mouse</b> /maʊs/ <i>n.</i> ( <i>pl.</i> <b>mice</b> ) 老鼠, 耗子	(93)
* <b>parrot</b> /'pærət/ <i>n.</i> 鹦鹉	(93)
<b>knee</b> /ni:/ <i>n.</i> 膝, 膝盖; 坐下时大腿朝上的面	(93)

## Wordlist (in alphabetical order)

注：本表不收录有关指示语、语法讲解、学习技巧和课题(Project)中的生词。括号中所标数字为该词条在本教科书中首次出现时的页码。带\*号的单词只要求会读、听得懂，不要求拼写。单词音标以 Oxford Advanced Learner's Dictionary (7th Edition) 为依据，其中元音有短元音 /ɪ/、/ʊ/、/ɪə/、/ʊə/ 和弱元音 /i/、/u/、/iə/、/uə/ 之分。

A		B	
<b>a little</b> 一点，少许	(78)	<b>back</b> /bæk/ <i>n.</i> 后部；背部	(57)
<b>ability</b> /ə'biləti/ <i>n.</i> 能力	(80)	<b>badly</b> /'bædli/ <i>adv.</i> 严重地，厉害地	(82)
<b>able</b> /'eɪbl/ <i>adj.</i> 能，能够	(81)	* <b>balcony</b> /'bælkəni/ <i>n.</i> 阳台	(8)
<b>above</b> /ə'baʊ/ <i>prep.</i> 在…的上面	(48)	<b>bamboo</b> /,bæm'bu:/ <i>n.</i> 竹	(44)
<b>across</b> /ə'krɒs/ <i>prep.</i> 在…对面；穿过，横过	(47)	<b>bank</b> /bæŋk/ <i>n.</i> 银行	(52)
<b>ago</b> /ə'gəʊ/ <i>adv.</i> 以前	(61)	* <b>bark</b> /bɑ:k/ <i>vi.</i> (狗) 吠，叫	(94)
<b>agree</b> /ə'gri:/ <i>vi. &amp; vt.</i> 同意；应允	(98)	<b>basket</b> /'bɑ:skɪt/ <i>n.</i> 篮子	(102)
<b>air</b> /eə(r)/ <i>n.</i> 空气，大气	(32)	<b>bathroom</b> /'bɑ:θru:m; 'bɑ:θrɒm/ <i>n.</i>	
<b>all day long</b> 整天地	(44)	浴室，盥洗室	(8)
<b>all over</b> 到处，遍及	(36)	<b>be afraid of</b> 害怕	(64)
<b>all over the world</b> 遍及全世界	(66)	<b>be full of</b> 满是	(14)
<b>all the time</b> 一直，总是	(97)	<b>beach</b> /bi:tʃ/ <i>n.</i> 海滩	(8)
<b>alone</b> /ə'ləʊn/ <i>adj. &amp; adv.</i> 独自，单独	(70)	<b>become</b> /br'kʌm/ <i>linking v.</i> 开始变得，变成	(76)
<b>along</b> /ə'lɒŋ/ <i>prep.</i> 沿着，顺着	(44)	<b>bedroom</b> /'bedru:m; 'bedrɒm/ <i>n.</i> 卧室	(8)
* <b>amazing</b> /ə'meɪzɪŋ/ <i>adj.</i> 令人吃惊的，惊人的	(56)	<b>before</b> /br'fɔ:(r)/ <i>conj.</i> 到…为止；在…之前	(90)
<b>ant</b> /ænt/ <i>n.</i> 蚂蚁	(63)	<b>believe</b> /br'li:v/ <i>vt.</i> 相信	(80)
<b>anybody</b> /'eniɒbdi/ <i>pron.</i> 任何人	(58)	<b>believe it or not</b> 信不信由你	(80)
<b>anyone</b> /'eniwʌn/ <i>pron.</i> 任何人	(20)	<b>below</b> /br'ləʊ/ <i>adv.</i> 下面	(28)
<b>anything</b> /'eniθɪŋ/ <i>pron.</i> 任何事	(28)	<i>prep.</i> 在…下面	(48)
<b>anywhere</b> /'eniweə(r)/ <i>adv.</i> 任何地方	(97)	<b>bench</b> /bentʃ/ <i>n.</i> 长椅	(48)
<b>area</b> /'eəriə/ <i>n.</i> 面积	(11)	<b>better</b> /'betə(r)/ <i>adj.</i> ( <b>good/well</b> 的比较级)	
<b>article</b> /'ɑ:tɪkl/ <i>n.</i> 文章	(87)	较好，更好	(28)
<b>artist</b> /'ɑ:tɪst/ <i>n.</i> 艺术家，(尤指) 画家	(26)	<i>adv.</i> ( <b>well</b> 的比较级)	
<b>as</b> /əz; æz/ <i>adv.</i> 和…一样	(58)	较好，更好	(88)
<b>as ... as</b> 像…一样	(66)	* <b>bin</b> /bm/ <i>n.</i> 垃圾箱	(84)
<b>ask for</b> 请求；要	(67)	<b>birth</b> /bɜ:θ/ <i>n.</i> 出生，诞生	(57)
<b>at least</b> /li:st/ 至少	(66)	* <b>bite</b> /baɪt/ <i>vi. &amp; vt.</i> 咬	(94)
<b>at the age of</b> 在…岁时	(88)	* <b>blanket</b> /'blæŋkɪt/ <i>n.</i> 毯子	(82)
<b>at the foot of</b> 在…脚下	(17)	* <b>bone</b> /bəʊn/ <i>n.</i> 骨头	(57)
<b>at the same time</b> 同时	(64)	<b>brave</b> /breɪv/ <i>adj.</i> 勇敢的	(82)
* <b>award</b> /ə'wɔ:d/ <i>n.</i> 奖；奖品；奖金	(90)	<b>bridge</b> /brɪdʒ/ <i>n.</i> 桥	(44)
		<b>broken</b> /'brəʊkən/ <i>adj.</i> 损坏了的；破碎的	(20)

<b>brush</b> /brʌʃ/ <i>vt.</i> 刷; 擦	(100)	* <b>complain</b> /kəm'pleɪn/ <i>vi. &amp; vt.</i> 抱怨	(68)
* <b>bubble</b> /'bʌbl/ <i>vi.</i> 吐泡泡	(94)	<b>corner</b> /'kɔːnə(r)/ <i>n.</i> 拐角, 街角; 角落	(50)
<b>build</b> /bɪld/ <i>vt.</i> 建造, 建	(94)	<b>could</b> /kəd; kʊd/ <i>modal v.</i> ( <b>can</b> 的过去式)	(82)
<b>burn</b> /bɜːn/ <i>vt. &amp; vi.</i> 烧伤; 烧	(82)	可以, 能, 会	(82)
* <b>bush</b> /bʊʃ/ <i>n.</i> 灌木丛	(58)	<b>country</b> /'kʌntri/ <i>n.</i> 国家	(7)
<b>by</b> /baɪ/ <i>prep.</i> 不迟于, 在...之前	(66)	<b>cross</b> /krɒs/ <i>vt.</i> 穿过, 横过	(44)
<i>prep.</i> 在...旁边, 靠近	(70)	* <b>crossing</b> /'krɒsɪŋ/ <i>n.</i> 交叉路口	(50)
<i>adv.</i> 经过	(70)	* <b>cycling</b> /'saɪklɪŋ/ <i>n.</i> 骑自行车运动	(69)
<b>by the way</b> 顺便问一下, 顺便说说	(85)		
<b>by train/bus/ship/bike</b>			
乘火车/公交车/轮船/自行车	(26)		

## C

* <b>cage</b> /keɪdʒ/ <i>n.</i> 笼子, 鸟笼	(47)	<b>dangerous</b> /'demdʒərəs/ <i>adj.</i> 危险的	(44)
<b>call sb back</b> 回电话	(14)	<b>dear</b> /dɪə(r)/ <i>excl.</i> 哎呀, 天哪, 啊	(70)
* <b>camel</b> /'kæml/ <i>n.</i> 骆驼	(63)	<b>decide</b> /dɪ'saɪd/ <i>vt. &amp; vi.</i> 决定	(78)
<b>camera</b> /'kæməɾə/ <i>n.</i> 照相机	(85)	* <b>design</b> /dɪ'zam/ <i>vt.</i> 设计, 构思	(28)
<b>camp</b> /kæmp/ <i>n.</i> 营地; 阵营	(94)	<b>dining room</b> <i>n.</i> 餐厅	(9)
<b>camping</b> /'kæmpɪŋ/ <i>n.</i> 野营	(69)	<b>do some shopping</b> 买东西	(20)
<b>Canada</b> /'kænədə/ <i>n.</i> 加拿大	(7)	<b>do well in</b> ...做得好	(88)
<b>capital</b> /'kæptɪl/ <i>n.</i> 首都	(7)	<b>do/try one's best</b> 尽某人最大努力	(87)
<b>care</b> /keə(r)/ <i>n.</i> 照料, 照顾	(95)	* <b>dodo</b> /'dəʊdəʊ/ <i>n.</i> 渡渡鸟	(62)
<b>take care of</b> 照顾	(95)	<b>double</b> /'dʌbl/ <i>adj.</i> 双的; 两倍的	(14)
<b>careful</b> /'keəfl/ <i>adj.</i> 仔细的, 认真的;	(82)	<b>drive</b> /draɪv/ <i>vt. &amp; vi.</i> 驾车送(人);	(41)
小心的		驾驶, 开(车)	(41)
<b>carefully</b> /'keəfəli/ <i>adv.</i> 仔细地, 认真地;	(58)	<b>dry</b> /draɪ/ <i>adj.</i> 干的; 干燥的	(63)
小心地	(87)	* <b>dynasty</b> /'dɪnəsti/ <i>n.</i> 朝代, 王朝	(76)
<b>careless</b> /'keələs/ <i>adj.</i> 粗心的	(62)		
* <b>centimetre</b> /'sentɪmɪ:tə(r)/ <i>n.</i> (= <b>cm</b> )	(8)		
<英> 厘米, 公分	(76)	<b>earth</b> /ɜːθ/ <i>n.</i> 地球; 大地	(57)
= <美> <b>centimeter</b>	(64)	<b>east</b> /iːst/ <i>n., adj. &amp; adv.</i> 东, 东方	(43)
<b>centre</b> /'sentə(r)/ <i>n.</i> <英> 中心	(20)	<b>elder</b> /'eldə(r)/ <i>adj.</i> 年纪较长的	(25)
= <美> <b>center</b>	(78)	<b>end</b> /end/ <i>n.</i> 终止; 末尾, 终点	(94)
<b>century</b> /'sentʃəri/ <i>n.</i> 世纪, 百年	(20)	<b>engineer</b> /,endʒɪ'nɪə(r)/ <i>n.</i> 工程师; 技师	(20)
<b>chalk</b> /tʃɔːk/ <i>n.</i> 粉笔	(20)	<b>enough</b> /ɪ'nʌf/ <i>adv.</i> 足够地, 充分地	(78)
<b>check</b> /tʃek/ <i>vt.</i> 检查; 核实	(78)	<b>enter</b> /'entə(r)/ <i>vt.</i> 进入	(78)
<b>climb</b> /klaɪm/ <i>vi. &amp; vt.</i> 爬, 攀登	(20)	<b>even</b> /'iːvn/ <i>adv.</i> 甚至	(81)
<b>college</b> /'kɒlɪdʒ/ <i>n.</i> 学院	(20)	<b>everybody</b> /'evribɒdi/ <i>pron.</i> 每人, 人人	(44)
<b>community</b> /kə'mjuːnəti/ <i>n.</i> 社区	(20)	<b>everything</b> /'evriθɪŋ/ <i>pron.</i> 每件事,	(58)
* <b>company</b> /'kʌmpəni/ <i>n.</i> 公司	(25)	每样事物, 一切	(58)
		* <b>exchange student</b> <i>n.</i> 交流学生	(31)
		<b>excited</b> /ɪk'saɪtɪd/ <i>adj.</i> 激动的	(76)
		* <b>exit</b> /'eksɪt; 'egzɪt/ <i>n.</i> 出口	(52)

## F

- fact** /fækt/ *n.* 事实 (57)  
**fail** /feɪl/ *vi. & vt.* 失败 (78)  
**fall** /fɔ:l/ *vi.* 落下, 掉落; 倒 (70)  
**famous** /'feɪməs/ *adj.* 出名的, 著名的 (32)  
**fat** /fæt/ *n.* 脂肪 (57)  
**feed** /fi:d/ *vt.* 喂, 喂养 (93)  
**field** /fi:ld/ *n.* 地, 田 (17)  
**football field** *n.* 足球场 (17)  
**fight** /faɪt/ *vi. & vt.* 打仗(架); 与...打仗(架) (94)  
**fire** /'faɪə(r)/ *n.* 火 (24)  
**make a fire** 生火 (24)  
**\*fireman** /'faɪəməŋ/ *n.* (*pl.* **firemen**) 消防员 (82)  
**fix** /fiks/ *vt.* 修理 (20)  
**\*flat** /flæt/ *n.* 公寓, 套房 (8)  
**follow** /'fɒləʊ/ *vt.* 跟随; 仿效 (42)  
**foot** /fʊt/ *n.* (*pl.* **feet**) 英尺 (11)  
**forest** /'fɒrɪst/ *n.* 森林 (44)  
**forget** /fə'get/ *vi. & vt.* 忘记 (78)  
**fork** /fɔ:k/ *n.* 叉, 餐叉 (13)  
**\*forward** /'fɔ:wəd/ *adv.* 向前, 前进 (32)  
**\*look forward to** 盼望, 期待 (32)  
**France** /frɑ:ns/ *n.* 法国 (7)  
**fresh** /frefʃ/ *adj.* 新鲜的 (32)  
**fridge** /frɪdʒ/ *n.* (= **refrigerator**) 冰箱 (13)  
**friendly** /'frendli/ *adj.* 友好的 (40)  
**from then on** 从那时起 (76)  
**funny** /'fʌni/ *adj.* 好笑的, 滑稽的 (44)  
**\*fur** /fɜ:(r)/ *n.* (动物的) 软毛, 毛皮 (100)  
**future** /'fju:tʃə(r)/ *n.* 将来 (26)

## G

- garden** /'gɑ:dn/ *n.* 花园, 果园 (8)  
**\*gentle** /'dʒentl/ *adj.* 温柔的 (94)  
**get away** 逃脱; 离开 (70)  
**giraffe** /dʒə'ra:f/ *n.* 长颈鹿 (44)  
**\*golden throne** *n.* 金宝座 (37)  
**\*goldfish** /'gəʊldfɪʃ/ *n.* 金鱼 (93)  
**\*gram** /græm/ *n.* 克 (99)

- group** /gru:p/ *n.* 组, 群 (28)  
**grow** /grəʊ/ *vt. & vi.* (使) 生长, 发育;  
 长大, 长高 (40)  
**grow up** 成长; 长大成人 (99)

## H

- happen** /'hæpən/ *vi.* 发生 (58)  
**hard** /hɑ:d/ *adv.* 努力地; 费力地 (87)  
**have to** 不得不, 必须 (42)  
**hear from** 收到...的来信 (90)  
**hear of** 听说, 知道 (64)  
**help sb with sth** 帮助某人解决某种困难 (20)  
**helpful** /'helpfl/ *adj.* 愿意帮忙的; 有用的 (20)  
**hers** /hɜ:z/ *pron.* 她的 (36)  
**herself** /hɜ:'self; hə'self/ *pron.* 她自己 (70)  
**hide** /haɪd/ *vi. & vt.* 藏, 隐藏 (94)  
**himself** /hɪm'self/ *pron.* 他自己 (58)  
**hit** /hɪt/ *vt.* 到达; 击中, 撞 (70)  
**hold** /həʊld/ *vt.* 握住, 拿 (93)  
**hole** /həʊl/ *n.* 洞 (70)  
**home cinema** *n.* 家庭影院 (17)  
**hometown** /'həʊmtaʊn/ *n.* 家乡 (40)  
**hotel** /həʊ'tel/ *n.* 旅馆 (38)  
**hundred** /'hʌndrəd/ *num.* 百 (11)  
**\*hunt** /hʌnt/ *vi. & vt.* 寻找, 搜寻; 打猎 (94)  
**hurry** /'hʌri/ *vi.* 急忙, 匆忙 (68)  
**hurry up** 快点, 赶快 (68)  
**hurt** /hɜ:t/ *adj.* 受伤的 (82)  
*vt. & vi.* 使受伤, 伤害; 疼 (83)

## I

- in hospital** 住院 (82)  
**\*inch** /ɪntʃ/ *n.* 英寸 (66)  
**information** /ˌɪnfə'meɪʃn/ *n.* 信息 (28)  
**inside** /ˌɪn'saɪd/ *prep.* 在...里面 (48)  
**into** /'ɪntə; 'ɪntu; 'ɪntu:/ *prep.* 到...里面 (70)  
**invite** /ɪn'vaɪt/ *vt.* 邀请 (17)  
**\*Italian** /ɪ'tæliən/ *adj.* 意大利的 (76)



## J

- Japan** /dʒə'pæn/ *n.* 日本 (7)  
**job** /dʒɒb/ *n.* 工作 (25)  
**\*jogging** /'dʒɒɡɪŋ/ *n.* 慢跑锻炼 (32)

## K

- keep** /ki:p/ *vt.* 养, 饲养 (98)  
**key** /ki:/ *n.* 钥匙 (35)  
**key ring** *n.* 钥匙扣 (35)  
**kilometre** /'kɪləmi:tə(r); kɪ'lɒmɪtə(r)/ *n.* (= **km**)  
 <英> 千米, 公里 (43)  
 = <美> **kilometer**  
**king** /kɪŋ/ *n.* 国王 (44)  
**knee** /ni:/ *n.* 膝, 膝盖; 坐下时大腿朝上的面 (93)  
**knife** /naɪf/ *n.* (*pl.* **knives**) 刀 (13)

## L

- \*lamp** /læmp/ *n.* 灯, 台灯 (13)  
**later** /'leɪtə(r)/ *adv.* 随后, 后来 (58)  
**laugh** /lɑ:f/ *vi.* 笑, 大笑 (44)  
**leaf** /li:f/ *n.* (*pl.* **leaves**) (树、菜) 叶 (44)  
**leave** /li:v/ *vt.* 离开 (58)  
**like** /laɪk/ *prep.* 像, 类似; ...怎么样 (18)  
**little** /'lɪtl/ *pron. & det.* 不多的, 少数的 (63)  
**living room** *n.* 起居室, 客厅 (8)  
**local** /'ləʊkl/ *adj.* 本地的, 当地的 (32)  
**locked** /lɒkt/ *adj.* 锁上的 (70)  
**London** /'lʌndən/ *n.* 伦敦 (7)  
**look after** 照顾 (94)  
**look out** 留神, 当心 (80)  
**lose** /lu:z/ *vt.* 迷失; 丢失 (90)  
**lose one's way** 迷路 (90)  
**low** /ləʊ/ *adj.* 低的, 矮的 (70)  
**lucky** /'lʌki/ *adj.* 幸运的 (20)

## M

- machine** /mə'ʃi:n/ *n.* 机器 (16)  
**washing machine** *n.* 洗衣机 (16)  
**\*madam** /'mædəm/ *n.* 女士; 夫人 (90)  
**manager** /'mænɪdʒə(r)/ *n.* 经理 (25)

- match** /mætʃ/ *n.* 火柴 (84)  
**may** /meɪ/ *modal v.* 可以; 也许, 可能 (14)  
**message** /'mesɪdʒ/ *n.* 消息, 音信 (14)  
**take a message** 传个话, 捎个口信 (14)  
**metre** /'mi:tə(r)/ *n.* <英> 米, 公尺 (11)

= <美> **meter**

- \*miaow** /mi'aʊ/ *vi.* (猫叫声) 喵 (58)  
**mile** /maɪl/ *n.* 英里 (8)  
**million** /'mɪljən/ *num.* 百万 (11)  
**mine** /maɪn/ *pron.* 我的 (30)  
**miss** /mɪs/ *vt.* 错过, 失去 (32)  
**mobile phone** /,məʊbaɪl 'fəʊn/ *n.* 手机 (76)  
**\*moment** /'məʊmənt/ *n.* 时刻; 片刻, 瞬间 (82)  
**mouse** /maʊs/ *n.* (*pl.* **mice**) 老鼠, 耗子 (93)

## N

- neck** /nek/ *n.* 脖子 (44)  
**need** /ni:d/ *n.* (食物、钱等的) 短缺, 缺乏 (90)  
**neighbour** /'neɪbə(r)/ *n.* <英> 邻居 (18)  
 = <美> **neighbor**  
**\*neighbourhood** /'neɪbəhʊd/ *n.*  
 <英> 街区, 居民区 (19)  
 = <美> **neighborhood**  
**news** /nju:z/ *n.* 新闻, 消息 (84)  
**newspaper** /'nju:zpeɪpə(r)/ *n.* 报纸 (84)  
**next door** *adv.* 在隔壁 (82)  
**next to** *prep.* 紧邻, 在...近旁 (6)  
**no problem** 没问题 (85)  
**nobody** /'nəʊbədi/ *pron.* (= **no one**)  
 没有人, 无人 (58)  
**nod** /nɒd/ *vi. & vt.* 点头 (82)  
**noise** /nɔɪz/ *n.* 声音, 响声; 噪音 (100)  
**noisy** /'nɔɪzi/ *adj.* 吵闹的, 嘈杂的 (102)  
**north** /nɔ:θ/ *n., adj. & adv.* 北, 北方 (43)  
**north-east** *n., adj. & adv.* 东北方 (44)  
**not ... any more** 再也不, 不再 (64)  
**notebook** /'nəʊtbʊk/ *n.* 笔记本 (81)  
**nothing** /'nʌθɪŋ/ *pron.* 没有什么 (30)  
**notice** /'nəʊtɪs/ *n.* 布告, 通知 (28)  
*vt.* 注意, 察觉 (70)

## O

- office** /'ɒfɪs/ *n.* 办公室 (25)
- office worker** *n.* 办公室职员, 上班族 (25)
- on** /ɒn/ *adv.* 向前移动, 进行下去;  
(电灯等) 开 (44)
- on one's/the way** 在…路上 (58)
- \* **opera** /'ɒprə/ *n.* 歌剧, 戏剧 (32)
- ours** /aɪz; 'aʊəz/ *pron.* 我们的 (36)
- \* **outdoor** /'aʊtdɔ:(r)/ *adj.* 户外的 (68)
- outside** /,aʊt'saɪd/ *prep.* 在…外面 (48)  
*adv.* 在外面 (69)
- over** /'əʊvə(r)/ *prep.* 超过 (11)  
*prep.* 在…上面 (48)
- own** /əʊn/ *adj.* 自己的 (8)  
*vt.* 拥有, 所有 (39)
- of one's own** 属于某人自己的 (14)

## P

- \* **painting** /'peɪntɪŋ/ *n.* 绘画, 油画 (37)
- palace** /'pæləs/ *n.* 皇宫, 宫殿 (6)
- \* **parrot** /'pærət/ *n.* 鹦鹉 (93)
- part** /pɑ:t/ *n.* 部分 (90)
- take part in** 参加 (90)
- pass** /pɑ:s/ *vi.* & *vt.* 经过; 通过 (70)
- past** /pɑ:st/ *prep.* 在另一边, 到另一侧 (49)
- \* **path** /pɑ:θ/ *n.* 小路, 小径 (42)
- \* **paw** /pɔ:/ *n.* (动物的) 爪 (102)
- pay** /peɪ/ *vi.* & *vt.* 付费 (81)
- pay for** 为…付款 (81)
- pencil case** *n.* 笔盒, 笔袋 (36)
- \* **per** /pə(r); pɜ:(r)/ *prep.* 每, 每一 (66)
- period** /'pɪəriəd/ *n.* 一段时间, 时期 (76)
- person** /'pɜ:sn/ *n.* 人 (25)
- pet** /pet/ *n.* 宠物 (92)
- \* **piano** /pi'ænəʊ/ *n.* 钢琴 (87)
- pick** /pɪk/ *vt.* 拾起 (58)
- pick up** 拿起, 举起 (58)
- \* **pizza** /'pi:tʃə/ *n.* 比萨饼 (30)
- plenty** /'plenti/ *pron.* 大量, 充足 (52)
- plenty of** 大量, 足够 (52)

- poem** /'pəʊɪm/ *n.* 诗歌 (94)
- policeman** /pə'li:smən/ *n.* (*pl.* **policemen**) 警察 (25)
- post** /pəʊst/ *n.* 邮政 (25)
- post office** *n.* 邮局 (25)
- postcard** /'pəʊstkɑ:d/ *n.* 明信片 (35)
- postman** /'pəʊstmən/ *n.* (*pl.* **postmen**) 邮递员 (25)
- \* **pour** /pɔ:(r)/ *vt.* 倾倒 (82)
- prepare** /prɪ'peə(r)/ *vt.* 准备 (52)
- prepare ... for ...** 为…准备… (52)
- problem** /'prɒbləm/ *n.* 问题, 难题 (20)
- protect** /prə'tekt/ *vt.* 保护 (82)
- \* **province** /'prɒvɪns/ *n.* 省 (76)
- put out** 扑灭 (82)
- put up** 搭, 竖立 (74)

## Q

- quickly** /'kwɪkli/ *adv.* 迅速地, 飞快地 (58)
- quiet** /'kwaɪət/ *adj.* 安静的; 寂静的 (32)
- quite** /kwat/ *adv.* 相当, 非常 (44)

## R

- rabbit** /'ræbɪt/ *n.* 兔, 家兔 (70)
- raise** /reɪz/ *vt.* 饲养 (40)  
*vt.* 募集 (81)
- reach** /ri:tʃ/ *vt.* 伸手(脚)够到 (78)
- \* **recommend** /,rekə'mend/ *vt.* 推荐 (90)
- remember** /rɪ'membə(r)/ *vt.* 记得, 记住 (44)
- repeat** /rɪ'pi:t/ *vt.* & *vi.* 重复 (97)
- reply** /rɪ'plai/ *vi.* 答复, 回答 (58)
- \* **reporter** /rɪ'pɔ:tə(r)/ *n.* 记者 (83)
- \* **rhyme** /raɪm/ *vi.* 押韵 (95)
- ride** /raɪd/ *vt.* 骑(马、自行车等) (69)
- riding** /'raɪdɪŋ/ *n.* (= **horse riding**) 骑马 (69)
- ring** /rɪŋ/ *n.* 环, 圈; 戒指 (35)
- road** /rəʊd/ *n.* 路, 道路 (44)
- row** /rəʊ/ *vt.* 划(船) (38)
- rubbish** /'rʌbɪʃ/ *n.* 垃圾, 废弃物 (84)
- \* **rude** /ru:d/ *adj.* 粗鲁的, 不礼貌的 (92)
- run away** 逃离, 跑开 (59)
- rush** /rʌʃ/ *vi.* 冲, 奔 (82)
- Russia** /'rʌʃə/ *n.* 俄罗斯 (7)

# S

<b>same</b> /seɪm/ <i>adj.</i> 同一的, 相同的	(57)
<b>sandwich</b> /'sænwtʃ; 'sænwɪdʒ/ <i>n.</i> 三明治	(66)
<b>save</b> /seɪv/ <i>vt.</i> 救; 救助	(82)
<b>save ... from</b> 从...中救出...	(82)
<b>say to oneself</b> 自言自语	(58)
<b>sea</b> /si:/ <i>n.</i> 海	(8)
<b>search</b> /sɜ:tʃ/ <i>vt. &amp; vi.</i> 搜查, 搜寻, 搜索	(58)
<b>seat</b> /si:t/ <i>n.</i> 座位	(81)
<b>send</b> /send/ <i>vt.</i> 发送; 邮寄	(81)
<b>shall</b> /ʃəl; ʃæl/ <i>modal v.</i> 将, 将会	(23)
<b>share</b> /ʃeə(r)/ <i>vt.</i> 合用; 分享	(8)
<b>share sth with sb</b> 与某人合用/分享某物	(8)
<b>should</b> /ʃəd; ʃʊd/ <i>modal v.</i> 应当, 应该	(50)
<b>show</b> /ʃəʊ/ <i>vt.</i> 教; 演示; 展示	(88)
<b>shower</b> /'ʃaʊə(r)/ <i>n.</i> 淋浴器; 淋浴	(13)
<b>sick</b> /sɪk/ <i>adj.</i> 生病的; 恶心的	(26)
<b>side</b> /saɪd/ <i>n.</i> 侧, 边	(70)
<b>sign</b> /saɪn/ <i>n.</i> 指示牌	(48)
<b>sir</b> /sɜ:(r); sə(r)/ <i>n.</i> 先生	(90)
<b>sit down</b> 坐下	(58)
<b>skating</b> /'sketɪŋ/ <i>n.</i> 溜冰	(69)
<b>skill</b> /skɪl/ <i>n.</i> 技能, 技巧	(20)
<b>smell</b> /smel/ <i>vt.</i> 嗅, 闻到	(40)
<b>smoke</b> /sməʊk/ <i>n.</i> 烟, 烟雾	(82)
<i>vi. &amp; vt.</i> 吸(烟), 抽(烟)	(85)
<b>snake</b> /sneɪk/ <i>n.</i> 蛇	(63)
<b>sofa</b> /'səʊfə/ <i>n.</i> 沙发	(13)
<b>some day</b> 将来有一天, 总有一天	(14)
<b>somebody</b> /'sʌmbədi/ <i>pron.</i> 某人, 有人	(60)
<b>someone</b> /'sʌmwʌn/ <i>pron.</i> 某人	(20)
<b>something</b> /'sʌmθɪŋ/ <i>pron.</i> 某事, 某物	(20)
<b>soon</b> /su:n/ <i>adv.</i> 很快, 不久	(32)
<b>sound</b> /saʊnd/ <i>linking v.</i> 听起来	(26)
<i>n.</i> 声音	(44)
<b>south</b> /saʊθ/ <i>n., adj. &amp; adv.</i> 南, 南方	(43)
<b>square</b> /skweə(r)/ <i>adj.</i> 平方的	(11)
<b>stand up</b> 站起身, 起立	(70)
<b>station</b> /'steɪʃn/ <i>n.</i> 局, 所, 站	(25)
<b>police station</b> <i>n.</i> 警察局	(25)
<b>stay</b> /steɪ/ <i>vi.</i> 停留, 逗留	(17)

<b>stick</b> /stɪk/ <i>n.</i> 树枝, 枝条; 棍, 棒	(94)
<b>stop doing sth</b> 停止做某事	(57)
<b>straight</b> /streɪt/ <i>adv.</i> 径直地	(44)
<b>strange</b> /streɪndʒ/ <i>adj.</i> 奇怪的; 陌生的	(58)
<b>study</b> /'stʌdi/ <i>n.</i> 书房	(16)
<b>suddenly</b> /'sʌdnli/ <i>adv.</i> 突然	(58)
<b>surprise</b> /sə'praɪz/ <i>vt.</i> 使惊奇, 使措手不及	(71)
<b>surprised</b> /sə'praɪzd/ <i>adj.</i> 吃惊的, 惊讶的	(58)
<b>sweet</b> /swi:t/ <i>adj.</i> 甜的	(78)

# T

<b>talk</b> /tɔ:k/ <i>n.</i> 讲座; 演讲	(100)
<b>teach</b> /ti:tʃ/ <i>vt.</i> 教	(93)
<b>*tent</b> /tent/ <i>n.</i> 帐篷	(74)
<b>term</b> /tɜ:m/ <i>n.</i> 学期	(87)
<b>that</b> /ðæt/ <i>conj.</i> (用于动词、形容词或名词后引导从句)	(44)
<i>/ðæt/ adv.</i> 那么, 那样	(68)
<b>the day after tomorrow</b> 后天	(24)
<b>the day before yesterday</b> 前天	(62)
<b>the other day</b> 那天, 前几天	(64)
<b>theatre</b> /'θiətə(r)/ <i>n.</i> <英> 戏院, 剧场	(32)
= <美> <b>theater</b>	
<b>theirs</b> /ðeəz/ <i>pron.</i> 他(或她、它)们的	(36)
<b>thousand</b> /'θaʊznd/ <i>num.</i> 千	(11)
<b>*3-D</b> <i>n.</i> (= <b>three-D</b> ) 三维, 立体	(64)
<b>through</b> /θru:/ <i>prep.</i> 穿过, 通过	(70)
<b>go through</b> 通过	(70)
<b>till</b> /tɪl/ <i>prep.</i> 到...时, 直到...为止	(94)
<b>*times</b> <i>n.</i> [复](用于比较)倍	(57)
<b>*tin</b> /tɪn/ <i>n.</i> 罐, 听	(30)
<b>too ... to ...</b> 太...而不能...	(78)
<b>touch</b> /tʌtʃ/ <i>n.</i> 触摸, 碰	(94)
<b>towards</b> /tə'wɔ:dz/ <i>prep.</i> (= <b>toward</b> ) 向, 朝	(78)
<b>town</b> /taʊn/ <i>n.</i> 镇, 城镇	(6)
<b>traffic</b> /'træfɪk/ <i>n.</i> 交通, 来往车辆	(50)
<b>traffic lights</b> <i>n.</i> 红绿灯	(50)
<b>treasure</b> /'treʒə(r)/ <i>n.</i> 宝藏	(49)
<b>trip</b> /trɪp/ <i>n.</i> 旅行, 旅游	(43)
<b>trouble</b> /'trʌbl/ <i>n.</i> 麻烦	(94)
<b>turn around</b> 转身; (使)翻转	(58)

\* **turning** /'tɜ:nɪŋ/ *n.* 转弯处 (49)

## U

**UK** /ju: 'keɪ/ *abbr.* (= **United Kingdom**) 英国 (7)

**underground** /'ʌndəgraʊnd/ *n.* 地铁 (32)

**use** /ju:s/ *n.* 使用, 利用; 用途 (66)

**usual** /'ju:ʒuəl; 'ju:ʒəl/ *adj.* 通常的, 平常的 (58)

**as usual** 照例, 像往常一样 (58)

## V

**video** /'vɪdiəʊ/ *n.* 录像; 视频 (14)

**violin** /,vɪə'lm/ *n.* 小提琴 (88)

**visitor** /'vɪzɪtə(r)/ *n.* 访问者, 参观者 (18)

\* **volunteer** /,vɒlən'tɪə(r)/ *n.* 志愿者, 义务工作者 (20)

## W

**wait a minute** 等一会儿 (30)

\* **waiter** /'weɪtə(r)/ *n.* (餐馆等的) 服务员 (19)

**watch** /wɒtʃ/ *n.* 手表 (70)

**weak** /wi:k/ *adj.* 虚弱的, 无力的 (58)

**weigh** /wei/ *linking v.* 重; 有…重 (99)

**west** /west/ *n., adj. & adv.* 西, 西方 (43)

**Western** /'westən/ *adj.* 西方的 (32)

**wet** /wet/ *adj.* 湿的; 未干的; 有雨的 (82)

\* **wheat** /wi:t/ *n.* 小麦 (40)

\* **whisper** /'wɪspə(r)/ *n.* 低语, 耳语 (58)

**wide** /waɪd/ *adv.* 充分地 (94)

**will** /wɪl/ *modal v.* 将, 将会 (18)

**without** /wɪ'ðaʊt/ *prep.* 没有 (63)

**wonder** /'wʌndə(r)/ *vi. & vt.* 琢磨, 想知道; 感到诧异 (58)

**wood** /wʊd/ *n.* 木头, 木材 (75)

**work** /wɜ:k/ *n.* 作品, 著作 (37)

**work of art** *n.* 艺术品 (37)

**worry about** 为…担心 (28)

\* **wow** /waʊ/ *excl.* 哇, 呀 (18)

## X

**X-ray** /'eks reɪ/ *n.* X光, X射线 (86)

## Y

**yours** /jɔ:z/ *pron.* 你的; 你们的 (36)

\* **yours faithfully** (用于书信结尾签名前) 您忠实的 (90)

\* **yuan** /ju'a:n/ *n.* 元 (人民币单位) (30)

## Z

**zero** /'ziərəʊ/ *num.* 零 (11)



## Proper nouns

注：括号中所标数字为该词条在本教科书中首次出现时的页码。

<b>Annie</b> /'æni/	安妮（女子名）	(7)
<b>Neil</b> /ni:l/	尼尔（男子名）	(8)
<b>Anna</b> /'ænə/	安娜（女子名）	(8)
<b>Stephen</b> /'sti:vən/	斯蒂芬（男子名）	(8)
<b>Elsa</b> /'elsə/	埃尔莎（女子名）	(12)
<b>Ivan</b> /'aɪvən/	伊凡（男子名）	(12)
<b>Mary</b> /'meəri/	玛丽（女子名）	(12)
<b>Peter</b> /'pi:tə(r)/	彼得（男子名）	(12)
<b>Ricky</b> /'rɪki/	里基（男子名）	(12)
<b>Wilson</b> /'wɪlsən/	威尔逊（男子名）	(12)
<b>John</b> /dʒɒn/	约翰（男子名）	(41)
<b>Suzy</b> /'su:zi/	苏西（女子名）	(52)
<b>Henry</b> /'henri/	亨利（男子名）	(60)
<b>John Montagu</b> /,dʒɒn 'mɒntəɡju:/	约翰·蒙塔古（男子名）	(66)
<b>Earl</b> /ɜ:l/ <b>of Sandwich</b>	三明治伯爵（英国贵族爵位）	(66)
<b>Alice</b> /'ælis/	爱丽丝（女子名）	(70)
<b>Mozi</b>	墨子（战国初期思想家，教育家，军事家）	(75)
<b>Lu Ban</b>	鲁班（战国初期工匠，发明家）	(75)
<b>Cai Lun</b>	蔡伦（东汉宦官，造纸术重大改进者）	(75)
<b>Marco Polo</b> /,mɑ:kəʊ 'pəʊləʊ/	马可·波罗（13世纪意大利旅行家，商人）	(75)
<b>Superdog</b> /'su:pədɒɡ; 'sju:pədɒɡ/	超级狗（杜撰词，即有超凡能力的狗）	(80)
<b>Superman</b> /'su:pəmæn; 'sju:pəmæn/	超人（漫画人物）	(86)
<b>Poppy</b> /'pɒpi/	波比（宠物猫名）	(102)
<b>Canada</b> /'kænədə/	加拿大	(7)
<b>France</b> /frɑ:ns/	法国	(7)
<b>Japan</b> /dʒə'pæn/	日本	(7)
<b>Russia</b> /'rʌʃə/	俄罗斯	(7)
<b>UK</b> /,ju: 'keɪ/	英国 (= <b>United Kingdom</b> )	(7)
<b>Mount</b> /maʊnt/ <b>Fuji</b> /'fu:dʒi:/	（日本）富士山	(7)
<b>the White House</b>	（美国）白宫	(7)
<b>the Eiffel</b> /'aɪfəl/ <b>Tower</b> /'taʊə(r)/	（法国）埃菲尔铁塔	(7)
<b>the CN Tower</b>	（加拿大）国家电视塔	(7)
<b>Big Ben</b> /ben/	（英国）大本钟	(7)
<b>Red Square</b> /skweə(r)/	（俄罗斯）红场	(7)
<b>London</b> /'lʌndən/	（英国）伦敦	(7)
<b>Moscow</b> /'mɒskəʊ/	（俄罗斯）莫斯科	(7)

<b>Ottawa</b> /'ɒtəwə/	(加拿大) 渥太华	(7)
<b>Paris</b> /'pærɪs/	(法国) 巴黎	(7)
<b>Tokyo</b> /'təʊkjəʊ/	(日本) 东京	(7)
<b>Washington</b> /'wɒʃɪŋtən/ <b>D.C.</b>	(美国) 华盛顿 (哥伦比亚特区)	(7)
<b>Los Angeles</b> /,ləs 'ændʒəlɪz; ,ləs 'ændʒələs/	(美国) 洛杉矶	(8)
<b>Beijing duck</b>	北京烤鸭	(32)
<b>Beijing opera</b> /'ɒprə/	京剧	(32)
<b>the Palace Museum</b>	(北京) 故宫博物院	(37)
<b>Taihe Palace</b>	(故宫) 太和殿	(37)
<b>Baohe Palace</b>	(故宫) 保和殿	(37)
<b>Huangji Palace</b>	(故宫) 皇极殿	(37)
<b>Zhonghe Palace</b>	(故宫) 中和殿	(37)
<b>Fengxian Palace</b>	(故宫) 奉先殿	(37)
<b>Beihai Park</b>	(北京) 北海公园	(38)
<b>English Corner</b> /'kɔ:nə(r)/	英语角 (一种英语口语练习交流活动)	(50)
<b>UFO</b> /ju: ef 'əʊ/	不明飞行物, 飞碟 (= <b>Unidentified Flying Object</b> )	(56)
<b>the Warring</b> /'wɔ:rɪŋ/ <b>States</b> /steɪts/ <b>period</b> /'pɪəriəd/	战国时期	(76)
<b>the Eastern</b> /'i:stən/ <b>Han dynasty</b> /'dɪnəsti/	东汉王朝	(76)
<b>the Ming and Qing dynasties</b>	明清王朝	(76)
<b>Project</b> /'prɒdʒekt/ <b>Hope</b>	希望工程	(81)
<b>the Yangtze</b> /'jæŋtʃi/ <b>River</b>	长江	(85)



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