



义务教育教科书

(五·四学制)

ENGLISH

英语



七年级
上册

上海教育出版社

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致同学

亲爱的同学：

欢迎与我们一起继续初中阶段的英语学习！

在接下来的三年中，我们将通过教材，帮助你运用科学有效的方法学习英语，发展英语语言能力，培育文化意识，提升思维品质，提高学习能力。

在这套教材中，你还会遇到一些已经熟悉的小伙伴。他们是就读于新星中学（New Star Middle School）的王一鸣（Wang Yiming）、陆遥（Lu Yao）、林东（Lin Dong）、李百灵（Li Bailing），还有插班生英国男孩哈利·特纳（Harry Turner），以及他在英国就读的好友莉萨·格林（Lisa Green）。他们会和你一起，在学习英语的同时，探索新世界、思考大问题（Big Question），在真实情境中“讲（文化）小故事，悟（人生）大道理，学百科新知识，用英语做事情”。

本套教材的每个单元以主题为引领，从大问题入手，设有五个小话题，分别对应听力、口语、阅读、写作和项目探究五大板块。每个话题下包含符合初中生学习、生活和成长特点的类型丰富的语篇，设计层层推进的学习活动，帮助你获得丰富的学习体验，并在学习过程中了解自己的学习成效，最终对单元大问题有更加全面、深入的认识和理解。

在你学习教材的过程中，有一位智能机器人“胡博士”（Dr Hu）会帮助你掌握语言知识、技能和学习策略。每个单元都设有“语音”（Pronunciation）、“词汇”（Word study）、“语法”（Grammar in use）、“青少年技能提示”（TEEN skill）等特色小栏目，以及旨在展示多元文化、拓展视野的“探索发现”（Discovery）板块。“学习笔记”（My learning notes）用来帮助你积累所学、拓展常用的语言表达。每当你顺利完成“更新任务清单”（Update my to-do list）之后，就可以在单元首页的“任务清单”（To-do list）上对应条目前打钩。单元最后的“项目探究”（Project）是你展示学习成果的好机会。你可以和同学合作，综合运用课内外学到的跨学科知识技能，学会在真实情境中用英语思考并解决真实问题。

本册教材除了常规单元以外，还设有一个衔接单元（Starter）、两个文化角（Culture corner）和一个文学角（Literature corner）。衔接单元帮助你顺利从义务教育英语课程学习的二级开始向三级进阶。文化角不仅带你更深入地了解中国文化，学会用英语讲中国故事，还带你领略多样的世界文化。文学角中，我们精选了广受青少年喜爱的优秀文学作品片段，供你赏析。

希望这套教材给你带来学习英语的新体验、新收获，为你插上一双逐梦的翅膀，飞向世界，飞向未来！

特色小栏目

Pronunciation



Pronunciation file

通过呈现朗朗上口的诵读素材，启发同学们发现并归纳语音规则，认识音标及标音记号。语音附录系统罗列了语音知识、发音规律及示例，便于同学们自主学习。

Word study



Word study support

通过交替出现词汇语义网 (Word group)、常见搭配 (Word partner)、构词法 (Word building)、词汇意义 (Word meaning)、结合语境学词汇 (Words in context) 等小栏目，帮助同学们系统学习词汇知识，高效扩充词汇量。词汇学习附录对相关词汇知识做出解释，并拓展呈现更多主题词汇，便于同学们自主学习。

Grammar in use



Grammar file

通过“发现—归纳—初步运用—综合运用”的活动设计路径，帮助同学们在语言材料中注意、发现语言现象，感知、理解语言知识，在情境中运用实践所学知识。语法附录配有更加详细的语法规则讲解，便于同学们自主学习。

TEEN skill

以胡博士课堂小提示的形式呈现口语、写作技能和相关学习策略，以及跨文化交际技能、数字化素养、公民素养、生命安全等青少年必备的生活技能。

Discovery

以“小百科”的形式呈现不同文化、不同领域的主题相关知识和信息，帮助同学们开阔眼界，进行更深层的思考和探索。

My learning notes



My learning notes support

在口语、写作板块以笔记形式呈现，提供完成相关任务的常用表达，供同学们选用，并继续补充同类型的更多表达。学习笔记附录提供了更多常用表达，为同学们完成相关任务提供更加丰富的语言支架。

To-do list



Update my to-do list

每单元开头设有一张任务清单，分别对应单元内听力、口语、阅读、写作和项目探究板块的任务，帮助同学们明确本单元的学习目标。各板块结尾均设有“更新任务清单”栏目，帮助同学们阶段性检测、评价自己（和同伴）的学习进度和成效。

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During the summer holiday, Wang Yiming noticed the following interesting uses of English.

1a What interesting facts about English can you get from the following pictures?
Match the pictures with the possible explanations.

- A A word may have several meanings.
- B Idioms^① have cultural meanings.
- C One word may sound like another, but it has a different meaning.



(1) _____

(2) _____

(3) _____

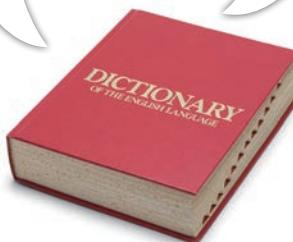
1b Yiming heard two people talking about an accident. Listen to their conversation. How many times have you heard the word *cross*? How about the word *fine*? Guess their meanings. Then take a look at their meanings in the dictionary.

cross /krɒs/

- 1 v. to go from one side to another
- 2 n. a mark on paper
- 3 adj. angry

fine /faɪn/

- 1 adj. very thin or small
- 2 adj. in good health
- 3 v. to make somebody pay money for breaking rules



① idiom 习语；成语



1c Yiming and Lisa are talking about a new café. Listen and complete their conversation. Find the pairs of words with the same pronunciation.



I ⁽¹⁾ _____ an ⁽²⁾ _____ on the board yesterday.

Oh, what's new?



It says there's a new café near the ⁽³⁾ _____.

Let me ⁽⁴⁾ _____. I like ⁽⁵⁾ _____ ⁽⁶⁾ _____ roof, bright and lovely. And the drinks look tasty.

I think so too. ⁽⁷⁾ _____ nice to take photos there! Shall we have a try this Sunday?

Good idea! Let's ask David to go with us!

OK. That will ⁽⁸⁾ _____ more fun!

Think Do you know other words which have the same pronunciation but different meanings?



1d Read the conversations between Yiming and Lisa and tell the meanings of the idioms. Work in pairs and make conversations with the two idioms.

(1) Yiming: Hey, it's showtime! Go on stage and break a leg out there!

Lisa: Thanks! I'll give it my all.

(2) Yiming: Hey, it's your big day for the concert! Break a leg!

Lisa: Thanks! I'm feeling confident.

(3) Yiming: I had a fever last night. I'm under the weather.

Lisa: Have a good rest. Hope you'll be fine soon.

(4) Yiming: You don't look too good today. Are you feeling alright?

Lisa: Well, not really. I'm feeling a bit under the weather.

Think Do you know other idioms? What do they mean?

James, an American boy, is visiting the UK. He and Lisa are going to a food court.



2a James and Lisa are talking on the way.

- (1) What do we call the things in the pictures? Write down the words for them in British English and American English. Then listen to the conversation and check your answer.

| | British English | American English |
|--|-----------------|------------------|
| | taxi | cab |
| | | |
| | | |
| | | |
| | | |

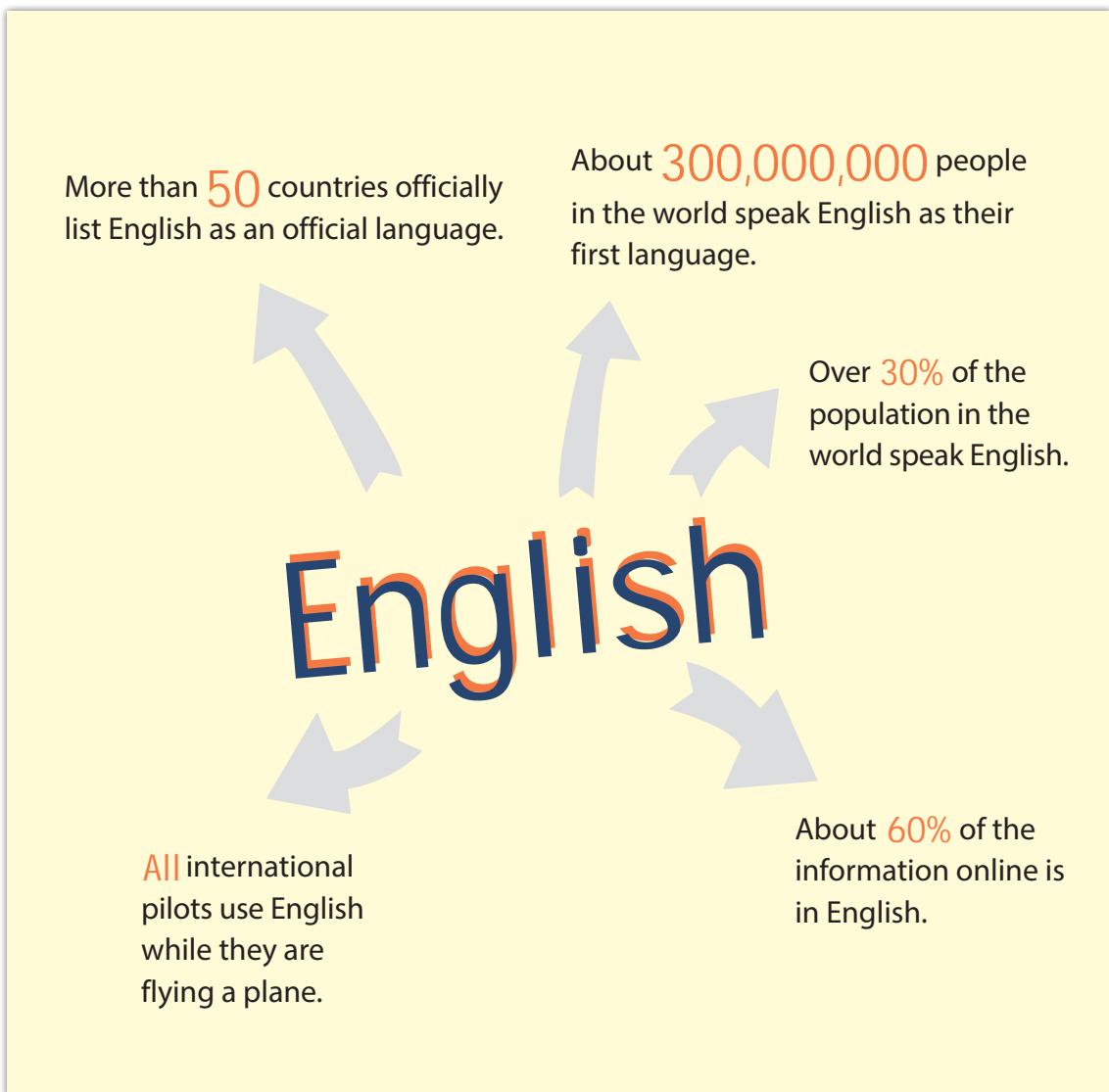
- (2) Do you know other pairs of words that show such a difference?

- 2b** James and Lisa also find that some pairs of words are different only in spelling or pronunciation in British or American English. Can you give more examples?

| | British English | American English |
|---------------|-----------------|------------------|
| Spelling | favour | favor |
| | | |
| | | |
| Pronunciation | aunt (/ɑ:nt/) | aunt (/ænt/) |
| | | |
| | | |

① worldwide 世界各地

2c James has found some information about English on the internet. Talk about it with your classmates.



S1: How many people speak English as their first language?

S2: ... speak English as their first language.

S1: How many/How much ...?

S2: ...

...

Think What else do you know about the use of English around the world?

Wang Yiming had a good time at the weekend. He posted a Moment.

Moments



Yiming


I spent a nice weekend with my grandparents in the city centre! An exhibition^① at Shanghai Museum reminded my grandparents of their childhood. We had traditional snacks at Yu Garden. The Bund is beautiful at night!





2 hrs ago

 [Lu Yao, David, Sally Wang, Lisa, Lin Dong, Sandy](#)

James: Is the exhibition easy to understand? I'm not good at Chinese.

Yiming @ James: Take it easy. You can read the English introduction. And the tour guides speak fluent^② English.

James @ Yiming: Fantastic^③! 

Lisa: The steamed buns look nice! What do you call them in Chinese?

James @ Lisa: *Xiaolongbao*. The restaurant has English menus. It's foreigner-friendly.

John: Oh! Will I get lost in Shanghai?

Yiming @ John: Don't worry. The signs and maps at underground stations are written in both Chinese and English. Besides, the volunteers speak English as well. 

David:  Shanghai changes so fast! My father said it was not easy for a foreigner to travel in the city twenty years ago.



① exhibition 展览；展出 ② fluent 流利的 ③ fantastic 极好的

6

- 3a** Yiming has noticed that English is almost everywhere in Shanghai. Read his Moment and complete the table.

| | Examples |
|----------------------------------|---|
| Entertainment^① | The exhibition at the museum is in both Chinese and English. ... |
| Travelling | |
| Dining | |

- 3b** How would Yiming reply to David?

Moments

David: 😊 Shanghai changes so fast! My father said it was not easy for a foreigner to travel in the city twenty years ago.

Yiming @ David: _____

^① entertainment 娱乐

3c Look at the pictures and find out where else English is used in Shanghai. Why is English useful in these places?



on ads



in the shopping centres



in the booklets

3d Yiming talked with Lu Yao about the benefits of learning English.



What benefits does English bring to you?

English helps me _____. It allows me to enjoy films, music and books from hundreds of countries around the world. I don't need to depend on translations anymore.



(1) How does English benefit Lu Yao? Choose the answer that fits the blank in the conversation above.

- A build confidence B make more friends C have fun

(2) How useful is English to you? Share your thoughts with each other.

English helps me make friends from other countries.

...

Starter

4 English learning styles

Wang Yiming finds a quiz about learning styles.

4a Do the quiz. Count how many As/Bs/Cs you have got. What is your learning style?

A quiz

- 1 I'd like to _____ for fun.
 - A read a picture book
 - B listen to stories
 - C do crossword puzzles^①

- 2 When I am not sure how to spell a word, I _____.
 - A write it down to see if it looks right
 - B spell it out loud to see if it is right
 - C draw the letters in the air

- 3 Of these three classes, I like the _____ best.
 - A Art class
 - B Music class
 - C PE class

- 4 After class, I prefer _____.
 - A reading
 - B listening to music
 - C exercising

- 5 When I meet new people, I remember _____.
 - A their faces but not their names
 - B their names but not their faces
 - C what I talked with them

- 6 When I give others directions^②, I will tell them _____.
 - A the landmarks^③ they will pass on the way
 - B the names of the streets they will be on
 - C to follow me and I will show them the way

I've got _____ A(s), _____ B(s) and _____ C(s).

① crossword puzzle 纵横字谜 ② direction 方向 ③ landmark 地标

What type of learner are you?

- Mostly A: You like learning by seeing.
- Mostly B: You like learning by hearing.
- Mostly C: You like learning by doing.

4b Yiming and his classmates are talking about their learning styles. Choose proper words or phrases to complete their talks.

read aloud

listen to

do

draw

see

watch

move around



I like to ⁽¹⁾ _____ hands-on activities. I always take part in fun activities and I like to ⁽²⁾ _____ the classroom. If I work with others, I will learn better.



I always ⁽³⁾ _____ the teacher carefully. I often ⁽⁴⁾ _____ to remember what I've learned.



It's easier for me to understand when I ⁽⁵⁾ _____ pictures and charts. I always ⁽⁶⁾ _____ mind maps to remember new words. Besides, I ⁽⁷⁾ _____ films to practise English.

4c Project

Step 1 How do you learn new words? Think and write.

Step 2 Do a survey in your class. Find out your classmates' learning styles and their methods of learning new words.

| Names | Learning styles | Learning methods |
|-------|-----------------|------------------|
| | | |
| | | |
| | | |
| | | |

Step 3 Write about what you can learn from your classmates.



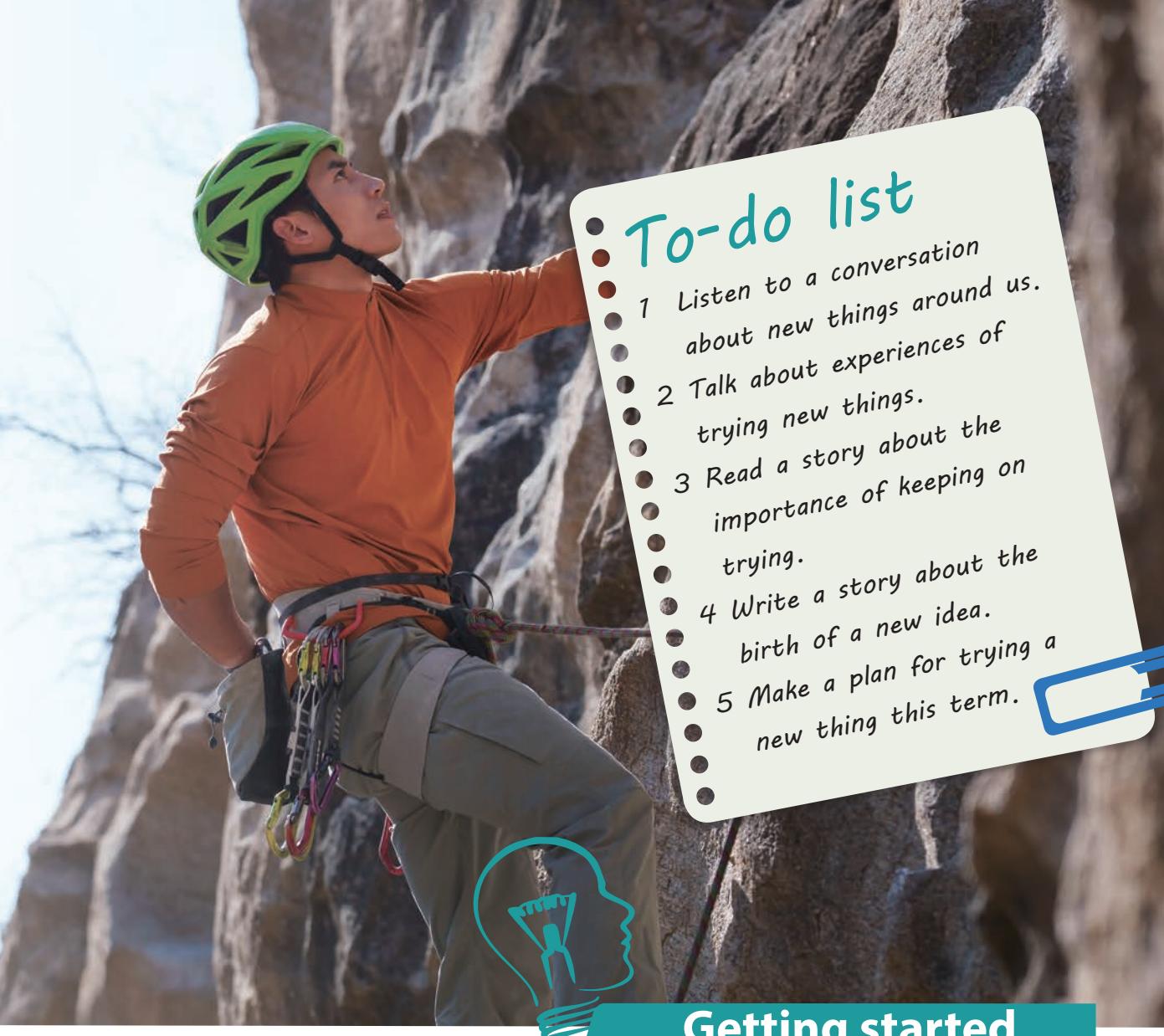
Unit

1

Trying new things

Why do we try new things?





To-do list

- 1 Listen to a conversation about new things around us.
- 2 Talk about experiences of trying new things.
- 3 Read a story about the importance of keeping on trying.
- 4 Write a story about the birth of a new idea.
- 5 Make a plan for trying a new thing this term.



Getting started

Look at Wang Yiming's action calendar of trying new things and circle the things you also want to try. Are there any other things you are interested in?

| Action Calendar | | | | | | |
|---|---|-------------------------------------|--|--|--|-------------------------------|
|  "You never know what you can do until you try." | | | | | | |
| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| 01 Make a list of things I want to try. | 02 Read a different magazine, or visit a new website. | 03 Enjoy new music today. | 04 Choose a different route to school. | 05 Learn to say a word in three different languages. | 06 Learn a new skill like paper cutting. | 07 Cook a new dish. |

Wang Yiming is looking at the pictures in a magazine and finds some new things.



- 1 test a talk light
- 2 try windsurfing
- 3 take up roof gardening
- 4 act in a play
- 5 go rock climbing
- 6 make fruit animals

A1 Look and say Match the pictures with the phrases. Which activities are new to you?

 **A2 Listen and think** Listen to the conversation. What are Ms Chen and her students talking about?

 Listening for main ideas

Pronunciation /a:/, /ʌ/, /ɔ:/ and /ɒ/

Read the poem.

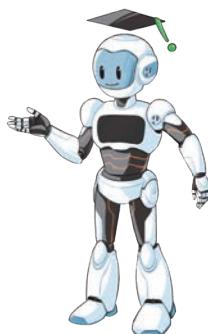
I love playing the drums. It's such fun.

Robots can talk while they walk. Do they have thoughts?

I carved a giraffe from bananas. It's art!

I collect glass elephants. They're amazing!

Can robots play ping-pong? I'm not sure!





A3 Listen and take notes Listen again and complete the table below.

| Names | New things | Facts | Feelings |
|-------------|--------------|--|---|
| Wang Yiming | 1 _____ | People use their 2 _____ to climb up the rock wall. | He thinks people are brave to do so. He likes challenges. |
| Lu Yao | A talk light | It's a new machine. It changes with the 3 _____. | She is very ⁴ _____ about it. |
| Lin Dong | 5 _____ | They're ⁶ _____ crafts. | He thinks it's great ⁷ _____. |

Word study Word building Compounding (I)

Sometimes we can put two words together to make a new word. Match the words in blue balloons with the ones in orange balloons to form a new word. Can you make some new words in this way?



Compounds:

windsurfing, _____, _____, _____, _____



Update my to-do list



Share with your partner about your experience of discovering something new and write down the new things he or she discovered.

Wang Yiming wants to join a school club and his friends are showing him their club member cards.

I like building models. I would like to build a 3D house in this club.

Club Member Card
Name: Wu Ling
Class: 3
Club: The 3D printing club

I like watching vegetables grow. I would like to improve my gardening skills in this club.

Club Member Card
Name: Lu Yao
Class: 3
Club: The roof gardening club

I like skating and camping. I want to learn how to climb up with my legs more in this club.

Club Member Card
Name: Lin Dong
Class: 3
Club: The rock climbing club

B1 Look and say Look at the member cards. Which club are you interested in the most? Why?

B2 Listen, read and think Listen to the conversation between Yiming and Lu Yao about the roof gardening club. What has Lu Yao learned in the club?

- Yiming: What made you join the roof gardening club?
- Lu Yao: I really love watching plants grow. I joined the club because I wanted to learn some gardening skills. It would be so much fun.
- Yiming: What do you mean by "gardening skills"?
- Lu Yao: We learn about all sorts of plants and how to care for them. Last week I learned how to grow strawberries.
- Yiming: Did you say strawberries? Can you eat them when they are fully grown?
- Lu Yao: Sure we can. We also grow tomatoes, potatoes and cabbages, all on the roofs!
- Yiming: Wow! I'm getting hungry!
- Lu Yao: You will never go hungry if you join the roof gardening club!

B3 Role-play Yiming goes on asking some more students about their club experiences. Pick a role from the club member cards in B1 and act out their conversation. Use the conversation in B2 as a model.

My learning notes

Asking for clarification:

- Could you say that again? • What do you mean by that?
- _____ • _____



TEEN skill Understanding others better

To better understand what others say, you can:

- ask the person to explain it;
- ask the person to repeat it.



Update my to-do list



Think of a club you have joined, fill in your own club member card and share it with your partner.

Wang Yiming finds it hard to try something new, and then he finds the following story on a website.

C1 Predicting Look at the title and the pictures, and think: How can we use the invention in the story?

 **C2** Read the story.



TECHNOLOGY TODAY

Home Sign in About us Menu

Solar stickers to power the world

As solar scientists, we love sunlight. It makes us warm and brings us renewable energy. We often discuss how wonderful it will be to collect and use solar energy everywhere.

5 However, many people thought it was impossible. The solar panel is made of solar cells on a very heavy glass holder. We failed many times to make it light, until pizza gave us an idea.

One night, we went for pizza after work and one 10 of us got burnt by moving the pan. “The pan is just like the holder! It’s heavy and troublesome! Luckily, we have a paper box to take the pizza home,” he said. “Paper box … Wait!” shouted someone else excitedly, “Why not put a layer 15 between the holder and solar cells to separate

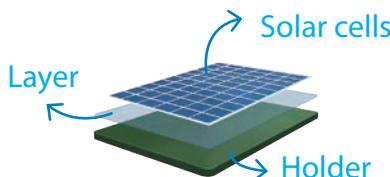
[FAQ](#)
[Contact](#)
[Email us](#)



them?" We hurried to the lab to test this new idea. After countless tries, we succeeded!

Hopefully, one day we can stick these solar cells to the sides of buildings, cars and bags. With that, we can power the world.

(a) Add a layer under solar cells



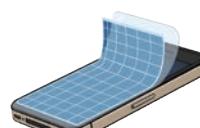
(b) Separate in water (25 °C)



(d) Take the layer away



(c) Put on a device



Personal touch

Do you think solar stickers will be useful in your life? Why or why not?

C3 General understanding Complete the sentence.



Understanding main ideas

The story tells us:

Solar scientists borrowed ideas from _____ and made _____.

C4 Detailed reading Complete the table with information from the story.

| Questions | Details |
|---|---|
| Paragraph 1: Why do scientists study solar energy? | <ul style="list-style-type: none">• The sunlight brings us ¹ _____.• They wish to ² _____ everywhere. |
| Paragraph 2: What problem did they have? | <ul style="list-style-type: none">• The solar panel was ³ _____ to move.• They ⁴ _____ many times to make it light. |
| Paragraph 3: How did they solve the problem? | <ul style="list-style-type: none">• The ⁵ _____ gave them a good idea.• They put ⁶ _____ between solar cells and the holder. |

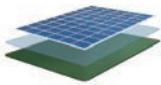


C5 Further thinking

1 Answer the questions.

- (1) What do you think of the solar scientists?
- (2) Do you think the scientists' idea is effective? Give your reasons.

2 Complete the table about the features of the two items. Which features are similar?

| | | |
|----------|--|---|
| Items | pizza box  | the layer  |
| Use | move pizza to different places | |
| Material | | metal-like element |
| Weight | light | |



TEEN skill Finding similarities

- Find important features of things and compare which features are similar.
- New ideas may come from finding similarities of things in our daily lives.

Vocabulary focus

Fill in each blank with a word from the text.

The solar scientists are always interested in ¹ _____ since it brings us renewable ² _____. They failed many times to make the solar panel ³ _____. One day, when they were having dinner in a pizza restaurant, they had an idea from the pizza box to ⁴ _____ solar cells from the holder. In this way, they invented the solar ⁵ _____.



Update my to-do list

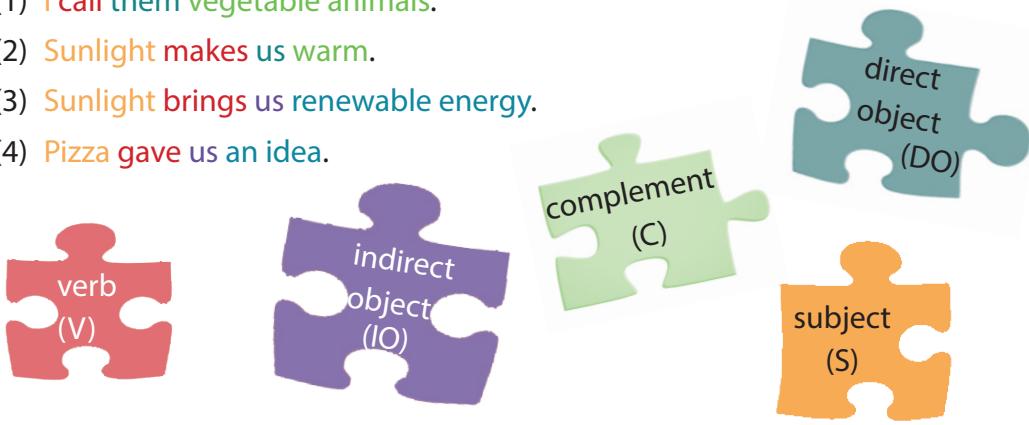


Discuss with a partner: What led to the success of the solar scientists?

>> Grammar in use Basic sentence patterns: SVOO & SVOC

1 Read and think How many objects does each sentence have?

- (1) I call them vegetable animals.
- (2) Sunlight makes us warm.
- (3) Sunlight brings us renewable energy.
- (4) Pizza gave us an idea.



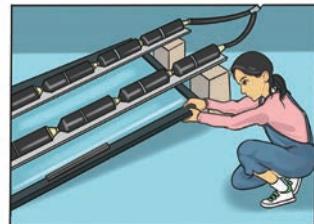
2 Work out the rules Write the correct numbers.

- The verbs in sentence _____ and sentence _____ of the above sentences take two objects. We use SVOO to describe their sentence structures.
- The verbs in sentence _____ and sentence _____ of the above sentences take one object, but there is more information about the object. We use SVOC to describe their sentence structures.

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3 Practise Read the article and underline sentences with SVOO and SVOC patterns.

I grew up in a town in Mexico. It was not easy for people to get hot water. People were often ill from taking cold baths. I used water bottles and a rubber tube to make a solar-powered water heater. In this way, I brought them warm baths. People thought my invention very useful. They made me a prize winner. I was so happy!



4 Talk Jiaming is trying the following things for the first time. Work in pairs. Describe (one of) the things from the pictures below to your partner.



Jiaming puts his clothes into a washing machine. When he finishes the washing, ...

...



(1) Washing the clothes



(2) Giving a present



Students are sharing their stories of trying new things on the TEEN-Land forum. You want to have a try.

D1 Think Read Jerry's story. What problem did his grandma have and how did he solve it?

Group: 7th-graders

TEEN-Land



My grandma uses a stick to walk, but when it rains, it's not easy for her to use an umbrella.

One day, I thought, why not put the stick and the umbrella together? I put an umbrella on the handle of the stick. Now when it rains, she doesn't get wet.

She is proud of me and I feel very happy!



D2 Prepare Fill in the blanks with the words in the boxes according to the story in D1.

solution^①

problem

feeling

Grandma's
stick

Paragraph 1 _____

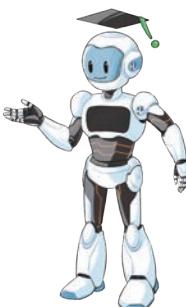
Paragraph 2 _____

Paragraph 3 _____

TEEN skill Writing a narrative

A narrative:

- has one topic;
- describes an experience that the writer had;
- may have the elements of problem, solution and feeling.



① solution 解决方法

D3 Plan Plan your writing by making notes in the diagram below.

What difficulty I met with
(problem)

What I did with it
(solution)

How I felt
(feeling)

My learning notes**Describing problems and solutions:**

Problems: find it difficult (to do), _____, _____

Solutions: think of (an idea), _____, _____

D4 Write Write your story.

D5 Check Check your story. Pay attention to the basic features of a narrative.**Update my to-do list**

Work in groups. Help your group members to revise their stories.

New ideas in history

Ice cream (China)

Ancient Chinese people stored ice in winter. Then in summer, they broke it into pieces and mixed other things, like milk, sugar or flavours with it. This is the early ice cream.

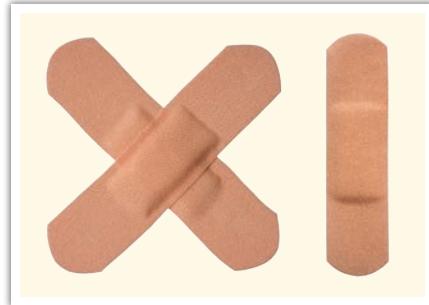


Cat's eyes on the road (the UK)

One night, Percy Shaw's car lights caught the eyes of a cat. The cat's eyes shone back brightly. He had an idea. He put something like cat's eyes on the road to make drivers safer.

Adhesive bandage^① (the USA)

Earle Dickson's wife often cut or burned her fingers in the kitchen. Dickson used a long piece of sticky cloth and put a thin square piece of cotton down the middle. It was the first adhesive bandage.



Read and think How do the life-changing ideas come into being?

① adhesive bandage 创可贴

E Have a try

>> Project

Making an action plan

Make an action plan to try something new.

Step 1

Brainstorm Work in groups of four and decide on what to try this term.

Step 2

List Make a to-do list for the new experience. Share the information you collect.

Setting the goal

Making a time plan

Finding ways to learn

Keeping on practising

Step 3

Create You can use Lu Yao's plan as an example or use other forms.

Lu Yao's action plan

The goal

I would like to learn five basic moves of hip hop dancing.



The time plan

I plan to practise the dance moves twice a week.



Reminders of practice

I can set alarm clocks, make notes or ask my friend to remind me.



I will check my progress every two weeks.



Step 4

Share Introduce your plan to the class and put your plan on the classroom wall. You can check your progress every two weeks.



Update my to-do list



Listen to the introductions of action plans of your classmates. Are their plans clear and easy to follow?

Unit

2

Strong mind

Big Question



What is a person with a strong mind like?





To-do list

- 1 Listen to a talk by a cool kid.
- 2 Talk about an experience of following my own heart.
- 3 Read a story about dealing with difficulties in life.
- 4 Write a diary about my past experience of facing a challenge.
- 5 Build a "strong mind" chain.

Getting started



Look at the pictures above and answer the questions.

- 1 What changes does the person go through in the pictures?
- 2 How do you deal with challenges in your life?

A Accepting who you are

>> Viewing and listening

The school counsellor^① sets up a special group: "Stronger Me". Lu Yao, its group member, makes a radio programme about cool kids.



This week in *New Star Cool Kids*, Yang Feifei, 13, will talk about how she deals with fear and what she is proud of.

Starts at 12:00
14 Oct.
on *New Star Radio*



Welcome!

A1 Look and say Look at the poster for the radio programme and answer the questions.

- 1 Who will give the talk?
- 2 What will she talk about?
- 3 According to the photos, what is special about her everyday life?

A2 Listen and think Listen to the recording. What was Yang Feifei once afraid of and what is she now proud of?

Listening for key information

Pronunciation /ə/, /ɜ:/, /ʊ/ and /u:/

Read the poem.



If

If you can keep your head when all about you are losing theirs,
If you can trust yourself when all the world doubts you,
If you don't look too good, nor talk too wise,
You will be a Man, my boy!

(Adapted from *If* by Rudyard Kipling)

^① counsellor (心理)咨询师


A3 Listen and take notes Yang Feifei sees the best in herself. Listen again and complete the info-sheet.

"Best self" info-sheet

| | |
|------------------------|--|
| Name | Yang Feifei |
| My best choice | I take my deep, rough voice as a ¹ _____. |
| My hobbies and talents | I write songs, ² _____ at school and ³ _____. |
| My hope | Everyone can be ⁴ _____ of who they are and speak out ⁵ _____. |
| My belief | It is important to ⁶ _____ about ourselves. |

Word study Word meaning Opposites

Find the opposites of the following words and write them down in the blanks below.

| Words | Opposites |
|-----------|-----------|
| afraid | brave |
| difficult | |
| smooth | |
| weak | |
| heavy | |



Update my to-do list

Listen to Yang Feifei's talk again. Do you think she is a cool girl? Why or why not? Share your view(s) with your classmates.

The “Stronger Me” group are going to discuss the following topics. Lu Yao is talking with some students for ideas on topic A.

What do you do if ...

- A you would like to do something but face many difficulties?
- B your friends do something wrong and ask you to join in?
- C others are following a popular style of clothes, hair, music and so on?

| | | | |
|---|--|---------------------------|--|
|  Zhao Peng |  doing paper cutting | Name | Nina Brown |
| | | Free time activity | running her programme “Teenager Helper” (collecting money & writing encouraging stories) |
|  to remember his grandpa | (it) taking a lot of time, no friends to do it together with | Reason | to help kids deal with fears and go after their dreams |
| | | Difficulty | not having enough money, no time to enjoy other hobbies |
| ... | ... | Hope | ... |

B1 Look and say Look at the information about Zhao Peng and Nina Brown. What do you find special about them?



B2 Listen, read and think

Listen to the conversation between Lu Yao and Zhao Peng. What makes Zhao Peng keep on with paper cutting when he meets with difficulties?

Lu Yao: Hello, Zhao Peng! You seem to really enjoy paper cutting!

Zhao Peng: Hello, Lu Yao! Yes, I love it.

Lu Yao: Why?

Zhao Peng: My grandpa taught me how to do it. It's a way of remembering him.

Lu Yao: I see. By the way, what do you think is difficult for you?

Zhao Peng: To be honest, it's hard to keep on going when it takes so much time and everyone around is doing something else.

Lu Yao: Why do you keep doing it then?

Zhao Peng: I hope to keep Chinese traditions alive.

Lu Yao: You should teach your friends how to do it.

Zhao Peng: Good idea. Would you like to learn?

Lu Yao: Sure!

B3 Role-play

Lu Yao is now talking with Nina Brown. Act out their conversation with a partner. Use the conversation in B2 as a model.

My learning notes

Asking for opinions:

- How do you feel about ...?
- _____
- What do you like best about ...?
- _____



Update my to-do list



Talk with a partner about one of the topics in the yellow box on page 32. What do you do in that situation? Share your experiences and opinions.

Lu Yao shares a story in the group discussion about dealing with problems in life.

C1 Predicting Look at the title and the pictures. Guess what happened to the girl.

 **C2** Read Claire's story.



A winning mascot

Claire, 12, dreamed of playing on her school football team. But when she saw the word "Mascot" next to her name in the final team list, her heart sank.

5 Later, she told her mum the news. "I will just run around in a funny costume instead of playing in the game! I had better give up!" she cried.

"Things won't always go your way, but disappointment can be good for you. It's all to do with how you respond," her mum said.

10 In the next few days, Mum's words rang in Claire's head. She could

still feel strongly the call of the football field. "After all, players and mascots perform on the same field, don't they?" She finally decided to work hard at 15 becoming a good mascot.

Through careful preparation, Claire made a lovely sunflower costume. At the first game, she put it on, took a deep breath, danced and ran around the field. The crowd chanted happily, "Go! Go! Sunflower!" Claire felt as bright 20 as a sunflower.

After the game, she ran into the coach. He said, "We all love your costume. Why not enter for the mascot designing competition? I'm sure you will win!"

Well, with every disappointment comes a new chance!



Personal touch

Have you ever met with a similar problem?

C3 General understanding What is Claire's story about?

- A What made Claire disappointed.
- B Why Claire chose to make a mascot costume.
- C How Claire dealt with her disappointment.

C4 Detailed reading How did Claire's feelings change as the story went on?

Fill in the blanks.



Clues: ① Claire dreamed of playing on her school football team.

② But when she saw the word "Mascot" next to her name, her heart sank.



She felt ¹ _____ at being a mascot.

Clue: In the next few days, Mum's words ² _____



She was still unsure about what to do and tried
to figure out how she felt.

Clue: She finally decided to ³ _____



She was quite clear what the right choice was.

Clues: ① She danced and ran around the field.

② She felt ⁴ _____

She felt ⁵ _____ with being a mascot.

C5 Further thinking Answer the questions.

- 1 How did Claire deal with her problem?
- 2 What is your understanding of *with every disappointment comes a new chance?*

Vocabulary focus

Complete Claire's diary with the proper forms of the words and phrases in the box.

enter for sink deal with work hard at dream



Wednesday, 12 October

Sunny

Dear Diary,

I used to ¹ _____ of playing on the school football team. When I knew I would be a mascot, my heart ² _____. But with Mum's help, I then realised it was important to change my focus to what I could do.

I ³ _____ making a lovely costume. Everyone liked it! I took the suggestion of the coach and ⁴ _____ the mascot designing competition.

Tomorrow, the Big Games in our town will begin and I am the designer of its mascot! Oh, Diary, I feel happy that I am able to ⁵ _____ my problem well. Something even better has opened up for me.



TEEN skill Understanding the theme^①

- The theme is the main point of the story, its central message or lesson.
- It adds understanding of life and makes readers think about their own beliefs and behaviour.



Update my to-do list



Talk with your partner about the problem Claire met with and how she dealt with it.

^① theme 主题

>> Grammar in use Modal verbs (*had better* and *need*)

1 Read and think Read the sentences and then answer the questions **a** and **b**.

- (1) "I had better give up!" she cried.
- (2) He'd better not follow others blindly and make fun of that poor kid again.
- (3) My parents kept telling me, "You needn't worry."

a What are the short forms for *had better* and *need not*?

b What follows *had better (not)* and *need(n't)*?

2 Work out the rules Complete the rules by ticking (✓) the one(s) you agree with.

- (1) We use *had better (not)* to ...

talk about an ability talk about a rule
 give advice

- (2) We use *need(n't)* to say that something is or is not ...

necessary possible
 true

Grammar file → p. 133

3 Practise

(1) You'd better (not) do it!

Complete the sentences with ***had better*** or ***had better not***.

I sometimes feel angry with my friends.



write a diary to cool down

You '**had better**' write a diary to cool down.



keep silent

You _____.



talk with them in a calm way

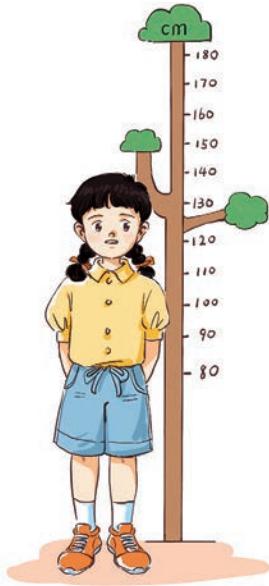
You _____.

(2) She needn't do it!

Complete the sentences. Use **needn't** and the verbs in the brackets.

Amy is short and she is not happy.

- ① She _____ about her height so much. (care)
- ② She _____ unhappy because it's OK to be different. (feel)
- ③ She _____ on how she looks. She should think of what she is good at. (focus)



4 Talk and share

Work in a group. Talk about your problems and give advice to one another. Choose from the situations below or talk about your own challenges.

My friend did better than me in the spelling competition last week.



I waste a lot of time playing online games. But I can't stop.



I will have a test tomorrow and I feel very worried.



You'd better (not) .../
You need(n't) ...



...

After reading Claire's story, you want to write about your own experience in a diary.

D1 Think Read Amy's diary. What does she learn from the experience?



Thursday, 22 September

Sunny

Dear Diary,

¹Last week my new deskmate kept pulling my hair. I felt unhappy but didn't say anything. ²However, things got worse. ³Today, he pulled it again and I couldn't bear it! After thinking for a while, I said firmly, "Stop doing that. I don't like it!" He was surprised. Slowly, he said sorry. ⁴My worry finally went away. Sometimes, it is helpful to speak out bravely instead of keeping back our feelings.

D2 Prepare Match the sentences 1–4 with the adjectives A–D. Notice how Amy's feelings changed.

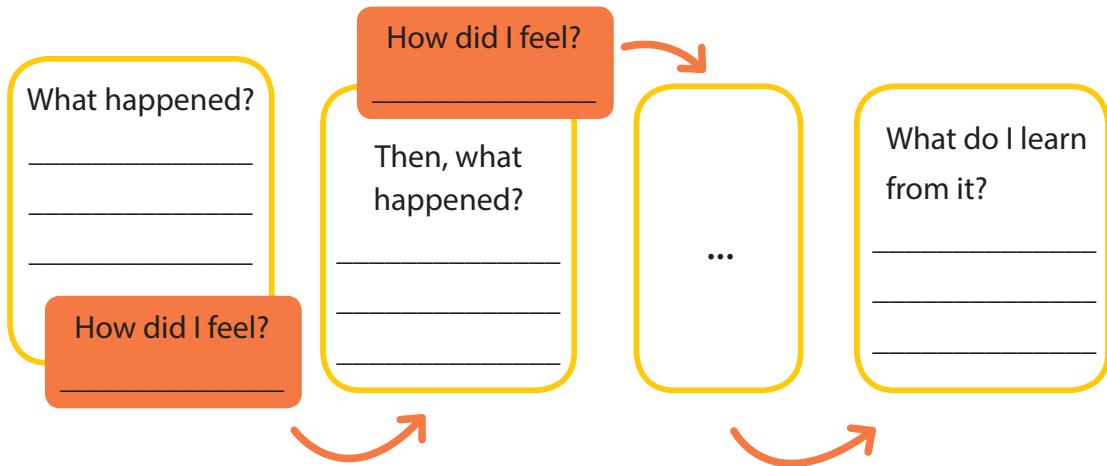
| What happened? | How did Amy feel? |
|----------------|-------------------|
| Sentence 1 | A angry |
| Sentence 2 | B light-hearted |
| Sentence 3 | C unhappy |
| Sentence 4 | D worried |



TEEN skill Writing about events and feelings in proper order

- We write about events and feelings in the order in which they happen.
- Our feelings change with the development of our story and, in turn, help the story further develop.

D3 Plan Plan your writing by making notes in the chart.



D4 Write Write your diary.

●
●
●
●
●

D5 Check Check your diary. Pay attention to the order in writing about events and feelings.



Share your experience with someone you trust and help each other with more solutions.

►► Discovery

Dealing with negative feelings

It's wonderful to be a teenager. But sometimes you may experience negative feelings such as sadness, worry or fear. How can you deal with them?



School counselling is becoming popular. School counsellors are like your friends. They listen to you and work together with you to make things better. If you need help, why not reach out to them?

Another way is to write to personal advice columns in magazines or newspapers. The experts read about your problems and give advice. They often share similar experiences of their own or other people's. You see, you are not alone!

Exercise always makes people feel better! Have you heard of breathing exercises? They will help calm you down in the face of fear or difficulties. Give them a try!

Read and think What are the ways to deal with negative feelings?

E Moving forward to a stronger self ➤ Project

Building a “strong mind” chain

Work in groups. Build your “strong mind” chain.

Chain links

How to deal with pressure from our studies

We need to set goals for our studies and work towards our goals.

Fall down seven times, and stand up eight. — A saying

Don't be afraid of mistakes or failures. See them as a chance to grow.

Talk with friends and family about how we feel and ask for help.

We'd better focus on our progress instead of comparing ourselves with others.

A “strong mind” chain



Step 1 Choose Choose one from the following or come up with a challenge of your own.

- You feel lonely and think no one understands you.
- You have an enemy called “Other People’s Kids”.
- You feel it’s hard to take control of your feelings.

Step 2 Collect ideas Discuss how to deal with the challenge. Search for more information.

quotes

sayings

poems

stories of yourselves/
your friends

...

Step 3 Write Write 5 to 8 tips based on your discussion.

Step 4 Create

- 1 Draw chain links like those on the top of this page and fill in each link with one of your tips. Make the links colourful and attractive.
- 2 Cut out all the chain links. Use tape or glue to make your “strong mind” chain out of them.

Step 5 Present Present your chain in class and share how you will deal with the challenge.



Update my to-do list

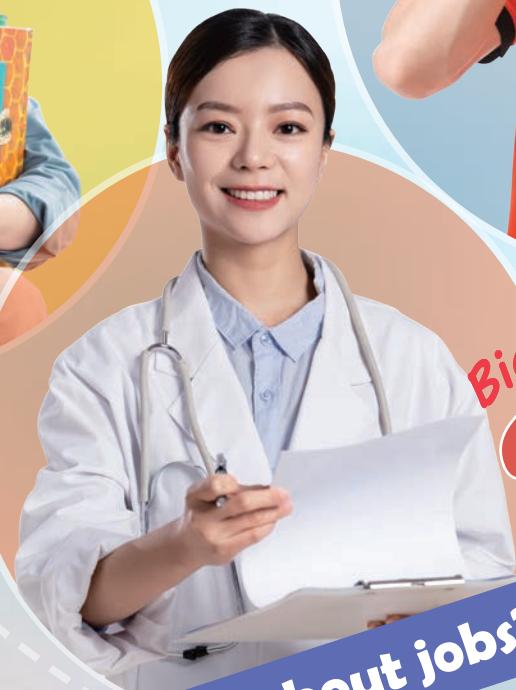


Put together all the chains you and your classmates made to build a class “strong mind” chain and make a display board with it.

Unit

3

Jobs



Big Question

What do you know about jobs?





To-do list

- 1 Look into a day in a person's working life.
- 2 Make a job interview.
- 3 Read a feature story about dabbawalas.
- 4 Write about a wonderful job.
- 5 Make a mini dictionary about jobs.



Getting started



Listen to a song and answer the questions.

- 1 Can you tick (✓) the jobs in the song?

scientist astronaut pilot fireman dentist

- 2 What do you learn from the song?

New Star Middle School is holding a career guidance workshop for students.

Career Guidance Workshop



Types of jobs

Practical jobs

cook
hairdresser
tailor

Public service jobs

police officer
doctor
fireman

Artistic jobs

photographer
artist
actor

Technical^① jobs

engineer
architect
designer

A1 Look and say Look at the first page of the handout^② for the workshop. Choose the jobs you know and talk about what those people do.

What does an actor do?

An actor entertains audiences by acting, singing or dancing.

What is an actor's job like on a work day?

An actor usually gets to a film set early to remember lines, and plays roles in different scenes ...

A2 Listen and think Listen and guess what the person is. How do you know?

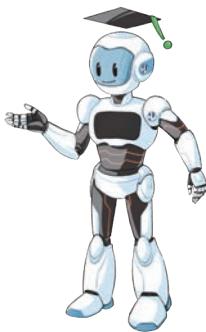


Identifying the speaker

Pronunciation /ɔɪ/, /ɪə/, /eə/ and /ʊə/

Read the tongue-twisters.

- 1 Cooking is the thing I enjoy, because it gives me much joy.
- 2 When would the waiter appear, and bring my dad a glass of beer?
- 3 The teacher often sits on a chair, so she needs more fresh air.
- 4 Sure, we need a guide on the tour.



① technical 技术的 ② handout 传单



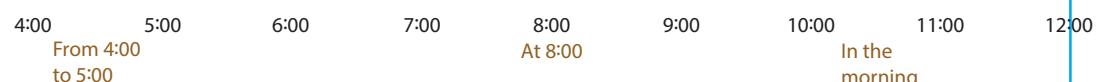
A3 View, listen and take notes Listen and complete the person's daily schedule.

- Getting up
- Doing morning exercises

We need to stay
¹ _____.

- Arriving at the ² _____
- Having a quick breakfast

- Doing the work

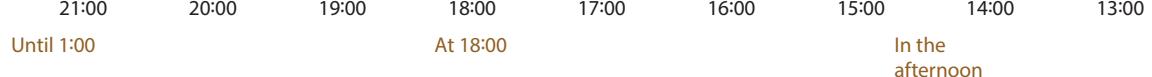


I have a ⁶ _____ day!

- Discussing with others

- Starting to do the ⁵ _____

- Remembering the ⁴ _____
- Taking care of work emails and phone calls
- Waiting for the work at night



In the afternoon

Word study Word building Suffixes

Add the correct suffix (-er, -or, -ist, -ess) to each of the words and write the new word. Tick (✓) the right parts of speech for both words.

| Words | Parts of speech | New words | Parts of speech |
|---------|---|-----------|---|
| teach | <input type="checkbox"/> verb <input type="checkbox"/> noun | _____ | <input type="checkbox"/> verb <input type="checkbox"/> noun |
| act | <input type="checkbox"/> verb <input type="checkbox"/> noun | _____ | <input type="checkbox"/> verb <input type="checkbox"/> noun |
| science | <input type="checkbox"/> verb <input type="checkbox"/> noun | _____ | <input type="checkbox"/> verb <input type="checkbox"/> noun |
| wait | <input type="checkbox"/> verb <input type="checkbox"/> noun | _____ | <input type="checkbox"/> verb <input type="checkbox"/> noun |
| piano | <input type="checkbox"/> verb <input type="checkbox"/> noun | _____ | <input type="checkbox"/> verb <input type="checkbox"/> noun |
| host | <input type="checkbox"/> verb <input type="checkbox"/> noun | _____ | <input type="checkbox"/> verb <input type="checkbox"/> noun |



Update my to-do list



Listen to a talk by a photographer and find out what he does on a typical day.

Lin Dong turns to the next page of the handout for the workshop and finds out what it takes to do the following jobs.

Career Guidance Workshop



What do we need to do the job?

Cook

- Ability to work in a team;
- Knowledge of biology and art;
- High school education or above.



Police officer

- Readiness to help others;
- Good communication skills;
- Strong body and mind.



Astronaut

- Great curiosity about space;
- Ability to pass a special flight test;
- Years of special training.



...

What do we need to do other jobs?

B1 Look and tick Look at the handout. Which of the following are mentioned? Tick (✓) the right answers.

personality

interest

experience

habits

skills

education

health

appearance

TEEN skill “Jobs” for teenagers

There are several ways for teenagers to get a “job” at school. If you have a chance, you can apply to be:

- an assistant to a school teacher;
- a PC and internet tutor;
- a school newspaper editor;
- a school radio host.





B2 Listen, read and think Lin Dong meets Mr Ma for an interview at their community garden. How does Mr Ma like his job?

Lin Dong: Hello, Mr Ma! Thank you for coming.

Mr Ma: No problem.

Lin Dong: I want to ask you about your job. What does it take to be a cook?

Mr Ma: I studied cooking after high school. Being a cook is like being a scientist in some way. You need to know what things taste good together.

Lin Dong: Maybe that is why my food is never as good as yours! What do you like most about your job?

Mr Ma: The best part is when customers come in and enjoy my food.

Lin Dong: What do you need to do every day?

Mr Ma: I go to the market early to make sure everything is fresh.

Lin Dong: That's why everything in your restaurant tastes so good!

B3 Role-play Lin Dong goes on to interview his uncle, a police officer and another neighbour, Ms Liu, an astronaut. Choose one role and act out the interview with your partner.

My learning notes

Asking for impressions:

- How do you like ...? • What do you think of ...?
- _____ • _____



Update my to-do list



Interview your family members or neighbours about their jobs.

The students at the workshop find an article about an amazing job.

C1 Text type Skim the article. Where can you probably find the story?



Understanding the text type

In a newspaper.

In a tour guide.

In a novel.



C2 Read the feature story^①.

Amazing dabbawalas

They travel more than 100 kilometres every day. They bring about 200,000 meals on bikes or on foot to hungry workers, all at exactly 12:30 p.m.

Many of them can't read or write. But only 1 in every around 6,000,000 lunch boxes ever goes missing in one of the biggest cities in the world.

5 Who are they?

They are dabbawalas, the lunch carriers in Mumbai, India. To people working in the centre of Mumbai, home-cooked meals 10 are like a greeting from their family. But it's not easy to travel long distances with a lunch box.



① feature story 专题故事；新闻特写

Thanks to dabbawalas, they can enjoy a hot, fresh and healthy meal from home far away.

- 15 Kiran, an experienced dabbawala, tells the story. "Our method is simple but works well. In the morning we pick up lunch boxes at people's homes by bike. Then we meet at the local railway station to sort the boxes out. We use colours, numbers and letters to help each other remember the customers' names and addresses. We 20 won't get it wrong even in our sleep! When in Mumbai, each of us delivers meals in a set area. The streets can be busy. The weather can be bad. But the lunch will always be on time."

"We work hard to serve people. We get back their 25 trust and respect. We feel proud of ourselves."



Personal touch

Who do dabbawalas make you think of?



Text type Feature stories

A feature story is a newspaper or magazine article or report of an event, a person, etc. It is a more personal report and gives readers more descriptions and details compared to hard news.



C3 General understanding Which one is not mentioned in the article?

- A What do dabbawalas do?
- B How do they work?
- C How do they feel about their job?
- D What do they do to enjoy themselves?
- E How hard and how well do they work?

C4 Detailed reading

1 Read the article and put the events 1–5 in the right order.

- A _____ They sort out the lunch boxes at the local railway station.
- B _____ People enjoy their hot and healthy meals from home.
- C 1 Dabbawalas pick up lunch boxes at people's homes.
- D _____ They travel a long way by train to Mumbai.
- E _____ They deliver the lunch boxes on foot or on bikes in Mumbai.

2 Answer the four questions about the article that belong in the box in C3.

C5 Further thinking Answer the questions.

- 1 The title of the article is *Amazing dabbawalas*. Do you agree that they are amazing? Why or why not?
- 2 Why don't people working in the centre of Mumbai eat in restaurants or take lunch themselves?

Vocabulary focus

Fill in the blanks with words and phrases from the text.

Reporter: I've heard you're one of the most experienced dabbawalas. Can I ask you some questions?

Kiran: Of course.

Reporter: You work hard to ¹ _____ people and get back their trust and ² _____. What are the biggest challenges in your job?

Kiran: Well, many of us have never learned to read or write, so we have to think of a ³ _____ method to sort out the lunch boxes. Besides, it's not easy to deliver meals ⁴ _____ when the weather is bad or when the train is late.

Reporter: Now we have modern ways to deliver meals. Are you afraid of the future of the job?

Kiran: No, I'm not. You know we hardly ⁵ _____ it ⁶ _____ in our work. Only 1 in every around 6,000,000 lunch boxes goes missing.

Reporter: That's really amazing!



Update my to-do list

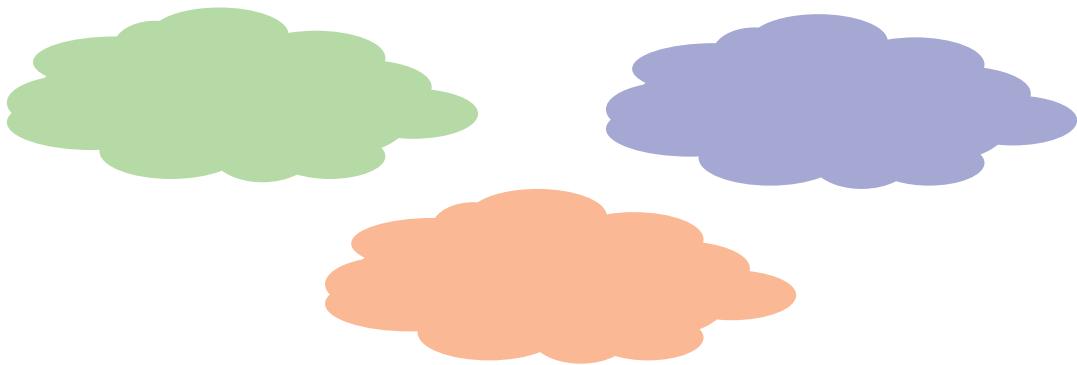


Discuss with a partner whether the dabbawala system works well, and why.

►► Grammar in use Possessive adjectives, possessive pronouns and possessive nouns

1 Read and think Read the sentences and then put the underlined words into three groups.

- (1) Our method is simple but works well.
- (2) We work hard to serve people. We get back their trust and respect.
- (3) That is why my food is never as good as yours!
- (4) You feel proud of your work and we feel proud of ours.
- (5) Wang Yiming's dream job is a photographer.
- (6) We use colours, numbers and letters to help each other remember the customers' names and addresses.



2 Work out the rules Study the sentences in exercise 1. Then tick (✓) the one(s) you agree with.

- We use possessives like *our*, *yours* and possessive nouns like *Wang Yiming's* to say who **does** **has** something.
- We put **our**, **their** **ours**, **theirs** before a noun; we use *yours*, *his*, ... when we don't want to repeat a(n) **adjective** **noun**.
- We add ' 's to singular nouns like *Wang Yiming* and ' 's to plural nouns like *customers*.

Grammar file → p. 134

3 Practise

Complete the article about pilots by filling in each blank with the proper form of the word in brackets.

Flying through the sky may be a dream of ⁽¹⁾ _____ (you), but you should also understand that the job of pilots has ⁽²⁾ _____ (it) challenges.

A ⁽³⁾ _____ (pilot) main duty is to safely transport people and goods. They get hard training for it and they have a lot to do. Before the flight, they check the weather and the flight plan. During the flight, they focus ⁽⁴⁾ _____ (they) attention on every detail. Sometimes they have to make important decisions quickly. They may work late at night, on weekends and even on holidays.

If you still consider it ⁽⁵⁾ _____ (you) dream job, work hard for it!



4 Discuss

Choose one of the following jobs and discuss with a partner: How is it different from the other jobs in the pictures?

What is the person's job in picture A?

He brings lunches to people at work from their homes.

Are his tools similar to a painter's?

No, his are often bikes and lunch boxes, but a painter often uses paintbrushes.



You decide to write about a wonderful job in your eyes.

D1 Think Read the article. Why does the writer think it's wonderful to be a teacher?



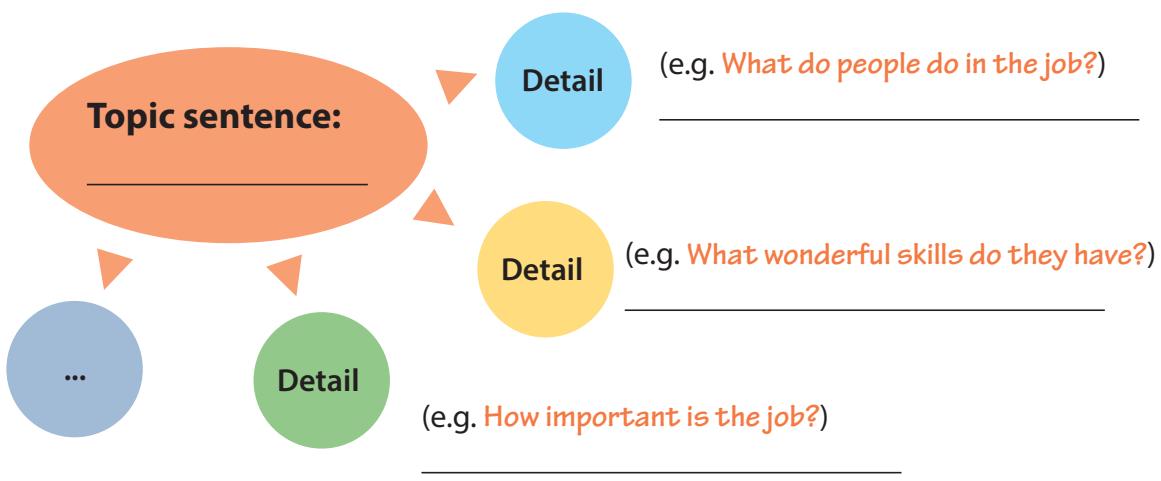
In my eyes, it's wonderful to be a teacher. Teachers give lively and interesting lessons and help us deal with problems. They also play with us. Teachers keep learning and trying new ideas. That is the most wonderful part of the job. The hard work and love from teachers help us really grow. They matter a lot to us.



D2 Prepare Underline the topic sentence of the article above and then find the sentences that tell you more about it.

D3 Plan Plan your writing by making notes in the following diagram.

A wonderful job





TEEN skill Writing the topic sentence

- A topic sentence expresses the main idea of a paragraph and tells just enough to interest readers.
- The other sentences in the paragraph tell more about the main idea.

My learning notes

Useful expressions to describe a job:

- | | |
|--------------------------------------|-------------------------|
| • In my view, ... | • It's wonderful to ... |
| • ... is the most wonderful part ... | • ... matter a lot ... |
| • _____ | • _____ |

D4 Write Write your article.

D5 Check Check your writing. Pay attention to the topic sentence.



Update my to-do list



Share your writing with your classmates and see which jobs you all think are wonderful.

Old jobs

Beep, beep! You've got a message on your beeper. In the 1990s, it was common to call a beeper operator to send the messages. Being a beeper operator was a very popular job in China back then. However, now people use smartphones to send messages.

Beeper^① operator



Grinder^②



Grinders often went door to door to sharpen tools like scissors, knives and so on. Fewer and fewer people take up the job now because most people find it easier and cheaper to buy tool sharpeners.

Open-air film projectionist^③

From the 1960s to the 1970s open-air cinemas became popular. The operator would set up a screen and speakers, and use a special machine called a projector to play the film. The audience enjoyed the film while usually sitting on small seats. Today people watch films at home or in the cinema.



Read and think What jobs do you think are disappearing in the next 20 years?

① beeper 传呼机 ② grinder 磨刀匠 ③ projectionist 电影放映员

Making a mini job dictionary

Form groups and make a mini job dictionary by putting all the pages together.

Step 1 **Choose** Form a group of four and decide on a job type to focus on. Brainstorm jobs that belong to this type.

Step 2 **Search** Each group member chooses a job and searches for its tasks, qualifications, personal qualities, etc.

Step 3 **Make an entry** Organise the information, write about the job on one page and check each other's work.

Step 4 **Create** Present your part of the dictionary to the class. Then put the pages of all the class together to make a mini job dictionary.



Update my to-do list



Share with your group members about other jobs you are interested in.

① observe 观察

Hairdresser

Hairdressers offer services involving hair, such as cutting, styling and colouring.



Qualifications and training

Salons may offer training, and some colleges also offer courses in design, fashion styling for hair and make-up. After training, hairdressers usually work for at least a year to get more experience before they are fully qualified.

Personal qualities

Hairdressers should stay calm under pressure, have an eye for beauty, and be good at observing^① people.

Unit

4

Smart home

Big Question

How smart can our homes be?

To-do list

- 1 Listen and learn about smart devices.
- 2 Talk about smart living.
- 3 Read a website article about smart homes.
- 4 Write a description about dream smart homes.
- 5 Make a poster about new smart home ideas.



Getting started

Look at the picture of a smart home and answer the questions.

- 1 Can you name any of the smart devices in the picture?
Guess what they can do.
- 2 Which is your favourite? Why?

A Smart devices

>> Viewing and listening

Lu Yao's class is visiting a Tech Expo^①. They are reading a leaflet "The house of future".

Smart home

Make your house a smart home. It can make your life convenient.
We can help you find the right smart devices for your home.



Devices



A1 Match and say Match the words with the pictures. Tell a partner what you guess the smart devices can do.

- | | | |
|----------------|--------------------|-----------------|
| A smart toilet | B smart tap | C smart light |
| D smart camera | E smart fridge | F smart speaker |
| G smart door | H smart thermostat | |

What can a smart toilet do?

I guess it can clean itself.

A2 Listen and think Listen to an introduction. What is the magic of a smart home?

A smart home makes our life _____ and _____.

Pronunciation /eɪ/, /aɪ/, /əʊ/ and /aʊ/

Read the poem.

Technology today is not just for play.

It can speak; it can pay.

It may look like a stone,

but it works like a phone.

It can work; it can sing.

It can guide me round the town.

It is so useful that I can't put it down!



① Tech Expo 科技博览会



A3 Listen and take notes Listen again and find out how the smart devices help people. Fill in the blanks with the information you recall^①.



Recalling details in messages



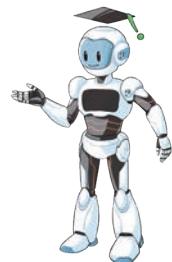
The smart speaker controls the ¹ _____ and is ² _____ the smartphone.

The smart thermostat ³ _____ your home is at the right temperature.

The smart door has an alarm that will ⁴ _____ if any stranger ⁵ _____.

The smart camera helps you know what is happening in every room ⁶ _____.

TEEN skill Using smart devices smartly



- Good habits: Use devices to help, not harm.
- Secure data: Use strong passwords to keep private things safe.
- Respect others: Be quiet, and don't bother others.
- Save power: Turn off devices not in use.

Word study Word group

Put the words and phrases about smart homes into two groups. Then add more to each box.

| | | | |
|------------|-----------|---------------|---------------|
| smart lock | smart tap | voice control | robot cleaner |
| internet | cloud | Wi-Fi | |

Smart devices

Smart technology



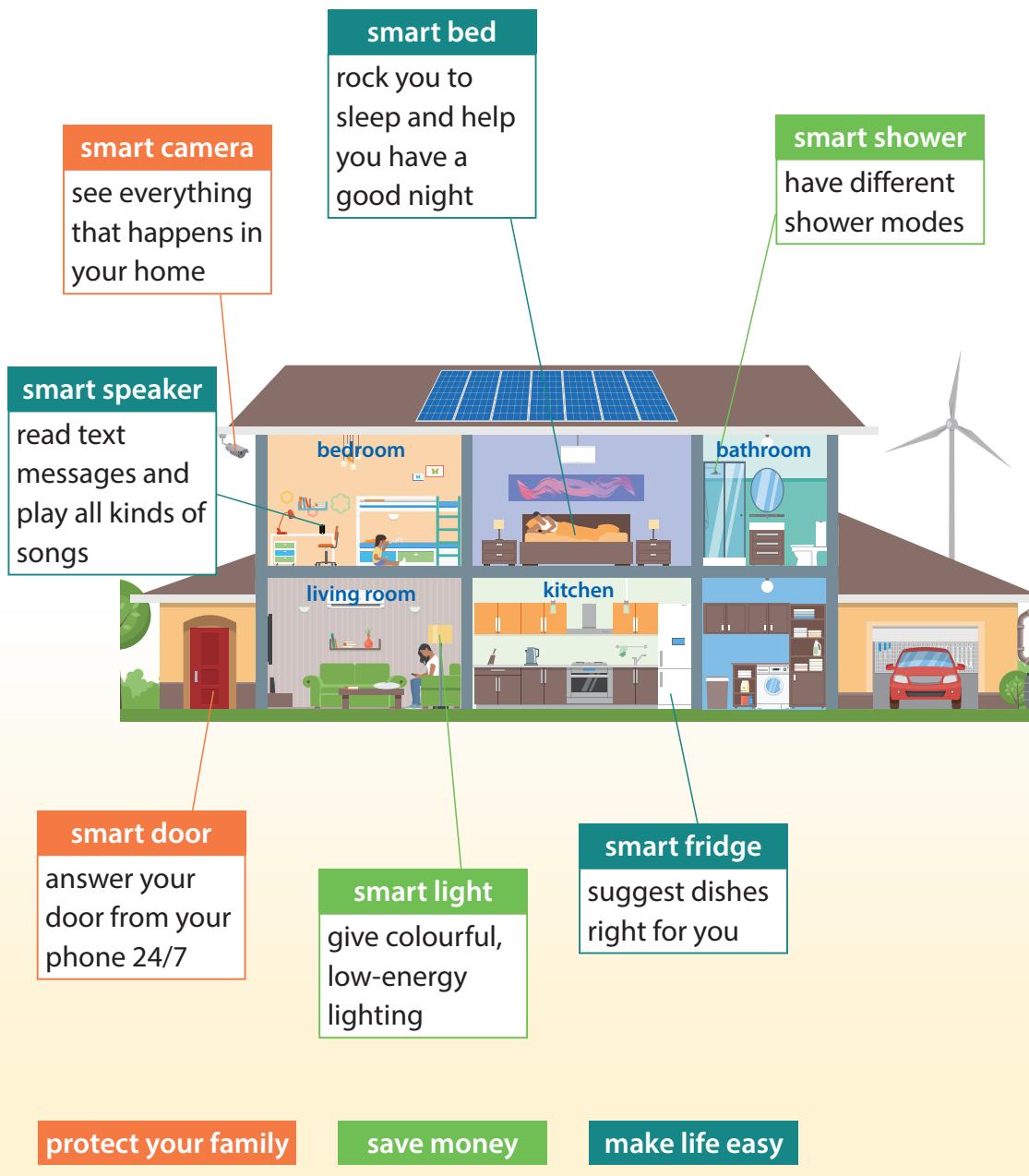
Update my to-do list



Listen to an introduction to a smart fridge and find out its magic.

① recall 记起；回想起

Lu Yao and her school friends are exploring a model smart home at the Tech Expo.



B1 Look and say Look at the brochure page. Which smart device(s) do you like?



B2 Listen, read and think

Lu Yao and Wang Yiming are talking to Dr Smith, an IT engineer at the expo. Listen to their conversation. What does Lu Yao like and dislike?

Lu Yao: Yiming! Have you seen this smart speaker? I really like it! I just tell it the song I want to listen to and here it goes!

Yiming: Yes, it's amazing. Does it do anything else, Dr Smith?

Dr Smith: It can read your text messages.

Lu Yao: How about other devices in the smart home?

Dr Smith: The smart bed can rock you to sleep! And if you go to the kitchen, the smart fridge suggests dishes right for you.

Lu Yao: But the smart home has not connected all smart devices. I don't like that. I want the bed to rock me to sleep as music plays and the smart kitchen prepares breakfast for me.

Yiming: If the smart home does everything, what is there for us to do?

Dr Smith: Sit back and enjoy it!

Yiming: You're kidding, Dr Smith.

B3 Role-play

Work in pairs and talk about what you like or dislike about the smart home in B1. Pick a role and start a conversation.

A

You are interested in the smart home/one of the smart rooms.

B

You are asking A what he/she likes or dislikes about the smart home and why.

My learning notes

Talking about "likes" and "dislikes":

Likes

- I love ...
- _____

Dislikes

- I hate ...
- _____



Update my to-do list



Work in pairs. Imagine the future smart way of living at home and talk about what you like or dislike.

Lu Yao and Wang Yiming are reading Dr Smith's blog about smart homes and its reviews.

C1 Predicting Look at the title, photos and headings on the web page. Discuss what the blog post is about.



C2 Read the blog post.



12 Nov. 3 minutes read

Home About us Pages Contact

Dr Smith

Smart homes

Read more

In a smart home, the internet controls everything from heating to cooking. Smart devices share information with each other. Smart homes “talk” to us and guide our activities.

5 Better personal care

Smart homes learn what their owners often do. An alarm clock keeps track of its owner’s sleeping schedule and sets itself. Health care devices know when their owners are not feeling well and order medicine.

Easy control

We can control our smart devices by speaking and signalling. Sometimes, we do not have to control them at all. Smart devices can sense what we need.

15 **Low energy**

Smart homes manage energy use. For example, they turn off lights when there is no one in the room. They also remind us of the best ways to use energy.



Comments

 20 **Jacob**
If smart homes can produce, store and save energy, they save us money.

 **Cathy**
I've had a sore throat for two days. I said to the smart door,
25 "Open the door." It said, "I don't understand."

 **Henry**
Smart homes have already changed our lives. But will we depend too much on them?

Personal touch

Do you like living with smart home technology?

C3 General understanding Answer the question.

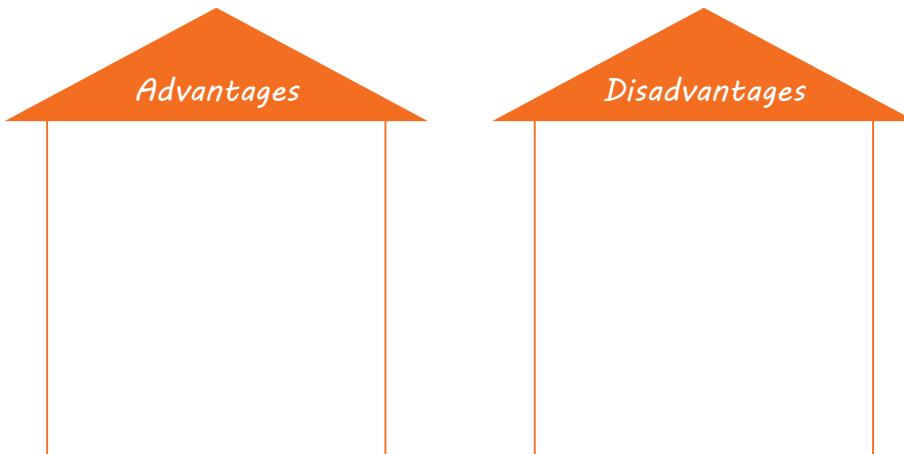
What are smart homes like?

C4 Detailed reading Understand smart home technology and fill in the blanks.

| Headings | Supporting details |
|----------------------|---|
| Better personal care | Smart homes learn ¹ _____. |
| Easy control | We can control smart devices by ² _____ and ³ _____. |
| Low energy | Smart homes ⁴ _____ energy use and tell us ⁵ _____ to use energy. |

C5 Further thinking Answer the questions.

1 What are the advantages and disadvantages of smart homes?



2 What does the word "technology" mean to you?

Vocabulary focus Here is a comment under Dr Smith's blog post about smart homes. Complete the post with the proper forms of the words and phrase in the box.

guide depend on remind order sense

A smartphone screen displays a website interface. At the top are navigation icons: a plus sign, back, forward, and search. Below that is a blue header bar with menu items: Home, About us, Pages, and Contact. The main content area shows a circular profile picture of a woman with short dark hair, wearing a pink top. To the right of the picture, her name 'Holla' is written. The text of the comment is as follows:

Hi, it is 7 o'clock in the morning. The windows have just opened up. My smart home ¹ _____ I am happy now and plays my favourite music. As soon as I step into the bathroom, the warm light is already on. The smart mirror ² _____ me to choose a dress for today's meeting. My toothpaste^① is running low, and the smart home ³ _____ more on its own. "Your breakfast is ready," the smart speaker ⁴ _____ me to have breakfast. My life ⁵ _____ my smart home in many ways. It knows me well, just like a friend.



Talk about how smart the future smart home will be.

^① toothpaste 牙膏

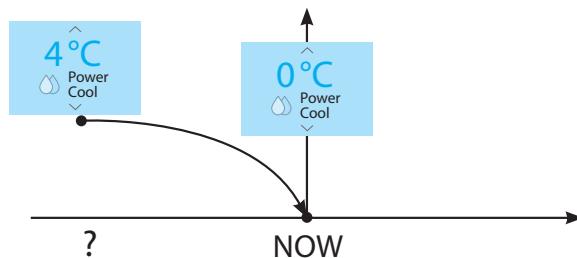
>> Grammar in use Present perfect

1 Read and think How are the underlined parts formed?

- (1) Look! The smart fridge has just changed temperature.
- (2) Smart homes have already changed our lives.
- (3) I've had a sore throat for two days.
- (4) But the smart home has not connected all smart devices.
- (5) Have you seen this smart speaker?

2 Work out the rules Tick (✓) the one(s) you agree with.

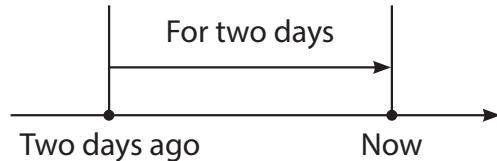
- (1) Look! The smart fridge **has just changed** temperature.



Do we know exactly when it happened? Yes No

Is there a result now? Yes No

- (2) I've had a sore throat **for** two days.



Did the situation begin in the past? Yes No

Does the situation still continue now? Yes No

Grammar file → p. 135

3 Practise: Make a conversation

Talk about what Lu Yao and Wang Yiming have and haven't done at the Tech Expo using the information in the pictures.

| To-do list | |
|--|---|
| <input checked="" type="checkbox"/> visit the smart home |  |
| <input checked="" type="checkbox"/> get information |  |
| <input checked="" type="checkbox"/> try new devices | |
| <input type="checkbox"/> play games | |
| <input type="checkbox"/> make a smart thing | |

Has Yiming visited the smart home?

To-do list

visit the smart home

get information

try new devices

play games

make a smart thing

Yes, he has. Lu Yao has just/already visited the smart home too.

4 Pair and share

Ask your partner questions and find out whether he or she has done the following things.

(1) Find out if your partner has ever:

| | |
|-------------|----------------|
| heard about | a smart _____. |
| bought | |
| used | |
| broken | |
| ... | |

(2) Listen to your partner. If his/her answer is Yes, ask questions for more information like:

When did you ...?

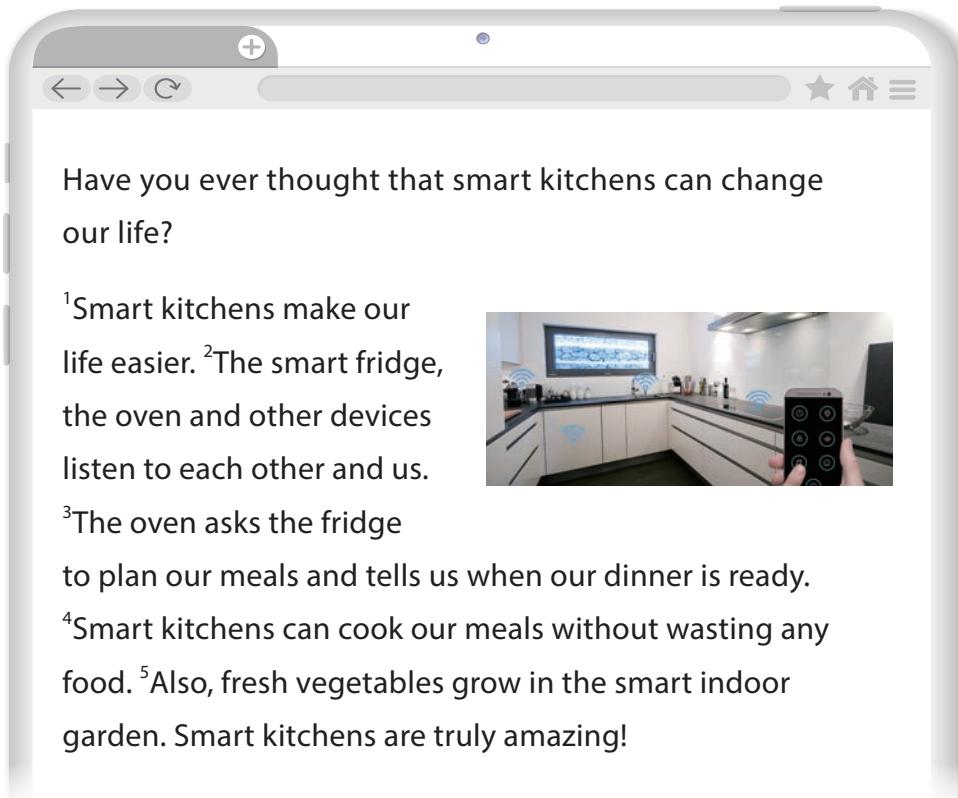
What did you ...?

How did you ...?

(3) Take turns asking and answering questions.

Dr Smith invites you to post your ideas about future smart homes on his website.

D1 Think Read the article. How will future smart kitchens change your life?



Have you ever thought that smart kitchens can change our life?

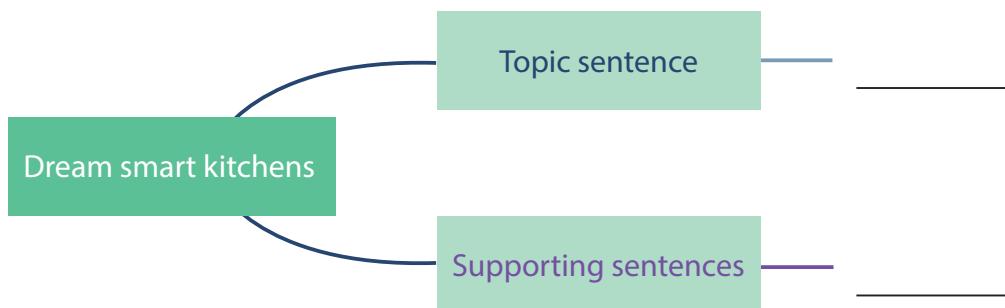
¹Smart kitchens make our life easier. ²The smart fridge, the oven and other devices listen to each other and us.

³The oven asks the fridge to plan our meals and tells us when our dinner is ready.

⁴Smart kitchens can cook our meals without wasting any food. ⁵Also, fresh vegetables grow in the smart indoor garden. Smart kitchens are truly amazing!



D2 Prepare Put sentence numbers in the right place.





TEEN skill Writing supporting sentences

The supporting sentences add information about the topic sentence and explain it. They provide the details of the paragraph.

D3 Plan Work out a plan for your dream smart home.

| Topic sentence (How it helps people) | |
|---|----------|
| Supporting sentences | Detail 1 |
| | Detail 2 |
| | ... |

D4 Write Write an online post.

D5 Check Check your online post. Pay attention to the supporting sentences.



Work in groups. Share your work in your group and see whose ideas you like best.

戴上耳机 >> Discovery

What is the Internet of Things?



The Internet of Things (IoT) connects machines to the internet. They send and receive information, talking to themselves and to other people. This helps people solve problems before they arise^①. Now, GPT^② makes it easier to design and manage IoT projects.

The smart home is one of the most common IoT projects. Smart devices such as your washing machine, lights, music player, TV and air conditioner can communicate with you. They can let you know when your washing is done, when the temperature in your home is too high, or when your favourite football match is on TV.

IoT will allow smart devices at home to better understand people's behaviour and even the feelings behind the behaviour.

Read and think Why is IoT useful in operating smart homes?

① arise 发生；出现 ② GPT (= Generative Pre-trained Transformer) 生成型预训练转换器

Redesigning a home device

Work in groups. Redesign a home device by making it smart and then make a poster.

Step 1 **Brainstorm** Think of a home device. What can you do to make it smart?

- How can it communicate with other home devices?
- How can it help people in need?
- How can it help us save energy?
- ...

Step 2 **Collect information** Use the table below to help you redesign the device. Search for more information.

| What it looks like | How it works | What it can do | How we feel about it |
|-------------------------------------|------------------|--|----------------------|
| Size, weight, colour, material, ... | Smart technology | Make life safe/comfortable/...; save energy, ... | User experience |

Step 3 **Organise information** Select and organise the information you've got.

Step 4 **Create** Put your ideas about the redesigned smart home device on a poster. An example is given below.

Smart wall

| What it looks like | How it works | What it can do | How we feel about it |
|---|--|--|--|
| <ul style="list-style-type: none"> • Just like a normal wall • Electronic surface • Large touch screen | <ul style="list-style-type: none"> • To allow us to control other smart things by waving, touching or speaking. | <ul style="list-style-type: none"> • To control lighting and music • To offer sports games • To play 3D films • To report a fire | <ul style="list-style-type: none"> • “Talking to a wall will be the smart thing to do.” |



Update my to-do list



Give a presentation on how your smart home ideas can make life better.

Unit 5

Films

What makes a good film?

Big Question -



To-do list

- 1 Listen to an interview about a new film.
- 2 Talk about our favourite films.
- 3 Read an article about what a good film is like.
- 4 Write a film review.
- 5 Make a short film.

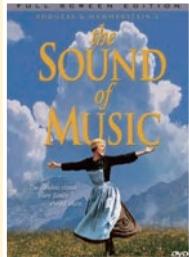
Getting started

Look at the film posters and answer the questions.

1 What types of films are they? (e.g. **musical, animation, sci-fi film, drama, action, ...**)



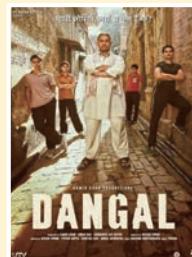
(1)



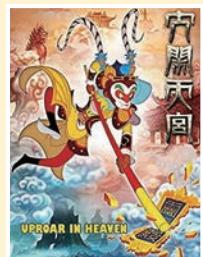
(2)



(3)



(4)



(5)

2 What type(s) of films do you like? Why?

A film has just been released^① at this year's International Film Festival (IFF).



A1 Look and say Look at the film poster and answer the questions.

- 1 What type of film is it?
- 2 What may happen in the film?

A2 Listen and think Listen to an interview and find out what the two speakers are talking about.

Pronunciation /p/, /b/, /t/, /d/, /k/ and /g/

Enjoy the song.

Doe, a deer, a female deer
Ray, a drop of golden Sun
Me, a name I call myself
Far, a long, long way to run

Sew, a needle pulling threadd
La, a note to follow Sew
Tea, a drinkk with jam and bread
Thatt will bring us back to Do, oh, oh, oh



(*Do Re Mi from The Sound of Music*)

^① release 发布



A3 Listen and take notes

Listen again and fill in the blanks with information from the interview.



Listening for key information

| Elements | Details |
|--|--|
| Name | <i>Life on Mars</i> |
| Type of film | ¹ _____ |
| Plot | It's about ² _____. A group of scientists go to Mars. They hope people will live a ³ _____ life than before. They ⁴ _____, learn to farm and ⁵ _____. ... |
| Main ⁶ _____ | Bob Affleck and Kevin Lawrence |
| Director | David Smith |
| It's an ⁷ _____ film and won't let film-goers down. | |

Word study Word building Prefixes

Can you add more words with the prefixes “un-”, “dis-”, “im-/in-” and “re-” in the table below?

| Prefixes | Words | New words | More words with the prefixes |
|----------|----------|------------|---------------------------------------|
| un- | happy | unhappy | <i>uninteresting, unfriendly, ...</i> |
| dis- | like | dislike | <i>dishonest, disorder, ...</i> |
| im-/in- | possible | impossible | <i>impolite, incorrect, ...</i> |
| re- | view | review | <i>reread, rewrite, ...</i> |



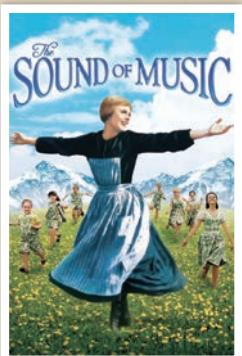
Update my to-do list



Interview some of your classmates about the films they like or know about and make notes. Use the table in A3 to help you.

Li Bailing and Lu Yao are at the “Best Film Tour” of IFF. They are talking about which film to watch in the cinema.

Film guide

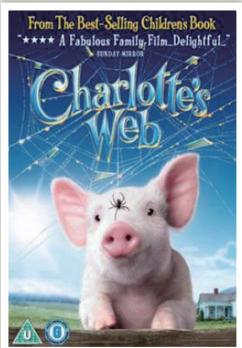


The Sound of Music (1965)

Plot: Maria, a young woman, goes to help a family with seven children through teaching.
Screen Three, Musical, English, 172 minutes

Monday & Friday at 9:30

Weekend at 19:00



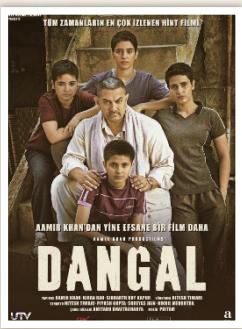
Charlotte's Web (2006)

Plot: It tells the story of a spider named Charlotte and her friendship with a pig called Wilbur.

Screen One, Animation, English with Chinese subtitles, 97 minutes

Wednesday at 13:00 and 16:00

Saturday at 12:00 and 20:00



Dangal (2016)

Plot: The film comes from a true story of an Indian father. He teaches his daughters to wrestle.

Screen Two, Action, Hindi with Chinese subtitles, 161 minutes

Weekdays at 10:00

Saturday at 14:00 and Sunday at 18:00

B1 Look and say Look at the film guide. What information can you get about each film?



B2 Listen, read and think Listen to the conversation between Bailing and Lu Yao. Which film are they going to watch?

Lu Yao: Look! They are showing *Charlotte's Web* at twelve o'clock on Saturday!

Bailing: What's it about? I've heard it's really sad.

Lu Yao: It's a story about how a pig named Wilbur becomes the best friend of a spider named Charlotte.

Bailing: Oh, I don't want to watch a sad film about animals. Can we watch *The Sound of Music* instead?

Lu Yao: I'm afraid musicals are not my cup of tea. I want to laugh with the characters and cry with them too.

Bailing: We should watch *Charlotte's Web* then.

Lu Yao: Great! But what made you change your mind?

Bailing: You'll cry an ocean for sure!

B3 Pair and share Which film will you watch? With a partner, act out your conversation with the information in the film guide in B1.

My learning notes

Making requests:

- Would you mind ...? • _____

Responding to requests:

- All right./No problem. • _____



Update my to-do list



Think of a film you like. Tell your partner why you like it.

Li Bailing and Lu Yao are talking about what makes Chinese animations classic. Here is what they find.

C1 Background knowledge Look at the words and phrases below. Which aspects help to make a good Chinese animation? Why?

- | | | |
|--|--|--|
| <input type="checkbox"/> plot | <input type="checkbox"/> character design | <input type="checkbox"/> traditional art |
| <input type="checkbox"/> setting | <input type="checkbox"/> an experienced director | <input type="checkbox"/> voice actors |
| <input type="checkbox"/> others: _____ | | |



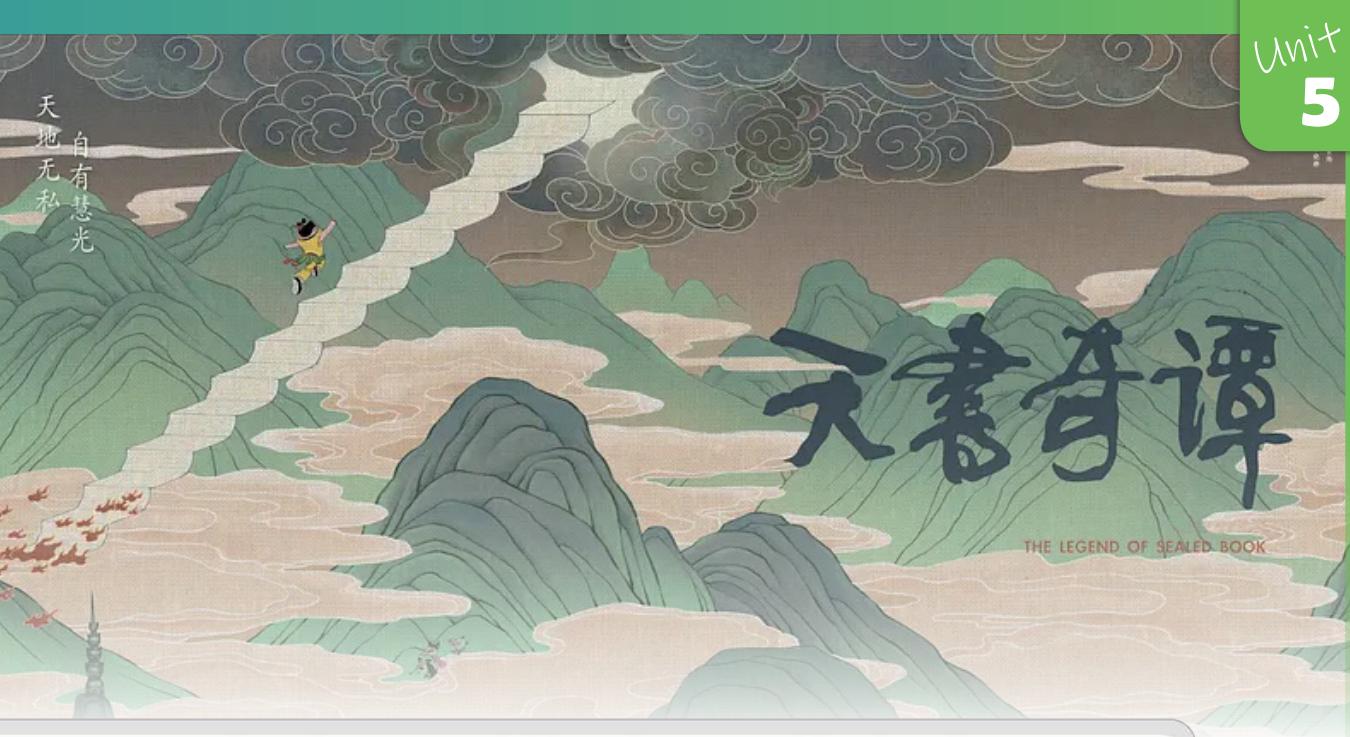
C2 Read the blog post.

"Sealed book" classic returns to the screen



With a common goal, generations of Chinese artists have managed to keep *The Legend of Sealed Book* alive. Thirty-eight years after it first came out, the classic animated film returned to the screen in 2021.

The story comes from an old Chinese legend. The hero, Eggborn, fights three bad but silly foxes in a brave and clever way. The story is full of fun and imagination. It is also meaningful because it teaches children to help others.



- 15 Artists bring the story to life by making the best use of different Chinese art forms. They use ink wash painting for mountains and rivers. The faces of many characters come from Peking Opera face make-up. For example, a young fox wears *huadan* make-up to look 20 prettier. Traditional customs like paper cutting and lion dancing are also shown in the film. Each scene is poem-like!

From the story to the pictures, the film gives younger children a rich taste of the traditional Chinese culture, 25 making them proud of Chinese animation.

Personal touch

Do you like the film? Why or why not?

C3 General understanding What does the article mainly tell us?

- A A film making process.
- B Traditional art in the film.
- C Elements of a good Chinese animation.

C4 Detailed reading Read and complete the table.



Scanning for specific information

| Elements | Details |
|---------------------|--|
| 1 _____ | A boy tries to fight three bad but silly foxes. It's full of 2 _____ and imagination. It's also ³ _____. |
| Setting | 4 _____ is used for mountains and rivers. |
| 5 _____ | Many of the characters look like roles in Peking Opera such as <i>huadan</i> . |
| Traditional customs | 6 _____ and ⁷ _____ are also shown in the film. |

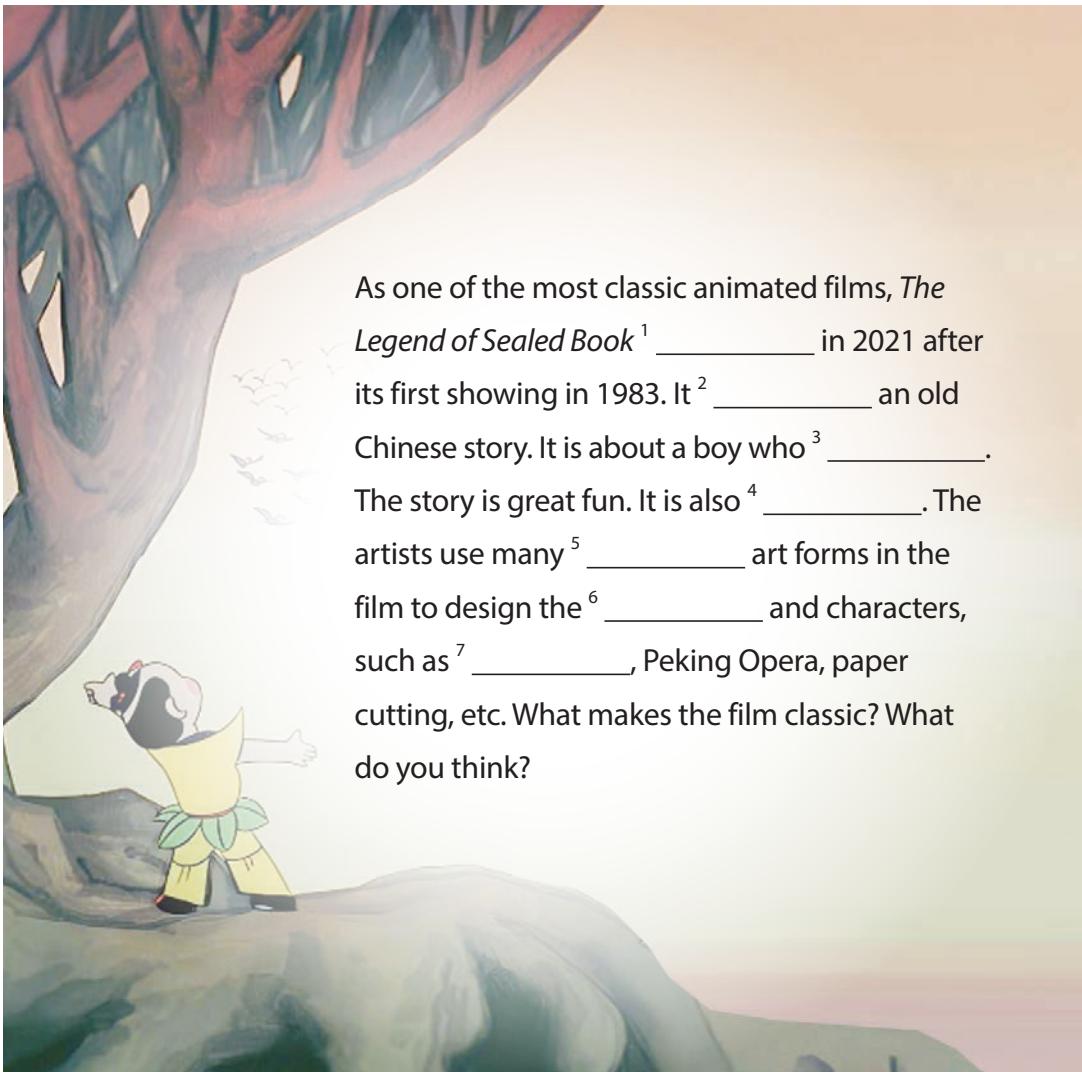
C5 Further thinking Answer the questions.

- 1 What can the classic *The Legend of Sealed Book* bring to us?
- 2 What other elements of a good film do you know?

Vocabulary focus

Fill in the blanks with the proper forms of the words and phrases in the box.

meaningful ink wash painting come from traditional
fight bad foxes setting return to screen



As one of the most classic animated films, *The Legend of Sealed Book*¹ _____ in 2021 after its first showing in 1983. It² _____ an old Chinese story. It is about a boy who³ _____. The story is great fun. It is also⁴ _____. The artists use many⁵ _____ art forms in the film to design the⁶ _____ and characters, such as⁷ _____, Peking Opera, paper cutting, etc. What makes the film classic? What do you think?



Update my to-do list



Choose a film you have seen and decide whether it is a good film or not.

►► Grammar in use Comparative and superlative adjectives

1 Read and think What do you notice about the forms of the underlined adjectives?

- (1) Eggborn is smarter than the fox.
- (2) A young fox wears *huadan* make-up to look prettier.
- (3) They hope people will live a more pleasant life than before.
- (4) That's the oldest film of all.
- (5) As one of the most classic animated films, *The Legend of Sealed Book* returned to the screen in 2021.
- (6) Artists bring the story to life by making the best use of different Chinese art forms.

2 Work out the rules Tick (✓) the one(s) you agree with and fill in the blanks with the information in exercise 1.

- When we compare two people or things
 more than two people or things, we use comparative adjectives like *smarter*, _____ and _____.
- We often use _____ after comparative adjectives.
- When we compare two people or things
 more than two people or things, we use superlative adjectives like *the oldest*,
_____ and _____.

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3 Practise Complete the paragraph about filming in studios^① with the proper adjective forms in the brackets.

Some of ⁽¹⁾ _____ (better-known/the best-known) film-makers in the world would like to make films in studios. They say it's ⁽²⁾ _____ (easier/the easiest) to film inside a studio than outside. One of ⁽³⁾ _____ (bigger/the biggest) advantages is that they can have complete control over the light. This makes the film ⁽⁴⁾ _____ (quicker/the quickest) and ⁽⁵⁾ _____ (cheaper/the cheapest) to make. Actors also like working inside because it saves time and is ⁽⁶⁾ _____ (more comfortable/the most comfortable). Actually, many of the world's ⁽⁷⁾ _____ (more successful/most successful) films are made in studios. Can you name some?

4 Discuss: Compare Work in groups. Think of your favourite films and then compare them (about plots, characters, actors, music, etc.) like this:

Can you tell me something about your favourite film?



Sure. I like the sci-fi film *The Wandering Earth* best. It is **the most exciting** film in my eyes. And I can learn a lot about space science.



Which film do you think is **more meaningful**, *The Sound of Music* or *Charlotte's Web*?



Charlotte's Web. It helps me understand true friendship.



① studio 电影摄影棚；电影制片厂

The IFF has started a forum about teenagers' views on popular films. You want to leave a short review.

D1 Think Read Joe's review. What does he like and dislike about the film?

I think everyone should watch *Harry Potter and the Philosopher's Stone*! I love watching Harry find a whole new world of magic and make new friends. The special effects are also really great. All the magic looks like it is real! The only thing I don't like about the film is that it can be a little hard to remember so many characters. However, it is still a wonderful film and I strongly recommend it!

D2 Prepare What does the writer cover in the review? Tick (✓) the elements below and highlight the words and sentences related to the elements in the review.

Actor(s)

Name of the film

Character(s)

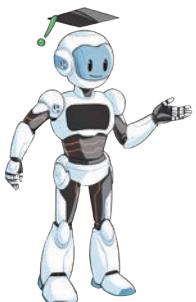
Type

Setting and plot

Special effects

D3 Plan Complete the table about the film you want to write about.

| | |
|---|--|
| The basic information about the film (the type, the setting, ...) | |
| What you like or dislike about it | |
| The concluding sentence | |

**TEEN skill** Writing the concluding sentence

- It follows the supporting statements and ends a paragraph.
- It restates^① the main idea of a paragraph or gives a final point for the readers to take away.

D4 Write Write your film review.

| | |
|---|--|
| ● | |
| ● | |
| ● | |
| ● | |
| ● | |
| ● | |

D5 Check Check your film review. Pay attention to the concluding sentence.

Work in groups. Share your review in your group and vote for the best film review in your group. How many "likes" do you get?

Like (+____)

^① restate 重申

Film styles around the world

Films were first born in France. In 1895, the Lumière brothers showed the world's first film. Now when we talk of romantic^① films, we think of France.



Bollywood is the largest film industry in India. It produces thousands of films a year! Many Bollywood films have singing and dancing.

Kung fu films are famous. In the 1970s, Bruce Lee, a kung fu master and film star, successfully introduced Chinese kung fu films to the world with *Fist of Fury*^② and *The Big Boss*^③.



Read and think How special are the films in different countries?

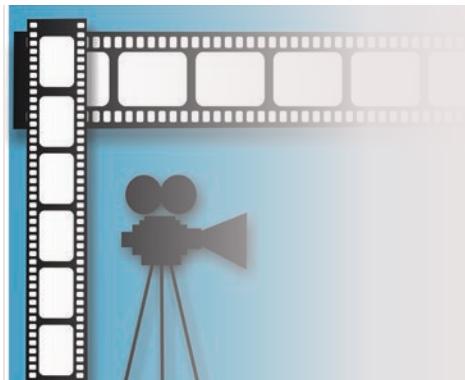
① romantic 浪漫的 ② *Fist of Fury* 《精武门》(电影名称) ③ *The Big Boss* 《唐山大兄》(电影名称)

E Our own film ➤ Project

Making a short film

Work in groups. Make a short film for the school film festival.

Step 1 Collect ideas What film are you going to make?



- Name: What's the film's name?
- Type: What type of film is it?
- Setting: When and where does the story take place?
- Characters: Who are the main characters?
- Plot: How does the story begin? What happens? How does it end?
- ...

Step 2 Prepare Tick (✓) the ones you've done.

- Give a role to each member, such as director, actor, etc.
- Write the screenplay^①.
- Make sure actors/actresses know the lines well.
- Find a place to film.
- Get all the things you need ready, like cameras and lights.
- Make your filming plan.
- ...



Step 3 Shoot and edit Start shooting and then choose the right editing software.

Step 4 Present Introduce and show your film to the class.

 **Update my to-do list** 

Make comments on the film(s) you like.

① screenplay 电影剧本

Unit

6

Mountains and rivers

Why are mountains and rivers important to us?

Big Question

To-do list

- 1 Listen to a quiz about famous mountains and rivers in the world.
- 2 Talk about interesting activities on mountains and rivers.
- 3 Read an article about two important rivers.
- 4 Write a postcard about a mountain or river I have been to.
- 5 Make a brochure about famous mountains and rivers in China.

Getting started

Lin Dong loves mountains and rivers. Look at his desktop and tick (✓) the one(s) you are interested in. Why?

Mountains

MOUNTAIN LIFE
COAST MOUNTAINS

BACKYARD

Choice Quiz

Let's Go

Winter Camp
25 January – 3 February
Monday – Friday 8:30 a.m. – 5:00 p.m.

Activities

Hiking
Come hiking with us if you like taking long walks in the mountains and breathing the fresh air. Bring sports clothes, comfortable shoes and water.

TRAVEL PLANNER

Destination: the Yellow River (Linfen City)

Arrival 2 Oct.
Hotel location No.3 Huanghe Road
Duration of stay 4 days

Day 1
Budget 280 yuan
Place to see the Hukou Waterfalls

Day 2
Budget
Place to see

Day 3
Budget
Place to see

Day 4
Budget
Place to see

Mountains and rivers in China

Mount Lu
the Yangtze River
Mount Tai
the Xiang River

A Interesting facts

>> Viewing and listening

Lin Dong finds a geography quiz about mountains and rivers on a website.

QUIZ 1

1 This river, the longest river in the world, is called the "father of African rivers".

the Nile the Yangtze River

the Amazon the Yellow River

2 This mountain, 8,848.86 metres high, is located between China and Nepal.

Mount Qomolangma the Jungfrau

the Andes the Rocky Mountains

A1 Look and tick Tick (✓) the right answer for each statement in the quiz.

 **A2 Listen and take notes** Listen to the paragraph and write down some key information.



e. g. **The Amazon is the greatest river in South America. Its total length is six thousand, four hundred and eighty kilometres. It is the second longest river in the world, shorter than the Nile.**

Notes: Amazon SA 6,480 km second longest

...

Notes:

TEEN skill Taking notes

- Write words or phrases, not full sentences.
- Pay attention to the names, numbers and places.
- Match the numbers and places in a clear way.





A3 Listen and answer Listen and answer the questions about the mountains and rivers with the help of your notes.

QUIZ 2

Q1: How long are the Rocky Mountains?

Q2: What is the height of the Jungfrau?

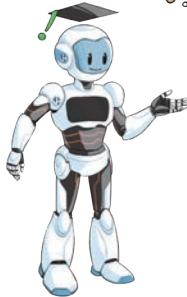
Q3: How long is the Nile? What influence does it have?

Q4: What is the Yellow River called? How long is it?

Notes:



Pronunciation /f/, /v/, /s/ and /z/



Read the poem.

I love the mountains,
I love the rolling hills,
I love the lakes,
I love the flowing rivers.

I love the red roses,
I love the singing birds,
I love the landscapes,
I love all the amazing views on the Earth!



Update my to-do list



Listen to the last paragraph in A3 again and take notes.

Lin Dong and Lu Yao are looking at a winter camp poster.



Winter Camp

25 January – 3 February

Monday – Friday 8:30 a.m. – 5:00 p.m.

Activities

Hiking

Come hiking with us if you like taking long walks in the mountains and breathing the fresh air. Bring sports clothes, comfortable shoes and water.

Mountain biking

It's great to explore the mountains on a bike! You'll feel healthy and full of energy! You need to bring your own bike on the trip.

Ice fishing

Would you like to try your luck on a frozen river? The trainers will share their wonderful fishing skills and you can even visit a fish house. Do remember to wear warm clothes.

Start your winter adventure!

See the back of the poster for more information.

B1 Look and say Work in pairs. Ask and answer the questions about the poster.

Which activity interests you most?

I want to try ice fishing. I've never seen a fish house before.

**B2 Listen, read and think** Lin Dong and Lu Yao are talking about hiking. What does Lu Yao plan to do?

Lu Yao: What an interesting poster! What are they doing?

Lin Dong: Some of them are hiking.

Lu Yao: What is "hiking"?

Lin Dong: It's when you go on long walks in the woods or on mountains.

Lu Yao: That sounds like it would be fun!

Lin Dong: If you want to go hiking, you can go to Sheshan National Forest Park.

Lu Yao: My dad promised me that we would do something fun this weekend. We could go hiking.

Lin Dong: Just make sure you wear comfortable clothes and shoes.

Lu Yao: Will do! What else can I do this weekend?

Lin Dong: Shouldn't you be studying?

**B3 Pair and share** Talk about the other activities in the poster with your friends. Use the conversation in B2 as a model.*My learning notes***Making promises:**

- You have my word.
- Don't worry. I'll/I won't ...
- _____
- _____



Update my to-do list



Search for more activities in different mountains and rivers and tell your partner about them.

Lin Dong is reading an article about rivers in a magazine.

C1 Predicting Look at the pictures of the River Thames and the Huangpu River. What do they have in common?

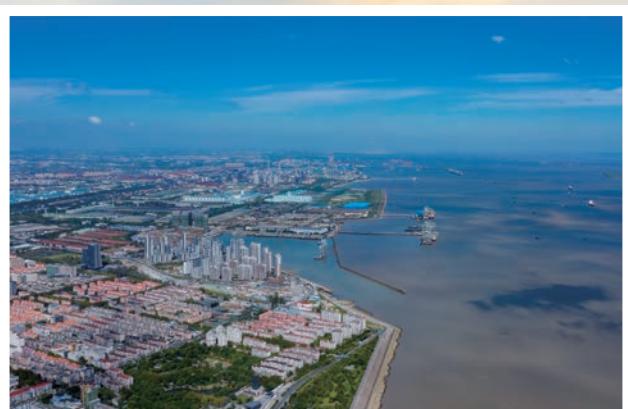


C2 Read the magazine article.

The lifeblood of cities

The rich history of London comes into view when we travel on the River Thames. It reminds me of the Huangpu River in Shanghai. The two rivers have a lot in common.

The River Thames cruise passes famous places of interest like the Tower of London and Big Ben. The boats on the Huangpu River in Shanghai go past tourist attractions such as the Bund and Jin Mao Tower. When you travel on the rivers, you can sense a mix of the old and new and feel their power to shape the life of people in both of the two cities.





The River Thames enters the North Sea while the Huangpu River flows into the
₁₀ Yangtze River, making London and Shanghai the leading ports in the world.

They also help improve the environment, and provide water, fish and some other food.

London and Shanghai are not alone as riverside cities. Almost every world-class city is built along the banks of great rivers — Rome, Paris, Tokyo, to
₁₅ name just a few. Rivers are the “lifeblood of cities”. They flow as quietly as they come, nurturing cities on their way.

Personal touch

Which part of the article matches your prediction?



Grammar file → p. 139

C3 General understanding

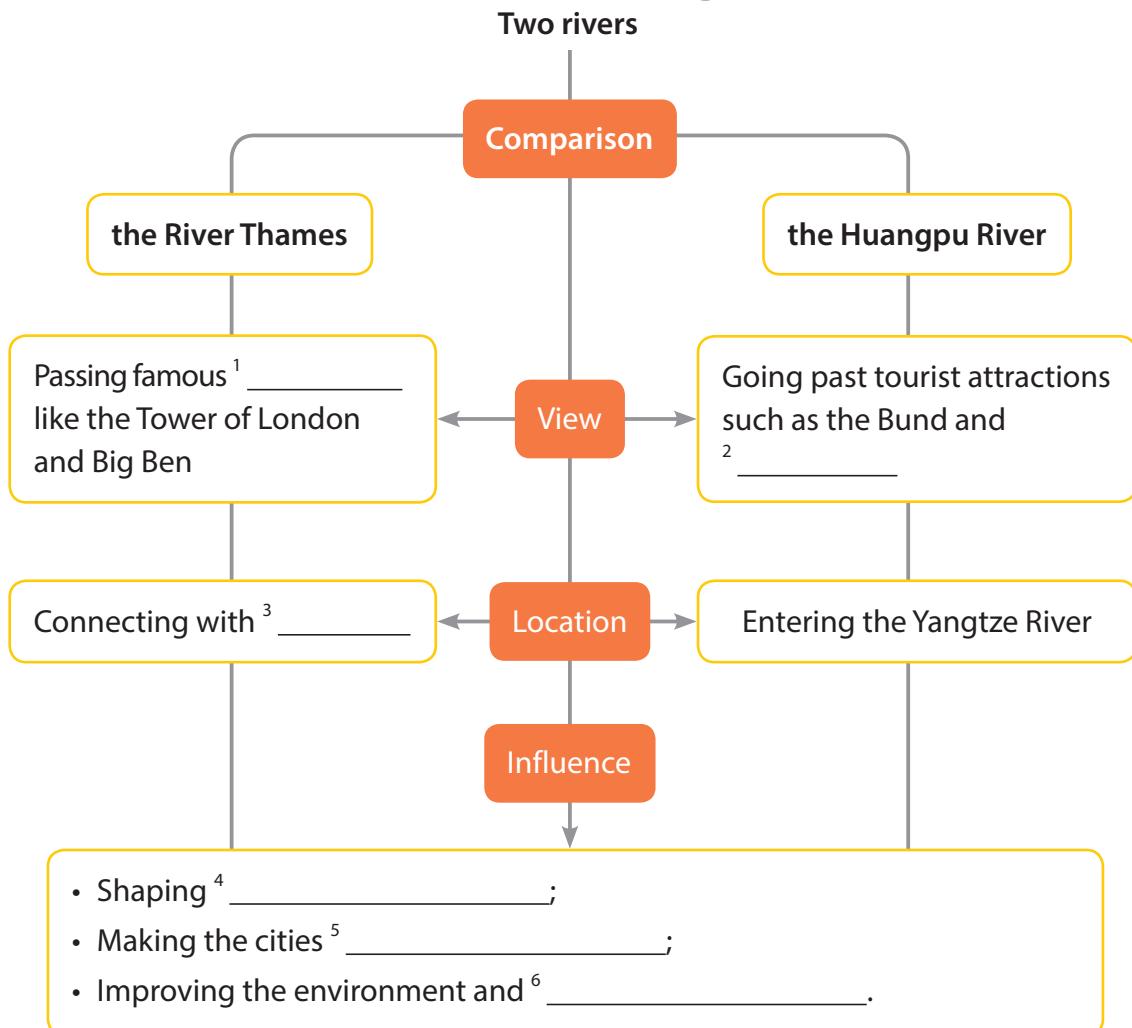
Read the article and choose the best answer.

- The article mainly talks about: _____.
- A the importance of the Huangpu River
 - B the development of riverside cities
 - C the relationship between rivers and cities

C4 Detailed reading

Fill in the information chart and find out the similarities of the two rivers.

Comparing and contrasting



C5 Further thinking

Answer the questions.

- 1 How can rivers shape the life of people in cities?
- 2 Do you know any other benefits that rivers can bring? (e.g. cultural development, ...)

Vocabulary focus

Yiming is writing an article about the Yangtze River and the Yellow River. Complete the article with the proper forms of the words and phrases in the box.

lifeblood a mix of flow into improve in common

Rivers are found on every continent and on nearly every kind of land. The Yangtze River and the Yellow River are two great rivers in China. They have a lot¹ _____. Both of them flow through many cities.

The Yangtze River, the longest river in China, comes from the mountains in Qinghai Province and² _____ the East Sea of China. The Yellow River, the second longest river in China, flows through nine provinces in China. Since both rivers are the³ _____ of many cities in China, people living near them make joint efforts to⁴ _____ their living environment. Nowadays, along the rivers we can enjoy⁵ _____ history and modern life.



Word study Using a dictionary

- The words in a dictionary are in alphabetical order.
- Guide words are always at the top of the pages.

How to use the dictionary:

Step 1: Find the first letter of the word you want to look up in the dictionary.

Step 2: Read the guide words.

Step 3: Scan down the page for the word.

Step 4: Read its meanings.



Update my to-do list



Talk with a partner. Why do people live near a mountain or a river?

>> Grammar in use Comparison with (*not*) as ... as ...

1 **Read and think** Take a look at the first sentence. Can you identify similar patterns in sentences 2–4?

n.

adj.

n.

(1) The Huangpu River is not as long as the Amazon.

(2) My brochure is not as/so colourful as hers.

(3) This part of the river is not as deep as its source^①.

(4) The views of the Amazon are as beautiful as those of the Nile.

2 **Work out the rules** We usually make comparisons in the following patterns. Fill in the squares in the left column with the numbers.

(1) A < B (2) A = B

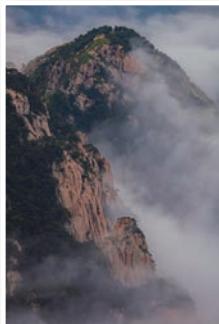
| | | | | | | |
|--------------------------|---|-----|-------|-----------|----|---|
| <input type="checkbox"/> | A | not | so/as | adjective | as | B |
| <input type="checkbox"/> | | as | | adjective | | |

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3 **Practise** Describe the pictures by using the “as + adjective + as” structure.



Mount Huashan



Mount Taishan



the Yangtze River



the Yellow River

(1) Mount Huashan is higher than Mount Taishan.

= _____

(2) The Yangtze River is longer than the Yellow River.

= _____

① source 源头

4 Do research Work in groups of four. Search for information about the mountains and rivers you are interested in.

| | | | | |
|--------------------------------|--|--|--|--|
| Name of the mountain/ river | The Amazon | | | |
| Height/ Length/Depth | 6,480 km | | | |
| Climate | Wet/Warm | | | |
| Activities | Kayaking ^① / Looking for pink dolphins | | | |

How long is the Amazon?

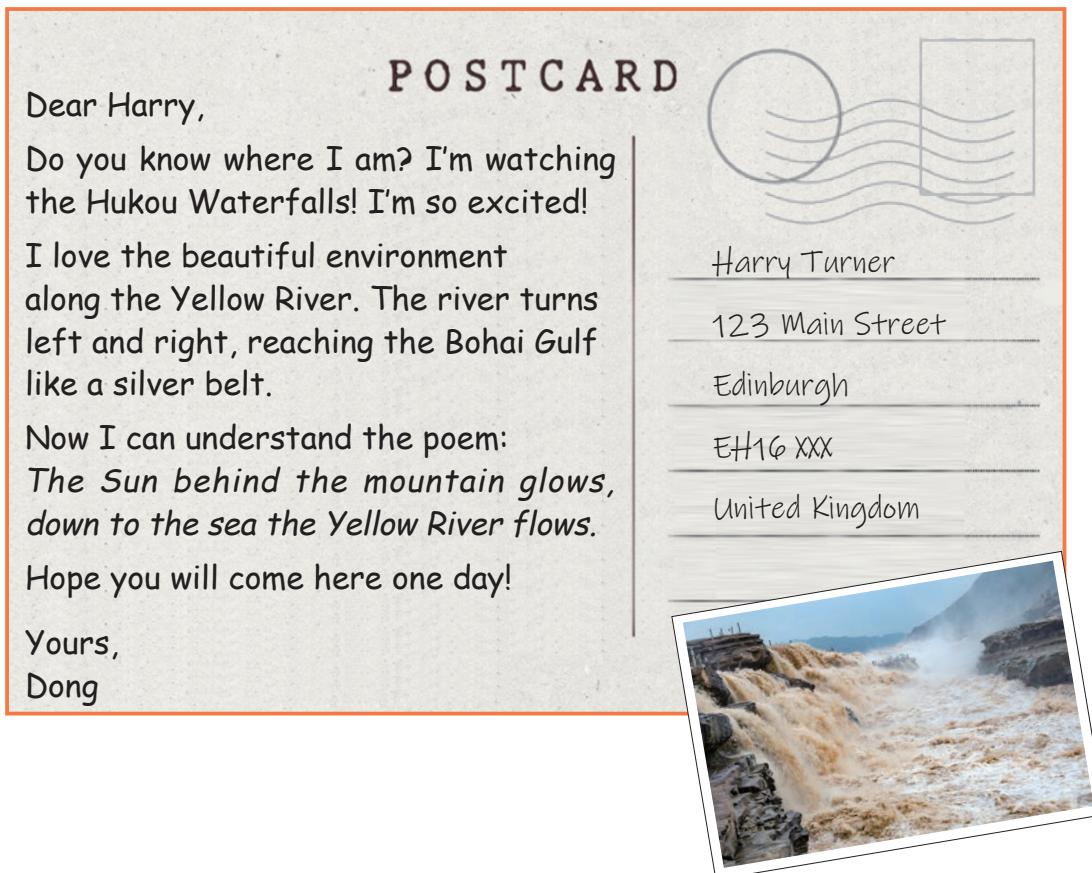
It's 6,480 km. The Yellow River is not as long as the Amazon.



① kayak 划皮艇

You are on a trip and you want to write a postcard to your friend.

D1 Think Read the postcard and underline the words about place, view and feeling.

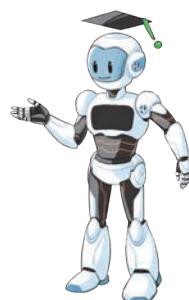


D2 Prepare Read the postcard and find out the simile in it. Why does Lin Dong use it?

TEEN skill Using similes to make the writing vivid

A simile is a word or phrase that compares something to something else, using the words *like* or *as*.

e.g. The lake under the moon is **like** a mirror.



D3 Plan Plan your writing by making notes about the place, view, feeling and saying.

place

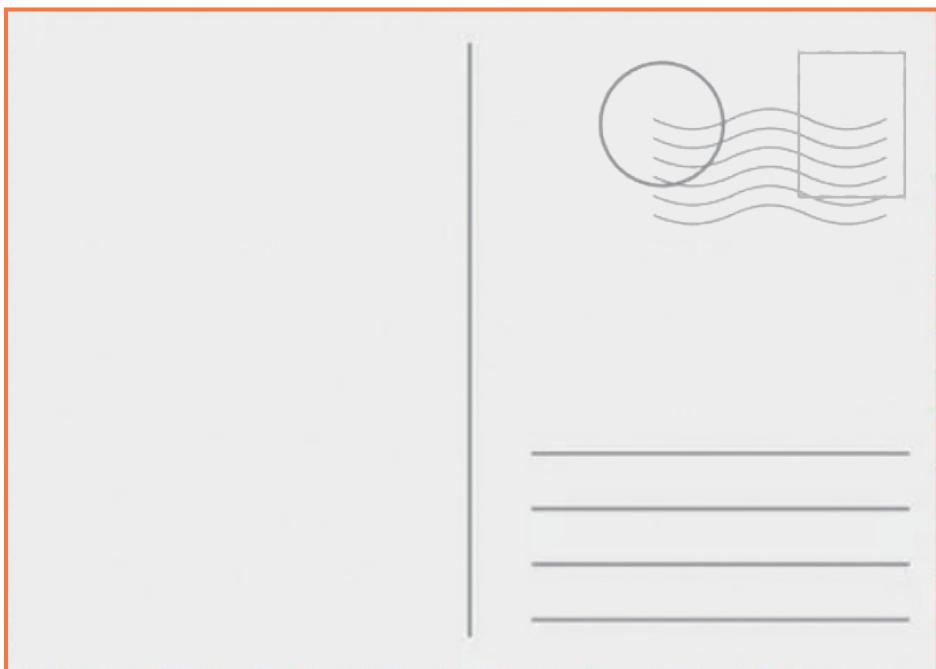
view

feeling

saying

My learning notes**Using adjectives to describe the scenery:**

- amazing
- beautiful
- _____
- _____

D4 Write Write your postcard.**D5 Check** Check your postcard. Pay attention to the use of similes.**Update my to-do list**

Share your postcard within your group. Which place do you want to go to the most after reading your group members' postcards?



Discovery

Mountains and rivers in poems

Watching the Lu Mountain Falls

Li Bai

Purple smoke rises from the mountaintop,
The peak looks like an incense burner in the sunlight,
Far away I see the valley stretching before me.
The whole waterfall hangs there.
The torrent dropping three thousand feet
Straight down to the valley floor,
I think it must be the milky way
Spilling to the earth from the heavens.

(Translated by Wang Shouyi, John Knoepfle)



The River

Sara Teasdale

I came from the sunny valleys
And sought for the open sea,
For I thought in its gray expanses
My peace would come to me.
I came at last to the ocean
And found it wild and black,
And I cried to the windless valleys,
“Be kind and take me back!”
But the thirsty tide ran inland,
And the salt waves drank of me,
And I who was fresh as the rainfall
Am bitter as the sea.

Read and think What do mountains and rivers stand for in these poems?

E Nature promotion

► Project

Making a brochure

Lin Dong and his classmates decide to make a brochure to promote mountains and rivers in China.

Step 1 Think Work in a group and discuss which mountain or river to promote.

Step 2 Collect information Search for the following information and fill in the blanks after discussion.

Tourist information

Location and climate: _____ Open time: _____ Fee: _____

Famous for: _____ Popular activities: _____

Ways to get there: _____ Contact info: _____

Step 3 Design Arrange the information and photos properly. Here's an example.

Allegheny Mountains

The beautiful Allegheny Mountains cover a large area of the state. There are some famous scenic spots in this area.

Things to do

Summer skiing: In summer, the ski resort will be open to skiers. You can also take the elevator to reach the top.



Boating and sailing: People can carry out all kinds of water sports like swimming, sailing, windsurfing, diving and rowing in the clear lake water.



Cycling: Mountains are a kingdom of bicycles. There

are many routes at different heights near the resort.

Information

Climate: Subtropical climate

Summer: Around 23 °C

Winter: Around 1 °C

Business hours: 8:00 – 16:30

Monday to Friday

Address: 200 Sycamore St.

Tuition: Free

Tel: +130463618xx

Step 4 Present Share your brochure in class, and then post it online.



Update my to-do list



Discuss with a classmate from another group. How can we promote the mountains and rivers in China?



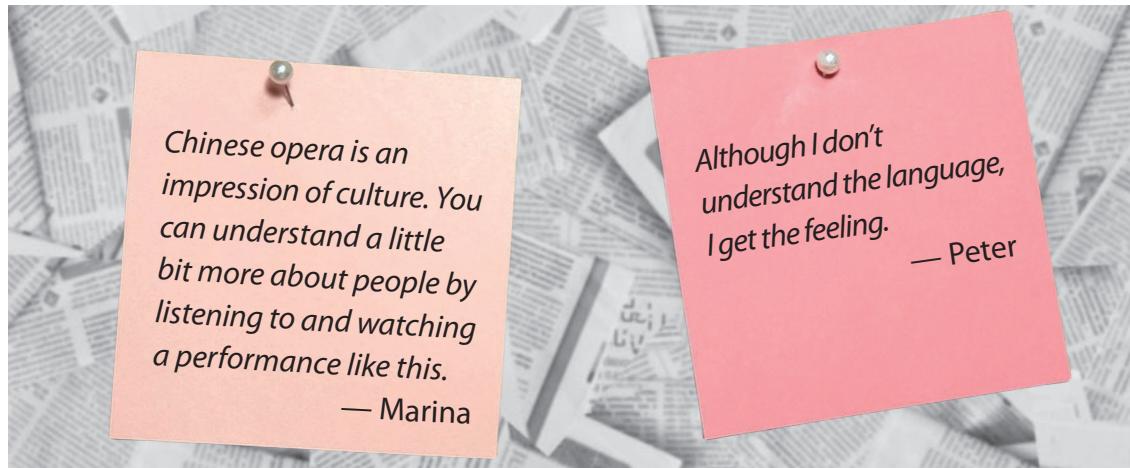
Exploring China: Chinese opera

All the world's a stage.

— William Shakespeare

First impressions

The China National Peking Opera Company presented the British audience with two classic productions of *A River All Red* and *The Phoenix Returns Home* in London several years ago. The colour, the setting and the way of singing impressed^① the audience.



About Chinese opera

Chinese opera is one of the oldest art forms in the world. Other early forms of opera include Greek drama and Indian Sanskrit opera.

Today, there are over three hundred different styles of traditional Chinese opera.

Popular opera styles in China include Peking Opera, Yue Opera, Huangmei Opera, Ping Opera, Yu Opera and so on.

We can enjoy music, singing and other forms of art when we are watching Chinese operas. The costumes and facial masks are attractive too.

① impress 给……留下深刻印象

Highlights

Read and answer: Which of the four basic skills of Peking Opera attracts you most?

Beijing Opera, also known as Peking Opera, is one of the most famous operas in China. It is on UNESCO's list of the Intangible Cultural Heritage of Humanity. Singing, recitation, acting and acrobatic fighting are the basic skills of Peking Opera. The performers have to practise for many years to master these four skills.

Singing

Singing is the major means^① of Peking Opera performance. Singing can express the character's feelings and thoughts. Each role requires a special singing skill.



Recitation

Recitation is an important skill in Peking Opera. It is a way to prepare for the singing part. When actor's emotions^② reach their peak^③, they stop recitation and start to sing.

Acting

The acting skill in Peking Opera is of dancing effect. Performers combine^④ the movements of hands, eyes, body and feet. A well-known example of acting in Peking Opera is the waving of long sleeves.

Acrobatic fighting

The acrobatic fighting in Peking Opera is different from the fighting in Chinese kung fu. However, training in acrobatic fighting for Peking Opera is never easier than that for Chinese kung fu. A fighter for Peking Opera usually begins training at the age of 4 or 5.

Explore

Find out more information on the facial masks of Peking Opera and share it with your classmates.

① major means 主要方式 ② emotion 情感；情绪 ③ peak 顶峰 ④ combine (使) 结合

Bridging cultures

Lu Yao found the news below very interesting. Read the news to see how the British audience reacted^① in the Chinese way when they were watching the Peking Opera performances in London.

In the beginning, they watched Peking Opera like watching Western opera and sat there quietly. When one scene finished, they applauded. But now they were more like the Chinese audience. They would cheer “bravo” when actors showed up. They would applaud the brilliant^② parts. They would applaud the martial art performances. They now realised that expressing your love by saying “bravo” in the middle of the performances is welcomed and preferred, and I think this is the biggest change.

— A leading actress in the Peking Opera *A River All Red*

Explore

Find out more practices of dos and don'ts when attending Western and Chinese opera performances, and add them to Lu Yao's list below.

Dos

- Arrive on time.
- Silence your mobile phones.
- ...

Don'ts

- Don't eat or make careless noises.
- Don't take photos during the performance.
- ...

Word bank

China National Peking Opera Company

中国国家京剧院

A River All Red 《满江红》(京剧剧目)

The Phoenix Returns Home 《凤还巢》

(京剧剧目)

setting 舞台布景

Greek play 希腊戏剧

Sanskrit opera 梵语戏剧

Peking Opera 京剧

Yue Opera 越剧

Huangmei Opera 黄梅戏

Ping Opera 评剧

Yu Opera 豫剧

facial mask 脸谱

UNESCO (United Nations Educational, Scientific and Cultural Organization)

联合国教科文组织

Intangible Cultural Heritage of

Humanity 人类非物质文化遗产

recitation (戏曲表演中的) 念白

acrobatic fighting 武打

long sleeves (戏剧中的) 水袖

scene (戏剧的) 场

applaud 鼓掌

martial art 武术

^① react (作出) 反应 ^② brilliant 精彩的



Exploring the world: North America

First impressions

Welcome to our "First impression quiz". Here you can test your knowledge of North America.

Questions

How many countries are there on the North American continent?

Which is the largest country by area in North America?

Which is the largest city by population in North America?

What is the name of the longest mountain range of North America?

Which two rivers in North America form the largest river system on the continent?

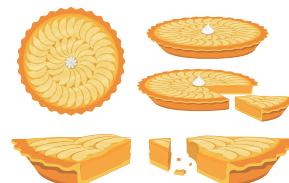
Highlights

Read and think: What does each of the following foods tell about the country behind it?

Food tells us about culture

People use the saying "as American as apple pie" when talking about typical^① American things such as blue jeans, baseball and rock and roll music. Apple pie is often served with ice cream or cheese. Apples were an important food for the early American settlers^②. They were easy to grow and store throughout the year. Many Americans believe John Chapman made apples popular in the United States in the 19th century. John is also known as "Johnny Appleseed". His story has made apples and apple pie very American.

APPLE PIE



① typical 典型的 ② settler 移民；殖民者

The saying “as Canadian as maple syrup” describes things that represent Canadian culture. The maple tree is special to Canada. The maple leaf is on the national flag of Canada. Maple syrup is known as liquid^① gold. It is made from the sweet sap^② of the maple trees. Most of the natural maple syrup comes from Quebec, the French-speaking part of Canada. Canadians even celebrate the Maple Syrup Festival.



Mexican food is popular all over the world. The history of Mexican food dates back to thousands of years ago. Corn and chilli peppers are the soul^③ of Mexican cooking. Beans, tomatoes and chicken are key ingredients too. One of the most famous Mexican dishes is the taco. The phrase, “echarse un taco”, meaning “to grab a taco”, has become so common in Mexico that it now means getting any kind of food.



*Mexican
Food*

Explore

Search for information about other famous foods in North America and see if we can find them in China.

Bridging cultures

Lu Yao is curious about how the art of gift-giving differs between China and America. She is reading news stories to look for examples of gift-giving. Here is one of them. Match the news with the item(s) in Lu Yao’s list.

Two Chinese sportsmen presented two American sportsmen with gifts at the Olympic Winter Games Beijing 2022. The match was a curling contest. The Chinese female curler gave two sets of pins^④ to the American sportsmen. The pins feature the mascot Bing Dwen Dwen for the Olympic Winter Games Beijing 2022.

“The pins are beautiful and so special. We’ll remember this forever,” said the American female curler.

① liquid 液体的；液态的 ② sap (植物体内运送养分的) 液, 汁 ③ soul 灵魂 ④ pin 胸针

Lu Yao's list of gift-giving between China and America



1 Chinese and American cultures each have several days connected with gift-giving. Many of these days (such as weddings) are shared between the two cultures.

2 In both cultures, any meaningful thing is considered gift-worthy.

3 In Chinese culture, “pushing and shoving^①” when receiving a gift does not necessarily mean that you don’t like the gift. This behaviour may mean that you think the gift giver is being far too kind.

4 In American culture, after one receives a gift, it is not necessary to reply with another gift in return. One can also choose to reply with a gift to show care, respect and love.

Explore

Search for more examples to support the items in Lu Yao’s list.

Word bank

Mexico City 墨西哥城

mountain range 山脉

the Mississippi River 密西西比河

the Missouri River 密苏里河

rock and roll music 摆滚音乐

apple pie 苹果派

maple 枫树

maple syrup 枫糖浆

Quebec (加拿大) 魁北克省

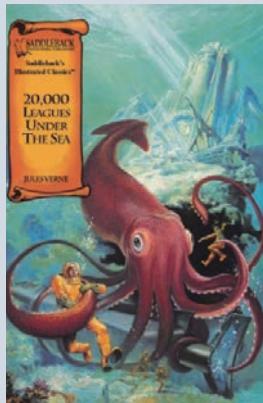
chilli pepper 辣椒

curling 冰壶

① shove 推撞



A chapter to start with



Twenty Thousand Leagues^① Under the Sea is a classic science fiction novel written by French author Jules Verne (1828–1905) and published in 1869–1870. The story follows the adventures of a French professor Pierre Aronnax, his servant Conseil, and Canadian harpooner^② Ned Land, as they get caught by the strange Captain Nemo and taken to his underwater ship, the Nautilus.

In the beginning of the story, strange things started happening in the world's oceans. People saw a scary monster attacking ships in the sea. It made everyone very scared. No one knew what it was or why it was doing this.

During the year 1866, the world was shocked to hear stories of a sea monster attacking several ships that passed through the oceans. The governments of many countries were quite interested in the matter. The monster was said to be much larger than a whale. Most agreed that the monster's shape was similar to that of a whale, however. Some said the strange animal to be nearly two hundred feet long; others promised the monster was more than a mile long.

On the 20th of July 1866, a great ship was leaving India for Australia when it was hit by the strange animal, and sunk into the ocean, only five miles off the east coast of Australia. Just three days later, in the Pacific Ocean, the sea animal attacked another ship.

Right away after these scary events, people all over the world were talking about the sea animal. Newspapers always had new stories about the monster. Scientists, news reporters, and many others wrote many pages about their views on the newly discovered sea monster. For six months, people talked of nothing but the strange animal.

During the first months of the year 1867, however, interest in the sea monster seemed to decrease^③ a great deal. People were no longer curious to read about the sea monster, until the 5th of March 1867, when another ship, Canadian, had been hit. Now, however, people began to believe this sea monster was not an animal, but rather a small island in the sea that floated^④ to different places in the ocean. The ship, though, had not been hit terribly; it returned to its port for repairs. Had the ship hit a rock under water? No one knew, but after a close examination, it was found that part of the ship's bottom was broken. As this

① league 里格（长度单位，约等于3英里或4000米） ② harpooner 鱼叉手 ③ decrease 降低
④ float 飘浮

ship's accident was not serious, it should have been forgotten. But three weeks later, another ship was hit again in the same manner.

Organise my reading

When you are reading a story, it is helpful to draw a plot outline to have a general understanding.

An outline shows the structure of a story. With its help, you can easily find out the stages and important moments in the development of the story. Usually, the main plot has a beginning, a middle and an ending — the structure of the starting event, problem, and solution for this story.

In this novel, the main plot can be divided into several parts, called subplots. Remember that each subplot has its own little journey.

Go ahead and drop everything you read into the table below for every subplot as well as the main plot.

| 's outline of <i>Twenty Thousand Leagues Under the Sea</i> | | | | |
|--|-----------|-----------|-----------|-----------|
| | Main Plot | Subplot 1 | Subplot 2 | Subplot 3 |
| Starting event | | | | |
| Problem | | | | |
| Solution | | | | |

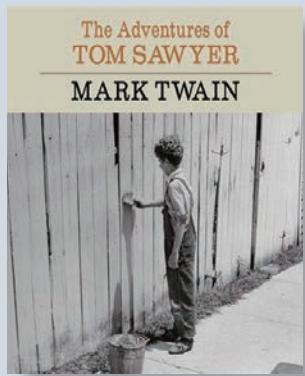
Post-reading activities

Read the story. Answer the questions.

- 1 What happened in the year 1866 that shocked the world?
- 2 What did the sea monster look like according to most people who saw it?
- 3 What did people begin to believe about the sea monster after the Canadian ship was hit?



A scene to act out



The Adventures of Tom Sawyer is an 1876 novel by Mark Twain (1835–1910) about a boy growing up along the Mississippi River. In the novel, Tom Sawyer has several adventures, often with his friend Huckleberry Finn.

A fun-loving boy, Tom misses school to go swimming and is made to paint his aunt's fence^① for the whole of the next day, Saturday, as punishment. Tom cleverly gets several children who live near him to paint his aunt's fence by making them pay.

Tom Sawyer lived with his aunt because his mother and father were dead. Tom didn't like going to school, and he didn't like working. He liked playing and having adventures. One Friday, he didn't go to school — he went to the river. Aunt Polly was angry.

Aunt Polly: You're a bad boy! Tomorrow you can't play with your friends because you didn't go to school today. Tomorrow you're going to work for me. You can paint the fence.

Saturday morning, Tom was not happy, but he started to paint the fence. His friend Jim was in the street.

Tom: Do you want to paint?

Jim: No, I can't. I'm going to get water.

Then Ben came to Tom's house. He watched Tom.

Ben: I'm going to swim today. You can't swim because you're working.

Tom points out that it is not exactly work if he is enjoying himself, and he makes a great show of applying whitewash^② and then stepping back to admire his own effects^③. When Ben wants to try his hand at whitewashing, Tom pretends to be reluctant^④ until Ben offers him first the core^⑤ of the apple and then the entire^⑥ apple.

Tom: This isn't work. I like painting.

Ben: Can I paint too?

① fence 篱笆；围栏 ② whitewash 石灰水；刷石灰水 ③ effect (艺术家或作家所要创造的特定) 外观
④ pretend to be reluctant 假装不情愿 ⑤ core (水果的)核 ⑥ entire 整个的

Tom: No, you can't. Aunt Polly asked me because I'm a very good painter.

Ben: I'm a good painter too. Please, can I paint? I have some fruit. Do you want it?

Tom: OK, give me the fruit. Then you can paint.

Ben started to paint the fence. Later, many boys came to Tom's house. They watched Ben, and they wanted to paint too.

Tom stayed in the yard, and the boys painted. They painted the fence three times. It was beautiful and white.

By the middle of the afternoon, the fence was whitewashed (by the other boys), and Tom found himself a rich man, having collected marbles^①, a part of a Jew's harp^②, a kite, and many other items as payment from the boys doing the work.

Tom said to himself that it was not such a simple world, after all. He had found out a great law of human action, without knowing it, that in order to make a man or a boy want a thing, it is only necessary to make the thing difficult to get. He realised that Work is what someone is made to do, and that Play is something someone is not made to do.

① marble (玻璃) 弹子 ② Jew's harp 单簧口琴

 A poem to savour

Hope Is the Thing with Feathers^① is a poem by Emily Elizabeth Dickinson (1830–1886), who was an American poet. Little-known during her lifetime, she has since been regarded^② as one of the most important poets in American poetry.

Hope is the thing with feathers
That hides in our hearts,
And sings the song without the words,
And never stops at all.

And sweetest in the storm is heard;
And sore must be the storm
That could upset^③ the little bird
That kept so many warm.

I've heard it in the coldest land,
And on the strangest sea;
Yet, never, in extremity^④,
It asked a bit of me.



① feather 羽毛 ② regard 将……认为 ③ upset 使……沮丧 ④ extremity 极限；极度

Unit 1

(Page 19) With that, we can power the world.

译文:有了它，我们就能为整个世界提供电能。

注释:句中的 power 作动词用，表达“提供动力”的意思，在此处的语境中表示“提供电能”。“the world”是虚指，表示“世界上形形色色的事物”，说明太阳能的应用会非常广泛，表达了作者对该项发明光明前景的展望。

power 也用作名词，表示“能量；力量”，如：solar power (太阳能), wind power (风能)等。

e.g. He hit the ball with as much power as he could. 他用尽全力击球。

Unit 2

1. (Page 35) ..., with every disappointment comes a new chance!

译文:……伴随每一次失望而来的是全新的机会！

注释:本句为倒装句结构。句首的 with every disappointment 是介词短语，做状语，comes a new chance 为倒装结构。在英语中，常常为了保持句子结构的平衡或表示强调而使用倒装结构。

e.g. With age comes wisdom. 随着年龄的增长，智慧也随之而来。

2. (Page 40) Sometimes, it is helpful to speak out bravely instead of keeping back our feelings.

译文:有时候，勇敢地说出来，不压抑自己的感受，是有益处的。

注释:句中的 keep back 表示“抑制(或阻止)感情等的流露”，例如：keep back tears (忍住泪水)。此外，keep back 还表示“隐瞒”，例如：He is keeping back something about what has happened. 关于已发生的事，他是有所隐瞒的。

Unit 4

1. (Page 62) Tech Expo

译文:科技博览会

注释: Tech Expo 是 Technology Exposition 的缩写, 意为“科技博览会”。这类词通常由一个描述展会主题的词和 Expo、Exhibition、Show 或 Fair 等表示展览会的词结合而成。例如: Auto Expo (汽车展览会), Book Fair (书展), Game Show (游戏展), Art Exhibition (艺术展)。

2. (Page 65) The smart bed can rock you to sleep!

译文: 智能床可以摇晃着让你入睡!

注释: 句中的 rock 是一个动词, 其基本含义是“(使)轻轻摇晃, 缓缓摆动”。这个词通常用来描述柔和且循环往复的移动, 与人们摇晃摇篮来帮助婴儿入睡的动作类似, 以此体现智能床的特殊功能, 即通过模拟摇摆动作来促进睡眠, 形象地表现这种智能床的舒适性。

3. (Page 66) Smart homes “talk” to us and guide our activities.

译文: 智能家居与我们“交流”并指导我们的活动。

注释: 句中的 talk 是拟人的用法, 用来描述智能家居通过它们的功能和反馈与用户进行交流。

Unit 5

(Page 81) You'll cry an ocean for sure!

译文: 你一定会痛哭流涕!

注释: 句中的 cry an ocean 是习语, 与 cry a great deal 同义, 是一种比较夸张的说法。

Unit 6

1. (Page 96) Would you like to try your luck on a frozen river?

译文: 你想在冰冻的河面上试试运气吗?

注释: 该句通过“Would you like ...?”的句型礼貌询问对方是否对在冰冻的河面上尝试钓鱼感兴趣。try one's luck 有尝试依赖运气或偶然性来达到某个目标的含义, 此处指冰上钓鱼项目是否有收获是要凭借运气的。

2. (Page 99) They flow as quietly as they come, nurturing cities on their way.

译文：河流静静地流淌着，一路滋养着所经之处的城市。

注释：nurturing 使用了比喻手法，把河流比喻成抚养孩子成长的母亲，生动描述了河流对城市的滋养和培育。as quietly as 是 as ... as 的结构，用来比较河流的流动方式，强调它们安静平缓的流动状态。



Pronunciation file

国际音标

元音 (20个)

| | | | | | | | |
|------|------|------|------|------|------|------|------|
| /i:/ | /ɜ:/ | /ɔ:/ | /u:/ | /a:/ | | | |
| /ɪ/ | /ə/ | /ɒ/ | /ʊ/ | /æ/ | /e/ | /ʌ/ | |
| /aɪ/ | /eɪ/ | /ɔɪ/ | /ɪə/ | /eə/ | /əʊ/ | /ʊə/ | /aʊ/ |

辅音 (24个)

| | | | | | | | | | |
|----|-----|-----|-----|-----|-----|-----|-----|------|-----|
| 清音 | /p/ | /t/ | /k/ | /f/ | /s/ | /θ/ | /ʃ/ | /tʃ/ | /h/ |
| 浊音 | /b/ | /d/ | /g/ | /v/ | /z/ | /ð/ | /ʒ/ | /dʒ/ | /r/ |
| | /m/ | /n/ | /ŋ/ | /l/ | /w/ | /j/ | | | |

注：本册重点关注表中黄底标注的音标，灰底部分详见七年级下册。

英语字母及其发音

| | | | |
|-----------|-----------------|---------------|-----------|
| Aa /eɪ/ | Bb /bi:/ | Cc /sɪ:/ | Dd /di:/ |
| Ee /i:/ | Ff /ef/ | Gg /dʒi:/ | Hh /eɪtʃ/ |
| Ii /aɪ/ | Jj /dʒeɪ/ | Kk /keɪ/ | Ll /el/ |
| Mm /em/ | Nn /en/ | Oo /əʊ/ | Pp /pi:/ |
| Qq /kju:/ | Rr /ɑ:(r)/ | Ss /es/ | Tt /ti:/ |
| Uu /ju:/ | Vv /vi:/ | Ww /'dʌblju:/ | Xx /eks/ |
| Yy /waɪ/ | Zz /zed/, /zi:/ | | |

元音

| 元音 | 字母 / 字母 组合 | 示例 | |
|------|------------------|-------|-------|
| /i:/ | e | he | these |
| | ea | leaf | mean |
| | ee | sheep | deep |

| 元音 | 字母 / 字母 组合 | 示例 | |
|-----|------------------|--------|--------|
| /ɪ/ | i | pill | prince |
| | y | beauty | empty |

(续表)

| 元音 | 字母 / 字母 组合 | 示例 | |
|------|------------------|--------|----------|
| | | serve | personal |
| /ɜ:/ | er | work | world |
| | or | turn | hurt |
| /ə/ | a | about | allow |
| | e | tired | sentence |
| | o | polite | provide |
| | er | danger | power |
| | or | actor | doctor |
| /ɔ:/ | al | talk | walk |
| | or | pork | short |
| | oor | door | floor |
| /ɒ/ | o | not | robot |
| /u:/ | u | rule | truth |
| | oo | cool | tool |
| | ou | group | soup |
| | ue | blue | true |
| /ʊ/ | u | full | push |
| | oo | look | good |
| /a:/ | a | glass | giraffe |
| | ar | art | car |
| /æ/ | a | salad | sand |
| 元音 | 字母 / 字母 组合 | 示例 | |
| /e/ | e | test | very |
| | ea | heavy | head |
| /ʌ/ | u | fun | such |
| | ou | cousin | double |
| /aɪ/ | i | sign | smile |
| | ie | die | tie |
| /eɪ/ | a | taste | wake |
| | ay | pay | play |
| | ea | break | great |
| /ɔɪ/ | oi | oil | choice |
| | oy | enjoy | boy |
| /ɪə/ | ea | really | realise |
| | ear | appear | hear |
| | eer | beer | cheer |
| /eə/ | air | air | chair |
| | are | care | share |
| /əʊ/ | oa | boat | coat |
| | ow | blow | slow |
| /ʊə/ | oor | poor | |
| | our | tour | |
| | ure | sure | |
| /aʊ/ | ow | now | town |

辅音

| 辅音 | 字母 / 字母 组合 | 示例 | |
|-----|------------------|---------------|----------------|
| /p/ | p | packet | drop |
| /t/ | t | to | flat |
| | 清辅音 +(e)d | hop <u>ed</u> | look <u>ed</u> |
| /k/ | k | kite | drink |
| | c | cake | picnic |
| /f/ | f | fly | leaf |
| | ph | photo | paragraph |
| /s/ | s | same | focus |
| | c | centre | dancer |
| /b/ | b | baby | lab |

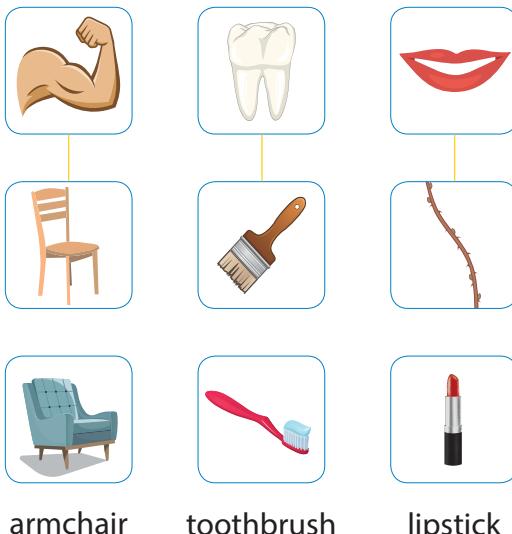
| 辅音 | 字母 / 字母 组合 | 示例 | |
|-----|-----------------------|-------|---------|
| /d/ | d | dear | and |
| | 浊辅音 +(e)d | lived | managed |
| /g/ | g | gold | bag |
| | gu | guess | guest |
| /v/ | v | very | twelve |
| | f | of | |
| /z/ | z | zoo | prize |
| | -s (复 数名词 后缀) | clubs | rivers |

Unit 1

Word building: Compounding (I) 构词法：合成法(I)

构词法指的是通过组合不同的语素来形成新词的过程，通常可以通过添加词缀（前缀或后缀）、合并词汇等方式来生成新的词语。构词法可以帮助我们表达新的概念或想法，体现了语言的创造力。

合成法 (Compounding) 是构词法中的一种，将两个或多个单独的单词组合成具有特定含义的新词，这个新词叫做合成词 (Compound)。合成词有多种形式，既可以加空格或连字符，也可以不加。



| | | |
|-------------|----------------|---------------|
| windsurfing | roof gardening | life-changing |
| skateboard | fruit animals | open-minded |
| sunlight | talk light | second-hand |
| football | ice cream | full-time |
| raincoat | action plan | home-cooked |
| hometown | solar energy | well-known |

Unit 2

Word meaning: Opposites 词汇意义: 反义词

反义词，是指意思相反的词。英语中有很多反义词，例如：happy（快乐的）和sad（伤心的），up（向上）和down（向下），come（来）和go（去）。建立英语词汇间的这种反义联想关系有助于加深对词汇的理解和记忆，扩大词汇量。

Opposites: What is a person with/without a strong mind like?

| Group A (Adjectives for describing a person with a strong mind) | Group B (Adjectives for describing a person without a strong mind) |
|--|---|
| brave | afraid, timid |
| proud | ashamed |
| calm | angry, anxious |
| hardworking | lazy, idle |
| positive | negative |
| confident | unsure, uncertain |
| ... | ... |

Unit 3

Word building: Suffixes 构词法：后缀

派生法(Derivation)是构词法中的一种，指在原词的基础上，通过添加词缀(前缀或后缀)构成新词的方法。

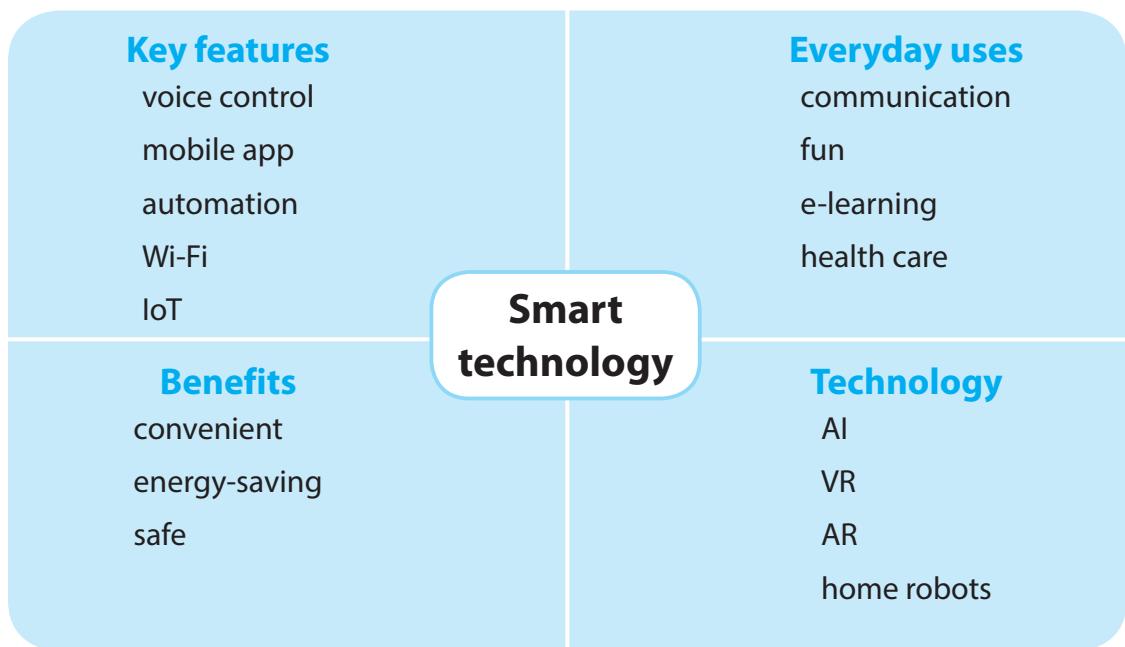
后缀是添加在词后面以改变其词义或语法功能的成分。在英语中，后缀通常可以显示词性，即一个词是名词、动词、形容词还是副词。

Suffixes (-er, -or, -ist): Jobs

| -er | | -or | | -ist | |
|--------|----------|-----------|------------|---------|------------|
| drive | driver | act | actor | science | scientist |
| farm | farmer | direct | director | journal | journalist |
| report | reporter | invent | inventor | piano | pianist |
| bake | baker | edit | editor | art | artist |
| office | officer | direct | director | dent | dentist |
| manage | manager | translate | translator | violin | violinist |

Unit 4

Word group 词汇语义网



Unit 5

Word building: Prefixes 构词法：前缀

前缀是添加在词前面以改变其词义的成分。

Prefixes (*un-/dis-/im-/in-/re-*)

| Adjectives & verbs | |
|--------------------|---------------------|
| friendly | un friendly |
| popular | un popular |
| pleased | dis pleased |
| appear | dis appear |
| patient | im patient |
| perfect | im perfect |
| active | in active |
| dependent | in dependent |
| visit | re visit |
| build | re build |

Unit 6

Using a dictionary 使用词典

词典是收集词汇，按某种顺序排列并加以解释以供人参考的工具书。在词典中可以找到单词的拼写方式、发音、释义、词性等，也可以查到该单词是否需要大写或缩写，相关前缀和后缀的含义等信息。有的词条还会配插图（illustration）和例句。

英语词典中的词条（word entry）是按照字母顺序来排列的，每页前后都有引导词（guide words），便于根据拼写定位单词的位置。

entry

pronunciation

part of speech

ag•gre•gate ¹ /'ægrɪgət/ **AWL** *n. formal 1 [C]*

the total after a lot of different figures or points

have been added together: [+of] *The smaller minorities got an aggregate of 1,327 votes.* | **In**

sample sentence

the aggregate (=as a group or in total), women outlive men by 7 or more years. | **on aggregate BrE**

sample phrase

(=when the points from two football games are added together) *Manchester United won 2-1 on aggregate.*

2 [singular, U] technical sand or small stones that are used in making CONCRETE

My learning notes support

Unit 1 Asking for clarification

- Can you tell me more?
- Can you provide more details?
- Could you give me further information about ...?
- Can you expand on that point?
- Can you explain further?
- What specifically do you mean by ...?
- I'm interested in learning more about ...
- I'd like to know more about ...

Unit 2 Asking for opinions

- How do you feel about your performance in the speech?
- What do you like best about working with others?
- What do you think of turning to a school counsellor for help?
- In your opinion, how can teenagers deal with negative feelings like sadness or fear?
- Would you agree that it's important to follow your own heart?

Unit 3 Asking for impressions

- What are your thoughts on ...?
- How do you feel about ...?
- Could you share your impressions of ...?
- What's your opinion about ...?
- How did you find ...?
- What's your perspective on ...?
- What do you make of ...?
- Could you describe your feelings regarding ...?
- What was your impression of ...?

Unit 4 Talking about "likes" and "dislikes"

Talking about "likes":

- I enjoy using the smart TV a lot because it allows me to easily watch my favourite shows.
- I'm really into using my voice to control my smart speaker.
- The smart garden is my favourite because it helps me water the plants.

(to be continued)

(continued)

Talking about “dislikes”:

- I don't like expensive smart devices.
- I'm not crazy about the smart toilet because there are so many buttons.
- I can't stand my smart light when it loses its Wi-Fi connection.

Unit 5 Making requests & Responding to requests

Making requests:

- Can you recommend a cartoon film to me?
- Would it be possible for you to go to the cinema with me this weekend?
- Could you possibly book a film ticket online for me?
- Would you be kind enough to help me with this film review?

Responding to requests:

- Sure./Certainly./Of course.
- I'm afraid I have something else to do.
- Sorry, I don't have enough time for it.

Unit 6 Making promises

- I assure you that ...
- I promise to ...
- You can count on me to ...
- I'll make sure that ...
- I give you my word that ...
- I'm committed to ...
- Rest assured, I'll ...
- I'll do everything in my power to ...

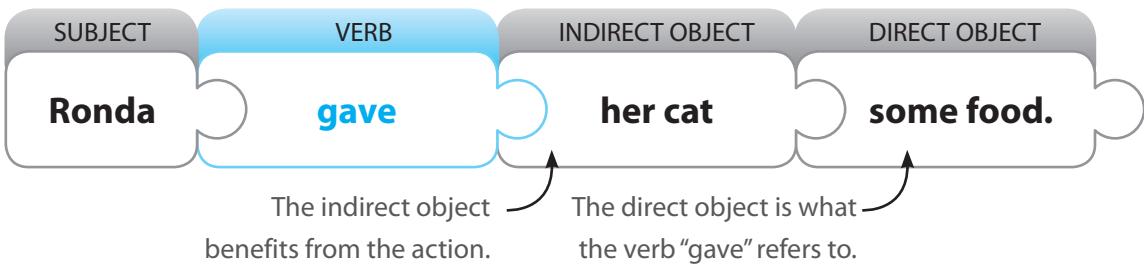
Grammar file

Unit 1

Basic sentence patterns: SVOO & SVOC

基本句型：主谓宾宾和主谓宾补

SVOO pattern



The sentence tells **how one moves something to another**. You can remember this pattern with the sentence: "**I give somebody something.**"

这个句子描述了“一个人如何把某物传递给另一个人”。可以通过“我给某人某物”这个结构记住这个句型。

Notes:

The indirect object comes after the verb; the direct object comes after the indirect object.

间接宾语跟在动词后面；直接宾语跟在间接宾语后面。

SVOC pattern



The sentence tells **what one does to something** and adds **the state of the thing**.

这个句子描述了“一个人对某物做了什么”，并说明了某物的状态。

Notes:

The complement comes after the object and often renames or describes it.

补语出现在宾语之后，通常重命名或描述宾语。

Unit 2

Modal verbs (**had better** and **need**)

情态动词 (had better 和 need)

had better

| Affirmative 肯定句 | | | Negative 否定句 | | |
|---------------------------------|------------|------------|---------------------------------|-------------------|------------|
| I/You/We/ They/He/ She/It | had better | start now. | I/You/We/ They/He/ She/It | had better not | start now. |

We use **had better** mainly to give advice. We use **had better** or **had better not** to say it is a good/bad idea to do something. When we use **had better**, there is often a suggestion that if the advice is not taken, something bad will happen.

had better 主要用于提出建议或劝告。我们使用 had better 或 had better not 来表示做某事是明智的或不明智的。had better 常用于强调如果不听从劝告，可能会有不好的后果。

e.g. You **had better** have enough sleep today, or you can't focus well in the test tomorrow.

They'd better not bottle up their feelings. It would only make things worse.

Notes:

1 The short form for **had better** is '**d better**'.

had better 的缩略形式是 'd better'。

e.g. You'd better talk with your family or friends about the problem.

2 The main verb after **had better** is in the base form.

had better 后接动词原形。

e.g. He'd better not play that computer game again.

need

| Negative 否定句 | | |
|-----------------------------|---------|-------------|
| I/You/We/They/ He/She/It | needn't | go outside. |

We use **need** mainly to talk about necessity. We use **need** or **needn't** to say it is necessary/not necessary to do something.

need 表示需要。我们使用 need 或 needn't 来表示是否有必要做某事。

e.g. You **needn't** follow the fashion.

We use **need** mostly in negative sentences. (The question form of **need** as a modal

verb is not very common. It is rather formal.)

need 作情态动词时，主要用于否定句（情态动词 need 不常用于疑问句，这是比较正式的用法）。

Notes:

- 1 We always use the short form **needn't** in negative sentences.

否定句中通常使用缩略形式 needn't。

e.g. You **needn't** be shy. You are good at so many things.

- 2 The main verb after **need(n't)** is in the base form.

情态动词 need(n't) 后接动词原形。

e.g. They **needn't** **finish** it today.

Unit 3

Possessive adjectives, possessive pronouns and possessive nouns 形容词性物主代词、名词性物主代词和名词所有格

| | I | you | he | she | we | they | it |
|--|------|-------|-----|------|------|--------|-----|
| Possessive adjectives 形容词性物主代词 | my | your | his | her | our | their | its |
| Possessive pronouns 名词性物主代词 | mine | yours | his | hers | ours | theirs | its |

Possessives are forms that we use to talk about possessions and relationships between things and people. They show ownership. They have two different forms: **possessive adjectives** and **possessive pronouns**, depending on how they are used.

“所有格”是用来谈论人与物之间的所属和关系的形式。它们显示所有权，根据用法不同，有两种不同的形式：形容词性物主代词和名词性物主代词。

Possessive adjectives are adjectives that show possession. They include words like **my, your, our, his, her, its** and **their**. They are used to describe a noun and come before nouns.

“形容词性物主代词”是表示所有权的形容词，包括 my、your、our、his、her、its 和 their 等。它们出现在名词之前，对该名词进行描述。

e.g. **His** job is a doctor.

Possessive pronouns also show ownership. They are used alone. They include words like **mine, yours, ours, his, hers** and **theirs**.

“名词性物主代词”也表示所有权，包括 mine、yours、ours、his、hers 和 theirs 等词，是单独使用的。

e.g. *They like their jobs. We like ours.*

Possessive nouns are nouns that show possession. In most cases, possessive nouns are formed by adding “an apostrophe(')+s” to the noun, or if the noun is plural and already ends in “s”, only an apostrophe needs to be added.

“名词所有格”是表示所有权的名词。通常情况下，所有格名词由名词后加“撇号(')+s”构成，如果名词是以“s”结尾的复数形式，只需加一个撇号。

e.g. *the boy's dog, students' books*

Rule 1: In singular nouns (a person, a place, a thing or an idea), we add “an apostrophe+s” after the noun.

单数名词(表示某人、某地、某事或某想法)后加“撇号+s”。

e.g. *Mary's dog*

Rule 2: In irregular plural nouns like “men” and “children”, we add “an apostrophe + s” to show possession.

不规则复数名词(如 men 和 children)后，加“撇号+s”表示所有格。

e.g. *Children's Day*

Unit 4

Present perfect 现在完成时

| Affirmative 肯定句 | | |
|----------------------------|--|---------------------|
| I/You/We/They He/She/It | have has | used a smart light. |
| Negative 否定句 | | |
| I/You/We/They He/She/It | have not (haven't) has not (hasn't) | used a smart light. |

Question 疑问句

| Yes/No question 一般疑问句 | | Answer 答句 |
|------------------------|---------------------|--|
| Have I/you/we/ they | used a smart light? | Yes, I/you/we/they have. No, I/you/we/they haven't. |
| Has he/she/it | | Yes, he/she/it has. No, he/she/it hasn't. |

Notes:

To form Yes/No questions in the present perfect, we put **have** or **has** before the subject.

构成现在完成时的一般疑问句时，助动词 have/has 置于主语之前。

Past participles of regular verbs are the same as the past form.

规则动词的过去分词与其过去式相同。

| Base form 原形 | Past form 过去式 | Past participle 过去分词 |
|--------------|---------------|----------------------|
| like | liked | liked |
| want | wanted | wanted |
| change | changed | changed |

Past participles of irregular verbs are sometimes the same as the past form, but sometimes different.

部分不规则动词的过去分词与过去式相同，部分则不同。

| Base form 原形 | Past form 过去式 | Past participle 过去分词 |
|--------------|---------------|----------------------|
| read | read | read |
| see | saw | seen |
| go | went | gone |

Notes:

1 We use the present perfect to talk about the present result of an action completed at an unspecified time in the past.

现在完成时用于描述过去不明确时间所发生动作的结果。

2 We also use the present perfect to talk about actions and situations that began in the past and continue now.

现在完成时也用于描述始于过去，到目前仍持续的动作或状态。

Present perfect vs Past simple 现在完成时与一般过去时

| | |
|---|--|
| (a) <i>He has been to the Tech Expo.</i> | The past simple talks about an action completed at a specific time (or during a period of time) in the past, as in (b) and (f). 一般过去时用于描述过去某个明确的时间点或时间段内发生的动作，如例句 (b) 和 (f) 所示。 |
| (b) <i>He went to the Tech Expo last week.</i> | The past simple talks about specific past details, as in (d). 一般过去时用于描述过去发生的具体细节，如例句 (d) 所示。 |
| (c) <i>She has already tried new devices.</i> | |
| (d) <i>Firstly, she visited the smart home, and then she tried new devices.</i> | |
| (e) <i>I have had a sore throat for two days.</i> | The present perfect talks about an action when the time is not important but the result of this action is important, as in (a) and (c). 现在完成时用于描述发生时间不重要，但结果很重要的动作，如例句 (a) 和 (c) 所示。 |
| (f) <i>I had a sore throat two days ago.</i> | In sentences with <i>for</i> , the present perfect talks about an activity that began in the past and continues to the present, as in (e). 句中含有“for”的现在完成时用于描述始于过去并持续到现在的动作，如例句 (e) 所示。 |

Unit 5

Comparative and superlative adjectives 形容词比较级和最高级

Forming comparative and superlative adjectives

形容词比较级和最高级的变化规则

| | Rules 变化规则 | Base forms 原形 | Comparative and superlative forms 比较级和最高级形式 |
|---|--|------------------|--|
| one-syllable words 单音节词 | +er; +est 词尾直接加 er 或 est | old | older; the oldest |
| one-syllable words ending with a vowel + a consonant 以“一个元音 + 一个辅音”结尾的单音节词 | double the consonant +er; +est 双写辅音字母，再加 er 或 est | big | bigger; the biggest |
| one-syllable words ending with e 以 e 结尾的单音节词 | +r; +st 词尾直接加 r 或 st | nice | nicer; the nicest |

Forming comparative and superlative adjectives

形容词比较级和最高级的变化规则

| | Rules 变化规则 | Base forms 原形 | Comparative and superlative forms 比较级和最高级形式 |
|--|--|---------------------|---|
| two-syllable words ending with a consonant + y 以“辅音字母+y”结尾的双音节词 | change y to i +er; +est 变 y 为 i, 再加 er 或 est | happy | happier; the happiest |
| two-syllable (or longer) words 双音节或多音节词 | add <i>more</i> or <i>the most</i> in front of the word 在形容词前直接加 more 或 the most | interesting | more interesting; the most interesting |

Common irregular forms of comparative and superlative adjectives

常见形容词比较级和最高级的不规则变化

| | | |
|-----------|-----------------|-----------------------|
| good/well | better | the best |
| bad | worse | the worst |
| far | farther/further | the farthest/furthest |
| little | less | the least |

Comparative adjectives are used to compare two people or things and superlative adjectives are used to compare more than two people or things.

形容词比较级用于比较两个人或事物，而形容词最高级用于比较两个以上的人或事物。

e.g. *This film is **more exciting** than that one.* (comparing two things)

*Of all the films I've seen, this one is **the most exciting**.* (comparing more than two things)

*Judy is **braver** than Annie in this film.* (comparing two people)

*Judy is **the bravest** character in this film.* (comparing more than two people)

Notes:

For the superlative form, don't forget "the" in front, such as "the longest" and "the most wonderful".

在形容词最高级前面需加 the, 例如 the longest 和 the most wonderful。

Unit 6

Comparison with (not) as ... as ... and indefinite pronouns

形容词的同级比较和不定代词

| Rules of comparative form (<i>as</i>) 同级比较的规则 | | | | |
|--|-----------------------|--|-----------------------|--------------------|
| as | | | | |
| not | so/ as | adjective | as | noun |
| Indefinite pronouns 不定代词 (<i>both, neither, all, none</i>) | | | | |
| both | singular noun 单数名词 | and | singular noun 单数名词 | are/do (plural) |
| | of | plural noun(=2) | | |
| neither | singular noun 单数名词 | nor | singular noun 单数名词 | is/does (singular) |
| | of | plural noun(=2) 复数名词 | | |
| all | of | uncountable noun/ plural noun ($\geqslant 3$) 复数名词 | | are/do (plural) |
| none | | uncountable noun/ plural noun ($\geqslant 3$) 复数名词 | | is/does (singular) |

Rules for using *as ... as ...*, *not so/as ... as ...* to compare adjectives

Affirmative: *as + adj. + as ...*

e.g. *This river is as important as that one to the country.*

Negative: *not so/as + adj. + as ...*

e.g. *The mountain is not so high as that one.*

Indefinite pronouns (*both, neither, all, none*) are used to represent the nouns.

不定代词 (*both, neither, all* 和 *none*) 用来代表名词。

1 **Both** is used with plural nouns to mean “the two” or “the one as well as the other”.

both 与复数名词连用，表示“两个”或“一个和另一个”。

e.g. *Both of the rivers are very deep.*

Both the Huangpu River and the River Thames are connected to the sea.

- 2 **Neither** means “not one nor the other of two things or people”.
neither 表示“都不”，指“不是两件事或两个人中之一，也不是另一个”。
e.g. **Neither** of the rivers is in Europe.
Neither the Huangpu River nor the Yangtze River starts in Guangdong Province.

- 3 **All** is used with plural nouns to mean “the entire or total number”.
all 与复数名词连用，表示“全部或总数”。
e.g. **All** of the mountains are famous.

- 4 **None** means “not any”.
none 指“没有”。
e.g. **None** of the mountains is visited by this tourist group.



Words and expressions in each unit

注：本词表中粗体词为课标三级词汇表中收录的初中阶段基本词汇。

Unit 1

| | | |
|---|--------------|-------|
| curious /'kjʊəriəs/ <i>adj.</i> | 好奇的 | p. 14 |
| magazine /'mægə'zi:n/ <i>n.</i> | 杂志 | p. 14 |
| test /tɛst/ <i>v.</i> | 测试；检测 | p. 14 |
| windsurf /'wɪndzɜ:f/ <i>v.</i> | 做帆板运动 | p. 14 |
| feeling /'fi:lɪŋ/ <i>n.</i> | 感受 | p. 15 |
| brave /breɪv/ <i>adj.</i> | 勇敢的 | p. 15 |
| challenge /'tʃeɪlɪndʒ/ <i>n.</i> | 挑战 | p. 15 |
| machine /mə'fi:n/ <i>n.</i> | 机器 | p. 15 |
| traffic /'træfɪk/ <i>n.</i> | 交通 | p. 15 |
| board /bɔ:d/ <i>n.</i> | 板 | p. 15 |
| print /prɪnt/ <i>v.</i> | 打印 | p. 16 |
| printing /'prɪntɪŋ/ <i>n.</i> | 印刷；打印 | p. 16 |
| improve /ɪm'pru:v/ <i>v.</i> | 改善；改进 | p. 16 |
| camp /kæmp/ <i>v.</i> | 露营 | |
| | <i>n.</i> 营地 | p. 16 |
| grow /grəʊ/ <i>v.</i> | 生长；栽种 | p. 17 |
| sticker /'stɪkə(r)/ <i>n.</i> | 贴纸 | p. 18 |
| power /'paʊə(r)/ <i>v.</i> | 驱动 | p. 18 |
| renewable /rɪ'nju:əbl/ <i>adj.</i> | 可再生的 | p. 18 |
| discuss /dɪ'skʌs/ <i>v.</i> | 讨论 | p. 18 |
| everywhere /'evriweə(r)/ <i>adv.</i> | 到处 | p. 18 |
| impossible /ɪm'posəbl/ <i>adj.</i> | 不可能的 | p. 18 |
| solar panel /'səʊlə 'pænl/ <i>n.</i> | 太阳能电池板 | p. 18 |
| solar cell /'səʊlə 'sel/ <i>n.</i> | 太阳能电池 | p. 18 |
| holder /'həʊldə(r)/ <i>n.</i> | 支托(或握持)……之物 | p. 18 |
| fail /feɪl/ <i>v.</i> | 失败 | p. 18 |
| pizza /'pi:tseɪ/ <i>n.</i> | 比萨饼 | p. 18 |
| burn /bɜ:n/ <i>v.</i> | 烫伤 | p. 18 |
| pan /pæn/ <i>n.</i> | 平底锅 | p. 18 |

troublesome /'trəblsəm/ *adj.*

| | |
|--|--------------|
| 令人烦恼的 | p. 18 |
| luckily /'lʌkili/ <i>adv.</i> | 幸好 |
| excitedly /ɪk'saɪtɪdlɪ/ <i>adv.</i> | 兴奋地 |
| layer /'leɪə(r)/ <i>n.</i> | 层；层次 |
| separate /'sepərət/ <i>v.</i> | 隔开；分离 |
| countless /'kaʊntləs/ <i>adj.</i> | 无数的；数不尽的 |
| succeed /sək'si:d/ <i>v.</i> | 成功 |
| hopefully /'həʊpflɪ/ <i>adv.</i> | 有希望地 |
| stick /stɪk/ <i>v.</i> | 粘贴 |
| | <i>n.</i> 拐杖 |
| device /dɪ'veaɪs/ <i>n.</i> | 仪器 |
| away /ə'wei/ <i>adv.</i> | 离开 |
| take away | 拿走 |
| creative /kri'eɪtɪv/ <i>adj.</i> | 有创造力的 |
| handle /'hændl/ <i>n.</i> | 把手 |
| proud /praʊd/ <i>adj.</i> | 骄傲的；自豪的 |

Unit 2

| | | |
|---|-----------------|-------|
| radio /'reidiəʊ/ <i>n.</i> | 无线电广播；收音机 | p. 30 |
| deal /di:l/ <i>v.</i> | 处理 | p. 30 |
| deal with | 处理 | p. 30 |
| fear /fiə(r)/ <i>n.</i> | 害怕；担忧 | p. 30 |
| deep /di:p/ <i>adj.</i> | 低沉的；深的 | p. 31 |
| rough /rʌf/ <i>adj.</i> | 令人不舒服的；粗糙的 | p. 31 |
| belief /bɪ'lɪ:f/ <i>n.</i> | 信念；相信 | p. 31 |
| ourselves /a:'selvz/ <i>pron.</i> | (we 的反身形式) 我们自己 | p. 31 |
| weak /wi:k/ <i>adj.</i> | 虚弱的；无力的 | p. 31 |
| heart /ha:t/ <i>n.</i> | 心脏；内心 | p. 32 |
| paper cutting | 剪纸 | p. 32 |
| difficulty /'dɪfɪkəlti/ <i>n.</i> | 困难 | p. 32 |
| teenager /'ti:nɪədʒə(r)/ <i>n.</i> | 青少年 | p. 32 |

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|---|-------------------------------------|-------|
| honest /'ɒnɪst/ <i>adj.</i> | 坦率的；诚实的 | p. 33 |
| alive /ə'lایv/ <i>adj.</i> | 继续存在的；活着的 | p. 33 |
| mascot /'mæskət/ <i>n.</i> | 吉祥物 | p. 34 |
| dream /dri:m/ <i>v.</i> | 梦想；做梦 | p. 34 |
| final /'faiml/ <i>adj.</i> | 最终的 | p. 34 |
| sink /sɪŋk/ <i>v.</i> | 下沉；沉没 | p. 34 |
| later /'leɪtə(r)/ <i>adv.</i> | 随后；后来 | p. 34 |
| news /nu:z/ <i>n.</i> | 消息 | p. 34 |
| funny /'fʌni/ <i>adj.</i> | 滑稽的；好笑的 | p. 34 |
| costume /'kɒstju:m/ <i>n.</i> | 服装；演出服 | p. 34 |
| instead /ɪn'stɛd/ <i>adv.</i> | 代替 | p. 34 |
| instead of | 代替 | p. 34 |
| had better | 最好 | p. 34 |
| disappointment /,dɪsə'pɔɪntmənt/ | <i>n.</i> 失望 | p. 34 |
| respond /rɪ'spɔnd/ <i>v.</i> | 作出反应；回应 | p. 34 |
| ring /rɪŋ/ <i>v.</i> | 回响 | p. 34 |
| after all | 毕竟 | p. 34 |
| decide /dɪ'saɪd/ <i>v.</i> | 决定 | p. 34 |
| become /bɪ'kʌm/ <i>v.</i> | 变成 | p. 35 |
| through /θru:/ <i>prep.</i> | 凭借 | p. 35 |
| preparation /,prɛpə'reiʃn/ <i>n.</i> | 准备 | p. 35 |
| breath /breθ/ <i>n.</i> | 呼吸；呼气 | p. 35 |
| crowd /kraʊd/ <i>n.</i> | 观众；人群 | p. 35 |
| chant /tʃɑ:nt/ <i>v.</i> | 反复呼喊；反复唱 | p. 35 |
| bright /braɪt/ <i>adj.</i> | 快活而 生气勃勃的；明亮的 | p. 35 |
| coach /kəʊtʃ/ <i>n.</i> | 教练 | p. 35 |
| enter /'entə(r)/ <i>v.</i> | 进来 | p. 35 |
| enter for | 报名参加 | p. 35 |
| design /dɪ'zain/ <i>v.</i> | 设计 | p. 35 |
| competition /,kɒmpə'tɪʃn/ <i>n.</i> | 竞争；比赛 | p. 35 |
| chance /tʃa:ns/ <i>n.</i> | 机会 | p. 35 |
| past /pa:st/ <i>adj.</i> | 过去的；以往的 <i>prep.</i> 经过 | p. 40 |
| deskmate /'deskmeɪt/ <i>n.</i> | 同桌 | p. 40 |
| while /wail/ <i>n.</i> | 一会儿；一段时间 <i>conj.</i> (对比两件事物)然而 | p. 40 |

firmly /'fɜ:mli/ *adv.* 坚定地；坚固地 p. 40

Unit 3

| | | | |
|--|-----------------------|--------------|-------|
| career /kə'rɪə(r)/ <i>n.</i> | 职业；事业 | p. 46 | |
| guidance /'gaɪdnəs/ <i>n.</i> | 指导；引导 | p. 46 | |
| practical /'præktykl/ <i>adj.</i> | 实际的 | p. 46 | |
| hairdresser /'heədrɛsə(r)/ <i>n.</i> | 理发师 | p. 46 | |
| tailor /'teɪlə(r)/ <i>n.</i> | 裁缝 | p. 46 | |
| service /'sɜ:vɪs/ <i>n.</i> | 服务 | p. 46 | |
| officer /'ɒfɪsə(r)/ <i>n.</i> | 长官 | p. 46 | |
| fireman /'faɪəmən/ <i>n.</i> | (pl. firemen) 消防员 | p. 46 | |
| artistic /a:'tɪstɪk/ <i>adj.</i> | 艺术的 | p. 46 | |
| photographer /fə'tɔ:g्रəfə(r)/ <i>n.</i> | 摄影师 | p. 46 | |
| artist /'a:tɪst/ <i>n.</i> | 艺术家 | p. 46 | |
| actor / actress /'ækτə(r)//'æktrəs/ <i>n.</i> | (男 / 女)演员 | p. 46 | |
| engineer /,endʒɪ'nɪə(r)/ <i>n.</i> | 工程师 | p. 46 | |
| architect /'ɑ:kɪtekɪt/ <i>n.</i> | 建筑师 | p. 46 | |
| designer /dɪ'zainə(r)/ <i>n.</i> | 设计师 | p. 46 | |
| entertain /,entə'teɪn/ <i>v.</i> | 使快乐；娱乐 | p. 46 | |
| audience /'ɔ:diəns/ <i>n.</i> | 观众 | p. 46 | |
| set /set/ <i>n.</i> | 摄影场 | adj. 指定的 | p. 46 |
| role /rəʊl/ <i>n.</i> | 角色 | p. 46 | |
| scene /si:n/ <i>n.</i> | 现场；场景 | p. 46 | |
| arrive /ə'raɪv/ <i>v.</i> | 到达 | p. 47 | |
| page /peɪdʒ/ <i>n.</i> | (书刊或纸张的)页 | p. 48 | |
| knowledge /'nɒlɪdʒ/ <i>n.</i> | 知识；学问 | p. 48 | |
| biology /ba'ɪələdʒi/ <i>n.</i> | 生物学 | p. 48 | |
| education /,edʒu'keɪʃn/ <i>n.</i> | 教育 | p. 48 | |
| above /ə'bʌv/ <i>adv.</i> | (水平)超过， 更多, 更大 | p. 48 | |
| readiness /'redɪnəs/ <i>n.</i> | 乐意 | p. 48 | |
| communication /kə,mju:nɪ'keɪʃn/ | n. 交流；交际 | p. 48 | |
| training /'treɪnɪŋ/ <i>n.</i> | 训练；培训 | p. 48 | |
| taste /teɪst/ <i>v.</i> | 品尝 | p. 49 | |

| | | | |
|---|-------|---|-------|
| maybe /'meɪbi/ <i>adv.</i> 有可能 | p. 49 | itself /ɪt'self/ <i>pron.</i> 它自己 (it 的反身形式) | p. 62 |
| yours /jɔ:z/ <i>pron.</i> 您的; 你的; 你们的 | p. 49 | alarm /ə'lɑ:m/ <i>n.</i> 警报器 | p. 63 |
| customer /'kʌstəmə(r)/ <i>n.</i> 顾客; 客户 | p. 49 | stranger /'streɪndʒə(r)/ <i>n.</i> 陌生人 | p. 63 |
| market /'markɪt/ <i>n.</i> 市场; 集市 | p. 49 | lock /lɒk/ <i>n.</i> 锁 | p. 63 |
| everything /'evriθɪŋ/ <i>pron.</i> 每样事物 | p. 49 | explore /ɪk'splɔ:(r)/ <i>v.</i> 探索; 探究 | p. 64 |
| fresh /fref/ <i>adj.</i> 新鲜的 | p. 49 | rock /rɒk/ <i>v.</i> (使)轻轻摇晃 | p. 64 |
| restaurant /'restɔ:nt/ <i>n.</i> 餐厅 | p. 49 | shower /'ʃaʊə(r)/ <i>n.</i> 淋浴 | p. 64 |
| pride /praɪd/ <i>n.</i> 骄傲; 自豪 | p. 50 | mode /məʊd/ <i>n.</i> 模式; 方式 | p. 64 |
| dabbawala /'da:bəwa:lə/ <i>n.</i> (印度)送饭盒人 | p. 50 | text message (手机)短信息 | p. 64 |
| kilometre (AmE <i>kilometer</i>) | | bedroom /'bedru:m/ <i>n.</i> 卧室 | p. 64 |
| /'kiləmi:tə(r)/ <i>n.</i> 公里; 千米 | p. 50 | bathroom /'ba:θru:m/ <i>n.</i> 浴室; 盥洗室 | p. 64 |
| exactly /ɪg'zæktli/ <i>adv.</i> 确切地 | p. 50 | suggest /sə:dʒest/ <i>v.</i> 建议 | p. 64 |
| ever /'evə(r)/ <i>adv.</i> 在任何时候; 从来 | p. 50 | protect /prə'tekt/ <i>v.</i> 保护 | p. 64 |
| centre (AmE <i>center</i>) /'sentə(r)/ <i>n.</i> 中心; 中央 | p. 50 | review /ri'veju:/ <i>n.</i> 评论 | |
| greet /gri:t/ <i>v.</i> 打招呼; 欢迎 | p. 50 | v. 复习 | p. 66 |
| distance /'dɪstəns/ <i>n.</i> 距离 | p. 50 | heating /'hi:tɪŋ/ <i>n.</i> 供暖; 暖气设备 | p. 66 |
| method /'meθəd/ <i>n.</i> 方法; 措施 | p. 51 | guide /gaɪd/ <i>v.</i> 指导; 指引 | p. 66 |
| simple /'simpl/ <i>adj.</i> 简单的 | p. 51 | personal /'pɜ:sənl/ <i>adj.</i> 个人的; 私人的 | |
| railway /'reɪlweɪ/ <i>n.</i> 铁路; 铁道 | p. 51 | owner /'əʊnə(r)/ <i>n.</i> 物主; 主人 | p. 66 |
| each other 相互; 彼此 | p. 51 | alarm clock 闹钟 | p. 66 |
| address /'ə'dres/ <i>n.</i> 地址 | p. 51 | keep track of 追踪 | p. 66 |
| deliver /dɪ'lɪvə(r)/ <i>v.</i> 递送 | p. 51 | schedule /'ʃedju:l/ <i>n.</i> 日程安排 | p. 66 |
| serve /sɜ:v/ <i>v.</i> 服务 | p. 51 | health care 医疗(服务) | p. 66 |
| trust /trʌst/ <i>n.</i> 信任 | p. 51 | order /'ɔ:rdə(r)/ <i>v.</i> 订购 | p. 66 |
| respect /rɪ'spekt/ <i>n.</i> 尊重; 尊敬 | | signal /'saɪgnəl/ <i>v.</i> 发信号; 示意 | p. 66 |
| v. 尊重; 尊敬 | p. 51 | sense /sens/ <i>v.</i> 感觉到; 意识到 | p. 66 |
| lively /'laɪvli/ <i>adj.</i> 有活力的; 活泼的 | p. 56 | manage /'mænɪdʒ/ <i>v.</i> 明智地使用; 管理; 完成(困难的事) | |
| dictionary /'dɪkʃənri/ <i>n.</i> 词典; 字典 | p. 59 | remind /rɪ'maɪnd/ <i>v.</i> 提醒; 使……想起 | p. 67 |

Unit 4

| | |
|---|-------|
| camera /'kæmərə/ <i>n.</i> 照相机; 摄影机 | p. 62 |
| speaker /'spi:kə(r)/ <i>n.</i> 扬声器; 喇叭 | p. 62 |
| thermostat /'θɜ:məstæt/ <i>n.</i> 温控器 | p. 62 |

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|---|-------|
| itself /ɪt'self/ <i>pron.</i> 它自己 (it 的反身形式) | p. 62 |
| alarm /ə'lɑ:m/ <i>n.</i> 警报器 | p. 63 |
| stranger /'streɪndʒə(r)/ <i>n.</i> 陌生人 | p. 63 |
| lock /lɒk/ <i>n.</i> 锁 | p. 63 |
| explore /ɪk'splɔ:(r)/ <i>v.</i> 探索; 探究 | p. 64 |
| rock /rɒk/ <i>v.</i> (使)轻轻摇晃 | p. 64 |
| shower /'ʃaʊə(r)/ <i>n.</i> 淋浴 | p. 64 |
| mode /məʊd/ <i>n.</i> 模式; 方式 | p. 64 |
| text message (手机)短信息 | p. 64 |
| bedroom /'bedru:m/ <i>n.</i> 卧室 | p. 64 |
| bathroom /'ba:θru:m/ <i>n.</i> 浴室; 盥洗室 | |
| v. 复习 | p. 66 |
| heating /'hi:tɪŋ/ <i>n.</i> 供暖; 暖气设备 | p. 66 |
| guide /gaɪd/ <i>v.</i> 指导; 指引 | p. 66 |
| personal /'pɜ:sənl/ <i>adj.</i> 个人的; 私人的 | |
| owner /'əʊnə(r)/ <i>n.</i> 物主; 主人 | p. 66 |
| alarm clock 闹钟 | p. 66 |
| keep track of 追踪 | p. 66 |
| schedule /'ʃedju:l/ <i>n.</i> 日程安排 | p. 66 |
| health care 医疗(服务) | p. 66 |
| order /'ɔ:rdə(r)/ <i>v.</i> 订购 | p. 66 |
| signal /'saɪgnəl/ <i>v.</i> 发信号; 示意 | p. 66 |
| sense /sens/ <i>v.</i> 感觉到; 意识到 | p. 66 |
| manage /'mænɪdʒ/ <i>v.</i> 明智地使用; 管理; 完成(困难的事) | |
| remind /rɪ'maɪnd/ <i>v.</i> 提醒; 使……想起 | p. 67 |
| produce /prə'dju:s/ <i>v.</i> 生产 | p. 67 |
| store /stɔ:(r)/ <i>v.</i> 保存 | p. 67 |
| sore /sɔ:(r)/ <i>adj.</i> 疼痛的; 酸痛的 | p. 67 |
| throat /θ्रəʊt/ <i>n.</i> 嗓子 | p. 67 |
| understand /'ʌndə'stænd/ <i>v.</i> 懂; 理解 | |
| already /ɔ:l'redi/ <i>adv.</i> 已经 | p. 67 |

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|--|-------|
| depend /dɪ'pend/ <i>v.</i> 根据……而定；依靠 | p. 67 |
| depend on 依赖 | p. 67 |
| oven /'ʌvn/ <i>n.</i> 烤箱；烤炉 | p. 72 |
| truly /'tru:li/ <i>adv.</i> 确实地；真诚地 | p. 72 |
| Unit 5 | |
| expect /ɪk'spekt/ <i>v.</i> 期望；期待 | p. 78 |
| pleasant /'pleznt/ <i>adj.</i> 令人愉快的 | p. 78 |
| element /'elɪmənt/ <i>n.</i> 要素 | p. 79 |
| plot /plɔt/ <i>n.</i> 故事情节 | p. 79 |
| main /meɪn/ <i>adj.</i> 主要的 | p. 79 |
| director /də'rektə(r)/ <i>n.</i> 导演；(某一活动的)负责人 | p. 79 |
| polite /pə'lait/ <i>adj.</i> 有礼貌的 | p. 79 |
| impolite /,ɪmpə'lait/ <i>adj.</i> 不礼貌的 | p. 79 |
| correct /kə'rekt/ <i>adj.</i> 准确无误的 | p. 79 |
| incorrect /,ɪnkə'rekt/ <i>adj.</i> 不准确的 | p. 79 |
| screen /skri:n/ <i>n.</i> 银幕；屏幕 | p. 80 |
| web /web/ <i>n.</i> 网 | p. 80 |
| spider /'spaɪdə(r)/ <i>n.</i> 蜘蛛 | p. 80 |
| friendship /'frendʃɪp/ <i>n.</i> 友谊；朋友关系 | p. 80 |
| animation /,ænɪ'meɪʃn/ <i>n.</i> 动画片(制作) | p. 80 |
| subtitle /'sʌbtartl/ <i>n.</i> 字幕 | p. 80 |
| true /tru:/ <i>adj.</i> 真实的 | p. 80 |
| wrestle /'resl/ <i>v.</i> 摔跤 | p. 80 |
| weekday /'wi:kdeɪ/ <i>n.</i> 周工作日(星期一到星期五的任何一天) | p. 80 |
| ocean /'əʊʃn/ <i>n.</i> 海洋 | p. 81 |
| classic /'klæsɪk/ <i>n.</i> (书、电影或歌曲的)经典作品 | |
| <i>adj.</i> 经典的 | p. 82 |
| return /rɪ'tɜ:n/ <i>v.</i> 回来 | p. 82 |
| common /'kɒmən/ <i>adj.</i> 共同的；常见的 | p. 82 |
| generation /dʒenə'reɪʃn/ <i>n.</i> 代；一代人 | p. 82 |

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|---|-------|
| animated /'ænɪmeɪtɪd/ <i>adj.</i> 动画的；有生气的 | p. 82 |
| hero /'hɪərəʊ/ <i>n.</i> 男主人公；英雄 | p. 82 |
| fight /faɪt/ <i>v.</i> 打斗 | p. 82 |
| silly /'sili/ <i>adj.</i> 愚蠢的；不明事理的 | p. 82 |
| fox /foks/ <i>n.</i> 狐狸 | p. 82 |
| imagination /ɪ,mædʒɪ'neɪʃn/ <i>n.</i> 想象；想象力 | p. 82 |
| meaningful /'mi:nɪŋfl/ <i>adj.</i> 有意义的 | p. 82 |
| form /fɔ:m/ <i>n.</i> 形式；类型 | p. 83 |
| ink /ɪŋk/ <i>n.</i> 墨水 | p. 83 |
| painting /'peɪntɪŋ/ <i>n.</i> 绘画 | p. 83 |
| make-up /'meɪkʌp/ <i>n.</i> 化妆品 | p. 83 |
| pretty /'prɪti/ <i>adj.</i> 漂亮的 | p. 83 |
| custom /'kʌstəm/ <i>n.</i> 习俗 | p. 83 |
| rich /rɪtʃ/ <i>adj.</i> 丰富的 | p. 83 |
| whole /həʊl/ <i>adj.</i> 完全的 | p. 88 |
| magic /'mædʒɪk/ <i>n.</i> 魔法 | p. 88 |
| special effects (电影或电视节目的) | |
| 特技效果 | p. 88 |
| recommend /,rekə'mend/ <i>v.</i> 推荐；建议 | p. 88 |

Unit 6

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|--|-------|
| metre (AmE meter) /'mi:tə(r)/ <i>n.</i> 米 | p. 94 |
| locate /ləʊ'keɪt/ <i>v.</i> 确定……的准确地点 | p. 94 |
| total /'təʊtl/ <i>adj.</i> 总的 | p. 94 |
| length /leŋθ/ <i>n.</i> 长度 | p. 94 |
| height /haɪt/ <i>n.</i> 高度 | p. 95 |
| influence /'ɪnfluəns/ <i>n.</i> 影响 | p. 95 |
| poster /'pəʊstə(r)/ <i>n.</i> 海报 | p. 96 |
| breathe /bri:ð/ <i>v.</i> 呼吸 | p. 96 |
| frozen /'frəʊzn/ <i>adj.</i> 冰冻的 | p. 96 |
| trainer /'treɪnə(r)/ <i>n.</i> 教练 | p. 96 |
| adventure /əd'ventʃə(r)/ <i>n.</i> 冒险 | p. 96 |
| woods /wʊdz/ <i>n.</i> 树林 | p. 97 |

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|---|-------|--|--------|
| promise /'prɒmɪs/ <i>v.</i> 承诺 <i>n.</i> 誓言 | p. 97 | leading /'li:dɪŋ/ <i>adj.</i> 最重要的 | p. 99 |
| blood /blʌd/ <i>n.</i> 血；血液 | p. 98 | port /pɔ:t/ <i>n.</i> 港口 | p. 99 |
| lifeblood /'laɪfbʌd/ <i>n.</i> 生命线 | p. 98 | environment /ɪn'venrənmənt/ <i>n.</i> 环境 | p. 99 |
| have ... in common 有相同的特征 | p. 98 | provide /prə'veɪd/ <i>v.</i> 提供；供应 | p. 99 |
| cruise /kru:z/ <i>n.</i> 航行；乘船游览 | p. 98 | riverside /'rɪvəsaɪd/ <i>n.</i> 河畔；河岸 | p. 99 |
| interest /'ɪntrəst/ <i>n.</i> 吸引力；趣味 | p. 98 | almost /'ɔ:lmost/ <i>adv.</i> 几乎 | p. 99 |
| tower /'taʊə(r)/ <i>n.</i> 塔 | p. 98 | along /ə'lɔŋ/ <i>prep.</i> 沿着；顺着 | p. 99 |
| tourist /'tʊərist/ <i>n.</i> 旅行者 | p. 98 | bank /bæŋk/ <i>n.</i> 岸 | p. 99 |
| attraction /ə'trækʃən/ <i>n.</i> 向往的 地方 | p. 98 | nurture /'nɜ:tʃə(r)/ <i>v.</i> 养育 | p. 99 |
| both /bəʊθ/ <i>det.& pron.</i> (与复数 名词连用)两个，两个(都) | p. 98 | waterfall /'wɔ:təfɔ:l/ <i>n.</i> 瀑布 | p. 104 |
| flow /fləʊ/ <i>v.</i> 流；流动 | p. 99 | silver /'sɪlvə(r)/ <i>adj.</i> 银色的 | p. 104 |
| | | belt /belt/ <i>n.</i> 皮带；腰带 | p. 104 |
| | | glow /gləʊ/ <i>v.</i> 发光 | p. 104 |

Words and expressions in alphabetical order

A

| | |
|---|----|
| above /ə'bʌv/ <i>adv.</i> (水平) 超过, 更多, 更大 | U3 |
| actor / actress /'ækta(r)/ /'æktrəs/ <i>n.</i> (男 / 女) 演员 | U3 |
| address /ə'dres/ <i>n.</i> 地址 | U3 |
| adventure /əd'ventʃə(r)/ <i>n.</i> 冒险 | U6 |
| after all 毕竟 | U2 |
| alarm /ə'la:m/ <i>n.</i> 警报器 | U4 |
| alarm clock 鬼钟 | U4 |
| alive /ə'laɪv/ <i>adj.</i> 继续存在的; 活着的 | U2 |
| almost /'ɔ:lmoʊst/ <i>adv.</i> 几乎 | U6 |
| along /ə'lɔŋ/ <i>prep.</i> 沿着; 顺着 | U6 |
| already /ɔ:l'redi/ <i>adv.</i> 已经 | U4 |
| animated /'ænɪmeɪtɪd/ <i>adj.</i> 动画的; 有生气的 | U5 |
| animation /,ænɪ'meɪʃn/ <i>n.</i> 动画片(制作) | U5 |
| architect /'ɑ:kɪtekt/ <i>n.</i> 建筑师 | U3 |
| arrive /ə'rایv/ <i>v.</i> 到达 | U3 |
| artist /'ɑ:tɪst/ <i>n.</i> 艺术家 | U3 |
| artistic /ɑ:tɪ'stɪk/ <i>adj.</i> 艺术的 | U3 |
| attraction /ə'trækʃən/ <i>n.</i> 向往的地方 | U6 |
| audience /'ɔ:dɪəns/ <i>n.</i> 观众 | U3 |
| away /ə'wei/ <i>adv.</i> 离开 | U1 |

B

| | |
|--|----|
| bank /bæŋk/ <i>n.</i> 岸 | U6 |
| bathroom /'ba:θru:m/ <i>n.</i> 浴室; 盥洗室 | U4 |
| become /bi'kʌm/ <i>v.</i> 变成 | U2 |
| bedroom /'bedru:m/ <i>n.</i> 卧室 | U4 |
| belief /bri'li:f/ <i>n.</i> 信念; 相信 | U2 |
| belt /belt/ <i>n.</i> 皮带; 腰带 | U6 |
| biology /baɪ'ɒlədʒi/ <i>n.</i> 生物学 | U3 |
| blood /blʌd/ <i>n.</i> 血; 血液 | U6 |
| board /bɔ:d/ <i>n.</i> 板 | U1 |

both /bəʊθ/ *det. & pron.* (与复数

| | |
|--|----|
| 名词连用)两个, 两个(都) | U6 |
| brave /breɪv/ <i>adj.</i> 勇敢的 | U1 |
| breath /breθ/ <i>n.</i> 呼吸; 呼气 | U2 |
| breathe /bri:ð/ <i>v.</i> 呼吸 | U6 |
| bright /braɪt/ <i>adj.</i> 快活而生气勃勃的; 明亮的 | U2 |
| burn /bɜ:n/ <i>v.</i> 烫伤 | U1 |

C

| | |
|--|----|
| camera /'kæmərə/ <i>n.</i> 照相机; 摄影机 | U4 |
| camp /kæmp/ <i>v.</i> 露营 <i>n.</i> 营地 | U1 |
| career /kə'reɪə(r)/ <i>n.</i> 职业; 事业 | U3 |
| centre (AmE center) /'sentə(r)/ <i>n.</i> 中心; 中央 | U3 |
| challenge /'tʃælɪndʒ/ <i>n.</i> 挑战 | U1 |
| chance /tʃəns/ <i>n.</i> 机会 | U2 |
| chant /tʃa:nt/ <i>v.</i> 反复呼喊; 反复唱 | U2 |
| classic /'klæsɪk/ <i>n.</i> (书、电影或歌曲的) 经典作品 | U5 |
| <i>adj.</i> 经典的 | U5 |
| coach /kəʊtʃ/ <i>n.</i> 教练 | U2 |
| common /'kɒmən/ <i>adj.</i> 共同的; 常见的 | U5 |
| communication /kə,mju:nɪ'keɪʃn/ <i>n.</i> 交流; 交际 | U3 |
| competition /,kɒmpə'tɪʃn/ <i>n.</i> 竞争; 比赛 | U2 |
| correct /kə'rekt/ <i>adj.</i> 准确无误的 | U5 |
| costume /'kɒstju:m/ <i>n.</i> 服装; 演出服 | U2 |
| countless /'kaʊntləs/ <i>adj.</i> 无数的; 数不尽的 | U1 |
| creative /kri'eɪtɪv/ <i>adj.</i> 有创造力的 | U1 |
| crowd /kraʊd/ <i>n.</i> 观众; 人群 | U2 |

| | | | |
|-------------------------------|------|----------|----|
| cruise /kru:z/ | n. | 航行; 乘船游览 | U6 |
| curious /'kjʊəriəs/ | adj. | 好奇的 | U1 |
| custom /'kʌstəm/ | n. | 习俗 | U5 |
| customer /'kʌstəmə(r)/ | n. | 顾客; 客户 | U3 |

D

| | | | |
|----------------------------------|------|-------------------|----|
| dabbawala /'da:bəwa:lə/ | n. | | |
| (印度)送饭盒人 | | U4 | |
| deal /di:l/ | v. | 处理 | U2 |
| deal with | | 处理 | U2 |
| decide /dr'said/ | v. | 决定 | U2 |
| deep /di:p/ | adj. | 低沉的; 深的 | U2 |
| deliver /dr'Irvə(r)/ | v. | 递送 | U3 |
| depend /dr'pend/ | v. | 根据……而定; 依靠 | U4 |
| depend on | | 依赖 | U4 |
| design /dr'zain/ | v. | 设计 | U2 |
| designer /dr'zainə(r)/ | n. | 设计师 | U3 |
| deskmate /'deskmeɪt/ | n. | 同桌 | U2 |
| device /dr'veis/ | n. | 仪器 | U1 |
| dictionary /'dɪkʃənəri/ | n. | 词典; 字典 | U3 |
| difficulty /'dɪfɪkəlti/ | n. | 困难 | U2 |
| director /də'rektə(r)/ | n. | 导演; (某一活动的)负责人 | U5 |
| disappointment /,dɪsə'pɔɪntmənt/ | | | |
| n. 失望 | | U2 | |
| discuss /dr'skʌs/ | v. | 讨论 | U1 |
| distance /'distəns/ | n. | 距离 | U3 |
| dream /drɪ:m/ | v. | 梦想; 做梦 | U2 |

E

| | | | |
|---------------------------------|--------|------|----|
| each other | 相互; 彼此 | U3 | |
| education /,edʒu'keɪʃn/ | n. | 教育 | U3 |
| element /'eləmənt/ | n. | 要素 | U5 |
| engineer /,endʒɪ'nɪə(r)/ | n. | 工程师 | U3 |
| enter /'entə(r)/ | v. | 进来 | U2 |
| enter for | | 报名参加 | U2 |
| entertain /,entə'tein/ | v. | | |
| 使快乐; 娱乐 | | U3 | |

environment /ɪn'veɪrənmənt/ n.

| | | |
|---------------------------------|----------------|----|
| 环境 | U6 | |
| ever /'evə(r)/ | adv. 在任何时候; 从来 | U3 |
| everything /'evrɪθɪŋ/ | pron. 每样事物 | U3 |
| everywhere /'evriweə(r)/ | adv. 到处 | U1 |
| exactly /ɪg'zæktli/ | adv. 确切地 | U3 |
| excitedly /ɪk'saitɪdli/ | adv. 兴奋地 | U1 |
| expect /ɪk'spekt/ | v. 期望; 期待 | U5 |
| explore /ɪk'splɔ:(r)/ | v. 探索; 探究 | U4 |

F

| | | | |
|-------------------------------|------------------|-------------|----|
| fail /feɪl/ | v. | 失败 | U1 |
| fear /frə(r)/ | n. | 害怕; 担忧 | U2 |
| feeling /'fi:lnɪŋ/ | n. | 感受 | U1 |
| fight /faɪt/ | v. | 打斗 | U5 |
| final /'fænl/ | adj. | 最终的 | U2 |
| fireman /'faɪəmən/ | n. (pl. firemen) | 消防员 | U3 |
| firmly /'fɜːmlɪ/ | adv. | 坚定地; 坚固地 | U2 |
| flow /fləʊ/ | v. | 流; 流动 | U6 |
| form /fɔːm/ | n. | 形式; 类型 | U5 |
| fox /fɒks/ | n. | 狐狸 | U5 |
| fresh /fref/ | adj. | 新鲜的 | U3 |
| friendship /'frendʃɪp/ | n. | 友谊; 朋友关系 | U5 |
| frozen /'frəʊzn/ | adj. | 冰冻的 | U6 |
| funny /'fʌni/ | adj. | 滑稽的; 好笑的 | U2 |

G

| | | | |
|----------------------------------|----|---------|----|
| generation /,dʒenə'reɪʃn/ | n. | 代; | |
| 一代人 | | | U5 |
| glow /gləʊ/ | v. | 发光 | U6 |
| greet /gri:t/ | v. | 打招呼; 欢迎 | U3 |
| grow /grəʊ/ | v. | 生长; 栽种 | U1 |
| guidance /'gaɪdəns/ | n. | 指导; 引导 | U3 |
| guide /gaɪd/ | v. | 指导; 指引 | U4 |

H

| | | |
|------------|----|----|
| had better | 最好 | U2 |
|------------|----|----|

| | | | |
|--|----|--|----|
| hairdresser /'heədresə(r)/ <i>n.</i> | | leading /'li:dɪŋ/ <i>adj.</i> 最重要的 | U6 |
| 理发师 | U3 | length /leŋθ/ <i>n.</i> 长度 | U6 |
| handle /'hændl/ <i>n.</i> 把手 | U1 | lifeblood /'laɪfblʌd/ <i>n.</i> 生命线 | U6 |
| have ... in common 有相同的特征 | U6 | lively /'laɪvli/ <i>adj.</i> 有活力的；活泼的 | U3 |
| health care 医疗(服务) | U4 | locate /ləʊ'keɪt/ <i>v.</i> 确定……的准确地点 | U6 |
| heart /ha:t/ <i>n.</i> 心脏；内心 | U2 | lock /lɒk/ <i>n.</i> 锁 | U4 |
| heating /'hi:tɪŋ/ <i>n.</i> 供暖；暖气设备 | U4 | luckily /'lʌktɪli/ <i>adv.</i> 幸好 | U1 |
| height /haɪt/ <i>n.</i> 高度 | U6 | | |
| hero /'hɪərəʊ/ <i>n.</i> 男主人公；英雄 | U5 | | |
| holder /'həʊldə(r)/ <i>n.</i> 支托(或握持)……之物 | U1 | | |
| 想象；想象力 | U5 | | |
| honest /'ɒnɪst/ <i>adj.</i> 坦率的；诚实的 | U2 | | |
| hopefully /'həʊpfi:lɪ/ <i>adv.</i> 有希望地 | U1 | | |
| I | | | |
| imagination /ɪ,mædʒɪ'neɪʃn/ <i>n.</i> | | machine /mæ'ʃi:n/ <i>n.</i> 机器 | U1 |
| 不可能的 | U1 | magazine /mægə'zi:n/ <i>n.</i> 杂志 | U1 |
| improve /ɪm'pru:v/ <i>v.</i> 改善；改进 | U1 | magic /'mædʒɪk/ <i>n.</i> 魔法 | U5 |
| incorrect /,ɪn'kɔ:rɪkt/ <i>adj.</i> 不准确的 | U5 | main /meɪn/ <i>adj.</i> 主要的 | U5 |
| influence /'ɪnfluəns/ <i>n.</i> 影响 | U6 | make-up /'meɪkʌp/ <i>n.</i> 化妆品 | U5 |
| ink /ɪŋk/ <i>n.</i> 墨水 | U5 | manage /'mænɪdʒ/ <i>v.</i> 明智地使用；管理；完成(困难的事) | U4 |
| instead /ɪn'sted/ <i>adv.</i> 代替 | U2 | market /'ma:kɪt/ <i>n.</i> 市场；集市 | U3 |
| instead of 代替 | U2 | mascot /'mæskət/ <i>n.</i> 吉祥物 | U2 |
| interest /'ɪntrɛst/ <i>n.</i> 吸引力；趣味 | U6 | maybe /'meibi/ <i>adv.</i> 有可能 | U3 |
| itself /ɪt'self/ <i>pron.</i> 它自己(it的反身形式) | U4 | meaningful /'mi:nɪŋfl/ <i>adj.</i> 有意义的 | U5 |
| K | | | |
| keep track of 追踪 | U4 | method /'meθəd/ <i>n.</i> 方法；措施 | U3 |
| kilometre (AmE kilometer) /'kɪləmi:tə(r)/ | | metre (AmE meter) /'mi:tə(r)/ <i>n.</i> 米 | U6 |
| n. 公里；千米 | U3 | mode /məʊd/ <i>n.</i> 模式；方式 | U4 |
| knowledge /'nɒlɪdʒ/ <i>n.</i> 知识；学问 | U3 | | |
| L | | | |
| later /'leɪtə(r)/ <i>adv.</i> 随后；后来 | U2 | | |
| layer /'leɪə(r)/ <i>n.</i> 层；层次 | U1 | | |
| M | | | |
| news /nju:z/ <i>n.</i> 消息 | | news /nju:z/ <i>n.</i> 消息 | U2 |
| nurture /'nɜ:tʃə(r)/ <i>v.</i> 养育 | | nurture /'nɜ:tʃə(r)/ <i>v.</i> 养育 | U6 |
| O | | | |
| ocean /'əʊʃn/ <i>n.</i> 海洋 | | ocean /'əʊʃn/ <i>n.</i> 海洋 | U5 |
| officer /'ɒfɪsə(r)/ <i>n.</i> 长官 | | officer /'ɒfɪsə(r)/ <i>n.</i> 长官 | U3 |
| order /'ɔ:də(r)/ <i>v.</i> 订购 | | order /'ɔ:də(r)/ <i>v.</i> 订购 | U4 |
| ourselves /a:'selvz/ <i>pron.</i> | | ourselves /a:'selvz/ <i>pron.</i> | |
| (we的反身形式)我们自己 | | (we的反身形式)我们自己 | U2 |
| oven /'ʌvn/ <i>n.</i> 烤箱；烤炉 | | oven /'ʌvn/ <i>n.</i> 烤箱；烤炉 | U4 |
| owner /'əʊnə(r)/ <i>n.</i> 物主；主人 | | owner /'əʊnə(r)/ <i>n.</i> 物主；主人 | U4 |

P

| | |
|---|----|
| page /peɪdʒ/ <i>n.</i> (书刊或纸张的)页 | U3 |
| painting /'peɪntɪŋ/ <i>n.</i> 绘画 | U5 |
| pan /pæn/ <i>n.</i> 平底锅 | U1 |
| paper cutting 剪纸 | U2 |
| past /pa:st/ <i>adj.</i> 过去的; 以往的 | U2 |
| <i>prep.</i> 经过 | |
| personal /'pɜ:sənl/ <i>adj.</i> 个人的; 私人的 | U4 |
| photographer /fə'tɒgrəfə(r)/ <i>n.</i> 摄影师 | U3 |
| pizza /'pi:tsə/ <i>n.</i> 比萨饼 | U1 |
| pleasant /'pleznt/ <i>adj.</i> 令人愉快的 | U5 |
| plot /plɔt/ <i>n.</i> 故事情节 | U5 |
| polite /pə'lait/ <i>adj.</i> 有礼貌的 | U5 |
| port /pɔ:t/ <i>n.</i> 港口 | U6 |
| poster /'pəʊstə(r)/ <i>n.</i> 海报 | U6 |
| power /'paʊə(r)/ <i>v.</i> 驱动 | U1 |
| practical /'præktrɪkl/ <i>adj.</i> 实际的 | U3 |
| preparation /,prepə'reiʃn/ <i>n.</i> 准备 | U2 |
| pretty /'prɪti/ <i>adj.</i> 漂亮的 | U5 |
| pride /praɪd/ <i>n.</i> 骄傲; 自豪 | U3 |
| print /prɪnt/ <i>v.</i> 打印 | U1 |
| printing /'prɪntɪŋ/ <i>n.</i> 印刷; 打印 | U1 |
| produce /prə'dju:s/ <i>v.</i> 生产 | U4 |
| promise /'prɒmɪs/ <i>v.</i> 承诺 | U6 |
| <i>n.</i> 誓言 | |
| protect /prə'tekt/ <i>v.</i> 保护 | U4 |
| proud /praʊd/ <i>adj.</i> 骄傲的; 自豪的 | U1 |
| provide /prə'veɪd/ <i>v.</i> 提供; 供应 | U6 |

R

| | |
|--|----|
| radio /'reidiəʊ/ <i>n.</i> 无线电广播; 收音机 | U2 |
| railway /'reilweɪ/ <i>n.</i> 铁路; 铁道 | U3 |
| readiness /'redɪnəs/ <i>n.</i> 乐意 | U3 |
| recommend /,rekə'mend/ <i>v.</i> 推荐; 建议 | U5 |

remind /rɪ'maɪnd/ *v.* 提醒; 使……

| | |
|--|----|
| <i>v.</i> 想起 | U4 |
| renewable /rɪ'nju:əbl/ <i>adj.</i> 可再生的 | U1 |
| respect /rɪ'spekt/ <i>n.</i> 尊重; 尊敬 | U3 |
| <i>v.</i> 尊重; 尊敬 | U3 |
| respond /rɪ'spɒnd/ <i>v.</i> 作出反应; 回应 | U2 |
| restaurant /'restɔ:nt/ <i>n.</i> 餐厅 | U3 |
| return /rɪ'tɜ:n/ <i>v.</i> 回来 | U5 |
| review /rɪ'vju:/ <i>n.</i> 评论 | |
| <i>v.</i> 复习 | U4 |
| rich /rɪtʃ/ <i>adj.</i> 丰富的 | U5 |
| ring /rɪŋ/ <i>v.</i> 回响 | U2 |
| riverside /'rɪvəsaɪd/ <i>n.</i> 河畔; 河岸 | U6 |
| rock /rɒk/ <i>v.</i> (使)轻轻摇晃 | U4 |
| role /rəʊl/ <i>n.</i> 角色 | U3 |
| rough /rʌf/ <i>adj.</i> 令人不舒服的; 粗糙的 | U2 |

S

| | |
|--|----|
| scene /si:n/ <i>n.</i> 现场; 场景 | U3 |
| schedule /'ʃedju:l/ <i>n.</i> 日程安排 | U4 |
| screen /skri:n/ <i>n.</i> 银幕; 屏幕 | U5 |
| sense /sens/ <i>v.</i> 感觉到; 意识到 | U4 |
| separate /'sepəreɪt/ <i>v.</i> 隔开; 分离 | U1 |
| serve /sɜ:v/ <i>v.</i> 服务 | U3 |
| service /'sɜ:vɪs/ <i>n.</i> 服务 | U3 |
| set /set/ <i>n.</i> 摄影场 | |
| <i>adj.</i> 指定的 | U3 |
| shower /'ʃauə(r)/ <i>n.</i> 淋浴 | U4 |
| signal /'sɪgnəl/ <i>v.</i> 发信号; 示意 | U4 |
| silly /'sili/ <i>adj.</i> 愚蠢的; 不明事理的 | U5 |
| silver /'sɪlvə(r)/ <i>adj.</i> 银色的 | U6 |
| simple /'simpl/ <i>adj.</i> 简单的 | U3 |
| sink /sɪŋk/ <i>v.</i> 下沉; 沉没 | U2 |
| solar cell /'səʊlə 'sel/ <i>n.</i> 太阳能电池 | U1 |
| solar panel /'səʊlə 'pænl/ <i>n.</i> 太阳能电池板 | U1 |
| sore /sɔ:(r)/ <i>adj.</i> 疼痛的; 酸痛的 | U4 |
| speaker /'spi:kə(r)/ <i>n.</i> 扬声器; 喇叭 | U4 |

special effects (电影或电视节目的)

| | |
|---------------------------------|----|
| 特技效果 | U5 |
| spider /'spaidə(r)/ n. 蜘蛛 | U5 |
| stick /stɪk/ v. 粘贴 n. 拐杖 | U1 |
| sticker /'stɪkə(r)/ n. 贴纸 | U1 |
| store /stɔ:(r)/ v. 保存 | U4 |
| stranger /'streɪndʒə(r)/ n. 陌生人 | U4 |
| subtitle /'sʌbtartl/ n. 字幕 | U5 |
| succeed /sək'si:d/ v. 成功 | U1 |
| suggest /sə'dʒest/ v. 建议 | U4 |

T

| | |
|---------------------------------|----|
| tailor /'teɪlə(r)/ n. 裁缝 | U3 |
| take away 拿走 | U1 |
| taste /teɪst/ v. 品尝 | U3 |
| teenager /'ti:nɪədʒə(r)/ n. 青少年 | U2 |
| test /test/ v. 测试；检测 | U1 |
| text message (手机)短信息 | U4 |
| thermostat /'θɜ:məstæt/ n. 温控器 | U4 |
| throat /θrəʊt/ n. 嗓子 | U4 |
| through /θru:/ prep. 凭借 | U2 |
| total /'təʊtl/ adj. 总的 | U6 |
| tourist /'tʊərɪst/ n. 旅行者 | U6 |
| tower /'taʊə(r)/ n. 塔 | U6 |
| traffic /'træfɪk/ n. 交通 | U1 |
| trainer /'treɪnə(r)/ n. 教练 | U6 |
| training /'treɪnɪŋ/ n. 训练；培训 | U3 |

troublesome /'trʌblsəm/ adj.

| | |
|------------------------------|----|
| 令人烦恼的 | U1 |
| true /tru:/ adj. 真实的 | U5 |
| truly /'truːli/ adv. 确实地；真诚地 | U4 |
| trust /trʌst/ n. 信任 | U3 |

U

| | |
|---------------------------------|----|
| understand /ʌndə'stænd/ v. 懂；理解 | U4 |
|---------------------------------|----|

W

| | |
|--|----|
| waterfall /'wɔ:təfɔ:l/ n. 瀑布 | U6 |
| weak /wi:k/ adj. 虚弱的；无力的 | U2 |
| web /web/ n. 网 | U5 |
| weekday /'wi:kdeɪ/ n. 周工作日 (星期一到星期五的任何一天) | U5 |
| while /waɪl/ n. 一会儿；一段时间 conj. (对比两件事物)然而 | U2 |
| whole /həʊl/ adj. 完全的 | U5 |
| windsurf /'wɪndzɜ:f/ v. 做帆板运动 | U1 |
| woods /wʊdz/ n. 树林 | U6 |
| wrestle /'resl/ v. 摔跤 | U5 |

Y

| | |
|------------------------------|----|
| yours /jɔ:z/ pron. 您的；你的；你们的 | U3 |
|------------------------------|----|



Proper nouns

| | | | |
|--|--------|--|--------|
| Australia 澳大利亚 | p. 114 | Nepal 尼泊尔 | p. 94 |
| Australian <i>n.</i> 澳大利亚人 | | Nina Brown 妮娜·布朗(女名) | p. 32 |
| <i>adj.</i> 澳大利亚(人)的 | | Paris 巴黎(法国地名) | p. 99 |
| Bob Affleck 鲍勃·阿弗莱克(男名) | p. 79 | Rome 罗马(意大利地名) | p. 99 |
| Bohai Gulf 渤海湾 | p. 104 | Sheshan National Forest Park 佘山国家森林公园 | p. 97 |
| Charlotte 夏洛特(女名) | p. 80 | the Amazon 亚马孙河 | p. 94 |
| <i>Charlotte's Web</i> 《夏洛的网》 (电影名称) | p. 80 | the Andes 安第斯山 | p. 94 |
| <i>Dangal</i> 《摔跤吧!爸爸》(电影名称) | p. 80 | the Bund 外滩 | p. 6 |
| David Smith 大卫·史密斯(男名) | p. 78 | the Huangpu River 黄浦江 | p. 98 |
| Dr Smith 史密斯博士 | p. 65 | the Jungfrau 少女峰 | p. 94 |
| Eggborn 蛋生 | p. 82 | <i>The Legend of Sealed Book</i> 《天书奇谭》(动画电影名称) | p. 82 |
| <i>Harry Potter and the Philosopher's Stone</i> 《哈利·波特与魔法石》(电影名称) | p. 88 | the Nile 尼罗河 | p. 94 |
| Henry 亨利(男名) | p. 67 | the North Sea 北海 | p. 99 |
| Hindi 印地语 | p. 80 | the Pacific Ocean 太平洋 | p. 114 |
| Hukou Waterfalls 壶口瀑布 | p. 104 | the River Thames 泰晤士河 | p. 98 |
| Jacob 雅各(男名) | p. 67 | the Rocky Mountains 落基山脉 | p. 94 |
| Jin Mao Tower 金茂大厦 | p. 98 | <i>The Sound of Music</i> 《音乐之声》 (电影名称) | p. 80 |
| Kevin Lawrence 凯文·劳伦斯(男名) | p. 79 | the Tower of London 伦敦塔 | p. 98 |
| Kiran 基兰(男名) | p. 51 | the Yangtze River 长江 | p. 94 |
| <i>Life on Mars</i> 《火星生活》(电影名称) | p. 78 | the Yellow River 黄河 | p. 94 |
| Maria 玛丽亚(女名) | p. 80 | Tokyo 东京(日本地名) | p. 99 |
| Mount Qomolangma 珠穆朗玛峰 | p. 94 | Wilbur 威尔伯(男名) | p. 80 |
| Mumbai 孟买(印度地名) | p. 50 | | |

Glossary

| | | | |
|--|--------|-------------------------------|--------|
| apostrophe 撇号 | p. 135 | irregular verb 不规则动词 | p. 136 |
| basic sentence pattern 基本句型 | p. 22 | modal verb 情态动词 | p. 38 |
| comparative and superlative adjectives 形容词比较级和最高级 | p. 86 | one-syllable word 单音节词 | p. 137 |
| comparative and superlative forms 比较级和最高级形式 | p. 137 | past participle 过去分词 | p. 136 |
| complement 补足语 | p. 22 | possessive adjective 形容词性物主代词 | p. 54 |
| compound 复合词 | p. 15 | possessive noun 名词所有格 | p. 54 |
| concluding sentence 结尾句 | p. 89 | possessive pronoun 名词性物主代词 | p. 54 |
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| indefinite pronoun 不定代词 | p. 139 | present perfect 现在完成时 | p. 70 |
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| irregular plural noun 不规则复数名词 | p. 135 | singular noun 单数名词 | p. 54 |
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| | | two-syllable word 双音节词 | p. 138 |



Cardinal numbers 基数词

| | | | |
|----|--------------|-------|--|
| 0 | zero | 40 | forty |
| 1 | one | 50 | fifty |
| 2 | two | 60 | sixty |
| 3 | three | 70 | seventy |
| 4 | four | 80 | eighty |
| 5 | five | 90 | ninety |
| 6 | six | 100 | one hundred |
| 7 | seven | 102 | one hundred and two |
| 8 | eight | 110 | one hundred and ten |
| 9 | nine | 113 | one hundred and thirteen |
| 10 | ten | 120 | one hundred and twenty |
| 11 | eleven | 136 | one hundred and thirty-six |
| 12 | twelve | 200 | two hundred |
| 13 | thirteen | 1,000 | one thousand |
| 14 | fourteen | 1,001 | one thousand and one |
| 15 | fifteen | 1,012 | one thousand and twelve |
| 16 | sixteen | 1,103 | one thousand one hundred and three |
| 17 | seventeen | 1,230 | one thousand two hundred and thirty |
| 18 | eighteen | 1,357 | one thousand three hundred and fifty-seven |
| 19 | nineteen | 1,500 | one thousand five hundred |
| 20 | twenty | | |
| 21 | twenty-one | | |
| 30 | thirty | | |
| 33 | thirty-three | | |

Decimal numbers 小数

For temperatures 温度

0.8°C = zero point eight degrees Celsius

5.4°C = five point four degrees Celsius

40.3°C = forty point three degrees Celsius

89.2°C = eighty-nine point two degrees Celsius

-12.2°C = twelve point two degrees Celsius below zero/minus twelve point two degrees Celsius

For length 长度

8,848.86 m eight thousand eight hundred and forty-eight point eight six metres

Ordinal numbers 序数词

| | | | |
|------|---------|-------|---------------|
| 1st | first | 11th | eleventh |
| 2nd | second | 12th | twelfth |
| 3rd | third | 20th | twentieth |
| 4th | fourth | 21st | twenty-first |
| 5th | fifth | 22nd | twenty-second |
| 6th | sixth | 23rd | twenty-third |
| 7th | seventh | 40th | fortieth |
| 8th | eighth | 100th | hundredth |
| 9th | ninth | | |
| 10th | tenth | | |

Years and dates 年份和日期

- 25 January 1600: the twenty-fifth of January/January the twenty-fifth, sixteen hundred
- 3 February 1735: the third of February/February the third, seventeen thirty-five
- 18 March 1830: the eighteenth of March/March the eighteenth, eighteen thirty
- 5 April 1905: the fifth of April/April the fifth, nineteen o five
- 22 May 1910: the twenty-second of May/May the twenty-second, nineteen ten
- 2 June 2000: the second of June/June the second, two thousand
- 14 July 2006: the fourteenth of July/July the fourteenth, two thousand and six/twenty o six
- 12 August 2010: the twelfth of August/August the twelfth, two thousand and ten/twenty ten

(to be continued)

- 5 September 2016: the fifth of September/September the fifth, two thousand and sixteen/twenty sixteen
- 10 October 2020: the tenth of October/October the tenth, two thousand and twenty/twenty twenty
- 30 November 2021: the thirtieth of November/November the thirtieth, two thousand and twenty-one/twenty twenty-one
- 31 December 2050: the thirty-first of December/December the thirty-first, two thousand and fifty/twenty fifty

Notes:

The last two letters of the number word are sometimes added in the dates in written language (e.g. *1st*, *2nd*, *3rd*, *4th*).

Time 一天中时间的表达法

| | |
|------------|-------------------------------------|
| 9:30 a.m. | half past nine/nine thirty a.m. |
| 12:00 p.m. | noon/twelve p.m. |
| 12:30 p.m. | half past twelve/twelve thirty p.m. |
| 4:30 p.m. | half past four/four thirty p.m. |
| 7:00 p.m. | seven p.m. |



Months and days

| Months | | Days | |
|-----------|-----|-----------|-----|
| January | 一月 | Monday | 星期一 |
| February | 二月 | Tuesday | 星期二 |
| March | 三月 | Wednesday | 星期三 |
| April | 四月 | Thursday | 星期四 |
| May | 五月 | Friday | 星期五 |
| June | 六月 | Saturday | 星期六 |
| July | 七月 | Sunday | 星期日 |
| August | 八月 | | |
| September | 九月 | | |
| October | 十月 | | |
| November | 十一月 | | |
| December | 十二月 | | |



Irregular verbs

| 动词 | 过去式 | 过去分词 |
|---------------------|------------------|------------------|
| awake | awoke | awoken |
| be (am, is, are) | was, were | been |
| bear | bore | born/borne |
| beat | beat | beaten |
| become | became | become |
| begin | began | begun |
| bleed | bled | bled |
| blow | blew | blown |
| break | broke | broken |
| bring | brought | brought |
| build | built | built |
| burn | burnt/ burned | burnt/ burned |
| buy | bought | bought |
| can | could | / |
| catch | caught | caught |
| choose | chose | chosen |
| come | came | come |
| cost | cost | cost |
| cut | cut | cut |
| deal | dealt | dealt |
| dig | dug | dug |

| 动词 | 过去式 | 过去分词 |
|--------------|--------------------|--------------------|
| do | did | done |
| draw | drew | drawn |
| dream | dreamt/ dreamed | dreamt/ dreamed |
| drink | drank | drunk |
| drive | drove | driven |
| eat | ate | eaten |
| fall | fell | fallen |
| feed | fed | fed |
| feel | felt | felt |
| fight | fought | fought |
| find | found | found |
| fly | flew | flown |
| forget | forgot | forgotten |
| freeze | froze | frozen |
| get | got | got/gotten |
| give | gave | given |
| go | went | gone |
| grow | grew | grown |
| hang (悬挂) | hung | hung |
| have | had | had |
| hear | heard | heard |

| 动词 | 过去式 | 过去分词 |
|-------------|--------------------|--------------------|
| hide | hid | hidden |
| hit | hit | hit |
| hold | held | held |
| hurt | hurt | hurt |
| keep | kept | kept |
| know | knew | known |
| lay | laid | laid |
| lead | led | led |
| learn | learnt/ learned | learnt/ learned |
| leave | left | left |
| lend | lent | lent |
| let | let | let |
| lie (躺) | lay | lain |
| light | lit/lighted | lit/lighted |
| lose | lost | lost |
| make | made | made |
| may | might | / |
| mean | meant | meant |
| meet | met | met |
| mistake | mistook | mistaken |
| must | must | / |
| pay | paid | paid |
| put | put | put |
| read /ri:d/ | read /red/ | read /red/ |
| ride | rode | ridden |

| 动词 | 过去式 | 过去分词 |
|--------|-------------------|-------------------|
| 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 |
| shall | should | / |
| shine | shone | shone |
| shoot | shot | shot |
| show | Showed | shown |
| shut | shut | shut |
| sing | sang | sung |
| sit | sat | sat |
| sleep | slept | slept |
| smell | smelt/ smelled | smelt/ smelled |
| speak | spoke | spoken |
| speed | sped/ speeded | sped/ speeded |
| spell | spelt/ spelled | spelt/ spelled |
| spend | spent | spent |
| spread | spread | spread |

| 动词 | 过去式 | 过去分词 |
|-------|--------|--------|
| stand | stood | stood |
| steal | stole | stolen |
| stick | stuck | stuck |
| sweep | swept | swept |
| swim | swam | swum |
| take | took | taken |
| teach | taught | taught |
| tell | told | told |

| 动词 | 过去式 | 过去分词 |
|------------|------------|------------|
| think | thought | thought |
| throw | threw | thrown |
| understand | understood | understood |
| wake | woke | woken |
| wear | wore | worn |
| will | would | / |
| win | won | won |
| write | wrote | written |

后记

本套教材根据教育部颁布的《义务教育英语课程标准(2022年版)》编写。

本套教材是多方智慧和心血的结晶。编写团队汇集了我国英语教育教学领域知名专家、高校学者、资深教研员、一线骨干教师。束定芳担任教材主编，安琳、施志红负责统筹全套教材的编写工作。除了核心编者以外，杨丽、葛奕婷、郭晓梅、柴本胜、陈杰、吴明、吕晶晶等老师也参与了本册部分单元的编写。Emily Yinchang Shi (加拿大)、Gillian Flaherty (澳大利亚)、James Bean (澳大利亚)、Mark Edward Alexander (英国)、Nathaniel Thomas Murray (美国)等参与了教材部分文本创作和语言润色。编写过程中，程晓堂教授、Stephanie Ashford (英国)、Ian McGrath (英国)、Renata Geld (克罗地亚)、Marc Young (加拿大)等为提升教材质量提出了宝贵意见。

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欢迎广大师生来电来函指出教材中的不足，提出宝贵意见。

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