



义务教育教科书

(五·四学制)

ENGLISH

英语



七年级
下册

し



上海教育出版社

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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！

本学期，你将继续和教材中的小伙伴们一起，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”。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。

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。

围绕不同的主题，教材通过鲜活真实的语言素材，为你提供地道的语言示范。本册教材中，听力、口语板块的多模态文本图文结合，均以日常生活中常见的真实情境为范本设计（如海报、资讯图表、节目预告、网页等）；听力板块配有对话、讲座、广播、访谈等各类音频素材；在阅读板块，你可以接触到故事、演讲、文学作品节选、新媒体文章、报刊杂志文章等丰富的语篇类型；教材中小伙伴们的日常会话和他们的习作，也会为你提供口语和写作表达的范例。

在你学习教材的过程中，智能机器人“胡博士”（Dr Hu）将会继续陪伴你左右，帮助你掌握语言知识、技能和学习策略。每单元最后的“项目探究”（Project）为你准备了更多的挑战任务。你准备好迎接挑战了吗？

本册教材除了常规单元以外，还设有两个文化角（Culture corner）和一个文学角（Literature corner）。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！

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Unit

1

Music



What can music bring us?

Big Question



To-do list

- 1 Listen to a radio show about different music pieces.
- 2 Talk about music preferences.
- 3 Read a newspaper article about the power of music.
- 4 Write a message to recommend a song.
- 5 Create a playlist for the school radio station.



Getting started



Listen to a song and answer the questions.

- 1 How does the song make you feel?
- 2 Do you like the song? Why or why not?

A Music and musicians

>> Viewing and listening

At New Star Middle School, there is a radio station. It plays music during the lunch break. Lu Yao and Wang Yiming are collecting music for this week's playlist.

A1 Look and match Look at the web page. Match the words with their meanings.

- | | |
|----------------|--|
| _____ musician | (1) the main subject or idea in a piece of music |
| _____ lyrics | (2) someone who plays, performs or writes music |
| _____ theme | (3) a way in which music was created or played, such as rock, pop and folk |
| _____ style | (4) the words to a song |

A2 Listen and tick Listen to the introductions to two music pieces. What information is mentioned? Tick (✓) the right box.

Listening for specific information

Title	Musician	Style	Lyrics	Theme	Popularity
Jasmine Flower					
Symphony No. 5					

 **A3 Listen and take notes** Listen again and complete the information cards.

- Title: *Jasmine Flower*
- Musician: Unknown
- Style: ¹ _____
- Theme:
It praises the ² _____ of the jasmine flower.
- Popularity:
It's well-known both in China and ³ _____.

- Title: *Symphony No. 5*
- Musician: Beethoven
- Style: ⁴ _____
- Theme:
It is about the fight against ⁵ _____ in life.
- Popularity:
It is one of the ⁶ _____ works in the classical music world.

Word study Word building Compounding (II)

Complete the following sentences with one word.

- 1 Beethoven's *Symphony No. 5* is the *best-known* work in the classical music world. (a work that is best known)
- 2 It's a _____ walk to the nearest theatre. (a walk of ten minutes)
- 3 After years of hard work, the young man got a _____ job as a singer. (a job that was paid well)
- 4 The Chinese folk song *Jasmine Flower* became _____ because of its beautiful melody. (famous around the world)



Update my to-do list



Listen to the introduction to the third piece and create its music information card.

Li Bailing wants to invite her friend Mary to watch a show this weekend. Here is the website information.

The screenshot shows a website header with a logo of a musical note and the text "Music Show". Below the header, there are navigation links for "Event", "News", "Calendar", "Tickets", "Blog", "About us", and a search icon. The main section is titled "UPCOMING EVENTS" and features three images with their respective event names:

- Beethoven Concert**: An image of a violinist playing.
- Journey to the West**: An image of performers in traditional Chinese opera costumes.
- Sunflower Chorus's Charity Show**: An image of a choir performing on stage.

Below each event image are two buttons: one labeled with the category (e.g., "Classical Music" for Beethoven Concert) and another labeled "Read more >".

B1 Look and say Complete the table. Circle a number for each show in the table and share your ideas about them. (1=disagree, 3=agree)

	The performance seems interesting.	I would like to read more information.
Beethoven Concert	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3	<input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3
Journey to the West	<input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3
Sunflower Chorus's Charity Show	<input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3

B2 Listen, read and think Listen to the conversation between Bailing and Mary. Which show(s) would they like to watch?

Bailing: Hi, Mary! There are some great music events this weekend. Would you like to go with me?

Mary: Yes, I'd love to. Which one do you have in mind?

Bailing: Let's check out the website for the events.

- Mary: Here are three shows. They all look interesting. It's hard to choose!
- Bailing: Shall we watch *Journey to the West*? I haven't seen it done in English before. Maybe it's new to you too.
- Mary: Actually, I've seen it already. How about Sunflower Chorus? They have sweet voices and it's a charity show. They are raising money for homeless animals.
- Bailing: Good choice. Let's watch Sunflower Chorus's Charity Show this weekend.
- Mary: That'll be great!

B3 Role-play Wang Yiming would like to invite his friend Harry to watch a show from the website on page 6. With a partner, act out their conversation.

My learning notes

Talking about one's feelings:

- They all look interesting. It's hard to choose!
- I really want to ...
- I'm glad/excited to ...
- _____.

Pronunciation /θ/, /ð/, /ʃ/ and /ʒ/

Sing the rap.

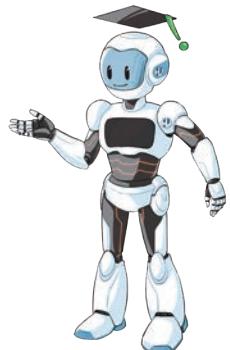
Pop is always popular, fashionable and fun,

Folk is more traditional, songs for everyone.

The rythms of jazz are cool; classical gives us pleasure,

A piece of music is worth a thousand words.

All music is a treasure.



Update my to-do list



You would like to invite your friend to watch a show this weekend. Act out the conversation.

In *TEENS*, a local newspaper, Wang Yiming read a story about Kevin Blake.

C1 Predicting Read the title of the news story and choose the best answer.

In which section of the newspaper will you probably find this story?

- A Business.
- B Sports.
- C Entertainment.
- D Feature.



C2 Read the story.

A young life changed through music



"Music changed everything," says 13-year-old Kevin Blake. I spoke with Kevin at his home in Manchester. "I used to have a bad stutter. I knew what I wanted to say but 5 when I started to speak, I had to stop. I tried hard, but the words didn't come out smoothly. Other kids made fun of me. I kept silent."

Kevin's music teacher, Penny Fisher, advised 10 using music to help him. She says singing can help kids who stutter. "It not only helps you know the rhythm of music, but also teaches you to breathe calmly." Kevin's parents decided to try it.



15 "When Penny first asked me to sing, I felt shy," says Kevin. "But she encouraged me. I discovered that the words came out freely."

After three months, Kevin joined the school chorus.
"In the chorus, everyone else was singing too, so
20 they weren't listening to me. I could relax and enjoy myself."

Kevin gained confidence and found the courage to sing solo. "People liked my singing," he says. "It felt great when the words came out without a stutter. It
25 helped my speaking. Through singing, I found my voice!"

Kevin now gives talks to other young people who stutter. He describes how music has helped him. "I still stutter a little, but I've learned how to be calmer and more
30 confident. I want to tell the world what magic music can do."

Personal touch

Does music matter much to Kevin?
If yes, in what way?

C3 General understanding

Read and fill in the blanks.

- 1 Music helps a shy boy named Kevin Blake find his _____.
- 2 He has learned how to be _____.
- 3 From Kevin's story, we can learn the _____ of the music.

C4 Detailed reading

Read and complete the table.



Scanning for specific information

Paragraphs	Supporting details	
Paragraph(s) ¹ _____ What problem did Kevin have?	Kevin ² _____.	
Paragraph(s) ³ _____ How did music change Kevin?	At first,	Kevin felt ⁴ _____.
	With Penny's encouragement,	Kevin discovered ⁵ _____.
	In the school chorus,	Kevin relaxed and ⁶ _____.
	Finally,	Kevin gained ⁷ _____; ⁸ _____.
Paragraph(s) ⁹ _____ How did Kevin use music to help others?	Kevin gives ¹⁰ _____.	
	Kevin describes the power of music.	

C5 Further thinking

How do you understand Kevin's words "Through singing, I found my voice!"?

Vocabulary focus

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

come out freely used to encourage make fun of confident

Kevin is a 13-year-old boy from Manchester.

He ¹ _____ have a stutter and was very shy, so other kids ² _____ him.

Luckily, later Kevin found that his words could ³ _____ after he learned singing in the chorus. The music has brought him

⁴ _____ so that he can give talks to

⁵ _____ other young people. He wants to tell the world what magic music can do.



Update my to-do list



Will you share Kevin's story with other young people? Why or why not?

>> Grammar in use Coordinators

1 Read and think Read the sentences and think: How are they formed?

- (1) I like both pop music and rock music.
- (2) Both Beethoven and Mozart are famous composers in the history of Western music.
- (3) Johann Sebastian Bach not only played keyboard instruments but also composed music.
- (4) Albert Einstein was not only a famous physicist but also a musician.

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

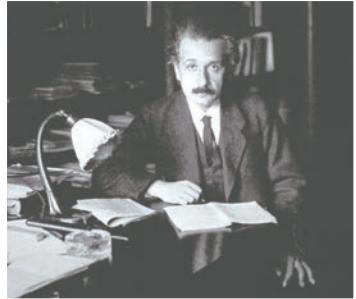
We usually use *both ... and .../not only ... but also ...* to:

- suggest the difference between two things.
- stress the link between two things.

Grammar file → p. 120

3 Practise: Fun facts There are many interesting facts about famous people. Use *both ... and ... or not only ... but also ...* to describe them.

(1)



Albert Einstein developed the theory of relativity.



Albert Einstein played the violin well.

(2)



Wolfgang Mozart was good at writing music pieces.

Wolfgang Mozart was good at playing the piano.

→ _____ .

4 A survey Read the four students' ideas. Make sentences by using coordinators like *both ... and ... , not only ... but also ...* . You can interview your classmates for more ideas.



I like classical music. I often listen to Chopin after school because his piano pieces sound relaxing. It makes me less stressed.

Rock music is my favourite. I always listen to rock music after school. Every time I hear it, I get refreshed. It keeps me energetic.



Classical music is always on my playlist. It makes me relaxed and helps me go to sleep easily.



I like rock music. I always share rock music with my friends. I feel refreshed and energetic when I enjoy it.



Grammar file → p. 122

The school radio station is calling on students to recommend songs to play next week. You want to recommend a song.

D1 Think Read Zhao Peng's reply to Lu Yao's post. Why does he like the song *We Will Rock You*?

Lu Yao
28 Feb. + Subscribe

The Radio Station is calling!
Hey, everyone, if you would like us to play a special song, just let us know which one you like and why you like it. The most popular three will be on next week's playlist.

528 1

Zhao Peng
28 Feb.

I would like to recommend a song — *We Will Rock You*. It is one of the greatest songs of all time. It not only offers a strong melody but also has powerful lyrics. Every time you listen to it, you want to sing along. What's more, it is widely used in many sports events around the world to show team spirit and encourage the athletes. I'm sure your audience will enjoy this song.

77 0

D2 Prepare Read Dr Hu's tip and find examples of parallel structure from the text in D1. Underline them.

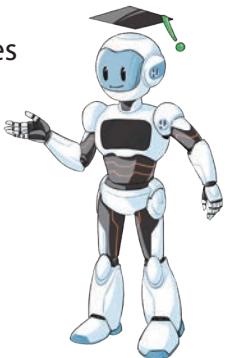
TEEN skill Writing parallel structures (I)

A parallel structure involves two or more words, phrases, or clauses that are similar in length and grammatical form, such as ... **and** ..., **not only ... but also ...**, **both ... and ...**, etc.

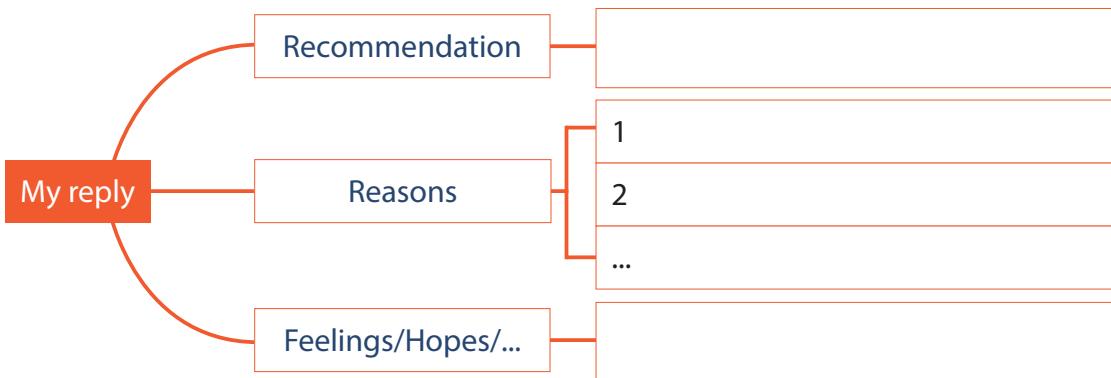
e.g.

Kevin gained confidence **and** found the courage to sing solo.

It **not only** offers a strong melody **but also** has powerful lyrics.



D3 Plan Complete the chart with your ideas.



D4 Write Write your reply to the post.

(Name)
(Date)

thumb up comment share

D5 Check Check your writing. Pay attention to the use of parallel structures.



Work in groups and share your writing. Vote for your favourite one in the group and say why you like it. How many votes do you get?

Famous musicals around the world



The Butterfly Lovers

The Butterfly Lovers is a modern musical based on a traditional Chinese story *Liang Shanbo and Zhu Yingtai*. In 4th-century China, Liang Shanbo and Zhu Yingtai fell in love with each other, but Yingtai's parents refused to marry their daughter to Shanbo. After their deaths, they turned into a pair of butterflies and flew happily together.



The Sound of Music

This musical is based on a true story about the von Trapp family. In 1930s Austria, a lady called Maria became the tutor^① to the seven children of Captain Georg von Trapp. She brought music and joy to the whole family.



Les Misérables

This musical is from Victor Hugo's novel of the same name. In 19th-century France, Jean Valjean was once in prison because he stole bread to feed his sister's children. He tried to find a meaningful life after he was free.

Read and think Which of the three musicals impresses you most?

① tutor 家庭教师

E Music taste ➤ Project

Creating a playlist

The school radio station is collecting music pieces for different occasions.
Work in groups and recommend a playlist.

Step 1

Brainstorm Discuss and decide on the occasion and music pieces you would like to play.

Lunchtime

A break between classes

The school sports meeting

Radio gymnastics

...

Step 2

Collect Search for information about the music pieces you have chosen.
Make an information card for each of them.

- Title: _____
- Musician: _____
- Style: _____
- Theme: _____
- Reasons for recommendation: _____

Step 3

Create Create a playlist and present it to the whole class.



Update my to-do list



Vote for the best three playlists and recommend them to the school radio station.

Unit
2

Language and communication



To-do list

- 1 Listen to interviews about ways of communication.
- 2 Talk about embarrassing moments in communication.
- 3 Read a story about breaking down communication barriers.
- 4 Write a story about my communicating experiences.
- 5 Make a communication plan.



Getting started

Look at the pictures and answer the following questions to see if you are an active communicator.

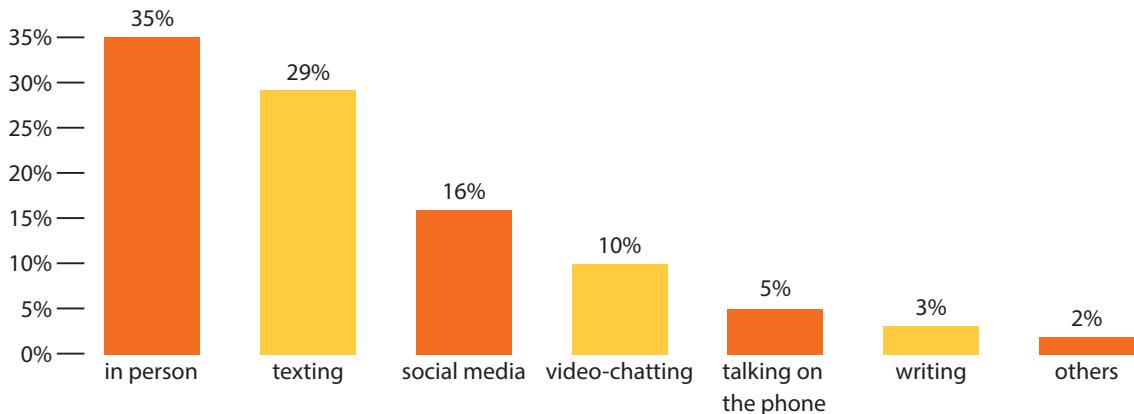
- 1 Do you listen to others carefully?
- 2 Do you look at others in their eyes when you speak to them?
- 3 Do you often give your opinion in public?



A Ways of communication

>> Viewing and listening

The communication club is doing a survey among students. Here's a chart about New Star Middle School students' favourite ways to communicate with friends.



*Based on a survey of over 500 teenagers (aged 12 to 15).

A1 Look and say Read and say what you can learn from the chart.

From the chart, we can learn that ...

- over ¹ _____ students took part in the survey.
- communicating ² _____ is the most popular among students.
- ³ _____ is the second most popular way of communication.
- only five per cent of the students prefer to talk with their friends by ⁴ _____.



A2 Listen and think Listen to the recording and match the students with their favourite ways of communication.

Students	Favourite ways
Lu Yao •	• Texting
Lin Dong •	• Writing
Li Bailing •	• Video-chatting • Talking on the phone



A3 Listen and take notes Listen again and fill in the blanks.



Listening for supporting details

Lu Yao	It allows her to ¹ _____. She can read it ² _____.
Lin Dong	He can get ³ _____. He and his friends can see ⁴ _____.
Li Bailing	It's ⁵ _____. Emojis help her ⁶ _____.



Pronunciation /ts/, /dz/, /tʃ/, /dʒ/, /tr/ and /dr/

Sing the rap.

George enjoys words,

Joe likes emojis; they're like chalk and cheese.

George sends letters; he has no phone.

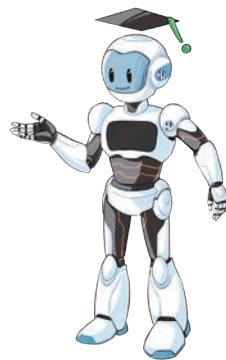
Joe chats online so he won't feel alone.

George visits friends; he just drops by.

Joe sends texts; he wants George to try.

Together they don't communicate much,

But always manage to stay in touch.

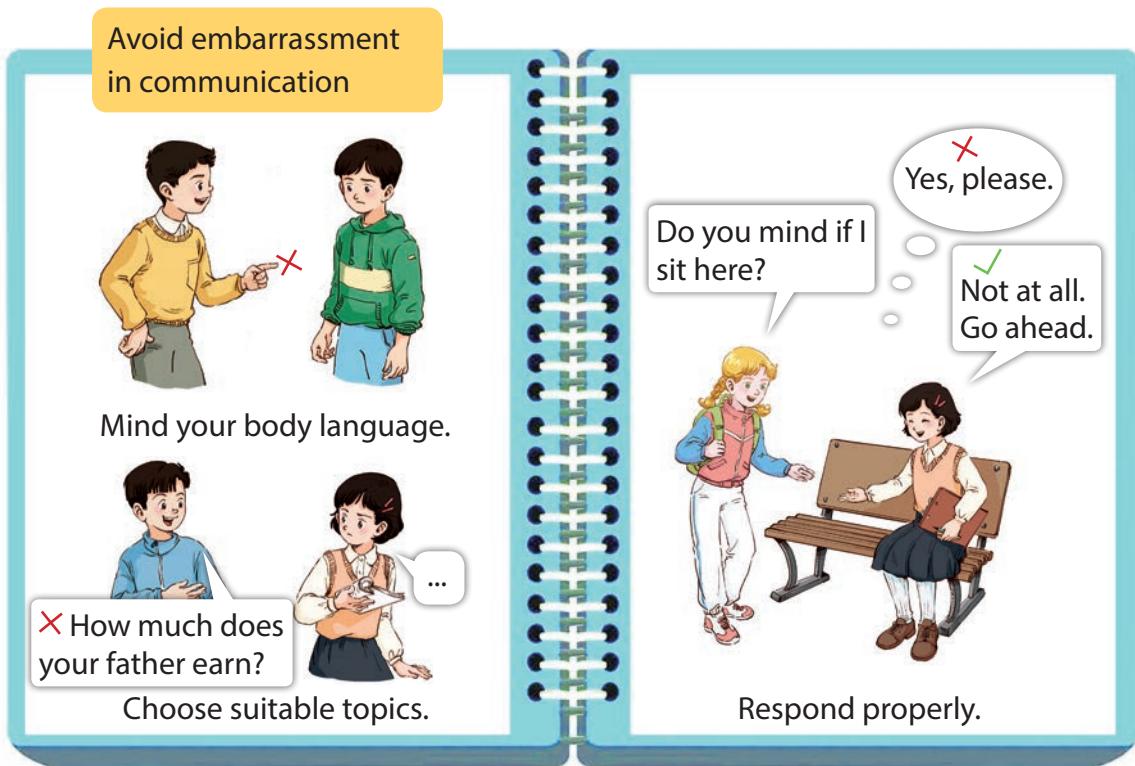


Update my to-do list



Listen to Wang Yiming. What is his favourite way of communication? Why?

At the communication club, students are making a booklet about avoiding embarrassment in communication.



B1 Look and say What caused the embarrassments in the booklet above? Have you ever had any similar experiences? How did you deal with them?



B2 Listen, read and think Listen to the conversation between Harry and Li Bailing. What is the conversation mainly about?

Harry: Hey, Bailing. You seemed unhappy with me these days. What happened?

Bailing: I just ... I don't know how to say it. But I thought you were a bit rude to me.

Harry: Why do you say so?

Bailing: Do you remember the performance last Friday? I was cheering for you, but you pointed your finger at me. Were you angry with me?

Harry: I'm really sorry. But I didn't mean to do that. I just wanted to invite you to sing with me.

Bailing: It doesn't matter. I apologise for misunderstanding you. In our culture, we usually use a sweep of the open hand — palm upwards.

Harry: I see. I'll keep that in mind.

B3 Role-play Choose one of the situations in the booklet on page 22. Pick a role and make up a conversation.

	A	B
Situation 1	You ask your classmate a very personal question.	Your classmate asks you a very personal question and you think it's rude.
Situation 2	Your classmate doesn't respond to your request properly. You don't know what he/she really means. Talk to your classmate to fix the problem.	You don't respond to your classmate in a proper way. That causes misunderstanding. Talk to your classmate to fix the problem.

You can start your conversation like this:

Situation 1

A: You look beautiful in your new coat!

B: Thank you.

A: How much is it?

B: Hmm ...

Situation 2

A: Excuse me, do you mind if I sit here?

B: Yes, please.

A: Well ...

My learning notes

Making apologies:

- I'm sorry./My apologies./My fault.
- I'm sorry that I said that.
- I'm sorry for being late.
- _____

Responding to apologies:

- It doesn't matter.
- That's OK.
- Don't worry about it.
- _____



Update my to-do list



Choose another situation in the booklet on page 22 and do **B3** again, or think of an embarrassing moment in your life and act it out with your partner.

Wang Yiming is giving a speech about his experience at an international summer camp.

C1 Predicting Look at the title and guess what Yiming may probably talk about.



C2 Read Yiming's speech.

Crossing the cultural divide

Last summer, I went to an international summer camp.

There, I spent two months with 50 campers from 30 different countries in the world. I thought it would be easy for us to understand each other, since we all speak English, one of the most widely used languages. However, I was wrong.

The first challenge was the variety of accents, which made it difficult for us to understand each other.

10 In addition, the differences



in food, clothing, customs and traditions also caused some misunderstandings.

But I soon realised that these differences can be used to bridge the gap between different cultures. I showed my fellow campers 15 how to do finger counting with one hand. They were surprised, and interested in how I did it. I introduced them the changes of Chinese characters through history.

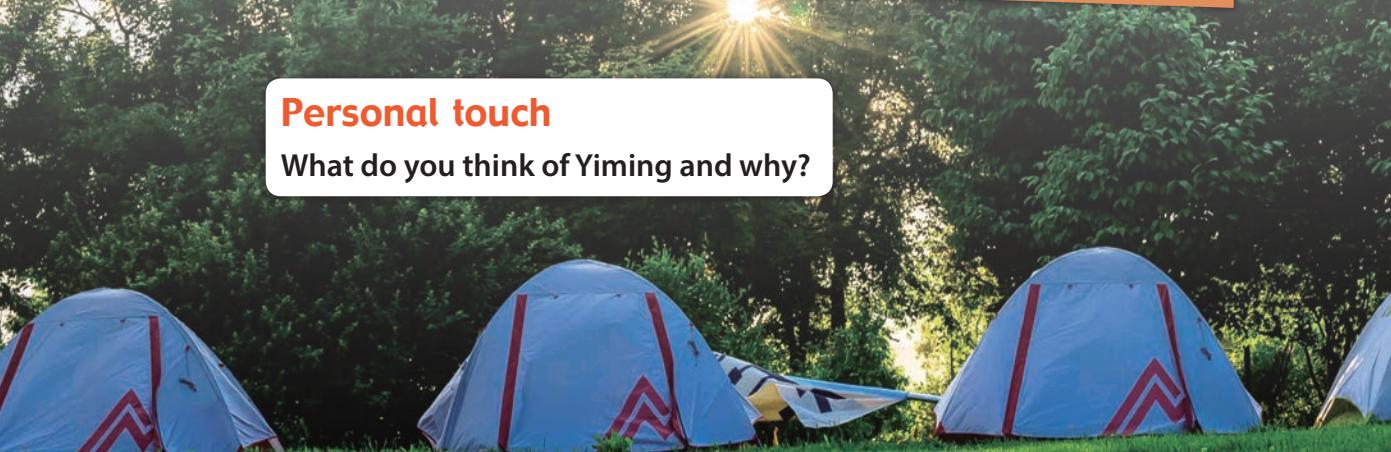
I also taught them how to pronounce some Chinese characters. They were excited to find that our *pinyin* is very much like their 20 alphabet system. I even taught them the hand gestures we often use. Much to my pleasure, more and more campers came to talk to me.

I will never forget this experience. It was a good chance to introduce our 25 culture to the world. If we better understand cultural differences, we can communicate more effectively. Let's listen to each other and better understand our differences!



Personal touch

What do you think of Yiming and why?



C3 General understanding

Which of the following best describes the structure of the speech?

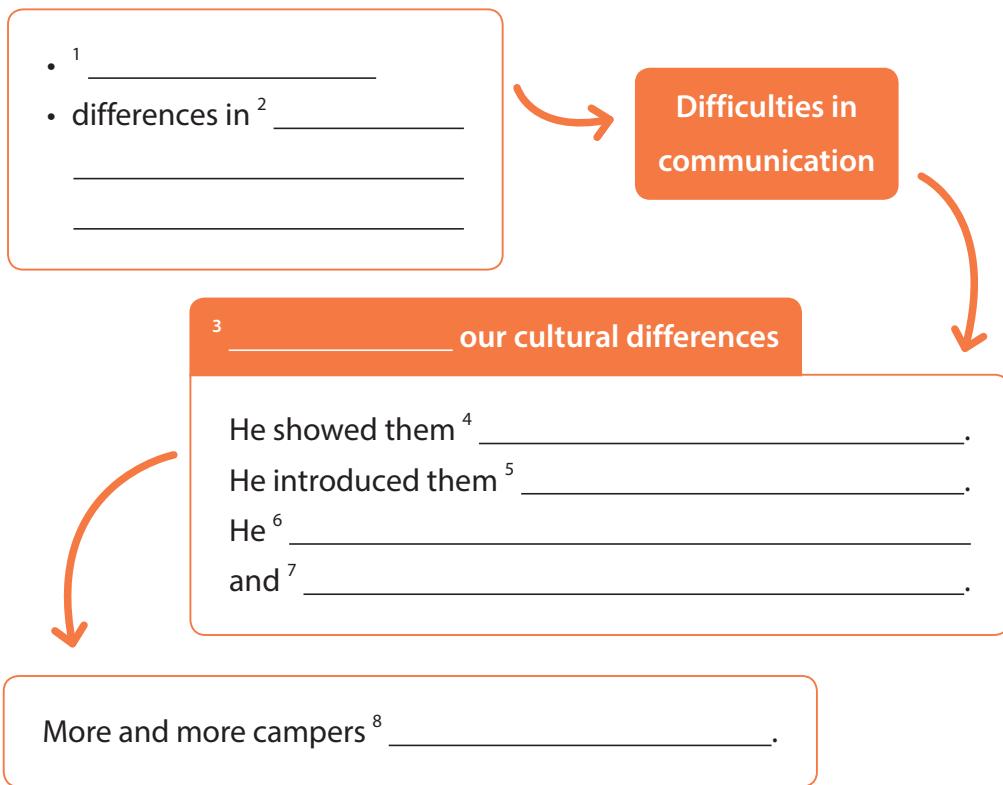


Understanding the text structure

- A Topic sentence — Examples — Closing
- B Opinion — Supporting details — Conclusion
- C Background — Problem — Solution — Conclusion

C4 Detailed reading

According to Yiming, what made it difficult to understand each other? How did he cross the cultural divide? Read and fill in the blanks.



C5 Further thinking

Answer the questions.

- 1 What else can Yiming do to help the teenagers better understand each other at the campsite?
- 2 What does Yiming mean by saying "Let's listen to each other and better understand our differences!"?
- 3 Do you think Yiming is a good communicator? Why or why not?

Vocabulary focus

Fill in the blanks with the proper forms of the given words in the box. One is extra.

misunderstanding gesture pleasure challenge culture

- 1 When you are giving a public speech, make sure your hand _____ are natural and they support your message.
- 2 Sometimes, not only our words, but also our body language can create _____.
- 3 What _____ does a speaker face when giving a speech to an audience with different cultural backgrounds?
- 4 Travelling abroad allows you to experience different _____ in person.

Word study

Word meaning Synonyms

Find the synonyms from the text for the words in the table.

Words	Synonyms
chat	talk
hard	
joy	
know	



Update my to-do list



What have you learned from Yiming's camp experience?

>> Grammar in use Comparative and superlative adverbs

1 Read and think How do we make comparisons with adverbs?

- (1) Emojis help me show my feelings more clearly than words.
- (2) Understanding cultural differences allows us to communicate more effectively.
- (3) English is one of the most widely used languages in the world.

2 Work out the rules Fill in the blanks.

- We usually use comparative and superlative adverbs when we _____ the way things happen.
- We usually form comparative and superlative adverbs by adding _____ and _____ before the adverbs.

Grammar file → p. 122

3 Practise: Be the judge The communication club is holding a public speaking contest. Three students are competing for the winner. Look at their scores and complete the report by using comparative and superlative adverbs.

	Wang Yiming	Lu Yao	Lin Dong
Clarity ^①	★★	★	★★★
Fluency ^②	★	★★	★★★
Confidence	★★★	★★	★

It's hard to make a decision. Everyone has his or her own strengths.

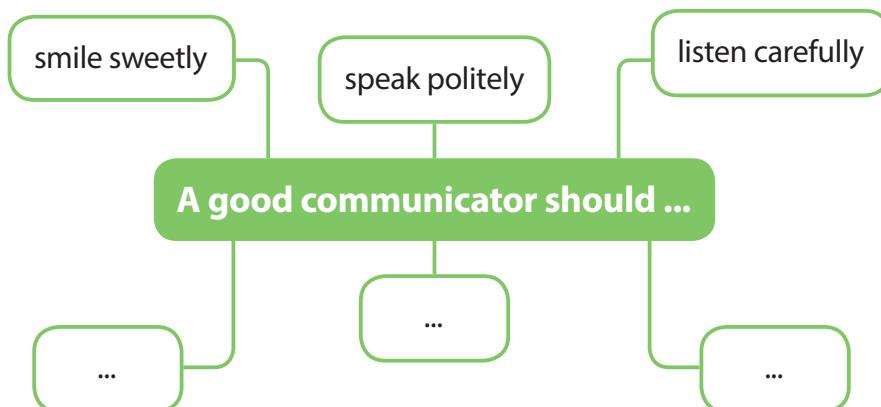
In terms of clarity, Wang Yiming spoke ⁽¹⁾ more clearly than Lu Yao but ⁽²⁾ _____ than Lin Dong. As for fluency, Lu Yao spoke ⁽³⁾ _____ than Yiming but ⁽⁴⁾ _____ than Lin Dong.

① clarity 清晰；清楚 ② fluency 流利；流畅

Lin Dong presented his speech ⁽⁵⁾ _____ among the three students. But he was not the most confident one. He expressed himself ⁽⁶⁾ _____ than Lu Yao and Yiming.

4 Discussion

(1) Brainstorming: What should a good communicator do?



(2) Discussion: Who is the best communicator in your class? Give your reasons.



I think ... is the best communicator. He speaks the most politely.



I don't think so. I think ... speaks even more politely than him.



I would like to choose ...
She smiles the most sweetly in our class.



D Communicating in groups

>> Writing

Ms Chen asks her students to share stories about their communicating experiences.

D1 Think Read Li Xin's story. What does she write about?

The Best Team

Our class were going to perform in the school Music Week. We girls focused on singing while the boys practised dancing. Everybody worked hard, but some of the boys found it hard to keep up. We girls worried about the situation and shouted to the boys. This made them angry and they stopped practising. We soon regretted what we did and texted the boys' leader to apologise for being rude. The next day, the boys arrived much earlier and practised hard. In the end, we won first prize. The moment we hugged each other, we realised that effective communication is just like a bridge — it connects us and builds understanding.



D2 Prepare Answer the following questions about Li Xin's story.

1 Who is the story about?

3 What happened at the beginning of the story?

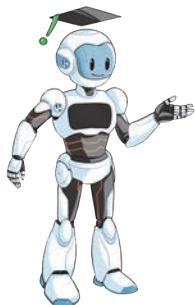
2 When and where did the story take place?

4 What happened in the middle of the story?

5 How did the story end?

The Best Team

D3 Plan Use the guiding questions in D2 to plan your own story. Make notes about each question.



TEEN skill Using guiding questions

To write a story, you can use guiding questions to help brainstorm ideas, develop characters and build the structure. The questions can usually start with *who, what, where, when, how, etc.*

D4 Write Write your story.

D5 Check Check your story. Pay attention to whether you have followed the guiding questions.



Work in groups. Share your story with your group members and help revise each other's stories. Pick a story you like best.

Discovery

Ancient and modern ways of communication



Symbols for communication

Symbols were used to deliver messages. The Chinese language was first written over 5,000 years ago. Oracle Bone Script^① are words or symbols on bones or tortoise shells in the Shang dynasty.

Smoke signals

Smoke signals were used to send messages. They were mostly used in ancient China. Chinese soldiers along the Great Wall sent smoke into the air as warnings of enemy attack.



Switzerland Alphorns^②

Alphorns were once used to communicate in the mountains of Switzerland. Alphorns are very long and heavy. The sound made by Alphorns travels much farther than the human voice.

Telephones

The first telephone was invented by Alexander Graham Bell in 1876. This allowed people to send voices over wires. Landline telephone services began in the 1900s. Mobile phones were invented in 1973.



Read and think Why did people invent different ways of communication?

① Oracle Bone Script 甲骨文 ② Switzerland Alphorn 瑞士山笛

E Presenting myself ➤ Project

Designing a communication plan

The school talent show is coming. Your class is in charge of it. Each group has a specific task, and you will have to communicate with others and finish your task.

Step 1 **Plan** Discuss in groups, then make a list of your tasks and audience.

Tasks

- Design a poster
- Invite parents
- Choose a place
- Buy awards or gifts
- ...

Audience

- Teachers
- Students
- Parents
- Headmaster
- ...

Step 2 **Brainstorm** In groups, choose your ways of communication and draft messages.

- What events?

- When?



Step 3 **Identify problems** Think about the problems you might have in communication and prepare solution plans.

Step 4 **Practise** Design your communication plan and present it to the whole class.

Communication Plan

Goals: _____

Audience: _____

Key messages: _____

Ways: _____

Possible problems: _____

Solutions: _____



Update my to-do list



Work in groups. Make comments on your classmates' communication plan.

Unit

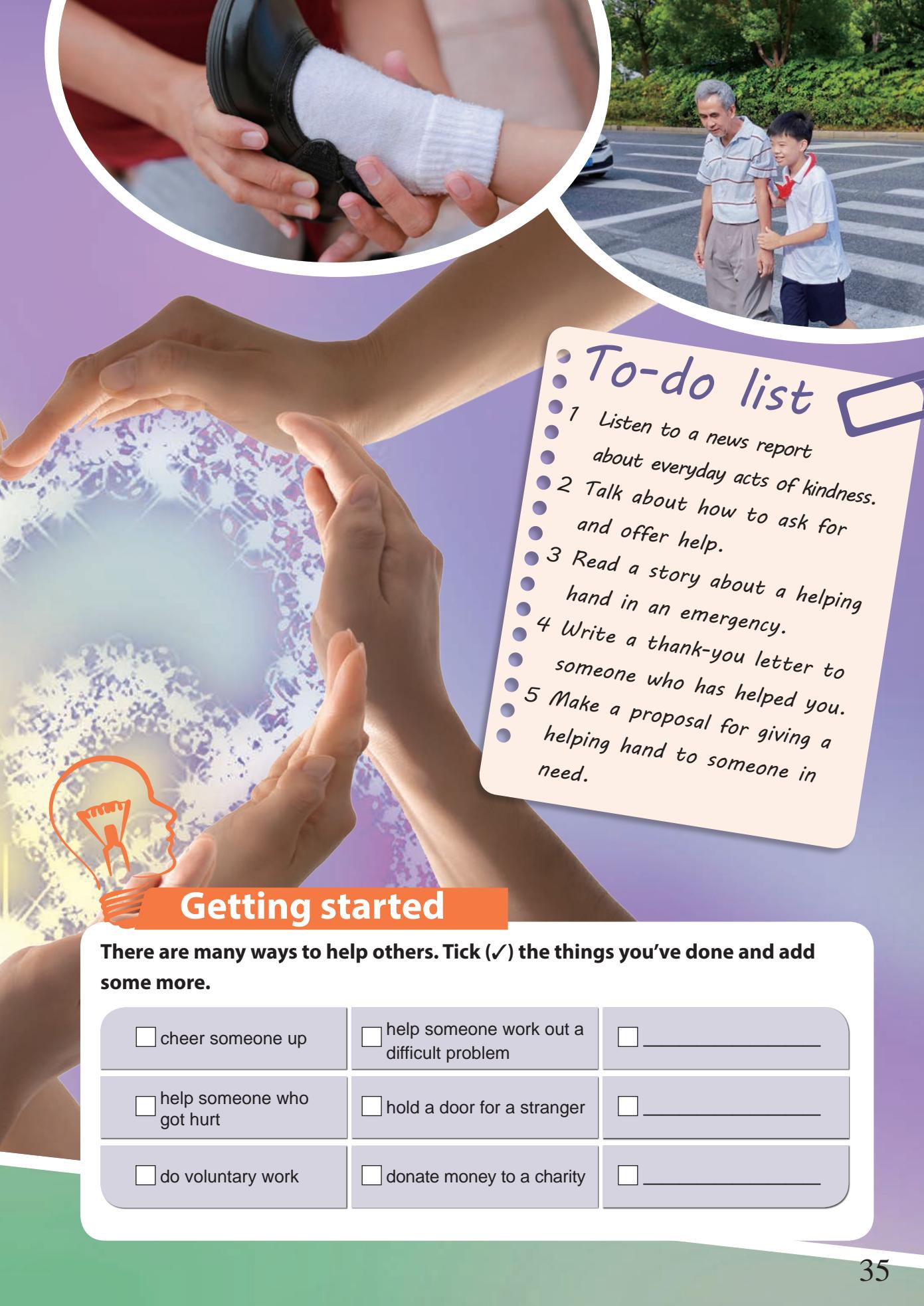
3

A helping hand

How can we help others?

Big Question





To-do list

- 1 Listen to a news report about everyday acts of kindness.
- 2 Talk about how to ask for and offer help.
- 3 Read a story about a helping hand in an emergency.
- 4 Write a thank-you letter to someone who has helped you.
- 5 Make a proposal for giving a helping hand to someone in need.

Getting started

There are many ways to help others. Tick (✓) the things you've done and add some more.

cheer someone up

help someone work out a difficult problem

help someone who got hurt

hold a door for a stranger

do voluntary work

donate money to a charity

Lu Yao is looking through the news about “Everyday Heroes” on TEEN-Land website.

The smartphone screen shows a web browser with a dark blue header bar containing the text "TEEN-Land News". Below the header is a horizontal toolbar with icons for back, forward, search, and other functions. The main content area displays a news article dated "30 March, Monday" under the heading "Everyday Heroes". The article lists four heroic acts, each accompanied by a small photograph:

- 1 To help out sick people, a 12-year-old girl saved her hair for three years for donation.
- 2 Students volunteered to hand out food to the elderly who live alone.
- 3 Teenagers visited people in need to help them rebuild confidence and encourage them never to give up hope.
- 4 Four children helped pick up cigarette ends in the park to prevent fires.

A1 Look and say Look at the web page and think: Which piece of news impressed you most?



Which piece of news impressed you most?

...



A2 Listen, view and think Listen to a news report. Which piece of news on the web page did you hear?

 **A3 Listen and take notes** Listen to the news report again and complete the notes.

 Listening for key information


1 When did the two teenagers start to give a helping hand?

- _____.

2 Who received help?

- _____ people who _____.
- _____.

3 Why do they need help?

- They find it difficult to _____.
- They are _____.

4 What kind of help do they receive?

- _____ bring _____ to them.
- _____.

5 Who else has joined the programme?

- _____.

Word study Word partner

Use the phrases in the box to complete the following sentences.

- 1 Don't give your hopes up./Don't give up your hopes. I'm here to help you.
- 2 Help me out here! I can't find my key.
- 3 James had a bad day today. Let's go and work him out.
- 4 Look! The man over there dropped his wallet. Let's pick it up and return it.
- 5 This maths problem is so hard. Can you help me cheer it up?

help (...) out
work (...) out
cheer (...) up
give (...) up
pick (...) up



Update my to-do list



Listen to the news report in A2 again and discuss in groups. What do the teenagers learn from the programme? How would you help in the same situation?

The school photography club held a photo contest of school life. Here are the “Star Students of the Week”.



B1 Look and say Look at the photos. What are the students doing in each photo?



B2 Listen, read and think Listen to the conversation between Wang Yiming and Lu Yao. How did they ask for and offer help?

Yiming: Hi, Lu Yao! You look a little lost. What are you looking for?

Lu Yao: Hey Yiming! I'm looking for a book of maps for my geography class. What are you doing here?

Yiming: I'm a volunteer at the school library.

Lu Yao: Could you please give me a hand?

Yiming: Sure!

Lu Yao: I don't know where to start looking for it. The book is called *The World Atlas*.

Yiming: Oh! It is on the shelf next to the librarian's desk.

Lu Yao: Thanks. How do I check out a book?

Yiming: Do you have your student card with you?

Lu Yao: Yes, I never come to school without it.

Yiming: Just show the librarian your student card and she'll let you take the book home.

Lu Yao: Thank you for your help.

Yiming: I'm happy to help you out.

B3 Role-play Look at the photos on page 38. Imagine how they ask for and offer help and act out the conversations.

I'm not tall enough to reach the top of the blackboard. Could you give me a hand?



Certainly. It would be my pleasure. Let me help you clean the blackboard.

Thank you for your help.

I am glad to help you out.

Excuse me, my leg hurts. Could you help me?



...



...

Hey! You seem a bit upset. How can I help you?

My learning notes

Responding politely to others:

A: Could you please give me a hand?

A: Thank you for your help.

B: Sure! How can I help you? /

B: I'm happy to help you out. /



Pronunciation

/h/, /r/, /l/, /j/ and /w/

Sing the rap.

Lend a helping hand, whenever you can.

Reach out to others, you polite little man.

Kindness is never wrong; joy is always sent.

Wait for no more; offer your helping hands!

/bl/, /pl/, /sl/, /kl/ and /gl/

Sing the rap.

The wind blew away Grandpa's hat.

Grandpa was slow and the wind was fast.

"I'm not even close!" Grandpa said.

"Please get it back!"

I ran so fast and I got the hat.

When I gave it to Grandpa, he was no longer sad,

"Thank you for your help. You've made me so glad!"



Update my to-do list



Work in pairs. Make more conversations to ask for and offer help.

Lu Yao is reading a story about acts of kindness.

C1 Predicting Read the first paragraph and answer the questions.

- 1 What probably happened to Mrs Bell?
- 2 What would Tom probably do?



C2 Read the story.

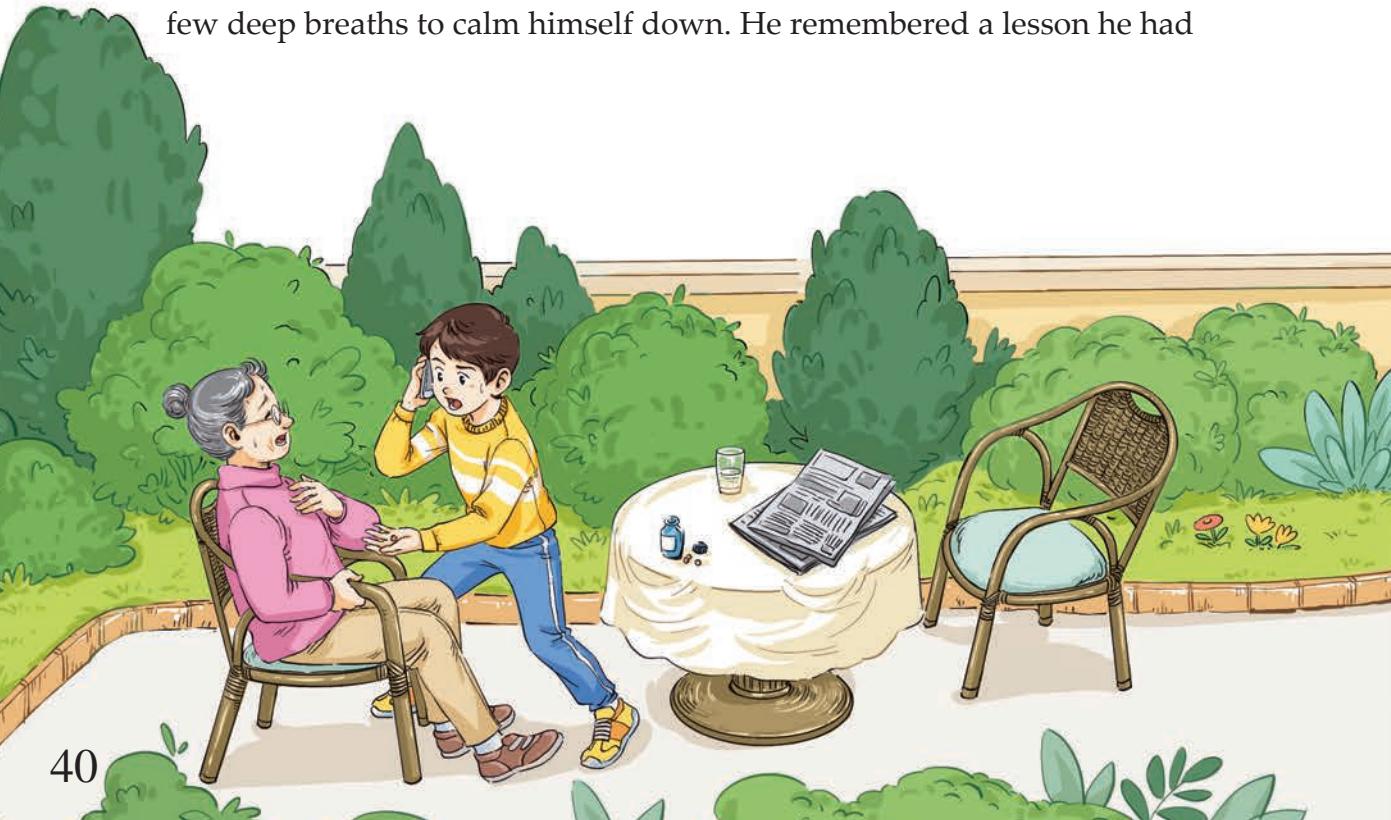
Rainbow in a cloud

One sunny Saturday morning, as usual, Tom was reading a newspaper to his old neighbour Mrs Bell in her garden. Suddenly Mrs Bell cried out and put her hand to her heart.

“Mrs Bell, are you okay?” asked Tom, very worried.

- 5 “I think I’m having a heart attack!” she said in a weak voice. Her face turned pale, and she broke out in a cold sweat.

A heart attack! Tom was shocked, but the eleven-year-old boy took a few deep breaths to calm himself down. He remembered a lesson he had



learned in a summer camp. In an emergency, you must stay calm.

- 10 Who could he turn to for help? Mrs Bell lived alone, so there was nobody around. His parents were out shopping for the old lady.

He quickly took out his phone and called the emergency number. He told the operator clearly where Mrs Bell lived and what had happened. The operator said an ambulance was on its way.

- 15 "Tom, get me the blue bottle by my bed," said Mrs Bell. Tom ran into the house and got Mrs Bell's heart pills. She took one.

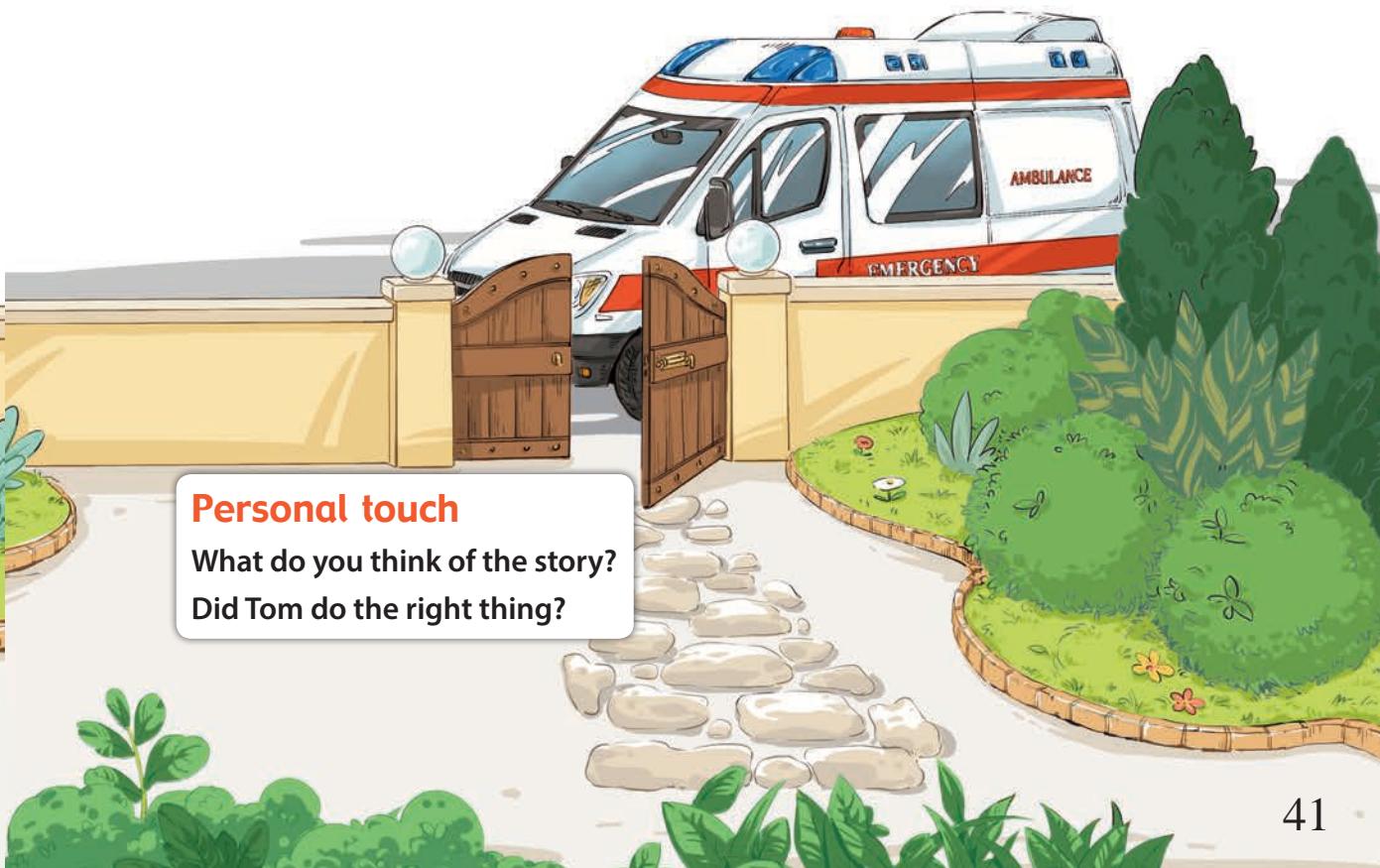
When the ambulance arrived, two doctors gave Mrs Bell first aid at once. One of them said, "You must be the boy who called us." Tom nodded. "Well done!" the doctors said.

- 20 After they left for the hospital, Tom thought to himself, "Mum often says she is happy to be a rainbow in someone's cloud. Now I seem to understand what she means."

Personal touch

What do you think of the story?

Did Tom do the right thing?



C3 General understanding Read and find out the two things that Tom did to help Mrs Bell.

C4 Detailed reading In what order did the following events happen? Complete the timeline with A – G.



Understanding sequence

A Mrs Bell had a heart attack.

B Two doctors gave Mrs Bell first aid.

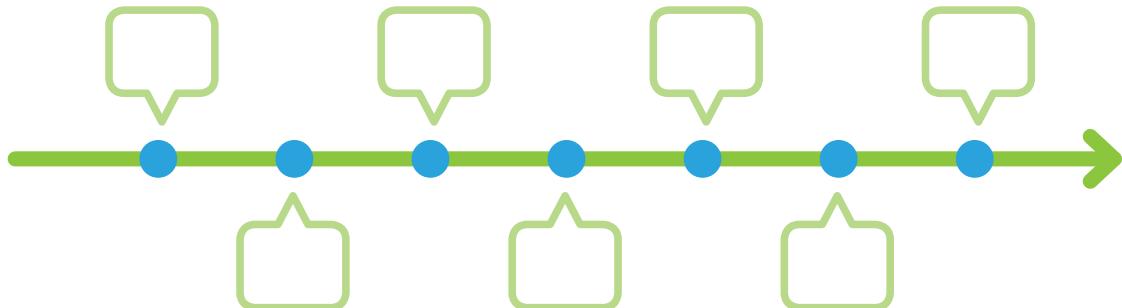
C The ambulance took Mrs Bell to the hospital.

D Tom found a way to calm himself down.

E Tom ran into the house and got Mrs Bell's heart pills.

F Tom was reading a newspaper to Mrs Bell in her garden.

G Tom called the emergency number and reported the case.



C5 Further thinking Answer the questions.

- 1 What can you learn from Tom?
- 2 "Mum often says she is happy to be a rainbow in someone's cloud." What does "a rainbow in someone's cloud" probably mean?

Vocabulary focus

Complete the post by a doctor with the words and phrases in the box. One is extra.

ambulance
operator

weak
hospital

poor
cold sweats

emergency
heart attack

cases



If there is an emergency

Posted by Lillian Wang

In my six years as a doctor, I've been called to many ¹ _____ of chest pain.

In one case, a woman in her late 60s said she had ² _____ and generally felt ³ _____ all morning. She waited several hours to call us because she thought the feeling would go away. When we arrived, we found she had a serious ⁴ _____. We took her straight to the ⁵ _____.

What happens when you call emergency services?

When you make the call, tell the ⁶ _____ that you may have an ⁷ _____, and it will be taken seriously. They will send an ⁸ _____ to you as soon as possible.



Update my to-do list



Discuss in pairs. Besides Tom, who else gave a helping hand in the story? How did they help?

>> Grammar in use Compound sentences

1 Read and think Read the following sentences and pay attention to the underlined words. What are they used for?

- (1) A heart attack! Tom was shocked, but the eleven-year-old boy took a few deep breaths to calm himself down.
- (2) Mrs Bell lived alone, so there was nobody around.
- (3) Mrs Bell's face turned pale, and she broke out in a cold sweat.

2 Work out the rules Choose the right conjunction.

- We use _____ (**so/and/but**) to link sentences that are about similar ideas.
- We use _____ (**so/and/but**) to describe the result of an action or a situation.
- We use _____ (**so/and/but**) to link sentences that are about different or opposite ideas.

Grammar file → p. 123

3 Practise Connect the two halves of the sentences with **and**, **but** or **so**.

(1) I wanted to call you for help,

I didn't have your phone number.

(2) My mother often helps me with my homework,

and

I went to see the doctor.

(3) I caught a bad cold and felt awful last week,

but

she also helps me learn about the world.

(4) You have no idea what your help means to me,

so

please accept my sincere thanks.

4 A survey

- (1) Work in groups of four. Read the questions. What else do you want to know? Discuss and add more questions to the list.

- Have you helped anyone recently?
- How did you help him/her?
- How did you feel when you helped him/her out?
- Have you received help from anyone recently?
- How did he/she help you?
- How did you feel when he/she helped you out?
- When should we help others?
- ...

- (2) Interview your group members with 2–3 questions about their views of helping others.
(3) Answer the questions by using proper conjunctions.



Have you helped anyone recently?

How did you help her?

Yes, I have. I helped my classmate Lisa last week.



She broke her leg, **so** she couldn't walk. I took her to the school canteen in a wheelchair every day, **and** now she is much better.

Have you ever received help from others? Write a thank-you letter to show how much you thank them.

D1 Think Read the thank-you letter from Mrs Bell to Tom. How did she thank him?

Dear Tom,

Thank you very much for your help. You called the emergency number for me and gave me the heart pills just in time. The doctors gave me first aid and they took good care of me. I am feeling much better now. You have no idea how much your help means to me, so please accept my sincere thanks. I'm so happy and grateful to have kind people like you and your parents around me.

All the best,

Mrs Bell

D2 Prepare Find out these aspects in the thank-you letter.

Say thank you

What Tom did to help Mrs Bell

How Mrs Bell felt about the help

D3 Plan Choose one person you would like to give thanks to and make notes below.

Say thank you:

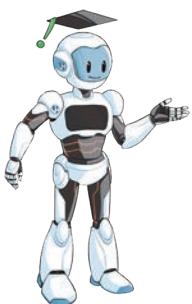
What did he/she do to help you?

How did you feel about the help?

D4 Write Write your thank-you letter.

Dear _____,

D5 Check Check your writing. Pay attention to the elements of a thank-you letter.



TEEN skill Writing a thank-you letter

- Start with a greeting.
- Show your gratitude with one or two details.
- End with your thoughts, feelings or some additional information.



Update my to-do list



Work in groups. Help one another polish the letters and share them in class.

Signals for help



SOS

The best-known signal for help may be "SOS". It's an international signal that can be used in any emergency. It comes from the Morse code^①, which uses dots^② and dashes^③, so it's not the short form of

any English words. However, it does have a less-known form — "191519", which are the positions of "S", "O", "S" in the 26 English letters.

Sign languages for the deaf-mute

Sign languages allow the deaf-mute to ask for help, but they vary from country to country.

In China, showing your palms out and flapping^④ twice means "help", but in America, you have to put a thumb up on your other palm to deliver the same message.



Read and think Do you know any other signals for help? What do they mean?

① Morse code 摩尔斯电码 ② dot (摩尔斯电码中的)点 ③ dash (摩尔斯电码中的)长划

④ flap (上下或左右)拍打

Making a proposal

Work in groups. Make a proposal for helping someone in need.

Step 1 **Brainstorm** Observe the people around you and think about the questions.

- Who may need help?
- How can we help this person/these people?
- How can we make him/her/them feel glad to accept our help?

Step 2 **Plan** Design the plan and activities. Make arrangements for these activities.



We could write encouraging notes ...



Some old people are lonely. Why don't we read to them?

Step 3 **Make a group proposal** In groups, complete the following table and draw up a proposal.

A creative project name	A general introduction	Activities and arrangements	Goals

Step 4 **Share** Report your group proposal in class.

Update my to-do list

Which group's proposal sounds the most practical? Follow the arrangements and offer a helping hand.

Unit

4

Honesty



Why is honesty the best policy?

Big Question



To-do list

- 1 Listen to a conversation about a spelling bee contest.
- 2 Make apologies for what has been done.
- 3 Read a story about a bass-fishing experience.
- 4 Complete a story about honesty.
- 5 Make a class honesty contract.



Getting started

Read and think. Is the person honest?

Tick (✓) the right box.

- 1 Mary's teacher gave her an A by mistake. She told the teacher about the mistake immediately.
- 2 Kelly broke her mum's favourite cup but blamed her sister.
- 3 James borrowed his friend's comic book and lost it. He explained and offered to replace it.
- 4 Garcia didn't like Emily's new dress, but she still told Emily it looked nice.
- 5 Andy copied an article from the internet, but he said he wrote it himself.

Yes No Not sure

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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A A hard choice

>> Viewing and listening

Wang Yiming wants to take part in the school “spelling bee” contest. He is looking at the poster on the noticeboard.



A1 Look and say Look at the poster above and talk about it.



What is a “spelling bee”?

It's a game for students
to spell English words.



A2 Listen and think Listen to the conversation between Yiming and his mother.
Did Yiming win the contest?


A3 Listen and complete How did Yiming and his mother feel about the contest? Listen again and complete the table.

 **Making inferences**

1

I was almost the winner, but ...

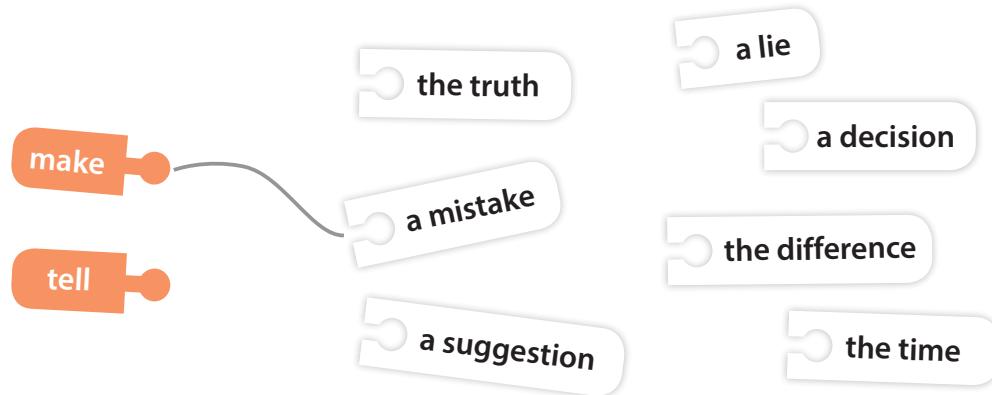


2

They praised me for being honest. But I lost.

***Yiming's feelings***12***Mother's feelings***12**Word study** Word partner

Match the phrase halves, and make sentences with the proper forms of the phrases.

e.g. *Mike made a mistake in the maths test yesterday.***Update my to-do list**

Listen to the conversation again. What did Yiming's mother mean by saying "You have learned a good lesson."?

Lu Yao is in a bit of trouble. She is reading the advice column of a teenage website and seems to have found an answer.

Advice column

 **Ask Annie!**

Dear Annie,

I borrowed my friend's skateboard and unluckily it broke while I was using it. I'm worried about how my friend will feel when he finds it out. What should I do to make it right?

Mike

Dear Mike,

I think you should be honest with your friend and apologise to him. Then he won't mind.

Annie

Dear Annie,

I have won first prize in a writing contest at school, but I'm not excited at all. The fact is — I copied it from someone else. Now I feel guilty about it. What should I do?

Maggie

Dear Maggie,

I think you should tell the truth to your teacher and explain what you have done. Remember: Honesty is always the best policy.

Annie

B1 Look and say What advice did Annie give to Mike and Maggie? What do you think Lu Yao may have learned from the advice column?



B2 Listen, read and think How does Lu Yao deal with her trouble then? Listen to the conversation and find it out.

Lu Yao: Hey Lin Dong, do you have a minute to talk?

Lin Dong: Yes! Is anything wrong? You look worried.

Lu Yao: Remember that you lent me your favourite book?

Lin Dong: Yes, what about it?

Lu Yao: I'm so sorry! I accidentally spilled a glass of water on it. The pages are all stuck together.

Lin Dong: My favourite book?!

- Lu Yao: I was careless. I know that book means a lot to you, and I want to be honest with you.
- Lin Dong: I guess accidents sometimes happen. I know you didn't mean it.
- Lu Yao: I'm truly sorry. Can I buy you another copy?
- Lin Dong: OK. Let's go to the bookshop after class then!

B3 Pair work Mike accepted Annie's advice and apologised to his friend. What might they say? Work in pairs. Use the conversation above as a model.

My learning notes

Making and accepting excuses:

- I'm truly sorry, but ...
- I didn't mean to ...
- Don't worry about it.
- _____



Pronunciation /str/, /spr/ and /sk/

Read the poem.

In the spring of truth, let honesty show,

Like a strong tree, with roots that grow.

With a square promise, we'll be true,

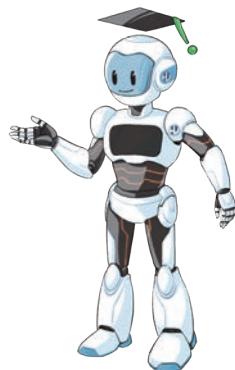
Spreading kindness in all we do.

Honesty stands straight, like a star,

Making the sky brighter, near and far.

At a street crossing, we'll never be lost,

Being strict with truth to gain a lot.



Update my to-do list



Work in pairs. Pick a role and start a conversation. Use the conversation in B2 as a model.

A

You are Li Bailing. You were doing a project on your friend Wang Yiming's computer. However, you accidentally deleted one of his files. Now you are explaining it to him.

B

You are Wang Yiming. You didn't notice that one of your files was missing. Now your friend Bailing is telling you the truth. Together you are trying to find a solution.

Bass fishing is a popular sport and hobby for many fishermen. But can we catch bass all year round?

C1 Background knowledge What do you know about the bass fishing season?



NOTICE
BASS FISHING SEASON
Open from 23 June to 30 November
Please protect fish and limit the catch.



C2 Read the story.

CATCH OF A LIFETIME

by James P. Lenfestey

He was eleven years old and lived on an island in the middle of a lake. On the day before the bass season opened, he and his father were fishing early in the evening. He tied a small bait and practised casting. When his pole doubled over, he knew something huge was 5 on the other end. Finally, he lifted the fish from the water. It was the largest one he had ever seen, and it was a bass.

The father looked at the handsome fish. Then he lit a match and

looked at his watch. It was 10 p.m. — two hours before the season opened. "You'll have to put it back, son," he said. "Dad!"
¹⁰ cried the boy. "There will be other fish," said his father. "Not as big as this one," cried the boy. He looked around the lake. No other fishermen or boats were anywhere around in the moonlight. He looked again at his father. Even though no one had seen them, the boy could tell by his father's voice that he
¹⁵ had no choice. He slowly worked the hook out of the lip of the bass and lowered it into the black water. The fish gave a wave with its tail and disappeared.

That was 34 years ago. Today, the boy is a successful architect in New York City. He often takes his own son and
²⁰ daughters to go fishing at the same place. He has never again caught such a huge fish as the one he caught that night long ago, but he does see that same fish — again and again.

Personal touch

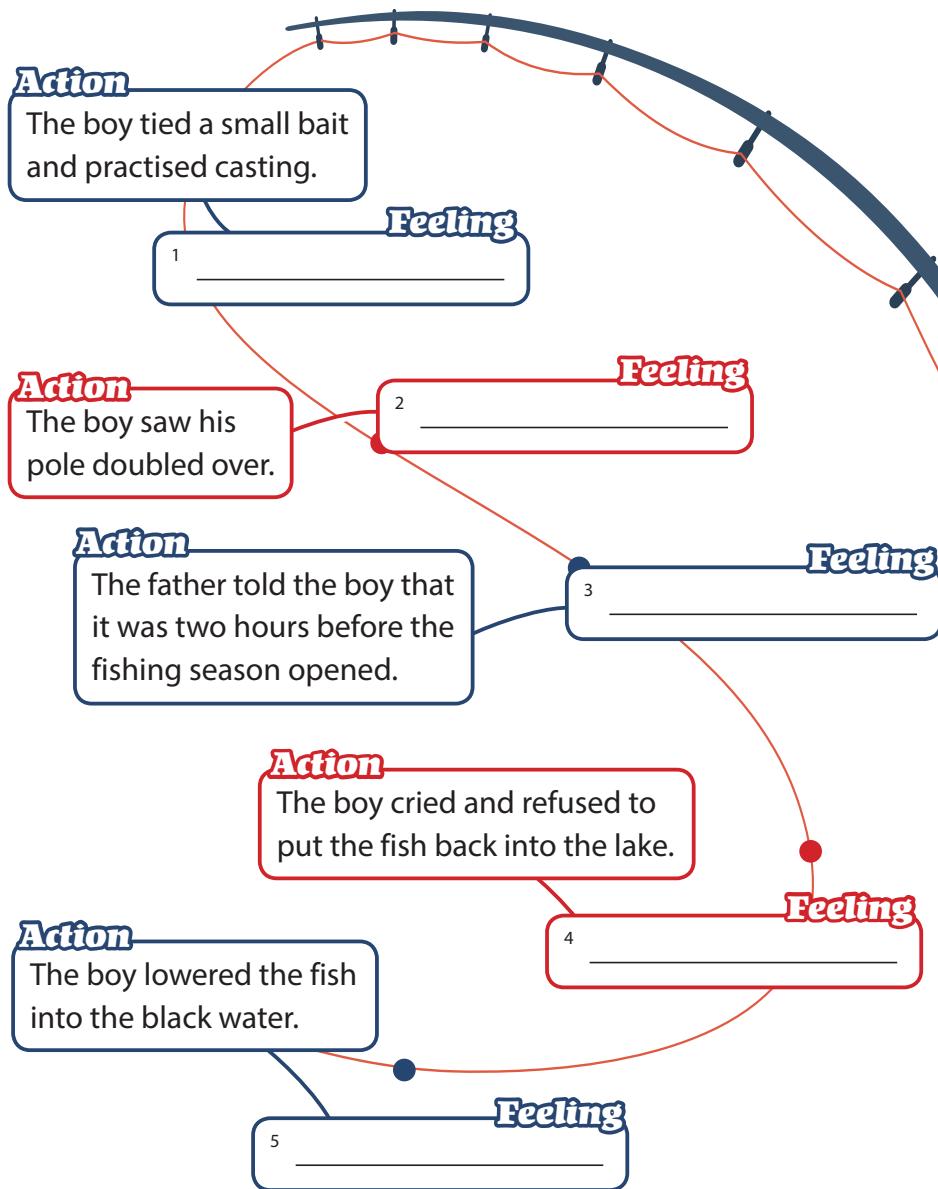
How do you like the father's decision?



C3 General understanding Answer the question.

What is the theme of the story?

C4 Detailed reading Read and infer how the boy felt during the process of fishing.



C5 Further thinking In groups, discuss the questions.

- 1 What does the last sentence of the story mean?
- 2 What is your understanding of the title "Catch of a lifetime"?

Vocabulary focus Complete the sentences with the proper forms of the words and phrases in the box. Two are extra.

handsome	disappear	again and again
practise	successful	tie
		lifetime



One evening before the bass season opened, a father and his son were fishing in the middle of a lake. The father taught the boy how to

- ¹ _____ a bait on the pole. With the help of his father, the boy
- ² _____ casting carefully. After a while, his pole doubled over. The boy was excited and wanted to lift the fish out of the water, but it was hard. He tried ³ _____. Finally he made it. He had never seen such a ⁴ _____ fish, but it was a bass. They decided to put the fish back. The fish ⁵ _____ as soon as the boy lowered it into the water.



Update my to-do list



Retell the story in your own words. Discuss in groups: What may be "the handsome bass" for you? What will you do if you are in the same situation?

►► Grammar in use Alternative questions

1 Read and think Read the sentences and think: How are they formed?

- (1) A: Did the boy give the bag to the police or its owner?
B: The police.
- (2) A: Does his action bring about good results or bad ones?
B: Good ones.
- (3) A: Did he tell the truth to his mother or to his teacher?
B: Both/Neither.
- (4) A: Where did he get the news, from the newspaper or from the radio?
B: From the newspaper.

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

To form an alternative question, we can ...

- use the conjunction "or" to separate the answer choices.
- use question words to begin the sentences.

We can answer an alternative question ...

- using short answers such as "yes" or "no".
- with an alternative.

Grammar file → p. 124

3 Practise: This or that? Complete the conversations with alternative questions.

- (1) A: I got up late and was late for school this morning. Mr Li was unhappy.

B: Did you make up a story or tell the truth? (make up a story/tell the truth)

A: I told the truth.

- (2) A: I found a mobile phone at the bus stop yesterday.

B: _____? (hand in the mobile phone to the police/wait for the owner)

A: _____.

- (3) A: I went shopping with my grandma last Sunday, and the salesgirl gave us too much change.

B: _____? (return the money/ keep it)

A: _____.

- (4) A: My sister bought a new dress, but I don't like it.

B: _____? (tell her your true feelings/tell a white lie)

A: _____.

- (5) A: I visited Mr Baker last night, and his wife offered me some cakes, but I don't eat cakes.

B: _____? (take the cakes/ say no politely)

A: _____.

4 What will you do in these situations? Why? Take turns to ask and answer.

(1) You break a valuable vase at home.

(2) You see a thief on the bus.

(3) Your friend asks you to help him cheat his mother.

(4) Your bike scratches^① the side of a parked car.

(5) _____



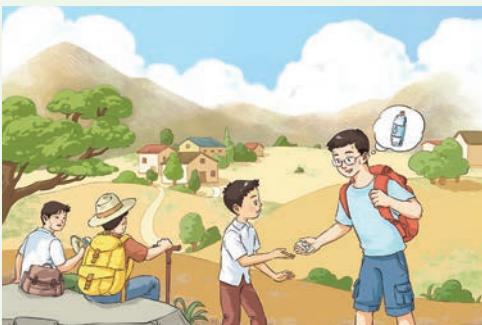
What will you do if you break a valuable vase at home? Will you tell your parents the truth or keep your mouth shut?

I will tell them the truth because honesty is more precious than a vase.



^① scratch (尤指意外地)擦破, 划损, 刮坏

Read the story about an honest boy who lives in a small village. Complete the story according to the given part.



The story took place in a village at the foot of a mountain. One day, several visitors came to the village. They wanted to buy some water. A local boy offered to help.

Several hours later, the boy didn't come back. One of them thought, "Perhaps the boy cheated us for the money."

D1 Think Read Lin Dong's version. Why didn't the boy come back?

At that moment, up came another boy.

One of the visitors asked, "Hi, who are you looking for?"

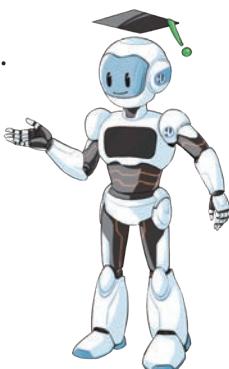
"My brother promised to buy some water for you, but he only bought four bottles," the boy said. "He had to go over a mountain to buy the other six bottles. Unluckily, on his way back, he hurt his leg."

The boy told the truth in tears and gave the water to the visitors. The visitors were deeply moved. One of them wrote down the story and posted it on the internet. The village became famous.

TEEN skill Using direct speech

Direct speech is a report of the exact words someone has said.

Direct speech appears inside quotation marks. It usually has a reporting verb. The most common reporting verb is "said".



quotation marks

reporting verb

"You have to put it back," said his father.

D2 Prepare How does Lin Dong use direct speech in his story? Underline the examples of direct speech and see how reporting verbs are used.

D3 Plan Plan your story by making notes about the following questions.

Why didn't the boy come back?

What's the ending of the story?

D4 Write Complete the story. Use direct speech in your story.

D5 Check Check your story. Pay attention to the use of direct speech.

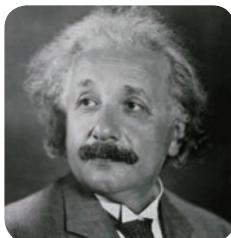


Share your story in your group. Vote for the best one of the group.

Quotes about honesty

Keep what you say and carry out what you do.

— Confucius (551 BCE–479 BCE)



Whoever is careless with the truth in small matters cannot be trusted with important matters.

— Albert Einstein (1879–1955)

If you tell the truth, you don't have to remember anything.

— Mark Twain (1835–1910)



The liar's^① punishment^② is not in the least that he is not believed, but that he cannot believe anyone else.

— George Bernard Shaw (1856–1950)

Read and think Which of the quotes is the most impressive to you? Why?

① liar 说谎者 ② punishment 惩罚

E A further action

► Project

Writing an honesty contract^①

Work in groups and make an honesty contract for your class. An honesty contract usually includes the purpose, promises and signatures.

Step 1 **Discuss** Discuss and list some actions of honesty and dishonesty in your class.

Step 2 **Write** Write an honesty contract. You may follow the format below.

Honesty Contract of Class _____, Grade 7

This contract is to show what behaviours are expected. —————— purpose

As honest students in this class, we will ...

We won't ...

Signatures

Date _____ —————— signatures

Step 3 **Share** Share your contracts in class. Vote for the best one.



Sign your name on the contract. Post it on the display board of your classroom.

① contract 契约

Unit

5

wild

animals

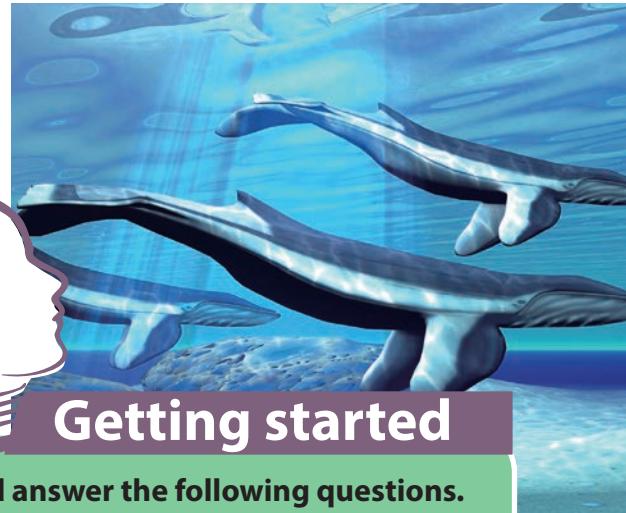
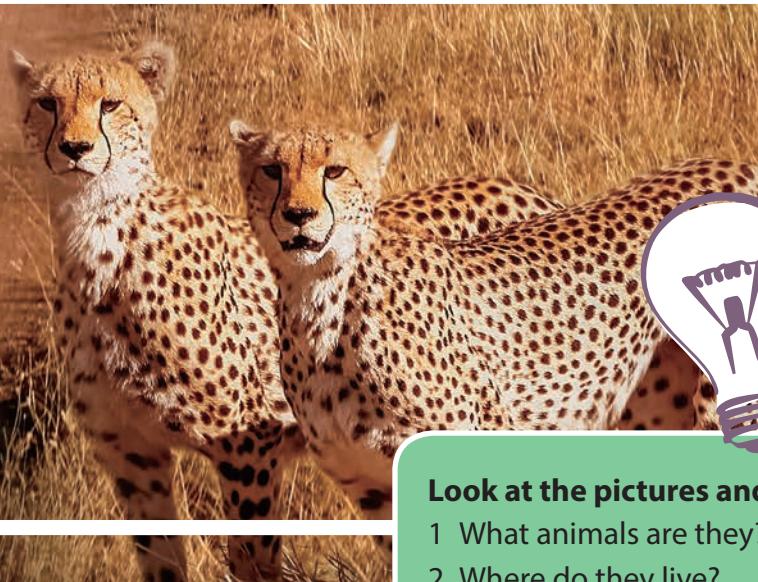
How should we treat wild animals?

Big Question



To-do list

- 1 Listen to an audiobook about wild animal facts.
- 2 Talk about threats to wild animals.
- 3 Read a story of a swan family.
- 4 Write a letter for help on behalf of wild animals.
- 5 Make a flyer for World Wildlife Day.



Getting started

Look at the pictures and answer the following questions.

- 1 What animals are they?
- 2 Where do they live?

A Meet wild animals

>> Viewing and listening

Wang Yiming saw some wild animals on TV. Now he is using an audiobook app to learn more about wildlife.



Giant panda



African elephant



Blue whale



Kangaroo

- large, black and white bears
- live in the bamboo forests of central and western China

- the biggest land animal
- have a long trunk
- live in Africa

- the largest living animal on the Earth
- live in almost every ocean

- travel by jumping, use their big tails to keep balance
- live in Australia

A1 Look and say Look at the buttons and talk about the animals with the words from the box.

smart lovely lazy strong dangerous friendly gentle



What is the largest living animal on the Earth?

How does it look?

The blue whale.



It looks strong.



A2 Listen and take notes Yiming and Li Bailing are playing animal guessing games. Listen and take notes. Guess the animals and check your answers with your partner.



Listening for key information

I am ...

I live ...

I eat ...

I have ...

I can ...



A3 Think and say Think of some other wild animals. In pairs, ask and answer.

Where does it live?
What does it eat?
How many legs does it have?
...
Is it a/an ...?

It lives ...
It eats ...
It has ...
...
Yes, it is .../No, it isn't. It is ...

**Word study** Word building Suffix

Fill in the blanks with the proper forms of the words in the brackets.

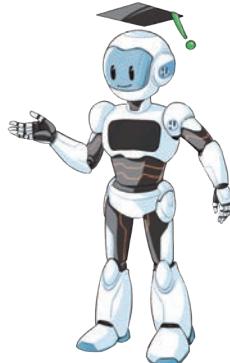
We can turn a noun into an adjective by adding *-ly*, *-ful*, *-less* or *-y* to it.

- 1 After a _____ (care) search, they found another swan with an injured wing.
- 2 Some animals look _____ (love), while others look dangerous.
- 3 A _____ (home) dog followed a team of cyclists for 24 days along the highway.
- 4 Some birds would rather go _____ (hunger) when people put them in cages.
- 5 In the Antarctic, penguins stay together to protect themselves against the cold and _____ (wind) weather.

**Pronunciation /m/, /n/ and /ŋ/**

Read the poem.

In forests deep and grasslands wide,
Animals walk with joy and pride.
From big lions to tiny ants,
Nature's creatures^①, in their charming dance.



The mighty^② elephant, strong and grand^③,
With a trunk that reaches, like a helping hand.
The graceful^④ dolphin, playful and free,
Dancing in waves, in the deep blue sea.



Update my to-do list

Listen to A2 again, and say which animal is the most dangerous/the cleverest/the strongest ...

① creature 生物；动物 ② mighty 强而有力的 ③ grand 壮丽的；重大的 ④ graceful 优美的；优雅的

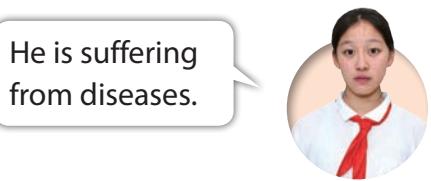
Wang Yiming and Lu Yao went to a wildlife lecture. They saw a poster on the display board at the entrance.



B1 Look and say Read the poster and talk about what problems the animals have.



Look at the poster. What's the problem with the owl?



He is suffering from diseases.



B2 Listen, read and think Listen to a recording played in the lecture. Find out what problem Ala and her family have and what they are going to do.

Pip: You look worried, Ala. What's the problem?

Ala: I'm leaving with my family in a few days.

Pip: Why are you leaving?

Ala: We are running out of food, so we have to move.

Pip: What happened?

Ala: People are cutting down the forest for farming.

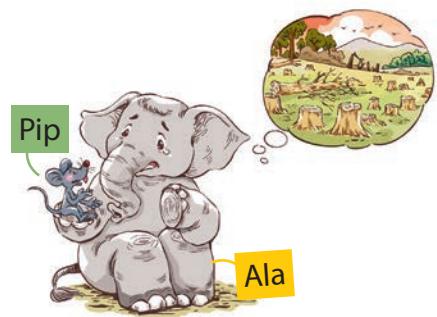
Pip: I'm sorry about that. Where are you leaving for?

Ala: We are going to set out for the north in a few days, but we don't know what is waiting for us.

Pip: Don't worry, Ala. I believe things will change for the better. Perhaps you could talk to humans first and see if they can help.

Ala: Good idea! Thank you, Pip. Bye.

Pip: Goodbye and good luck.

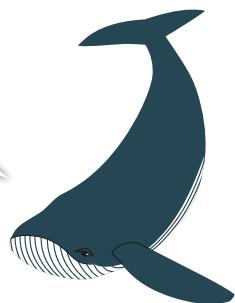


B3 Pair and share Choose an animal from the display board and make up a conversation. Use the conversation above as a model.



You look worried.
What's the problem?

We are ...
People are ...



My learning notes

Expressing intention:

- I'm (doing) ...
- _____
- I was going to ...
- _____



Update my to-do list



Work in pairs. Tell your partner what threats your favourite wild animal is facing and what you are going to do about it.

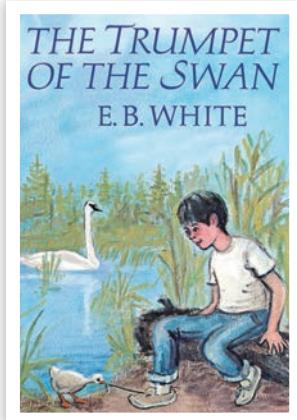
Wang Yiming has just finished reading a book named *The Trumpet of the Swan*. In the story, Sam, an eleven-year-old boy, went camping in Canada with his father. There he found a trumpeter swan, Louis, and his family. Here is an excerpt from the book.

C1 Predicting Look at the pictures in the story and guess: What happened between the boy and the swan family?



C2 Read the story.

It was still only a little after seven o'clock; the Sun was pale, and the air was cool. The morning smelled delicious. Sam sat down quietly by the pool and lifted his field glasses. The mother swan appeared
5 to be only a few feet away. She was sitting very close, not moving. The father swan was nearby. Both birds were listening and waiting. Both birds saw Sam, but they didn't mind his being there—in fact, they rather liked it. Sam was very happy. He was keeping company
10 with these two great birds in the wilderness. It satisfied him greatly.



In midmorning, when the Sun was up in the sky, Sam focused his glasses on the nest again. At last he saw a small head pushing through the mother's feathers, the head of a baby Trumpeter. The baby climbed out of the nest. Sam could see its grey head and neck, and its body covered 15 with soft fine feathers. Soon another baby appeared. Then another. Then the first one walked his way down into his mother's feathers again, for warmth. Then one tried to climb up his mother's back, but her feathers were wet, and he fell off. The mother swan just sat and sat, enjoying her babies, watching them use their legs.

20 "One, two, three, four, five," Sam counted. "One, two, three, four, five. Five babies, just as sure as I'm alive! This is my lucky day."

(Adapted from *The Trumpet of the Swan* by E. B. White)

Personal touch

How do you like the swan family?



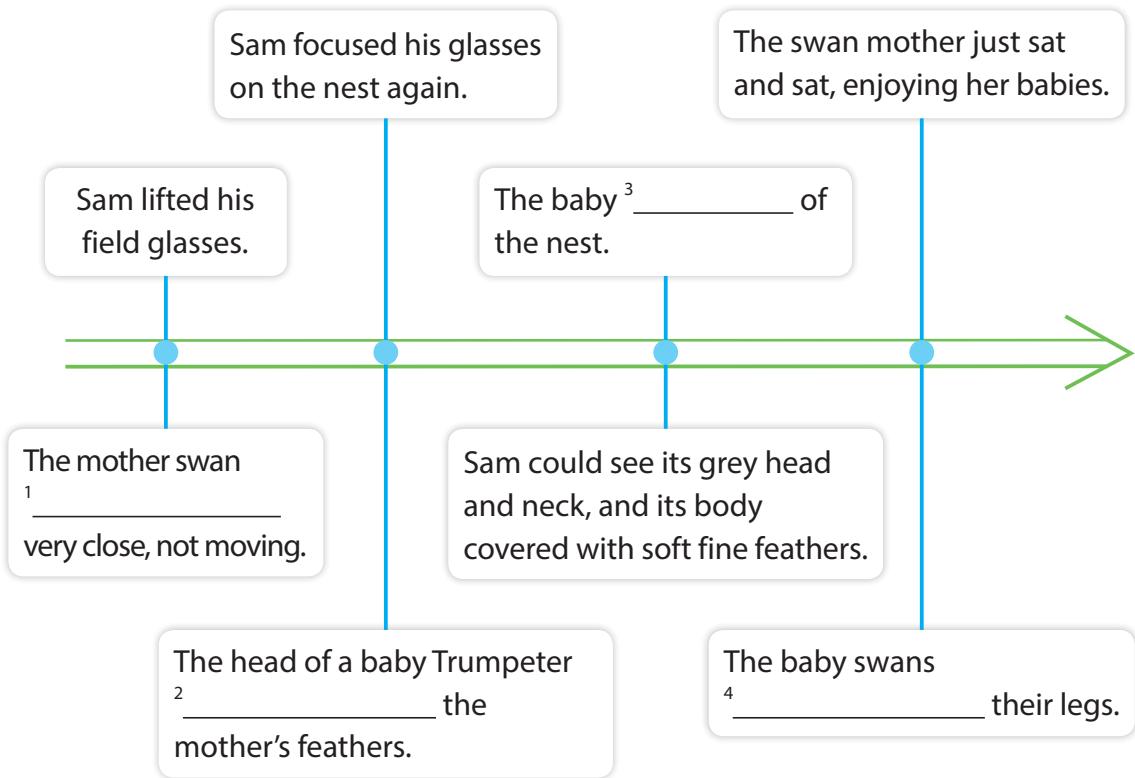
C3 General understanding What was the story about? Read and tick (✓) the best answer.

- A hunting experience.
- A training experience.
- A camping experience.

C4 Detailed reading Read and find out what was happening at the same time.



Identifying story elements: setting



C5 Further thinking Answer the question.

How did Sam feel when he was watching the swan family?

Vocabulary focus

Complete Sam's diary with the proper forms of the words in the box.

expect sit push lift mind climb

1 April

Clear

At about seven o'clock, I arrived at the pond. I sat down and ¹ _____ my field glasses. I saw a nesting swan and a male swan ² _____. They also saw me, but they didn't ³ _____. I was glad to stay with them so close.

When the Sun was up in the sky, I saw a baby Trumpeter ⁴ _____ through her mother's feathers and ⁵ _____ out of the nest. Then one after another. There were five of them. They were sort of brownish-grey in colour, a bit dirty but very cute. The male swan led them right up to me. I wasn't ⁶ _____ to see this, but I kept still. What a lucky day it was!



Update my to-do list



Work in groups. Discuss why Sam thought it was his lucky day.

►► Grammar in use Past continuous

1 Read and think Read the sentences and think: How is the tense used in the sentences?

- (1) The mother swan was sitting very close, not moving.
- (2) Both birds were listening and waiting.
- (3) A small head was pushing through the mother's feathers.
- (4) The mother swan was watching them use their legs.

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

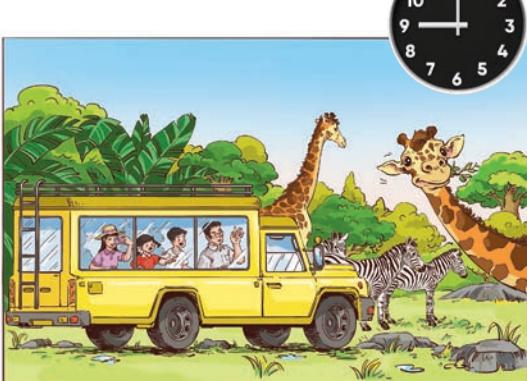
We can use the past continuous to talk about ...

- an event that happened in the past.
- an event that was in progress at/around a point of time in the past.
- an event that started in the past and is still going on.

Grammar file → p. 125

3 Practise Zhao Yuan and his family visited the wild animal park yesterday. Look at the pictures and say what they were doing at different times.

It was a beautiful day. The Sun was shining and the birds were singing.



take a truck tour



have a picnic





feed the giraffe



watch birds

4 Think and say

(1) What were you doing at this time yesterday?

Time	Activities
9:00 a.m.	
12:00 p.m.	
3:00 p.m.	
6:00 p.m.	

(2) Ask your classmates questions like this:



Were you having a picnic at 9:00 yesterday morning?

What were you doing at 3:00 yesterday afternoon?

...



...

You want to write a letter for help on behalf of wild animals to an animal protection organisation.

D1 Think Read the letter. Why did the blue whales write this letter?

cause

request

problem

writing purpose

self-introduction

Dear humans,

① We are some blue whales in the Antarctic waters. We are one of the oldest and largest living animals on the planet. ② We are writing to ask for help.

③ We have to say your boats and ships are putting us in danger. ④ Because of our huge size, we easily get hurt by fishing nets. When we are close to the surface of the ocean, we are more likely to be hit by moving ships. Even worse, they make so much noise that we cannot communicate or find our way around.

So, ⑤ please do something to help us. We need your care and protection.

Yours,
Blue whales



D2 Prepare How do the animals explain the problem? Match the cards on the left with the sentences in the letter.



TEEN skill Writing a letter for help

Be clear and polite when writing a letter for help and pay attention to the following:

- Introduce yourself briefly.
- Explain your writing purpose clearly.
- Say why you need help with strong reasons.
- End your letter with a request.

D3 Plan What threats do other wild animals face? Choose a wild animal, discuss and note down its problem(s) and possible cause(s).

Problem(s): _____

Cause(s): _____

D4 Write Complete the following letter.

Dear humans,

We are _____. In the past 10 years, our number has dropped sharply. _____

self-introduction

writing purpose

problem

cause

request

Yours,

My learning notes

Presenting a problem politely:

- We have to say that ...
- We are sorry to say that ...
- We have no choice but to say that ...
- _____

D5 Check Check your letter according to TEEN skill on page 78 and pay attention to the way you present a problem.



Update my to-do list



Work in pairs. Review your partner's letter and revise it.

Rewilding our world

All around the world, clever humans have reintroduced plants and animals to certain areas where they used to live naturally. Actions both big and small help. Here are some success stories.

Giant Pandas



China is raising baby pandas and working hard to put them back into its bamboo forests. By 2021, the number of wild pandas had reached more than 1,800 in China — the only place where the black and white bears live in the wild. They are officially no longer endangered, but still need great protection.

Wolves



With different degrees of success, wolves have returned to the central Rocky Mountains of North America and much of northern Europe. Wolves help keep deer and elk^① populations under control, which can benefit nature.

Seeds



By rewilding your garden, balcony, or window boxes, you can help native plants and animals! Choose the seeds that are friendly to bees and butterflies. Ask an adult where you can plant the seeds. Perhaps you can try a sunny spot in your garden or a small pot on your balcony. Every little bit helps!

Read and think What did people do to rebuild the planet?

① elk 驼鹿

Making a flyer for World Wildlife Day

On 3 March, people around the world hold events to celebrate World Wildlife Day. Work in groups and make a flyer for the next World Wildlife Day.

Step 1 **Prepare** Do research and find out what animals are in danger around the world.

Step 2 **Create a card** Discuss, choose the four most endangered animals, and make a card for each of them.



Species: White rhinos

Weight: Up to 3,500 kg

Food: Mainly grass and leaves

Look: Grey

Natural habitat: Grasslands and open woodlands

Problems: Hunting for their horns

(Stick a picture here)

Species: _____

Weight: _____

Food: _____

Look: _____

Natural habitat: _____

Problems: _____

Step 3 **Make a flyer** Put the cards together and design a flyer with a slogan. Put your group flyer on the classroom wall.

Step 4 **Share** Read other groups' flyers and vote for the best three of your class.



Update my to-do list



What have you learned about wild animals? How should we treat them?

Unit
6

Trees





What do trees mean to us?

To-do list

- 1 Listen to a podcast about the Amazon Rainforest.
- 2 Talk about what people can do for trees.
- 3 Read a report on helping trees.
- 4 Write a blog post about the experience of helping trees as a volunteer.
- 5 Design a tree card for the trees on campus.

Getting started



Look at the two pictures and tell what has happened.

A Amazing forests

>> Viewing and listening

Wang Yiming is preparing for his project on forests. He is going through a website for ideas.

Four Amazing Forests Around the World



1 the Jiuzhaigou Valley in China



2 part of the Amazon Rainforest in Brazil



3 the Black Forest in Germany



4 the Dancing Forest in Russia

- A It is full of colourful lakes, lovely waterfalls and beautiful forests.
- B The trees have strange shapes and no one can explain why.
- C Thick treetops block out the sun, even during the daytime.
- D The air is humid and there are a large number of trees.

A1 Look and match Look at the pictures on the web page and match them (1–4) with their descriptions (A–D).



A2 Listen and think Listen to the podcast^① about the Amazon Rainforest and tick (✓) the information that is mentioned.

- location coverage kinds of animals climate kinds of trees



A3 Listen and take notes Listen again and fill in the blanks with correct numbers.



Listening for numbers

About the Amazon Rainforest

1	About <u>60%</u> of the rainforest is in Brazil.
2	It covers about _____ million square kilometres.
3	People can find nearly _____ kinds of plants and about _____ kinds of freshwater fish here.
4	It contains _____ of the world's liquid fresh water.

Word study Word meaning British English vs American English

Add more examples to the table.

Spelling		Synonyms	
BrE	AmE	BrE	AmE
humour	humor	autumn	fall
kilometre	kilometer	flat	apartment
analyse	analyze	rubbish	garbage
traveller	traveler	garden	yard



Update my to-do list



Listen to the podcast again and explain why the Amazon Rainforest is amazing.

① podcast 播客

The school club *Friends of Trees* is looking for volunteers among students. Here is its leaflet.

VOLUNTEERING TO MAKE A DIFFERENCE		 Friends of Trees
VOLUNTEERS WANTED	Activity Calendar — June	
Do you want to help plants and trees? Here are some of our activities in June. You can find more at the school website. Together, we can do amazing things. You can reach us by calling 500-102-12xx.	Sat. 5 June	Listening to a talk on the science of tree planting
	Sun. 13 June	Visiting the garden nearby and planting trees
	Sat. 19 June	Updating the posters in our science lab at school
	Fri. 25 June	Watching a video about tree planting
	Sun. 27 June	Taking care of the trees in the nearby Sunshine Park

B1 Look and say Read the leaflet for the club. Discuss with a partner: Which activity are you most interested in?



B2 Listen, read and think Wang Yiming is talking to Cathy, a member of the club, on the phone. Listen and find out what they are talking about.

Cathy: Hello! This is Cathy from *Friends of Trees*. How can I help you?

Yiming: Hello! This is Wang Yiming from Class 3, Grade 7. I saw a leaflet for your club and want to know more about it. Can I volunteer?

Cathy: Yes, we are always looking for new members!

Yiming: Do I have to know how to plant a tree?

Cathy: No, you don't. But we do have volunteer training and our volunteers can learn about environmental protection through talks and study groups.

Yiming: What can I do as a volunteer?

Cathy: I think you can encourage people to save wood by recycling, for example.

Yiming: Is that enough? Shouldn't I be doing more to protect the environment?

Cathy: Every little bit counts!

Yiming: How do I join the club?

Cathy: Come to our office during working hours, and fill in an application form. And that's it!



B3 Role-play In pairs, discuss what else *Friends of Trees* does for trees. Use the conversation in B2 as a model.

My learning notes

Asking for and giving advice:

- What can I do ...?
- _____
- I think you can ...
- _____



Pronunciation Silent consonants

Read the chant.

Sunshine Park is a place known to hikers in town.

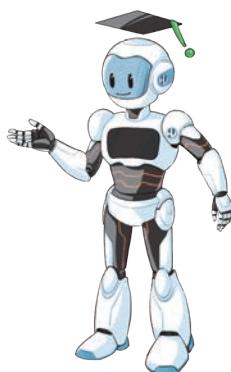
It will take one to two hours to drive there.

Climb the hill and enjoy the scenery.

Take a few deep breaths to calm yourself down.

If you listen closely, you can hear the quiet of the outdoors.

Remember: The park is closed on Wednesdays, and Autumn is its best season.



Update my to-do list



Work in pairs. Tell your partner what you are going to do for trees.

Wang Yiming is reading Rita's report on ways of helping trees from three people.

C1 Predicting Read the title and introduction of the report and predict what it is about. Tick (✓) the one(s) you agree with.

- steps to plant a tree
- small acts of kindness to trees
- tips on protecting trees



C2 Read the report.

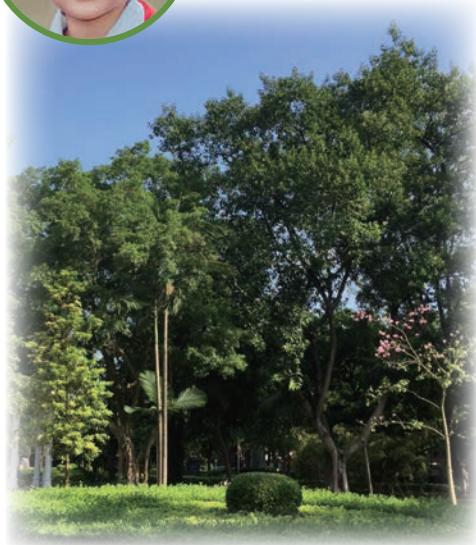
Helping trees: Everyone's duty!

I interviewed three people about how they help trees in their everyday lives. This is what they told me.

Yang (a student)



One basic way to help trees is to plant
5 one, but it is not easy to keep it healthy.
There are different kinds of trees in my
grandpa's garden. He said that before
we could care for trees, we must know
their needs. He taught me to cut off some
10 of the branches from a tree so that it
would grow better and stronger. "Water
effectively," he said, "and don't forget to
put old leaves around the tree to protect
its roots."



15 **Mrs Liu (a ranger)**

- We can all help trees by saving paper.
When people come to ask me how
to protect trees, I always tell them
printing less paper can be a good
20 start. Do you usually write on only
one side of a piece of paper? You can
write your shopping list on the other
side. If you are a book lover, you can buy
second-hand books or just choose e-books.
25 And of course, paying online is an excellent way
to save a lot of paper over the years!

**Mr Wu (a teacher)**

- Believe it or not, eating less meat
can be a great help for trees. I read
30 in a newspaper article that factory-
farmed animals require a ton of space
to eat plants and this often leads to
the damage of the forest, so I tell
my students that they don't have
35 to become a vegetarian like me, but
trying a day without meat every week
will help protect the trees out there.

**Personal touch**

Which piece(s) of advice in Rita's report are
you most likely to follow? Explain why.

C3 General understanding Match the person with his or her advice.



Yang



Mrs Liu



Mr Wu

1 Eating less meat can be a great help for trees.

2 One basic way to help trees is to plant one.

3 We can all help trees by saving paper.

C4 Detailed reading Read the report again and complete the table.



Identifying key information

People	Advice
Yang	<ul style="list-style-type: none"> • Know the ¹ _____ of trees. • ² _____ some of the ³ _____ from a tree. • ⁴ _____ effectively. • Put ⁵ _____ around a tree.
Mrs Liu	<ul style="list-style-type: none"> • Write on ⁶ _____ of a piece of paper. • Buy ⁷ _____ books or choose ⁸ _____. • Send and receive payments ⁹ _____.
Mr Wu	<ul style="list-style-type: none"> • Don't have to become a ¹⁰ _____, but try a day ¹¹ _____ every week.

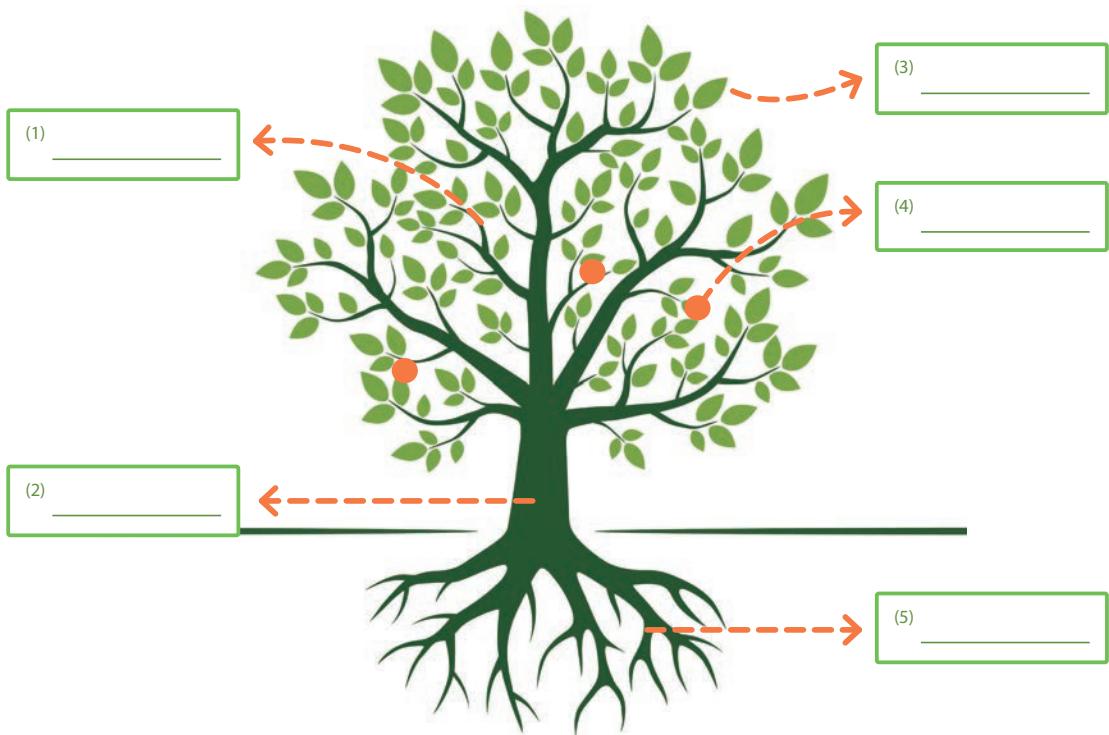
C5 Further thinking Answer the questions.

- 1 What are the other ways of saving paper? Give examples.
- 2 What will happen to the Earth if everybody helps to protect trees?

Vocabulary focus

Label the tree parts with the words in the box and fill in the blanks with the proper forms of the given words.

leaf branch trunk root fruit



- Part of a tree grows underground, as its _____ spread through the soil in search of water and energy.
- The strong _____ of the oak^① tree support the _____. They reach out in all directions.
- The _____ of trees provide shelter for animals on hot summer days.
- Some animals like squirrels make their homes in trees and eat tree _____.



Update my to-do list



Read the suggestions from the three people and answer the questions: What have you already done to protect trees, and what advice will you follow in the future? And why?

① oak 栎树；橡树

>> Grammar in use Numerals

1 Read and think Read the sentences and write down the numbers in Arabic forms.

- (1) The Amazon Rainforest covers about six point seven million square kilometres. _____
- (2) Forests cover about thirty-one per cent of the Earth's land area. _____
- (3) There are over one hundred lakes in the Jiuzhaigou Valley. _____
- (4) The Amazon Rainforest contains one fifth of the world's liquid fresh water. _____

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

In the above context, we use numbers to ...

- show a specific amount.
- take a measurement.
- make something easier to understand.

Grammar file → p. 127

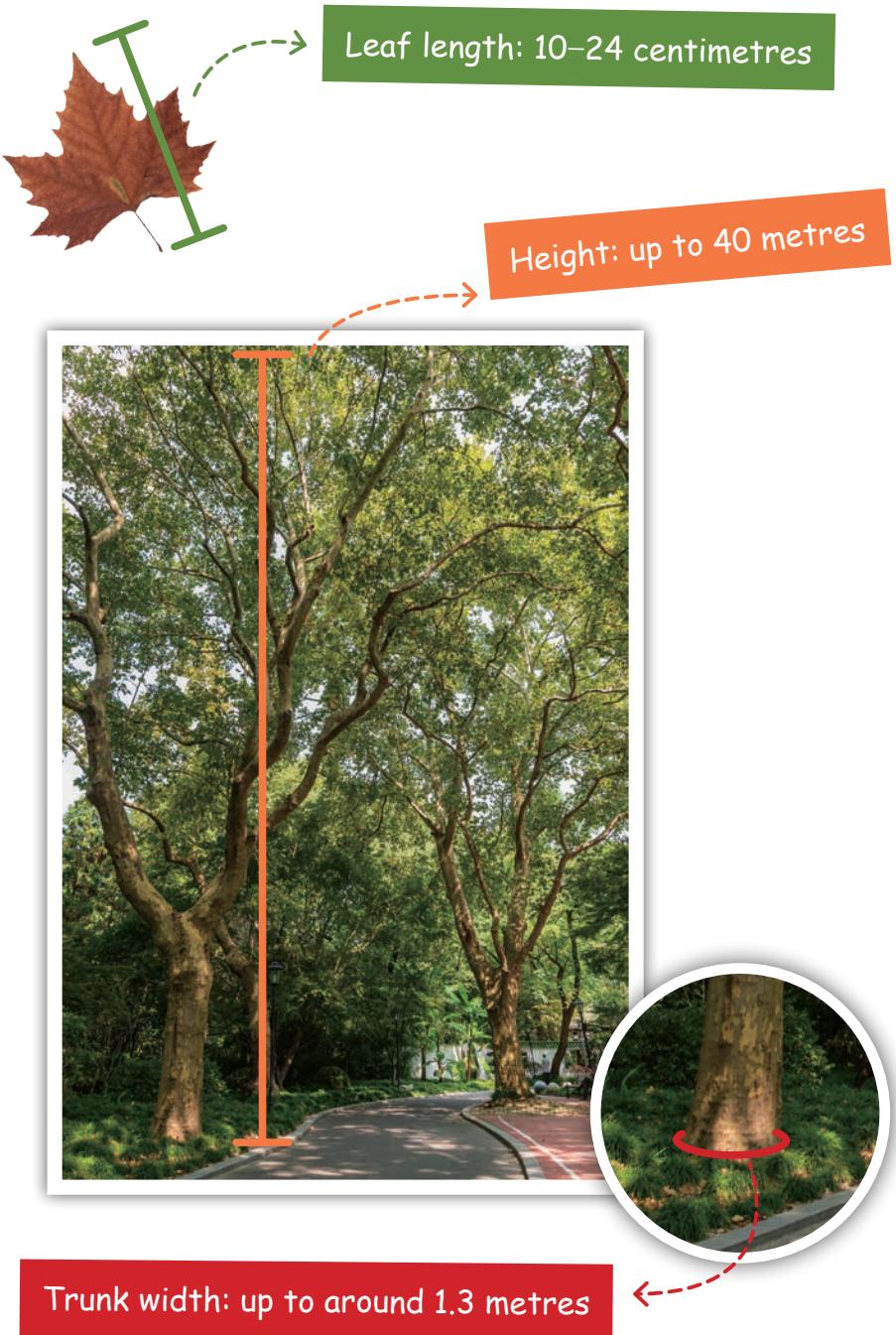
3 Practise Complete each of the sentences with one number in the box. Spell out the numbers in full.

4,800 $\frac{3}{4}$ 116.07 17%

- (1) More than three fourths of all people outside cities live within 1 kilometre of a forest.
- (2) Currently^①, the tallest tree is a coast redwood^②. It reached _____ metres in 2019.
- (3) The oldest tree is a bristlecone pine^③. It is over _____ years old.
- (4) About _____ of the Amazon Rainforest was destroyed by human activities in the last half century.

① currently 现时；目前 ② coast redwood 海岸红杉 ③ bristlecone pine 刺果松；长寿松

4 An introduction Introduce the plane tree^① to your deskmate according to the information below.



e.g. The plane tree can grow up to 40 metres tall.

① plane tree 悬铃木

You want to write a blog post about your experience of helping trees.

D1 Think Read Wang Yiming's blog post. Why did he write this?

Wang's blog

Last week was really important to me. I joined *Friends of Trees* and did my part to help trees. I did it because I believe we need more trees than ever.

I went to the neighbourhood and planted several trees with my classmates. We also went to communities to give out flyers.

Planting trees is tiring. It takes time and energy. After planting my first tree, I promised myself that I would never waste any paper again.

I hope more and more people will join us. Together we can do amazing things for trees and the environment. So are you in now?

About me

Files

Search

>>One year ago

>>This year

>>This month

TEEN skill Writing a blog

A blog is like a public diary. It shares the writer's experiences, thoughts, feelings and opinions with others.



D2 Prepare How does Yiming organise his blog post? Match the paragraphs to their main ideas.

Paragraph 1 _____

A Why he wrote this blog

Paragraph 2 _____

B What he has learned from his experience

Paragraph 3 _____

C Why he became a volunteer

Paragraph 4 _____

D What he did for/with trees

D3 Plan Plan your writing.

What I did for/with trees: _____

What I have learned: _____

D4 Write Write your blog post.

The form consists of a smartphone icon with a blank blog post displayed on its screen. The post title is '_____'s blog'. To the left of the phone, there are three colored boxes with text and lines for writing:

- A yellow box labeled "What I did for/with trees" with four lines for writing.
- A green box labeled "What I have learned from my experience" with four lines for writing.
- A blue box labeled "Why I wrote this blog" with four lines for writing.

D5 Check Check your blog post. Pay attention to its organisation.

Update my to-do list



Share your blogs in pairs and revise each other's posts.

 >>

Discovery

Take action! Now or never!

China and the Great Green Wall

China is building another “Great Wall”. People are planting lots of trees in a project called “the Great Green Wall”. The “wall” is very long — it stretches^① nearly from one side of the country to the other! People there are planting trees to stop the sand from turning everything into a big desert. The project has been very successful so far — billions of trees have been planted! It’s the biggest tree-planting project in history.

Brazil and the ARPA programme

The Amazon Regional Protected Areas (ARPA) is a programme that aims to save the Amazon Rainforest by protecting a large area of land. It is still continuing, and the government promises to take good care of the protected areas and make sure people understand why it’s important to protect the environment. They want to stop people from cutting down too many trees.

France and an island of coolness

Paris is a city that gets very hot in summer, and the government has a plan to make it cooler. The plan is to plant some small forests near important places in the city. These forests will have groups of trees in places where people walk a lot and where it’s more peaceful. The trees will be pretty and will also help make Paris cooler during the hot summer months.

Read and think What actions are these three countries taking to help trees?

^① stretch 延伸；绵延

E Trees around us

Project

Making a tree card

To help people better understand the trees around us, let's choose a tree and make a tree card.

Step 1 **Prepare** In groups, find out how many types of trees there are in your school.

Step 2 **Create a tree card** For each group, choose one kind of tree, dig out some facts about it and complete the card.

<p>(Stick a picture of your tree friend)</p>	<p>Name: _____</p> <p>Origin: _____</p> <p>History: _____</p> <p>Look: _____</p> <p>Natural habitat: _____</p> <p>Use: _____</p>
--	--

Step 3 **Share** Introduce your tree friend in class and say what you can do for it.



I'm ginkgo.

I'm from China.

I have lived on this planet since ancient times.

I can be as tall as 40 metres.

I can survive in cold weather.

In autumn, my leaves turn from green to yellow.

People often use me in traditional Chinese medicine.



Update my to-do list



In groups, make a tree card and hang it on the tree.



Exploring China: Chinese characters

To the Chinese, the written character is not just a symbol representing a sound or an idea, but an object with its own form, beauty and significance.

— Jonathan Spence

First impressions

It's 20 April, the International Chinese Language Day. Some international students are sharing their Chinese-learning experiences.

It's a good idea to start from *pinyin*. *Pinyin* is the sound of the Chinese characters. It uses the same letters as we use in English. You can use *pinyin* to type in Chinese on your phone or computer.

Tones can be difficult! There're four tones in Chinese putonghua: the level tone, the rising tone, the fall-rise tone and the falling tone. Learning tones is like learning to sing.

Chinese characters are like pictures. With active imagination, you can think of stories about them to help remember their meanings. For example, the character “大”(meaning “big”) looks like a tall person spreading out his arms and legs.

Highlights

Read and think: Where did Cang Jie get his ideas of new character writings?

Cang Jie: The inventor of Chinese characters

According to legend, Cang Jie, an official historian of the Yellow Emperor, invented Chinese characters.

Before the inventions of characters, ancient people knotted ropes to remember things. Cang Jie wanted to create a style of writing. It was said that he got ideas from the tracks of animals. He was told by a hunter that different footprints belonged to different animals. Cang Jie believed that if he could turn every single thing on the Earth into a single painting, writing would become possible.

From that day on, Cang Jie observed everything very carefully, such as the tracks of birds, animals, insects and fish, and the shapes of grasses and trees. He then drew different symbols and gave meanings to each of them. This is how the characters were invented.



Explore

Collect more stories about Chinese characters and share them with your classmates.

Bridging cultures

Lu Yao went on an educational visit to Greenway School in the UK for a week. She prepared some pictures of Chinese characters to share with her British friends.



This is a basic Chinese character. It means a person. It started out as a picture of the sideways^① view of a person.



This is another basic Chinese character. It means a tree.



This is a compound character 休 (xiū), “to rest”. It is made up of two parts: 人 → 亼 (rén), “person”, and 木 (mù), “tree”. It means a person resting in the shade of a tree.



This Chinese character shows the Sun. It also started out as a picture of the Sun.



This character means the moon.



This is a compound character 明 (míng), “bright”. It is made up of two parts: 日 (rì), “the Sun”, and 月 (yuè), “the moon”. The two bright objects together give the meaning of “brightness”. It is also used in words like 明天 (míng tiān), “tomorrow”.

Explore

Find more interesting Chinese characters and introduce them to your classmates.

Word bank

character 文字

tone 声调

official historian 史官

the Yellow Emperor 黄帝

knot ropes to remember things 结绳

记事

compound character 合体字

^① sideways 往（或向、从）一侧；侧面朝前



Exploring the world: South America

First impressions

South America

Population: about 434 million

Languages: Spanish, Portuguese, etc.

Area: 17,840,000 km²

Largest country: Brazil



South America is the fourth largest continent in size and the fifth largest in **population**. It has the world's longest mountain range, the **Andes Mountain Range** and the largest natural tropical rainforest in the world, the **Amazon Rainforest**. Some countries, such as Brazil, Argentina, Bolivia, Chile, Peru and Venezuela lie on this continent of South America.

Highlights

Read and think: What is South America famous for?

The Amazon River

The Amazon River is the world's second longest river. It is the lifeline^① of the rainforest and most of its water comes from the snow melted in the Andes of Peru. It has the largest water volume^② of all rivers in the world.



Galápagos Islands

The Galápagos Islands are famous for their unusual animals. These animals helped Charles Darwin to develop his theory of evolution^③. The islands remain a living laboratory for scientists today.



Coffee

With its mix of high mountains and humid forests, South America has the perfect climate for growing coffee beans. Today, South America produces about 60% of the world's coffee.



① lifeline 生命线 ② volume 容量；量 ③ theory of evolution 进化论

Music and dances

Traditional South American music and dances have long been at the core^① of Latin culture. Some of the most iconic^② dances and musical styles in South America are: the Cuban salsa, mambo, rumba and cha cha, the Brazilian samba and the Argentina tango.



Explore

Discover more cultural highlights in South America and share them with your classmates.

Bridging cultures

Lin Dong is back from a week-long school football trip. He has visited Rio de Janeiro in Brazil during the Carnival. He's now giving a speech to his classmates about his experiences.

Every year for a week in February or March, you may find carnivals all over Brazil.

A carnival is a public festival. The Rio de Janeiro Carnival is one of the most colourful and important carnivals in Brazil and one of the largest in the world.

Samba dancers dress themselves in colourful feathers. People join street parades^③, watching Rio's best Samba schools' plays and dancing to the drums. Some people also go to street parties to celebrate.

Explore

Compare them with traditional festivals in China. Share your findings with your classmates.

Word bank

South America 南美洲

Brazil 巴西

Andes Mountain Range 安第斯山脉

Argentina 阿根廷

Bolivia 玻利维亚

Chile 智利

Peru 秘鲁

Venezuela 委内瑞拉

Galápagos Islands 加拉帕戈斯群岛

Charles Darwin 查尔斯·达尔文

salsa 萨尔萨舞

mambo 曼波舞

rumba 伦巴舞

cha cha 恰恰

samba 桑巴

tango 探戈

Rio de Janeiro 里约热内卢

carnival 狂欢节

① core 核心 ② iconic 标志性的 ③ parade 游行

 A chapter to start with


Heart is an 1886 children's story by the Italian writer Edmondo De Amicis. This book is written in a form of diary and is told by Enrico Bottini, an 11-year-old primary school student from an upper-class background who is surrounded^① by classmates from a working-class background.

In the excerpt, the girls left school and saw a chimney-sweep^② crying because he lost his day's money. What did they do to help him? Let's read and find out.

THE CHIMNEY-SWEEP

1 November

Yesterday afternoon I went to the girls' school building, near ours, to give the story of the boy from Padua to Silvia's teacher, who wished to read it. There are seven hundred girls there. Just as I arrived, they began to come out, all very happy at the holiday; and here is a beautiful thing that I saw: Opposite the door of the school, on the other side of the street, stood a very small chimney-sweep, his face completely black, with one arm resting against the wall, and his head supported on his arm, crying. Two or three of the girls of the second grade went to him and said, "What is the matter, that you cry like this?" But he made no reply, and went on crying.

"Come, tell us what is the matter with you and why you are crying," the girls repeated. And then he raised his face from his arm, — a baby face —, and said that he had been to several houses to sweep the chimneys, and had earned thirty cents, and that he had lost them, that they had fallen through a hole in his pocket, — and he showed the hole, — and he was too scared to return home without the money.

"The master will beat me," he said, crying, and again dropped his head upon his arm. The children stood and looked at him very seriously. All the while, other girls, large and small, poor girls and girls of the upper classes, with their books under their arms, had come up; and one large girl, who had a blue feather in her hat, pulled two cents from her pocket, and said, "I have only two cents; let us work together."

"I have two cents, also," said another girl, dressed in red, "we shall certainly find thirty cents among the whole of us"; and then they began to call out: "Amalia! Luigia! Annina! — A cent. Who has any money? Bring your money here!"

① surround 包围 ② chimney-sweep 烟囱清扫工

Organise my reading

When reading a story in a timeline, it is necessary to pay attention to the order of events and how they unfold over time. Understanding the timeline helps readers make sense of the plot, characters and the whole structure.

There are 10 chapters in *Heart*. Each chapter, written in a form of diary, represents a different month of the school year, and focuses on a particular character and their experiences during that month.

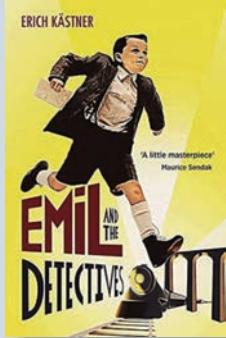
Read the diaries. Following the order of the chapters in *Heart*, make your own reading log. Put down anything that stands out to you.

My reading log			
Book title: _____		Author: _____	
	Chapter	Character	Storyline
Week 1	Introduction and October	Enrico	<ul style="list-style-type: none">• the background of the story• Enrico's self-introduction• ...
My favourite part			
1	Chapter _____	Page _____	

Post-reading activities

Read the story. Answer the questions.

- 1 Who is your favourite character in the story? And why?
 - 2 What messages do you think the author tries to convey through the excerpt?
 - 3 Would you recommend this book to someone else? If so, who and why?



Emil and the Detectives^① is a 1929 novel by the German writer Erich Kästner.

Emil is a hard-working student, the best in class. He lives in a small town in Germany. He lost his father at a young age and grew up alone with his mother. When school ended, Emil's mum sent him to live with her sister in Berlin for the holidays. On the train to Berlin, Emil fell asleep and he believed a strange man had stolen his money. He followed the man all the way to Berlin, where many boys and girls joined him to catch the strange man. The strange man went into a bank. Emil and his friends followed him closely all the way.

The thief: I ... Please change this.
Emil: Stop! Wait, Mr cashier^②, sir. The money's stolen.
The cashier: Stolen? What's that, little man?
Emil: That's my money, 140 marks^③, which he stole from me on the train.
The thief: What madness! That won't help. What a liar!
The cashier: Quiet! Be quiet! You'll first have to prove that it's really your money.
Emil: I swear^④.
The cashier: Sorry, but that's not enough.

The thief laughed aloud.

Emil: The money was held by a pin^⑤. There must be pinholes in those notes. Here are the pins that made them.
The cashier: He's right. There are pinholes.

Emil grabbed the remaining 40 marks from the thief.

Emil: He stole it from my pocket! Look at the pinholes.

① detective 偷探 ② cashier 出纳员 ③ mark 马克（原德国货币单位） ④ swear 发誓
⑤ pin 别针

The thief tried to run away from the bank.

The cashier: Stop him!

Emil: Stop him!

The cashier blew the whistle. All the children surrounded the thief and he was arrested^①.

In the court^②.

Judge: What's your name?

The thief: Schulze.

Emil: Schulze? At the hotel he said his name was "Grundeis".

Police: He carried two passports. One under the name of "Kiessling" and the other one under the name of "Markus".

Judge: I wonder what his real name is.

A boy: He's got as many names as you've got hairs.

Judge: Take that hat off!

The thief was reluctant^③.

Police: Didn't you hear him? Off with the hat!

Judge: Your scar seems quite familiar. I think I can recognise this guy. He's Mitlinski, the bank robber^④ from Hanover.

A boy: Mitlinski, a bank robber.

The thief was taken away. The money was returned to Emil.

Judge: Great job, boys, you're like real detectives!

① arrest 逮捕；抓住 ② court 法庭 ③ reluctant 不情愿的 ④ robber 抢劫犯

 A poem to savour

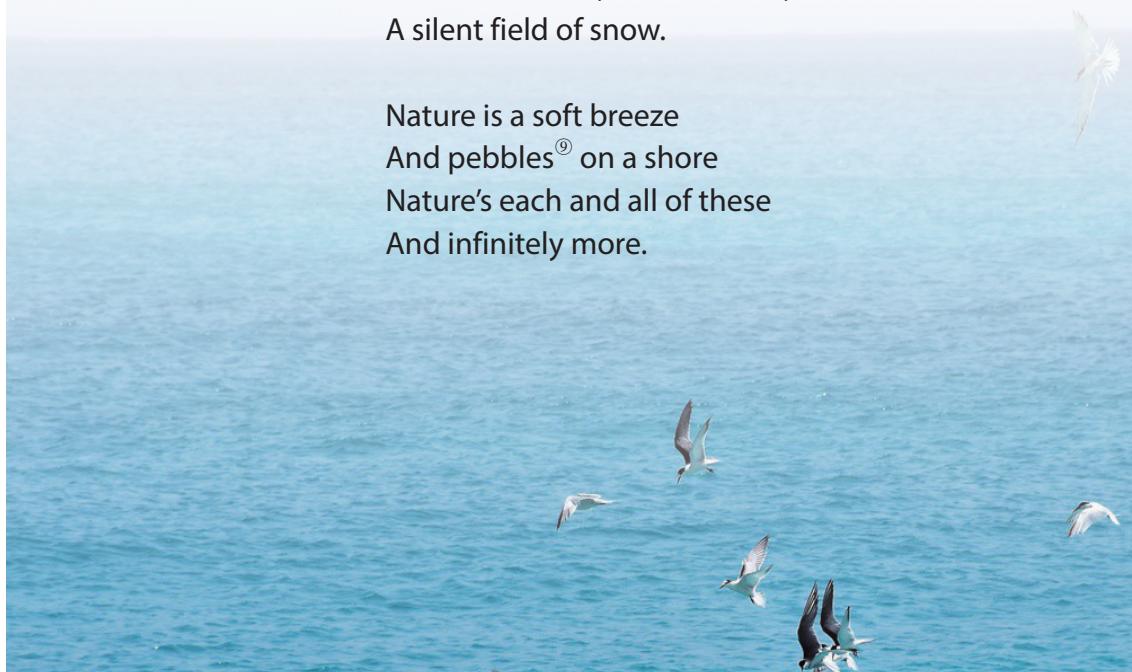
Jack Prelutsky is a poet who has published over 50 poetry collections. He is much loved for his fresh, humorous poems. This poem, **Nature Is**, is selected from his collection **Book of Poetry for Children**.

Nature is the endless sky,
The Sun of golden light,
A cloud that floats^① serenely by,
The silver moon of night.

Nature is a sandy mound^②,
A tall and stately^③ tree,
The waters of a clear lagoon^④,
The billows^⑤ on the sea.

Nature is a gentle^⑥ rain
And winds that howl^⑦ and blow,
A thunderstorm, a hurricane^⑧,
A silent field of snow.

Nature is a soft breeze
And pebbles^⑨ on a shore
Nature's each and all of these
And infinitely more.



① float 漂浮 ② mound 土堆 ③ stately 壮观的 ④ lagoon 环礁湖；小淡水湖 ⑤ billow 波涛般的
浓烟（或蒸汽等） ⑥ gentle 温和的 ⑦ howl 怒号；呼啸 ⑧ hurricane 飓风 ⑨ pebble 鹅卵石

Unit 2

1. (Page 22) — Do you mind if I sit here?

— Not at all. Go ahead.

译文：你介意我坐在这里吗？

当然不。请便。

注释：有时候，当我们想在一个位置落座时，需要征求座位旁边人的同意，以避免打扰到别人。“Do you mind if I sit here?” 是一种很有礼貌的表达。如果表示不介意，常见的表达有：

No, I don't mind. 不，我不介意。

Not at all. 一点也不。

No, go ahead. 不，请便。

Of course not. 当然不介意。

若介意，常见回答有：

I'm sorry. 我很抱歉。

I'd rather you don't. 我宁愿你不要。

通常后面说明原因，会显得比较礼貌，如：

— Do you mind if I open the window?

— I'm sorry. I feel cold now.

2. (Page 23) In our culture, we usually use a sweep of the open hand—palm upwards.

译文：在我们的文化中，我们通常五指伸开，掌心向上，再轻挥手掌。

注释：在中国文化中，当我们需要表达“请”的意愿时，常常使用右手四指并拢、大拇指张开、手心向上、屈肘的动作来表示。此句中的 sweep 为名词，用来表示手部动作，意为“挥动”或“掠过”；upwards 是副词，用来修饰 palm，说明做这个动作时掌心是向上的。

Unit 3

1. (Page 36) Teenagers visited people in need to help them rebuild confidence and encourage them never to give up hope.

译文: 青少年看望需要帮助的人们，去帮助他们重建信心并鼓励他们永远不要放弃希望。

注释: build 作动词意为“建筑；建造”，rebuild 中的前缀 re-表示“又；再；重新”，此句中的 rebuild 解释为“使复原；使恢复”。

2. (Page 38) You look a little lost.

译文: 你看上去有点茫然无措。

注释: lost 除了是 lose 的过去式和过去分词之外，还可以作形容词。此句中的 lost 为形容词，解释为“不知所措；一筹莫展”。

3. (Page 40) Her face turned pale, and she broke out in a cold sweat.

译文: 她面色发白，出了一身冷汗。

注释: break out 为动词词组，表示“(战争、打斗、疾病等)爆发”，break out in a cold sweat 解释为“出了一身冷汗”。

Unit 5

(Page 73) At last he saw a small head pushing through the mother's feathers, the head of a baby Trumpeter.

译文: 终于，他看见了一个小脑袋从妈妈的羽毛中钻了出来，那是一只小天鹅的脑袋。

注释: 该句子主句后跟随一个名词短语 the head of a baby Trumpeter，用逗号隔开。该名词短语为 a small head 的同位语，用来补充说明是谁的小脑袋。

Unit 6

1. (Page 87) Every little bit counts!

译文: 一点一滴都很重要！

注释: 这句话强调每一个微小的贡献都是有价值的，即便是最小的努力也能

产生积极影响。在这句话中，count 作动词，表示“有重要性”。有类似用法的还有 matter。

2. (Page 89) And of course, paying online is an excellent way to save a lot of paper over the years!

译文：当然，长期坚持网上支付是节省大量纸张的好方法！

注释：这句话用动词 -ing 形式 paying online 作主语，凸显了在线支付这一环保方式的长期效益，即有助于减少树木砍伐。

3. (Page 96) People there are planting trees to stop the sand from turning everything into a big desert.

译文：那里的人们正在植树，以防止沙子把所有东西变成一大片沙漠。

注释：这句话描述了人们通过植树来防止沙漠扩张。这种积极的环保举措不仅有助于防止土地沙漠化，还保护和改善了生态系统。stop somebody from doing something 是常见的短语，强调了主观的干预。类似意思的短语还有 prevent somebody from doing something 或 keep somebody from doing something。



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上册。

辅音

辅音	字母 / 字母组合	示例	
/tʃ/	ch	check	speech
	tch	catch	switch
/ʃ/	sh	shy	push
/θ/	th	thick	worth
/m/	m	mile	form
/ŋ/	ng	among	sing
/h/	h	hold	huge
	wh	whole	who
/w/	w	wild	wood
	wh	whale	when
/j/	y	you	year
	u /ju:/	use	usually
/ð/	th	with	breathe

(续表)

辅音	字母 / 字母组合	示例	
/ʒ/	s	treasure	usually
	g	garage	
/dʒ/	j	jam	joy
	g	giant	village
/n/	n	need	dolphin
	kn	knock	knife
/r/	r	rock	relax
	wr	write	wrong
/l/	l	lady	hold useful

辅音连缀

在同一单词内，有两个或两个以上的辅音音素结合在一起，如 bl, cl, spr 等。

音标	字母 / 字母组合	示例	
/bl/	bl	block	blind
/fl/	fl	flu	floor
/gl/	gl	glass	glad
/kl/	cl	classical	climate
/pl/	pl	place	playlist
/sk/	sk	skate	sky
	sk	desk	mask
	sc	score	scan
	sch	school	scholar
/sl/	sl	slight	slow
/spr/	spr	spring	spread

(续表)

音标	字母 / 字母组合	示例	
/str/	str	street	strange
/tr/	tr	truth	trouble
/ts/	ts	start s	text s
/dr/	dr	drop	dry
/dz/	ds	words	sends

常见的不发音的辅音字母 (或字母组合)

字母 / 字母组合	示例	
d	Wednesday	handsome
h	honest	honour
l	calm	palm
s	island	aisle
t	castle	fasten
gh	light	high
mb	lamb	climb
m n	autum n	column
sc	science	scene

Unit 1

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

复合形容词 (Compound adjectives) 一般由两个部分构成，通常两部分之间有连字符。

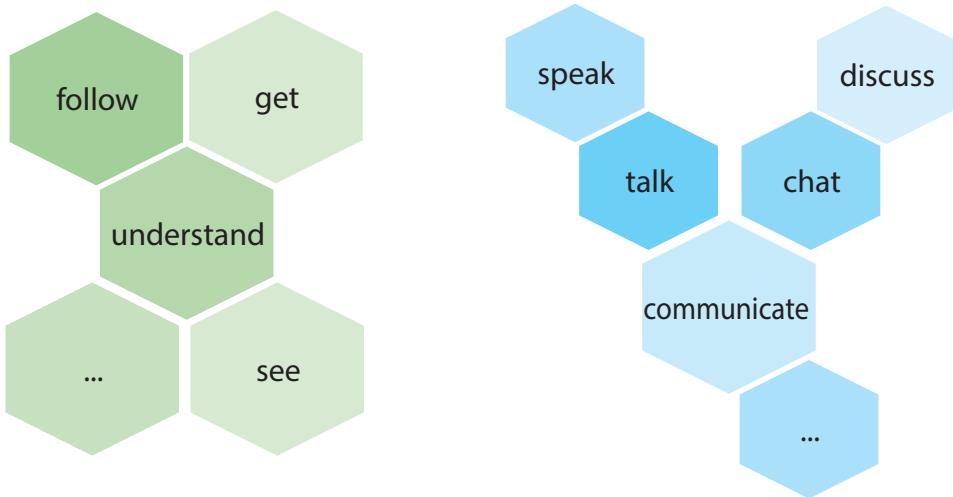
Part of speech	Examples
noun + adjective	world-famous, _____
noun + past participle	middle-aged, _____
number + noun	five-minute, _____
adjective + past participle	old-fashioned, _____
noun + present participle	record-breaking, _____
adverb + past participle	well-known, _____
...	...

Unit 2

Word meaning: Synonyms 词汇意义：近义词

近义词，是指同一种语言中意思相同或相近的词或短语。有些词使用地域不同，如 football 和 soccer, holiday 和 vacation；有些词正式程度不同，如 father 和 dad, complete 和 end；还有的词只有细微语义差别，往往可以替代使用，如 famous 和 well-known。

Synonyms: Communication-related words



Unit 3

Word partner 常见搭配

Intransitive	Transitive	
Whenever I need help, my father always shows up .	Could you help me work out the maths problem?	Could you help me work the maths problem/ it out ?
I'll stand by and offer my help to those in need.	I'm happy to help you out .	
The doctor and the nurse helped the patient lie down on the bed.	Tom picked up all the toys.	Tom picked all the toys/ them up .
Don't wait out there. Please come in and have a seat.	Lily taught her younger brother how to put on his shoes.	Lily taught her younger brother how to put his shoes/ them on .
The children are growing up quickly and they help the family with the housework.	The engineer came to sort out the problem.	The engineer came to sort the problem/ it out .

(to be continued)

(continued)

Intransitive	Transitive	
I am going to stay in this evening to spend some time with my family.	The firefighters soon put out the fire.	The firefighters soon put the fire/it out .

Unit 4

Word partner 常见搭配

Verb + noun		
make	money noise friends a difference a mistake a decision <hr/> <hr/>	It is not easy to make money in a strange city. The children next door made a lot of noise . I'm sure the honest boy can make many friends . You will make a difference if you tell the truth. She said that she made a few mistakes in the exam. Think over the matter and make a decision . <hr/> <hr/>
tell	a story a joke a lie the truth the difference the time <hr/> <hr/>	The old man tells his grandson a story every day. Someone told a joke and people burst out laughing. The boy never tells a lie to his parents. I think the man is telling the truth . Nobody can tell the difference between the two pictures. The little girl is learning to tell the time . <hr/> <hr/>

Unit 5

Word building: Suffix (-ly, -ful, -less, -y) 构词法：后缀 (-ly, -ful, -less, -y)

后缀是加在单词末尾的字母或字母组合，以使该单词变为另一个单词。名词加后缀 -ly, -ful, -y 构成形容词，通常表示“具有……性质或特征”或“以……方式”；常见的否定后缀是 -less，表示“没有；无”。加后缀 -y 时，如果名词是重读闭音节结尾，要双写最后一个辅音字母再加 y，如 sunny, foggy 等。

Suffix	Meaning	Examples
-ly	以……方式；具有……性质	friend + ly → friendly
		love + ly → lovely
		like + ly → likely
		...
-ful	充满的；有……性质(或倾向)的	help + ful → helpful
		thank + ful → thankful
		beauty + ful → beautiful
		...
-less	没有；无	help + less → helpless
		harm + less → harmless
		care + less → careless
		...
-y	充满的；有……特性的	hair + y → hairy
		sun + y → sunny
		noise + y → noisy
		...

Unit 6

Word meaning 词汇意义

British English vs American English			
Spelling		Synonyms	
BrE	AmE	BrE	AmE
centre	center	flat	apartment
favourite	favorite	holiday	vacation
per cent	percent	timetable	schedule
programme	program	biscuit	cookie
analyse	analyze	football	soccer
...

My learning notes support

Unit 1 Talking about one's feelings

- I feel a little happy/sad/...
- This makes me feel excited/angry/nervous/upset/...
- This never bothers me.
- It's been a difficult day.

Unit 2 Making and responding to apologies

Making apologies:

- I feel terrible about what I did.
- I'm terribly sorry for ...
- Excuse me for ... I'm so sorry.
- I'm really ashamed of what I did.

Responding to apologies:

- That's all right.
- Never mind. I quite understand.
- Forget about it.

Unit 3 Responding politely to others

- A: Could you spare a moment?
B: Certainly.
- A: Would you mind helping me out?
B: Not at all.
- A: Could you possibly do me a favour?
B: Sure. What is it?

Unit 4 Making and accepting excuses

Making excuses:

- I'm truly sorry. I happen to ...
- I'm afraid I ... I'm really sorry.
- I did not mean it.
- I apologise ... It's my fault.
- I'm so sorry that ... Is there anything I can do to make it right?

(to be continued)

(continued)

Accepting excuses:

- That's all right.
- Don't let it worry you. It's not your fault.
- Never mind. It doesn't really matter.

Unit 5 Expressing intention

- I'm thinking about ...
- I plan to ...
- I'm going to ...
- I'm considering ...

Unit 6 Asking for and giving advice

Asking for advice:

- Could you please give me some advice on ...?
- What would you advise me to do about ...?
- I'm considering ..., what do you think?

Giving advice:

- I would recommend that you ...
- Based on my experience, I would advise you to ...
- You might want to consider ...

Grammar file

Unit 1

Coordinators **both ... and ...; not only ... but also ...**

连词 both ... and ... 与 not only ... but also ...

both ... and ...		
These students are	both clever	and careful.
Both Andy	and Jason	are nice to me.

not only ... but also ...		
She can	not only sing	but also dance.
Maria joined	not only the singing group	but also the painting group.

Both ... and ... emphasizes the link between two things.

both ... and ... 强调两个事物之间的联系。

1 To link nouns 连接名词

Subject (S) + v. + **both** + n. + **and** + n.

e.g. *I spoke to both the waiter and his manager.*

She is both the director and the actress.

2 To link verbs 连接动词

S + **both** + v. + **and** + v.

e.g. *She both likes and recommends this song.*

The music both encourages and comforts us.

3 To link adjectives 连接形容词

S + be + **both** + adj. + **and** + adj.

e.g. *She is both pretty and clever.*

The car is both good-looking and cheap.

Both can also appear at the beginning of the sentence.

both 也可出现在句首。

Both + n. + **and** + n.

e.g. *Both Tom and Kelly have attended more than one classical concert.*

Both Kitty and Ben are going to join the music club.

Notes:

The verb is always in plural form.

动词常用复数形式。

There are also some other coordinators including: **and, or, so, either ... or ..., neither ... nor ..., as well as**, etc.

除以上连词外，还有一些常见的连词，如 and, or, so, either ... or ..., neither ... nor ..., as well as 等。

Not only ... but also ... emphasizes the second thing more than the first one.

not only ... but also ... 更强调后者。

1 To link nouns 连接名词

S + v. + **not only** + n. + **but also** + n.

e.g. *She is not only an actress but also a singer.*

Those children like not only cakes but also cheese.

2 To link verbs 连接动词

S + **not only** + v. + **but also** + v.

e.g. *She not only read the book but also remembered what she read.*

She not only writes her own plays but also acts in them.

3 To link adjectives 连接形容词

S + be + **not only** + adj. + **but also** + adj.

e.g. *She is not only beautiful but also intelligent.*

Tom is not only rich but also famous.

4 To link adverbials 连接状语

S + v. + **not only** + adv. + **but also** + adv.

e.g. *Thomas writes not only correctly but also neatly.*

We go there not only in winter, but also in summer.

Not only can also appear at the beginning of the sentence.

not only 也可以出现在句首。

Not only + n. + **but also** + n.

e.g. *Not only my parents but also my brother likes playing the violin.*

Not only beautiful music but also encouraging books are important for teenagers.

Not only my parents but also my sister has gone to Paris.

Notes:

The verb agrees with the noun closest to it.

谓语动词要和与其最近的主语保持人称和数的一致。

Linking verbs 系动词

Linking verbs are verbs that don't show an action but rather describe the subject.

Linking verbs define the subject or add more details about it.

系动词不表示动作，而用来描述主语。系动词说明主语的状态、性质、特征等情况。

- 1 Linking verbs simply explain the state of the subject.

系动词说明主语的状态。

e.g. *I am thirteen years old.*

She seems happy today.

- 2 Sensory verbs like *appear, look, feel, smell, sound, or taste* can act as linking verbs when they describe the subject.

感官动词如 appear, look, feel, smell, sound 或 taste 可作为系动词描述主语。

e.g. *I feel refreshed and energetic when I enjoy it.*

His piano pieces sound relaxing.

- 3 *Come, grow, get, and turn* are linking verbs when used to show a change.

部分系动词如 come, grow, get 和 turn 作系动词时用来表示变化。

e.g. *Every time I hear it, I get refreshed.*

Unit 2

Comparative and superlative adverbs 副词比较级和最高级

Regular 规则变化：

	Positive 原级	Comparative 比较级	Superlative 最高级
Adverbs with the same forms as adjectives 与形容词词形一致的副词	hard	harder	hardest
Two syllable adverbs 两个音节的副词	early	earlier	earliest
Adverbs formed from adjective + ly 形容词 + ly 组成的副词	slowly	more slowly	most slowly

Irregular 不规则变化：

Positive 原级	Comparative 比较级	Superlative 最高级
well	better	best
badly	worse	worst
much	more	most
little	less	least
far	farther/further	farthest/furthest

- 1 We use comparative and superlative adverbs when we compare and contrast the way things happen.

副词的比较级和最高级用来对比事情发生的方式。

e.g. Jack spoke **more loudly than** Alice but Ken spoke **(the) most clearly**.

- 2 We also use comparative adverbs when we ask or advise people to change their behaviour.

我们也可用副词的比较级来表达要求或建议人们对其行为方式作出改变。

e.g. You made a lot of mistakes in your exam. You should do it **more carefully** next time.

Notes:

- 1 We use **less** and **least** for decreasing comparisons.

less 和 least 用来表示降级的比较。

- 2 We use **as ... as ...** to make comparisons between things which are equal or similar in some way.

as ... as ... 用来表示两个事物在某方面相似或相同。

Unit 3

Compound sentences 并列复合句

A compound sentence is a sentence with at least two independent clauses.

Conjunctions are “joining” words. They join two pieces of information together.

Different conjunctions show different relationships between the two sentences.

并列复合句由两个或两个以上独立的简单句连接而成。连词是用来连接信息的词。不同的连词用来表示两个分句之间不同的逻辑关系。

Clause 分句	Conjunction 连词	Clause 分句
Mum is working in the garden,	and	Dad is helping her.
I've read the book,	but	I haven't watched the movie.
It started to rain,	so	we went inside.

- 1 We use compound sentences to turn repetitive sentences into one clear sentence.
并列复合句可用来把重复的句子变成一个清晰的句子。

e.g. *The Sun is shining.*
 It's 30°C. } *The Sun is shining, and it's 30°C.*

- 2 We use compound sentences to help the reader understand the relation between different ideas.

并列复合句可帮助读者理解并列分句之间不同的关系。

e.g.	<i>It was late.</i>	}	<i>It was late, and he didn't sleep.</i>
	<i>He didn't sleep.</i>		<i>It was late, but he didn't sleep.</i>

Notes:

- 1 We use **and** to connect words, phrases or parts of sentences.
and 用来连接单词、短语或分句。
 - 2 We use **but** to introduce a phrase or clause contrasting with what has already been mentioned.
but 用来引入一个短语或分句，与已经提到的内容形成对比。
 - 3 We use **so** to describe the result of an action or a situation.
so 用来描述动作或情况造成的结果。

Unit 4

Alternative questions 选择疑问句

For Yes/No questions 针对一般疑问句：

	Alternative 1 选择部分 1	Conjunction <i>or</i> 连词 or	Alternative 2 选择部分 2	Question mark 问号
Does his action bring about	good results	or	bad ones	?
Did you	make up a story	or	tell him the truth	?
Did you	take his offer	or	turn it down	?

For Wh- questions 针对特殊疑问句：

	Alternative 1 选择部分 1	Conjunction or 连词 or	Alternative 2 选择部分 2	Question mark 问号
Whose bike scratched the side of your car,	Tom's	or	Ben's	?
Which story do you prefer	<i>The Adventures of Pinocchio</i>	or	<i>Alice's Adventures in Wonderland</i>	?

We use alternative questions to present a closed choice between two or more answers.
我们用选择疑问句询问两个或更多选项的选择。

e.g. A: **Should I tell him the truth or keep the secret?**

B: You should tell him the truth.

A: Which shirt did he choose, **the white one, the red one or the blue one?**

B: **The white one.**

Notes:

1 To form alternative questions, we use the conjunction **or** to separate the answer choices.
选择疑问句中，两个选项之间用 or 分隔。

2 To answer alternative questions, we cannot use short answers such as "yes" or "no".
We start the answer straight away with an alternative.
回答选择疑问句时，不能用 yes 或 no 之类的简短回答，而是要从选项中选择一项来回答。

Unit 5

Past continuous 过去进行时

Affirmative 肯定		
I/He/She/It	was watching	a bird on the phone wire at
We/You/They	were watching	4:30 p.m. yesterday.

Negative 否定		
I/He/She/It	wasn't (was not) watching	a bird on the phone wire at
We/You/They	weren't (were not) watching	4:30 p.m. yesterday.

Yes/No questions 一般疑问句			Answers 回答
Was	he/she	making a bird feeder at that time?	Yes, he/she was. No, he/she wasn't.
Were	you/they		Yes, we/they were. No, we/they weren't.

Wh- questions 特殊疑问句			
What	were	you doing	at this time yesterday?
Who	was	swimming	in the pond?
How	was	the tiger	hunting for food?

We use the past continuous ...

我们使用过去进行时来：

- 1 to talk about actions or activities that happened at/around a certain time in the past, and to show that they continued for some time.
谈论过去某一特定时间发生的，且持续一段时间的动作或者活动。
e.g. *It was eight o'clock in the morning. The children were waiting for their school bus.*
- 2 to talk about two events or activities that were going on at the same time in the past.
谈论过去两个同时发生的事件或者活动。
e.g. *Sam was watching the swans, while his father was preparing dinner at the campsite.*
- 3 to describe a situation.
描述一个情境。
e.g. *The light went out suddenly when I was doing my homework.*

Notes:

- 1 To form Yes/No questions in the past continuous, we put **was** or **were** before the subject.
我们把 **was** 或者 **were** 放在主语前，来构成过去进行时的一般疑问句。
- 2 To form Wh- questions, question words like **who**, **what**, **which**, **how**, **why**, **where**, **when** come at the start.
特殊疑问句以疑问代词 **who**, **what**, **which**, **how**, **why**, **where**, **when** 等开头。

Unit 6

Numerals 数词

Cardinal numbers 基数词			
3 three	11 eleven	12 twelve	13 thirteen
15 fifteen	18 eighteen	20 twenty	30 thirty
32 thirty-two	40 forty	50 fifty	63 sixty-three
71 seventy-one	80 eighty	98 ninety-eight	
100 one hundred			
375 three hundred and seventy-five			
1000 one thousand			
4189 four thousand one hundred and eighty-nine			
15362 fifteen thousand three hundred and sixty-two			
100,000 one hundred thousand			
284,653 two hundred and eighty-four thousand six hundred and fifty-three			
1,000,000 one million			
1,367,982 one million three hundred and sixty-seven thousand nine hundred and eighty-two			

Ordinal numbers 序数词							
1st first	2nd second	3rd third	5th fifth				
8th eighth	9th ninth	12th twelfth	13th thirteenth				
20th twentieth	21st twenty-first	23rd twenty-third	100th hundredth				

Decimals 小数			
0.3 zero point three		7.145	seven point one four five
36.36 thirty-six point three six			

Fractions 分数			
$\frac{1}{2}$ a/one half		$\frac{3}{4}$	three fourths/three quarters
$\frac{2}{3}$ two thirds		$2\frac{1}{5}$	two and one fifth

1 We use cardinal numbers to count and say how many of something there are.

我们用基数词来计数和表示事物的确切数量。

e.g. *There are seven days in a week.*

2 We use ordinal numbers to show the position of something in an order list.

我们用序数词来表示事物在有序列表中的顺序。

e.g. *Carl won second prize in the speech competition.*

3 We say each number separately after a decimal point.

小数点后的每个数字应分别念出。

4 A fraction is the exact division of a number. Fractions are expressed by using cardinal numbers and ordinal numbers together.

分数是对数量的精确分配。分数用基数词和序数词共同来表示。

5 Numbers help express time and dates.

数字帮助我们表达时间和日期。

e.g. *We have lunch at 12 o'clock every day.*

My birthday is on the 31st of January.



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

musician /'mju'zɪʃn/ <i>n.</i> 音乐家；作曲家	p. 4
playlist /'pleɪlist/ <i>n.</i> 音乐播放清单	p. 4
video /'vɪdiəʊ/ <i>n.</i> 音乐短片；视频	p. 4
download /də'nɒn'ləʊd/ <i>v.</i> 下载	p. 4
folk /fəʊk/ <i>n.</i> 民间音乐	p. 4
classical /'klæsɪkl/ <i>adj.</i> 古典的；经典的	p. 4
theme /θiːm/ <i>n.</i> (乐曲的)主题，主旋律	p. 4
beauty /'bju:tɪ/ <i>n.</i> 美；美丽	p. 4
lyrics /'lɪrɪks/ <i>n.</i> (pl.) 歌词	p. 4
jasmine /'dʒæzmin/ <i>n.</i> 茉莉	p. 4
rock /rɒk/ <i>n.</i> 摆滚乐	p. 4
pop /pɒp/ <i>n.</i> 流行音乐	p. 4
title /'taɪtl/ <i>n.</i> (乐曲等的)名称，标题，题目	p. 4
popularity /'pɒpjʊ'lærəti/ <i>n.</i> 流行	p. 4
unknown /ʌn'nəʊn/ <i>adj.</i> 不出名的；无名的	p. 5
well-known /wel 'nəʊn/ <i>adj.</i> 众所周知的	p. 5
both ... and ... 不仅……而且……	p. 5
best-known /best 'nəʊn/ <i>adj.</i> 最知名的	p. 5
melody /'melədi/ <i>n.</i> 旋律；曲调	p. 5
preference /'prefrəns/ <i>n.</i> 偏爱；偏好	p. 6
chorus /'kɔ:rəs/ <i>n.</i> 合唱团；歌唱队	p. 6
charity /'tʃærəti/ <i>n.</i> 慈善	p. 6
choose /tʃu:z/ <i>v.</i> 选择；挑选	p. 7
actually /'æktyuəli/ <i>adv.</i> 的确；真实地；事实上	p. 7
raise /reɪz/ <i>v.</i> 提升；筹集	p. 7
homeless /'həʊmləs/ <i>adj.</i> 无家的	p. 7
stutter /'stʌtə(r)/ <i>n. & v.</i> 口吃；结巴	p. 8

smoothly /'smu:ðli/ <i>adv.</i> 连续而流畅地	p. 8
silent /'saɪlənt/ <i>adj.</i> 不说话的；沉默的	p. 8
advise /əd'veɪz/ <i>v.</i> 劝告；忠告；建议	p. 8
not only ... but also ... 不仅……而且……	p. 8
rhythm /'rɪðəm/ <i>n.</i> 节奏；韵律	p. 8
calmly /'ka:mli/ <i>adv.</i> 沉着地	p. 8
shy /ʃai/ <i>adj.</i> 羞怯的；腼腆的	p. 9
relax /rɪ'læks/ <i>v.</i> 放松；休息	p. 9
gain /geɪn/ <i>v.</i> 增加；增添	p. 9
confidence /'kɒnfɪdəns/ <i>n.</i> 信心；信任	p. 9
courage /'kʌrɪdʒ/ <i>n.</i> 勇气	p. 9
solo /'səʊləʊ/ <i>adv.</i> 单独地	
n. 独唱；独奏	p. 9
describe /dr'skrɪb/ <i>v.</i> 描述；形容	p. 9
confident /'kɒnfɪdənt/ <i>adj.</i> 自信的；有自信心的	p. 9
recommendation /rekə'men'deɪʃn/	
n. 正式建议；提议	p. 14
offer /'ɒfə(r)/ <i>v.</i> 主动提出；自愿给予	p. 14
what's more 而且；另外	p. 14
widely /'waɪdli/ <i>adv.</i> 普遍地；广泛地	
p. 14	
spirit /'spɪrɪt/ <i>n.</i> 精神；心灵	p. 14
athlete /'æθlɪ:t/ <i>n.</i> 运动员	p. 14

Unit 2

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among /ə'mʌŋ/ <i>prep.</i> 在……当中	p. 20
chart /tʃɑ:t/ <i>n.</i> 图表；曲线图	p. 20
communicate /kə'mju:nɪkeɪt/	
v. 交流；沟通	p. 20

in person 亲自; 当面	p. 20	fault /fɔ:l̩t/ <i>n.</i> 责任; 过错	p. 23
text /tekst/ <i>v.</i> (用手机给某人)发短信	p. 20	speech /spi:tʃ/ <i>n.</i> 演说; 讲话	p. 24
social /'səʊʃl/ <i>adj.</i> 社交的; 社会的	p. 20	cross /krɒs/ <i>v.</i> 穿越; 越过	p. 24
medium /'mi:dɪəm/ (<i>pl. media</i>) <i>n.</i> (传播信息的)媒介, 手段	p. 20	cultural /'kʌltʃərəl/ <i>adj.</i> 文化的;与文化有关的	p. 24
social media 社交媒体	p. 20	divide /dɪ'veɪd/ <i>n.</i> 不同; 差异	p. 24
chat /tʃæt/ <i>v.</i> 闲聊; 聊天	p. 20	variety /və'rائیٹی/ <i>n.</i> (同一事物的)不同种类, 多种式样	p. 24
based on 基于	p. 20	accent /'æksent/ <i>n.</i> 口音	p. 24
per cent (AmE percent) /pə 'sent/n., adj. & adv. 百分之……	p. 20	in addition 此外; 另外	p. 24
allow /ə'lau/ <i>v.</i> 允许; 准许	p. 21	clothing /'kləʊðɪŋ/ <i>n.</i> 衣服;服装	p. 25
emoji /'ɪməudʒɪ/ <i>n.</i> 表情符号	p. 21	realise (AmE realize) /'ri:əlaɪz/ <i>v.</i> 认识到; 意识到	p. 25
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language /'læŋgwɪdʒ/ <i>n.</i> 语言	p. 22	pronounce /prə'nauəns/ <i>v.</i> 发音;读(音)	p. 25
earn /ɜ:n/ <i>v.</i> 挣得; 赚得	p. 22	system /'sistəm/ <i>n.</i> 体系; 系统	p. 25
suitable /'su:təbl/ <i>adj.</i> 合适的;适宜的	p. 22	gesture /'dʒestʃə(r)/ <i>n.</i> 手势; 姿势	p. 25
go ahead 继续; 着手做	p. 22	forget /fə'get/ <i>v.</i> 忘记; 遗忘	p. 25
properly /'prɔ:pəli/ <i>adv.</i> 正确地;适当地	p. 22	focus /'fəʊkəs/ <i>v.</i> 集中(注意力、精力于)	p. 30
bit /bɪt/ <i>n.</i> 小量	p. 22	situation /'sɪtʃu'eɪʃn/ <i>n.</i> 情况;状况	p. 30
a bit 有点儿; 稍微	p. 22	regret /rɪ'gret/ <i>v.</i> 感到遗憾; 懊悔	p. 30
rude /ru:d/ <i>adj.</i> 粗鲁的; 无礼的	p. 22	in the end 最后; 终于	p. 30
cheer /tʃɪə(r)/ <i>v.</i> 欢呼; 喝彩; 加油	p. 22	prize /praɪz/ <i>n.</i> 奖; 奖赏	p. 30
cheer for 鼓励; 支持	p. 22	hug /hʌg/ <i>v.</i> 拥抱; 搂抱	p. 30
finger /'fɪŋgə(r)/ <i>n.</i> 手指	p. 22	effective /'efektɪv/ <i>adj.</i> 有效的	p. 30
apologise (AmE apologize)		present /prɪ'zent/ <i>v.</i> (以某种方式)展现, 显示	p. 33
/ə'pələdʒaɪz/ <i>v.</i> 道歉	p. 23		
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palm /pɑ:m/ <i>n.</i> 手掌; 手心	p. 23		
upwards /'ʌpwədz/ <i>adv.</i> 向上;向高处	p. 23		
request /rɪ'kwest/ <i>n.</i> 要求; 请求	p. 23		
proper /'prɔ:pə(r)/ <i>adj.</i> 正确的;恰当的	p. 23		
fix /fɪks/ <i>v.</i> 解决	p. 23		

Unit 3

look through 浏览; 查看	p. 36
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elderly /'eldəli/ <i>adj.</i> 上了年纪的	p. 36

rebuild /'rɪ:bɪld/ <i>v.</i> 重建; 重组	p. 36	once /'wʌns/ <i>adv.</i> 一次; 曾经	p. 41
cigarette /'sɪgə'ret/ <i>n.</i> 香烟	p. 36	at once 马上; 立刻	p. 41
prevent /prɪ'vent/ <i>v.</i> 阻止; 阻碍	p. 36	nod /nɒd/ <i>v.</i> 点头	p. 41
impress /ɪm'pres/ <i>v.</i> 给……留下		thankful /'θæŋkfl/ <i>adj.</i> 感谢; 感激	p. 46
深刻的好印象	p. 36	grateful /'greɪtfɪl/ <i>adj.</i> 感激的;	
key /ki:/ <i>n.</i> 钥匙	p. 37	表示感谢的	p. 46
drop /drɒp/ <i>v.</i> 落下; 掉下	p. 37		
wallet /'wɒltɪ/ <i>n.</i> 钱包	p. 37		
contest /'kɒntest/ <i>n.</i> 比赛; 竞赛	p. 38		
lost /lɒst/ <i>adj.</i> 弄不懂; 困惑	p. 38		
shelf /ʃelf/ <i>n.</i> 架子; 搁板	p. 38		
librarian /laɪ'breəriən/ <i>n.</i> 图书馆			
馆长; 图书管理员	p. 38		
check out 借阅; 借出	p. 38		
emergency /ɪ'mɜ:dʒənsi/ <i>n.</i> 突发			
事件; 紧急情况	p. 40		
kindness /'kaɪndnəs/ <i>n.</i> 仁慈; 善良	p. 40		
usual /'ju:ʒʊəl/ <i>adj.</i> 通常的; 寻常的	p. 40		
as usual 像往常一样; 照例	p. 40		
neighbour (<i>AmE neighbor</i>)			
/'neɪbə(r)/ <i>n.</i> 邻居; 邻人	p. 40		
sudden /'sʌdn/ <i>adj.</i> 突然的;			
忽然的	p. 40		
suddenly /'sʌdnəli/ <i>adv.</i> 突然; 忽然	p. 40		
attack /ə'tæk/ <i>n.</i> 发作; 侵袭	p. 40		
pale /peɪl/ <i>adj.</i> 灰白的; 苍白的	p. 40		
sweat /swet/ <i>n.</i> 汗	p. 40		
shock /ʃɒk/ <i>v.</i> 使震惊; 使惊愕	p. 40		
calm /kɑ:m/ <i>v.</i> 使平静; 使镇静	p. 40		
himself /hɪm'self/ <i>pron.</i> (用作男性的反身代词)他自己; 自己	p. 40		
nobody /'nəʊbədi/ <i>pron.</i> 没有人	p. 41		
lady /'leɪdi/ <i>n.</i> 女士; 女子	p. 41		
quickly /'kwɪkli/ <i>adv.</i> 迅速地;			
很快地	p. 41		
operator /'ɒpəreɪtə(r)/ <i>n.</i> 电话员;接线员			
接线员	p. 41		
clearly /'klɪəli/ <i>adv.</i> 清楚地; 清晰地	p. 41		
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pill /pɪl/ <i>n.</i> 药丸; 药片	p. 41		
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Unit 4

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champion /'tʃæmpɪən/ <i>n.</i> 冠军; 第一名	p. 52
winner /'wɪnə(r)/ <i>n.</i> 获胜的人; 优胜者	p. 53
praise /preɪz/ <i>v.</i> 表扬; 赞扬; 称赞	p. 53
mistake /mɪ'steɪk/ <i>n.</i> (言语或行为上的)错误, 失误	p. 53
truth /tru:θ/ <i>n.</i> 真相; 实情; 事实; 真实情况	p. 53
lie /laɪ/ <i>n.</i> 谎言; 谎话	p. 53
decision /dɪ'sɪʒn/ <i>n.</i> 决定; 抉择	p. 53
suggestion /sə'dʒestʃən/ <i>n.</i> 建议; 提议	p. 53
trouble /'trʌbl/ <i>n.</i> 问题; 困难	p. 54
advice /əd'veɪs/ <i>n.</i> 建议; 意见	p. 54
column /'kɒləm/ <i>n.</i> 专栏; 栏目	p. 54
unluckily /ʌn'lʌkɪli/ <i>adv.</i> 不幸地; 遗憾地; 倒霉地	p. 54
copy /'kɔpi/ <i>v.</i> 抄袭	p. 54
<i>n.</i> (书、报纸等的)一本, 一册, 一份	p. 55
explain /ɪk'spleɪn/ <i>v.</i> 解释; 说明	p. 54
lend /lend/ <i>v.</i> 借给; 借出	p. 54
accidentally /,æksɪ'dentəli/ <i>adv.</i> 意外地; 偶然地	p. 54
spill /spɪl/ <i>v.</i> (使)洒出, 泼出, 溢出	p. 54
careless /'keələs/ <i>adj.</i> 不小心的; 不仔细的; 粗心的	p. 55
accident /'æksɪdənt/ <i>n.</i> 意外; 偶然的事	p. 55
another /ə'nʌðə(r)/ <i>det.</i> 又一; 再一	p. 55
lifetime /'laɪftaɪm/ <i>n.</i> 一生; 终身; 有生之年	p. 56

bass /bæs/ <i>n.</i> 鲈	p. 56	野生生物	p. 68
fisherman /'fɪʃəmən/ <i>n.</i> 渔民；钓鱼的人	p. 56	giant /'dʒaɪənt/ <i>adj.</i> 巨大的；特大的；伟大的	p. 68
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tie /taɪ/ <i>v.</i> 系；拴	p. 56	central /'sentrəl/ <i>adj.</i> 在中心的；中央的	p. 68
bait /beɪt/ <i>n.</i> 鱼饵；诱饵	p. 56	western /'westən/ <i>adj.</i> 西方的；西部的	p. 68
practise (AmE practice) /'præktɪs/ <i>v.</i> 练习；训练	p. 56	land /lænd/ <i>n.</i> 陆地；大地	p. 68
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double /'dʌbl/ <i>v.</i> 把……对折；折叠	p. 56	almost /'ɔ:l'məʊst/ <i>adv.</i> 几乎；差不多	p. 68
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lift /lɪft/ <i>v.</i> 举起；抬起	p. 56	balance /'bæləns/ <i>n.</i> 平衡	p. 68
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anywhere /'eniweə(r)/ <i>adv.</i> 在任何地方	p. 57	wing /wɪŋ/ <i>n.</i> 翅膀；翼	p. 69
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lip /lɪp/ <i>n.</i> 嘴唇	p. 57	themselves /ðəm'selvz/ <i>pron.</i> 他/它们自己	p. 69
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village /'vɪlɪdʒ/ <i>n.</i> 村庄；村镇	p. 62	melt /melt/ <i>v.</i> (使)熔化，融化	p. 70
according to 依照；根据	p. 62	disease /dɪ'zi:z/ <i>n.</i> 病；疾病	p. 70
perhaps /pə'hæps/ <i>adv.</i> 可能；大概；也许	p. 62	flu /flu:/ <i>n.</i> 流行性感冒；流感	p. 70
cheat /tʃi:t/ <i>v.</i> 欺骗；蒙骗	p. 62	fever /'fi:və(r)/ <i>n.</i> 发烧；发热	p. 70
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		pollute /pə'lju:t/ <i>v.</i> 污染	p. 70
		suffer /'sʌfə(r)/ <i>v.</i> 受苦；受难	p. 70
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		human /'hju:mən/ <i>n.</i> 人	p. 71
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Unit 5

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wildlife /'waɪldlaɪf/ <i>n.</i> 野生动物；	

smell /smel/ <i>v.</i> 有(或发出)…… 气味	p. 72
delicious /dr'lɪʃəs/ <i>adj.</i> 令人开心的； 令人愉快的；宜人的	p. 72
pool /pu:l/ <i>n.</i> 水坑；水塘；池塘	p. 72
appear /ə'piə(r)/ <i>v.</i> 显得；看来； 似乎	p. 72
nearby /'niə'bai/ <i>adv.</i> 在附近；不远 <i>adj.</i> 附近的；邻近的	p. 72
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wilderness /'wɪldənəs/ <i>n.</i> 荒野	p. 72
satisfy /'sætɪsfai/ <i>v.</i> 使满意；使满足	p. 72
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nest /nest/ <i>n.</i> 巢穴；窝	p. 73
push /puʃ/ <i>v.</i> 推动(人或物)； 移动(身体部位)	p. 73
grey (AmE gray) /grei/ <i>adj.</i> 灰色的； 烟灰色的；灰白色的	p. 73
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second-hand /'sekənd 'hænd/ <i>adj.</i> 二手的；旧的	p. 89
excellent /'eksələnt/ <i>adj.</i> 优秀的； 杰出的；极好的	p. 89
article /'a:tɪkl/ <i>n.</i> (报刊上的)文章， 论文，报道	p. 89
factory-farmed /'fæktri fa:md/ <i>adj.</i> 工厂化养殖的	p. 89
require /rɪ'kwaɪə(r)/ <i>v.</i> 需要；依靠； 依赖	p. 89
ton /tʌn/ <i>n.</i> 吨	p. 89
lead to 导致	p. 89
damage /'dæmɪdʒ/ <i>n.</i> (有形的)损坏， 破坏，损失	p. 89
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Unit 6

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thick /θɪk/ <i>adj.</i> 浓密的；茂密的	p. 84
treetop /'tri:tɒp/ <i>n.</i> 树梢	p. 84
block /blk/ <i>v.</i> 挡住；阻碍	p. 84
humid /'hju:mɪd/ <i>adj.</i> 温暖潮湿的	p. 84
coverage /'kʌvərɪdʒ/ <i>n.</i> 覆盖范围	p. 85
climate /'klamət/ <i>n.</i> 气候	p. 85
nearly /'nəli/ <i>adv.</i> 几乎；差不多； 将近	p. 85
freshwater /'frɛʃwɔ:tə(r)/ <i>adj.</i> 淡水的	p. 85

Words and expressions in alphabetical order

A

a bit	有点儿; 稍微	U2
accent	/'ækstənt/ n. 口音	U2
accident	'æksɪdənt/ n. 意外; 偶然的事	U4
accidentally	/,æksɪ'dentəli/ adv. 意外地; 偶然地	U4
according to	根据; 依照	U4
actually	'æktʃuəli/ adv. 的确; 真实地; 事实上	U1
advice	/əd'veɪs/ n. 建议; 意见	U4
advise	/əd'veɪz/ v. 劝告; 忠告; 建议	U1
aid	/eɪd/ n. 帮助; 援助	U3
allow	/ə'lau/ v. 允许; 准许	U2
almost	'ɔ:lmoʊst/ adv. 几乎; 差不多	U5
ambulance	/'æmbjələns/ n. 救护车	U3
among	/ə'mʌŋ/ prep. 在……当中	U2
analyse (AmE analyze)	/'ænəlaɪz/ v. 分析	U6
another	/ə'nʌðə(r)/ det. 又一; 再一	U4
anywhere	/'eniweə(r)/ adv. 在任何 地方	U4
apologise (AmE apologize)	/ə'pɒlədʒaɪz/ v. 道歉	U2
appear	/ə'piə(r)/ v. 显得; 看来; 似乎	U5
application	/,æpli'keɪʃn/ n. 申请; 请求	U6
article	/'a:tɪkl/ n. (报刊上的)文章, 论文, 报道	U6
as usual	像往常一样; 照例	U3
as ... as ...	像……一样的	U4
at once	马上; 立刻	U3
athlete	/'æθlɪt/ n. 运动员	U1

B

bait	/beɪt/ n. 鱼饵; 诱饵	U4
balance	/'bæləns/ n. 平衡	U5
bamboo	/'bæm'bʊ:/ n. 竹; 竹子	U5
based on	基于	U2
basic	/'beɪsɪk/ adj. 基本的; 基础的	U6
bass	/bæs/ n. 鲈	U4
beauty	/'bjʊ:tɪ/ n. 美; 美丽	U1
best-known	/,best 'nəʊn/ adj. 最知 名的	U1
bit	/bɪt/ n. 小量	U2
block	/'blɒk/ v. 挡住; 阻碍	U6
booklet	/'bʊklət/ n. 小册子	U2
both ... and ...	不仅……而且……	U1
branch	/brɑ:ntʃ/ n. 树枝	U6
bridge	/brɪdʒ/ v. 在……上架桥	U2

C

cage	/keɪdʒ/ n. 笼子	U5
calm	/ka:m/ v. 使平静; 使镇静	U3
calmly	'ka:mli/ adv. 沉着地	U1
careless	'keələs/ adj. 不小心的; 不仔细的; 粗心的	U4
cast	/ka:st/ v. 投(钓线); 抛(钩钩)	U4
central	/'sentrəl/ adj. 在中心的; 中央的	U5
champion	/'tʃæmpɪən/ n. 冠军; 第一名	U4
charity	/'tʃærəti/ n. 慈善	U1
chart	/tʃɑ:t/ n. 图表, 曲线图	U2
chat	/tʃæt/ v. 闲聊; 聊天	U2
cheat	/tʃi:t/ v. 欺骗; 蒙骗	U4
check out	借阅; 借出	U3

cheer /tʃɪə(r)/	v. 欢呼；喝彩；加油	U2
cheer for	鼓励；支持	U2
choose /tʃu:z/	v. 选择；挑选	U1
chorus /'kɔ:rəs/	n. 合唱团；歌唱队	U1
cigarette /,sigə'ret/	n. 香烟	U3
classical /klæsɪkl/	adj. 古典的； 经典的	U1
clearly /'klɪəli/	adv. 清楚地；清晰地	U3
climate /'klaɪmət/	n. 气候	U6
clothing /'kləʊðɪŋ/	n. 衣服； 服装	U2
column /'kələm/	n. 专栏；栏目	U4
communicate /kə'mju:nɪkeɪt/	v. 交流；沟通	U2
community /kə'mju:nəti/	n. 社区； 社会	U6
company /'kʌmpəni/	n. 陪伴；做伴	U5
confidence /'kɒnfɪdəns/	n. 信心； 信任	U1
confident /'kɒnfɪdənt/	adj. 自信的； 有自信心的	U1
contain /kən'teɪn/	v. 包含；含有；容纳	U6
contest /'kɒntest/	n. 比赛；竞赛	U3
copy /'kɔ:pɪ/	v. 抄袭 n. (书、报纸等的)一本,一册,一份	U4
courage /'kʌrɪdʒ/	n. 勇气	U1
cover /'kʌvə(r)/	v. 遮蔽；遮盖	U5
coverage /'kʌvərɪdʒ/	n. 覆盖范围	U6
cross /krɒs/	v. 穿越；越过	U2
cultural /'kʌltʃərəl/	adj. 文化的； 与文化有关的	U2

D

damage /'dæmɪdʒ/	n. (有形的) 损坏,破坏,损失	U6
danger /'deɪndʒə(r)/	n. 危险；风险	U5
dangerous /'deɪndʒərəs/	adj. 危险的	U5
decision /dɪ'sɪʒn/	n. 决定；抉择	U4
delicious /dɪ'lɪʃəs/	adj. 令人开心的； 令人愉快的；宜人的	U5

describe /dr'skrəib/	v. 描述；形容	U1
disappear /,dɪsə'pɪə(r)/	v. 消失； 不见	U4
disease /dr'zi:z/	n. 病；疾病	U5
display /dɪ'spleɪ/	n. 陈列；展示	U5
divide /dr'veɪd/	n. 不同；差异	U2
double /'dʌbl/	v. 把……对折；折叠	U4
download /,daʊn'ləʊd/	v. 下载	U1
drop /drɒp/	v. 落下；掉下	U3

E

earn /ɜ:n/	v. 挣得；赚得	U2
effective /'efektɪv/	adj. 有效的	U2
elderly /'eldəli/	adj. 上了年纪的	U3
embarrassment /ɪm'bærəsmənt/	n. 难堪	U2
emergency /ɪ'mɜ:dʒənsi/	n. 突发事件；紧急情况	U3
emoji /ɪ'meɪdʒɪ/	n. 表情符号	U2
end /end/	n. 尽头；末梢	U4
even though	尽管；虽然	U4
everyday /'evrɪdeɪ/	adj. 每天的； 日常的	U3
excellent /'eksələnt/	adj. 优秀的； 杰出的；极好的	U6
explain /ɪk'splæin/	v. 解释；说明	U4

F

factory-farmed /'fæktri fa:mɪd/	adj. 工厂化养殖的	U6
fault /fɔ:lt/	n. 责任；过错	U2
fellow /'feləʊ/	adj. 同类的；同伴的	U2
fever /'fi:və(r)/	n. 发烧；发热	U5
fill /fil/	v. (使)充满,装满,注满, 填满	U6
finger /'fɪŋgə(r)/	n. 手指	U2
fisherman /'fiʃəmən/	n. 渔民； 钓鱼的人	U4
fix /fɪks/	v. 解决	U2
flu /flu:/	n. 流行性感冒；流感	U5

flyer /'flaɪə(r)/ <i>n.</i> 小(广告)传单	U6
focus /'fəʊkəs/ <i>v.</i> 集中(注意力、精力于)	U2
folk /fəʊk/ <i>n.</i> 民间音乐	U1
forget /fə'get/ <i>v.</i> 忘记; 遗忘	U2
freshwater /'freʃwɔ:tə(r)/ <i>adj.</i> 淡水的	
	U6

G

gain /geɪn/ <i>v.</i> 增加; 增添	U1
gentle /'dʒentl/ <i>adj.</i> 温柔的; 文静的	U5
gesture /'dʒestʃə(r)/ <i>n.</i> 手势; 姿势	U2
giant /'dʒaɪənt/ <i>adj.</i> 巨大的; 特大的; 伟大的	U5
go ahead 继续; 着手做	U2
grateful /'greɪtfəl/ <i>adj.</i> 感激的; 表示感谢的	U3
grey (AmE gray) /'greɪ/ <i>adj.</i> 灰色的; 烟灰色的; 灰白色的	U5

H

habitat /'hæbɪtæt/ <i>n.</i> (动植物的)生活环境, 栖息地	U5
handsome /'hænsəm/ <i>adj.</i> 美观的; 悅目的	U4
himself /hɪm'self/ <i>pron.</i> (用作男性的反身代词)他自己; 自己	U3
homeless /'həʊmləs/ <i>adj.</i> 无家的	U1
hook /hʊk/ <i>n.</i> 钩; 钓钩; 鱼钩	U4
hug /hʌg/ <i>v.</i> 拥抱; 搂抱	U2
human /'hju:mən/ <i>n.</i> 人	U5
humid /'hju:mɪd/ <i>adj.</i> 温暖潮湿的	U6
humour (AmE humor) /'hju:mə(r)/ <i>n.</i> 幽默; 幽默感	U6

I

impress /ɪm'pres/ <i>v.</i> 给……留下深刻的好印象	U3
in addition 此外; 另外	U2

in person 亲自; 当面	U2
interested /'intrəstɪd/ <i>adj.</i> 感兴趣的; 关心的	U2
interview /'ɪntəvju:/ <i>v.</i> 采访; 访谈	U6
in the end 最后; 终于	U2
island /'aɪlənd/ <i>n.</i> 岛	U4

J

jasmine /'dʒæzmin/ <i>n.</i> 茉莉	U1
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K

kangaroo /kæŋgə'rū:/ <i>n.</i> 袋鼠 (产于澳大利亚)	U5
key /ki:/ <i>n.</i> 钥匙	U3
kill /kɪl/ <i>v.</i> 杀死; 弄死	U5
kindness /'kaɪndnəs/ <i>n.</i> 仁慈; 善良	U3

L

lady /'leɪdi/ <i>n.</i> 女士; 女子	U3
land /lænd/ <i>n.</i> 陆地; 大地	U5
language /'læŋgwɪdʒ/ <i>n.</i> 语言	U2
lead to 导致	U6
leaflet /'li:flet/ <i>n.</i> 散页印刷品; 传单	U6
lecture /'lektʃə(r)/ <i>n.</i> 讲座; 演讲	U5
lend /lend/ <i>v.</i> 借给; 借出	U4
librarian /laɪ'breəriən/ <i>n.</i> 图书馆馆长; 图书管理员	U3
lie /laɪ/ <i>n.</i> 谎言; 谎话	U4
lifetime /'laɪftaɪm/ <i>n.</i> 一生; 终身; 有生之年	U4
lift /lɪft/ <i>v.</i> 举起; 抬起	U4
likely /'laɪkli/ <i>adj.</i> 可能的	U5
liquid /'lɪkwɪd/ <i>adj.</i> 液体的; 液态的	U6
lip /lɪp/ <i>n.</i> 嘴唇	U4
look through 浏览; 查看	U3
lost /lɒst/ <i>adj.</i> 弄不懂; 困惑	U3
lower /'ləʊə(r)/ <i>v.</i> 把……放低; 使……降下	U4
lyrics /'lɪrɪks/ <i>n. (pl.)</i> 歌词	U1

M

medium /'mi:dɪəm/ (pl. media) n. (传播信息的)媒介, 手段	U2
melody /'melədi/ n. 旋律; 曲调	U1
melt /melt/ v. (使)熔化, 融化	U5
mistake /mɪ'steɪk/ n. (言语或行为上的) 错误, 失误	U4
misunderstand /,mɪs'ʌndəstænd/ v. 误解; 误会	U2
musician /'mjuzɪʃn/ n. 音乐家; 作曲家	U1

N

nearby /'niə'bai/ adv. 在附近; 不远 adj. 附近的; 邻近的	U5
nearly /'nɪəli/ adv. 几乎; 差不多; 将近	U6
neighbour (AmE neighbor) /'neɪbə(r)/ n. 邻居; 邻人	U3
nest /nest/ n. 巢穴; 窝	U5
net /net/ n. 网; 网状物	U5
nobody /'nəʊbədi/ pron. 没有人	U3
nod /nɒd/ v. 点头	U3
not only ... but also ... 不仅…… 而且……	U1

O

offer /'ɒfə(r)/ v. 主动提出; 自愿给予	U1
office /'ɒfɪs/ n. 办公室; 办公楼	U6
once /wʌns/ adv. 一次; 曾经	U3
operator /'ɒpəreɪtə(r)/ n. 电话员; 接线员	U3

P

pale /peɪl/ adj. 灰白的; 苍白的	U3
palm /pa:m/ n. 手掌; 手心	U2
penguin /'pɛŋgwin/ n. 企鹅	U5
per cent (AmE percent) /pə 'sent/ n., adj. & adv. 百分之……	U2

perhaps /pə'hæps/ adv. 可能; 大概;

也许	U4
pill /pɪl/ n. 药丸; 药片	U3
playlist /'pleɪlist/ n. 音乐播放清单	U1
pole /pəʊl/ n. 杆子; 棍; 杖	U4
pollute /pə'lut/ v. 污染	U5
pool /pu:l/ n. 水坑; 水塘; 池塘	U5
pop /pɒp/ n. 流行音乐	U1
popularity /,pɒpjʊ'lærəti/ n. 流行	U1
practise (AmE practice) /'prækts/ v. 练习; 训练	U4
praise /preɪz/ v. 表扬; 赞扬; 称赞	U4
preference /'prefrəns/ n. 偏爱; 偏好	U1
present /'preznt/ v. (以某种方式) 展现, 展示	U2
prevent /pri'vent/ v. 阻止; 阻碍	U3
prize /praɪz/ n. 奖; 奖赏	U2
pronounce /prə'nauəns/ v. 发音; 读(音)	U2
proper /'prɒpə(r)/ adj. 正确的; 恰当的	U2
properly /'prɒpəli/ adv. 正确地; 适当地	U2
protection /prə'tekʃn/ n. 保护	U5
purpose /'pɜ:pəs/ n. 意图; 目的	U5
push /puʃ/ v. 推动(人或物); 移动(身体部位)	U5

Q

quickly /'kwɪkli/ adv. 迅速地; 很快地

R

raise /reɪz/ v. 提升; 筹集	U1
ranger /'reɪndʒə(r)/ n. 护林人	U6
rather /'ra:ðə(r)/ adv. 反而; 有点儿; 稍微	U5
realise (AmE realize) /'ri:əlaɪz/ v. 认识到; 意识到	U2
rebuild /,ri:'bɪld/ v. 重建; 重组	U3

recommendation /'rekəmen'deɪʃn/		
n. 正式建议；提议	U1	
regret /rɪ'gret/ v. 感到遗憾；惋惜；懊悔	U2	
relax /rɪ'læks/ v. 放松；休息	U1	
request /rɪ'kwest/ n. 要求；请求	U2	
require /rɪ'kwaɪə(r)/ v. 需要；依靠； 依赖	U6	
rhythm /'rɪðəm/ n. 节奏；韵律	U1	
rock /rɒk/ n. 摆乐	U1	
root /ru:t/ n. 根；根部	U6	
rude /ru:d/ adj. 粗鲁的；无礼的	U2	

S

satisfy /'sætɪsfai/ v. 使满意；使满足	U5
second-hand /'sekənd 'hænd/ adj. 二手的；旧的	U6
set out 出发	U5
shelf /ʃelf/ n. 架子；搁板	U3
shock /ʃɒk/ v. 使震惊；使惊愕	U3
shy /ʃaɪ/ adj. 羞怯的；腼腆的	U1
silent /'saɪlənt/ adj. 不说话的；沉默的	U1
situation /'sitʃu'eɪʃn/ n. 情况；状况	U2
sky /skai/ n. 天；天空	U5
smell /smel/ v. 有(或发出)…… 气味	U5
smoothly /'smu:ðli/ adv. 连续而 流畅地	U1
social /'səʊʃl/ adj. 社交的；社会的	U2
social media 社交媒体	U2
soft /sɒft/ adj. 软的；柔软的	U5
solo /'səʊləʊ/ adv. 单独地 n. 独唱；独奏	U1
speech /spi:tʃ/ n. 演说；讲话	U2
spell /spel/ v. 拼写；用字母拼写	U4
spill /spil/ v. (使)洒出，泼出，溢出	U4
spirit /'spɪrɪt/ n. 精神；心灵	U1
strange /streɪndʒ/ adj. 奇怪的；奇特的	U6

stutter /'stʌtə(r)/ n. & v. 口吃；结巴	U1
sudden /'sʌdn/ adj. 突然的；忽然的	U3
suddenly /'sʌdənli/ adv. 突然；忽然	U3
suffer /'sʌfə(r)/ v. 受苦；受难	U5
suggestion /sə'dʒestʃən/ n. 建议； 提议	U4
suitable /'su:təbl/ adj. 合适的； 适宜的	U2
surface /'sɜ:fɪs/ n. 水面；地面	U5
survey /'sɜ:veɪ/ n. 民意调查	U2
sweat /swet/ n. 汗	U3
system /'sistəm/ n. 体系；系统	U2

T

tear /tɪə(r)/ n. 眼泪；泪珠；泪水	U4
text /tekst/ v. (用手机给某人) 发短信	U2
thankful /'θæŋkfl/ adj. 感谢；感激	U3
theme /θi:m/ n. (乐曲的)主题， 主旋律	U1
themselves /ðəm'selvz/ pron. 他/ 她/它们自己	U5
thick /θɪk/ adj. 浓密的；茂密的	U6
though /ðəʊ/ conj. 虽然；尽管；即使	U4
tie /taɪ/ v. 系；拴	U4
title /'taɪtl/ n. (乐曲等的)名称， 标题，题目	U1
ton /tən/ n. 吨	U6
treetop /'tri:tɒp/ n. 树梢	U6
trouble /'trʌbl/ n. 问题；困难	U4
trumpet /'trʌmpɪt/ n. 小号；喇叭	U5
trunk /trʌŋk/ n. 象鼻	U5
truth /tru:θ/ n. 真相；实情；事实； 真实情况	U4

U

unknown /'ʌn'nəʊn/ adj. 不出名的； 无名的	U1
---	----

unluckily /ʌn'lʌkɪlɪ/ <i>adv.</i> 不幸地；遗憾地；倒霉地	U4	warmth /wɔ:mθ/ <i>n.</i> 温暖；暖和	U5
update /'ʌp'deɪt/ <i>v.</i> 更新；向……提供最新信息	U6	well-known /'wel 'nəʊn/ <i>adj.</i> 众所周知的	U1
upwards /'ʌpwədz/ <i>adv.</i> 向上；向高处	U2	western /'westən/ <i>adj.</i> 西方的；西部的	U5
usual /'ju:ʒuəl/ <i>adj.</i> 通常的；寻常的	U3	whale /weɪl/ <i>n.</i> 鲸	U5
V			
variety /və'raiəti/ <i>n.</i> (同一事物的)不同种类，多种式样	U2	what's more 而且；另外	U1
vegetarian /'vedʒə'teəriən/ <i>n.</i> 素食者；吃素的人	U6	widely /'waɪdli/ <i>adv.</i> 普遍地；广泛地	U1
video /'vɪdiəʊ/ <i>n.</i> 音乐短片；视频	U1	wild /waɪld/ <i>adj.</i> 自然生长的；野的；野生的	U5
village /'vɪlɪdʒ/ <i>n.</i> 村庄；村镇	U4	wilderness /'wɪldənəs/ <i>n.</i> 荒野	U5
W			
wallet /'wɒltɪ/ <i>n.</i> 钱包	U3	wildlife /'waɪldlaɪf/ <i>n.</i> 野生动物；野生生物	U5
		wing /wɪŋ/ <i>n.</i> 翅膀；翼	U5
		winner /'wɪnə(r)/ <i>n.</i> 获胜的人；优胜者	U4
		wood /wʊd/ <i>n.</i> 木；木头	U6



Proper nouns and glossary

Proper nouns

Africa 非洲	
African <i>adj.</i> 非洲的 <i>n.</i> 非洲人	p. 68
Annie 安妮(女名)	p. 54
Beethoven's <i>Symphony No. 5</i> 贝多芬《第五交响曲》	p. 5
Jasmine Flower 《茉莉花》	p. 4
Journey to the West 《西游记》	p. 6
Kevin Blake 凯文·布莱克	p. 8
Maggie 玛吉(女名)	p. 54
Manchester 曼彻斯特(英国地名)	p. 8
Mary 玛丽(女名)	p. 6

Mrs Bell 贝尔夫人	p. 40
Penny Fisher 佩妮·费希尔	p. 8
Rita 丽塔(女名)	p. 88
Sam 山姆(男名)	p. 72
the Amazon Rainforest 亚马孙热带雨林	
	p. 84
the Antarctic 南极地区	p. 69
The Trumpet of the Swan 《吹小号的天鹅》	
	p. 72
Tom 汤姆(男名)	p. 40

Glossary

alternative question 选择疑问句	p. 60
comparative and superlative adverb 副词比较级和最高级	
compound sentence 并列句	p. 44
conjunction 连词	p. 44
coordinator 连接词	p. 12

direct speech 直接引语	p. 62
numeral 数词	p. 92
parallel structure 并列结构	p. 15
past continuous 过去进行时	p. 76
tense 时态	p. 76



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

Percentage 百分比

1%	one per cent
10%	ten per cent
17%	seventeen per cent
31%	thirty-one per cent
60%	sixty per cent
89%	eighty-nine per cent
100%	one hundred per cent

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
- 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 o'clock 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.



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

(续表)

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，顾翡、戴燕、孙琦、宫同喜、薛琼琼、唐树华、吕晶晶、盛迪韵、孟逸苓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。美国作家兼诗人James P. Lenfestey先生提供了本册第四单元阅读语篇“Catch of a lifetime”的文章版权。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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