



义务教育教科书

(五·四学制)

ENGLISH

英语

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六年级
上册



上海教育出版社

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致同学

亲爱的同学：

欢迎与我们一起开启初中阶段的英语学习！

在接下来的四年中，我们将通过教材，帮助你运用科学有效的方法学习英语，发展英语语言能力，培育文化意识，提升思维品质，提高学习能力。

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

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

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

本册教材除了常规单元以外，还设有一个衔接单元（Starter）、两个文化角（Culture corner）和一个文学角（Literature corner）。衔接单元帮助你顺利从小学学习过渡到初中学习。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。我们将从亚洲启程，逐一认识世界七大洲及其代表性文化，学会文明互鉴。文学角中，我们精选了广受青少年喜爱的优秀文学作品片段，供你赏析。

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

特色小栏目

Sound



Sound file

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

Word study



Word study
support

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

Grammar in use



Grammar file

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

TEEN skill

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

Discovery

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

My learning notes



My learning
notes support

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

To-do list



Update my to-do list

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

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1 Meet our new friends

 Today is the first day of school. New Star Middle School in Shanghai welcomes the new Grade 6 students. In class, students are introducing themselves.

Hello! My name is
Wang Yiming.
I like playing
basketball and
taking photos!

Wang Yiming



Lu Yao

Hi! I'm Lu Yao.
In my free time,
I like running and
playing the piano.



Li Bailing

Hello, I'm Li Bailing.
I love singing and
writing.



Lin Dong

Hi, everyone!
I'm Lin Dong.
I love sports and
science.
Nice to meet you all!



1a It's your turn. What is your name? What do you like doing in your free time?

1b Ask Dr Hu



What is the fifth letter of the English alphabet^①?

E.



What words begin with the letter E?

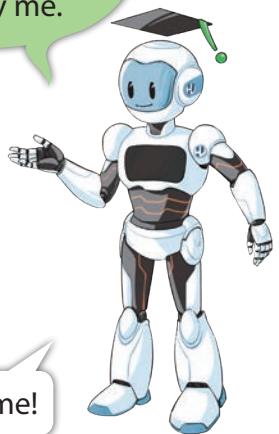
Egg, English, elephant, eraser, ...



What is the sound of the letter E?

Long e and short e. Listen — Big E, little e, she sells seashells to me!

Who am I? I am Hu — a teaching robot. You can call me Dr Hu. I can answer all your questions. Try me.



Find me in the **Sound** section in each unit.

I'll tell you more about English sounds.

Work in pairs. Play the game of "Ask Dr Hu". Take turns to ask more questions and answer.

1c Write and say Choose a letter in the alphabet. Write the big letter, small letter, and at least one word with this letter like this:

E e egg English

① alphabet 字母表

Starter

2 Open the schoolbag



It's a school day. Students are getting ready for class.

It's eight in the morning.
I've got my red scarf ready.



Li Bailing

The school bell's ringing. My pens,
books and notebooks are missing^①.
Where is my bag?



Wang Yiming

Is this your bag, Yiming?
It's on my desk.



It's heavy. What's in it?

Yes, it's mine.



He opens his bag,
takes out everything
and puts them on
his desk.

Let me see. There are five books, three notebooks, a pencil case, some paper, ... an English-Chinese dictionary! This is your secret^② to English learning, isn't it?



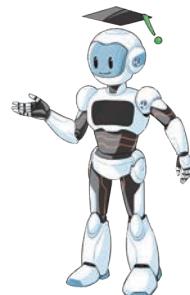
Lin Dong

Grammar file → p. 119

2a It's your turn. What's in your schoolbag?

2b Ask Dr Hu Tick (✓) your way(s) of English learning in
Dr Hu's answers.

How do I learn English?
By using it, of course.



① missing 找不到的；丢失的 ② secret 诀窍；秘诀



How can I learn English words?

- You can **read and listen to stories in English.** **keep a notebook and write down new words.**
 sing English songs. **keep a diary in English.**
 watch English films. _____.



You can find more ways of learning English words in the

Word study

section in each unit.



How can I improve my oral^① English?

- You can **repeat after recordings^②.** **talk to your teachers**
 talk to yourself in English. and classmates.
 read and recite English texts. _____.



Find me in the **TEEN skill** section in each unit.

I'll tell you more tips on using English and other life skills.

Add useful expressions in **My learning notes**.

Work in pairs. Play the game of "Ask Dr Hu". Take turns to ask more questions and answer.

2c Read and say Read an entry^③ in an English-Chinese dictionary. What does it tell us? What else can you find in a dictionary?

word — **favourite** (BrE) (NAmE favorite) /'feɪvərɪt/ — **sound**

part of speech — **adj.** liked more than others of the same kind 特别受喜 — **meaning**
 爱的: ♦ *It's one of my favourite movies.* 这是我特别喜欢
 的电影之一。♦ *Who is your favourite writer?* 谁是你特别
 喜欢的作家? ♦ *January is my least favourite month.* — **examples**
 一月是我最不喜欢的月份。 — **of use**

① oral 口头的 ② recording 录音 ③ entry 词条

Starter

3 Plan my time



Wang Yiming is reading emails from his friends.

New message



From: Lisa

To: Yiming; Harry

Subject: Hi from London

Hi, pals!

How are you?

I'm back in London now.

When will you be free? Let's have a video chat and I'll show you around my new home.

Best,

Lisa



New message



From: Harry

To: Lisa; Yiming

Subject: Re: Hi from London

Hi, Lisa!

Glad to hear from you.

Yiming and I are in the same middle school now. We'll be free every Friday from 3 to 5 p.m. Beijing time.

Let's chat.

Harry

3a It's your turn. Who do you often talk to? How often do you talk? When do you talk with your friends?

3b Ask Dr Hu Tick (✓) your way(s) of making plans in Dr Hu's answers.



How do I plan my time?

I cut time into months, weeks, days, hours, and minutes. I keep a to-do list and follow it.



How often do you make plans?

- I make plans **every day.** **every other day^①.**
 every week. **every two weeks.**
 every month. _____.



What does your plan look like?

- My plan is **a to-do list.** **a table.** **a mind map.**
 in pictures. _____.



Use the **To-do list** in each unit to plan your learning. Follow the activities in the unit and complete the tasks in the list. If you can finish the task in the **Update my to-do list**, you can put a tick (✓) next to the task in the to-do list to update^② it.

Work in pairs. Play the game of “Ask Dr Hu”. Take turns to ask more questions and answer.

① every other day 每隔一天 ② update 更新

3c Think and write Here's Yiming's to-do list of the week. Discuss with your partners. Plan your time of the week.

To-do list of the week

do morning reading every day chat with friends _____

keep a weekly journal^① watch an English film _____

	Morning	Afternoon	Evening
Monday	read an English newspaper		
Tuesday	read and recite the texts in Starter lessons		review the lesson
Wednesday	read an English story		
Thursday	read and recite the texts in Starter lessons		review the lesson
Friday	read an English newspaper	chat with Lisa and Harry	watch the English film <i>Mulan</i>
Saturday	read aloud a poem		write my weekly journal
Sunday	read an English magazine		make my to-do list of next week



① weekly journal 周记

Starter

4 Yes, I'm ready!



Students are talking about what they can do with English.



I can read and write the 26 letters in the English alphabet. What about you?



I can use a dictionary to look up new words. How about you?



I can say numbers, days of the week and school things in English. And you?



I can introduce myself in English. I know you can.



I can understand simple picture stories and cartoons in English. What about you?



I know the English names of some countries. How about you?



I know how to make sentences with words. Try me!



I know when to use "Hello!", "Yes.", "No.", "Sorry.", "Thank you.", "Please.", "Goodbye!", "OK.", "Help!" and "I don't know.". Wait, I mean, I know.

4a It's your turn. What can you do with English?

4b Answer Dr Hu Tick (✓) or write your answer in Dr Hu's **ARE YOU READY?** survey. Check your results.



Am I ready for middle school?
I am always ready for new adventures^①.
Are you ready?

ARE YOU READY?

Part I

I think learning English is fun. Do you think so?



- Yes. (1 point) No. (-1 point) I don't know. (0 point)

See **2b** (pages 4–5) for more tips.



Visit the **Literature corner** of this book, and you'll find an interesting book chapter to read, a scene in a play to act out, and a poem to recite.

Enjoy your English learning!

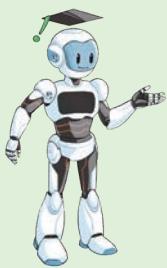
Part II

I think English is useful. Do you think so?



- Yes. If I learn English well, I can introduce China to people from different parts of the world. (1 point)
- Yes. I can speak English when I visit other countries. (1 point)
- Yes. If I learn English well, I can get to know the world better. (1 point)
- Yes. If I learn English well, I can _____.
_____. (1 point)

^① adventure 冒险；奇遇



- Read the **Discovery** page in each unit to learn about the world better. It tells you more about different cultures and school subjects.
- Try the **Project** at the end of each unit. You'll find out what you can do with English.
- Read the **Culture corner** of this book. You'll learn how to introduce Chinese culture in English and know more about other cultures in the world.

Part III

Can you write ... in English?

the seven days of a week	<input type="checkbox"/> Yes. (1 point) <input type="checkbox"/> No. (0 point)
the four seasons in a year	<input type="checkbox"/> Yes. (1 point) <input type="checkbox"/> No. (0 point)
the twelve months of a year	<input type="checkbox"/> Yes. (1 point) <input type="checkbox"/> No. (0 point)
three things in the classroom	<input type="checkbox"/> Yes. (1 point) <input type="checkbox"/> No. (0 point)
three animals	<input type="checkbox"/> Yes. (1 point) <input type="checkbox"/> No. (0 point)
five colours	<input type="checkbox"/> Yes. (1 point) <input type="checkbox"/> No. (0 point)
three places	<input type="checkbox"/> Yes. (1 point) <input type="checkbox"/> No. (0 point)

Can you make sentences with the words?

brother, apples, likes, my, eating	<input type="checkbox"/> Yes. (1 point) <input type="checkbox"/> No. (0 point)
sister's, the, friend, my, is, girl, tall	<input type="checkbox"/> Yes. (1 point) <input type="checkbox"/> No. (0 point)
the, heavy, dictionary, is, English, very	<input type="checkbox"/> Yes. (1 point) <input type="checkbox"/> No. (0 point)



How many points
have you got?

I've got _____.

Check the result:

- >12 points → I am ready.
- 10–12 points → I am almost ready.
- <10 points → I need some help.

Unit

1

School life





What do you like most about school?



To-do list

- 1 Listen to different classroom instructions.
- 2 Ask for information about school activities.
- 3 Read about school lives in different cultures.
- 4 Write a post about my school life.
- 5 Make a word cloud about my dream school.



Getting started

Look at the pictures of different schools and answer the questions.



- 1 Where are the students?
- 2 What are they doing there?

A School subjects

>> Viewing and listening

Lisa Green goes to a middle school in London. This is her timetable.

	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
Break					
3					
Lunchtime					
4					
5					



A1 Look and say

- 1 What are the subjects? Find the subjects in Lisa's timetable.

English Maths Music ICT PE

Geography History Art Science

- 2 How is your timetable different from Lisa's?



Lisa does French. I don't.



Lisa has two PE lessons in her timetable. I have more.

A2 Listen and think Time for class. What lesson is Lisa having?

Sound Letter "i"

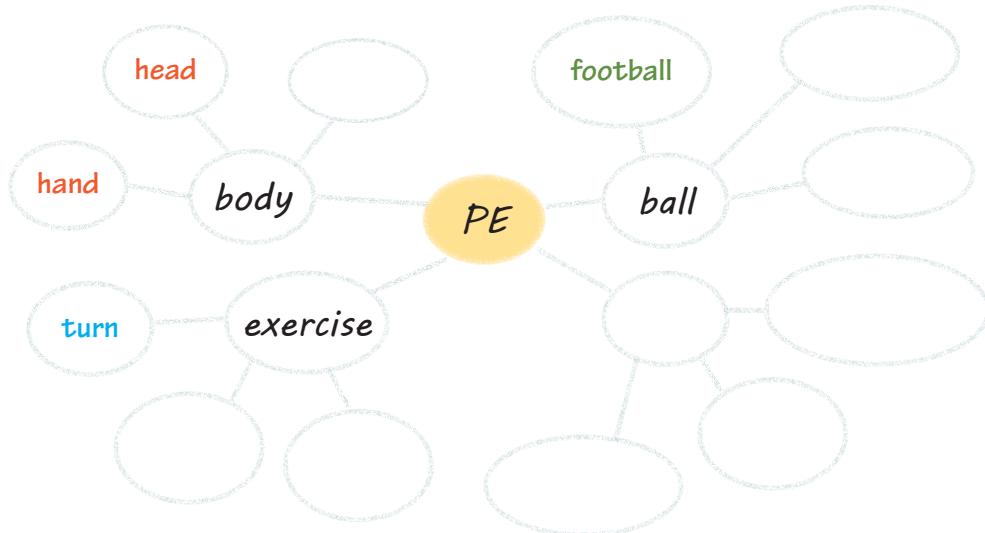
Sing to the beat.

Music, Science, History,
English, ICT, Geography,
They bring knowledge to you and me.



Word study Word group

What words do we often hear in a PE lesson? Add some words to the word web below.



A3 Listen and take notes Listen to more classroom instructions. What lessons are the students having? Write the key words.

Listening for key words

1 Key words: experiment, water

This is a / an science lesson.

2 Key words: _____

This is a / an _____ lesson.

3 Key words: _____

This is a / an _____ lesson.



Update my to-do list



Listen to two more classroom instructions and guess the subjects.

Wang Yiming and Lu Yao are reading the posters^① on their school noticeboard.



B1 Look and say What else do you want to know about the clubs? You may ask questions.

Who ...?

How long ...?

How many ...?

What ...?



Football Club

...

TEEN skill Greeting a teacher politely

- Face-to-face: "Mr/Ms/Miss/Mrs" + Family/Last name
e.g. *Hi, Ms Chen./Morning, Mr Smith./Good afternoon, Miss Li.*
- Letter/Email: "Dear Mr/Ms/Miss/Mrs" + Family/Last name



^① poster 海报 ^② STEM 科学、技术、工程、数学综合课程 ^③ engineering 工程



B2 Listen, read and think

Yiming is talking to Ms Chen. What does he want to know about the school clubs? Underline his questions.

Yiming: Excuse me, Ms Chen. May I ask some questions about the school clubs?



Ms Chen: Yes, of course.

Yiming: What does the STEM club do?

Ms Chen: Oh, you can learn more about maths and science. They do interesting experiments and projects.

Yiming: I see. And how many students can join the football club?

Ms Chen: Let me see. Um ... Twenty-four from Grade 6.

Yiming: Twenty-four. I got it. Thanks a lot!

Ms Chen: You're welcome!

B3 Role-play

Lu Yao goes on to ask Ms Chen about the other clubs. With a partner, act out their conversation. Use the conversation above as a model.

My learning notes

Asking for information:

- Excuse me. Can/May I ask some questions about ...?
- How can I join the ... club?

• _____

• _____



Update my to-do list



Work in pairs. Pick a role and start a conversation.

A

- You are a member of the ... club. You can choose a club from the noticeboard on page 16, or your own school club.
- Your classmate (B) is asking you about the club.

B

- You want to join a school club. You are asking your classmate (A) for information about his/her club.

Wang Yiming (Panda021) started a topic online. He has received a reply from Mikko.

C1 Text type What is an online post^①?



C2 Read the post.

Group: 6th-graders

TEEN-Land

Topic: What is your school day like?

Where do you live? What is your school day like? What do you like most about your school?

1 answer



Panda021 28 June

I'm from Espoo, Finland. My school day starts at 9 a.m. and ends at 2 p.m. We have classes like Maths, Dance and English.



In my school we do a lot of projects. Now we're studying Mexico. We talk about the differences between Mexico and Finland in class. We also make a game about the differences and then play it. In this way we study History, ICT and Art all at the same time. I LOVE this way of learning!

There is a fifteen-minute break after every lesson. During the break, I go outside and play. At noon, we take a lunch break. The breaks connect us! 😊

15 Like Comment



Mikko

30 June

Personal touch

Do you want to give it a like (❤)? Why or why not?

Text type Online posts

Usually, we can find a topic, usernames^②, messages, emojis^③, comments and "likes" in an online post.



① post 帖子 ② username 用户名 ③ emoji 表情符号

C3 General understanding What is special about Mikko's school life?**C4 Detailed reading** Read and complete the table with details from the text.

Name	City	School hours	Subjects	Way of learning	Activities
Mikko	Esboo, Finland				

C5 Further thinking Answer the questions.

- 1 What's the meaning of the emoji (😊) at the end of Mikko's post?
- 2 Compare Mikko's school life with yours. What is different? What is similar?

Vocabulary focus Find the verbs in the box in Mikko's post. Which nouns do they often go together with? Write the phrases down and make new sentences.

do make have play take

Phrases	Sentences
have a class	I have a maths class at 9:05 a.m. on Tuesdays.



Update my to-do list

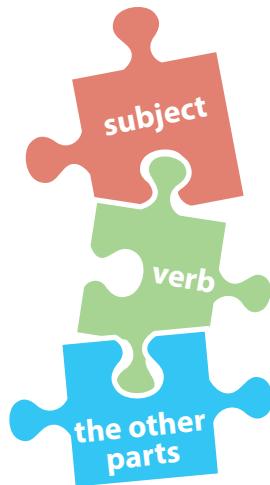


What do you like most about Mikko's school life? Give reasons.

>> Grammar in use Present simple

1 Read and think What does the underlined part mean?

- (1) I'm from Espoo, Finland.
- (2) My school day starts at 9 a.m. and ends at 2 p.m.
- (3) We have classes like Maths, Dance and English.
- (4) Lisa goes to a middle school in London.
- (5) Lisa doesn't have English on Mondays.



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

We usually use the present simple to talk about ...

- things that are true now
- things that we often do
- things that are always true

Grammar file → p. 121

3 Practise: I'm afraid you're wrong! Correct the information in the sentences.

The capital of New Zealand is Auckland.

I'm afraid you're wrong! The capital of New Zealand is not Auckland. It's Wellington.

Rabbits eat meat.

Five is an even number^①.

The Earth is square^②.

Students in China go to school at the age of eight.

The Beginning of Autumn^③ falls in September each year.

① even number 偶数 (odd number 奇数) ② square 方的 (round 圆的)

③ the Beginning of Autumn 立秋 (二十四节气之一)

4 A survey

- (1) Work on your own. Add more ideas to “School life”. Mark “Facts about me” with true (✓) or false (✗).

School life	Facts about me (✓ or ✗)	
go to school at 7 a.m.		
go to the science club after school		
play football every Friday		
...		

- (2) Work in pairs. Take turns to ask and answer: Do you ...? Add a column^① “Facts about my partner” to the table above and mark it with true (✓) or false (✗).



- (3) Report to the class.

... too.

... but ...

^① column (表格中的)列, 栏

Write a reply about your school life on TEEN-Land Forum.

D1 Think Read the post. What are Anna's answers to Panda021's questions?

Group: 6th-graders  TEEN-Land 

Topic: What is your school day like?

Where do you live? What is your school day like? What do you like most about your school?

 2 answers



Panda021

28 June

I go to a middle school in Germany. Our school day starts at 7:50 a.m. and ends at 1:45 p.m. We have five lessons every day. My favourite subjects are Maths, French, History, Science and Geography. There are lots of after-school clubs. I play ping-pong on Tuesdays. On Wednesdays and Fridays, I have the football club. I love sports!

 Like  Comment



Anna

21 July

A timetable

B subjects

C activities

D teachers

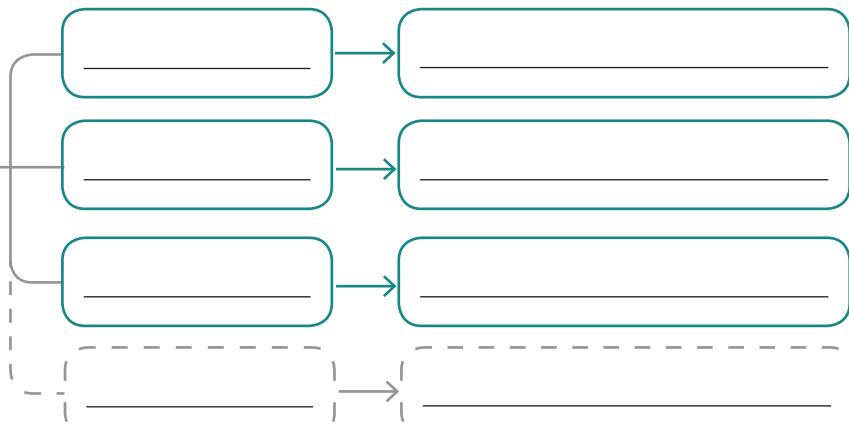
E friends

F place

D2 Prepare What does Anna write about in her reply? Match the words on the right (A–F) with the sentences in the post. There are two more words than you need.

D3 Plan Choose ideas from D2 to write about. Think about them and make notes.

My school life



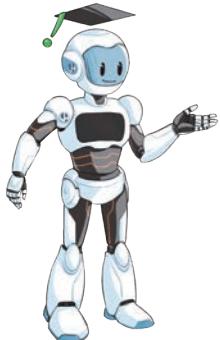
D4 Write Write your reply.

Group: 6th-graders

TEEN-Land



I'm from _____. My school day _____

 Like
 Comment
 (Your username and date) _____
D5 Check Check your writing. Pay attention to the beginning and ending of sentences.**TEEN skill Beginning and ending a sentence**

- Begin a sentence with a capital letter.
- End a sentence with a full stop (.) or a question mark (?) or an exclamation mark (!).

Posting online

- Do not give out your personal information (name, school, family details, etc.).
- Do not believe everything you read or hear online. **SAFETY FIRST!**

 Update my to-do list

Work in groups. Share your post within your group. Give a "like" to your favourite post(s). How many "likes" have you got?

Schools around the world



In Bangladesh, there are hundreds of boat schools! During floods, the boats are both classrooms and school buses.



On the first day of a school term, all students in Japan practise safety and earthquake drills^①. At lunchtime, they take turns serving food in teams.



In French schools, students learn about tastes in foods. They try different foods and learn good table manners.

Read and think Which kind of school do you like most? Why?

① drill 演习

E My dream school

>> Project

Making a word cloud about my dream school

A word cloud is an ICT tool. Make a word cloud with your group members to present things you like most about school.



Step 1 Collect ideas Ask questions and note down the answers.

What do you like most about our school?
What do you like most about other schools?

projects

lunch hours

interesting subjects

good teachers

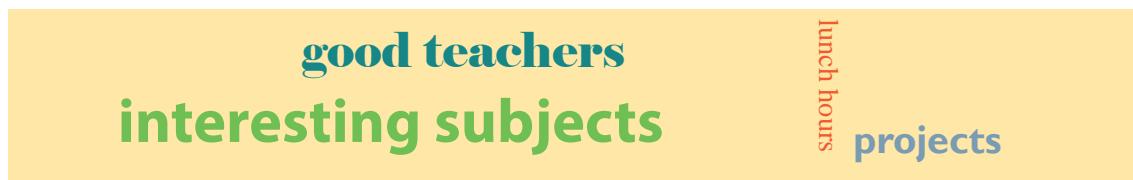
Step 2 Enter the results Write all the answers in the text box of an online word cloud tool.

Paste your text below!

```
interesting subjects
interesting subjects
interesting subjects
good teachers
good teachers
projects
```

Go!

Step 3 Make the word cloud Press "Go!" to get your word cloud. The bigger words show more popular ideas.



Update my to-do list

Make a class word cloud. Gather the ideas of all groups and make a large one. Post it on the noticeboard of your classroom.

Unit

2

Family ties



To-do list

- 1 Listen to a conversation about family relations.
- 2 Describe my family members.
- 3 Read a vlog story about family duties.
- 4 Write about my family celebration photos.
- 5 Design a family poster.



What makes a family?

Family

A family is like a star.
Sometimes you can't see it,
But it's always there,
Near or far.
A family is like a garden.
It needs work, but gives us fun.
We grow up with love and care,
Under the sun.



Read the poem and think.

What is your family like?

My family is like ...

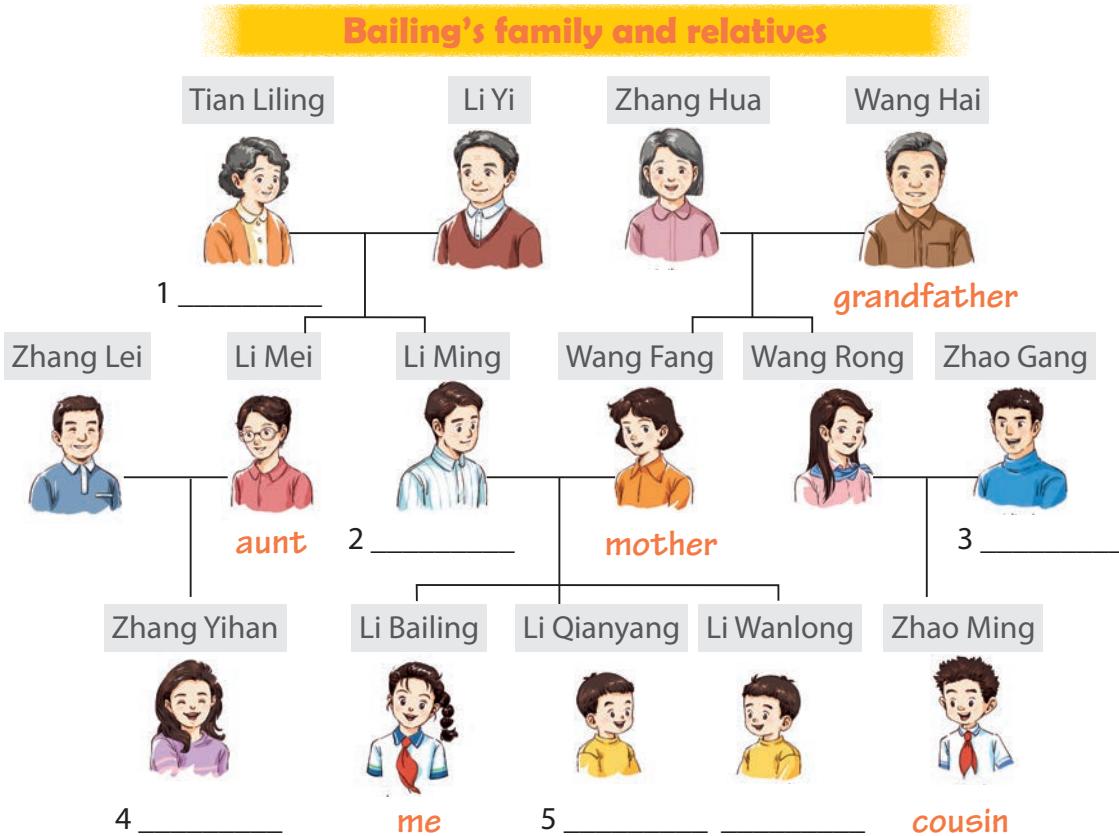


Getting started

A Family relations

>> Viewing and listening

Li Bailing is introducing her family to her classmates. This is her family tree.



A1 Look and say

1 Fill in the blanks above with the proper family relations.

2 Ask Bailing some questions about her family.



Are you the only child in your family?

No, I'm not. I have two younger brothers. They are twins.



Word study Word group Find pairs in family-related words.

Family relations

- _____ and mother
- husband and wife
- _____ and daughter
- uncle and _____
- grandmother and _____
- _____ and sister
- _____ and _____



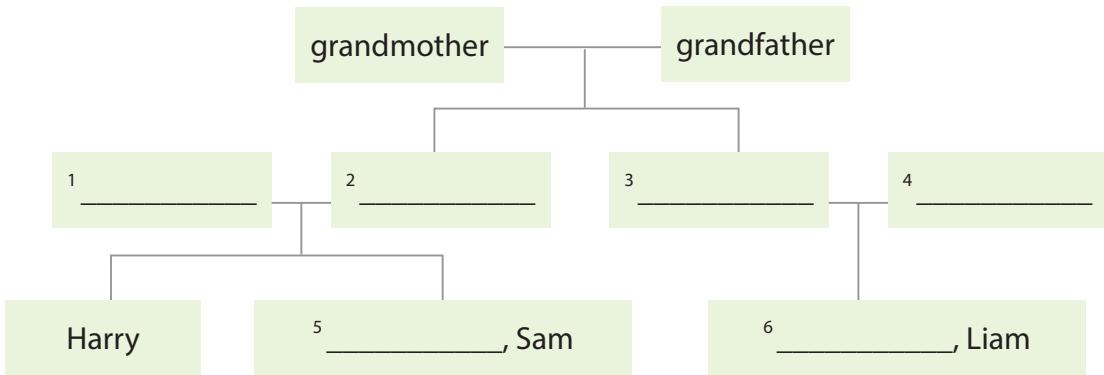
 **A2 Listen and choose** Listen to the conversation between Bailing and Harry. Choose Bailing's questions.



Listening for family relations

- Are they your dad's parents?
- Are you the only child in your family?
- How old is your little brother?
- Do you have any other relatives in Britain?
- Is your aunt your mum's sister?

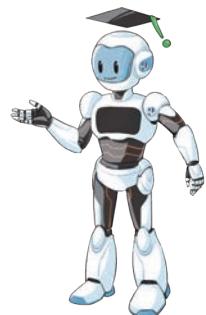
 **A3 Listen and take notes** Listen again and help Bailing complete Harry's family tree.



 **Sound Letters "a" and "e"**

Sing the rap.

Dad's washing his red van. Mum's frying eggs in a pan.
 Grandma's chatting with Uncle Stan. She's showing him a big fan.
 My two brothers are setting the table as fast as they can.
 This is my family's perfect weekend.



Update my to-do list



Listen to your partner's introduction of his/her family. Draw a family tree to check your understanding with your partner.

Li Bailing is adding notes to photos in her family album.



1 _____



2 _____



3 _____



4 _____



5 _____

A Grandma is teaching the seven-year-old me how to play the piano.

B Dad is making dinner for us.

C Mum is helping me with my homework.

D My brothers are playing football with their friends.

E I am singing an English song.

B1 Look and match Help Bailing match the notes (A–E) with the photos (1–5).

TEEN skill Continuing a conversation

- Raise a question.
- Make a comment.





B2 Listen, read and think Yiming and Bailing are talking about his family photo. How does Yiming describe his family members?

Bailing: Wow, you have a big family. Is that your mum, the one in the yellow dress?

Yiming: No, that's my aunt! My mum is drinking tea.

Bailing: Hey, you have the same big eyes. You look a lot like her.

Yiming: Well, everybody says so.

Bailing: And which one is your dad?

Yiming: Here. He's making tea.

Bailing: Who's the girl playing the guitar?

Yiming: That's my elder sister, Wang Yimeng.

Bailing: And where are you?

Yiming: I'm taking this photo!



Grammar file → p. 123

B3 Role-play Continue the conversation between Bailing and Yiming.

Yiming's family members in the photo (from left to right):

On the chairs and sofa: Father, Mother, Aunt, Grandfather, Cousin

In the front: Sister, Uncle, Cousin, Grandmother

My learning notes

Describing people:

- ... is sitting on the sofa/chair/floor/...
- ... has big eyes/a round face/short dark hair/...
- ... is playing Five in a Row/Xiangqi/chess/... with ...
- _____



Update my to-do list



Work in pairs. Bring some family photos, and ask and answer questions about them.

After Li Bailing was born, her mother stopped working. This year, she is going back to work.

C1 Predicting Look at the pictures and predict: What is Bailing's vlog about?



C2 Read Bailing's vlog story.

Now, let me show you the life of my family at the weekend.

Today is Saturday. Mum is at work this morning. She's busy with her work at the hospital, so we want to make things easy for her at home.

Dad is making breakfast for us. He's a great cook! ... And this is my grandma. She is watering the plants. Hi, Grandma! ... My brothers are old enough to help now. Look, they are making the beds. Well done, boys!

... Now breakfast is over. Dad is washing the dishes. Usually, I help sweep the floor. It's quicker to work together.

15 ... Look, there's Mum. She's home early. She looks tired, but I'm sure she's happy to find the flat so clean and tidy.

... After lunch we can go to the park. Time for some fun! Bye for now!



Personal touch

Do you do the same chores as Bailing and her brothers do?

C3 General understanding How do Bailing's family members make things easy for Bailing's mum at home?

C4 Detailed reading Match Bailing's family members with their family chores.

 Scanning for specific information

- | | |
|------------------------------|--------------------|
| Bailing's dad • | • sweep the floor |
| Bailing's grandma • | • make the beds |
| Bailing • | • wash the dishes |
| Bailing's younger brothers • | • make breakfast |
| | • water the plants |

C5 Further thinking Answer the questions.

- 1 What else can Bailing do for her family?
- 2 Why is it important to share family chores?

Vocabulary focus Fill in the blanks with the words or phrases from the text.

- 1 My father is a manager in a company. He is _____ from 9 a.m. to 5 p.m.
- 2 It's hard to work alone, but working together can _____.
- 3 My brothers are not old _____ to take out the rubbish by themselves.
- 4 — Mum, do you need any help?
— Yes, please. You can _____ prepare the food.
- 5 The floor doesn't _____ clean enough. I need to sweep it again.



Think of at least two more moments in Bailing's vlog. Describe them in your own words.

► Grammar in use Present continuous

1 Read and think What does the underlined part mean?

- (1) I am singing an English song.
- (2) Dad is making dinner for us.
- (3) My brothers are playing football with their friends.

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

- (1) We usually use the present continuous to talk about ...



I walk to school every day.



The boy is playing chess with his grandfather.

- actions that happen every day or most days actions that are going on at the moment of speaking

- (2) The present continuous is formed by “verb **be** + **-ing**” “verb **be**”
 “verb + **-ing**”.

Grammar file → p. 124

3 Practise: What are Li Bailing’s family members doing? Bailing is making a vlog of her family. Choose phrases from the box and complete Bailing’s words.



8:05



14:45



18:30

have dinner wash the dishes sweep the floor tidy up the books

- (1) It's 8:05. Dad _____.
- (2) It's 14:45. My brothers _____.
- (3) It's 18:30. My family _____.

4 Make a phone call

- (1) Look at the pictures. Act out a conversation with your partner.



- (2) Think of the daily activities of your family members. Act out a phone conversation with your partner.



Write some notes about your family celebration photos.

D1 Think Read Li Bailing's descriptions of her family celebration photos. What is special about the day?

Today is Grandma's birthday. We are preparing a birthday party in our flat.

Dad and Uncle are decorating the living room with balloons and flowers. My cousin is setting the table.

My brothers and I are making the birthday card.

Mum and Aunt are cooking in the kitchen.

We are singing birthday songs to Grandma and giving her birthday gifts. Grandma is happy.

Everyone loves the family celebration.



D2 Prepare

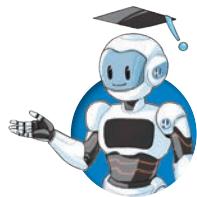
1 How does Bailing write about her family celebration? Put the questions in the right order.

- What are they celebrating?
- How does everyone feel?
- What is everyone doing?

2 Underline the verbs in Bailing's notes. Which is/are in -ing form? Which is/are not? Why?

TEEN skill Using verbs to describe continuous actions

- We can use the -ing form of an action verb to describe actions at the moment. For example, *She's cleaning the table.*
- These verbs are used less often in present continuous: *hear, see; forget, know; have; like, love, need, want; be, look.*



D3 Plan Bring a family celebration photo to class. Write down some key words about it in the table.

What celebration	
Where	
Who & What	
How	

My learning notes

Describing personal feelings:

- He is surprised.
- Everyone is happy.
- _____
- She is super-excited.
- They are jumping for joy.
- _____

D4 Write Write some notes about your photo.

Today is a special day.

D5 Check Check your writing. Pay attention to the use of verbs.



Update my to-do list



Read your partner's notes. Does it present a clear picture in your mind?



Discovery

Family celebrations around the world

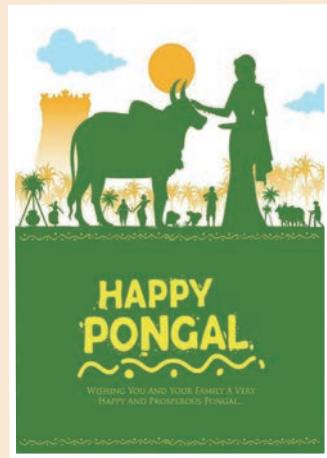
Happy 59th birthday!

In China, the number “nine” stands for a long life. People celebrate “big” birthdays when they are turning 59, 69 or 79 for good luck.



"Einschulung^①": Celebrating the first day of school

The first day of first grade is a big day for every German child. Families get together to celebrate it. The child gets a bag of sweets and presents on that day.



Pongal^②: A harvest^③ festival

In south India, Tamil^④ people celebrate the Thai Pongal in mid-January to thank the Sun for a rich harvest. All family members put on new clothes. They cook and eat the traditional Pongal dish (rice pudding).

Read and think What are the reasons for these family celebrations? How do family members have fun together on special days?

① Einschulung (德国) 开学礼 ② Pongal (泰米尔) 丰收节 ③ harvest 丰收 ④ Tamil 泰米尔的

E A family poster

Project

Making a family poster

Make a poster to show your understanding of the word “family”.

Step 1 **Discuss** List some key words about family and say why they’re important.

I think “love” is important in a family because ...

Step 2 **Plan** Link the key words with the word “family” and draw some pictures or stick some photos on the poster for the key words.



help each other

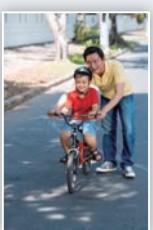
Family





Step 3 **Write** You can write short texts to describe the pictures or photos.

- I think ... is important for a family.
- This is ... He/She is ... He/She is (doing) .../We are (doing) ...



I think it's important for family members to spend time together.

Look, this is my dad.

He is teaching me how to ride a bike.

I am learning quickly now.

Step 4 **Design** You can make a poster with the key words, the pictures or photos and short texts.

Step 5 **Present** Put your poster on the wall, and then present your understanding of the word “family” to the class.



Update my to-do list



Which poster do you like best? Give reasons.

Unit

3

F Food

Big Question
?

What role does food play in our life?



To-do list

- 1 Listen and learn about the Food Guide Pagoda.
- 2 Talk about healthy food choices in the supermarket.
- 3 Read a story about cooking food for love.
- 4 Write a recipe for my healthy dish.
- 5 Plan a healthy school lunch menu.



Getting started

Ask and answer in pairs. Does your partner have a healthy diet?

1 How many kinds of vegetables and fruits do you have every day?

Not many (three or four). *A lot (five or more).* *Only a few (one or two).*

2 How much water do you drink a day?

Not much. *A lot.* *Very little.*

3 How often do you skip breakfast?

Always. *Sometimes.* *Never.*

A Food groups

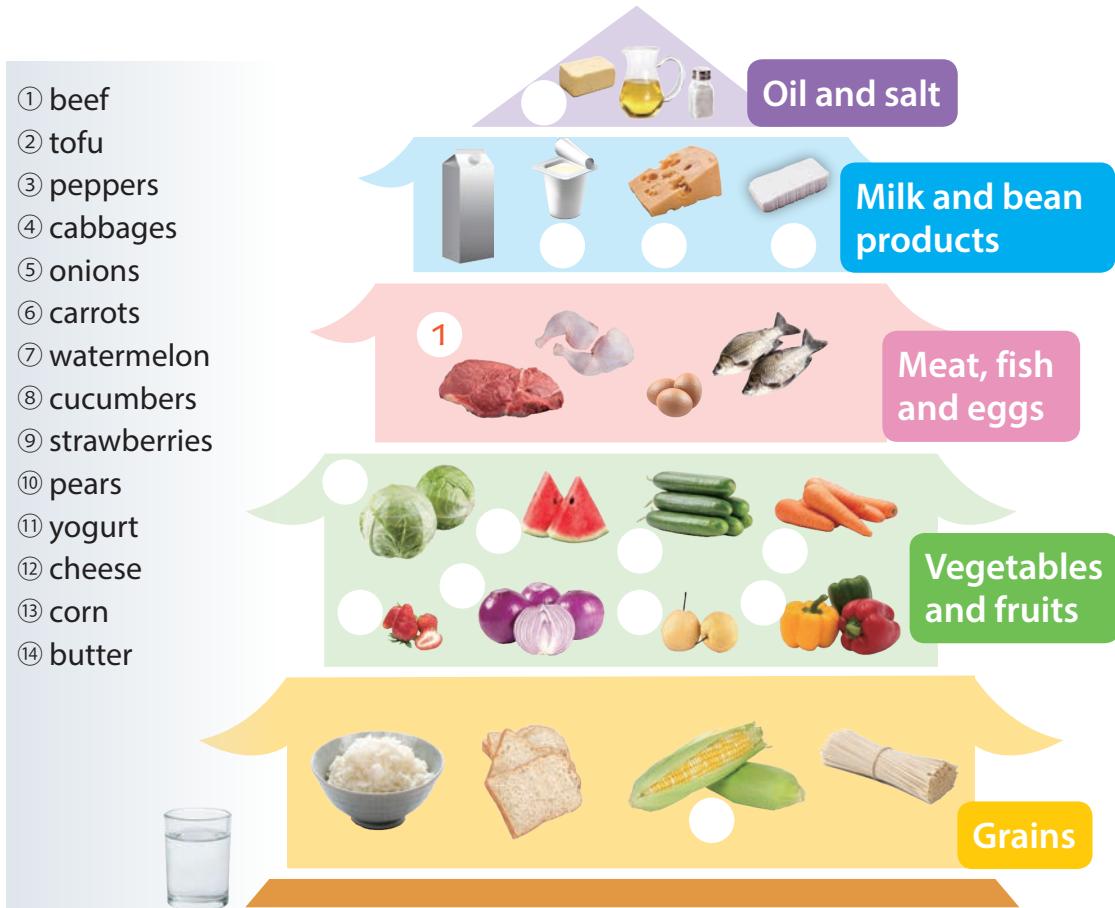
>> Viewing and listening

Lin Dong wants to cook something healthy for his mother on her birthday. He asks Wang Yiming for help. Yiming shows Lin Dong the Food Guide Pagoda^①.

A1 Look and say

1 Put the number of each food item next to its picture in the Pagoda.

- ① beef
- ② tofu
- ③ peppers
- ④ cabbages
- ⑤ onions
- ⑥ carrots
- ⑦ watermelon
- ⑧ cucumbers
- ⑨ strawberries
- ⑩ pears
- ⑪ yogurt
- ⑫ cheese
- ⑬ corn
- ⑭ butter



2 Talk about the food with a partner.



What's your mother's favourite food?



Her favourite food is beef. She often has some beef for lunch.

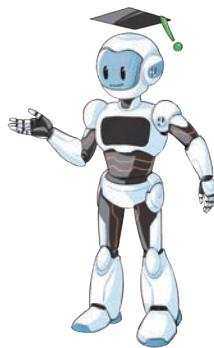
Word study Word group Add more food items to each group in the Pagoda above. You can write down their English names.

① pagoda 宝塔

 Sound Letters "o" and "u"

Sing the rap.

Why are lemons yellow,
When oranges are orange?
With yoghurt, milk and oats,
Can we make rainbow porridge?
Why do onions make us cry?
What makes dumplings so yummy?
If you like funny food, just try
A cucumber with honey!


 **A2 Listen and think** Listen to an introduction to the Food Guide Pagoda and discuss.

1 What does the introduction tell us? Tick (✓) your answer(s).

- Whose idea is it? How can different foods do good to us?
- How much should we eat from different food groups?

2 What does "eat the rainbow" mean? What makes a "rainbow" according to the speaker?

 **A3 View, listen and take notes** Listen again and complete Lin Dong's notes.

 **Listening for the amount**

The Food Guide Pagoda

—How to eat a healthy and balanced diet

The Food Guide Pagoda shows us how much to eat from each food group every day.

		How many/How much
Food group	Grains	
	Vegetables and fruits	plenty of
	Meat, fish and eggs	
	Milk and bean products	
	Oil and salt	
	Water	



 Update my to-do list



Listen again. Do you have a healthy and balanced diet?

Lin Dong is shopping with Yiming in the supermarket for food.

Shopping List

Grains

- ✓ a bag of egg noodles

Vegetables & fruits

- ✓ two carrots
- ✓ a red pepper
- ✓ a green pepper
- ✓ a few onions

~~Meat, fish & eggs~~

~~Milk & bean products~~



B1 Look and say Read Lin Dong's shopping list. Guess: What dish might he cook?

TEEN skill Shopping for food in a supermarket

When you are in a supermarket, you can go to different food sections^①.

Here are some of them:

Vegetables and Fruits, Dairy Products, Meat and Seafood, Frozen Foods, Bakery, Snacks, Drinks



B2 Listen, read and think Why doesn't Lin Dong buy any beef in the supermarket?

Lin Dong: Thanks for coming, Yiming.

Yiming: My pleasure. What are we shopping for?

Lin Dong: I want to buy some ingredients for a dish — Rainbow Beef.

① section 区域

Yiming: What's that?

Lin Dong: We make it with beef and a lot of vegetables. It's very tasty and healthy too.

Yiming: Great! What are we going to get?

Lin Dong: Two carrots, a red pepper, a green pepper and a few onions.

Yiming: Oh, I see. Do you need any beef?

Lin Dong: No, we have some in our fridge. But I'll also buy a bag of egg noodles.

Yiming: Good! Now, let's get what we need.

My learning notes

Giving thanks:

- Thank you for your help.
- It's so kind of you.
- _____
- _____

B3 Role-play Work in pairs. Pick a role and act out your conversation. Use B2 as a model.

A

- You have a shopping list. You are shopping for the food on it.
- You give thanks to B for helping you.

B

- You are helping your friend (A) shop for some food in the supermarket.
- You are asking what to buy.



Update my to-do list



Work in pairs. You are helping your foreign friend Lisa buy some food on a shopping app. Make a dialogue to talk about what to buy.

Lin Dong gives his mother a birthday surprise and shares the story on his blog.

C1 Predicting Look at the title and the emojis and predict: How does Lin Dong's mother feel when she sees the dish?



C2 Read Lin Dong's blog.

Group: 6th-graders

Teen's blog
TEEN-Land



15 Oct.

✉ Lin

A birthday surprise

Today is Mum's birthday. I wanted to cook a tasty and healthy dish for her as a birthday surprise.

I found some beef in the fridge. Then, I bought two carrots, a red pepper, a green pepper, a few onions and a bag of egg noodles.

5 Time to cook! First, I added a little soy sauce to the beef. Then, I cut the vegetables into small pieces. Next, I fried the beef with the vegetables. Finally, I boiled the noodles as a side dish. I made it! 🤘

When Mum came home, I asked her to try my Rainbow Beef. She was a little surprised to see the dish, but she tried some and asked, "Where 10 did you get the beef, Dong?"

"From the fridge."

"But there wasn't any beef in the fridge. We only had mutton!" 😂



Personal touch

What do you think of Lin Dong's birthday surprise for his mother?

C3 General understanding What does Lin Dong write about in his story?

Tick (✓) the answer(s).

- | | |
|--|---|
| <input type="checkbox"/> the name of the dish | <input type="checkbox"/> the ingredients of the dish |
| <input type="checkbox"/> the cooking steps | <input type="checkbox"/> the feelings of Lin Dong and Mum |
| <input type="checkbox"/> the taste of the dish | <input type="checkbox"/> the truth |

C4 Detailed reading Read and complete the recipe card for the dish.**Understanding sequence****C5 Further thinking** Answer the questions.

- 1 Why did Lin Dong's mother ask about the "beef"?
- 2 What will Lin Dong and his mother do next?
- 3 What do you think of Lin Dong?

Recipe card

Dish: Rainbow Beef 

Ingredients:

two carrots, a red pepper,
a green pepper, a few onions,
a bag of egg noodles and some
beef

Cooking steps:

Vocabulary focus Fill in the blanks with the words from the story.

Lin Dong cooked Rainbow Beef for his mother's birthday because it was ¹ _____ and healthy. He got the vegetables from the supermarket, but he didn't buy any beef there. He thought, "We have some beef in the ² _____ at home."

There were four steps to cook the dish. He first ³ _____ soy sauce to the beef, then cut the vegetables into ⁴ _____. Next, he fried them all together. ⁵ _____, he cooked the noodles.

His mother was ⁶ _____ to see the dish. She tried some, and Lin Dong told her the meat was from the fridge. Then Mum knew it was in fact mutton.



Update my to-do list



Is the title a good one for the story? Why or why not?

>> Grammar in use Countable and uncountable nouns

1 **Read and think** Which of the underlined words are countable? Which are uncountable? Put them in the chart below.

- (1) How many glasses of water do you drink a day?
- (2) Have a little milk, yogurt or cheese every day.
- (3) I buy two carrots, a red pepper, a green pepper and a few onions.

● Countable nouns	● Uncountable nouns

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

- (1) **Countable** **Uncountable** nouns have a singular form for one and a plural form for more than one. We use *a/an* or numbers to show how many.
- (2) **Countable** **Uncountable** nouns don't have a plural form.
- (3) We can use expressions of quantity^① like *many/(a) few* with **countable** **uncountable** nouns.
- (4) We can use expressions of quantity like *much/(a) little* with **countable** **uncountable** nouns.

Grammar file → p. 125

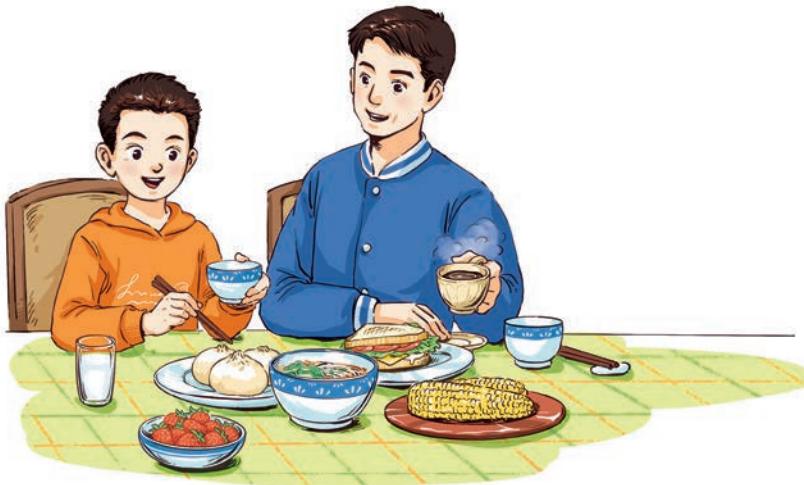
3 **Practise** Lu Yao and Lin Dong are ordering food in a restaurant. Circle the correct words to complete their conversation.

① quantity 数量

- Lin Dong: What would you like to have? A whole Russian^① cabbage pie again?
- Lu Yao: No, I've had too *many / much* cabbage this week. I'd like to try the South African dish, Bunny Chow^②. There are *a lot of / much* potatoes in it. I love *potato / potatoes*.
- Lin Dong: Good choice! The South American^③ tacos^④ look nice to me. There is quite *a few / a lot of* chicken in them. Well, what would you like to drink?
- Lu Yao: Have they got *some / a few* hot water?
- Lin Dong: Let's ask the waiter.

4 Discuss

- (1) Look at the picture. What are Lin Dong and his father having for today's breakfast? They are having ...



- (2) What do you usually have for breakfast? Talk with a partner. Remember to use different expressions of quantity before nouns.

What do you usually have for breakfast?

I usually have ... for breakfast.
How about you?

...

^① Russian 俄罗斯的 ^② Bunny Chow (南非的一种) 夹馅面包 ^③ South American 南美洲的
^④ taco 墨西哥煎玉米粉卷

Write a recipe for a healthy dish on TEEN-Land.

D1 Think Read Lu Yao's recipe. What are the ingredients for this dish?

Group: 6th-graders

Teen's blog
TEEN-Land

16 Oct. Lu

How to cook tomato and egg soup

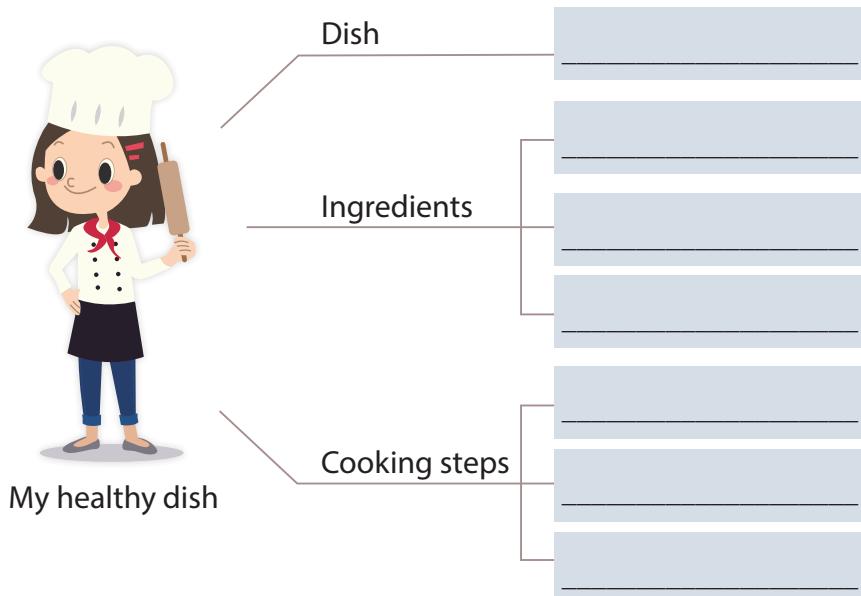
To make this dish, you need two eggs, two tomatoes, some water, a little oil and salt.

First, beat the eggs with chopsticks in a bowl. Then, cut up the tomatoes and fry them in oil. Next, add water to the tomatoes and boil. After that, add in the eggs. Finally, add a little salt. And you have tomato and egg soup! 🤝



D2 Prepare How many steps are there to make this dish? Circle the signal words.

D3 Plan Choose a healthy dish to write about. Make notes in the outline.



*My learning notes***Showing steps with signal words:**

- First, ...
- Then, ...
- After that, ...
- _____
- _____

**TEEN skill Writing a recipe**

- Write in the present simple.
- Use short sentences.
- Use signal words to show steps.

D4 Write Write your recipe.**Group: 6th-graders****Teen's blog**

TEEN-Land



How to _____To make this dish, you need _____

 _____**D5 Check** Check your recipe. Pay attention to the basic elements of a recipe.**Update my to-do list**

Work in groups. Share your recipes. Whose recipe is clear and easy to follow?

New Year food traditions in different cultures



Tangyuan

Many families in southern China eat *tangyuan* for breakfast on the first day of Chinese New Year. The name of this food shows people's wish for the unity^① and happiness of the whole family.



Toshikoshi soba^②

Japanese people usually eat toshikoshi soba on New Year's Eve^③. They eat the long noodles and wish for a long life. People try hard not to break them, because they are afraid that they might have bad luck in the new year.



Twelve grapes

In Spain and Latin America, people eat 12 grapes at midnight to start the year off right. According to tradition, for every grape they eat, they'll have a month of luck next year. It's a tasty and fun way to celebrate the new year!

Read and think Which food tradition do you find most interesting? Why?

① unity 和睦 ② toshikoshi soba (日本)跨年荞麦面 ③ eve 前夕; 前夜

E A healthy school lunch menu ➤ Project

Planning a healthy school lunch menu

Your school is asking for the “Healthy lunch ideas” from all the students. Work in groups of three or four and plan a lunch menu for your school canteen.

Step 1 **Collect ideas** Ask questions and note down the answers. Choose your favourite food from different food groups.

What kind of meat would you like to have for lunch?

What vegetables do you prefer?

...

Step 2 **Search** Search for recipes and choose dishes made in a healthy way.

Step 3 **Design** List the food or dish names. Add pictures of the dishes to your menu.



School Lunch Menu

- Shanghai style smoked fish
- fried cabbage with garlic
- Chinese cucumber salad
- tomato and egg soup
- fried rice
- apple
- yogurt



Step 4 **Present** Present your group’s lunch menu in class and explain your plan.



Update my to-do list



Vote for your favourite five group menus in your class and make a weekly “Healthy lunch menu of Class ____”.

Unit

4

Sports

Big Question

Why do we play sports?



To-do list

- 1 Listen to a conversation about sports activities on Sports Day.
- 2 Talk about sports safety.
- 3 Read a poster of some fun sports.
- 4 Write a sports report about my favourite sporting moment(s) on Sports Day.
- 5 Introduce a sport to my class.

Getting started

Look and think.

Which sport(s) in the pictures do you play?



I skip rope.



I go running.



I play basketball.



I play football.



I go swimming.



I do sit-ups.

A Sports activities

>> Viewing and listening

The school is going to have a Sports Day. This is the timetable.

Sports Day
 Date: 20 Oct.

Time	Sports ground		Gym	
	Individual ^①	Team	Individual	Team
9:00–9:30	50m sprint ^②	long jump	three-player football	rock climbing
9:30–10:00	100m sprint	high jump		tug of war ^⑥
10:00–10:30	200m run	shot-put ^③		
10:30–11:00	800m run (girl) 1,000m run (boy)	1-minute rope skipping	basketball	kung fu
13:30–14:00	/	shuttlecock kicking ^④	4×50m relay ^⑤	/


Get Active Get Strong

A1 Look and say Read the timetable and discuss.



What sport do you want to play?



I want to play basketball.



Sound Letters “ei”, “ea” and “ee”

Sing the rap.

Five days a week we do sports.

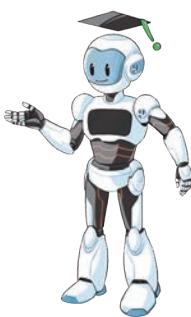
Eight, nine, ten! We are all ready.

Meet in the field.

Balls at our feet.

The power of the dream

Makes us a great team.



① individual 个人 ② sprint 短跑 ③ shot-put 推铅球 ④ shuttlecock kicking 踢毽子

⑤ relay 接力赛 ⑥ tug of war 拔河

 **A2 Listen and take notes** What sports do Wang Yiming and Lu Yao want to take part in on Sports Day? Write "W" next to the events for Yiming and "L" for Lu Yao.

- | | | |
|---|---|--|
| <input type="checkbox"/> 50m sprint | <input type="checkbox"/> long jump | <input type="checkbox"/> kung fu |
| <input type="checkbox"/> 100m sprint | <input type="checkbox"/> high jump | <input type="checkbox"/> three-player football |
| <input type="checkbox"/> 200m run | <input type="checkbox"/> shot-put | <input checked="" type="checkbox"/> basketball |
| <input type="checkbox"/> 800m run (girl) | <input type="checkbox"/> 1-minute rope skipping | <input type="checkbox"/> tug of war |
| <input type="checkbox"/> 1,000m run (boy) | <input type="checkbox"/> shuttlecock kicking | <input type="checkbox"/> Frisbee |
| <input type="checkbox"/> 4x50m relay | <input type="checkbox"/> rock climbing | |

 **A3 Listen and think** Listen again and answer the questions.

- 1 Does Lu Yao love sports?
- 2 Who will go rock climbing this Saturday?
- 3 Is Bailing good at sports?

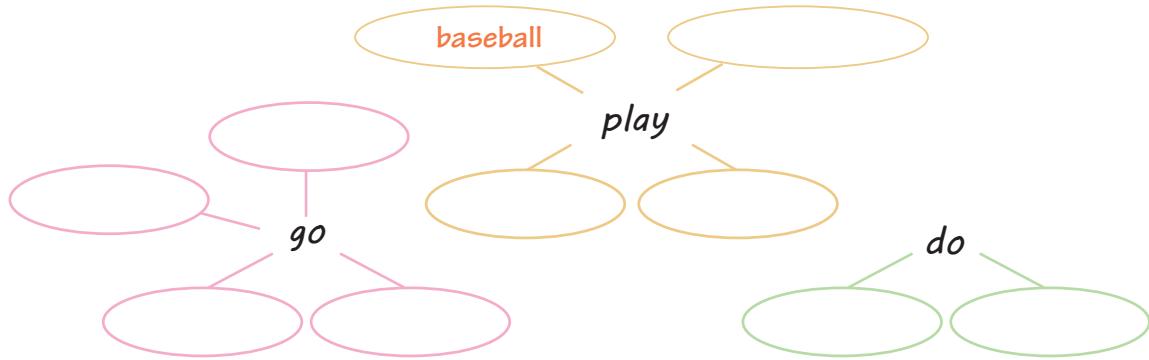


Making inferences

Word study Word partner What sports do the verbs go together with?

Put the sports below in different groups. Add more sports if you can.

baseball	rock climbing	volleyball	swimming	badminton
tennis	running	pull-ups ^①	sit-ups ^②	jogging



 **Update my to-do list** 

Listen to the conversation between Lin Dong and Li Bailing. What sports do they want to take part in? Help them sign up for^③ the events in A2.

① pull-up 引体向上（单杠运动） ② sit-up 仰卧起坐 ③ sign up for 报名（参加）

Lin Dong hurt his ankle in a football match. After that, he went to the school clinic^①. There is a poster on the wall.



Wear sports clothes

Wear running shoes and sports clothes.

Play Hard Stay Safe



Use the right gear

Wear sports gear (for example, helmets^②).



Warm up

Do warm-up exercises before playing.



Watch out for others

Be careful and don't get hurt.



Drink water

Drink enough water. Don't have cold drinks after exercise.

B1 Look and say Which safety tips do you follow?

① clinic 诊所 ② helmet 头盔；防护帽

B2 Listen, read and think

Lin Dong is back from the clinic. He's talking to Wang Yiming. What tip(s) does Yiming give Lin Dong?

- Yiming: You don't look well. What's the matter?
- Lin Dong: I hurt my ankle in the football match.
- Yiming: Oh, no! How do you feel?
- Lin Dong: It kind of hurts. The nurse gave me some ice.
- Yiming: That's good. What happened during the game?
- Lin Dong: I don't know. I just fell.
- Yiming: Did you warm up before the match?
- Lin Dong: No. I was late and didn't have time.
- Yiming: You have to do warm-up exercises before you do sports. I always do.
- Lin Dong: I guess you never get hurt.
- Yiming: No. I have a cut on my knee.
- Lin Dong: How come?



B3 Role-play

Lin Dong goes on to ask Yiming about the cut on his knee. Work in pairs and act out their conversation. Use the above conversation as a model.

My learning notes

Showing care:

- What's wrong? • What seems to be the problem?
- _____ • _____

TEEN skill Responding positively

- Give advice.
- Share similar experiences.



Update my to-do list



Work in pairs. Pick a role and start a conversation.

A

Your classmate (B) is hurt in sports.
Ask about his/her health and talk
about sports safety.

B

You are hurt in sports. Answer the
questions of your classmate (A) and
talk about sports safety.

Wang Yiming is reading a poster about the school Sports Day.

C1 Text type Look at the pictures and discuss: Do you find the poster eye-catching? Why or why not?



C2 Read the poster.

Sports Day is coming up. Who wants to join in?
Everyone is welcome—you don't need to be great at sports!
Come and try!



Three-player football

- 5 Kick the football and score goals. It's a football match with three players — no goalkeeper! Learn to work in a team and get some exercise. We need you!

Rock climbing

- 10 Climb up and down like a cat! You hold onto a climbing wall. It's safe. You wear sports gear. Rock climbing makes you strong. What are you waiting for?



Frisbee

- Are you good at throwing and catching? Frisbee is
15 the right sport for you. Score points for your team!
You have to run to catch it. Why don't you join us?

Kung fu

- Control your mind and body! The clean kung fu moves are powerful. There's tiger style, monkey
20 style and more. Which one do you want to try?



Personal touch

Which sport do you want to try most? Why?

Text type Posters

A poster is a notice with pictures. It is often used to get your attention to an event or to give you some information.



C3 General understanding

What information about the sports can you get from the poster? Tick (✓) the answer(s).

- What is the sport?
- How do we play the sport?
- What is good about the sport?

C4 Detailed reading

Read and match each sport in the poster with the correct description.

- 1 _____ You catch it and win points for the team.
- 2 _____ It is simple but interesting. It can do good to your mind and body.
- 3 _____ You have to work well with the other two team members if you want to win.
- 4 _____ You climb up on a wall like a cat.

C5 Further thinking

Answer the questions.

- 1 What's the purpose of the poster?  Identifying the purpose of writing
- 2 What sports do you want to add to the events on your school Sports Day? Why?

Vocabulary focus

Li Bailing is talking to her brothers. Fill in the blanks with the words in the box.

catch climb kick score throw

It's time to learn some football rules. You can run with, pass and ¹ _____ a football, but only the goalkeeper can ² _____ and ³ _____ a football. If you want to win the game, you have to ⁴ _____ more goals. Ready? Let's practise our skills.



Update my to-do list



What is fun about each sport according to the poster?

►► Grammar in use Question words: *what*, *who*

1 **Read and think** How are the sentences in Group A different from the sentences in Group B?

Group A

- (1) What's the matter?
- (2) Who wants to join in?

Group B

- (1) What does Yiming usually do before sports?
- (2) Who do you play basketball with?

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

Question word	To talk about	As the sentence subject	As the sentence object
what	<input type="checkbox"/> things <input type="checkbox"/> ideas <input type="checkbox"/> people	<input type="checkbox"/> use <i>do</i> or <i>does</i>	<input type="checkbox"/> use <i>do</i> or <i>does</i>
who	<input type="checkbox"/> things <input type="checkbox"/> ideas <input type="checkbox"/> people		

Grammar file → p. 128

3 **Practise: An interview** Li Bailing is talking to a student reporter about sports activities in her family.

(1) Put the words and expressions in the correct order to make questions for the student reporter.

A ping-pong/plays/who/often?

B your mother/usually/do/what/does/at weekends?

C do/you/play/what/sports?

D go skating with/who/your brothers/do?



(2) Match the questions on page 62 with Bailing's answers.



- a I sometimes go cycling.
- b My father often plays ping-pong.
- c My brothers always go skating with their friends.
- d My mother usually does yoga at weekends.

A _____
B _____
C _____
D _____

Grammar file → p. 129

4 Survey: Asking about one's sports habits

(1) Work on your own. The school newspaper is doing a survey about students' sports habits. Write down your answers.

How often you play	What sports	Who you play with
usually		
often		
sometimes		

(2) Work in pairs. Take turns to ask and answer. Remember to use *Wh*- questions.

What sports do you play in your free time?

I usually go swimming.

Who do you go swimming with?

I go swimming with my dad.

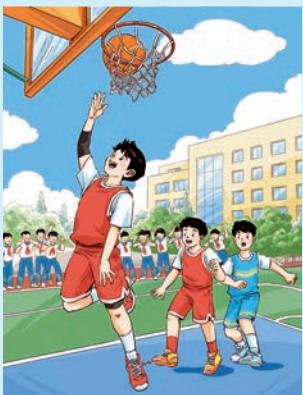
...

(3) Report to the class.

My classmate _____ and I have similar/different sports habits.
I usually ...
He/She sometimes ...

Write a sports report of your favourite sporting moment(s) for the school newspaper.

D1 Think Read Li Bailing's sports report for the school newspaper. What does she write about?



It's 20 Oct. On the basketball court, our class is playing a game against Class 4. We are down by one goal.

This is Wang Yiming from our class. He plays basketball well.

Look! He is jumping high into the air and shooting the ball at the basket. He scores two points. We tie the game. Bravo^①!

(Li Bailing, Class 3, Grade 6)

D2 Prepare

1 What does the sports report tell us? Tick (✓) the answer(s).

- time place sport(s) person(s) action

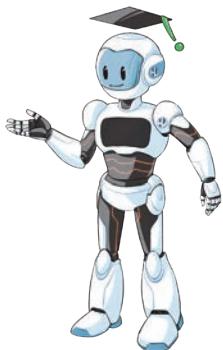
2 What action verbs does Bailing use? Underline them.

TEEN skill Using action verbs

An **action verb** tells us what the subject of a sentence is actively doing.

For example, *the boys run, jump and kick like other football players.*

Action verbs help bring writing to life.



① bravo (喝彩声、叫好声) 好哇

D3 Plan Choose a picture of your favourite sporting moment on Sports Day. Think about the questions and give answers.

(picture)

1 **What** sport is the picture about? _____

2 **Who** is in the picture? _____

3 **What** is/are the person(s) doing? _____

My learning notes

Describing sporting places:

- on the basketball court
- on the running track
- in the swimming pool
- _____

D4 Write Write your sports report.

It's _____. _____

Look! _____

D5 Check Check your sports report. Pay attention to the action verbs.



Update my to-do list



Read the sports report of your partner. Does it present a clear sporting moment in your mind?



Discovery

National sports in different cultures

A national sport is always part of the culture of a country or its history. Let's take a look at the national sports in different cultures.



Cricket^①

Cricket is a fun outdoor team sport in the UK and India. You play cricket with a bat and a ball. Each player needs to hit the ball so hard that the ball can fly as far as possible.

Cross-country skiing^②

Cross-country skiing is a favourite winter sport in Norway. It is easy to take up this sport. All you need are skis, a trail^③, and snow.



Sepaktakraw^④

Sepaktakraw (kick ball) is a popular ball game in Malaysia. It is a cross between volleyball and football. Players can't use their hands. They can kick or knock the ball over the net.

Read and think Which national sport are you interested in? Why?

① cricket 板球 ② cross-country skiing 越野滑雪 ③ trail 滑雪道 ④ Sepaktakraw 藤球

Introducing a daily sport

Work in groups. Make a poster of a sport for daily exercise and introduce it. You can find an interesting one or even invent a new one.

Step 1 Choose and brainstorm Discuss and decide what sport you want to introduce. Note down the following information.

Duck-walking
Do it any time!

—Walk like a duck on the ground!

- You crouch down on the ground and walk like a duck.
- The first to get to the finish line wins the game!

—Enjoy being silly!

Safety tips

1. Warm up before playing.
2. Be careful! Don't hurt yourself or others.

Enjoy yourself!

What is the sport?

How do you play the sport?

What makes the sport fun?

What are the safety tips?

Step 2 Design You can draw or find pictures to show how to play the sport.

Step 3 Present Introduce the sport to the class.



Update my to-do list



Listen to other groups' presentations. Vote for the sport you want to try.

Unit

5

4 Animals and us



*In what ways are animals
important to us ?*





- ## To-do list
- 1 Listen to some fun facts about farm animals.
 - 2 Talk about how to get along with animals.
 - 3 Read a picture diary about a day on the farm.
 - 4 Write about my favourite animal.
 - 5 Design an animal logo for a school club.



Getting started

Work with a partner. Discuss the questions below.

1 What animals can you see in the pictures? How do they help us?

be our pets

produce ... for us

work for us

...

2 What other animals can help us in our lives? Give examples.

A Amazing animals

>> Viewing and listening

Wang Yiming is going to Uncle Lin's farm with his parents this weekend. Before they go, Yiming visits the website of the farm.

The website header includes 'Home', 'Our farm', 'Work with us', 'Shop', 'Posts', and a search icon. A wooden sign on the left reads 'Lin's Farm'. The main content area shows a timeline of activities:

- 7:00–8:00**: Feeding animals (with a barn icon)
- 8:15–9:00**: Herding goats (with a goat icon)
- 10:00–10:45**: Milking cows (with a cow icon)
- 14:00–15:00**: Cleaning the pigsty^① (with a pig icon)
- 17:00–17:30**: Collecting eggs (with a chicken icon)

Below the timeline, four dashed lines connect to circular images with video play icons:

- Q1:** What do we call a baby goat? (Goat)
- Q2:** Can cows remember their names? (Cow)
- Q3:** Do pigs make good mothers? (Pig)
- Q4:** Do chickens recognise faces? (Chickens)

A1 Look and say

- 1 What can we do on Uncle Lin's farm?
- 2 Look at the questions under the pictures. Do you know the answers?



A2 Listen and think Listen to the Q & A chats on the website and check your answers in A1.



Using background knowledge

 A3 Listen and take notes Complete Yiming's notes.

Q1: What do we call a baby goat?

We call it a¹ _____!



Q2: Can cows remember their names?

² _____. They³ _____ when you call them.

Q3: Do pigs make good mothers?

⁴ _____. Mother pigs take⁵ _____ care of their babies. They⁶ _____ to their babies during feeding time.

Q4: Do chickens recognise faces?

⁷ _____. They⁸ _____ their keepers' faces.
They prefer⁹ _____.

 Sound Letters "ar", "are" and "ear"

Sing the rap.

The forest is so large.

What do you see in it? ↗

Do you see the hare? ↗

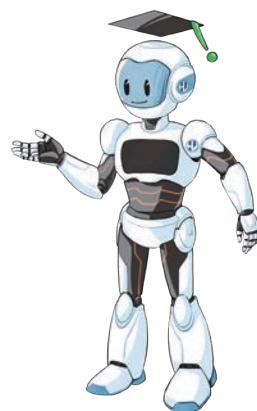
Yes. It has beautiful hair.

Do you see the deer? ↗

Yes. It's near, and shows no fear.

Do you see the bear? ↗

Yes. It's eating a pear.



 Update my to-do list



Listen again and discuss. What are the fun facts about farm animals?

Wang Yiming and his parents are on the farm now. They see some signs.



B1 Look and say Read the signs and talk about dos and don'ts with animals.

Yiming, do you know the meaning of this sign?



Good. Do you know why?

We should not feed or pet^① the horses.



TEEN skill Safety with animals

- Do not pet an animal when it is sleeping, eating or caring for its young.
- Do not leave sweet foods or drinks outside. Bees like them.
- Go to the doctor at once if a dog or a cat bites you, or a bee stings^② you.



① pet 抚摸; (爱抚地)摩挲 ② sting 刺; 蛰; 叮


B2 Listen, read and think Yiming and Uncle Lin go to see the cows.

What tips does Yiming get from Uncle Lin?

Yiming: Uncle! You have so many cows!

Uncle Lin: Shh^①, look at the sign. Don't shout.

Yiming: Oh, OK. (Quietly) Why are they wearing jackets? Is it OK if I take one off?

Uncle Lin: Well, why do you wear your jacket?

Yiming: It's windy today and I'm cold.

Uncle Lin: The young calves get cold too.

Yiming: Can I give them a snack? What do they eat?

Uncle Lin: They have lots of grass, but you can give them an apple as a snack.

Yiming: May I give them more?

Uncle Lin: It isn't healthy! Apples are like sweets for them.

Yiming: I see.



My learning notes

B3 Role-play With a partner, choose a sign and act out a conversation between Yiming and Uncle Lin.

Asking for permission:

- Could I ...?
- May I ...?
- _____

Word study **Word group** Write the correct name for each baby animal.

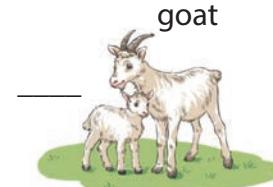
Draw another animal and its baby. Write down their names.

cow

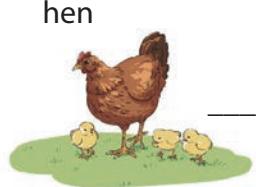


calf

goat



hen



Update my to-do list



Suppose you and your mum are in the zoo. Talk about dos and don'ts.

① shh (用以让别人安静)嘘

Wang Yiming did a lot of work on the farm. He wrote about the day in his picture diary.

C1 Text type What is a picture diary and what can we find in it?

🎧 C2 Read Yiming's diary.

A day on the farm

Saturday, 16 Nov.

Sunny



Uncle Lin's farm is so big! So many animals and so many chores to do here!
Work began at 7 a.m. The first job was to feed the animals. They ate fast, and
they ate a lot. How interesting!

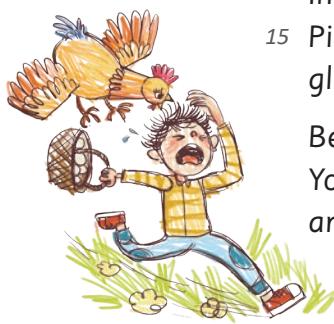


After that, we went to herd the goats. Cookie, the farm dog helped direct the goats from the yard to the field. Clever dog, Cookie!

10 It was 10 o'clock. Time for milking! Uncle Lin milked the cows and I took some notes. The cows came when we called them. It was so cool!

In the afternoon, we cleaned the pigsty.

15 Pigs like to sleep in a clean place. I was glad to be of help.



Before dinner, we went to collect eggs. You'll never believe this: A hen flew up and pecked me!

What an unforgettable day!

Personal touch

Which part of Yiming's diary interests you most? Why?

C3 General understanding

What do you find in Yiming's diary? Tick (✓) your answer(s).



- Day
- Place
- Events
- Future plans

- Date
- Weather
- Feelings and thoughts
- Pictures

C4 Detailed reading

Read the picture diary and complete the table below.



Scanning for specific information

Time	Chores	Feelings/Thoughts
at 7 a.m.	feeding the animals	

C5 Further thinking

Answer the questions.

- 1 Why is it an unforgettable day for Yiming?
- 2 Will Yiming go and work again on the farm if he has the chance? Why do you think so?

Vocabulary focus

Complete the conversation with the words from Yiming's diary.

Lu Yao: Do you like Uncle Lin's farm?

Yiming: Yes. I like to ¹ _____ the animals there. I also like to herd the goats. A dog there can help ² _____ the goats to the field.

Lu Yao: What other ³ _____ can we do on the farm?

Yiming: We can also clean the pigsty, ⁴ _____ eggs and ⁵ _____ cows there. Can you ⁶ _____ it? Cows know their names! They come when you call them. It is so ⁷ _____, isn't it?

Lu Yao: Yes! Sounds interesting. I want to go there too. It must be an ⁸ _____ experience.



Update my to-do list



What chores would you like to do on the farm? Why?

>> Grammar in use Question words: *how*, *when*, *where*, *why*

1 **Read and think** Underline the question words in Group A. How are the questions in Group A different from those in Group B?

Group A

How do animals help us?
When does work start every day?
Where do goats live?
Why are the calves wearing jackets?

Group B

Do animals help us?
Does work start early every day?
Do goats live in the mountains?
Are the calves wearing jackets?

2 **Work out the rules** When do we use the *Wh*- questions?

In *Wh*- questions, we use

- ⁽¹⁾ why to ask for reasons.
- ⁽²⁾ _____ to ask about the way something happens.
- ⁽³⁾ _____ to ask about places or positions.
- ⁽⁴⁾ _____ to ask about time or dates.

Grammar file → p. 130

3 **Practise** Wang Yiming and Lu Yao are making an animal quiz card game. Use question words to complete their quiz cards on page 77.



Yiming's quiz card

Front

- (1) _____ do we call a baby penguin?
- (2) _____ do butterflies taste things?
- (3) _____ do chickens eat rocks?
- (4) _____ ?

Back

- We call it a chick.
- They taste things with their feet.
- Rocks help them digest^① food.
- (5) _____ .

Lu Yao's quiz card

Front

- (6) _____ do bats sleep?
- (7) _____ do birds build their nests?
- (8) _____ do bees dance?
- (9) _____ ?

Back

- They sleep during the day.
- They build their nests in trees, bushes, or on the ground.
- They dance to communicate with each other.
- (10) _____ .

4 Play a game Play a guessing game with a partner. First, write down your favourite animal and don't let your partner know. Then ask a few *Wh*- questions about each other's favourite animal and guess what it is.

Where does your favourite animal live?

It lives ...

What does it usually eat?

It usually eats ...



...

...

① digest 消化

What is your favourite animal? Write a post about it. Here is one from Uncle Lin's farm website.

My favourite animal is the horse.

Horses are beautiful. They are tall and strong. They have smooth and long hair on their tails and necks. They have thin but strong legs. They run very fast.

Horses eat lots of grass. They also like to eat vegetables and some fruits like apples and grapes, just like me!

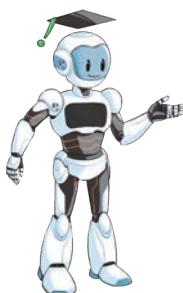
Horses are friendly. They let me ride on their backs.

I love horses.



D1 Think Read the post. What does Claire write about her favourite animal? Tick (✓) your answer(s).

- | | |
|--|---|
| <input type="checkbox"/> home | <input type="checkbox"/> actions/behaviour ^① |
| <input type="checkbox"/> looks | <input type="checkbox"/> characteristics ^② |
| <input type="checkbox"/> eating habits | |



TEEN skill Using modifiers

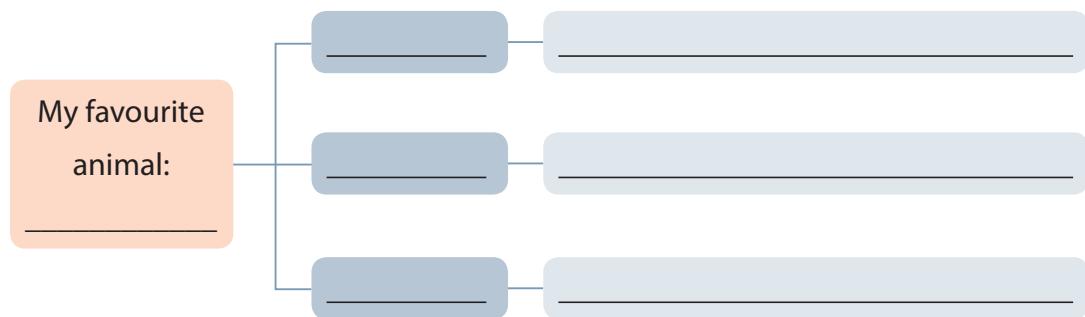
A modifier is a word or phrase that gives detailed information in the sentence. There are different types of modifiers.

- Adjectives: *smooth and long hair/thin but strong legs*
- Adverbs: run *very fast*

① behaviour 行为 ② characteristic 特点

D2 Prepare What words or phrases does Claire use to describe her favourite animal? Circle them in the post.

D3 Plan Choose ideas from D1 to write about. Think about them and make notes.



D4 Write Write your post.

My favourite animal is _____

D5 Check Check your post. Pay attention to the use of modifiers.

Update my to-do list

Work in pairs. Read each other's posts and look for modifiers. How many do you find?



Discovery

Mascots^① and the Olympic Games

Animal mascots are very popular in the Olympic Games. They play an important role in the communication of sports and culture.

Bing Dwen Dwen (Beijing 2022 Winter Olympics)

Bing Dwen Dwen is a giant panda, the national animal of China. Bing Dwen Dwen looks very cute. The heart in its hand gives a warm welcome to friends from around the world.



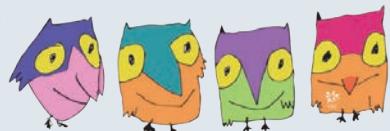
Vinicius (Rio 2016 Summer Olympics)

The name of this mascot comes from a famous Brazilian^② poet. It is a mix of different animals. It has long arms and legs. It can run very fast and jump very high.



Sukki, Nokki, Lekki and Tsukki (Nagano 1998 Winter Olympics)

Sukki, Nokki, Lekki and Tsukki are four snowy owls. People also call them the Snowlets. The name means "Let's join in the Winter Games".



Owls are popular in Japan. They are symbols of good luck in Japanese culture.

Read and think What adjectives can we use to describe these mascots?

① mascot 吉祥物 ② Brazilian 巴西的

E Our school club logo ➤ Project

Designing an animal logo for a school club

Clubs in your school are collecting ideas for their animal logos. Work in groups and design an animal logo for one of the clubs.

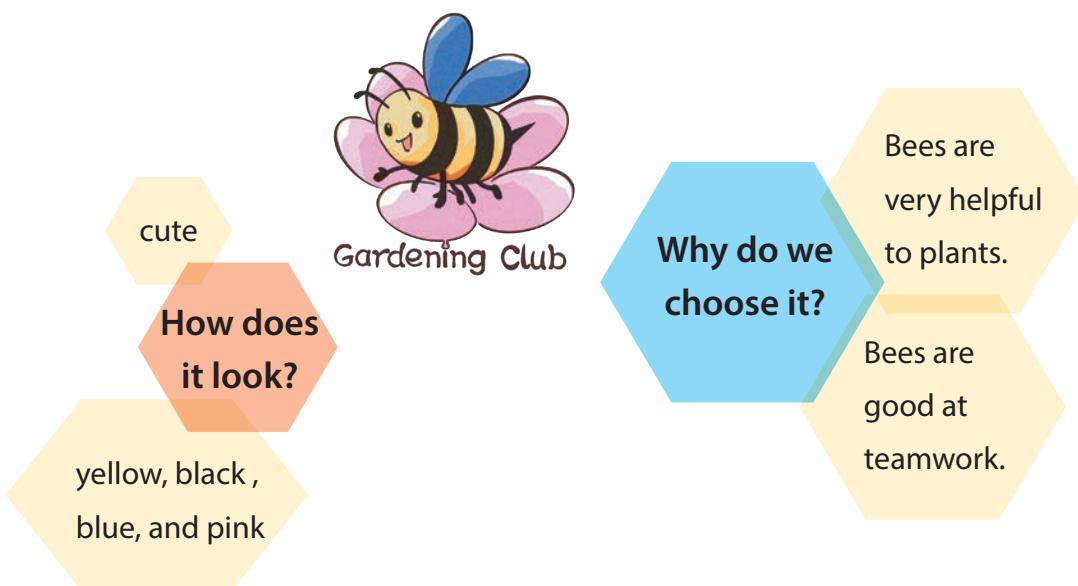
Step 1 Choose Discuss and choose a school club.

Step 2 Discuss Pick an animal for the club logo.

- What is special about this club?
- What animal is a good choice for the club? Why?

Step 3 Design Decide on the shape and colours of your logo. Then draw the logo by hand or on a computer.

Step 4 Present Present the logo to the class and explain your design.



Update my to-do list



Discuss with a partner. Which logo do you like best? Why?

Unit

6

Travelling around China



How can we get around and explore China?

②



To-do list

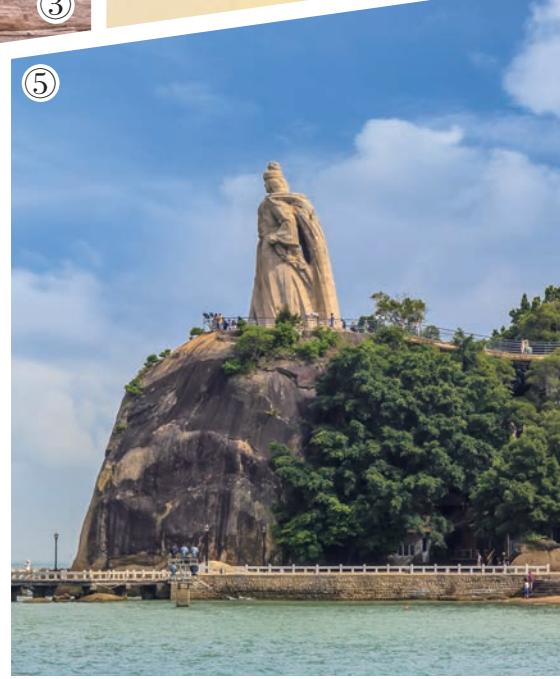
- 1 Listen to a conversation about different travel plans.
- 2 Talk about and compare different ways of travelling.
- 3 Read travel plans of teenage travellers.
- 4 Write a postcard.
- 5 Design a travel plan.



③



④



⑤



Getting started

Look at the pictures and answer the questions.

- 1 Do you know these places? Where are they?
- 2 What are they famous for?

A A place to go

>> Viewing and listening

The winter vacation is coming. Lu Yao and her friends are looking at a travel website for ideas for their winter trip.

The screenshot shows a travel website with a header "TEEN-Land TourChina" and navigation links for Home, Popular tours, Travel tips, Forum, and Footprints. Below the header are six travel packages arranged in two rows of three:

- Beijing:** Come and feel the history in Beijing! [View details](#)
- Mount Huangshan:** Hike on Mount Huangshan and get close to nature! [View details](#)
- Sichuan:** Meet lovely pandas and enjoy local snacks in Sichuan! [View details](#)

- Harbin:** It's the season of snow in Harbin! [View details](#)
- Hainan:** Enjoy some lazy days on the beach in Hainan! [View details](#)
- Inner Mongolia:** Enjoy nature on horseback in Inner Mongolia! [View details](#)

A1 Look and say Look at the pictures on the web page. Talk with your partner about the places you would like to go to.

Look at the red walls and yellow roofs. I love places with a long history. How about you?

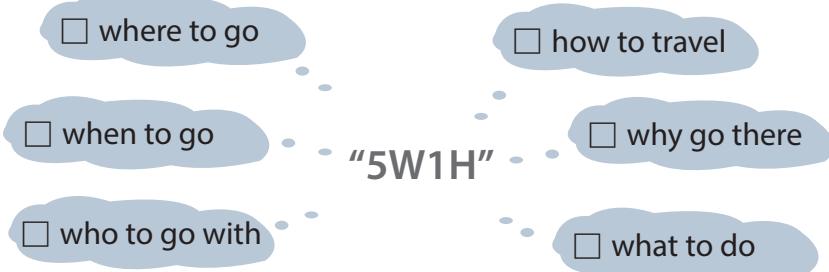


I love snow. I want to try skiing in Harbin.



A2 Listen and tick Listen to the conversation between Wang Yiming and Lu Yao. What kind of information have they talked about? Tick (✓) your answer(s).

Focusing on 5W1H



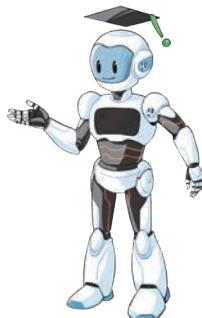
A3 Listen and take notes Listen again and help Lu Yao finish her notes.

Wish	A place close to ¹ _____ but also with a long ² _____ and good ³ _____	
My choice	<input checked="" type="checkbox"/> Xi'an	Reason: Its ⁴ _____ is too ⁵ _____ for me.
	<input checked="" type="checkbox"/> ⁶ _____	Reason: I can go to see the ⁷ _____. My parents like the local ⁸ _____.

Sound Letters "oa" and "ou"

Sing the rap.

How are you going to travel around? ↗
 By plane, ↗ train, ↗ taxi ↗ and underground. ↗
 And I'm going to go on a trip in a boat. ↗
 It's not going to rain, so I won't need a coat. ↗
 Not a cloud in the sky, I'm going to feel proud, ↗
 Climbing a mountain ↗ and singing aloud. ↗



Update my to-do list



Listen to the rest of the conversation. Where is Yiming going this winter vacation?
 Why does he want to go there?

Lu Yao and her parents are talking about different ways to get to Chengdu.

B1 Look and say Read the web page and think. How many ways are there to get to Chengdu? What are they?

B2 Listen, read and think Listen to the conversation between Lu Yao and her father. Which way of travelling does Lu Yao's father prefer in the end?

Dad: Yao, could you please look at the ways of going to Chengdu?

Lu Yao: Sure. The website says we can go by plane, by train, or by car.

Dad: Shall we go by plane? It's fast.

Lu Yao: I'm afraid it's a little too expensive. The price of a one-way ticket is over 1,300 yuan.

Dad: And there are three of us ... Um, that's a lot of money, isn't it?

Lu Yao: Yes. How about going by train? A train ticket is about 700 yuan.

Dad: That's better.

Grammar file → p. 131

Word study **Word partner** How do we describe different ways of travelling? Add more words into the table.

take	go by	get in/get out of	get on/get off	catch
a bus	plane			

B3 Role-play Lu Yao finds more information and takes notes. She goes on talking with her parents. With a partner, act out their conversation.

Ways		
plane	fast, convenient	expensive
high-speed train	comfortable, enjoy the view on the way	a little slow (12h)
car	feel free, carry more things	too slow (20h)
...

TEEN skill Speaking politely

When you speak politely, others may be willing to listen to you or give you a hand. Here are some tips.



- Use questions instead of giving orders.
- Use polite words like “please” and “thank you”.

My learning notes

Making suggestions:

- | | |
|-----------------------|----------------------|
| • Shall we go by car? | • What about by air? |
| • _____ | • _____ |



Update my to-do list



Where are you going this winter vacation? Talk with your partner and choose your way of travelling.

Lu Yao is reading travel plans on TEEN-Land TourChina.

C1 Predicting What information can you find in a post on travel plans?

Tick (✓) the answer(s).

- Where How How long What ...



C2 Read the posts about travel plans.

http://www.teenlandtourchina.net

TEEN-Land TourChina Home Popular tours Travel tips Forum Footprints

Topic: What's your plan for this winter?

You know what? I'm going to visit Beijing this winter! I learned about Beijing at school, and now it's time to see it with my own eyes. I'm going to take a plane there, and get around 5 the city by bus. There are so many historical places to visit, such as the Palace Museum and the Great Wall. I'm also going to do a bicycle tour of the *hutongs*. I want to get to know the history of the city in different ways. It's going to be fun! Beijing, here I come!



10  Like  Comment  Lingling12 20 Dec.

My plan for this winter is to go on a trip with my family. I love being close to nature. The beautiful Zhangjiajie National Forest Park in Hunan is at the top of my list. We are going to 15 hike there. After that, we plan to take a high-speed train to Kunming and then a bus to Lijiang. We plan to climb Yulong Snow Mountain there, and then fly back home. I can't wait to start my trip!



 Like  Comment  Ming 19 Dec.

Personal touch

Which travel plan would you prefer? Why?

C3 General understanding

Match the main ideas of the posts with the usernames.



Skimming for main ideas

Getting in touch with nature



Lingling12

Feeling the past



Ming

C4 Detailed reading

Read and complete the table with the information from the posts.

	Ways of travelling	Activities	Feelings
			
			

C5 Further thinking

Answer the questions.

- 1 In what ways can Lingling12 get to know Beijing's history?
- 2 What does "at the top of my list" mean in Ming's post?
- 3 What fun experiences are they probably going to have during their trips?

Vocabulary focus

Fill in the blanks with the words or phrases from the posts.

- 1 China is a country with a long _____.
- 2 It is my wish to see China's beauty _____.
- 3 The mountains and rivers are gifts of _____. We are proud of them.
- 4 Famous for its many historical places and tasty noodles, Shanxi is at _____ my travel list.



Update my to-do list



What is special about each of the travel plans in C2?

►► Grammar in use The future: *be going to*

1 Read and think What do the underlined parts have in common?

- (1) She's going to see pandas in Chengdu.
- (2) I'm not going to stay there for too long.
- (3) My winter trip to Lijiang is going to be fun.

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

We usually use *be going to* to talk about ...

- future plans or arrangements^①
- intentions^②
- predictions^③
- actions that are happening at the moment

Grammar file → p. 132

3 Practise: A survey The school forum is doing a survey among students. Complete the students' replies with the proper forms of the verbs in brackets. Report their plans in class.

Plans for our partner school's visit

A group from our partner school in London is going to visit us this winter. We want to hear your plans about things for them to do during their visit.

- Where are you going with them? • What are you going to do?



I am going to visit (visit) the famous landmarks in Pudong with them.



I think I ⁽¹⁾enjoy (enjoy) the art with them in the newly opened gallery^④ near our school.

① arrangement 安排 ② intention 打算 ③ prediction 预测 ④ gallery 展览馆；画廊



Luo

We ⁽²⁾ _____ (take) a bus ride around our city.
It must be fun.



Wang

We ⁽³⁾ _____ (not have) meals in fast-food restaurants. Instead ⁽¹⁾, we ⁽⁴⁾ _____ (try) local food in Chenghuangmiao Area.

Ma is going to ...



4 Pair and share

- (1) Work on your own. You are about to ⁽²⁾ host two students from the partner school. Write down your plans for places to visit with them.

e.g. I'm going to visit the famous landmarks in Pudong with them.

- (2) Work in pairs. Ask each other about your plans for visiting places with students from the partner school.

What places are you going to visit with them?

I'm going to visit the famous landmarks in Pudong with them.

How are you going to get there?

We are going to take the underground and the bus.

What are you going to do there?

We ...

- (3) Share your travel plans with your classmates.



We are going to visit ... with them. We ...

⁽¹⁾ instead 代替; 反而; 却 ⁽²⁾ be about to 即将

Write a postcard to your friend about a trip with your family.

D1 Think Read Lu Yao's postcard to her friend Lisa. Is Lu Yao enjoying her trip?

2 February

Dear Lisa,

I'm having a great time here in Chengdu. I'm now working as a volunteer and helping look after the lovely pandas. Tomorrow I'm going to visit a teahouse and enjoy the famous Sichuan opera.

I'm going to buy some local snacks for you. I'm sure you will like them.

What a great trip it is!

Your friend,

Lu Yao



Lisa Green

XXX Baker Street

London

NW1 XXX

United Kingdom

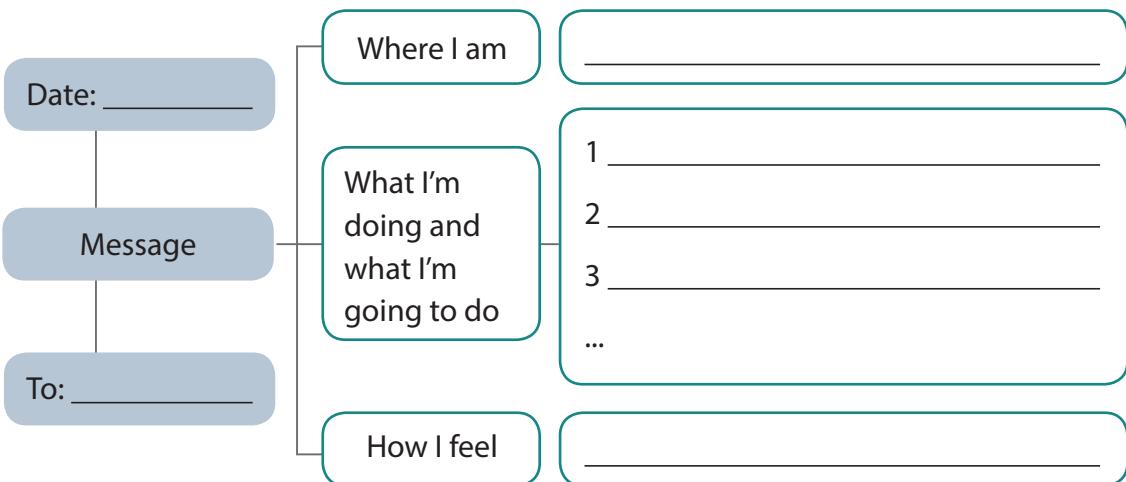
D2 Prepare

1 What is Lu Yao doing? What is she going to do next in Chengdu? How does she feel?

2 What does Lu Yao write in her postcard? Tick (✓) the answer(s).

- Date Message Greetings Signature Address

D3 Plan Follow the outline below and think about what to write in your postcard. Make notes.



*My learning notes***Expressing personal feelings:**

- I'm enjoying myself.
- _____
- What a/an ... trip!
- _____

TEEN skill Writing a postcard

- Write the date and greetings on the top-left corner.
- Write a message about your trip on the left.
- Write the recipient's^① name and address on the right.

**D4 Write** Write your postcard.

D5 Check Check your postcard. Make sure you have included the address of the recipient, the date and your message.**Update my to-do list**

Read your partner's postcard and make comments on it. Revise your postcard according to comments from your teacher and classmates.

^① recipient 收件人



Discovery

More ways to explore amazing China

China is a very big country. There are high mountains, vast^① lands, long rivers, and deep seas. Visitors have so many ways to explore China.



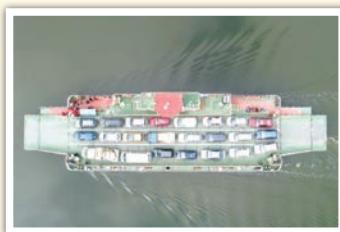
Hong Kong-Zhuhai-Macao Bridge is the longest sea-crossing^② in the world. Cars and buses can travel between Zhuhai and Hong Kong in about 30 minutes.

China's high-speed railway system^③ is over 40,000 kilometres. Trains can run at an average speed of 350 km/h. It takes visitors about 4 hours and 30 minutes to get to Beijing from Shanghai.



More than 50 cities in China have their own metro^④ systems. People can get around in cities by metro easily.

Ferries^⑤ transport people and vehicles^⑥ across rivers and seas. Some are large enough to carry hundreds of cars, passengers and even trains. China has the largest ferry in Asia.



Read and think Which way of travelling is the most popular for travellers?

① vast 辽阔的 ② sea-crossing 跨海大桥 ③ system 系统 ④ metro 地铁 ⑤ ferry 渡船

⑥ vehicle 交通工具；车辆

E A travel plan

Project

Designing a travel plan for your international friends

A group of students from the partner school in London are coming to your school. They are going to spend a weekend travelling around the city. Work in groups and design a travel plan for them.

Step 1 Plan List the things to be included in the travel plan.

what activities to do

what to eat

where to stay

how to get around

...

Step 2 Collect ideas Discuss with your partners and take notes.

- How about a school tour for the first day?
- Shall we help them buy the Three-day Pass?
- Where are they going to stay, in a hotel or in the school dorm?
- ...

Step 3 Design Put your ideas together and create your travel plan. Draw some pictures.



Step 4 Present Present your group's travel plan to the class and explain it.



Update my to-do list



Listen to other groups' presentations and make comments on their travel plans. Vote for your favourite one.



Exploring China: Chinese food

Food is the first need of the people.

—Sima Qian

First impressions

Chinese food through international students' eyes

Chinese dishes are popular in New York, but they are different from those popular in China.



Daniel
from the US



In China, my friends and I can share many dishes in one meal. It's a great way to try new things.



Jeanne
from France

I really like the special food for different traditional Chinese festivals, such as mooncakes, *jiaozi* and *zongzi*.



Soo-ah
from South Korea



I've been to Beijing, Chengdu, Guangzhou and Huangshan. Each city is famous for different dishes.



Luan
from South Africa

Highlights

Read and answer.

What does dim sum mean in Chinese?

Dim sum, the Cantonese pronunciation of *dian xin* (snacks), is a Chinese meal of small dishes. People usually drink tea with them. In a restaurant, dim sum can mean “to order as one wishes”. Because dim sum is small, diners^① can order and try many different dishes in one meal.



Who created jiaozi?



A legend says *jiaozi* (Chinese dumplings) began with Zhang Zhongjing, a doctor in the Eastern Han dynasty. One winter, when he returned to his hometown, Zhang noticed that many people had frostbite^② on their ears. He wrapped meat and herbs in dough^③ to make the shape of little ears, and then sent them to the villagers. These tasty dumplings warmed their bodies and helped them recover from their frostbite.

Explore

Search for more stories about Chinese food and share them with your classmates.

① diner (尤指餐馆的)就餐者 ② frostbite 冻疮 ③ dough 生面团

Bridging cultures

Lu Yao visited a travel website and found some questions and answers about Chinese food.



Asked by Ed from the US /16:42, 20 June

What are the most popular Chinese dishes?



Answered by Mr Li from China/20:32, 20 June

It's difficult to choose, but I think Beijing roast duck, Sichuan hot pot, and Kung Pao Chicken are the most popular with tourists.



Asked by Boswell from India/17:42, 16 July

What is a typical breakfast in Shanghai?



Answered by Fang from China/19:50, 17 July

It depends, but many people like Chinese pancakes, fried dough, soy milk and stuffed rice rolls.



Asked by Ben from the UK/16:42, 18 August

What are some table manners when eating Chinese food?



Answered by May from China/21:02, 20 August

You shouldn't use your chopsticks to point at other people. That's a basic one.

Explore

Search for more information on these questions and give your own answers.

Word bank

mooncake 月饼

dim sum 点心（中国食品）

Cantonese 广东话

Eastern Han dynasty 东汉

dumpling 饺子；汤团

Beijing roast duck 北京烤鸭

Sichuan hot pot 四川火锅

Kung Pao Chicken 宫保鸡丁

Chinese pancake 大饼

fried dough 油条

soy milk 豆浆

stuffed rice roll 糯饭团

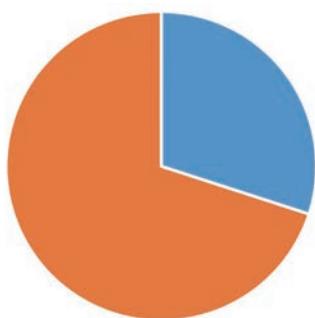


Exploring the world: Asia

First impressions

- 1 Asia is the largest continent^① and has by far the largest population.
- 2 There are more than 40 countries in Asia.
- 3 Asia produces about half of the world's cars and two-thirds of the world's iron^② and steel^③ every year.

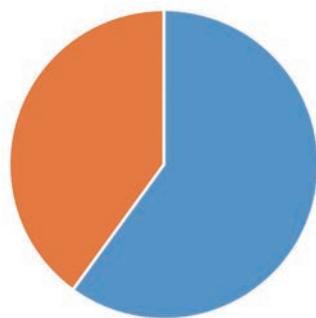
Land area



■ Asia ■ other continents

Asia covers about 30% of the world's land area.

Population



■ Asia ■ other continents

Asia is home to nearly 60% of the world's population.

Highlights *Read and match.*

UNESCO World Heritage Sites in Asia

- A Mount Huangshan in China is famous for its natural beauty, including fantastic rocks, pine trees and clouds.
- B Ha Long Bay in Vietnam has more than 1,600 rock islands. The rocks are about 500,000,000 years old.



① continent 洲；大陆 ② iron 铁 ③ steel 钢

C The Taj Mahal in India is a building made of white marble^①. An Indian ruler asked people to build it to remember his wife.



D Petra is an old city in Jordan. Many of its buildings are in rocks. People call it the “Rose City” because of the colour of the rocks.



Explore

Search for more UNESCO World Heritage Sites in Asia and share your findings with your classmates.

Bridging cultures

Lu Yao's father is planning a business trip to Bangkok in Thailand. She helped her father collect some information on Bangkok. Can you find some differences between Bangkok and your hometown?

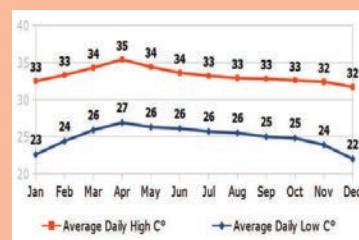
Venice of the East

Bangkok is the capital of Thailand. There are a number of canals^② in this city. People sell fruit, vegetables and seafood on boats in the canals.



Weather

It is hot and wet all year round in Bangkok. April is usually the hottest month and December is the coolest month in a year.



① marble 大理石 ② canal 运河

Food

People can find delicious Thai curry and street food in Bangkok. Tom Yum Goong is a famous Thai curry dish.

**Transport**

Buses, taxis, boats, and tuk-tuks are important means^① of transport in Bangkok. People there drive on the left side of the road. The tuk-tuk is a symbol of Thailand.

**Explore**

Search for more differences between Bangkok and your hometown and share them with your classmates.

Word bank

UNESCO World Heritage Sites 联合国

教科文组织世界遗产

Ha Long Bay 下龙湾

Vietnam 越南

the Taj Mahal 泰姬陵

Petra 佩特拉古城

Jordan 约旦

Bangkok 曼谷

Thai curry 泰国咖喱

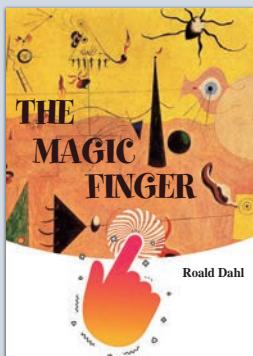
Tom Yum Goong 冬阴功汤

tuk-tuk 三轮突突车

① means 方式



A chapter to start with



The Magic Finger is a 1966 children's story written by the British writer Roald Dahl, one of the world's most popular children's authors^①.

The Magic Finger is told by an eight-year-old girl, who is growing up on a farm in the English countryside, next door to the Gregg family who like hunting animals and birds. The "Magic Finger" is her special ability. When she gets angry, she puts her magic finger on you and that is something you really don't want to happen.

This is how the story begins ...

The farm next to ours is owned by Mr and Mrs Gregg. The Greggs have two children, both of them boys. Their names are Philip and William. Sometimes I go over to their farm to play with them.

I am a girl and I am eight years old.

Philip is also eight years old.

William is three years older. He is ten.

What?

Oh, all right, then.

He is eleven.

Last week, something very funny happened to the Gregg family. I am going to tell you about it as best as I can.

Now the one thing that Mr Gregg and his two boys loved to do more than anything else was to go hunting. Every Saturday morning they would take their guns and go off into the woods to look for animals and birds to shoot.

Even Philip, who was only eight years old, had a gun of his own.

I can't stand hunting. I just can't stand it. It doesn't seem right to me that men and boys should kill animals just for the fun they get out of it. So I used to try to stop Philip and William from doing it. Every time I went over to their farm I would do my best to talk them out of it, but they only laughed at me.

I even said something about it once to Mr Gregg, but he just walked on past me as if I hadn't been there.

Then, one Saturday morning, I saw Philip and William coming out of the woods with their father, and they were carrying a lovely young deer.

This made me so angry that I started shouting at them. The boys laughed and made faces at me, and Mr Gregg told me to go home and mind my own business.

Well, that did it!

^① author 作家

I saw red^①.

And before I was able to stop myself, I did something I never meant to do.

I PUT THE MAGIC FINGER ON THEM ALL!

Plan my reading

If you are interested in this story, read the whole book. Make a reading plan for the school term or your winter holidays.

- Set the time span^② and your reading goal. Decide when to start and how long it will take. Decide the number of pages you will read every day.
- Plan your reading. Mark every stopping point of the book with a pencil.
- Keep a reading log^③. Keep a record of the pages you have read and how long it has taken.

's reading plan	
Book	<i>The Magic Finger</i>
Starting date	15 Sept.
Ending date	4 Oct.
Pages of the book	58
Pages per day	3

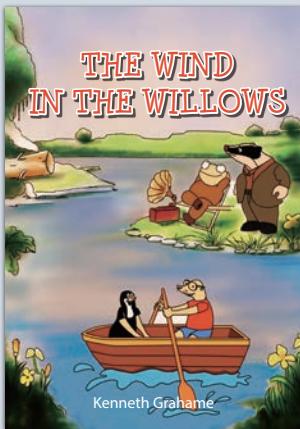
My reading log				
Date	Start-End page	Minutes	Feelings	Notes
15 Sept.	1–3	15	😊	

Post-reading activities

Read the whole story. Answer the questions.

- 1 What do you think of Mr Gregg and his sons? Do you like them? Why or why not?
- 2 What happened to the Greggs after the girl put her magic finger on them?
- 3 Do you want to have a magic finger? Why or why not?

① see red 大发脾气；大怒 ② time span 时间段 ③ reading log 阅读记录

 A scene to act out


The Wind in the Willows is a children's story by the Scottish^① writer Kenneth Grahame and published^② in 1908.

It is a story about a group of animal friends living along the banks^③ of a river in England—Mole^④, Rat^⑤, Toad^⑥, and Badger^⑦.

“Toad’s car adventure” is one of the most loved chapters in the book.

Toad falls in love with cars and that gets him into a lot of trouble. He goes to jail^⑧ for stealing a car. He finally escapes^⑨ by dressing himself as a woman. What will happen next?

Toad is walking along the road. He sees something coming towards him. It's a car!

Toad: This is more good luck! I will make the drivers stop the car. Perhaps I will end up driving up to Toad Hall.

He steps into the road to wave at the car, but suddenly he feels very afraid. His heart is beating so fast that he falls down. This car is the same car that he has stolen! And the people in the car are the same people he has met before!

The car stops in front of him. The men do not recognise him. They gently lift Toad into the car. Toad opens his eyes and looks around him.

One man (A): There, she is awake now. The fresh air is good for her. How do you feel now, madam?

Toad: Thank you very much, sir. I am feeling a little better.

The other man (B): Just sit still, and don't try to talk. We'll be at the village soon.

Toad: I won't talk. I just had an idea. May I sit in the front seat of your car? There is more fresh air in the front. I might feel better then.

The man (A): What a smart woman! Of course, you can!

① Scottish 苏格兰的 ② publish 出版 ③ bank 河堤 ④ mole 鼹鼠 ⑤ rat 水鼠 ⑥ toad 蛙蟆

⑦ badger 獾 ⑧ jail 监狱 ⑨ escape 逃脱

So the man helps Toad to sit in the front seat. Toad feels the cool and fresh air. He looks at the man who is driving. Suddenly Toad has an even better idea. He really wants to drive that car again!

Toad: Please, sir, may I try to drive the car? I've been watching you, and I think I could do it. It looks very easy. I would love to tell my friends that I had driven a real car!

The gentlemen laugh.

The man (A): I like this idea! We'll let her try driving. I'm sure she will be careful!

So they stop the car and let Toad sit in the driver's seat. Toad begins to drive the car slowly down the road. The men are amazed.

Toad drives a little faster, and then even faster. Suddenly he is driving very fast.

The man (B): Be careful, madam!

This annoys^① Toad. He feels very powerful.

Toad: I am not an old woman! I am the Toad, the strong, powerful Toad! Sit still, and I will show you how good a driver I am!

Suddenly the men realise the truth.

The man (A): He is the toad who stole our car!

The man (B): Grab^② him! Take him back to jail! He is a crazy, dangerous animal!

① annoy 使恼怒；使生气 ② grab 抓住



A poem to savour

Ways to Come to School is selected from *Off by Heart—Poems for You to Remember* by the British poet Roger Stevens. With creative imagination and humour, it describes different ways students and teachers go to school. Some of them may really make you laugh.

Ways to Come to School

George comes to school in a sports car
Mel comes to school on the bus

Will comes to school on his scooter^①
(So does Arthur and Sandy and Gus)

Billy comes to school on a snail^②
That's why he's always late

Miss Moss comes to school in the Tardis^③
She says Doctor Who's her best mate^④

Mr Walton arrives on a dragon
It's his very special pet

But I'm always the first to arrive at school
In my supersonic jet^⑤

(Although usually I walk ...)



① scooter 踏板车 ② snail 蜗牛 ③ Tardis (英国科幻剧中的) 时空飞行器 ④ mate 朋友; 伙伴

⑤ supersonic jet 超音速飞机

Starter

1. (Page 3) I can answer all your questions. Try me.

译文: 我可以回答你所有的问题。来试试看吧。

注释: 当一个人对自己的某项能力或技能极具信心时，会说“Try me.” 来向别人挑战或展示自己的实力。这种情况下，“Try me.” 表示他 / 她敢接受任何考验，并有自信可以成功。

2. (Page 3) Big E, little e, she sells seashells to me!

译文: 大写 E, 小写 e, 她把海贝壳卖给我！

注释: 此处 she 和 me 中的 e 发字母 e 的长音(如 he), sells 和 seashells 中的 e 发短音(如 egg)。

3. (Page 4) This is your secret to English learning, isn't it?

译文: 这就是你学英语的秘诀，对吗？

注释: 这句话最后的 isn't it 是附加疑问句，用以向对方验证自己的陈述或者判断。关于附加疑问句的形式、意义和用法，详见本册第六单元的语法附录 (pp.131–132)。

4. (Page 6) Hi, pals!

译文: 伙伴们好啊！

注释: 这通常用于较为亲密的人 (close friends, classmates or teammates) 之间的打招呼用语，也用于好友间群发邮件开头的问候。类似的表达还有“Hey friends!” “Hello folks!” “Dear all,” 等。

Unit 1

1. (Page 16) We eat our work.

译文: 我们吃掉自己的作品。

注释: work 除了用作动词，表示“做体力(或脑力)工作；劳动；干活”的意思之外，还可以用作名词，表示“工作成果；产品；作品”。此句中的 work 是名词，意为“作品”。

2. (Page 18) There is a fifteen-minute break after every lesson.

译文: 每节课后都有 15 分钟的课间休息。

注释: 句中的 fifteen-minute 是一个复合修饰语, 用作定语, 修饰名词 break, 不论前面的数字是否大于 1, minute 都要用单数。类似的复合修饰语还有: 10-year-old, 20-page 等。如:

My 10-year-old/ten-year-old sister loves science. 我 10 岁的妹妹喜爱科学。

This 20-page/twenty-page book is my favourite. 这本 20 页的书是我的最爱。

3. (Page 18) The breaks connect us!

译文: 正是这些课间休息, 把我们凝聚在了一起!

注释: break 在英文中, 除了作名词, 意为“课间休息; 间歇; 休息”外, 还可以作动词, 意为“终止, 断绝(关系、联系)”。作动词解释时, 是 connect (连接; 把……联系起来) 的反义词。这句话把 break 和 connect 放在一起, 起到了对比的修辞效果。

Unit 2

1. (Page 28) Are you the only child in your family?

译文: 你在家里是独生子女吗?

注释: the only child in the family 指家中的独生子女。

2. (Page 30) Grandma is teaching the seven-year-old me how to play the piano.

译文: 奶奶正在教七岁的我如何弹钢琴。

注释: 句中 seven-year-old 为修饰语, a seven-year-old girl=a girl of seven, 此处百灵指的是照片中七岁的自己。

3. (Page 31) You look a lot like her.

译文: 你长得和她很像。

注释: look like somebody 意为“长得像某人”, a lot 表示程度。

4. (Page 38) In China, the number “nine” stands for a long life.

译文: 在中国, 数字“9”代表长寿。

注释: stand for 意为“是……意思；代表”；数字“9”的中文发音同“久”，代表长长久久。

Unit 3

1. (Page 46) I made it!

译文: 我做成了！

注释: 句中的 it 指代 the dish (Rainbow Beef)。“I made it!”意为“我做成了这道菜！”此句也是一句习语，意为“我成功了”，一语双关。

2. (Page 46) She was a little surprised to see the dish, ...

译文: 她看到这盘菜的时候有点惊讶，……

注释: 句中的 to see the dish 作为形容词 surprised 的补语，补充说明妈妈感到惊讶的原因。

Unit 4

1. (Page 56) 4 × 50m relay

译文: 4 × 50 米接力

注释: 读作 four by fifty metres relay 或 four by fifty relay。

2. (Page 59) It kind of hurts.

译文: (我觉得)有点疼。

注释: 短语 kind of 一般在口语中使用，后面可以接名词、形容词或动词，表示“稍微；有几分；有点儿”。hurt 在这里作动词，表示“感到疼痛”。hurt 也可以作形容词，如 get hurt (受伤)。

3. (Page 60) What are you waiting for?

译文: 你还在等什么呢？

注释: 常用在口语中，建议别人赶快行动起来。

4. (Page 60) The clean kung fu moves are powerful.

译文: 干净利落的功夫动作很有力量。

注释: 句中的 clean 意为“动作熟练而准确的；干净利落的”，修饰 kung fu moves。move 在句中作名词，意为“动作”。

Unit 5

1. (Page 70) Do pigs make good mothers?

译文: 猪能成为好妈妈吗？

注释: 这里的 make 意为“成为；适合”，后面可以跟 somebody 或 something，如：The room will make a nice office. 这个房间适合做办公室。需注意的是，该句主语是 pigs，后面跟的是 good mothers，这种语言现象较为普遍，是一种简洁的表达方式，无需刻意说明性别。

2. (Page 72) Do not pet an animal when it is sleeping, eating or caring for its young.

译文: 当动物在睡觉、进食或者照顾幼崽的时候，不要去抚摸它。

注释: 这里有两点需要注意。首先，这是一则安全提示，告知我们在这三种情况下不要随意去抚摸动物，以免激怒它们而受到攻击。其次，pet 在这里作动词，意为“抚摸”(pet 也常作名词，意为“宠物”)；young 在这里作名词，意为“幼崽”(young 也常作形容词，意为“幼小的；年轻的”)。词性转换现象在本单元中多次出现，如 74 页上的 work, milk, clean 等。

Unit 6

1. (Page 84) Come and feel the history in Beijing. View details.

译文: 来北京感受历史吧。查看详情。

注释: 为吸引游客，旅游网站的页面通常会用简单、直观的表达介绍景点最具吸引力的特征。如果游客感兴趣，则可以点击“查看详情”，了解更多信息。

2. (Page 86) Yao, could you please look at the ways of going to Chengdu?

译文: 遥，你能查一查去成都的(交通)方式吗？

注释: “Could you please ...?”在英语口语中通常用于表达较为委婉和礼貌的请求，和“Would you please ...?”意思接近。



元音字母在单词中的读音

字母	示例		字母	示例	
a	table	wake	i	hi	life
	as	chat		music	history
	ask	glass	o	hello	note
	agree	assistant		rock	shop
	wash	watch		polite	together
e	me	these	u	unit	use
	egg	set		full	push
	sentence	experiment		us	funny

常见字母组合在单词中发元音的情况

字母组合	示例		字母组合	示例	
ai	wait	train	ea	break	great
air	hair	chair		bread	ready
al	ball	talk		easy	team
	animal	hospital	ear	hear	near
half	calm			bear	wear
ar	car	large		early	learn
are	care	hare	ee	knee	cheese
au	autumn	daughter		eight	neighbour
	aunt	laugh	ei	either	height
aw	draw	saw		term	her
ay	day	may	er	teacher	dancer

(续表)

字母组合	示例	
ere	here	sincere
ew	new	few
ie	lie	pie
	field	piece
	quiet	science
ir	bird	first
ire	fire	tired
oa	boat	road
oi	oil	noise
or	word	work
	short	corn
	actor	doctor

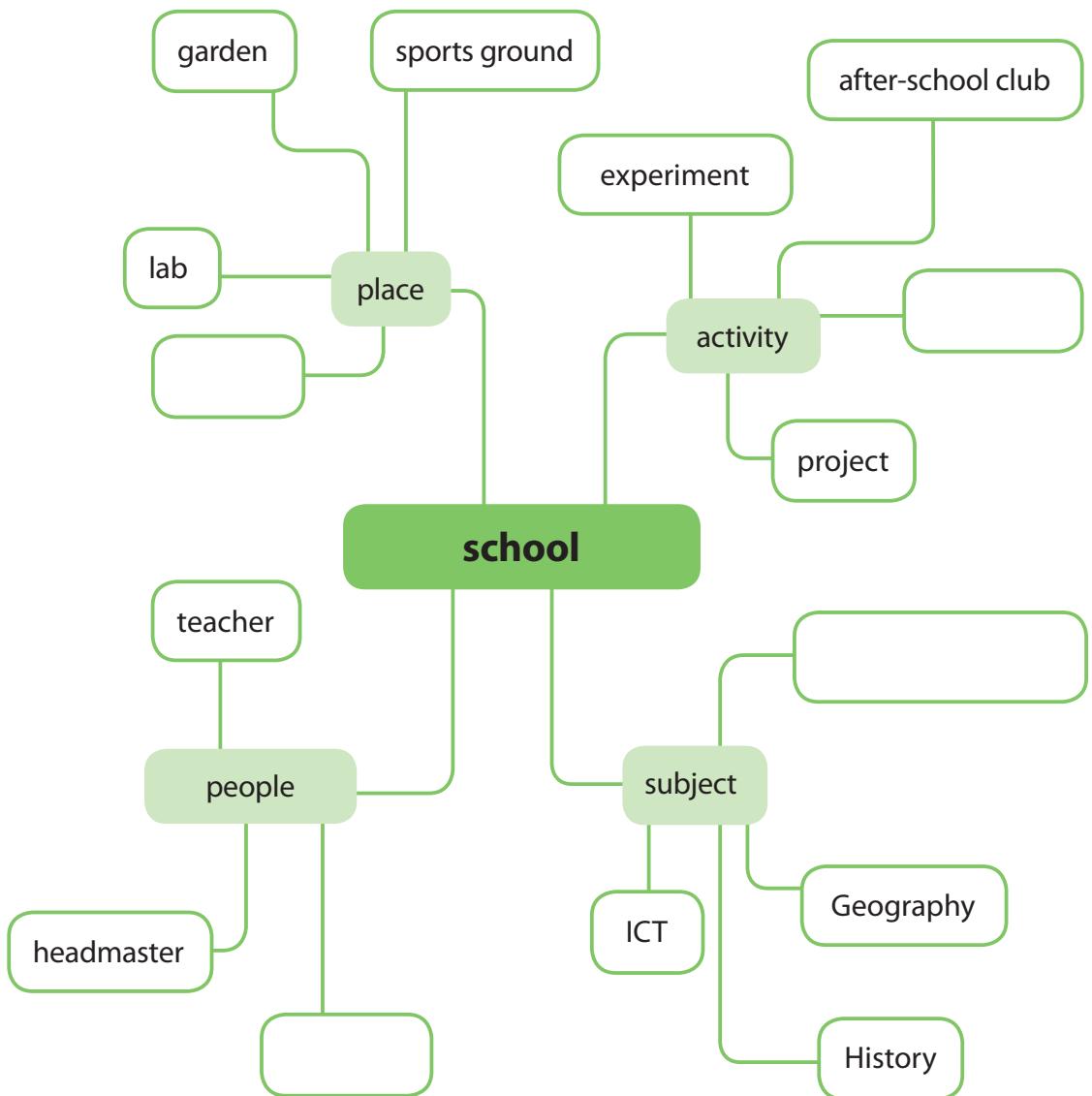
字母组合	示例	
ore	before	more
ou	loud	shout
	group	soup
	cousin	enough
our	hour	our
ow	know	throw
	now	how
oy	enjoy	toy
ur	turn	nurse
ure	nature	future

Word group 词汇语义网

以主题关键词 (topic word) 为中心, 用词汇语义网图 (word web)、思维导图 (mind map) 或图文关联的形式构建词汇语义网, 将相关词汇间的语义关联激活。构建词汇语义网是一种词汇学习策略。

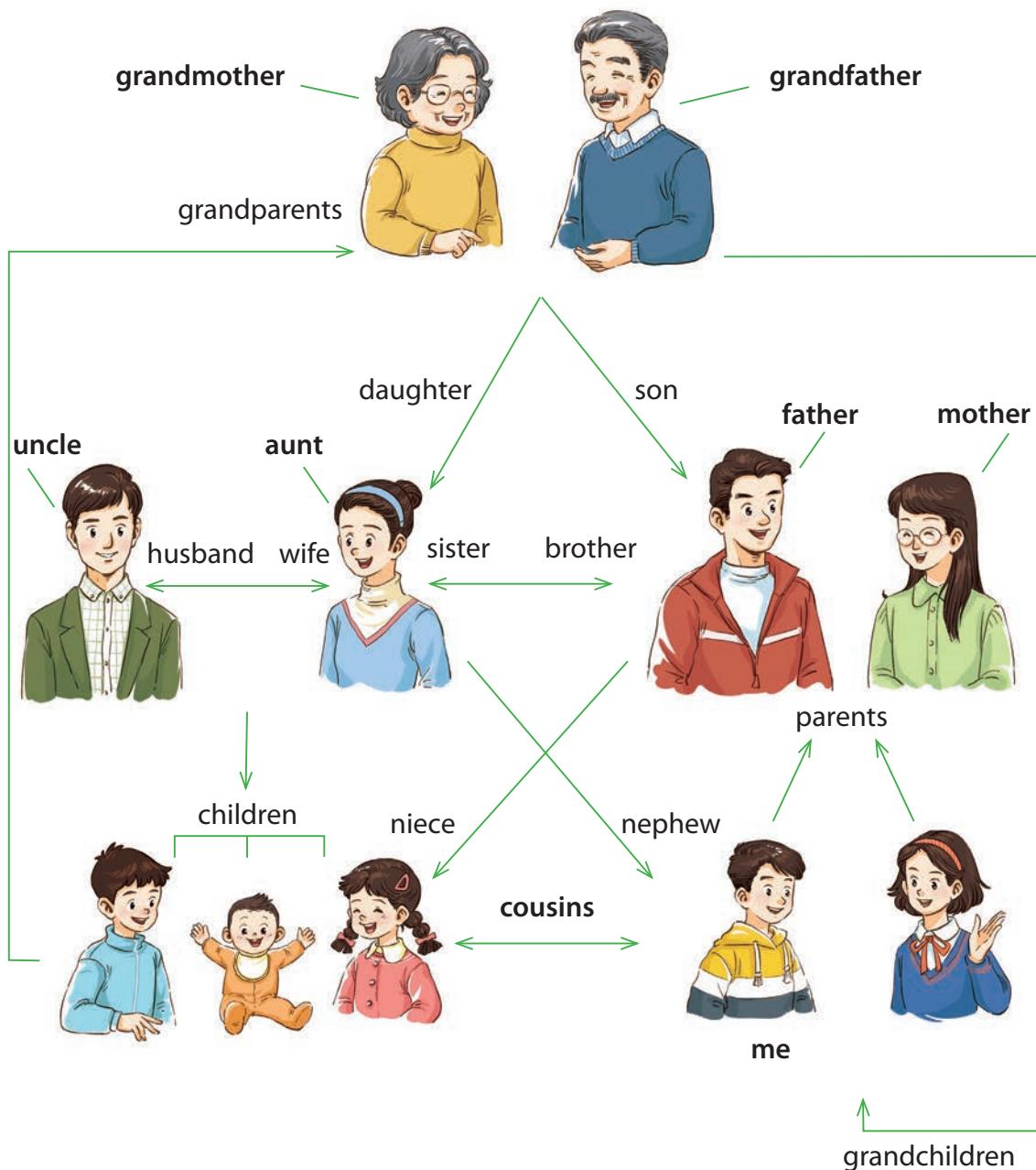
Unit 1

School



Unit 2

Family relations



Unit 3

Food groups

				
Grains bread rice noodles corn	Vegetables and fruits carrots grapes tomatoes cabbages	Meat, fish and eggs mutton beef chicken pork	Milk and bean products cheese yogurt soy milk	Other foods oil butter salt sweets biscuits hamburgers

Unit 5

Animals and their babies



cat kitten



hen chick



cow calf



dog puppy



duck duckling



panda panda cub



pig piglet



goose gosling



sheep lamb

Word partner 常见搭配

大部分词语在使用中，往往与一些常见的“伙伴”一起出现，我们称之为“常见搭配”。比如：go to bed（睡觉），play basketball（打篮球），hard work（艰苦的工作），at night（晚上），look up the word（查词），catch a cold（感冒）。

Unit 4

Doing sports

Verb	Noun/Noun phrase
play	basketball, tennis, volleyball, badminton, baseball, football, tug of war, ...
go	swimming, running, rock climbing, cycling, skating, ...
do	pull-ups, sit-ups, press-ups, yoga, karate, exercise, kung fu, ...

Unit 6

Ways of travelling

Verb/Phrasal verb	Noun/Noun phrase
take	a bus, a taxi, a train, a plane, a ship, a helicopter, ...
go by/travel by	bus, car, bike, taxi, train, plane, underground, ...
get in/get out of	a car, a taxi, ...
get on/get off	a bus, a train, a plane, ...
catch	a bus, a boat, a plane, a train, a ferry, ...

More examples: go on foot, ride a bike, drive a car, wait for a bus, miss a bus/a flight, ...

Unit 1 Asking for information

- When does ... open/close?
- Do you know what time ... starts/finishes?
- Could you tell me how to ...?
- Where is the library/computer lab?

Unit 2 Describing people

- ... is sitting at his/her desk reading a book/cooking dinner in the kitchen/working on his/her computer in the study.
- ... has a bright smile/a beard and glasses.
- ... is tall and thin with curly blond hair.
- ... is wearing a blue shirt and jeans/a dress and a pair of sandals.

Unit 2 Describing personal feelings

- She is nervous about the test.
- He is relaxed on the beach.
- They are curious about the presents.

Unit 3 Giving thanks

- Thanks a lot.
- I'm grateful for your company today.
- Thank you for being so patient.
- Thanks again for your time today.
- Thanks for carrying my bags.

Unit 3 Showing steps with signal words

- **After that**, cook the meat.
- **Following this**, mix everything together.
- **Before everything**, turn on the oven.
- **Later**, place it in the oven.
- **Finally**, take it out and let it cool.

Unit 4 Showing care

- Are you okay?
- Did you hurt yourself?
- Where does it hurt?

(to be continued)

(continued)

- Do you need to sit down?
- Shall I get you some water/an ice pack?
- I'll go let the coach/teacher know.
- Is there anything I can do to help?

Unit 4 Describing sporting places

- on the football field/the volleyball court/the tennis court
- in the swimming pool/the gym/the fitness centre
- at the skate park

Unit 5 Asking for permission

- Do you think I could pet the rabbits/ride the pony?
- Would it be okay to give the dog a treat/to take a photo with the parrot?
- May I help brush the horses/feed the fish in the pond?
- Is it alright if I pick some eggs from the coop?
- Do you mind if I watch you milk the cows/walk the dog?

Unit 6 Making suggestions

- Shall we take the bus there?
- How about/What about taking the subway/going by train to see the countryside/booking a cheap flight?
- Why don't we ride our bikes/go by ferry across the river/rent a car for the trip?
- Let's take the train for a change/save money and take the train.

Unit 6 Expressing personal feelings

- I'm having so much fun here!
- I miss you but I'm doing great.
- I'm homesick./I miss home.
- I can't believe how amazing this place is.
- I wish you could be here enjoying this with me.
- I'm feeling happy but can't wait to see you again.

Starter

Basic sentence patterns: SV, SVC & SVO

基本句型：主谓、主动补^①和主谓宾



1 S and V in a sentence 句子中的主语和（谓语）动词

- An English sentence usually has a **Subject (S)** and a **Verb (V)**.
英语句子一般含有一个主语 (S) 和一个 (谓语) 动词 (V)。
- **S** is the main noun or pronoun in a sentence. It tells us who or what the sentence is about. It performs the action of the **V**.
主语是句中的主要名词或者代词，是一个句子所要描述的人或事物，是执行句子的行为或动作的主体。
e.g. *Alex, she, it, the Earth, China, my friend, ...*
- **V** is the main verb in a sentence. Most main verbs are **action verbs**. They tell us what someone or something (S) does, or what happens to them.
(谓语) 动词是句子中的主要动词。大多数主要动词都是行为动词，是关于主语发出的动作或发生在主语身上的动作。
e.g. *drink, dance, think, walk, ...*
- Some main verbs are linking verbs. A **linking verb** links the **S** (subject) and its state of being or qualities.
句子中的主要动词有时也由系动词充当。系动词是联系主语和主语的状态或特

^① 主动补，即主（系）表句型。

质的一类动词。

e.g. *am/is/are, look, get, feel, ...*

2 SV sentence pattern 主谓结构的句型

SV sentence = S (subject) + V (verb)

“主语做什么，什么动作发生在主语身上”

e.g.	S	V
	<i>The bus</i>	<i>stops.</i>
	<i>The school gate</i>	<i>opens.</i>
	<i>Yiming</i>	<i>smiles.</i>
	<i>It</i>	<i>rains.</i>

3 C in a sentence 句子中的补语

C is the complement of the S (subject) in a sentence. It usually gives information about the subject, such as qualities, state of being or identity. Most complements are nouns, noun phrases or adjectives.

句子中主语的补语一般会告诉我们有关主语的信息，如特质、状态或身份等。补语往往由名词、名词性短语或形容词充当。

e.g. *a cute boy, my favourite song; angry, busy, careful, ...*

4 SVC sentence pattern 主动补结构的句型

SVC sentence = S (subject) + V (linking verb) + C (complement)

“主语是什么，怎么样”

e.g.	S	V	C
	<i>My favourite colour</i>	<i>is</i>	<i>green.</i>
	<i>The dress</i>	<i>looks</i>	<i>nice!</i>
	<i>We</i>	<i>are</i>	<i>middle school students.</i>
	<i>Harry</i>	<i>is</i>	<i>my friend.</i>
	<i>It</i>	<i>'s</i>	<i>cold.</i>
	<i>The water</i>	<i>feels</i>	<i>warm.</i>
	<i>I</i>	<i>am</i>	<i>sorry.</i>

5 O in a sentence 句子中的宾语

- Some verbs take an Object (O).

一些动词后可以接宾语。

- O is usually a noun, a pronoun or a noun phrase. It receives the action of the verb.

宾语一般由名词、代词或名词短语充当，是动作的接受者。

6 SVO sentence pattern 主谓宾结构的句型

SVO sentence = S (subject) + V (verb) + O (object)

“主语对宾语做了什么动作”

e.g.	S	V	O
	Yiming	opens	the schoolbag.
	Bailing	asks	a question.
	The students	are introducing	themselves.
	They	wear	red scarves.

Unit 1

Present simple 一般现在时

Affirmative 肯定

I/You/We/They	like	
He/She/It	likes	the school garden.

Negative 否定

I/You/We/They	don't (do not) like	
He/She/It	doesn't (does not) like	loud music.

Question 疑问

Yes/No question 一般疑问句			Answer 答句
Do	I/you/we/they	run fast?	Yes, I/you/we/they do. No, I/you/we/they don't.
Does	he/she/it		Yes, he/she/it does. No, he/she/it doesn't.
Wh- question 特殊疑问句			

Wh- question 特殊疑问句

What time	does	your school	start?
How	do	you	go to school?
Where	do	they	have class?

We use the present simple to talk about:

一般现在时的用法：

1 habits, routines, scheduled events.

谈论习惯、日常生活、按计划进行的事。

e.g. *We walk to school every day.*

The school bus arrives at 8 o'clock.

2 general truths and facts.

谈论普遍真理和事实。

e.g. *The sun rises in the east and sets in the west.*

The school year starts in September and ends in June.

Notes:

- 1 To form **Yes/No questions** in the present simple, we put **do** or **does** before the subject.

在主语前加助动词 do 或 does, 形成一般现在时的一般疑问句。

- 2 To form **Wh- questions**, question words like **who, what, which, how, why, where** and **when** come at the start.

用特殊疑问词 who, what, which, how, why, where, when 等引导句子, 形成一般现在时的特殊疑问句。

Spelling rules for the third person singular form

动词第三人称单数的拼写规则

Verb 动词	Present simple 一般现在时	Example 示例
most verbs 大多数动词	+ s 加 s	<i>he likes</i>
verbs ending with s, x, sh, ch 以 s, x, sh, ch 结尾的动词	+ es 加 es	<i>he misses</i> <i>she washes</i> <i>it watches</i>
verbs ending with a consonant + y 以“辅音字母 + y”结尾的动词	x + ies 去 y 变 i, 再加 es	<i>he cries</i>
verbs ending with o 以 o 结尾的动词	+ es 加 es	<i>he goes</i>
irregular verbs 不规则动词	change the word 变形	<i>she has</i>

Notes:

He she it,
the -s must fit.

e.g. to say /sei/ — he says /sez/
to do /du:/ — she does /dʌz/

Unit 2

Personal pronouns 人称代词

	Subject pronoun 主格代词		Object pronoun 宾格代词	
	Singular form 单数	Plural form 复数	Singular form 单数	Plural form 复数
first person 第一人称	I	we	me	us
second person 第二人称	you	you	you	you
third person 第三人称	he/she/it	they	him/her/it	them

Pronouns are words that replace nouns (words used for naming people, animals, things, etc.) in a sentence.

代词是在句子中代替名词的词(这些词用于指代人、动物、事物等)。

e.g. *Li Bailing is 12 years old. She is a lovely girl.*

She is a personal pronoun. It replaces a female person (3rd person singular). **He** is used for a male person (3rd person singular). **It** is used for things and for animals (unless we wish to stress the gender).

she 是一个人称代词, 用于指代女性(第三人称单数)。 **he** 用于指代男性(第三人称单数)。 **it** 用于指代事物和动物(在我们无需强调性别的时候)。

Notes:

- 1 When we use pronouns as subjects, they are called **subject pronouns**.

当人称代词作主语时，我们称之为**主格代词**。

e.g. *Dad is making breakfast for the children. He is good at cooking.*

 **subject pronoun** 主格代词

- 2 When we use pronouns as objects, they are called **object pronouns**.

当人称代词作宾语时，我们称之为**宾格代词**。

e.g. *We are singing birthday songs to Grandma and giving birthday gifts to her.*

 **subject pronoun** 主格代词

object pronoun 宾格代词

Present continuous 现在进行时

Subject 主语	Be be 动词	Main verb 主要动词	Rest of the sentence 其他
I	am/am not		
You/We/They	are/are not/aren't	playing	in the yard.
He/She/It	is/is not/isn't		

We use the present continuous to talk about actions that are going on at the moment of speaking:

我们用现在进行时来谈论说话时正在进行的动作：

- 1 the actions are going on now.

说话当下正在进行的事情。

e.g. *Look! My brothers are playing football.*

注：我能看到他们此刻正在踢球。

- 2 the actions are happening around now (but not at the moment of speaking).

当前一段时间内的活动或现阶段正在进行的动作。

e.g. *My sister is studying for her exams these days.*

My brother is doing an experiment these days.

注：这些动作在近段时间内断断续续发生，但不一定在说话时也在进行。

Notes:

Verb 动词	-ing form -ing 形式	Example 示例
most verbs 大多数动词	+ ing 加 ing	<i>eat</i> → <i>eating</i>
verbs ending in a silent e 以不发音的 e 结尾的动词	✉ + ing 去 e, 再加 ing	<i>make</i> → <i>making</i> <i>ride</i> → <i>riding</i>
some verbs ending in a vowel + a consonant 部分以“一个元音 + 一个辅音”结尾的动词	double the final consonant and add “ing” 双写结尾辅音字母，再加 ing	<i>sit</i> → <i>sitting</i> <i>run</i> → <i>running</i>

Unit 3

Countable and uncountable nouns 可数与不可数名词

	Countable noun 可数名词	Uncountable noun 不可数名词
Singular form 单数形式	Use <i>a/an</i> : 名词前加不定冠词 a 或 an <i>buy a tomato</i> <i>have an apple</i>	Don't use <i>a/an</i> : 名词前不加 a 或 an <i>drink milk</i>
Plural form 复数形式	Add <i>-s</i> to most nouns: 大多数结尾加 s <i>want two cucumbers</i>	No plural forms 没有复数形式
Showing amounts 表示数量	<ul style="list-style-type: none"> Use numbers: 使用数词 <i>need three oranges</i> Use expressions of quantity: 使用数量表达 <i>buy a bag of noodles</i> <i>have many eggs</i> <i>eat a lot of/lots of grapes</i> 	Use expressions of quantity: 使用数量表达 <i>buy a bottle of orange juice</i> <i>don't have much yogurt</i> <i>eat a lot of/lots of cheese</i> <i>There is a little/little bread left.</i> <i>There is some beef in the fridge.</i>

	Countable noun 可数名词	Uncountable noun 不可数名词
Showing amounts 表示数量	<p><i>There are quite a few potatoes in the basket.</i></p> <p><i>There aren't any beans in the fridge.</i></p>	<i>There isn't any beef at home.</i>
Asking about amounts 询问数量	<p>Use how many: 用 how many 提问</p> <p>How many carrots would you like?</p>	<p>Use how much: 用 how much 提问</p> <p>How much salt should I add?</p>

1 Countable nouns are things we **can count**.

可数名词通常可计数。

e.g. *There is an onion in the fridge.*

There are many onions in the fridge.

2 Uncountable nouns are things we **cannot count or that are difficult to count**.

不可数名词通常不能或难以计数。

e.g. *How much water do we need to drink every day?*

Edward eats only a little rice for lunch today.

3 Some nouns are both countable and uncountable.

有些名词既可以作可数名词，也可以作不可数名词。

e.g. *Would you like some salad?*

Two salads, please.

Notes:

1 We don't use "a little/much/many + of + noun".

直接在 a little, much 或 many 后加名词，不要加 of。

2 We should use "a little/much/many + of + the + noun".

如果加 of，则名词前需加定冠词 the。

Spelling rules for the plural nouns

可数名词复数的拼写规则

Noun 名词	Plural form 复数形式	Example 示例
most nouns 大多数名词	+ s 加 s	<i>pepper</i> → <i>peppers</i>
nouns ending with ch, sh, s, ss, x, z 以 ch, sh, s, ss, x, z 结尾的名词	+ es 加 es	<i>peach</i> → <i>peaches</i> <i>dish</i> → <i>dishes</i>
nouns ending with o 以 o 结尾的名词	+ s/es 加 s 或 es	<i>kilo</i> → <i>kilos</i> <i>tomato</i> → <i>tomatoes</i>
nouns ending with a vowel letter + y 以“一个元音字母 + y”结尾的名词	+ s 加 s	<i>day</i> → <i>days</i>
nouns ending with a consonant letter + y 以“一个辅音字母 + y”结尾的名词	y + ies 去 y 变 i, 再加 es	<i>strawberry</i> → <i>strawberries</i>
some nouns ending with f/fe 部分以 f 或 fe 结尾的名词	f/fe + ves 去 f 或 fe 变 v, 再加 es	<i>knife</i> → <i>knives</i>
other nouns 其他名词	add letters at the end 词尾加字母 (组合)	<i>child</i> → <i>children</i>
	change the vowel letter(s) 改变元音字母	<i>goose</i> → <i>geese</i>
	change nothing 单复数同形	<i>sheep</i> → <i>sheep</i>

Unit 4

Question words: **what, who** 疑问词 what、who

Subject 主语	Verb 动词	Rest of the sentence 其他
What	are	your hobbies?
Who	is	really into sports?
What	attracts	you in the game?
Who	loves	sports?

Object 宾语	Auxiliary 助动词	Subject 主语	Verb 动词	Rest of the sentence 其他
What	do	you	do	in your free time?
Who	does	he	play	basketball with?

Who or **what** comes at the start of a sentence. If **who** or **what** is the **subject** of the question, we **don't use any auxiliary**. If **who** or **what** is the **object** of the question, we put **do** or **does** before the subject of the sentence.

疑问词 who 或 what 置于句首。当 what 或 who 在疑问句中作主语时，不需要使用助动词 (do 或 does)。当 what 或 who 在疑问句中作宾语时，则需要在句子主语前添加助动词 do 或 does。

We ask questions to get more information. We use the question words:

疑问句用于询问信息：

1 **who** for people.

我们用疑问词 who 指代人。

e.g. **Who plays basketball for the school?**

2 **what** for things or ideas.

我们用疑问词 what 指代事物或观点。

e.g. **What do you think of the sport of rock climbing?**

Adverbs of frequency 频度副词

Subject 主语	Adverb of frequency 频度副词	Main verb 主要动词
I	sometimes	go running.
He	often	plays tennis.

Subject 主语	Be be 动词	Adverb of frequency 频度副词	Rest of the sentence 其他
I	am	usually	busy with my studies.
She	is	never	into sports.

Adverbs of frequency are usually **before the main verb**, but they come **after the verb be**.

频度副词通常位于主要动词之前，be 动词除外。

Some adverbs of frequency can go at the beginning, in the middle or at the end of a sentence.

有些频度副词可以放在句首、句中或句末。

e.g. *Sometimes I go running.*

I sometimes go running.

I go running sometimes.

We use adverbs of frequency to say:

我们用频度副词表示：

1 how often we do things.

我们做事情的频率。

e.g. *I always go running.*

2 how often things happen.

事情发生的频率。

e.g. *It's often cloudy.*



Unit 5

Question words: **how, when, where, why**

疑问词 how、when、where、why

Question word 疑问词	Auxiliary 助动词	Subject 主语	Verb 动词	Rest of the sentence 其他
How	does	Uncle Lin	milk	cows?
When	do	bats	sleep	?
Where	do	ants	build	their homes?
Why	do	hens	peck	people?

Question word 疑问词	Be be 动词	Subject 主语	Rest of the sentence 其他
How	are	dogs	different from cats?
When	is	World Animal Day	?
Where	is	the horse	?
Why	are	animals	important to us?

1 We use **when** to ask about time or dates.

when 用于询问时间或日期。

e.g. **When do they feed animals every day?**

2 We use **where** to ask about places or positions.

where 用于询问地点或方位。

e.g. **Where are the goats?**

3 We use **why** to ask for reasons.

why 用于询问原因。

e.g. **Why do pigs roll in the mud?**

4 We use **how** to ask about the way something happens.

how 用于询问事物发生的方式。

e.g. **How do pigeons find their way home?**

5 We use **how + an adjective/adverb** to ask for extent^① or degree^②.

how + 形容词 / 副词用于询问程度。

e.g. **How far is the goat yard?**

How long can elephants live?

How often do you walk your dog?

How many goats does Uncle Lin have?

How much milk does a cow produce in a day?

Unit 6

Question tags 附加疑问句

Question tags are short questions at the end of declarative and imperative sentences.

We often use them to say "Is that right?" or "Do you agree?"

附加疑问句由陈述句或祈使句加简短附加问句构成，用以要求对方证实所述之事。

Question tags for declarative sentences 陈述句后的附加疑问句

Affirmative sentence 肯定句	Negative question tag 否定附加疑问句
Xi'an is a good choice,	isn't it?
We can see a lot of pandas there,	can't we?
They will go by train,	won't they?
Your sister wants to visit the Island of Music,	doesn't she?
Negative sentence 否定句	Affirmative question tag 肯定附加疑问句
He isn't going to Hainan this winter,	is he?
You can't make the decision now,	can you?
They won't go by plane,	will they?
The bus doesn't stop here,	does it?

① extent 程度；限度 ② degree 程度

Question tags for imperative sentences 祈使句后的附加疑问句

Affirmative/negative sentence 肯定句或否定句	Affirmative question tag 肯定附加疑问句
Let's take the next bus,	shall we?
Let's not go out tonight,	shall we?
Return to your seats,	will you?
Don't eat food on the bus,	will you?

- For a declarative sentence:

对于陈述句而言：

- if the statement is affirmative, we use a negative question tag.

如果是肯定陈述，则使用否定附加疑问句。

e.g. *There is a beach near our hotel, isn't there?*

- if the statement is negative, we use an affirmative question tag.

如果是否定陈述，则使用肯定附加疑问句。

e.g. *We can't go tomorrow, can we?*

- For an imperative sentence, we use **shall we** or **will you** in the question tag.

对于祈使句而言，使用 shall we 或 will you 作附加疑问句。

e.g. *Let's go by plane, shall we?*

Don't shout here, will you?

The future: **be going to** 表示将来时态

Affirmative 肯定		
I	am going to	
She/He	is going to	travel around China.
You/We/They	are going to	
It	is going to	be an exciting trip.

Negative 否定		
I	am not going to	
She/He	isn't going to	travel around China.
You/We/They	aren't going to	
It	isn't going to	be an exciting trip.

Question 疑问			
Am	I		
Is	she/he	going to	travel around China?
Are	you/we/they		
Is	it	going to	be an exciting trip?

We use **be going to** to talk about:

我们用 be going to 来表达：

1 future plans or arrangements.

将来的计划或安排。

e.g. *We are going to visit the science museum this afternoon.*

2 intentions.

意图、打算。

e.g. *I am going to exercise more often.*

3 predictions.

预测。

e.g. *It is not going to rain tomorrow.*

Notes:

Sometimes we say **gonna** (= going to) in casual, spoken English.

有时，我们在非正式的口语交际中，会用 gonna 代替 going to。



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

life /laɪf/ <i>n.</i> (<i>pl. lives</i>) 生活；生命	p. 12
break /breɪk/ <i>n.</i> 课间休息；间歇； 休息	p. 14
ICT <i>n.</i> (= information and communications technology) 信息 通信技术(课程)	p. 14
geography /dʒi'ɒgrəfi/ <i>n.</i> 地理	p. 14
history /'histri/ <i>n.</i> 历史	p. 14
more /mɔ:(r)/ <i>det. & pron.</i> 更多的	p. 14
instruction /ɪn'strʌkʃn/ <i>n.</i> 指示； 命令	p. 15
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join /dʒɔɪn/ <i>v.</i> 加入	p. 16
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everyone /'evriwʌn/ <i>pron.</i> (= everybody) 每个人	p. 16
lab /læb/ <i>n.</i> (= laboratory) 实验室	p. 16
field /fiːld/ <i>n.</i> 场地	p. 16
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duty /'dju:tɪ/ <i>n.</i> 责任；义务；本分	p. 32		
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weekend /,wi:k'end/ <i>n.</i> 星期六和星期日；周末	p. 32		
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Unit 3

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watermelon /'wɔ:təmelən/ <i>n.</i> 西瓜	p. 42
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yogurt /'jɒgət/ <i>n.</i> 酸奶；一份酸奶	p. 42
cheese /tʃi:z/ <i>n.</i> 干酪；奶酪	p. 42
corn /kɔ:n/ <i>n.</i> (小麦等)谷物；玉米	p. 42
butter /'bʌtə(r)/ <i>n.</i> 黄油	p. 42
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salt /sɔ:lt/ <i>n.</i> 盐；食盐	p. 42
bean /bi:n/ <i>n.</i> 豆；豆科植物	p. 42
product /'prɒdʌkt/ <i>n.</i> 产品；制品	p. 42
grain /greɪn/ <i>n.</i> 谷物；谷粒	p. 42
rainbow /'reɪnbəʊ/ <i>n.</i> 虹；彩虹	p. 43

balanced /'bælənst/ <i>adj.</i> 保持(或显示)平衡的	p. 43
diet /'daɪət/ <i>n.</i> 日常饮食; 日常食物	p. 43
each /i:tʃ/ <i>det. & pron.</i> (两个或以上的人或物中)各自, 各个, 每个	p. 43
plenty /'plenti/ <i>pron.</i> 大量	p. 43
plenty of 大量; 很多的	p. 43
choice /tʃɔɪs/ <i>n.</i> 选择; 挑选; 抉择	p. 44
list /list/ <i>n.</i> 一览表; 清单	p. 44
few /fju:/ <i>det. & adj.</i> 不多; 很少	p. 44
a few 有些; 几个(用于可数名词之前)	p. 44
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ingredient /ɪn'grɪ:dɪənt/ <i>n.</i> (尤指烹饪)材料; 成分	p. 44
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need /ni:d/ <i>v.</i> 需要	p. 45
fridge /frɪdʒ/ <i>n.</i> (= refrigerator)冰箱	p. 45
surprise /sə'praɪz/ <i>n.</i> 意想不到(或突然)的事	p. 46
v. 使惊奇; 使诧异; 使感到意外	p. 46
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as /æz; əz/ <i>prep.</i> 作为; 当作	p. 46
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into /'intu:/; /'ɪntə/ <i>prep.</i> (表示状态的变化); 进入	p. 46
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bowl /bəʊl/ <i>n.</i> 碗	p. 50
menu /'menju:/ <i>n.</i> 菜单	p. 53

Unit 4

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ground /graʊnd/ <i>n.</i> (特定用途的)场地; 地面	p. 56
sports ground 运动场; 操场	p. 56
gym /dʒɪm/ <i>n.</i> (= gymnasium)健身房; 体育馆	p. 56
team /ti:m/ <i>n.</i> (游戏或运动的)队	p. 56
high /haɪ/ <i>adj.</i> 高的	p. 56
rope /rəʊp/ <i>n.</i> 绳	p. 56
kick /kɪk/ <i>v.</i> 踢	p. 56
rock /rɒk/ <i>n.</i> 岩石	p. 56
climb /klaim/ <i>v.</i> 攀登; 爬	p. 56
rock climbing 攀岩	p. 56
kung fu /kʌŋ 'fu:/ <i>n.</i> 功夫(中国拳术)	p. 56
active /'æktyv/ <i>adj.</i> 活跃的; 充满活力的; 积极的	p. 56
part /pɑ:t/ <i>n.</i> 部分	p. 57
take part in 参加	p. 57
baseball /'beɪsbɔ:l/ <i>n.</i> 棒球运动	p. 57
volleyball /'vɒlibɔ:l/ <i>n.</i> 排球; 排球运动	p. 57
badminton /'bædmɪntən/ <i>n.</i> 羽毛球运动	p. 57
tennis /'tenɪs/ <i>n.</i> 网球	p. 57
pull /pʊl/ <i>v.</i> 拉; 拔出	p. 57
jog /dʒɒg/ <i>v.</i> 慢跑	p. 57
safety /'seifti/ <i>n.</i> 安全; 平安	p. 58
ankle /'æŋkl/ <i>n.</i> 踝; 踝关节	p. 58

match /mætʃ/ <i>n.</i> 比赛	p. 58	report /rɪ'pɔ:t/ <i>v. & n.</i> 汇报；报告；报道	p. 64
gear /gɪə(r)/ <i>n.</i> (某种活动的)设备, 用具, 衣服	p. 58	newspaper /'nju:zpeipə(r)/ <i>n.</i> 报纸	p. 64
example /ɪg'za:mpl/ <i>n.</i> 例子；实例	p. 58	court /kɔ:t/ <i>n.</i> 球场	p. 64
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watch out 小心；留神；注意	p. 58	basket /'ba:skɪt/ <i>n.</i> (篮球运动的)篮；筐	p. 64
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What's the matter? 怎么了？	p. 59	track /træk/ <i>n.</i> (赛跑、赛车等的)跑道	p. 65
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just /dʒʌst/ <i>adv.</i> 仅仅是；只是	p. 59		
fall /fɔ:l/ <i>v.</i> 突然倒下；跌倒	p. 59		
guess /ges/ <i>v.</i> 猜测；估计	p. 59		
knee /ni:/ <i>n.</i> 膝盖	p. 59		
How come? 怎么回事？怎么发生的？	p. 59		
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hold /həʊld/ <i>v.</i> 使……保持在某位置；拿着；抓住	p. 60		
throw /θrəʊ/ <i>v.</i> 投；抛；掷	p. 60		
point /pɔɪnt/ <i>n.</i> 得分；点	p. 60		
control /kən'trəʊl/ <i>v. & n.</i> 控制；管理	p. 60		
mind /maɪnd/ <i>n.</i> 头脑；心智 v. 当心；注意	p. 60		
powerful /'paʊəfl/ <i>adj.</i> 强有力的	p. 60		
style /staɪl/ <i>n.</i> 风格；样式	p. 60		
moment /'məʊmənt/ <i>n.</i> 片刻；瞬间	p. 64		

Unit 5

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feed /fi:d/ <i>v.</i> 给(人或动物)食物；喂养	p. 70
herd /hɜ:d/ <i>v.</i> 牧放(牲畜、兽群)	p. 70
goat /gəʊt/ <i>n.</i> 山羊	p. 70
remember /rɪ'membə(r)/ <i>v.</i> 记得；记起	p. 70
collect /kə'lekt/ <i>v.</i> 收集；采集	p. 70
recognise (AmE recognize) /'rekəgnائز/ <i>v.</i> 识别；认出	p. 70
care /keə(r)/ <i>n.</i> 照顾；照看	p. 71
take care of 照顾；照料	p. 71
prefer /pri'fɜ:(r)/ <i>v.</i> 较喜欢；喜欢……多于……	p. 71
get along with 和睦相处；关系良好	p. 72
sign /saɪn/ <i>n.</i> 标牌；指示牌	p. 72
bite /baɪt/ <i>v.</i> 咬 n. 咬；咬下的一口	p. 72
warning /'wɔ:nɪŋ/ <i>n.</i> 警告；警示	p. 72

peck /pek/ <i>v.</i> 啄	p. 72
sweet /swi:t/ <i>adj.</i> 含糖的; 甜的	
<i>n.</i> 糖果	p. 72
calf /kɑ:f/ <i>n.</i> 小牛; 牛犊	p. 72
loud /laʊd/ <i>adj.</i> 大声的; 喧闹的	p. 72
noise /nɔɪz/ <i>n.</i> 噪音; 响声	p. 72
meaning /'mi:nɪŋ/ <i>n.</i> 意义; 意思	p. 72
shout /ʃaʊt/ <i>v.</i> 大声说; 叫	p. 73
jacket /'dʒækɪt/ <i>n.</i> 夹克衫;	
<i>短上衣</i>	p. 73
if /ɪf/ <i>conj.</i> 如果; 假若	p. 73
snack /snæk/ <i>n.</i> 点心; 小吃	p. 73
could /kʊd; kəd/ <i>modal v.</i> (询问是否可以做某事)能; 可以	p. 73
hen /hen/ <i>n.</i> 母鸡	p. 73
diary /'daɪəri/ <i>n.</i> 日记; 日记簿	p. 74
cookie /'ku:kɪ/ <i>n.</i> 曲奇饼	p. 74
direct /də'rekt; də'rɛkt/ <i>v.</i> 指路; 领路; 指导	p. 74
yard /ja:d/ <i>n.</i> (某种用途的)区域, 场地	p. 74
glad /glæd/ <i>adj.</i> 高兴; 愉快	p. 74
believe /bɪ'lɪ:v/ <i>v.</i> 相信	p. 74
unforgettable /ʌnfə'getəbl/ <i>adj.</i> 令人难忘的	p. 74
smooth /smu:ð/ <i>adj.</i> 光滑的; 平坦的; 平整的	p. 78
neck /nek/ <i>n.</i> 颈; 脖子	p. 78
friendly /'frendli/ <i>adj.</i> 友爱的; 友好的	p. 78
ride /raɪd/ <i>v.</i> 骑马; 驾驶	
<i>n.</i> (乘车或骑车的)短途旅程	p. 78

Unit 6

around /ə'raʊnd/ <i>prep.</i> 在……周围	
<i>adv.</i> 在周围; 大约	p. 82
vacation /və'keɪʃn/ <i>n.</i> 假期	p. 84
trip /trɪp/ <i>n.</i> (尤指短程往返的)旅行; 旅游; 出行	p. 84

popular /'pɒpjələ(r)/ <i>adj.</i> 大众喜爱的; 广受欢迎的; 当红的	p. 84
tour /tuə(r)/ <i>n.</i> 旅行; 旅游	p. 84
tip /tɪp/ <i>n.</i> 指点; 实用的提示	p. 84
footprint /'fʊtprɪnt/ <i>n.</i> 脚印; 足迹	p. 84
hike /haɪk/ <i>v.</i> 徒步旅行	p. 84
nature /'neɪtʃə(r)/ <i>n.</i> 大自然	p. 84
enjoy /ɪn'dʒɔɪ/ <i>v.</i> 享受; 欣赏	p. 84
local /'ləʊkl/ <i>adj.</i> 当地的	p. 84
lazy /'leɪzi/ <i>adj.</i> 懒散的; 悠闲的	p. 84
roof /ru:f/ <i>n.</i> 屋顶; 顶部	p. 84
ski /ski:/ <i>v.</i> 滑雪	p. 84
reason /'ri:zn/ <i>n.</i> 原因; 理由	p. 85
drive /draɪv/ <i>v.</i> 驾驶; 开车	p. 86
shall /ʃæl; ʃəl/ <i>modal v.</i> (同 I 和 we 连用, 表示将来)将要; 将会	p. 86
afraid /ə'freɪd/ <i>adj.</i> 害怕; 畏惧	p. 86
I'm afraid 我怕; 恐怕; 很遗憾; 对不起	p. 86
expensive /ɪk'spensɪv/ <i>adj.</i> 昂贵的; 价格高的	p. 86
price /praɪs/ <i>n.</i> 价格; 价钱	p. 86
ticket /'tɪkɪt/ <i>n.</i> 票; 入场券	p. 86
better /'betə(r)/ <i>adj.</i> (good 的比较级) 较好的; 更好的	
<i>adv.</i> (well 的比较级)更好	p. 86
convenient /kən'veniənt/ <i>adj.</i> 方便的; 便利的; 省事的	p. 87
speed /spi:d/ <i>n.</i> 速度	p. 87
high-speed /'haɪ 'spɪ:d/ <i>adj.</i> 高速的	p. 87
comfortable /'kʌmftəbl/ <i>adj.</i> 使人舒服的; 舒适的	p. 87
view /vju:/ <i>n.</i> 景色; (尤指)乡间美景; 视野; (个人的)看法	p. 87
carry /'kærɪ/ <i>v.</i> 拿; 提; 运送; 输送	
<i>plan</i> /plæn/ <i>n. & v.</i> 计划; 打算	p. 88
own /əʊn/ <i>adj. & pron.</i> (用于强调)自己的, 本人的	p. 88

historical /hɪ'stɔːrɪkl/ <i>adj.</i> (有关)		forest /'fɔːrɪst/ <i>n.</i> 森林; 林区	p. 88
历史的	p. 88	mountain /'maʊntən/ <i>n.</i> 山; 高山	p. 88
such /sʌtʃ/ <i>det. & pron.</i> 这样的;		postcard /'pəʊstkɑːd/ <i>n.</i> 明信片	p. 92
那样的; 类似的	p. 88	volunteer /,vɒlən'tra(r)/ <i>n.</i> 志愿者;	
such as 例如; 诸如	p. 88	义务工作者	p. 92
palace /'pæləs/ <i>n.</i> 宫殿	p. 88	opera /'ɒprə/ <i>n.</i> 歌剧	p. 92
museum /mju'ziːəm/ <i>n.</i> 博物馆	p. 88	myself /maɪ'self/ <i>pron.</i> (用于动作	
national /'næʃnəl/ <i>adj.</i> 国家的;		影响说话人或作者时)我自己	p. 93
全国的	p. 88	enjoy oneself 过得快乐; 玩得高兴	p. 93

Words and expressions in alphabetical order

A

a few	有些; 几个(用于可数名词之前)	U3
a.m. (AmE A.M.) abbr.	上午	U1
active /'æk'tɪv/ adj.	活跃的; 充满活力的; 积极的	U4
activity /æk'tɪvəti/ n.	活动	U1
add /æd/ v.	添加; 增加	U2
afraid /ə'freɪd/ adj.	害怕; 畏惧	U6
against /ə'genst/ prep.	与……对阵; 与……相反; 反对	U4
album /'ælbəm/ n.	相册; 影集	U2
amazing /ə'meɪzɪŋ/ adj.	令人大为 惊奇的; 令人惊喜或惊叹的	U5
ankle /'æŋkl/ n.	踝; 踝关节	U4
around /ə'raʊnd/ prep.	在……周围	
	adv. 在周围; 大约	U6
as /æz; əz/ prep.	作为; 当作	U3

B

badminton /'bædmɪntən/ n.	羽毛球运动	U4
balanced /'bælənst/ adj.	保持(或显示)平衡的	U3
balloon /bə'lju:n/ n.	气球	U2
baseball /'beɪsbɔ:l/ n.	棒球运动	U4
basket /'ba:skɪt/ n.	(篮球运动的) 篮; 筐	U4
bean /bi:n/ n.	豆; 豆科植物	U3
beat /bi:t/ v.	(用叉等)快速搅拌, 打	U3
beef /bi:f/ n.	牛肉	U3
believe /bɪ'li:v/ v.	相信	U5
better /'betə(r)/ adj.	(good 的比较级) 较好的; 更好的	

adv.	(well 的比较级)更好	U6
bite /baɪt/ v.	咬	
	n. 咬; 咬下的一口	U5
blog /blɒg/ n.	(= weblog) 博客; 网志	U3
boil /bɔɪl/ v.	煮沸; 烧开	U3
born /bɔ:n/ v.	(仅用于被动语态 be born)出生; 出世	U2
bowl /bəʊl/ n.	碗	U3
break /breɪk/ n.	课间休息; 间歇; 休息	U1
butter /'bʌtə(r)/ n.	黄油	U3

C

cabbage /'kæbɪdʒ/ n.	卷心菜	U3
calf /ka:f/ n.	小牛; 牛犊	U5
calligraphy /kə'ligrəfi/ n.	书法	U1
care /keə(r)/ n.	照顾; 照看	U5
carrot /'kærət/ n.	胡萝卜	U3
carry /'kæri/ v.	拿; 提; 运送; 输送	U6
celebration /'selɪ'bretʃn/ n.	庆典; 庆祝活动	U2
cheese /tʃi:z/ n.	干酪; 奶酪	U3
chess /tʃes/ n.	国际象棋	U2
choice /tʃo:s/ n.	选择; 挑选; 抉择	U3
chopsticks /'tʃɒpstɪks/ n. (pl.)	筷子	U3
classmate /'klɑ:smeɪt/ n.	同班同学	U2
climb /klaim/ v.	攀登; 爬	U4
club /klʌb/ n.	社团	U1
collect /kə'lekt/ v.	收集; 采集	U5
comfortable /'kʌmftəbl/ adj.	使人舒服的; 舒适的	U6
comment /'kɒment/ n.	议论; 评论; 解释	
	v. 表达意见	U1

connect /kə'nekt/ <i>v.</i> 连接	U1	enjoy oneself 过得快乐；玩得高兴	U6
control /kən'trəʊl/ <i>v. & n.</i> 控制；管理	U4	enough /ɪ'nʌf/ <i>adv.</i> 足够地；充分地	U2
convenient /kən'veniənt/ <i>adj.</i> 方便的；便利的；省事的	U6	everyone /'evriwʌn/ <i>pron.</i>	
cookie /'kuːki/ <i>n.</i> 曲奇饼	U5	(= everybody) 每个人	U1
corn /kɔːn/ <i>n.</i> (小麦等)谷物；玉米	U3	example /ɪg'zaːmpl/ <i>n.</i> 例子；实例	U4
could /kʊd; kəd/ <i>modal v.</i> (询问是否可以做某事)能；可以	U5	excuse /ɪk'skjuz/ <i>v.</i> 原谅；宽恕	U1
court /kɔːt/ <i>n.</i> 球场	U4	excuse me (因打扰别人或失礼表示歉意)对不起；劳驾	U1
cucumber /'kjū:kʌmbe(r)/ <i>n.</i> 黄瓜	U3	expensive /ɪk'spensɪv/ <i>adj.</i> 昂贵的；价格高的	U6
		experiment /ɪk'speriment/ <i>n.</i> 实验；试验	U1

D

dark /daːk/ <i>adj.</i> 乌黑的；深色的；黑暗的	U2
date /deɪt/ <i>n.</i> 日期；日子	U4
daughter /'dɔːtə(r)/ <i>n.</i> 女儿	U2
decorate /'dekəreɪt/ <i>v.</i> 装饰	U2
diary /'daɪəri/ <i>n.</i> 日记；日记簿	U5
diet /'daɪət/ <i>n.</i> 日常饮食；日常食物	U3
difference /'dɪfrəns/ <i>n.</i> 差别；不同之处	U1
direct /də'rekt; daɪ'rekt/ <i>v.</i> 指路；领路；指导	U5
dish /dɪʃ/ <i>n.</i> 碟子；盘子；一道菜；菜肴	U2
drive /draɪv/ <i>v.</i> 驾驶；开车	U6
during /'dʒuːərɪŋ/ <i>prep.</i> 在……期间	U1
duty /'duːti/ <i>n.</i> 责任；义务；本分	U2

E

each /iːtʃ/ <i>det. & pron.</i> (两个或以上的人或物中)各自，各个，每个	U3
elder /'eldə(r)/ <i>adj.</i> 年长的；年龄较大的	U2
end /end/ <i>v.</i> 结束	U1
enjoy /ɪn'dʒɔɪ/ <i>v.</i> 享受；欣赏	U6

enjoy oneself 过得快乐；玩得高兴	U6
enough /ɪ'nʌf/ <i>adv.</i> 足够地；充分地	U2
everyone /'evriwʌn/ <i>pron.</i>	
(= everybody) 每个人	U1
example /ɪg'zaːmpl/ <i>n.</i> 例子；实例	U4
excuse /ɪk'skjuz/ <i>v.</i> 原谅；宽恕	U1
excuse me (因打扰别人或失礼表示歉意)对不起；劳驾	U1
expensive /ɪk'spensɪv/ <i>adj.</i> 昂贵的；价格高的	U6
experiment /ɪk'speriment/ <i>n.</i> 实验；试验	U1

F

fall /fɔːl/ <i>v.</i> 突然倒下；跌倒	U4
feed /fiːd/ <i>v.</i> 给(人或动物)	
食物；喂养	U5
few /fjuː/ <i>det. & adj.</i> 不多；很少	U3
field /fiːld/ <i>n.</i> 场地	U1
finally /'faɪnəlɪ/ <i>adv.</i> 最后	U3
flat /flæt/ <i>n.</i> 公寓；一套房间	U2
footprint /'fʊpt्रint/ <i>n.</i> 脚印；足迹	U6
for example 例如	U4
forest /'fɔːrst/ <i>n.</i> 森林；林区	U6
fridge /frɪdʒ/ <i>n.</i> (= refrigerator) 冰箱	
	U3
friendly /'frendli/ <i>adj.</i> 友爱的；友好的	U5
fry /fraɪ/ <i>v.</i> 油炒；油煎	U3
fun /fʌn/ <i>n.</i> 乐趣；快乐	U2

G

gear /gɪə(r)/ <i>n.</i> (某种活动的)设备,用具,衣服	U4
geography /dʒi'ɒgrəfi/ <i>n.</i> 地理	U1
get along with 和睦相处；关系良好	U5
glad /glæd/ <i>adj.</i> 高兴；愉快	U5

goal /gəʊl/ <i>n.</i> 进球得的分; 球门; 目标	U4	if /ɪf/ <i>conj.</i> 如果; 假若	U5
goalkeeper /'gəʊlkɪ:pə(r)/ <i>n.</i> 守门员	U4	I'm afraid 我怕; 恐怕; 很遗憾; 对不起	U6
goat /gəʊt/ <i>n.</i> 山羊	U5	ingredient /ɪn'grɪ:dɪənt/ <i>n.</i> (尤指 烹饪)材料; 成分	U3
grade /greɪd/ <i>n.</i> 年级	U1	instruction /ɪn'strʌkʃn/ <i>n.</i> 指示; 命令	U1
grain /greɪn/ <i>n.</i> 谷物; 谷粒	U3	into /'ɪntu:/; 'ɪntə/ <i>prep.</i> (表示状态 的变化); 进入	U3
ground /graʊnd/ <i>n.</i> (特定用途的) 场地; 地面	U4	introduce /,ɪntrə'dju:s/ <i>v.</i> 介绍	U2
group /gru:p/ <i>n.</i> 组; 群; 批; 类	U1		
guess /ges/ <i>v.</i> 猜测; 估计	U4		
guitar /gɪ'ta:(r)/ <i>n.</i> 吉他	U2		
gym /dʒim/ <i>n.</i> (= gymnasium) 健身房; 体育馆	U4		
H			
happen /'hæpən/ <i>v.</i> 发生	U4	jacket /'dʒækɪt/ <i>n.</i> 夹克衫; 短上衣	U5
hen /hen/ <i>n.</i> 母鸡	U5	jog /dʒɒg/ <i>v.</i> 慢跑	U4
herd /hɜ:d/ <i>v.</i> 牧放(牲畜、兽群)	U5	join /dʒɔɪn/ <i>v.</i> 加入	U1
high /haɪ/ <i>adj.</i> 高的	U4	joy /dʒɔɪ/ <i>n.</i> 高兴; 愉快; 喜悦	U2
high-speed /,haɪ 'spi:d/ <i>adj.</i> 高速的	U6	jump for joy 欢呼雀跃	U2
hike /haɪk/ <i>v.</i> 徒步旅行	U6	just /dʒʌst/ <i>adv.</i> 仅仅是; 只是	U4
historical /hi'stɔ:rɪkl/ <i>adj.</i> (有关) 历史的	U6		
history /'hɪstri/ <i>n.</i> 历史	U1		
hold /həʊld/ <i>v.</i> 使……保持在某位置; 拿着; 抓住	U4		
homework /'həʊmwɜ:k/ <i>n.</i> (学生的) 家庭作业	U2	K	
How come? 怎么回事? 怎么发生的?	U4	kick /kɪk/ <i>v.</i> 踢	U4
husband /'hʌzbənd/ <i>n.</i> 丈夫	U2	knee /ni:/ <i>n.</i> 膝盖	U4
I			
ICT <i>n.</i> (= information and communications technology) 信息 通信技术(课程)	U1	kung fu /,kʌŋ 'fu:/ <i>n.</i> 功夫 (中国拳术)	U4
L			
		lab /læb/ <i>n.</i> (= laboratory) 实验室	U1
		lazy /'leɪzi/ <i>adj.</i> 懒散的; 悠闲的	U6
		life /laɪf/ <i>n.</i> (pl. lives) 生活; 生命	U1
		list /lɪst/ <i>n.</i> 一览表; 清单	U3
		living room /'lɪvɪŋ ru:m/ <i>n.</i> (= sitting room) 客厅; 起居室	U2
		local /'ləʊkl/ <i>adj.</i> 当地的	U6
		loud /laʊd/ <i>adj.</i> 大声的; 喧闹的	U5

M

match /mætʃ/ <i>n.</i> 比赛	U4
matter /'mætə(r)/ <i>n.</i> 问题; 事情	U4
meaning /'mi:nɪŋ/ <i>n.</i> 意义; 意思	U5
member /'membə(r)/ <i>n.</i> 成员; 分子	U2
menu /'menju:/ <i>n.</i> 菜单	U3
mind /maɪnd/ <i>n.</i> 头脑; 心智 <i>v.</i> 当心; 注意	U4
moment /'məʊmənt/ <i>n.</i> 片刻; 瞬间	U4
more /mɔ:(r)/ <i>det. & pron.</i> 更多的	U1
most /məʊst/ <i>adv.</i> 最	U1
mountain /'maʊntən/ <i>n.</i> 山; 高山	U6
museum /mju'zi:əm/ <i>n.</i> 博物馆	U6
mutton /'mʌtn/ <i>n.</i> 羊肉	U3
myself /maɪ'self/ <i>pron.</i> (用于动作影响说话人或作者时)我自己	U6

N

national /'næʃnəl/ <i>adj.</i> 国家的; 全国的	U6
nature /'neɪtʃə(r)/ <i>n.</i> 大自然	U6
neck /nek/ <i>n.</i> 颈; 脖子	U5
need /ni:d/ <i>v.</i> 需要	U3
newspaper /'nju:zpeɪpə(r)/ <i>n.</i> 报纸	U4
noise /nɔɪz/ <i>n.</i> 噪音; 响声	U5
noon /nu:n/ <i>n.</i> 正午; 中午	U1
note /nəʊt/ <i>n.</i> 笔记; 记录; 音符	U2

O

of course 当然	U1
oil /ɔɪl/ <i>n.</i> 食用油	U3
onion /'ʌnjən/ <i>n.</i> 洋葱	U3
online /'ɒn'laim/ <i>adv.</i> 在线 <i>adj.</i> 在线的; 联网的	U1
only /'əʊnlɪ/ <i>adj.</i> 仅有的; 唯一的	U2
only child 独生子(或女)	U2
opera /'ɒprə/ <i>n.</i> 歌剧	U6

other /'ʌðə(r)/ *adj.* 另外; 其他

pron. 另外的人(或物)

U2

outside /'aʊt'saɪd/ *adv.* 在外面

prep. 在……外面

U1

own /əʊn/ *adj. & pron.* (用于强调)

自己的, 本人的

U6

P

p.m. (AmE P.M.) *abbr.* 下午

U1

palace /'pæləs/ *n.* 宫殿

U6

part /pɑ:t/ *n.* 部分

U4

pear /peə(r)/ *n.* 梨

U3

peck /pek/ *v.* 啄

U5

pepper /'pepə(r)/ *n.* 甜椒

U3

piece /pi:s/ *n.* 碎片; 碎块

U3

plan /plæn/ *n. & v.* 计划; 打算

U6

pleasure /'pleʒə(r)/ *n.* 高兴; 快乐;

愉快

U3

plenty /'plenti/ *pron.* 大量

U3

plenty of 大量; 很多的

U3

point /pɔɪnt/ *n.* 得分; 点

U4

popular /'pɒpjələ(r)/ *adj.* 大众喜爱

的; 广受欢迎的; 当红的

U6

postcard /'pəʊstka:d/ *n.* 明信片

U6

powerful /'paʊəfl/ *adj.* 强有力的

U4

prefer /prɪ'fɜ:(r)/ *v.* 较喜欢;

喜欢……多于……

U5

prepare /prɪ'peə(r)/ *v.* 使做好准备;

把……预备好

U2

price /praɪs/ *n.* 价格; 价钱

U6

problem /'prɒbləm/ *n.* 棘手的问题;

难题; 困难

U4

product /'prɒdʌkt/ *n.* 产品; 制品

U3

project /'prɒdʒekt/ *n.* 项目

U1

pull /pʊl/ *v.* 拉; 拨出

U4

Q

quick /'kwɪk/ *adj.* 快的; 迅速的

U2

R

rainbow /'reɪnbəʊ/ <i>n.</i> 虹；彩虹	U3
reason /'ri:zn/ <i>n.</i> 原因；理由	U6
receive /rɪ'si:v/ <i>v.</i> 接到；收到	U1
recipe /'resəpi/ <i>n.</i> 食谱；烹饪法	U3
recognise (AmE recognize) /rekəgnائز/ <i>v.</i> 识别；认出	U5
relation /rɪ'leɪʃn/ <i>n.</i> 关系；联系	U2
relative /'relətɪv/ <i>n.</i> 亲戚；亲属	U2
remember /rɪ'membə(r)/ <i>v.</i> 记得；记起	U5
reply /rɪ'plaɪ/ <i>n.</i> 回答；答复	U1
report /rɪ'pɔ:t/ <i>v. & n.</i> 汇报；报告；报道	U4
ride /raɪd/ <i>v.</i> 骑马；驾驶 <i>n.</i> (乘车或骑车的)短途旅程	U5
rock /rɒk/ <i>n.</i> 岩石	U4
rock climbing 攀岩	U4
roof /ru:f/ <i>n.</i> 屋顶；顶部	U6
rope /rəʊp/ <i>n.</i> 绳	U4
round /raʊnd/ <i>adj.</i> 圆形的	U2

S

safety /'seifti/ <i>n.</i> 安全；平安	U4
salt /sɔ:tlt/ <i>n.</i> 盐；食盐	U3
same /seim/ <i>adj.</i> 一样的	U1
score /skɔ:(r)/ <i>v.</i> 得(分)；进(球)	U4
seem /si:m/ <i>v.</i> 好像；似乎；看来	U4
set /set/ <i>v.</i> 放置；摆放	U2
shall /ʃæl; ʃəl/ <i>modal v.</i> (同 I 和 we 连用, 表示将来)将要；将会	U6
shoot /ʃʊt/ <i>v.</i> 射门；投篮	U4
shout /ʃaʊt/ <i>v.</i> 大声说；叫	U5
side /saɪd/ <i>n.</i> 一边；侧面	U3
side dish (随同主菜一起上的)配菜	U3
sign /saɪm/ <i>n.</i> 标牌；指示牌	U5
ski /ski:/ <i>v.</i> 滑雪	U6

smooth /smu:ð/ *adj.* 光滑的；平坦

的；平整的	U5
snack /snæk/ <i>n.</i> 点心；小吃	U5
sofa /'səʊfə/ <i>n.</i> 长沙发	U2
something /'sʌmθɪŋ/ <i>pron.</i> 某事；某物	U3
son /sʌn/ <i>n.</i> 儿子	U2
soy sauce /'sɔɪ'sɔ:s/ <i>n.</i> (= soya sauce) 酱油	U3
speed /spi:d/ <i>n.</i> 速度	U6
sports ground 运动场；操场	U4
start /stɑ:t/ <i>v.</i> 开始(做某事)	U1
strawberry /'strə:bəri/ <i>n.</i> 草莓	U3
style /staɪl/ <i>n.</i> 风格；样式	U4
such /sʌtʃ/ <i>det. & pron.</i> 这样的；那样的；类似的	U6
such as 例如；诸如	U6
super-excited /su:pə(r) ɪk'saitɪd/ <i>adj.</i> 超级激动的；格外兴奋的	U2
surprise /sə'praɪz/ <i>n.</i> 意想不到(或突然)的事	
<i>v.</i> 使惊奇；使诧异；使感到意外	U3
surprised /sə'praɪzd/ <i>adj.</i> 惊奇的；惊讶的；感觉意外的	U2
sweet /swi:t/ <i>adj.</i> 含糖的；甜的	
<i>n.</i> 糖果	U5
T	
take care of 照顾；照料	U5
take part in 参加	U4
tasty /'teɪsti/ <i>adj.</i> 美味的；可口的	U3
teach /ti:tʃ/ <i>v.</i> 教(某人)；使(某人)明白或会做某事	U2
team /ti:m/ <i>n.</i> (游戏或运动的)队	U4
technology /tek'nɒlədʒi/ <i>n.</i> 科技	U1
tennis /'tenis/ <i>n.</i> 网球	U4
thing /θɪŋ/ <i>n.</i> 事情；事件	U2
throw /θrəʊ/ <i>v.</i> 投；抛；掷	U4

ticket /'tɪkɪt/ <i>n.</i> 票; 入场券	U6	volleyball /'vɒlibɔ:l/ <i>n.</i> 排球;	
tie /taɪ/ <i>n.</i> 联系; 关系; 纽带	U2	排球运动	U4
v. (比赛或竞争中)得分相同	U4		
tip /tɪp/ <i>n.</i> 指点; 实用的提示	U6	volunteer /,vɒlən'tiə(r)/ <i>n.</i> 志愿者;	
tofu /'təʊfu:/ <i>n.</i> 豆腐	U3	义务工作者	U6
together /tə'geðə(r)/ <i>adv.</i> 在一起; 共同	U2		
topic /'tɒpɪk/ <i>n.</i> 话题; 主题	U1	warm up (为体育活动或表演)做适应性练习, 做准备活动; 热身	U4
tour /tʊə(r)/ <i>n.</i> 旅行; 旅游	U6		
track /træk/ <i>n.</i> (赛跑、赛车等的)跑道	U4	warning /'wɔ:rniŋ/ <i>n.</i> 警告; 警示	U5
trip /trɪp/ <i>n.</i> (尤指短程往返的)旅行; 旅游; 出行	U6	watch out 小心; 留神; 注意	U4
twin /twɪn/ <i>n.</i> 双胞胎之一	U2	watermelon /'wɔ:təmelən/ <i>n.</i> 西瓜	U3

U

unforgettable /ʌnfə'getəbl/ <i>adj.</i> 令人难忘的	U5
usually /'ju:ʒuəli/ <i>adv.</i> 通常地; 经常地	U2

V

vacation /və'keɪʃn/ <i>n.</i> 假期	U6
view /vju:/ <i>n.</i> 景色; (尤指)乡间美景; 视野; (个人的)看法	U6

W

warm up (为体育活动或表演)做适应性练习, 做准备活动; 热身	U4
warning /'wɔ:rniŋ/ <i>n.</i> 警告; 警示	U5
watch out 小心; 留神; 注意	U4
watermelon /'wɔ:təmelən/ <i>n.</i> 西瓜	U3
website /'websaɪt/ <i>n.</i> 网站	U5
weekend /wi:k'end/ <i>n.</i> 星期六和星期日; 周末	U2
Well done! 做得好! 干得好!	U2
What's the matter? 怎么了?	U4
wife /waɪf/ <i>n.</i> (pl. wives) 妻子	U2

Y

yard /ja:d/ <i>n.</i> (某种用途的)区域, 场地	U5
yogurt /'jɒgət/ <i>n.</i> 酸奶; 一份酸奶	U3



Proper nouns and glossary

Proper nouns

Anna 安娜(女名)	p. 22	Japan 日本	p. 24
Asia 亚洲	p. 94	Japanese <i>adj.</i> 日本的; 日本人的 <i>n.</i> 日本人	
Asian <i>adj.</i> 亚洲的 <i>n.</i> 亚洲人			
Auckland 奥克兰(新西兰地名)	p. 20	Latin America 拉丁美洲	p. 52
Bangladesh 孟加拉国	p. 24	Lisa Green 莉萨·格林(女名)	p. 14
Britain 不列颠; 英国	p. 29	London 伦敦(英国地名)	p. 6
British <i>adj.</i> (大不列颠及北爱尔兰) 联合王国的; 英国的; 英国人的 <i>n.</i> 英国人		Macao 澳门	p. 94
Claire 克莱尔(女名)	p. 78	Malaysia 马来西亚	p. 66
England 英格兰(英国地名)	p. 104	Mexico 墨西哥	p. 18
English <i>adj.</i> 英格兰的; 英格 兰人的; 英语的 <i>n.</i> 英格兰人; 英语		Mikko 米科(男名)	p. 18
Espoo 埃斯波(芬兰地名)	p. 18	Mount Huangshan 黄山	p. 84
Finland 芬兰	p. 18	Nagano 长野县(日本地名)	p. 80
France 法国	p. 96	New York 纽约(美国地名)	p. 96
French <i>adj.</i> 法国的; 法国人的; 法语的 <i>n.</i> 法语		New Zealand 新西兰	p. 20
Frisbee /'frizbi/ 弗里斯比飞盘 (投掷游戏用的飞碟)	p. 56	Norway 挪威	p. 66
Germany 德国	p. 22	Rio (Rio de Janeiro) 里约热内卢 (巴西地名)	p. 80
German <i>adj.</i> 德国的 <i>n.</i> 德语; 德国人		South Africa 南非	p. 96
Harbin 哈尔滨	p. 84	South African <i>adj.</i> 南非的; <i>n.</i> 南非人	
Harry 哈利(男名)	p. 6	Spain 西班牙	p. 52
Hong Kong 香港	p. 94	the Great Wall 长城	p. 88
India 印度	p. 38	the Palace Museum 故宫博物院	p. 88
Indian <i>adj.</i> 印度的 <i>n.</i> 印度人		US [The United States of America (USA)] 美国; 美利坚 合众国	p. 96
Inner Mongolia 内蒙古自治区	p. 84	Wellington 惠灵顿(新西兰地名)	p. 20
		Yulong Snow Mountain 玉龙雪山	p. 88
		Zhangjiajie National Forest Park 张家界国家森林公园	p. 88

Glossary

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adjective 形容词	p. 78	pronoun 代词	p. 119
adverb 副词	p. 78	proper noun 专有名词	p. 146
adverb of frequency 频度副词	p. 129	question mark 问号	p. 23
affirmative 肯定	p. 121	question tag 附加疑问句	p. 131
affirmative sentence 肯定句	p. 131	question word 疑问词	p. 62
auxiliary 助动词	p. 128	second person 第二人称	p. 123
capital letter 大写字母	p. 23	sentence pattern 句型	p. 119
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first person 第一人称	p. 123	SVC 主动补(句型)	p. 119
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present continuous 现在进行时	p. 34	Yes/No question 一般疑问句	p. 121



Numbers

Cardinal numbers 基数词

0	zero	16	sixteen
1	one	17	seventeen
2	two	18	eighteen
3	three	19	nineteen
4	four	20	twenty
5	five	21	twenty-one
6	six	30	thirty
7	seven	33	thirty-three
8	eight	40	forty
9	nine	50	fifty
10	ten	60	sixty
11	eleven	70	seventy
12	twelve	80	eighty
13	thirteen	90	ninety
14	fourteen	100	one hundred
15	fifteen		



Months and days

Months		Days	
January	一月	Monday	星期一
February	二月	Tuesday	星期二
March	三月	Wednesday	星期三
April	四月	Thursday	星期四
May	五月	Friday	星期五
June	六月	Saturday	星期六
July	七月	Sunday	星期日
August	八月		
September	九月		
October	十月		
November	十一月		
December	十二月		

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，倪良涛、唐树华、吕晶晶、张瑶等老师也参与了本册部分单元的编写。Emily Yinchang Shi（加拿大）、Gillian Flaherty（澳大利亚）、James Bean（澳大利亚）、Mark Edward Alexander（英国）、Nathaniel Thomas Murray（美国）等参与了教材部分文本创作和语言润色。编写过程中，程晓堂教授、Stephanie Ashford（英国）、Ian McGrath（英国）、Renata Geld（克罗地亚）、Marc Young（加拿大）等为提升教材质量提出了宝贵意见。

本套教材编写吸取了上海市“二期课改”的经验和成果。编写过程中，上海市课程教育研究基地（中小学课程方案基地）、上海市心理教育教学研究基地、上海基础教育教材建设重点研究基地、上海市英语教育教学研究基地等上海高校“立德树人”人文社会科学重点研究基地给予了大力支持。

在此，我们对参与和支持本套教材编写的各方表示衷心的感谢！

欢迎广大师生来电来函指出教材中的不足，提出宝贵意见。

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