



义务教育教科书

(五·四学制)

ENGLISH

英语



六年级
下册

上海教育出版社

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致同学

亲爱的同学：

欢迎与我们一起继续初中阶段的英语学习！

本学期，你将继续和教材中的小伙伴们一起，在学习英语的同时，探索新世界、思考大问题（Big Question），在真实情境中“讲（文化）小故事，悟（人生）大道理，学百科新知识，用英语做事情”。我们将通过教材，帮助你运用科学有效的方法学习英语，发展英语语言能力，培育文化意识，提升思维品质，提高学习能力。

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

围绕不同的主题，教材通过鲜活真实的语言素材，为你提供地道的语言示范。本册教材中，听力、口语板块的多模态文本图文结合，均以日常生活中常见的真实情境为范本设计（如节目单、展板、网页、海报等）；听力板块配有广播、播客、天气预报、歌曲等各类音频素材；在阅读板块，你可以接触到寓言、故事、网络回帖、新闻、演讲、传记等丰富的语篇类型；教材中小伙伴们的日常会话和他们的习作，也会为你提供口语和写作表达的范例。

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

本册教材除了常规单元以外，还设有两个文化角（Culture corner）和一个文学角（Literature corner）。文化角不仅带你更深入地了解中国文化，学会用英语讲中国故事，还带你领略多样的世界文化。文学角中，我们精选了广受青少年喜爱的优秀文学作品片段，供你赏析。

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

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Unit
1

Everyone is different



Big Question



What makes you different?

To-do list

- 1 Listen to a poem about the ways people are different.
- 2 Talk about my classmates' strong points.
- 3 Read a fable about what makes each animal unique.
- 4 Write a self-introduction to show a unique self.
- 5 Make a profile of "Future me".



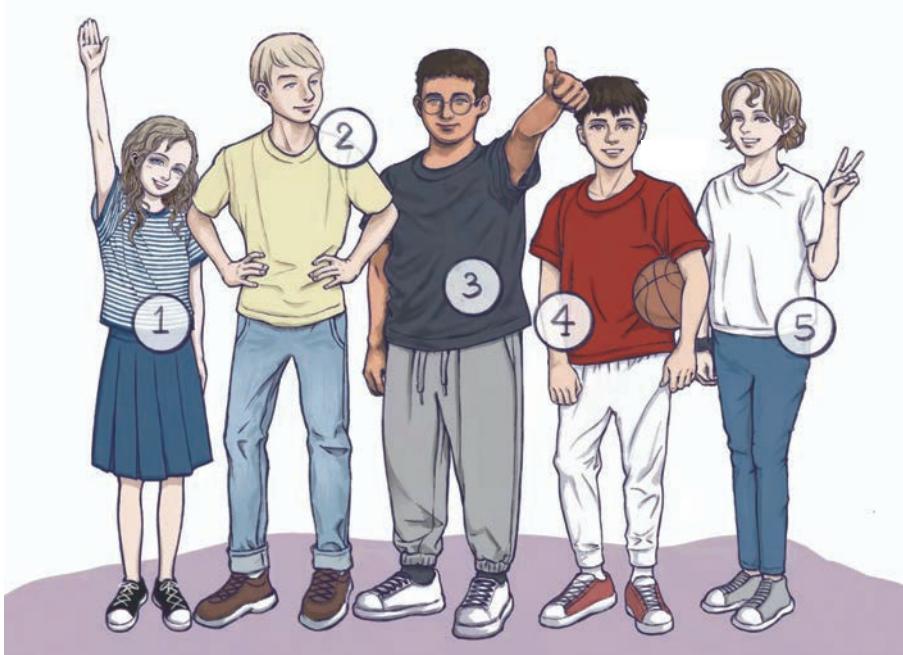
Getting started

Look at the pictures and list at least three different points between any two students.

A Noticing differences

>> Viewing and listening

Ms Chen is sharing with her class a picture of some visiting students from Swan Lake Middle School, a partner school of New Star in Auckland.



A1 Look and say Look at the picture. You may use the words or phrases from the box to talk about the students.

- tall short big small thin slim fat
- curly/straight/short/long/dark/brown hair
- T-shirt trousers skirt jeans



They will come to our school next week. What do they look like?



The girl in the blue skirt has long brown hair.



She's short and slim.

 **A2 Listen and think** Ms Chen plays a poem about the coming students.
Listen to part of the poem and tick (✓) the difference(s) between them.


Listening for key words
 sizes and shapes

 clothes

 skin colours

 hair colours

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

Name	Special points	Picture number
Paul	small and ¹ _____	⁶ _____
Paula	taller than Paul with ² _____	⁷ _____
Kim	³ _____; fair; long brown hair	⁸ _____
Mika	bigger; ⁴ _____ than Kim; ⁵ _____ hair	⁹ _____
Finn	taller than Mika	¹⁰ _____

 **Sound Letters "f", "ph" and "gh"**

Read aloud.

Look at the photos on the phone.

Here are a few of my favourite ones:

Philip is fixing the music box;

Sophia is making paper cuts;

Fiona is drawing butterflies;

All of us are laughing and having fun.



 **Update my to-do list**



Listen to the rest of the poem. Write down the special points of Shirley, Claire and Trevor.

New Star and Swan Lake will have a student talent show together. Paul gives a list of shows. Lu Yao is preparing for the programme. Wang Yiming offers to help her.



B1 Look and say Work in pairs and talk about the student talent show programme.



Who will play the violin in the show?

Finn. He will play *The Butterfly Lovers*.



B2 Listen, read and think Listen to the conversation between Yiming and Lu Yao. What does Yiming suggest about the programme?

Yiming: Hi, Lu Yao! What are you doing?

Lu Yao: I'm preparing for our talent show with Swan Lake Middle School!

Yiming: Wow! Sounds exciting! Is there anything I can do to help?

Lu Yao: I need someone to help me prepare the programme. Will you do that?

Yiming: I'd like to. That is what I'm good at.

Lu Yao: Wonderful! Any ideas about our programme?

Yiming: Well, how about a song by Li Bailing and drumming by Lin Dong and Zhao Peng?

Lu Yao: Great! Bailing has a beautiful voice. Lin Dong and Zhao Peng are good drummers.

Yiming: Shall I ask other students about our programme?

Lu Yao: Good idea!

My learning notes

Offering help:

- What can I do for you?
- May I help you?
- _____

TEEN skill Expressing feelings

To express feelings in a conversation, you can use **adjectives** (e.g. exciting/excited, wonderful) and **intonation**. Each intonation carries a different feeling, e.g. joy, anger or worry.



B3 Role-play Yiming will talk with his classmates about the talent show.

They also want to offer help. Work out a conversation and act it out with your partner.

Word study Word group Describing a person

Looks	Hobbies	Personalities	Abilities
tall	singing	kind	running fast
short	dancing	helpful	speaking good English
fat	drawing	easy-going	playing the piano
thin	telling stories	careful	being good at ball games
...



Update my to-do list



Work in pairs. Talk about a class show or activity and offer help to your monitor.

Lu Yao is telling a fable in the talent show.

C1 Background knowledge Do you know any fables? What can we learn from them?

 **C2** Read the fable.

The peacock and the wise old tree

In a forest live a peacock and a nightingale. They are good friends. But one day the peacock looks sad and says to the wise old tree, "Wise old tree, my friend the nightingale has a lovely voice. She sings so well. Without any doubt, she will be a singer in a few years. I have a loud voice. But when I sing, everyone will laugh at me."

The wise old tree smiles and says, "But you're beautiful. Your feathers are colourful."

"What can I do in the future? Can I be a singer?" the peacock worries.

The wise old tree pats him, "Not everyone will be a singer. You can be a good dancer with your beautiful feathers and dancing skills. Different people are good at different things."

The elephant is strong. The monkey is clever. The tiger jumps far. Everyone is unique."



Personal touch

Why do you think Lu Yao tells this fable?

Text type Fables

A fable is a short story that teaches a lesson. The characters in fables are often animals. They speak and act like people.



C3 General understanding

Read the fable and choose the best answer to the question.



Understanding the moral

What does the story try to tell us?

- A The peacock is different from other animals.
- B The peacock wants to be a singer in the future.
- C Everyone is happy about their strong points.
- D Everyone has some strong points.

C4 Detailed reading

Read again and complete the table with the peacock's feelings and the reasons.

Feelings	Reasons
Sad	The peacock doesn't have a ¹ _____ like the nightingale. Everyone will ² _____ when he sings.
³ _____	The peacock doesn't know what he can do ⁴ _____.

C5 Further thinking

Answer the questions.

- 1 What does the wise old tree say about the other animals? Why does he say so?
- 2 What might the peacock feel after hearing the words of the wise old tree?
- 3 What will the peacock probably say and do later?

Vocabulary focus

Complete the conversation between the peacock and his grandmother with the words and phrases from the text.

Grandmother: You look so happy today!

Peacock: Do you know the ¹ _____? He thinks I'm ² _____.

Grandmother: Oh, you have ³ _____.

Peacock: I'll be a dancer. My friend the nightingale can be a good singer. She has a lovely ⁴ _____.

Grandmother: Exactly! Everyone is different. We're all ⁵ _____.



Update my to-do list



Think and share. What lesson can we learn from the fable?

>> Grammar in use The future: *will*

1 Read and think Read the following sentences. Underline the two different ways of talking about the future in each example.

- (1) Look! She gets another big prize for singing. She is going to be a singer in a few years.
She has a lovely voice. Without any doubt, she will be a singer in a few years.
- (2) Look at the dark clouds! It's going to rain soon.
I think it will rain soon. We have to stop playing football.
- (3) "What are you going to do tomorrow?" "I'm going to borrow some books from the library."
"Class is over. Will you go to the library?" "Yes, I will."
- (4) "*The Peony Pavilion* is a classic drama." "Yes, I know and I'm going to watch it this summer."
"Will you watch *The Peony Pavilion* with me?" "Hmm ... No, thanks. I'll go and visit my grandma."

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

We usually use *will* to ...

- predict or guess what will happen
- state a decision already made
- make a decision at the moment of speaking

Grammar file → p. 108

3 Practise Your friend will be in a talent show tomorrow, but he or she is very nervous. Complete the sentences to cheer him or her up.

(1) I'll forget my words!

No, you won't. I'm sure you won't forget your words.

(2) People won't like my singing!

Yes, they will. I'm sure they will like _____.

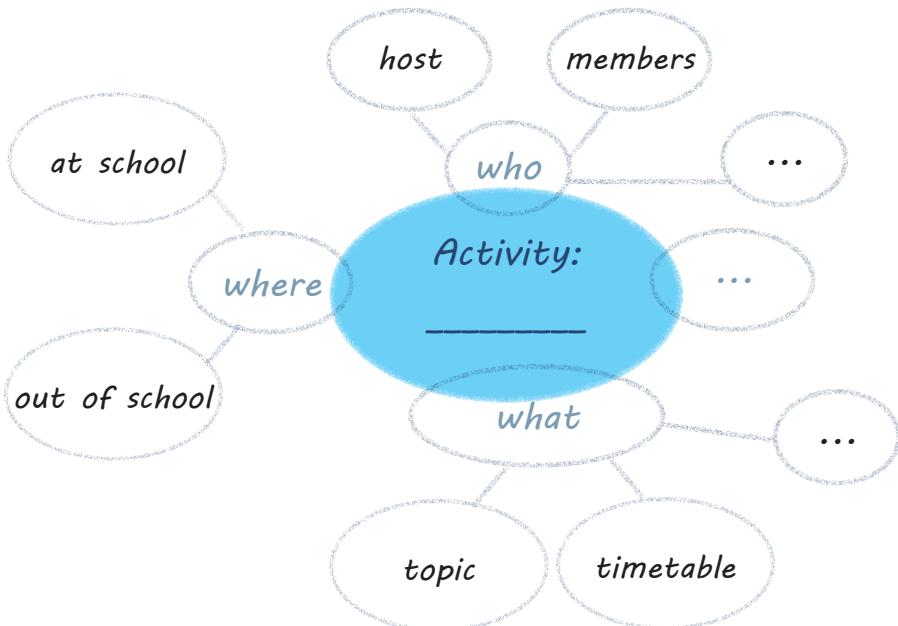
(3) Everyone will laugh at me!

No, they won't. Of course _____.

(4) The dance will not be a success!

Yes, it will. _____.

4 Discuss Work in pairs. Talk about another coming activity with the help of the mind map.



tomorrow

next week/month/...

this weekend

in ... days/weeks/...



What will we do on Friday afternoon?

We'll have a class meeting.

Will Lu Yao host the meeting?

No, she won't. Lin Dong will be the host.

Chen Feifei is introducing herself to her new friends from Swan Lake Middle School in the talent show.

D1 Think Read Feifei's self-introduction. What makes her different from others?

Hello, everyone! I'm Chen Feifei. "Fei" in Chinese means "fly". I'm a happy bird, flying here and there. I like dancing, music and drawing. I'm good at drawing pictures for our noticeboards. This is my drawing of your class. Do you like it? Would you like to be my friend?



Grammar file → p. 109

TEEN skill Writing a self-introduction

A self-introduction usually includes one's name, hobbies and abilities. We should make it clear and unique by describing our special points.

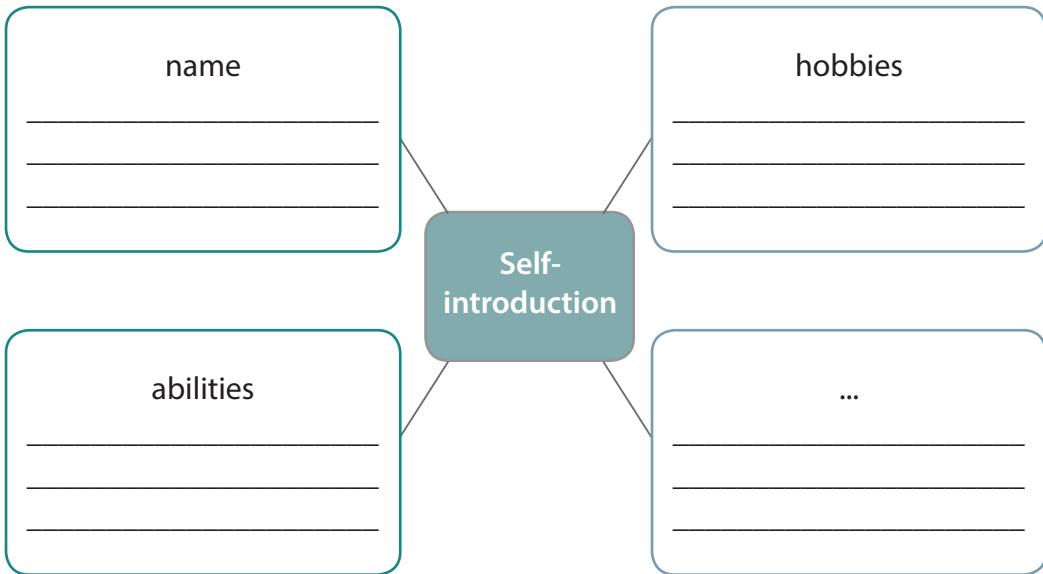


D2 Prepare Underline the answers to the questions in Feifei's self-introduction.



- Q1: How does she begin her self-introduction?
- Q2: What does she like?
- Q3: What is she good at?
- Q4: How does she end her self-introduction?

D3 Plan Plan your writing by noting down key information in the mind map on the next page.



D4 Write Write your self-introduction.

Hello, everyone! _____

D5 Check Check your self-introduction. Pay attention to its structure and language.



Update my to-do list



Work in groups. Listen to each other's self-introductions and note down everyone's special points. Then compare your notes.



Discovery

What qualities do they have?



Sun Bin

"Favourable^① weather conditions, geographic^② advantages and the unity^③ of the people all must be in place. If not, victory will be costly."

He could not walk after his knees got hurt, but he wrote *Sun Bin: The Art of War*, one of the most famous Chinese books about warfare^④.



Helen Keller

"Keep your face to the sunshine and you cannot see the shadow^⑤."

She was blind and deaf when she was 19 months old. She started to learn words by touching things and others' lips. She became a famous writer and speaker.



Ludwig van Beethoven

"There are and will be thousands of princes. There is only one Beethoven!"

He wrote some of his most famous pieces after he was completely deaf. He was one of the greatest composers^⑥ of all time.

Read and think What problem(s) did these famous people meet with in their lives?

① favourable 有利的 ② geographic 地理的 ③ unity 统一 ④ warfare 战争 ⑤ shadow 阴影
⑥ composer 作曲家

Making a profile^① of “Future me”

Work in groups of four or five. Each member of the group makes a profile of “Future me” with words and a picture, and puts it in a “time box”. About three years later, all students will open the box and read their profiles.

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



Step 2 **Write** Put together the answers in Step 1 and write the first draft.

Step 3 **Share and revise** Share your draft. Discuss the questions in Step 1 and revise your draft.

Step 4 **Draw** Draw a picture of yourself for your profile, or ask someone in your group to draw the picture.



I will be over 1.75 metres tall and the best player on our school basketball team. I'll go to a good school in our city. I'll read English books every day and be able to speak English well. I will not spend much time on computer games but will play ball games with my friends.

Step 5 **Seal the box** Put your profile of “Future me” in the “time box” and seal the box.

Update my to-do list

Work in groups. Help each other find ways to become future selves.

① profile 简介

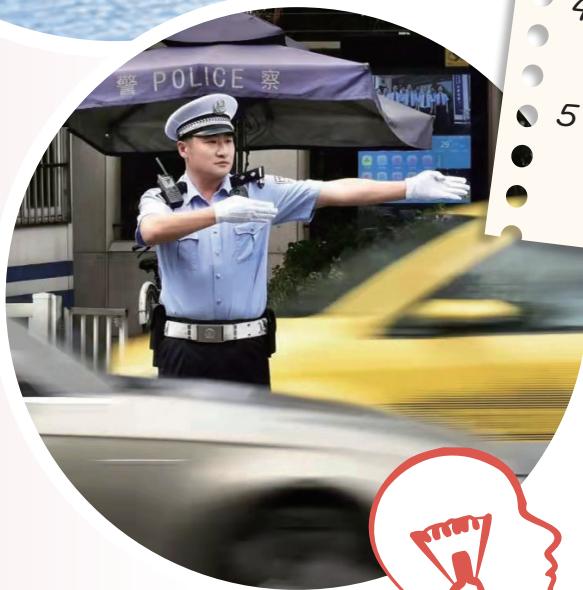
Unit

2

Rules around us



Why do we need rules?



To-do list

- 1 Listen to announcements about rules.
- 2 Talk about rules in different places.
- 3 Read a story about rules at school.
- 4 Write a notice for an activity.
- 5 Make a flyer about rules for public places.

Getting started

Read the list. Tick (✓) the things you must do. Cross (✗) the things you mustn't do. Explain why.

Stop and wait at a red light.

Pick flowers or fruits in a city park.

Arrive at school on time.

Talk loudly in the city library.

A Signs and rules

>> Viewing and listening

Every day, we see signs everywhere. They are part of our lives.



- Don't turn right here.



- Underground this way.

- Turn left here.

- No leaning.

- No littering.

- Mind the gap.

A1 Look and say Match the meanings on the right with the signs. Then work in pairs and discuss where else you can find the signs.

Where else can you find the sign "No leaning."?



I can find it on the escalator in the underground station.



 **A2 Listen, view and circle** Listen to the announcements and circle the signs you hear.

 **Visualising**



 **A3 Listen and take notes** Listen again and complete the sentences.

Announcements for passengers

On the escalator

- 1 _____ your eyes only on your phone.
- 2 Please use the lift when you have _____.

On the platform

- 3 Please wait at the _____ line and mind the _____.
- 4 Don't rush when the underground train _____.

On the train

- 5 Don't _____, _____, smoke or litter on trains.
- 6 Please give your seat to anyone _____.

 **Sound Letters “ng” and “nk”**

Read aloud in pairs.

- A: What's the meaning ng of this sign?
 B: It means we mustn't eat food or drinks here.
 A: What else should we follow in the library?
 B: Keep quiet. Don't keep books for too long.
 A: Thank you for telling me all these things.



Update my to-do list



Listen to an announcement, circle the signs in A2 and say where you might hear it. Write down the rules.

Paul, an exchange student from Swan Lake Middle School, is looking at a display board in the clubroom with Lu Yao.

Dos and don'ts



-  Don't wear open-toed^① shoes in the lab.
-  Never leave rubbish on the floor.
-  No food or drinks in the lab.
-  Always wear safety gloves when working in the lab.
-  Always throw broken glass into the broken glass container.

B1 Look and say Work in pairs. Look at the display board and discuss the questions below.

- 1 Which club are Paul and Lu Yao interested in?
A Photography. B Science. C Art.
- 2 What rules must students follow according to the display board?

① open-toed 露趾的



B2 Listen, read and think

Listen to the conversation between Paul and Lu Yao. What rules does Lu Yao point out?

Paul: Are you ready to go to the lab and do some experiments today?

Lu Yao: Yes. Look, I am wearing close-toed shoes.

Paul: Great!

Lu Yao: Before we get started, look at the rules first to keep safe.

Paul: What rules must we follow in the lab?

Lu Yao: We mustn't eat or drink in the lab. We mustn't leave rubbish on the floor.

Paul: What else must we do or not do?

Lu Yao: Always wear safety gloves when working.

Paul: I see. Anything else?

Lu Yao: Look there, and you can find more rules.

Grammar file → p. 111

Word study Word partner

Linking verb (*keep, stay, grow*) + Adjective

Look at the expressions with “keep”, “stay” and “grow”. Try to give more examples.

You must keep quiet in the reading room.

Keep doing exercise, and you can stay healthy.

Take care of the trees to make them grow big and strong.

B3 Role-play

Work with a partner. Make up a new conversation to talk about the rules according to the display board.

My learning notes

Giving orders:

- Be quiet.
- Please follow rules.
- Never litter.
- _____



Update my to-do list



Work in pairs. Talk about rules in a public place like the library, the park or the road.

Lin Dong is sharing a rule story with Lu Yao.

C1 Predicting Look at the picture and predict: Why does Bob look unhappy?



C2 Read the story.



Ms White and her students are talking about rules in class. Bob thinks, "I don't like rules. School will be a better place without any rules."

5 Next day, Bob comes to school.

Ms White smiles and says, "Today we won't have any rules in our school." "Hurrah!" Bob shouts happily.

The STEM class begins. It's Bob's turn to
10 show his model plane. He begins to talk, but no one pays any attention to him. He says loudly, "Keep quiet! I'm trying to tell you something." Jim replies, "No. It's a day without rules!!"

15 In the PE class, Bob wants to play tennis and asks, "May I have a turn?" Emma says, "No. No rules today!"

At lunchtime, someone takes some of Bob's food without asking. "It's my food," Bob cries out, "What's happening today? No one listens to me, no one lets me play ... Can we have our rules back now?"

20 "Wake up, Bob. Are you having a dream? It's time for school!" Bob hears his mum's voice.



Personal touch

What can you learn from Lin Dong's story?

C3 General understanding Read the story and tick (✓) the best title.

- Important rules No rules today Rules at school

C4 Detailed reading Read the story again and complete the table below.

Time	What happens	Rules
In the STEM class	Bob's classmates ¹ _____. _____.	Keep quiet and listen to others.
In the PE class	Emma ² _____. _____.	⁴ _____. _____.
At lunchtime	Someone ³ _____. _____.	⁵ _____. _____.

C5 Further thinking Answer the questions.

- 1 Why does Bob have such a dream?
- 2 What other rules should we follow at school?

Vocabulary focus Help Lu Yao complete the story review with the words and phrase from the text and the picture.**Story review**

Name: Lu Yao

My opinion of the story:

I like this story. At first, Bob thinks school life will be fun ¹ _____ rules. Later, he has a dream ... On the day without rules, his classmates don't listen to him and don't keep ² _____. Emma doesn't let Bob play the games in ³ _____. Someone takes Bob's food without asking. It is all because there are no rules today. In the end, Bob ⁴ _____. The story shows us that rules are very ⁵ _____. They help us behave well, stay safe and be happy.

Rating the story: 9/10

Would you recommend this story to others? (YES/NO)



Update my to-do list



Work in groups. Each group member chooses one role from C2. Act out the story.

► Grammar in use The imperative

1 **Read and think** Read the sentences below. Find more examples from Sections A, B and C.

- (1) Be careful.
- (2) Keep quiet!
- (3) Don't rush.
- (4) Never play with fire.

2 **Work out the rules** Read the sentences above again and fill in the blanks.

- We form imperative sentences with the base form of a verb.
- We usually use imperative sentences to tell people to do something.
- We add _____ or _____ to form negative imperative sentences.
- We use negative imperative sentences to tell people _____ to do something.

Grammar file → p. 110

3 **Practise** Li Bailing is singing a song while cleaning the classroom with her classmates. Complete the song with imperative sentences, positive or negative.

Put the rubbish in the bin.

- (1) _____ the paper everywhere.
- (2) _____ pens and pencils away.

Let's clean the classroom today!

- (3) _____ the board.
- (4) _____ any pictures any more.
- (5) _____ the desks and chairs away.

Let's clean the classroom today!

Keep our classroom clean today.

- (6) _____ the floor.
- (7) _____ tidy up today.
- (8) _____ our classroom tidy today.

A clean classroom makes us happy every day!



4 Discuss and share Work out the top 10 class rules.

- (1) Work in pairs. List some rules for your class.

Dos	Don'ts
Keep the classroom clean.	

- (2) Share the rules with your classmates.

- (3) Choose the top 10 rules for your class and put them down in the following boxes.

The worksheet features a central chalkboard with a teal background and a brown border. It is divided into ten rectangular boxes, each containing a number from 1 to 10 in an orange circle. The numbers are arranged in three rows: 1, 2, 3 in the top row; 4, 5, 6 in the middle; and 7, 8, 9, 10 in the bottom. Below the chalkboard, the words "Class rules" are written in a large, stylized, orange font. In the bottom left corner, there is a small illustration of a potted plant with yellow and orange leaves. The entire worksheet is set against a background of horizontal stripes in shades of orange, yellow, and white.

D A notice for an activity

>> Writing

You are going to write a notice about rules for a school activity.

D1 Think Read the notice of Lin Dong's school. What is the notice about?

Title

Opening

_____ & _____
of the activity

Body

_____ of the
activity
_____ of the
activity

Ending

Organiser

Notice

We will have our spring outing on 22 March.

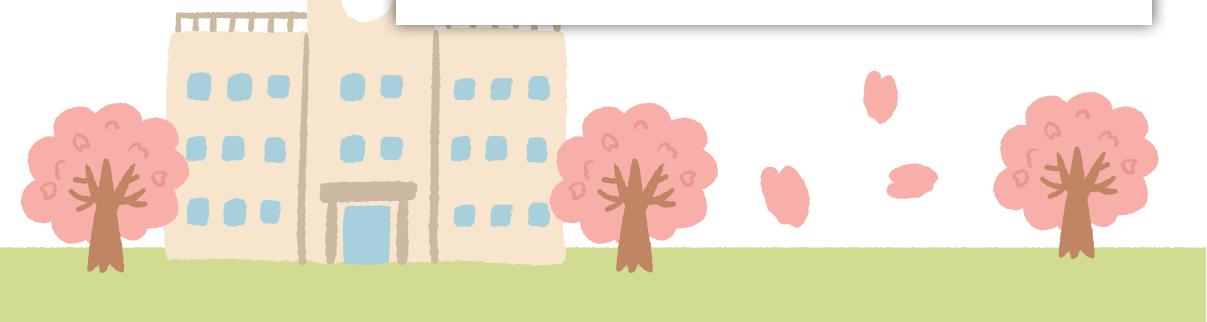
We are going to the Science and Technology Museum. We will meet at the school gate at 9 a.m. and come back at 3 p.m.

Remember:

- Always keep safe.
- Stay with the groups.
- No photos.
- No littering.

Have a good time!

New Star Middle School



D2 Prepare Complete the tags on the left of the notice.

D3 Plan Think of a school activity you are going to have. Make notes about it.

1 What activity are you going to have? (Sports Day/Open Day/Arts Festival/...)

2 When and where are you going to have it?

3 What rules do you think students must follow?

- _____
- _____
- _____
- _____
- ...

D4 Write Write a notice for the activity.**D5 Check** Check your notice. Pay attention to the basic elements of a notice and the language about rules.**TEEN skill** Writing a notice

A notice is a formal written announcement for a group of people. It should be clear and precise. It usually includes:

- Title
- Opening (e.g. name of the activity)
- Body (e.g. plan of the activity)
- Ending
- Organiser

Keep sentences short and use simple words in the notice.



Update my to-do list



Work in groups. Select the best notice and give reasons.



Discovery

Beach flags

Beach flags tell us information about the waves. They can keep us safe when we are playing on the beach.



A red flag means the surf^① is very dangerous. There are big waves, or maybe other dangers. We mustn't swim in the water when we see a red flag.



A yellow flag means it is dangerous somewhere. The waves can be very strong, and maybe bad weather is coming. When there is a yellow flag, parents should watch children at all times. We shouldn't swim or sail in the sea alone.



A pair of black and white flags means it is a surfing area. So, don't swim there. We must keep surfers safe.



A red over yellow flag means it is a safe swimming area. Helpers are near.

Read and think Which flag shows that we can go swimming? Why?

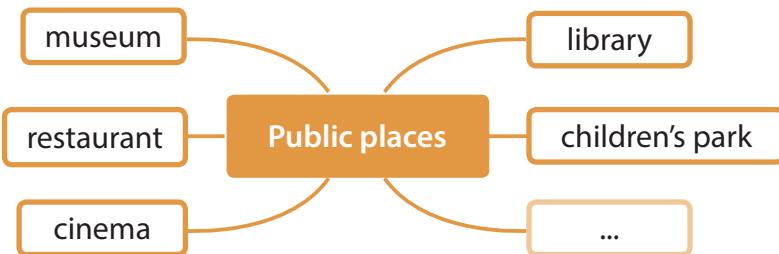
① surf 激浪

E A flyer of signs and rules for public places ➤ Project

Making a flyer^① of signs and rules

Work in groups. Make a flyer of signs and rules for public places.

Step 1 Choose Choose one public place near your school.



Step 2 Collect signs and rules Find the signs and rules in this place. Take photos or draw pictures of the signs.

Step 3 Make a flyer Write down the place and rules and stick the photos or pictures.

Signs and rules in the children's park



- ☺ Don't run fast.
- ☺ Wait in line politely.
- ☺ No smoking or littering.
- ☺ Facilities for children only.
- ☺ Children under 6 must be accompanied by a parent.





Step 4 Share Share your flyer with your classmates and describe the signs and rules.

 **Update my to-do list** █ █ █ █ █

Look at other groups' flyers and make comments.

^① flyer 小传单

Unit

3

Festivals

across cultures

Big Question

A

What do you know about festivals
in different cultures?



C



B



To-do list

- 1 Listen to a podcast about festival foods.
- 2 Talk about festival activities.
- 3 Read online posts about festival traditions.
- 4 Write an online post about my festival experience.
- 5 Make a poster about a festival in China or other countries.



Getting started

Look at the pictures. Match each picture with a festival description.

In what places do people usually celebrate these festivals?

- 1 People pour water over one another for good luck.
- 2 People cover one another with coloured powder.
- 3 People make a big outdoor fire to celebrate summer.
- 4 People eat zongzi and row boats at this festival.

A Festival foods

>> Viewing and listening

Li Bailing finds a web page about festival foods.

The smartphone screen shows a web browser with a title bar and navigation icons. The main content area displays a title 'Festival foods for good luck' in blue. Below the title are six images of traditional Chinese dishes, each with a caption below it:

-  *jiaozi*
-  *noodles*
-  *tangyuan*
-  *fish*
-  *spring rolls*
-  *Laba porridge*

**Listen to a podcast about lucky foods. (Click here 

A1 Look and say Look at the web page. Do you know why people believe these foods to be lucky?**

 **A2 Listen and think** Listen to Bailing's podcast and tick (✓): What is the speaker's main purpose?

Understanding a speaker's purpose

- To teach people how to cook food for New Year's Eve.
- To introduce food traditions for New Year's Eve.
- To talk about the history of New Year's Eve.

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

	What?	Where?	Why?
Lucky foods	Fish	The countries close to ¹ _____	To bring wealth
	² _____	Some Asian countries like China and the Philippines	To hope for a ³ _____
	Cabbage	Germany	To pass on good luck
	⁴ _____	Mexico	To make ⁵ _____ at midnight

 **Sound Letters "w" and "y"**
Read aloud.

Happy y New Year to you,
 Happy y New Year to you!
We watch fireworks.
We welcome the harvest,
We wish you a healthy y and wealthy Y New Year.


Update my to-do list


Listen to a podcast about festival foods. Find the speaker's purpose and make a table similar to that in A3.

Harry Turner and Li Bailing are talking about a programme about the Edinburgh International Festival.

10:30 p.m., 3 August

Opening Event

At Festival Square

8 p.m., 5 August

Beethoven's Ninth Symphony

At the Usher Hall

8 p.m., 18 August

Swan Lake

At the King's Theatre

8 p.m., 22 August

Cats

At the Lyceum

5–29 August

Live Street Shows

At the Royal Mile

9:30 p.m., 27 August

Closing Fireworks Concert

At the Ross Theatre & Princes Street Gardens

Check out our website for more information:

<http://www.edinburgfest.com>

Edinburgh International Festival

Since 1947



B1 Look and say Look at the programme. Which events would you like to attend?

B2 Listen, read and think Listen to the conversation between Harry and Bailing. What do people usually do at the Edinburgh International Festival?

Bailing: Hi, what are you reading?

Harry: It's a programme for this year's Edinburgh International Festival.

Bailing: Wow, it looks good. What is special about the festival?

Harry: There are a lot of plays, performances, operas and concerts. All in one place.

Bailing: Really?

Harry: I went there last year and saw a musical group perform *Cats*.

Bailing: I've never seen a musical before!

Harry: Would you like to go on a family trip to Edinburgh during your summer holidays with us?

Bailing: Sounds great! I need to talk to my mum and dad. May I have this programme?

Harry: Sure! Here you are.

B3 Role-play Wang Yiming is interested in ballet and street shows. Harry invites him to this year's Edinburgh International Festival too. Work in pairs and act out their conversation. Use the above conversation as a model.

TEEN skill Making invitations

We make invitations to ask someone to join us for an activity or event. Invitations between close friends are usually informal. Formal invitations can show greater respect and politeness.



My learning notes

Making an invitation:

- (Formal) I'd like to invite you to ...
- (Formal/Informal) Would you like to ...?
- (Informal) Do you want to ...?
- _____

Responding to an invitation:

- | | |
|---------------------------|--|
| • (Informal) I'd love to. | • (Formal) I'm really sorry, but I've got something else on. |
| • _____ | |

Word study Word partner Verb + Noun

The following verbs are often used in describing festival activities. What nouns or noun phrases do they often go together with?

Verb	Noun/Noun phrase	Verb	Noun/Noun phrase
watch	a show/a lion dance/a concert/...	play	
eat		visit	
wear		enjoy	

Update my to-do list



Work in pairs. Think of a festival in your hometown and invite your partner to the festival.

Li Bailing finds some interesting online posts about the Mid-Autumn Festival.

C1 Predicting Look at the title and the pictures below, and guess: What are the online posts about?



C2 Read the online posts.



C



How do you celebrate the Mid-Autumn Festival?



The Mid-Autumn Festival is on the 15th day of the eighth month, following the Chinese lunar calendar. With a history of thousands of years, it's a day for family reunions. This evening we ate mooncakes and watched 5 a full moon in a park. I thought of the story of Chang'e flying to the moon. Is she missing her friends?

Zhang Lijia, China (posted at 8:50 p.m., 17 Sept.)

Tsukimi is different from Chinese celebrations. We decorate our houses with special autumn grass 10 and eat Dango. We mostly celebrate it with friends. Tonight, I had Dango and tea with my friend in a local tea house. What a quiet night it was!



Haruto, Japan (posted at 9:10 p.m., 17 Sept.)



We started Chuseok as a harvest festival. We have 15 it on the same day as China. Songpyeon is our most traditional food for family reunions. It's a half-moon-shaped rice cake with nuts and sugar. I'm studying in China, so this evening I celebrated it with my Chinese friends. How happy we were!

Seo-jun, South Korea (posted at 9:15 p.m., 17 Sept.)

Personal touch

What else do you want to know about the celebrations?

C3 General understanding Read the posts and fill in the blank.

The Mid-Autumn Festivals in China, Japan and South Korea are similar in:

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

Comparing and contrasting

About the Mid-Autumn Festival			
Name	Mid-Autumn Festival	Tsukimi	Chuseok
Country	China		
Time			
Festival food			
Festival activity/activities			

C5 Further thinking Answer the questions.

- 1 What other countries also celebrate the Mid-Autumn Festival?
- 2 Why do people in different countries celebrate the same festival?

Vocabulary focus Here is the online post Li Bailing writes about the Mid-Autumn Festival. Complete it with the words from the text.

← → C


The Mid-Autumn Festival, with a history of thousands of years, comes from China. It spreads to many other countries, such as ¹ _____ and South Korea. People ² _____ this festival on the same day — the 15th day of the eighth month according to the Chinese lunar ³ _____. In China and South Korea, the Mid-Autumn Festival is a big day for family ⁴ _____. Every country has its own festival food, for example, ⁵ _____ in China, Songpyeon in South Korea and Dango in Japan.

Li Bailing, China (posted at 8:55 p.m., 17 Sept.)



Update my to-do list



Work in pairs and talk about the food and activity that you think are special in the online posts.

>> Grammar in use Past simple

1 **Read and think** What do you find from the answers of the two conversations?

Conversation A

A: How do you celebrate the Mid-Autumn Festival?

B: I usually celebrate it with my family, but this year I celebrated it with my friends.

Conversation B

A: Do you like eating mooncakes?

B: I like them very much, but I didn't like them when I was little.

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

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

- actions that happened in the past
- things we do regularly
- past habits and states

Grammar file → p. 112

3 **Practise** Work in pairs. Li Bailing and Wang Yiming are talking about how they enjoyed the Dragon Boat Festival last year. Complete the conversation with the proper forms of the words from the box.

watch be celebrate play learn eat

Bailing: How did you celebrate the Dragon Boat Festival last year?

Yiming: I ⁽¹⁾ _____ games and ⁽²⁾ _____ zongzi. I also ⁽³⁾ _____ to make zongzi. What about you?

Bailing: Well, I ⁽⁴⁾ _____ it with my family. My grandmother made zongzi for us. We ⁽⁵⁾ _____ the dragon boat racing. My brothers ⁽⁶⁾ _____ excited.

Yiming: I can imagine that.



4 Pair and share Work in pairs. Talk about your experiences during the last Spring Festival.

(1) Take turns to ask each other questions. Note down your partner's answers.

Where did you spend the Spring Festival last year?

Whom did you spend the festival with?

What did you do at the festival?

Which experience was the most unforgettable? Why?

...



(2) Compare your experiences. Tell the class what was similar/different.

e.g. Both of us spent the last Spring Festival at home.

D Festival experiences

>> Writing

You want to post your festival experience on a website about teenage life.

D1 Think Read Ada's online post. When did Ada post her experience? How did she celebrate the new year?

← → C

Last week, we celebrated the new year! On New Year's Eve, we had a big meal. The beans were my favorite. 😊 In America, we eat beans because we believe that beans will bring us a year's good luck! After the meal, we watched a light show and counted down the seconds in Times Square! We were very excited!

Ada, the United States (posted at 9:30 p.m., 8 Jan.)

D2 Prepare How did Ada describe the festival? Match the labels with the descriptions. You can match more than once. There are two descriptions more than you need.



TEEN skill Using capital letters for proper nouns

A proper noun is the name of a person, place, organization or thing. Proper nouns usually begin with a capital letter. For example, "China", "People's Square" and "Ada" are proper nouns.



D3 Plan Plan your writing by taking notes about the following questions.**D4 Write** Write your post.

← → C [] ⭐ :

D5 Check Check your post. Pay attention to the capital letters for proper nouns.

Work in groups. Read each other's posts and vote for the most interesting festival experience.

Festival colours



White: Harbin International Ice and Snow Festival, China

One of the largest ice and snow festivals in the world is in Harbin, China. It takes place from January to February, and every year it has a different theme.

Red: La Tomatina^①, Spain

The last Wednesday in August is the time for La Tomatina in Spain. People throw tomatoes at each other. The food fight lasts for an hour.



Bright colours: Rio Carnival^②, Brazil

This is “the greatest show on the Earth” with carnival walks, shows and dances. The party usually happens every February or March to mark the end of the long, hot Brazilian summer.

Read and think Which festival colour(s) may show happiness?

① La Tomatina 西红柿节 ② Rio Carnival 里约狂欢节

E A festival poster ➤ Project

Making a poster about a festival

Work in groups. Make a poster about a festival in China or other countries.

Step 1 **List and choose** Make a list of festivals in your country or other countries. Choose one festival for your group work.

Step 2 **Plan** Search for information about the following questions. Turn to books or the internet for help.

- What is the name of the festival?
- When does it take place?
- What do people do during the festival?
- Is there any special food for this festival?

Step 3 **Make a poster** Write the text for your poster. Remember to decorate your poster with drawings or photos.

Lantern Festival

What are the traditions?

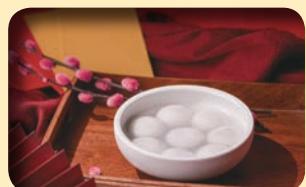
Designed by Group 1

Beginning: about 2,000 years ago, the Han dynasty

Celebration time: the 15th day of the first lunar month

Activities: holding lanterns, watching lantern shows and guessing riddles

Food: *tangyuan/yuanxiao*, a traditional dish



Step 4 **Share** Display and introduce your poster to other groups.

 **Update my to-do list** 

Listen to other groups' introductions and take notes according to the questions in Step 2.

Unit

4

Weather and our lives

①

How does weather affect our lives?

Big Question



③



To-do list

- 1 Listen to a weather report.
- 2 Talk about favourite seasons and activities.
- 3 Read a news article about a heatwave.
- 4 Write an email about the best season to travel.
- 5 Make a presentation about the effect of weather on our lives.



(2)

Getting started

Look at the pictures and answer the questions.

- 1 What is the weather like?
- 2 What are the people doing?



(4)



A Weather reports

>> Viewing and listening

Wang Yiming is using a weather app to prepare for a weather report in class.



A1 Look and say Look at the app page and complete Yiming's report with words from the box.

wet	raining	cloudy	hot
windy	snowing	foggy	sunny

It's the thirtieth of March today. The weather in Shanghai is ¹ _____ and cool. In the north, it's quite ² _____ and cold in Beijing. The temperature drops to three degrees Celsius. It's also very dry. It's ³ _____ in Tianjin and ⁴ _____ in Chongqing today. Urumqi is very cold and ⁵ _____. In the south, Guangzhou is warm and it's ⁶ _____ today. Kunming is very ⁷ _____ because it's rainy all day. Sanya is still ⁸ _____ and you can swim in the sea.



TEEN skill Reading temperatures

- °C = degree(s) Celsius
- 8°C = eight degrees Celsius
- -12°C = twelve degrees Celsius below zero/minus twelve degrees Celsius



Sound Letters "th"

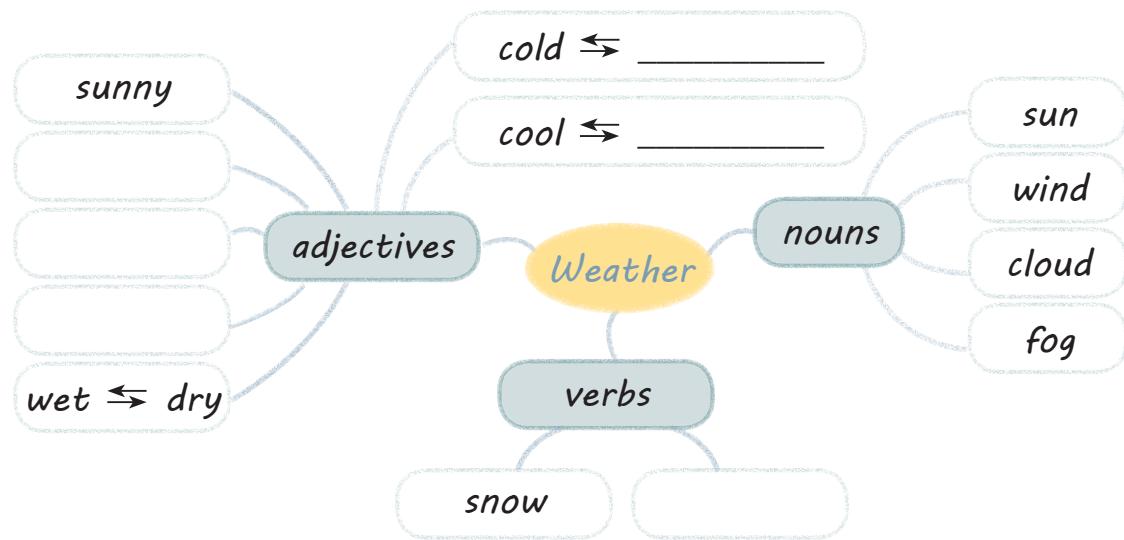
Read aloud.

Whenever the weather is cloudy,
I don't know whether I'm wearing the right clothes.
But Cathy thinks she'll take her umbrella.



Word study Word group

Complete the mind map with the proper forms of the weather words in A1.



A2 View, listen and take notes Listen to a weather report. Choose from A–E to complete the boxes and write temperatures in the circles.

Listening for key information



A3 Listen and say Listen again. Besides the weather, what else does the weatherman say? Why does he say that?



Update my to-do list

Listen to part of a weather report. Take notes about the weather in Birmingham and Edinburgh, and compare the weather in the two cities.

B Seasonal activities

>> Speaking

Wang Yiming and his friends are making a display board about seasonal activities.



go swimming

go cycling

have a picnic

go to the beach

make snowmen

go skating

plant trees

fly kites

B1 Look and say Look at the display board. Put the English stickers in the right places. Then talk about your favourite seasonal activities.

What's your favourite activity in spring?



I like cycling with my friends best.





B2 Listen, read and think Listen to the conversation between Yiming and Li Bailing. What are their favourite seasonal activities?

Yiming: Isn't it a lovely day?

Bailing: Yes, quite good. I like warm and sunny weather.

Yiming: So is spring your favourite season?

Bailing: Yes. It's nice to go hiking and enjoy the sunshine.

Yiming: Why not go on an outing this weekend?

Bailing: That sounds good! Is spring your favourite season too?

Yiming: Well, I like winter best. I can play with snow and I enjoy making snowmen. It's also fun to celebrate the Spring Festival with my family. Do you think so?

Bailing: You can say that, but I really hate cold weather.

B3 Pair and share Work in pairs. Talk about your favourite season and give reasons. Start your conversation with a comment or question about the weather.

TEEN skill Starting a conversation

To start a conversation, we may choose the topics like weather, travel, food, cooking and sports. It is helpful to collect some information and prepare some questions before a gathering. Weather is a safe topic.



My learning notes

Responding to suggestions:

- That's a good idea.
- Sure, I'd love to.
- _____
- I'm afraid I can't.
- I'd love to, but ...



Update my to-do list



Work in pairs. Talk about the season you are in and the activities you like. Start your conversation with a comment or question about the weather.

Wang Yiming is reading a news article about the weather in the UK.

C1 Predicting Read the newspaper headline and think what happened to the UK.

 **C2** Read the news article.



WORLD NEWS

UK heatwave hits a new high

A boy tries to cool down.

The 19th of July saw an extreme heatwave in the UK. Temperatures in several places broke records. In Coningsby, England, it reached 40.3 °C. Scotland also had its hottest day, with a temperature of 34.8 °C.

That day, fires broke out in a few places in England. Trains had to 5 slow down in many areas. An airport closed when parts of the runway started to break open. Some schools were closed too.

Other schools took action to keep cool. Pupils wore T-shirts and shorts, not their school uniforms, and played indoors. Zoos also tried their best to cool their animals down. Tree animals and sea animals ate 10 iced vegetables, leaves or fish.

In fact, the average temperature of the Earth has increased by about 1 °C since the late 1700s. Using coal, cutting down forests and driving cars caused the problem and made it worse day by day.

Personal touch

Have you experienced very hot weather like the heatwave in the UK?

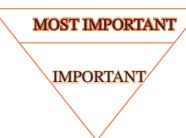
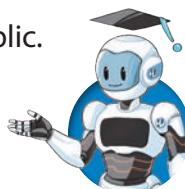
Text type News articles

A news article is to report important news or information to the public. It begins with the most important thing.

Headline: a short expression or sentence, to the point and easy to remember

Lead: the first sentence or paragraph, to introduce a story or to provide basic information

Details: facts or quotes^①



① quote 引用；引述

C3 General understanding

Match each question with a paragraph in the news article.

- | | |
|-------------------|---|
| Paragraph 1 _____ | A What caused the rising average temperature? |
| Paragraph 2 _____ | B How did the heatwave affect the UK? |
| Paragraph 3 _____ | C What did people do with the heat? |
| Paragraph 4 _____ | D What happened in the UK? |

C4 Detailed reading

Read again and fill in the blanks with details about the heatwave in the UK.

Identifying key information

UK heatwave hits a new high

When? ¹ _____
 Where? ² _____

How did it affect the country?

Fires, slower trains, a closed ⁴ _____ and some closed schools

Why? Human activities: ⁷ _____ coal, cutting down ⁸ _____ and driving cars

MOST IMPORTANT

IMPORTANT



Identifying key information

What?

² _____ in several places broke records:
 • 40.3 °C in England
 • 34.8 °C in ³ _____

How did people deal with it?

In schools: Pupils wore T-shirts and shorts, and played ⁵ _____.
 In zoos: Some animals ate ⁶ _____ food.

C5 Further thinking

Answer the questions.

- 1 What else causes changes in the weather?
- 2 What other extreme weather do you know about?

Vocabulary focus

Complete Yiming's reading report with the proper forms of the words and phrases from the text.

Today I read the news on the UK heatwave. The temperature ¹ _____ this summer and it greatly affected the lives of people in the UK. Fires ² _____; trains slowed down; a runway at an airport began to break open; some schools did not open. In some places, students still went to school. But they didn't wear ³ _____ or play in the sun. Zoos also tried to keep their animals ⁴ _____ with cold food. To stop the temperature from ⁵ _____, people should try their best to go green.



Update my to-do list



Describe the heatwave in the UK with the help of C4.

► Grammar in use Preparatory *it*

1 Read and think Read the following sentences to see when we use *it*.

- (1) It's the thirtieth of March today.
- (2) It's quite windy and cold in Beijing.
- (3) It's spring now.
- (4) It's about 300 kilometres northwest of London.
- (5) It's nice to go hiking and enjoy the sunshine.
- (6) In Coningsby, England, it reached 40.3 °C.

2 Work out the rules Fill in the blanks with the numbers of the sentences above.

Use	Example
We use <i>it</i> as an empty subject. It can refer to date, season, weather, temperature and distance.	date (sentence _____) season (sentence _____) weather (sentence _____) temperature (sentence _____) distance (sentence _____)
We often use <i>it</i> before "be + adj./n. + to-infinitive".	sentence _____

Grammar file → p. 114

3 Practise Wang Yiming is talking about a hot day with Lu Yao. Fill in each blank with the correct sentence to complete the conversation.

- A it's Major Heat B It's so hot C It's a tradition to drink *Fu* tea D it's 38 °C

Hi, Lu Yao. ⁽¹⁾ _____ today.

Oh, really? What do people usually do on this day?



Yes, ⁽²⁾ _____. Did you know ⁽³⁾ _____, the last solar term in summer?

⁽⁴⁾ _____. We can also go to the beach.



4 Report Wang Yiming finds more information about the weather in different cities. He is now telling his sister his findings. Look at his findings and report like him.



Sanya



Harbin



Sydney

	Sanya		Harbin		Sydney	
	Jan.	Jul.	Jan.	Jul.	Jan.	Jul.
Temperature (°C)	21.3	28.3	0	22	22.2	11.7
Rainfall (mm)	10.3	158.5	8	150	101.6	63.5
Wind (km/h)	10.1	8.6	14	14	20.9	9.7

In Sanya, it's winter in January and summer in July. In January, it's quite warm and it's dry. It's 21.3 °C. It's not windy. In July, ...



Wang Yiming receives an email from Lisa. Help him write a reply.

D1 Think Read Lisa's email. What does Lisa want to know from Yiming?

To: Yiming
 From: Lisa
 Subject: Best time to visit London

Greeting Hi, Yiming!

How are you doing these days?

Body You asked about the best time to visit London last time. For me, it's late spring. It's usually quite sunny, and not too hot in this season. You can visit Big Ben and travel on a red double-decker bus^①. Remember to take your umbrella with you because it rains in London from time to time.

I'd love to see your hometown one day.
 Would the summer holidays be a good time to visit you? Write soon!

Closing Best regards,

Signature Lisa



TEEN skill Writing an email

- Greet your friend at the beginning.
- Write the information you want to give or get in the body part.
- Express good wishes at the end.
- Don't forget to write your name.



D2 Prepare What does Lisa write about in her email to Yiming? Find the information in the email.

Best time: _____

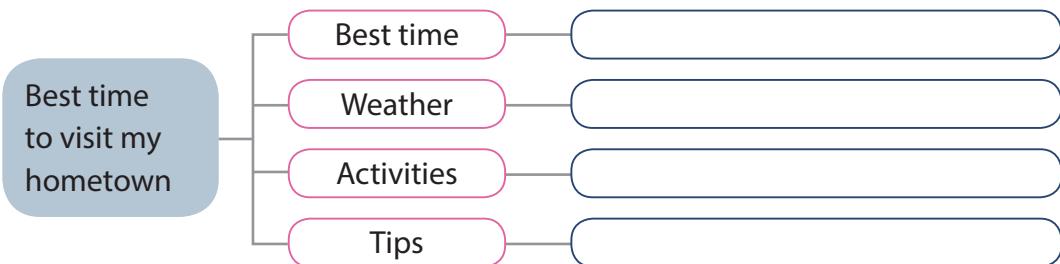
Weather: _____

^① double-decker bus 双层公共汽车

Activities: _____

Tips: _____

D3 Plan What are you going to write about in your reply to Lisa? Take notes in the mind map.



D4 Write Help Yiming complete his email to Lisa.

To: _____

From: _____

Subject: _____

I'm very glad to hear from you. How are you?

It is a good idea to visit my hometown _____ (*When?*). _____

All the best!

D5 Check Check your email. Pay attention to its structure.



Update my to-do list



Work in groups. Help your classmates polish their emails.



Discovery

Different ways to predict weather

Weather stations



Over 2,000 years ago, people in Athens^① could tell time and the wind direction. The Tower of the Winds is said to be the world's first weather station. Today weather stations are on land or on the sea to collect information about the wind direction and wind speed.

Weather balloons measure^② temperature, humidity^③, air pressure and wind speed in the air. The first weather balloons appeared in France in 1892.

Weather balloons



Weather satellites^④



Weather satellites go around the Earth, and get pictures and information to predict weather. China had its first weather satellite, *Fengyun 1A*, in 1988.

Read and think Which way(s) are you familiar with? What other ways can help predict weather?

① Athens 雅典 ② measure 测量 ③ humidity 湿度 ④ satellite 卫星

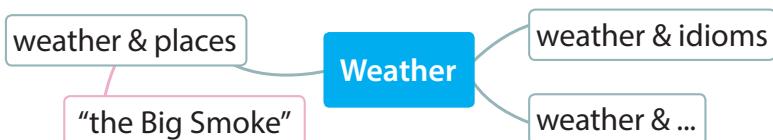
E Weather in life

► Project

Making a presentation^① about the effect of weather

Work in groups. Make a presentation about the effect of weather on our lives.

Step 1 Collect ideas Think of anything interesting or meaningful about weather in our lives. Make a mind map with your group members.



Step 2 Choose and search Choose a topic and search for more information or stories. Here is one group's work.

Weather & places

Place	Country	Meaning/ Nickname ^②	Information/Story
London	UK	"the Big Smoke"	In 1952, clouds of smoke from the burning of coal stayed in the air for five days ...

Step 3 Select and prepare Select your information or stories and prepare for the presentation.

- Some cities around the world got their nicknames or names because of the weather. For example, one of London's nicknames is "the Big Smoke". Smoke used to cover the sky of the city. The worst event happened in 1952. That year clouds of smoke from the burning of coal stayed in the air for five days. A lot of people fell ill and even died.

Step 4 Share Report your findings in class. Listen to other groups and take notes.

Update my to-do list

Put together the information shared by every group and add it to your mind map.

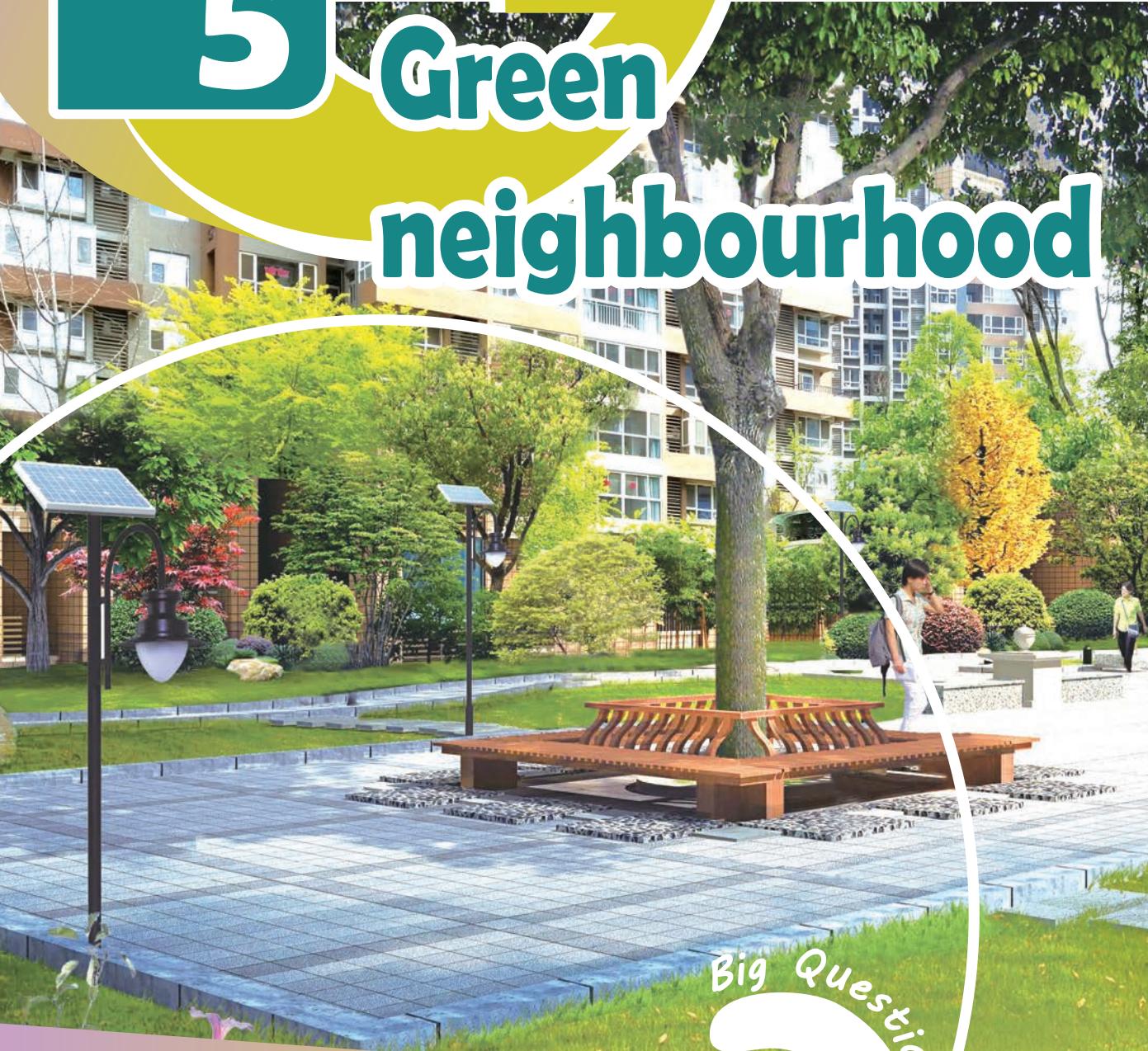
① presentation 陈述 ② nickname 别名；昵称

Unit

5

Green

neighbourhood



What makes a green neighbourhood?

Big Question

To-do list

- 1 Listen to a song about a green neighbourhood.
- 2 Talk about ways to build a green neighbourhood.
- 3 Read a speech on Earth Day.
- 4 Write a diary about green experiences.
- 5 Design a green neighbourhood.

Getting started

Tick (✓) the answer(s) to the questions.

1 What is your neighbourhood like?

- big small beautiful
 clean Other ideas: _____

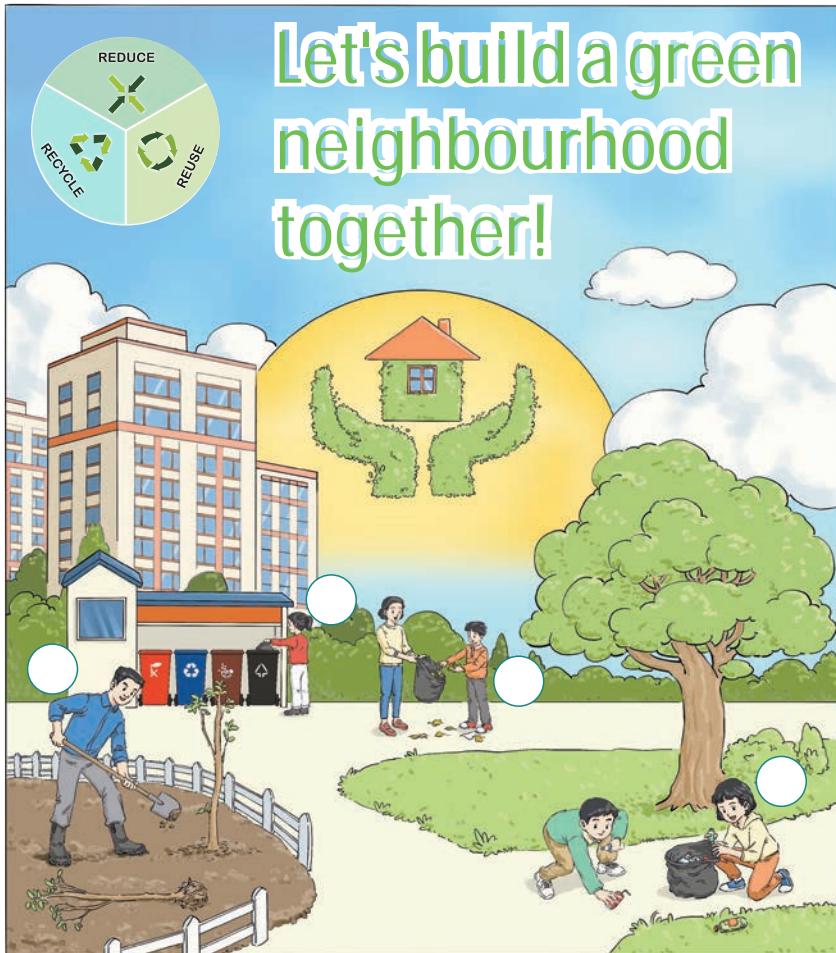
2 What does a green neighbourhood usually have?

- many trees many birds
 clean energy a big garden
Other ideas: _____

A A green song

>> Viewing and listening

Lu Yao is doing a “Building a green neighbourhood” project. She is reading a poster.



A1 Look and tick Put the numbers of the activities in the poster above.

Tick (✓) the activities you have in your neighbourhood and add more if you want to.

- 1 collect bottles and cans
- 2 repair old items
- 3 sort rubbish
- 4 make cloth bags
- 5 plant trees
- 6 pick up litter
- 7 Your ideas: _____

- 1 collect bottles and cans
- 2 repair old items
- 3 sort rubbish
- 4 make cloth bags
- 5 plant trees
- 6 pick up litter
- 7 Your ideas: _____

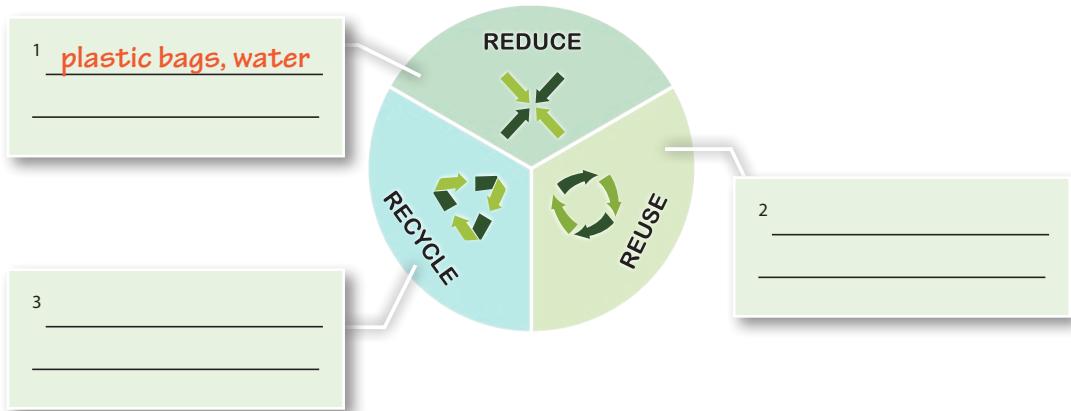
A2 Listen and think Listen to a green song and complete the sentence.

The song tells people to help build a green neighbourhood with _____.

A3 Listen and take notes Listen again and put the words and phrase from the box in the diagram below.



paper plastic bags water boxes plastic bottles glass



Sound Letters "ge", "dge", "ch" and "tch"

Sing to the beat.

Look at the edge of the bridge.
There's so much garbage.
A few matches,
A large plastic lunch box,
An old orange toy watch

And some rotten cabbage.
Let's go and pick them up.
It's our turn to make a change
For a better environment.



Word study Word group 3Rs

Reuse	Reduce	Recycle
water	plastic	newspapers
paper	waste	rubbish
cloth bags	uses of electricity	old clothes
...



Update my to-do list

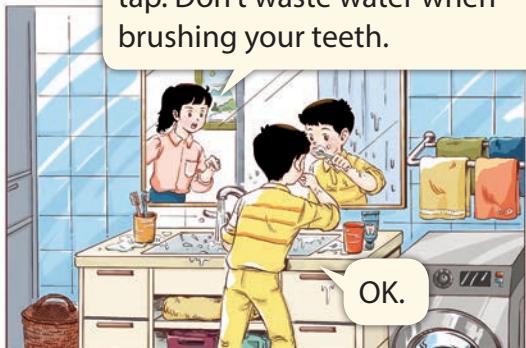


Listen again and find out more dos and don'ts for the 3Rs.

Ms Chen and her students are talking about ways to build a green neighbourhood. They are reading a comic for ideas.

1

Tiantian, please turn off the tap. Don't waste water when brushing your teeth.



OK.

2

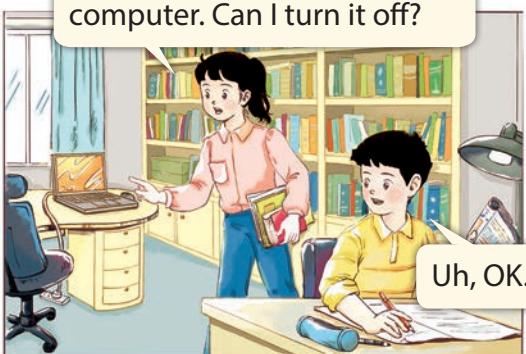
Tiantian, you are wasting electricity! Please turn off the light.



OK. Sorry for that.

3

Tiantian, you're not using the computer. Can I turn it off?



Uh, OK.

4

Tiantian, can you put the plastic bottle in the recycling bin?



Sure.

B1 Look and say Look at the comic. Where are the people in each picture?



B2 Listen, read and think Listen to the conversation between Ms Chen and her students. What ideas do they have for a green neighbourhood?

Ms Chen: Children, what can we do to build a green neighbourhood?

Lu Yao: Well, we can turn off the lights when we leave the room. This saves electricity.

Ms Chen: Great! Any other ideas? Come on!

Yiming: I think we can tell people to put plastic bottles in the recycling bin. Don't mix them up with waste foods.



Bailing: I can use plastic bottles to make works of art.

Ms Chen: Very good. We can do so many things with them! What else can we do?

Lu Yao: What about using reusable shopping bags? I saw some very nice ones at the store.

Ms Chen: Good thinking! We can even make them on our own. They may last a long time. Do you have any more ideas?



B3 Role-play In pairs, continue the conversation. Use the ideas from the comic on page 62 or your own ideas. Also, use your learning notes for help.

My learning notes

Giving encouragement:

- Great work!
- Just do it!
- That sounds good.
- Believe me, you're going to make a difference!
- _____



Update my to-do list



Collect ideas on how to make your school a green one. Encourage your partners with the expressions above.

Jason, a student from Singapore, is giving a speech on Earth Day.

C1 Predicting Read the greeting and the first paragraph of the speech and answer the questions.

- 1 Who is Jason speaking to?
- 2 What do you think he will talk about?

 **C2** Read Jason's speech.



Good morning, teachers and friends!

I'm Jason Lee from Singapore. Today is Earth Day. I'd like to talk about my home country on this special day.

Singapore is a garden city and even our airport is like a huge garden.

Everyone is taking action to make Singapore greener. The government encourages people to take public transport like buses and the MRT. We usually walk or cycle to school. In all schools, we have environmental classes.

In fact, we have a Green Plan. In about ten years' time, all new cars and taxis will be electric. And 80% of the new buildings will be low-energy ones. We can also walk to a park in 10 minutes.

However, Singapore alone can't make a green planet. All the countries in the world should do their share to make the Earth greener. It's not only for the planet but also for the future of mankind.

Personal touch

What do you think of the Green Plan in Singapore?

Text type Speeches

A speech usually has three parts:

- **Opening:** to greet the audience and say what the speech is about
- **Body:** to describe the main points, with facts and examples for each point
- **Closing:** to repeat the main idea and conclude the speech with a take-home message



C3 General understanding Read and complete the outline of Jason's speech.**Understanding the text structure**

Opening: _____

Body: _____

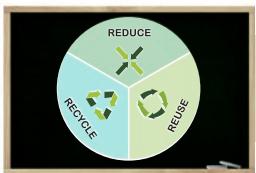
Closing: _____

C4 Detailed reading Read the speech again and fill in the blanks.

To make Singapore greener, everyone is taking action.

**Transportation:**

- People take ¹ _____ and ² _____.
- Students usually ³ _____ or ⁴ _____ to school.

**Education:**

- In all schools, we have environmental classes.

**City plan:**

- All new cars and taxis will be ⁵ _____.
- 80% of the new buildings will be ⁶ _____ ones.
- We can walk to a park ⁷ _____.

C5 Further thinking Answer the questions.

1 What else do you think helps Singapore become a green garden city?

2 What can we do to make our environment greener?

Vocabulary focus Complete the conversation between Mum and Li

Bailing with the proper forms of the words and phrase from the text. The first letter is given.

Mum: Is there anything new today, Bailing?

Bailing: Yes, today is Earth Day and Jason made a speech to introduce his home country Singapore.

- Mum: What did he say in his speech?
- Bailing: He told us people in Singapore travel around by ¹p_____ transport. Students usually ²c_____ or walk to school. And they have environmental classes in all schools.
- Mum: That's good for the environment. Is that all?
- Bailing: No, he also talked about the Green Plan. In about ten years' time, people will take ³e_____ cars or taxis and most new buildings will use less ⁴e_____. There will be more ⁵p_____ quite near them.
- Mum: In China, we are also ⁶t_____ a_____ to go green. I hope our ⁷p_____ will be a beautiful garden in the future.



Update my to-do list



Which part of Jason's speech do you like most? Why?

►► Grammar in use Modal verbs: *can*, *may* and *should*

1 Read and think Read the sentences and think about the use of the underlined words. Find out more sentences with *can*, *may* or *should* in this unit.

- (1) I think we can tell people to put plastic bottles in the recycling bin.
- (2) I can use plastic bottles to make works of art.
- (3) Those reusable shopping bags may last a long time.
- (4) All the countries in the world should do their share to make the Earth greener.

2 Work out the rules Complete the table with the proper sentences in Activity 1.

Use (<i>can/may/should</i>)	Example
To give advice or make suggestions	I think we <u>can</u> tell people to put plastic bottles in the recycling bin. (1) _____
To say that one has the ability to do something	(2) _____
To say that something is possible	(3) _____

Grammar file → p. 115

3 Practise

Work in pairs. Look at the pictures. Use modal verbs to make conversations.



(recycle the waste)



(make reusable bags)



(sort the rubbish)

e.g.

A: Mum, what can/should we do to build a green neighbourhood?**B:** We can/should recycle the waste.

4 Play a game

How "green" are you?

Number of players

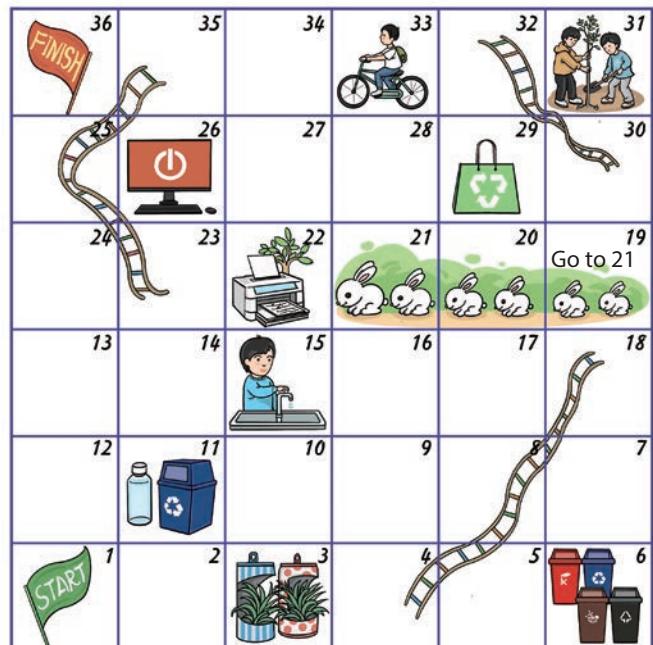
two or more

Things needed to play with

some chess pieces and a dice

Rules

- The player who rolls the biggest number goes first. Then all the other players take turns to roll the dice.
- If you land on a picture which shows a green activity, you must say what it is. If you don't know, you miss a turn.
- The first person to get to the FINISH sign wins the game. Good luck!



When you land on a picture, talk about the green activity based on it.

e.g.



You can/should make useful things out of rubbish.

Write a diary to record your “One-step Greener” experience.

D1 Think Read Lu Yao’s diary. What does the diary tell us?

Saturday, 15 May

Sunny

Dear diary,

I got up early this morning. I went to work in our neighbourhood garden with other kids. Uncle Li taught us how to plant sunflowers. We tried it after that.

I made a cloth bag out of my old green T-shirt in the afternoon. I gave it to my mum. “Wow, it’s beautiful! I really like it!”

“Let’s go green in our daily life!” I said.

“Good idea!” my mum gave me a thumbs-up^①.

I was tired but happy today.



D2 Prepare Read again and underline the details in Lu Yao’s diary. Put them in the table.

She did ...	She said ...	She saw/heard/...	She felt ...

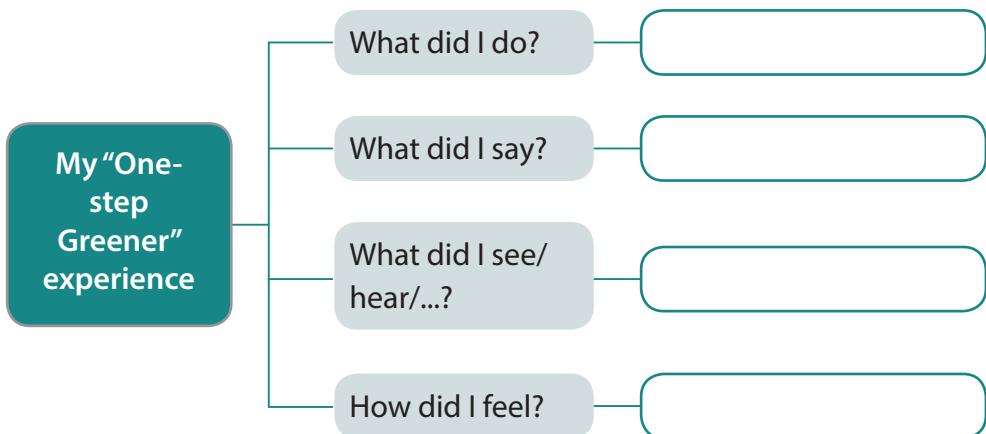
TEEN skill Writing a diary

- Think of topics: your experiences of a day, especially the unforgettable ones.
- Record the day, the date and the weather.
- Describe your experiences and add some sensory details (touch, sight, sound, taste and smell).
- Share your thoughts and feelings.



^① thumbs-up 竖起大拇指；赞成

D3 Plan What are you going to write in your diary? Take notes in the mind map.



D4 Write Write your diary.

_____ (day & date) (weather) _____

Dear diary,

D5 Check Check your diary. Pay attention to its structure.



Update my to-do list



Work in groups. Share your green experiences in the group.



Discovery

Earth Day celebrations

The first Earth Day was on 22 April 1970. Gaylord Nelson in the United States developed the idea for Earth Day. He wanted people to take care of the Earth. Nowadays, Earth Day celebrations take place all over the world.

China

China's environmental groups hold meetings and shows on Earth Day. Millions of kids and teenagers get the chance to learn more about nature, environmental protection and green lifestyles^①.



India

India encourages people to dress in green for Earth Day activities. The country puts on events to protect Asian elephants too.

The Philippines

Long runs are part of Earth Day celebrations in the Philippines. They usually include 5K, 10K, 21K and 42K races.



Moldova^②

The local group in Moldova hosts Earth Day activities in about 30 villages — from clean-ups to tree planting and the building of homes for birds.

Read and think Which Earth Day celebration impressed you most? Why?

① lifestyle 生活方式 ② Moldova 摩尔多瓦（欧洲东南部国家）

E An ideal green neighbourhood**>> Project****Designing a green neighbourhood**

Work in groups. Design your ideal green neighbourhood.

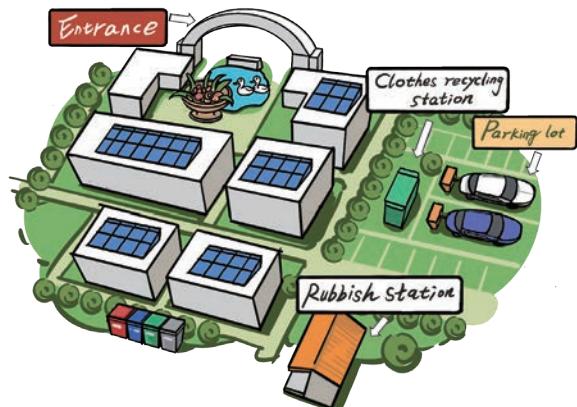
Step 1 **Brainstorm** Discuss and think of the place for your green neighbourhood and list some features of it.

Is the neighbourhood near a park or river? What makes it green?

It is near a river. There are many trees in it and ...

Step 2 **Draw** Draw a picture of the neighbourhood. Mark some green features, the things that make your neighbourhood green.

- clean energy in the neighbourhood
- a clothes recycling station
- green buildings (the school, supermarket, library, hospital, shopping centre, etc.)
- a neighbourhood garden
- ...



Step 3 **Prepare** Prepare a group presentation about your design of a green neighbourhood. The plan should have a name, a place, green features and a picture.

Name	Place	Green features
Evergreen Garden	... in the city centre; ... near a lake with many trees	... solar power; The big windows ... make the most of winter sun; ... wind energy

Step 4 **Present and share** Share your designs for your ideal green neighbourhood in class.



Update my to-do list



Listen to the presentations and choose the best design.

Unit

6

Famous people in history



Big Question

What can you learn from famous people?

To-do list

- 1 Listen and learn about the life of a famous scientist.
- 2 Talk about famous life savers.
- 3 Read a short biography of a famous writer.
- 4 Write a story about a famous person.
- 5 Design stamps of famous people.



Getting started

Look at the pictures and answer the questions.

- 1 Who are they?
- 2 What are they famous for?

New Star Middle School is holding the *Week of Famous People in History*. Wang Yiming is looking at a web page about famous world changers.

Home > Science > Five great scientists who changed the world

Five great scientists who changed the world

Isaac Newton	Thomas Edison	Marie Curie	Albert Einstein	Yuan Longping
published the theory of gravity ^① in 1687	invented a safe and inexpensive light bulb in 1879	discovered radium ^② with her husband in 1898	published a paper on the theory of general relativity ^③ in 1916	grew the world's first hybrid ^④ rice plants in 1973

Click the pictures to get more information.

A1 Look and say Work in pairs. Ask and answer questions about the people in the pictures.

When did Thomas Edison invent a safe and inexpensive light bulb?



I'm not sure. In 1900?

No, in 1879.



① gravity 重力 ② radium 镭 ③ relativity 相对论 ④ hybrid 杂交植物

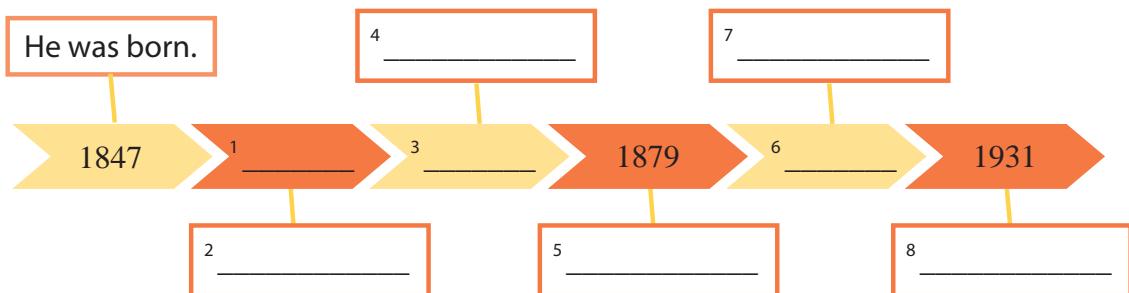
 **A2 Listen and think** Listen to an introduction to a famous world changer and complete the sentence.

It mainly shows the ¹ _____ of a smart inventor, ² _____.

 **A3 View, listen and take notes** Listen again and complete the timeline.

 **Sequencing events**

- A Edison got his first real job.
- B Edison opened the first power station to make money.
- C Edison died.
- D Edison made the light bulb work for over 13 hours.
- E Edison made his first successful invention in New York.



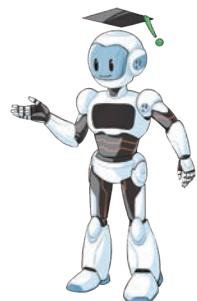
TEEN skill Saying years and dates in English

Years:

- 1601: sixteen o one
- 1879: eighteen seventy-nine
- 1900: nineteen hundred
- 2008: two thousand and eight; twenty o eight

Dates:

- 21 December 1898: the twenty-first of December/December the twenty-first, eighteen ninety-eight



Update my to-do list



Listen to a podcast about Marie Curie and draw the timeline of her life.

Wang Yiming and his classmates are looking at the project display on life savers in history.

**Li Shizhen****1518–1593, China**

wrote a famous book
on Traditional Chinese
Medicine

**Florence Nightingale****1820–1910, UK**

started the first school
for nurses in the UK and
spent her life taking
care of sick people

**Alexander Fleming****1881–1955, UK**

discovered penicillin, a
new kind of medicine,
and won the Nobel Prize

**Henry Norman Bethune****1890–1939, Canada**

saved many Chinese
soldiers during World
War II and lost his life at
the war hospital

B1 Look and say Work in pairs. Look at the display boards and talk about the life savers.



Look at those life savers. Who do you admire most?

Why?

Florence Nightingale.



She started the first school for nurses in the UK
and spent her life taking care of sick people.



B2 Listen, read and think Listen to the conversation between Lu Yao and Harry, Yiming's project partner. What are their projects about?

Harry: Lu Yao, is this your project?

Lu Yao: Yes. It's about Li Shizhen. He wrote *Bencao Gangmu*.

Harry: Is it a very famous book on Traditional Chinese Medicine?

Lu Yao: Yes. There are 1,892 different herbs in it.

Harry: How many? I didn't quite catch that.

- Lu Yao: 1,892.
- Harry: Wow!
- Lu Yao: What about your project?
- Harry: Our project is about Hua Tuo. He invented *mafeisan*.
- Lu Yao: Pardon? What did he invent?
- Harry: *Mafeisan*, a kind of medicine. It was made from herbs. People wouldn't feel pain after taking it.
- Lu Yao: That's amazing.

B3 Pair and share Work in pairs. Talk about the life savers on page 76, the world changers on page 74 or other famous people in history. Ask your partner to repeat the information if necessary. Use your learning notes for help.

My learning notes

Asking for repetition:

- In a formal way:

► *I beg your pardon?* ▶ _____

- In a less formal way:

► *Excuse me.* ▶? *I didn't quite catch that.*

► *Sorry, what did you just say?* ▶ _____



Sound Letters "tr" and "dr"

Read aloud.

Each and every one of us can be great.

Dream big dreams.

Try hard to trace your dreams.

And then live your dream life.



Word study Word partner

Compare the following two sentences and think: What words can we use after "be famous"? Can you give more examples?

- Hua Tuo was famous as a doctor.
- Hua Tuo was famous for *mafeisan*.



Work in pairs. Introduce a life saver in history to your partner and have him or her guess the person's name.

Wang Yiming is sharing a short biography about William Shakespeare, one of his favourite writers.

C1 Background knowledge What do you know about William Shakespeare?



C2 Read the short biography.

William Shakespeare

William Shakespeare was born in 1564 in Stratford-upon-Avon, England. Young Shakespeare loved reading plays, poems and stories, and often watched plays in his hometown.

In 1582, he had a family. He went to London to try his luck in the late 5 1580s. There were many theatres. He took care of horses and acted in plays. Then he tried writing plays. From 1589 to 1600, Shakespeare wrote about 20 plays such as *Romeo and Juliet*. After seeing how poor people lived, he wrote tragedies like *Hamlet*. People loved his plays because he created many unique characters and brought them to life 10 on the stage.

In the early 1610s, he went back to his hometown and kept writing. He died in 1616.

Shakespeare wrote 37 plays and over 150 poems in all. Today there are still millions of Shakespeare fans in the world. His works make us 15 laugh, cry and think.

Personal touch

What interests you most about William Shakespeare's life?

Text type Short biographies

A short biography is a brief introduction to a person's life. It usually includes information about his or her family, education, personal experiences, achievements^①, etc. It is written in time order. It usually begins with their birth and ends with their death.



① achievement 成就

C3 General understanding Match each paragraph with its main idea.

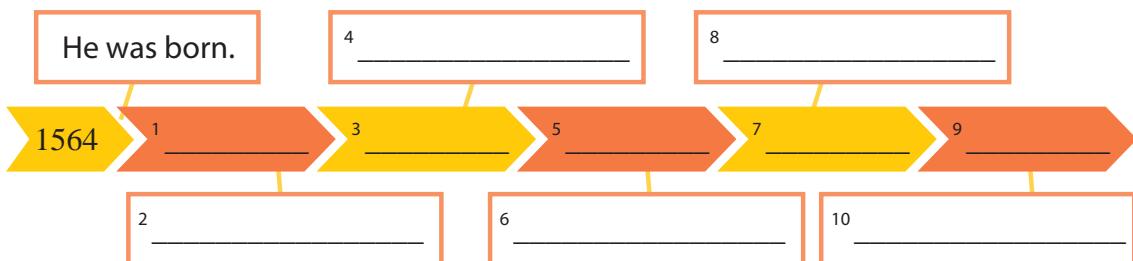
Skimming for main ideas

- A Achievements
D Family problems

- B Hometown and childhood
E Life in London

- C Later life

Paragraph 1: _____ Paragraph 2: _____ Paragraph 3: _____ Paragraph 4: _____

C4 Detailed reading Complete the timeline of Shakespeare's life with information from the text.**C5 Further thinking** Answer the questions.

- 1 What kind of person do you think Shakespeare was? Explain why.
- 2 Who do you think is a great writer in Chinese history like Shakespeare? Give your reasons.

Vocabulary focus Yiming makes a fact file of Shakespeare. Help him complete it with the words or phrase from the text.

Name	William Shakespeare	 FACT FILE
Hometown	Stratford-upon-Avon, England	
Year of birth	1564	
Year of death	1616	
Facts	<ul style="list-style-type: none"> • He showed interest in plays, stories and ¹ _____ as a young boy. • He left his hometown for London at about 20 and tried his ² _____ there. • He did jobs in theatres. He took care of horses, ³ _____ in plays and wrote plays. • He wrote four famous tragedies ⁴ _____ Hamlet. • The ⁵ _____ in his books are unique. • ... 	



Update my to-do list



Do you think Shakespeare's experiences led to his success? Explain why.

► Grammar in use There + be

1 Read and think Read and underline the same structure in the following sentences.

- (1) There are 1,892 different herbs in the book.
- (2) There were many theatres in Shakespeare's time.
- (3) Today there are still millions of Shakespeare fans in the world.
- (4) Look! There's an elephant.

2 Work out the rules Circle the right answers.

- We usually use **have / there + be** to say that someone owns something.
- We usually use **have / there + be** to say that something exists in space or time.

Grammar file → p. 117

3 Practise Wang Yiming went on a school outing to Duolun Road yesterday. He is writing an email about it to his friend Lisa in London. Complete his email with **there** and the proper form of the verb **be**.

To: Lisa
From: Yiming
Subject: My visit to Duolun Road

Dear Lisa,

How's everything going lately?

We had an outing to Duolun Road yesterday. It was snowy! ⁽¹⁾ _____ (not) many visitors because of the weather.

It's just a short road (about half a kilometre), but it's famous because ⁽²⁾ _____ statues of Lu Xun, Mao Dun, Ye Shengtao, Guo Moruo, Ding Ling and so on along the road. They were all famous writers. They brought a lot of new ideas and thoughts, and wrote many famous articles. ⁽³⁾ _____ also a Chinese-style tea house, many old book stalls, museums and shops. I bought a painting in a small shop and had a great time.

⁽⁴⁾ _____ any place like this in your country? Looking forward to hearing from you soon.

Yours,
Yiming

4 Pair and share Work in pairs. Read the schedule of the *Week of Famous People in History*. Continue the conversation about the activities listed in the schedule.

Time	Activity	Place
Monday	A lecture on Yuan Longping	Hall
	A cartoon about Thomas Edison	Room 202
Tuesday	Students' project display on famous life savers in history	Arts and Crafts Room
Wednesday	A drama <i>Romeo and Juliet</i>	Hall
Thursday	A writing competition about stories of famous people	Room 102
Friday	An outing to Duolun Road	Duolun Road

Is there a lecture on Yuan Longping in the hall on Monday?

Yes, **there is.**

What will the lecture be about?

It will be about Yuan's experiences and achievements.



What did he do?

He grew the world's first hybrid rice plants in 1973.

Wow! He was a real hero.

Of course. By the way, ...

You want to take part in the writing competition “A story of a famous person in history”.

D1 Think Read Wang Yiming’s story. How did Cao Chong get the elephant’s weight?



It’s a story about a clever boy named Cao Chong. One day, his father Cao Cao said, “Look! There’s an elephant. How heavy is it?” No one knew. But the eight-year-old Cao Chong had an idea. He asked someone to take the elephant on a boat, mark the level of the water on its side and then take it off. He asked some people to put rocks on the boat until the water reached the mark. Finally, they weighed the rocks and got the elephant’s weight.



D2 Prepare Circle the personal pronouns in the story. Who/What does each of them refer to?

D3 Plan Plan your own story with the help of the mind map. Think about the good quality we can learn from the famous person.



D4 Write Write your story.

**D5 Check** Check your story. Pay attention to the use of personal pronouns.**TEEN skill** Using personal pronouns

When you write about a person or something, you can use personal pronouns (e.g. he, she, it, they, we ...) to avoid repetition. For example, use *He* to refer to *Cao Chong*, use *it* to refer to *the elephant* and use *they* to refer to *some people*.

**Update my to-do list**

Work in groups. Share your stories with each other. Choose the story you like best and give reasons.



Discovery

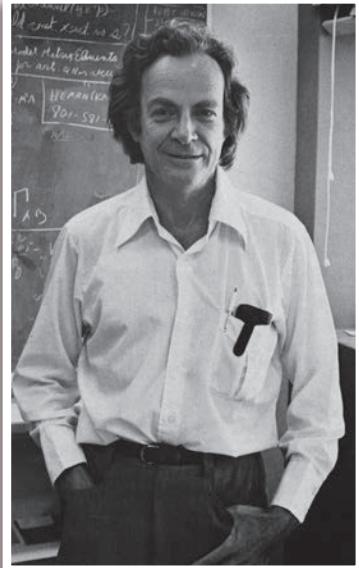
Short stories of famous people



Thomas Gainsborough was a famous British painter. Once little Thomas saw a man try to break into a house. He went back home and drew a picture of him. Tom's father saw the picture and handed it to the police. The thief was soon caught. That was how Thomas found his talent in painting.

Richard Feynman was a great scientist. He liked playing with physics. Do you know his Nobel Prize idea came from a plate?

One day, Feynman saw someone throwing a plate in the air. There was a red university seal^① on the plate. As the plate went up, it wobbled^② and the seal went around too. Feynman noticed that the seal moved at a different speed from the plate. He watched for a long time and found out the moving rule. Later, his discovery won him the Nobel Prize in Physics in 1965, which he shared with two other scientists.



Read and think Which person do you admire? Why?

① seal 印章 ② wobble 摆晃

E Stamps of famous people

Project

Designing stamps of famous people

Work in groups. Design stamps of famous people in world history for the stamp club.



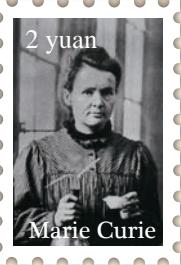
Step 1 **Collect ideas** Discuss and choose a field, list some names of great people in the field and give a title to your stamps, e.g. "Great life savers" and "Famous scientists".

Step 2 **Choose** Look at the following questions. Choose the four most famous people in the field for your stamps and give your reasons.

- What did the person achieve?
- What qualities did he or she have?
- What was the influence of his or her work?

Step 3 **Make stamps** Put the pictures of the four people on the stamps.

Step 4 **Share** Introduce your group's stamps to the class.



Stamps: Famous scientists

The 2-yuan stamp: Marie Curie

Reason: She was the first woman to win a Nobel Prize in Physics and the first person to win another Nobel Prize in Chemistry. Her scientific work helped treat cancer.



Update my to-do list



Choose your favourite stamps and give reasons.



Exploring China: Great people in history

Each age has its great men.

— Zhao Yi

First impressions

Famous Chinese people in international students' eyes

I've heard of Confucius.
He taught people to
behave well and be kind
to others.



Daniel from the US

China has some
wonderful writers. Li Bai
and Du Fu were two of
the greatest poets.



Jeanne from France

There were wise people in
wartime like Jiang Ziya, Sun
Wu and Zhuge Liang.



Soo-ah from South Korea

Chinese people invented
things like the compass^① and
gunpowder. I also know Cai
Lun made great contributions
to paper-making.



Luan from South Africa

① compass 指南针

Highlights

Read and answer: What influences do these people have on China?

Confucius (551 BCE–479 BCE) was one of the greatest thinkers and teachers in Chinese history. His ideas have been the guiding philosophy of China for thousands of years. He believed that people and society benefit from lifelong learning and a moral outlook. His sayings include “*To learn without thinking is to risk being blind, while to think without learning is to risk being impractical*^①.” and “*Is it not a delight to acquire^② knowledge and put it into practice?*”



Zheng He (1371–1433 or 1375–1435) was a Chinese explorer. He travelled out of China seven times to explore the world. He visited Southeast Asia, the Middle East and even the east coast of Africa. He helped build trade relations with many countries.

Wang Zhenyi (1768–1797) was a Chinese scientist. She wrote papers on the stars and used a simple language to explain maths. In 1994, a crater^③ on Venus^④ was named after her to mark her contributions to astronomy.



Explore

Search for more information about one of the people above.

① impractical 不切实际的 ② acquire 获得 ③ crater 陨石坑 ④ Venus 金星

Bridging cultures

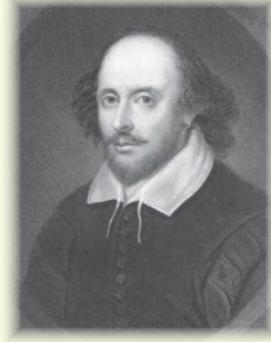
Wang Yiming and Lin Dong are theatre lovers. They are looking at a flyer about a “Shakespeare Meets Tang Xianzu” series^① of activities. Help them choose one activity to attend and get to know more about the two writers and their dramas.

Shakespeare Meets Tang Xianzu

Shakespeare and Tang Xianzu wrote plays in the same era.
How much do you know about them? Have you read their plays?
If the two writers met, what would they say to each other?
Welcome to our activities and get to know
more about these two famous writers!



Performing dramas
Reading dramas
Sharing stories



Explore

Discuss the questions in the flyer above and search for stories about more writers in China or the UK.

Word bank

Confucius 孔子
philosophy 哲学
moral outlook 道德观
saying 格言

Southeast Asia 东南亚
the Middle East 中东
contribution 贡献

^① series 系列



Exploring the world: Antarctica

First impressions

Antarctica is the driest, coldest and windiest continent on the Earth. About 98% of the land is under snow and ice, but Antarctica is the largest desert in the world. The lowest temperature there was -89.2°C and the wind usually blows at a speed of 17–18 metres per second.

There are two seasons in Antarctica: winter and summer. Winter begins in April and lasts until the end of October. In winter, most of Antarctica is dark for 24 hours a day.



Highlights

Read and think: Why do we explore Antarctica?

Exploring Antarctica

Roald Amundsen, a Norwegian explorer, was the first team leader to reach the South Pole in 1911. He learned about living and working in cold places from the Inuits, such as using furs, driving dogs and building igloos.



In Antarctica, research stations spread across the continent representing^① over 30 countries from around the world. Scientists in Antarctica must share the results of their experiments^②, and visitors have to respect the environment according to the Antarctica Treaty.

① represent 代表 ② experiment 实验



China's first research station, Great Wall, was opened in 1985 and now it has several more: Zhongshan, Kunlun, Taishan and so on.

Explore

Search for more stories about Antarctic exploration and share your findings with your classmates.

Bridging cultures

Wang Yiming and Lu Yao are having a discussion about travelling to Antarctica.

Best things to do in Antarctica

- ▶ Camping under the stars
- ▶ Visiting a science station
- ▶ Taking the polar plunge^②
- ▶ Skiing on snowy mountains
- ▶ Climbing Antarctica's highest mountain
- ▶ Scuba-diving^①
- ▶ Whale watching
- ▶ Trekking^③ to the South Pole
- ▶ Hanging out with penguins
- ▶ Sending a postcard from Port Lockroy



Every year many people visit Antarctica.
Would you like to travel there?

Yes. It's fun to travel to Antarctica.
We can camp under the stars,
watch whales and hang out with
penguins. How about you?



① scuba-diving 戴水肺潜水 ② plunge 跳水 ③ trek 长途跋涉



The activities sound exciting. But I'm afraid some of them may affect the animal life there.



...

Explore

Search for pros and cons of travelling to Antarctica. Share your views with your classmates.

Word bank

Norwegian 挪威的

research station 科考站

the South Pole 南极

Antarctica Treaty 《南极公约》

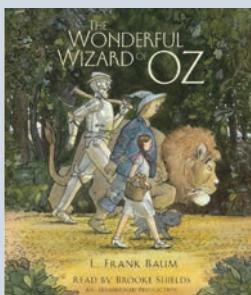
Inuit 因纽特人

Port Lockroy 洛克罗伊港

igloo 冰屋



A chapter to start with



The Wonderful Wizard^① of Oz is a children's book written by L. Frank Baum. A Kansas farm girl named Dorothy finds herself in the magical Land of Oz after she and her pet dog are blown away from their home by a strong wind. In the new land, she makes several new friends. All of them wish for something. They get along well and, after some hard times, finally get what they want. On her journey back to Kansas, Dorothy learns true friendship and how to face difficulties.

At nine o'clock the green man took Dorothy and her friends to the Wizard's room. A voice said, "I am the Wizard of Oz. Who are you, and what do you want?" "Where are you?" asked Dorothy.

"I am everywhere, but you can't see me. Who are you and what do you want?"

"You know us all," said the Scarecrow^②. "You said to me, 'Help Dorothy to kill the Witch of the West, and you can have some brains.' Well, the Witch is dead, and now I want my brains."

"Is the Witch truly dead?" asked the Voice.

"Yes," said Dorothy. "I threw a bucket of^③ water over her, and she disappeared."

Then they saw an old man. He said, "Thank you, Dorothy. But I'm very sorry. I don't know any true magic, so I can't help you."

"What about my brains?" said the Scarecrow.

"You don't need brains. You understand things; you can think; you learn quickly. You're very clever."

"What about my heart?" asked the Tin Man^④.

"You don't need a heart," said the old man. "You laugh, you cry, you love, you feel sorry for people."

"I want to be brave," said the Cowardly Lion^⑤.

"But you are brave. You do a lot of brave things!"

"What about Toto and me?" asked Dorothy.

"We can go up in my balloon," said the Wizard. "The wind blew us here from Kansas. Perhaps it can blow us back to Kansas again."

The friends were not pleased. So the old man said, "All right. Please come here tomorrow morning."

The next morning he took a bottle with BRAINS on it in big green letters and

① wizard 男巫 ② Scarecrow 稻草人 ③ a bucket of 一桶 ④ Tin Man 铁皮人

⑤ Cowardly Lion 胆小狮

put it in the Scarecrow's head. He said, "Now you're the cleverest scarecrow in Oz." Next the Wizard gave the Tin Man a small red heart. "Wear this always," he said. Then the old man took a bottle with BE BRAVE on it. "Drink this," he said to the Cowardly Lion. All of them thanked the Wizard again and again.

The Wizard smiled at them. "You didn't need my magic," he said. "But you're all happy now, and that's a good thing. Now, Dorothy," he said, "come and see my balloon. It's all ready."

Plan my reading

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

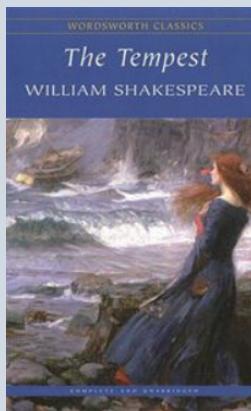
- Set the time span and your reading goal. Decide when to start and how long it will take. Decide the number of pages you will read every day.
- Plan your reading. Mark every stopping point of the book with a pencil.
- Keep a reading log. Keep a record of the pages you have read and how long it has taken.

's reading plan				
Book	<i>The Wonderful Wizard of Oz</i>			
Starting date				
Ending date				
Pages of the book				
Pages per day				
My reading log				
Date	Start-End page	Minutes	Feelings	Notes

Post-reading activities

Answer the questions based on your reading.

- 1 Why did Dorothy and her friends go to see the Wizard of Oz?
- 2 How did the Wizard help them?
- 3 Do you think the Wizard had magical powers? Why or why not?

 A scene to act out


The Tempest is a play written by William Shakespeare around 1611. It starts with a big storm caused by a character named Prospero. Prospero used to be the Duke of Milan but he loved books and magic more than ruling. His brother, Antonio, put him and his three-year-old daughter, Miranda, on a boat and set them out to sea. They ended up on an island where Prospero used his magic to free a spirit named Ariel and other magical beings. One day, Prospero created a storm to bring his enemies to the island. However, in the end, he decided to forgive them.

Act 1, Scene 2

An island. A cleared^① place before Prospero's cave. Prospero and Miranda enter.

Miranda: My dearest father, did you raise the storm? If yes, stop it now. The cries on the ship broke my heart!

Prospero: Calm down. Don't worry. No harm, my dearest daughter. You don't know who you are. You don't know where I came from.

Miranda: I never thought I should know more.

Prospero: It's time I tell you. Help take off my magic cloak^②.

She does so, and he places it on a rock.

Prospero: Wipe your eyes. Sit down. Now you must know more.

Miranda: But you always stopped and said, "No more. Not yet."

Prospero: Now pay attention. Can you remember a time before we came to this cave? Then you were not quite three years old.

Miranda: Certainly, I can.

Prospero: What can you remember? Some other houses or persons?

Miranda: It's like a dream. Did I not have four or five women once to look after me?

① clear 清空 ② cloak 斗篷

- Prospero:** You did, Miranda. What else can you see in the past?
- Miranda:** Nothing.
- Prospero:** Miranda, just twelve years ago, your father was the Duke of Milan.
- Miranda:** Oh, Father, tell me more.
- Prospero:** My brother was called Antonio. I trusted him and asked him to look after my kingdom. I was focusing on learning magic. He became powerful. Then he wanted to be the real duke! Soon he opened the gates of Milan to Alonso, the King of Naples. They put us in a boat and left us far in the sea.
- Miranda:** Why did they not kill us, then?
- Prospero:** A good question, my girl. Dear, they didn't dare. My people loved me too much, and they didn't want their bad deed^① to be marked with blood.
- Miranda:** How did we reach the shore?
- Prospero:** Gonzalo, my friend helped. He gave us some food, fresh water, fine clothes and books.
- Miranda:** I hope to see that man someday!
- Prospero:** We got to this island at last.
- Miranda:** Heaven, thank you for it! And now, please—what was your reason for raising the tempest, this sea-storm?
- Prospero:** Now my enemies are near this shore. My lucky stars are shining on me. No more questions for now.

He passes his hands across her eyes.

Prospero: You feel sleepy. It is a good feeling.

Miranda falls asleep.

① deed 行为



A poem to savour

Night Thoughts is a poem by Li Bai, a famous Chinese poet in the Tang dynasty. This poem shows Li Bai's homesickness^①. He was longing to have a family reunion on an autumn night, but he was not able to.

This poem is famous for its deep feelings with very few words and wonderful rhymes^②. The poem has about 60 English translations. The following is from the book *Chinese Poetry in English Verse* (1898) by Herbert A. Giles. Giles wrote many works on Chinese language and culture.



Night Thoughts

By Li Bai

I wake, and moonbeams^③ play around my bed,
Glittering^④ like hoar-frost^⑤ to my wandering eyes;
Up towards the glorious moon I raise my head,
Then lay me down—and thoughts of home arise.



① homesickness 乡愁 ② rhyme 押韵；押韵词 ③ moonbeam (一道)月光 ④ glitter 闪耀

⑤ hoar-frost 白霜

Unit 1

1. (Page 8) In a forest live a peacock and a nightingale.

译文：森林里住着一只孔雀和一只夜莺。

注释：表示地点或方位的副词或副词短语位于句首时，句子通常采用完全倒装。句子结构为：表示地点或方位的副词或副词短语 + 谓语 + 主语。

2. (Page 8) Without any doubt, she will be a singer in a few years.

译文：毫无疑问，几年后她会成为一名歌手。

注释：without doubt 和 without any doubt 都可以表示“毫无疑问”。“in + 时间段”一般用于将来时，相当于“时间段 + later”，表示“……之后”。

Unit 2

1. (Page 20) Always throw broken glass into the broken glass container.

译文：始终要把碎玻璃放进碎玻璃容器中。

注释：句中第一个 broken glass 作宾语，第二个 broken glass 作前置定语，修饰 container。

2. (Page 21) We mustn't eat or drink in the lab.

译文：实验室中禁止饮食。

注释：句中 mustn't 表示“不准；禁止”。在否定句中，or 表示“也不”，即前面所说的不会发生，后面所说的也不会发生。

3. (Page 22) "Hurrah!" Bob shouts happily.

译文：“好哇！”鲍勃高兴地大声喊道。

注释：hurrah 是一个表示喜悦、庆祝或激动的感叹词，意为“万岁；好哇”。它通常用于表达高兴或兴奋之情。

Unit 3

1. (Page 35) I went there last year and saw a musical group perform *Cats*.

译文: 去年我去了那里，观看了一个音乐剧团表演《猫》。

注释: there 指代 the Edinburgh International Festival, 即“爱丁堡国际艺术节”。该艺术节每年八月在苏格兰首府爱丁堡举办，是世界上历史最悠久、规模最大的国际艺术节之一。see somebody do something 表示“看到某人做了某事”。*Cats* 是由韦伯作曲的音乐剧，根据艾略特为儿童写的诗集改编，1981 年伦敦首演后引起热烈反响，成为英国有史以来最成功、连续公演最久的音乐剧。

2. (Page 40) After the meal, we watched a light show and counted down the seconds in Times Square!

译文: 餐后，我们看了一场灯光秀，并在时代广场倒计时。

注释: count down 是动词短语，表示“倒数”。而 countdown 是名词，如：New Year countdown 新年倒计时。

Unit 4

1. (Page 46) The temperature drops to three degrees Celsius.

译文: 气温下降到 3 摄氏度。

注释: drop to 意为“下降到……”，drop by 意为“下降了……”。Celsius (摄氏) 和 Fahrenheit (华氏) 是目前全世界最常用的两种温度测量单位，中国习惯用 Celsius。

2. (Page 50) The 19th of July saw an extreme heatwave in the UK.

译文: 7 月 19 日，英国出现了极端热浪。

注释: “表示时间的名词(短语) + see + 某事”这个结构常用于表示某个时间发生了某件事情，如：The 1st of January saw huge celebrations around the world. 世界各地举办声势浩大的庆祝活动喜迎元旦。

3. (Page 50) In fact, the average temperature of the Earth has increased by about 1 °C since the late 1700s.

译文: 事实上，自 18 世纪末以来，地球的平均温度已经上升了约 1 摄氏度。

注释: 这句话用了现在完成时，since 是介词，意为“自从……以来”，常与时刻、日期、年份等具体时间点连用，表示从过去某个时间点一直持续到现在。

Unit 5

1. (Page 62) Don't mix them up with waste foods.

译文: 不要把它们和废弃食物混在一起。

注释: waste 除了作动词, 表示“浪费; 滥用”之外, 还可以用作名词, 表示“废料; 废物; 弃物; 垃圾”。此句中的 waste 作形容词, 意为“废弃的; 丢弃的; 无用的”。

2. (Page 64) The government encourages people to take public transport like buses and the MRT.

译文: 政府鼓励人们乘坐公共交通工具, 如公共汽车和捷运。

注释: 句中 encourage somebody to do something 是指“鼓励某人去做某事”。MRT 指 Mass Rapid Transport, 是新加坡地铁, 即“大众捷运系统”的简称, 开通于 1987 年。

Unit 6

1. (Page 76) How many? I didn't quite catch that.

译文: 多少? 我刚没听清楚。

注释: catch 除了表示“抓住; 赶上; 染上(疾病)”外, 还可以表示“弄清楚; 领会; 理解”的意思。当没听清或没弄懂对方刚说的话时, 可以说“I didn't quite catch that.”, 以期对方重复或解释刚才的话。

2. (Page 78) After seeing how poor people lived, he wrote tragedies like *Hamlet*.

译文: 在见到穷人的生活后, 他写下了像《哈姆雷特》这样的悲剧。

注释: 句中 how poor people lived 用作 see 的宾语; like 用作介词, 表示“例如; 像……这样的”。《哈姆雷特》(*Hamlet*)是莎士比亚创作的四大悲剧之一, 其他三部分别为《奥赛罗》(*Othello*)、《李尔王》(*King Lear*)和《麦克白》(*Macbeth*)。



Sound file

辅音字母在单词中的读音

字母	示例	
b	book	bulb
c	cat	electric
	city	celebrate
	delicious	ocean
d	duck	build
f	few	beef
g	girl	fog
	German	danger
h	heat	hair
j	jump	jeans
k	kite	book
l	low	oil
m	man	room
n	near	attention

字母	示例	
p	pear	hope
r	reduce	rule
	safety	list
	busy	nose
s	sure	sugar
	ten	weight
	verb	wave
w	we	firework
x	exercise	six
y	you	year
	sunny	gym
	by	butterfly
z	zoo	size

常见辅音字母组合在单词中的读音

字母组合	示例	
ch	change	lunch
	Christmas	school
sh	show	fish
tch	match	watch
th	think	month
	these	with

字母组合	示例	
wh	who	whose
	why	what
wr	wrong	write
ph	photo	elephant
gh	laugh	rough
bl	blue	black

(续表)

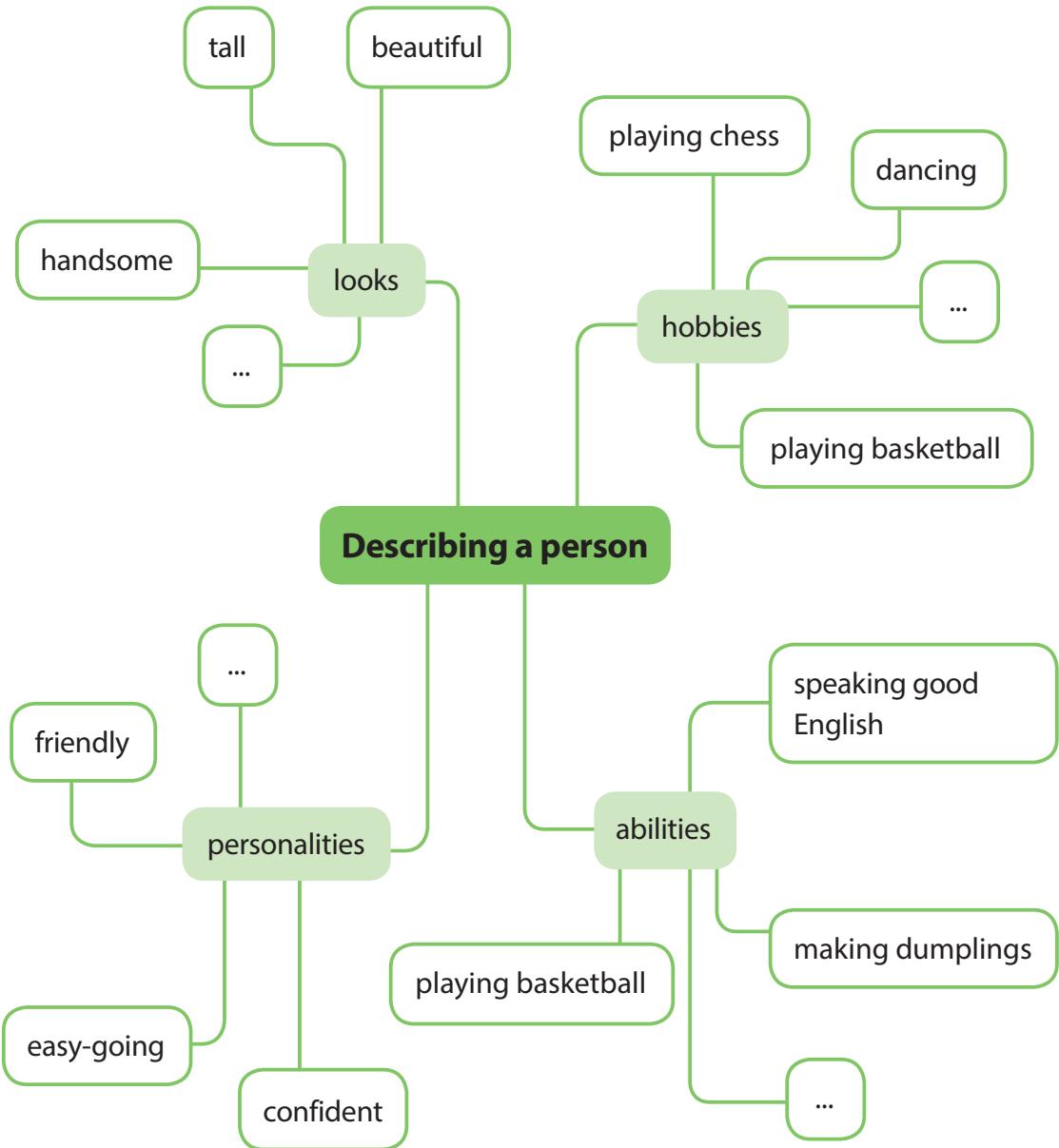
字母组合	示例	
cl	clean	close
fl	flag	fly
gl	glad	glass
pl	please	plant
sl	sleep	slim
br	brown	bring
cr	cry	cream
dr	dream	hundred
fr	free	friend
gr	grow	angry
pr	price	present
tr	try	trace
ge	cabbage	garbage
dge	edge	bridge

字母组合	示例	
qu	question	quiet
ng	sing	long
	English	finger
nk	drink	thank
kn	knee	knowledge
gn	foreign	sign
ck	black	jacket
sc	score	biscuit
	science	scissors
sk	skate	sky
	desk	mask
spr	spring	spread
str	street	strange

Word study support

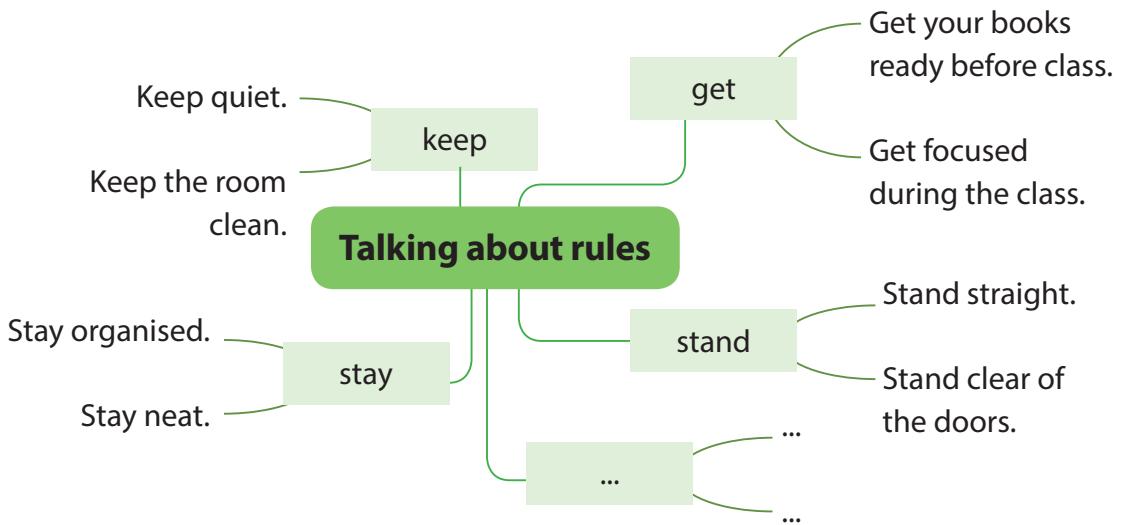
Unit 1

Word group 词汇语义网



Unit 2

Word partner 常见搭配



Unit 3

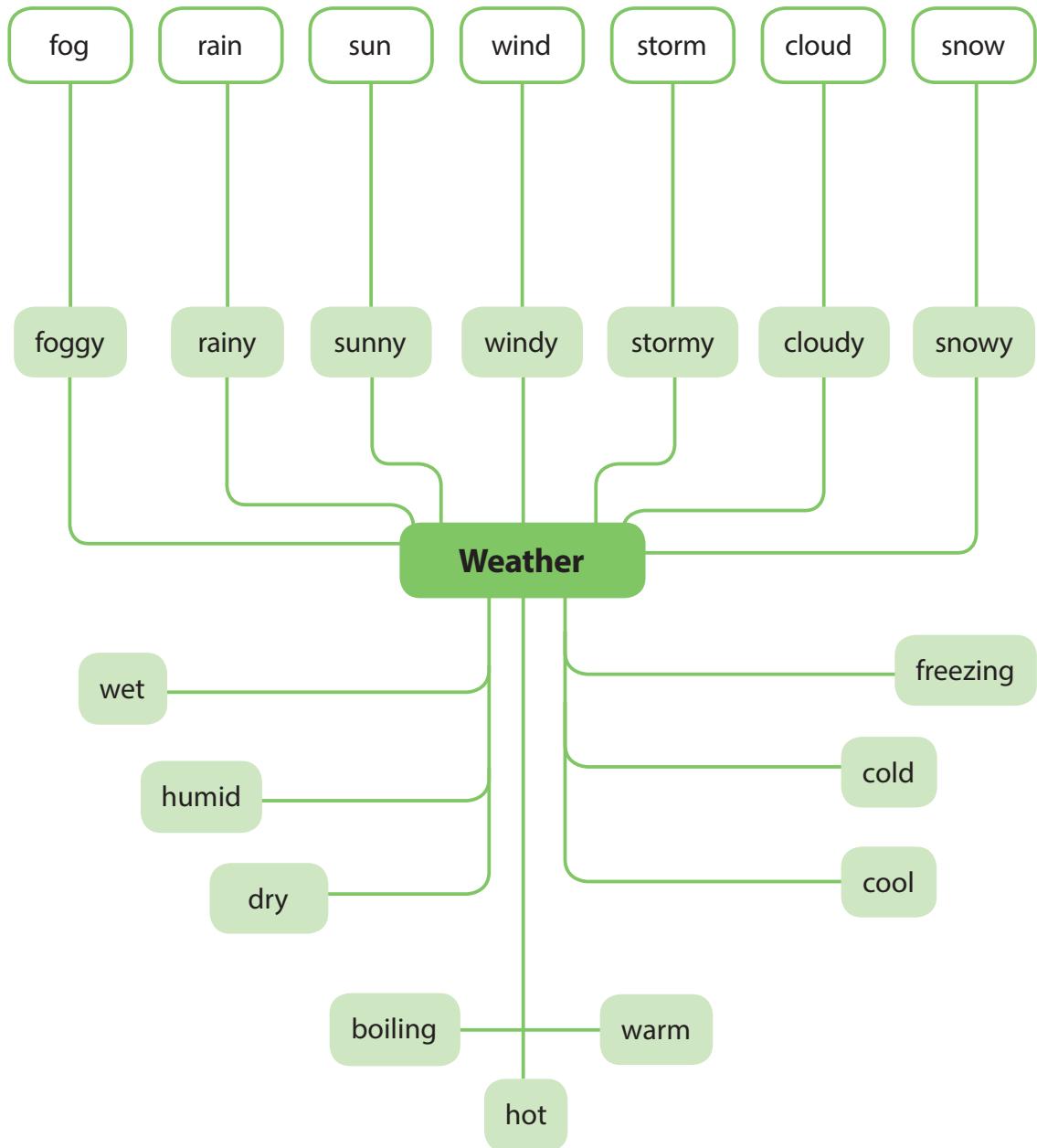
Word partner 常见搭配

Ways of celebrating festivals

Verb	Noun/Noun phrase
watch	a film, a performance, a ballet, ...
eat	desserts, fortune cookies, traditional food, ...
wear	a party hat, a holiday sweater, a pretty dress, ...
play	a (traditional) musical instrument, songs, hide-and-seek, ...
visit	a holiday market, an amusement park, an exhibition, ...
enjoy	live music, a holiday parade, a light show, ...
taste	spring rolls, cookies, pumpkin pies, ...
make	a gift, a New Year wish, a greeting card, ...
hold	a party, a film night, a New Year's Eve celebration, ...
take	a family photo, a cooking class, a road trip, ...

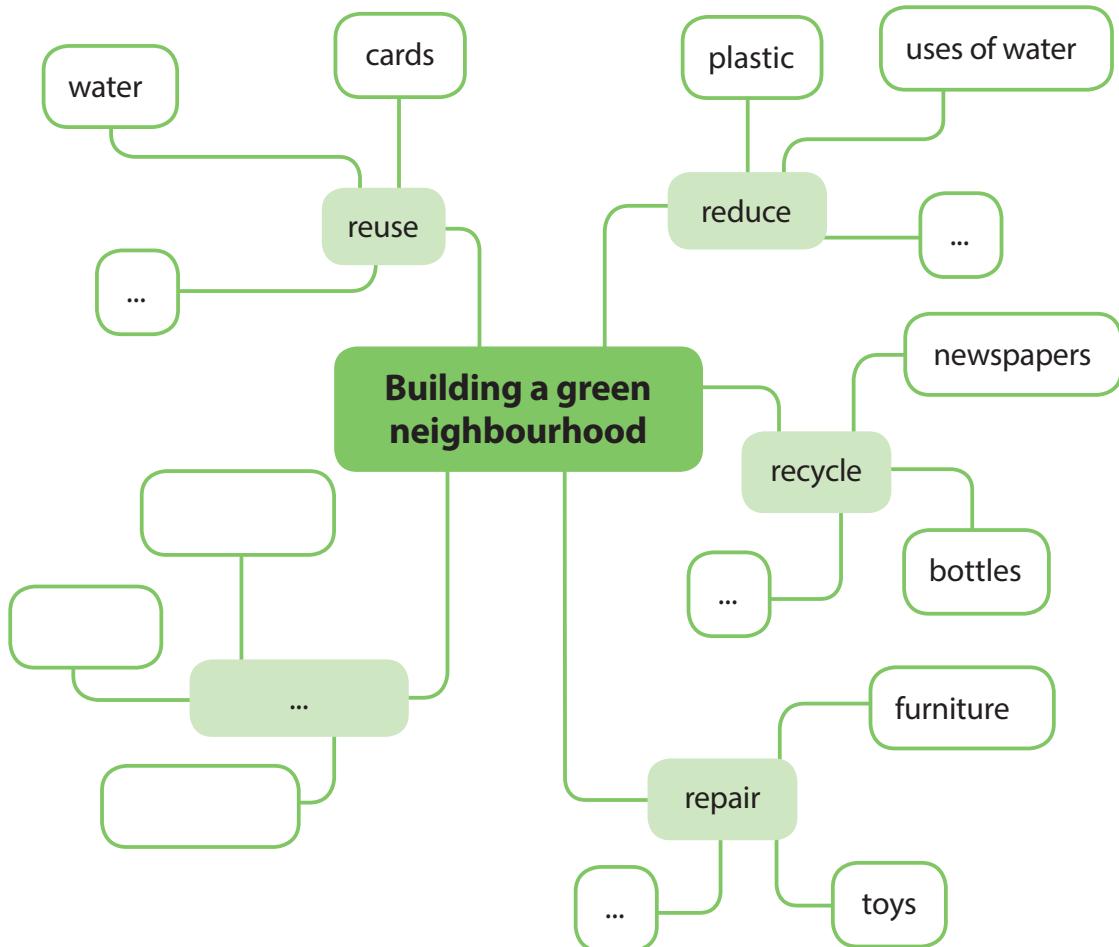
Unit 4

Word group 词汇语义网



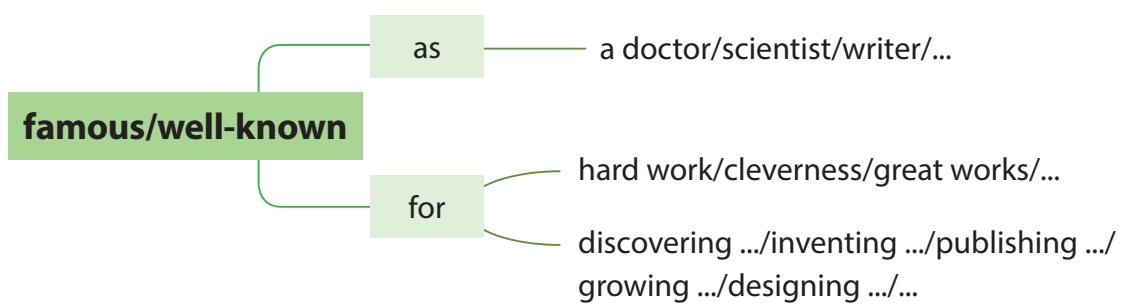
Unit 5

Word group 词汇语义网



Unit 6

Word partner 常见搭配



My learning notes support

Unit 1 Offering help

- Is there anything that I can help you with/do for you?
- Do you want me to give you a hand?
- Just ask me for any help, anytime.
- Can I be of any help to you?
- Would you like some assistance?
- If you need any help, feel free to ask me.

Unit 2 Giving orders

- Be quick/calm/careful.
- Never cheat/give up/swim alone.
- No littering/parking/fishing/running.
- Please wash hands before meals.
- Don't make a noise/throw your books around.
- Always keep your room tidy/brush your teeth before bedtime.
- Listen carefully during the lecture.
- Remember to turn off your mobile phone during the performance.

Unit 3 Making and responding to an invitation

Making an invitation:

- I'd like to invite you to have lunch with us tomorrow.
- Would you like to play cards?
- Do you want to go to the cinema tonight?
- Do you feel like going for a walk?
- Would you like a cup of tea?
- What about a cup of tea?
- Would you be interested in going to the movies tonight?
- Why don't you have lunch with me tomorrow?
- How about joining me for a walk?

Responding to an invitation:

Accepting an invitation:

- Thank you for your kind invitation.
- I'd love to, thanks.
- I'll be glad to do so.
- Thanks. I'd like that very much.
- That's a great idea.

(to be continued)

(continued)

- It's very nice of you.
- Many thanks for your kind invitation. I'll join you.
- Sure. Thank you.
- With pleasure!
- Thanks for inviting me to dinner.

Refusing an invitation:

- I'm sorry to refuse your invitation.
- Sorry, I can't. I have to work.
- Thanks for your invitation, but I'm busy now.
- I'm afraid I won't be able to come.
- I'm afraid I am busy tomorrow.
- Sorry, I'd love to, but I have an appointment.
- I really don't think I can. Sorry!
- That's very kind of you, but I can't accept your invitation.

Unit 4 Responding to suggestions

- What a good idea!
- Sounds great.
- Yes, I'd like to.
- Well, I'd rather ...
- I don't feel like it.

Unit 5 Giving encouragement

- You are doing a great job.
- It sounds like a good idea.
- Keep going and you'll do an awesome job.
- You're making a big change and I'm so proud of you!

Unit 6 Asking for repetition

In a formal way:

- Could you please say/repeat it one more time?

In a less formal way:

- Pardon?
- Can you say that again?

Grammar file

Unit 1

The future: **will** will 表示将来时态

Affirmative 肯定

I/You/We/They/He/She/It	will	have a spring outing next week.
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Negative 否定

I/You/We/They/He/She/It	will not (won't)	sleep late tomorrow.
-------------------------	------------------	----------------------

Question 疑问

Yes/No question 一般疑问句

Answer 答句

Will	I/you/we/they/he/she/it	have a good time?	Yes, I/you/we/they/he/she/it will . No, I/you/we/they/he/she/it won't .
------	-------------------------	-------------------	--

Wh- question 特殊疑问句

What		you do tomorrow?
------	--	-------------------------

When		the play start ?
------	--	-------------------------

Where		she go next year?
-------	--	--------------------------

We use **will** to:

含有 **will** 的一般将来时用于：

1 guess future events. We often use it with words like **probably** or **I (don't) think**.

预测将来可能发生的事情，常与 probably、I (don't) think 等连用。

e.g. **I won't be a singer.**

She'll probably be a doctor in the future.

I think Tom will win the game.

2 make a decision at the time of speaking.

表示在说话时对未来做出的决定。

e.g. "**What talent show will you watch?**" "**I'll watch** The Butterfly Lovers."

Will and be going to

will 与 be going to 的用法区别

- Predictions 预测

- 1 We usually use **be going to** to make predictions based on evidence that we can see or feel.

be going to 多表示基于所见、所感做出的预测。

e.g. *Look at the dark clouds! It's going to rain soon.*

- 2 We usually use **will** to predict what we think or guess will happen.

will 多表示认为或猜测这个事件将会发生。

e.g. *I think it will rain soon.*

- Decisions 决定

- 1 We usually use **be going to** when we have already decided to do something.

be going to 多表示已经做出的决定。

e.g. "Your room is untidy." "Yes, I know. I'm going to tidy it."

- 2 We usually use **will** when we make a decision at the moment of speaking.

will 多表示说话时做出的决定。

e.g. "Look at your room! It's untidy." "OK, I'll tidy it."

Demonstrative pronouns 指示代词

	Near 近指	Not near 远指
Singular form 单数形式	this	that
Plural form 复数形式	these	those

We use **this** and **these** to talk about things near us.

this 和 these 用于表示“近指”。

e.g. *This is my book. (The book is near me.)*

These books are new. (The books are near the speaker.)

We use **that** and **those** to talk about things not near us.

that 和 those 用于表示“远指”。

e.g. *That is my father. (My father isn't near me.)*

Those people are very nice. (The people aren't near the speaker.)

Unit 2

The imperative 祈使语气

	Structure 结构	Example 示例
Affirmative 肯定	Starting with the base form of a verb or be 用动词原形或 be 开头	<i>Jump into the pool and you can learn to swim.</i> <i>Speak loudly!</i>
Negative 否定	Do not/Don't/Never + the base form of a verb or be 用 Do not/Don't/Never 加动词原形或加 be 开头	<i>Do not jump into the pool. It's cold and dangerous.</i> <i>Don't speak when your teacher is talking.</i>

We use imperative sentences to make a command, a warning, a suggestion, an offer or an instruction. They can end with a full stop or an exclamation mark.
祈使句可用于命令、警告、建议、提议或指令。结尾用句号或感叹号。

A command 命令	<i>Come here and look at this!</i>
	<i>Be quiet, please! I'm working.</i>
A warning 警告	<i>Don't enter this room!</i>
	<i>Don't be late again.</i>
A suggestion 建议	<i>Let's go out together.</i>
	<i>Let's stay at home.</i>
An offer 提议	<i>Let me help you.</i>
An instruction 指令	<i>Read the lab rules carefully.</i>

The modal verb: **must, mustn't** 情态动词 must, mustn't

Affirmative 肯定

I/You/We/They/He/She	must	do the experiment carefully.
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Negative 否定

I/You/We/They/He/She	mustn't	go to sleep too late at night.
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Question 疑问

Yes/No question 一般疑问句			Answer 答句
Must	I	finish the work by 7 p.m.?	Yes, you must .
	we		No, you needn't .
	they/he/she		Yes, we/you must .
			No, we/you needn't .
			Yes, they/he/she must .
			No, they/he/she needn't .

Wh- question 特殊疑问句

What	must	we do this evening?
When		she go to school?
Where		they go after school?

1 We use **must** and **mustn't** to talk or ask about an obligation.

must 和 **mustn't** 用于谈论或询问义务或职责。

- talk about an obligation 谈论义务或职责

Must is similar to **have to**.

must 与 **have to** 意义相近。

e.g. You **must be** there at nine o'clock.

We **must write** in black ink.

Mustn't is similar to **can't**.

mustn't 与 **can't** 意义相近。

e.g. You **mustn't run** in the school.

We **mustn't bring** our phones to school.

- ask about an obligation 询问义务或职责

We usually use ***Do I have to ...?***, not ***Must I ...?*** in this case.

此时，多用“*Do I have to ...?*”，而很少用“*Must I ...?*”。

e.g. ***Do I have to arrive at school before 8 a.m.?***

Do I have to write in black ink?

2 We use ***must*** and ***mustn't*** to make rules and give orders.

must 和 ***mustn't*** 用于制定规则和发布指令。

e.g. ***You must keep quiet in the reading room.***

You mustn't be late for the meeting.

Unit 3

Past simple 一般过去时

Affirmative 肯定		
I/You/We/They/He/She/It	attended	the opening ceremony.
I/He/She/It	was	happy about the results.
You/We/They	were	on the stage.

Negative 否定		
I/You/We/They/He/She/It	did not (didn't) attend	the opening ceremony.
I/He/She/It	was not (wasn't)	happy about the results.
You/We/They	were not (weren't)	on the stage.

Question 疑问			
Yes/No question 一般疑问句		Answer 答句	
Did	I/you/we/they/he/she/it	attend the opening ceremony?	Yes, I/you/we/they/he/she/it did .
			No, I/you/we/they/he/she/it didn't .
Was	I/he/she/it	happy about the results?	Yes, I/he/she/it was .
			No, I/he/she/it wasn't .
Were	you/we/they	on the stage?	Yes, you/we/they were .
			No, you/we/they weren't .

Wh- question 特殊疑问句			
What	did	you	do yesterday?
When		he	send the email to his sister?
Where		they	celebrate the festival?

We use the past simple to:

一般过去时用于：

- 1 talk about actions that happened in the past. We often use **yesterday** and **expressions with ago** in the past simple sentences.

谈论过去发生的行为动作，句中常用 yesterday 和含有 ago 的短语。

e.g. *I ate mooncakes yesterday.*

I read the story about Chang'e a long time ago.

- 2 talk about past habits and states.

描述过去的习惯和状态。

e.g. *My family spent the Spring Festival in the countryside when I was young.*

In the past, many people set off fireworks during the holidays.

Spelling rules for the past form of regular verbs

规则动词过去式拼写规则

Verb 动词	Form 形式	Example 示例
most verbs 大多数动词	+ ed 加 ed	<i>walk</i> → walked
verbs ending in e 以 e 结尾的动词	+ d 加 d	<i>live</i> → lived
most verbs ending in a vowel and a consonant 大多数以“元音字母 + 辅音字母”结尾的动词	double the consonant + ed 双写辅音字母再加 ed	<i>stop</i> → stopped
verbs ending in a consonant + y 以辅音字母加 y 结尾的动词	y + ied 将 y 变为 i, 加 ed	<i>cry</i> → cried

Pronunciation rules for the past form of regular verbs

规则动词过去式读音规则

Verbs ending in a vowel sound or a voiced consonant: ed sounds like /d/ 以元音或浊辅音结尾: ed 发 /d/	Verbs ending in a voiceless consonant: ed sounds like /t/ 以清辅音结尾: ed 发 /t/	Verbs ending in the sound /t/ or /d/: ed sounds like /ɪd/ 以 /t/ 或 /d/ 结尾: ed 发 /ɪd/			
played stayed	listened changed	worked watched	washed stopped	rested started	wanted needed

Unit 4

Preparatory *it* *it* 作形式主语

1 We use *it* for time, day & date, season, weather, temperature or distance.

it 用于指代时间、星期、日期、季节、天气、温度或距离。

Time 时间	—What time is it? —It's half past ten. <i>It's late. It's time to listen to the weather forecast.</i>
Day & Date 星期和日期	—What day is it (today)? —It's Thursday. <i>It's 16 September. It was my birthday yesterday.</i>
Season 季节	—What season is it now? —It's spring now.
Weather 天气	<i>It's raining./It isn't raining./Is it snowing? It rains a lot here./It didn't rain here. Does it snow very often here? It's warm/hot/cold/fine/cloudy/windy/sunny/foggy/ ... It's a nice day today.</i>
Temperature 温度	<i>It is 28 degrees Celsius today. It reached 42 degrees Celsius in this area.</i>
Distance 距离	<i>It's three kilometres from our home to the city centre. How far is it from the weather satellite to the Earth? It's a long walk from here to the bus stop. We can walk home. It's not far.</i>

2 We use **it** in the sentence pattern **It's (It is) + adj. + to-infinitive** to show our feelings about something or doing something.

it 还用于“**It's (It is) + 形容词 + 含有 to 的动词不定式**”的结构中，表示对某物、某事的感受。

It's/ It is	easy/difficult/impossible/dangerous/safe/expensive/ interesting/nice/wonderful/terrible/ ...	to do ...
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In this pattern, the **to-infinitive** part is the real subject of the sentence. Since the part is a bit too long, we usually use **preparatory it** instead and put the **to-infinitive** part at the end of the sentence.

在这个句型中，带 to 的动词不定式是句子真正的主语。由于这个部分比较长，通常被置于句末，而使用 it 充当形式主语。

e.g. *It's nice to do the weather experiment.*

It's impossible to travel in the weather balloon.

It wasn't easy to predict weather in the past.

Unit 5

Modal verbs: **can, could, may, should, must**

情态动词：can, could, may, should, must

Modal verbs belong to auxiliary verbs and cannot be used alone. They need to form the predicate of a sentence together with the base form of the verb.

情态动词属于助动词，不能单独使用，需要和其后的动词原形一起构成句子的谓语。

	Function 功能	Example 示例
can	to say one has the ability to do something 表示能力	<i>I can use plastic bottles to make works of art.</i>
	to give advice or make suggestions 提供劝告或建议	<i>We can tell people to put plastic bottles in the recycling bin.</i>
	to ask someone to do something or give you something 表达询问或请求	<i>Can you help me with this box? Can I have a bottle of water, please?</i>
	to show that somebody is allowed to do something 表示允许	<i>The battery is full. Can I unplug the charger? You can't litter here.</i>

	Function 功能	Example 示例
could	to say one had the ability to do something 表示过去所具备的能力	<i>Jane could make a cloth bag out of her old green T-shirt at the age of seven.</i>
	to ask if you can do something 表达询问或请求	<i>Could I open the window to make the room bright?</i>
	to give advice or make suggestions 提供劝告或建议	<i>We could save paper by writing on both sides.</i>

	Function 功能	Example 示例
may	to say that something is possible 表达可能性	<i>I may be late for the school cleaning activity.</i>
	to ask politely if you can do something 表达礼貌的询问或请求	<i>May I turn off the lights?</i>
	to say that someone is allowed to do something 表达许可	<i>You may go there by underground rather than by car.</i>

	Function 功能	Example 示例
should	to correct people 纠正他人	<i>A: Mary is a good typewriter. B: You should say "typist".</i>
	to give advice or make suggestions 提供劝告或建议	<i>We should take a shower instead of a bath to save water.</i>

	Function 功能	Example 示例
must	to talk or ask about an obligation 谈论或询问义务	<i>We must always be careful with electricity.</i>
	to make rules and give orders 制定规则和发布指令	<i>You must not park in front of the entrance.</i>
	to say that something is logically very likely 表示“肯定”的猜测	<i>You must be tired after a long walk.</i>

Unit 6

There + be 存现句

Affirmative 肯定			
	Full form 完整形式	Short form 缩略形式	Example 示例
Singular form 单数形式	there is	there's	<i>There is/There's a vegetable garden in my neighbourhood.</i>
Plural form 复数形式	there are	there're	<i>There are/There're millions of Shakespeare fans.</i>

Negative 否定			
	Full form 完整形式	Short form 缩略形式	Example 示例
Singular form 单数形式	there is not	there isn't	<i>There is not/There isn't much snow in Shanghai in winter.</i>
Plural form 复数形式	there are not	there aren't	<i>There are not/aren't enough tickets for the film Madam Ye.</i>

Question 疑问		
Yes/No question 一般疑问句		Answer 答句
Is there	a lecture in the hall this afternoon?	Yes, there is. No, there isn't.
Are there	many museums in your hometown?	Yes, there are. No, there aren't.

- We use **there + be** to say that something exists in space or time.
存现句用于表示事物在时空中的存在。
e.g. *There is a book about Shakespeare on the table.*
There is a drama, Hamlet, this Wednesday.
- We use **have** to say someone owns something.
表示人对物的所有时用 have。
e.g. *She has many books by Lu Xun, Lao She and other great writers.*
- We use **there is** before uncountable nouns (e.g. water, milk) or singular countable nouns (e.g. a pencil, an apple) and we use **there are** before plural countable nouns (e.g. houses, oranges).

there is 用于不可数名词(如 water, milk)或单数可数名词(如 a pencil, an apple)前。复数可数名词(如 houses, oranges)前用 there are。

e.g. **There is** little information on the Nobel Prize winner this year.

There is a collection of biographies in his study.

There are several science fiction films on show tonight.

- In **there + be** sentences, the true subject (not **there**) follows the verb **be**.

存现句中, 句子真正的主语位于 be 动词后, 而不是 there。

e.g. **There is** a pencil, two rulers and three books on the scientist's desk.

There are three books, two rulers and a pencil on the scientist's desk.

- We use **there** the first time we talk about something. We use **it** or **they** after that.

存现句中呈现的首次提及的事物在后续用 it 或 they 指代。

e.g. A: **Is there** a lecture in the hall this afternoon?

B: Yes, **there is**. **It** starts at 2 p.m.

A: **Are there** any museums on Sunshine Road?

B: Yes, **there are** many. **They** are open from 10 a.m. to 6 p.m.



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

different /'dɪfrənt/ *adj.* 不平常；

与众不同；不同的；有区别的

notice /'nəʊtɪs/ *v.* 注意

n. 通知；注意

swan /swɒn/ *n.* 天鹅

partner /'pɑ:tner(r)/ *n.* 搭档；同伴

slim /slɪm/ *adj.* 苗条的；纤细的

fat /fæt/ *adj.* 肥的；胖的

curly /'kɜ:li/ *adj.* 卷曲状的

straight /streɪt/ *adj.* 直的

T-shirt /'ti:ʃɜ:t/ *n.* T恤衫；

短袖汗衫

jeans /dʒi:nz/ *n.* (pl.) 牛仔裤

size /saɪz/ *n.* 大小；尺码

shape /ʃeɪp/ *n.* 形状；外形

skin /skɪn/ *n.* 皮肤

special /'speʃl/ *adj.* 特殊的；

特别的

number /'nʌmbə(r)/ *n.* 编号；数字；

数量

than /ðæn; ðən/ *prep.* 比

fair /feə(r)/ *adj.* (头发或皮肤)

浅色的；白皙的

talent /'tælənt/ *n.* 天才；天赋

programme (AmE *program*)

/'prəʊgræm/ *n.* 节目单；计划；

方案；活动安排

hall /hɔ:l/ *n.* 礼堂；大厅

butterfly /'bʌtəflai/ *n.* 蝴蝶

violin /'vaɪə'lɪn/ *n.* 小提琴

host /həʊst/ *n.* 节目主持人

sound /saʊnd/ *v.* 听起来

n. 声音

excite /ɪk'sait/ *v.* 使激动；使兴奋

exciting /ɪk'saɪtɪŋ/ *adj.* 令人兴奋的；

exciting /ɪk'saɪtɪŋ/ <i>adj.</i> 令人兴奋的；	p. 6
anything /'eniθɪŋ/ <i>pron.</i> 任何东西；	p. 6
any /'enɪ/ <i>pron.</i> 任何事物	p. 6
someone /'sʌmwʌn/ <i>pron.</i>	
(= somebody)某人	p. 6
drum /drʌm/ <i>v.</i> 打鼓	
drum /drʌm/ <i>n.</i> 鼓	p. 7
voice /vɔɪs/ <i>n.</i> 嗓音；说话声；	
sing /sɪŋ/ <i>v.</i> 歌唱声	p. 7
person /'pɜ:sn/ <i>n.</i> 人；个人	p. 7
hobby /'hɒbi/ <i>n.</i> 业余爱好	p. 7
personality /,pɜ:si'nləti/ <i>n.</i>	
personality /,pɜ:si'nləti/ <i>n.</i> 性格；个性	p. 7
ability /ə'bɪləti/ <i>n.</i> 才能；本领；	
ability /ə'bɪləti/ <i>n.</i> 能力	p. 7
easy-going /,i:zi 'gəʊɪŋ/ <i>adj.</i>	
easy-going /,i:zi 'gəʊɪŋ/ <i>adj.</i> 随和的	p. 7
accept /ək'sept/ <i>v.</i> 接受；同意	p. 8
peacock /'pi:kɒk/ <i>n.</i> 孔雀	p. 8
wise /waɪz/ <i>adj.</i> 充满智慧的；	
wise /waɪz/ <i>adj.</i> 明智的	p. 8
nightingale /'naɪtɪŋgeɪl/ <i>n.</i> 夜莺	p. 8
without /wi'ðaʊt/ <i>prep.</i> 没有；	
without /wi'ðaʊt/ <i>prep.</i> 缺乏	p. 8
doubt /daʊt/ <i>n.</i> 疑惑；疑问	p. 8
laugh /la:f/ <i>v.</i> 笑；发笑	p. 8
laugh at 嘲笑	p. 8
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Unit 5

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theory /'θɪəri/ <i>n.</i> 学说; 理论	p. 74	beg your pardon 请原谅; 请再说 一遍	p. 77
Invent /ɪn'vent/ <i>v.</i> 发明; 创造	p. 74	storyteller /'stɔ:ritelə(r)/ <i>n.</i> 讲故事 的人	p. 78
inexpensive /,ɪnɪk'spensɪv/ <i>adj.</i> 廉价的; 不昂贵的	p. 74	poem /'pəʊɪm/ <i>n.</i> 诗	p. 78
bulb /bʌlb/ <i>n.</i> 电灯泡	p. 74	act /ækt/ <i>v.</i> 表演 n. 行为	p. 78
discover /dɪ'skʌvə(r)/ <i>v.</i> 发现	p. 74	poor /pɔ:(r)/ <i>adj.</i> 贫穷的	p. 78
general /'dʒenrəl/ <i>adj.</i> 全体的; 普遍 的; 总的	p. 74	tragedy /'trædʒədi/ <i>n.</i> 悲剧; 悲剧作品	p. 78
smart /smɑ:t/ <i>adj.</i> 聪明的; 机敏的	p. 75	create /kri'eɪt/ <i>v.</i> 创造; 创作	p. 78
inventor /ɪn'ventə(r)/ <i>n.</i> 发明者; 发明家	p. 75	character /'kærəktə(r)/ <i>n.</i> 角色	p. 78
real /'ri:əl/ <i>adj.</i> 真正的	p. 75	stage /steɪdʒ/ <i>n.</i> 舞台	p. 78
power /'paʊə(r)/ <i>n.</i> 电; 电力供应	p. 75	million /'miljən/ <i>num.</i> 一百万	p. 78
power station 发电站; 发电厂	p. 75	millions of 数以百万计的; 很多	p. 78
die /daɪ/ <i>v.</i> 死亡	p. 75	mark /ma:k/ <i>v.</i> 做记号; 做标记 n. 标记; 记号	p. 82
successful /sək'sesfl/ <i>adj.</i> 达到 目的的; 有成效的; 获得成功的	p. 75	level /'levl/ <i>n.</i> 水平; 标准	p. 82
invention /ɪn'venʃn/ <i>n.</i> 发明; 创造	p. 75	until /ən'til/ <i>conj.</i> (= till) 直到…… 为止	p. 82
		weigh /wei/ <i>v.</i> 称重量; 权衡	p. 82
		weight /weɪt/ <i>n.</i> 重量; 分量	p. 82
		stamp /stæmp/ <i>n.</i> 邮票	p. 85

Words and expressions in alphabetical order

A

ability /ə'biləti/ <i>n.</i>	才能; 本领; 能力	U1
accept /ək'sept/ <i>v.</i>	接受; 同意	U1
across /ə'krɒs/ <i>prep. & adv.</i>	横过; 穿过	U3
act /ækt/ <i>v.</i>	表演 n. 行为	U6
action /'ækʃn/ <i>n.</i>	行动; 行为过程	U4
admire /əd'maɪə(r)/ <i>v.</i>	钦佩; 赞赏; 仰慕	U6
airport /'eəpɔ:t/ <i>n.</i>	机场	U4
alone /ə'ləʊn/ <i>adv.</i>	独自	U5
announcement /ə'nauənmənt/ <i>n.</i>	公告; 通告	U2
anyone /'eniwʌn/ <i>pron.</i>	任何人	U2
anything /'eniθɪŋ/ <i>pron.</i>	任何东西; 任何事物	U1
area /'eəriə/ <i>n.</i>	(地方、城市、国家、 世界的)地区, 地域	U4
attention /ə'tenʃn/ <i>n.</i>	注意; 关注	U2
average /'ævərɪdʒ/ <i>adj.</i>	平均的	U4

B

beg /beg/ <i>v.</i>	乞讨; 乞求	U6
beg your pardon	请原谅; 请再说 一遍	U6
bin /bɪn/ <i>n.</i>	垃圾箱	U5
bottle /'bɒtl/ <i>n.</i>	瓶子	U5
break /breɪk/ <i>v.</i>	打破; 破; 裂; 碎	U4
break out	突然开始; 爆发	U4
broken /'brəʊkən/ <i>adj.</i>	破损的; 伤残的	U2
brush /brʌʃ/ <i>v.</i>	(用刷子)刷净, 刷亮, 刷平顺	U5
build /bɪld/ <i>v.</i>	创建; 建造	U5
building /'bɪldɪŋ/ <i>n.</i>	建筑物; 房子; 楼房	U5

bulb /bʌlb/ <i>n.</i>	电灯泡	U6
butterfly /'bʌtəflaɪ/ <i>n.</i>	蝴蝶	U1

C

calendar /'kælɪndə(r)/ <i>n.</i>	日历; 历法	U3
capital /'kæpɪtl/ <i>n.</i>	首都; 国都	U4
cause /kɔ:z/ <i>v.</i>	引起; 使发生 n. 原因; 事业	U4
change /tʃeindʒ/ <i>v. & n.</i>	改变; 变化	U6
changer /'tʃeindʒə(r)/ <i>n.</i>	改变者; 改进者	U6
character /'kærəktə(r)/ <i>n.</i>	角色	U6
check /tʃek/ <i>v.</i>	查明; 查看; 核实; 弄确实	U3
check out	察看, 观察(有趣或有 吸引力的人或事物)	U3
click /klɪk/ <i>v.</i>	(在计算机屏幕上用 鼠标)点击, 单击	U3
cloth /kləθ/ <i>n.</i>	织物; 布料	U5
cloud /klaʊd/ <i>n.</i>	云; 云朵	U4
coal /kəʊl/ <i>n.</i>	煤	U4
colourful /'kʌləfl/ <i>adj.</i>	颜色鲜艳的; 五彩缤纷的	U1
concert /'kɒnsət/ <i>n.</i>	音乐会; 演奏会	U3
container /kən'teɪnə(r)/ <i>n.</i>	容器	U2
count /kaʊnt/ <i>v.</i>	数数; 计算	U3
country /'kʌntri/ <i>n.</i>	国家	U3
create /kri'eɪt/ <i>v.</i>	创造; 创作	U6
culture /'kʌltʃə(r)/ <i>n.</i>	文化	U3
curly /'kɜ:li/ <i>adj.</i>	卷曲状的	U1

D

daily /'deɪli/ <i>adj.</i> 每日的；日常的	U5
degree /drɪ'gri:/ <i>n.</i> 度；度数	U4
die /daɪ/ <i>v.</i> 死亡	U6
different /'dɪfrənt/ <i>adj.</i> 不平常；与众不同；不同的；有区别的	U1
discover /dɪ'skʌvə(r)/ <i>v.</i> 发现	U6
doubt /daʊt/ <i>n.</i> 疑惑；疑问	U1
dream /dri:m/ <i>n.</i> 梦；梦想	U2
drop /drɒp/ <i>v.</i> 降低；减少	U4
drum /drʌm/ <i>v.</i> 打鼓 <i>n.</i> 鼓	U1
dry /draɪ/ <i>adj.</i> 干的；干燥的	U4

E

easy-going /'i:zi 'gəʊɪŋ/ <i>adj.</i> 随和的	U1
electric /ɪ'lektrɪk/ <i>adj.</i> 电的；电动的	U5
electricity /ɪ,lek'trɪsəti/ <i>n.</i> 电；电能	U5
else /els/ <i>adv.</i> 其他的；别的	U2
encourage /m'kʌrɪdʒ/ <i>v.</i> 支持；鼓励；激励	U5
energy /'enədʒi/ <i>n.</i> 能源	U5
environmental /ɪn,vɔ:rən'mentl/ <i>adj.</i> 环境的	U5
escalator /'eskəleɪtə(r)/ <i>n.</i> 自动扶梯	U2
eve /i:v/ <i>n.</i> 前夜；前夕	U3
even /'i:vn/ <i>adv.</i> (强调出乎意料) 甚至，连，即使	U5
event /'ɪ'vent/ <i>n.</i> 公开活动；发生的事情	U3
excite /ɪk'sait/ <i>v.</i> 使激动；使兴奋	U1
exciting /ɪk'saɪtɪŋ/ <i>adj.</i> 令人兴奋的；令人激动的	U1

experience /ɪk'spiəriəns/ *n.* 经历；

经验 U3

extreme /ɪk'stri:m/ *adj.* 极度的；

极大的 U4

F

fact /fækt/ <i>n.</i> 现实；实际情况	U4
fair /feə(r)/ <i>adj.</i> (头发或皮肤) 浅色的；白皙的	U1
fat /fæt/ <i>adj.</i> 肥的；胖的	U1
feather /'feðə(r)/ <i>n.</i> 羽毛	U1
festival /'festɪvl/ <i>n.</i> 节日	U3
firework /'faɪəwɜ:k/ <i>n.</i> 烟火；烟花	U3
fog /fɒg/ <i>n.</i> 雾	U4
foggy /'fɒgi/ <i>adj.</i> 有雾的	U4
follow /'fɒləʊ/ <i>v.</i> 遵循；跟随	U2
full /fʊl/ <i>adj.</i> 满的	U3
future /'fju:tʃə(r)/ <i>n.</i> 将来；未来	U1

G

gap /gæp/ <i>n.</i> 缺口；间隙	U2
gate /geɪt/ <i>n.</i> 大门	U2
general /dʒenərəl/ <i>adj.</i> 全体的；普遍的；总的	U6
glove /glʌv/ <i>n.</i> 手套	U2
government /'gʌvənmənt/ <i>n.</i> 政府；内阁	U5
grow /grəʊ/ <i>v.</i> 逐渐变得；逐渐成为	U2

H

hall /hɔ:l/ <i>n.</i> 礼堂；大厅	U1
harvest /'ha:vɪst/ <i>n.</i> 收获；收获季节	U3
hate /heɪt/ <i>v.</i> 讨厌；憎恶	U4
heat /hi:t/ <i>n.</i> 热；高温	U4
heatwave /'hi:tweɪv/ <i>n.</i> 酷热期；热浪	U4

herb /hɜ:b/ <i>n.</i> 药草；香草	U6	level /'levl/ <i>n.</i> 水平；标准	U6
hit /hit/ <i>v.</i> 达到(某水平)	U4	lift /lɪft/ <i>n.</i> 电梯；升降机	U2
hobby /'hɒbi/ <i>n.</i> 业余爱好	U1	line /laɪn/ <i>n.</i> 线；线条	U2
hope /həʊp/ <i>v.</i> 希望；期望(某事发生)	U3	litter /'lɪtə(r)/ <i>v.</i> 乱扔 <i>n.</i> 垃圾；废弃物	U2
host /həʊst/ <i>n.</i> 节目主持人	U1	location /ləʊ'keɪʃn/ <i>n.</i> 地方；地点；位置	U4
however /haʊ'evə(r)/ <i>adv.</i> 然而	U5	lose /lu:z/ <i>v.</i> 遗失；丢失	U6
huge /hju:dʒ/ <i>adj.</i> 巨大的；极多的；程度高的	U5	low /ləʊ/ <i>adj.</i> 低于平均水平的；低的；矮的	U5
hurrah /hə'rɑ:/ <i>excl.</i> 万岁；好哇	U2	low-energy /ləʊ 'enədʒi/ <i>adj.</i> 低能耗的	U5

I

important /ɪm'pɔ:tnt/ <i>adj.</i> 重要的；有重大影响的	U2
in fact 事实上	U4
increase /ɪn'kri:s/ <i>v.</i> 增长；增加	U4
indoors /,ɪn'do:z/ <i>adv.</i> 在室内	U4
inexpensive /,ɪnɪk'spensɪv/ <i>adj.</i> 廉价的；不昂贵的	U6
information /,ɪnfə'meɪʃn/ <i>n.</i> 信息；消息；情报；资料；资讯	U3
international /,ɪntə'næʃnəl/ <i>adj.</i> 国际的	U3
invent /ɪn'vent/ <i>v.</i> 发明；创造	U6
invention /ɪn'venʃn/ <i>n.</i> 发明；创造	U6
inventor /ɪn'ventə(r)/ <i>n.</i> 发明者；发明家	U6
invite /ɪn'veɪt/ <i>v.</i> 邀请	U3
item /'aɪtəm/ <i>n.</i> 一件物品	U5

J

jeans /dʒi:nz/ <i>n. (pl.)</i> 牛仔裤	U1
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L

laugh /la:f/ <i>v.</i> 笑；发笑	U1
laugh at 嘲笑	U1
leaf /li:f/ <i>n. (pl. leaves)</i> 叶子	U4
lean /li:n/ <i>v.</i> 倚靠；倾斜	U2
leave /li:v/ <i>v.</i> 留下；离开	U2

level /'levl/ <i>n.</i> 水平；标准	U6
lift /lɪft/ <i>n.</i> 电梯；升降机	U2
line /laɪn/ <i>n.</i> 线；线条	U2
litter /'lɪtə(r)/ <i>v.</i> 乱扔 <i>n.</i> 垃圾；废弃物	U2
location /ləʊ'keɪʃn/ <i>n.</i> 地方；地点；位置	U4
lose /lu:z/ <i>v.</i> 遗失；丢失	U6
low /ləʊ/ <i>adj.</i> 低于平均水平的；低的；矮的	U5
low-energy /ləʊ 'enədʒi/ <i>adj.</i> 低能耗的	U5
luck /lʌk/ <i>n.</i> 机遇；命运；运气	U3
lucky /'lʌki/ <i>adj.</i> 有好运的；运气好的；幸运的	U3
lunar calendar 农历	U3

M

mankind /mæn'kaɪnd/ <i>n.</i> 人类	U5
mark /ma:k/ <i>v.</i> 做记号；做标记 <i>n.</i> 标记；记号	U6
meal /mi:l/ <i>n.</i> 早(或午、晚)餐；一顿饭	U3
mean /mi:n/ <i>v.</i> 意思是	U1
medicine /'medsn/ <i>n.</i> 医学；药	U6
midnight /'mɪdnait/ <i>n.</i> 午夜	U3
million /'miljən/ <i>num.</i> 一百万	U6
millions of 数以百万计的；很多	U6
mix /mɪks/ <i>v.</i> 混合；融合	U5
model /'mɒdl/ <i>n.</i> 模型	U2
mostly /'məʊstli/ <i>adv.</i> 主要地；一般地；通常	U3
musical /'mju:zɪkl/ <i>adj.</i> 音乐的 <i>n.</i> 音乐剧	U3

N

neighbourhood (AmE <i>neighborhood</i>)	
/'neɪbəhʊd/ <i>n.</i> 街区；邻近的地方	U5
news /nju:z/ <i>n.</i> 媒体对重要事情的报道；新闻	U4

nightingale /'naɪtɪŋgeɪl/ n. 夜莺	U1	planet /'plænɪt/ n. 行星	U5	
north /nɔ:θ/ n. 北; 北方		plastic /'plæstɪk/ adj. 塑料的	U5	
adv. 向北; 朝北	U4	n. 塑料	U5	
notice /'nəʊtɪs/ v. 注意		platform /'plætfɔ:m/ n. 站台	U2	
n. 通知; 注意	U1	poem /'pəʊɪm/ n. 诗	U6	
noticeboard /'nəʊtɪsbɔ:d/ n. 布告栏;		poor /pɔ:(r)/ adj. 贫穷的	U6	
布告板	U1	porridge /'pɔ:ri:dʒ/ n. 粥	U3	
number /'nʌmbə(r)/ n. 编号; 数字;		post /pəʊst/ v. 发帖; 寄; 邮寄	U3	
数量	U1	power /'paʊə(r)/ n. 电; 电力供应	U6	
nut /nʌt/ n. 坚果	U3	power station 发电站; 发电厂	U6	
O				
outing /'autɪŋ/ n. (集体)出外游玩 (或学习); 远足	U2	prince /prɪns/ n. 王子	U3	
P				
pain /peɪn/ n. 疼痛	U6	programme (AmE program)		
pardon /'pa:dn/ excl. 请再说一遍	U6	/'prəʊgræm/ n. 节目单; 计划; 方案; 活动安排	U1	
partner /'pɑ:tner(r)/ n. 搭档; 同伴	U1	public /'pʌblɪk/ adj. 公共的; 公立的	U5	
pass /pa:s/ v. 给; 递; 传递	U3	publish /'pʌblɪʃ/ v. 出版; 发行	U6	
pass on 传递; 转交; (用后)递给, 传给	U3	pupil /'pju:pɪl/ n. 学生; 小学生	U4	
passenger /'pæsɪndʒə(r)/ n. 乘客; 旅客	U2	Q		
pat /pæt/ v. 轻拍	U1	quite /kwaɪt/ adv. 相当; 非常	U4	
pay /peɪ/ v. (与某些名词结合使用, 表示将要做或将付出某事物)	U2	R		
pay attention to (对某人或某事) 注意	U2	reach /ri:tʃ/ v. 增加到; 达到	U4	
peacock /'pi:kɔ:k/ n. 孔雀	U1	ready /'redi/ adj. 准备好; 准备完毕	U2	
penicillin /,penɪ'sɪlɪn/ n. 青霉素; 盘尼西林	U6	real /'ri:əl/ adj. 真正的	U6	
perform /pə'fɔ:m/ v. 表演; 演出	U3	really /'ri:əli/ adv. 事实上; 真正地	U3	
performance /pə'fɔ:məns/ n. 表演	U3	record /'rekɔ:d/ n. 纪录; 记录 /rɪ'kɔ:d/ v. 记录	U4	
person /'pɜ:sn/ n. 人; 个人	U1	recycle /,rɪ:'saɪkl/ v. 回收利用	U5	
personality /,pɜ:se'næləti/ n. 性格; 个性	U1	reduce /rɪ'dju:s/ v. 减少; 缩小	U5	
pick /pɪk/ v. 拿起; 挑选; 选择	U5	regards /rɪ'ga:dz/ n. (pl.) 致意; 问候	U4	
pick up 捡起; 拾起	U5	repair /rɪ'peə(r)/ v. 修理; 修补	U5	
picnic /'pɪknɪk/ n. 野餐	U4	reunion /,ri:'ju:nɪən/ n. 重逢; 团聚	U3	
		reusable /,rɪ:'ju:zəbl/ adj. 可重复 使用的; 可再次使用的	U5	
		reuse /,rɪ:'ju:z/ v. 重复使用	U5	
		rubbish /'rʌbɪʃ/ n. 垃圾; 废弃物	U2	
		rule /ru:l/ n. 规则; 规章	U2	

runway /'rʌnweɪ/ <i>n.</i> 飞机跑道	U4	stay /steɪ/ <i>v.</i> 保持; 继续是	U2
rush /rʌʃ/ <i>v.</i> 迅速移动; 急促	U2	still /stɪl/ <i>adv.</i> 还; 仍然	U4
S			
save /seɪv/ <i>v.</i> 节省; 节约; 救	U5	store /stɔ:(r)/ <i>n.</i> 商店; 店铺	U5
saver /'seɪvə(r)/ <i>n.</i> 救助者; 救星	U6	storyteller /'stɔ:ritelə(r)/ <i>n.</i> 讲故事	U6
scientist /'saɪəntɪst/ <i>n.</i> 科学家	U6	的人	U6
search /sɜ:tʃ/ <i>v.</i> 搜索; 搜寻; 搜查;		straight /streɪt/ <i>adj.</i> 直的	U1
查找	U4	successful /sək'sesfl/ <i>adj.</i> 达到	
seat /si:t/ <i>n.</i> 座位	U2	目的的; 有成效的; 获得成功的	U6
several /'sevrəl/ <i>det. & pron.</i> 几个;		sugar /'ʃʊgə(r)/ <i>n.</i> 食糖	U3
数个	U4	sunshine /'sʌnʃaɪn/ <i>n.</i> 阳光; 日光	U4
shape /ʃeɪp/ <i>n.</i> 形状; 外形	U1	swan /swɒn/ <i>n.</i> 天鹅	U1
sick /sɪk/ <i>adj.</i> 生病的; 有病的	U6	symphony /'simfəni/ <i>n.</i> 交响乐;	
since /sɪns/ <i>prep.</i> 自……以来;		交响曲	U3
自……以后	U3		
size /saɪz/ <i>n.</i> 大小; 尺码	U1		
skate /skeɪt/ <i>v.</i> 滑冰; 溜冰	U4		
skill /skɪl/ <i>n.</i> 技巧; 技艺	U1		
skin /skɪn/ <i>n.</i> 皮肤	U1		
slim /slɪm/ <i>adj.</i> 苗条的; 纤细的	U1		
smart /smɑ:t/ <i>adj.</i> 聪明的; 机敏的	U6		
smile /smail/ <i>v.</i> 微笑; 笑	U1		
smoke /sməʊk/ <i>v.</i> 吸烟; 抽烟	U2		
soldier /'səʊldʒə(r)/ <i>n.</i> 军人; 士兵	U6		
someone /'sʌmwʌn/ <i>pron.</i>			
(= somebody) 某人	U1		
soon /su:n/ <i>adv.</i> 很快; 马上; 不久	U4		
sort /sɔ:t/ <i>v.</i> 整理; 把……分类	U5		
sound /saʊnd/ <i>v.</i> 听起来			
n. 声音	U1		
south /sauθ/ <i>n.</i> 南部; 南方			
adv. 向南; 朝南	U4		
special /'speʃl/ <i>adj.</i> 特殊的; 特别的	U1		
spend /spend/ <i>v.</i> 花(时间); 度过	U6		
spring roll /'sprɪŋ 'rəʊl/ <i>n.</i> 春卷	U3		
square /skweə(r)/ <i>n.</i> 广场	U3		
stage /steɪdʒ/ <i>n.</i> 舞台	U6		
stamp /stæmp/ <i>n.</i> 邮票	U6		
station /'steɪʃn/ <i>n.</i> 车站;(服务)台	U2		
T			
take turns 轮流; 依次		temperature /'temprətʃə(r)/ <i>n.</i>	
talent /'tælənt/ <i>n.</i> 天才; 天赋		温度; 气温	U4
tap /tæp/ <i>n.</i> 水龙头		than /ðæn; ðən/ <i>prep.</i> 比	U1
theatre (AmE <i>theater</i>) /'θɪətə(r)/ <i>n.</i>		theatre (AmE <i>theater</i>) /'θɪətə(r)/ <i>n.</i>	
戏院; 剧场; 露天剧场		戏院; 剧场; 露天剧场	U3
theory /'θɪəri/ <i>n.</i> 学说; 理论		tonight /tə'nait/ <i>adv.</i> 今晚	U3
tooth /tu:θ/ <i>n.</i> (pl. teeth) 牙; 齿		tooth /tu:θ/ <i>n.</i> (pl. teeth) 牙; 齿	U5
tradition /trə'dɪʃn/ <i>n.</i> 传统		tradition /trə'dɪʃn/ <i>n.</i> 传统	U3
traditional /trə'dɪʃənl/ <i>adj.</i> 传统的;		traditional /trə'dɪʃənl/ <i>adj.</i> 传统的;	U3
习俗的		习俗的	U3
Traditional Chinese Medicine (TCM)		Traditional Chinese Medicine (TCM)	
中医药		中医药	U6
tragedy /'trædʒədi/ <i>n.</i> 悲剧;		transport /'trænspo:t/ <i>n.</i> 交通车辆;	
悲剧作品		旅行方式	U5
T-shirt /'ti: ſɜ:t/ <i>n.</i> T恤衫; 短袖汗衫		T-shirt /'ti: ſɜ:t/ <i>n.</i> T恤衫; 短袖汗衫	
			U1
U			
underground /'ʌndəgraʊnd/ <i>n.</i>			

地铁；地下铁路系统	U2	wave /weɪv/ <i>n.</i> 海浪；波浪	U4
uniform /ju:nɪfɔ:m/ <i>n.</i> 制服；校服	U4	wealth /welθ/ <i>n.</i> 钱财；财富	U3
unique /ju'nɪk/ <i>adj.</i> 唯一的； 独一无二的	U1	weigh /weɪ/ <i>v.</i> 称重量；权衡	U6
until /ən'til/ <i>conj.</i> (= till) 直到…… 为止	U6	weight /weɪt/ <i>n.</i> 重量；分量	U6
		wet /wet/ <i>adj.</i> 湿的；潮湿的	U4

V

violin /vaɪə'lɪn/ <i>n.</i> 小提琴	U1
voice /voɪs/ <i>n.</i> 嗓音；说话声； 歌唱声	U1

W

waste /weɪst/ <i>n.</i> 废物；垃圾 <i>v.</i> 浪费；滥用	U5
---	----

wave /weɪv/ <i>n.</i> 海浪；波浪	U4
wealth /welθ/ <i>n.</i> 钱财；财富	U3
weigh /weɪ/ <i>v.</i> 称重量；权衡	U6
weight /weɪt/ <i>n.</i> 重量；分量	U6
wet /wet/ <i>adj.</i> 湿的；潮湿的	U4
wind /wɪnd/ <i>n.</i> 风	U4
wise /waɪz/ <i>adj.</i> 充满智慧的； 明智的	U1
without /wi'ðaʊt/ <i>prep.</i> 没有；缺乏	U1
worse /wɜ:s/ <i>adj.</i> (bad 的比较级) 更差的；更糟的	U4
would /wʊd/ <i>modal v.</i> (客气地 建议或邀请)将；将会	U1



Proper nouns and glossary

Proper nouns

Ada 埃达(女名)	p. 40	Princes Street Gardens 王子街花园	
Albert Einstein 阿尔伯特·爱因斯坦	p. 74		p. 34
Alexander Fleming 亚历山大·弗莱明		Richard Feynman 理查德·费曼	p. 84
Beethoven 贝多芬	p. 14	<i>Romeo and Juliet</i> 《罗密欧与朱莉叶》	
Big Ben 大本钟	p. 54		p. 78
Canada 加拿大	p. 76	Scotland 苏格兰(英国地名)	p. 50
Canadian <i>n.</i> 加拿大人		Seo-jun 徐俊(韩国人名)	p. 36
<i>adj.</i> 加拿大的		Shirley 雪莉(女名)	p. 5
Chuseok 韩国秋夕节	p. 36	Singapore 新加坡	p. 64
Coningsby 科宁斯比(英国地名)	p. 50	Songpyeon 松片(韩国的一种糕点)	p. 36
Dango 团子(日本传统点心)	p. 36	South Korea 韩国	p. 36
Edinburgh 爱丁堡(英国地名)	p. 34	Spring Festival 春节	p. 39
Festival Square 节日广场	p. 34	Stratford-upon-Avon 埃文河畔	
Finn 芬恩(男名)	p. 5	斯特拉特福(英国地名)	p. 78
Florence Nightingale 弗洛伦斯·南丁格尔		<i>Swan Lake</i> 《天鹅湖》	p. 34
<i>Hamlet</i> 《哈姆雷特》	p. 78	<i>The Butterfly Lovers</i> 《梁祝》	p. 6
Haruto 春门(日本人名)	p. 36	the King's Theatre 国王剧院	p. 34
Harry Turner 哈利·特纳(男名)	p. 34	the Lyceum 兰馨剧院	p. 34
Helen Keller 海伦·凯勒	p. 14	the Philippines 菲律宾	p. 33
Henry Norman Bethune 亨利·诺曼·白求恩		the Ross Theatre 罗斯剧院	p. 34
<i>Isaac Newton</i> 艾萨克·牛顿	p. 76	the Royal Mile 皇家大道	p. 34
Kim 金(通常为女名)	p. 5	the Usher Hall 阿舍礼堂	p. 34
Laba porridge 腊八粥	p. 32	Thomas Edison 托马斯·爱迪生	p. 74
Liverpool 利物浦(英国地名)	p. 47	Thomas Gainsborough 托马斯·庚斯博罗	p. 84
Marie Curie 居里夫人	p. 74	Times Square 时代广场	p. 40
Mid-Autumn Festival 中秋节	p. 36	Trevor 特雷弗(男名)	p. 5
Mika 米卡(人名)	p. 5	Tsukimi 日本月见节	p. 36
Newcastle 纽卡斯尔(英国地名)	p. 47	UK (The United Kingdom) 英国	p. 50
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Paul 保罗(男名)	p. 5	World War II 第二次世界大战	p. 76
Paula 茉拉(女名)	p. 5		

Glossary

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base form 原形	p. 24	复数	p. 117
formal 正式的	p. 27	predicate 谓语	p. 115
imperative 祈使语气	p. 24	preparatory <i>it</i> <i>it</i> 作形式主语	p. 52
imperative sentence 祈使句	p. 24	proper noun 专有名词	p. 40
informal 非正式的	p. 35	regular verb 规则动词	p. 113
intonation 语调	p. 7	singular countable noun 可数	
past form 过去式	p. 113	名词单数	p. 117
past simple 一般过去时	p. 38	<i>to</i> -infinitive 带 <i>to</i> 的动词不定式	p. 52



Numbers

Cardinal numbers 基数词

0	zero	40	forty
1	one	50	fifty
2	two	60	sixty
3	three	70	seventy
4	four	80	eighty
5	five	90	ninety
6	six	100	one hundred
7	seven	102	one hundred and two
8	eight	110	one hundred and ten
9	nine	113	one hundred and thirteen
10	ten	120	one hundred and twenty
11	eleven	136	one hundred and thirty-six
12	twelve	200	two hundred
13	thirteen	1,000	one thousand
14	fourteen	1,001	one thousand and one
15	fifteen	1,012	one thousand and twelve
16	sixteen	1,103	one thousand one hundred and three
17	seventeen	1,230	one thousand two hundred and thirty
18	eighteen	1,357	one thousand three hundred and fifty-seven
19	nineteen	1,500	one thousand five hundred
20	twenty		
21	twenty-one		
30	thirty		
33	thirty-three		

Decimal numbers 小数

For temperatures 温度

0.8 °C = zero point eight degrees Celsius

5.4 °C = five point four degrees Celsius

40.3 °C = forty point three degrees Celsius

89.2 °C = eighty-nine point two degrees Celsius

-12.2 °C = twelve point two degrees Celsius below zero/minus twelve point two degrees Celsius

Years and dates 年份和日期

- 25 January 1600: the twenty-fifth of January/January the twenty-fifth, sixteen hundred
- 3 February 1735: the third of February/February the third, seventeen thirty-five
- 18 March 1830: the eighteenth of March/March the eighteenth, eighteen thirty
- 5 April 1905: the fifth of April/April the fifth, nineteen o five
- 22 May 1910: the twenty-second of May/May the twenty-second, nineteen ten
- 2 June 2000: the second of June/June the second, two thousand
- 14 July 2006: the fourteenth of July/July the fourteenth, two thousand and six/twenty o six
- 12 August 2010: the twelfth of August/August the twelfth, two thousand and ten/twenty ten
- 5 September 2016: the fifth of September/September the fifth, two thousand and sixteen/twenty sixteen
- 10 October 2020: the tenth of October/October the tenth, two thousand and twenty/twenty twenty
- 30 November 2021: the thirtieth of November/November the thirtieth, two thousand and twenty-one/twenty twenty-one
- 31 December 2050: the thirty-first of December/December the thirty-first, two thousand and fifty/twenty fifty

Notes:

The last two letters of the number word are sometimes added in the dates in written language (e.g. *1st*, *2nd*, *3rd*, *4th*).



Months and days

Months		Days	
January	一月	Monday	星期一
February	二月	Tuesday	星期二
March	三月	Wednesday	星期三
April	四月	Thursday	星期四
May	五月	Friday	星期五
June	六月	Saturday	星期六
July	七月	Sunday	星期日
August	八月		
September	九月		
October	十月		
November	十一月		
December	十二月		



Irregular verbs

动词	过去式
awake	awoke
be (am, is, are)	was, were
bear	bore
beat	beat
become	became
begin	began
bleed	bled
blow	blew
break	broke
bring	brought
build	built
burn	burnt/burned
buy	bought
can	could
catch	caught
choose	chose
come	came
cost	cost
cut	cut
deal	dealt
dig	dug
do	did
draw	drew
dream	dreamt/dreamed

动词	过去式
drink	drank
drive	drove
eat	ate
fall	fell
feed	fed
feel	felt
fight	fought
find	found
fly	flew
forget	forgot
freeze	froze
get	got
give	gave
go	went
grow	grew
hang (悬挂)	hung
have	had
hear	heard
hide	hid
hit	hit
hold	held
hurt	hurt
keep	kept
know	knew

动词	过去式
lay	laid
lead	led
learn	learnt/learned
leave	left
lend	lent
let	let
lie (躺)	lay
light	lit/lighted
lose	lost
make	made
may	might
mean	meant
meet	met
mistake	mistook
must	must
pay	paid
put	put
read /ri:d/	read /red/
ride	rode
ring	rang
rise	rose
run	ran
say	said
see	saw
sell	sold

动词	过去式
send	sent
set	set
shake	shook
shall	should
shine	shone
shoot	shot
show	Showed
shut	shut
sing	sang
sit	sat
sleep	slept
smell	smelt/smelled
speak	spoke
speed	sped/spedded
spell	spelt/spelled
spend	spent
spread	spread
stand	stood
steal	stole
stick	stuck
sweep	swept
swim	swam
take	took
teach	taught
tell	told

(续表)

动词	过去式
think	thought
throw	threw
understand	understood
wake	woke

动词	过去式
wear	wore
will	would
win	won
write	wrote

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，王颖婷、丁永花、吁思敏、郑琳、唐树华、吕晶晶、黄丁意等老师也参与了本册部分单元的编写。Emily Yinchang Shi(加拿大)、Gillian Flaherty(澳大利亚)、James Bean(澳大利亚)、Mark Edward Alexander(英国)、Nathaniel Thomas Murray(美国)等参与了教材部分文本创作和语言润色。编写过程中，程晓堂教授、Stephanie Ashford(英国)、Ian McGrath(英国)、Renata Geld(克罗地亚)、Marc Young(加拿大)等为提升教材质量提出了宝贵意见。

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