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2024

义务教育教科书

英语

ENGLISH

八年级

上册



人民教育出版社

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人民教育出版社 课程教材研究所 编著

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·北京·

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致同学

亲爱的同学们，欢迎你们进入八年级的英语学习！经过一年的努力，相信你们在初中英语学习的道路上已经有了不少收获。

本套教科书各单元以主题为引领，以问题为线索，以活动为途径，关联现实生活，体现时代特征，包含丰富的文化内容。学习这套教科书可以帮助你们发展语言能力，培育文化意识，提升思维品质，提高学习能力，树立国际视野，涵养家国情怀，坚定文化自信，形成正确的世界观、人生观和价值观。

八年级上册共有八个单元，每个单元的主题内容都与你们的生活密切相关。第一单元通过假期经历的分享，鼓励你们不断积累新知识和新技能，度过更有意义的假期。第二单元从家庭生活切入，引导你们思考“家”的内涵。第三单元通过比较彼此的异同，帮助你们理解“和而不同”，学会合作互补。第四单元带你们见识神奇的动植物，树立生态保护意识。第五单元邀请你们尝试烹饪中西方美食，通过劳动“品尝”生活的美好。第六单元激励你们根据理想和目标制订自我提升计划。第七单元和你们一起畅想未来的生活并思考如何为未来做好准备。第八单元探讨沟通交流的方式和技巧，希望你们在人际交往中更加礼貌得体。从本册开始，教科书每个单元都设置了独立的词汇学习和以读促写板块，帮助你们进一步夯实基础，让你们能更自信地用英语表达与交流。

纸上得来终觉浅，绝知此事要躬行。英语是实践性很强的学科，学好英语的关键是多运用、多实践。只要坚持，付出一定会获得回报。祝你们在八年级实现新的突破，取得更大的进步！

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UNIT 1

Happy Holiday



BIG Question What makes a great holiday?

In this unit, you will

1. talk about holiday activities and experiences.
2. use indefinite pronouns to talk about uncertain people, things, or places.
3. express your feelings about holidays.
4. explore the benefits of holiday experiences.

Look and share

1. What is the relationship of the people in the photo?
2. Where do you think these people are?
3. What are they doing?

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SECTION A

How do people spend their holidays?

1a **Tick the activities you did during the summer holidays. You can add more.**

- ☐ took music lessons
- ☐ visited some ancient buildings
- ☐ went to the mountains
- ☐ visited my grandparents
- ☐ went to a festival
- ☐ went to a summer camp

1b **Listen to the conversations and circle the holiday activities you hear in 1a.**

1c **Listen again and complete the two summaries.**



1. Yaming went to Mount Huangshan with his _____. The landscape there was amazing. Yaming saw the Guest-Greeting Pine, the Sea of _____, lots of strange _____, and many ancient _____.



2. Emma went back to the US with her _____ and _____. She went to a strawberry festival near her _____ house in Seattle. At the festival, she _____ some strawberry cookies and chocolates. She stayed with her _____ for _____ days.

1d **Talk about Yaming's and Emma's holidays.**

Where did Yaming / Emma go on holiday / vacation?

He / She went to …

Did he / she do anything interesting?

Yes, he / she …

Pronunciation

1 **Listen and repeat. Add one more word to each group.**

/i:/			/ɪ/	/i/	/e/		/æ/
e	**ee**	**ea**	**i**	**y**	**e**	**ea**	**a**
he	see	beach	trip	city	fresh	bread	camp
she	need	peace	swim	busy	forget	ready	relax
_____	_____	_____	_____	_____	_____	_____	_____

2 **Listen and repeat. Notice the rhythm.**

1. A: How was your holiday?
   B: My holiday? Great!
   A: What did you do?
   B: I went to Beijing
   and saw the Great Wall.
   Oh, how great it was!

2. A: How was your holiday?
   B: My holiday? Really good!
   A: What did you do?
   B: I hiked in the mountains
   and saw the sunrise.
   Oh, how beautiful it was!

2a **Listen to the conversation and choose the correct sentences to complete it.**

Adam: Hi, Peter. How are you?
Peter: Hi, Adam. I'm fine, thanks.
Adam: How was your holiday?
Peter: It was fantastic.
Adam: _____
Peter: Yes, I went to Yunnan with my family.
Adam: Wow! That sounds great.
_____
Peter: Yes, we stayed in the old town for a few days, and we enjoyed it very much.
Adam: Did you visit Yulong Mountain? _____
Peter: It is! It just took my breath away. We took a lot of great photos there.
Adam: _____
Peter: Yes, we did! Everything tasted good, especially the steamed chicken soup. What about you? _____
Adam: No, not this holiday. _____ I just stayed at home to read, play games, and relax, but it was still fun.

A. Did you eat anything special?
B. Did you go anywhere interesting?
C. I did nothing special.
D. Did you go to Lijiang?
E. Everyone says it's beautiful.
F. Someone said you went to Beijing.

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2b **Read the conversation and complete the table.**

Name	Where did he go / stay?	What did he do?	How did he feel?
Peter			
Adam			

2c **Complete the summary of the conversation.**

Peter had a _____ holiday. He went to Yunnan with his _____. They stayed in the old _____ of Lijiang for a few days and _____ it very much. They _____ Yulong Mountain and took a lot of photos there. They also tried some Yunnan dishes, and they _____ the steamed chicken soup. Adam didn't do _____ special, but he still had a relaxing and _____ holiday.

2d **Listen to the conversation again. Then role-play it.**

2e **Tick the words that describe your last summer holiday experience.**

☐ great ☐ amazing ☐ excellent ☐ fantastic ☐ relaxing
☐ wonderful ☐ OK ☐ not too bad ☐ boring ☐ terrible

2f **Share your summer holiday experience with a partner.**

A: How was your summer holiday, …?
B: It was …
A: Did you go anywhere interesting?
B: Yes, I … / No, I didn't. I just …
A: Really? Did you do anything special?
B: Well, …



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Grammar Focus

3a **Read the sentences and notice the indefinite pronouns in bold. Then discuss when you use these pronouns.**

Where did you go on holiday?	I didn't go anywhere special, but I tried **something** new — I worked as a tour guide at a museum.
Did you do **anything** interesting on your holiday?	No, **nothing** special. But I met **someone** interesting.
Did you go anywhere interesting?	Yes, I went to Yunnan.
Did you go with **anyone**?	Yes, I went with my family.
Did you eat **anything** special?	Yes, we did! **Everything** tasted good, especially the steamed chicken soup. **Everyone** loved it.

3b **Complete the conversation with the correct indefinite pronouns.**

A: Did you do _____ interesting on your holiday?

B: No, _____ special. How about you?

A: Well, I went to Hangzhou and spent a few days there.

B: Really? _____ says the scenery around the West Lake is so beautiful.

A: It is. We had a wonderful experience.

B: Great! So, did you go there with _____?

A: Yes, I went with my family. Oh! I just remembered. I got you _____ as a gift. Here you are!

B: Wow, it's a silk scarf. Thank you!

A: You're welcome!

3c **Complete the passage with the correct indefinite pronouns.**

someone no one everyone something nothing everything

It was summer. Like _____ else, I was ready to go on a holiday somewhere. I chose a town near my city, but _____ could join me, so I went by myself. When I got to the town, it started raining heavily. I could do _____ but stay in the hotel. The hotel was nice, with a comfortable bed, and _____ was very clean. I felt bored, so I decided to look for _____ to read. I found a book in my room and started reading by my bed. Then, I heard _____ shout from outside, "Look at the sky! How amazing!" I got up and walked towards the window. There was a beautiful double rainbow in the sky.

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SECTION B

What can we learn from holiday experiences?

1a **Look at the photos below. Do you know which country it is? Would you like to visit it?**



Red Square



Alexander Garden

1b **Read Vincent's diary entries about his holiday. Then answer the questions.**

1. What places did Vincent visit?
2. How did he feel during the trip?

17 July

Today was our first day to visit Moscow. The weather was fine and everyone felt excited to visit some famous places in Russia.

In the morning, we went to the Victory Museum. The Russian people built this museum to remember their fight against the Nazis during World War II. As we walked through the halls, the tour guide told us stories about the war.

In one hall, I saw an artwork with thousands of glass "tears" falling down. It reminds us that war is terrible and peace does not come easily. We should not forget that.

At noon, we had lunch at a restaurant near the park. I liked the ice cream there, so I ate a lot of it. But, during dinner, I didn't feel like eating because I felt sick. So now, I just want to get a good night's sleep.

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18 July

It rained last night, so this morning the air was fresh and cool. I felt much better today.

We took the Moscow Metro to travel around. The metro stations are really beautiful. Sometimes I felt like I was walking inside a palace. After that, we went to Red Square. We saw some fantastic buildings there.

In the afternoon, we arrived at a school and met a group of Russian students. We played games and soon became friends. Later, someone took out his accordion, and soon everyone got together to sing and dance. We were so happy that we didn't notice the time. It was such a good experience!



Moscow Metro

1c **Read the diary entries again. Complete the timeline.**

	In the morning	At noon	During dinner
17 July	*went to the Victory Museum*		

	In the morning	In the afternoon
18 July		

1d **What can you learn from Vincent's travel experience? Make a list of your ideas and share them with a partner.**

1. *I can learn about the history of a country or a city.*
2.
3.
…

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Vocabulary in Use

2a **Think of as many words as possible to make phrases. Then write them down.**

1. holiday *summer holiday(s), go on holiday, …*
2. experience _____
3. scenery _____
4. station _____
5. camp _____
6. square _____

2b **Complete the sentences with the correct words in the box.**

ancient breath remind peace sick easily

1. I felt _____ after staying in the sun for too long.
2. The tour guide told us the _____ tower was over 1,000 years old.
3. Don't spend too much on holiday shopping, or you might _____ go over budget.
4. When the night fell, the small town was finally at _____.
5. The mountain scenery was so beautiful that it took my _____ away!
6. Please _____ me to take my passport before I leave. I'm getting a little forgetful these days.

2c **Complete the passage with the correct forms of the words in the box.**

especially ready forget landscape get together

People spend their holidays in different ways. Some travel to see beautiful sights and _____ in strange, faraway places. The amazing scenery makes them smile and _____ their worries. Others stay comfortable at home, _____ when they are tired or not feeling well. They do nothing but relax, sleep, or watch TV. Many people _____ with friends and family to have a meal or play sport. There are lots of ways to relax and have fun. However, the most important part of a holiday is to rest your mind and body. Then you can go back to your regular life, and be _____ to see what comes next.

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3a **Read Gina's holiday story and write down the things that she did.**

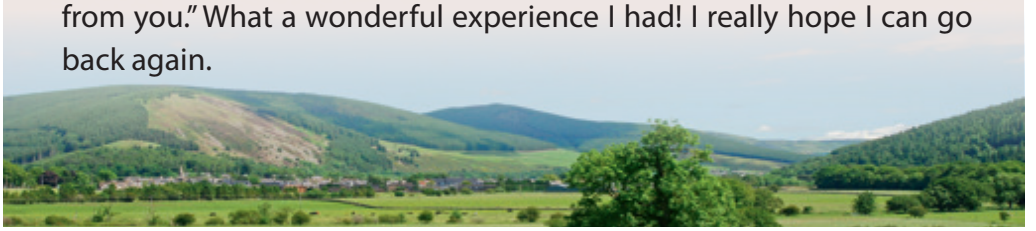
My Holiday in Scotland



Last autumn, my family took a train to Scotland for a holiday. We stayed in a comfortable house in the countryside with beautiful scenery. I live in a big city, so everything there seemed so different. For example, beside the house, there was a huge forest.

On the last day, early in the morning, I went to the forest to explore. While there, something made a noise. I turned around and was surprised to see a deer.

I ran home and told my parents what I saw. My mum smiled and said, "The deer is probably looking for food and hoping to get some from you." What a wonderful experience I had! I really hope I can go back again.



Things that Gina did

took _____ _____ ▸ stayed _____ _____ ▸ went to ___ _____ ▸ saw _____ _____ ▸ ran home and _____

3b **Think of an unforgettable holiday experience and answer the questions.**

1. When did it happen? _____
2. Where were you? _____
3. What did you do? _____
4. How did you feel? _____
5. What did you learn? _____

3c **Use your ideas above to write a holiday story.**

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*Project Make a holiday to-do list

4a **Work in groups. Make a list of the activities you did during your holidays.**

4b **Choose five meaningful activities you think everyone should try. Then give your reasons.**

	Holiday activity	Place	Reason
1	*visiting Mount Taishan*	*Tai'an city*	*to enjoy the beautiful scenery and …*
2			
3			
4			
5			

4c **Share your five activities with your class. Then find out the top three activities that everyone likes to do.**

Reflecting

1. Can you use the simple past tense to describe your holiday experiences?
2. When do you use indefinite pronouns?
3. How would you describe your last holiday? How did you feel?
4. What can people learn from travel experiences and other holiday activities?



A holiday is a time to relax, enjoy life, and make memories.

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UNIT 2

Home Sweet Home



BIG Question What does home mean to you?

In this unit, you will

1. talk about what you can do for your home.
2. make polite requests and ask for permission.
3. find more ways to make a home comfortable.
4. explore the meaning of home.

Look and share

1. What are the people doing in the photo?
2. Where are they?
3. How do you think they feel?

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SECTION A

What can you do for your home?

1a **Do you do these things at home? What chores do you do?**



pack up things



sweep the floor



clean the bathroom



feed the fish



hang up photos



water the plants

1b **Listen to the first conversation. Tick the things that Jim's dad asks him to do.**

- ☐ hang out with friends
- ☐ write "Jim's bedroom" on each box
- ☐ sort things into boxes
- ☐ pack up his things

1c **Listen to the second conversation and match the people with what they will do.**

1. Jim
2. Peter
3. Helen
4. Mum
5. Dad

A. sweep the floor
B. grow flowers on the balcony
C. hang up the photos
D. clean the bathroom
E. invite friends to the new house
F. keep fish in the living room

1d **Make a conversation with the chores from 1a.**

Can / Could you please water the plants?

Sure. / Sorry, I have to clean the bathroom now.

Pronunciation

1 **Listen and repeat. Add one more word to each group.**

/ɔː/		/ɒ/	/uː/		/ʊ/	/ɑː/	/ʌ/
or	**oor**	**o**	**oo**	**u**	**oo**	**ar**	**u**
short	door	drop	spoon	blue	cook	far	but
sport	floor	borrow	food	flute	good	party	hunt
_____	_____	_____	_____	_____	_____	_____	_____

2 **Listen and read. Notice the sense groups and pauses.**

Peter: Mum, | can I invite my friends | to our new house?
Mum: Sure, | Peter. || But we need to clean up first. || Would you like to mop the floor | or clean the windows?
Peter: I'd like to clean the windows.
[*An hour later.*]
Mum: Good job, | Peter! || The windows are really clean, | and they look like mirrors!

2a **Listen to the conversation and fill in the blanks.**

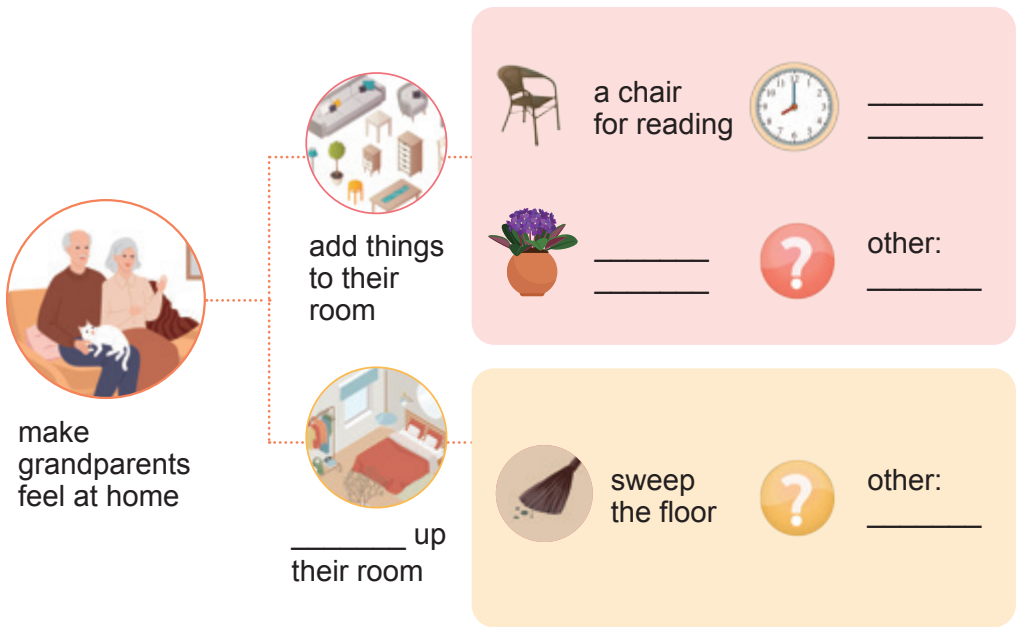
Dad: Guess what! Grandpa and Grandma are visiting us this weekend!
Jim: Oh, great!
Peter: I can't wait to show them our new house!
Mum: Yes, but now we need to _____ for their arrival. Can you help me _____ their room?
Peter: But their room is already clean!
Mum: Well, it's not "grandma clean" yet!
Peter: Oh, OK.
Dad: Jim, can you help me _____ on the wall? I bought it for Grandpa to see the time.
Jim: Sure, Dad.
Dad: Helen, can you _____ to their room? Grandpa likes reading books in front of the window.
Helen: No problem, Dad. Can I _____ by the window?
Dad: Yes, good idea! Grandma loves flowers.
Helen: Mum, could you take me to the _____ later?
Mum: No problem. Let's go after lunch.

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2b **Read the conversation and answer the questions.**

1. Did Peter's grandparents visit his new home before? Why do you think so?
2. What does "grandma clean" mean?
3. Why does Helen want to go to the flower shop?
4. What do you usually do for your grandparents?

2c **Complete the mind map with the information from 2a. Add more things to the "other" section.**



2d **Listen to the conversation again. Then role-play it.**

2e **Peter is preparing for his friend's visit to his new home, but he needs help. In groups make up conversations between Peter and his family.**

- go shopping
- buy drinks
- buy fruit
- make biscuits
- cook a meal
- borrow a chess set
- plan a treasure hunt
- …

Peter: Dad, could you please give me a lift to the shop this afternoon?
Dad: Sorry, but I have to work from home all day.

Peter: Helen, can I borrow your chess set?
Helen: Sure. Here you are.



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Grammar Focus

3a **Read the questions with *can* or *could*. Notice how they are answered. Then write R for requests or P for permission next to each question.**

Could you please sweep the floor?	OK, Mum. I'll do it at once.
Could I hang out with my friends after lunch?	Sorry, Jim, but you have to pack up your things first.
Can I put some flowers on the table?	Yes, good idea!
Can you help me hang up the photos?	Sure. / No problem!

3b **Choose the best question to complete each conversation.**

A. Could you give me a ride to town now? B. Can I stay out until eleven?
C. Mr Lake, can I use your toilet? D. Could I use your computer?

1. A: _____
   B: Of course you can. Let me show you the way.

2. A: _____
   B: Yes, if you are careful with it.

3. A: _____
   B: No, you can't. You have a basketball game tomorrow, remember? You need a good rest.

4. A: Can I go to the movies?
   B: Of course.
   A: _____
   B: I can't. I have to do some work now.

3c **Make up conversations for each setting, using *can* or *could*.**

1. You are at your friend's home. You want to call your parents, but your phone is dead.
   A: *Can / Could I use your phone?* B: *Sure. / Of course.*

2. You were sick at home yesterday. Your friend went to an English class and took notes. You want to know more about the class.

3. You are holding a large box. It is difficult to open the door. Your neighbour comes.

4. You and your classmates want to help clean up the community. Ask your classmates to bring gloves and rubbish bags.

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SECTION B

How do you feel at home?

1a **How does home make you feel? Share your ideas with a partner.**

1b **Read the story and answer the questions.**

Going Home for the Spring Festival

"It's almost the Spring Festival. Can we go to Hainan for the holiday, Dad?"

"Not this time," Dad answered with a smile. "We're going to your mum's hometown!"

Soon the day of our family trip came. We got up very early in the morning to catch the train. The train journey took more than five hours, and then we changed to a bus to get to my grandparents' village in the afternoon. At the end of the road, I saw Grandpa and my little cousin standing in the cold wind waiting for us. We walked quickly to greet them.

Grandpa helped us pull the heavy luggage into the house.

"Ah, home again!" said Mum with a smile on her face. Grandma, my aunt, and my uncle were busy cooking dinner in the kitchen. They were very happy to see us. After a little while, my parents went to the kitchen to help.

"Could you bring Wenwen her favourite snacks?" Grandma asked Grandpa.

I shared the snacks with my cousin and told Grandpa about school. He was happy to hear I was doing well at school. When dinner was ready, I asked, "Can I help?"

"You can set the table," Dad said.

We then enjoyed all the delicious food.

"Mm, the familiar taste of home!" said Mum.

During the dinner, my uncle told us some jokes and we had a good laugh.

Several days later when we were leaving, Grandma held my hands and asked us, "Will you come home more often?"

Mum nodded, with tears in her eyes.



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1. Where did the writer go for the Spring Festival?
2. What is the name of the writer?
3. In the text, what words are used to describe people's feelings?

1c **Complete the sentences to see what each family member did to make the home full of love. Find more examples from the text.**

1. Grandpa and my cousin _____ in the cold wind.
2. _____ helped us pull our luggage into the house.
3. Grandma, my aunt, and my uncle _____ in the kitchen.
4. _____ went to the kitchen to help.
5. Grandpa _____ my favourite snacks.
6. _____ shared the snacks with my cousin.

1d **Discuss the questions.**

1. Why do you think the family spent the Spring Festival at the village?
2. What do you think about the writer's family members?

1e **Read the poem and opinions. Then share your understanding of "home".**



My home is also called family.

No matter how long I'm away, home is always glad to see me again.

Home is a place of love. It always welcomes me with open arms—and perhaps a plate of freshly-made biscuits.

Home is not a place … It's a kind of feeling. It greets me when I walk through the door.

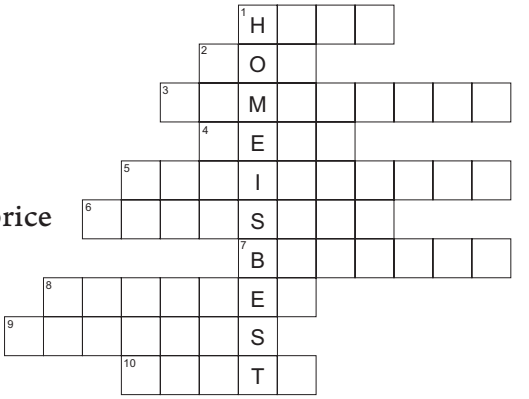
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Vocabulary in Use

2a **Complete the puzzle with the new words in this unit. The clues can help you.**

1. to look for something
2. to move your head up and down
3. the people living in the same area
4. not living
5. a room in a house for people to relax
6. something important or with a high price
7. a room for sleeping in
8. a long trip
9. maybe
10. a dish to put food on



2b **Match the words in column A with those in column B. Then use the phrases to complete the sentences.**

A	B
pack up	the luggage
clean up	the rubbish
hang up	the photo
take out	the bathroom

1. Could you _____ after taking a shower? We should keep it clean.
2. Could you please _____? It's starting to smell.
3. Let's _____ and get ready to go home.
4. Can you help me _____ on the wall? Grandma looks really young in it.

2c **Complete the letter with the words in the box.**

community ready free arrival invite soon

Dear friends,

Welcome! We're excited to have you in our community. We hope you'll _____ feel at home here.

Your _____ brings joy to us. We would like to _____ you to the community party at 2 p.m. on Sunday. You can find us on the first floor of Apartment Block A.

In our _____, everyone is friendly and always _____ to give a hand. If you have any questions or need help, feel _____ to ask.

Best wishes,
The Sunshine Community

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3a **Read the email and find out what Zhang Peng asks his friend to do.**

EMAIL

To:

Subject:

Hi John,

It was fun to decorate your room last month. I share a room with my brother. We want to decorate it too. Can you help us?

Right now, the walls are blue. There are cute animals on them, but the animals look too young for us. We want to cover the animals and paint the walls light green. What do you think about the colour?

On Sunday, we can meet at the paint shop near the shopping centre and choose the paint together. Then we can paint the room with my brother. I loved the brushes we used for your room. Can you bring them?

After painting, could you help choose some photos to hang on the walls? Let me know what you think.

Best,
Zhang Peng

Send

3b **Put the things in order to see how Zhang Peng organizes his ideas in writing.**

_____ ask John to bring the brushes
__1__ ask John to help decorate the room
_____ ask John to help choose some photos to hang on the walls
_____ describe how the room looks now
_____ tell John about the plan for the walls
_____ ask John to meet on Sunday at the paint shop

3c **Write an email to ask a friend to help decorate your room. Below is a list of things you may need help with.**

- buy some flowers
- bring a pair of scissors
- make paper-cuts
- make a poster
- buy glue
- bring a painting
- go shopping
- bring a brush
- …

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*Project

Find out who does the most chores at home

4a **Tick the chores you do at home. You can add more.**

Chores	Tick	Chores	Tick
take out the rubbish		do the laundry	
do the dishes		fold the clothes	
walk the dog		sweep the floor	
make the bed		clean the bathroom	
help to cook		other:	

4b **Do a class survey. Ask your classmates the following questions.**

1. What chores do you do?
2. How often do you do chores?
3. What do you think about doing chores?

4c **Report your findings to the class.**

4d **Find out who does the most chores at home.**

Reflecting

1. What words and expressions can you use to talk about your home?
2. Can you use *can* or *could* to make polite requests and ask for permission?
3. What can you do to make your home comfortable?
4. What did you learn about the meaning of home?



East or west, home is best.

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UNIT 3 Same or Different?



BIG Question

How do we compare with each other?

In this unit, you will

1. compare people and things.
2. discuss whether friends should be similar or different.
3. talk about how you are different from the past.
4. discover why differences are important.

Look and share

1. What is the possible relationship between the girls in the photo?
2. What do they have in common?
3. How are they different from each other?

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SECTION A

How are we different from each other?

1a **Match each word with its opposite.**

fast shy late tall lazy loud funny

outgoing boring short quiet early slow hard-working

1b **Listen to the conversations. Tick the locations where the conversations take place.**

Conversation 1: ☐ at the music club ☐ at the music festival

Conversation 2: ☐ at the music club ☐ at the music festival

1c **Listen to the conversations again and complete the sentences.**

1. Peter and Chen Jie are talking about the _____. Chen Jie is afraid of performing alone so they solve the problem by playing a song _____.
2. Mrs Brown and Peter are talking about _____ and _____ show.

1d **Listen to the two conversations again. Match the characters with the correct descriptions.**



Chen Jie

- plays the Chinese flute better
- works harder



Peter

- is more outgoing
- is shyer



Emma

- is taller
- has longer hair



Ella

- sings louder
- dances better

1e **Use the information from 1d to make comparisons.**

Is Ella taller than Emma?

No, she is shorter than Emma.

Who dances better, Ella or Emma?

…

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Pronunciation

1 **Listen and repeat. Add one more word to each group.**

/ɜ:/				/ə/			
er	**ir**	**ur**	**ear**	**a**	**e**	**o**	**er, or**
t**er**m	f**ir**st	n**ur**se	**ear**ly	China	happen	t**o**gether	numb**er**
p**er**son	d**ir**ty	Th**ur**sday	l**ear**n	agree	moment	c**o**mpare	doct**or**
_____	_____	_____	_____	_____	_____	_____	_____

2 **Listen and repeat. Notice the intonation.**

1. A: You know Ella and ↗ Emma? They won first prize in the school music ↘ festival.
   B: Ella and ↗ Emma? They ↗ did?
   A: ↘ Yes. They ↘ did.

2. A: How was school ↘ today?
   B: I took part in the school music ↘ festival.
   A: ↗ Today? You ↗ did? I thought the festival would be ↘ tomorrow.
   B: ↘ No. ↘ Today.

2a **Han Lin is interviewing Emma and Ella for the school newspaper. Listen to their conversation and fill in the blanks.**

Han Lin: Congratulations on winning the prize at the school music festival!
The twins: Thank you!
Han Lin: You attended the festival last year and this year. How is this year different?
Ella: There are more students and more _____ this year. I think it is more _____ than last year.
Han Lin: As twins, you look very similar. How are you different?
Emma: I'm a little _____ than Ella. And she is funnier than me.
Ella: Emma always _____ earlier than me. Many people say I'm lazier than Emma, but that's not true! I work as hard as her!
Han Lin: That's really interesting. Besides _____, how do you spend your spare time?
Ella: I love _____ more than anything.
Emma: I like reading. You see, we're different in many ways, but together, we make a great team!
Han Lin: Thanks for talking with me.
The twins: Our pleasure!

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2b **Read the conversation and answer the questions.**

1. What does Ella think of the festival?
2. What do Emma and Ella have in common?
3. How are they different?
4. What do you think makes Emma and Ella a great team?

2c **Listen to the conversation again. Then role-play it.**

2d **How can we make a comparison? Add words to each aspect.**



2e **Compare yourself with a partner using your ideas from 2d. Then answer the questions below.**

A: I'm taller than you.
B: That's true. I am a little shorter than you, but I can run faster than you.
A: Yes. I'm as hard-working as you, but you read more than me.
...



- How are you different from each other?
- What do you have in common?
- What can you learn from each other?

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Grammar Focus

3a **Read the sentences and notice the comparatives in bold. Find more examples in Section A.**

There are **more** activities this year. It is **more colourful** than last year.
Emma is **taller** than Ella, but her hair is **shorter** than Ella's.
Ella dances **better** than Emma, but Emma sings **louder** than her.
Emma always gets up **earlier** than me, but I work as hard as her!

3b **Use the words in brackets to write questions and answers.**

1. Q: *Is Julie slimmer than you*? (Julie / slim / you)
   A: No, she isn't. She is as *slim* as me.
2. Q: _____? (you / serious / your cousin)
   A: No, I'm not. I am _____ than he is.
3. Q: _____? (Tom / smart / Sam)
   A: No, I don't think so. I think Sam is as _____ as Tom.
4. Q: _____? (Jack / swim / fast / Sally)
   A: No, he doesn't. He swims as _____ as Sally.

3c **Look at the chart. Then complete the sentences to compare Guangzhou and Vancouver. Use the words in the box and *than*.**





Facts	Guangzhou	Vancouver
Population (2024)	18.978 million	0.76 million
Area	7,436 square km	115 square km
Average rainfall per year	1,923 mm	1,475 mm
Average January temperature	16 °C	5 °C
Average July temperature	31 °C	18 °C

large small much warm cool

1. The population of Vancouver was _____ that of Guangzhou in 2024.
2. In area, Guangzhou is _____ Vancouver.
3. It rains _____ in Guangzhou _____ in Vancouver.
4. Guangzhou has a pleasant temperature in January. It is _____ Vancouver in January.
5. Vancouver is _____ Guangzhou in July.

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SECTION B

How do we understand differences?

1a **Are you similar to or different from your friends? In what ways?**

1b **Read the posts. What are Matt's and Diana's opinions about friends?**

Forum

5 hours ago



Tom

Some people think that friends should be alike, but some other people think that friends should be different. What do you think? Should friends be similar or different?

4 hours ago



Matt

I think a good friend is like a mirror. You can understand people by knowing their friends. My friend, Stephen, is a great example. We often hang out together because we have similar hobbies and interests. For example, we both love sports. He plays badminton better than I do, so he always wins our matches. Because of that, I try harder when I practise, and now I'm getting better at badminton.

Stephen and I are similar in other ways. He is as serious as me. When we aren't playing sports, we enjoy reading together. I read more history books than he does, and he reads a lot of novels. We often share interesting books with each other.

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3 hours ago



Diana

I don't agree. For me, friends who are different make me better. I think we should respect each other's differences and learn from each other. For example, I am kind of shy, but my best friend, Yuan Lei, is outgoing. She has a great sense of humour too. Thanks to her, I am becoming more outgoing. Now I think meeting new people is really fun!

I have another friend, Zhang Yong. He is not afraid to give his opinion, especially when he thinks I am making a mistake. I am less straightforward than he is, but I am glad to have an honest friend.

1c **Match the people with the descriptions.**

1. Matt	A. reads a lot of novels
2. Stephen	B. reads more history books
3. Diana	C. gives direct opinions
4. Yuan Lei	D. is kind of shy
5. Zhang Yong	E. helps a friend become more outgoing

1d **Read the posts again and answer the questions.**

1. Why does Matt think that a good friend is like a mirror?
2. Why is Matt getting better at badminton?
3. In what ways is Stephen similar to Matt?
4. How is Yuan Lei different from Diana?
5. Why is Diana glad to have an honest friend?
6. How should we treat each other's differences?

1e **Discuss the questions.**

What can similarities bring to a friendship?

What can differences bring to a friendship?

What really matters in a friendship?

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Vocabulary in Use

2a **Find the words hidden in the word snake. Then match them with the meanings.**

wdirectyfcseriousdshyiyhardworkinghdoutgoingcrlazyo

_____ being afraid to speak in front of people
_____ being friendly and liking to meet people
_____ not wanting to do anything
_____ speaking in a straightforward way
_____ not laughing a lot
_____ putting a lot of time into a job and doing it well

2b **Complete the sentences with the words in the box.**

average	spare	differences	especially
pleasure	kilometres	population	pleasant

1. The _____ of Shanghai is much larger than that of Lanzhou.
2. The weather was _____, with white clouds and warm sunshine.
3. We got great _____ from the prize we won.
4. We should respect the _____ in others.
5. I love all fruits, _____ strawberries.
6. The _____ height of the students in the class is around 1.6 metres.
7. I enjoy reading books in my _____ time.
8. It is about three _____ from my house to school.

2c **Complete the passage with the correct forms of the words in the box.**



personality alike novel difference besides

The prince, Edward, and the poor boy, Tom, are the two characters in Mark Twain's famous _____, *The Prince and the Pauper.* They looked _____ and both had kind _____. They exchanged their lives by accident.

During his time as a pauper, Edward learnt to respect others. _____ this, he also realized that people's lives were much harder than he expected. After becoming king, he made a _____ by trying to help the people of his country.

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3a **Read the post. Is Rose's opinion the same as or different from the posts in Section B 1b?**

3 hours ago



Rose

I don't really care if my friends are similar to or different from me. I have two amazing friends. Lily is funnier than anyone else I know. When I feel sad or have a problem, she makes me laugh and feel better. She helps me see the silver lining in difficult situations.

My other friend, Lucy, is not as funny as Lily. Lucy is quieter, but she listens better than others. Lucy and I talk about everything. I know she cares about me because she's always there to listen.

My favourite saying is, "A true friend reaches for your hand and touches your heart." Both Lily and Lucy are true friends. We are always ready to help each other by lending a hand.

3b **What is your opinion? Use personal experiences to support your opinion.**

Opinion	Reason	Example
Friends should be similar.		
Friends should be different.		
I don't mind.		

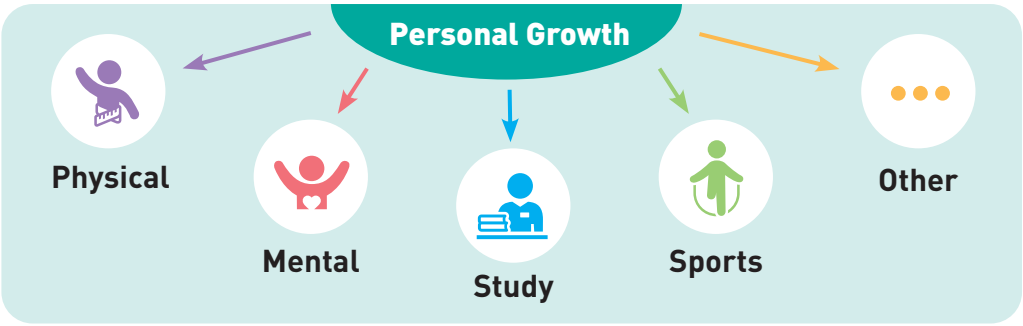
3c **Use the table above to write your reply to the post.**

I think that _____ because _____ _____. For example, my friend _____ is _____. When _____ _____, _____.

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*Project See who changed the most

4a **Did you change a lot after you entered junior high school? Let's see!**



4b **Answer the questions and then ask your partner's opinions about your changes. Do your answers match your partner's opinions?**

Growth area	Question	My answer	Partner's opinion
Physical	Am I taller / stronger / ... than last year?		
Mental	Am I more confident / ... than last year?		
Study	Do I study more efficiently / ... than last year?		
Sports	Do I play sport better / ... than last year?		
Other			

4c **Create your growth chart. Give examples. Add photos or videos if possible.**

4d **Share your growth chart in class. What did you learn about yourself? Who changed the most in your class?**

Reflecting

1. What words and expressions can you use to make comparisons?
2. How can we benefit from each other's similarities and differences?
3. How should you treat people who are different from you?
4. Is being different a good thing? Why?



We are different, but we can be stronger together.

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UNIT 4 Amazing Plants and Animals



BIG Question

What makes plants and animals amazing?

In this unit, you will

1. talk about some amazing plants and animals.
2. use superlatives to compare more than two things.
3. discuss the connection between plants, animals, and our lives.
4. explore why plants and animals are important to us.

Look and share

1. What do you see in the photo?
2. What do you think of when you see the photo?

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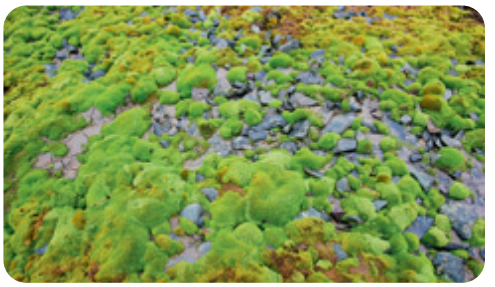
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SECTION A

What can plants and animals do?

1a **Look at the plants and animals. Use the words in the box to talk about them.**

beautiful	big	fast	heavy	large
long	old	small	tall	short



☐ moss: _____



☐ blue whale: _____



☐ redwood tree: _____



☐ cheetah: _____

1b **Listen to the conversations and number the plants and animals in 1a in the order you hear them.**

1c **Listen again. Match the words with the plants and animals in 1a. Some have two answers.**

A. heaviest	B. largest	C. most beautiful
D. oldest	E. fastest	F. tallest

1d **Ask and answer questions about the plants and animals in 1a.**

What's amazing about the blue whale?

It's the largest / biggest animal in the world.

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Pronunciation

1 **Listen and repeat. Add one more word to each group.**

/eɪ/	/aɪ/	/ɔɪ/	/bl/	/kl/	/gl/	/br/	/kr/	/gr/
a, ai, ay	**i, y, igh**	**oy, oi**	**bl**	**cl**	**gl**	**br**	**cr**	**gr**
whale	mice	toy	black	clean	glad	bread	cross	grass
rain	fly	join	blow	climb	glass	bring	cream	great
stay	high	choice	blue	clock	globe	brown	cry	grow
_____	_____	_____	_____	_____	_____	_____	_____	_____

2 **Listen and repeat. Notice the difference in stress and meaning of the same sentence.**

I visited the **redwood** forests in California several times. (not other forests)
I visited the redwood forests in **California** several times. (not other places)
I visited the redwood forests in California **several** times. (not only once)

2a **Listen to the conversation and fill in the blanks.**


Bamboo Sea

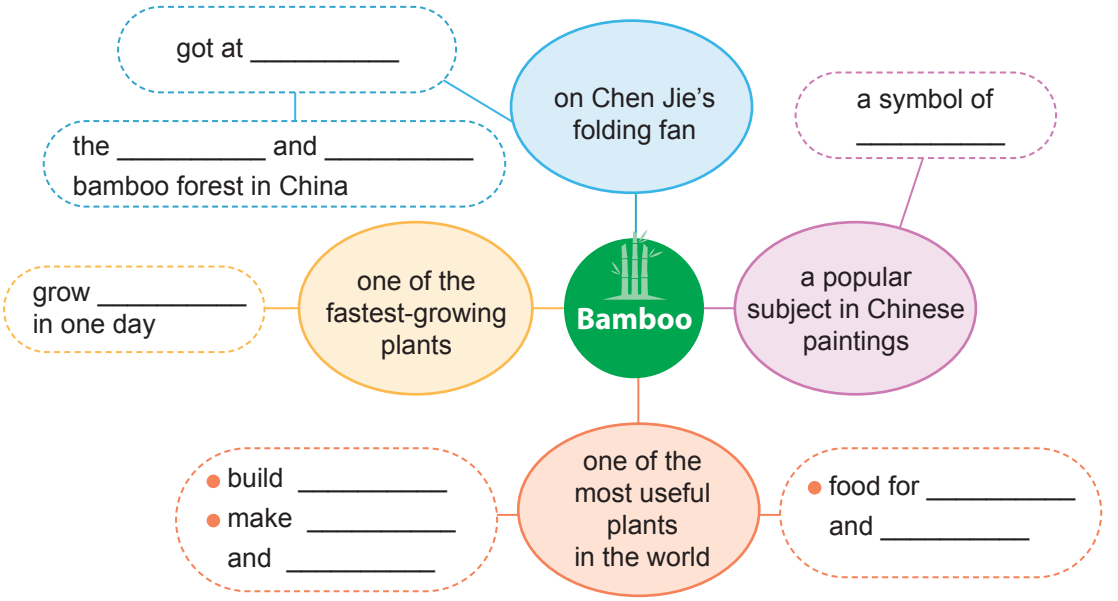
Ella: Oh, what's that, Chen Jie? It's so beautiful!
Chen Jie: Thanks. It's a folding fan. I bought it last year.
Ella: Oh! It has a painting of bamboo on it.
Chen Jie: Yeah. Bamboo is one of the most popular subjects in Chinese paintings. It's a _____ of goodness in Chinese culture.
Ella: I didn't know that before. So, where did you get that fan?
Chen Jie: At the Bamboo Sea in Sichuan, the _____ and _____ bamboo forest in China. I learnt lots of interesting things when I was there.
Ella: Really? Like what?
Chen Jie: Well, bamboo is one of the fastest-growing plants. Some bamboo can grow almost one metre in one day. Also, it's one of the _____ plants in the world. People can use it to build houses and make tools and instruments.
Ella: Oh, that's interesting. I remember pandas love to eat bamboo too, right?
Chen Jie: Exactly! Actually we eat bamboo shoots too. They're really delicious.

2b **Read the conversation and answer the questions.**



1. What does Ella see on the folding fan?
2. Why does bamboo often appear in Chinese paintings?
3. Where is the Bamboo Sea?
4. What do people use bamboo for?
5. Is Ella interested in bamboo? How do you know?

2c **Complete the mind map with the information from 2a.**



2d **Listen to the conversation again. Then role-play it.**

2e **Imagine you are a tour guide at the Bamboo Sea and your partner is a foreign tourist. Make up a conversation about bamboo and its importance.**

A: Welcome to the Bamboo Sea! I'm your tour guide today. I'd love to share all the interesting things about bamboo with you. Please feel free to ask me any questions you have.

B: Bamboo seems to be a very popular plant in China. Can you tell me why the Chinese people like bamboo so much?

A: Well, …







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Grammar Focus

3a **Read the sentences and notice the words in bold. What are the ways to form a superlative adjective or adverb?**

The blue whale is **the largest** and **heaviest** animal in the world.
The biggest land animal in the world is the African elephant.
The cheetah runs **the fastest** among all land animals.
I think **the most useful** plant in the world is bamboo.
It is perhaps **the most interesting** plant in the world.

3b **Complete the sentences with the superlative forms of the words in brackets.**

1. Among all animals, I love pandas the best. I think they are _____ (cute) animals in the world.
2. Which do you think is _____ (beautiful), the rose, the peony, or the lotus flower?
3. Look at that butterfly! It has _____ (colourful) wings.
4. Which animal jumps _____ (high), the lion, the monkey, or the tree frog?
5. The elephant birds were _____ (large) and _____ (heavy) birds ever on earth. Some could stand up to three metres tall and weigh up to 860 kg.





3c **Complete the passage with the superlative forms of the words in the box.**

ancient beautiful common good popular

The ginkgo tree is one of _____ living trees on earth. Ginkgo trees first appeared over 200 million years ago. Chinese people love the ginkgo, as it is a symbol of hope and long life. Many Chinese believe that the old ginkgo tree in the Zhongnan Mountains in Shaanxi Province is _____. Thousands of tourists come to see it each year, especially in mid-October, as it is _____ time to see it. The ginkgo tree is one of _____ trees in streets, parks, and gardens across China. When autumn comes, one of _____ activities is to take a walk under ginkgo trees. People believe the bright yellow leaves can bring joy to their heart.

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SECTION B

How are plants and animals connected with us?

1a **Look at the title and the pictures below. Guess what the text is about.**

1b **Read the text and underline the adjectives the writer uses to describe bees.**

We Can't Live Without Bees



Imagine you go to the supermarket in your area, but there are almost no fruits, vegetables, honey, milk, eggs, or chocolate. How would you feel? Disappointed? Angry? Sad? At this moment you realize people, plants, and animals are all connected. We need each other to live, and bees are one of the best examples of this connection.

Bees are very hard-working animals, and their greatest work is pollination. On one trip, they often visit 50 to 100 flowers. As they fly from one flower to another, they take pollen with them. This action helps plants grow. In fact, without their work, about 80 per cent of the plants in the world cannot grow. For this reason, many scientists believe that bees are the most important animals on this planet.

Bees are also one of the most interesting animals in the world. For example, they work hard together to make their homes. In order to store honey, they create honeycombs. Another interesting thing about bees is how they communicate. When a bee finds new food, it uses a dance to tell the others where and how far away the food is.

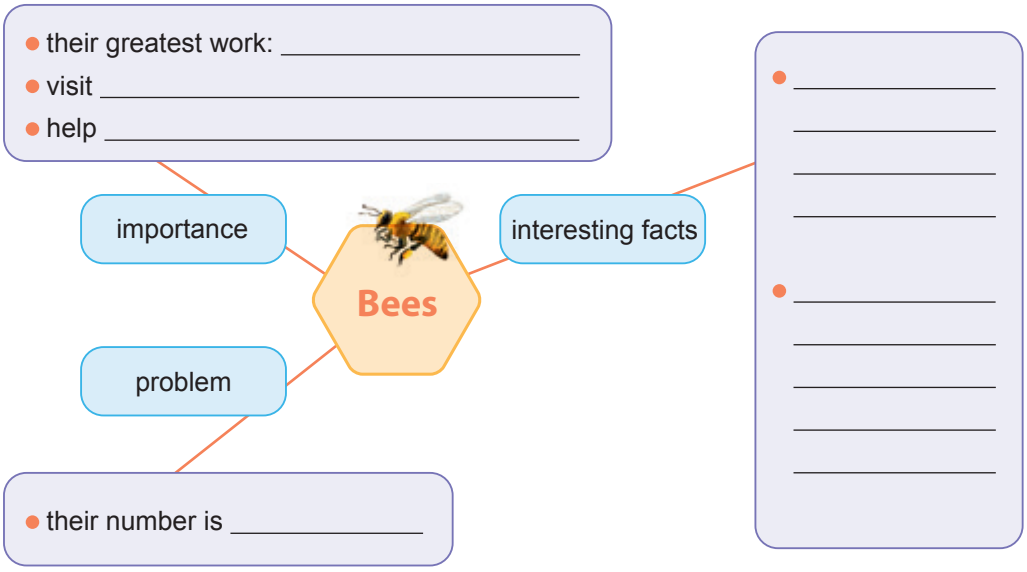


Bees play an important part in the ecosystem of our planet. However, the number of bees is dropping, and scientists are worried. Bees need our help, and there is a lot we can do. Think about what you can do to protect one of the most amazing animals on earth.

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1c **Read again and complete the mind map with the information from the text.**



1d **Discuss the questions.**

1. Can you give another title for the text?
2. What other interesting facts do you know about bees?
3. What do you know about the connection between humans and other insects, such as ants and butterflies?

1e **Imagine you are the writer. Write one more paragraph about bees and add it to the text.**

1f **How do you understand the connection between plants, animals, and people? Think of some examples and then share them with a partner.**

A: We all know people and nature are connected. But can you give me an example of how they are connected?

B: Sure. I visited a small town in Guangdong once. There are many large trees in the town. They are home to many birds. A lot of tourists come to see the trees and the birds ...



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Vocabulary in Use

2a **Circle the odd ones. Then give your reasons.**

1.	habit	height	size	weight
2.	joy	happiness	fun	enjoy
3.	angry	disappointed	smart	sad
4.	appear	look	seem	watch
5.	honey	milk	juice	bread

2b **Add the endings *-ance*, *-(t)ion*, *-ness*, and *-ity* to form nouns. Use your dictionary.**

1. act _____
2. good _____
3. kind _____
4. appear _____
5. real _____
6. imagine _____
7. connect _____
8. popular _____
9. communicate _____
10. important _____

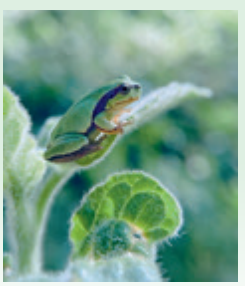
2c **Complete the sentences with the correct forms of the words in the box.**

appear disappoint imagine store weigh

1. I felt _____ when my favourite flowers died.
2. After the rain, some mushrooms _____ in the garden.
3. In my hometown, people often use bamboo baskets to _____ food.
4. What did you put in your luggage? It _____ a ton.
5. I can't _____ my life without my pets. They mean a lot to me.

2d **Complete the passage with the correct forms of the words in the box.**

however important land planet protect



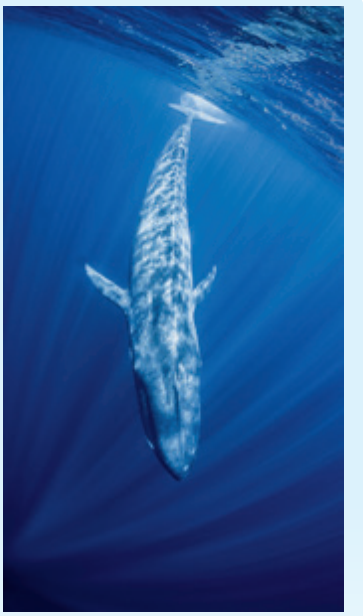
You may not realize it, but frogs play an important role in our _____ ecosystem. The smallest frogs are about the size of a pea, while larger ones can grow as big as a human hand. Many people know that frogs help to _____ farms by eating insects. _____, not everyone understands their _____ in nature. Frogs can live on _____ and in water. Because of this, they are popular subjects in studies on climate change and the ecosystem.

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3a **Read the text and complete the table.**

The Blue Whale



The blue whale is the largest and heaviest animal on earth. It can weigh as much as 200 tons. Many people like watching blue whales swim, and they think it is one of the most beautiful things to see. Blue whales live in all oceans except the Arctic Ocean. They eat a lot, but they eat some of the tiniest animals in the ocean. A blue whale can eat around four tons of these a day.

Blue whales can live up to 90 years. When a blue whale dies at sea, it becomes food for many kinds of animals living in and around the sea. This food lasts for over a year and it helps to create a lively and healthy ecosystem. Blue whales play an important role in our world, so we must protect them.

Blue whale facts	
Weight	
Where they live	
Food	
How long they live	
Importance in nature	

3b **Imagine you are a blue whale. Use the first person to rewrite the first paragraph.**

Hello everyone! My name is Billy the Blue Whale. I am _____

_____

I'm heavy, but I _____

I live in _____

I can eat _____.

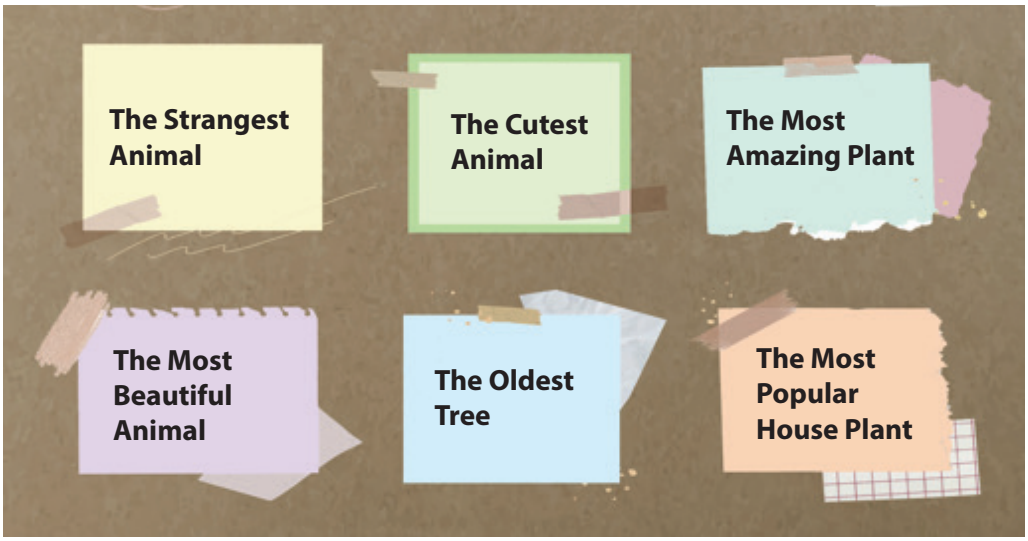
3c **Complete your passage about the blue whale based on the text in 3a.**

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*Project Make a poster about a plant or an animal

4a **Work in groups. Choose or create the title of your poster.**



4b **Collect pictures and find out information about the plant or animal that you chose.**

1. What is its name?
2. Where does it live / grow?
3. Why did you choose it?
4. What are some interesting facts about it?

4c **Make your poster.**

4d **Present your poster in class. Then vote for the best one.**

Reflecting

1. What amazing plants and animals did you learn about in the unit?
2. When do you use the superlative forms of adjectives and adverbs?
3. Can you describe some amazing plants or animals in the world?
4. How are we connected with plants and animals?



Take care of animals and plants because we cannot live without them.

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UNIT 5 What a Delicious Meal!



BIG Question

Why do we learn to cook?

In this unit, you will

1. talk about food and cooking.
2. give cooking instructions.
3. describe a process using adverbs of sequence.
4. use exclamatory sentences to express strong feelings.
5. explore how food and cooking can bring people together.

Look and share

1. Who are the people in the photo and what are they doing?
2. How do you think they feel?
3. In your family, who usually does the cooking? Do you help?

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SECTION A

How do we make food?

1a **Match the instructions with the pictures.**

_____ Add pepper to the soup.
_____ Mix the vegetables.
_____ Pour the milk into the flour.
_____ Cut up the tomatoes.
_____ Bake the cake in the oven.
_____ Boil the potatoes.


A


B


C


D


E


F

1b **Listen to the conversation and tick the ingredients you hear.**

☐ potatoes ☐ tomatoes ☐ milk ☐ butter
☐ sugar ☐ salt ☐ pepper ☐ cheese

1c **Listen again and number the instructions.**

_____ Wash the potatoes and cut them into pieces.
_____ Add salt and pepper.
_____ Get one tablespoon of butter and half a cup of milk.
_____ Mash the potatoes.
_____ Add the milk and the butter to the potatoes, and mix.
_____ Put the potatoes in a pot and boil them until they are soft.

1d **Talk about how to make mashed potatoes in your own words.**

How do we make mashed potatoes?
First, wash the potatoes.
What do we do after that?
Then, …

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Pronunciation

1 **Listen and repeat. Add one more word to each group.**

/əʊ/	/aʊ/	/ɪə/	/eə/	/ʊə/	/sk/	/st/	/sp/	/str/
o, oa	**ou, ow**	**ear**	**air, are**	**ure, our**	**sk, sch**	**st**	**sp**	**str**
potato	house	dear	air	sure	sky	stay	speak	straight
coat	how	near	care	tour	school	stir	spoon	street
_____	_____	_____	_____	_____	_____	_____	_____	_____

2 **Listen and repeat. Pay attention to the intonation and pauses.**

To make a banana milk ↗shake, | you need to get three ↗bananas, one tablespoon of ice ↗cream, and a cup of ↘milk. || ↗First, | peel the ↘bananas. || ↗Then, | cut up the ↘bananas. || After ↗that, | put the bananas and ice cream in the ↘blender. || ↗Next, | pour the milk into the blender | and turn it ↘on. || ↗Finally, | pour the milk shake into a glass | and ↘drink it.



2a **Listen to the conversation and fill in the blanks.**

Peter: Hey Teng Fei, can you teach me how to cook a popular Chinese dish?
Teng Fei: Sure. How about stir-fried eggs and tomatoes?
Peter: Great idea! How do we make it?
Teng Fei: We need eggs, tomatoes, _____, and _____.
Peter: OK. How many tomatoes and eggs do we need?
Teng Fei: _____ tomatoes and _____ eggs.
Peter: OK. What should we do with the tomatoes and eggs?
Teng Fei: First, cut the tomatoes into small _____. Next, mix the eggs in a bowl.
Peter: Like this?
Teng Fei: Perfect. Then, heat some oil in a pan and add the _____ to it. Stir-fry for one minute. Then take the eggs out of the pan.
Peter: Got it.
Teng Fei: Next, cook the tomatoes in the pan until they're _____. Then, add some salt and sugar.
Peter: What an amazing _____! What's next?
Teng Fei: Finally, put the eggs back into the pan and mix them with the tomatoes.
Peter: Wow, it looks so good! How simple!

2b **Read the conversation and complete the recipe.**

Stir-fried Eggs and Tomatoes



Ingredients

_____

Instructions

1



First, _____ _____.

2



Next, _____ _____.

3



Then, _____. _____ for one minute and then _____.

4



Next, _____ _____.

5



Then, _____ _____.

6



Finally, _____ and _____.

2c **Listen to the conversation again. Then role-play it.**

2d **What dish can you make by yourself? Talk about how to cook it with a partner.**

How do we make steamed fish / ...?
How much beef / salt / tofu / ... do we need?
How many green peppers /onions / ... do we need?
What else do we need?



steamed fish

First ...
Next ...
Then ...
Finally ...



beef with black pepper



hot and sour soup

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Grammar Focus

3a **Read the sentences and discuss how to make exclamatory sentences with *what* or *how*.**

What an amazing smell (it is)!	**How** delicious the dish looks!
What a mess (it is)!	**How** clever you are!
What luck (we have)!	**How** wonderful life is!

3b **Change the following sentences into exclamatory sentences.**

1. It's a pretty hat. (what) _____
2. The weather is terrible. (how) _____
3. The Christmas tree looks fantastic. (how) _____
4. It was an interesting film. (what) _____
5. Emma sings very well. (how) _____
6. The pancake tastes delicious. (how) _____

3c **Complete the conversations using the correct exclamatory sentences.**

A. How nice to see you! B. What a surprise! C. What a lovely cake!
D. What a beautiful day! E. How time flies! F. What a great idea!

1. A: _____ Did you make it?
   B: Yes. I made it for you.
   A: Oh, how kind of you! Thank you so much.



2. A: John? _____
   B: Mary? _____ I didn't think you could come.
   A: I finished work early.
   B: That's great.

3. A: Sue got into her dream university!
   B: Wow! It feels like yesterday that she started high school. _____

4. A: _____
   B: Yes, it is.
   A: Let's go boating on the lake!
   B: _____



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SECTION B

What does cooking give us?

1a **Discuss the questions.**

1. What's your favourite dish? Who often makes the dish for you?
2. What kind of food makes you happy?

1b **Read the text and tick the best main idea.**

- ☐ Through food and cooking we create memories and show love to others.
- ☐ It is fun to learn how to make food from other cultures.
- ☐ I have wonderful memories of my grandmother's kitchen.



Food for Thought

"Cooking is love made visible." That is what my grandmother always told me. Thanks to her, I love cooking. It's a great way for me to share my love with others. Every time I sit at the table, after cooking for my family, we create memories. The smells and the food's taste, along with our conversations, connect us to each other. What wonderful memories I have!

One of my favourite memories is my grandmother's pumpkin pie. She always made it in autumn, when the weather got colder. Her friendly kitchen was the perfect place to warm up and enjoy a taste of the changing seasons. I still remember the days when the smell of cinnamon filled the room with sweetness. Now, every time I smell cinnamon, I think of my grandmother's pumpkin pie.

My grandmother told me about her first pumpkin pie. When she was a college student in the US, she stayed with a host family. One year around Thanksgiving, the hostess taught her how to make a pumpkin pie. Many years later, she taught me how to make it too.

Pumpkin Pie Recipe

Ingredients: eggs, sugar, cinnamon, salt, pumpkin, cream, pie crust
Instructions:

- First, mix the eggs.
- Then, add the sugar, cinnamon, salt, pumpkin, and cream.
- Next, pour the mixture into the pie crust.
- After that, place the pie in the oven and cook for 40 to 50 minutes.
- Finally, let the pie cool for at least an hour before serving.

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My grandmother loved learning how to make food from other cultures. "It's my way of making friends from around the world," she said. Grandmother taught me the secret to cooking: Cook with love. Thanks to my grandmother, I love to try new food and new recipes from other countries and cultures.

1c **Read again and answer the questions.**

1. Why does the writer love cooking?
2. What was so special about the grandmother's kitchen?
3. Where did the grandmother learn to make pumpkin pie?
4. When did the grandmother usually make the pie?
5. According to the text, what kind of person do you think the writer's grandmother is?

1d **Read the recipe and put the pictures in the correct order.**

_____ — _____ — _____ — _____ — _____



1e **Complete the summary of the text.**

I love to cook because it is a good way to share love with others. Food _____ people and creates _____. For example, I remember my grandmother and her pumpkin pie whenever I _____ cinnamon. My grandmother first learnt how to make it from her _____ family, and after that, she made it every year. She also taught me how to make it. My grandmother made food from other _____ and made _____ with people from around the world. Thanks to her, I also like to try new food and new _____ from different places.

1f **Think about a memory you have of food and love. Share it with a partner.**

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Vocabulary in Use

2a **List the words you learnt about food and cooking. Are the words countable nouns or uncountable nouns? Put the words into two groups.**

1. Vegetables: _____
2. Fruit: _____
3. Drinks: _____
4. Meat: _____
5. Snacks: _____
6. Kitchen items: _____

2b **Match the pictures with the phrases.**


A


B


C


D


I


E


F


G


H

_____ 1. a bottle of milk
_____ 2. a bowl of rice
_____ 3. a cup of tea
_____ 4. a piece of cake
_____ 5. a glass of grape juice
_____ 6. a plate of spaghetti
_____ 7. a bag of flour
_____ 8. a spoon of sugar
_____ 9. a slice of bread

2c **Complete the recipe with the words in the box.**

add … to | pour … into | cut … into | share … with | mix … with

Apple Pie



- First, _____ the apples _____ pieces. _____ the flour, salt, and sugar _____ the apples and mix them.
- Then, in a bowl, _____ the eggs _____ the yogurt and oil. Add the apples.
- Next, _____ the mixture _____ a pan. Place the pan in the oven and cook for 45 minutes.
- Finally, _____ the pie _____ your friends and enjoy it together!

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3a **Read the post and circle the ingredients that the chef uses.**

My Favourite Dish: Guoqiao Rice Noodles



@thechinesechefblog Long ago, there was a couple living in Yunnan Province, China. The husband studied on an island far from his home. When his wife went a long way to send meals, the food always got cold. One day, the wife boiled some chicken soup and used a large pot to keep it warm. And she kept the ingredients separate. She put the ingredients into the soup when she reached the island, and she found everything still hot. The Guoqiao Rice Noodles was born!

Here's how to make the dish:

- First, wash the vegetables and mushrooms.
- Next, cut the chicken and pork into thin pieces.
- Then, boil the chicken soup and pour it into a large bowl.
- After that, put the ingredients into the bowl, one by one.
- Finally, add the boiled rice noodles to the bowl.

So, that's my favourite dish. What's yours?

3b **What dish do you like the best? Complete the notes.**

- My favourite dish: _____
- Why I like it: _____
- Ingredients: _____
- Steps: _____

3c **Write a response to the post about how to make your favourite dish.**

Hi! My favourite dish is ...

Here's how to make it. First, ...

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*Project Create a recipe for a tasty dish

4a **Work in groups. Choose a dish you want to make and do research on it.**

4b **Cook the dish at home and take pictures.**

4c **Make your own recipe with the ingredients, cooking instructions, and the pictures.**

Recipe for

SPAGHETTI BOLOGNESE



Ingredients: 1 pound dried spaghetti, 1 pound beef, 1 onion, 2 pieces of garlic, 1 can of tomatoes, 1 cup of cheese

Instructions:

- First, cut up the onion and garlic. Put them in a pot.
- Next, for the sauce, add the beef to the pot and cook until it changes colour.
- After that, add the tomatoes and cook for 30 minutes.
- Then, cook the spaghetti until it is ready.
- Finally, put the spaghetti on a plate and pour the beef and tomato sauce on top. Add some cheese and serve.

4d **Present your recipe in class. Then vote for your favourite recipes.**

Reflecting

1. Can you explain how to cook some dishes?
2. What information should a recipe include?
3. What words and expressions can you use to describe a process?
4. What sentences can you use to express strong feelings?
5. How do food and cooking make you feel?



Cooking brings us happiness and love.

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UNIT 6 Plan for Yourself



BIG Question

Why do we need plans?

In this unit, you will

1. talk about your dream jobs.
2. use *be going to* to talk about your future plans.
3. read and write New Year's resolutions.
4. explore ways to improve yourself.

Look and share

1. What can you see in the photo?
2. What do you think the student is doing?
3. When do you make a plan?

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SECTION A

When do we make plans?

1a **Look at the pictures. Do you think these jobs are interesting? List all the jobs you know and discuss what jobs interest you.**



IT engineer



fashion designer



film director



musician



fireman



teacher

1b **Listen to the conversations. Circle in 1a the three jobs you hear.**

1c **Listen again and find out what each student is going to do. Match the names with the statements.**

John ———— 1. I'm going to exercise every day.
2. I'm going to work hard at maths.
Jason 3. I'm going to take art lessons.
4. I'm going to practise my drawing skills every day.
Tina 5. I'm going to read more books about IT and AI.

1d **Talk about the jobs that John, Jason, and Tina want to do.**

What does John want to be when he grows up?

He wants to be …

How is he going to realize his dream?

He is going to …

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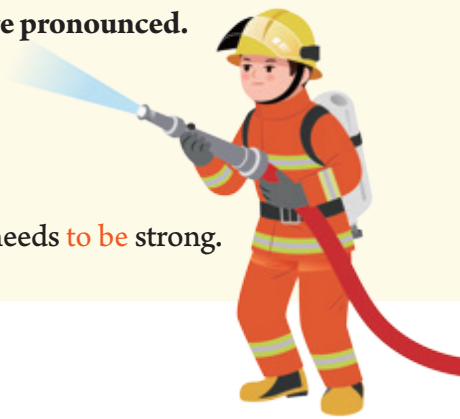
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Pronunciation

1 **Listen and repeat. Add one more word to each group.**

/h/	/w/	/θ/	/ð/	/k/	/kw/	/ʃ/	/ʒ/
h, wh	**w, wh**	**th**	**th**	**c, k, ck**	**qu**	**s, sh**	**s**
habit	want	think	than	actor	quiet	sugar	usually
human	week	earth	though	cook	queen	share	pleasure
who	what	maths	father	luck	question	fashion	television
_____	_____	_____	_____	_____	_____	_____	_____

2 **Listen and repeat. Notice how the coloured words are pronounced.**



A: What do you want to be when you grow up?
B: I want to be a fireman.
A: How are you going to do that?
B: I'm going to exercise every day, because a fireman needs to be strong.

2a **Listen to the conversation and fill in the blanks.**

Adam: What are you reading, Fu Xing?
Fu Xing: It's a book of essays by a famous _____.
Adam: Wow, now I know why you're so good at writing.
Fu Xing: Thanks! You know, I want to be a writer when I'm older.
Adam: Really? How do you _____ do that?
Fu Xing: I'm going to read more classics. And also, I'm going to keep on writing _____.
Adam: Your plan sounds wonderful! I think you're going to be a great writer.
Fu Xing: I hope so! What about you, Adam? What do you want to be when you're older?
Adam: My parents want me to _____, but I'm not sure about that.
Fu Xing: Well, don't worry. Not everyone knows what they want to be. Just make sure you try your best at school. Then you can do anything you want!
Adam: Yeah, you're right.

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2b **Read the conversation and decide whether these statements are true (T) or false (F).**

1. Fu Xing is reading a novel by a famous Chinese writer. T F
2. Fu Xing is going to read classic literature. T F
3. Fu Xing is going to write novels. T F
4. Adam's parents want him to be a doctor. T F
5. Adam is not sure about what he wants to be. T F

2c **Listen to the conversation again. Then role-play it.**

2d **Ask your classmates about their dream jobs and how they are going to make their dreams come true.**



athlete



photographer



worker



doctor



painter



businessman



farmer



actress

A: What do you want to be when you grow up?
B: I want to be …
A: How are you going to do that?
B: I'm going to …

Name	What	How
Su Yan	*a lawyer*	*She is going to study law at university.*

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Grammar Focus

3a **Read the sentences and notice the words in bold. Then discuss when you use *be going to*.**

What do you **want to be** in the future?	I **want to be** an IT engineer.
How do you **plan to do** that?	I'**m going to work** hard at maths.
Are you **going to read** more books about IT?	Yes, I am.
What else **are** you **going to do**?	I'**m going to learn** about AI too.

3b **Match the situations with what people are going to do.**

1. Alice wants to be an actress.
2. I miss my parents very much.
3. It's going to rain.
4. They are tired of city life.
5. I'm wet and cold.
6. He can't drive after drinking.

A. I'm going to take a hot bath.
B. They are going to live in the countryside.
C. She is going to take acting classes.
D. He is going to take a taxi.
E. I'm going to get my umbrella.
F. I'm going to see them this weekend.

3c **Complete the conversation using the words in brackets.**

A: What _____ you _____ (do) this weekend?
B: I have no idea. What about you?
A: I don't know either. _____ you _____ (want) to do something together?
B: Sure. What _____ you _____ (want) to do?
A: How about playing badminton on Saturday?
B: OK. Where _____ we _____ (meet)?
A: Let's meet at Zhongshan Park.
B: What time _____ we _____ (meet)?
A: What about 9:30?
B: Great! This _____ (be) fun. See you on Saturday.
A: See you then.

3d **Make your own timetable for the weekend. Then talk to a partner and try to arrange a time to do something together.**

A: What are you going to do on Saturday morning?
B: I'm going to …

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SECTION B

How can we make good plans?

1a **Discuss the questions.**

1. What kinds of plans did you make last year?
2. Were you able to stick to the plans? Why or why not?

1b **Read the text. Put the sentences in the correct places.**

A. Some resolutions have to do with learning new things.
B. For example, a student may decide to start a new study plan.
C. Try to set mini-goals to help you achieve your resolution.
D. After all, the start of the year is often a perfect time for making resolutions.

Making Resolutions

Do you know what a resolution is? A resolution is a promise that you make to yourself. People make resolutions to improve their life. The most common kind is a New Year's resolution. _____

Resolutions can be about anything. Some are about physical health. For example, some people may promise to exercise more or eat more healthily. _____ People might decide they are going to take up a hobby, like painting or photography. And some resolutions have to do with self-improvement, like becoming more confident or organized. _____



Although there are differences, most resolutions have one thing in common: People hardly ever keep them! But there are good reasons for this. Sometimes the resolutions may be too difficult to keep. And sometimes people just forget about them.

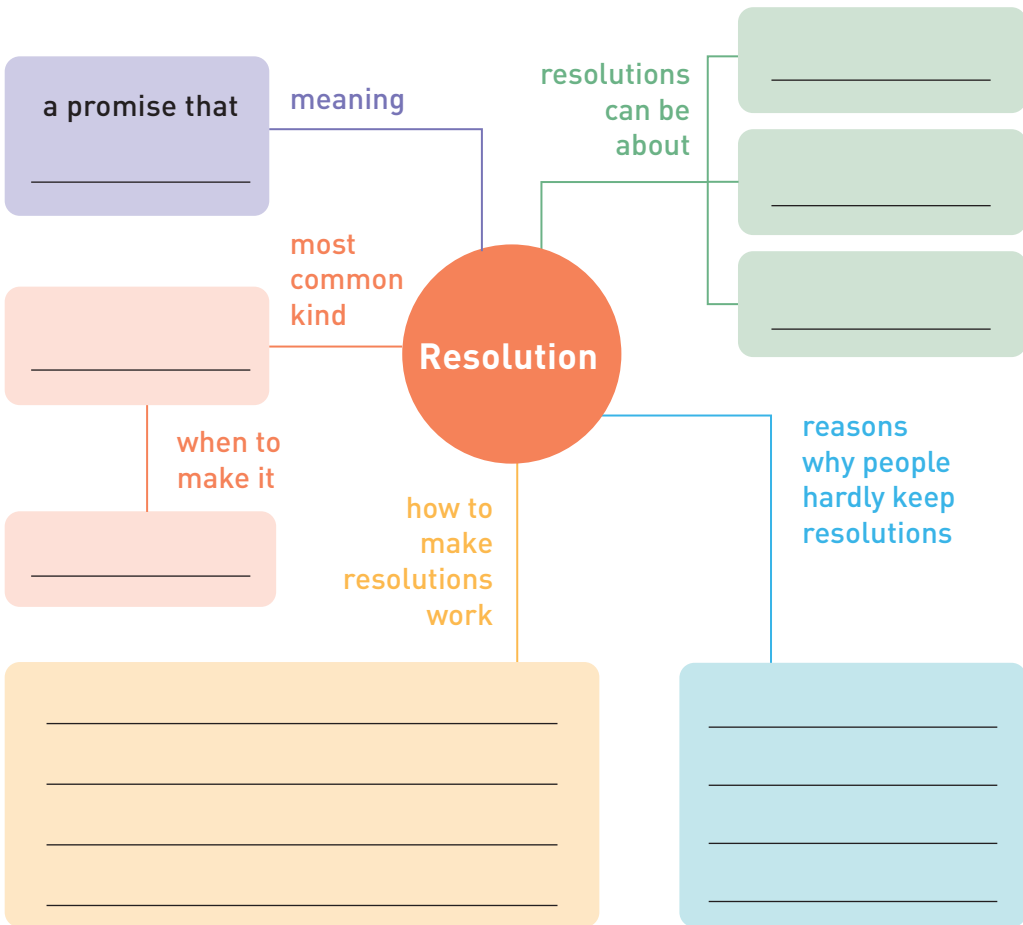
To make your resolutions work, you need to plan them wisely. Always make sure your resolution is possible to achieve. Don't set a goal that is too difficult or too much for you. _____ And if you don't want to forget your resolutions, write them down. Also, talk about them with your family and friends. Encourage them to remind you of your goals. So what resolutions are you going to make? How are you going to keep them?

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1c **Read the text again and match each paragraph with its main purpose.**

Paragraph 1	A. To list some popular resolutions.
Paragraph 2	B. To introduce the meaning of a resolution.
Paragraph 3	C. To give advice on how to achieve resolutions.
Paragraph 4	D. To explain why some people fail to keep resolutions.

1d **Complete the mind map with the information from the text.**



1e **Discuss the questions.**

1. Do you think it is useful to make resolutions? Why or why not?
2. Do you like to plan ahead or do things at the last moment? Why?

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Vocabulary in Use

2a **Write the jobs based on the definitions. Then add more for your partner to guess.**

1. This person helps to put out fires. *fireman*
2. This person is good at playing music. _____
3. This person acts in a play or a film. _____
4. This person designs or builds machines, roads, or bridges. _____
5. This person designs clothes, shoes, or other items for people. _____
6. This person gives advice to people about the law. _____
7. _____ _____

2b **Write your own sentences using the words in brackets.**

1. My father's job _____. (have to do with)
2. My best friend and I _____. (make sure)
3. I'm going to _____. (take up)
4. I'm going to _____. (stick to)
5. I _____. (be tired of)

2c **Complete the passage with the correct forms of the words in the box.**

confident explain fail practise try one's best

I still remember how disappointed I was when I _____ my maths exam for the first time. Mr Guo found me crying in the classroom after school. He said to me, "Don't give up. Keep working hard and _____ again in the next exam." I promised him that I would not lose hope. After that, Mr Guo often spared some time to help me. Whenever I found something I didn't understand, he was always happy to _____ it. With his help, my maths skills started to improve. One day, Mr Guo smiled and said, "You see, you are doing a great job. Now keep on _____ and be _____ in your abilities." I went into the final exam with great confidence. Later, I found out I got an A in maths! I was so excited about achieving my goal.

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3a **Read the text and complete the table.**



New Year, New Me

As the year draws to a close, it is the perfect time to think about the changes we want to make in the coming new year. We can improve our lives by learning something new, forming good habits, working harder at something, or even improving our relationships with others. I hope to make next year better than this one, so I am going to make three resolutions.

The first one is about taking up a new hobby. I am going to join the school music club to improve my singing! I think singing is a great activity. And my friends and family all love my singing.

I am also going to get fitter. Besides jogging, I am going to do push-ups and sit-ups. I feel energetic after I exercise. I'm sure I'm going to be a healthier and happier person.

Last but not least, my English isn't good enough, so I am going to study for two more hours each weekend. It might be hard, but I am going to get a lot better at English!

To improve …	Resolution
1.	
2.	
3.	

3b **Write down the things you want to improve and your resolutions.**

To improve …	My resolution
1.	
2.	
3.	

3c **Use the notes above to write three paragraphs. In each paragraph, write what you are going to improve and how.**

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*Project Make plans for solving problems

4a **Work in groups. Discuss what problems there are in your class or at school. Then make a list of the problems and the reasons why they exist.**

Problems	Reasons	Solutions
There are some scribbles on the walls of our school.		

4b **Write down some plans to solve the problems.**

4c **Prepare a presentation to share your plans with the whole class.**

Reflecting

1. What is your dream job? How are you going to achieve your goal?
2. What expressions can you use to talk about future plans?
3. Do you think it is important to make resolutions? Why?
4. What resolutions are you going to make? How are you going to keep them?
5. How did this unit help you think of ways to improve yourself?



Dream big, plan well, work hard, smile often, and good things will happen.

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UNIT 7

When Tomorrow Comes



BIG Question

What will the future look like?

In this unit, you will

1. make predictions about the future.
2. talk about the future using the simple future tense.
3. explore how technology will change our lives.
4. find out how to prepare for the future.

Look and share

1. What do you think of when you look at the picture?
2. Would you like to have a robot at home? Why?

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SECTION A

What are your predictions about the future?

1a **Which of the predictions do you think will come true in 100 years? Tick the ones that you agree with.**



- ☐ 1. We won't be able to live on earth.
- ☐ 2. There will be less food.
- ☐ 3. Many people will live in outer space.
- ☐ 4. Climate change will be worse.
- ☐ 5. AI and robots will take over boring work.
- ☐ 6. People won't work together in big offices.

1b **Listen to the first conversation and complete the summary.**

A new sci-fi film is coming out. Teng Fei invited Peter to the _____ to see it. Teng Fei booked the tickets _____. The film starts at _____, and they will meet at the cinema at _____.

1c **Listen to the second conversation and circle T for true or F for false.**

1. Peter thinks climate change will be worse in the future. T F
2. Teng Fei thinks there will be less land to grow food. T F
3. Peter is quite positive about the future. T F
4. Teng Fei believes people will find ways to solve the food problem. T F
5. Teng Fei thinks most people will live in outer space in the future. T F

1d **Ask and answer questions about the predictions in 1a.**

Will we be able to live on earth in 100 years?

Yes, we will. I believe people will make the earth a better place.

Will many people live in outer space?

Well, I don't think ...

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Pronunciation

1 **Listen and repeat. Add one more word to each group.**

/n/	/ŋ/	/ŋk/	/ŋg/	/tʃ/	/dʒ/	/f/	/r/
n, kn	**ng**	**nk**	**ng**	**ch, tch**	**j, ge, g**	**f, ph**	**r, wr**
news	song	ink	hunger	cheap	jacket	face	race
mind	hang	bank	angry	much	change	photo	orange
know	dying	monkey	English	watch	magic	elephant	write
_____	_____	_____	_____	_____	_____	_____	_____

2 **Listen and match the emotions with the sentences.**

1. What an exciting sci-fi film! I really loved the story.	bored
2. Can you hear the wind? It sounds scary!	excited
3. My test is next week, but I don't have time to study.	scared
4. It's still raining. There's nothing to do.	tired
5. I can hardly keep my eyes open. I'm going to bed now.	worried

2a **Listen to the conversation and fill in the blanks.**

A. there will be fewer traffic accidents
B. there will be more people in cities
C. we'll have better health care technology
D. people will live longer

Helen: Hi, Jennifer. What's up?
Jennifer: Oh, hi, Helen. I'm watching a video about future predictions.
Helen: So, what will the future be like?
Jennifer: Well, _____, but the transport system will be more efficient. It means that _____.
Helen: Sounds great! Any other predictions?
Jennifer: Students probably won't go to a school in the future. They will study at home or any place they want.
Helen: Oh, but I really like going to school! Anything else?
Jennifer: And _____.
Helen: Really? Why?
Jennifer: Because _____ in our homes. Machines will tell us how to solve small health problems before they become bigger.
Helen: That'll be great. How long will most people live?
Jennifer: Well, more people will live to be over 100 years old. Some may even live to be 150.
Helen: Wow, that sounds wonderful!

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2b **Read the conversation and complete the table.**

What will the future be like?	
People in cities	
Transport system	
Education	
Health care	
Length of life	

2c **Read again and answer the questions.**

1. What is Jennifer watching?
2. Is Helen interested in the future? How do you know?
3. Is the video positive about the future or not? How do you know?

2d **Listen to the conversation again. Then role-play it.**

2e **What do you think life will be like in the future? Make up a conversation about your future predictions.**

Topic	My prediction	My partner's prediction
Home		
Population		
Transport		
Job		
Free time		

A: Will there be more / less / fewer … in the future?
B: Yes, I think there will … / Well, I don't think there will …
A: Do you think we will …?
B: …

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Grammar Focus

3a **Read the sentences and notice the words in bold. Find more sentences in Section A that use the simple future tense.**

Shall we **go** to see the sci-fi film?	Oh, I'd love to.
What **will** the future **be** like?	There **will be** more people in cities, but there **will be** fewer traffic accidents.
Will most people **live** in outer space?	Yes, they **will**. / No, they **won't**.
How long **will** people **live**?	Well, more people **will live** to be over 100 years old.

3b **Complete the conversations with the correct forms of the verbs in the box. Some verbs are used more than once.**

be find get live meet need see win

1. A: Do you think it's going to rain?
   B: Yes, but don't worry. I think we _____ home before it rains.
2. A: _____ the exam _____ difficult?
   B: It _____ (not) easy, but I'm sure you'll pass it.
3. A: Who do you think _____ the prize?
   B: Well, I think Harry _____ the winner.
4. A: Do you think scientists _____ a cure for cancer in 50 years?
   B: Yes, I do. And I believe more people _____ up to 100 years old.
5. A: The concert begins at 7:30 p.m. _____ we _____ at 7:15 p.m. outside the theatre?
   B: OK. I _____ you then.
6. A: Do you think we will still use cash when shopping?
   B: No, and I don't think I _____ a wallet either.

3c **Write some predictions about your partner's life in 20 years and then make up a conversation.**

A: You're so friendly and nice. I think you will be a good teacher.

B: Well, I don't think so. I think I'll ...

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SECTION B

How can we prepare for the future?

1a **Look at the title of the interview below. What do you think the interview is about?**

1b **Read the interview and see if your guess was correct.**

Ready for Tomorrow?

Host: Good evening, everyone! Our guest today is Dr Lu Xingyuan, chief researcher of the Future World Research Centre. So welcome to our show, Dr Lu.

Dr Lu: Good evening. Thank you, it's a pleasure to be here.

Host: Dr Lu, thank you for joining us. So, as a futurist, can you tell us how life will be different in 50 years?

Dr Lu: Well, you'll see robots working everywhere.

Host: Can you give us some examples?

Dr Lu: Well, as we all know, China's robotics industry is growing fast. Robots will make our life easier. We'll have service robots. They will do almost all our housework. They will also help save lives when disasters and emergencies happen.

Host: So, what jobs will humans still do in the future?

Dr Lu: Good question! Some jobs today will disappear in the coming years. However, there will be more challenging jobs in the future, such as space pilots and AI experts.

Host: Do you think robots will replace humans one day?

Dr Lu: No, I don't. Our creativity and emotional intelligence are important for relationships. AI will not replace humans for these things.

Host: You mentioned AI. How will AI change our world?

Dr Lu: Well, it will certainly change how we work, study, and live. For example, a smart refrigerator will know what you need and order food for you when you're running low.

Host: Wow, that'll save us a lot of time! Now, my last question: How can we prepare for the future?

Dr Lu: It's simple. Just accept change. Keep learning and working hard. Today's choices will influence your future.

Host: Thank you for your time, Dr Lu.

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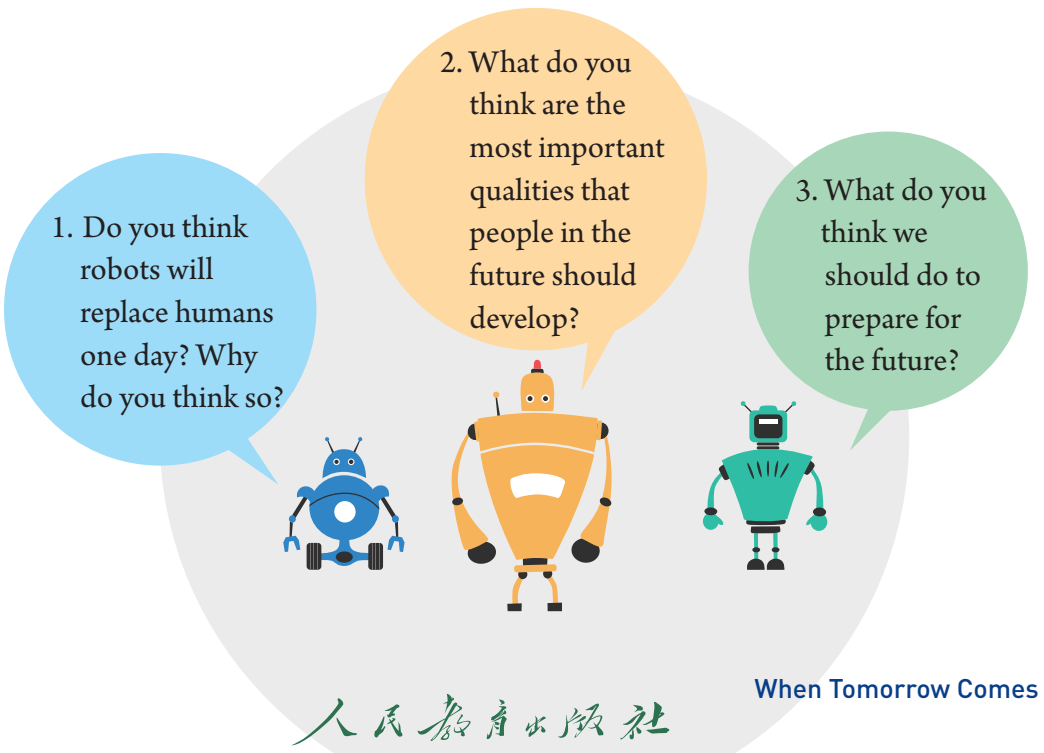
1c **Complete the table with the information from the interview.**

Guest name	
Job	
Future prediction	about robots:
	about jobs in the future:
	about AI:
Advice	

1d **Read again and tick the statements that you can infer from the interview.**

- ☐ 1. Dr Lu is very positive about the future.
- ☐ 2. In the future, robots will take over most jobs of today.
- ☐ 3. Robots will save lives during emergencies.
- ☐ 4. Humans will have more challenging jobs and do creative work.
- ☐ 5. Our emotional intelligence will always be important.
- ☐ 6. It is impossible for us to prepare for the future.

1e **Discuss the questions.**



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Vocabulary in Use

2a **Write the opposites of the words. Use your dictionary.**

1. more _____
2. possible _____
3. better _____
4. challenging _____
5. appear _____
6. winner _____
7. positive _____
8. everywhere _____

2b **Complete the sentences with the correct forms of the words in the box.**

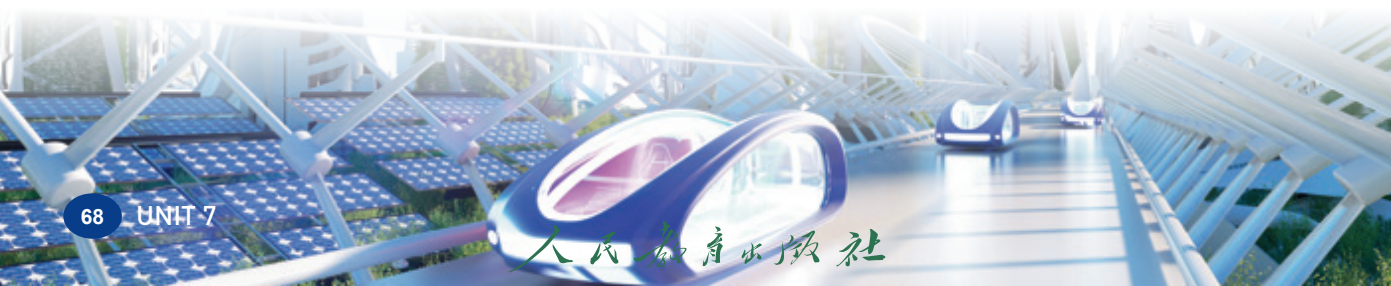
accept	develop	influence	mention	service

1. He _____ a plan to learn German, but he didn't say when he would start.
2. It is important for young students to _____ skills that will be valuable in the future.
3. Asimov's ideas about robots _____ many sci-fi writers and even some AI scientists.
4. China will take steps to improve the public health system to meet the public's needs for medical and health _____.
5. _____ the challenges and don't run away from your problems. Try to solve them and then you will find your way.

2c **Complete the passage with the correct forms of the words in the box.**

challenge	create	influence	quality	traffic	bad

How will AI technology _____ the future world? Many experts think AI will improve the _____ of our future life and change many industries. For example, AI will help us build a smart public transport system and solve _____ problems. AI will also change education. It will make learning better match what students need. While some jobs may go away, people will focus on more _____ and difficult tasks. Will AI make our life better or _____? It depends on how we choose to improve and use AI to meet future _____.



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3a **Read about Mandy's dreams for the future and find out what she wants to be.**

My Dreams for the Future



What will my life be like in 20 years? It's not an easy question, but here are a few of my predictions. I love art, so I think I will become an artist. I want to study art in France, and then I will visit all the famous art museums. I will learn a lot about different artists and their works of art, and I will create my own too.

As an artist, I will live in the countryside and stay close to nature. There will be flowers and plants around my home. Life there will give me good ideas for making art. At the weekend, I will invite friends to come over and have fun together.

I believe these dreams will come true as long as I study hard and keep on trying.



3b **Complete the table about Mandy's dreams and yours.**

Item	Mandy	You
Future job		
Place to live		
Free time activity		
How to make dreams come true		

3c **What will your life be like in 20 years? Write a short passage about your dreams for the future. Use your notes in 3b.**

*Project Create a picture about the future

4a **Work in groups. Discuss what your city / town will be like in the future. Try to think of many different ideas. For example:**

- What will our city / town be like when we are 35 years old?
- Will many people live here?
- What will the buildings be like? How will people travel around?
- What activities will people be able to do in their free time?
- Will there be more parks and museums?
- What will the environment be like?



4b **As a group, decide which predictions are more likely to come true.**

4c **Draw pictures that show these predictions.**

4d **Show your pictures to other groups. Have them guess your predictions.**

Reflecting

1. What future predictions did you learn from this unit?
2. Can you use the simple future tense to talk about your future life?
3. How do you think technology will change our lives?
4. How will you get ready for the future?



Seize the day, and look forward to the future.

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UNIT 8

Let's Communicate!



BIG Question

What makes good communication?

In this unit, you will

1. discover different forms of communication.
2. describe how people communicate with others.
3. talk about real situations in the present and predictions for the future.
4. find ways to improve your communication skills.

Look and share

1. What forms of communication can you see in the photo?
2. Why do you think they choose the forms of communication?

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SECTION A

How do we communicate?

1a **How do you communicate with others? Match the phrases with the pictures.**

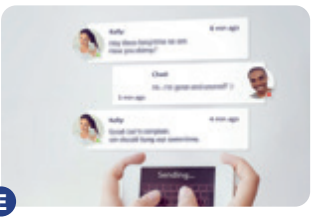
_____ talk face to face
_____ send text messages
_____ make a video call
_____ send emails
_____ use sign language
_____ make a phone call


A


B


C


D


E


F

1b **Listen to the conversations and complete the table.**

Conversation	How the speakers communicate	Their relationship
1		
2		

1c **Listen again and answer the questions.**

Conversation 1	1. When will the rehearsal end if it's on time? 2. When will the man pick Jim up?
Conversation 2	3. Where is the girl now? 4. What will the man do if he visits China this year?

1d **Imagine you are phoning a friend from the UK and you want to invite the friend to visit China. Make up a conversation about what you both will do.**

If you come to my city / town, I'll show you around.

If I go there, I'll try all the delicious local food.

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Pronunciation

1 **Listen and repeat.**

/-pl/	apple	people	/-kl/	uncle	article	/-tl/	little	hospital
/-bl/	able	possible	/-gl/	eagle	single	/-dl/	middle	noodle
/-fn/	often	soften	/-sn/	listen	person	/-tn/	certain	Britain
/-vn/	even	seven	/-zn/	cousin	reason	/-dn/	garden	pardon

2 **Listen and read. Notice the linking, stress, intonation, and pauses.**

If you 'give a 'cat some ↗ milk, | she will be'come your ↘ friend.
If she be'comes your ↗ friend, | she will 'probably 'follow you ↘ everywhere.
If she 'follows you ↗ everywhere, | she may 'want to 'play ↘ games with you.
If you 'play 'games with ↗ her, | you might 'get ↘'tired.
And if you 'get 'tired | and be'gin to ↗ sleep, | she might 'wake you 'up | and 'ask for 'more ↘ milk!

2a **Listen to the conversation and fill in the blanks.**

A. take a break
B. just call your friend
C. a face-to-face talk usually works the best
D. it takes longer and can make things worse

Jason: Professor, thanks for the helpful speech on communication. I have a question. Sometimes my friends and I argue but don't know how to make up. What's the best way to communicate in this situation?
Professor: If you want to solve the problem, _____.
Jason: I understand, but meeting in person is not always easy.
Professor: If you can't meet, _____. Some of you may prefer texting, but _____ if you're not careful with your words.
Jason: But what if we argue more over the phone?
Professor: If you stay calm and say sorry, it will help. If it is still hard to talk, _____. Meet when you're both ready.
Jason: I'll call and try to meet. Because friendship is important. Thanks for the advice!
Professor: You're welcome.

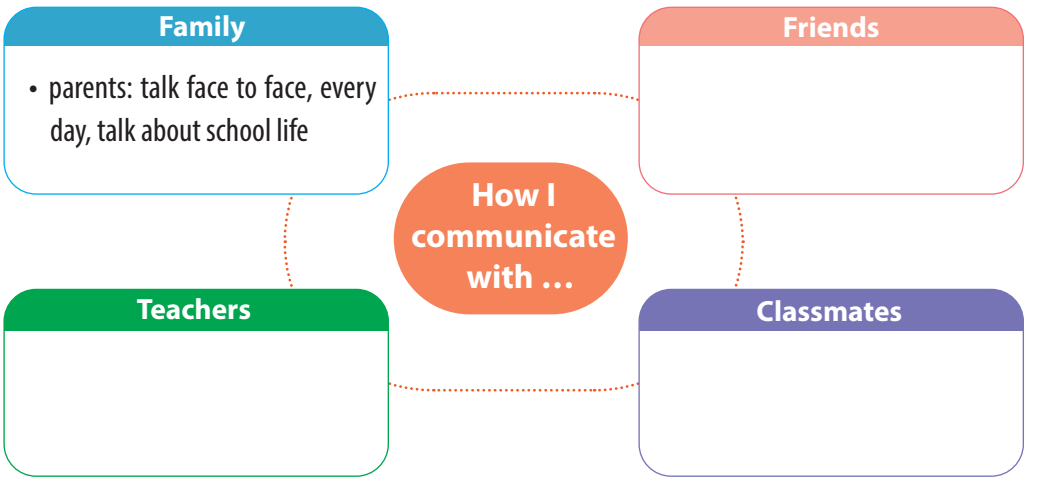
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2b **Read the conversation and answer the questions.**

1. When did this conversation probably happen?
2. What does the professor think is the best way to solve the problem?
3. What are the problems with texting?
4. Why does Jason worry about talking on the phone?

2c **Talk about how you communicate with different people in your life and then complete the chart.**



2d **Listen to the conversation. Then role-play it.**

2e **Choose a situation from below and make up a conversation. The expressions in the box may help you.**

Situations

1. Susan, one of your classmates, invites you to her birthday party this weekend.

2. You have some problems with your homework, and you really need help.

3. You found a good place to go jogging, and you want to ask someone to go with you.

Expressions

If you can come, I'll be very happy.

If you want to make some new friends, this is a good chance.

If you need help, I think you should tell …

If you talk to …, I think he / she will be happy to help you.

If you go there, you'll …

If you join me, we can …

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Grammar Focus

3a **Read the sentences. Find more sentences with *if*-clauses in Section A.**

If you want to solve the problem, a face-to-face talk usually works the best.
Texting can make things worse if you're not careful with your words.
If the rehearsal ends at 7:00 p.m., I'll pick you up at 7:15 p.m.
If you stay calm and say sorry, it will help.
If I go there, I will try all the delicious local food.

3b **Match the two parts to make sentences.**

1. If we have a face-to-face meeting,
2. If I have good news,
3. If you need to leave,
4. If you can finish your work early today,
5. If the old man has difficulties in hearing,
6. If you can't reach her by phone,

A. try texting.

B. we'll understand each other better.

C. you can write things down for him.

D. I'll call you right away.

E. I'll call a taxi for you.

F. will you join me for dinner?

3c **Fill in the blanks with the correct forms of the verbs in brackets. Then discuss what the situations are and whom the information is for.**

... If things_____ (go) well, we_____ (see) all those old faces again. Just think how great it will be! If you think you can come, _____ (drop) me a line and I _____ (give) you all the details about the reunion. But promise me you'll think about it seriously.

00:35

Hey, it's me. I wanted to talk to you about the training plan for our team. The new season is coming, so it's time to make a plan for our training. If we _____ (start) earlier this year, I think we _____ (perform) better. _____ (give) me a call and _____ (let) me know if you _____(think) of a good time for everyone to meet. Talk to you soon!

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SECTION B

How can we communicate better?

1a **What do you talk about when you meet someone for the first time?**

1b **Read the text. Who did the author write this text for?**

How to Make a Better Conversation

Do you get nervous when you talk to someone? Do you find it hard to have a conversation with a stranger? If you have such worries, it is time for you to learn some more conversation skills. Here are some tips for making better conversations.

1. Listen carefully and show interest in others. One of the most important things is to listen to the person you speak to. If you are a good listener, you will find some good points to ask questions about. For example, if someone tells you their hobby and you can ask questions about it, they will surely be happy to continue the conversation.
2. Choose the right topic. Some of the best topics might be the weather, sports, music, films, food, or travel. However, it is impolite to ask someone's age, weight, or other personal information. Also, if you don't agree with others, don't argue with them. Just move on to another topic.
3. Be honest and sincere. If you have no idea of a subject, just say "I don't know much about it." If you want to make the other person happy, mention his or her strong points. But don't just pretend to be nice, because people can find out you are not telling the truth.
4. Pay attention to your body language. Sometimes it is just as important as your words. Don't be nervous. Stand up straight, smile, and be yourself—you have a lot to offer.



If you really work at it, you will find having conversations much easier.

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1c **Complete the table with the information from the text.**

How to make a better conversation	
Tip	**Example**
1. _____ _____	• listen and find _____ to ask about, such as his / her _____
2. _____ _____	• talk about _____ but do not ask _____
3. _____ _____	• just say _____ if you have no idea of a subject • mention the _____ of the other person
4. _____ _____	• stand up _____, _____, and be yourself

1d **Find out what the pronouns in bold refer to.**

1. ... if someone tells you their hobby and you can ask questions about **it**, ...
2. Also, if you don't agree with others, don't argue with **them**.
3. If you have no idea of a subject, just say "I don't know much about **it**."
4. If you want to make the other person happy, mention **his** or **her** strong points.
5. Sometimes **it** is just as important as your words.
6. If you really work at **it**, you will find having conversations much easier.

1e **Discuss the questions.**

1. According to the text, listening plays an important role in a conversation. What do you think makes a good listener?
2. Do you think the tips are reasonable? Why or why not?
3. What other tips can you add to the text?

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Vocabulary in Use

2a **Add the proper suffix to each word in brackets to make a new word. Then complete the sentences with the new words.**

-er -or -th -ment -ship

1. To keep a _____ (friend), you need to make time for each other and care about your friend's feelings.
2. If you want to solve the _____ (argue), perhaps you should talk about the situation with your friend.
3. If you don't know what to say to her, I think the best way is to tell the _____ (true).
4. They always welcome the _____ (visit) in a kind, friendly way.
5. While giving a speech, you should watch the _____ (listen) carefully to see if they understand.

2b **Complete the sentences with the phrases in the box.**

make up right away show … around show … interest worry about

1. It was the first time for my cousin to visit Beijing, so I offered to _____ her _____.
2. My brother and I often have fights, but we always _____ soon after.
3. If you want to watch the drama, you should book the seats _____ _____.
4. He _____ great _____ in music when he was a small child.
5. If you are sure about your choice, you don't have to _____ what other people will say.

2c **Complete the sentences with the correct forms of the words in the box. Then put them in the correct order to make a short passage.**

text face to face communication relationship argue

_____ Many people today communicate by _____ and social media instead of in person.

_____ When we meet _____ and talk, our body language and voice help others better understand our meaning.

_____ Also, it may be easier to build trust and develop stronger _____.

_____ This can keep us away from misunderstandings and _____.

_____ However, in-person _____ is an important skill to learn.

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3a **Read an invitation letter for an event. Underline the date, time, place, and topic of the speech.**

Minghua Middle School

10 December 20_____

Dear Professor Jones,

We would like to invite you to give a speech at our Education Talk event. The event will take place at 9 a.m. on 10th January. If you are able to attend the event, we will cover all your travel and hotel costs.

The event is an excellent opportunity for students, parents, and teachers to hear new opinions and ideas. If you can spare the time to give a speech on teenagers' communication skills, we are sure the students will benefit a lot from you.

We are looking forward to your reply. If you have any special needs, please let us know. It would be a great honour to have you speak at our school.

Yours sincerely,

_____

3b **Decide whether each sentence is the opening (O) or the closing (C) for an invitation letter.**

_____ A. Hoping to meet you there.
_____ B. I'm writing to invite you to …
_____ C. I hope you'll be able to make it.
_____ D. We would like to invite you to …
_____ E. Looking forward to seeing you then.



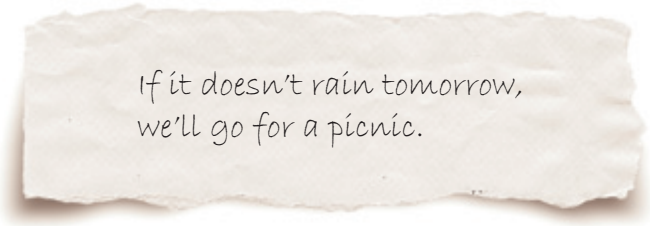
3c **Write a letter to invite all students and their parents to attend the speech. Make sure you include these points:**

- the opening and the closing sentences
- the date, time, and topic of the speech
- why they should attend the speech (with *if*-clauses)

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*Project Tell a chain story

4a **Work in groups. Each student writes one sentence beginning with "If ..." on their own piece of paper. For example:**





4b **Put all the pieces of paper into a box or jar. The first person picks one and reads it aloud. Others then add "if" sentences to continue the story. For example:**

If we go for a picnic, everyone will be excited.

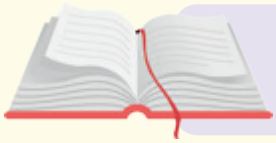
If everyone is excited, we'll play some fun games.

4c **Take turns to add sentences until the story ends naturally. Each story should include at least five sentences.**

4d **When a story ends, pick another piece of paper. Take turns to tell the next story.**

Reflecting

1. What forms of communication do you often use?
2. Which form of communication do you think works the best for you?
3. What will you do to improve your communication skills?
4. Can you use *if*-clauses to talk about possible future actions?



Good communication skills are key to success in life.

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Unit 1

Holiday Experiences

Lin Tao



My best holiday experience was two years ago. My family lives in Wuhan, the biggest city in Central China. That summer, I decided to do something cool: cycling from Wuhan to Beijing with some friends from college. My parents were surprised at my idea, but soon they gave me all their support. With their help, I made a cycling plan. I also learnt a lot from other people's cycling experiences. I packed everything I needed and started the trip. The cycling took us almost a month to complete. It was tiring but worthwhile. I saw beautiful mountains, forests, and rivers. I met a lot of nice people, and some of them gave me a lot of help along the way. But there were also difficulties, and sometimes I just wanted to give up. However, when I finally arrived at the Tian'anmen Square, I was so proud of myself.

Amanda



My best holiday experience was when I learnt to scuba dive. My family and I went to a town beside the ocean. At first, I took some classes to learn how to scuba dive safely. I practised in a swimming pool for a few days. Then, I lived on a boat for a week in order to do scuba diving in the ocean. Every day, I went scuba diving with a guide. I saw so many colourful fish, amazing sea animals, and fantastic coral everywhere. While I was diving, another diver pointed, and I realized there was a baby shark near me. It was a stunning experience, and I will never forget it!

1 **Read about Lin Tao's and Amanda's holiday experiences and answer the questions.**

1. Where did Lin Tao finish his adventure?
2. Who helped Lin Tao make his plans?
3. Where did Amanda learn to scuba dive?
4. Why did Amanda stay on a boat?
5. How did Amanda feel about seeing the baby shark?

2 **Tick the correct column.**

Holiday experience	Lin Tao	Amanda
• did the activity outside		
• did the activity with family		
• did the activity with friends		
• felt the activity was sometimes very hard		

Unit 2



Anne's Decision

(Adapted from Lucy Montgomery's *Anne of Green Gables*)

Anne was adopted by Marilla when she was little. They lived happily together on a farm called Green Gables. Now Anne is going to a university out of town, but Marilla gets sick ...

Anne came back and found Marilla sitting by the kitchen table. She looked tired.

"Are you OK, Marilla?"

"I saw the doctor," Marilla said sadly. "But it's no good talking about it, Anne. Can you get me a cup of tea?"

"Could you tell me what the doctor said?" Anne asked softly as she brought tea to Marilla.

"He said I must give up all reading, sewing, and farming, or I will go blind."

"Marilla, don't think of it," said Anne. "There is still hope."

"I don't know," said Marilla. "I'm afraid I have to sell Green Gables."

Anne was surprised. "Oh, Marilla, you can't! It's our home!"

"What else can I do, Anne? I'm sorry you won't have a home to come to during your university holidays." Marilla began to cry.

That night, Anne sat in the darkness, alone with her tears and heavy heart. But before long, there was a smile on her lips and peace in her heart.

The next day, she spoke with Marilla. "You mustn't sell Green Gables. I'm going to teach here. I can't leave you alone, Marilla. I'll read to you. We'll be happy together."

"Oh, Anne, you can't do that for me."

"But I want to! Nothing is worse than giving up our home."

"But your dreams ..."

"My dreams are the same: to be a good teacher, and to help you stay healthy. Nobody loves Green Gables as we do. We must keep it."

Most people, not knowing about Marilla's eyes, thought Anne was foolish. Mrs Lynde, their neighbour, did not. She often found Anne and Marilla sitting outside their home. They liked sitting there at dusk, when the smell of flowers filled the air.



1 **Read the story and find out what Anne's decision is.**

2 **Discuss the questions.**

1. What is the problem at the beginning of the story?
2. What are Anne's two dreams?
3. Why does Anne make her decision?
4. Why doesn't Mrs Lynde think Anne is foolish?
5. What do you think will happen next?

Unit 3





Four Brothers

(Adapted from *Grimm's Fairy Tales*)

Once upon a time, there were four brothers.

"I can see farther than anyone," the first brother said. "At the top of that tree, there are five eggs in a nest."

"I am faster than all of you—I move as quickly as a cat," said the second brother. He climbed up, took the eggs quietly, and then put them back. The bird never noticed it.

"I can shoot better than all of you," said the third. He then shot a leaf above the nest.

The fourth brother said, "I can sew anything together, even something as soft as that leaf." In no time, the leaf was as good as new.

Not long after, the king's daughter was taken away by a dragon. The king said whoever brought the princess back could marry her.

The first brother said, "I see her! She is far away, on a rock at sea, with the dragon." So the brothers sailed to the rock.

The third brother said, "I may hurt the princess if I shoot the dragon."

"Leave it to me," said the second brother. He moved as quietly as a mouse and quickly freed the princess.

Suddenly, the dragon began to chase them. The third brother shot it, but its fall broke their ship. Luckily, the fourth brother took his needle and sewed the ship together. Then they sailed home safely.

The happy king asked, "Which of you will marry my daughter?" The brothers began to argue. Each brother believed that he did more than the others. Finally, the king said, "Each of you is as good as the others, but you are much stronger together. Instead, I give half of my kingdom to you as a reward." The brothers were pleased. It was much better to share than to fight.





1 **Read the story and complete the table.**

Character	First brother	Second brother	Third brother	Fourth brother
Ability				
Action to save the princess				

2 **Discuss the questions.**

1. Who did the most in saving the princess? Could any of them save her alone?
2. How did the king settle their argument? What do you think of his solution?
3. What did you learn from the story?

Unit 4



The Brave Homing Pigeon

(Adapted from Ernest Seton's *Animal Heroes*)

Somewhere in the Atlantic Ocean, 1862.

The captain sighed. This was the thickest fog he had ever seen. They were over 330 kilometres from the closest land, so he didn't know where to go. The ship was on its way to Europe. Just ten hours ago they left New York, but now the engine stopped working. Clearly, they needed help!

Suddenly, the captain remembered the homing pigeons. He ran to them quickly, wrote a message for help, and tied it to Big Blue's leg. Big Blue flew up and then returned almost right away.

The captain became more worried.

"You are our last hope, little guy," said the captain as he tied a note to Arny, the smaller and younger of the two pigeons. The captain threw him into the air. Arny flew around and around, higher and higher. Soon, the bird was away from the ship, and the captain couldn't see Arny anymore.

"That's a good sign," said the captain with more hope.

Almost 340 kilometres away, Billy heard fast-moving wings come into his building and go straight to the water bowl.

"Hi there, little guy. Well, aren't you the thirstiest bird!" Billy smiled. Then he saw the note.

Billy knew what to do. He took the note, running as fast as he could to the company office. There, he learnt Arny had flown in fog and over the sea, for more than four hours.

Thanks to Arny, people sent help to the ship.

The captain later explained, "Arny really is the most amazing bird!"

1 **Read the story and answer the questions.**

1. What was the captain's problem?
2. When did the captain's problem start?
3. How did the captain send a message to Billy?
4. Why did the captain say "That's a good sign"?
5. Why was Arny so thirsty?

2 **Do you know any stories about animals that helped people? Share a story with a partner.**



Unit 5



The History of Pizza

Do you know pizza is one of the most popular fast foods in the world? In fact, around the world, people eat 5 billion pizzas every year! But where did pizza come from and what makes it so popular? Read on to find out.

Thousands of years ago, the Greeks, Italians, and Persians started putting vegetables, oil, cheese, and other things on flat bread. The ingredients depended on the area, but there was one thing in common: Everyone put the toppings on some type of bread. This was the ancient form of "pizza".

Our modern pizza goes back to the Romans more than 2,000 years ago. They put cheese and olive oil on bread. In the 1700s, a pizza with tomato sauce and cheese became popular in Naples, Italy. Later, Italians brought the pizza to America, and then it became a popular food all over the world, with different pizzas from different places.

Photographs of movie stars and famous athletes with pizza helped it become more and more popular, and *that* led to competitions. Today, we have the World Pizza Games. There are also all kinds of world records. For example, in 2017, there was a new record for the world's longest pizza. It was over 1.9 kilometres long!

Today, pizza is popular all over the world, and different places have their own local pizzas. So do you like eating or cooking pizza? What is your favourite pizza style?

1 **Read the text and choose the best answers.**

1. The text is mainly about _____.
   A. how pizza spread
   B. how pizza became popular
   C. who made pizza famous

2. How many pizzas do people eat every year?
   A. 5 billion. B. 2,000. C. 1,700.

3. Which of the following is NOT a pizza topping?
   A. Bread. B. Cheese. C. Tomato sauce.

4. In Paragraph 4, *that* means _____.
   A. pictures of movie stars B. pizza's popularity
   C. new kinds of pizza

2 **Discuss the questions.**

1. Why do you think pizza is so popular all over the world?
2. What is the most popular food or dish in your region? What do you know about it?

Unit 6

The Ant and the Grasshopper

(Adapted from *Aesop's Fables*)



It was summertime. The ant and the grasshopper were in the farmer's field. The ant was busy collecting corn. The grasshopper was relaxing in the sun.

"Hey, Ant, come sit with me," said the grasshopper.

"No, thanks," said the ant. "I have to take this corn home. I'm preparing for the winter."

A few weeks later, summer was almost at an end. The ant continued to take corn home every day, but the grasshopper just played his violin and danced around.

"Come on, Ant!" said the grasshopper. "Dance with me!"

"No," replied the ant. "I'm going to get more corn. Why don't you join me? You should plan for the winter."

"But the winter is so far away! Your work looks so boring! Come with me! Let's have a picnic!"

"No, thanks, Grasshopper. I'm going to continue with my boring work."



The grasshopper was silent for a while, but then he happily danced away. The ant looked tired, but she felt happy when she saw all the food in her kitchen.

The autumn arrived and the weather became cool and windy. The grasshopper ran around the farm singing songs. The poor ant had to fight her way through the wind. She wanted to collect lots of wood.

"Ant, it's too windy to work!" said the grasshopper. "Come and sing with me!"

"No, thanks, Grasshopper. There's just a little bit more work for me to do. I want to be warm in the winter."

And then the cold winter came. The ant sat at home by her fire, enjoying some lovely corn soup. Then she heard a knock at the door.

"Oh, dear Ant," said the grasshopper, "you must help me! I have no food! And no fire to keep me warm!"

"Sorry, Grasshopper, you must learn to look after yourself. Keep dancing and singing through the winter, and work hard when spring comes!"

1 **Read the story and answer the questions.**

1. What did Ant do to get ready for the winter?
2. What did Grasshopper do before winter came?
3. What do you think of Ant? What about Grasshopper?

2 **Write a new ending to the story.**

And then the cold winter came. _____

_____

_____

_____

_____

_____

Unit 7

Looking into the Future

Are you curious about the future? What do you think our life will be like in 50 years or more? To answer this, you can read a sci-fi book. Perhaps you will have some ideas then. Today, many young readers are interested in science fiction. But what makes it so popular?

For one thing, science fiction gives us a chance to imagine what our future will be like. Anything is possible. We can dream big. Some people think there will be flying cars and robot servants. Others believe we will learn more about strange aliens and other worlds.

Another reason is that sci-fi writers and their work can inspire us to create the future. In 1945, a sci-fi author named Arthur C. Clarke wrote about a system of space stations. In the article, he predicted the earth of the future would have many TV stations and people would send TV programmes around the world. However, this was before TV was a common item at home! In a short story by Clarke, he suggested people in the future would use a system to talk with others around the world. Amazingly, the short story was actually the inspiration for the internet!

Science fiction is also popular because it can make us think about our world in new ways. Although many sci-fi stories are set in imaginary worlds or societies, they can help us better understand the real world. They can also make us excited when we feel like we are living in a boring world.

What will the future be like? Sci-fi inspires us and helps us to understand what it could be like.



1 **Read the text and answer the questions.**

1. What makes science fiction so popular?
2. What did Arthur C. Clarke do to inspire people to create the important inventions of today?
3. According to the text, what do you think most sci-fi writers have in common?

2 **Discuss the questions.**

1. Do you like science fiction? Why?
2. Who is your favourite sci-fi writer? Give a short introduction to the writer and his / her works.

Unit 8

How to Stay Safe Online

No matter whether you like it or not, social media is becoming a big part of many teenagers' lives. The internet is popular among young people in China. According to a survey by the Central Committee of the Communist Youth League, over 90 per cent of all Chinese minors use the internet and 50 per cent of these young people have made new friends online.

Social media allows people to connect with friends, share experiences, and stay on trend. However, the internet also has risks. It is important to stay safe while having fun online. Here are some simple tips.

First, if you have accounts on different apps, make sure you use strong passwords. Avoid using easy-to-guess information, like your birthday or your pet's name.

Second, be careful when you talk to strangers online. Not every person online is friendly or telling the truth about themselves. Don't share personal details, like your address, school name, or phone number.

Third, if you want to post anything online, think it over. Once it is out there, it is hard

to know who sees it. Don't talk about things you may regret.

Lastly, keep your social media profiles private so only real friends can see your posts and information.

Remember, by following these tips, you can stay safe on social media and the internet. Your parents and teachers want the best for you. Be aware of the risks and protect yourself.

1 Read the text and answer the questions.

1. What is the writer's purpose of writing this text?
2. What do people use social media for?
3. What kinds of passwords are easy to guess?

2 Discuss the questions.

1. What are the risks of going online? Give some examples.
2. Why is it important to keep your personal details private?
3. What should you keep in mind if you want to post something online? Make a list of the dos and don'ts.

Unit 1 Happy Holiday

Section A, 1b and 1c

Conversation 1

Emma: Hi, Yaming. How was your vacation?

Yaming: Hi, Emma. It was great. I went to Mount Huangshan.

Emma: Oh, really? What was it like?

Yaming: It was so beautiful. No one wanted to leave.

Emma: What did you see there?

Yaming: I saw the Guest-Greeting Pine, the Sea of Clouds, lots of strange rocks, and many ancient buildings. Here, I can show you some photos.

Emma: Thanks. ... Wow! That looks amazing! Did you go with anyone?

Yaming: Yeah, I went with my family. Everyone said they wanted to go again.

Emma: Cool! I'd like to go too!

Conversation 2

Yaming: How about you, Emma? Where did you go on holiday?

Emma: I went back to the US with my mum and sister.

Yaming: I see. So, did you do anything interesting there?

Emma: Yes, I went to a strawberry festival. The food was great! Everything had strawberries in it. I ate strawberry cookies and strawberry chocolates. They were delicious!

Yaming: That sounds fantastic!

Emma: Yeah, it was. The festival was near my grandparents' house in Seattle too.

Yaming: Nice! Did you stay with them?

Emma: Yes, we stayed for ten days.

Section A, 2a and 2d

Adam: Hi, Peter. How are you?

Peter: Hi, Adam. I'm fine, thanks.

Adam: How was your holiday?

Peter: It was fantastic.

Adam: Did you go anywhere interesting?

Peter: Yes, I went to Yunnan with my family.

Adam: Wow! That sounds great. Did you go to Lijiang?

Peter: Yes, we stayed in the old town for a few days, and we enjoyed it very much.

Adam: Did you visit Yulong Mountain? Everyone says it's beautiful.

Peter: It is! It just took my breath away. We took a lot of great photos there.

Adam: Did you eat anything special?

Peter: Yes, we did! Everything tasted good, especially the steamed chicken soup. What about you? Someone said you went to Beijing.

Adam: No, not this holiday. I did nothing special. I just stayed at home to read, play games, and relax, but it was still fun.

Unit 2 Home Sweet Home

Section A, 1b and 1c

Conversation 1

Jim: Dad, can I hang out with my friends after lunch?

Dad: Sorry, Jim, you have to pack up your things first.

Jim: But I want to spend time with them before we move.

Dad: I know, but we need to get ready before the movers come. Can you sort your things into those boxes?

Jim: OK. After that, could I go out?

Dad: Yes. Remember to write "Jim's bedroom" on each box!

Jim: No problem, Dad.

Conversation 2

Jim: I love our new house. The living room is so big! Could we keep some fish here?

Dad: Well, Jim, that's a lot of work. Can you take care of them every day?

Jim: Yes!

Dad: OK. Now, could you please help me hang up the photos?

Jim: Sure.

Helen: Our balcony is so big and gets a lot of sunshine. Can I grow some flowers there?

Mum: Yes, you can. That's a great idea, Helen!

Peter: Mum, can I invite my friends to our new house?

Mum: Yes, Peter, but help clean up first. Could you please sweep the floor? I'll clean the bathroom.

Peter: OK, Mum.

Section A, 2a and 2d

Dad: Guess what! Grandpa and Grandma are visiting us this weekend!
Jim: Oh, great!
Peter: I can't wait to show them our new house!
Mum: Yes, but now we need to get ready for their arrival. Can you help me clean up their room?
Peter: But their room is already clean!
Mum: Well, it's not "grandma clean" yet!
Peter: Oh, OK.
Dad: Jim, can you help me put the new clock on the wall? I bought it for Grandpa to see the time.
Jim: Sure, Dad.
Dad: Helen, can you move this chair to their room? Grandpa likes reading books in front of the window.
Helen: No problem, Dad. Can I put some flowers by the window?
Dad: Yes, good idea! Grandma loves flowers.
Helen: Mum, could you take me to the flower shop later?
Mum: No problem. Let's go after lunch.

Unit 3 Same or Different?

Section A, 1b, 1c, and 1d

Conversation 1

Peter: Chen Jie, did you hear about the school music festival?
Chen Jie: Yeah, it sounds fun.
Peter: Why don't you perform? You play the Chinese flute better than anyone else in our music club.
Chen Jie: Well, I'm afraid of performing alone. I'm not as outgoing as you.
Peter: But you work harder than me. And last week you played a really beautiful song!
Chen Jie: You liked it? Maybe we could play it together!
Peter: Great idea!

Conversation 2

Mrs Brown: I loved your performance! You two did a wonderful job!
Peter and Chen Jie: Thank you!
Peter: Look, it's time for Ella and Emma's show!
Mrs Brown: Is that Ella singing?
Peter: No, that's Emma. Emma is taller than Ella. And she sings louder than Ella.

Chen Jie: Look! That is Ella dancing. Her hair is longer than Emma's.
Peter: They both dance well, but I think Ella dances better than her sister.

Section A, 2a and 2c

Han Lin: Congratulations on winning the prize at the school music festival!
The twins: Thank you!
Han Lin: You attended the festival last year and this year. How is this year different?
Ella: There are more students and more activities this year. I think it is more colourful than last year.
Han Lin: As twins, you look very similar. How are you different?
Emma: I'm a little quieter than Ella. And she is funnier than me.
Ella: Emma always gets up earlier than me. Many people say I'm lazier than Emma, but that's not true! I work as hard as her!
Han Lin: That's really interesting. Besides singing, how do you spend your spare time?
Ella: I love playing sports more than anything.
Emma: I like reading. You see, we're different in many ways, but together, we make a great team!
Han Lin: Thanks for talking with me.
The twins: Our pleasure!

Unit 4 Amazing Plants and Animals

Section A, 1b and 1c

Conversation 1

Emma: Hi, Yaming. What are you doing?
Yaming: Hi, Emma. I'm starting a test on animals and plants.
Emma: Sounds fun. Let's take it together.
Yaming: OK. First question. What's the largest animal in the world?
Emma: It's the blue whale, right?
Yaming: Right. It's also the heaviest animal on earth. Next question. Which animal runs the fastest?
Emma: Oh wait! I just read about it. The cheetah runs the fastest.
Yaming: Right again! And I think it's the most beautiful animal in the world.
Emma: I completely agree with you.

Conversation 2

Yaming: Now let's answer the questions about plants. What is the oldest plant in the world?

Emma: Hmm, I'm not sure. Do you have any idea?
Yaming: Well, I think moss is one of the oldest plants. It appeared on earth around 470 million years ago ... Oh, look here. I'm correct!
Emma: Interesting! Let's go on!
Yaming: Which kind of tree is the tallest in the world?
Emma: The redwood tree, right?
Yaming: Yes! I hope I can see some one day.

Section A, 2a and 2d

Ella: Oh, what's that, Chen Jie? It's so beautiful!
Chen Jie: Thanks. It's a folding fan. I bought it last year.
Ella: Oh! It has a painting of bamboo on it.
Chen Jie: Yeah. Bamboo is one of the most popular subjects in Chinese paintings. It's a symbol of goodness in Chinese culture.
Ella: I didn't know that before. So, where did you get that fan?
Chen Jie: At the Bamboo Sea in Sichuan, the largest and oldest bamboo forest in China. I learnt lots of interesting things when I was there.
Ella: Really? Like what?
Chen Jie: Well, bamboo is one of the fastest-growing plants. Some bamboo can grow almost one metre in one day. Also, it's one of the most useful plants in the world. People can use it to build houses and make tools and instruments.
Ella: Oh, that's interesting. I remember pandas love to eat bamboo too, right?
Chen Jie: Exactly! Actually we eat bamboo shoots too. They're really delicious.

Unit 5 What a Delicious Meal!

Section A, 1b and 1c

Peter: Let's make some mashed potatoes for lunch.
Teng Fei: Great idea! How do we make them?
Peter: Well, first, get some potatoes and wash them.
Teng Fei: OK. How many do we need?
Peter: Six. Cut them into pieces.
Teng Fei: OK. Done.
Peter: Next, put the potatoes in the pot and boil them until they are soft.
Teng Fei: Got it.
Peter: Then, we need some milk and butter. Can you get them for me, please?
Teng Fei: Sure. How much do we need?
Peter: One tablespoon of butter and half a cup of milk ... Thanks. Now, let's start mashing

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the potatoes.

Teng Fei: The potatoes are done.

Peter: Now, add the milk and butter to the potatoes, and mix.

Teng Fei: Like this?

Peter: Great! Finally, add salt and pepper ... OK. We're done! Let's try them!

Teng Fei: Mmm ... How delicious they taste!

Section A, 2a and 2c

Peter: Hey Teng Fei, can you teach me how to cook a popular Chinese dish?

Teng Fei: Sure. How about stir-fried eggs and tomatoes?

Peter: Great idea. How do we make it?

Teng Fei: We need eggs, tomatoes, salt, and sugar.

Peter: OK. How many tomatoes and eggs do we need?

Teng Fei: Four tomatoes and three eggs.

Peter: OK. What should we do with the tomatoes and eggs?

Teng Fei: First, cut the tomatoes into small pieces. Next, mix the eggs in a bowl.

Peter: Like this?

Teng Fei: Perfect. Then, heat some oil in a pan and add the eggs to it. Stir-fry for one minute. Then take the eggs out of the pan.

Peter: Got it.

Teng Fei: Next, cook the tomatoes in the pan until they're soft. Then, add some salt and sugar.

Peter: What an amazing smell! What's next?

Teng Fei: Finally, put the eggs back into the pan and mix them with the tomatoes.

Peter: Wow, it looks so good! How simple!

Unit 6 Plan for Yourself

Section A, 1b and 1c

Conversation 1

Susan: John, what do you want to be when you grow up?

John: I want to be a fireman.

Susan: Wow! But why?

John: Well, my uncle is a firefighter. He is like a hero to me. So I want to be just like him.

Susan: So how are you going to become a fireman?

John: I'm going to exercise every day, because a fireman needs to be strong.

Susan: Yes, you need to be really fit.

Conversation 2

Jason: Tina, what do you want to be when you grow up?
Tina: I want to be a fashion designer.
Jason: Cool! How are you going to do that?
Tina: I'm going to take art lessons and practise my drawing skills every day.
Jason: That sounds great!
Tina: What about you, Jason? What do you want to be when you're older?
Jason: I want to be an IT engineer.
Tina: Nice! How do you plan to do that?
Jason: I'm going to work hard at maths. And I'm also going to read more books about IT and AI.

Section A, 2a and 2c

Adam: What are you reading, Fu Xing?
Fu Xing: It's a book of essays by a famous Chinese writer.
Adam: Wow, now I know why you're so good at writing.
Fu Xing: Thanks! You know, I want to be a writer when I'm older.
Adam: Really? How do you plan to do that?
Fu Xing: I'm going to read more classics. And also, I'm going to keep on writing stories and essays.
Adam: Your plan sounds wonderful! I think you're going to be a great writer.
Fu Xing: I hope so! What about you, Adam? What do you want to be when you're older?
Adam: My parents want me to be a doctor, but I'm not sure about that.
Fu Xing: Well, don't worry. Not everyone knows what they want to be. Just make sure you try your best at school. Then you can do anything you want!
Adam: Yeah, you're right.

Unit 7 When Tomorrow Comes

Section A, 1b

Teng Fei: Hi, Peter! Are you free tomorrow? A new sci-fi film is coming out. I know you like sci-fi films. Shall we go to see it?
Peter: Oh, I'd love to! Which cinema shall we go to?
Teng Fei: What about the Huaxia Cinema?
Peter: Good idea!
Teng Fei: OK. I'll book the tickets online now ... OK, done. The film starts at 5:15 p.m.
Peter: Good. Shall we meet at the cinema at five o'clock?
Teng Fei: All right. See you then!

Section A, 1c

Peter: What an exciting sci-fi film! I really loved the story.

Teng Fei: Me too. But do you think the film was right? Will climate change be worse in the future?

Peter: I'm afraid so. Some scientists believe there will be less land to grow food.

Teng Fei: I don't think there will be less land.

Peter: You seem quite positive about the future.

Teng Fei: I am. I read that people could plant trees and turn deserts into forests. And we can make more farmland too.

Peter: Perhaps you are right. So, do you think we will still live on earth in the future?

Teng Fei: Yes, but I believe we'll keep on exploring space.

Section A, 2a and 2d

Helen: Hi, Jennifer. What's up?

Jennifer: Oh, hi, Helen. I'm watching a video about future predictions.

Helen: So, what will the future be like?

Jennifer: Well, there will be more people in cities, but the transport system will be more efficient. It means that there will be fewer traffic accidents.

Helen: Sounds great! Any other predictions?

Jennifer: Students probably won't go to a school in the future. They will study at home or any place they want.

Helen: Oh, but I really like going to school! Anything else?

Jennifer: And people will live longer.

Helen: Really? Why?

Jennifer: Because we'll have better health care technology in our homes. Machines will tell us how to solve small health problems before they become bigger.

Helen: That'll be great. How long will most people live?

Jennifer: Well, more people will live to be over 100 years old. Some may even live to be 150.

Helen: Wow, that sounds wonderful!

Unit 8 Let's Communicate!

Section A, 1b and1c

Conversation 1

Dad: Hello?

Jim: Hi Dad, I have a rehearsal after school. Can you pick me up later?

Dad: Sure. When does it end?

Jim: We'll finish at 7:00 p.m. if it's on time. Can you pick me up at 7:15?

Dad: OK. If everything goes well, I'll see you at 7:15. If the traffic is too bad, you'll have to wait for a few minutes.

Jim: Got it. I'll wait for you at the school gate. Bye!

Dad: Bye!

Conversation 2

Emma: Grandpa, can you see me? Welcome to People's Park! Let me use the camera to show you around.

Grandpa: Hello! Yes, I can see you and the park. Oh, people are singing and dancing. They seem happy.

Emma: Yeah. Many people come here to exercise and relax.

Grandpa: If I visit China this year, I will go to the park with you. It seems fun and lively.

Emma: Great! If you can make it, I'll show you around the city and let you taste all the yummy local food.

Grandpa: Wonderful!

Section A, 2a and 2d

Jason: Professor, thanks for the helpful speech on communication. I have a question. Sometimes my friends and I argue but don't know how to make up. What's the best way to communicate in this situation?

Professor: If you want to solve the problem, a face-to-face talk usually works the best.

Jason: I understand, but meeting in person is not always easy.

Professor: If you can't meet, just call your friend. Some of you may prefer texting, but it takes longer and can make things worse if you're not careful with your words.

Jason: But what if we argue more over the phone?

Professor: If you stay calm and say sorry, it will help. If it is still hard to talk, take a break. Meet when you're both ready.

Jason: I'll call and try to meet. Because friendship is important. Thanks for the advice!

Professor: You're welcome.

人民教育出版社

一、句子重音（Sentence Stress）

在英语句子中，实词（如名词、动词、形容词、副词等）承载重要信息，一般需要重读；而充当语法功能的虚词（如冠词、连词、介词、助动词等）一般弱读。但这条读音规律并非一成不变，句子中的重音可以随着说话者要表达的意思的变化而变化。例如：

Please pass me the 'book.（强调把“书”递给我，而不是把别的东西给我）

Please pass the book to 'me.（强调把书递给“我”，而不是给其他人）

A: I think she will win.

B: She 'won't.（预测她“不会”赢）

A: She 'will.（坚信她一定“会”赢）

一般情况下，me、will等功能词在句中弱读，但在上述情境中这两个词需要重读。

二、弱读（Weak Form）

在英语语流中，说话者一般会遵循省力原则，弱读不太重要的功能词，给听者的印象是某些词一带而过，甚至含混不清。实际上，这种听觉上的模糊读音有规律可循。了解弱读的一些基本规律，一方面有助于我们准确理解语流中的弱读音，另一方面在自己表达时也能尽量做到强弱得当。

表1　常见功能词的弱读形式

a /ə/	am /əm/	from /frəm/
an /ən/	are /ə/	have /həv; əv/
you /jə; jʊ/	do /də/	has /həz; əz/
them /ðəm/	does /dəz/	had /həd; əd/
her /hə; ə/	and /ənd; ən/	can /kən/
us /əs/	but /bət/	could /kəd/
there /ðə/	for /fə/	must /məst; məs/

根据表中例词可以看出，这些功能词的元音一般会弱化为 /ə/。

三、意群（Sense Group）

意群是句子内部意义相对完整的一组词。意群的界限是相对的。一个句子可以是一个大意群，也可分为若干个小意群，句子内的意群之间停顿时间较短，用一根竖直线

（|）标出。句子和句子之间的停顿时间较长，用两根竖直线（‖）标出。例如：

Home is a place of love.‖It always welcomes me|with open arms|—and perhaps|a plate of freshly-made biscuits.

每个意群要一口气说完。在说每个意群时，要注意词与词之间的连读、不完全爆破和词的弱读等现象。

四、语调（Intonation）

英语有两种最基本的语调，即降调和升调。降调的基本意义是“肯定”和“完结”，通常用于陈述句、特殊疑问句、选择疑问句的后半部分、祈使句和感叹句等。升调的基本意义是“不确定”和“未完结”，可表示犹豫、怀疑、婉转、含蓄、试探等含义。升调通常用于一般疑问句、陈述句表示疑问的各类句子，以及表示意思未完的各种情况。升调可以用于说话者不能确定信息是否准确，需要对方核实的情况。例如：

A: I’m putting the mixture into the oven. What temperature and time should I set?

B: 160 ↘ degrees, 50 ↘ minutes.

A: 160 ↗ degrees? 50 ↗ minutes?

B: Exactly.

在列举事物时，前面的各件事物都用升调，最后一件事物用降调。例如：

The family enjoy outdoor activities such as mountain ↗climbing, ↗hiking, ↗boating, and ↘camping.

同一句话用不同语调表达时，意义也会有所不同。

Be ↘ quiet.（表示命令）

Be ↗ quiet.（表示善意的警告）

I’m ↗ sorry.（比较随意）

I’m ↘ sorry.（比较真诚）

You will go to the party, ↗won’t you?（说话人不太确定，提出问题让对方回答）

You will go to the party, ↘won’t you?（说话人比较确定，提出问题让对方确认）

一、不定代词（Indefinite Pronouns）

不指明代替任何特定名词或形容词的代词叫作不定代词。常见的不定代词如下：

some 一些
somebody 某人
someone 某人
something 某事；某物
any 一些；任何
anybody 任何人
anyone 任何人
anything 任何事物
nobody 无人
no one 无人
nothing 没有任何东西
everybody 每人；大家；人人
everyone 每人
everything 每一件事物；一切

one 一个（人或物）
another 另外一个；又一个
other(s) 另一个（些）
all 全体；全部
both 两个（都）
each 每个
either 任何一个（指两个当中）
neither 没人或物（指两个当中）
none 没人或物（指两个以上）
many 很多
much 很多
few 很少；几乎没有
a few 一些；几个
little 很少；几乎没有
a little 一些；一点儿

不定代词大都可以代替名词和形容词，在句子中用作主语、宾语、定语等。关于不定代词的用法，需要注意以下几点：

1. some 和 any

这两个代词既可代替或修饰可数名词，也可代替或修饰不可数名词。some 多用于肯定句，any 则多用于否定句、疑问句和条件从句。例如：

A: Are there any apples in the fridge?

B: Yes, there are some. / No, there aren't any.

A: Is there any water in the bottle?

B: Yes, there is some water. / No, there isn't any water.

但是，在“Would you like some tea?”这类疑问句中则用 some，而不用 any，这是因为说话人希望得到对方肯定的答复。

2. many 和 much

这两个词均表示“很多”，但many只代替或修饰可数名词复数，而much只代替或修饰不可数名词。例如：

In the future, many people will live in outer space.

He didn't say much about his family.

I'm afraid the kids spend too much time online.

3. few 与 a few; little 和 a little

few与a few代替或修饰可数名词复数；little与a little代替或修饰不可数名词。few和little的意思是“很少；几乎没有”，侧重“否定”的含义；a few和a little的意思是“一些”，侧重“肯定”的含义。例如：

We stayed in the old town for a few days.

Don't worry. There is a little time left.

I've read all of his books. Only a few are interesting.

There is now little hope of success.

4. 复合不定代词

由some、any、no、every加上-body、-one、-thing构成的不定代词叫作复合不定代词。除了no one以外，其他复合不定代词都写成一个词。复合不定代词只相当于名词，在句中用作主语、宾语或表语。复合不定代词作主语时，都作单数看待。例如：

Everyone says Yulong Mountain is beautiful.

Nobody knows what the future will be like.

I'm on vacation in Hangzhou and everything is fantastic.

复合不定代词如果有定语修饰，定语须置于复合不定代词之后。例如：

Did you do anything fun on your holiday?

I did nothing special.

Yesterday, I met someone interesting.

二、形容词和副词的比较级与最高级（Comparative and Superlative Forms of Adjectives and Adverbs）

大多数形容词和副词有三个等级：原级，即原形；比较级，表示“较……”或“更……一些”；最高级，表示“最……”。

1. 形容词和副词的比较级和最高级的构成

（1）规则变化

表1　形容词和副词的比较级和最高级的构成（规则变化）

构成方法		原级	比较级	最高级
单音节词和部分双音节词	一般情况下，比较级词尾加-er，最高级词尾加-est。	tall short fast high	taller shorter faster higher	tallest shortest fastest highest
	以字母e结尾的词，比较级词尾加-r，最高级词尾加-st。	large late	larger later	largest latest
	重读闭音节词尾只有一个辅音字母时，先双写该辅音字母，然后比较级词尾加-er，最高级词尾加-est。	big fat thin	bigger fatter thinner	biggest fattest thinnest
	以“辅音字母＋y”结尾的双音节词，先把y改为i，然后比较级词尾加-er，最高级词尾加-est。	easy heavy early	easier heavier earlier	easiest heaviest earliest
多音节词和部分双音节词	词前加more构成比较级，词前加most构成最高级。	beautiful quickly popular	more beautiful more quickly more popular	most beautiful most quickly most popular

（2）不规则变化

表2　形容词和副词的比较级和最高级的构成（不规则变化）

原级	比较级	最高级
good / well	better	best
bad / badly	worse	worst
many / much	more	most
little	less	least
far	farther	farthest
	further	furthest

2. 形容词和副词的比较级和最高级的用法

表3　形容词和副词的比较级和最高级的用法

等级	用法	例句
比较级	表示两者（人或事物）的比较。在“比较级 + than”的句型中，当than前后所使用的动词相同时，通常用助动词代替后面的动词。该助动词也可以省略。	I'm more outgoing than my sister. You know more about yourself than I (do). He works much harder than me.（口语中一般用me）
最高级	表示三者或三者以上（人或事物）的比较，其中有一个在某一方面超过其他几个，后面可用带有of、in、among的短语等来说明比较的范围。形容词最高级的前面一般要加定冠词the，副词最高级前的the可以省略。	The blue whale is the largest and heaviest animal in the world. In my country, July is the hottest month of the year. The cheetah runs (the) fastest among all land animals.

注：在形容词和副词的比较级前，可以用much、a little、a lot、even等修饰。例如：

I'm feeling much better today.

My brother is a little taller than me.

3. “as + 形容词或副词原形 + as”句型

（1）表示两者在某一方面相同时，用“as + 形容词或副词原形 + as”的句型。例如：

I think science is as important as maths.

Tom runs as fast as Jack.

（2）表示一方在某一方面不及另一方时，用“not as / so + 形容词或副词原形 + as”的句型。例如：

It is not as / so warm today as yesterday.

He did not come as / so early as Wang Lin.

三、情态动词（Modal Verbs）

情态动词 can / could

情态动词can和could都可用于表示能力、请求允许和给予许可，以及提出请求和建议。例如：

Can you speak English? 你会说英语吗？（能力）

He could sing very well when he was young. 他年轻的时候歌唱得很好。（能力）

A: Can I put some flowers on the table? 我能在桌上摆些花吗？（请求允许）

B: Yes, of course you can. 可以，当然可以。（表示许可）

Could I use your mobile phone? 我可以用你的手机吗？（请求允许）

Can you help me hang up the photos? 你能帮我把这些照片挂起来吗？（提出请求）

Could you please sweep the floor? 请你打扫一下地板，好吗？（提出请求）

We can eat in a restaurant this evening. 今晚我们可以在餐馆吃饭。（提出建议）

Maybe I could give you a lift to the supermarket. 也许我可以让你搭我的车去超市。（提出建议）

We could go fishing this weekend. 这个周末我们可以去钓鱼。（提出建议）

四、一般将来时（Simple Future Tense）

一般将来时通常由“助动词will（shall）+动词原形”构成，表示将来某个时间要发生的动作或存在的状态，也表示将来经常或反复发生的动作，常与表示将来的时间状语连用，如tomorrow、next week、next year、in the future等。例如：

We will come to see you next week.

You will see robots working everywhere in the future.

Some jobs today will disappear in the coming years. However, there will be more challenging jobs in the future.

What will your life be like in 20 years?

在口语中，will常缩略为’ll，will not常缩略为won’t /wəʊnt/。在表示“带意愿色彩的将来”时，常用助动词will。例如：

I will tell you all about it.

当主语为第一人称（I或we）时，也可用助动词shall。例如：

Shall we go to see the sci-fi film?

在书面语中，当主语为第一人称（I或we）时，也可用助动词shall，表达比较正式。例如：

I shall write you a letter next month.

但在口语中，所有人称都可以用will。

注：“be going to + 动词原形”也可表示将要发生的动作或安排，或打算、计划、决定要做的事。例如：

I’m going to read more books about IT and AI.

She is hungry. She is going to make a sandwich.

What are you going to do tonight?

How are you going to improve yourself?

五、句子种类（Sentence Types）

英语句子按照用途可分为陈述句、疑问句、祈使句和感叹句四类。

表4　句子种类

句子种类	用途	例句
陈述句	用于说明事实或说话人的看法。	Bamboo is a symbol of goodness in Chinese culture. I think you are going to be a great writer.
疑问句	用于提出问题。	Did you do anything special on holiday? What do you want to be when you grow up? Which would you like, tea or coffee? It's a lovely day, isn't it?
祈使句	用于表示请求、命令、劝说、号召、警告、建议等。	Let's make some mashed potatoes for lunch. Don't be nervous. Pay attention to your body language. Come in, please.
感叹句	用于表达强烈的感情。	How clever you are! What wonderful memories I have!

六、句子的成分（Parts of a Sentence）

句子的成分可分为主语、谓语、表语、宾语、宾语补足语、定语和状语等。主语和谓语是句子的主体部分。

表5　句子的成分

句子成分	意义	例句
主语	表示句子所说的是“什么人”或“什么事物”，一般由名词、代词或相当于名词的词或短语等充当。	**My sister** wants to be a singer. **Everything** tasted good. **The film** starts at half past two.
谓语	说明主语“做什么”“是什么”或者“怎么样”。谓语（谓语部分主要的词）用动词。谓语和主语在人称和数两方面必须一致。	I **love** our new house. I often **do** my homework after school. Many people **are singing** and **dancing** in the park.
表语	说明主语“是什么”或者“怎么样”，由名词、形容词或相当于名词或形容词的词或短语等充当，和系动词一起构成谓语。	The metro stations are **beautiful**. You seem **positive about the future**. A good friend is **like a mirror**. I felt **sick** after walking in the rain for too long.

续表

句子成分	意义	例句
宾语	表示动作、行为的对象，由名词、代词或相当于名词的词或短语等充当，和谓语一起说明主语“做什么”。	We need some **milk and butter**. Could you take **me** to the flower shop? Grandpa likes **reading books** in front of the window.
宾语补足语	用来补足宾语的意义，一般置于宾语之后，由名词、形容词、不定式、分词、介词短语等充当。	I found the book **very interesting**. My parents want me **to be a doctor**.
定语	用来修饰名词或代词。作定语的除形容词外，还有代词、数词、名词、介词短语或其他相当于形容词的词或短语等。	What's **your** name? I am going to make **three** resolutions. Bees are **hard** workers, and **their greatest** work is pollination.
状语	用来修饰动词、形容词或副词，一般表示行为发生的时间、地点、目的、方式、程度等，通常由副词、介词短语或其他相当于副词的词或短语等充当。	I like it **very much**. We will meet **at nine o'clock**. My friend will go to the airport **to pick you up**. What jobs will humans **still** do **in the future**?

七、简单句的五种基本句型（Five Kinds of Simple Sentences）

表6　简单句的五种基本句型

类别	主语 Subject (S)	谓语部分 Predicate			
		谓语动词 Verb (V)	表语 Predicative (P)	宾语 Object (O)	宾语补足语 Object Complement (OC)
主谓 (SV)	Ella	is dancing. （不及物动词）			
主（系）表 (SP)	They They	are look （系动词）	friends. the same.		
主谓宾 (SVO)	I	like （及物动词）		bananas.	
主谓宾宾 (SVOO)	She	gave （及物动词）		me　a pen. （间接宾语）（直接宾语）	
主谓宾补 (SVOC)	He	made （及物动词）		us	laugh.

Vocabulary in Each Unit

（注：依据《义务教育英语课程标准（2022年版）》，本词表中的重点词汇用粗体显示。）

Unit 1

ancient /ˈeɪnʃənt/ *adj.* 古代的；古老的 p.2
camp /kæmp/ *n.* 度假营；营地
v. 露营；宿营 p.2
landscape /ˈlændskeɪp/ *n.* 风景；景色 p.2
strange /streɪndʒ/ *adj.* 奇怪的；陌生的 p.2
vacation /vəˈkeɪʃn/ *n.* 假期；度假 p.2
fantastic /fænˈtæstɪk/
adj. 极好的；吸引人的 p.3
town /taʊn/ *n.* 镇；商业区 p.3
breath /breθ/ *n.* 呼吸的空气；一口气 p.3
take sb's breath away
令人惊叹；让人叹绝 p.3
especially /ɪˈspeʃəli/ *adv.* 尤其；特别 p.3
steamed /stiːmd/ chicken soup 汽锅鸡 p.3
anywhere /ˈeniweə(r)/ *adv.* & *pron.*
在任何地方；随便哪个地方 p.3
nothing /ˈnʌθɪŋ/
pron. 没有事；没有任何东西 p.3
guide /gaɪd/ *n.* 导游；指南；手册
v. 给某人领路；指导 p.5
scenery /ˈsiːnəri/ *n.* 风景；景色 p.5
silk /sɪlk/ *n.* 丝绸；（蚕）丝 p.5
scarf /skɑːf/ *n.* 围巾；披巾 p.5
ready /ˈredi/ *adj.* 准备好的；现成的
adv. 已做完；已完成 p.5
ready to do sth 马上要（做某事）；
愿意做（某事） p.5
somewhere /ˈsʌmweə(r)/
adv. 在某处；到某处
pron. 某处；某个地方 p.5
myself /maɪˈself/ *pron.* 我自己 p.5
nothing but 只有；只是 p.5
hotel /həʊˈtel/ *n.* 旅馆；旅社 p.5
comfortable /ˈkʌmftəbl/
adj. 使人舒服的；舒适的 p.5
bored /bɔːd/ *adj.* 厌倦的；烦闷的 p.5
sky /skaɪ/ *n.* 天；天空 p.5
towards /təˈwɔːdz; tɔːrdz/ (= toward)
prep. 向；朝 p.5
rainbow /ˈreɪnbəʊ/ *n.* 虹；彩虹 p.5
square /skweə(r)/ *n.* 广场；正方形
adj. 正方形的；平方的 p.6
during /ˈdjʊərɪŋ/ *prep.* 在……期间 p.6
victory /ˈvɪktəri/ *n.* 胜利；成功 p.6
Russian /ˈrʌʃn/
adj. 俄罗斯的；俄罗斯人的
n. 俄罗斯人；俄语 p.6
fight /faɪt/ *n.* 战斗；搏斗；斗争
v. (fought /fɔːt/) 打仗；打架 p.6
against /əˈgenst/
prep. 反对；与……相反；紧靠 p.6
fight against sb / sth 与……作战；
与……作斗争 p.6
artwork /ˈɑːtwɜːk/ *n.* 艺术作品；插图 p.6
thousands of 数以千计的；成千上万的 p.6
tear /tɪə(r)/ *n.* 眼泪；泪水 p.6
remind /rɪˈmaɪnd/ *v.* 提醒；使想起 p.6
peace /piːs/ *n.* 和平；太平 p.6
easily /ˈiːzəli/ *adv.* 容易地；轻易地 p.6

forget /fəˈget/ *v.* (forgot /fəˈgɒt/)
忘记；遗忘 p.6
noon /nuːn/ *n.* 正午；中午 p.6
sick /sɪk/ *adj.* 恶心的；生病的 p.6
metro /ˈmetrəʊ/ *n.* 地下铁道系统 p.7
station /ˈsteɪʃn/ *n.* 车站；所；局 p.7
palace /ˈpæləs/ *n.* 王宫；宫殿 p.7
accordion /əˈkɔːdiən/ *n.* 手风琴 p.7
get together 聚会；相聚 p.7
in the sun 在阳光下 p.8
tower /taʊə(r)/ *n.* 塔；塔楼 p.8
might /maɪt/ *modal v.* 可能；可以 p.8
budget /ˈbʌdʒɪt/ *n.* 预算
v. 把……编入预算；精打细算 p.8
passport /ˈpɑːspɔːt/ *n.* 护照 p.8
forgetful /fəˈgetfl/
adj. 健忘的；好忘事的 p.8
faraway /ˈfɑːrəweɪ; ˌfɑːrəˈweɪ/
adj. 远方的；遥远的 p.8
regular /ˈregjələ(r)/
adj. 平常的；有规律的 p.8
countryside /ˈkʌntrisaɪd/
n. 乡村；农村 p.9
turn around 转身；翻转 p.9
surprised /səˈpraɪzd/
adj. 惊奇的；惊讶的 p.9
deer /dɪə(r)/ *n.* (*pl.* deer) 鹿 p.9
probably /ˈprɒbəbli/
adv. 很可能；大概 p.9
look for 寻找 p.9

Guest-Greeting /ˈgestˌgriːtɪŋ/ Pine /paɪn/
迎客松 p.2
Sea of Clouds 云海 p.2
Seattle /siˈætl/ 西雅图（美国城市） p.2
Red Square 红场 p.6
Alexander /ˌælɪgˈzɑːndə(r)/ Garden
亚历山大花园 p.6
Vincent /ˈvɪnsənt/ 文森特 p.6
Moscow /ˈmɒskəʊ/
莫斯科（俄罗斯首都） p.6
Russia /ˈrʌʃə/ 俄罗斯 p.6
the Victory Museum 胜利博物馆 p.6
Nazi /ˈnɑːtsi/ *n.* 纳粹党人；纳粹分子 p.6
World War II 第二次世界大战 p.6
Moscow Metro 莫斯科地铁 p.7
Scotland /ˈskɒtlənd/ 苏格兰 p.9

Unit 2

pack /pæk/ *v.* 打包；收拾 p.12
pack up 打包 p.12
bathroom /ˈbɑːθruːm/
n. 浴室；洗手间 p.12
sort /sɔːt/ *v.* 把……分类；整理
n. 种类 p.12
bedroom /ˈbedruːm/ *n.* 卧室 p.12
balcony /ˈbælkəni/ *n.* 阳台 p.12
hang up 挂起；挂断电话 p.12
invite /ɪnˈvaɪt/ *v.* 邀请 p.12
living room 客厅 p.12
arrival /əˈraɪvl/ *n.* 到达 p.13
yet /jet/ *adv.*（用于否定句和疑问句）还
conj. 但是 p.13
add /æd/ *v.* 添加；加 p.14
add sth to sth 把……加入…… p.14
go shopping 去购物 p.14
biscuit /ˈbɪskɪt/ *n.* 饼干 p.14
borrow /ˈbɒrəʊ/ *v.* 借 p.14

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plan /plæn/ *v.* 策划；打算
n. 计划；方案 p.14
treasure /ˈtreʒə(r)/ *n.* 宝物；财富
v. 珍视 p.14
hunt /hʌnt/ *n.* 搜寻；狩猎
v. 搜寻；打猎 p.14
treasure hunt 寻宝游戏 p.14
lift /lɪft/ *n.* 搭便车；电梯
v. 举起；抬起 p.14
give sb a lift 开车顺便送某人 p.14
until /ənˈtɪl/
prep. 到……时；直到……为止 p.15
be careful with 注意；当心 p.15
movie /ˈmuːvi/ *n.* 电影 p.15
the movies 电影院；电影产业 p.15
dead /ded/ *adj.* 不运行的；死的 p.15
note /nəʊt/ *n.* 笔记；记录；便条
v. 注意；指出 p.15
take notes 做笔记 p.15
clean up 清扫 p.15
community /kəˈmjuːnəti/
n. 社区；社团 p.15
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almost /ˈɔːlməʊst/ *adv.* 差不多；几乎 p.16
journey /ˈdʒɜːni/ *n.* 旅行；历程
v. 旅行 p.16
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luggage /ˈlʌgɪdʒ/ *n.* 行李 p.16
ah /ɑː/ *interj.* 啊（表示高兴、惊奇等） p.16
share sth with sb 把……与……分享 p.16
mm /m/ (= mmm) *interj.*
嗯（表示喜欢、同意等） p.16
familiar /fəˈmɪliə(r)/ *adj.* 熟悉的 p.16
joke /dʒəʊk/ *n.* 笑话 *v.* 开玩笑 p.16
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nod /nɒd/ *v.* & *n.* 点头 p.16
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text /tekst/ *n.* 正文；文本
v.（用手机给某人）发短信 p.17
describe /dɪˈskraɪb/ *v.* 描述；形容 p.17
wherever /weərˈevə(r)/ *adv.* & *conj.*
无论去哪里；在任何地方 p.17
matter /ˈmætə(r)/ *v.* 要紧 *n.* 问题 p.17
no matter 不论；不要紧 p.17
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adv. 也许；可能 p.17
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freshly /ˈfreʃli/ *adv.* 刚刚 p.17
smell /smel/ *v.* 发臭；闻到
n. 气味；臭味 p.18
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apartment /əˈpɑːtmənt/
n. 房间；公寓套房 p.18
block /blɒk/ *n.* 大楼；街区；大块
v. 阻挡；堵塞 p.18
decorate /ˈdekəreɪt/ *v.* 装饰；装潢 p.19
cover /ˈkʌvə(r)/ *v.* 遮盖；包括
n. 遮盖物；封皮 p.19
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Unit 3

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lazy /ˈleɪzi/ *adj.* 懒惰的；懒洋洋的 p.22
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Congratulations (on ...)！（对……表示）祝贺！ p.23
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attend /əˈtend/ *v.* 参加；出席 p.23
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besides /bɪˈsaɪdz/ *prep.* 除……之外（还） *adv.* 而且 p.23
spare /speə(r)/ *adj.* 空闲的；备用的 *v.* 抽出；拨出 p.23
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slim /slɪm/ *adj.* 苗条的；薄的 p.25
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rainfall /ˈreɪnfɔːl/ *n.* 降雨量 p.25
per /pə(r); pɜː(r)/ *prep.* 每 p.25
mm (= millimetre /ˈmɪlimiːtə(r)/; millimeter) 毫米 p.25
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humour /ˈhjuːmə(r)/ (= humor) *n.* 幽默；幽默感 p.27
thanks to 归功于；由于；因为 p.27
opinion /əˈpɪnjən/ *n.* 看法；意见 p.27
make a mistake 犯错误 p.27
less /les/ *adj.* 较少的；更少的 *adv.* 较少地；更少地 *pron.* 较少；更少 p.27
straightforward /ˌstreɪtˈfɔːwəd/ *adj.* 坦率的；简单的 p.27
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metre /ˈmiːtə(r)/ (= meter) *n.* 米 p.28
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pauper /ˈpɔːpə(r)/ *n.* 贫民；乞丐 p.28
exchange /ɪksˈtʃeɪndʒ/ *v.* & *n.* 交换 p.28

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accident /ˈæksɪdənt/
n. 意外；（交通）事故 p.28
by accident 偶然；意外地 p.28
expect /ɪkˈspekt/ *v.* 预料；期待 p.28
silver /ˈsɪlvə(r)/ *adj.* 银色的 *n.* 银 p.29
lining /ˈlaɪnɪŋ/ *n.* 内衬 p.29
silver lining 一线光明 p.29
situation /ˌsɪtʃuˈeɪʃn/ *n.* 情况；状况 p.29
care about 关心；担心 p.29
reach /riːtʃ/ *v.* 伸手；到达 p.29
reach for 伸手触碰 p.29
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lend (sb) a hand 帮助（某人） p.29

Julie /ˈdʒuːli/ 朱莉 p.25
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温哥华（加拿大城市） p.25
Matt /mæt/ 马特 p.26
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Diana /daɪˈænə/ 戴安娜 p.27
Edward /ˈedwəd/ 爱德华 p.28
Mark Twain /tweɪn/ 马克·吐温 p.28
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Unit 4

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redwood /ˈredwʊd/ *n.* 红杉；红木 p.32
cheetah /ˈtʃiːtə/ *n.* 猎豹 p.32
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folding fan 折扇 p.33
bamboo /ˌbæmˈbuː/ *n.* 竹；竹子 p.33
yeah /jeə/ *interj.* 是的；对 p.33
popular /ˈpɒpjələ(r)/
adj. 广受欢迎的；流行的 p.33
goodness /ˈgʊdnəs/ *n.* 美德；营养 p.33
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shoot /ʃuːt/ *n.* 幼苗；嫩芽
v. (shot /ʃɒt/) 开（枪）；射击 p.33
appear /əˈpɪə(r)/ *v.* 出现；看来好像 p.34
feel free (to do sth) 可以随便做某事 p.34
land /lænd/ *n.* 陆地；土地
v. 降落；着陆 p.35
African /ˈæfrɪkən/
adj. 非洲的；非洲人的
n. 非洲人 p.35
rose /rəʊz/ *n.* 玫瑰；蔷薇 p.35
peony /ˈpiːəni/ *n.* 牡丹；芍药 p.35
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butterfly /ˈbʌtəflaɪ/ *n.* 蝴蝶 p.35
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up to 接近；直到 p.35
weigh /weɪ/ *v.* 有……重；称重量 p.35
kg (= kilogram; kilogramme)
千克；公斤 p.35
ginkgo /ˈgɪŋkəʊ/ *n.* 银杏 p.35
believe /bɪˈliːv/ *v.* 相信；认为有可能 p.35
province /ˈprɒvɪns/ *n.* 省份 p.35
take a walk 散步 p.35
connect /kəˈnekt/ *v.* 关联；连接 p.36
connected /kəˈnektɪd/
adj. 连接的；相关的 p.36
be connected with / to 与……相连；
与……有关联 p.36
without /wɪˈðaʊt/ *prep.* 没有；缺乏 p.36
imagine /ɪˈmædʒɪn/ *v.* 想象；猜想 p.36

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honey /ˈhʌni/ *n.* 蜂蜜；（爱称）亲爱的 p.36
disappointed /ˌdɪsəˈpɔɪntɪd/
adj. 失望的；沮丧的 p.36
connection /kəˈnekʃn/ *n.* 联系；连接 p.36
pollination /ˌpɒləˈneɪʃn/ *n.* 授粉 p.36
pollen /ˈpɒlən/ *n.* 花粉 p.36
action /ˈækʃn/ *n.* 行动；行为 p.36
in fact 确切地说；实际上 p.36
per cent /pə ˈsent/ (= percent)
n. 百分之……
adj. & *adv.* 每一百中 p.36
for this reason 出于这个原因 p.36
planet /ˈplænɪt/ *n.* 行星 p.36
in order to 为了；以便 p.36
store /stɔ:(r)/ *v.* 贮存；存储
n. 百货商店；商店 p.36
honeycomb /ˈhʌnikəʊm/ *n.* 蜂巢 p.36
communicate /kəˈmju:nɪkeɪt/
v. 交流；沟通 p.36
play a part (in sth) 参与某事 p.36
ecosystem /ˈi:kəʊsɪstəm/ *n.* 生态系统 p.36
protect /prəˈtekt/ *v.* 保护；防护 p.36
importance /ɪmˈpɔ:tns/ *n.* 重要性 p.37
title /ˈtaɪtl/ *n.* 标题；题目；名称 p.37
human /ˈhju:mən/ *n.* 人
adj. 人的；人类的 p.37
ant /ænt/ *n.* 蚂蚁 p.37
be home to sb / sth 有……栖息；
是……的家乡 p.37
happiness /ˈhæpinəs/ *n.* 幸福；快乐 p.38
disappoint /ˌdɪsəˈpɔɪnt/
v. 使失望；使破灭 p.38
mushroom /ˈmʌʃrʊm/ *n.* 蘑菇；伞菌 p.38
ton /tʌn/ *n.* 吨 p.38
role /rəʊl/ *n.* 作用；职能；角色 p.38
play a role (in) 在……中发挥作用；
扮演角色 p.38
pea /pi:/ *n.* 豌豆 p.38
climate /ˈklaɪmət/ *n.* 气候 p.38
ocean /ˈəʊʃn/ *n.* 大海；海洋 p.39
except /ɪkˈsept/
prep. 除……之外；除了 p.39
tiny /ˈtaɪni/ *adj.* 极小的；微小的 p.39
lively /ˈlaɪvli/
adj. 精力充沛的；生机勃勃的 p.39

the Arctic /ˈɑ:ktɪk/ Ocean 北冰洋 p.39
Billy /ˈbɪli/ 比利 p.39

Unit 5

pepper /ˈpepə(r)/ *n.* 胡椒粉；菜椒 p.42
cut up 切碎；剁碎 p.42
mix /mɪks/ *v.*（使）混合；融合；调配
n. 混合；混杂；混合料 p.42
bake /beɪk/ *v.* 烘焙 p.42
oven /ˈʌvn/ *n.* 烤箱；烤炉 p.42
pour sth into sth 将……倒入…… p.42
flour /ˈflaʊə(r)/ *n.* 面粉 p.42
boil /bɔɪl/ *v.* 煮沸；烧开
n. 沸腾；沸点 p.42
butter /ˈbʌtə(r)/ *n.* 黄油 p.42
cheese /tʃi:z/ *n.* 奶酪；干酪 p.42
cut sth in / into sth 将……切成…… p.42
tablespoon /ˈteɪblspu:n/
n. 一汤匙（的量）；餐匙；汤匙 p.42
mash /mæʃ/ *v.* 捣烂；捣碎 p.42
mashed /mæʃt/ potatoes 土豆泥 p.42
stir-fry /ˈstɜ:fraɪ/ *v.* 翻炒；炒；煸 p.43

do with 处理 p.43
bowl /bəʊl/ *n.* 碗；钵；盆 p.43
heat /hiːt/ *v.* 加热；变热
n. 热；温度；炎热天气 p.43
oil /ɔɪl/ *n.* 食用油；石油；燃油 p.43
pan /pæn/ *n.* 平底锅；烤盘 p.43
put sth back 将……放回 p.43
mix … with …（使）……和……混合 p.43
simple /ˈsɪmpl/ *adj.* 简单的；朴素的 p.43
ingredient /ɪnˈgriːdiənt/ *n.* 食材；成分 p.44
instruction /ɪnˈstrʌkʃn/ *n.* (*pl.*)
用法说明；操作指南 p.44
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hot and sour soup 酸辣汤 p.44
mess /mes/ *n.* 脏乱；凌乱 p.45
pretty /ˈprɪti/ *adj.* 漂亮的；美丽的
adv. 相当；十分；非常 p.45
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pancake /ˈpænkeɪk/ *n.* 烙饼；薄饼 p.45
dream /driːm/ *n.* 梦想；梦
v. (dreamt /dremt/ 或 dreamed)
做梦；梦见；梦想 p.45
university /ˌjuːnɪˈvɜːsəti/
n.（综合性）大学；高等学府 p.45
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visible /ˈvɪzəbl/ *adj.* 看得见的；可见的 p.46
along with sb / sth 除……以外（还）；
与……同样地 p.46
pumpkin /ˈpʌmpkɪn/ *n.* 南瓜 p.46
pie /paɪ/ *n.* 果馅饼；肉馅饼 p.46
warm up（使）活跃起来；热身；预热 p.46
cinnamon /ˈsɪnəmən/
n. 肉桂皮；桂皮香料 p.46
fill … with …（使）充满；（使）填满 p.46
sweetness /ˈswiːtnəs/
n. 甜；芬芳；愉悦 p.46
college /ˈkɒlɪdʒ/ *n.* 学院；大学 p.46
host /həʊst/ *n.* 主人；东道主
v. 主办；主持（活动） p.46
hostess /ˈhəʊstəs/ *n.* 女主人；女房东 p.46
recipe /ˈresəpi/ *n.* 食谱；烹饪法 p.46
cream /kriːm/ *n.* 奶油；护肤霜 p.46
crust /krʌst/ *n.* 糕饼酥皮；面包皮 p.46
mixture /ˈmɪkstʃə(r)/
n. 混合物；结合体 p.46
least /liːst/ *adv.* & *pron.* 最小；最少 p.46
at least 至少 p.46
secret /ˈsiːkrət/ *n.* 诀窍；秘密
adj. 秘密的；隐秘的 p.47
according /əˈkɔːdɪŋ/ **to** 根据；依照 p.47
whenever /wenˈevə(r)/ *adv.* & *conj.*
每当；在任何……的时候 p.47
item /ˈaɪtəm/ *n.* 项目；条 p.48
spaghetti /spəˈgeti/ *n.* 意大利细面条 p.48
spoon /spuːn/
n. (=spoonful)一勺的量；勺 p.48
slice /slaɪs/ *n.* 薄片；片
v. 把……切成薄片；切；割 p.48
couple /ˈkʌpl/ *n.* 夫妻；情侣；两人 p.49
island /ˈaɪlənd/ *n.* 岛 p.49
wife /waɪf/ *n.* (*pl.* wives /waɪvz/) 妻子 p.49
separate *adj.* /ˈseprət/ 单独的；分开的
v. /ˈsepəreɪt/（使）分开；（使）分离 p.49
born /bɔːn/ *v.* 出生；出世
adj. 天生（有某方面才能）的 p.49
one by one 逐个地；逐一地 p.49

Thanksgiving /ˌθæŋksˈgɪvɪŋ/ 感恩节 p.46
Guoqiao Rice Noodles 过桥米线 p.49

Unit 6

yourself /jɔːˈself/
pron. (*pl.* yourselves /jɔːˈselvz/)
你自己；您自己 p.51
engineer /ˌendʒɪˈnɪə(r)/
n. 工程师；技师 p.52
fashion /ˈfæʃn/ *n.* 时装业；时尚 p.52
designer /dɪˈzaɪnə(r)/ *n.* 设计师 p.52
director /dəˈrektə(r); daɪˈrektə(r)/
n. 导演；主任；董事 p.52
musician /mjuˈzɪʃn/ *n.* 音乐家；乐师 p.52
fireman /ˈfaɪəmən/
n. (*pl.* firemen /ˈfaɪəmən/) 消防队员 p.52
AI /ˌeɪ ˈaɪ/ (= artificial /ˌaːtɪˈfɪʃəl/ intelligence /ɪnˈtelɪdʒəns/) 人工智能 p.52
essay /ˈeseɪ/ *n.* 小品文；文章 p.53
classic /ˈklæsɪk/ *n.* 经典作品；名著
adj. 最优秀的；古典的 p.53
keep on doing sth 继续做；反复做 p.53
make sure 确保；保证 p.53
try one's best 尽最大努力 p.53
literature /ˈlɪtrətʃə(r)/ *n.* 文学；文献 p.54
athlete /ˈæθliːt/ *n.* 运动员 p.54
photographer /fəˈtɒgrəfə(r)/
n. 摄影师；拍照者 p.54
painter /ˈpeɪntə(r)/ *n.* 画家；油漆匠 p.54
businessman /ˈbɪznəsmæn/
n. 商界人士；企业家 p.54
actress /ˈæktrəs/ *n.* 女演员 p.54
lawyer /ˈlɔːjə(r)/ *n.* 律师 p.54
law /lɔː/ *n.* 法律；法规 p.54
bath /bɑːθ/ *n.* 洗澡；浴缸 p.55
miss /mɪs/ *v.* 想念；错过 p.55
be tired of 对……感到厌倦 p.55
able /ˈeɪbl/ *adj.* 能够；有才能的 p.56
stick /stɪk/ *v.* (stuck /stʌk/)
粘贴；将……刺入
n. 枝条；棍 p.56
stick to sth 坚持；维持 p.56
resolution /ˌrezəˈluːʃn/ *n.* 决定；决议 p.56
have (…) to do with sb / sth
与……有关系 p.56
mini-goal /ˈmɪniˌgəʊl/ *n.* 小目标 p.56
achieve /əˈtʃiːv/
v. (经过努力) 达到；完成 p.56
physical /ˈfɪzɪkl/ *adj.* 身体的；物质的 p.56
health /helθ/ *n.* 健康 p.56
healthily /ˈhelθɪli/ *adv.* 健康地 p.56
take up 开始学；开始从事 p.56
photography /fəˈtɒgrəfi/
n. 照相术；摄影 p.56
self-improvement /ˌselfɪmˈpruːvmənt/
n. 自我改进；自我提高 p.56
confident /ˈkɒnfɪdənt/
adj. 自信的；肯定的 p.56
organized /ˈɔːgənaɪzd/ (= organised)
adj. 有条理的；有组织的 p.56
wisely /ˈwaɪzli/ *adv.* 聪明地；明智地 p.56
possible /ˈpɒsəbl/
adj. 可能的；合理的 p.56
paragraph /ˈpærəgrɑːf/ *n.* 段；段落 p.57
introduce /ˌɪntrəˈdjuːs/
v. 介绍；引见；引进 p.57
meaning /ˈmiːnɪŋ/ *n.* 意义；含义 p.57
fail /feɪl/ *v.* 未能 (做到)；失败 p.57

ahead /əˈhed/ *adv.* 提前；在前面 p.57
put out 扑灭；把……摆好 p.58
design /dɪˈzaɪn/ *v.* 设计；计划
n. 设计；花纹 p.58
bridge /brɪdʒ/ *n.* 桥 p.58
final /ˈfaɪnl/ *adj.* 最后的；最终的
n. 决赛 p.58
confidence /ˈkɒnfɪdəns/ *n.* 信心；信任 p.58
draw to a close 即将结束；即将完成 p.59
form /fɔːm/ *v.*（使）形成；组成
n. 类型；形式；表格 p.59
relationship /rɪˈleɪʃnʃɪp/
n. 关系；联系 p.59
push-up /ˈpʊʃʌp/ *n.* 俯卧撑 p.59
energetic /ˌenəˈdʒetɪk/
adj. 精力充沛的；充满活力的 p.59
last but not least 最后但同等重要的 p.59

Jason /ˈdʒeɪsən/ 贾森 p.52
Tina /ˈtiːnə/ 蒂娜 p.52

Unit 7

prediction /prɪˈdɪkʃn/ *n.* 预测；预言 p.62
outer /ˈaʊtə(r)/ *adj.* 外围的；外表的 p.62
outer space (= space) 太空；外层空间 p.62
worse /wɜːs/ *adj.*（bad 的比较级）
更差的；更糟的；更坏的
adv.（badly 的比较级）
更差；更糟；更坏 p.62
take over 接替；接管；接收 p.62
sci-fi /ˈsaɪ faɪ/ *n.* (= science fiction)
科幻小说（或影片等） p.62
ticket /ˈtɪkɪt/ *n.* 票；券 p.62
positive /ˈpɒzətɪv/
adj. 乐观的；积极的；良好的 p.62
traffic /ˈtræfɪk/ *n.* 交通；运输
v.（非法）进行交易；做……买卖 p.63
technology /tekˈnɒlədʒi/ *n.* 科技；工艺 p.63
video /ˈvɪdiəʊ/ *n.* 视频；录像系统
v. 录视频；给……录像 p.63
transport *n.* /ˈtrænspɔːt/
交通运输系统；旅行方式
v. /trænˈspɔːt/ 运输；运送 p.63
system /ˈsɪstəm/ *n.* 系统 p.63
efficient /ɪˈfɪʃnt/
adj. 效率高的；有功效的 p.63
education /ˌedʒuˈkeɪʃn/ *n.* 教育 p.64
length /leŋθ/ *n.* 时长；长度 p.64
topic /ˈtɒpɪk/ *n.* 话题；题目；标题 p.64
partner /ˈpɑːtnə(r)/ *n.* 搭档；同伴 p.64
shall /ʃəl; ʃæl/ *modal v.* (should /ʃʊd/)
将要；将会 p.65
pass /pɑːs/ *v.* 及格；通过
n. 及格；通行证 p.65
winner /ˈwɪnə(r)/ *n.* 优胜者；成功者 p.65
cure /kjʊə(r)/ *n.* 药物；疗法
v. 治愈；治好 p.65
cancer /ˈkænsə(r)/ *n.* 癌症 p.65
concert /ˈkɒnsət/ *n.* 音乐会；演奏会 p.65
cash /kæʃ/ *n.* 现金；金钱 *v.* 兑现 p.65
wallet /ˈwɒlɪt/ *n.* 钱包；皮夹 p.65
guest /gest/ *n.* 客人；宾客 p.66
chief /tʃiːf/ *adj.* 首席的；最重要的
n. 首领；酋长 p.66
researcher /rɪˈsɜːtʃə(r)/
n. 研究者；探索者 p.66
research /rɪˈsɜːtʃ/ *n.* & *v.* 研究；调查 p.66
futurist /ˈfjuːtʃərɪst/ *n.* 未来学家 p.66

everywhere /ˈevriweə(r)/
adv., pron. & conj. 到处；所有地方 p.66
robotics /rəʊˈbɒtɪks/ *n.* 机器人学 p.66
industry /ˈɪndəstri/ *n.* 行业；工业 p.66
service /ˈsɜːvɪs/ *n.* 服务；公共服务 p.66
disaster /dɪˈzɑːstə(r)/ *n.* 灾难；不幸 p.66
emergency /ɪˈmɜːdʒənsi/
n. 突发事件；紧急情况 p.66
disappear /ˌdɪsəˈpɪə(r)/ *v.* 消失；不见 p.66
challenging /ˈtʃælɪndʒɪŋ/
adj. 挑战性的 p.66
pilot /ˈpaɪlət/ *n.* 飞行员；领航员 p.66
expert /ˈekspɜːt/ *n.* 专家；行家
adj. 熟练的；内行的 p.66
replace /rɪˈpleɪs/ *v.* 代替；取代 p.66
creativity /ˌkriːeɪˈtɪvəti/ *n.* 创造力 p.66
emotional /ɪˈməʊʃənl/
adj. 情感的；情绪的 p.66
intelligence /ɪnˈtelɪdʒəns/
n. 智力；智慧 p.66
emotional intelligence 情绪智力 p.66
mention /ˈmenʃn/ *v.* 提到；写到 p.66
refrigerator /rɪˈfrɪdʒəreɪtə(r)/
(= fridge /frɪdʒ/) *n.* 冰箱 p.66
low /ləʊ/ *adv.* 向……底部；低
adj. 低的；矮的
n. 低水平；低谷 p.66
run low (on sth) 即将用尽；快用完 p.66
accept /əkˈsept/ *v.* 接受；相信 p.66
influence /ˈɪnfluəns / *v.* 影响；对……起作用
n. 影响；作用 p.66
creative /kriˈeɪtɪv/
adj. 创造性的；创作的 p.67
impossible /ɪmˈpɒsəbl/ *adj.* 不可能的 p.67
quality /ˈkwɒləti/ *n.* 素质；质量；品质
adj. 优质的；高质量的 p.67
develop /dɪˈveləp/
v. 增强；发展；开发 p.67
German /ˈdʒɜːmən/ *n.* 德语；德国人
adj. 德国的 p.68
valuable /ˈvæljuəbl/
adj. 很有用的；宝贵的 p.68
public /ˈpʌblɪk/ *adj.* 公共的；公众的 p.68
medical /ˈmedɪkl/ *adj.* 医学的；医疗的 p.68
challenge /ˈtʃælɪndʒ/ *n.* 挑战；质疑
v. 向（某人）挑战；对……怀疑 p.68
task /tɑːsk/ *n.* 任务；工作 p.68
depend /dɪˈpend/ *v.* 取决于；依靠 p.68
depend on / upon 取决于；依靠 p.68
come over 来访；拜访 p.69
as long as 只要 p.69

Jennifer /ˈdʒenɪfə/ 珍妮弗 p.63
Harry /ˈhæri/ 哈里；哈丽 p.65
Asimov /ˈæzɪmɒf/ 阿西莫夫 p.68
France /frɑːns/ 法国 p.69
Mandy /ˈmændi/ 曼迪 p.69

Unit 8

communication /kəˌmjuːnɪˈkeɪʃn/
n. 表达；交流 p.71
face to face 面对面 p.72
text message（手机）短信息；短信 p.72
sign /saɪn/ *n.* 手势；迹象；标志
v. 签（名）；签字 p.72
speaker /ˈspiːkə(r)/ *n.* 说话者；发言者 p.72
rehearsal /rɪˈhɜːsl/ *n.* 排演；排练 p.72
show sb around 领某人参观 p.72

local /ˈləʊkl/ *adj.* 当地的；地方的
n. 当地人；本地人 p.72
face-to-face *adj.* 面对面的 p.73
professor /prəˈfesə(r)/ *n.* 教授 p.73
speech /spiːtʃ/ *n.* 演说；发言 p.73
argue /ˈɑːgjuː/ *v.* 争论；争吵 p.73
make up (with sb) 与……言归于好 p.73
in person 亲自；亲身 p.73
prefer /prɪˈfɜː(r)/ *v.* 较喜欢 p.73
calm /kɑːm/ *adj.* 镇静的；沉着的
v. 使平静；使镇静 p.73
worry about 为……担心 p.74
expression /ɪkˈspreʃn/
n. 表达方式；表达 p.74
chance /tʃɑːns/ *n.* 机会；可能性
adj. 意外的；偶然的 p.74
meeting /ˈmiːtɪŋ/ *n.* 会面；会议 p.75
difficulty /ˈdɪfɪkəlti/ *n.* 困难；难题 p.75
right away 立即；马上 p.75
line /laɪn/ *n.* 字行；便条；线 p.75
drop sb a line 给……写信 p.75
detail /ˈdiːteɪl/ *n.* 细节；详情 p.75
reunion /ˌriːˈjuːniən/
n. 团聚；重逢；聚会 p.75
seriously /ˈsɪəriəsli/
adv. 严肃地；认真地 p.75
training /ˈtreɪnɪŋ/ *n.* 训练；培训 p.75
nervous /ˈnɜːvəs/
adj. 担忧的；焦虑的；胆怯的 p.76
stranger /ˈstreɪndʒə(r)/ *n.* 陌生人 p.76
tip /tɪp/ *n.* 指点；实用的提示；尖端
v. (使) 倾斜；倒出；给小费 p.76
carefully /ˈkeəfəli/
adv. 认真地；仔细地；小心地 p.76
show interest in sth
对……表现出兴趣 p.76
listener /ˈlɪsənə(r)/ *n.* 听者 p.76
point /pɔɪnt/ *n.* 观点；重点
v. 指向；瞄准 p.76
surely /ˈʃʊəli/ *adv.* 想必；必定 p.76
continue /kənˈtɪnjuː/ *v.* 持续；继续做 p.76
impolite /ˌɪmpəˈlaɪt/
adj. 不礼貌的；粗鲁的 p.76
personal /ˈpɜːsənl/
adj. 个人的；私人的 p.76
argue with sb 与某人争论 p.76
move on (to sth)
换话题；开始做（别的事） p.76
sincere /sɪnˈsɪə(r)/ *adj.* 真诚的；诚实的 p.76
find out 查明；弄清（情况） p.76
pay /peɪ/ *v.* (paid /peɪd/) 付费；交纳；偿还
n. 工资；薪水 p.76
attention /əˈtenʃn/ *n.* 注意；专心；关注 p.76
pay attention (to …) 注意；关注 p.76
be yourself 行为自然；不做作 p.76
offer /ˈɒfə(r)/ *v.* 提供；主动提出
n. 主动提议；出价 p.76
reasonable /ˈriːznəbl/
adj. 公平的；合理的 p.77
social /ˈsəʊʃl/ *adj.* 社会的；社交的
n. 联谊会；联欢会 p.78
medium /ˈmiːdiəm/ *n.* (*pl.* media /ˈmiːdiə/)
媒介；手段
adj. 中等的；适中的 p.78
social media 社交媒体 p.78
trust /trʌst/ *n.* & *v.* 信任；相信 p.78
keep (…) away from …
(使) 远离；避免……靠近 p.78

misunderstanding /ˌmɪsʌndəˈstændɪŋ/
n. 误解；误会 p.78
event /ɪˈvent/ *n.* 公开活动；重要事情 p.79
take place 发生；进行 p.79
cost /kɒst/ *n.* 费用；价钱；代价
v. 价格为；使损失；使付出努力 p.79
opportunity /ˌɒpəˈtjuːnəti/
n. 机会；时机 p.79
benefit /ˈbenɪfɪt/ *v.* 对……有用；使受益
n. 益处；成效 p.79
benefit ... from ... 从……获益 p.79
reply /rɪˈplaɪ/ *n.* & *v.* 回答；回复 p.79
honour /ˈɒnə(r)/ (= honor)
n. 荣幸；尊敬
v. 给……荣誉；表彰 p.79

sincerely /sɪnˈsɪəli/
adv. 真诚地；诚实地 p.79
opening /ˈəʊpənɪŋ/
adj. 开篇的；开始的
n. 开始；孔；洞 p.79
closing /ˈkləʊzɪŋ/ *adj.* 结尾的；结束的
n. 停业；关闭 p.79
sentence /ˈsentəns/ *n.* 句子；判决
v. 判决；宣判 p.79
date /deɪt/ *n.* 日期；日子；约会
v. 确定年代；注明日期 p.79
clause /klɔːz/ *n.* 从句；分句 p.79

Susan /ˈsuːzən/ 苏珊 p.74
Jones /dʒəunz/ 琼斯 p.79

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Vocabulary A–Z

（注：依据《义务教育英语课程标准（2022年版）》，本词表中的重点词汇用粗体显示。）

A

able /ˈeɪbl/ *adj.* 能够；有才能的 p.56
accept /əkˈsept/ *v.* 接受；相信 p.66
accident /ˈæksɪdənt/
n. 意外；（交通）事故 p.28
according /əˈkɔːdɪŋ/ **to** 根据；依照 p.47
accordion /əˈkɔːdiən/ *n.* 手风琴 p.7
achieve /əˈtʃiːv/
v.（经过努力）达到；完成 p.56
action /ˈækʃn/ *n.* 行动；行为 p.36
actress /ˈæktrəs/ *n.* 女演员 p.54
actually /ˈæktʃuəli/ *adv.* 实际上；居然 p.33
add /æd/ *v.* 添加；加 p.14
add sth to sth 把……加入…… p.14
African /ˈæfrɪkən/
adj. 非洲的；非洲人的
n. 非洲人 p.35
against /əˈgenst/
prep. 反对；与……相反；紧靠 p.6
ah /ɑː/ *interj.* 啊（表示高兴、惊奇等） p.16
ahead /əˈhed/ *adv.* 提前；在前面 p.57
AI /ˌeɪ ˈaɪ/ (= artificial /ˌɑːtɪˈfɪʃəl/
intelligence /ɪnˈtelɪdʒəns/) 人工智能 p.52
alike /əˈlaɪk/ *adj.* 相像的 *adv.* 相似地 p.26
almost /ˈɔːlməʊst/ *adv.* 差不多；几乎 p.16
alone /əˈləʊn/ *adv.* & *adj.* 独自；单独 p.22
along with sb / sth 除……以外（还）；
与……同样地 p.46
ancient /ˈeɪnʃənt/ *adj.* 古代的；古老的 p.2
ant /ænt/ *n.* 蚂蚁 p.37
anywhere /ˈeniweə(r)/ *adv.* & *pron.*
在任何地方；随便哪个地方 p.3
apartment /əˈpɑːtmənt/
n. 房间；公寓套房 p.18
appear /əˈpɪə(r)/ *v.* 出现；看来好像 p.34
appearance /əˈpɪərəns/ *n.* 外表；露面 p.24
argue /ˈɑːgjuː/ *v.* 争论；争吵 p.73
argue with sb 与某人争论 p.76
arrival /əˈraɪvl/ *n.* 到达 p.13
artwork /ˈɑːtwɜːk/ *n.* 艺术作品；插图 p.6
as … as … 像……一样…… p.23
as long as 只要 p.69
athlete /ˈæθliːt/ *n.* 运动员 p.54
at least 至少 p.46
attend /əˈtend/ *v.* 参加；出席 p.23
attention /əˈtenʃn/
n. 注意；专心；关注 p.76
average /ˈævərɪdʒ/
adj. 平均的；平常的
n. 平均数；平均水准 p.25

B

bake /beɪk/ *v.* 烘焙 p.42
balcony /ˈbælkəni/ *n.* 阳台 p.12
bamboo /ˌbæmˈbuː/ *n.* 竹；竹子 p.33
bath /bɑːθ/ *n.* 洗澡；浴缸 p.55
bathroom /ˈbɑːθruːm/ *n.* 浴室；洗手间 p.12
be careful with 注意；当心 p.15
be connected with / to 与……相连；
与……有关联 p.36

be home to sb / sth 有……栖息；是……的家乡 p.37
be tired of 对……感到厌倦 p.55
be yourself 行为自然；不做作 p.76
bedroom /ˈbedruːm/ *n.* 卧室 p.12
believe /bɪˈliːv/ *v.* 相信；认为有可能 p.35
benefit /ˈbenɪfɪt/ *v.* 对……有用；使受益 *n.* 益处；成效 p.79
benefit ... from ... 从……获益 p.79
besides /bɪˈsaɪdz/ *prep.* 除……之外（还） *adv.* 而且 p.23
biscuit /ˈbɪskɪt/ *n.* 饼干 p.14
block /blɒk/ *n.* 大楼；街区；大块 *v.* 阻挡；堵塞 p.18
boil /bɔɪl/ *v.* 煮沸；烧开 *n.* 沸腾；沸点 p.42
bored /bɔːd/ *adj.* 厌倦的；烦闷的 p.5
born /bɔːn/ *v.* 出生；出世 *adj.* 天生（有某方面才能）的 p.49
borrow /ˈbɒrəʊ/ *v.* 借 p.14
bowl /bəʊl/ *n.* 碗；钵；盆 p.43
breath /breθ/ *n.* 呼吸的空气；一口气 p.3
bridge /brɪdʒ/ *n.* 桥 p.58
budget /ˈbʌdʒɪt/ *n.* 预算 *v.* 把……编入预算；精打细算 p.8
businessman /ˈbɪznəsmæn/ *n.* 商界人士；企业家 p.54
butter /ˈbʌtə(r)/ *n.* 黄油 p.42
butterfly /ˈbʌtəflaɪ/ *n.* 蝴蝶 p.35
by accident 偶然；意外地 p.28

C

calm /kɑːm/ *adj.* 镇静的；沉着的 *v.* 使平静；使镇静 p.73
camp /kæmp/ *n.* 度假营；营地 *v.* 露营；宿营 p.2
cancer /ˈkænsə(r)/ *n.* 癌症 p.65
care about 关心；担心 p.29
carefully /ˈkeəfəli/ *adv.* 认真地；仔细地；小心地 p.76
cash /kæʃ/ *n.* 现金；金钱 *v.* 兑现 p.65
challenge /ˈtʃælɪndʒ/ *n.* 挑战；质疑 *v.* 向（某人）挑战；对……怀疑 p.68
challenging /ˈtʃælɪndʒɪŋ/ *adj.* 挑战性的 p.66
chance /tʃɑːns/ *n.* 机会；可能性 *adj.* 意外的；偶然的 p.74
character /ˈkærəktə(r)/ *n.* 人物；个性 p.28
cheese /tʃiːz/ *n.* 奶酪；干酪 p.42
cheetah /ˈtʃiːtə/ *n.* 猎豹 p.32
chief /tʃiːf/ *adj.* 首席的；最重要的 *n.* 首领；酋长 p.66
Christmas /ˈkrɪsməs/ *n.* 圣诞节 p.45
cinnamon /ˈsɪnəmən/ *n.* 肉桂皮；桂皮香料 p.46
classic /ˈklæsɪk/ *n.* 经典作品；名著 *adj.* 最优秀的；古典的 p.53
clause /klɔːz/ *n.* 从句；分句 p.79
clean up 清扫 p.15
climate /ˈklaɪmət/ *n.* 气候 p.38
closing /ˈkləʊzɪŋ/ *adj.* 结尾的；结束的 *n.* 停业；关闭 p.79
college /ˈkɒlɪdʒ/ *n.* 学院；大学 p.46
come over 来访；拜访 p.69
comfortable /ˈkʌmftəbl/ *adj.* 使人舒服的；舒适的 p.5
communicate /kəˈmjuːnɪkeɪt/ *v.* 交流；沟通 p.36

communication /kəˌmjuːnɪˈkeɪʃn/
n. 表达；交流 p.71
community /kəˈmjuːnəti/
n. 社区；社团 p.15
compare /kəmˈpeə(r)/ *v.* 比较；对比 p.21
concert /ˈkɒnsət/ *n.* 音乐会；演奏会 p.65
confidence /ˈkɒnfɪdəns/
n. 信心；信任 p.58
confident /ˈkɒnfɪdənt/
adj. 自信的；肯定的 p.56
congratulation /kənˌgrætʃəˈleɪʃn/
n. 祝贺；恭喜 p.23
Congratulations (on ...)！
（对……表示）祝贺！ p.23
connect /kəˈnekt/ *v.* 关联；连接 p.36
connected /kəˈnektɪd/
adj. 连接的；相关的 p.36
connection /kəˈnekʃn/ *n.* 联系；连接 p.36
continue /kənˈtɪnjuː/ *v.* 持续；继续做 p.76
cost /kɒst/ *n.* 费用；价钱；代价
v. 价格为；使损失；使付出努力 p.79
countryside /ˈkʌntrisaɪd/ *n.* 乡村；农村 p.9
couple /ˈkʌpl/ *n.* 夫妻；情侣；两人 p.49
cover /ˈkʌvə(r)/ *v.* 遮盖；包括
n. 遮盖物；封皮 p.19
cream /kriːm/ *n.* 奶油；护肤霜 p.46
creative /kriˈeɪtɪv/
adj. 创造性的；创作的 p.67
creativity /ˌkriːeɪˈtɪvəti/ *n.* 创造力 p.66
crust /krʌst/ *n.* 糕饼酥皮；面包皮 p.46
cure /kjʊə(r)/ *n.* 药物；疗法
v. 治愈；治好 p.65
cut sth in / into sth 将……切成…… p.42
cut up 切碎；剁碎 p.42

D

date /deɪt/ *n.* 日期；日子；约会
v. 确定年代；注明日期 p.79
dead /ded/ *adj.* 不运行的；死的 p.15
decorate /ˈdekəreɪt/ *v.* 装饰；装潢 p.19
deer /dɪə(r)/ *n.* (*pl.* deer) 鹿 p.9
depend /dɪˈpend/ *v.* 取决于；依靠 p.68
depend on / upon 取决于；依靠 p.68
describe /dɪˈskraɪb/ *v.* 描述；形容 p.17
design /dɪˈzaɪn/ *v.* 设计；计划
n. 设计；花纹 p.58
designer /dɪˈzaɪnə(r)/ *n.* 设计师 p.52
detail /ˈdiːteɪl/ *n.* 细节；详情 p.75
develop /dɪˈveləp/
v. 增强；发展；开发 p.67
difference /ˈdɪfrəns/ *n.* 差异 p.26
difficulty /ˈdɪfɪkəlti/ *n.* 困难；难题 p.75
direct /dəˈrekt; daɪˈrekt/
adj. 率直的；直接的 p.27
director /dəˈrektə(r); daɪˈrektə(r)/
n. 导演；主任；董事 p.52
disappear /ˌdɪsəˈpɪə(r)/ *v.* 消失；不见 p.66
disappoint /ˌdɪsəˈpɔɪnt/
v. 使失望；使破灭 p.38
disappointed /ˌdɪsəˈpɔɪntɪd/
adj. 失望的；沮丧的 p.36
disaster /dɪˈzɑːstə(r)/ *n.* 灾难；不幸 p.66
do with 处理 p.43
draw to a close 即将结束；即将完成 p.59
dream /driːm/ *n.* 梦想；梦
v. (dreamt/dremt/ 或 dreamed)
做梦；梦见；梦想 p.45
drop sb a line 给……写信 p.75
during /ˈdjʊərɪŋ/ *prep.* 在……期间 p.6

E

easily /ˈiːzəli/ *adv.* 容易地；轻易地 p.6
ecosystem /ˈiːkəʊsɪstəm/ *n.* 生态系统 p.36
education /ˌedʒuˈkeɪʃn/ *n.* 教育 p.64
efficient /ɪˈfɪʃnt/
adj. 效率高的；有功效的 p.63
emergency /ɪˈmɜːdʒənsi/
n. 突发事件；紧急情况 p.66
emotional /ɪˈməʊʃənl/
adj. 情感的；情绪的 p.66
emotional intelligence 情绪智力 p.66
energetic /ˌenəˈdʒetɪk/
adj. 精力充沛的；充满活力的 p.59
engineer /ˌendʒɪˈnɪə(r)/
n. 工程师；技师 p.52
especially /ɪˈspeʃəli/ *adv.* 尤其；特别 p.3
essay /ˈeseɪ/ *n.* 小品文；文章 p.53
event /ɪˈvent/ *n.* 公开活动；重要事情 p.79
everywhere /ˈevriweə(r)/
adv., pron. & conj. 到处；所有地方 p.66
except /ɪkˈsept/
prep. 除……之外；除了 p.39
exchange /ɪksˈtʃeɪndʒ/ *v. & n.* 交换 p.28
expect /ɪkˈspekt/ *v.* 预料；期待 p.28
expert /ˈekspɜːt/ *n.* 专家；行家
adj. 熟练的；内行的 p.66
expression /ɪkˈspreʃn/
n. 表达方式；表达 p.74

F

face to face 面对面 p.72
face-to-face *adj.* 面对面的 p.73
fact /fækt/ *n.* 事实；现实 p.25
fail /feɪl/ *v.* 未能（做到）；失败 p.57
familiar /fəˈmɪliə(r)/ *adj.* 熟悉的 p.16
fantastic /fænˈtæstɪk/
adj. 极好的；吸引人的 p.3
faraway /ˈfɑːrəweɪ; ˌfɑːrəˈweɪ/
adj. 远方的；遥远的 p.8
fashion /ˈfæʃn/ *n.* 时装业；时尚 p.52
feel free (to do sth) 可以随便做某事 p.34
fight /faɪt/ *n.* 战斗；搏斗；斗争
v. (fought /fɔːt/) 打仗；打架 p.6
fight against sb / sth 与……作战；
与……作斗争 p.6
fill … with …（使）充满；（使）填满 p.46
final /ˈfaɪnl/ *adj.* 最后的；最终的
n. 决赛 p.58
find out 查明；弄清（情况） p.76
fireman /ˈfaɪəmən/
n. (*pl.* firemen /ˈfaɪəmən/) 消防队员 p.52
flour /ˈflaʊə(r)/ *n.* 面粉 p.42
flute /fluːt/ *n.* 长笛 p.22
folding /ˈfəʊldɪŋ/ *adj.*
折叠式的；可折叠的 p.33
folding fan 折扇 p.33
for this reason 出于这个原因 p.36
forget /fəˈget/ *v.* (forgot /fəˈgɒt/)
忘记；遗忘 p.6
forgetful /fəˈgetfl/
adj. 健忘的；好忘事的 p.8
form /fɔːm/ *v.*（使）形成；组成
n. 类型；形式；表格 p.59
freshly /ˈfreʃli/ *adv.* 刚刚 p.17
friendship /ˈfrendʃɪp/ *n.* 友谊；友情 p.27
frog /frɒg/ *n.* 蛙；青蛙 p.35
futurist /ˈfjuːtʃərɪst/ *n.* 未来学家 p.66

G

get together 聚会；相聚 p.7
German /ˈdʒɜːmən/ *n.* 德语；德国人
adj. 德国的 p.68
ginkgo /ˈgɪŋkəʊ/ *n.* 银杏 p.35
give sb a lift 开车顺便送某人 p.14
glue /gluː/ *n.* 胶水 *v.* 粘贴 p.19
go boating 去划船 p.45
go shopping 去购物 p.14
goodness /ˈgʊdnəs/ *n.* 美德；营养 p.33
guest /gest/ *n.* 客人；宾客 p.66
guide /gaɪd/ *n.* 导游；指南；手册
v. 给某人领路；指导 p.5

H

hang up 挂起；挂断电话 p.12
happiness /ˈhæpinəs/ *n.* 幸福；快乐 p.38
hard-working /ˌhɑːd ˈwɜːkɪŋ/
adj. 勤奋的 p.22
have (…) to do with sb / sth
与……有关系 p.56
have sth in common 有共同之处 p.24
health /helθ/ *n.* 健康 p.56
healthily /ˈhelθɪli/ *adv.* 健康地 p.56
heat /hiːt/ *v.* 加热；变热
n. 热；温度；炎热天气 p.43
honest /ˈɒnɪst/ *adj.* 坦诚的；诚实的 p.27
honey /ˈhʌni/ *n.* 蜂蜜；（爱称）亲爱的 p.36
honeycomb /ˈhʌnikəʊm/ *n.* 蜂巢 p.36
honour /ˈɒnə(r)/ (= honor)
n. 荣幸；尊敬
v. 给……荣誉；表彰 p.79
host /həʊst/ *n.* 主人；东道主
v. 主办；主持（活动） p.46
hostess /ˈhəʊstəs/ *n.* 女主人；女房东 p.46
hot and sour soup 酸辣汤 p.44
hotel /həʊˈtel/ *n.* 旅馆；旅社 p.5
human /ˈhjuːmən/ *n.* 人
adj. 人的；人类的 p.37
humour /ˈhjuːmə(r)/ (= humor)
n. 幽默；幽默感 p.27
hunt /hʌnt/ *n.* 搜寻；狩猎
v. 搜寻；打猎 p.14

I

imagine /ɪˈmædʒɪn/ *v.* 想象；猜想 p.36
impolite /ˌɪmpəˈlaɪt/
adj. 不礼貌的；粗鲁的 p.76
importance /ɪmˈpɔːtns/ *n.* 重要性 p.37
impossible /ɪmˈpɒsəbl/ *adj.* 不可能的 p.67
in fact 确切地说；实际上 p.36
in order to 为了；以便 p.36
in person 亲自；亲身 p.73
in the sun 在阳光下 p.8
industry /ˈɪndəstri/ *n.* 行业；工业 p.66
influence /ˈɪnfluəns / *v.* 影响；对……起作用
n. 影响；作用 p.66
ingredient /ɪnˈgriːdiənt/ *n.* 食材；成分 p.44
instruction /ɪnˈstrʌkʃn/ *n.* (*pl.*)
用法说明；操作指南 p.44
intelligence /ɪnˈtelɪdʒəns/
n. 智力；智慧 p.66
interest /ˈɪntrest/ *n.* 业余爱好；兴趣
v. 使感兴趣 p.26
introduce /ˌɪntrəˈdjuːs/
v. 介绍；引见；引进 p.57
invite /ɪnˈvaɪt/ *v.* 邀请 p.12
island /ˈaɪlənd/ *n.* 岛 p.49

item /ˈaɪtəm/ *n.* 项目；条 p.48

J

joke /dʒəʊk/ *n.* 笑话 *v.* 开玩笑 p.16
journey /ˈdʒɜːni/ *n.* 旅行；历程
v. 旅行 p.16
joy /dʒɔɪ/ *n.* 喜悦；乐趣 p.18

K

keep (…) away from …
（使）远离；避免……靠近 p.78
keep on doing sth 继续做；反复做 p.53
kg (= kilogram; kilogramme)
千克；公斤 p.35
km (= kilometre /ˈkɪləmiːtə(r); kɪˈlɒmɪtə(r)/; kilometer) 千米；公里 p.25

L

land /lænd/ *n.* 陆地；土地
v. 降落；着陆 p.35
landscape /ˈlændskeɪp/ *n.* 风景；景色 p.2
last but not least 最后但同等重要的 p.59
law /lɔː/ *n.* 法律；法规 p.54
lawyer /ˈlɔːjə(r)/ *n.* 律师 p.54
lazy /ˈleɪzi/ *adj.* 懒惰的；懒洋洋的 p.22
least /liːst/ *adv.* & *pron.* 最小；最少 p.46
lend (sb) a hand 帮助（某人） p.29
length /leŋθ/ *n.* 时长；长度 p.64
less /les/ *adj.* 较少的；更少的
adv. 较少地；更少地
pron. 较少；更少 p.27
lift /lɪft/ *n.* 搭便车；电梯
v. 举起；抬起 p.14
line /laɪn/ *n.* 字行；便条；线 p.75
lining /ˈlaɪnɪŋ/ *n.* 内衬 p.29
listener /ˈlɪsənə(r)/ *n.* 听者 p.76
literature /ˈlɪtrətʃə(r)/ *n.* 文学；文献 p.54
lively /ˈlaɪvli/
adj. 精力充沛的；生机勃勃的 p.39
living room 客厅 p.12
local /ˈləʊkl/
adj. 当地的；地方的
n. 当地人；本地人 p.72
look for 寻找 p.9
lotus /ˈləʊtəs/ *n.* 莲花 p.35
loud /laʊd/ *adv.* 响亮地 *adj.* 大声的 p.22
low /ləʊ/ *adv.* 向……底部；低
adj. 低的；矮的
n. 低水平；低谷 p.66
luggage /ˈlʌgɪdʒ/ *n.* 行李 p.16

M

make a mistake 犯错误 p.27
make sure 确保；保证 p.53
make up (with sb) 与……言归于好 p.73
mash /mæʃ/ *v.* 捣烂；捣碎 p.42
mashed /mæʃt/ potatoes 土豆泥 p.42
matter /ˈmætə(r)/ *v.* 要紧 *n.* 问题 p.17
meaning /ˈmiːnɪŋ/ *n.* 意义；含义 p.57
medical /ˈmedɪkl/ *adj.* 医学的；医疗的 p.68
medium /ˈmiːdiəm/ *n.* (*pl.* media /ˈmiːdiə/)
媒介；手段
adj. 中等的；适中的 p.78
meeting /ˈmiːtɪŋ/ *n.* 会面；会议 p.75
memory /ˈmeməri/ *n.* 回忆；记忆 p.46
mention /ˈmenʃn/ *v.* 提到；写到 p.66
mess /mes/ *n.* 脏乱；凌乱 p.45
metre /ˈmiːtə(r)/ (= meter) *n.* 米 p.28

metro /ˈmetrəʊ/ *n.* 地下铁道系统 p.7
might /maɪt/ *modal v.* 可能；可以 p.8
mini-goal /ˈmɪniˌgəʊl/ *n.* 小目标 p.56
mirror /ˈmɪrə(r)/ *n.* 镜子 p.26
miss /mɪs/ *v.* 想念；错过 p.55
misunderstanding /ˌmɪsʌndəˈstændɪŋ/
n. 误解；误会 p.78
mix /mɪks/ *v.*（使）混合；融合；调配
n. 混合；混杂；混合料 p.42
mix ... with ...（使）……和……混合 p.43
mixture /ˈmɪkstʃə(r)/
n. 混合物；结合体 p.46
mm (= millimetre /ˈmɪlimiːtə(r)/;
millimeter) 毫米 p.25
mm /m/ (= mmm) *interj.*
嗯（表示喜欢、同意等） p.16
moss /mɒs/ *n.* 苔藓 p.32
move on (to sth)
换话题；开始做（别的事） p.76
movie /ˈmuːvi/ *n.* 电影 p.15
mushroom /ˈmʌʃrʊm/ *n.* 蘑菇；伞菌 p.38
musician /mjuˈzɪʃn/ *n.* 音乐家；乐师 p.52
myself /maɪˈself/ *pron.* 我自己 p.5

N

nervous /ˈnɜːvəs/
adj. 担忧的；焦虑的；胆怯的 p.76
nod /nɒd/ *v.* & *n.* 点头 p.16
no matter 不论；不要紧 p.17
noon /nuːn/ *n.* 正午；中午 p.6
note /nəʊt/ *n.* 笔记；记录；便条
v. 注意；指出 p.15
nothing /ˈnʌθɪŋ/
pron. 没有事；没有任何东西 p.3
nothing but 只有；只是 p.5
novel /ˈnɒvl/ *n.* 小说 p.26

O

ocean /ˈəʊʃn/ *n.* 大海；海洋 p.39
offer /ˈɒfə(r)/ *v.* 提供；主动提出
n. 主动提议；出价 p.76
oil /ɔɪl/ *n.* 食用油；石油；燃油 p.43
one by one 逐个地；逐一地 p.49
opening /ˈəʊpənɪŋ/
adj. 开篇的；开始的
n. 开始；孔；洞 p.79
opinion /əˈpɪnjən/ *n.* 看法；意见 p.27
opportunity /ˌɒpəˈtjuːnəti/
n. 机会；时机 p.79
organized /ˈɔːgənaɪzd/ (= organised)
adj. 有条理的；有组织的 p.56
outer /ˈaʊtə(r)/ *adj.* 外围的；外表的 p.62
outer space (= space) 太空；外层空间 p.62
outgoing /ˌaʊtˈgəʊɪŋ/ *adj.* 外向的 p.22
oven /ˈʌvn/ *n.* 烤箱；烤炉 p.42

P

pack /pæk/ *v.* 打包；收拾 p.12
pack up 打包 p.12
painter /ˈpeɪntə(r)/ *n.* 画家；油漆匠 p.54
palace /ˈpæləs/ *n.* 王宫；宫殿 p.7
pan /pæn/ *n.* 平底锅；烤盘 p.43
pancake /ˈpænkeɪk/ *n.* 烙饼；薄饼 p.45
paper-cut /ˈpeɪpə(r)kʌt/ *n.* 剪纸 p.19
paragraph /ˈpærəgrɑːf/ *n.* 段；段落 p.57
partner /ˈpɑːtnə(r)/ *n.* 搭档；同伴 p.64
pass /pɑːs/ *v.* 及格；通过
n. 及格；通行证 p.65

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passport /ˈpɑːspɔːt/ *n.* 护照 p.8
pauper /ˈpɔːpə(r)/ *n.* 贫民；乞丐 p.28
pay /peɪ/ *v.* (paid /peɪd/) 付费；交纳；偿还
n. 工资；薪水 p.76
pay attention (to …) 注意；关注 p.76
pea /piː/ *n.* 豌豆 p.38
peace /piːs/ *n.* 和平；太平 p.6
peony /ˈpiːəni/ *n.* 牡丹；芍药 p.35
pepper /ˈpepə(r)/ *n.* 胡椒粉；菜椒 p.42
per /pə(r); pɜː(r)/ *prep.* 每 p.25
per cent /pə ˈsent/ (= percent)
n. 百分之……
adj. & *adv.* 每一百中 p.36
perform /pəˈfɔːm/ *v.* 表演；执行 p.22
perhaps /pəˈhæps; præps/
adv. 也许；可能 p.17
personal /ˈpɜːsənl/
adj. 个人的；私人的 p.76
personality /ˌpɜːsəˈnæləti/
n. 性格；品质 p.24
photographer /fəˈtɒgrəfə(r)/
n. 摄影师；拍照者 p.54
photography /fəˈtɒgrəfi/
n. 照相术；摄影 p.56
physical /ˈfɪzɪkl/ *adj.* 身体的；物质的 p.56
pie /paɪ/ *n.* 果馅饼；肉馅饼 p.46
pilot /ˈpaɪlət/ *n.* 飞行员；领航员 p.66
plan /plæn/ *v.* 策划；打算
n. 计划；方案 p.14
planet /ˈplænɪt/ *n.* 行星 p.36
plate /pleɪt/ *n.* 盘子；碟子 p.17
play a part (in sth) 参与某事 p.36
play a role (in) 在……中发挥作用；
扮演角色 p.38
pleasant /ˈpleznt/ *adj.* 宜人的；友好的 p.25
pleasure /ˈpleʒə(r)/
n. 乐事；愉快；荣幸 p.23
point /pɔɪnt/ *n.* 观点；重点
v. 指向；瞄准 p.76
pollen /ˈpɒlən/ *n.* 花粉 p.36
pollination /ˌpɒləˈneɪʃn/ *n.* 授粉 p.36
popular /ˈpɒpjələ(r)/
adj. 广受欢迎的；流行的 p.33
population /ˌpɒpjuˈleɪʃn/ *n.* 人口 p.25
positive /ˈpɒzətɪv/
adj. 乐观的；积极的；良好的 p.62
possible /ˈpɒsəbl/
adj. 可能的；合理的 p.56
poster /ˈpəʊstə(r)/ *n.* 海报 p.19
pour sth into sth 将……倒入…… p.42
prediction /prɪˈdɪkʃn/ *n.* 预测；预言 p.62
prefer /prɪˈfɜː(r)/ *v.* 较喜欢 p.73
pretty /ˈprɪti/ *adj.* 漂亮的；美丽的
adv. 相当；十分；非常 p.45
prince /prɪns/ *n.* 王子 p.28
prize /praɪz/ *n.* 奖；奖励 p.23
probably /ˈprɒbəbli/ *adv.* 很可能；大概 p.9
professor /prəˈfesə(r)/ *n.* 教授 p.73
protect /prəˈtekt/ *v.* 保护；防护 p.36
province /ˈprɒvɪns/ *n.* 省份 p.35
public /ˈpʌblɪk/ *adj.* 公共的；公众的 p.68
pull /pʊl/ *v.* & *n.* 拉；拖；拽 p.16
pumpkin /ˈpʌmpkɪn/ *n.* 南瓜 p.46
push-up /ˈpʊʃʌp/ *n.* 俯卧撑 p.59
put sth back 将……放回 p.43
put out 扑灭；把……摆好 p.58

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Q

quality /ˈkwɒləti/ *n.* 素质；质量；品质
adj. 优质的；高质量的 p.67

R

rainbow /ˈreɪnbəʊ/ *n.* 虹；彩虹 p.5
rainfall /ˈreɪnfɔːl/ *n.* 降雨量 p.25
reach /riːtʃ/ *v.* 伸手；到达 p.29
reach for 伸手触碰 p.29
ready /ˈredi/ *adj.* 准备好的；现成的
adv. 已做完；已完成 p.5
ready to do sth 马上要（做某事）；
愿意做（某事） p.5
reasonable /ˈriːznəbl/
adj. 公平的；合理的 p.77
recipe /ˈresəpi/ *n.* 食谱；烹饪法 p.46
redwood /ˈredwʊd/ *n.* 红杉；红木 p.32
refrigerator /rɪˈfrɪdʒəreɪtə(r)/
(= fridge /frɪdʒ/) *n.* 冰箱 p.66
regular /ˈregjələ(r)/
adj. 平常的；有规律的 p.8
rehearsal /rɪˈhɜːsl/ *n.* 排演；排练 p.72
relationship /rɪˈleɪʃnʃɪp/
n. 关系；联系 p.59
remind /rɪˈmaɪnd/ *v.* 提醒；使想起 p.6
replace /rɪˈpleɪs/ *v.* 代替；取代 p.66
reply /rɪˈplaɪ/ *n.* & *v.* 回答；回复 p.79
research /rɪˈsɜːtʃ/ *n.* & *v.* 研究；调查 p.66
researcher /rɪˈsɜːtʃə(r)/
n. 研究者；探索者 p.66
resolution /ˌrezəˈluːʃn/ *n.* 决定；决议 p.56
reunion /ˌriːˈjuːniən/
n. 团聚；重逢；聚会 p.75
right away 立即；马上 p.75
robotics /rəʊˈbɒtɪks/ *n.* 机器人学 p.66
role /rəʊl/ *n.* 作用；职能；角色 p.38
rose /rəʊz/ *n.* 玫瑰；蔷薇 p.35
rubbish /ˈrʌbɪʃ/ *n.* 垃圾 p.15
run low (on sth) 即将用尽；快用完 p.66
Russian /ˈrʌʃn/
adj. 俄罗斯的；俄罗斯人的
n. 俄罗斯人；俄语 p.6

S

scarf /skɑːf/ *n.* 围巾；披巾 p.5
scenery /ˈsiːnəri/ *n.* 风景；景色 p.5
sci-fi /ˈsaɪ faɪ/ *n.* (= science fiction)
科幻小说（或影片等） p.62
scissors /ˈsɪzəz/ *n.* (*pl.*) 剪刀 p.19
secret /ˈsiːkrət/ *n.* 诀窍；秘密
adj. 秘密的；隐秘的 p.47
self-improvement /ˌselfɪmˈpruːvmənt/
n. 自我改进；自我提高 p.56
sense /sens/ *n.* 理解力；感觉
v. 意识到；感觉到 p.27
sentence /ˈsentəns/ *n.* 句子；判决
n. 判决；宣判 p.79
separate *adj.* /ˈseprət/ 单独的；分开的
v. /ˈsepəreɪt/（使）分开；（使）分离 p.49
serious /ˈsɪəriəs/ *adj.* 严肃的；严重的 p.24
seriously /ˈsɪəriəsli/
adv. 严肃地；认真地 p.75
service /ˈsɜːvɪs/ *n.* 服务；公共服务 p.66
several /ˈsevrəl/ *pron.* 几个；一些 p.16
shall /ʃəl; ʃæl/ *modal v.* (should/ʃʊd/)
将要；将会 p.65
share sth with sb 把……与……分享 p.16
shoot /ʃuːt/ *n.* 幼苗；嫩芽

v. (shot /ʃɒt/) 开（枪）；射击 p.33
show interest in sth 对……表现出兴趣 p.76
show sb around 领某人参观 p.72
shy /ʃaɪ/ *adj.* 害羞的 p.22
sick /sɪk/ *adj.* 恶心的；生病的 p.6
sign /saɪn/ *n.* 手势；迹象；标志
v. 签（名）；签字 p.72
silk /sɪlk/ *n.* 丝绸；（蚕）丝 p.5
silver /ˈsɪlvə(r)/ *adj.* 银色的 *n.* 银 p.29
silver lining 一线光明 p.29
similarity /ˌsɪməˈlærəti/ *n.* 相似之处 p.27
simple /ˈsɪmpl/ *adj.* 简单的；朴素的 p.43
sincere /sɪnˈsɪə(r)/ *adj.* 真诚的；诚实的 p.76
sincerely /sɪnˈsɪəli/ *adv.* 真诚地；诚实地 p.79
situation /ˌsɪtʃuˈeɪʃn/ *n.* 情况；状况 p.29
sky /skaɪ/ *n.* 天；天空 p.5
slice /slaɪs/ *n.* 薄片；片
v. 把……切成薄片；切；割 p.48
slim /slɪm/ *adj.* 苗条的；薄的 p.25
smell /smel/ *v.* 发臭；闻到
n. 气味；臭味 p.18
social /ˈsəʊʃl/ *adj.* 社会的；社交的
n. 联谊会；联欢会 p.78
social media 社交媒体 p.78
solve /sɒlv/ *v.* 解决；解答 p.22
somewhere /ˈsʌmweə(r)/
adv. 在某处；到某处
pron. 某处；某个地方 p.5
sort /sɔːt/ *v.* 把……分类；整理
n. 种类 p.12
sour /ˈsaʊə(r)/ *adj.* 酸的；有酸味的 p.44
spaghetti /spəˈgeti/ *n.* 意大利细面条 p.48
spare /speə(r)/ *adj.* 空闲的；备用的
v. 抽出；拨出 p.23
spare time 空闲时间 p.23
speaker /ˈspiːkə(r)/ *n.* 说话者；发言者 p.72
speech /spiːtʃ/ *n.* 演说；发言 p.73
spoon /spuːn/
n. (= spoonful) 一勺的量；勺 p.48
square /skweə(r)/ *n.* 广场；正方形
adj. 正方形的；平方的 p.6
station /ˈsteɪʃn/ *n.* 车站；所；局 p.7
steamed /stiːmd/ chicken soup 汽锅鸡 p.3
steamed fish 清蒸鱼 p.44
stick /stɪk/ *v.* (stuck /stʌk/)
粘贴；将……刺入
n. 枝条；棍 p.56
stick to sth 坚持；维持 p.56
stir-fry /ˈstɜːfraɪ/ *v.* 翻炒；炒；煸 p.43
store /stɔː(r)/ *v.* 贮存；存储
n. 百货商店；商店 p.36
straightforward /ˌstreɪtˈfɔːwəd/
adj. 坦率的；简单的 p.27
strange /streɪndʒ/ *adj.* 奇怪的；陌生的 p.2
stranger /ˈstreɪndʒə(r)/ *n.* 陌生人 p.76
strength /streŋθ/ *n.* 优势；力量 p.24
surprised /səˈpraɪzd/
adj. 惊奇的；惊讶的 p.9
surely /ˈʃʊəli/ *adv.* 想必；必定 p.76
sweetness /ˈswiːtnəs/
n. 甜；芬芳；愉悦 p.46
system /ˈsɪstəm/ *n.* 系统 p.63

T

tablespoon /ˈteɪblspuːn/
n. 一汤匙（的量）；餐匙；汤匙 p.42
take a walk 散步 p.35
take notes 做笔记 p.15

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take over 接替；接管；接收 p.62
take place 发生；进行 p.79
take sb's breath away
令人惊叹；让人叹绝 p.3
take up 开始学；开始从事 p.56
task /tɑːsk/ *n.* 任务；工作 p.68
tear /tɪə(r)/ *n.* 眼泪；泪水 p.6
technology /tekˈnɒlədʒi/ *n.* 科技；工艺 p.63
text /tekst/ *n.* 正文；文本
v.（用手机给某人）发短信 p.17
text message（手机）短信息；短信 p.72
thanks to 归功于；由于；因为 p.27
the movies 电影院；电影产业 p.15
thousands of
数以千计的；成千上万的 p.6
tiny /ˈtaɪni/ *adj.* 极小的；微小的 p.39
ticket /ˈtɪkɪt/ *n.* 票；券 p.62
tip /tɪp/ *n.* 指点；实用的提示；尖端
v.（使）倾斜；倒出；给小费 p.76
title /ˈtaɪtl/ *n.* 标题；题目；名称 p.37
ton /tʌn/ *n.* 吨 p.38
tool /tuːl/ *n.* 工具；手段 p.33
topic /ˈtɒpɪk/ *n.* 话题；题目；标题 p.64
touch /tʌtʃ/ *v.* 触动；触碰 p.29
towards /təˈwɔːdz; tɔːrdz/ (= toward)
prep. 向；朝 p.5
tower /ˈtaʊə(r)/ *n.* 塔；塔楼 p.8
town /taʊn/ *n.* 镇；商业区 p.3
traffic /ˈtræfɪk/ *n.* 交通；运输
v.（非法）进行交易；做……买卖 p.63
training /ˈtreɪnɪŋ/ *n.* 训练；培训 p.75
transport *n.* /ˈtrænspɔːt/
交通运输系统；旅行方式
v. /trænˈspɔːt/ 运输；运送 p.63
treasure /ˈtreʒə(r)/ *n.* 宝物；财富
v. 珍视 p.14
treasure hunt 寻宝游戏 p.14
trust /trʌst/ *n.* & *v.* 信任；相信 p.78
try one's best 尽最大努力 p.53
turn around 转身；翻转 p.9

U

university /ˌjuːnɪˈvɜːsəti/
n.（综合性）大学；高等学府 p.45
until /ənˈtɪl/
prep. 到……时；直到……为止 p.15
up to 接近；直到 p.35

V

vacation /vəˈkeɪʃn/ *n.* 假期；度假 p.2
valuable /ˈvæljuəbl/
adj. 很有用的；宝贵的 p.68
victory /ˈvɪktəri/ *n.* 胜利；成功 p.6
video /ˈvɪdiəʊ/ *n.* 视频；录像系统
v. 录视频；给……录像 p.63
visible /ˈvɪzəbl/ *adj.* 看得见的；可见的 p.46

W

wallet /ˈwɒlɪt/ *n.* 钱包；皮夹 p.65
warm up（使）活跃起来；热身；预热 p.46
weigh /weɪ/ *v.* 有……重；称重量 p.35
whenever /wenˈevə(r)/ *adv.* & *conj.*
每当；在任何……的时候 p.47
wherever /weərˈevə(r)/ *adv.* & *conj.*
无论去哪里；在任何地方 p.17
wife /waɪf/ *n.* (*pl.* wives /waɪvz/) 妻子 p.49
wing /wɪŋ/ *n.* 翅膀；翼 p.35
winner /ˈwɪnə(r)/ *n.* 优胜者；成功者 p.65

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wisely /ˈwaɪzli/ *adv.* 聪明地；明智地 p.56
without /wɪˈðaʊt/ *prep.* 没有；缺乏 p.36
worry about 为……担心 p.74
worse /wɜːs/ *adj.*（bad的比较级）
更差的；更糟的；更坏的
adv.（badly的比较级）
更差；更糟；更坏 p.62
writer /ˈraɪtə(r)/ *n.* 作者 p.17

Y

yeah /jeə/ *interj.* 是的；对 p.33
yet /jet/ *adv.*（用于否定句和疑问句）还
conj. 但是 p.13
yourself /jɔːˈself/
pron. (*pl.* yourselves /jɔːˈselvz/)
你自己；您自己 p.51

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Vocabulary from Primary School

Unit 1

game /geɪm/ *n.* 游戏；运动 p.3

excited /ɪkˈsaɪtɪd/ *adj.* 兴奋的；激动的 p.6

sleep /sliːp/ *n.* 睡觉；睡眠

v. (slept /slept/) 睡觉；入睡 p.6

worry /ˈwʌri/ *n.* & *v.* 担心；发愁 p.8

autumn /ˈɔːtəm/ *n.* 秋天；秋季 p.9

train /treɪn/ *n.* 火车；列车

v. 训练；培训 p.9

beside /bɪˈsaɪd/ *prep.* 在……旁边；

在……附近 p.9

Unit 2

sweep /swiːp/ *v.* (swept /swept/)

扫；清扫 p.12

floor /flɔː(r)/ *n.* 地板 p.12

toilet /ˈtɔɪlət/ *n.* 厕所；抽水马桶 p.15

careful /ˈkeəfl/ *adj.* 小心；注意；细致的 p.15

tomorrow /təˈmɒrəʊ/ *n.* 明天 p.15

face /feɪs/ *n.* 脸 p.16

kitchen /ˈkɪtʃɪn/ *n.* 厨房 p.16

word /wɜːd/ *n.* 词；字 p.17

Unit 3

slow /sləʊ/ *adj.* 慢的；迟钝的 p.22

Unit 4

fan /fæn/ *n.* 扇子；电风扇 p.33

earth /ɜːθ/ *n.* 地球；世界 p.35

bee /biː/ *n.* 蜜蜂 p.36

far /fɑː(r)/ *adv.* 远；（离……）有多远

adj. 较远的；远端的 p.36

Unit 5

meat /miːt/ *n.* 肉 p.48

grape /greɪp/ *n.* 葡萄 p.48

thin /θɪn/ *adj.* 薄的；细的；瘦的 p.49

Unit 6

worker /ˈwɜːkə/ *n.* 工人；工作者 p.54

fire /faɪə(r)/ *n.* 火；火灾

v. 射击；开火 p.58

Unit 8

helpful /ˈhelpfl/ *adj.* 有用的；有益的 p.73

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Irregular Verbs

（注：本词表不含情态动词。）

Verb	Past tense
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
catch	caught
choose	chose
come	came
cost	cost
cut	cut
deal	dealt
dig	dug
do	did
draw	drew
dream	dreamt / dreamed
drink	drank
drive	drove
eat	ate
fall	fell
feed	fed
feel	felt

Verb	Past tense
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
lay	laid
lead	led
learn	learnt / learned
leave	left
lend	lent
let	let
lie (躺)	lay
light	lit / lighted
lose	lost
make	made
mean	meant

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续表

Verb	Past tense
meet	met
mistake	mistook
pay	paid
put	put
read /ri:d/	read /red/
ride	rode
ring	rang
rise	rose
run	ran
say	said
see	saw
sell	sold
send	sent
set	set
shake	shook
shine	shone
shoot	shot
shut	shut
sing	sang
sit	sat
sleep	slept

Verb	Past tense
smell	smelt / smelled
speak	spoke
speed	sped / speeded
spell	spelt / spelled
spend	spent
spread	spread
stand	stood
steal	stole
stick	stuck
sweep	swept
swim	swam
take	took
teach	taught
tell	told
think	thought
throw	threw
understand	understood
wake	woke
wear	wore
win	won
write	wrote

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后 记

本套教科书（七～九年级）由人民教育出版社课程教材研究所英语课程教材研究开发中心依据教育部《义务教育英语课程标准（2022年版）》编写。

本套教科书集中反映了基础教育课程改革的最新成果，总结了上一版《义务教育教科书 英语》的编写经验，凝聚了教育专家、学科专家、教材编写人员、教研人员及一线教师的集体智慧。本套教科书封面设计由中央美术学院设计团队完成，人民教育出版社设计部制作。本册教科书版式设计为胡白珂，内文插图绘制为王平，参加编写工作的还有马小洁、辜翔宇、张琳琳、熊金霞、游晓霞，参加编辑工作的还有肖菲、张译峻、唐芳心。我们感谢为本册教科书提供部分内容素材和咨询的赵曼云、黄乘明以及所有对教科书的编写、审读、试教、出版等提供过帮助与支持的同仁和社会各界朋友。

本册教科书出版之前，我们通过多种渠道与教科书选用作品的作者进行了联系，得到了他们的大力支持。视觉中国等图库、成都市高新区银都紫藤初中学校以及张朝平、雷淼为本册教科书提供了图片素材。对此，我们表示衷心的感谢！

我们真诚地希望广大教师、学生及家长在使用本册教科书过程中提出宝贵的意见和建议。我们将本着精益求精的态度，集思广益，不断修订，努力使教科书日趋完善。

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