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义务教育教科书

英语

English

七年级下册

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# 致同学

欢迎来到我们的英语学习乐园。这里有新鲜、丰富的话题，纯正、规范的语言，有趣、多样的练习。这是教材，但又不仅仅是教材。

在这里，你将通过体验、实践、参与、探究与合作，学会如何用英语与他人交流，如何表达自己的思想。在这里，别样的风土人情、多元的学习方式，将会给你一个开放的思维空间。

这是埃迪 (Eddie) ，这是霍波 (Hobo) ，他俩将伴随你一起走过三年的学习时光。本学期我们共学习八个单元。在每单元开篇的卡通画 (Comic strip) 中，风趣的漫画、简洁的对白，带你轻松地进入单元的学习。接下来的导入 (Welcome to the unit)，一组图片、一段对话，激活你关于单元话题已有的知识和经验。阅读 (Reading) 是我们的重点学习板块。本学期，谈谈你理想的家，说说邻里及社区互助，向朋友介绍你的家乡，学习用英语描述路线；大千世界，有说不尽的妙处；童话书中，与爱丽丝一起漫游仙境；再与同学聊聊你会做的、能做的，还有你喜爱的动物朋友。接下来，语法板块 (Grammar) 梳理本单元出现的重点语言现象，帮助你更好地掌握语言规则。综合技能 (Integrated skills) 中的听、说、读、写训练，着重培养你的综合语言运用能力。为了帮助你更有效地学习，学习技能 (Study skills) 介绍一些具体的学习方法，本册关于重音、连读、升调和降调的语音知识，可以让你英语说得更有节奏，更能准确地表达感情。此外，学会使用词典，利用图书馆、网络查找资料，也会对你的学习大有好处。学完一个单元，你一定也想就这个话题动手写一写。任务板块 (Task) 引导你整理思路、组织语言，再落笔成文。最后，通过自我评价 (Self-assessment)，你将体验收获的快乐。如果你还愿意接受更高的挑战，每个模块 (四个单元) 之后的课题 (Project)，可以让你大显身手。

现在，请放松心情，和我们一起走进这个乐园吧。祝你学习愉快！

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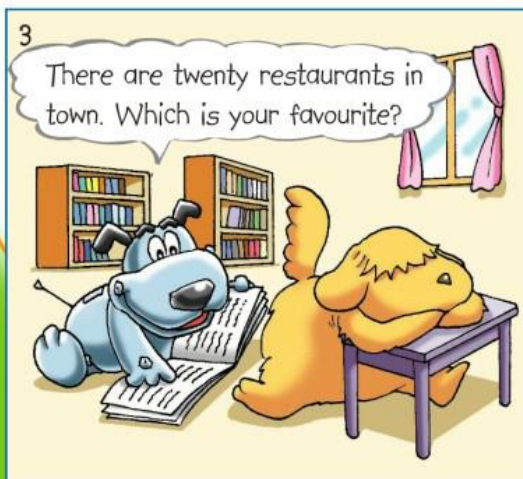
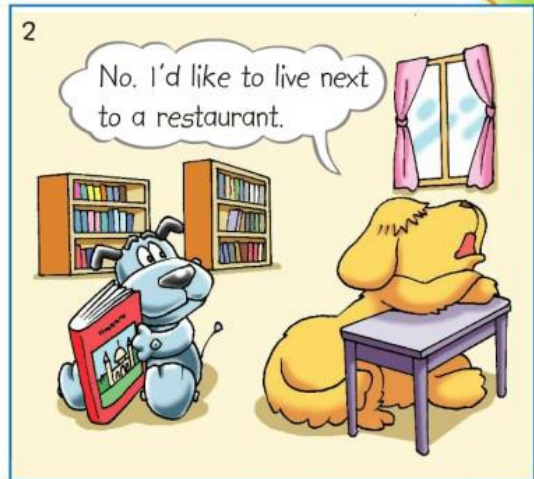
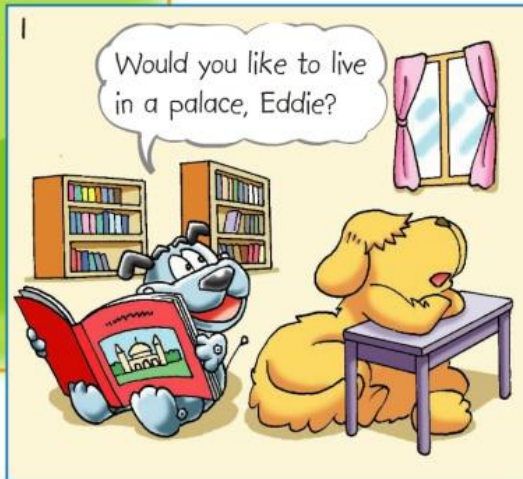
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# Unit 1

# Dream homes



## Where would you like to live?

The Class 1, Grade 7 students at Sunshine Middle School are learning about homes in different countries.

### Task

Complete a questionnaire and write about your dream home.





# Welcome to the unit

## Countries and capitals

**A** Simon wants to learn about foreign countries. He collected some photos. Help him write the names of the countries under the photos.

- Canada
- France
- Japan
- Russia
- the UK
- the USA



Mount Fuji

---



the White House

---



the Eiffel Tower

---

**TIP** The CN Tower is in Toronto.



the CN Tower

---



Big Ben

---



Red Square

---



**B** Simon's cousin, Annie, is asking Simon questions about the places in Part A. Work in pairs and talk about them. Use the conversation below as a model. The capital of each country is listed in the box below

- London
- Moscow
- Ottawa
- Paris
- Tokyo
- Washington D.C.

Annie: Which country is this photo from, Simon?

Simon: Oh, it's from Japan. This is Mount Fuji.

Annie: I see. Where is it?

Simon: It's near Tokyo.

Annie: Is Tokyo the capital of Japan?

Simon: Yes, it is.



## A Homes around the world




Simon wants to learn about homes around the world. Here are the blogs of three students from different countries.

Neil

Hi! I'm Neil.

I live in a town 15 miles from London. The house is big. My favourite room is the kitchen. My family and I often sit there

5 and enjoy a cup of tea. We have a beautiful garden. I always have fun with my dog there.




Anna

Hello! My name is Anna.

I live in a flat in the centre of Moscow. Our

10 flat is on the seventh floor. It's not big, but we have a nice living room. After dinner, we like to watch TV and chat there. I share a bedroom with my sister. We often listen to music in bed.




Stephen

15 Hi! I'm Stephen.

I live in a large house in Los Angeles. It has eight rooms. I have my own bedroom and bathroom, and I like the balcony best. I love to sit there and look out at the beach and

20 the sea. It's cool.



## B Homes in different countries

**B1** ▶ Simon wrote down some sentences, but he mixed up the underlined words. Help him write the correct words above the mistakes.



- 1 I usually wash my face in the dining room.
- 2 I always sleep in the kitchen.
- 3 The bathroom is the best place to chat and watch TV.
- 4 In most homes, people have dinner in the bedroom.
- 5 We usually cook meals in the living room.



**B2** ▶ Simon wants to tell his parents about the homes of the students from the blogs. Help him complete the table with the information on page 8.

Name	Neil	Anna	Stephen
Home			
City/Town	a town 15 miles from London		
House/Flat			
Big/Small			
Favourite place			

**B3** ▶ Simon is telling his parents about the homes of the three students. Write a **T** if a sentence is true or an **F** if it is false.

- 1 Neil lives in the centre of London. \_\_\_\_\_
- 2 Neil always has fun with his cat in the garden. \_\_\_\_\_
- 3 Anna and her family often watch TV and chat in their kitchen. \_\_\_\_\_
- 4 Anna does not have her own bedroom. \_\_\_\_\_
- 5 There are eight rooms in Stephen's house. \_\_\_\_\_
- 6 Stephen lives near the sea. \_\_\_\_\_

**B4** ▶ There are more pictures on the students' blogs. Look at the pictures and help Simon complete the sentences.

Russia                      balcony                      listen to music in bed  
the UK                      bedroom                      sit there and enjoy a cup of tea  
the USA                      kitchen                      sit there and look out at the sea



This is Stephen from \_\_\_\_\_.  
He is chatting with his friends on his \_\_\_\_\_. He loves to \_\_\_\_\_.



This is Anna from \_\_\_\_\_.  
She shares a \_\_\_\_\_ with her sister. They often \_\_\_\_\_.



This is Neil from \_\_\_\_\_.  
He is sitting in the \_\_\_\_\_.  
He and his family often \_\_\_\_\_.



## A Cardinal numbers

We use cardinal numbers almost every day. We use them to talk about the numbers of people or things.

0	1	2	3	4	5	6	7	8	9
zero	one	two	three	four	five	six	seven	eight	nine
10	11	12	13	14					
ten	eleven	twelve	thirteen	fourteen					
15	16	17	18	19					
fifteen	sixteen	seventeen	eighteen	nineteen					
20	30	40	50	60	70	80	90		
twenty	thirty	forty	fifty	sixty	seventy	eighty	ninety		
100				1,000				10,000	
one hundred				one thousand				ten thousand	
		100,000						1,000,000	
		one hundred thousand						one million	

**TIP** When we say **thirteen**, we stress the **second** syllable. When we say **thirty**, we stress the **first** syllable.

How do we say the following numbers?

4,056 = four thousand and fifty-six

23,813 = twenty-three thousand eight hundred and thirteen

567,110 = five hundred and sixty-seven thousand one hundred and ten

6,425,200 = six million four hundred and twenty-five thousand two hundred

## Learning about different countries

Simon is collecting some information about different countries. Help him read the numbers correctly.

- 1 People from about **180** countries and areas live in New York.
- 2 The CN Tower is **1,815** feet tall.
- 3 Red Square in Moscow is about **91,000** square metres in size.
- 4 France has an area of over **260,000** square miles.
- 5 There are about **8,000,000** people living in London.
- 6 Tokyo, the capital of Japan, has over **13,000,000** people.

## B Ordinal numbers

We use ordinal numbers to order things and events. We use them to talk about dates, floors, positions, etc.

Women’s Day is on the **eighth** of March.

Our flat is on the **seventh** floor.

He is always the **first** to come to school in our class.

### How do you write it?

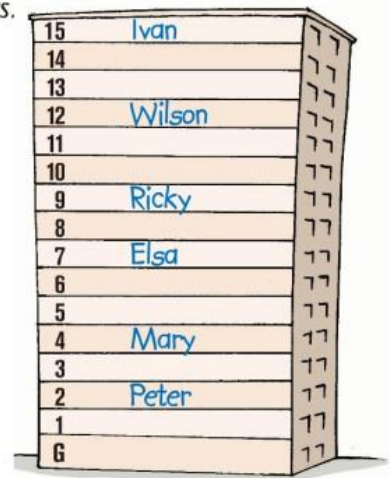
**B1** ▶ Millie is doing a test on numbers. Look at the numbers below and help her write the numbers out in words.

Cardinal numbers		Ordinal numbers	
1 = one	11 = eleven	1st = first	11th = eleventh
2 =	12 =	2nd = second	12th = twelfth
3 =	13 =	3rd = third	19th =
4 = four	19 = nineteen	4th = fourth	20th = twentieth
5 = five	20 =	5th = fifth	21st = twenty-first
6 =	21 = twenty-one	6th =	22nd =
7 =	30 = thirty	7th =	23rd =
8 =	40 =	8th =	30th =
9 = nine	100 =	9th = ninth	40th = fortieth
10 =	101 =	10th =	100th =

**B2** ▶ Simon wants to tell his classmates where his friends live. Look at the building. Complete the sentences with the correct floor numbers.

**TIP** In British English, the floor of a building at street level is the ground floor (G).

- Elsa lives on the \_\_\_\_\_ floor.
- Ivan lives on the \_\_\_\_\_ floor.
- Mary lives on the \_\_\_\_\_ floor.
- Peter lives on the \_\_\_\_\_ floor.
- Ricky lives on the \_\_\_\_\_ floor.
- Wilson lives on the \_\_\_\_\_ floor.





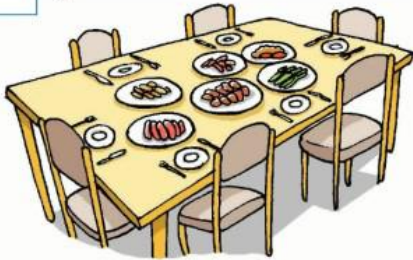
# Integrated skills

## A My home in the UK



**A1** Neil made a video of his house in the UK. He sent it to Simon. First, write the name of the place under each picture. Then listen to Neil and put the pictures in the correct order. Write the numbers 1–6 in the boxes.

a



b



c



d



e



f



**A2** Listen to Neil telling more about his house. Help Simon label the things in Part A1 with the words in the box.

flowers  
picture

forks  
shower

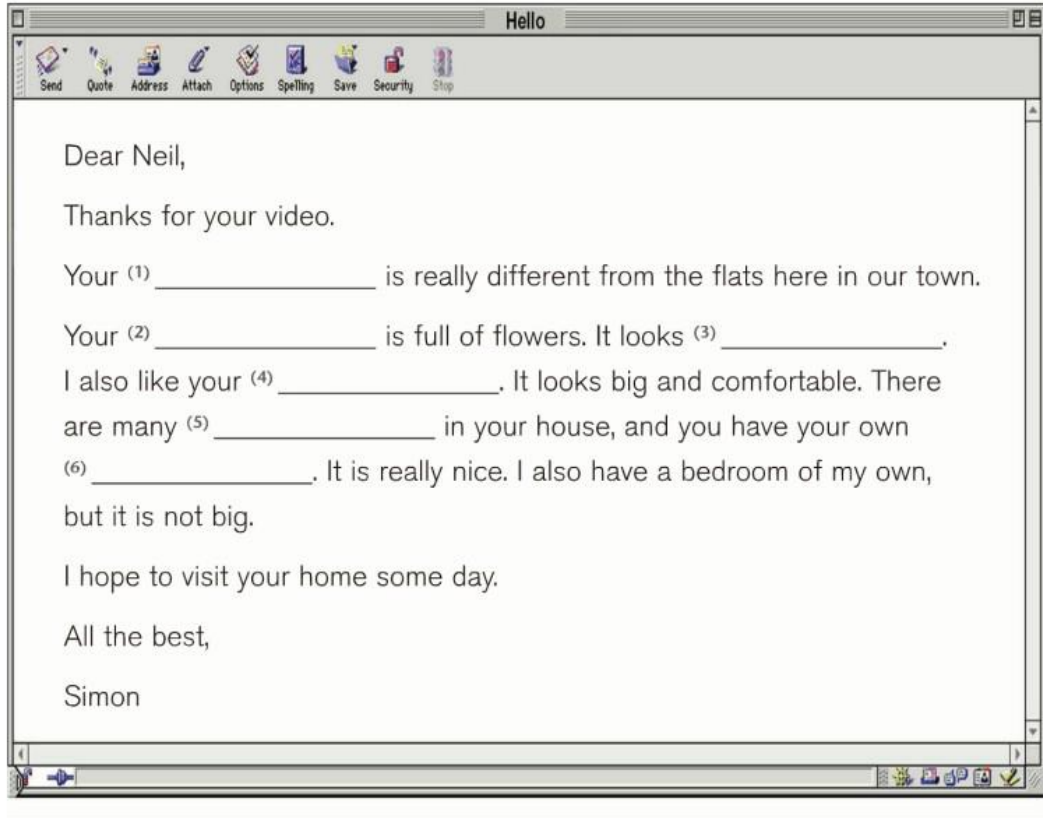
fridge  
sofa

knives  
toilet

lamp  
TV

**A3** Help Simon complete his email to Neil with the correct words in the box.

beautiful    bedroom    garden    house    living room    rooms



**B Speak up: May I speak to Daniel, please?**



Simon wants to speak to Daniel, but Daniel is not at home. His father answers the phone. Work in pairs to make a phone call. Use the conversation below as a model.

**Daniel's father:** Hello?

**Simon:** Hello. May I speak to Daniel, please?

**Daniel's father:** Sorry, he's not at home. Who's speaking, please?

**Simon:** This is Simon. I'm calling from my new home.

**Daniel's father:** New home? That's great! Can I take a message?

**Simon:** Yes, please. Can you ask him to call me back? My new telephone number is 5557 2188.

**Daniel's father:** Five, five, five, seven, two, one, double eight, right?

**Simon:** Right. Thanks. Goodbye.





## Stress in a word

When we pronounce words with more than one syllable, we stress one of the syllables. The stressed syllable sounds stronger. The stress can be on the first, middle or last syllable of a word.



**A** Listen and practise saying these words.

### Stressing the first syllable

- 1 beau•ti•ful
- 2 coun•try
- 3 pal•ace

### Stressing the second syllable

- 1 ex•pen•sive
- 2 po•ta•to
- 3 to•mor•row

### Stressing the last syllable

- 1 be•tween
- 2 en•joy
- 3 Hal•low•een



**B** Listen and underline the stressed syllable of each word.


- |             |             |               |
|-------------|-------------|---------------|
| 1 cen•tre   | 4 Oc•to•ber | 7 fa•vour•ite |
| 2 bath•room | 5 mes•sage  | 8 won•der•ful |
| 3 hun•dred  | 6 in•clude  | 9 de•sign     |

**C** Work in pairs. Take turns to read the words in Part B aloud. The stressed syllable of each word should sound stronger than the other syllable(s).



### My dream home

**A** Complete the questionnaire below with your own information.



## Homes in different countries

### Homes in different countries

Last name: \_\_\_\_\_ First name: \_\_\_\_\_ Age: \_\_\_\_\_

Telephone number: \_\_\_\_\_

What kind of home do you live in? Put a tick (✓) in the box.

House  How many floors are there in your house? \_\_\_\_\_

Flat  How many floors are there in your building? \_\_\_\_\_

Do you have a garden? \_\_\_\_\_

How many rooms are there in your home? \_\_\_\_\_

How many people live in your home? \_\_\_\_\_

Who are they? \_\_\_\_\_

Put a tick (✓) in the box next to the things you have in your home.

balcony <input type="checkbox"/>	computer <input type="checkbox"/>	fridge <input type="checkbox"/>
living room <input type="checkbox"/>	shower <input type="checkbox"/>	sofa <input type="checkbox"/>
study <input type="checkbox"/>	toilet <input type="checkbox"/>	washing machine <input type="checkbox"/>

### Useful expressions

- There is a/an ... in front of/behind/beside ....
- It has ... floors.
- There is/are ... on the ground/second floor.
- There is/are always enough ... there.
- I would like to invite my friends to ....
- My friends like to ....
- It is great fun!



**B** Read Simon's article about his dream home.

**My dream home** My dream home  
My dream home

My dream home is at the foot of a hill. It has three floors. There is a football field behind my house and a swimming pool beside it.

There is a kitchen and a home cinema on the ground floor. The kitchen is very clean. There is always more than enough food there. The cinema has a large TV. I would like to invite my friends to watch films with me at the weekend.

On the first floor, there are six bedrooms. Each room has a new computer and all the beds are comfortable. My friends like to come and stay here.

There are two large rooms on the second floor. My friends and I have parties there. It is great fun!

**C** Write an article about your dream home. Use Simon's article as a model.



### Self-assessment

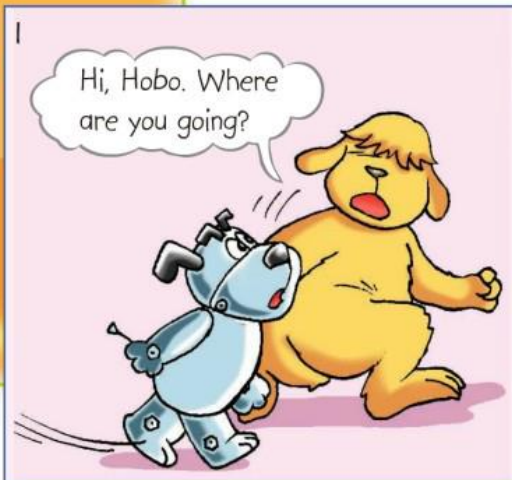
I can	Examples	Result
1 talk about the three homes in different countries.		
2 use the new words to talk about my (dream) home.		
3 use cardinal numbers and ordinal numbers to talk about people and things.		
4 stress the right syllable of each word.		

**Result:** 😊 Wonderful!    😊 Good!    😊 Not bad!

I need to spend more time on \_\_\_\_\_.

## Unit 2

# Neighbours



### Neighbours

The Class 1, Grade 7 students are discussing life in their neighbourhood.

#### Task

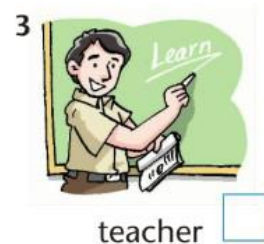
Write about how people help each other in your neighbourhood.



## Welcome to the unit

### People and places

**A** Where can you find these people? Match them with the places. Write the correct letters in the boxes.



**B** Amy is asking Simon about his neighbourhood. Work in pairs and talk about your neighbourhood. Use the conversation below as a model.

**Amy:** Where do you live, Simon?

**Simon:** I live in a flat in City Garden in Ninth Street.

**Amy:** How many buildings are there in your neighbourhood?

**Simon:** There are about 20 buildings. Most of them have 14 floors.

**Amy:** What do you have around your neighbourhood?

**Simon:** We have supermarkets, restaurants, a school and a hospital.

**Amy:** Do you like living there?

**Simon:** Yes. It's good to live in a neighbourhood like that.



## A Good neighbours



 Amy wants to learn more about Simon's neighbours. Read their conversation.

**Amy:** Hi, Simon. What are your neighbours like?

**Simon:** They're kind and helpful. Some of them are volunteers. They often meet at the community centre and share their different skills. They help us with all kinds of problems.

5 **Amy:** When do they meet?

**Simon:** Usually they have a "helping hands" meeting at the weekend.

**Amy:** Are they going to have a meeting this weekend?

10 **Simon:** Yes. There's something wrong with my computer. I'm going to ask a computer engineer to check it. My cousin Annie's bicycle is broken, so she's going to ask someone to fix it.

**Amy:** Can you find anyone to help you with your homework?

**Simon:** Yes. Some college students are ready to help.

**Amy:** That's really nice. Do the volunteers help the old people too?

15 **Simon:** Yes. Some of them often visit the old people and do some shopping for them. This weekend, they'll help the old people clean their flats.

**Amy:** That's great! You're lucky to live in a neighbourhood like that, Simon.



## B About Simon's neighbours

**B1** Simon is showing Amy some pictures from the community centre. Help him complete the sentences with the words in the box.

bicycle college computer engineer fixing shopping



This volunteer often does some \_\_\_\_\_ for the old man.



The \_\_\_\_\_ student is helping the boy with his homework.



The man is \_\_\_\_\_ the girl's \_\_\_\_\_.



The \_\_\_\_\_ is checking the \_\_\_\_\_.

**B2** Amy is writing something about Simon's neighbours. Read her notes. Write a **T** if a sentence is true or an **F** if it is false.

- 1 Volunteers share their skills and help people in the neighbourhood with different problems. \_\_\_\_\_
- 2 Usually there is a meeting at the weekend. \_\_\_\_\_
- 3 Simon wants to ask someone to fix his bicycle. \_\_\_\_\_
- 4 Annie's computer is broken. \_\_\_\_\_
- 5 Parents help their children with their homework. \_\_\_\_\_
- 6 Volunteers also help the old people. \_\_\_\_\_

**B3** Simon is writing about his neighbours for the school newsletter. Help him complete his article with the words in the box.

all kinds of    at the weekend    broken    check    different skills  
 fix    homework    lucky    problems    ready to help



*My neighbours*

*My neighbours are kind and helpful. Some of them are volunteers.*

*They have <sup>(1)</sup> \_\_\_\_\_ and often help us with <sup>(2)</sup> \_\_\_\_\_ problems.*

*Usually there is a "helping hands" meeting <sup>(3)</sup> \_\_\_\_\_.*

*People go there when they need help with their <sup>(4)</sup> \_\_\_\_\_.*

*Computer engineers are popular. They help people <sup>(5)</sup> \_\_\_\_\_*

*their computers. You can also find someone to <sup>(6)</sup> \_\_\_\_\_*

*things like <sup>(7)</sup> \_\_\_\_\_ bicycles.*

*Students can get help with their <sup>(8)</sup> \_\_\_\_\_.* There are

*some college students among the volunteers, and they are always*

*<sup>(9)</sup> \_\_\_\_\_. Volunteers also help the old people.*

*We are <sup>(10)</sup> \_\_\_\_\_ to live in a neighbourhood like that.*

*People here are like a big family.*







## A Simple future tense with *will* and *shall*

**TIP** We usually use **will**. We only use **shall** with **I** or **we**, and this usage is becoming old-fashioned.

We use **will** or **shall** when we talk about

1 things that are sure to happen in the future:

It **will** rain this afternoon.

2 plans that we are making now:

I **will** take an umbrella with me.

We make positive and negative sentences using the simple future tense like this:

I/We	<b>will (not)/shall (not)</b>	go.
You/They/He/She/It	<b>will (not)</b>	

**TIP** I will/shall = I'll  
I will not = I won't  
I shall not = I shan't

We ask and answer questions using the simple future tense like this:

<b>Will/Shall</b>	I/we	go?
<b>Will</b>	you/they/ he/she/it	

<b>Yes,</b>	I/we	<b>will/shall.</b>
	you/they/ he/she/it	<b>will.</b>

<b>No,</b>	I/we	<b>will not/ shall not.</b>
	you/they/ he/she/it	<b>will not.</b>

### Asking for help

Simon's computer is broken. He is asking someone at the community centre for help. Complete their conversation with the simple future tense of the verbs in brackets.

**Mr Lin:** Hello, Simon. Do you need any help?

**Simon:** Yes, Mr Lin. There's something wrong with my computer.

**Mr Lin:** OK. We <sup>(1)</sup> \_\_\_\_\_ (ask) an engineer to check it for you.

**Simon:** When <sup>(2)</sup> \_\_\_\_\_ the engineer \_\_\_\_\_ (be) free?

**Mr Lin:** Well, we <sup>(3)</sup> \_\_\_\_\_ (call) him first. <sup>(4)</sup> \_\_\_\_\_ you \_\_\_\_\_ (wait) for us to call back?

**Simon:** All right. I <sup>(5)</sup> \_\_\_\_\_ (wait) for your call. Thanks.

**Mr Lin:** You're welcome.

## B Simple future tense with *be going to*

**TIP** We often use some time expressions when we talk about the future.  
 this afternoon  
 tonight  
 tomorrow  
 the day after tomorrow  
 this Sunday  
 next Tuesday  
 next week

We use **be going to** when we talk about

- 1 something we decide to do:  
 I **am going to** visit our new neighbours.  
 She **is going to** watch the film next Friday.
- 2 things that will probably happen:  
 It is nine o'clock. We **are going to** be late.  
 It is so cloudy. I think it **is going to** rain.

**TIP** When we use **be going to** without a time expression, we are talking about the near future.

We ask and answer questions with **be going to** like this:


<b>Am</b>	I	<b>going to</b>	have a party	tomorrow?
<b>Are</b>	you/we/they			
<b>Is</b>	he/she/it			

**TIP** are not = aren't  
 is not = isn't

<b>Yes,</b>	I	<b>am.</b>
	you/we/they	<b>are.</b>
	he/she/it	<b>is.</b>

<b>No,</b>	I	<b>am not.</b>
	you/we/they	<b>are not.</b>
	he/she/it	<b>is not.</b>

### Planning a day out

 *Simon is telling Amy about his plan for a day out with his uncle's family. Help him use the correct forms of **be going to** to talk about his plan.*



**Simon:** Hi, Amy. My parents and I are planning a day out with my uncle's family the day after tomorrow.

**Amy:** Great! What <sup>(1)</sup> \_\_\_\_\_ you \_\_\_\_\_ (do)?

**Simon:** I <sup>(2)</sup> \_\_\_\_\_ (buy) some food, and my cousin Annie <sup>(3)</sup> \_\_\_\_\_ (buy) some plates and forks.

**Amy:** What <sup>(4)</sup> \_\_\_\_\_ your parents \_\_\_\_\_ (do)?

**Simon:** They <sup>(5)</sup> \_\_\_\_\_ (bring) some water.

**Amy:** How about your uncle?

**Simon:** He <sup>(6)</sup> \_\_\_\_\_ (make) a fire.

**Amy:** And your aunt? What <sup>(7)</sup> \_\_\_\_\_ she \_\_\_\_\_ (do)?

**Simon:** She <sup>(8)</sup> \_\_\_\_\_ (cook) some food.













# Integrated skills

## A Different jobs

**A1** Millie wants to know more about different jobs. Look at the following pictures. Help her write the correct names under the pictures.

manager policeman		office worker postman		company post office		police station restaurant	
1		2		3		4	
_____		_____		_____		_____	
5		6		7		8	
_____		_____		_____		_____	

**A2** Wendy, Millie's penfriend, is talking about her family members' jobs. Listen to her and complete the table below.

Person	Job	Place
Wendy's dad		
Wendy's mum		
Wendy's elder brother		
Wendy's elder sister		



**A3** Millie is making notes about Wendy's family. Listen to Wendy again and help Millie complete her notes below.

### Wendy's family

There are five people in Wendy's family.

Her dad is a <sup>(1)</sup> \_\_\_\_\_. He works in a <sup>(2)</sup> \_\_\_\_\_ near her school. Sometimes he works <sup>(3)</sup> \_\_\_\_\_.

Her mum works in a <sup>(4)</sup> \_\_\_\_\_ in the town centre. She is a <sup>(5)</sup> \_\_\_\_\_, so she is always busy.

Her elder brother works in a <sup>(6)</sup> \_\_\_\_\_. He is a <sup>(7)</sup> \_\_\_\_\_. He often goes to work <sup>(8)</sup> \_\_\_\_\_. He loves his job.

Her elder sister is an <sup>(9)</sup> \_\_\_\_\_. She works for a <sup>(10)</sup> \_\_\_\_\_ far away from her home, so she goes to work by train.

### B Speak up: What are you going to be in the future?



Millie is talking with her classmates about their future jobs. Work in groups and talk about what you are going to be. Use the conversation below as a model.

**Millie:** Hi, Daniel. What are you going to be in the future?

**Daniel:** I like computers. I'm going to be a computer engineer.

**Millie:** That's interesting. I'm sure you'll be good at it. I love school. I'm going to be a teacher.

**Sandy:** I'm good at drawing. I'm going to be an artist.

**Millie:** That sounds like a good idea. And you, Amy?

**Amy:** I'm going to be a doctor. I want to help sick people. How about you, Simon? What are you going to be?

**Simon:** I'm going to be a football player.



## Linking sounds

We often link sounds together when we speak English. There are four different ways of linking sounds together.

- 1 We usually link a consonant sound with a vowel sound.

an <sup>^</sup>apple      stand <sup>^</sup>up      in <sup>^</sup>an <sup>^</sup>hour

- 2 When the first word ends in -r or -re and the next word begins with a vowel sound, we join them together with a /r/ sound between them.

there <sup>^</sup>are      for <sup>^</sup>us      here <sup>^</sup>is

- 3 When there are two vowel sounds, we join them as if there were a /j/ or /w/ sound between them.

we <sup>^</sup>enjoy      go <sup>^</sup>out      the <sup>^</sup>other

- 4 When two consonant sounds of two words meet, we sometimes do not need to pronounce the first consonant sound.

best <sup>^</sup>time      sit <sup>^</sup>down      a big <sup>^</sup>cake



**A** ▶ Listen carefully. See how you can link the following words together. Then practise saying them.

- |              |               |           |
|--------------|---------------|-----------|
| 1 cold ice   | 3 an egg      | 5 turn on |
| 2 big orange | 4 an umbrella | 6 get up  |



**B** ▶ Listen carefully to these words. Then practise saying them.

- |            |              |                |
|------------|--------------|----------------|
| 1 there is | 3 far away   | 5 more or less |
| 2 here are | 4 four of us | 6 over again   |



**C** ▶ Listen carefully to these words. Then practise saying them.

- |            |                   |               |
|------------|-------------------|---------------|
| 1 high up  | 3 three exercises | 5 no other    |
| 2 the area | 4 go in           | 6 two oranges |



**D** ▶ Listen carefully to these words. Then practise saying them.

- |              |             |               |
|--------------|-------------|---------------|
| 1 next team  | 3 keep busy | 5 best doctor |
| 2 cold drink | 4 white cat | 6 hard time   |



### Helping each other



**A** Simon is looking at the noticeboard of the community centre. Read the notices.

**Notices**

Dear all,

We are going to have a “helping hands” meeting at the community centre on the afternoon of 5 March.

Do you have any problems? Please look at the information below. It may help you!

**City Garden Community Centre**

Are you not feeling well these days? Do not worry. There are good doctors and nurses here. They will make you feel better!

**Health Centre**

Is your washing machine not working? Is there anything wrong with your fridge? Our engineers are here to help with your problems!

**Fix-It Club**

**Are you worrying about what to wear to a party or how to design your home? We have some artists to help. All our group members know a lot about styles and colours. They will be happy to give you some ideas!**

*Art & Design Group*

**B** Simon is writing about the meeting on his blog. Help him complete his article with the information in Part A.

Simon

We are going to have a “helping hands” meeting at the  
 (1) \_\_\_\_\_ on the afternoon of (2) \_\_\_\_\_.  
 Some neighbours are there ready to help.

Sometimes people do not feel well. The (3) \_\_\_\_\_ at  
 the Health Centre will (4) \_\_\_\_\_. There are also some  
 (5) \_\_\_\_\_ at the Fix-It Club. People will get help if  
 there is (6) \_\_\_\_\_ with their washing machine or  
 fridge. The members at the Art and Design Group know a lot  
 about (7) \_\_\_\_\_. When people do not know  
 (8) \_\_\_\_\_ or (9) \_\_\_\_\_, the artists will  
 give them (10) \_\_\_\_\_.

**C** How do your neighbours help each other? Prepare notes about it. Then write your article. Use Simon’s article as a model.



## Self-assessment

I can	Examples	Result
1 talk about Simon’s neighbours.		
2 use the new words to talk about how people help each other.		
3 use <b>will/shall</b> or <b>be going to</b> to talk about activities in the future.		
4 link the sounds when I speak English.		

**Result:** 😊 Wonderful!    😊 Good!    😊 Not bad!

I need to spend more time on \_\_\_\_\_.

## Unit 3

# Welcome to Sunshine Town!



### Things to do in Sunshine Town

The Class 1, Grade 7 students are planning activities for a group of exchange students from the UK.

#### Task

Write a script for a video presentation on your hometown.





## Welcome to the unit

### Exchange students from the UK

**A** ▶ A group of exchange students from the UK are coming to visit Sunshine Town. Look at the pictures and complete what each person is saying.

Chinese food

films

football

shopping

1 I like \_\_\_\_\_.



2 I enjoy \_\_\_\_\_.



3 I love playing \_\_\_\_\_.



4 I love watching \_\_\_\_\_.



**B** ▶ The Class 1, Grade 7 students are suggesting activities for the exchange students. Work in groups and talk about what you can do in your hometown. Use the conversation below as a model.

**Millie:** The exchange students are coming. Shall we take them to the cinema?

**Daniel:** Sure. We can watch some wonderful films together.

**Amy:** Shopping is fun. We can take them to the shopping mall too.

**Simon:** Yes, and I'd like to take the boys to our school's football field.

**Sandy:** Shall we invite them to have dinner with us? They can try some Chinese food.

**Daniel:** Good idea!



## A A video about Sunshine Town



The Class 1, Grade 7 students are preparing a video presentation for the exchange students from the UK. Here is their script.

### Welcome to Sunshine Town!

There are lots of things to do in Sunshine Town.

Would you like to ...

**stay in a quiet town?**

The air is fresh here. You can see many trees, lakes and green hills.

5 There is also a beautiful park in the town centre. Local people like jogging in the park in the morning. Sunshine Town is not far from the centre of Beijing. It takes only 40 minutes by underground.

**go shopping?**

There are lots of nice shops in our town. Most things are not  
10 expensive. You can buy wonderful presents for your family and friends there.

**eat Chinese food?**

Beijing duck is very famous. Would you like to try some? There are many Chinese restaurants here. If you do not like Chinese food,  
15 there are some Western restaurants too.

**enjoy Beijing opera?**

Why not visit our local theatre and enjoy Beijing opera? If you want to learn more about Chinese art, don't miss the opera shows there.

20 Welcome to our town. We are looking forward to meeting you soon.

## B A good place to live

**B1** ▶ The students want to check their script carefully before they make the video. Help them match the words on the left with the meanings on the right. Write the correct letters in the blanks.

- |                             |       |   |
|-----------------------------|-------|---|
| 1 fresh (line 4)            | _____ | a not hear, see or have something                     |
| 2 local (line 5)            | _____ | b very clean or cool                                  |
| 3 famous (line 13)          | _____ | c feel happy because you are going to enjoy something |
| 4 miss (line 18)            | _____ | d known by many people                                |
| 5 look forward to (line 20) | _____ | e in the area near where you live                     |

**B2** ▶ The students want to send a picture of Sunshine Town to the exchange students. Help them fill in the information. Write the correct letters in the boxes.

- |                                 |                                      |
|---------------------------------|--------------------------------------|
| a enjoy Beijing opera           | e not far from the centre of Beijing |
| b buy wonderful presents        | f quiet and beautiful                |
| c learn more about Chinese art  | g some Western restaurants           |
| d most things are not expensive | h try some Chinese food              |



**B3** Neil, one of the exchange students, is making some notes on Sunshine Town. Write a *T* if a sentence is true or an *F* if it is false.

- 1 Sunshine Town is a quiet town. \_\_\_\_\_
- 2 Local people like jogging in the park in the morning. \_\_\_\_\_
- 3 There are not many shops in Sunshine Town. \_\_\_\_\_
- 4 The things in the shops are nice but expensive. \_\_\_\_\_
- 5 You can eat Beijing duck in the town. \_\_\_\_\_
- 6 You can learn how to sing Beijing opera in the town. \_\_\_\_\_

**B4** Neil is calling his mum in the UK. His mum is asking him some questions about Sunshine Town. Complete their conversation with the information on page 32.

**Mum:** Hello, who's speaking?

**Neil:** Hi, Mum. This is Neil.

**Mum:** Hi, Neil! How are you? Do you like Sunshine Town?

**Neil:** Yes. It's beautiful. The air is <sup>(1)</sup> \_\_\_\_\_, and there are many trees, lakes and <sup>(2)</sup> \_\_\_\_\_.

**Mum:** Is it far from the centre of Beijing?

**Neil:** No. It takes only <sup>(3)</sup> \_\_\_\_\_ by underground.

**Mum:** Are there many shops there, Neil?

**Neil:** Yes. We'll go shopping at Sunshine Shopping Mall. Our friends say most things there are not <sup>(4)</sup> \_\_\_\_\_.

**Mum:** That's good. What's the food like there?

**Neil:** <sup>(5)</sup> \_\_\_\_\_ food is great, and there are some <sup>(6)</sup> \_\_\_\_\_ restaurants too.

**Mum:** What about Beijing opera? I know you want to watch it!

**Neil:** There's a <sup>(7)</sup> \_\_\_\_\_. We can watch Beijing opera there.

**Mum:** That's nice. Have a good time!

**Neil:** Thanks, Mum. Bye.

**Mum:** Goodbye.





### A Noun + 's

- We usually add 's to a singular noun to express the idea of belonging.  
I would like to take the boys to our **school's** football field.
- We add ' to a plural noun ending in -s.  
The exchange **students'** homes are in the UK.
- We add 's to plural nouns that do not end in -s.  
children's      people's      men's      women's
- We often use 's with names.  
**Neil's** mother is calling him from the UK.

**TIP** When a name ends in -s, we also add 's.  
Charles's car

### Presents for the students

The students have some presents for the exchange students, but their things got mixed up. Mr Wu is asking Amy which things belong to which people. Help Amy complete the answers.

Daniel				
Kitty				
Millie				

- Whose postcards are these? They're Millie's.
- Whose cap is this? It's \_\_\_\_\_.
- Whose T-shirt is that? It's \_\_\_\_\_.
- Whose key ring is that? It's \_\_\_\_\_.
- Whose pencils are those? They're \_\_\_\_\_.

## B Possessive adjectives and pronouns

We use possessive adjectives and pronouns to express the idea of belonging. There are lots of nice shops in **our** town. An old friend of **mine** is coming to see me.

TIP

The possessive adjective **its** does not have an apostrophe ('). Note that **it's** means "it is".

		Possessive adjective		Possessive pronoun
I	love	my	toys.	mine.
You		your		yours.
We		our		ours.
They		their		theirs.
He	loves	his		his.
She		her		hers.
It		its		
			They are	

### Whose books are they?

The students have some new books from the bookshop, but their books are mixed up. Look at the picture below and complete their conversation.



- Daniel:** Look at <sup>(1)</sup> our books. They're all over the place.
- Millie:** Are those <sup>(2)</sup> \_\_\_\_\_ books, Amy?
- Amy:** No, they aren't <sup>(3)</sup> \_\_\_\_\_. They're Sandy's. <sup>(4)</sup> \_\_\_\_\_ book is under Sandy's chair.
- Sandy:** Yes. And <sup>(5)</sup> \_\_\_\_\_ is here too, Simon.
- Simon:** What about that book, Sandy? Is it <sup>(6)</sup> \_\_\_\_\_?
- Sandy:** No. It's Millie's.
- Daniel:** Oh yes, it's <sup>(7)</sup> \_\_\_\_\_, and here is <sup>(8)</sup> \_\_\_\_\_ book. It's next to Amy's pencil case.

**Work out the rule!**

We \_\_\_\_\_ (need, do not need) to put a noun after a possessive pronoun.



## Integrated skills

### A A day at the Palace Museum

**A1** ▶ The exchange students want to visit the Palace Museum. They are reading a poster about it. Here is the poster.

## The shows at the Palace Museum

Come to the Palace Museum! There are many things to see here.  
Don't miss them.

Taihe Palace—the golden throne  
Baohe Palace—works of art  
Huangji Palace—Chinese paintings  
... and many more

You can learn all about China's history at the museum!

**A2** ▶ Neil is writing down information about the Palace Museum. Read the poster in Part A1 and complete part of the table below.

Time	Place	Things to see
	Taihe Palace	the golden throne
	Zhonghe Palace	
	Baohe Palace	
	Huangji Palace	
	Fengxian Palace	



**A3** ▶ The exchange students are at the Palace Museum. Listen to the tour guide's introduction to the Palace Museum. Then complete the table in Part A2.



**A4** Neil is making some notes, but there are some mistakes in them. Listen to the guide again. Help Neil underline the mistakes and write the correct answers in the blanks.

- 1 See the golden throne in Taihe Palace at 10 p.m. \_\_\_\_\_
- 2 Go to Zhonghe Palace at 10:13 a.m. \_\_\_\_\_
- 3 Go to Huangji Palace to see works of art at 11 a.m. \_\_\_\_\_
- 4 See Chinese paintings in Baohe Palace at 1 p.m. \_\_\_\_\_
- 5 See clocks and lamps in Fengxian Palace at 2:30 p.m. \_\_\_\_\_

### B Speak up: What time shall we meet?



**A4** Simon is inviting Neil to Beihai Park. Work in pairs and make plans for a visit. Use the conversation below as a model.

**Simon:** Would you like to go to Beihai Park tomorrow?

**Neil:** OK. What can we do there?

**Simon:** We can row a boat on the lake.

**Neil:** That's great! What time shall we meet?

**Simon:** Let's meet in front of your hotel at 8:30 tomorrow morning.

**Neil:** That's fine. How far is it from the hotel?

**Simon:** It's about 40 minutes by bus.

**Neil:** OK. We'll have a good time there!







## Stress in sentences

When we speak English, we often stress important words, e.g. nouns, main verbs, adjectives and adverbs. We do not usually stress less important words, e.g. articles, prepositions, pronouns or conjunctions.

My  **aunt** is a  **teacher** in a  **middle school**.

**Mr Lin** is going to  **visit** the  **USA**  **next month**.

However, the words are not equally important. We can stress some of the words to show that they are more important information.

**Mr Li** owns a four-bedroom flat. (It is Mr Li that owns a four-bedroom flat.)

Mr Li  **owns** a four-bedroom flat. (He does not rent the flat from others.)

Mr Li owns a  **four-bedroom** flat. (It is a four-bedroom flat, not another kind of flat.)

Mr Li owns a four-bedroom  **flat**. (It is a flat, not a house.)



**A** Listen to the following conversation. Pay attention to the stressed words.

**Millie:**  **Where** are you going, Daniel?

**Daniel:** I'm going to the  **bookshop**.

**Millie:**  **What** are you going to buy?

**Daniel:** My  **pen** is  **broken**. I want to buy a  **new** one.

**Millie:** I need some  **exercise books**. Can I go with you?

**Daniel:**  **Sure**.

**B** Read the sentences below. Stress the different words according to the meanings you want to express.

- 1 I want to buy a CD at the bookshop.
  - a I am talking about what I want to do, not what I do not want to do.
  - b I am talking about a bookshop, not another kind of shop.
  - c I am talking about a CD, not something else.
- 2 Daniel sometimes watches TV on Sunday morning.
  - a I am talking about watching TV, not another activity.
  - b I am talking about Daniel, not another student in the class.
  - c I am talking about Sunday morning, not another morning.



## Task

### My hometown

**A** John, one of the exchange students, wants to make a video about his hometown. He is making notes before writing the script. Read his notes below.

#### Hometown

about one hundred families  
raise cows  
grow wheat  
know each other  
friendly  
buses to the town centre

#### Things to do

smell the flowers  
hear the birds sing  
row a boat on the lake  
go shopping in the town centre

#### Useful expressions

It has ....

There is/are ....

I like ....

Some ..., and others ....

It is a wonderful ....

#### My house

on a farm  
two floors  
flowers and trees around  
near a lake

**B** You also want to prepare a video presentation on your hometown. Think about what you can see and do in your hometown. Then make some notes.



**C** Read John's script about his hometown.



Hello, I'm John. I'm going to show you around my hometown.

Look! This is my house. It is on a farm. It has two floors. Most people here live in houses like this. There are many flowers and trees around my house. Every day, I can smell the flowers and hear the birds sing. There is a lake near my house. Sometimes we row a boat there.

There are about one hundred families in our town. Some families raise cows, and others grow wheat. People here know each other. They are all friendly. There are buses to the town centre every day. Usually my mother drives us there to do the shopping.

We enjoy our life here. I think it is a wonderful place to live. I hope you can come and visit soon!



**D** Use your notes to write a script for your video presentation. Use John's script as a model. Then read your script to your classmates.



## Self-assessment

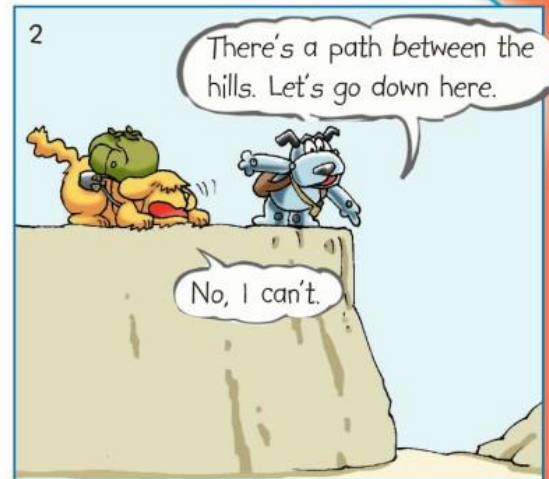
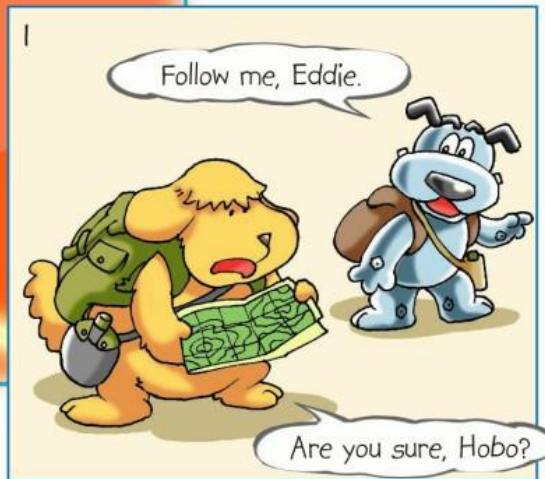
I can	Examples	Result
1 talk about Sunshine Town.		
2 use the new words to talk about my hometown.		
3 use the correct possessives to refer to people or things.		
4 stress the right words in a sentence.		

**Result:** 😊 Wonderful!    😊 Good!    😊 Not bad!

I need to spend more time on \_\_\_\_\_.

## Unit 4

# Finding your way



### Do you know the way?

The Class 1, Grade 7 students are learning how to give directions.

#### Task

Write an invitation letter and show your friends how to get to your home.

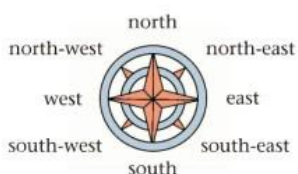


# Welcome to the unit

## Let's go on a trip!

**A** The students are planning a class trip. Look at the map and the instructions below. Find the places they plan to visit. Then write the correct numbers in the boxes.

Sunshine Zoo is north of Sunshine Middle School.  
 Sunny Garden is west of the zoo.  
 Lake Park is south of Sunny Garden.  
 Sunshine Park is east of Lake Park.



- Sunshine Zoo
- Sunny Garden
- Lake Park
- Sunshine Park



**B** Daniel and Simon are talking about the trip. Work in pairs and talk about a class trip you want to go on. Use the conversation below as a model.

**Daniel:** Where are we going for our class trip?

**Simon:** We're going to Sunshine Zoo.

**Daniel:** Where's the zoo? Is it far away from our school?

**Simon:** No. It's north of the school, about three kilometres away.

**Daniel:** How will we get there?

**Simon:** We'll get there by bus.





## A A trip to the zoo



The students are in front of Sunshine Zoo. A tour guide is showing them a map and telling them how to get around the zoo. Here is her introduction.

Hi, everybody. Here we're in front of the South Gate. Go straight on, and you'll find the Panda House. Pandas are cute. They like to eat bamboo and lie down all day long. Every year, lots of visitors come here to see them.

- 5 Walk along the road. To the north of the Panda House, you'll find the lions. Lions are the kings of the animal world. Remember that they're dangerous. Never go near them.

Turn left, and to the west of the Lions' Area, you'll find the World of Birds. Birds make beautiful sounds when they sing. To the north of  
10 the World of Birds is the Monkeys' Forest. Monkeys are clever and funny. They jump around and make people laugh.

Then turn right, and to the east of the Monkeys' Forest, you'll see the giraffes. They're quite tall. Their long necks help them eat the leaves from trees. North-east of the giraffes there's a bridge. Cross  
15 the bridge, and you'll see the elephants. Their large ears are like open fans.

Here you can see all kinds of animals. Have a nice trip!



## B About the zoo

**B1** Read the introduction on page 44 again. Write down the different animals in the correct position. Then complete the instructions and tell your partner about it.

birds    elephants    giraffes    lions    monkeys    pandas







The map shows a central bridge over a river. Paths lead from the bridge to various zones, each with a blank box. The 'South Gate' is at the bottom. The instructions on the right are:

- The pandas are <sup>(1)</sup> north of the South Gate.
- The lions are <sup>(2)</sup> \_\_\_\_\_ of the pandas.
- The birds are <sup>(3)</sup> \_\_\_\_\_ of the lions.
- The birds are <sup>(4)</sup> \_\_\_\_\_ of the monkeys.
- The giraffes are <sup>(5)</sup> \_\_\_\_\_ of the monkeys.
- The elephants are <sup>(6)</sup> \_\_\_\_\_ of the giraffes.

**B2** Here are some descriptions about Sunshine Zoo. Write a **T** if a sentence is true or an **F** if it is false.

- 1 The students start their visit from the North Gate. \_\_\_\_\_
- 2 Pandas do not like to lie down all day long. \_\_\_\_\_
- 3 Visitors cannot go near the lions. \_\_\_\_\_
- 4 The birds in the zoo are very quiet. \_\_\_\_\_
- 5 Monkeys are clever and funny. \_\_\_\_\_
- 6 To the north-east of the giraffes there is a hill. \_\_\_\_\_

**B3** Millie is making some notes about the animals in the zoo. Help her fill in each blank with the correct answer.

Animal	Features
 panda	(1) _____ (cute, clever), eat (2) _____ (bamboo, grass)
 lion	(3) _____ (king, friend) of the animal world
 bird	make beautiful (4) _____ (pictures, sounds)
 monkey	(5) _____ (jump around, run fast) and make people (6) _____ (laugh, cry)
 giraffe	quite (7) _____ (short, tall), long (8) _____ (neck, face)
 elephant	(9) _____ (large, small) ears like open (10) _____ (umbrellas, fans)

**B4** Millie is telling her friend Wendy online about Sunshine Zoo. Complete their conversation with the information on page 44.

Wendy, Millie

**Wendy:** Hi, Millie. How was your trip to the zoo?

**Millie:** Not bad. There are lots of (1) \_\_\_\_\_ in the zoo.

**Wendy:** Are there any pandas?

**Millie:** Yes. Pandas are (2) \_\_\_\_\_. Every year, lots of (3) \_\_\_\_\_ come to see them.

**Wendy:** Are there any lions?

**Millie:** Yes, but they're (4) \_\_\_\_\_. We can't go near them.

**Wendy:** There are also birds, aren't there?

**Millie:** Yes. I like to hear birds (5) \_\_\_\_\_. There are monkeys too.

**Wendy:** I like monkeys. They're clever and (6) \_\_\_\_\_.

**Millie:** Yes, they are. And there are also tall (7) \_\_\_\_\_. Their long necks help them eat the (8) \_\_\_\_\_ from trees.





## A Using a, an and the

We use **a** or **an** when we mention a person or thing for the first time. We use **the** before a noun when the person or thing is mentioned again, or when we are talking about a specific person or thing.




Look! Here is a panda.



The panda is eating bamboo.

## Fun in the zoo

 Millie and Daniel are talking about the animals in the zoo. Complete their conversation with **a**, **an** or **the**.

**Millie:** Let's go to the Panda House first.

**Daniel:** Here we are. I can see <sup>(1)</sup> \_\_\_\_\_ panda there. It's lying on the grass.

**Millie:** How cute! I really love pandas. Look! There's <sup>(2)</sup> \_\_\_\_\_ baby panda. It's so small.

**Daniel:** Yes. <sup>(3)</sup> \_\_\_\_\_ baby panda doesn't look like its mother.

**Millie:** Now let's go to see some lions.

**Daniel:** Are <sup>(4)</sup> \_\_\_\_\_ lions in <sup>(5)</sup> \_\_\_\_\_ open area?

**Millie:** No, they aren't. They're in <sup>(6)</sup> \_\_\_\_\_ very big cage.

**Daniel:** I see.

*(Half an hour later)*

**Daniel:** Millie, here's <sup>(7)</sup> \_\_\_\_\_ bridge. What can you see across it?

**Millie:** Oh, <sup>(8)</sup> \_\_\_\_\_ elephant is standing over there.

**Daniel:** Let's go across <sup>(9)</sup> \_\_\_\_\_ bridge and see <sup>(10)</sup> \_\_\_\_\_ elephant.

## B Prepositions of place

**TIP** Prepositions of place  
 above  
 at  
 behind  
 below  
 beside  
 between  
 in  
 in front of  
 inside  
 next to  
 on  
 outside  
 over  
 under

We use prepositions of place to say where things or people are.

The flowers are **in front of** the shop.

The trees are **behind** the shop.

The shopkeeper is **inside** the shop.

The boy is **outside** the shop.

The food is **above** the drinks.


The drinks are **below** the food.

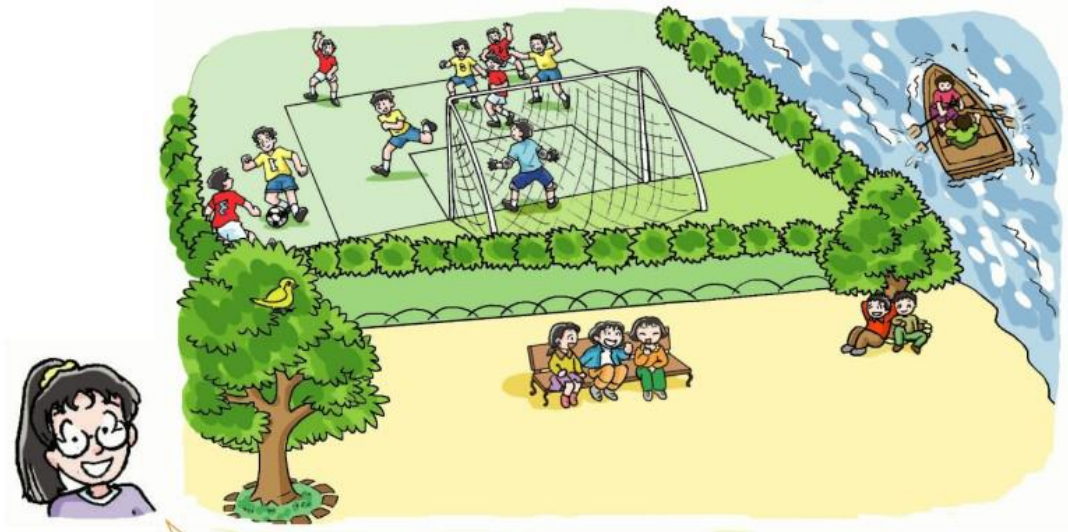
The sign is **over** the bench.

The dog is **under** the bench.



### In the park

 Sandy goes to the park every weekend. Look at the picture below and complete her description with the correct prepositions of place.



There's a beautiful lake in the park. Look! Two boys are rowing a boat

(1) \_\_\_\_\_ the lake. (2) \_\_\_\_\_ the lake there's a football field.

Some boys are playing football (3) \_\_\_\_\_ it. (4) \_\_\_\_\_ the football

field, there are two trees. On the left, a bird is singing (5) \_\_\_\_\_ one tree. On

the right, two boys are sitting (6) \_\_\_\_\_ the other tree. (7) \_\_\_\_\_

the two trees, three girls are chatting (8) \_\_\_\_\_ the bench.

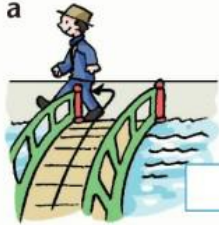



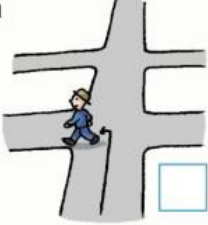

## Integrated skills

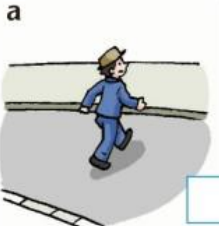

### A Finding treasure





**A1** ▶ The students are going on a treasure hunt. Mr Wu is teaching them some simple instructions first. Listen to his instructions and tick (✓) the correct boxes.

1 a        b 

2 a        b 

3 a        b 

4 a        b 

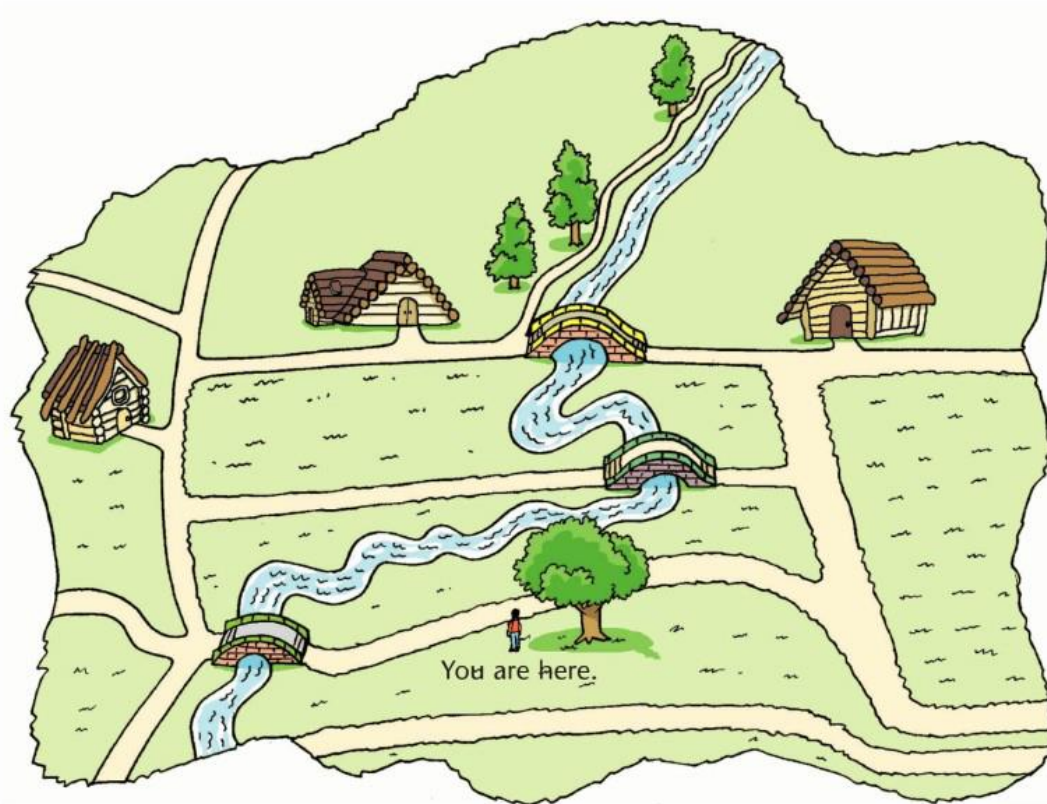


**A2** ▶ Simon and Daniel are in the same group. Listen to the instructions. Help them put these sentences in the correct order. Write the numbers 1–6 in the boxes.

- a Walk past the house, turn left and walk along the path next to the river.
- b Walk along the path, and you'll see a house on your left.
- c When you're at the big tree, turn left and walk to the bridge.
- d Cross the bridge, turn right and walk straight on.
- e The treasure is under the ground in front of the third tree on the left.
- f Take the second turning on the right.



**A3** Listen to the instructions again and draw the route on the map. Mark on the map where the treasure is.



### B Speak up: How do I get there?



▶ Millie is giving Daniel directions to Sunny Garden. Work in pairs and tell your partner how to get to a place. Use the conversation below as a model.

**Millie:** Hi, Daniel. There's an English Corner at Sunny Garden this Saturday afternoon. Would you like to come?

**Daniel:** Yes, I'd love to. How do I get there?

**Millie:** You can walk there from your building. Go out and turn left. Walk straight on, and you'll see the traffic lights.

**Daniel:** Which way should I go at the traffic lights?

**Millie:** Just cross the road. Walk past the supermarket and turn left at the first crossing. Then you'll see Sunny Garden at the corner of the street.

**Daniel:** Thanks, Millie. See you there.



## Falling tone and rising tone



When we speak, we drop our tone at the end of a statement.

- 1 There is a path between the hills.
- 2 Pandas are cute.

When we ask a **yes/no** question, our tone rises at the end of the question.

- 1 Are there any lions?
- 2 Is the zoo far away from our school?


When we ask a **wh-** question, our tone usually falls at the end of the question.

- 1 What can you see across the bridge?
- 2 How do I get there?

We make our tone rise at the end of a sentence to show surprise.

**Simon:** The zoo is about three kilometres away from our school.

**Daniel:** Three kilometres?

 Read the conversation below. Put a falling arrow (↘) or a rising arrow (↗) at the end of each sentence. Then practise it with your partner.

**Millie:** Hi, Sandy. Tomorrow is Saturday. Would you like to go and see a film?

**Sandy:** Yes, I'd like to. Which cinema do you want to go to?

**Millie:** The one at Sunshine Shopping Mall.

**Sandy:** Sunshine Shopping Mall?

**Millie:** Sure. We can go shopping there too.

**Sandy:** Good idea. When shall we meet?

**Millie:** Is 2 p.m. OK?

**Sandy:** All right. See you then.

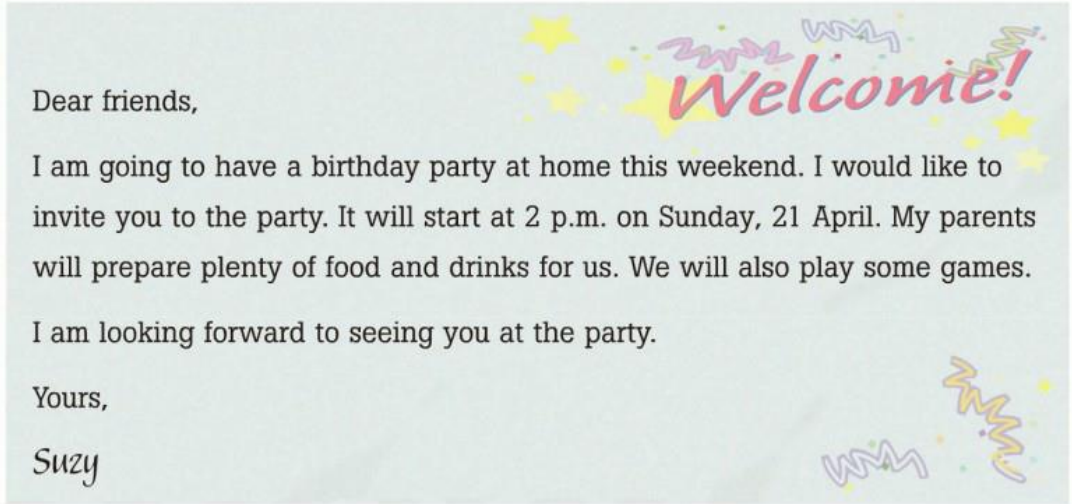


# Task

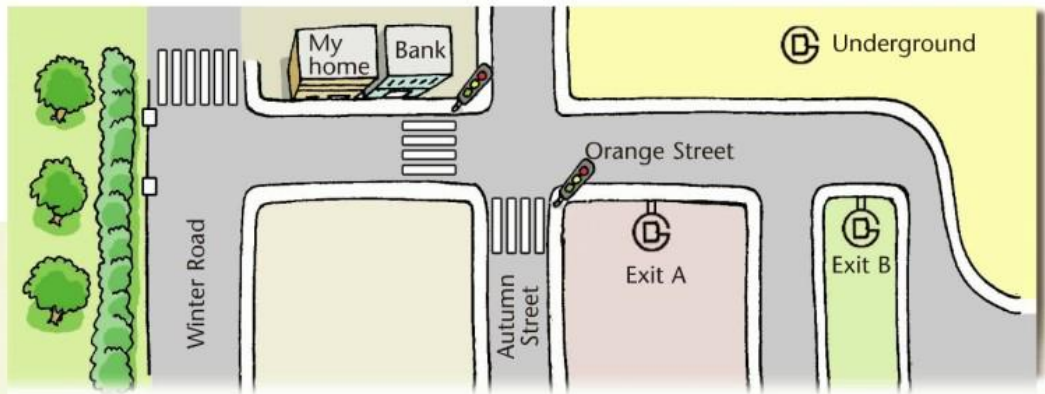
## An invitation letter




**A** Suzy, one of the Class 1, Grade 7 students, is going to invite her friends to her birthday party at home. Read her invitation.



**B** Suzy wants to show her friends how to get to her home in her letter. Help her complete the directions according to the map.



This is the way to my home. Take the <sup>(1)</sup> \_\_\_\_\_. Get out at Exit A. Turn <sup>(2)</sup> \_\_\_\_\_ and walk straight on to the traffic lights. Then cross Autumn Street and turn <sup>(3)</sup> \_\_\_\_\_. Walk across Orange Street. You will see a bank in front of you. My home is <sup>(4)</sup> \_\_\_\_\_ the bank.

 Write an invitation letter to your friends and give them directions to your home. Use Suzy's letter and directions as a model.

### Useful expressions

I am going to have a Christmas/birthday ... party.

I am happy to invite you to ...

It will start at noon/one o'clock/2:30 p.m. on ...

We will have a big dinner at/in ...

We will meet near/in front of/at/in ...

I am looking forward to seeing you at ...



### Self-assessment

I can	Examples	Result
1 talk about Sunshine Zoo.		
2 use the new words to give directions.		
3 use correct articles to talk about nouns. use correct prepositions to talk about places.		
4 use falling tone or rising tone for different sentences.		

Result:  Wonderful!  Good!  Not bad!  
I need to spend more time on \_\_\_\_\_.

# Project 1

## A tourist guide

Some of the exchange students want to visit your hometown. They will stay for three days. Prepare a guide to your hometown for them.

### A Planning schedules

Work in groups of four. First, plan some schedules. Use the table below or design your own. There should be different schedules for students with different interests. For example, some students might be interested in outdoor sports or going to parks. Others might want to go shopping or visit museums.

Day 1	Day 2	Day 3
8 a.m. — Arrive		
		9 p.m. — Leave

### B Preparing the guide to your hometown

Next, each member of the group will work on a different section of the guide.

**1 General information:** Think of some general information about your hometown. The following questions may help you.

- When is the best time of year to visit your hometown?
- What is special about your hometown?
- What time do the shops open?
- What should visitors bring with them? Warm clothes? Umbrellas?



**2 Places to stay:** Find out about the different hotels in your hometown. Get some information from the Internet.

- Where are the hotels?
- How can people get there?
- Which is the best hotel for visitors?

**3 Places to visit:** Think about some interesting places to visit in your hometown. Discuss how to get there and what to see and do there.

- What are the interesting places to visit?
- Where are the places?
- How can people get there? How long does it take?
- What can visitors see or do there?

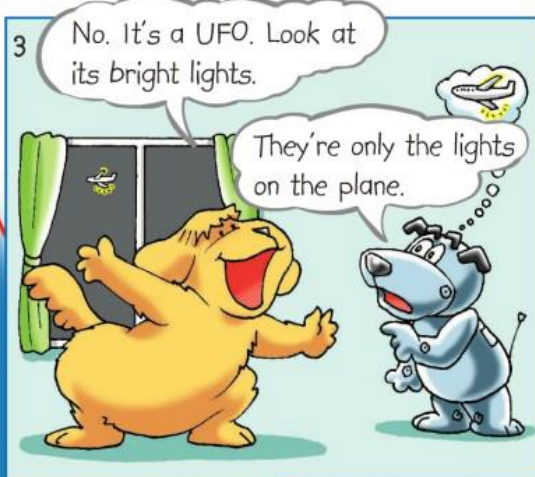
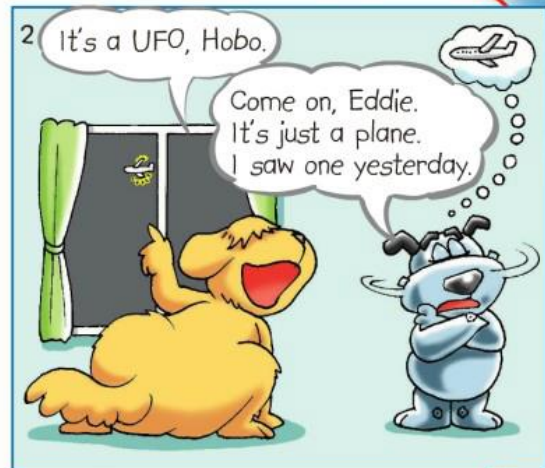
**4 Pictures and maps:** Find pictures, maps and postcards of your hometown. Use them to make your guide more interesting.

Finally, put the different sections together. Start a new page for each section. Make the front cover attractive and interesting.



## Unit 5

# Amazing things



### Imagine that!

The world is full of amazing things. The Sunshine Middle School students are learning about some of them.

#### Task

Write an article about amazing things.



## Welcome to the unit

### Fun facts

**A** Your friend is showing you a book about some unusual things. Work in pairs. Look at the pictures and match them with the sentences.

1



**a** Fish sleep with their eyes open.

2



**b** Our eyes are the same size from birth, but our nose and ears never stop growing.

3



**c** The Sun is about 1,300,000 times larger than the Earth.

4



**d** There are no bones in the back of elephants' feet—only fat.



**B** Kitty and Amy are talking about the fun facts in Part A. Work in pairs and talk about this topic with the words in the box. Use the conversation below as a model.

amazing cool funny great interesting wonderful

**Kitty:** Do you know any fun facts about the world, Amy?

**Amy:** Yes. The Sun is about 1,300,000 times larger than the Earth.

**Kitty:** That's interesting! What about fish, Amy?

**Amy:** Fish sleep with their eyes open.

**Kitty:** Oh, really?

**Amy:** Yes. Isn't that amazing?





## A The ghost in the park



*Last Sunday, Millie and Amy went to Sunshine Park. Something strange happened there. They told Daniel their story and Daniel put the story on his blog. Here is the story.*

**The ghost in the park**

One Sunday morning, Millie and Amy went to Sunshine Park. As usual, they sat down under a big tree.

Suddenly, they heard a whisper from the bushes behind the tree. They turned around but saw nothing. “Is anybody there?” Millie asked. Nobody replied. “That’s

5 strange,” the two girls were very afraid. They left the park quickly. On their way home, they met Andy.

“What happened?” Andy asked.

“There’s a ghost in the park!” Millie said. Then she told Andy everything. “What is

10 it?” Andy wondered. He went to the park, stood beside the tree and listened carefully. Then he heard the whisper! He searched the bushes.

“Here it is,” Andy said to himself. He found a little cat in the bushes. It was very weak. When it miaowed, it sounded like a whisper.

Andy picked up the little cat and went to find Millie and Amy.

15 “This is the ghost in the park,” Andy said. Millie and Amy were very surprised—it was a little cat! Later that day, they took the little cat to the animal centre.



## B Talking about the "ghost"

**B1** Here are some words in the story about the "ghost" in the park. Find the meaning of each word by circling the correct letter.

- |   |   |
|---|---|
| <p>1 <i>As usual</i> means _____.</p> <p>a the first time</p> <p>b as they often do</p> <p>c seldom</p>                                 | <p>4 If you <i>wonder</i>, you _____.</p> <p>a want to know something</p> <p>b feel great</p> <p>c say something happily</p>              |
| <p>2 To <i>reply</i> means _____.</p> <p>a to think</p> <p>b to say something again</p> <p>c to say or write something as an answer</p> | <p>5 To <i>search</i> means _____.</p> <p>a to find something</p> <p>b to shout at something</p> <p>c to look carefully for something</p> |
| <p>3 To <i>leave</i> means _____.</p> <p>a to find out</p> <p>b to look for</p> <p>c to go away</p>                                     | <p>6 <i>Weak</i> means _____.</p> <p>a clever</p> <p>b small</p> <p>c not strong</p>  |

**B2** Millie wrote some sentences about what happened, but they are not in the correct order. Help her put the sentences in the correct order. Write the numbers 1–7 in the boxes.

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | a We ran away quickly.                   |
| <input type="checkbox"/> | b Andy found a little cat in the bushes. |
| <input type="checkbox"/> | c We sat under a big tree in the park.   |
| <input type="checkbox"/> | d Suddenly, we heard a whisper.          |
| <input type="checkbox"/> | e We turned around but saw nothing.      |
| <input type="checkbox"/> | f Andy went to the park.                 |
| <input type="checkbox"/> | g I told Andy about the strange sound.   |



**B3** Millie is telling her friend Wendy on the phone about what happened in the park, but Wendy cannot hear her clearly. Write a **T** if a sentence is true or an **F** if it is false.

- 1 I was afraid when I heard the whisper. \_\_\_\_\_
- 2 The whisper came from a big tree. \_\_\_\_\_
- 3 We went back to the park with Andy. \_\_\_\_\_
- 4 Somebody helped Andy find the "ghost". \_\_\_\_\_
- 5 Andy found a little cat in the bushes. \_\_\_\_\_
- 6 Andy gave the little cat to Amy. \_\_\_\_\_



**B4** Henry, Andy's friend, is asking Andy about the "ghost". Help Andy answer his questions.

**Henry:** What did Millie and Amy hear?

**Andy:** They heard a <sup>(1)</sup> \_\_\_\_\_. They were very <sup>(2)</sup> \_\_\_\_\_ and left the park quickly.

**Henry:** What did you find?

**Andy:** I found a little cat in the <sup>(3)</sup> \_\_\_\_\_.

**Henry:** Why did the little cat sound like a ghost?

**Andy:** It was very <sup>(4)</sup> \_\_\_\_\_, so when it <sup>(5)</sup> \_\_\_\_\_, it sounded like a whisper.

**Henry:** Where's the little cat now?

**Andy:** We took it to the <sup>(6)</sup> \_\_\_\_\_ centre.





## Simple past tense (I)

**TIP** We often use these time expressions when we talk about the past.

- ago
- just now
- yesterday
- the day before
- yesterday
- yesterday morning/afternoon/evening
- last night/week/month/year

We use the simple past tense to talk about things in the past.

A month ago, Millie and Amy **went** to Sunshine Park. Last Sunday, they **went** to the park again.

We form the simple past tense by adding **-ed** to regular verbs.

**TIP** Verbs ending in a vowel + **y** form the simple past tense by adding **-ed**. stay → stayed

Most verbs	+ <b>ed</b>	walk → walked
Verbs ending in -e	+ <b>d</b>	live → lived
Verbs ending in a consonant + y	- y + <b>ied</b>	cry → cried
Short verbs ending in a vowel + a consonant	<b>double the consonant + ed</b>	stop → stopped

We form the simple past tense of irregular verbs differently. We do not add **-ed**.

**TIP** Turn to pages 106 and 107 for more changes of irregular verbs.

No change	cost → cost
	put → put
Change the vowel	write → wrote
	know → knew
Change the consonant	make → made
	spend → spent
Change the vowel(s) and the consonant(s)	leave → left
	teach → taught
Others	is → was
	am → was
	are → were
	have → had

### Talking about the past

**A** ▶ Millie wants to practise using the simple past tense. Help her write the simple past tense of the verbs below.

1 start _____	5 reply _____	9 leave _____
2 love _____	6 say _____	10 tell _____
3 play _____	7 meet _____	11 stand _____
4 plan _____	8 hear _____	12 bring _____

**B** ▶ The students visited the Fun World Museum. Here is Millie's diary entry. Help her complete it with the simple past tense of the verbs in brackets.

This morning, we <sup>(1)</sup> \_\_\_\_\_ (go) to the Fun World Museum. When we <sup>(2)</sup> \_\_\_\_\_ (get) to the museum, there <sup>(3)</sup> \_\_\_\_\_ (be) a lot of people there. We <sup>(4)</sup> \_\_\_\_\_ (spend) three hours in the museum. I <sup>(5)</sup> \_\_\_\_\_ (take) a lot of photos. Some of us <sup>(6)</sup> \_\_\_\_\_ (buy) cards of the animals there. We <sup>(7)</sup> \_\_\_\_\_ (come) back to school at 1 p.m. We <sup>(8)</sup> \_\_\_\_\_ (have) a great time!

**C** ▶ Daniel did not go to the Fun World Museum. Millie is telling him about the visit. Help Millie complete the conversation.

**Millie:** We <sup>(1)</sup> \_\_\_\_\_ (go) to the Fun World Museum the day before yesterday, Daniel. It <sup>(2)</sup> \_\_\_\_\_ (be) so interesting!

**Daniel:** Really? Tell me all about it.

**Millie:** OK. We <sup>(3)</sup> \_\_\_\_\_ (see) a small monkey, only 11 centimetres tall!

**Daniel:** That's amazing! What else?

**Millie:** We also <sup>(4)</sup> \_\_\_\_\_ (learn) about some strange birds like dodos. They <sup>(5)</sup> \_\_\_\_\_ (live) on the earth a long time ago.

**Daniel:** That's cool!







## Integrated skills

### A Talking about animals



**A1** Mr Wu is showing Suzy some pictures of animals. Listen to their conversation and put the pictures in the correct order. Write the numbers 1–4 in the boxes.

a



giraffe

b



snake

c



camel

d



ant



**A2** Suzy is afraid of animals. Mr Wu wants to help her. He is telling her some interesting things about animals. Listen to their conversation and help Suzy complete her notes.

a giraffe—has a very long neck

only <sup>(1)</sup> \_\_\_\_\_ bones in its long neck

a snake—lives on the ground, in trees or in water


eats little or nothing for <sup>(2)</sup> \_\_\_\_\_ in cold winter

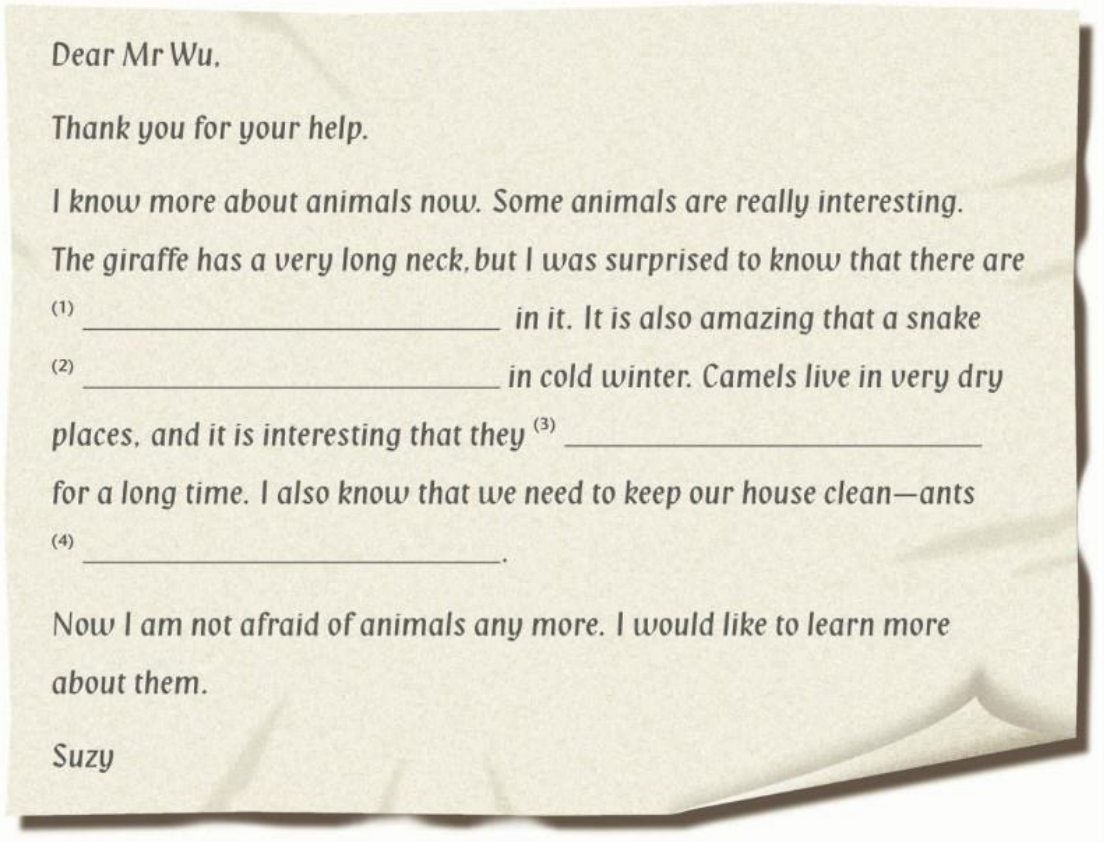
camels—live in very dry places

can live without <sup>(3)</sup> \_\_\_\_\_ for a long time

ants—can <sup>(4)</sup> \_\_\_\_\_ things well




**A3**  Suzy is not afraid of animals now. She is writing a thank-you letter to Mr Wu. Help her finish the letter. Use the notes in Part A2 on page 63 to help you.



**B Speak up: That's really amazing!**



 The students are talking about amazing things in the world. Work in groups and talk about some amazing things you know. Use the conversation below as a model.

**Amy:** Do you know about any amazing things, Simon?

**Simon:** Yes. I heard of a young man. He travelled around over 80 countries by bicycle.

**Amy:** That's cool! What amazing things do you know, Millie?

**Millie:** I read about a man the other day. He can write with one hand and draw with the other at the same time.

**Simon:** That's really amazing! What about you, Peter? Do you know any amazing things?

**Peter:** I learnt about an artist. He can draw 3-D pictures with chalk.

**Simon:** That's really great!



## Pronouncing the -ed ending

Many verbs in the simple past tense end in the letters **-ed**. There are three different ways of pronouncing this ending: /t/, /d/ and /ɪd/.



**A** ▶ How do you pronounce the following endings? Listen carefully and repeat these words.

/t/	/d/	/ɪd/
1 danced	5 played	9 hated
2 helped	6 lived	10 needed
3 talked	7 answered	11 visited
4 shopped	8 carried	12 shouted



**B** ▶ How do you pronounce the endings of these words? Listen carefully and write /t/, /d/ or /ɪd/ in the blanks.

1 listened	_____ /d/ _____	5 started	_____	9 stopped	_____
2 liked	_____	6 chatted	_____	10 raised	_____
3 wanted	_____	7 finished	_____	11 walked	_____
4 hoped	_____	8 passed	_____	12 turned	_____



**C** ▶ Millie and Kitty met Sandy outside a museum. Listen to their conversation. Pay attention to the different pronunciations of the **-ed** ending.

**Millie:** Sandy, you're late. The museum **closed** just a minute ago.

**Sandy:** Sorry. My grandma **visited** us this afternoon, so I **stayed** at home and **talked** to her.

**Kitty:** That's OK.

**Sandy:** I hope you **enjoyed** your day. What did you do?

**Millie:** We **watched** a short film. It **showed** a lot of amazing things in the world.

**Kitty:** Then we **played** some amazing games. It was fun! We're going to come here again next weekend.

**Sandy:** Let me come with you then!





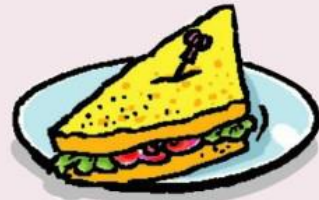
## Task

### Amazing things

**A** Simon is planning to write an article about amazing things. He collected some information. Here are his notes.

#### Sandwich

- got its name from a man called John Montagu, the Fourth Earl of Sandwich
- loved playing cards very much
- did not want to stop for meals
- put meat between two pieces of bread
- others wanted to eat the same food
- later became popular all over the world



#### TV

- the first TV show in the UK in 1926
- by 1935, about 2,000 TVs in use
- in China, in 1987, about 29 TVs per 100 families, but now most families have at least one TV
- now TVs can be as large as 152 inches





**B** Simon wrote something amazing about sandwiches. Here is his article.

Document

We live in a wonderful world with a lot of amazing things.

Many people like sandwiches, but do you know anything about this kind of food?

Sandwich got its name from a man called John Montagu, the Fourth Earl of Sandwich. The man loved playing cards with his friends very much. He did not want to stop for meals, so he put meat between two pieces of bread. Soon others wanted to eat the same food, so they asked for a "sandwich".

Later the food became popular all over the world. Isn't that amazing?

**C** You want to write about something amazing. Prepare notes on it. You can also use the notes about TV on page 66. Then write your article.



## Self-assessment

I can	Examples	Result
1 talk about the "ghost" story.		
2 use the new words to talk about amazing things in the world.		
3 use the correct forms of verbs to talk about activities in the past.		
4 pronounce the -ed ending correctly.		

Result: 😊 Wonderful!    😊 Good!    😊 Not bad!

I need to spend more time on \_\_\_\_\_.

## Unit 6

# Outdoor fun



### Alice in Wonderland

The Class 1, Grade 7 students are talking about outdoor fun. Read a part of Alice in Wonderland with them.

**Task**

Write your own version of Alice in Wonderland.