

## 人教版七年级英语下册电子课本（2012 年最新版）

基本说明：

- 1、本电子课本共分为 A,B 两部分。由于上传的限制，本篇为 A 部分；
- 2、本篇为 pdf 文档，可以提供 word 及图片文档；
- 3、本内容由美英桥整理，版权归相关的出版社；
- 4、本系列人教版（人民教育出版社 PEP）新目标 go for it 英语电子课本是一个系列，覆盖初中从初一到初三的所有电子课本（电子书），具体如下：

	课本内容
1	人教版七年级英语上册电子课本（2012 年最新版）
2	人教版七年级英语下册电子课本（2012 年最新版）
3	人教版八年级上册英语电子课本（2013 年最新版）
4	人教版八年级下册英语电子课本（2013 年最新版）
5	人教版九年级全一册英语电子课本（2013 年最新版）

- 5、如果需要全部或者全系列的 pdf 文档，请发邮件 2487452826@qq.com 进行索取。



义务教育教科书

义务教育教科书

七年级  
下册

英语

英语

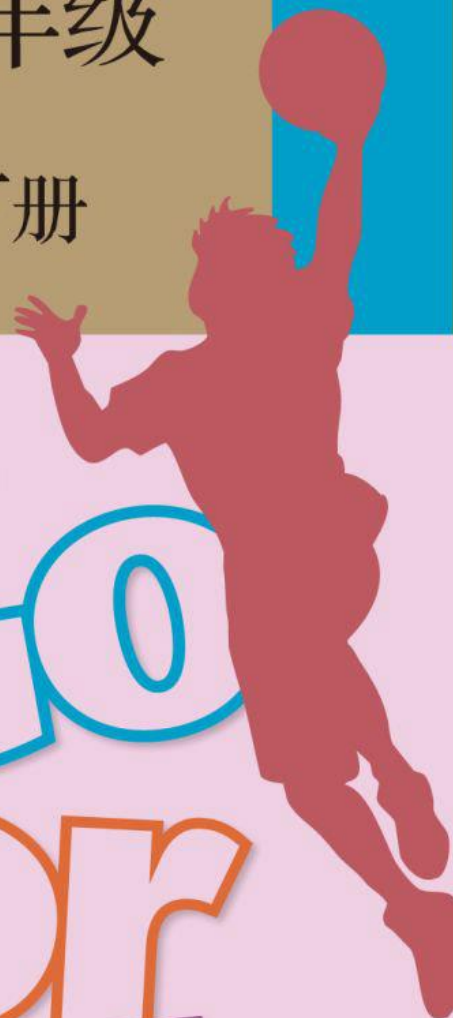
Go  
for  
it!

七年级  
下册

人民教育出版社



人民教育出版社



Copyright © 2012 by People's Education Press Ltd. and Cengage Learning Asia Pte Ltd.  
No part of this publication may be reproduced or transmitted in any form or by any means,  
without permission in writing from the publisher.

版权共有，未经出版社书面同意，任何人不得以任何形式或方式复制或转换本作品的任何部分。

主 编：刘道义 郑旺全  
David Nunan

副主编：张献臣 张雅君

义务教育教科书

英 语

七年级 下册

(中国) 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 编著  
(美国) 圣 智 学 习 集 团

\*

人民教育出版社 出版发行

网址: [http:// www. pep. com. cn](http://www.pep.com.cn)

人民教育出版社 印刷厂印装 全国新华书店经销

\*

开本: 787毫米 × 1 092毫米 1/16 印张: 9.5 字数: 223

2012年10月第1版 2012年4月第1次印刷

ISBN 978-7-107-25222-8 定价: 9.35元

著作权所有·请勿擅用本书制作各类出版物·违者必究  
如发现印、装质量问题，影响阅读，请与本社出版科联系调换。  
(联系地址：北京市海淀区中关村南大街17号院1号楼 邮编：100081)

## 致同学

同学们，你们好！欢迎你们进入新学期的英语学习！

这套教材是根据你们的心理特点、认知水平和兴趣爱好来编写的。相信在今后的英语学习中，新教材的以下特点会引起你们的学习兴趣，并对你们的英语学习有所帮助：

1. 新教材不仅要帮助你们学会一些英语语言知识，更重要的是要帮助你们发展语言运用能力，让你们会用英语表达思想、与人交流。

2. 新教材充分考虑了你们的生活实际和学习需求，教材的内容和活动都与你们的生活和兴趣紧密相连，目的是让你们在英语学习中不感到枯燥乏味，做到有话可说、有话想说、有话能说。

3. 新教材不仅重视培养你们的语言能力，而且重视培养你们的学习能力，包括自主学习能力和合作学习能力，这些能力会让你们终身受益。

4. 新教材为你们设计了许多具有交际意义的任务或活动，目的是让你们在英语课堂上“活”起来、“动”起来。英语课堂教学需要你们的充分参与，英语学习需要你们与老师合作、与同学交流。通过参与和互动，你们的英语水平才会得到不断提高。

5. 学习语言和学习文化是密不可分的。因为语言是文化的载体，文化是语言的灵魂。新教材为你们编写了大量的文化内容，包括我们的民族文化、英语国家的文化和非英语国家的文化。通过文化内容的学习，你们的视野会更开阔，思想会更丰富，思维会更活跃，交流会更得体。

要想学好英语，光靠课本是不够的，你们还需要接触更多的英语学习资源。学习英语没有捷径，只有多听、多说、多读、多写、多记、多用才是最有效的办法。因此，你们要充分利用各种资源和机会来学习英语。

同学们，加油吧！朝着你们的目标，Go for it! 祝你们英语学习取得成功！

编者

2012年9月





## Contents

Units	Topics	Functions	Structures
<b>1</b> <b>Can you play the guitar?</b> Page 1	Joining a club	Talk about abilities	Modal verb <i>can</i> Yes/No questions and short answers What questions
<b>2</b> <b>What time do you go to school?</b> Page 7	Daily routines	Talk about routines Ask about and say times	What time questions When questions Adverbs of frequency
<b>3</b> <b>How do you get to school?</b> Page 13	Transportation	Talk about how to get to places	How questions How long questions How far questions
<b>4</b> <b>Don't eat in class.</b> Page 19	Rules	Talk about rules	Imperatives ( <i>Don't ...</i> ) Can for permission Modal verbs <i>have to, must</i>

Target Language	Vocabulary	Recycling
<p>Can you swim? Yes, I can./No, I can't.</p> <p>What can you do? I can dance./I can't sing.</p> <p>What club do you want to join? We want to join the chess club.</p>	<p>dance, swim, sing, draw, write, tell, talk, speak, join, drum, piano, violin, musician</p> <p>speak English, play chess, play the guitar/violin, be good at, be good with, talk to, help (sb) with, make friends, on the weekend/on weekends</p>	<p>I like ... I don't like ... I like to ... I want to ...</p>
<p>What time do you usually get up? I usually get up at six thirty.</p> <p>What time does Rick eat breakfast? He eats breakfast at seven o'clock.</p> <p>When does Scott go to work? He always goes to work at eleven o'clock.</p>	<p>run, brush, clean, exercise, walk, work, taste, usually, always, sometimes, never, quarter, forty, fifty</p> <p>get dressed, brush one's teeth, eat breakfast, take a shower, do one's homework, take a walk, taste good, either ... or ..., lots of</p> <p>half past six in the morning, a quarter past three in the afternoon, at nine thirty</p>	<p>Numbers 1–30</p> <p>go to school, get up, play basketball, go to bed</p> <p>It's not good for ...</p>
<p>How do you get to school? I ride my bike.</p> <p>How long does it take to get to school? It takes about 20 minutes.</p> <p>How far is it from your home to school? It's about two kilometers.</p>	<p>train, bus, subway, bike, car, boat, river, year, minute, kilometer, sixty, seventy, eighty, ninety, hundred, ride, drive, live, leave, cross</p> <p>take the train/bus, go by bike/subway, ride a bike, drive a car, think of, between ... and ..., leave home/school, come true</p>	<p>Numbers 1–30</p> <p>I usually ... It is easy to ... Thanks for ...</p>
<p>Don't eat in the classroom!</p> <p>We can't arrive late for class. We must be on time.</p> <p>Can we wear a hat in class? Yes, we can./No, we can't.</p> <p>We have to clean the classroom. We have to follow the rules.</p>	<p>rule, dish, night, luck, hair, arrive, listen, fight, wear, bring, practice, relax, read, feel, remember, follow, keep, learn, quiet, noisy, dirty, terrible, strict</p> <p>arrive late for class, be on time, listen to music, go out, do the dishes, make one's bed, be strict with ..., follow the rules</p>	<p>go out, do one's homework, watch TV, clean one's room, help sb make breakfast</p> <p>in the evening every Saturday</p>

Units	Topics	Functions	Structures
<b>5</b> <b>Why do you like pandas?</b> Page 25	Animals in a zoo	Describe animals Express preferences	<i>Why, What, Where</i> questions <i>Because ...</i> Adjectives of quality
<b>6</b> <b>I'm watching TV.</b> Page 31	Everyday activities	Talk about what people are doing	Present progressive tense (I) <i>What</i> questions Yes/No questions and short answers
<b>7</b> <b>It's raining!</b> Page 37	The weather	Describe the weather Describe what you are doing	Present progressive tense (II) <i>How</i> questions <i>What</i> questions
<b>8</b> <b>Is there a post office near here?</b> Page 43	The neighborhood	Ask for and give directions on the street	<i>There be</i> structure <i>Where</i> questions Prepositions of place
<b>9</b> <b>What does he look like?</b> Page 49	Physical appearance	Describe people's looks	<i>What</i> questions Adjectives of description Alternative questions

Target Language	Vocabulary	Recycling
What animals do you like? I like koalas. Why do you like koalas? Because they're very cute. Where are koalas from? They're from Australia.	tiger, elephant, koala, panda, lion, giraffe, smart, cute, lazy, friendly, beautiful, shy, South Africa, Australia kind of, in great danger, cut down trees	What ... do you like? Let's ... They can ... Does ... have ...?
What are you doing? I'm doing my homework. What's she doing? She's washing her clothes. Is he reading? Yes, he is. What time is it? It's eight o'clock in the morning.	newspaper, movie, tea, house, pool, supermarket, living room, race, wash, drink, study, miss, wish, young, delicious read a newspaper, eat out, go to the movies, miss one's family, wish to do sth	clean one's room, wash the dishes, exercise, talk on the phone, at half past six Do you want to ...? It's kind of ... Let's meet at ...
How's the weather? It's raining./It's sunny. How's it going? It's great. What are they doing? They're playing basketball in the park.	weather, rain, snow, winter, summer, vacation, message, sunny, cloudy, windy, snowy, hot, dry, cold, cool, warm, visit, skate have a good time, take a message, tell him to call me back	What's John doing right now? He's playing soccer. He plays soccer every day.
Is there a restaurant near your house? Yes, there is. It's on Center Street. Where's the supermarket? It's next to the library. Where are the pay phones? They're in front of the post office.	post office, police station, hotel, restaurant, bank, hospital, town, street, road, next to, across from, near, between, in front of, behind, turn, enjoy, spend turn left/right, go along, on your left, spend time, enjoy reading books	Where's ...? Imperatives
What does he look like? He's of medium build. Is he tall or short? He's tall. Do they have straight or curly hair? They have curly hair.	straight, tall, thin, heavy, round, handsome, face, mouth, eye, nose, glasses, actor, actress, put, describe be of medium height/build, look like, wear glasses, a little, in the end	Joe Brown has ... He's about ... years old. I like him because ...



Units	Topics	Functions	Structures
<b>10</b> <b>I'd like some noodles.</b> <b>Page 55</b>	Food	Order food	<i>would like</i> <i>What</i> questions <i>some/any</i>
<b>11</b> <b>How was your school trip?</b> <b>Page 61</b>	School trips	Talk about past events	Simple past tense (I) <i>How</i> questions Yes/No questions and short answers Adjectives of description
<b>12</b> <b>What did you do last weekend?</b> <b>Page 67</b>	Weekend activities	Talk about past events	Simple past tense (II) <i>What</i> questions <i>Who</i> questions
<b>Page 73</b>	Notes on the Text		
<b>Page 89</b>	Tapescripts		
<b>Page 97</b>	Pronunciation		
<b>Page 111</b>	Grammar		
<b>Page 121</b>	Words and Expressions in Each Unit		
<b>Page 131</b>	Vocabulary Index		
<b>Page 141</b>	Name List		
<b>Page 142</b>	Irregular Verbs		

Target Language	Vocabulary	Recycling
What kind of noodles would you like? I'd like beef and tomato noodles, please. What size would you like? I'd like a small/medium/large bowl. Would you like any drinks? One large green tea.	beef, noodles, cabbage, potato, meat, fish, dumpling, soup, pancake, cake, bowl, size, order, large, popular, special  would like, take one's order, one bowl of ..., blow out ..., make a wish, get popular, cut up ..., bring good luck to ...	Numbers 1–9  Is there ...? Are there ...?  The beef noodles are not mine. They're hers.
How was your school trip? It was great. Did you go to the zoo? No, I didn't. I went to the farm. Were the strawberries good? Yes, they were.	countryside, cow, horse, farm, farmer, flower, sun, museum, fire, robot, guide, gift, feed, grow, pick, excellent, lovely, slow, fast, expensive, cheap, dark, exciting, interested, anything, everything  go for a walk, milk a cow, ride a horse, feed chickens, take some photos, talk with a farmer, grow apples, in the countryside, all in all, be interested in ...	great, terrible, interesting, boring, large, cool, hot, lucky, delicious
How was your weekend? It was great. What did you do last weekend? I played soccer. Who did you play with? I played with my friend.	lake, beach, sheep, kite, moon, snake, forest, surprise, pretty, natural, shout, fly, stay, move, jump, wake  camp by the lake, go to the beach, play badminton, stay up late, fly a kite, get a terrible surprise, shout at/to ..., wake ... up, put up ..., jump up and down	do homework, go shopping, play computer games, play sports, watch a movie, stay at home, visit friends, study for a test, cook dinner, kind of tired  How was ...?  What did you do?  Did you have ...?

# UNIT 1

## Section A

## Can you play the guitar?

### 1a

What can these people do? Match the activities with the people.

1. sing e
2. swim \_\_\_\_\_
3. dance \_\_\_\_\_
4. draw \_\_\_\_\_
5. play chess \_\_\_\_\_
6. speak English \_\_\_\_\_
7. play the guitar \_\_\_\_\_



### 1b

Listen and number the conversations [1-3].

☐ A: Can you swim?  
B: No, I can't.

☐ A: I want to join the art club.  
B: Can you draw?  
A: Yes, I can.

☐ A: I want to join the music club.  
B: Oh, can you sing?  
A: Yes, I can.

### 1c

Practice the conversations above with your partner. Then make your own conversations.



2a

Listen to these two conversations and circle the clubs you hear.

- a. English club
- b. art club
- c. music club
- d. chess club
- e. swimming club



2b

Listen again. Complete the sentences.

- Lisa wants to join the \_\_\_\_\_ club, but she can't play \_\_\_\_\_.
- Bob wants to join the \_\_\_\_\_ club. He likes to speak \_\_\_\_\_.
- Mary likes music. She can \_\_\_\_\_ and \_\_\_\_\_. Bob likes music, too. They want to join the \_\_\_\_\_ club.

2c

Look at 2b and talk about what the people can do and the clubs they want to join.



2d

Role-play the conversation.

- Jane: Hi, Bob. What club do you want to join?  
 Bob: I want to join a sports club.  
 Jane: Great! What sports can you play?  
 Bob: Soccer.  
 Jane: So you can join the soccer club.  
 Bob: What about you? You're very good at telling stories. You can join the story telling club.  
 Jane: Sounds good. But I like to draw, too.  
 Bob: Then join two clubs, the story telling club and the art club!  
 Jane: OK, let's join now!





**Grammar  
Focus**

can't = cannot

Can you swim?	Yes, I can./No, I can't.
Can he play chess?	Yes, he can./No, he can't.
Can you and Tom play chess?	Yes, we can./No, we can't.
Can Jane and Jill swim?	Yes, they can./No, they can't.
What can you do?	I can dance./I can't sing.
What club do you want to join?	We want to join the chess club.

**3a Write questions and answers with the words and phrases.**

- Wu Jun/speak English/speak Chinese  
Can Wu Jun speak English? No, he can't, but he can speak Chinese.
- Mike/play basketball/play tennis  
\_\_\_\_\_
- Jane and Jill/dance/sing  
\_\_\_\_\_
- Grace/play soccer/play volleyball  
\_\_\_\_\_
- Bill/write stories/tell stories  
\_\_\_\_\_

**3b Complete the poster with the words in the box.**

play  
sing  
tell  
dance

**Students Wanted for School Show**  
We want students for the school show. Can you \_\_\_\_\_ or  
\_\_\_\_\_? Can you \_\_\_\_\_ the guitar? Can you \_\_\_\_\_  
stories? Please talk to Mr. Zhang after school.



**3c What can your group do in the school show? Make a list.**

**School Show**  
Sunday 6:00 p.m.  
in the music room.  
What can you do?  
Come and show us!

Name	What can you do?
Li Xin	do kung fu

What can you  
do, Li Xin?

I can do  
kung fu.

# Section B

**1a** Draw lines to match the words with the pictures.



drums \_\_\_\_\_

piano \_\_\_\_\_

guitar \_\_\_\_\_

violin \_\_\_\_\_



**1b** Listen and number the words [1-4] in the order of the sounds you hear in 1a.

**1c** Ask and answer questions about the instruments.



**1d** Listen and circle the words and phrases you hear.



play the violin  
play the guitar  
play the drums  
play the piano

sing  
dance  
draw  
tell stories

**1e** Listen again. Fill in the chart with the words and phrases in 1d.


	Can	Can't
Bill		sing
Cindy		
Frank		

**1f** Talk about what Bill, Cindy and Frank can and can't do.

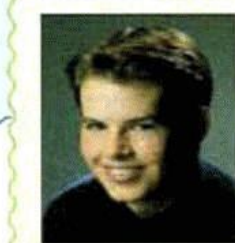




- 2a** Read the three descriptions about Peter, Alan and Ma Huan. Underline what they can do.



Hello, I'm Peter. I like to play basketball. I can speak English and I can also play soccer.



My name's Alan. I'm in the school music club. I can play the guitar and the piano. I can sing and dance, too.

Hi, I'm Ma Huan. I can play ping-pong and chess. I like to talk and play games with people.



- 2b** Read the ads. Match the titles with the ads.

- A. Help for Old People  
B. Music Teacher Wanted  
C. Help with Sports in English

( )

We need help at the old people's home. Are you free in July? Are you good with old people? Can you talk to them and play games with them? They can tell you stories, and you can make friends. It is interesting and fun! Please call us at 689-7729 today!

( )

Are you busy after school? No? Can you speak English? Yes? Then we need you to help with sports for English-speaking students. It is relaxing and easy! Please come to the Students' Sports Center. Call Mr. Brown at 293-7742.

( )

Can you play the piano or the violin? Do you have time on the weekend? The school needs help to teach music. It is not difficult! Please call Mrs. Miller at 555-3721.

- 2c** Match each person in 2a with an ad in 2b. Write A, B and C.

Peter \_\_\_\_\_ Alan \_\_\_\_\_ Ma Huan \_\_\_\_\_

**3a** Complete the ad with the words in the box.

guitar  
can  
call  
dance  
music  
play

**Musicians Wanted for School Music Festival**

Do you like \_\_\_\_\_?


Can you sing and \_\_\_\_\_?

Can you \_\_\_\_\_ the piano or the violin?

Can you play the \_\_\_\_\_ or the drums?

Then you \_\_\_\_\_ be in our school music festival.

Please \_\_\_\_\_ Mr. Zhang at 622-6033.



**3b** Make a poster. Ask for help with an event at your school.

**Self Check**

**1** Add more words and phrases in each box.

Abilities			
Music and arts	Languages	Sports	Other abilities
play the violin	speak English	swim	tell stories

**2** Add as many words as you can to make phrases.

1. play the drums,
2. speak English,
3. help with math,
4. be good at telling stories,
5. be good with old people,

**3** What can you do? What can't you do? What about the people you know? Write at least five sentences.

---



---



# UNIT 2

## Section A

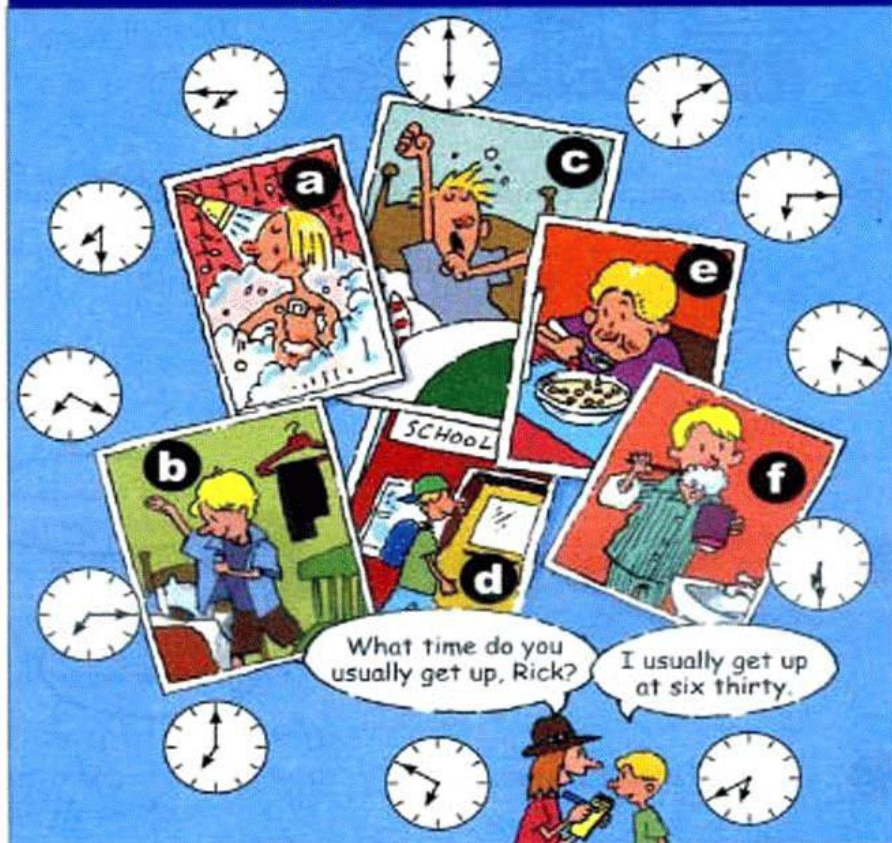
## What time do you go to school?

Language Goals: Talk about routines; Ask about and say times

1a

Match the activities with the pictures.

1. get up c
2. go to school \_\_\_\_\_
3. get dressed \_\_\_\_\_
4. brush teeth \_\_\_\_\_
5. eat breakfast \_\_\_\_\_
6. take a shower \_\_\_\_\_



1b

Listen and match the times with the actions. Draw lines from the clocks to the pictures.

1c

Student A is the interviewer. Student B is Rick. Ask and answer questions about Rick's day.

A: What time do you usually take a shower, Rick?

B: I usually take a shower at six forty.

2a

Listen to the conversation and complete the sentences.



Jim has \_\_\_\_\_ brothers and  
\_\_\_\_\_ sisters. Jim's family  
has \_\_\_\_\_ shower.

2b

Listen again. Complete the shower schedule for Jim's family.

Name	Bob	Mary	Jack	Jim	Anna
Time	5:30				

2c

Now talk about yourself.



2d

Role-play the conversation.

Interviewer: Scott has an interesting job. He works at a radio station.  
Scott, what time is your radio show?  
Scott: From twelve o'clock at night to six o'clock in the morning.  
Interviewer: What time do you usually get up?  
Scott: At eight thirty at night. Then I eat breakfast at nine.  
Interviewer: That's a funny time for breakfast!  
Scott: Yeah. After that, I usually exercise at about ten twenty.  
Interviewer: When do you go to work?  
Scott: At eleven o'clock, so I'm never late for work.





## Grammar Focus

What time do you usually get up?	I usually get up at six thirty.
What time do they get dressed?	They always get dressed at seven twenty.
What time does Rick eat breakfast?	He eats breakfast at seven o'clock.
When does Scott go to work?	He always goes to work at eleven o'clock. He's never late.
When do your friends exercise?	They usually exercise on weekends.

### 3a Write answers or questions. Use *always*, *usually* or *never*.

1. What time do you get up on school days?

2. \_\_\_\_\_ ?

Rick always gets up at 6:20.

3. What time do you have breakfast?

4. \_\_\_\_\_ ?

Anna never eats breakfast.

5. What time does your best friend go to school?

### 3b Write about something you *always* do, something you *usually* do and something you *never* do.

always \_\_\_\_\_  
usually \_\_\_\_\_  
never \_\_\_\_\_

### 3c Interview three of your classmates. Find out what time they do these activities. Then give a report to the class.

In our group, Li  
Fai usually gets up  
late on weekends.  
She gets up at ...

	Student 1	Student 2	Student 3
Name: _____	Name: _____	Name: _____	Name: _____
get up on weekends			
exercise			
eat dinner			
take a shower			
go to school			

Section  
B

1a

When do students usually do these things? Match the activities with the time of day.

6:30 AM

half past six  
in the  
morning

1. do homework

3:15 PM

a quarter past  
three in the  
afternoon

2. eat dinner

6:45 PM

a quarter to  
seven in the  
evening

3. eat breakfast

9:45 PM

a quarter to  
ten in the  
evening

4. go to bed

1b

Check your answers with your partner.



1c

Listen and circle the activities you hear.

1. get up 5:30

2. run

3. eat breakfast

4. go to school

5. go home

6. do my homework

7. clean my room

8. eat dinner

9. take a walk

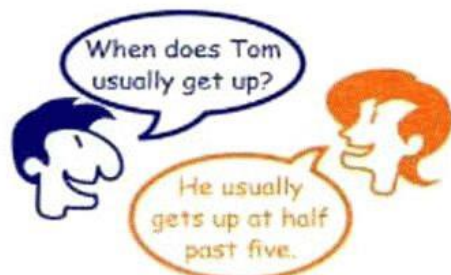
10. go to bed

1d

Listen again. Write the times next to the activities you circled in 1c.

1e

Ask and answer questions about Tom.





**2a** Check (✓) the activities you think are healthy.

_____ go to bed early	_____ eat ice-cream
_____ eat quickly	_____ eat vegetables
_____ play sports	_____ take a walk

**2b** Tony and Mary are brother and sister. They have healthy and unhealthy habits. Who is healthier? Circle the healthy activities.



Hi! I'm Tony. I don't like to get up early. In the morning, I get up at eight. Then I go to school at eight thirty. I don't have much time for breakfast, so I usually eat very quickly. For lunch, I usually eat hamburgers. After school, I sometimes play basketball for half an hour. When I get home, I always do my homework first. In the evening, I either watch TV or play computer games. At ten thirty, I brush my teeth and then I go to bed.

Mary is my sister. She usually gets up at six thirty. Then she always takes a shower and eats a good breakfast. After that, she goes to school at eight thirty. At twelve, she eats lots of fruit and vegetables for lunch. After lunch, she sometimes plays volleyball. She always eats ice-cream after dinner. She knows it's not good for her, but it tastes good! In the evening, she does her homework and usually swims or takes a walk. At nine thirty, she goes to bed.



**2c** Write down the unhealthy habits of each person. Then think of healthy activities for them.

	Unhealthy habits	Healthy activities
Tony	_____	_____
	_____	_____
Mary	_____	_____
	_____	_____

## UNIT 2

### 3a Number these sentences in order to make a story about a daily routine.



I usually exercise from six fifteen to seven.

I always get up at six.

After that, I always brush my teeth and go to school at eight.

Then I quickly have a shower and eat breakfast.

I have lunch at a quarter to twelve.

I get home from school at half past four and do my homework.

1 I have a very healthy life.

I have dinner at seven thirty.

I go to bed at ten.

### 3b Write about your own daily routine.

### Self Check

#### 1 Match the verbs in column A with the words in column B. Then use the phrases to complete the sentences.

**A**  
taste  
clean  
have  
get  
take  
brush

**B**  
your teeth  
my room  
a walk  
good  
dressed  
a good job

- Ice-cream usually \_\_\_\_\_ so students like to eat it after school.
- My grandparents are very healthy. They always \_\_\_\_\_ after dinner.
- You need to \_\_\_\_\_ after eating to have good teeth.
- He \_\_\_\_\_. He works at a radio station.
- Here are your clothes. Go and \_\_\_\_\_ quickly!
- I don't have time to \_\_\_\_\_ from Monday to Friday. So I clean it on weekends.

#### 2 Complete the conversations with questions and answers. Use the words in the brackets to help you.

1. A: \_\_\_\_\_ ?  
(your mother/usually/get up)

B: \_\_\_\_\_  
(5:45)

A: \_\_\_\_\_ ?  
(why/get up/so early)

B: \_\_\_\_\_  
(always/make breakfast for me)

2. A: \_\_\_\_\_ ?  
(you/usually/get to school)

B: \_\_\_\_\_  
(7:30)

A: \_\_\_\_\_ ?  
(your class teacher/usually/get to school)

B: I don't know. But he/she is never late for the first class in the morning.



# UNIT 3

## Section A

### How do you get to school?

Language Goal: Talk about how to get to places

1a

Match the words with the pictures.

1. take the train

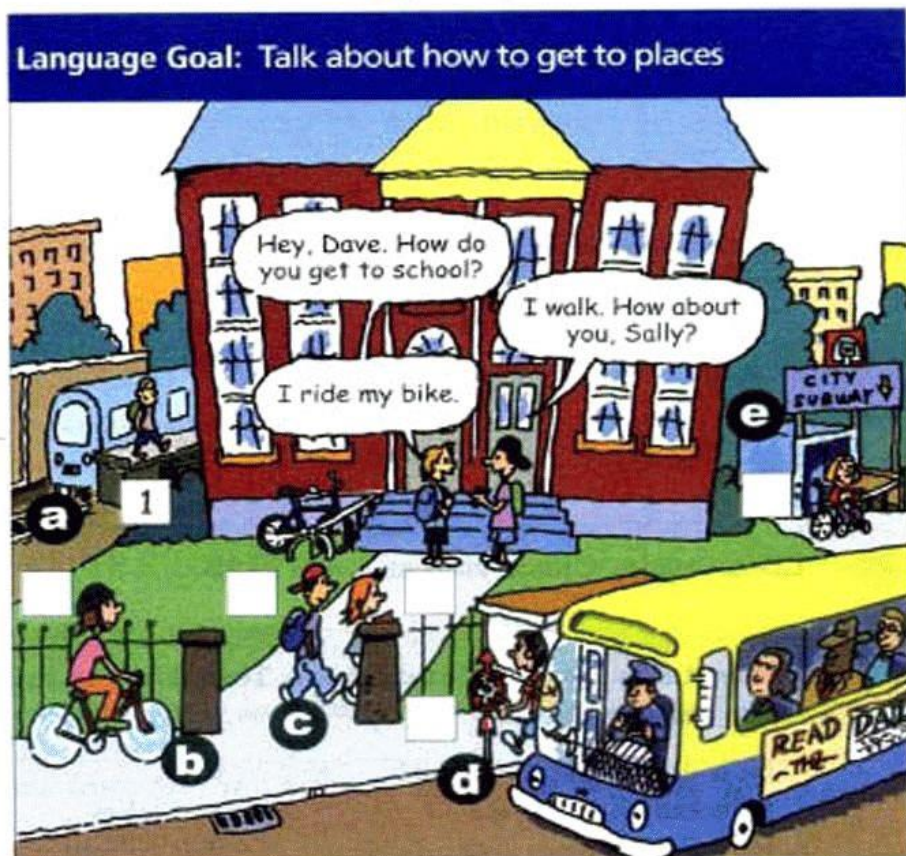
a

2. take the bus

3. take the subway

4. ride a bike

5. walk



1b

Listen and write the numbers next to the correct students in the picture above.

1. Bob

3. John

5. Yang Lan

2. Mary

4. Paul

6. Jim

1c

Look at the picture in 1a. How do the students get to school? Make conversations with your partner.

A: How does Mary get to school?

B: She takes the subway.



2a

Listen and repeat. Then write the correct number next to the word.

84  
105  
99  
200  
72  
61

sixty-one \_\_\_\_\_

ninety-nine \_\_\_\_\_

seventy-two \_\_\_\_\_

one hundred and five \_\_\_\_\_

eighty-four \_\_\_\_\_

two hundred \_\_\_\_\_

2b

Listen and complete the chart.

	How?	How long? (minutes)	How far? (kilometers)
Tom			
Jane			

2c

Listen again. Check your answers in 2b.

2d

Student A is Jane and Student B is Tom. Use the information in 2b to make conversations.

A: How do you get to school?

B: I ...

A: How long does it take ...?

B: It takes ...

A: How far is it from ... to ...?

B: It's about ...

2e

Role-play the conversation.

Lisa: Hey, Jane. Is this your new bike?

Jane: Yes. I ride it to school every day. How do you get to school?

Lisa: I usually take the bus.

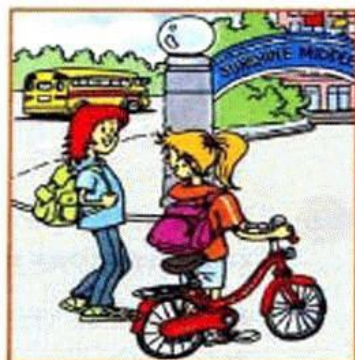
Jane: How far is it from your home to school?

Lisa: I'm not sure ... about 10 kilometers? The bus ride takes about 20 minutes. How long does it take you to get to school?

Jane: About 15 minutes by bike. It's good exercise.

Lisa: Yeah. Well, have a good day at school.

Jane: You, too.



## Grammar Focus

How do you get to school?	I ride my bike.
How does she get to school?	She usually takes the bus.
How long does it take to get to school?	It takes about 15 minutes.
How far is it from your home to school?	It's only about two kilometers.
Does Jane walk to school?	No, she doesn't. She goes by bike.
Do they take the bus to school?	No, they don't. They walk.

### 3a Match the questions with the answers. Then practice them.

- |   |                          |
|---|--------------------------|
| 1. How does Mike get to school?         | a. Yes, they do.         |
| 2. How long does it take to get home?   | b. No, he doesn't.       |
| 3. How far is it from here?             | c. He rides his bike.    |
| 4. Do your friends go to school by bus? | d. It's five kilometers. |
| 5. Does your dad drive his car to work? | e. About 15 minutes.     |

### 3b Use these words to make questions. Then ask and answer them with your partner.

- school / you / get to / do / how \_\_\_\_\_ ?
- to / school / get to / does / how long / take / it \_\_\_\_\_ ?
- school / your / from / it / is / how far / home / to \_\_\_\_\_ ?
- you / to / walk / do / school \_\_\_\_\_ ?
- ride / their bikes / do / school / your friends / to \_\_\_\_\_ ?

### 3c Ask your classmates questions and write their names in the chart. The first student to fill in all the blanks wins!



Find someone who ...	Name
lives about five kilometers from school.	
walks to school.	
takes a bus to school.	
goes to school by bike.	
needs about an hour to get to school.	
needs about 10 minutes to get to school.	

Section  
B

## 1a Match the words with the pictures.

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| 1. <u>  b  </u> bus stop           | 3. <u>          </u> bus station    |
| 2. <u>          </u> train station | 4. <u>          </u> subway station |



a



b



c



d

## 1b Tell your partner how you get to school. Imagine you use two types of transportation.

A: How do you get to school?

B: Well, I ride my bike to the subway station. Then I take the subway.

## 1c Listen and check (✓) the things that Mary wants to know.

Mary wants to know ...

- where Bob lives.
- how far he lives from his grandparents' home.
- how he gets to his grandparents' home.
- how long it takes to get to his grandparents' home.
- what he thinks of the trip.

## 1d Listen again. How does Bob get to his grandparents' home? Check (✓) 1 or 2.

- ☐ 1. → → →
- ☐ 2. → → → → →

## 1e Talk about how Bob gets to his grandparents' home.





**2a** Look at the picture and title below. Guess what the passage is about.

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

### Crossing the River to School

How do you get to school? Do you walk or ride a bike? Do you go by bus or by train? For many students, it is easy to get to school. But for the students in one small village in China, it is difficult. There is a very big river between their school and the village. There is no bridge and the river runs too quickly for boats. So these students go on a ropeway to cross the river to school.



One 11-year-old boy, Liangliang, crosses the river every school day. But he is not afraid. "I love to play with my classmates. And I love my teacher. He's like a father to me."

Many of the students and villagers never leave the village. It is their dream to have a bridge. Can their dream come true?

1. How do the students in the village go to school?
2. Why do they go to school like this?
3. Does the boy like his school? Why?
4. What is the villagers' dream? Do you think their dream can come true? Why or why not?

**2c** Read the passage again. Complete the sentences with words from the passage.

1. For the students in the village, it is \_\_\_\_\_ to get to school.
2. They have to cross a very \_\_\_\_\_ river between their school and the village.
3. They cannot go by boat because the river runs too \_\_\_\_\_.
4. It is not easy to cross the river on a ropeway, but the boy is not \_\_\_\_\_.
5. The students and villagers want to have a bridge. Can their dream come \_\_\_\_\_?

3a

Read the e-mail from your pen pal Tom in the US. Fill in the blanks with the words in the box.



kilometers      get to  
takes              walk  
boring            leave

Hi there,

How are you? Thanks for your last e-mail.

You want to know how I \_\_\_\_\_ school, right? Well, I usually \_\_\_\_\_ my home at about 8:00 and \_\_\_\_\_ to the bus stop.

The school bus usually comes at about 8:15.

My school is about 20 \_\_\_\_\_ from my home. It \_\_\_\_\_ about 40 minutes to get there by bus. The bus ride is never \_\_\_\_\_ because I always talk to my classmates.

What about you? How do you get to school?

Tom



3b

Write an e-mail to Tom and tell him how you get to school. These questions may help you.

1. When do you leave home?
2. How do you get to school?
3. How far is it from your home to school?
4. How long does it take you to get to school?
5. Do you like your trip to school?

### Self Check

1 Use the words in the boxes to form as many expressions as possible.

take, walk, ride, drive

bus, train, car,

bike, plane,

subway, boat

take a bus, by bus,

by

2 Look at the chart below. Write at least five questions. Then answer the questions with the information in the chart.

Who	Where	How	How far	How long
Tony	from home to school	by bike	5 km	20 minutes
Mary	from home to the library	by bus	15 km	40 minutes

How does Tony get to school? He gets to school by bike.



# UNIT 4

## Section

## A

### Don't eat in class.

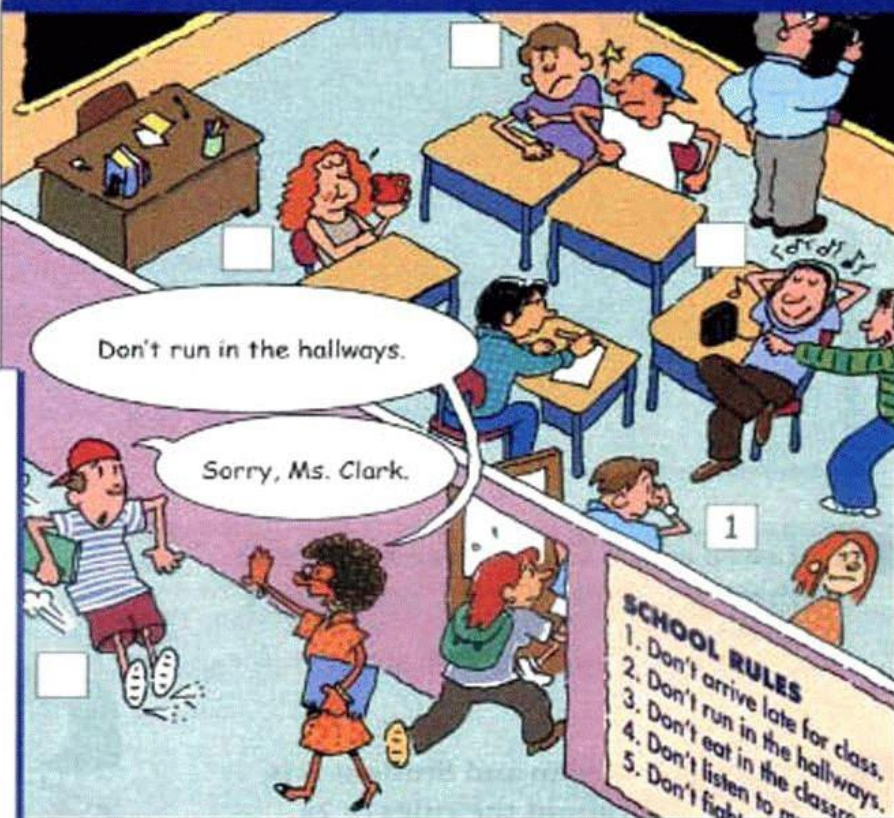
Language Goal: Talk about rules

1a

Which rules are these students breaking? Write the number of the rule next to the student.

#### SCHOOL RULES

1. Don't arrive late for class. You must be on time.
2. Don't run in the hallways.
3. Don't eat in the classroom. You must eat in the dining hall.
4. Don't listen to music in class.
5. Don't fight.



1b

Listen. What rules are these students breaking? Write the numbers after the names.

Peter \_\_\_\_\_

Amy \_\_\_\_\_

Mike \_\_\_\_\_

1c

Student A is a new student. Student B tells Student A about the rules above.

A: What are the rules?

B: Well, we can't arrive late for class. We must be on time.



2a

Listen. Check (✓) the activities Alan and Cindy talk about.



Activity

- |   |     |       |
|---|-----|-------|
| 1. ✓ listen to music in the classroom or hallways | can | can't |
| 2. _____ listen to music in the music room        | can | can't |
| 3. _____ listen to music outside                  | can | can't |
| 4. _____ eat in the classroom                     | can | can't |
| 5. _____ eat in the dining hall                   | can | can't |
| 6. _____ eat outside                              | can | can't |
| 7. _____ wear a hat                               | can | can't |
| 8. _____ fight                                    | can | can't |

2b

Listen again. Can Alan and Cindy do these activities? Circle *can* or *can't* above.

2c

Student A is Alan and Student B is Cindy. Talk about the rules in 2a.



2d

Role-play the conversation.

John: Hi, my name's John. It's my first day at school.

Alice: Hi, John. I'm Alice. This is a great school, but there are a lot of rules.

John: Really? What are some of the rules?

Alice: Well, don't be late for class. This is very important.

John: OK, so we must be on time. Can we bring music players to school?

Alice: No, we can't. And we always have to wear the school uniform.

John: I see.

Alice: Oh, and we also have to be quiet in the library.

# Grammar Focus

Don't run in the hallways.	Don't fight.
What are the rules?	We must be on time for class.
Can we eat in the classroom?	No, we can't, but we can eat in the dining hall.
Can we wear a hat in class?	Yes, we can./No, we can't.
Does he have to wear a uniform at school?	Yes, he does./No, he doesn't.
What do you have to do?	We have to be quiet in the library.

## 3a Write the rules for the school library.



### Library Rules

1. Don't talk.
- 2.
- 3.
- 4.

## 3b Use the words to make questions about the rules. Then write answers according to your school.

Be quiet?

Q: Does she have to be quiet in the library? (she/have to/in the library)?

A: Yes, she does.

Eat?

Q: (he/have to/in the dining hall)?

A:

Listen to music?

Q: (we/can/in the hallways)?

A:

Wear a hat?

Q: (we/can/in the classroom)?

A:

## 3c Make up five cool rules for your dream school. Share your rules with the class. Your classmates vote for the Coolest School!

1. We can eat in class.
2. We don't have to come to school every day.
3. ...

At my dream school, we don't have to come to school every day. We ...



Section  
B

**1a** Read the rules in the chart in 1b. Then match the pictures [a-h] with the rules.



**1b** Listen and put an X for things Dave can't do and a ✓ for things he has to do.

	Rules	Can't (X)	Have to/Must (✓)	When
a	go out	X		on school nights
	see friends			
	do his homework			
	practice the guitar			
	do the dishes			
	watch TV			
	help his mom make breakfast			
	clean his room			

**1c** Listen again. Write when Dave has to follow the rules in the chart in 1b. Choose from the phrases in the box.

on school nights	every Saturday	before dinner	in the evening
on school days	after dinner	after school	every morning

**1d** Talk about the rules in Dave's house.





**2a** When you are unhappy about something, who do you like to talk to?

**2b** Read the letters. Underline the rules for Molly.

Dear Dr. Know,

There are too many rules! At 6:00 a.m., my mom says, "Get up now and make your bed!" After breakfast, my mom always says, "Don't leave the dirty dishes in the kitchen!" After that, I run to school because I can't be late. At school, we have more rules — don't be noisy, don't eat in class, ...

My dad says I can't play basketball after school because I must do my homework. I can play only on weekends. After dinner, I can't relax either. I must read a book before I can watch TV. But I have to go to bed before 10:00. Rules, rules, rules! It's terrible! What can I do, Dr. Know?

Molly Brown, New York



Dear Molly,

I know how you feel. People always tell us, "Don't do this!" or "You can't do that!" But think about it, Molly. There are a lot of things you *can* do. You can play basketball on weekends. You can watch TV after you read a book. Parents and schools are sometimes strict, but remember, they make rules to help us. We have to follow them.

Good luck!

Dr. Know

**2c** Read the letters again and complete the sentences with *have to* / *must*, *can* or *can't*.

1. Molly \_\_\_\_\_ play basketball on school days, but she \_\_\_\_\_ play it on weekends.
2. Molly \_\_\_\_\_ do her homework first when she gets home.
3. Molly \_\_\_\_\_ read a book after dinner before she \_\_\_\_\_ watch TV.
4. At school, Molly \_\_\_\_\_ be noisy or eat in class.
5. Parents and schools make rules to help students. So students \_\_\_\_\_ follow the rules.

**3a** Complete Zhao Pei's letter to Dr. Know using *have to* / *must*, *can* or *can't*.

Dear Dr. Know,

\_\_\_\_\_ you help me? I'm not happy because there are too many rules at home. Every morning, I \_\_\_\_\_ get up at six o'clock. At school, I \_\_\_\_\_ wear a school uniform, and I \_\_\_\_\_ keep my hair short. After school, I \_\_\_\_\_ play with my friends or watch TV because I \_\_\_\_\_ do my homework. I \_\_\_\_\_ relax on weekends either because I \_\_\_\_\_ learn to play the piano. I never have fun. What \_\_\_\_\_ I do?

Zhao Pei



**3b** Complete the chart with the rules in your home and school. Put an **X** for the rules you think are unfair.

Things I have to do	Things I can't do

**3c** Write a letter to Dr. Know. Tell him about all the rules and how you feel about them.

**Self Check**

**1** Fill in the blanks with the words in the box.

arrive late  
listen to  
be noisy  
follow the rules  
be strict

My name is Timmy the Mouse. I must get up early at 6:30 a.m. every morning. Then I have to go to the kitchen to get food for Grandpa. I never \_\_\_\_\_ to the kitchen because I have to get there before the cat gets up. My grandpa always tells me I can't \_\_\_\_\_. I \_\_\_\_\_ him because I don't want the cat to get me! My grandpa \_\_\_\_\_ with me, but I think it's best to \_\_\_\_\_!

**2** Use *can*, *can't*, *have to* / *must* and *don't* to write about the rules at school. Write two sentences for each rule.

- |                                |   |
|--------------------------------|---|
| 1. arrive late/class           | <u>Don't arrive late for class. We can't arrive late for class.</u> |
| 2. listen/teacher              | _____   |
| 3. be noisy/library            | _____   |
| 4. speak English/English class | _____   |
| 5. eat/dining hall             | _____   |



# UNIT 5

## Section A

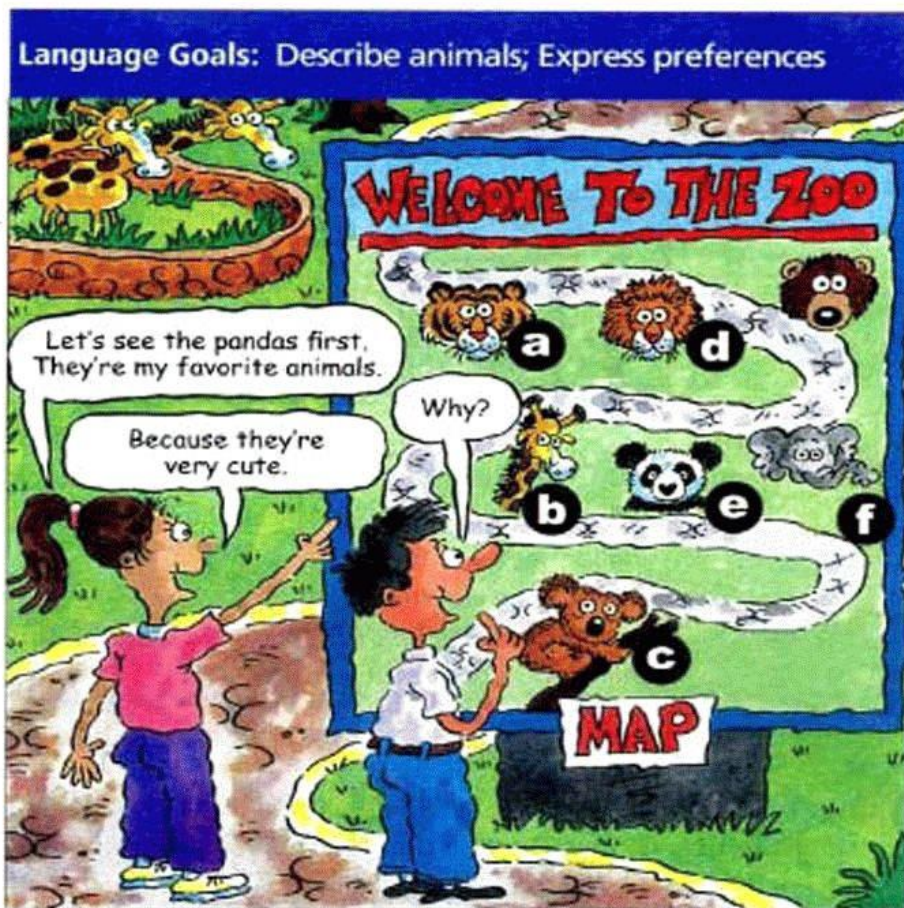
### Why do you like pandas?

Language Goals: Describe animals; Express preferences

1a

Match the words with the animals in the picture.

1. tiger a
2. elephant \_\_\_\_\_
3. koala \_\_\_\_\_
4. panda \_\_\_\_\_
5. lion \_\_\_\_\_
6. giraffe \_\_\_\_\_



1b

Listen and check (✓) the animals you hear in 1a.

1c

Practice the conversation with your partner. Then make conversations about the other animals in 1a. Use the words in the box.

cute	interesting
fun	smart
lazy	beautiful

A: Let's see the lions.

B: Why do you want to see them?

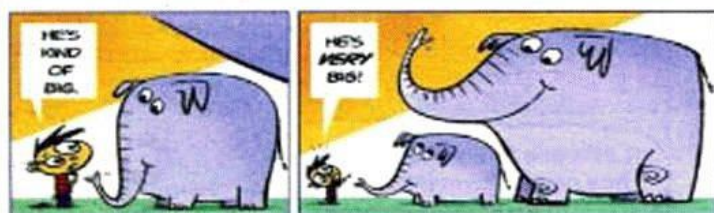
A: Because they're interesting.



2a

Listen and write the animals you hear. Draw a line from the animals to the description words and the countries they are from.

Animals	Description words	Countries
1. _____	really scary	Australia
2. _____	kind of interesting	South Africa
3. _____	very cute	China



2b

Listen again. Complete the conversation with the words in 2a.

Julie: Let's see the \_\_\_\_\_.  
 John: Why do you like them?  
 Julie: Because they're \_\_\_\_\_ interesting.  
 John: Where are they from?  
 Julie: They're from \_\_\_\_\_.

2c

Talk about the other two animals in 2a with a partner. Do John and Julie like them? Do you like them? Why or why not?

2d

Role-play the conversation.

Jenny: Your dog is really cute, Peter!  
 Peter: He's my new pet, Dingding. He's very smart.  
 Jenny: Really? What can he do?  
 Peter: He can walk on two legs. He can dance, too.  
 Jenny: Wow!  
 Peter: Does your family have a pet?  
 Jenny: My mom has a big cat, but I don't like her.  
 Peter: Why don't you like the cat?  
 Jenny: Well, because she's kind of boring. She sleeps all day, and her name is Lazy.  
 Peter: Haha, then that's a good name for her!



# Grammar Focus

Why do you like pandas?	Because they're kind of interesting.
Why does John like koalas?	Because they're very cute.
Why don't you like tigers?	Because they're really scary.
Where are lions from?	They're from South Africa.

## 3a Fill in the blanks with the words from the box. Then practice the conversation.

- A: \_\_\_\_\_ are lions from?  
 B: \_\_\_\_\_ from South Africa. Do you \_\_\_\_\_ lions?  
 A: No, I don't.  
 B: Why \_\_\_\_\_ you like lions?  
 A: Because they're really scary. But I like giraffes.  
 B: Really? \_\_\_\_\_ do you like giraffes?  
 A: Well, \_\_\_\_\_ they're kind of interesting. Do you like pandas?  
 B: Yes, I do. But I like tigers a lot.  
 A: Tigers? Why \_\_\_\_\_ you like tigers?  
 B: They're really \_\_\_\_\_!

because	they're
do	don't
cool	like
why	where

## 3b Write names of animals in the blanks to make sentences that are true for you.

I like \_\_\_\_\_  
because they're cute.

I like \_\_\_\_\_  
because they're smart.

I like \_\_\_\_\_ because  
they're interesting.

I don't like \_\_\_\_\_  
because they're lazy.

## 3c Think of an animal. Ask and answer questions with your partner to guess each other's animal.



- A: Is the animal big?  
 B: Yes, it is.  
 A: Where's the animal from?  
 B: It's from China.  
 A: Is it black and white?  
 B: Yes, it is.  
 A: It's a panda!  
 B: Yes, you're right!



Section  
B

1a

Match the description words with the animals. You can use some words more than once.



a



c



e



b



d



f

1. smart d

3. beautiful \_\_\_\_\_

5. lazy \_\_\_\_\_

7. small \_\_\_\_\_

2. friendly \_\_\_\_\_

4. cute \_\_\_\_\_

6. scary \_\_\_\_\_

8. shy \_\_\_\_\_

1b

Listen and circle the description words you hear in 1a.

1c

Listen again. What words do they use to describe the animals? Fill in the chart.

Animals

Mary's words

Tony's words

elephants

pandas

1d

Talk about the animals you know with your partner.

A: What animals do you like?

B: I like elephants.

A: Why?

B: Because they're cute. What animals do you like?

A: I like dogs because they're friendly and smart.






**2a** Check (✓) the animals you think are in great danger.

_____ lions	_____ elephants	_____ pandas
_____ giraffes	_____ koalas	_____ tigers

**2b** Read this website article and check (✓) the best title for it.



Hello. We are students from Thailand, and we want to save the elephants. The elephant is one of Thailand's symbols. Our first flag had a white elephant on it. This is a symbol of good luck.

Elephants are smart animals. They can play soccer or music. They can also draw very well. People say that "an elephant never forgets". Elephants can walk for a long time and never get lost. They can also remember places with food and water. This helps them to live.


But elephants are in great danger. People cut down many trees so elephants are losing their homes. People also kill elephants for their ivory. Today there are only about 3,000 elephants (over 100,000 before). We must save the trees and not buy things made of ivory. Remember that March 13th is Thai Elephant Day.

\_\_\_\_\_ What Is an Elephant?

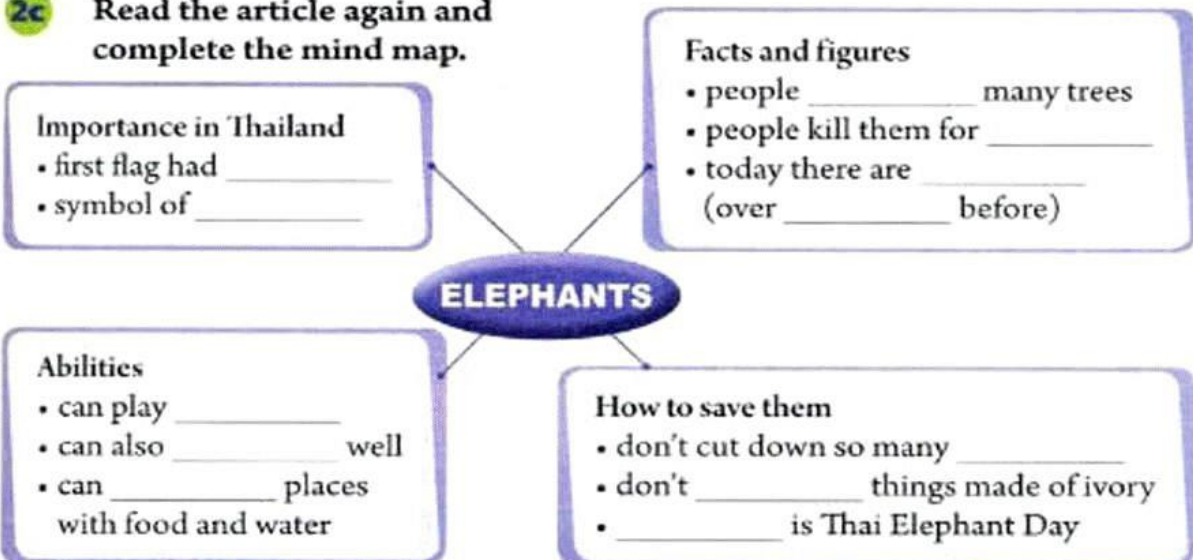
\_\_\_\_\_ Come to Thailand

\_\_\_\_\_ Let's Save the Elephants

\_\_\_\_\_ Elephants Are Good Pets



**2c** Read the article again and complete the mind map.

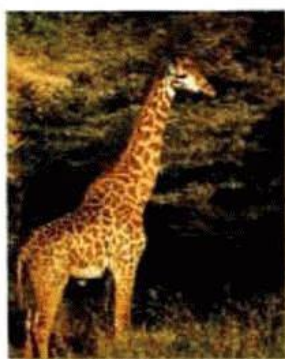


## UNIT 5

- 3a** Becky is Jill's favorite animal. Fill in the blanks with the words in the box.

like	beautiful
Africa	years
lives	because

This is Becky. Isn't she \_\_\_\_\_?  
 She is from \_\_\_\_\_. She is twelve  
 \_\_\_\_\_ old. I \_\_\_\_\_  
 Becky \_\_\_\_\_ she is smart and  
 friendly. She \_\_\_\_\_ in  
 Blackwood Zoo.



- 3b** Write a description of a panda using the words in the box, or write about your favorite animal using your own ideas.

Beibei	five years old	China	cute	shy	Beijing Zoo
--------	----------------	-------	------	-----	-------------

### Self Check

- 1** Add more words in the chart. Then write at least five sentences using the words.

Animals	Description words	
tiger	really, kind of	scary

I don't like tigers because they're really scary.

- 2** Match the questions and answers to make a conversation. Then write your own conversations.

Questions	Answers
What animals do you like?	They're from Africa.
Why do you like lions?	I like lions.
Where are they from?	Because they're big and beautiful.



# UNIT 6

## Section A

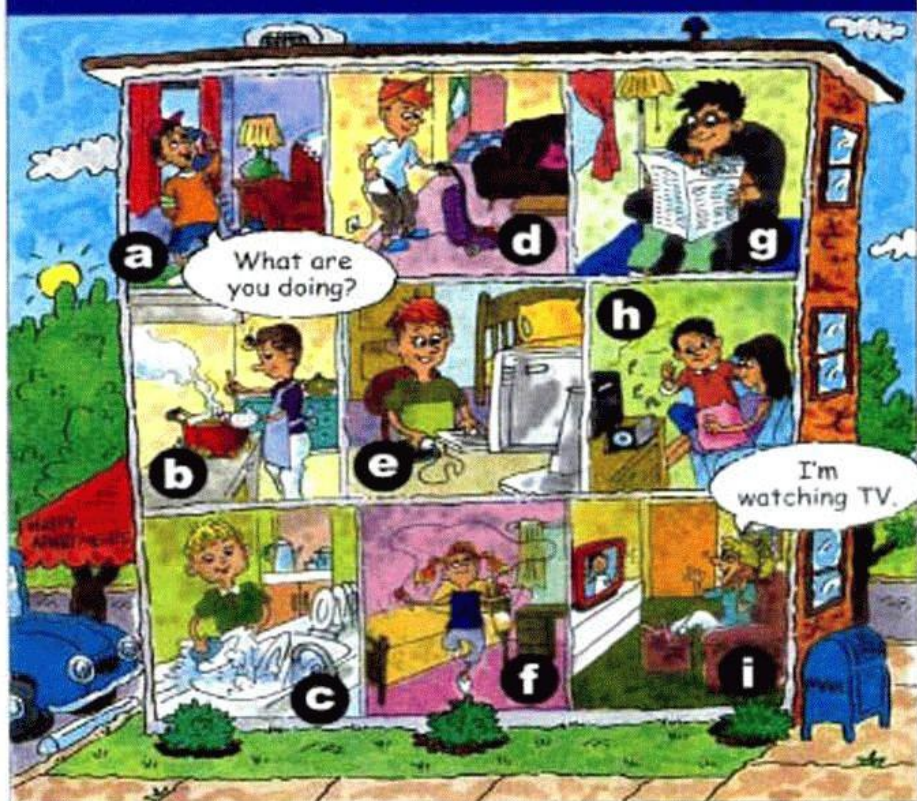
### I'm watching TV.

Language Goal: Talk about what people are doing

1a

Match the activities with the pictures.

1. watching TV \_\_\_\_\_ i
2. cleaning \_\_\_\_\_
3. reading a newspaper \_\_\_\_\_
4. talking on the phone \_\_\_\_\_
5. listening to a CD \_\_\_\_\_
6. using the computer \_\_\_\_\_
7. making soup \_\_\_\_\_
8. washing the dishes \_\_\_\_\_
9. exercising \_\_\_\_\_



1b

Listen. What are these people doing? Write the numbers from 1a.

a. Jenny \_\_\_\_\_

b. John \_\_\_\_\_

c. Dave and Mary \_\_\_\_\_

1c

Ask and answer questions about what people are doing in 1a.

A: What's he doing?

B: He's using the computer.

A: What are they doing?

B: They're listening to a CD.



2a

Listen and match the answers with the questions.

- |                         |                             |
|-------------------------|-----------------------------|
| 1. What is Steve doing? | a. He is watching TV.       |
| 2. What is Jack doing?  | b. He is listening to a CD. |

2b

Listen again. Fill in the blanks.

Jack: Hello, Steve.  
 Steve: Hi, Jack.  
 Jack: What \_\_\_\_\_ you \_\_\_\_\_, Steve?  
 Steve: I'm \_\_\_\_\_. What about you?  
 Jack: I'm \_\_\_\_\_, but it's kind of \_\_\_\_\_.  
 Steve: Yeah, my TV show is also not very \_\_\_\_\_. Do you  
 want to \_\_\_\_\_ the movies?  
 Jack: That sounds good.



2c

Role-play the conversation in 2b.

2d

Role-play the conversation.

Jenny: Hello? This is Jenny.  
 Laura: Hi, Jenny. It's Laura here.  
 Jenny: Oh, hi, Laura. What are you doing?  
 Laura: Not much. I'm just washing my clothes. What about you?  
 Jenny: I'm watching TV. Do you want to join me for dinner? My parents  
 aren't at home. We can eat out.  
 Laura: Yeah. I'd love to.  
 Jenny: Let's meet at my home first. Come at half past six.  
 Laura: OK. See you then.

## Grammar Focus

What are you doing?	I'm watching TV.
What's she doing?	She's washing her clothes.
What are they doing?	They're listening to a CD.
Are you doing your homework?	Yes, I am./No, I'm not. I'm cleaning my room.
Is he reading a newspaper?	Yes, he is./No, he isn't. He's playing basketball.
Are they using the computer?	Yes, they are./No, they aren't. They're exercising.

She's exercising (now).

She exercises (on Mondays/every night/in the mornings/etc.).

### 3a Write sentences following the examples.

- Jenny/clean the house/now  
Jenny is cleaning the house now.
- Bob/make dinner/every Saturday  
Bob makes dinner every Saturday.
- Mary's parents/drink tea/after dinner  
\_\_\_\_\_
- Bill/talk on the phone/now  
\_\_\_\_\_
- Becky and Bob/watch TV/on weekends  
\_\_\_\_\_

### 3b Number the sentences in order to make a telephone conversation. Then practice it with a partner.

- \_\_\_ Do you want to go tomorrow then?
- \_\_\_ OK. See you tomorrow evening!
- \_\_\_ I'm reading a book.
- \_\_\_ Let's go at seven o'clock.
- \_\_\_ No, this book is really interesting.
- 1** What are you doing?
- \_\_\_ Do you want to go to the movies now?
- \_\_\_ Sure, what time?

### 3c Take turns miming different activities in your group. The others in the group guess what the activities are.





Section  
**B**

**1a** Look at the pictures. Complete the chart.

Places	Activities
1. at school	playing basketball
2.	
3.	
4.	



swimming



shopping



playing basketball



supermarket



library



pool

**1b** Look at the pictures in 1a.  
Then ask and answer questions.



**1c** Listen and complete the chart.

Names	Places	Activities
Alice	supermarket	
Mike		
Lisa		

**1d** Listen again. Check your answers in 1c.

**1e** Use the information in the chart to make a conversation.



**2a** Look at the clocks and ask your partner about the time in different places.

A: What time is it in Beijing?  
B: It's eight o'clock in the morning.



Beijing



Tokyo



New York



Sydney

**2b** Read the TV report and answer the questions.

1. Why are Zhu Hui's family watching boat races and making *zongzi*?
2. Does Zhu Hui like his host family? What does he think about his home in China?

Today's story is about Zhu Hui, a student from Shenzhen. He's now studying in the United States. He's living with an American family in New York. Today is the Dragon Boat Festival. It's 9:00 a.m. and Zhu Hui's family are at home. His mom and aunt are making *zongzi*. His dad and uncle are watching the boat races on TV.



Is Zhu Hui also watching the races and eating *zongzi*? Well, it's 9:00 p.m. in New York, and it's the night before the festival. But there isn't a Dragon Boat Festival in the US, so it's like any other night for Zhu Hui and his host family. The mother is reading a story to her young children. The father is watching a soccer game on TV. And what's Zhu Hui doing? He's talking on the phone to his cousin in Shenzhen. Zhu Hui misses his family and wishes to have his mom's delicious *zongzi*. Zhu Hui likes New York and his host family a lot, but there's still "no place like home".

**2c** Match the verbs in column A with the words in column B. Then use the phrases to write sentences according to the TV report.

**A**  
living  
reading  
making  
talking  
studying  
watching

**B**  
food  
in the US  
a race  
with a family  
on the phone  
a story



## 3a Complete Jim's letter.

Dear Bob,

Here is a picture of my family. We are all at home now. I am doing my homework.

My parents \_\_\_\_\_ in the living room. My grandfather \_\_\_\_\_. My sister \_\_\_\_\_.

Jim



## 3b Bring in some photos of your own (or draw some pictures of you and your family or friends) and write about them.

---



---



---

## Self Check

- 1 Add more words in the chart. Then write at least five sentences using the words.

play → playing	make → making	run → running

Jack is playing basketball now.

- 2 Write questions to complete the conversation.

A: Hey, Bob! \_\_\_\_\_ ? (what)

B: I'm listening to the radio.

A: \_\_\_\_\_ ? (play soccer)

B: Sounds good, but this talk show is interesting.

A: \_\_\_\_\_ ? (what, Tony)

B: Oh, he's studying for a test.

A: \_\_\_\_\_ ? (Steve, too)

B: No, he's not. I think he can play soccer with you.

# UNIT 7

## Section A

### It's raining!

Language Goals: Describe the weather; Describe what you are doing

1a

Match the words with the pictures [a-e].

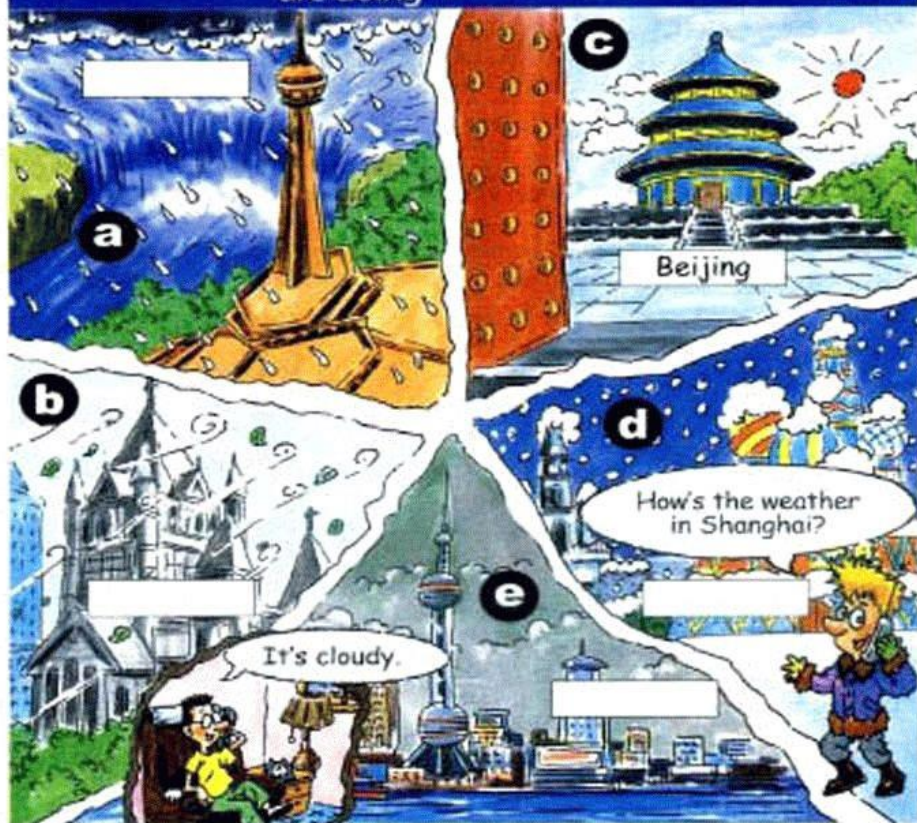
1. raining a

2. windy \_\_\_\_\_

3. cloudy \_\_\_\_\_

4. sunny \_\_\_\_\_

5. snowing \_\_\_\_\_



1b

Listen and write these city names in the boxes above.

Beijing

Moscow

Toronto

Boston

Shanghai

1c

Imagine you are in one of the places in 1a. Talk about the weather with your friend on the phone.

A: Hi! How's the weather in Beijing?

B: It's sunny.



2a

Listen and number the pictures [1-4].



2b

Listen again. Match the names with the activities.

- |                          |                               |
|--------------------------|-------------------------------|
| 1. <u>c</u> Uncle Joe    | a. is playing computer games. |
| 2. <u>   </u> Jeff       | b. is cooking.                |
| 3. <u>   </u> Mary       | c. is playing basketball.     |
| 4. <u>   </u> Aunt Sally | d. is watching TV.            |

2c

Talk about the people in 2a with a partner.



2d

Role-play the conversation.

- Rick: Hello, Rick speaking.  
 Steve: Hi, Rick. It's Steve. How's it going?  
 Rick: Not bad, thanks. The weather's great. What are you doing?  
 Steve: I'm playing basketball with some friends at the park.  
 Rick: Sounds like you're having a good time.  
 Steve: Yeah. Is your brother at home?  
 Rick: Oh, he's not here. He's studying at his friend's home. Can I take a message for him?  
 Steve: Yes. Could you just tell him to call me back?  
 Rick: Sure, no problem.



**Grammar  
Focus**

How's the weather?	It's cloudy./It's sunny./It's raining.
What are you doing?	I'm cooking.
What are they doing?	They're playing basketball in the park.
What's he doing?	He's studying at his friend's home.
How's it going?	Great!/Not bad./Terrible!

- 3a** Fill in the blanks with the correct forms of the verbs in the box. Then practice the conversations with a partner.

be   play   study   talk   do   make

- A: What are you doing?  
B: I \_\_\_\_\_ my homework. I always \_\_\_\_\_ my homework in the evening.
- A: What's John doing right now?  
B: He \_\_\_\_\_ soccer. He \_\_\_\_\_ soccer every Saturday.
- A: \_\_\_\_\_ Julie \_\_\_\_\_ English right now?  
B: No, she isn't. She \_\_\_\_\_ Chinese.
- A: What are Julie and Jane doing?  
B: They \_\_\_\_\_ soup. They can \_\_\_\_\_ very good soup.
- A: \_\_\_\_\_ Lisa \_\_\_\_\_ on the phone again?  
B: Yes, she \_\_\_\_\_ on the phone for three hours every day!

- 3b** Yuan Yuan from CCTV is interviewing people in five different places. Fill in the chart below.

How's the weather?	What are they doing?





Section  
**B**

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

1. d dry

3. \_\_\_\_ cool

5. \_\_\_\_ hot

2. \_\_\_\_ cold

4. \_\_\_\_ warm



**1b** Ask and answer questions about the weather in the pictures in 1a.

**1c** Listen and write what Mary and Eric answer to *How's it going*.



	How's it going?	What are you doing?	How's the weather?
Mary			
Eric	great		

**1d** Listen again. Write the answers to *What are you doing* and *How's the weather*.

**1e** Role-play a conversation between Mary and Eric.



- 2a** Talk about the pictures below with a partner. How's the weather? What are the people doing?



**a**



**b**



**c**

- 2b** Match each postcard below with the correct picture in 2a.

Dear Jane,

How's it going? I'm having a great time visiting my aunt in Canada. She's working here and I'm going to summer school. I'm studying English and I'm learning a lot. I'm also visiting some of my old friends. I'm so happy to see them again. It's afternoon right now, and I'm sitting by the pool and drinking orange juice. It's warm and sunny, and it's very relaxing here.

See you soon.

Su Lin



To  
Jane

Dear Jane,

How's your summer vacation going? Are you studying hard, or are you having fun? I'm having a great time in Europe! My family and I are on a vacation in the mountains. I want to call you but my phone isn't working, so I'm writing to you. It's hot in your country now, isn't it? The weather here is cool and cloudy, just right for walking.

See you next month.

Dave



To  
Jane

- 2c** Fill in the chart with information from the postcards in 2b.

Name	Where are they?	How's the weather?	What are they doing?



# UNIT 7

## 3a Fill in the blanks with the words in the box.

skating buying playing  
taking snowy windy

Dear Xiao Lu,  
It's winter in Harbin. The weather is \_\_\_\_\_  
and \_\_\_\_\_. People are wearing hats and  
sweaters, but they're having fun. Friends are  
\_\_\_\_\_ Russian bread to take home. In a park,  
some boys are \_\_\_\_\_ in the snow. One girl is  
\_\_\_\_\_ on a river and a man is \_\_\_\_\_ a  
photo of a snowman.  
I miss you.  
Kate



## 3b Imagine you are on vacation. Write notes about your vacation.

## 3c Write a postcard to a friend. Tell your friend about your vacation and what you are doing.

Where are you?  
What's the weather like?  
What are you doing right now?  
What are your friends or family doing?  
Are you having a good time?

## Self Check

### 1 Add more words in each box.

Feelings	great,
Weather	cool,
Activities	playing ping-pong,

### 2 Match the sentences on the left with the responses on the right.

- A: Hello? Jenny speaking.      B: Thank you. Bye.  
A: Sorry, she's not at home.      B: Hi, Jenny. It's Steve here. May I speak to  
Can I take a message?      Laura, please?  
A: Sure, no problem.      B: Yes. Could you ask her to call me at 8765-4321?

### 3 Put these sentences in order to make a conversation. Then write your own conversation.

- \_\_\_ It's raining and very cool.      \_\_\_ What are you doing in the rainy weather?  
\_\_\_ Not too bad.      \_\_\_ How's the weather in Nanjing?  
\_\_\_ I'm reading a book in my room.      \_\_\_ Hi, Jill! How's it going?

# UNIT 8

## Section A

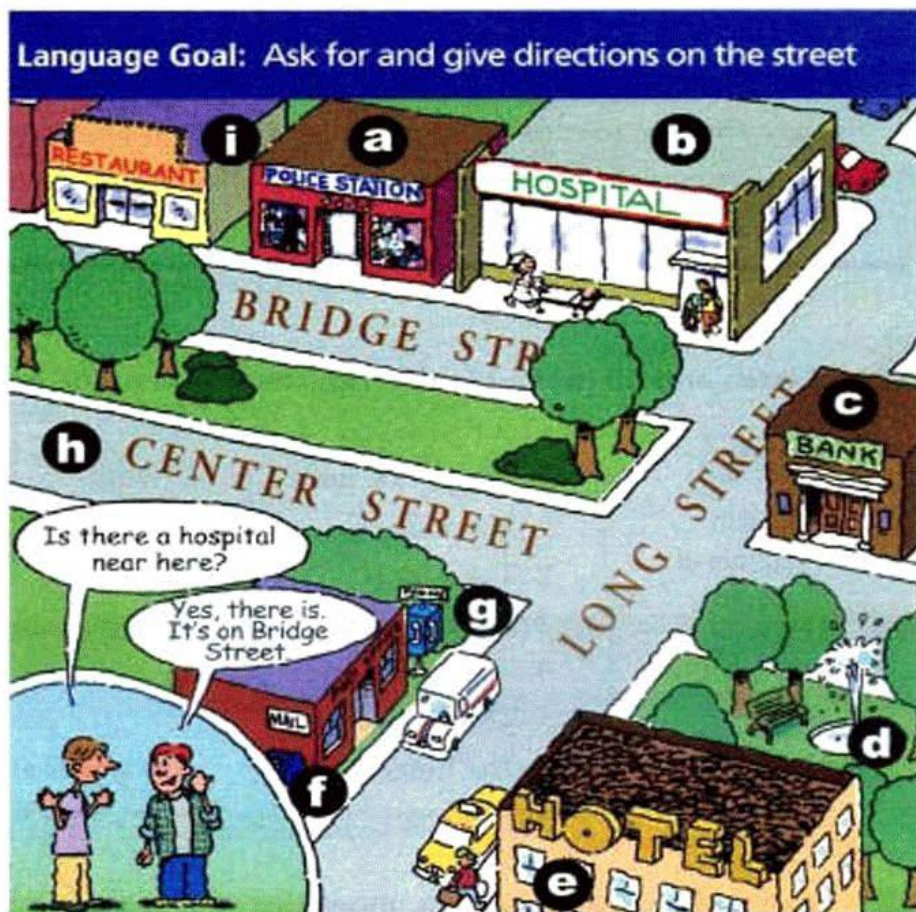
### Is there a post office near here?

Language Goal: Ask for and give directions on the street

1a

Match the words with the places in the picture.

1. post office f
2. police station \_\_\_\_\_
3. hotel \_\_\_\_\_
4. restaurant \_\_\_\_\_
5. bank \_\_\_\_\_
6. hospital \_\_\_\_\_
7. street \_\_\_\_\_
8. pay phone \_\_\_\_\_
9. park \_\_\_\_\_



1b

Listen and circle the places you hear in 1a.

1c

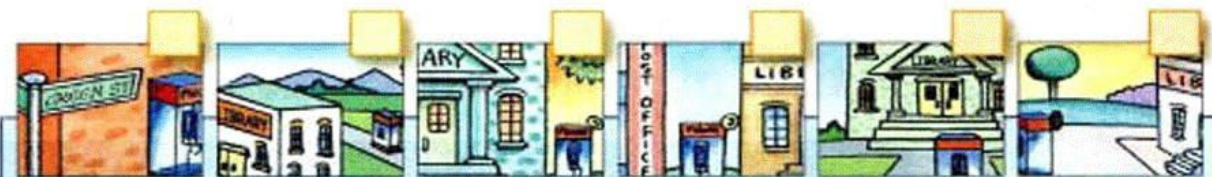
Practice the conversation with your partner. Then ask and answer questions about the other places in 1a.

A: Is there a hospital near here?

B: Yes, there is. It's on Bridge Street.



**2a** Match the sentences with the pictures. Write each number in the box.



1. The pay phone is across from the library.
2. The pay phone is next to the library.
3. The pay phone is between the post office and the library.
4. The pay phone is on Green Street.
5. The pay phone is in front of the library.
6. The pay phone is behind the library.

**2b** Listen and fill in the blanks with the words in the box.

next to  
in front of  
between  
behind  
across from  
on

1. The police station is between the restaurant and the hospital.
2. The park is \_\_\_\_\_ the bank.
3. The hospital is \_\_\_\_\_ Bridge Street.
4. The pay phone is \_\_\_\_\_ the post office.
5. The restaurant is \_\_\_\_\_ the post office.
6. The hotel is \_\_\_\_\_ the police station.

**2c** Ask and answer questions about the places in 1a on page 43.

**2d** Role-play the conversation.

Tony: Hi, excuse me.  
Linda: Yes. How can I help you?  
Tony: Well, I'm new in town. Is there a bank around here?  
Linda: Yes, there is. It's on Center Street. It's across from the park.  
Tony: Oh ... where's Center Street?  
Linda: It's not too far from here. I can walk with you.  
Tony: Oh, that's great! Thanks so much.  
Linda: No problem.



## Grammar Focus

Is there a bank near here?	Yes, there is. It's on Center Street.
Are there any restaurants near here?	Yes, there's one in front of the post office.
Where's the hotel?	It's behind the police station.
Where's the bank?	It's next to the post office.
Where's the park?	It's across from the bank, behind the hotel.
Where are the pay phones?	They're between the post office and the library.

### 3a Look at the map and answer the questions.



1. Where's the bank?
2. Is there a restaurant on North Street?
3. Where's the pay phone?
4. Where's the post office?
5. Is there a hospital near the pay phone?

### 3b Look at the map in 3a and write three sentences.

The bank is next to the hospital and across from the park.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### 3c Take turns to choose a place in the picture in 1a on page 43. Your classmates ask questions and then guess the place.





# Section B

**1a** Match the words in the box with the signs.

a. go along

b. turn right

c. turn left



1. \_\_\_\_\_



2. \_\_\_\_\_



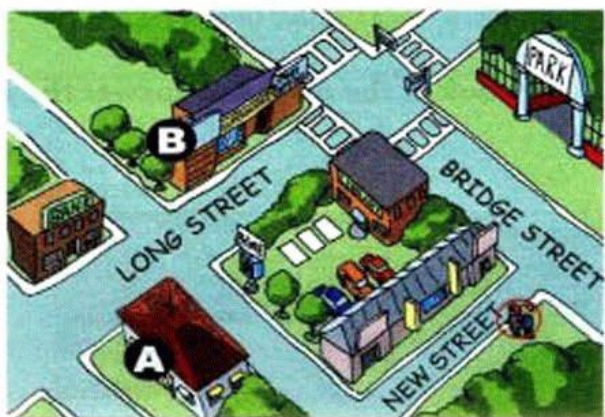
3. \_\_\_\_\_

**1b**

Listen and write the correct place for each letter in the picture.

A \_\_\_\_\_

B \_\_\_\_\_



**1c**

Listen again. Fill in the blanks.

A: Excuse me. Is there a \_\_\_\_\_ around here?

B: Yes, there is. Just go \_\_\_\_\_ Bridge Street and turn \_\_\_\_\_ when you see the library. Go along Long Street and it's on the \_\_\_\_\_. It's \_\_\_\_\_ the supermarket and across from the \_\_\_\_\_.

A: Thanks! And is there a restaurant near the \_\_\_\_\_?

B: Yes. \_\_\_\_\_ along New Street. \_\_\_\_\_ right at the first crossing and the restaurant is on your left, \_\_\_\_\_ the pay phone.

A: Thank you very much.

B: You're welcome.

**1d**

Imagine you and your partner are the two people in the picture in 1b. Ask and answer questions about the places.

Is there a supermarket near here?

Yes, there is. Go along Bridge Street and ...

- 2a** Check (✓) the places near your home. Tell your partner where they are.

clothes store	post office
bookstore	school
supermarket	bank

- 2b** Read the passages. Match each passage with a map.

**Anna**

There is a zoo in my neighborhood. I like to spend time there on weekends. I love to watch the monkeys climbing around. The monkeys sometimes fight. They look like my friends and me when we fight!

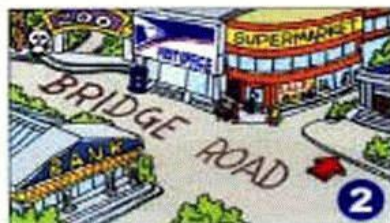
To get there, I usually walk out and turn right on Bridge Road. Then I walk along Bridge Road. The zoo is on the right.



**John**

I live near a supermarket. My parents usually shop there. There is a big park across from the supermarket. I often exercise at the park because I love the clean air and sunshine. The best things in life are free!

To get to the park, you just have to cross Center Street.



**Lisa**

I live in a noisy neighborhood. There is a post office between my house and a clothes store. But my favorite place is the library. It is very quiet and I enjoy reading there. When I read books, time goes quickly!

You can get to the library easily. Just go down North Road and turn left. It is across from the park.



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

1. What does Anna like doing in the zoo?
2. Does Anna think monkeys are like people? Why?
3. What does John like to do at the park?
4. John thinks the best things do not need money. Do you think so, too?
5. How does Lisa get to the library from her home?



**3a** Look at the map of Cindy's neighborhood and fill in the blanks.

My house is across from a \_\_\_\_\_  
on Long Street. I usually go shopping at a  
\_\_\_\_\_ near my house. It is between a  
\_\_\_\_\_ and the \_\_\_\_\_. On  
weekends, I like to play in the \_\_\_\_\_.  
To get there, I go along Long Street and  
turn left on North Street. It is on the right,  
next to a \_\_\_\_\_.



**3b** Draw a map of your neighborhood and write about it. These questions may help you.

1. Where do you live?
2. What is your favorite place in your neighborhood? Why?
3. How do you get there from your home?

**Self Check**

**1** Complete the passage with the words in the box.

spend free climb enjoy

I am very busy on school days, but I have some \_\_\_\_\_ time on weekends. I like to spend time with my grandparents on Sundays. My grandma makes the foods I like. And I \_\_\_\_\_ playing Chinese chess with my grandpa. He's very good at it! We also like to sit and talk. We sometimes watch the neighbors' cats \_\_\_\_\_ the trees. It's relaxing to \_\_\_\_\_ weekends like this. I love my grandparents!

- 2** Write five sentences about your school using *there is/are*.  
There are some trees in my school.
- 3** Imagine you are one of the people in the picture on page 46. A person asks you how to get to the supermarket or library. Write a conversation.



## UNIT 9

Section  
**A**

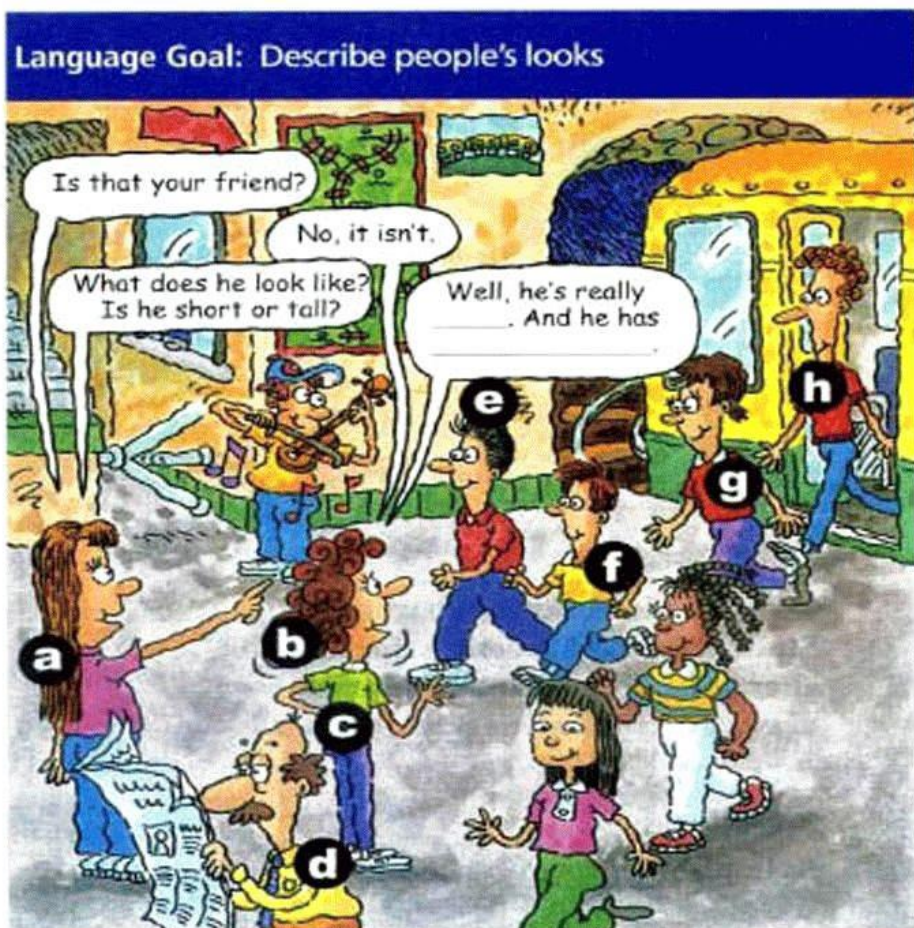
## What does he look like?

**Language Goal: Describe people's looks**

## 1a

Match the words with the people in the picture. You can use some letters more than once.

1. short hair e
2. curly hair \_\_\_\_\_
3. long hair \_\_\_\_\_
4. straight hair \_\_\_\_\_
5. tall \_\_\_\_\_
6. short \_\_\_\_\_
7. medium height \_\_\_\_\_
8. thin \_\_\_\_\_
9. heavy \_\_\_\_\_
10. medium build \_\_\_\_\_



**Listen and fill in the blanks in the picture above. Can you find Amy's friend?**

## 1c

One of the people in 1a is your friend. Describe your friend. Your partner will find him/her.

A: What does your friend look like?

B: She's of medium height, and she has long straight hair.



2a

Listen and answer the questions.

1. Is David tall or short?
2. Does Sally have long or short hair?
3. Is Peter tall or short?

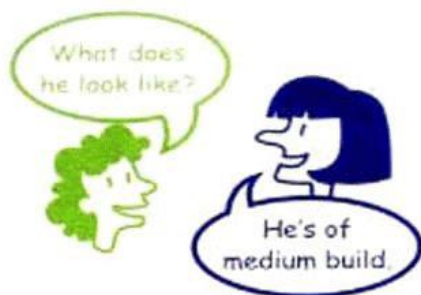
2b

Listen again. Fill in the chart.

	David	Sally	Peter
is	heavy		
has			

2c

Student A looks at the chart in 2b. Student B asks Student A questions about one of the people and then draws a picture of the person.



2d

Role-play the conversation.

Mike: Hi, Tony. Are you going to the movie tonight?

Tony: Yes. We're meeting at seven, right?

Mike: Yeah, but I may be a little late. My friend David is going, too. Just meet him in front of the cinema first.

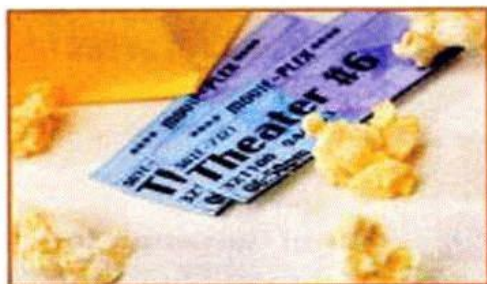
Tony: Oh, but I don't know him. What does he look like?

Mike: Well, he has brown hair and wears glasses.

Tony: OK. Is he tall or short?

Mike: He isn't tall or short. He's of medium height.

Tony: OK, sure. See you later then.



# Grammar Focus

What does he look like?	He's really tall.
What does she look like?	She has long straight hair.
What do they look like?	They're of medium build.
Do they have straight or curly hair?	They have curly hair.
Is he tall or short?	He isn't tall or short. He's of medium height.

## 3a Write these words in the correct box.

short hair	heavy	curly hair	thin	of medium build
tall	straight hair	short	long hair	of medium height

is	
has	

## 3b Circle the correct words to complete the conversation.

- A: So what do / does your friend Clark look like?  
 B: Well, he is / has thin, and he have / has black hair.  
 A: Really? Is / Does he tall or short?  
 B: He is / isn't tall or short. He is / has of medium build.  
 A: Does he has / have curly or straight hair?  
 B: He is / has straight hair. And he is / has really handsome.

## 3c Write answers to these questions about different people. Then tell your partner about them.

What does your favorite actor or actress look like?

What does your favorite teacher look like?

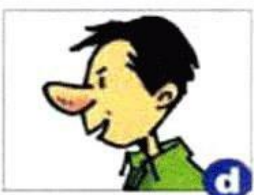
## 3d Describe someone in the class. Ask your classmates to guess who you are describing.

This person is of medium height.  
She has short hair.



Section  
**B**

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



1. d a big nose    3. \_\_\_\_\_ a small mouth    5. \_\_\_\_\_ a round face    7. \_\_\_\_\_ black hair  
2. \_\_\_\_\_ blonde hair    4. \_\_\_\_\_ glasses    6. \_\_\_\_\_ big eyes    8. \_\_\_\_\_ a long face

**1b** Make sentences about famous people. Fill in the blanks.

1. Jackie Chan has black hair.    3. \_\_\_\_\_ wears glasses.  
2. \_\_\_\_\_ has a round face.    4. \_\_\_\_\_ has blonde hair.

**1c** Listen and write Johnny Dean's and Tina Brown's jobs in the chart.



	Johnny Dean	Tina Brown
Job	singer	
Looks like		

**1d** Listen again. What do Johnny and Tina look like? Complete the chart in 1c.

**1e** Describe what your favorite singer or athlete looks like.

My favorite singer is John Jackson. He's tall and thin. He has short curly brown hair.

**2a** Complete the chart with words of the opposite meaning.




young	
	thin
tall	
	long
curly	

**2b** Read the newspaper article. Which picture shows the real criminal?

### An Interesting Job

Joe Brown has a very interesting job. **He** is a police artist. Some people see crimes and then talk to Joe. They tell him what the criminal looks like. Then Joe draws a picture of the criminal, and the police put **it** in newspapers and on television to find **him**.

He wants to draw a good picture of each criminal, but **this** job is sometimes difficult. Many people don't always see things the same way so they may describe the same person differently. Also, **they** don't always remember well. "The criminal is of medium build and young. He has long straight brown hair and big eyes," says one woman. Another woman says, "**He** is tall and thin, and he has curly blond hair. He's about thirty years old." In the end, the real criminal is a short and heavy old man, and he has short black hair!

**2c** Read the article again and write what the words in bold refer to.

1. **He** = \_\_\_\_\_
2. **it** = \_\_\_\_\_
3. **him** = \_\_\_\_\_
4. **this** = \_\_\_\_\_
5. **they** = \_\_\_\_\_
6. **He** = \_\_\_\_\_

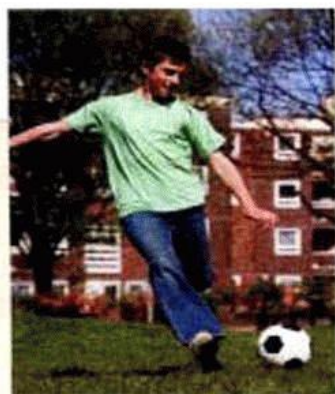


## UNIT 9

- 3a** Jack is Bill's best friend. Fill in the blanks with the words in the box.

looks glasses straight shoes handsome

My best friend is Jack. Let me tell you what he \_\_\_\_\_ like. First of all, he is very tall and \_\_\_\_\_. He has \_\_\_\_\_ brown hair and he doesn't wear \_\_\_\_\_. He usually wears jeans, a T-shirt and sports \_\_\_\_\_. I like him because he is really cool and fun, and he is good at soccer.



- 3b** Write a passage about your best friend. These questions may help you.

What is your friend's name?

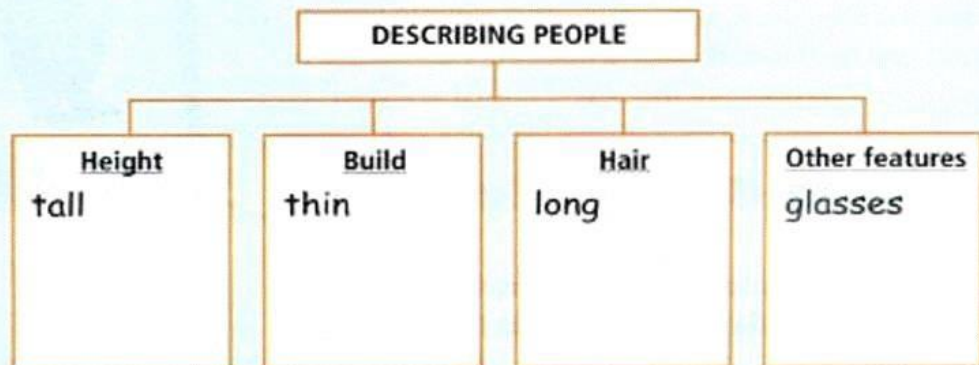
What does he/she like to wear?

What does he/she look like?

Why do you like him/her?

### Self Check

- 1** Write more words in each box.



- 2** What do your parents look like? Describe them.

My dad is tall ...

# UNIT 10

## Section

## A

## I'd like some noodles.

1a

Match the words with the foods.

1. mutton g
2. beef \_\_\_\_\_
3. noodles \_\_\_\_\_
4. chicken \_\_\_\_\_
5. cabbage \_\_\_\_\_
6. potatoes \_\_\_\_\_
7. tomatoes \_\_\_\_\_
8. carrots \_\_\_\_\_

Language Goal: Order food



1b

Listen and check (✓) the noodles that the person orders.

_____ Special 1	_____ Special 2	_____ Special 3
-----------------	-----------------	-----------------

1c

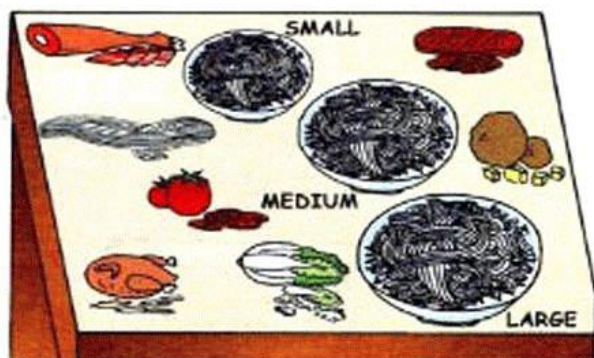
Practice the conversation in 1a with your partner. Then make your own conversations.



2a

Listen and check (✓) the names of the foods you hear.

1. \_\_\_\_\_ noodles
2. \_\_\_\_\_ beef
3. \_\_\_\_\_ mutton
4. \_\_\_\_\_ chicken
5. \_\_\_\_\_ tomatoes
6. \_\_\_\_\_ cabbage
7. \_\_\_\_\_ potatoes
8. \_\_\_\_\_ vegetables



2b

Listen again. Complete the sentences.

Boy: 1. I'd like a \_\_\_\_\_ bowl of noodles.  
(1)

2. I'd like \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ noodles.  
(2) (3) (4)

Girl: 1. I'd like a \_\_\_\_\_ bowl.  
(5)

2. I'd like \_\_\_\_\_ and \_\_\_\_\_ noodles, please.  
(6) (7)

2c

Ask and answer questions with your partner. Use the information in 2a.

What kind of noodles would you like?

2d

Role-play the conversation.

Waitress: Good afternoon. May I take your order?

Sally: Yes. Are there any vegetables in the beef soup?

Waitress: Yes. There are some tomatoes.

Sally: OK. We'd like one bowl of beef soup.

Waitress: Sure. What size would you like?

Sally: Large, please.

Tom: We'd also like *gongbao* chicken and some *mapo* tofu with rice.

Waitress: OK. One large bowl of beef soup, one *gongbao* chicken, and one *mapo* tofu with rice.

Tom: Yes, that's right.

I'd like beef noodles, please.



# Grammar Focus

I'd = I would  
She'd = She would

What kind of noodles would you like?	I'd like beef noodles, please.
What size would you like?	I'd like a large bowl, please.
Would you like a large bowl?	Yes, please.
Is there any meat in the tomato and egg soup?	No, there isn't any./ No, there's no meat.

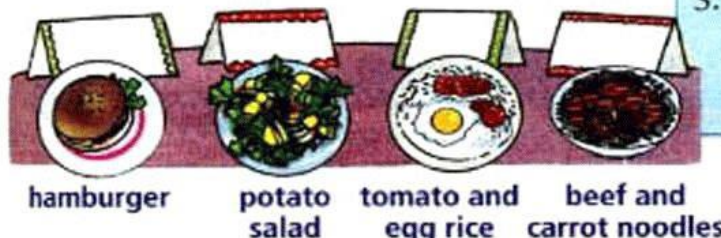
Countable nouns	Uncountable nouns	Countable and uncountable nouns
bowls, apples, carrots, oranges, strawberries	beef, meat, milk, mutton, water	chicken, salad, ice-cream, cabbage

## 3a Complete the conversation below.

- May I have your order? d
- What kind of noodles would you like? \_\_\_\_\_
- We have beef, chicken, mutton, cabbage, potato, tomato ... \_\_\_\_\_
- Yes, there are some carrots. \_\_\_\_\_
- Sure. What size would you like? \_\_\_\_\_
- We have large, medium and small bowls. \_\_\_\_\_
- What kind of noodles do you have?
- Oh, a medium bowl, please.
- OK, I'd like the mutton noodles then.
- I'd like some noodles, please.
- What sizes do you have?
- Are there any vegetables in the mutton noodles?

## 3b Write questions and answers using the words in brackets.

## 3c Work in small groups. Who would like the food below? Write their names on the cards above the food.



- What kind of noodles would you like?  
(kind)  
\_\_\_\_\_  
(chicken/beef/tomatoes)
- \_\_\_\_\_  
(size)  
\_\_\_\_\_  
(medium)
- \_\_\_\_\_  
(any/cabbage/beef noodles)  
\_\_\_\_\_  
(no)

A: Anna, what would you like to eat?  
B: I'd like beef noodles with carrots.



# Section B

## 1a Match the words with the pictures.

- |                         |                            |                        |
|-------------------------|----------------------------|------------------------|
| 1. <u>b</u> meat        | 4. <u>   </u> green tea    | 7. <u>   </u> onions   |
| 2. <u>   </u> dumplings | 5. <u>   </u> orange juice | 8. <u>   </u> fish     |
| 3. <u>   </u> porridge  | 6. <u>   </u> soup         | 9. <u>   </u> pancakes |



### 1b

Circle the things you like in 1a. Put an X next to the things you don't like. Then tell your partner what you like and don't like.



### 1c

Listen and complete the food order form.

ORDER FORM	
Address:	15 North Street
Telephone number:	
Order:	
Dishes:	, fish,
Dumplings:	12 beef and
Soup:	one
Drinks:	one large and
	small juices.

### 1d

Listen again. Check your answers in 1c.

**2a** What do you do or eat on your birthday?

**2b** Read the article about food traditions and complete the chart.

### Birthday Food Around the World

What would people like to eat on their birthday? The answer would be different in different countries.

In many countries, people have birthday cakes with candles. The number of candles is the person's age. The birthday person must make a wish and blow out the candles. If he or she blows out all the candles in one go, the wish will come true. In the UK, people sometimes put a candy in a birthday cake. The child with the candy is lucky.

In China, it is getting popular to have cake on your birthday. But many people still eat very long noodles for their birthday. They never cut up the noodles because the long noodles are a symbol of long life. In some places, Chinese people also eat eggs on their birthday. They are a symbol of life and good luck.

All of these birthday foods may be different, but the ideas are the same. They bring good luck to the birthday person.



Country	Food	Special meaning
UK		
China		

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

1. How can a person make his or her birthday wish come true?
2. What do people in the UK sometimes put in a birthday cake?
3. Why do people never cut up birthday noodles in China?
4. Why do people eat special foods on their birthday?



**3a** Fill in the blanks in the ad with the words in the box.

order bowl kinds strawberry specials



**The Ice-cream and Pancake House**

Would you like to eat ice-cream or pancakes? At our restaurant, we have some great \_\_\_\_\_. We have different \_\_\_\_\_ of fruit ice-cream, like \_\_\_\_\_, banana or orange. Would you like a big \_\_\_\_\_ for four yuan or a small one for just two yuan? You can also \_\_\_\_\_ our delicious pancakes. They're only five yuan.

**3b** Imagine you have a restaurant. Write the foods and their prices.

**3c** Write an ad for your restaurant. These sentence structures may help you.

Would you like ...?

We have ... for ...

You can try our ...

... is very good/delicious.

**Self Check**

**1** Put the words you learned in different groups.

Food			Drink	Other
Meat	Vegetable	Fruit		
				cake

**2** Complete the sentences with the correct forms of the *there be* structure.

- Customer: Excuse me, \_\_\_\_\_ a fly (苍蝇) in my porridge.  
Waiter: Don't worry (别急), sir. That spider (蜘蛛) on your bread will soon get him.
- Customer: \_\_\_\_\_ two flies in my fish soup.  
Waiter: I know. But we are short of fish.
- Customer: We ordered mutton noodles, but \_\_\_\_\_ any mutton in the noodles.  
Waiter: Put on your glasses and you can see the mutton.

**3** Write a conversation with the help of the clues.

In a restaurant:

Waiter: Ask for the order

Customer: Ask about what is in the food

Customer: Thank the waiter

Waiter: Ask for the size of the order