

## 人教版七年级英语下册电子课本（2012 年最新版）

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2	人教版七年级英语下册电子课本（2012 年最新版）
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义务教育教科书

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七年级

下册

英语

英语

GO  
for  
it!

七年级  
下册



人民教育出版社

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## 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



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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 go to school, get up, play basketball, go to bed 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 I usually ... It is easy to ... Thanks for ...</p>
<p>Don't eat in the classroom! 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 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
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<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
<p>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.</p>	<p>tiger, elephant, koala, panda, lion, giraffe, smart, cute, lazy, friendly, beautiful, shy, South Africa, Australia</p> <p>kind of, in great danger, cut down trees</p>	<p>What ... do you like? Let's ... They can ... Does ... have ...?</p>
<p>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.</p>	<p>newspaper, movie, tea, house, pool, supermarket, living room, race, wash, drink, study, miss, wish, young, delicious</p> <p>read a newspaper, eat out, go to the movies, miss one's family, wish to do sth</p>	<p>clean one's room, wash the dishes, exercise, talk on the phone, at half past six</p> <p>Do you want to ...? It's kind of ... Let's meet at ...</p>
<p>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.</p>	<p>weather, rain, snow, winter, summer, vacation, message, sunny, cloudy, windy, snowy, hot, dry, cold, cool, warm, visit, skate</p> <p>have a good time, take a message, tell him to call me back</p>	<p>What's John doing right now? He's playing soccer. He plays soccer every day.</p>
<p>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.</p>	<p>post office, police station, hotel, restaurant, bank, hospital, town, street, road, next to, across from, near, between, in front of, behind, turn, enjoy, spend</p> <p>turn left/right, go along, on your left, spend time, enjoy reading books</p>	<p>Where's ...? Imperatives</p>
<p>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.</p>	<p>straight, tall, thin, heavy, round, handsome, face, mouth, eye, nose, glasses, actor, actress, put, describe</p> <p>be of medium height/build, look like, wear glasses, a little, in the end</p>	<p>Joe Brown has ... He's about ... years old. I like him because ...</p>



Units	Topics	Functions	Structures
<b>10</b> <b>I'd like some noodles.</b> Page 55	Food	Order food	<i>would like</i> <i>What</i> questions <i>some/any</i>
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Target Language	Vocabulary	Recycling
<p>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.</p>	<p>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 ...</p>	<p>Numbers 1–9  Is there ...? Are there ...?  The beef noodles are not mine. They're hers.</p>
<p>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.</p>	<p>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 ...</p>	<p>great, terrible, interesting, boring, large, cool, hot, lucky, delicious</p>
<p>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.</p>	<p>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</p>	<p>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 ...?</p>

# UNIT 1

## Section A

### Can you play the guitar?

Language Goal: Talk about abilities

#### 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.

1. Lisa wants to join the \_\_\_\_\_ club, but she can't play \_\_\_\_\_.
2. Bob wants to join the \_\_\_\_\_ club. He likes to speak \_\_\_\_\_.
3. 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

sing

play the guitar

dance

play the drums

draw

play the piano

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.



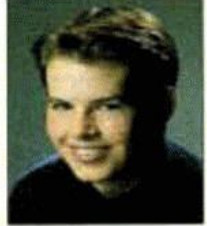


**2a** Read the three descriptions about Peter, Alan and Ma Huan. Underline what they can do.



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

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

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.

**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

( )  
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.

( )  
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!

( )  
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 play the violin	Languages speak English	Sports swim	Other abilities tell stories

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

- play the drums, \_\_\_\_\_
- speak English, \_\_\_\_\_
- help with math, \_\_\_\_\_
- be good at telling stories, \_\_\_\_\_
- 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

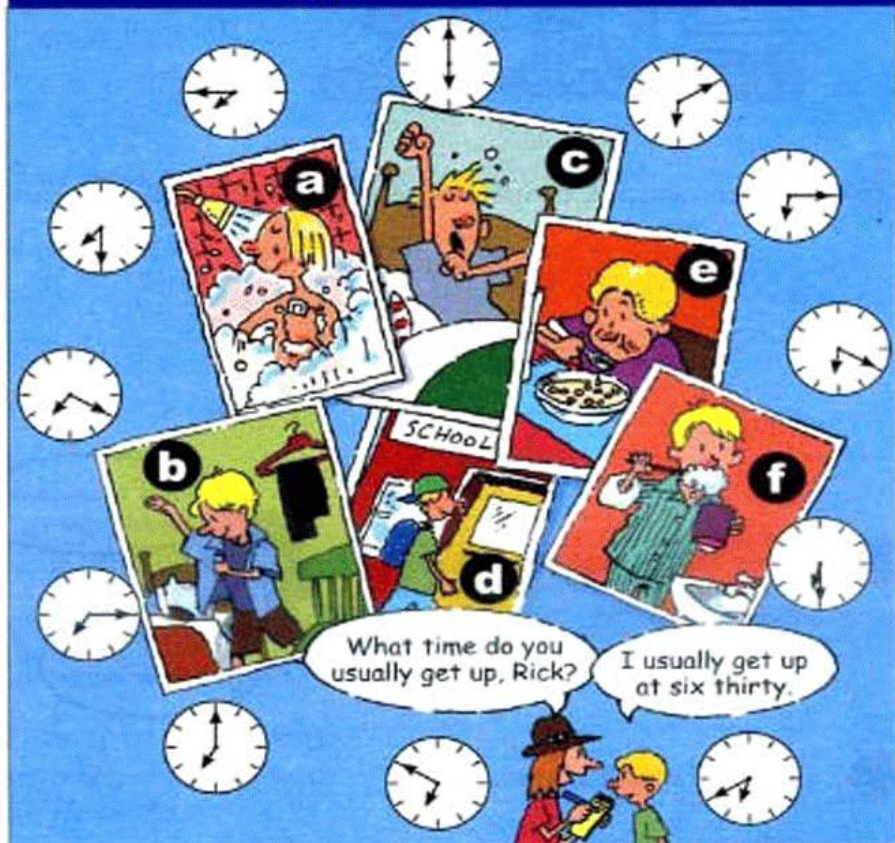
### What time do you go to school?

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*.**

- What time do you get up on school days?  
\_\_\_\_\_
- \_\_\_\_\_?  
Rick always gets up at 6:20.
- What time do you have breakfast?  
\_\_\_\_\_
- \_\_\_\_\_?  
Anna never eats breakfast.
- 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 Fei usually gets up late on weekends. She gets up at ...

	Student 1 Name: _____	Student 2 Name: _____	Student 3 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.



half past six  
in the  
morning \_\_\_\_\_



1. do homework



a quarter past  
three in the  
afternoon \_\_\_\_\_



2. eat dinner



a quarter to  
seven in the  
evening \_\_\_\_\_



3. eat breakfast



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 \_\_\_\_\_

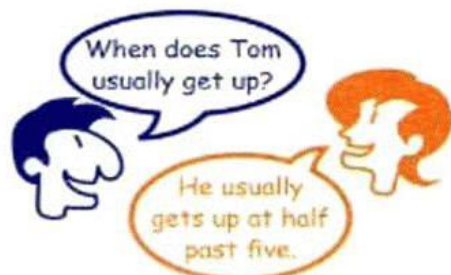
8. eat dinner \_\_\_\_\_

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.

<input type="checkbox"/> go to bed early	<input type="checkbox"/> eat ice-cream
<input type="checkbox"/> eat quickly	<input type="checkbox"/> eat vegetables
<input type="checkbox"/> play sports	<input type="checkbox"/> 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	_____	_____
	_____	_____

**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.

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---

**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

1. Ice-cream usually \_\_\_\_\_ so students like to eat it after school.
2. My grandparents are very healthy. They always \_\_\_\_\_ after dinner.
3. You need to \_\_\_\_\_ after eating to have good teeth.
4. He \_\_\_\_\_. He works at a radio station.
5. Here are your clothes. Go and \_\_\_\_\_ quickly!
6. 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: _____ ?<br>(your mother/usually/get up) | 2. A: _____ ?<br>(you/usually/get to school)                                  |
| B: _____<br>(5:45)                            | B: _____<br>(7:30)  |
| A: _____ ?<br>(why/get up/so early)           | A: _____ ?<br>(your class teacher/usually/get to school)                      |
| B: _____<br>(always/make breakfast for me)    | 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

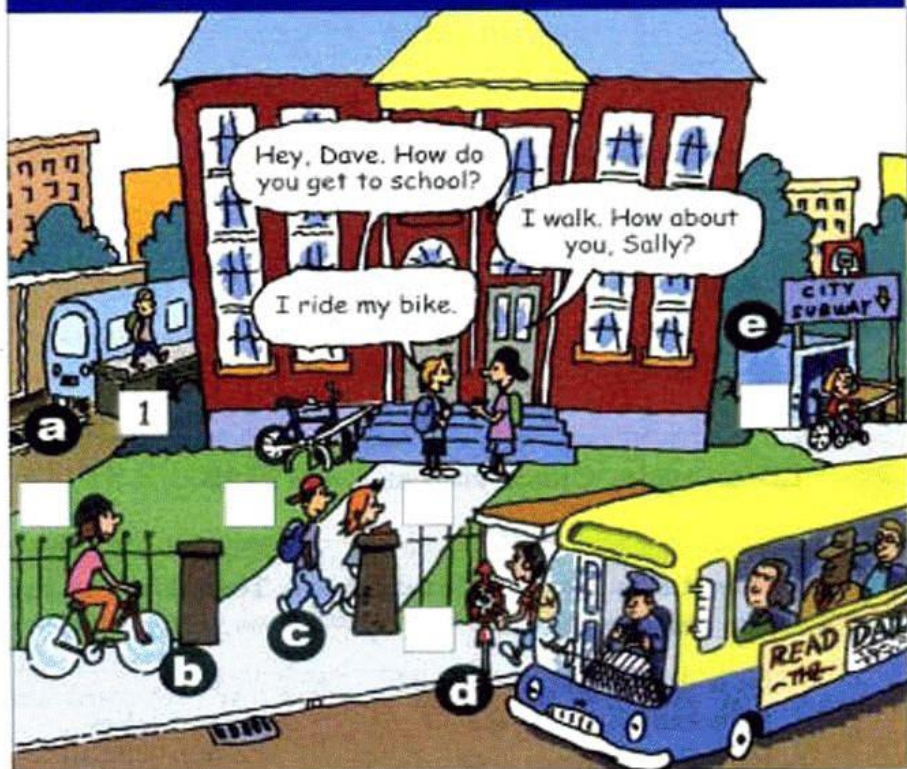
a

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.

UNIT 3

**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.

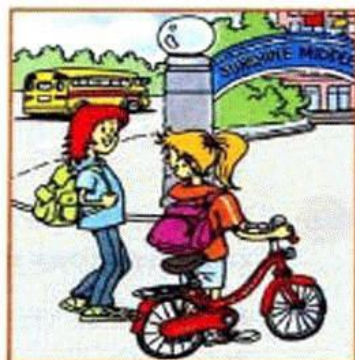
**2d** Student A is Jane and Student B is Tom. Use the information in 2b to make conversations.

A: How do you get to school?  
 A: How long does it take ...?  
 A: How far is it from ... to ...?

B: I ...  
 B: It takes ...  
 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!**

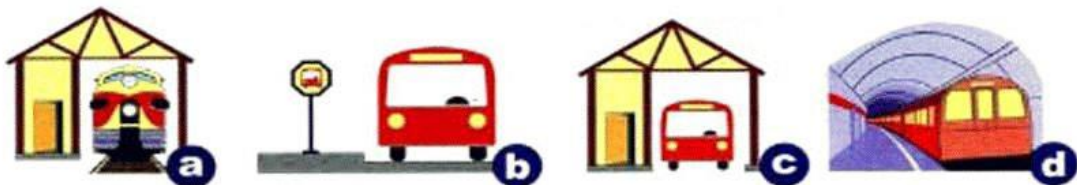


Find someone who ...	Name
lives about five kilometers from school.	
walks to school.	
takes a bus to school.	
goes to school by bike.	
needs about an hour to get to school.	
needs about 10 minutes to get to school.	

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 |



**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.


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

kilometers      get to  
takes              walk  
boring             leave



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

by

take a bus, by bus, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 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.

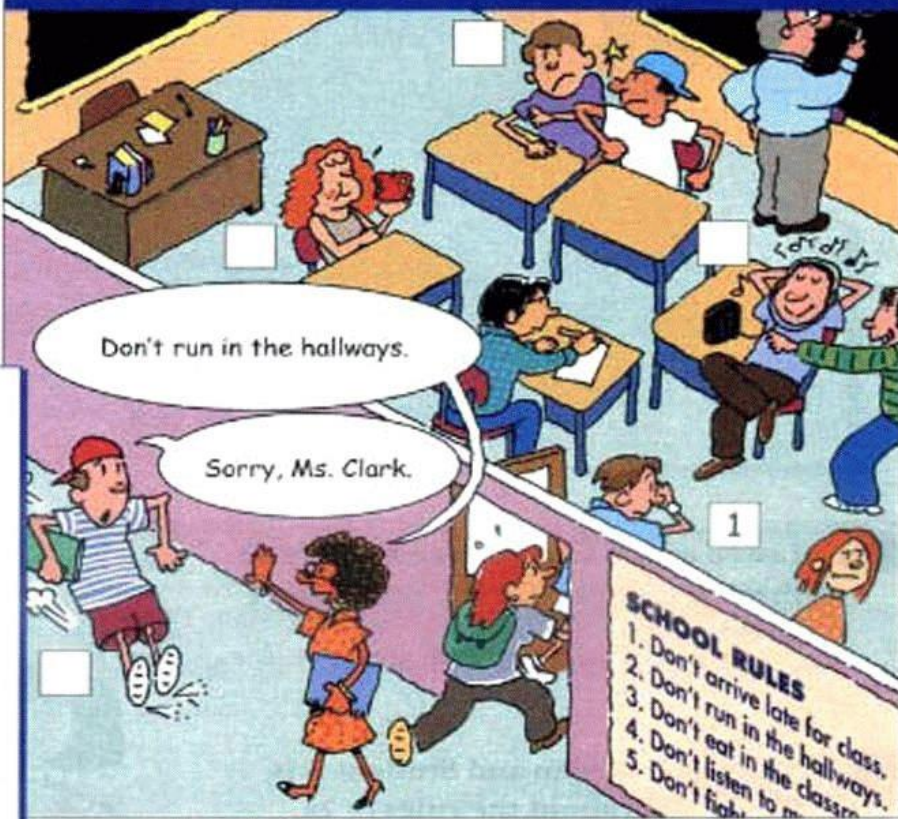
Language Goal: Talk about rules

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: \_\_\_\_\_

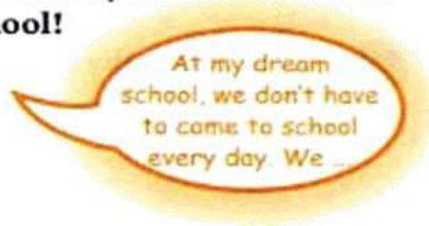
Wear a hat?

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. ...



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*.

- Molly \_\_\_\_\_ play basketball on school days, but she \_\_\_\_\_ play it on weekends.
- Molly \_\_\_\_\_ do her homework first when she gets home.
- Molly \_\_\_\_\_ read a book after dinner before she \_\_\_\_\_ watch TV.
- At school, Molly \_\_\_\_\_ be noisy or eat in class.
- 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           | Don't arrive late for class. We can't arrive late for class. |
| 2. listen/teacher              | _____  |
| 3. be noisy/library            | _____  |
| 4. speak English/English class | _____  |
| 5. eat/dining hall             | _____  |

# UNIT 5

## Section A

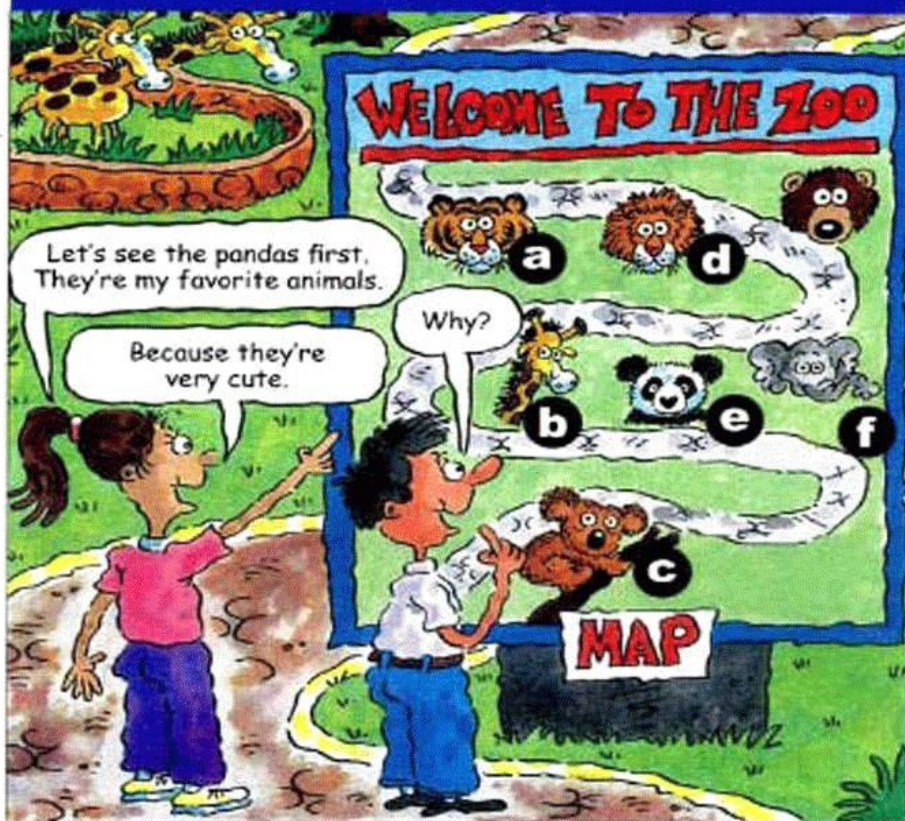
### Why do you like pandas?

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?

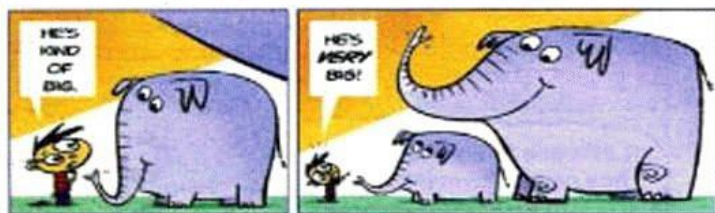
A: Because they're interesting.



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

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

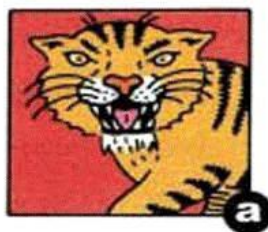
**3c** Think of an animal. Ask and answer questions with your partner to guess each other's animal.



- 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.



- |                           |                            |                        |                        |
|---------------------------|----------------------------|------------------------|------------------------|
| 1. smart <u>  d  </u>     | 3. beautiful <u>      </u> | 5. lazy <u>      </u>  | 7. small <u>      </u> |
| 2. friendly <u>      </u> | 4. cute <u>      </u>      | 6. scary <u>      </u> | 8. shy <u>      </u>   |

**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.

<input type="checkbox"/> lions	<input type="checkbox"/> elephants	<input type="checkbox"/> pandas
<input type="checkbox"/> giraffes	<input type="checkbox"/> koalas	<input type="checkbox"/> 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.

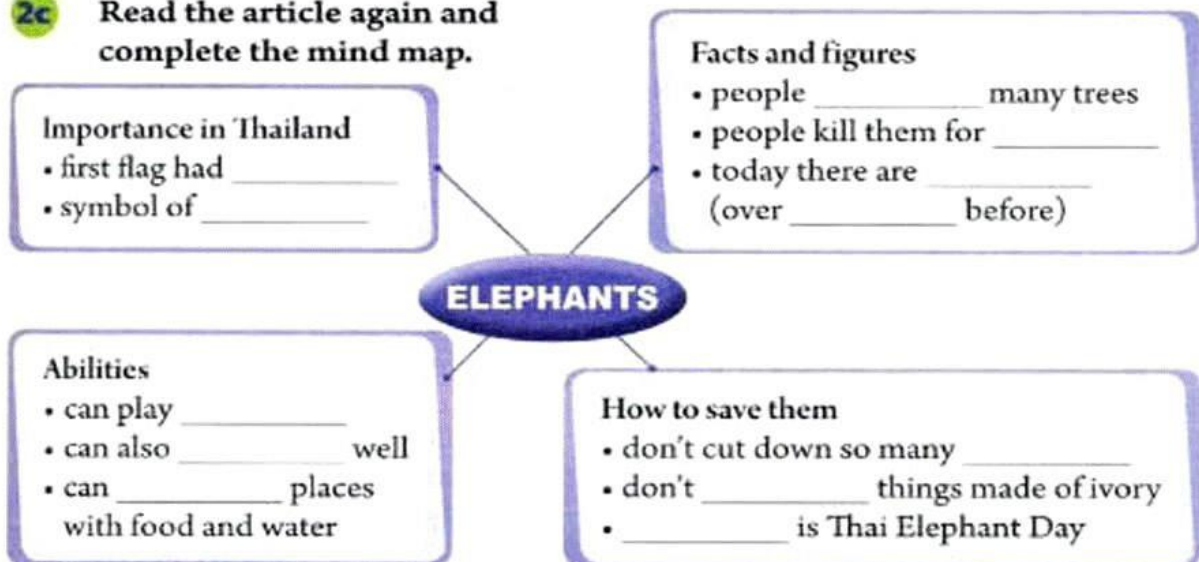
Elephants are smart animals. They can play soccer or music. They can also draw very well. People say that "an elephant never forgets". Elephants can walk for a long time and never get lost. They can also remember places with food and water. This helps them to live.

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.



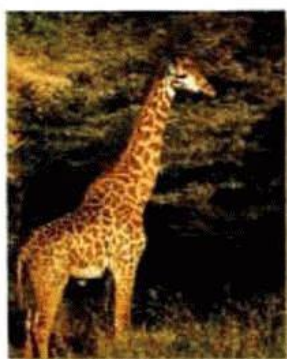


UNIT 5

- 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
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**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.