



经全国中小学教材审定委员会2003年初审通过  
义务教育课程标准实验教科书

# 英语

## Project English

(七年级起始)

STUDENTS' BOOK

七年级 下册

北京市仁爱教育研究所 编著



北京教育出版社



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仁爱版教材推广及服务中心电话  
4008100168 010-82676936 13911468415

责任编辑：陈业莹

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北京教育出版社出版

(北京北三环中路6号)

邮政编码：100120

广东新华发行集团股份有限公司发行

福建新华印刷有限责任公司印刷

\*

890×1240 16开本 9.5印张 200千字

2009年12月第1版 2010年12月第2次印刷

ISBN 978-7-5303-7308-8

G·7225 定价：10.86元

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# 出版说明

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仁爱版英语教材有如下一些特点：

**1. 零起点，针对性强：**教材针对中国大部分地区7~9年级英语学习者的特点而编写，起点为零。从26个字母开始学习，重视语音、语调，以图文结合的形式呈现教学内容；教材内容体系的安排由浅入深、由简单到复杂逐步过渡；重视新旧知识的结合和语言现象的复现，话题环环相扣。因此，单词、句型再现率特别高，使学生的词汇量和语言知识像滚雪球一样不断循环滚动，逐渐增大，学生的英语水平呈螺旋式逐步提高。

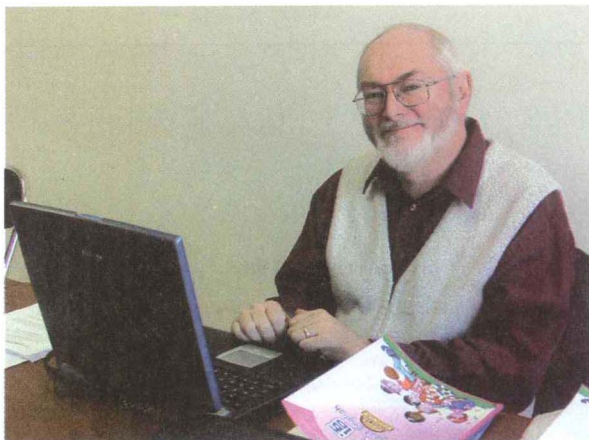
**2. 体例、体系新：**教材创造了国内最新的新课标英语教材编写体例、体系，以康康等四个小主人公相识、相知、成长、学习、生活的故事情节为主线贯穿教材始终，生活气息浓厚。整套教材共六册，每册由四个模块单元（九年级下册为两个模块单元）组成。每个模块由单元——话题——功能——任务构成，编写思路清晰，符合学生认知发展规律。单元按语言功能意念项目编排，话题按相关教学任务编排，每一话题四个小节(section)按听、说、读、写的语言技能编排。

**3. 语言地道：**本套书的加拿大主编 Jim Greenlaw 先生是加拿大著名英语教育专家，不列颠哥伦比亚大学教育学博士。他所率领的加拿大编写团队中的每位成员均为 ESL 教育专家，具有丰富的教材编写经验，保证了教材语言的纯正、地道、原汁原味。

中方主编王德春教授是博士生导师，中国修辞学会会长、中外语言文化比较学会副会长，享受国务院特殊津贴的国家级突出贡献专家。

**4. 好教易学：**教材充分体现了新课标的指导思想，把任务型教学与交际教学法灵活地运用于英语课堂。课题(project)探究活动构成了每个单元的核心，旨在让学生综合运用在本单元所学的语言知识、语言技能，提高用英语获取信息、处理信息、分析和解决问题的能力。

**5. 原配英语产品配备齐全：**为了让广大师生更好地使用仁爱版英语教材，教材主编及原创设计人员花费了大量时间、精力为广大师生创作设计了丰富完备的近30种仁爱版英语教材的多媒体互动电子教科书、原配课堂（同步辅导 DVD）、原配音标课堂、原配教辅等产品。



## （1）功能完备、使用方便的原配电子、音像产品

多媒体互动电子教科书、原配课堂（同步辅导 DVD）、原配音标课堂、教科书录音带等教育电子产品是唯一合法授权使用的原配电子音像产品，由教材主编及原创设计人员亲自研制，唯一能按课本教学时间顺序同步配套使用教材学习内容，能让中国学生迅速摆脱“哑巴英语”和“方言英语”的困扰，帮助广大学生快速掌握正确的英语发音，开辟英语学习的第二课堂，营造全方位的英语学习环境，使学生能够真正地把英语当作一种交流的工具来学习。

## （2）品种齐全的原配纸质助学产品

唯一合法授权、教材主编及原创设计人员自己编著的《**仁爱英语报**》《英汉互动讲解》《教材讲解》《同步练习册》《同步练习与测试》《同步整合方案》《同步听力训练》《同步阅读训练》《同步活页 AB 卷》《专用词典》《同步语法》《中考总复习用书》等20多种原配教辅资料分别从不同角度、不同层次对教材内容进行补充、完善和拓展延伸。

## （3）丰富的网络课程资源

专为广大师生免费提供教学服务的仁爱教育网站（<http://www.renai-edu.com>），除了配有供广大一线教师和教研员免费下载的同步多媒体教学课件、优质示范课、教学案例设计之外，还为广大一线师生及教研员提供更加丰富实用的其他相关教学课程资源和最新的教育资讯。

作为一套真正的七年级零起点英语教科书，本套书最适合从七年级开始学习英语（小学未学过英语）的学生使用，对于小学已学过英语的学生，由于全国各地小学英语教师有相当部分为非英语专业、课时较少（每周2~3节课）以及小学英语考试很少等诸方面的因素，导致小学阶段虽然开设了英语课程，但相当多的学生小学毕业时，其英语水平均未达到小学毕业之二级水平要求。因此，本套书也非常适合这部分英语水平在小学毕业时未达到二级英语水平要求的七年级学生使用。

北京市仁爱教育研究所

2010年12月



# Guide to Project English

## 使用指南

### TOPIC 2



#### 1a Listen, read and say

(Li Ming and Kangkang are in the school library.)

1 Li Ming: Excuse me, may I borrow a few Ren'ai Project English workbooks?

Girl: Of course. Many students are using them, and they are doing better in English now.

(The girl looks for the books on the shelves.)

Girl: Here you are.

Li Ming: Great! How long can I keep them?

Girl: Two weeks. You must return them on time.

Li Ming: Sure, I will. Thank you.

Girl: It's a pleasure.

2 Kangkang: Excuse me, do you have any Ren'ai English Post?

Girl: Sorry, we don't have any.

Kangkang: Thank you all the same. Bye-bye!

Girl: Bye!



#### 1b Pair work

Work in pairs to practice borrowing things from others. You may use the following expressions.

- ☆ Excuse me, may/can/could I borrow ...?
- ☆ Excuse me, do you have ...?
- ☆ How long can I keep it/them?
- ☆ You must return it/them on time.
- ☆ Thank you. / Thank you all the same.

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图文并茂的对话既呈现了课标中的功能意念，又培养了学习者的听、说技能。

合作活动贴近生活，促使学习者在不同的交际情景中用英语进行交流，从而加强他们的合作意识和交际能力。

通过形式多样的写作活动提高学习者综合运用语言的能力。

及时对各话题的语法和习惯用语进行系统归纳，便于学习者准确把握话题重点。

通过设计一系列的任务型探究活动，促进学习者综合运用所学知识，与他人进行合作、交流，从而培养他们的创新能力和探究精神。

### UNIT 6

#### 3 Written work

Draw a map to show the way from your home to your school and write a passage about how to get to your school. You may begin like this:

This is my home. When I go to school, first ...

#### 4a Grammar focus

##### Prepositions

along across on the corner of across from between ... and ...

##### Imperatives

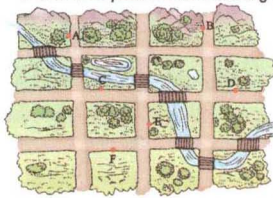
Be careful! Don't play on the street.  
Keep quiet in class. Don't be late for school.

#### 4b Useful expressions

Excuse me, is there a (an) ... near here? Yes. Go up/down this street to the end, and ...  
Excuse me, how can I get to ...? Go along ... and turn left at the first crossing.  
Excuse me, which is the way to ...? Sorry, I don't know. I'm new here.  
Excuse me, could you tell me the way to ...? Go along this road until you get to ...  
Excuse me, where is ...? You need to take Bus No. 718.  
How far is it from here? It's about ... away from here.

#### 5 Project

1. Look at the picture. Put the following six places on A, B, C, D, E or F as you like.



post office supermarket  
bookstore hospital  
bank school

Ask the ways:

- (1) from A to D
- (2) from B to E
- (3) from C to F
- ...

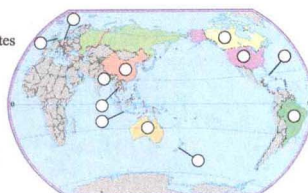
2. Make conversations in pairs and then act them out in class.

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## 2 Listen, read and match

- A. the United States  
B. England  
C. Cuba  
D. Canada  
E. Germany  
F. New Zealand



- G. Brazil  
H. Australia  
I. China  
J. India  
K. Thailand  
L. Indonesia

## 3 Work alone

Listen and check (✓) the correct answers.

- Where does Zhou Weilun want to go for a holiday?  
☐ Cuba. ☐ India. ☐ England.
- Where does Wang Junfeng plan to go?  
☐ Japan. ☐ The United States. ☐ Thailand.
- Where would Tony like to go?  
☐ Australia. ☐ Canada. ☐ Germany.
- Where does Zhang Ming hope to go?  
☐ Germany. ☐ Cuba. ☐ England.

## 4 Class activity

Let's chant.

I want to go on holiday.  
In summer when the weather is hot,  
We wear shorts and T-shirts on the beach.  
And we swim in the sea.

I want to go on holiday.  
In winter when the weather is cold,  
We wear coats and hats in the park.  
And we play in the snow.



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通过阅读训练，培养学习者的文化意识和跨文化交际能力，使学习者在学习语言知识的同时，了解异国文化习俗，进而拓展学习者的文化视野。

通过创设真实的情境，鼓励学习者积极参与调查活动，提高他们合作学习的能力。

活动的设计体现学科之间的相互渗透和交融，有助于学习者综合素质的提高。

听力活动形式多样，有助于激发学习者学习英语的兴趣，从而培养他们良好的听力技能。

轻松活泼的童谣，帮助学习者感受英语语言的节奏美。



## 1a Read and understand

## Customs in Different Countries

Different countries have different customs. When you travel in other countries, you should know the customs there.

In Japan, when you enter someone's home, you should take off your shoes. In Brazil, people never go out with their hair wet. In Indonesia, you mustn't point to anything with your foot. And don't touch a child on the head in Thailand.

## 1b Work alone

Fill in the blanks. Then match the countries with the right pictures.



You should take off your shoes before entering someone's home.



You shouldn't \_\_\_\_\_.



You shouldn't \_\_\_\_\_.



You shouldn't \_\_\_\_\_.

Japan

Thailand

Brazil

Indonesia

## 1c Group work

Survey people in your hometown about their customs. Then report your findings to your class, using *You should/shouldn't* ...

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Yukio



Sally



Helen



Mr. Lee



Miss Wang



Li Ming

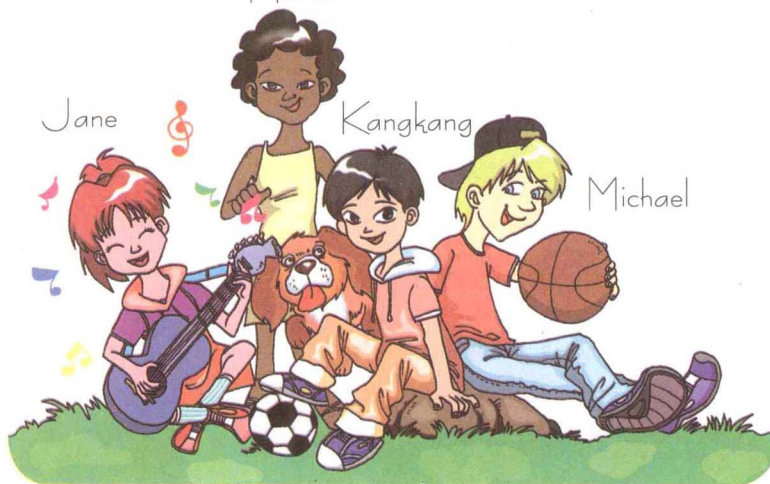


Maria

Steve



Jane



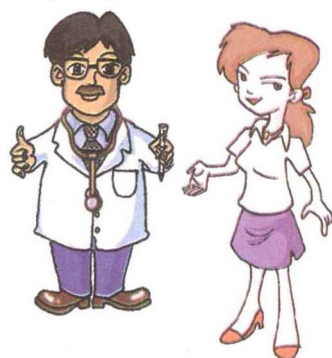
Kangkang

Michael

Wang Junfeng



Kangkang's father and mother



Ms. Jones



Maria's father and mother



Jane's father and mother



Li Xiang



Zhou Weilun





# Scope and Sequence

| Unit                | Title           | Topic   | Functional Item  |
|---------------------|-----------------|---|--|
| <b>5</b><br>Page 1  | Our School Life | <b>1. How do you usually come to school?</b><br><br>Page 1    | Talking about means of transportation<br>Learning how to express frequency<br>Learning how to interview people<br>Talking about daily routines                 |
|                     |                 | <b>2. He is running on the playground.</b><br><br>Page 9      | Talking about school buildings<br>Learning how to borrow things<br>Talking about school activities   |
|                     |                 | <b>3. My school life is very interesting.</b><br><br>Page 17  | Talking about school activities, subjects, timetables and news<br>Talking about interests, likes and dislikes  |
| <b>6</b><br>Page 25 | Our Local Area  | <b>1. Is there a computer in your study?</b><br><br>Page 25   | Talking about positions and existence<br>Talking about rooms in homes, furniture and home items  |
|                     |                 | <b>2. What kind of home do you live in?</b><br><br>Page 33    | Talking about environments and relationships between neighbors<br>Asking for and offering help<br>Making telephone calls<br>Learning how to express complaints |
|                     |                 | <b>3. Which is the way to the post office?</b><br><br>Page 41 | Asking the way<br>Giving directions<br>Talking about traffic signs, rules and warnings   |
| Page 49             |                 | Review 3  |  |





| Structure                            | Target Language  | Vocabulary   |
|--------------------------------------|--|--|
| Frequency                            | How do you usually come to school?<br>I usually come to school by subway.<br>How often do you come to the library?<br>Very often.  | plane, train, ship, boat, weekday,<br>catch, walk, ride, play, swim, read<br>Adverbs of frequency: always,<br>usually, often, sometimes, seldom,<br>never              |
| Present Continuous                   | Are you watching TV? Yes, I am./No, I'm not.<br>What are you doing? I'm making cards.<br>She is reading.<br>But they aren't sleeping at the moment.<br>Excuse me, may/can/could I borrow ...?<br>How long can I keep them? Two weeks.            | make, boring, dance, borrow,<br>keep, return<br>Buildings: gym, dormitory, lab,<br>dining hall, classroom ...  |
| Present Simple<br>Present Continuous | What day is it today? It's Wednesday.<br>What class are they having?<br>They are having a music class.<br>..., so I don't like it very much.<br>Which subject do you like best?<br>Why do you like it?<br>Because it's easy and interesting.     | easy, interesting, difficult<br>Subjects: physics, geography, P.E.,<br>art, math, history ...<br>Days of the week: Monday, Tuesday,<br>Wednesday, Thursday, Friday ... |
| <i>There is/are</i><br>Prepositions  | Is there a computer in your study?<br>Yes, there is. / No, there isn't.<br>There is a lamp, a computer, some books and so on.<br>What's in front of the house?<br>There are many beautiful flowers in the<br>garden. But there aren't any trees. | Rooms: bedroom, study, kitchen,<br>bathroom ...<br>Furniture: table, chair ...<br>Home items: lamp, clock ...  |
| <i>There is/are</i>                  | What kind of home do you live in?<br>What's the matter?<br>..., but I'm afraid it's too loud.<br>There are no houses on the right ...<br>Sorry, I can't hear you. The line is bad.<br>There is something wrong with my kitchen fan.              | country, month, quiet, neighbor,<br>bank, museum, supermarket,<br>station, child, area, miss   |
| Prepositions<br>Imperatives          | Excuse me, how can I get to ...?<br>Go along ... and turn left at the first crossing.<br>It's about ... along on the right.<br>Wait for your turn when the lights are red.<br>Don't be late for school.  | bridge, along, turn, across, kilometer,<br>public, rule, careful, ticket, speed  |

### Review of Units 5–6



# Scope and Sequence

| Unit         | Title                       | Topic  | Functional Item   |
|--------------|-----------------------------|--|---|
| 7<br>Page 53 | The Birthday Party          | 1. When is your birthday?<br><br>Page 53             | Talking about birthdays<br>Talking about dates<br>Describing objects and features (shapes)  |
|              |                             | 2. Can you dance or draw?<br><br>Page 61             | Talking about ability and inability   |
|              |                             | 3. We had a wonderful party.<br><br>Page 69          | Celebrating birthdays<br>Talking about past experiences<br>Expressing blame and complaint   |
| 8<br>Page 77 | The Seasons and the Weather | 1. What's the weather like in spring?<br><br>Page 77 | Talking about seasons, weather and temperature<br>Understanding weather reports   |
|              |                             | 2. The summer holidays are coming.<br><br>Page 85    | Talking about holidays and travels<br>Talking about future plans and intentions<br>Talking about customs and culture in different countries<br>Making suggestions |
|              |                             | 3. Let's celebrate!<br><br>Page 93                   | Talking about holidays and festivals<br>Talking about customs and culture   |
| Page 101     |                             | Review 4   |   |





| Structure  | Target Language  | Vocabulary   |
|--|--|--|
| Past Simple( I )<br>Cardinal Numbers<br>Ordinal Numbers                            | When were you born?<br>I was born in January, 1997.<br>When is your birthday? May 13th.<br>What's the date today? It's May 8th.<br>What's the shape of your present? It's round.<br>How long/wide is it? It's ... long/wide.                               | was, were, date, celebrate, shape, football, candle<br>Months: January, February, March ...<br>Ordinal numbers: third, fourth, fifth ... |
| Modal Verbs:<br><i>can/can't</i><br><i>could/couldn't</i><br>Alternative Questions | I can only sing English songs.<br>Can you dance to disco or perform ballet?<br>I can dance to disco.<br>Can/Could you see the bread?<br>Yes, I can/could. / No, I can't /couldn't.<br>What else can you do? I can count.<br>I can't count so many flowers. | smart, count, climb, pig, ping-pong, anything, word, mean  |
| Past Simple( II )  | Did you sing a song at the party?<br>Yes, I did. / No, I didn't.<br>I missed the chair and fell down.<br>How can you lie to me?<br>I didn't play video games at all.<br>Why did you come back so late?<br>Why didn't you tell me the truth?                | magic, enjoy, yesterday, fall, lie, video, everyone, truth, silent, blow, breath, delicious, funny                                       |
| Present Simple &<br>Past Simple<br>Word Formation                                  | Which season do you like best, spring, summer, fall or winter?<br>How is the weather there?<br>It was sunny and warm yesterday.  | Seasons: spring, summer, fall, winter<br>Weather: sunny, rainy, cloudy, snowy, windy, warm, hot, cold, bright ...                        |
| <i>want/plan/wish/hope/<br/>would like to ...</i>                                  | I want to go to Canada.<br>I plan to go to Australia.<br>I wish to travel around the country ...<br>I hope to get together with them.<br>I'd like to visit some places of interest in China.   | travel, interest, expensive, camera, tent, raincoat, enter, point, touch, lucky, pass  |
| Review   | Christmas is the most important festival in many countries.<br>In China, celebrating the Spring Festival is a big event.<br>Then we knocked on our neighbors' doors and shouted, "Trick or treat!"   | sweet, luck, pie, open, gift, grape, knock, shout<br>Festivals and holidays: Spring Festival, Christmas, Thanksgiving, Teachers' Day ... |

### Review of Units 7-8





# UNIT 5 Our School Life



## Topic 1

### How do you usually come to school?

#### 1a



#### Look, listen and say

(Kangkang meets Jane and Helen at the school gate.)

Kangkang: Hi, Jane and Helen. Happy New Year!

Jane and Helen: The same to you. Nice to see you again,  
Kangkang.

Kangkang: Nice to see you, too.

Helen: Oh, your new bike looks very nice!

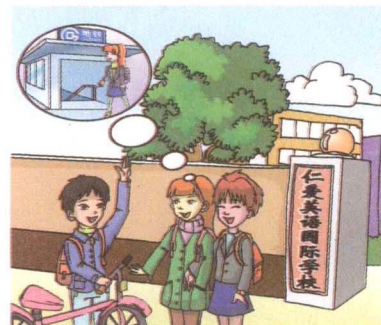
Kangkang: Thank you.

Helen: Do you often come to school by bike?

Kangkang: Yes, I do. How do you usually come to school?

Helen: I usually come to school by subway. How about you, Jane?

Jane: I always come to school by bus. Oh, it's time for class. Come on!

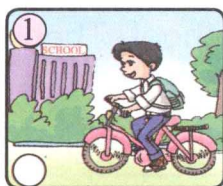


#### 1b



#### Work alone

Read the sentences and then choose the right one for each picture.



A. Michael comes to school **on foot**.



C. Kangkang comes to school **by bike**.



B. Jane goes to school **by bus**.



D. Helen goes to school **by subway**.

#### 1c



#### Group work

Practice 1a and make similar conversations using the following sentences.

Nice to see you!

Happy New Year!

How do you usually come to school?

...



2a



# Work alone

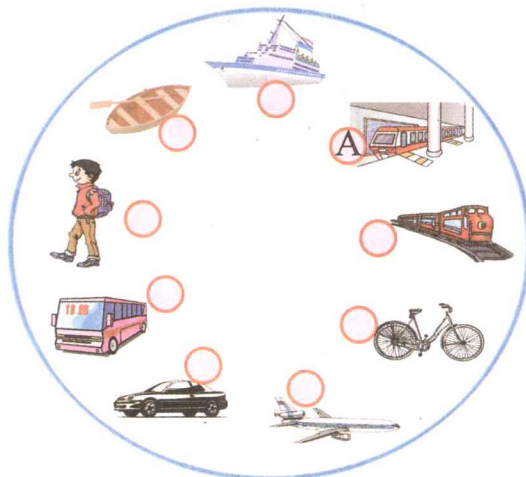
Look at the pictures and match them with the correct phrases.

A. by subway

B. by bike

C. by plane

D. on foot



E. by car

F. by train

G. by ship

H. by bus

I. by boat

2b



# Work alone

Listen and match the means of transportation above with the right people.

Mr. Zhang C Kangkang \_\_\_\_\_ Ms. Black \_\_\_\_\_

Jane's father \_\_\_\_\_ Miss Gao \_\_\_\_\_ Ellen \_\_\_\_\_

Zhao Lin \_\_\_\_\_ Mr. Lee \_\_\_\_\_ Wu Hui's grandmother \_\_\_\_\_

3



# Group work

Survey your group, asking them how they come to school. Then make a report to your class.

Example:

A: I usually come to school on foot. How do you usually come to school?

B: I usually come to school by bike.

C: I usually come to school by bus.

...

You may report like this:

In our group, three of us come to school by bike ...

| How<br>Name | on<br>foot | by<br>bike | by<br>subway | by<br>bus | ... |
|-------------|------------|------------|--------------|-----------|-----|
| A           | ✓          |            |              |           |     |
| B           |            | ✓          |              |           |     |
| C           |            |            |              | ✓         |     |
| ...         |            |            |              |           |     |
| Number      |            | 3          |              |           |     |





1a



## Listen, read and say

Helen: Michael, what time do you usually get up on weekdays?

Michael: I always get up at about six o'clock.

Helen: The early bird catches the worm. How do you usually go to school?

Michael: I usually go to school on foot, but sometimes by bike. How about you?

Helen: I seldom walk to school. I often go by subway. What about you, Sally?

Sally: I never go to school by subway. I always take a bus.

1b



## Work alone

Read 1a again and complete the chart below with proper adverbs of frequency.

never(0%) \_\_\_\_\_ sometimes \_\_\_\_\_ usually \_\_\_\_\_ (100%)



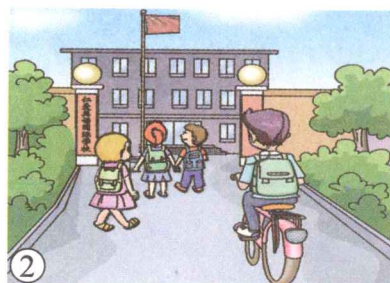
2a



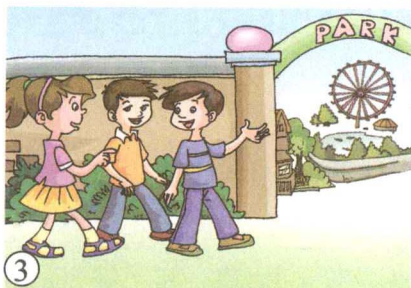
## Look, listen and learn



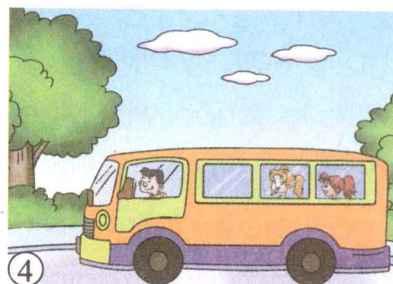
Maria sometimes **goes** home **by subway**.  
Maria sometimes **takes the subway** home.



Li Xiang often **comes** to school **by bike**.  
Li Xiang often **rides a bike** to school.



We usually **go** to the park **on foot**.  
We usually **walk** to the park.



They always **go** to the zoo **by bus**.  
They always **take a bus** to the zoo.



## 2b



## Pair work

Talk about the pictures in 2a with your partner.

Example:

A: How does Maria go home?

B: She sometimes goes home by subway. / She sometimes takes the subway home.

## 3



## Work alone

Listen and check (✓) the right answers.

| Activity<br>Frequency | get up<br>early | walk to<br>school | do my<br>homework<br>at school | help my<br>parents | see a movie | watch TV in<br>the evening |
|-----------------------|-----------------|-------------------|--------------------------------|--------------------|-------------|----------------------------|
| always                |                 |                   |                                |                    |             |                            |
| usually               |                 |                   |                                |                    |             |                            |
| often                 |                 |                   |                                |                    |             |                            |
| sometimes             |                 |                   |                                |                    |             |                            |
| seldom                |                 |                   |                                |                    |             |                            |
| never                 |                 |                   |                                |                    |             |                            |

## 4



## Class activity

Let's chant.

You go to work by bike.

He walks to school with Mike.

She comes here by plane.

They go there by train.

We are busy on weekdays.

Let's be early as always.







1a



## Listen, read and say

Interviewer: Good evening, boys and girls! Welcome our new friend, Michael. He's from America. Hello, Michael!

Michael: Hello!

Interviewer: We'd like to know about the school life of American students. How do they usually go to school?

Michael: Well, many students take a yellow school bus or walk to school. Very few students ride bikes.

Interviewer: Where do they usually have lunch?

Michael: They usually have lunch at school.  
They seldom eat out on school days.

Interviewer: Do they have a short rest after lunch?

Michael: No, they don't.

Interviewer: What time is school over, then?

Michael: At about 3 o'clock.

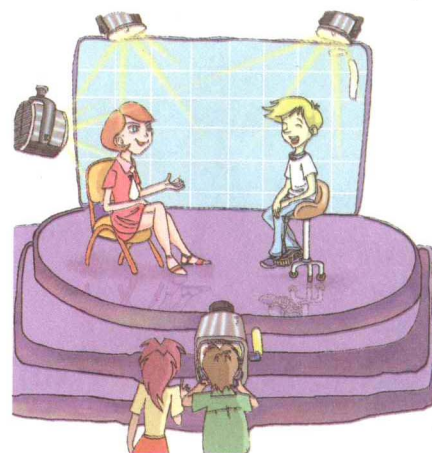
Interviewer: What do they do in their free time?

Michael: They often play basketball or soccer,  
go swimming and so on.

Interviewer: And how often do they have ball games?

Michael: Four times a year.

Interviewer: Well, I'm sorry we have no more time. Nice talking to you. Thank you.



1b



## Pair work

Read 1a again and answer the questions. Then act it out.

1. How do American students usually go to school?
2. Where do they usually have lunch?
3. What time is school over?
4. What do they do in their free time?
5. How often do they have ball games?

1c



## Written work

Write a passage about the school life of American students according to 1b.



## 2



## Pair work

Ask and answer in pairs after the example.

Example:

A: What does *Hai Qing* usually do after school?

B: He usually *plays soccer*, but he doesn't *play basketball*.



Hai Qing  
play soccer  
play basketball



Wen Wei  
go swimming  
go fishing



Ellen  
listen to music  
watch TV



Wang Junfeng  
do his homework  
go to the park

## 3



## Pair work

Make conversations similar to the example, using the words and phrases in the box.



Example:

A: Do you often *read books in the library*?

B: Yes, I do. / No, I don't.

A: How often do you *come to the library*?

B: *Very often*.

## Activity

meet friends  
watch TV  
listen to music  
go swimming  
cook  
go to the zoo  
play soccer

## Frequency

once a week  
twice a week  
three times a week  
very often  
every day  
seldom  
never