义务教育教科书

英语

八年级

下册

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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！

本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。相信教材的以下特点会继续帮助你们学好英语：

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

2. 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，而是有话可说、有话想说、有话能说。

3. 教材在重视培养你们的语言运用能力的同时，更加重视培养你们的语言学习策略和技能。这些策略和技能是帮助你们进一步学好英语的基础。

4. 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. 教材进一步丰富了文化教学的内容，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，你们还需要继续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，继续努力吧！祝你们英语学习取得更大进步！

编者

2013年5月

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2 I'll help to clean up the city parks. Page 9	Volunteering and charity	Offer help	Infinitives as object, adverbial and object complement Modal verb *could* for suggestions Phrasal verbs
3 Could you please clean your room? Page 17	Chores and permission	Make polite requests Ask for permission	*Could* for polite requests *Could* for permission
4 Why don't you talk to your parents? Page 25	Interpersonal communication	Talk about problems Give advice	Why don't you ...? Conjunctions *until, so that* and *although*

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Target Language	Vocabulary	Recycling
What's the matter? I have a stomachache. What's the matter with Ben? He hurt himself. Does he have a toothache? Yes, he does. What should she do? She should take her temperature.	foot, knee, neck, stomach, throat, matter, cough, fever, headache, stomachache, toothache, nurse, blood, rest, X-ray, situation, spirit, trouble, death hit, hurt, lie, rest have a cold, take breaks, get off, right away, get into, cut off, give up	arm, back, ear, eye, hand, head, leg, mouth, nose, tooth temperature, dentist, medicine, doctor, hospital Modal verb *should* *If* clause
I'd like to help homeless people. You could ask hospitals to let you visit the kids and cheer them up. She volunteers there once a week to help kids learn to read. I'm making some signs to put up around the school.	feeling, interest, difficulty, kindness, satisfaction disabled, blind, deaf, lonely, strong, clever clean up, cheer up, give out, hand out, give away, care for, fix up, put off, come up with, call up, take after, try out, set up	job, time, money, city park, old people's home, animal hospital visit, teach, tell stories, spend, help, decide put up, help out, give up, run out Infinitives as object
Could I go out for dinner with my friends? Sure, that should be OK. Could we get something to drink after the movie? No, you can't. You have a basketball game tomorrow. Could you please take the dog for a walk? OK, but I want to watch one show first.	floor, mess, neighbor, rubbish, shirt, waste, stress fold, sweep, throw, pass, borrow, lend, hate, depend, develop, provide, drop fair, unfair all the time, as soon as, in order to, depend on, take care of	dish, bed, clothes, room, home, work, job, homework, housework, parent, child, kid, teenager clean, tidy, comfortable take out, go out, stay out, help out, help with Modal verbs *can* and *have to*
What should I do? Why don't you forget about it? Although she's wrong, it's not a big deal. What should he do? He should talk to his friend so that he can say he's sorry. Maybe you could go to his house. I guess I could, but I don't want to surprise him.	communication, relation allow, argue, cause, communicate, compare, compete, continue, copy, explain, guess, offer, push, return wrong, quick, clear, crazy, nervous, proper, typical, usual instead, perhaps, secondly look through, work out, get on with, compare ... with, in one's opinion	parent, homework, advice, grade, test, fight study, write, call, talk, help, hang out, relax, agree, disagree enough, tired, sorry, angry, lonely What's the matter? Modal verbs *should* and *could*

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Units	Topics	Functions	Structures
5 **What were you doing when the rainstorm came?** Page 33	Unforgettable events	Talk about past events Tell a story	Conjunctions *when* and *while* Questions and statements with the past progressive tense
6 **An old man tried to move the mountains.** Page 41	Legends and stories	Tell a story	Conjunctions *unless, as soon as* and *so ... that*
7 **What's the highest mountain in the world?** Page 49	Facts about the world	Talk about geography and nature	Large numbers Comparatives and superlatives with adjectives and adverbs

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Target Language	Vocabulary	Recycling
What were you doing at eight last night? I was taking a shower. What was he doing when the rainstorm came? He was reading in the library when the rainstorm came. What was Jenny doing while Linda was sleeping? While Linda was sleeping, Jenny was helping Mary with her homework.	date, area, storm, wind, light, match, silence beat, begin, realize, report, rise strange, asleep completely, suddenly, heavily, recently go off, pick up, fall asleep, die down, have a look, make one's way, take down, at first	weather, news, neighbor, TV, radio, history happen, remember, start, forget at nine o'clock, at 7:00 a.m., yesterday morning, last night, 10 minutes ago Days of the week, dates and times Simple past tense
How does the story begin? Once upon a time, there was a very old man ... What happened next? As soon as the man finished talking, Yu Gong said that his family could continue to move the mountains after he died. Why was Yu Gong trying to move the mountains? Because they were so big that it took a long time to walk to the other side.	god, couple, husband, wife, object, gold, silk, stick, stone, tail, voice, ground remind, fit, hide, lead, marry, shine, smile, cheat brave, stupid, silly, weak, Western, magic once upon a time, turn ... into, fall in love, get married, a little bit, instead of	story, mountain, fight, problem, opinion, side interesting, different, famous, favorite Simple present tense Simple past tense Past progressive tense
What's the highest mountain in the world? Qomolangma. How high is Qomolangma? It's 8,844.43 meters high. It's higher than any other mountain. Did you know that China is one of the oldest countries in the world? Yes, I did. It's much older than the US.	nature, desert, ocean, square, meter, bamboo, adult, illness, force, population, condition, government, research, protection, achievement, excitement achieve, include, protect, succeed, weigh deep, wide, wild, thick, huge, ancient, endangered feel free, take in, walk into, fall over, or so, as far as I know, in the face of, at birth, up to	mountain, kilometer, size, world, lake, river, sea, panda, elephant, country, scientist, fact high, long, big, famous, popular, strong Making comparisons

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Units	Topics	Functions	Structures
8 Have you read *Treasure Island* yet? Page 57	Literature and music	Talk about recent events and experiences	Present perfect tense with *already* and *yet*
9 Have you ever been to a museum? Page 65	Fun places	Talk about past experiences	Present perfect tense with *been, ever* and *never*
10 I've had this bike for three years. Page 73	Living environment	Talk about possessions and things around you	Present perfect tense with *since* and *for*
Page 81	Notes on the Text		
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Target Language	Vocabulary	Recycling
Have you read *Little Women* yet? Yes, I have./No, I haven't. Has Tina read *Treasure Island* yet? Yes, she has. She thinks it's fantastic. Have you decided which book to write about yet? Yes, I have. I've already finished reading it. It was really good.	page, fiction, pop, fan, million, record, line, success, beauty, technology treasure, island, ship, sand, land, mark, gun, tool introduce, belong forever, abroad full of, hurry up, ever since, one another	book, writer, library, music, song, singer, musician, CD read, finish, listen, feel fantastic, interesting, boring, favorite, famous, popular, successful Simple present tense Simple past tense Simple future tense
Have you ever been to a science museum? No, I've never been to a science museum. Have you ever visited the space museum? Yes, I have. I went there last year. I've never been to a water park. Me neither.	camera, toilet, province, spring, fox collect, encourage, fear, progress rapid, peaceful, perfect, safe, unbelievable, unusual, social whenever, whether a couple of, thousands of, on the one hand ... on the other hand ..., all year round	art, space, history, science, nature, computer, tea, museum, park, zoo, holiday visit, try, camp recently, yesterday, last year, in April, next week, tomorrow Present perfect tense
How long have you had that bike over there? I've had it for three years. How long has his son owned the train and railway set? He's owned it since his fourth birthday. Have you ever played football? Yes, I did when I was little, but I haven't played for a while now.	yard sale, soft toy, bread maker, scarf, board game, hometown, memory, childhood own, search, hold, regard, consider certain, soft, sweet, truthful according to, to be honest, as for, check out, part with, no longer, close to	sale, bike, book, magazine, clothes, place, school, tree sell, give away, lose, need, keep, decide, raise, change, appear, build, become, feel old, favorite, useful, special, sad, understanding Present perfect tense

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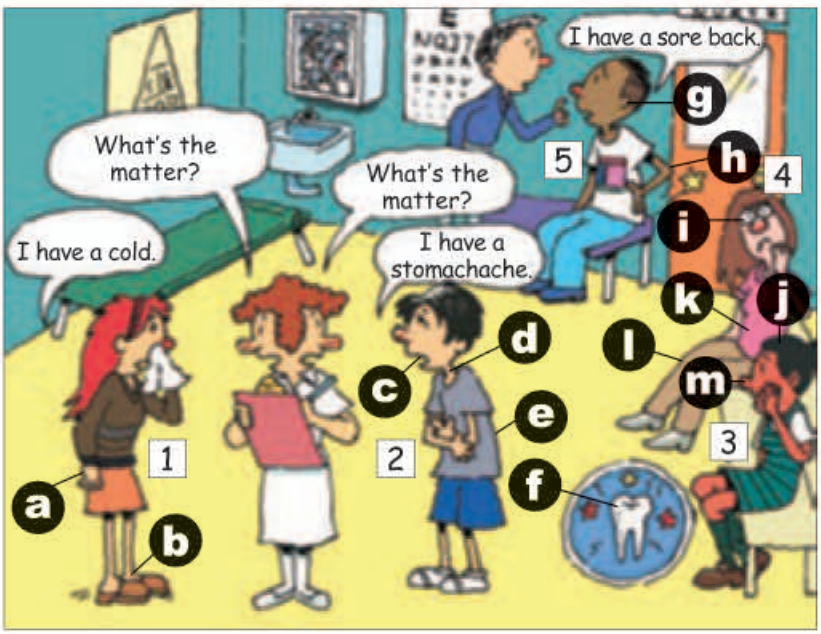
UNIT 1

Section A

What's the matter?

Language Goals:
Talk about health problems and accidents;
Give advice



1a **Look at the picture. Write the correct letter [a–m] for each part of the body.**

_h_ arm	____ back	____ ear	____ eye	____ foot
____ hand	____ head	____ leg	____ mouth	
____ neck	____ nose	____ stomach	____ tooth	

1b **Listen and look at the picture. Then number the names [1–5].**

Nancy ____ Sarah _1_ David ____
Ben ____ Judy ____

1c **Look at the picture. What are the students' problems? Make conversations.**

A: What's the matter with Judy?
B: She talked too much yesterday and didn't drink enough water. She has a very sore throat now.

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2a **Listen and number the pictures [1–5] in the order you hear them.**



2b **Listen again. Match the problems with the advice.**

1. fever	a. lie down and rest
2. stomachache	b. drink some hot tea with honey
3. cough and sore throat	c. see a dentist and get an X-ray
4. toothache	d. take your temperature
5. cut myself	e. put some medicine on it

2c **Make conversations using the information in 2a and 2b.**

A: What's the matter?
B: My head feels very hot.
A: Maybe you have a fever …
B: …

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

Mandy: Lisa, are you OK?
Lisa: I have a headache and I can't move my neck. What should I do? Should I take my temperature?
Mandy: No, it doesn't sound like you have a fever. What did you do on the weekend?
Lisa: I played computer games all weekend.
Mandy: That's probably why. You need to take breaks away from the computer.
Lisa: Yeah, I think I sat in the same way for too long without moving.
Mandy: I think you should lie down and rest. If your head and neck still hurt tomorrow, then go to a doctor.
Lisa: OK. Thanks, Mandy.

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3a **Read the passage. Do you think it comes from a newspaper or a book? How do you know?**

Bus Driver and Passengers Save an Old Man

At 9:00 a.m. yesterday, bus No. 26 was going along Zhonghua Road when the driver saw an old man lying on the side of the road. A woman next to him was shouting for help.

The bus driver, 24-year-old Wang Ping, stopped the bus without thinking twice. He got off and asked the woman what happened. She said that the man had a heart problem and should go to the hospital. Mr. Wang knew he had to act quickly. He told the passengers that he must take the man to the hospital. He expected most or all of the passengers to get off and wait for the next bus. But to his surprise, they all agreed to go with him. Some passengers helped Mr. Wang to move the man onto the bus.



Thanks to Mr. Wang and the passengers, the man was saved by the doctors in time. "It's sad that many people don't want to help others because they don't want any trouble," says one passenger. "But the driver didn't think about himself. He only thought about saving a life."

3b **Read the passage again and check (✔) the things that happened in the story.**

1. _____ Wang Ping was the driver of bus No. 26 at 9:00 a.m. yesterday.
2. _____ Bus No. 26 hit an old man on Zhonghua Road.
3. _____ The old man had a heart problem and needed to go to the hospital right away.
4. _____ The passengers on the bus did not want to go to the hospital, so only Wang Ping went with the woman and old man.
5. _____ Some passengers helped to get the old man onto the bus.
6. _____ The old man got to the hospital in time.

3c **Discuss the questions with a partner.**

1. Why was Wang Ping surprised that the passengers agreed to go to the hospital with him?
2. Did the passengers think Wang Ping did the right thing? How do you know?
3. Do you agree that people often do not help others because they do not want to get into trouble? Why or why not?

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Grammar Focus

What's the matter?	I have a stomachache.	You shouldn't eat so much next time.
What's the matter with Ben?	He hurt himself. He has a sore back.	He should lie down and rest.
Do you have a fever?	Yes, I do./No, I don't./I don't know.	
Does he have a toothache?	Yes, he does.	He should see a dentist and get an X-ray.
What should she do?	She should take her temperature.	
Should I put some medicine on it?	Yes, you should./No, you shouldn't.	

4a **Fill in the blanks and practice the conversations.**

1. A: I hurt _____ when I played basketball yesterday. What _____ I do?
   B: You _____ see a doctor and get an X-ray.
2. A: _____ the matter?
   B: My sister and I _____ sore throats. _____ we go to school?
   A: No, you _____.
3. A: _____ Mike _____ a fever?
   B: No, he _____. He _____ a stomachache.
   A: He _____ drink some hot tea.

4b **Circle the best advice for these health problems. Then add your own advice.**

1. Jenny cut herself. She should (get an X-ray / put some medicine on the cut).
   My advice: _____.
2. Kate has a toothache. She should (see a dentist / get some sleep).
   My advice: _____.
3. Mary and Sue have colds. They shouldn't (sleep / exercise).
   My advice: _____.
4. Bob has a sore back. He should (lie down and rest / take his temperature).
   My advice: _____.

4c **One student mimes a problem. The other students in your group guess the problem and give advice.**

Name	Problem	Advice
Liu Peng	fall down	go home and rest

A: What's the matter? Did you hurt yourself playing soccer?
B: No, I didn't.
C: Did you fall down?
B: Yes, I did.
D: You should go home and get some rest.

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Section B

1a **When these accidents happen, what should you do? Put the actions in order.**



____ Put a bandage on it.
____ Run it under water.
____ Put some medicine on it.



____ Go to the hospital.
____ Get an X-ray.
____ Rest for a few days.



____ Press the sides of your nose.
____ Put your head down.
____ Clean your face.

1b **Listen to the school nurse. Check (✔) the problems you hear.**

Problems		Treatments	Problems		Treatments
Someone felt sick.	✔	b, c	Someone had a nosebleed.		
Someone cut his knee.			Someone hurt his back.		
Someone had a fever.			Someone got hit on the head.		

1c **Listen again. Write the letter of each treatment next to the problems you checked in the chart above.**

a. put a bandage on it
b. took his temperature
c. told him to rest
d. put some medicine on it
e. took him to the hospital to get an X-ray
f. told her to put her head down

1d **Role-play a conversation between the nurse and the teacher. Use the information in 1b and 1c.**

A: Who came to your office today?
B: First, a boy came in. He hurt himself in P.E. class.
A: What happened?
B: ...

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2a **Accidents or problems can sometimes happen when we do sports. Write the letter of each sport next to each accident or problem that can happen.**

A = soccer B = mountain climbing C = swimming

____ fall down ____ have problems breathing ____ get hit by a ball

____ get sunburned ____ cut ourselves ____ hurt our back or arm

2b **Read the passage and underline the words you don't know. Then look up the words in a dictionary and write down their meanings.**

Finding the Order of Events

Writers describe events in a certain order. Finding the order of the events will help you understand what you are reading.

He Lost His Arm But Is Still Climbing

Aron Ralston is an American man who is interested in mountain climbing. As a mountain climber, Aron is used to taking risks. This is one of the exciting things about doing dangerous sports. There were many times when Aron almost lost his life because of accidents. On April 26, 2003, he found himself in a very dangerous situation when climbing in Utah.



On that day, Aron's arm was caught under a 360-kilo rock that fell on him when he was climbing by himself in the mountains. Because he could not free his arm, he stayed there for five days and hoped that someone would find him. But when his water ran out, he knew that he would have to do something to save his own life. He was not ready to die that day. So he used his knife to cut off half his right arm. Then, with his left arm, he bandaged himself so that he would not lose too much blood. After that, he climbed down the mountain to find help.

After losing his arm, he wrote a book called *Between a Rock and a Hard Place*. This means being in a difficult situation that you cannot seem to get out of. In this book, Aron tells of the importance of making good decisions, and of being in control of one's life. His love for mountain climbing is so great that he kept on climbing mountains even after this experience.

Do we have the same spirit as Aron? Let's think about it before we find ourselves "between a rock and a hard place", and before we have to make a decision that could mean life or death.

Words	Meanings

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2c **Read the statements and circle *True*, *False* or *Don't Know*.**

1. Aron almost lost his life three times because of climbing accidents.	TRUE	FALSE	DON'T KNOW
2. Aron had a serious accident in April 2003.	TRUE	FALSE	DON'T KNOW
3. Aron ran out of water after three days.	TRUE	FALSE	DON'T KNOW
4. Aron wrote his book before his serious accident.	TRUE	FALSE	DON'T KNOW
5. Aron still goes mountain climbing.	TRUE	FALSE	DON'T KNOW

2d **Read the passage again and answer the questions.**

1. Where did the accident happen on April 26, 2003?
2. Why couldn't Aron move?
3. How did Aron free himself?
4. What did Aron do after the accident?
5. What does "between a rock and a hard place" mean?

2e **Put the sentences in the correct order. Then use them to tell Aron's story to your partner. Try to add other details from the reading.**

_____ On April 26, 2003, he had a serious mountain climbing accident.
_____ Aron loves mountain climbing and doesn't mind taking risks.
_____ Aron did not give up after the accident and keeps on climbing mountains today.
_____ He wrote a book about his experience.
_____ Aron lost half his right arm from the 2003 accident.

3a **Imagine you are the school nurse and a student just had an accident or a health problem. Make notes about what he/she should and shouldn't do.**

Accident or health problem	He/She should	He/She shouldn't

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3b **Write a conversation between the nurse and the student using the notes in 3a. Use the questions and phrases below to help you.**

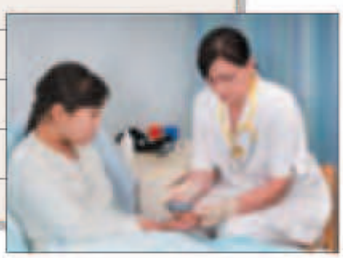
What's the matter?/What happened?/Are you OK?
No, I don't feel well./I feel ... /I have a ... /Should I ... ?
You should ... /You shouldn't ...
fell down/got hit by ... /cut myself/hurt my ...

Nurse: _____

Student: _____

Nurse: _____

Student: _____



Self Check

1 **Write different health problems next to the body parts. Then write more health problems you know of.**

Head: _____
Back: _____
Throat: _____
Tooth: _____
Stomach: _____
Other problems: _____

2 **Put these questions and answers in order to make a conversation.**

___ I hurt myself playing soccer. I have a sore leg.
___ I think you should see a doctor and get an X-ray.
___ What's the matter?
___ What should I do?
___ OK, thanks. I'll do that now.
___ Oh, that doesn't sound good.

3 **Write advice for these people.**

1. Problem: Alan cut himself.
   Advice: _____
2. Problem: Cindy has a headache.
   Advice: _____
3. Problem: My cousins have bad colds.
   Advice: _____
4. Problem: Jack hurt his back playing volleyball.
   Advice: _____

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UNIT 2

Section A

I'll help to clean up the city parks.

Language Goal:
Offer help

1a **Look at the ways you could help people in the picture. Then list other ways.**



Other ways you could help people

_____

_____

_____

_____

1b **Listen and number the ways the boy and girl could help others.**

____ The girl could visit the sick kids in the hospital to cheer them up.
____ The boy could give out food at the food bank.
____ The girl could volunteer in an after-school study program to teach kids.
____ The boy could help to clean up the city parks.

1c **Practice the conversation in the picture above. Then make other conversations using the information in 1b.**

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2a **A group of students are planning a City Park Clean-Up Day. Listen and check (✔) the things they are going to do to tell people about it.**



2b **Listen again. Fill in the blanks.**

1. We need to _____ _____ _____ a plan to tell people about the city park clean-up.
2. Clean-Up Day is only two weeks from now. We can't _____ _____ making a plan.
3. We could _____ _____ signs.
4. Let's make some notices, too. Then I'll _____ them _____ after school.
5. We could each _____ _____ 10 students and ask them to come.

2c **Make a conversation using the information in 2a and 2b.**

A: We need to come up with a plan for the City Park Clean-Up Day.
B: Let's have lunch first.
A: No, we need to start now. Clean-Up Day is only two weeks from now.

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

Helen: Hi, Tom. I'm making some plans to work in an old people's home this summer.
Tom: Really? I did that last summer!
Helen: Oh, what did they ask you to help out with?
Tom: Mm … things like reading the newspaper to the old people, or just talking to them. They told me stories about the past and how things used to be.
Helen: That sounds interesting.
Tom: Yeah, a lot of old people are lonely. We should listen to them and care for them.
Helen: You're right. I mean, we're all going to be old one day, too.

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3a **Read the article. What do Mario and Mary volunteer to do?**

Students Who Volunteer

Mario Green and Mary Brown from Riverside High School give up several hours each week to help others.



Mario loves animals and wants to be an animal doctor. He volunteers at an animal hospital every Saturday morning. Mario believes it can help him to get his future dream job. "It's hard work," he says, "but I want to learn more about how to care for animals. I get such a strong feeling of satisfaction when I see the animals get better and the look of joy on their owners' faces."

Mary is a book lover. She could read by herself at the age of four. Last year, she decided to try out for a volunteer after-school reading program. She still works there once a week to help kids learn to read. "The kids are sitting in the library, but you can see in their eyes that they're going on a different journey with each new book. Volunteering here is a dream come true for me. I can do what I love to do and help others at the same time."



3b **Read the article again and answer the questions.**

1. Why do Mario and Mary volunteer to help others?
2. What do they say about volunteering?

3c **Use infinitives to complete the sentences below.**

1. Mario would like _____ an animal doctor.
2. Mario works for an animal hospital because he wants _____ about how _____ for animals.
3. Mary decided _____ for a job at an after-school reading program last year. She still works there now _____ kids learn to read.
4. Mary has a dream job because she can do what she loves _____.

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Grammar Focus

I'd like to help homeless people.	She decided to try out for a volunteer after-school reading program.
You could ask hospitals to let you visit the kids and cheer them up.	Mario believes it can help him to get his future dream job.
She volunteers there once a week to help kids learn to read.	I'm making some signs to put up around the school.

4a **Fill in the blanks with the phrasal verbs in the box.**

put up
hand out
call up
cheer up
come up with
give out
put off

1. I want to _____ my plan to work in an animal hospital until next summer. I'm too busy with my studies this year.
2. She hopes to _____ at least five primary schools to ask if they need volunteers for their after-school programs.
3. Our class is trying to _____ some ideas to _____ sick children because they are often sad.
4. We decided to _____ signs around the school and _____ notices to tell students about the book sale. We will _____ the money from the sale to homeless people.

4b **Fill in the blanks with the correct forms of the verbs in the box.**

help move do make visit spend

Most people today are only worried about getting good jobs _____ lots of money. In their free time, they think about what _____ for fun. However, few people think about what they can do _____ others. There are many people who are less lucky than us. Volunteering our time to help these people is a good way _____ our free time. For example, we can make plans _____ sick children in the hospital or raise money for homeless people. Some people even stop doing their jobs for a few months to a year _____ to another place, like one of the countries in Africa, and help people there.

4c **Complete the sentences with your own ideas. Use infinitives.**

1. I'd like to volunteer _____.
2. At 12:00 midnight, I called my friend _____.
3. I'm very busy but I could help _____.
4. Summer vacation is coming, and I want _____.
5. I want to travel alone. My parents told me (not) _____.

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Section B

1a **Match the sentences with similar meanings.**

b	1. I've run out of it.	a. I repaired it.
____	2. I take after my mother.	b. I don't have any more of it.
____	3. I fixed it up.	c. I'm similar to her.
____	4. I gave it away.	d. I didn't keep it.

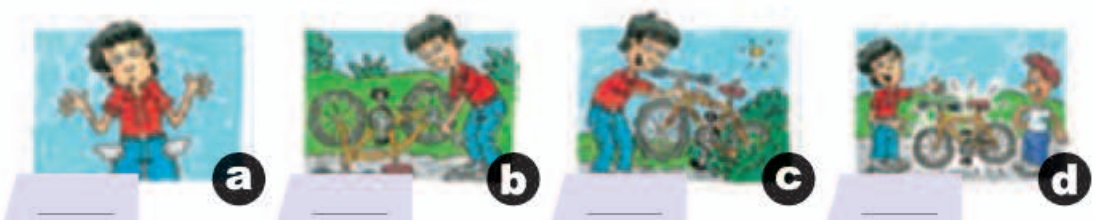
1b **Match the phrasal verbs with the nouns. Then make sentences with the phrases.**

run out of
take after
fix up
give away

my bike
money
my father
old clothes

I gave away my bike to a children's home.

1c **Listen and number the pictures [1–4] in the correct order.**



1d **Listen again. Circle *T* for true or *F* for false.**

1. Jimmy fixes up broken bicycle parts, like wheels.	T	F
2. Jimmy sells bikes.	T	F
3. Jimmy takes after his mother.	T	F
4. Jimmy has run out of money.	T	F

1e **Role-play a conversation between Jimmy and the reporter. Use the information in 1c and 1d.**

A: What do you do, Jimmy?
B: I fix up ...

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2a **How do you usually thank someone who helps you? Discuss this with a partner.**

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

1. Who wrote the letter to Miss Li? Why?
2. What did Miss Li do?

Understanding Parts of Speech

Knowing what part of speech a word is (noun, verb, preposition, etc.) can help you understand the word's meaning.

Dear Miss Li,

I'd like to thank you for giving money to Animal Helpers. I'm sure you know that this group was set up to help disabled people like me. You helped to make it possible for me to have Lucky. Lucky makes a big difference to my life. Let me tell you my story.

What would it be like to be blind or deaf? Or imagine you can't walk or use your hands easily. Most people would never think about this, but many people have these difficulties. I can't use my arms or legs well, so normal things like answering the telephone, opening and closing doors, or carrying things are difficult for me. Then one day last year, a friend of mine helped me out. She talked to Animal Helpers about getting me a special trained dog. She also thought a dog might cheer me up. I love animals and I was excited about the idea of having a dog.

After six months of training with a dog at Animal Helpers, I was able to bring him home. My dog's name is Lucky — a good name for him because I feel very lucky to have him. You see, I'm only able to have a "dog helper" because of your kindness! Lucky is very clever and understands many English words. He can understand me when I give him orders. For example, I say, "Lucky! Get my book," and he does it at once.

Lucky is a fantastic dog. I'll send you a photo of him if you like, and I could show you how he helps me. Thank you again for changing my life.

Best wishes,
Ben Smith



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2c **Look at the list of words below. Circle the part of speech of each word and make your own sentences with these words.**

1. group (adj. / n.) _____
2. disabled (adj. / adv.) _____
3. difference (adv. / n.) _____
4. imagine (v. / n.) _____
5. difficulties (n. / adj.) _____
6. normal (adv. / adj.) _____
7. training (adv. / n.) _____
8. kindness (n. / v.) _____

2d **Use the information in the letter to make true sentences by matching the different parts.**

SUBJECT	VERB	OBJECT
Miss Li	can get	a letter to Miss Li.
Ben Smith	trains	money to Animal Helpers.
Lucky	sent	animals like Lucky.
Animal Helpers	wrote	things for disabled people.

2e **Discuss the questions with a partner.**

1. In what other ways do you think dogs are able to help people?
2. What other animals can we train to help people?

3a **Look at these kinds of volunteer work. Can you add more? What would you like to do? Discuss it with a partner.**

- Working in an old people's home
- Helping kids in an after-school program
- Being a guide at a museum

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3b **Write a letter or e-mail to the place you want to volunteer at.**

Which volunteer job do you want to do? What are your interests and hobbies? How can these help you to do the job? Why do you want to do the volunteer job? When are you free to do the job?	*I'd like to / I'm interested in / I want to volunteer as …* *I'm good at / I'm strong in / In my free time, I like to … so I think I'd be good at this job.* *I want to help out as a volunteer in your old people's home / school / museum / group because …* *I'm free to help in / on …*

Dear Sir or Madam,

_____

_____

_____

_____

Yours truly,

_____

Self Check

1 **Fill in each blank with a possible verb to make a phrasal verb.**

1. _____ up
2. _____ off
3. _____ away
4. _____ out of
5. _____ after
6. _____ up with

2 **Fill in the blanks with the appropriate phrasal verbs or infinitives.**

Last week, Jimmy, the Bike Boy _____ of money _____ old bikes. He was unhappy, so everyone was trying _____ him up. He _____ some signs asking for old bikes and _____ all his friends on the phone _____ them about the problem. He even _____ notices at the supermarket. Then he told the teachers at school about his problem and they _____ a call-in center for parents. The ideas that he _____ with worked out fine. He now has 16 bikes _____ up and _____ to children who don't have bikes.

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UNIT 3

Section A

Could you please clean your room?

Language Goals:
Make polite requests;
Ask for permission



1a **Do you do these chores at home? Discuss them with your partner.**

1. do the dishes	2. take out the rubbish	3. fold your clothes
4. sweep the floor	5. make your bed	6. clean the living room

1b **Listen. Who will do these chores? Check (✔) *Peter's mother* or *Peter*.**

Chores	Peter's mother	Peter
do the dishes		
sweep the floor		
take out the rubbish		
make the bed		
fold the clothes		
clean the living room		

1c **Make conversations about the chores in 1a.**

A: Could you please sweep the floor?
B: Yes, sure. Can you do the dishes?
A: Well, could you please do them? I'm going to clean the living room.
B: No problem.

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2a **Listen. Peter asks his father if he can do four things. What does his father say? Check (✔) *yes* or *no*.**

Peter wants to ...	Peter's father says ...	His father's reasons
go out for dinner.	✔ yes ____ no	I have to do some work.
go to the movies.	____ yes ____ no	You have to clean your room.
stay out late.	____ yes ____ no	I need to eat breakfast.
get a ride.	____ yes ____ no	You have a basketball game.

2b **Listen again. Why does Peter's father say "no"? Draw lines to the reasons in the chart in 2a.**

2c **Make conversations between Peter and his father.**

A: Could I use your computer?
B: Sorry. I'm going to work on it now.
A: Well, could I watch TV?
B: Yes, you can, but first you have to clean your room.

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

Sister: Tony, could you please help out with a few things?
Brother: Could I at least finish watching this show?
Sister: No. I think two hours of TV is enough for you!
Brother: Fine. What do you want me to do?
Sister: Could you take out the rubbish, fold the clothes and do the dishes?
Brother: So much?
Sister: Yes, because Mom will be back from shopping any minute now. And she won't be happy if she sees this mess.
Brother: But the house is already pretty clean and tidy!
Sister: Yes, well, it's clean, but it's not "mother clean"!



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3a **Read the story and answer the questions.**

1. Why was Nancy's mom angry with her?
2. Did they solve the problem? How?



Last month, our dog welcomed me when I came home from school. He wanted a walk, but I was too tired. I threw down my bag and went to the living room. The minute I sat down in front of the TV, my mom came over.

"Could you please take the dog for a walk?" she asked.

"Could I watch one show first?" I asked.

"No!" she replied angrily. "You watch TV all the time and never help out around the house! I can't work all day and do housework all evening."

"Well, I work all day at school, too! I'm just as tired as you are!" I shouted back.

My mom did not say anything and walked away. For one week, she did not do any housework and neither did I. Finally, I could not find a clean dish or a clean shirt.

The next day, my mom came home from work to find the house clean and tidy.

"What happened?" she asked in surprise.

"I'm so sorry, Mom. I finally understand that we need to share the housework to have a clean and comfortable home," I replied.

3b **Read the sentences below. Underline the sentences from the reading that mean the same thing.**

1. Neither of us did any housework for a week.
2. My mom came over as soon as I sat down in front of the TV.
3. You're tired, but I'm tired, too.

3c **Decide whether the underlined words in the sentences are verbs or nouns. Then write another sentence using the underlined word in the other form.**

1. Could you take the dog for a walk? (noun) → I walked home from school. (verb)
2. Could I watch one show first? _____
3. I can't work all day. _____
4. You watch TV all the time. _____
5. "What happened?" she asked in surprise. _____

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Grammar Focus

Could I go out for dinner with my friends?	Sure, that should be OK.
Could we get something to drink after the movie?	No, you can't. You have a basketball game tomorrow.
Could you please take the dog for a walk?	OK, but I want to watch one show first.
Could you please take out the rubbish?	Yes, sure.

4a **Write *R* for requests and *P* for permission. Then match each one with the correct response.**

1. ___ Could I hang out with my friends after the movie?
2. ___ Could you please pass me the salt?
3. ___ Could I borrow that book?
4. ___ Could you help me do the dishes?
5. ___ Could you lend me some money?

a. Yes, here you are.
b. Hmm. How much do you need?
c. Yes, sure. No problem. I finished reading it last night.
d. Yes, but don't come back too late.
e. No, I can't. I cut my finger and I'm trying not to get it wet.

4b **Fill in the blanks in the conversation.**

A: I hate to _____ chores.
B: Well, I hate some chores too, but I like other chores.
A: Really? Great! _____ I ask you to _____ me with some chores then?
B: What do you need help with?
A: _____ you please _____ my clothes for me?
B: I don't want to do that! It's boring!
A: OK. Then _____ you _____ do the dishes for me?
B: Sure, no problem. But _____ we go to the movies after that?
A: Sure. I'll finish my homework while you help me with the dishes. Then we can go to the movies.

4c **Make a list of things your group needs to do for a camping trip. Then discuss who will do them and complete the chart.**

To-do list	Name
bring a tent	Liu Chang

A: Could you please bring a tent, Liu Chang?
B: Sure. And could you please ...?
C: Sorry, I can't. I have to ...



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Section B

1a **What do teenagers ask their parents' permission for? What do parents ask their teenagers to do? Write *parents* or *teenagers* next to each phrase.**



✔ 1. buy some drinks and snacks teenagers
___ 2. borrow some money _____
___ 3. clean your room _____
___ 4. invite my friends to a party _____
___ 5. go to the store _____
___ 6. use your CD player _____
___ 7. take out the rubbish _____
___ 8. make your bed _____

1b **Use the phrases in 1a to make conversations.**

Parent: Could you clean your room?
Child: Yes, I can.

Child: Could I invite my friends to a party?
Parent: No, you can't have a party. You have a test on Monday.

1c **Listen to a conversation between Sandy and her mom. Check (✔) the things in 1a that you hear.**

1d **Listen again. Fill in the chart.**

	What are they going to do?
Sandy's mom	
Sandy	invite her friends,
Sandy and Dave	

1e **You are having a party. Ask your partner for help with these things:**

go to the store | buy drinks and snacks | do the dishes
clean the living room | take out the rubbish

A: Could you please take out the rubbish?
B: Yes, sure.

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2a **Discuss the questions with your partner.**

1. What do you often do to help your parents at home?
2. Do you think kids should help out with chores at home?

2b **The *Sunday Mail* magazine invited parents to write about whether they think young people should do chores at home. Read the following letters. Which one agrees and which one disagrees?**

Skimming

This means looking quickly through a piece of writing to find the main idea without reading every word. It is still a good idea to read the first sentence in each paragraph a little more carefully.

Dear Sir,

I do not understand why some parents make their kids help with housework and chores at home. Kids these days already have enough stress from school. They do not have time to study and do housework, too. Housework is a waste of their time. Could we just let them do their job as students? They should spend their time on schoolwork in order to get good grades and get into a good university. Also, when they get older, they will have to do housework so there is no need for them to do it now. It is the parents' job to provide a clean and comfortable environment at home for their children. And anyway, I think doing chores is not so difficult. I do not mind doing them.

Ms. Miller



Dear Sir,

I think it is important for children to learn how to do chores and help their parents with housework. It is not enough to just get good grades at school. Children these days depend on their parents too much. They are always asking, "Could you get this for me?" or "Could you help me with that?" Doing chores helps to develop children's independence and teaches them how to look after themselves. It also helps them to understand the idea of fairness. Since they live in one house with their parents, they should know that everyone should do their part in keeping it clean and tidy. Our neighbors' son got into a good college but during his first year, he had no idea how to take care of himself. As a result, he often fell ill and his grades dropped. The earlier kids learn to be independent, the better it is for their future.

Mr. Smith

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2c **According to Ms. Miller and Mr. Smith, what are the pros and cons about kids doing chores?**

Pros	Cons
Doing chores helps to develop children's independence.	Housework is a waste of children's time.

2d **Write one sentence with each phrase from the letters.**

1. a waste of time _____
2. there is no need for ... to _____
3. do not mind _____
4. spend time on _____
5. in order to _____
6. it is not enough to _____
7. the earlier ... the better _____

2e **Discuss the questions with a partner.**

1. Which letter do you agree with? Why?
2. What would you say to the person who wrote the letter you don't agree with?

3a **Do you think children should do some chores at home? Why or why not? Discuss this with a partner and take notes.**

Children should do chores because ...	Children should not do chores because ...

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3b **Write a letter to the *Sunday Mail* and express your opinion.**

Dear Sir or Madam,

I think/believe that _____.
I agree/disagree that _____.
I think it is fair/unfair for children to _____.
I think children should/should not _____
because _____.
For example, they should/should not _____
because _____.

Yours truly,

_____



Self Check

1 **Make a list of chores using these verbs.**

1. do _____
2. clean _____
3. make _____
4. fold _____
5. sweep _____
6. take out _____

2 **Are these polite requests or permission? Write the numbers in the correct places in the chart.**

1. Could you please do your homework?
2. Could I watch TV?
3. Could you take out the rubbish first?
4. Could I use your computer?
5. Could I leave now?
6. Could you come back before nine?

Requests	Permission

3 **Use the questions in activity 2 to write a conversation.**

A: _____
B: _____
...

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UNIT 4

Section A

Why don't you talk to your parents?

Language Goals:
Talk about problems;
Give advice



1a **Look at these problems. Do you think they are serious or not? Write them in the appropriate box.**

1. I have to study too much so I don't get enough sleep.
2. I have too much homework so I don't have any free time to do things I like.
3. My parents don't allow me to hang out with my friends.
4. I have too many after-school classes.
5. I got into a fight with my best friend.

Serious	Not serious

1b **Listen and circle the problems you hear in 1a.**

1c **Look at the problems in 1a and make conversations.**

A: What's wrong?
B: I'm really tired because I studied until midnight last night.
A: Why don't you go to sleep earlier this evening?

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2a **Listen. Peter's friend is giving him advice. Fill in the blanks with *could* or *should*.**

Advice

1. You _____ write him a letter. ( )
2. You _____ call him up. ( )
3. You _____ talk to him so that you can say you're sorry. ( )
4. You _____ go to his house. ( )
5. You _____ take him to the ball game. ( )

2b **Listen again. Why doesn't Peter like his friend's advice? Write the letters (a–e) next to the advice in 2a.**

Why Peter doesn't like the advice

a. It's not easy.
b. I don't want to wait that long.
c. I don't want to surprise him.
d. I'm not good at writing letters.
e. I don't want to talk about it on the phone.

2c **Role-play a conversation between Peter and his friend.**

A: What's the matter, Peter?
B: I had a fight with my best friend. What should I do?
A: Well, you should call him so that you can say you're sorry.



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

Dave: You look sad, Kim. What's wrong?
Kim: Well, I found my sister looking through my things yesterday. She took some of my new magazines and CDs.
Dave: Hmm … that's not very nice. Did she give them back to you?
Kim: Yes, but I'm still angry with her. What should I do?
Dave: Well, I guess you could tell her to say sorry. But why don't you forget about it so that you can be friends again? Although she's wrong, it's not a big deal.
Kim: You're right. Thanks for your advice.
Dave: No problem. Hope things work out.

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3a **Look at this letter to a magazine and the reply from Robert Hunt, a school counselor. Complete the chart.**

Dear Mr. Hunt,

My problem is that I can't get on with my family. Relations between my parents have become difficult. They fight a lot, and I really don't like it. It's the only communication they have. I don't know if I should say anything to them about this. When they argue, it's like a big, black cloud hanging over our home. Also, my elder brother is not very nice to me. He always refuses to let me watch my favorite TV show. Instead he watches whatever he wants until late at night. I don't think this is fair. At home I always feel lonely and nervous. Is that normal? What can I do?



Sad and Thirteen

Dear Sad and Thirteen,

It's not easy being your age, and it's normal to have these feelings. Why don't you talk about these feelings with your family? If your parents are having problems, you should offer to help. Maybe you could do more jobs around the house so that they have more time for proper communication. Secondly, why don't you sit down and communicate with your brother? You should explain that you don't mind him watching TV all the time. However, he should let you watch your favorite show. I hope things will be better for you soon.

Robert Hunt

Problems	Advice

3b **Do you agree or disagree with Mr. Hunt's advice? Why?**

I agree/disagree with his advice because …

3c **Which words or phrases in the letters have the same or similar meanings as the following? Write a sentence using each word or phrase.**

make sth. clear	—	explain	Can you explain to me how to do this math problem?
talk	—	_____	_____
not allow	—	_____	_____
worried	—	_____	_____
get along with	—	_____	_____

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Grammar Focus

You look tired. What's the matter?	I studied until midnight last night so I didn't get enough sleep.
What should I do?	Why don't you forget about it? Although she's wrong, it's not a big deal.
What should he do?	He should talk to his friend so that he can say he's sorry.
Maybe you could go to his house.	I guess I could, but I don't want to surprise him.

4a **Fill in the blanks with *although*, *so that* or *until*.**

1. A: What's wrong?
   B: My sister borrows my clothes without asking. What should I do?
   A: Well, you could tell her that this makes you angry _____ she'll ask you next time.
2. A: I don't have any friends at my new school. What should I do?
   B: _____ you don't have any now, you will soon make some.
3. A: I'm worried about my school grades. What's your advice?
   B: You shouldn't wait _____ the last minute to study for a test.
4. A: Mike is my best friend, but he always copies my homework. What should I do?
   B: _____ he's your best friend, you should still tell him that copying others' homework is wrong.

4b **Write one piece of advice for each problem. Then compare your advice with your partner's and decide whether the advice is good or bad.**

1. I'm very shy. **Advice:** _____
2. My sister and I fight all the time. **Advice:** _____
3. My sister spends all evening on the phone. **Advice:** _____
4. My cousin borrows my things without returning them. **Advice:** _____
5. My parents won't let me have a pet. **Advice:** _____

4c **Choose one of the problems and ask your classmates for advice. Decide which classmate has the best advice.**

A: My best friend is more popular than me. I want to be like him. What should I do?
B: You could try to be friendlier.
C: You should just be yourself.

Problems

You left your homework at home.
Your best friend is more popular than you.
You are afraid of speaking in front of people.
Your best friend does not trust you anymore.
Your parents always argue.

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Section B

1a **What activities do you like to do to help lower your stress? Order them [1–8] with 1 being the most favorite thing you do to lower stress.**

_____ play sports
_____ hang out with friends
_____ talk to parents or other family members
_____ spend time alone
_____ play computer games
_____ read books
_____ watch movies
_____ other: _____



1b **Tell your partner about your answers in 1a.**

1c **Listen and check (✔) the problems Wei Ming talks about.**

_____ My parents give me a lot of pressure about school.
_____ I don't get enough sleep.
_____ I don't have enough free time.
_____ I had a fight with my parents.
_____ I have to compete with my classmates at school.

1d **Listen again. What advice does Alice give to Wei Ming? Fill in the blanks.**

1. Although you may be _____ with your parents, you should talk to them. Ask them why they give you so much _____.
2. Life shouldn't just be about _____. Free time activities like _____ and hanging out with friends are important, too.
3. You shouldn't _____ with your classmates to get better grades. You should all be _____ each other to improve.

1e **What is your advice for Wei Ming? Tell your partner and say why.**

A: I think Wei Ming should ...
B: Why?
A: Because ...

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2a **Check (✔) the after-school activities you and your classmates usually do.**

____ do homework	____ use the Internet
____ have after-school lessons	____ hang out with friends
____ watch movies	____ play sports or exercise

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

1. What is the common problem for Chinese and American families?
2. Who gives their opinions about the problem?

Guessing the Meaning

When reading something for the first time, do not worry about words you do not know. Use the context to help you guess the meaning.

Maybe You Should Learn to Relax!

These days, Chinese children are sometimes busier on weekends than weekdays because they have to take so many after-school classes. Many of them are learning exam skills so that they can get into a good high school and later a good university. Others are practicing sports so that they can **compete** and win. However, this doesn't only happen in China.

The Taylors are a **typical** American family. Life for Cathy Taylor's three children is very busy. "On most days after school," Cathy says, "I take one of my two boys to basketball practice and my daughter to football **training**. Then I have to take my other son to piano lessons. Maybe I could cut out a few of their activities, but I believe these activities are important for my children's future. I really want them to be successful." However, the tired children don't get home until after 7:00 p.m. They have a quick dinner, and then it's time for homework.



Linda Miller, a mother of three, knows all about such **stress**. "In some families, competition starts very young and **continues** until the kids get older," she says. "Mothers send their small kids to all kinds of classes. And they are always **comparing** them with other children. It's crazy. I don't think that's fair. Why don't they just let their kids be kids? People shouldn't push their kids so hard."

Doctors say too much pressure is not good for a child's **development**. Dr. Alice Green says all these activities can cause a lot of stress for children. "Kids should have time to relax and think for themselves, too. Although it's normal to want successful children, it's even more important to have happy children."

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2c **Look at the words in bold in the article. Can you guess their meanings? Try to match them with the meanings below.**

1. Keeps on happening _____
2. Physical exercise and practice of skills _____
3. Worries about things at home, school or work _____
4. Usual or common _____
5. Try to be the best or the first to finish something _____
6. Getting better or bigger _____
7. Looking for differences and similarities between things _____

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

1. Does Cathy Taylor think it's important for kids to join after-school activities?
2. Does Linda Miller agree with Cathy? What's her opinion?
3. Does Dr. Green agree with Cathy or Linda? What does she say?

2e **Discuss the questions with your partner.**

1. What do you think of after-school activities?
2. What should you do to relax?

3a **A magazine interviewed some parents about after-school classes for children. Read the opinions below and make notes on your own opinions.**

Why should children take after-school classes?	Your opinions
1. "After-school classes can help kids get into a good university."	Agree:
2. "I want my child to be a successful person."	Disagree:
3. "It's good for children to start learning from a young age."	

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3b **Write a letter to the magazine to express your opinions on after-school classes for children. Use the following expressions to help you.**

Try to write two paragraphs.	
First, say if you agree or disagree. *Dear …,* *I don't really agree with … because …* *Although some parents are right about …, I think children should …*	Then, explain why. *In my opinion, it is important for children/parents to …* *I believe it is better if children/parents … so that …* *Perhaps children/parents should/could …* *If children …, they will …*

Self Check

1 **Fill in the blanks using *until*, *so that* or *although*.**

1. You should eat more now _____ you won't be hungry later.
2. _____ you may not like to do chores, you should help your parents around the house.
3. You could save more money _____ you can buy a gift for your friend's birthday.
4. Kids shouldn't play computer games _____ late at night. They should rest early.
5. _____ many people like to eat junk food, they should really eat more fruit and vegetables _____ they can be healthy.

2 **For each problem, choose the advice you agree with more. Then write your own advice.**

1. My best friend and I had a fight, and now she won't speak to me.
   A. You should keep trying to talk to her until she talks to you.
   B. Why don't you wait a few more days before talking to her?
   My advice: _____
2. My friend wants me to go to a party on the weekend, but I want to study for my exams next week.
   A. Why don't you just go to the party? It'll help you to relax.
   B. You should study for the exams because they're more important than a party.
   My advice: _____
3. My brother watches television while I'm trying to study.
   A. Why don't you tell him to do something quiet when you're studying?
   B. You could tell him to turn down the TV.
   My advice: _____

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UNIT 5

Section A

What were you doing when the rainstorm came?

Language Goals:
Talk about past events;
Tell a story





1a **Where were the people at the time of the rainstorm? Match the statements with the people in the picture.**

1. ____ I was in the library.
2. ____ I was in my house.
3. ____ I was on the street.
4. ____ I was at the bus stop.

1b **Listen to the TV report and circle the correct responses.**

a. doing my homework / studying
b. playing basketball / reading
c. going to work / waiting for the bus
d. walking home / shopping

1c **Talk about what the people in 1a were doing at the time of the rainstorm.**

A: What was the girl doing at the time of the rainstorm?
B: She was ...

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2a **Listen and number the pictures [1–5].**



I _____ so busy _____ for the umbrella that I didn't see a car coming.



My alarm didn't go off so I _____ up late.



I took a hot shower and _____ some warm food.



I _____ for the bus when it began to rain heavily.



I _____ to the bus stop but I still missed the bus.

2b **Listen again. Fill in the blanks in the sentences in 2a.**

2c **Use the information in 2a to retell the story in a conversation between the boy and a TV reporter.**

TV reporter: Tell us what happened yesterday morning.
Boy: ...
TV reporter: So, when the rainstorm suddenly came, what were you doing?
Boy: ...

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

Mary: What were you doing last night, Linda? I called at seven and you didn't pick up.
Linda: Oh, I was in the kitchen helping my mom.
Mary: I see. I called again at eight and you didn't answer then either.
Linda: What was I doing at eight? Oh, I know. When you called, I was taking a shower.
Mary: But then I called again at nine.
Linda: Oh, I was sleeping at that time.
Mary: So early? That's strange.
Linda: Yeah, I was tired. Why did you call so many times?
Mary: I needed help with my homework. So while you were sleeping, I called Jenny and she helped me.

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3a **Read the passage and answer the questions.**

1. What was the weather like before the heavy rain started?
2. What was the neighborhood like after the storm?

The Storm Brought People Closer Together

Ben could hear strong winds outside his home in Alabama. Black clouds were making the sky very dark. With no light outside, it felt like midnight. The news on TV reported that a heavy rainstorm was in the area.

Everyone in the neighborhood was busy. Ben's dad was putting pieces of wood over the windows while his mom was making sure the flashlights and radio were working. She also put some candles and matches on the table.

Ben was helping his mom make dinner when the rain began to beat heavily against the windows. After dinner, they tried to play a card game, but it was hard to have fun with a serious storm happening outside.

Ben could not sleep at first. He finally fell asleep when the wind was dying down at around 3:00 a.m. When he woke up, the sun was rising. He went outside with his family and found the neighborhood in a mess. Fallen trees, broken windows and rubbish were everywhere. They joined the neighbors to help clean up the neighborhood together. Although the storm broke many things apart, it brought families and neighbors closer together.



3b **Complete the sentences using information from the passage.**

1. When the news on TV was reported, strong winds _____ outside.
2. While Ben's mom was making sure the radio was working, his dad _____.
3. Ben _____ when the heavy rain finally started.
4. When Ben _____ at 3:00 a.m., the wind _____.

3c **Discuss the questions with a partner.**

"Although the storm broke many things apart, it brought families and neighbors closer together." What other things can bring people closer together? How can we help each other in times of difficulty?

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Grammar Focus

What were you doing at eight last night?	I was taking a shower.
What was she doing at the time of the rainstorm?	She was doing her homework.
What was he doing when the rainstorm came?	He was reading in the library when the rainstorm came.
What was Ben doing when it began to rain heavily?	When it began to rain, Ben was helping his mom make dinner.
What was Jenny doing while Linda was sleeping?	While Linda was sleeping, Jenny was helping Mary with her homework.

4a **Look at the table and write sentences with both *while* and *when*.**

John	Mary
take photos	buy a drink
play the piano	leave the house
clean his room	turn on the radio
shop	take the car to the car wash

While John was taking photos, Mary bought a drink.

John was taking photos when Mary bought a drink.

4b **Fill in the blanks with *was, were, when* or *while*.**

At 7:00 a.m., I woke up. _____ I _____ making my breakfast, my brother _____ listening to the radio. _____ I was eating, the radio news talked about a car accident near our home. My brother and I went out right away to have a look. _____ we got to the place of the accident, the car _____ in bad shape from hitting a tree. But luckily, the driver _____ fine. The roads _____ icy because of the heavy snow from the night before.

4c **What were you doing at these times last Sunday? Fill in the chart. Then ask your partner.**

A: What were you doing at nine o'clock last Sunday morning?
B: I was sleeping. How about you?
A: I was doing my homework.
B: You're kidding!

	You	Your partner
9:00 a.m.		
11:30 a.m.		
4:00 p.m.		
9:00 p.m.		

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Section B

1a **Think of a time when you were late for or couldn't go to an event. What was the event? What was the reason why you were late or couldn't go? Tell your partner the story.**

1b **Listen and write short answers to the questions.**

1. What event happened at the school yesterday?

_____

2. Who missed the event?

_____

3. Which team won at the event?

_____

1c **Listen again. Number the events [1–6] in the order they happened.**

____ Kate saw a dog by the side of the road.
____ Kate got to the bus stop.
____ Kate called the Animal Helpline.
1 Kate left the house.
____ Kate waited for someone to walk by.
____ Kate realized her bag was still at home.



1d **Talk about why Kate missed the school basketball competition. Student A begins a sentence with *while* or *when*. Student B completes the sentence.**

A: When the school basketball competition started ...
B: When the school basketball competition started, Kate was still making her way to school.

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2a **Look at the pictures and title in the passage. What do you think the passage is about?**

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

1. What are the two events in the passage?
2. When did they happen?

Reading the Title and First Sentences

The title can be helpful for you to understand a text. It is also a good idea to read the first sentence of each paragraph before you read the whole text.

Do You Remember What You Were Doing?

People often remember what they were doing when they heard the news of important events in history. In America, for example, many people remember what they were doing on April 4, 1968. This was an important event in American history. On this day, Dr. Martin Luther King was killed. Although some people may not remember who killed him, they remember what they were doing when they heard the news.



Robert Allen is now over 50, but he was a school pupil at that time. "I was at home with my parents," Robert remembers. "We were eating dinner in the kitchen when we heard the news on the radio. The news reporter said, 'Dr. King died just 10 minutes ago'. My parents were completely shocked! My parents did not talk after that, and we finished the rest of our dinner in silence."

More recently, most Americans remember what they were doing when the World Trade Center in New York was taken down by terrorists. Even the date — September 11, 2001 — has meaning to most Americans.

This was a day Kate Smith will never forget. She remembers working in her office near the two towers. "My friend shouted that a plane just hit the World Trade Center! I didn't believe him at first, but then I looked out of the window and realized that it was true. I was so scared that I could hardly think clearly after that."



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2c **Read the passage again. Are the following statements true (T) or false (F), or is the information not given (NG)?**

____ 1. Everyone in America remembers who killed Dr. King.
____ 2. Robert Allen was eating lunch when Dr. King was killed.
____ 3. Robert's parents were shocked to hear the news.
____ 4. Kate Smith was watching a movie when a plane hit the World Trade Center.
____ 5. Kate didn't think her friend was telling the truth about the event.

2d **Underline sentences from the passage with similar meanings to the ones below.**

1. Not everyone will remember who killed him, but they can remember what they were doing when they heard that he got killed.
2. No one said anything for the rest of dinner.
3. September 11, 2001— the date alone means something to most people in the US.
4. I had trouble thinking clearly after that because I was very afraid.

2e **How much do you remember about the events in the passage? Test your partner.**

A: When did Dr. Martin Luther King die?
B: He died on ...

3a **Make notes about an event you remember well.**

What was the event?	
When did it happen?	
Where did it happen?	
What were you doing?	
What were your friends doing?	
Why was it important?	
Why do you remember this event?	

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3b **Write a short article about the important event in 3a. Try to write three paragraphs.**

First, write about the event (when and where it happened).

Next, write about what you and some of your friends were doing when this event happened.

Then, write about why this event was important.

An important event that I remember well was _____. It happened in/on _____ at/in _____.

When I heard the news of this event/When this event happened, I was _____. My friends were _____.

This event is very important to me because _____./I remember this event well because _____.

Self Check

1 **Fill in the blanks with *when* or *while*.**

1. _____ I was walking home from school, I saw a strange light in the sky. But _____ I pointed it out to my friend, it went away.
2. _____ I told my older brother about the strange light in the sky, he just laughed and didn't believe me.
3. _____ my brother was laughing, the television news reported that other people had seen the light as well.

2 **Fill in the blanks with the correct forms of the words in brackets.**

When I _____ (be) in the sixth grade, I _____ (join) a piano competition. I _____ (practice) for four hours every day and my piano teacher _____ (come) three times a week to _____ (help) me. Then the big day finally _____ (arrive). I _____ (be) so nervous when they _____ (call) my name. I _____ (go) up and _____ (start) to play. While I _____ (play), everyone _____ (sit) still and listened. I played the song without any mistakes. Then I _____ (wait) for them to call out the winner. When I _____ (hear) my name, my heart _____ (beat) so quickly I thought I would stop breathing. I couldn't believe it. I _____ (win)! It _____ (be) the happiest day of my life!

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UNIT 6

Section A

An old man tried to move the mountains.

Language Goal:
Tell a story









1a **Match the story titles with the pictures [a–d].**

____ *Journey to the West*	____ *Yu Gong Moves a Mountain*
____ *Hou Yi Shoots the Suns*	____ *Nu Wa Repairs the Sky*

1b **Listen and check (✔) the facts you hear. Which story are Anna and Wang Ming talking about?**

____ The two mountains were very high and big.
____ A very old man tried to move the mountains.
____ A man told Yu Gong that he could never do it.

1c **Discuss the questions with your partner.**

1. How does the story begin?
2. What happened next?
3. Where would they put all the earth and stone from the mountains?

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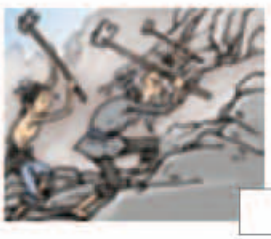
2a **Listen and number the pictures [1–4] in order to tell the story.**






2b **Listen again and circle the words you hear.**

1. A man saw Yu Gong and his (children / family) when they were working on moving the mountains.
2. He told Yu Gong he could never do it because he was old and (poor / weak).
3. As soon as the man finished (talking / speaking), Yu Gong said that his family could continue to move the mountains after he died.
4. Finally, a god was so moved by Yu Gong that he sent (two / three) gods to take the mountains away.
5. This story reminds us that you can never (know / see) what's possible unless you try to make it happen.

2c **Look at the pictures in 2a and tell the story in your own words.**

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

Teacher: So what do you think about the story of Yu Gong?
Wang Ming: I think it's really interesting. Yu Gong found a good way to solve his problem.
Claudia: Really? I think it's a little bit silly. It doesn't seem very possible to move a mountain.
Wang Ming: But the story is trying to show us that anything is possible if you work hard! Yu Gong kept trying and didn't give up.
Claudia: Well, I still don't agree with you. I think we should try to find other ways to solve a problem.
Wang Ming: But what could Yu Gong do instead of moving the mountains?
Claudia: Well, there are many other ways. For example, he could build a road. That's better and faster than moving a mountain!
Teacher: You have different opinions about the story, and neither of you are wrong. There are many sides to a story and many ways to understand it.

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3a **Read the passage and answer the questions.**

1. Which book is talked about?
2. Who is the main character?
3. What is he like?

In November 1979, pupils in England were able to watch a new TV program called *Monkey*. Most of them were hearing this story for the first time. However, this story is not new to Chinese children. The Monkey King or Sun Wukong is the main character in the traditional Chinese book *Journey to the West*.



The Monkey King is not just any normal monkey. In fact, he sometimes does not even look like a monkey! This is because he can make 72 changes to his shape and size, turning himself into different animals and objects. But unless he can hide his tail, he cannot turn himself into a man. To fight bad people, the Monkey King uses a magic stick. Sometimes he can make the stick so small that he can keep it in his ear. At other times, he is able to make it big and long.

The Monkey King has excited the children of China for many years. And as soon as the TV program came out more than 30 years ago, Western children became interested in reading this story because the clever Monkey King keeps fighting to help the weak and never gives up.

3b **Read the passage again and complete the chart about the Monkey King.**

What he can do	What he cannot do

3c **Complete the sentences below with phrases from the passage.**

1. *Journey to the West* is a _____ Chinese book. It tells one of the most popular stories in China.
2. When the English TV program *Monkey* _____ in 1979, Western children _____ this wonderful story.
3. The Monkey King can _____ to his body. He is able to _____ different animals and objects.
4. The Monkey King _____ make his magic stick small or large.

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Grammar Focus

How does the story begin?	Once upon a time, there was a very old man ...
What happened next?	As soon as the man finished talking, Yu Gong said that his family could continue to move the mountains after he died.
Why was Yu Gong trying to move the mountains?	Because they were so big that it took a long time to walk to the other side.
Who is the Monkey King?	He is the main character in *Journey to the West*.
What can't the Monkey King do?	He cannot turn himself into a man unless he can hide his tail.

4a **Fill in the blanks with *unless*, *as soon as* or *so ... that*.**

1. _____ her father died, the stepsisters made her do all the chores.
2. She was _____ busy _____ she had no time to make a dress for the party.
3. The mice knew that _____ they helped her make a dress, she would not be able to go to the party.
4. _____ the prince saw her, he fell in love with her.
5. The prince knew that _____ the girl's foot could fit the shoe, it was not the right girl.
6. The new couple were _____ happy _____ they couldn't stop smiling when they got married.

4b **Fill in the blanks with the correct forms of the verbs in brackets.**

The Monkey King is the main character from the famous Chinese story *Journey to the West*. He is wonderful because he _____ (help) weak people. The Monkey King _____ (have) a magic stick. He _____ (use) it to fight bad people. He can _____ (make) the stick big or small. He can sometimes make the stick so small that he can put it in his ear. As soon as he _____ (see) bad people, he thinks of ways to fight them. He can _____ (turn) himself into different animals and objects. But unless he can hide his tail, he cannot make himself a human. Children all over the world _____ (love) the Monkey King!

4c **Tell your partner about your favorite story.**

My favorite story is ...
It is interesting because ...

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Section B

1a **Match the words with the letters in the pictures in 1c.**

_____ gold _____ emperor
_____ silk _____ underwear

1b **Listen and number the pictures [1–5] in 1c.**

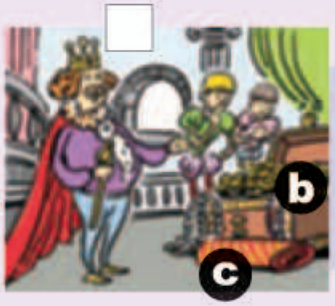
1c **Listen again and fill in the blanks.**



When the emperor _____ at himself, he only _____ his underwear.

Nobody wanted to sound stupid. But suddenly, a young boy _____, "Look! The emperor isn't _____ any clothes!"





The emperor had to _____ them silk and gold, but they _____ everything for themselves. They were trying to cheat the emperor.



This story is about an emperor who loved _____.



Two _____ came to the city to make special clothes for the emperor.

1d **Use the pictures in 1c to tell the story.**

Once upon a time, there was an emperor …

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2a **A fairy tale is an old, traditional story. Do you know what these fairy tales are about?**

Sleeping Beauty
Cinderella
Little Red Riding Hood

2b **Read the first paragraph of *Hansel and Gretel*. Think about how the fairy tale will continue. Then read the rest of the story.**

Finding Out the Text Type

Before you read, decide what kind of text it is. Is it a letter, a play, a short story or something else?

Hansel and Gretel

Hansel and Gretel lived near a forest with their father and stepmother. One year, the weather was so dry that no food would grow. The wife told her husband that unless he left the children to die in the forest, the whole family would die. Gretel heard this, and Hansel made a plan to save himself and his sister.

SCENE ONE: _____
Gretel: Did you hear our stepmother planning to kill us?
Hansel: Don't worry! I have a plan to save us.
Gretel: How can you save us?
Hansel: Be quiet! I'm going outside to get something in the moonlight. Now, go to sleep.

SCENE TWO: _____
Wife: Get up, lazy children!
Husband: Yes, dears. You must come with me to the forest to get wood.
Wife: Here's some bread. Don't eat it until you get to the forest.

SCENE THREE: _____
Gretel: Hansel, what are you doing?
Hansel: I'm dropping white stones along the way. Unless I do, we'll be lost. Tonight, when the moon is shining bright, we'll be able to see the stones.

SCENE FOUR: _____
Wife: You bad children! What a long time you slept in the forest!
Husband: We thought you were never coming back.
Wife: Now, go to bed. As soon as you wake up, you must go to the forest with your father.
Hansel: What, again? I want to go out to look at the moon.
Wife: No. You can't go out now.

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SCENE FIVE: _____
Gretel: What can we do? You have no more stones.
Hansel: I'll drop pieces of bread. As soon as the moon rises, we can follow them instead.

SCENE SIX: _____
Gretel: I can't see any bread on the ground. Maybe it was the birds.
Hansel: Never mind! Just keep walking. Unless we do, we won't find our way out.

SCENE SEVEN: _____
Gretel: Hansel, we're really lost!
Hansel: Listen! That bird's song is so beautiful that we should follow it.
Gretel: Look! It's leading us to that wonderful house made of bread, cake and candy.
Hansel: Let's eat part of the house!



(Then they hear an old woman's voice from inside the house.)
Voice: Who is that? Who is brave enough to eat my house?

2c **Match each description below with the correct scene.**

A. The children get lost.
B. The children wake up.
C. The children cannot find the pieces of bread.
D. Gretel learns about Hansel's plan.
E. The children surprise the parents.
F. Hansel has to change his plan.
G. The children learn that something bad is going to happen.

2d **Read the play again and answer the questions.**

1. Why does the wife tell her husband to leave the children in the forest?
2. What does Hansel go out to get?
3. Why does he do this in the moonlight?
4. How do Hansel and Gretel find their way home?
5. Why do Hansel and Gretel get lost the second time?

2e **Act out the play in groups of four.**

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3a **Write some key words from each scene. Then discuss your answers with your partner.**

Scene 1: plan, kill, save, ... _____
Scene 2: _____
Scene 3: _____
Scene 4: _____
Scene 5: _____
Scene 6: _____
Scene 7: _____

3b **Complete the summary of the play.**

Gretel heard that their _____ planned to _____ her and her brother. But Hansel had a plan to _____ himself and his sister. He went to get some white _____ before he went to bed that night. The next day, the wife sent the children to the _____. Hansel _____ the stones as they walked. Later that night, they could see the stones because of the shining _____. The stones showed them the way home. Hansel wanted to get more stones, but his stepmother did not let him go out. The next morning, the wife sent the children to the forest again. Hansel had no stones, so he dropped _____ of _____. But the _____ ate them, so Hansel and Gretel were _____ in the forest. They walked until they saw a _____ made of food. Hansel wanted to _____ the house, but then they heard the voice of an old _____ coming from the house.

Self Check

1 **Use your own ideas to complete the sentences.**

1. We will be late unless ...
2. You won't be successful unless ...
3. As soon as I got to the bus stop ...
4. Bill opened his book as soon as ...
5. The movie was so touching that ...
6. The boy was so excited that ...

2 **Fill in the blanks with the correct forms of the words in brackets.**

Once upon a time, there _____ (be) an emperor. He _____ (love) buying and looking at clothes. One day, two brothers _____ (come) to the city. They _____ (tell) the emperor that they could make beautiful clothes for him, but he must _____ (give) them silk and gold. The brothers _____ (be) bad people. They _____ (keep) all the silk and gold for themselves. They told the emperor the clothes they made _____ (be) special because only clever people could _____ (see) them. When the emperor _____ (put) on the clothes, all he could see was his underwear. But he didn't want people to _____ (think) he was stupid, so he _____ (say) the clothes were beautiful. Then he _____ (walk) around the city in his new clothes until one boy _____ (shout), "The emperor isn't wearing any clothes!"

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UNIT 7

Section A

What's the highest mountain in the world?

Language Goal: Talk about geography and nature


Qomolangma


the Nile


the Caspian Sea


the Sahara

1a **Match the facts you know.**

Qomolangma	about 9,600,000 square kilometers in size
The Sahara	1,025 meters deep
The Caspian Sea	6,671 kilometers long
The Nile	8,844.43 meters high

1b **Listen and complete the sentences.**

1. Qomolangma is _____ than any other mountain in the world.
2. The Sahara is _____ desert in the world.
3. The Caspian Sea is _____ of all the salt lakes.
4. The Nile is _____ river in the world.

1c **Use the information in 1b to make conversations.**

A: What is the highest mountain in the world?
B: Qomolangma.

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2a **Listen and number the facts [1–4] in the order you hear them.**

6,300	5,000	5,464	300

_____ The Yangtze River is about _____ kilometers long and the Yellow River is _____ kilometers long.

_____ China has the biggest population in the world. It's a lot bigger than the population of the US.

_____ China is over _____ years old. It has a much longer history than the US. The US is not even _____ years old.

_____ China is almost as big as the US, and it is the biggest country in Asia.

2b **Listen again and fill in the blanks in 2a with the numbers in the box.**

2c **Make conversations using the information in 2a.**

A: Did you know that China is one of the oldest countries in the world?
B: Yes, I did. It's much older than my country.

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

Guide: Feel free to ask me anything on today's Great Wall tour.
Tourist 1: How long is the wall?
Guide: Ah, the most popular question! If we're only talking about the parts from the Ming Dynasty, it's about 8,850 kilometers long. This makes it the longest wall in the world.
Tourist 2: Wow, that's amazing! Why did the ancient emperors build the wall?
Guide: The main reason was to protect their part of the country. As you can see, it's quite tall and wide. As far as I know, there are no other man-made objects as big as this.
Tourist 3: Is Badaling part of the Ming Great Wall?
Guide: Yes, it's the most famous part.

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3a **Read the article and match each paragraph with the main ideas.**

Paragraph 1	Spirit of climbers
Paragraph 2	Achievements of climbers
Paragraph 3	Facts and dangers

Qomolangma — the Most Dangerous Mountain in the World?

One of the world's most dangerous sports is mountain climbing, and one of the most popular places for this is the Himalayas. The Himalayas run along the southwestern part of China. Of all the mountains, Qomolangma rises the highest and is the most famous. It is 8,844.43 meters high and so is very dangerous to climb. Thick clouds cover the top and snow can fall very hard. Even more serious difficulties include freezing weather conditions and heavy storms. It is also very hard to take in air as you get near the top.



The first people to reach the top were Tenzing Norgay and Edmund Hillary on May 29, 1953. The first Chinese team did so in 1960, while the first woman to succeed was Junko Tabei from Japan in 1975.

Why do so many climbers risk their lives? One of the main reasons is that people want to challenge themselves in the face of difficulties. The spirit of these climbers shows us that we should never give up trying to achieve our dreams. It also shows that humans can sometimes be stronger than the forces of nature.

3b **Read the article again and complete the chart.**

Paragraph 1	Paragraph 2	Paragraphs 1 & 3
List four dangers for climbers	List three achievements	List four comparisons
thick clouds	1953 - Tenzing Norgay and Edmund Hillary were the first to reach the top	most dangerous sport

3c **Answer the questions using information from the article.**

1. Where are the Himalayas?
2. How high is Qomolangma?
3. Why do so many people try to climb this mountain even though it is dangerous?
4. What does the spirit of the climbers tell us?

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Grammar Focus

What's the highest mountain in the world?	Qomolangma.
How high is Qomolangma?	It's 8,844.43 meters high. It's higher than any other mountain.
Which is the deepest salt lake in the world?	The Caspian Sea is the deepest of all the salt lakes.
Did you know that China is one of the oldest countries in the world?	Yes, I did. It's much older than the US.

4a **Fill in the blanks with the correct forms of the words in the box.**

big
much
popular
long
old
high

1. The Amazon River is one of the _____ rivers in the world. It's a little _____ than the Yangtze River.
2. Qomolangma is 8,844.43 meters _____. It's one of the most _____ places for serious mountain climbers.
3. No ocean in the world is as _____ as the Pacific Ocean.
4. Although Japan is _____ than Canada, it is _____ smaller.

4b **Write two comparisons about two topics. Write true facts.**

e.g. Two rivers: the Yangtze River and the Amazon River
The Yangtze River is almost as long as the Amazon River.
The Amazon is longer than the Yangtze, but the Yangtze is the longest river in China.

Two cities: _____ and _____
1. _____
2. _____
Two animals: _____ and _____
1. _____
2. _____

4c **Write five questions using comparisons. Then ask your partner your questions.**

1. What is the highest building in our city?
2. _____
3. _____
4. _____
5. _____

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Section B

1a **Compare facts about these two animals. Use the language in the box to help you make sentences.**



Elephant
- is 350 cm tall
- weighs 5,000 kilos
- eats 150 kilos of food a day



Panda
- is 150 cm tall (standing on two legs)
- weighs 100 kilos
- eats 10 kilos of food a day

Example sentence:
This elephant weighs many times more than this panda.
(200 cm taller/shorter, weigh much more/less, eat much more/less, eat many times more)

1b **Listen and check (✔) the numbers you hear.**

_____ 100	_____ 16	_____ 20	_____ 50
_____ 120	___✔___ 0.1	_____ 0.2	_____ 150

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

1. At birth, a baby panda is about _____ to _____ kilos.
2. At birth, a baby panda is about _____ cm long.
3. A baby panda is not black. It is _____ and it has no _____.
4. A panda can live up to _____ to _____ years.

1d **Take turns telling your classmates about pandas.**

A: A baby panda cannot see.
B: An adult panda weighs many times more than a baby panda.

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2a **Talk about pandas in your class. Use these words to help you.**

big	bamboo	zoo	popular	cute	black and white
Sichuan	famous	endangered	beautiful	forest	protect

2b **Read the article to find out what these numbers mean: 10, 12, 300, 2,000.**

Scanning

This means moving your eyes quickly down the page to find specific information.

It is 8:30 a.m. at the Chengdu Research Base. Panda keepers are preparing milk for the baby pandas' breakfast. At 9:00 a.m., they find that most of the babies are already awake and hungry. When the babies see the keepers, they run over to them with excitement and some of the young pandas even walk into their friends and fall over!

Lin Wei, one of the panda keepers, says, "They're so cute and lovely. I take care of them like they're my own babies. I wash, feed and play with them every day. They're very special to me." In fact, many people around the world love these black and white animals. Pandas have become so popular that they are now a symbol of China.

Scientists say there are now fewer than 2,000 pandas living in the forests. Another 300 or so live in zoos or research centers in China and other countries. Pandas do not have many babies, maybe only one every two years. The babies often die from illnesses and do not live very long. Adult pandas spend more than 12 hours a day eating about 10 kilos of bamboo. Many years ago, there were a lot more bamboo forests and pandas in China, but then humans started to cut down these forests. As the forests get smaller and other human activities cause more problems, pandas cannot find enough to eat and they are having fewer babies.



An education program in Chengdu teaches children about pandas and other endangered wild animals. They send people to schools to tell children about the importance of saving these animals. And the Chinese government is trying hard to help save the pandas. Scientists are doing research to better understand the habits of pandas. We all hope that in the future there will be a lot more pandas.

2c **Read the article again and write short answers to the questions.**

1. What is Lin Wei's job? _____
2. What do the baby pandas have for breakfast? _____
3. Why are pandas endangered? _____
4. What does the education program in Chengdu do? _____
5. Why are scientists doing research? _____

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2d **Complete the sentences using words from the passage.**

1. The panda _____ at the Chengdu Research Base are awake early in the morning to _____ breakfast for the baby pandas.
2. In _____, pandas have become so _____ that they are now a symbol of China.
3. Adult pandas do not have babies very _____, and some of the babies only live for a short time because of _____.
4. A special program in Chengdu teaches _____ about why pandas are _____.
5. The Chinese government is helping to _____ the pandas. Scientists also want to better _____ the habits of pandas.

2e **What other ways do you think children can help to save the pandas?**

3a **Read the following words and phrases about whales. Put them in the correct place in the chart.**

- ✿ Humans catch whales for meat, fat and oil
- ✿ Eat small fish and other sea life
- ✿ Jump high out of the water
- ✿ Rules on whale protection
- ✿ Huge
- ✿ Water pollution
- ✿ Live in the sea
- ✿ Some kinds have teeth
- ✿ Learn more about whales
- ✿ Stop putting rubbish into the sea
- ✿ Sing songs
- ✿ Whale parts sold to make things like candles and soap

What do they look like?	
Where do they live?	
What do they eat?	
What can they do?	
Why do some of them have to be protected?	
How can we protect them?	

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3b **Write a paragraph about whales and why they need to be protected. Use the information in 3a. Then make a poster.**

Whales are ... They live in ... They eat ... They can ...
One interesting fact is ... Another interesting fact is ...
Some kinds of whales are in danger because ...
We should protect whales from ...
I think people should/shouldn't ...



Self Check

1 **Complete the chart.**

Adjectives	Comparatives	Superlatives
high		
dangerous		
long		
popular		

2 **Match verbs and objects. Then add one more object to each list.**

Verbs	Objects
1. reach	a. my life, my money, ...
2. achieve	b. the top of a mountain, the library, ...
3. risk	c. my dream, success, ...

3 **Circle the correct word and/or fill in the blank with the correct form of the word in brackets for each sentence.**

1. An elephant weighs (few / many) times more than a dog.
2. An adult panda can eat (much / a little) more than a cat.
3. Canada is a (little / lot) less _____ (crowded) than China.
4. A tiger is (much / a little) _____ (strong) than a man.

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UNIT 8

Section A

Have you read *Treasure Island* yet?

Language Goal: Talk about recent events and experiences



1a **Have you heard of these books? Check (✔) the ones you know.**

_____ *Alice in Wonderland*	_____ *Little Women*
_____ *Treasure Island*	_____ *Oliver Twist*
_____ *Robinson Crusoe*	_____ *Tom Sawyer*

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

Book title	Name	Have they read it?	What do they think of it?
	Nick		
	Judy		
	Sandy		
	Alan		
	Kate		
	Harry		

1c **Practice the conversation. Then talk about the other books in 1a.**

A: Have you read *Little Women* yet?
B: No, I haven't. Have you?
A: Yes, I've already read it.
B: What's it like?
A: It's fantastic.

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2a **Listen. Who has read these books? Circle the names.**

1. *Treasure Island*	Mark / Tina
2. *Oliver Twist*	Mark / Tina
3. *Robinson Crusoe*	Mark / Tina
4. *Tom Sawyer*	Mark / Tina

2b **Listen again and write *T* for true and *F* for false.**

1. *Oliver Twist* is about a boy who goes out to sea and finds an island full of treasures. ☐
2. *Robinson Crusoe* is a classic. ☐
3. Tina thinks that *Treasure Island* is a fantastic book. ☐
4. *Tom Sawyer* is about a boy who lives in the United Kingdom. ☐

2c **Use the information in 2a and 2b to talk about the books.**

A: Has Tina read *Treasure Island*?
B: Yes, she has. She thinks it's fantastic.
A: What's it about?
B: It's about ...

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

Amy: Steve, have you decided yet which book to write about for English class?
Steve: Yes, *Little Women*. I've already finished reading it!
Amy: Wow, you're fast! What's it about?
Steve: It's about four sisters growing up. It was really good, so I couldn't put it down. Which book did you choose?
Amy: I chose *Treasure Island*, but I haven't finished reading it yet. I'm only on page 25.
Steve: Have you at least read the back of the book to see what it's about?
Amy: Yes, I have. It looks interesting.
Steve: You should hurry up. The book report is due in two weeks.
Amy: Yes, I know. I'll read quickly.

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3a **Read the passage based on *Robinson Crusoe*. Then answer the questions.**

1. What does Robinson Crusoe wait for?
2. Why does Robinson Crusoe call the man Friday?

When I first arrived on this island, I had nothing. But I've found the ship and made a small boat. I've brought back many things I can use — food and drink, tools, knives and guns. Although I have lost everything, I have not lost my life. So I will not give up and I will wait for another ship. I have already cut down trees and built a house. I go out with my gun almost every day to kill animals and birds for food. I'm even learning to grow fruit and vegetables.

A few weeks ago, I found the marks of another man's feet on the sand. Who else is on my island? How long have they been here? Not long after that, I saw some cannibals trying to kill two men from a broken ship. One of them died but the other ran towards my house. I helped him kill the cannibals. This man now lives with me and helps me. I named him Friday because that was the day I met him. He is smart and I have already taught him some English.



3b **Read the passage again. Find words that have these meanings.**

1. You can use these to shoot things: _____
2. Something you use to travel in the sea: _____
3. A piece of land in the middle of the sea: _____
4. You can use these to cut things: _____
5. Signs left behind by someone or something: _____

3c **Correct the sentences.**

1. Robinson Crusoe arrived on the island with enough food and drink.
2. Friday made a small boat.
3. Robinson had some food and tools when he first arrived on the island.
4. Robinson used the ship to build his house.
5. Friday saw some marks of another man's feet on the beach.
6. Robinson tried to kill the two men.

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Grammar Focus

Have you read *Little Women* yet?	Yes, I have./No, I haven't.
Has Tina read *Treasure Island* yet?	Yes, she has. She thinks it's fantastic.
Have you decided which book to write about yet?	Yes, I have. I've already finished reading it. It was really good.

4a **Use the words in brackets to complete the conversations.**

1. A: Would you like something to drink?
   B: No, thanks. I've just drunk some tea. (just/drink some tea)
2. A: I heard you lost your key. _____? (find)
   B: No, not yet.
3. A: Do you know when Tom is leaving?
   B: _____. (already/leave)
   A: When _____? (leave)
   B: This morning.
4. A: Is your sister going to the movies with us tonight?
   B: No. _____. (already/see the film)
5. A: What do your parents think about our plan?
   B: I _____. (not/tell them/yet)

4b **Fill in the blanks with the correct forms of the words in brackets.**

Sally _____ (love) reading. In the morning, she reads the newspaper and in the evening she reads books. She _____ already _____ (read) more than 100 different books! Her favorite kind of books is science fiction. She is interested in science and technology and loves to imagine what the world _____ (be) like in 50 years. She _____ (finish) reading a book about robots last week and _____ (write) a book report about it next week for her French class. Every time she is in the library, Sally looks at the many books she _____ (not read) yet and she can't wait to read them!

4c **Complete the chart with information about you and a friend.**

A: What books have you already read?
B: I've already read *Tom Sawyer* and *Harry Potter*.
A: What do you think of them?
B: Well, I think *Harry Potter* was exciting, but *Tom Sawyer* was a bit boring.

	You	Your friend	Comments
Books I have already read			
Movies I have already seen			
Songs I have already heard			

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Section B

1a **Who is your favorite singer or musician? Tell your partner why you like him or her.**

1b **Listen to a conversation between Alex and Dave. Write *A* for Alex or *D* for Dave next to each opinion.**

_____ The Toms must be popular.
_____ The Toms play pop music.
_____ The Toms' music sounds more like rock.
_____ Listening to The Toms is a good way to wake up.



1c **Listen again and take notes.**

Band name	
Country	
Number of people in the band	
Kind of music	
Why Alex and Dave like to listen to this band	Alex:
	Dave:

1d **Ask your friends and parents what kind of music they listen to and why. How does the music make them feel?**

	What kind of music?	Why do they listen to it?	How does it make them feel?
Friend 1			
Friend 2			
Parents			

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2a **Discuss the questions with a partner.**

1. Do you have a favorite singer or band?
2. Do you have a favorite song?
3. What facts do you know about your favorite singer, band or song?

2b **Read the passage and complete the fact sheet on page 63.**

Summarizing

While reading, make notes or underline the main ideas in the text. After reading, write a short summary in your own words. This can help you better understand the text.

A Country Music Song Changed Her Life Forever

When Sarah was a teenager, she used to fight over almost everything with her family. But five years ago, while she was studying abroad in England, she heard a song full of feelings about returning home on the radio. It made Sarah think about her family and friends back in the US. She came to realize how much she actually missed all of them. Ever since then, she has been a fan of American country music.

Country is a traditional kind of music from the southern states of America. Nashville, Tennessee is the home of country music. Many songs these days are just about modern life in the US, such as the importance of money and success, but not about belonging to a group. However, country music brings us back to the "good old days" when people were kind to each other and trusted one another. It reminds us that the best things in life are free — laughter, friends, family, and the beauty of nature and the countryside.



Sarah hasn't been to Nashville yet, but it is her dream to go there one day. She has already read a lot about the place and done some research on it. She knows that there is the Country Music Hall of Fame and Museum in Nashville. There are also always a lot of great country music concerts with famous musicians and singers, like Garth Brooks. Sarah has already listened to most of his songs. "Garth is one of the most successful musicians in American history. He's sold more than 120 million records. I hope to see him sing live one day!"

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Country Music Fact Sheet

Where it is from: _____

What kind of music it is: _____

A famous country music place in Nashville: _____

A famous country music singer: _____

The number of records he has sold: _____

2c **Read the passage again and underline the main ideas. Then use the underlined text to write short answers to the questions below.**

First paragraph
Who is Sarah?
Where is she from?
What does she like?

Second paragraph
What is country music?
What is country music about?

Third paragraph
What is Sarah's dream?
Who is Garth Brooks?

2d **Use the notes you made in 2c to write a short summary of the passage. Write no more than 100 words.**

2e **Close your book. What facts can you remember about country music? Tell a partner. What other facts would you like to know about country music? Make a list of questions.**

3a **Think of a singer or writer you know well. Make a list of facts about him/her. Think of the following:**

1. Who is the singer/writer?
2. When did the singer/writer first become famous?
3. How and why did he/she first become famous?
4. What famous songs/books has he/she recorded/written? When?
5. How many CDs/books has he/she sold?
6. How did you find out about him/her?
7. Is he/she still popular today?
8. Have you introduced this singer/writer to others?
9. How do you feel about his/her music/books?
10. Have you ever played/sung his/her songs yourself?

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3b **Write an article about the singer or writer. Here are some words and phrases you can use.**

the first line in the song/book *the book/song was written/recorded by*
enjoyed success in *successful song/CD/book*
I listen to this song/read this book when …
The song/book makes me feel …

Self Check

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

down of about back up

1. What do you think _____ this dress? Do you think it looks good on me?
2. The little boy was so hungry that he didn't put his spoon _____ at all. He just kept on eating.
3. She grew _____ in a small town, although she lives in a big city now.
4. For homework, our teacher told us to write _____ our summer vacation.
5. At the end of the day, the bus brought us _____ to our school.

2 **Fill in the blanks with the correct forms of the words in brackets.**

1. I _____ (join) the book club last month and I _____ (read) five books already.
2. I only _____ (start) taking French classes last week and I _____ (learn) 50 French words already.
3. Tony _____ (buy) a pop music CD yesterday but he _____ (listen) to it yet.
4. They _____ (listen) to many songs by The Beatles, but they cannot _____ (sing) any of them.
5. She _____ (see) the newspaper on the table this morning, but she _____ (have) any time to read it yet.

3 **Make a list of the things you have done and the ones you haven't done yet this week. Then ask two other students.**

	You	(student's name)	(student's name)
Things I have done	science homework,		
Things I haven't done			

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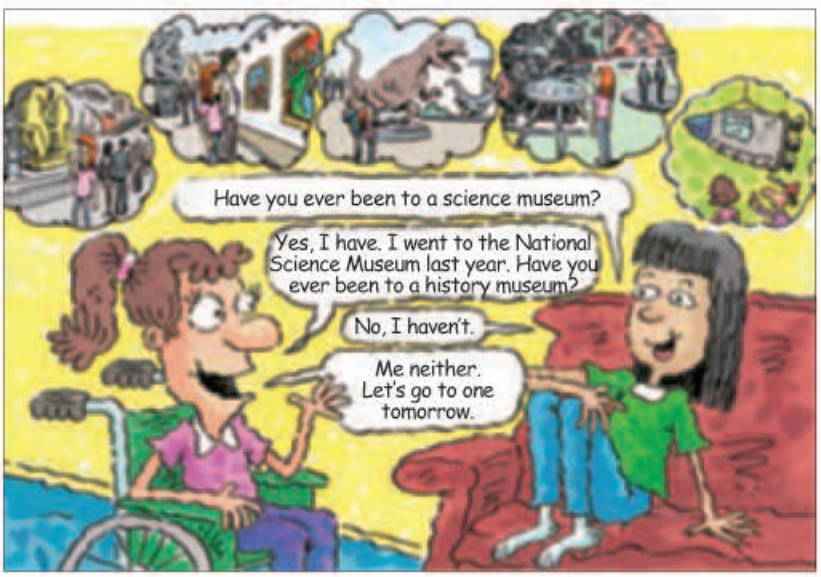
UNIT 9

Section A

Have you ever been to a museum?

Language Goal: Talk about past experiences



1a **Which of these places would you like to visit? Rank them from 1 (most) to 6 (least).**

space museum _____	history museum _____	art museum _____
water park _____	zoo _____	amusement park _____

1b **Listen. Have these students ever been to these places? Check (✔) the boxes.**

	Science museum	History museum	Art museum	Nature museum	Space museum
Claudia					
Sarah	✔				

1c **Ask and answer questions about the places in 1b.**

A: Let's go somewhere different today.
B: OK. Where do you want to go?
A: Have you ever been to the space museum?
B: No, I haven't. How about you?
A: ...

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2a **Look at the map of the town. Listen and circle the places you hear.**



2b **Listen again and circle *T* for true or *F* for false.**

Conversation 1	Conversation 2	Conversation 3
1. Tina went to the space museum last year. T/F 2. John has never been to the space museum. T/F 3. They are going to take the subway. T/F	1. Linda has been to the amusement park. T/F 2. Linda went to the amusement park yesterday. T/F 3. Linda is going to the amusement park again by bike. T/F	1. Frank had a great time at the water park. T/F 2. Frank's friend has never been to the water park. T/F 3. Frank and his friend are going skating. T/F

2c **Look at the map in 2a and make conversations about the places.**

A: Have you ever been to the space museum?
B: Yes, I have. How about you?
A: No, I haven't.
B: Oh, it's fantastic. Let's go tomorrow.
A: OK. How are we going to get there?
B: We can take the subway.

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

Anna: I went to the film museum last weekend. Have you ever been there?
Jill: Yes, I have. I went there back in April.
Anna: It's really interesting, isn't it? It's a great way to spend a Saturday afternoon.
Jill: Yes, I love all the old movie cameras there. I learned about the inventions that led to color movies, too.
Anna: So, what did you do on the weekend?
Jill: I camped in the mountains with some friends. We put up a tent and cooked outside.
Anna: That sounds fun. I've never been camping.
Jill: You should try it!

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3a **Three students talk about the most interesting museums they have ever been to. Read the magazine article and answer the questions.**

1. Which three museums do the students talk about?
2. What do you think is the most interesting thing about each museum?



Ken: The most interesting museum I've ever been to is the American Computer Museum. They have information about different computers and who invented them. The old computers were much bigger. It's unbelievable that technology has progressed in such a rapid way! I've also learned that there was a special computer. It could play chess even better than humans. I wonder how much more computers will be able to do in the future.

Amy: I've recently been to a very unusual museum in India, the International Museum of Toilets. I just couldn't believe my eyes when I saw so many different kinds of toilets there. The museum teaches people about the history and development of toilets. It also encourages governments and social groups to think about ways to improve toilets in the future.





Linlin: Last year I went to the Hangzhou National Tea Museum. It's a relaxing and peaceful place near a lake. The tea art performances show how to make a perfect cup of tea with beautiful tea sets. Watching the tea preparation is just as enjoyable as drinking the tea itself. I've finally realized why my grandpa loves drinking tea and collecting tea sets.

3b **Read the article again and answer the following questions.**

1. What does Ken say about the American Computer Museum?
2. What can we learn at the International Museum of Toilets?
3. Why is the Hangzhou National Tea Museum a nice place to enjoy tea?

3c **Which of the underlined words in the passage have the following meanings?**

make (something) better	quiet
become better	made
uncommon	quick

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Grammar Focus

Have you ever been to a science museum?	Yes, I've been to a science museum./ No, I've never been to a science museum.
Have you ever visited the space museum?	Yes, I have. I went there last year./ No, I haven't.
I've been to the art museum many times.	Me, too. And I've also visited the nature museum.
I've never been to a water park.	Me neither.

4a **Put the correct forms of the verbs in the blanks.**

1. A: Do you want _____ (come) to the space museum?
   B: No, I've already _____ (be) there three times.
2. A: Have you _____ (see) the robots at the science museum?
   B: Yes, I _____ (go) there last weekend.
3. A: Let's _____ (spend) the day at the zoo.
   B: Well, I've already _____ (be) there a couple of times, but I'm happy _____ (go) again.
4. A: How about _____ (go) to the art museum? There are some special German paintings there right now.
   B: Sure. When do you want _____ (go)?
5. A: Have you ever _____ (visit) the history museum?
   B: No, I've never _____ (be) there.

4b **Fill in the blanks with the correct forms of the verbs in brackets.**

Most of us _____ (see) Mickey Mouse, Donald Duck and other famous Disney characters in cartoons before. But have you ever _____ (be) to Disneyland? Disneyland _____ (be) an amusement park with a special theme — Disney characters and movies. There _____ (be) many exciting rides, lovely restaurants and fantastic gift shops there. You can also _____ (see) the Disney characters walking around the park. And have you ever _____ (hear) of a Disney Cruise? This _____ (be) a boat ride with a Disney theme. You can _____ (take) a ride on the boat for several days and eat and sleep on it. On the boat, you can _____ (shop) and have Disney parties before you _____ (arrive) at the Disney island.

4c **Answer the survey questions and then ask your partner.**

Have you ever …	You	Your partner
been to another province in China?		
lost something important?		

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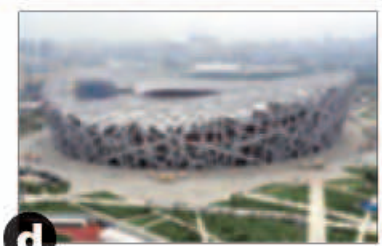
Section B

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









_____ the Terracotta Army
_____ the Great Wall
_____ the Bird's Nest
_____ the Palace Museum

1b **Listen to a student interviewing a foreign student. Check (✔) the questions you hear.**

_____ Have you visited the Palace Museum?
_____ Have you been to the Great Wall?
_____ Have you been to the Bird's Nest?
_____ Have you seen the Terracotta Army?
_____ Have you tried Chinese food?

1c **Listen again and take notes.**

Name: _____
Country: _____
How long in China: _____
Places visited: _____
Food: _____

1d **What places have you been to? Ask your partner.**

Have you visited ...?
Have you been to ...?
Have you seen ...?
Have you tried ...?

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2a **What do you know or want to know about Singapore? Discuss it with your group.**

2b **Read the article. How many reasons can you find for visiting Singapore?**

Making Notes

After reading, write down three or more things you have learned. We always remember things better if we take time to reflect.

Singapore — A Place You Will Never Forget!

Have you ever been to Singapore? For thousands of tourists from China, this small island in Southeast Asia is a wonderful and safe place to take a holiday. On the one hand, more than three quarters of the population are Chinese, so you can simply speak Putonghua a lot of the time. On the other hand, Singapore is an English-speaking country, so it's also a good place to practice your English!

Have you ever tried Chinese food outside of China? Maybe you fear that you won't be able to find anything good to eat when you travel. In Singapore, however, you'll find a lot of food from China; you won't have any problem getting rice, noodles or dumplings. Singapore is also an excellent place to try new food. Whether you like Indian food, Western food or Japanese food, you'll find it all in Singapore!

Most large cities have zoos, but have you ever been to a zoo at night? Singapore has a Night Safari. It might seem strange to go to a zoo when it's dark. However, if you go to see lions, tigers or foxes during the daytime, they'll probably be asleep! A lot of animals only wake up at night, so this is the best time to watch them. At the Night Safari, you can watch these animals in a more natural environment than in a normal zoo.



One great thing about Singapore is that the temperature is almost the same all year round. This is because the island is so close to the equator. So you can choose to go whenever you like — spring, summer, autumn or winter. And, of course, it's not too far from China!

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2c **The statements below are false. Use information from the article to correct them.**

1. Most people in Singapore only speak English.
2. It is not easy to get many different kinds of good food in Singapore.
3. It is better to see lions and tigers during the daytime because they will probably be awake.
4. It is best to visit Singapore in the autumn.

2d **Fill in the conversation about Singapore using the information from the article.**

A: I'm going to Singapore next week. _____ you ever _____ there before?
B: Yes, I've _____ to Singapore many times. It's my favorite country to visit in _____ Asia.
A: What languages do people _____ there?
B: Mostly Chinese and _____.
A: What about the food? Is it good?
B: It's excellent! _____ you ever tried Indian food? Indian food is really good in Singapore.
A: I see. Have you _____ heard of the Night Safari? Someone told me to go there.
B: Yes! I _____ been to the Night Safari. It was really exciting to _____ the animals in the dark.
A: And is it always _____ in Singapore?
B: All _____ round! It's always summer there!

2e **Make notes about Singapore. Write down anything that you remember. Do not look at the article.**

_____
_____
_____
_____

3a **Make a list of facts about your hometown or a place you have been to. Think about these topics.**

Size and location: _____
Population: _____
Weather: _____
History: _____
Places to visit: _____
Things to eat: _____

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3b **Write an article to advertise your hometown or a place you have been to.**

Have you ever tried/seen/been ... ?
If you ..., you will/can ...
You should ...
One great thing about ... is ...

Self Check

1 Think about the things below and write an answer for each one.

1. One thing that you have collected before:

_____

2. One invention that you have found to be very useful:

_____

3. One unbelievable or unusual thing that you've seen or heard recently:

_____

4. One way that you've used to encourage a friend in the past:

_____

5. One peaceful and quiet place that you've been to recently:

_____

2 Complete the conversation.

A: Hey, John. _____ are you doing this weekend?
B: Not much, Mark. I don't really have any plans yet.
A: _____ you ever been to the space museum?
B: _____, I have. I _____ there last month.
A: Oh, how _____ it?
B: It was great. I _____ been there many times.
A: I see. I _____ never _____ there.
B: Well, let's go this weekend then. I don't _____ going again. I think there's something new there. I _____ not see it last time.
A: Perfect!

3 Complete the chart.

Have you ever been to a/an ...	How many times?	What did you see/do there?
home for old people?		
farm?		
amusement park?		

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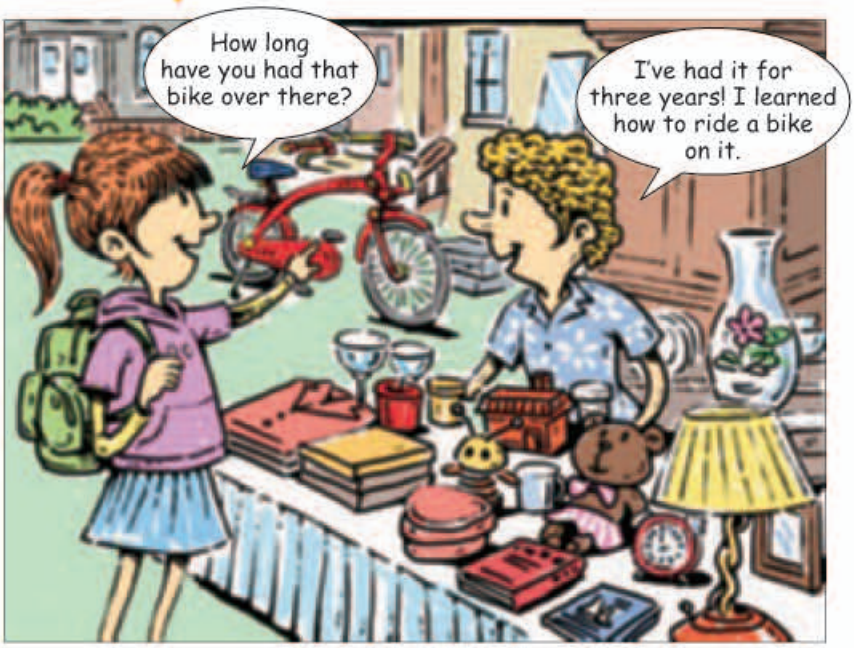
UNIT 10

Section A

I've had this bike for three years.

Language Goal: Talk about possessions and things around you



1a **Look at the things at the yard sale. Do you have any of these things at home? How long have you had them?**

1b **Listen and check (✔) the facts you hear.**

_____ Jeff's family is having a yard sale.
_____ Amy thinks it's hard to sell her old things.
_____ Jeff has had his bike for more than 10 years.
_____ Amy wants to keep her old things because they bring back sweet memories.
_____ You can also give old things away to people in need.

1c **Practice the conversation. Then make conversations about other things in the picture above.**

A: This is a really old book.
B: Yes, I've had it for seven years. I've read it three times.
A: Why are you selling it?
B: Because I don't read it anymore.
A: How much is it?
B: You can have it for 75 cents.

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2a **Listen and check (✔) the things Amy's family are giving away and circle the things they are keeping.**



book	magazine	toy bear	toy lion	toy tiger
bread maker	sweater	dress	hat	scarf

2b **Listen again and fill in the blanks.**

1. Amy has had her favorite _____ for three years.
2. Amy has had the toy _____ since she was a _____.
3. Amy's mom has had the old bread maker for more than _____ years.
4. Amy can give away the _____ and _____ because they do not fit her anymore.

2c **Student A is Amy's mom. Student B is Amy. Make conversations.**

A: Amy, can we give away these soft toys?
B: Mom, I want to keep the bear.
A: Why? It's so old.
B: Because I've had it since I was a baby.

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

Linda: Welcome to the Sunshine Home for Children. I'm Linda.
Amy: Hi, I'm Amy. I have some things for the kids. I've had this magazine for a couple of months. The stories inside may be a bit old, but they're still interesting.
Linda: Great! Many children here love reading.
Amy: And check out these soft toys and board games for younger kids. I've had them since I was a child. There's also a sweater and a dress.
Linda: Perfect! We always need toys and clothes.
Amy: One last thing is a bread maker. My mom's had it for a long time but it still works.
Linda: Thanks so much!

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3a **Read the article written by a father for a newspaper. What is his family going to sell at the yard sale?**



My children are growing up fast. My daughter is 16 and my boy is already in junior high school. As they get bigger, our house seems to get smaller. So we want to sell some of our things in a yard sale and give the money to a children's home.

We have already cleared out a lot of things from our bedrooms. We have decided to each sell five things that we no longer use. My son was quite sad at first. Although he has not played with his old toys for a long time, he still wanted to keep them. For example, he has owned a train and railway set since his fourth birthday, and he played with it almost every week until he was about seven. And he did not want to lose his toy monkey, either. He slept next to the monkey every night when he was a child. My daughter was more understanding, although she also felt sad to part with certain toys.



As for me, I did not want to give up my football shirts, but, to be honest, I have not played for a while now. I am getting older, too!

3b **Read the article again and answer the questions.**

1. Why did they decide to have a yard sale?
2. What do they want to do with the money from the sale?
3. Why does the son want to keep his train and railway set?
4. How can the old toys be useful again?
5. Have you ever thought about having a yard sale to sell your things? What would you do with the money you raise?

3c **Find the words or phrases in the article which can be replaced with the ones below and write them next to the words.**

lose — part with	kids — _____
truthful — _____	many — _____
some time — _____	even though — _____
quickly — _____	older — _____

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Grammar Focus

How long have you had that bike over there?	I've had it for three years.
How long has his son owned the train and railway set?	He's owned it since his fourth birthday.
Have you ever played football?	Yes, I did when I was little, but I haven't played for a while now.

4a **Rewrite the sentences using *for* or *since*.**

1. Jim is in Japan. He arrived there three days ago.
   Jim has been in Japan for three days.
2. They are very hungry. Their last meal was ten hours ago.
   _____
3. I have a camera. I bought it in 2009.
   _____
4. I know Anna. I first met her three years ago.
   _____
5. Linda is ill. She became ill on Monday.
   _____

4b **Fill in the blanks with the correct forms of the verbs in brackets.**

1. I _____ (never be) to the water park before. I want to _____ (go) next month before the weather gets too cold.
2. They _____ (never own) any pets, but they _____ (always want) to have a dog.
3. We _____ (have) a piano since last November. We _____ (buy) it from the Li family when they moved to the US last year.
4. Cathy and Amy _____ (not be) back to their hometown for two years. They _____ (miss) their hometown a lot and hope to visit the place next year.
5. This museum _____ (be) here for over 20 years. It _____ (be) one of the oldest buildings in this small town.

4c **Fill in the questions and ask two students. Then complete the chart.**

1. Do you have a(n) _____? How long have you had it?
2. Do you own a(n) _____? How long have you owned it?

	Things	How long
Tony	favorite book	for two years
	basketball	since he was 10 years old
Student 1		
Student 2		

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Section B

1a **Check (✔) the places or things you can find in your town or city.**

___ a museum	___ a primary school	___ a bridge
___ a zoo	___ a park	___ a hill
___ a library	___ a river	



1b **Listen and answer the questions.**

1. Does Martin like Jenny's hometown?
2. Does Jenny still live in her hometown?
3. What is behind the science museum? What do people do there on weekends?

1c **Listen again and fill in the chart about the places in Jenny's hometown.**

Place	New or old?	How long has it been there?
town library		
science museum		
restaurant down the street		

1d **Talk about your town/city with a partner.**

A: My city is lovely.
B: What are some of the special places there?
A: Well, there's a concert hall there. It's been around for at least 20 years.

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2a **Answer the questions before you read. Then read the passage to find out if your answers are the same as in the passage.**

1. Why do millions of Chinese leave the countryside every year?
2. How often do you think these people visit their hometowns?
3. What new buildings does the government usually build in towns and villages?

Using Previous Knowledge

We can often guess what a text is about by using what we already know. Answering questions before we read can also help us do this.

Hometown Feelings

Some people still live in their hometown. However, others may only see it once or twice a year. Nowadays, millions of Chinese leave the countryside to search for work in the cities. Among these is Zhong Wei, a 46-year-old husband and father. He has lived in Wenzhou for the last 13 years. With a hard job in a crayon factory, he doesn't find much time to visit his hometown. "I used to return home at least once a year, but I haven't been back for almost three years now. It's a shame, but I just don't have the time," he says.

Many people like Zhong Wei regard with great interest how their hometowns have changed. Perhaps large hospitals and new roads have appeared. In many places, the government has also built new schools and sent teachers from the cities to help.



"I noticed that's true of my hometown," adds Zhong Wei. "Children have learned to read and count at my old primary school since the mid-20th century. But now the buildings are really old. I hear they're going to build a new school there." Zhong Wei thinks such developments are good, and he also knows that his hometown cannot always stay the same.

According to Zhong Wei, however, some things will never change. "In my hometown, there was a big old tree opposite the school. It is still there and has become quite a symbol of the place. Most of the children in my time liked to play together under that big tree, especially during the summer holidays. It was such a happy childhood. Our hometown has left many soft and sweet memories in our hearts."

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2b **Find expressions in the passage that have the same meanings as these words and phrases.**

1. look for _____
2. consider _____
3. across from _____
4. in one's opinion _____
5. go back _____
6. changes _____
7. area _____

2c **Complete the summary with words from the passage. You may need to change the forms of the words.**

Many Chinese people these days leave their _____ to work in the _____. They usually _____ to their hometowns one or two times a _____. Zhong Wei hasn't been back in close to three years. He has been working in a _____ factory in Wenzhou for the past 13 years.

People like him are _____ in how their hometowns are changing. New buildings are often built by the _____. Zhong Wei thinks these changes are _____ because things need to change in order to become better. But he also thinks some things _____ change, and his hometown is still the place that holds all his childhood _____.

2d **Think of changes that are happening in your town or city today. Which changes are generally good? Which changes could be seen as bad?**

3a **Think about your favorite thing from childhood which you still have. For example, it can be a toy or a book. Then take notes using the questions.**



1. How long have you had it?
2. How did you get it? Did someone give it to you? Who?
3. Why do you like it so much? Why is it special?
4. Can you say anything more about it?

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3b **Write three paragraphs about your favorite thing. Use your notes in 3a to help you.**

In the first paragraph, introduce your favorite thing.	*My favorite thing from childhood is* _____. *I've had it for/since* _____. _____ *gave it to me.*
In the second paragraph, talk about why it is special.	*I like* _____ *so much because* _____. *It's special to me because* _____. *I think* _____.
In the third paragraph, write about a story or memories.	_____ *has given me many memories. I remember when* _____.

Self Check

1 **Complete the sentences using *for* or *since*.**

1. I haven't been to a museum _____
2. I haven't written a letter _____
3. I haven't ridden a bike _____
4. I haven't seen a movie _____
5. I haven't played computer games _____

2 **Complete the conversation.**

A: Hey Eric, _____ you enjoyed your time in Beijing so far?
B: Yes, it _____ been great! Everyone is so friendly.
A: How long _____ you been in China now?
B: Oh, I _____ here _____ about two years now.
A: Wow, that means you haven't _____ back to the US for two years?
B: No, I _____ been back twice _____ moving to China. _____ you been to the US before, Li Juan?
A: Yes, I went there once when I _____ 10 years old, but I _____ not been back _____ then.

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Notes on the Text

Unit 1 What's the matter?

1. ... bus No. 26 was going along Zhonghua Road when the driver saw an old man lying on the side of the road. ……26路公交车正行驶在中华路上，这时司机看到一位老人躺在路边。

1）此句中bus No. 26 was going along Zhonghua Road使用的是过去进行时，表示过去一段时间正在进行的动作。与现在进行时相比，过去进行时只是将be动词由is/am/are改为was/were，动词仍然使用-ing形式。该时态将在本册第5单元正式学习。

when常常用来引出时间状语从句，当放在过去进行时构成的主句之后时，表示“某事正在进行时，另一件事情发生了”。再如：

I was just getting into the shower when the telephone rang. 我正要冲澡，就在这个时候电话响了起来。

2）see someone doing something是一个固定结构，表示“看到某人正在从事某事或正处于某种状态”。又如：

When they went in, they saw some children playing happily in the garden. 他们进去的时候，看到一些孩子正在花园里高兴地玩耍。

We saw him standing there alone, not knowing what to do. 我们看见他独自站在那里，不知做什么是好。

2. The bus driver ... stopped the bus without thinking twice. 公交司机……没有多想便停下了车。

think twice是英语中一种固定的表述，表示在做某事之前“认真思考；权衡利弊”。例如：

We must think twice before we make this decision! 在我们做出这个决定前，必须认真思考！

Think twice about it. Maybe you'll change your mind. 好好想想，也许你会改变主意的。

3. Thanks to Mr. Wang and the passengers, the man was saved by the doctors in time. 多亏了王先生和乘客们，医生及时挽救了老人的生命。

thanks to someone/something表示“多亏；因为；由于”的意思。再如：

Today, thanks to the Internet, you can do all your shopping from home. 如今多亏

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有了互联网，你在家里就能买到你所要买的东西了。

Thanks to your program, we got to know each other. 因为你们的节目，我们方能相互认识。

4. There were many times when Aron almost lost his life because of accidents. 有好多次，阿伦差点因为意外丢掉性命。

此句含有一个由when引导的定语从句，when Aron almost lost his life because of accidents修饰前面的名词times。再如：

I thought of the happy days when I stayed in Beijing. 我想起了待在北京的那些快乐的日子。

He still remembers the time when you gave him this book as a gift. 他依然记得你把这书当作礼物送给他的时候。

5. After losing his arm, he wrote a book called *Between a Rock and a Hard Place*. 失去了手臂之后，他写了一本名为《生死两难》的书。

此处*Between a Rock and a Hard Place*是一本书的书名，可译作《生死两难》。实际上，between a rock and a hard place本身就是英语的一个固定习语，表示在艰难或危险的处境下“从两难中进行选择”，意为“左右为难；进退两难”。例如：

Who will you save when your mother and wife both fall into the water? For many people, it's between a rock and a hard place. 当你的母亲和妻子同时落水，你会救谁？对许多人来说，这是一个两难的选择。

6. This means being in a difficult situation that you cannot seem to get out of. 它的意思是“处于一个你似乎无法摆脱的困境之中”。

1）此处mean表示“……意思是；意为”，用来解释上句出现在书名中的习语的意思。再如：

What do you mean? 你的意思是什么？

此外，mean还可表示“意味着”的意思。如课文结尾的句子：

... before we have to make a decision that could mean life or death. 在我们不得不做出可能意味着生死的决定之前……

2）a difficult situation that you cannot seem to get out of和a decision that could mean life or death均包含定语从句。在前者中，从句that you cannot seem to get out of修饰名词situation；在后者中，从句that could mean life or death修饰名词decision。

Unit 2 I'll help to clean up the city parks.

1. They told me stories about the past and how things used to be. 他们给我讲过去的生活经历，讲过去是什么样子的。

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used to be在此表示过去一度存在但现在已经消失的某一特定的情形。作这一用法时，used to常与be, have, live, stay, like, love等词连用，表示“曾；曾经”，例如：

She used to be a very close friend of mine. 她曾是我十分贴心的一位朋友。

I used to live in that city for the first twenty years of my life. 我（一生）最初的20年曾生活在那座城市。

used to还可用来表示“过去常做某事，但现在不那样了”。例如：

He used to arrive late last year, but now he doesn't. 他去年常常迟到，但现在不了。

Did you use to sing when you took a shower? 你以前经常在洗澡时唱歌吗？

2. I get such a strong feeling of satisfaction when I see the animals get better and the look of joy on their owners' faces. 当我看到动物们（病情）渐好，看到它们主人脸上的喜悦表情时，我产生出那么一种极强的满足感来。

此句中get的两次用法意义各不相同。第一个get的意思是“产生；形成”，为及物动词，常与feeling（感觉；情感），idea（想法；主意）等词搭配使用。例如：

Do you get the feeling that we're not welcome here? 你有这里不欢迎我们的感觉吗？

How did you get such an idea? 你怎么会产生这样一个想法？

第二个get是系动词，后接形容词，表示体质、情绪、天气等方面的改变，通常译作“变得；变为”。例如：

He got angry with me after that. 那之后他生起了我的气。

It's getting hotter now. 现在天气变得热起来了。

3. She could read by herself at the age of four. 她在四岁时就能够独自看书了。

此句中“by+反身代词”表示“独自地；独立地”，常与动词或动词短语连用，作句子的方式状语。再如：

Children should learn to do things by themselves. 孩子们应当学习独立做事。

4. Volunteering here is a dream come true for me. 在这里当志愿者对我来说是梦想成真。

此句中a dream come true表示“梦想成为现实；梦想成真”，是一个常见的表达方式。再如：

I got the latest CD player as a birthday present yesterday. It was just a dream come true! 昨天我收到了一份生日礼物，是那种最新的光碟播放机，真是梦想成真了！

I've always wanted to visit New York, so going there on vacation next month will be a dream come true for me. 我一直都想去纽约，所以下个月到那儿度假对我来说将是梦想成真。

5. You helped to make it possible for me to have Lucky. 有了你的帮助，我才有可能拥有“幸运儿”（狗名）。

此句中make it possible for someone to do something是一种固定结构，表示“使

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得某人有可能做某事”。在这个句型中，it仅是一个形式上的宾语，真正的宾语是to do something，又如：

Mr. Green makes it possible for us to learn English easily and in an interesting way in his class. 格林先生使我们能够在他的课堂上通过有趣的方式轻松地学习英语。

Computer technology makes it possible for many people to work at home. 电脑技术使得许多人在家便可办公。

6. She talked to Animal Helpers about getting me a special trained dog. 她与“动物帮手”组织联系，试图给我找一条特殊的、经过训练的狗。

此处Animal Helpers大写首字母，为专有名词，指“动物帮手”这一组织。若小写，an animal helper则可指任何给人提供某种帮助的动物。例如：

In my life, I see different animals used as animal helpers. We have, for example, dog helpers, monkey helpers, elephant helpers and so on. 在我一生中，见到过不同的动物用作动物帮手。例如，我们有狗狗帮手、猴子帮手、大象帮手等等。

Unit 3 Could you please clean your room?

1. Tony, could you please help out with a few things? 托尼，你能帮忙做几件事吗？

help out (with something) 是一个动词短语，表示在某人繁忙或遇到困难时“给予帮助”。再如本单元中这句话：

You watch TV all the time and never help out around the house! 你老是看电视，从不帮忙干家务。

另外，在help和out之间还可加入具体的“人”。例如：

Can you help me out? 你能帮我一把吗？

They helped (us) out with the clean-up. 他们帮助我们做大扫除。

2. ... because Mom will be back from shopping any minute now. ……因为妈妈随时都会买完东西回来。

any minute now是一种常见的口语表达法，相当于“随时；马上；在任何时刻”的意思，表示事情有可能在极短的时间内发生或眼下就要发生。在这一结构中，minute还可用second, moment, time等词替换。例如：

The guests are arriving any time now but we're still not ready. 客人们即刻就到，但我们还没有准备好。

We're expecting them any moment now. 我们期待他们随时到来。

3. “What happened?” she asked in surprise. 她惊讶地问道：“发生什么事了？”

此句中介词短语in surprise表示状态，意思是“吃惊地；惊讶地”。再如：

She looked at me in great surprise and asked after a long while, “Didn't you just

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leave for Australia this morning?”她极其惊讶地看着我，好长一会儿才问道：“你不是今早才离开去澳大利亚了吗？”

4. It is the parents' job to provide a clean and comfortable environment at home for their children. 在家中给他们的孩子提供一个干净、舒适的环境是家长们的事情。

此处代词it仅为形式上的主语，真正的主语是to provide ... for their children。我们也可将It is one's job (duty, ...) to do something.视为一个固定的句型，表示“做某事是某人的工作（职责等）”。又如：

It's every teacher's job to explain things clearly to the students. 把东西给学生讲明白是每一位老师应做的事情。

5. And anyway, I think doing chores is not so difficult. 反正我觉得干点家务也不太难。

anyway是一个副词，若位于句首，其后往往会有逗号将其与句子的其他内容隔开。anyway在此句中的作用是追加评论，相当于汉语的“反正；仍然；依然”。又如：

Sam didn't get the job, but he's not unhappy because it didn't pay well anyway. 萨姆没有得到那份工作，但他并没有闷闷不乐，反正薪酬也不算高。

anyway还可用来表示“不管怎样；无论如何”之意，例如：

It's just a cold. But anyway, you should still see the doctor. 这只不过是感冒，但不管怎样，你还是应该看看医生。

6. The earlier kids learn to be independent, the better it is for their future. 孩子们越早学会独立，对他们的未来就越好。

“the+比较级+……，the+比较级+……”是英语中一个常用的句型结构，表示“越……，就越……”。又如：

The more he explained, the better we understood. 他解释得越多，我们就理解得越透彻。

Many people believe that the more a person reads, the wiser he will become. 很多人相信一个人书读得越多就会变得越聪明。

Unit 4 Why don't you talk to your parents?

1. Although she's wrong, it's not a big deal. 尽管她做得不对，但也没什么了不起的。

big deal是英语中的一个固定搭配，表示“重要的事情或状况”，多用于非正式交流。作否定用法时，常说It's not a big deal.或It's no big deal.表示说话人并不认为某事有什么了不起。例如：

There's a soccer game on TV this evening but I don't have to watch it. It's no big deal. 今天晚上电视上有一场足球赛，但我不一定要看。没什么大不了的。

big deal也经常用于肯定和疑问结构中。例如：

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It's a big deal, David, bigger than you know. 这事挺重要的，戴维，比你所知道的要重要。

What's the big deal? It's only a birthday, not the end of the world. 有什么了不起的？这不过是个生日，又不是世界末日。

2. Hope things work out. 希望事情会好起来。

这是一种常见的表达法，表示某些不如人意的事情会随时间的推移逐渐有所改观。句中work out为短语动词，表示“解决（问题）；改善（状况）”之意。又如：

Don't worry. Things will work out. 别担心，事情会慢慢解决的。

Do you want to stay with us to see how things work out? 你想和我们待在一起，看看事情如何得以解决吗？

3. They fight a lot, and I really don't like it. 他们经常争吵，我真的不喜欢这样。

此处fight为“吵架；（激烈的）争吵”之意。又如：

Although they just got married, they're fighting almost every day. 虽然他们刚结婚，但几乎天天吵架。

fight另有“打架”之意，应注意结合语境进行区分。例如：

My little brothers are always fighting. 我的小弟弟们老是打架。

As kids, we always fought for toys in the kindergarten, but now we're pretty good friends. 儿时我们在幼儿园里总是打架争抢玩具，可如今我们是相当好的朋友。

4. Sad and Thirteen 伤心13

这是一个利用普通词汇组合而成的“名字”，将人物的心情和年龄组合在一起，意思是“一个伤心的13岁孩子”。作为人名，可译作“伤心13”。

5. Maybe I could cut out a few of their activities, but ... 或许我可以减掉他们几个活动，但……

此处cut out是一个短语动词，表示“删除；剪下”或“停止；戒除”等。再如：

Don't cut your parents out of your lives. 不要把父母从你的生活中赶出去。

If you cut out the drinking, you'd feel much healthier. 如果你戒掉酒，就会觉得身体好很多。

6. People shouldn't push their kids so hard. 人们不该对自己的孩子逼得太紧。

动词push的基本意思是“推；推动”，例如：

Don't push this door; you have to pull it open. 别推这扇门，你得把它拉开才行。

但是在本单元中，push表示“使（某人）努力；鞭策；督促”，其后宾语可以是别人或自己。例如：

The math teacher really pushes his students. That's why they don't like him that much. 那位数学老师确实对学生们鞭策过多了，这就是他们不那么喜欢他的原因。

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Lucy should push herself a little harder. 露西应该鞭策自己再加把劲儿了。

Unit 5 What were you doing when the rainstorm came?

1. With no light outside, it felt like midnight. 外面没有光亮，感觉就像半夜一样。

此句中介词with表示一种伴随的状况，同时还包含着某种因果关系，表示“因某种状况的存在而导致……”，因此可译作“由于；因为”等。例如：

With my parents away, I'm the king of the house. 我爸妈不在，我可是家中的“王”了！

I can't work with all that noise going on. 由于那噪音响着，我无法工作。

2. Ben's dad ... while his mom was making sure the flashlights and radio were working. 本的爸爸……，同时他妈妈在确认手电筒和收音机都能正常使用。

1）此句中的连词while的意思是“当……的时候；和……同时”，while还可以表示“而；然而；但（是）”之意，用来说明或强调两种事情或情形的不同。例如：

Tom is active and outgoing while his sister Rosa is shy and quiet. 汤姆活跃外向，而他的妹妹罗莎却羞怯腼腆。

2）make sure的意思是“确认；查明；核实；确保；设法保证”，其后可接句子，或接介词of及宾语，用来引入需要确认的内容。例如：

Could you make sure what time he's arriving? I would like to go and meet him at the airport. 你确认一下他几点到达好吗？我想去机场接他。

Make sure you turn off the TV before you leave the house. 在你离开屋子前确认关闭了电视。

3）此句中的work表示机器、器官等的“运作；运转”，这是动词work的一种基本用法。再如：

My watch is waterproof — that means it would work fine even if it's in water. 我的手表是防水的——这就是说即便在水里它也会正常运转。

My brain isn't working well now. 这会儿我的脑子不好使。

3. On this day, Dr. Martin Luther King was killed. 这一天，马丁·路德·金博士遇害了。

1）马丁·路德·金（Martin Luther King, Jr.，1929~1968）是美国黑人领袖。在20世纪50~60年代，他为改善美国黑人的社会权利及地位做了大量的工作，赢得了美国各阶层人民的尊重和爱戴，为世界所关注，并于1964年荣获“诺贝尔和平奖”。

2）was killed的意思是“被杀害”，表达的是被动关系。语法上将这种语言现象称作“被动语态”，我们将在九年级正式学习这一语法项目。

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4. ... most Americans remember what they were doing when the World Trade Center in New York was taken down by terrorists. ……绝大多数美国人都记得纽约世贸中心被恐怖分子摧毁时他们在做什么。

1）纽约世贸中心

世界贸易中心（World Trade Center）简称“世贸中心”，是一个由两座并立的塔式摩天楼（被称作“双子塔”）、四座办公楼和一座旅馆组成的建筑群，主体于1973年建成使用，曾以世界最高的双子塔闻名于世，是美国纽约的地标之一。2001年9月11日，世贸中心被恐怖分子用所劫持的民航班机撞击摧毁，这就是举世震惊的“9·11事件”。

2）此句中was taken down也是被动语态，意思是“被摧毁”。其中take down表示将建筑物或高的物体“拆掉；拆除；拆卸”，此处根据上下文可翻译成“摧毁；毁掉”。又如：

They're talking about how to take that wall down. 他们在讨论如何拆除那堵墙。

5. She remembers working in her office near the two towers. 她记得当时（自己）正在距两座塔楼不远的办公室工作。

1）towers在句子中指的是世贸中心的双子塔。

2）remember (someone) doing something是一种固定搭配，表示“记得（某人）曾经做过某事”，其中remember可表示“记得；回忆起；想起；记住”等意思。例如：

I don't remember seeing him anywhere. 我不记得在什么地方见过他。

He remembered meeting her at a party once. 他回想起曾在一次聚会上见过她。

I remember my father bringing home a large Christmas tree. 我记得父亲带回家一棵很大的圣诞树。

Unit 6 An old man tried to move the mountains.

1. But what could Yu Gong do instead of moving the mountains? 但是不把山移开，愚公还能做什么呢？

instead of是一个介词短语，表示“代替（某人或某物）；而不是（某人或某物）”的意思。再如：

Would you pass me the sugar instead of salt? 你能把糖递给我吗？不要递给我盐。

Instead of being annoyed, he seemed quite pleased. 他没有生气，反而看起来还挺高兴。

2. Once upon a time, there was a very old man ... 很久以前，有一位老翁……

once upon a time的意思是“从前；很久以前”，是英文故事、童话开头常见的一种叙述方式，另一个类似的说法是long (, long) ago或a long time ago。又如：

Once upon a time there was a mountain. And in the mountain, there was ... 从前有座山，山里有……

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Long, long ago, a bird gave a monkey a gift. 很久很久以前，小鸟送给猴子一件礼物。

3. But unless he can hide his tail, he cannot turn himself into a man. 但是如果他不能把尾巴藏起来，他就不能把自己变成人。

unless的意思是“如果不；若非；除非”，它引导的是一个条件状语从句，相当于if ... not。因此，上面的句子可以改写为：But if he cannot hide his tail, he cannot turn himself into a man.

再如本单元中的这三个句子：

The wife told her husband that unless he left the children to die in the forest, the whole family would die. 妻子告诉丈夫，如果他不把孩子们扔到森林里让他们自生自灭，全家人都会死。

Unless I do, we'll be lost. 如果我不这样做，我们会迷路的。

Unless we do, we won't find our way out. 我们如果不这么做，就找不到出去的路。

4. One year, the weather was so dry that no food would grow. 有一年，天气太干旱了，以至于粮食颗粒不长。

so ... that ... 是一个常见的句式结构，即：副词so＋形容词或副词＋that引导的句子，表示“如此……以至于……”。又如本单元中的这个句子：That bird's song is so beautiful that we should follow it. 那只鸟的歌声是如此美妙，我们应当跟着它走。

有时这个句式中的that可以省略，如：

Everything happened so quickly I didn't have time to think. 一切发生得是那么快，我连思考的时间都没有。

5. We thought you were never coming back. 我们以为你们再也不回来了。

We thought ... 表示人们过去的某种想法、判断等，可以译作“我们原想……；我们本以为……”。又如：

I thought he would come, but he didn't. 我原想他会来的，但他却没有。

6. As soon as you wake up, you must go to the forest with your father. 你们一醒来就必须和爸爸去森林里。

as soon as表示“一……就……”，再如本单元中这个句子：As soon as the moon rises, we can follow them instead. 月亮一升起来，我们就可以顺着它们（面包屑）走了。

7. It's leading us to that wonderful house made of bread, cake and candy. 它在把我们引向那座由面包、蛋糕和糖果做成的美妙房屋。

此句中made of bread, cake and candy作定语，修饰名词house，形容词wonderful也是house的定语。在英语中，大部分形容词作定语修饰名词时应前置，短语或句子作定语修饰名词时则后置。又如：

the young people in the room 屋子里的年轻人

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Unit 7 What's the highest mountain in the world?

1. Feel free to ask me anything on today's Great Wall tour. 在今天的长城游中，大家尽管问我任何问题，不要拘束。

feel free是英语口语中一个常用表达。若有人让你feel free to do something，就是让你无需拘束，只管按照自己的意愿去做某事。例如：

A: Can I use your bathroom? 我可以用一下你的卫生间吗？

B: Yes, feel free. 可以，请随意。

2. As far as I know, there are no other man-made objects as big as this. 据我所知，再没有其他像它这样大的人造物体了。

as far as I know是一个固定的表达方式，还可以说so far as I know，意思是"据我所知"。例如：

As far as I know, Jack's got twin sisters. 就我所知，杰克有一对孪生姐妹。

They're not coming today, so far as I know. 他们今天不来了——就我所知是这样的。

3. the Ming Great Wall 明长城

"明长城"是指明朝时期为了防御北方游牧民族的骚扰，在北部地区修筑的军事防御工程。这段长城东起辽宁虎山，西至甘肃嘉峪关，从东向西横贯多个省、直辖市、自治区，全长约8850千米，是现存历代长城遗迹中最完整、最坚固的。

4. Even more serious difficulties include freezing weather conditions and heavy storms. 更加严峻的困难包括极冷的天气状况和巨大的风暴。

1）difficulty既可作可数名词也可作不可数名词，在此用作可数名词。作可数名词时，difficulty通常用作复数，表示具体概念，即：各种各样的"困难；难题；难事"。例如：

People learning a new language may face some difficulties. 人们学习一门新的语言时可能会遇到一些困难。

If you have any difficulties, you can call me for help. 如果你遇到任何困难，给我打电话求助好了。

作不可数名词时，difficulty可译作"困难；艰难；辛苦；费劲"，例如：

He had great difficulty in finding a new job. 他找新的工作费了很大劲。

We found the house without difficulty. 我们轻而易举地找到了那座房子。

2）include表示"包括；包含"，是一个及物动词。例如：

Does your price of the bike include this light? 你们的车价包含这盏车灯吗？

5. The spirit of these climbers shows us that we should never give up trying to achieve our dreams. 这些登山者的精神向我们表明：我们决不应该放弃实现自己梦想的尝试。

1）give up doing something的意思是"放弃做某事；半途而废"。再如：

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He gave up learning a third language after he got the job. 他找到工作之后就放弃了对第三门语言的学习。

2）achieve our dreams 相当于 make our dreams come true，其中动词 achieve 表示“（通过努力）实现；取得；获取；达到（梦想、成绩、成功、目的）”等。例如：

He achieved great success in a short time. 他用很短的时间取得了极大的成功。

Lin Tao achieved very good exam results. 林涛考试取得了很好的成绩。

6. ... they run over to them with excitement and some of the young pandas even walk into their friends and fall over! ……它们兴奋地跑向饲养员，其中一些年幼的熊猫甚至撞上自己的伙伴而跌倒！

此句中 run over, walk into 和 fall over 均为短语动词。

1）run over 的意思是“跑上前去；跑过去”，其中 over 用作副词，表示“从……的一边到另一边；穿越”。例如：

She ran over to say hello, but I didn't recognize her. 她跑过来打招呼，但我没有认出她来。

2）walk into 表示“（走路时意外地）撞上”。例如：

As he was thinking too deeply and not paying attention to where he was going, he walked straight into a tree. 由于他陷入沉思，没有注意看路，径直撞到了一棵树上。

3）fall over 表示“摔倒；跌跤；倒下”。例如：

Don't run too fast, or you might fall over. 别跑得太快，要不你会摔跤的。

Many trees fell over after the storm. 暴风雨后许多树木都倒了。

fall over something 则表示“被某物绊倒”，例如：

Tommy fell over the dog and broke his front teeth. 汤米被那只狗绊了一跤，磕断了门牙。

7. Scientists say there are now fewer than 2,000 pandas living in the forests. 科学家们说如今生活在森林里的熊猫不足 2000 只。

此句中 living in the forests 是一个现在分词短语，用作定语，修饰名词 pandas。又如：

the girls singing under the tree 树底下唱歌的姑娘们

the women washing clothes by the river 河边洗衣服的妇女们

Unit 8 Have you read *Treasure Island* yet?

1. Have you at least read the back of the book to see what it's about? 至少你已经读过书的背面，了解了它的大致内容了吧？

此句中的动词 see 表示“（通过查看、打听等）弄清、了解；查看、发现（信息或事实）”。作这种用法时，see 常接 how, what, when 等引导的宾语从句。例如：

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He agreed to go with me to see what was wrong. 他同意跟我去了解一下毛病出在哪里。

First of all, we need to take some time to see how it works. 首先，我们需要花些时间了解一下它是如何运作的。

2. The book report is due in two weeks. 读书报告两周后必须交。

此处due为形容词，意思是“预定；预期；预计”，后边引出预期的时间、地点等，还常常构成短语be due (to do something)或be due (for something)。例如：

Our plane is due at Shanghai Hongqiao International Airport at 12:30. 我们的飞机预计于12:30降落在上海虹桥国际机场。

Rose is due to start school in January. 罗丝一月份就要开始上学了。

You are due for a medical examination next month. 你的身体检查预定在下个月（必须完成）。

3. The Toms must be popular. 汤姆乐队一定很受欢迎。

1）此处the Toms是一个虚构的音乐团队的名称，可能是由若干个名叫Tom的男子所组成（或起主要作用）的乐队。英语中“the +姓或名的复数形式”这一结构可用来表示某一群体，如表示某一姓氏的家庭，或同名的某几个人所组成的小群体。如：the Greens（格林一家，相当于the Green family），the Jacks（杰克小组；杰克社团；杰克帮）等。

2）此句中情态动词must的意思是“一定；准是”，而非“必须”。作这一用法时，must表示推测，暗含很大的可能性。又如：

They must be there by now. 他们现在准到那儿了。

情态动词表示推测的用法将在九年级正式学习。

4. the “good old days” 过去的好时光

英语中the good old days是一个习惯用语，指一个人人生中或历史上的一段比现在更好的幸福时光，可译作“过去的好日子”。例如：

I wish my grandma would stop talking about the good old days. 我真希望我奶奶能停止唠叨那过去的好时光。

In the good old days, going to a movie only cost 5 cents. 在当初的好日子里，去看一场电影只要5分钱就够了。

5. I hope to see him sing live one day! 我希望有一天看到他现场演唱！

1）see someone do something是一个常见的结构，表示“看见某人做某事”。英语中有一些表示感知的动词，如see（看）、watch（观看）、feel（感觉）、hear（听到）、listen to（听）、smell（嗅）等用于主动态时，后面可以接名词（或代词）+不带to的不定式（或-ing形式）。又如：

I watched them get on the bus one by one, and then we waved goodbye to each other. 我看着他们一个个上了公共汽车，然后我们相互挥手道别。

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2）live可用作动词、形容词或副词，且用作不同词性时发音有所不同。作动词时，live读作/lɪv/，表示“居住；生存；过……生活”等含义。作形容词和副词时，live读作/laɪv/。在上面的句子中，live为副词，意思是“在现场直播；在现场表演”。又如：

Lang Lang is playing live in our city tonight. 郎朗今晚在我们城市举办现场演奏。

Unit 9 Have you ever been to a museum?

1. I learned about the inventions that led to color movies, too. 我还了解了一些发明，它们成就了彩色电影。

此处learn是“了解；获知；得知”的意思，由介词about或of引入所获知的具体内容。例如：

The children were all shocked to learn of the death of their headmaster. 得知校长去世，孩子们都十分震惊。

I only learned about the accident later. 我只是后来才得知了事故的情况。

2. I've never been camping. 我从未野营过。

此句为现在完成进行时（*初中阶段不要求掌握）。这一时态的结构为“have been + 现在分词”，表示从过去某一时刻一直延续至今的动作。在本句中，说话人使用这一时态来强调自己至今从未有过野营的经历，欠缺这方面的经验。又如：

He's been watching TV all afternoon. 他一下午都在看电视。

We've been living like this ever since the birth of my little brother. 自打我小弟弟出生，我们就一直这样生活。

3. I wonder how much more computers will be able to do in the future. 不知道将来电脑还能够做些什么事情呢。

1）wonder表示“（对某事）感到疑惑；想要知道；想弄明白；琢磨”，后面常接由what，how，who或if/whether（是否）引导的宾语从句。例如：

I wonder how they're getting on. 我想知道他们现在过得怎样。

I just wonder if they've arrived safely. 我就想知道他们是否安全抵达了。

2）此句从句部分的原始结构是：How much more will computers be able to do in the future? 由于充当了宾语从句，疑问结构被改成了陈述结构how much more computers will be able to do in the future。

4. the International Museum of Toilets 国际厕所博物馆

这是位于印度新德里的一个主题式展览馆，收藏、陈列的马桶装置十分丰富，从古至今，应有尽有，简直就是一部厕所的发展史。参观者可从不同角度去认识厕所的演变史。同时，博物馆里还收藏了许多名人用过的厕所及相关物品的复制品，旨在开拓人们视野，进行社会文明教育，推广环保宣传和研究。

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5. Watching the tea preparation is just as enjoyable as drinking the tea itself. 看沏茶的过程和饮茶本身一样令人愉快。

-able是一个典型的形容词后缀，可加在动词之后，表示“可……的；能够……的”。此处enjoyable（能使人快乐的；令人愉快的）便是一例，再如：drinkable（可饮用的），washable（可洗的），readable（可读的），usable（可用的；可使用的）等等。

6. Singapore has a Night Safari. 新加坡有一个夜间野生动物园。

safari指在丛林及原野上的“野生动物观赏或狩猎之旅”。a safari park是指一种可供驾车游览的“野生动物园”。

Unit 10 I've had this bike for three years.

1. yard sale 庭院旧货出售

这是国外的一种风俗，也是一种独特的售货方式。人们利用周末，将家中搁置不用的物件放在自家庭院中廉价出售，因而被称作yard sale，也可译作“庭院拍卖会”。

庭院售卖的物品种类繁多，应有尽有，大到家具、电器，小到玩具、衣物和鞋帽。这些物品虽多数为二手家什，但也有全新的物品，且价钱合理公道，甚至还可讨价还价。正是这种低廉、公道的价格及买家淘宝和碰大运的心理，使得yard sale广受欢迎，逐渐演变成一种独特的文化现象。

2. Because I don't read it anymore. 因为我不再看它了。

副词anymore亦可写作any more，常用于否定句的末尾，意思是“再也（不）；（不）再”。not ... anymore相当于not ... any longer，例如：

You can have it, for I don't need it anymore. 你可以把它拿走，因为我不再需要它了。

The doctor told me not to play computer games anymore. 大夫叫我别再玩电脑游戏了。

3. Because I've had it since I was a baby. 因为我还是个婴儿的时候就拥有它了。

since（自从……）常常引导短语或从句，用于现在完成时的句子中。since引出从句时，从句中一般使用过去时。再如：

I've had these soft toys since I was a child. 我还是个孩子的时候就有这些毛绒玩具了。

Since that unfortunate accident last week, I haven't been sleeping well at all. 自从上周发生了那次不幸的事故之后，我一直睡得很不好。

4. I've had this magazine for a couple of months. 这本杂志我买了几个月了。

1）a couple of有两种意思：其一，表示具体的数量“两个”，指两个相同的人或物体；其二，表示数量不定的“少数几个”，作这种虚指的用法时，具体意思往往视上下文和具体的语境而决定。例如：

You have to wait for a couple of hours for the clothes to dry completely. 你得等几个小时让这些衣服完全干燥。

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Look! There are a couple of boys waiting for you at the door. 瞧！门口有两三个男孩正在等你。

2）介词for也常用在现在完成时的句子中，后面引出表示时间的词或短语，说明某种情况已经持续了一段时间。再如：

Jeff has had his bike for more than 10 years. 杰夫已经拥有他的自行车超过10年了。

5. We have decided to each sell five things that we no longer use. 我们决定每人出售五件不再使用的物品。

1）此句中we no longer use是由that引导的定语从句，修饰前面的名词five things。

2）句中no longer的意思是“不再；不复”，有时可用not ... any longer或not ... anymore替换。再如：

He no longer lives here. (= He doesn't live here anymore / any longer.) 他不再住这儿了。

3）each在句中表示“（两个或两个以上的人或物中）各自；每个”。再如：

My sister and I each have an English-Chinese dictionary. 我和姐姐各有一本英汉词典。

6. ... but, to be honest, I have not played for a while now. ……但是，说实在的，现在我已经有一段时间没玩了。

to be honest是英语口语中一个常用表达，表示“说实话；老实说”。英语中类似的表达还有：to be frank，意思是“坦率地说”。例如：

To be honest, I don't like him very much. 老实说，我不太喜欢他。

To be perfectly frank, I think that's a crazy idea. 坦白相告，我认为那是个荒唐的主意。

7. It's a shame, but I just don't have the time ... 实在是遗憾，但我就是没有时间……

It's a shame.是一种常见的口语表达，表示一种不如人愿的情形（an unhappy situation），相当于汉语中“真遗憾；多可惜啊”的意思。It's a shame ...之后还可接不定式或由that引导的从句。例如：

A: I didn't have enough money to buy the guitar I wanted. 我没有足够的钱，买不了我想要的吉他。

B: It's a shame! 真是遗憾呀！

It's a shame to cover this beautiful table with a tablecloth. 把这张漂亮的桌子用桌布盖起来真是可惜。

It's a shame that you have to leave so soon. 真遗憾你这么快就要走了。

shame还可表示“（因做错事而感到的）羞愧；惭愧”，例如：

His face burned with shame. 他的脸因羞愧而发烫。

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Tapescripts

Unit 1 What's the matter?

Section A, 1b

Conversation 1

Nurse: You don't look well. What's the matter, Sarah?

Sarah: I was playing with my friends at the park yesterday. Then it got windy, but I didn't put on my jacket. Now I have a cold.

Conversation 2

Nurse: What's the matter, David? Are you OK?

David: I ate too much junk food at my friend's birthday party. So last night, I got a stomachache. I almost couldn't get myself out of bed this morning.

Conversation 3

Nurse: What's the matter, Ben? Can you move?

Ben: Not really. I was playing soccer the other day and I hurt myself. It seemed OK at first, but now I have a really sore back.

Conversation 4

Nurse: You look really tired. What's the matter, Nancy?

Nancy: I didn't sleep very well last night. I have a toothache. It's terrible! I can't really eat anything either. It hurts a lot.

Conversation 5

Nurse: What's the matter, Judy?

Judy: I'm sorry, but it's very difficult for me to talk.

Nurse: Oh, dear. What's the matter?

Judy: I talked too much yesterday and didn't drink enough water. I have a very sore throat now.

Section A, 2a, 2b

Conversation 1

Girl 1: You don't look well. Your face looks a bit red.

Girl 2: Yeah, and my head feels very hot. What should I do?

Girl 1: Maybe you have a fever. You should take your temperature.

Girl 2: Yes, you're right.

Conversation 2

Girl 1: What's the matter?

Girl 2: I didn't take good care of myself. I didn't wear enough warm clothes yesterday. Now I have a cough and a sore throat.

Girl 1: You should drink some hot tea with honey.

Girl 2: That sounds like a good idea.

Conversation 3

Girl: You look terrible! What's the matter?

Boy: I think I ate too much at dinner last night. It was an all-you-can-eat meal at the restaurant. But now I have a

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stomachache.

Girl: That's too bad. You shouldn't eat so much next time. Right now, you should lie down and rest.

Boy: I guess I should.

Conversation 4

Girl: What's wrong with your face?

Boy: It's not my face. It's my tooth. I have a toothache.

Girl: You should see a dentist and get an X-ray.

Boy: But will it hurt?

Girl: No, and if you don't go to the dentist now, it'll hurt even more later!

Conversation 5

Girl 1: Oh, no! What happened?

Girl 2: I was making dinner just now and I cut myself by accident.

Girl 1: Oh, that looks serious. You should put some medicine on it. Here, let me help you.

Girl 2: OK, thanks.

Section B, 1b, 1c

Teacher: Hello, Jenny! You look tired.

Nurse: Well, today was a busy day in my office. One boy hurt himself in P.E. class.

Teacher: What happened?

Nurse: He was running under the hot sun and then he felt sick and fell down.

Teacher: Yes, the weather is very hot today.

Nurse: He cut his knee, so I washed the cut and put some medicine on it. Then I put a bandage on it.

Teacher: Was the cut serious?

Nurse: Not really, but I also took his temperature. Luckily he didn't have a fever. I told him he should rest.

Teacher: What else happened?

Nurse: One girl had a nosebleed. I told her to put her head down and then press the sides of her nose. Oh, and another boy got hit on the head with a baseball bat.

Teacher: That sounds bad. I hope he's OK ...

Nurse: I hope so, too. He was taken to the hospital to get an X-ray.

Unit 2 I'll help to clean up the city parks.

Section A, 1b

Conversation 1

Boy 1: I hope to work outside.

Girl 1: You could help to clean up the city parks.

Conversation 2

Boy 2: I'd like to help homeless people.

Girl 1: You could give out food at the food bank to help feed them.

Conversation 3

Girl 2: I want to cheer up sick kids.

Girl 1: You could ask hospitals to let you visit the kids.

Conversation 4

Girl 1: I'd like to help kids with their schoolwork.

Girl 2: You could volunteer in an after-school study program to teach kids.

Section A, 2a, 2b

Boy 1: Now we need to come up with a plan to tell people about the city park clean-up.

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Girl 1: Yeah, but I'm hungry, Bob. Let's have lunch first.

Girl 2: No, we need to start now. Clean-up Day is only two weeks from now.

Boy 2: You're right, Sally. We can't put off making a plan. As we talk, I'll write down all our ideas. Then we can decide which ideas are best.

Girl 1: Um ... well ... we could put up signs.

Boy 2: That's a good idea!

Girl 2: Let's make some notices, too. Then I'll hand them out after school.

Boy 1: OK. Great! And we could each call up 10 students and ask them to come.

Boy 2: Hey, we're coming up with a lot of good ideas, aren't we?

Section B, 1c, 1d

Man: This morning I'm talking with a very wonderful young man, Jimmy the Bike Boy. Good morning, Jimmy.

Jimmy: Good morning.

Man: So, Jimmy, tell our listeners what you do.

Jimmy: Well, many kids don't have enough money to buy their own bikes. So I find or buy old bikes. Sometimes parts like the wheels may be broken. So I fix up the bikes and then give them away to these kids.

Man: That's fantastic. What gave you the idea?

Jimmy: I guess I take after my father. He loves to help people. He always volunteers to help people in need.

Man: Wow! Your parents must be proud of you.

Jimmy: I guess so. But now I've run out of money, so I can't buy any more old bikes.

Man: Oh, that's too bad.

Jimmy: Yeah. I need to come up with some way of getting money or I'll have to stop.

Unit 3 Could you please clean your room?

Section A, 1b

Mom: Peter, we need to clean the house. Your grandma is coming over at seven.

Peter: Sure, but I need to do my homework first.

Mom: OK. Then after you finish your homework, let's clean up the kitchen. I can do the dishes and sweep the floor. Could you please take out the rubbish?

Peter: Sure, Mom.

Mom: Good. And could you please make your bed and fold your clothes?

Peter: All right.

Mom: And let's see ... I have to clean the living room before your grandma arrives.

Section A, 2a, 2b

Peter: Hey, Dad?

Dad: Yes?

Peter: Could I go out for dinner with my friends tonight?

Dad: Sure, that should be OK.

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Peter: Could I go to the movies after that? My friends said the new action movie is really good.

Dad: I guess so. But don't stay out late.

Peter: Could I stay out until eleven? We might get something to drink after the movie.

Dad: No, you can't. You have a basketball game tomorrow, remember? You need to have a good rest.

Peter: Oh, yeah. Well, could you give me a ride to town now? If I take the bus, I'll be late.

Dad: I can't, Peter. I have to do some work now.

Peter: Oh, OK. No problem. I'll call Alan. Maybe his dad can give me a ride.

Section B, 1c, 1d

Sandy: Could I invite my friends to a party on Saturday, Mom?

Mom: Of course! That sounds like fun.

Sandy: Yeah. Um ... could I borrow some money?

Mom: What for?

Sandy: I need to buy some drinks and snacks. Could I go to the store?

Mom: Well, I'm going tomorrow, and I can buy some drinks and snacks for you.

Sandy: Oh, good. Thanks, Mom.

Mom: You're welcome. Oh, could you clean your room?

Sandy: I cleaned it last week.

Mom: You need to clean it again for your party.

Sandy: OK. At the party, could I use your CD player?

Mom: Yes, if you're careful with it.

Sandy: Don't worry, Mom!

Mom: Now, there are a few other things I want you to do before the party. Could you please move the big chairs to the bedroom and clean the living room?

Sandy: Sure. Dave is coming early on Saturday, so he can help me.

Unit 4 Why don't you talk to your parents?

Section A, 1b

Girl 1: You look really tired. What's the matter?

Girl 2: I studied until midnight last night so I didn't get enough sleep.

Girl 1: Why don't you go to sleep earlier tonight? You can start studying earlier.

Girl 2: But I have two after-school classes today. So I can only start studying after dinner.

Girl 1: Maybe you should tell your parents that you can't do so many things.

Girl 2: I did, but they think it's important that I take more after-school classes.

Girl 1: Well, they probably want you to get into a good senior high school.

Girl 2: Yes, I guess that's the reason.

Girl 1: You should talk to them again. Explain to them that you need to get enough sleep to stay healthy.

Girl 2: That's a good idea. OK, I'll try to talk to them again.

Section A, 2a, 2b

Boy 1: Hey, Peter, what's wrong?

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Boy 2: I had a fight with my best friend. What should I do?

Boy 1: Well, you could write him a letter.

Boy 2: I don't think so, although it's a good idea. I'm just not very good at writing letters.

Boy 1: Maybe you should call him up.

Boy 2: No, I don't want to talk about it on the phone.

Boy 1: But you really should talk to him so that you can say you're sorry.

Boy 2: Yes, I know I should, but it's not easy.

Boy 1: Maybe you could go to his house.

Boy 2: I guess I could, but I don't want to surprise him.

Boy 1: Hey, I know. You could take him to the ball game.

Boy 2: But the ball game is next week. I don't want to wait until then to talk to him.

Section B, 1c, 1d

Wei Ming: Alice, help me! My parents are giving me too much pressure about school!

Alice: Hey, Wei Ming. Although you may be unhappy with your parents, you should talk to them. Ask them why they give you so much pressure.

Wei Ming: It's because they want me to get good grades.

Alice: But life shouldn't just be about grades. Free time activities like sports and hanging out with friends are important, too.

Wei Ming: I totally agree. I need more free time to do activities I enjoy. This can help me relax and be healthier.

Alice: Yes, you won't get good grades if you're stressed out all the time.

Wei Ming: I also keep worrying about getting better grades than my classmates.

Alice: Oh, you shouldn't compete with your classmates to get better grades. You should all be helping each other to improve.

Wei Ming: You're right. Thanks for all the good advice, Alice.

Unit 5 What were you doing when the rainstorm came?

Section A, 1b

[in the studio]

Reporter: The weather is beautiful today! But yesterday's rainstorm was the heaviest one so far this year. So, what were people doing yesterday at the time of the rainstorm?

[outside the studio, on the street]

Girl: I was at home doing my homework. But I could hear the heavy rain against my bedroom window.

Boy: I was reading at the library after school. I'm so glad I didn't decide to play basketball!

Woman: I was waiting for the bus after work. Then the rain suddenly started and I got all wet.

Man: I was walking home from the supermarket. Luckily, I had an

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umbrella, but I still got wet!

[back in the studio]

Reporter: Looks like many people were caught in the rain yesterday. Many took hours to get home ...

Section A, 2a, 2b

Boy: Yesterday was a terrible day. My alarm didn't go off so I woke up late. It was seven thirty when I woke up, and I needed to be at school by eight! I ran to the bus stop ... but, I still missed the bus. It was eight thirty when I got to school. My teacher was angry and I felt bad all day. At four thirty, it was time to go home. I was waiting for the bus when ... all of a sudden ... it began to rain heavily. It was like ... a really crazy rainstorm! I thought I had an umbrella in my schoolbag, so I kept trying to look for it. I was so busy looking for the umbrella that I didn't see a car coming. And it got water all over me! I was waiting like that ... completely wet ... for maybe almost an hour. Finally, the bus came and brought me home. I took a hot shower and ate some warm food. It felt so good to be home!

Section B, 1b, 1c

John: Hey, Kate, why weren't you at the school basketball competition yesterday? I called you so many times, but you didn't answer.

Kate: Sorry, John. I left my phone at home.

John: What were you doing at the time of the competition?

Kate: Well, I left my house late and when the competition started, I was still making my way to school.

John: Then what happened?

Kate: When I got to the bus stop, I realized that my bag was still at home!

John: But why didn't you just go home to get your bag?

Kate: I did, but while I was running back home, I saw a dog by the side of the road and it was hurt.

John: Oh, so I'm sure you helped the dog. I know how much you love animals.

Kate: Yes, I wanted to call the Animal Helpline, but I didn't have my phone so I had to wait for someone to walk by. Then I used his phone to call the helpline.

John: OK. No wonder you didn't make it to the competition.

Kate: Yes, I'm so sorry I wasn't there to cheer you on, but I'm happy that your team won!

Unit 6 An old man tried to move the mountains.

Section A, 1b

Wang Ming: Hi, Anna. In my Chinese class today, we read a famous story called *Yu Gong Moves a Mountain.*

Anna: Oh, how does the story begin?

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Wang Ming: Well, once upon a time, there was a very old man. There were two mountains near his house. They were so high and big that it took a long time to walk to the other side.

Anna: So what happened next?

Wang Ming: Well, the old man told his family that they should all help him to move the mountains.

Anna: Mm, but an old man probably couldn't even move a small tree.

Wang Ming: Yes, that's what his wife said, too.

Anna: And where would they put all the earth and stone from the mountains?

Wang Ming: Yu Gong said they could put it into the sea because it's big enough to hold everything. So they all started digging the next day.

Section A, 2a, 2b

Wang Ming: Let me tell you the rest of the story about Yu Gong. Yu Gong and his family began to move some of the earth and stone to the sea. One day, a man saw Yu Gong and his children when they were working on moving the mountains. He told Yu Gong that he could never do it because he was old and weak. As soon as the man finished talking, Yu Gong said that his family could continue to move the mountains after he died. His family would live and grow, but the mountains could not get bigger. So Yu Gong and his family kept on digging day after day and year after year. Finally, a god was so moved by Yu Gong that he sent two gods to take the mountains away. This story reminds us that you can never know what's possible unless you try to make it happen.

Section B, 1b, 1c

Mei Ling: Tom, can you tell me a story from Europe?

Tom: Well, I know one. It's called *The Emperor's New Clothes*. This story is about an emperor who loved clothes. He loved buying and looking at his beautiful clothes.

Mei Ling: So what happened?

Tom: Two brothers came to the city to make special clothes for the emperor. But the emperor had to give them silk and gold.

Mei Ling: Were the clothes nice?

Tom: Well, the brothers kept everything for themselves and told the emperor that people couldn't see the clothes unless they were clever.

Mei Ling: Oh, so they were really trying to cheat the emperor!

Tom: Yes, you are right. When the emperor looked at himself, he only saw his underwear. But he

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didn't want people to think he was stupid, so he said his new clothes were very beautiful.

Mei Ling: Did he wear the new clothes?

Tom: Yes, he did. He walked through the city wearing his new clothes. Nobody wanted to sound stupid, so everyone said his new clothes were wonderful. But suddenly, a young boy shouted, "Look! The emperor isn't wearing any clothes!"

Mei Ling: What a funny story!

Unit 7 What's the highest mountain in the world?

Section A, 1b

Teacher: Yesterday, we learned some important geographical facts. I hope you all still remember them. I'm going to test you now by asking a few questions. First, what's the highest mountain in the world?

Boy 1: Qomolangma! It's higher than any other mountain in the world.

Teacher: That's right. And who can tell me what the Sahara is?

Girl 1: The Sahara is the biggest desert in the world.

Teacher: Very good. And which is the deepest salt lake in the world?

Girl 2: The Caspian Sea is the deepest of all the salt lakes.

Teacher: You're all so smart! Now, for the last question, which is the longest river in the world?

Boy 2: I know! The Nile is the longest river in the world.

Boy 1: And the Amazon is the second longest river in the world.

Teacher: It seems that you know the answers to all my questions. Good job!

Section A, 2a, 2b

Mike: Hi, I'm Mike. I'm from the United States.

Boy: Welcome to our class, Mike. We're happy to meet you.

Mike: Can you tell me a bit more about China?

Girl: Sure! Did you know that China is one of the oldest countries in the world? It's over 5,000 years old.

Mike: Yes, I did. It's much older than my country – in fact, the United States is one of the youngest countries in the world. It's not even 300 years old.

Boy: And China has the biggest population, too. It's a lot bigger than the population of the United States.

Mike: But China is about the same size as the US, right?

Girl: Yes, and it's the biggest country in Asia. We also have some famous rivers. The Yangtze River is the longest river in Asia. It's about 6,300 kilometers long.

Mike: Wow! I didn't know that. I thought the Yellow River was longer.

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Boy: No, the Yellow River is 5,464 kilometers long. But both rivers are very important to China.

Section B, 1b, 1c

Teacher: Do you have any questions about baby pandas?

Boy 1: Are they much smaller than an adult panda?

Teacher: Yes. When they're born, they only weigh about 0.1 to 0.2 kilos.

Boy 1: Wow, that's small! I know an adult panda weighs many times more than a baby.

Teacher: That's right. And the adult pandas weigh around 100 kilos.

Boy 2: What about the size of a baby panda? How small is it?

Teacher: At birth, it's only around 15 cm long, but an adult panda is around 150 cm long.

Girl: Is a baby panda also black and white?

Teacher: No, you would never guess! A baby panda is pink and it cannot see. It also doesn't have any teeth.

Girl: How long can pandas live?

Teacher: They can live up to 20 to 30 years.

Unit 8 Have you read *Treasure Island* yet?

Section A, 1b

Conversation 1

Nick: Hey, Judy, how was English class?

Judy: Hey, Nick. It was a good class today. I enjoyed it.

Nick: What's your class reading right now?

Judy: We're reading a book called *Treasure Island*.

Nick: How is it? I haven't read it yet.

Judy: It's really exciting.

Conversation 2

Alan: Sandy, have you finished the reader yet?

Sandy: What reader, Alan?

Alan: *Robinson Crusoe*. Ms. Butler told us to finish it this week, remember?

Sandy: Oh, no! I've not read it yet.

Alan: Well, I just finished reading it last night.

Sandy: How is it? Is it boring?

Alan: No, I love it. It's wonderful.

Conversation 3

Kate: Have you read *Little Women* yet, Harry?

Harry: No, I haven't. Have you, Kate?

Kate: Yes. I've already read it.

Harry: What's it like?

Kate: It's fantastic.

Harry: Can I borrow it from you?

Kate: Sure.

Section A, 2a, 2b

Tina: Hi, Mark.

Mark: Hey there, Tina. What's up?

Tina: I'm reading this fantastic book.

Mark: What is it?

Tina: *Treasure Island*. Have you read it yet?

Mark: No, I haven't. What's it about?

Tina: It's about this boy who goes out to sea and finds an island full of treasures. What are you reading right now?

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Mark: I've just finished *Oliver Twist* and *Robinson Crusoe*.

Tina: Oh, yeah. I've already read both of them. They're classics. We had to study *Robinson Crusoe* last term.

Mark: So what are you studying this term?

Tina: *Tom Sawyer*. It's a story about a boy who lives in the United States. Many exciting things happen to him.

Mark: Sounds interesting. I'll have to read it.

Section B, 1b, 1c

Dave: What are you listening to, Alex? The song sounds really good.

Alex: Hey, Dave! I'm listening to a band called "The Toms". Have you heard of them yet?

Dave: No, I haven't. Are they a new band?

Alex: Yes, they only started singing earlier this year. But they've already made two CDs.

Dave: Wow, they must be really popular. Where are they from?

Alex: They're from California, in the United States. There are five people in the band and they're all teenage boys.

Dave: I guess what they're playing is pop music, right?

Alex: Yes, but it sounds more like rock. I like their music because it's loud and full of energy. I feel excited when I listen to it.

Dave: Me, too. I think if I listen to their music every morning, it will wake me up and make me happy for the rest of the day!

Alex: Do you want to borrow my CD then?

Dave: Sure, thanks! That'd be great!

Unit 9 Have you ever been to a museum?

Section A, 1b

Sarah: I'm bored, Claudia. Let's do something interesting.

Claudia: Have you ever been to a science museum?

Sarah: Yes, I have. I went to the National Science Museum last year. Have you ever been to a history museum?

Claudia: No, I haven't.

Sarah: Me neither. Let's go to one tomorrow.

Claudia: Well, that sounds good, but I'm not interested in history.

Sarah: Really? I didn't know that. Well, how about the art museum? Have you been to the art museum?

Claudia: I've been to the art museum many times.

Sarah: Me, too. But I'd like to go again. Hmm, let's see ... how about the nature museum? I've been there a few times.

Claudia: So have I. I went there on our last school trip.

Sarah: I know. Let's go to the space museum. I've never been there.

Claudia: That's a great idea. I went there last year, but I'd like to go there again.

Section A, 2a, 2b

Conversation 1

John: Hey, have you ever visited the space

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museum, Tina?

Tina: Yes, I went there last year. Have you ever been there, John?

John: No, I haven't.

Tina: Well, I'd really like to go there again.

John: Great. What bus do we take to get to the museum?

Tina: We can take the subway. The station is near the museum.

Conversation 2

Kim: Hi, Linda. Have you ever been to the amusement park?

Linda: Yes, I have, but a long time ago. I remember it was really fun. There were so many exciting things to do there.

Kim: Do you want to go again next week?

Linda: Sure. I think that would be a great idea.

Kim: Do you think we can ride our bikes there?

Linda: Of course! It's not very far away. It's just on Green Street, behind the zoo.

Conversation 3

Tom: Have you ever been to the water park, Frank?

Frank: No, I've never been there.

Tom: Neither have I. Let's go there together!

Frank: I'd really love to go, but I don't have any money.

Tom: Well, let's go skating instead. There's a great new place for skating in River Park on Center Street.

Frank: That's a great idea. Could I borrow your bike? I want to go home to get my skates.

Section B, 1b, 1c

Boy 1: So, Peter, how long have you been in China?

Boy 2: I've been here for two weeks, but I'm going back to Australia tomorrow.

Boy 1: Have you traveled much?

Boy 2: Yes, I have. I've seen many interesting things.

Boy 1: Have you visited the Palace Museum?

Boy 2: Yes, I have. I went there last week. It was wonderful. There were so many beautiful treasures.

Boy 1: And have you been to the Great Wall?

Boy 2: Oh, yes. I loved it, but there were too many people. I've also been to the Bird's Nest.

Boy 1: Wow, great! Did you go anywhere outside Beijing?

Boy 2: Yes. I went to see the Terracotta Army in Xi'an. It was fantastic.

Boy 1: OK. Have you tried Chinese food?

Boy 2: Oh, yes. I love Chinese food.

Boy 1: Do you have a favorite dish?

Boy 2: I love Beijing Duck. It's so delicious.

Boy 1: Thank you for your time and have a safe trip home.

Boy 2: Thank you.

Unit 10 I've had this bike for three years.

Section A, 1b

Amy: You have some great things in this yard sale, Jeff.

Jeff: Thanks, Amy. Our family has collected so many things over the years, but we

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don't use them anymore.

Amy: But isn't it hard to sell some of your things? There are many things I've had since I was a child. I don't think I could sell them.

Jeff: Yes, it's hard to say goodbye to certain things.

Amy: By the way, how long have you had that bike over there?

Jeff: I've had it for three years! I learned how to ride a bike on it.

Amy: Old things really bring back sweet memories. But it's true that we may never use some of these things again.

Jeff: Yes, like old toys or books you've already read. You can sell those, or you can also give them away to kids or people who need them.

Amy: Oh! How much is this book?

Jeff: You can have it for 75 cents.

Section A, 2a, 2b

Mom: Let's look through this box of old things and decide what to give away.

Amy: I think I want to keep this book. I've had it for three years. Even though I've already read it twice, it's still my favorite book. But we can give away the magazine.

Mom: What about these soft toys?

Amy: I want to keep the bear because I've had it since I was a baby. It has special meaning to me because Grandma gave it to me. I'll give away the lion and tiger.

Mom: OK. And this old bread maker of mine can go, too. I've had it for more than 10 years. Aunt Taylor bought a new one for me last week.

Amy: That's great. We can still have homemade bread. And I can give away this sweater and dress, too. They don't fit me anymore. But I want to keep the hat and scarf for ice skating.

Mom: Great. You can take these things to the children's home tomorrow then.

Section B, 1b, 1c

Martin: Hey, Jenny, your hometown is really beautiful.

Jenny: Yes, I've been away for the past few years, but I still love this town. Even though it's old, it's full of interesting places to see and things to do.

Martin: Wow, look at that building! I've never seen anything like it!

Jenny: Yes, that's one of the oldest buildings in this town. It's been around for hundreds of years. It's now the town library.

Martin: What about the building next to it?

Jenny: Oh, that's the new science museum. It's only been here since last August. There's a really big park behind the museum. Many families go there on weekends to let the kids run around and climb the hills.

Martin: Nice. Can we check it out?

Jenny: Sure. But first, let's have lunch at this restaurant down the street. It's been around for as long as I can remember. It serves the best food in town.

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Grammar

I. 反身代词（Reflexive Pronouns）

表示反射或强调的代词叫做反身代词。反身代词是由第一人称、第二人称形容词性物主代词或第三人称人称代词宾格形式，词尾加 self 或 selves 组成。反身代词可译为“本人”、“本身”，为加强语气，也常译为“亲自”、“自己”。请见下表：

人称 / 数	第一人称	第二人称	第三人称
单 数	myself	yourself	himself herself itself
复 数	ourselves	yourselves	themselves

反身代词的用法如下表：

句法作用	例 句
宾 语	The child can dress **himself.** 这孩子能自己穿衣服了。 Take good care of **yourself.** 好好照顾你自己。 But the driver didn't think about **himself.** 但是司机并没有为自己着想。
主语或宾语的同位语	Mrs. Black **herself** is a lawyer. 布莱克太太本人就是一名律师。 You had better ask the driver **himself.** 你最好问司机本人。
表 语	Just be **yourself.** 做你自己就好了。 Mary hasn't quite been **herself** recently. 玛丽近来有些不对劲。

II. 情态动词（Modal Verbs）

情态动词可以用来表示“提议”、“建议”或“请求”等。

情态动词 should 作“应该；应当；可以”讲，用以表达职责和义务、提出劝告，而且表述的是自己的主观看法，其后接动词原形。例如：

I think you **should** lie down and rest. 我觉得你应该躺下休息。

You **should** call him so that you can say you're sorry. 你应当给他打电话，向他说声对不起。

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should 的否定式是 should not/shouldn't，意思是“不应当；不该”。例如：

You **shouldn't** take such risks. 你不该冒这么大风险。

情态动词 could 用于有礼貌地向对方提出要求或请求。例如：

A: **Could** you please take the dog for a walk? 能请你出去遛遛狗吗？

B: OK, but I want to watch one show first. 可以，但我想先看个节目。

再如：**Could** we get something to drink after the movie? 我们看完电影后可以喝点什么吗？

could 也用于提出建议，比 can 语气更为婉转。例如：

Maybe you **could** do more jobs around the house so that they have more time for proper communication. 也许你可以在家里多做点事，让他们多些时间好好地沟通。

III. 动词时态（Verb Tenses）

1. 过去进行时（Past Progressive Tense）

过去进行时由“was/were + 动词-ing”构成，表示在过去某一时刻或某一段时间正在进行的动作。这一特定的过去时间除有上下文暗示以外，一般用时间状语来表示。例如：

A: What **were** you **doing** at eight last night? 昨晚八点你在干什么？

B: I **was taking** a shower. 我（当时）在淋浴。

A: What **was** he **doing** when the rainstorm came? 暴风雨来的时候他在干什么？

B: He **was reading** in the library when the rainstorm came. 暴风雨来的时候他在图书馆看书。

A: What **was** Jenny **doing** while Linda **was sleeping**? 琳达在睡觉的时候，珍妮在做什么？

B: While Linda **was sleeping**, Jenny **was helping** Mary with her homework. 琳达在睡觉的时候，珍妮在帮助玛丽做作业。

下面以动词 work 为例，将过去进行时的肯定式、否定式和疑问式以及简略答语列表如下：

<table>
<tr><th colspan="2">肯 定 式</th><th colspan="2">否 定 式</th></tr>
<tr><td colspan="2">I/He/She/It was working.
We/You/They were working.</td><td colspan="2">I/He/She/It was not working.
We/You/They were not working.</td></tr>
<tr><th colspan="4">疑 问 式 和 简 略 回 答</th></tr>
<tr><td>Was I working?
Yes, you were.
No, you were not.</td><td colspan="2">Were you working?
Yes, I was.
No, I was not.</td><td>Was he/she/it working?
Yes, he/she/it was.
No, he/she/it was not.</td></tr>
<tr><td colspan="2">Were we/you/they working?</td><td colspan="2">Yes, you/we/they were.
No, you/we/they were not.</td></tr>
</table>

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注：

1）was not 常缩略为 wasn't /ˈwɒznt/；were not 常缩略为 weren't /wɜː(r)nt/。

2）一般过去时与过去进行时用法的比较：一般过去时表示在过去某个时间发生过的动作或存在的状态，而过去进行时则表示在过去某一时刻或某一段时间正在进行的动作。例如：

David **wrote** a letter to his friend last night.
大卫昨晚给他的朋友写了封信。（信写完了。）

David **was writing** a letter to his friend last night.
大卫昨晚一直在给他的朋友写信。（信不一定写完。）

2. 现在完成时（Present Perfect Tense）

1）现在完成时的构成

现在完成时由“助动词 have (has) + 过去分词”构成。下面以动词 finish 为例，将现在完成时的肯定式、否定式和疑问式以及简略答语列表如下：

肯 定 式	否 定 式	
I/You have finished. He/She/It has finished. We/You/They have finished.	I/You have not finished. He/She/It has not finished. We/You/They have not finished.	
疑 问 式 和 简 略 回 答		
Have I/you finished? Has he/she/it finished? Have we/you/they finished?	Yes, you/I have. Yes, he/she/it has. Yes, you/we/they have.	No, you/I have not. No, he/she/it has not. No, you/we/they have not.

注：have not 常简略为 haven't /ˈhævnt/，has not 常简略为 hasn't /ˈhæznt/。

2）现在完成时的用法

用 法	例 句
表示过去发生或已经完成的动作对现在造成的影响或结果。	– **Have** you **had** your lunch yet? – Yes, I have. **I've** just **had** it.（现在我不饿了。） – **Have** you **read** *Little Women* yet? – No, I haven't.（我对该书不了解。）
某些动词的现在完成时可表示过去某一时间开始并一直持续到现在（包括“现在”在内）的动作或状态，可以和表示延续的时间状语连用。表示持续动作或状态的动词多是延续性动词。	I **haven't seen** her *these days.* **I've known** Bob *for three years.* **I've been** at this school *for over two years.* They **have lived** here *since 1996.* How long **have** you **worked** in this library? She **has taught** us *since I came to this school.*

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用 法	例 句
现在完成时可以和already, never, ever, just, before, yet等连用。	I **have** *already* **taught** him some English. John **has** *never* **been** to the space museum. **Have** you *ever* **been** to a zoo at night? My boy **has** *just* **started** junior high school. I've *never* **been** to the water park *before*. **Have** you **decided** which book to write about *yet*?
have (has) been和have (has) gone的区别： have (has) been表示“曾经到过某地”，have (has) gone表示“已经去某地了”。	Where **has** he **been**? 他刚才到哪儿去了？（他已经回来了。） Where **has** he **gone**? 他到哪儿去了？（他不在这里。） She **has been** to Shanghai. 她去过上海。（她已不在上海了。） She **has gone** to Shanghai. 她到上海去了。（她可能已在去上海的路上，或已到上海，总之，现在不在这里。）

注：非延续性动词在否定结构中可用现在完成时表示持续的动作或状态。例如：

I **haven't bought** anything for two months.

3）现在完成时和一般过去时的区别

现在完成时表示过去发生的某一动作对现在造成的影响或结果，强调的是现在的情况，所以它不能和表示过去的时间状语连用，例如：yesterday, last night, three weeks ago, in 1990 等。而一般过去时只表示过去的动作或状态，和现在不发生联系，它可以和上述表示过去的时间状语连用。例如：

I **have seen** the film. 我看过这部电影。（我了解这部电影的内容。）

I **saw** the film *last week*. 我上星期看了这部电影。（只说明上星期看了这部电影，不涉及现在的情况。）

He **has lived** here *since* 1992. 1992年以来他一直住在这里。（他现在还住在这里。）

He **lived** here *in* 1992. 1992年他住在这里。（不涉及他现在是否还住在这里。）

IV. 动词不定式（Infinitives）

1. 动词不定式的基本形式是“to＋动词原形”，有时可以不带to。动词不定式没有人称和数的变化，在句子中不能作谓语。动词不定式仍保留动词的特点，即可以有自己的宾语和状语。动词不定式同它的宾语或状语构成不定式短语。例如：to read the newspaper, to speak at the meeting 等。

2. 动词不定式具有名词、形容词和副词的特征，因此在句中可以作主语、宾语、宾语补足语、定语和状语等。初中要求掌握的动词不定式的句法作用如下表：

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句法作用	例　句
作宾语	She wanted **to become a teacher.** He is learning **to swim.**
作状语	He went to the library **to borrow some books.** I'm glad **to see you.**
作宾语补足语	She asked me **to speak louder.** Could you ask the bus driver **to wait for five minutes?**

3. 动词不定式的否定形式由“not＋动词不定式”构成。例如：

Tell him **not to be late.**

The policeman told the boys **not to play in the street.**

4. 动词不定式可以和what，which，how，where，when 等连用。例如：

Nobody told us **what to do next.**

I don't know **where to go.**

He showed me **how to use the new mobile phone.**

The question is **when to start.**

5. 不带to 的情况

有一些动词后用作宾语补足语的不定式通常不带to。这种动词有两类：一类是感官动词，如see，hear，watch，feel，notice 等。例如：

I **saw** the teacher **get out.**

I **heard** the birds **sing.**

另一类是使役动词，如let，make，have 等。例如：

Let me **go!**

They **made** the children **work** 12 hours a day.

V. 状语从句（Adverbial Clauses）

在复合句中，用作状语的从句叫做状语从句。状语从句根据它表达的意思可分为时间、原因、条件、比较、结果、目的和让步等类型。

类　型	引导连词	例　句
时间	由when，before，after，as，while，as soon as，since，not ... until，whenever 等连词引导。	**As** he explored the town, he took a lot of pictures. **As soon as** he arrived in France, he called me. He has been in Shanghai **since** he was born. Don't come in **until** you are called. **Whenever** I'm feeling down, my friends will cheer me up. **While** I was watching TV, the bell rang.

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类　型	引导连词	例　句
原因	由 because，as，since 等连词引导。	I didn't go surfing **because** it was too cold. **As** the car was expensive, we didn't buy it. **Since** he was busy, he didn't come.
条件	由 if，unless 等连词引导。	**If** you travel in India, you can use English everywhere. I won't pass the exam **unless** I study hard.
比较	由 as (so) ... as，than 等引导。	The Yangtze River is almost **as long as** the Amazon River. John swims better **than** Jim (does).
结果	由 so ... that 引导。	He was **so** weak **that** he couldn't walk on.
目的	由 so，so that 等引导。	We'll sit near the front **so** we can hear the speaker better. You should talk to him **so that** you can say you're sorry.
让步	由 although，even though 等引导。	**Although** the traffic was heavy, we got to the railway station on time. **Even though** he is 80, he still looks strong and healthy.

注：在时间状语从句和条件状语从句中通常用一般现在时表示一般将来时。例如：

If you go to the party, you'll have a great time! 如果你去参加聚会，你会玩得很愉快！

Unless we talk to someone, we'll certainly feel worse. 除非我们找人聊一聊，不然我们肯定会感觉更糟。

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Words and Expressions in Each Unit

（注：在本词表中，重点词汇用黑体标出。
在英式发音和美式发音有区别时，英式发音在前，美式发音在后。）

Unit 1

matter /'mætə(r)/ *n.* 问题；事情 p.1
What's the matter? 怎么了？出什么事了？ p.1
sore /sɔ:(r)/ *adj.* 疼痛的；酸痛的 p.1
have a cold 感冒 p.1
stomachache /'stʌməkeɪk/ *n.* 胃痛；腹痛 p.1
have a stomachache 胃痛 p.1
foot /fʊt/ *n.* 脚；足 p.1
neck /nek/ *n.* 颈；脖子 p.1
stomach /'stʌmək/ *n.* 胃；腹部 p.1
throat /θrəʊt/ *n.* 咽喉；喉咙 p.1
fever /'fi:və(r)/ *n.* 发烧 p.2
lie /laɪ/ *v.* (lay /leɪ/) 躺；平躺 p.2
lie down 躺下 p.2
rest /rest/ *v.* & *n.* 放松；休息 p.2
cough /kɒf/, /kɔ:f/ *n.* & *v.* 咳嗽 p.2
X-ray /'eks reɪ/ *n.* X射线；X光 p.2
toothache /'tu:θeɪk/ *n.* 牙痛 p.2
take one's temperature 量体温 p.2
headache /'hedeɪk/ *n.* 头痛 p.2
have a fever 发烧 p.2
break /breɪk/ *n.* 间歇；休息 p.2
take breaks (take a break) 休息 p.2
hurt /hɜ:(r)t/ *v.* (hurt /hɜ:(r)t/) （使）疼痛；受伤 p.2
passenger /'pæsɪndʒə(r)/ *n.* 乘客；旅客 p.3
off /ɒf/, /ɔ:f/ *adv.* & *prep.* 离开（某处）；不工作；从……去掉 p.3
get off 下车 p.3
to one's surprise 使……惊讶的是；出乎……的意料 p.3
onto /'ɒntu/, /'ɑ:ntu/ *prep.* 向；朝 p.3
trouble /'trʌbl/ *n.* 问题；苦恼 p.3
hit /hɪt/ *v.* (hit /hɪt/)（用手或器具）击；打 p.3
right away 立即；马上 p.3
get into 陷入；参与 p.3
herself /hɜ:(r)'self/ *pron.*（she的反身代词）她自己 p.4
bandage /'bændɪdʒ/ *n.* 绷带 *v.* 用绷带包扎 p.5
press /pres/ *v.* 压；挤；按 p.5
sick /sɪk/ *adj.* 生病的；有病的 p.5
knee /ni:/ *n.* 膝；膝盖 p.5
nosebleed /'nəʊzbli:d/ *n.* 鼻出血 p.5
breathe /bri:ð/ *v.* 呼吸 p.6
sunburned /'sʌnbɜ:(r)nd/ *adj.* 晒伤的 p.6
ourselves /ˌaʊə(r)'selvz/ *pron.*（we的反身代词）我们自己 p.6
climber /'klaɪmə(r)/ *n.* 登山者；攀登者 p.6
be used to 习惯于……；适应于…… p.6

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risk /rɪsk/ *n.* & *v.* 危险；风险；冒险 p.6
take risks (take a risk) 冒险 p.6
accident /'æksɪdənt/ *n.*（交通）事故；意外遭遇 p.6
situation /ˌsɪtʃu'eɪʃn/ *n.* 情况；状况 p.6
kilo /'kiːləʊ/ (= kilogram) *n.* 千克；公斤 p.6
rock /rɒk/, /rɑːk/ *n.* 岩石 p.6
run out (of) 用尽；耗尽 p.6
knife /naɪf/ *n.* (*pl.* knives /naɪvz/) 刀 p.6
cut off 切除 p.6
blood /blʌd/ *n.* 血 p.6
mean /miːn/ *v.* (meant /ment/) 意思是；打算；意欲 p.6
get out of 离开；从……出来 p.6
importance /ɪm'pɔː(r)tns/ *n.* 重要性；重要 p.6
decision /dɪ'sɪʒn/ *n.* 决定；抉择 p.6
control /kən'trəʊl/ *n.* & *v.* 限制；约束；管理 p.6
be in control of 掌管；管理 p.6
spirit /'spɪrɪt/ *n.* 勇气；意志 p.6
death /deθ/ *n.* 死；死亡 p.6
give up 放弃 p.7
nurse /nɜː(r)s/ *n.* 护士 p.8

Judy /'dʒuːdi/ 朱迪（女名） p.1
Nancy /'nænsi/ 南希（女名） p.1
Mandy /'mændi/ 曼迪（女名） p.2
Aron /'erən/ Ralston/'rɔːlstən/ 阿伦·罗尔斯顿 p.6

Utah /'juːtɑː/ 犹他州（美国） p.6

Unit 2

clean up 打扫（或清除）干净 p.9
cheer /tʃɪə/, /tʃɪr/ *v.* 欢呼；喝彩 p.9
cheer up（使）变得更高兴；振奋起来 p.9
give out 分发；散发 p.9
volunteer /ˌvɒlən'tɪə/, /ˌvɑːlən'tɪr/ *v.* 义务做；自愿做 *n.* 志愿者 p.9
come up with 想出；提出（主意、计划、回答等） p.10
put off 推迟 p.10
sign /saɪn/ *n.* 标志；信号 p.10
notice /'nəʊtɪs/ *n.* 通知；通告；注意 *v.* 注意到；意识到 p.10
hand out 分发 p.10
call up 打电话给（某人）；征召 p.10
used to 曾经……；过去…… p.10
lonely /'ləʊnli/ *adj.* 孤独的；寂寞的 p.10
care for 照顾；非常喜欢 p.10
several /'sevrəl/ *pron.* 几个；数个；一些 p.11
strong /strɒŋ/, /strɔːŋ/ *adj.* 强烈的；强壮的 p.11
feeling /'fiːlɪŋ/ *n.* 感觉；感触 p.11
satisfaction /ˌsætɪs'fækʃn/ *n.* 满足；满意 p.11
joy /dʒɔɪ/ *n.* 高兴；愉快 p.11
owner /'əʊnə(r)/ *n.* 物主；主人 p.11
try out 参加……选拔；试用 p.11
journey /'dʒɜː(r)ni/ *n.*（尤指长途）旅行；行程 p.11
raise /reɪz/ *v.* 募集；征集 p.12
midnight /'mɪdnaɪt/ *n.* 午夜；子夜 p.12
alone /ə'ləʊn/ *adv.* 独自；单独 p.12

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repair /rɪˈpeə/, /rɪˈper/ *v.* 修理；修补 p.13
fix /fɪks/ *v.* 修理；安装 p.13
fix up 修理；装饰 p.13
give away 赠送；捐赠 p.13
take after（外貌或行为）像 p.13
broken /ˈbrəʊkən/ *adj.* 破损的；残缺的 p.13
wheel /wiːl/ *n.* 车轮；轮子 p.13
letter /ˈletə(r)/ *n.* 信；函 p.14
Miss /mɪs/ *n.* 女士；小姐 p.14
set up 建起；设立 p.14
disabled /dɪsˈeɪbld/ *adj.* 丧失能力的；有残疾的 p.14
make a difference 影响；有作用 p.14
blind /blaɪnd/ *adj.* 瞎的；失明的 p.14
deaf /def/ *adj.* 聋的 p.14
imagine /ɪˈmædʒɪn/ *v.* 想象；设想 p.14
difficulty /ˈdɪfɪkəlti/ *n.* 困难；难题 p.14
open /ˈəʊpən/ *v.* 开；打开 p.14
door /dɔː(r)/ *n.* 门 p.14
carry /ˈkæri/ *v.* 拿；提；扛 p.14
train /treɪn/ *v.* 训练；培训 p.14
excited /ɪkˈsaɪtɪd/ *adj.* 激动的；兴奋的 p.14
training /ˈtreɪnɪŋ/ *n.* 训练；培训 p.14
kindness /ˈkaɪndnəs/ *n.* 仁慈；善良 p.14
clever /ˈklevə(r)/ *adj.* 聪明的；聪颖的 p.14
understand /ˌʌndə(r)ˈstænd/ *v.* (understood /ˌʌndə(r)ˈstʊd/) 理解；领会 p.14
change /tʃeɪndʒ/ *v.* & *n.* 变化；改变 p.14
interest /ˈɪntrəst/ *n.* 兴趣；关注 *v.* 使感兴趣；使关注 p.16
sir /sɜː(r)/ *n.* 先生（用于正式信函中对不知名的男性收信人的称呼时，写为Sir） p.16
madam /ˈmædəm/ *n.* 夫人；女士（用于正式信函中对不知名的女性收信人的称呼时，写为Madam） p.16

Mario /ˈmæriəʊ/, /ˈmɑːriəʊ/ 马里奥（男名） p.11
Jimmy /ˈdʒɪmi/ 吉米（男名） p.13

Unit 3

rubbish /ˈrʌbɪʃ/ *n.* 垃圾；废弃物 p.17
take out the rubbish 倒垃圾 p.17
fold /fəʊld/ *v.* 折叠；对折 p.17
sweep /swiːp/ *v.* (swept /swept/) 扫；打扫 p.17
floor /flɔː(r)/ *n.* 地板 p.17
mess /mes/ *n.* 杂乱；不整洁 p.18
throw /θrəʊ/ *v.* (threw /θruː/) 扔；掷 p.19
all the time 频繁；反复 p.19
neither /ˈnaɪðə/, /ˈniːðə(r)/ *adv.* 也不 *pron.* 两者都不 p.19
shirt /ʃɜː(r)t/ *n.* 衬衫 p.19
as soon as ……就…… p.19
pass /pɑːs/, /pæs/ *v.* 给；递；走过；通过 p.20
borrow /ˈbɒrəʊ/, /ˈbɑːrəʊ/ *v.* 借；借用 p.20
lend /lend/ *v.* (lent /lent/) 借给；借出 p.20
finger /ˈfɪŋgə(r)/ *n.* 手指 p.20
hate /heɪt/ *v.* 厌恶；讨厌 p.20

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chore /tʃɔ:(r)/
n. 杂务；乏味无聊的工作 p.20
while /waɪl/ *conj.* 与……同时；当……的时候；而；然而 p.20
snack /snæk/ *n.* 点心；小吃；快餐 p.21
stress /stres/ *n.* 精神压力；心理负担 p.22
waste /weɪst/ *n.* 浪费；垃圾
v. 浪费；滥用 p.22
in order to 目的是；为了 p.22
provide /prə'vaɪd/ *v.* 提供；供应 p.22
anyway /'eniweɪ/ *adv.* 而且；加之 p.22
depend /dɪ'pend/ *v.* 依靠；信赖 p.22
depend on 依靠；信赖 p.22
develop /dɪ'veləp/ *v.* 发展；壮大 p.22
independence /ˌɪndɪ'pendəns/
n. 独立 p.22
fairness /'feənəs/, /'fernəs/
n. 公正性；合理性 p.22
since /sɪns/ *conj.* 因为；既然
prep., conj. & adv. 从……以后；自……以来 p.22
neighbor /'neɪbə(r)/ (=neighbour)
n. 邻居 p.22
take care of 照顾；处理 p.22
ill /ɪl/ *adj.* 有病；不舒服 p.22
drop /drɒp/, /drɑ:p/ *v.* 落下；掉下 p.22
independent /ˌɪndɪ'pendənt/
adj. 独立的；自主的 p.22
fair /feə/, /fer/ *adj.* 合理的；公正的 p.24
unfair /ˌʌn'feə/, /ˌʌn'fer/
adj. 不合理的；不公正的 p.24

Sandy /'sændi/ 桑迪（女名） p.21

Unit 4

allow /ə'laʊ/ *v.* 允许；准许 p.25
wrong /rɒŋ/, /rɔ:ŋ/
adj. 有毛病；错误的 p.25
What's wrong? 哪儿不舒服？ p.25
look through 快速查看；浏览 p.26
guess /ges/ *v.* 猜测；估计 p.26
deal /di:l/ *n.* 协议；交易 p.26
big deal 重要的事 p.26
work out 成功地发展；解决 p.26
get on with 和睦相处；关系良好 p.27
relation /rɪ'leɪʃn/
n. 关系；联系；交往 p.27
communication /kəˌmju:nɪ'keɪʃn/
n. 交流；沟通 p.27
argue /'ɑ:(r)gju:/ *v.* 争吵；争论 p.27
cloud /klaʊd/ *n.* 云；云朵 p.27
elder /'eldə(r)/ *adj.* 年纪较长的 p.27
instead /ɪn'sted/
adv. 代替；反而；却 p.27
whatever /wɒt'evə/, /wɑ:t'evər/
pron. 任何；每一 p.27
nervous /'nɜ:(r)vəs/
adj. 焦虑的；担忧的 p.27
offer /'ɒfə/, /'ɑ:fər/
v. 主动提出；自愿给予 p.27
proper /'prɒpə/, /'prɑ:pər/
adj. 正确的；恰当的 p.27
secondly /'sekəndli/ *adv.* 第二；其次 p.27
communicate /kə'mju:nɪkeɪt/
v. 交流；沟通 p.27
explain /ɪk'spleɪn/ *v.* 解释；说明 p.27
clear /klɪə/, /klɪr/
adj. 清楚易懂的；晴朗的 p.27

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copy /'kɒpi/, /'kɑ:pi/ *v.* 抄袭；模仿；复制；复印 p.28
return /rɪ'tɜ:(r)n/ *v.* 归还；回来；返回 p.28
anymore /ˌeni'mɔ:(r)/ *adv.*（常用于否定句和疑问句末）再也（不）；（不）再 p.28
member /'membə(r)/ *n.* 成员；分子 p.29
pressure /'preʃə(r)/ *n.* 压力 p.29
compete /kəm'pi:t/ *v.* 竞争；对抗 p.29
opinion /ə'pɪnjən/ *n.* 意见；想法；看法 p.30
skill /skɪl/ *n.* 技艺；技巧 p.30
typical /'tɪpɪkl/ *adj.* 典型的 p.30
football /'fʊtbɔ:l/ *n.*（美式）橄榄球；足球 p.30
cut out 删除；删去 p.30
quick /kwɪk/ *adj.* 快的；迅速的；时间短暂的 p.30
continue /kən'tɪnju:/ *v.* 持续；继续存在 p.30
compare /kəm'peə/, /kəm'per/ *v.* 比较 p.30
compare ... with 比较；对比 p.30
crazy /'kreɪzi/ *adj.* 不理智的；疯狂的 p.30
push /pʊʃ/ *v.* 鞭策；督促；推动 p.30
development /dɪ'veləpmənt/ *n.* 发展；发育；成长 p.30
cause /kɔ:z/ *v.* 造成；引起 p.30
usual /'ju:ʒuəl/ *adj.* 通常的；寻常的 p.31
in one's opinion 依……看 p.32
perhaps /pə(r)'hæps/ *adv.* 可能；大概；也许 p.32
Cathy /'kæθi/ 凯茜（女名） p.30
Taylor /'teɪlə(r)/ 泰勒（姓） p.30

Unit 5

rainstorm /'reɪnstɔ:(r)m/ *n.* 暴风雨 p.33
alarm /ə'lɑ:(r)m/ *n.* 闹钟 p.34
go off（闹钟）发出响声 p.34
begin /bɪ'gɪn/ *v.* (began /bɪ'gæn/) 开始 p.34
heavily /'hevɪli/ *adv.* 在很大程度上；大量地 p.34
suddenly /'sʌdənli/ *adv.* 突然；忽然 p.34
pick up（=pick up the phone）接电话 p.34
strange /streɪndʒ/ *adj.* 奇特的；奇怪的 p.34
storm /stɔ:(r)m/ *n.* 暴风雨 p.35
wind /wɪnd/ *n.* 风 p.35
light /laɪt/ *n.* 光；光线；光亮 p.35
report /rɪ'pɔ:(r)t/ *v.* & *n.* 报道；公布 p.35
area /'eəriə/, /'eriə/ *n.* 地域；地区 p.35
wood /wʊd/ *n.* 木；木头 p.35
window /'wɪndəʊ/ *n.* 窗；窗户 p.35
flashlight /'flæʃlaɪt/ *n.* 手电筒 p.35
match /mætʃ/ *n.* 火柴 p.35
beat /bi:t/ *v.* (beat /bi:t/) 敲打；打败 p.35
against /ə'genst/ *prep.* 倚；碰；撞 p.35
at first 起初；起先 p.35
asleep /ə'sli:p/ *adj.* 睡着 p.35
fall asleep 进入梦乡；睡着 p.35
die down 逐渐变弱；逐渐消失 p.35
rise /raɪz/ *v.* (rose /rəʊz/) & *n.* 升起；增加；提高 p.35
fallen /'fɔ:lən/ *adj.* 倒下的；落下的 p.35

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apart /ə'pɑ:(r)t/ *adv.* 分离；分开 p.35
have a look 看一看 p.36
icy /'aɪsi/ *adj.* 覆盖着冰的；冰冷的 p.36
kid /kɪd/ *v.* 开玩笑；欺骗 p.36
realize /'rɪəlaɪz/, /'ri:əlaɪz/ *v.* 理解；领会；认识到 p.37
make one's way 前往；费力地前进 p.37
passage /'pæsɪdʒ/ *n.* 章节；段落 p.38
pupil /'pju:pl/ *n.* 学生 p.38
completely /kəm'pli:tli/ *adv.* 彻底地；完全地 p.38
shocked /ʃɒkt/, /ʃɑ:kt/ *adj.* 惊愕的；受震惊的 p.38
silence /'saɪləns/ *n.* 沉默；缄默；无声 p.38
in silence 沉默；无声 p.38
recently /'ri:sntli/ *adv.* 不久前；最近 p.38
take down 拆除；往下拽；记录 p.38
terrorist /'terərɪst/ *n.* 恐怖主义者；恐怖分子 p.38
date /deɪt/ *n.* 日期；日子 p.38
tower /'taʊə(r)/ *n.* 塔；塔楼 p.38
truth /tru:θ/ *n.* 实情；事实 p.39

Allen /'ælən/ 艾伦（姓） p.38
Martin /'mɑ:(r)tɪn/ Luther/'lu:θə(r)/ King /kɪŋ/ 马丁·路德·金 p.38

Alabama /ˌælə'bæmə/ 亚拉巴马州（美国） p.35
Animal Helpline /'helplaɪn/ 动物保护热线 p.37
World Trade /treɪd/ Center 世贸大楼（美国纽约） p.38

Unit 6

shoot /ʃu:t/ *v.* (shot /ʃɒt/, /ʃɑ:t/) 射击；发射 p.41
stone /stəʊn/ *n.* 石头 p.41
weak /wi:k/ *adj.* 虚弱的；无力的 p.42
god /gɒd/, /gɑ:d/ *n.* 神；上帝（God） p.42
remind /rɪ'maɪnd/ *v.* 提醒；使想起 p.42
bit /bɪt/ *n.* 一点；小块 p.42
a little bit 有点儿；稍微 p.42
silly /'sɪli/ *adj.* 愚蠢的；不明事理的 p.42
instead of 代替；反而 p.42
turn ... into 变成 p.43
object /'ɒbdʒɪkt/, /'ɑ:bdʒɪkt/ *n.* 物体；物品 p.43
hide /haɪd/ *v.* (hid /hɪd/) 隐藏；隐蔽 p.43
tail /teɪl/ *n.* 尾巴 p.43
magic /'mædʒɪk/ *adj.* 有魔力的；有神奇力量的 p.43
stick /stɪk/ *n.* 棍；条 p.43
excite /ɪk'saɪt/ *v.* 使激动；使兴奋 p.43
Western /'westə(r)n/ *adj.* 西方国家的；（尤指）欧美的；西方的（w可以小写） p.43
once upon /ə'pɒn/, /ə'pɑ:n/ a time 从前 p.44
stepsister /'stepsɪstə(r)/ *n.* 继姐（妹） p.44
prince /prɪns/ *n.* 王子 p.44
fall in love 爱上；喜欢上 p.44
fit /fɪt/ *v.* 适合；合身 p.44
couple /'kʌpl/ *n.*（尤指）夫妻；两人；两件事物 p.44
smile /smaɪl/ *v.* & *n.* 笑；微笑 p.44
marry /'mæri/ *v.* 结婚 p.44
get married 结婚 p.44

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gold /gəʊld/ *n.* 金子；金币
adj. 金色的 p.45
emperor /'empərə(r)/ *n.* 皇帝 p.45
silk /sɪlk/ *n.* 丝绸；丝织物 p.45
underwear /'ʌndəweə/, /'ʌndərwer/
n. 内衣 p.45
nobody /'nəʊbədi/ *pron.* 没有人
n. 小人物 p.45
stupid /'stju:pɪd/, /'stu:pɪd/
adj. 愚蠢的 p.45
cheat /tʃi:t/ *v.* 欺骗；蒙骗
n. 骗子 p.45
stepmother /'stepmʌðə(r)/ *n.* 继母 p.46
wife /waɪf/ *n.* 妻子；太太 p.46
husband /'hʌzbənd/ *n.* 丈夫 p.46
whole /həʊl/ *adj.* 全部的；整体的 p.46
scene /si:n/
n.（戏剧或歌剧的）场；场景 p.46
moonlight /'mu:nlaɪt/ *n.* 月光 p.46
shine /ʃaɪn/ *v.* (shone /ʃɒn/)
发光；照耀 p.46
bright /braɪt/ *adv.* 光亮地；明亮地
adj. 明亮的；光线充足的 p.46
ground /graʊnd/ *n.* 地；地面 p.47
lead /li:d/ *v.* (led /led/) 带路；领路 p.47
voice /vɔɪs/ *n.* 声音 p.47
brave /breɪv/ *adj.* 勇敢的；无畏的 p.47

Claudia /'klɔ:diə/, /'klaʊdiə/
克劳迪娅（女名） p.42

Journey to the West《西游记》 p.41
the Monkey King /kɪŋ/ 美猴王 p.43
Sleeping Beauty /'bju:ti/《睡美人》 p.46
Cinderella /ˌsɪndə'relə/《灰姑娘》 p.46
Little Red Riding Hood /hʊd/
《小红帽》 p.46
Hansel /'hænsl/ *and Gretel* /'gretl/
《韩塞尔与葛雷特》(《糖果屋》) p.46

Unit 7

square /skweə/, /skwer/
n. 平方；正方形 p.49
meter /'mi:tə(r)/(=metre)
n. 米；公尺 p.49
deep /di:p/ *adj.* 深的；纵深的 p.49
desert /'dezə(r)t/ *n.* 沙漠 p.49
population /ˌpɒpju'leɪʃn/,
/ˌpɑ:pju'leɪʃn/ *n.* 人口；
人口数量 p.50
Asia /'eɪʒə/, /'eɪʃə/ *n.* 亚洲 p.50
feel free（可以）随便（做某事） p.50
tour /tʊə/, /tʊr/ *n.* & *v.* 旅行；旅游 p.50
tourist /'tʊərɪst/, /'tʊrɪst/
n. 旅行者；观光者 p.50
wall /wɔ:l/ *n.* 墙 p.50
amazing /ə'meɪzɪŋ/ *adj.* 令人大为
惊奇的；令人惊喜（或惊叹）的 p.50
ancient /'eɪnʃənt/
adj. 古代的；古老的 p.50
protect /prə'tekt/ *v.* 保护；防护 p.50
wide /waɪd/ *adj.* 宽的；宽阔的 p.50
as far as I know 就我所知 p.50
man-made /ˌmæn 'meɪd/ *adj.* 人造的 p.50
achievement /ə'tʃi:vmənt/
n. 成就；成绩 p.51
southwestern /ˌsaʊθ'westə(r)n/
adj. 西南的；西南方向的 p.51

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thick /θɪk/ *adj.* 厚的；浓的 p.51
include /ɪn'klu:d/ *v.* 包括；包含 p.51
freezing /'fri:zɪŋ/ *adj.* 极冷的；冰冻的 p.51
condition /kən'dɪʃn/ *n.* 条件；状况 p.51
take in 吸入；吞入（体内） p.51
succeed /sək'si:d/ *v.* 实现目标；成功 p.51
challenge /'tʃælɪndʒ/
v. & *n.* 挑战；考验 p.51
in the face of 面对（问题、困难等） p.51
achieve /ə'tʃi:v/ *v.* 达到；完成；成功 p.51
force /fɔ:(r)s/ *n.* 力；力量 p.51
nature /'neɪtʃə(r)/ *n.* 自然界；大自然 p.51
even though (=even if) 即使；虽然 p.51
ocean /'əʊʃn/ *n.* 大海；海洋 p.52
the **Pacific** /pə'sɪfɪk/ **Ocean** 太平洋 p.52
cm (=centimeter/centimetre)
/'sentɪmi:tə(r)/ 厘米 p.53
weigh /weɪ/ *v.* 重量是……；
称……的重量 p.53
birth /bɜ:(r)θ/ *n.* 出生；诞生 p.53
at birth 出生时 p.53
up to 到达（某数量、程度等）；
至多有；不多于 p.53
adult /'ædʌlt/, /ə'dʌlt/
adj. 成年的；成人的
n. 成人；成年动物 p.53
bamboo /ˌbæm'bu:/ *n.* 竹子 p.54
endangered /ɪn'deɪndʒə(r)d/
adj. 濒危的 p.54
research /rɪ'sɜ:(r)tʃ/
n. & *v.* 研究；调查（用作名词时，
重音可放在第一个音节） p.54
keeper /'ki:pə(r)/ *n.* 饲养员；保管人 p.54
awake /ə'weɪk/ *adj.* 醒着 p.54
excitement /ɪk'saɪtmənt/
n. 激动；兴奋 p.54
walk into 走路时撞着 p.54
fall over 绊倒 p.54
or so 大约 p.54
illness /'ɪlnəs/ *n.* 疾病；病 p.54
wild /waɪld/ *adj.* 野生的 p.54
government /'gʌvə(r)nmənt/
n. 政府；内阁 p.54
whale /weɪl/ *n.* 鲸 p.55
oil /ɔɪl/ *n.* 油；食用油；石油 p.55
protection /prə'tekʃn/ *n.* 保护；保卫 p.55
huge /hju:dʒ/ *adj.* 巨大的；极多的 p.55

Tenzing /'tenzɪŋ/ Norgay /'nɒrgeɪ/
丹增·诺尔盖 p.51
Edmund /'edmənd/ Hillary /'hɪlərɪ/
埃德蒙·希拉里 p.51
Junko /'dʒu:ŋkəʊ/ Tabei /tɑ:'beɪ/
田部井淳子 p.51

Qomolangma /'tʃəʊməʊˌlɑ:ŋmə/
珠穆朗玛峰 p.49
the Nile /naɪl/ 尼罗河 p.49
the Caspian /'kæspiən/ Sea
里海 p.49
the Sahara /sə'hɑ:rə/ 撒哈拉沙漠 p.49
the Yangtze /'jæŋtsi/ River 长江 p.50
the Yellow River 黄河 p.50
the Ming Dynasty /'dɪnəsti/,
/'daɪnəsti/ 明朝 p.50
the Ming Great Wall 明长城 p.50
the Himalayas /ˌhɪmə'leɪəz/
喜马拉雅山脉 p.51

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the Amazon /'æməzən/, /'æməzɑ:n/ River 亚马孙河 p.52
Chengdu Research Base /beɪs/ 成都研究基地 p.54

Unit 8

treasure /'treʒə(r)/ *n.* 珠宝；财富 p.57
island /'aɪlənd/ *n.* 岛 p.57
full of 满是……的；（有）大量的；（有）丰富的 p.58
classic /'klæsɪk/ *n.* 经典作品；名著 p.58
page /peɪdʒ/ *n.*（书刊或纸张的）页，面，张 p.58
hurry /'hʌri/ *v.* 匆忙；赶快 p.58
hurry up 赶快；急忙（做某事） p.58
due /dju:/, /du:/ *adj.* 预期；预定 p.58
ship /ʃɪp/ *n.* 船 p.59
tool /tu:l/ *n.* 工具 p.59
gun /gʌn/ *n.* 枪；炮 p.59
mark /mɑ:(r)k/ *n.* 迹象；记号；分数
v. 做记号；打分 p.59
sand /sænd/ *n.* 沙滩；沙 p.59
cannibal /'kænɪbl/ *n.* 食人肉者 p.59
towards /tə'wɔ:dz/, /tɔ:rdz/
prep. 朝；向；对着 p.59
land /lænd/ *n.* 陆地；大地 p.59
fiction /'fɪkʃn/ *n.* 小说 p.60
science fiction 科幻小说（或影片等） p.60
technology /tek'nɒlədʒi/, /tek'nɑ:lədʒi/ *n.* 科技；工艺 p.60
French /frentʃ/ *n.* 法语 p.60
pop /pɒp/, /pɑ:p/
n. 流行音乐；流行乐曲 p.61
rock /rɒk/, /rɑ:k/ *n.* 摇滚乐 p.61
band /bænd/ *n.* 乐队 p.61
country music（也作 country）乡村音乐 p.62
forever /fər'evə(r)/ *adv.* 永远 p.62
abroad /ə'brɔ:d/ *adv.* 在国外；到国外 p.62
actually /'æktʃuəli/
adv. 真实地；事实上 p.62
ever since 自从 p.62
fan /fæn/ *n.* 迷；狂热爱好者 p.62
southern /'sʌðə(r)n/ *adj.* 南方的 p.62
modern /'mɒdn/, /'mɑ:dərn/
adj. 现代的；当代的 p.62
success /sək'ses/ *n.* 成功 p.62
belong /bɪ'lɒŋ/, /bɪ'lɔ:ŋ/
v. 属于；归属 p.62
one another 互相 p.62
laughter /'lɑ:ftə/, /'læftə(r)/
n. 笑；笑声 p.62
beauty /'bju:ti/ *n.* 美；美丽 p.62
million /'mɪljən/ *num.* 一百万 p.62
record
/'rekɔ:d/, /'rekərd/ *n.* 唱片；记录
/rɪ'kɔ:(r)d/ *v.* 录制；录（音） p.62
introduce /ˌɪntrə'dju:s/, /ˌɪntrə'du:s/
v. 介绍；引见 p.63
line /laɪn/ *n.* 行；排 p.64

Alex /'æleks/ 亚历克斯（男名） p.61
Garth /gɑ:(r)θ/ Brooks /brʊks/ 加思·布鲁克斯 p.62
The Beatles /'bi:tlz/ 披头士乐队（英国） p.64

Treasure Island《金银岛》 p.57

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Alice in Wonderland /ˈwʌndə(r)lænd/ 《爱丽丝梦游仙境》 p.57
Little Women 《小妇人》 p.57
Oliver /ˈɒlɪvə(r)/, /ˈɑːlɪvə(r)/ *Twist* /twɪst/ 《雾都孤儿》 p.57
Robinson Crusoe /ˈkruːsəʊ/ 《鲁滨逊漂流记》 p.57
Tom Sawyer /ˈsɔːjə(r)/ 《汤姆·索亚历险记》 p.57
Harry Potter /ˈpɒtə(r)/, /ˈpɑːtər/ 《哈利·波特》 p.60

Nashville /ˈnæʃvɪl/ 纳什维尔（美国田纳西州首府） p.62
Tennessee /ˌtenəˈsiː/ 田纳西州（美国） p.62
Country Music Hall of Fame /feɪm/ and Museum 乡村音乐名人堂与博物馆 p.62

Unit 9

amusement /əˈmjuːzmənt/ *n.* 娱乐；游戏 p.65
amusement park 游乐场 p.65
somewhere /ˈsʌmweə/, /ˈsʌmwer/ *adv.* 在某处；到某处 p.65
camera /ˈkæmərə/ *n.* 照相机；摄影机；摄像机 p.66
invention /ɪnˈvenʃn/ *n.* 发明；发明物 p.66
invent /ɪnˈvent/ *v.* 发明；创造 p.67
unbelievable /ˌʌnbɪˈliːvəbl/ *adj.* 难以置信的；不真实的 p.67
progress /ˈprəʊgres/, /ˈprɑːgres/ *v.* & *n.* 进步；进展 p.67
rapid /ˈræpɪd/ *adj.* 迅速的；快速的 p.67
unusual /ʌnˈjuːʒuəl/ *adj.* 特别的；不寻常的 p.67
toilet /ˈtɔɪlət/ *n.* 坐便器；厕所 p.67
encourage /ɪnˈkʌrɪdʒ/, /ɪnˈkɜːrɪdʒ/ *v.* 鼓励 p.67
social /ˈsəʊʃl/ *adj.* 社会的 p.67
peaceful /ˈpiːsfl/ *adj.* 和平的；安宁的 p.67
tea art 茶艺 p.67
performance /pə(r)ˈfɔː(r)məns/ *n.* 表演；演出 p.67
perfect /ˈpɜː(r)fɪkt/ *adj.* 完美的；完全的 p.67
tea set 茶具 p.67
itself /ɪtˈself/ *pron.*（it的反身代词） 它自己 p.67
collect /kəˈlekt/ *v.* 收集；采集 p.67
a couple of 两个；一对；几个 p.68
German /ˈdʒɜː(r)mən/ *adj.* 德国的；德语的；德国人的 *n.* 德语；德国人 p.68
theme /θiːm/ *n.* 主题 p.68
ride /raɪd/ *n.* 供乘骑的游乐设施；短途旅程 p.68
province /ˈprɒvɪns/, /ˈprɑːvɪns/ *n.* 省份 p.68
thousand /ˈθaʊznd/ *num.* 一千 p.70
thousands of 数以千计的；许许多多的 p.70
on the one hand ... on the other hand ... 一方面……另一方面…… p.70
safe /seɪf/ *adj.* 安全的；无危险的 p.70
simply /ˈsɪmpli/ *adv.* 仅仅；只；不过 p.70
fear /fɪə/, /fɪr/ *v.* & *n.* 害怕；惧怕 p.70

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whether /'weðə(r)/ *conj.* 不管……（还是）；或者……（或者）；是否 p.70
Indian /'ɪndiən/ *adj.* 印度的 *n.* 印度人 p.70
Japanese /ˌdʒæpə'ni:z/ *adj.* 日本的；日本人的；日语的 *n.* 日本人；日语 p.70
fox /fɒks/, /fɑ:ks/ *n.* 狐狸 p.70
all year round 全年 p.70
equator /ɪ'kweɪtə(r)/ *n.* 赤道 p.70
whenever /wen'evə(r)/ *conj.* 在任何……的时候；无论何时 p.70
spring /sprɪŋ/ *n.* 春天 p.70
mostly /'məʊstli/ *adv.* 主要地；通常 p.71
location /ləʊ'keɪʃn/ *n.* 地点；位置 p.71

National /'næʃnəl/ Science Museum 国家科学博物馆 p.65
International /ˌɪntə(r)'næʃnəl/ Museum of Toilets 国际厕所博物馆 p.67
Hangzhou National Tea Museum 杭州国家茶博物馆 p.67
Donald /'dɒnəld/, /'dɑ:nəld/ Duck 唐老鸭 p.68
Disneyland /'dɪznilænd/ 迪斯尼乐园 p.68
Disney Cruise /kru:z/ 迪斯尼游轮 p.68
the Terracotta /ˌterə'kɒtə/, /ˌterə'kɑ:tə/ Army 兵马俑 p.69
the Bird's Nest/nest/ 鸟巢 p.69
Singapore /ˌsɪŋə'pɔ:(r)/, /'sɪŋəˌpɔ:(r)/ 新加坡 p.70
Southeast Asia 东南亚 p.70
Night Safari /sə'fɑ:ri/ 夜间野生动物园 p.70

Unit 10

yard /jɑ:(r)d/ *n.* 院子 p.73
yard sale 庭院拍卖会 p.73
sweet /swi:t/ *adj.* 甜蜜的；甜的；含糖的 p.73
memory /'meməri/ *n.* 记忆；回忆 p.73
cent /sent/ *n.* 分；分币 p.73
toy /tɔɪ/ *n.* 玩具 p.74
bear /beə/, /ber/ *n.* 熊 p.74
maker /'meɪkə(r)/ *n.* 生产者；制订者 p.74
bread maker 面包机 p.74
scarf /skɑ:(r)f/ *n.* 围巾；披巾；头巾 p.74
soft /sɒft/, /sɔ:ft/ *adj.* 软的；柔软的 p.74
soft toy 软体玩具；布绒玩具 p.74
check /tʃek/ *v.* & *n.* 检查；审查 p.74
check out 察看；观察 p.74
board /bɔ:(r)d/ *n.* 板；木板 p.74
board game 棋类游戏 p.74
junior /'dʒu:niə(r)/ *adj.* 地位（或职位、级别）低下的 p.75
junior high school 初级中学 p.75
clear /klɪə/, /klɪr/ *v.* 清理；清除 p.75
clear out 清理；丢掉 p.75
bedroom /'bedru:m/ *n.* 卧室 p.75
no longer 不再；不复 p.75
own /əʊn/ *v.* 拥有；有 p.75
railway /'reɪlweɪ/ *n.* 铁路；铁道 p.75
part /pɑ:(r)t/ *v.* 离开；分开 p.75
part with 放弃、交出（尤指不舍得的东西） p.75
certain /'sɜ:(r)tn/ *adj.* 某种；某事；某人 p.75
as for 至于；关于 p.75

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honest /'ɒnɪst/, /'ɑːnɪst/
adj. 诚实的；老实的 p.75
to be honest 说实在的 p.75
while /waɪl/ *n.* 一段时间；一会儿 p.75
truthful /'truːθfl/
adj. 诚实的；真实的 p.75
hometown /'həʊmtaʊn/
n. 家乡；故乡 p.76
nowadays /'naʊədeɪz/
adv. 现今；现在；目前 p.78
search /sɜː(r)tʃ/ *v.* & *n.* 搜索；搜查 p.78
among /ə'mʌŋ/
prep. 在（其）中；……之一 p.78
crayon /'kreɪən/ *n.* 彩色铅笔
（或粉笔、蜡笔） p.78
shame /ʃeɪm/ *n.* 羞耻；羞愧；惭愧 p.78
regard /rɪ'gɑː(r)d/ *v.* 将……认为；
把……视为；看待 p.78
count /kaʊnt/ *v.* 数数 p.78
century /'sentʃəri/ *n.* 百年；世纪 p.78
according /ə'kɔː(r)dɪŋ/ to 依据；按照 p.78
opposite /'ɒpəzɪt/, /'ɑːpəzət/
prep. 与……相对；在……对面 p.78
adj. 对面的；另一边的 p.78
especially /ɪ'speʃəli/
adv. 尤其；特别；格外 p.78
childhood /'tʃaɪldhʊd/ *n.* 童年；幼年 p.78
consider /kən'sɪdə(r)/
v. 注视；仔细考虑 p.79
close to 几乎；接近 p.79
hold /həʊld/ *v.* (held /held/, held)
拥有；抓住 p.79

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Vocabulary Index

（注：在本词表中，重点词汇用黑体标出。
在英式发音和美式发音有区别时，英式发音在前，美式发音在后。）

A

a couple of 两个；一对；几个 p.68
a little bit 有点儿；稍微 p.42
abroad /ə'brɔ:d/ *adv.* 在国外；到国外 p.62
accident /'æksɪdənt/ *n.*（交通）事故；
意外遭遇 p.6
according /ə'kɔ:(r)dɪŋ/ to 依据；按照 p.78
achieve /ə'tʃi:v/ *v.* 达到；完成；成功 p.51
achievement /ə'tʃi:vmənt/
n. 成就；成绩 p.51
actually /'æktʃuəli/
adv. 真实地；事实上 p.62
adult /'ædʌlt/, /ə'dʌlt/
adj. 成年的；成人的
n. 成人；成年动物 p.53
against /ə'genst/ *prep.* 倚；碰；撞 p.35
alarm /ə'lɑ:(r)m/ *n.* 闹钟 p.34
all the time 频繁；反复 p.19
all year round 全年 p.70
allow /ə'laʊ/ *v.* 允许；准许 p.25
alone /ə'ləʊn/ *adv.* 独自；单独 p.12
amazing /ə'meɪzɪŋ/ *adj.* 令人大为
惊奇的；令人惊喜（或惊叹）的 p.50
among /ə'mʌŋ/
prep. 在（其）中；……之一 p.78
amusement /ə'mju:zmənt/
n. 娱乐；游戏 p.65
amusement park 游乐场 p.65
ancient /'eɪnʃənt/ *adj.* 古代的；古老的 p.50
anymore /ˌeni'mɔ:(r)/
adv.（常用于否定句和疑问句末）
再也（不）；（不）再 p.28
anyway /'eniweɪ/ *adv.* 而且；加之 p.22
apart /ə'pɑ:(r)t/ *adv.* 分离；分开 p.35
area /'eəriə/, /'eriə/ *n.* 地域；地区 p.35
argue /'ɑ:(r)gju:/ *v.* 争吵；争论 p.27
as far as I know 就我所知 p.50
as for 至于；关于 p.75
as soon as 一……就…… p.19
Asia /'eɪʒə/, /'eɪʃə/ *n.* 亚洲 p.50
asleep /ə'sli:p/ *adj.* 睡着 p.35
at birth 出生时 p.53
at first 起初；起先 p.35
awake /ə'weɪk/ *adj.* 醒着 p.54

B

bamboo /ˌbæm'bu:/ *n.* 竹子 p.54
band /bænd/ *n.* 乐队 p.61
bandage /'bændɪdʒ/ *n.* 绷带
v. 用绷带包扎 p.5
be in control of 掌管；管理 p.6
be used to 习惯于……；适应于…… p.6
bear /beə/, /ber/ *n.* 熊 p.74
beat /bi:t/ *v.*（beat /bi:t/）敲打；打败 p.35
beauty /'bju:ti/ *n.* 美；美丽 p.62
bedroom /'bedru:m/ *n.* 卧室 p.75

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begin /bɪ'gɪn/ *v.* (began /bɪ'gæn/) 开始 p.34
belong /bɪ'lɒŋ/, /bɪ'lɔːŋ/ *v.* 属于；归属 p.62
big deal 重要的事 p.26
birth /bɜː(r)θ/ *n.* 出生；诞生 p.53
bit /bɪt/ *n.* 一点；小块 p.42
blind /blaɪnd/ *adj.* 瞎的；失明的 p.14
blood /blʌd/ *n.* 血 p.6
board /bɔː(r)d/ *n.* 板；木板 p.74
board game 棋类游戏 p.74
borrow /'bɒrəʊ/, /'bɑːrəʊ/ *v.* 借；借用 p.20
brave /breɪv/ *adj.* 勇敢的；无畏的 p.47
bread maker 面包机 p.74
break /breɪk/ *n.* 间歇；休息 p.2
breathe /briːð/ *v.* 呼吸 p.6
bright /braɪt/ *adv.* 光亮地；明亮地 *adj.* 明亮的；光线充足的 p.46
broken /'brəʊkən/ *adj.* 破损的；残缺的 p.13

C

call up 打电话给（某人）；征召 p.10
camera /'kæmərə/ *n.* 照相机；摄影机；摄像机 p.66
cannibal /'kænɪbl/ *n.* 食人肉者 p.59
care for 照顾；非常喜欢 p.10
carry /'kæri/ *v.* 拿；提；扛 p.14
cause /kɔːz/ *v.* 造成；引起 p.30
cent /sent/ *n.* 分；分币 p.73
century /'sentʃəri/ *n.* 百年；世纪 p.78
certain /'sɜː(r)tn/ *adj.* 某种；某事；某人 p.75
challenge /'tʃælɪndʒ/ *v.* & *n.* 挑战；考验 p.51
change /tʃeɪndʒ/ *v.* & *n.* 变化；改变 p.14
cheat /tʃiːt/ *v.* 欺骗；蒙骗 *n.* 骗子 p.45
check /tʃek/ *v.* & *n.* 检查；审查 p.74
check out 察看；观察 p.74
cheer /tʃɪə/, /tʃɪr/ *v.* 欢呼；喝彩 p.9
cheer up（使）变得更高兴；振奋起来 p.9
childhood /'tʃaɪldhʊd/ *n.* 童年；幼年 p.78
chore /tʃɔː(r)/ *n.* 杂务；乏味无聊的工作 p.20
classic /'klæsɪk/ *n.* 经典作品；名著 p.58
clean up 打扫（或清除）干净 p.9
clear /klɪə/, /klɪr/ *adj.* 清楚易懂的；晴朗的 p.27
clear /klɪə/, /klɪr/ *v.* 清理；清除 p.75
clear out 清理；丢掉 p.75
clever /'klevə(r)/ *adj.* 聪明的；聪颖的 p.14
climber /'klaɪmə(r)/ *n.* 登山者；攀登者 p.6
close to 几乎；接近 p.79
cloud /klaʊd/ *n.* 云；云朵 p.27
cm (=centimeter/centimetre) /'sentɪmiːtə(r)/ 厘米 p.53
collect /kə'lekt/ *v.* 收集；采集 p.67
come up with 想出；提出（主意、计划、回答等） p.10
communicate /kə'mjuːnɪkeɪt/ *v.* 交流；沟通 p.27
communication /kəˌmjuːnɪ'keɪʃn/ *n.* 交流；沟通 p.27
compare /kəm'peə/, /kəm'per/ *v.* 比较 p.30
compare ... with 比较；对比 p.30
compete /kəm'piːt/ *v.* 竞争；对抗 p.29
completely /kəm'pliːtli/ *adv.* 彻底地；完全地 p.38
condition /kən'dɪʃn/ *n.* 条件；状况 p.51

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consider /kən'sɪdə(r)/ *v.* 注视；仔细考虑 p.79
continue /kən'tɪnju:/ *v.* 持续；继续存在 p.30
control /kən'trəʊl/ *n.* & *v.* 限制；约束；管理 p.6
copy /'kɒpi/, /'kɑ:pi/ *v.* 抄袭；模仿；复制；复印 p.28
cough /kɒf/, /kɔ:f/ *n.* & *v.* 咳嗽 p.2
count /kaʊnt/ *v.* 数数 p.78
country music（也作 country）乡村音乐 p.62
couple /'kʌpl/ *n.*（尤指）夫妻；两人；两件事物 p.44
crayon /'kreɪən/ *n.* 彩色铅笔（或粉笔、蜡笔） p.78
crazy /'kreɪzi/ *adj.* 不理智的；疯狂的 p.30
cut off 切除 p.6
cut out 删除；删去 p.30

D

date /deɪt/ *n.* 日期；日子 p.38
deaf /def/ *adj.* 聋的 p.14
deal /di:l/ *n.* 协议；交易 p.26
death /deθ/ *n.* 死；死亡 p.6
decision /dɪ'sɪʒn/ *n.* 决定；抉择 p.6
deep /di:p/ *adj.* 深的；纵深的 p.49
depend /dɪ'pend/ *v.* 依靠；信赖 p.22
depend on 依靠；信赖 p.22
desert /'dezə(r)t/ *n.* 沙漠 p.49
develop /dɪ'veləp/ *v.* 发展；壮大 p.22
development /dɪ'veləpmənt/ *n.* 发展；发育；成长 p.30
die down 逐渐变弱；逐渐消失 p.35
difficulty /'dɪfɪkəlti/ *n.* 困难；难题 p.14
disabled /dɪs'eɪbld/ *adj.* 丧失能力的；有残疾的 p.14
door /dɔ:(r)/ *n.* 门 p.14
drop /drɒp/, /drɑ:p/ *v.* 落下；掉下 p.22
due /dju:/, /du:/ *adj.* 预期；预定 p.58

E

elder /'eldə(r)/ *adj.* 年纪较长的 p.27
emperor /'empərə(r)/ *n.* 皇帝 p.45
encourage /ɪn'kʌrɪdʒ/, /ɪn'kɜ:rɪdʒ/ *v.* 鼓励 p.67
endangered /ɪn'deɪndʒə(r)d/ *adj.* 濒危的 p.54
equator /ɪ'kweɪtə(r)/ *n.* 赤道 p.70
especially /ɪ'speʃəli/ *adv.* 尤其；特别；格外 p.78
even though (=even if) 即使；虽然 p.51
ever since 自从 p.62
excite /ɪk'saɪt/ *v.* 使激动；使兴奋 p.43
excited /ɪk'saɪtɪd/ *adj.* 激动的；兴奋的 p.14
excitement /ɪk'saɪtmənt/ *n.* 激动；兴奋 p.54
explain /ɪk'spleɪn/ *v.* 解释；说明 p.27

F

fair /feə/, /fer/ *adj.* 合理的；公正的 p.24
fairness /'feənəs/, /'fernəs/ *n.* 公正性；合理性 p.22
fall asleep 进入梦乡；睡着 p.35
fall in love 爱上；喜欢上 p.44
fall over 绊倒 p.54
fallen /'fɔ:lən/ *adj.* 倒下的；落下的 p.35
fan /fæn/ *n.* 迷；狂热爱好者 p.62
fear /fɪə/, /fɪr/ *v.* & *n.* 害怕；惧怕 p.70
feel free（可以）随便（做某事） p.50

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feeling /'fi:lɪŋ/ *n.* 感觉；感触 p.11
fever /'fi:və(r)/ *n.* 发烧 p.2
fiction /'fɪkʃn/ *n.* 小说 p.60
finger /'fɪŋgə(r)/ *n.* 手指 p.20
fit /fɪt/ *v.* 适合；合身 p.44
fix /fɪks/ *v.* 修理；安装 p.13
fix up 修理；装饰 p.13
flashlight /'flæʃlaɪt/ *n.* 手电筒 p.35
floor /flɔ:(r)/ *n.* 地板 p.17
fold /fəʊld/ *v.* 折叠；对折 p.17
foot /fʊt/ *n.* 脚；足 p.1
football /'fʊtbɔ:l/ *n.*（美式）橄榄球；足球 p.30
force /fɔ:(r)s/ *n.* 力；力量 p.51
forever /fər'evə(r)/ *adv.* 永远 p.62
fox /fɒks/, /fɑ:ks/ *n.* 狐狸 p.70
freezing /'fri:zɪŋ/ *adj.* 极冷的；冰冻的 p.51
French /frentʃ/ *n.* 法语 p.60
full of 满是……的；（有）大量的；（有）丰富的 p.58

G

German /'dʒə:(r)mən/ *adj.* 德国的；德语的；德国人的 *n.* 德语；德国人 p.68
get into 陷入；参与 p.3
get married 结婚 p.44
get off 下车 p.3
get on with 和睦相处；关系良好 p.27
get out of 离开；从……出来 p.6
give away 赠送；捐赠 p.13
give out 分发；散发 p.9
give up 放弃 p.7
go off（闹钟）发出响声 p.34
god /gɒd/, /gɑ:d/ *n.* 神；上帝（God） p.42
gold /gəʊld/ *n.* 金子；金币 *adj.* 金色的 p.45
government /'gʌvə(r)nmənt/ *n.* 政府；内阁 p.54
ground /graʊnd/ *n.* 地；地面 p.47
guess /ges/ *v.* 猜测；估计 p.26
gun /gʌn/ *n.* 枪；炮 p.59

H

hand out 分发 p.10
hate /heɪt/ *v.* 厌恶；讨厌 p.20
have a cold 感冒 p.1
have a fever 发烧 p.2
have a look 看一看 p.36
have a stomachache 胃痛 p.1
headache /'hedeɪk/ *n.* 头痛 p.2
heavily /'hevɪli/ *adv.* 在很大程度上；大量地 p.34
herself /hɜ:(r)'self/ *pron.*（she 的反身代词）她自己 p.4
hide /haɪd/ *v.* (hid /hɪd/) 隐藏；隐蔽 p.43
hit /hɪt/ *v.* (hit /hɪt/)（用手或器具）击；打 p.3
hold /həʊld/ *v.* (held /held/, held) 拥有；抓住 p.79
hometown /'həʊmtaʊn/ *n.* 家乡；故乡 p.76
honest /'ɒnɪst/, /'ɑ:nɪst/ *adj.* 诚实的；老实的 p.75
huge /hju:dʒ/ *adj.* 巨大的；极多的 p.55
hurry /'hʌri/ *v.* 匆忙；赶快 p.58
hurry up 赶快；急忙（做某事） p.58
hurt /hɜ:(r)t/ *v.* (hurt /hɜ:(r)t/)（使）疼痛；受伤 p.2

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husband /'hʌzbənd/ *n.* 丈夫 p.46

I

icy /'aɪsi/ *adj.* 覆盖着冰的；冰冷的 p.36
ill /ɪl/ *adj.* 有病；不舒服 p.22
illness /'ɪlnəs/ *n.* 疾病；病 p.54
imagine /ɪ'mædʒɪn/ *v.* 想象；设想 p.14
importance /ɪm'pɔ:(r)tns/ *n.* 重要性；重要 p.6
in one's opinion 依……看 p.32
in order to 目的是；为了 p.22
in silence 沉默；无声 p.38
in the face of 面对（问题、困难等） p.51
include /ɪn'klu:d/ *v.* 包括；包含 p.51
independence /ˌɪndɪ'pendəns/ *n.* 独立 p.22
independent /ˌɪndɪ'pendənt/
adj. 独立的；自主的 p.22
Indian /'ɪndiən/ *adj.* 印度的
n. 印度人 p.70
instead /ɪn'sted/ *adv.* 代替；反而；却 p.27
instead of 代替；反而 p.42
interest /'ɪntrəst/ *n.* 兴趣；关注
v. 使感兴趣；使关注 p.16
introduce /ˌɪntrə'dju:s/, /ˌɪntrə'du:s/
v. 介绍；引见 p.63
invent /ɪn'vent/ *v.* 发明；创造 p.67
invention /ɪn'venʃn/ *n.* 发明；发明物 p.66
island /'aɪlənd/ *n.* 岛 p.57
itself /ɪt'self/ *pron.*（it的反身代词）
它自己 p.67

J

Japanese /ˌdʒæpə'ni:z/
adj. 日本的；日本人的；日语的
n. 日本人；日语 p.70
journey /'dʒɜ:(r)ni/
n.（尤指长途）旅行；行程 p.11
joy /dʒɔɪ/ *n.* 高兴；愉快 p.11
junior /'dʒu:niə(r)/
adj. 地位（或职位、级别）低下的 p.75
junior high school 初级中学 p.75

K

keeper /'ki:pə(r)/ *n.* 饲养员；保管人 p.54
kid /kɪd/ *v.* 开玩笑；欺骗 p.36
kilo /'ki:ləʊ/ (= kilogram)
n. 千克；公斤 p.6
kindness /'kaɪndnəs/ *n.* 仁慈；善良 p.14
knee /ni:/ *n.* 膝；膝盖 p.5
knife /naɪf/ *n.* (*pl.* knives /naɪvz/) 刀 p.6

L

land /lænd/ *n.* 陆地；大地 p.59
laughter /'lɑ:ftə/, /'læftə(r)/ *n.* 笑；笑声 p.62
lead /li:d/ *v.* (led /led/) 带路；领路 p.47
lend /lend/ *v.* (lent /lent/) 借给；借出 p.20
letter /'letə(r)/ *n.* 信；函 p.14
lie /laɪ/ *v.* (lay /leɪ/) 躺；平躺 p.2
lie down 躺下 p.2
light /laɪt/ *n.* 光；光线；光亮 p.35
line /laɪn/ *n.* 行；排 p.64
location /ləʊ'keɪʃn/ *n.* 地点；位置 p.71
lonely /'ləʊnli/ *adj.* 孤独的；寂寞的 p.10
look through 快速查看；浏览 p.26

M

madam /'mædəm/ *n.* 夫人；女士
（用于正式信函中对不知名的女性收信人的称呼时，写为Madam） p.16

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magic /'mædʒɪk/
adj. 有魔力的；有神奇力量的 p.43
make a difference 影响；有作用 p.14
make one's way 前往；费力地前进 p.37
maker /'meɪkə(r)/ *n.* 生产者；制订者 p.74
man-made /ˌmæn 'meɪd/ *adj.* 人造的 p.50
mark /mɑ:(r)k/ *n.* 迹象；记号；分数
v. 做记号；打分 p.59
marry /'mæri/ *v.* 结婚 p.44
match /mætʃ/ *n.* 火柴 p.35
matter /'mætə(r)/ *n.* 问题；事情 p.1
mean /mi:n/ *v.* (meant /ment/)
意思是；打算；意欲 p.6
member /'membə(r)/ *n.* 成员；分子 p.29
memory /'meməri/ *n.* 记忆；回忆 p.73
mess /mes/ *n.* 杂乱；不整洁 p.18
meter /'mi:tə(r)/(=metre) *n.* 米；公尺 p.49
midnight /'mɪdnaɪt/ *n.* 午夜；子夜 p.12
million /'mɪljən/ *num.* 一百万 p.62
Miss /mɪs/ *n.* 女士；小姐 p.14
modern /'mɒdn/, /'mɑ:dərn/
adj. 现代的；当代的 p.62
moonlight /'mu:nlaɪt/ *n.* 月光 p.46
mostly /'məʊstli/ *adv.* 主要地；通常 p.71

N

nature /'neɪtʃə(r)/ *n.* 自然界；大自然 p.51
neck /nek/ *n.* 颈；脖子 p.1
neighbor /'neɪbə(r)/ (=neighbour)
n. 邻居 p.22
neither /'naɪðə/, /'ni:ðə(r)/ *adv.* 也不
pron. 两者都不 p.19
nervous /'nɜ:(r)vəs/
adj. 焦虑的；担忧的 p.27
no longer 不再；不复 p.75
nobody /'nəʊbədi/ *pron.* 没有人
n. 小人物 p.45
nosebleed /'nəʊzbli:d/ *n.* 鼻出血 p.5
notice /'nəʊtɪs/ *n.* 通知；通告；注意
v. 注意到；意识到 p.10
nowadays /'naʊədeɪz/
adv. 现今；现在；目前 p.78
nurse /nɜ:(r)s/ *n.* 护士 p.8

O

object /'ɒbdʒɪkt/, /'ɑ:bdʒɪkt/
n. 物体；物品 p.43
ocean /'əʊʃn/ *n.* 大海；海洋 p.52
off /ɒf/, /ɔ:f/ *adv.* & *prep.* 离开（某处）；
不工作；从……去掉 p.3
offer /'ɒfə/, /'ɑ:fər/
v. 主动提出；自愿给予 p.27
oil /ɔɪl/ *n.* 油；食用油；石油 p.55
on the one hand ... on the other hand ...
一方面……另一方面…… p.70
once upon /ə'pɒn/, /ə'pɑ:n/ a time
从前 p.44
one another 互相 p.62
onto /'ɒntu/, /'ɑ:ntu/ *prep.* 向；朝 p.3
open /'əʊpən/ *v.* 开；打开 p.14
opinion /ə'pɪnjən/
n. 意见；想法；看法 p.30
opposite /'ɒpəzɪt/, /'ɑ:pəzət/
prep. 与……相对；在……对面 p.78
adj. 对面的；另一边的 p.78
or so 大约 p.54
ourselves /ˌaʊə(r)'selvz/
pron.（we 的反身代词）我们自己 p.6

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own /əʊn/ *v.* 拥有；有 p.75
owner /'əʊnə(r)/ *n.* 物主；主人 p.11

P

page /peɪdʒ/ *n.*（书刊或纸张的）页，面，张 p.58
part /pɑ:(r)t/ *v.* 离开；分开 p.75
part with 放弃、交出（尤指不舍得的东西） p.75
pass /pɑ:s/, /pæs/ *v.* 给；递；走过；通过 p.20
passage /'pæsɪdʒ/ *n.* 章节；段落 p.38
passenger /'pæsɪndʒə(r)/ *n.* 乘客；旅客 p.3
peaceful /'pi:sfl/ *adj.* 和平的；安宁的 p.67
perfect /'pɜ:(r)fɪkt/ *adj.* 完美的；完全的 p.67
performance /pə(r)'fɔ:(r)məns/ *n.* 表演；演出 p.67
perhaps /pə(r)'hæps/ *adv.* 可能；大概；也许 p.32
pick up（=pick up the phone）接电话 p.34
pop /pɒp/, /pɑ:p/ *n.* 流行音乐；流行乐曲 p.61
population /ˌpɒpju'leɪʃn/, /ˌpɑ:pju'leɪʃn/ *n.* 人口；人口数量 p.50
press /pres/ *v.* 压；挤；按 p.5
pressure /'preʃə(r)/ *n.* 压力 p.29
prince /prɪns/ *n.* 王子 p.44
progress /'prəʊgres/, /'prɑ:gres/ *v.* & *n.* 进步；进展 p.67
proper /'prɒpə/, /'prɑ:pər/ *adj.* 正确的；恰当的 p.27
protect /prə'tekt/ *v.* 保护；防护 p.50
protection /prə'tekʃn/ *n.* 保护；保卫 p.55
provide /prə'vaɪd/ *v.* 提供；供应 p.22
province /'prɒvɪns/, /'prɑ:vɪns/ *n.* 省份 p.68
pupil /'pju:pl/ *n.* 学生 p.38
push /pʊʃ/ *v.* 鞭策；督促；推动 p.30
put off 推迟 p.10

Q

quick /kwɪk/ *adj.* 快的；迅速的；时间短暂的 p.30

R

railway /'reɪlweɪ/ *n.* 铁路；铁道 p.75
rainstorm /'reɪnstɔ:(r)m/ *n.* 暴风雨 p.33
raise /reɪz/ *v.* 募集；征集 p.12
rapid /'ræpɪd/ *adj.* 迅速的；快速的 p.67
realize /'rɪəlaɪz/, /'ri:əlaɪz/ *v.* 理解；领会；认识到 p.37
recently /'ri:sntli/ *adv.* 不久前；最近 p.38
record /'rekɔ:d/, /'rekərd/ *n.* 唱片；记录 /rɪ'kɔ:(r)d/ *v.* 录制；录（音） p.62
regard /rɪ'gɑ:(r)d/ *v.* 将……认为；把……视为；看待 p.78
relation /rɪ'leɪʃn/ *n.* 关系；联系；交往 p.27
remind /rɪ'maɪnd/ *v.* 提醒；使想起 p.42
repair /rɪ'peə/, /rɪ'per/ *v.* 修理；修补 p.13
report /rɪ'pɔ:(r)t/ *v.* & *n.* 报道；公布 p.35
research /rɪ'sɜ:(r)tʃ/ *n.*& *v.* 研究；调查（用作名词时，重音可放在第一个音节） p.54
rest /rest/ *v.* & *n.* 放松；休息 p.2
return /rɪ'tɜ:(r)n/ *v.* 归还；回来；返回 p.28

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ride /raɪd/ *n.* 供乘骑的游乐设施；短途旅程 p.68
right away 立即；马上 p.3
rise /raɪz/ *v.* (rose /rəʊz/) & *n.* 升起；增加；提高 p.35
risk /rɪsk/ *n.* & *v.* 危险；风险；冒险 p.6
rock /rɒk/, /rɑːk/ *n.* 岩石 p.6
rock /rɒk/, /rɑːk/ *n.* 摇滚乐 p.61
rubbish /'rʌbɪʃ/ *n.* 垃圾；废弃物 p.17
run out (of) 用尽；耗尽 p.6

S

safe /seɪf/ *adj.* 安全的；无危险的 p.70
sand /sænd/ *n.* 沙滩；沙 p.59
satisfaction /ˌsætɪs'fækʃn/ *n.* 满足；满意 p.11
scarf /skɑː(r)f/ *n.* 围巾；披巾；头巾 p.74
scene /siːn/ *n.*（戏剧或歌剧的）场；场景 p.46
science fiction 科幻小说（或影片等） p.60
search /sɜː(r)tʃ/ *v.* & *n.* 搜索；搜查 p.78
secondly /'sekəndli/ *adv.* 第二；其次 p.27
set up 建起；设立 p.14
several /'sevrəl/ *pron.* 几个；数个；一些 p.11
shame /ʃeɪm/ *n.* 羞耻；羞愧；惭愧 p.78
shine /ʃaɪn/ *v.* (shone /ʃɒn/) 发光；照耀 p.46
ship /ʃɪp/ *n.* 船 p.59
shirt /ʃɜː(r)t/ *n.* 衬衫 p.19
shocked /ʃɒkt/, /ʃɑːkt/ *adj.* 惊愕的；受震惊的 p.38
shoot /ʃuːt/ *v.* (shot /ʃɒt/, /ʃɑːt/) 射击；发射 p.41
sick /sɪk/ *adj.* 生病的；有病的 p.5
sign /saɪn/ *n.* 标志；信号 p.10
silence /'saɪləns/ *n.* 沉默；缄默；无声 p.38
silk /sɪlk/ *n.* 丝绸；丝织物 p.45
silly /'sɪli/ *adj.* 愚蠢的；不明事理的 p.42
simply /'sɪmpli/ *adv.* 仅仅；只；不过 p.70
since /sɪns/ *conj.* 因为；既然 *prep., conj.* & *adv.* 从……以后；自……以来 p.22
sir /sɜː(r)/ *n.* 先生（用于正式信函中对不知名的男性收信人的称呼时，写为 Sir） p.16
situation /ˌsɪtʃu'eɪʃn/ *n.* 情况；状况 p.6
skill /skɪl/ *n.* 技艺；技巧 p.30
smile /smaɪl/ *v.* & *n.* 笑；微笑 p.44
snack /snæk/ *n.* 点心；小吃；快餐 p.21
social /'səʊʃl/ *adj.* 社会的 p.67
soft /sɒft/, /sɔːft/ *adj.* 软的；柔软的 p.74
soft toy 软体玩具；布绒玩具 p.74
somewhere /'sʌmweə/, /'sʌmwer/ *adv.* 在某处；到某处 p.65
sore /sɔː(r)/ *adj.* 疼痛的；酸痛的 p.1
southern /'sʌðə(r)n/ *adj.* 南方的 p.62
southwestern /ˌsaʊθ'westə(r)n/ *adj.* 西南的；西南方向的 p.51
spirit /'spɪrɪt/ *n.* 勇气；意志 p.6
spring /sprɪŋ/ *n.* 春天 p.70
square /skweə/, /skwer/ *n.* 平方；正方形 p.49
stepmother /'stepmʌðə(r)/ *n.* 继母 p.46
stepsister /'stepsɪstə(r)/ *n.* 继姐（妹） p.44
stick /stɪk/ *n.* 棍；条 p.43
stomach /'stʌmək/ *n.* 胃；腹部 p.1

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stomachache /'stʌməkeɪk/ *n.* 胃痛；腹痛 p.1
stone /stəʊn/ *n.* 石头 p.41
storm /stɔ:(r)m/ *n.* 暴风雨 p.35
strange /streɪndʒ/ *adj.* 奇特的；奇怪的 p.34
stress /stres/ *n.* 精神压力；心理负担 p.22
strong /strɒŋ/, /strɔ:ŋ/ *adj.* 强烈的；强壮的 p.11
stupid /'stju:pɪd/, /'stu:pɪd/ *adj.* 愚蠢的 p.45
succeed /sək'si:d/ *v.* 实现目标；成功 p.51
success /sək'ses/ *n.* 成功 p.62
suddenly /'sʌdənli/ *adv.* 突然；忽然 p.34
sunburned /'sʌnbɜ:(r)nd/ *adj.* 晒伤的 p.6
sweep /swi:p/ *v.* (swept /swept/) 扫；打扫 p.17
sweet /swi:t/ *adj.* 甜蜜的；甜的；含糖的 p.73

T

tail /teɪl/ *n.* 尾巴 p.43
take after（外貌或行为）像 p.13
take breaks (take a break) 休息 p.2
take care of 照顾；处理 p.22
take down 拆除；往下拽；记录 p.38
take in 吸入；吞入（体内） p.51
take one's temperature 量体温 p.2
take out the rubbish 倒垃圾 p.17
take risks (take a risk) 冒险 p.6
tea art 茶艺 p.67
tea set 茶具 p.67
technology /tek'nɒlədʒi/, /tek'nɑ:lədʒi/ *n.* 科技；工艺 p.60
terrorist /'terərɪst/ *n.* 恐怖主义者；恐怖分子 p.38
the **Pacific** /pə'sɪfɪk/ **Ocean** 太平洋 p.52
theme /θi:m/ *n.* 主题 p.68
thick /θɪk/ *adj.* 厚的；浓的 p.51
thousand /'θaʊznd/ *num.* 一千 p.70
thousands of 数以千计的；许许多多的 p.70
throat /θrəʊt/ *n.* 咽喉；喉咙 p.1
throw /θrəʊ/ *v.* (threw /θru:/) 扔；掷 p.19
to be honest 说实在的 p.75
to one's surprise 使……惊讶的是；出乎……的意料 p.3
toilet /'tɔɪlət/ *n.* 坐便器；厕所 p.67
tool /tu:l/ *n.* 工具 p.59
toothache /'tu:θeɪk/ *n.* 牙痛 p.2
tour /tʊə/, /tʊr/ *n.* & *v.* 旅行；旅游 p.50
tourist /'tʊərɪst/, /'tʊrɪst/ *n.* 旅行者；观光者 p.50
towards /tə'wɔ:dz/, /tɔ:rdz/ *prep.* 朝；向；对着 p.59
tower /'taʊə(r)/ *n.* 塔；塔楼 p.38
toy /tɔɪ/ *n.* 玩具 p.74
train /treɪn/ *v.* 训练；培训 p.14
training /'treɪnɪŋ/ *n.* 训练；培训 p.14
treasure /'treʒə(r)/ *n.* 珠宝；财富 p.57
trouble /'trʌbl/ *n.* 问题；苦恼 p.3
truth /tru:θ/ *n.* 实情；事实 p.39
truthful /'tru:θfl/ *adj.* 诚实的；真实的 p.75
try out 参加……选拔；试用 p.11
turn ... into 变成 p.43
typical /'tɪpɪkl/ *adj.* 典型的 p.30

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U

unbelievable /ˌʌnbɪ'li:vəbl/
adj. 难以置信的；不真实的 p.67

understand /ˌʌndə(r)'stænd/
v. (understood /ˌʌndə(r)'stʊd/)
理解；领会 p.14

underwear /'ʌndəweə/, /'ʌndərwer/
n. 内衣 p.45

unfair /ˌʌn'feə/, /ˌʌn'fer/
adj. 不合理的；不公正的 p.24

unusual /ʌn'ju:ʒuəl/
adj. 特别的；不寻常的 p.67

up to 到达（某数量、程度等）；
至多有；不多于 p.53

used to 曾经……；过去…… p.10

usual /'ju:ʒuəl/ *adj.* 通常的；寻常的 p.31

V

voice /vɔɪs/ *n.* 声音 p.47

volunteer /ˌvɒlən'tɪə/, /ˌvɑ:lən'tɪr/
v. 义务做；自愿做 *n.* 志愿者 p.9

W

walk into 走路时撞着 p.54

wall /wɔ:l/ *n.* 墙 p.50

waste /weɪst/ *n.* 浪费；垃圾
v. 浪费；滥用 p.22

weak /wi:k/ *adj.* 虚弱的；无力的 p.42

weigh /weɪ/ *v.* 重量是……；
称……的重量 p.53

Western /'westə(r)n/
adj. 西方国家的；（尤指）欧美的；
西方的（w可以小写） p.43

whale /weɪl/ *n.* 鲸 p.55

What's the matter? 怎么了？
出什么事了？ p.1

What's wrong? 哪儿不舒服？ p.25

whatever /wɒt'evə/, /wɑ:t'evər/
pron. 任何；每一 p.27

wheel /wi:l/ *n.* 车轮；轮子 p.13

whenever /wen'evə(r)/
conj. 在任何……的时候；无论何时 p.70

whether /'weðə(r)/ *conj.* 不管……
（还是）；或者……（或者）；
是否 p.70

while /waɪl/ *conj.* 与……同时；
当……的时候；而；然而 p.20

while /waɪl/ *n.* 一段时间；一会儿 p.75

whole /həʊl/ *adj.* 全部的；整体的 p.46

wide /waɪd/ *adj.* 宽的；宽阔的 p.50

wife /waɪf/ *n.* 妻子；太太 p.46

wild /waɪld/ *adj.* 野生的 p.54

wind /wɪnd/ *n.* 风 p.35

window /'wɪndəʊ/ *n.* 窗；窗户 p.35

wood /wʊd/ *n.* 木；木头 p.35

work out 成功地发展；解决 p.26

wrong /rɒŋ/, /rɔ:ŋ/
adj. 有毛病；错误的 p.25

X

X-ray /'eks reɪ/ *n.* X射线；X光 p.2

Y

yard /jɑ:(r)d/ *n.* 院子 p.73

yard sale 庭院拍卖会 p.73

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Irregular Verbs

Verb	Past tense	Past participle
be (am, is, are)	was, were	been
bear	bore	born
beat	beat	beaten
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/ burned	burnt/burned
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do (does)	did	done
draw	drew	drawn
dream	dreamt/ dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed

Verb	Past tense	Past participle
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got/gotten
give	gave	given
go	went	gone
grow	grew	grown
hang (悬挂)	hung	hung
have (has)	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt/ learned	learnt/learned
leave	left	left
lend	lent	lent
let	let	let
lie (躺)	lay	lain

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Verb	Past tense	Past participle
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
pay	paid	paid
put	put	put
read /ri:d/	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat

Verb	Past tense	Past participle
sleep	slept	slept
smell	smelt/ smelled	smelt/smelled
speak	spoke	spoken
speed	sped/ speeded	sped/speeded
spell	spelt/ spelled	spelt/spelled
spend	spent	spent
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
under-stand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

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后　记

本册教科书是人民教育出版社课程教材研究所英语课程教材研究开发中心依据教育部《义务教育英语课程标准》（2011年版）与美国圣智学习集团合作编写的，经国家基础教育课程教材专家工作委员会2013年审查通过。

本册教科书集中反映了基础教育教科书研究与实验的成果，凝聚了参与课改实验的教育专家、学科专家、教研人员以及一线教师的集体智慧。我们感谢所有对教科书的编写、出版提供过帮助与支持的同仁和社会各界朋友，以及整体设计艺术指导吕敬人等。

本册教科书出版之前，我们通过多种渠道与教科书选用作品（包括照片、画作）的作者进行了联系，得到了他们的大力支持。对此，我们表示衷心的感谢！但仍有部分作者未能取得联系，恳请入选作品的作者与我们联系，以便支付稿酬。

我们真诚地希望广大教师、学生及家长在使用本册教科书的过程中提出宝贵意见，并将这些意见和建议及时反馈给我们。让我们携起手来，共同完成义务教育教材建设工作！

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