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英语

八年级 下册

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主 编 王德春
Jim Greenlaw(加拿大)
副主编 杨晓钰
编 者 Martin McDonald(加拿大)
杨晓钰 周 澜 王惠静 杨 涛
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王淑云 陈 昉

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电话：4008100168　010-82676936　13911468415
网址：http://www.renai-edu.com　邮箱：editor@renai-edu.com

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前　言



亲爱的同学们：

你们好！欢迎你们继续学习使用仁爱版初中英语教材，与我们共同开启初中英语学习的大门！

仁爱版初中英语教材是由加拿大英语专家Jim Greenlaw博士和北京市仁爱教育研究所数十位英语专家及中国最优秀的英语教师依据教育部《义务教育英语课程标准》（2011年版），针对中国5000多万初中学生的英语学习现状编写而成的初中英语教材，它将陪伴你们度过绚丽斑斓的初中生活。

通过八年级上册的学习，你们的英语听、说、读、写的能力一定有了较大的进步。在本册书中，你们将要学习到更多的语言知识，进一步提高英语语言综合运用能力。你们将继续了解康康、简、玛丽亚和迈克尔，以及他的同学和朋友们的学习和生活。在本教材中你们将与他们学习分享四个单元：快乐的情绪、骑车春游、举办美食节、准备时装秀。新学期到了，康康他们又会有哪些故事发生呢？简、玛丽亚和迈克尔很高兴去康康家做客，他们谈论着各自喜欢的电影，还聊起了京剧；海伦又结交了一个新朋友——李红，她帮助李红走出困境，露出笑容；迈克尔要参加演讲比赛，他感到很紧张，在他的朋友们的鼓励下，迈克尔成功地完成了演讲；康康和同学们去泰山游玩，他们度过了愉快的假期；为了帮助穷困儿童重返校园，康康和他的朋友们举办美食节来筹款，他们展示了各自的手艺，做出了不同风味的美食；康康和他的好朋友们举办了一台时装秀，让大家认识了世界上各种各样的民族服装。相信你们会乐意融入到他们的学习、生活中，并逐步地学会用英语谈论这些话题；你们还将有很多机会参与到双人或小组活动中去，与同伴们一起用英语完成任务，如：角色表演、制作海报、设计服装、评价学习等有趣的活动，并在每个话题结束时表演或展示自己的作品。

在本册书的每个话题中，你们还将继续学习英语语音的基本知识，更加深入地了解英语语音的特点和发音规律，通过各种形式的语音训练，帮助你们养成自然规范的语音语调。另外，你们依旧可以在教材中看到那些闪闪发光的金钥匙，它们是你们学习的小贴士，能极大地帮助你们提高英语学习效率、逐步养成自主学习的能力。

此外，由于我国现阶段还有少部分农村地区因**师资欠缺**、**开课不足**等原因使该部分地区的孩子们的**英语基础十分薄弱**，为此**我们在七年级上册设计并调整了第一单元作为预备学习单元，供你们选用**。

同学们，希望你们能积极热情地参与教材中的活动、享受英语学习的乐趣，使你们的听、说、读、写能力得到全面的提高！我们相信，只要认真地将整套6册仁爱版初中英语教材学完，你们都能达到教育部《义务教育英语课程标准》（2011年版）的五级英语水平要求，并能满怀信心地迎接未来任何版本高中阶段英语教材（6~9级）的挑战学习。

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Main Characters in the Book



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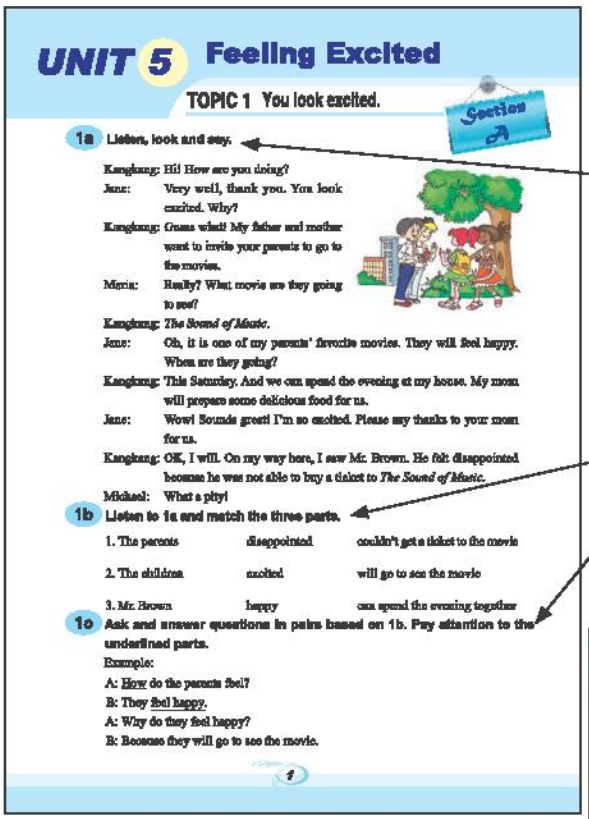
Guide to Project English
使用指南



UNIT 5 Feeling Excited

TOPIC 1 You look excited.

Section A

1a Listen, look and say.

Kangkang: Hi! How are you doing?

Jane: Very well, thank you. You look excited. Why?

Kangkang: Guess what! My father and mother want to invite your parents to go to the movies.

Maria: Really? What movie are they going to see?

Kangkang: *The Sound of Music*.

Jane: Oh, it is one of my parents' favorite movies. They will feel happy. When are they going?

Kangkang: This Saturday. And we can spend the evening at my house. My mom will prepare some delicious food for us.

Jane: Wow! Sounds great! I'm so excited. Please say thanks to your mom for us.

Kangkang: OK, I will. On my way here, I saw Mr. Brown. He felt disappointed because he was not able to buy a ticket to *The Sound of Music*.

Michael: What a pity!

1b Listen to 1a and match the three parts.

1. The parents	disappointed	couldn't get a ticket to the movie
2. The children	excited	will go to see the movie
3. Mr. Brown	happy	can spend the evening together

1c Ask and answer questions in pairs based on 1b. Pay attention to the underlined parts.

Example:

A: How do the parents feel?

B: They feel happy.

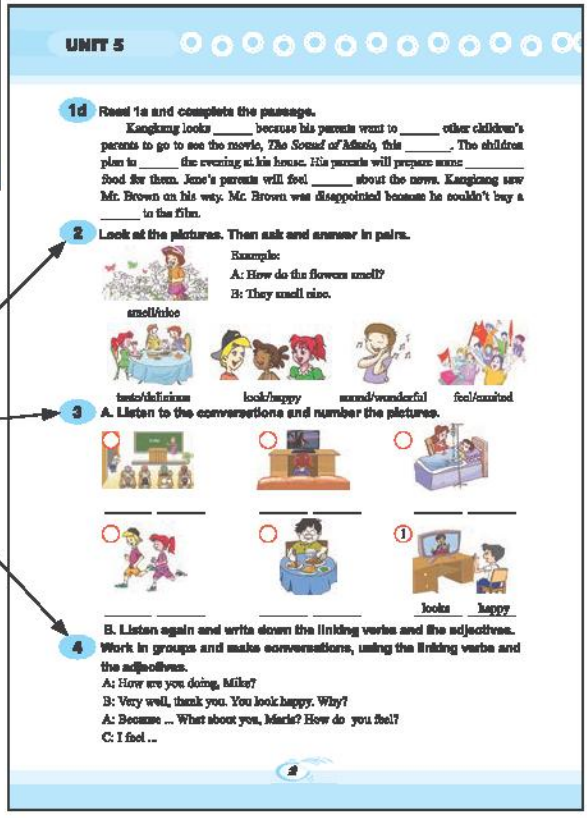
A: Why do they feel happy?

B: Because they will go to see the movie.

1

Section A 和 Section B 以对话形式在真实的语境中呈现新的语言材料，为语言的输出做准备。

在看图理解的基础上听懂对话，通过不同的听力活动，帮助学生完成对新材料的理解，提高其听说能力。



UNIT 5

1d Read 1a and complete the passage.

Kangkang looks _____ because his parents want to _____ other children's parents to go to see the movie, *The Sound of Music*, this _____. The children plan to _____ the evening at his house. His parents will prepare some _____ food for them. Jane's parents will feel _____ about the news. Kangkang saw Mr. Brown on his way. Mr. Brown was disappointed because he couldn't buy a _____ to the film.

2 Look at the pictures. Then ask and answer in pairs.

Example:

A: How do the flowers smell?

B: They smell nice.

smell/nice

taste/delicious look/happy sound/wonderful feel/excited

3 A. Listen to the conversations and number the pictures.

looks happy

B. Listen again and write down the linking verbs and the adjectives.

4 Work in groups and make conversations, using the linking verbs and the adjectives.

A: How are you doing, Mike?

B: Very well, thank you. You look happy. Why?

A: Because ... What about you, Maria? How do you feel?

C: I feel ...

2

同一主题下的语言输入，以多种活动形式进一步提高学生听的能力，同时引导学生综合所学词汇、语法和功能进行练习，提高其综合语言运用能力。

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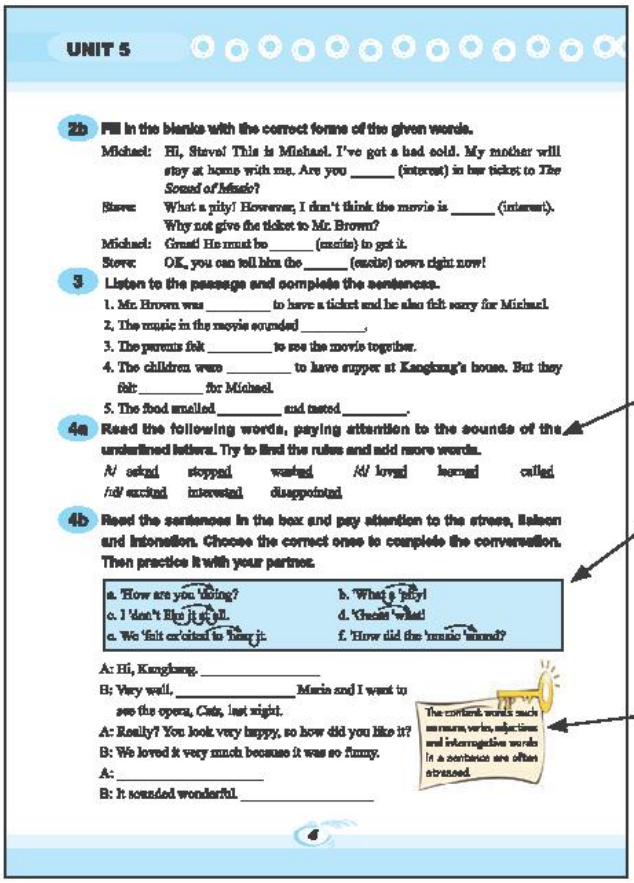


UNIT 5

2b Fill in the blanks with the correct forms of the given words.

Michael: Hi, Steve! This is Michael. I've got a bad cold. My mother will stay at home with me. Are you _____ (interest) in her ticket to *The Sound of Music*?

Steve: What a pity! However, I don't think the movie is _____ (interest). Why not give the ticket to Mr. Brown?

Michael: Great! He must be _____ (excite) to get it.

Steve: OK, you can tell him the _____ (excite) news right now!

3 Listen to the passage and complete the sentences.

1. Mr. Brown was _____ to have a ticket and he also felt sorry for Michael.
2. The music in the movie sounded _____.
3. The parents felt _____ to see the movie together.
4. The children were _____ to have supper at Kangkang's house. But they felt _____ for Michael.
5. The food smelled _____ and tasted _____.

4a Read the following words, paying attention to the sounds of the underlined letters. Try to find the rules and add more words.

/t/ asked stopped wanted /d/ loved learned called
/id/ excited interested disappointed

4b Read the sentences in the box and pay attention to the stress, liaison and intonation. Choose the correct ones to complete the conversation. Then practice it with your partner.

a. 'How are you 'doing?
b. 'What a 'pity!
c. I 'don't 'like it at all.
d. 'Great! 'What!
e. We 'felt ex'cited to 'hear it.
f. 'How did the 'music 'sound?

A: Hi, Kangkang. _____
B: Very well. _____ Maria and I went to see the opera, *Cats*, last night.
A: Really? You look very happy, so how did you like it?
B: We loved it very much because it was so funny.
A: _____
B: It sounded wonderful. _____

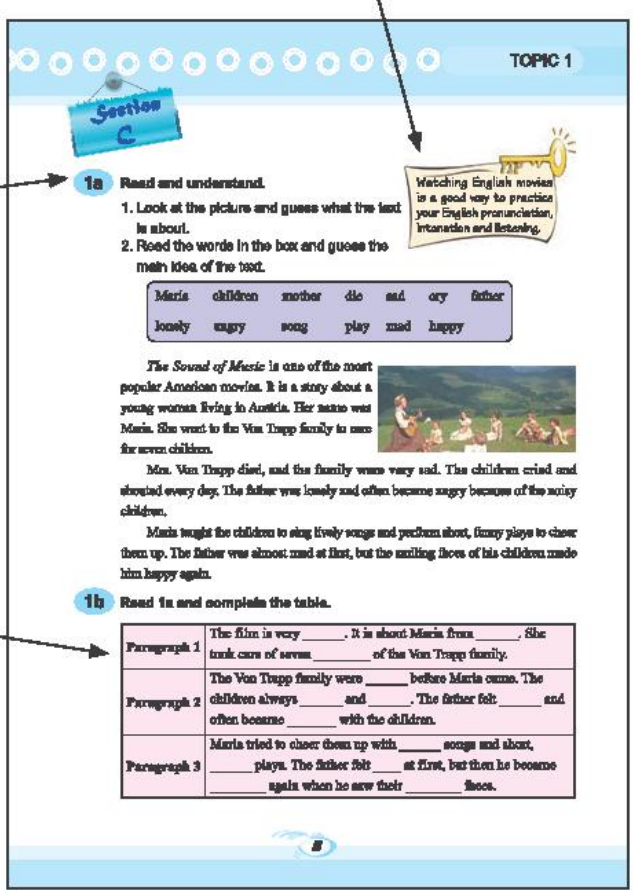
The content words such as nouns, verbs, adjectives and interrogative words in a sentence are often stressed.

以各单元所学内容为基础，通过各种语音活动学习基本的语音知识，了解英语语音的特点和规律，养成自然规范的语音语调，为有效的口语交际打下良好的基础。

帮助学生养成良好的学习习惯，掌握科学的学习方法，从而提高学习效率，成为真正的自主学习者。

精选题材丰富的阅读材料及形式多样的读前活动。

通过各种形式的阅读活动，帮助学生掌握基本的阅读技能，实现课程标准要求的阅读技能目标。为他们成为高效的阅读者打下良好的基础。



TOPIC 1

Section C

1a Read and understand.

Watching English movies is a good way to practice your English pronunciation, intonation and listening.

1. Look at the picture and guess what the text is about.
2. Read the words in the box and guess the main idea of the text.

Maria	children	mother	die	sad	cry	father
lonely	angry	song	play	mad	happy	

The Sound of Music is one of the most popular American movies. It is a story about a young woman living in Austria. Her name was Maria. She went to the Von Trapp family to care for seven children.

Mrs. Von Trapp died, and the family were very sad. The children cried and shouted every day. The father was lonely and often became angry because of the noisy children.

Maria taught the children to sing lively songs and perform short, funny plays to cheer them up. The father was almost mad at first, but the smiling faces of his children made him happy again.

1b Read 1a and complete the table.

Paragraph 1	The film is very _____. It is about Maria from _____. She took care of seven _____ of the Von Trapp family.
Paragraph 2	The Von Trapp family were _____ before Maria came. The children always _____ and _____. The father felt _____ and often became _____ with the children.
Paragraph 3	Maria tried to cheer them up with _____ songs and short, _____ plays. The father felt _____ at first, but then he became _____ again when he saw their _____ faces.

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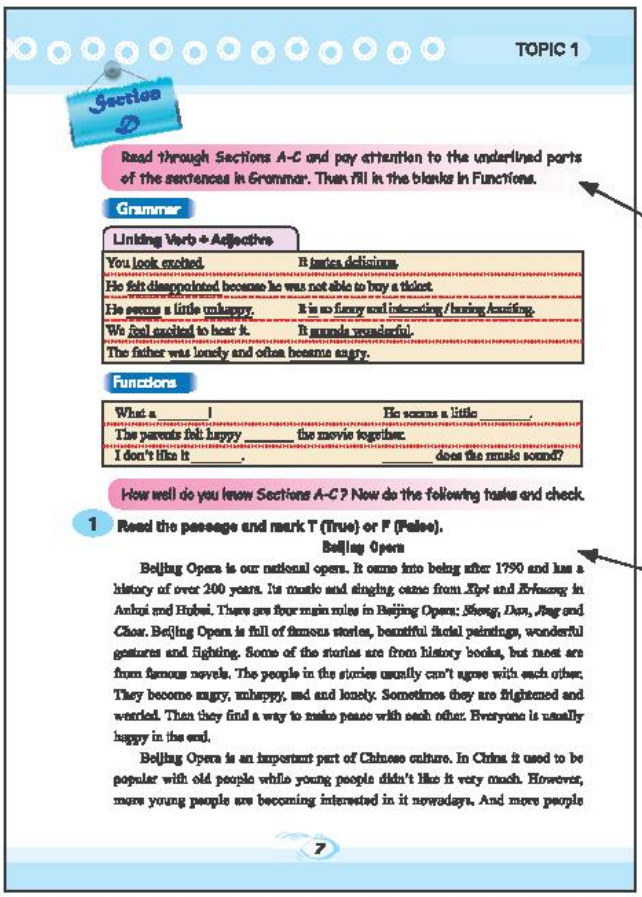


TOPIC 1

Section D

Read through Sections A–C and pay attention to the underlined parts of the sentences in Grammar. Then fill in the blanks in Functions.

Grammar

Linking Verb + Adjective

You look excited.	It tastes delicious.
He felt disappointed because he was not able to buy a ticket.	
He seems a little unhappy.	It is so funny and interesting / boring / exciting.
We feel excited to hear it.	It sounds wonderful.
The father was lonely and often became angry.	

Functions

What a _____!	He seems a little _____.
The parents felt happy _____ the movie together.	
I don't like it _____.	_____ does the music sound?

How well do you know Sections A–C? Now do the following tasks and check.

1 Read the passage and mark T (True) or F (False).

Beijing Opera

Beijing Opera is our national opera. It came into being after 1790 and has a history of over 200 years. Its music and singing came from *Xipi* and *Erhuang* in Anhui and Hubei. There are four main roles in Beijing Opera: *Sheng*, *Dan*, *Jing* and *Chou*. Beijing Opera is full of famous stories, beautiful facial paintings, wonderful gestures and fighting. Some of the stories are from history books, but most are from famous novels. The people in the stories usually can't agree with each other. They become angry, unhappy, sad and lonely. Sometimes they are frightened and worried. Then they find a way to make peace with each other. Everyone is usually happy in the end.

Beijing Opera is an important part of Chinese culture. In China it used to be popular with old people while young people didn't like it very much. However, more young people are becoming interested in it nowadays. And more people

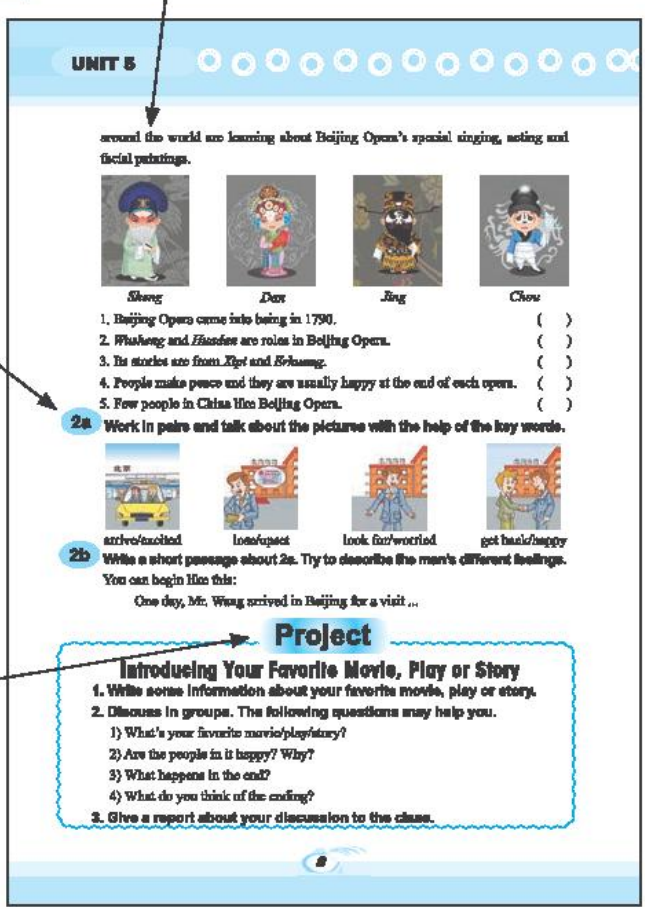
7

引导学生通过完成任务的方式归纳本话题所学知识，培养他们定期自主复习的好习惯，为终身可持续性学习奠定基础。

通过题材丰富的泛读文章，进一步扩大学生的阅读量。同时，拓展学生的文化视野，进而提高其跨文化交际能力。

贯彻过程性写作理念，以意义表达为核心目标，同时关注语言形式的使用。将听、说、读的技能与写作有机结合，并结合单元相关话题的写作活动，提高目标语的写作能力。体现培养学生综合语言运用能力的课标理念。

以合作探究活动形式，促使学生通过体验、实践、讨论、合作、探究等方式，综合运用本话题的语言知识和技能解决现实生活中的一些实际问题，培养学生用英语做事情的能力。



UNIT 5

around the world are learning about Beijing Opera's special singing, acting and facial paintings.

Sheng *Dan* *Jing* *Chou*

1. Beijing Opera came into being in 1790. ( )
2. *Wusheng* and *Husidan* are roles in Beijing Opera. ( )
3. Its stories are from *Xipi* and *Erhuang*. ( )
4. People make peace and they are usually happy at the end of each opera. ( )
5. Few people in China like Beijing Opera. ( )

2a Work in pairs and talk about the pictures with the help of the key words.

arrive/excited lose/upset look for/worried get back/happy

2b Write a short passage about 2a. Try to describe the man's different feelings. You can begin like this:

One day, Mr. Wang arrived in Beijing for a visit ...

Project

Introducing Your Favorite Movie, Play or Story

1. Write some information about your favorite movie, play or story.
2. Discuss in groups. The following questions may help you.
   1) What's your favorite movie/play/story?
   2) Are the people in it happy? Why?
   3) What happens in the end?
   4) What do you think of the ending?
3. Give a report about your discussion to the class.

8

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Scope and Sequence

Unit/Title	Topic	Function
5 Feeling Excited	**1. You look excited.** Page 1	Describing feelings Expressing emotions
	2. I'm feeling better now. Page 9	Sharing feelings with other people Giving advice to people in a bad mood
	3. Many things can affect our feelings. Page 17	Expressing how things affect our feelings
Review of Unit 5 25		
6 Enjoying Cycling	**1. We're going on a three-day visit to Mount Tai.** Page 27	Making reservations and plans
	2. How about exploring Tian'anmen Square? Page 35	Reacting to the invitation Describing the features of a place
	3. Bicycle riding is good exercise. Page 43	Giving evaluation and advice
Review of Units 5–6 51		

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Structure	Pronunciation	Vocabulary	Strategy
Linking verb + adjective	Pronunciation of-*ed* Stress Liaison Intonation	Adjectives to describe feelings and emotions Linking verbs	Grouping words Paying attention to the pronunciation Watching English movies
Adverbial clauses of reason Equal comparison	Difference between /ɪə/ and /eə/ Pause Weak form Incomplete plosion	Adjectives to describe feelings and emotions Verbs to give advice	Making sentences Paying attention to the pronunciation Singing English songs Using what you already know
Six basic structures of simple sentences	Difference between /ɪ/ and /iː/ Pause Intonation	Words for affecting the feelings	Preparing the topic Reviewing
Infinitives	Liaison	Words to make reservations and plans Means of transportation	Paying attention to the pronunciation Using pictures Guessing meanings
Adverbial clauses of time	Difference between /θ/ and /s/ Liaison Intonation	Words of directions Names of places of interest	Using key points
Adverbial clauses of condition	Stress	Words for describing traffic accidents Words for talking about cycling	Listening for key words Paying attention to the pronunciation Using what you already know

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Scope and Sequence

Unit/Title	Topic	Function
7 Food Festival	**1. We're preparing for a food festival.** Page 55	Giving evaluation Giving and accepting invitations Asking for permission
	2. I'm not sure whether I can cook it well. Page 63	Using transitions Asking for and giving permission Giving evaluation
	3. I cooked the most successfully. Page 71	Ordering food and taking an order Having meals Making comparison
Review of Unit 7 79		
8 Our Clothes	**1. We will have a class fashion show.** Page 81	Making appointments Shopping
	2. We can design our own uniforms. Page 89	Expressing likes and intention Giving suggestions
	3. He said the fashion show was wonderful. Page 97	Reminding Showing surprise
Review of Units 7–8 105		
Appendices 109		

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Structure	Pronunciation	Vocabulary	Strategy
Object clauses (Ⅰ)	Difference between /aʊ/ and /ʌ/ Stress Weak form	Names of foods Words for preparing for the food festival	Listing words Paying attention to the pronunciation Predicting Using wh-questions
Object clauses (Ⅱ) Comparative and superlative degrees of adverbs (Ⅰ)	Difference between /tʃ/ and /dʒ/ Intonation Pause	Words of ingredients Words of tableware	Using word formation Using transitional words Paying attention to the pronunciation Developing cultural understanding
Comparative and superlative degrees of adverbs (Ⅱ)	Difference among /əʊ/, /ɔː/ and /uː/ Intonation Pause Liaison	Phrasal verbs for eating Words for foods and drinks	Paying attention to the pronunciation Making major points Writing a title
so…that … *… so that …* *such…that …*	Difference between /ʊ/ and /uː/ Weak form Liaison Pause Incomplete plosion	Names of clothing Words for the comments of clothing	Revising in writing Finding key words
Object clauses (Ⅲ)	Intonation	Names of clothing and occupations	Using sentence structures Paying attention to the pronunciation Noting down one's opinion Paraphrasing
Object clauses (Ⅳ)	Stress Intonation	Names of minority Words for different costumes	Using pictures Paying attention to the pronunciation Using a mind map Using wh-questions

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UNIT 5 Feeling Excited

TOPIC 1 You look excited.

Section A

1a **Listen, look and say.**



Kangkang: Hi! How are you doing?

Jane: Very well, thank you. You look excited. Why?

Kangkang: Guess what! My father and mother want to invite your parents to go to the movies.

Maria: Really? What movie are they going to see?

Kangkang: *The Sound of Music*.

Jane: Oh, it is one of my parents' favorite movies. They will feel happy. When are they going?

Kangkang: This Saturday. And we can spend the evening at my house. My mom will prepare some delicious food for us.

Jane: Wow! Sounds great! I'm so excited. Please say thanks to your mom for us.

Kangkang: OK, I will. On my way here, I saw Mr. Brown. He felt disappointed because he was not able to buy a ticket to *The Sound of Music*.

Michael: What a pity!

1b **Listen to 1a and match the three parts.**

1. The parents	disappointed	couldn't get a ticket to the movie
2. The children	excited	will go to see the movie
3. Mr. Brown	happy	can spend the evening together

1c **Ask and answer questions in pairs based on 1b. Pay attention to the underlined parts.**

Example:

A: How do the parents feel?

B: They feel happy.

A: Why do they feel happy?

B: Because they will go to see the movie.

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1d **Read 1a and complete the passage.**

Kangkang looks _____ because his parents want to _____ other children's parents to go to see the movie, *The Sound of Music,* this _____. The children plan to _____ the evening at his house. His parents will prepare some _____ food for them. Jane's parents will feel _____ about the news. Kangkang saw Mr. Brown on his way. Mr. Brown was disappointed because he couldn't buy a _____ to the film.

2 **Look at the pictures. Then ask and answer in pairs.**



smell/nice

Example:

A: How do the flowers smell?

B: They smell nice.



taste/delicious



look/happy



sound/wonderful



feel/excited

3 **A. Listen to the conversations and number the pictures.**



_____ _____



_____ _____



_____ _____



_____ _____



_____ _____



looks happy

B. Listen again and write down the linking verbs and the adjectives.

4 **Work in groups and make conversations, using the linking verbs and the adjectives.**

A: How are you doing, Mike?

B: Very well, thank you. You look happy. Why?

A: Because ... What about you, Maria? How do you feel?

C: I feel ...

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Section B

1a Look, listen and say.

Steve: Hi, Kangkang! Do you know what's the matter with Mr. Brown? He seems a little unhappy.

Kangkang: He feels disappointed because he couldn't get a ticket to *The Sound of Music*. I think he really wants to watch it.

Jane: I hope he can see the movie next time. It's also my favorite. I think it's very interesting. What about you, Maria?



Maria: I love operas. My favorite is *Cats*. It's so funny and interesting. Kangkang, do you like operas?

Kangkang: No, I don't like them at all. They're boring. But my parents like Beijing Opera a lot.

Maria: Then what do you like best?

Kangkang: The film, *Avatar*. It's so exciting.

1b Listen to 1a and mark T (True) or F (False).

1. Mr. Brown couldn't get a ticket to *Avatar*, so he was unhappy. ( )
2. Jane likes the film, *The Sound of Music*, because it is very interesting. ( )
3. The opera, *Cats*, is Maria's favorite. ( )
4. Kangkang's parents think that Beijing Opera is boring. ( )

1c Work in groups of five and retell 1a according to the following key points. Then link them together to form a passage.

Mr. Brown⟶unhappy and disappointed⟶*The Sound of Music*

Jane⟶also⟶*The Sound of Music*

Maria⟶*Cats*⟶funny and interesting

Kangkang's parents⟶Beijing Opera

Kangkang⟶Beijing Opera⟶boring⟶*Avatar*⟶exciting

2a Read the following words, paying attention to the stress and the underlined parts. Then listen and check.

'interest	disap'point	'worry	bore	ex'cite
'interesting	disap'pointing	'worrying	'boring	ex'citing
'interested	disap'pointed	'worried	'bored	ex'cited

Tip

Remembering words in groups can help you learn them better.

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

Michael: Hi, Steve! This is Michael. I've got a bad cold. My mother will stay at home with me. Are you _____ (interest) in her ticket to *The Sound of Music*?

Steve: What a pity! However, I don't think the movie is _____ (interest). Why not give the ticket to Mr. Brown?

Michael: Great! He must be _____ (excite) to get it.

Steve: OK, you can tell him the _____ (excite) news right now!

3 **Listen to the passage and complete the sentences.**

1. Mr. Brown was _____ to have a ticket and he also felt sorry for Michael.
2. The music in the movie sounded _____.
3. The parents felt _____ to see the movie together.
4. The children were _____ to have supper at Kangkang's house. But they felt _____ for Michael.
5. The food smelled _____ and tasted _____.

4a **Read the following words, paying attention to the sounds of the underlined letters. Try to find the rules and add more words.**

/t/ asked stopped washed /d/ loved learned called

/ɪd/ excited interested disappointed

4b **Read the sentences in the box and pay attention to the stress, liaison and intonation. Choose the correct ones to complete the conversation. Then practice it with your partner.**

a. 'How are you 'doing?	b. 'What a 'pity!
c. I 'don't like it at all.	d. 'Guess 'what!
e. We 'felt ex'cited to 'hear it.	f. 'How did the 'music 'sound?

A: Hi, Kangkang. _____

B: Very well. _____ Maria and I went to see the opera, *Cats*, last night.

A: Really? You look very happy, so how did you like it?

B: We loved it very much because it was so funny.

A: _____

B: It sounded wonderful. _____

TIP

The content words such as nouns, verbs, adjectives and interrogative words in a sentence are often stressed.

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Section C

TIP

Watching English movies is a good way to practice your English pronunciation, intonation and listening.

1a Read and understand.

1. Look at the picture and guess what the text is about.
2. Read the words in the box and guess the main idea of the text.

Maria	children	mother	die	sad	cry	father
lonely	angry	song	play	mad	happy	



The Sound of Music is one of the most popular American movies. It is a story about a young woman living in Austria. Her name was Maria. She went to the Von Trapp family to care for seven children.

Mrs. Von Trapp died, and the family were very sad. The children cried and shouted every day. The father was lonely and often became angry because of the noisy children.

Maria taught the children to sing lively songs and perform short, funny plays to cheer them up. The father was almost mad at first, but the smiling faces of his children made him happy again.

1b Read 1a and complete the table.

Paragraph 1	The film is very _____. It is about Maria from _____. She took care of seven _____ of the Von Trapp family.
Paragraph 2	The Von Trapp family were _____ before Maria came. The children always _____ and _____. The father felt _____ and often became _____ with the children.
Paragraph 3	Maria tried to cheer them up with _____ songs and short, _____ plays. The father felt ____ at first, but then he became _____ again when he saw their _____ faces.

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1c **Read 1a again and discuss the questions in pairs. Then retell the story based on 1b and 1c.**

1. Why did Maria go to the Von Trapp family?
2. Why were the Von Trapp family sad?
3. How did Maria cheer up the children?
4. What do you think of Maria?

2a **Suppose you are Steve. Interview Mr. Brown about *The Sound of Music* with the help of the questions below and the text .**

1. What kind of movie is it?
2. How does the music sound?
3. What is it mainly about?
4. What happens in the movie?

Steve: Hello, Mr. Brown! Did you go to see the movie, *The Sound of Music,* yesterday?

Mr. Brown: Yes.

Steve: What do you think of it?

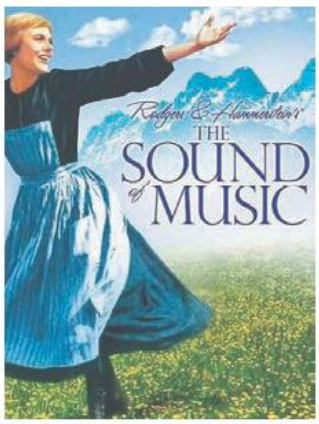
…

2b **Write down the conversation between Steve and Mr. Brown in your exercise book.**

3 **Learn to sing the song, *Do Re Mi,* and other songs in the film. Then perform them in your class.**

Do Re Mi

Let's start at the very beginning, a very good place to start. When you read, you begin with ABC. When you sing, you begin with Do, Re, Mi, Do, Re, Mi, Do, Re, Mi. The first three notes just happen to be Do, Re, Mi, Do Re Mi. Do, Re, Mi Fa So La Ti.



Doe, a deer, a female deer. Ray, a drop of golden sun. Me, a name I call myself. Far, a long long way to run. Sew, a needle pulling thread. La, a note to follow sew. Tea, a drink with jam and bread. That will bring us back to Do-oh-oh.

Do Re Mi Fa So La Ti Do, So, Do!

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Section D

Read through Sections A-C and pay attention to the underlined parts of the sentences in Grammar. Then fill in the blanks in Functions.

Grammar

Linking Verb + Adjective

You look excited. It tastes delicious.

He felt disappointed because he was not able to buy a ticket.

He seems a little unhappy. It is so funny and interesting / boring /exciting.

We feel excited to hear it. It sounds wonderful.

The father was lonely and often became angry.

Functions

What a _____! He seems a little _____.

The parents felt happy _____ the movie together.

I don't like them _____. _____ did the music sound?

How well do you know Sections A-C? Now do the following tasks and check.

1 Read the passage and mark T (True) or F (False).

Beijing Opera

Beijing Opera is our national opera. It came into being after 1790 and has a history of over 200 years. Its music and singing came from *Xipi* and *Erhuang* in Anhui and Hubei. There are four main roles in Beijing Opera: *Sheng*, *Dan*, *Jing* and *Chou*. Beijing Opera is full of famous stories, beautiful facial paintings, wonderful gestures and fighting. Some of the stories are from history books, but most are from famous novels. The people in the stories usually can't agree with each other. They become angry, unhappy, sad and lonely. Sometimes they are frightened and worried. Then they find a way to make peace with each other. Everyone is usually happy in the end.

Beijing Opera is an important part of Chinese culture. In China it used to be popular with old people while young people didn't like it very much. However, more young people are becoming interested in it nowadays. And more people

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around the world are learning about Beijing Opera's special singing, acting and facial paintings.



Sheng



Dan



Jing



Chou

1. Beijing Opera came into being in 1790. ( )
2. *Wusheng* and *Huadan* are roles in Beijing Opera. ( )
3. Its stories are from *Xipi* and *Erhuang*. ( )
4. People make peace and they are usually happy at the end of each opera. ( )
5. Few people in China like Beijing Opera. ( )

2a Work in pairs and talk about the pictures with the help of the key words.



arrive/excited



lose/upset



look for/worried



get back/happy

2b Write a short passage about 2a. Try to describe the man's different feelings.

You can begin like this:

One day, Mr. Wang arrived in Beijing for a visit ...

Project

Introducing Your Favorite Movie, Play or Story

1. Write down some information about your favorite movie, play or story.

2. Discuss in groups. The following questions may help you.

1) What's your favorite movie/play/story?

2) Are the people in it happy? Why?

3) What happens in the end?

4) What do you think of the ending?

3. Give a report about your discussion to the class.

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TOPIC 2 I'm feeling better now.

Section A

1a Listen, look and say.

Miss Wang: Hello, Helen! You look worried. Anything wrong?

Helen: It's Li Hong. She's so unhappy.

Miss Wang: Oh dear! I'm sorry to hear that. What seems to be the problem?

Helen: She is crying in the bathroom because she did badly in the English exam. She is very strict with herself. You know, Li Hong is new here. She is quiet and shy. She feels very lonely because she has no friends to talk with.



Miss Wang: Thank you for telling me. I think I should have a talk with her.

Helen: Thank you, Miss Wang. I'm really worried about her.

1b Listen to 1a and complete the table.

Name	Feeling	Reason
Helen	looks _____	Li Hong is _____.
Li Hong	feels _____	1. She did _____ in the English exam. 2. She is _____ here. 3. She is _____ and _____.
Miss Wang wants to _____ her.		

1c Ask and answer questions in pairs based on 1a and 1b.

Example:

A: Why does Helen look worried?

B: Because Li Hong is so unhappy.

2 Look at the pictures and match the expressions in the box with them. Then make sentences by following the example.

A. feel lonely/no friends	B. look tired/homework
C. be excited/movie	D. get angry/be lost
E. feel sad/fall down	F. seem worried/be ill

TIP

Sentence making can help you grasp new words and expressions better.

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The girl feels lonely because she has no friends.







3 Choose the correct words or phrases to complete the e-card. Then listen and check.

strict with	worry about	do better	do badly in	cheer ... up
talk with	shy	happy	wonderful	disappointed

Dear Li Hong,

I'm sorry to see that you are unhappy these days. So I send this card to _____ you _____.

You don't need to _____ the English exam. It doesn't matter if you _____ one exam. You can work harder and _____ next time. Take it easy, and don't be too _____ yourself. You're a quiet and _____ girl. Try to talk to others, and you'll be _____ again. I'd like to be your friend and _____ you if you want. I hope you feel better when you see this card.

Good luck!

Yours,

Helen

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Section B

1a Look, listen and say.



Miss Wang: Hi, Li Hong! How are you feeling today?

Li Hong: I'm feeling really sad because I failed the English exam.

Miss Wang: That's too bad, Li Hong! Why don't you talk to someone when you feel sad?

Li Hong: I want to, but I don't know how to talk with others about it.

Miss Wang: Don't worry. Everyone gets these feelings at your age. Who do you want to make friends with?

Li Hong: Well, Helen is nice. She always tells me jokes and makes me laugh. She seems to like me.

Miss Wang: Yes. I'm sure she would like to be your friend. There, there! It'll be OK.

Li Hong: Thanks, Miss Wang. I'm feeling better now.

1b Listen to 1a and tick the problems and suggestions you hear.

Problem	Suggestion
☐ A. feel sad	☐ 1. find others to talk to
☐ B. don't know how to talk with others	☐ 2. have a good rest
☐ C. fail the English exam	☐ 3. make friends with Helen

1c Read 1a and fill in the blanks with the correct phrases.

Li Hong is feeling sad because she _____. She doesn't know how to talk with others about it. Miss Wang tells her that everyone _____ at her age. Li Hong wants to _____ Helen because Helen always _____ and _____. Miss Wang is sure Helen would like to be her friend. Li Hong is _____ after a talk with her teacher.

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2a **Listen to the conversation and fill in the blanks.**

Helen: Hi, Li Hong! Are you OK today?
Li Hong: Oh, yes. After talking with Miss Wang, I'm feeling _____ now.
Helen: I'm _____ to hear that. By the way, Miss Wang says that you want to be friends with me.
Li Hong: Yes. Would you like to become my friend, Helen?
Helen: I'd love to. If you have any _____ with your studies, just let me know.
Li Hong: Yeah, I find it _____ to learn English well.
Helen: Don't _____. I'll help you with it.
Li Hong: Thank you. You're so _____ to me.



2b **Suppose Tom is new in your class and feels lonely. Talk with him and try to help him. The following phrases may help you.**

Problem	Suggestion
miss his family	call your parents often
have no friends	talk to others
know little about Chinese	find new friends
	ask ... for help

3a **Read the following pairs of words and pay attention to the sounds of the underlined letters. Then listen and try to imitate.**

/ɪə/ - /eə/: h<u>ear</u>—h<u>air</u> f<u>ear</u>—f<u>air</u> d<u>ear</u>—d<u>are</u> r<u>eal</u>ly—r<u>are</u>ly

3b **Read the following sentences, paying attention to the pause, weak form and incomplete plosion. Then listen and try to imitate.**

1. She always tells me jokes / an(d) makes me laugh.
2. Mr. Brown was disappointe(d) / because he couldn'(t) buy a ticke(t) to the film.
3. I'm feeling really sa(d) / because I faile(d) the English exam.
4. I fel(t) lonely a(t) firs(t) / bu(t) now I'm use(d) to everything here.

TIP
You can pause briefly before the conjunction such as *and, but,* and *because*.

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Section C

1a Read and understand.

Read the underlined key words and guess what the letter is about.

March 1st

Dear Xiao Fang,

How time flies! I miss you very much. How I wish to visit you!

A few months ago, I was new here, you know. At that time, I was really upset and lonely. What's more, I couldn't sleep as well as usual. I was not used to anything here. I thought the roads here were not so clean as those in our hometown. The food was not as delicious as ours, either. It also seemed that the people here were not so friendly as you. But now, everything has changed. With the help of my teachers and classmates, I'm getting used to the life here. I'm not afraid to talk with others now. My classmates all accept me. I live as happily as before.

Please give my best wishes to your parents.

Yours,

Li Hong

1b Read 1a and complete the table.

Time	Feeling	Condition
A few months ago	I was _____ and _____.	1. I was _____ here. 2. I couldn't sleep as _____ as usual. 3. The roads here were not so _____. 4. The food was not as _____ as ours. 5. The people were not so _____ as you.
Now	I live as _____ as before.	1. I'm getting used to the _____ here. 2. My classmates all _____ me. 3. My teachers are _____ to me.

1c Retell the letter based on the underlined words and the table in 1b. You may add more information.

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2 Complete the sentences with the words in the box.

funny	happily	excited	well	upset

1. My father was very _____ because my mother was ill last night.
2. The children jumped and cheered because they were _____.
3. Mike is making faces. He looks as _____ as Zhao Benshan.
4. With our help, the people in Wenchuan will live as _____ as before.
5. Kangkang can't speak English as _____ as Michael.

3 Look at the table and make sentences with *as ... as ...* or *not as/so ... as ...* Then talk with your partner about the people around you.

Picture / Name	 lovely	 brave	 helpful	 carefully	 fast
Helen	☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆
Maria	☆☆☆	☆☆	☆☆☆☆	☆☆☆	☆☆☆☆

4 Make a similar table to compare one of your friends with you. Then write a passage.

You may begin like this:

> Qiqi and I are good friends. We both study at Beijing International School. Qiqi is as lovely as I, but...

5 Sing this song.

It's a Small World

There's a world of laughter, a world of tears. It's a world of fun and a world of fears.

There's so much that we share and it's time we're aware. It's a small world after all.



It's a small world after all. It's a small world after all. It's a small world after all. It's a small, small world.

There is just one moon and one golden sun and a smile means friendship to everyone. Though the mountains divide and the oceans are wide, it's a small world after all.

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Section D

Read through Sections A-C and understand the underlined parts of the sentences below.

Grammar

Adverbial Clauses of Reason

She is crying in the bathroom because she did badly in the English exam.

She feels very lonely because she has no friends to talk with.

I'm feeling really sad because I failed the English exam.

Equal Comparison

I live as happily as before.

Qiqi is as lovely as I.

It also seemed that the people here were not so friendly as you.

The food was not as delicious as ours.

Functions

What seems to be the problem?

How are you feeling today?

I was really upset and lonely.

Would you like to become my friend?

I think I should have a talk with her.

Why don't you talk to someone when you feel sad?

How well do you know Sections A-C? Now do the following tasks and check.

1a **Skim the passage and match the words or phrases with their meanings.**

useless	not useful
deal with	to know what someone or something means
elder	to say you will not do something
refuse	older than someone
understand	to solve a problem

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Dealing with Sadness

No one can be happy all the time. You may become unhappy sometimes, for example, when you fail an exam or when you lose one of your friends. It's normal to have these feelings. If you don't know how to deal with these problems, you may learn something from Jeff.

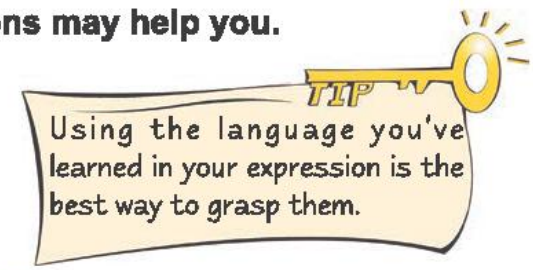
Jeff almost went mad when his elder brother was killed in a car accident. He refused to play soccer or go to the movies with his friends. Instead, he just sat in his bedroom and didn't talk to anyone, even his parents. Jeff felt that the world was unfair. He was quite angry with the driver because his car hit his brother, even though it was an accident. After a few months, Jeff began to understand it was useless to be angry. Now he still misses his brother, but he doesn't hate the driver any longer. He is beginning to talk to his parents and that makes them happy again. He no longer stays in his room by himself. Instead, he goes to the movies or plays sports with his friends. He is feeling better now.

1b Read 1a again and answer the following questions.

1. How did Jeff feel when his brother died in a car accident?
2. At first, how did Jeff deal with his sadness?
3. Why was he angry with the driver?
4. Why is Jeff feeling better now?
5. What can you learn from Jeff ?

2 Work in pairs and talk about how you deal with sadness. Then write a short passage. The following questions may help you.

1. Why did you feel sad?
2. How did you feel at first?
3. What did you do to deal with sadness?
4. How did you feel later?



Project

Problems and Solutions

1. Ask your classmates about their problems.
2. Discuss the problems with your classmates and find the ways to solve them.
3. Write down the suggestions.

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TOPIC 3 Many things can affect our feelings.

Section A

1a Listen, look and say.

Michael: Hello, Kangkang! This is Michael speaking.

Kangkang: Hello, Michael! Is there anything wrong?

Michael: I'm worried. We'll have a test tomorrow and I always get nervous before a test.



Kangkang: Relax, Michael. I am sure you will do well.

Michael: But Kangkang, the test is a speech. I get so nervous when I give a speech.

Kangkang: I will help you, Michael. I have a CD about giving speeches. We can listen to it at my house. Then you can practice.

Michael: Kangkang, I feel more relaxed now because of your help. You are really a good friend. Thank you so much.

1b Read the questions first and listen to 1a. Then answer the questions.

1. What is Michael worried about?
2. How does Michael feel when he has to give a speech?
3. What is Kangkang's suggestion for helping Michael?
4. Do you think Michael will do well in his test?

1c Read 1a and complete the passage.

Michael is _____ because he will give a _____ tomorrow. Kangkang asks him to _____ and believes Michael can do _____. Kangkang also asks Michael to listen to a CD about _____ speeches at his house. Michael feels _____ because of Kangkang's help. He thinks Kangkang is a good _____.

2 Work in groups and discuss the following questions.

1. How do you feel when you give a speech?
2. If your friend is worried about his/her speech, how will you help him/her to relax?

TIP
Giving a prepared talk will help you for real-life speech in English.

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3 A. Listen to the conversations and number the pictures.





B. Listen again and match the problems with the people. Then complete the suggestions for them.

Maria	Jane	Kangkang	Mike	Lucy

1. I am worried. I always get frightened when I have to go to the dentist. _____

Suggestion: _____ and just _____ the dentist's advice.

2. I always get nervous and feel shy when I speak English in public. _____

Suggestion: Just be _____ and _____ often.

3. I am getting fat. _____

Suggestion: _____! Why not _____ _____ rich food and _____ _____ _____?

4a Which of the following situations make you sad (S), happy (H), worried (W) or afraid (A)? Discuss your feelings in groups.

- ☐ 1. Your father is ill in bed.
- ☐ 2. Your team won a basketball game again.
- ☐ 3. Your friend fell off her bike.
- ☐ 4. Your father bought you a new computer.
- ☐ 5. You see a snake lying on the road.
- ☐ 6. There is so much homework on the weekend.

4b Study the following sentence structures. Then match them with the sentences in 4a.

a. S+V+IO+DO	( )	d. S+V+O	( )
b. There be ...	( )	e. S+V+P	( )
c. S+V	( )	f. S+V+O+OC	( )

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Section B

1a Look, listen and say.

Kangkang: I am happy that Michael gave a good speech. He did it so well.

Jane: Yes, but he still seems very upset. I am afraid he is going to be sick.

Kangkang: That's true. Feelings can affect our health. If we are not confident about ourselves, we may feel upset or nervous. When we are in a bad mood all the time, we could become sick.



Maria: Let's do something for Michael! What about telling him that he is brave and great?

Kangkang: Let's show him that we are proud of him. He was afraid to give his speech, but he did it anyway.

Jane: That's a good idea. We will show him that friends help each other.

Maria: Let's give Michael a surprise! We can put on a short play, just as we do at the English Corner. It can show how friendship helps keep us healthy.

Jane: Sounds great! Let's get ready for it!

1b Listen to 1a and number the phrases you hear.

_____ help each other	_____ seem upset
_____ give a speech	_____ get ready for
_____ be proud of	_____ put on a play

1c Read 1a and fill in the blanks with the correct phrases.

1. Kangkang says when we are _____ all the time, we could become sick.
2. They want to tell Michael that he is _____ and they _____ him.
3. They will show him that friends can help _____.
4. They will also put on a short play to _____ Michael _____.
5. They will _____ the short play and they are sure to help Michael relax.

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2 **Look at the pictures and make up sentences. Then decide which sentence structures they belong to.**



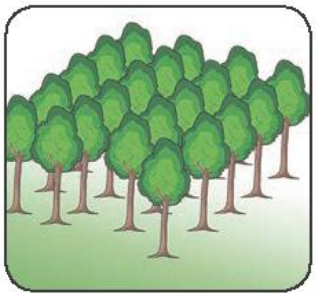
1. aunt, find, passport, my, her, can't



2. all day, the boss, the workers, makes, work



3. near, my house, is, a river, there



4. green, the trees, turn



5. flying, birds, some, are, happily



6. her grandson, a present, buy, she

3a **Read the following pairs of words and pay attention to the sounds of the underlined letters. Then listen and try to imitate.**

/ɪ/ - /iː/ s<u>i</u>ck—s<u>ee</u>k s<u>i</u>t—s<u>ea</u>t f<u>i</u>ll—f<u>ee</u>l w<u>i</u>ll—wh<u>ee</u>l

3b **Read the sentences and pay attention to the pause and intonation. Then listen and try to imitate.**

1. We can put on a short play,/just as we do at the English Corner.
2. If we are not confident about ourselves,/we may feel upset or nervous.
3. When we are in a bad mood all the time,/we could become sick.

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Section C

1a **Read and understand.**

Tick the things that can affect your feelings and moods. Then look at the pictures and predict what will be mentioned in the text. Then add more ideas.

☐ weather	☐ books	☐ holiday	☐ colors
☐ big events	☐ homework	☐ environment	☐ music



I think the moon can affect my moods, especially when the full moon is high in the sky on the Mid-autumn Festival. The moon is so round and bright. But I can't get together with my family. I feel very lonely, and my eyes fill with tears.

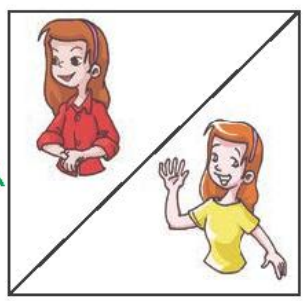
The environment can change my feelings. I live in a big city. It is always noisy and crowded with people. I feel nervous and I have trouble sleeping at night. I hope to live in the countryside some day. It's clean and quiet. I think I could relax and sleep well.





I think the weather can affect my moods. When it rains, I always feel sad. When the sun shines brightly, it makes me happy again.

Colors can affect my feelings and moods. Orange and yellow make me feel confident. When I am feeling sad, these colors cheer me up. Blue and white can make me feel calm. Green is the color of nature. It can give me more energy. Wearing red often makes me feel active.





Big events can affect me a lot. When I talk about the Wenchuan earthquake with friends, sadness and worries always come to me. But when we talk about Beijing 2008 Olympics, I always feel excited.

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1b **Read 1a again and complete the table. Then retell the passage.**

Thing	Condition	Feeling
moon	can't be with the family _____ the family	_____ happy
environment	noisy and crowded with people _____	_____ relaxed
weather	rainy _____	_____ happy
color	orange and yellow _____ green _____	_____ calm more _____ active
big event	_____ Beijing 2008 Olympics	sad and worried _____

1c **Discuss in groups to find more information and give your own opinions.**

Thing	Feeling
noise	When I'm doing my homework, I hate loud noise.
music	When I am excited, I like rock music. When I'm sad, I don't like it.
movie	Sad movies often make me unhappy.
...	...

2 **Write a passage about how things affect your feelings.**

You can begin like this:

Colors can affect my feelings. _____

_____

_____

_____

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Section D

Read through Sections A-C and understand the sentences in Grammar. Then fill in the blanks in Functions.

Grammar

When you learn English, you should review your lessons often.

Six Basic Structures of Simple Sentences	
Your father is ill in bed.	S+V+P
Your team won a basketball game again.	S+V+O
Your friend fell off her bike.	S+V
Your father bought you a new computer.	S+V+IO+DO
You see a snake lying on the road.	S+V+O+OC
There is so much homework on the weekend.	There be ...

Functions

I get so _____ when I give a speech.

Let's show him that we are _____ of him.

Let's give Michael a _____!

I think the moon can affect my _____.

How well do you know Sections A-C? Now do the following tasks and check.

1 **Read the passage and complete the chart on Page 24.**

How to Stay in Good Spirits

Many things around us may affect our feelings and moods, such as colors, weather, news and the environment. It is very important for us to be in a good mood. If we are in good spirits, we can study or work better. So we must learn to take care of ourselves and stay in a good mood. Here are some suggestions:

1. Exercise and relax every day.
2. Remember to eat healthy food and have a good sleep.
3. Don't keep silent. Talk with your friends, parents or teachers often. Tell them about what you think and how you feel. Try to get help from them.

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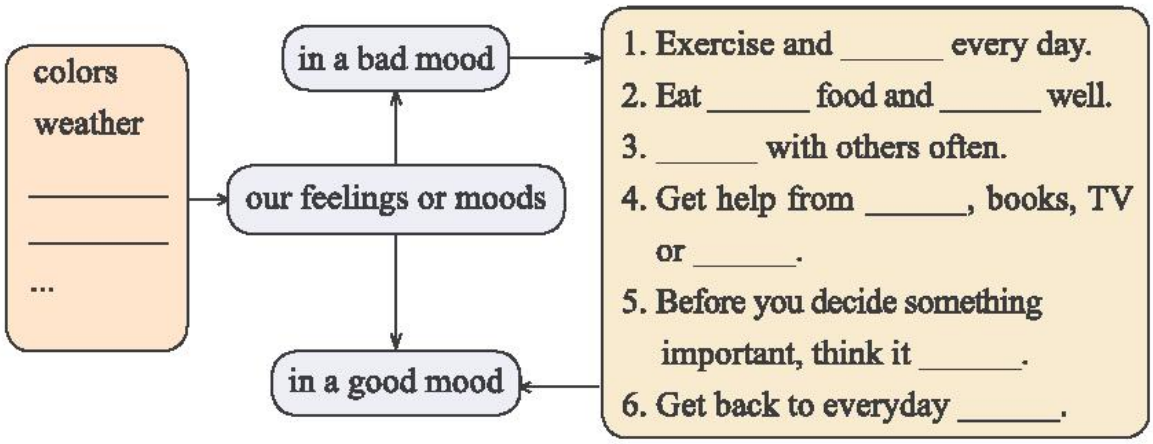
4. Get help from newspapers, books, TV or the Internet.
5. Think it over before making an important decision.
6. Get back to your everyday activities. It will give you a sense of happiness.



2a **Work in groups and discuss the ways to be happy. Tick (√) the ways that you think are good and cross (×) the ways that are bad. Then list your own good ways.**

- ☐ Try to have a sport as your hobby.
- ☐ Read your favorite books.
- ☐ Eat a lot of delicious food.
- ☐ Listen to some relaxing music.
- ☐ Smile often and don't be so strict with yourself.

2b **Write a short passage about how to stay happy based on 2a.**

Project

Expressing Your Moods

1. **Write a list of the "feeling" words you know.**
2. **Work in groups and discuss what can affect your moods and find out the best ways to deal with them. Then write them down and report your ideas to the class.**

Nervous ( ): _____ Worried ( ): _____

Sad ( ): _____ Disappointed ( ): _____

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Review of Unit 5

1a **Read the following words and group them by the sounds of the underlined letters.**

feel	sick	seem	strict	delicious
ticket	please	see	spirit	speech

/ ɪ / _____ / iː / _____

1b **Read the sentences aloud and pay attention to the marked parts.**

1) Let's 'ge(t) ready for it.
2) When I 'make a speech, I 'ge(t) nervous.
3) 'Why don't you 'tal(k) to someone/when you are sad?
4) She is 'crying in the 'bathroom /because she di(d) badly in the 'English exam.

2 **Complete the sentences with the correct forms of the words or phrases in the box.**

decide	fantastic	lose	excited	sense	invite
give ... a surprise	be proud of	do well in	deal with		

1) We _____ the game again. It gave us a _____ of disappointment.
2) The host _____ an animal star to perform in our party. It _____.
3) Think over the problem before you make a _____. Then you will _____ it well.
4) Michael _____ the speech. His friends _____ him.
5) The 3D movie was _____ and all of us felt _____.

3 **Look at the pictures and make sentences with the words under each picture.**

Example:



The boy seems worried because he will have a math exam.





seem worried/have a math exam　　feel lonely/miss parents　　get nervous/give a speech

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Example:



not so ... as/tall



not so ... as/heavy



as ... as/cute

Amy is not so tall as Kangkang.

4 A. Listen to the students' problems and match their names with the "feeling" words.

Mike	lonely	Take a walk and relax before going to bed.
Jim	shy	Go to the Lost and Found in the school.
Tom	frightened	Don't be afraid. Follow the dentist's advice.
Kate	afraid	Be brave! Everything will be fine.
Ann	worried	Go out and make some friends.

B. Listen again and match the students' feelings with the advice.

5 Read the doctor's suggestions and complete the table.

Everyone feels sad sometimes. It's normal to feel sad when something bad happens to you. It's all right to show you're sad. It's all right to cry. But if you talk to your friends, teachers or parents, listen to soft music or take part in activities, you may feel much better. Try to smile at life when you are in trouble and then you will soon be happy again. If you have any problem, please call me at 267-6790. Don't keep silent about your problem.



How to stop unhappy feelings	
Doctor Chen's suggestions	1) It's _____ to feel sad and it's _____ to show it.
	2) You'd better _____ to our friends, teachers or _____.
	3) You can listen to _____ music or take part in _____.
	4) _____ at life when you are in _____.
	5) Don't keep _____ about your problem.

6 Suppose Li Ming has one of the following problems. Write an e-card to him and give your suggestions.

- Have a fear of speaking English in public.
- Have difficulty talking with his parents.
- No close friends to talk with.
- Feel nervous when answering questions in class.

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UNIT 6 Enjoying Cycling

TOPIC 1 We're going on a three-day visit to Mount Tai.

Section A

1a Listen, look and say.

Miss Wang: Boys and girls, I have some exciting news to tell you. For our spring field trip, we're going on a three-day visit to Mount Tai.

Maria: Wow, how wonderful! How shall we get there?

Michael: Shall we cycle there?

Kangkang: Sounds exciting! But it will take us a few days to get there by bike.

Miss Wang: Let's make the decision together. It's too far to cycle, but we can choose proper vehicles.



Jane: Yes. Let's decide.

Michael: Let's find out some information about the cost.

Miss Wang: OK. Kangkang and Michael, you two find the cost for the train. Helen, you need to find the cost for the bus.

Jane: I'd love to go by plane. I'll ask the airline over the phone.

Miss Wang: OK. Bring your information tomorrow and we'll decide on the best way to travel on our field trip.

1b Listen to 1a and mark T (True) or F (False).

1. For their spring field trip, they're going on a three-day visit to Mount Tai. ( )
2. It will take them a few days to get there by bus. ( )
3. Kangkang and Michael will find the cost for the train. ( )
4. Helen will find the cost for the plane. ( )
5. Miss Wang will decide on the best way to travel. ( )

2 Work in pairs and discuss the best way to travel.



Price: ¥ 700.00
Total time: 1 hour



Price: ¥ 145.00
Total time: 7 hours



Price: ¥ 200.00
Total time: 8 hours



Price: ¥ 0
Total time: 2 days

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Example:

A: How much does it cost to get to Mount Tai by ...? B: It costs ...

A: How long does it take to go there by ...? B: It takes ...

A: The best way to get there is by ... because ... B: I think so. / ...

3 **Complete the table according to your coming trip and your partner's. Then ask and answer in pairs, paying attention to the structure "*to + v.*".**







Who	Where	Why	When	How	How much
You					
Your partner					

Example:

A: Where do you plan to visit? B: I plan to visit Harbin.

A: Why do you want to visit it? B: Because it's an interesting place.

A: When are you going to start out? B: I plan to start out next month.

A: How will you get there? B: By train.

A: How much does it cost to get there? B: It costs about a hundred *yuan*.

A: What do you think your trip will be like? B: …

4 **A. Listen to the notice and complete the table.**

Where to go	When to leave	How	How long to stay	Things to take
Xiangshan Park	_____	by _____	_____ hours	enough _____ proper _____ and _____

B. Listen again and tick what the children will do in the park.

☐ go climbing ☐ have a picnic ☐ have an English Corner

☐ go swimming ☐ take photos ☐ sing under the tree

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Section B

1a Look, listen and say.

(*Kangkang is booking the train tickets to Mount Tai.*)

Clerk: Hello, Beijing Railway Station. Can I help you?

Kangkang: Yes, I'd like to book some tickets to Mount Tai on April 13th.

Clerk: OK. The train leaves at 11:15 a.m. and arrives at Taishan Railway Station at 6:17 p.m.



Kangkang: Great! And what about the price?

Clerk: We have tickets at ¥145 for the hard sleeper and ¥224 for the soft sleeper. Which kind do you want?

Kangkang: I'd like to book 21 tickets for the hard sleeper.

Clerk: All right. Please come to our office with your ID cards and pay for the tickets before 5:30 p.m. May I have your name and telephone number, please?

Kangkang: Sure. I'm Li Weikang and my telephone number is 8250-2448.

Clerk: Li Weikang. Your phone number is 8250-2448?

Kangkang: Right. Thank you.

Clerk: You're welcome.

1b Listen to 1a and complete the table.

Name		**Departure time**	
Tel		**Arrival time**	
From		**Kind of tickets**	
To		**Price (per ticket)**	
Total price		**Number of tickets**	

1c Read 1a and fill in the blanks based on 1b.

Li Weikang is booking some tickets from _____ to _____ on the phone. He needs 21 _____ _____ tickets and they cost _____ *yuan* together. The train leaves at _____ a.m. and _____ _____ Taishan Railway Station at 6:17 p.m. Li Weikang's _____ _____ is 8250-2448.

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2 **Read the conversation and write down the price of the rooms under each picture. Then complete it with the sentences in the box and practice in pairs.**

Clerk: Good morning, Lantian Hotel. _____

Maria: Good morning, I want to book some rooms.

Clerk: OK. We have rooms with a bathroom, TV, fridge and air conditioner. _____ Also, from the windows you can see the mountains.

Maria: _____

Clerk: A standard room with two single beds costs ¥100 and a room with one single bed costs ¥80.

Maria: OK. I want to book 10 standard rooms with two single beds and one room with one single bed.

Clerk: _____ And how long do you plan to stay?

Maria: From April 13th to 15th, two nights.



Price: ¥ _____



Price: ¥ _____

A. How much does a standard room cost?
B. When do you want them?
C. What can I do for you?
D. We are sure that conditions here will make you feel comfortable.

3 **A. Listen to the conversation and check what kinds of rooms the hotel has.**

◯ Standard room for one person	◯ Standard room for two people	◯ Room for three people with a bathroom and air conditioner	◯ Room for three people without a bathroom or air conditioner
¥ _____	¥ _____	¥ _____	¥ _____

Date: From _____ to 6th Telephone number: _____

B. Listen again and complete the information above.

4 **Read the sentences and pay attention to the liaison. Then listen and imitate.**

1. May I have your name, please?
2. I want to go on a trip to Mount Tai.
3. I'd like to visit my aunt on Sunday.
4. Why don't we go out for the day?

TIP
One vowel can be linked with another by adding a slight /j/ or /w/.

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Section C

1a Read and understand.

TIP
Pictures can help you to predict what happens in a passage.

Check what you will do to raise money for a field trip.

- ☐ use your lucky money
- ☐ ask your parents for money
- ☐ borrow money from friends
- ☐ give a show

King or Queen for a Day



It is very common to raise money in Canadian and American schools. Students, teachers and parents have many special ways to raise money for field trips. Some schools think of great ideas, such as "King or Queen for a Day". It costs each student one dollar to buy a ticket for the draw. After all the tickets are sold, one ticket is drawn. The student with the winning ticket will be the king or queen for the next school day. When the student arrives in the morning, the headmaster greets him or her and carries the student's books. The student sits in the headmaster's chair for the day and even can use the headmaster's mobile phone to call home. At noon, the headmaster and other teachers order a special lunch and serve it to the student.

1b Read 1a and match the words with their meanings.

TIP
You can guess the meaning of a new word by looking at the words around it.

common	to collect money
raise	to ask for food or drinks in a restaurant or hotel
special	happening often
order	different from what is normal
serve	to give somebody food or drinks during the meal

1c Read 1a again and put the sentences in the correct order.

- ☐ Each student spends one dollar buying a ticket.
- ☐ The student has a special lunch.
- ☐ The headmaster greets the student in the morning.
- ☐ One student's ticket is drawn and he or she will be the king or queen.

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2 **Read and complete the letter with the correct forms of the given words.**

Sunday, April 7th

Dear Li Wei,

How are you?

I have some great news _____ (tell) you. Next week, we're going on a spring field trip. You know, spring is the best time _____ (climb)Mount Tai. There are many interesting places _____ (visit)there. Mount Tai is in Taian, Shandong. So we decided _____ (take)the train. Kangkang helped us _____ (book)the train tickets. I also called _____ (book) some rooms.

Many of us didn't have enough money, so Michael advised us _____(raise)money, such as putting on a show, and _____ (sell) flowers and old books. It's so exciting!

I'm looking forward to hearing from you.

Yours,
Maria

3a **Match the following ideas about how to raise money with the pictures.**

1. The best way to raise money is to sell newspapers.
2. Why don't we put on a show to raise money?
3. Let's sell old books.
4. I think we can sell flowers to raise money at the weekend.

○  ○  ○ 

○ 

3b **Work in groups and discuss which idea above is the best. And why?**

Best way: _____

_____

Reason: _____

_____

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Section D

Read through Sections A-C and complete the sentences with the correct words.

Grammar

Infinitives

I have some exciting news _____ (tell/to tell/telling) you.

But it will take us a few days _____ (to get/get/getting) there by bike.

Kangkang helped us _____ (book/booking) the train tickets.

Why don't we put on a show _____ (to raise/raising/raise) money?

Functions

We're going on _____ visit to Mount Tai.

Let's _____ some information about the cost.

I'd like to _____ some tickets to Mount Tai on April 13th.

May I _____ your name and telephone number, please?

I'm looking forward to _____ you.

How well do you know Sections A-C? Now do the following tasks and check.

1a **Number the sentences to form a passage about Sandy's trip to Japan.**

( ) But the most interesting thing for me was to take photos. I love to take photos with my friends in beautiful places.

( ) On the third day of our trip, we climbed Mount Fuji. It was snowing when we got to the top. I was so excited that I didn't feel cold at all.

(1) Our plane left Beijing at 7:30 a.m. and landed safely in Japan after about four hours. The weather was pleasant.

( ) During our trip, in the evenings, I sometimes went swimming in the pool, while my best friend, Kelly, always went shopping.

( ) The next day, we went to a famous park. It was really an interesting place to visit.

( ) I enjoyed the trip very much, so I want to travel there again.

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1b **Read the passage in 1a and mark T (True) or F (False).**

1. We went to Japan by ship. ( )
2. On the second day of our trip, we went to a famous and interesting park. ( )
3. We climbed Mount Fuji on the third day of our trip. ( )
4. The weather there was not cold when we got to the top of Mount Fuji. ( )
5. The most interesting thing for me was to take photos with my parents. ( )

2 **Write a passage to describe one of your favorite trips.**

Project

Making a Travel Plan

1. Survey your classmates about where they would like to travel. Then work out the total cost.

Name	Place	Total cost

2. Work in groups and choose one of the most popular places for you to travel. Then find out more information about traveling there.

3. Discuss and write down your travel route and schedule.

You can begin like this:

We're going to visit Mount Huang for three days ...

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TOPIC 2 How about exploring Tian'anmen Square?

Section A

1a Listen, look and say.

Darren: Hello! This is Darren. I'd like to speak to Michael.

Michael: This is Michael speaking. Oh, Darren! How are you?



Darren: Fine. Glad to receive your postcard. While you were enjoying your trip to Mount Tai, I was busy preparing for my exams. But now I'm on vacation.

Michael: Would you like to come to China for your vacation?

Darren: Great idea! See you.

(*Forty minutes later, at Kangkang's*)

Michael: Hey, Kangkang! Darren, my friend from San Francisco, is coming to visit me. I'd like you to meet him with me when he arrives.

Kangkang: Great! I'm looking forward to meeting him.

Michael: Would you help me make a plan to explore Beijing before he comes?

Kangkang: Yes, of course. How about exploring Tian'anmen Square?

Michael: That would be very interesting.

1b Listen to 1a and tick the pictures according to what you hear.

1 ○ 

make an exploring plan

2 ○ 
enjoy his trip

3 ○ 
visit the Great Wall

4 ○ 
meet their friend

5 ○ 

receive a postcard

1c Read 1a and number the following sentences. Then try to retell it.

( ) Michael invites Darren to visit China.

( ) Darren is on vacation.

( ) Kangkang helps Michael make a plan for Darren's visit.

(1) Darren receives a postcard from Michael.

( ) Michael and Kangkang will meet Darren.

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2 Read and match the sentences. Then find more similar expressions from 1a and practice with your partner.

1. Would/Will you help me plan a trip?
2. Could/Can you come along with us?
3. Shall we take him there?

A. All right.
B. No, let's not.
C. Sorry, I'm afraid I have no time.
D. Yes, I can.
E. Yes, I'd love to.
F. I'm sorry I can't.

3 Look at the pictures and make sentences with *while* or *when*.

Example:
Darren *was having a class* while Michael *was climbing a mountain*.


have a class/climb


run/swim


dance/sing

Example:
Darren *was reading* when Michael *came in*.


read/come in


watch/ring


write/knock at

4 Listen to the conversation and choose the correct answers.

1. Diana's perfect holiday activity is _____.
   A. riding B. camping C. fishing
2. Diana and Lily should _____ for the holiday.
   A. learn to swim in the sea B. know more about camping
   C. work out the cost carefully
3. Where do they decide to go finally?
   A. Go to the seaside. B. Camp in the forest.
   C. We don't know.

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Section B

1a Look, listen and say.

Darren: Hello, Kangkang. Could you tell me something about Tian'anmen Square?

Kangkang: Sure. It is in the center of Beijing City. It's the largest city square in the world. It covers 440 000 square meters. It's 880 meters long from north to south and 500 meters wide from east to west. It can hold one million people.



Darren: That's amazing! Are there any great buildings?

Kangkang: Certainly. We can see the Monument to the People's Heroes in the center of the square. In the north of the square, we can see Tian'anmen Rostrum. There Chairman Mao Zedong announced the founding of the People's Republic of China in 1949.

Darren: The square must be quite meaningful to all Chinese people.

Kangkang: Yes, and we can see some other great buildings there.

Darren: Wow, I can't wait to see it. By the way, how far is it from here to Tian'anmen Square?

Kangkang: It's about one and a half hours by bike.

1b Listen to 1a and underline the information about Tian'anmen Square. Then complete the table with key words.

TIP
Key points of a topic will help you to express better.

Location		Width	
Area		Great buildings	
Length		Meaning	

2 A. Listen and number the pictures.



National Museum



Great Hall of the People



Monument to the People's Heroes



Chairman Mao Memorial Hall

_____ _____ _____ _____

B. Listen again and write down the time when people built these buildings.

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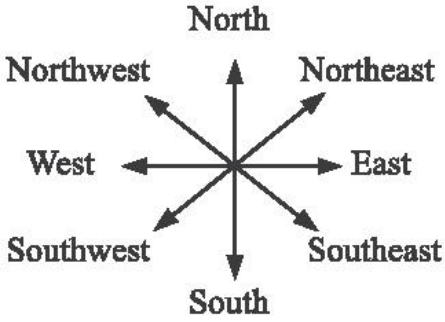
3a **Match the names with the buildings on the map. Then read the direction words and the name of each great building.**





A. Monument to the People's Heroes

B. Tian'anmen Rostrum

C. Chairman Mao Memorial Hall

D. Great Hall of the People

E. National Museum

3b **Fill in the blanks with the correct direction words in 3a. Then read the sentences aloud.**

1. Tian'anmen Rostrum is in the _____ of Tian'anmen Square.
2. The Monument to the People's Heroes is in the _____ of Tian'anmen Square.
3. The Great Hall of the People is to the _____ of the Monument to the People's Heroes, and the National Museum is to the _____ of it.
4. The Chairman Mao Memorial Hall lies to the _____ of the Great Hall of the People while it lies to the _____ of the National Museum.

4a **Read the pairs of words and pay attention to the sounds of the underlined letters. Then listen and try to imitate.**

/θ/ - /s/ : thing—sing think—sink thick—sick mouth—mouse

4b **Read the sentences, paying attention to the liaison and intonation. Then listen and try to imitate.**

1. While Jane was singing, I was reading a book.
2. When John came in, Lily was writing a letter.
3. By the way, how far is it from here to the center of Beijing City?
4. In the south of the square, we can see a monument.

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Section C

1a Read and understand.

Look at the pictures in 1b and guess what the passage is about. Then read and check.

After they rode their bicycles for one and a half hours, Kangkang, Michael and Darren arrived at a parking lot near Tian'anmen Square. The parking lot was full of tour buses, cars and bicycles, so they had to look for space to park their bicycles.

After parking their bicycles, they walked to Tian'anmen Square. Darren and Michael were surprised at Tian'anmen Square. They took out a camera and took many pictures. As they were exploring happily, more and more people came to the square. While the crowd was pushing Darren in all directions, someone stepped on his feet. "Ouch! Don't push!" he shouted.

When Darren finally pushed his way out, he couldn't find his friends. He was too worried to think about what to do. His heart was beating fast. Slowly he walked to the near side of the square and sat on a step beside a tree sadly. He didn't raise his head until someone called him. It was Kangkang. "Oh, Darren! There you are! It's great to find you!" As soon as the three boys saw each other, they all jumped around happily.

1b Read 1a quickly and number the pictures. Then work in groups of four and retell the story based on the pictures.


( )


( )


( )


( )

1c Read again and mark T (True) or F (False).

1. The children got to Tian'anmen Square after an hour's ride. ( )
2. The parking lot was too crowded to park their bikes. ( )
3. Someone stepped on Michael's feet. ( )
4. Darren was lost but, at last, Kangkang and Michael found him. ( )

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2 **Fill in the blanks with the conjunctions in the box based on 1a.**

after as until when while as soon as

Kangkang, Michael and Darren rode to Tian'anmen Square together. _____ they parked their bikes, they walked to Tian'anmen Square. _____ they were enjoying exploring, the crowd of people became larger and larger. _____ the crowd was pushing Darren in all directions, someone stepped on his feet. _____ Darren finally pushed his way out, he couldn't find his two friends. He was frightened and sat down sadly on a step. He didn't raise his head _____ Kangkang called his name. _____ they saw each other, they all jumped around happily.

3 **Darren received an email from his pen pal, Bill. Read it and help Darren reply to him.**

Dear Darren,

How are you? I'd like to tell you about my travel experiences.

Last month, I went to Jiuzhaigou for my vacation with my parents. Jiuzhaigou is in Sichuan, in the southwest part of China. It's famous for its beautiful mountains, forests and lakes. Many people go there to enjoy their vacation every year. My father booked the room before we arrived. We had a two-day trip and took a lot of photos. We saw pandas and monkeys. They were very cute and we couldn't help watching them.

We had an exciting trip! I felt tired but happy. Please e-mail me soon and tell me about your vacation.

Yours,
Bill

Dear Bill,

I'm glad to receive your e-mail and learn that you had a wonderful vacation. I had a nice vacation, too. _____

_____

Yours,
Darren

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Section D

Read through Sections A-C and fill in the blanks with the correct words.

Grammar

Adverbial Clauses of Time

_____ you were enjoying your trip, I was busy preparing for my exams.

I'd like you to meet him with me_____ he arrives.

Would you help me make a plan to explore Beijing _____ he comes?

_____ they were exploring happily, more and more people came to the square.

He didn't raise his head _____ someone called him.

_____ the three boys saw each other, they all jumped around happily.

Functions

That would _____ very interesting. It can _____ one million people.

Tian'anmen Rostrum is _____ Tian'anmen Square.

It's about one and a half hours _____ bike. I can't _____ to see it.

How well do you know Sections A-C? Now do the following tasks and check.

1a Read Michael's diary for his trip to Tian'anmen Square. Pay attention to the form of the diary.

Sunday, April 28th Sunny

It was a fine day. Darren, Kangkang and I got up early in the morning. After we checked our bikes and bags, we rode to Tian'anmen Square.

After one and a half hours, we arrived at Tian'anmen Square. We came to Tian'anmen Rostrum first. There was a large picture of Chairman Mao on it. "Chairman Mao once announced the founding of the People's Republic of China and the first national flag was raised here," Kangkang told us.

After we visited Tian'anmen Rostrum, we came to the Monument to the People's Heroes. It was in the center of the square. There were many people there. We took a lot of photos.

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While we were having fun exploring, I found that Darren was lost. Kangkang and I were very worried. We looked for him everywhere. We even asked a policeman for help. Thank goodness! We found him at last. We were so excited and happy when we met again.

What a special trip!

1b **Read 1a again and fill in the blanks. Then put the key information in the right order.**

- ☐ Darren was _____
- ☐ came to Tian'anmen Rostrum
- ☐ _____ for Darren and _____ him at last
- ☐ _____ at Tian'anmen Square
- ☐ came to the Monument to the People's Heroes

1c **Work in groups and retell the story with the correct conjunctions based on 1b.**

Project

Describing Your Outdoor Experience

1. Talk about the pictures in groups with the help of the following questions.


go camping


run after a goat


get lost



help him get back

1) Why was the boy lost?
2) How did he feel when he was lost?
3) Who did he ask for help?
4) What should we do when we are lost?

2. Write a story and share it with your classmates.

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TOPIC 3 Bicycle riding is good exercise.

Section A

1a Listen, look and say.

Kangkang: I saw a traffic accident yesterday. Many passengers were hurt.

Darren: That's terrible! I think traffic in Beijing is crazy.

Michael: You'll get used to it soon. When I first arrived, I was afraid of riding my bike anywhere. But now I feel a little more confident.



Kangkang: If people obey the traffic rules, there will be fewer accidents.

Jane: I think so. Now I like riding my bike around the city more than before.

Darren: Me, too. Cycling can help us save energy and it doesn't cause air pollution.

Kangkang: I agree. It's easy to park bikes, too.

1b Listen to 1a and mark T (True) or F (False).

1. Many passengers were hurt in the traffic accident yesterday. ( )
2. Traffic in Beijing is very good. ( )
3. Michael rides his bike less than before. ( )
4. Cycling does not cause air pollution. ( )
5. It is not easy to park bikes. ( )

1c Read 1a and write down three advantages of cycling. Then add your idea.

Advantage 1: _____

Advantage 2: _____

Advantage 3: _____

Your idea: _____

1d Work in groups and discuss the advantages and disadvantages of riding bikes. The following expressions may help you.

Cycling can ...

It's easy to ...

I agree/disagree with you. I think ...

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2 Listen to the passage and fill in the blanks.

1. Many people around the world use bicycles for _____ and _____.

2. More people in China use bicycles because ⟹

1) bicycles _____ very little.
2) bicycles need _____ space than cars.
3) cycling doesn't cause _____.
4) cycling is a _____.
5) cycling is _____.

3a Talk about the following pictures in groups and complete the sentences.



have an accident



badly hurt



call 120 at once



send ... to the hospital



ask about

1. While the bicycle rider was crossing the road, _____.
2. When the driver came out to have a look, he found _____.
3. As soon as the driver saw what happened, he _____.
4. After the doctors came, _____.
5. After the policeman arrived, _____.

3b Share the whole story in class with the help of the information in 3a. Pay attention to the adverbial clauses of time.

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Section B

1a Look, listen and say.

Kangkang: The bicycle accident in Caishikou Street was really terrible.

Michael: Yes, it was. The young man on the bicycle was very careless.

Kangkang: You know, we should never ride too fast. We should wear bicycle helmets when riding. If we ride at night, we should have lights on the bicycle or wear light-colored clothes.



Michael: Certainly. We should also learn more about the traffic rules. If we break the traffic rules, we may get a fine and even be in danger.

Kangkang: Why don't we go to a traffic station to learn more traffic rules?

Michael: That's a good idea.

1b Listen to 1a and complete the sentences.

1. We should never ride _____ _____.
2. We should wear bicycle _____ when riding.
3. We should have _____ on the bike or wear _____ clothes while riding at night.
4. We should learn more _____ _____.

2a Look at the pictures. Discuss the results of breaking the traffic rules with *if*. The expressions under each picture may help you.



break the rules

get a fine



cross a busy road

be in danger



make a wrong turn

cause trouble



not drive carefully

get hurt

Example:

If you break the rules, you will get a fine.

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2b Match the two parts of the sentences to make traffic rules.

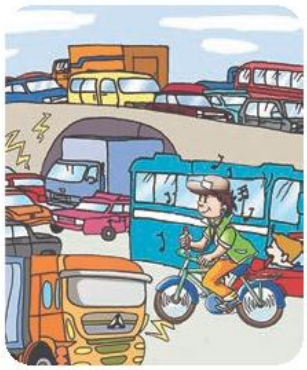
( ) 1. If you ride at night,
( ) 2. If you ride on the street,
( ) 3. If you drive a car in England,
( ) 4. If you drive too fast,
( ) 5. If everyone obeys the traffic rules,
( ) 6. If you park your car in the wrong place,

A. you must be careful.
B. you may have an accident.
C. the roads will be safer.
D. you must drive on the left-hand side of the road.
E. you should have lights on the bicycle or wear light-colored clothes.
F. you will get a fine.

3a Listen and read these sentences. Pay attention to the stress and understand the focus of each sentence.

TIP
You can change the emphasis of a sentence when you change the word that is stressed.

The YOUNG man on the bicycle was very careless.
The young MAN on the bicycle was very careless.
The young man on the BICYCLE was very careless.
The young man on the bicycle was very CARELESS.



3b Work in groups and play the *If Chain Game*. One student makes up a sentence with *if*. The next student says an *if* sentence with the first sentence's result, paying attention to your stress.

Example:
Student One: If you ride too fast, you may have an accident.
Student Two: If you have an accident, you may be hurt.
Student Three: If you are hurt, you won't be able to go to school.
Student Four: ...

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Section C

TIP
When you read a passage, your knowledge of the topic will help you understand it better.

1a Read and understand.

Tick the rules that bicycle riders should know. Then read the passage to learn more.

- ☐ The bicycle riders must pay attention to the traffic around them.
- ☐ The bicycle riders must know traffic signals.
- ☐ The bicycle riders must know and obey the safety rules.
- ☐ The bicycle riders must wear helmets to protect their heads.

The bicycle is one of the most important vehicles in the world. In every country people use bicycles for work, for sport or just for fun.

Bicycle riding is good exercise. It helps people become fit. Bicycle riding can make the riders' hearts and lungs strong. It is also good for the environment because bicycles do not cause pollution.

Bicycles share the road with cars and trucks. Drivers do not always notice bicycles. So bicycle riders must pay attention to the traffic around them and know traffic signals. They must know and obey the safety rules. They must wear helmets to protect their heads. When riding at night, they must wear light-colored clothes, and have lights in the front and reflectors on the back of their bicycles. A bicycle accident may be serious. In case of an accident, bicycle riders should know how to give first aid. If an injury is serious, they must call 120 for help. In a word, the best way to be safe is to be careful.

1b Read 1a and match the topic sentence with each paragraph. Then write a title for the passage in the box above.

Paragraph 1	A. Bicycle riding is good for health and the environment.
Paragraph 2	B. Bicycle riders must obey the safety rules.
Paragraph 3	C. Bicycles are very popular.

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1c **Read again and answer the following questions.**

1. What do people use bicycles for?
2. Why is bicycle riding good exercise?
3. How do bicycle riders protect their heads?
4. What must bicycle riders do when riding at night?
5. If a bicycle rider is badly hurt in a traffic accident, what should he/she do?

2 **Complete the sentences with the correct forms of the words in the box.**

ride	give	if	because	care	safe

Bicycle riding is good exercise.

It is good for the environment _____ it doesn't cause pollution.

Cycling can make bicycle _____ hearts and lungs strong.

You must know how to _____ first aid.

Call 120 _____ an accident happens.

Look out and always be _____.

Everyone should know and obey the _____ rules.

3 **Talk about the pictures. Tick (√) the ones that bicycle riders should do and cross (×) the ones they shouldn't do. Then write a passage.**



wear a helmet



make a call



play on the street



follow the sign

You may begin like this:

Bicycle riding is good exercise. It helps people become fit ... _____

_____

_____

_____

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Section D

Read through Sections A-C and understand the underlined parts in each sentence below.

Grammar

Adverbial Clauses of Condition

If people obey the traffic rules, there will be fewer accidents.

If we ride at night, we should have lights on the bicycle or wear light-colored clothes.

If we break the traffic rules, we may get a fine and even be in danger.

Functions

I agree. It's easy to park bikes, too.

I disagree with you. I think ...

Look out and always be careful.

How well do you know Sections A-C? Now do the following tasks and check.

1 **Read the two passages and mark Q for the sentences that describe the Tour of Qinghai Lake and F for the Tour de France.**

The Tour of Qinghai Lake

Qinghai Lake, the largest salt-water lake in China, lends its name to the province of Qinghai. Twenty-three rivers and streams empty into Qinghai Lake.



If you go there, maybe you can see the Tour of Qinghai Lake. It began in 2002. Now it is the largest bicycle road race in Asia. It has the highest altitude among all the races hosted by the International Cycling Union.

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Tour de France

The Tour de France is the most famous bicycle race in the world. It began in Paris, France, in 1903 and was 1 500 miles long. Today the race covers around 2 000 miles. There are 21 timed stages over three weeks. The athletes have one or two days to rest. They go through the Alps, the Massif Central and the Pyrenees Mountains. The roads are very difficult to ride on. The winner is the person with the best total time. He can do that without winning even one of the stages.



1. The race started in 2002. ( )
2. Today the race covers 2 000 miles. ( )
3. The race began in Paris. ( )
4. It is the largest bicycle road race in Asia. ( )
5. There are 21 timed stages over three weeks, with one or two days to rest. ( )

2 Write a passage according to the accident report form.

Accident Report Form			
Time:	4:40 p.m.	Date:	April 3rd, 2016
Place:	the gate of Sifang Supermarket		
Accident:	A motorcycle hit a student cyclist. The student's right leg was badly hurt and his bike was broken.		

Project

Being Careful to Be Safe

1. Tell about a traffic accident you have seen.
2. Talk about the traffic rules you know.
3. Discuss how to avoid traffic accidents, then write a report.



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Review of Units 5–6

1 **Listen and mark the liaison and intonation. Then read the sentences aloud. Pay attention to the stress.**

1) If you have a dream, just go for it!

2) While you were enjoying your trip to Mount Tai, I was busy preparing for exams.

3) What about the price?

4) Our teacher has something important to tell us.

2 **Fill in the blanks with the correct forms of the words and phrases below.**

as much as　play　because　until　while　if　as soon as

1) The policeman asks the children not _____ on the street.

2) I don't smoke _____ I used to.

3) Last Sunday he didn't wake up _____ 9 o'clock.

4) Tom will write to me _____ he arrives in Shanghai.

5) It's a really useful book _____ it explains everything very well.

6) Kangkang's father was reading the newspapers _____ Kangkang was doing his homework.

7) We are going to the Great Wall _____ it doesn't rain tomorrow.

3 **Complete the sentences with the correct forms of the verbs in the box. Then match the sentences with the correct sentence structures.**

TIP
If you know about the sentence structures, you will understand long and difficult sentences more easily.

arrive　taste　keep　give　be　need

1) The food _____ delicious.	S+V
2) They _____ yesterday morning.	S+V+P
3) We _____ them some money last week.	S+V+O
4) I _____ your help.	S+V+IO+DO
5) We should _____ the classroom clean all the time.	There be ...
6) There _____ two tall trees behind my house.	S+V+O+OC

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4 A. Listen and match the names with the people in the picture.

a. Jim

b. Kate

c. David

d. Mary



B. Listen again and complete the table.

Name	Linking verb	Feeling	Reason
Jim	felt	excited	
Kate		happy	
David		excited	
Mary			

5 Listen to the conversation and mark T (True) or F (False).

1) Jane is going to stay in hotels in England. ( )
2) Kangkang thinks camping is dangerous. ( )
3) Jane is going to stay in England for two weeks. ( )
4) Kangkang is going to spend a week of August in New York. ( )
5) Kangkang will stay with a family to improve his English. ( )

6 What should you do when you have the following problems? Discuss each problem with your partner and try to find a solution for each one.



( )

While you are crossing the road, the pedestrian light turns red.



( )

You are playing in the middle of a country road when a car suddenly comes.

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( )

A person walks across the road while you are riding a bike.



( )

The light from the truck is too strong for you to see anything.

Solutions:

A. Try to stay there and don't move until the truck passes.

B. Stop your bike. Let the person cross the road first.

C. Look out! Don't move. Wait until the pedestrian light turns green.

D. Get to the right side and try to stay there.

7 Read and choose the correct answers.

Last December, I went to Europe ___1___ the Christmas holiday. I visited many ___2___ : England, France, Spain, Italy, Switzerland and so on. The clothes in Paris are very popular, so I decided ___3___ a French dress for my mother and a pair of ___4___ for my father. I also bought some Christmas cards and sent them to my friends in China. I thought they would be ___5___ when they received them. I spent Christmas Eve with my French friends in Paris. We prepared a lot of food and had a wonderful time.











( ) 1)	A. spend	B. spent	C. spends	D. to spend
( ) 2)	A. countries	B. towns	C. villages	D. cities
( ) 3)	A. bought	B. buy	C. to buy	D. buys
( ) 4)	A. pens	B. pants	C. sunglasses	D. jackets
( ) 5)	A. excited	B. exciting	C. worried	D. worrying

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8 **Read the passage and complete the traffic accident report. Then write a title for it.**

Saturday, April 2nd, 2016

_____

Bicycles are popular. Most people think bicycles are much safer than other vehicles. But sometimes bicycle accidents do happen. They can bring people sadness and death.

At about 4:15 yesterday afternoon in Caishikou Street, a young man was riding his bicycle very fast while listening to an MP3. Meters away, there was a sharp turn to the left. But the young man didn't slow down. Suddenly a truck came from the opposite direction. To keep from hitting the truck, the young man ran into the wall and hurt his arm badly. The truck driver rushed to him, called 120 and took him to the hospital.



Accident Report Form	
Time: _____	Date: _____
Place: _____	
Accident: _____	



9 **Next Saturday you will have a day out with your friends. Make a plan according to the information below.**

Place	Time	Activity	Tip
Walden Lake	Next Saturday meet: 7:00 leave: 7:30 return: 4:00	swim in the morning go fishing after lunch	take enough water take proper clothes take your sunglasses follow traffic rules swim carefully

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UNIT 7 Food Festival

TOPIC 1 We're preparing for a food festival.

Section A

1a **Listen, look and say.**

Jane: Do you know about Craig Kielburger?

Kangkang: Yes. He is from Canada and he started Free the Children.

Michael: He was only twelve years old when he started to help poor children.

Maria: Yes. Free the Children has built over 700 school rooms in many countries.

Jane: Young people like us raised most of the money.

Kangkang: Really? Then shall we have a food festival and raise money to give to Free the Children?

Jane: Good idea! They are trying to build a school in Kenya. When and where shall we have the food festival?

Kangkang: I think we can have it on our school playground on Sunday.

Maria: I will turn to our teachers.

Michael: My task is to make a poster.



Craig Kielburger, aged 12, on his first trip to South Asia

Kangkang: Good! I'll get in touch with Craig Kielburger on the Internet to get more information about him.

Jane: I will think about how to hold the food festival.

Maria: Great! Let's try our best to make it a success.

1b **Listen to 1a and mark T (True) or F (False).**

1. Craig is a twelve-year-old Canadian boy. ( )
2. Craig started Free the Children to help poor children. ( )
3. Free the Children has built over 700 school rooms in the world. ( )
4. Free the Children plans to build a school in Kenya. ( )
5. Kangkang will call Craig to get more information about him. ( )

1c **Read 1a and match the information. Then read the sentences aloud.**

Jane thinks (that)	she will turn to their teachers.
Kangkang knows (that)	young people like them raised most of the money.
Michael says (that)	Craig comes from Canada.
Maria says (that)	Craig was 12 when he started to help poor children.

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1d **Discuss what the food festival will be like with the help of the pictures and the example.**







Example:

A: What will the food festival be like? Can you imagine it?

B: I imagine (that) we will prepare many delicious foods.

C: ...

2 **Discuss what the children should prepare for the food festival. The following example and phrases may help you.**

Example:

A: Do you think (that) the children need to *make tea*?

B: Yes, I think so. / No, I don't think so. I think they need to *cook soup*.

make tea	make chocolate cookies	set the table
cook soup	make biscuits	make fruit juice
make cheese pies	make strawberry pancakes	make a poster

3 **Listen to the conversations and match the people with what we can do for them.**

the children in poor areas	help them clean the houses
the blind children	give dolls to them to make them happy
the children in hospital	sell newspapers to raise money for them
the old people	visit them and cheer them up

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Section B

1a Look, listen and say.

Jane: Hello, Michael! What would you like to cook for the food festival?

Michael: I'm thinking about that. I have a sweet tooth, and I think a lot of students will buy western food, such as American chocolate cookies and Greek cheese pies.

Jane: That's a good idea. I like Indian food, so I plan to cook Indian curries.

Kangkang: Wonderful! I think Chinese fried rice and Japanese sushi are easy to cook. What's more, I'm sure that fried rice and dumplings will be popular.

Maria: You're right. But what should I serve, Italian pizza, South African beef curry or Russian black bread?

Kangkang: I think beef curry is OK.

Michael: That's good enough. I believe we'll raise a lot of money for Free the Children.

1b Listen to 1a and complete the passage.

Jane, Michael, Kangkang and Maria are talking about what they would like to cook for the food _____. Michael would like to prepare some _____ food, such as American chocolate _____ and Greek cheese _____. Jane plans to _____ Indian curries. Kangkang is sure that Chinese fried _____ and dumplings will be popular and Maria will serve South African _____ curry.

1c Where are the foods from? Listen to 1a again and match. Then make similar conversations after the example.

A. American	B. Indian	C. Chinese	D. Greek
E. Japanese	F. Russian	G. South African	H. Italian


cheese pies


curries


pizza


beef curry


chocolate cookies


fried rice


sushi


black bread

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Example:

A: Where do you think *cheese pies* are from?

B: I think/guess (that) they are from Greece.

TIP

You can remember names of countries and their people easily if you make a list of them. For example, India-Indian; Russia-Russian; Italy-Italian

2 **Listen and fill in the blanks. Then practice with your partner, paying attention to the pronunciation and intonation.**

Kangkang 19:45:30

Hello, Craig! This is Li Weikang from Beijing, China. I'm a student in Beijing International School.

Craig 19:46:43

What can I do for you?

Kangkang 19:47:20

Oh, I know you _____ Free the Children and help poor children. So my friends and I decided to help you _____ some money.

Craig 19:48:05

Thank you very much.

Kangkang 19:49:15

It's a pleasure. Well, we are _____ for a food festival. May I _____ you to our food festival?

Craig 19:51:01

I'd love to, but I'm sorry I can't, because I _____ these days.

Kangkang 19:51:58

It's a great pity, but never mind. We decided to _____ about you. Will you please tell me something about yourself and Free the Children?

Craig 19:56:15

Sure. But I'm busy now. I'll send you an email _____, OK?

Kangkang 19:57:26

OK, thanks a lot. My email address is Kangkang@hotmail.com. Bye-bye!

3a **Read the pairs of words and phrases aloud, paying attention to the sounds of the underlined letters. Then listen and try to imitate.**

/aʊ/ - /ʌ/ : down—done town—ton found—fund ground—grunt

found money town's fund enough houses touch ground

3b **Read the sentences, paying attention to the stress and weak form. Then listen and try to imitate.**

1. I'm 'sure that 'curries and 'dumplings will be 'popular.
2. I 'think that 'we can 'sell 'newspapers to 'raise 'money.
3. I 'guess that 'they are on our 'school 'playground.

TIP

The structural words such as *that* are often unstressed.

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Section C

1a **Read and understand.**

Look at the pictures and decide whether the following statements are true or false before reading. Then read and check.

TIP

You will become a better reader if you can predict, use your known knowledge and find key words and ideas while reading.









1. The story of a Pakistani boy changed Craig's life. ( )
2. Children went to work in factories because they didn't want to go to school. ( )
3. Craig believes that as a child he can not make a change. ( )
4. More children will study in Craig's schools in Kenya. ( )

Dear Kangkang,

Thank you for inviting me to your food festival. I regret that I cannot come.

Let me tell you something about myself, Free the Children and my new school. I was born in Canada on December 17th, 1982 and spent my childhood there. I often take part in sports. My favorite food is fried chicken. I like to help people.

In 1995, when I was twelve, I read an article about a twelve-year-old Pakistani boy, Iqbal, in the newspaper. It changed my life. He started working in a factory when he was only four. He knew children should go to school instead of working in factories all day. He decided to fight against the bosses. As a result, a bad man killed him. I was so angry that I decided to help them. I gathered my friends and started a group, the Twelve Twelve-Year-Olds. Soon many children joined us and the group became Free the Children. We raised money to help child workers go to school. "Children Helping Children" is our motto. I believe one person can make a change. Now Free the Children has 100 000 members in 35 countries who are helping children. In Kenya there are poorly-built schools with no roofs or walls, so Free the Children is building new schools there to help them.

Sincerely,

Craig

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1b **Read 1a again and complete the tables.**

1. Craig ⟹
   - Birthday: _____
   - Birthplace: _____
   - Favorite food: _____
   - What kind of person: _____
   - What changed his life: _____
   - What group he started: _____

2. the Pakistani boy ⟹
   - Started working at the age of _____
   - Decided to fight against _____
   - Was killed at the age of _____

3. Free the Children ⟹
   - Former name: _____
   - Purpose: _____
   - Motto: _____
   - Members: _____
   - Countries: _____

1c **Suppose you are a reporter and interview Kangkang about Craig and Free the Children. Make a conversation with the help of 1b.**

You may begin like this:

A: Hello, Kangkang! Would you please tell us something about Craig?

B: Sure! …

2 **Discuss with your partner what you will do for Free the Children.**

3 **Complete the invitation to one of Kangkang's friends. Then share it with the whole class.**

TIP

An invitation should be brief, in a proper form and include who, when, what and where in it.

May 9th

Dear David,

I would like to _____ you to the international food festival at Beijing International School at 11:00 a.m. on Sunday, May 16th. We students will _____ many delicious international _____ and sell them in order to _____ money for a village school in Kenya.

Hope to see you then!

Sincerely,

Kangkang

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Section D

Read through Sections A-C and fill in the blanks with the correct words.

Grammar

Object Clauses (I)

I think _____ we can have it on our school playground on Sunday.

I'm sure _____ fried rice and dumplings will be popular.

Functions

Wonderful!	That's good enough.
May I invite you _____ our food festival?	It's a great _____.
I'll _____ you an email later on, OK?	Never mind.

How well do you know Sections A-C? Now do the following tasks and check.

1a **Read the poster and answer the questions on Page 62.**



TIP

A poster usually gives answers to Wh-questions, i.e. what, when, where, why, who, etc.

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1. When and where will Kangkang and his classmates have the food festival?

_____

2. Why will they have the food festival?

_____

1b **Talk with your partner about the poster in 1a, using object clauses.**

Example:

I know that their food festival will be helpful.

I think that Craig Kielburger is a very good young man.

I hope that I will help to raise money for Free the Children.

2 **There will be a parents' meeting in your class next Sunday. Help your teacher write an invitation. You may use the following information.**

1. To: Mr./Mrs. ××
2. Hosted by: Class ××, Grade××
3. Place: the hall of ×× School
4. Time: 8:00 a.m. – 10:00 a.m.
5. Date: May 23rd
6. Topic: how to improve the students' health

Dear Mr./Mrs. _____,

_____

_____

_____

Sincerely,

_____

3 **Read and understand the following proverbs. Then learn them by heart.**

1. You can't have your cake and eat it, too.
2. Don't put all your eggs in one basket.
3. Birds ready cooked do not fly into your mouth.

Project

Preparing for a Party

1. Discuss who you will invite and what food you will prepare.

2. Make phone calls to the people you will invite. You may use the following questions.

May I invite you to ...? / Would you like to ...?

3. Make invitations and send them to the people you'll invite.

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TOPIC 2 I'm not sure whether I can cook it well.

Section A

1a Listen, look and say.



Kangkang: Mom, I'd like to make fried rice for our food festival. But I'm not sure whether I can cook it well.

Mother: I'm glad that you are trying to help others. I'm proud of you! Would you like me to help you?

Kangkang: Yes, please. It's very kind of you.

Mother: Look. It's easy, Kangkang. But you must cook very carefully. First, cut some cooked meat very finely.

Kangkang: Like this?

Mother: Yes. Well done! Next, you need to put some oil in the pan. Then fry the meat lightly.

Kangkang: What do I need to do after that?

Mother: You need to add the rice slowly. Fry it for a few minutes. Finally, add some salt.

Kangkang: Yeah! Cooking is fun!

1b Listen to 1a and complete the table.

	Ingredient	Step
 fried rice	1. cooked meat	First, _____ some cooked meat very finely.
	2. _____	_____, put some oil in the pan.
	3. _____	Then, fry the meat lightly. After that, add the rice slowly.
	4. _____	_____, add some _____.

1c Read 1a and practice in pairs. Then make up a new conversation .

You may begin like this:

A: I want to make fried rice. Would you mind teaching me?

B: Certainly not. It's easy. First ...

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2a **Read the instructions for cooking noodles and fill in the blanks with the correct forms of the given words.**

TIP
Knowing rules of word formation can help you understand and remember new words.

First, put a large pot on the cooker carefully (careful). Boil some water in the pot, and add pork bones to make bone soup. Second, cut up ham, cabbage and green onions _____ (fine). Next, cook noodles for 3–5 minutes in another pot. Then, put the noodles in a bowl at once. After that, fill the bowl 70%–80% full with bone soup _____ (slow). Finally, add the ham, cabbage, green onions and some salt _____ (light).

2b **Circle the step words in 2a and put the pictures in the right order by filling in the correct step words.**



( ) ( ) ( ) (first) ( ) ( )

3a **Listen to the passage and choose the best answers.**

1. Many parents dislike their children eating pizzas and hamburgers because _____.
   A. they are too quick
   B. they are expensive
   C. they think they're unhealthy
2. Junk foods are _____.
   A. foods that taste good
   B. foods that have much oil
   C. foods that are not good for health
3. What can we put on a pizza or a hamburger to make them healthier?
   A. Vegetables.
   B. Much oil.
   C. Much meat.
4. What's the main idea of the passage?
   A. Children like pizzas and hamburgers.
   B. Pizzas and hamburgers are junk food.
   C. We can eat pizzas and hamburgers healthily.

3b **Work in pairs and talk with your partner about the fast food in China.**

You may begin like this:

A: What do you think of the food in McDonald's or KFC?

B: I like the food in KFC very much because ... / I don't like to eat in McDonald 's because ...

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Section B

TIP

Words like *first, second, next, then, after that* and *finally* can make your instruction or description clearer.

1a Look, listen and say.

Kangkang: What's your favorite snack, Michael?

Michael: Oh, it's a sandwich with butter, honey and a pear.

Jane: Could you tell us how to make it?

Michael: Sure. First, take two pieces of bread and put some butter on them. Next, cut a pear into small pieces carefully. Then put them on the bread lightly. After that, put some honey over the pear slowly. Finally, put the pieces of bread together.

Kangkang: Would you mind if we learn to make it from you?

Michael: Of course not. Let's do it together.

(*A few minutes later*)



Jane: Kangkang, you did quite well.

Kangkang: Thanks. But I think you did better than I. Wow, Michael did best of all.

Michael: Thank you. Practice makes perfect.

1b Listen to 1a and fill in the blanks.

Favorite snack: _____

Ingredients: 1. bread 2. _____ 3. pear 4. _____

Process: _____, take two pieces of bread and put some butter on them.

Next, cut a pear into small pieces _____.

_____, put them on the bread _____.

After that , put some honey over the pear _____.

_____, put the pieces of bread together.

1c Read 1a and retell the process of making a sandwich, using *first, next, then* ... based on 1b.

2 Look at the pictures and match the parts of the sentences.







Michael arrives	early.
Kangkang arrives	earlier.
Jane arrives	earliest.

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Michael cooks well.
Kangkang cooks better.
Jane cooks best.







Michael stays long.
Kangkang stays longer.
Jane stays longest.

3 **Listen and number the sentences to form a conversation. Then practice with your partner.**

( ) OK, let me try. (*Slurp!*)
( ) Well, in Cuba, it's impolite to eat so noisily. I don't know if it is polite in Japan.
( ) OK. Mm, it's delicious. (*Slurp!*)
( ) Not bad, Maria.
( ) Kumiko, is it too hot?
(1) Come on, Kumiko! Help yourself to some soup.
( ) No. Why?
( ) Oh. In Japan, it's polite to do that. It means you like the food very much.



4a **Read the pairs of words aloud, paying attention to the sounds of the underlined letters. Then listen and try to imitate.**

/tʃ/ - /dʒ/ : cheap—jeep chain—Jane cheer—jeer choose—juice

4b **Listen and read the conversation, paying attention to the intonation and pause. Then practice with your partner.**

TIP
When you describe more than one step, you often use rising tone for such words as *first*, *second* before you come to the end.

A: Would you like to tell me how to cook the meal?
B: Sure. What do you want to learn?
A: Could you teach me how to make fried rice?
B: Yes, it's easy. First, cut some cooked meat very finely. Next, put some oil in the pan. Then fry the meat lightly. After that, add the rice slowly and fry it for a few minutes. Finally, add some salt.
A: Yeah! Cooking is fun!

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Section C

TIP

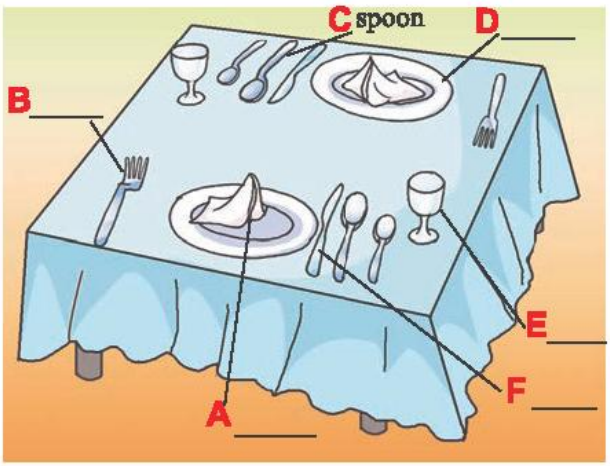
Knowing about the differences in table manners in different cultures is very helpful for you to succeed in cross-cultural communication.

1a Read and understand.

Look at the picture and write the words on the lines.

If you go to a formal western dinner party for the first time, you'd better know about western table manners. It's polite to follow them.

When you sit down at the table, take your napkin and put it on your lap. When you start dining, you should keep the fork in your right hand. If you use your knife, then put the fork in your left hand. The dinner always starts with a small dish. It's polite to eat up the food on your plate, so don't take more food than you need. Maybe you don't know whether it's polite or not to speak loudly at the table. The answer is that you should speak quietly and smile a lot. When you drink to someone, you'd better raise your cup or glass and take only a little. Remember not to drink too much. If you can't remember these rules, just do as other people do.



1b Read 1a and mark T (True) or F (False).

1. When you start dining, you should take your napkin first and put it on your lap. ( )
2. At the table, people always keep the fork in their left hands. ( )
3. It's impolite to eat up the food on your plate. ( )
4. It's polite to speak loudly and smile a lot. ( )
5. When you drink to someone, you should raise your glass and take only a little. ( )

1c Read 1a again and underline the key points about western table manners. Then work in groups and compare them with Chinese table manners.

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2 Match the pictures with the conversations. Then practice in pairs.

( ) A: Can you tell me if it's polite to eat with your arms or elbows on the table in America?
B: Yes, I can. It's impolite.

( ) A: Do you know whether or not it's impolite to smoke during a meal in France?
B: Yes, I do. It's impolite.

( ) A: We know people use a spoon and a fork to eat in Thailand. Do you know whether they use knives?
B: Yes, I do. They don't use them.

( ) A: I know Indians eat with their right hands. I don't know if there's no need for knives, forks or chopsticks.
B: No, there's no need.

A 

B 

C 

D 

3 Discuss eating customs in different countries, using object clauses.

Example:

Is it polite to point at people with chopsticks in China?

A: I want to know whether/if it is polite to point at people with chopsticks in China.

B: I don't think that it is polite to point at people with chopsticks in China.

1. Is it polite to eat soup very quietly in most African countries?
2. Can people smoke during a meal in France?
3. Will people leave as soon as they finish eating in western countries?
4. Do Americans eat food like chicken legs with their fingers?
5. Does a formal western dinner always start with a small dish?

4 Write a short passage about table manners in China, using object clauses and the information you have collected in 1c.

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Section D

Read through Sections A-C and understand the underlined part of each sentence.

Grammar

Object Clauses (Ⅱ)

But I'm not sure whether/if I can cook it well.

Can you tell me if/whether it's polite to eat with your arms or elbows on the table in America?

Do you know whether or not it's impolite to smoke during a meal in France?

Comparative and Superlative Degrees of Adverbs (Ⅰ)

Jane arrives early. Michael arrives earlier.

Kangkang arrives earliest.

Functions

First ... Second ... Next ... Then ... After that ... Finally ... Well done!

Would you mind if we learn to make it from you? Of course not.

Remember not to drink too much.

How well do you know Sections A-C? Now do the following tasks and check.

1 **Read the passage and underline the different eating habits in different areas. Then retell the passage and share it with the whole class.**

Eating Habits

People around the world have different eating habits.

In North America, Australia and Europe, there are two or more courses for every meal and people use knives and forks to eat.

In the southern part of China, people eat rice a lot, while in the north people often eat noodles. In the central and western parts, people are far away from the sea, so they don't eat much seafood. But all Chinese people use chopsticks to eat.

In parts of India, people use their fingers to pick up the food.

In Thailand, people eat with a spoon and a fork and they don't use knives at all.

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In Korea, people use spoons or chopsticks to eat, but it is not polite to use both of them at the same time.

2 Suppose you are Beth. Report the following interview notes to your partner.

Beth	Tom
Is the most popular food in your restaurant hot dogs?	Yes, it is.
Are the sausages in your hot dogs different from those in others?	Yes, they are.
Are dumplings your favorite Chinese food?	No, they aren't.
Do you like Chinese food?	No, not at all.

Example:

I ask Tom if/whether the most popular food in his restaurant is hot dogs. And he says it is.

3 Look at the pictures and write a passage about how to cook chicken soup.



cut up　wash　put ... into　boil　add salt, green onions　ready, enjoy

Project

Table Manners in Different Countries

1. Prepare some hats with country names, such as Japan and Cuba on them.
2. The students wearing the hats will do some eating actions. The other students guess and discuss.
   What's he/she doing?
   Is it polite to do this during dinner in Japan/Cuba ...?
   Is it polite to put arms or elbows on the table in Japan/Cuba ...?
3. Write a passage about table manners in different countries.

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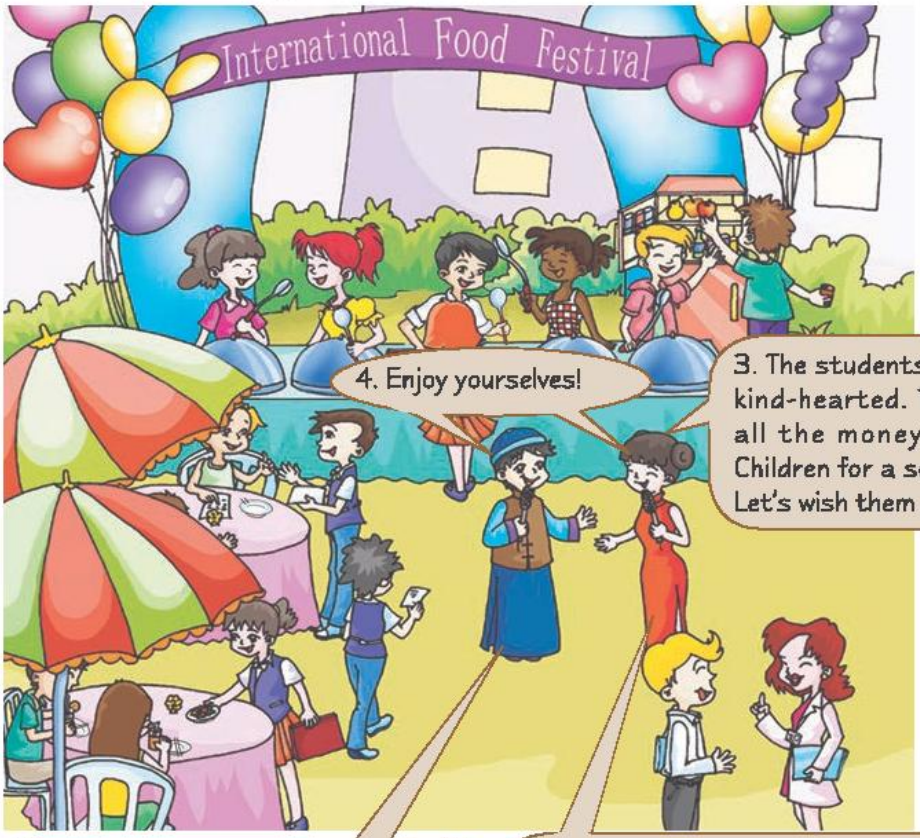
TOPIC 3 I cooked the most successfully.

Section A

1a Listen, look and say.



1b Listen to 1a and fill in the blanks.

Event	The _____ International Food Festival
Place	Beijing International School
Action	prepare different delicious foods for sale, such as fried _____, _____ pies and _____ curries
Purpose	raise _____ to send to Free the Children for a school in Kenya

1c Read 1a and act out 1a as hosts with your partner.

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2a **Look at the bill and complete the conversation. Then listen and check.**

(*Mr. and Mrs. Yang come to the food festival. They are reading the menu.*)

Waitress: May I take your order?

Mr. Yang: Sure. We'd like _____, _____ and _____.

Waitress: Which kind of drink would you like, beer or a soft drink?

Mr. Yang: I'd like a bottle of Tsingtao beer.

Mrs. Yang: I think I'll have _____.

Waitress: Anything else?

Mrs. Yang: Two bowls of _____.

Waitress: OK. Thanks for your order.

(*Twenty minutes later*)

Mr. Yang: Mm, how delicious! The Beijing Roast Duck smells nice and tastes delicious.

(*Forty-five minutes later*)

Mr. Yang: May I have the bill, please?

Waitress: Let me see. It's ¥_____.

Mr. Yang: Here you are.

Waitress: Here's your change. Thanks for coming!

INTERNATIONAL FOOD FESTIVAL

Beijing Roast Duck	38.00
Corn salad	5.00
Vegetable soup	3.50
Tsingtao beer	10.00
Tea	2.00
Rice(2)	2.00
TOTAL:	60.50

Thank you for coming!

2b **Read 2a and fill in the blanks.**

Mr. and Mrs. Yang came to the food festival. Mr. Yang _____ Beijing Roast Duck, corn salad and _____. Mrs. Yang ordered two _____. It took about _____ minutes to prepare the dishes. They thought that the Beijing Roast Duck was nice and _____. Mr. Yang drank _____, and Mrs. Yang drank _____. Mr. Yang paid the _____. They enjoyed themselves.

3 **Listen to the conversation and complete the table.**

Person	Food	Drink
Lucy	a _____ and a(n) _____ pie	a glass of _____
mother		a glass of _____
father	two _____, a bowl of _____	a bottle of _____
		Total: ¥_____

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Section B

1a Look, listen and say.

Kangkang: Hello! Beijing International School.

Mr. Zhao: Hello! This is Mr. Zhao. I know you're holding a food festival. Could I order a meal by phone?

Kangkang: Sure. What would you like?

Mr. Zhao: I'd like fried rice, roast chicken and a bottle of lemon tea.

Kangkang: Anything else?

Mr. Zhao: No, that's all. My office is at No. 62 on Beisihuan Road.

Kangkang: OK! We'll send the food to you in thirty minutes. See you soon.

Mr. Zhao: Thanks a lot. See you.

International Food Festival

✲ MENU ✲

SOUPS

Bone soup ¥5.00 Tofu soup ¥3.50 Chicken soup ¥4.00 Vegetable soup ¥3.50

STAPLES

Fried rice ¥8.00 Fried noodles ¥8.00 Hot dog ¥3.00 Meat pie ¥10.00
Sandwich ¥9.00 Hamburger ¥10.00 Rice ¥1.00

MAIN COURSES: SPECIAL DISHES

Roast chicken ¥10.00 Italian pizza ¥8.00 Fish curry and bread ¥10.00
Chicken curry ¥15.00 Cheese pie ¥10.00 Pork, beans and cabbage ¥15.00
Sausage ¥15.00 Beijing Roast Duck ¥38.00 Beef curry with carrots ¥10.00

DESSERTS

Fruit salad ¥4.00 Corn salad ¥5.00 Pear pancake ¥4.00 Ice cream ¥3.00

DRINKS

Coke ¥3.00 Coffee ¥5.00 Tea ¥2.00 Apple juice ¥3.00
Beer ¥10.00 Wine ¥15.00 Milk ¥3.00 Lemon Tea ¥3.00

1b Read the menu above. Then listen to 1a and complete the table.

International Food Festival Order				
Name				
Address				
Order	soup		dessert	
	staple		drink	
	main course			

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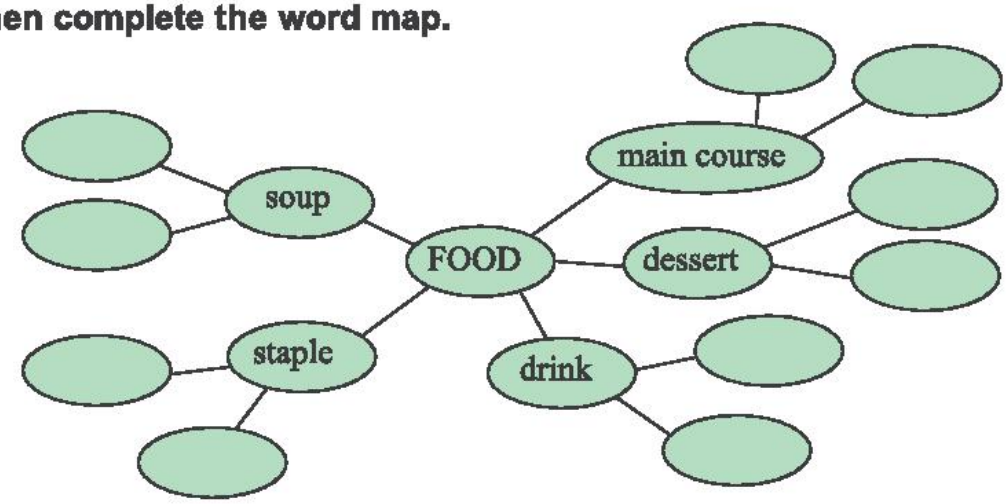
1c **Interview your partner about the food and drinks he or she likes. Then complete the word map.**



2 **Place an order by following the examples with the words of foods in 1a.**

Example:

A: Hello! Could I order a meal by phone?

B: Sure. What would you like?

A: I'd like ...

B: OK. Where shall I send the meal?

A: My address is ...

B: OK. We'll send your meal in 20 minutes.

A: Bye.

Example:

A: Welcome to our restaurant! Please have a seat.

B: Thank you. May I have the menu, please?

A: OK. Here it is. May I take your order, sir/madam?

B: Sure. I'll have ...

3a **Read the pairs of words aloud, paying attention to the sounds of the underlined letters. Then listen and try to imitate.**

/əʊ/ - /ɔː/ : so—saw older—order coal—call

/əʊ/ - /uː/ : soap—soup chose—choose coal—cool

3b **Listen and read the conversation, paying attention to the intonation, pause and liaison. Then practice with your partner.**

A: Hello! May I take your order, sir?

B: Certainly. I'd like fried rice, roast chicken and a bottle of lemon tea.

A: Anything else?

B: No more. Thank you.

TIP

You should use the rising tone when you list things before the "and" in the sentence.

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Section C

1a **Read and understand.**

Look at the pictures and decide whether the following statements are true or false. Then read and check.

TIP

When reading a passage, you can emphasize the major points through coloring, underlining, circling and so on.







1. All the teachers loved the food, but some of the parents didn't. ( )
2. Kangkang did a better job than Jane and Maria. ( )
3. The children made over ¥1500 for Free the Children. ( )

Dear Craig,

How are you these days? I have some good news to tell you.

The first International Food Festival went very well, and the results were worth the effort. Both the parents and the teachers loved the food. Maria cooked very successfully. She sold 35 dishes of beef curry. Jane cooked more successfully. She sold 45 Indian curries. I cooked the most successfully. I sold 50 bowls of fried rice. But the most popular food was fried noodles. The students were happy, and I think you will be as happy as all the students. We worked very hard, and in the end we made over ¥1 500. We'll send the money to you.

Best wishes to you!

Sincerely,

Li Weikang

1b **Read 1a again and understand the underlined sentences. Then make new sentences by following them.**

Action	Adverb	Maria	Jane	Kangkang
cut the meat	finely	✲	✲✲	✲✲✲
fry the fish	lightly	✲✲✲	✲	✲✲
wash the vegetables	carefully	✲✲	✲	✲✲✲

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2 **What do you think is the correct way to eat the food? Discuss with your partner after the example.**






Food	Way to eat	Food
steak	fingers	sandwich
fruit salad	knife and fork	sushi
ice cream	chopsticks	chicken curry
fried noodles	spoon	tofu soup
fried chicken		

Example:

Maria: What did you make for the food festival, Mina?

Mina: I made fried noodles.

Maria: How do we eat them? Do we need a fork?

Mina: No, you use chopsticks.

Maria: Oh, I don't think I can eat it very neatly!

Mina: Well, if you want to, you can use forks to eat fried noodles.

3 **Survey your classmates about the food they like and complete the table. Then report to your classmates.**

Name	Western food	Reason	Chinese food	Reason
Jane	sausage	quick, delicious	dumplings	delicious
Kangkang	Italian pizza	delicious, cheap	noodles	healthy
...				

You may report like this:

Jane likes sausage because she thinks it is quick and delicious. _____

_____

_____

_____

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Section D

Read through Sections A-C and fill in the blanks with the correct words.

Grammar

Comparative and Superlative Degrees of Adverbs(Ⅱ)

Maria cooked very successfully.

Jane cooked _____ successfully.

I cooked _____ successfully.

Functions

Let's _____ them success!

Enjoy _____!

Thanks _____ your order.

_____ I have the bill, please?

_____ your change.

The results were _____ the effort.

How well do you know Sections A-C? Now do the following tasks and check.

1a **Healthy eating has a lot to do with good habits. Tick the habits you have. Then read and check.**

- ☐ drink enough water
- ☐ choose your snacks carefully
- ☐ have meals regularly
- ☐ choose sea salt
- ☐ eat healthy meat
- ☐ eat fruit and vegetables
- ☐ eat a healthy breakfast
- ☐ eat less for your supper

Healthy eating is important for us. What and how should we eat to be healthy?

First, we need to have enough food, never too much or too little. The food must be clean and we should cook it in a right way.

Second, it's very important for us to have different kinds of foods. Bread, meat, fish, eggs, milk, fruit and vegetables are all necessary parts of a good diet. Bread gives us energy. Meat, fish, eggs and milk help our bones grow. Fruit and

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vegetables make us more healthy.

Third, we should eat regularly. It's said that half of the students don't have breakfast regularly or don't eat anything at all in the morning. It is bad for their health. In fact, a good breakfast keeps us strong.



In short, we should not only eat enough good, healthy food but also eat regularly.

1b **Read 1a again and complete the following tasks.**



1. Write a good title for the passage.
2. Color the introduction and conclusion part.
3. Underline the topic sentences of Paragraphs 2-4.
4. Answer the following questions.
   1) What kinds of food should we eat to keep healthy? Why?
   2) How should we eat to be healthy?
   3) What should we do to keep healthy?

2 **Rose, an American girl, is going to visit China. Write an email to tell her something about eating habits and how to eat healthily in China.**

Project

Healthy Eating Habits

1. Discuss in groups and make a list of healthy food and drinks.

1) What do you usually eat for breakfast, lunch and dinner?
2) What are your favorite food and drinks?
3) What do you think are healthy food and drinks? List at least three of each.

2. Make a menu for a week.

Meal	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
breakfast							
lunch							
supper							

3. Report to the class the reasons you choose the food for your menu.

4. Choose the best menu and then present it to the class.

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Review of Unit 7

1 **Read aloud and circle the word with a different sound for the colored letters in each group.**

1) chopstick	chicken	chips	headache
2) soup	about	shout	loud
3) born	story	world	short
4) noodle	school	food	cook
5) cream	health	tea	eat
6) diet	fried	pie	lie

2 **Read the following poem aloud and pay attention to the rhythm.**

'Jack and 'Jill went 'up the 'hill.
To 'fetch a 'pail of 'water.
'Jack fell 'down and 'broke his 'crown.
And 'Jill came 'trembling after.



3 **Combine the two sentences into one with an object clause.**

1) Does Mr. Brown enjoy living in China? Could you tell us?
→Could you tell us _____ Mr. Brown _____ living in China?
2) Is the girl good at cooking? Do you know?
→Do you know _____ or not the girl _____ good at cooking?
3) Will the train leave soon? I want to know.
→I want to know _____ the train _____ soon.
4) Peter often helps his mother cook on Sunday. She tells me.
→She tells me _____ Peter often _____ his mother cook on Sunday.

4 **Listen to the passage and complete the table. Then retell the story to your partner.**

Craig Kielburger and his organization	
What's the name of it	Free the Children
When he started it	when he was _____
Why he started it	read a _____ about a poor boy who was _____ knew many children in some countries couldn't _____
What it does	help develop the education in some countries have built more than _____ schools and school rooms provide clean _____ and _____ care

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5 **Read the passage. Then help Li Ming complete the questionaire about Sam's food preference.**

I'm Sam. On weekdays I have a quick breakfast. I usually have a hot dog, a glass of milk and a cup of tea. I never drink coffee. On Saturday we have a rich breakfast with sandwiches and butter, eggs and meat pies because we have more time at the weekend.

For lunch I have chicken, lamb or sometimes fish because I want something hot. I never have beef. I don't like it at all. I usually have a salad with my lunch and a glass of apple juice. I don't like cola at all.

We often have dinner at 7:30 p.m. We sometimes have lamb and sometimes chicken with potatoes and carrots.

Questionnaire

Please fill in this questionnaire about the food you like and dislike.

Name: Sam

Breakfast	**Like**	**Dislike**
sandwiches	☐	☐
fried rice	☐	☐
hot dogs	☐	☐
butter	☐	☐
egg	☐	☐
meat pie	☐	☐
drinks		
tea	☐	☐
coffee	☐	☐
milk	☐	☐



Lunch and dinner	**Like**	**Dislike**
meat		
lamb	☐	☐
chicken	☐	☐
beef	☐	☐
fish	☐	☐
vegetables		
tomato	☐	☐
carrot	☐	☐
potato	☐	☐
salad	☐	☐
drinks		
cola	☐	☐
apple juice	☐	☐

6 **Write an email to your friend about what you and your family usually eat and drink.**

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UNIT 8 Our Clothes

TOPIC 1 We will have a class fashion show.

Section A

1a **Listen, look and say.**

Jane: Hi, Maria! You look great today. What a nice coat!

Maria: Thank you. My father says that it's a Chinese Tang costume. It feels quite soft and smooth. I liked it so much that my father bought it for me.



Jane: Is it a cotton one?

Maria: No, it's a silk one.

Jane: My old coats are so short that I want to buy some new ones. And you know we will have a class fashion show next Monday.

Maria: Well, do you have time tomorrow? Let's go shopping together.

Jane: Good idea! Shall we meet at the school gate at 8:00 a.m.?

Maria: All right. See you tomorrow.

1b **Listen to 1a and circle True or False.**

1. Jane has a nice coat. True False
2. Maria likes the Chinese Tang costume very much. True False
3. The new coat is a silk one. True False
4. Jane wants to buy some new skirts for the class fashion show next Monday. True False
5. They will meet at the school gate at 8:00 a.m. True False

1c **Read 1a and underline the sentences with *so ... that ...* Then fill in the blanks according to the pictures.**









1. Maria's coat is _____ _____ _____ she likes it very much.
2. The handbag is _____ _____ _____ the woman can't afford it.
3. The boy is _____ _____ _____ he can't get the apples.
4. The box is _____ _____ _____ the girl can't carry it.

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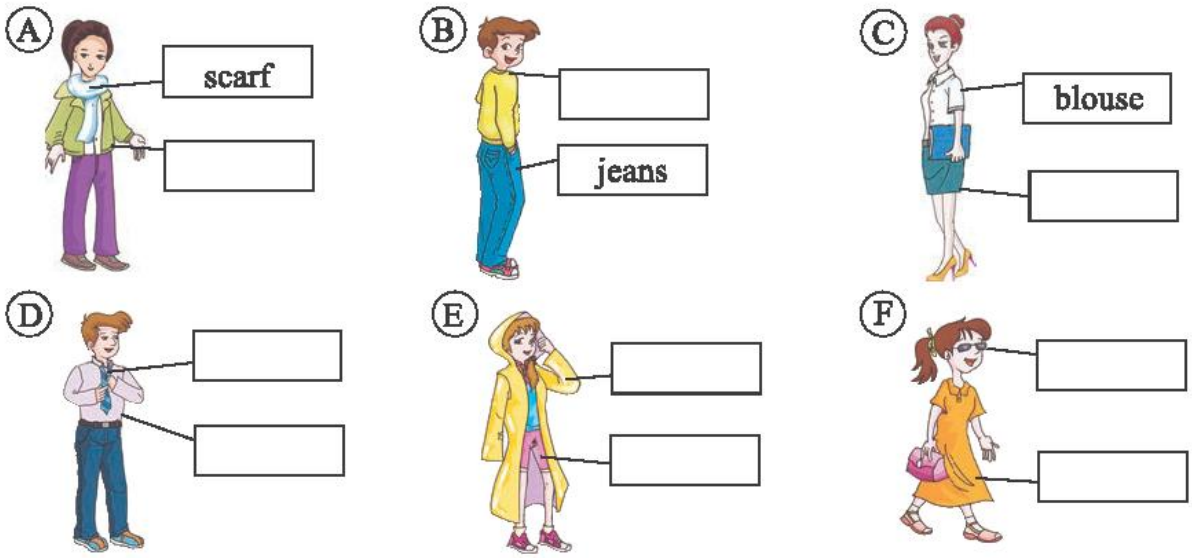
2 A. Look at the pictures and fill in the boxes with the words given.

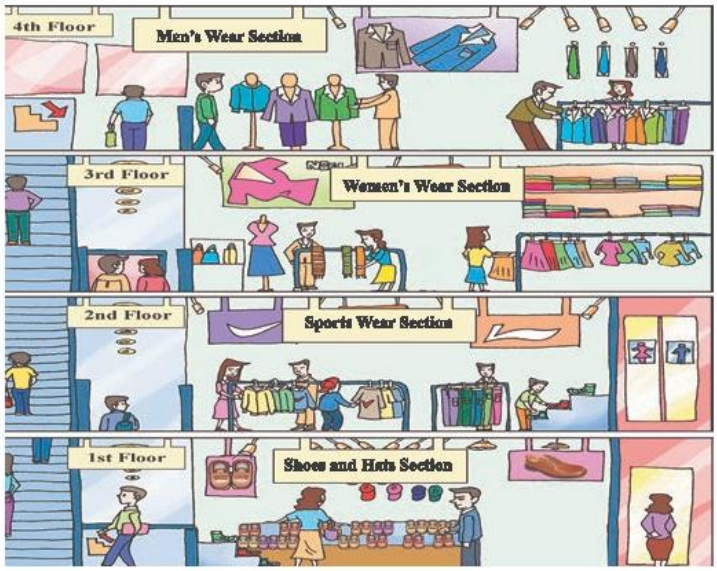
tie skirt sweater shirt shorts raincoat sunglasses jacket dress



B. Listen to the sentences and check the words. Then number the pictures.

①_____ ②_____ ③_____ ④_____ ⑤_____ ⑥_____

3 Look at the pictures and make conversations.



You may begin like this:

Jane: Excuse me, could you tell me where to buy a scarf ?

Saleswoman: Sure! You can go to the Women's Wear Section on the third floor.

Jane: Thanks. And what about hats and socks?

Saleswoman: They're in ...

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Section B

1a Look, listen and say.

(*In a clothing store*)

Jane: Maria, look! Kangkang and Michael are over there.

Maria: Oh, everyone is preparing for our fashion show.

Jane: Hi, Kangkang. What would you like to buy?

Kangkang: I'd like this T-shirt and the cotton pants with two big pockets. What do you think of them?



Jane: They look very nice. What about you, Michael?

Michael: I want to buy a windbreaker so that I will look great.

Maria: What size do you take?

Michael: Size M. How about the blue one?

Jane & Maria: Perfect!

Kangkang: It's such a cool windbreaker that you should buy it at once.What do you want, Jane?

Jane: I want a purple silk hat and a cotton dress.

Maria: And I want a leather jacket.

1b Write down the names of the clothes under the pictures. Then Listen to 1a and choose the correct pictures for the children.

A 

B 

C 

_____ _____ _____

D 

E 

F 

_____ _____ _____

Kangkang would like _____.

Michael wants to buy _____.

Jane would like to buy _____.

Maria wants _____.

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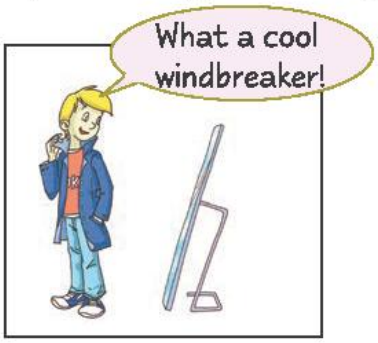
2 **Look at the pictures and make sentences with *such…that* and *so that* by following the example. The words in the oval may help you.**

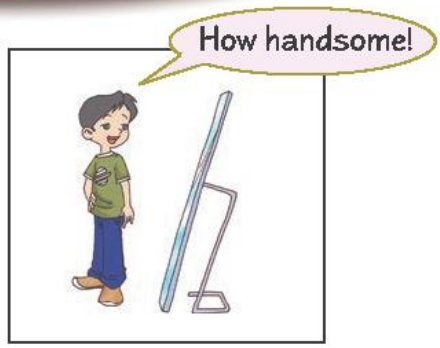




great bright beautiful lively pretty
handsome cute cool lovely nice

Example:
Michael wants to buy the cool windbreaker so that he will look great.
Michael is wearing such a cool windbreaker that he looks great.





3 **Listen to the conversation and fill in the blanks.**

The woman wants to buy a _____ for her little daughter. Her daughter wears size _____ and likes _____ best. After looking around, she buys a _____ skirt and it costs her _____ dollars. The woman also wants to buy an MP3 player on the _____ floor.

4a **Read the pairs of words and phrases aloud, paying attention to the sounds of the underlined letters. Then listen and try to imitate.**

/ʊ/-/uː/ : full—fool pull—pool look—food cook—cool
look cool good shoes cook food woman's look

4b **Read the sentences, paying attention to the weak form, liaison, pause and incomplete plosion. Then listen and try to imitate.**

1. I liked it so much tha(t) my father bought it for me.
2. It's such a cool windbreaker/tha(t) you shoul(d) buy it at once.
3. The woman wants to buy a goo(d) ha(t)/so tha(t) she will loo(k) more beautiful.

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Section C

1a Read and understand.

Look at the pictures and decide which of the clothes do not make people look good. Then give your suggestions.









Dear Judy,

Congratulations! You opened your own clothing store. I hope you will succeed. It's important for you to help people choose suitable clothing.

I have a few suggestions for success. Fat customers should wear dark color clothes and simple styles. These clothes will make them look smaller. They should not wear bright or light colors. Short people should wear soft colors, and their clothes should not have big contrasts. Fancy designs or flowers do not look good on short people. If tall and thin people wear warm colors, they will appear strong and full. Customers with broad waists will look good in dark or cold-colored clothes that will make them look slimmer.

Helping people choose clothes is important. I know you will be very good at this work, and I hope your business does well.

Your friend,
Tom

1b Read 1a and find out the suggestions for dressing. Then complete the table.

Body shape	Should wear	Reason	Shouldn't wear
fat	_____ color clothes _____ styles	make them look _____	_____ or _____ colors
short	_____ colors with no big _____	make them look taller	clothes with _____ designs and flowers
tall and thin	_____ colors	appear _____ and _____	cold colors
broad waist	_____ or _____ clothes	make them look _____	bright or warm colors

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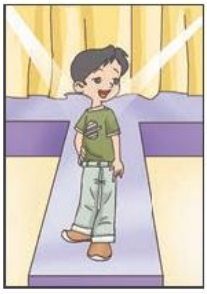
2 **Work in groups and talk about what Li Ming's family should wear to the party. Use the advice in 1a and the following information.**

Li Ming's father has a broad waist.
Li Ming's mother is a little fat.
Li Ming is tall and thin.

bright color	warm color	slimmer	thinner
simple style	cool-colored	strong and full	

3 **Here is part of the fashion show on Monday. Look at the pictures and ask and answer in pairs.**

great bright beautiful lively pretty handsome cute cool lovely nice






Example:

A: What's Kangkang wearing?

B: He is wearing a T-shirt. It's such a bright T-shirt/so bright that Kangkang looks lively.

4 **Survey your friends about what they like to wear and give them some suggestions on dressing. Then write a short passage about the information.**

Name	Body shape	Clothes	Color	Style
...				

You may begin like this:

A, B and C are my good friends. A is tall and thin. He/She likes wearing ... but I think he/she should wear ...Then, he/she will look ...

TIP

Revising with a clear purpose is important in writing. You should read your writing carefully to see if you expressed your ideas clearly. Then you should check the spelling and the punctuation.

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Section D

Read through Sections A-C carefully and fill in the blanks with the correct words.

Grammar

so ... that ... ; ... so that ... ; such ... that ...

I liked it _____ much that my father bought it for me.

My old coats are _____ short that I want to buy some new ones.

I want to buy a windbreaker _____ I will look great.

It's _____ a cool windbreaker _____ you should buy it at once.

Functions

Shall we meet at the school gate at 8:00 a.m.? All _____.

Excuse me, _____ you tell me where to buy a scarf?

What size do you take? _____ M.

How well do you know Sections A-C? Now do the following tasks and check.

1a **Read and understand.**

Look at the pictures and guess about the people based on what they wear. Then read and check your ideas.






The first types of clothes were made of animal skins. People started to wear clothes so that they could protect themselves from the sun, wind, rain and cold.



Today, we use different materials to make different kinds of clothes. But nowadays, clothes do more than just keep us warm. Clothing can also show people our jobs, our culture, our hobbies and even our moods. For example, when we see a man in a uniform, we

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can guess his job from the uniform. When we see a woman in a kimono, we may think that she is Japanese. If a man always wears sportswear, we may think he is active and likes doing exercise. If a person always wears yellow or pink clothes, maybe he or she is lively and easy-going. We get ideas about people from their clothes. As the saying goes, "You are what you wear."

1b **Read 1a again and complete the following tasks.**

1. What does the passage mainly talk about?
   A. The history of clothes.
   B. The functions of clothes.
   C. The styles of clothes.
   D. The types of clothes.
2. Which of the following is true?
   A. People wore the first types of clothes to show fashion.
   B. Nowadays, clothes not only keep us warm.
   C. Clothes can tell what your names are.
   D. People almost wear the same kind of clothes now.

TIP
Finding key words of the question in the passage can help you to comprehend quickly.

3. When we see a woman in a kimono, we might think she is _____.
4. If a man always wears sportswear, we may think he is _____.
5. If a person always wears yellow clothes, maybe he or she is _____.
6. Work in groups and discuss the meanings of the following sentences.
   1) Clothing can also show people our jobs, our culture, our hobbies and even our moods.
   2) You are what you wear.

Project

Giving Suggestions on Dressing

1. Survey your classmates about their favorite clothes and fill in the table.

Name	Clothing	Color	Size	Material
Li Xing	T-shirt	white	M	cotton

2. Discuss whether your classmates' dressing is suitable or not. Give your suggestions.

3. Write a report and present it to the class.

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TOPIC 2 We can design our own uniforms.

Section A

1a Listen, look and say.

Miss Wang: Boys and girls, our school plans to make uniforms for you.

Jane: Kangkang, can you tell me what Miss Wang says?

Kangkang: She says that our school plans to make uniforms for us.

Maria: I like to wear my own clothes because school uniforms will look ugly on us.



Michael: Not really. It depends on who will design our uniforms.

Jane: I think we can design our own uniforms by ourselves.

Kangkang: Good idea! It's true that suitable uniforms can show good discipline.

Miss Wang: I agree with you. You'd better survey the students about styles of uniforms. Then you can design your own uniforms, and you'll be glad to wear them.

1b Listen to 1a and answer the following questions.

1. What are Miss Wang and the children mainly talking about?
2. Do all the children like school uniforms?
3. What is Jane's idea?
4. What's Miss Wang's suggestion?

1c The children are discussing how to design their school uniforms. Make up conversations after the example.



Example:

A: Can you tell me what Maria asks?

B: She asks what materials they should choose.

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2a **Listen to the conversation and put A, B and C in the right places.**

(*Kangkang is interviewing a policewoman.*)

Kangkang: Excuse me, madam. _____

Policewoman: We usually wear uniforms when we are at work, but sometimes we wear plain clothes to carry out special tasks.

Kangkang: _____

Policewoman: Sure. When we are wearing uniforms, people in trouble can find us.

_____

Kangkang: Uniforms can also show good discipline and make you look important.

Policewoman: Yes. You're right.



A. Is it important for you to wear uniforms at work?

B. Could you tell me when you wear your uniforms?

C. And our uniforms may stop some people from doing bad things.

2b **Read 2a and answer the following questions. Then try to give a short report.**

1. When does the policewoman wear her uniform?
2. Why does the policewoman think it's important to wear uniforms?

3 **Make up conversations after the example, using the sentences in the box. Pay attention to the word order of object clause.**

Example:

A: Could you please tell me what clothes you like best?

B: Sure. I like jeans best.

What clothes do you like best?
What do you like to wear in summer?
When/Where do you wear school uniforms?
Why do/don't you like school uniforms?
How often do you go shopping?
Who usually buys clothes for you?
…



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Section B

1a Look, listen and say.

Gatekeeper: Sorry, sir. You can't wear jeans here.
Man: I'm so sorry. Can you tell me what I should wear here?
Gatekeeper: You should wear a business suit.





Attendant: Sorry, madam. You have to change your leather shoes.
Customer: Oh, sorry. Could you tell me where the special shoes are?
Attendant: This way, please.

Mother: You should take off your shoes when you enter someone's home in Japan.
Daughter: Yes, Mom.





Mr. Brown: What's the matter, Kangkang?
Kangkang: My knees hurt, but I don't know why.
Mr. Brown: You should wear your sports clothes.
Kangkang: Yes, Mr. Brown.



1b Listen to 1a and mark T (True) or F (False).

1. The gatekeeper asks the man to wear jeans there. ( )
2. The customer wants to know where to find the special shoes. ( )
3. The daughter will take her shoes off when entering a Japanese home. ( )
4. Kangkang hurts his knees because he does too much sports. ( )

1c Read 1a and complete the passage.

It's impolite of the man to wear jeans to go to the formal meeting. So the gatekeeper tells him what _____. In the gym, the customer asks the attendant where she can _____ her leather shoes. And we know it's polite to

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_____ our shoes before entering someone's home in Japan. In the last picture, we see it's necessary for us to wear sports clothes and sports shoes on the playground, or we may _____ ourselves as Kangkang did. So we should dress _____ on every occasion.

2 Make sentences with the following information, using *It's + adj. + (for sb.) to do sth.* or *It's + adj. + that ...*

necessary suitable important right

TIP
Besides voice, special sentence structure is an effective way to stress.



wear business suits

Example:
It's suitable (for us) to wear business suits in a meeting.
It's suitable that we wear business suits in a meeting.



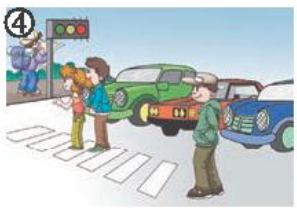
keep quiet



listen to the teacher



do some exercise



obey the traffic rules

3 Read the sentences, paying attention to the intonation. Then listen and try to imitate.

TIP
The falling tone is a command while the rising tone is a more polite request.

1. Sorry, sir. You can't wear jeans here.
2. Sorry, madam. You have to change your leather shoes.
3. Excuse me, could you tell me when you wear your uniforms?

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Section C

1a Read and understand.

Look at the pictures and discuss the following questions with your partner. Then read and compare your opinions with the writer's.

1. What are the functions of uniforms?
2. How many kinds of uniforms are there in the text? What are they?



Uniforms

People wear uniforms for different reasons. We students wear school uniforms at school to show good discipline. Firefighters wear special coats and helmets to protect themselves from heat and falling ceilings. Soldiers wear green clothes to protect themselves in the forest.

When officials dress in their official uniforms, they look important. When we see airline pilots wearing uniforms at the airport, we believe that they know how to fly the plane. If we have a car accident on the street and we see a police officer in uniform, we know we can get help from him or her. When doctors wear uniforms, it is easy for patients to find them. Also, their uniforms are clean so they can stop the spread of diseases.

Different uniforms show different jobs. So it's necessary for us to know different uniforms in our daily life.

1b Read 1a again and complete the table.

Job	Uniform	Purpose
student		
		to protect themselves from heat and falling ceilings
	green clothes	
official		
	pilot uniforms	
		to let us know we can get help from them
doctor		

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1c **Work in groups and discuss different uniforms. Then retell the passage with the help of 1b.**

You may begin like this:

People wear uniforms for different reasons ...

2 **Discuss with your classmates whether students should wear uniforms at school. Then write a passage about your opinions.**

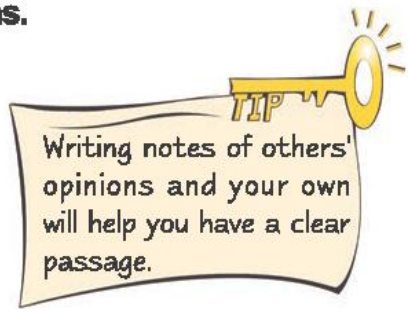
Some students think it is important for them to wear uniforms because … But other students have different opinions …

In my opinion, _____

_____

_____

_____



3a **Choose the correct words to complete the passage. Then read it aloud.**

Most people believe we should dress _____ (correct/correctly) on every occasion. What's more, we should choose different clothes in different seasons. In China, the temperature changes _____ (great/greatly), so the clothes people wear in each season are very different. Li Mei comes from _____ (northern/north) China. In spring, it is windy there, so Li Mei likes to wear a windbreaker. She likes summer very much because she can wear different colorful clothes, _____ (for example/such as) shorts, T-shirts and dresses. In fall, it is _____ (cool/cold). Li Mei likes to wear casual clothes, especially jeans. They make her look _____ (beautiful/beautifully). In winter it is _____ (cool/cold) there. She usually wears a sweater or _____ (other/another) warm clothes and boots.

3b **Read 3a again and fill in the table.**

Season	Clothes
spring	
summer	
fall	
winter	

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Section D

Read through Sections A-C and fill in the blanks with the correct words.

Grammar

Object Clauses (Ⅲ)

It depends on _____ will design our uniforms.

She asks _____ materials they should choose.

Could you tell me _____ you wear your uniforms?

Could you tell me _____ the special shoes are?

Functions

I _____ to wear my own clothes because school uniforms will look ugly on us.

It's true _____ suitable uniforms can show good discipline.

It is important _____ wear suitable clothes on every occasion.

It's necessary _____ us to wear sports clothes and sports shoes on the playground.

How well do you know Sections A-C? Now do the following tasks and check.

1a Read and understand.

Read the passage and find out the correct words according to the explanations.

1. _____: a feeling of not liking someone or something
2. _____: a piece of clothing that covers your hand
3. _____: in or from the north of a country
4. _____: be like something but not the same

TIP
English explanation can help you understand a word better.

You may want to know what people in North America wear to work and on special days. In fact, they have very few formal days, though there are some festivals such as Easter, Christmas, Halloween and Thanksgiving Day. What people wear depends on their likes and dislikes.



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On birthdays, some children wear paper party hats. At Christmas, some people wear Santa Claus hats. In winter, Canadian people wear coats, gloves, boots and hats the same as people in northern China do. People in Canada and the United States usually wear suits to work in offices, as well as for more formal occasions, just as people do in China. People in cities around the world wear quite similar clothes.

1b Read again and answer the following questions.

1. What is the passage mainly talking about?
2. Are there many formal days in North America?
3. What does people's dressing depend on?
4. What do Canadian people usually wear in winter?
5. What kind of clothes do people around the world wear for working in offices?
6. Do people in cities all over the world wear similar clothes?

2 Discuss the following questions and give a report to the class.

1. What do you usually wear to school? What about on special days?
2. What kind of clothing do you like best? Why?

Project

Designing My School Uniform

1. Design your favorite school uniform and draw it in the box.
2. Describe it to your group.
3. Discuss and choose the best design in your group.
4. The best designer should give a report about the group members' comments on this design to the class.

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TOPIC 3 He said the fashion show was wonderful.

Section A

1a Listen, look and say.

(*Jane and Sarah are talking about the fashion show.*)



Jane: Hi, Sarah! Did you watch the fashion show in Xidan Shopping Center last month?

Sarah: No, but Kangkang said he watched it. And he said the fashion show was wonderful.

Jane: There will be another one there tomorrow. Many famous models will be there to model the clothes. Would you like to go with me?



Sarah: Sure. Do you know when it'll start?

Jane: The poster says it starts at 7:30 p.m.

Sarah: Oh, I know Michael likes fashion shows very much. Shall we invite him?

Jane: Good idea!

1b Listen to 1a and complete the sentences. Pay attention to the tense.

1. Kangkang said he _____ a fashion show in Xidan Shopping Center last month.
2. Jane told Sarah there _____ another one in Xidan Shopping Center.
3. The poster said it _____ at 7:30 p.m. on June 8th.
4. Sarah said they _____ Michael to watch the show.

1c Read and number the sentences to make a conversation. Then practice in pairs.

- ☐ Sure. It will start at 7:30 p.m. tomorrow in Xidan Shopping Center.
- ☐ Hi, Michael! We are going to watch a fashion show tomorrow. Would you like to go with us?
- ☐ How do you know that?
- ☐ I read the poster. It also says many famous models will be there to model the clothes.
- ☐ A fashion show? Sounds interesting. Could you tell me when and where?
- ☐ Great! I'll go with you.

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2 Look at the pictures. Ask and answer in pairs by following the example.



Example:

A: What did Kangkang's mother ask?

B: She asked Kangkang what he was doing.

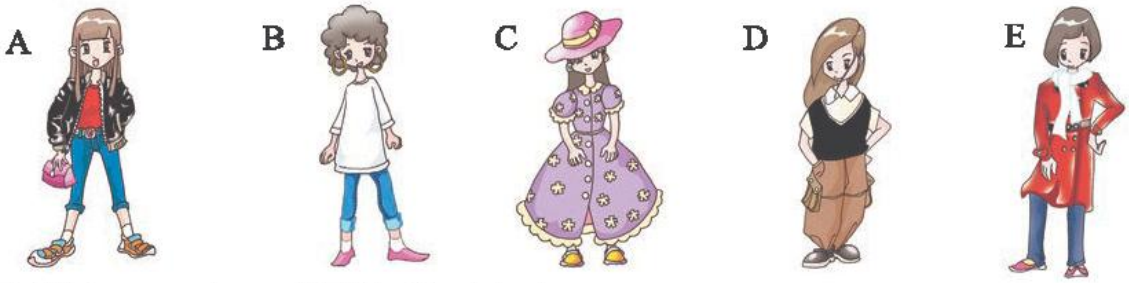
A: What did Kangkang say?

B: He said he was designing their school uniforms.



3 A. Listen to the description of the fashion show and match the models with their names.

Susan Lisa Ann Amy Sally



B. Listen again and fill in the blanks.

1. Ann was wearing a silk_____ and a _____dress.
2. Amy was wearing a _____ _____, blue jeans and white _____.
3. Lisa was wearing a _____blouse and _____ pants.
4. Sally was wearing a leather _____ and a white _____.
5. Susan was wearing a black _____ with a _____ _____ in her hand.

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Section B

1a Look, listen and say.

Jane: Look, Sarah! Here come the models!

Sarah: Wow! The model in the center of the catwalk looks so beautiful. What a nice dress!

Jane: That's not a common dress. People call it a cheongsam. It's a traditional dress for Chinese women, and it's becoming popular in the world of high fashion.

Sarah: Look at the second one. She's wearing a kimono. Wow! What is the third model wearing?

Jane: I guess it's a traditional Russian costume.

Sarah: Oh, you are right. Here come another three models, and they are all in minority costumes.

Jane: Yes, the first one is in the Zhuang minority costume. And the second one is in Korean costume. But I'm not sure about the last one.

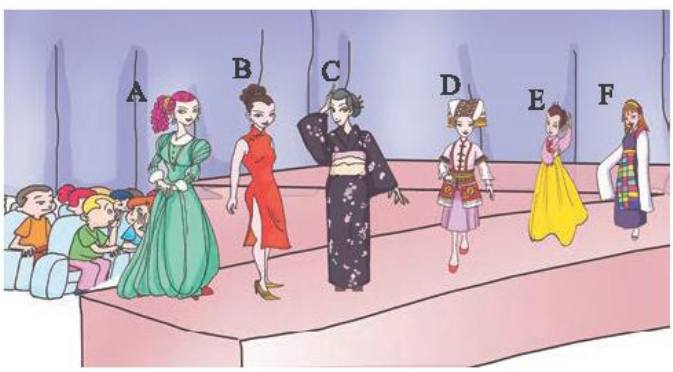
Sarah: Wow, Jane. You know a lot about fashion. That's really cool!

1b Listen to 1a and number the costumes according to what you hear. Then match them with the models.

◯ Zhuang minority costume ◯ cheongsam

◯ Tibetan costume ◯ Russian costume

◯ Korean costume ◯ kimono



TIP

Pictures can help you to remember things you already know about a reading passage.

1c Read 1a and fill in the blanks.

Jane and Sarah were watching a wonderful fashion _____. The models looked so _____. The first model _____ a cheongsam. It is a _____ _____ for Chinese women. The second one wore a kimono. What did the third one wear? Oh, she wore a _____ _____ costume. Sarah and Jane also

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watched some other models, such as the ones in the Zhuang _____ costume and in _____ costume. But Sarah didn't know as much as Jane about fashion. She said Jane _____ a lot about fashion.

2 Look at the pictures. Ask and answer by following the example.

Example:

A: What did Jane ask the model?

B: She asked what kind of costume the model was wearing.

A: What did the model say?

B: She said she was wearing a Yao costume.







3a Read the following phrases, paying attention to the sounds of the underlined letters and the stress. Then listen and imitate.

mi'nority 'costume tra'ditional 'dress 'fashion 'show 'casual 'clothes

3b Read the conversations, paying attention to the intonation. Then listen and practice with your partner.

TIP
When you retell others' words, you often use the rising tone before the reporting verb, such as *say*.

1. A: What did Kangkang say?
   B: He said he was watching the fashion show on TV.
2. A: What did the model say?
   B: She said she was wearing the Zhuang minority costume.
3. A: What did Helen say?
   B: She said she didn't like it at all.

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Section C

1a Read and understand.

Look at the pictures and match the words with them. Then discuss in groups about the Tang costume.



decoration



silk knot



the Tang costume

The Tang Costume

Fashion is full of culture. The Tang costume stands for Chinese history and fashion culture. It got its name when China became known to other countries during the Han and Tang dynasties. From then on, people called Chinese clothes, "Tang costumes".

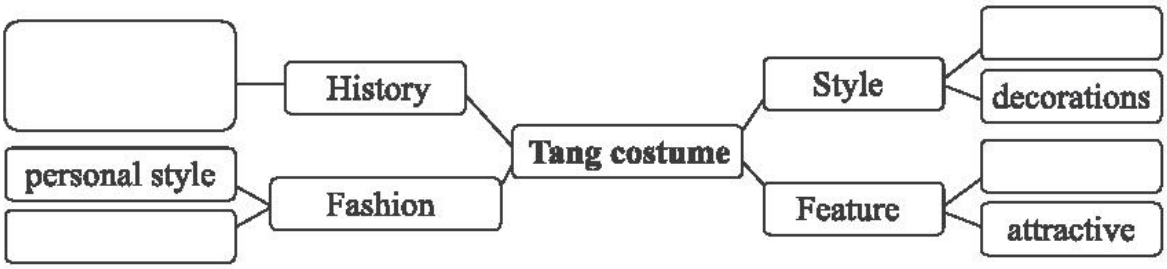
Chinese fashion is different not only from western fashion, but also from that in other Asian countries, such as Japan and Korea. The beautiful silk knots and the other decorations on Tang-style clothes are popular all over the world now.

Today people can design the Tang costume as either formal or casual clothes. It shows both the personal style and China's traditional culture. So we say the Tang costume is very attractive and very different from western-style suits.

1b Read 1a and complete the diagram.

TIP

A mind map can help you understand or express ideas more easily, clearly and logically.



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1c **Read 1a again and answer the following questions. Then try to retell the passage in your own words.**

1. Does the Tang costume stand for Chinese history and fashion culture?
2. Why did people call Chinese clothes "Tang costumes"?
3. Is Chinese fashion different from western fashion?
4. Why is the Tang costume popular all over the world?
5. What does the Tang costume express?

2a **Choose the correct name for each picture and write it down on the line.**

Tang costume　Zhongshan costume　cheongsam　business suit　sportswear







_____　_____　_____　_____　_____

2b **Look at the pictures and match them with the correct Chinese minorities.**

a. Tibetan　b. Man　c. Zhuang　d. Mongolian　e. Miao　f. Korean

☐ 
☐ 
☐ 
☐ 
☐ 
☐ 

3 **Work in groups and discuss the following questions. Then make a poster about a fashion show for it.**

1. Which costume above do you like best?
2. Why do you like it most?
3. Can you list more costumes and give more information?

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Section D

Read through Sections A-C carefully and fill in the blanks with the correct words.

Grammar

Object Clauses (Ⅳ)

Kangkang said he _____ (watch) it.

And he said the fashion show _____ (is) wonderful.

She asked Kangkang what he _____ (be) doing.

She said she _____ (wear) a Yao costume.

Functions

People _____ it a cheongsam.

_____ come another three models.

That's really _____!

Today people can design the Tang costume as _____ formal _____ casual clothes.

How well do you know Sections A-C? Now do the following tasks and check.

1 **Read the following information and complete the table on Page 104.**

America



- The well-known item of American clothing is blue jeans.
- In the past, many workers wore heavy cotton jeans.
- Today, clothing factories make many different styles and colors of jeans.
- They are the most popular choice of clothing for young people around the world.

Japan



- The kimono is the Japanese traditional clothing.
- The traditional kimono was made of silk.
- At one time, Japanese people wore kimonos for casual and formal occasions.

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- Today, few people wear kimonos except on special occasions like marriages and national celebrations.

Country	Traditional clothing	Material	Occasion to wear	
			In the past	Today
			working	
	kimono			

2 Discuss the following information with your partner. Then write a passage about the cheongsam.



- What people usually call it: *qipao* in most parts of China
- Who it is designed for: Chinese women
- When people designed it: the Qing dynasty
- What material it is made of: silk with beautiful knots on it
- Who wore it first: Man minority women
- When it became popular: in the 1920s
- How popular it is now: very popular across the world

TIP
Wh-questions are helpful for you to plan your writing.

You may begin like this:

The cheongsam is both a woman's dress and a part of China's culture ... _____

_____

_____

Project

Classroom Fashion Show

1. Bring your favorite clothes to your classroom.
2. Introduce some clothes to your classmates. You can tell them about the color, material, style and so on.
3. Hold a fashion show in the classroom.
4. Write a short passage about the fashion show.



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Review of Units 7–8

1 **Read the following sentences aloud. Pay attention to the liasion and intonation.**

1) Get in touch with him.
2) Hold on, please.
3) Could you tell us how to make it?
4) What about you, Michael?
5) If tall and thin people wear warm colors, they will appear strong and full.

2 **Fill in the word puzzle with the adverb forms of the words below. Then write a sentence for each picture after the example.**


loud


quiet


dangerous

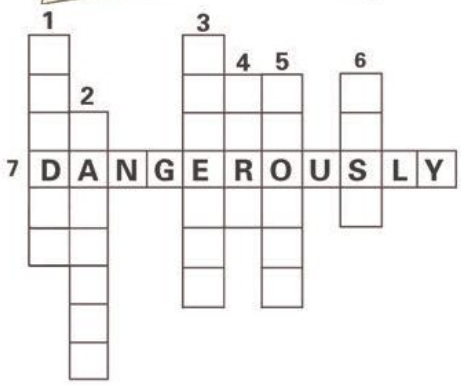

hard


slow


happy


fast

TIP
Word puzzles train not only our vocabulary but also our mind.



Example:
The woman is shouting loudly.

3 **Complete the sentences with the words in the box, using *so ... that*, *such ... that* or *so that*.**

expensive	short	carefully	slowly	tired	hard

1) The skirt is _____ _____ _____ I can't wear it any longer.
2) The man felt _____ _____ _____ he slept on the plane.
3) Jim walked _____ _____ _____ he fell far behind soon.
4) It is _____ a(n) _____ jacket _____ I have no money to pay for it.
5) Listen to Miss Wang very _____ _____ _____ you can all understand her well.
6) Kangkang worked very _____ _____ _____ he passed the exam.

4 **Make sentences after the example, using the questions in the box.**

Example:
Maria asked the saleswoman if/whether she had any red silk skirts.
Maria asked the saleswoman what kinds of dresses she had.

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1) _____
2) _____
3) _____
4) _____
5) _____

Do you have anything cheaper?
May I try it on?
Can I have a look at the blue one?
What sizes do you have?
How much is it?

5 Peter is making a cake in the kitchen and the kitchen is in a mess. Make sentences about what his father is asking him to do.

clean turn off pick up put away do the dishes

Example:
His father tells him to clean the floor.
His father tells him that he should clean the floor.



6 Listen to the passage and match the correct choice with each picture.










a. most areas of Asian countries
b. England
c. the Middle East
d. America
e. Australia
f. France

7 Listen to the passage and mark T (True) or F (False).

1) I went with Jenny to see a lovely fashion show outside a clothing store yesterday. ( )
2) There were many famous models and many kinds of clothes. ( )
3) At last I chose a nice white skirt. ( )
4) I paid the saleswoman ¥80 for the skirt. ( )
5) Jenny didn't like the silk dress because it was a little out of style. ( )

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8 **Look at the pictures and number them. Then complete the sentences with *first, next, then, finally* according to the order of the pictures.**


( )


(1)


( )


( )

_____, make the dough into small, thin pieces.

_____, put meat on the pieces and make dumplings.

_____, cut up some vegetables and pork. Mix them together.

_____, mix water into the flour  to make it into a dough  .

9 **Complete the conversation with the sentences in the box.**

Saleswoman: What can I do for you?

Wang Li: _____

Saleswoman: Sure. They are right over there.

Lisa: Wow! There are so many clothes here.

Wang Li: Oh. What a nice shirt! _____

Saleswoman: You may try it on.

Wang Li: _____

Lisa: No. It really fits you well.

Wang Li: _____

Lisa: I want to buy a blouse for my mother. Do you have any blouses here?

Saleswoman: Of course we do. What about this red one?

Lisa: It looks nice. I'm sure my mother will like it. By the way, what is it made of ?

Saleswoman: It's made of cotton.

Wang Li: _____

Saleswoman: It costs 120 *yuan*.

Lisa: OK. I'll take it.

A. Would this style look nice on me?
B. I think I'll take it. How about you?
C. Could you tell me where the shirts are?
D. How much does it cost?
E. How do I look? Does it make me look fat?
F. Do you have any other colors?





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10 **Read the passage and answer the questions.**

Fangfang, a 15-year-old Chinese girl, likes eating snacks very much. She prefers cream biscuits, hamburgers and fried chicken. Sometimes she eats two pieces of cake a day. As a result, she has become overweight .

Today in China, there are many children like Fangfang. They like snacks. They don't eat enough healthy food like fruit and vegetables. It's very bad for their health. Poor eating habits are a serious problem.

Health experts  say that children should have healthy eating habits. First, they must eat meals regularly and begin with a healthy breakfast. Second, they should have different kinds of foods such as fruit, vegetables, grain , eggs, milk and meat. Third, children shouldn't eat too much junk food . They are delicious, but eating them often is bad for children's health.

If children do as the experts say, they won't become overweight. They will be healthier. Students won't become tired at school, and they will have enough energy to study well.

1) Why has Fangfang become overweight?
2) How many pieces of advice do the health experts give?
3) What kinds of food are good for our health?
4) What will be the result if we do as the experts say?
5) What does the writer think of junk food?

11 **Read the passage above again and write a passage about healthy eating. The following questions may help you.**

1) How can we have healthy eating habits?
2) What kind of food should we eat more often?
3) What kind of food should we eat less often?
4) What else should we do if we want to be healthier?

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Appendices 附录

Notes to the Texts 课文注释

Unit 5 Feeling Excited

Topic 1 You look excited.

Section A

1.How are you doing? 你最近好吗?

见面问候语,相当于 How are you?

2.You look excited.你看起来很激动。

look excited 意为"看起来很激动",这里 look 是系动词,后面接形容词 excited 作表语,构成系表结构。

"系动词+*adj.*"构成系表结构,这类动词还有 be,feel, smell, sound, taste, turn, get, become, go, seem 等。如:

I feel terrible. 我觉得很不舒服。

The weather gets warmer and warmer.天气变得越来越暖和。

3. My father and mother want to invite your parents to go to the movies. 我的父母亲想邀请你们的父母一起去看电影。

invite ... to ... 意为"邀请……去……"。如:

Mr. Wang invited me to his birthday party. 王先生邀请我去参加他的生日宴会。

4.He felt disappointed because he was not able to buy a ticket to *The Sound of Music*.他感到很失望,因为他没能买到《音乐之声》的票。

a ticket to ... 意为"……的票/券/入场券"。

Section C

1.The father was lonely and often became angry because of the noisy children. 这位父亲很孤独而且经常因为孩子的吵闹而发怒。

(1) lonely 意为"孤独的,寂寞的"。而 alone 意为"独自的,单独的"。如:

He lives alone and often feels lonely. 他一个人住,常常感到寂寞。

(2) because of 和 because 均有"由于,因为"的意思,前者接名词、代词或相当于名词的短语,后者接原因状语从句。如:

I didn't go out last Sunday because of the bad weather.=I didn't go out last Sunday because the weather was bad. 由于天气不好,上星期天我没有出去。

2.Maria taught the children to sing lively songs and perform short, funny plays to cheer them up. 为了让孩子们高兴起来,玛丽亚教他们唱活泼欢快的歌曲并表演有趣的短剧。

cheer ... up 意为"(使)……振奋起来;(使)……变得更高兴"。如:

I'm taking Li Hong out to cheer her up.我要带李红到外面转转,让她振作起来。

Section D

Beijing Opera is full of famous stories, beautiful facial paintings, wonderful gestures and fighting.京剧里有许多著名的故事、漂亮的脸谱、美妙优雅的姿势以及精彩的打斗场面。

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be full of 意为“装满;充满”。如:
The bottle is full of water. 瓶子里装满了水。

Topic 2 I'm feeling better now.

Section A

1.What seems to be the problem? 出了什么问题?
seem to do ... 意为“似乎……,看来……”。如:
He seems to know the secret.他似乎知道那个秘密。
seem +*adj.* 意为“感到好像……,觉得似乎”。如:
Jane seems worried. 简似乎很焦虑。
It seems + that 从句意为“(表示不确切或客气)看来好像,似乎……”。如:
It seems that he doesn't like swimming. 他似乎不喜欢游泳。
2.She is very strict with herself. 她对自己要求非常严格。
be strict with ... 意为“对……要求严格”,常表示对人要求严格。
They were always very strict with their children. 他们对子女一向要求严格。
3. ... she has no friends to talk with. 她没有可以交谈的朋友。
to talk with 是不定式短语作后置定语,修饰 friends。如:
They couldn't find a house to live in. 他们找不到房子住。
4.I'm really worried about her.我真的很担心她。
be worried about 意为“对……感到担心”。如:
She's so worried about her exam. 她很担心自己的考试。
常用的“be+adj.+prep.”的结构还有:
be pleased with 对……感到高兴
be interested in 对……感兴趣
be afraid of 对……感到害怕
be sorry for 对……感到抱歉/难过
be nervous about 对……感到紧张
be angry with/at/about 对……生气

Section B

1.I'm feeling really sad because I failed the English exam. 我真的很难过,因为我英语考试不及格。
fail 意为“不及格,未通过”。如:
He failed his driving test. 他没有通过驾驶考试。
fail to do ...意为“失败,未能做到(某事);未履行(某事)”。如:
Doctors failed to save the girl's life. 医生们未能保住那女孩的性命。
2.Everyone gets these feelings at your age.每个人在你这个年纪时都会有这些感受。
at one's age 意为“在某人这般年纪时”。如:
Your father began to work at your age.你父亲在你这个年纪时就开始工作了。
at the age of 意为“在……岁时”。如:
At the age of seven(=When he was seven), he could swim. 7岁时,他就会游泳了。
3.There, there! 好啦! 好啦!
there 在这里是语气词,表示安慰别人。
表示安慰的句子还有:Don't worry./ Don't be afraid./ It's all right./ It'll be OK./All right.

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Section C

1.How time flies! 光阴似箭!

How+陈述句! 表示感叹。how 在此做状语,修饰谓语动词。如:

How I like my work! 我多么喜欢我的工作啊!

2.I was not used to anything here.我不习惯这儿的一切。

be/get used to(doing) sth. 意为"习惯于(做)某事"。如:

I am used to getting up early.我习惯于早起。

3.I thought the roads here were not so clean as those in our hometown.我觉得这里的路不如我们家乡的干净。

表示两者在某一方面程度相同时,用"as+形容词/副词原级+as+比较对象"结构。如:

I am as tall as my father.我与父亲一样高。

He runs as fast as Tom. 他和汤姆跑得一样快。

表示某人或某物在某一方面不如另一个人或另一个物体时,用"not as/so+形容词/副词原级+as+比较对象"结构。如:

Jim doesn't study as/so hard as Helen. 吉姆没有海伦学习努力。

Section D

1.You may become unhappy sometimes, for example, when you fail an exam or when you lose one of your friends.你有时会变得不开心,例如当你考试不及格的时候或者失去你的一位朋友的时候。

for example 表示举例说明,常用逗号隔开。such as 表示列举。如:

Many countries, for example, Japan and Indonesia, have a lot of earthquakes. 许多国家,例如:日本和印尼,经常发生地震。

I like drinks such as tea and coffee. 我喜欢诸如茶和咖啡之类的饮料。

2.He refused to play soccer or go to the movies with his friends. 他拒绝和朋友们一起去踢足球、看电影。

refuse to do sth. 意为"拒绝做某事"。如:

Why could he refuse to do the work? 他怎么会拒绝做这项工作呢?

3. He was quite angry with the driver because his car hit his brother, even though it was an accident. 他对那个开车撞了他哥哥的司机感到十分生气,尽管那是一起意外事故。

even though 意为"即使,虽然", even if 也可以表示相同的意思。

4.Now he still misses his brother, but he doesn't hate the driver any longer. 虽然他现在仍然想念他的哥哥,但他已不再恨那个司机。

not ... any longer 意为"不再",相当于 no longer。类似的表达还有 not ... any more (no more)。如:

He doesn't live in Beijing any longer. = He no longer lives in Beijing. 他不再住在北京了。

You will not see him any more. = You will see him no more. 你将再也见不到他了。

Topic 3 Many things can affect our feelings.

Section A

I get so nervous when I give a speech. 只要发表演讲,我就紧张。

give a speech 意为"发表演讲",相当于 make a speech。

Section B

1. If we are not confident about ourselves, we may feel upset or nervous. 如果我们不自信,我们就会感到不安或紧张。

be confident about...,意为"对……有信心"。如:

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The teacher wants the children to feel confident about asking questions when they don't understand. 老师要孩子们遇到不懂的问题就大胆提问。

2.We can put on a short play, just as we do at the English Corner.我们可以演一部短剧,就像我们在英语角做的那样。

put on 在这里意为"上演,放映",它还有"穿上,戴上"之意。如:

He put on his coat and went out. 他穿上外套出去了。

Section C

I feel very lonely, and my eyes fill with tears. 我感到非常孤独,眼里充满了泪水。

fill ... with ... 意为"(使)充满;填满"。如:

Michael filled the bowl with fish soup. 迈克尔把鱼汤倒入碗里。

Section D

1.If we are in good spirits, we can study or work better. 假如心情好的话,我们就能更好地学习或工作。

spirits 意为"情绪;心境"。in good spirits 意为"好心情"。

常见的相关词组还有:

in high spirits 意为"情绪高昂地,精力充沛地"。in low spirits 意为"情绪低落地"。

2.Think it over before making an important decision. 在你作重要决定之前,一定要仔细考虑。

(1)before 在这里是介词,后可跟名词或动名词。before 还可作连词,引导时间状语从句,所以此句也可表示为:Before you make an important decision, think it over.

(2)think over 意为"仔细考虑,慎重考虑"。如:

He would like more time to think things over.他希望有更多的时间把事情考虑周详。

3.Get back to your everyday activities. 继续你的日常活动。

get back to ... 意为"继续……,回到……上"。如:

Let's get back to the main point of the discussion. 咱们回到讨论的要点上吧。

4.It will give you a sense of happiness. 这将给你一种重新拥有快乐的感觉。

a sense of 意为"……的感觉"。如:

a sense of duty 意为"责任感"。a sense of direction 意为"方向感"。

Unit 6 Enjoying Cycling

Topic 1 We're going on a three-day visit to Mount Tai.

Section A

1.For our spring field trip, we're going on a three-day visit to Mount Tai. 这次春游,我们打算去泰山玩三天。

go on a visit to ... 意为"去……参观/旅游"。句中的 visit 作名词。如:

They went on a visit to Egypt last year.去年他们去埃及旅行了。

2.It's too far to cycle, but we can choose proper vehicles. 骑自行车去太远,但我们可以选择恰当的交通工具。

3.Bring your information tomorrow and we'll decide on the best way to travel on our field trip.明天把你们(查到)的资料带来,然后我们来决定最好的春游方式。

decide on/upon... 意为"决定,选定"。如:

We're trying to decide on/upon a school. 我们正在设法选定一所学校。

decide to do... 意为"决定做……"。如:

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He decided to stay and look after his mother. 他决定留下来照顾母亲。

Section B

1.We have tickets at ¥145 for the hard sleeper and ¥224 for the soft sleeper.我们的票价是硬卧145元,软卧224元。

(1)句中的介词 at 意为“以……,在……”,一般用于表示价格、比率、年龄、速度等词的前面。如:

He sold the apples at a good price. 他把这些苹果卖了个好价钱。

The car ran at a speed of 120 kilometers an hour. 这辆车以每小时120千米的速度行驶。

(2)sleeper 意为“卧铺”。

2.I'd like to book 21 tickets for the hard sleeper.我想预订21张硬卧票。

句中的 book 是动词,意为“预订(座位、房间、票等)”。如:

Good morning, I want to book some rooms. 早上好,我想订房间。

Section C

1.Some schools think of great ideas, such as “King or Queen for a Day”.一些学校想出一些极好的主意,比如“一日国王或一日王后”。

2. It costs each student one dollar to buy a ticket for the draw. 每个学生花一元钱买一张票来抽签。

cost 意为“需付费;价钱为”,其主语是物。如:

The dictionary cost me 99 *yuan*. 这本词典花了我99元。

spend 意为“花费;花(时间、金钱等)”时,主语是人。常用结构为:spend ... on ... 或 spend ... (in) doing ...。如:

I spent 99 *yuan* on the dictionary. 我花了99元买这本词典。

He spent two hours (in) doing his homework. 他花了两个小时做作业。

pay 意为“付款;付酬”时,其主语是人,常用结构为:pay ... for 或 pay for ...。如:

He paid ten dollars for the book. 他花了10美元买那本书。

I'll pay for the tickets. 我来买票。

take 意为“花费”时,指花费时间,主语常为形式主语 it。常用结构为:It takes sb. some time to do sth.如:

It took us half an hour to get there. 我们花了半个小时到达那里。

3.After all the tickets are sold, one ticket is drawn. The student with the winning ticket will be the king or queen for the next school day.票售完后会有一张中奖,中奖的那位学生将会成为下个教学日的“国王”或“王后”。

4.I'm looking forward to hearing from you. 盼望收到你的来信。

look forward to 意为“期待,盼望”,其中 to 是介词,后面应接名词、代词或动名词,且常用于进行时。如:

I'm really looking forward to our vacation. 我十分期待假期的到来。

Topic 2 How about exploring Tian'anmen Square?

Section A

While you were enjoying your trip to Mount Tai, I was busy preparing for my exams.你愉快地在泰山游玩的时候,我正忙着准备考试。

Section B

1.It covers 440 000 square meters. 它占地面积为44万平方米。

2.It's 880 meters long from north to south and 500 meters wide from east to west. 它南北长880米,东西宽500米。

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3.In the north of the square, we can see Tian'anmen Rostrum. 在广场的北端,我们可以看到天安门城楼。

in the+方位名词+of … 指在某一范围之内的地区。

to the+方位名词+of … 指互不接壤并互不管辖的两个地区。

on the+方位名词+of … 指相互接壤但互不管辖的两个地区。如:

Beijing is in the north part of China. 北京在中国的北部。(在内部)

Japan is to the east of China. 日本在中国的东边。(不接壤)

Shandong is on the northeast of Henan. 山东在河南的东北面。(接壤)

4.It's about one and a half hours by bike. 骑自行车大约需要一个半小时。

此句相当于 It's about one and a half hours' ride. 如:

It's ten minutes on foot from here to the office. =It's ten minutes' walk from here to the office. 从这里去办公室步行需要十分钟。

Section C

1. Darren and Michael were surprised at Tian'anmen Square. 达伦和迈克尔对天安门广场(的宏伟壮观)感到很惊奇。

be surprised at 意为"对……感到惊奇"。如:

He is surprised at her behaviour. 他对她的行为感到惊奇。

2.While the crowd was pushing Darren in all directions, someone stepped on his feet.人群把达伦挤得东倒西歪,还有人踩了他的脚。

in all directions=in every direction 向四面八方。

in the direction of 意为"朝……方向"。

in one's direction 意为"朝着某人的方向"。

He went off in the direction of the post office.他朝邮局方向去了。

People walked by without a look in her direction. 人们从旁边走过,看都不往她那边看。

3.Please e-mail me soon and tell me about your vacation. 请尽快给我发邮件,告诉我你的假期生活。

e-mail 可写成 email,作动词,意为"给……发电子邮件"。

Section D

While we were having fun exploring, I found that Darren was lost. 我们正玩得开心的时候,我发现达伦不见了。

(1)have fun=enjoy oneself 意为"玩得开心"。如:

We had a lot of fun at Kangkang's party. 我们在康康的聚会上玩得很开心。

(2)be lost 意为"迷路,丢失,走失。"如:

These books seem to be lost.这些书好像是丢了。

Topic 3 Bicycle riding is good exercise.

Section B

1.We should wear bicycle helmets when riding. 我们骑自行车时应该戴头盔。

when riding=when we are riding

2.If we ride at night, we should have lights on the bicycle or wear light-colored clothes. 如果在晚上骑车,我们应该使用车灯或穿浅色的衣服。

Section C

1. Bicycle riding can make the riders' hearts and lungs strong. 骑自行车有助于强壮骑行者的心肺。

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2. So bicycle riders must pay attention to the traffic around them and know traffic signals. 因此骑行者必须注意周围的车辆并了解交通信号的含义。

3. In case of an accident, bicycle riders should know how to give first aid. 万一发生事故,骑行者应该懂得如何进行急救。

in case of ... 意为"如果,假使"。如:

In case of fire, call 119. 倘若有火灾,就拨打 119。

4. In a word, the best way to be safe is to be careful. 总之,保持安全的最好途径就是小心谨慎。

Section D

1.It has the highest altitude among all the races hosted by the International Cycling Union. 它是国际自行车联合会举办的所有比赛中海拔最高的(公路自行车赛)。

2.They go through the Alps, the Massif Central and the Pyrenees Mountains. 他们穿过了阿尔卑斯山、中央高原地区和比利牛斯山脉。

3.He can do that without winning even one of the stages.

无需在任何一个赛段中夺冠,他也可以获得总冠军。

注:环法自行车赛的冠军是根据选手通过各山区赛段(共 21 个)所获积分之和来确定的。

Unit 7 Food Festival

Topic 1 We're preparing for a food festival.

Section A

1.Then shall we have a food festival and raise money to give to Free the Children? 那么,我们举办一次美食节来为"解放儿童"组织筹款好吗?

have/hold/organize a food festival 意为"举办美食节"。

2. I think we can have it on our school playground on Sunday. 我想,星期天我们可以在学校的运动场上举办美食节。

此句含有一个省略引导词 that 的宾语从句。当主句谓语动词是 think, suppose, believe 等时,引导词 that 通常要省略。当主句谓语动词是 agree, learn, suggest 等词时,引导词 that 通常不可以省略。

3.I will turn to our teachers. 我要向老师们求助。

turn to ... = ask ... for help 意为"向……求助"。如:

Jim is going to turn to his parents. = Jim is going to ask his parents for help. 吉姆打算向他的父母求助。

Section B

I have a sweet tooth, and I think a lot of students will buy western food, such as American chocolate cookies and Greek cheese pies.我喜欢吃甜食,我认为许多学生会买像美国巧克力饼干、希腊奶油派这样的西方食物。

Section C

He knew children should go to school instead of working in factories all day. 他知道,儿童应该去上学而不是整天在工厂干活。

instead of 意为"代替;而不是"。如:

Could I have cola instead of juice? 我是否可以要可乐来代替果汁?

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Section D

1.He works for the rights of children. 他为(争取)儿童的权利而工作!
right 此处用作名词,意为"权利"。
2.You can't have your cake and eat it too.鱼和熊掌不可兼得。
3.Don't put all your eggs in one basket.不要孤注一掷。

Topic 2 I'm not sure whether I can cook it well.

Section A

1.But I'm not sure whether I can cook it well. 但是我不能确定我是否能够做好。
whether/if 引导宾语从句时意为"是否"。如:
I want to know whether/if she can come to my party.我想知道她是否能来参加我的聚会。
2.First, cut some cooked meat very finely. 首先,把一些熟肉切碎。
(1)cut ... finely 意为"精细地把……切开"。副词修饰动词时,通常放在动词后面。类似的还有:
fry the meat lightly 轻微地炒一炒肉;add the rice slowly 慢慢地把米饭加进去
(2)cooked 在此处是过去分词作定语,相当于形容词,意为"煮好的,煮熟的"。类似的用法还有:boiled water 开水,broken glass 碎玻璃,fried chicken 炸鸡。
3.Well done! 干得好!
表示表扬和鼓励,类似的说法还有:
Very good! / Wonderful! / Excellent! / Perfect! / Keep trying! / You can do it! 等。

Section B

Practice makes perfect. 熟能生巧。

Section C

1.When you sit down at the table, take your napkin and put it on your lap. 当你坐下准备就餐时,取出餐巾并铺在你的腿上。
2.It's polite to eat up the food on your plate, ... 把盘子里的食物吃光是礼貌的……
eat up / eat ... up 意为"吃完,吃光"。
类似的短语还有 use up,意为"用完,用光"。如:
Don't use up all the hot water. 别把热水都用光。
3.... you'd better raise your cup or glass and take only a little. ……你最好举起酒杯只喝一小口。
take a little 喝一小口
4.Will people leave as soon as they finish eating in western countries? 在西方国家,人们用完餐就离开吗?
finish (doing) ...完成(做)…… 如:
You can't go anywhere until you finish(doing) your homework.没完成家庭作业,你哪里都不能去。

Section D

In parts of India, people use their fingers to pick up the food. 在印度的一些地方,人们用手指拿食物吃。
pick up 意为"拿起,捡起;接某人"。如:
The phone rang and I picked it up. 电话铃响了,我拿起了话筒。
My husband will pick you up. 我丈夫会来接你。

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Topic 3　I cooked the most successfully.

Section A

1.Many different delicious foods are for sale, such as fried rice, apple pies and Indian curries. 有许多诸如炒米饭、苹果派和印度咖喱之类的不同美味食品出售。

for sale 意为“待售,出售”。如:

Excuse me, are these for sale? 请问,这些是出售的吗?

on sale 意为“出售,上市;廉价出售”。如:

The new model will be on sale next month. 新款下月上市。

2.Let's wish them success! 让我们祝他们成功!

wish 意为“祝愿”。　如:

I wish you good luck.祝你们好运。

wish to .... 希望做……　如:

I wish to speak to the manager. 我想跟经理说话。

3.May I have the bill, please? 可以结账了吗?

have the bill 意为“付账”。类似的词组有 pay the bill 和 ask for the bill。

4.Here's your change. 这是找您的零钱。

这是倒装句。当句首为 here, there, now, then 等副词,谓语动词为 be, go, come 等时,句子的主谓要倒装。如:

Now comes your turn. 现在轮到你了。

Section B

1.Could I order a meal by phone? 我可以通过电话订餐吗?

order 此处是动词,意为“订购,订货”。如:

Shall I order a taxi for you? 需要我给你叫辆出租车吗?

2.We'll send the food to you in thirty minutes. 我们会在 30 分钟后把食物给您送到。

in 意为“在(某段时间)之后”,常与将来时连用。如:

I'll be back in half an hour. 我半个小时后回来。

Section C

The first International Food Festival went very well, and the results were worth the effort. 我们的辛苦没有白费,第一届国际美食节进展得非常顺利。

be worth ... 意为“ 值……钱,相当于……的价值”。如:

The ring is worth ¥780. 这个戒指值 780 元。

be worth doing ... 意为“值得做……”。如:

The film is well worth seeing. 这部电影很值得一看。

Section D

1.First, we need to have enough food, never too much or too little. 首先,我们要吃足够的食物,不能太多或太少。

2.Second, it's very important for us to have different kinds of foods. 其次,保持食物的多样化对我们很重要。

3.It's said that half of the students don't have breakfast regularly or don't eat anything at all in the morning. 据说有一半学生早上吃早饭不规律甚至不吃早饭。

4.In short, we should not only eat enough good, healthy food but also eat regularly. 总之,我们不仅应该吃足够的、优质的、健康的食物,而且也要饮食有规律。

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not only … but also … 意为“不但……而且……”。如：
I not only read the book but also copied it. 我不仅读了这本书而且还抄过它。

Unit 8 Our Clothes

Topic 1 We will have a class fashion show.

Section A

1.My old coats are so short that I want to buy some new ones. 我的旧外套太短了，我想买些新的。
so … that … 意为“如此……以至于……”，引导的是结果状语从句。如：
He ran so fast that we couldn't follow him. 他跑得太快了，我们跟不上。
2.Women's Wear Section 女装区；Men's Wear Section 男装区；Sports Wear Section 运动装区；Shoes and Hats Section 鞋帽区

Section B

1.I want to buy a windbreaker so that I will look great. 为了显得更英俊，我想买一件风衣。
so that 意为“以便，为了”，后接目的状语从句；in order to 也有“以便，为了”的意思，后接动词原形。如：
I got up very early this morning so that I could catch the first bus. = I got up very early this morning in order to catch the first bus. 我今天早上起得非常早，以便能赶上首班车。
2.—What size do you take? 你要多大号的？
—Size M. 中号。
what size 意为“多大号(码)”，通常用来询问人的衣、裤、鞋、帽的尺寸。如：
What size are your shoes? 你的鞋子是多大码的？
size M 中号，M 是 medium(中等的，中间的)的缩写。size S 小号，S 是 small 的缩写；size L 大号，L 是 large 的缩写；size XL 特大号，XL 是 extra large 的缩写。
3. It's such a cool windbreaker that you should buy it at once. 这件风衣非常好看，你应该立即买下来。
such … that … 意为“如此……以至于……”，引导结果状语从句。如：
It's such a hot day that we all want to go swimming.天气这么热，我们都想去游泳。

Section C

Customers with broad waists will look good in dark or cold-colored clothes that will make them look slimmer. 腰粗的顾客穿上黑色或冷色调的衣服看上去效果比较好，因为这种颜色的衣服会使人看上去更苗条。

Section D

1.People started to wear clothes so that they could protect themselves from the sun, wind, rain and cold.一开始，人们穿衣服是为了免受日晒、风吹、雨淋和寒冷的侵袭。
2.But nowadays, clothes do more than just keep us warm. 但是现在，服装(的作用)已经不仅仅是保暖了。
more than 意为“多过，不止”，置于名词、形容词、副词、动词及从句之前。如：
Her performance was more than good. It was perfect. 她的表演非常好，可以说是完美的。
3.Clothing can also show people our jobs, our culture, our hobbies and even our moods.服装还能

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展示我们的职业,我们的文化,爱好甚至情绪。

4.As the saying goes, "You are what you wear." 正如俗语所讲:"衣如其人。"

Topic 2 We can design our own uniforms.

Section A

1.Kangkang, can you tell me what Miss Wang says? 康康,你能告诉我王老师说什么吗?

what Miss Wang says 为宾语从句,由疑问词"what+陈述句"构成。类似的疑问词还有:which, who, whose, when, how, where, why 等。如:

Can you tell me when the train leaves? 你能告诉我火车什么时候开吗?

2.I like to wear my own clothes because school uniforms will look ugly on us. 我喜欢穿自己的衣服,因为校服穿在身上会很难看。

3.It depends on who will design our uniforms. 这取决于谁来设计我们的校服。

depend on / upon ... 意为"受……的影响;由……决定;取决于……;依靠;信赖"。如:

You can't depend on your parents forever. 你不能永远依赖你的父母。

4.It's true that suitable uniforms can show good discipline. 得体的校服的确能显示出良好的风纪。

本句是一个用 it 作形式主语的复合句结构,真正的主语是 that 从句,类似的用法还有:

It is necessary/important/well-known/possible/wonderful that ... 意为"……是必要的/重要的/众所周知的/可能的/极好的"。如:

It is necessary that we drink enough water every day. 每天喝足够的水是很有必要的。

5.Could you tell me when you wear your uniforms? 你能告诉我你们什么时候穿制服吗?

when 引导宾语从句时译为"何时,什么时候",引导状语从句时译为"当……时"。如:

I don't know when he will come.我不知道他什么时候会来。(宾语从句)

Patients can find us easily when they are in need.当病人有需要时,他们能够很容易地找到我们。(时间状语从句)

6.And our uniforms may stop some people from doing bad things. 我们的制服可以防止一些人干坏事。

stop ... from doing ....= keep ... from doing .... 意为"阻止,防止……做…… "。如:

You can't stop people from saying what they think.你无法阻止人们说出自己的想法。

Section B

1.You should take off your shoes when you enter someone's home in Japan. 当你进入日本人家里的时候,应该先脱掉鞋子。

take off 意为"脱下,脱掉", 还可以表示"起飞"。如:

What time does the plane take off? 飞机几点起飞?

2.It is important to wear suitable clothes on every occasion.在每一个场合衣着得体是很重要的。

Section C

Firefighters wear special coats and helmets to protect themselves from heat and falling ceilings. 消防人员穿特制的外套、戴头盔是为了防止高温和坍塌的天花板伤害他们。

Section D

1.What people wear depends on their likes and dislikes. 人们穿什么取决于他们的好恶。

2.On birthdays, some children wear paper party hats.过生日时,一些孩子们戴着纸的生日帽。

3.People in Canada and the United States usually wear suits to work in offices, as well as for more formal occasions, just as people do in China. 加拿大人和美国人像中国人一样,不但在更正式的场合而且在办公室上班时通常也穿西服。

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Topic 3 He said the fashion show was wonderful.

Section A

Many famous models will be there to model the clothes. 许多著名的模特将去那里展示时装。

Section B

1.It's a traditional dress for Chinese women, and it's becoming popular in the world of high fashion. 它是一种中国妇女穿的传统服装,而且它在高级时装领域越来越流行。

2.Here come another three models, ... 又过来三个模特,……

another 作形容词时,意为"又一个,再一个",如:

Please drink another cup (=one more cup) of tea. 请再喝一杯茶。

Where shall we be in another ten years (=ten more years)? 再过十年,我们将在哪里?

Section C

1.It got its name when China became known to other countries during the Han and Tang dynasties. 中国在汉唐时期开始闻名于世,唐装也因此而得名。

get one's name 意为"得名"。如:

The village got its name from the lake in it.这个村庄因村内的湖泊而得名。

2.Chinese fashion is different not only from western fashion, but also from that in other Asian countries, such as Japan and Korea. 中国的时装不仅不同于西方的时装,也有别于其他亚洲国家(的时装),如日本和韩国。

3.Today people can design the Tang costume as either formal or casual clothes.现在人们既可以把唐装设计成正装,也可以设计成休闲装。

either ... or ... 表示选择关系,意为"要么……要么……;不是……就是……"。如:

You can either take it home or leave it here. 你要么把它拿回家,要么把它留在这里。

You can have either fruit juice or milk. 你不喝果汁就喝牛奶。

4.It shows both the personal style and China's traditional culture.它既体现了(着装者的)个人风格,又体现了中国的传统文化。

Section D

1.The well-known item of American clothing is blue jeans. 众所周知的美国服装是蓝色牛仔裤。

well-known 与 widely known 意思相近,即"众所周知的,广为人知的"。

2.They are the most popular choice of clothing for young people around the world.对世界各地的年轻人来说,这些服装是最受青睐的。

3.At one time, Japanese people wore kimonos for casual and formal occasions.曾经,日本人在非正式和正式场合都穿和服。

at one time 意为"曾经,一度"。如:

At one time, Amy was my best friend. 埃米曾经是我最好的朋友。

4.Today, few people wear kimonos except on special occasions like marriages and national celebrations. 如今,除非在婚礼或国家庆典这样的特殊场合,几乎没有人穿和服。

(1)few 意为"几乎没有",是表示否定的限定词。如:

He has few friends. 他几乎没有朋友。

(2)except 意为"除……之外"。如:

Everyone was tired except John. 除约翰之外,大家都累了。

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Grammar 语法

Ⅰ.句子的成分(Members of the Sentence)

句子的成分是指组成句子的各个部分,即:主语、谓语、表语、宾语、宾语补足语、定语和状语等。主语和谓语是句子的主体部分。

句子成分	说　明	例　句
主语 (Subject)	一个句子的主要成分,也是句子所述说的主体。它一般放在句首,表示句子所说的是"什么人"或"什么事物",一般由名词、代词或相当于名词的词组或短语等充当。	***I*** made fish curry and bread. ***Maria*** cuts the meat finely.
谓语 (Predicate)	表述主语的动作或状态。说明主语"做什么","是什么"或"怎么样",一般由动词或动词短语来充当,通常在主语之后。谓语和主语在人称和数两方面必须一致。	She ***is crying*** in the bathroom. I ***have*** so many problems in the new city. Michael ***likes*** the stone animals.
表语 (Predicative)	表述主语的性质、特征、状态、身份等,说明主语"是什么"或"怎么样",由名词、形容词或相当于名词或形容词的词组或短语等充当。表语位于连系动词之后,与之构成系表结构。	Miss Wang is ***a teacher***. Kangkang feels ***disappointed***. They were ***in school*** yesterday.
宾语 (Object)	句子中动作的承受者,在及物动词后面,和及物动词一起说明主语"做什么",由名词、代词或相当于名词的词组或短语等充当。有的动词后面可接双宾语,包括常用来指人的间接宾语和常用来指物的直接宾语。	Can I help ***you***? We had ***a big dinner*** in a local restaurant. I want ***to make a room reservation***. He told ***me a story***.
宾语补足语 (Object Complement)	用来补充说明宾语的特征、状态或身份,主要由名词、形容词、副词、介词短语或不定式充当。	His mother found him ***a clever boy***. They make me ***very sad***. I see you ***play basketball*** almost every day.
定语 (Attributive)	用来修饰名词或代词,通常由形容词、代词、数词、副词、名词、介词短语、不定式或相当于形容词的词组或短语充当。	He is a ***good*** soccer player. The weather ***there*** was beautiful. Many people ***all over the world*** like it.
状语 (Adverbial)	用来修饰动词、形容词或副词,表示行为发生的时间、地点、目的、方式、程度等,一般由副词、名词、介词短语、不定式或相当于副词的词组或短语来充当。	We visited Dai Temple ***in the daytime***. She is singing ***in the room***. The students worked ***hard***. We'll get to Wanghai Stone ***to see the sunrise***.

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Ⅱ.简单句的基本句型(Basic Sentence Structures)

1.S+V+P(主语+系动词+表语)

Michael's mother (S) sounded (V) worried (P). 迈克尔的妈妈听起来很担心。

You (S) look (V) excited (P). 你看上去很兴奋。

注:常见的系动词有 be, look, seem, sound, smell, taste, feel, become, get, turn, go 等。

2.S+V(主语+谓语)

They (S) arrived (V).他们到了。

A guard (S) was coming and shouting (V).一个警卫边走边喊着。

3.S+V+O(主语+谓语+宾语)

I (S) miss (V) you (O). 我想你。

I (S) need (V) your advice (O). 我需要你的建议。

4.S+V+IO+DO(主语+谓语+间接宾语+直接宾语)

She (S) tells (V) me (IO) jokes (DO). 她给我讲笑话。

We (S) gave (V) them (IO) some money (DO). 我们给了他们一些钱。

5.S+V+O+OC(主语+谓语+宾语+宾语补足语)

We (S) should keep (V) the classroom (O) clean (OC).我们应该保持教室干净。

The class (S) made (V) him (O) monitor (OC). 同学们让他当班长。

6.There be 句型

There (there) is (be) a river (S) near my home.我家附近有一条河。

There (there) were (be) two books (S) on the table.桌子上曾有两本书。

Ⅲ.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,在句中不能单独作谓语。

2.动词不定式具有名词、形容词和副词的特征,因此可以在句中作主语、表语、宾语、宾语补足语、定语和状语。

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功　能	例　　句
作主语	***To see*** is to believe. It's impolite ***to eat noisily in Cuba***.
作表语	I think the most exciting way is ***to sell flowers in the evening***. Your group's task is ***to find out the cost to go by train***.
作宾语	I want ***to make a room reservation***. We decide ***to take the train***.
作宾语 补足语	Miss Wang asked Kangkang ***to book the tickets***. Tell the children ***not to eat unhealthy food***.
作定语	The best way ***to travel*** is by train. I need a pen ***to write with***.
作状语	They organized a show ***to raise money***. Let's work in groups ***to find out the information about the cost***.

注:(1)用作主语的动词不定式常用 it 作形式主语,把动词不定式放在后面。如:

It's polite ***to use a large spoon and a fork to eat in Thailand***. 在泰国用大汤匙和叉吃饭是礼貌的。

(2)动词 want, hope, like, begin, try, need, forget, learn, plan, decide 等后面常接不定式作宾语。如:

Michael likes ***to ride a bicycle*** to the park with Kangkang. 迈克尔喜欢和康康一起骑自行车去公园。

help 后接不定式作宾语可带 to,也可省略 to。如:

They helped (***to***) ***raise money*** for a school in Nigeria. 他们帮助尼日利亚的一所学校筹钱。

(3)动词 ask, tell, want, invite, wish, allow, teach 等后面常接不定式作宾语补足语。如:

They invited me ***to go to Paris with them***. 他们邀请我和他们一同去巴黎。

You can ask them ***to wear short coats and slim pants***. 你可以让他们穿短上衣和紧身裤。

make, have, let 等使役动词及 see, watch, notice, feel, hear 等感官动词后面常接不带 to 的不定式作宾语补足语。如:

She always tells me jokes and makes me ***laugh***. 她总是给我讲笑话使我开怀大笑。

I saw the boy ***come across the street***. 我看见那个男孩穿过了街道。

3.动词不定式的否定形式由"not+动词不定式"构成。如:

The policeman told the boys ***not to play in the street***. 警察告诉那些男孩不要在街上玩耍。

The teacher asks us ***not to be late for school***. 老师要求我们上学不要迟到。

4.动词不定式可以和疑问词 what, which, how, where, when 等连用。如:

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I don't know ***what to do***. 我不知道要做什么。

Could you tell me ***where to buy a scarf***? 你能告诉我去哪儿买围巾吗?

I don't know ***how to stop these bad feelings***. 我不知道如何消除这些坏情绪。

Ⅳ.状语从句(Adverbial Clauses)

在复合句中,修饰主句的动词、形容词或副词的从句叫做状语从句。状语从句根据其用途可分为时间、条件、原因、结果、比较、目的和让步状语从句等。从句由从属连词引导。

1.原因状语从句

because, as, since, for 均表示"因为,由于"。because语气最强,用来回答以 why 引导的疑问句,可表示已知或未知的事实,它可以与强调词 only, just 以及否定词 not 连用。如:

They didn't go to work on Monday morning ***because*** they felt tired.星期一早上他们没有上班,因为他们感到疲劳。

as 语气较弱,较口语化,所表示的原因比较明显,或是已知的事实,故不需强调,as 引导的从句多置于主句之前。如:

As all the seats were full, he had to stand there. 由于所有的座位都坐满了,他只好站在那里。

since 的语气较弱,常表示对方已知的事实。如:

Since you're going, I will go, too. 既然你要走,我也走。

for 一般表示理由,进一步说明,在汉语中也可译为"因为"。如:

The day breaks, ***for*** the birds are singing. 鸟儿在唱歌,天亮了。(for 为并列连词)

2.时间状语从句

引导时间状语从句的从属连词有:when(当……的时候);while(当……的时候);before(在……以前);after(在……之后);as(当……的时候);until(直到……为止);till(直到……为止);as soon as(一……就……)等。如:

When he was a young man, he worked in the country. 他年轻时在乡下工作。

While I was walking down the street yesterday, I saw a UFO. 昨天我在街上散步的时候,看见了不明飞行物。

Before I go on a trip, I will pack many things for it. 去旅行之前,我将准备许多东西。

He didn't raise his head ***until/till*** someone called him.直到有人叫他的名字他才抬起头。

As soon as Darren saw his friends, he jumped up and down. 达伦一看见他的朋友就跳了起来。

注:when, as 和 while 都可以表示"当……的时候",而 when 既可表示"一个特定的时间",也可表示"一段时间";as 多用于口语,强调"同一时间"或"一先一后";while 也可表示同一时间,但所表示的不是一个点时间,而是一段时间,因此,谓语动词常是延续性的,并且常用进行时。有时 while 可以与 when, as 互换。

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3.条件状语从句

由 if(如果),unless(如果不……;除非……)引导的状语从句叫做条件状语从句。如:

If everyone obeys the traffic rules, the roads will be much safer. 如果每个人都遵守交通规则,那么道路就会安全得多。

We will go there next Saturday ***unless*** it rains. 如果不下雨的话,我们下星期六去那里。

注:在时间状语从句和条件状语从句中,如果主句是一般将来时或具有将来的含义,从句的谓语动词常用一般现在时表示将来。

4.结果状语从句

(1)so ... that ...引导的结果状语从句。如:

I was ***so*** tired ***that*** I couldn't go on any longer. 我太累了,再也走不动了。

注:so ... that ...意思是"如此……以至于……",that 后接的句子表示主句动作所导致的结果。

(2)so that 引导的结果状语从句,在句子中的意思是"因此,所以",表示主句动作所导致的结果。如:

Miss Wang planned very well ***so that*** her students enjoyed a good trip. 王老师计划得非常好,因此她的学生旅行得很愉快。

注:so that 也可以引导目的状语从句,意为"以便,这样,为了,目的是",从句中的谓语常有 may, might, can, could, will, would, should 这类情态动词,表示"可以,会"等含义。如:

People started to wear clothes ***so that*** they could protect themselves from the sun, wind, rain and cold. 人们开始穿衣是为了免受日晒、风吹、雨淋和寒冷的侵袭。

(3) such ... that ...引导的状语从句。如:

Jane is ***such*** a clever student ***that*** every teacher likes her a lot. 简是一个这么聪明的学生,每个老师都非常喜欢她。

注:such ... that ...意思是"如此……以至于……",that 后接的句子表示主句动作所导致的结果。有时可和so ...that ... 引导的结果状语从句互换。如上句可说为:Jane is so clever a girl that every teacher likes her a lot.

Ⅴ.宾语从句(Object Clauses)

宾语是句子的一个重要成分,它可以由名词、代词、名词短语或句子充当。当一个句子充当宾语时,这个句子就被称为宾语从句。宾语从句与主句之间由连接词来连接。

学习宾语从句,要注意以下三个方面,即引导词、语序和时态。

1.引导词

引导宾语从句的引导词按所引导的句子结构特点可以分为三类:

(1) that 引导的宾语从句(that 在口语或非正式文体中常省略)

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I know (***that***) he is a Canadian athlete. 我知道他是一名加拿大运动员。

Do you think (***that***) the children need to write a song? 你认为孩子们需要写一首歌吗?

Maria says (***that***) she doesn't like school uniforms. 玛丽亚说她不喜欢校服。

(2) if/whether 引导的宾语从句

I don't know ***if/whether*** I need to obey all the rules while I'm having dinner with my friends. 我不知道和朋友们吃饭的时候是否需要遵守所有的规则。

Could you tell me ***if/whether*** it's polite to speak loudly at the table? 你能告诉我吃饭时大声讲话是否礼貌吗?

I don't know ***if/whether*** you are right. 我不知道你是否正确。

I don't know ***whether*** you are right or not. 我不知道你对不对。(if 一般不与 or not 连用)

(3) 疑问词引导的宾语从句

疑问词包括疑问代词(what, which, who, whose)和疑问副词(when, how, where, why)。

You may ask ***what*** North American people wear on special days. 你也许会问北美洲的人在特殊的日子里穿什么服装。

I ask Tom ***which*** Chinese dish is his favorite. 我问汤姆他最喜爱的是哪一道中国菜。

I don't know ***who*** will come to the English Corner. 我不知道谁会来英语角。

Can you tell me ***how*** you will deal with the problem? 你能告诉我你会怎样解决这个问题吗?

Can you tell me ***where*** they are? 你能告诉我他们在哪里吗?

I ask him ***why*** his hot dogs are so popular. 我问他为什么他的热狗这么受欢迎。

2.语序

宾语从句用陈述句语序。如:

Does he like *Times English Post*? Do you know? 他喜欢《时代英语报》吗? 你知道吗?

⇒Do you know ***if/whether he likes Times English Post***? 你知道他是否喜欢《时代英语报》吗?

What are they talking about? I want to know. 他们正在谈论什么? 我想知道。

⇒ I want to know ***what they are talking about***. 我想知道他们在谈论什么。

How can I get to the train station? Can you tell me? 我怎样才能到达火车站? 你能告诉我吗?

⇒ Can you tell me ***how I can get to the train station***? 你能告诉我怎样到达火车站吗?

3.时态

当主句中的谓语动词是一般现在时态时,宾语从句中的时态不受主句影响。当主句中的谓语动词是一般过去时态时,宾语从句则使用相应的过去时态。如:

I ***think*** that I ***can*** sell newspapers. 我想我可以卖报纸。

I ***think*** I ***should*** have a talk with her. 我想我应该和她谈一谈。

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I ***heard*** you ***had*** a bad cold. 我听说你患了重感冒。

注:如果宾语从句所表达的内容是客观真理或客观事实时,从句中动词的时态不受主句的谓语动词时态的限制。如:

The teacher ***said*** that the earth ***moves*** round the sun. 老师说地球围绕太阳转。

He ***said*** he ***is*** forty. 他说他 40 岁了。

Ⅵ.形容词与副词的比较等级(Comparative and Superlative Degrees of Adjectives and Adverbs)

英语中的形容词与副词有三个等级,即原级(positive degree),比较级(comparative degree)和最高级(superlative degree)。

1. 形容词和副词比较等级的构成

形容词比较等级的规则变化、不规则变化及其读音见八年级上册第 124 页。

副词比较等级的规则变化与形容词比较等级的规则变化大致相同。如:

fast	faster	fastest
hard	harder	hardest
late	later	latest
early	earlier	earliest
loudly	more loudly	most loudly
quickly	more quickly	most quickly
slowly	more slowly	most slowly
easily	more easily	most easily

下列副词的比较等级为不规则变化:

badly	worse	worst
far	farther/further	farthest/furthest
little	less	least
much	more	most
well	better	best

2. 形容词和副词比较等级的用法

形容词比较等级的用法见八年级上册第 124 页。副词比较等级的用法与形容词比较等级的用法基本相同。

(1)原级

表示比较双方程度相同时,常用“as+形容词/副词原级+as”结构,意为“……和……一样”。如:

Sue is ***as tall as*** Sally. 苏和萨莉一样高。

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I want to live ***as happily as*** before. 我想和以前一样快乐地生活。

表示比较双方程度不同时，常用“not as/so+形容词/副词原级+as”结构，意为“……不如……”。如：

This book is ***not as/so interesting as*** that one. 这本书不如那本书有趣。

Kangkang ***doesn't*** draw ***as/so carefully as*** Michael.康康画画不如迈克尔认真。

You ***don't*** study ***as/so hard as*** your sister. 你学习不如你姐姐努力。

(2)比较级

两者之间比较时，常用“形容词/副词比较级+than”结构，意为“比……更……”。如：

You're ***luckier than*** many people. 你比许多人都幸运。

Michael cuts ***more finely than*** she. 迈克尔比她切得更细。

Jane cooked ***more carefully than*** Maria.简做饭比玛丽亚更认真。

否定比较级可用“less+原级形容词/副词+than”结构，表示“……不如……”。如：

This passage is ***less difficult than*** that one. 这篇文章没有那篇难。

He speaks ***less loudly than*** I. 他说话声音没有我大。

(3)最高级

三者或三者以上比较时，常用“the+形容词/副词最高级+in/of …（比较范围）”结构，意为“某人（或某物）在某范围内最……”。副词最高级前可省去 the。如：

This picture is ***the most beautiful*** of the three. 这幅画是三幅中最美丽的。

Lin Tao jumps(***the***)***highest*** in our class. 林涛在我们班里跳得最高。

Li Feng sings(***the***)***best*** of all. 李峰是所有人中唱得最好的。

3.形容词和副词比较等级中的注意事项

(1)在同级比较结构中，第一个 as 前可加 half，twice，three times 等词来修饰，表示倍数关系。如：

The ruler is ***half as long as*** that one. 这把尺子的长度是那把的一半。

Their school is ***three times as large as*** ours. 他们的学校是我们的三倍大。

(2)形容词或副词的比较级前可用 much，a lot，a little，a bit，even，still，far 等词来修饰，表示不同程度。如：

Her apple is ***much bigger than*** mine. 她的苹果比我的大得多。

She played the piano ***much more wonderfully than*** you. 她弹钢琴比你棒得多。

(3)借助 other，else 或否定词，比较级形式可用来表示最高级概念。如：

He is ***taller than any other*** boy(或***anybody else***)in our class. 在我们班上他比别的任何一个男孩(别的任何人)都高。

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Nobody runs ***faster than*** him. 没人比他跑得快。

(4)“the+比较级……,the+比较级……”表示“越……,越……”。如:

The more careful you are, ***the fewer*** mistakes you'll make. 你越仔细,所犯错误就越少。

The more you read, ***the more*** you learn. 你读书越多,学到的知识就越多。

(5)“比较级+and+比较级”表示“越来越……”。如:

It becomes ***colder and colder*** when winter comes. 冬天来了,天气越来越冷。

It is raining ***more and more heavily***. 雨越下越大。

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Words and Expressions in Each Unit 各单元词汇表

注：黑体词为《英语课程标准》要求掌握的词，白体词为课文中要求理解的词。单词后的数字是指该词第一次出现的页码。本词汇表采用 IPA（International Phonetic Alphabet 国际音标）标注系统。

Unit 5

Topic 1 You look excited.

invite /ɪnˈvaɪt/ *v.*（正式）邀请 (1)
disappointed /ˌdɪsəˈpɔɪntɪd/ *adj.*失望的，沮丧的 (1)
film /fɪlm/ *n.*电影；影片 (2)
smell /smel/ *v.*发气味；闻（到），嗅（到） (2)
*n.*气味
seem /siːm/ *v.*似乎，好像 (3)
opera /ˈɒprə/ *n.*歌剧；歌剧剧本 (3)
excite /ɪkˈsaɪt/ *v.*使激动，使兴奋 (4)
care for 照顾，照料 (5)
lonely /ˈləʊnli/ *adj.*孤独的，寂寞的 (5)
lively /ˈlaɪvli/ *adj.*充满趣味的；充满生气的 (5)
cheer up （使）振作起来；（使）高兴起来 (5)
almost /ˈɔːlməʊst/ *adv.*几乎，差不多 (5)
mainly /ˈmeɪnli/ *adv.*主要地 (6)
role /rəʊl/ *n.*角色 (7)
facial /ˈfeɪʃl/ *adj.*面部的 (7)
painting /ˈpeɪntɪŋ/ *n.*油画，绘画 (7)
gesture /ˈdʒestʃə(r)/ *n.*姿势，手势 (7)
frightened /ˈfraɪtnd/ *adj.*惊吓的；受惊的；害怕的 (7)
worried /ˈwɜːrid/；/ˈwʌrid/ *adj.*担心的，担忧的 (7)
in the end 最后，终于 (7)
interested /ˈɪntrəstɪd/ *adj.*感兴趣的 (7)
upset /ʌpˈset/ *adj.*心烦的，苦恼的 (8)

Topic 2 I'm feeling better now.

exam /ɪgˈzæm/ *n.*考试 (9)
strict /strɪkt/ *adj.*严格的；严密的 (9)
be strict with 对……严格要求 (9)
shy /ʃaɪ/ *adj.*害羞的 (9)
take it easy 别紧张，别着急 (10)
fail /feɪl/ *v.*不及格；失败；未做 (11)
someone /ˈsʌmwʌn/ *pron.*某人 (11)
feeling /ˈfiːlɪŋ/ *n.*感觉，感触；想法 (11)
joke /dʒəʊk/ *n.*笑话，玩笑 (11)
*v.*说笑话，开玩笑
by the way 顺便提一下；捎带说一声 (12)
yeah /jeə/ *adv.*（口语）是，是的；好的 (12)
usual /ˈjuːʒ(u)əl/ *adj.*通常的，平常的 (13)
as usual 像往常一样 (13)
either /ˈiːðə(r)/；/ˈaɪðə(r)/ *adv.*也 (13)
*pron.*二者之一；要么……
accept /əkˈsept/ *v.*接受 (13)
lovely /ˈlʌvli/ *adj.*可爱的；美丽的 (14)
helpful /ˈhelpfl/ *adj.*有用的；有益的 (14)
international /ˌɪntəˈnæʃnəl/ *adj.*国际的 (14)
useless /ˈjuːsləs/ *adj.*无用的，无效的 (15)
deal /diːl/ *v.*处理；给予；发牌 (15)
deal with 处理，解决；对付 (15)
elder /ˈeldə(r)/ *adj.*年长的，年纪较大的 (15)
refuse /rɪˈfjuːz/ *v.*拒绝，回绝 (15)
sadness /ˈsædnəs/ *n.*忧伤，悲哀 (16)

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anyone /ˈeniwʌn/ *pron.*任何人 (16)
unfair /ˌʌnˈfeə(r)/ *adj.*不公平的,不公正的 (16)
though /ðəʊ/ *conj.*虽然;可是 (16)
even though 即使,尽管 (16)
not … any longer = no longer 不再 (16)

Topic 3 Many things can affect our feelings.

test /test/ *n.*& *v.*测试,考查,试验 (17)
nervous /ˈnɜː(r)vəs/ *adj.*焦虑的,惶恐的;神经质的 (17)
speech /spiːtʃ/ *n.*演讲 (17)
CD /ˌsiːˈdiː/ *n.*光盘,激光唱片(全写为 compact disc) (17)
relaxed /rɪˈlækst/ *adj.*冷静的,镇定的 (17)
rich /rɪtʃ/ *adj.*油腻的;丰富的;富有的 (18)
sick /sɪk/ *adj.*生病的,有病的 (19)
affect /əˈfekt/ *v.*影响 (19)
confident /ˈkɑːnfɪdənt/; /ˈkɒnfɪdənt/ *adj.*自信的,有信心的 (19)
mood /muːd/ *n.*心情;情绪 (19)
proud /praʊd/ *adj.*自豪的,骄傲的 (19)
be proud of 骄傲,自豪 (19)
anyway /ˈeniweɪ/ *adv.*尽管,即使这样 (19)
ready /ˈredi/ *adj.*准备好的 (19)
passport /ˈpæspɔːrt/;/ˈpɑːspɔːt/ *n.*护照 (20)
boss /bɔːs/; /bɒs/ *n.*老板;领班 (20)
grandson /ˈgrænsʌn/ *n.*孙子,外孙 (20)
environment /ɪnˈvaɪrənmənt/ *n.*环境 (21)
especially /ɪˈspeʃəli/ *adv.*特别,尤其;专门 (21)
fill /fɪl/ *v.*充满,装满 (21)
fill with sth. (使)充满,填满,装满 (21)
trouble /ˈtrʌbl/ *n.*问题,困难,忧虑 (21)
loud /laʊd/ *adj.*大声的,响亮的 (22)
*adv.*大声地
noise /nɔɪz/ *n.*声音,响声,噪音,吵闹声 (22)
spirit /ˈspɪrɪt/ *n.*情绪,心境;精神 (23)
silent /ˈsaɪlənt/ *adj.*不说话的,沉默的 (23)
think over 仔细考虑 (24)
decision /dɪˈsɪʒn/ *n.*决定 (24)
make a decision 作决定 (24)
sense /sens/ *n.*感觉,意识 (24)
relaxing /rɪˈlæksɪŋ/ *adj.*轻松的 (24)

Review of Unit 5

fantastic /fænˈtæstɪk/ *adj.*极好的,了不起的 (25)
disappointment /ˌdɪsəˈpɔɪntmənt/ *n.*失望;沮丧;扫兴 (25)
soft /sɔːft/; /sɒft/ *adj.*轻柔的;柔软的 (26)
be in trouble 有麻烦,处于困境 (26)
fear /fɪə(r)/ *n.*& *v.*害怕,惧怕 (26)
difficulty /ˈdɪfɪkəlti/ *n.*困难,难题,困境 (26)

Unit 6

Topic 1 We're going on a three-day visit to Mount Tai.

field /fiːld/ *n.*田野,田地;场地 (27)
proper /ˈprɑːpə(r)/; /ˈprɒpə(r)/ *adj.*正确的,恰当的 (27)
mount /maʊnt/ *n.*山,山峰 (27)
vehicle /ˈviːəkl/ *n.*交通工具;车辆 (27)
airline /ˈeəlaɪn/ *n.*航空公司 (27)
price /praɪs/ *n.*价格,价钱 (27)
total /ˈtəʊtl/ *adj.*总的,全部的 (27)
partner /ˈpɑː(r)tnə(r)/ *n.*搭档,同伴 (28)
sleeper /ˈsliːpə(r)/ *n.*卧铺列车 (29)
pay /peɪ/ *v.*付费,付酬 (29)
hotel /həʊˈtel/ *n.*宾馆,旅馆,饭店 (30)
fridge /frɪdʒ/ =refrigerator /rɪˈfrɪdʒəreɪtə(r)/ *n.*冰箱 (30)
air conditioner /ˈeə kənˈdɪʃənə/ *n.*空调 (30)
standard /ˈstændə(r)d/ *adj.*标准的 (30)
*n.*标准

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single /ˈsɪŋgl/ *adj.*单一的,单个的 (30)
condition /kənˈdɪʃn/ *n.*条件,状况 (30)
comfortable /ˈkʌmfə(r)təbl/ *adj.*舒服的;安逸的;舒服自在的 (30)
raise /reɪz/ *v.*筹集;使升高;饲养 (31)
king /kɪŋ/ *n.*国王,君主 (31)
queen /kwiːn/ *n.*女王;王后 (31)
common /ˈkɑːmən/;/ˈkɒmən/ *adj.*普通的,一般的;共有的 (31)
Canadian /kəˈnedɪən/; /kəˈneɪdɪən/ *adj.*加拿大的;加拿大人的 (31)
*n.*加拿大人
dollar /ˈdɑːlə(r)/; /ˈdɒlə(r)/ *n.*(美国、加拿大等货币单位)元 (31)
somebody /ˈsʌmbədɪ/ *pron.*某人 (31)
forward /ˈfɔː(r)wə(r)d/ *adv.*向前;前进 (32)
hear from 收到某人来信 (32)
top /tɑːp/; /tɒp/ *n.*顶部;(物体的)上面 (33)

Topic 2 How about exploring Tian'anmen Square?

receive /rɪˈsiːv/ *v.*收到,得到 (35)
postcard /ˈpəʊstkɑː(r)d/ *n.*明信片 (35)
vacation /vəˈkeɪʃn;veɪˈkeɪʃn/ *n.*假期 (35)
on vacation 度假 (35)
explore /ɪkˈsplɔː(r)/ *v.*考察;探索;勘察 (35)
camp /kæmp/ *v.*野营,度假 (36)
work out 算出;制订;完成 (36)
seaside /ˈsiːsaɪd/ *n.*海边,海滨 (36)
north /nɔː(r)θ/ *n.*北,北方 (37)
east /iːst/ *n.*东,东方 (37)
*adj.*东方的;向东的;东部的
*adv.*向东,朝东
west /west/ *n.*西,西方 (37)
*adj.*西方的;向西的;西部的
*adv.*向西,朝西
monument /ˈmɑːnjumənt/; /ˈmɒnjumənt/ *n.*纪念碑(馆、堂、像等) (37)
rostrum /ˈrɑːstrəm/; /ˈrɒstrəm/ *n.*指挥台 (37)
chairman /ˈtʃeəmən/ *n.*主席,主持人 (37)
announce /əˈnaʊns/ *v.*宣布,宣告;通知 (37)
found /faʊnd/ *v.*建立,兴建;创办 (37)
republic /rɪˈpʌblɪk/ *n.*共和国 (37)
meaningful /ˈmiːnɪŋfl/ *adj.*重要的,重大的;意味深长的 (37)
wait /weɪt/ *v.*等,等待 (37)
memorial /məˈmɔːrɪəl/ *adj.*纪念的;悼念的 (37)
northwest /nɔː(r)θˈwest/ *n.*西北;西北方;西北地区 (38)
northeast /ˌnɔːrθˈiːst/ *n.*东北;东北方;东北地区 (38)
southeast /ˌsaʊθˈiːst/ *n.*东南,东南方;东南地区 (38)
bicycle /ˈbaɪsɪkl/ *n.*自行车 (39)
be full of 满的,充满的,满是……的 (39)
crowd /kraʊd/ *n.*人群 (39)
tour /tʊə(r)/ *n.*旅游,旅行;观光,游览 (39)
space /speɪs/ *n.*空间;空地 (39)
push /pʊʃ/ *v.*& *n.*推 (39)
direction /dəˈrekʃn;dɪˈrekʃən/ *n.*方向,方位 (39)
step /step/ *v.*踩;走;跨步 (39)
*n.*台阶;梯级;脚步
slowly /ˈsləʊli/ *adv.*缓慢地;慢速地 (39)
beside /bɪˈsaɪd/ *prep.*在……旁边 (39)
sadly /ˈsædli/ *adv.*悲伤地,伤心地 (39)
as soon as 一……就…… (39)
experience /ɪkˈspɪəriəns/ *n.*经历;经验 (40)
everywhere /ˈevriweə(r)/ *adv.*处处,到处,各个地方 (42)
Thank goodness! /ˈgʊdnəs/ 谢天谢地! (42)

Topic 3 Bicycle riding is good exercise.

passenger /ˈpæsɪndʒə(r)/ *n.*乘客 (43)
crazy /ˈkreɪzi/ *adj.*疯狂的 (43)
anywhere /ˈeniweə(r)/ *adv.*任何地方 (43)
pollution /pəˈluːʃn/ *n.*污染 (43)

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advantage /ədˈvæntɪdʒ/; /ədˈvɑːntɪdʒ/ *n.* 优点;优势 (43)
disagree /ˌdɪsəˈgriː/ *v.*不同意,有分歧 (43)
disagree with sb. 不同意,持不同意见 (43)
rider /ˈraɪdə(r)/ *n.*骑(自行车或马,摩托车)的人,骑手 (44)
careless /ˈkeələs/ *adj.*不小心的,不仔细的 (45)
helmet /ˈhelmɪt/ *n.*头盔 (45)
light-colored *adj.*浅色的,淡色的 (45)
pay attention to 注意 (47)
signal /ˈsɪgnəl/ *n.*信号,暗号 (47)
safety /ˈseɪfti/ *n.*安全,平安 (47)
truck /trʌk/ *n.*卡车,载重汽车 (47)
notice /ˈnəʊtɪs/ *v.*看(或听)到,注意到 (47)
*n.*注意,理会
reflector /rɪˈflektə(r)/ *n.*反光玻璃 (47)
case /keɪs/ *n.*情况;事例 (47)
in case of 如果,假使 (47)
injury /ˈɪndʒəri/ *n.*(对躯体的)伤害,损伤 (47)
in a word 简言之,一句话,总之 (47)
look out 小心,当心 (48)
stream /striːm/ *n.*小河;溪 (49)
empty /ˈempti/ *adj.*空的 (49)
*v.*倒空;(河流)流入,注入
Asia /ˈeɪʃə/ *n.*亚洲 (49)
altitude /ˈæltɪtuːd/; /ˈæltɪtjuːd/ *n.*海拔 (49)
among /əˈmʌŋ/ *prep.*在……中 (49)
France /fræns/; /frɑːns/ *n.*法国 (50)
mile /maɪl/ *n.*英里 (50)
stage /steɪdʒ/ *n.*阶段;舞台 (50)
central /ˈsentrəl/ *adj.*中心的,中央的 (50)
winner /ˈwɪnə(r)/ *n.*优胜者,获胜的人 (50)
cyclist /ˈsaɪklɪst/ *n.*骑自行车的人 (50)
motorcycle /ˈməʊtə(r)saɪkl/ *n.*摩托车 (50)
broken /ˈbrəʊkən/ *adj.*破损的;伤残的;残缺的;出了毛病的 (50)

Review of Units 5–6

explain /ɪkˈspleɪn/ *v.*解释;说明;阐明 (51)
pedestrian /pəˈdestriən/ *n.*行人 (52)
Europe /ˈjʊərəp/ *n.*欧洲 (53)
French /frentʃ/ *adj.*法国的;法国人的;法语的 (53)
*n.*法国人;法语
town /taʊn/ *n.*镇,市镇 (53)
village /ˈvɪlɪdʒ/ *n.*乡村,村庄 (53)
death /deθ/ *n.*死,死亡 (54)
sharp /ʃɑː(r)p/ *adj.*急转的;锋利的 (54)
slow /sləʊ/ *v.*放慢速度,减缓 (54)
*adj.*缓慢的
slow down 减速 (54)
opposite /ˈɑːpəzət/; /ˈɒpəzɪt/ *adj.*相反的;对面的 (54)
*prep.*与……相对;在……对面
rush /rʌʃ/ *v.*冲,奔跑 (54)

Unit 7

Topic 1 We're preparing for a food festival.

task /tæsk/; /tɑːsk/ *n.*任务,工作 (55)
poster /ˈpəʊstə(r)/ *n.*(贴在公共场所的大型)招贴画;广告(画) (55)
touch /tʌtʃ/ *n.*& *v.*触,碰;触觉 (55)
get in touch with (与……)取得联系 (55)
try one's best 尽最大努力 (55)
success /səkˈses/ *n.*成功,胜利 (55)
imagine /ɪˈmædʒɪn/ *v.*想像,设想;猜测 (56)
soup /suːp/ *n.*汤 (56)
cheese /tʃiːz/ *n.*奶酪 (56)
cookie /ˈkʊki/ *n.*曲奇饼干 (56)
pancake /ˈpænkeɪk/ *n.*薄煎饼 (56)
set /set/ *v.*放,置;使处于 (56)
set the table 摆放餐具 (56)
blind /blaɪnd/ *adj.*瞎的,失明的 (56)

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western /ˈwestə(r)n/ *adj.*西方的,西部的 (57)
Greek /ɡriːk/ *adj.*希腊的 (57)
*n.*希腊人
Indian /ˈɪndɪən/ *adj.*印度人的;印第安人的 (57)
*n.*印度人;印第安人
curry /ˈkɜːri/; /ˈkʌri/ *n.*咖喱食品 (57)
fried /fraɪd/ *adj.*油炸的 (57)
sushi /ˈsuːʃi/ *n.*寿司 (57)
Italian /ɪˈtælɪən/ *adj.*意大利(人)的; 意大利语的 (57)
African /ˈæfrɪkən/ *adj.*非洲的 (57)
*n.*非洲人
Russian /ˈrʌʃən/ *adj.*俄国(人)的;俄语的 (57)
*n.*俄国人;俄语
address /əˈdres/; /əˈdres/ *n.*住址,地址 (58)
regret /rɪˈɡret/ *v.*感到遗憾,惋惜 (59)
*n.*痛惜,懊悔,遗憾
gather /ˈɡæðə(r)/ *v.*召集,聚集;收集 (59)
group /ɡruːp/ *n.*组,组群 (59)
v.(使)成群,成组
member /ˈmembə(r)/ *n.*成员,会员 (59)
roof /ruːf/ *n.*屋顶;顶部 (59)
birthplace /ˈbɜː(r)θpleɪs/ *n.*(尤指名人的)出生时的住宅,出生地 (60)
former /ˈfɔː(r)mə(r)/ *adj.*以前的 (60)
purpose /ˈpɜːpəs/ *n.*目的,意图 (60)
in order to 为了 (60)
come true 变为现实,成为事实 (61)

Topic 2 I'm not sure whether I can cook it well.

finely /ˈfaɪnli/ *adv.*微小地,细微地 (63)
oil /ɔɪl/ *n.*油 (63)
pan /pæn/ *n.*平底锅 (63)
lightly /ˈlaɪtli/ *adv.*轻微地,轻轻地 (63)
add /æd/ *v.*增加,添加 (63)
fry /fraɪ/ *v.*用油煎,用油炸 (63)
ingredient /ɪnˈɡriːdɪənt/ *n.*成分,原料 (63)
pot /pɑːt/; /pɒt/ *n.*锅;壶,瓶,罐 (64)
pork /pɔː(r)k/ *n.*猪肉 (64)
cut up 切碎,剁碎 (64)
ham /hæm/ *n.*火腿 (64)
onion /ˈʌnjən/ *n.*洋葱(头) (64)
noodle /ˈnuːdl/ *n.*面条 (64)
bowl /bəʊl/ *n.*碗,盒 (64)
junk food 垃圾食品 (64)
quick /kwɪk/ *adj.*快的,迅速的 (64)
healthily /ˈhelθɪlɪ/ *adv.*健康地 (64)
snack /snæk/ *n.*小吃 (65)
butter /ˈbʌtə(r)/ *n.*黄油,奶油 (65)
pear /peə(r)/ *n.*梨 (65)
piece /piːs/ *n.*一块(片,张,件……) (65)
slurp /slɜː(r)p/ *v.*(喝东西时)发出啧啧的声音 (66)
impolite /ˌɪmpəˈlaɪt/ *adj.*不礼貌的,粗鲁的 (66)
noisily /ˈnɔɪzɪli/ *adv.*吵闹地,聒噪地 (66)
polite /pəˈlaɪt/ *adj.*有礼貌的,有教养的 (66)
formal /ˈfɔː(r)ml/ *adj.*正式的 (67)
manner /ˈmænə(r)/ *n.*方式;举止;态度 (67)
table manners 餐桌礼节,用餐的规矩 (67)
napkin /ˈnæpkɪn/ *n.*餐巾 (67)
lap /læp/ *n.*(人坐时)膝部 (67)
fork /fɔː(r)k/ *n.*叉,餐叉 (67)
dish /dɪʃ/ *n.*菜肴;碟,盘 (67)
eat up 吃光,吃完 (67)
quietly /ˈkwaɪətli/ *adv.*安静地,寂静地 (67)
drink to sb./sth. 为某人/某事干杯(或祝酒) (67)
dine /daɪn/ *v.*进餐,用饭 (67)
elbow /ˈelbəʊ/ *n.*肘,肘部 (68)
spoon /spuːn/ *n.*匙,调羹 (68)
chopstick /ˈtʃɑːpstɪk/; /ˈtʃɒpstɪk/ *n.*筷子 (68)
finger /ˈfɪŋɡə(r)/ *n.*(拇指以外的任何一个)手指 (68)
southern /ˈsʌðə(r)n/ *adj.*南方的,南部的 (69)
seafood /ˈsiːfuːd/ *n.*海鲜,海味 (69)

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pick /pɪk/ *v.*采,摘;拾起,采集;挑选 (69)
pick up 捡起;获得;收拾 (69)
sausage /ˈsɔːsɪdʒ/; /ˈsɒsɪdʒ/ *n.*香肠 (70)

Topic 3 I cooked the most successfully.

lady /ˈleɪdi/ *n.*女士,夫人 (71)
gentleman /ˈdʒentlmən/ *n.*绅士,先生 (71)
sale /seɪl/ *n.*卖,出售 (71)
for sale 供出售,待售 (71)
guest /gest/ *n.*客人,宾客 (71)
kind-hearted *adj.*好心的 (71)
menu /ˈmenjuː/ *n.*菜单 (72)
beer /bɪə(r)/ *n.*啤酒 (72)
bill /bɪl/ *n.*账单;(美)钞票,纸币 (72)
corn /kɔː(r)n/ *n.*谷物,谷粒 (72)
salad /ˈsæləd/ *n.*蔬菜沙拉 (72)
lemon /ˈlemən/ *n.*柠檬 (73)
tofu /ˈtəʊfuː/ *n.*豆腐 (73)
main course 主菜 (73)
bean /biːn/ *n.*豆 (73)
carrot /ˈkærət/ *n.*胡萝卜 (73)
dessert /dɪˈzɜː(r)t/ *n.*甜点, 甜食 (73)
wine /waɪn/ *n.*酒 (73)
seat /siːt/ *n.*座位,座处 (74)
have a seat 请坐 (74)
job /dʒɑːb/; /dʒɒb/ *n.*工作,职业 (75)
worth /wɜː(r)θ/ *adj.*值得……的;有……价值的 (75)
effort /ˈefə(r)t/ *n.*努力,艰难的尝试 (75)
successfully /səkˈsesfəli/ *adv.*成功地 (75)
steak /steɪk/ *n.*牛排,肉排,鱼排 (76)
neatly /ˈniːtli/ *adv.*整洁地,整齐地 (76)
regularly /ˈregjələ(r)li/ *adv.*有规律地,定期地 (77)
diet /ˈdaɪət/ *n.*日常饮食,日常食物 (77)
in short 总之;简言之 (78)
not only … but (also) … 不仅……而且…… (78)
conclusion /kənˈkluːʒn/ *n.*结论;推论 (78)

Review of Unit 7

education /ˌedʒuˈkeɪʃn/ *n.*教育 (79)
develop /dɪˈveləp/ *v.*(使)成长,(使)发展 (79)
lamb /læm/ *n.*羊羔肉;小羊 (80)
dislike /dɪsˈlaɪk/ *n.&v.*不喜欢;厌恶 (80)
cola /ˈkəʊlə/ *n.*可乐饮料 (80)

Unit 8

Topic 1 We will have a class fashion show.

costume /ˈkɑːstuːm/; /ˈkɒstjuːm/ *n.*服装;戏服 (81)
smooth /smuːð/ *adj.*平坦的;光滑的 (81)
so … that … 如此……以至于…… (81)
cotton /ˈkɑːtn/; /ˈkɒtn/ *adj.*棉布制的 (81)
*n.*棉花;棉布
silk /sɪlk/ *n.*(蚕)丝,丝织品 (81)
fashion /ˈfæʃn/ *n.*时装;时尚;流行式样 (81)
handbag /ˈhændbæg/ *n.*女用皮包,手提包 (81)
afford /əˈfɔː(r)d/ *v.*买得起;能做 (81)
tie /taɪ/ *n.*领带;绳子;纽带,关系 (82)
v.(用线,绳等)系,拴,绑;束紧;打结
sweater /ˈswetə/ *n.*厚运动衫,毛衣 (82)
scarf /skɑː(r)f/ *n.*围巾,领巾 (82)
jeans /dʒiːnz/ *n.*牛仔裤 (82)
blouse /blaʊz/ *n.*(妇女穿的)短上衣,衬衫 (82)
section /ˈsekʃn/ *n.*部门,部分 (82)
sock /sɑːk/; /sɒk/ *n.*短袜 (82)
pocket /ˈpɑːkɪt/; /ˈpɒkɪt/ *n.*口袋 (83)
windbreaker /ˈwɪndbreɪkə(r)/ *n.*风衣 (83)
size /saɪz/ *n.*尺寸,大小 (83)
leather /ˈleðə(r)/ *adj.*皮制的 (83)
*n.*皮革

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pretty /ˈprɪti/ *adj.*漂亮的,俊俏的 (84)
*adv.*颇,相当;十分,非常
handsome /ˈhænsəm/ *adj.*英俊的 (84)
congratulation /kənˌgrætʃuˈleɪʃn/ *n.*祝贺 (85)
succeed /səkˈsiːd/ *v.*达到目的;成功 (85)
suitable /ˈsuːtəbl/ ; /ˈsjuːtəbl/ *adj.*合适的;适宜的 (85)
customer /ˈkʌstəmə(r)/ *n.*顾客,客户 (85)
simple /ˈsɪmpl/ *adj.*简单的,简易的 (85)
style /staɪl/ *n.*样式,款式;方式,作风 (85)
contrast /ˈkɑːntræst/ ; /ˈkɒntrɑːst/ *n.*明显的差异,对比,对照 (85)
/kənˈtræst/ ; /kənˈtrɑːst/ *v.*对比,对照
fancy /ˈfænsɪ/ *adj.*绚丽的,花哨的 (85)
design /dɪˈzaɪn/ *n.*设计;设计方案;构思 (85)
*v.*设计,构思;计划
broad /brɔːd/ *adj.*宽阔的,广阔的;广泛的 (85)
waist /weɪst/ *n.*腰,腰部 (85)
cold-colored *adj.*冷色调的 (85)
slim /slɪm/ *adj.*苗条的,纤细的;单薄的 (85)
business /ˈbɪznəs/ *n.*生意;公事;职责 (85)
skin /skɪn/ *n.*皮,皮肤 (87)
material /məˈtɪərɪəl/ *n.*材料,布料 (87)
uniform /ˈjuːnɪfɔː(r)m/ *n.*制服 (87)
kimono /kɪˈməʊnəʊ/ *n.*(日本的)和服 (88)
sportswear /ˈspɔː(r)tsweə(r)/ *n.*运动服装 (88)
easy-going *adj.*随和的 (88)
saying /ˈseɪɪŋ/ *n.*俗话,谚语 (88)
function /ˈfʌŋkʃn/ *n.*作用,功能,职能 (88)
discuss /dɪˈskʌs/ *v.*讨论,谈论 (88)
meaning /ˈmiːnɪŋ/ *n.*意义,意思 (88)

Topic 2 We can design our own uniforms.

depend /dɪˈpend/ *v.*决定于 (89)
depend on 取决于;依靠,依赖 (89)
discipline /ˈdɪsəplɪn/ *n.*纪律,风纪 (89)
survey /sə(r)ˈveɪ/ *v.*调查;查看 (89)
/ˈsɜː(r)veɪ/ *n.*民意调查,民意测验
interview /ˈɪntə(r)vjuː/ *v.*& *n.*采访;面试 (90)
plain /pleɪn/ *adj.*普通的;家常的 (90)
plain clothes 便衣;便服 (90)
carry out 执行,开展 (90)
gatekeeper /ˈgeɪtkiːpə(r)/ *n.*门卫 (91)
suit /suːt/ ; /sjuːt/ *n.*套装,一套(衣服) (91)
*v.*适合
attendant /əˈtendənt/ *n.*服务员,侍者 (91)
take off 脱下(衣服),摘掉 (91)
enter /ˈentə(r)/ *v.*进去,进入;加入 (91)
knee /niː/ *n.*膝盖,膝关节 (91)
occasion /əˈkeɪʒn/ *n.*特别的事情(或仪式,庆典);时机 (91)
correctly /kəˈrektlɪ/ *adv.*正确地,精确地 (91)
text /ˈtekst/ *n.*正文,文本 (93)
reason /ˈriːzn/ *n.*原因;理由 (93)
firefighter /ˈfaɪə(r)faɪtə(r)/ *n.*消防人员 (93)
heat /hiːt/ *n.*温度;热 (93)
*v.*把……加热
ceiling /ˈsiːlɪŋ/ *n.*天花板,顶棚 (93)
soldier /ˈsəʊldʒə(r)/ *n.*士兵,战士 (93)
official /əˈfɪʃəl/ *n.*官员,高级职员 (93)
airport /ˈeəpɔː(r)t/ *n.*航空站,飞机场 (93)
officer /ˈɔːfɪsə(r)/ ; /ˈɒfɪsə(r)/ *n.*警官;军官 (93)
patient /ˈpeɪʃnt/ *n.*病人 (93)
*adj.*有耐心的,能忍耐的
spread /spred/ *n.*&*v.*传播,展开 (93)
daily /ˈdeɪlɪ/ *adj.*每日的,日常的 (93)
opinion /əˈpɪnjən/ *n.*意见,想法,看法 (94)
in one's opinion 在某人看来 (94)
greatly /ˈgreɪtlɪ/ *adv.*非常,很,大大地 (94)
northern /ˈnɔː(r)ðə(r)n/ *adj.*北方的,北部的 (94)
casual /ˈkæʒʊəl/ *adj.*随便的;漫不经心的 (94)
beautifully /ˈbjuːtɪfli/ *adv.*漂亮地,美好地 (94)
boot /buːt/ *n.*长筒靴,靴 (94)
as well as 除……之外;也;还 (96)

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similar /ˈsɪmələ(r)/ *adj.*类似的,相像的 (96)
dressing /ˈdresɪŋ/ *n.*穿戴,穿衣 (96)

Topic 3 He said the fashion show was wonderful.

catwalk /ˈkætwɔːk/ *n.*(时装表演时供模特用的)狭长表演台,T 形台 (99)
cheongsam /tʃɔːŋˈsæm/ *n.*旗袍 (99)
traditional /trəˈdɪʃənl/ *adj.*传统的;惯例的 (99)
minority /maɪˈnɔːrəti/;/maɪˈnɒrəti/ *n.*少数民族;少数 (99)
Tibetan /tiˈbetən/ *adj.*西藏人的,西藏语的 (99)
Korean /kəˈriən/ *adj.*朝鲜人的;韩国人的 (99)
decoration /ˌdekəˈreɪʃn/ *n.*装饰,修饰 (101)
knot /nɑːt/;/nɒt/ *n.*(用绳索等打的)结,装饰性花结 (101)
dynasty /ˈdaɪnəstɪ/;/ˈdɪnəstɪ/ *n.*王朝,朝代 (101)
from then on 从那时起 (101)
Asian /ˈeɪʃn;ˈeɪʒn/ *adj.*亚洲的,亚洲人的 (101)
*n.*亚洲人
personal /ˈpɜː(r)sənl/ *adj.*个人的,私人的 (101)
attractive /əˈtræktɪv/ *adj.*迷人的 (101)
western-style *adj.*西方款式的 (101)
express /ɪkˈspres/ *v.*表达;表示;表露 (102)
Mongolian /mɑːŋˈgəʊlɪən/;/mɒŋˈgəʊlɪən/ *n.*蒙古人 (102)
above /əˈbʌv/ *adv.*在(或向)上面 (102)
*prep.*在……上面
list /lɪst/ *v.*列清单,把……列表
*n.*一览表;名单 (102)
well-known /ˌwelˈnəʊn/ *adj.*众所周知的,著名的 (103)
item /ˈaɪtəm/ *n.*一件商品(物品);项目 (103)
choice /tʃɔɪs/ *n.*选择;挑选 (103)
marriage /ˈmærɪdʒ/ *n.*结婚,婚姻 (104)
celebration /ˌselɪˈbreɪʃn/ *n.*庆祝;庆祝会 (104)

Review of Units 7–8

saleswoman /ˈseɪlzwʊmən/ *n.*女售货员 (105)
mix /mɪks/ *v.*混合,掺和 (107)
as a result (作为)结果 (108)

说明:本词汇表音标根据《牛津高阶英汉双解词典》(第 6 版)标注。

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Vocabulary 词汇表

注：黑体词为《英语课程标准》要求掌握的词，白体词为课文中要求理解的词。单词后的数字是指此词第一次出现的页码。本词汇表采用 IPA（International Phonetic Alphabet 国际音标）标注系统。

A

above /əˈbʌv/ *adv.*在（或向）上面 （102）
*prep.*在……上面
accept /əkˈsept/ *v.*接受 （13）
add /æd/ *v.*增加，添加 （63）
address /ˈædres/；/əˈdres/ *n.*住址，地址 （58）
advantage /ədˈvæntɪdʒ/；/ədˈvɑːntɪdʒ/ *n.*
优点；优势 （43）
affect /əˈfekt/ *v.*影响 （19）
afford /əˈfɔː(r)d/ *v.*买得起；能做 （81）
African /ˈæfrɪkən/ *adj.*非洲的 （57）
*n.*非洲人
air conditioner /ˈeə kənˈdɪʃənə/ *n.*空调 （30）
airline /ˈeəlaɪn/ *n.*航空公司 （27）
airport /ˈeəpɔː(r)t/ *n.*航空站，飞机场 （93）
almost /ˈɔːlməʊst/ *adv.*几乎，差不多 （5）
altitude /ˈæltɪtuːd/；/ˈæltɪtjuːd/ *n.*海拔 （49）
among /əˈmʌŋ/ *prep.*在……中 （49）
announce /əˈnaʊns/ *v.*宣布，宣告；通知 （37）
anyone /ˈeniwʌn/ *pron.*任何人 （16）
anyway /ˈeniweɪ/ *adv.*尽管，即使这样 （19）
anywhere /ˈeniweə(r)/ *adv.*任何地方 （43）
as a result（作为）结果 （108）
Asia /ˈeɪʃə/ *n.*亚洲 （49）
Asian /ˈeɪʃn；ˈeɪʒn/ *adj.*亚洲的，亚洲人的 （101）
*n.*亚洲人
as soon as 一……就…… （39）
as usual 像往常一样 （13）
as well as 除……之外；也；还 （96）
attendant /əˈtendənt/ *n.*服务员，侍者 （91）
attractive /əˈtræktɪv/ *adj.*迷人的 （101）

B

bean /biːn/ *n.*豆 （73）
beautifully /ˈbjuːtɪfli/ *adv.*漂亮地，美好地 （94）
beer /bɪə(r)/ *n.*啤酒 （72）
be full of 满的，充满的，满是……的 （39）
be in trouble 有麻烦，处于困境 （26）
be proud of 骄傲，自豪 （19）
beside /bɪˈsaɪd/ *prep.*在……旁边 （39）
be strict with 对……严格要求 （9）
bicycle /ˈbaɪsɪkl/ *n.*自行车 （39）
bill /bɪl/ *n.*账单；（美）钞票，纸币 （72）
birthplace /ˈbɜː(r)θpleɪs/ *n.*（尤指名人的）
出生时的住宅，出生地 （60）
blind /blaɪnd/ *adj.*瞎的，失明的 （56）
blouse /blaʊz/ *n.*（妇女穿的）短上衣，衬衫 （82）
boot /buːt/ *n.*长筒靴，靴 （94）
boss /bɔːs/；/bɒs/ *n.*老板；领班 （20）
bowl /bəʊl/ *n.*碗，盒 （64）
broad /brɔːd/ *adj.*宽阔的，广阔的；广泛的 （85）
broken /ˈbrəʊkən/ *adj.*破损的；伤残的；残缺的；出了毛病的 （50）
business /ˈbɪznəs/ *n.*生意；公事；职责 （85）
butter /ˈbʌtə(r)/ *n.*黄油，奶油 （65）
by the way 顺便提一下；捎带说一声 （12）

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C

camp /kæmp/ *v.*野营,度假 (36)

Canadian /kəˈnedɪən/; /kəˈneɪdɪən/ *adj.*加拿大的;加拿大人的 *n.*加拿大人 (31)

care for 照顾,照料 (5)

careless /ˈkeələs/ *adj.*不小心的,不仔细的 (45)

carrot /ˈkærət/ *n.*胡萝卜 (73)

carry out 执行,开展 (90)

case /keɪs/ *n.*情况;事例 (47)

casual /ˈkæʒʊəl/ *adj.*随便的;漫不经心的 (94)

catwalk /ˈkætwɔːk/ *n.*(时装表演时供模特用的)狭长表演台,T形台 (99)

CD /ˌsiːˈdiː/ *n.*光盘,激光唱片(全写为 compact disc) (17)

ceiling /ˈsiːlɪŋ/ *n.*天花板,顶棚 (93)

celebration /ˌselɪˈbreɪʃn/ *n.*庆祝;庆祝会 (104)

central /ˈsentrəl/ *adj.*中心的,中央的 (50)

chairman /ˈtʃeəmən/ *n.*主席,主持人 (37)

cheer up (使)振作起来;(使)高兴起来 (5)

cheese /tʃiːz/ *n.*奶酪 (56)

cheongsam /tʃɔːŋˈsæm/ *n.*旗袍 (99)

choice /tʃɔɪs/ *n.*选择;挑选 (103)

chopstick /ˈtʃɑːpstɪk/; /ˈtʃɒpstɪk/ *n.*筷子 (68)

cola /ˈkəʊlə/ *n.*可乐饮料 (80)

cold-colored *adj.*冷色调的 (85)

come true 变为现实,成为事实 (61)

comfortable /ˈkʌmfə(r)təbl/ *adj.*舒服的;安逸的;舒服自在的 (30)

common /ˈkɑːmən/; /ˈkɒmən/ *adj.*普通的,一般的;共有的 (31)

conclusion /kənˈkluːʒn/ *n.*结论;推论 (78)

condition /kənˈdɪʃn/ *n.*条件,状况 (30)

confident /ˈkɑːnfɪdənt/; /ˈkɒnfɪdənt/ *adj.*自信的,有信心的 (19)

congratulation /kənˌgrætʃuˈleɪʃn/ *n.*祝贺 (85)

contrast /ˈkɑːntræst/; /ˈkɒntrɑːst/ *n.*明显的差异,对比,对照 (85)
/kənˈtræst/; /kənˈtrɑːst/ *v.*对比,对照

cookie /ˈkʊki/ *n.*曲奇饼干 (56)

corn /kɔː(r)n/ *n.*谷物,谷粒 (72)

correctly /kəˈrektli/ *adv.*正确地,精确地 (91)

costume /ˈkɑːstuːm/; /ˈkɒstjuːm/ *n.*服装;戏服 (81)

cotton /ˈkɑːtn/; /ˈkɒtn/ *adj.*棉布制的 *n.*棉花;棉布 (81)

crazy /ˈkreɪzi/ *adj.*疯狂的 (43)

crowd /kraʊd/ *n.*人群 (39)

curry /ˈkɜːri/; /ˈkʌri/ *n.*咖喱食品 (57)

customer /ˈkʌstəmə(r)/ *n.*顾客,客户 (85)

cut up 切碎,剁碎 (64)

cyclist /ˈsaɪklɪst/ *n.*骑自行车的人 (50)

D

daily /ˈdeɪli/ *adj.*每日的,日常的 (93)

deal /diːl/ *v.*处理;给予;发牌 (15)

deal with 处理,解决;对付 (15)

death /deθ/ *n.*死,死亡 (54)

decision /dɪˈsɪʒn/ *n.*决定 (24)

decoration /ˌdekəˈreɪʃn/ *n.*装饰,修饰 (101)

depend /dɪˈpend/ *v.*决定于 (89)

depend on 取决于;依靠,依赖 (89)

design /dɪˈzaɪn/ *n.*设计;设计方案;构思 *v.*设计,构思;计划 (85)

dessert /dɪˈzɜː(r)t/ *n.*甜点,甜食 (73)

develop /dɪˈveləp/ *v.*(使)成长,(使)发展 (79)

diet /ˈdaɪət/ *n.*日常饮食,日常食物 (77)

difficulty /ˈdɪfɪkəlti/ *n.*困难,难题,困境 (26)

dine /daɪn/ *v.*进餐,用饭 (67)

direction /dəˈrekʃn; dɪˈrekʃən/ *n.*方向,方位 (39)

disagree /ˌdɪsəˈgriː/ *v.*不同意,有分歧 (43)

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disagree with sb. 不同意,持不同意见 (43)
disappointed /ˌdɪsəˈpɔɪntɪd/ *adj.*失望的,沮丧的 (1)
disappointment /ˌdɪsəˈpɔɪntmənt/ *n.*失望;沮丧;扫兴 (25)
discipline /ˈdɪsəplɪn/ *n.*纪律,风纪 (89)
discuss /dɪˈskʌs/ *v.*讨论,谈论 (88)
dish /dɪʃ/ *n.*菜肴;碟,盘 (67)
dislike /dɪsˈlaɪk/ *n.&v.*不喜欢;厌恶 (80)
dollar /ˈdɑːlə(r)/; /ˈdɒlə(r)/ *n.*(美国、加拿大等货币单位)元 (31)
dressing /ˈdresɪŋ/ *n.*穿戴,穿衣 (96)
drink to sb./sth. 为某人/某事干杯(或祝酒) (67)
dynasty /ˈdaɪnəstɪ/; /ˈdɪnəstɪ/ *n.*王朝,朝代 (101)

E

east /iːst/ *n.*东,东方 (37)
*adj.*东方的;向东的;东部的
*adv.*向东,朝东
easy-going *adj.*随和的 (88)
eat up 吃光,吃完 (67)
education /ˌedʒuˈkeɪʃn/ *n.*教育 (79)
effort /ˈefə(r)t/ *n.*努力,艰难的尝试 (75)
either /ˈiːðə(r)/; /ˈaɪðə(r)/ *adv.*也 (13)
*pron.*二者之一;要么……
elbow /ˈelbəʊ/ *n.*肘,肘部 (68)
elder /ˈeldə(r)/ *adj.*年长的,年纪较大的 (15)
empty /ˈempti/ *adj.*空的 (49)
*v.*倒空;(河流)流入,注入
enter /ˈentə(r)/ *v.*进去,进入;加入 (91)
environment /ɪnˈvaɪrənmənt/ *n.*环境 (21)
especially /ɪˈspeʃəli/ *adv.*特别,尤其;专门 (21)
Europe /ˈjʊərəp/ *n.*欧洲 (53)
even though 即使,尽管 (16)
everywhere /ˈevriweə(r)/ *adv.*处处,到处,各个地方 (42)
exam /ɪgˈzæm/ *n.*考试 (9)
excite /ɪkˈsaɪt/ *v.*使激动,使兴奋 (4)
experience /ɪkˈspɪəriəns/ *n.*经历;经验 (40)
explain /ɪkˈspleɪn/ *v.*解释;说明;阐明 (51)
explore /ɪkˈsplɔː(r)/ *v.*考察;探索;勘察 (35)
express /ɪkˈspres/ *v.*表达;表示;表露 (102)

F

facial /ˈfeɪʃl/ *adj.*面部的 (7)
fail /feɪl/ *v.*不及格;失败;未做 (11)
fancy /ˈfænsɪ/ *adj.*绚丽的,花哨的 (85)
fantastic /fænˈtæstɪk/ *adj.*极好的,了不起的 (25)
fashion /ˈfæʃn/ *n.*时装;时尚;流行式样 (81)
fear /fɪə(r)/ *n.& v.*害怕,惧怕 (26)
feeling /ˈfiːlɪŋ/ *n.*感觉,感触;想法 (11)
field /fiːld/ *n.*田野,田地;场地 (27)
fill /fɪl/ *v.*充满,装满 (21)
fill with sth. (使)充满,填满,装满 (21)
film /fɪlm/ *n.*电影;影片 (2)
finely /ˈfaɪnli/ *adv.*微小地,细微地 (63)
finger /ˈfɪŋgə(r)/ *n.*(拇指以外的任何一个)手指 (68)
firefighter /ˈfaɪə(r)faɪtə(r)/ *n.*消防人员 (93)
fork /fɔː(r)k/ *n.*叉,餐叉 (67)
formal /ˈfɔː(r)ml/ *adj.*正式的 (67)
former /ˈfɔː(r)mə(r)/ *adj.*以前的 (60)
for sale 供出售,待售 (71)
forward /ˈfɔː(r)wə(r)d/ *adv.*向前;前进 (32)
found /faʊnd/ *v.*建立,兴建;创办 (37)
France /fræns/; /frɑːns/ *n.*法国 (50)
French /frentʃ/ *adj.*法国的;法国人的;法语的 (53)
*n.*法国人;法语
fridge /frɪdʒ/ =refrigerator /rɪˈfrɪdʒəreɪtə(r)/ *n.*冰箱 (30)
fried /fraɪd/ *adj.*油炸的 (57)

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frightened /ˈfraɪtnd/ *adj.*惊吓的;受惊的;害怕的 (7)
from then on 从那时起 (101)
fry /fraɪ/ *v.*用油煎,用油炸 (63)
function /ˈfʌŋkʃn/ *n.*作用,功能,职能 (88)

G

gatekeeper /ˈgeɪtkiːpə(r)/ *n.*门卫 (91)
gather /ˈgæðə(r)/ *v.*召集,聚集;收集 (59)
gentleman /ˈdʒentlmən/ *n.*绅士,先生 (71)
gesture /ˈdʒestʃə(r)/ *n.*姿势,手势 (7)
get in touch with (与……)取得联系 (55)
grandson /ˈgrænsʌn/ *n.*孙子,外孙 (20)
greatly /ˈgreɪtli/ *adv.*非常,很,大大地 (94)
Greek /griːk/ *adj.*希腊的 (57)
*n.*希腊人
group /gruːp/ *n.*组,组群 (59)
v.(使)成群,成组
guest /gest/ *n.*客人,宾客 (71)

H

ham /hæm/ *n.*火腿 (64)
handbag /ˈhændbæg/ *n.*女用皮包,手提包 (81)
handsome /ˈhænsəm/ *adj.*英俊的 (84)
have a seat 请坐 (74)
healthily /ˈhelθɪlɪ/ *adv.*健康地 (64)
hear from 收到某人来信 (32)
heat /hiːt/ *n.*温度;热 (93)
*v.*把……加热
helmet /ˈhelmɪt/ *n.*头盔 (45)
helpful /ˈhelpfl/ *adj.*有用的;有益的 (14)
hotel /həʊˈtel/ *n.*宾馆,旅馆,饭店 (30)

I

imagine /ɪˈmædʒɪn/ *v.*想像,设想;猜测 (56)
impolite /ˌɪmpəˈlaɪt/ *adj.*不礼貌的,粗鲁的 (66)
in a word 简言之,一句话,总之 (47)
in case of 如果,假使 (47)
Indian /ˈɪndɪən/ *adj.*印度人的;印第安人的 (57)
*n.*印度人;印第安人
ingredient /ɪnˈgriːdɪənt/ *n.*成分,原料 (63)
injury /ˈɪndʒəri/ *n.*(对躯体的)伤害,损伤 (47)
in one's opinion 在某人看来 (94)
in order to 为了 (60)
in short 总之;简言之 (78)
interested /ˈɪntrəstɪd/ *adj.*感兴趣的 (7)
international /ˌɪntəˈnæʃnəl/ *adj.*国际的 (14)
interview /ˈɪntə(r)vjuː/ *v.*& *n.*采访;面试 (90)
in the end 最后,终于 (7)
invite /ɪnˈvaɪt/ *v.*(正式)邀请 (1)
Italian /ɪˈtælɪən/ *adj.*意大利(人)的;意大利语的 (57)
item /ˈaɪtəm/ *n.*一件商品(物品);项目 (103)

J

jeans /dʒiːnz/ *n.*牛仔裤 (82)
job /dʒɑːb/; /dʒɒb/ *n.*工作,职业 (75)
joke /dʒəʊk/ *n.*笑话,玩笑 (11)
*v.*说笑话,开玩笑
junk food 垃圾食品 (64)

K

kimono /kɪˈməʊnəʊ/ *n.*(日本的)和服 (88)
kind-hearted *adj.*好心的 (71)
king /kɪŋ/ *n.*国王,君主 (31)
knee /niː/ *n.*膝盖,膝关节 (91)
knot /nɑːt/; /nɒt/ *n.*(用绳索等打的)结,装饰性花结 (101)
Korean /kəˈriən/ *adj.*朝鲜人的;韩国人的 (99)

L

lady /ˈleɪdi/ *n.*女士,夫人 (71)
lamb /læm/ *n.*羊羔肉;小羊 (80)
lap /læp/ *n.*(人坐时)膝部 (67)

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leather /ˈleðə(r)/ *adj.*皮制的 (83)
*n.*皮革
lemon /ˈlemən/ *n.*柠檬 (73)
light-colored *adj.*浅色的,淡色的 (45)
lightly /ˈlaɪtli/ *adv.*轻微地,轻轻地 (63)
list /lɪst/ *v.*列清单,把……列表
*n.*一览表;名单 (102)
lively /ˈlaɪvli/ *adj.*充满趣味的;充满生气的 (5)
lonely /ˈləʊnli/ *adj.*孤独的,寂寞的 (5)
look out 小心,当心 (48)
loud /laʊd/ *adj.*大声的,响亮的 (22)
*adv.*大声地
lovely /ˈlʌvli/ *adj.*可爱的;美丽的 (14)

M

main course 主菜 (73)
mainly /ˈmeɪnli/ *adv.*主要地 (6)
make a decision 作决定 (24)
manner /ˈmænə(r)/ *n.*方式;举止;态度 (67)
marriage /ˈmærɪdʒ/ *n.*结婚,婚姻 (104)
material /məˈtɪərɪəl/ *n.*材料,布料 (87)
meaning /ˈmiːnɪŋ/ *n.*意义,意思 (88)
meaningful /ˈmiːnɪŋfl/ *adj.*重要的,重大的;意味深长的 (37)
member /ˈmembə(r)/ *n.*成员,会员 (59)
memorial /məˈmɔːrɪəl/ *adj.*纪念的;悼念的 (37)
menu /ˈmenjuː/ *n.*菜单 (72)
mile /maɪl/ *n.*英里 (50)
minority /maɪˈnɔːrəti/;/maɪˈnɒrəti/ *n.*少数民族;少数 (99)
mix /mɪks/ *v.*混合,掺和 (107)
Mongolian /mɑːŋˈgəʊlɪən/;/mɒŋˈgəʊlɪən/ *n.*蒙古人 (102)
monument /ˈmɑːnjumənt/; /ˈmɒnjumənt/ *n.*纪念碑(馆、堂、像等) (37)
mood /muːd/ *n.*心情; 情绪 (19)
motorcycle /ˈməʊtə(r)saɪkl/ *n.*摩托车 (50)
mount /maʊnt/ *n.*山,山峰 (27)

N

napkin /ˈnæpkɪn/ *n.*餐巾 (67)
neatly /ˈniːtli/ *adv.*整洁地,整齐地 (76)
nervous /ˈnɜː(r)vəs/ *adj.*焦虑的,惶恐的;神经质的 (17)
noise /nɔɪz/ *n.*声音,响声,噪音,吵闹声 (22)
noisily /ˈnɔɪzɪli/ *adv.*吵闹地,聒噪地 (66)
noodle /ˈnuːdl/ *n.*面条 (64)
north /nɔː(r)θ/ *n.*北,北方 (37)
northeast /ˌnɔːrθˈiːst/ *n.*东北;东北方;东北地区 (38)
northern /ˈnɔː(r)ðə(r)n/ *adj.*北方的,北部的 (94)
northwest /nɔː(r)θˈwest/ *n.*西北;西北方;西北地区 (38)
not … any longer = no longer 不再 (16)
notice /ˈnəʊtɪs/ *v.*看(或听)到,注意到 (47)
*n.*注意,理会
not only … but (also) … 不仅……而且…… (78)

O

occasion /əˈkeɪʒn/ *n.*特别的事情(或仪式,庆典);时机 (91)
officer /ˈɔːfɪsə(r)/;/ˈɒfɪsə(r)/ *n.*警官;军官 (93)
official /əˈfɪʃəl/ *n.*官员,高级职员 (93)
oil /ɔɪl/ *n.*油 (63)
onion /ˈʌnjən/ *n.*洋葱(头) (64)
on vacation 度假 (35)
opera /ˈɒprə/ *n.*歌剧;歌剧剧本 (3)
opinion /əˈpɪnjən/ *n.*意见,想法,看法 (94)
opposite /ˈɑːpəzət/;/ˈɒpəzɪt/ *adj.*相反的;对面的 (54)

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prep. 与……相对；在……对面

P

painting /ˈpeɪntɪŋ/ *n.* 油画，绘画 (7)
pan /pæn/ *n.* 平底锅 (63)
pancake /ˈpænkeɪk/ *n.* 薄煎饼 (56)
partner /ˈpɑː(r)tnə(r)/ *n.* 搭档，同伴 (28)
passenger /ˈpæsɪndʒə(r)/ *n.* 乘客 (43)
passport /ˈpæspɔːrt/；/ˈpɑːspɔːt/ *n.* 护照 (20)
patient /ˈpeɪʃnt/ *n.* 病人 (93)
adj. 有耐心的，能忍耐的
pay /peɪ/ *v.* 付费，付酬 (29)
pay attention to 注意 (47)
pear /peə(r)/ *n.* 梨 (65)
pedestrian /pəˈdestriən/ *n.* 行人 (52)
personal /ˈpɜː(r)sənl/ *adj.* 个人的，私人的 (101)
pick /pɪk/ *v.* 采，摘；拾起，采集；挑选 (69)
pick up 捡起；获得；收拾 (69)
piece /piːs/ *n.* 一块（片，张，件……） (65)
plain /pleɪn/ *adj.* 普通的；家常的 (90)
plain clothes 便衣；便服 (90)
pocket /ˈpɑːkɪt/；/ˈpɒkɪt/ *n.* 口袋 (83)
polite /pəˈlaɪt/ *adj.* 有礼貌的，有教养的 (66)
pollution /pəˈluːʃn/ *n.* 污染 (43)
pork /pɔː(r)k/ *n.* 猪肉 (64)
postcard /ˈpəʊstkɑː(r)d/ *n.* 明信片 (35)
poster /ˈpəʊstə(r)/ *n.* （贴在公共场所的大型）招贴画；广告（画） (55)
pot /pɑːt/；/pɒt/ *n.* 锅；壶，瓶，罐 (64)
pretty /ˈprɪti/ *adj.* 漂亮的，俊俏的 (84)
adv. 颇，相当；十分，非常
price /praɪs/ *n.* 价格，价钱 (27)
proper /ˈprɑːpə(r)/；/ˈprɒpə(r)/ *adj.* 正确的，恰当的 (27)
proud /praʊd/ *adj.* 自豪的，骄傲的 (19)
purpose /ˈpɜːpəs/ *n.* 目的，意图 (60)
push /pʊʃ/ *v.& n.* 推 (39)

Q

queen /kwiːn/ *n.* 女王；王后 (31)
quick /kwɪk/ *adj.* 快的，迅速的 (64)
quietly /ˈkwaɪətlɪ/ *adv.* 安静地，寂静地 (67)

R

raise /reɪz/ *v.* 筹集；使升高；饲养 (31)
ready /ˈredi/ *adj.* 准备好的 (19)
reason /ˈriːzn/ *n.* 原因；理由 (93)
receive /rɪˈsiːv/ *v.* 收到，得到 (35)
reflector /rɪˈflektə(r)/ *n.* 反光玻璃 (47)
refuse /rɪˈfjuːz/ *v.* 拒绝，回绝 (15)
regret /rɪˈgret/ *v.* 感到遗憾，惋惜 (59)
n. 痛惜，懊悔，遗憾
regularly /ˈregjələ(r)li/ *adv.* 有规律地，定期地 (77)
relaxed /rɪˈlækst/ *adj.* 冷静的，镇定的 (17)
relaxing /rɪˈlæksɪŋ/ *adj.* 轻松的 (24)
republic /rɪˈpʌblɪk/ *n.* 共和国 (37)
rich /rɪtʃ/ *adj.* 油腻的；丰富的；富有的 (18)
rider /ˈraɪdə(r)/ *n.* 骑（自行车或马，摩托车）的人，骑手 (44)
role /rəʊl/ *n.* 角色 (7)
roof /ruːf/ *n.* 屋顶；顶部 (59)
rostrum /ˈrɑːstrəm/；/ˈrɒstrəm/ *n.* 指挥台 (37)
rush /rʌʃ/ *v.* 冲，奔跑 (54)
Russian /ˈrʌʃən/ *adj.* 俄国（人）的；俄语的 (57)
n. 俄国人；俄语

S

sadly /ˈsædli/ *adv.* 悲伤地，伤心地 (39)
sadness /ˈsædnəs/ *n.* 忧伤，悲哀 (16)
safety /ˈseɪfti/ *n.* 安全，平安 (47)
salad /ˈsæləd/ *n.* 蔬菜沙拉 (72)
sale /seɪl/ *n.* 卖，出售 (71)
saleswoman /ˈseɪlzwʊmən/ *n.* 女售货员 (105)

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sausage /ˈsɔːsɪdʒ/; /ˈsɒsɪdʒ/ *n.*香肠 (70)
saying /ˈseɪɪŋ/ *n.*俗话,谚语 (88)
scarf /skɑː(r)f/ *n.*围巾,领巾 (82)
seafood /ˈsiːfuːd/ *n.*海鲜,海味 (69)
seaside /ˈsiːsaɪd/ *n.*海边,海滨 (36)
seat /siːt/ *n.*座位,座处 (74)
section /ˈsekʃn/ *n.*部门,部分 (82)
seem /siːm/ *v.*似乎,好像 (3)
sense /sens/ *n.*感觉,意识 (24)
set /set/ *v.*放,置;使处于 (56)
set the table 摆放餐具 (56)
sharp /ʃɑː(r)p/ *adj.*急转的;锋利的 (54)
shy /ʃaɪ/ *adj.*害羞的 (9)
sick /sɪk/ *adj.*生病的,有病的 (19)
signal /ˈsɪgnəl/ *n.*信号,暗号 (47)
silent /ˈsaɪlənt/ *adj.*不说话的,沉默的 (23)
silk /sɪlk/ *n.*(蚕)丝,丝织品 (81)
similar /ˈsɪmələ(r)/ *adj.*类似的,相像的 (96)
simple /ˈsɪmpl/ *adj.*简单的,简易的 (85)
single /ˈsɪŋgl/ *adj.*单一的,单个的 (30)
size /saɪz/ *n.*尺寸,大小 (83)
skin /skɪn/ *n.*皮,皮肤 (87)
sleeper /ˈsliːpə(r)/ *n.*卧铺列车 (29)
slim /slɪm/ *adj.*苗条的,纤细的;单薄的 (85)
slow /sləʊ/ *v.*放慢速度,减缓 (54)
*adj.*缓慢的
slow down 减速 (54)
slowly /ˈsləʊli/ *adv.*缓慢地;慢速地 (39)
slurp /slɜː(r)p/ *v.*(喝东西时)发出啧啧的声音 (66)
smell /smel/ *v.*发气味;闻(到),嗅(到) (2)
*n.*气味
smooth /smuːð/ *adj.*平坦的;光滑的 (81)
snack /snæk/ *n.*小吃 (65)
sock /sɑːk/; /sɒk/ *n.*短袜 (82)
soft /sɔːft/; /sɒft/ *adj.*轻柔的;柔软的 (26)
soldier /ˈsəʊldʒə(r)/ *n.*士兵,战士 (93)
somebody /ˈsʌmbədɪ/ *pron.*某人 (31)
someone /ˈsʌmwʌn/ *pron.*某人 (11)
so ... that ... 如此……以至于…… (81)
soup /suːp/ *n.*汤 (56)
southeast /ˌsaʊθˈiːst/ *n.*东南,东南方;东南地区 (38)
southern /ˈsʌðə(r)n/ *adj.*南方的,南部的 (69)
space /speɪs/ *n.*空间;空地 (39)
speech /spiːtʃ/ *n.*演讲 (17)
spirit /ˈspɪrɪt/ *n.*情绪,心境;精神 (23)
spoon /spuːn/ *n.*匙,调羹 (68)
sportswear /ˈspɔː(r)tsweə(r)/ *n.*运动服装 (88)
spread /spred/ *n.&v.*传播,展开 (93)
stage /steɪdʒ/ *n.*阶段;舞台 (50)
standard /ˈstændə(r)d/ *adj.*标准的 (30)
*n.*标准
steak /steɪk/ *n.*牛排,肉排,鱼排 (76)
step /step/ *v.*踩;走;跨步 (39)
*n.*台阶;梯级;脚步
stream /striːm/ *n.*小河;溪 (49)
strict /strɪkt/ *adj.*严格的;严密的 (9)
style /staɪl/ *n.*样式,款式;方式,作风 (85)
succeed /səkˈsiːd/ *v.*达到目的;成功 (85)
success /səkˈses/ *n.*成功,胜利 (55)
successfully /səkˈsesfəli/ *adv.*成功地 (75)
suit /suːt/; /sjuːt/ *n.*套装,一套(衣服) (91)
*v.*适合
suitable /ˈsuːtəbl/ ; /ˈsjuːtəbl/ *adj.*合适的;适宜的 (85)
survey /sə(r)ˈveɪ/ *v.*调查;查看 (89)
/ˈsɜː(r)veɪ/ *n.*民意调查,民意测验
sushi /ˈsuːʃi/ *n.*寿司 (57)
sweater /ˈswetə/ *n.*厚运动衫,毛衣 (82)

T

table manners 餐桌礼节,用餐的规矩 (67)
take it easy 别紧张,别着急 (10)

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take off 脱下(衣服),摘掉 (91)
task /tæsk/; /tɑːsk/ *n.*任务,工作 (55)
test /test/ *n.*& *v.*测试,考查,试验 (17)
text /ˈtekst/ *n.*正文,文本 (93)
Thank goodness! /ˈgʊdnəs/ 谢天谢地! (42)
think over 仔细考虑 (24)
though /ðəʊ/ *conj.*虽然;可是 (16)
Tibetan /tiˈbetən/ *adj.*西藏人的,西藏语的 (99)
tie /taɪ/ *n.*领带;绳子;纽带,关系 (82)
v.(用线,绳等)系,拴,绑;束紧;打结
tofu /ˈtəʊfuː/ *n.*豆腐 (73)
top /tɑːp/; /tɒp/ *n.*顶部;(物体的)上面 (33)
total /ˈtəʊtl/ *adj.*总的,全部的 (27)
touch /tʌtʃ/ *n.*& *v.*触,碰;触觉 (55)
tour /tʊə(r)/ *n.*旅游,旅行;观光,游览 (39)
town /taʊn/ *n.*镇,市镇 (53)
traditional /trəˈdɪʃənl/ *adj.*传统的;惯例的 (99)
trouble /ˈtrʌbl/ *n.*问题,困难,忧虑 (21)
truck /trʌk/ *n.*卡车,载重汽车 (47)
try one's best 尽最大努力 (55)

U

unfair /ˌʌnˈfeə(r)/ *adj.*不公平的,不公正的 (16)
uniform /ˈjuːnɪfɔː(r)m/ *n.*制服 (87)
upset /ʌpˈset/ *adj.*心烦的,苦恼的 (8)
useless /ˈjuːsləs/ *adj.*无用的,无效的 (15)
usual /ˈjuːʒ(u)əl/ *adj.*通常的,平常的 (13)

V

vacation /vəˈkeɪʃn;veɪˈkeɪʃn/ *n.*假期 (35)
vehicle /ˈviːəkl/ *n.*交通工具;车辆 (27)
village /ˈvɪlɪdʒ/ *n.*乡村,村庄 (53)

W

waist /weɪst/ *n.*腰,腰部 (85)
wait /weɪt/ *v.*等,等待 (37)
well-known /ˌwelˈnəʊn/ *adj.*众所周知的,著名的 (103)
west /west/ *n.*西,西方 (37)
*adj.*西方的;向西的;西部的
*adv.*向西,朝西
western /ˈwestə(r)n/ *adj.*西方的,西部的 (57)
western-style *adj.*西方款式的 (101)
windbreaker /ˈwɪndbreɪkə(r)/ *n.*风衣 (83)
wine /waɪn/ *n.*酒 (73)
winner /ˈwɪnə(r)/ *n.*优胜者,获胜的人 (50)
work out 算出;制订;完成 (36)
worried /ˈwɜːrid/; /ˈwʌrid/ *adj.*担心的,担忧的 (7)
worth /wɜː(r)θ/ *adj.*值得……的;有……价值的 (75)

Y

yeah /jeə/ *adv.*(口语)是,是的;好的 (12)

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Attached Word List 附表单词

(注:本词汇表仅供参阅,不要求学生掌握)

activate /ˈæktɪveɪt/ *v.*激活
adverbial /ædˈvɜː(r)bɪəl/ *adj.*副词的
arrival /əˈraɪvl/ *n.*到达;抵达
avoid /əˈvɔɪd/ *v.*避免;防止
aware /əˈweə(r)/ *adj.*知道;意识到;明白
basic /ˈbeɪsɪk/ *adj.*基本的;基础的
besides /bɪˈsaɪdz/ *prep.*除……之外(还)
birthplace /ˈbɜː(r)θpleɪs/ *n.*出生地
clause /klɔːz/ *n.*从句;分句
clerk /klɜːrk/; /klɑːk/ *n.*旅馆服务台接待员
comment /ˈkɑːment/; /ˈkɒment/ *n.*评论;议论
communication /kəˌmjuːnɪˈkeɪʃn/ *n.*交流;交际
comparison /kəmˈpærɪsn/ *n.*比较
complex /kəmˈpleks/; /kɒmˈpleks/ *adj.* 复合的;复杂的
comprehend /ˌkɑːmprɪˈhend/; /ˌkɒmprɪˈhend/ *v.*理解;领悟
conjunction /kənˈdʒʌŋkʃn/ *n.*连词
cross-cultural communication 跨文化交际
custom /ˈkʌstəm/ *n.*风俗;习俗
deer /dɪə(r)/ *n.*鹿
definiteness /ˈdefɪnətnəss/ *n.*确定,肯定
degree /dɪˈgriː/ *n.*级别,等级
departure /dɪˈpɑː(r)tʃə(r)/ *n.*离开;起程;出发
designer /dɪˈzaɪnə(r)/ *n.*设计者;构思者
destination /ˌdestɪˈneɪʃn/ *n.*目的地;终点
differently /ˈdɪfrəntli/ *adv.*不同地;有区别地
discussion /dɪˈskʌʃn/ *n.*讨论;谈论
electronic /ɪˌlekˈtrɑːnɪk/; /ɪˌlekˈtrɒnɪk/ *adj.* 电子的;电子器件的
emphasis /ˈemfəsɪs/ *n.*强调;重视
emphasize /ˈemfəsaɪz/ *v.*强调;重视
equal /ˈiːkwəl/ *adj.*同等的,相同的
explanation /ˌeksplәˈneɪʃn/ *n.*解释;说明
female /ˈfiːmeɪl/ *adj.*女的;女性的
firstly /ˈfɜː(r)stli/ *adv.*首先;第一
foreign /ˈfɔːrən/; /ˈfɒrən/ *adj.*外国的
goat /gəʊt/ *n.*山羊
golden /ˈgəʊldən/ *adj.*金质的;金的
grasp /grɑːsp/; /grɑːsp/ *v.*理解;领会
healthily /ˈhelθili/ *adv.*健康地
hesitation /ˌhezɪˈteɪʃn/ *n.*(对某事)犹豫
identify /aɪˈdentɪfaɪ/ *v.*找到;发现;确认
indicate /ˈɪndɪkeɪt/ *v.*表明,显示;暗示
infinitive /ɪnˈfɪnətɪv/ *n.*(动词的)不定式
ingredient /ɪnˈgriːdɪənt/ *n.*成分,原料
instruction /ɪnˈstrʌkʃn/ *n.*用法说明;操作指南
interrogative /ɪntəˈrɑːgtɪv/; /ɪntəˈrɒgtɪv/ *adj.* 询问的,提问的
jam /dʒæm/ *n.*果酱
laughter /ˈlæftə(r)/; /ˈlɑːftə(r)/ *n.*笑;笑声
length /leŋθ/ *n.*长;长度
location /ləʊˈkeɪʃn/ *n.*位置;地点
logically /ˈlɑːdʒɪkli/; /ˈlɒdʒɪkli/ *adv.*符合逻辑地
major /ˈmeɪdʒə(r)/ *adj.*主要的;重大的
mess /mes/ *n.*肮脏;杂乱;不整洁
method /ˈmeθəd/ *n.*方法;办法
motorcycle /ˈməʊtə(r)saɪkl/ *n.*摩托车
needle /ˈniːdl/ *n.*针;缝衣针
organization /ˌɔːrgənəˈzeɪʃn/; /ˌɔːgənaɪˈzeɪʃn/

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*n.*组织,团体,机构
plosive /ˈpləʊsɪv/ *n.*爆破音
process /ˈprəʊses/ *n.*过程,进程
proverb /ˈprɑːvɜːrb/; /ˈprɒvɜːb/ *n.*谚语;格言
pull /pʊl/ *v.*拉;拽;扯;拖
purpose /ˈpɜː(r)pəs/ *n.*目的;意图
questionaire /ˌkwestʃəˈneə(r)/ *n.*调查表
real-life *adj.*真实的,现实生活中的
revise /rɪˈvaɪz/ *v.*修改
schedule /ˈskedʒuːl/; /ˈʃedjuːl/ *n.*日程安排
sew /səʊ/ *v.*缝;做针线活
solution /səˈluːʃn/ *n.*解决办法;处理手段
target /ˈtɑː(r)gɪt/ *n.*目标;对象
thread /θred/ *n.*线;棉线;毛线
tongue twister /tʌŋ//ˈtwɪstə(r)/ 绕口令
uncertainty /ʌnˈsɜː(r)tnti/ *n.*犹豫;迟疑;无把握
width /wɪdθ/ *n.*宽度;广度

English Names 英文姓名表

Male Names(男名)

Craig /kreɪg/ 克雷格
Darren /ˈdærən/ 达伦
Mike /maɪk/ 迈克
Steven /ˈstiːvn/ 史蒂文
Tim /tɪm/ 蒂姆

Female Names(女名)

Beth /beθ/ 贝丝
Kelly /ˈkeli/ 凯利
Sandy /ˈsændi/ 桑迪
Susan /ˈsuːzn/ 苏珊

Family Names(姓)

Von Trapp /ˈvɒn træp/
冯·特拉普

Names of Places 地名表

Asia /ˈeɪʃə;ˈeɪʒə/ 亚洲
Austria /ˈɔːstrɪə/ 奥地利
Korea /kəˈriə/ 韩国;朝鲜
Mongolia /mɑːŋˈgəʊliə/ 蒙古
Mount Fuji 富士山
Pakistan /ˌpækɪˈstæn/;
/ˌpɑːkɪˈstɑːn/ 巴基斯坦
Paris /ˈpæris/ 巴黎
San Francisco /ˌsæn frənˈsɪskəʊ/
圣弗朗西斯科(旧金山)
South Africa /ˌsaʊθ ˈæfrɪkə/ 南非
Switzerland /ˈswɪtsələnd/ 瑞士
Thailand /ˈtaɪlænd/ 泰国
the Alps /ælps/ 阿尔卑斯山脉
the Massif /mæˈsiːf/ Central
中央高原
the Pyrenees /ˌpɪrəˈniːz/ Mountains
比利牛斯山脉

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Irregular Verbs
不规则动词表

Infinitive	Past tense
be(are)	were /wə(r)/
be(am, is)	was /wəz/
bear	bore /bɔ:(r)/
become	became /bɪ'keɪm/
begin	began /bɪ'gæn/
blow	blew /blu:/
break	broke /brəʊk/
bring	brought /brɔ:t/
build	built /bɪlt/
burn	burnt/bɜ:(r)nt/; burned /bɜ:(r)nd/
buy	bought /bɔ:t/
can	could /kʊd/
catch	caught /kɔ:t/
choose	chose /tʃəʊz/
come	came /keɪm/
cost	cost /kɔ:st/; /kɒst/
dig	dug /dʌg/
do	did /dɪd/
draw	drew /dru:/
dream	dreamt/dremt/; dreamed /dri:md/
drink	drank /dræŋk/
drive	drove /drəʊv/
eat	ate /eɪt/; /et/
fall	fell /fel/
feed	fed /fed/
feel	felt /felt/
fight	fought /fɔ:t/
find	found /faʊnd/
fit	fitted /'fɪtɪd/; fit /fɪt/
fly	flew /flu:/; flied /flaɪd/
forget	forgot /fər'gɑ:t/; /fə'gɒt/
get	got /gɑ:t/; /gɒt/
give	gave /geɪv/
go	went /went/
grow	grew /gru:/
have	had /hæd/
hear	heard /hɜ:(r)d/
hit	hit /hɪt/
hold	held /held/
hurt	hurt /hɜ:(r)t/
keep	kept /kept/
know	knew /nu://nju:/
learn	learnt /lɜ:(r)nt/; learned /lɜ:(r)nd/
leave	left /left/
lend	lent /lent/
let	let /let/
lie	lay /leɪ/
light	lit /lɪt/; lighted /'laɪtɪd/
lose	lost /lɔ:st/; /lɒst/
make	made /meɪd/
may	might /maɪt/
mean	meant /ment/
meet	met /met/
mistake	mistook /mɪ'stʊk/
pay	paid /peɪd/
put	put /pʊt/
read	read /red/
ride	rode /rəʊd/
ring	rang /ræŋ/
run	ran /ræn/
say	said /sed/
see	saw /sɔ:/
sell	sold /səʊld/
set	set /set/
shall	should /ʃʊd/
shine	shone /ʃəʊn/; /ʃɒn/ shined /ʃaɪnd/
sing	sang /sæŋ/
sit	sat /sæt/
sleep	slept /slept/
speak	spoke /spəʊk/
speed	sped /sped/; speeded /'spi:dɪd/
spell	spelt /spelt/; spelled /speld/
spend	spent /spent/
spit	spat /spæt/; spit /spɪt/
spread	spread /spred/
stand	stood /stʊd/
sweep	swept /swept/
swim	swam /swæm/
take	took /tʊk/
teach	taught /tɔ:t/
tell	told /təʊld/
think	thought /θɔ:t/
throw	threw /θru:/
wake	woke /wəʊk/
wear	wore /wɔ:(r)/
will	would /wʊd/
win	won /wʌn/
write	wrote /rəʊt/

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后　记

本册教科书由北京市仁爱教育研究所依据教育部《义务教育英语课程标准(2011年版)》编写，经教育部基础教育课程教材专家工作委员会2013年审查一次性通过。

自教育部2011年7月下发《义务教育英语课程标准》(送审稿)之日起，北京市仁爱教育研究所的数十位英语教材编写专家及近百位教材编写人员在加拿大主编Jim Greenlaw博士和中方主编王德春教授、副主编杨晓钰教授的带领下，对仁爱版初中英语教材进行了深入、细致的修订改编工作。

修订后的仁爱版初中英语教材更加注重培养学生的语感和良好的语音、语调基础，使他们形成用英语进行日常交际的思维和能力；注重培养学生良好的学习习惯，提高他们自主学习的能力；注重培养学生的观察、记忆、思维、想象和创造能力，促进心智和综合人文素养的全面发展。同时，仁爱版初中英语教材还注重培养学生的爱国主义精神及跨文化交际意识，为学生的进一步学习奠定良好的基础。

在教材修订的过程中，我们所有参与教材修订的专家、教授、编写、审校人员每天坚持工作10个小时以上(包括兔年大年三十至龙年正月初九以及所有的节假日和公休日)，一直连续坚持工作到教材送审截止日期的最后一天下午。**我们执着的追求最后终于获得了丰厚的回报**——在2012年1月31日开始的第一阶段送审(七上—七下)和2012年12月31日开始的第二阶段送审(八上—九下)的过程中，仁爱版初中英语教材均分别于2012年3月17日和2013年3月2日率先一次性通过教育部基础教育课程教材专家工作委员会审查(唯一一套无需参加2012年4月9日和2013年4月8日的再次会议复核审查)，且2012年3月17日第一阶段和2013年3月2日第二阶段审查通过的唯一结论要求均是：请参照修改意见自行修改。

仁爱版初中英语教材在编写及数百次的修改、审校过程中得到了全国诸多英语教育专家、教研员和优秀一线教师的指导与帮助，其中有：王晓、刘钰、陈叶瑶、黄明玉(按姓氏笔画排序)等同志。同时，仁爱版初中英语教材的每一次修改、审校还吸纳了很多教研员和一线教师的宝贵意见。在此，北京市仁爱教育研究所向他们表示诚挚的谢意！

由于时间的关系，教材中可能还存在不足及需要完善之处，衷心希望广大英语专家、教研员、一线教师、在校学生及学生家长等来电来函批评指正，以便下次修订时改正。

本教科书的绝大部分(99%以上)作品均为北京市仁爱教育研究所原创作品，极少部分(1%以下)选用的经典作品、图片由于无法与作者取得联系，特委托北京版权代理有限责任公司向权利人转付稿酬。请您与北京版权代理有限责任公司联系并领取稿酬。联系方式：(010)82357058/57/56

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