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义务教育教科书

英语
ENGLISH

九年级　下册



上海教育出版社

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写在前面

初中学习的最后一年，同学们粗略地看一下教材目录会发现，有一些似曾相识的内容。为什么？因为我们进入了一个为“知新”而“温故”的年段：一些知识的复现，一些法则的归纳，一些话题的延伸，一些“说法”的条理化，包括在教材上留出的空间，都是想让同学们集中精力，把多年英语学习的点点滴滴融汇在一起，沉淀、凝练，以形成坚实的基础。

在“读（Reading）”的层面，虽然仍是读，但已不止于了解内容的前因后果，更要理解读物的人文内涵和生活提示。本年段我们会与许多伟大的人物和经典的文学作品相遇；也会接触当下的热点话题，如健康饮食和环境保护。对那些相隔时空或近在咫尺的阅读内容，要从“了解”趋于“理解”，并尝试品味和鉴赏，以获得对我们有益的人生经验。

在“听（Listening）”和“说（Speaking）”的层面，本年段更注重这两项能力在实际生活中的交际功能。语音语调的更加老练和会话的更加自如是训练的目标；还将继续教授一些功能意念的表达法，如接受或拒绝帮助，恰当地表示喜好、赞扬和同情等。要从“听懂”趋于“了然”；从“能说”趋于“说好”，力求在会话间体会到或表达出情绪和情感。

在“写（Writing）”的层面，除继续七、八年级已接触的各种体裁和题材的写作训练，九年级的“写”更要与“听”“说”“读”齐头并进。写作是另一种方式的“说”，所谓笔述。当我们更好地掌握了语法，有了更多的词汇和更敏锐的语言感悟时，我们当然要在“笔述”中作一些比较、选择和呈现，要从“会写”趋于“会改”，让曾经“幼稚”的句子、短文逐渐变得成熟、生动起来。

在“课题（Project）”制作层面，要求同学们展开的内容与生活十分贴近。像“设计一份图文并茂的菜谱”这样的命题，从选择菜式，体现国别、人文背景，配饰图案，到打算表露哪些文化蕴含，都要通盘考虑，即意味着同学们完成的“制作”要逐渐从“简”“浅”趋于“多元”和“精深”。

在“学习技能（Study skills）”掌握层面，我们已经有了一定量的累积，今年还将学习一些文案实务，例如制定规划、起草提纲；并通过记识各种标识以快速了解、分析外界的一切。是时候把我们所学的英语技能糅合在一起，从“单一”趋于“综合”，让我们面对世界的眼睛有更宽阔的视野。

最后说一下教材中的另外“三个板块”：“语法（Grammar）”的新授项目主要是各类状语从句和宾语从句，以及系动词和介词的用法，基本属于初中阶段语法的难点。但是，当我们啃下这些“骨头”以后，我们已然全面掌握了英语的初级语法，在阅读和写作上会有一个跨步。本年段的“补充阅读（More practice）”和“文化角（Culture corner）”十分丰富：中国的老子，西方的牛顿；主要英语国家间的英语也有差异？多么有趣的内容！一定会给大家有益的启迪。

同学们，努力吧，一定要让自己微笑着，自信地交出初中年段的最后一份答卷！

初中《英语》编写组

2012 年 12 月

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Unit 1

Great explorations

Getting ready

In this unit, you will learn about some famous explorers and their great achievements.

Reading

- Read an article about the voyages of Zheng He.

Listening

- Listen to a talk about Zhang Qian and the Silk Road.

Grammar

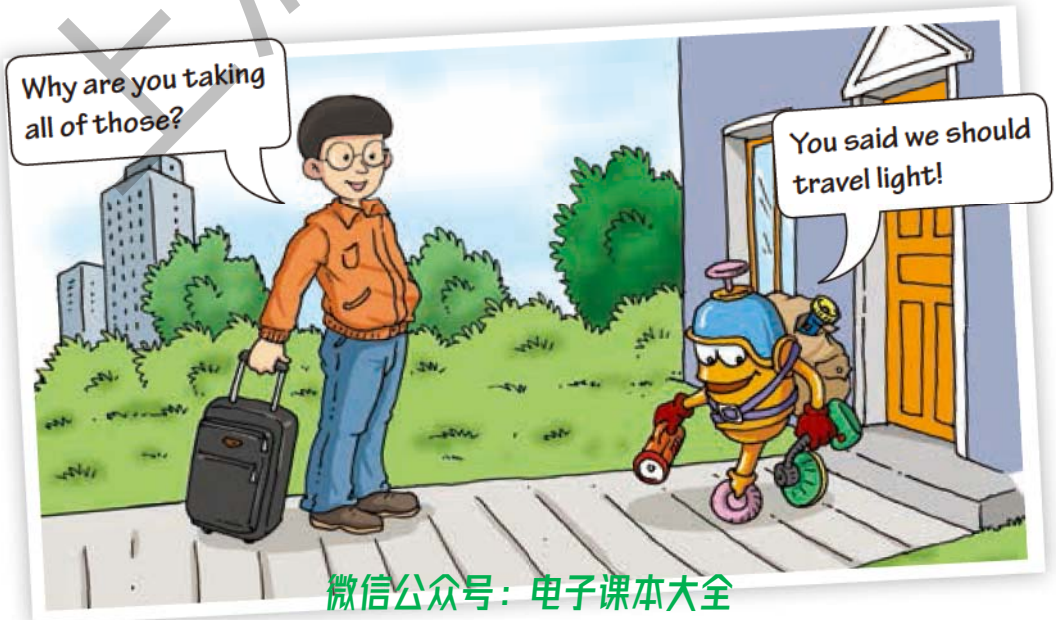
- Learn how to use **adverbial clauses of result**.
- Learn how to use *too ... to* and *enough to*.

Speaking

- Learn to ask for repetition.
- Talk about a famous explorer.

Writing

- Write an article about a famous travel writer.



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Reading

A What do you know about ...?

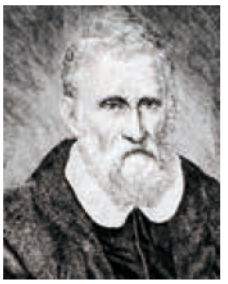
The people in the pictures below are all famous explorers. Match them with their achievements. Write the correct letters in the blanks.

a



Zheng He

b



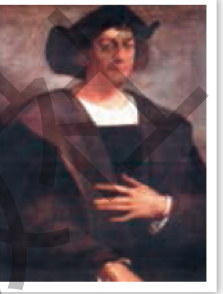
Marco Polo

c



Zhang Qian

d



Christopher Columbus

1 His voyages across the Atlantic opened up the New World—the American continents—to Europe. _____

2 His travels to the west of China helped open up Central Asia to China. _____

3 He went on seven trips to the Western Seas. _____

4 He travelled to China and wrote a book about his travels. _____

B Before you read

Look at the title and the first sentence of each paragraph of the article on page 3. Then answer the questions below.

1 Who was Zheng He?

2 Where was Zheng He born?

3 When did Zheng He go on his trips?

***4** What effects did his trips have on China and the world? Tick (✓) the possible answers.

a They set up trade routes between China and other countries. ☐

b They encouraged the exchange of cultures and technologies. ☐

c They made the relationships between countries stronger. ☐

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The voyages of Zheng He



Zheng He was a famous Chinese explorer. In 1405, he set off from China on the first of seven great voyages. This was nearly a century before Christopher Columbus first set sail on his journey of discovery to America. His travels were so important that they are still studied today.

Zheng He was born in Yunnan in 1371. He rose to become a trusted official of the Yongle Emperor of the Ming Dynasty. The emperor ordered Zheng He to visit and explore the lands outside China. His task was to develop relations and set up trade routes with foreign countries. In a few years, he built a great fleet of ships, the biggest in the world at that time. The ships were known as treasure ships. They were big enough to carry 25,000 people as well as very large quantities of goods.

From 1405 to 1433, Zheng He went on seven trips and visited South-East Asia, the Middle East and even the east coast of Africa. It seemed that nowhere was too far for him to visit. These voyages allowed China to trade valuable goods like gold, silver and silk. At the end of each voyage, Zheng He returned with many things that were seen in China for the first time, such as a giraffe from Africa. Besides developing trade, the voyages also encouraged the exchange of cultures and technologies. They helped the development of those countries and regions.

Zheng He died in 1433 during his last voyage. However, his voyages were such a huge achievement that people still remember him as a pioneer in opening up cultural contacts between different peoples around the world.

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C Vocabulary

C1 *The words in italics explain the meanings of some words on page 3. Find these words to complete the sentences. Change their forms if necessary.*

1 Columbus's _____ of America began a new age of exploring. (*the act or process of finding*)

2 He recently _____ to be a manager in his company. (*became more important or powerful*)

3 This is _____ money. You cannot use it here. (*from a country that is not your own*)

4 Next week, my family is going to _____ to Beijing, so we are now getting ready. (*make a journey*)

5 Since 2000, this company has seen much new _____. It has become one of the biggest companies in the country. (*the process of growing larger or becoming stronger*)

C2 *Complete the conversation below with the words from the box.*

be known as	go on a trip	pioneer
develop	open up	set up

Jim: I want to (1)_____ a modern Columbus when I grow up.

Julie: But there are no new places to (2)_____ now.

Jim: That's not really true. Most places in space haven't been explored yet. Who knows? There may be other planets like the Earth.

Julie: That sounds crazy.

Jim: No, it doesn't. Perhaps I could (3)_____ to space and find these new planets. I would be a real (4)_____. And if I find other people on these planets, I could (5)_____ a relationship with them. I could even (6)_____ trade with them and make a lot of money.

Julie: Keep dreaming! I don't think you will travel into space.

Jim: I'm serious. You'll see.

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D Comprehension

D1 *What do the italicized words in the following sentences refer to? Read the article on page 3 to find the answers.*

1 In 1405, Zheng He set off from China on the first of *these*. _____
2 A great fleet of *these* were built for the great voyages. _____
3 *This* was traded along with gold and silver. _____
4 Zheng He brought *this* back from Africa. _____
5 The voyages developed trade and encouraged *this*. _____

D2 *Read the article again and complete the following notes.*

Zheng He

- was a famous Chinese (1) _____;
- was born in Yunnan in (2) _____;
- became a (3) _____ of the Yongle Emperor;
- built a great fleet of treasure ships—big enough to carry (4) _____ people;
- went on seven trips from 1405 to 1433 and visited (5) _____, (6) _____ and even (7) _____.

Zheng He's great voyages

- allowed China to trade (8) _____;
- brought back (9) _____;
- encouraged the exchange of cultures and technologies;
- helped (10) _____ of the countries and regions he travelled to.

* **D3** *In groups, discuss the following questions.*

1 Why is Zheng He called a "pioneer"?
2 Why were Zheng He's voyages so important in history?

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Listening

Zhang Qian and the Silk Road

A *Listen to a lecture about Zhang Qian and the Silk Road. Then circle the correct answers to the questions below.*

1 Who was Zhang Qian?
- **a** An official in the Han Dynasty.
- **b** A farmer in the Han Dynasty.
- **c** A soldier in the Han Dynasty.

2 Why did the emperor send Zhang Qian to explore and open routes to the outside world?
- **a** To look for more wealth.
- **b** To learn more about the far West.
- **c** To find new countries.



3 When was the Silk Road started?
- **a** Only 200 years ago.
- **b** Over 2,000 years ago.
- **c** About 1,000 years ago.

4 Which great country was not mentioned in the lecture?
a Greece. **b** Egypt. **c** India.

B *Listen to the recording again and complete the notes below. Write one word in each blank.*

- Zhang Qian was a (1)_____ in setting up the Silk Road.
- His (2)_____ helped lead to the development of the Silk Road.
- The Silk Road got its name from the Chinese (3)_____ _____.
- The Silk Road was actually many different routes, both (4)_____ _____ and (5)_____ _____.
- The routes allowed people to (6)_____ goods between countries.
- They also helped spread knowledge and (7)_____ across the world.
- The Silk Road was important in the (8)_____ of some great countries.

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Grammar

A Adverbial clauses of result

We can use *so/such … that* to talk about the result of an action or situation. These clauses are called **adverbial clauses of result**.

> Zheng He's travels were **so** important **that** they are still studied today.
> Zheng He worked **so** hard **that** in a few years he built a great fleet of ships.
> His voyages were **such** a huge achievement **that** people still remember him.

Work out the rule

- We use _____ before an **adjective** (without a **noun**) or an **adverb**.
- We use _____ before (an **adjective** +) a **noun**.

Things to remember

We can also use the following patterns to talk about results.

- *so many/few* + **countable noun** (in plural form) + *that*
- *so much/little* + **uncountable noun** + *that*

*Join the sentences in column A and column B with **so … that** or **such … that**.*

A	B
The fleet of ships was huge.	It passed through many countries.
The Silk Road was long.	It takes many days to cross it.
The Pacific is a big ocean.	The ship's cook was always busy.
There were many men on the ship.	People could see it from far away.

1 The fleet of ships was so huge that people could see it from far away.

2 _____

3 _____

4 _____

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B *too ... to*

We can use *too ... to* to talk about results. We sometimes add *for* + **noun/pronoun** before *to*-**infinitives**.

> It seems that nowhere was **too** far for Zheng He **to** visit.
>
> The train travelled **too** fast for us **to** see much outside the window.

Work out the rule

We use *too* (before/after) **adjectives** and **adverbs**.

Things to remember

We can say "The food is too hot to eat" or "The food is too hot for me to eat", but we do not say "The food is too hot to eat it".

Complete the following conversation with ***too ... to*** *and the words in brackets.*

Mandy: Did you hear what the teacher said at the end of the class?

Jason: No. I was (1) too far away to hear (far away/hear) her.

Mandy: She told us to hand in our homework on Friday, so I need to talk to you about it.

Jason: Well, I'm afraid it's (2) _____ (noisy here/us/talk).

Mandy: Let's go to the library then.

Jason: It's (3) _____ (early/go) to the library. It isn't open yet.

Mandy: Why don't we just sit in the garden and talk there?

Jason: But it's (4) _____ (cold/us/sit) outside. By the way, what's the topic of the homework?

Mandy: It's a question: "Would you like to be a great explorer?"

Jason: My answer is "no"! I'm (5) _____ (afraid/explore) new places.

Mandy: Why? It must be so exciting to be an explorer!

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C *enough to*

We can also use *enough to* to talk about results.

> The ships were big **enough to** carry 25,000 people as well as very large quantities of goods.
>
> The fleet travelled far **enough to** reach even the east coast of Africa.

Work out the rule

We use *enough* (before/after) **adjectives** and **adverbs.**

Things to remember

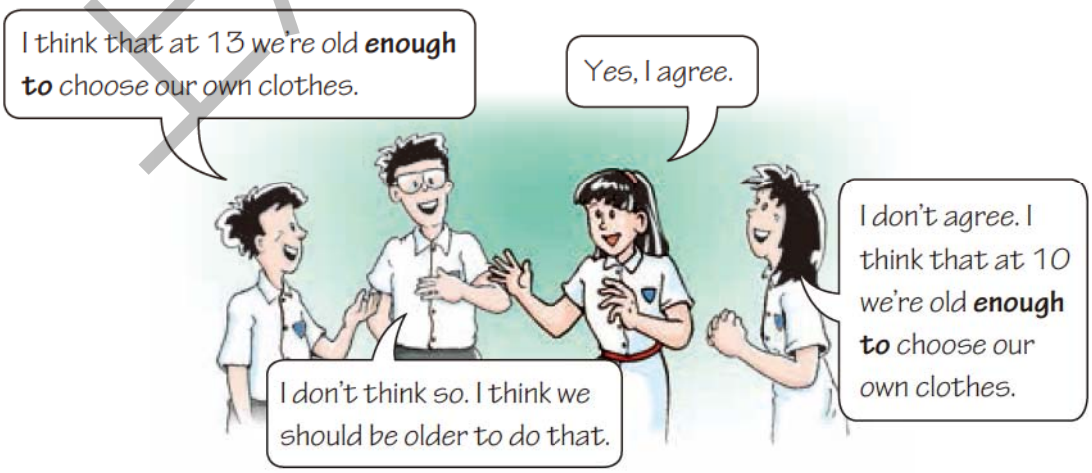
We can add *for* + **noun/pronoun** before *to*-**infinitives.**

The shirt is not big **enough for** me **to** wear.

C1 *When are you old enough to do these things? Fill in the table below.*

Activity	Age	Activity	Age
choose your own clothes		travel alone	
stay at home alone		learn to drive a car	
have a part-time job		live on your own	

C2 *Work in groups of four. Compare your table in* ***C1*** *with your group members'. Then talk about it. Follow the example.*



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Speaking

A Talk time

Asking for repetition



Read the conversation below and practise it in pairs. Pay attention to the words in blue.

Doris: Hi, Tony. I missed the History lesson today. Can you tell me what you learnt, please?
Tony: Of course. We learnt about Zheng He and his voyages.
Doris: Sorry, could you repeat that, please?
Tony: Sure. We learnt about Zheng He and his voyages. He traded valuable goods like gold, silver and silk.
Doris: Sorry, I didn't quite catch you. You said he traded gold, silver and …?
Tony: Silk. Once he even brought back a giraffe!

B Speak up

B1 *In groups, choose one of the famous explorers on page 2 and discuss this person.*

Who was this person?
When and where did he live?
What did he achieve and how?
What do you think of this person?

B2 *In groups, make a brief introduction of the explorer to the class.*

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Writing

A famous travel writer

A *James Turner is a famous travel writer. Here is part of an interview with him. Work in pairs to match the answers with the questions. Write the letters in the boxes.*

Questions

1 When and where were you born? ☐
2 What did your parents do? ☐
3 What did you do when you left school? ☐
4 How did you start writing your first book? ☐
5 What do you like to write about? ☐
6 What's your next book about? ☐

Answers

a My father was a cook, and my mother was a writer.

b In London in 1970.

c I'm following the route that was taken by Marco Polo. I'm planning to write a book about him and his journey.

d I usually write while I'm travelling, so my first book started from the notes I took.

e At first, I got a job at a travel company. However, I wanted to explore the world myself! Then I went to China to teach English. From there I explored the rest of Asia.

f I like to write about the places I visit. I often compare their cultures with my own. It helps me learn more about the world.

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B *Which of the questions in **A** are about James Turner's personal information, his experiences after he left school and his books? Write the numbers **1–6** in the boxes.*

His personal information	
His experiences after he left school	
His books	

C *Work on your own. Write an article about James Turner in three paragraphs. Use James's answers and the outline below to help you.*

James Turner—a famous travel writer

His personal information

James Turner is a famous travel writer. He was born ____

His experiences after he left school

When James left school, he _____

His books

He usually writes while he is travelling, so _____

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* More practice

A *Read this article about Marco Polo. Then answer the questions below.*

Marco Polo

By West Lake, in the city of Hangzhou, there is a small statue of a traveller. His name was Marco Polo.

Marco Polo grew up in the city of Venice, in present-day Italy. In 1271, when he was 17 years old, he set off on a journey to Asia with his father and uncle, and did not return home until 24 years later. His travels took him across Asia, along the Silk Road and throughout China. He loved Hangzhou so much that he described it as "the finest city in the world".

When Polo finally returned to Venice, there was a war and he was captured. While he was in prison, he told the stories of his travels to another man there. This man wrote the stories down in a book called *The Travels of Marco Polo*. Because of the interesting descriptions of Asian life in the book, Polo's travels soon became well known in Europe.

The stories gave many Europeans their first look at the life and culture of the people in Asia. Polo told of many amazing things that were unknown to Europe, such as paper money. He also wrote about China's development, with its large cities and systems of communication. His book made Europeans more and more interested in the East. It also influenced many other explorers, including Christopher Columbus.

Polo died in 1324. His last words were: "I did not tell half of what I saw."

1 Who was Marco Polo and what was he famous for?
2 How were Polo's stories written down?
3 Why did Marco Polo's stories become so popular?
4 In what ways was China more developed than Europe at that time?

B *Have you read **The Travels of Marco Polo**? What were the Chinese cities like at that time? Read the book and share it with your classmates.*

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Study skills

* Using reference books (5): Using directories

A directory is a book with information about a certain city or area. It usually has different categories and is arranged in alphabetical order. The most common type of directory is a list of phone numbers.

London Valley
Local Directory

Important
"999" should only be used for emergency calls to the police, fire service or for an ambulance. When the phone is answered, please say "Police", "Fire" or "Ambulance".



Beauty salons and supplies	
Film Star Make-up	555 4000
Ugly Duckling Hair and Skin Supplies	880 6988
Chain stores	
Betty's Big Bakery	862 9697
Little Flower Supermarket	827 8668
Clothing	
Handsome Hats	856 3113
Jerry's Jeans	575 4477
Restaurants	
Ken's Hamburger House	750 0170
Li's Chinese Restaurant	527 7177

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A *Scan the directory on page 14 and answer the following questions.*

1 What kind of directory is it?

_____

2 How many categories does it have?

_____

3 How many places are there in each category?

_____

B *Use the information in the directory to answer the following questions.*

1 What number might you call if you wanted to eat some Chinese food?

_____

2 What would you do if someone stole your bag?

_____

3 What number might you call if you wanted to find some special jeans?

_____

C *Read the remarks below and write down the numbers these people called. Use the information in the directory to help you.*

	Remark	Phone number
1	"Do you sell make-up from the UK?"	_____
2	"Do you have any hats for babies?"	_____
3	"A chocolate cake, please. My address is …"	_____
4	"Ambulance."	_____

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Culture corner

Ferdinand Magellan



Ferdinand Magellan (1480–1521) was a Portuguese explorer. In 1519, he led the first voyage to sail around the world. It was also the first voyage to sail from the Atlantic Ocean to the Pacific Ocean. Magellan gave the Pacific Ocean its name, which means "peaceful sea" in Portuguese. However, Magellan himself was killed in a battle before the voyage was finished. Only one of his ships, the *Victoria*, completed the journey.

Would you like to travel around the world? How would you do it and where would you go?

Self-assessment

How well do you know this unit? Tick ✓ the boxes.

1	I can read an article about the voyages of Zheng He.	☐	☐	☐
2	I can listen for specific information about Zhang Qian and the Silk Road.	☐	☐	☐
3	I can use **adverbial clauses of result** correctly.	☐	☐	☐
4	I can use *too ... to* correctly.	☐	☐	☐
5	I can use *enough to* correctly.	☐	☐	☐
6	I can ask for repetition.	☐	☐	☐
7	I can discuss a famous explorer with my classmates.	☐	☐	☐
8	I can write an article about a famous travel writer.	☐	☐	☐
9	I know about Ferdinand Magellan.	☐	☐	☐

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Unit 2

Culture shock

Getting ready

In this unit, you will learn about cultural differences.

Reading

- Read a speech about a Chinese student's experience in the US.

Listening

- Listen to a quiz about American culture.

Grammar

- Learn how to use **adverbial clauses of purpose**.
- Review **adverbial clauses**.

Speaking

- Learn to discuss similarities and differences.
- Talk about a summer camp in China.

Writing

- Write a thank-you email.



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Reading

A What do you know about ...?

Culture is the language, customs and way of life of the people in a country. Match the pictures with the sentences. Write the correct letters in the blanks.

a 

b 

c 

d 

e 

1 We drive on the left side of the road. _____

2 We set off fireworks to celebrate the Chinese New Year. _____

3 The whole family sits around the table and has turkey to celebrate Thanksgiving. _____

4 We watch dragon boat races at the Dragon Boat Festival. _____

5 We must take off our shoes when we enter people's homes. _____

B Before you read

Look at the introduction, the picture and the title of the speech on page 19. Then answer the questions below.

1 Who is Brad Li?

2 Which country did he go to?

3 Why did he go there?

4 What did he find different about the US? Have a guess and tick (✓) the possible answers.

a language ☐ c food ☐ e festivals ☐

b school ☐ d weather ☐

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Brad Li is a junior high school student in China. He visited the US on an international exchange last year, and now he is giving a speech about his experience.

Living in another country

My name is Brad Li. I'm here today to tell you about my experience as an exchange student in the United States last year.

I must admit that at first America was a big culture shock for me. Many things were strange to me: the language, the food and even the school.

I stayed with a host family in a small town. My host parents, Mr and Mrs Hurst, were very kind. They organized a lot of activities for me in my spare time so that I wouldn't miss home or feel lonely.

However, to a certain degree, life in the US was hard to get used to. My main problem was with the language. I failed to understand much in the first few weeks because everyone spoke so fast. Though I soon managed to get used to it, I still had problems because they used a lot of idioms. For example, they often say they are "under the weather" when they are ill. Their everyday English is very different from what we learn in China.

Another difference was the food. My host family always had bread, potatoes and salad for meals. I really missed the dumplings, rice and delicious dishes from home.

School was a big shock too. They do not require students to wear uniforms, so students can wear almost whatever they like. Some students have strange hairstyles as well. Some students even have pink or purple hair!

Anyway, I have many great memories of that year, especially playing in the snow in winter, and playing baseball. At Halloween, I went to a party dressed as Harry Potter. At Thanksgiving, we had a big dinner with a huge turkey.

It was an exciting year, and it was a valuable education for me. Now I understand more about American culture. My American friends asked me many questions about life in China, and this made me think about my own culture as well.

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C Vocabulary

C1 *The words in italics explain the meanings of some words on page 19. Find these words to complete the sentences. Change their forms if necessary.*

1 The plan was discussed in an _____ meeting. (*connected with or including two or more countries*)

2 In order to do the job well, he went to a training centre in his _____ time. (*time when someone is not working*)

3 Tom was not listening carefully, so he _____ to hear what the teacher said. (*was not successful*)

4 Jim will have to work alone this week. Are you sure he can _____? (*succeed in doing something, especially something difficult*)

5 The project was a real _____ for everyone who took part in it. (*an interesting experience that teaches you something*)

C2 *Brad is talking about his stay in the US. Complete his speech with the words from the box. Change their forms if necessary.*

especially	in one's spare time	manage
get used to	international	

Although I (1)_____ American food after a few days, I really missed Chinese food. This was (2)_____ true at dinner time. One day, Mr Hurst suddenly said to me, "Tomorrow is Saturday. Why don't you cook a Chinese meal for us?" I agreed.

There was a supermarket in town that had (3)_____ food. Mr Hurst drove me there, and we (4)_____ to buy what we needed for cooking a Chinese meal.

I cooked some dishes that people often eat in China. Mr and Mrs Hurst enjoyed them very much.

Mr and Mrs Hurst really started to like Chinese food after that, so I cooked for them (5)_____. That's one of my favourite memories of my year in the US.

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D Comprehension

D1 *Read Brad's speech on page 19 and the sentences below. Circle* ***T*** *(True) or* ***F*** *(False). Find facts in the speech to support your answers. Then write down the facts.*

1 Mr and Mrs Hurst organized a lot of activities for Brad because they wanted his English to improve. **T / F**

_____

2 Brad found it hard to understand American idioms. **T / F**

_____

3 Brad preferred American food to Chinese food. **T / F**

_____

4 Brad's American friends wanted to learn more about life in China. **T / F**

_____

D2 *Read the speech again and answer the questions below.*

1 How do you know that Brad had never been to the US before this exchange visit?

_____

2 What clothes does Brad wear at school in China?

_____

3 What exciting experience did Brad have at Halloween?

_____

4 What do Americans eat at Thanksgiving?

_____

5 What did Brad learn from his experience as an exchange student?

_____

* **D3** *What cultural differences did Brad experience? Discuss this with your classmates.*

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Listening

A culture quiz

*Listen to some questions about American culture. You will hear three choices (**a**, **b** and **c**) for each question. Write the correct letters in the blanks.*

1 Where is the US?
Answer: b

2 What is the capital city of the US?
Answer: _____

3 How many states are there in the US?
Answer: _____

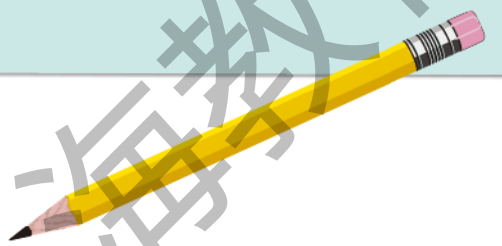
4 How many stars are there on the national flag of the US?
Answer: _____

5 What is the American word for "trousers"?
Answer: _____

6 When do Americans celebrate Thanksgiving?
Answer: _____

7 Who was the first president of the US?
Answer: _____

8 On April Fool's Day, what do Americans usually do?
Answer: _____









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Grammar

A Adverbial clauses of purpose

We can use *so that* + a **clause** to talk about purpose. This is called an **adverbial clause of purpose**.

They organized a lot of activities for me in my spare time **so that** I wouldn't miss home or feel lonely.



Mary lent me this book **so that** I could read about Chinese history.
I exercise every morning **so that** I will stay healthy.

Things to remember

We often use *can*, *may* or *will* (for the present) or *could*, *might* or *would* (for the past) in an **adverbial clause of purpose**.

In pairs, ask and answer questions about the pictures below. Follow the example.

S1: Why is he sunbathing?
S2: He's sunbathing so that he can get browner.

1



sunbathe/get browner

2



wear a coat/keep warm

3



take a taxi/get to the airport on time

4



exercise/keep fit

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B Review of adverbial clauses

So far, we have learnt the following kinds of **adverbial clauses**:

Adverbial clauses of …	Common conjunctions	Examples
condition	*if* *unless*	**If** you start doing your homework now, you will finish it before dinner. She will fail the test **unless** she studies harder.
time	*before* *after* *while* *when* *since* *until*	**Before** the sun came out, the sky was very dark. **After** they got married, they moved to the countryside. She turned on the radio **while** I was driving. Simon was happy **when** he heard the news. It has been three years **since** I left school. Don't go out **until** I come back.
comparison	*as … as*	He is **as** tall **as** his father.
reason	*because* *as* *since*	I made mistakes **because** I was tired. Let's walk to the restaurant **as** it is quite near. **Since** the weather is nice, we have decided to go for a picnic.
concession	*although* *though*	I drank the coffee **although** I did not like it. **Though** they played quite well, the team lost.
result	*so … that* *such … that*	I ran **so** fast **that** I won first prize. My aunt is **such** a great film-lover **that** she goes to the cinema every weekend.
purpose	*so that*	Paul wore a suit to his job interview **so that** he would make a good impression.

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B1 *Complete the following sentences with the correct words from the brackets.*

1 You will not pass the test _____ you do not work hard. (unless/if)

2 You must make sure your tea is not too hot _____ you drink it. (since/before)

3 You should walk slowly in snowy weather _____ you will not fall over. (so that/although)

4 _____ it is often cold in the mountains, you need to wear warm clothes. (As/If)

5 I waited for Tim _____ he was doing his homework. (so that/while)

B2 *Join the sentences in column A and column B with the words from the box.*

because if since so … that so that

A	B
1 I exercise a lot.	a I was three years old.
2 I have lived in London.	b I want to lose weight.
3 Lucy is good at art.	c Everybody could hear him.
4 He raised his voice.	d She won the school painting competition.
5 Your parents will be proud of you.	e You win the game.

1 I exercise a lot because I want to lose weight.

2 _____

3 _____

4 _____

5 _____

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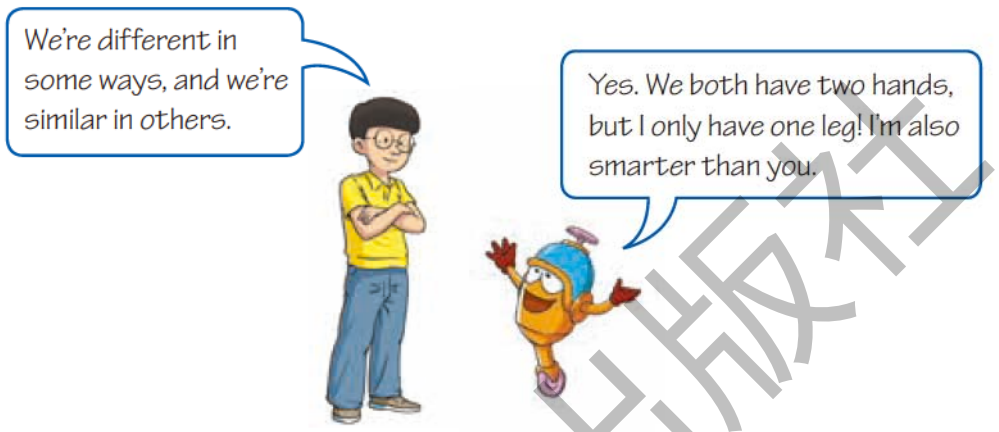
Speaking

A Talk time

Discussing similarities and differences



A1 *Sam, an exchange student, is discussing festivals in the US and China with his Chinese teacher, Mr Li. Read their conversation and practise it in pairs. Pay attention to the words in blue.*

Mr Li: Sam, did you enjoy your first Spring Festival in China?

Sam: Yes, I did. During this festival, many family members get together.

Mr Li: Yes. I hear that at Thanksgiving Americans also get together for a special meal. It sounds similar.

Sam: Yes. It's similar. During these holidays, both the Chinese and Americans come home and have a big dinner. It's great fun.

Mr Li: What do you think are the main differences between the Spring Festival and Thanksgiving?

Sam: Well, we take part in different activities and eat different kinds of food. In China, people usually set off fireworks and eat dumplings. In the US, we usually watch a Thanksgiving parade and an American football game on TV. We also eat turkey.

Mr Li: That's interesting.

A2 *In pairs, discuss the similarities and differences between other Chinese and Western festivals.*

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B Speak up

Your American friend wants to take part in a summer camp in China. You find this poster and tell him/her about it. In pairs, ask and answer questions about the summer camp. Use the poster and the questions below to help you.

HAVE FUN AT OUR SUMMER CAMP

The summer vacation is coming. What are you waiting for? Come and experience Chinese culture!

Dates: 10 July–7 August

Location: Hangzhou, China

Schedule: Homestay and study (10 July–31 July)
Sightseeing (1 August–7 August)

Activities:
- On weekdays, you will attend classes at West Lake Junior High School.
- Subjects include the Chinese language, Chinese art and Chinese cooking.
- At the weekend, we will organize interesting activities for you, such as visiting museums, having picnics and playing sport and games with Chinese students.

Contact: West Lake Junior High School
(86-571) 466 5666

General information	When will the summer camp start? How long will the summer camp last? Where will I go? What is the schedule?
Activities	What will I study on weekdays? What will I do at the weekend?

S1: When will the summer camp start?
S2: It'll start on the 10th of July.
…

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Writing

A thank-you email

A *Read the speech on page 19 again. Imagine you are Brad. Use the following outline to write a thank-you email to the Hurst family.*

Paragraph 1	• Greetings. (*I hope you are well./How are you?*) • Thank them for looking after you in the US. • How did they make you feel? (*like part of the family*)
Paragraph 2	• What did you enjoy most about your visit? (*new friends, trips, parties*) • What did you learn during your stay in the US? (*about American culture, festivals*)
Paragraph 3	• What have you done since you returned to China? (*told friends about your visit*) • What do you miss about the US? (*new friends, food, festivals, culture*) • What do you want the Hurst family to do? (*come and visit you in China some day*)

B *Write the thank-you email according to the outline in* ***A****.*

Dear Mr and Mrs Hurst,

_____

_____

_____

_____

I hope to hear from you soon.

Yours,

_____ (*name*)

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* More practice

Read the article about education in the UK and discuss the differences between education in the UK and China. Then complete the table below.

Education in the UK

Every child in the UK must receive a full-time education until the age of 16. Parents can choose to send their children either to a state school, which is free, or to a private school, where a fee is required.

The school year is generally divided into three terms. Each term ends in a holiday. The summer holiday is the longest and usually lasts from the middle of July to the beginning of September.

Education has two main stages—primary school and secondary school. Primary schools are for students from the age of 5 to 11. The main subjects are Maths, English, History, Geography, Science, Art, Music and PE. Secondary schools are for students from the age of 11 to 16 or 18. The same subjects are taught there, as well as other subjects such as foreign languages (usually French, German or Spanish), Technology and Computer Studies.

After the age of 16, students can either find a job or continue their studies at a school or college until they are 18. Between the ages of 16 and 18, students must choose only three or four subjects to study. At the end of the two years, they must take some important exams. If they do well, they can then go on to study at university. There are over 100 universities in the UK, and the most famous are the University of Oxford and the University of Cambridge.

	Schools in the UK	Schools in China
Age for starting school		
Types of schools		
Number of terms in a school year		
Main subjects in primary school		
Other subjects in secondary school		

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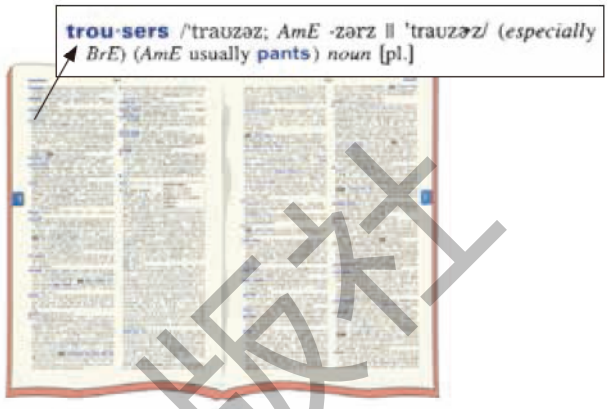
Culture corner

English around the world

Just like many other languages, there are different varieties of English, and not everyone speaks English in the same way.



The two most important varieties of English are British English and American English. They have many small differences in grammar and vocabulary. For example, the British say "trousers" while Americans usually say "pants". However, the biggest difference is in pronunciation.

What other varieties of English do you know about? Do you know how they are different?

Self-assessment

How well do you know this unit? Tick ✓ the boxes.

1	I can read a speech about a Chinese student's experience in the US.	☐	☐ ☐
2	I can listen and complete a quiz about American culture.	☐	☐ ☐
3	I can use different kinds of **adverbial clauses** correctly.	☐	☐ ☐
4	I can discuss similarities and differences.	☐	☐ ☐
5	I can talk about a summer camp in China with my classmate.	☐	☐ ☐
6	I can write a thank-you email.	☐	☐ ☐
7	I know about English around the world.	☐	☐ ☐

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* Project

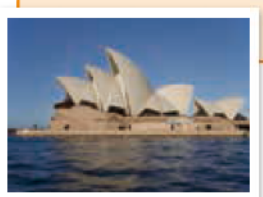
Studying abroad

Have you ever dreamt of becoming an exchange student? Which country would you like to go to?

A *In groups, look at the countries below. Choose one and answer the following questions about it. You can add more questions to the list below.*



the UK



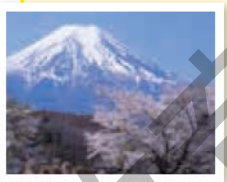
Australia



Singapore



Canada



Japan



the US



Germany



France

What is the official language of this country?
What kind of food do people in this country eat?
What types of schools are there in this country?
What subjects are taught at most junior high schools?
What after-school activities can students take part in?
…

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B *What are the advantages and disadvantages of being an exchange student in this country? Make a list. Follow the example.*

Advantages	Disadvantages
1 We can improve our English.	1 We may have difficulty understanding the American accent.
2 We can learn to take care of ourselves and be independent.	2 We may feel lonely and miss home.
3 We can stay with a host family and learn more about American culture.	3 We may not get used to the food in the US.
4 We can visit some places of interest in the US.	4 The cost is high.

C *Each group should report to the rest of the class about the country they would like to study in. Use the following plan to help you.*

We would like to be an exchange student in ... because there are many advantages in doing so.



First, ...

Second, ...

Third, ...

...

However, there may also be some disadvantages of studying in ...

First, ...

Second, ...

Third, ...

...

However, I believe we can deal with these problems.

D *The whole class should then vote to find out which country most students would like to study in.*

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Unit 3

The environment

Getting ready

In this unit, you will learn about environmental problems and solutions.

Reading

- Read an article about protecting the environment.

Listening

- Listen to a radio programme about environmental problems.

Grammar

- Learn how to use *the same* and *different*.
- Learn how to use *like*, *the same as* and *different from*.
- Learn how to use *the same … as* with **nouns** and **phrases**.

Speaking

- Learn to express concern.
- Discuss environmental problems in your city.

Writing

- Write an introduction to Gary Green, a cartoon character.



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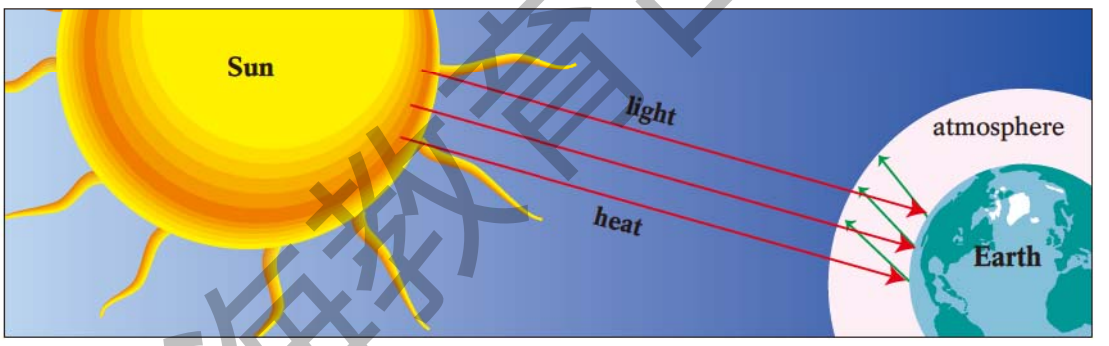
Reading

A What do you know about ...?

A1 *What do you know about the greenhouse effect? Match the first half of the sentences in column A with the second half in column B. Write the correct letters in the blanks.*

A			B
1	There is an atmosphere	____	a the greenhouse effect.
2	It controls	____	b the Earth with harmful gases.
3	However, we are polluting	____	c warmer and warmer.
4	The gases cause the atmosphere	____	d to keep in too much heat from the Sun.
5	The Earth is getting	____	e around the Earth.
6	We call this	____	f the Earth's temperature.



A2 *What is the result of the greenhouse effect? In groups, discuss this with your classmates.*

B Before you read

Look at the pictures, the title, the introduction and the sub-headings of the article on page 35. Then answer the questions below.

1 What is the article mainly about?

2 What problems does the article discuss?

*3 A consumer is someone who buys and uses things. Can you guess what a "green consumer" is?

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The world is in danger

Our world is in danger. We must do something to protect the environment. But, what are the main problems we face?

The greenhouse effect

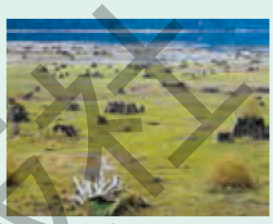
The atmosphere around the Earth is necessary for all living things. It is like the glass of a greenhouse, letting sunlight in and keeping heat from getting out. Without it, the Earth would be the same as the Moon—cold and lifeless.

When we burn fuels such as petrol and coal, we produce a gas called carbon dioxide (CO_2). Too much of this gas pollutes the atmosphere, and causes it to keep in too much heat. As a result of the greenhouse effect, the Earth's temperature is increasing. This causes sea level to rise, and in the future may cause cities to disappear.



Cutting down forests

Every year, we destroy nature by cutting down huge areas of forests. This makes the greenhouse effect worse because trees take in CO_2 and produce oxygen. Cutting down trees also destroys the homes of the animals that live in our forests, and causes the surface of the soil to be easily destroyed by rain. This can result in floods and even more damage to the environment.



Bad habits

Many of our habits cause pollution. People often use things once and then throw them away, or leave them on the ground as litter. This creates mountains of rubbish and pollutes our land and seas.

In order to protect the environment, we need to take proper action. We should be different from many consumers and become "green consumers". This means that we should only buy and use products friendly to the environment. We should also recycle as many things as we can. We can reuse things for the same purpose as before, or we can use them for new purposes. If we just learn to live in new and different ways, we can make a difference.



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C Vocabulary

C1 *The words in italics explain the meanings of some words on page 35. Find these words to complete the sentences. Change their forms if necessary.*

1 _____ the flood, many people were left homeless. (*because of the effect of*)

2 The world population will continue to _____ for many years to come. (*to become greater in number*)

3 The mountain is high. It is 3,000 metres above _____. (*the height of the ocean*)

4 Man first walked on the _____ of the Moon in 1969. (*the top part of an area of land*)

5 There were _____ toys in the shops during the Christmas holiday. (*a very large number of*)

C2 *Complete the conversation below with the words from the box. Change their forms if necessary.*

in danger	make a difference	take action
increase	result in	

Mark: The burning and cutting down of trees all over the world (1) _____ the loss of our forests. Why do you think people do that?

Jenny: The world's population is growing fast. That's probably the main reason. People need land to live on.

Mark: I suppose so. But forests are important to us. Trees take in CO_2. When so many trees are being cut down, the CO_2 in the Earth's atmosphere (2) _____. This causes the temperature to rise and puts the world (3) _____.

Jenny: To (4) _____, we need to stop cutting down so many trees, and we should use as few wood products as possible.

Mark: You're right. Everyone should (5) _____ to protect the Earth.



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D Comprehension

D1 *Replace the italicized words with information from the article on page 35.*

1 The writer says that *it* is in danger. _____

2 *It* is necessary for all living things. _____

3 CO_2 comes from burning *them*. _____

4 *This* causes sea level to rise. _____

5 *It* causes the surface of the soil to be easily destroyed by rain. _____

6 Many of our habits cause *this*. _____

D2 *Read the article again and circle the correct answers.*

1 Because of pollution, _____.
- **a** not enough sunlight is reaching the Earth
- **b** not enough heat is leaving the Earth
- **c** not enough CO_2 is leaving the Earth

2 If there are more trees, the amount of CO_2 in the atmosphere will be _____.
- **a** greater **b** less **c** the same

3 We can help protect the environment if we _____.
- **a** change our bad habits
- **b** become consumers
- **c** buy more products

4 The purpose of the article is to make _____.
- **a** people do more to protect the environment
- **b** more people become consumers
- **c** people learn more about the environment

* **D3** *The writer gives an example of a bad habit that causes pollution. Can you name some other bad habits that cause pollution?*

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Listening

Caring for the environment

A *Listen to two women calling into a radio programme to talk about environmental problems. Arrange the pictures below in the correct order by writing the numbers* ***1–3*** *in the boxes.*

I



☐ ☐ ☐

II



☐ ☐ ☐

B *Listen to the recording again and fill in the table below. Write one word in each blank.*

Problems	Solutions
Litter on the ground outside the (1) _____ _____	• Go out with friends and help (2) _____ _____ the litter. • Ask the workers at the station to (3) _____ _____ a sign saying, "(4) _____ _____ _____."
(5) _____ pollution	• Talk to the (6) _____ _____. • (7) _____ the city government.

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Grammar

A *the same* and *different*

If things are exactly like one another, we say they are *the same*.
If they are not like one another, we say they are *different*.

> These light bulbs look **the same**, but their effects on the environment are **different**.

*Some students are helping improve the environment of their school. Work in pairs. **S1** should ask about something in the two pictures. **S2** should say if they are **the same** or **different**. Take turns to ask questions. Follow the example.*

A



B



S1: Look at the two dustbins. Are they the same or different?
S2: They're the same.
S1: Look at the two dogs. Are they the same?
S2: No. They're different. The dog in Picture A is smaller than the one in Picture B.

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B *like, the same as* and *different from*

The atmosphere is **like** the glass of a greenhouse.
Without the atmosphere, the Earth would be **the same as** the Moon—cold and lifeless.
We should be **different from** many consumers and become "green consumers".

Work out the rule

- We use _____ to say things are similar in one or more ways.
- We use _____ to say things are exactly like one another.
- We use _____ to say things are not similar or not the same as one another.

We often use *like*, *the same as* and *different from* with these verbs:

be look seem smell sound taste

Complete these sentences with ***like, the same as*** *or* ***different from****.*

1 

The Earth is _____ the Moon in size.

2 

Oranges taste _____ apples.

3 

Jim looks _____ his father.

4 

A B

Leaf A seems _____ Leaf B.

5 

Alice Ann

Alice's dress looks _____ Ann's.

6 

Peter Paul

Peter's tie is _____ Paul's.

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C Using *the same … as* with nouns and phrases

Sometimes we put a **noun** or a **phrase** after *the same*.

> We can reuse things for **the same** purpose **as** before.
> Jerry uses **the same** amount of electricity **as** his neighbour does.

C1 *Work in pairs. **S1** should ask **S2** about Mr Black and Mr Brown. **S2** should respond using information from the table below. Follow the example.*

S1: Is Mr Black the same age as Mr Brown?
S2: Yes, he is.
S1: Does he use the same amount of petrol each week as Mr Brown?
S2: No, he doesn't.

	Mr Black	Mr Brown
age	32	32
weight	75 kg	84 kg
car	AF 626	AF 626
petrol used a week	30 litres	50 litres
water used a week	2,000 litres	2,000 litres
rubbish thrown away a week	4 kg	9 kg



C2 *Use **different**, **the same**, **the same … as** and the information in **C1** to complete the following paragraph.*

Mr Black is (1) the same age as Mr Brown, but their weights are (2) _____. Their cars are (3) _____, but the amounts of petrol they use each week are (4) _____. Mr Black uses (5) _____ Mr Brown, but he throws away less rubbish each week than Mr Brown. Mr Black is greener than Mr Brown.

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Speaking

A Talk time

Expressing concern



Read the conversation below and practise it in pairs. Pay attention to the words in blue.

Amy: Have you noticed that the air in the city is very dirty recently?
Kevin: Yes, I have. I'm worried about that because the smoke makes it difficult for many people to breathe.
Amy: I'm concerned that the dirty air might make some young children ill.
Kevin: Me too. I think we should ask people to use public transport more often.
Amy: I agree.

B Speak up

In groups, talk about environmental problems in your city. Follow the example.

S1: What environmental problems are there in our city?
S2: There is more and more rubbish in our city.
S3: What can we do to solve this problem?
S4: I think we should ask people to recycle as many things as possible.

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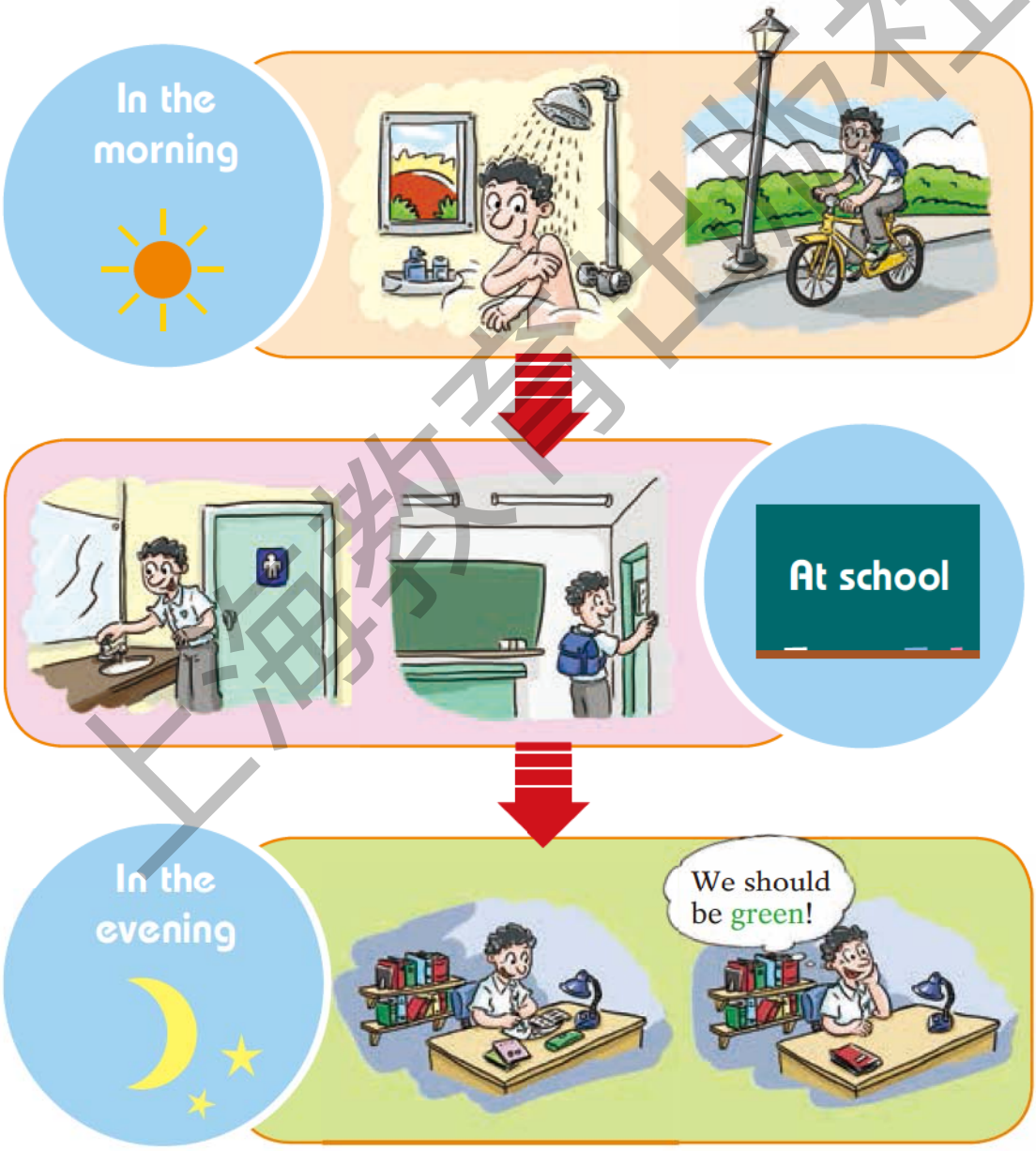
Writing

A day in the life of Gary Green

Your school is going to encourage students to protect the environment by introducing a cartoon character called Gary Green. He will act as a role model for the students.

A *The following pictures show a day in the life of Gary Green. Look at the pictures and discuss how he tries to protect the environment.*



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B *Use the outline and expressions below to write an introduction to Gary Green.*

Paragraph 1 What does Gary Green do in the morning? How does he go to school?

Paragraph 2 What does Gary Green do after he washes his hands and when he leaves the classroom?

Paragraph 3 What does Gary Green do when he does his homework?

Paragraph 4 What does Gary Green think people should do?

take a shower, not a bath
ride a bike
turn off the tap
switch off the lights
use both sides of the paper

A day in the life of Gary Green

Every morning, Gary Green starts his day by taking a shower instead of a bath. _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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* More practice

A *Read the story about the journey of a plastic bottle. Then answer the questions below.*

The journey of a plastic bottle

I am a plastic bottle. A week ago, I was on a supermarket shelf. I had a normal life, the same as all my brothers and sisters—other bottles full of water. I felt really happy.

Then a tall woman picked me up and put me in her basket! The woman took me home and put me in the fridge. It was cold, but I soon made friends with the cans and bottles in it. However, only a few hours later, she took me out of the fridge and drank the water inside me. Then she threw me into a dustbin. I have never felt so empty and alone in my life.

Early the next morning, a man took me out of the dustbin. He threw me and the other rubbish into the back of a truck. There were so many horrible smells. Then I was pushed together with the rest of the rubbish. Soon I was completely flat. I cannot believe how thin I became.

I slept for a while. When I woke up, I found myself in a terrible place. Everything around me was ugly and had horrible smells. I felt afraid. I kept hoping that I would be moved somewhere else. Then huge trucks came and covered us with a layer of soil.

I asked another bottle what would happen to us. He said that we would never leave this horrible crowded place, but would have to stay here for thousands of years.



"Why can't they reuse or recycle us?" I cried.

1 At the beginning of the story, what was inside the plastic bottle?
2 What happened to the plastic bottle on the next day after the woman threw it away?
3 What will happen to this plastic bottle?

B *Can you describe the journey of this plastic bottle? Can you change his journey in a green way? Discuss this with your classmates.*

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Study skills

Research skills (3): Analysing the results of a questionnaire

More and more people, both young and old, are becoming greener today. This means they are trying to protect the environment.

A *How green are you? Answer the questionnaire below. Circle your answers, add up your score and then check the total with the analysis on page 47.*

HOW GREEN ARE YOU?

1 Do you recycle



a	newspapers?	1
b	tins?	1
c	plastic bags?	2

2 When you make a short journey, do you



a	walk or cycle?	3
b	go by car?	0
c	go by public transport?	2

3 What do you use for shopping?



a	A basket or a cloth bag.	3
b	Reused plastic bags.	1
c	New plastic bags.	0

4 How many electrical appliances do you have at home?



a	Ten or more.	0
b	Five to nine.	1
c	Less than five.	2

5 How often do you switch off the lights and other electrical appliances when they are not needed?



a	Usually.	2
b	Seldom.	1
c	Never.	0

6 Do you usually take



a	a bath?	0
b	a shower?	1

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Analysis

Score		
	1–3	You have not started turning green yet!
	4–7	You are pale green. Try harder!
	8–10	You are medium green. Keep going!
	11–13	You are bright green. Well done!

B *Work in groups to compare your answers. Then produce a short report. You can also make a pie chart to show the results. Follow the example.*

This is our report on the "How green are you?" questionnaire.

The average score for our group is 8.3. This means that we are medium green. Ten per cent of us have not started turning green yet. Twenty per cent are pale green. Forty per cent are medium green. Thirty per cent are bright green.

We scored the most points for questions 2 and 5.

We scored the fewest points for question 4.



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Culture corner

Your carbon footprint



The total amount of carbon dioxide (CO_2) you produce a year is called your carbon footprint. Besides breathing, there are two other ways you can produce CO_2. First, you can do it directly, by driving a car or using a gas stove. Second, you can do it indirectly, by buying or using products that produced CO_2 when they were made.

Generally, you should make your carbon footprint as small as possible. For example, you can use public transport instead of a car, or you can walk or cycle.

What other things can you do to reduce your carbon footprint?

Self-assessment

How well do you know this unit? Tick ✓ the boxes.

1	I can read an article about the environment.	☐	☐	☐
2	I can listen for the sequence of events about two environmental problems.	☐	☐	☐
3	I can use *the same* and *different* correctly.	☐	☐	☐
4	I can use *like*, *the same as* and *different from* correctly.	☐	☐	☐
5	I can use *the same … as* with **nouns** and **phrases** correctly.	☐	☐	☐
6	I can express concern.	☐	☐	☐
7	I can discuss environmental problems in our city with my classmates.	☐	☐	☐
8	I can write an introduction to a cartoon character.	☐	☐	☐
9	I can analyse the results of a questionnaire.	☐	☐	☐
10	I know about carbon footprints.	☐	☐	☐

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Unit 4

Natural disasters

Getting ready

In this unit, you will learn about natural disasters.

Reading

- Read a story about a great flood.

Listening

- Listen to a conversation about an asteroid hitting the Earth.

Grammar

- Learn how to use *it* as the **empty subject**.

Speaking

- Learn to express different feelings.
- Act out a conversation about an emergency.

Writing

- Write a notice asking students to help the homeless after a typhoon.



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Reading

A What do you know about ...?

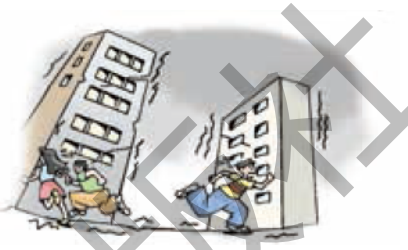
A1 *Write the name of the natural disaster under each picture.*

earthquake　　flood　　forest fire　　typhoon

1



2



3



4



A2 *In pairs, discuss the following questions.*

1 What other natural disasters can you think of?

2 What should people do when there is a natural disaster?

B Before you read

Look at the pictures, the title and the first paragraph of the story on page 51. Then circle the best answers.

1 What is the first word that you can think of to describe the story?

a Dream.　　**b** Water.　　**c** City.

2 Why did Kevin have this dream?

a Because he is interested in the North and South Poles.

b Because he is worried about the environment.

c Because he likes Geography.

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The great flood

Last week in Geography class, we learnt that if all the ice in the North and South Poles melted, sea level around the world would rise, and many cities would be flooded and disappear.

It started to worry me. What would happen if our city was badly flooded? Would anyone remain alive?

Last night, I dreamt about a great flood:

It was nine o'clock in the morning. My bedroom floor was a pool of water. I looked out of the window. Water was everywhere. It covered roads, parks and small houses. Large objects, such as coaches and boats, passed by my window. They were floating in the water. I could not just stand there! I had to do something!

I tried to call my dad, but the line was dead. My computer was still working, so I sent him an email. I wrote, "Dad, there's a flood! What should we do?" He sent me an email back which said, "Kevin, my boss has given me some work. It's important to stick with it. I can't afford to sit around and worry about the flood."



Then I emailed my best friend. "What should we do about the flood?" I asked. My friend replied, "I have no time to think about the flood. I'm playing computer games ..."

I shouted, "The WATER! Look at the WATER!" But my cries fell on deaf ears. In offices and homes, people just sat and stared at their computer screens. It seemed that they did not want to leave. Computers were more important than the flood.

Very soon, the water came into people's rooms. It poured onto their desks and covered their computers. In surprise, people finally started to notice the flood, but it was too late.

Then I awoke. There was no water. I was safe—for now.

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C Vocabulary

C1 *The words in italics explain the meanings of some words on page 51. Find these words to complete the sentences.*

1 My computer is _____, so I will have to buy a new one. (*no longer working*)

2 When you are given a difficult task, try to _____ it and finish it. (*continue with*)

3 The girl was _____, so she had to be very careful when crossing the road. (*not able to hear*)

4 The boy was so quiet that often no one would _____ when he came in the room. (*realize*)

5 When the man _____, he found that the window was open and it was raining heavily. (*stopped sleeping*)

C2 *Kevin is talking about the weather with his sister Kate. Complete their conversation with the words from the box. Change their forms if necessary.*

alive	fall on deaf ears	object
badly	have no time to	sit around

Kevin: It's been raining (1)_____ for ten days. What awful weather!

Kate: I heard on the news that the heavy rain has caused floods in several towns.

Kevin: Really? Has anyone been hurt?

Kate: Yes. Some people were hit by (2)_____ that were floating in the water. The government asked people to leave for higher ground, but this (3)_____. Many people just (4)_____ and waited for the rain to stop. When the floods came, they (5)_____ pack up and leave.

Kevin: That was terrible!

Kate: Yes, but fortunately everyone was able to get out (6)_____. Nobody was killed.

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Strategy

Recognizing the moral of a story

The moral of a story is what you can learn from it or what the writer wants to teach you. For example, the moral of the story "The boy who cried wolf" is that people should not tell lies.

D Comprehension

D1 *Read the story on page 51 and complete the scenes below.*



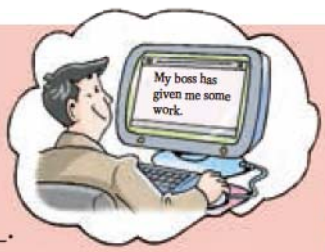
Scene 1

It was nine o'clock in the morning.
Kevin's bedroom floor was a pool of water.
Water covered (1) _____, (2) _____
and (3) _____.

Scene 2

Kevin emailed his dad.

Kevin: Dad, there's a flood! What should we do?
Dad: My boss has given me some work. It's important to (4) _____.
I can't afford to (5) _____.





Scene 3

Kevin emailed his best friend.

Kevin: What should we do about the flood?
His friend: I have no time to (6) _____.
I'm (7) _____.

Scene 4

The water came into (8) _____,
poured onto (9) _____ and
covered (10) _____.



* **D2** *What is the moral of Kevin's story? Discuss this with your classmates.*

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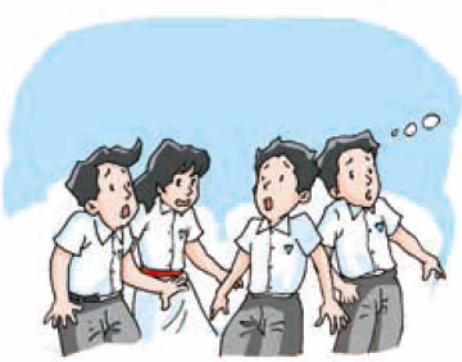
Listening

An asteroid is coming

A *Listen to two government announcements and a conversation. Then tick (✓) the thing each student is going to do when the asteroid hits the Earth.*





	Arthur	Helen	Barry	Joseph
make a list of everything he/she wants to do				
prepare a disaster survival kit				
phone his/her parents				
write down all the good things in life				

B *Listen to the recording again and decide whether the following sentences are T (True) or F (False).*

1 The government asked people to stay inside when the asteroid came. **T / F**

2 Barry cried because he was scared. **T / F**

3 Joseph wanted to say "I love you" to his parents on the phone. **T / F**

4 Barry suggested putting food, water and medicine in a disaster survival kit. **T / F**

5 In the end, the asteroid did not hit the Earth. **T / F**

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Grammar

Using *it* as the empty subject

We can use *it* as the **empty subject** like this:

> **It** is one o'clock.
> **It** is summer now.
> **It** rained all day.
> **It** is only a five-minute walk from my home to the school.
> **It** is hot in this room.



Work out the rule

We often use *it* to refer to the _____, _____, _____, distance and temperature.

A *Answer these questions using* ***it*** *as the subject.*

1 What is the weather like today?

_____

2 What is the time now?

_____

3 What is the date today?

_____

4 What is the season now?

_____

5 How far is your home from school?

_____

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B *Put the words in the correct order to make meaningful sentences.*

1 now/for supper/it/time/is

_____

2 autumn/in Australia/now/it/is

_____

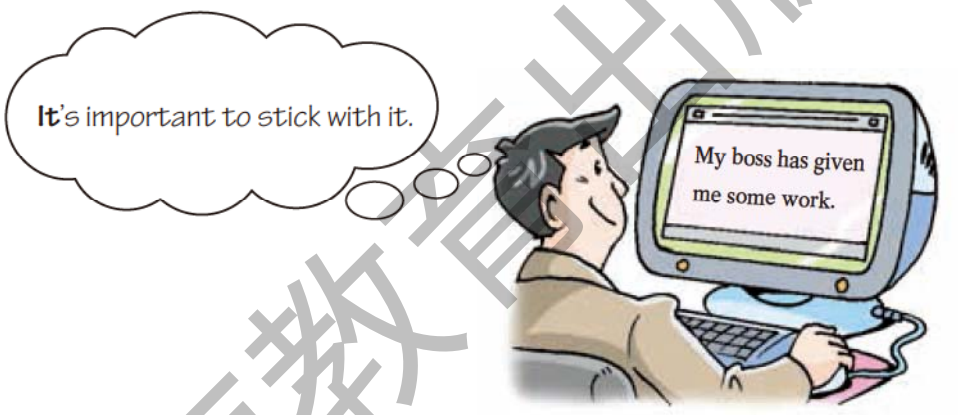
3 about five kilometres/it/is/to the park

_____

4 windy/was/it/yesterday

_____

We can also use *it* as the **empty subject** of a sentence to replace a *to*-**infinitive**.



It took a long time to build the house. (= To build the house took a long time.)
It is wrong to pay no attention to Kevin. (= To pay no attention to Kevin is wrong.)
It is not a good idea to sit around and worry about the flood. (= To sit around and worry about the flood is not a good idea.)

We can also use *it* as the **empty subject** in the following sentence pattern: ***It** seems/appears that …*

It seems/appears that nobody is paying any attention to the flood.

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C *Write a sentence using* ***it*** *and a to-****infinitive*** *under each picture below.*

1



calm/stay/fire/important

_____

_____

2



forest/start/fire/dangerous

_____

_____

3



take/umbrella/good idea

_____

_____

4



have/park/picnic/nice

_____

_____

D *Put the words in brackets in the correct order to complete the conversations.*

1 **S1:** Look at the sky. There are many dark clouds, and the wind is blowing strongly.

S2: _____

(it/seems/a typhoon/that/coming/is)

2 **S1:** Is your father going to Beijing today?

S2: No. _____

(it/appears/has been cancelled/the flight/that)

3 **S1:** Mary looks very sad. _____

(it/seems/something bad/her/that/has happened to)

S2: I heard that her son died in the flood.

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Speaking

A Talk time

Expressing feelings

We have different feelings in different situations. Some things make us happy, while others make us angry or afraid.

Below are some useful expressions for communicating different feelings:



Joy
This is the happiest day of my life.
I can't believe my luck!

Fear
It made my hair stand on end.
I was so afraid that I couldn't speak/breathe.





Anger
It really annoyed me.
I can't believe someone would do that!

Sadness
It's hard to hold back the tears.
This is the saddest thing I've ever heard.



In pairs, make short conversations. Use the expressions above and the example below to help you.

1 You have won a free ticket to the Film Park. (joy)
2 You just saw a film that made you afraid.
3 You found someone smoking in the forest.
4 You heard that someone died in a traffic accident yesterday.

S1: This is amazing! I've never won anything before in my life. I can't believe my luck.
S2: That's really good news! I'm so happy for you.
S1: Thank you.

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B Speak up

B1 *Work in groups of four. Decide on an emergency situation. Follow the example.*

Time: 2:30 p.m.

Place: In the classroom

Characters: Four students—Judy, Amy, Peter and John

Situation: The students are sitting in the classroom and suddenly they feel the building shake. They immediately know it is an earthquake.



B2 *Make a conversation about the emergency. The characters should express different feelings, e.g. bravery, fear and worry. Follow the example.*

Judy: (*very afraid and crying*) Oh, no! What are we going to do?

Peter: (*brave*) Let's hide under our desks.

John: (*worried*) It's not a good idea to hide there. The desks aren't strong enough.

Judy: (*very afraid and crying*) The building is going to fall down. We can't do anything.

Peter: (*brave*) We'd better leave this building at once. Follow me. Let's move to an open area.

Amy: (*worried*) It's impossible for us to go anywhere. We should stay here and wait for the earthquake to stop.

…

B3 *Act out your conversation in front of the whole class. Ask your classmates to guess what feelings you have expressed.*

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Writing

Helping the homeless after a typhoon

A *Read the short report below about a typhoon. Then discuss with your classmates what you can do to help the homeless.*

Typhoon kills three in Garden City

Garden City was hit by a typhoon last weekend. Three people were killed and one person is missing. The typhoon has made about 2,000 people homeless.

B *Write a notice asking students to help the homeless after the typhoon. Use the words below to help you.*

do not have enough …
have nowhere to …
raise money
organize …
It is important to … as soon as possible.

Helping the homeless after a typhoon

Dear fellow students,

What happened? Garden City was hit by a typhoon last week. _____
_____
_____

What are the problems caused? The people there _____
_____
_____

What can you do to help? We can help them by _____
_____
_____

These homeless people need our help. Join us and help them rebuild their homes.

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* More practice

A *Read the article about a natural disaster in Canada. Then answer the questions below.*

The ice storm

It was a dark day in Canada in 1998 when rain began to fall from the sky.

However, this was not ordinary rain—it turned to ice as it fell through the cold air. It rained for six days, and as much as ten centimetres of ice collected on roads, trees and power lines.

On 5th January, the people of Montreal woke up to find they had no electricity in their homes. It was dark and cold. The roads were covered in ice, so it was very dangerous to walk or drive anywhere. Families had to stay inside and burn wood to keep warm. They expected the power to come back on at any time.

However, the ice kept falling. It caused branches and whole trees to fall down. More power lines fell down, and the roads became even more dangerous.

By the third day, many families had no food to eat. It was a difficult time. The army sent over 14,000 soldiers to help.

Finally, after six days, the ice storm stopped, but the trouble was not over. The huge amount of ice made the whole area very dangerous. As the ice started to melt, it fell from the roofs of buildings and trees like knives. Most of the power lines were so badly damaged that they could not be repaired.

Some families had no electricity for a whole month. Many homes were damaged and many people, especially farmers, lost their businesses. The people of Canada will never forget how terrible nature can be. Everyone hopes that there will never be another ice storm like the one in 1998.

1 Why was the storm in 1998 unusual in Canada?
2 What problems did the ice storm cause?
3 Did the trouble end when the ice storm stopped? Why or why not?

B *Have you ever experienced or heard about a natural disaster? In groups, discuss the following questions.*

1 What was the natural disaster like?
2 What did people experience during the disaster?

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Culture corner

How a typhoon gets its name



In the old days, every country had a different system for naming typhoons. Therefore, a typhoon that hit several different countries might have different names.

In 2000, 14 countries and regions in the Pacific Region began to use a new system for naming typhoons. Each of the countries and regions offered ten names. These could be names of men, women, flowers, animals, trees or even food items. Whenever a new typhoon arises, it is given the next name on the list. When the end of the list is reached, the same names are used over again.

Do you know the names of any famous typhoons? What else do you know about them?

Self-assessment

How well do you know this unit? Tick ✓ the boxes.

1	I can read a story about a great flood.	☐	☐	☐
2	I can recognize the moral of a story.	☐	☐	☐
3	I can listen and find out what people will do when an asteroid hits the Earth.	☐	☐	☐
4	I can use *it* as the **empty subject** correctly.	☐	☐	☐
5	I can express feelings in different situations.	☐	☐	☐
6	I can act out a conversation about an emergency with my classmates.	☐	☐	☐
7	I can write a notice asking students to help the homeless after a typhoon.	☐	☐	☐
8	I know about the system for naming typhoons.	☐	☐	☐

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* Project

Natural disaster survival tips

What should you do before, during and after a natural disaster? In this project, you are going to make a booklet of disaster survival tips.

A *In groups of four, decide which natural disaster to talk about. You can use one from the box below, or a natural disaster of your choice.*

a flood
a forest fire
a typhoon
an earthquake

B *Each group should do research on how to survive the kind of natural disaster that they have chosen. Here is an example.*



An earthquake

- What supplies should be stored in case of an earthquake?
- If you cannot leave the building safely, what should you do when an earthquake starts?
- What should you never do during an earthquake?
- What should you do if you are trapped?
- What should you do immediately after an earthquake?

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C *Based on your research, think of at least five tips and write them on a piece of paper. Find some photos to go with your work. Follow the example.*

Earthquake survival tips

Tip 1: Store supplies such as food, water and medicine.

Tip 2: Stay calm and take cover if indoors.

Tip 3: NEVER use the lift.

Tip 4: Stay away from anything that might fall on you.

Tip 5: Leave the building quickly and stay out in an open area after the earthquake stops.



D *After each group is done, put all the pages together and make a booklet of tips on surviving a natural disaster.*



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Unit 5 Sport

Getting ready

In this unit, you will learn about sport.

Reading

- Read an article about a skiing trip.

Listening

- Listen to a conversation and an announcement about the Table Tennis Club matches.

Grammar

- Review **tenses**.
- Review **the passive voice**.

Speaking

- Learn how to ask directions.
- Talk about your favourite sport.

Writing

- Write about your favourite sport.



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Reading

A What do you know about ...?

A1 *Write the correct name of the sport under each picture.*

basketball	skating	swimming
football	skiing	volleyball

1



2



3



4



5



6



A2 *Which sport(s) do you like or dislike? In pairs, discuss this with your classmate.*

B Before you read

Look at the photos, the title and the first paragraph of the article on page 67. Then answer the questions below.

1 What does the writer think of skiing?
2 Who took her on a special holiday?
3 What did they probably do during the holiday?

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Skiing: An unforgettable experience

by Vanessa

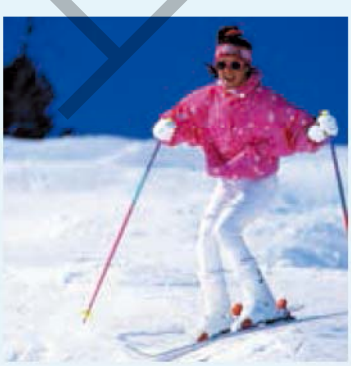


Last year, my parents took me on a very special holiday.

My dream was to see some real snow, so during the Christmas holiday, we took our passports and flew over the Pacific to Calgary, Canada. We took a bus to a ski resort in the Canadian Rockies. As the bus climbed through the mountains, we saw the thick snow on the trees. I was dying to get out and play with it! At last, we reached the resort and quickly jumped out of the bus. This was our first experience with snow. We were like little children—we made snowballs, and threw them at one another! Then we checked in at the hotel. We could see the ski slope opposite the hotel. We could not wait to get out and ski.

The next day, we put on our ski suits and gloves, took our skis and went outside onto the snow. Wearing skis for the first time made me feel strange. Suddenly I found myself unable to walk! Then we had a skiing lesson with a young couple. Our instructor took us to a gentle slope, and showed us some basic skills. To be honest, that first lesson was not a great success. I kept on falling over, and I had to hold on to a rope to keep my balance.

However, the next day, I only fell over a few times, and I managed to do a few rapid runs. I felt pleased with myself, and my instructor told me I was doing much better.



Although it was very cold, I spent most of my holiday skiing. I had a wonderful time.

It was all over too soon. It was a shame, but we had to leave. I wish my parents would take me back for another wonderful skiing holiday this year.

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C Vocabulary

C1 *The words in italics explain the meanings of some words on page 67. Find these words to complete the sentences. Change their forms if necessary.*

1 The group had to wait until after 12 to _____ at the hotel. (*arrive at a hotel and get the room key*)
2 The school hall is _____ the library. (*on the other side of*)
3 The man returned the wallet to the police. He was _____. (*not lying*)
4 Sarah hit her foot on the table leg and _____. (*dropped to the ground*)
5 In order to ski, it is important to learn to _____. (*not fall*)

C2 *Complete the article below with the words from the box. Change their forms if necessary.*

can't wait to	couple	opposite
check in	fall over	over

The Canada Travel Service invites you to a skiing adventure!

- Spend five days at a wonderful resort.
- Arrive by bus and (1) _____ at an excellent hotel.
- The slopes are just (2) _____ the hotel.
- There are instructors who can show you how to ski. Don't worry—you won't spend all your time (3) _____!



Customer reviews:

"I (4) _____ tell my friends how great it was!"

"It was so wonderful! I was sad when the holiday was (5) _____."

"It's a great place for (6) _____. My wife and I enjoyed the trip so much!"

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D Comprehension

D1 *Read the article on page 67 and circle the correct answers.*

1 Vanessa and her parents went to Canada because _____.
   a it was Christmas
   b Vanessa wanted to see snow
   c Vanessa's father was born there

2 When they got to the resort, they became excited because _____.
   a they were going to climb a mountain
   b snow was new to them
   c they checked in at the hotel quickly

3 Vanessa had a skiing lesson with _____ other people.
   a two **b** three **c** four

4 Vanessa kept on falling over because _____.
   a she was too excited
   b she was tired
   c she could not keep her balance

5 She wants to have another skiing holiday because _____.
   a she likes Canada
   b she enjoyed her first skiing holiday very much
   c she likes the resort

D2 *Find sentences from the article to go with these pictures. Then arrange the pictures in the correct order. Write the numbers 1–5 in the boxes.*

a



b



c



d



e



* **D3** *In groups, discuss the following questions.*

1 Have you ever skied? What was it like?
2 Do you want to go on a skiing holiday? Why or why not?

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Listening

Table Tennis Club matches

A *Listen to two students talking about writing a notice for the Table Tennis Club matches. Then complete the notice with the missing information.*

Table Tennis Club matches



Events: Men's, Women's, Boys', Girls'

Fee: (1) _____ yuan per player

Dates: (2) _____ May: last day to enter

(3) _____ May to (4) _____ June: matches up to the semi-finals

(5) _____ July: finals

Times: Men's final 1:45 Women's final (6) _____

Boys' final (7) _____ Girls' final (8) _____

For any questions, please call Maggie Zhu on (9) _____.

B *Listen to the results of the Boys' semi-finals and final. Write the correct information in each blank.*

Boys' table tennis results

Semi-finals **Final**

Alex
John
Raymond
Mark

Alex
11–9;
(1) _____

Mark
(2) _____;
(3) _____

Mark
(4) _____;
(5) _____;
(6) _____

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Grammar

A Review of tenses

We have learnt the following **tenses**:

Tenses		Examples
Present	**Simple present**	I/You/We/They **swim** every day. He/She/It **swims** every day.
	Present continuous	I **am swimming** now. You/We/They **are swimming** now. He/She/It **is swimming** now.
	Present perfect	I/You/We/They **have been here** since 3 p.m. He/She/It **has been here** since 3 p.m.
Future	**Simple future**	I/You/We/They/He/She/It **will swim** tomorrow morning.
		I **am going to swim** tomorrow morning. You/We/They **are going to swim** tomorrow morning. He/She/It **is going to swim** tomorrow morning.
Past	**Simple past**	I/You/We/They/He/She/It **swam** yesterday afternoon.
	Past continuous	I/He/She/It **was swimming** at 3 p.m. yesterday afternoon. You/We/They **were swimming** at 3 p.m. yesterday afternoon.

Complete the paragraph below using the correct forms of the verbs in brackets.

My best friend James (1)_____ (be) a fan of Manchester United since he was 12 years old. He (2)_____ (watch) TV one day when a football match came on. Manchester United (3)_____ (play) against another team and (4)_____ (win). He enjoyed the game a lot. Now he (5)_____ (watch) every game they play. He always (6)_____ (wear) his red football shirt too. This weekend is very special for him. He (7)_____ (travel) to Manchester to watch a live match. After the match, he (8)_____ (meet) some of the players. He is very excited!

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B Review of the passive voice

We have learnt **the passive voice** in different tenses.

Tenses	Active voice	Passive voice
Simple present	They **play** a basketball match every weekend.	A basketball match **is played** every weekend.
***Present perfect**	They **have played** the basketball match for two hours.	The basketball match **has been played** for two hours.
Simple past	They **played** the basketball match last month.	The basketball match **was played** last month.
Simple future	They **will play** the basketball match next week.	The basketball match **will be played** next week.
	They **are going to play** the basketball match on Sunday morning.	The basketball match **is going to be played** on Sunday morning.

Things to remember

Intransitive verbs, such as *happen*, *sleep* and *run*, cannot be used in **the passive voice**.

(✓) Something happened at the sports field.

(✗) Something was happened at the sports field.

B1 *In pairs, ask and answer questions about the pictures below and on the next page. Follow the example.*

S1: Where is bread baked?

S2: Bread is baked in a bakery.

1



bread baked?

2



reference books stored?

3



money kept?

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4



cars made?

5



football matches played?

6



films shown?

B2 *In pairs, ask and answer questions. Follow the example.*

1 In 1879, Thomas Edison invented the first practical light bulb.
   S1: Who invented the first practical light bulb?
   S2: It was invented by Thomas Edison.
   S1: When was it invented?
   S2: It was invented in 1879.

2 In 1492, Columbus discovered America.

3 The Chinese people played an ancient form of football more than 2,000 years ago.

4 The ancient Greeks held the first Olympic Games more than 2,700 years ago.

B3 *Change the sentences below into the passive voice.*

1 Paul scored a goal in the last minute.
_____

2 She threw the ball high into the air.
_____

3 Our school will hold the Sports Day on 15th March.
_____

4 He cleans his gloves after every game.
_____

5 Millions of people will watch the Olympic Games.
_____

6 He is going to make a poster about popular sport.
_____

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Speaking

A Talk time

Asking directions



A1 *Read the conversation below and practise it in pairs. Pay attention to the words in blue.*

Sandy: Excuse me. How can I get to the National Stadium?

Mike: Go down this road and turn left. Turn right at the second crossing. You can find the National Stadium on your right.

Sandy: Thank you. I heard that there's a nice ski resort. I want to go there after I visit the National Stadium. Do you know where it is?

Mike: Oh, you mean the White Snow Ski Resort? It's 30 kilometres away from the city centre. You can take a train to get there.

Sandy: Where's the railway station? Is it far from the National Stadium?

Mike: No, it's not too far. You can get there by underground. It's only five stations from the National Stadium.

Sandy: OK. Thanks very much.

Mike: You're welcome.

A2 *In pairs, ask your classmate how you can get to the different places around your school.*

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B Speak up

In pairs, talk about your favourite sport. Use the words from the box to help you. Follow the example.



badminton



cycling



football



swimming



volleyball



table tennis

interesting/exciting/full of fun
It is good for …/It can make me feel …
help reduce stress/build up my confidence/
help me get to sleep at night/keep me from getting ill/
give me energy/help me become healthy and strong

S1: What sport do you like best?
S2: Badminton.
S1: When did you start playing badminton?
S2: When I was eight.
S1: How often do you play?
S2: About once or twice a week.
S1: Who do you usually play badminton with?
S2: Amy.
S1: Why do you like badminton?
S2: Because I can play it anywhere and at any time. Playing badminton helps me become healthy and strong.

...

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Writing

My favourite sport

A *Think about your favourite sport. Use the following questions to help you.*

What is your favourite sport?
How often do you play/do it?
When do you usually play/do it?
Who do you usually play/do it with?
What happy/special memory/experience do you have about playing/doing this sport?
Do you have any favourite sport stars/teams? Why do you like them?



B *Write an article about your favourite sport. Use the questions from* **A** *and the outline below to help you.*

Paragraph 1 Begin with a topic sentence. (*My favourite sport is …/… is my favourite sport.*)

Paragraph 2 Give details about your favourite sport.

Paragraph 3 Include your memory or experience of this sport, or your favourite sport stars/teams.

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* More practice

A *Read this article about the Olympic Games. Then answer the questions below.*

Faster, Higher, Stronger

The Olympic Games have a long history. They began in Greece and lasted for over a thousand years, until 394 AD. The ancient Olympic Games were very different from the Olympics we have today. In ancient times, only the Greeks took part in the Olympics, and women were not allowed to join or even watch them.

The first modern Olympics were held in Athens, Greece in 1896. Every four years, athletes from all over the world take part in different sports at the Olympics. Many of these athletes are women.

A large group of athletes at the Olympics takes part in track and field events. Track events, such as running, test a person's speed. Field events, such as the high jump, long jump and shot put, test how high or far someone can jump or throw an object.

One of the most exciting events in the Olympics is the 100-metre race. More than one hundred years ago, the world record for the men's 100-metre race was 10.6 seconds. However, athletes have run faster and faster over the years. In 1960, the record was 10 seconds. Then at the 2008 Beijing Olympics, the record was set at 9.69 seconds.

The Olympic motto "Faster, Higher, Stronger" is what the Olympics are all about.

1 What are the differences between the ancient and modern Olympics?
2 What is the difference between track events and field events?
3 What does the writer think the Olympics are all about?

B *In groups, discuss the following questions with your classmates.*

1 What is your favourite Olympic sport? Why?
2 Which is more important: winning lots of medals, or trying your best?

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Study skills

Charts and graphs (5): Understanding signs

There are signs everywhere. We may not be able to understand the language in a foreign country, but we will probably understand the signs there.

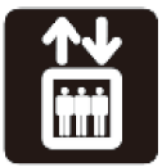
Different signs tell us different things. They give us:

- instructions (how to do something)  take the escalator to go up
- directions (where to go and how to get to a place)  turn right for the airport
- warnings (what we should not do)  no ball games
- information (what we need to know)  first aid here

A *Robert and Tim have gone to a foreign country to watch the Olympic Games, but they cannot speak the language there. Circle the letters of the signs they should look for.*

1 Robert and Tim have landed at the airport. Now they need to collect their bags.

a 

b 

c 

2 Now Robert and Tim want to take a taxi to their hotel.

a 

b 

c 

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3 Robert and Tim are very hungry after their long journey, so they are looking for a restaurant.

a  b  c 

4 Now Robert and Tim are looking for the Visitor Information Centre to get a map for the Olympics.

a  b  c 

B *What sports do Robert and Tim want to see? Read what they say and help them find the correct signs. Write **R** for Robert and **T** for Tim in the boxes.*

Robert: I really love **tennis** and **basketball**!

Tim: I like **volleyball** and **cycling**. I want to watch **table tennis** too!

1  ☐

2  ☐

3  ☐

4  ☐

5  ☐

6  ☐

7  ☐

8  ☐

9  ☐

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Culture corner

Kung fu

"Kung fu" is the popular name given to Chinese martial arts in the West. It refers to a number of different styles of fighting that have developed over hundreds of years in China. These different styles are often called "schools". One of the most famous schools is the Shaolin School. It comes from the Shaolin Temple at Songshan in Henan Province.



What do you think of kung fu?

Self-assessment

How well do you know this unit? Tick ✓ the boxes.

1	I can read an article about a skiing trip.	☐	☐	☐
2	I can listen for specific information about the Table Tennis Club matches.	☐	☐	☐
3	I can use different **tenses** correctly.	☐	☐	☐
4	I can use **the passive voice** in different tenses correctly.	☐	☐	☐
5	I can ask directions.	☐	☐	☐
6	I can talk about my favourite sport with my classmate.	☐	☐	☐
7	I can write an article about my favourite sport.	☐	☐	☐
8	I can understand signs.	☐	☐	☐
9	I know about kung fu.	☐	☐	☐

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Unit 6

Caring for your health

Getting ready

In this unit, you will learn how to care for your health.

Reading

- Read an online article about how to lead a balanced life.

Listening

- Listen to a lecture on how to take care of your eyes.

Grammar

- Learn how to use **adjectives** + *that*-**clauses**.
- Review **object clauses**.

Speaking

- Learn to talk about illness and health.
- Conduct a survey about a healthy lifestyle.

Writing

- Write an email to a sick classmate.



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Reading

A What do you know about ...?

A1 *What can cause stress? Match the words in the box with the pictures below. Write the correct words in the blanks.*

being lonely	feeling ashamed
exams	quarrels

1 

_____

2 

_____

3 

_____

4 

_____

A2 *In pairs, discuss the following questions.*

1 Have you ever suffered from stress?
2 What causes you to have stress?
3 How does this stress make you feel?

B Before you read

Look at the title and the sub-headings of the online article on page 83. Then tick (✓) the ways to deal with stress which are probably mentioned in the article.

1	Working harder ☐	5	Thinking good thoughts ☐
2	Seeing a doctor ☐	6	Doing something for pleasure ☐
3	Having a rest ☐	7	Playing games with friends ☐
4	Taking a trip ☐	8	Seeing a funny film ☐

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How to lead a balanced life

Many students suffer from stress in their daily lives. They are under stress because their lives are not balanced. They focus too much on studying, dealing with peer pressure and worrying about what others think, and not enough on other things. You may wonder whether stress is a serious matter. The answer is "Yes". You should be aware that stress is a risk to your health. If you want to live a long and healthy life, you need to begin to guard against stress from a young age.

Here are some ways to deal with stress and bring balance to your life:

- **Be positive**
  One way to cancel out stress is through positive thinking. You should always look on the bright side of life, and imagine that you will have a happy and successful future.

- **Learn to relax**
  Force yourself to take a break from your studies and worries about exams. You can do this by taking a walk, reading a book, going to a concert or seeing a film, or just sitting in a private place and being silent for a moment.

- **Take up a hobby**
  Learn to paint, take up skating, or start playing a musical instrument. When you are busy with a hobby, you leave all your worries behind.

- **Take care of your body**
  Stress is your body's enemy. Taking regular exercise, eating a healthy diet and getting enough sleep are all the things that can help you.



- **Laugh**
  Sometimes laughter is the best medicine for stress. Seeing a funny film or telling jokes with friends will often cheer you up when you are low.

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C Vocabulary

C1 *The words in italics explain the meanings of some words on page 83. Find these words to complete the sentences. Change their forms if necessary.*

1 There is always a _____ that this plan will not succeed. (*chance that something bad might happen*)

2 When you play sport, you need to _____ accidents. (*protect yourself from*)

3 A bad storm hit the city. For this reason, the sports meeting was _____. (*not going to take place*)

4 Everyone became _____ when the teacher came into the classroom. (*not making a sound*)

5 Many people find that listening to some good music helps them when they are _____. (*tired and sad*)

C2 *Tanya is talking to a doctor about her problems. Complete their conversation with the words from the box. Change their forms if necessary.*

be busy with	guard against	take up
deal with	risk	whether

Dr Johnson: Well, what seems to be the problem?

Tanya: I just feel too busy, and everything seems too difficult. I'm having my exams next week, and I'm not sure (1) _____ I can do well in them. My best friend and I also just had a quarrel. I guess I'm having a lot of trouble (2) _____ stress.

Dr Johnson: So what are you doing to relax?

Tanya: Nothing, really. I (3) _____ so many things. I don't have time to relax.

Dr Johnson: But are you aware that if you never relax, stress can become a (4) _____ to your health?

Tanya: So what should I do?

Dr Johnson: You can (5) _____ stress by taking a break now and then. It would also be good to (6) _____ a hobby or do some exercise.

Tanya: Well, I see. Thanks for your advice.

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D Comprehension

D1 *Read the online article on page 83 and complete the following notes.*

How to fight stress

- Cancel out stress through (1) _____.
- Take a (2) _____ from your studies and worries about exams.
- A (3) _____ can help you leave your worries behind.
- Take regular exercise, eat a healthy diet and (4) _____.
- (5) _____ is sometimes the best medicine for stress.

D2 *Read the online article again and answer the questions below in complete sentences.*

1 Why are many students under stress?

_____

2 What does "not to have a balanced life" mean?

_____

3 What is a possible result of stress?

_____

4 What does "positive thinking" mean?

_____

5 What can you do to relax?

_____

6 How can you forget your worries?

_____

* **D3** *How do you deal with stress? Discuss this with your classmates.*

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Listening

How to take care of your eyes

A *You are going to listen to an eye doctor's lecture on how to take care of your eyes. Complete the notes below. Write one word in each blank.*

Dos	Don'ts
• Take a (1) _____ from using your eyes. • Relax your eyes and do (2) _____ _____. • Be careful when you are doing (3) _____ _____. • Eat a lot of (4) _____ _____. 	• Don't spend too much time staring at your (5) _____ _____. • Don't read when you do not have (6) _____ _____. • Don't look into a (7) _____ _____, such as the sun.

B *Listen to the recording again and give short answers to the following questions.*

1 When do you need to take a break to protect your eyes?

_____

2 What should you wear if you are going to be out in the sun for a long time?

_____

3 Why do many students have their eyesight damaged or even go blind?

_____

4 What must you do if harmful chemicals get into your eyes?

_____

5 Why should you protect your eyesight?

_____

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Grammar

*A Using adjectives + *that*-clauses

Some **adjectives** can be followed by a *that*-**clause**. Note that we can sometimes leave out *that*.

> You should be **aware (that) stress is a risk to your health**.

Here are some **adjectives** we can use in this way:

afraid	glad	pleased	sorry	surprised	upset
certain	happy	sad	sure	unaware	worried

Things to remember

We can use a *wh*-**clause** after *not sure* and *not certain*.

I am **not sure how I can deal with this problem**.

He is **not certain who will come**.

You went to see a doctor last week. Write about the visit using the adjectives from the box and the sentences below. Use a different adjective each time.

glad pleased sure surprised worried

1 I arrived at the hospital on time.
I was glad that I arrived at the hospital on time.

2 There were a lot of people.

3 The doctor might be too busy to see me.

4 The doctor was very patient.

5 I would get well soon.

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B Review of object clauses

An **object clause** takes the place of the **object** in a sentence.

> You will find **that taking up a hobby can help you reduce stress.**

Object clauses introduced by …	Examples
that	You should always look on the bright side of life, and imagine **that you will have a happy and successful future**.
what *why* *how* *where* *when* *which* *who*	I do not understand **what you mean**. The students are discussing **why they are often under stress**. Not many students know **how they can fight stress.** Do you know **where the cinema is**? I want to see a funny film. She forgot **when she last saw a doctor**. Do you remember **which vitamin is good for your eyes**? I do not know **who will teach us English next term**.
if/whether	You may wonder **whether stress is a serious matter**.

Sometimes there is an **indirect object** or a **phrase** with *to* before the **object clause**.

> Can you tell **me** how I can deal with stress?
> The student reported **to the teacher** that he did not feel well.

Things to remember

Can you tell me **how I can deal with stress**?
= Can you tell me **how to deal with stress**?

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B1 *Complete the object clauses with the words from the box.*

how	when	whether	why
what	where	which	who

1 Do you know _____ fast food is bad for your health?
2 I do not know _____ the stadium is.
3 Can you tell me _____ I can improve my health?
4 They are discussing _____ kinds of exercise are best for our health.
5 You will not believe _____ I met today!
6 He asked me _____ I got up this morning.
7 I cannot decide _____ drink I should have for lunch.
8 I am not sure _____ I can do well in my exams next week.

B2 *Put the words in the correct order to make meaningful sentences.*

1 I/stress/such/know/that/is/did not/a big problem
I did not know that stress is such a big problem.

2 peer pressure/asked/He/me/how/I/dealt with
_____

3 my lifestyle/He/is not/says/healthy/enough/that
_____

4 wonders/how/He/take care of/I/my body
_____

5 have learnt/that/I/is/stress/a good medicine/for/laughter
_____

6 a healthy diet/believes/it is important/that/She/to eat
_____

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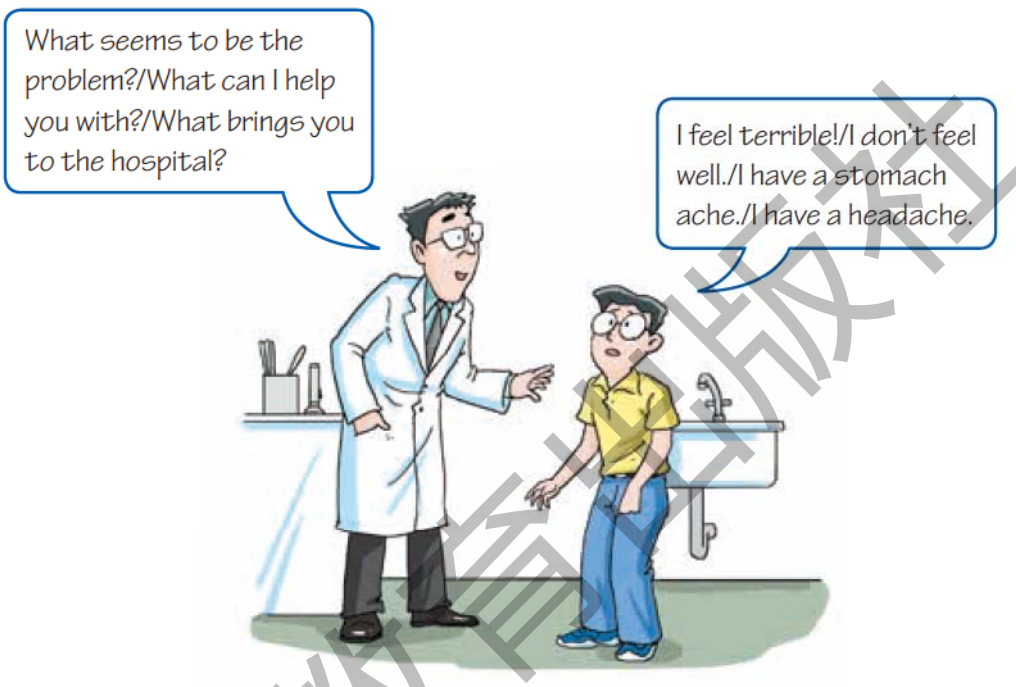
Speaking

A Talk time

Talking about illness and health



Read the conversation below and practise it in pairs. Pay attention to the words in blue.

Doctor Li: Hello, Ben. What seems to be the problem?
Ben: I have a really bad stomach ache. I feel terrible.
Doctor Li: How long have you felt this way?
Ben: Since I woke up this morning.
Doctor Li: Where does it hurt?
Ben: Here … Ouch! It hurts here.
Doctor Li: All right. What have you eaten in the last few days?
Ben: It was my birthday yesterday, so I ate two hamburgers, a large piece of chocolate cake and a big box of sweets. Oh, and I drank two big bottles of cola too.
Doctor Li: I see! Well, you've eaten too much. Here's your medicine. Take these pills three times a day, and get some rest. You'll feel better soon. But remember to eat more healthy food!
Ben: OK, Doctor. Thank you.

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B Speak up

B1 *In pairs, take turns to survey your classmate. Discuss whether you are healthy or not.*

Health and fitness quiz

1 How far do you walk every day?
- **a** Over 3 kilometres.
- **b** Between 1 and 3 kilometres.
- **c** Under 1 kilometre.

2 How many hours a week do you spend doing sport or exercise?
- **a** Over 4 hours.
- **b** Between 2 and 4 hours.
- **c** Under 2 hours.

3 At the weekend or on holidays, do you do any sport?
- **a** Yes, often.
- **b** Yes, sometimes.
- **c** Not usually.

4 How often do you brush your teeth?
- **a** Twice or more a day.
- **b** Once a day.
- **c** When I remember to.

5 How often do you visit the dentist?
- **a** Twice or more a year.
- **b** Once a year.
- **c** Less than once a year.

6 How long do you sleep every night?
- **a** Between 8 and 10 hours.
- **b** Between 6 and 8 hours.
- **c** Less than 6 hours.

7 How long do you watch TV or play computer games every day?
- **a** Less than 1 hour.
- **b** Between 1 and 3 hours.
- **c** More than 3 hours.

8 What kinds of food do you eat most?
- **a** Rice, vegetables and fruit.
- **b** Meat and fish.
- **c** Ice cream and sweets.

B2 *In pairs, come up with two more questions similar to those in **B1**. Ask these questions to another pair of students.*

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Writing

An email to a sick classmate

A *Jim has written an email to his classmate Andy in hospital.*

To: Andy

From: Jim

Hi Andy,

I'm so sorry to hear that you fell down some stairs and hurt yourself yesterday. That sounds terrible. I hope you're feeling better now.

I understand that you will have to stay in hospital for more than two weeks, but don't worry about your studies. I will take notes for you and help you with your studies when you come back to school. While you're in hospital, it's good to read some books or listen to some music. This will help you relax and stay positive.

I wish you all the best for a rapid recovery.

Cheers,

Jim



B *Imagine a classmate has been absent from school for two days because he/she is sick. Write an email to him/her. Use the questions below to help you. Follow the example in* ***A****.*

Who is this classmate?
What is his/her problem?
What will you do to help him/her?
What advice do you have for him/her to recover soon?
What are your wishes for him/her?

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* More practice

A *Read the article about puberty from a health magazine. Then answer the questions below.*

Growing up

Puberty is the stage of life when young people leave childhood and head into adulthood. It is a difficult process for teenagers because it has an effect on both their minds and bodies. They need to understand what is going on with their bodies, how to deal with those changes and how to start taking responsibility for themselves.

A young person may begin puberty at 8, while another may not start puberty until 14 or 15. In general, girls start puberty two years before boys do. For both girls and boys, it is usually complete by the age of 18.

During these years, the body develops in many ways. Feelings can also change quickly.

Teenage boys at this stage often begin to take unnecessary risks. Their focus is on having fun and being accepted by others. They need to think before they act and make good decisions for themselves.

A girl's personality often does not develop in the same way as a boy's. Teenage girls sometimes lose confidence in themselves. They are no longer certain about their own feelings. Yet they are usually afraid to tell their parents or teachers about their problems. For this reason, teenage girls should be encouraged to discuss things with trusted adults.

Parents, schools and communities can do a lot to care for and help young people. It is everyone's responsibility to make sure that young people grow into healthy adults.

1 What are some differences between puberty in boys and in girls?
2 Why should teenage boys learn to make good decisions?
3 Why should teenage girls be encouraged to discuss things with trusted adults?

B *What do you think your parents and teachers can do to help you during puberty? Discuss this with your classmates.*

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Culture corner

The "new" medicine that is old—TCM

Today when people in the West need medical help, they often choose a "new" kind of medicine that is actually quite old. They choose traditional Chinese medicine (TCM).



TCM uses many different kinds of treatments. Herbal medicines are used, for example, to help bring balance to the body.

Many of the treatments used in TCM have helped people for thousands of years.

Have you or your family ever used TCM? What was it like?

Self-assessment

How well do you know this unit? Tick ✓ the boxes.

1	I can read an online article to learn how to lead a balanced life.	☐	☐	☐
2	I can listen for specific information about how to take care of our eyes.	☐	☐	☐
3	I can use **object clauses** correctly.	☐	☐	☐
4	I can talk about illness and health.	☐	☐	☐
5	I can conduct a survey about a healthy lifestyle.	☐	☐	☐
6	I can write an email to a sick classmate.	☐	☐	☐
7	I know about TCM.	☐	☐	☐

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*Project

A guidebook to a healthy lifestyle

Do you have a healthy lifestyle? In this project, you are going to make a guidebook to a healthy lifestyle.

A *Below are three important parts of a healthy lifestyle. In groups of four, choose one part to work on.*



exercise

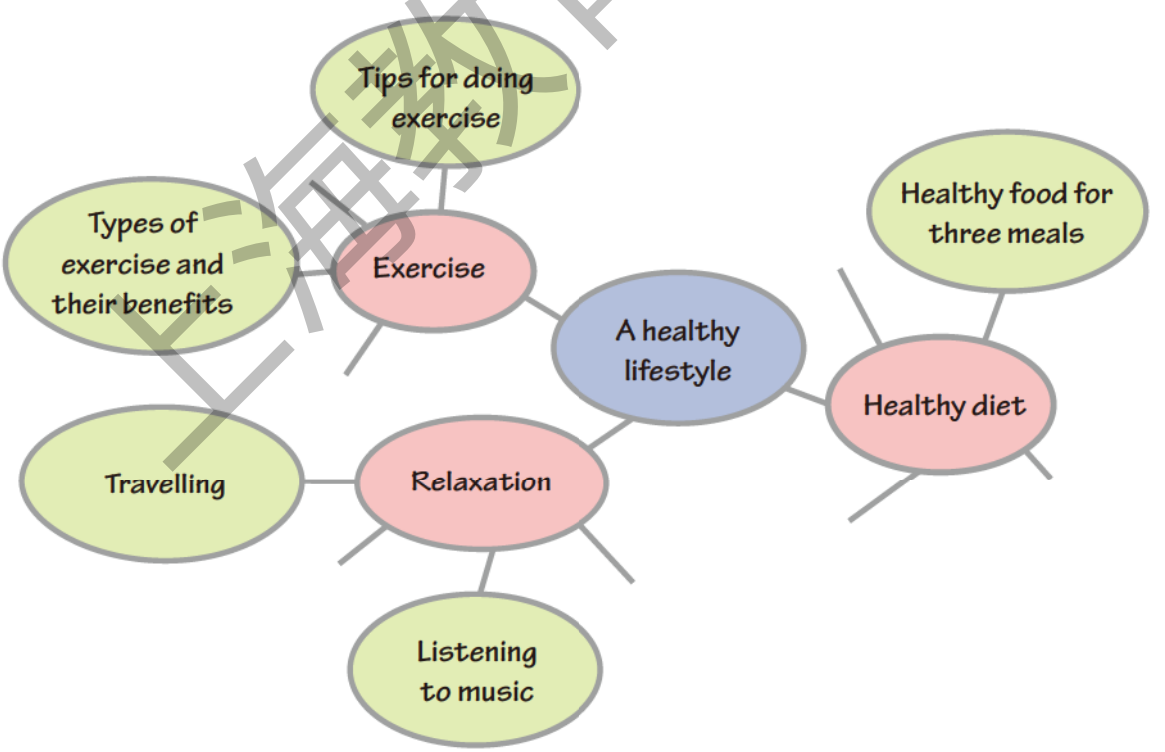


healthy diet



relaxation

B *Each group should brainstorm ideas about the part they have chosen. Use the following spidergram to help you. Then do some research.*



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C *Each group should work together to make a page for the guidebook. Follow the example. Find some photos to go with your work.*

Exercise makes you healthier

Types of exercise	Benefits
Jogging	good for the heart, lungs and muscles
Table tennis	good for hand-eye coordination
Swimming	good for the lungs and muscles all over the body
Cycling	good for the heart, lungs and leg muscles

Four tips for doing exercise

Tip 1 Get advice from doctors and trainers.

Tip 2 Choose the type of exercise you are really interested in.

Tip 3 Make an exercise plan.

Tip 4 Make exercise fun and interesting.





D *All groups should then put their pages together to make a guidebook to a healthy lifestyle. Design the cover of the guidebook.*

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Words and expressions in each unit

Unit 1

voyage /'vɔɪɪdʒ/ *n.* 航行 p. 1
repetition /ˌrepə'tɪʃn/ *n.* 重复 p. 1
American /ə'merɪkən/ *adj.* 美洲的 p. 2
continent /'kɒntɪnənt/ *n.* 大陆 p. 2
*route /ruːt/ *n.* 路线 p. 2
discovery /dɪ'skʌvəri/ *n.* 发现 p. 3
rise /raɪz/ *v.* (rose, risen) 变得更加成功（或重要、强大等） p. 3
official /ə'fɪʃl/ *n.* 官员 p. 3
develop /dɪ'veləp/ *v.* 增强；加强 p. 3
relation /rɪ'leɪʃn/ *n.* 关系；交往 p. 3
trade /treɪd/ *n.* 贸易 p. 3
v. 以物易物；互相交换 p. 3
foreign /'fɒrən/ *adj.* 外国的 p. 3
*fleet /fliːt/ *n.* (统一调度的）船队；机群 p. 3
Africa /'æfrɪkə/ *n.* 非洲 p. 3
nowhere /'nəʊweə(r)/ *adv.* 无处；哪里都不 p. 3
silk /sɪlk/ *n.* 丝织物；丝绸 p. 3
giraffe /dʒə'rɑːf/ *n.* 长颈鹿 p. 3
besides /bɪ'saɪdz/ *prep.* 除……之外（还） p. 3
development /dɪ'veləpmənt/ *n.* 发展；壮大 p. 3
*region /'riːdʒən/ *n.* 地区 p. 3
pioneer /ˌpaɪə'nɪə(r)/ *n.* 先锋；先驱 p. 3
people /'piːpl/ *n.* 民族；种族 p. 3
wealth /welθ/ *n.* 财富 p. 6
spread /spred/ *v.* (spread, spread) 传播 p. 6
open up 开辟 p. 2
go on a trip 去旅行 p. 2
set up 建立；设立 p. 2
set sail 起航 p. 3
(be) known as 被称为 p. 3
as well as 也；还 p. 3
lead to 导致 p. 6
compare … with … 把……与……对比 p. 11

Unit 2

culture shock /'kʌltʃə(r) ʃɒk/ *n.* 文化冲击；文化休克 p. 17
camp /kæmp/ *n.* 度假营 p. 17
*firework /'faɪəwɜːk/ *n.* 烟火；烟花 p. 18
*turkey /'tɜːki/ *n.* 火鸡 p. 18
international /ˌɪntə'næʃnəl/ *adj.* 国际的 p. 19
admit /əd'mɪt/ *v.* (常指勉强）承认 p. 19
spare /speə(r)/ *adj.* 空闲的；空余的 p. 19
degree /dɪ'griː/ *n.* 程度 p. 19
fail /feɪl/ *v.* 失败；未能（做到） p. 19
manage /'mænɪdʒ/ *v.* 完成（困难的事）；勉力完成 p. 19
idiom /'ɪdiəm/ *n.* 习语；惯用语 p. 19
everyday /'evrideɪ/ *adj.* 每天的；日常的 p. 19
uniform /'juːnɪfɔːm/ *n.* 校服 p. 19
whatever /wɒt'evə(r)/ *pron.* 任何事物；一切事物 p. 19
pink /pɪŋk/ *adj.* 粉红色的 p. 19
purple /'pɜːpl/ *adj.* 紫色的 p. 19

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。标*的单词只要求理解。

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anyway /ˈeniweɪ/ *adv.* 无论如何；反正 p. 19
especially /ɪˈspeʃəli/ *adv.* 尤其；特别 p. 19
baseball /ˈbeɪsbɔːl/ *n.* 棒球运动 p. 19
education /ˌedʒuˈkeɪʃn/ *n.* 有教益的经历 p. 19
state /steɪt/ *n.* 州 p. 22
national /ˈnæʃnəl/ *adj.* 国家的；民族的；全国的 p. 22
president /ˈprezɪdənt/ *n.* 总统 p. 22
vacation /vəˈkeɪʃn/ *n.* 假期 p. 27
schedule /ˈʃedjuːl/ *n.* 日程安排 p. 27

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set off 使（炸弹等）爆炸 p. 18
take off 脱下 p. 18
in one's spare time 在某人的空闲时间里 p. 19
to a certain degree 在某种程度上 p. 19
get used to 习惯于；适应 p. 19
under the weather 略有不适；不得劲 p. 19

Unit 3

concern /kənˈsɜːn/ *n.* 担心；忧虑 p. 33
atmosphere /ˈætməsfɪə(r)/ *n.* 大气层 p. 34
temperature /ˈtemprətʃə(r)/ *n.* 温度；气温 p. 34
*consumer /kənˈsjuːmə(r)/ *n.* 消费者 p. 34
guess /ges/ *v.* 猜测 p. 34
green /griːn/ *adj.* 环境保护的；赞成环境保护的 p. 34
lifeless /ˈlaɪfləs/ *adj.* 无生命的；无生物生长的 p. 35
fuel /ˈfjuːəl/ *n.* 燃料 p. 35
coal /kəʊl/ *n.* 煤 p. 35
result /rɪˈzʌlt/ *n.* 结果 p. 35
increase /ɪnˈkriːs/ *v.* （使）增长；增多；增加 p. 35
sea level /siː ˈlevl/ *n.* 海平面 p. 35
destroy /dɪˈstrɔɪ/ *v.* 摧毁；毁灭 p. 35
nature /ˈneɪtʃə(r)/ *n.* 自然界；大自然 p. 35
surface /ˈsɜːfɪs/ *n.* 表面；表层 p. 35
soil /sɔɪl/ *n.* 土壤 p. 35
flood /flʌd/ *n.* 洪水；水灾 p. 35
habit /ˈhæbɪt/ *n.* 习惯 p. 35
proper /ˈprɒpə(r)/ *adj.* 正确的；恰当的 p. 35
friendly /ˈfrendli/ *adj.* 无害的 p. 35
recycle /ˌriːˈsaɪkl/ *v.* 回收利用 p. 35
purpose /ˈpɜːpəs/ *n.* 目的；用途 p. 35
solution /səˈluːʃn/ *n.* 解决办法；处理手段 p. 38
government /ˈgʌvənmənt/ *n.* 政府 p. 38
role model /rəʊl ˈmɒdl/ *n.* 楷模；行为榜样 p. 43

---

greenhouse effect 温室效应 p. 34
in danger 在危险中 p. 35
as a result of 由于 p. 35
result in 造成；导致 p. 35
mountains of 许多；大量 p. 35
take action 采取行动 p. 35
make a difference 有作用；有影响 p. 35
act as 充当 p. 43

Unit 4

*asteroid /ˈæstərɔɪd/ *n.* 小行星 p. 49
*typhoon /taɪˈfuːn/ *n.* 台风 p. 49
earthquake /ˈɜːθkweɪk/ *n.* 地震 p. 50
*melt /melt/ *v.* （使）熔化；（使）融化 p. 51
flood /flʌd/ *v.* （使）灌满水；淹没 p. 51
badly /ˈbædli/ *adv.* 严重地；厉害地 p. 51
alive /əˈlaɪv/ *adj.* 活着；在世 p. 51
pool /puːl/ *n.* 水坑；水塘 p. 51
object /ˈɒbdʒɪkt/ *n.* 物体；物品 p. 51
coach /kəʊtʃ/ *n.* 长途汽车 p. 51
pass /pɑːs/ *v.* 通过 p. 51

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line /laɪn/ *n.* 电话线路 p. 51
dead /ded/ *adj.* (因为缺电) 不运行的；不转动的 p. 51
boss /bɒs/ *n.* 老板 p. 51
deaf /def/ *adj.* 聋的 p. 51
stare /steə(r)/ *v.* 盯着看；凝视；注视 p. 51
screen /skriːn/ *n.* 屏幕；荧光屏 p. 51
notice /ˈnəʊtɪs/ *v.* 看 (或听) 到；注意到；意识到 p. 51
awake /əˈweɪk/ *v.* (awoke, awoken) (使) 醒来 p. 51
immediately /ɪˈmiːdiətli/ *adv.* 立即；马上；即刻 p. 59
missing /ˈmɪsɪŋ/ *adj.* 失踪的 p. 60
fellow /ˈfeləʊ/ *adj.* 同类的；同伴的 p. 60

---

natural disaster 自然灾害 p. 49
pass by 通过；经过 p. 51
stick with 持续；坚持 p. 51
sit around 无所事事地消磨时间；闲坐 p. 51
have no time to do 不愿为……花时间；没有时间做…… p. 51
fall on deaf ears 不被理睬；不被注意 p. 51
stare at 盯着看；凝视；注视 p. 51
in surprise 惊讶地 p. 51
for now 暂时 p. 51
survival kit 救生包 (装有食物、医疗用品和工具) p. 54

Unit 5

announcement /əˈnaʊnsmənt/ *n.* 公告；通告 p. 65
passport /ˈpɑːspɔːt/ *n.* 护照 p. 67
the Pacific /ðə pəˈsɪfɪk/ *n.* 太平洋 p. 67
Canada /ˈkænədə/ *n.* 加拿大 p. 67
*resort /rɪˈzɔːt/ *n.* 旅游胜地；度假胜地 p. 67
Canadian /kəˈneɪdiən/ *adj.* 加拿大的 p. 67
*slope /sləʊp/ *n.* 斜坡；坡地 p. 67
opposite /ˈɒpəzɪt/ *prep.* 与……相对；在……对面 p. 67
glove /glʌv/ *n.* 手套 p. 67
couple /ˈkʌpl/ *n.* 夫妻；情侣 p. 67
gentle /ˈdʒentl/ *adj.* 平缓的 p. 67
honest /ˈɒnɪst/ *adj.* 坦率的；坦诚的 p. 67
rope /rəʊp/ *n.* 绳索 p. 67
rapid /ˈræpɪd/ *adj.* 迅速的；快速的 p. 67
over /ˈəʊvə(r)/ *adv.* 结束 p. 67
shame /ʃeɪm/ *n.* 令人惋惜的事；让人遗憾的事 p. 67
fee /fiː/ *n.* 费用 p. 70
enter /ˈentə(r)/ *v.* 报名参加 p. 70
*semi-final /ˌsemi ˈfaɪnl/ *n.* 半决赛 p. 70
final /ˈfaɪnl/ *n.* 决赛 p. 70
badminton /ˈbædmɪntən/ *n.* 羽毛球运动 p. 75
stress /stres/ *n.* 精神压力；紧张 p. 75

(be) dying to (do sth.) 渴望 (做某事)；极想 (做某事) p. 67
check in (at) (在旅馆、机场等) 登记；报到 p. 67
can't wait to (do sth.) 迫不及待想 (做某事) p. 67
to be honest 说实在的 p. 67
fall over 跌倒；摔倒；被……绊倒 p. 67
keep one's balance 保持平衡 p. 67
build up 建立 p. 75

Unit 6

conduct /kənˈdʌkt/ *v.* 实施；执行 p. 81
*lifestyle /ˈlaɪfstaɪl/ *n.* 生活方式 p. 81
quarrel /ˈkwɒrəl/ *n.* 争吵 p. 82

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focus /ˈfəʊkəs/ *v.* 集中（注意力、精力等）于 p. 83
*peer /pɪə(r)/ *n.* 同龄人；同辈 p. 83
pressure /ˈpreʃə(r)/ *n.* 压力 p. 83
whether /ˈweðə(r)/ *conj.* 是否 p. 83
risk /rɪsk/ *n.* 风险 p. 83
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cheer /tʃɪə(r)/ *v.* 鼓励；鼓舞 p. 83
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deal with 解决；处理；应付 p. 83
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cancel out 抵消；对消 p. 83
look on the bright side（对不好的状态）持乐观的态度 p. 83
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leave ... behind 把……抛在后面 p. 83
cheer ... up（使）变得更高兴；（使）振奋起来 p. 83

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Words and expressions in alphabetical order

A

act as 充当 p. 43
admit /əd'mɪt/ *v.* (常指勉强) 承认 p. 19
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American /ə'merɪkən/ *adj.* 美洲的 p. 2
announcement /ə'naʊnsmənt/ *n.* 公告；通告 p. 65
anyway /'eniweɪ/ *adv.* 无论如何；反正 p. 19
as a result of 由于 p. 35
as well as 也；还 p. 3
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atmosphere /'ætməsfɪə(r)/ *n.* 大气层 p. 34
awake /ə'weɪk/ *v.* (awoke, awoken) (使) 醒来 p. 51

B

badly /'bædli/ *adv.* 严重地；厉害地 p. 51
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besides /bɪ'saɪdz/ *prep.* 除……之外 (还) p. 3
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bright /braɪt/ *adj.* 有希望的 p. 83
build up 建立 p. 75
(be) busy with 忙于做…… p. 83

C

camp /kæmp/ *n.* 度假营 p. 17
can't wait to (do sth.) 迫不及待想 (做某事) p. 67
Canada /'kænədə/ *n.* 加拿大 p. 67
Canadian /kə'neɪdiən/ *adj.* 加拿大的 p. 67
cancel /'kænsl/ *v.* 取消；撤销；终止 p. 83
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check in (at) (在旅馆、机场等) 登记；报到 p. 67
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*consumer /kən'sjuːmə(r)/ *n.* 消费者 p. 34
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couple /'kʌpl/ *n.* 夫妻；情侣 p. 67
culture shock /'kʌltʃə(r) ʃɒk/ *n.* 文化冲击；文化休克 p. 17

D

dead /ded/ *adj.* (因为缺电) 不运行的；不转动的 p. 51
deaf /def/ *adj.* 聋的 p. 51
deal with 解决；处理；应付 p. 83
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dentist /'dentɪst/ *n.* 牙科医生 p. 91
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develop /dɪ'veləp/ *v.* 增强；加强 p. 3
development /dɪ'veləpmənt/ *n.* 发展；壮大 p. 3
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(be) dying to (do sth.) 渴望 (做某事)；极想 (做某事) p. 67

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E

earthquake /'ɜːθkweɪk/ *n.* 地震 p. 50
education /ˌedʒu'keɪʃn/ *n.* 有教益的经历 p. 19
enemy /'enəmi/ *n.* 危害物；大敌 p. 83
enter /'entə(r)/ *v.* 报名参加 p. 70
especially /ɪ'speʃəli/ *adv.* 尤其；特别 p. 19
everyday /'evrideɪ/ *adj.* 每天的；日常的 p. 19
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F

fail /feɪl/ *v.* 失败；未能（做到） p. 19
fall on deaf ears 不被理睬；不被注意 p. 51
fall over 跌倒；摔倒；被……绊倒 p. 67
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final /'faml/ *n.* 决赛 p. 70
*firework /'faɪəwɜːk/ *n.* 烟火；烟花 p. 18
*fleet /fliːt/ *n.* （统一调度的）船队；机群 p. 3
flood /flʌd/ *n.* 洪水；水灾 p. 35
v. （使）灌满水；淹没 p. 51
focus /'fəʊkəs/ *v.* 集中（注意力、精力等）于 p. 83
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G

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glove /glʌv/ *n.* 手套 p. 67
go on a trip 去旅行 p. 2
government /'gʌvənmənt/ *n.* 政府 p. 38
green /griːn/ *adj.* 环境保护的；赞成环境保护的 p. 34
greenhouse effect 温室效应 p. 34
guard /gɑːd/ *v.* 守卫；保卫 p. 83
guard against 防止；提防 p. 83
guess /ges/ *v.* 猜测 p. 34

H

habit /'hæbɪt/ *n.* 习惯 p. 35
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honest /'ɒnɪst/ *adj.* 坦率的；坦诚的 p. 67

I

idiom /'ɪdiəm/ *n.* 习语；惯用语 p. 19
immediately /ɪ'miːdiətli/ *adv.* 立即；马上；即刻 p. 59
in danger 在危险中 p. 35
in one's spare time 在某人的空闲时间里 p. 19
in surprise 惊讶地 p. 51
increase /ɪn'kriːs/ *v.* （使）增长；增多；增加 p. 35
international /ˌɪntə'næʃnəl/ *adj.* 国际的 p. 19

K

keep one's balance 保持平衡 p. 67
(be) known as 被称为 p. 3

L

lead to 导致 p. 6
leave ... behind 把……抛在后面 p. 83
lifeless /'laɪfləs/ *adj.* 无生命的；无生物生长的 p. 35

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*lifestyle /'laɪfstaɪl/ *n.* 生活方式 p. 81
line /laɪn/ *n.* 电话线路 p. 51
look on the bright side（对不好的状态）持乐观的态度 p. 83
low /ləʊ/ *adj.* 沮丧的；消沉的；无精打采的 p. 83

M

make a difference 有作用；有影响 p. 35
manage /'mænɪdʒ/ *v.* 完成（困难的事）；勉力完成 p. 19
*melt /melt/ *v.* （使）熔化；（使）融化 p. 51
missing /'mɪsɪŋ/ *adj.* 失踪的 p. 60
mountains of 许多；大量 p. 35
musical instrument /'mjuːzɪkl 'ɪnstrəmənt/ *n.* 乐器 p. 83

N

national /'næʃnəl/ *adj.* 国家的；民族的；全国的 p. 22
natural disaster 自然灾害 p. 49
nature /'neɪtʃə(r)/ *n.* 自然界；大自然 p. 35
notice /'nəʊtɪs/ *v.* 看（或听）到；注意到；意识到 p. 51
nowhere /'nəʊweə(r)/ *adv.* 无处；哪里都不 p. 3

O

object /'ɒbdʒɪkt/ *n.* 物体；物品 p. 51
official /ə'fɪʃl/ *n.* 官员 p. 3
open up 开辟 p. 2
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over /'əʊvə(r)/ *adv.* 结束 p. 67

P

pass /pɑːs/ *v.* 通过 p. 51
pass by 通过；经过 p. 51
passport /'pɑːspɔːt/ *n.* 护照 p. 67
*peer /pɪə(r)/ *n.* 同龄人；同辈 p. 83
people /'piːpl/ *n.* 民族；种族 p. 3
pink /pɪŋk/ *adj.* 粉红色的 p. 19
pioneer /ˌpaɪə'nɪə(r)/ *n.* 先锋；先驱 p. 3
pool /puːl/ *n.* 水坑；水塘 p. 51
*positive /'pɒzətɪv/ *adj.* 积极乐观的；自信的 p. 83
president /'prezɪdənt/ *n.* 总统 p. 22
pressure /'preʃə(r)/ *n.* 压力 p. 83
private /'praɪvət/ *adj.* 私人的 p. 83
proper /'prɒpə(r)/ *adj.* 正确的；恰当的 p. 35
purple /'pɜːpl/ *adj.* 紫色的 p. 19
purpose /'pɜːpəs/ *n.* 目的；用途 p. 35

Q

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R

rapid /'ræpɪd/ *adj.* 迅速的；快速的 p. 67
recovery /rɪ'kʌvəri/ *n.* 恢复；痊愈 p. 92
recycle /ˌriː'saɪkl/ *v.* 回收利用 p. 35
*region /'riːdʒən/ *n.* 地区 p. 3
regular /'regjələ(r)/ *adj.* 有规律的；定时的 p. 83
relation /rɪ'leɪʃn/ *n.* 关系；交往 p. 3
repetition /ˌrepə'tɪʃn/ *n.* 重复 p. 1
*resort /rɪ'zɔːt/ *n.* 旅游胜地；度假胜地 p. 67
result /rɪ'zʌlt/ *n.* 结果 p. 35
result in 造成；导致 p. 35
rise /raɪz/ *v.* (rose, risen) 变得更加成功（或重要、强大等） p. 3
risk /rɪsk/ *n.* 风险 p. 83
role model /rəʊl 'mɒdl/ *n.* 楷模；行为榜样 p. 43
rope /rəʊp/ *n.* 绳索 p. 67

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S

schedule /ˈʃedjuːl/ *n.* 日程安排 p. 27
screen /skriːn/ *n.* 屏幕；荧光屏 p. 51
sea level /siː ˈlevl/ *n.* 海平面 p. 35
*semi-final /ˌsemi ˈfaml/ *n.* 半决赛 p. 70
set off 使（炸弹等）爆炸 p. 18
set sail 起航 p. 3
set up 建立；设立 p. 2
shame /ʃem/ *n.* 令人惋惜的事；让人遗憾的事 p. 67
silent /ˈsaɪlənt/ *adj.* 不说话的；沉默的 p. 83
silk /sɪlk/ *n.* 丝织物；丝绸 p. 3
sit around 无所事事地消磨时间；闲坐 p. 51
*slope /sləʊp/ *n.* 斜坡；坡地 p. 67
soil /sɔɪl/ *n.* 土壤 p. 35
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spare /speə(r)/ *adj.* 空闲的；空余的 p. 19
spread /spred/ *v.* (spread, spread) 传播 p. 6
stare /steə(r)/ *v.* 盯着看；凝视；注视 p. 51
stare at 盯着看；凝视；注视 p. 51
state /steɪt/ *n.* 州 p. 22
stick with 持续；坚持 p. 51
stress /stres/ *n.* 精神压力；紧张 p. 75
surface /ˈsɜːfɪs/ *n.* 表面；表层 p. 35
survival kit 救生包（装有食物、医疗用品和工具） p. 54

T

take action 采取行动 p. 35
take off 脱下 p. 18
take up（尤指为消遣）学着做；开始做 p. 83
temperature /ˈtemprətʃə(r)/ *n.* 温度；气温 p. 34
the Pacific /ðə pəˈsɪfɪk/ *n.* 太平洋 p. 67
to a certain degree 在某种程度上 p. 19
to be honest 说实在的 p. 67
trade /treɪd/ *n.* 贸易 p. 3
v. 以物易物；互相交换 p. 3
*turkey /ˈtɜːki/ *n.* 火鸡 p. 18
*typhoon /taɪˈfuːn/ *n.* 台风 p. 49

U

under the weather 略有不适；不得劲 p. 19
uniform /ˈjuːnɪfɔːm/ *n.* 校服 p. 19

V

vacation /vəˈkeɪʃn/ *n.* 假期 p. 27
voyage /ˈvɔɪɪdʒ/ *n.* 航行 p. 1

W

wealth /welθ/ *n.* 财富 p. 6
whatever /wɒtˈevə(r)/ *pron.* 任何事物；一切事物 p. 19
whether /ˈweðə(r)/ *conj.* 是否 p. 83

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Proper nouns

Names of people

Alex /'ælɪks/ 亚历克斯（男名） p. 70
Andy /'ændi/ 安迪（男名） p. 92
Arthur /'ɑːθə(r)/ 阿瑟（男名） p. 54
Barry /'bæri/ 巴里（男名） p. 54
Brad /bræd/ 布拉德（男名） p. 18
Christopher Columbus /'krɪstəfə(r) kə'lʌmbəs/ 克里斯托弗·哥伦布（意大利探险家、航海家） p. 2
Hurst /hɜːst/ 赫斯特（姓） p. 19
James Turner /dʒeɪmz 'tɜːnə(r)/ 詹姆斯·特纳 p. 12
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Marco Polo /'mɑːkəʊ 'pəʊləʊ/ 马可·波罗（意大利商人、旅行家、探险家） p. 2
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Names of places

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Central Asia /'sentrəl 'eɪʃə/ 中亚 p. 2
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the Canadian Rockies /ðə kə'neɪdiən 'rɒkɪz/ 加拿大落基山脉 p. 67
the Middle East /ðə 'mɪdl iːst/ 中东地区 p. 3
the North Pole /ðə nɔːθ pəʊl/ 北极 p. 50
the Pacific /ðə pə'sɪfɪk/ 太平洋 p. 67
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Festivals

Christmas /'krɪsməs/ 圣诞节 p. 67
Halloween /ˌhæləʊ'iːn/ 万圣节前夕 p. 19
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Others

carbon dioxide (CO_2) /'kɑːbən daɪ'ɒksaɪd/ 二氧化碳 p. 35
the Han Dynasty 汉朝 p. 6
the Ming Dynasty 明朝 p. 3
the Silk Road /ðə sɪlk rəʊd/ 丝绸之路 p. 1
Yongle Emperor 永乐皇帝 p. 3

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Glossary

adverbial clause of purpose 目的状语从句 p. 17

adverbial clause of result 结果状语从句 p. 1

empty subject 形式主语 p. 49

intransitive verb 不及物动词 p. 72

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Irregular verbs

Base form	Simple past	Past participle	Base form	Simple past	Past participle
awake	awoke	awoken	feel	felt	felt
be (am, is, are)	was, were	been	fight	fought	fought
beat	beat	beaten	find	found	found
become	became	become	fly	flew	flown
begin	began	begun	forget	forgot	forgotten
blow	blew	blown	get	got	got
break	broke	broken	give	gave	given
bring	brought	brought	go	went	gone
build	built	built	grow	grew	grown
burn	burnt, burned	burnt, burned	hang	hung	hung
buy	bought	bought	have	had	had
catch	caught	caught	hear	heard	heard
choose	chose	chosen	hide	hid	hidden
come	came	come	hit	hit	hit
cost	cost	cost	hold	held	held
cut	cut	cut	hurt	hurt	hurt
dig	dug	dug	keep	kept	kept
do	did	done	know	knew	known
draw	drew	drawn	lead	led	led
drink	drank	drunk	learn	learnt, learned	learnt, learned
drive	drove	driven	leave	left	left
eat	ate	eaten	let	let	let
fall	fell	fallen	lie	lay	lain
feed	fed	fed	light	lit, lighted	lit, lighted

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Base form	Simple past	Past participle	Base form	Simple past	Past participle
lose	lost	lost	sleep	slept	slept
make	made	made	smell	smelt, smelled	smelt, smelled
mean	meant	meant	speak	spoke	spoken
meet	met	met	spell	spelt, spelled	spelt, spelled
pay	paid	paid	spend	spent	spent
put	put	put	spread	spread	spread
read	read	read	stand	stood	stood
ride	rode	ridden	steal	stole	stolen
ring	rang	rung	stick	stuck	stuck
rise	rose	risen	swim	swam	swum
run	ran	run	take	took	taken
say	said	said	teach	taught	taught
see	saw	seen	tell	told	told
sell	sold	sold	think	thought	thought
send	sent	sent	throw	threw	thrown
set	set	set	understand	understood	understood
shake	shook	shaken	wake	woke	woken
shine	shone	shone	wear	wore	worn
shoot	shot	shot	win	won	won
sing	sang	sung	write	wrote	written
sit	sat	sat			

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Word list for junior high

A

a balanced diet 均衡饮食
a bit 有点；一点
a bit of 小量
a crowd of 一群
a long time ago 很早以前
a packet of 一袋
a series of 一系列
ability /ə'bɪlətɪ/ *n.* 才能；能力
able /'eɪbl/ *adj.* 能；能够
(be) able to 能够
above all 最重要的是；尤其是
abroad /ə'brɔːd/ *adv.* 在国外；到国外
accept /ək'sept/ *v.* 接受（建议、邀请等）
accident /'æksɪdənt/ *n.*（交通）事故
according to /ə'kɔːdɪŋ tə/ *prep.*
　据（……所说）
accuse /ə'kjuːz/ *v.* 控告；控诉
(be) accused of ... 被控告……；
　被指责……
achieve /ə'tʃiːv/ *v.*（凭长期努力）达到（某目标、地位、标准）
achievement /ə'tʃiːvmənt/ *n.* 成就；成绩
across /ə'krɒs/ *prep.* 在……对面；
　在……对过
act /ækt/ *v.* 扮演（戏剧、电影中的角色）
act as 充当
act out 将……表演出来
action /'ækʃn/ *n.*（故事、戏剧等中的）情节
actor /'æktə(r)/ *n.* 演员
*actually /'æktʃuəli/ *adv.* 事实上
add /æd/ *v.* 增加；添加
add ... to ... 把……加入……
address /ə'dres/ *n.* 地址
admit /əd'mɪt/ *v.*（常指勉强）承认
adult /'ædʌlt/ *n.* 成年动物
advantage /əd'vɑːntɪdʒ/ *n.* 优势
adventure /əd'ventʃə(r)/ *n.* 冒险；冒险经历
advertisement /əd'vɜːtɪsmənt/ *n.* 广告
advice /əd'vaɪs/ *n.* 建议
advise /əd'vaɪz/ *v.* 建议
afford /ə'fɔːd/ *v.* 买得起
Africa /'æfrɪkə/ *n.* 非洲
after a while 过了一会儿
after dark 天黑后；黄昏后
against /ə'genst/ *prep.* 反对
age /eɪdʒ/ *n.* 年龄
ago /ə'gəʊ/ *adv.* 以前
agree /ə'griː/ *v.* 同意
agree with 同意；赞成
agreement /ə'griːmənt/ *n.* 同意；应允
ahead of /ə'hed əv/ *prep.* 领先
air conditioner 空调
airport /'eəpɔːt/ *n.* 机场
*album /'ælbəm/ *n.* 相册；影集
*alien /'eɪlɪən/ *n.* 外星人
alive /ə'laɪv/ *adj.* 活着；在世
all day and all night 夜以继日
all over 遍及
all the time（在某段时间内）一直；始终
all the way 一路上；自始至终
allow /ə'laʊ/ *v.* 允许进入（或出去、通过）
alone /ə'ləʊn/ *adv.* 独自
aloud /ə'laʊd/ *adv.* 大声地；高声地
already /ɔːl'redi/ *adv.* 已经；早已
although /ɔːl'ðəʊ/ *conj.* 虽然；尽管
amazing /ə'meɪzɪŋ/ *adj.* 令人大为惊奇的

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America /əˈmerɪkə/ *n.* 美洲
American /əˈmerɪkən/ *adj.* 美洲的
among /əˈmʌŋ/ *prep.* 在……中
amount /əˈmaʊnt/ *n.* 数量；数额
ancient /ˈeɪnʃənt/ *adj.* 古代的
and so on ……等等
announcement /əˈnaʊnsmənt/ *n.* 公告；通告
annoying /əˈnɔɪɪŋ/ *adj.* 使恼怒的；使生气的
another /əˈnʌðə(r)/ *pron.* 又一；另一（事物或人）
ant /ænt/ *n.* 蚂蚁
anybody /ˈenɪbɒdi/ *pron.* 任何人
anyone /ˈeniwʌn/ *pron.* 任何人
anything /ˈeniθɪŋ/ *pron.* 任何东西；任何事物
anytime /ˈenitaɪm/ *adv.* 在任何时候；随便什么时候
anyway /ˈeniweɪ/ *adv.* 无论如何；反正
anywhere /ˈeniweə(r)/ *adv.* 任何地方
apologize /əˈpɒlədʒaɪz/ *v.* 道歉
apology /əˈpɒlədʒi/ *n.* 道歉
appear /əˈpɪə(r)/ *v.* 出现
v. 显得；看来；似乎
appearance /əˈpɪərəns/ *n.* 外貌，外表
*applause /əˈplɔːz/ *n.* 鼓掌；喝彩
area /ˈeəriə/ *n.* 地域；地区
army /ˈɑːmi/ *n.* 陆军部队
arrive at 到达
article /ˈɑːtɪkl/ *n.* 文章
artist /ˈɑːtɪst/ *n.* 艺术家
*artistic /ɑːˈtɪstɪk/ *adj.* 有艺术天赋的
as … as 像……一样；如同
as a result of 由于
as soon as possible 尽快
as well 除……之外；也
as well as 也；还
ashamed /əˈʃeɪmd/ *adj.* 惭愧；羞愧
Asia /ˈeɪʃə/ *n.* 亚洲
Asian /ˈeɪʃn/ *adj.* 亚洲的
ask permission 报请批准
*asteroid /ˈæstərɔɪd/ *n.* 小行星
astronaut /ˈæstrənɔːt/ *n.* 宇航员；航天员
astronomer /əˈstrɒnəmə(r)/ *n.* 天文学家
(not) at all 一点也（不）；完全（不）
at birth 出生时
at first 起初；起先
at last 终于；最终
at the front 在前面
at the same time 同时
atmosphere /ˈætməsfɪə(r)/ *n.* 大气层
attack /əˈtæk/ *v.* 袭击；攻击
attend /əˈtend/ *v.* 参加
attention /əˈtenʃn/ *n.* 注意力；留心
attract /əˈtrækt/ *v.* 吸引；使喜爱
audience /ˈɔːdiəns/ *n.* 观众；听众
Australia /ɒˈstreɪliə/ *n.* 澳大利亚
avoid /əˈvɔɪd/ *v.* 避免；避开
awake /əˈweɪk/ *v.* (awoke, awoken)（使）醒来
away /əˈweɪ/ *adv.* 去别处；朝另一个方向
awful /ˈɔːfl/ *adj.* 很坏的；极讨厌的

B

(be) bad for 对……有害的
badly /ˈbædli/ *adv.* 严重地；厉害地
badminton /ˈbædmɪntən/ *n.* 羽毛球运动
*ballet /ˈbæleɪ/ *n.* 芭蕾舞
bamboo /ˌbæmˈbuː/ *n.* 竹；竹子
band /bænd/ *n.* 乐队
bank /bæŋk/ *n.* 银行
bark /bɑːk/ *v.* (狗) 吠叫
baseball /ˈbeɪsbɔːl/ *n.* 棒球运动
basic /ˈbeɪsɪk/ *adj.* 基本的；基础的
basket /ˈbɑːskɪt/ *n.* 篮；筐

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battery /'bætəri/ *n.* 电池
bean /biːn/ *n.* 豆；豆荚
beat /biːt/ *v.* (beat, beaten) 赢；打败 (某人)
beauty /'bjuːti/ *n.* 美；美丽
because of 因为
bee /biː/ *n.* 蜜蜂
beef /biːf/ *n.* 牛肉
behaviour /bɪ'heɪvjə(r)/ *n.* (动植物的) 活动方式
believe /bɪ'liːv/ *v.* 相信
bell /bel/ *n.* 钟；铃
besides /bɪ'saɪdz/ *prep.* 除……之外 (还)
bill /bɪl/ *n.* 账单
birth /bɜːθ/ *n.* 出生；诞生
bit /bɪt/ *n.* 有点；一点
blind /blaɪnd/ *adj.* 瞎的；失明的
*blog /blɒg/ *n.* 博客
blow /bləʊ/ *v.* (blew, blown) 吹
board /bɔːd/ *n.* 木板
body language 身势语；肢体语言
bored /bɔːd/ *adj.* (对某人/某物) 厌倦的；烦闷的
boring /'bɔːrɪŋ/ *adj.* 令人厌倦 (或厌烦) 的；乏味的
born /bɔːn/ *v.* (be born) 出生
boss /bɒs/ *n.* 老板
bottom /'bɒtəm/ *n.* 底部
bowl /bəʊl/ *n.* 碗；盆
boxing /'bɒksɪŋ/ *n.* 拳击 (运动)
*braces /'breɪsɪz/ *n.* [pl.] (儿童) 牙箍
brain /breɪn/ *n.* 脑
branch /brɑːntʃ/ *n.* 树枝
brave /breɪv/ *adj.* 勇敢的；无畏的
break /breɪk/ *n.* 休息
breathe /briːð/ *v.* 呼吸
bridge /brɪdʒ/ *n.* 桥
bright /braɪt/ *adj.* 有希望的
brightly /'braɪtli/ *adv.* 明亮地
British /'brɪtɪʃ/ *adj.* 英国的
*bubble /'bʌbl/ *n.* 泡；气泡
build up 建立
building /'bɪldɪŋ/ *n.* 建筑
*bulb /bʌlb/ *n.* 电灯泡
burn /bɜːn/ *v.* (burnt, burnt) 燃烧
bush /bʊʃ/ *n.* 灌木
business /'bɪznəs/ *n.* 商务；公事
(be) busy with 忙于做……
butterfly /'bʌtəflaɪ/ *n.* 蝴蝶
by heart 单凭记忆；能背诵
by oneself 独自

C

*cable /'keɪbl/ *n.* 电缆
cafe /'kæfeɪ/ *n.* 咖啡馆；小餐馆
*calculate /'kælkjuleɪt/ *v.* 计算
camera /'kæmərə/ *n.* 照相机
camp /kæmp/ *n.* 度假营
can't wait to (do sth.) 迫不及待想 (做某事)
Canada /'kænədə/ *n.* 加拿大
Canadian /kə'neɪdiən/ *adj.* 加拿大的
cancel /'kænsl/ *v.* 取消；撤销；终止
cancel out 抵消；对消
candle /'kændl/ *n.* 蜡烛
captain /'kæptɪn/ *n.* 首领
*capture /'kæptʃə(r)/ *v.* 用武力夺取；攻占
care /keə(r)/ *n.* 照顾；照料
care for 照顾；照料
career /kə'rɪə(r)/ *n.* 事业
careful /'keəfl/ *adj.* 小心；谨慎
careless /'keələs/ *adj.* 粗心造成的
carriage /'kærɪdʒ/ *n.* (旧时载客的) 四轮马车
carry /'kæri/ *v.* 搬；扛；背
cartoon /kɑː'tuːn/ *n.* 动画片；卡通片
catch /kætʃ/ *v.* (caught, caught) 捕捉

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cause /kɔːz/ *v.* 造成；引起
celebrate /'selɪbreɪt/ *v.* 庆祝；庆贺
celebrated /'selɪbreɪtɪd/ *adj.* 著名的；闻名的
cent /sent/ *n.* 分；分币
central /'sentrəl/ *adj.* 在中心的；中央的
centre /'sentə(r)/ *n.* 中心点；中心
century /'sentʃəri/ *n.* 世纪
certain /'sɜːtn/ *adj.* 确定的；肯定的
certainly /'sɜːtnli/ *adv.* 无疑；肯定；当然
chain /tʃeɪn/ *n.* 链子
challenge /'tʃælɪndʒ/ *v.* 向（某人）挑战
challenge … to … 向（某人）挑战
chance /tʃɑːns/ *n.* 机会；机遇
change /tʃeɪndʒ/ *n.* 找给的零钱；找头
character /'kærəktə(r)/ *n.* 人物；角色
n. 文字；符号
check /tʃek/ *v.* 检查；核实
check in (at) (在旅馆、机场等）登记；报到
cheer /tʃɪə(r)/ *v.* 鼓励；鼓舞
cheer ... up (使）变得更高兴；（使）振奋起来
cheerful /'tʃɪəfl/ *adj.* 快乐的；高兴的
chemical /'kemɪkl/ *n.* 化学品
chess /tʃes/ *n.* 国际象棋
chessboard /'tʃesbɔːd/ *n.* 国际象棋棋盘
*chip /tʃɪp/ *n.* 炸薯条
chocolate /'tʃɒklət/ *n.* 巧克力
choice /tʃɔɪs/ *n.* 选择；抉择
choose /tʃuːz/ *v.* (chose, chosen) 选择；挑选
chopstick /'tʃɒpstɪk/ *n.* 筷子
*click /klɪk/ *v.* 使发出咔哒声
climb /klaɪm/ *v.* 攀登；攀爬
close to 几乎；接近
（在空间、时间上）接近
coach /kəʊtʃ/ *n.* 长途汽车
coal /kəʊl/ *n.* 煤
coast /kəʊst/ *n.* 海岸；海滨
coat /kəʊt/ *n.* 涂料层；覆盖层
coffee /'kɒfi/ *n.* 咖啡
*cola /'kəʊlə/ *n.* 一杯（或一罐、一瓶）可乐
comb /kəʊm/ *n.* （作为装饰物的）发插；梳子
come along 出现
come from 来自
come on (用于命令）快；加油；加把劲
come over (to ...) (通常远距离地）从……到……
comfortable /'kʌmftəbl/ *adj.* 使人舒服的；舒适的
comic strip 连环漫画
comment /'kɒment/ *n.* 评论
common /'kɒmən/ *adj.* 常见的；通常的；普遍的
communicate /kə'mjuːnɪkeɪt/ *v.* （与某人）交流信息；沟通
communication /kəˌmjuːnɪ'keɪʃn/ *n.* 交流；交际
community /kə'mjuːnəti/ *n.* 社区
company /'kʌmpəni/ *n.* 公司
compare /kəm'peə(r)/ *v.* 比较；对比
compare … with … 把……与……对比
competition /ˌkɒmpə'tɪʃn/ *n.* 比赛；竞赛
*complaint /kəm'pleɪnt/ *n.* 投诉；抱怨
complete /kəm'pliːt/ *adj.* 完整的；整个的
v. 完成
concern /kən'sɜːn/ *n.* 担心；忧虑
concert /'kɒnsət/ *n.* 音乐会；演奏会
conduct /kən'dʌkt/ *v.* 实施；执行
confidently /'kɒnfɪdəntli/ *adv.* 自信地
*confirmation /ˌkɒnfə'meɪʃn/ *n.* 证实
congratulations /kənˌgrætʃu'leɪʃnz/ *n.* [pl.] 祝贺；恭贺
connect /kə'nekt/ *v.* （使）连接

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(be) connected to 连接到
consider /kən'sɪdə(r)/ *v.* 认为；觉得
*consumer /kən'sjuːmə(r)/ *n.* 消费者
*container /kən'teɪnə(r)/ *n.* 容器
*contestant /kən'testənt/ *n.* 比赛者
continent /'kɒntɪnənt/ *n.* 大陆
continue /kən'tɪnjuː/ *v.* 继续
control /kən'trəʊl/ *v.* 操纵，控制（机器或系统等）
convenient /kən'viːniənt/ *adj.* 方便的
conversation /ˌkɒnvə'seɪʃn/ *n.* 谈话
cooker /'kʊkə(r)/ *n.* 厨灶；炉具
copy /'kɒpi/ *v.* 抄写；誊写
copy down 抄写；誊写
*cormorant /'kɔːmərənt/ *n.* 鸬鹚
corner /'kɔːnə(r)/ *n.* 角
correct /kə'rekt/ *adj.* 准确无误的；正确的
correctly /kə'rektli/ *adv.* 准确无误地；正确地
cost /kɒst/ *v.* (cost, cost) 需付费；价钱为
count /kaʊnt/ *v.* 计算（或清点）总数
country /'kʌntri/ *n.* 国家
countryside /'kʌntrisaɪd/ *n.* 乡村；农村
couple /'kʌpl/ *n.* 夫妻；情侣
courage /'kʌrɪdʒ/ *n.* 勇气；勇敢
*crash /kræʃ/ *n.* 碰撞；相撞
create /kri'eɪt/ *v.* 创造；创作
creature /'kriːtʃə(r)/ *n.* 生物；动物
cross /krɒs/ *v.* 使交叉；使交叠
crowd /kraʊd/ *n.* 人群
*crown /kraʊn/ *n.* 王冠；皇冠
cruel /kruːəl/ *adj.* 残忍的；残酷的
*crystal /'krɪstl/ *n.* 结晶（体）
culture /'kʌltʃə(r)/ *n.* 文化
culture shock /'kʌltʃə(r) ʃɒk/ *n.* 文化冲击；文化休克
customer /'kʌstəmə(r)/ *n.* 顾客
cute /kjuːt/ *adj.* 可爱的
cycle /'saɪkl/ *n.* 循环

D

'd like to = would like to 愿意
daily /'deɪli/ *adj.* 每日的；日常的
dairy product 乳制品
damage /'dæmɪdʒ/ *v.* 毁坏；破坏
danger /'deɪndʒə(r)/ *n.* 危险；风险
dark /dɑːk/ *adj.* 黑暗的
date /deɪt/ *n.* 日期
daughter /'dɔːtə(r)/ *n.* 女儿
daytime /'deɪtaɪm/ *n.* 白天；日间
dead /ded/ *adj.* （因为缺电）不运行的；不转动的
deaf /def/ *adj.* 聋的
deal /diːl/ *n.* 交易
deal with 解决；处理；应付
decide /dɪ'saɪd/ *v.* 决定
decide on 决定；选定
decision /dɪ'sɪʒn/ *n.* 决定；抉择
degree /dɪ'griː/ *n.* 程度
dentist /'dentɪst/ *n.* 牙科医生
department store 百货商店
depend /dɪ'pend/ *v.* 依靠；依赖
depend on 依靠
describe /dɪ'skraɪb/ *v.* 描述；形容
description /dɪ'skrɪpʃn/ *n.* 说明；形容
desert /'dezət/ *n.* 沙漠；荒漠
destroy /dɪ'strɔɪ/ *v.* 摧毁；破坏
*detailed /'diːteɪld/ *adj.* 详细的；细致的
develop /dɪ'veləp/ *v.* 开发；研制
v. 增强；加强
development /dɪ'veləpmənt/ *n.* 发展；壮大
diamond /'daɪəmənd/ *n.* 钻石
diary /'daɪəri/ *n.* 日记；日记簿
die of 死于

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die out 灭绝；消失
diet /'daɪət/ *n.* 规定饮食（为健康或减肥等目的）
difference /'dɪfrəns/ *n.* 差别；不同（之处）
difficulty /'dɪfɪkəlti/ *n.* 困难；费劲
dig /dɪg/ *v.* (dug, dug) 挖
dinosaur /'daɪnəsɔː(r)/ *n.* 恐龙
direction /dɪ'rekʃn/ *n.* 方向
director /də'rektə(r)/ *n.* 导演
disabled /dɪs'eɪbld/ *adj.* 丧失能力的；有残疾的
disagree /ˌdɪsə'griː/ *v.* 不同意
disagree with 不同意；持不同意见；有分歧
disappear /ˌdɪsə'pɪə(r)/ *v.* 消失；消散
discover /dɪ'skʌvə(r)/ *v.* 发现；找到；发觉
discovery /dɪ'skʌvəri/ *n.* 发现
discuss /dɪ'skʌs/ *v.* 讨论
disease /dɪ'ziːz/ *n.* 疾病
*displace /dɪs'pleɪs/ *v.* 取代；替代
distance /'dɪstəns/ *n.* 距离；间距
dive /daɪv/ *v.* 下潜
dollar /'dɒlə(r)/ *n.* 元（美国、加拿大等国货币单位）
*dolphin /'dɒlfɪn/ *n.* 海豚
doorbell /'dɔːbel/ *n.* 门铃
double /'dʌbl/ *v.* (使) 加倍
doubt /daʊt/ *v.* 不能肯定；对……无把握
*dough /dəʊ/ *n.* 生面团
draw /drɔː/ *v.* (drew, drawn) 掏出
dream /driːm/ *n.* 梦想
drive sb. mad 让某人受不了
drop /drɒp/ *n.* 滴
v. 掉下；落下
dry /draɪ/ *adj.* 干的；干燥的
dry up 干涸
dumpling /'dʌmplɪŋ/ *n.* 饺子；汤团
during /'djʊərɪŋ/ *prep.* 在……期间
dust /dʌst/ *n.* 灰尘；尘土
(be) dying to (do sth.) 渴望（做某事）；极想（做某事）

E

Earth /ɜːθ/ *n.* 地球
earthquake /'ɜːθkweɪk/ *n.* 地震
education /ˌedʒu'keɪʃn/ *n.* 有教益的经历
educational /ˌedʒu'keɪʃənl/ *adj.* 有关教育的；有教育意义的
*effect /ɪ'fekt/ *n.* 效果
either /'aɪðə(r)/ *adv.* (用于否定词组后) 也
elder /'eldə(r)/ *adj.* 年长的
electricity /ɪˌlek'trɪsəti/ *n.* 电
electronic /ɪˌlek'trɒnɪk/ *adj.* 电子的
else /els/ *adv.* 其他的；别的
embarrassed /ɪm'bærəst/ *adj.* 窘迫的；尴尬的
emergency exit 紧急出口
empty /'empti/ *adj.* 空的
encourage /ɪn'kʌrɪdʒ/ *v.* 鼓励
*encyclopaedia /ɪnˌsaɪklə'piːdiə/ *n.* 百科全书
end /end/ *v.* 结束；终止
*endangered /ɪn'deɪndʒəd/ *adj.* 濒危的
enemy /'enəmi/ *n.* 危害物；大敌
energy /'enədʒi/ *n.* 能量；能源
engineer /ˌendʒɪ'nɪə(r)/ *n.* 工程师
England /'ɪŋgləns/ *n.* 英格兰
enter /'entə(r)/ *v.* 报名参加
v. 进来；进入
especially /ɪ'speʃəli/ *adv.* 尤其；特别
Europe /'jʊərəp/ *n.* 欧洲
even /'iːvn/ *adv.* (强调出乎意料) 甚至
event /ɪ'vent/ *n.* 公开活动
everyday /'evrideɪ/ *adj.* 每天的；日常的
everyone /'evriwʌn/ *pron.* 人人；所有人
everything /'evriθɪŋ/ *pron.* 所有事物；一切
everywhere /'evriweə(r)/ *adv.* 处处；到处；各个地方

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exactly /ɪg'zæktli/ *adv.* 精确地；准确地
exam /ɪg'zæm/ *n.* 考试
example /ɪg'zɑːmpl/ *n.* 例子
excellent /'eksələnt/ *adj.* 优秀的
except /ɪk'sept/ *prep.* 除……之外
except for 除……之外
exchange /ɪks'tʃeɪndʒ/ *n.* 交流；互访
excuse /ɪk'skjuːs/ *n.* 借口；辩解
expect /ɪk'spekt/ *v.* 要求；指望
expensive /ɪk'spensɪv/ *adj.* 昂贵的；价格高的
experience /ɪk'spɪəriəns/ *n.* (一次) 经历，体验
experiment /ɪk'sperɪmənt/ *n.* 实验；试验
explain /ɪk'spleɪn/ *v.* 解释；说明
*explore /ɪk'splɔː(r)/ *v.* 探索
express /ɪk'spres/ *v.* 表达；表露
expression /ɪk'spreʃn/ *n.* 表情；神色
eyesight /'aɪsaɪt/ *n.* 视力

F

face /feɪs/ *v.* 面对
fact /fækt/ *n.* 事实
fail /feɪl/ *v.* 不及格
v. 失败；未能（做到）
fair /feə(r)/ *n.* 展览会；展销会
(be) faithful to ... 对……忠诚的
*faithfully /'feɪθfəli/ *adv.* 忠实地；忠诚地
fall asleep 入睡
fall on deaf ears 不被理睬；不被注意
fall over 跌倒；摔倒；被……绊倒
(be) famous for 以……而闻名
fantastic /fæn'tæstɪk/ *adj.* 极好的；了不起的
*fashion /'fæʃn/ *n.* 流行款式；时兴式样
*fashionable /'fæʃnəbl/ *adj.* 流行的；时髦的
fat /fæt/ *n.* 脂肪
fear /fɪə(r)/ *n.* 害怕；惧怕
feather /'feðə(r)/ *n.* 羽毛
fee /fiː/ *n.* 费用
feed /fiːd/ *v.* (fed, fed) 给（人或动物）食物；喂养
feel ashamed of 对……感到惭愧
feeling /'fiːlɪŋ/ *n.* 感觉；情感
fellow /'feləʊ/ *adj.* 同类的；同伴的
fence /fens/ *n.* 栅栏；篱笆
few /fjuː/ *adj.* 不多；很少
field /fiːld/ *n.* 田地；田野
fight /faɪt/ *v.* (fought, fought) 与……作斗争
file /faɪl/ *n.* 档案
fill /fɪl/ *v.* 装满；注满
fill ... with ... 用……把……装满
final /'faɪnl/ *n.* 决赛
finally /'faɪnəli/ *adv.* 终于；最后
find out 了解（到）；弄清
finish /'fɪnɪʃ/ *v.* 完成
fire engine 消防车
*firework /'faɪəwɜːk/ *n.* 烟火；烟花
fisherman /'fɪʃəmən/ *n.* 渔民
fit /fɪt/ *adj.* 健壮的；健康的
fix ... on 集中（目光、注意力等）于
flag /flæg/ *n.* 旗帜
flat /flæt/ *n.* 公寓
*fleet /fliːt/ *n.* (统一调度的) 船队；机群
*float /fləʊt/ *v.* 漂浮；浮动
flood /flʌd/ *n.* 洪水；水灾
v. (使) 灌满水；淹没
floor plan 楼层平面图
fly kites 放风筝
focus /'fəʊkəs/ *v.* 集中（注意力、精力等）于
follow /'fɒləʊ/ *v.* 跟随
foolish /'fuːlɪʃ/ *adj.* 愚蠢的
footprint /'fʊtprɪnt/ *n.* 脚印；足迹
for example 例如
for now 暂时
force /fɔːs/ *v.* 强迫；迫使（某人做某事）

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foreign /'fɒrən/ *adj.* 外国的
forever /fə'evə(r)/ *adv.* 永远
forget /fə'get/ *v.* (forgot, forgotten) 忘记
form /fɔːm/ *v.* 形成；构成
forward /'fɔːwəd/ *adv.* 向前
*fossil /'fɒsl/ *n.* 化石
*fountain /'faʊntən/ *n.* 喷泉
France /frɑːns/ *n.* 法国
free /friː/ *adj.* 空闲的
French /frentʃ/ *adj.* 法国的
fresh /freʃ/ *adj.* 淡的；无盐的
fridge /frɪdʒ/ *n.* 冰箱
fried food 油炸食物
friendly /'frendli/ *adj.* 无害的
adj. 友爱的；友好的
friendship /'frendʃɪp/ *n.* 友情；友谊
frightened /'fraɪtnd/ *adj.* 惊吓的；害怕的
frog /frɒg/ *n.* 蛙；青蛙
front /frʌnt/ *adj.* 前面的
fuel /'fjuːəl/ *n.* 燃料
(be) full of (有)大量的；(有) 许多的
funny /'fʌni/ *adj.* 滑稽的；好笑的
fur /fɜː(r)/ *n.* (动物的) 毛皮
furniture /'fɜːnɪtʃə(r)/ *n.* 家具

G

garden /'gɑːdn/ *n.* 花园
gas /gæs/ *n.* 气体
*genius /'dʒiːniəs/ *n.* 天才
gentle /'dʒentl/ *adj.* 平缓的
Geography /dʒi'ɒgrəfi/ *n.* 地理
German /'dʒɜːmən/ *adj.* 德国的
Germany /'dʒɜːməni/ *n.* 德国
gesture /'dʒestʃə(r)/ *n.* 手势
get down 蹲下；趴下
get up 起床
get used to 习惯于；适应
giant panda /'dʒaɪənt 'pændə/ *n.* 大熊猫
gift /gɪft/ *n.* 礼物
giraffe /dʒə'rɑːf/ *n.* 长颈鹿
give up 放弃
glad /glæd/ *adj.* 高兴；愉快
glove /glʌv/ *n.* 手套
go for a walk 去散步
go on a picnic 去野餐
go on a trip 去旅行
go on doing 不停地做
go on holiday 去度假
go outside 外出
go sailing 去进行帆船运动
go sightseeing 去观光
go swimming 去游泳
go to bed 去睡觉
go to school 去上学
go to work 上班
gold /gəʊld/ *n.* 金子；黄金
golden /'gəʊldən/ *adj.* 金的；金色的
(be) good at 擅长
(be) good for 对……有用，有好处
*goods /gʊdz/ *n.* [pl.] 商品；货品
government /'gʌvənmənt/ *n.* 政府
grade /greɪd/ *n.* 年级
graduation /ˌgrædʒu'eɪʃn/ *n.* 毕业典礼
grain /greɪn/ *n.* 谷粒
gram /græm/ *n.* 克 (重量单位)
grammar /'græmə(r)/ *n.* 语法
grand total 总计；共计
granddaughter /'grændɔːtə(r)/ *n.* 孙女；外孙女
grandparent /'grænpeərənt/ *n.* 祖父 (母)；
外祖父 (母)
grandson /'grænsʌn/ *n.* 孙子；外孙
*gravity /'grævəti/ *n.* 重力；地球引力
*Greek /griːk/ *n.* 希腊人
green /griːn/ *adj.* 环境保护的；
赞成环境保护的

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greenhouse effect 温室效应
greeting /'gri:tɪŋ/ *n.* 问候
ground /graʊnd/ *n.* 地面
group /gru:p/ *n.* 组；群
grow up 长大
guard /gɑ:d/ *v.* 守卫；保卫
guard against 防止；提防
guess /ges/ *v.* 猜测
guest /gest/ *n.* 客人；宾客
guide /gaɪd/ *n.* 手册；指南
guitar /gɪ'tɑ:(r)/ *n.* 吉他

H

habit /'hæbɪt/ *n.* 习惯
hamburger /'hæmbɜ:gə(r)/ *n.* 汉堡包
hang /hæŋ/ *v.* (hung, hung) 悬挂；吊
(be) happy with (对某人或事物) 满意的
hardly /'hɑ:dli/ *adv.* 几乎不；几乎没有
hard-working /ˌhɑ:d'wɜ:kɪŋ/ *adj.* 工作努力的；勤勉的
harmful /'hɑ:mfl/ *adj.* 有害的
hate /heɪt/ *v.* 厌恶；憎恶
have a good time 过得愉快
have a picnic 野餐
have a rest 休息一下
have no choice but to do 除了……别无选择
have no idea 丝毫不知道
have no interest in 对……没有兴趣
have no time to do 不愿为……花时间；没有时间做……
have to 不得不；必须
headline /'hedlaɪn/ *n.* 大字标题
health /helθ/ *n.* 健康
hear from 收到某人的信件（或电子邮件、电话等）
heart /hɑ:t/ *n.* 心；心脏
heart attack /hɑ:t ə'tæk/ *n.* 心脏病发作
height /haɪt/ *n.* 高度
help with 帮着做
helpful /'helpfl/ *adj.* 有用的；有帮助的
hide /haɪd/ *v.* (hid, hidden) 藏；隐蔽
hill /hɪl/ *n.* 山丘；小山
hit /hɪt/ *v.* (hit, hit) (用手或器具) 击；打
hobby /'hɒbi/ *n.* 爱好
hold /həʊld/ *v.* (held, held) 使保持（在某位置）
hold out 递出
hole /həʊl/ *n.* 洞
honest /'ɒnɪst/ *adj.* 坦率的；坦诚的
host /həʊst/ *n.* 主人
v. 主持
however /haʊ'evə(r)/ *adv.* 然而
huge /hju:dʒ/ *adj.* 巨大的
human /'hju:mən/ *adj.* 人的
human being 人
humorous /'hju:mərəs/ *adj.* 滑稽有趣的；有幽默感的
humour /'hju:mə(r)/ *n.* 幽默
hurt /hɜ:t/ *v.* (hurt, hurt) (使) 疼痛；受伤
*hydrogen /'haɪdrədʒən/ *n.* 氢；氢气

I

*identify /aɪ'dentɪfaɪ/ *v.* 确认；认出
idiom /'ɪdiəm/ *n.* 习语；惯用语
if /ɪf/ *conj.* 如果
illness /'ɪlnəs/ *n.* (某种) 病
imagine /ɪ'mædʒɪn/ *v.* 想像；设想
immediately /ɪ'mi:diətli/ *adv.* 立即；马上；即刻
important /ɪm'pɔ:tnt/ *adj.* 重要的
impression /ɪm'preʃn/ *n.* 印象
improve /ɪm'pru:v/ *v.* 改进；改善
in a second 片刻；瞬间
in a way 在某种程度上

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in addition 除……以外（还）
in danger 在危险中
in fact（补充细节）确切地说
in fear 恐惧地；害怕地
in general 通常；大体上
in my opinion 依我看
in need 需要帮助的
in one's spare time 在某人的空闲时间里
in order to 目的在于；为了
in public 公开地；在别人（尤指生人）面前
in silence 沉默地
in surprise 惊讶地
in the centre of 在……的中心
in the countryside 在乡村；在农村
in the daytime 在白天
in the end 最后
in the future 将来
in the north-west of 在……的西北部
in the present 现在
in the shape of ……的形状
in the wild 在野生环境中
(be) in trouble 倒霉；处于困境
inch /ɪntʃ/ *n.* 英寸
include /ɪn'kluːd/ *v.* 包括；包含
increase /ɪn'kriːs/ *v.*（使）增长；增多；增加
India /'ɪndiə/ *n.* 印度
information /ˌɪnfə'meɪʃn/ *n.* 消息；资料
inside /ˌɪn'saɪd/ *adv.* 向里面
instead /ɪn'sted/ *adv.* 代替；顶替
instead of /ɪn'sted əv/ *prep.* 代替；作为……的替换
instructions /ɪn'strʌkʃnz/ *n.* [pl.] 指示；命令
intelligence /ɪn'telɪdʒəns/ *n.* 才智；智慧
(be) interested in 对……感兴趣
international /ˌɪntə'næʃnəl/ *adj.* 国际的
Internet /'ɪntənet/ *n.*（国际）互联网
interview /'ɪntəvjuː/ *n.* & *v.* 采访
into /'ɪntə/ *prep.* 到……里面；进入
introduce /ˌɪntrə'djuːs/ *v.* 使……初次了解……；使尝试
introduce … to … 使……初次了解……；使尝试
introduction /ˌɪntrə'dʌkʃn/ *n.* 引言
invent /ɪn'vent/ *v.* 发明；创造
invention /ɪn'venʃn/ *n.* 发明
inventor /ɪn'ventə(r)/ *n.* 发明家
invitation /ˌɪnvɪ'teɪʃn/ *n.* 邀请
invite /ɪn'vaɪt/ *v.* 邀请
iron /'aɪən/ *v.*（用熨斗）熨；烫平
island /'aɪlənd/ *n.* 岛
*Italian /ɪ'tæliən/ *n.* 意大利人

J

jacket /'dʒækɪt/ *n.* 夹克衫；短上衣
Japan /dʒə'pæn/ *n.* 日本
join in 参加；加入
joke /dʒəʊk/ *n.* 玩笑
journey /'dʒɜːni/ *n.* 旅行；旅程
joy /dʒɔɪ/ *n.* 愉快；喜悦
junior high school 初级中学
just /dʒʌst/ *adv.* 正好；恰好

K

keep sb. from (doing) sth. 阻止（或防止、阻碍）某人（做）某事
keep in touch with 与……保持联系
keep … off 使……不接近（或不接触、远离）……
keep on 继续
keep one's balance 保持平衡
keep quiet 保持安静
keep still 保持静止；保持不动（的状态）
keyboard /'kiːbɔːd/ *n.*（计算机或打字机的）键盘

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kick /kɪk/ *v.* 踢
kill /kɪl/ *v.* 杀死
kilogram /'kɪləgræm/ *n.* 千克；公斤
kilometre /'kɪləmiːtə(r)/ *n.* 公里；千米
knee /niː/ *n.* 膝；膝盖
knife /naɪf/ *n.* 刀
knowledge /'nɒlɪdʒ/ *n.* 知识
(be) known as 被称为

L

lady /'leɪdi/ *n.* 女士；女子
lamp /læmp/ *n.* 灯
land /lænd/ *n.* 陆地
landing site 降落场
language /'læŋgwɪdʒ/ *n.* 语言
large /lɑːdʒ/ *adj.* 大的
last /lɑːst/ *v.* 持续
later /'leɪtə(r)/ *adv.* 以后；后来
laugh /lɑːf/ *v.* 笑
laugh at 嘲笑；讥笑
*launch /lɔːntʃ/ *v.* 发射
lazy /'leɪzi/ *adj.* 懒惰的
lead /led/ *n.* 铅
/liːd/ *v.* (led, led) 带领
lead (sb.) to 带着（某人）到……
lead to 导致
learn about 得知；获悉
leave /liːv/ *v.* (left, left) 离开
leave ... behind 把……抛在后面
lecture /'lektʃə(r)/ *n.* 讲座；演讲
less /les/ *det.* （与不可数名词连用）较少的；更少的
let ... down 使……失望
letter /'letə(r)/ *n.* 字母
lie /laɪ/ *v.* (lay, lain) 躺
v. (lay, lain) 位于；坐落在
lie around 无所事事地混日子；懒散度日
life jacket 救生衣
lifeless /'laɪfləs/ *adj.* 无生命的；无生物生长的
*lifestyle /'laɪfstaɪl/ *n.* 生活方式
lift /lɪft/ *n.* 电梯；升降机
light /laɪt/ *v.* (lit, lit) 照亮；使明亮
light up 点亮；照亮
line /laɪn/ *n.* 电话线路
n. 线；线条
list /lɪst/ *n.* 清单
lively /'laɪvli/ *adj.* 生动的
living room 客厅；起居室
local /'ləʊkl/ *adj.* 地方的；当地的
lock /lɒk/ *v.* （用锁）锁上
lonely /'ləʊnli/ *adj.* 孤独的；寂寞的
look around 环顾四周
look for 寻找；寻求
look forward to 盼望；期待
look like 看起来像……
look on the bright side （对不好的状态）持乐观的态度
look out 小心；当心
look up （在词典或参考书中）查阅，查检
lose /luːz/ *v.* (lost, lost) 丧失；失去
lose weight 减肥
loud /laʊd/ *adj.* 响亮的；大声的
lovely /'lʌvli/ *adj.* 有吸引力的；迷人的
low /ləʊ/ *adj.* 沮丧的；消沉的；无精打采的
luck /lʌk/ *n.* 幸运
lucky /'lʌki/ *adj.* 幸运的；运气好的

M

machine /mə'ʃiːn/ *n.* 机器
mad /mæd/ *adj.* 很生气；气愤
(be) made of 由……制成
(be) made up of 由……组成
magazine /ˌmægə'ziːn/ *n.* 杂志
main /meɪn/ *adj.* 主要的
main unit /meɪn 'juːnɪt/ *n.* （计算机）主机

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major /'meɪdʒə(r)/ *adj.* 主要的
make a difference 有作用；有影响
make a good impression on ... 给……留下好印象
make a mess 搞得一塌糊涂
make friends with 与……交朋友
make fun of 嘲弄；取笑
make jokes about 拿……开玩笑；以……为笑柄
make it 获得成功
make snowmen 堆雪人
make sure 确保；设法保证
make-up /'meɪk ʌp/ *n.* 化妆
manage /'mænɪdʒ/ *v.* 完成（困难的事）；勉力完成
manager /'mænɪdʒə(r)/ *n.* （企业的）经理
mark /mɑːk/ *n.* 符号；记号
market /'mɑːkɪt/ *n.* 集市；市场
match /mætʃ/ *v.* 与……相配
matter /'mætə(r)/ *n.* （询问某人的情况）怎么了
meal /miːl/ *n.* 一顿饭
mean /miːn/ *v.* (meant, meant) 表示……的意思
meaning /'miːnɪŋ/ *n.* 意义；意思
medical /'medɪkl/ *adj.* 医疗的
medical examination 体格检查
*melt /melt/ *v.* （使）熔化；（使）融化
member /'membə(r)/ *n.* 成员
memory /'meməri/ *n.* 回忆；记忆
n. 记忆力；记性
mention /'menʃn/ *v.* 提到；说到
menu /'menjuː/ *n.* 菜单
mess /mes/ *n.* 杂乱；不整洁
message /'mesɪdʒ/ *n.* （书面或口头的）信息；消息
metal /'metl/ *n.* 金属
method /'meθəd/ *n.* 方法；办法
midnight /'mɪdnaɪt/ *n.* 午夜；子夜
mile /maɪl/ *n.* 英里
millions of 大量的；数以百万计的
mind /maɪnd/ *n.* 头脑；大脑
n. 聪明人；富有才智的人
v. 介意
miss /mɪs/ *v.* 想念；怀念
missing /'mɪsɪŋ/ *adj.* 失踪的
mistake /mɪ'steɪk/ *n.* 错误
mix /mɪks/ *v.* （使）混合
mix ... with ... （使……与……）相混合
mobile phone /ˌməʊbaɪl 'fəʊn/ *n.* 移动电话；手机
model /'mɒdl/ *n.* 模特儿
n. 模型
modern /'mɒdn/ *adj.* 现代的；近代的；现代化的
moment /'məʊmənt/ *n.* 瞬间；片刻
monitor /'mɒnɪtə(r)/ *n.* （计算机）显示器
more and more 越来越多
more than 多于
mountain /'maʊntən/ *n.* 山；山脉
mountains of 许多；大量
mouse /maʊs/ *n.* （计算机）鼠标
musical instrument /'mjuːzɪkl 'ɪnstrəmənt/ *n.* 乐器
musician /mjuˈzɪʃn/ *n.* 音乐家
must /mʌst/ modal *v.* 必须
*mystery /'mɪstri/ *n.* 神秘

N

narrow /'nærəʊ/ *adj.* 狭窄的
national /'næʃnəl/ *adj.* 国家的；民族的；全国的
natural /'nætʃrəl/ *adj.* 自然的；天然的
natural disaster 自然灾害

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nature /'neɪtʃə(r)/ *n.* 大自然
nearly /'nɪəli/ *adv.* 几乎；差不多
necessary /'nesəsəri/ *adj.* 必需的；必要的
neck /nek/ *n.* 颈；脖子
nervous /'nɜːvəs/ *adj.* 紧张的
net /net/ *n.* 网
never /'nevə(r)/ *adv.* 从不
news /njuːz/ *n.* 新闻报道
newspaper /'njuːzpeɪpə(r)/ *n.* 报纸
newspaper stand 报摊
no more 不再；再也不
nobody /'nəʊbədi/ *pron.* 没有人
nod /nɒd/ *v.* 点头
noisy /'nɔɪzi/ *adj.* 吵闹的
none /nʌn/ *pron.* 没有一个；毫无
none of one's business 与某人无关
note /nəʊt/ *n.* 笔记；记录
n. 纸币
notebook /'nəʊtbʊk/ *n.* 笔记本
nothing /'nʌθɪŋ/ *pron.* 没有什么；没有一件东西
notice /'nəʊtɪs/ *n.* 通告；布告
v. 看（或听）到；注意到；意识到
novel /'nɒvl/ *n.* （长篇）小说
nowhere /'nəʊweə(r)/ *adv.* 无处；哪里都不
number /'nʌmbə(r)/ *n.* 数字

O

obey /ə'beɪ/ *v.* 服从；遵守
object /'ɒbdʒɪkt/ *n.* 物体；物品
*obligation /ˌɒblɪ'geɪʃn/ *n.* 义务；责任
of course 当然
offer /'ɒfə(r)/ *v.* 主动提出
official /ə'fɪʃl/ *n.* 官员
Olympics /ə'lɪmpɪks/ *n.* [pl.] 奥运会
on /ɒn/ *adv.* （表示已连接、处于工作状态或使用中）
(be) on a diet 节食
(be) on business 出差
on foot 步行
on one's own 独自
on the Internet 在互联网上
on weekdays 在工作日（周一至周五）
*online /ˌɒn'laɪn/ *adj.* 在线的
onto /'ɒntə/ *prep.* 向；朝
open up 开辟
operate /'ɒpəreɪt/ *v.* 操作；控制
opinion /ə'pɪnjən/ *n.* 意见；想法
opposite /'ɒpəzɪt/ *prep.* 与……相对；在……对面
order /'ɔːdə(r)/ *n.* 命令
n. 订货；订购
ordinary /'ɔːdnri/ *adj.* 普通的；平凡的
organization /ˌɔːgənaɪ'zeɪʃn/ *n.* 组织；机构
organize /'ɔːgənaɪz/ *v.* 组织；筹备
ourselves /ˌaʊə'selvz/ *pron.* 我们自己
out of date /ˌaʊt əv 'deɪt/ *adj.* 过时的
out of place 格格不入
outside /ˌaʊt'saɪd/ *prep.* 在……外面
over /'əʊvə(r)/ *adv.* 结束
prep. 多于（某时间、数量、花费等）
own /əʊn/ *adj.* 自己的
oxygen /'ɒksɪdʒən/ *n.* 氧气

P

*packet /'pækɪt/ *n.* 小包装纸袋
pain /peɪn/ *n.* 痛苦；苦恼
pale /peɪl/ *adj.* 苍白的
paper cutting 剪纸
paragraph /'pærəgrɑːf/ *n.* 段落
part /pɑːt/ *n.* 部分
part of …… 的一部分

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part-time /ˌpɑːt 'taɪm/ *adj.* 兼职的
pass /pɑːs/ *v.* 通过
pass by 通过；经过
pass out 昏迷；失去知觉
passenger /'pæsɪndʒə(r)/ *n.* 乘客；旅客
passport /'pɑːspɔːt/ *n.* 护照
past /pɑːst/ *n.* 过去
*patch /pætʃ/ *n.* 色斑；斑点
patient /'peɪʃnt/ *adj.* 耐心的
pattern /'pætn/ *n.* 模式；形式
n. 图案
pay /peɪ/ *v.* (paid, paid) 付费
peace /piːs/ *n.* 平静；宁静
*peer /pɪə(r)/ *n.* 同龄人；同辈
people /'piːpl/ *n.* 民族；种族
perfect /'pɜːfɪkt/ *adj.* 完美的
perhaps /pə'hæps/ *adv.* 可能；大概
permission /pə'mɪʃn/ *n.* 准许；批准
person /'pɜːsn/ *n.* 人
personal /'pɜːsənl/ *adj.* 个人的；私人的
pet /pet/ *n.* 宠物
petrol /'petrəl/ *n.* 汽油
*philosopher /fə'lɒsəfə(r)/ *n.* 哲学家
*photography /fə'tɒgrəfi/ *n.* 摄影
picnic /'pɪknɪk/ *n.* 野餐
pie /paɪ/ *n.* 果馅饼；果馅派
pine /paɪn/ *n.* 松树
pink /pɪŋk/ *adj.* 粉红色的
pioneer /ˌpaɪə'nɪə(r)/ *n.* 先锋；带头人
pipe /paɪp/ *n.* 管道
pity /'pɪti/ *n.* 遗憾；可惜
place of interest 名胜
planet /'plænɪt/ *n.* 行星
play /pleɪ/ *v.* 播放
play a joke on sb. 跟某人开玩笑；捉弄某人
play against 同……比赛
pleasant /'pleznt/ *adj.* 友好的；和善的；文雅的
pleased /pliːzd/ *adj.* 高兴；满意；愉快
pleasure /'pleʒə(r)/ *n.* 乐事；快事
plenty /'plenti/ *pron.* 大量；充足
plenty of 大量；充足
*plot /plɒt/ *n.* 故事情节
pocket money (父母给孩子的) 零花钱
poem /'pəʊɪm/ *n.* 诗歌
polite /pə'laɪt/ *adj.* 有礼貌的
pollute /pə'luːt/ *v.* 污染
pollution /pə'luːʃn/ *n.* 污染
pond /pɒnd/ *n.* 池塘
pool /puːl/ *n.* 水坑；水塘
poor /pɔː(r)/ *adj.* 贫穷的；贫寒的
pop out (眼睛) (因激动、惊奇) 张大；睁大；瞪起
popular /'pɒpjələ(r)/ *adj.* 受喜爱的；受欢迎的
population /ˌpɒpju'leɪʃn/ *n.* (统称) 某领域的生物；族群；人口
*positive /'pɒzətɪv/ *adj.* 积极乐观的；自信的
*possessions /pə'zeʃnz/ *n.* [pl.] 个人财产；私人物品
possible /'pɒsəbl/ *adj.* 可能的
post /pəʊst/ *n.* 柱；杆；桩
n. (发在网上的) 帖子
n. 邮递
postcard /'pəʊstkɑːd/ *n.* 明信片
pot /pɒt/ *n.* 罐
pour out 涌出
power /'paʊə(r)/ *n.* 能；能量
power station 发电站
practical /'præktɪkl/ *adj.* 有用的；适用的
practice /'præktɪs/ *n.* 练习
practise /'præktɪs/ *v.* 从事
praise /preɪz/ *n.* 赞扬；称赞
prefer /prɪ'fɜː(r)/ *v.* 更喜欢
prefer to 更喜欢
*preference /'prefrəns/ *n.* 偏爱；喜爱

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prepare /prɪ'peə(r)/ *v.* 使（自己）有准备
prepare for 准备
(be) prepared to do sth. 愿意做某事
present /'preznt/ *n.* 礼物
n. 目前；现在
president /'prezɪdənt/ *n.* 总统
pressure /'preʃə(r)/ *n.* 压力
pretend /prɪ'tend/ *v.* 假装；佯装
price /praɪs/ *n.* 价格
prince /prɪns/ *n.* 王子
prison /'prɪzn/ *n.* 监狱；牢狱
private /'praɪvət/ *adj.* 私人的
prize /praɪz/ *n.* 奖赏；奖品
probably /'prɒbəbli/ *adv.* 很可能
problem /'prɒbləm/ *n.* 问题；难题
produce /prə'djuːs/ *v.* 产生；生产
product /'prɒdʌkt/ *n.* 产品；制品
program /'prəʊgræm/ *n.* 程序
programme /'prəʊgræm/ *n.* 节目
progress /'prəʊgres/ *n.* 进展
promise /'prɒmɪs/ *v.* 许诺；承诺
proper /'prɒpə(r)/ *adj.* 正确的；恰当的
protect /prə'tekt/ *v.* 保护
*protein /'prəʊtiːn/ *n.* 蛋白质
provide /prə'vaɪd/ *v.* 提供
provide … with … 为……提供……
*puddle /'pʌdl/ *n.* 水坑
pull /pʊl/ *v.*（向某方向）拖，拉动
*punctuation /ˌpʌŋktʃu'eɪʃn/ *n.* 标点符号
punish /'pʌnɪʃ/ *v.* 处罚；惩罚
purple /'pɜːpl/ *adj.* 紫色的
purpose /'pɜːpəs/ *n.* 目的；用途
push /pʊʃ/ *v.* 按；揿；摁
put ... into ... 把…… 倒入……
put ... together 组织；汇集
put on 上演
*pyramid /'pɪrəmɪd/ *n.*（古埃及的）金字塔

Q

quantity /'kwɒntəti/ *n.* 数量
quarrel /'kwɒrəl/ *n.* 争吵
queen /kwiːn/ *n.* 王后
quiet /'kwaɪət/ *adj.* 安静的
quietly /'kwaɪətli/ *adv.* 安静地
quiz /kwɪz/ *n.* 知识竞赛；小测验

R

racing /'reɪsɪŋ/ *n.* 赛马（运动）
radio /'reɪdiəʊ/ *n.* 无线电广播
railway /'reɪlweɪ/ *n.* 铁路系统
raise /reɪz/ *v.* 筹募
v. 增加；提高
raise one's spirits 使振奋；使鼓起勇气
rapid /'ræpɪd/ *adj.* 迅速的；快速的
reach /riːtʃ/ *v.* 到达；抵达
ready /'redi/ *adj.* 准备好
real /'riːəl/ *adj.* 真的；正宗的
realize /'riːəlaɪz/ *v.* 认识到；意识到
really /'rɪəli/ *adv.*（强调观点等）确实，的确
reason /'riːzn/ *n.* 原因；理由
receive /rɪ'siːv/ *v.* 收到
receiver /rɪ'siːvə(r)/ *n.* 接收者
recent /'riːsnt/ *adj.* 近来的；新近的
recently /'riːsntli/ *adv.* 不久前；最近
*receptionist /rɪ'sepʃənɪst/ *n.* 接待员
*recommend /ˌrekə'mend/ *v.* 推荐
record /rɪ'kɔːd/ *v.* 录制；录（音）
recovery /rɪ'kʌvəri/ *n.* 恢复；痊愈
recycle /ˌriː'saɪkl/ *v.* 回收利用
reduce /rɪ'djuːs/ *v.* 减少；缩小
refuse /rɪ'fjuːz/ *v.* 拒绝
*region /'riːdʒən/ *n.* 地区
regret /rɪ'gret/ *v.* 懊悔
regular /'regjələ(r)/ *adj.* 有规律的；定时的
*reject /rɪ'dʒekt/ *v.* 拒绝接受；不予考虑

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relation /rɪ'leɪʃn/ *n.* 关系；交往
relationship /rɪ'leɪʃnʃɪp/ *n.* 关系；联系
relative /'relətɪv/ *n.* 亲戚；亲属
relax /rɪ'læks/ *v.* 放松；休息
relaxed /rɪ'lækst/ *adj.* 放松的；冷静的
remain /rɪ'meɪn/ *v.* 仍然是；保持不变
remind /rɪ'maɪnd/ *v.* 提醒；使想起
remind sb. about sth. 提醒某人某事
remote control 遥控器
repetition /ˌrepə'tɪʃn/ *n.* 重复
reply /rɪ'plaɪ/ *v.* 回答
report /rɪ'pɔːt/ *n.* 报告
*request /rɪ'kwest/ *n.* 要求；请求
require /rɪ'kwaɪə(r)/ *v.* 需要；依靠
*rescue /'reskjuː/ *n.* 营救
research /rɪ'sɜːtʃ/ *n.* 研究；调查
*reservoir /'rezəvwɑː(r)/ *n.* 水库
*resort /rɪ'zɔːt/ *n.* 旅游胜地；度假胜地
respect /rɪ'spekt/ *v.* 慎重对待；尊重
respond /rɪ'spɒnd/ *v.* (口头或书面) 回答；回应
responsibility /rɪˌspɒnsə'bɪlətɪ/ *n.* 责任
rest /rest/ *n.* 剩余部分
n. 休息时间
result /rɪ'zʌlt/ *n.* 结果
result in 造成；导致
return /rɪ'tɜːn/ *v.* 返回
v. 归还
review /rɪ'vjuː/ *n.* 评介；评论
*rhyme /raɪm/ *n.* 押韵词
rich /rɪtʃ/ *adj.* 富有的；富裕的
ride /raɪd/ *v.* (rode, ridden) 骑；驾驶
ring /rɪŋ/ *v.* (rang, rung) (使)发出钟声，响起铃声
rise /raɪz/ *v.* (rose, risen) 变得更加成功 (或重要、强大等)
risk /rɪsk/ *n.* 风险
rock /rɒk/ *n.* 岩石
rocket /'rɒkɪt/ *n.* 火箭
role model /rəʊl 'mɒdl/ *n.* 楷模；行为榜样
role-play /'rəʊl pleɪ/ *v.* 角色扮演
*root /ruːt/ *n.* 根
rope /rəʊp/ *n.* 绳索
*rough /rʌf/ *adj.* 粗糙的
adj. 粗略的
round /raʊnd/ *adj.* 圆形的；球形的
*route /ruːt/ *n.* 路线
rule /ruːl/ *n.* 规则
run free (动物) 四处自由走动；自由自在
run over 溢出
rush /rʌʃ/ *v.* 迅速移动
rush out 冲出去

S

sail /seɪl/ *v.* 驾驶帆船航行
salad /'sæləd/ *n.* 色拉
salt /sɔːlt/ *n.* 盐
sandwich /'sænwɪtʃ/ *n.* 三明治
satellite /'sætəlaɪt/ *n.* 卫星
satisfy /'sætɪsfaɪ/ *v.* 使满意；使满足
save /seɪv/ *v.* 拯救
scene /siːn/ *n.* (戏剧或歌剧的) 场
*scare /skeə(r)/ *v.* 使害怕；使恐惧
schedule /'ʃedjuːl/ *n.* 日程安排
scientist /'saɪəntɪst/ *n.* 科学家
scissors /'sɪzəz/ *n.* [pl.] 剪刀
score /skɔː(r)/ *v.* 得分
screen /skriːn/ *n.* 屏幕；荧光屏
*script /skrɪpt/ *n.* 广播 (或讲话等) 稿
sea level /siː 'levl/ *n.* 海平面
search /sɜːtʃ/ *v.* 搜寻；查找
seat /siːt/ *n.* 座位
v. (使) 就座
second /'sekənd/ *n.* 秒 (时间单位)

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secret /'si:krət/ *adj.* 秘密的
seem /si:m/ *v.* 好像；似乎
seldom /'seldəm/ *adv.* 不常；很少
sell /sel/ *v.* (sold, sold) 出售；售卖
seller /'selə(r)/ *n.* 卖者；卖方
*semi-final /ˌsemi 'faml/ *n.* 半决赛
send ... to prison 把……关进监狱
sense /sens/ *n.* 理解力；判断力
sense of humour 幽默感
sentence /'sentəns/ *n.* 句子
separately /'seprətli/ *adv.* 单独地；分别地
serious /'sɪəriəs/ *adj.* 严重的
serve /sɜ:v/ *v.* 提供
service /'sɜ:vɪs/ *n.* 服务
set /set/ *v.* (set, set) 安排；确定；决定
n. 一套；一组
set off 出发；动身
使（炸弹等）爆炸
set sail 起航
set up 建立；设立
several /'sevrəl/ *det.* 几个；一些
shake /ʃeɪk/ *v.* (shook, shaken)（与某人）握手
v. (shook, shaken) 摇头
shame /ʃeɪm/ *n.* 令人惋惜的事；让人遗憾的事
shape /ʃeɪp/ *n.* 形状；外形
share /ʃeə(r)/ *v.* 把自己的想法（或经历、感情）告诉（某人）
shine /ʃaɪn/ *v.* (shone, shone) 照耀
shoot /ʃu:t/ *v.* (shot, shot)（朝某个方向）射，冲，飞驰
should /ʃʊd/ modal *v.* 应该
shoulder /'ʃəʊldə(r)/ *n.* 肩；肩膀
shower /'ʃaʊə(r)/ *n.* 淋浴
shy /ʃaɪ/ *adj.* 羞怯的；腼腆的
side /saɪd/ *n.* 侧面
sigh /saɪ/ *v.* 叹气；叹息
sightseeing /'saɪtsi:ɪŋ/ *n.* 观光；游览
sign /saɪn/ *n.* 招牌；标牌
silence /'saɪləns/ *n.* 沉默；缄默
silent /'saɪlənt/ *adj.* 不说话的；沉默的
silk /sɪlk/ *n.* 丝织物；丝绸
silly /'sɪli/ *adj.* 可笑的
silver /'sɪlvə(r)/ *adj.* 银色的；银白色的
similar /'sɪmələ(r)/ *adj.* 相像的；类似的
simple /'sɪmpl/ *adj.* 简单的
since /sɪns/ *prep.* 从……以后；自……以来
since then 自那以来
single /'sɪŋgl/ *adj.* 仅有一个的；单个的
sir /sɜ:(r)/ *n.* 先生
sit around 无所事事地消磨时间；闲坐
sit up 坐起来；坐直
*site /saɪt/ *n.* 建筑工地
situation /ˌsɪtʃu'eɪʃn/ *n.* 情况；状况
size /saɪz/ *n.* 大小
*sketch /sketʃ/ *n.* 速写；概述
ski /ski:/ *v.* 滑雪
skill /skɪl/ *n.* 技术
*slope /sləʊp/ *n.* 斜坡；坡地
smart /smɑ:t/ *adj.* 聪明的；机敏的
smell /smel/ *n.* 气味
smile /smaɪl/ *v.* & *n.* 微笑
*snack /snæk/ *n.* 小吃
snowy /'snəʊi/ *adj.* 下雪多的
so /səʊ/ *conj.* 因此，所以
so far 到目前为止；迄今为止
so that 以便
sofa /'səʊfə/ *n.* 长沙发
soft drink 软饮料（不含酒精）
software /'sɒftweə(r)/ *n.* 软件
soil /sɔɪl/ *n.* 土壤
*solar /'səʊlə(r)/ *adj.* 太阳的
soldier /'səʊldʒə(r)/ *n.* 士兵
solution /sə'lu:ʃn/ *n.* 解决办法；处理手段

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solve /sɒlv/ *v.* 解决；处理
something /'sʌmθɪŋ/ *pron.* 某事；某物
son /sʌn/ *n.* 儿子
soon /su:n/ *adv.* 不久
sound /saʊnd/ *n.* 声音
south /saʊθ/ *n.* 南部；南方
space /speɪs/ *n.* 太空
n. 空间
spaceship /'speɪsʃɪp/ *n.* 宇宙飞船
spacesuit /'speɪssu:t/ *n.* 宇航服；航天服
spare /speə(r)/ *adj.* 空闲的；空余的
speaker /'spi:kə(r)/ *n.* 扬声器
special /'speʃl/ *adj.* 特殊的；特别的
speech /spi:tʃ/ *n.* 演说；发言
speed /spi:d/ *n.* 速度
spell /spel/ *v.* (spelt, spelt) 用字母拼；拼写
spelling /'spelɪŋ/ *n.* 拼写；拼法
spend /spend/ *v.* (spent, spent) 花（时间）；度过
spirits /'spɪrɪts/ *n.* [pl.] 情绪；心境
spread /spred/ *v.* (spread, spread) 张开
v. (spread, spread) 传播
stage /steɪdʒ/ *n.* 段；步；步骤
stairs /steəz/ *n.* [pl.] 楼梯
stamp /stæmp/ *n.* 邮票
star /stɑ:(r)/ *n.* 明星；体坛高手
stare /steə(r)/ *v.* 盯着看；凝视；注视
stare at 盯着看；凝视；注视
state /steɪt/ *v.* 说明
n. 州
stay away from 离开；不接近
steal /sti:l/ *v.* (stole, stolen) 偷；窃取
steam /sti:m/ *n.* 蒸汽动力；蒸汽
steamboat /'sti:mbəʊt/ *n.* 汽船；轮船
step /step/ *n.* 步骤
n. 脚步声
n. 台阶
stick with 持续；坚持
still /stɪl/ *adj.* 平静的；安静的
*stir /stɜ:(r)/ *v.* 搅拌
store /stɔ:(r)/ *n.* (大型) 百货商店
storm /stɔ:m/ *n.* 暴风雨
stranger /'streɪndʒə(r)/ *n.* 陌生人
stress /stres/ *n.* 精神压力；紧张
strict /strɪkt/ *adj.* 严格的；严厉的
(be) strict about 对……要求严格
studio /'stju:diəʊ/ *n.* 演播室
stupid /'stju:pɪd/ *adj.* 笨的；傻的
succeed /sək'si:d/ *v.* 达到目的；实现目标
success /sək'ses/ *n.* 成功
successful /sək'sesfl/ *adj.* 获得成功的
such as 例如
suddenly /'sʌdənli/ *adv.* 突然；忽然
suffer /'sʌfə(r)/ *v.* (因疾病等) 受苦；受折磨
suffer from 因……受苦；受折磨
sugar /'ʃʊgə(r)/ *n.* 食糖
suggest /sə'dʒest/ *v.* 建议；提议
suggestion /sə'dʒestʃən/ *n.* 建议；提议
superman /'su:pəmæn/ *n.* 超人
support /sə'pɔ:t/ *n.* 支持
suppose /sə'pəʊz/ *v.* (根据所知) 认为
sure /ʃʊə(r)/ *adj.* 确信；肯定
surface /'sɜ:fɪs/ *n.* 表面；表层
surprised /sə'praɪzd/ *adj.* 吃惊的；感到惊讶的
survey /'sɜ:veɪ/ *n.* 民意调查
/sə'veɪ/ *v.* 查看；审视
survival kit 救生包（装有食物、医疗用品和工具）
switch off 关（电灯、机器等）
symbol /'sɪmbl/ *n.* 符号
*sympathy /'sɪmpəθi/ *n.* 同情

T

*t'ai chi /ˌtaɪ 'tʃi:/ *n.* 太极（拳）

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table tennis /ˈteɪbl ˌtenɪs/ *n.* 乒乓球
take a seat 坐下
take a trip 去旅行
take action 采取行动
take care of 照顾；照料
take in 吸收
take off 脱下
take out（从银行账户中）提取（款）
take part in 参加
take photos 拍照
take place 发生
take up（尤指为消遣）学着做；开始做
talent show 达人秀
task /tɑːsk/ *n.* 任务；工作
teach /tiːtʃ/ *v.* (taught, taught) 教；讲授
team /tiːm/ *n.* 队
technology /tekˈnɒlədʒi/ *n.* 科技；工艺
teenager /ˈtiːneɪdʒə(r)/ *n.* 青少年
telephone /ˈtelɪfəʊn/ *n.* 电话；电话机
tell jokes 讲笑话
temperature /ˈtemprətʃə(r)/ *n.* 温度；气温
*temple /ˈtempl/ *n.* 庙；寺
tent /tent/ *n.* 帐篷
terrible /ˈterəbl/ *adj.* 非常讨厌的，令人极不快的；可怕的
test /test/ *v.* 测试
text /tekst/ *n.* 文本
thank goodness 谢天谢地
that is 也就是说，即
the Pacific /ðə pəˈsɪfɪk/ *n.* 太平洋
*theory /ˈθɪəri/ *n.* 学说；论；说
think of 想像到
though /ðəʊ/ *conj.* 虽然；尽管
thought /θɔːt/ *n.* 心思；思想
through /θruː/ *prep.* 通过；穿过
throw away 扔掉
tick /tɪk/ *v.* 标记号；打上钩
tidy /ˈtaɪdi/ *v.* 使整洁；使整齐
tidy up 收拾妥；整理好
tie /taɪ/ *v.* 系；捆；绑
tiny /ˈtaɪni/ *adj.* 极小的；微小的
title /ˈtaɪtl/ *n.* 标题；题目
to a certain degree 在某种程度上
to be honest 说实在的
together /təˈgeðə(r)/ *adv.* 在一起
tonight /təˈnaɪt/ *adv.* 在今夜；在今晚
tool /tuːl/ *n.* 用具；器具
topic /ˈtɒpɪk/ *n.* 话题
total /ˈtəʊtl/ *n.* 总额；合计
touch /tʌtʃ/ *v.* 触摸；碰
tour /tʊə(r)/ *v.* 在……旅游
towards /təˈwɔːdz/ *prep.* 向；朝；对着
towel /ˈtaʊəl/ *n.* 毛巾
tower /ˈtaʊə(r)/ *n.* 塔
town /taʊn/ *n.* 镇
trade /treɪd/ *n.* 贸易
v. 互相交换；以物易物
traditional /trəˈdɪʃənl/ *adj.* 传统的
traffic /ˈtræfɪk/ *n.* 交通
train /treɪn/ *v.* 训练；接受训练
travel guide 旅游手册
treasure /ˈtreʒə(r)/ *n.* 珍宝；宝物
treasure hunt 寻宝游戏
treat /triːt/ *v.* 买（可享受的东西）
treat oneself to sth. 给自己买某物
trick /trɪk/ *n.* 计谋
trick sb. into doing sth. 诱使某人做某事
trip /trɪp/ *n.* 旅行
*Trojan /ˈtrəʊdʒən/ *adj.* 特洛伊的
n. 特洛伊人
trouble /ˈtrʌbl/ *n.* 困难
trust /trʌst/ *v.* 信任；信赖
truth /truːθ/ *n.* 真相；实情
*turkey /ˈtɜːki/ *n.* 火鸡

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turn off 关掉
turn sth. over 使翻转
turning point *n.* 转折点
type /taɪp/ *n.* 类型；种类
v. 打字
*typhoon /taɪ'fuːn/ *n.* 台风

U

UK /ˌjuː 'keɪ/ *n.* 英国
(be) unaware of 没意识到；未察觉
under the name (of) ... 用……名字；以……假名
under the weather 略有不适；不得劲
understand /ˌʌndə'stænd/ *v.* (understood, understood) 懂；理解
uniform /'juːnɪfɔːm/ *n.* 校服
universe /'juːnɪvɜːs/ *n.* 宇宙
university /ˌjuːnɪ'vɜːsəti/ *n.* (综合性) 大学
unknown /ˌʌn'nəʊn/ *adj.* 未知的
unless /ən'les/ *conj.* 除非
until /ən'tɪl/ *conj.* 到……时；直到……为止
unusual /ʌn'juːʒuəl/ *adj.* 与众不同的；不寻常的
up and down 起伏；上下波动
up to 到达 (某数量、程度等)；至多有
upon /ə'pɒn/ *prep.* 在……上
US /ˌjuː 'es/ *n.* 美国
used to 曾经
usual /'juːʒuəl/ *adj.* 通常的；寻常的
usually /'juːʒuəli/ *adv.* 通常地

V

vacation /və'keɪʃn/ *n.* 假期
valuable /'væljuəbl/ *adj.* 宝贵的；很有用的
*vapour /'veɪpə(r)/ *n.* 蒸气；雾气
*velvet /'velvɪt/ *n.* 丝绒；天鹅绒
victory /'vɪktəri/ *n.* 胜利；成功
video camera 摄像机
view /vjuː/ *v.* 看；观看
*vineyard /'vɪnjəd/ *n.* 葡萄园
*virus /'vaɪrəs/ *n.* 病毒
voice /vɔɪs/ *n.* 嗓音；说话声
voluntary work 义务性工作
voyage /'vɔɪɪdʒ/ *n.* 航行

W

wake /weɪk/ *v.* (woke, woken) 醒来
wake up 醒来
wallet /'wɒlɪt/ *n.* 钱包；皮夹子
war /wɔː(r)/ *n.* 战争
warning /'wɔːnɪŋ/ *n.* 警告；警示
washing machine 洗衣机
wave /weɪv/ *n.* 海浪；波浪；波涛
weak /wiːk/ *adj.* 虚弱的；无力的
wealth /welθ/ *n.* 财富
weather forecast 天气预报
*wedding /'wedɪŋ/ *n.* 婚礼；结婚庆典
weekday /'wiːkdeɪ/ *n.* 工作日 (星期一至星期五的某一天)
weigh /weɪ/ *v.* 有……重；重
weight /weɪt/ *n.* 重量
well /wel/ *n.* 井；水井
well-dressed /ˌwel 'drest/ *adj.* 衣着入时的；穿着讲究的
wet /wet/ *adj.* 湿的
what a pity 真可惜
whatever /wɒt'evə(r)/ *pron.* 任何事物；一切事物
what's more 更有甚者；更为重要的是
wheel /wiːl/ *n.* 车轮；轮子
whenever /wen'evə(r)/ *conj.* 在任何……的时候；在任何……的情况下
whether /'weðə(r)/ *conj.* 是否
while /waɪl/ *conj.* 在……期间；当……的时候
n. 一段时间；一会儿

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whole /həʊl/ *adj.* 整个的；全部的
wide /waɪd/ *adj.* 宽的；宽阔的
wife /waɪf/ *n.* 妻子
wild /waɪld/ *n.* 自然环境；野生状态
win /wɪn/ *v.* (won, won) (在比赛中) 获胜，赢
wine /waɪn/ *n.* 葡萄酒
wing /wɪŋ/ *n.* (飞行器的) 翅膀；机翼
winner /ˈwɪnə(r)/ *n.* 优胜者
wire /ˈwaɪə(r)/ *n.* 电线
wise /waɪz/ adj. 充满智慧的
without /wɪˈðaʊt/ *prep.* 没有；缺乏
without difficulty 轻而易举
wonder /ˈwʌndə(r)/ *v.* 想知道；想弄明白
work /wɜːk/ v. 运转；运行
work as 从事……工作
work of art (绘画、雕塑等) 艺术作品
world /wɜːld/ *n.* 世界
(be) worried about 为……担忧
worth /wɜːθ/ *adj.* 值得；有价值
*wrestling /ˈreslɪŋ/ *n.* 摔跤运动
writer /ˈraɪtə(r)/ *n.* 作家

Y

yard /jɑːd/ *n.* 码 (长度单位)
yet /jet/ *adv.* 尚未；仍未
yourself /jɔːˈself/ *pron.* 你自己

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