



义务教育教科书

(五·四学制)

英语

八年级 下册



山东教育出版社



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YIWU JIAOYU JIAOKESHU (WU · SI XUEZHI)

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致同学

亲爱的同学：

你好！欢迎学习我们精心为你编写的这套英语教材，希望它能成为你初中阶段英语学习的好帮手。

作为中学生的你，一定希望进一步提高你的英语运用能力——能阅读英语读物，能看懂英语电影，能用英语跟外国人交流……那么你需要怎样做呢？让我们给你一些建议吧。

● 首先要有信心，相信自己一定能学好英语。其次还要有热情，积极参与语言实践。教材中设计了各种各样的练习活动，目的就是帮助你培养英语表达能力。只要你带着热情去练习、去实践，你就会感受到成功的喜悦。

● 要养成良好的英语学习习惯，多听、多说、多读、多写。听的时候除了捕捉信息，还要善于模仿。如果语音语调不正确，就不能有效地表达思想和情感。要大胆地说，不要怕犯错误。要养成爱读英文的习惯，因为阅读是获取信息的主要渠道。写能够巩固和强化你的语言知识，所以你还要重视写。

● 你是否发现，英语是有规律可循的？语音与拼法之间是有联系的。看到新单词时，如果知道哪些字母发什么音，你就会比较容易地读出这个单词。并且，听到某个单词的发音你就能比较容易地拼写出这个单词。所以，学英语一定要善于发现规律。教材中的拼读规则练习你可不要忽视啊。

● 词汇学习非常重要，没有词汇的积累就无法进行言语表达。学单词时，要知道它的意义，观察它的拼写，看它由哪些字母组成，试着按规则拼读出来，更重要的是要看它是怎样使用的。

● 学习语法规则能帮助你说出和写出正确的句子。除了听老师讲解和看课本附录中的语法说明外，你还要尝试自己归纳语法规则。但是，只知道语法规则是远远不够的，只有在听说读写中练习运用这些规则，才能真正掌握语法。

● 学习语言离不开学习文化。从教材中你可以看到，不同国家的人们有着不同的生活方式和行为习惯，有着不同的文化成就和遗产。了解中外文化知识会开阔你的视野，会提高你跟外国人交际的能力。

● 英语学习不仅仅限于课堂，也不仅仅限于教材。如果你能把电视、报刊、图书、互联网都当做英语学习的渠道，你的英语世界将是多么丰富多彩啊！

● 学习英语是一项艰辛的劳动，是与无数困难作斗争的过程，这好比攀登险峰，无坦途可循，失败和挫折常与成功伴行。这就要求你具有良好的心理素质，善于自我调控、改善学法、自我激励、磨练意志、树立信心。这样，你一定会成功！

祝你在英语学习中不断取得进步！

编者

2014年12月



Contents

Units	Topics	Functions	Structures
1 When was he born? Page 1	People we admire	Talk about famous people	Passive voice Adverbial clauses with <i>when</i> <i>When / How long</i> questions
2 It's a nice day, isn't it? Page 9	Small talk	Make small talk	Tag questions
3 Where would you like to visit? Page 17	Vacations	Talk about places you would like to visit	<i>would like to</i> and <i>hope to</i> for expressing desires

Target Language	Vocabulary	Recycling
<p>Who's that? That's Ye Shiwen. She is a swimmer.</p> <p>When was she born? She was born in 1996.</p> <p>When did he start standing in the box?</p> <p>How long did he stand on the tower?</p> <p>When he was 12, he dropped out of school.</p> <p>How old was he when he started doing this?</p>	<p>swimmer, born, ice, admire, means, novel, director, works, grandson, skating, lover, listener</p> <p>stop, paint, publish, perform, enter</p> <p>tower, besides, national, kind, loving</p> <p>get in trouble, drop out of school, try every means to do, at hand, break up</p>	<p>basketball player, music, musician, violinist, minute, photo, tower</p> <p>play, stay, start, travel</p> <p>dangerous, brave, high, kind, famous</p> <p>When questions</p>
<p>It's a nice day, isn't it?</p> <p>It always rains on the weekend, doesn't it?</p> <p>You just started yesterday, didn't you?</p>	<p>noon, chemistry, rest, conversation, stranger, secret, corner, community, introduction, dialog, period, form, business, worker, customer, subject, chance</p> <p>everyday, empty, helpful, light, humorous, private, general</p> <p>next to, wait in line, small talk, break the ice</p>	<p>bus, train, weather, rain, umbrella, party, music, culture</p> <p>really, always, friendly, strict, nervous</p>
<p>Where would you like to do on vacation?</p> <p>I'd love to visit Mexico.</p> <p>I hope to go to France some day.</p>	<p>fall, capital, church, survey, choice, company</p> <p>convenient, underground</p> <p>translate, suppose, receive</p> <p>take it easy, in general, as soon as possible, dream of, be willing to, hold on to</p>	<p>Brazil, vacation, mountain, shopping, weather</p> <p>dangerous, fun, relaxing, friendly</p> <p>visit, travel, hope</p>

Units	Topics	Functions	Structures
4 How can we become good learners? Page 25	Learning how to learn	Talk about how to study	Verb + <i>by</i> with gerund
5 I think that mooncakes are delicious! Page 33	Festivals	Give a personal reaction	Objective clauses with <i>that</i> , <i>if</i> and <i>whether</i> Exclamatory statements
6 Could you please tell me where the restrooms are? Page 41	Getting around	Ask for information politely Follow directions	Objective clauses with <i>wh</i> - questions

Target Language	Vocabulary	Recycling
<p>How do you learn English? I learn by studying with a group.</p> <p>Do you learn English by reading aloud? Yes, I do. It helps my pronunciation.</p> <p>How can I read faster? You can read faster by reading word groups.</p> <p>How can I improve my pronunciation? One way is by listening to tapes.</p>	<p>textbook, conversation, pronunciation, sentence, expression, grammar, note, physics, partner, speed, ability, brain, attention, knowledge</p> <p>discover, repeat, pronounce, increase, born, create, connect, review</p> <p>patient, active</p> <p>aloud, wisely</p> <p>pay attention to, connect ... with</p>	<p>work, read, listen, ask, help, study, watch, practice, improve, understand, learn, develop, remember, prepare</p> <p>be interested in, be good at, in common, get bored, find out, learn from, fall in love with, because of</p> <p><i>How questions</i></p>
<p>I know that the Water Festival is really fun.</p> <p>I wonder if they'll have the races again next year.</p> <p>I wonder whether June is a good time to visit Hong Kong.</p> <p>I believe that April is the hottest month in Thailand.</p> <p>What fun the Water Festival is!</p> <p>How pretty the dragon boats were!</p>	<p>relative, pound, dessert, garden, tie, treat, Christmas, warmth</p> <p>steal, lay, lie, punish, warn, spread</p> <p>dead, present</p> <p>put on, lay out, end up</p>	<p>fantastic, crowded, delicious, fun, traditional, pretty, beautiful, exciting, interesting, special, scary, popular</p> <p>be similar to, remind ... of, so ... that</p>
<p>Excuse me, do you know where I can buy some medicine?</p> <p>Sure. There's a supermarket down the street.</p> <p>Could you please tell me how to get to the post office?</p> <p>Sorry, I'm not sure how to get there.</p> <p>I wonder where we should go next.</p> <p>You should try that new ride over there.</p>	<p>restroom, stamp, postcard, bathroom, rush, staff, grape, east, mall, clerk, corner, speaker, request, direction, address, course</p> <p>pardon, mail</p> <p>central, polite, impolite, direct, correct</p> <p>pass by, pardon me</p>	<p>money, magazine, dictionary, dinner, newspaper, information, town, shoes, bookstore, supermarket, bank, park, ride, restaurant, library, museum</p> <p>post office</p> <p>excuse me, go along, turn right/left, second/third floor, next to</p> <p>Modal verbs</p>

Units	Topics	Functions	Structures
7 I used to be afraid of the dark. Page 49	How we have changed	Talk about what you used to be like	Used to
8 What are the shirts made of? Page 57	Things made in China	Talk about what products are made of and where they were made	Passive voice (present tense)
Page 65	Notes on the Text		
Page 76	Tapescripts		
Page 87	Grammar		
Page 91	Words and Expressions in Each Unit		
Page 100	Vocabulary Index		
Page 108	Irregular Verbs		

Target Language	Vocabulary	Recycling
<p>I used to be short.</p> <p>I didn't use to be popular in school.</p> <p>You used to be short, didn't you?</p> <p>Yes, I did. / No, I didn't.</p> <p>Did he use to wear glasses?</p> <p>Yes, he did. / No, he didn't.</p>	<p>score, background, guard, speech, public, ant, examination, pride</p> <p>interview, dare, require, influence, fail</p> <p>silent, Asian, European, African, British</p> <p>proud, absent</p> <p>seldom, exactly</p> <p>from time to time, deal with, in public, be proud of, in person, take pride in</p>	<p>tall, short, outgoing, funny, shy, serious, quiet, friendly, active, brave, thin, strong, famous, popular, afraid, normal</p> <p>straight/curly hair, wear glasses, pay attention to</p> <p>Present perfect tense</p>
<p>Are your shirts made of cotton?</p> <p>Yes, they are. And they were made in the US.</p> <p>What's the model plane made of?</p> <p>It's made of used wood and glass.</p> <p>How is tea produced?</p> <p>Tea plants are grown on the sides of mountains.</p> <p>When the leaves are ready, they are picked by hand and then are sent for processing.</p>	<p>chopstick, coin, fork, blouse, silver, glass, cotton, steel, grass, leaf, product, handbag, boss, surface, material, traffic, postman, cap, glove, balloon, scissors, heat, Germany</p> <p>produce, process, polish, complete</p> <p>local, mobile, international</p> <p>be known for, no matter</p>	<p>stamp, wood, gold, paper, silk, painting, tea, mountain, health, business, camera, clothes, watch, toy, kite, festival, competition, art, bamboo</p> <p>model plane</p> <p>Objective clauses</p>

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UNIT 1

Section

A

When was he born?

Language
Goal:
Talk about
famous
people



1a

Think about the international sports stars you know. Add more names to the list.

1. He / She can play football very well.
Messi
2. He / She can swim very fast.
Ye Shiwen
3. He / She can hit the ball very fast.
Li Na
4. He / She can play basketball well.
Kobe

1b

Listen and write the year the sports star was born under each photo.



Kobe
basketball player
Born: _____



Li Na
tennis player
Born: _____



Ye Shiwen
swimmer
Born: _____



Messi
football player
Born: _____

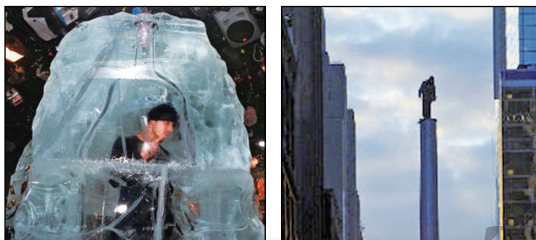
1c

Practice the conversation.
Then make conversations
about other sports stars.

- A: Who's that?
B: That's Ye Shiwen. She's a swimmer.
A: Is she good?
B: Oh, yes. She swims really fast.
A: When was she born?
B: She was born in 1996.

2a

Listen and fill in the “How long” column in the chart.



Who	Activities	How long	Started	Stopped
	standing in a box of ice	2 days, 15 hours, and 42 minutes		
	standing on a high tower			

2b

Listen again and fill in the “Started” and “Stopped” columns in the chart in 2a.

2c

Fill in the blanks with the information in the chart in 2a. Practice the conversation with a partner. Then have the same kind of conversation about David Blaine’s other activity.

A: How long did David Blaine stand in a box of ice?

B: He stood in a box of ice for 2 days, _____ hours and _____ minutes.

A: When did he start standing in the box?

B: He started on _____.

A: When did he stop?

B: He stopped on _____.

2d

Role-play the conversation.

Tony: Hey, Andy. What are you watching?

Andy: Oh, it’s a show about people with great talents. I really admire this guy.

Tony: Oh, who is he?

Andy: He’s a street artist. He paints pictures on the ground or on buildings.

Tony: The pictures look so real and 3D!

Andy: Yes, the pictures are flat, but they look like they’re 3D.

Tony: When did he start painting these pictures?

Andy: I think he started about five years ago.

Tony: How old was he when he started doing this?

Andy: Hmm... I guess he was about 20 years old when he started. He was still a college student. He sometimes got in trouble for painting the buildings at school!

Tony: I wonder if I can learn to paint like that. It’s so cool!

Andy: Well, I’m sure you can.



3a

Discuss the questions with your partner.

1. Do you know anything about the Nobel Prize?
2. Do you know of any famous writers?

3b

Read the article and answer the questions below.

Mo Yan

Chinese writer Mo Yan has won the 2012 Nobel Prize in Literature! Mo is the first Chinese who won the prize. When he heard the news, Mo said he never expected to win the prize, as there were so many good writers all over the world.

Mo Yan is the writer's pen name. His real name is Guan Moye. He was born into a farmer's family in Gaomi, Shandong, in February 1955. When he was 12, he dropped out of school and started to work, first in his village and later in a factory.

Little Moye enjoyed reading. But at that time, there were only a few books available in his village. He had to try every means to find books to read.

With no more books at hand, he started reading a Chinese dictionary. He read it so many times that he found several mistakes in it.

In 1976, he joined the army. During that time, he began to study literature and write stories. His first short story was published in 1981. He became famous in 1987 when his novel *Red Sorghum* was made into a film by the famous director Zhang Yimou. He also won the 8th Mao Dun Literature Prize in 2011 for his novel *Frog*.

Mo Yan is a famous writer in the world now. More and more people are becoming interested in his works.



1. What did Mo Yan say when he heard the news that he won the Nobel Prize?
2. What did little Moye read when he couldn't find any more books?
3. When did Mo Yan become a famous writer?
4. What other prize in literature did Mo Yan win besides the Nobel Prize?

3c

Read the article and complete the chart below.

When	What he did
1955	
	dropped out of school
1976	
1981	
2012	

Grammar Focus

When were you born?	I was born in 1997.
How long did David Blaine stand in a box of ice?	He stood in it for 2 days, 15 hours and 42 minutes.
When did he start standing on the tower?	He started standing on it on May 22nd.
How old was Mo Yan when he left school and started to work?	He was 12 years old.

4a Write questions for these answers. Use the names in the box to help you.

Kobe Messi Li Na Ye Shiwen

- _____ She was born in 1996 and is a very good swimmer.
- _____ He was born in 1978 and he can play basketball well.
- _____ He started playing football in a football club when he was seven.
- _____ She started her life as a tennis player when she was 17 years old.

4b Fill in the blanks using the information in the chart.

Names	Achievements	Ages
Shirley Temple	became a movie star	3 years old
Mozart	wrote music	4 years old
Mei Lanfang	performed Beijing Opera	10 years old
Ronaldo	played for a national team	17 years old

You are never too young to start doing things. For example, Shirley Temple was a movie star _____. Mozart started writing music _____. And Mei Lanfang first performed Beijing Opera _____. And Ronaldo, the great Brazilian soccer player, played for his first national team _____.

4c How old were you when you started doing the things below? Interview your classmates and find out who did each thing first.

- learned to ride a bike
- first went to a movie
- started learning English
- first had a birthday party

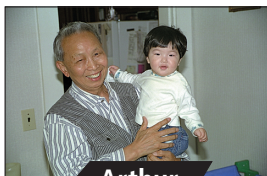
A: How old were you when you learned to ride a bike?
B: I was 10 years old.
A: Oh, that's early. How about you, Li Tong?
B: I was eight when I learned to ride a bike.

Section
B

1a

Look at these people. Under each picture, write one or two words to describe the person.

loving	kind	famous	friendly
creative	hard-working	shy	talented



Arthur



Tony



Sarah



Vivian

1b

Imagine you know the people in the pictures in 1a. Tell your group about the people.

A: Arthur is a loving grandfather. He spends all his free time with his grandson.

1c

Listen. Two people are talking about people they admire. Circle the words on the list in 1a that you hear.

1d

Listen again. Are these sentences about Midori or Laura? Write M (for Midori) or L (for Laura) on the lines.

1. M She's a famous violinist.
2. She was born in Osaka in 1971.
3. She started ice-skating when she was four.
4. I saw her play when I was eight.
5. She's a kind and loving grandmother.
6. She was born in Russia in 1932.
7. She won a skating competition when she was 10.
8. She traveled around the United States when she was 14.

1e

Look at 1d. Ask and answer questions about Midori and Laura.

A: Who's Midori?
B: She's a famous violinist.
A: When was she born?
B: She was born in 1971.
A: What did she do when she was 14?
B: ...

2a Do you know of any famous pianists? What do you know about Chopin? Share what you know with your partner.

2b Skim the following paragraphs and put them in order by numbering them 1 to 3.

FINDING THE ORDER OF EVENTS

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

Fryderyk Chopin

☐ In his later years, he enjoyed playing at his apartment for a few friends more than giving big concerts. Chopin became seriously ill when he was only 25 and continued to have bad health into his old age. In his last years, he was very weak but kept on writing music until he died in 1849. The world lost a musical talent, but his spirit continues to live in his works today.



☐ Fryderyk Chopin was a famous pianist and music writer. Today many piano music lovers still listen to his famous works such as *Minute Waltz*. He was born on March 1, 1810 in a small village in Poland. Everyone in Chopin's family was a musician. His father played the violin, and his mother and sister played the piano. His family moved to Warsaw when Chopin was seven months old.

☐ When he was six years old, he started to take piano lessons. Soon he played even better than his teacher. At that time, he also started to write music, and began to give concerts when he was only seven! In 1825, when he was 15 years old, people said he was the best pianist in Warsaw. They called him the poet of the piano because his music could touch the hearts of his listeners.

2c Read the article and sum up the key information about Fryderyk Chopin by completing the chart below.

When	What he did
In 1810	
When he was seven months old	
When he was six years old	
A year later	
In 1825	
When he was 25 years old	
In 1849	

2d Write a short summary of Chopin's life by answering the following questions.

Who's Chopin?
When was he born?
Where was he born?
How old was he when he started playing the piano?
When did he start writing music?
How long did he play the piano and write music?
Why was he famous?
When did he die?

2e Talk about a famous star or an important person in your group, using the structures in the box.

Who is he / she?
What is he / she?
When and where was he / born?
How old was he / she when he / she started ... ?
How long did he / she (do) ... ?
What made him / her famous?

3a Read the information about John Lennon, a famous pop musician. Then write an article about him.

Name: John Lennon
Year of birth: 1941
Place of birth: Liverpool in the UK
Childhood: Lived with aunt and uncle
Age 12: Began to play music
Teenage years: Started first music group, The Quarrymen
1960: The Quarrymen became The Beatles, one of the most famous groups in music history. This group included his friend, Paul McCartney.
October 1962: The group's first song, *Love Me Do*, got to number 17 on the music charts in the UK.
1970: The Beatles broke up
1975: The famous song, *Imagine*, by John Lennon got to number 6 on the UK music charts.
December 8, 1980: Died in New York
Not long after his death: *Imagine* entered the UK charts again and got to number 1.



John Lennon was born in 1941 in ...

- 3b** Make notes about a famous or important person you know. Use the following topics to help you. Then write a short article about him / her.

Personal information — name, age, place of birth, ...
 Reasons for being famous / important
 Information about his / her family / friends
 Important things that happened in his / her life

Self Check

- 1** Answer the questions about these people. Use the information in the chart below.

	Jenny Zhang — ice-skating	Billy Anders —football	Tony Yu — baseball	Helen Barth —ping-pong
Start	when she was five	1998	when he was 15	1988
Stop	when she was 35	2011	when he was 38	2009

1. Q: How long did Jenny Zhang ice-skate?

A: _____

2. Q: When did Billy Anders start playing football?

A: _____

3. Q: How old was Tony Yu when he stopped playing baseball?

A: _____

4. Q: How long did Helen Barth play ping-pong?

A: _____

- 2** Match the question words and the rest of the question.

1. Who is... _____	a. you when you started speaking English?
2. When was ... _____	b. Li Na?
3. When did... _____	c. The Beatles play together?
4. How long did... _____	d. Midori start ice-skating?
5. How old were... _____	e. Chopin born?

- 3** Use information in this unit or information that you know to answer the questions in activity 2.

1. _____
2. _____
3. _____
4. _____
5. _____

UNIT 2

Section

A

It's a nice day, isn't it?

Language Goals:
Make small talk;
Introduce people



- 1a** Do you sometimes talk with people you don't know? This kind of conversation is called small talk. Circle the situations above where you would start a conversation. Make a list of other places where you would talk to people you don't know.

on a bus

- 1b** Listen and number the pictures above in the order you hear them.

- 1c** Look at the pictures above and make other conversations. You can use the expressions in the box.

The train is always late, isn't it?
You love violin music, don't you?
It looks like rain, doesn't it?
You're Tim's cousin, aren't you?

A: It looks like rain, doesn't it?
B: Yes, it does. And I forgot my umbrella.

2a

To have successful small talk, both people need to ask questions. Listen to the three conversations. Are they examples of successful (S) or unsuccessful (U) conversations?

U Conversation 1
 _____ Conversation 2
 _____ Conversation 3



2b

Listen to Conversation 3 again. Put the sentences and questions below in order.

- a. I hope so. I want to go swimming.
- b. Yes. It rains every Saturday!
- c. At Franklin Lake.
- d. Oh? Where do you swim?
- e. Do you think it'll stop by noon?
- f. It always rains on the weekend, doesn't it?
- g. Do you ever go there?

- A. (Opening Question) f
- B. (Answer) (1) (Question) (3)
- A. (Answer) (2)
- B. (Question) (4)
- A. (Answer) (5) (Question) (6)
- B. (Answer) (7)

2c

Imagine you are at a bus stop. Make your own small talk. You can use the expressions in the box.

It's really cold today, isn't it?
 The No. 15 bus stops here, doesn't it?

A: It's really cold today, isn't it?
 B: Yes, it is. I hope the bus comes soon.

2d

Role-play the conversation.

Peter: Hello. My name's Peter.

Mike: Hi, Peter. Nice to meet you. I'm Mike.

Peter: Oh. You're Mike. You just started yesterday, didn't you?

Mike: Yes, that's right. Today's my second day.

Peter: So, what do you think of our school?

Mike: Mmm. It's very nice, isn't it?

Peter: Yes. The students are very friendly. But you haven't met your teachers yet, have you?

Mike: No, I haven't. Are they strict?

Peter: Well, the chemistry teacher Miss Wu is kind of strict, but the rest are OK.

Mike: That's good. And the school's very big, isn't it?

Peter: Yes. This is the biggest school in town. You have an elder sister, don't you?

Mike: No, my sister's younger than me.

Peter: Oh, I see. Anyway, I have a class now, so see you later!

Mike: Sure. See you later!

3a Number the paragraphs of the article in the correct order.



**Alone among strangers:
Dealing with a difficult situation**

_____ Ben isn't the only person that has experienced this situation. Something similar has probably happened to most of us before. It's natural to feel unsure of ourselves when starting conversations with strangers. A good starting point is to ask the person questions about himself or herself, or talk about something you both like such as football or pop music. This can make social situations more relaxed. Then you'll be glad you went to the party.

_____ Finally, I turned to the person next to me and introduced myself. "Hi," I said. "My name's Ben." "Hi, I'm Tania," the person replied shyly. Then there was a long silence as I kept trying to think about what to say next. I felt more and more nervous and the other person was looking uncomfortable, too. In the end, all I could say was, "Well, it was nice meeting you," and I quickly walked away. I felt so embarrassed that I left the party.

_____ It was Friday night and I could hear loud music and people talking as I walked through the door. My friend saw me and came over. "Hey, Ben! Thanks for coming to my party!" he said. "Thanks for inviting me. It looks like a great party," I replied. But I had a secret feeling of fear. I realized that I didn't know anyone there. I moved towards the drinks table and got a drink. Then I nervously stood in a corner, not quite sure what to do.

3b Read the passage again and answer the questions.

1. Where was Ben?
2. Why was he scared and nervous?
3. What happened when Ben tried to talk to Tania?
4. What does the writer suggest for Ben's situation?

3c Help Ben and Tania. Complete the questions below. Then write three more conversation starters. Use the topics in brackets.

This is a really good party, _____ ?
 You are a friend of David's, _____ ?
 (weather) _____ ?
 (food at the party) _____ ?
 (a music group) _____ ?

Grammar Focus

It's a nice day, isn't it?	Yes, it is.
You weren't at the party, were you?	Yes, I was. / No, I wasn't.
The No. 15 bus stops here, doesn't it?	Yes, it does.
You don't live here, do you?	Yes, I do. / No, I don't.
You just started yesterday, didn't you?	Yes, that's right. / No, I've been in this school for two years.
You haven't met your teachers yet, have you?	Yes, I have. / No, I haven't.

4a Fill in the blanks with the appropriate tag questions. Then match the questions and answers by writing the correct letter after each question.

- | | |
|---|--|
| 1. You attended the community event on Friday, _____? _____ | a. Yes, it was. I was going to go out, but decided to stay home. |
| 2. You're on the school basketball team, _____? _____ | b. Yes, I do. It's quite different from my last school. |
| 3. You like our school, _____? _____ | c. No, I didn't. Was it good? |
| 4. It was really cold last night, _____? _____ | d. No, we haven't. I just moved here two weeks ago. |
| 5. We haven't met before, _____? _____ | e. Yes, I am. I'm on the tennis team, too. |

4b Write the sentences in the correct places in the conversation.

A: This is great weather, isn't it?

B: It sure is. But it's a little hot for me.

A: Oh, I love hot weather. (1) _____.

B: Which beach are you going to?

A: I'm going to Today Beach. (2) _____?

B: I usually go to Sandy Beach.

A: (3) _____?

B: No, it's never crowded. Oh, my bus is here. Well, have a good day!

A: (4) _____.

B: Goodbye.

Which beach do you usually go to?
You, too. Goodbye.

I'm going to the beach today.
Oh, it's crowded there, isn't it?

4c Make up a conversation for two of the situations.

- Playing in the park
- Meeting a group of friends at the shopping center
- Waiting in line at the movie theater
- Meeting at a dining hall

A: It's hot today, isn't it?
B: Yes, I'm glad we're inside.
A: It's a perfect day for shopping in a cool shopping center.

Section B

1a

Check (✓) the questions you think are good for polite small talk with people you don't know well.



☐ Do you like action movies?



☐ How much did that shirt cost?



☐ You're Anna's brother, aren't you?



☐ How big is your flat?

1b

Make up a conversation using one of the questions in 1a. Then practice the conversation with your partner.

A: Do you like action movies?
B: No, but I love comedies.

1c

Listen to the three conversations. Where are the people in each conversation? Write the places in the chart.

Names	Where?
Conversation 1	at a party
Conversation 2	
Conversation 3	

1d

Listen again. Match each question with the correct answer.

Questions	Answers
1. You're Jenny's friend, aren't you? <u>d</u>	a. Yes, it is. Are you a ball game fan?
2. So, tell me about yourself, Rita. Do you play any sports? <u>f</u>	b. No, I haven't. I started here last year.
3. What do you think of the school? <u>c</u>	c. It's great.
4. You've always been in this school, haven't you? <u>e</u>	d. Yes, I am. My name is Rita.
5. It's really crowded, isn't it? <u>a</u>	e. Yes, I did. It was really exciting, wasn't it?
6. Did you see Friday night's game on TV? <u>b</u>	f. Yeah! I play tennis and ping-pong.

1e

Role-play a small talk conversation. You can choose one of the openers below.

- Hi! You're new here, aren't you?
- This is a great party, isn't it?
- Hi! My name's Andy. I'm Karen's brother.
- You love baseball games, don't you?

A: This is a great party, isn't it?
B: Yes, it is.

- 2a** When Chinese people meet each other for the first time, what do they usually talk about? Discuss it with a partner.
- 2b** Read the first sentence of each paragraph from an article about small talk. What do you think the paragraphs will be about? Match each paragraph [A-E] with a heading below [1-5].

PREDICTING USING TOPIC SENTENCES

The first sentence of each paragraph is usually the topic sentence. Reading the topic sentence can give us an idea of what the paragraph will be about. When we read we should try to anticipate what will come next. This means we should always be thinking ahead about what will be next in the reading passage.

1. Cultural differences
2. Cultural similarities
3. What is small talk?
4. What should we talk about?
5. An everyday activity



Introduction to “small talk”

A. _____

Small talk is relaxed dialog that helps people pass the time when they meet others. Empty silences often make us feel nervous so this is a way of filling those periods. In English, people often say it “breaks the ice”. You can make small talk when waiting in line at an airport or bus stop. Though the things we talk about are not usually important, small talk itself is. It makes others feel relaxed and it passes time nicely.

B. _____

For some, small talk is a common form of communication. Business travelers, for example, always meet new people and usually make small talk before discussing serious business. They might be asked about how they got to the meeting or if their hotel is comfortable. Workers in shops or restaurants also find small talk helpful when they are serving customers.

C. _____

People make small talk in almost every country. What they say may be very different, but the basic rules of small talk are often the same. In most cultures, it is important to smile and keep the conversation light and humorous. Making other people smile can make them feel relaxed.

D. _____

Things we should not discuss can also depend on culture. In China, we can ask people if they are married or whether they have children. However, many Western people think these are private subjects, so they should be avoided. Also, the common Chinese greeting “Have you eaten yet?” would seem strange to an English-speaking person.

E. _____

Therefore, we should usually discuss “safe” subjects like the weather, which is common in many cultures. People in England often talk about the weather, probably because it changes so much. However, the most important thing is to give the other person a chance to speak and listen to what they have to say.

2c Look again at the topic sentences. In which paragraph do you expect to find the answer to the following questions?

Paragraph ____: What do people often talk about in England? Why?

Paragraph ____: How does small talk make other people feel?

Paragraph ____: What kind of people use small talk in their jobs?

Paragraph ____: Which common questions in China might not be right for other countries?

Paragraph ____: Which rules of small talk are the same in most cultures?

Paragraph ____: Where do people often make small talk?

2d Now read the whole article to answer the questions in 2c.

2e Look at the list of subjects. What questions could you ask to start some small talk about each subject?

travel	pets	television	sports	work
weather	general news	music	hobbies	food
holidays	films	books	studies	

3a Think of situations where you have to make small talk. What are good things to talk about? What things should you not talk about? Put the phrases in the correct box.

weather	family problems
in a bookstore with a stranger	a first meeting for a school club
in the school hall with a classmate	jobs
at a party	money
someone you like/hate	favorite things
TV shows or movies	

Situations	Safe subjects	Subjects to avoid

3b

Write a short article for a school magazine giving advice about small talk.

1. Describe the different situations for small talk.
2. Give advice about what to talk about.
3. Write a short sample dialog.

Useful language:

Do you know how to make successful small talk?

Here are some tips and advice.

You may need to make small talk when ____.

It is a good idea to ____.

You should / shouldn't talk about ____ because ____.

When / If you ____, you could talk about ____.

Small talk is easy if ____.

Self Check

1 Write the answers.

Three things you can talk about during small talk: _____

Three things you shouldn't talk about during small talk: _____

2 Complete the tag questions.

1. It's cold today, _____?

2. This dish doesn't taste very good, _____?

3. You're Mike's cousin, _____?

4. You haven't seen this exhibition yet, _____?

5. Our English lesson was fun today, _____?

6. You're not from here, _____?

7. This bus stops near the museum, _____?

8. You want to go to the movie tonight, _____?

3 For each question above, write a possible situation in which you would use it for small talk. Then write one more conversation starter for each situation and a response.

1. At a park: The flowers are so beautiful, aren't they? Yes, they are.

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

UNIT 3

Section

A

Language
Goal:
Talk about
places you
would like
to visit

Where would you like to visit?

1a

Write adjectives to describe the vacations in the picture below. Use adjectives from the box and other adjectives you know.

beautiful	relaxing
tiring	dangerous
educational	peaceful
fascinating	interesting
fun	boring
thrilling	exciting

Vacation 1	Vacation 2
relaxing	



1b

Listen. Where would Sam and Gina like to go on vacation? Why? Fill in the chart.

Persons	Places	Why
Sam	Brazil	likes exciting vacations
Gina		

1c

Look at the vacation posters in 1a. Practice conversations with your partner. Then tell which place you would like to visit and why.

2a

Listen and number these statements in the order you hear them.

- ____ I love places where the people are really friendly.
- ____ I hope to see Niagara Falls some day.
- ____ I like places where the weather is always warm.
- 1 ____ I hope to visit Hawaii one day.



2b

Listen again. Why do the people decide not to visit these places? Match each place with a reason.

Places	Reasons not to visit the places
____ 1. Hawaii	a. We don't know the language.
____ 2. Mexico	b. It's too touristy.
____ 3. Niagara Falls	c. There's not much to do there.

2c

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

A: I hope to visit Hawaii some day.
B: I do, too. I like places where the weather is always warm.

2d

Role-play the conversation.

Sam: Hey, Meili. What would you like to do this vacation?

Meili: I'd like to go traveling with my parents.

Sam: Where would you like to visit?

Meili: I'd like to visit Taiwan.

Sam: Wow, sounds like fun! So why do you want to go to Taiwan?

Meili: I think Taiwan is very beautiful and the people there are very friendly.

Sam: That's true. But do you know there are too many tourists there in this season?

Meili: Really?

Sam: Yes, and the weather in Taiwan is too hot at this time of year. It would be better to visit it in winter.

Meili: Ah, maybe that's a better idea.



- 3a** What do you like best? Make a list of things you like and things you don't like about the city. Then talk with your partner about it.

(city name)	
Things you like	Things you don't like

- 3b** Read this newspaper article.
Circle the things you like about Paris.
Underline the things you don't like.

Travel Spotlight: Paris

For your next vacation, why not consider visiting Paris? Paris is the capital of France and is one of the liveliest cities in Europe. It doesn't have any beaches or mountains, but there are still many things to do there. For example, it has some fantastic sights, including the Eiffel Tower and the Notre Dame Cathedral, one of the most famous

churches in the world.

Traveling around Paris by taxi can cost a lot of money, but it's usually convenient to take the underground train to most places. In general, though, France is quite an expensive place. One thing that is not expensive in France, however, is the wine!



Most people in France have learned English. But many people don't like to speak English, especially in Paris. So unless you speak French yourself, it's best to travel with someone who can translate things for you.

- 3c** Imagine you will visit a foreign country this summer. Fill in the chart with your ideas and then discuss them with your partner.

	Plans	Reasons
Where to visit		
How to go		
What to do		

Grammar Focus

Where would you like to visit?	I'd like to visit Hawaii.
Where would you like to go on vacation?	I'd like to go somewhere relaxing.
What would you like to do this vacation?	I'd love to go traveling with my parents.
Would you like to travel?	Yes. I hope to go to France some day.

4a Fill in the blanks with the words in the box.

through hope take where visit

- The train is going _____ a beautiful forest on the way to the city.
- A: _____ would you like to go for vacation?
B: Hawaii.
- I'd like to _____ the underground train to the airport.
- I _____ to go to Shanghai some day.
- I'd love to _____ Hong Kong as it is one of the liveliest cities in the world.

4b Practice the conversation in the box. Then make new conversations with the given information.

A: Where would you like to go, Kathy?
B: I'd like to visit Kunming.
A: Isn't it supposed to be very hot?
B: Yes, it is. I'm only going to pack light clothes.
Kunming is also beautiful, and it has lots of wonderful sights.

Hong Kong / very crowded / interesting / great entertainment

Mexico City / relaxing / exciting / lots to do

New York / touristy / fascinating / wonderful galleries

Sydney / expensive / beautiful / fantastic beaches

4c What would your partners like to do on vacation? Do a survey and then report your findings to the class.

Names	What to do	Reasons

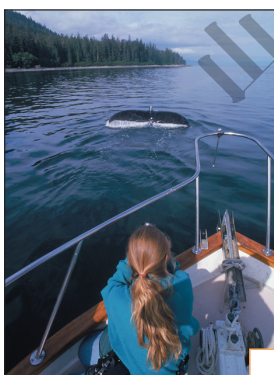
Section B

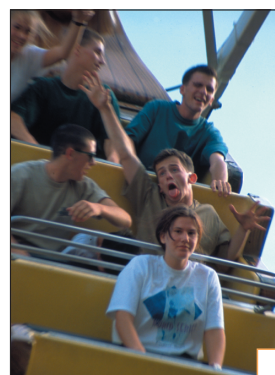
- 1a** Brainstorm a list of things that are important to you when you choose where to go on vacation.

Places	Weather	Transportation
near the ocean	not too hot	by plane

- 1b** Jeff has a summer job at a travel agency. Listen to the conversations and number the pictures [1–3] in the order you hear them.







- 1c** Listen to the conversations again and complete the chart.

	Wants	Doesn't want
Customer 1	to go somewhere warm	
Customer 2		
Customer 3		

- 1d** Make up conversations using the information in 1c. You may begin like the following.

A: Where would you like to go?
 B: I'd like to go somewhere warm.
 A: What else can you tell me?
 B: I don't want ...

- 2a** Think of an example of a hope and a dream. Do you think hopes and dreams are the same?

A HOPE	A DREAM

- 2b** Read slowly. Underline the information that you think is important to remember.

READING WITH FOCUS

1. Adjust the speed you read according to the amount of detail you need to take in.
2. Underline key points as you read to remember what you read.
3. Read faster the second time you read.

I'd love to sail across the Pacific.

We all dream about things that we would like to do and things we hope to achieve in the future. But are everybody's dreams the same? Here are some of the findings of a survey about hopes and dreams, in which thousands of students across China took part.



What are the hopes of teenagers?

We received several different answers to the question: What would you like to do after finishing your education? It seems some students would like to start work as soon as possible, so that they can help provide better lives for their parents. Other students hope to continue studying after finishing school and to go to university. Although money is

important, many teenagers said they want to do jobs they enjoy. According to the survey, the most popular choice of job is computer programming.

What are the dreams of teenagers?

Teenagers have all kinds of dreams. Some are more realistic than others. For example, many students said they would like to be volunteers for Hope Project. And quite a few said they dream of going to the moon one day.

According to the survey, less realistic dreams are also common, but many students reported that they were willing to work hard to achieve their dreams. Quite a few dream of becoming famous, perhaps famous sportspeople or singers. Some said they'd love to go on exciting trips; one student said she'd love to sail across the Pacific Ocean. And then there are dreams that are impossible; three students said they'd like to be able to fly!

Conclusion

It was clear from the survey that teenagers have similar hopes. It seems that most students hope to have a good education and find a good job. On the other hand, students dream of very different things: good things, and even crazy things. It is very important to dream, so hold on to your dreams; one day they may just come true.

2c Read only the parts you underlined. Do you get a clear picture of the content? If not, read it again slowly and underline more key points.

2d Read faster for the second time. How many of the questions can you answer without looking back at the passage?

Questions	Answers
1. Why do some students want to start work as soon as possible?	
2. What is important to students about the work they do?	
3. What example is given of an impossible dream?	

2e Look at the passage and check your answers.

2f Discuss the following questions in small groups with reference to the passage.

1. Is there anyone in the world who does not hope or dream?
2. Might the dreams of Chinese teenagers be different from Western teenagers'?
3. Can dreams come true?

3a Write down a dream you have. Share your thoughts with a friend who might help you see how you could achieve this dream. Together list the small steps you could take to do so.

EXAMPLE:

Dream: I'd love to have my own company one day.

I can achieve that

1. by working hard at school to learn as much as I can
2. by finding out how successful people did it
3. by choosing to study the right subjects at university
4. by having a "winner's" attitude: I can do this!

3b

Complete the survey using words from the box and other words. Then survey three students. Agree on the best place to go.

relaxing exciting educational beautiful cold hot crowded expensive

An ideal place for a school trip	You	(student's name)	(student's name)	(student's name)
Qufu in Shandong	educational			
The Great Wall in Beijing				
The Stone Forest in Yunnan				

Self Check

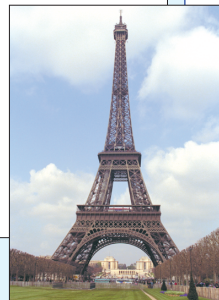
1 Fill in the blanks with the correct forms of the words in the box.

hope pack save provide cook

- Could you _____ me with information about student exchange programs?
- My mother is going to _____ Beijing Duck tonight. Would you like to come for dinner?
- I'm _____ my money so I can buy a new bicycle.
- Shanghai is cold at this time of year. You need to _____ warm clothes if you go there.
- We're going to Africa on vacation. We _____ to see some elephants.

2 Which of these places would you like to visit most? Write an article about why you would like to go there.

I'd like to go to Paris. I think it is the most beautiful place in the world. I hope to visit ...



UNIT 4

Section

A

Language Goal:
Talk about how
to study

How can we become good learners?

1a

Check (✓) the ways you study English. Then add other ways you sometimes study.

- | | |
|----------------------------------|---|
| _____ a. by working with friends | _____ e. by asking the teacher for help |
| _____ b. by making word cards | _____ |
| _____ c. by reading the textbook | _____ |
| _____ d. by listening to tapes | _____ |



1b

Listen. How do these students study for a test? Write letters from 1a above.

_____ 1. Meiping

_____ 2. Peter

_____ 3. Tony

1c

Make conversations about how you study for a test.

A: How do you study for a test?

B: I study by working with a group.

2a

Listen and check (✓) the questions you hear.



Questions	Answers
1. ____ Does anyone learn English by watching videos?	____
2. ____ Do you have conversations with friends in English?	____
3. ____ What about listening to tapes?	____
4. ____ What about reading aloud to practice pronunciation?	____
5. ____ Have you ever studied with a group?	____

2b

Listen again. Match each answer below with a question above.

- a. Yes, I have. I've learned a lot that way.
- b. Oh, yes. It really improves my speaking skills.
- c. I do that sometimes. I think it helps.
- d. No. It's too hard to understand spoken English.

2c

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

A: Have you ever studied with a group?
B: Yes, I have. I've learned a lot that way.

2d

Role-play the conversation.

Jack: Annie, I'm a little nervous. I have to finish reading a book and give a report next Monday.

Annie: That doesn't sound too bad.

Jack: But I'm a very slow reader.

Annie: Just read quickly to get the main ideas at first. Don't read word by word. Read word groups.

Jack: But I don't understand many of the words. I have to use a dictionary.

Annie: Try to guess a word's meaning by reading the sentences before and after it. You probably understand more than you think.

Jack: That sounds difficult!

Annie: Well, be patient. It takes time. You can become better by reading something you enjoy every day. The more you read, the faster you'll be.



3a Read the passage about Wei Fen and answer the questions.

1. Why did Wei Fen find it difficult to learn English?
2. What did she do in English class?
3. What is the secret to language learning?

How I Learned to Learn English

Last year, I did not like my English class. Every class was like a bad dream. The teacher spoke so quickly that I did not understand her most of the time. I was afraid to ask questions because of my poor pronunciation. I just hid behind my textbook and never said anything.

Then one day I watched an English movie called *Toy Story*. I fell in love with this exciting and funny movie! So I began to watch other English movies, too. Although I could not understand everything the characters said, their body language and the expressions on their faces helped me to get the meaning. I also realized I could get the meaning by listening for just the key words. My pronunciation improved as well by listening to the conversations in English movies. I discovered that listening to something interesting is the secret to language learning. I also learned useful sentences like "It's a piece of cake" or "It serves you right". I did not understand these sentences at first. But because I wanted to understand the story, I looked them up in a dictionary.

Now I really enjoy my English class. I want to learn new words and more grammar so that I can have a better understanding of English movies.



3b Complete the sentences with what Wei Fen learned from watching movies. Use words and phrases from the passage.

1. I can understand the meaning by watching their _____ and the _____ on their faces.
2. I can get the meaning by listening for just the _____.
3. My pronunciation improved by listening to the _____ in English movies.
4. I learned _____ sentences like "It's a piece of cake" by watching the movies.
5. I can find the meaning of new words by looking them up in a _____.

Grammar Focus

How do you learn English?	I learn by studying with a group.
Do you learn English by reading aloud?	Yes, I do. It helps my pronunciation.
How can I read faster?	You can read faster by reading word groups.
How can I improve my pronunciation?	One way is by listening to tapes.

4a Match the questions and answers.

- | | |
|---|--|
| 1. How do you practice speaking? | a. By watching English programs. |
| 2. How do you learn new words? | b. By listening to a tape and repeating out loud. |
| 3. How do you improve your writing? | c. By having conversations with friends. |
| 4. How do you practice listening? | d. By taking notes, doing exercises and reading a lot. |
| 5. How do you improve your pronunciation? | e. By making word cards. |
| 6. How do you learn grammar? | f. By writing e-mails to my pen pals. |

4b Make sentences using the structure “do sth. by doing” with the subjects in the box and information that is true for you.

math physics chemistry Chinese history geography

e.g. I usually practice my English by taking notes / reading books and newspapers / speaking English with my classmates / memorizing sentence patterns.

4c Check (✓) what you do to learn English. Then interview your partner.

A: Do you learn English by doing grammar exercises?
B: Yes, I do.
A: How often do you do them?
B: ...

	I learn English by ...			My partner learns English by ...		
	yes	no	how often	yes	no	how often
doing grammar exercises						
taking notes in English						
reading English books/magazines						
keeping a diary in English						
using an English dictionary						
...						

Section
B

1a

Learning English can be difficult. What things are difficult for you? Read the list. Check (✓) the statements that are true for you.

- _____ I can't pronounce some of the words.
- _____ I can't always understand spoken English.
- _____ I don't know how to increase my reading speed.
- _____ I can't spell some English words.
- _____ I often make mistakes in grammar.

1b

What other things are difficult for you? Make a list.

1. I don't know enough words to write well.
2. _____
3. _____

1c

Paul finds it difficult to learn English. Listen and complete the learning challenges he talks about.

Challenges

1. He can't get the _____ right.
2. He _____ a lot of new words.
3. He can't always _____ when people talk to him.
4. He doesn't get much _____ practice.



1d

Listen again. Complete the solutions.

Solutions

1. _____ can help.
2. He can always _____ in his notebook and study them at home.
3. He can _____ to practice speaking.
4. He should find a _____ to practice writing.

1e

Role-play conversations using the information in 1c and 1d.

- A: I don't have a partner to practice English with.
B: Maybe you should join an English club.

- 2a** What good learning habits can you think of? Make a list and discuss them with your partner.
- 2b** Read the passage quickly and check if any of the habits you listed in 2a are mentioned. Which four habits of successful learners can you find from the passage?

How Can You Become a Successful Learner?

Everyone is born with the ability to learn.

But whether or not you can do this well depends on your learning habits. Research shows that successful learners have some good habits in common.

Creating an interest in what they learn

Studies show that if you are interested in something, your brain is more active and it is also easier for you to pay attention to it for a long time. Good learners often connect what they need to learn with something interesting. For example, if they need to learn English and they like music or sports, they can listen to English songs or watch sports programs in English. This way they will not get bored.

Practicing and learning from mistakes

Good learners think about what they are good at and what they need to practice more. Remember, "Use it or lose it." Even if you learn something well, you will forget it unless you use it. "Practice makes perfect." Good learners will keep practicing what they have learned, and they are not afraid of making mistakes. Alexander Graham Bell did not invent the telephone overnight. He succeeded by trying many times and learning from his mistakes.

Developing their study skills

It is not enough to just study hard. Good learners know the best way they can study. For example, they may take notes by writing down key words or by drawing mind maps. They also look for ways to review what they have learned. They may do this by reading their notes every day or by explaining the information to another student.



Asking questions

Good learners often ask questions during or after class. They even ask each other and try to find out the answers. Knowledge comes from questioning.

Learning is a lifelong journey because every day brings something new. Everything that you learn becomes a part of you and changes you, so learn wisely and learn well.

USING DICTIONARIES

This can help you find the definition that matches the context of the word in the text.

2c Read the passage again and answer the questions.

- Does the writer think that everyone is born with the ability to learn well?
Do you agree? Why or why not?
- Why is it a good idea to connect something you need to learn with something you are interested in?
- What do the sayings “Use it or lose it” and “Practice makes perfect” mean?
Do you agree with them?
- Do good learners learn from mistakes, or are they afraid of making mistakes?
- What study skills does the writer talk about? Do you have those study skills?
- Do you agree that learning is a lifelong journey? Why or why not?

2d Look up the following words from the passage in the dictionary. Then write a sentence for each word.

brain <i>n.</i>	connect <i>v.</i>	overnight <i>adv.</i>
attention <i>n.</i>	review <i>v.</i>	knowledge <i>n.</i>
ability <i>n.</i>	active <i>adj.</i>	wisely <i>adv.</i>

e.g. brain: A good way to train the brain is to do some math exercises every day.

2e Do you think you are a good learner? What learning habits do you think are useful? Discuss with your group and share your ideas with the class.

3a Your friend wants to improve his/her English and asks you for help. What are the three best ways to learn and why? Make some notes in the chart.

Best ways to learn	Reasons	Examples
1. Being interested in what you do	If you are interested in something, your brain will be more active and ...	If you like music, you can learn English by listening to English songs.
2.		
3.		

- 3b** Write a letter to your friend. Give him/her some advice about the best ways to learn English. Use your notes in 3a.

Use the following expressions to help you:

There are three good ways to ...
 I think you should ...
 If you do this, you will ...
 It is also a good idea to ... because ...
 You could try to improve your English by ...
 This will help you to ...

Self Check

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

practice	develop	remember	prepare
take notes	until	worry about	everything

Are you stressed out each time you have a test? You don't have to be if you _____ smart study skills. Remember to _____ in class and review them on your own or with friends after class. Then _____ what you learned by doing exercises. Try to study and _____ information bit by bit instead of waiting _____ the last minute to study _____ at once. If you _____ well for a test, then there's nothing to _____!

2 Number these sentences in order to make a conversation.

- _____ What's the matter?
- _____ Well, I practice my listening by listening to the tape over and over again until I can understand everything.
- _____ So you want to practice your listening?
- _____ Hi, Jake. I need your help.
- _____ Uh-huh. Do you have any advice?
- _____ OK, I'll try that.
- _____ I have a listening test next week.

3 Give advice to these people.

- Jane is a very slow reader.
She should improve her reading speed _____.
- Li Ming wants to improve his listening.
He could practice his listening _____.
- Meiping doesn't know many English words.
She could learn more words _____.

UNIT 5

Section

A

Language Goal:
Give a personal
reaction

I think that mooncakes are delicious!

1a

Match the pictures with the descriptions.

1. _____ The Water Festival in Thailand
2. _____ The Dragon Boat Festival in Hong Kong
3. _____ The Chinese Spring Festival in Beijing
4. _____ The Lantern Festival in Jiangxi

a



c



b



d



What a great day!
What did you like best?

I loved the races!
But I guess it was a little too crowded.

1b

Listen and circle *T* for true or *F* for false.

- | | | |
|---|---|---|
| 1. Bill thinks that the races were not that interesting to watch. | T | F |
| 2. Mary thinks that the teams were fantastic. | T | F |
| 3. Bill wonders whether they'll have <i>zongzi</i> again next year. | T | F |
| 4. Bill and Mary believe that they'll be back next year to watch the races. | T | F |

1c

Talk about the festivals in 1a.

A: What do you like best about the Dragon Boat Festival?
B: I love the races. I think that they're fun to watch.

2a

Listen to the conversation between Wu Ming and Harry and circle the correct words in the sentences.

1. Wu Ming and Harry are cousins / strangers / friends.
2. Wu Ming went to Singapore / Hong Kong / Macao for his vacation.
3. Wu Ming visited his relatives / friends / classmates.
4. Wu Ming liked eating out / shopping / the Dragon Boat Festival best.

2b

Wu Ming did a lot of fun activities, but there were also downsides. Listen again and fill in the chart.

Fun activities	Downsides
Eating out	
Shopping	
Dragon Boat Festival in June	

2c

Role-play conversations between Wu Ming and Harry. Use the information in 2a and 2b or make your own conversations.

A: What did you do on your vacation?
 B: I visited my cousins. I think that we ate five meals a day!
 I've put on five pounds!
 A: I guess the food was delicious, right?

2d

Role-play the conversation.

Clara: Guess what? I'm going to Chiang Mai in two weeks.

Ben: Wow, sounds like fun! But I believe that April is the hottest month of the year there.

Clara: Yes, that's true. But there's a water festival there from April 13th to 15th.

Ben: I wonder if it's similar to the Water Festival of the Dai people in Yunnan Province.

Clara: Yes, I think so. This is the time of the Thai New Year. People go on the streets to throw water at each other.

Ben: Cool! But why do they do that?

Clara: Because the new year is a time for cleaning and washing away bad things. Then you'll have good luck in the new year.



3a Read the passage about the Mid-Autumn Festival and answer the questions.

1. How do people celebrate the Mid-Autumn Festival?
2. What story is the reading about?

Full Moon, Full Feelings

Chinese people have been celebrating the Mid-Autumn Festival and enjoying mooncakes for centuries. Mooncakes are in the shape of a full moon on the Mid-Autumn night. They carry people's wishes to the families they love and miss.

There are many traditional folk stories about this festival. However, most people think that the story of Chang'e is the most touching. Chang'e was Hou Yi's beautiful wife. After Hou Yi shot down the nine suns, a goddess gave him magic medicine to thank him. Whoever drank this could live forever, and Hou Yi planned to drink it with Chang'e. However, a bad man, Pang Meng, tried to steal the medicine when Hou Yi was not home. Chang'e refused to give it to him and drank it all. She became very light and flew up to the moon. Hou Yi was so sad that he called out her name to the moon every night.

One night, he found that the moon was so bright and round that he could see his wife there. He quickly laid out her favorite fruits and desserts in the garden. How he wished that Chang'e could come back!

After this, people started the tradition of admiring the moon and sharing mooncakes with their families.



3b Read the passage again. Put the events in the correct order.

- _____ Pang Meng tried to steal the medicine.
- _____ A goddess thanked Hou Yi by giving him magic medicine.
- _____ Chang'e refused to give Pang Meng the medicine and drank it all.
- 1 _____ Hou Yi shot down the nine suns and saved the people on the earth.
- _____ Hou Yi was very sad and watched the moon at night, and wished his wife could come back.
- _____ As a result, Chang'e became light and flew up to the sky.
- _____ Hou Yi planned to drink the medicine with his wife.

3c Without looking at the passage, try to complete the sentences with the correct words.

1. People like to a _____ the full moon on the Mid-Autumn night.
2. The story of Chang'e is one of many t _____ folk stories.
3. Hou Yi got m _____ medicine for shooting down the nine suns.
4. Pang Meng wanted to s _____ the medicine.
5. Hou Yi l _____ out fruits and desserts in the garden.

Grammar Focus

I know that the Water Festival is really fun.	What fun the Water Festival is!
I wonder if they'll have the races again next year.	How fantastic the dragon boat teams were!
I wonder whether June is a good time to visit Hong Kong.	How pretty the dragon boats were!
I believe that April is the hottest month in Thailand.	How delicious the food is in Hong Kong!

4a Write sentences using the words given.

- think / Lantern Festival / beautiful
I think that the Lantern Festival is beautiful.
- don't know / whether / he / come home / for the festival

- believe / Water Festival / most / fun

- wonder / if / mooncakes / delicious

- how / exciting / races

- what / interesting / city

4b Read the passage below and underline the objective clauses. If possible, write your own sentences about Mother's Day and Father's Day using objective clauses.

Dear Xia Yu,

Do you know that there are two special days for parents in America? One is Mother's Day on the second Sunday of May, and the other is Father's Day on the third Sunday of June. On these two days, American children often give gifts to their parents or take them out for lunch or dinner. Common gifts are flowers and cards for mothers and shirts or ties for fathers. I heard that it is becoming more and more popular to celebrate Mother's Day and Father's Day in China. I wonder if children over there also give similar gifts to their parents. I believe that there are many ways to show our love. Actually, we don't have to spend a lot of money. It is also a good idea to help parents to do something instead.

June

4c Which festival do you like best? Ask your group and report to the class.

e.g. In our group, David's favorite festival is ... He thinks that ...

Section B

1a

Look at the pictures and words related to Halloween. What do you think this festival is about?

scary	dress up	haunted house	black cat	candy
ghost	trick or treat	October	spider	



1b

Listen and answer the questions.

1. Where is Halloween popular?
2. When do people celebrate Halloween?
3. What does Wu Yu think of this festival?

1c

Listen again and fill in the blanks.

1. Many people make their _____ look scary. They may _____ the lights and light candles. They sometimes also put things like spiders and ghosts around the doors and _____.
2. Little kids and even parents _____ as ghosts or black cats. They can also dress up as fun things like _____ characters.
3. Parents take their children around the neighborhood to ask for _____ and treats.
4. "Trick or treat" means kids will _____ a trick on you if you don't _____ them a treat.

1d

Think about the Halloween activities that interest you most. Discuss what you have learned with a partner.

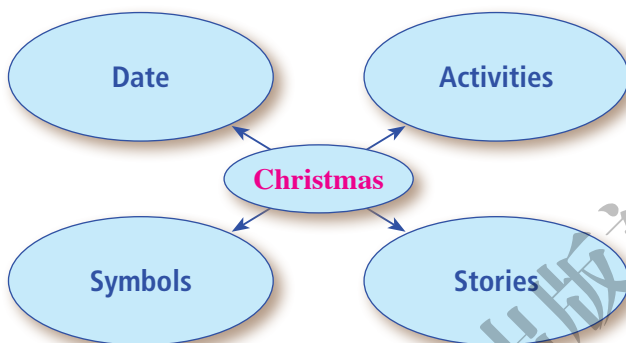
A: What have you learned about Halloween?

B: Oh, I know it's a popular festival in North America and it's on October 31st.

A: What do you like most about this festival?

B: I think it's fun to dress up as cartoon characters!

- 2a** What do you know about Christmas? Discuss in groups and create a mind map.



- 2b** Read the passage about Christmas and answer the questions.

1. What are the common things that people think of for Christmas?
2. Who wrote *A Christmas Carol*?
3. What is the true meaning of Christmas?

A Christmas Carol

Many would agree that when we think of Christmas, we probably think of gifts, Christmas trees and Santa Claus. But behind all these things lies the true meaning of Christmas: the importance of sharing and giving love and joy to people around us. The story in *A Christmas Carol* is perhaps the best example of this.

A Christmas Carol is a famous short novel written by Charles Dickens. It is about an old man named Scrooge who never laughs or smiles. He is mean and only thinks about himself. He doesn't treat others nicely. He just cares about whether he can make more money and he hates Christmas. One Christmas Eve, Scrooge sees the ghost of Jacob Marley, his dead business partner. Marley used to be just like Scrooge, so he was punished after he died. He warns Scrooge to change his ways if he doesn't want to end up like him. He also tells Scrooge to expect three spirits to visit him.

That night, three ghosts visit Scrooge. First, the Ghost of Christmas Past takes him back to his childhood and reminds Scrooge of his happier days as a child. Then the second spirit, the Ghost of Christmas Present, takes him to see how



others are spending Christmas this year. Everyone is happy, even poor people. The last one, the Ghost of Christmas Yet to Come, takes him to the future. Scrooge sees that he is dead, but nobody cares. He is so scared that he wakes up in his bed and finds out it is only the next morning — Christmas Day!

He decides to change his life and promises to be a better person. He happily celebrates Christmas with his relatives. He also gives gifts to people in need. He now treats everyone with kindness and warmth, spreading love and joy everywhere he goes. And that is the true spirit of Christmas!

INFERRING

This means you have to "read between the lines" to get the meanings that are not clearly stated in a text.

2c Read the passage again and complete the chart.

What does Scrooge see when he's with ...	
the Ghost of Christmas Past?	
the Ghost of Christmas Present?	
the Ghost of Christmas Yet to Come?	

2d Answer the questions. Some answers need to be inferred.

1. Why does Scrooge hate Christmas?
2. Does Scrooge have a lot of friends? Why or why not?
3. Why was Jacob Marley punished after he died?
4. Does Jacob Marley want to help Scrooge? How do you know?
5. How does Scrooge feel when he wakes up on Christmas Day?
6. What does Scrooge do after seeing the three spirits?

2e What do you think the three ghosts say to Scrooge when they visit him?
In groups of four, make a conversation between the three ghosts and Scrooge. Role-play the conversation in front of the class.

3a Your English-speaking pen pal wants to know about your favorite Chinese festival. Make some notes about the festival.

What is the name of the festival?	
When is it?	
What do people eat?	
What do people do?	
Why do you like it so much?	

- 3b** Write a letter to your pen pal and tell him/her about your favorite Chinese festival. Use your notes in 3a.

Use the following expressions to help you:

My favorite Chinese festival is ...
 It is celebrated in/on ...
 During this festival, people ...
 It's my favorite festival because ...
 It makes me feel ...

In your letter:

First, introduce the festival and when it is celebrated.

Then talk about what people do and eat.

Finally, explain why you like it best and how it makes you feel.

Self Check

1 Complete the passage with the words in the box.

spread ... around
 between ... and
 give out
 business
 lay
 relatives

Many Western countries celebrate Easter. This holiday is always on a Sunday _____ March 22nd _____ April 25th. It celebrates the beginning of new life. Hens _____ eggs, giving birth to life, so an egg is a symbol of new life. A popular activity during Easter is to hide eggs around your home or garden for friends or _____ to find. These can be real eggs, but they are more often chocolate eggs. Not only do people _____ them _____ in different hiding places for an egg hunt, but they also _____ these treats as gifts. So just like Christmas, Easter creates good _____ for supermarkets and chocolate stores.

2 Rewrite these sentences as exclamations.

- The mooncakes are delicious. ▮ _____ !
- The festival will be fun. ▮ _____ !
- This concert is boring. ▮ _____ !
- I'm really excited. ▮ _____ !
- The band played really loud music. ▮ _____ !

3 Make sentences about a festival/festivals you like using these words + *that/whether/if*.

I think _____ .
 I know _____ .
 I believe _____ .
 I wonder _____ .

UNIT 6

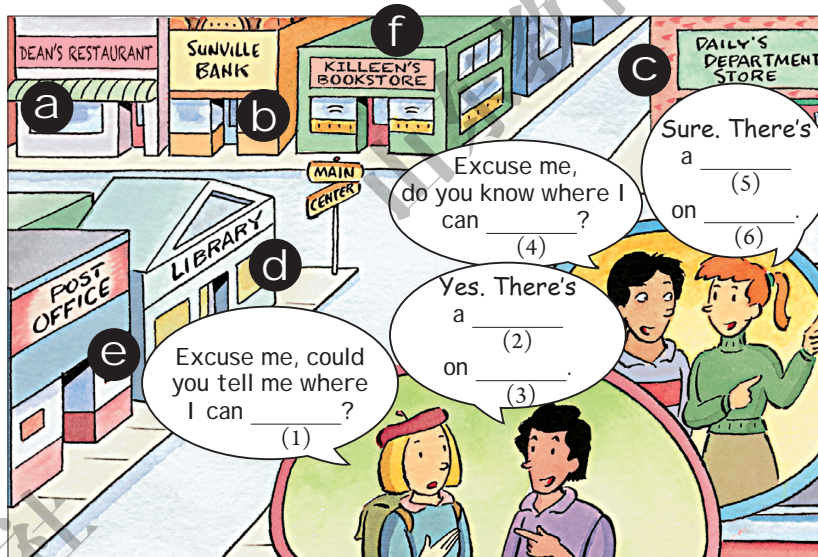
Section

A

Language Goals:
Ask for
information
politely;
Follow directions

Could you please tell me where the restrooms are?

- 1a** Where can you do the things below? Match each thing with a place in the picture. Many different answers are possible.



- | | | | |
|-------|--------------------|-------|-------------------------------------|
| b | get some money | _____ | get some information about the town |
| _____ | get some magazines | _____ | buy a newspaper |
| _____ | have dinner | _____ | buy some stamps |
| _____ | get a dictionary | _____ | get a pair of shoes |

- 1b** Listen and complete the conversations in the picture in 1a.

- 1c** Make conversations using the information in 1a. Then talk about your own town/city.

A: Excuse me, could you please tell me how to get to the bookstore?
B: Sure, just go along Main Street until you pass Center Street. The bookstore is on your right, beside the bank.
A: Thanks. Do you know when the bookstore closes today?
B: It closes at 7:00 p.m. today.

2a

Listen. You will hear some of the directions below. Number the directions in the order you hear them.

- _____ Go to the third floor.
- _____ Turn left.
- 1 _____ Go to the second floor.
- _____ Turn right.
- _____ The supermarket is between the flower store and the bookstore.
- _____ Go past the bookstore.



2b

Listen again. Draw a line in the picture above to show how the boy walks to the supermarket.

2c

Make conversations about the other places in the picture in 2a.

- A: Excuse me, do you know where I can get some postcards?
B: Sure. Go to the second floor. There's a bookstore between the bank and the supermarket.

2d

Role-play the conversation.

He Wei: This is Fun Times Park, the biggest amusement park in our city!

Alice: I'm excited to try the rides!

He Wei: What should we start with?

There's Space World, Water World, Animal World ...

Alice: Before we decide, could you first tell me where the restrooms are?

He Wei: Pardon? Restroom? You want to rest? But we haven't even started yet!

Alice: Oh no, I don't mean that. I mean ... you know, a washroom or bathroom.

He Wei: Hmm ... so you mean ... the toilet?

Alice: Yes! Sorry, maybe people in China don't often use the word "restroom" when they speak English.

He Wei: That's right. In China, we normally say "toilet" or "washroom" in English. Anyway, they're over there.

Alice: OK. I'll be quick!

He Wei: No problem. You don't need to rush!



3a Read the conversation and answer the questions below.

1. Why did Alice not want to go on the new ride? How did she feel after the ride?
2. What is special about Uncle Bob's restaurant? Should Alice and He Wei get there early for dinner? Why?

Fun Times Park — Always a Fun Time!

[Alice and He Wei are in Space World.]

Alice: I wonder where we should go next.

He Wei: How about that new ride over there?

Alice: Well ... it looks scary.

He Wei: Come on! I promise it'll be exciting! If you're scared, just shout or hold my hand.



[After the ride ...]

Alice: You were right! That was fun! I was scared at first, but shouting did help.

He Wei: See, that wasn't so bad, right? You never know until you try something.

Alice: Yes, I'm so glad I tried it!

He Wei: Do you want to go to Water World now?

Alice: Sure, but I'm getting hungry. Do you know where we can get some good food quickly?

He Wei: Of course! I suggest Water City Restaurant in Water World. It serves delicious food.

Alice: Great! Let's go!

[On their way to Water City Restaurant, Alice and He Wei pass by Uncle Bob's.]

Alice: Look! This restaurant looks interesting. The sign says a rock band plays here every evening.

He Wei: Why don't we come back here for dinner later? Let's ask what time the band starts playing.

[Alice and He Wei walk up to a staff person at the door.]

He Wei: Excuse me, could you tell us when the band starts playing this evening?

Staff: Eight o'clock. The restaurant is always busy at that time, so come a little earlier to get a table.

He Wei: OK. Thank you!

3b Underline the questions or statements in the conversation that ask for information. Rewrite them in a different way.

e.g. I wonder where we should go next.

Could you tell me where we could go next?

Grammar Focus

Excuse me, do you know where I can buy some medicine?	Sure. There's a supermarket down the street.
Could you please tell me how to get to the post office?	Sorry, I'm not sure how to get there.
Could you tell us when the band starts playing this evening?	It starts at 8:00 p.m.
I wonder where we should go next.	You should try that new ride over there.

4a Rewrite the questions to make them more polite.

- Where can I buy some grapes or other fruit?

- How does this CD player work?

- How do I get to the Central Library?

- Is the Italian restaurant nearby open on Mondays?

4b What should each person ask in the following situations?

- Tim is very hungry.
Could you tell me where I can get something to eat?
Excuse me, can you tell me how I can get to a nearby restaurant?
Pardon me, do you know if there's a restaurant around here?
- Sally needs to mail a letter.

- Helen needs to know when the bike shop closes.

- Ben is wondering if there's a bank in the shopping center.

4c Write four questions that a tourist might ask about your town/city. Then role-play conversations with your partner.

A: Excuse me, could you please tell me where the nearest bank is?
B: Sure. You go east along this street ...

- _____?
- _____?
- _____?
- _____?

Section
B

1a

What qualities are important for each place? Write the words from the box next to each place below. Write the most important words first.

interesting fascinating
inexpensive quiet
uncrowded big
beautiful convenient
safe clean

Places	Qualities
1. restroom	clean,
2. museum	
3. restaurant	
4. park	
5. subway	
6. mall	

1b

Talk about places in your city using the words in 1a.

A: The Fine Arts Museum is really interesting.
B: Yes, and it's beautiful, too.

1c

Listen to the conversations and complete the sentences.

Conversation 1

The boy asks about _____, and the clerk tells him to go to Green Land.

Conversation 2

The girl asks about _____, and the clerk tells her to go to the corner of Market and Middle Streets.

Conversation 3

The mother asks about _____. The father wants to go to a _____ museum. The younger girl wants to go to a _____ museum. The boy wants to go to a _____ museum. The older girl wants to go to an _____ museum. The clerk suggests they go to the _____ museum.

1d

Listen again. Check your answers in 1c.



1e

Role-play the conversations between the clerk and the tourists.

A: Can you tell me where there's a good place to eat?
B: Of course. What kind of food do you like?
A: ...

2a Where do you need to make polite requests? Think of some possible situations. Discuss them with your partner.

2b Read the article and underline the topic sentence for each paragraph.

USING SUITABLE LANGUAGE

In different situations, you need to choose and use suitable language based on cultural knowledge.

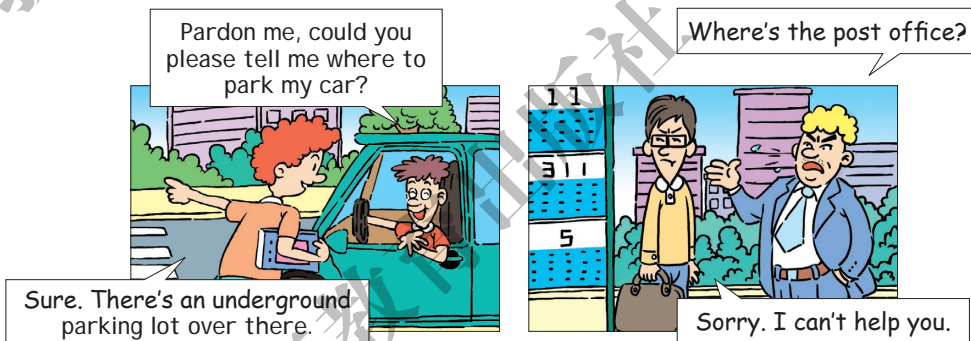
Could You Please ...?

When you visit a foreign country, it is important to know how to ask for help politely. For example, you may ask “Where are the restrooms?” or “Could you please tell me where the restrooms are?” These are similar requests for directions. Both are correct, but the first one sounds less polite. That is because it is a very direct question. It is not enough to just ask a question correctly. We also need to learn how to be polite when we ask for help.

Good speakers change the way they speak in different situations. The expressions they use might depend on whom they are speaking to or how well they know each other. It is all right to ask direct questions to your classmates because you know them well. However, if you say to your teacher, “When is the school trip?”, this might sound impolite. But if you say, “Excuse me, Mr. West. Do you know when the school trip is?”, this will sound much more polite.

Usually polite questions are longer. They include expressions such as “Could you please ...?” or “May I ask ...?” It sounds more polite to say, “Peter, could you please tell me your e-mail address?” than “Peter, tell me your e-mail address.” Sometimes we even need to spend time leading into a request. For example, we might first say to a stranger, “Excuse me, I wonder if you can help me” or “I’m sorry to trouble you, but ...” before asking for help.

It might seem more difficult to speak politely than directly. However, it is important to learn how to use the right language in different situations. This will help you communicate better with other people.



2c Find all the direct questions and polite requests from the passage.

Direct questions	Polite requests
1.	1.
2.	2.
3.	3.

2d Read the requests below. In the second column, write A if you would say it to someone you know and B if you would say it to a stranger. In the last column, write where you think these people are.

Request	Person	Place
1. Will you pass the salt?		
2. Do you know where I can change some money, please?		
3. Could you tell me what just happened?		
4. Can you please tell me where the nearest station is?		
5. Excuse me, do you know what time it begins, please?		
6. Let me know when you're ready, OK?		
7. Could you possibly tell me the way to the village school?		

3a Imagine you are going on a short study vacation at a school in an English-speaking country. What would you like to know before you go? Write some polite, indirect questions about the following topics.

Topic	Question
The course you will study	
The time of the course	
Where and what you can eat	
Where you will stay	
What activities you can do	
Travel to the school	
Other	

- 3b** Write a polite letter to the school asking for the information you want to know. Use your notes in 3a.

In your letter, you should:

- introduce yourself
- say when you are coming
- politely ask for information
- thank the person for helping you

Use the following expressions to help you:

My name is ... and I'm from ...
 I'll be coming to your school for ...
 I'd like to know about ...
 I would like to thank you for ...
 I'm looking forward to your reply.

Self Check

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

corner
direct
polite
rush
suggest
plan

- A: Could you tell me where the library is?
 B: It's on the _____ of Main and Center Streets.
- A: I wonder why you don't wake up earlier in the morning. You're always in a _____ to get to school on time.
 B: Yes, you're right. I need to _____ my time better.
- A: I want to buy some winter clothes. Could you tell me which place would be a good choice for me to go to?
 B: I _____ Jenny's Clothes Store in Century Shopping Mall. It's convenient to get to.
- In many countries, it is often not _____ to ask very _____ questions when you meet someone for the first time.

2 Write questions and answers using the words given.

- buy a magazine / bookstore on the third floor
 Q: Could you please tell me where I can buy a magazine?
 A: There's a bookstore on the third floor.
- get some stamps / post office on Green Street
 Q: _____
 A: _____
- shopping center opens / 10:00 a.m.
 Q: _____
 A: _____
- get to the Japanese restaurant / go along Main Street and turn right on Lake Street
 Q: _____
 A: _____

UNIT 7

Section

A

Language Goal:
Talk about what
you used to be
like

I used to be afraid of the dark.

1a Fill in the chart with words to describe people.

Appearance	Personality
tall	outgoing
straight hair	funny



1b Listen. Bob is seeing some friends for the first time in four years. What did his friends use to look like?

- Mario used to be _____. He used to wear _____.
- Amy used to be _____. She used to have _____ hair.
- Tina used to have _____ and _____ hair.

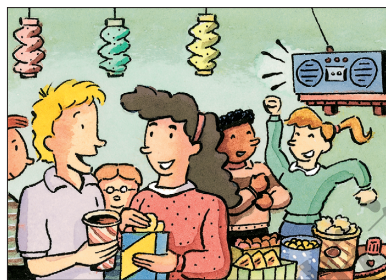
1c Look at the picture in 1a and make conversations.

- A: Did Mario use to be short?
B: Yes, he did. He used to be really short.
A: What's he like now?
B: He's tall now.

2a

Listen and check (✓) the words you hear.

___ friendly ___ outgoing ___ serious
 ___ humorous ___ silent ___ active
 ___ brave ___ quiet ___ helpful



2b

Listen again and complete the chart about how Paula has changed.

In the past	Now
1. Paula used to be really _____. She was always silent in class. She wasn't very _____. She was never brave enough to ask questions.	1. Now she's more interested in _____. She plays _____ almost every day. She's also on a _____ team.
2. She got good grades in _____. She was also good in _____. She used to play the _____.	2. She still plays the _____ from time to time.

2c

Make conversations about Paula using the information in 2b.

A: Paula used to be really quiet.
 B: I know. She was always silent in class.

2d

Role-play the conversation.

Alfred: This party is such a great idea!

Gina: I agree. It's been three years since we last saw our primary school classmates.

Alfred: It's interesting to see how people have changed.

Gina: Billy has changed so much! He used to be so shy and quiet.

Alfred: Yeah, his face always turned red when he talked to girls!

Gina: I used to see him reading in the library every day.

Alfred: That's because he was a really good student. He studied hard and got good scores on his exams.

Gina: Did he use to wear glasses?

Alfred: Yes, and he used to be thin, too. But look how big and strong he is now!

Gina: He's so popular now. Look at all the girls around him!



- 3a** Read the article and identify the paragraphs in which the following information appears. Number the information [1–3].

_____ how Candy's life has changed
 _____ Candy's advice to young people
 _____ Candy's background

From Shy Girl to Pop Star

- 1 For this month's *Young World* magazine, I interviewed 19-year-old Asian pop star Candy Wang. Candy told me that she used to be really shy and took up singing to deal with her shyness. As she got better, she dared to sing in front of her class, and then for the whole school. Now she's not shy anymore and loves singing in front of crowds.
- 2 I asked Candy how life was different after she became famous. She explained that there are many good things, like being able to travel and meet new people all the time. "I didn't use to be popular in school, but now I get tons of attention everywhere I go." However, too much attention can also be a bad thing. "I always have to worry about how I appear to others, and I have to be very careful about what I say or do. And I don't have much private time anymore. Hanging out with friends is almost impossible for me now because there are always guards around me."
- 3 What does Candy have to say to all those young people who want to become famous? "Well," she begins slowly, "you have to be prepared to give up your normal life. You can never imagine how difficult the road to success is. Many times I thought about giving up, but I fought on. You really require a lot of talent and hard work to succeed. Only a very small number of people make it to the top."



- 3b** Read the article again and complete the sentences about Candy.

1. She used to be shy, but now she's not shy _____.
2. She didn't use to be _____ in school, but now she gets lots of attention.
3. She used to _____ with friends, but it is almost impossible now.
4. She didn't use to _____ how she appears to others, but now she does.

- 3c** Suppose you are the interviewer and your partner is Candy. Ask and answer questions.

Grammar Focus

I used to be short.	I didn't use to be popular in school.
Paula used to be really quiet.	She didn't use to like tests.
You used to be short, didn't you?	Yes, I did. / No, I didn't.
Did he use to wear glasses?	Yes, he did. / No, he didn't.

4a Write sentences about the past using *used to*.

- Grace / watch a lot of TV / watch a lot of movies
Grace used to watch a lot of TV. She didn't use to watch a lot of movies.
- my mom / have curly hair / have straight hair

- Jerry / read books on European history / read books on African culture

- Sandy / teach British English / teach American English

4b Look at the information and write sentences about Emily.

Five years ago	Now
didn't eat a lot of vegetables	loves carrots and tomatoes
listened to pop music	enjoys country music
watched scary movies	hates scary movies
didn't read a lot of books	reads at least six books a year
e.g. Emily didn't use to eat a lot of vegetables, but now she loves carrots and tomatoes.	

4c Which of these things did you use to be afraid of? Which ones are you still afraid of? Check the boxes and then ask your partner.



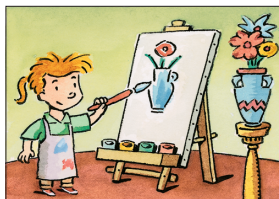
	Me		My partner	
	I used to be afraid of ...	I'm still afraid of ...	My partner used to be afraid of ...	My partner is still afraid of ...
the dark				
being alone				
flying				
high places				
giving a speech in public				

Section B

1a Check (✓) the things you used to like when you were a child.



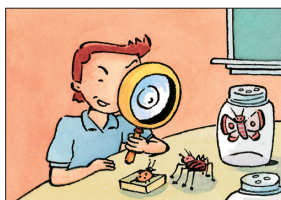
_____ P.E. class



_____ painting pictures



_____ music class



_____ ants and other insects

1b What other things did you use to like when you were a child? Write sentences in the box above. Then discuss them with a partner.

1c Listen and check (✓) the sentences you hear.

1. _____ I didn't use to like tests.
2. _____ We used to walk to school.
3. _____ I used to hate P.E. class.
4. _____ I used to be on the soccer team.

1d Listen again. What do the girl and the boy say about things in the past and now? Fill in the chart.

	In the past	Now
Girl	I didn't use to like _____.	I don't worry about _____.
	We used to wear _____ to school.	We can wear _____ to school.
Boy	We used to _____ every day after school.	We _____ all the time.
	I used to hate _____.	I _____ P.E. class.

1e Compare yourself with your partner.

A: I used to be nervous about tests all the time. What about you?

B: Yes, me too. And I used to ...

2a Li Wen is a 15-year-old boy from the countryside. His parents are working in the city. Look at the title of the passage and the picture below. What problems do you think he might have?

2b Read the passage and put the sentences [A-D] in the correct places.

He Studies Harder Than He Used to

Li Wen is a normal 15-year-old boy from the countryside. He works very hard and does well in school. It is hard to believe that he used to have difficulties in school. When he was a little boy, he seldom caused any problems, and his family spent a lot of time together. _____. His parents moved to the city to look for jobs, and his grandparents came to take care of him. But he missed his parents so much and he often felt lonely and unhappy.

Li Wen's unhappiness began to **influence** his schoolwork. He became less interested in studying. Sometimes he was **absent** from classes and failed his examinations. Finally, Li Wen's parents made the decision to send him to a **boarding school**. However, Li Wen was shy and was not able to make friends quickly in school. He found life there difficult. One day he told his teacher that he wanted to leave the school. _____ and she called his parents. She advised them to talk with their son **in person**. So his parents took a 24-hour train and a 5-hour bus ride to get to Li Wen's school.

_____. "It was exactly what I needed," he said. "Now I understand that even though they are busy, they are always thinking of me. They take pride in everything good that I do."

After that, Li Wen's parents had much more communication with their son than they used to. _____. He became more



outgoing and made some good friends in school. He even joined the school basketball team and became active in many other activities. "I'm much happier now, and I work even harder than I used to. I know my parents love me and they're always proud of me," says Li Wen. "It's very important for parents to be there for their children."

USING CONTEXT

Using the sentence context may help you guess and learn the meanings of new words and phrases.

Missing language

- A. They had a long talk
- B. Now Li Wen has really changed
- C. However, things began to change a few years ago
- D. His teacher was worried about him

2c Read the passage again and underline the problems that Li Wen used to have.

2d Use clues from the passage to help you guess the meanings of the words in the box.

influence absent boarding school in person

2e Complete the passage with the proper forms of the words and phrases in the box.

be proud of / take pride in make a decision / decide miss / be absent from
change / influence look after / take care of

Li Wen is a 15-year-old boy. He works hard and does well in school. It is hard to believe that he used to have difficulties in school. When his parents moved to the city to work, they could not be at home to _____ him. So he became less interested in studying and _____ classes. Then his parents _____ to send him to a boarding school. He found life there difficult. One day he told his teacher he wanted to leave the school. His teacher advised his parents to talk with their son in person. This conversation _____ his life. He realized that his parents would always love him, and they would _____ everything good that he did. Now he is much happier and more outgoing than he used to be.

2f What do you think Li Wen and his parents talked about in their conversation? Write a conversation and role-play it with your group. Think of the following things:

- Possible questions Li Wen might ask his parents
- Questions his parents might ask Li Wen
- Possible answers from Li Wen and his parents

3a Write notes about how you have changed in your appearance, personality and hobbies. Then talk with a partner about your changes.

3b

Write about how you have changed. What did you use to be like? Which change is the most important one, and why?

Try to write two paragraphs.

Paragraph 1: General introduction about the changes in your life

Paragraph 2: The most important change and how it happened

How I've Changed!

My life has changed a lot in the last few years. I used to _____.

Now I'm _____.

The biggest change in my life was _____.

This is the most important change because _____.

Self Check

1 Fill in the blanks with the correct forms of the words in the box.

silent require absent fail interview take pride in
be proud of in person influence humorous seldom

- The mother traveled for many hours to return home to talk to her child _____.
- He used to be a very quiet teenager. He remained _____ most of the time and _____ talked to other people.
- If you are always _____ from class, you will _____ the examinations.
- The teacher _____ helping his students win the English competition.
- Kate's grandparents have had a great _____ on her.
- That British teacher is very _____. He always tells us interesting jokes.
- People are usually _____ to give a general self-introduction in a job _____.
- Tina played very well in the basketball game and her parents _____ her.

2 What did you use to be like when you were in primary school?
Complete these statements.

I used to wear _____.

My hair used to be _____.

I used to watch _____.

I used to play _____.

I used to be _____.

UNIT 8

Section

A

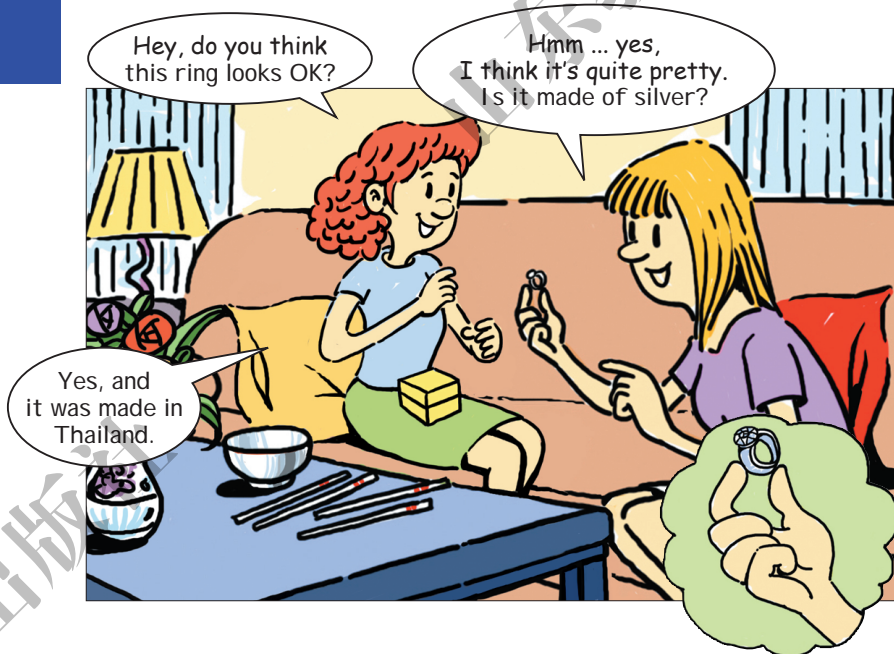
Language Goal:
Talk about what products are made of and where they were made

What are the shirts made of?

1a

What are these things usually made of? Match them with the materials. More than one answer is possible.

Things		Materials	
1. chopsticks	4. stamp	a. wood	e. paper
2. window	5. fork	b. gold	f. silk
3. coin	6. blouse	c. silver	g. glass



1b

Listen and match the products with what they are made of and where they were made.

Things	Made of	Made in
shirts	cotton	Korea
chopsticks	silver	Thailand
ring	steel	America

1c

Practice the conversation in 1a. Then make conversations using the information in 1b.

A: This ring looks nice. Is it made of silver?
B: Yes, and it was made in Thailand.

2a

Listen and check (✓) the main topic of Nick and Marcus' conversation.

- _____ the science museum
- _____ the art and science fair
- _____ environmental protection
- _____ a model plane
- _____ a beautiful painting
- _____ grass and leaves



2b

Listen again. Write short answers to the questions.

1. Where is the art and science fair? _____
2. Do Nick and Marcus have to pay to go? _____
3. What is the model plane made of? _____
4. What is the painting made from? _____

2c

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

A: What did you see at the art and science fair?
 B: I saw ...
 A: What is it made of/from?
 B: ...

2d

Role-play the conversation.

Pam: China is famous for tea, right?

Liu Jun: Yes, both in the past and now.

Pam: Where is tea produced in China?

Liu Jun: Well, in many different areas. For example, Anxi and Hangzhou are widely known for their tea.

Pam: How is tea produced?

Liu Jun: Well, as far as I know, tea plants are grown on the sides of mountains. When the leaves are ready, they are picked by hand and then are sent for processing.

Pam: What happens next?

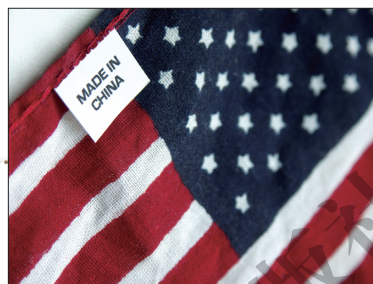
Liu Jun: The tea is packed and sent to many different countries and places around China.

Pam: It seems that many people all over the world drink Chinese tea.

Liu Jun: Yes, people say that tea is good for both health and business!



- 3a** Read the passage. What two things did Kang Jian want to buy in America? Where were they made?



The Difficult Search for American Products in the US

If you go to another country, what kinds of things would you buy? Would you buy a camera in Japan, some beautiful clothes in France, or a watch in Switzerland? No matter what you may buy, you might think **those** products were made in **those** countries. However, you could be wrong. Kang Jian is a 17-year-old student from Shanghai. Last year he went to visit his aunt and uncle in San Francisco. He found **it** interesting that so many products in the local shops were made in China. "I wanted to buy a toy car for my cousin, but even though most of the toys were American brands, **they** were made in China."

Toys are not the only things made in China. "I wanted to buy a pair of basketball shoes," he explains. "But I had to visit five or six stores before finding a pair made in America!" He realized that Americans can hardly avoid buying products made in China. "In fact," he continues, "there were many other things there made in China — footballs, handbags, pet food, mobile phones. Even American flags are made in China!" Kang Jian thinks it's great that China is so good at making these everyday things. However, he wishes that in the future China will also get better at making high-technology products that people can buy in all parts of the world.

- 3b** Read the passage and answer the questions.

1. Where did Kang Jian go to visit his aunt and uncle?
2. What did he discover in the toy stores?
3. Why did he have to visit many stores before buying a pair of basketball shoes?
4. What did he realize after his shopping experiences?
5. Why do you think so many products in America are made in China? How do you feel about this?

- 3c** Read the passage again and write what the words in bold refer to.

those (products): _____

those (countries): _____

it: _____

they: _____

Grammar Focus

Are your shirts made of cotton?	Yes, they are. And they were made in the US.
What's the model plane made of?	It's made of used wood and glass.
Where is tea produced in China?	It's produced in many different areas.
How is tea produced?	Tea plants are grown on the sides of mountains. When the leaves are ready, they are picked by hand and then are sent for processing.
Active Voice: People grow tea in Hangzhou.	
Passive Voice: Tea is grown (by people) in Hangzhou.	

4a Complete the sentences with the correct forms of the verbs in brackets.

- Children under 18 _____ (not allow) to watch this show without their parents.
- We _____ (pay) by the boss on the last Friday of each month.
- A: What language _____ (speak) in Germany?
B: Most people speak German, but many can speak English, too.
- Most of the earth's surface _____ (cover) by water.
- The classroom _____ (clean) by the students every day.

4b Rewrite the sentences using the passive voice.

- Farmers plant the tea on the sides of mountains.
The tea is planted on the sides of mountains by farmers.
- This shop uses the best materials to make dresses.
- Careless driving causes many traffic accidents.
- The postman brings letters and postcards to people's homes.
- Our family does not use this silver plate very often.

4c Ask five classmates about something they are wearing or have in their schoolbags. The list of words below may help you.

pencil, jacket, sweater,
T-shirt, shoes, cap,
gloves, ring ...

A: What's your pencil made of?
B: It's made of wood.
A: Where was it made?
B: It was made in Shanghai.

Section
B

1a

Do you know how to fly a kite? What are kites made of? Write down some materials used in making kites.



1b

Listen to a conversation between Laura and Zheng Yun and circle the correct answers.

1. Laura is trying to find out more about _____.

- A. what Zheng Yun did on his vacation
B. what Zheng Yun thinks about Weifang

2. Zheng Yun tells Laura about _____.

- A. a kite festival
B. how to make a kite

1c

Listen and write L for Laura or Z for Zheng Yun.

1. _____ went on a vacation to Weifang.
2. _____ wants to know more about the kite festival.
3. _____ saw many different kinds of kites at the festival.
4. _____ didn't know that kite flying could be so exciting.
5. _____ wants to learn to fly a kite.

1d

Listen again. Fill in the blanks with what you hear.

1. Weifang is a city in Shandong. It is famous for _____.
2. The international kite festival is held in _____ every year.
3. The competitors at the festival are from _____.
4. There are _____ for the best kites.
5. Some of the kites Zheng Yun saw were made of _____. Some were painted with colorful _____.

1e

Role-play a conversation between Laura and Zheng Yun using the information in 1b-1d.

- A: Where did you go on vacation?
B: I went to an international kite festival.
A: That sounds interesting. What did you see there?
B: ...

2a What do you know about folk or traditional art, like paper cutting? Tell your partner about it.

2b Read the passage and complete the chart below.

Beauty in Common Things

Each different part of China has its own special forms of traditional art.

These usually try to show the things that are important in life, such as love, beauty and family. The most common things, from paper to clay to bamboo, are turned into objects of beauty.



According to Chinese history, sky lanterns were first used by Zhuge Kongming. He sent them out to ask for help when in trouble. Today, sky lanterns are used at festivals and other celebrations. They are made of bamboo and covered with paper. When the lanterns are lit, they slowly rise into the air like small hot-air balloons for all to see. They are seen as bright symbols of happiness and good wishes.

Paper cutting has been around for over 1,500 years. Paper cutting sounds very easy but it can be difficult to do. The paper, usually red, is folded before it is cut with scissors. The most common pictures are flowers, animals, and things about Chinese history. During the Spring Festival, they are put on windows, doors and walls as symbols of wishes for good luck and a happy new year.



Chinese clay art is famous because the clay pieces are so small but they look very real. The pieces are usually cute children or lively characters from a Chinese fairy tale or historical story. The pieces are carefully shaped by hand from a very special kind of clay and then allowed to air-dry. After drying, they are fired at a very high heat. They are then polished and painted. It takes several weeks to complete everything. These small pieces of clay art show the love that all Chinese people have for life and beauty.



MOVING FROM GENERAL TO SPECIFIC

A general introduction of the topic is usually followed by specific details and examples.

Traditional art form	Materials used
1.	
2.	
3.	

2c Read the passage again and answer the questions.

1. What do traditional Chinese art forms try to show?
2. What were sky lanterns used for before and what are they used for now?
3. What kinds of pictures are usually found on paper cuttings?
4. How do people use paper cuttings during the Spring Festival?
5. What are the steps for making clay art pieces?
6. Which art form do you think is the most interesting? Why?

2d Complete the sentences using the correct forms of the phrases in the box.

such as turn ... into send out cover with rise into put ... on

1. People used to _____ sky lanterns when they were in trouble. But today, people light the lanterns and watch them _____ the sky with their wishes.
2. The art of paper cutting _____ a simple thing like a piece of paper _____ a beautiful piece of art. People often _____ these art pieces _____ the doors, windows and walls of their homes to celebrate the Spring Festival.
3. To make Chinese clay art, the clay is shaped by hand into things _____ cute children or characters from Chinese fairy tales and stories. They are then _____ paint.

2e Discuss the questions in your group.

1. Which art form do you think is the easiest? Which is the most difficult? Why?
2. Which art form would you like to learn? Why?

3a What are some special things that your town/city is famous for? These can be food, artwork or any other products. Discuss them with a partner and take notes.

What the product is	
What it is made of/from	
Who it is made by	
Where it is made	
What it can do	
Why it is special	

3b

Write a paragraph about the product. Use your notes in 3a.

Use the following expressions to help you:

My town/city is famous for ...

... is famous in my town/city.

... is/are made of/from/with/by/in ...

... is/are used for ...

... is/are known for ...

... is/are special because ...

Self Check

- 1** List some things you use every day. Write down what they are made of/from and where they were made.

Things	Made of/from ...	Made in ...

- 2** Use the information above to write full sentences.

- _____
- _____
- _____
- _____
- _____

- 3** Complete the sentences using the correct forms of the words in brackets.

- Cheese _____ (make) from milk.
- Parents and students _____ (invite) to the school concert last night.
- The underground parking lot _____ (close) at midnight every day.
- There is a lot of research on how languages _____ (learn).
- Some classic films _____ (show) at that cinema last week.

Notes on the Text

Unit 1 When was he born?

1. Nobel Prize in Literature 诺贝尔文学奖

诺贝尔 (Alfred Bernhard Nobel, 1833—1896) 是瑞典化学家、工程师和炸药的发明者。根据他的遗嘱规定, 将其遗产一部分共 920 万美元作为基金, 以其利息分设物理学、化学、生理学或医学、文学、和平五种奖金。1968 年起, 又增设诺贝尔经济学奖金。

2. Mo is the first Chinese who won the prize. 莫言是首位获得该奖项的中国人。

who won the prize 是定语从句, 修饰 Chinese。

who 用来引导一个定语从句, 修饰前面那个指人的名词。who 在从句中作主语。又如:

He is the teacher who teaches us English. 他是教我们英语的老师。

3. When he heard the news, Mo said he never expected to win the prize, as there were so many good writers all over the world. 当莫言听到这一消息时, 他说他从来也没期望能获奖, 因为全世界有那么多优秀的作家。

as 在这里是连词, 连接一个原因状语从句, 意思是“因为; 由于”。又如:

You had better stay at home, as it is raining. 下雨了, 你最好待在家里。

As I'm ill, I won't go. 我生病了, 不去了。

4. With no more books at hand, he started to read a Chinese dictionary. 手头上再没有书了, 他就开始读一本汉语字典。

介词 with 在这儿表示原因, 意思是“因为; 由于”。又如:

With Tom away, there's more room in the house. 因为汤姆不在, 家里宽敞了一些。

5. He read it so many times that he found several mistakes in it. 他读字典读了很多遍, 结果他发现里面竟有几处错误。

that 在这里是连词, 连接一个结果状语从句, 经常与主句中的 so 相呼应, 构成 so ... that ... 句式。又如:

I'm so tired that I can't walk. 我累得都走不动了。

6. He also won the 8th Mao Dun Literature Prize in 2011 for his novel *Frog*. 2011 年, 他还因为他的小说《蛙》而获得了第 8 届茅盾文学奖。

茅盾文学奖是中国长篇小说大奖。该奖以茅盾生前捐款为基金, 故名。1981 年 4 月 20 日中国作家协会主席团扩大会议决定成立茅盾文学奖金委员会, 巴金任主任委员。评选活动定为三年进行一次。首届评选于 1982 年进行。

介词 for 在这里表示原因，意思是“因为；由于”。又如：

We jumped for joy. 我们高兴得跳了起来。

7. ... still listen to his famous works such as *Minute Waltz*. ……仍然还听他的名曲，例如《一分钟华尔兹》。

such as 意思是“像……这样；诸如……之类；例如（用来举例）”。又如：

He likes sports, such as running and swimming. 他喜欢体育运动，像跑步和游泳。

8. Everyone in Chopin's family was a musician. 肖邦家人都是音乐家。

everyone 是单数，当它作主语时，后面的动词要按照第三人称单数变化。又如：

If everyone is ready, I'll begin. 如果大家都准备好了，我就开始。

9. In his later years, he enjoyed playing at his apartment for a few friends more than giving big concerts. 晚年，他更喜欢在家里给几个朋友演奏，而不是举办大型音乐会。

1) in one's later years 意思是“在某人晚年”。later 在这里是形容词，意思是“接近末期的；晚年的”。例如：

She found happiness in her later years. 她在晚年才找到幸福。

2) enjoy doing sth 意为“喜欢做某事”。enjoy 可以跟动名词作宾语，不可以跟不定式。又如：

Little Moye enjoyed reading. 小漠业喜欢读书。

Unit 2 It's a nice day, isn't it?

1. A good starting point is to ask the person questions about himself or herself, or talk about something you both like such as football or pop music. 谈话的开头最好是问关于对方的问题，或是谈论双方都喜欢的话题，比如足球或流行音乐。

该句的主要结构是动词不定式短语作表语，用来说明主语的内容。再如：

The first thing now is to get something to eat. 当前首先是要找到吃的东西。

My job is to look after the baby. 我的工作照看这个婴儿。

2. In English, people often say it “breaks the ice”. 在英语中，人们常常说它是“打破沉默”。

此句中 it “breaks the ice” 是 say 的宾语从句。break the ice 是一个习语，表达的意思是“打破隔阂；打头说话”，即所谓的“打破僵局”。例如：

To break the ice, he spoke of his interest in football, and they soon had a fluent conversation. 为了打破僵局，他谈起了自己对足球的兴趣，这样谈话就很快顺利地进行了下去。

3. They might be asked about how they got to the meeting or if their hotel is comfortable. 他们可能会被问及是怎样到会的，或者宾馆是否舒适。

本句中的 how they got to the meeting 和 if their hotel is comfortable 是两个并列的宾语从句，由连词 or 连接，同是 ask about 的宾语。注意宾语从句要用陈述句语序。例如：

The teacher wanted to know why they were late. 老师想知道他们为什么迟到了。

4. Therefore, we should usually discuss “safe” subjects like the weather, which is common in many cultures. 所以，通常我们应该谈论一些“安全的”话题，比如天气。这一点在许多文化中是共同的。

本句中 which 引导的是非限制性定语从句，所指代的是前面的整个主句，通常翻译为“这；那；这一点”。例如：

He succeeded in the competition, which made his parents very happy. 他赢得了比赛，这使他的父母很高兴。

Unit 3 Where would you like to visit?

1. Where would you like to visit? 你想到哪里去旅游?

句中 would like to do ... 表示“愿意做……”。例如：

I would like to go somewhere interesting. 我想去好玩的地方。

Why would you like to go to Hong Kong? 你为什么想去香港?

would 还可以表示“客气地请求、建议、邀请等”。例如：

Would you open the door for me, please? 请你给我开门好吗?

Would you like a sandwich? 你来一个三明治好吗?

Would you have dinner with me on Friday? 请你星期五和我一起用餐好吗?

2. Travel Spotlight: Paris 旅游胜地：巴黎

spotlight 意思是“聚光灯；公众的注意中心”。travel spotlight 可理解为“旅游胜地”。例如：

Paris is really a travel spotlight in Europe. 在欧洲，巴黎真是个旅游胜地。

She was in the spotlight after she won the Marathon. 她赢得马拉松赛后，就成了公众注意的人物。

3. We all dream about things that we would like to do and things we hope to achieve in the future. 我们都梦想一些我们想要做的事情和我们希望将来能实现的事情。

1) dream about / of (doing ...) 意为“梦想；向往”。例如：

He dreams about / of success. 他梦想成功。

They dream about / of going to college. 他们梦想着上大学。

She dreams about / of running her own business. 她梦想自己开公司。

2) 句中 that we would like to do 和 we hope to achieve 是两个定语从句。

4. Other students hope to continue studying after finishing school... 其他的学生

希望毕业后继续学习……

continue doing... 意思是“继续做……；不停地做……”。例如：

I was allowed to continue using the library. 我被允许继续使用该图书馆。

5. It is very important to dream, so hold on to your dream; one day they may just come true. 有梦想很重要，所以坚持你的梦想，将来有一天，它们可能会实现。

1) hold on to... 在句中表示“坚持”。例如：

Although he is rich now, he holds on to his simple life. 尽管他现在很富有，他还是过着简朴的生活。

2) come true 意为“实现；成为现实”。例如：

His wish to visit China has come true at last. 他要访华的愿望终于实现了。

His dream of being a doctor has come true. 他当医生的愿望实现了。

Unit 4 How can we become good learners?

1. Don't read word by word. Read word groups. 不要一个字一个字地读，要按意群读。

1) 此句中介词by表示连续或反复，意为“(一个)接着(一个)；(一个)又(一个)”。例如：

one by one 一个接一个

little by little 一点一点

year by year 年复一年

step by step 一步一步

They went out of the classroom one by one. 他们一个接着一个走出了教室。

2) word group 表示“词组；意群”，指语言使用中表达意思相对完整的一组词语。在口语中，说话者应将其连贯说出，表达一个完整的意思。在阅读时，也应按意群读，以便更好地理解文章意思，加快阅读速度。

2. It takes time. 这得慢慢来。

动词take可用来表示“花费；消耗”时间。但在It takes time. 和Please take your time. 这样的句子中，它们所表达的意思是“不着急；慢慢来”。例如：

You can take your time. 你慢慢来。

A: These dresses are really nice and I can't decide which one to buy. 这几条裙子都很漂亮，我不知道该买哪一条。

B: Well, try them on and see how they look on you. Take your time. There's no hurry. 嗯，把它们都试试，看看穿上怎么样。你慢慢来，不着急。

3. I also learned useful sentences like "It's a piece of cake" or "It serves you right". 我还学会了像“这简直是小菜一碟”和“你活该”这样的有用的句子。

a piece of cake 和 serve somebody right 是英语中的两个习惯用语，也可称作习语(idiom)。同汉语中的成语类似，习语是人们在长期的语言运用中确定或形成的一种固定

表达方式，其意思往往不是字面所表达的含义。如：a piece of cake 表示事情非常简单、易于解决，相当于汉语的“小菜一碟；小事一桩”；serve somebody right 则相当于汉语说某人“活该”。再如：

It's a piece of cake to you, but for me it's quite different. 那对你来说是小菜一碟，但我而言却完全不同。

A: Tommy came late again and was punished by Mr. Morton. 汤米又迟到了，被莫顿老师罚了。

B: Serves him right. I told him yesterday to arrive early. 他活该，我昨天还告诉他要早到呢。

4. I can't pronounce some of the words. 有些单词我不会读。

I can't spell some English words. 有些英语单词我拼不出来。

以上两个否定句中，只能用 some 而不用 any，因为 some 表示其中“一些”（单词），并非“全部”单词；若用 any，那么 I can't pronounce/spell any of the words. 则表示“所有的单词都不会读（拼写）”。any 强调的是“任何的；所有的”。some 和 any 的运用要看具体的语境和句子所要表达的意义，而不是简单认为否定句和疑问句中不可使用 some。在疑问句中，特别是在表示请求、建议和反问时，也往往使用 some，因为 some 在这些语句中体现的是说话者肯定的含义。例如：

Can I have some of your cake? 我可以吃些你的蛋糕吗？

Shall we try some local food? 我们尝试一下当地的食物如何？

Why can't we just build some more parks? 为什么我们就不能修建更多的公园呢？

5. But whether or not you can do this well depends on your learning habits. 但是你能否做好取决于你的学习习惯。

1) 此句中 whether or not you can do it well 是一个从句，用作整个句子的主语。这种从句叫作“主语从句”。又如：

Whether you did it right or wrong isn't so important. What's important is the experience you gained. 你做对做错都不重要，重要的是你从中获得了经验。

2) whether or not 是英语从句的一个连词结构，意思和功能均相当于 whether，表示“是否”，常出现在宾语从句、主语从句中。使用时，也可把 whether 和 or not 分开，or not 放到句尾。例如：

I can't tell whether or not the teacher likes me. 我不知道老师喜不喜欢我。

此句也可以写成：I can't tell whether the teacher likes me or not.

6. Alexander Graham Bell 亚历山大·格雷厄姆·贝尔

亚历山大·格雷厄姆·贝尔（1847 - 1922）是出生于苏格兰的美国电气工程学家、发明家、企业家和聋哑教育家。贝尔以发明电话闻名于世。他在 1876 年申请并获得电话

专利权时仅29岁。贝尔电话公司(AT&T公司的前身)于1877年成立。贝尔一生致力于科技发明和聋哑人教育领域,他还为创办美国“国家地理学会”(National Geographic Society)和科普期刊《科学》(Science)杂志做出了贡献。

7. Knowledge comes from questioning. 知识源于质疑。

question 作动词,放在介词from后面要用它的-ing形式,在本句中是“质疑;质问”的意思。例如:

I just accepted what he told me. I never thought to question it. 我只是相信了他告诉我的话,从来没有质疑过。

People would question whether we are telling them the truth. 人们会质询我们是否向他们说了实话。

question用作动词还有“提问;讯问;审问”的意思。例如:

The police questioned him for three hours before letting him go. 警察询问了他三个小时方让他离开。

Unit 5 I think that mooncakes are delicious!

1. People go on the streets to throw water at each other. 人们走上街头互相泼水。

本句中throw ... at ...意为“抛向;泼向;洒向”,动词throw后接所投掷的物体,用介词at引入泼洒或抛的对象。又如:

On our way here, someone threw a stone at our car, but fortunately we were not hit. 在我们来的路上,有人向我们的车投掷石块,所幸的是我们没被砸中。

It's the first snow of the year, and the children are happily throwing snowballs at each other. 这是今年的第一场雪,孩子们高兴地互相扔雪球。

2. Christmas, Easter and Halloween 圣诞节、复活节和万圣节前夕

圣诞节、复活节和万圣节前夕是西方英语国家三个十分重要的节日,均与宗教有一定的联系。

1) Christmas 圣诞节

圣诞节是为纪念基督耶稣诞生而在12月25日举行庆祝活动的节日。12月24日晚上被称为圣诞夜(Christmas Eve),是家庭团聚、共进晚餐、互赠礼品的时间。多年以来,世界各地以自己特有的方式庆祝圣诞节,这使得庆祝这个节日的习俗和传统变得丰富多彩。圣诞树多为节日的必需之物,一般是松树,树枝上挂满各种装饰物和彩灯,树顶上通常有一颗明亮的星星。孩子们还会期待着圣诞老人(Santa Claus)在圣诞夜送来礼物。现代的圣诞节已经不仅仅是宗教节日了,它已成为全世界流传最为广泛、庆祝最为隆重的节日之一。

2) Easter 复活节

复活节是基督教纪念耶稣死后复活的重大节日。据《圣经·新约》记载，由于叛徒犹大（Judas）的告密，耶稣被钉在十字架上，死亡三日后复活。复活节通常为北半球春分满月后的第一个星期日（通常在3月22日至4月25日之间）。复活节象征着重生与希望。除了举行宗教仪式之外，各国还有形式不同的庆祝活动。对孩子们而言，寻找被复活节小兔（Easter Bunny）藏起来的复活节彩蛋（Easter eggs）是复活节的传统活动。

3) Halloween 万圣节前夕

万圣节的名字来源于基督教，是纪念所有圣徒的日子。在中世纪的英格兰，万圣节叫作All Hallows，所以，万圣节前夕就成了Halloween，即Hallow和evening (eve) 的连读。万圣节还源于古代凯尔特人的秋天祭奠。凯尔特人认为10月31日秋天正式结束，亡魂会重新造访人世。出于害怕，人们也扮作各种鬼怪，以避免被鬼怪骚扰。人们至今还保留着这些早年的习俗，不过如今的万圣节充满了喜庆意味，已成为西方很普通的季节性节日，它的宗教色彩已十分淡薄。万圣节前夜，人们往往会在房屋四周的墙上悬挂用纸糊的巫婆、黑猫、鬼怪或尸骨等装饰品，窗前和门口则悬挂或放置着龇牙咧嘴的南瓜灯笼。当晚，成人们还喜欢举办化装舞会，孩子们也会打扮一番并在社区挨家挨户索要糖果，以Trick or treat!（不招待就捣乱！）等方式尽享快乐。

3. He also tells Scrooge to expect three spirits to visit him. 他还让斯克鲁奇等待三个幽灵的造访。

以上两个例子中的名词spirit的意思完全不一样：第一个短语中spirit指与肉体相对而言的“精神；心灵”；第二个句子中spirit是“灵魂；鬼怪；幽灵”之意。试比较：

I shall be with you in spirit. 我在精神上与你们同在。

In the story, it is said that the area is haunted by evil spirits. 在故事里，据说那片地区闹鬼。

4. Charles Dickens and his novel *A Christmas Carol* 查尔斯·狄更斯和他的小说《圣诞欢歌》

Charles Dickens (1812 – 1870) 查尔斯·狄更斯是英国最受欢迎的作家之一。他的代表作有《圣诞欢歌》《双城记》《远大前程》《大卫·科波菲尔》《艰难时世》《匹克威克外传》和《奥列佛·特维斯特》（又译为《雾都孤儿》）等。这些作品是世界文学宝库中的瑰宝，时至今日仍脍炙人口。除了作家之外，狄更斯还是著名的朗诵者、编辑、主编，并且他还总是乐于为各种慈善事业奔忙。

A Christmas Carol《圣诞欢歌》创作于1843年，是狄更斯以圣诞题材创作的一部著名小说。作品讲述了一个名叫斯克鲁奇（Scrooge）的商人，他为人吝啬、待人刻薄。三个幽灵在圣诞前夜登门造访了他，让他看到了自己的过去、现在和未来。翌日，斯克鲁奇洗心革面，痛改前非，转变成为一个慷慨大方、富有爱心的人。这部作品奠定了现代圣诞节的寓意和内涵，同时也告诫人们要拥有一颗善良、仁慈、怜悯、包容之心。善良仁慈、乐

善好施才是幸福的源泉。

狄更斯这部作品对英语世界的影响深远，当代英语语汇中 Scrooge (或 scrooge) 已成为一个普通名词，意为“吝啬鬼”。这一语义就是源自《圣诞欢歌》中斯克鲁奇这一人物形象。

5. He is mean and only thinks about himself. He doesn't treat others nicely. 他十分吝啬，只想着自己。他对待其他人也不友善。

mean 在句中作形容词，意思是“吝啬的；小气的”。例如：

Mr. Smith is a mean old man. 史密斯先生是一个小气的老头。

He was mean to those who worked for him. 他对那些为他工作的人刻薄小气。

Some people around us are mean with money. 我们周围有些人在金钱方面十分吝啬。

Unit 6 Could you please tell me where the restrooms are?

1. I'm excited to try the rides! 要尝试些乘骑项目，我好兴奋呀！

英语名词 ride 有多种用法和意思。涉及游乐园主题时，往往笼统地指园中各种各样“供玩乐的乘骑装置”，如：旋转木马、疯狂老鼠、过山车等。其具体的汉语译文要视情境而定。例如：

a roller coaster ride 坐过山车

How about that new ride over there? 去玩玩那个新开的乘骑项目怎样？

My favorite ride is the Ferris Wheel. 我最喜欢的乘骑项目是“大转轮”。

The rides are free today. 今天这些乘骑项目免费。

2. Alice: ... could you first tell me where the restrooms are? 艾丽斯：……你能先告诉我哪儿有洗手间吗？

He Wei: Pardon? Restroom? You want to rest? 何伟：什么？休息室？你想要休息吗？

上面对话中何伟误解了艾丽斯，认为 restroom 是休息室，但实际上，restroom 在此处指的是“厕所；洗手间”。英语中常见的表达“厕所；洗手间”的词还有 toilet, washroom, bathroom 等。

3. I was scared at first, but shouting did help. 起初我好害怕，但大声喊还很管用。

此句相当于 I was scared at first, but shouting really helped. 原句是一种表示强调的句式，英语中，可用助动词 do 对谓语动词进行强调，构成强调句。例如：

Please do be careful. 请一定小心哟。

I do agree with you. 我完全同意你的意见。

He did warn you the other day, remember? 他前两天就告诫过你，还记得吗？

4. Both are correct, but the first one sounds less polite. 两种说法都正确，但是第一个听起来没那么礼貌。

“less + 形容词或副词”构成降级比较形式，相当于汉语“不那么；稍许不……”之意。例如：

His second movie is less interesting, I think. 我认为他的第二部影片就不那么有趣。

less后面常常接than，引入比较的对象。例如：

Some kinds of dogs are less friendly than others. 有些品种的狗不如其他品种那么友善。

5. It might seem more difficult to speak politely than directly. 看起来说得客气要比说得直白更难一点。

1) 句中it虽然是主语，但并没有意义。句子的真正主语是动词不定式短语to speak politely。它是“形式主语”，代替真实主语，放在句首，以免使句子有头重脚轻之感。又如：

It is very helpful to be able to speak a foreign language. 能说一门外语是非常有用的。

It took me three days to finish the project. 完成这个项目花了我三天时间。

2) 情态动词might表达一种可能性及推测的不确定性，意思与表达可能性的may相当，表示“有可能；也许会”，但语气却更加委婉、含蓄，更不确定。例如：

The train might be a few hours late. 火车也许会晚点几个小时。

Gina might not be able to go. 吉娜可能去不了。

6. There's an underground parking lot over there. 那边有一个地下停车场。

parking lot意为“停车场”，属美语用法，其中lot为“土地”的意思。在英国，人们将停车场称作car park。

Unit 7 I used to be afraid of the dark.

1. I get tons of attention everywhere I go. 无论我到哪里，总是被人关注。

get tons of attention在句中表示“被众人所关注；吸引无数目光”之意。其中tons of something是一种非正式的表达法，相当于lots of something，但带有一定夸张和感情色彩，表示“很多；极多”，具体翻译用词要根据上下文语境而定。再如：

They have tons of work to do every day. 他们每天有大量的工作要做。

The sports stars in America can make tons of money. 美国的体育明星能挣非常多的钱。

2. Hanging out with friends is almost impossible for me now because there are always guards around me. 现在与朋友们外出对我来说几乎不再可能，因为老有保安守在我的周围。

hanging out with friends在本句中是动词-ing形式作主语。又如：

Working together with them helped me know much more about their life. 与他们一同劳动帮我更好地了解了他们的生活。

Walking in the park is one of my favorite activities. 在公园散步是我最喜欢的活动之一。

3. Many times I thought about giving up, but I fought on. 许多次我都想放弃，

但我奋力坚持了下来。

本句中的 **fight** 为“努力去做；尽力尝试”之意，副词 **on** 表示“继续（地）；持续（地）”。因此，**fight on** 表示“奋力坚持下去”的意思。例如：

We must **fight on** until the end of the battle. 我们必须坚持到战斗结束。

4. She advised them to talk with their son in person. 她建议他们亲自与自己的儿子谈谈。

in person 为介词短语，表示“亲自；亲身”。例如：

I called him but he didn't answer. So I decided to talk to him **in person**. 我给他打电话，但他没接，所以我决定亲自去跟他谈谈。

You have to sign for it **in person**. 你必须亲自签收。

Unit 8 What are the shirts made of?

1. Where is tea produced in China? 中国哪里产茶?

英语中 **produce**, **grow** 和 **plant** 三个动词均可用来描述农作物及植物的“种植；生产；生长”，但有所区别。**produce** 指农作物成产量化地“出产”，或自然地“生长出；长出；结出（果实）”。例如：

This region produces over 50% of the country's rice. 这个地区出产整个国家 50% 以上的大米。

These trees can produce very good apples. 这些树能结出优质的苹果。

grow 表示“种植；使生长”，着重指种植以后的栽培、生长过程。例如：

These plants grow from seeds. 这些植物从种子生长而来。

The villagers grow coffee and corn to sell in the market. 村民们种植咖啡和玉米好拿到市场上去卖。

plant 侧重“栽种；播种”这一行为，指把种子或秧苗栽种到土壤里使之生长。例如：

How many trees have you planted this year? 今年你们种了多少棵树？

They planted tomatoes and carrots in their backyard. 他们在后院栽种了西红柿和胡萝卜。

2. He realized that Americans can hardly avoid buying products made in China. 他意识到美国人几乎无法避免购买中国制造的产品。

动词 **avoid** 的意思是“回避；逃避；躲避”，其后可接名词、代词及动词 -ing 形式等作宾语，但不可接动词不定式。例如：

I can see she's trying hard to avoid meeting my eyes. 我看得出来她极力回避我的目光。

avoid 另有“避免；阻止发生（不好的事情）”的意思。例如：

Young children are taught road safety to avoid road accidents. 对孩子们进行道路安全教育以避免交通事故的发生。

It's not a bad idea to keep quiet to avoid a quarrel. 保持沉默以避免吵架不是个坏主意。

3. Kang Jian thinks it's great that China is so good at making these everyday things. 康健认为中国擅长制造这些日常商品是很了不起的。

everyday 是 every 和 day 构成的一个合成词, 意为“每日的; 每天的; 日常的; 平日的”。everyday 是形容词, 仅用在名词之前作定语, 不能单独使用。例如:

everyday life 日常生活

everyday English 日常英语

everyday activities 日常活动

everyday clothes 平日里穿的服装

注意: everyday 与 every day 有区别, every day 是副词短语, 意为“每天”, 相当于 each day, 通常用作句子的时间状语。例如:

We see each other every day. 我们俩每天见面。

The teacher asked us to read English books every day. 老师让我们每天都要读英语书。

4. The most common things, from paper to clay to bamboo, are turned into objects of beauty. 最为普通的东西, 从纸张到陶土再到竹子, 都变成了精美的物品。

1) turn ... into ... 表示“把……变成……; 使……变成”, 而 turn into 表示“转变; 变成”等意思。例如:

Can you turn an egg into a flower? 你能够把鸡蛋变成花朵吗?

In recent years, spring has quickly turned into hot summer in our area. 近年来, 在我们这个地区, 春天很快就变成了炎热的夏天。

The sunny morning turned into a rainy day. 晴朗的早晨变成了雨天。

2) objects of beauty 在此为“精美之物; 精美物品”的意思。其中 object 指具体、实际的“物品; 东西”。例如:

an everyday object such as a spoon 诸如勺子这样的日常物品

Look, there's a strange object in the sky! 快瞧, 天上有一个奇怪的东西!

5. The pieces are carefully shaped by hand from a very special kind of clay and then allowed to air-dry. 这些作品通过手工用一种特殊的陶土精心塑型, 然后再自然晾干。

1) 此句中名词 piece 意为“作品”, 指由艺人、作家等创作出来的艺术品或文学作品。例如:

Just take a look at this lovely clay piece. Doesn't this boy look real! 看看这个可爱的小陶人, 这男孩看上去多么逼真啊!

Did you read that piece in today's newspaper? 你看过今天报纸上的那篇文章了吗?

Liszt wrote lots of piano pieces. 李斯特写了许多钢琴曲。

2) air-dry 是由 air 和 dry 复合而成的一个合成动词, 意为“晾干”, 类似的词还有 blow-dry 吹干。

Tapescripts

Unit 1 When was he born?

Section A, 1b

Conversation 1

Boy: Who's that?

Girl: That's Kobe. He's a great basketball player. He plays basketball well.

Boy: When was he born?

Girl: He was born in 1978.

Conversation 2

Girl: Who's that?

Boy: That's Li Na. She's a great tennis player. She can hit the ball very fast.

Girl: When was she born?

Boy: She was born in 1982.

Conversation 3

Boy: Who's that?

Girl: That's Ye Shiwen. She's a great swimmer. She swims really fast.

Boy: When was she born?

Girl: She was born in 1996.

Conversation 4

Girl: Who's that?

Boy: That's Messi. He's a great football player. He plays football very well.

Girl: When was he born?

Boy: He was born in 1987.

Section A, 2a, 2b

Girl: Who's that?

Boy: David Blaine. He's from the United States. He can stay under water for 17 minutes.

Girl: Wow! What's he doing in this picture?

Boy: He's standing in a box of ice in New York.

Girl: Wow. That must be very cold. Hmm ... when did he start standing in the box?

Boy: Errr ... let me look in my book. Oh, yes. He started on November 27th, 2000.

Girl: And when did he stop?

Boy: He stopped on November 29th. That's two days, fifteen hours, and forty-two minutes. In this photo, he's standing very carefully on a tower.

Girl: Right. How long did he stand on the tower?

Boy: He started standing on it on May 22nd, 2002 and he stopped on May 23rd. He was on the tower for one day and eleven hours.

Girl: Oh, wow! Was it dangerous?

Boy: Yes, it was. The tower was really high.

Girl: He must be very brave.

Boy: Yes. I don't think I can do what he did.

Girl: So, how old was he when he did this?

Boy: He was 29 years old.

Section B, 1c, 1d

Boy: Who do you admire?

Girl: I admire Midori.
Boy: Midori? Who's that?
Girl: She's a famous violinist.
Boy: Oh, yeah! She's Japanese, isn't she?
Girl: Yes, she was born in Osaka in 1971.
 When she was eight, she was already a talented violinist. When she was 14, she traveled around the United States. I saw her play when I was eight.
Boy: Wow. Do you have any of her CDs?
Girl: Yes, I do. I play them all the time. But how about you? Who do you admire?
Boy: I admire my grandmother, Laura.
Girl: Really? Why?
Boy: Well, she was born in Russia in 1932. She started ice-skating when she was four, and she won a skating competition when she was 10.
Girl: A skating competition? Did she have to work hard?
Boy: Yes, very hard. But that was a long time ago. Now she's a kind and loving grandmother.

Unit 2 It's a nice day, isn't it?

Section A, 1b

Conversation 1

Girl 1: He's really good, isn't he?
Girl 2: He sure is! I come to all his concerts.
Girl 1: Do you have his new CD?
Girl 2: Yes, I do.

Conversation 2

Girl 3: This line is moving slowly, isn't it?
Woman: Yes, it is. We've been here for 20

minutes already.

Girl 3: I hope the movie is good.
Woman: So do I. Do you think it's going to rain?
Girl 3: I hope not!
Woman: Me, too.

Conversation 3

Boy: The train is late, isn't it?
Man: No, today is Sunday. The trains only run twice an hour on Sunday.
Boy: Oh, I didn't know that. I usually take the train on the weekdays.
Man: Oh, do you take the train to school?
Boy: Yes, I do.

Conversation 4

Boy: Take a seat, please!
Girl: Thank you.
Boy: I'm Jack.
Girl: You're Tim's cousin, aren't you?
Boy: Yes, I am.
Girl: I'm Lily. Nice to meet you, Jack.

Section A, 2a, 2b

Conversation 1

Boy 1: I hate waiting for the bus.
Girl 1: So do I.
Boy 1: I'm going to be late for school.
Girl 1: So am I.

Conversation 2

Man 1: These shirts are really expensive, aren't they?
Woman 1: Yes, they are.
Man 1: The prices in this store are too high.
Woman 1: Yes, they are.

Conversation 3

Girl 2: It always rains on the weekend, doesn't it?

Boy 2: Yes. It rains every Saturday! Do you think it'll stop by noon?

Girl 2: I hope so. I want to go swimming.

Boy 2: Oh? Where do you swim?

Girl 2: At Franklin Lake. Do you ever go there?

Section B, 1c, 1d

Conversation 1

Woman 1: You're Jenny's friend, aren't you?

Girl 1: Yes, I am. My name is Rita. And you're Jenny's mom, aren't you?

Woman 1: That's right. So, tell me about yourself, Rita. Do you play any sports?

Girl 1: Yeah! I play tennis and ping-pong. And I love swimming.

Woman 1: That's great. Would you like something to drink?

Girl 1: Yes, please. I'd love some lemonade.

Conversation 2

Boy 1: You're new here, aren't you?

Boy 2: Yes, I am. My name's Bill. You're Tony, aren't you?

Boy 1: That's right. What do you think of the school?

Boy 2: It's great. You've always been in this school, haven't you?

Boy 1: No, I haven't. I started here last year.

Conversation 3

Boy 3: It's really crowded, isn't it?

Boy 4: Yes, it is. Are you a ball game fan?

Boy 3: Yes, I am. Did you see Friday night's game on TV?

Boy 4: Yes, I did. It was really exciting, wasn't it?

Unit 3 Where would you like to visit?

Section A, 1b

Sam: Look at those travel posters. I'd love to go on a vacation.

Gina: Where would you like to go, Sam?

Sam: I'd love to go trekking in the Amazon jungle in Brazil.

Gina: You would?

Sam: Sure. I like exciting vacations.

Gina: Wouldn't that be dangerous?

Sam: No, not really. How about you, Gina? Where would you like to go?

Gina: Oh, I'm stressed out. I'd just like to relax on a beach ... You know, a beautiful beach in Florida.

Sam: That sounds peaceful.

Section A, 2a, 2b

Boy 1: Wouldn't it be great if we could go on a vacation together?

Girl 1: Yeah. That would be wonderful!

Boy 1: Where would we go?

Girl 1: Well, I hope to visit Hawaii one day. Would you be interested in going there?

Boy 2: Sure! I like places where the weather is always warm.

Boy 1: But Hawaii is too touristy. Maybe we could go to Mexico. I love places where the people are really friendly.

Boy 2: Well, Mexico would be nice, but we don't know the language. I hope to see Niagara Falls some day. What about going there?

Girl 1: Niagara Falls would be beautiful, but there's not much to do there. Why don't we all go to San Francisco together? It has everything—beautiful views, friendly people, exciting things to do ...

Boy 2: That's not a bad idea ... if you pay for it!

Section B, 1b, 1c

Woman 1: Jeff, I have to go out for half an hour. Could you please answer the phone? Just take messages and I'll call people back.

Jeff: Sure. Hello, Ace Travel. Jeff Marino speaking. How may I help you?

Woman 2: I'd like some information on vacation packages, please.

Jeff: My boss is out of the office for half an hour. Could she call you back?

Woman 2: Actually, I'd like to get some information now, if you wouldn't mind ...

Jeff: Oh. Well, I guess it would be OK. So, where would you like to go?

Woman 2: Oh, I don't know. Somewhere warm.

Jeff: Somewhere warm ... How about Hawaii?

Woman 2: Oh ... no ... I ... I don't like flying.

Jeff: OK. Well, there's always ...

Jeff: Hi, Ace Travel. Jeff Marino speaking.

Man: Hello. I'd like to find out about your vacation packages.

Jeff: Sure. What kind of vacation are you looking for?

Man: Well, I hope to go on a nature tour.

Jeff: Well, we have a great whale watch tour. You might like that.

Man: Hmm ... it depends on where it is. I don't want to go anywhere cold.

Jeff: Hmm ... let's see. Yes, we have a summer whale watch tour ...

Jeff: Hi, Ace Travel. May I help you?

Woman 3: I hope so. I saw your advertisement for vacations in California. We'd like to go somewhere that's fun for kids.

Jeff: Fun for kids ... How about Los Angeles? Kids love visiting Hollywood.

Woman 3: Oh, but we don't really like big cities.

Jeff: I see. Then maybe you'd enjoy ...

Unit 4 How can we become good learners?

Section A, 1b

Boy: Hey, everybody. There's a big test on Tuesday. I really need some help. Can you tell me how you study for a big test?

Voices: Sure! Yes. Sure we will.

Boy: You did really well on the last English test, didn't you, Meiping?

Meiping: Yeah, I did OK.

Boy: Well, how did you study for it?

Meiping: By making word cards.

Boy: Maybe I'll try that. So, how do you study for a test, Peter?

Peter: By asking the teacher for help. She's always happy to answer my questions.

Boy: That's interesting. How do you study, Tony?

Tony: I like to study by listening to tapes. But sometimes my mother thinks I'm listening to music. And then she gets mad.

Boy: Oh, maybe I won't do that then.

Section A, 2a, 2b

Man: Welcome to the English club. Today we're going to talk about the best ways to learn English. Does anyone learn English by watching videos?

Girl 1: No. It's too hard to understand spoken English.

Boy 1: What about keeping a diary in English? Do you learn English that way?

Girl 1: Yes, I do. It helps to write English every day.

Boy 2: Have you ever studied with a group?

Girl 2: Yes, I have! I've learned a lot that way.

Boy 2: Do you have conversations with friends in English?

Girl 2: Oh, yes. It really improves my speaking skills.

Girl 1: What about reading aloud to practice pronunciation?

Boy 1: I do that sometimes. I think it helps.

Girl 2: I do, too. And I often look up new words in a dictionary.

Boy 2: That's a great idea!

Section B, 1c, 1d

Ms. Manson: You look worried, Paul.

Paul: I am, Ms. Manson. I'm having trouble learning English.

Ms. Manson: You said you liked English. What's the problem?

Paul: I can't get the pronunciation right.

Ms. Manson: Well, listening can help. Why don't you listen to English songs on the radio and repeat the difficult words?

Paul: That's a good idea. But what about all the new words? I forget a lot of the new words.

Ms. Manson: You can always write the new words in your notebook and review them from time to time. You can even study on the subway on the way to school.

Paul: That might really help! Thanks.

Ms. Manson: Can you understand when people talk to you?

Paul: Well, not always. Sometimes I just don't understand what people are saying.

Ms. Manson: Why don't you join an English language club to practice speaking English? The English club meets after school on

Tuesdays and Thursdays.

Paul: Maybe I'll go. The only other problem is that I don't get much writing practice.

Ms. Manson: Maybe you should find a pen pal.

Paul: That sounds like a fun way to practice writing. Thanks, Ms. Manson.

Unit 5 I think that mooncakes are delicious!

Section A, 1b

Mary: What a great day!

Bill: Yes, it was really fun!

Mary: What did you like best?

Bill: I loved the races! They were really interesting to watch. How fantastic the dragon boat teams were!

Mary: Yes! And look at the colors of the boats. How pretty they were!

Bill: I agree! But I guess it was a little too crowded.

Mary: I don't know ... I kind of like to have more people around. It makes things more exciting.

Bill: That's true. Oh, and I really liked eating *zongzi*.

Mary: Oh, me too! The sweet ones are my favorite.

Bill: I wonder if they'll have the races again next year.

Mary: Of course! They have them every year.

Bill: Then I believe that I'll be back again next year to watch the races!

Mary: Me, too!

Section A, 2a, 2b

Harry: What did you do on your vacation, Wu Ming?

Wu Ming: I visited my aunt and uncle in Hong Kong.

Harry: Wow! So what did you do?

Wu Ming: Well, we ate out a lot. I believe that we ate at least five meals a day! How delicious the food is! I've put on five pounds!

Harry: Haha! Yes, the food in Hong Kong is delicious. What else did you do?

Wu Ming: Shopping, of course. Hong Kong is a great place for shopping! I spent so much money.

Harry: So what was the best part of the trip?

Wu Ming: Oh, the Dragon Boat Festival for sure. They had teams from all over the world!

Harry: I'm planning a trip to Hong Kong next year. I wonder whether June is a good time.

Wu Ming: Yes, if you want to see the boat races. But it's quite hot in June. That's one thing I didn't like.

Harry: Oh, I don't mind hot weather.

Wu Ming: OK, then I think that June would be a perfect time for you to visit.

Section B, 1b, 1c

Wu Yu: Hey Jane, what do you know about Halloween?

Jane: Oh, it's a popular festival in North America.

Wu Yu: We don't really celebrate it in China. I know that it's in October, right?

Jane: Yes, October 31st. It's a scary festival, but I think it's fun!

Wu Yu: What do people do on that day?

Jane: Many people make their houses look scary. They may turn off the lights and light candles. They sometimes also put things like spiders and ghosts around the doors and windows.

Wu Yu: Wow, that sounds quite scary!

Jane: It's not that bad. Even little kids dress up as ghosts or black cats. They can also dress up as fun things like cartoon characters. Some parents join in the fun by dressing up, too!

Wu Yu: Do parents take their children around the neighborhood to ask for candies and treats?

Jane: Yeah. Kids say "Trick or treat!" at every house. This means that if you don't give them a treat, they'll play a trick on you!

Wu Yu: It sounds like a really fun festival! I wonder if it'll ever become popular in China.

Unit 6 Could you please tell me where the restrooms are?

Section A, 1b

Conversation 1

Girl: Excuse me, could you tell me where I can buy some stamps?

Boy: Yes. There's a post office on Center Street.

Girl: Oh, could you tell me how to get to Center Street?

Boy: Sure. You see that bank there?

Girl: Hmm ... oh, yes.

Boy: Just go past the bank and then turn right. The post office is on the right, next to the library.

Girl: Thanks a lot!

Conversation 2

Boy: Excuse me, do you know where I can get a dictionary?

Girl: Sure. There's a bookstore on Main Street.

Boy: Oh, could you please tell me how to get there?

Girl: Yes. Go along Center Street and then turn left on Main Street. Then you will see the bookstore on the other side of the street.

Boy: Thanks! Do you know when the bookstore closes today?

Girl: I think it closes at 7:00 p.m. today.

Section A, 2a, 2b

Boy 1: Excuse me, can you tell me where I can buy some medicine?

Boy 2: Yes, there's a supermarket in this shopping center.

Boy 1: Do you know how to go there?

Boy 2: Yes. Go to the second floor and then ... then turn left. Let's see ... Then go past the bookstore. And umm ... the supermarket is between the flower store and the bookstore. You should be able to get medicine there.

Boy 1: OK, great. Oh, and one more thing. Do you know when this shopping center closes tonight?

Boy 2: I'm not sure, but you can ask for information over there.

Boy 1: OK, thanks a lot.

Boy 2: You're welcome.

Section B, 1c, 1d

Conversation 1

Boy: Could you tell me where there's a good place to eat?

Clerk: Of course. There are a lot of good restaurants in Sunville. What kind of food are you looking for?

Boy: I'd like fresh vegetables.

Clerk: I'd try Green Land. They have delicious salads.

Conversation 2

Girl: Do you know if there are any public restrooms around here?

Clerk: Yes. You'll find some at the corner of Market and Middle Streets.

Girl: Umm ... are they clean?

Clerk: Oh, yes. They're very clean.

Conversation 3

Mother: Could you tell me if there is a good museum in Sunville?

Clerk: Well, we have several. What kind of museums do you like – History? Science? A children's museum?

Father: What about history? I like history museums. They're fascinating.

Girl 1: Oh, Dad! History museums are boring. Let's go to a science museum.

Boy: Science? We always go to science museums. I want to go to a children's museum. They're more fun.

Girl 2: Well, I'm too old for a children's museum. Why don't we go to an art museum?

Clerk: Why don't you go to the computer museum? There are a lot of fun things for children there. You can learn all about the history of computers, as well as learn about science.

Mother: That's a great idea! Let's go to the computer museum.

Unit 7 I used to be afraid of the dark.

Section A, 1b

Conversation 1

Bob: Mario, is that you?

Mario: Yeah, it is. It's Bob! Hey guys, it's Bob! I haven't seen you for four years!

Bob: Yeah. I'm here with my parents. We're visiting for a couple of days. Wow, Mario, you look different! You used to be short, didn't you?

Mario: Yes, I did. Now I'm tall. And so are you!

Bob: That's true. And you used to wear glasses.

Conversation 2

Bob: Hey, Amy, it's great to see you.

Amy: Hi, Bob. How are you?

Bob: Fine. Wow, you've changed!

Amy: Really? How?

Bob: You used to have short hair.

Amy: You remember that? Yes, I did.

Bob: And you used to be really tall!

Amy: Not anymore. You're taller than me now, Bob.

Conversation 3

Tina: Hiya, Bob.

Bob: Hi, Tina. You've changed, too.

Tina: Oh, yeah?

Bob: You have blonde hair!

Tina: Yeah, it used to be red, didn't it?

Bob: And it's straight!

Tina: Yeah, it used to be curly.

Section A, 2a, 2b

Paula: Hey, Steve! Over here! Don't you remember me?

Steve: Oh, wow! You're Paula, aren't you?

Paula: That's right. We were in the same science class during Grade 8.

Steve: Yes, now I remember. You used to be really quiet, didn't you? I remember you were always silent in class.

Paula: Yeah. I wasn't very outgoing. I was never brave enough to ask the teachers any questions!

Steve: Well, but you were always friendly. And you got a better grade in science

than I did, haha. And I remember you were really good in music class, too.

Wait a minute! Did you use to play the piano?

Paula: Yes, I did. But now I'm more interested in sports. I play soccer almost every day, and I'm on a swim team. But I still play the piano from time to time.

Steve: Wow, you're so active! People sure change.

Section B, 1c, 1d

Girl: My six-year-old brother started school this week.

Boy: Oh, that's good. Life was great when I was six.

Girl: Really? Why?

Boy: Oh, school was really easy.

Girl: Not for me. I didn't use to like tests. Now I don't worry about tests, but I really used to be very nervous about them.

Boy: But the tests in primary school were easy!

Girl: Well, yes, they weren't too difficult. But I guess I wasn't used to them yet. I think I still like high school more than primary school.

Boy: But we used to play every day after school. Now we just study all the time.

Girl: Yeah, but we used to have to wear the school uniform. Now we can wear whatever we like.

Boy: I don't mind wearing a school uniform. I don't like thinking about what to wear every day! I do remember one bad thing

about primary school though. I used to hate P.E. class. Now I love it.

Girl: Oh, me, too!

Unit 8 What are the shirts made of?

Section A, 1b

Susan: Hi, Anita. I bought three shirts for 29 dollars yesterday!

Anita: Oh, really? What are they made of though? Sometimes the cheap ones are made of materials that don't feel very good.

Susan: A hundred percent cotton. They're nice and soft, and they were made in America.

Anita: Oh, OK. By the way, where did you buy those chopsticks? They're really cool!

Susan: Oh, I got them in Korea. They're nice, aren't they?

Anita: Yeah. Chopsticks are usually made of wood. I've never seen steel ones before.

Susan: Oh, steel chopsticks are popular in Korea. Hey, do you think this ring looks OK?

Anita: Hmm ... yes, I think it's quite pretty. Is it made of silver?

Susan: Yes, and it was made in Thailand. I'll give it to my best friend for her birthday.

Anita: Oh, I'm sure she'll love it.

Section A, 2a, 2b

Nick: Hey Marcus, have you heard about the art and science fair?

Marcus: You mean the one just outside the science museum?

Nick: Yeah, that's the one. The school notice board says that all students are invited to attend for free! Our school is paying for it!

Marcus: Wow, that's great!

Nick: I went there yesterday.

Marcus: Did you see anything cool?

Nick: Of course! All the works there were made by university students.

Marcus: What did you see?

Nick: I saw a huge model plane. It's made of used wood and glass. I also saw a really beautiful painting. It's made from grass, leaves and flowers.

Marcus: Oh, yeah, the fair is about environmental protection and recycling, right?

Nick: Yes, and the students came up with some really interesting and creative ideas.

Section B, 1b, 1c, 1d

Laura: Hey, Zheng Yun!

Zheng Yun: Hi, Laura.

Laura: How was your vacation?

Zheng Yun: It was great! I went to Weifang in Shandong.

Laura: That's the city famous for kites, right?

Zheng Yun: Yes. There's an international kite festival there every April. That's why I went there.

Laura: How interesting! What happens

at the festival?

Zheng Yun: People from all over the world compete in kite flying. There are also competitions for the best kites.

Laura: Were the kites nice?

Zheng Yun: They were beautiful. They were made of different things like silk or paper. Some were painted with

colorful drawings.

Laura: Sounds like you really enjoyed it. I never thought that something as simple as kite flying could be so exciting.

Zheng Yun: Yes, it was really fun to see which kite could fly the highest.

Laura: I think I want to learn to fly a kite, too!

Grammar

I. 动词 (Verbs) (VI)

被动语态 (Passive Voice)

1) 主动语态和被动语态

英语动词有两种语态，即主动语态 (Active Voice) 和被动语态 (Passive Voice)。当主语为动作的执行者时，谓语的形式为主动语态；当主语为动作的承受者时，谓语要用被动语态。例如：

Many people speak English. (主动语态，句子的主语 many people 是动作 speak 的执行者)

English is spoken by many people. (被动语态，句子的主语 English 是动作 speak 的承受者)

Bell invented the telephone in 1876. (主动语态)

The telephone was invented by Bell in 1876. (被动语态)

2) 被动语态的构成

被动语态由“助动词 be + 及物动词的过去分词”构成。助动词 be 有人称、数和时态的变化，其变化规则与 be 作为连系动词时完全一样。现以动词 ask 为例，将一般现在时和一般过去时被动语态的肯定式、否定式及疑问式列表如下：

	肯定式	否定式	疑问式
一般现在时	I am asked ... He/She is asked ... We/You are asked ... They are asked ...	I am not asked ... He/She is not asked ... We/You are not asked ... They are not asked ...	Am I asked ...? Is he/she asked ...? Are we/you asked ...? Are they asked ...?
一般过去时	I was asked ... He/She was asked ... We/You were asked ... They were asked ...	I was not asked ... He/She was not asked ... We/You were not asked ... They were not asked ...	Was I asked ...? Was he/she asked ...? Were we/you asked ...? Were they asked ...?

3) 含有情态动词的被动语态

含有情态动词的被动语态由“情态动词 + be + 及物动词的过去分词”构成。例如：
Teenagers should be allowed to make their own decisions.

Your room must be cleaned every day.

The trees may be planted behind the house.

This game can be played in the winter.

4) 被动语态的用法

当我们不知道谁是动作的执行者，或者没有必要说明谁是动作的执行者，或者只需强调动作的承受者时，要用被动语态。例如：

The blouse is made of silk.

The zipper is often used in our daily lives.

I think the TV was invented after the car.

被动语态常用于陈述事实，一般用在科技文章或新闻报道中。

II. 宾语从句 (Objective Clauses)

在复合句中，由一个句子充当宾语，这个句子叫做宾语从句。宾语从句由“关联词+主语+谓语”构成。引导宾语从句的常见关联词有 **that, if, whether, what, who, where, why** 和 **how** 等。

关联词	例句
that (在口语或非正式文体中常省略)	I think (that) Halloween is a fun festival. Mary thinks (that) the teams were just fantastic. Many think (that) sharks are too strong to be endangered.
whether, if (在口语中常用 if)	I wonder if/whether they'll have the races again next year. Ben wonders if/whether April is a good time to visit Thailand.
who, what, which, when, where, how, why	Could you please tell me where the restrooms are? Do you know when the bookstore closes today? I asked Candy how life was different after she became famous. Can you tell me who she is?

III. 构词法 (Word Formation)

英语中很多单词的构成形式是有规律的，掌握单词的构成规律有助于理解和记忆词汇。英语的常见构词法有合成 (**Compounding**)、派生 (**Derivation**) 和转化 (**Conversion**)。缩写和简写 (**Abbreviation and Simplification**) 也是构词法的一种。

1. 合成法 (Compounding)

由两个或两个以上的词合成一个新词, 这种构词法叫做合成法。例如:

复合名词 **classroom** (名词 + 名词)

blackboard (形容词 + 名词)

复合形容词 **worldwide** (名词 + 形容词)

good-looking (形容词 + 分词)

复合动词 **overcome** (副词 + 动词)

复合数词 **fifty-four** (数词 + 数词)

复合代词 **everything, somebody, anything, nobody** (不定代词 + 名词)

复合副词 **downstairs** (副词 + 名词)

whole-heartedly (形容词 + 副词)

2. 派生法 (Derivation)

在一个单词前面或后面加上一个词缀构成新词, 这种构词法叫做派生法。加在单词前的词缀叫前缀, 加在后面的词缀叫后缀。

前 缀	示 例
un- (不、非, 表示否定)	unfriendly, unpleasant, uncomfortable
dis- (不、非, 表示否定)	disadvantage, dishonest, disagree
bi- (两个、双边的)	bicycle
inter- (相互、交互、在一起)	interview, international, Internet
re- (又、再、重新)	review, return, rewrite
tele- (远)	telephone, television

后 缀	示 例
-or / -er (从事某种职业的人, 名词后缀)	actor, visitor, director, singer, runner, worker, driver
-ist (人, 名词后缀)	artist, scientist, tourist, terrorist
-ese (民族、语言, 名词后缀)	Chinese, Japanese
-tion (表示动作、状态, 名词后缀)	invitation, attraction, population, pronunciation
-ful (充满, 形容词后缀)	successful, beautiful, colorful, wonderful
-y (表性质, 形容词后缀)	funny, healthy, cloudy, windy
-ing (形容词后缀)	boring, exciting, interesting, outstanding
-ed (形容词后缀)	surprised, balanced, relaxed, talented
-al (……的, 形容词后缀)	traditional, international, natural
-able (能够, 形容词后缀)	comfortable, unforgettable
-less (没有、无, 形容词后缀)	homeless, helpless, careless
-ly (副词或形容词后缀)	really, usually, finally, friendly

3. 转化法 (Conversion)

一个单词由一种词类转换为另一种词类，这种构词法叫转化法。单词转化后的意义往往与之前的意义联系密切。

名词转化为动词	show <i>n.</i> 展览；展示	→ show <i>v.</i> 表演；展出
	water <i>n.</i> 水	→ water <i>v.</i> 浇水
形容词转化为动词	slow <i>adj.</i> 慢的	→ slow <i>v.</i> 放慢
动词转化为名词	walk <i>v.</i> 散步；走	→ take a walk <i>n.</i> 散步
	look <i>v.</i> 看	→ have a look <i>n.</i> 看一下，看一看

4. 缩写和简写 (Abbreviation and Simplification)

缩写和简写（也被称为截断法或缩短法）主要采取“截头”、“去尾”或者“既截头又去尾”的方法来生成新词。例如：

telephone → phone	airplane → plane	laboratory → lab
mathematics → math	advertisement → ad	examination → exam
influenza → flu		

另外还有很多缩写词是由各个单词的首字母组成，例如：

CD (compact disk)

CCTV (China Central Television)

kg (kilogram)

NBA (National Basketball Association)

UFO (unidentified flying object)

UN (United Nations)

ID (identification)

USA (United States of America)

WWF (World Wide Fund for Nature or World Wildlife Fund)

Words and Expressions in Each Unit

(注: 在本词表中, 重点词汇用黑体标出。

在英式发音和美式发音有区别时, 英式发音在前, 美式发音在后。)

Unit 1

swimmer /'swimə/ *n.* 游泳者;

游泳运动员

born/bɔ:(r)n/ *v.* 出生

be born 出生; 出世

ice /aɪs/ *n.* 冰

tower/'taʊə(r)/ *n.* 塔; 塔楼

admire/əd'maɪə(r)/ *v.* 欣赏; 仰慕

guy/gaɪ/ *n.* 家伙; 男人; 小伙子

paint /peɪnt/ *v.* 用颜料画; 刷漆

flat /flæt/ *adj.* 水平的; 平坦的

get in trouble 遇到麻烦

Nobel /nəʊ,bel/ Prize 诺贝尔奖

literature /'lɪtərətʃə/ *n.* 文学

as /æz/, /əz/ *conj.* 因为; 由于

drop out of school 辍学

means /mi:nz/ *n.* 方式; 方法;

途径

try every means to do 想方设法

(做某事)

at hand (时间或空间上) 接近的,

不远的

publish /'pʌblɪʃ/ *v.* 出版; 发行

novel /'nɒvl/, /'nɑ:vəl/ *n.* (长篇) 小说

sorghum /'sɔ:gəm/ *n.* 高粱

director /də'rektə(r)/, /dɪ'rektə(r)/

n. 导演; 部门负责人

frog /frɒg/ *n.* 蛙

works /wɜ:ks/ *n.* 著作, 作品 p.3

besides /bɪ'saɪdɪz/ *prep.* 除……之外 p.3

perform /pə'fɔ:m/ *v.* 表演; 演出 p.4

opera /'ɒpərə/ *n.* 歌剧 p.4

Brazilian /brə'zɪliən/ *adj.* 巴西的

n. 巴西人

national /'næʃənəl/ *adj.* 国家的;

民族的

loving /'lʌvɪŋ/ *adj.* 爱的; 充满爱的 p.4

grandson /'grænsən/ *n.* 孙子; 外孙 p.5

skating /'skeɪtɪŋ/ *n.* 滑冰 p.5

kind /kaɪnd/ *adj.* 亲切的; 和蔼的 p.5

lover /'lʌvə/ *n.* 爱好者; 热爱者 p.6

waltz /wɔ:ls/ *n.* 华尔兹舞; 圆舞曲 p.6

poet /'pəʊɪt/ *n.* 诗人 p.6

listener /'lɪsənə/ *n.* 听者 p.6

chart /tʃɑ:t/ *n.* 图; 图表 p.6

the music charts 音乐排行榜 p.7

break up 破裂; 解散 p.7

enter /'entə/ *v.* 进来; 进去 p.7

Minute Waltz 《一分钟圆舞曲》 p.6

Love Me Do 《爱我吧》 p.7

Imagine 《想象》 p.7

The Quarrymen /'kwɒrɪmən/

“采矿人”乐队

The Beatles /'bi:tlz/ “披头士”乐队 p.7

Words and Expressions in Each Unit

Kobe/'kəʊbi:/ 科比 (美国职业篮球运动员)	p.1	chemistry /'kemɪstri/ <i>n.</i> 化学	p.10
Messi /'mesi/ 梅西 (阿根廷足球运动员)	p.1	rest /rest/ <i>n.</i> 剩余部分; 其余	p.10
David /'deɪvɪd/ Blaine /bleɪn/ 大卫·布莱恩 (美国魔术师)	p.2	unsure /ʌn'sʊə(r)/ <i>adj.</i> 无把握; 不确定	p.11
Shirley /'ʃɜ:lɪ/ Temple /'templ/ 秀兰·邓波儿 (美国电影演员)	p.4	conversation /kən'veɪ'seɪʃn/, /kɑ:n'veɪ'seɪʃn/ <i>n.</i> 交谈; 谈话	p.11
Mozart /'məʊtsɑ:t/ 莫扎特 (奥地利作曲家)	p.4	stranger /'streɪndʒə(r)/ <i>n.</i> 陌生人	p.11
Ronaldo/rɒ'nældəʊ/ 罗纳尔多 (巴西足球运动员)	p.4	relaxed /rɪ'lækst/ <i>adj.</i> 放松的	p.11
Arthur /'ɑ:θə/ 亚瑟 (男名)	p.5	next to 紧挨着的	p.11
Vivian /'vɪvɪən/ 维维安 (女名)	p.5	shyly /'ʃaɪli/ <i>adv.</i> 害羞地; 羞怯地; 胆怯地	p.11
Midori /mɪ'dɔ:ri/ 必多里 (日本小提琴家)	p.5	uncomfortable /ʌn'kʌmfəbl/ <i>adj.</i> 不舒服的; 不安的	p.11
Laura /'lə:ɹə/ 劳拉 (女名)	p.5	embarrassed /ɪm'bærəst/ <i>adj.</i> 尴尬的; 窘迫的	p.11
Fryderyk /'fraɪdərɪk/ Chopin /'ʃəʊpən/ 弗里德里克·肖邦 (波兰作曲家、钢琴家)	p.6	secret /'si:kɹət/ <i>n.</i> 秘密; 秘诀	p.11
John Lennon /'lennən/ 约翰·列侬 (英国著名摇滚乐队“披头士”成员)	p.7	<i>adj.</i> 秘密的; 保密的	p.11
Osaka /əʊ'sɑ:kə/ 大阪	p.5	nervously /'nɜ:vəsli/ <i>adv.</i> 神经质地; 焦急地; 提心吊胆地	p.11
Russia /'rʌʃə/ 俄罗斯	p.5	corner /'kɔ:(r)nə(r)/ <i>n.</i> 拐角; 角落	p.11
Poland /'pəʊlənd/ 波兰	p.6	suggest /sə'dʒest/ <i>v.</i> 建议; 提议	p.11
Warsaw /'wɔ:sɔ:/ 华沙	p.6	attend /ə'tend/ <i>v.</i> 出席; 参加	p.12
Liverpool /'lɪvəpu:l/ 利物浦	p.7	community /kə'mju:nəti/ <i>n.</i> 社区; 群落; 共同体; 团体	p.12
		wait in line 排队等候	p.12
		cost /kɒst/ <i>v.</i> 花费 <i>n.</i> 花费; 价钱	p.13
		cultural /'kʌltʃərəl/ <i>adj.</i> 文化的; 与文化有关的	p.14
		similarity /sɪmə'lærəti/ <i>n.</i> 相似点	p.14
		small talk 闲谈; 闲聊	p.14
Unit 2		everyday /'evrɪdeɪ/ <i>adj.</i> 每天的; 日常的	p.14
by /baɪ/ <i>prep.</i> 在……之前	p.10		
noon /nu:n/ <i>n.</i> 正午	p.10		

introduction /ˌɪntrəˈdʌkʃn/		tip /tɪp/ <i>n.</i> 建议; 提示	p.16
<i>n.</i> 介绍	p.14	exhibition /ˌeksɪˈbɪʃn/ <i>n.</i> 展览	p.16
dialog /ˈdaɪələʊg/, /ˈdaɪələ:g/			
<i>n.</i> (=dialogue) 对话; 对白	p.14	Sandy Beach /bi:tʃ/ <i>n.</i> 桑迪海滩	p.12
empty /ˈempti/ <i>adj.</i> 空的	p.14		
period /ˈpɪəriəd/ <i>n.</i> 一段时间;			
时期	p.14	Unit 3	
break the ice 打破沉默; 打破僵局	p.14	tiring /ˈtaɪərɪŋ/ <i>adj.</i> 引发疲劳的;	
nicely /ˈnaɪsli/ <i>adv.</i> 漂亮地; 很好地	p.14	累人的	p.17
form /fɔ:(r)m/ <i>n.</i> 形式; 类型	p.14	fascinating /ˈfæsɪneɪtɪŋ/	
business /ˈbɪznɪs/ <i>n.</i> 商业; 生意	p.14	<i>adj.</i> 迷人的; 有极大吸引力的	p.17
worker /ˈwɜ:(r)kə(r)/ <i>n.</i> 工作者;		thrilling /ˈθrɪlɪŋ/ <i>adj.</i> 令人激动的;	
工人	p.14	令人震颤的	p.17
helpful /ˈhelpfl/ <i>adj.</i> 有用的;		take it easy 从容; 轻松; 不紧张	p.17
有帮助的	p.14	trek /trek/ <i>v.</i> (缓慢或艰难地) 旅行;	
customer /ˈkʌstəmə(r)/ <i>n.</i> 顾客	p.14	长途跋涉	p.17
basic /ˈbeɪsɪk/ <i>adj.</i> 基本的	p.14	jungle /dʒʌŋɡəl/ <i>n.</i> (热带) 丛林	p.17
light /laɪt/ <i>adj.</i> 轻的	p.14	fall /fɔ:l/ <i>n.</i> (常 <i>pl.</i>) 瀑布	p.18
humorous /ˈhju:mərəs/ <i>adj.</i>		touristy /ˈtuərɪstɪ/	
有幽默感的; 滑稽有趣的	p.14	<i>adj.</i> 游客很多的; 游客常去的;	
private /ˈpraɪvət/ <i>adj.</i> 私人的;		适合游览的	p.18
私密的	p.14	spotlight /ˈspɒtlaɪt/ <i>n.</i> 聚光灯;	
subject /ˈsʌbdʒɪkt/ <i>n.</i> 主题; 话题	p.14	公众注意的中心	p.19
avoid /əˈvɔɪd/ <i>v.</i> 避免; 回避	p.14	capital /ˈkæpɪtl/ <i>n.</i> 首都	p.19
greeting /ˈɡri:tɪŋ/ <i>n.</i> 问候	p.14	France /frɑ:ns/, /fræns/ 法国	p.19
therefore /ˈðeəfɔ:(r)/ <i>adv.</i> 因此	p.14	lively /ˈlaɪvli/ <i>adj.</i> 生气勃勃的;	
chance /tʃɑ:ns/, /tʃæns/ <i>n.</i> 机会;		(色彩) 鲜艳的	p.19
可能性	p.14	sight /saɪt/ <i>n.</i> (常 <i>pl.</i>) 名胜; 风景	p.19
general /ˈdʒenərəl/		including /ɪnˈklu:dɪŋ/	
<i>adj.</i> 总的; 普遍的; 常规的		<i>prep.</i> 包含; 包括	p.19
<i>n.</i> 将军	p.15	cathedral /kəˈθi:drəl/ <i>n.</i> 总教堂;	
sample /ˈsɑ:mpl/, /ˈsæmpl/ <i>n.</i> 样本;		主教座堂; 大教堂	p.19
例子	p.16	church /tʃɜ:(r)tʃ/ <i>n.</i> 教堂	p.19

convenient /kən'vi:nɪənt/		attitude /'ætɪtju:d/ <i>n.</i> 态度	p.23
<i>adj.</i> 便利的; 方便的	p.19	ideal /aɪ'di:əl/ <i>adj.</i> 完美的; 理想的;	
underground /'ʌndə(r)graʊnd/		最合适的	p.24
<i>adj.</i> 地下的 <i>n.</i> 地铁	p.19		
in general 通常; 大体上; 一般而言	p.19	Florida /'flɒrɪdə/	
wine /wain/ <i>n.</i> 葡萄酒; 酒	p.19	(美国) 佛罗里达州	p.17
translate /træns'leɪt/ <i>v.</i> 翻译	p.19	Amazon /'æməzən/ (南美洲大河)	
suppose /sə'pəʊz/ <i>v.</i> 推断; 料想	p.20	亚马孙河	p.17
pack /pæk/ <i>v.</i> 包装; 装箱	p.20	Niagara /naɪ'æɡərə/ Falls (北美洲)	
entertainment /entə'teɪnmənt/		尼亚加拉大瀑布	p.18
<i>n.</i> 乐趣; 欢乐	p.20	Hawaii /hə'waɪi/ <i>n.</i> (美国) 夏威夷	p.18
gallery /'ɡæləri/ <i>n.</i> 画廊, 美术		Mexico /'meksɪkəʊ/ <i>n.</i> 墨西哥	p.18
陈列室, 美术馆; (美术馆等		Eiffel /'aɪfəl/ Tower (法国巴黎)	
展出或收藏的全部) 美术品	p.20	埃菲尔铁塔	p.19
sail /seɪl/ <i>v.</i> 航行; 在……上航行	p.22	Notre Dame /nəʊtrə'deɪm/	
finding /'faɪndɪŋ/ <i>n.</i> 发现; 发现物;	p.22	Cathedral (法国) 巴黎圣母院	p.19
调查 (或研究) 的结果	p.22	Sydney /'sɪdni/ <i>n.</i> (澳大利亚) 悉尼市	p.20
survey /'sɜ:veɪ/ <i>n.</i> 调查; 测验	p.22		
receive /rɪ'si:v/ <i>v.</i> 接受; 收到	p.22	Unit 4	
as soon as possible 尽快地	p.22	textbook /'tekstbʊk/ <i>n.</i> 教科书;	
choice /tʃɔɪs/ <i>n.</i> 选择; 挑选	p.22	课本	p.25
programming /'prəʊɡreɪmɪŋ/ <i>n.</i> 编程	p.22	aloud /ə'laʊd/ <i>adv.</i> 大声地; 出声地	p.26
dream of 梦想; 幻想; 向往	p.22	pronunciation /prə'nʌnsi'eɪʃn/	
realistic /rɪə'lɪstɪk/ <i>adj.</i> 现实的;	p.22	<i>n.</i> 发音; 读音	p.26
实际的	p.22	sentence /'sentəns/ <i>n.</i> 句子	p.26
willing /'wɪlɪŋ/ <i>adj.</i> 乐意的;		patient /'peɪʃnt/ <i>adj.</i> 有耐心的	
自愿的; 心甘情愿的	p.22	<i>n.</i> 病人	p.26
be willing to 乐意 (做某事)	p.22	expression /ɪk'spreʃn/	
sportspeople /'spɔ:(r)tspi:pl/		<i>n.</i> 表情; 表示; 表达方式	p.27
<i>n.</i> 爱好运动的人; 运动员	p.22	discover /dɪ'skʌvə(r)/ <i>v.</i> 发现;	
conclusion /kən'klu:ʒən/ <i>n.</i> 结论	p.22	发觉	p.27
hold on to 继续; 坚持; 保持	p.22	look up (在词典、参考书中或通过	
company /'kʌmpəni/ <i>n.</i> 公司; 商号	p.23	电脑) 查阅; 抬头看	p.27

grammar /'græmə(r)/ <i>n.</i> 语法	p.27	wisely /'waɪzli/	
repeat /rɪ'pi:t/ <i>v.</i> 重复; 重做	p.28	<i>adv.</i> 明智地; 聪明地	p.30
note /nəʊt/ <i>n.</i> 笔记; 记录			
<i>v.</i> 注意; 指出	p.28	Annie /'æni/ 安妮 (女名)	p.26
pal /pæl/ <i>n.</i> 朋友; 伙伴	p.28	Alexander /æli'g'zændə(r)/ Graham	
physics /'fɪzɪks/ <i>n.</i> 物理; 物理学	p.28	/'greɪəm/ Bell /bel/	
memorize /'meməraɪz/		亚历山大·格雷厄姆·贝尔	p.30
<i>v.</i> 记忆; 记住	p.28		
pattern /'pætn/, /'pætərn/			
<i>n.</i> 模式; 方式	p.28	Unit 5	
pronounce /prə'naʊns/ <i>v.</i> 发音	p.29	mooncake /'mu:nkeɪk/ <i>n.</i> 月饼	p.33
increase /ɪn'kri:s/ <i>v.</i> 增加; 增长	p.29	lantern /'læntə(r)n/ <i>n.</i> 灯笼	p.33
speed /spi:d/ <i>n.</i> 速度	p.29	relative /'relatɪv/ <i>n.</i> 亲属; 亲戚	p.34
partner /'pɑ:(r)tnə(r)/ <i>n.</i> 搭档; 同伴	p.29	put on 增加 (体重); 发胖	p.34
born /bɔ:(r)n/ <i>adj.</i> 天生的	p.30	pound /paʊnd/ <i>n.</i> 磅 (重量单位);	
be born with 天生具有	p.30	英镑 (英国货币单位)	p.34
ability /ə'bɪləti/ <i>n.</i> 能力; 才能	p.30	folk /fəʊk/ <i>adj.</i> 民间的; 民俗的	p.35
create /kri'eɪt/ <i>v.</i> 创造; 创建	p.30	goddess /'gɒdes/, /'gɑ:dəs/ <i>n.</i> 女神	p.35
brain /breɪn/ <i>n.</i> 大脑	p.30	whoever /hu:'evə(r)/ <i>pron.</i> 无论谁;	
active /'æktɪv/ <i>adj.</i> 活跃的; 积极的	p.30	不管什么人	p.35
attention /ə'tenʃn/ <i>n.</i> 注意; 关注	p.30	steal /sti:l/ <i>v.</i> (stole /stəʊl/,	
pay attention to 注意; 关注	p.30	stolen /'stəʊlən/) 偷; 窃取	p.35
connect /kə'nekt/		lay /lei/ <i>v.</i> (laid /leɪd/, laid)	
<i>v.</i> (使) 连接; 与……有联系	p.30	放置; 安放; 产 (卵); 下 (蛋)	p.35
connect ... with		lay out 摆开; 布置	p.35
把……和……连接或联系起来	p.30	dessert /dɪ'zɜ:(r)t/ <i>n.</i> (饭后) 甜点;	
overnight /əʊvə(r)'naɪt/		甜食	p.35
<i>adv.</i> 一夜之间; 在夜间	p.30	garden /'gɑ:(r)dən/ <i>n.</i> 花园; 园子	p.35
review /rɪ'vju:/ <i>v. & n.</i> 回顾; 复习	p.30	tradition /trə'dɪʃn/ <i>n.</i> 传统	p.35
knowledge /'nɒlɪdʒ/, /'nɑ:lɪdʒ/		tie /taɪ/ <i>n.</i> 领带 <i>v.</i> 捆; 束	p.36
<i>n.</i> 知识; 学问	p.30	haunted /'hɔ:ntɪd/ <i>adj.</i> 有鬼魂出没的;	
lifelong /'laɪflɒŋ/		闹鬼的	p.37
<i>adj.</i> 终身的; 毕生的	p.30	ghost /gəʊst/ <i>n.</i> 鬼; 鬼魂	p.37
		trick /trɪk/ <i>n.</i> 花招; 把戏	p.37

treat /tri:t/ <i>n.</i> 款待; 招待		Clara /'klɑ:rə/, /'klerə/	
<i>v.</i> 招待; 请 (客)	p.37	克拉拉 (女名)	p.34
spider /'spaɪdə(r)/ <i>n.</i> 蜘蛛	p.37	Santa /'sæntə/ Claus /klɔ:z/	
Christmas /'krɪsməs/ <i>n.</i> 圣诞节	p.38	圣诞老人	p.38
lie /laɪ/ <i>v.</i> (lay /leɪ/, lain /leɪn/)		Charles /tʃɑ:(r)lɪz/ Dickens /'dɪkɪnz/	
存在; 平躺; 处于	p.38	查尔斯·狄更斯 (英国作家)	p.38
eve /i:v/ <i>n.</i> 前夕; 前夜	p.38	Scrooge /skru:dʒ/ 斯克鲁奇	
dead /ded/ <i>adj.</i> 死的;		<i>n.</i> (非正式) 吝啬鬼	p.38
失去生命的	p.38	Jacob /'dʒeɪkəb/ Marley /'mɑ:(r)li/	
punish /'pʌnɪʃ/ <i>v.</i> 处罚; 惩罚	p.38	雅各布·马利	p.38
warn /wɔ:(r)n/ <i>v.</i> 警告; 告诫	p.38		
end up 最终成为; 最后处于	p.38	Unit 6	
present /'preznt/		restroom /'restru:m/	
<i>n.</i> 现在; 礼物		<i>n.</i> (美) 洗手间; 公共厕所	p.41
<i>adj.</i> 现在的	p.38	stamp /stæmp/ <i>n.</i> 邮票; 印章	p.41
warmth /wɔ:(r)mθ/ <i>n.</i> 温暖; 暖和	p.38	bookstore /'bʊkstɔ:(r)/ <i>n.</i> 书店	p.41
spread /spred/ <i>v.</i> (spread, spread)		beside /bɪ'saɪd/ <i>prep.</i> 在旁边;	
传播; 展开 <i>n.</i> 蔓延; 传播	p.38	在附近	p.41
		postcard /'pəʊstkɑ:(r)d/	
Macao /mə'kau/ 澳门	p.34	<i>n.</i> 明信片	p.42
Chiang Mai /tʃi:æŋmaɪ/		pardon /'pɑ:(r)dn/ <i>v.</i> 原谅	
清迈 (泰国城市)	p.34	<i>interj.</i> 请再说一遍	p.42
		washroom /'wɒʃru:m/, /'wɑ:ʃru:m/	
Water Festival 泼水节	p.33	<i>n.</i> 洗手间; 厕所	p.42
Mid-Autumn /mɪd'ɔ:təm/ Festival		bathroom /'bɑ:θru:m/, /'bæθru:m/	
中秋节	p.35	<i>n.</i> 浴室; 洗手间	p.42
Mother's Day 母亲节	p.36	normally /'nɔ:(r)məli/ <i>adv.</i> 通常;	
Father's Day 父亲节	p.36	正常情况下	p.42
Halloween /'hæləu'i:n/ 万圣节前夕	p.37	rush /rʌʃ/ <i>v. & n.</i> 仓促; 急促	p.42
A Christmas Carol /'kærəl/		<i>pass by</i> 路过; 经过	p.43
《圣诞欢歌》(小说名)	p.38	staff /stɑ:f/, /stæf/ <i>n.</i> 管理人员;	
Easter /'i:stə(r)/ 复活节	p.40	职工	p.43
		grape /greɪp/ <i>n.</i> 葡萄	p.44

central /'sentrəl/ <i>adj.</i> 中心的; 中央的	p.44	impolite /,ɪmpə'laɪt/ <i>adj.</i> 不礼貌的; 粗鲁的	p.46
nearby /,nɪə'baɪ/ <i>adj.</i> 附近的; 邻近的 <i>adv.</i> 在附近; 附近	p.44	address /ə'dres/, /'ædres/ <i>n.</i> 住址; 地址; 通讯处	p.46
pardon me 抱歉, 对不起; 什么, 请再说一遍	p.44	parking lot 停车场; 停车区	p.46
mail /meɪl/ <i>v.</i> 邮寄; 发电子邮件 <i>n.</i> 邮件; 信件	p.44	course /kɔ:(r)s/ <i>n.</i> 课程; 学科	p.47
east /i:st/ <i>adj.</i> 东方的; 东部的 <i>adv.</i> 向东; 朝东 <i>n.</i> 东; 东方	p.44	Italian /ɪ'tæliən/ <i>adj.</i> 意大利(人)的 <i>n.</i> 意大利人; 意大利语	p.44
inexpensive /,ɪnɪk'spensɪv/ <i>adj.</i> 不昂贵的	p.45	Tim /tɪm/ 蒂姆(男名)	p.44
uncrowded /ʌn'kraʊdɪd/ <i>adj.</i> 不拥挤的; 人少的	p.45	Unit 7	
mall /mɔ:l/ <i>n.</i> 商场; 购物中心	p.45	silent /'saɪlənt/ <i>adj.</i> 不说话的; 沉默的	p.50
clerk /klɑ:k/, /klɜ:rk/ <i>n.</i> 职员	p.45	from time to time 时常; 有时	p.50
corner /'kɔ:(r)nə(r)/ <i>n.</i> 拐角; 角落	p.45	score /skɔ:(r)/ <i>n.</i> & <i>v.</i> 得分; 进球	p.50
politely /pə'laɪtli/ <i>adv.</i> 礼貌地; 客气地	p.46	background /'bækgraʊnd/ <i>n.</i> 背景	p.51
request /rɪ'kwest/ <i>n.</i> & <i>v.</i> 要求; 请求	p.46	interview /'ɪntə(r)vju:/ <i>v.</i> 采访; 面试 <i>n.</i> 面试; 访谈	p.51
direction /də'rekʃn/, /dɪ'rekʃn/ <i>n.</i> 方向; 方位	p.46	Asian /'eɪʃn/, /'eɪʒn/ <i>adj.</i> 亚洲(人)的 <i>n.</i> 亚洲人	p.51
correct /kə'rekt/ <i>adj.</i> 正确的; 恰当的	p.46	deal /di:l/ <i>v.</i> (dealt /delt/, dealt) 对付; 对待	p.51
polite /pə'laɪt/ <i>adj.</i> 有礼貌的; 客气的	p.46	deal with 应对; 处理	p.51
direct /də'rekt/, /dɪ'rekt/ <i>adj.</i> 直接的; 直率的	p.46	shyness /'ʃaɪnəs/ <i>n.</i> 害羞; 腼腆	p.51
speaker /'spi:kə(r)/ <i>n.</i> 讲(某种语言)的人; 发言者	p.46	dare /deə/, /der/ <i>v.</i> 敢于; 胆敢	p.51
whom /hu:m/ <i>pron.</i> 谁; 什么人	p.46	crowd /kraʊd/ <i>n.</i> 人群; 观众	p.51
		ton /tʌn/ <i>n.</i> 吨; (<i>pl.</i>) 大量; 许多	p.51
		guard /gɑ:(r)d/ <i>n.</i> 警卫; 看守 <i>v.</i> 守卫; 保卫	p.51

require /rɪ'kwaɪə(r)/ <i>v.</i> 需要; 要求	p.51	Candy /'kændi/ 坎迪 (女名)	p.51
European /jʊ(ə)rə'pi:ən/ <i>adj.</i> 欧洲 (人) 的 <i>n.</i> 欧洲人	p.52	Jerry /'dʒeri/ 杰里 (男名); 杰丽 (女名)	p.52
African /'æfrɪkən/ <i>adj.</i> 非洲 (人) 的 <i>n.</i> 非洲人	p.52	Emily /'emɪli/ 埃米莉 (女名)	p.52
British /'brɪtɪʃ/ <i>adj.</i> 英国 (人) 的	p.52	Unit 8	
speech /spi:tʃ/ <i>n.</i> 讲话; 发言	p.52	chopstick /'tʃɒpstɪk/, /'tʃɑ:pstɪk/ <i>n.</i> 筷子	p.57
public /'pʌblɪk/ <i>n.</i> 民众 <i>adj.</i> 公开的; 公众的	p.52	coin /kɔɪn/ <i>n.</i> 硬币	p.57
in public 公开地; 在别人 (尤指生人) 面前	p.52	fork /fɔ:(r)k/ <i>n.</i> 餐叉; 叉子	p.57
ant /ænt/ <i>n.</i> 蚂蚁	p.53	blouse /blaʊz/, /blaʊs/ <i>n.</i> (女式) 短上衣; 衬衫	p.57
insect /'ɪnsekt/ <i>n.</i> 昆虫	p.53	silver /'sɪlvə(r)/ <i>n.</i> 银; 银器 <i>adj.</i> 银色的	p.57
seldom /'seldəm/ <i>adv.</i> 不常; 很少	p.54	glass /glɑ:s/, /glæs/ <i>n.</i> 玻璃	p.57
influence /'ɪnfluəns/ <i>v.</i> & <i>n.</i> 影响	p.54	cotton /'kɒtn/, /'kɑ:tn/ <i>n.</i> 棉; 棉花	p.57
absent /'æbsənt/ <i>adj.</i> 缺席; 不在	p.54	steel /sti:l/ <i>n.</i> 钢; 钢铁	p.57
fail /feɪl/ <i>v.</i> 不及格; 失败; 未能 (做到)	p.54	fair /feə(r)/, /fer/ <i>n.</i> 展览会; 交易会	p.58
examination /ɪgzæmɪ'neɪʃn/ <i>n.</i> 考试; 审查	p.54	environmental /ɪnˌvaɪrən'mentl/ <i>adj.</i> 自然环境的; 有关环境的	p.58
boarding /'bɔ:(r)dɪŋ/ school 寄宿学校	p.54	grass /grɑ:s/, /græs/ <i>n.</i> 草; 草地	p.58
in person 亲身; 亲自	p.54	leaf /li:f/ <i>n.</i> (pl. leaves /li:vz/) 叶; 叶子	p.58
exactly /ɪg'zæktli/ <i>adv.</i> 确切地; 精确地	p.54	produce /prə'dju:s/, /prə'du:s/ <i>v.</i> 生产; 制造; 出产	p.58
pride /praɪd/ <i>n.</i> 自豪; 骄傲	p.54	widely /'waɪdli/ <i>adv.</i> 广泛地; 普遍地	p.58
take pride in 为……感到自豪	p.54	be known for 以……闻名; 为人知晓	p.58
proud /praʊd/ <i>adj.</i> 自豪的; 骄傲的	p.54	process /'prəʊses/ <i>v.</i> 加工; 处理 <i>n.</i> 过程	p.58
be proud of 为……骄傲; 感到自豪	p.54		
Paula /'pɔ:lə/ 葆拉 (女名)	p.50		
Alfred /'ælfɪd/ 艾尔弗雷德 (男名)	p.50		
Billy /'bɪli/ 比利 (男名)	p.50		

product /'prɒdʌkt/, /'prɑ:dʌkt/ n. 产品; 制品	p.59	celebration /,selɪ'breɪʃn/ n. 庆典; 庆祝活动	p.62
no matter 不论; 无论	p.59	balloon /bə'lu:n/ n. 气球	p.62
local /'ləʊkl/ <i>adj.</i> 当地的; 本地的	p.59	paper cutting 剪纸	p.62
brand /brænd/ n. 品牌; 牌子	p.59	scissors /'sɪzə(r)z/ n. (<i>pl.</i>) 剪刀	p.62
handbag /'hændbæg/ n. 小手提包	p.59	fairy /'feəri/, /'feri/ <i>tale</i> /teɪl/ 童话故事	p.62
mobile /'məʊbaɪl/, /'məʊbl/ <i>adj.</i> 可移动的; 非固定的	p.59	historical /hɪ'stɒrɪkl/, /hɪ'stɔ:rɪkl/ <i>adj.</i> (有关) 历史的	p.62
boss /bɒs/, /bɔ:s/ n. 老板; 上司	p.60	heat /hi:t/ n. 热; 高温 <i>v.</i> 加热; 变热	p.62
Germany /'dʒɜ:(r)məni/ 德国	p.60	polish /'pɒlɪʃ/, /'pɑ:lɪʃ/ <i>v.</i> 磨光; 修改; 润色	p.62
surface /'sɜ:(r)fɪs/ n. 表面; 表层	p.60	complete /kəm'pli:t/ <i>v.</i> 完成	p.62
material /mə'tɪəriəl/ n. 材料; 原料	p.60	Korea /kə'ri:ə/ 朝鲜; 韩国	p.57
traffic /'træfɪk/ n. 交通; 路上行驶的 车辆	p.60	Switzerland /'swɪtsə(r)lənd/ 瑞士	p.59
postman /'pəʊstmən/ n. 邮递员	p.60	San Francisco /,sæn frən'sɪskəʊ/ 圣弗朗西斯科 (旧金山, 美国城市)	p.35
cap /kæp/ n. (尤指有帽舌的) 帽子	p.60	Marcus /'mɑ:(r)kəs/ 马库斯 (男名)	p.34
glove /glʌv/ n. (分手指的) 手套	p.60	Pam /pæm/ 帕姆 (女名)	p.34
international /,ɪntə(r)'næʃnəl/ <i>adj.</i> 国际的	p.61		
competitor /kəm'petɪtə(r)/ n. 参赛者; 竞争者	p.61		
its /ɪts/ <i>adj.</i> 它的	p.62		
clay /kleɪ/ n. 黏土; 陶土	p.62		

Vocabulary Index

(注: 在本词表中, 重点词汇用黑体标出。
在英式发音和美式发音有区别时, 英式发音在前, 美式发音在后。)

A

- ability** /ə'biləti/ *n.* 能力; 才能 p.30
- absent** /'æbsənt/ *adj.* 缺席; 不在 p.54
- active** /'æktiv/ *adj.* 活跃的; 积极的 p.30
- address** /ə'dres/, /'ædres/ *n.* 住址;
地址; 通讯处 p.46
- admire** /əd'maɪə(r)/ *v.* 欣赏; 仰慕 p.5
- African** /'æfrɪkən/ *adj.* 非洲(人)的
n. 非洲人 p.52
- aloud** /ə'laʊd/ *adv.* 大声地; 出声地 p.26
- ant** /ænt/ *n.* 蚂蚁 p.53
- as** /æz/, /əz/ *conj.* 因为; 由于 p.3
- as soon as possible** 尽快地 p.22
- Asian** /'eɪʃn/, /'eɪzn/ *adj.* 亚洲的;
亚洲人的 *n.* 亚洲人 p.51
- at hand** (时间或空间上) 接近的,
不远的 p.3
- attend** /ə'tend/ *v.* 出席; 参加 p.12
- attention** /ə'tenʃn/ *n.* 注意; 关注 p.30
- attitude** /'ætɪtju:d/ *n.* 态度 p.23
- avoid** /ə'vɔɪd/ *v.* 避免; 回避 p.14
- be born** 出生; 出世 p.1
- be born with** 天生具有 p.30
- be known for** 以……闻名;
为人知晓 p.58
- be proud of** 为……骄傲;
感到自豪 p.54
- be willing to** 乐意(做某事) p.22
- beside** /bɪ'saɪd/ *prep.* 在旁边;
在附近 p.41
- besides** /bɪ'saɪdz/ *prep.* 除……之外 p.3
- blouse** /blaʊz/, /blaus/
n. (女式) 短上衣; 衬衫 p.57
- boarding** /'bɔ:(r)dɪŋ/ school
寄宿学校 p.54
- bookstore** /'bʊkstɔ:(r)/ *n.* 书店 p.41
- born** /bɔ:(r)n/ *v.* 出生 p.1
- born** /bɔ:(r)n/ *adj.* 天生的 p.30
- boss** /bɒs/, /bɔ:s/ *n.* 老板; 上司 p.60
- brain** /breɪn/ *n.* 大脑 p.30
- brand** /brænd/ *n.* 品牌; 牌子 p.59
- Brazilian** /brə'zɪliən/ *adj.* 巴西的
n. 巴西人 p.4

B

- background** /'bækgraʊnd/ *n.* 背景 p.51
- balloon** /bə'lu:n/ *n.* 气球 p.62
- basic** /'beɪsɪk/ *adj.* 基本的; 基础的 p.14
- bathroom** /'bɑ:θru:m/,
/bæθru:m/ *n.* 浴室; 洗手间 p.42
- break the ice** 打破沉默; 打破僵局 p.14
- break up** 破裂; 解散 p.7
- British** /'brɪtɪʃ/ *adj.* 英国的;
英国人的 p.52
- business** /'bɪznəs/ *n.* 生意; 商业 p.14
- by** /baɪ/ *prep.* 在……之前 p.10

C

- cap** /kæp/ *n.* (尤指有帽舌的) 帽子 p.60
- capital** /'kæpɪtl/ *n.* 首都 p.19
- cathedral** /kə'thi:drəl/ *n.* 总教堂;
主教座堂; 大教堂 p.19
- celebration** /,selɪ'breɪʃn/ *n.* 庆典;
庆祝活动 p.62
- central** /'sentrəl/ *adj.* 中心的;
中央的 p.44
- chance** /tʃɑ:ns/, /tʃæns/ *n.* 机会;
可能性 p.14
- chart** /tʃɑ:t/ *n.* 图; 图表 p.6
- chemistry** /'kemɪstri/ *n.* 化学 p.10
- choice** /tʃɔɪs/ *n.* 选择; 挑选 p.22
- chopstick** /tʃɒpstɪk/, /'tʃɑ:pstɪk/
n. 筷子 p.57
- Christmas** /'krɪsməs/ *n.* 圣诞节 p.38
- church** /tʃɜ:(r)tʃ/ *n.* 教堂 p.19
- clay** /kleɪ/ *n.* 黏土; 陶土 p.62
- clerk** /klɑ:k/, /klɜ:rk/ *n.* 职员 p.45
- coin** /kɔɪn/ *n.* 硬币 p.57
- community** /kə'mju:nəti/ *n.* 社区;
群落; 共同体; 团体 p.12
- company** /'kʌmpəni/ *n.* 公司;
商号 p.23
- competitor** /kəm'petɪtə(r)/
n. 参赛者; 竞争者 p.61
- complete** /kəm'pli:t/ *v.* 完成 p.62
- conclusion** /kən'klu:ʒən/ *n.* 结论 p.22
- connect** /kə'nekt/ *v.* (使) 连接;
与……有联系 p.30
- connect ... with**
把……和……连接或联系起来 p.30
- convenient** /kən'vi:nɪənt/ *adj.*
便利的; 方便的 p.19
- conversation** /,kɒnvə'seɪʃn/,
/kɑ:nvər'seɪʃn/ *n.* 交谈; 谈话 p.11
- corner** /'kɔ:(r)nə(r)/ *n.* 拐角; 角落 p.11
- correct** /kə'rekt/ *adj.* 正确的;
恰当的 p.46
- cost** /kɒst/ *v.* 花费 *n.* 花费; 价钱 p.13
- cotton** /'kɒtn/, /'kɑ:tn/ *n.* 棉; 棉花 p.57
- course** /kɔ:(r)s/ *n.* 课程; 学科 p.47
- create** /kri'eɪt/ *v.* 创造; 创建 p.30
- crowd** /kraʊd/ *n.* 人群; 观众 p.51
- cultural** /'kʌltʃərəl/ *adj.* 文化的;
与文化有关的 p.14
- customer** /'kʌstəmə(r)/ *n.* 顾客 p.14
- ## D
- dare** /deə/, /der/ *v.* 敢于; 胆敢 p.51
- dead** /ded/ *adj.* 死的; 失去生命的 p.38
- deal** /di:l/ *v.* (dealt /delt/, dealt)
对付; 对待 p.51
- deal with** 对付; 应付 p.51
- dessert** /dɪ'zɜ:(r)t/ *n.* (饭后) 甜点;
甜食 p.35
- dialog** /'daɪələʊg/, /'daɪələ:g/
n. (=dialogue) 对话; 对白 p.14
- direct** /də'rekt/, /dɪ'rekt/
adj. 直接的; 直率的 p.46
- direction** /də'rekʃn/, /dɪ'rekʃn/
n. 方向; 方位 p.46
- director** /də'rektə(r)/, /dɪ'rektə(r)/
n. 导演; 部门负责人 p.3

discover /dɪ'skʌvə(r)/

v. 发现; 发觉

dream of 梦想; 幻想; 向往

drop out of school 辍学

E

east /i:st/ *adj.* 东方的; 东部的

adv. 向东; 朝东 *n.* 东; 东方

embarrassed /ɪm'bærəst/

adj. 尴尬的, 窘迫的

empty /'empti/ *adj.* 空的

end up 最终成为; 最后处于

enter /'entə/ *v.* 进来; 进去

entertainment /'entə'teɪnmənt/

n. 乐趣; 欢乐

environmental /ɪn,vairən'mentl/

adj. 自然环境的; 有关环境的

European /jʊ(ə)rə'pi:ən/

adj. 欧洲的; 欧洲人的

eve /i:v/ *n.* (尤指宗教节假日的)

前夕; 前夜

even though 虽然; 即使

everyday /'evrɪdeɪ/ *adj.* 每天的;

日常的

exactly /ɪg'zæktli/ *adv.* 确切地;

精确地

examination /ɪgzæmɪ'neɪʃn/

n. 考试; 审查

exhibition /'eksɪ'bɪʃn/ *n.* 展览

expression /ɪk'spreʃn/

n. 表达 (方式); 表示

F

fail /feɪl/ *v.* 失败; 未能 (做到)

fair /feə(r)/, /fer/ *n.* 展览会;

交易会

fairy /'feəri/, /'feri/ *tale* /teɪl/

童话故事

faithfully /'feɪθfəli/ *adv.* 忠实地;

忠诚地

fall /fɔ:l/ *n.* (常 *pl.*) 瀑布

fall in love with 爱上; 与……相爱

fascinating /'fæsɪneɪtɪŋ/

adj. 迷人的; 极有吸引力的

finding /'faɪndɪŋ/ *n.* 发现; 发现物;

调查 (或研究) 的结果

flat /flæt/ *adj.* 水平的; 平坦的

folk /fəʊk/ *adj.* 民间的; 民俗的

fool /fu:l/ *n.* 蠢人; 傻瓜

v. 愚弄

adj. 愚蠢的

fork /fɔ:(r)k/ *n.* 餐叉; 叉子

form /fɔ:(r)m/ *n.* 形式; 类型

France /frɑ:ns/, /fræns/ 法国

frog /frɒg/ *n.* 蛙

from time to time 时常; 有时

G

gallery /'gæləri/ *n.* 画廊, 美术

陈列室, 美术馆; (美术馆等

展出或收藏的全部) 艺术品

garden /'gɑ:(r)dən/ *n.* 花园; 园子

general /'dʒenərəl/

adj. 总的; 普遍的; 常规的

n. 将军

Germany /'dʒɜ:(r)məni/ 德国

get in trouble 遇到麻烦

- ghost /gəʊst/ *n.* 鬼; 鬼魂 p.37
- glass /glɑ:s/, /glæs/ *n.* 玻璃 p.57
- glove /glʌv/ *n.* (分手指的) 手套 p.60
- goddess /'gɒdes/, /'gɑ:dəs/ *n.* 女神 p.35
- grammar /'græmə(r)/ *n.* 语法 p.27
- grandson /'grænsən/
n. 孙子; 外孙 p.5
- grape /greɪp/ *n.* 葡萄 p.44
- grass /grɑ:s/, /græs/ *n.* 草; 草地 p.58
- greeting /'gri:tɪŋ/ *n.* 问候 p.14
- guard /gɑ:(r)d/ *n.* 警卫; 看守 p.51
v. 守卫; 保卫
- guy /gaɪ/ *n.* 家伙; 男人; 小伙子 p.2
- H**
- handbag /'hændbæg/ *n.* 小手提包 p.59
- haunted /'hɔ:ntɪd/
adj. 有鬼魂出没的; 闹鬼的 p.37
- heat /hi:t/ *n.* 热; 高温 p.62
- helpful /'helpfl/ *adj.* 有用的;
有帮助的 p.14
- historical /hɪ'stɒrɪkl/, /hɪ'stɔ:rɪkl/
adj. (有关) 历史的 p.62
- hold on to 继续; 坚持; 保持 p.22
- humorous /'hju:mərəs/ *adj.*
有幽默感的; 滑稽有趣的 p.14
- I**
- ice /aɪs/ *n.* 冰 p.2
- ideal /aɪ'di:əl/ *adj.* 完美的; 理想的;
最合适的 p.24
- impolite /,ɪmpə'lart/
adj. 不礼貌的; 粗鲁的 p.46
- in general 通常; 大体上; 一般而言 p.19
- in person 亲身; 亲自 p.54
- in public 公开地; 在别人 (尤指生人)
面前 p.52
- including /ɪn'klu:dɪŋ/
prep. 包含; 包括 p.19
- increase /ɪn'kri:s/ *v.* 增加; 增长 p.29
- inexpensive /,ɪnɪk'spensɪv/
adj. 不昂贵的 p.45
- influence /'ɪnfluəns/ *v. & n.* 影响 p.54
- insect /'ɪnsekt/ *n.* 昆虫 p.53
- international /,ɪntə(r)'næʃnəl/
adj. 国际的 p.61
- interview /'ɪntə(r)vju:/ *v.* 采访;
面试 *n.* 面试; 访谈 p.51
- introduction /,ɪntrə'dʌkʃn/ *n.* 介绍 p.14
- its /ɪts/ *adj.* 它的 p.62
- J**
- jungle /dʒʌŋɡəl/ *n.* (热带) 丛林 p.17
- K**
- kind /kaɪnd/ *adj.* 亲切的; 和蔼的 p.5
- knowledge /'nɒlɪdʒ/, /'nɑ:lɪdʒ/
n. 知识; 学问 p.30
- L**
- lantern /'læntə(r)n/ *n.* 灯笼 p.33
- lay /leɪ/ *v.* (laid /leɪd/, laid)
放置; 安放; 产 (卵); 下 (蛋) p.35
- lay out 摆开; 布置 p.35
- leaf /li:f/ *n.* (pl. leaves /li:vz/)
叶; 叶子 p.58

lie /laɪ/ *v.* (lay /leɪ/, lain /leɪn/)

平躺; 处于

lifelong /'laɪflɒŋ/

adj. 终身的; 毕生的

light /'laɪt/ *adj.* 轻的

listener /'lɪsənə/ *n.* 听者

literature /'lɪtərətʃə/ *n.* 文学

lively /'laɪvli/ *adj.* 生气勃勃的;

(色彩) 鲜艳的

local /'ləʊkl/ *adj.* 当地的; 本地的

look up (在词典、参考书中或通过

电脑) 查阅; 抬头看

lover /'lʌvə/ *n.* 爱好者; 热爱者

loving /'lʌvɪŋ/ *adj.* 爱的; 充满爱的

M

mail /meɪl/ *v.* 邮寄; 发电子邮件

n. 邮件; 信件

mall /mɔ:l/ *n.* 商场; 购物中心

material /mə'tɪəriəl/ *n.* 材料; 原料

means /mi:nz/ *n.* 方式; 方法; 途径

memorize /'meməraɪz/

v. 记忆; 记住

mobile /'məʊbaɪl/, /'məʊbl/

adj. 可移动的; 非固定的

mooncake /'mu:nkeɪk/ *n.* 月饼

N

national /'næʃənəl/ *adj.* 国家的;

民族的

nearby /nɪə'baɪ/

adj. 附近的; 邻近的

adv. 在附近; 附近

nervously /'nɜ:vəsli/ *adv.* 神经质地;

焦急地; 提心吊胆地

next to 紧挨着的

nicely /'naɪsli/ *adv.* 漂亮地; 很好地

no matter 不论; 无论

Nobel /nəʊ'bel/ Prize 诺贝尔奖

nobody /'nəʊbədi/, /'nəʊbə:di/

pron. 没有人

noon /nu:n/ *n.* 正午

normally /'nɔ:(r)məli/ *adv.* 通常;

正常情况下

note /nəʊt/ *n.* 笔记; 记录

v. 注意; 指出

novel /'nɒvl/, /'nɑ:vl/

n. (长篇) 小说

O

opera /'ɒpərə/ *n.* 歌剧

overnight /əʊvə(r)'naɪt/

adv. 一夜之间; 在夜间

P

pack /pæk/ *v.* 包装; 装箱

paint /peɪnt/ *v.* 用颜料画; 刷漆

pal /pæl/ *n.* 朋友; 伙伴

paper cutting 剪纸

pardon /'pɑ:(r)dn/ *interj.*

请再说一遍; 抱歉, 对不起

pardon me 抱歉, 对不起; 什么,

请再说一遍

parking lot 停车场; 停车区

partner /'pɑ:(r)tnə(r)/

n. 搭档; 同伴

- pass by 路过; 经过 p.43
- patient** /'peɪʃnt/ *adj.* 有耐心的
n. 病人 p.26
- pattern** /'pætn/, /'pætərn/
n. 模式; 方式 p.28
- pay attention to 注意; 关注 p.30
- perform** /pə'fɔ:m/ *v.* 表演; 演出 p.4
- period** /'piəriəd/ *n.* 一段时间; 时期 p.14
- physics** /'fɪzɪks/ *n.* 物理; 物理学 p.28
- poet** /'pəʊt/ *n.* 诗人 p.6
- polish** /'pɒlɪʃ/, /'pɑ:lɪʃ/ *v.* 磨光;
修改; 润色 p.62
- polite** /pə'laɪt/ *adj.* 有礼貌的;
客气的 p.46
- politely** /pə'laɪtli/ *adv.* 礼貌地;
客气地 p.46
- postcard** /'pəʊstkɑ:(r)d/ *n.* 明信片 p.42
- postman** /'pəʊstmən/ *n.* 邮递员 p.60
- pound** /paʊnd/ *n.* 磅 (重量单位);
英镑 (英国货币单位) p.34
- present** /'preznt/ *n.* 现在; 礼物
adj. 现在的 p.38
- pride** /praɪd/ *n.* 自豪; 骄傲 p.54
- private** /'praɪvət/ *adj.* 私人的;
私密的 p.14
- process** /'prəʊses/ *v.* 加工; 处理
n. 过程 p.58
- produce** /prə'dju:s/, /prə'du:s/
v. 生产; 制造; 出产 p.58
- product** /'prɒdʌkt/, /'prɑ:dʌkt/
n. 产品; 制品 p.59
- programming /'prəʊgræmɪŋ/ *n.* 编程 p.22
- pronounce** /prə'naʊns/ *v.* 发音 p.29
- pronunciation** /prə'nʌnsi'eɪʃn/
n. 发音; 读音 p.26
- proud** /praʊd/ *adj.* 自豪的; 骄傲的 p.54
- public** /'pʌblɪk/ *n.* 民众
adj. 公开的; 公众的 p.52
- publish** /'pʌblɪʃ/ *v.* 出版; 发行 p.3
- punish** /'pʌnɪʃ/ *v.* 处罚; 惩罚 p.38
- put on 增加 (体重); 发胖 p.34
- R**
- realistic** /riə'lɪstɪk/ *adj.* 现实的;
实际的 p.22
- receive** /rɪ'si:v/ *v.* 接受; 收到 p.22
- relative** /'relatɪv/ *n.* 亲属; 亲戚 p.34
- relaxed** /rɪ'læksd/ *adj.* 放松的 p.11
- repeat** /rɪ'pi:t/ *v.* 重复; 重做 p.28
- request** /rɪ'kwest/ *n.* 要求; 请求 p.46
- require** /rɪ'kwaɪə(r)/
v. 需要; 要求 p.51
- rest** /rest/ *n.* 剩余部分; 其余 p.10
- restroom** /'restru:m/ *n.*
(美) 洗手间; 公共厕所 p.41
- review** /rɪ'vju:/ *v. & n.* 回顾;
复习 p.30
- rush** /rʌʃ/ *v. & n.* 仓促; 急促 p.42
- Russia** /'rʌʃə/ 俄罗斯 p.5
- S**
- sample** /'sɑ:mpl/, /'sæmpl/ *n.* 样本;
例子 p.16
- sail** /seɪl/ *v.* 航行; 在……上航行 p.22
- scissors** /'sɪzə(r)z/ *n. (pl.)* 剪刀 p.62
- score** /skɔ:(r)/ *n. & v.* 得分; 打分 p.50

Vocabulary Index

secret /'si:krət/ <i>n.</i> 秘密; 秘诀 <i>adj.</i> 秘密的; 保密的	p.11	stranger /'streɪndʒə(r)/ <i>n.</i> 陌生人	p.11
seldom /'seldəm/ <i>adv.</i> 不常; 很少	p.54	subject /'sʌbdʒɪkt/ <i>n.</i> 主题; 话题	p.14
sentence /'sentəns/ <i>n.</i> 句子	p.26	suggest /sə'dʒest/ <i>v.</i> 建议; 提议	p.11
shyly /'ʃaɪli/ <i>adv.</i> 害羞地; 羞怯地; 胆怯地;	p.11	suppose /sə'pəʊz/ <i>v.</i> 推断; 料想	p.20
shyness /'ʃaɪnəs/ <i>n.</i> 害羞; 腼腆	p.51	surface /'sɜ:(r)fɪs/ <i>n.</i> 表面; 表层	p.60
sight /saɪt/ <i>n.</i> (常 <i>pl.</i>) 名胜; 风景	p.19	survey /'sɜ:veɪ/ <i>n.</i> 调查; 测验	p.22
silent /'saɪlənt/ <i>adj.</i> 不说话的; 沉默的	p.50	swimmer /'swɪmə/ <i>n.</i> 游泳者; 游泳运动员	p.1
silver /'sɪlvə(r)/ <i>n.</i> 银; 银器 <i>adj.</i> 银色的	p.57	T	
similarity /sɪmə'lærəti/ <i>n.</i> 相似点	p.14	take it easy 从容; 轻松; 不紧张	p.17
skating /'skeɪtɪŋ/ <i>n.</i> 滑冰	p.5	take pride in 为……感到自豪	p.54
small talk 闲谈; 闲聊	p.14	textbook /'tekstbʊk/ <i>n.</i> 教科书; 课本	p.25
sorghum /'sɔ:gəm/ <i>n.</i> 高粱	p.3	the music charts 音乐排行榜	p.7
speaker /'spi:kə(r)/ <i>n.</i> 讲(某种 语言)的人; 发言者	p.46	therefore /'ðeəfɔ:(r)/ <i>adv.</i> 因此	p.14
speech /spi:tʃ/ <i>n.</i> 讲话; 发言	p.52	thrilling /'θrɪlɪŋ/ <i>adj.</i> 令人激动的; 令人震颤的	p.17
speed /spi:d/ <i>n.</i> 速度	p.29	tie /taɪ/ <i>n.</i> 领带 <i>v.</i> 捆; 束	p.36
spider /'spaɪdə(r)/ <i>n.</i> 蜘蛛	p.37	tip /tɪp/ <i>n.</i> 建议; 提示	p.16
sportspeople /'spɔ:(r)tspi:pl/ <i>n.</i> 爱好运动的人; 运动员	p.22	tiring /'taɪərɪŋ/ <i>adj.</i> 引发疲劳的; 累人的	p.17
spotlight /'spɒtlaɪt/ <i>n.</i> 聚光灯; 公众注意的中心	p.19	ton /tʌn/ <i>n.</i> 吨; (<i>pl.</i>) 大量; 许多	p.51
spread /spred/ <i>v.</i> 传播; 展开 <i>n.</i> 蔓延; 传播	p.38	touristy /'tuərɪstɪ/ <i>adj.</i> 游客很多的; 游客常去的; 适合游览的	p.18
staff /stɑ:f/, /stæf/ <i>n.</i> 管理人员; 职工	p.43	tower /'taʊə(r)/ <i>n.</i> 塔; 塔楼	p.2
stamp /stæmp/ <i>n.</i> 邮票; 印章	p.41	tradition /trə'dɪʃn/ <i>n.</i> 传统	p.35
steal /sti:l/ <i>v.</i> (stole /stəʊl/, stolen /'stəʊlən/) 偷; 窃取	p.35	traffic /'træfɪk/ <i>n.</i> 交通; 路上行驶的 车辆	p.60
steel /sti:l/ <i>n.</i> 钢; 钢铁	p.57	translate /træns'leɪt/ <i>v.</i> 翻译	p.19
		treat /tri:t/ <i>n.</i> 款待; 招待 <i>v.</i> 招待; 请(客)	p.37

trek /trek/ *v.* (缓慢或艰难地) 旅行;

长途跋涉

trick /trik/ *n.* 花招; 把戏

try every means to do 想方设法

(做某事)

U

uncomfortable /ʌn'kʌmftəbl/

adj. 不舒服的; 不安的

uncrowded /ʌn'kraʊdɪd/

adj. 不拥挤的; 人少的

underground /'ʌndə(r)graʊnd/

adj. 地下的

n. 地铁

unsure /ʌn'sʊə(r)/ *adj.* 无把握;

不确定

W

wait in line 排队等候

waltz /wɔ:ls/ *n.* 华尔兹舞;

圆舞曲

warmth /wɔ:(r)mθ/ *n.* 温暖; 暖和

warn /wɔ:(r)n/ *v.* 警告; 告诫

washroom /'wɒʃru:m/, /'wɑ:ʃru:m/

n. 洗手间; 厕所

whoever /hu:'evə(r)/ *pron.* 无论谁;

不管什么人

whom /hu:m/ *pron.* 谁; 什么人

widely /'waɪdli/ *adv.* 广泛地;

普遍地

willing /'wɪlɪŋ/ *adj.* 乐意的;

自愿的; 心甘情愿的

wine /wain/ *n.* 葡萄酒; 酒

wisely /'waɪzli/ *adv.* 明智地;

聪明地

worker /'wɜ:(r)kə(r)/ *n.* 工作者;

工人

works /wɜ:ks/ *n.* 著作, 作品

Irregular Verbs

Verb	Past tense	Past participle
be (am, is, are)	was, were	been
bear	bore	born
beat	beat	beaten
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt / burned	burnt / burned
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt / dreamed	dreamt / dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen

Verb	Past tense	Past participle
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got / gotten
give	gave	given
go	went	gone
grow	grew	grown
hang (悬挂)	hung	hung
have (has)	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt / learned	learnt / learned
leave	left	left
lend	lent	lent
let	let	let

Verb	Past tense	Past participle
lie (躺)	lay	lain
light	lit / lighted	lit / lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
pay	paid	paid
put	put	put
read /ri:d/	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat

Verb	Past tense	Past participle
sleep	slept	slept
smell	smelt / smelled	smelt / smelled
speak	spoke	spoken
speed	sped / speeded	sped / speeded
spell	spelt / spelled	spelt / spelled
spend	spent	spent
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
under-stand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

出版说明

为了更好地满足五四学制实验区义务教育教学的需要，2003年山东省教育厅决定以全国中小学教材审定委员会初审通过的义务教育课程标准实验教科书为基础，委托山东教育出版社等单位改编、出版一套五四学制的义务教育课程标准实验教科书。该套实验教科书经全国中小学教材审定委员会初审通过后供山东省的烟台、威海、淄博、莱芜等五四学制实验区选用，受到了广大师生的欢迎和肯定。

2011年7月，教育部启动了义务教育课程标准实验教科书的修订送审工作，为了做好五四学制实验教科书的修订送审工作，山东出版集团与人民教育出版社签署了合作协议。五四学制教科书的修订、编写依据教育部制定的义务教育课程标准（2011年版），以人教版六三学制教科书为基础，吸取了五四学制实验区多年来在教学实践中探索、积累的丰硕成果。

义务教育教科书（五·四学制）《英语》（6~9年级）是在刘道义、郑旺全、David Nunan主编的人教版六三学制《英语（新目标）》（7~9年级）的基础上改编而成的，参加此次改编的人员有刘道义、吴欣、刘倩、高钧、宋纯杰、曹凤华、肖宁、周飞宇、林常青、常晶晶、岳建梅，由刘道义任主编、刘倩任副主编。本套教科书经教育部审定通过，供五四学制地区选用。

本书的改编、出版得到了山东省教育厅、山东出版集团、山东省教学研究室、烟台市教育科学研究院、威海市教育教学研究中心、淄博市教研室、莱芜市教研室以及泰安、青岛、济宁等教研单位，特别是人民教育出版社的领导和学科专家的大力帮助和支持，在此表示由衷的感谢。

欢迎广大师生在使用过程中提出修改意见和建议，以利于教科书的不断改进和完善。

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