



义务教育教科书

全国优秀教材二等奖

英语

八年级 下册



外语教学与研究出版社



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外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

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英语 (新标准)

八年级下册 学生用书

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基础教育出版分社：

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购书电话：010-88819928/9929/9930 (邮购部)

购书传真：010-88819428 (邮购部)



前言

各位同学，你们好！欢迎大家学习本套英语教材！

2000年，外语教学与研究出版社与麦克米伦出版（中国）有限公司依据国家《义务教育 英语课程标准（实验稿）》共同组织开发了本套教材；作为我国第一套中小学“一条龙”英语教材，本套教材已出版使用十余年。2011年，基于新颁布的国家《义务教育 英语课程标准（2011年版）》，我们对教材进行了认真修订。

在修订后的初中教材中，我们为同学们保留了大家熟悉并喜爱的四个小伙伴——中国学生大明和玲玲、英国学生Tony和美国学生Betty，还增加了其他一些人物。他们会带领大家在一系列有趣的对话、故事、活动和诗歌中学习英语。

在修订过程中，我们依照《义务教育 英语课程标准（2011年版）》对初中阶段英语学习者提出的要求，从同学们英语学习的实际出发，补充设计了丰富而科学的学习内容和活动。教材遵循初中生认知发展的规律，由日常生活中涉及的语言开始，逐渐扩及安全与救护、通信、自然等话题。

修订后的教材仍以模块为基本构成单位。本册教材包括10个学习模块（Module）和两个复习模块（Revision module）。每个学习模块的第一、二单元主要为大家呈现新的语言内容，第三单元为练习与活动，用以巩固第一、二单元所学的内容。

本套教材同时还配有对应的网络教材，可供同学们在线学习使用。

通过对本套教材的学习，希望同学们能够：

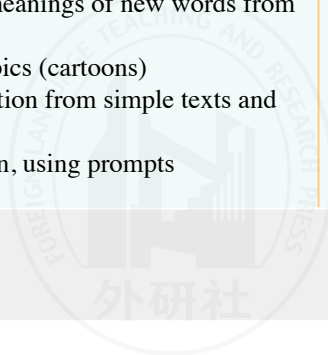
- 1) 形成对英语学习的积极态度和强烈兴趣；
- 2) 掌握基本的英语知识和听、说、读、写技能，提升英语语言的运用能力；
- 3) 形成有效的英语学习策略；
- 4) 增强对世界文化的了解，培养自己的跨文化交流意识。

希望同学们快乐学习，积极参与，大胆听说，认真读写，努力实践。相信你们会在参与活动、完成任务的过程中体会到学习英语的乐趣，实现英语的灵活运用和自由交际。

Scope and sequence

Module	Theme	Function	Structure
1 Feelings and impressions P2	Feelings and moods	Describing feelings and impressions	Sense verbs: <i>feel, look, sound, smell, taste</i> ; adjectives
2 Experiences P10	Personal experiences	Asking and answering questions about experiences	Present perfect
3 Journey to space P18	The universe	Talking about recent events	Present perfect with <i>already, just</i> and <i>yet</i>
4 Seeing the doctor P26	Hygiene and health	Talking about healthy living	Present perfect with <i>for</i> and <i>since</i>
5 Cartoons P34	Recreation: cartoons	Talking about cartoons	Comprehensive use of present perfect, present simple and past simple
Revision module A P42			

Skills (Listening/Speaking/Reading/Writing)	Around the world	Task
<ul style="list-style-type: none"> ● Listening for specific information; matching descriptions with pictures ● Talking about likes and dislikes ● Reading and understanding the behaviour of characters; finding specific information ● Writing a description of yourself 	Polite expressions	Writing a description of a classmate
<ul style="list-style-type: none"> ● Listening for specific information ● Describing personal or others' experiences in simple language ● Reading and finding specific information ● Writing a passage about your experiences using prompts 	On the top of the world	Writing a questionnaire about experiences
<ul style="list-style-type: none"> ● Listening for specific information ● Talking about space travel; participating in a role-play ● Reading and finding out information from simple texts and choosing the best title ● Writing a passage to describe the picture 	Names of the days of the week	Making a poster about space travel
<ul style="list-style-type: none"> ● Listening for specific information; understanding familiar topics (seeing the doctor) ● Conducting conversations on given topics ● Reading and understanding the sequence of events and behaviour of characters in simple readings ● Writing explanations for the pictures and drafting a passage about healthy living 	The World Health Organization	Doing a survey to find the most suitable exercise
<ul style="list-style-type: none"> ● Listening for specific information; understanding familiar topics (cartoons); guessing the meanings of new words from the contexts ● Exchanging ideas on familiar topics (cartoons) ● Reading and finding out information from simple texts and understanding the main idea ● Writing a passage about a cartoon, using prompts 	Classic American cartoons: <i>Batman</i> and <i>Spider-Man</i>	Making a cartoon



Module**Theme****Function****Structure****6 Hobbies****P48**

Hobbies

Talking about your hobbies

Simple sentences

7 Summer in Los Angeles**P56**

Language learning

Talking about future plans and activities

Composite sentences with *and*, *but* and *or***8 Time off****P64**

Tourism and nature

Talking about travelling

Object clauses with *that***9 Friendship****P72**

Interpersonal communication

Talking about what you know; asking for information

Object clauses with *if*, *whether*, *who*, *what*, *how*, *why*, *where* and *when***10 On the radio****P80**

Jobs and careers

Giving advice and warnings; talking about memories

Review of object clauses

Revision module B**P88****Appendices**

Language notes.....	P95
Guide to language use.....	P103
Words and expressions.....	P112
Proper names.....	P117

Skills (Listening/Speaking/Reading/Writing)	Around the world	Task
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<ul style="list-style-type: none"> ● Listening for specific information; understanding familiar topics (hobbies) ● Exchanging ideas on familiar topics (hobbies) ● Reading for specific information; understanding the sequence of events ● Writing a short passage about a classmate's hobby, using <i>as well as</i>, <i>such as</i> or <i>as a result</i> 	Living history	Making a survey of hobbies
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<ul style="list-style-type: none"> ● Listening for specific information; understanding familiar topics (studying abroad) ● Exchanging ideas about future plans and activities ● Reading for specific information; matching headings with paragraphs ● Writing a description of a Chinese language course, using prompts 	Summer camps	Having a class discussion about summer courses
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<ul style="list-style-type: none"> ● Listening for main ideas; listening for specific information ● Introducing topics and conducting conversations ● Reading for specific information; understanding the sequence of events ● Writing a passage about Zhangjiajie, using prompts 	Lake District National Park	Writing a leaflet for a trip
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<ul style="list-style-type: none"> ● Listening for specific information; understanding the logical sequence of a conversation ● Talking about personal information ● Reading and understanding the sequence of events and behaviour of characters ● Writing about someone or something that changed your life, using prompts 	Pen friends	Making a poster about friendship
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<ul style="list-style-type: none"> ● Listening for specific information ● Asking and answering questions about work at a radio station ● Reading and understanding the sequence of events and behaviour of characters ● Writing about important events in the past and about background information, using prompts 	The clockwork radio	Making a school radio programme
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<p>Vocabulary..... P119</p> <p>Pronunciation guide..... P125</p> <p>Irregular verbs..... P126</p>

Module 1

Feelings and impressions

Module task: Writing a description of a classmate

Unit 1 It smells delicious.

Listening and vocabulary

1 Listen and number the pictures.

feel look smell soft sour strong sweet taste



2 Listen again and complete the sentences.

- 1 The cookie tastes sweet. 3 This bed _____.
- 2 The milk _____.
- 4 Tom _____.

3 Listen and read.

Tony: Mm... What a delicious smell! Your pizza looks so nice.

Betty: Thanks! Would you like to try some?

Tony: Yes, please. It looks lovely, it smells delicious, and mm, it tastes good.

Daming: What's that on top?

Betty: Oh, that's cheese. Do you want to try a piece?

Daming: Ugh! No, thanks. I'm afraid I don't like cheese. It doesn't smell fresh. It smells too strong and it tastes a bit sour.

Betty: Well, my chocolate cookies are done now. Have a try!

Daming: Thanks! They taste really sweet and they feel soft in the middle.

Tony: Are you cooking lots of different things? You look very busy!

Betty: Yes, I am! There's some pizza and some cookies, and now I'm making an apple pie and a cake.

Daming: Apple pie sounds nice. I have a sweet tooth, you know. Shall I get the sugar?

Betty: Yes, please. Oh, are you sure that's sugar? Taste it first. It might be salt!

Daming: No, it's OK. It tastes sweet. It's sugar.

Tony: What's this? It tastes sweet too.

Betty: That's strawberry jam, for the cake.

Daming: Good, everything tastes so sweet! It's my lucky day!

Everyday English

- I'm afraid...
- Have a try!
- It's my lucky day!

Now check (✓) what Betty is making.



a



b



c



d



e

4 Complete the sentences with the words in the box.

lovely soft sour strong sugar sweet

- 1 I bought a large chocolate cake, because I love _____ food.
- 2 Dried fish has a _____ taste. You don't need much of it in the dish.
- 3 She does not put _____ in tea because she does not like sweet tea.
- 4 The milk has gone _____ overnight, so we cannot drink it.
- 5 The bed feels _____ and comfortable.
- 6 Apple pie sounds _____. It is my favourite.

5 Complete the table with the words in the boxes in Activities 1 and 4.

Ear	<i>sound</i>	<i>quiet...</i>
Eye		
Hand		
Mouth		
Nose		

Pronunciation and speaking

6 Listen and underline the words the speaker stresses. 🎧

- 1 It smells too strong and it tastes a bit sour.
- 2 They taste really sweet and they feel soft in the middle.

Now listen again and repeat. 🎧

7 Work in pairs. Ask and answer about the things in the box. Say why you like or do not like them.

bananas flowers ice cream pop music silk T-shirts

- Do you like bananas?
- Yes, I do. They taste delicious. Do you like flowers?

Module 1

Feelings and impressions

Unit 2 I feel nervous when I speak Chinese.

Reading and vocabulary

- 1 Work in pairs. Look at the pictures and describe the girls. Use the words in the box to help you.

glasses jeans long nervous
fair pretty proud short
stranger tall young



- 2 Read Sally's email and find her picture in Activity 1. 

FROM: Sally
TO: Lingling
SUBJECT: Re: Welcome to China.

Hi Lingling,

- 1 Thanks for your last message. It was great to hear from you, and I can't wait to meet you.
- 2 I hope you will know me from my photo when I arrive at the airport. I'm quite tall, with short fair hair, and I wear glasses. I'll wear jeans and a T-shirt for the journey, but I'll also carry my warm coat. I've got your photo — you look very pretty. I'm sure we'll find each other!
- 3 Thanks for telling me about your hobbies. You sound just like me! I spend a lot of time playing classical music with my friends at school, but I also like dance music — I love dancing! I enjoy sports as well, especially tennis. My brother is in the school tennis team — I'm very proud of him! He's good at everything, but I'm not. Sometimes I get bad marks at school, and I feel sad. I should work harder.
- 4 You asked me, "How do you feel about coming to China?" Well, I often feel a bit sad at first when I leave my mum and dad for a few days, and I'm quite shy when I'm with strangers. I feel nervous when I speak Chinese, but I'll be fine in a few days. I'm always sorry when I don't know how to do things in the right way, so please help me when I'm with you in China! Oh, I'm afraid of flying too. But I can't tell you how excited I am about going to China!

See you next week!

Love,
Sally

外研社

3 Match the questions with the paragraphs.

- a) What are your hobbies?
- b) How do you feel about coming to China?
- c) What do you look like?

4 Read the sentences.

She's quite tall, with short fair hair, and she's wearing glasses. She's wearing a T-shirt and carrying a warm coat.

Now describe the people. Use the sentences above to help you.

- 1 the girl in Picture B in Activity 1
- 2 your classmates

5 Answer the questions.

How does Sally feel when she...

- 1 gets bad marks at school?
- 2 leaves her mum and dad?
- 3 is with strangers?
- 4 speaks Chinese?
- 5 does not know how to do things in the right way?
- 6 travels by plane?



Learning to learn

Remember that talking to other people is not just speaking and understanding the language. It's how you look, how you sound and what you do. Watch people in films as they talk to others in English. Do you do the same when you talk in Chinese?

6 Complete the passage with the correct form of the words in the box.

fair hobby mark message proud

Jenny is my classmate. She is pretty and has (1) _____ hair. She always gets good (2) _____ at school. She has lots of (3) _____ like playing the piano and swimming. She is also in the school tennis team. She is good at everything. One day she sent me a (4) _____. She asked me to help her with her English homework because I am good at English. She wanted my help! I was (5) _____ of myself.

Writing

7 Write a message to your pen friend and describe yourself. Say:

- what you look like
I have short black hair and...
- what your hobbies are
I like playing basketball and...
- how you feel when...
I feel nervous when...

Unit 3 Language in use

Language practice

It **tastes good**.

It doesn't **smell fresh**.

You **look** very **pretty**.

I **feel nervous** when I speak Chinese.



1 Look at the picture. Complete the sentences.

The cookies taste delicious.

1 The bananas _____.

2 The students _____.

3 The flowers _____.

4 The juice _____.

5 The chairs _____.

6 The music _____.

2 Write sentences about yourself. Use the words in the box to help you.

feel look smell sound taste

I like this dress very much. It feels comfortable.

3 Put the words in the box into the correct columns.

beautiful dark fair friendly nice old pretty
proud quiet short shy strict tall young

What does he/she look like?	What is he/she like?
<i>beautiful</i>	<i>friendly</i>

4 Work in pairs. Use the table in Activity 3 to ask and answer questions about the people.

your mum
A: *What does your mum look like?*
B: *She's tall and beautiful.*
A: *What is your mum like?*
B: *She's friendly.*

- 1 your dad
- 2 your maths/Chinese/music teacher
- 3 your uncle
- 4 your best friend

5 Complete the conversation with the correct form of the words in the box. You need to use some of the words more than once.

be look taste

Jane: Hi, Alex! How are you today?
Alex: Great!
Jane: You (1) _____ very happy!
Alex: Oh, yes. My mum made a cake for me. Here, have some. It really (2) _____ delicious!
Jane: Thanks. It (3) _____ very pretty too. Mm, you're right. It's nice.
Alex: And another good thing is, my friend Ben is coming to stay.
Jane: Oh, really? What (4) _____ he like?
Alex: He's really friendly and kind.
Jane: What does he (5) _____ like?
Alex: Well, he's tall and thin. He's good at sport. Would you like to meet him?
Jane: Yes, I'd like to.

Module 1

Feelings and impressions

6 Complete the passage with the words in the box.

close friendly look meet noisy with

Americans usually shake hands with each other when they first (1) _____. When two Americans are talking, they do not stand too (2) _____ to each other. If they meet some friends at a party while they are talking (3) _____ someone else, they usually bring their friends into the conversation. Americans (4) _____ each other in the eye when they talk. They may be a bit (5) _____ sometimes, but they are quite (6) _____.

7 Write about how things feel, look, smell, sound or taste. Use the words in the box to help you.

beautiful comfortable delicious fresh great hot
nervous nice noisy quiet round strong sweet

Flowers look beautiful. They smell nice.

8 Work in pairs. Describe a thing in the box to your partner. Your partner should guess what it is. Use the words in the box in Activity 7 to help you.

a basketball a bird a cat a flower a hamburger
a lantern a plane grass the sun

A: It looks beautiful.

B: Is it a flower?


A: No, it isn't. It's round and hot.






B: Is it a lantern?

A: No, it isn't. It's much hotter and bigger than a lantern.

B: Is it the sun?

A: Yes, you're right.

9 Listen and complete the notes. What is the speaker complaining about? 

-  The music: _____
-  The room: _____
-  The food: _____
-  The drink: _____
-  The people: _____

Around the world

Polite expressions

In the West, people are quite open about their feelings. Many people hug each other when they meet. People are friendly and informal. They usually use given names, even at work. It is polite for people to say “thank you” very often, even to their family members.



Module task: Writing a description of a classmate

10 Think about one of your classmates:

- age
- face
- hair
- height
- hobbies
- size

11 Write a description of him/her.

My friend is fourteen years old. He is tall and looks strong. He plays football well...

12 Work in groups. Share your description with your classmates. Let them guess who he/she is.

Module 2

Experiences

Module task: Writing a questionnaire about experiences

Unit 1 I've also entered lots of speaking competitions.

Listening and vocabulary

1 Listen and number the words as you hear them. 

ever exciting tired visit wonderful

2 Listen again and choose the correct answer. 

- 1 Lingling **has visited** / **hasn't ever visited** the US.
- 2 Betty **has asked** / **hasn't asked** her parents.
- 3 Lingling **has travelled** / **hasn't travelled** by plane.

3 Listen and read. 

Everyday English

- Good luck!
- That's a pity.
- That sounds wonderful!

Tony: Hi, Lingling. What are you doing?

Lingling: I'm entering a competition.

Tony: What kind of competition?

Lingling: A speaking competition.

Tony: Great. It'll help you improve your speaking. And maybe you will win a prize.

Lingling: The first prize is "My dream holiday".

Tony: Have you ever won any prizes before?

Lingling: No, I haven't. I've always wanted to go on a dream holiday. But I can't afford it. The plane tickets are too expensive.

Tony: Well, good luck! I've also entered lots of speaking competitions, but haven't won any prizes. I've stopped trying now.

Lingling: That's a pity. Have you ever thought about other kinds of competitions?

Tony: What do you mean?

Lingling: Look! Here's a writing competition: Around the World in 80 Days. To win it, you need to write a short story about a place you've visited.

Tony: That sounds wonderful, but I haven't travelled much. How can I write about it?

Lingling: Don't worry. It doesn't need to be true! You can make it up.

Tony: You're right. I'll try. I hope I will win, then I will invite you to come with me.

Lingling: Sorry! The first prize is only the book called *Around the World in 80 Days*!

Now check (✓) what Lingling and Tony have or have not done.

Name	Experiences	Yes	No
Lingling	has won some prizes.		
	has always wanted to go on a dream holiday.		
Tony	has entered lots of speaking competitions.		
	has won some prizes.		
	has travelled a lot.		

4 Work in pairs. Ask and answer questions about what Lingling and Tony have or have not done.

- *Has Lingling ever won any prizes before?*
- *No, she hasn't.*

5 Complete the sentences with the correct form of the words in the box.

afford competition dream invite pity prize

- 1 Her _____ was to study at a good university one day.
- 2 When I was in school, I won many _____ for my writing.
- 3 You must enter the music _____! You will beat everybody.
- 4 My family cannot _____ to buy a ticket for the match.
- 5 It is a(n) _____ that you did not come to see the film with us.
- 6 John _____ his new friends to his birthday party last week.

Pronunciation and speaking

6 Read and predict which words the speaker is likely to stress.

- Have you ever wanted to travel around the world?
- Yes, I have. I've always wanted to travel around the world.
- Have you ever visited New York?
- No, I haven't. I've never visited the US.
- Have you ever entered a competition?
- No, I haven't. I haven't entered any competitions.

Now listen and check. 🎧

7 Work in pairs. Read the conversations in Activity 6 aloud.

8 Work in pairs. Ask and answer questions about yourself.

- *Have you ever visited...?*
- *Yes, I have. / No, I haven't. I've...*

Unit 2 They have seen the Pyramids.

Reading and vocabulary

1 Work in pairs. Ask and answer the questions.

- 1 Which interesting places in China have you visited?
- 2 Have you ever seen the Great Wall?
- 3 Have you ever visited another country?

2 Read the passage and answer the questions.

Mike Robinson is a fifteen-year-old American boy and his sister Clare is fourteen. At the moment, Mike and Clare are in Cairo in Egypt, one of the biggest and busiest cities in Africa.

They moved here with their parents two years ago. Their father, Peter, works for a very big company. The company has offices in many countries, and it has sent Peter to work in Germany, France and China before. Peter usually stays in a country for about two years. Then the company moves him again. His family always goes with him.

The Robinsons love seeing the world. They have been to many interesting places. For example, in Egypt, they have seen the Pyramids, travelled on a boat on the Nile River, and visited the palaces and towers of ancient kings and queens.

Mike and Clare have also begun to learn the language of the country, Arabic. This language is different from English in many ways, and they find it hard to spell and pronounce the words. However, they still enjoy learning it. So far they have learnt to speak German, French, Chinese and Arabic. Sometimes they mix the languages. "It's really fun," said Clare.

The Robinsons are moving again. The company has asked Peter to work back in the US. Mike and Clare are happy about this. They have friends all over the world, but they also miss their friends in the US. They are counting down the days.



Learning to learn

When you read a passage about travel, use a map to find out where the places are, and the names of the other countries, regions and cities nearby.

- 1 How long have the Robinsons been in Egypt?
- 2 Why do they live in Cairo?
- 3 What have they seen and done in Egypt?
- 4 What do Mike and Clare find difficult about Arabic?
- 5 Who do they miss in the US?
- 6 Are they looking forward to going home?

3 Complete the passage with the correct form of the words in the box.

ancient count example king mix queen

Mike and Clare live in Cairo in Egypt because their father works there. They have visited many places in Egypt. For (1) _____, they have seen the Pyramids, and they have visited the (2) _____ palaces of the (3) _____ and (4) _____ of Egypt. Mike and Clare have learnt a little Arabic, and when they speak it, they often (5) _____ it with German, French and Chinese. Recently, their father's company has asked him to go back to the US. Mike and Clare are (6) _____ down the days.

Writing

4 Work in pairs. Think of a special trip. Write notes and explain:

- where you went
- when you went there
- why it was special

5 Write sentences to describe what you have seen or done. Use the passage in Activity 2 to help you.

Now write a passage about your experiences.



Unit 3 Language in use

Language practice

Have you ever **won** any prizes before?
 I **haven't travelled** much.
 They **have been** to many interesting places.

1 Write questions for the questionnaire with *Have you ever...?*

- | | |
|-------------------------------|--------------------------------|
| 1 have a Western meal | 5 travel to the seaside |
| 2 live in another city | 6 try seafood |
| 3 enter a singing competition | 7 cook dinner for your parents |
| 4 travel by train | |

	Activities	You	Your partner
1	<i>Have you ever had a Western meal?</i>		
2			
3			
4			
5			
6			
7			

Now complete the **You** column.

2 Work in pairs. Ask and answer the questions in the questionnaire in Activity 1. Then complete the *Your partner* column.

- *Have you ever had a Western meal?*
 — *Yes, I have. / No, I haven't.*

3 Complete the sentences about your partner and read them to the rest of the class.

- 1 He/She _____ a Western meal.
 2 He/She _____ in another city.
 3 He/She _____ a singing competition.
 4 He/She _____ by train.
 5 He/She _____ to the seaside.
 6 He/She _____ seafood.
 7 He/She _____ for his/her parents.

4 Complete the postcard. Use the list of *Things to do in Beijing* to help you.



□ □ □ □ □ □

Dear David,

I'm having a wonderful time in Beijing. I've

done so many things! I've....

.....

.....

There's only one thing I haven't done:

I...

Bye for now,

Rob

- Things to do in Beijing**

 - see the Beijing Opera ✓
 - climb the Great Wall X
 - eat Beijing duck ✓
 - visit the Palace Museum ✓

5 Complete the sentences with the words in the box. You can use some of the words more than once.

afford competition pronounce spell tower

- 1 I wrote a story for a(n) _____ in my English class and I won a prize.
- 2 Alice can _____ very well, and what's more, she can write beautifully.
- 3 Some English words are difficult to _____.
- 4 We visited an ancient palace with a tall _____ and a beautiful garden.
- 5 Mary wants to visit the US, but the plane tickets are very expensive and she cannot _____ to go.

6 Listen and check (✓) the country that the people have been to. 🎧

People	China	the US
Winnie		
Diana		
Bob		

7 Listen again and answer the questions. 🎧

- 1 How many times has Winnie been to the US?
- 2 Which country would Diana like to go again?
- 3 Which part of China has Diana travelled around?
- 4 How did Diana travel there?
- 5 Has Bob ever visited Germany?

8 Complete the passage with the sentences in the box. There is one extra sentence. 🎧

- a) Call today to find out more!
- b) Then we will send a gift box from you to your family or friend.
- c) A tree is also something special for a festival or a new baby.
- d) Have you ever been to a forest?
- e) Grow a tree near you!

Grow a Forest!

(1) _____ Have you ever wanted to save the trees in the forest? Do you love nature and want to keep forests safe? Now you can! Buy a tree — it is the perfect birthday or wedding present for someone in your family or for a friend.

(2) _____ Your tree will help our world and will last longer than toys, clothes or computers. The world needs more trees — buy one today, watch it grow bigger and feel proud!

The Grow-a-Forest gift is part of an exciting plan to make our world greener, and every gift helps to protect our world. It is easy! Buy a Grow-a-Forest gift today and choose your forest and your tree. We will take it and put it in the earth for you. (3) _____

In your gift box there will be:

- a map of the forest
- a photo of your tree
- a pair of Grow-a-Forest gloves
- a card with your message to your family or friend

(4) _____

Around the world

On the top of the world

The world witnessed one of the greatest climbing achievements in 1953, when Tenzing Norgay from Nepal and Edmund Hillary from New Zealand climbed Mount Qomolangma for the first time. After a long and difficult climb, troubled by heavy snow, freezing

wind and the lack of oxygen, they finally reached the top at 11:30 am on 29th May. They could only spend about fifteen minutes on the summit before they had to come down. But they remained heroes around the world for the rest of their lives.



Module task: Writing a questionnaire about experiences

9 Write a question about life experiences for each of the topics. Use *Have you ever...?*

Transport: *Have you ever travelled by plane?* Food: _____

Book: _____ Sport: _____

Country: _____ Film: _____

10 Work in groups. Choose the best question for each topic in Activity 9 and prepare a questionnaire.

11 Go around the classroom and ask other students your questions. Write their answers in the questionnaire.

Topics	Questions	Student 1	Student 2	...
Transport	<i>Have you ever travelled by plane?</i>			
Book				
Country				
Food				
Sport				
Film				

12 Return to your group and talk about other students' answers to your questionnaire.

Module 3

Journey to space

Module task: Making a poster about space travel

Unit 1 Has it arrived yet?

Listening and vocabulary

1 Listen and number the words as you hear them. 

earth land message
moon news planet
reach scientist



2 Listen again and complete the notes. 

- news about the trip to (1) _____
- journey of (2) _____ months
- has not sent back any (3) _____ yet
- hope to find (4) _____ on Mars

3 Listen and read. 

Daming: Hi, Tony. What are you up to?

Tony: Hi, Daming. I've just made a model spaceship for our school project.

Daming: I haven't started yet because I'm not sure how to make it. Can you help me?

Tony: Sure, no problem. Have you heard the latest news? Scientists have sent a spaceship to Mars. The journey has taken several months.

Daming: Has it arrived yet?

Tony: Yes, it has arrived already. That's why it's on the news.

Daming: So have they discovered life on Mars?

Tony: No, they haven't yet.

Daming: Are there any astronauts in the spaceship?

Tony: No, there aren't.

Daming: Why not? Astronauts have already been to the moon.

Tony: Yes, but no one has been to Mars yet, because Mars is very far away, much farther than the moon. Lots of scientists are working hard in order to send astronauts to Mars one day.

Daming: That's interesting! How can I get information on space travel?

Tony: You can go online to search for information.

Daming: I will. Thank you, Tony!

Everyday English

- What are you up to?
- Sure, no problem.

Now answer the questions.

- 1 What school project have Daming and Tony got?
- 2 How does Daming feel about the school project?
- 3 What news has Tony heard?
- 4 Has anyone been to Mars? Why?

4 Complete the passage with the correct form of the words in the box.

arrive discover planet send yet

On today's news, Tony has heard that scientists have (1) _____ a spaceship to Mars and it has (2) _____ on the (3) _____ after a journey of several months from the earth. Scientists have not (4) _____ life on Mars (5) _____. And no astronaut has ever been to Mars because it is very far away.

Pronunciation and speaking

5 Listen and underline the words the speaker stresses. 🎧

- 1 I've just made a model spaceship for our school project.
- 2 I haven't started yet because I'm not sure how to make it.
- 3 Has it arrived yet?
- 4 Astronauts have already been to the moon.

Now listen again and repeat. 🎧

6 Make lists of what we have and have not done in space travel.

<i>We have...</i>	<i>We have not...</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

7 Work in pairs. Talk about space travel with the lists in Activity 6.

- *Have we sent a spaceship to Mars?*
- *Yes, we have. But...*

Unit 2 We have not found life on any other planets yet.

Reading and vocabulary

- 1** Work in pairs. Look at the picture and talk about what you know about Chinese spaceships.

Shenzhou-9 is a manned spaceship.



Learning to learn

When you read a passage with a title and pictures, think about the words you may find in the passage, and the questions you may want to ask before you start to read.

- 2** Read the passage and choose the best title for it. 🧠

1 Anyone out there? 2 Life on the earth 3 The sun and other stars 4 The stars at night

Scientists think that there has been life on the earth for hundreds of millions of years. However, we have not found life on any other planets yet.

The earth is a planet and it goes around the sun. Seven other planets also go around the sun. None of them has an environment like that of the earth, so scientists do not think they will find life on them. The sun and its planets are called the solar system, and our solar system is a small part of a much larger group of stars and planets, called the Galaxy or the Milky Way. There are billions of stars in the Galaxy, and our sun is only one of them.

Scientists have also discovered many other galaxies in the universe. They are

very far away and their light has to travel for many years to reach us. So how large is the universe? It is impossible to imagine.

Scientists have sent spaceships to the planet Mars to take photos. They have even sent spaceships to travel outside the solar system. However, no spaceship has travelled far enough to reach other stars in our Galaxy.

Scientists have always asked the questions: with so many stars in the universe, are we alone, or is there life out there in space? Have there been visitors to the earth from other planets? Why has no one communicated with us? We do not know the answers... yet.

3 Check (√) the true sentences.

- 1 The earth is a star.
- 2 The sun is a star.
- 3 There is more than one galaxy in the universe.
- 4 The light from the stars in other galaxies has travelled for a long time to reach us.
- 5 Scientists have received many messages from space.
- 6 Spaceships have visited most of the universe.

4 Complete the passage with the words and expression in the box.

communicate environment none solar system universe

Is there life on other planets? There are seven other planets in our (1) _____, but (2) _____ of them has a(n) (3) _____ like that of the earth. Spaceships from the earth have done surveys of the other planets, but they have not found any life there. Why has no one from other planets tried to (4) _____ with us? It is true that scientists have not discovered life on other planets in the (5) _____ yet, but some scientists believe that they will find it some day.

Writing

5 Look at the picture from a science story for children and answer the questions.

What have the scientists just received?
(a message from one of our spaceships)
They have just received a message from one of our spaceships.

- 1 Where has the spaceship landed? (Mars)
- 2 What has the spaceship discovered? (people on Mars)
- 3 Why have the people on Mars not sent us a message? (do not know how to)
- 4 Why have the people on Mars not visited us on the earth? (do not know how to)



6 Write a passage to describe the picture. Use your answers to the questions in Activity 5 to help you.

We have just received a message from our spaceship to Mars...

Unit 3 Language in use

Language practice

I've **just made** a model spaceship.

Has it **arrived yet**?

Astronauts **have already been to** the moon.

We **have not found** life on any other planets **yet**.

1 Complete the news with *already, just* and *yet*.

Spaceship on Mars!

Astronauts have (1) _____ been to the moon but they have not been to any other planets. However, a spaceship has (2) _____ arrived on Mars and it has (3) _____ sent back photos of the red planet. Is there life on Mars? We do not know (4) _____.

2 Look at these sentences.

- The spaceship has gone to Mars.
It has gone there, but it has not come back yet.
- Astronauts have been to the moon.
They went there and then they came back.

Now choose the correct answer.

- 1 Astronauts have **been** / **gone** to the moon and returned.
- 2 The spaceship has **been** / **gone** into space. It will travel for ten days.
- 3 The astronaut has **been** / **gone** to the space station. He will come back tomorrow.
- 4 The spaceship has **been** / **gone** to the space station. It brought back two astronauts.



3 Complete the sentences with the expressions in the box.

have/has been have/has gone

- 1 A spaceship _____ to Mars. It is coming back to the earth next year.
- 2 Lots of astronauts _____ to the space station. They found it very interesting.
- 3 Some astronauts _____ to the moon twice.
- 4 Two British astronauts _____ to the space station. They will come back in January.

4 Complete the conversation with the correct form of the verbs in brackets.

Nicky: I've just (1) _____ (watch) a great TV programme about space. Did you know that scientists have (2) _____ (discover) water on Mars?

Bill: Yes, I did. And scientists (3) _____ (try) to find life on Mars now.

Nicky: Yes, they're looking for life but they (4) _____ (not find) anything yet.

Bill: There were some new photos of Mars in the newspaper today. (5) _____ you _____ (see) them yet?

Nicky: Yes. They're amazing!

5 Work in pairs. Role-play the conversation in Activity 4.

6 Complete the email with the words in the box.

been just met never read written yet

FROM: Liu Dan

TO: Li Fang

SUBJECT: I've found a great book.

Dear Li Fang,

I've (1) _____ finished reading a great book at school. I haven't (2) _____ anything as good as that for a long time! It's a story about the solar system. In the book, the writer imagines that astronauts have (3) _____ to Mars. I've (4) _____ thought about that before and I think it's very interesting.

I haven't (5) _____ anyone famous in my life but I hope one day I can meet an astronaut. I've (6) _____ to a Chinese astronaut for more information about space and his experience of space travel. I hope he will write back. He hasn't (7) _____. Maybe he is too busy. I'm still waiting.

Best wishes,

Liu Dan

Module 3

Journey to space

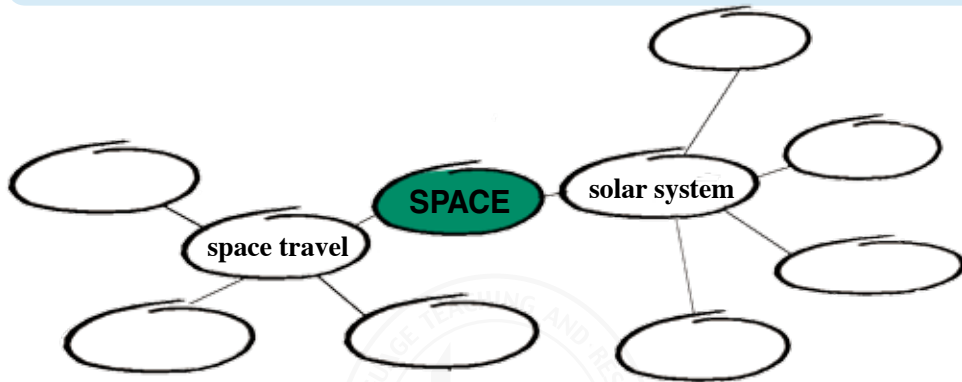
7 Listen and complete the notes.

- 1 The astronaut joined CNSA _____ years ago.
- 2 He has flown in a spaceship _____ times.
- 3 He felt _____ when he was in the spaceship.
- 4 He has been to the space station _____.
- 5 The earth was blue and very _____ when he saw it from the space station.
- 6 He decided to be an astronaut because he has always been _____ in space.



8 Complete the word map with the words and expressions in the box.

astronaut Mars spaceship space station the earth the moon the sun



Now add more words about space to the word map and write five sentences.

9 Complete the passage with the correct form of the words in the box.

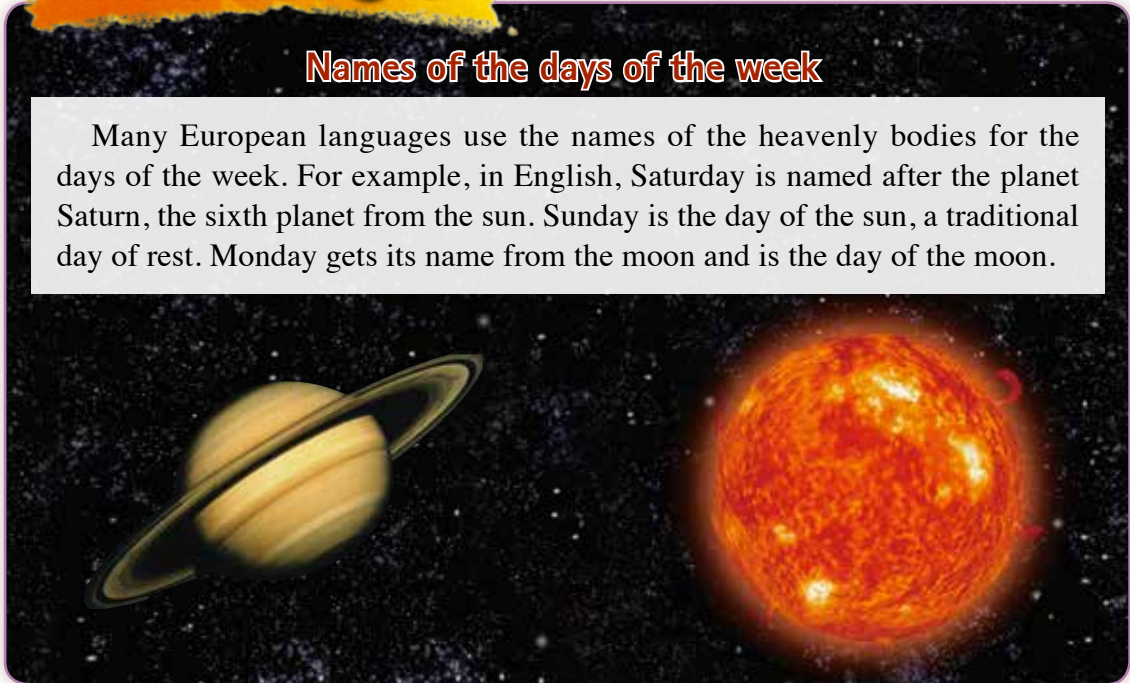
astronaut discover moon news reach spaceship yet

In July 1969, Neil Armstrong became the first (1) _____ to walk on the (2) _____. People all around the world watched their televisions and waited for the (3) _____ to (4) _____ the earth. We have now (5) _____ a lot more about our solar system, and we have sent (6) _____ to Mars, but no one has walked on that planet (7) _____. But I believe one day someone will!

Around the world

Names of the days of the week

Many European languages use the names of the heavenly bodies for the days of the week. For example, in English, Saturday is named after the planet Saturn, the sixth planet from the sun. Sunday is the day of the sun, a traditional day of rest. Monday gets its name from the moon and is the day of the moon.



Module task: Making a poster about space travel

- 10 Work in groups. Choose a subject, for example, the first moon landing or China's manned space travels. Look for some photos and information about it.
- 11 Write captions for the photos and use the information you found in Activity 10 to write a description of each one.
- 12 Give your poster a title. Put it up for your classmates to see.

Module 4

Seeing the doctor

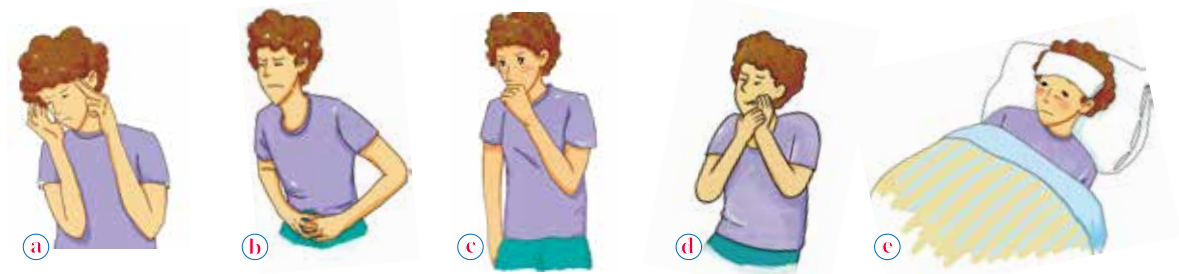
Module task: Doing a survey to find the most suitable exercise

Unit 1 I haven't done much exercise since I got my computer.

Listening and vocabulary

1 Match the words and expression in the box with the pictures.

cough fever headache stomach ache toothache



2 Listen and check (✓) what's wrong with Betty and Daming.

	cough	fever	headache	stomach ache	toothache
Betty					
Daming					

3 Listen and read.

Doctor: How can I help you?

Daming: I feel ill. I've got a stomach ache and my head hurts.

Doctor: How long have you been like this?

Daming: Since Friday. I've been ill for about three days!

Doctor: I see. Have you caught a cold?

Daming: I don't think so.

Doctor: Let me take your temperature...
Hmm, there's no fever. What kind of food do you eat?

Daming: Usually fast food.

Doctor: Do you have breakfast?

Daming: No, not usually.

Doctor: That's the problem! Fast food and no breakfast. That's why you've got a stomach ache.

Daming: What about the headache?

Doctor: Do you do any exercise?

Daming: Not really. I haven't done much exercise since I got my computer last year.

Doctor: You spend too much time in front of the computer. It can be very harmful to your health.

Daming: OK, so what should I do?

Doctor: Well, don't worry. It's not serious. First, stop eating fast food and have breakfast every day. Second, get some exercise, such as running. And I'll give you some medicine. Take it three times a day.

Daming: Thank you, doctor.

Everyday English

- How can I help you?
- No, not usually.
- That's the problem!
- Not really.

Now complete the table about Daming.


Illness	
How long	
Why	
What to do	





4 Complete the passage with the words and expression in the box.

cough fever health stomach ache temperature

It is easy to look after your (1) _____. Just do some exercise, such as running. Do not eat fast food! It may give you a (2) _____. Most illnesses are not dangerous but when you catch a cold or get a (3) _____, you may also get a (4) _____. This means your (5) _____ is higher than usual. You must go to the doctor.

Pronunciation and speaking

5 Listen and notice the intonation. 

- How can I help you? 
- How long have you been like this? 
- Have you caught a cold? 
- Do you do any exercise? 

Now listen again and repeat. 

6 Work in pairs. Act out a conversation between a doctor and a patient.

Student A: You are a doctor.

Student B: You are at the doctor's. Choose one of the illnesses from the box in Activity 1.

- *How can I help you?*
- *I've got a bad cough.*

Seeing the doctor

Unit 2 We have played football for a year now.

Reading and vocabulary

1 Describe the activities in the pictures. Which ones are healthy?



2 Read the passage and match the people with the pictures in Activity 1. There is one extra picture. 🎧

Healthy living

1 I was not feeling very well so the doctor checked my heart and said I needed more exercise. I have never been very active, and I do not like sports. I have always wanted a pet, so my parents gave me a dog for my birthday. Now I get exercise by taking him for a walk every day. I have had him for three months now and I feel really healthy. — Anna

2 Our teacher decided to start a girls' football team and I thought, "What a great idea!" I was the first member of the team. We have played football for a year now and we all feel very fit. Our teacher is the coach, and she also takes part in the training with us. She is in excellent condition too. — Wang Wei

3 For the last few years, I went to work on the underground. When I got to work,

I always felt very sleepy and I was not happy. I bought a bike in January. Since then, it has become part of my life. Now I ride to work every day. It is my daily exercise. I arrive at work with a smile on my face. — Thomas

4 I was weak after a long illness, so I wanted to exercise more. Then a friend suggested, "Why don't we go for a run before school?" So we started running a week ago. But I do not enjoy running, and when I get to school, I feel awful. My legs hurt and I am hot all over. Perhaps I am too weak to do any exercise. What do you think? — Richard

Learning to learn

When you write your advice, you can use *you...*, *you should/should not...* and sentences like *Do...* or *Do not...*

3 Complete the notes.

Anna

- 1 She was not feeling very _____.
- 2 She needed more _____.
- 3 She got a pet _____ from her parents and she takes him for a _____ every day.

Wang Wei

- 4 She was the _____ member of the football team.
- 5 She has played football with the team for a _____ and all the members feel very _____.

Thomas

- 6 He went to work on the _____ for several years.
- 7 He bought a _____ in January.
- 8 He arrives at work with a _____ on his face.

Richard

- 9 He started running a _____ ago.
- 10 He does not _____ running.
- 11 He thinks he is perhaps too _____ to go for a run.

4 Complete the sentences with the words in the box.

active awful condition daily member Perhaps

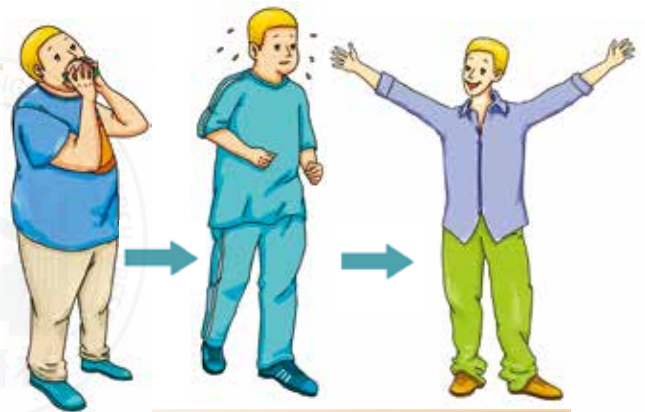
- 1 Tom runs six miles every morning, so he is in very good _____.
- 2 Jill is a very _____ girl and plays lots of sports.
- 3 I had a very bad headache yesterday, and I felt _____.
- 4 Ben is a(n) _____ of the school football team.
- 5 You do not look very well. _____ you should see a doctor.
- 6 I saw your grandfather taking his _____ walk this morning.

Writing

5 Work in pairs. Look at the pictures of Colin. Write notes and explain:

- what the problem was
- what suggestions the doctor gave him
- what happened next
- how Colin feels now

Now write four sentences to describe what happened.



6 Write a passage about healthy living. Use the sentences you wrote in Activity 5 to help you.

Module 4

Seeing the doctor

Unit 3 Language in use

Language practice

I haven't done much exercise **since I got my computer** last year.

I have had him **for three months** now.

Since then, it has become part of my life.

1 Work in pairs. Ask and answer the questions.

— *How long have you had your bike?*

— *I've had it for about two years.*

1 How long have you studied at this school?

4 How long have you lived in this place?

2 How long have you studied English?

5 How long have you used this book?

3 How long have you known your best friend?

2 Complete the questionnaire about healthy living. Use *since* or *for* where necessary.

Healthy Living Questionnaire

1 What kind of exercise do you do?

4 If yes, how long have you played in the team?

2 How long have you done this kind of exercise?

5 Do you have a healthy diet?

3 Do you play in a school sports team?

6 If yes, when did you start having a healthy diet?

3 Complete the sentences.

- 1 — I fell ill two days ago.
— So you've _____ ill for two days?
— That's right.
- 2 — I saw the doctor three days ago.
— So you haven't _____ her in the last three days?
- 3 — I'll walk to school for the first time tomorrow.
— So you've never _____ to school before?
- 4 — I came into hospital two days ago.
— So you've already _____ in hospital for two days?
- 5 — How long _____ you _____ a headache?
— Oh, it began about two hours ago.

4 Complete the passage with the words and expressions in the box.

cold coughs exercise fast food stomach ache weak well

For a long time John did not feel (1) _____. He often had (2) _____ and colds. He went to see a doctor. The doctor told him to take more (3) _____ and stop eating (4) _____. So he started riding a bike to school. At first, he felt tired and (5) _____. Then he got fitter and started enjoying it. Since he started riding a bike, he has not had a(n) (6) _____ and he has not had a(n) (7) _____ since he stopped eating fast food.

5 Complete the conversation with the sentences in the box.

Can I help you? How long have you been like this?
That's it. What's wrong with me?

Doctor: (1) _____

Bill: Well, I've got a pain in my back.

Doctor: (2) _____

Bill: For about two weeks.

Doctor: Let me have a look. Where do you work?

Bill: I work in an office.

Doctor: Do you play computer games?

Bill: Yes, a lot. I usually play computer games late at night.

Doctor: (3) _____

Bill: (4) _____

Doctor: Well, you spend too much time in front of the computer.


Bill: What can I do?

Doctor: Stand up and do some exercise from time to time. Don't play computer games too much.

Now work in pairs. Read out the conversation.

Module 4

Seeing the doctor

6 Read the passage and match the problems with the advice. 

What can I do?

- 1 I would like to take more exercise, but I have not found a favourite sport. The coach has not chosen me to play in the football team because I am not fit, and I am not a good player. I went running in the park to get fit, but I felt lonely and sad. What can I do? — Alan
- 2 I went to school by bus in the past, and I did not feel fit. So last month I decided to take more exercise and started walking to school. I have walked to school for three weeks now. I am getting a lot fitter and I feel healthier. The problem is, all my friends take the bus to school and I do not have anyone to talk with on the way! What can I do? — Barbara
- 3 I love playing computer games with my friends. I also watch TV and eat fast food. I know it is not healthy and sometimes I get a stomach ache. The problem is, I do not know how to stop and become fitter and healthier. I do not want to spend all my life sitting in a chair. What can I do? — John

Have you tried this?

- a) Walking has helped you get fitter, so why not ask a friend to walk to school with you?
- b) How about asking a friend to go running with you? Have you practised to improve your football skills?
- c) Why not turn off the computer and TV and join a sports club? Go with your friends so that you will still spend time together. And how about choosing some healthy food to eat?

Work in pairs. Do you have similar problems? Talk about your advice.

7 Listen and complete the passage. 🎧

The man feels (1) _____. He is hot and (2) _____. He has been like this for about (3) _____. He has got a temperature and a (4) _____ but has not got a (5) _____ or a cough. The doctor suggests he should (6) _____ and take the medicine (7) _____ a day. And he should (8) _____ until he feels better.

Around the world 🌐

The World Health Organization

The World Health Organization (WHO) was set up in 1948 to help ordinary people all over the world, especially in developing countries. It cures, prevents and controls serious diseases such as malaria, and educates people about how to protect their health. The WHO has helped millions of people by training doctors and nurses, and by teaching mothers how to take better care of their children.

**Module task: Doing a survey to find the most suitable exercise**

8 Work in groups. Do a survey to find what exercise your group members do and the effects.

- What exercise do you often do?
- When did you begin doing it?
- How often do you do it?
- Is it good for you?
- How do you feel after you do the exercise?

9 Decide what exercise is the most suitable for you.

10 Talk about your decision and your reasons with the rest of the class.

Module 5

Cartoons

Module task: Making a cartoon

Unit 1 It's time to watch a cartoon.

Listening and vocabulary

1 Answer the questions.

- 1 What kind of cartoons do you like?
- 2 Do cartoons always end in a happy way?
- 3 What cartoons do you think are funny?

2 Listen and find out Betty's and Tony's answers to the questions in Activity 1. 🎧

brave cartoon cute funny handsome smart



Now work in pairs and check. Do they like the same cartoons as you?

3 Listen and read. 🎧

Tony: Daming, we've finished our homework. It's time to watch a cartoon.

Daming: Good idea, Tony. Let's watch *Superman*!

Tony: We watched *Superman* yesterday. Why don't we watch *Spider-Man*? It's more modern.

Daming: I think Superman is better. He's stronger than Spider-Man. He can fly through the sky and fight bad people.

Tony: Spider-Man can't fly, but he climbs up buildings with his hands and feet. That's cool. I want to be someone like him.

Daming: Well, Superman is brave. He keeps fighting bad people. That's a real hero!

Tony: I don't think we agree.

Daming: All right. Let's watch *Tom and Jerry* then.

Tony: Yeah! I like humorous cartoons. Tom and Jerry are very funny. I can't help laughing when I watch them!

Daming: Yes, Jerry is too smart for Tom.

Tony: The cute mouse always beats the cat! They fight a lot, but they really love each other. Sometimes they protect each other and work together. I think there's a lesson there!

Everyday English

- It's time to...
- That's cool.
- I don't think we agree.

Now answer the questions.

- 1 What does Tony think about *Spider-Man*?
- 2 Why does Daming think Superman is better?
- 3 Why do they both like *Tom and Jerry*?
- 4 What lesson can Tony learn from *Tom and Jerry*?

4 Complete the passage with the correct form of the words in the box.

cartoon fight hero humorous laugh lesson

Children and adults all over the world love (1) _____. Some, like *Tom and Jerry*, are (2) _____, and people enjoy (3) _____ at the funny stories in them. Others, like *Superman* and *Spider-Man*, are about (4) _____. They (5) _____ bad people to protect the world. These cartoons are not just stories — they also teach (6) _____ about good and bad.

5 Work in pairs. Describe your favourite cartoon character or the characters below. Use the words in the box in Activity 2 to help you.

- Nezha
- Mickey Mouse
- Pleasant Goat
- Snow White

— *I think Nezha is brave.*

— *Yes, I think so too. / No, I think he is...*

Pronunciation and speaking

6 Listen and underline the words the speaker stresses. 

- 1 That's a real hero!
- 2 I don't think we agree.
- 3 They fight a lot, but they really love each other.
- 4 I think there's a lesson there!

Now listen again and repeat. 

7 Work in pairs. Ask and answer the questions.

- 1 What cartoons do you like reading or watching on TV?
 - 2 When do you read or watch them?
 - 3 Which one do you like best? Why?
- *What cartoons do you like reading?*
 — *I like reading...*

Unit 2 Tintin has been popular for over eighty years.

Reading and vocabulary

1 Work in pairs. Answer the questions about the cartoon characters.

- Nemo • Shrek • the Monkey King • Tintin • Snoopy

- 1 Which of them do you know?
- 2 Which of them do you like? Why?

2 Read the passage and choose a sentence that best summarises it.

Cartoon heroes

Nemo is a cute orange-and-white fish and Shrek is an ugly green man. They look very different, but both of them have won the hearts of young people all over the world. The pictures of these popular cartoon heroes are everywhere, on office desks, schoolbags and computer screens.

There are also some older cartoon favourites, for example, the Monkey King. He is the hero of a story called *Havoc in Heaven*. He leads a group of monkeys against the Emperor of Heaven and his men. He is brave, clever and humorous. Parents and children laugh together as the Monkey King makes a terrible mess in heaven. They always expect to see more Monkey King cartoons.

Tintin is another favourite cartoon hero. He has been popular for over eighty years, ever since the artist Hergé invented him in 1929. Tintin has red hair and a small white dog. He works for a newspaper and has lots of exciting experiences. Fans have bought about 200 million copies of Tintin's stories in more than



fifty languages. Tintin appeared in China in the 1980s. Many Chinese still collect these black-and-white Tintin books.

Finally, Snoopy, a cute dog, celebrated his sixtieth birthday in 2010. Snoopy lives in his own private world and finds real life hard to understand. Charles Schulz created Snoopy and his friends, and drew the cartoons to satisfy older people as well as children.

- a) Cartoon heroes are popular all over the world, and some are more than eighty years old.
- b) The most popular cartoons come out as books and not as films.
- c) Many children read cartoons today.
- d) Many foreign cartoons have become very popular in China.

3 Complete the notes.

Nemo and Shrek

- 1 Nemo is a _____ orange-and-white fish and Shrek is an _____ green man.
- 2 Both Nemo and Shrek have won the hearts of _____ people all over the world.

the Monkey King

- 3 He is the _____ of a story called *Havoc in Heaven*.
- 4 He leads a group of _____ against the Emperor of Heaven and his men.

Tintin

- 5 He has _____ hair and a small _____ dog.
- 6 He works for a _____ and has lots of _____ experiences.

Snoopy

- 7 He lives in his own _____ world and finds real life _____ to understand.
- 8 Charles Schulz drew the cartoons to satisfy _____ people as well as children.

4 Complete the sentences with the correct form of the words in the box.

copy invent lead private satisfy schoolbag ugly

- 1 Cartoon heroes — even Shrek, the _____ green man — are everywhere, on desks, _____ and computer screens.
- 2 The Monkey King _____ a group of monkeys against the Emperor of Heaven and his men.
- 3 Hergé _____ Tintin and his stories have sold about 200 million _____.
- 4 Snoopy lives in a(n) _____ world. Charles Schulz created Snoopy and his friends to _____ older people as well as children.

Writing

5 Write down the name of your favourite cartoon. Then answer the questions.

- 1 What is it about? 2 Who is in it? 3 Why do you like it?

Now write a passage using your answers.

My favourite cartoon is...

Unit 3 Language in use

Language practice

He **has been** popular for over eighty years.

Tintin **appeared** in China in the 1980s.

Snoopy **lives** in his own private world.

1 Complete the conversation with the correct form of the words in brackets.

Daming: Hi, Tony. What are you reading?

Tony: *The Adventures of Tintin*. It's fantastic. (1) _____ you _____ (ever read) a Tintin book?

Daming: No, I (2) _____ (never read) a Tintin story. (3) _____ (be) they popular?

Tony: Yes, they (4) _____ (be) popular for more than eighty years. The first Tintin story (5) _____ (appear) in 1929.

Daming: What does Tintin do?

Tony: He (6) _____ (work) for a newspaper and he (7) _____ (have) lots of exciting experiences.

Daming: And (8) _____ the stories _____ (have) happy endings?

Tony: Oh, yes, they always do.

Daming: Sounds great! Do you mind if I borrow your book?

2 Complete the passage with the correct form of the words in brackets.

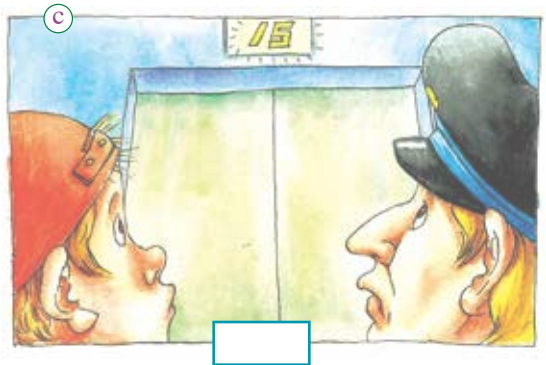
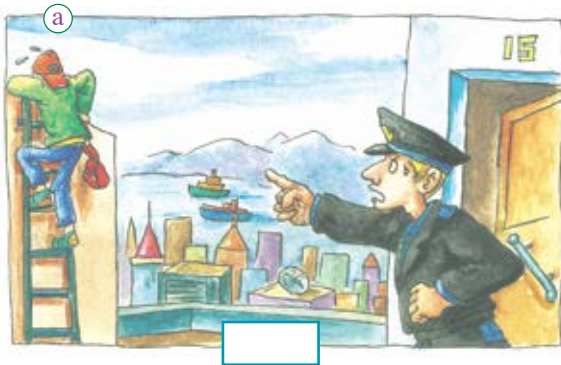
When I was young, I (1) _____ (not like) green vegetables. The only vegetable I (2) _____ (eat) was potatoes. I was quite small and not very strong, so I was not very good at sport. Then when I (3) _____ (watch) television one day I saw the cartoon *Popeye*. When Popeye stands next to the bad man, Bluto, he (4) _____ (look) small and weak, and when they fight, he always (5) _____ (lose). Then he eats some green vegetables. His arms (6) _____ (grow) thicker. He becomes stronger and he wins his fights. The next day I was going to play football at school, so I asked my mother for some green vegetables. I (7) _____ (score) three times and we won the match! I (8) _____ (love) green vegetables ever since.

3 Complete the passage with the words in the box.

create laugh mess own private satisfy ugly

Many people love cartoons because they are great fun. Parents and children (1) _____ together as the Monkey King makes a terrible (2) _____ or Shrek, the (3) _____ green man, sings a song. Cartoon heroes often live in a(n) (4) _____ world of their (5) _____. Artists (6) _____ good cartoon heroes as well as bad people. The heroes always win, and their stories (7) _____ us and help us feel safe.

4 Work in pairs and number the pictures in the correct order.



Now listen and check. 🎧

5 Listen again and answer the questions. 🎧

- 1 Why does Betty not think the cartoon is funny at first?
- 2 Why does Tony think the cartoon is really clever?

Learning to learn

When you are listening, do not stop paying attention when you hear a word you do not know. Keep listening. The word might not be important, or the speaker may say something to explain its meaning.

Module 5

Cartoons

6 Read the passage and complete the sentences. 🧠

The first cartoons appeared in newspapers. They told stories using pictures. The first photographed cartoon film (in 1906) was about humorous faces. In the film, an artist drew pictures of two faces on a blackboard. The faces came to life. They smiled and a small dog jumped through a ring.

There were lots of animals in early cartoons. One famous early cartoon character was Felix the Cat.

Walt Disney started to make films in the 1920s. Some of his earliest films were about a famous story, *Alice in Wonderland*,

but in Disney's films it was called *Alice in Cartoon Land*. Walt Disney's most famous cartoon character was Mickey Mouse. He appeared in 1928, first in a black-and-white film without sound, then very soon after that in a talking film and later in colour. A Mickey Mouse film was the first cartoon film with sound to become really popular.

Today, over a hundred years later, cartoons are still popular with people of all ages. They will probably be popular for many more years in the future.

1906

1 The first cartoon film was about _____.

2 In the film, the faces _____.
They _____.

3 A small dog _____.

1920s

4 Walt Disney started to _____ in the 1920s.

5 A Mickey Mouse film was the first cartoon film _____ to become really popular.

Today and in the future

6 Cartoon films are still popular with _____.

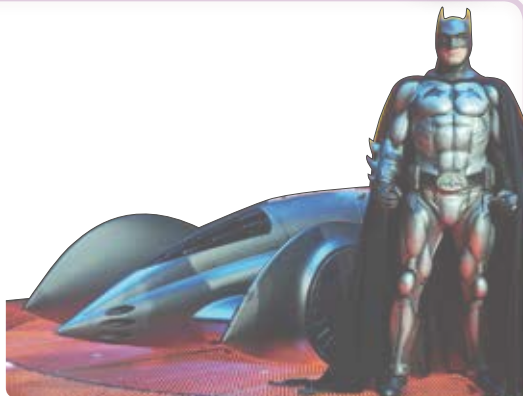
7 They will probably be popular for _____ years in the future.

Around the world

Classic American cartoons: *Batman and Spider-Man*

Batman and *Spider-Man* are two of the most famous American cartoons. *Batman* is older than *Spider-Man*. The first *Batman* cartoon appeared in 1939. *Batman* is one of the few cartoon heroes to appear in books continuously since 1940.

Spider-Man was created a lot later. He first appeared in 1962. In 1977 he appeared in daily newspapers. The *Spider-Man* cartoon has been seen in over 500 different newspapers around the world. People have also made films based on *Batman* and *Spider-Man*.



Module task: Making a cartoon

7 Work in groups. Plan your cartoon.

- Talk about your favourite cartoons and decide on the kinds of cartoon hero you would like to create.
- Talk about developing the heroes. What are they like? What do they look like? What do they do? How will they win people's hearts?
- Decide who will write the story and who will do the drawings.

8 Make your cartoon.

- Plan your story. How many different pictures will you need to tell the story?
- Write the story first and decide how it will be presented with the drawings.
- Make some drawings. Use a computer, if you like.
- Put the finished drawings and the story together and present them on large pieces of paper.

9 Show your cartoon to your classmates.

Revision module A

Grammar and speaking

1 Work in pairs. Describe the pictures.



2 Make a questionnaire. Write questions with *Have you ever...?*

visit / the US

Have you ever visited the US?

1 be / on TV

2 meet / a film star

3 eat / a hamburger

4 hear / a bird sing

5 learn / to cook

6 ride / a horse

7 read / an English book

8 write / an email to an English friend

Questions	Student 1	Student 2	...
1 <i>Have you ever been on TV?</i>			
2			
3			
4			
5			
6			
7			
8			

Now work in groups. Ask and answer the questions. Complete the questionnaire.

3 Complete the sentences with the correct form of the words in brackets.

She *has never lived* (never live) in Australia.

- 1 He _____ (never write) a book.
- 2 In 2003, he _____ (leave) primary school.
- 3 We _____ (not meet) before. My name is Mei Ling.
- 4 _____ (you / see) the latest film?
- 5 When _____ (you / go) to school this morning?
- 6 While you were playing tennis, Tony _____ (call).
- 7 They _____ (arrive) while we were having dinner.
- 8 She was still doing her homework when I _____ (go) to bed.

4 Complete the report with *already, just and yet*.

Yesterday, I went to the cinema to meet my friends John, Tim and Linda. John was there when I arrived. "I've (1) _____ got a message from Linda," he said. "She's nearly here." A few minutes later, Linda arrived. "Hello," she said. "Has anyone seen Tim (2) _____?" "No," said John. "It's (3) _____ seven o'clock. We'll miss the start of the film!" Then Tim hurried in. "Hi! Sorry I'm late. Have we got the tickets (4) _____?" "Yes," said John. "I've got them (5) _____. Let's go!"

5 Complete the conversation with the correct form of the words in the box. You need to use some of the words more than once.

be drink eat get go look

Doctor: What's the matter with you? You (1) _____ ill. How long have you (2) _____ like this?

Jack: Ever since this morning. I (3) _____ a stomach ache.

Doctor: What did you (4) _____ yesterday?

Jack: Nothing strange. I (5) _____ to my friend's birthday party. I just (6) _____ some cola and (7) _____ a little cheese.

Doctor: Do you often (8) _____ cola?

Jack: Yes, I do. But I don't often (9) _____ cheese.

Doctor: That's it. You can't have cheese. Never (10) _____ cheese again.

Revision module A

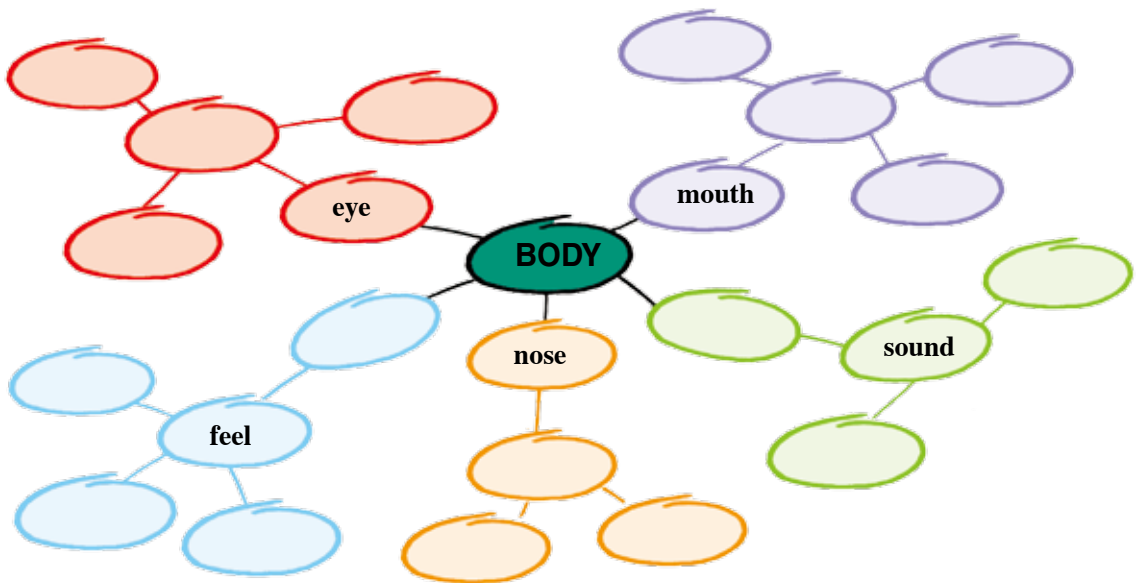
Vocabulary

6 Complete the word map with the words in the boxes. There may be more than one possibility.

ear eye hand mouth nose

feel look smell sound taste

cold cute delicious fresh lovely noisy
sour strong sweet terrible ugly warm



7 Complete the sentences with the correct form of the words in the second box in Activity 6. There may be more than one possibility.

Betty and Lingling are working very hard. They *look* busy.

- 1 The shoes _____ too small for my feet.
- 2 Daming does not like the pizza on the table. It does not _____ fresh.
- 3 The music _____ wonderful!
- 4 You need to wear a coat. It _____ cold outside.
- 5 Shrek is friendly but he _____ ugly.
- 6 Lingling is making chocolate cookies. They _____ delicious.

8 Complete the passage with the correct form of the words in the box.

create discover expect fight laugh

William Hanna and Joseph Barbera (1) _____ the cartoon series *Tom and Jerry* in the 1940s. The stories are about a cat called Tom and a mouse called Jerry. They (2) _____ all the time and seem to hate each other. Tom tries to lead Jerry to dangerous places or catch him. But Jerry is too clever and he always manages to run away. I (3) _____ this funny show when I was four years old, and I still (4) _____ when I watch *Tom and Jerry* today. Why don't you try it? I (5) _____ you will enjoy it too!

9 Complete the conversation with the correct form of the expressions in the box.

arrive at at the moment catch a cold proud of take part in

James: Hi, Helen. How are you feeling? You were off school yesterday, weren't you?

Helen: Yes, I was. I (1) _____ and had a headache. I felt quite ill when I (2) _____ school and the teacher sent me home. But I'm fine now.

James: Oh good. So are you still going to (3) _____ the cartoon competition?

Helen: Yes, I'd like to. But (4) _____ I don't think I can do it.

James: Hey, don't say that! You're great at drawing cartoons. I'll be unhappy if you don't try!

Helen: No, you won't!

James: Yes, I will. You're the best in the class. We'll all be very (5) _____ you if you try.

Helen: Well... OK.



Revision module A

Listening

10 Listen and check (✓) the correct answer. 🎧

Questions	Daming	Betty
1 Who has a pet?		
2 Who walks his/her dog?		
3 Whose dog has entered a competition?		
4 Who can go to Qingdao?		

11 Listen again and answer the questions. 🎧

- 1 Who gave Daming the dog?
- 2 When did Daming enter his dog for a competition?
- 3 What was the competition?
- 4 What was the prize?

12 Listen to the poem and read. 🎧

Look up at the sky

Look up at the sky,
Bright white stars shining so high.
I see them twinkle one by one,
Turning, turning around.

When the dark night falls,
I stand and watch the soft white moon.
Gravity keeps me standing on the ground,
While the earth is spinning around.

Reading

13 Read the passage and complete the poster.

Do you want to know more about the stars and planets? Would you like to make a model space station? Or would you like to visit the science museum to discover more about space? You would? Then join our school's new Space Club.

At our first meeting we are going to learn about the moon and the planets. We have learnt something about them in our science lessons, but at the Space Club we are going to find out a lot more. We know that scientists have recently made new discoveries about several of the planets.

Mr Lu, our science teacher, has invited a famous scientist to come and talk to us about the latest space news.

Our first meeting will be in the Science Lab on the first floor of the Science Building. The meeting is on Thursday at 5:00 pm. First, Mr Lu will tell us about the different things that we are going to do at the club, and then at 5:30 pm the talk will begin. There will be time for you to ask questions, so please think about what you would like to ask before you come.

Join the Space Club!

What to do?

- To know more about (1) _____.
- To make (2) _____.
- To visit (3) _____.
- To discover (4) _____.

When and where will be the first meeting?

- The first meeting will be on (5) _____ at (6) _____ in (7) _____.

Who will come?

- (8) _____ will come and talk to us about the latest space news.



Writing

14 Work in pairs. Talk about your favourite cartoons using the following questions. Take notes when necessary.

- 1 What is your favourite cartoon?
 - 2 Who are the main characters?
 - 3 What happens in the cartoon?
 - 4 Why do you like it?
- *What's your favourite cartoon?*
— *My favourite cartoon is... It's...*

Now write a passage about your partner's favourite cartoon.

Module 6

Hobbies

Module task: Making a survey of hobbies

Unit 1 Do you collect anything?

Listening and vocabulary

1 Listen and find out who collects the things in the pictures. 🎧

Tony

Tony's dad

Tony's mum



2 Answer the questions. Use the words and expression in the box to help you.

collect fan postcard stamp ticket tidy up toy

- 1 What does Tony's mum want him to do?
- 2 Which hobby does Tony think is expensive?
- 3 Which hobby do you think takes up the most space?

Now listen again and check. 🎧

3 Listen and read. 🎧

Lingling: Hi, everyone! Come in and find somewhere to sit down. Sorry, it's a bit of a mess. I'll put the fans on the shelf.

Betty: Let me have a look. You've got so many fans.

Lingling: Yes, about sixty.

Betty: Where did you get them?

Lingling: Most of them are presents. People often give me fans as presents because they know I like them. Do you collect anything?

Betty: Yes, I collect coins and notes, you know, like British pounds and US dollars.

Lingling: Coins? They must be really valuable. Can I see them?

Betty: Sure! I'll show you my stamps too. I've collected stamps from all over the world. I've got six or seven books of stamps.

Tony: My hobby doesn't cost as much as yours — I collect tickets, bus tickets and train tickets!

Betty: You can't do anything with old tickets!

Tony: I know, but when I look at them, I remember some wonderful places.

Lingling: Right! Their value isn't always important. People also collect things just to remember something important in their lives.

Everyday English

- Sorry, it's a bit of a mess.
- Let me have a look.
- Can I see them?
- Right!

Now complete the notes.

Lingling's hobby: _____

Betty's hobbies: _____

Tony's hobby: _____





4 Complete the passage with the correct form of the words in the box.

coin dollar pound remember shelf somewhere

Many people collect things, like postcards and toys. They like to put them (1) _____ special to look at. Lingling collects fans and keeps them on a (2) _____ in her bedroom. Betty collects (3) _____ and notes, such as British (4) _____ and US (5) _____. She also collects stamps from all over the world. Tony collects tickets, but Betty thinks that you cannot do anything with old tickets. Lingling thinks that people also enjoy collecting things to (6) _____ something important in their lives.

Pronunciation and speaking

5 Listen and notice the intonation.

- 1 Let me have a look. 
- 2 Do you collect anything? 
- 3 Yes, I collect coins and notes. 
- 4 Can I see them? 

Now listen again and repeat. 

6 Work in pairs. Ask and answer questions about your hobbies.

- 1 What's your hobby?
- 2 Why do you enjoy your hobby?
- 3 When did you start doing it?
- 4 How often do you...?
- 5 Where do you...?

Unit 2 Hobbies can make you grow as a person.

Reading and vocabulary

- 1 Work in pairs. Talk about your hobbies. Use the words and expressions in the box to help you.

climbing dancing growing vegetables looking after animals
painting playing volleyball singing writing

- 2 Work in pairs. Choose the words from the box to describe your hobbies.

active dangerous healthy interesting relaxing

- 3 Read the passage and answer the questions. 🧠

David's hobbies

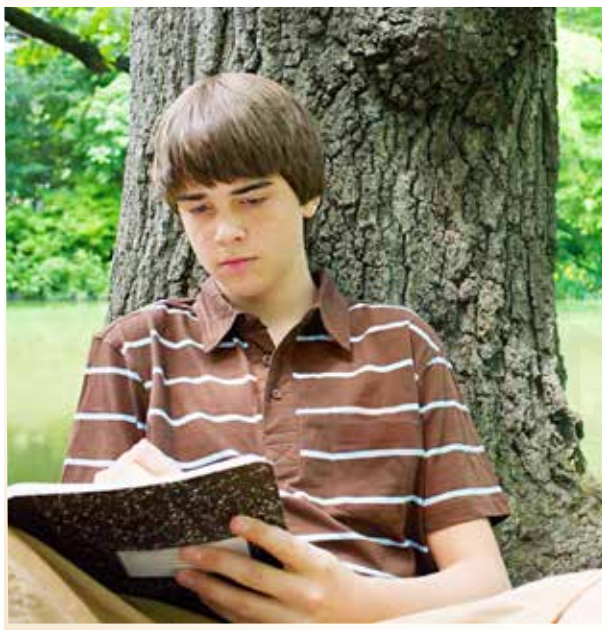
Many students have hobbies, such as reading, painting, growing vegetables and looking after animals. Some hobbies are relaxing and others are active. Hobbies can make you grow as a person, develop your interests and help you learn new skills.

David Smith is a student, and one of his hobbies is writing. During the summer of

2010, he spent four weeks at a summer camp. As well as the usual activities, such as sailing and climbing, there was a writing class. “The teacher was a writer, and she asked us to talk about our lives and tell interesting stories. Then she encouraged us to write about our experiences at the camp.”

Back at school, David wrote a story about the life of a sixteen-year-old boy, and it came out as a book in 2012. Many young people love his book, and as a result, David has become a successful young writer.

David has been very lucky because his hobby has brought him pleasure and success. But writing is not his only hobby. He is also interested in many other things. “I like playing volleyball too,” says David. “I spend some of my free time playing volleyball for my school team. Maybe I’ll write about my volleyball team in my future books.”



- 1 What advantages can hobbies bring to young people?
- 2 What hobbies does David have?
- 3 When did David become a successful writer?
- 4 Will David's new books be successful?



Learning to learn

Find a hobby to help you improve your English. If you like football, follow an English team. If your hobby is watching films, try to watch English films.

4 Complete the sentences with the correct form of the words in the box.

activity pleasure result skill success

- 1 What _____ do you enjoy doing?
- 2 What new _____ have you learnt through your hobbies?
- 3 Has any of your hobbies brought you _____ and _____?
- 4 Have you made new friends as a(n) _____ of your hobby?

5 Work in pairs. Ask and answer the questions in Activity 4.

Writing

6 Look at the following sentences.

As well as the usual activities...

... such as sailing and climbing...

... as a result, David has become a successful young writer.

Now rewrite the following sentences using *as well as*, *such as* or *as a result*.

- 1 Some hobbies, for example, reading and painting, are very relaxing.
- 2 David likes writing. He also likes playing volleyball.
- 3 Many young people love David's book, and so his hobby has brought him success.

7 Work in pairs. Find out about your partner's hobby and make notes.

Now write a short passage called *My classmate's hobby*. Use *as well as*, *such as* or *as a result*. Use the following example to help you.

Li Kai is my classmate. His hobby is music. He enjoys playing music as well as listening to it. His favourite music bands are..., such as... As a result, his band is now...

Unit 3 Language in use

Language practice

David Smith is a student.

It came out as a book in 2012.

David wrote a story about the life of a sixteen-year-old boy.

Hobbies can make you grow as a person.

I'll show you my stamps too.

There was a writing class.

1 Read the sentences and pay attention to their structures. Write new sentences.

1 In my spare time, I read.

In my spare time, I write.

2 My hobby is reading.

My hobby _____.

3 My mother likes reading too.

_____.

4 My mother bought us a lot of books.

_____.

5 Reading can make you clever.

_____.

6 There are many interesting facts in books.

_____.

2 Work in pairs. Look at the picture. Ask and answer the questions about the activities in it.

1 Which activity do you think is the most interesting?

2 Which skills do you have?

3 Which skill do you want to learn most? Why?

4 Which skill do you think would be the most useful for young people?



3 Complete the sentences with the correct form of the words or expressions in the box.

activity as a result come out pleasure success

- 1 I get lots of _____ from my hobbies.
- 2 I like doing outdoor _____ best.
- 3 I hope David will have great _____ in the future.
- 4 The *Harry Potter* stories are very popular. _____, the writer of the books, J. K. Rowling, has become very famous.
- 5 I buy the magazines when they _____ each month.

4 Complete the passage with the correct form of the words and expressions in the box.

as a result fan hobby interesting model stamp such as ticket tidy up

When I was (1) _____ my room yesterday, I found an old box of my father's. He gave it to me two years ago. It was really (2) _____ to discover something about my father's life as a child. He once told me about his (3) _____ as a child. He wrote to people from all over the world, and they sent him letters back. (4) _____, he had a book of interesting (5) _____. People also gave him things from different countries, (6) _____ a silk (7) _____ from China, a little model car from Germany and a small (8) _____ ship from Australia. My father even kept the (9) _____ from his first football match. The box made me think about my hobby. I want to keep my old picture books and magazines for a long time too.

5 Put the words and expressions in the boxes into the correct columns.

camping climbing growing vegetables looking after animals
painting swimming taking photos

fans models stamps tennis tickets volleyball

Sports	Collections	Others

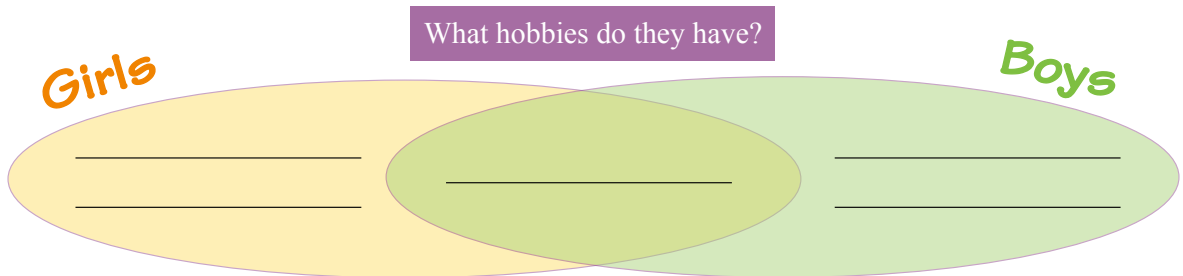
Now make at least five sentences about your hobbies.


*My hobby is swimming.
Swimming can make me strong and healthy.*

Module 6

Hobbies

6 Listen and complete the diagram. 



Now listen again and answer the question. 

Why is it good to have hobbies?

7 Read the passage and complete the notes. 

A fantastic hobby

A British boy has become one of the youngest people to sail alone across the Atlantic Ocean. Seb Clover has a fantastic and exciting hobby — sailing. He sailed his 9.8-metre-long boat 5,000 km from Tenerife to Antigua.

Fifteen-year-old Seb said, “Sometimes I was afraid. But I still enjoyed every moment. The best thing was seeing fish and other sea animals swimming close to the boat.” He was also very happy to arrive in Antigua.

“You are busy all the time on a boat

alone. It’s difficult to cook something to eat on this kind of journey because you have to watch the sea all the time. Usually, you eat something small and often. That way, you don’t have to stop working.” The worst part of the journey? “That’s easy to answer,” said Seb. “I ran out of chocolate!”

Seb has sailed boats since he was very young and started to get ready for this journey when he was only twelve. Seb said, “I enjoyed sailing alone, but I’m looking forward to going back to school now. Next time, I’d like to go sailing with my friends.”

Experiences

- At twelve years old, Seb started to (1) _____.
- At fifteen years old, Seb sailed (2) _____ across the Atlantic Ocean.

Feelings

- The best thing was seeing (3) _____ swimming close to the boat.
- The worst part of the journey was when he ran out of (4) _____.
- In the future, he would like to (5) _____.

Around the world

Living history

A popular hobby in America and some other countries is to live in the way that people lived long ago. Groups of people find out about the past. At the weekend, they dress in the clothes which people wore in

the past and live in the way that people did then. They not only enjoy the weekend, but also learn a lot about life in the old days.



Module task: Making a survey of hobbies

8 Work in pairs. Plan your survey on hobbies.

- Decide the questions you want to ask.
- Think about what kind of information might be interesting — if people in the same family have the same hobbies, which hobbies young people usually do not like, which hobbies your classmates all like, etc.
- Look up new words.

9 Write your survey.

- Make sure that the sentences are clear and easy to understand.
- Ask your teacher or your classmates to check the survey when you have finished.

10 Do your survey with other students.

- Ask your questions and make notes on the answers.

11 Present the results of your survey to the rest of the class.

Unit 1 Please write to me and send me some photos!

Listening and vocabulary

1 Listen and complete the notes.

- 1 Where Daming and Lingling are going: _____
- 2 What they are going to do: _____
- 3 How long they will stay: _____
- 4 How many students there are in the group: _____

2 Listen and read.

(Lingling is preparing for her trip to LA.)

Lingling: Hi, Betty. I'm making a list of things for my trip. I like to get things ready earlier. Can you help me?

Betty: Sure. How can I help?

Lingling: Well, it sounds crazy, but I don't know what to take.

Betty: You should take notebooks, pens and a dictionary.

Lingling: OK. What clothes should I take to LA?

Betty: When are you leaving and how long are you going to stay there?

Lingling: I'm leaving at the end of July and I'm going to stay there for four weeks.

Betty: Shorts are good, or you can wear light trousers. It'll be sunny and hot there.

Lingling: I haven't got any sunglasses. I'll buy a pair there.

Betty: That's a good idea. But remember, many things are more expensive in America. Have you got any American dollars?

Lingling: Yes. Is 200 dollars enough?

Betty: If you've already paid for the air tickets and for homestay, it should be OK.

Lingling: What else?

Betty: Your bag mustn't weigh too much. You'd better ask the travel company about the total weight for all your bags. Oh, by the way, don't forget to take your passport.

Lingling: OK. Thank you.

Betty: You're welcome. You'll have a great time. Please write to me and send me some photos!

Lingling: Yes, I will!

Everyday English

- Can you help me?
- How can I help?
- Well, it sounds crazy, but...
- By the way, ...

Now check (✓) the things Betty suggests Lingling take.

- | | | | | | |
|-----------|--------------------------|----------------|--------------------------|--------------|--------------------------|
| 1 dollars | <input type="checkbox"/> | 4 T-shirts | <input type="checkbox"/> | 7 passport | <input type="checkbox"/> |
| 2 shorts | <input type="checkbox"/> | 5 pens | <input type="checkbox"/> | 8 sunglasses | <input type="checkbox"/> |
| 3 jeans | <input type="checkbox"/> | 6 a dictionary | <input type="checkbox"/> | 9 notebooks | <input type="checkbox"/> |

3 Find sentences in the conversation which suggest that...

- | | |
|--------------------------------|---|
| 1 Lingling wants help. | 3 Lingling asks for more help. |
| 2 Betty is glad to offer help. | 4 Betty tells Lingling to remember something important. |

4 Complete the passage with the words in the box.

crazy list passport shorts total trousers weigh weight

When you are planning a trip, make a (1) _____ of things to take. Do not go (2) _____ and take too many clothes. For warm countries you can keep cool with (3) _____ and some light (4) _____. If you travel by plane, your bag cannot (5) _____ too much. For some flights, twenty kilos may be the (6) _____ you can take. To make sure, ask the travel company for help. Remember to check the (7) _____ of your bag. And finally, the most important thing: do not forget to take your (8) _____!

Pronunciation and speaking

5 Listen and underline the words the speaker stresses.

- 1 What clothes should I take to LA?
- 2 I haven't got any sunglasses. I'll buy a pair there.
- 3 Many things are more expensive in America.

Now listen again and repeat. 

6 Work in pairs. Talk about Lingling's plans and Betty's advice.

Lingling likes to get things ready earlier.

7 Imagine you are going to travel to LA. Make notes about your plans.

Now work in pairs. Ask and answer questions about your trip to LA.

A: How are you going to travel to LA?

B: ...

A: Where are you going to stay?

B: ...

Module 7


Summer in Los Angeles

Unit 2 Fill out our form and come to learn English in Los Angeles!

Reading and vocabulary

1 Work in pairs. Look at the photos in Activity 2 and say what you can see.

course Disneyland family Hollywood shopping

2 Read the passage and choose the best answer. 

The passage is _____.

- a) a guide to Los Angeles
- b) information about English courses
- c) a story of life in Los Angeles
- d) a newspaper story about language courses

Learn English in Los Angeles

- 1 Come to learn English in Los Angeles! We can offer you great summer English courses. You will love coming to Los Angeles to learn about American culture and improve your English at the same time.
- 2 The courses last for four, six or eight weeks. They start at the end of July. Our teachers are well trained and have a lot of experience. They teach English classes for four hours a day. You can work in small or large groups: it depends on your personal choice. We provide books, and we set tests every week to check your progress. There are also computers for personal study.
- 3 As well as learning English, we want you to experience life in the US. You can stay as a guest with an American family and take part in their daily life. You will have meals with the family and do some activities with them too. For many of our students this is the best part of the course. Many families form close friendships with the students and stay in touch with them. But if you prefer, of course, you can stay in a hotel.
- 4 There are many exciting things to do in Los Angeles. We plan activities every day after class. You can choose to take trips to Hollywood, Disneyland or San Francisco, or you can go shopping.
- 5 You are certain to get the best possible experience of English learning and life in the US. You must pay for your course at least one month before it starts. Do not wait — fill out our form and come to learn English in Los Angeles!



3 Match the headings with the paragraphs.

- | | |
|-------------------|--------------------------|
| a) Teaching | d) More information |
| b) Free time | e) Study English with us |
| c) Places to stay | |

4 Read the passage again and answer the questions.

- | | |
|---|--|
| 1 How long does the shortest course last? | 3 What is the best part of the course? |
| 2 How do you check your progress? | 4 When should you pay for the course? |

5 Complete the passage with the correct form of the words and expressions in the box.

certain culture depend on fill out friendship
guest progress provide test

Come and study in Los Angeles! You are (1) _____ to learn a lot from the course and understand more about American (2) _____. We also hope you will form close (3) _____ with the other students in your class. You can stay in a hotel or as a (4) _____ with a family but that (5) _____ your personal choice. The school (6) _____ books and computers to help you study, and the teachers set (7) _____ every week to check your (8) _____. Do not forget — you must (9) _____ a form and pay at least one month before you start the course.

Writing

6 Think about a course for foreign students learning Chinese in your town or city. Make notes on:

- teaching
- where to stay and what to eat
- what to see and what to do
- why students will enjoy the course

Now write about the course.

- Describe the language course.
Classes last for four hours a day. The teachers...
- Say where the students live.
Students live either... or...
- Say what other activities the students can do.
There are many things to do in... For example, ...
- Say why the students will enjoy themselves learning Chinese.
All our students have a wonderful time learning Chinese in...

Learning to learn

In the passage in Activity 2, some sentences about what will happen are used to convince you to learn English in Los Angeles. Find the sentences.

Unit 3 Language in use

Language practice

When are you leaving **and** how long are you going to stay there?
It sounds crazy, **but** I don't know what to take.
Shorts are good, **or** you can wear light trousers.

1 Join the two parts of the sentences with *and*, *but* or *or*.

- | | |
|------------------------------------|--------------------------------------|
| 1 I would like to go to England... | a) ... I have got my passport. |
| 2 You should wear a raincoat... | b) ... practise my English. |
| 3 You can go by plane... | c) ... I can buy a new pair. |
| 4 I did not bring my sunglasses... | d) ... they must not weigh too much. |
| 5 I have bought my ticket... | e) ... you can carry an umbrella. |
| 6 You can take two bags... | f) ... you can take the train. |

Now work in pairs and say the sentences.

2 Complete the passage with *and*, *but* and *or*.

There are many English language courses all over the world. You can go to the UK (1) _____ take lessons at a language school. There are usually classes in the morning, (2) _____ in the afternoon you can go sightseeing. You can stay in a cheap hotel, (3) _____ you can stay with a family. With a family, you get a lot more speaking and listening practice, (4) _____ you may not be so close to the school or the city centre.



3 Work in pairs.

Student A: Say a sentence about travel.

New York is a long way from Beijing.

Student B: Add to Student A's sentence with another sentence beginning with *but*.

But London is closer.

Student A: Add to Student B's sentence with another sentence beginning with *but*.

But the weather isn't as good as that in New York.

Continue to add sentences.

4 Read the advertisement.

Want to learn about the culture in the UK?
Come and join us!

- Let a British family teach you all about the culture in the UK.
- Students study together in groups.
- After-school activities for students.
- For students from all over the world.
- Cost: £800 for a four-week course.

Now complete the sentences with the words or expression in the box.

come cost culture progress studies take part in

- 1 The _____ of the course is £800.
- 2 It is a great way to learn about British _____.
- 3 Students _____ from all over the world.
- 4 In the course, each group _____ together.
- 5 All students will be able to _____ different activities.
- 6 During the course, students will make lots of new friends — and good _____ in English!

5 Work in pairs. Imagine that you are going to take a summer English course in Australia. Write down questions about the course. Use the words or expression in the box in Activity 4 to help you.

How long does the course last?

Now ask and answer.

— *How long does the course last?*

— *It lasts for four weeks.*

Module 7

Summer in Los Angeles

6 Complete the conversation with the words and expressions in the box.

chance experience grow up information last provide take part in

Mrs Smith: Excuse me.

David: Yes, how can I help you?

Mrs Smith: I'd like to get some (1) _____ about your summer camp.

David: Yes, of course. Our summer camp is a great (2) _____ for children. They learn about themselves, live close to nature and make new friends.

Mrs Smith: It sounds wonderful. And how long does it (3) _____?

David: Three weeks, starting from the beginning of July.

Mrs Smith: How many students are there in each group?

David: Eight. Through the small group size, we (4) _____ students with the chance to make new friends.

Mrs Smith: That's great. And do you plan different activities?

David: Yes, of course. Students can (5) _____ different activities to get close to nature and try out new ideas.

Mrs Smith: Sounds good.

David: Yes, and it gives your child the (6) _____ to live away from home.

Mrs Smith: That's true. Summer camping is always good to help children (7) _____.

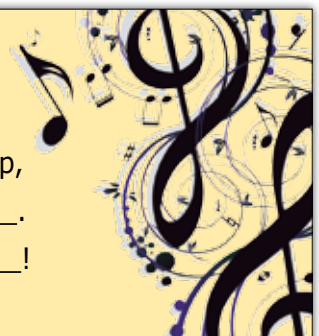
7 Listen and answer the questions.

- 1 Who has left the message?
- 2 Where is Wang Feng now?
- 3 What does he think of his American family?
- 4 What is his American family going to watch on the beach this afternoon?
- 5 What does his American family think of the French group?

8 Listen again and complete the advertisement.

This evening Concert in the park

Come and listen to some fantastic music by the group,
(1) _____. They are from (2) _____.
Price: (3) _____ — with a (4) _____!
Come and join us!



Around the world

Summer camps

Summer camps for children are very popular in many countries. In Canada and the US, some of the summer camps are in the countryside or on lakes. Children stay there for one to four weeks and sleep in cabins. They do arts and crafts, and play sports or music. Sometimes they go for long walks in forests or trips on rivers or lakes. They learn many useful outdoor skills.



Module task: Having a class discussion about summer courses

9 Plan what you want to say about summer courses. Think about the answers to the following questions.

- Have you ever taken a summer course? How was it?
- Is it better to take a summer course or do something completely different?
- Do you like taking summer courses in subjects you are not doing well in?
- Do summer courses make it easy to start school again in autumn?

Now write two good things and two bad things about taking summer courses.

10 Take part in your class discussion.

- Think about what you want to say and how you want to say it.
- Speak loudly and clearly so everyone can understand what you say.
- Listen politely to what the other students say and ask questions.

11 Work in pairs and write sentences describing the conclusions of the class discussion. Say if you agree or disagree with the conclusions.

Unit 1 I can hardly believe we're in the city centre.

Listening and vocabulary

- 1 Look at the photo and listen. What is the conversation about? 🎧



- 2 Listen again and choose the correct answer. 🎧

- 1 Tony **has** / **hasn't** heard about Beihai Park.
- 2 Tony guesses that the park is **very popular** / **not very popular**.
- 3 Lingling suggests that **they spend the day there** / **Daming and Betty come too**.
- 4 Lingling **thinks** / **doesn't think** the park will be busy.

- 3 Listen and read. 🎧

Lingling: Here we are. Welcome to Beihai Park.

Tony: Wow! It's so quiet here that I can even hear the birds singing! I can hardly believe we're in the city centre.

Lingling: This park is famous for its lake, bridges and the ancient buildings on the hill. The lake takes up over half of the park area. Let's walk along the lake, cross the bridge and climb up the hill. Then I can point out the sights of Beijing for you.

Tony: Yes, good idea. I'm sure it'll be fantastic to see the city from the top.

Daming: But I'm so tired, and it's so hot here. I don't want to climb. The lake looks nice and cool. Why don't we go for a swim?

Lingling: I don't think they allow people to swim in the lake. It's dangerous.

Daming: That's too bad. Then why don't we have our picnic here? I'm so hungry and thirsty.

Lingling: I think it's better to have our picnic at the top of the hill.

Tony: Come on! Let's not waste any more time.

Daming: All right. I hope it will be cooler up there.

Everyday English

- Here we are.
- Wow!
- I can hardly believe...
- That's too bad.
- Come on!

Now complete the sentences about Beihai Park.

- 1 Beihai Park is so _____ that you can even hear the birds singing.
- 2 The park is famous for its _____, bridges and the ancient buildings on the hill.
- 3 The lake takes up _____ of the park area.
- 4 You can point out the _____ of Beijing from the top of the hill.
- 5 They do not allow people to swim _____.

4 Read the sentences and answer the questions.

hardly sights thirsty waste

- 1 “I can *hardly* believe we’re in the city centre.”
Does Tony know they are in the city centre or not?
- 2 “Then I can point out the *sights* of Beijing for you.”
Does Lingling want them to look at something or listen to something?
- 3 “I’m so hungry and *thirsty*.”
Does Daming want something to drink?
- 4 “Let’s not *waste* any more time.”
Does Tony think they are spending their time well or badly?

Pronunciation and speaking

5 Listen and notice how the speaker pronounces the words.

- 1 It’s so quiet here that I can even hear the birds singing.
- 2 Let’s walk along the lake, cross the bridge and climb up the hill.
- 3 I don’t want to climb.

Now listen again and repeat. 

6 Work in pairs. Talk about a place of interest in your home town.

Student A: You’re a visitor from another country.

Student B: You’re introducing a place of interest in your home town to Student A. You can talk about:

- where it is
- how big it is
- how old it is
- what is special about it
- any other information you know about it

Use these expressions:

I guess (that)...

I know (that)...

I think (that)...

I’m sure (that)...

I can’t believe (that)...

Unit 2 We thought somebody was moving about.

Reading and vocabulary


1 Look at the photo and write down words that can best describe it.

2 Work in pairs. What do you know about Zhangjiajie?

Can you answer the questions?

- 1 Where is it?
- 2 How large is it?
- 3 Where can you stay?
- 4 What animals can you see?
- 5 What is the most famous thing to see?



3 Read the email and check your answers to Activity 2. 

FROM:

TO:

SUBJECT:

Dear Mum and Dad,

I promised to write, so...

We're staying with Lingling's uncle in Hunan Province, and I'm having a wonderful time here in Zhangjiajie. It's a magic land of mountains, forests and rivers. It's very large, about 480 square kilometres. It's famous for the strange shape of its tall rocks. Some of them look like humans while others look like wild animals.

Last night we camped by a small lake. During the night, we heard a noise! It woke everybody up. We thought somebody was moving about. Lingling's uncle said it was an animal. We came out without making any noise, and found it was just a hungry monkey looking for food.

This morning, we climbed Mount Tianzi! From the top we hoped to see the lakes and forests. But it was a pity that it was cloudy. We could only see the mountain tops above the clouds. Then we walked down the path, along a river, past trees and other plants and back to the camp. I pulled a leaf off a plant, but Lingling's uncle said that it was wrong to pull leaves off plants and that we should protect everything here. I was very sorry.

Tomorrow we're going to Dongting Lake, the second-largest freshwater lake in China.

We'll be back home next week! Wish you were here!

Love,
Betty

Learning to learn

Read and find out how Betty starts and finishes her email to her mum and dad. Next time when you write your email, you can start and finish the email in the same way.

4 Number the sentences in the correct order.

- a) Betty pulled a leaf off a plant.
- b) The noise woke everybody up.
- c) They climbed Mount Tianzi.
- d) A monkey made some noise.
- e) They camped by a small lake.
- f) Lingling's uncle said that people should protect everything in Zhangjiajie.

5 Complete the sentences with the correct form of the words in the box.

human kilometre path shape wish

- Are there rocks in _____ or animal _____ in your home town?
- How many _____ is Zhangjiajie from your home town?
- Is it safer to walk along a _____ or climb over rocks?
- Where do you _____ you were right now?

6 Work in pairs. Ask and answer the questions in Activity 5.

Writing

7 Read the information about Zhangjiajie.

How large is it?	about 480 square kilometres
Where is it?	about 400 kilometres from Changsha
What can you see?	mountains, rivers, forests, many kinds of plants and animals
What is special?	strange shape of tall rocks, beautiful sights
Where can you sleep?	hotels or camps

Now decide which is more personal, Betty's email or the information in this table.

8 Choose the most important or interesting facts about Zhangjiajie and write a passage about it.

Zhangjiajie is about 480 square kilometres. It is about 400 kilometres from...

Unit 3 Language in use

Language practice

I can hardly believe **we're in the city centre.**

I don't think **they allow people to swim in the lake.**

We thought **somebody was moving about.**

Lingling's uncle said **that it was wrong to pull leaves off plants** and **that we should protect everything here.**

1 Match the two parts of the sentences. There may be more than one possibility.

1 I think (that)...

2 He says (that)...

3 She is sure (that)...

4 They do not believe (that)...

5 We know (that)...

a) ... we can go out alone at night.

b) ... he almost got lost in the forest.

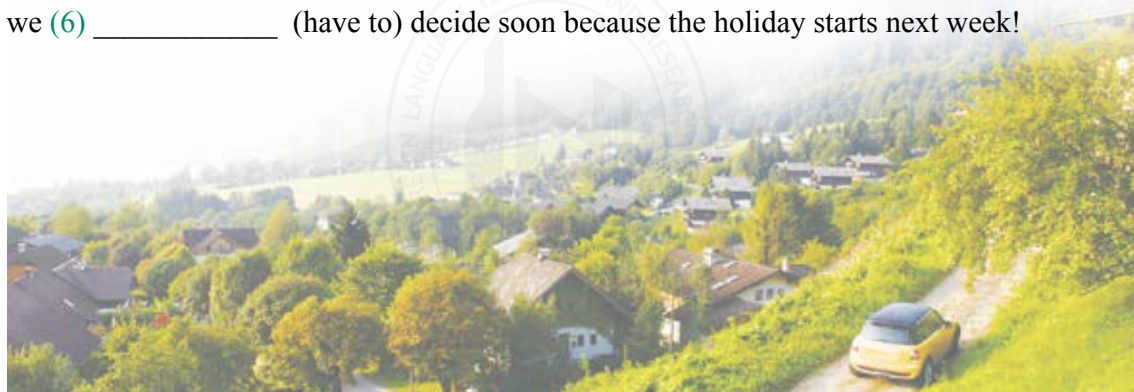
c) ... we should stay together.

d) ... the park is over 500 years old.

e) ... we will see better from up there.

2 Complete the passage with the correct form of the words and expression in brackets.

I want to go on a trip with my family in the summer holiday, but I do not think we (1) _____ (agree) on where to go. I think that we should (2) _____ (go) to the beach but Mum and Dad say they (3) _____ (want) to go to the countryside. Danny is sure that the beach and the countryside (4) _____ (be) boring. He wants to go to a big city and do sightseeing. Milly doesn't think that sightseeing (5) _____ (be) interesting. She wants to stay at home and watch TV or go swimming. I tell my family that we (6) _____ (have to) decide soon because the holiday starts next week!



3 Complete the sentences with the correct form of the expressions in the box.

famous for not... any more point out wake up

- 1 My uncle _____ the monkey in the tree next to us.
- 2 We ate some cakes and I was _____ hungry _____.
- 3 I _____ in the middle of the night and could not fall asleep again.
- 4 The town is _____ its cheese.

4 Complete the passage with the correct form of the words in the box.

air along bird clear climb cross quiet shout

It was early in the morning. The park was very (1) _____ and the only sound was the (2) _____ singing. There was no one (3) _____ nor were any dogs barking. The sun was very bright and the (4) _____ was very (5) _____ and fresh. We walked (6) _____ the lake, (7) _____ the small bridge and (8) _____ up the hill. We felt very happy at the top.

5 Listen and complete the notes. 

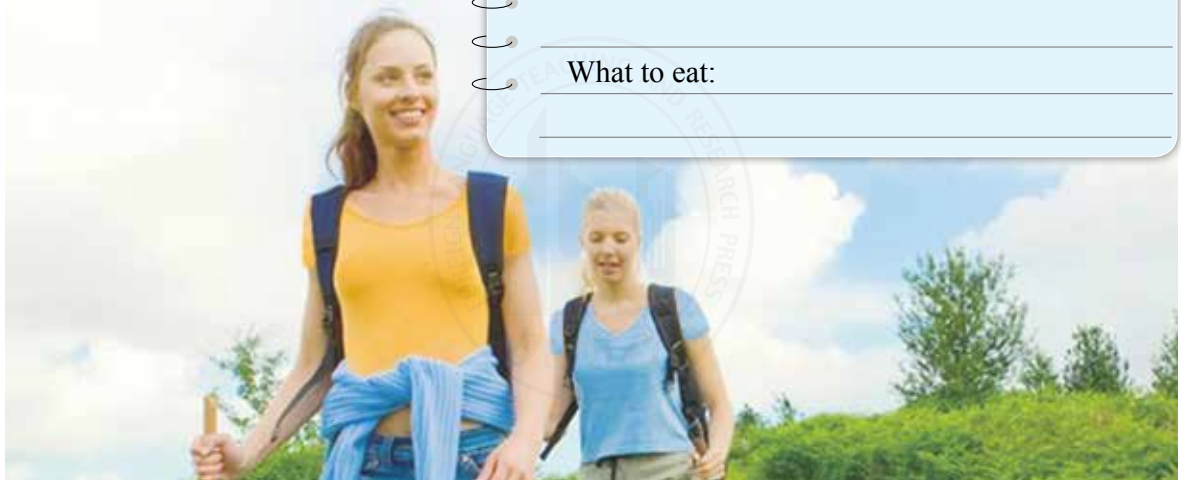
Holiday plan: _____

Number of people: _____

Things to take: _____

Where to sleep: _____

What to eat: _____



6 Read and match the people with the best clubs for them.

1 Welcome to our photo club!

Do you like taking photos? Would you like to learn more about how to take good photos? Or how to make them better? Come to our photo club on Thursday evening and find out.



2 Dance to the music of the world!

Have you ever listened to music from Africa or South America? Do you like American pop or rock? And do you like to dance? If you love listening to music from countries all around the world, come along every Wednesday evening — listen to new songs and learn how to dance.

A Jack plays the guitar really well, but he would like to play with some other people. He also likes dancing, but has no one to dance with.

3 Film night

Tuesday night is film night! Come and watch the latest films, enjoy them with your friends, talk about them... all without going to a cinema in the city centre.

B Annie has just received a new camera for her birthday, but she does not know how to use it, and would like to learn more.

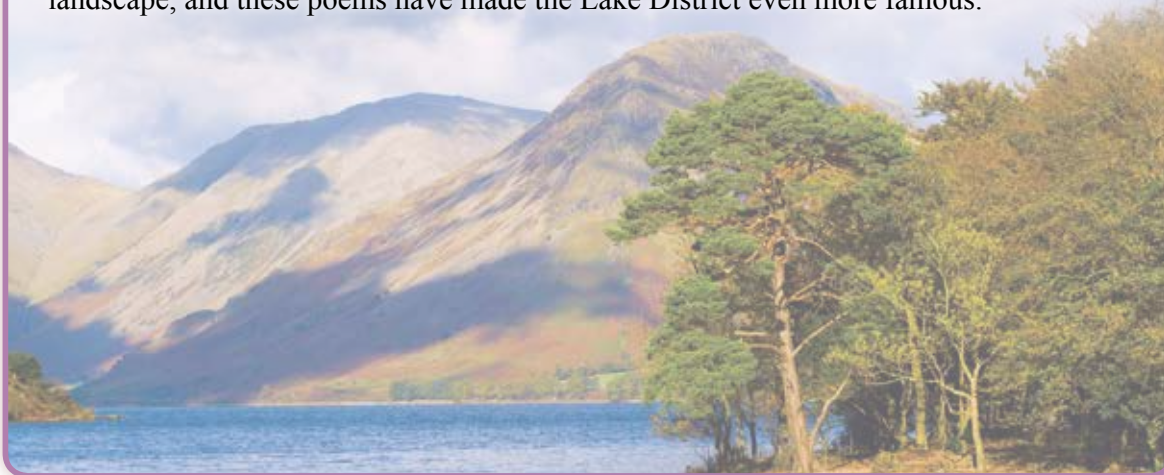


C Dan usually spends his evening watching films on television and DVDs. He lives a long way from the city centre, and his parents would like him to make some new friends.

Around the world

Lake District National Park

Lake District National Park is in the north of England. It is England's biggest national park. It is very beautiful, with hills, lakes and forests. Most visitors enjoy walking around the lakes or climbing up the mountains. The highest mountain in England is in Lake District National Park. On a clear day, you can see a long way from the top of the mountain. Walkers have to be careful because the weather can change suddenly, especially in the mountains. The Lake District is popular with artists who like to paint the beautiful countryside. Many English poets have written poems about the beautiful landscape, and these poems have made the Lake District even more famous.



Module task: Writing a leaflet for a trip

7 Work in pairs. Think about a holiday trip to a place of interest and answer the following questions.

- Where is it?
- What can you do there?
- When can you go?
- How many people are there in each group?
- How long will you stay?
- What have people said about their trip to the place?

8 Write a leaflet for the trip. Use your answers to the questions in Activity 7 and the language points below to help you.

Come to... for your holiday.

You can...

You will be in a group of... people.

You will stay for... days.

Many people have said that the trip is very enjoyable.

Module 9

Friendship

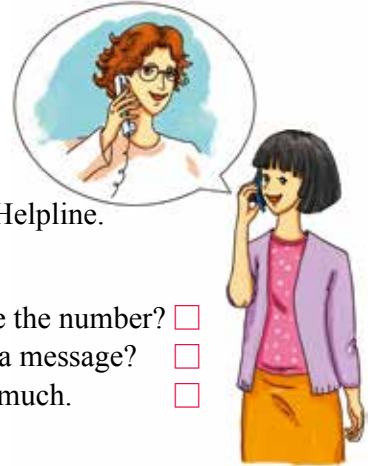
Module task: Making a poster about friendship

Unit 1 Could I ask if you've mentioned this to her?

Listening and vocabulary

1 Listen and choose the correct answer.

- 1 Lingling wants to speak to **Betty / Mrs King**.
- 2 Betty is **in / out**.
- 3 **Betty's friend / Mrs King's friend** works on the Friendship Helpline.



2 Number the sentences in the order you hear them.

- | | |
|--|--|
| a) I'm sorry, she's not in at the moment. <input type="checkbox"/> | d) May I have the number? <input type="checkbox"/> |
| b) Is that Mrs King? <input type="checkbox"/> | e) Can I take a message? <input type="checkbox"/> |
| c) Could I speak to Betty, please? <input type="checkbox"/> | f) Thanks so much. <input type="checkbox"/> |

Now listen again and check. 

3 Listen and read.

Helpline: Hello, Friendship Helpline. Who's calling, please?

Lingling: Hello. This is Lingling speaking.

Helpline: Hi, Lingling! How can I help you?

Lingling: I have a problem with my best friend. She's called...

Helpline: No, don't tell me who she is. Tell me when the problem started.

Lingling: Yes. Well, we've been friends for five years. We got separated when we went to different schools last term, but we stayed in touch.

Helpline: So could you explain what happened then?

Lingling: This term, she came to study at my school. I was so happy at first. But she's so different.

Helpline: Can you tell me how she's different?

Lingling: She doesn't like me to see my other friends.

Helpline: Could I ask if you've mentioned this to her?

Lingling: Yes, but she refused to listen.

Helpline: OK. Do you know why she treats you like that?

Lingling: No. I don't know.

Helpline: Maybe she doesn't feel very sure of herself in her new school.

Lingling: Maybe.

Helpline: Try to find out whether she feels lonely without you. I'm sure she regrets hurting you. So be patient with her and explain to her that she can make friends with your other friends too. Try to introduce her to them.

Lingling: I see. I'll encourage her to join in more. Thanks.

Helpline: No problem, Lingling. You're welcome!

Everyday English

- Who's calling, please?
- This is... speaking.

Now check (√) the true sentences.

- 1 Lingling called to ask for advice about her schoolwork.
- 2 Lingling and her best friend are now in the same school.
- 3 Lingling is happy to see her best friend at the same school.
- 4 Lingling is having a hard time in the new school.
- 5 Lingling gets help from the helpline.

4 Complete the passage with the correct form of the words in the box.

encourage herself introduce lonely
patient regret separate treat

When you get (1) _____ from a friend, it may create problems for your friendship. She may not want you to see your other friends. If this is the case, she probably (2) _____ you like that because she does not feel sure of (3) _____. Try to find out whether she feels (4) _____ without you. It is natural to feel like that. She probably (5) _____ hurting you. Be (6) _____ with her, (7) _____ her to your other friends and (8) _____ her to join in more.

Pronunciation and speaking

5 Listen and underline the words the speaker stresses.

- 1 Don't tell me who she is.
- 2 Tell me when the problem started.
- 3 Can you tell me how she's different?
- 4 Maybe she doesn't feel very sure of herself in her new school.
- 5 I'll encourage her to join in more.

Now listen again and repeat. 

6 Work in pairs. Talk about your problems with friendship.

Student A: You call the helpline to ask for advice on your problems:

- I'm shy and I haven't had many friends.
- I had a big fight with my best friend and we don't talk to each other now.
- I have to go to a new school, but I don't want to leave my friends.

Student B: You work on the helpline. Listen to Student A's problems and try to help.

- *This is... on the helpline. How can I help you?*
- *This is... speaking. I have a problem...*

Unit 2 I believe that the world is what you think it is.

Reading and vocabulary

1 Work in pairs and answer the questions.

- 1 When was the last time you felt sad?
- 2 Who did you tell that you were sad?
- 3 What did you do to feel better?
- 4 How can you make other people feel happy?

2 Read the passage and answer the questions.

Learning to learn

When you read a story, focus on the five *wh*-questions:
 Who is the main character?
 What happens?
 When does the main event or story take place?
 Where does it take place?
 Why?

A beautiful smile

By Zhang Bei

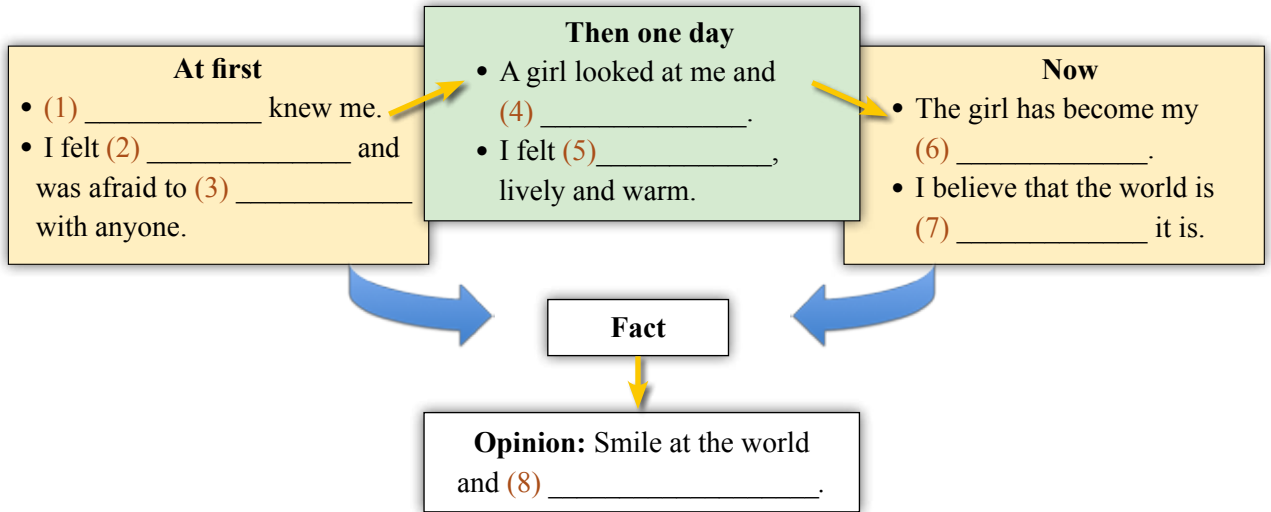
- 1 When I was thirteen years old, a girl gave me an important gift. It was a smile.
- 2 It was the early autumn of my first year at a new school. No one knew me. I was very lonely, and afraid to make friends with anyone.
- 3 Every time I heard the other students talking and laughing, I felt even more lonely. I could not talk to anyone about my problem, and I did not want

- my parents to worry about me.
- 4 One day, my classmates were talking with their friends, but I sat in silence. At that moment, a girl entered the classroom. I did not know who she was. She passed me and then turned back. She looked at me and, without a word, smiled.
- 5 Suddenly, I felt the touch of something bright and friendly. It made me feel happy, lively and warm. It was like a hidden treasure.
- 6 That smile changed my life. I started to talk with the other students. Day by day, I learnt to trust people, and they included me in their circle of friends. The girl with the bright smile has become my best friend now, and we stick together like glue.
- 7 One day, I asked her why she smiled at me that day. She said she could not remember!
- 8 Now I believe that the world is what you think it is. If you think you are lonely, you might always be alone. My suggestion is: smile at the world and it will smile back.



- 1 Does the beginning of the passage surprise you? Why?
- 2 How did the writer feel in the past?
- 3 How does the writer feel now?
- 4 What advice does she give?

3 Complete the sentences.



4 Complete the sentences with the words in the box.

circle glue silence stick suggestion treasure trust

- 1 My father made the _____ that I should find a hobby.
- 2 Even today, some people search for _____ under the sea.
- 3 You can _____ them to look after the house.
- 4 You must make the stamp wet before you _____ it to the letter.
- 5 Have you got any _____? I want to stick these pieces of paper together.
- 6 John's _____ of friends includes some students from the UK.
- 7 I like the _____ in the countryside. The city is too noisy for me!

Writing

5 Read the passage again. Find the paragraphs that describe the following stages.

- What happened and when.
- Where she was and how she felt.
- Why she felt that way.
- What happened one day.
- What happened suddenly.
- What happened after this.
- What happened later.
- What she thinks now.

6 Write a passage about someone or something that changed your life. Use the stages in Activity 5 to help you.

Unit 3 Language in use

Language practice

Could you explain **what happened then?**

Do you know **why she treats you like that?**

Can you tell me **how she's different?**

I did not know **who she was.**

Could I ask **if you've mentioned this to her?**

I asked her **why she smiled at me that day.**

1 Match the two parts of the sentences. There may be more than one possibility.

1 I asked her...

a) ... when I should call her.

2 I do not remember...

b) ... why he looks worried.

3 I cannot find out...

c) ... if she would like to go with me.

4 I do not understand...

d) ... how long he would be away.

5 I could not decide...

e) ... where I met her for the first time.

2 Complete the conversation with *if, what, when, whether, or why.*

Jo: Hi, Anna. Did you get the invitation to the end-of-term concert?

Anna: Yes, I did.

Jo: Could you tell me (1) _____ you're going to come?

Anna: Yes, I'd love to.

Jo: That's great. What about Tony? Do you know (2) _____ he's coming?

Anna: Yes, he's coming. Don't forget, he's in the school band.

Jo: So do you know (3) _____ the band will play at the concert?

Anna: Of course! But I don't know (4) _____ they will play.

Jo: I think they'll play first.

Anna: Do you know (5) _____ Tony has written a new song for the concert?

Jo: Yes, he told me that he had, but I think it's a surprise.

Anna: I've heard that Arthur isn't going to play the piano at the concert. Do you know (6) _____?

Jo: Yes. He's broken his arm.

Anna: Oh dear, that's terrible!

3 Complete the sentences so that they are true for you.

- 1 I do not remember who _____.
- 2 I do not understand why _____.
- 3 I cannot decide where _____.
- 4 I want to know when _____.
- 5 I asked him whether _____.

4 Complete the conversations with the sentences in the box.

- | | |
|--|-------------------------------|
| a) I'm afraid you have the wrong number. | c) I'll call back later. |
| b) Can I help you? | d) Jack isn't here right now. |
| | e) Who's calling, please? |

A: Good morning. This is 23456789. (1) _____

B: Hello. May I speak to Jack?

A: Jack? (2) _____

B: Oh, sorry.

A: That's OK.

...

B: Hello. May I speak to Jack, please?

C: (3) _____

B: It's Sally.

C: Just hold the line, please.

(A moment later.)

Sorry, (4) _____ Can I take a message?

B: No, thanks. (5) _____

Now work in pairs. Act out the conversations.

5 Complete the conversation with the words in the box.

include lonely suggestion trust worried

A: Why are you so (1) _____?

B: I'm new here and the students in my class don't (2) _____ me. I feel so (3) _____. Can you help me?

A: I see. It takes some time before they (4) _____ new students in their circle of friends. My (5) _____ is: keep trying to make friends.

B: OK. I'll try.

6 Complete the passage with the correct form of the words and expressions in the box.

circle of friends follow treasure stay in touch

When my grandmother died, I felt my heart break. Many dark days (1) _____, and I missed her so much. She was full of love for everyone in the family and every piece of advice she gave me was a (2) _____. She had a wide (3) _____ and they often came to see her. She (4) _____ with them until her last days.

7 Listen and choose the problem the speaker describes. 

- a) My best friend has found a new best friend.
- b) My long-lasting friendship with someone is coming to an end.
- c) I have moved to a new school and I'm lonely.
- d) My best friend's parents don't like me.

8 Work in pairs. Choose the best piece of advice in your opinion for the problem in Activity 7.

- a) Talk about your feelings.
- b) Try to spend some time with your friend. Do something that is special to both of you.
- c) Forget about your friend. Nothing stays the same all the time.

Now listen and number the pieces of advice in the order you hear them. 

9 Write about a friend.

- | | |
|--|--|
| 1 Describe your friend. How did your friendship start? | 3 What do you do together to have fun? |
| 2 What makes your friend so special? | 4 Do you think your friendship will stay the same in the future? Why or why not? |



Around the world

Pen friends

Many people make friends by writing letters. One way to find a pen friend is on a special website, where you can “meet” people from all over the world. Members can be any age, and they can write to each other either online or via snail mail. Some people write to find out about life in another country. Others want to practise their foreign languages or share their hobbies. Stamp collectors, for example, write to people in different countries so that they can collect the stamps on the letters they receive. Most people just enjoy making friends, and they invite their pen friends to visit them.



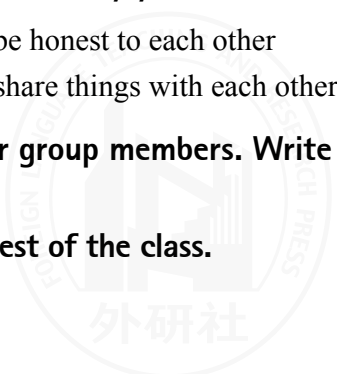
Module task: Making a poster about friendship

10 Work in groups. Read the list. Discuss what is important about friendship. Make choices and give reasons why you choose them.

- always help each other
- be honest to each other
- be kind to each other
- go to school together
- share things with each other


11 Make your poster with your group members. Write about your own experience and draw some pictures.

12 Present your poster to the rest of the class.



Unit 1 I hope that you can join us one day.

Listening and vocabulary

1 Listen and check (✓) the types of news you hear. 

culture government sports weather

2 Listen again and complete the sentences. 

- 1 Zhang Li reads _____ on Radio Beijing.
- 2 The president of Russia will stay in China for _____.
- 3 The match is between _____ and _____.

3 Listen and read. 



Chen Huan: Hi, everybody. I'm the news director at Radio Beijing.

Lingling: Thank you for showing us around.

Chen Huan: No problem! Now, come this way. Look at the red light. When it's on, it means we're on air. And we should avoid making any noise in the background!

Tony: OK.

Chen Huan: This is the newsroom. We collect the latest national and international news and write reports here. It gets crazy in here just before the programme begins.

Lingling: How can I become a presenter?

Chen Huan: I think you need to speak English really well. So keep studying, and I hope that you can join us one day.

Tony: What about the sports news?

Chen Huan: That's over there. And it is where we do interviews with the big sports stars. Let's watch the presenter. Remember what I said: we need to keep quiet if the red light is on.

Presenter: Finally, we've just heard that Germany has won the football match, 2-1 against England.

Lingling: Hey! That's great news!

Tony: No, it's awful news!

All: Ssh!

Presenter: ... And that's the end of the six o'clock news.

Everyday English

- Come this way.
- It gets crazy in here...
- That's great news!

Now complete the notes.

- 1 When the red light is on, it means _____.
- 2 We collect _____ and write reports in the newsroom.
- 3 You should _____ if you want to be a presenter.
- 4 This is also where we _____ with the big sports stars.

4 Complete the sentences with the words in the box.

avoid background international interviews national

- 1 Newspapers and television programmes often have _____ with famous people.
- 2 More and more _____ students are coming to China to learn Chinese.
- 3 Every country has its own _____ hero — a person who did something very important for the country and its people.
- 4 Try to _____ drinking too much tea or coffee, or you will not be able to sleep well.
- 5 Could you speak a little bit louder, please? It is very noisy in the _____.

Pronunciation and speaking

5 Read and predict how the speaker is likely to pronounce *the*.

- | | |
|----------------------|-------------------|
| 1 the red light | 5 the end |
| 2 the interview | 6 the reports |
| 3 the programme | 7 the sports news |
| 4 the football match | |

Now listen and check. 

6 Say the expressions in Activity 5 aloud.


7 Work in pairs. Ask and answer questions about the radio.

- 1 What do you like listening to?
- 2 What do you not like listening to?
- 3 What programme did you listen to the last time you turned on the radio?
- 4 What do you need to do if you want to be a presenter?

Now work with other pairs. Find out who has the same answers.

Unit 2 It seemed that they were speaking to me in person.

Reading and vocabulary

- 1 Look at the photo and say what it shows.
- 2 Read the passage and decide where you are likely to see the photo. 
 - a) In a book about the history of radio.
 - b) In the life story of a famous radio presenter.
 - c) In a book on how radio works.



Radio times

“How old are you?” The radio manager looked down at me.

“Fifteen,” I said.

“And you want a job in radio? Shouldn’t you be at school?” he asked.

How could I explain? I’ve always loved the radio. I still remember, when I was four years old, I sat close to the radio in the living room, listening to my favourite programmes and to the voices of my favourite presenters. It seemed that they were speaking not to lots of listeners but to me in person. At the age of nine, I asked for part-time jobs in small radio stations.

As I grew older, my interest in radio grew. One day I learnt about Internet radio. Once a week, I played my favourite music from my father’s computer, talked about life at school, and hoped someone might be listening.

Soon my friends at school started to listen, and then they wanted to help. We prepared a programme once a week, doing

research by reading articles about music and sports news. We also did research for jokes and the weather report (I did this by looking out of the window).

“OK, come with me,” the manager said. I sat down in the studio. He was in another room, behind a glass wall.

“OK, let’s do a sound check. Just tell me what you had for breakfast.”

All radio presenters need to answer the same question before they begin work. The purpose is to check the sound level.

“I had eggs, fruit and some milk.”

“OK, that’s great!” the man behind the glass said.

This was how my first real job in radio began.

Learning to learn

When you read a story, it is important to understand the order in which different events happen. You may find it useful to draw a timeline and write notes about each event.

3 Complete the sentences.

- 1 The writer met _____ in a radio station.
- 2 The manager asked why he wanted a job _____.
- 3 At the age of four, the writer _____, listening to his favourite programmes.
- 4 At the age of nine, he asked for part-time jobs in _____.
- 5 As he grew older, he learnt about _____.
- 6 This was how the writer's _____ began.

4 Complete the passage with the correct form of the words and expressions in the box.

article at the age of listener purpose seem studio

Peter (1) _____ to be very happy with his new job. He works in the (2) _____ of a local radio station. He is lucky that (3) _____ only twenty he is doing something he loves and has a real (4) _____. Every morning when he starts work, he does a sound check and then he looks for interesting newspaper (5) _____ to talk about on the show. The (6) _____ can phone in to talk to Peter or they can send emails to ask him to play their favourite songs. At the end of the show, he closes down all the equipment and goes home.

Writing

5 Look at the sentences from the passage.

“How old are you?” The radio manager looked down at me.
“Fifteen,” I said.
“And you want a job in radio? Shouldn’t you be at school?”
he asked.

- describing an important event in the past

I’ve always loved the radio. I still remember, when I was four years old, I sat close to the radio in the living room, listening to my favourite programmes and to the voices of my favourite presenters.

- giving background information

Now find sentences in the passage in Activity 2 which show:

- important events in the past
- background information

6 Write a passage describing an important event in the past and giving background information.

I first appeared on TV at the age of thirteen. A television presenter stopped me in the street, and started to interview me...

Unit 3 Language in use

Language practice

I hope **that you can join us one day**.
 When it's on, it means **we're on air**.
 It seemed **that they were speaking to me in person**.
 Just tell me **what you had for breakfast**.

1 Match the two parts of the sentences. There may be more than one possibility.

- | | |
|------------------------------|---|
| 1 The listeners tell us... | a) ... when she came into this room. |
| 2 They were happy to know... | b) ... what they want to hear. |
| 3 He asked... | c) ... that they won the first prize last week. |
| 4 Did they know... | d) ... that he will come? |
| 5 Have you heard... | e) ... what he was doing at that time? |

2 Complete the conversation with the words in the box.

how if that when who why

Tony: Hello, everyone! Thanks for waiting — now I can tell you (1) _____ has won the English Writing Competition. It's Lingling! Lingling, tell us, (2) _____ do you feel?

Lingling: Well, I feel great. I was quite surprised (3) _____ I heard (4) _____ I was the winner.

Tony: I don't know (5) _____ you were surprised. You've always been the best at writing in the school.

Lingling: I don't know about that! A lot of other students are good at writing as well.

Tony: But there's only one winner. Well done, Lingling! What's the prize?

Lingling: It's an electronic dictionary.

Tony: Fantastic! And (6) _____ you want to read Lingling's article, you can find it in the school magazine.

3 Read the conversation in Activity 2 again and complete Daming's diary.

18th May	Saturday
<p>I have heard that Lingling (1) _____ . Tony said (2) _____ at the news in the beginning. I know (3) _____ an electronic dictionary, and I think (4) _____ fantastic. I have decided (5) _____. Then maybe next time I will write an article for the competition.</p>	

4 Complete the passage with the correct form of the expressions in the box.

be on air in person make noise show you around the end of

I am going to (1) _____ the radio station. When the red light is on, it means we (2) _____. You have to avoid (3) _____. I know some of you would like to work in radio. I will introduce you to the presenters. They will talk to you (4) _____. This screen shows us what is happening in the world. The first programme of the day starts at 5 am, and the station closes down at 12 pm. OK, that is (5) _____ the tour. Has anyone got any questions?

5 Listen and say what Kate's job is. 

- a) A newspaper reporter. b) A radio presenter. c) A newsreader.

6 Listen again and complete Kate's timetable. 

10 am	Kate _____ in a park.
11 am	_____.
4 pm	<p>The programme _____.</p> <ul style="list-style-type: none"> • In the first part of the show, Kate _____ her guests. • Then the _____ comes in. This takes about _____ minutes. • After that is the _____. • Finally listeners _____ the station and _____ Kate.
7:30 pm	The programme _____.

7 Read the interview and complete the notes.

John, one of the school radio presenters, interviews Bernard. Bernard was once a student of the school, and he is now very successful in radio.

John: It's really nice of you to agree to talk to us, Bernard. I know you're very busy.

Bernard: I'm very happy to talk to you. I enjoyed my time at school — it was a good school.

John: It still is. I'm very happy there.

Bernard: So you present programmes for the school radio station?

John: Yes, and we want you to tell us about your work as a presenter for a popular radio programme. We want to know how you've become so successful.

Bernard: Well, to become successful, you need to work hard, you know. And I've always worked very hard. It's also important to love your job, and I've loved radio since I was quite young.

John: How old were you when you decided you wanted to work in radio?

Bernard: I started presenting music shows for the school radio when I was fifteen. I became the youngest presenter of a popular national teenage radio show when I was seventeen. And then, when I went to university, I worked on the university radio station in my free time. After that, it was easy to get a job with a local radio station in a small town. And after about two years, a national radio station asked me to work for them. I've worked for them for four years now.

John: It sounds very easy when you talk about it.

Bernard: It was quite easy, really. If you're very interested in something, you usually want to be good at it. You'll keep on practising and you'll be successful.

John: Thanks. I'll remember that.

Experiences

- At fifteen years old, Bernard started to (1) _____.
- At seventeen years old, Bernard became the (2) _____ presenter of a teenage radio show.
- He has worked for a national radio station for (3) _____ years now.

Opinions

- To become successful, you need to (4) _____.
- It is also important to (5) _____.

Around the world

The clockwork radio

Trevor Baylis, a British inventor, was listening to a radio programme about health problems in Africa one day. He then realised how much a radio could help African people learn about health and health care. Electricity and batteries are expensive and hard to get in some parts of Africa, so he developed a clever radio that works without batteries or electricity. The clockwork or wind-up radio, first made in South Africa in the 1990s, changed the lives of many



African people. Even in tiny villages which had no electricity or other forms of communication, people began to listen to the radio, not only for entertainment, but to educate themselves too.

Module task: Making a school radio programme

8 Work in groups. Decide what to include in your school radio programme.

- News
- Music
- Stories
- Interviews
- Phone-ins
- Weather reports

9 Write each section of the programme.

- Decide who will write each section.
- Write the reports and show them in your group.

10 Do your school radio programme. Try to record it if possible.

11 Present your radio programme to the rest of the class.

Revision module B

Grammar and speaking

1 Work in pairs. Ask for and give advice.

what / do / if I want to develop new skills

— *Can you tell me what I should do if I want to develop new skills?*

— *You should get a hobby.*

1 how / make friends

2 why / not talk to me

3 who / talk to

2 Choose the correct answer.

1 — What did the teacher say just now?

— He said that the earth _____ round the sun.

- a) go b) goes c) going d) will go

2 The girl wanted to know _____.

- a) whose digital camera it was c) how much did the digital camera cost
b) whose digital camera is it d) where her father will buy her a digital camera

3 — What did your parrot say, Bill?

— It asked us _____ today.

- a) what is the weather like c) what does the weather like
b) what the weather was like d) what did the weather like

4 — Do you know _____? I'm going to visit him.

— Sorry, I don't know.

- a) where does Mr Li live c) where did Mr Li live
b) where Mr Li lives d) where Mr Li lived

5 — I don't know if he _____ to Kate's birthday party.

— He's sure to go because he _____ her very well.

- a) goes; knows b) will go; knows c) goes; will know d) will go; will know

6 I'd like to know _____.

- a) when will he give back the tape
b) whether has he received higher education
c) that he has been busy
d) whether she will join in our English Evening

3 Complete the diary with the words and expressions in the box.

how long how old if that when where why

Last night I had a very strange dream. I dreamt I met an alien! I asked him (1) _____ he was from and (2) _____ he was here. He told me (3) _____ he was from Mars and he won a competition to visit the earth. I asked him (4) _____ he was and he told me he was 500 years old. Then I asked him (5) _____ he was going to stay on the earth and (6) _____ he was going back to Mars. He said he did not know. He asked me (7) _____ I would like to visit Mars one day. Then I heard my mum calling me, "Wake up, William. Time for school!" What a strange dream!



4 Complete the passage with the correct form of the words and expressions in brackets.

I am really (1) _____ (look forward) to going to China. I am sure that it (2) _____ (be) the trip of a lifetime. My plane (3) _____ (take off) from London on Saturday evening and will arrive in Beijing on Sunday afternoon. I (4) _____ (never be) on a long plane journey before, but I think that I (5) _____ (enjoy) it. When I arrive, I am going to stay with my friend Lingling and her family. We are going to do lots of sightseeing and she (6) _____ (tell) me that I could go to school with her for the day. I am learning Chinese, but I am not sure that I (7) _____ (understand) what the teacher says. Lingling (8) _____ (write) to me and explained a lot about Chinese life — and I can tell you there is a lot (9) _____ (remember)! And do you want (10) _____ (know) why I am going to China? Well, to eat all the delicious food, of course!

Revision module B

5 Complete the conversation with *and*, *but* and *or*.

Kate: I want to start a new hobby, (1) _____ I don't know what to choose. Do you have any ideas?

Mike: Well, my hobbies are playing football and table tennis.

Kate: Thanks, Mike! Football and table tennis aren't my favourite sports.

Mike: Have you tried other sports? At school you can join the tennis club, the swimming club, (2) _____ you can try the basketball club, (3) _____ they are all on the same day.

Kate: I like tennis, (4) _____ it's very tiring. Perhaps swimming? I don't know...

Mike: Wait a minute — you're good at art and music. The art teacher is going to start a new after-school club — you can learn to draw cartoons (5) _____ write songs. You can join the club.

Kate: That sounds interesting...

Vocabulary

6 Put the words and expressions in the box into the correct columns.

beach camp chess classmate fan get on well magazine make friends
painting programme relaxing stamp stay in touch the latest news travel

Hobby	Holiday	Friendship	News

Now write at least five sentences with the words or expressions in the table.

Let's take a walk along the beach.

7 Choose five adjectives from the box. Write as many expressions as you can with them.

bright busy dangerous interesting lonely loud
lucky magic main successful usual wonderful

a bright future / a bright colour / a bright boy

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Now think of:

- someone you know
- something you do
- somewhere you go

Write sentences about them. Use as many of the expressions you wrote as possible.

8 Complete the sentences with the expressions in the box.

ask for know about pay for think of wake up

- 1 I _____ my books with my pocket money.
- 2 What do you _____ my new mobile phone?
- 3 Keep quiet, or you will _____ your parents.
- 4 I will _____ the lives of many English writers after I finish reading this article next week.
- 5 You have the right to _____ help from your teacher.

9 Complete the passage with the correct form of the words in the box.

depend encourage include introduce mention provide separate

Last term, I (1) _____ to my classmate Li Wei that I was having trouble with English. Li Wei (2) _____ me to Karen, a British student in our school. Karen was very kind, and she (3) _____ me to work harder. She even (4) _____ me in her study group although we were in (5) _____ classes.

Now Karen has become my close friend. When we are not studying, we talk about our troubles and hopes. Karen (6) _____ me with trust and support. I do the same for her. We (7) _____ on each other!

Revision module B

Listening and speaking

10 Listen and complete the notes. 🎧

Exciting things about being a TV news reporter

- the first to know about (1) _____
- travelling around the world and talking to (2) _____

Things you have to learn

- how to use a(n) (3) _____
- how to write (4) _____
- how to speak to the (5) _____

A good place to learn to be a TV news reporter

- a(n) (6) _____

11 Listen to the poem and read. 🎧

At the seaside

By Robert Louis Stevenson

When I was down beside the sea,
A wooden spade they gave to me
To dig the sandy shore.
My holes were empty like a cup.
In every hole the sea came up,
Till it could come no more.



Robert Louis Stevenson

12 Make a list of the problems you have when you are learning English.

Now work in pairs. Ask for and give advice about the problems on your lists.

Reading and writing

13 Read the passage and answer the questions. 🗣️

An introduction to *Treasure Island*

Treasure Island is a famous story. The hero, Jim Hawkins, finds Captain Flint's map. Captain Flint was a pirate and had lots of gold. He hid his gold before he died, and there is a cross on the map to show where the gold is. It is on an island in the Caribbean Sea. Jim and his friends buy a ship, get some men and go to the island to look for the gold.

They set sail but then they discover that Long John Silver, the cook, and the other men on the ship are all pirates. The pirates are planning to kill them. As soon as they get to the island, Jim and his friends fight the pirates. The pirates do not kill them, but take the map.

The pirates go to look for the gold, and Jim follows them. Although they find the place, the gold is not there. Later, Jim knows it is because of Ben Gunn. Jim meets Ben Gunn on the island and he tells Jim and his friends his story. He tells them he was a pirate, a friend of Captain Flint. He has now decided not to be a pirate. Ben Gunn found the gold some time before. He agrees to share it with Jim and his friends because

they will take him back to England.

When Jim and his friends leave the island, Ben goes with them. All of the pirates have to stay on the island except Long John Silver. Although he is also a pirate, he helps Jim and his friends. On their way home, they stop in America for one night. In the morning, they find that Long John Silver has gone, and he has taken some of the gold. When they get back to England, Jim decides never to go looking for gold again.



- 1 What is *Treasure Island*?
- 2 Why is it called *Treasure Island*?
- 3 Who is Jim Hawkins?
- 4 What does he do?

Revision module B

14 Number the events from the story in Activity 13 in the correct order.

- a) Ben Gunn agrees to share the gold with Jim and his friends.
- b) Captain Flint hides his gold.
- c) Jim and his friends buy a ship.
- d) Jim Hawkins finds a map.
- e) Long John Silver takes away some of the gold.
- f) The pirates plan to kill Jim and his friends.

15 Answer the questions.

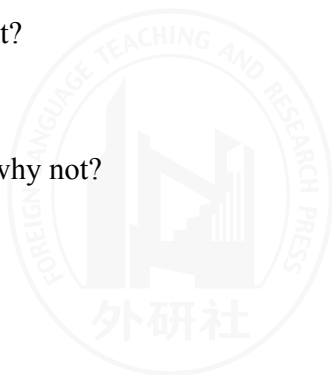
- 1 Why do Jim Hawkins and his friends buy a ship?
- 2 Who are the people that work on the ship?
- 3 Why does Jim follow the pirates on the island?
- 4 Why do the pirates not find the gold?
- 5 Why do Jim and his friends take Long John Silver with them when they leave the island?

16 Work in pairs. Answer the questions.

- 1 What do you think of Long John Silver?
- 2 Why do you think that Jim decides never to go looking for gold again?
- 3 Would you like to read *Treasure Island*? Why or why not?
- 4 Do you think *Treasure Island* would make a good film? Why or why not?

17 Write about a book you have read or a film you have seen. Use the following questions to help you.

- 1 What is the name of the book/film?
- 2 What kind of book/film is it?
- 3 Who is the hero?
- 4 What is the story?
- 5 Did you enjoy it? Why or why not?



Language notes

Module 1 Feelings and impressions

- ① **Well, my chocolate cookies are done now.** 嗯，我的巧克力饼干做好了。
句中的 be done 表示“做好了，完成了”。例如：

I am nearly done. 我差不多做完了。

Are you done with that pen? 那支笔你用完了吗？

The beds are done. 床铺都整理好了。

- ② **Shall I get the sugar?** 我来拿糖吧？

当说话人主动提出要做某事，尤其是主动提出帮助时，我们常用 Shall I...? 例如：

Shall I get some water for you? 我去给你弄点儿水喝吧？

我们还可以用 Shall we...? 来提出建议。例如：

Shall we buy Betty a cake? 我们给贝蒂买个蛋糕吧？

- ③ **... are you sure that's sugar?** ……你确定那是糖吗？

be sure 后面接句子，表示“确信，相信”。例如：

I am sure tomorrow is Betty's birthday. 我确定明天是贝蒂的生日。

I am sure we will find each other. 我相信我们能找到对方。

- ④ **My brother is in the school tennis team — I'm very proud of him!** 我哥哥（或弟弟）是校网球队队员——我为他感到非常骄傲！

be proud of 表示“以……为骄傲”。例如：

We are so proud of her for telling the truth. 我们为她说了真话而感到骄傲。

- ⑤ **But I can't tell you how excited I am about going to China!** 但是我没法表达对去中国的兴奋之情！

be excited about 表示“对……兴奋”。例如：

I am so excited about the trip! 对于这次旅行，我真是兴奋极了！

Module 2 Experiences

- ① **Have you ever won any prizes before?** 你以前曾经得过奖吗？

“have/has sb. ever + 动词的过去分词”用于询问某人过去的经历，ever 表示“曾经”，用以加强语气。例如：

Has she ever been to France? 她曾经去过法国吗?

Have you ever climbed the Great Wall? 你曾经登过长城吗?

② I've stopped trying now. 我现在已经不再尝试了。

注意, stop doing sth. 表示“停止正在做的事情”, 而 stop to do sth. 表示“停下正在做的事去做另一件事”。试比较:

She stopped singing. 她停止了歌唱。

She stopped to sing. 她停下来去唱歌了。

③ You can make it up. 你可以编(一个故事)。

make up 表示“创造, 编造”。例如:

He made up an interesting story and told it to his friends. 他编了个有趣的故事, 讲给他的朋友们听。

make up 还有“组成, 构成”的意思。例如:

The three paragraphs make up a passage. 这三个段落构成了一篇文章。

④ They have been to many interesting places. 他们去过很多有趣的地方。

have/has been to 表示“已经去过某地”, 而 have/has gone to 表示“已经去某地了”。例如:

I have been to Shanghai. 我已经去过上海了。(此时已经回来了)

She has gone to Shanghai. 她已经去上海了。(此时已经在去上海的路上或已经到达上海了)

⑤ They are counting down the days. 他们正在倒计时。

count down 表示“倒数, 倒计时”。例如:

We are counting down the days until the end of this semester. 我们正在进行期末倒计时。

count 表示“计数, 计算”。例如:

Can you count from one to ten in French? 你能用法语从一数到十吗?

He put all the money in his bag without counting it. 他数也没数就把钱全放进了包里。

Module 3 Journey to space

① What are you up to? 你在干什么呢?

be up to 用于表示“正在做某事, 忙于某事”。例如:

What is he up to with all those books on the floor? 这么多书放在地上, 他在干什么呢?

当我们说 be up to sb. 时, 表示“由……决定”。例如:

Do you want to stay or go? It's up to you. 你是要留下还是要走呢? 你自己定。

② **That's why it's on the news.** 这就是它（宇宙飞船）上新闻的原因。

that is why... 表示“这就是……的原因”。例如：

That is why he is late. 这就是他迟到的原因。

Everyone in Dublin is friendly, and that is why I love the city. 在都柏林人人都很友好，这就是我喜欢这座城市的原因。

③ **However, we have not found life on any other planets yet.** 然而，我们还没有在任何其他行星上发现生命。

yet 用于否定句和疑问句，意思是“还，尚”。not... yet 的意思是“还没，尚未”，表示某事物在某一时间尚未发生，但未来也许会发生。例如：

I have not learnt any further information yet. 我还没得到进一步的信息。

Have you received her letter yet? 你收到她的信了吗？

④ **The earth is a planet and it goes around the sun. Seven other planets also go around the sun.** 地球是颗行星，它围绕着太阳转。此外还有七颗行星也围绕着太阳转。

七颗行星指的是：水星（Mercury）、金星（Venus）、火星（Mars）、木星（Jupiter）、土星（Saturn）、天王星（Uranus）和海王星（Neptune）。

⑤ **... and our solar system is a small part of a much larger group of stars and planets, called the Galaxy or the Milky Way.** ……我们的太阳系只是一个由恒星和行星组成的星系的一小部分，这个星系比太阳系大得多，称作银河系或银河。

这里的 the Galaxy 专指“银河系”，也可以称作 the Milky Way。而 galaxy 则泛指“星系”。例如：

Scientists have discovered a distant galaxy. 科学家发现了一个遥远的星系。

⑥ **... with so many stars in the universe, are we alone, or is there life out there in space?** ……宇宙中有这么多星球，我们是孤独的吗，抑或太空中还有其他生命存在呢？

这里 with so many stars in the universe 是介词短语，在句中作状语。类似的例子还有：

With so many things to do, we have no time to play. 要做的事情这么多，我们都没时间玩了。

Module 4 Seeing the doctor

① **I've got a stomach ache and my head hurts.** 我胃痛，头也痛。

注意疾病的表达方式，以“我头痛”为例，常见的表达方式有：

I have got a headache.

My head hurts/aches.

I have a pain in my head.

② Do you do any exercise? 你锻炼吗?

本句中 exercise 表示“锻炼”，为不可数名词，没有复数形式。例如：

You should take more exercise. 你应该多锻炼。

Try to do twenty minutes of vigorous exercise every day. 每天要尽量做 20 分钟的高强度锻炼。

③ Now I get exercise by taking him for a walk every day. 现在我每天都通过遛狗来锻炼身体。

by doing sth. 表示“通过某种方式”。例如：

You can do your shopping from home by using the Internet. 通过上网你就可以在家里购物了。

④ She is in excellent condition too. 她的身体状况也很好。

in excellent condition 或 in condition 表示“健康状况很好”。例如：

Do exercise every day and you will be back in condition soon. 每天锻炼身体，你很快就会恢复健康的。

out of condition 则指“健康状况不佳”。例如：

The horse is still out of condition after a serious illness. 这匹马生了一场大病，目前健康状况仍然不佳。

Module 5 Cartoons

① I can't help laughing when I watch them! 看到他们的时候我就忍不住发笑!

can't help doing sth. 表示“忍不住做某事”。例如：

I couldn't help thinking about the past. 我禁不住想起了过去。

She couldn't help crying. 她禁不住哭了起来。

② ... both of them have won the hearts of young people all over the world. ……他们俩都赢得了全世界年轻人的喜爱。

win the heart of sb./win sb.'s heart 表示“赢得某人的喜欢”。例如：

The play won the hearts of the audience. 该剧赢得了观众的喜爱。

③ Fans have bought about 200 million copies of Tintin's stories in more than fifty languages. 丁丁迷们已累计购买了约两亿本被译成50多种语言的丁丁故事书。

copy 表示“一册，一份”。例如：

Have you got a copy of yesterday's newspaper? 你有昨天的报纸吗?

We are offering a free gift with each copy you buy. 每买一册就可以得到一份免费的礼物。

Module 6 Hobbies

- ① **... I collect coins and notes, you know, like British pounds and US dollars.** …… 我收集硬币和纸币，你知道，比如英镑和美元。

notes 在这里表示“纸币”，为复数形式，其单数形式为 note。例如：

Have you read the book One Million Pound Note by Mark Twain? 你读过马克·吐温的《百万英镑》吗？

notes 还可以表示“记录，笔记”，一般只用复数形式。例如：

Take notes on the important points while you are listening. 听的时候把重点记录下来。

- ② **Hobbies can make you grow as a person, develop your interests and help you learn new skills.** 爱好可以促使你成长，培养你的兴趣，并帮助你学习新的技能。

develop 表示“发展，形成，成长，提高”。例如：

This course can help you develop your speaking skills. 这门课程可以帮助你提高口头表达能力。

Tom has developed into a strong leader. 汤姆已经成长为一名强有力的领导人。

I developed a taste for classical music when I was in high school. 我中学的时候开始喜欢上古典音乐。

- ③ **As well as the usual activities, such as sailing and climbing, there was a writing class.** 除了像帆船运动和爬山这样常见的活动以外，还有一门写作课程。

as well as 表示“也，还，而且”。例如：

We all want to visit Beijing as well as Shanghai. 我们都想去北京，还想去上海。

He gave help and support to the local people, as well as raised money for poor children. 他为当地的人们提供帮助和支持，还为贫穷的孩子募捐。

- ④ **Back at school, David wrote a story about the life of a sixteen-year-old boy, and it came out as a book in 2012.** 回到学校后，戴维以一名16岁男孩的生活为题材写了一个故事，并于2012年成书出版。

come out 在本句中的意思是“出版，发行”。除此之外，它还有“显露”“传出”等含义。

例如：

When will your new book come out? 你的新书什么时候出版？

At last the truth came out. 真相终于大白了。

- ⑤ **I spend some of my free time playing volleyball for my school team.** 我花了一部分业余时间在校队打排球。

spend time (in) doing sth. 表示“花时间做某事”，介词 in 可以省略；如果要表示“在某事物上花费时间”，则用 spend time on sth.。例如：

I spend one hour (in) reading every evening. 我每天晚上花一个小时来读书。

Julia hasn't spent enough time on her child. 朱莉娅在孩子身上花的时间不够。

Module 7 Summer in Los Angeles

- ① **If you've already paid for the air tickets and for homestay, it should be OK.** 如果你已经付过机票钱和家庭寄宿费了，那就应该够了。

pay for 表示“支付……的费用，为……付款”。例如：

My father paid for my driving lessons. 我爸爸支付了我学车的费用。

homestay 指吃住在当地人家里，实际体验当地人的生活。

- ② **Oh, by the way, don't forget to take your passport.** 噢，顺便说一下，别忘了带你的护照。

by the way 的意思是“顺便说一下，附带说一下”，用于转入与刚才说的主题无关的事。例如：

By the way, why not drop in for a drink this evening? 顺便说一句，今晚来我家喝一杯怎么样？

By the way, have you seen my glasses anywhere? 顺便问问，你在什么地方见过我的眼镜吗？

- ③ **Many families form close friendships with the students and stay in touch with them.** 很多家庭和学生建立了亲密的友谊，而且和他们保持着联系。

form a friendship with sb. 表示“和某人建立友谊”。例如：

Did you form a close friendship with anyone while you were in high school? 你上中学时有没有关系很密切的朋友？

stay in touch 表示“保持联系”，还可以说 keep in touch。例如：

Wherever you go, keep in touch with me, please. 无论你去哪里，请与我保持联络。

We kept in close touch while they were in Shanghai. 他们在上海时，我们保持着密切联系。

Module 8 Time off

- ① **The lake takes up over half of the park area.** 湖占据了公园一半多的面积。
这里的 take up 表示“占去（地方、时间等）”。例如：

This desk takes up too much room. 这张桌子太占地方。

- ② **Then I can point out the sights of Beijing for you.** 然后我可以为你们指出北京的景点。
这里的 point out 表示“指出”。例如：

If you see that boy, please point him out for me. 如果你看到那个男孩，请把他指给我看。

Did Ms Du point out where you were wrong? 杜老师有没有指出你什么地方错了?

③ It woke everybody up. 每个人都被吵醒了。

这里的 wake up 为及物短语动词，表示“唤醒，弄醒”。它还可以作不及物短语动词，表示“醒来”。例如：

Jerry usually wakes up early. 杰里通常醒得早。

Module 9 Friendship

① Could I ask if you've mentioned this to her? 我能问问你跟她说过这事吗?

mention sth. to sb. 的意思是“向某人说起某事”。例如：

I mentioned this idea to my mum, and she seemed to like it. 我把这个想法跟妈妈说了，她好像挺喜欢的。

② So be patient with her and explain to her that she can make friends with your other friends too. 所以对她要有耐心，向她解释她也能与你的其他朋友交朋友。

be patient with 表示“对……有耐心”。例如：

Ms Wang is always patient with her students. 王老师对她的学生总是很有耐心。
make friends with sb. 表示“与某人交朋友”。例如：

I am glad to make friends with you. 我很高兴能和你交朋友。

③ Every time I heard the other students talking and laughing, I felt even more lonely. 每次听到其他同学有说有笑，我觉得自己更加孤单了。

every time 在本句中引导一个状语从句，意思是“每次……”。every time 也可以换成 each time。例如：

Every/Each time I ask you to do something, you always say you are too busy. 每次我让你做点儿什么，你总是说太忙。

Module 10 On the radio

① When it's on, it means we're on air. 当它（红灯）亮时，表示我们正在广播。

on air 的意思是“正在广播”。例如：

We will be on air in about five minutes. 我们将在大约五分钟后开始广播。

② I still remember, when I was four years old, I sat close to the radio in the living room, listening to my favourite programmes and to the voices of my favourite presenters.

我仍然记得在我四岁的时候，我紧挨着客厅里的收音机坐着，听我喜欢的节目和喜欢的主持人的声音。

listening to my favourite programmes and to the voices of my favourite presenters 在句中作

状语，表示伴随情况。

my favourite programmes 和 the voices of my favourite presenters 并列作 listening to 的宾语，and 后面省略了 listening。

③ It seemed that they were speaking not to lots of listeners but to me in person. 感觉好像他们不是在和广大听众说话，而是在亲自和我说话。

“It seems + that 从句”表示“看起来似乎……”。“It seems to sb. + that 从句”表示“在某人看来似乎……”。例如：

It seemed that she was interested in the book. 她看上去对这本书感兴趣。

It seems to me that you do not have much choice. 在我看来，你似乎没有太多选择余地。

in person 表示“亲自，本人”。例如：

She went to New York to receive the award in person. 她亲自去纽约领奖了。



Guide to language use

Module 1 表示感觉和知觉的系动词

英语动词中，有的动词后面要接名词或代词等作宾语，有的可以单独作谓语，而有的则要接形容词或名词等作主语的补充成分。我们把后面接主语补充成分的动词称为系动词。

同学们最熟悉、最常用的系动词就是 be。除 be 以外，很多感官动词，如 feel, taste, look 等，也可以当系动词使用。例如：

This bed feels hard. 这张床摸起来硬邦邦的。

The cookies taste sweet. 饼干吃起来甜甜的。

You look tired. 你看上去累了。

The milk smells sour. 牛奶闻起来有股馊味儿。

The idea sounds good. 这主意听起来不错。

上面用到的系动词 feel, taste, look, smell, sound 相当于汉语中的“摸起来”“尝起来”“看上去”“闻起来”和“听起来”的概念。

要注意这类系动词与系动词 be 不同，其否定形式和疑问形式的构成要借助助动词 do。例如：

The dishes do not smell very nice. 这些菜肴闻起来不是很好。

Does he look worried? 他看起来焦虑吗？

The cake does not taste very good. 这个蛋糕不是很好吃。

Module 2 现在完成时(1)

首先请看下面的句子：

(1) *I have seen the film. I do not want to see it again.* 这部电影我已经看过了，不想再看了。

(2) *I have entered lots of competitions.* 我参加过很多比赛。

(3) *Have you ever won any prizes before?* 你以前得过奖吗？

(4) *My aunt has travelled all over the world.* 我姑姑已经周游了世界。

(5) *Many people have agreed to help us.* 许多人都同意帮助我们。

以上句子的谓语有一个共同的特点，就是由“have/has + 动词的过去分词”构成，我们把这种时态称为“现在完成时”。现在完成时表示在以前某个时间已经发生的行为或曾经做过的事情对目前有某种影响，如 (1) 表示看过电影了，对电影比较熟悉，不想再看了；还可以表示到目前为止已经完成的事情，如 (4)。

我们可以从上面的例句中推知现在完成时的各种句型，下面列表加以归纳：

人称	肯定句	否定句	疑问句及回答
第一人 人称	I have seen the questionnaire in this newspaper.	I have not (haven't) seen the questionnaire in this newspaper.	Have you seen the questionnaire in this newspaper? Yes, I have. No, I have not (haven't).
	We have travelled around the world.	We have not (haven't) travelled around the world.	Have you travelled around the world? Yes, we have. No, we have not (haven't).
第二 人称	You have been to England.	You have not (haven't) been to England.	Have you been to England? Yes, I/we have. No, I/we have not (haven't).
第三 人称	He/She has been to Disneyland in Los Angeles.	He/She has not (hasn't) been to Disneyland in Los Angeles.	Has he/she been to Disneyland in Los Angeles? Yes, he/she has. No, he/she has not (hasn't).
	They have given concerts all over the world.	They have not (haven't) given concerts all over the world.	Have they given concerts all over the world? Yes, they have. No, they have not (haven't).

现在完成时中除第三人称单数形式用“has/has not (hasn't) + 动词的过去分词”以外，其他人称都用“have/have not (haven't) + 动词的过去分词”形式。大部分动词过去分词的变化方式是规则的，但是有一部分动词的变化是不规则的，同学们需要记住它们的不规则变化形式。例如：

be — was/were — been

find — found — found

do — did — done

have — had — had

eat — ate — eaten

make — made — made

go — went — gone

let — let — let

see — saw — seen

put — put — put

Module 3 现在完成时 (2)

当表示动作已经完成并对现在有一定影响时，我们一般用现在完成时。同时，可分别用 just, already 或 yet 加以强调或说明。例如：

I have just heard the news. 我刚听到消息。

Astronauts have already been to the moon. 宇航员已经去过月球了。

We have just started to explore other planets. 我们才刚刚开始探索其他行星。

可以看出, just 用来表示“刚刚”, already 用来表示“已经”, 两者都用于肯定句中, 一般是置于 have/has 之后。在否定句中则可用 yet, 表示“还未”, 有“以后可能会”的含义。例如:

The scientists have not heard from it yet. 科学家还没有收到它发出的信息。

Man has not discovered any life in space yet. 人类尚未在太空中发现任何生命。

另外, 在使用现在完成时的时候, 要注意它与一般过去时的区别。现在完成时在表达经历时只表示该事件是在现在之前的某一个时间里发生的, 重点在于已完成动作对现在的影响。而一般过去时则表示在过去某一具体时间发生的事情。例如:

I have just been to London. I went there last month. 我刚去过伦敦, 上个月去的。

I have already finished my homework. I finished it an hour ago. 我已经完成家庭作业了, 一小时前完成的。

在没有明确的过去时间状语时, 如何判断该用现在完成时还是该用一般过去时呢? 判断的标准是看该行为是否对现在有影响, 也就是说该句所强调的是什么。试看以下对话:

A: Where have you put my book? I can't find it. 你把我的书放哪儿去了? 我找不到。

B: I put it on your desk yesterday. 我昨天放在你桌上了。

该对话中, 当 A 问对方把自己的书放在何处时, A 强调的是现在找不到了, 因此用现在完成时。但是 B 回答时只是说明当时放的位置, 所以用一般过去时。再看下面的对话:

A: Would you like to go and see the film with me tonight? 你今晚想和我去看电影吗?

B: Sorry, I have seen it already. 不好意思, 我已经看过那部电影了。

对话中的现在完成时表示对结果的强调: “电影看过了, 所以不想再看了”。

Module 4 现在完成时(3)

要表达某一行为或状态从过去某时间一直持续到现在, 我们也可借助现在完成时。例如:

I have been like this since Friday. 从周五开始我就一直这样。

I have not done much exercise since I got my computer last year. 自从去年有了电脑, 我就没怎么锻炼了。

I have had the dog for three months now. 这条狗我现在已经养了三个月了。

We have played football for a year now. 我们现在已经踢了一年的足球了。

从以上例句可以看出, 在表示行为或状态从过去一直持续到现在时, 通常要与表示一段时间的时间状语连用, 这类状语通常由 for 或 since 引导。需要注意的是, for 后接一段时间, 如 for a long time, for five years 等; 而 since 后多接时间点, 如 since August 2003, since

yesterday, since two o'clock 等。

在对现在完成时的时间状语进行提问时，我们常用 how long。例如：

How long have you played football? 你踢足球踢了多长时间了？

How long have you been like this? 你这个样子有多久了？

How long have you had the dog? 这条狗你养了多久了？

注意，在表示某一行为或状态持续多长时间时，根据终止时间的不同，需要使用不同的时态。

例如：

I stayed in the hotel for a week last summer. 去年夏天我在这家酒店住了一周。

I have stayed in the hotel for a week now. 迄今我已在这家酒店住了一周了。

I will stay in the hotel for a week next month. 下个月我要在这家酒店住一周时间。

同样表示“在某一酒店住一周”的概念，第一句讲述的是去年夏天的事情，故用一般过去时；第二句表示到现在为止已经住了一周，故用现在完成时；第三句讲述的是下个月的事情，故用一般将来时。

注意，在现在完成时的句子中，表示持续的动作或状态时，动词通常与表示时间段的时间状语连用；而表示动作已经完成时，动词不能与表示时间段的时间状语连用。试比较：

Tom has been here for two hours. 汤姆已经来了两小时了。

Tom has just come. 汤姆刚到。

除表示经历、持续至今的行为或状态外，现在完成时还表示到目前为止量的累积。例如：

I have learnt twenty English songs. 我已经学会了 20 首英文歌曲。

I have collected 300 stamps. 我已经收集了 300 枚邮票。

Module 5 几种时态的区分

到目前为止，我们已经学过用多种时态来表达行为或状态。本模块重点复习一般现在时、一般过去时和现在完成时。那么，如何区分这三种时态呢？下面我们以一种行为或状态为例，来看一下它们有什么不同。请看下面的句子：

(1) *I often watch cartoon films.* 我经常看卡通片。

(2) *I watched Spider-Man last week.* 我上周看了《蜘蛛侠》。

(3) *I have already watched Spider-Man. I do not want to watch it again.* 我已经看过《蜘蛛侠》了，不想再看了。

可以看出，(1) 表示经常性、习惯性的动作，所以用一般现在时；(2) 表示在过去某个时间

发生的行为，用一般过去时；(3)中发生的动作也是在过去，但是没有明确的表示过去的时间，并且本句强调的是结果，即“现在不想再看了”，所以用的是现在完成时。

Module 6 简单句的基本句型

为了帮助同学们掌握英语简单句的结构，在本模块我们一起来总结一下已经学过的几种基本句型。请大家特别注意句子中动词的用法。

1. 主语 + 系动词 + 表语 (+ 状语)

主语	系动词	表语	状语
These books	are	interesting.	
Tom	is	very happy	today.

2. 主语 + 谓语 (不及物动词) (+ 状语)

主语	谓语	状语
The first book	came out	in 2009.
The rain	has stopped.	

3. (状语 +) 主语 + 谓语 (及物动词) + 宾语 (+ 状语)

状语	主语	谓语	宾语	状语
	I	bought	a very good book	yesterday.
	My father	loves	pictures of cars.	
Every morning	my mother	prepares	breakfast	for me.
Back at school,	he	wrote	a story.	

4. 主语 + 谓语 (及物动词) + 间接宾语 + 直接宾语 (+ 状语)

主语	谓语	间接宾语	直接宾语	状语
His hobby	has brought	him	enjoyment.	
My father	bought	me	a very good bike	on my birthday.
My aunt	sent	me	a box of chocolates	last week.

5. 主语 + 谓语 (及物动词) + 宾语 + 宾语补足语 (+ 状语)

主语	谓语	宾语	宾语补足语	状语
We	can help	you	develop new skills	step by step.
I	do not want	you	to work too hard.	
The news	made	everyone	happy.	

6. There + be + 主语 (+ 状语)

There	be	主语	状语
There	are	many books	in his schoolbag.
There	is	a very nice cup	on the table.

从以上例子可以看出，英语的句子以谓语为中心，前面是动作的执行者（被动语态除外），后面接动作的承受者。

Module 7 并列复合句

并列复合句是指由并列连词 and, but, or 等把两个或两个以上的简单句连在一起而构成的句子。

1. 并列复合句的构成

并列复合句的基本结构是：简单句 + 并列连词 + 简单句。例如：

I help him and he helps me. 我帮助他，他也帮助我。

2. 并列连词前后简单句之间的关系

(1) 并列关系。例如：

They are watching TV, and the others are listening to the radio. 他们在看电视，其他人在听广播。

(2) 选择关系。例如：

The children can go with us, or they can stay at home. 孩子们可以跟我们走，也可以呆在家里。

(3) 转折关系。例如：

She was tired, but she did not stop working. 她累了，但她没有停止工作。

3. 使用并列复合句要注意的几种情况

(1) 并列复合句有时可不用连词，而用分号隔开（前后句之间的关系须相当紧密）。例如：

We fished all day; we did not catch a single fish. 我们钓了一整天鱼，但一条鱼都没有钓到。

(2) 并列连词后面的简单句如果与前面的简单句有相同的部分，则相同的部分常可省略。例如：
Snoopy lives in his own world and (Snoopy) finds real life hard to understand. 史努比生活在自己的世界里，觉得现实生活难以理解。

Module 8 that 引导的宾语从句

从本模块起，我们开始学习宾语从句。那么什么是宾语从句呢？我们在第六模块复习了简单句的几种基本句型，其中有一种句型是“主语 + 谓语 + 宾语”的结构。我们知道，名词、代词、动词的 -ing 形式或 to do 形式都可以作宾语，例如 buy a book, beat him, stop doing sth., want to do sth. 等。这些例子中的宾语是用一个单词或短语来表达的。

但是，当要用英语表达“我知道你昨天去看电影了”时，我们就无法在 know 后用一个单词表达出“你昨天去看电影了”这个意思。“你昨天去看电影了”这个结构中包含行为本身、行为的发出者和行为的承受者，是一个完整的句子，因此只能用句子表达。这种放在动词后面作宾语的句子，我们称为“宾语从句”。

宾语从句可以分为三类：一类是 that 引导的宾语从句；一类是 whether/if 引导的宾语从句；还有一类是疑问词引导的宾语从句。在本模块我们学习 that 引导的宾语从句。

当谓语动词表示肯定的概念，如“希望”“相信”“知道”或“说”时，其后面的句子一般用 that 引导。that 没有任何词汇意义，只具有语法功能，目的是使读者清楚后面的句子是作前面动词的宾语的，多数情况下 that 可以省略。例如：

I hope (that) it will snow this winter. 我希望今年冬天会下雪。

I believe (that) we shall become good friends. 我相信我们会成为好朋友。

Betty thinks (that) trees can improve the air. 贝蒂认为树可以改善空气质量。

有一点要提醒同学们注意：并非所有的动词后面都可接 that 引导的宾语从句。常接 that 引导的宾语从句的谓语动词有：believe, expect, explain, feel, hear, hope, imagine, prefer, promise, report, say, see, tell, think, understand, warn, wish 等。

Module 9 whether/if 及疑问词引导的宾语从句

上一模块中我们学习了 that 引导的宾语从句，在本模块中，我们来学习另外两类宾语从句——whether/if 引导的宾语从句和疑问词引导的宾语从句。

1. whether/if 引导的宾语从句

如果我们要表达像“他不知道他们周六是否会去植树”或“我记不清以前是否见过他”这样的不确定的概念时，从句就要用 *whether* 或 *if* 来引导，不能用 *that*。例如：

He does not know whether they will plant trees on Saturday or not. 他不知道他们周六是否会去植树。

He asks whether/if we will go fishing on Sunday. 他问周日我们是否会去钓鱼。

Tom wants to know whether/if he needs to come early tomorrow. 汤姆想知道明天他是否有必要早来。

同学们可能会问，这里有两个引导词，一个是 *whether*，一个是 *if*，应如何选择呢？在宾语从句后面没有 *or not* 的情况下，一般来说两个词都可以用。如果从句后面还有 *or not* 的话，一般就要选择 *whether*，构成 *whether... or not* 的结构。

2. 疑问词引导的宾语从句

通过本模块的学习，相信同学们已经注意到，有的宾语从句既不用 *that* 引导，也不用 *whether* 或 *if* 引导，而是用 *when*, *where*, *how* 或 *why* 等疑问词引导，这是从句意思表达的需要。例如要表达“他问什么时间出发”时，句中的“什么时间”必须用一个疑问词才能表达。如果遇到“什么时间、什么地点、什么方式、什么原因”之类的疑问时，我们就要使用相应的疑问词来引导从句。但是同学们一定要注意，在疑问词引导的宾语从句中，一定要用陈述句语序。例如：

He asks how we can help protect the environment. 他问我们怎样才能为保护环境出力。

I do not understand why they like computer games so much. 我不理解他们为什么如此喜欢电脑游戏。

They have not decided where they should go for the holiday. 他们还没有决定到什么地方去度假。

Do you know when we will hold the sports meeting? 你知道我们什么时候开运动会吗？

Module 10 宾语从句的时态问题

在前两个模块中，我们学习了三种宾语从句。除了前面我们讲过的引导词和语序的问题外，想必同学们还注意到了另外一个问题——宾语从句中的时态问题。现在我们来回顾一下这三个模块中出现的一些句子，请同学们注意观察宾语从句的时态特点。

(1) *I can hardly believe we're in the city centre.* 真不敢相信我们是在市中心。

(2) *I'm sure it'll be fantastic to see the city from the top.* 我相信从山顶上看到的城市风景将会是极好的。

(3) *I did not know who she was.* 我不知道她是谁。

(4) *We thought somebody was moving about.* 我们以为有人在走动。

(5) *Lingling's uncle said that it was wrong to pull leaves off plants...* 玲玲的叔叔说摘树叶是不对的……

从上面所给的句子中我们不难发现，宾语从句的时态和主句的时态是息息相关的。例如，在句子 (1) (2) 中，主句的谓语都是现在时态，那么从句的时态呢？*we're in the city centre* 是一般现在时，*it'll be fantastic to see the city from the top* 是一般将来时，所以我们可以这样说：当主句是现在时态时，从句可以根据实际情况选择不同时态。

我们再来看后三个句子，主句的谓语都是过去时态，从句中 *who she was* 和 *it was wrong to pull leaves off plants* 是一般过去时，*somebody was moving about* 是过去进行时，由此可见：当主句是过去时态时，从句一般使用相应的过去时态。



Words and expressions

Module 1

smell /smel/ <i>v.</i> (smelled /smeld/, smelled; smelt /smelt/, smelt) 有……的气味; 闻; 闻出 <i>n.</i> 气味 (2)
soft /sɒft/ <i>adj.</i> 软的; 柔软的 (2)
sour /'saʊə/ <i>adj.</i> 酸的; 馊的 (2)
cookie /'kʊki/ <i>n.</i> 小甜饼; 曲奇饼 (2)
mm /m/ <i>int.</i> 嗯 (用于表示食物味道好) (2)
pizza /'pɪtsə/ <i>n.</i> 比萨饼 (2)
lovely /'lʌvli/ <i>adj.</i> 令人愉快的; 可爱的 (2)
done /dʌn/ <i>adj.</i> 做完的 (2)
try /traɪ/ <i>n.</i> 尝试; 努力 (2)
have a try 尝一尝; 试试看 (2)
pie /paɪ/ <i>n.</i> 馅饼; 派 (2)
sound /saʊnd/ <i>v.</i> 听起来; 令人觉得 (2)
sweet tooth 对甜食的爱好 (2)
salt /sɔ:lt/ <i>n.</i> 盐; 食盐 (2)
jam /dʒæm/ <i>n.</i> 果酱 (2)
* for /fɔ:; fə/ <i>prep.</i> 用于; (表示持续的时间) 达, 计 (2)
* favourite /'feɪvərət/ <i>n.</i> 最喜欢的人或事 (3)
* ear /ɪə/ <i>n.</i> 耳朵 (3)
glasses /'glɑ:sɪz/ <i>n.</i> [用复数] 眼镜 (4)
jeans /dʒi:nz/ <i>n.</i> [用复数] 牛仔裤 (4)
nervous /'nɜ:vəs/ <i>adj.</i> 情绪不安的; 紧张的 (4)
fair /feə/ <i>adj.</i> (头发) 金色的, 浅褐色的 (4)
pretty /'prɪti/ <i>adj.</i> 秀丽的; 标致的 (4)
proud /praʊd/ <i>adj.</i> 感到自豪的; 感到

骄傲的 (4)

be proud of... 为……而感到骄傲 (4)

stranger /'streɪndʒə/ *n.* 陌生人 (4)

message /'mesɪdʒ/ *n.* 电子邮件; 口信; 信息 (4)

sb. can't wait 某人等不及了 (4)

hobby /'hɒbi/ *n.* 业余爱好 (4)

at school 在学校; 上学 (4)

* **in** /ɪn/ *prep.* 参加; 加入
在……期间

用, 按照, 以 (某方式或风格) (4)

mark /mɑ:k/ *n.* 分数 (4)

* **love** /lʌv/ *n.* (用于信尾) 爱你的…… (4)

Module 2

ever /'evə/ *adv.* 曾经; 从来; 在任何时候 (10)

enter /'entə/ *v.* (使) 参加; (使) 报名 (10)

competition /kəmpe'tɪʃn/ *n.* 比赛; 竞争 (10)

prize /praɪz/ *n.* 奖品; 奖项 (10)

first prize 一等奖 (10)

dream /dri:m/ *n.* 梦; 梦想; [只用于名词前] 梦寐以求的

v. (dreamed /dri:md/, dreamed; dreamt /dremt/, dreamt) 做梦; 梦到; 梦想 (10)

afford /ə'fɔ:d/ *v.* (有财力) 买得起, 付得起 (10)

write about 编写; 写作 (10)

make up 编写; 创作 (10)

invite /ɪn'vaɪt/ *v.* 邀请 (10)

注: 黑体的单词要求掌握; 加*的单词表示复习强化; 白体的单词只要求理解。

move /mu:v/ <i>v.</i> 搬家; 改变……的位置 (12)	space travel 航天旅行 (18)
send /send/ <i>v.</i> (sent/sent/, sent) 派遣去; 命令……去 (12)	none /nʌn/ <i>pron.</i> 没有一人; 没有一个; 一点儿也没有 (20)
Germany /'dʒɜ:məni/ 德国 (12)	environment /ɪn'vaɪrənmənt/ <i>n.</i> 环境 (20)
France /frɑ:ns/ 法国 (12)	* that /ðæt/ <i>pron.</i> 那, 那个 (指代已被提及 的事物) (20)
tower /'taʊə/ <i>n.</i> 塔 (12)	solar /'səʊlə/ <i>adj.</i> 太阳的; 与太阳有关的 (20)
ancient /'eɪnʃənt/ <i>adj.</i> 古老的; 古代的 (12)	system /'sɪstəm/ <i>n.</i> 系统; 体系 (20)
king /kɪŋ/ <i>n.</i> 国王; 君王 (12)	solar system 星系; (尤指) 太阳系 (20)
queen /kwi:n/ <i>n.</i> 女王; 王后 (12)	group /gru:p/ <i>n.</i> 群; 组 (20)
Arabic /'æɾəbɪk/ <i>n.</i> 阿拉伯语 (12)	galaxy /'gæləksi/ <i>n.</i> 星系 (20)
* way /weɪ/ <i>n.</i> 方面; 态度 (12)	universe /'ju:nɪvɜ:s/ <i>n.</i> 宇宙 (20)
mix /mɪks/ <i>v.</i> 相混合; 融合 (12)	* light /laɪt/ <i>n.</i> 光; 光线; 光亮 (20)
miss /mɪs/ <i>v.</i> 惦念; 怀念; 想念 (12)	impossible /ɪm'pɒsəbl/ <i>adj.</i> (事情) 办 不到的, 不可能的 (20)
count /kaʊnt/ <i>v.</i> 数; 清点 (12)	out /aʊt/ <i>adv.</i> 在远方 (20)
count down 倒数; 倒计时 (12)	communicate /kə'mju:nɪkət/ <i>v.</i> 联系; 交流 (20)

Module 3

earth /ɜ:θ/ <i>n.</i> 地球 (18)	
* moon /mu:n/ <i>n.</i> 月亮; 月球 (18)	
news /nju:z/ <i>n.</i> 新闻; 消息 (18)	
planet /'plænɪt/ <i>n.</i> 行星 (18)	
reach /ri:tʃ/ <i>v.</i> 到达; 抵达 (18)	
yet /jet/ <i>adv.</i> 还, 尚 (用于表示某事在 某一时间尚未发生, 但未来也许 会发生) (18)	
just /dʒʌst/ <i>adv.</i> 刚才; 刚刚 (18)	
model /'mɒdl/ <i>n.</i> 模型 (18)	
spaceship /'speɪsʃɪp/ <i>n.</i> 航天器; 宇宙飞船 (18)	
project /'prɒdʒekt/ <i>n.</i> 计划; 工程; 项目 (18)	
no problem 没问题 (用于表示乐于 做某人要求做的事) (18)	
latest /'leɪtɪst/ <i>adj.</i> 最近的; 最新的 (18)	
* on /ɒn/ <i>prep.</i> 在 (播放) 中; 关于…… (18)	
discover /dɪ'skʌvə/ <i>v.</i> 发现; 找到 (18)	
astronaut /'æstrənɔ:t/ <i>n.</i> 宇航员 (18)	
	Module 4
	cough /kɒf/ <i>n.</i> 咳嗽 <i>v.</i> 咳嗽 (26)
	fever /'fi:və/ <i>n.</i> 发烧; 发热 (26)
	headache /'hedeɪk/ <i>n.</i> 头痛 (26)
	stomach /'stʌmək/ <i>n.</i> 腹部; 肚子 (26)
	ache /eɪk/ <i>n.</i> 痛; 疼痛 (26)
	stomach ache 胃痛; 腹痛 (26)
	toothache /'tu:θeɪk/ <i>n.</i> 牙痛 (26)
	* ill /ɪl/ <i>adj.</i> 不健康的; 有病的 (26)
	* this /ðɪs/ <i>pron.</i> 这, 这个 (指刚提到 的或显而易见的人、物或事实等) (26)
	since /sɪns/ <i>prep.</i> 自……以来 <i>conj.</i> 自……以来 (26)
	cold /kəʊld/ <i>n.</i> 感冒; 伤风 (26)
	catch a cold 感冒 (26)
	* take /teɪk/ <i>v.</i> (took /tʊk/, taken /'teɪkən/)

(用机器)测定, 量取, 拍摄	滑稽的	(34)
(尤指有规律地)吃, 喝 (26)	can't help doing sth. 忍不住做某事 (34)	
take sb.'s temperature 量某人的体温 (26)	laugh /lɑ:f/ <i>v.</i> 笑; 发笑 (34)	
fast food 快餐食品 (26)	* lesson /'lesn/ <i>n.</i> 经验; 教训 (34)	
health /helθ/ <i>n.</i> 健康 (状况) (26)	orange-and-white /,ɒrɪndʒ ənd 'waɪt/ <i>adj.</i> 橙白相间的 (36)	
* well /wel/ <i>adj.</i> 健康的 (28)	ugly /'ʌɡli/ <i>adj.</i> 难看的; 丑陋的 (36)	
heart /hɑ:t/ <i>n.</i> 心; 心脏 (28)	win the heart of sb. 赢得某人的心 (36)	
active /'æktɪv/ <i>adj.</i> 积极的; 活跃的 (28)	schoolbag /'sku:l bæɡ/ <i>n.</i> 书包 (36)	
pet /pet/ <i>n.</i> 宠物; 宠畜 (28)	lead /li:d/ <i>v.</i> (led /led/, led) 领导; 率领 (36)	
member /'membə/ <i>n.</i> 成员; 会员 (28)	* clever /'klevə/ <i>adj.</i> 聪明的; 机灵的 (36)	
take part (in sth.) 参加, 参与 (某事) (28)	as /æz; əz/ <i>conj.</i> 当……时 (36)	
condition /kən'dɪʃn/ <i>n.</i> 状况; 身体状况 (28)	mess /mes/ <i>n.</i> 脏乱; 凌乱 (36)	
in excellent condition 健康状况很好 (28)	heaven /'hevən/ <i>n.</i> 天国; 天堂 (36)	
sleepy /'sli:pi/ <i>adj.</i> 困的; 想睡的 (28)	expect /ɪk'spekt/ <i>v.</i> 期盼; 等待 (36)	
* then /ðen/ <i>adv.</i> 当时; 那时 (28)	artist /'ɑ:tɪst/ <i>n.</i> 艺术家; 画家 (36)	
daily /'deɪli/ <i>adj.</i> 每天的; 天天的 (28)	invent /ɪn'vent/ <i>v.</i> 发明; 创造 (36)	
weak /wi:k/ <i>adj.</i> 弱的; 虚弱的 (28)	copy /'kɒpi/ <i>n.</i> (一)本; (一)份 (36)	
illness /'ɪlnəs/ <i>n.</i> 病; 疾病 (28)	black-and-white /blæk ənd 'waɪt/ <i>adj.</i> 黑白的 (36)	
* exercise /'eksəsaɪz/ <i>v.</i> 运动; 锻炼 (28)	own /əʊn/ <i>adj.</i> 自己的 (36)	
awful /'ɔ:fl/ <i>adj.</i> 极讨厌的; 极坏的 (28)	private /'praɪvət/ <i>adj.</i> 私人的; 个人的 (36)	
feel awful 感到不舒服 (28)	create /kri'eɪt/ <i>v.</i> 创造 (36)	
all over 浑身; 到处 (28)	satisfy /'sætɪsfai/ <i>v.</i> 满足; 使满意 (36)	
perhaps /pə'hæps/ <i>adv.</i> 可能; 也许 (28)		

Module 5

cartoon /kɑ:'tu:n/ <i>n.</i> 漫画; 动画片 (34)
handsome /'hænsəm/ <i>adj.</i> 漂亮的; 英俊的 (34)
smart /smɑ:t/ <i>adj.</i> 聪明的; 机灵的 (34)
sky /skai/ <i>n.</i> 天; 天空 (34)
fight /faɪt/ <i>v.</i> (fought /fɔ:t/, fought) 与……战斗 <i>n.</i> 战斗; 斗争 (34)
* cool /ku:l/ <i>adj.</i> 时髦的; 酷的 (34)
hero /'hɪərəʊ/ <i>n.</i> 英雄; 男主角 (34)
humorous /'hju:mərəs/ <i>adj.</i> 幽默的;

Module 6

fan /fæn/ <i>n.</i> 扇子 (48)
stamp /stæmp/ <i>n.</i> 邮票 (48)
tidy up 使整齐; 使整洁 (48)
shelf /ʃelf/ <i>n.</i> 隔板; 架子 (48)
have a look 看一看 (48)
as /æz; əz/ <i>prep.</i> 作为; 当 (48)
coin /kɔɪn/ <i>n.</i> 硬币 (48)
note /nəʊt/ <i>n.</i> 纸币 (48)
pound /paʊnd/ <i>n.</i> 英镑 (48)

dollar /'dɒlə/ <i>n.</i> (美国、加拿大、澳大利亚等国的货币单位) 元 (48)	culture /'kʌltʃə/ <i>n.</i> 文化 (58)
must /mʌst; məst/ <i>v. aux.</i> 一定, 肯定 (用于表示某事可能是真实的) (48)	at the same time 同时 (58)
valuable /'væljuəbl/ <i>adj.</i> 值钱的; 有价值的 (48)	last /lɑːst/ <i>v.</i> 持续; 延续 (58)
with /wɪð/ <i>prep.</i> 用…… (48)	depend /drɪ'pend/ <i>v.</i> 视……而定; 决定 (于) (58)
value /'væljuː/ <i>n.</i> 价值; 有用性 (48)	depend on 取决于; 决定于 (58)
just /dʒʌst/ <i>adv.</i> 只是; 仅仅 (48)	provide /prə'vaɪd/ <i>v.</i> 提供; 供应 (58)
person /'pɜːsn/ <i>n.</i> 人 (通常指成年人) (50)	test /test/ <i>n.</i> 测验; 考试 (58)
interest /'ɪntrəst/ <i>n.</i> 兴趣; 爱好 (50)	<i>v.</i> 测验; 考查 (58)
skill /skɪl/ <i>n.</i> 技能; 技艺 (50)	progress /'prəʊgres/ <i>n.</i> 进步; 进展 (58)
activity /æk'tɪvəti/ <i>n.</i> 活动 (50)	<i>/prəʊ'gres/ v.</i> (继续) 发展, 推进 (58)
sailing /'seɪlɪŋ/ <i>n.</i> 航海; 航行 (50)	guest /gest/ <i>n.</i> 客人; 宾客 (58)
encourage /ɪn'kʌrɪdʒ/ <i>v.</i> 鼓励; 激励 (50)	daily life 日常生活 (58)
come out 出版; 问世 (50)	form /fɔːm/ <i>v.</i> 形成 (58)
result /rɪ'zʌlt/ <i>n.</i> 结果; 后果 (50)	<i>n.</i> 表格 (58)
as a result 结果; 因此 (50)	friendship /'frendʃɪp/ <i>n.</i> 友谊; 友好 (58)
pleasure /'pleʒə/ <i>n.</i> 愉悦; 快乐 (50)	stay in touch (with sb.) (与某人) 保持联系 (58)
success /sək'ses/ <i>n.</i> 成功; 成就 (50)	prefer /prɪ'fɜː/ <i>v.</i> 更喜爱; 钟爱 (58)

Module 7

list /lɪst/ <i>n.</i> 名单; 清单 (56)	hardly /'hɑːdli/ <i>adv.</i> 几乎不; 几乎没 (64)
make a list 列清单 (56)	take up 占去 (时间或空间) (64)
crazy /'kreɪzi/ <i>adj.</i> 发疯的; 荒唐的 (56)	point out 指出; 指明 (64)
at the end of... 在……的结尾; 在……的末端 (56)	sights /saɪts/ <i>n.</i> [用复数] 风景; 名胜 (64)
shorts /ʃɔːts/ <i>n.</i> [用复数] 短裤 (56)	thirsty /'θɜːsti/ <i>adj.</i> 渴的 (64)
* trousers /'traʊzəz/ <i>n.</i> [用复数] 裤子 (56)	at the top of... 在……的顶端 (64)
sunglasses /'sʌŋɡlɑːsɪz/ <i>n.</i> [用复数] 太阳镜; 墨镜 (56)	waste /weɪst/ <i>v.</i> 浪费; 滥用 (64)
homestay /'həʊmsteɪ/ <i>n.</i> 家庭寄宿 (56)	<i>n.</i> 浪费; 滥用 (64)
weigh /weɪ/ <i>v.</i> 重量有……; 重…… (56)	square /skweə/ <i>adj.</i> (表示面积单位) 平方的 (66)
total /'təʊtl/ <i>adj.</i> 总的; 全部的 (56)	
weight /weɪt/ <i>n.</i> 重量 (56)	
passport /'pɑːspɔːt/ <i>n.</i> 护照 (56)	

kilometre /'kɪləˌmɪtə; kɪ'lɒmɪtə/ *n.* 千米;
公里 (66)

shape /ʃeɪp/ *n.* 外形; 形状 (66)

human /'hju:mən/ *n.* 人 (66)

wake /weɪk/ *v.* (woke /wəʊk/,
woken /'wəʊkən/) 唤醒; 醒来 (66)

wake sb. up 唤醒某人 (66)

somebody /'sʌmbədi/ *pron.* 某人; 有人 (66)

about /ə'baʊt/ *adv.* 向四周; 向各处 (66)

path /pɑ:θ/ *n.* 小路; 路径 (66)

pull /pʊl/ *v.* (用手) 拉, 牵, 扯 (66)

freshwater /'freʃ.wɔ:tə/ *adj.* 淡水的 (66)

Module 9

helpline /'helpˌlaɪn/ *n.* 服务热线 (72)

separate /'sepəˌreɪt/ *v.* 使分开; 分隔
/'sepəˌreɪt/ *adj.* 分开的; 单独的 (72)

explain /ɪk'spleɪn/ *v.* 解释; 说明 (72)

mention /'menʃn/ *v.* 提及; 谈到 (72)

refuse /rɪ'fju:z/ *v.* 拒绝 (72)

treat /tri:t/ *v.* 对待; 看待 (72)

herself /hə'self; ə'self/ *pron.* 她自己 (72)

whether /'weðə/ *conj.* 是否 (72)

lonely /'ləʊnli/ *adj.* 孤独的; 寂寞的 (72)

regret /rɪ'gret/ *v.* 懊悔; 遗憾 (72)

patient /'peɪʃnt/ *adj.* 有耐心的; 能忍耐的 (72)

introduce /ˌɪntrə'dju:s/ *v.* 介绍; 引见 (72)

join in 参加 (72)

no problem 没什么, 没关系 (用于
礼貌地回答某人的感谢或道歉) (72)

silence /'saɪləns/ *n.* 寂静; 无声 (74)

in silence 安静地; 沉默地 (74)

pass /pɑ:s/ *v.* 经过; 通过 (74)

bright /braɪt/ *adj.* 欢快的; 明亮的 (74)

treasure /'treʒə/ *n.* 珍宝; 珍贵之物 (74)

day by day 一天天地; 渐渐地 (74)

trust /trʌst/ *v.* 信任; 信赖
n. 信任; 信赖 (74)

include /ɪn'klu:d/ *v.* 包括; 把...列为
一部分 (74)

circle /'sɜ:kl/ *n.* (熟悉的、相关的人形
成的) 圈子 (74)

stick /stɪk/ *v.* (stuck /stʌk/, stuck) 粘; 粘贴 (74)

glue /glu:/ *n.* 胶水 (74)

suggestion /sə'dʒestʃən/ *n.* 提议; 建议 (74)

Module 10

director /də'rektə; daɪ'rektə/ *n.* 导演;
主管; 经理 (80)

show /ʃəʊ/ *v.* 引领; 带领 (80)

around /ə'raʊnd/ *adv.* 到处; 向各处 (80)

show sb. around 带某人参观; 给某
人做向导 (80)

on air (广播或电视) 播出 (80)

avoid /ə'vɔɪd/ *v.* 避免; 防止 (80)

background /'bækgraʊnd/ *n.* 背景; 后景 (80)

national /'næʃnəl/ *adj.* 国家的; 国内的 (80)

international /ˌɪntə'næʃnəl/ *adj.* 国际
的; 世界的 (80)

presenter /pri'zentə/ *n.* 主持人 (80)

interview /'ɪntə.vju:/ *n.* 采访; 访谈
v. 采访; 访问 (80)

seem /si:m/ *v.* 看来; 似乎 (82)

listener /'lɪsnə/ *n.* 听众; 听者 (82)

in person 亲自; 本人 (82)

part-time /pɑ:t'taɪm/ *adj.* 兼职的 (82)

article /'ɑ:tɪkl/ *n.* 文章; 报道 (82)

studio /'stju:diəʊ/ *n.* 录制室; 录音室 (82)

purpose /'pɜ:pəs/ *n.* 意图; 目的 (82)

Proper names

Names of people

Annie /'æni/ 安妮 (女名)	(70)
Arthur /'ɑ:θər/ 阿瑟 (男名)	(76)
Barbara /'bɑ:bərə/ 芭芭拉 (女名)	(32)
Bernard /'bɜ:nəd/ 伯纳德 (男名)	(86)
Bill /bɪl/ 比尔 (男名)	(23)
Charles /tʃɑ:lz/ Schulz /ʃulz/ 查尔斯·舒尔茨	(36)
Clare /kleər/ 克莱尔 (女名)	(12)
Colin /'kɒlɪn/ 科林 (男名)	(29)
Dan /dæn/ 丹 (男名)	(70)
Danny /'dæni/ 丹尼 (男名)	(68)
Edmund /'edmənd/ Hillary /'hɪləri/ 埃德蒙·希拉里	(17)
Hergé /'eəʒeɪ/ 艾尔热	(36)
Jerry /'dʒeri/ 杰里 (男名)	(34)
J. K. Rowling /'rəʊlɪŋ/ J. K. 罗琳 (乔安娜·凯瑟琳·罗琳)	(53)
Joseph /'dʒəʊzɪf/ Barbera /bɑ:'beɪrə/ 约瑟夫·巴伯拉	(45)
Karen /'kærən/ 卡伦 (女名)	(91)
Milly /'mɪli/ 米莉 (女名)	(68)
Neil /ni:l/ Armstrong /'ɑ:mstrɒŋ/ 尼尔·阿姆斯特朗	(25)
Nicky /'nɪki/ 尼基 (女名)	(23)
Peter /'pi:tər/ 彼得 (男名)	(12)
Richard /'rɪtʃəd/ 理查德 (男名)	(28)
Rob /rɒb/ 罗布 (男名)	(15)
Robert Louis /'lu:ɪ/ Stevenson /'stɪvənsən/ 罗伯特·路易斯·史蒂文森	(92)
Robinson /'rɒbɪnsən/ 罗宾逊 (姓)	(12)
Seb /seb/ Clover /'klɒvə/ 塞巴·克洛弗	(54)
Tenzing /'tenzɪŋ/ Norgay /'nɔ:geɪ/ 丹增·诺尔盖	(17)

Thomas /'tɒməs/ 托马斯 (男名)	(28)
Tim /tɪm/ 蒂姆 (男名)	(43)
Trevor /'trevər/ Baylis /'beɪlɪs/ 特雷弗·贝利斯	(87)
Walt /wɔ:lt/ Disney /'dɪzni/ 沃尔特·迪斯尼	(40)
William Hanna /'hænə/ 威廉·汉纳	(45)
Winnie /'wɪni/ 温妮 (女名)	(15)

Names of places

Antigua /æn'ti:gə/ 安提瓜岛	(54)
Cairo /'kaɪərəʊ/ 开罗	(12)
Caribbean /kærə'bi:ən/ Sea 加勒比海	(93)
Dongting Lake 洞庭湖	(66)
Egypt /'i:dʒɪpt/ 埃及	(12)
Mars /mɑ:z/ 火星	(18)
Mount /maʊnt/ Qomolangma /tʃəʊmə'luŋmə/ 珠穆朗玛峰	(17)
Mount Tianzi 天子山	(66)
Nepal /nə'pɔ:l/ 尼泊尔	(17)
Nile /naɪl/ River 尼罗河	(12)
San Francisco /sænfræn'sɪskəʊ/ 旧金山	(58)
Saturn /'sætən/ 土星	(25)
South Africa 南非	(87)
Tenerife /tenə'rɪf/ 特内里费岛	(54)
the US /ju:'es/ 美国	(10)

Others

Alice in Cartoon Land 《爱丽丝游历卡通国》	(40)
Around the World in 80 Days 《八十天环游地球》	(10)
Batman /'bætmən/ 《蝙蝠侠》	(41)

Beihai Park 北海公园	(64)	Palace Museum 故宫博物院	(15)
Ben /ben/ Gunn /gʌn/ 本·甘 (《金银岛》中的角色)	(93)	Pleasant /'pleznt/ Goat /gəʊt/ 喜羊羊	(35)
Bluto /'blu:təʊ/ 布鲁托 (《大力水手》中的角色)	(38)	Popeye /'pəpai/ 《大力水手》	(38)
Captain Flint /flɪnt/ 弗林特船长 (《金银岛》中的角色)	(93)	Shrek /ʃrek/ 史瑞克 (《怪物史瑞克》中的角色)	(36)
Emperor of Heaven 玉皇大帝	(36)	Snoopy /'snu:pi/ 史努比 (《花生漫画》中的角色)	(36)
Felix /'fi:lɪks/ the Cat 菲利克斯猫	(40)	Spider-Man /'spaidə.mæn/ 《蜘蛛侠》	(34)
Havoc /'hævək/ in Heaven /'hevn/ 《大闹天宫》	(36)	Superman /'su:prə.mæn/ 《超人》	(34)
International Pen Friends 国际笔友会	(79)	The Adventures of Tintin /'tɪntɪn/ 《丁丁历险记》	(38)
Jim /dʒɪm/ Hawkins /'hɔ:kɪnz/ 吉姆·霍金斯 (《金银岛》中的角色)	(93)	the Pyramids /'pɪrəmi:dz/ (开罗近郊吉萨的) 古埃及三大金字塔	(12)
Lake District National Park 湖区国家公园	(71)	Tintin 丁丁 (《丁丁历险记》中的角色)	(36)
Long John Silver /'sɪlvə/ 高个子约翰·斯尔维尔 (《金银岛》中的角色)	(93)	Tom and Jerry 《猫和老鼠》	(34)
Milky /'mɪlki/ Way 银河系	(20)	Treasure Island 《金银岛》	(93)
Nemo /'ni:məʊ/ 尼莫 (《海底总动员》中的角色)	(36)	World Health Organization /ˌɔ:ɡənə'zeɪʃn/ 世界卫生组织	(33)



Vocabulary

A

- about** /ə'baʊt/ *adv.* 向四周；向各处 (66)
- ache** /eɪk/ *n.* 痛；疼痛 (26)
- active** /'æktɪv/ *adj.* 积极的；活跃的 (28)
- activity** /æk'tɪvəti/ *n.* 活动 (50)
- afford** /ə'fɔ:d/ *v.* (有财力) 买得起，付得起 (10)
- all over** 浑身；到处 (28)
- ancient** /'eɪnfənt/ *adj.* 古老的；古代的 (12)
- Arabic** /'ærəbɪk/ *n.* 阿拉伯语 (12)
- around** /ə'raʊnd/ *adv.* 到处；向各处 (80)
- article** /'ɑ:tɪkl/ *n.* 文章；报道 (82)
- artist** /'ɑ:tɪst/ *n.* 艺术家；画家 (36)
- as** /æz; əz/ *conj.* 当……时 (36)
prep. 作为；当 (48)
- astronaut** /'æstrənɔ:t/ *n.* 宇航员 (18)
- at school** 在学校；上学 (4)
- at the end of...** 在……的结尾；在……的末端 (56)
- at the same time** 同时 (58)
- at the top of...** 在……的顶端 (64)
- avoid** /ə'vɔɪd/ *v.* 避免；防止 (80)
- awful** /'ɔ:fl/ *adj.* 极讨厌的；极坏的 (28)
- feel awful** 感到不舒服 (28)

B

- background** /'bækgraʊnd/ *n.* 背景；后景 (80)
- black-and-white** /'blæk ənd 'waɪt/ *adj.* 黑白的 (36)
- bright** /braɪt/ *adj.* 欢快的；明亮的 (74)

C

- can't help doing sth.** 忍不住做某事 (34)
- cartoon** /kɑ:'tu:ɪn/ *n.* 漫画；动画片 (34)
- certain** /'sɜ:tn/ *adj.* 确定的；无疑的 (58)
- circle** /'sɜ:kəl/ *n.* (熟悉的、相关的人形成的) 圈子 (74)
- * **clever** /'klevə/ *adj.* 聪明的；机灵的 (36)
- coin** /kɔɪn/ *n.* 硬币 (48)
- cold** /kəʊld/ *n.* 感冒；伤风 (26)
- catch a cold** 感冒 (26)
- come out** 出版；问世 (50)
- communicate** /kə'mju:nɪkeɪt/ *v.* 联系；交流 (20)
- competition** /kəmpe'tɪʃn/ *n.* 比赛；竞争 (10)
- condition** /kən'dɪʃn/ *n.* 状况；身体状况 (28)
- in excellent condition** 健康状况很好 (28)
- cookie** /'kʊki/ *n.* 小甜饼；曲奇饼 (2)
- * **cool** /ku:l/ *adj.* 时髦的；酷的 (34)
- copy** /'kɒpi/ *n.* (一) 本；(一) 份 (36)
- cough** /kɒf/ *n.* 咳嗽
v. 咳嗽 (26)
- count** /kaʊnt/ *v.* 数；清点 (12)
- count down** 倒数；倒计时 (12)
- crazy** /'kreɪzi/ *adj.* 发疯的；荒唐的 (56)
- create** /kri'eɪt/ *v.* 创造 (36)
- culture** /'kʌltʃə/ *n.* 文化 (58)

D

- daily** /'deɪli/ *adj.* 每天的；天天的 (28)
- daily life** 日常生活 (58)

注：黑体的单词要求掌握；加*的单词表示复习强化；白体的单词只要求理解。

day by day 一天天地; 渐渐地 (74)
depend /dɪ'pend/ *v.* 视……而定;
 决定 (于) (58)
depend on 取决于; 决定于 (58)
director /də'rektə; daɪ'rektə/ *n.* 导演;
 主管; 经理 (80)
discover /dɪ'skʌvə/ *v.* 发现; 找到 (18)
dollar /'dɒlə/ *n.* (美国、加拿大、澳大利
 亚等国的货币单位) 元 (48)
done /dʌn/ *adj.* 做完的 (2)
dream /dri:m/ *n.* 梦; 梦想; [只用于名
 词前] 梦寐以求的
v. (dreamed /dri:md/
 dreamed; dreamt /dremt/
 dreamt) 做梦; 梦到;
 梦想 (10)

E

* **ear** /ɪə/ *n.* 耳朵 (3)
earth /ɜ:θ/ *n.* 地球 (18)
encourage /ɪn'kʌrɪdʒ/ *v.* 鼓励; 激励 (50)
enter /'entə/ *v.* (使) 参加; (使) 报名 (10)
environment /ɪn'vaɪrənmənt/ *n.* 环境 (20)
ever /'evə/ *adv.* 曾经; 从来; 在任何时候 (10)
 * **exercise** /'eksəsaɪz/ *v.* 运动; 锻炼 (28)
expect /ɪk'spekt/ *v.* 期盼; 等待 (36)
explain /ɪk'spleɪn/ *v.* 解释; 说明 (72)

F

fair /feə/ *adj.* (头发) 金色的, 浅褐色的 (4)
fan /fæn/ *n.* 扇子 (48)
fast food 快餐食品 (26)
 * **favourite** /'feɪvərət/ *n.* 最喜欢的人或事 (3)

fever /'fi:və/ *n.* 发烧; 发热 (26)
fight /faɪt/ *v.* (fought /fɔ:t/, fought)
 与……战斗
n. 战斗; 斗争 (34)
fill /fɪl/ *v.* 填满; 填充 (58)
fill out 填写; 填充 (58)
 * **for** /fɔ:; fə/ *prep.* 用于; (表示持续的时
 间) 达, 计 (2)
form /fɔ:m/ *v.* 形成
n. 表格 (58)
France /frɑ:ns/ 法国 (12)
freshwater /'frefʃ,wɔ:tə/ *adj.* 淡水的 (66)
friendship /'frendʃɪp/ *n.* 友谊; 友好 (58)

G

galaxy /'gæləksi/ *n.* 星系 (20)
Germany /'dʒɜ:məni/ 德国 (12)
glasses /'glɑ:sɪz/ *n.* [用复数] 眼镜 (4)
glue /glu:/ *n.* 胶水 (74)
group /gru:p/ *n.* 群; 组 (20)
guest /gest/ *n.* 客人; 宾客 (58)

H

handsome /'hænsəm/ *adj.* 漂亮的; 英俊的 (34)
hardly /'hɑ:dli/ *adv.* 几乎不; 几乎没 (64)
have a look 看一看 (48)
headache /'hedeɪk/ *n.* 头痛 (26)
health /helθ/ *n.* 健康 (状况) (26)
heart /hɑ:t/ *n.* 心; 心脏 (28)
heaven /'hevən/ *n.* 天国; 天堂 (36)
helpline /'help.laɪn/ *n.* 服务热线 (72)
hero /'hɪərəʊ/ *n.* 英雄; 男主角 (34)
herself /hə'self; ə'self/ *pron.* 她自己 (72)
hobby /'hɒbi/ *n.* 业余爱好 (4)

homestay /'həʊm.steɪ/ *n.* 家庭寄宿 (56)
human /'hju:mən/ *n.* 人 (66)
humorous /'hju:mərəs/ *adj.* 幽默的;
滑稽的 (34)

I

* **ill** /ɪl/ *adj.* 不健康的; 有病的 (26)
illness /'ɪlnəs/ *n.* 病; 疾病 (28)
impossible /ɪm'pɒsəbl/ *adj.* (事情) 办
不到的, 不可能的 (20)
* **in** /ɪn/ *prep.* 参加; 加入
在……期间
用, 按照, 以 (某方式或风格) (4)
in person 亲自; 本人 (82)
include /ɪn'klu:d/ *v.* 包括; 把……列为
一部分 (74)
interest /'ɪntrəst/ *n.* 兴趣; 爱好 (50)
international /,ɪntə'næʃnəl/ *adj.* 国际
的; 世界的 (80)
interview /'ɪntə.vju:/ *n.* 采访; 访谈
v. 采访; 访问 (80)
introduce /,ɪntrə'dju:z/ *v.* 介绍; 引见 (72)
invent /ɪn'vent/ *v.* 发明; 创造 (36)
invite /ɪn'vaɪt/ *v.* 邀请 (10)

J

jam /dʒæm/ *n.* 果酱 (2)
jeans /dʒi:nz/ *n.* [用复数] 牛仔裤 (4)
join in 参加 (72)
just /dʒʌst/ *adv.* 刚才; 刚刚 (18)
只是; 仅仅 (48)

K

kilometre /'kɪlə.mɪtə; kɪ'lɒmɪtə/ *n.* 千米;

公里 (66)
king /kɪŋ/ *n.* 国王; 君王 (12)

L

last /lɑ:st/ *v.* 持续; 延续 (58)
latest /'leɪtɪst/ *adj.* 最近的; 最新的 (18)
laugh /lɑ:f/ *v.* 笑; 发笑 (34)
lead /li:d/ *v.* (led /led/, led) 领导; 率领 (36)
* **lesson** /'lesn/ *n.* 经验; 教训 (34)
* **light** /laɪt/ *n.* 光; 光线; 光亮 (20)
list /lɪst/ *n.* 名单; 清单 (56)
make a list 列清单 (56)
listener /'lɪsnə/ *n.* 听众; 听者 (82)
lonely /'ləʊnli/ *adj.* 孤独的; 寂寞的 (72)
* **love** /lʌv/ *n.* (用于信尾) 爱你的…… (4)
lovely /'lʌvli/ *adj.* 令人愉快的; 可爱的 (2)

M

make up 编写; 创作 (10)
mark /mɑ:k/ *n.* 分数 (4)
member /'membə/ *n.* 成员; 会员 (28)
mention /'menʃn/ *v.* 提及; 谈到 (72)
mess /mes/ *n.* 脏乱; 凌乱 (36)
message /'mesɪdʒ/ *n.* 电子邮件; 口信;
信息 (4)
miss /mɪs/ *v.* 惦念; 怀念; 想念 (12)
mix /mɪks/ *v.* 相混合; 融合 (12)
mm /m/ *int.* 嗯 (用于表示食物味道好) (2)
model /'mɒdl/ *n.* 模型 (18)
* **moon** /mu:n/ *n.* 月亮; 月球 (18)
move /mu:v/ *v.* 搬家; 改变……的位置 (10)
must /mʌst; məst/ *v. aux.* 一定, 肯定
(用于表示某事可能是真实的) (48)

N

- national** /'næʃnəl/ *adj.* 国家的; 国内的 (80)
nervous /'nɜ:vəs/ *adj.* 情绪不安的;
 紧张的 (4)
news /nju:z/ *n.* 新闻; 消息 (18)
no problem 没问题 (用于表示乐于
 做某人要求做的事) (18)
 没什么, 没关系 (用于礼貌地回
 答某人的感谢或道歉) (72)
none /nʌn/ *pron.* 没有一人; 没有一个;
 一点儿也没有 (20)
note /nəʊt/ *n.* 纸币 (48)

O

- * **on** /ɒn/ *prep.* 在 (播放) 中; 关于…… (18)
on air (广播或电视) 播出 (80)
orange-and-white /,ɒrɪndʒ ənd 'waɪt/
adj. 橙白相间的 (36)
out /aʊt/ *adv.* 在远方 (20)
own /əʊn/ *adj.* 自己的 (36)

P

- part-time** /,pɑ:t'taɪm/ *adj.* 兼职的 (82)
pass /pɑ:s/ *v.* 经过; 通过 (74)
passport /'pɑ:spɔ:t/ *n.* 护照 (56)
path /pɑ:θ/ *n.* 小路; 路径 (66)
patient /'peɪʃnt/ *adj.* 有耐心的; 能忍耐的 (72)
perhaps /pə'hæps/ *adv.* 可能; 也许 (28)
person /'pɜ:sn/ *n.* 人 (通常指成年人) (50)
pet /pet/ *n.* 宠物; 宠畜 (28)
pie /paɪ/ *n.* 馅饼; 派 (2)
pizza /'pɪtsə/ *n.* 比萨饼 (2)
planet /'plænit/ *n.* 行星 (18)
pleasure /'pleʒə/ *n.* 愉悦; 快乐 (50)

- point out** 指出; 指明 (64)
pound /paʊnd/ *n.* 英镑 (48)
prefer /prɪ'fɜ:z/ *v.* 更喜爱; 钟爱 (58)
presenter /prɪ'zentə/ *n.* 主持人 (80)
pretty /'prɪti/ *adj.* 秀丽的; 标致的 (4)
private /'praɪvət/ *adj.* 私人的; 个人的 (36)
prize /praɪz/ *n.* 奖品; 奖项 (10)
first prize 一等奖 (10)
progress /'prəʊɡres/ *n.* 进步; 进展
 /prəʊ'gres/ *v.* (继续) 发展,
 推进 (58)
project /'prɒdʒekt/ *n.* 计划; 工程; 项目 (18)
proud /praʊd/ *adj.* 感到自豪的; 感到
 骄傲的 (4)
be proud of... 为……而感到骄傲 (4)
provide /prə'vaɪd/ *v.* 提供; 供应 (58)
pull /pʊl/ *v.* (用手) 拉, 牵, 扯 (66)
purpose /'pɜ:pəs/ *n.* 意图; 目的 (82)

Q

- queen** /kwi:n/ *n.* 女王; 王后 (12)

R

- reach** /ri:tʃ/ *v.* 到达; 抵达 (18)
refuse /rɪ'fju:z/ *v.* 拒绝 (72)
regret /rɪ'ɡret/ *v.* 懊悔; 遗憾 (72)
result /rɪ'zʌlt/ *n.* 结果; 后果 (50)
as a result 结果; 因此 (50)

S

- sailing** /'seɪlɪŋ/ *n.* 航海; 航行 (50)
salt /sɔ:lt/ *n.* 盐; 食盐 (2)
satisfy /'sætɪsfai/ *v.* 满足; 使满意 (36)
sb. can't wait 某人等不及了 (4)

- schoolbag** /'sku:l bæg/ *n.* 书包 (36)
- seem** /si:m/ *v.* 看来; 似乎 (82)
- send** /send/ *v.* (sent/sent/, sent) 派遣去; 命令……去 (12)
- separate** /'sepəreit/ *v.* 使分开; 分隔
/'sepəret/ *adj.* 分开的; 单独的 (72)
- shape** /ʃeɪp/ *n.* 外形; 形状 (66)
- shelf** /ʃelf/ *n.* 隔板; 架子 (48)
- shorts** /ʃɔ:ts/ *n.* [用复数] 短裤 (56)
- show** /ʃəʊ/ *v.* 引领; 带领 (80)
- show sb. around** 带某人参观; 给某人做向导 (80)
- sights** /saɪts/ *n.* [用复数] 风景; 名胜 (64)
- silence** /'saɪləns/ *n.* 寂静; 无声 (74)
- in silence** 安静地; 沉默地 (74)
- since** /sɪns/ *prep.* 自……以来
conj. 自……以来 (26)
- skill** /skɪl/ *n.* 技能; 技艺 (50)
- sky** /skaɪ/ *n.* 天; 天空 (34)
- sleepy** /'sli:pi/ *adj.* 困的; 想睡的 (28)
- smart** /smɑ:t/ *adj.* 聪明的; 机灵的 (34)
- smell** /smel/ *v.* (smelled/smeld/, smelled; smelt/smelt/, smelt) 有……的气味; 闻; 闻出
n. 气味 (2)
- soft** /sɒft/ *adj.* 软的; 柔软的 (2)
- solar** /'səʊlə/ *adj.* 太阳的; 与太阳有关的 (20)
- somebody** /'sʌmbədi/ *pron.* 某人; 有人 (66)
- sound** /saʊnd/ *v.* 听起来; 令人觉得 (2)
- sour** /'saʊə/ *adj.* 酸的; 馊的 (2)
- space travel** 航天旅行 (18)
- spaceship** /'speɪsʃɪp/ *n.* 航天器; 宇宙飞船 (18)
- square** /skweə/ *adj.* (表示面积单位) 平方的 (66)
- stamp** /stæmp/ *n.* 邮票 (48)
- stay in touch (with sb.)** (与某人) 保持联系 (58)
- stick** /stɪk/ *v.* (stuck/stʌk/, stuck) 粘; 粘贴 (74)
- stomach** /'stʌmək/ *n.* 腹部; 肚子 (26)
- stomach ache** 胃痛; 腹痛 (26)
- stranger** /'streɪndʒə/ *n.* 陌生人 (4)
- studio** /'stju:diəʊ/ *n.* 录制室; 录音室 (82)
- success** /sək'ses/ *n.* 成功; 成就 (50)
- suggestion** /sə'dʒestʃən/ *n.* 提议; 建议 (74)
- sunglasses** /'sʌŋɡlɑ:sɪz/ *n.* [用复数] 太阳镜; 墨镜 (56)
- sweet tooth** 对甜食的爱好 (2)
- system** /'sɪstəm/ *n.* 系统; 体系 (20)
- solar system** 星系; (尤指) 太阳系 (20)

T

- * **take** /teɪk/ *v.* (took/tʊk/, taken/'teɪkən/) (用机器) 测定, 量取, 拍摄 (尤指有规律地) 吃, 喝 (26)
- take part (in sth.)** 参加, 参与 (某事) (28)
- take sb.'s temperature** 量某人的体温 (26)
- take up** 占去 (时间或空间) (64)
- test** /test/ *n.* 测验; 考试
v. 测验; 考查 (58)
- * **that** /ðæt/ *pron.* 那, 那个 (指代已被提及的事物) (20)
- * **then** /ðen/ *adv.* 当时; 那时 (28)
- thirsty** /'θɜ:sti/ *adj.* 渴的 (64)
- * **this** /ðɪs/ *pron.* 这, 这个 (指刚提到的或显而易见的人、物或事实等) (26)
- tidy up** 使整齐; 使整洁 (48)
- toothache** /'tu:θeɪk/ *n.* 牙痛 (26)
- total** /'təʊtl/ *adj.* 总的; 全部的 (56)
- tower** /'taʊə/ *n.* 塔 (12)
- treasure** /'treʒə/ *n.* 珍宝; 珍贵之物 (74)

- treat** /tri:t/ *v.* 对待; 看待 (72)
- * **trousers** /'traʊzəz/ *n.* [用复数] 裤子 (56)
- trust** /trʌst/ *v.* 信任; 信赖
n. 信任; 信赖 (74)
- try** /traɪ/ *n.* 尝试; 努力 (2)
- have a try** 试试看 (2)

U

- ugly** /'ʌɡli/ *adj.* 难看的; 丑陋的 (36)
- universe** /'ju:nɪvɜ:s/ *n.* 宇宙 (20)

V

- valuable** /'væljʊəbl/ *adj.* 值钱的; 有价值的 (48)
- value** /'vælju:z/ *n.* 价值; 有用性 (48)

W

- wake** /weɪk/ *v.* (woke /wəʊk/,
woken /'wəʊkən/) 唤醒; 醒来 (66)
- wake sb. up** 唤醒某人 (66)
- waste** /weɪst/ *v.* 浪费; 滥用
n. 浪费; 滥用 (64)
- * **way** /weɪ/ *n.* 方面; 态度 (12)
- weak** /wi:k/ *adj.* 弱的; 虚弱的 (28)
- weigh** /wei/ *v.* 重量有……; 重…… (56)
- weight** /weɪt/ *n.* 重量 (56)
- * **well** /wel/ *adj.* 健康的 (28)
- whether** /'weðə/ *conj.* 是否 (72)
- win the heart of sb.** 赢得某人的心 (36)
- with** /wɪð/ *prep.* 用…… (48)
- write about** 编写; 写作 (10)

Y

- yet** /jet/ *adv.* 还, 尚 (用于表示某事在
某一时间尚未发生, 但未来也许
会发生) (18)



Pronunciation guide

/iː/	green	he	me	meet	/k/	back	chick	kilo	kind
/ɪ/	busy	country	family	happy	/g/	bag	egg	girl	green
/ɪ/	big	live	sit	trip	/f/	Africa	family	father	friend
/e/	desk	let	pen	red	/v/	five	have	very	visit
/æ/	at	bag	cat	lab	/θ/	thank	thing	think	thirty
/ə/	about	America	teacher	mother	/ð/	brother	mother	that	then
/ɜː/	bird	girl	shirt	thirty	/s/	sale	see	send	sit
/ʌ/	luck	much	mum	sun	/z/	eggs	is	labs	these
/ɑː/	card	farm	park	start	/ʃ/	fish	shall	she	wash
/ɒ/	box	dog	hot	job	/ʒ/	usually			
/ɔː/	forty	important	morning	sport	/h/	home	house	how	hurry
/ʊ/	book	cook	football	good	/r/	read	red	rice	run
/uː/	cool	food	room	tooth	/tʃ/	chair	check	search	such
/eɪ/	cake	date	game	name	/dʒ/	January	job	join	juice
/aɪ/	fine	like	nice	time	/tr/	travel	train	tree	trip
/ɔɪ/	boy	enjoy	join		/dr/	draw	drink	drive	driver
/əʊ/	close	home	open	those	/ts/	gets	lots	meets	parents
/aʊ/	brown	down	how	now	/dz/	cards	sends	weekends	words
/ɪə/	dear	hear	near	year	/m/	home	make	meat	time
/eə/	chair	share	their	where	/n/	can	name	now	run
/ʊə/	sure	usually			/ŋ/	coming	eating	standing	talking
/p/	help	map	pen	put	/l/	call	leave	luck	wall
/b/	bean	bear	bit	bus	/w/	what	when	where	which
/t/	cut	let	tall	tea	/j/	year	yes	you	your
/d/	dad	desk	good	hand					

Irregular verbs

Infinitive	Past tense	Past participle
am/is	was /wɒz; wəz/	been /bi:n/
are	were /wɜː; wə/	been
beat	beat /bi:t/	beaten /'bi:tɪn/
become	became /bɪ'keɪm/	become
begin	began /bɪ'gæn/	begun /bɪ'gʌn/
break	broke /brəʊk/	broken /'brəʊkən/
bring	brought /brɔ:t/	brought
build	built /bɪlt/	built
buy	bought /bɔ:t/	bought
can	could /kʊd/	—
catch	caught /kɔ:t/	caught
choose	chose /tʃəʊz/	chosen /tʃəʊzn/
come	came /keɪm/	come
cost	cost /kɒst/	cost
do	did /dɪd/	done /dʌn/
draw	drew /druː/	drawn /drɔ:n/
dream	dreamed, dreamt /dremt/	dreamed, dreamt
drink	drank /dræŋk/	drunk /drʌŋk/
drive	drove /drəʊv/	driven /'drɪvn/
eat	ate /eɪt/	eaten /'i:tɪn/
fall	fell /fel/	fallen /'fɔ:lən/
feed	fed /fed/	fed
feel	felt /felt/	felt
fight	fought /fɔ:t/	fought
find	found /faʊnd/	found

Infinitive	Past tense	Past participle
fly	flew /fluː/	flown /fləʊn/
forget	forgot /fə'gɒt/	forgotten /fə'gɒtən/
get	got /gɒt/	got
give	gave /geɪv/	given /'gɪvən/
go	went /went/	gone /gɒn/
grow	grew /gruː/	grown /grəʊn/
have/has	had /hæd/	had
hear	heard /hɜːd/	heard
hide	hid /hɪd/	hidden /'hɪdn/
hit	hit /hɪt/	hit
hold	held /held/	held
hurt	hurt /hɜːt/	hurt
keep	kept /kept/	kept
know	knew /njuː/	known /nəʊn/
lead	led /led/	led
learn	learned, learnt /lɜːnt/	learned, learnt
leave	left /left/	left
let	let /let/	let
lie (躺)	lay /leɪ/	lain /leɪn/
lose	lost /lɒst/	lost
make	made /meɪd/	made
may	might /maɪt/	—
mean	meant /ment/	meant
meet	met /met/	met
pay	paid /peɪd/	paid

Infinitive	Past tense	Past participle
put	put /pʊt/	put
read	read /red/	read /red/
ride	rode /rəʊd/	ridden /'rɪdn/
rise	rose /rəʊz/	risen /'rɪzn/
run	ran /ræn/	run
say	said /sed/	said
see	saw /sɔː/	seen /siːn/
sell	sold /səʊld/	sold
send	sent /sent/	sent
shake	shook /ʃʊk/	shaken /'ʃeɪkən/
shall	should /ʃʊd/	—
sing	sang /sæŋ/	sung /sʌŋ/
sit	sat /sæt/	sat
smell	smelled, smelt /smelt/	smelled, smelt
speak	spoke /spəʊk/	spoken /'spəʊkən/
spell	spelled, spelt /spelt/	spelled, spelt
spend	spent /spent/	spent
stand	stood /stʊd/	stood
stick	stuck /stʌk/	stuck
sweep	swept /swept/	swept
swim	swam /swæm/	swum /swʌm/
take	took /tʊk/	taken /'teɪkən/
teach	taught /tɔːt/	taught
tell	told /təʊld/	told
think	thought /θɔːt/	thought

Infinitive	Past tense	Past participle
throw	threw /θruː/	thrown /θrəʊn/
understand	understood /ˌʌndə'stʊd/	understood
wake	woke /wəʊk/	woken /'wəʊkən/
wear	wore /wɔː/	worn /wɔːn/
will	would /wʊd/	—
win	won /wʌn/	won
write	wrote /rəʊt/	written /'rɪtn/



Notes

A large rectangular area with a dashed green border, containing ten horizontal dashed green lines for writing notes.



后记

既名为“后记”，一般应该是本教材使用完毕后才看到的吧。

那么，同学们，你们喜欢这套教材吗？大明、玲玲以及他们的朋友们是否让你们喜爱上了英语，并且掌握了初步运用英语的能力呢？如果回答是肯定的，那就太好了！希望你们在以后的英语学习中继续大胆地开口说英语——课上说、课下说；继续积极地参与各项语言活动。一句话，你们要尽量主动使用英语来表达意思和做事情，这样才能把英语学好。

可敬的老师们，感谢你们的辛勤劳动，以及你们为国家英语课程改革付出的努力和做出的贡献。在修订本套教材的过程中，我们也充分考虑了英语课程改革以及一线教学的需求。修订后的教材更加突出了英语课程工具性和人文性的统一，优化了各册的结构设计和内容安排，以使教学脉络更加清晰、梯度更加合理。

为了在最大程度上保证教材与课程标准的契合，便于一线教学使用，所有参与本套教材编写的人员均付出了艰辛的努力。在此我想特别感谢我的编写团队，没有他们的努力与付出，就没有本教材的问世。

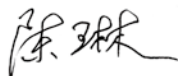
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你们的



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