



义务教育教科书  
(五·四学制)

# 英语

七年级 下册

义务教育教科书(五·四学制)

责任编辑：钱 锋  
王 希  
封面设计：武 斌  
王 琦  
丽 子

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绿色印刷产品

义务教育教科书(五·四学制) 英语 七年级 下册  
价格批准文号：鲁发改价格核(2022)008502  
举报电话：12358

ISBN 978-7-5328-8180-2



9 787532 881802 >

定价：7.21元

山东教育出版社

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人民教育出版社  
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山东出版传媒股份有限公司

山东教育出版社出版

(济南市市中区二环南路2066号4区1号)

山东新华书店集团有限公司发行

山东泰安新华印务有限责任公司印装

\*

开本：787毫米×1092毫米 1/16

印张：7.5 字数：120千

定价：7.21元 (上光)

ISBN 978-7-5328-8180-2

2014年1月第1版 2020年1月第2版 2022年1月第9次印刷

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## 致同学

亲爱的同学：

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

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

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

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

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

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

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

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

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

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

祝你在英语学习中不断取得进步！



编者  
2013年12月



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<b>2</b> I'm going to study computer science. Page 9	Life goals	Talk about future intentions	Future with <i>be going to</i> <i>Want to be</i>
<b>3</b> Will people have robots? Page 17	Life in the future	Make predictions	Future with <i>will</i> Quantities with <i>more, less, fewer</i>

Target Language	Vocabulary	Recycling
<p>Do you want to watch the news? Yes, I do. / No, I don't.</p> <p>What do you plan to watch tonight? I plan to watch <i>Days of Our Past</i>.</p> <p>What do you think of talk shows? I don't mind them. / I can't stand them! / I love watching them!</p>	<p>action, cartoon, comedy, movie, news, sitcom, soap opera</p> <p>educational, famous, meaningless, rich, successful</p> <p>expect, happen, hope, plan</p> <p>find out, be ready to, dress up, take sb.'s place, do a good job</p>	<p>think of, want, love, like, watch, learn</p> <p>talent/game show, sports, TV, movie, actor, actress, sound, music, story, cinema</p> <p>serious, exciting, boring, wonderful, relaxing, scary, enjoyable, fantastic</p>
<p>What do you want to be when you grow up? I want to be an engineer.</p> <p>How are you going to do that? I'm going to study math really hard.</p> <p>When are you going to start? I'm going to start when I finish high school and college.</p>	<p>college, computer programmer, cook, doctor, driver, education, engineer, medicine, pianist, pilot, scientist, university, violinist</p> <p>grow up, make sure, be able to, write down, agree with, have to do with, take up</p>	<p>actor, basketball player, teacher, reporter, singer, writer, science, math, computer science, P.E.</p> <p>want to, practice, study, take lessons, start, move</p> <p><i>How</i> and <i>wh-</i> questions with <i>what, where</i> and <i>when</i></p>
<p>What will the future be like? Cities will be more polluted. And there will be fewer trees.</p> <p>Will there be world peace? Yes, I hope so.</p> <p>Will people use money in 100 years? No, they won't.</p>	<p>astronaut, earth, environment, future, holiday, peace, planet, pollution, prediction, rocket, sea, sky, space station</p> <p>impossible, possible, probably</p> <p>play a part, over and over again, hundreds of, fall down, look for</p>	<p>robot, money, computer, tree, book, free time, housework, home, school, city, country, car, subway, train, job, reporter, computer programmer, scientist</p> <p>less, more</p> <p><i>There be</i> structure</p>

Units	Topics	Functions	Structures
<p><b>4</b></p> <p><b>How do you make a banana milk shake?</b></p> <p>Page 25</p>	<p>Cooking</p>	<p>Describe a process</p> <p>Follow instructions</p>	<p>Imperatives</p> <p>Countable / uncountable nouns</p> <p><i>How much / How many</i> questions</p> <p>Adverbs of sequence</p>
<p><b>5</b></p> <p><b>Can you come to my party?</b></p> <p>Page 33</p>	<p>Invitations</p>	<p>Make, accept and decline invitations</p> <p>Talk about obligations</p>	<p><i>Can</i> for invitations</p> <p>Modal verb <i>might</i></p>
<p><b>6</b></p> <p><b>If you go to the party, you'll have a great time!</b></p> <p>Page 41</p>	<p>Decision making</p>	<p>Talk about consequences</p>	<p>First conditional <i>if + will</i></p> <p>Modal verb <i>should</i></p>



Target Language	Vocabulary	Recycling
<p>How do you make a banana milk shake? First, peel the bananas. Next, put the bananas in the blender. Then, pour the milk into the blender. Finally, turn on the blender.</p> <p>How many bananas do we need? We need three bananas.</p> <p>How much yogurt do we need? We need one cup of yogurt.</p>	<p>blender, butter, cheese, honey, milk shake, oven, pepper, plate, pot, salt, sandwich, spoon, sugar, turkey, watermelon, yogurt</p> <p>add, cover, fill, mix, peel, pour</p> <p>turn on</p>	<p>fruit, banana, orange, vegetable, cabbage, carrot, potato, tomato, onion, food, milk, ice-cream, salad, soup, beef, water, bread, meat, noodles, rice, chicken, egg, fish, cup, bowl, breakfast, lunch, dinner, minute, hour</p> <p>cook, put, eat, drink, wash, cut up</p>
<p>Can you come to my party on Saturday? Sure, I'd love to. / Sorry, I must study for a math test.</p> <p>Can he go to the party? No, he can't. He has to help his parents.</p> <p>Can they go to the movies? No, they're not free. They might have to meet their friends.</p>	<p>concert, exam, flu, invitation, preparation</p> <p>accept, catch, refuse, reply, prepare</p> <p>available, glad, sad, surprised</p> <p>prepare for, another time, hang out, look after, turn down, look forward to, hear from</p>	<p>have to, must</p> <p>come to the party, go to the movies, play soccer, go to the doctor, study for a test, have a piano lesson, help one's parents, meet one's friend, visit one's grandparents, do homework</p> <p>Monday – Sunday, today, tomorrow, yesterday, weekend</p>
<p>I think I'll take the bus to the party. If you do, you'll be late.</p> <p>What will happen if they have the party today? If they have it today, half the class won't come.</p> <p>Should we ask people to bring food? If we ask people to bring food, they'll just bring potato chips and chocolate.</p>	<p>advice, experience, mistake</p> <p>advise, organize, solve, travel, trust</p> <p>angry, careful, careless, normal, understanding, upset</p> <p>keep ... to oneself, in half</p>	<p>go to the party, have a good time, stay at home, take the bus, work hard, go to college, talk to someone</p> <p>Simple future tense</p>

Units	Topics	Functions	Structures
<b>7</b> <b>What's the matter?</b> Page 49	Health and first aid	Talk about health problems and accidents Give advice	<i>Have</i> for talking about health problems Modal verbs <i>should / shouldn't</i> for suggestions Reflexive pronouns
<b>8</b> <b>I'll help to clean up the city parks.</b> Page 57	Volunteering and charity	Offer help	Infinitives as object, adverbial and object complement Modal verb <i>could</i> for suggestions Phrasal verbs
Page 65	Additional Material		
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Target Language	Vocabulary	Recycling
<p>What's the matter? I have a stomachache.</p> <p>What's the matter with Ben? He hurt himself.</p> <p>Does he have a toothache? Yes, he does.</p> <p>What should she do? She should take her temperature.</p>	<p>blood, cough, death, fever, foot, headache, knee, matter, neck, nurse, spirit, stomach, stomachache, toothache, trouble, X-ray</p> <p>hit, hurt, lie, rest</p> <p>have a cold, take breaks, cut off, give up</p>	<p>arm, back, ear, eye, hand, head, leg, mouth, nose, tooth</p> <p>temperature, dentist, medicine, doctor, hospital</p> <p>Modal verb <i>should</i></p> <p><i>If</i> clauses</p>
<p>I'd like to help homeless people.</p> <p>You could ask hospitals to let you visit the kids and cheer them up.</p> <p>She volunteers there once a week to help kids learn to read.</p> <p>I'm making some signs to put up around the school.</p>	<p>blind, clever, deaf, disabled, lonely, strong</p> <p>difficulty, feeling, interest, kindness, satisfaction</p> <p>clean up, cheer up, give out, hand out, give away, care for, fix up, put off, come up with, call up, take after, try out, set up</p>	<p>job, time, money, city park, old people's home, animal hospital</p> <p>visit, teach, tell stories, spend, help, decide</p> <p>put up, help out, give up, run out</p> <p>Infinitive as object</p>



# UNIT 1

## Section

## A

Language Goals:  
Talk about preferences;  
Make plans

## Do you want to watch a game show?



**1a** Match the TV shows with the pictures [a–g].

- |                          |                      |               |
|--------------------------|----------------------|---------------|
| 1. talk show _____       | 4. sitcom _____      | 7. news _____ |
| 2. soap opera <u> d </u> | 5. game show _____   |               |
| 3. sports show _____     | 6. talent show _____ |               |

**1b** Listen and number the shows [1–4] in the order you hear them.

\_\_\_\_\_ talent show \_\_\_\_\_ talk show \_\_\_\_\_ soccer game \_\_\_\_\_ news

**1c** Practice the conversation. Then make your own conversations.

love 😊😊      like 😊  
don't mind 😊      don't like 😞  
can't stand 😞😞

A: What do you want to watch?  
B: What do you think of talk shows?  
A: They're OK. I don't mind them.  
B: Then let's watch a talk show.

2a

Listen to Lin Hui and Sally's conversation. Number the TV shows [1-5] in the order you hear them.



- |                   |                  |
|-------------------|------------------|
| _____ sitcoms     | _____ news       |
| _____ game shows  | _____ talk shows |
| _____ soap operas |                  |

2b

Listen again. Complete the sentences.

- Sally likes to watch \_\_\_\_\_.
- Lin Hui thinks she can learn \_\_\_\_\_ from sitcoms.
- Sally thinks \_\_\_\_\_ are more educational than sitcoms.
- Sally loves \_\_\_\_\_. She plans to watch *Days of Our Past* \_\_\_\_\_.

2c

Ask and answer questions about the TV shows in 2a. Use information that is true for you.

- A: Do you plan to watch the news tonight?  
 B: Yes. I like watching the news. I watch it every night.  
 A: Why?  
 B: Because I hope to find out what's going on around the world.

2d

Role-play the conversation.

Grace: What did you do in class today, Sarah?

Sarah: We had a discussion about TV shows. My classmates like game shows and sports shows.

Grace: Oh, I can't stand them. I love soap operas. I like to follow the story and see what happens next.

Sarah: Well, I don't mind soap operas. But my favorite TV shows are the news and talk shows.

Grace: They're boring!

Sarah: Well, they may not be very exciting, but you can expect to learn a lot from them. I hope to be a TV reporter one day.



**Grammar Focus**

Do you want to watch the news?	Yes, I do. / No, I don't.
What do you plan to watch tonight?	I plan to watch <i>Days of Our Past</i> .
What can you expect to learn from sitcoms?	You can learn some great jokes.
Why do you like watching the news?	Because I hope to find out what's going on around the world.
What do you think of talk shows?	I don't mind them. / I can't stand them! / I love watching them!

**3a Make a conversation and then practice it with a partner.**

A: What do you plan to watch on TV tonight?

B: I hope to \_\_\_\_\_, but I also want to \_\_\_\_\_ . How about you? Do you \_\_\_\_\_ a talk show or \_\_\_\_\_ ?

A: Oh, I want to \_\_\_\_\_ .

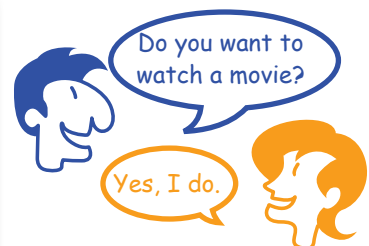
**3b Answer these questions. Give answers that are true for you.**

1. What do you think of game shows?  
\_\_\_\_\_
2. What comedy shows do you like to watch?  
\_\_\_\_\_
3. Do you plan to watch a sports show tonight?  
\_\_\_\_\_
4. What can you expect to learn from the news?  
\_\_\_\_\_



**3c Ask your classmates questions and write their names in the chart.**

Find someone who ...	Students' names
wants to watch a movie	_____
hopes to watch a sitcom	_____
expects to watch the news	_____
plans to watch a sports show	_____
never wants to watch a game show	_____





Section  
**B**

**1a** What do you think of these TV shows and movies? Choose words from the box and write them under the pictures. Each picture can have more than one word.

educational	serious	wonderful	relaxing
meaningless	enjoyable	exciting	boring



talk show



soap opera



sports show



game show



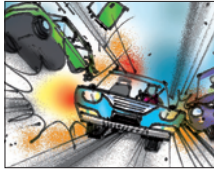
news



talent show



comedy



action movie



cartoon



scary movie

**1b** Listen and **circle** the description words you hear in the box in 1a.

**1c** Listen again. Write down the words John and Mary use to describe the TV shows or movies.

	Action movies	Scary movies	Game shows	Sitcoms	Talk shows
John	exciting				
Mary					

**1d** Tell your partner what John and Mary like to watch and why. Then tell your partner what you like to watch and why.

John wants to watch talk shows because they're enjoyable. I like to watch action movies because they're exciting.



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

1. Do you like to watch cartoons?
2. What is your favorite cartoon?
3. Why do you like it?

**2b** Read the passage and complete the time line on the next page.

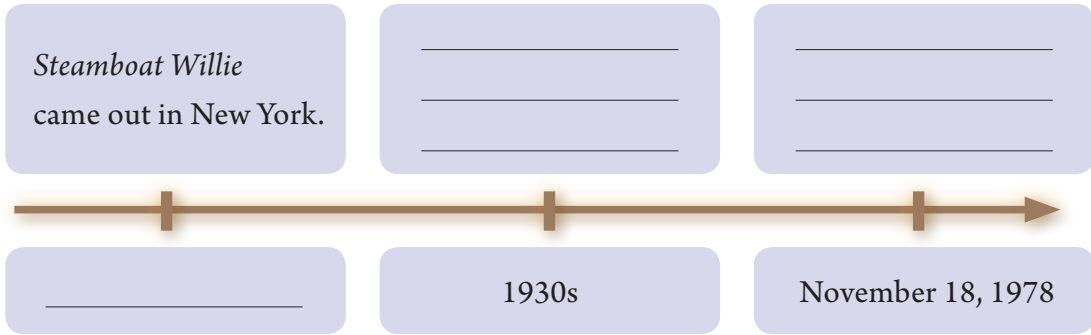
When people say “culture”, we think of art and history. But one very famous symbol in American culture is a cartoon. We all know and love the black mouse with two large round ears — Mickey Mouse. Over 80 years ago, he first



appeared in the cartoon *Steamboat Willie*. When this cartoon came out in New York on November 18, 1928, it was the first cartoon with sound and music. The man behind Mickey was Walt Disney. He became very rich and successful. In the 1930s, he made 87 cartoons with Mickey.

Some people might ask how this cartoon animal became so popular. One of the main reasons is that Mickey was like a common man, but he always tried to face any danger. In his early films, Mickey was unlucky and had many problems such as losing his house or girlfriend, Minnie. However, he was always ready to try his best. People went to the cinema to see the “little man” win. Most of them wanted to be like Mickey.

On November 18, 1978, Mickey became the first cartoon character to have a star on the Hollywood Walk of Fame. Today’s cartoons are usually not so simple as little Mickey Mouse, but everyone still knows and loves him. Who has a pair of ears more famous than Mickey’s?



**2c** Read the passage again and fill in the facts about Mickey.

	What does he look like?	Who created him?	What was his first cartoon?	Who is his girlfriend?	Why is he popular?
Mickey Mouse					

**2d** Read the passage again and discuss the questions with a partner.

1. What is Mickey Mouse a symbol of? What cartoon character is a symbol of Chinese culture?
2. Do you think Walt Disney is a smart man? Why or why not? Do you want to be like him?
3. Why did people want to be like Mickey? Do you want to be like Mickey? Why or why not?
4. Can you think of another cartoon character that is as famous as Mickey? Why is the character popular?

**2e** Underline the following phrases in the passage. Write your own sentences or questions using the phrases.

think of \_\_\_\_\_

come out \_\_\_\_\_

one of the main reasons \_\_\_\_\_

such as \_\_\_\_\_

was ready to \_\_\_\_\_

try his best \_\_\_\_\_

**3a** Fill in the blanks in the movie review. Use the words in the box to help you.

fantastic shows action want comes from played about like exciting plan

*Mulan* is an \_\_\_\_\_ movie. It \_\_\_\_\_ an old Chinese story. The movie is \_\_\_\_\_ a village girl, *Mulan*. She dresses up like a boy and takes her father's place to fight in the army. I think the actress \_\_\_\_\_ *Mulan*'s role well. The other actors are also \_\_\_\_\_ and they did a good job in the movie. I \_\_\_\_\_ *Mulan* very much. The movie \_\_\_\_\_ her love for her family, friends and country. If you \_\_\_\_\_ to watch a movie this weekend and you \_\_\_\_\_ to see something enjoyable, choose *Mulan*!



**3b** Write notes for your own movie review.

The name of the movie: \_\_\_\_\_

The kind of movie: \_\_\_\_\_

What the movie is about: \_\_\_\_\_

What you think of the movie / stars: \_\_\_\_\_

\_\_\_\_\_

**3c** Write your movie review using the notes in 3b.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 4** What do you and your partner think of these TV shows or movies? Write description words for each one.



	Me	My partner
soap operas		
talent shows		
news		
sports shows		
game shows		
talk shows		
comedies		
scary movies		
action movies		
cartoons		

**Self Check**

**1** Write questions and answers using the words in brackets.

- A: \_\_\_\_\_ (what / think of / soap operas)  
 B: \_\_\_\_\_ (can't stand)
- A: \_\_\_\_\_ (what show / want to watch / tonight)  
 B: \_\_\_\_\_ (talent show)
- A: \_\_\_\_\_ (what / expect to learn / game show)  
 B: \_\_\_\_\_ (interesting information)
- A: \_\_\_\_\_ (what / hope to watch / tomorrow)  
 B: \_\_\_\_\_ (news)
- A: \_\_\_\_\_ (do / plan to watch / action movie)  
 B: \_\_\_\_\_ (no / plan to watch / comedy)

**2** Which of these statements do you agree with (✓) or disagree with (X)? Give at least one reason.

- I think game shows are meaningless. ( ) \_\_\_\_\_
- I can't stand soap operas. ( ) \_\_\_\_\_
- I think sitcoms and talent shows are relaxing. ( ) \_\_\_\_\_
- I love talk shows. ( ) \_\_\_\_\_
- I think comedies are fantastic. ( ) \_\_\_\_\_



# UNIT 2

## Section

# A

Language Goal:  
Talk about  
future intentions

## I'm going to study computer science.



**1a** Do you think these jobs are interesting? Rank them [1–12] (1 is most interesting, 12 is least interesting).

___ computer programmer	___ cook	___ doctor
___ engineer	___ teacher	___ violinist
___ bus driver	___ pilot	___ pianist
___ basketball player	___ scientist	___ actor

**1b** Listen and fill in the blanks. Then match the items.

- |                        |                             |
|------------------------|-----------------------------|
| 1. computer programmer | a. take _____ lessons       |
| 2. basketball player   | b. study _____ science      |
| 3. engineer            | c. practice _____ every day |
| 4. actor               | d. study _____ really hard  |

**1c** Practice the conversation in the picture. Then make conversations about the other jobs in 1a.

A: What do you want to be when you grow up?  
B: I want to be a basketball player.  
A: How are you going to do that?  
B: I'm going to practice basketball every day.

2a

Listen. What is Cheng Han going to do? Check (✓) the correct boxes in the picture.



2b

Listen again. What are Cheng Han's plans for the future? Complete the chart.

What	
Where	
How	
When	

2c

Ask and answer questions about Cheng Han's plans.

A: What does Cheng Han want to be?

B: He wants to be ...

2d

Role-play the conversation.

Andy: What are you reading, Ken?

Ken: *The Old Man and the Sea* by Hemingway.

Andy: Wow, now I know why you're so good at writing stories.

Ken: Yes, I want to be a writer.

Andy: Really? How are you going to become a writer?

Ken: Well, I'm going to keep on writing stories, of course. What do you want to be?

Andy: My parents want me to be a doctor, but I'm not sure about that.

Ken: Well, don't worry. Not everyone knows what they want to be. Just make sure you try your best. Then you can be anything you want!

Andy: Yes, you're right.



**Grammar Focus**

What do you want to be when you grow up?	I want to be an engineer.
How are you going to do that?	I'm going to study math really hard.
Where are you going to work?	I'm going to move to Shanghai.
When are you going to start?	I'm going to start when I finish high school and college.

**3a Match what these people want to do with what they are going to do.**

- |  |  |
|--|--|
| ___ 1. My friend wants to be an engineer.      | a. They're going to practice every day.  |
| ___ 2. My brother wants to be an actor.        | b. I'm going to buy a fast car.          |
| ___ 3. I want to be a scientist.               | c. We're going to take singing lessons.  |
| ___ 4. My sister wants to be a school teacher. | d. She's going to study education.       |
| ___ 5. Those boys want to be soccer players.   | e. She's going to study math.            |
| ___ 6. My friend and I want to be singers.     | f. I'm going to study science.           |
| ___ 7. My cousin wants to be a cook.           | g. He's going to go to a cooking school. |
| ___ 8. I want to be a race car driver.         | h. He's going to take acting lessons.    |

**3b Fill in the blanks. Then practice the conversation.**

A: Kelly, what do you want to be \_\_\_\_\_ you grow up?  
 B: I \_\_\_\_\_ to be a doctor.  
 A: Wow! \_\_\_\_\_ are you going to do that?  
 B: I'm \_\_\_\_\_ to study medicine at a university.  
 A: Hmm ... sounds difficult. \_\_\_\_\_ are you \_\_\_\_\_ to study?  
 B: I'm going to \_\_\_\_\_ in London.  
 A: \_\_\_\_\_ are you going to start?  
 B: I'm going to \_\_\_\_\_ next September.



**3c Complete the chart and discuss it with your partner.**

A: What do you want to be when you grow up?  
 B: I want to be a reporter.  
 A: How are you going to do that?  
 B: I'm going to write articles and send them to magazines and newspapers.

What	
Where	
How	
When	

Section  
**B**

**1a** Match the pictures with the New Year's resolutions. Number the pictures [1-5].



1



- New Year's Resolutions**  
Next year, I'm going to:
1. learn to play the piano
  2. make the soccer team
  3. get good grades
  4. eat healthier food
  5. get lots of exercise



**1b** What are you going to do next year? Tell your partner.

A: What are you going to do next year?  
B: Well, I'm going to take guitar lessons. I really love music.  
A: Sounds interesting. I'm going to learn another foreign language.  
B: Are you? Great! But foreign languages are not for me.

**1c** Listen and circle the resolutions you hear in 1a.

**1d** Listen again. Write how the people are going to make their resolutions work.



	How are they going to do it?
Lucy	She's going to take piano lessons.
Kim	
Mike	

**1e** Make a list of other resolutions and how you are going to make them work. Then discuss them with your group.

A: I want to be a teacher.  
B: How are you going to do that?  
A: Well, I'm going to study hard and get good grades.  
B: Sounds like a good plan. I want to get a lot of exercise.

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

1. Did you make any resolutions last year?
2. Were you able to keep them? Why or why not?

**2b** Read the passage and match each paragraph [1–3] with its main purpose in the box. Underline the words and phrases that helped you decide.

1. Do you know what a resolution is? It's a kind of promise.

Most of the time, we make promises to other people. (“Mom, I promise I’m going to tidy my room when I get back from school.”) However, promises you make to yourself are resolutions, and the most common kind is New Year’s resolutions. \_\_\_\_\_ When we make resolutions at the beginning of the year, we hope that we are going to improve our lives. Some people write down their resolutions and plans for the coming year. This helps them to remember their resolutions. Others tell their family and friends about their wishes and plans.

2. There are different kinds of resolutions. Some are about physical health. For example, some people promise themselves they are going to start an exercise program or eat less fast food. Many resolutions have to do with self-improvement. \_\_\_\_\_ Some people might say they are going to take up a hobby like painting or taking photos, or learn to play the guitar. Some resolutions have to do with better planning, like making a weekly plan for schoolwork. \_\_\_\_\_

3. Although there are differences, most resolutions have one thing in common. People hardly ever keep them! \_\_\_\_\_ Sometimes the resolutions may be too difficult to keep. Sometimes people just forget about them. For this reason, some people say the best resolution is to have no resolutions! How about you—will you make any next year?

- \_\_\_\_\_ To question the idea of making resolutions
- \_\_\_\_\_ To give the meaning of *resolution*
- \_\_\_\_\_ To discuss the different kinds of resolutions





**2c** Which paragraph in the passage do you think each sentence goes in? Write the letters [A–D] in the correct places in the passage.

- A. These are about making yourself a better person.
- B. For example, a student may have to find more time to study.
- C. There are good reasons for this.
- D. The start of the year is often a time for making resolutions.

**2d** Answer the questions with short sentences.



1. What is a resolution?  
\_\_\_\_\_
2. When do people usually make resolutions?  
\_\_\_\_\_
3. Why do people usually make resolutions?  
\_\_\_\_\_
4. How can people remember their resolutions?  
\_\_\_\_\_
5. How many kinds of resolutions does the writer talk about?  
\_\_\_\_\_
6. Why do you think resolutions may be difficult to keep?  
\_\_\_\_\_
7. Do you think the best resolution is to have no resolutions? Why or why not?  
\_\_\_\_\_

**2e** Find these phrases in the passage. Then write your own sentences with them.

have to do with	_____
make promises	_____
have ... in common	_____
write down	_____
for this reason	_____
take up	_____

**3a** Complete the first two paragraphs about resolutions with the words in the box.

take    listen    make    is    help    learn    are

Resolutions \_\_\_\_\_ promises to yourself. They may \_\_\_\_\_ to make you a better person and to make your life easier. I am going to \_\_\_\_\_ four resolutions.

The first resolution is about my own personal improvement. Next year, or maybe sooner, I am going to \_\_\_\_\_ up a new hobby. I think singing \_\_\_\_\_ a great activity so I am going to \_\_\_\_\_ to sing. I think this will also make my family happy because they love to \_\_\_\_\_ to music and sing together.

**3b** Write your resolutions under the following headings.

1. Ideas for improving my physical health  
*get more exercise,* \_\_\_\_\_
2. Ideas for improving my relationships with my family and friends  
\_\_\_\_\_
3. Ideas for doing better at school  
\_\_\_\_\_

**3c** Use your notes to write three more paragraphs about your resolutions. In each paragraph, write what you are going to do and why.

The second resolution is about improving my physical health. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The third resolution is about improving my relationships with my family and friends. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The last resolution is about how to do better at school. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4** Imagine you work for your city. Think of a plan to make it cleaner and greener.



1. We're going to make the subway better.

Then people don't have to drive to work.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**Self Check**

**1** Match the jobs with the school subjects.

- |                        |                  |
|------------------------|------------------|
| 1. computer programmer | medicine         |
| 2. engineer            | computer science |
| 3. doctor              | math             |
| 4. basketball player   | science          |
| 5. scientist           | P.E.             |

**2** Fill in the blanks in the conversation.

- A: What do you \_\_\_\_\_ to be when you grow up?  
 B: I want \_\_\_\_\_ a scientist.  
 A: Wow! That sounds cool. But it's also difficult. \_\_\_\_\_ are you \_\_\_\_\_ to do that?  
 B: After I finish high school, I'm \_\_\_\_\_ to go to university.  
 A: \_\_\_\_\_ are you \_\_\_\_\_ to study?  
 B: In Hefei. I'm \_\_\_\_\_ to study there for four years.  
 A: I think I want \_\_\_\_\_ a teacher. I'm \_\_\_\_\_ to teach in Wuhan.

**3** Write about your plans.

- Tomorrow, I'm going to \_\_\_\_\_.  
 Next week, \_\_\_\_\_.  
 Next month, \_\_\_\_\_.  
 Next year, \_\_\_\_\_.

# UNIT 3

## Section

## A

Language Goal:  
Make predictions

## Will people have robots?



**1a** How will the world be different 100 years from now? Read these predictions. Check (✓) A for agree or D for disagree.

- \_\_\_ A \_\_\_ D 1. People will have robots in their homes.  
\_\_\_ A \_\_\_ D 2. People won't use money. Everything will be free.  
\_\_\_ A \_\_\_ D 3. Books will only be on computers, not on paper.  
\_\_\_ A \_\_\_ D 4. Kids won't go to school. They'll study at home on computers.  
\_\_\_ A \_\_\_ D 5. There will be only one country.  
\_\_\_ A \_\_\_ D 6. People will live to be 200 years old.

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

**1c** Ask and answer questions about the predictions in 1a.

A: Will people use money in 100 years?  
B: No, they won't. Everything will be free.  
Will people live to be 200 years old?  
A: Yes, they will.

**2a** Listen and **circle** the words you hear.

1. There will be (more) / less / fewer people.
2. There will be (more / less / fewer) free time.
3. There will be (more / less / fewer) cars.
4. There will be (more / less / fewer) pollution.
5. There will be (more / less / fewer) trees.



**2b** Listen again. Check (✓) the predictions you hear.

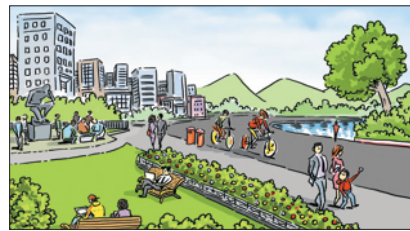
- \_\_\_ 1. There will be fewer people.
- ✓ 2. There will be less free time.
- \_\_\_ 3. People will use the subways less.
- \_\_\_ 4. There will be more pollution.
- \_\_\_ 5. Cities will be very big and crowded.

**2c** Make conversations about the predictions in 2a and 2b.

A: What's your prediction about the future?  
 B: I think there will be more pollution.  
 A: Really? I don't think so. But I think there will be fewer trees.

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

- Nick: What are you reading, Jill?  
 Jill: It's a book about the future.  
 Nick: Sounds cool. So what will the future be like?  
 Jill: Well, cities will be more crowded and polluted. There will be fewer trees and the environment will be in great danger.  
 Nick: That sounds bad! Will we have to move to other planets?  
 Jill: Maybe. But I want to live on the earth.  
 Nick: Me, too. Then what can we do?  
 Jill: We can use less water and plant more trees. Everyone should play a part in saving the earth.





**Grammar Focus**

What will the future be like?	Cities will be more polluted. And there will be fewer trees.
Will people use money in 100 years?	No, they won't. Everything will be free.
Will there be world peace?	Yes, I hope so.
Kids will study at home on computers.	They won't go to school.

Countable nouns	Uncountable nouns
There will be more <i>people</i> .	There will be more <i>pollution</i> .
There will be fewer <i>trees</i> .	There will be less free <i>time</i> .

'll = will  
won't = will not

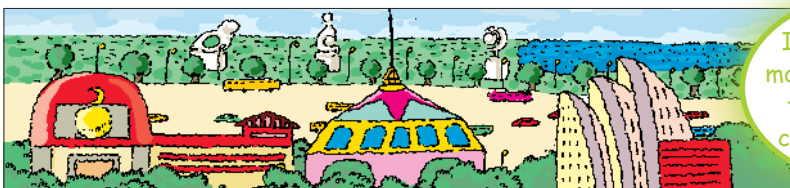
**3a** Fill in the blanks with *more*, *less* or *fewer*.

- In the future, there will be \_\_\_\_\_ fresh water because there will be \_\_\_\_\_ pollution in the sea.
- In 100 years, there will be \_\_\_\_\_ cars because there will be \_\_\_\_\_ people in the cities.
- There will be \_\_\_\_\_ jobs for people because \_\_\_\_\_ robots will do the same jobs as people.
- I think there will be \_\_\_\_\_ cities because people will build \_\_\_\_\_ buildings in the country.
- In 50 years, people will have \_\_\_\_\_ free time because there will be \_\_\_\_\_ things to do.

**3b** Complete the predictions with what you think will happen.

- Kids study at school now. In 100 years, \_\_\_\_\_
- I sometimes see blue skies in my city, but in the future \_\_\_\_\_
- People now usually live to be about 70–80 years old, but in the future \_\_\_\_\_
- Families usually spend time together on weekends, but maybe in 200 years \_\_\_\_\_

**3c** Draw a picture of what you think a city in the future will be like. Then describe it to the class.



I think there will be more tall buildings, and there will be fewer cars and more buses.

Section  
**B**

**1a** Write each word in the correct column below.

astronaut	house	apartment	train
rocket	space station		computer programmer

Jobs	Transportation	Places to live

**1b** Think of other words and write them in the chart in 1a.

**1c** Listen to Alexis and Joe. Number the pictures [1-3].



**1d** Listen again. Fill in the blanks with the correct verbs in the box.

- I live in an apartment across the street from here.
- I \_\_\_\_\_ near here.
- I \_\_\_\_\_ a computer programmer.
- We \_\_\_\_\_ in a house in the country.
- I \_\_\_\_\_ the train to school.
- I \_\_\_\_\_ an astronaut.
- I \_\_\_\_\_ rockets to the moon.
- I \_\_\_\_\_ on a space station.

am	live	work
lived	took	
will be	will live	will fly

**1e** Student A is Alexis and Student B is Joe. Talk about Joe's life now, 10 years ago and 10 years from now.

A: Where do you live?  
B: I live in an apartment.

**2a** Tell your partner what you know about robots. What do they look like and what can they do?

**2b** Read the article and match each paragraph with the question it discusses.

- |             |  |
|-------------|--|
| Paragraph 1 | Will robots think like humans in the future? |
| Paragraph 2 | What will robots be like in the future?      |
| Paragraph 3 | What can robots do today?                    |
| Paragraph 4 | What are robots like in movies?              |

***Do You Think You Will Have Your Own Robot?***

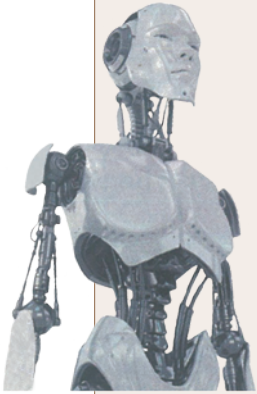
- When we watch movies about the future, we sometimes see robots. They are usually like human servants. They help with the housework and do jobs like working in dirty or dangerous places.
- Today there are already robots working in factories. Some can help to build cars, and they do simple jobs over and over again. Fewer people will do such jobs in the future because they are boring, but robots will never get bored.
- Scientists are now trying to make robots look like humans and do the same things as we do. Some robots in Japan can walk and dance. They are fun to watch. However, some scientists believe that although we can make robots move like people, it will be difficult to make them really think like a human. For example, scientist James White thinks that robots will never be able to wake up and know where they are. But many scientists disagree with Mr. White. They think that robots will even be able to talk like humans in 25 to 50 years.
- Some scientists believe that there will be more robots in the future. However, they agree it may take hundreds of years. These new robots will have many different shapes. Some will look like humans, and others might look like animals. In India, for example, scientists made robots that look like snakes. If buildings fall down with people inside, these snake robots can help look for people under the buildings. This was not possible 20 years ago, but computers and rockets also seemed impossible 100 years ago. We never know what will happen in the future!



**2c** Read the article again quickly. Complete the sentences about what robots can do now.

1. Robots can build \_\_\_\_\_ in factories.
2. They can do \_\_\_\_\_ jobs many times and never get bored.
3. Some can \_\_\_\_\_ and \_\_\_\_\_.
4. Some can help \_\_\_\_\_ people under \_\_\_\_\_.

**2d** Fill in the blanks in this paragraph with words from the article.



Some robots are very human-like. They can walk and \_\_\_\_\_ like people. Some scientists think that in the future they will \_\_\_\_\_ robots more like humans. This may not \_\_\_\_\_ in the near future, but at some point, robots will even be able to \_\_\_\_\_ like people. However, some scientists \_\_\_\_\_. James White believes that robots will not be able to do the \_\_\_\_\_ things as we can. For example, he thinks that robots will \_\_\_\_\_ be able to wake up and know where they are. Which side do you \_\_\_\_\_ with?

**2e** What kinds of animals might robots look like in the future? What do you think these robots will be able to do? Write your ideas and discuss them with your partner.

I think some future robots might look like \_\_\_\_\_. They will \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3a** Read Jill's answer to the question "What will your life be like in the future?" Fill in the blanks with the words in the box.

meet work live look keep wear more less fewer take

In 20 years, I think I'll be a newspaper reporter. I'll \_\_\_\_\_ in Shanghai, because there will be \_\_\_\_\_ jobs in that city. As a reporter, I think I will \_\_\_\_\_ lots of interesting people, so I'll have more friends. I'll have \_\_\_\_\_ pets, though, because I'll have \_\_\_\_\_ free time. And my apartment will be no good for pets because it'll be too small. So I'll probably just \_\_\_\_\_ a bird. During the week, I'll \_\_\_\_\_ smart clothes. On the weekend, I'll \_\_\_\_\_ less smart but I'll be more comfortable. In the future, people will \_\_\_\_\_ more so they'll probably have fewer vacations, but I think I'll \_\_\_\_\_ a holiday in Hong Kong when possible. One day I'll even go to Australia.



**3b** Complete the chart about your life 20 years from now. You can add more items.

What will your ... be like?	
job	
home	
free time activities	
neighborhood	

**3c** Write about your life 20 years from now. Use 3a and 3b to help you.

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**4** Discuss how you think a robot will help students with schoolwork in the future. Write down your group's ideas and draw a picture of your robot.

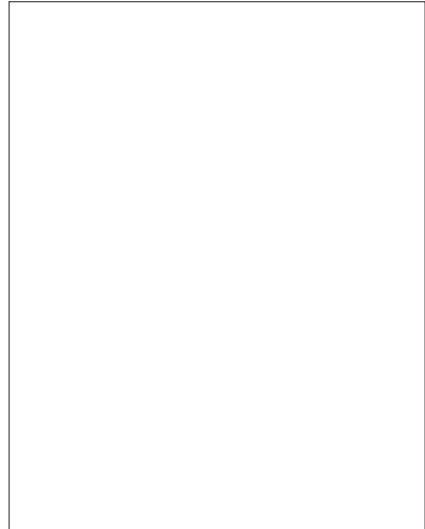
1. I think students won't need  
dictionaries because a robot will  
tell them the meanings of words.

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_



**Self Check**

**1** Put the words in the correct columns in the chart.

job people pollution robot fresh water paper planet  
car clean air city free time building money tree

more / fewer	more / less

**2** Fill in the blanks in the conversation.

Girl: Mom, what will the future \_\_\_\_\_ like?  
 Mom: Well, no one knows what the future will be \_\_\_\_\_.  
 Girl: But \_\_\_\_\_ I be beautiful like you? \_\_\_\_\_ I be a pilot?  
 I want to fly up into the sky.  
 Mom: You're already beautiful. And you should study hard. Then you  
 \_\_\_\_\_ be a pilot.  
 Girl: OK, I must study harder then.  
 Mom: But you should also remember that \_\_\_\_\_ will \_\_\_\_\_  
 both good and bad things in life.  
 Girl: Oh, but I'm not scared, Mom, because you \_\_\_\_\_ help me!



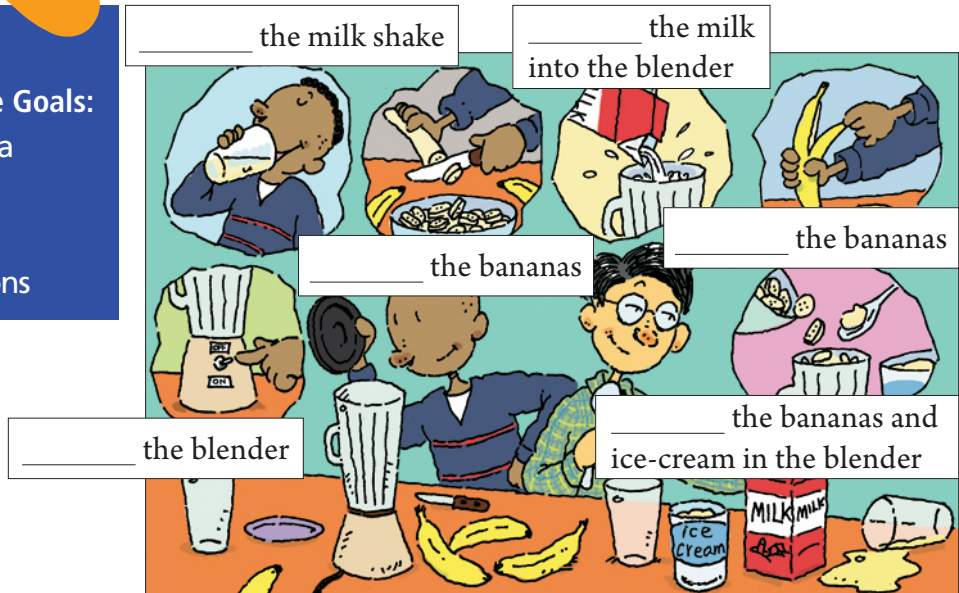
# UNIT 4

## Section

## A

### How do you make a banana milk shake?

Language Goals:  
Describe a  
process;  
Follow  
instructions



**1a** Write these words in the blanks in the picture above.

turn on    cut up    drink    peel    pour    put

**1b** Listen and put the instructions in order.

- \_\_\_\_\_ Turn on the blender.  
\_\_\_\_\_ Cut up the bananas.  
\_\_\_\_\_ Drink the milk shake.  
\_\_\_\_\_ Pour the milk into the blender.  
\_\_\_\_\_ Put the bananas and ice-cream in the blender.  
1 \_\_\_\_\_ Peel three bananas.

**1c** Cover the instructions above. Tell your partner how to make a banana milk shake.

A: How do you make a banana milk shake?

B: First, peel the bananas ...

**2a** Listen and complete the chart.



How many	bananas,
How much	yogurt,

**2b** Listen again. Write the ingredients under the correct amount in the chart.

one	two	three	one cup	two spoons
watermelon,				

**2c** Ask and answer questions about how to make fruit salad.

A: Let's make fruit salad.  
 B: OK, good idea. How much yogurt do we need?  
 A: One cup.  
 B: How many apples do we need?  
 A: Let me think ... We need two apples.  
 B: OK, and how much ...

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

Anna: Sam, I want to make Russian soup for a party on Saturday. Can you tell me how?  
 Sam: Sure. First, buy some beef, one cabbage, four carrots, three potatoes, five tomatoes and one onion. Then, cut up the vegetables.  
 Anna: What's next?  
 Sam: Next, put the beef, carrots and potatoes into a pot and add some water. After that, cook them for 30 minutes. Then, add the cabbage, tomatoes and onion and cook for another 10 minutes.  
 Anna: OK, that's it?  
 Sam: No, one more thing. Finally, don't forget to add some salt.



**Grammar Focus**

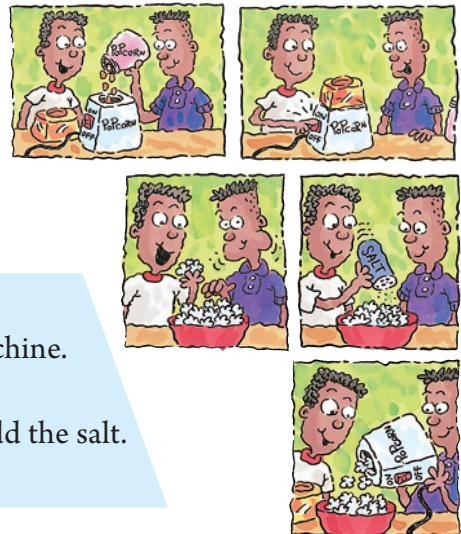
How do you make a banana milk shake?	First, peel the bananas. Next, put the bananas in the blender. Then, pour the milk into the blender. Finally, turn on the blender.
<b>Countable nouns</b>	<b>Uncountable nouns</b>
How many <i>bananas</i> do we need? We need three bananas.	How much <i>yogurt</i> do we need? We need one cup of yogurt.

**3a** Circle the correct word in each question.

- How (much / many) bananas do we need?
- How (much / many) sugar do we need?
- How (much / many) bread do we need?
- How (much / many) tomatoes do we need?
- How (much / many) cheese do we need?

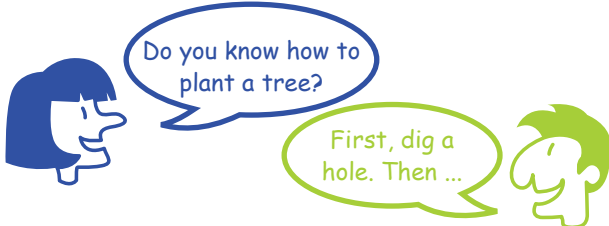
**3b** Complete the questions and answers. Then match them.

- \_\_\_\_\_ do you make popcorn?
- \_\_\_\_\_ corn do we need?
- \_\_\_\_\_ do we do next?
- \_\_\_\_\_ salt do we need?
- Now can we eat it?



- Half a cup.
- \_\_\_\_\_, put the corn into the popcorn machine.
- Yes, we can!
- Next, \_\_\_\_\_ on the machine. \_\_\_\_\_, add the salt.
- Just one spoon.

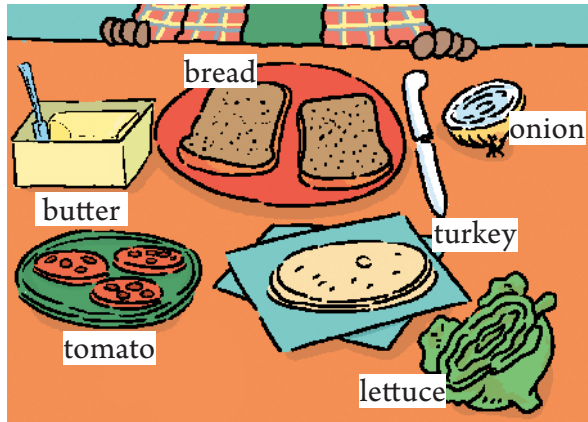
**3c** Write how to do one of the following things. Then tell your partner how to do it.



- plant a tree
- make beef noodles
- wash clothes
- take out a book from the library

Section  
**B**

**1a** Make a list of the things you like in a sandwich.



In my sandwich, I like \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**1b** Ask and answer questions with a partner. Find out what he / she likes in a sandwich.

A: Do you like lettuce in a sandwich?  
 B: Yes, I do.  
 A: Do you like tomatoes?  
 B: No, I don't.

**1c** Look at the picture in 1a. Listen and circle the words you hear.

**1d** Listen again. Write the ingredients in the order you hear them.

First	Next	Then	Finally
butter			



**1e** Tell your partner how to make your favorite sandwich.

A: First, put some butter on a piece of bread.  
 B: How much butter?  
 A: About one spoon.

- 2a What kind of traditional food do people eat on special holidays in China?
- 2b Read the article and number the pictures [1-5].

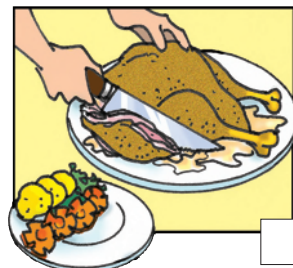
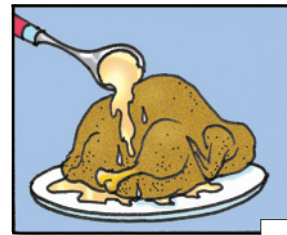
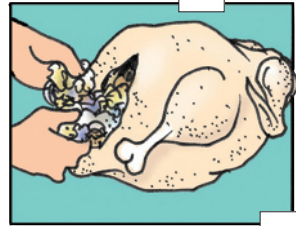
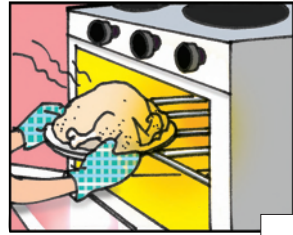
### Thanksgiving in North America

In most countries, people usually eat traditional food on special holidays. A special day in North America is Thanksgiving. In the United States, this festival is always on the fourth Thursday in November, but in Canada it falls on the second Monday in October. Thanksgiving is a time to give thanks for food in the autumn and other good things people enjoy in life. Families see Thanksgiving as a time to get together and usually celebrate it with a big family meal. Food such as gravy, cornbread, mashed potatoes, and pumpkin or apple pie are the most popular and will usually be served at the meal. However, the main dish of this meal is almost always turkey, a large bird.

#### Making a turkey dinner

Here is one way to make turkey for a Thanksgiving dinner.

- First, mix together some bread pieces, onions, salt and pepper.
- Next, fill the turkey with this bread mix.
- Then, put the turkey in a hot oven and cook it for a few hours.
- When it is ready, place the turkey on a large plate and cover it with gravy.
- Finally, cut the turkey into thin pieces and eat the meat with vegetables like carrots and potatoes.





**2c** Read the article again and answer the following questions.

1. Where do people celebrate Thanksgiving?

\_\_\_\_\_

2. When do people celebrate it?

\_\_\_\_\_

3. Why is Thanksgiving important?

\_\_\_\_\_

4. How do people celebrate it?

5. What is the main dish of the Thanksgiving meal?

\_\_\_\_\_

**2d** Here are the instructions for making a turkey dinner written in a different way. Put them in order. Write *First*, *Next*, *Then* and *Finally*.

- \_\_\_\_\_, serve it to your friends with some vegetables.
- \_\_\_\_\_, put this into the bird.
- \_\_\_\_\_, cook it at a very high temperature for a long time.
- \_\_\_\_\_, put everything you need together in a large bowl.

**2e** What do you think is the most special day in China? Answer the following questions.

1. When is this special day?

2. What are the reasons for this special day?

Do people give thanks for anything on this day?

Do people remember anything or anyone on this day?

3. How do most people celebrate this day?

4. Is there any traditional food?

What are the main dishes?

5. Can you make these dishes?





**3a** Read the recipe below and fill in the blanks with the words in the box.

cook   next   wash   finally   have   enjoy   first   cut

### Yunnan Rice Noodles

In Yunnan, many people eat rice noodles for breakfast, and even for lunch and dinner. To make this special food, you need to \_\_\_\_\_ rice noodles, chicken soup, chicken, lettuce and eggs. (Of course, you can also have other things like fish and different vegetables.) \_\_\_\_\_, \_\_\_\_\_ the lettuce and cut it up. \_\_\_\_\_, \_\_\_\_\_ the chicken into pieces. Then, make the chicken soup very hot, over 100°C.



Then, \_\_\_\_\_ the eggs, meat and lettuce in the pot of hot soup, one by one. \_\_\_\_\_, put the rice noodles into the soup. Now, it's time to \_\_\_\_\_ the rice noodles!

**3b** Think of a favorite food in your hometown. Make a list of ingredients.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3c** Write a recipe for your favorite food. Use 3a and 3b to help you.

☾ \_\_\_\_\_

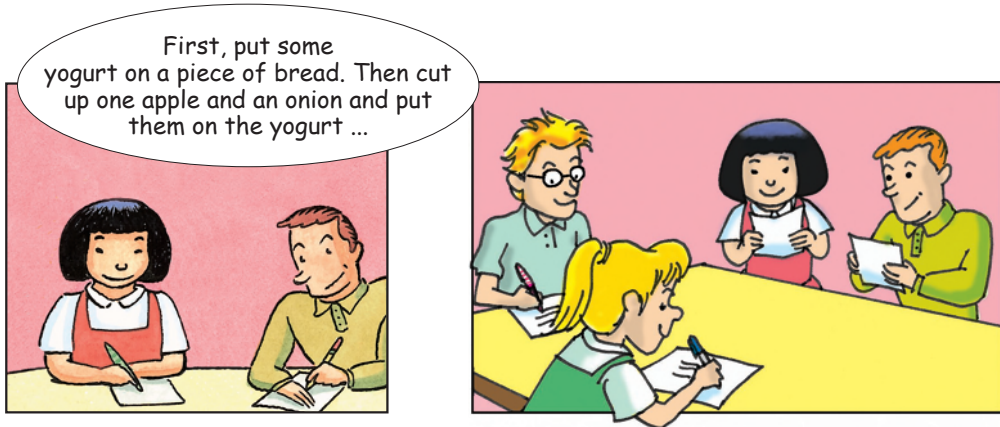
☾ \_\_\_\_\_

☾ \_\_\_\_\_

☾ \_\_\_\_\_

☾ \_\_\_\_\_

- 4 Make up a crazy recipe with your partner. Then tell another pair of students how to make this crazy food. The other pair will draw it.



**Self Check**

- 1 Number these instructions for making tomato and egg soup in the correct order. Then complete the instructions with the words in the box.

First		_____ , mix everything together and serve it.
Next		_____ , cook for five minutes and add two eggs.
Then		_____ , cut up three tomatoes and put them into a pot.
Finally		_____ , add some water, sugar and salt.

- 2 Write questions and answers using the words in brackets.

1. Q: \_\_\_\_\_  
 (how many / eggs / we / need / make / cake)  
 A: \_\_\_\_\_  
 (two)

2. Q: \_\_\_\_\_  
 (how much / milk / we / need)  
 A: \_\_\_\_\_  
 (three cups)

3. Q: \_\_\_\_\_  
 (we / have to / add / sugar or honey)  
 A: \_\_\_\_\_  
 (yes / can / add / two spoons / honey)

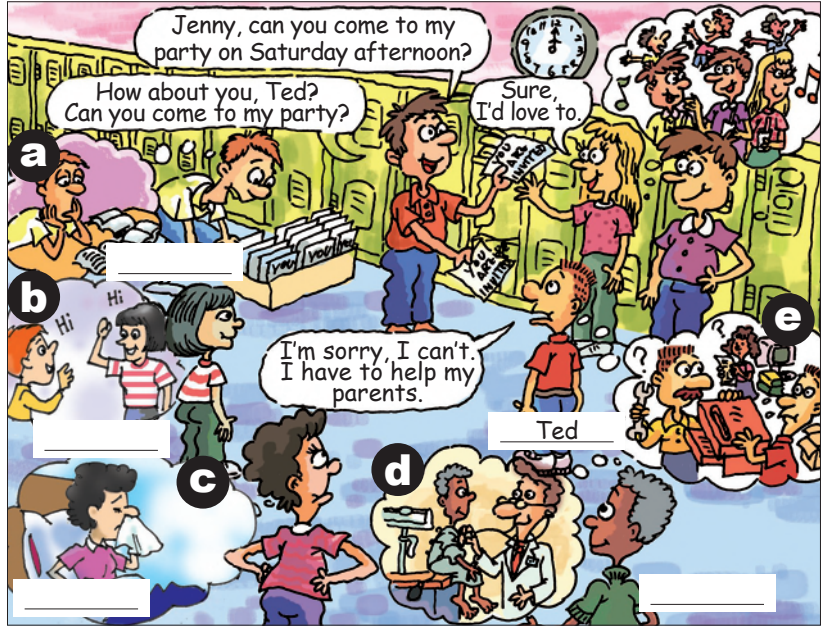
# UNIT 5

## Section

## A

## Can you come to my party?

Language Goals:  
Make, accept  
and decline  
invitations;  
Talk about  
obligations



**1a** Match the phrases with the pictures [a-e].

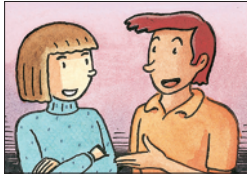
- |                                   |                          |                      |
|-----------------------------------|--------------------------|----------------------|
| 1. prepare for an exam <u> a </u> | 3. go to the doctor ____ | 5. have the flu ____ |
| 2. help my parents ____           | 4. meet my friend ____   |                      |

**1b** Listen and write the names (Tim, Kay, Anna and Wilson) next to the correct students in the picture.

**1c** You are the students in the picture. Student A, invite three students to your party. Students B, C and D, give answers.

- A: Can you come to my party on Saturday afternoon?  
B: Sure, I'd love to.  
C: Sorry, I can't. I have to prepare for an exam.  
D: I'm sorry, too. I must go to the doctor.

**2a** Listen and circle *can* or *can't*.



1. Jeff (can / can't) go to the party.
2. Mary (can / can't) go to the party.
3. May (can / can't) go to the party.
4. Mei Ling (can / can't) go to the party.
5. Paul (can / can't) go to the party.

**2b** Listen again. Who can't go to the party? Why? Complete the chart.

Names	Reasons

**2c** Look at the reasons in the chart in 2b. Write some more. Then, Student A, invite your partner to do something. Student B, say you can't go and why.

<ol style="list-style-type: none"> <li>1. <u>too much homework</u></li> <li>2. _____</li> <li>3. _____</li> <li>4. _____</li> </ol>	<p>A: Hey, Dave. Can you go to the movies on Saturday?</p> <p>B: I'm sorry. I'm not available. I have too much homework this weekend.</p> <p>A: That's too bad. Maybe another time.</p> <p>B: Sure, Joe. Thanks for asking.</p>
---	---

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

Jeff: Hey, Nick, can you come to my house on Saturday? My cousin Sam from Xi'an is going to be here.

Nick: Oh, Sam! I remember we went bike riding together last fall when he visited you.

Jeff: Yes, that's right.

Nick: I'd love to come, but I'm afraid I can't. I have an exam on Monday so I must prepare for it.

Jeff: That's really too bad! Oh, but Sam isn't leaving until next Wednesday. Can you hang out with us on Monday night?

Nick: Sure! Catch you on Monday!



**Grammar Focus**

Can you come to my party on Saturday?	Sure, I'd love to. Sorry, I must study for a math test.
Can you go to the movies tomorrow night?	Sure. That sounds great. I'm afraid not. I have the flu.
Can he go to the party?	No, he can't. He has to help his parents.
Can she go to the baseball game?	No, she's not available. She must go to the doctor.
Can they go to the movies?	No, they're not free. They might have to meet their friends.

**3a** Complete the answers with *might* and one of the phrases in the box.

- watch TV
- on the weekend
- my cousin
- visit my grandparents
- practice the violin



1. A: What are you going to do on Saturday?  
B: I'm not sure. I might \_\_\_\_\_
2. A: What are you planning to do after school?  
B: I don't know. \_\_\_\_\_
3. A: When will you finish the science homework?  
B: \_\_\_\_\_
4. A: Who are you going to the movies with?  
B: \_\_\_\_\_
5. A: Are you free to come to my place on Saturday?  
B: \_\_\_\_\_

**3b** Complete the sentences below. Use the words in brackets to help you.

1. Inviting: \_\_\_\_\_ (can / play tennis)  
Accepting: \_\_\_\_\_
2. Inviting: \_\_\_\_\_ (would like to / go to the movies)  
Refusing: \_\_\_\_\_  
Reason: \_\_\_\_\_ (might have to)
3. Inviting: \_\_\_\_\_ (can / hang out with us tonight)  
Refusing: \_\_\_\_\_  
Reason: \_\_\_\_\_ (must)
4. Inviting: \_\_\_\_\_ (would like to / come to my birthday party)  
Accepting: \_\_\_\_\_

**3c** Write down everything you have to do next week. Choose a day and time to have a party. Then invite classmates to your party.

A: Can you come to my party?  
B: When is it?  
A: Next week, on Thursday night.  
B: I'm sorry. I have to study for a math test.

MON.	
TUE.	
WED.	
THUR.	
FRI.	
SAT.	
SUN.	



Section  
**B**

**1a** Write the dates for this week on the calendar.

Sunday the ____	Monday the ____	Tuesday the ____	Wednesday the ____	Thursday the ____	Friday the ____	Saturday the ____

**1b** Write these words below the correct dates on the calendar in 1a.

today    tomorrow    yesterday    the day before yesterday  
the day after tomorrow    weekday    weekend

**1c** Ask and answer questions about the days in 1a.

A: What's today?  
B: It's Monday the 14th.

**1d** Listen. Can Vince play tennis with Andy? Circle Yes or No.



Yes    No

Vince's activities	Days
<u>  b  </u> play soccer	
<u>    </u> go to the doctor	a. today
<u>    </u> study for a test	b. tomorrow
<u>    </u> have a piano lesson	c. the day after tomorrow
<u>    </u> look after his sister	

**1e** Listen again. Match Vince's activities with the days in 1d.

**1f** Student A is Andy and Student B is Vince. Andy, invite Vince to play tennis.

A: Hi, Vince. Can you play tennis with me?  
B: When?  
A: Today.  
B: Sorry, I can't. I ...



**2a** Make a list of the kinds of parties people have.

birthday party, \_\_\_\_\_  
\_\_\_\_\_

**2b** Read the messages quickly. Why did the people write them? Match the reason with each message.

- |                         |                       |                            |
|-------------------------|-----------------------|----------------------------|
| 1. accept an invitation | 2. make an invitation | 3. turn down an invitation |
|-------------------------|-----------------------|----------------------------|

**Message**

New
Reply
Forward
Delete
Print
Move to


Hi David,  
What a great idea! I really like Ms. Steen a lot. She helped me to improve my English so much. I'm sad to see her go, and this party is the best way to say "Thank you and goodbye." I can help to buy some of the food and drinks. I can also help to bring Ms. Steen to the party. I already have a great idea about how to do that. 😊  
He Wei

Hi David,  
Thanks so much for planning this. I'd love to come to the party, but I'm not available. My family is taking a trip to Wuhan at the end of this month to visit my aunt and uncle. However, I'd still be glad to help out with any of the party preparations, like planning the games. Let me know if you need my help.  
Jake

Dear classmates,  
As I'm sure you know by now, our favorite teacher, Ms. Steen, is leaving soon to go back to the US. We're very sad that she's leaving because she is a fun teacher. To show how much we're going to miss her, let's have a surprise party for her next Friday the 28th!  
Can you come to the party? If so, can you help with any of these things?  
Please tell me by this Friday.

- 1) Buy food and drinks.
- 2) Think of games to play.
- 3) Prepare things we need for the games (glue, paper, pens, ...).
- 4) Bring Ms. Steen to the party without telling her so that she can be surprised.

I look forward to hearing from you all.  
David



**2c** Read the messages again and answer the questions.

1. What kind of party is it?

\_\_\_\_\_

2. Who is the party for?

\_\_\_\_\_

3. When is the party?

\_\_\_\_\_

4. Who did David invite to the party?

\_\_\_\_\_

5. What can people do at the party?

\_\_\_\_\_

**2d** Complete the invitation with words and phrases from the messages on page 37.

We are planning a housewarming \_\_\_\_\_ at our new house this Saturday. Can you \_\_\_\_\_? Our house is at 2 London Road. We are serving \_\_\_\_\_ and \_\_\_\_\_ from 7:30 p.m. Please \_\_\_\_\_ your friends and family. A party is more \_\_\_\_\_ with more people! Please let us \_\_\_\_\_ by Wednesday \_\_\_\_\_ you can come to the party. Hope you can make it!



**2e** Imagine one of your favorite teachers is leaving. Plan a party for him / her. Answer the questions with a partner.

1. Why is he / she one of your favorite teachers?
2. What do you want to say to him / her?
3. When is the best time to have the party?
4. Where can you have the party?
5. What kind of food will there be?
6. What kind of drinks would you like to serve?
7. Who will come to the party?
8. What activities will there be at the party?
9. How can you make the party a surprise for your teacher?

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

Dear Parents,

I would like to invite you to the opening of our new library at No. 9 High School. The opening will be on the morning of Wednesday, January 8th at 9:00. After this, you can enjoy our school concert. Then lunch will be in the school hall at 12:00. I would also like to invite each parent to bring one book as a gift for the new library. Please reply in writing to this invitation by Friday, December 20th.



Larry Smith  
Headmaster

1. Who is making the invitation?  
\_\_\_\_\_
2. What is the invitation for?  
\_\_\_\_\_
3. When will the event happen?  
\_\_\_\_\_
4. What will happen after this?  
\_\_\_\_\_
5. Do parents have to bring anything?  
\_\_\_\_\_
6. How should people reply to this invitation, and when?  
\_\_\_\_\_

**3b** Write an invitation to a party or any other event. Reply to your partner's invitation. If you turn down the invitation, give a good reason.

**Include the following information:**

- kind of party or event
- when and where it will be
- if guests should bring anything
- if guests should reply to the invitation
- when and how guests should reply

**Use the following words and phrases:**

- would like to
- will be
- after this
- please
- reply

**4** Student A, look at your calendar on the right. Student B, look at yours on page 65. Find a time when you can both go shopping.

A: Can you go shopping with me next week?  
 B: Sure, I'd love to. When?  
 A: Well, what are you going to do on Monday evening?  
 B: I must study for the English test. What about Tuesday evening?

Student A's Calendar	
<b>MONDAY</b> Daytime: school	<b>FRIDAY</b> Daytime: school Evening: Susan's party
<b>TUESDAY</b> Daytime: school Evening: study for math test	<b>SATURDAY</b> Morning: play tennis with Dad Afternoon: do homework
<b>WEDNESDAY</b> Daytime: school	<b>SUNDAY</b> Morning: visit grandparents Evening: go to a concert
<b>THURSDAY</b> Daytime: school Evening: help parents	

**Self Check**

**1** Fill in the blanks in the conversation.

A: Hi, Peter. \_\_\_\_\_ you come to my party \_\_\_\_\_ the weekend?  
 B: Sure, \_\_\_\_\_ love to.  
 A: How about \_\_\_\_\_, Jenny?  
 C: I'm afraid I \_\_\_\_\_. I \_\_\_\_\_ to look after my little cousin.  
 A: \_\_\_\_\_ you come, Jeff?  
 D: I \_\_\_\_\_ be able to, but I'm not sure. \_\_\_\_\_ let you know tomorrow.

**2** You get these invitations but can't go. Write a refusal and a reason.

- Invitation: "Can you come to my party on Saturday?"  
 Reply: \_\_\_\_\_
- Invitation: "Let's go to the movies tomorrow night."  
 Reply: \_\_\_\_\_
- Invitation: "Let's go to the concert on the weekend."  
 Reply: \_\_\_\_\_
- Invitation: "Do you want to go shopping with me next week?"  
 Reply: \_\_\_\_\_
- Invitation: "Can you play soccer with me after school today?"  
 Reply: \_\_\_\_\_

# UNIT 6

## Section

## A

Language Goal:  
Talk about  
consequences

## If you go to the party, you'll have a great time!



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

Statements	Responses
1. ___ I think I'll wear jeans to the party.	If you do, the teachers won't _____.
2. ___ I think I'll stay at home.	If you do, you'll _____.
3. ___ I think I'll take the bus to the party.	If you do, you'll _____.
4. ___ I think I'll go to the party with Karen and Anna.	If you do, you'll _____.

**1b** Listen and complete the responses in 1a.

**1c** Look at the pictures above and make conversations.

A: Are you going to the party tomorrow night?  
B: Yes, I am.  
A: Who will you go with?  
B: I think I'll go with Karen and Anna.  
A: If you do, you'll have a great time.

2a

Listen and **circle** the correct answers to complete the sentences.

1. The students are talking about when to have (a class party / a class meeting / a birthday party).
2. They plan to have it on (Friday evening / Saturday afternoon / Saturday evening).



2b

Listen again. Choose the correct short answer in the box to answer each question.

half the class won't come    some students will be bored    make some food  
students will leave early    the party games

1. What will happen if they have the party today?  
Half the class won't come.
2. What will happen if they have the party tomorrow?  
\_\_\_\_\_
3. What will happen if they watch a video at the party?  
\_\_\_\_\_
4. What will Mark organize?  
\_\_\_\_\_
5. What will Nelly do?  
\_\_\_\_\_

2c

Role-play a conversation between Nelly and Mark.

A: OK, when is a good time to have the party?  
B: Let's have it today.  
A: Hmm. If we have it today, half the class won't come.

2d

Role-play the conversation.

- Jeff: Hey, Ben. For the party next week, should we ask people to bring food?
- Ben: No, let's order food from a restaurant. If we ask people to bring food, they'll just bring potato chips and chocolate because they'll be too lazy to cook.
- Jeff: OK. For the games, do you think we should give people some small gifts if they win?
- Ben: I think that's a great idea! If we do that, more people will want to play the games.
- Jeff: Yes, the games will be more exciting, too.





**Grammar Focus**

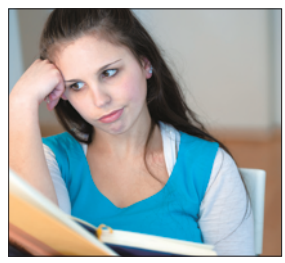
I think I'll take the bus to the party.	If you do, you'll be late.
I think I'll stay at home.	If you do, you'll be sorry.
What will happen if they have the party today?	If they have it today, half the class won't come.
Should we ask people to bring food?	If we ask people to bring food, they'll just bring potato chips and chocolate.

**3a Fill in the blanks with the correct forms of the verbs in brackets.**

Dear Su Mei,

I don't \_\_\_\_\_ (know) what to \_\_\_\_\_ (do) about going to Mike's birthday party tomorrow night. My parents \_\_\_\_\_ (think) I should study for my English exam next week. If I \_\_\_\_\_ (go) to the party, they \_\_\_\_\_ (be) upset. Mike \_\_\_\_\_ (tell) us to wear nice clothes, but I don't \_\_\_\_\_ (have) any. If I \_\_\_\_\_ (wear) jeans, I \_\_\_\_\_ (look) the worst. Also, I'm not sure how to \_\_\_\_\_ (go) to the party. If I \_\_\_\_\_ (walk), it \_\_\_\_\_ (take) me too long. If I \_\_\_\_\_ (take) a taxi, it \_\_\_\_\_ (be) too expensive. Can you give me some advice please?

Tina



**3b Complete the sentences using your own ideas.**

- If I get up late tomorrow, \_\_\_\_\_
- If I don't finish my homework, \_\_\_\_\_
- If I don't get enough exercise, \_\_\_\_\_
- I will not have enough time to study if \_\_\_\_\_
- I will not make any friends if \_\_\_\_\_

**3c Write a story with your group on a piece of paper. The first person begins the story with "I think I will ..." The others add sentences with "if". Pass the paper around twice. Then read the story.**

I think I will go to the movies tonight. If I go to the movies, I won't finish my homework. If I don't finish my homework ...

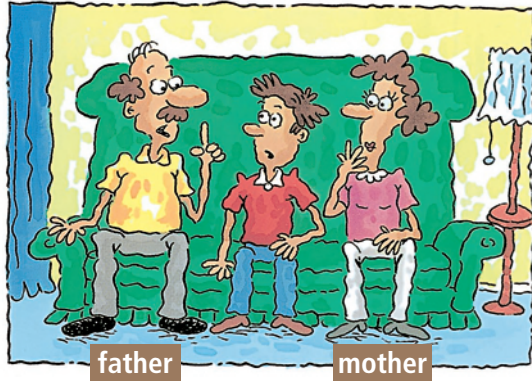
Section  
**B**

**1a** Which of the things below are the most important to you? Circle three things.

_____ be happy	_____ travel around the world
_____ go to college	_____ make a lot of money
_____ be famous	_____ get an education



Michael agent



father mother

**1b** Listen. Look at the list in 1a. Write *A* before each thing the soccer agent talks about and *P* before each thing Michael's parents talk about.

**1c** Listen again. Complete the sentences.

- |   |   |
|---|---|
| 1. If you join the Lions, <u>c</u>      | a. you'll be famous.                    |
| 2. If you become a Lion, _____          | b. I'll never do it.                    |
| 3. And if you work really hard, _____   | c. you'll become a great soccer player. |
| 4. If you become a soccer player, _____ | d. you'll never go to college.          |
| 5. But if I don't do this now, _____    | e. you'll travel around the world.      |

**1d** Student A is Michael. Student B is his friend. Student B, give Student A advice.

A: What do you think I should do?  
Can you give me some advice?  
B: I think you should go to college.  
A: But if I go to college, I'll never become a great soccer player.

**2a** What kinds of things do you worry about? Who do you usually go to for help?

**2b** Look at the statements and then read the passage quickly. Which statement expresses the main idea of the passage?

a. If people have problems, they should get advice from an expert.

c. If people have problems, they should keep them to themselves.

b. If people have problems, they should talk to other people.

Students these days often have a lot of worries. Sometimes they have problems with their schoolwork, and sometimes with their friends. What can they do about this? Some people believe the worst thing is to do nothing. Laura Mills, a teenager from London, agrees. "Problems and worries are normal in life," says Laura. "But I think talking to someone helps a lot. Unless we talk to someone, we'll certainly feel worse."



Laura once lost her wallet, and worried for days. She was afraid to tell her parents about it. She even walked three miles to school each day because she didn't have any money. She just kept thinking, "If I tell my parents, they'll be angry!" In the end, she talked to her parents and they were really understanding. Her dad said he sometimes made careless mistakes himself. They got her a new wallet and asked her to be more careful. "I will always remember to share my problems in the future!" Laura says.

Robert Hunt advises students about common problems. He feels the same way as Laura. "It is best not to run away from our problems. We should always try to solve them." He thinks the first step is to find someone you trust to talk to. This person doesn't need to be an expert like himself. Students often forget that their parents have more experience, and are always there to help them. In English, we say that sharing a problem is like cutting it in half. So you're halfway to solving a problem just by talking to someone about it!

**2c** Read the passage again and answer the questions. Discuss your answers with a partner.

1. What is the worst thing to do if you have a problem?  
\_\_\_\_\_
2. Why didn't Laura want to tell her parents about her lost wallet?  
\_\_\_\_\_
3. What is the first thing you should do when you want to solve a problem?  
\_\_\_\_\_
4. Why can our parents give us good advice about our problems?  
\_\_\_\_\_

**2d** Fill in the blanks with the phrases in the box.

Students often have a lot of problems and worries. Laura Mills thinks the worst thing is \_\_\_\_\_.

She thinks you'll feel worse if you don't \_\_\_\_\_ about your problems. Laura remembers that she once lost her wallet and was afraid to \_\_\_\_\_ about it. Now she believes you cannot feel better \_\_\_\_\_ to someone. She says she will always \_\_\_\_\_ in the future. Robert Hunt agrees with Laura. He thinks you should not \_\_\_\_\_ your problems, but you should try to solve them. If you cannot talk to an expert like Robert, you can \_\_\_\_\_ with your parents because they have a lot of experience.

discuss your problems  
tell her parents  
unless you talk  
run away from  
talk to someone  
share her problems  
to do nothing



**2e** Ask three students the following questions. Take notes of their answers.

1. What problems do you have with schoolwork?
2. Who do you talk to about these problems and why?
3. Who else can you get advice from?
4. Do you always tell your parents about your problems? Why or why not?
5. Do you ever give advice to your friends about their problems? What advice do you give?

**3a** Talk to someone you know. Find out his / her three biggest worries. Try to think of some solutions to the problems and write them down.

Problems	Possible solutions

**3b** Write about your friend's first problem and the possible solutions. Use the structures below to help you plan your writing.

My friend \_\_\_\_\_ has a problem.

He / She \_\_\_\_\_

I think he / she should \_\_\_\_\_

If he / she \_\_\_\_\_,

he / she will \_\_\_\_\_.



**3c** Now write your advice for your friend's second and third problems. Use the structures in 3b to help you.

My friend also has two other problems.

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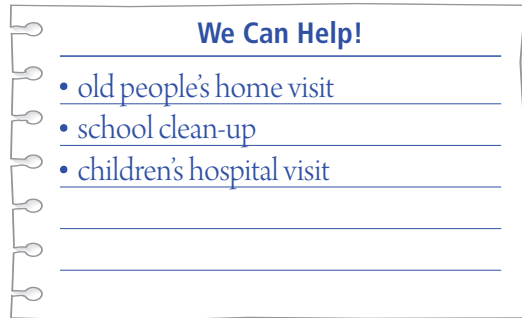
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**4** Your school is taking part in the project “We Can Help!” Add more items to the poster. Then talk about what you will do if you take part in the project.

A: What will you do if you visit an old people’s home?  
 B: If I do that, I’ll bring the old people some flowers.



**Self Check**

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

1. If my family travels to a new country this summer, I’ll send you a letter about my \_\_\_\_\_.
2. Will you watch the \_\_\_\_\_ with me if you’re free this weekend?
3. If the \_\_\_\_\_ stay out too late, their parents will worry about them.
4. I’ll go to the \_\_\_\_\_ if it ends by 5:00 P.m.

meeting  
 teenagers  
 video  
 experience

**2** Complete the conversation with the words in the box. Some words are used more than once.

if  
 are  
 will  
 fight  
 want  
 sorry  
 going

A: Hi, Sally. \_\_\_\_\_ you \_\_\_\_\_ to the party tomorrow?  
 B: I \_\_\_\_\_ to, but I can’t.  
 A: Oh! But \_\_\_\_\_ you don’t go to the party, you \_\_\_\_\_ miss all the fun!  
 B: I know, but I got into a \_\_\_\_\_ with my parents.  
 A: Hmm ... then you should just say \_\_\_\_\_ to your parents.  
 B: I guess you’re right. I \_\_\_\_\_ talk to them tonight.

**3** Use your imagination! What will you do if ...

1. it rains all weekend?  
 \_\_\_\_\_
2. there’s an English test tomorrow?  
 \_\_\_\_\_
3. your cousin decides to come and visit from another town?  
 \_\_\_\_\_



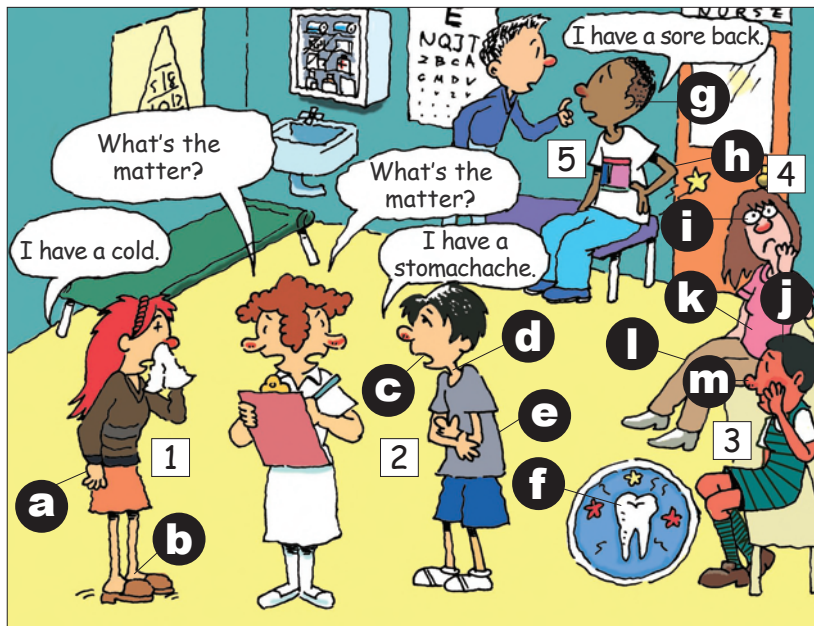
# UNIT 7

## Section

## A

## What's the matter?

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



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

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

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

Nancy \_\_\_\_\_ Sarah 1 David \_\_\_\_\_

Ben \_\_\_\_\_ Judy \_\_\_\_\_

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

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

2a

Listen and number the pictures [1-5] in the order you hear them.



2b

Listen again. Match the problems with the advice.

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

2c

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

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

2d

Role-play the conversation.

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

**Grammar Focus**

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

**3a Fill in the blanks and practice the conversations.**

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

**3b Circle the best advice for these health problems. Then add your own advice.**

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

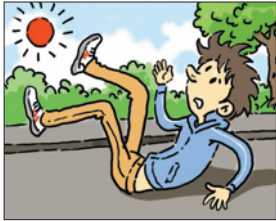
**3c One student mimes a problem. The other students in your group guess the problem and give advice.**

Name	Problem	Advice
Liu Peng	fall down	go home and rest

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

Section  
**B**

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



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



- \_\_\_ Clean your face.
- \_\_\_ Put your head back.
- \_\_\_ Put on a clean T-shirt.



- \_\_\_ Put a bandage on it.
- \_\_\_ Run it under water.
- \_\_\_ Put some medicine on it.

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

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

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

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

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

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

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

A = soccer    B = mountain climbing    C = swimming

\_\_\_ fall down      \_\_\_ have problems breathing      \_\_\_ get hit by a ball  
 \_\_\_ get sunburned      \_\_\_ cut ourselves      \_\_\_ hurt our back or arm

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

### He Lost His Arm But Is Still Climbing

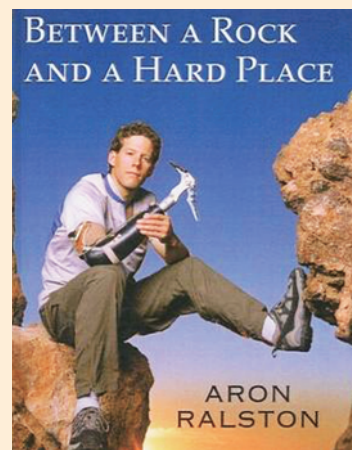
Aron Ralston is an American man who is interested in mountain climbing. As a mountain climber, Aron is used to taking risks. This is one of the exciting things about doing dangerous sports. There were many times when Aron almost lost his life because of accidents. On April 26, 2003, he found himself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



On that day, Aron's arm was caught under a 2,000-kilo rock that fell on him when he was climbing by himself in the mountains. Because he could not free his arm, he stayed there for five days and hoped that someone would find him. But when his water ran out, he knew that he would have to do something to save his own life. He was not ready to die that day. So he used his knife to cut off half his right arm. Then, with his left arm, he bandaged himself so that he would not lose too much blood. After that, he climbed down the mountain to find help.

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

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





Words	Meanings

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

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

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

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

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

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



**3a** Look at the information in the chart and complete the conversation.

Problem	Advice
have a headache	stay in bed
cough	drink lots of water
have a cold	take this medicine

Doctor: Hello! What's your name?  
 Helen: I'm Helen.  
 Doctor: What's the matter, Helen?  
 Helen: I'm feeling very tired. I \_\_\_\_\_ last night.  
 Doctor: Any other trouble?  
 Helen: I don't feel like eating anything.  
 Doctor: Did you \_\_\_\_\_ a lot yesterday?  
 Helen: Yes, I did. I coughed all day yesterday and then the whole night.  
 Doctor: Please open your mouth and say "Ah".  
 Helen: Ah.  
 Doctor: I see. Don't worry, Helen. It isn't serious. You just \_\_\_\_\_.  
 Helen: What should I do?  
 Doctor: You should \_\_\_\_\_ for one or two days and \_\_\_\_\_. Also, \_\_\_\_\_ three times a day. You'll be OK soon.



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

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

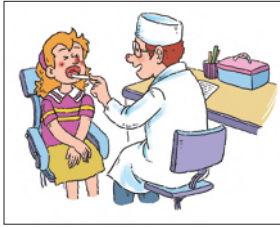
**3c** Write a conversation between the nurse and the student using the notes in 3b. Use the questions and phrases below to help you.

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

Nurse: \_\_\_\_\_  
 Student: \_\_\_\_\_  
 Nurse: \_\_\_\_\_  
 Student: \_\_\_\_\_



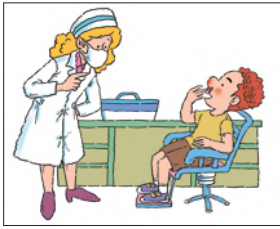
**4** Describe the problems they have and give some advice.



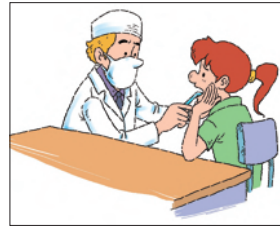
She has \_\_\_\_\_  
 She should \_\_\_\_\_  
 She shouldn't \_\_\_\_\_



\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Self Check**

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

Head: \_\_\_\_\_  
 Back: \_\_\_\_\_  
 Throat: \_\_\_\_\_  
 Tooth: \_\_\_\_\_  
 Stomach: \_\_\_\_\_  
 Other problems: \_\_\_\_\_

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

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

**3** Write advice for these people.

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

# UNIT 8

## Section

# A

Language Goal:  
Offer help

## I'll help to clean up the city parks.

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



Other ways you could help people

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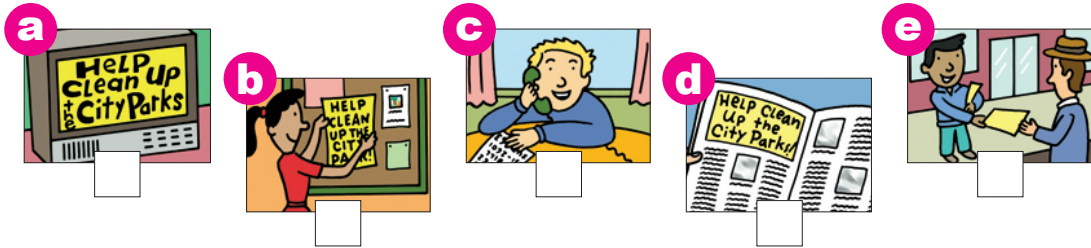
- 1b** Listen and number the ways the boy and girl could help others.

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

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

2a

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



2b

Listen again. Fill in the blanks.

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

2c

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

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

2d

Role-play the conversation.

Helen: Hi, Tom. I'm making some plans to work in an old people's home this summer.

Tom: Really? I did that last summer!

Helen: Oh, what did they ask you to help out with?

Tom: Mmm ... things like reading the newspaper to the old people, or just talking to them. They told me stories about the past and how things used to be.

Helen: That sounds interesting.

Tom: Yeah, a lot of old people are lonely. We should listen to them and care for them.

Helen: You're right. I mean, we're all going to be old one day, too.

**Grammar Focus**

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

**3a Fill in the blanks with the phrasal verbs in the box.**

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

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

**3b Fill in the blanks with the correct forms of the verbs in the box.**

help   move   do   make   visit   spend

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

**3c Complete the sentences with your own ideas. Use infinitives.**

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

Section  
**B**

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

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

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

- |  |  |
|--|--|
| run out of<br>take after<br>fix<br>give away | my bike<br>money<br>my father<br>old clothes |
|--|--|

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

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



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

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

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

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



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

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

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

### I'll Send You a Photo of Lucky

Dear Miss Li,

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

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

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

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

Best wishes,  
Ben Smith



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

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

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

<p style="text-align: center; color: #0070c0; font-weight: bold;">SUBJECT</p> <p>Miss Li</p> <p>Ben Smith</p> <p>Lucky</p> <p>Animal Helpers</p>	<p style="text-align: center; color: #0070c0; font-weight: bold;">VERB</p> <p>can get</p> <p>trains</p> <p>sent</p> <p>is</p>	<p style="text-align: center; color: #0070c0; font-weight: bold;">OBJECT</p> <p>unable to move well.</p> <p>money to Animal Helpers.</p> <p>animals like Lucky.</p> <p>things for disabled people.</p>
--	---	--

**2e** Read the letter again and answer the questions.

1. Why did Ben Smith write the letter?  
\_\_\_\_\_
2. What difficulties does Ben have?  
\_\_\_\_\_
3. How did Miss Li help Ben?  
\_\_\_\_\_
4. What can Lucky do to help Ben?  
\_\_\_\_\_
5. What other animals can we train to help people?  
\_\_\_\_\_
6. What can you do to help a person like Ben?  
\_\_\_\_\_

**3a** Read the article and fill in the blanks with the correct forms of the words and phrases in the box.

love    care for    try out    sit    believe    get    come true

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

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

Mary is a book lover. Last year, she decided \_\_\_\_\_ for a volunteer after-school reading program. "The kids \_\_\_\_\_ in the library, but you can see in their eyes that they are going on a different journey with each new book. Volunteering here is a dream \_\_\_\_\_ for me. I can do what I love to do and help others at the same time."

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

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

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

Which volunteer job do you want to do?  
 What are your interests and hobbies?  
 How can these help you to do the job?  
 Why do you want to do the volunteer job?  
 When are you free to do the job?

*I'd like to / I'm interested in / I want to volunteer as ...*  
*I'm good at / I'm strong in / In my free time, I like to ... so I think I'd be good at this job.*  
*I want to help out as a volunteer in your old people's home / school / museum / group because ...*  
*I'm free to help in / on ...*

Dear Sir or Madam,

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Yours truly,

---

4

What kinds of volunteer work could these students do? Fill in the table and then make conversations, asking for and giving advice.

Name	Interest	Volunteer work
Wang Hui	football	
Xiao Tang	writing stories	
Joy	movies	
Wei Dong	music	

A: I'd like to join the school volunteer project, but I'm not sure what I can do.

B: What do you like to do?

A: I love to play football.

B: Well, you could help coach a football team for little kids.

### Self Check

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

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

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

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

## Additional Material

### Unit 5, Section B, activity 4

Student B's Calendar	
<b>MONDAY</b>	<b>FRIDAY</b>
Daytime: school Evening: study for English test	Daytime: school Evening: look after cousin
<b>TUESDAY</b>	<b>SATURDAY</b>
Daytime: school	Afternoon: go to the dentist Evening: do homework
<b>WEDNESDAY</b>	<b>SUNDAY</b>
Daytime: school Evening: cousin's birthday party	Morning: piano lesson Evening: help parents
<b>THURSDAY</b>	
Daytime: school Evening: go to a movie with Sally	

## Notes on the Text

### Unit 1 Do you want to watch a game show?

#### 1. I love soap operas. 我爱看肥皂剧。

中文多将 soap opera 译作“肥皂剧”，这是西方广播及电视节目的一种形式，一般以家庭问题为主要内容。

#### 2. The man behind Mickey was Walt Disney. 米老鼠的幕后之人便是沃尔特·迪斯尼。

沃尔特·迪斯尼（1901—1966）是美国著名动画大师、企业家、导演及电影制片人，他创建了举世闻名的“迪斯尼公司”，他笔下的米老鼠使他一举成名，他还制作出诸如《白雪公主和七个小矮人》、《小鹿斑比》、《小飞侠》等大量优秀动画影片。影视事业成功后，他又创建了可供人们尽情欢乐的“迪斯尼乐园”。

#### 3. However, he was always ready to try his best. 然而，他总是准备好去尽其所能。

1) 此句中的 always 表示一种长期的行为，和形容词 ready 连用，构成短语 always ready to do something，表示“总是准备好做某事；随时随地可以从事某事”。又如：

She was always ready to listen to my problems. 她总是随时能够倾听我的烦恼。

Don't worry. I'm always ready to help you. Just ask, OK? 别担心，我随时可以帮你的。只要说一声，好吧？

2) 英语中 try one's best 是一种固定表达方式，表示“尽力；竭尽全力”的意思。例如：

He didn't try his best in the game, I'm afraid. 我恐怕他在比赛中没有竭尽全力。

#### 4. 动画片 Steamboat Willie (《威利号汽船》)

《威利号汽船》是美国一部著名的动画短片（1928年出品）。在这部电影中，迪斯尼创作的著名卡通人物米老鼠（Mickey）首次正式与世界观众见面。在世界动画电影中，《威利号汽船》有着特殊而重要的意义，被视为经典传奇。

#### 5. ... Mickey became the first cartoon character to have a star on the Hollywood Walk of Fame. ……米老鼠成为在好莱坞星光大道上拥有一颗星星的第一个卡通形象。

1) 此句中 to have a star 用作定语，修饰 the first cartoon character。

2) 好莱坞星光大道上镶有 2 000 多个带有名人姓名的星形奖章，以纪念他们对娱乐业的贡献。

#### 6. Today's cartoons are usually not so simple as little Mickey Mouse, but everyone still knows and loves him. 现在的卡通片通常不再像米老鼠那样简单，但大家依然知道并喜爱米老鼠。

此句中 not so ... as 结构表示“不像……那样……；不如……这么……”。又如：



It wasn't so good as last time. 这次不如上次好。

It's not so easy as you'd think. 这不像你想的那么容易。

## Unit 2 I'm going to study computer science.

### 1. *The Old Man and the Sea* by Hemingway. 海明威的《老人与海》。

1) 此处介词by为“由……所著”之意。再如: a short story by Lu Xun(鲁迅的一部短篇小说), the music by Mozart(莫扎特写的音乐), paintings by Van Gogh(梵高的绘画)等。

2) Hemingway(1899—1961)中文译作“海明威”,是世界知名的美国现代作家,曾于1954年获得诺贝尔文学奖。

3)《老人与海》是海明威著名的代表作之一,故事采用叙事文学形式,弘扬了人类迎接挑战及勇敢面对失败的英雄主义气概,成为文学经典之作。

### 2. Then you can be anything you want! 那么你就能当上你想做的人了。

此句的基本意思是you can be anything, 不定代词anything指代未来所从事的某一职业, you want用来修饰anything。

### 3. Some resolutions have to do with better planning, ... 有些决定与合理的时间规划相关, ……

1) 此句中的planning为名词,表示“计划;规划”等意思,如city planning(城市规划)等。英语中better planning类似汉语中的“合理规划”,指通过制定计划来更加充分地利用时间、空间、精力等。

2) have to do with这个结构表示“与……相关;与……有关联或有关系”。例如:

What does this problem have to do with what we're learning today? 这道题跟我们今天所学的内容有什么关系?

### 4. Sometimes the resolutions may be too difficult to keep. 有时这些决定可能会太难而无法实现。

1) 此处情态动词may表示推测,相当于汉语的“可能;或许;大概”之意。又如: You may be right this time, but I'm not sure. 这一次你或许是对的,但我无法确定。

2) 英语中too ... to ...是一种固定结构,表示“太……而不能……”。又如:

The kid is too young to play this game. 这孩子太小,不能玩这个游戏。

3) 本句中的动词keep意为“履行(诺言等);遵守(惯例等)”,这是keep的常见用法之一。类似的句子还有:

People hardly ever keep them! 人们很少履行它们(指计划)。

在这一语义下,常见的表述还有keep a promise(信守诺言), keep one's word(遵守承诺;说话算数)等。如:

We always keep our word. 我们说话是算数的。

### Unit 3 Will people have robots?

1. **Everyone should play a part in saving the earth.** 每一个人都应当尽一份力来拯救地球。

play a part in ... 是一个固定结构, 表示“参与……; 在……中尽自己的一份力量”的意思。例如:

She plays an active part in teaching these poor children. 她积极参加对这些贫穷孩子的教学工作。

He didn't play a part in making this decision. 他并没参与做出此决定。

2. **Yes, I hope so.** 对, 我希望如此。

此句意为 Yes, I hope there will be world peace. 句中的 so 为副词, 代替了对话中上文所说的内容, 以使得语句简练。除 hope 之外, so 还常与 think(想), believe(相信), guess(猜测) 等搭配, 在英语口语中非常普遍。例如:

A: Is he coming to see us? 他要来看我们吗?

B: I think so. 我想是的。

3. **I sometimes see blue skies in my city, ...** 我有时看得到(我的)城市里的蓝天, ……

在这个句子中, skies 用作复数, 表示天气或某地的天空看上去怎样。又如:

a land of blue skies and warm sunshine 一片有着蓝蓝的天空和温暖的阳光的土地  
当只指“天空”时, sky 通常用单数形式。例如:

There wasn't a cloud in the sky. 天空中万里无云。

The sun rose higher in a clear blue sky. 太阳在晴朗的蓝天上升得更高了。

The sky turned dark just before the storm. 暴风雨来临前, 天空变得漆黑了。

4. **Today there are already robots working in factories.** 现在已经有机器人在工厂里干活了。

此句中 working in factories 的逻辑主语是 robots, 但是在这个 there be 句型中, 谓语的动词已经有了 are, 所以 work 就不能再作本句的谓语的动词, 而应用 -ing 形式。这一点在学习和使用 there be 句型时需要特别注意。

5. **... and they do simple jobs over and over again.** ……并且它们反复地干着简单的工作。

在此句中, over and over again 是一个固定短语, 意为“反复地; 多次”, 还可以说 over and over。例如:

They sang the song over and over. 他们反复地唱那首歌。

He called over and over again but nobody answered. 他多次打电话但没有人接。

6. **Some robots are very human-like.** 一些机器人十分像真人。

在 human-like(形似真人的; 真人一样的) 一词中, -like 为形容词后缀, 用在名词之后, 与其构成一个完整的形容词, 表示“形似……的; 像……一样的; 类似于……的”。又如: a bird-like building(一座像鸟一样的建筑物), a cabbage-like vegetable(一

种形似卷心菜的蔬菜), the ball-like thing on the top of the building(楼顶上那个像球一样的东西)。

## Unit 4 How do you make a banana milk shake?

**1. Then, add the cabbage, tomatoes and onion and cook for another 10 minutes.** 然后加入卷心菜、西红柿和洋葱, 再煮上10分钟。

在此句中, another用于具体的数字之前, 表示一种“追加”的功能, 相当于汉语“另一个; 再追加一个”的意思。在这种用法中, another还可用more来表示, 但结构略有不同。例如: 课本中的one more thing就相当于another thing(还有一事)。因此, 本句中another 10 minutes也可说为10 more minutes。又如:

He stayed with us for another five days. (=He stayed with us for five more days.) 他又跟我们一起多住了5天。

**2. OK, that's it? 好的, 这就结束了?(好的, 这就完了吗?)**

That's it. 是一个固定的口语表达方式, 此处用以表示某事了结、停止、结束等。又如:

Well, that's it, we've finished — we can go home now. 好了, 就这样了, 我们结束——现在大家可以回家了。

A: That's it, Mrs. Carter? 卡特太太, 这就算完了?

B: Yes, that's it. You've done a good job, Peter. Thank you. 对, 就这样了。你干得不错, 彼得, 谢谢你了。

**3. Thanksgiving in North America 北美洲的感恩节**

Thanksgiving 也称作 Thanksgiving Day, 汉语译作“感恩节”。美国的感恩节是每年11月的第四个礼拜四, 在传统意义上是一个喜庆丰收、合家欢聚的重大节日。加拿大也有感恩节, 但时间是每年10月的第二个星期一。

**4. In most countries, people usually eat traditional food on special holidays.** 在大多数国家, 人们通常在特殊的节日里吃传统食物。

1) 此处holiday表示“节日”, 而非“假期”的意思, 指国家法定的公众性“节日; 假日”。再如:

Christmas is the most important holiday in Western countries. 圣诞节是西方国家最为重要的节日。

2) holiday也有“假期”之意。作这一用法时, 多为英国英语, 美国则用vacation一词。例如:

Will you take a holiday next week? (=【美】Will you take a vacation next week?) 下周你休假吗?

The school holidays start tomorrow. (=【美】The school vacation starts tomorrow.) 学校明天开始放假。

5. Families see Thanksgiving as a time to get together and usually celebrate it with a big family meal. 人们认为感恩节是家庭团聚的时刻，而且通常会用一顿家庭大餐来庆祝。

此句中 see ... as 的意思是“把……看作是”，其中 see 的意思是“以特定的方式考虑；看待”。又如：

My brother sees the job as a challenge. 我哥哥把这份工作看作是一个挑战。

## Unit 5 Can you come to my party?

1. I'm sorry. I'm not available. 真抱歉，我没有空。

此句中的 available 表示“有空；不忙；有时间交谈、聊天”，其后还可用 to do 引出具体的事情。例如：

Are you available tomorrow morning? 明天早上你有空吗？

I'm afraid I'm not available to help with the school show on the 19th. 我怕是没空来帮着准备学校 19 号的演出了。

2. Sam isn't leaving until next Wednesday. 萨姆要一直待到下周三才走。

在英语中，not ... until ... 是一个常见句型，表示“直到……才……”。在口语中，还可使用 till 代替 until，构成 not ... till ... 结构。又如：

Don't leave today's work till tomorrow. 不要把今天的事留到明天去做。

I didn't go to bed last night until past midnight. 昨晚我过了午夜 12 点才睡。

3. Catch you on Monday! 礼拜一见！

这是英语中道别的又一种说法，相当于 See you on Monday! 类似的说法还有：Catch/See you later! (回头见！)

4. Let's have a surprise party for her next Friday the 28th! 我们在(本月)28号下周五为她举办一场惊喜聚会吧！

surprise party 是西方国家常见的一种聚会形式，是一种旨在给人带来惊喜的聚会。聚会往往围绕一个或若干主题人物而举办，聚会的举办者事先会对主题人物保密，待其来到聚会现场之后才意外发现大家在为自己举行派对，因而会十分惊讶和感激。还有一种 surprise party 并没有所谓的主题人物，而是旨在娱乐，参与者在聚会当中不断遭遇各种意外惊喜，欢乐不止。因此，surprise party 可译作“惊喜聚会；意外派对”。

5. I look forward to hearing from you all. 我期盼着你们的答复。

look forward to 是一个固定的结构，表示“期待；期盼”，其中 to 是介词，因此后面若使用动词，要使用其 -ing 形式。又如：

I look forward to your reply. 我期待你的答复。

I'm really looking forward to seeing my little grandson again. 我好期待再次见到我的小孙子。

## 6. Hope you can make it! 希望你能参加(聚会)!

此句中的 **make it** 是一个独立的表述方式, 表示通过努力或经历困难后取得成功、完成某事, 可译作“成功; 胜利”, 但有时也要视语境及上下文灵活选用合理的词语进行翻译, 此处便是如此。又如:

If we run, we should make it. 要是我们跑的话, 应该不会迟到。

Though it was difficult, they still made it. 虽然艰难, 但他们依然成功了。

## 7. Please reply in writing to this invitation by Friday, December 20th. 请于12月20日星期五前以书面方式回复此邀请。

1) **reply in writing** 表示“以书面的形式进行回复”。其中 **reply** 相当于 **answer**, 但要比后者更加书面化且正式许多。此处介词 **in** 表示方式, 相当于汉语“用……方式(形式)”的意思。

2) **reply** 用作动词时, 不直接跟宾语, 须由介词 **to** 引入宾语的内容, 构成 **reply to ...** 结构。例如:

Did you reply to these letters? 你回复这些来信了吗?

3) 在此句中, 介词 **by** 意为“截止至……; ……之前; 到……为止”。介词 **before** 也有“……之前”的意思, 但区别在于 **before** 不包含其后的时间, 而 **by** 则包括。试比较:

You should get your homework ready by Friday. Remember: Friday is the last day! 你应当最迟于星期五前把作业准备好。记住: 周五是最后一天!

Can you come and meet me before Friday? I'll be away early Friday morning. 你能在礼拜五前来见我一面吗? 我周五一大清早就走啦。

## Unit 6 If you go to the party, you'll have a great time!

### 1. Can you give me some advice please? 能请你给我一些建议吗?

**advice** 相当于汉语“建议; 忠告”的意思, 是不可数名词, 故不可添加复数词尾 **-s**! 表示“一条建议; 一则忠告”应说 **a piece of advice** 或 **a word of advice**。例如:

Let me give you a friendly word of advice. Don't wear jeans to the interview. 我给你提条友善的建议吧: 别穿牛仔裤去面试。

That's really a good piece of advice. 那的确是一条不错的建议。

**advise** 是动词, 意为“提建议; 给忠告”。例如本单元 Section B 课文中的这个句子:

Robert Hunt advises students about common problems. 罗伯特·亨特就一些常见的问题给学生们提出建议, 进行指导。

### 2. If people have problems, they should keep them to themselves. 如果人们有麻烦, 他们应当把这些烦恼留给自己。

此句中的动词 **keep** 意为“保留; 保存”, 其后的代词 **them** 指代 **problems**。在本文语境下, **keep them to themselves** 意为“把问题(烦恼)埋在心底, 不向他人倾诉”。



在英语中，keep表示“保留；保存；留存”的用法十分普遍。又如：

Will you keep the keys for me while I'm away? 在我离开的这段时间里请你代为保管钥匙好吗？

You can keep it if you like. 要是你喜欢的话，可以把它留下。

**3. She just kept thinking, "If I tell my parents, ..." 她一直在想：“如果我告诉我父母的话，……”**

在此句中，keep表示“(使……)保持(某种状态或关系)；一直……”，后面接动词时，该动词要用-ing的形式，形成keep doing...结构。例如：

It kept raining for a week. 雨一直下了一个星期。

Just keep singing, and don't stop. 接着唱，不要停下来。

**4. They got her a new wallet and asked her to be more careful. 他们给她买了一个新钱包，还让她再小心些。**

在本句中，get意为“买”，相当于buy，但不如后者正式。再如：

Could you get me a ticket, please? 请给我买张票好吗？

I usually get vegetables from that supermarket. 我通常从那家超市买蔬菜。

I got this T-shirt for 50 yuan when it was on sale. 这件T恤衫是我在促销时花50块钱买的。

**5. In English, we say that sharing a problem is like cutting it in half. 在英语中，我们说与人分担一个烦恼就像把麻烦分成两半。**

1) 动词share是“分享；分担；共同负担”的意思，如：share a room with someone (与某人同住一个房间)，share a book(合看一本书)，share a taxi(同坐一辆出租车)等等。

2) cut ... in half的意思是“把……切成两半；把……一切为二”，其中cut意为“(用剪刀)剪；(用刀)切”，in half/halves是一种固定的结构，此处的介词in表示状态。又如：

Please cut the orange in half. 请把橙子一切两半。

Now, all the oranges are in halves. 现在所有的橙子都是半个、半个的。

**6. So you're halfway to solving a problem just by talking to someone about it! 因此，你只要跟人聊聊这个问题，你就已经解决了问题的一半。**

1) be halfway to ...表示“完成了或做了事情的一部分”，其中halfway后面的to是介词。再如：

We're still only halfway to finishing the job. 我们才仅仅完成工作的一部分。

2) 句中的介词by在此表示方式，相当于汉语“通过(……办法)；(使)用(……方式)”的意思。又如：

We can practice and learn English by singing English songs. 我们可以通过唱英语歌曲来学、练英语。



A: How do you study for a test? 你是如何复习备考的?

B: Well, most of the time by going over the notes and reading the textbook. 这个嘛, 大多数时候, 是通过复习笔记和看课本。

## Unit 7 What's the matter?

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

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

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

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

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

此处 *Between a Rock and a Hard Place* 是一本书的书名, 可译作《生死两难》。实际上, between a rock and a hard place 本身就是英语的一个固定习语, 表示在艰难或危险的处境下“从两难中进行选择”, 意为“左右两难; 进退两难”。例如:

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

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

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

What do you mean? 你的意思是什么?

此外, mean 还可表示“意味着”的意思。如课文结尾的句子:

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

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

## Unit 8 I'll help to clean up the city parks.

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

used to be 在此表示过去一直存在但现在已经消失的某一特定的情形。作这一用法时，used to 常与 be, have, live, stay, like, love 等词连用，表示“曾；曾经”。例如：

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

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

used to 还可用来表示“过去常做某事，但现在不那样了”。例如：

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

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

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

此句中 make it possible for someone to do something 是一种固定结构，表示“使得某人有可能做某事”在这个句型中，it 仅是一个形式上的宾语，真正的宾语是 to do something。又如：

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

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

### 3. She talked to Animal Helpers about getting me a special trained dog. 她与“动物 帮手”组织联系，试图给我找一只经过特殊训练的狗。

此处 Animal Helpers 大写首字母，为专有名词，指“动物帮手”这一组织。若小写，an animal helper 则可指一只给人提供某种帮助的动物。例如：

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

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

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

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

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

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

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

It's getting hotter now. 现在天气变得热起来了。

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

此句中 **a dream come true** 表示“梦想成为现实；梦想成真”，是一种固定结构。再如：

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

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

## Tapescripts

### Unit 1 Do you want to watch a game show?

#### Section A, 1b

*Mark:* Hey, Jack, I plan to watch TV tonight.  
Do you want to join me?

*Jack:* Sure. What do you want to watch?

*Mark:* Well, what do you think of talk shows?

*Jack:* I don't mind them, but sometimes they can be a bit boring.

*Mark:* That's true. Do you want to just watch the news?

*Jack:* I guess so. Maybe we can watch that new talent show after the news. I usually can't stand talent shows, but that one is quite funny.

*Mark:* OK, sure, but the soccer game starts at 5:00 p.m.

*Jack:* Oh, yeah, I want to watch that game, too.

#### Section A, 2a, 2b

*Sally:* Hi, Lin Hui. What are you watching?

*Lin Hui:* Hey, Sally. I'm watching a really funny sitcom.

*Sally:* Oh, I don't like sitcoms. What can you expect to learn from them? I like to watch the news or talk shows.

*Lin Hui:* Watching sitcoms is a great way to relax! You can learn some great jokes, too.

*Sally:* Well, I like shows that are more educational. I think even game shows are better than sitcoms. You can try to guess the answers to the questions.

*Lin Hui:* Then what do you think of soap operas?

*Sally:* Oh, umm, well, I know you can't

expect to learn much from soap operas, but I have to say I love watching them! I plan to watch *Days of Our Past* tonight.

#### Section B, 1b, 1c

*John:* What do you want to do today, Mary?

*Mary:* I want to watch a movie. Are there any good movies showing right now?

*John:* Hmm, let me look in the newspaper ... How about something exciting, like an action movie or a scary movie?

*Mary:* Oh no, I think those movies are so meaningless.

*John:* Well, most of the movies on right now are action movies or scary movies.

*Mary:* Oh, maybe we should stay at home and watch TV then. I want to watch something relaxing, like a game show or a sitcom.

*John:* Hmm. I don't really like those kinds of TV shows. I think they're boring. I like to watch talk shows. They're more enjoyable.

*Mary:* OK, I like talk shows, too. I think they're wonderful. I like to find out what different people think about a subject.

*John:* OK, great. There's a talk show at 4:00 p.m. Let's watch that one.

### Unit 2 I'm going to study computer science.

#### Section A, 1b

##### Conversation 1

*Boy:* Tina, what do you want to be when you grow up?

*Tina:* Hmm, I think I want to be a computer programmer.

*Boy:* Wow! Sounds difficult. How are you going to do that?

*Tina:* I'm going to study computer science.

**Conversation 2**

*Girl:* Larry, what do you want to be when you grow up?

*Larry:* I love basketball, so I want to be a basketball player.

*Girl:* How are you going to do that?

*Larry:* I'm going to practice basketball every day.

**Conversation 3**

*Boy:* What do you want to be when you grow up?

*Girl:* I want to be an engineer.

*Boy:* I see ... but how are you going to do that?

*Girl:* I'm going to study math really hard.

**Conversation 4**

*Tina:* What do you want to be when you grow up?

*Boy:* I want to be an actor because I want a job that's fun.

*Tina:* Cool! How are you going to do that?

*Boy:* I'm going to take acting lessons.

**Section A, 2a, 2b**

*Girl:* What do you want to be when you grow up, Cheng Han?

*Cheng Han:* I want to be a teacher.

*Girl:* Are you going to move to Beijing?

*Cheng Han:* No, I'm going to move to Shanghai.

*Girl:* And how are you going to become a teacher?

*Cheng Han:* Well, I'm going to learn how to teach children.

*Girl:* When are you going to start?

*Cheng Han:* I'm going to finish high school and college first.

**Section B, 1c, 1d**

*Kim:* Did you make a New Year's resolution this year, Lucy?

*Lucy:* Yes, Kim, I did.

*Kim:* What are you going to do?

*Lucy:* I'm going to learn to play the piano.

*Kim:* Cool. How are you going to do that?

*Lucy:* I'm going to take piano lessons. How about you?

*Kim:* Well, my New Year's resolution is to get good grades.

*Lucy:* How are you going to do that?

*Kim:* I'm going to study hard and of course do my homework every day.

*Lucy:* That sounds good! How about you, Mike? Did you make a resolution?

*Mike:* I sure did. I'm going to make the soccer team.

*Lucy:* How are you going to do that?

*Mike:* I'm going to practice really hard, and this summer, I'm going to go to a soccer camp. I can play soccer every day there.

**Unit 3 Will people have robots?**

**Section A, 1b**

*Boy 1:* Do you think people will have robots in their homes in 100 years?

*Boy 2:* Yes, I do. I saw a robot on TV, and it cleaned the kitchen.

*Boy 1:* Well, I don't think people will use money.

*Boy 2:* Do you think everything will be free?

*Boy 1:* Yeah, probably.

*Boy 2:* I think there will be only one country.

*Boy 1:* Only one country in the world? Will there be world peace?

*Boy 2:* I hope so.

*Boy 1:* I think kids won't go to school. They'll study at home on computers.

*Boy 2:* Oh, I disagree.

*Boy 1:* You do?

Boy 2: Yeah, there will always be schools.

**Section A, 2a, 2b**

Ms. Steen: OK, now I want to hear everyone's predictions about the future.

Girl 1: Well, I think there will be more people.

Ms. Steen: More people? OK. What else?

Boy 1: I think that there will be less free time.

Ms. Steen: I hope not!

Girl 2: Well, I think there will be fewer cars.

Ms. Steen: You do?

Girl 2: Yes, people will use the subways more.

Ms. Steen: That's a great idea. Let's hear another prediction.

Boy 2: There will be less pollution.

Ms. Steen: That will be good for the earth!

Girl 1: I think there will be fewer trees. And cities will be really big and crowded because there will be a lot more people.

**Section B, 1c, 1d**

**Conversation 1**

Alexis: Hi, I'm Alexis.

Joe: Nice to meet you, Alexis. I'm Joe.

Alexis: Nice to meet you, Joe. Do you live here in Highville?

Joe: Yes, I do. I live in an apartment across the street from here.

Alexis: Oh, really?

Joe: Yes. I work near here, too. I'm a computer programmer.

Alexis: A computer programmer? That sounds interesting.

Joe: Well, actually it's kind of boring. I do the same thing every day.

**Conversation 2**

Alexis: Hey, Joe, is that a picture of you?

Joe: Yeah, that was me 10 years ago.

Alexis: So, did you live here in Highville 10 years ago?

Joe: No, I lived with my parents in Greenville. We lived in a house in the country. I went to school here in Highville, though.

Alexis: Really? That's pretty far from here. How did you get to school?

Joe: Oh, I took the train to school.

**Conversation 3**

Alexis: So, Joe, what do you think your life will be like in 10 years?

Joe: Oh, I think I'll be an astronaut.

Alexis: An astronaut? Are you kidding?

Joe: No, I'm serious. I'll fly rockets to the moon. Maybe I'll also fly to other planets.

Alexis: Oh, and where will you live?

Joe: I'll live on a space station.

**Unit 4 How do you make a banana milk shake?**

**Section A, 1b**

Boy 1: I'm hungry! Let's make a banana milk shake.

Boy 2: How do you make a banana milk shake?

Boy 1: Well, first peel three bananas.

Boy 2: Three bananas?

Boy 1: Yes. Then cut up the bananas.

Boy 2: OK, I'm finished.

Boy 1: Now put the bananas and ice-cream in the blender. Then pour the milk into the blender.

Boy 2: Is this enough milk?

Boy 1: I guess so. Next, turn on the blender. Finally, pour the milk shake into a glass and drink it.

**Section A, 2a, 2b**

Girl 1: Let's make fruit salad.

Girl 2: OK. Do you have bananas?



*Girl 1:* Yes, I do. How many bananas do we need?  
*Girl 2:* We need three bananas.  
*Girl 1:* That sounds about right. What else?  
*Girl 2:* Watermelon.  
*Girl 1:* How many watermelons?  
*Girl 2:* Oh, only one small watermelon. And we need some honey.  
*Girl 1:* How much honey do we need?  
*Girl 2:* Let's see. Two spoons.  
*Girl 1:* Right. What else?  
*Girl 2:* Apples.  
*Girl 1:* How many apples do we need?  
*Girl 2:* Two should be enough. And yogurt.  
*Girl 1:* How much yogurt do we need?  
*Girl 2:* A cup. Now what else do we need? Oh, do you have any oranges?  
*Girl 1:* I think so. How many oranges do we need?  
*Girl 2:* Only one. This is going to taste great!

**Section B, 1c, 1d**

*Girl:* How do you make a cheese sandwich?  
*Boy:* Well, first put some butter on a piece of bread.  
*Girl:* How much butter?  
*Boy:* Oh, about one spoon.  
*Girl:* OK. What else?  
*Boy:* Next, cut up some tomatoes.  
*Girl:* How many tomatoes?  
*Boy:* Well, maybe one is enough. Put the tomato on the sandwich. Next, cut up an onion.  
*Girl:* Sounds good. What about the cheese?  
*Boy:* Next, put some cheese on the sandwich.  
*Girl:* How much cheese?  
*Boy:* Not too much, but you can put more if you like.  
*Girl:* OK. Is that all?  
*Boy:* Not quite. Then, put some lettuce on the cheese.

*Girl:* Sounds delicious!  
*Boy:* Finally, put another piece of bread on top.  
*Girl:* Great!

**Unit 5 Can you come to my party?**

**Section A, 1b**

*Sun Ning:* Hey, Ted. Can you come to my party on Saturday afternoon?  
*Ted:* I'm sorry, I can't, Sun Ning. I have to help my parents.  
*Sun Ning:* Too bad. How about you, Jenny?  
 Can you come to my party?  
*Jenny:* I'd love to.  
*Sun Ning:* Tim? What about you?  
*Tim:* When is it?  
*Sun Ning:* Saturday afternoon.  
*Tim:* Oh, no, I can't. I have to prepare for an exam.  
*Sun Ning:* What about you, Wilson?  
*Wilson:* Sorry, I must go to the doctor.  
*Sun Ning:* Anna, can you come?  
*Anna:* I can't, Sun Ning. I might have to meet my friend.  
*Kay:* I can't either, Sun Ning. I have the flu.  
*Sun Ning:* That's too bad, Kay. Oh, maybe next time. What a small party!

**Section A, 2a, 2b**

**Conversation 1**

*Anna:* Hi, Jeff! Can you come to my party on Saturday?  
*Jeff:* I'm sorry, I'm not free. I might have to meet my friend on Saturday.

**Conversation 2**

*Anna:* Hello, Mary! Can you come to my party on Saturday?  
*Mary:* I'd love to. Do I need to bring anything?  
*Anna:* No, I'll buy all the food and drinks.

**Conversation 3**

*Anna:* May, can you come to my party

tomorrow?

*May:* I'm afraid not. I have the flu.

*Anna:* Oh, that's too bad. Well, drink lots of hot water and get lots of sleep.

**Conversation 4**

*Anna:* Mei Ling, can you come to my party on Saturday?

*Mei Ling:* Sorry, but I'm not available. I must study for a math test.

*Anna:* OK. Good luck!

**Conversation 5**

*Anna:* Hey, Paul. Can you come to my party on Saturday?

*Paul:* Sure. It sounds great. When will it start?

*Anna:* Around 6:00 p.m. See you then.

*Paul:* See you.

**Section B, 1d, 1e**

*Andy:* Hi, Vince?

*Vince:* Yeah, hi, Andy!

*Andy:* Vince, can you play tennis with me?

*Vince:* Uh, when?

*Andy:* Today.

*Vince:* Uh, no, sorry, I can't. I have to go to the doctor and study for a test today.

*Andy:* How about tomorrow?

*Vince:* Sorry, tomorrow I have to play soccer and I have a piano lesson.

*Andy:* Oh. Well, what are you doing the day after tomorrow?

*Vince:* I may have to look after my little sister.

*Andy:* Oh, I see.

*Vince:* I'm sorry, Andy. I'm really busy this week!

**Unit 6 If you go to the party, you'll have a great time!**

**Section A, 1b**

**Conversation 1**

*Peter:* Hi, John. What will you wear to the party?

*John:* I think I'll wear jeans to the party.

*Peter:* That's not a good idea. If you do, the teachers won't let you in.

*John:* Really?

*Peter:* Yes.

*John:* Then I'll wear my smart trousers.

*Peter:* Good idea.

**Conversation 2**

*Mary:* Hi, Sam. Will you go to the party?

*Sam:* No, I think I'll stay at home.

*Mary:* Oh, why? If you do, you'll be sorry.

*Sam:* Yes, I know. But my friends won't go.

*Mary:* Well, I'll go. You can come with me.

*Sam:* OK.

**Conversation 3**

*Mark:* Hey, Alice. Will you take a taxi to the party?

*Alice:* Hi, Mark. No, I think I'll take the bus to the party.

*Mark:* The bus? If you do, you'll be late.

*Alice:* Yes, I know. But a taxi is expensive.

*Mark:* Well. We can take a taxi together. That'll be cheaper.

*Alice:* OK. That's a great idea.

**Conversation 4**

*Brenda:* Hi, Alison. How are you?

*Alison:* Good, thanks, Brenda. Will you go to the party?

*Brenda:* Yes. What about you?

*Alison:* Me, too. And I think I'll go to the party with Karen and Anna.

*Brenda:* That's good. If you do, you'll have a great time.

*Alison:* Who will you go with?

*Brenda:* I don't know.

*Alison:* You can come with us if you want.

*Brenda:* OK, thanks.

**Section A, 2a, 2b**

*Nelly:* Hi, Mark. I want to have a class party. Will you help me?

*Mark:* Sure, Nelly. I can help you. So when

shall we have the party?

*Nelly:* Let's have it today after class.

*Mark:* No, today is too early. If we have it today, half the class won't come.

*Nelly:* OK, let's have it tomorrow then.

*Mark:* Hmm ... There's a test the day after tomorrow. Students will leave early to study for the test. Why not have it on the weekend?

*Nelly:* OK, let's have it on Saturday afternoon. We can all meet and watch a video.

*Mark:* No, I don't think we should watch a video. Some students will be bored. Let's play party games.

*Nelly:* OK, good idea. Can you organize the party games?

*Mark:* Sure, I can do that. And can you make some food for us?

*Nelly:* Yes, no problem.

### **Section B, 1b, 1c**

#### **Conversation 1**

*Agent:* The Lions are a great soccer team, you know!

*Michael:* Oh, I know.

*Agent:* If you join the Lions, you'll become a great soccer player.

*Michael:* I'm sure I will. Will I travel much?

*Agent:* Sure! If you become a Lion, you'll travel around the world.

*Michael:* Sounds great.

*Agent:* It is. And if you work really hard, you'll be famous.

*Michael:* Well, I don't know.

#### **Conversation 2**

*Father:* You shouldn't join the Lions right now.

*Michael:* Why not?

*Mother:* If you become a soccer player, you'll never go to college.

*Michael:* But I really want to play soccer. I want a job I love. I want to be happy.

*Father:* Of course you want to be happy, but there are many other interesting jobs out there.

*Michael:* But it's my dream to play soccer with the Lions! This is really exciting!

*Father:* It is exciting. And I know you want to make a lot of money. But money isn't everything, son.

*Michael:* I know. But if I don't do this now, I'll never do it.

*Mother:* But don't you want to get an education?

## **Unit 7 What's the matter?**

### **Section A, 1b**

#### **Conversation 1**

*Nurse:* You don't look well. What's the matter, Sarah?

*Sarah:* I was playing with my friends at the park yesterday. Then it got windy, but I didn't put on my jacket. Now I have a cold.

#### **Conversation 2**

*Nurse:* What's the matter, David? Are you OK?

*David:* I ate too much junk food at my friend's birthday party. So last night, I got a stomachache. I almost couldn't get myself out of bed this morning.

#### **Conversation 3**

*Nurse:* What's the matter, Ben? Can you move?

*Ben:* Not really. I was playing soccer the other day and I hurt myself. It seemed OK at first, but now I have a really sore back.

#### **Conversation 4**

*Nurse:* You look really tired. What's the matter, Nancy?

*Nancy:* I didn't sleep very well last night. I have a toothache. It's terrible! I can't

really eat anything either. It hurts a lot.

**Conversation 5**

*Nurse:* What's the matter, Judy?

*Judy:* I'm sorry, but it's very difficult for me to talk.

*Nurse:* Oh, dear. What's the matter?

*Judy:* I talked too much yesterday and didn't drink enough water. I have a very sore throat now.

**Section A, 2a, 2b**

**Conversation 1**

*Girl 1:* You don't look well. Your face looks a bit red.

*Girl 2:* Yeah, and my head feels very hot. What should I do?

*Girl 1:* Maybe you have a fever. You should take your temperature.

*Girl 2:* Yes, you're right.

**Conversation 2**

*Girl 1:* What's the matter?

*Girl 2:* I didn't take good care of myself. I didn't wear enough warm clothes yesterday. Now I have a cough and a sore throat.

*Girl 1:* You should drink some hot tea with honey.

*Girl 2:* That sounds like a good idea.

**Conversation 3**

*Girl:* You look terrible! What's the matter?

*Boy:* I think I ate too much at dinner last night. It was an all-you-can-eat meal at the restaurant. But now I have a stomachache.

*Girl:* That's too bad. You shouldn't eat so much next time. Right now, you should lie down and rest.

*Boy:* I guess I should.

**Conversation 4**

*Girl:* What's wrong with your face?

*Boy:* It's not my face. It's my tooth. I have a toothache.

*Girl:* You should see a dentist and get an

X-ray.

*Boy:* But will it hurt?

*Girl:* No, and if you don't go to the dentist now, it'll hurt even more later!

**Conversation 5**

*Girl 1:* Oh, no! What happened?

*Girl 2:* I was making dinner just now and I cut myself by accident.

*Girl 1:* Oh, that looks serious. You should put some medicine on it. Here, let me help you.

*Girl 2:* OK, thanks.

**Section B, 1b, 1c**

*Teacher:* Hello, Jenny! You look tired.

*Nurse:* Well, today was a busy day in my office. One boy hurt himself in P.E. class.

*Teacher:* What happened?

*Nurse:* He was running under the hot sun and then he felt sick and fell down.

*Teacher:* Yes, the weather is very hot today.

*Nurse:* He cut his knee, so I washed the cut and put some medicine on it. Then I put a bandage on it.

*Teacher:* Was the cut serious?

*Nurse:* Not really, but I also took his temperature. Luckily he didn't have a fever. I told him he should rest.

*Teacher:* What else happened?

*Nurse:* One girl had a nosebleed. I told her to put her head back to stop the blood. Oh, and another boy got hit on the head with a baseball bat.

*Teacher:* That sounds bad. I hope he's OK ...

*Nurse:* I hope so, too. He was taken to the hospital to get an X-ray.

**Unit 8 I'll help to clean up the city parks.**

**Section A, 1b**

**Conversation 1**

*Boy 1:* I hope to work outside.

*Girl 1:* You could help to clean up the city parks.

**Conversation 2**

*Boy 2:* I'd like to help homeless people.

*Girl 1:* You could give out food at the food bank to help feed them.

**Conversation 3**

*Girl 2:* I want to cheer up sick kids.

*Girl 1:* You could ask hospitals to let you visit the kids.

**Conversation 4**

*Girl 1:* I'd like to help kids with their schoolwork.

*Girl 2:* You could volunteer in an after-school study program to teach kids.

**Section A, 2a, 2b**

*Boy 1:* Now we need to come up with a plan to tell people about the city park clean-up.

*Girl 1:* Yeah, but I'm hungry, Bob. Let's have lunch first.

*Girl 2:* No, we need to start now. Clean-Up Day is only two weeks from now.

*Boy 2:* You're right, Sally. We can't put off making a plan. As we talk, I'll write down all our ideas. Then we can decide which ideas are best.

*Girl 1:* Um ... well ... we could put up signs.

*Boy 2:* That's a good idea!

*Girl 2:* Let's make some notices, too. Then I'll hand them out after school.

*Boy 1:* OK. Great! And we could each call up 10 students and ask them to come.

*Boy 2:* Hey, we're coming up with a lot of good ideas, aren't we?

**Section B, 1c, 1d**

*Man:* This morning I'm talking with a very wonderful young man, Jimmy the Bike Boy. Good morning, Jimmy.

*Jimmy:* Good morning.

*Man:* So, Jimmy, tell our listeners what you do.

*Jimmy:* Well, I find or buy old bikes that nobody wants. Then I fix up the bikes and give them away to kids who don't have enough money to buy their own bikes.

*Man:* That's fantastic. What gave you the idea?

*Jimmy:* I guess I take after my father. He loves to help people. He always volunteers to help people in need.

*Man:* Wow! Your parents must be proud of you.

*Jimmy:* I guess so. But now I've run out of money, so I can't buy any more old bikes.

*Man:* Oh, that's too bad.

*Jimmy:* Yeah. I need to come up with some way of getting money or I'll have to stop.

## Pronunciation

### Unit 1 Do you want to watch a game show?

#### 1. Listen and read. Notice the linking.

1. A: What do you think of the news on CCTV 9?

B: I like watching the English news. I watch it every night.

A: Why?

B: Because I hope to find out what's going on around the world.

2. Some people might ask how this cartoon animal became so popular. One of the main reasons is that Mickey was like a common man, but he always tried to face any danger.

#### 2. Listen and read. Notice the linking.

1. Teacher: Maria, please point to America on the map.

Maria: This is it.

Teacher: Well done. Now class, who found America?

Class: Maria did.

2. A very drunk ( 醉酒的 ) man comes out of the bar and sees another very drunk man. He looks up in the sky and says, "Is that the sun or the moon?" The other drunk man answers, "I don't know. I'm a stranger here myself."

### Unit 2 I'm going to study computer science.

#### Listen and read. Notice how the weak words are pronounced.

1. A: What do you want to be when you grow up?

B: I want to be a basketball player.

A: How are you going to do that?

B: I'm going to practice basketball every day.

2. Daughter: Can I play the piano now, mom?

Mom: Yes. But wash your hands first. They're dirty.

Daughter: Oh, Mom. I'll only play on the black keys ( 黑键 ).



3. Mary: John says *I'm* pretty. Andy says *I'm* ugly. What *do* you think, Peter?  
Peter: I think *you're* pretty ugly.

### Unit 3 Will people have robots?

1. Listen and read. Notice the change in stress.

1. 'People will 'live to be '200 'years 'old.  
'People 'won't 'live to be '200 'years 'old.
2. There will be 'robots in 'people's 'homes.  
There 'won't be 'any 'robots in 'people's 'homes.
3. You should 'use the 'subways 'more.  
You 'shouldn't 'use the 'subways 'more.

2. Listen and read.

1. In India, for example, scientists ma(de) robots that loo(k) li(ke) snakes. If buildings fall down with people inside, these sna(ke) robots can hel(p) loo(k) for people under the buildings.
2. One day, a man walked into a shop an(d) saw a cu(te) little dog. He ask(ed) the boy besi(de) the dog, "Does your do(g) bite?" "No," sai(d) the boy. The man tri(ed) to pe(t) the dog an(d) the do(g) bi(t) him. "Ouch!" he shouted. "I thought you said your do(g) does no(t) bite!" "He doesn't," answer(ed) the boy, "bu(t) that's no(t) my dog."

### Unit 4 How do you make a banana milk shake?

Listen and read. Notice the intonation and pauses between sense groups.

- Anna: Sam, | I want to make Russian soup | for a party on \ Saturday. | Can you tell me / how?
- Sam: \ Sure. | / First, | buy some / beef, one / cabbage, four / carrots, three / potatoes, five / tomatoes and one \ onion. | / Then, | cut up the \ vegetables.
- Anna: What's \ next?
- Sam: / Next, | put the beef, carrots and potatoes into a pot | and add some \ water. After / that, | cook them for 30 \ minutes. | / Then, | add the / cabbage, / tomatoes and onion | and cook for another 10 \ minutes.
- Anna: OK, | that's / it?
- Sam: \ No, one more \ thing. | / Finally, | don't forget to add some \ salt.

## Unit 5 Can you come to my party?

Listen and read. Notice the difference in stress and meaning of the same sentence.

1. I can go to the surprise party on Saturday. (not somebody else)
2. I **can** go to the surprise party on Saturday. (I am able to)
3. I can **go** to the surprise party on Saturday. (not do something else)
4. I can go to the **surprise party** on Saturday. (not somewhere else)
5. I can go to the surprise party on **Saturday**. (not on another day)

## Unit 6 If you go to the party, you'll have a great time!

1. Listen and read. Notice the linking, stress, intonation and pauses.

"It is 'best | 'not to 'run a'way from \ 'problems. | We should 'always 'try to \ 'solve them." | He thinks | the 'first / 'step | is to 'find someone we 'trust to \ 'talk to. | This 'person 'doesn't 'need to be an 'expert like him \ self. | 'Students 'often for'get | that their 'parents have 'more 'experience, | and are 'always there to \ 'help them. | In 'English, | we say that 'sharing a 'problem | is like 'cutting it in \ 'half. | So you're 'halfway to 'solving a 'problem | just by 'talking to someone \ about it!

2. Listen and read. Notice the stress.

1. If you 'run after 'two 'hares (野兔), you will 'catch 'neither.
2. If you 'give a man a 'fish, he 'eats for a 'day. If you 'teach a man to 'fish, he can 'always 'eat.
3. If we 'cannot 'get what we 'like, we have to 'like what we can 'get.
4. If 'money is 'not your 'servant, it will be your 'master.

## Unit 7 What's the matter?

Listen and read. Notice the stress.

1. A: Classes finish on the sixteenth.  
B: No, I think they finish on the **fifteenth**.
2. A: The keys are on the desk.  
B: No, they're **under** the desk.
3. A: But we asked for two **teas**!  
B: Well, I thought you wanted **coffee**.
4. A: But we asked for **two teas**!  
B: Well, I thought you wanted **one**.

5. A: He can write well.  
B: He **can**, but he doesn't. He's too lazy.

### Unit 8 I'll help to clean up the city parks.

Listen to the same rhyme four times. It is read with a different emotion (happiness, surprise, sadness, anger) each time. Notice the intonation.

London Bridge is falling down,  
Falling down, falling down.  
London Bridge is falling down,  
My fair lady.

## Grammar

## I. 动词 (Verbs) (IV)

## 1. 动词的种类 (Kinds of Verbs)

类别	说明	例句
行为动词 Action Verbs	表示动作或状态，在句中能独立作谓语。	She <b>has</b> a new friend from Australia. He <b>takes</b> the train every day. We <b>leave</b> for school at around seven.
连系动词 Linking Verbs	不能独立作谓语，必须与表语一起构成谓语。	He <b>is</b> popular in school. Twins usually <b>look</b> the same. Trees <b>turn</b> green in spring.
助动词 Auxiliary Verbs	不能独立作谓语，只能和主要动词一起构成谓语，表示否定、疑问、时态或其他语法形式。	I <b>don't</b> want to go for a drive. (否定) We <b>are</b> playing basketball. (进行时态) <b>Do</b> you like tomatoes? (疑问)
情态动词 Modal Verbs	不能独立作谓语，只能和主要动词一起构成谓语，表示说话人的语气和情态。情态动词没有人称和数的变化。	She <b>can</b> speak a little English. I think you <b>should</b> go to college. <b>Can</b> you come to my party?

## 2. 一般将来时 (Simple Future Tense)

一般将来时由“助动词+动词原形”构成，表示将来某个时间要发生的动作或存在的状态，也表示将来经常或反复发生的动作，常与表示将来的时间状语连用，如：tomorrow, next week, next year, in the future等。例如：

We **will** come to see you next week.

In the future, there **will** be less fresh water.

**Will** people use money in 100 years?

How **will** the world be different in the future?

注：1) 在口语中，will常缩略为'll，will not常缩略为won't /wəʊnt/。

2) 在表示“带意愿色彩的将来”时，常用助动词will。例如：I **will** tell you all about it.

3) 在疑问句中，主语为第一人称(I和we)时，常用助动词shall。例如：When **shall** we have the party?

4) 在书面语中，主语为第一人称(I和we)时，也常用助动词shall。例如：I

**shall** write you a letter next month. 但在口语中，所有人称都可以用 **will**。

- 5) “be going to + 动词原形”也可以表示将要发生的动作或安排，或打算、计划、决定要做的事。例如：

The Smiths **are going to see** a Peking opera this evening.

They're **going to play** volleyball next week.

I'm **going to study** medicine at a university.

Where **are you going to work**?

### 3. 动词不定式 (Infinitive)

1) 动词不定式的基本形式是“to + 动词原形”，有时可以不带 **to**。动词不定式没有人称和数的变化，在句子中不能作谓语。动词不定式仍保留动词的特点，即可以有自己的宾语和状语。动词不定式同它的宾语或状语构成不定式短语。如：to read the newspaper, to speak at the meeting 等。

句法作用	例句
作宾语	She wanted <b>to become a teacher</b> . He is learning <b>to swim</b> .
作状语	He went to the library <b>to borrow some books</b> . I'm glad <b>to see you</b> .
作宾语补足语	She asked me <b>to speak louder</b> . Could you ask the bus driver <b>to wait for five minutes</b> ?

2) 动词不定式具有名词、形容词和副词的特征，因此在句中可以作主语、宾语、宾语补足语、定语和状语等。

- 3) 动词不定式的否定形式由“not + 动词不定式”构成。例如：

Tell him **not to be late**.

The policeman told the boys **not to play in the street**.

- 4) 动词不定式可以和 what, which, how, where, when 等连用。例如：

Nobody told us **what to do next**.

I don't know **where to go**.

He showed me **how to use the new mobile phone**.

The question is **when to start**.

- 5) 不带 to 的情况

有一些动词后用作宾语补足语的不定式通常不带 **to**。这种动词有两类：一类是感官动词，如 see, hear, watch, feel, notice 等。例如：

I **saw** the teacher **get out**.

I **heard** the birds **sing**.

另一类是使役动词，如 **let**, **make**, **have** 等。如：

**Let me go!**

They **made** the children **work** 12 hours a day.

## II. 反身代词 (Reflexive Pronouns)

表示反射或强调的代词叫做反身代词。反身代词是由第一人称、第二人称形容词性物主代词或第三人称人称代词宾格形式，词尾加 **self** 或 **selves** 组成。反身代词可译为“本人”、“本身”，为加强语气，也常译为“亲自”、“自己”。请见下表：

人 称 数	第一人称	第二人称	第三人称
单 数	myself	yourself	himself herself itself
复 数	ourselves	yourselves	themselves

反身代词的用法如下表：

句法作用	例 句
宾 语	The child can dress <b>himself</b> . 这孩子能自己穿衣服了。 Take good care of <b>yourself</b> . 好好照顾你自己。 But the driver didn't think about <b>himself</b> . 但是司机并没有为自己着想。
主语或宾语的 同位语	Mrs Black <b>herself</b> is a lawyer. 布莱克太太本人就是一名律师。 You had better ask the driver <b>himself</b> . 你最好问司机本人。
表 语	That's <b>myself</b> . 那就是我自己。 Mary is not quite <b>herself</b> recently. 玛丽近来感到不适。

## III. 句子的类型 (Types of Sentences)

1. 句子按其结构可分为以下几种类型：

类 别	构 成	例 句
简单句 The Simple Sentence	由一个主语（或并列主语）和一个谓语（或并列谓语）构成的句子。	I get up at six in the morning. My mother and I often go shopping. Some students walk or ride bikes to school.



类别	构成	例句
并列句 The Compound Sentence	由并列连词 (and, so, 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。	She doesn't like science, and she thinks it is boring. Ed has a great sports collection, but he doesn't play sports. School starts at eight, so I get up at six thirty.
复合句 The Complex Sentence	由一个主句和一个或一个以上的从句构成的句子。	What do you want to be when you grow up? I think Screen City has the most comfortable seats.

## 2. 简单句的五种基本句型 (Five Kinds of Simple Sentences)

类别	谓语部分 Predicate				
	主语 Subject (S)	谓语动词 Verb (V)	表语 Predicative (P)	宾语 Object (O)	宾语补足语 Object Complement (OC)
第1种 S+V	We	exercise. (不及物动词)			
第2种 S+V+O	I	like (及物动词)		bananas.	
第3种 S+V+P	They	are (系动词)	students.		
第4种 S+V+indirect O+direct O	She	gave (及物动词)		me a pen. (间接 (直接 宾语) 宾语)	
第5种 S+V+O+OC	He	made (及物动词)		the boy	laugh.

## Words and Expressions in Each Unit

(注: 在本词表中, 重点词汇用**黑体**标出。  
在英式发音和美式发音有区别时, 英式发音在前, 美式发音在后。)

### Unit 1

<b>sitcom</b> /'sɪtkɒm/, /'sɪtkɑ:m/ <i>n.</i> (=situation comedy) 情境喜剧	p.1	<b>famous</b> /'feɪməs/ <i>adj.</i> 著名的; 出名的	p.5
<b>news</b> /nju:z/, /nu:z/ <i>n.</i> 新闻节目; 新闻	p.1	<b>appear</b> /ə'pɪə/, /ə'pɪr/ <i>v.</i> 出现	p.5
<b>soap</b> /səʊp/ <i>opera</i> /'ɒprə/, /'ɑ:prə/ 肥皂剧	p.1	<b>become</b> /bɪ'kʌm/ <i>v.</i> (became /bɪ'keɪm/) 开始变得; 变成	p.5
<b>educational</b> /edʒu'keɪʃənl/ <i>adj.</i> 教育的; 有教育意义的	p.2	<b>rich</b> /rɪtʃ/ <i>adj.</i> 富有的	p.5
<b>plan</b> /plæn/ <i>v.</i> & <i>n.</i> 打算; 计划	p.2	<b>successful</b> /sək'sesfl/ <i>adj.</i> 获得成 功的; 有成就的; 有成效的	p.5
<b>hope</b> /həʊp/ <i>v.</i> & <i>n.</i> 希望	p.2	<b>might</b> /maɪt/ <i>modal v.</i> 可能; 可以	p.5
<b>find out</b> 查明; 弄清	p.2	<b>main</b> /meɪn/ <i>adj.</i> 主要的; 最重要的	p.5
<b>discussion</b> /dɪ'skʌʃn/ <i>n.</i> 讨论; 商量	p.2	<b>reason</b> /'ri:zn/ <i>n.</i> 原因; 理由	p.5
<b>stand</b> /stænd/ <i>v.</i> 忍受; 站立	p.2	<b>common</b> /'kɒmən/, /'kɑ:mən/ <i>adj.</i> 普通的; 常见的	p.5
<b>happen</b> /'hæpən/ <i>v.</i> 发生; 出现	p.2	<b>film</b> /fɪlm/ <i>n.</i> (= movie) 电影	p.5
<b>may</b> /meɪ/ <i>modal v.</i> 也许; 可能; 可以	p.2	<b>unlucky</b> /ʌn'lʌki/ <i>adj.</i> 不幸的; 不吉利的	p.5
<b>expect</b> /ɪk'spekt/ <i>v.</i> 预料; 期待	p.2	<b>lose</b> /lu:z/ <i>v.</i> (lost /lɒst/, /lɑ:st/) 失去; 丢失	p.5
<b>joke</b> /dʒəʊk/ <i>n.</i> 笑话; 玩笑	p.3	<b>girlfriend</b> /'gɜ:(r)lfrend/ <i>n.</i> 女朋友	p.5
<b>comedy</b> /'kɒmədi/, /'kɑ:mədi/ <i>n.</i> 喜剧; 喜剧片	p.3	<b>ready</b> /'redi/ <i>adj.</i> 愿意的; 准备好的	p.5
<b>meaningless</b> /'mi:ɪŋləs/ <i>adj.</i> 毫无意义的; 意思不明确的	p.4	<b>be ready to</b> 愿意迅速做某事	p.5
<b>action</b> /'ækʃn/ <i>n.</i> 行动	p.4	<b>character</b> /'kærəktə(r)/ <i>n.</i> 人物; 角色	p.5
<b>action movie</b> 动作影片	p.4	<b>simple</b> /'sɪmpl/ <i>adj.</i> 简单的; 易做的	p.5
<b>cartoon</b> /kɑ:(r)'tu:n/ <i>n.</i> 动画片; 卡通片	p.4	<b>dress up</b> 装扮; 乔装打扮	p.7
<b>culture</b> /'kʌltʃə(r)/ <i>n.</i> 文化; 文明	p.5	<b>take sb.'s place</b> 代替; 替换	p.7
		<b>army</b> /'ɑ:(r)mi/ <i>n.</i> 陆军; 陆军部队	p.7
		<b>do a good job</b> 干得好	p.7

Sarah /'seərə/, /'serə/ 萨拉 (女名)	p.2	<b>education</b> /'edʒu'keɪʃn/ <i>n.</i> 教育	p.11
Walt /wɔ:lt/ Disney /'dɪzni/ 沃尔特·迪斯尼	p.5	<b>medicine</b> /'medsn, 'medɪsn/ <i>n.</i> 药; 医学	p.11
Minnie /'mɪni/ 明妮 (女名)	p.5	<b>university</b> /ju:ni'vɜ:(r)səti/ <i>n.</i> (综合性) 大学; 高等学府	p.11
Mickey Mouse /'mɪki 'maʊs/ 米老鼠	p.5	<b>London</b> /'lʌndən/ 伦敦	p.11
Steamboat Willie /'sti:m'bəʊt 'wɪli/ 迪士尼公司制作的全球第一部 有声动画片《威利号汽船》	p.5	<b>article</b> /'ɑ:(r)tɪkl/ <i>n.</i> 文章; 论文	p.11
Hollywood /'hɒliwʊd/, /'hɑ:liwʊd/ 好莱坞; 美国电影业	p.5	<b>send</b> /send/ <i>v.</i> 邮寄; 发送	p.11
the Hollywood Walk of Fame /feɪm/ 好莱坞星光大道 (美国)	p.5	<b>resolution</b> /rezə'lʊ:ʃn/ <i>n.</i> 决心; 决定	p.12
		<b>team</b> /ti:m/ <i>n.</i> 队; 组	p.12
		<b>foreign</b> /'fɒrən/, /'fɔ:rən/ <i>adj.</i> 外国的	p.12
		<b>able</b> /'eɪbl/ <i>adj.</i> 能够	p.13
		be able to 能够做某事	p.13
<b>Unit 2</b>		<b>question</b> /'kwɛstʃən/ <i>v.</i> 表示疑问; 怀疑; 提问; 质询	p.13
grow up 长大; 成熟; 成长	p.9	<b>meaning</b> /'mi:nɪŋ/ <i>n.</i> 意义; 意思	p.13
computer programmer /'prəʊgræmə(r)/ 计算机程序 设计员; 编程人员	p.9	<b>discuss</b> /dɪ'skʌs/ <i>v.</i> 讨论; 商量	p.13
<b>cook</b> /kʊk/ <i>n.</i> 厨师 <i>v.</i> 烹饪; 煮 (烘烤、煎、炸等)	p.9	<b>promise</b> /'prɒmɪs/, /'pra:mɪs/ <i>n.</i> 承诺; 诺言	
<b>doctor</b> /'dɒktə/, /'dɑ:ktə(r)/ <i>n.</i> 医生	p.9	<i>v.</i> 许诺; 承诺; 答应	p.13
<b>engineer</b> /'endʒɪ'nɪə/, /'endʒɪ'nɪr/ <i>n.</i> 工程师	p.9	<b>beginning</b> /bɪ'gɪnɪŋ/ <i>n.</i> 开头; 开端	p.13
<b>violinist</b> /'vaɪə'lɪnɪst/ <i>n.</i> 小提琴手	p.9	at the beginning of 在……开始	p.13
<b>driver</b> /'draɪvə(r)/ <i>n.</i> 驾驶员; 司机	p.9	<b>improve</b> /ɪm'pru:v/ <i>v.</i> 改进; 改善	p.13
<b>pilot</b> /'paɪlət/ <i>n.</i> 飞行员	p.9	write down 写下; 记录下	p.13
<b>pianist</b> /'piənɪst/ <i>n.</i> 钢琴家	p.9	<b>physical</b> /'fɪzɪkl/ <i>adj.</i> 身体的; 肉体的	p.13
<b>scientist</b> /'saɪəntɪst/ <i>n.</i> 科学家	p.9	<b>themselves</b> /ðəm'selvz/ <i>pron.</i> 他(她、它)们自己	p.13
be sure about 确信; 对……有把握	p.10	have to do with 关于; 与……有关系	p.13
make sure 确保; 查明	p.10	<b>self-improvement</b> /self ɪm'pru:vmənt/ <i>n.</i> 自我改进; 自我提高	p.13
<b>college</b> /'kɒlɪdʒ/, /'kɑ:lɪdʒ/ <i>n.</i> 学院; 大学; 高等专科学校	p.11		

.....Words and Expressions in Each Unit.....

take up (尤指为消遣) 学着做; 开始做	p.13	earth /ɜ:(r)θ/ <i>n.</i> 地球; 世界	p.18
hobby /'hɒbi/, /'hɑ:bi/ <i>n.</i> 业余爱好	p.13	plant /plɑ:nt/, /plænt/ <i>v.</i> 种植 <i>n.</i> 植物	p.18
weekly /'wi:kli/ <i>adj. &amp; adv.</i> 每周的 (地)	p.13	part /pɑ:(r)t/ <i>n.</i> 参加; 参与; 部分	p.18
schoolwork /'sku:lwɜ:(r)k/ <i>n.</i> 学校作业; 功课	p.13	play a part 参与 (某事)	p.18
own /əʊn/ <i>adj. &amp; pron.</i> 自己的; 本人的	p.15	peace /pi:s/ <i>n.</i> 和平	p.19
personal /'pɜ:(r)sənl/ <i>adj.</i> 个人的; 私人的	p.15	sea /si:/ <i>n.</i> 海; 海洋	p.19
relationship /rɪ'leɪʃnʃɪp/ <i>n.</i> 关系; 联系	p.15	sky /skaɪ/ <i>n.</i> 天空	p.19
Andy /'ændi/ 安迪 (男名)	p.10	astronaut /'æstrənɔ:t/ <i>n.</i> 宇航员; 航天员	p.20
Ken /ken/ 肯 (男名)	p.10	apartment /ə'pɑ:(r)tment/ <i>n.</i> 公寓套房	p.20
Hemingway /'hemɪŋweɪ/ 海明威 (姓)	p.10	rocket /'rɒkɪt/, /'rɑ:kɪt/ <i>n.</i> 火箭	p.20
Kelly /'keli/ 凯莉 (女名)	p.11	space /speɪs/ <i>n.</i> 太空; 空间	p.20
<i>The Old Man and the Sea</i> 《老人与海》 (美国作家海明威的小说)	p.10	space station 太空站; 宇宙空间站	p.20
<b>Unit 3</b>		human /'hju:mən/ <i>adj.</i> 人的; 人本性的 <i>n.</i> 人	p.21
paper /'peɪpə(r)/ <i>n.</i> 纸; 纸张	p.17	servant /'sɜ:(r)vənt/ <i>n.</i> 仆人	p.21
pollution /pə'lju:ʃn/ <i>n.</i> 污染; 污染物	p.18	dangerous /'deɪndʒərəs/ <i>adj.</i> 有危险的; 不安全的	p.21
prediction /prɪ'dɪkʃn/ <i>n.</i> 预言; 预测	p.18	already /ɔ:l'reɪdi/ <i>adv.</i> 已经; 早已	p.21
future /'fju:tʃə(r)/ <i>n.</i> 将来; 未来	p.18	factory /'fæktəri, 'fæktəri/ <i>n.</i> 工厂	p.21
pollute /pə'lju:t/ <i>v.</i> 污染	p.18	over and over again 多次; 反复地	p.21
environment /ɪn'vaɪrənmənt/ <i>n.</i> 环境	p.18	believe /bɪ'li:v/ <i>v.</i> 相信; 认为有可能	p.21
planet /'plænɪt/ <i>n.</i> 行星	p.18	disagree /dɪsə'gri:/ <i>v.</i> 不同意; 持不同意见; 有分歧	p.21
		even /'i:vən/ <i>adv.</i> 甚至; 连; 愈加	p.21
		hundreds of 许多; 大量	p.21
		shape /ʃeɪp/ <i>n.</i> 形状; 外形	p.21
		fall /fɔ:l/ <i>v.</i> (fell /fel/) 倒塌; 跌倒; 掉落	p.21
		fall down 突然倒下; 跌倒; 倒塌	p.21

<b>inside</b> /ɪn'saɪd/ <i>adv. &amp; prep.</i>		<b>watermelon</b> /'wɔ:tə(r)melən/ <i>n.</i> 西瓜	p.26
在……里面	p.21	<b>spoon</b> /spu:n/ <i>n.</i> 勺; 调羹	p.26
<b>look for</b> 寻找; 寻求	p.21	<b>pot</b> /pɒt/, /pɑ:t/ <i>n.</i> 锅	p.26
<b>possible</b> /'pɒsəbl/, /'pɑ:səbl/		<b>add</b> /æd/ <i>v.</i> 增加; 添加	p.26
<i>adj.</i> 可能存在或发生的; 可能的	p.21	<b>finally</b> /'faɪnəli/ <i>adv.</i> 最后; 最终	p.26
<b>impossible</b> /ɪm'pɒsəbl/,		<b>salt</b> /sɔ:lt/ <i>n.</i> 食盐	p.26
/ɪm'pɑ:səbl/ <i>adj.</i> 不可能存在		<b>sugar</b> /'ʃʊɡə(r)/ <i>n.</i> 食糖	p.27
或发生的; 不可能的	p.21	<b>cheese</b> /tʃi:z/ <i>n.</i> 干酪; 奶酪	p.27
<b>side</b> /saɪd/ <i>n.</i> 一方 ( 的意见、态度、		<b>popcorn</b> /'pɒpkɔ:n/, /'pɑ:pkɔ:rn/	
立场)	p.22	<i>n.</i> 爆米花	p.27
<b>probably</b> /'prɒbəbli/, /'pra:bəbli/		<b>corn</b> /kɔ:(r)n/ <i>n.</i> 玉米; 谷物	p.27
<i>adv.</i> 很可能; 大概	p.23	<b>machine</b> /mə'ʃi:n/ <i>n.</i> 机器;	
<b>during</b> /'dʒʊəriŋ/, /'dʊəriŋ/		机械装置	p.27
<i>prep.</i> 在……期间	p.23	<b>dig</b> /dɪg/ <i>v.</i> 掘 ( 地); 凿 ( 洞);	
<b>holiday</b> /'hɒlədeɪ/, /'hɑ:lədeɪ/		挖 ( 土)	p.27
<i>n.</i> 假期; 假日	p.23	<b>hole</b> /həʊl/ <i>n.</i> 洞; 孔; 坑	p.27
<b>word</b> /wɜ:(r)d/ <i>n.</i> 单词; 词	p.24	<b>sandwich</b> /'sænwɪtʃ, 'sænwɪdʒ/	
Nick /nɪk/ 尼克 ( 男名)	p.18	<i>n.</i> 夹心面包片; 三明治	p.28
James /dʒeɪmz/ 詹姆斯 ( 男名)	p.21	<b>butter</b> /'bʌtə(r)/ <i>n.</i> 黄油; 奶油	p.28
White /waɪt/ 怀特 ( 姓)	p.21	<b>turkey</b> /'tɜ:(r)ki/ <i>n.</i> 火鸡	p.28
		<b>lettuce</b> /'letɪs/ <i>n.</i> 莴苣; 生菜	p.28
		<b>piece</b> /pi:s/ <i>n.</i> 片; 块; 段	p.28
<b>Unit 4</b>		<b>Thanksgiving</b> /θæŋks'gɪvɪŋ/	
<b>shake</b> /ʃeɪk/ <i>n. &amp; v.</i> 摇动; 抖动	p.25	<i>n.</i> 感恩节	p.29
<b>milk shake</b> 奶昔	p.25	<b>traditional</b> /trə'dɪʃənəl/ <i>adj.</i> 传统的;	
<b>blender</b> /'blendə(r)/ <i>n.</i> 食物搅拌机	p.25	惯例的	p.29
<b>turn on</b> 接通 ( 电流、煤气、水等);		<b>autumn</b> /'ɔ:təm/ <i>n.</i> 秋天; 秋季	p.29
打开	p.25	<b>celebrate</b> /'selɪbreɪt/ <i>v.</i> 庆祝; 庆贺	p.29
<b>peel</b> /pi:l/ <i>v.</i> 剥皮; 去皮	p.25	<b>gravy</b> /'ɡreɪvi/ <i>n.</i> ( 调味) 肉汁	p.29
<b>pour</b> /pɔ:(r)/ <i>v.</i> 倒出; 倾倒	p.25	<b>mashed potatoes</b> 土豆泥	p.29
<b>yogurt</b> /'jɒɡət/, /'jəʊɡərt/		<b>pumpkin</b> /'pʌmpkɪn/ <i>n.</i> 南瓜	p.29
<i>n.</i> (=yoghurt) 酸奶	p.26	<b>pie</b> /paɪ/ <i>n.</i> 果馅饼; 肉馅饼	p.29
<b>honey</b> /'hʌni/ <i>n.</i> 蜂蜜	p.26	<b>serve</b> /sɜ:(r)v/ <i>v.</i> 接待; 服务; 提供	p.30

.....Words and Expressions in Each Unit.....

<b>mix</b> /mɪks/ <i>v.</i> (使) 混合; 融合	p.29	<b>look after</b> 照料; 照顾	p.36
<b>pepper</b> /'pepə(r)/ <i>n.</i> 甜椒; 柿子椒	p.29	<b>invitation</b> /,ɪnvɪ'teɪʃn/ <i>n.</i> 邀请; 请柬	p.37
<b>fill</b> /fɪl/ <i>v.</i> (使) 充满; 装满	p.29	<b>turn down</b> 拒绝	p.37
<b>oven</b> /'ʌvən/ <i>n.</i> 烤箱; 烤炉	p.29	<b>reply</b> /rɪ'plaɪ/ <i>v.</i> 回答; 答复	p.37
<b>plate</b> /pleɪt/ <i>n.</i> 盘子; 碟子	p.29	<b>forward</b> /'fɔ:(r)wə(r)d/ <i>v.</i> 转寄; 发送	
<b>cover</b> /'kʌvə(r)/ <i>v.</i> 遮盖; 覆盖		<i>adv.</i> 向前; 前进	p.37
<i>n.</i> 覆盖物; 盖子	p.29	<b>delete</b> /dɪ'li:t/ <i>v.</i> 删除	p.37
<b>temperature</b> /'tempərətʃə(r)/		<b>print</b> /prɪnt/ <i>v.</i> 打印; 印刷	p.37
<i>n.</i> 温度; 气温; 体温	p.30	<b>sad</b> /sæd/ <i>adj.</i> (令人) 悲哀的;	
		(令人) 难过的	p.37
<b>Unit 5</b>		<b>goodbye</b> /gʊd'baɪ/ <i>interj. &amp; n.</i> 再见	p.37
<b>prepare</b> /prɪ'peə/, /prɪ'per/		<b>take a trip</b> 去旅行	p.37
<i>v.</i> 使做好准备; 把……准备好	p.33	<b>glad</b> /glæd/ <i>adj.</i> 高兴; 愿意	p.37
<b>prepare for</b> 为……做准备	p.33	<b>preparation</b> /,prepə'reɪʃn/	
<b>exam</b> /ɪg'zæm/ <i>n.</i> (=examination)		<i>n.</i> 准备; 准备工作	p.37
考试	p.33	<b>glue</b> /glu:/ <i>n.</i> 胶水	p.37
<b>flu</b> /flu:/ <i>n.</i> 流行性感冒; 流感	p.33	<b>without</b> /wɪ'ðaʊt/ <i>prep.</i> 没有;	
<b>available</b> /ə'veɪləbl/ <i>adj.</i> 有空的;		不(做某事)	p.37
可获得的	p.34	<b>surprised</b> /sə(r)'praɪzd/ <i>adj.</i> 惊奇的;	
<b>another time</b> 其他时间; 别的时间	p.34	感觉意外的	p.37
<b>until</b> /ən'tɪl/ <i>conj. &amp; prep.</i> 到……时;		<b>look forward to</b> 盼望; 期待	p.37
直到……为止	p.34	<b>hear from</b> 接到(某人的)信、电话等	p.37
<b>hang</b> /hæŋ/ <i>v.</i> (hung /hʌŋ/) 悬挂;		<b>housewarming</b> /'haʊswɔ:(r)mɪŋ/	
垂下	p.34	<i>n.</i> 乔迁聚会	p.38
<b>hang out</b> 常去某处; 泡在某处	p.34	<b>opening</b> /'əʊpɪŋ/ <i>n.</i> 开幕式;	
<b>catch</b> /kætʃ/ <i>v.</i> 及时赶上; 接住;		落成典礼	p.39
抓住	p.34	<b>concert</b> /'kɒnsət/, /'kɑ:nsərt/	
<b>accept</b> /ək'sept/ <i>v.</i> 接受	p.35	<i>n.</i> 音乐会; 演奏会	p.39
<b>refuse</b> /rɪ'fju:z/ <i>v.</i> 拒绝	p.35	<b>headmaster</b> /hed'mɑ:stə/,	
<b>the day before yesterday</b> 前天	p.36	/hed'mæstə(r)/	
<b>the day after tomorrow</b> 后天	p.36	<i>n.</i> (尤指私立学校) 校长	p.39
<b>weekday</b> /'wi:kdeɪ/ <i>n.</i> 工作日(星期		<b>event</b> /ɪ'vent/ <i>n.</i> 大事; 公开活动;	
一至星期五的任何一天)	p.36	比赛项目	p.39



<b>guest</b> /gest/ <i>n.</i> 客人; 宾客	p.39	<b>certainly</b> /'sɜ:(r)tnli/ <i>adv.</i> 无疑; 肯定; 当然; 行	p.45
<b>calendar</b> /'kælɪndə(r)/ <i>n.</i> 日历; 日程表	p.40	<b>wallet</b> /'wɒlɪt/, /'wɑ:lɪt/ <i>n.</i> 钱包	p.45
<b>daytime</b> /'deɪtaɪm/ <i>n.</i> 白天; 日间	p.40	<b>mile</b> /maɪl/ <i>n.</i> 英里	p.45
Ted /ted/ 特德 (男名)	p.33	<b>angry</b> /'æŋɡri/ <i>adj.</i> 发怒的; 生气的	p.45
Vince /vɪns/ 文斯 (男名)	p.36	<b>understanding</b> /ʌndə(r)'stændɪŋ/ <i>adj.</i> 善解人意的; 体谅人的	p.45
Steen /sti:n/ 斯蒂恩 (姓)	p.37	<b>careless</b> /'keələs/, /'kerləs/ <i>adj.</i> 粗心的; 不小心的	p.45
Jake /dʒeɪk/ 杰克 (男名)	p.37	<b>mistake</b> /mɪ'steɪk/ <i>n.</i> 错误; 失误	p.45
Susan /'su:zn/ 苏珊 (女名)	p.40	<b>himself</b> /hɪm'self/ <i>pron.</i> 他自己	p.45
<b>Unit 6</b>		<b>careful</b> /'keəfl/, /'kerfl/ <i>adj.</i> 小心的; 细致的; 精心的; 慎重的	p.45
<b>meeting</b> /'mi:tɪŋ/ <i>n.</i> 会议; 集会; 会面	p.42	<b>advise</b> /əd'vaɪz/ <i>v.</i> 劝告; 建议	p.45
<b>video</b> /'vɪdiəʊ/ <i>n.</i> 录像带; 录像	p.42	<b>solve</b> /sɒlv/, /sɑ:lv/ <i>v.</i> 解决; 解答	p.45
<b>organize</b> /'ɔ:(r)ɡənaɪz/ <i>v.</i> (= organise) 组织; 筹备	p.42	<b>step</b> /step/ <i>n.</i> 步; 步骤	p.45
<b>potato chips</b> /tʃɪps/ 炸土豆片; 炸薯条	p.42	<b>trust</b> /trʌst/ <i>v.</i> 相信; 信任	p.45
<b>chocolate</b> /'tʃɒklət/, /'tʃɑ:klət/ <i>n.</i> 巧克力	p.42	<b>experience</b> /ɪk'spɪəriəns/, /ɪk'spɪriəns/ <i>n.</i> 经验; 经历	p.45
<b>upset</b> /ʌp'set/ <i>adj.</i> 难过; 失望; 沮丧	p.43	<b>in half</b> 分成两半	p.45
<b>taxi</b> /'tæksi/ <i>n.</i> 出租汽车; 的士	p.43	<b>halfway</b> /hɑ:f'weɪ/, /hæf'weɪ/ <i>adv.</i> 在中途; 到一半;	p.45
<b>advice</b> /əd'vaɪs/ <i>n.</i> 劝告; 建议	p.43	部分地做到或达到	
<b>travel</b> /'trævl/ <i>v. &amp; n.</i> 旅行; 游历	p.44	<b>Karen</b> /'kærən, 'ka:rən/ 卡伦 (女名)	p.41
<b>agent</b> /'eɪdʒənt/ <i>n.</i> 代理人; 经纪人	p.44	<b>Ben</b> /ben/ 本 (男名)	p.42
<b>expert</b> /'ekspɜ:(r)t/ <i>n.</i> 专家	p.45	<b>Michael</b> /'maɪkl/ 迈克尔 (男名)	p.44
<b>keep ... to oneself</b> 保守秘密	p.45	<b>Laura</b> /'lɔ:rə/ 劳拉 (女名)	p.45
<b>teenager</b> /'ti:neɪdʒə(r)/ <i>n.</i> (13~19岁的) 青少年	p.45	<b>Mills</b> /mɪlz/ 米尔斯 (姓)	p.45
<b>normal</b> /'nɔ:(r)ml/ <i>adj.</i> 正常的; 一般的	p.45	<b>Robert</b> /'rɒbət/, /'rɑ:bərt/ 罗伯特 (男名)	p.45
<b>unless</b> /ən'les/ <i>conj.</i> 除非; 如果不	p.45	<b>Hunt</b> /hʌnt/ 亨特 (姓)	p.45

**Unit 7**

<b>matter</b> /'mætə(r)/ <i>n.</i> 问题; 事情	p.49	<b>knee</b> /ni:/ <i>n.</i> 膝; 膝盖	p.52
What's the matter? 怎么了?		<b>nosebleed</b> /'nəʊzbli:d/ <i>n.</i> 鼻出血	p.52
出什么事了?	p.49	<b>hit</b> /hɪt/ <i>v.</i> (hit /hɪt/)(用手或器具)	
<b>sore</b> /sɔ:(r)/ <i>adj.</i> 疼痛的; 酸痛的	p.49	击; 打	p.52
have a cold 感冒	p.49	<b>breathe</b> /'bri:ð/ <i>v.</i> 呼吸	p.53
<b>stomachache</b> /'stʌməkeɪk/		<b>sunburned</b> /'sʌnbɜ:(r)nd/	
<i>n.</i> 胃痛; 腹痛	p.49	<i>adj.</i> 晒伤的	p.53
have a stomachache 胃痛	p.49	<b>ourselves</b> /aʊə(r)'selvz/ <i>pron.</i>	
<b>foot</b> /fʊt/ <i>n.</i> 脚; 足	p.49	(we 的反身代词) 我们自己	p.53
<b>neck</b> /nek/ <i>n.</i> 颈; 脖子	p.49	<b>climber</b> /'klaɪmə(r)/ <i>n.</i> 登山者;	
<b>stomach</b> /'stʌmək/ <i>n.</i> 胃; 腹部	p.49	攀登者	p.53
<b>throat</b> /θrəʊt/ <i>n.</i> 咽喉; 喉咙	p.49	be used to 习惯于……; 适应于……	p.53
<b>fever</b> /'fi:və(r)/ <i>n.</i> 发烧	p.50	<b>risk</b> /rɪsk/ <i>n. &amp; v.</i> 危险; 风险;	
<b>lie</b> /laɪ/ <i>v.</i> (lay /leɪ/) 躺; 平躺	p.50	冒险	p.53
lie down 躺下	p.50	take risks (take a risk) 冒险	p.53
<b>rest</b> /rest/ <i>v. &amp; n.</i> 放松; 休息	p.50	accident /'æksɪdənt/ <i>n.</i>	
<b>cough</b> /kɒf/, /kɔ:f/ <i>v. &amp; n.</i> 咳嗽	p.50	(交通) 事故; 意外遭遇	p.53
<b>X-ray</b> /'eks reɪ/ <i>n.</i> X射线; X光	p.50	<b>situation</b> /sɪtʃu'eɪʃn/ <i>n.</i> 情况; 状况	p.53
<b>toothache</b> /'tu:θeɪk/ <i>n.</i> 牙痛	p.50	<b>kilo</b> /'ki:ləʊ/ (= kilogram)	
take one's temperature 量体温	p.50	<i>n.</i> 千克; 公斤	p.53
<b>headache</b> /'hedeɪk/ <i>n.</i> 头痛	p.50	<b>rock</b> /rɒk/, /rɑ:k/ <i>n.</i> 岩石	p.53
have a fever 发烧	p.50	run out (of) 用尽; 耗尽	p.53
<b>break</b> /breɪk/ <i>n.</i> 间歇; 休息	p.50	<b>knife</b> /naɪf/	
take breaks (take a break) 休息	p.50	<i>n.</i> (pl. knives /naɪvz/) 刀	p.53
<b>hurt</b> /hɜ:(r)t/ <i>v.</i> (hurt /hɜ:(r)t/)		<b>off</b> /ɒf/, /ɔ:f/ <i>adv. &amp; prep.</i> 离开	
(使) 疼痛; 受伤	p.50	(某处); 不工作; 从……去掉	p.53
<b>herself</b> /hɜ:(r)'self/ <i>pron.</i>		cut off 切除	p.53
(she 的反身代词) 她自己; 自己	p.51	<b>blood</b> /blʌd/ <i>n.</i> 血	p.53
<b>bandage</b> /'bændɪdʒ/ <i>n.</i> 绷带		<b>mean</b> /mi:n/ <i>v.</i> (meant /ment/)	
<i>v.</i> 用绷带包扎	p.52	意思是; 打算; 意欲	p.53
<b>sick</b> /sɪk/ <i>adj.</i> 生病的; 有病的	p.52	get out of 离开; 从……出来	p.53
		<b>importance</b> /ɪm'pɔ:(r)tns/	
		<i>n.</i> 重要性; 重要	p.53

.....Words and Expressions in Each Unit.....

<b>decision</b> /dɪ'sɪʒn/ <i>n.</i> 决定; 抉择	p.53	<b>call up</b> 打电话给(某人); 征召	p.58
<b>control</b> /kən'trəʊl/ <i>n.</i> & <i>v.</i>		<b>used to</b> 曾经……; 过去……	p.58
限制; 约束; 管理	p.53	<b>lonely</b> /'ləʊnli/ <i>adj.</i> 孤独的;	
<b>be in control of</b> 掌管; 管理	p.53	寂寞的	p.58
<b>spirit</b> /'spɪrɪt/ <i>n.</i> 勇气; 意志	p.53	<b>care for</b> 照顾; 非常喜欢	p.58
<b>death</b> /deθ/ <i>n.</i> 死; 死亡	p.53	<b>homeless</b> /'həʊmləs/ <i>adj.</i> 无家的	p.59
<b>give up</b> 放弃	p.54	<b>raise</b> /reɪz/ <i>v.</i> 募集; 征集	p.59
<b>trouble</b> /'trʌbl/ <i>n.</i> 问题; 苦恼	p.55	<b>alone</b> /ə'ləʊn/ <i>adv.</i> 独自; 单独	p.59
<b>nurse</b> /nɜ:(r)s/ <i>n.</i> 护士	p.55	<b>repair</b> /rɪ'peə/, /rɪ'per/ <i>v.</i> 修理;	
		修补	p.60
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<b>Nancy</b> /'nænsi/ 南希(女名)	p.49	<b>fix up</b> 修理; 装饰	p.60
<b>Mandy</b> /'mændi/ 曼迪(女名)	p.50	<b>give away</b> 赠送; 捐赠	p.60
<b>Aron</b> /'eɪrən/ <b>Ralston</b> /'rɔ:lstən/		<b>take after</b> (外貌或行为) 像	p.60
阿伦·罗尔斯顿	p.53	<b>broken</b> /'brəʊkən/ <i>adj.</i> 破损的;	
		残缺的	p.61
<b>Utah</b> /'ju:tɑ:/ 犹他州(美国)	p.53	<b>wheel</b> /wi:l/ <i>n.</i> 车轮; 轮子	p.61
		<b>letter</b> /'letə(r)/ <i>n.</i> 信; 函	p.61
		<b>Miss</b> /mɪs/ <i>n.</i> 女士; 小姐	p.61
<b>Unit 8</b>		<b>set up</b> 建起; 设立	p.61
<b>clean up</b> 打扫(或清除)干净	p.57	<b>disabled</b> /dɪs'eɪbld/ <i>adj.</i> 丧失能	
<b>cheer</b> /tʃɪə/, /tʃɪr/ <i>v.</i> 欢呼; 喝彩	p.57	力的; 有残疾的	p.61
<b>cheer up</b> (使) 变得更高兴;		<b>make a difference</b> 影响; 有作用	p.61
振奋起来	p.57	<b>blind</b> /blaɪnd/ <i>adj.</i> 瞎的; 失明的	p.61
<b>give out</b> 分发; 散发	p.57	<b>deaf</b> /def/ <i>adj.</i> 聋的	p.61
<b>volunteer</b> /vɒləntɪə/, /vɑ:lən'tɪr/		<b>imagine</b> /ɪ'mædʒɪn/ <i>v.</i> 想象; 设想	p.61
<i>v.</i> 义务做; 自愿做 <i>n.</i> 志愿者	p.57	<b>difficulty</b> /'dɪfɪkəlti/ <i>n.</i> 困难; 难题	p.61
<b>come up with</b> 想出; 提出		<b>open</b> /'əʊpən/ <i>v.</i> 开; 打开	p.61
(主意、计划、回答等)	p.58	<b>door</b> /dɔ:(r)/ <i>n.</i> 门	p.61
<b>put off</b> 推迟	p.58	<b>carry</b> /'kæri/ <i>v.</i> 拿; 提; 扛	p.61
<b>sign</b> /saɪn/ <i>n.</i> 标志; 信号	p.58	<b>train</b> /treɪn/ <i>v.</i> 训练; 培训	p.61
<b>notice</b> /'nəʊtɪs/ <i>n.</i> 公告牌; 通告;		<b>excited</b> /ɪk'saɪtɪd/ <i>adj.</i>	
布告	p.58	激动的; 兴奋的	p.61
<b>hand out</b> 分发	p.58		

.....Words and Expressions in Each Unit.....

<b>training</b> /'treɪnɪŋ/ <i>n.</i> 训练; 培训	p.61	<b>journey</b> /'dʒɜːni/ <i>n.</i>	
<b>kindness</b> /'kaɪndnəs/ <i>n.</i> 仁慈; 善良	p.61	(尤指长途) 旅行; 行程	p.63
<b>clever</b> /'klevə(r)/ <i>adj.</i>		<b>interest</b> /'ɪntrəst/ <i>n.</i> 兴趣; 关注	
聪明的; 聪颖的	p.61	<i>v.</i> 使感兴趣; 使关注	p.63
<b>understand</b> /,ʌndə(r)'stænd/ <i>v.</i>		<b>sir</b> /sɜː(r)/ <i>n.</i> 先生 (用于正式信函中	
(understood /,ʌndə(r)'stʊd/)		对不知名的男性收信人的称呼时,	
理解; 领会	p.61	写为 <b>Sir</b> )	p.63
<b>change</b> /tʃeɪndʒ/ <i>v.</i> 变化; 改变	p.61	<b>madam</b> /'mædəm/ <i>n.</i> 夫人; 女士	
<b>several</b> /'sevrəl/ <i>pron.</i>		(用于正式信函中对不知名的女性	
几个; 数个; 一些	p.63	收件人的称呼时, 写为 <b>Madam</b> )	p.63
<b>strong</b> /strɒŋ/ <i>adj.</i> 强壮的; 强健的	p.63	<b>project</b> /'prɒdʒekt/ <i>n.</i> 工程; 项目	p.64
<b>feeling</b> /'fiːlɪŋ/ <i>n.</i> 感觉; 感触	p.63	<b>coach</b> /kəʊtʃ/ <i>v. &amp; n.</i> 教练	p.64
<b>satisfaction</b> /sætɪs'fækʃn/		<b>Jimmy</b> /'dʒɪmi/ 吉米(男名)	p.60
<i>n.</i> 满足; 满意	p.63	<b>Mario</b> /'mæriəʊ/, /'mɑːriəʊ/	
<b>joy</b> /dʒɔɪ/ <i>n.</i> 高兴; 愉快	p.63	马里奥(男名)	p.63
<b>owner</b> /'əʊnə(r)/ <i>n.</i> 物主; 主人	p.63		
<b>try out</b> 参加……选拔; 试用	p.63		

## Vocabulary Index

(注: 在本词表中, 重点词汇用黑体标出。  
在英式发音和美式发音有区别时, 英式发音在前, 美式发音在后。)

### A

<b>able</b> /'eɪbl/ <i>adj.</i> 能够	p.13
<b>accept</b> /ək'sept/ <i>v.</i> 接受	p.35
<b>accident</b> /'æksɪdɪnt/ <i>n.</i> (交通) 事故; 意外遭遇	p.53
<b>action</b> /'æksjən/ <i>n.</i> 行动	p.4
<b>action movie</b> 动作影片	p.4
<b>add</b> /æd/ <i>v.</i> 增加; 添加	p.26
<b>advice</b> /əd'vaɪs/ <i>n.</i> 劝告; 建议	p.43
<b>advise</b> /əd'vaɪz/ <i>v.</i> 劝告; 建议	p.45
<b>agent</b> /'eɪdʒənt/ <i>n.</i> 代理人; 经纪人	p.44
<b>alone</b> /ə'ləʊn/ <i>adv.</i> 独自; 单独	p.59
<b>already</b> /ɔ:l'reɪdi/ <i>adv.</i> 已经; 早已	p.21
<b>angry</b> /'æŋɡri/ <i>adj.</i> 发怒的; 生气的	p.45
<b>another time</b> 其他时间; 别的时间	p.34
<b>apartment</b> /ə'pɑ:(r)tɪmənt/ <i>n.</i> 公寓套房	p.20
<b>appear</b> /ə'pɪə/, /ə'pɪr/ <i>v.</i> 出现	p.5
<b>army</b> /'ɑ:(r)mi/ <i>n.</i> 陆军; 陆军部队	p.7
<b>article</b> /'ɑ:(r)tɪkl/ <i>n.</i> 文章; 论文	p.11
<b>astronaut</b> /'æstrənɔ:t/ <i>n.</i> 宇航员; 航天员	p.20
<b>at the beginning of</b> 在……开始	p.13
<b>autumn</b> /'ɔ:təm/ <i>n.</i> 秋天; 秋季	p.29
<b>available</b> /ə'veɪləbl/ <i>adj.</i> 有空的; 可获得的	p.34

### B

<b>bandage</b> /'bændɪdʒ/ <i>n.</i> 绷带 <i>v.</i> 用绷带包扎	p.52
<b>be able to</b> 能够做某事	p.13
<b>be in control of</b> 掌管; 管理	p.53
<b>be ready to</b> 愿意迅速做某事	p.5
<b>be sure about</b> 确信; 对……有把握	p.10
<b>be used to</b> 习惯于……; 适应于……	p.53
<b>become</b> /bɪ'kʌm/ <i>v.</i> (became /bɪ'keɪm/) 开始变得; 变成	p.5
<b>beginning</b> /bɪ'ɡɪnɪŋ/ <i>n.</i> 开头; 开端	p.13
<b>believe</b> /bɪ'li:v/ <i>v.</i> 相信; 认为有可能	p.21
<b>blender</b> /'blendə(r)/ <i>n.</i> 食物搅拌机	p.25
<b>blind</b> /blaɪnd/ <i>adj.</i> 瞎的; 失明的	p.61
<b>blood</b> /blʌd/ <i>n.</i> 血	p.53
<b>break</b> /breɪk/ <i>n.</i> 间歇; 休息	p.50
<b>breathe</b> /'bri:ð/ <i>v.</i> 呼吸	p.53
<b>broken</b> /'brəʊkən/ <i>adj.</i> 破损的; 残缺的	p.61
<b>butter</b> /'bʌtə(r)/ <i>n.</i> 黄油; 奶油	p.28

### C

<b>calendar</b> /'kælɪndə(r)/ <i>n.</i> 日历; 日程表	p.40
<b>call up</b> 打电话给(某人); 征召	p.58
<b>care for</b> 照顾; 非常喜欢	p.58
<b>careful</b> /'keəfl/, /'kerfl/ <i>adj.</i> 小心的; 细致的; 精心的; 慎重的	p.45

.....**Vocabulary Index**.....

<b>careless</b> /'keələs/, /'kerləs/ <i>adj.</i> 粗心的; 不小心的	p.45	<b>concert</b> /'kɒnsət/, /'kɑ:nsət/ <i>n.</i> 音乐会; 演奏会	p.39
<b>carry</b> /'kæri/ <i>v.</i> 拿; 提; 扛	p.61	<b>control</b> /kən'trəʊl/ <i>n. &amp; v.</i> 限制; 约束; 管理	p.53
<b>cartoon</b> /kɑ:(r)'tu:n/ <i>n.</i> 动画片; 卡通片	p.4	<b>cook</b> /kʊk/ <i>n.</i> 厨师 <i>v.</i> 烹饪; 煮 (烘烤、煎、炸等)	p.9
<b>catch</b> /kætʃ/ <i>v.</i> 及时赶上; 接住; 抓住	p.34	<b>corn</b> /kɔ:(r)n/ <i>n.</i> 玉米; 谷物	p.27
<b>celebrate</b> /'selɪbreɪt/ <i>v.</i> 庆祝; 庆贺	p.29	<b>cough</b> /kɒf/, /kɔ:f/ <i>v. &amp; n.</i> 咳嗽	p.50
<b>certainly</b> /'sɜ:(r)tnli/ <i>adv.</i> 无疑; 肯定; 当然; 行	p.45	<b>cover</b> /'kʌvə(r)/ <i>v.</i> 遮盖; 覆盖 <i>n.</i> 覆盖物; 盖子	p.29
<b>change</b> /tʃeɪndʒ/ <i>v.</i> 变化; 改变	p.61	<b>culture</b> /'kʌltʃə(r)/ <i>n.</i> 文化; 文明	p.5
<b>character</b> /'kærəktə(r)/ <i>n.</i> 人物; 角色	p.5	<b>cut off</b> 切除	p.53
<b>cheer</b> /tʃiə/, /tʃɪr/ <i>v.</i> 欢呼; 喝彩	p.57		
<b>cheer up</b> (使) 变得更高兴; 振奋起来	p.57	<b>D</b>	
<b>cheese</b> /tʃi:z/ <i>n.</i> 干酪; 奶酪	p.27	<b>dangerous</b> /'deɪndʒərəs/ <i>adj.</i> 有危险的; 不安全的	p.21
<b>clean up</b> 打扫 (或清除) 干净	p.57	<b>daytime</b> /'deɪtaɪm/ <i>n.</i> 白天; 日间	p.40
<b>clever</b> /'klevə(r)/ <i>adj.</i> 聪明的; 聪颖的	p.61	<b>deaf</b> /def/ <i>adj.</i> 聋的	p.61
<b>climber</b> /'klaɪmə(r)/ <i>n.</i> 登山者; 攀登者	p.53	<b>death</b> /deθ/ <i>n.</i> 死; 死亡	p.53
<b>coach</b> /kəʊtʃ/ <i>v. &amp; n.</i> 教练	p.64	<b>decision</b> /dɪ'sɪʒn/ <i>n.</i> 决定; 抉择	p.53
<b>college</b> /'kɒlɪdʒ/, /'kɑ:lɪdʒ/ <i>n.</i> 学院; 大学; 高等专科学校	p.11	<b>delete</b> /dɪ'li:t/ <i>v.</i> 删除	p.37
<b>comedy</b> /'kɒmədi/, /'kɑ:mədi/ <i>n.</i> 喜剧; 喜剧片	p.3	<b>difficulty</b> /'dɪfɪkəlti/ <i>n.</i> 困难; 难题	p.61
<b>common</b> /'kɒmən/, /'kɑ:mən/ <i>adj.</i> 普通的; 常见的	p.5	<b>dig</b> /dɪg/ <i>v.</i> 掘 (地); 凿 (洞); 挖 (土)	p.27
<b>computer programmer</b> /ˈprəʊgræmə(r)/ 计算机程序 设计员; 编程人员	p.9	<b>disabled</b> /dɪs'eɪbld/ <i>adj.</i> 丧失能 力的; 有残疾的	p.61
<b>come up with</b> 想出; 提出 (主意、计划、回答等)	p.58	<b>disagree</b> /dɪsə'gri:/ <i>v.</i> 不同意; 持不同意见; 有分歧	p.21
		<b>discuss</b> /dɪ'skʌs/ <i>v.</i> 讨论; 商量	p.13
		<b>discussion</b> /dɪ'skʌʃn/ <i>n.</i> 讨论; 商量	p.2
		<b>do a good job</b> 干得好	p.7
		<b>doctor</b> /'dɒktə/, /'dɑ:ktə(r)/ <i>n.</i> 医生	p.9
		<b>door</b> /dɔ:(r)/ <i>n.</i> 门	p.61



dress up 装扮; 乔装打扮	p.7	fever /'fi:və(r)/ <i>n.</i> 发烧	p.50
driver /'draivə(r)/ <i>n.</i> 驾驶员; 司机	p.9	fill /fɪl/ <i>v.</i> (使) 充满; 装满	p.29
during /'dʒʊəriŋ/, /'dʊəriŋ/ <i>prep.</i> 在……期间	p.23	film /fɪlm/ <i>n.</i> (= movie) 电影	p.5
<b>E</b>		finally /'faɪnəli/ <i>adv.</i> 最后; 最终	p.26
earth /ɜ:(r)θ/ <i>n.</i> 地球; 世界	p.18	find out 查明; 弄清	p.2
education /edʒu'keɪʃn/ <i>n.</i> 教育	p.11	fix /fiks/ <i>v.</i> 安装; 使固定	p.60
educational /edʒu'keɪʃənl/ <i>adj.</i> 教育的; 有教育意义的	p.2	fix up 修理; 装饰	p.60
engineer /'endʒɪ'nɪə/, /'endʒɪ'nɪr/ <i>n.</i> 工程师	p.9	flu /flu:/ <i>n.</i> 流行性感冒; 流感	p.33
environment /ɪn'veɪrənmənt/ <i>n.</i> 环境	p.18	foot /fʊt/ <i>n.</i> 脚; 足	p.49
even /'i:vn/ <i>adv.</i> 甚至; 连; 愈加	p.21	foreign /'fɔ:rən/, /'fɔ:rən/ <i>adj.</i> 外国的	p.12
event /ɪ'vent/ <i>n.</i> 大事; 公开活动; 比赛项目	p.39	forward /'fɔ:(r)wə(r)d/ <i>v.</i> 转寄; 发送 <i>adv.</i> 向前; 前进	p.37
exam /ɪg'zæm/ <i>n.</i> (=examination) 考试	p.33	future /'fju:tʃə(r)/ <i>n.</i> 将来; 未来	p.18
excited /ɪk'saɪtɪd/ <i>adj.</i> 激动的; 兴奋的	p.61	<b>G</b>	
expect /ɪk'spekt/ <i>v.</i> 预料; 期待	p.2	get out of 离开; 从……出来	p.53
experience /ɪk'spɪəriəns/, /ɪk'spɪəriəns/ <i>n.</i> 经验; 经历	p.45	girlfriend /'gɜ:(r)lfrend/ <i>n.</i> 女朋友	p.5
expert /'ekspɜ:(r)t/ <i>n.</i> 专家	p.45	give away 赠送; 捐赠	p.60
<b>F</b>		give out 分发; 散发	p.57
factory /'fæktri, 'fæktəri/ <i>n.</i> 工厂	p.21	give up 放弃	p.54
fall /fɔ:l/ <i>v.</i> (fell /fel/) 倒塌; 跌倒; 掉落	p.21	glad /glæd/ <i>adj.</i> 高兴; 愿意	p.37
fall down 突然倒下; 跌倒; 倒塌	p.21	glue /glu:/ <i>n.</i> 胶水	p.37
famous /'feɪməs/ <i>adj.</i> 著名的; 出名的	p.5	goodbye /gʊd'baɪ/ <i>interj. &amp; n.</i> 再见	p.37
feeling /'fi:lɪŋ/ <i>n.</i> 感觉; 感触	p.63	gravy /'greɪvi/ <i>n.</i> (调味) 肉汁	p.29
		grow up 长大; 成熟; 成长	p.9
		guest /gest/ <i>n.</i> 客人; 宾客	p.39
		<b>H</b>	
		halfway /'hɑ:fweɪ/, /'hæfweɪ/ <i>adv.</i> 在中 途; 到一半; 部分地做到或达到	p.45
		hand out 分发	p.58
		hang /hæŋ/ <i>v.</i> (hung /hʌŋ/) 悬挂; 垂下	p.34

.....**Vocabulary Index**.....

hang out 常去某处; 泡在某处	p.34	<b>importance</b> /ɪm'pɔ:(r)tns/ <i>n.</i>	
<b>happen</b> /'hæpən/ <i>v.</i> 发生; 出现	p.2	重要性; 重要	p.53
have a cold 感冒	p.49	<b>impossible</b> /ɪm'pɒsəbl/,	
have a fever 发烧	p.50	/ɪm'pɑ:səbl/ <i>adj.</i> 不可能存在	
have a stomachache 胃痛	p.49	或发生的; 不可能的	p.21
have to do with 关于; 与……有关系	p.13	<b>improve</b> /ɪm'pru:v/ <i>v.</i> 改进; 改善	p.13
<b>headache</b> /'hedeɪk/ <i>n.</i> 头痛	p.50	in half 分成两半	p.45
headmaster /'hed'mɑ:stə/, /'hed'mæstə(r)/		<b>inside</b> /ɪn'saɪd/ <i>adv. &amp; prep.</i>	
<i>n.</i> (尤指私立学校) 校长	p.39	在……里面	p.21
hear from 接到(某人的)信、电话等	p.37	<b>interest</b> /'ɪntrəst/ <i>n.</i> 兴趣; 关注	
<b>herself</b> /hɜ:(r)'self/ <i>pron.</i>		<i>v.</i> 使感兴趣; 使关注	p.63
(she的反身代词)她自己; 自己	p.51	<b>invitation</b> /ɪnvi'teɪʃn/ <i>n.</i> 邀请; 请柬	p.37
<b>himself</b> /hɪm'self/ <i>pron.</i> 他自己	p.45		
<b>hit</b> /hɪt/ <i>v.</i> (hit/hɪt/)(用手或器具)		<b>J</b>	
击; 打	p.52	<b>joke</b> /dʒəʊk/ <i>n.</i> 笑话; 玩笑	p.3
<b>hobby</b> /'hɒbi/, /'hɑ:bi/ <i>n.</i> 业余爱好	p.13	<b>journey</b> /'dʒɜ:ni/ <i>n.</i>	
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<b>personal</b> /'pɜ:(r)sənəl/ <i>adj.</i> 个人的; 私人的	p.15	<b>project</b> /'prɒdʒekt/ <i>n.</i> 工程; 项目	p.64
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<b>pianist</b> /'piənɪst/ <i>n.</i> 钢琴家	p.9	<i>v.</i> 许诺; 承诺; 答应	p.13
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<b>piece</b> /pi:s/ <i>n.</i> 片; 块; 段	p.28	<b>put off</b> 推迟	p.58
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<b>servant</b> /'sɜ:(r)vənt/ <i>n.</i> 仆人 p.21	<b>stomach</b> /'stʌmək/ <i>n.</i> 胃; 腹部 p.49
<b>serve</b> /sɜ:(r)v/ <i>v.</i> 接待; 服务; 提供 p.30	<b>stomachache</b> /'stʌməkeɪk/ <i>n.</i> 胃痛; 腹痛 p.49
<b>set up</b> 建起; 设立 p.61	<b>strong</b> /strɒŋ/ <i>adj.</i> 强壮的; 强健的 p.63
<b>several</b> /'sevrəl/ <i>pron.</i> 几个; 数个; 一些 p.63	<b>successful</b> /sək'sesfl/ <i>adj.</i> 获得成功的; 有成就的; 有成效的 p.5
<b>shake</b> /ʃeɪk/ <i>n. &amp; v.</i> 摇动; 抖动 p.25	<b>sugar</b> /'ʃʊgə(r)/ <i>n.</i> 食糖 p.27
<b>shape</b> /ʃeɪp/ <i>n.</i> 形状; 外形 p.21	<b>sunburned</b> /'sʌnbɜ:(r)nd/ <i>adj.</i> 晒伤的 p.53
<b>sick</b> /sɪk/ <i>adj.</i> 生病的; 有病的 p.52	<b>surprised</b> /sə(r)'praɪzd/ <i>adj.</i> 惊奇的; 感觉意外的 p.37
<b>side</b> /saɪd/ <i>n.</i> 一方 ( 的意见、态度、 立场) p.22	<b>T</b>
<b>sign</b> /saɪn/ <i>n.</i> 标志; 信号 p.59	<b>take after</b> ( 外貌或行为) 像 p.60
<b>simple</b> /'sɪmpl/ <i>adj.</i> 简单的; 易做的 p.5	<b>take a trip</b> 去旅行 p.37
<b>sir</b> /sɜ:(r)/ <i>n.</i> 先生 ( 用于正式信函中 对不知名的男性收信人的称呼时, 写为 <b>Sir</b> ) p.63	<b>take breaks (take a break)</b> 休息 p.50
<b>sitcom</b> /'sɪtkɒm/, /'sɪtkɑ:m/ <i>n.</i> (=situation comedy) 情境喜剧 p.1	<b>take one's temperature</b> 量体温 p.50
<b>situation</b> /sɪtʃu'eɪʃn/ <i>n.</i> 情况; 状况 p.53	<b>take risks (take a risk)</b> 冒险 p.53
<b>sky</b> /skaɪ/ <i>n.</i> 天空 p.19	<b>take one's place</b> 代替; 替换 p.7
<b>soap</b> /səʊp/ <i>opera</i> /'bɒprə/, /'ɑ:prə/ 肥皂剧 p.1	<b>take up</b> ( 尤指为消遣) 学着做; 开始做 p.13
<b>solve</b> /sɒlv/, /sa:lv/ <i>v.</i> 解决; 解答 p.45	<b>taxi</b> /'tæksi/ <i>n.</i> 出租汽车; 的士 p.43
	<b>team</b> /ti:m/ <i>n.</i> 队; 组 p.12
	<b>teenager</b> /'ti:neɪdʒə(r)/ <i>n.</i> ( 13~19岁的) 青少年 p.45
	<b>temperature</b> /'tempərətʃə(r)/ <i>n.</i> 温度; 气温; 体温 p.30

.....**Vocabulary Index**.....

- Thanksgiving /θæŋks'gɪvɪŋ/ *n.* 感恩节 p.29
- the day after tomorrow 后天 p.36
- the day before yesterday 前天 p.36
- themselves** /ðəm'selvz/
- pron.* 他(她、它)们自己 p.13
- throat** /θrəʊt/ *n.* 咽喉; 喉咙 p.49
- toothache** /'tu:θeɪk/ *n.* 牙痛 p.50
- traditional** /trə'dɪʃənəl/ *adj.* 传统的; 惯例的 p.29
- train** /treɪn/ *v.* 训练; 培训 p.61
- training** /'treɪnɪŋ/ *n.* 训练; 培训 p.61
- travel** /'trævl/ *v. & n.* 旅行; 游历 p.44
- trouble** /'trʌbl/ *n.* 问题; 苦恼 p.55
- trust** /trʌst/ *v.* 相信; 信任 p.45
- try out 参加……选拔; 试用 p.63
- turkey /'tɜ:(r)ki/ *n.* 火鸡 p.28
- turn down 拒绝 p.37
- turn on 接通(电流、煤气、水等); 打开 p.25
- U**
- understand** /,ʌndə(r)'stænd/ *v.*  
(understood /,ʌndə(r)'stʊd/)  
理解; 领会 p.61
- understanding** /,ʌndə(r)'stændɪŋ/  
*adj.* 善解人意的; 体谅人的 p.45
- university** /ju:ni'vɜ:(r)səti/  
*n.* (综合性) 大学; 高等学府 p.11
- unless** /ən'les/ *conj.* 除非; 如果不 p.45
- unlucky** /ʌn'lʌki/ *adj.* 不幸的;  
不吉利的 p.5
- until** /ən'tɪl/ *conj. & prep.* 到……时;  
直到……为止 p.34
- upset** /ʌp'set/ *adj.* 难过; 失望; 沮丧 p.43
- used to 曾经……; 过去…… p.58
- V**
- video** /'vɪdiəʊ/ *n.* 录像带; 录像 p.42
- violinist** /,vaɪə'lɪnɪst/ *n.* 小提琴手 p.9
- volunteer** /,vɒləntɪə/, /,vɑ:lən'tɪr/  
*v.* 义务做; 自愿做 *n.* 志愿者 p.57
- W**
- wallet** /'wɒlɪt/, /'wɑ:lɪt/ *n.* 钱包 p.45
- watermelon** /'wɔ:tə(r)melən/  
*n.* 西瓜 p.26
- weekday** /'wi:kdeɪ/ *n.* 工作日  
(星期一至星期五的任何一天) p.36
- weekly** /'wi:kli/ *adj. & adv.*  
每周的(地) p.13
- What's the matter? 怎么了?  
出什么事了? p.49
- wheel** /wi:l/ *n.* 车轮; 轮子 p.61
- without** /wɪ'daʊt/ *prep.* 没有;  
不(做某事) p.37
- word** /wɜ:(r)d/ *n.* 单词; 词 p.24
- write down 写下; 记录下 p.13
- X**
- X-ray** /'eks reɪ/ *n.* X射线; X光 p.50
- Y**
- yogurt** /'jɒgət/, /'jəʊgərt/  
*n.* (=yoghurt) 酸奶 p.26



## Irregular Verbs

Verb	Past tense
be (am, is, are)	was, were
bear	bore
beat	beat
become	became
begin	began
blow	blew
break	broke
bring	brought
build	built
burn	burnt / burned
buy	bought
catch	caught
choose	chose
come	came
cost	cost
cut	cut
dig	dug
do	did
draw	drew
dream	dreamt / dreamed
drink	drank
drive	drove
eat	ate
fall	fell
feed	fed
feel	felt
fight	fought
find	found

Verb	Past tense
fly	flew
forget	forgot
get	got
give	gave
go	went
grow	grew
hang (悬挂)	hung
have (has)	had
hear	heard
hide	hid
hit	hit
hold	held
hurt	hurt
keep	kept
know	knew
lay	laid
lead	led
learn	learnt / learned
leave	left
lend	lent
let	let
lie (躺)	lay
light	lit / lighted
lose	lost
make	made
mean	meant
meet	met
mistake	mistook

## Irregular Verbs

Verb	Past tense
pay	paid
put	put
read /ri:d/	read /red/
ride	rode
ring	rang
rise	rose
run	ran
say	said
see	saw
sell	sold
send	sent
set	set
shake	shook
shine	shone
shut	shut
sing	sang
sit	sat
sleep	slept
smell	smelt / smelled

Verb	Past tense
speak	spoke
speed	sped / speeded
spell	spelt / spelled
spend	spent
spread	spread
stand	stood
steal	stole
stick	stuck
swim	swam
take	took
teach	taught
tell	told
think	thought
throw	threw
understand	understood
wake	woke
wear	wore
win	won
write	wrote