

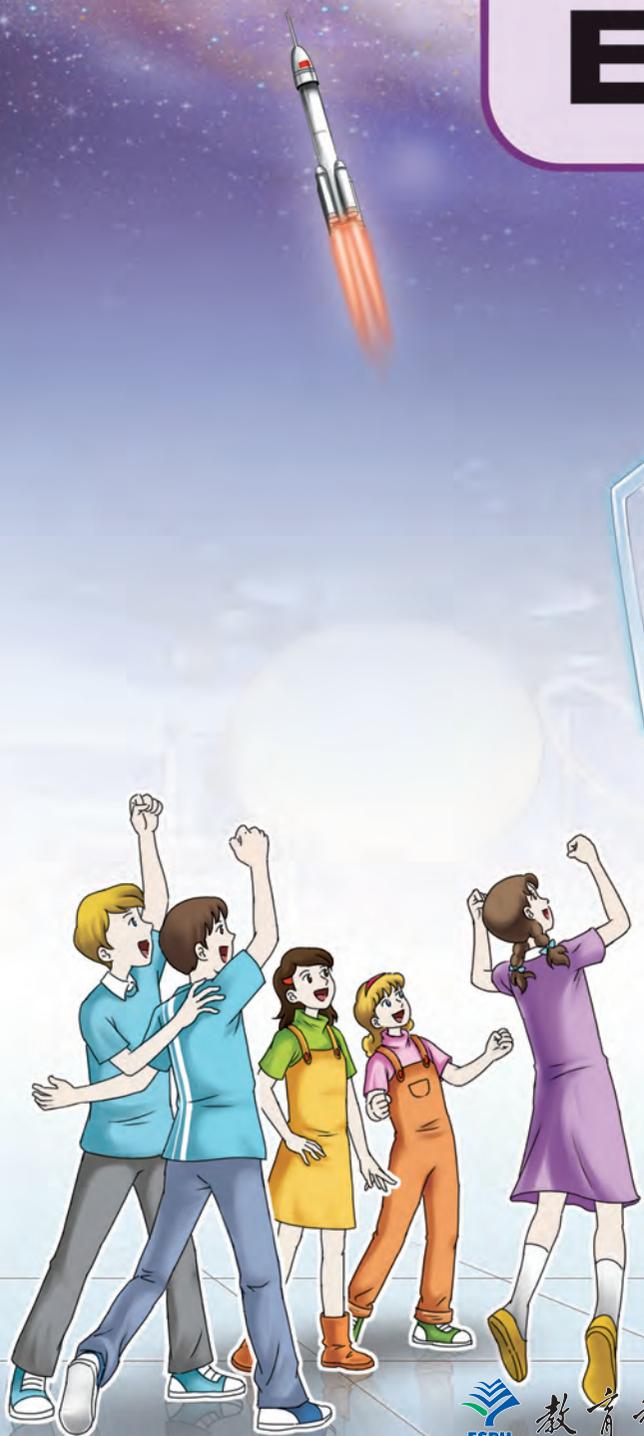


义务教育教科书

五·四学制

英语 ENGLISH

八年级 下册



教育科学出版社

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教育科学出版社
· 北京 ·

Preview Units



UNIT 3 Yang Liwei's Mission to Space



UNIT 1

Not Too Short



UNIT 2

Never Give Up



UNIT 5

Animals Helping People

UNIT 9
Preparing for the Future



UNIT 7
An Amazing Plant



UNIT 6

The Magic Trick



UNIT 10

The Future World



UNIT 11

Ender's Game

前 言

同学们，大家好！结束了愉快的寒假，新学期的钟声又迎接我们步入了朝气蓬勃的校园，让我们再一次遨游在英语知识的广阔海洋中吧。

上学期，我们跨时空感受了中国古建筑和高速发展的信息时代带给我们的视觉和文化的冲击；懂得了每天发生在我们身上以及周围的一些现象的原理；了解到我们的地球母亲正在哭泣，让我们深思，懂得应该怎样远离污染，保护我们的绿色家园。在本学期的学习中，我们将从他人挑战自我、战胜困难的故事中学习他们坚强的意志和永不言败的拼搏精神；从一些日常见到的、发生在身边的小事上，体会世界的神奇。

在本学期的英语学习过程中，同学们要进一步增强自信心，锻炼克服困难的坚强意志，查找自己学习中的优势与不足，遇到问题主动向老师和同学请教，积极参与课内外英语学习活动。祝大家在学习中不断获得新的成功。

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Not Too Short

Getting Ready

A Match the pictures with the correct sentences.



- a) People thought Tyrone was too short to become a basketball player.
- b) People thought Edison was not smart enough to become an inventor.
- c) People thought Sang Lan couldn't become a talk show host with her handicap.

B Put a check next to all the correct answers.

1. Which words are related to sports?
 - athlete
 - century
 - table tennis
2. What are contests that you can participate in?
 - Olympics
 - championship
 - female
3. What are places where you can live?
 - country
 - million
 - province

Listening

A Listen to the dialog. II in the blanks of the table.

Who	Disadvantage	How to overcome
Helen Hayes	very _____	try to stand _____ and act _____
Zhang Wei	not _____ enough	change her _____

B Listen again. Check **T** for true or **F** for false.

1. Zhang Wei thinks she is pretty.
2. Mike advises Zhang Wei to change her dream.
3. Mike wishes Zhang Wei luck.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Speaking

A Practice the dialog with your partner.

I want to study abroad, but I don't think my English is good enough.

Tell me. Is her English really good?

That's nice to hear. I'll try to study harder.



Let me tell you about my friend who went to Australia.

Actually, her English was just a little better than yours. Now she speaks English very well.

I'll keep my fingers crossed!

B Choose the correct expression for each blank from **Key Expressions**. Practice the dialog with your partner.

1. A: I will have the final soccer match tomorrow.

B: _____

2. A: I don't know why Jack looks so sad.

B: _____

He failed the final exam.

Key Expressions

I'll keep my fingers crossed.
Let me tell you the reason.

Reading

Before Reading

Deng Yaping is an athlete who overcame her physical disadvantage. Research what her disadvantage was and what made her succeed. Talk about it with your partner.

Her disadvantage: _____

What made her succeed: _____



Reading — Not Too Short

According to a newspaper in England, more than 4 million people around the world play table tennis. This newspaper also said that table tennis was invented by soldiers from England. Despite this fact, the best table tennis athletes today are not from England. Most of them are from China! One of these athletes is Deng Yaping. People call her one of the best table tennis athletes ever. At first, some people thought Deng Yaping was too short to play table tennis. Now everyone knows that those people were wrong.

In 1984, Deng Yaping won her first table tennis championship for her province in China. She was only nine years old! At that time, the province's team said that she could not join them. She was too short. Then in 1988, Deng Yaping won the national championship in table tennis. But the national team said that she could not join them. She was too short. However, this did not make her give up. She only trained harder. One year later, the national team changed their mind. They accepted Deng Yaping as a member, and she played in the world championship together with Qiao



Hong. Deng Yaping and Qiao Hong won!

Nobody thought Deng Yaping was too short after that. She kept playing and kept winning. Over the next ten years, she won four gold medals at the Olympics and 18 world championships. She was named one of the top ten athletes in China for six years straight. The people of China also named her the female athlete of the century in China. Deng Yaping is only 1 meter 50 centimeters tall, but she never believed she was too short for anything.

After Reading

A Choose the best answers.

- Why couldn't Deng Yaping join the national team?
 - Because she was a woman.
 - Because she was too young.
 - Because she was too short.
 - Because she didn't train hard.
- When Deng Yaping knew that she couldn't join the national team, what did she do?
 - She trained harder.
 - She was disappointed.
 - She gave up playing table tennis.
 - She asked the team why she couldn't join.
- Which is not true about Deng Yaping?
 - She won four gold medals at the Olympics.
 - She won eighteen national championships.
 - She was one of the top ten athletes in China for 6 years.
 - She was the female athlete of the century in China.

B Check T for true or F for false.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Today, many of the best table tennis players are from China. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. In 1984, Deng Yaping won her first national championship in table tennis. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. In 1988, Deng Yaping couldn't join the national team. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. In 1989, Deng Yaping played against Qiao Hong and she won. | <input type="checkbox"/> | <input type="checkbox"/> |

C Read the passage again and complete the sentences in the table.

When	What happened
1984	Deng Yaping won her first table tennis championship for her _____ in China.
1988	Deng Yaping won the national _____ in table tennis.
1989	Deng Yaping became a member of the _____ team.
Over the next 10 years	Deng Yaping won _____ gold medals at the Olympics and 18 _____ championships.

Words and Phrases

Fill in the blanks. Use the words in the **WORD BOX**. Change the word forms if necessary.

1. This tea is produced in southern _____ of France.
2. Ball players, runners, and swimmers are all _____.
3. It will be rainy this weekend _____ the weather forecast.
4. I will never sell my dog _____.
5. The panda is a _____ treasure of China.
6. I heard our baseball team won the _____.



Pronunciation

A Listen and read the sentences.

1. Despite this fact, the best table tennis athletes today are not from England.
2. At that time, the province's team said that she could not join them.

B Listen and repeat. Make sure you pause between each sense group.

1. According to a newspaper in England, more than 4 million people around the world play table tennis.
2. Deng Yaping is only 1 meter 50 centimeters tall, but she never believed she was too short for anything.

C Learn this chant. Can you sing it with your book closed?

The Olympics are good chances for athletes.
Athletes do their best to get gold medals.
They make wonderful stories.
We give them a big hand.



Structure

- This did not **make** her *give up*.
- Mom **had** me *clean* my room.
- **Let** me *make* a note of the phone number.
- I **helped** her *(to) write* a letter.

A Choose the correct words.

1. The story makes me **cry** / to cry / crying.
2. Our teacher let us **leave** / to leave / leaving early.
3. My mother wants me **wash** / to wash / washing the dishes.
4. My brother always helps me **do** / doing / done my homework.
5. The leader had his team **practice** / to practice / practiced hard.

B Match the two parts of the sentences.

1. The police officer let the man • • read books to her.
2. My grandmother likes to have • • improve your English.
my mother
3. My parents always make me • • do my homework before dinner.
4. This book will help you • • stay in his room.

C Write C for correct sentences and I for incorrect sentences and correct them.

- _____ 1. My brother helped me finish the report. → ()
- _____ 2. The teacher had the students to bring a dictionary. → ()
- _____ 3. You can't make the horse running after you. → ()
- _____ 4. Please let me playing the piano. → ()

Writing

A Unscramble the words to make complete sentences.

1. Teachers sometimes _____.
(students / have / read / newspapers)
2. Wheels _____.
(cars and bicycles / move / make)
3. My mom wouldn't _____.
(me / parties / go to / let)
4. Could you _____?
(me / help / this desk / move)

B Write about yourself like the example below.

Example

My mom has me wake up at 6 o'clock every morning.

1. Fresh air makes me _____.
2. Rock music helps me _____.
3. I had my friends _____.
4. My parents let me _____.

C Susie wants to be an actress in the future, but she is afraid that her voice is too low. Write a letter to her using the sample writing as a guide.

Dear Susie,

I think you would be a wonderful actress. Let me tell you about an athlete who was not tall enough to be a basketball player. Though many people thought he couldn't become a good basketball player, he practiced really hard. Later, he became one of the most famous basketball players in the world. So I think your low voice will not matter if you keep training. I will help you train. I will also keep my fingers crossed.

Yours,
Yuwen

Working Together

- A Form groups of four. Talk about people who overcame their physical disadvantages and became successful.
- B Choose a person who your group likes best and draw a picture of the person. Also, write about him or her in the table below.



Alison Lapper

Name	About the person
Alison Lapper	People thought Alison was too handicapped to paint, but she is a great artist now.

- C Introduce the person your group wrote about to your class.

Let me tell you about Alison Lapper. People thought that Alison was too handicapped to paint, but she is a highly respected artist now.



2

Never Give Up

Getting Ready

A Match the pictures with the correct sentences.

- a) This helps blind people read books.
- b) This helps people who cannot walk.
- c) This helps deaf people communicate with others.

1.



2.



3.



B Fill in the blanks with the words that have the same relationship with the words given.

- | | | | | | | | |
|----|------------|---|-----------|--|------------|---|--|
| 1. | happy | : | happiness | | blind | : | |
| 2. | invention | : | invent | | success | : | |
| 3. | surprising | : | amazing | | disability | : | |

Listening

A Listen to the dialog. Fill in the blanks of the table.



Stephen Hawking

Who is Stephen Hawking?	He is one of the most famous _____.
Where is Stephen Hawking from?	He is from _____.
What is Stephen Hawking studying?	He is studying the _____.

B Listen again. Check **T** for true or **F** for false.

1. Science is Wang Dandan's favorite subject.
2. Stephen Hawking overcame his disability.
3. Tim does not want to read the book about Stephen Hawking's study.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Speaking

A Practice the dialog with your partner.

Recently, I have been learning how to play the guitar.

But I have short fingers so I cannot play it very well.

Thanks. That's nice of you to say so.



Really? I am dying to hear you play.

I know a famous guitarist who had only two fingers on his left hand. And you always work hard at everything.

B Choose the correct expression for each blank from **Key Expressions**. Practice the dialog with your partner.

1. *A*: Look at that MP3 player.

B: It looks very nice, but it's too expensive.

2. *A*: I am worried about my English test.

B: Don't worry. Your English is very good.

A: _____

Key Expressions

I'm dying to have it.

That's nice of you to say so.

Reading

Before Reading

If you climb Mt. Qomolangma, what do you think you should have?
Number the pictures in order of importance to you.



Mt. Qomolangma



Good climbing equipment



Good eyesight



Strong will



Healthy arms and legs



Good friends

Reading — Never Give Up

Dear Zhang Wei,

I want to tell you about something amazing that I read. A blind man climbed Mt. Qomolangma! Can you believe it? I'm still surprised at this.

Eric Weihenmayer has been blind since he was 13. However, that has never stopped him from doing amazing things. After he became blind, he started mountain climbing.

Most mountain climbers need to use their eyes to climb mountains. How can Eric do this without using his eyes? Well, Eric climbs by feeling with his hands and listening to the sounds around him. Eric always climbs with his friends. They wear special jackets with hanging bells, and he follows the sounds made by the bells.

After training hard for many years, Eric decided to climb Mt. Qomolangma. Mountain climbing experts were very amazed when they heard this. The mountain called Qomolangma is very difficult to climb. Many people tried to climb it, but failed. The experts said he couldn't do it, but Eric wasn't worried.

His friends weren't worried, either. They started the challenging climb. They climbed for 48 tiring days. On the last day of the climb, they couldn't start until 9 p.m. because of bad weather. Climbing in the dark was challenging for Eric's friends, but it wasn't for Eric. Due to his blindness, he has been climbing that way his whole life. In the end, they reached the top of Mt. Qomolangma. They were very proud of themselves. Instead of feeling tired, they were very happy!

We should never give up our dreams!

Your friend,
Susan

After Reading

A Choose the best answers.

1. What does Susan want to tell Zhang Wei?
 - a) Beauty of Mt. Qomolangma.
 - b) General information about Mt. Qomolangma.
 - c) A story about a famous climber who became blind.
 - d) A story about a blind man who climbed Mt. Qomolangma.
2. What does Eric use to climb mountains?
 - a) Medicine that makes his eyes well again.
 - b) His hands and ears.
 - c) A special jacket that gives directions.
 - d) New equipment that helps to climb mountains easily.
3. How many days did it take for Eric to get to the top of Mt. Qomolangma?
 - a) One week.
 - b) Three days.
 - c) About one and a half months.
 - d) More than two months.

B Check T for true or F for false.

1. Eric was born blind.
2. When mountain climbing experts heard that Eric wanted to climb Mt. Qomolangma, they thought Eric couldn't succeed.
3. Eric led his friends while climbing Mt. Qomolangma.
4. When Eric and his friends reached the top of Mt. Qomolangma, they felt very happy.

T	F
<input type="checkbox"/>	<input type="checkbox"/>

C Read the passage again. Complete the news article about Eric Weihenmayer's success using the words in the hint.

A Blind Man Stands on the Top of _____!

A blind man makes the world _____! Eric Weihenmayer _____ climbing Mt. Qomolangma last week. He has been blind _____ he was 13. At first, mountain climbing experts thought that Eric couldn't climb Mt. Qomolangma because the mountain is very difficult to climb. But Eric never _____! He climbed with his friends who wore special jackets with bells. Eric followed the sounds of the bells. Finally, Eric and his friends _____ the top of Mt. Qomolangma.

Hint

Mt. Qomolangma
gave up
since
surprised
reached
succeeded in

Words and Phrases

Fill in the blanks. Use the words in the **WORD BOX**. Change the word forms if necessary.

1. If you have any problem with your computer, ask Neil. He is a computer _____.
2. The picnic was canceled _____ the rain.
3. I am color _____, so I cannot drive a car.
4. We won't _____ Beijing till five o'clock because of bad weather.
5. I think this job could be _____.
6. If the fire _____ rings, all people must leave the building.



Pronunciation

A Listen and read the sentences.

1. How can Eric do this without using his eyes?
2. They wear special jackets with hanging bells, and he follows the sounds made by the bells.

B Listen and repeat. Make sure you pause between each sense group.

1. Well, Eric climbs by feeling with his hands and listening to the sounds around him.
2. Due to his blindness, he has been climbing that way his whole life.

C Learn this chant. Can you sing it with your book closed?

Do you have a dream?
Face the challenge!
Make your dream come true.
Success doesn't come without sweat.



Structure

- That **crying** boy lost his mother.
- The girl **eating** an apple is my sister.
- Listen to the **spoken** language.
- The mountain **called** Qomolangma is very difficult to climb.

A Choose the correct words.

1. Look at that **sleeping** / **slept** baby.
2. She wears a white dress **making** / **made** in China.
3. The boy stepped on the leaves **falling** / **fallen** from this big tree.
4. The lady **wearing** / **worn** the beautiful dress is my aunt.

B Fill in the blanks to make each pair of sentences into one sentence.

1. The picture is beautiful. It was taken by John.
→ The picture _____ is beautiful.
2. We saw a cat. It was running after a mouse.
→ We saw a cat _____.
3. The boy is my brother. He is drawing a map on the board.
→ The boy _____ is my brother.

C Complete the dialog using the words in the hint below.

- A: Look at that **1.** _____ window. Who did that?
 B: The boys **2.** _____ baseball outside might have done that.
 A: Did you ask the lady **3.** _____ in front of the store?
 B: Do you mean the lady **4.** _____ the blue jacket?
 A: No. I mean the lady holding a bag **5.** _____ with books.
 B: No, I didn't. Let's ask her what she saw.



Writing

A Unscramble the words to make complete sentences.

1. There were some boys _____.
(in the park / a soccer ball / kicking)
2. This is _____.
(a watch / in / made / Japan)
3. _____ is my sister.
(playing / Jane / tennis / the girl / with)
4. He gave his wife _____.
(with / filled / flowers / a basket)

B Complete the sentences describing people in the picture.



1. The boy playing with a dog is wearing glasses.
2. The hamburgers _____ look delicious.
3. The man _____ has long hair.
4. The picture _____ is interesting.

C Write about a person who you admire. Use the sample writing as a guide.



Did you know Helen Keller was an amazing writer? She was born on June 27, 1880, in the U.S.A. When she was 19 months old, she lost her eyesight and hearing. But she was a girl with a strong will. She never gave up trying to learn. she loved to write and wanted to communicate with the world. Finally, she became a great writer.

Working Together

- A** Think of one famous person you know a lot about and write three sentences about that person.



Name	Sentences
Florence Nightingale	1. She was an English nurse. 2. She cared for poor people. 3. She cared for wounded soldiers during the war.

- B** Read the three sentences you wrote to the class and ask your classmates to guess who the person is. Each student should take a turn to ask questions to the class.



Yang Liwei's Mission to Space

Getting Ready

A Match the pictures with the correct sentences.

- a) The spaceship flies through the air.
 b) The Earth goes around the sun.
 c) The spaceship is launching from the space center.

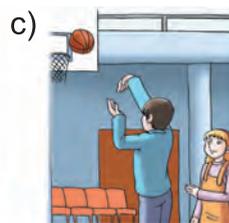
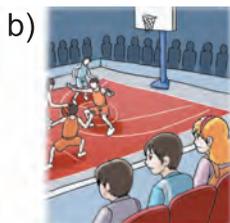
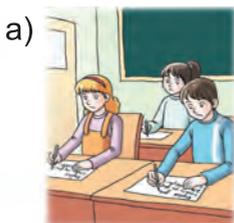


B Choose the word that has the same meaning as the words on the left.

- | | | | |
|--------------|--------------|--------------|-------------|
| 1. launch | a) go around | b) blast off | c) board |
| 2. astronaut | a) pilot | b) engineer | c) spaceman |
| 3. mission | a) task | b) training | c) exercise |
| 4. space | a) Earth | b) universe | c) army |

Listening

A Listen to the dialog. What is Susan likely to do next?



B Listen again. Check **T** for true or **F** for false.

- | | | |
|--|--------------------------|--------------------------|
| 1. Susan is worried about the basketball test for gym class. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Susan has to make ten points. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Liu Chang cheers up Susan simply by telling her to practice hard. | <input type="checkbox"/> | <input type="checkbox"/> |

Speaking

A Practice the dialog with your partner.

You're very good at roller skating.

I'm not sure if I can do that.

I don't know. It looks very difficult to me.



Thanks. I really enjoy it. Hey, can you do this?

It's easier than you think.

Try it! There is nothing you can't do if you practice hard.

B Look at the pictures and talk with your partner. Follow the pattern in dialog **A**.

1.



dancing

2.



high jump

Key Expressions

I'm not sure if I can do that.
There's nothing you can't do if you practice hard.

Reading

Before Reading

Have you ever wanted to become an astronaut and travel in space? What do you think you should do to become an astronaut? Talk about it with your partner.



Reading — Yang Liwei's Mission to Space

On June 21, 1965, Yang Liwei was born in Suizhong in Liaoning Province. While he was growing up, he always dreamed of flying through the air. Therefore, he planned to become a pilot. In 1983, when he was eighteen years old, he joined the army so that he could learn to fly. In 1987, his dream came true at last. He became a pilot.

For the next ten years, he worked hard to improve his skills. In 1998, Yang Liwei was chosen to start training for a space mission. Thirteen other pilots were also chosen. This training was very difficult. At the end, one of these pilots would become the first Chinese man to go into space. The training lasted five long years. On October 14, 2003, Yang Liwei was told that he was going to be the first Chinese astronaut to travel in space.



He was going to go into space the next day! On October 15, 2003, Yang Liwei boarded the spaceship Shenzhou-5 that was going to blast off for space. The spaceship was launched from the space center in Jiuquan at nine o'clock in the morning. Yang Liwei was flying over the Earth a few minutes later.

On that first space mission, Yang Liwei spent twenty-one hours, twenty-two minutes, and forty-five seconds in space. While he was there, he traveled more than six hundred thousand kilometers. He went around the Earth fourteen times! When he returned to Earth from space, Yang Liwei was a hero!

After Reading

A Choose the best answers.

1. What did Yang Liwei do before he took the training course for astronauts?
 - a) He was a student.
 - b) He was a scientist.
 - c) He was a pilot.
 - d) He was an athlete.
2. How long did Yang Liwei spend in space on his first space mission?
 - a) 500,000 minutes.
 - b) 5 years.
 - c) 18 years.
 - d) 21 hours, 22 minutes, and 45 seconds.
3. Which is not true about the first space mission of Yang Liwei?
 - a) He trained for the space mission.
 - b) He traveled more than 600,000 km.
 - c) He made the space journey 4 times.
 - d) He became a hero.

B Check T for true or F for false.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Yang Liwei dreamed of becoming a pilot. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Yang Liwei studied flying in the army. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Yang Liwei went to space on the day he was chosen. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Yang Liwei was in the army for ten years. | <input type="checkbox"/> | <input type="checkbox"/> |

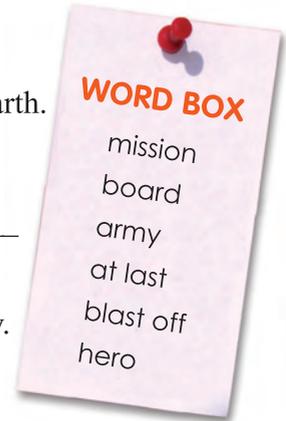
C Read the passage again. Number the sentences in the correct order.

- 1 Yang Liwei joined the army.
- The spaceship was launched into space.
- Yang Liwei became a pilot.
- Yang Liwei was chosen for the space mission.
- Yang Liwei went around the Earth fourteen times.

Words and Phrases

Fill in the blanks. Use the words in the **WORD BOX**. Change the word forms if necessary.

1. The spaceship _____ from the space center.
2. On the _____, the astronaut took pictures of the Earth.
3. He will be recorded in history as a _____.
4. The astronaut waved to everyone before he _____ the spaceship.
5. He wants to join the _____ and fights for his country.
6. _____ we reached the top of the mountain.



Pronunciation

A Listen and read the sentences.

1. The spaceship was launched from the space center in Jiuquan at nine o'clock in the morning.
2. Yang Liwei spent twenty-one hours, twenty-two minutes, and forty-five seconds in space.

B Listen and repeat. Make sure you pause between each sense group.

1. At the end, one of these pilots would become the first Chinese man to go into space.
2. On October 15, 2003, Yang Liwei boarded the spaceship Shenzhou-5 that was going to blast off for space.

C Learn this chant. Can you sing it with your book closed?

He'll board the spaceship in June
And fly away to the moon.
He'll be living a dream,
Or so it will seem
Until he lands Friday at noon.



Structure

- He joined the army **so that** he could learn to fly.
- Turn off the radio **so that** the baby can sleep.

A Change the sentences using **so that** like the example.

Example

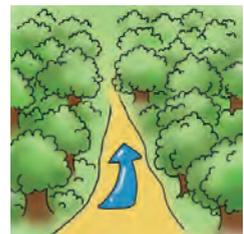
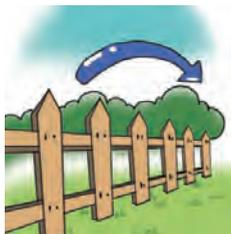
She is learning French. She wants to study in France.

→ She is learning French **so that she can study in France**.

1. I'll give you my number. You can call me when you need my help.
→ I'll give you my number _____.
2. He gave up his job. He wants to spend more time with his family.
→ He gave up his job _____.
3. They took a taxi. They wanted to get there on time.
→ They took a taxi _____.

- He always dreamed of flying **through** the air.
- The Shenzhou-5 was launched **into** space.
- Yang Liwei was flying **over** the Earth.
- When he returned **to** Earth **from** space, Yang Liwei was a hero!

B Look at the pictures and write the missing words.



1. The mouse went _____ the hole.
2. The dog jumped _____ the fence.
3. She returned _____ the school _____ home.
4. I walked _____ the woods.

Writing

A Choose the phrases and complete the sentences using **so that**.

he can buy a new car
fresh air could come in

you don't get lost
I can see you clearly

1. Come over here _____.
2. He opened the windows _____.
3. I'll give you a map _____.
4. He is saving money _____.

B Here are some suggestions to improve your English. Read and rewrite the sentences using **so that** like the example. Then write your own suggestions.

1.



Read an English newspaper every day. You can improve your reading skills.

2.



Listen to the radio or watch movies in English. You can improve your listening skills.

3.



Keep a diary in English. You can improve your writing skills.

4.

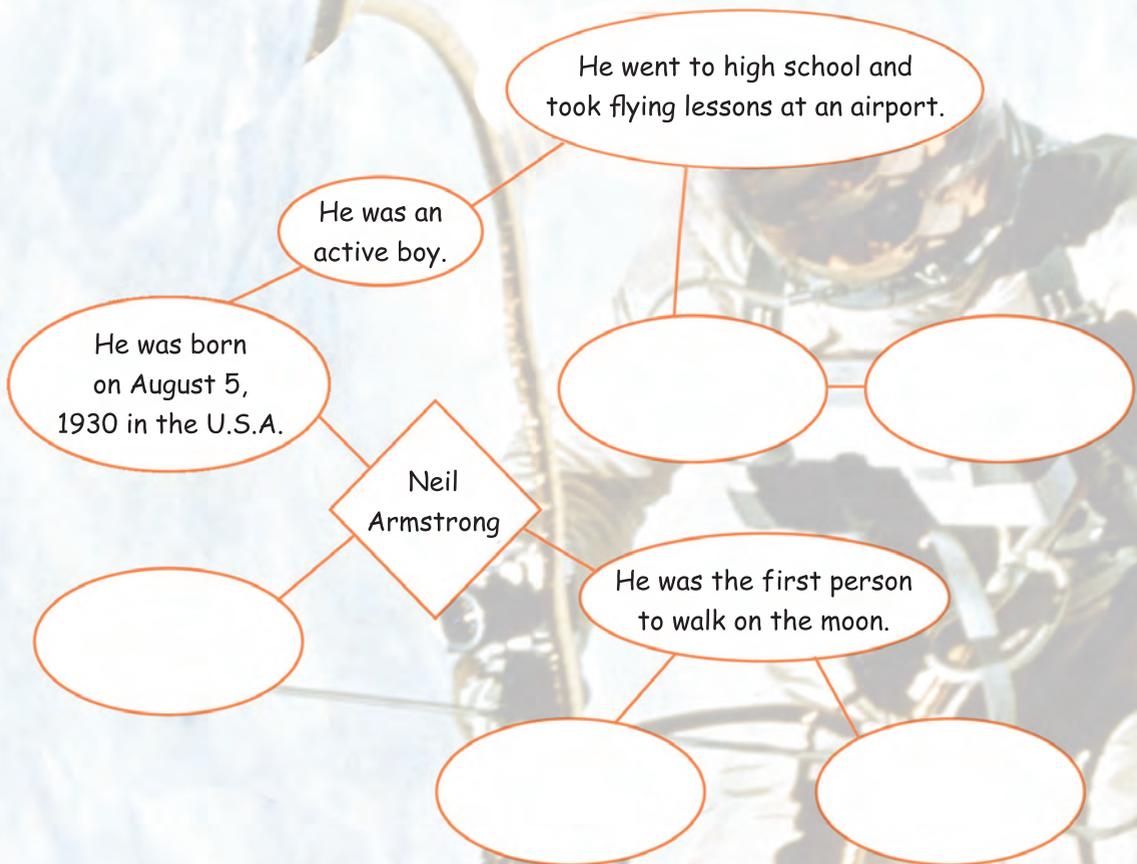


Join an English club. You can improve your speaking skills.

1.	Read an English newspaper every day so that you can improve your reading skills.
2.	
3.	
4.	

Working Together

- A** Work in groups of four. Talk about the people who have had an impact on the world.
- B** Complete the idea map. Write ideas in the circles and expand each new idea. Include jobs, achievements, hobbies, interests, or other information.



- C** Using your idea map, write a biography of the person your group chose. Read the biography in front of the class and post it on the bulletin board in your classroom.

Review

Words and Expressions

- A** Choose the opposite of the underlined word or phrase from the words in the box.

launched board expert give up

- The astronaut landed the spaceship safely. → ()
- I am still a beginner at using computers. → ()
- She decided to continue her role in the team. → ()
- You have to get off at the third stop. → ()

- B** Choose the words from the box to complete the sentences. Change the word forms if necessary.

mission athlete national reach blindness province

- Working for the poor has been his _____ in life.
- Harbin is the largest city in this _____.
- Two _____ are playing for the gold medal.
- This light is so bright that it can cause _____.
- How far will they go to _____ the top?
- March of the Volunteers* is the _____ song of China.

- C** Match the words and fill in the blanks. Change the word forms if necessary.

Hint

blast	•	•	to
for	•	•	off
due	•	•	last
at	•	•	anything

- The spaceship _____ at noon.
- _____ her dream has come true.
- The meeting has been canceled _____ heavy snow.
- He said he wouldn't give it up _____.

Ask yourself, "What do I already know about this topic?"

Think about what you already know about the topic before you start the task.



Sounds

A Write the words in the correct columns, according to their stress patterns.



Oo	oO	Ooo	oOo	Oooo
million				

B Listen and draw  under the linking parts. Then read the sentences.

1. This newspaper also said that table tennis was invented by soldiers from England.
2. Most mountain climbers need to use their eyes to climb mountains.
3. We should never give up our dreams!
4. While he was growing up, he always dreamed of flying through the air.

C Listen and draw / after the parts where you should breathe. Then read the sentences.

1. At first, some people thought Deng Yaping was too short to play table tennis.
2. She was named one of the top ten athletes in China for six years straight.
3. Climbing in the dark was challenging for Eric's friends, but it wasn't for Eric.
4. In 1998, Yang Liwei was chosen to start training for a space mission.

Listening and Speaking

Listen and practice with your partner.

1.



A: What did you do during the vacation?

B: I did something interesting.
_____ about my vacation.

A: Go ahead. I'm all ears.

2.



A: Are you going to watch the 10 km race?

B: Of course. You will run in that race, right?

A: That's right. Wish me good luck.

B: Sure, _____.

3.



A: Thank you for coming.

B: Thank you for inviting me.
Wow! What beautiful flowers!

A: _____.

4.



A: Have you seen the new movie?

B: Not yet. _____ see it.

A: Let's go see the movie tonight, then.

5.



A: I'm hungry. What time does the restaurant open?

B: Well, they're usually open by 11:00.

A: It's only 10:00 now. _____
if I can wait another hour.

6.



A: I don't think I can do this. I'll just walk down again.

B: Don't worry. _____
if you make up your mind to do it.

A: OK. I'll try.

Grammar

A Choose the correct words.

1. I met a boy **naming** / **named** Robert.
2. Let's find the **dancing** / **danced** girl.
3. The **breaking** / **broken** car is mine.
4. What do you think of the girl **wearing** / **worn** glasses?

B Change the sentences using **so that** like the example.

Example

Take notes. I think you can review the lesson with them.

→ Take notes so that you can review the lesson with them.

1. I spoke very slowly. I wanted the girl to understand what I said.
→ _____
2. I gave him my key. I wanted him to open the door.
→ _____
3. Pass the list around. I want everyone to read it.
→ _____
4. Jim drinks a lot of milk every day. He wants to have strong bones.
→ _____

C Circle six wrong parts and correct them.

I had a dream. In my dream, I had many robots. I made them doing what I didn't want to do. I had them studying, cleaning my room, and doing my homework. Sometimes, I helped them cleaning. I let them resting, too. I was a good robot owner.

Writing

A Complete a poem about the seasons using the words given.

1. flower / blooming → In spring, we can see flowers blooming here and there.
2. people / swimming → In summer, _____.
3. leaves / fallen → In autumn, _____.
4. river / frozen → In winter, _____.

B Rewrite the underlined parts of the sentences using your own ideas.

Example

I like to wear the sweater made in Hangzhou.



I like to wear the sweater knitted by my mom.

1. I have a friend born in Russia.
2. I found a dog running in the park.
3. I like reading books written in English.
4. I want to live in a house filled with flowers.



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

C Write an essay about what your parents tell you to do. Use the sample writing as a guide.

Sometimes my parents are so tough on me. For example, they make me get up early. In addition, they have me read many books. I don't feel happy. I know they make me do things that will help me to succeed. Fortunately, they sometimes let me play with my friends and help me with my homework.

Project Work

Play the game.

- Form groups of six.
- Prepare the cards below. Turn the cards over.
- Decide who will go first by playing “rock, scissors, paper.”
- Player 1 chooses one of the cards and reads the sentence out loud. Find the grammar mistakes on the card and correct them. Then say the correct sentence out loud.
- If Player 1 corrects the sentence properly, he or she gains 2 points, and Player 2 takes a turn. If Player 1 is not right, the card is turned over again, and Player 2 takes a turn.
- The player to gain the most points is the winner.

Let's go through the park so that save time.

We cleaned the room so that our guest can stay here.

I have a friend played the piano very well.

Look at the mountain cover with snow.

Do you believe that there is a talked dog?

Peeling onions always makes me cried.

Mom never lets me sleeps over at my friend's place.

Will you help me cleaning the house?

Speak loudly so that we hear you clearly.



The sentence “Let's go through the park so that save time” is wrong. We have to say, “Let's go through the park so that we can save time.”

Animals Helping People

Getting Ready

A How can animals help people? Look at the pictures and match the two parts of the sentences.



- | | | |
|----------------|---|---------------------------------------|
| 1. The dog | • | • helps the woman to gain confidence. |
| 2. The bird | • | • guides the blind man. |
| 3. The dolphin | • | • listens to the lonely patient. |

B Put a check next to all the correct answers.

- What describes physical conditions?

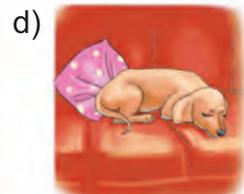
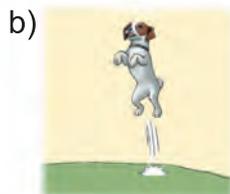
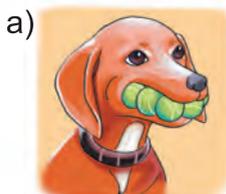
<input type="checkbox"/> blind	<input type="checkbox"/> lonely	<input type="checkbox"/> disabled
--------------------------------	---------------------------------	-----------------------------------
- What should you get when you are sick?

<input type="checkbox"/> care	<input type="checkbox"/> treatment	<input type="checkbox"/> hospital
-------------------------------	------------------------------------	-----------------------------------
- Whom do you get along with?

<input type="checkbox"/> muscle	<input type="checkbox"/> company	<input type="checkbox"/> friend
---------------------------------	----------------------------------	---------------------------------

Listening

A Listen to the dialog. Choose all the pictures that are related to the dialog.



B Listen again. Check **T** for true or **F** for false.

- | | | |
|--|--------------------------|--------------------------|
| 1. They are watching a dog that holds five tennis balls in its mouth. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. They are talking about a dog that can jump 176 cm high. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Zhang Wei is surprised at the story of a dog that can do many tricks. | <input type="checkbox"/> | <input type="checkbox"/> |

Speaking

A Practice the dialog with your partner.

Have you ever heard about the bird that can speak nearly a thousand words?

Yes, there is. It's an African Grey Parrot.

I read it in the *Guinness Book of World Records*.



There's no such bird.

Really? Where did you hear about this?

That's amazing.

B Look at the pictures and talk with your partner. Follow the pattern in dialog **A**.

1.



a dog with ears 30 cm long / a hunting dog from the U.S.A.

2.



a snake that weighs 250 kg / living in South America

Key Expressions

Have you ever heard about the bird that can speak 1,000 words?

There's no such bird.

Reading

Before Reading

Put a check next to the words you can use with each verb. Add one more to the list.

taste

- bitter
 - tired
 - delicious
-

look

- big
 - lovely
 - salty
-

sound

- beautiful
 - sour
 - noisy
-

smell

- sweet
 - happy
 - terrible
-

feel

- good
 - soft
 - smart
-

Reading – It Smells Good

A baby learns about the world through the five senses: his eyes, ears, fingers, nose, and tongue. He sees his parents. They look big to him. He hears a song. It sounds beautiful. He touches a pillow. It feels soft. He smells food. It smells good. He eats food. It tastes good.

Wait! Food smells good, and food tastes good, too. Do our noses and tongues do the same thing? Not really. Let's look more closely at noses and tongues. A person's nose can smell many different things. Try this test. Close your eyes and tell your friend to put something right under your nose. Now smell it. Can you tell what it is? Mostly, yes. Our noses are very smart. Most people can smell thousands of different things. For example, when you smell a rose, you know it smells different from other flowers.

What about our tongues? A person's tongue is not as smart as his nose. In the past, we thought we could only taste four different flavors such as sweet, sour, salty, and bitter. Some food tastes like sugar or lemons. Other food can taste like salt or bitter medicine. Recently, however, scientists found out about a fifth taste. The fifth taste is hard to describe. It's the taste in meat. A food like cheese also has this taste.



Why do foods have different flavors? All candy tastes sweet, but not all candy tastes the same. We use our noses and tongues at the same time. Thus, grape candy tastes different from orange candy.

After Reading

A Choose the best answers.

- What advantages did the horse give to the boy with disabled legs?
 - It helped him learn how to jump.
 - It helped him overcome his sadness.
 - It helped him run by himself.
 - It helped him have stronger leg muscles.
- Who is most likely to be visited by dogs in some American hospitals?
 - A female patient with a new baby.
 - A young patient with her parents.
 - A sick animal lover with his family.
 - A wounded man who has lost his family in a car accident.
- How do homeless children forget about their sad life?
 - By visiting hospitals.
 - By playing with animals.
 - By drawing pictures.
 - By meeting a new family.

B Check T for true or F for false.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. The most well-known animals that help disabled people are guide dogs. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Riding a horse was helpful to the lonely boy. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Some hospitals in America invite homeless children as company for their patients. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Homeless children can feel better by playing with animals. | <input type="checkbox"/> | <input type="checkbox"/> |

C Read the passage again. Complete the table using the words below.

balance better forget homeless lonely walk blind						
People with problems	Activities with animals	Results				
_____ people	Dogs guide them.	They can go out more safely.				
A boy who could not _____	He rode horses.	He could improve his _____.				
_____ patients	Dogs visit them.	They feel _____.				
_____ children	They play with animals.	They _____ about their sad life.				

Words and Phrases

Fill in the blanks. Use the words in the **WORD BOX**. Change the word forms if necessary.

1. _____ your parents in your mind.
2. The special bus is convenient for the _____ passengers.
3. The nurse was busy taking care of her _____.
4. I needed some _____ because I felt lonely.
5. Before stretching your arm _____, relax them.
6. The best _____ for a cold is to rest.



Pronunciation

A Listen and read the sentences.

1. You may think about pets like dogs or cats.
2. There was a young boy who couldn't use his legs after a car accident.

B Listen and repeat. Make sure you pause between each sense group.

1. For instance, there are horses that help people who cannot walk.
2. Doctors said that riding a horse would help his muscles get stronger.

C Learn this chant. Can you sing it with your book closed?

Some pets can do amazing things,
Like tricks that are exciting.
My cat and dog can even sing!
Do you find that surprising?



Structure

- For instance, there are horses **that** help people who cannot walk.
- Doctors said **that** riding a horse would help his muscles get stronger.

A Combine two sentences using the relative pronoun **that** like the example. Then find and circle the words that have been left out from the sentences given.

Example

You could see the people. They live close to us.

→ You could see the people that live close to us.

1. I gave him the coins. I had the coins in my pocket.

→ _____

2. My mom bought me a watch. The watch was made in China.

→ _____

3. This is my favorite book. My teacher bought me the book.

→ _____

B Combine two sentences using the conjunction **that** like the example.

Example

I find.

He is smart.

→ I find that he is smart.

1. The story tells us. Dogs are the best friends of humans.

→ _____

2. We believe. He doesn't lie.

→ _____

3. Everyone knows. The Earth goes around the sun.

→ _____

Writing

A Choose the phrases and complete the sentences.

they need for walking
riding horses improves their balance
helps disabled children practice speaking
can help them build up more confidence



Mary is a dolphin that _____

Doctors say that _____



Ted is a horse that helps people who can't walk. People say that _____

_____. It also helps patients develop the muscles that _____



B Find stories about animal helpers from the Internet and write down the information you find.

Jean Owen is a dog trainer who lives in New York City. She trains her dogs to help people feel better. Ms. Owen and her dogs helped people who survived the World Trade Center attack on September 11, 2001. Many people were running out of the building. They felt very scared and needed help. Ms. Owen and her dogs were ready to help those people. They went to the place right away. After holding and talking to her dogs for a while, the people became much calmer.

Working Together

- A** There are many kinds of animals that help. Research what animals help people and how. Fill in the table below.



Animals	How they help people
Dogs	Dogs guide blind people and help people feel less lonely.

- B** Form groups of four. Talk about things that you researched with your group members.
- C** Introduce different kinds of treatment and the benefits that animals provide. Discuss with the class.



Dogs guide blind people and help people feel less lonely ...

The Magic Trick

Getting Ready

A Put a check next to the word that is different from the other words.

- | | | | |
|--------------------------------------|------------------------------------|------------------------------------|----------------------------------|
| 1. <input type="checkbox"/> magician | <input type="checkbox"/> scientist | <input type="checkbox"/> laughter | <input type="checkbox"/> teacher |
| 2. <input type="checkbox"/> triangle | <input type="checkbox"/> square | <input type="checkbox"/> circle | <input type="checkbox"/> trick |
| 3. <input type="checkbox"/> kind | <input type="checkbox"/> wise | <input type="checkbox"/> important | <input type="checkbox"/> foolish |

B Match the pictures with the correct sentences. Write the letter of the sentence in the box.

- a) I can change this burning stick into a flower.
 b) I can make a person disappear.
 c) I can remove this person from the cage while his hands are tied.



Listening

A Listen to the dialog. Number the pictures in the correct order.



B Listen again. Check **T** for true or **F** for false.

1. Amy promises not to show the magic trick to anyone else.
2. The magic trick should be done quickly.
3. The magic trick is very difficult for Liu Chang to learn.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Speaking

A Practice the dialog with your partner.

Do you see this paper in this hat?
Now watch carefully.
Ta dah!

Certainly, I can teach you. To start with, hide a flower in a black bag. And put the bag in the black hat.

Then take out the flower from the hat.



It turned into a flower! How did you do that? Can you teach me?

And?

Great!
I will practice it.

B Choose the correct expression for each blank from **Key Expressions**. Practice the dialog with your partner.

1. *A*: How can I use the public phone?
B: _____
2. *A*: This soup is really delicious. Can you tell me how to make this soup?
B: _____

Key Expressions

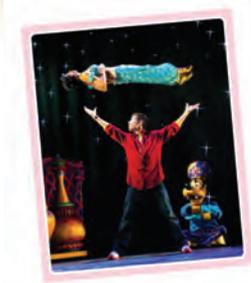
To start with, hold the receiver and add your coins.

Certainly, I can give you the recipe.

Reading

Before Reading

Have you ever seen a magic show before? What kind of magic is most interesting to you? Talk about it with your partner.



Reading — The Magic Trick

Let me tell you how I became interested in magic. When I was seven years old, I saw a magic trick for the first time. One rainy day, my uncle came to visit our home. It was too rainy to go out and play. So my uncle showed my family something amazing. He took out a coin from his pocket and made it disappear! At that moment, the room was filled with laughter. It was so interesting that I wanted to learn how he did it. Later on, he told us how he did his trick. It was really kind of him to do this, since magicians don't like to tell their secrets. Ever since that night, I wanted to become a magician.

Soon, I learned many new tricks. The truth is that magic tricks are not really “magic.” Most magic is a type of trick on your eyes. Magicians make people pay attention to something else. Some magic tricks just use simple science. Let me give you an example. It'll be our little secret, okay?

This one is called the toothpick trick. You'll need a dish of water and some toothpicks. First, put some soap on the tip of a toothpick. Let the soap dry. This will be your “magic toothpick.” Then make a triangle using three other toothpicks on the surface of the water. Now you are ready to show your trick.

When you put the tip of the “magic toothpick” into the water, the triangle will break apart. This will only happen once. Then, you can make the shape again and let someone else try. Nothing will happen! When people ask you how you do it, you can say, “It's just magic.” But actually, the soap on the “magic toothpick” breaks the water's surface just once. This makes the toothpicks move. Simple science!

Now you can be a magician. Try this trick next time. Your family and friends will be amazed!



After Reading

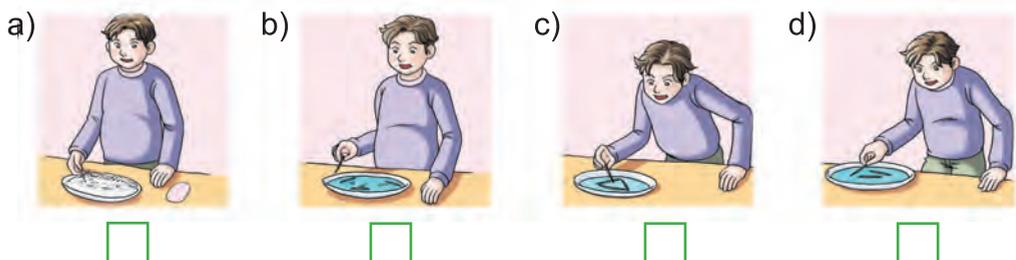
A Choose the best answers.

1. After the uncle's magic show, how did the family feel?
a) They were bored. b) They were disappointed.
c) They were scared. d) They were amazed.
2. When did the writer first hope to become a magician?
a) After he met a great magician.
b) After he saw his uncle's coin trick.
c) After he read an interesting book.
d) After he watched an amazing magic show on TV.
3. How do magicians trick you when doing magic?
a) They have real magical power.
b) They tell you to close your eyes.
c) They tell you their magic secrets directly.
d) They make you pay attention to something else.

B Check T for true or F for false.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. It is common for magicians to tell their secrets. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. A "magic toothpick" is a toothpick that is put into water and dried. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. If you succeed in doing the toothpick magic trick, you can break apart the toothpick triangles many times using one magic toothpick. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The secret of the toothpick magic is simple science. | <input type="checkbox"/> | <input type="checkbox"/> |

C Read the passage again. Number the pictures in the correct order.



Words and Phrases

Fill in the blanks. Use the words in the **WORD BOX**. Change the word forms if necessary.

1. There was a fire in the building. The building _____ smoke.
2. That magician uses _____ to pull rabbits out of a hat.
3. If you don't _____ in class, you will not pass the final exam.
4. Ten percent of the Earth's _____ is covered by ice.
5. You shouldn't tell anyone because it's a _____.
6. If I stand on the _____ of my toes, I can just reach it.

WORD BOX

magic
tip
surface
secret
be filled with
pay attention

Pronunciation

A Listen and read the sentences.

1. He took out a coin from his pocket and made it disappear!
2. You'll need a dish of water and some toothpicks.

B Listen and repeat. Make sure you pause between each sense group.

1. Then make a triangle using three other toothpicks on the surface of the water.
2. When you put the tip of the "magic toothpick" into the water, the triangle will break apart.

C Learn this chant. Can you sing it with your book closed?

I know a magic trick. Teach us! Teach us!
I need some volunteers. Let us! Let us!
Who wants to hold this coin? I do! I do!
Ta dah! It's gone! Show us! Show us!



Structure

- It is *difficult* **for** children **to run** as fast as adults.
- It is *impossible* **for** you **to find** this building without a map.
- It is *foolish* **of** her **to do** such a thing.
- It was really *kind* **of** him **to tell** his magic secrets to us.

A Choose the correct words.

1. It is impossible **for** / **of** me to buy that expensive watch.
2. It was wise **for** / **of** him to call his teacher after the accident.
3. It is not a good idea **for** / **of** you to go out alone at night.
4. It was foolish **for** / **of** her to waste her money on those things.

B Complete the sentences so that they represent the same meanings as the sentences given.

1. It is important that we study English.
→ It is important _____ English.
2. You are kind to invite me to the party.
→ It is kind _____ me to the party.
3. The book is very difficult, so I can't read it.
→ It is very difficult _____ this book.

- It was interesting **enough to** make me want to do that.
→ It was **so** interesting **that** I wanted to do that.
- It was **too** rainy **to** go out and play.
→ It was **so** rainy **that** we **couldn't** go out and play.

C Fill in the blanks using **too ... to** or **enough to**.

In Britain ...	
When you are	You can
14	work part-time
16	finish school
17	drive

Alice is 14. Mark is 16. Cathy is 17.

1. Alice is old enough to work part-time.
2. Alice is too young to finish school.
3. Mark is _____ finish school.
4. Mark is _____ drive a car.
5. Cathy is _____ drive a car.

Writing

A Unscramble the words to make complete sentences.

1. It is _____ so.
(say / wise / of / her / to)
2. It is _____ a bicycle.
(to / easy / John / for / ride)
3. It was _____ me home.
(drive / really / you / of / to / kind)
4. My brother is _____ to school.
(go / to / enough / old)
5. He is _____ any more.
(to / too / work / tired)

B Rewrite the sentences using **so ... that** with the words given.

Last week, we went to a magic show.

1. The stage was not bright enough to see the magician.
2. The theater was too crowded to find a seat.
3. The people were not quiet enough to hear what was said.
4. The show finished too late to take the final bus.
5. We were too tired to walk home.

It was terrible!

Last week, we went to a magic show.

1. (dark) The stage was so dark that we couldn't see the magician.
2. (crowded) _____
3. (noisy) _____
4. (late) _____
5. (tired) _____

It was terrible!

Working Together

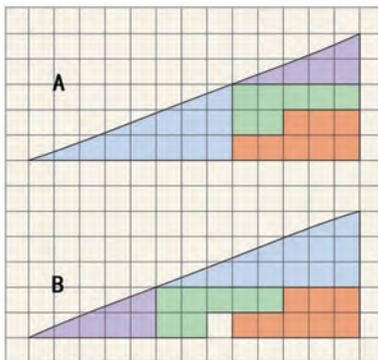
- A** Look at the picture below. Can you see the woman? Talk about what you see with your partner.



I can see a young lady wearing a necklace and a hat. What do you see?



- B** Look at the picture below. How are the two triangles different? Talk about it with your partner.



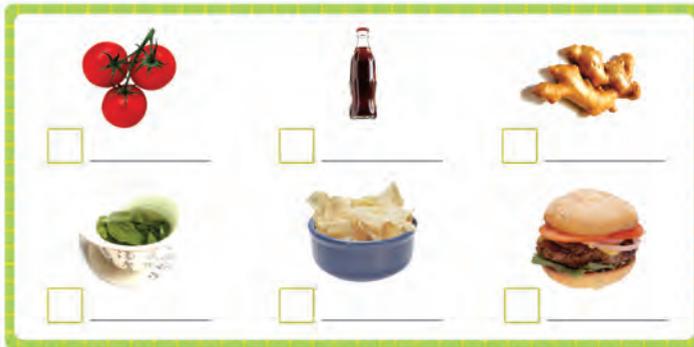
Triangle A looks exactly like triangle B. The four parts of triangle B are exactly the same as those of triangle A, but in triangle B there is a new white square. Where does this "square" come from?



An Amazing Plant

Getting Ready

A Look at the pictures and put a check in the box under the foods that are known to be healthy. Then write the name of each food.



potato chips
tomatoes
green tea
hamburger
ginger
Coke

B Match the correct statements with the pictures. Talk about how the following foods are good for our health.



aloe



garlic

a) This is a strong-smelling plant related to the onion and used in cooking to add flavor. It keeps the heart healthy.

b) This is an African plant whose juice can be used to help treat burns and cuts.

Listening

A Listen to the dialog. Choose the correct picture that shows what Tim should do to lose weight?



B Listen again. Check **T** for true or **F** for false.

1. Tim has been dieting and lost 3 kilograms in one month.
2. Tim asks Wang Dandan about how his shoes look.
3. Wang Dandan will go to the market with Tim.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Speaking

A Practice the dialog with your partner.

You don't look so good. What's wrong?

Sorry to hear that. How about drinking plenty of water?

If I were you, I would drink ginger tea. It's good for coughs.



I have had a cold for a few days.

I did, but it didn't help much. What would you do if you were in my shoes?

Maybe I should try that tea.

B Ask and offer opinions to your partner about the following situations.

1.



I'm worried that I'm beginning to gain weight.

2.



It's difficult to fall asleep every night.

Key Expressions

What would you do if you were in my shoes?

If I were you, I would drink ginger tea.

Reading

Before Reading

Do you like garlic? How do you usually eat it? Why is garlic used for cooking all over the world? Think and talk about it with your partner.



Reading — An Amazing Plant

Because of its strong smell many people don't like garlic. Zhang Wei didn't like it either. There is a saying, however, "Good medicine tastes bitter, but is good for the body." Zhang Wei has an experience related to this saying. Read how she became interested in garlic.

When Zhang Wei came back from school, she smelled something strange in the kitchen.

"Mom, what is that smell?" Zhang Wei asked.

"I'm making garlic spaghetti," her mother answered.

"Oh, no. Why are you making it with garlic? It smells awful," Zhang Wei said.

"Don't you know about the benefits of garlic? It's good for our health," her mother said.

Zhang Wei quickly went to her room to find information about garlic on the Internet. It is said that garlic keeps the heart healthy. Garlic is also good for keeping the blood healthy. It's especially good for people with breathing problems. It is true that garlic is good for our body. She read some more and then went back to the kitchen.

"Mom," said Zhang Wei. "You are right. Garlic is good for our health. And they say that it is better to eat cut-up garlic than whole garlic."

"Really?" her mother asked curiously. "I've never heard of that."

"It's true," Zhang Wei answered. "Cut-up garlic can kill more bad things inside the body than whole garlic. Doctors say that people should cut garlic first, and then eat it. Also, it is much better to eat uncooked garlic."

"Thank you," her mother said with a smile. "I will use cut-up garlic from now on."

Zhang Wei decided to try the garlic spaghetti that her mother cooked for her.

"Garlic is not only good for our health, it's also delicious!" she said.

"Why don't you eat some more?" her mother asked.

"Thank you, but I'm full," she said. "I promise to eat more later."

Her mother smiled happily.

After Reading

A Choose the best answers.

- Why didn't Zhang Wei like garlic spaghetti?
 - It tasted spicy.
 - It smelled terrible.
 - She didn't like spaghetti.
 - It looked awful.
- According to the passage, what is not true about garlic?
 - It's good for preventing heart disease.
 - It keeps the blood healthy.
 - It helps people to breathe more easily.
 - It prevents you from catching a cold.
- Why do doctors say eating cut-up garlic is better than whole garlic?
 - Because cut-up garlic tastes better.
 - Because cut-up garlic is easy to make more bad things die.
 - Because whole garlic is too bitter to eat.
 - Because whole garlic hurts our stomach.

B Check T for true or F for false.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Zhang Wei didn't know much about garlic before she found information on the Internet. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Zhang Wei's mother is going to use cut-up garlic in her cooking. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. According to doctors, garlic should be cooked before eating. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Zhang Wei thinks that garlic spaghetti is healthy, but tastes bitter. | <input type="checkbox"/> | <input type="checkbox"/> |

C Read the passage again. Complete Zhang Wei's diary using the words from the hint.

Friday, May 24

When I came home from school, my mom was making spaghetti with _____. I didn't like garlic because of its strong smell, but Mom said garlic was good for our health. I went up to my room and found some _____ about it. It was good for the _____ and blood. I also found out that _____ garlic is better for our health than whole garlic. I think garlic will make me _____.

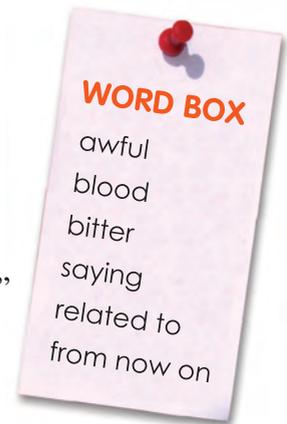
I decided to try the garlic spaghetti.



Words and Phrases

Fill in the blanks. Use the words in the **WORD BOX**. Change the word forms if necessary.

1. There was an _____ storm last night.
2. I want to lose some weight. I'm going to eat like a bird _____.
3. My father wanted me to study something _____ business.
4. Americans have a _____, "a dog is man's best friend."
5. I don't want to take this medicine because it has a very _____ taste.
6. We cannot survive if we don't have _____ in our bodies.



Pronunciation

A Listen and read the sentences.

1. They say that it is better to eat cut-up garlic than whole garlic.
2. Doctors say that people should cut garlic first, and then eat it.

B Listen and repeat. Make sure you pause between each sense group.

1. Cut-up garlic can kill more bad things inside the body than whole garlic.
2. Zhang Wei decided to try the garlic spaghetti that her mother cooked for her.

C Learn this chant. Can you sing it with your book closed?

In the market, I can see:
Garlic, ginger, and green tea.
In the market, we can see:
Apples, walnuts — come with me!



Structure

- **It** is true **that** garlic is good for our body.
- **It** is said **that** garlic keeps the heart healthy.
- **It** is clear **that** he is hiding something.

A Complete the dialogs like the example.

Example

A: Will she come back tomorrow?

B: It's certain that she will come back tomorrow.

1. A: Did he fail the exam?

B: It is clear that _____.

2. A: Did she forget your name?

B: It is strange that _____.

3. A: Is Chinese spoken more than English?

B: It is true that _____.

uncooked

inside

review

awe-awful

quick-quickly

inform-information

B Match the underlined words with their meanings.

- | | | |
|---|---|--------------|
| 1. They have <u>bad luck</u> . | • | • a) reuse |
| 2. It's <u>not fair</u> to treat people differently. | • | • b) indoors |
| 3. They're swimming in the pool <u>inside the building</u> . | • | • c) unlucky |
| 4. You have to <u>use it again</u> instead of throwing it away. | • | • d) unfair |

C Fill in the table with the correct words.

Verb	Noun	Noun	Adjective	Adjective	Adverb
imagine		hope		sad	
invent		friend		quiet	
agree		nature		quick	
move		interest		certain	

Writing

A Complete the sentences with the correct forms of the words.

1. He used his _____ (imagine) to write the novel.
2. The country has plenty of _____ (nature) resources.
3. All plants in his house grow and bloom _____ (beautiful).
4. It is very _____ (comfortable) to spend time with rude people.

B Change the sentences using **It ... that ...** like the example.

Example

He can speak three languages. It is true.

→ It is true that he can speak three languages.

1. They were wrong. It is possible.
→ _____
2. No life is on the moon. It is true.
→ _____
3. Fruits are important for our health. It is certain.
→ _____
4. He should be angry. It is natural.
→ _____

C Write about what makes you worry and what you'd like to change. Use the sample writing as a guide.

These days, I'm worried about my weight because I've gained 10 kilograms. So, I surfed the Internet to find out what kind of food is good or bad for our health. It is said that fruits and vegetables can help to prevent heart disease. Also, eating too much fast food can be bad for our body. I usually have fast food for lunch, so it's no wonder that I'm so fat. I've finally made up my mind: no more fast food for lunch. From now on, I'm going to bring my lunch from home and exercise regularly.

Working Together

- A** What are the world's healthiest foods? Why are these foods good for our health? Form groups of four. Search the Internet for the answers and make a list of food.

Name	Health benefits of the food
broccoli	Broccoli is high in vitamin A and vitamin C. Broccoli reduces the risk of a heart attack. Broccoli also has something that may help protect eyesight.



broccoli



tomatoes



onions



beans



mushrooms

- B** Take turns to explain your group's list to the class.



It is very important that we eat good foods, because it is the best way for us to be healthy. So I suggest you eat some broccoli. Broccoli is high in vitamin A and vitamin C. It is said that it reduces the risk of a heart attack. It also has something that may help protect eyesight.

Review

Words and Expressions

A Choose the word from the hint that matches the clue.

1. a person receiving medical treatment from a doctor → _____
2. the outside of something → _____
3. to imagine → _____
4. having a strong taste like medicine → _____
5. very bad; terrible → _____



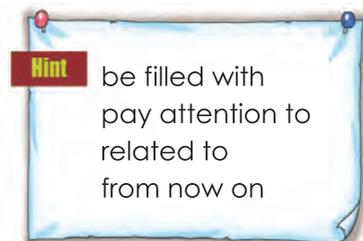
B Unscramble each of the clue words. Then, complete the sentences on the right using the words on the left.

DAIDELSB	<input type="text"/>
GIMAC	<input type="text"/>
SUMECL	<input type="text"/>
CESRTE	<input type="text"/>

1. My mom told me a _____ that she has kept for a long time.
2. Exercise makes your _____s stronger.
3. He did a _____ trick on the street.
4. Tony is _____. He cannot walk, so he must use a wheelchair.

C Fill in the blanks using the given phrases in the hint. Change the word forms if necessary.

1. We should _____ the teacher in class.
2. Your question is not _____ the topic that we are discussing now.
3. I promise that I won't be late _____.
4. Her heart _____ joy to see her missing son on that day.



Guess the meaning of unfamiliar words.

When you come across new words, do you look them up in a dictionary? Try to guess what they mean from the clues in the text.



Sounds

A Write the words in the correct columns, according to their stress patterns.



Oo	oO	Ooo	oOo	oOoo
garlic				

B Listen and draw  under the linking parts. Then read the sentences.

1. But some animals can be more than just interesting to watch.
2. First, put some soap on the tip of a toothpick.
3. Then, you can make the shape again and let someone else try.
4. Garlic is not only good for our health, it's also delicious!

C Listen and draw / after the parts where you should breathe. Then read the sentences.

1. In some American hospitals, dogs visit lonely patients.
2. These animals not only bring joy and happiness to our life, but also help us in many other ways.
3. He took out a coin from his pocket and made it disappear!
4. Zhang Wei quickly went to her room to find information about garlic on the Internet.

Listening and Speaking

Listen and practice with your partner.

1.



A: _____ the two-year-old baby who can tell the model of a car just by looking at its shape?

B: _____

A: Yes, there is. I've seen him on TV. After he saw the car's shape, he could say its name.

B: That's amazing.

2.



A: Shall I take your order?

B: Okay. _____ I'll have some salad.

A: Good. Today we have chicken salad with fresh vegetables.

B: I'll have that if you can take out the onions.

A: _____ bring you a salad without onions.

3.



A: What's wrong with you? You look worried.

B: There are strange red marks on my face. What would you do if you were in my shoes?

A: _____, I would change my eating habits.

B: How should I change it?

A: Eat more fresh fruits and vegetables instead of salty and spicy food.

Grammar

A Read the sentences and correct the underlined parts.

1. Please be care not to catch a cold.
2. An ostrich runs very quick, but cannot fly.
3. Their team didn't follow the rules. The match was fair.
4. It was a wonderfully quiet part of the world. Everything felt so peace.
5. A big pot was hanging over the fire, and water was boiling outside of it.

B Complete the sentences so that they have the same meanings as the sentences given.

1. She is foolish to trust him.
→ It's foolish _____ her _____ him.
2. Dogs can't fly in the air.
→ It's impossible _____ dogs _____ in the air.
3. You were very wise to say so.
→ It was very wise _____ you _____ so.
4. Students should do their homework.
→ It's important _____ students _____ their homework.

C Match the two parts of the sentences.

- | | | |
|--|---|---|
| 1. A zookeeper is a worker that | • | • animals could help her feel happy. |
| 2. Many people agree that | • | • help people in very special ways. |
| 3. A doctor told a lonely girl that | • | • feeds and cares for animals. |
| 4. There are some amazing animals that | • | • animals are very special gifts to humans. |

Writing

A Unscramble the words to make complete sentences.

1. Roy _____.
(was / lunch / busy / too / eat / to)
2. This room _____.
(to / is becoming / too / hot / study)
3. She _____.
(carry / to / is / this box / enough / strong)
4. It _____.
(outside / is / warm / play / enough / to)

B Complete the sentences with your own ideas. Use **It ... that ...** clause.

1. It is certain that _____.
2. It was true that _____.
3. It was said that _____.
4. It was lucky that _____.
5. _____.

C What is very amazing around you? Write about it using the sample writing as a guide.

Last week, I went to this famous zoo. I saw many interesting animals, but one especially caught my eye. It was a 200-year-old turtle. Amazing! I thought it was so cool that I went out and bought a turtle yesterday. It's the first pet that I've ever had. I think my turtle will live longer than I will.

Project Work

A Play the game.

- Work in pairs.
- Student A, choose a square.
- Make a sentence using the words in the square.
- If the sentence is correct, draw a check “✓” on the square. If the sentence is not correct, do not draw a check on the square.
- Student B, take your turn. If the sentence is correct, draw a circle “○”.
- The winner is the first one to get 4 checks or 4 circles in a line →, ↓, ↙, or ↘.

It is wise of ... to ...	It is strange that ...	To start with ...	so that
It is true that ...	It is kind of ... to ...	so ... that	If I were you, I would ...
There's no such ...	Certainly,...	It is easy for ... to ...	too ... to
It is difficult for ... to ...	Have you ever heard about ...?	enough to	It is certain that ...

B Find a new partner. Play the game again.

C Correct your wrong answers.

Preparing for the Future

Getting Ready

A Match the people in the pictures with their past interests.

- a) What I liked most was to watch programs about science.
- b) I had a lot of interest in designing and building things.
- c) I wanted to know about what was happening all around the world.
- d) I was interested in teaching children and taking care of them.



kindergarten teacher



newspaper reporter



scientist



architect

B Put a check next to the jobs that you are interested in and add more to the list.

- | | | | |
|------------------------------------|----------------------------------|------------------------------------|------------------------------------|
| <input type="checkbox"/> cook | <input type="checkbox"/> doctor | <input type="checkbox"/> scientist | <input type="checkbox"/> policeman |
| <input type="checkbox"/> astronaut | <input type="checkbox"/> athlete | <input type="checkbox"/> artist | <input type="checkbox"/> actor |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

Listening

A Listen to the dialog. Complete Susan's speech about her dream.

Let me introduce my dream. Although I have always been interested in _____, I thought it would be impossible for me to be a fashion designer because I am _____ at drawing. Recently, _____, I heard that many designs are done on computer nowadays. Finally, I made up my mind. I will be a _____.

Hint

fashion designer
terrible
fashion
however

B Listen again. Check **T** for true or **F** for false.

1. Liu Chang is sure that Susan can be a fashion designer.
2. Liu Chang thinks that a fashion designer must be good at drawing.
3. Liu Chang promises to buy Susan's clothes in the future.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Speaking

A Practice the dialog with your partner.

Oh, no!

I forgot to do my homework again.
That's why I can't get better grades.

You're right.



What's wrong?

I advise that you write things down so you don't forget.

Let's go buy a notebook for you after school.

B Choose the correct expression for each blank from **Key Expressions**. Practice the dialog with your partner.

1. *A*: You are wearing black jeans today.
You look more beautiful in them.
B: _____
2. *A*: I'm completely tired, but I still have a lot of work to do.
B: Nothing is more important than your health. _____

Key Expressions

That's why I bought them.
I advise you to take a rest.

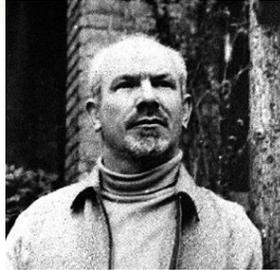
Reading

Before Reading

Look at the pictures below. What did the people in the pictures do when they were alive? Talk about them with your partner.



Albert Schweitzer



Henry Norman Bethune



Florence Nightingale

Reading – A Volunteer

Susan: Mom, you've been a volunteer, haven't you? I think I want to volunteer somewhere, too. I'm old enough to do it, don't you think so?

Susan's mother: Sure you are, Susan. It's a great idea. I used to be a volunteer in our hometown in America for many years. I have also done this in other countries, too.

Susan: Which other countries have you been a volunteer in?

Susan's mother: Well, I have been a volunteer in several countries in Africa. Because we live in China now, I also do volunteer work here. Since last year, I have helped at both the local hospital and an elementary school.

Susan: What kind of volunteer work did you do in America?

Susan's mother: I worked in schools and nursing homes. Also, I helped any of our neighbors who needed help. There are so many things which you can do to help people.

Susan: Do they pay you for volunteer work?

Susan's mother: No, Susan. A volunteer is a person who does work without being paid for it. We help people in order to show them our love and kindness. We feel good when we are showing kindness to others.

Susan: What can I do?

Susan's mother: I have already seen some jobs which are suitable for you at the local hospital. Let me talk to some of the nurses right now.

Susan: Thank you, Mom. I can't wait to start.

After Reading

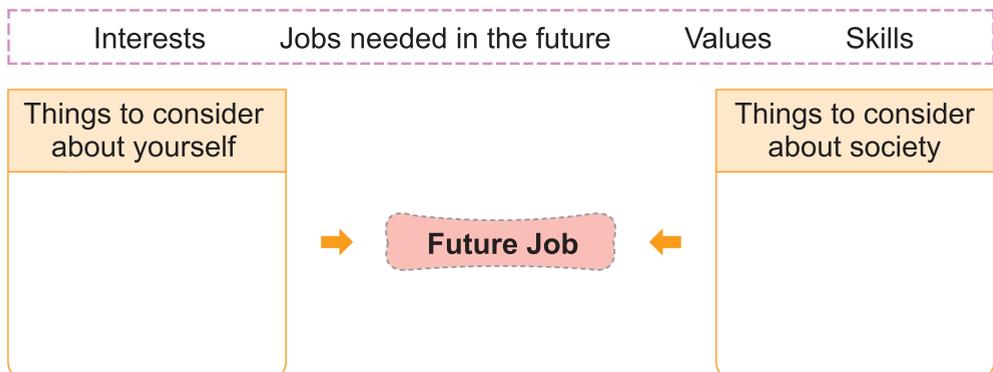
A Choose the best answers.

- What is the passage mainly about?
 - Getting an interesting job.
 - How to make a lot of money.
 - Things to consider when choosing a job.
 - Hobbies which are helpful for a future job.
- What do fire fighters probably value most about their jobs?
 - Making money.
 - Having more free time.
 - Helping others.
 - Solving problems.
- According to the passage, why will different jobs be needed in the future?
 - Because society changes.
 - Because the kinds of jobs increase.
 - Because money is more important than time.
 - Because people are not satisfied with their jobs.

B Check T for true or F for false.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Your hobby is not related to your future job. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. When choosing a job, the most important thing you should consider is your interests. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Money can be less important if you value free time in your career. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. It is not difficult to predict what kinds of jobs will be necessary. | <input type="checkbox"/> | <input type="checkbox"/> |

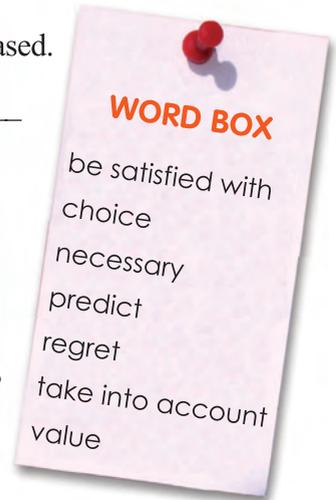
C Read the passage again. Fill in the table using the words given.



Words and Phrases

Fill in the blanks. Use the words in the **WORD BOX**. Change the word forms if necessary.

1. I'm a cook. When people _____ my food, I'm pleased.
2. When you visit the old palace, you must _____ its history.
3. I _____ I did not listen to your advice.
4. It is too early to _____ who will win.
5. Exercise is _____ for good health.
6. What influenced you most in your _____ of car?
7. People don't know the _____ of health until they lose it.



Pronunciation

A Listen and read the sentences.

1. This will give you the best idea about which future job you might enjoy.
2. In others, you may have a lot of free time, but then not get paid much.

B Listen and repeat. Make sure you pause between each sense group.

1. So, the first thing you should consider is what you like to do.
2. So, we should consider what kinds of jobs will be necessary in the future.

C Learn this chant. Can you sing it with your book closed?

When you're looking for a job, consider what you like to do.
When you're looking for joy, consider what you can do well.
Remember you need your job to enjoy your life.
Remember you need your job to live a happy life.



Structure

- **The** first thing you should consider is what you like to do.
- Think about some of **the** hobbies that you have.
- This will give you **the** best idea about which future job you might enjoy.
- **A** man walked up to a policeman. **The** man asked the policeman the way to the park.
- I can speak English. I want to visit **the** United States.

A Choose the correct words.

1. The old people / Old people often forget the things / things.
2. I like talking to the old ladies / old ladies who live in that house.
3. The flowers / Flowers are beautiful. Thank you very much!
4. That's the most / most important thing in my life.
5. Sorry, I don't speak the Japanese / Japanese.
6. My uncle works in the China / China.

B Complete the sentences with **the** or **X (nothing)**.

1. – Where is _____ phone? – In _____ kitchen.
2. She has always been interested in _____ dogs.
3. _____ first thing that you should remember is to turn off your mobile phone.
4. She wants to learn _____ Chinese.
5. I will play _____ basketball this weekend.
6. This is _____ most crowded market I've ever been to.

reporter

teacher

fashion designer

fire fighter

actor

director

tourist

artist

C Complete the sentences.

1. Someone who teaches you is a _____.
2. A person who visits a place on holiday is a _____.
3. An expert who paints or draws pictures is an _____.
4. A person who puts out fires is a _____.

Writing

A Put in a / an or the.

There is **1.** _____ mountain far away.
 And on **2.** _____ mountain, **3.** _____ tree stands.
 And on **4.** _____ tree, there is **5.** _____ branch.
 And on **6.** _____ branch, there is **7.** _____ nest.
 And in **8.** _____ nest, there is **9.** _____ egg.
 And in **10.** _____ egg, there is **11.** _____ bird.
 One day **12.** _____ bird will fly.

B Think of your dream job and complete the table like the example.

	Wang Dandan	Your own
What do you enjoy doing?	drawing	
What do you want to be in the future?	artist	
What will you do for your dream?	draw every day / study art in Paris	

C Write about your dream job using the table above in B like the sample writing.

Drawing is my favorite hobby. Therefore, I want to become an artist in the future. The most important thing is practice. I must practice drawing every day. In the future I hope to study art in Paris. I will do my best to realize my dream. My dream will come true someday.

Working Together

- A** Form groups of four. Think of jobs that may become more popular in the future. Ask your group members the questions below and fill in the table.



- Questions** What jobs do you think will be popular in the future?
Why do you think so?

Name	Popular job	Reason
Mike	24-hour home computer manager	As almost every home is using computers, there will be a need for people who can visit homes and fix computers 24 hours a day, 365 days a year.

- B** Introduce your group members' opinions to the class.

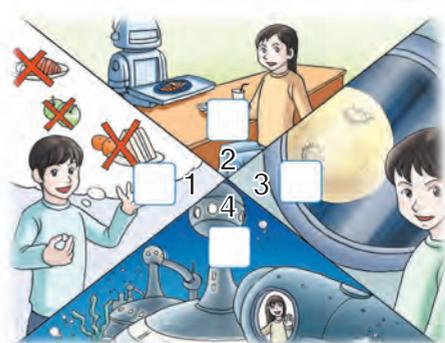


Mike thinks a 24-hour home computer manager will be popular in the future. Because almost every home is using computers and will need someone who can visit homes and fix computers 24 hours a day, 365 days a year.

The Future World

Getting Ready

- A** Look at the pictures that show how our future life might be. Match the pictures with the correct sentences.



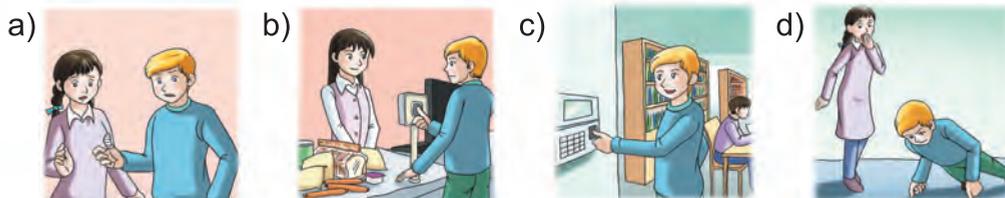
- a) I am going to the moon for vacation.
- b) I am eating pills instead of food.
- c) I am using a submarine instead of a bus.
- d) This robot is serving me.

- B** Do you agree or disagree with the following opinions about life in the future? Check **Agree** or **Disagree**.

Opinions about future	Agree	Disagree
1. Doctors might have medicines for every disease.		
2. Students might not go to school.		
3. Robots might do all the work for us.		
4. Cars might fly through the sky, so we might not need roads any more.		

Listening

- A** Listen to the dialog. What are Zhang Wei and Tim speaking about?



B Listen again. Check **T** for true or **F** for false.

1. Tim says that fingerprints will replace credit cards in the future.
2. Our fingerprints are very different from each other.
3. Tim guesses using fingerprints to buy things can be good and bad.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Speaking

A Practice the dialog with your partner.

I think that we might live under the sea in the future.

Big towns might be built under the ocean surface.

Yeah, but we should be careful about sea pollution.



Really? How?

That sounds great! Then, we won't have to worry about housing any more.

I guess it can be good and bad.

B Choose the correct expression for each blank from **Key Expressions**. Practice the dialog with your partner.

1. *A*: The weather forecast says that the weather is going to be very nice next week.
B: _____
2. *A*: Mobile phones are very convenient, but they are not good for our health.
B: _____

Key Expressions

Then, we won't have to worry about our picnic next Saturday.

I guess they can be good and bad.

Reading

Before Reading

Think about how our life in the future might change. Discuss it with your partner.



food



housework



books



disease

Reading — The Future World

What will the world be like in a hundred years? Will it be better or will it be worse than today in a hundred years?

Some say life will be very comfortable in the future. People may not have to work very hard. Machines and robots will do all the work for us. But others worry that humans might get lazy and become stupid. If machines take over people's jobs, people will forget important skills and knowledge.



Many imagine a future with no pollution or traffic. Scientists are already making cars that can run using clean energy. Maybe soon, we may not need roads at all. Future cars might be able to fly in the sky! On the other hand, modern life is making more and more people move into big cities. As a result, cities are growing bigger. Imagine a city with millions of cars flying in the sky. Traffic could still be a problem! How will we handle all the garbage? The Earth may easily become more polluted.

It is true that scientists are finding cures for many diseases. So, many people imagine a future with no sickness or hospitals. However, the lifestyle of people today is not as healthy as it was in the past. People often sit in front of the TV or computer for many hours. They eat fast food. There are more unhealthy people today than ever before. In the future, sickness may be a bigger problem than it is now.

So what will the world be like in a hundred years? Hopefully, robots will improve our life — not just replace us. With careful planning, technology can be used to clean up the environment — not pollute it. Perhaps, people will learn to live healthier. It is up to us to make the future better than today.

After Reading

A Choose the best answers.

1. What is a bad thing about having robots and machines do all the work?
 - a) People might not be diligent and smart.
 - b) People might lose their friends.
 - c) People can be attacked by robots.
 - d) People have to manage machines for 24 hours.
2. What possible problem is not mentioned in the world of the future?
 - a) Trash.
 - b) Traffic jams.
 - c) Illness.
 - d) Violence.
3. According to the passage, how should we use robots in the future?
 - a) We should make good use of them.
 - b) We should get rid of them.
 - c) We should change them into humans.
 - d) We should make as many robots as possible.

B Check T for true or F for false.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. We might not need roads in the future because of flying cars. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. People will not move to the cities in the future because of improved transportation. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. We cannot do anything to make the future better. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Despite unhealthy eating habits, people will be healthy in the future. | <input type="checkbox"/> | <input type="checkbox"/> |

C What is your opinion about the following sentences.

	Your opinion
Cities will still have traffic problems.	→ <input type="text"/>
The Earth may easily become more polluted.	→ <input type="text"/>
Sickness may be a bigger problem than it is now.	→ <input type="text"/>

Words and Phrases

Fill in the blanks. Use the words in the **WORD BOX**. Change the word forms if necessary.

1. Computers are an important part of _____ life.
2. My uncle has fast food for lunch and never works out. He doesn't have a healthy _____.
3. After he _____ the company, he changed the whole system.
4. Lots of people are dying of a serious disease, so scientists are doing their best to find a _____.
5. It is _____ you to have good friends.
6. _____ has improved the quality of life.
7. He _____ the situation very well, so we didn't feel confused any more.



Pronunciation

A Listen and read the sentences.

1. What will the world be like in a hundred years?
2. There are more unhealthy people today than ever before.

B Listen and repeat. Make sure you pause between each sense group.

1. On the other hand, modern life is making more and more people move into big cities.
2. However, the lifestyle of people today is not as healthy as it was in the past.

C Learn this chant. Can you sing it with your book closed?

I imagine the future. How wonderful!
We will have flying cars in the future.
We will have robot friends in the future.
I look forward to the future. How fantastic!



Structure

- The Earth **may become** more polluted.
- Humans **might get** lazy.
- Traffic **could be** a problem in the future.

A If the sentence expresses possibility, put a check next to the box.

1. I might go to the party, but I'm not sure yet.
2. Because this chair is empty, you may sit here.
3. With luck, tomorrow could be a sunny day.
4. They may have some information about the flight.
5. When I was young, I could run five miles.

B Complete the sentences using the words from the box below.

could catch

may not go

might rain

1. It is cloudy. It _____ this afternoon.
2. My sister has a fever. She _____ to school.
3. He will take a taxi to get to the station. He _____ the train.

- I want to live in the city. **However**, it is not easy to get a job in the city.
- He hurt his leg by accident. **As a result**, he gave up the tennis game.
- I enjoy climbing. **On the other hand**, my sister enjoys swimming.
- Do something for your health. **For example**, exercise every day.

C Complete the sentences using the words from the box below.

1. There was a big fire. _____, he lost his whole house.
2. I want to tell him the truth. _____, I don't want to hurt his feelings.
3. The two sisters look different. _____, one is tall and the other is short.
4. I didn't want to go to the party. _____ I had to go there.

however
for example
as a result
on the other hand

Writing

- A** Rewrite the following sentences with **may / might** or **may not / might not** like the example below.

Example

It's possible that I'll watch TV. → I may (might) watch TV.

1. It's possible that I'll not go to work.
→ _____
2. It's possible that Mom will get a sandwich for me.
→ _____
3. It's possible that it will rain today.
→ _____
4. It's possible that Jean will not have time to go out.
→ _____

- B** Answer the questions using complete sentences with **may, might, or could**.

1. Where are you going to live in 2050?

2. What would you do for a living in 2050?

3. What kind of transportation will you use in 2050?

4. How are you going to pay for things in 2050?

- C** Write five things that you **may (might / could)** do in a day in 2050. Use the sample writing as a guide.

The Things I Might Do on a Day in 2050

I might go to work with my own flying car. I could go to New York to meet my cousin and come back to Beijing in 2 hours. Next, I might talk with my grandfather living on Mars using a computer. And then, I may drop by a store and pay for a product with my fingerprint. I would return home by my flying car. In the evening, I might have my robot prepare my dinner.

Working Together

A Look at the following pictures. How will these things change in the future? Discuss it with your partner.



transportation



housing



climate



I think we will use flying cars in the future. I don't think we'll use trains or buses any more. So, there might not be traffic jams because the sky is so huge and we can make new traffic routes in the sky.

B Now choose one thing from the pictures in Activity A. Draw how it will be different in the future.



C Now show your picture to your classmates and talk about what it means.

Ender's Game

Getting Ready

A Look at the movie scenes about aliens. Match the pictures with the sentences that best describe the movie scenes.









- a) An alien is about to attack a man.
- b) An alien is showing one of its amazing abilities.
- c) Something terrible makes people feel scared.
- d) Some boys and an alien are riding bicycles together.

B Put a check next to the word that is different from the other words.

- | | | | |
|------------------------------------|----------------------------------|--------------------------------------|------------------------------------|
| 1. <input type="checkbox"/> planet | <input type="checkbox"/> destiny | <input type="checkbox"/> outer space | <input type="checkbox"/> the Earth |
| 2. <input type="checkbox"/> battle | <input type="checkbox"/> fight | <input type="checkbox"/> attack | <input type="checkbox"/> cost |
| 3. <input type="checkbox"/> enemy | <input type="checkbox"/> force | <input type="checkbox"/> fiction | <input type="checkbox"/> army |

Listening

A Listen to the dialog. Fill in the blanks of the table.

Cause	Effect
1. There might be too many _____ on the Earth.	People might live on the _____ some day.
2. The Earth will become too _____.	

B Listen again. Check **T** for true or **F** for false.

1. Tim and Wang Dandan are talking about space travel.
2. Tim thinks Earth is beautiful, but the moon is not.
3. Wang Dandan doesn't agree that the moon is not beautiful.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Speaking

A Practice the dialog with your partner.

Do you want to go to watch a movie tonight?

Maybe you're right. I don't like waiting in long lines.

I couldn't agree with you more.



It's Saturday, so there might be too many people at the theater.

Neither do I. Let's watch the movie on a weekday. There might be less people then.

B Choose the correct expression for each blank from **Key Expressions**. Practice the dialog with your partner.

1. *A*: Mom, I'm hungry. Do we have anything to eat?
B: Yes. _____
2. *A*: We should do something to save the Earth from pollution.
B: _____

Key Expressions

There might be some sandwiches in the refrigerator.

I couldn't agree with you more.

Reading

Before Reading

Look at the pictures. Find out which items you can recycle and how. Share your ideas with your partner.



Reading – Reduce, Reuse, Recycle

Many years ago, people never thought about buying drinking water. But today, millions of people must buy drinking water because clean water is getting hard to find. This is just one example of a huge problem. There aren't enough resources left — trees, water, oil, fish, animals, or clean air — for our future. If we continue to waste these natural resources, our life will get much more difficult. One day, we may even have to pay for the air that we breathe! But it is still not too late. There are things that we can do to make things better. We can remember the “3R's” : Reduce, Reuse, and Recycle. Let's think about what these three words mean.

To reduce means to use less. Here are some simple things that you can do to reduce waste.

- Turn off the water while you brush your teeth.
- Take a cloth bag when you go shopping so you won't need to use plastic bags.

To reuse means to use something again. How can you reuse things? Here are some examples.

- Buy things that you can fill again and again, like refillable pens and refillable shampoo bottles.
- Use both sides of a sheet of paper before you use a new one.

To recycle means to make something new from used things. Fortunately, recycling is now a common practice in most parts of the world. Here are some materials that can be recycled.

- Paper
- Glass
- Plastic
- Metal

Please remember to reduce, reuse, and recycle. If you do this, the quality of life will improve for us and our children.



After Reading

A Choose the best answers.

1. Why is Ender watched by the government?
 - a) Because the government knew he was in danger.
 - b) Because the government thought he was too violent.
 - c) Because the government thought he could save the Earth.
 - d) Because the government thought he knew many secrets about the Earth.
2. Where does Ender learn how to fight the Buggers?
 - a) In a special school on Earth.
 - b) In a school in outer space.
 - c) In a government training center.
 - d) In Buggers' school.
3. Why does Ender decide to help the Buggers?
 - a) Because he felt bad about what he had done.
 - b) Because he felt happy to win the last battle.
 - c) Because he knew that the Buggers saved him.
 - d) Because the Buggers wanted to fight the humans.

B Check T for true or F for false.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Ender learns about war, about friendship, and about himself. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The games that Ender plays are not games. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Ender doesn't destroy the Buggers' planet because he feels guilty. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Ender's new mission is to find a new planet for humankind. | <input type="checkbox"/> | <input type="checkbox"/> |

C Read the passage again. Number the sentences in the correct time order.

- 1 There once lived a smart boy named Ender.
- At the school, he learned how to fight the Buggers and many other important things.
- Feeling guilty, he decided to find a new planet for the Buggers.
- Ender was sent to a special training school outside the Earth.
- He was so talented that the government was interested in him.
- In the last test, Ender destroyed the Buggers' planet.
- He discovered that the games were real battles.

Words and Phrases

Fill in the blanks. Use the words in the **WORD BOX**. Change the word forms if necessary.

1. We can travel in _____ by space ship.
2. It was the most important event in the history of _____.
3. The lion quickly _____ the cow and hurt it badly.
4. The boy felt really _____ for telling a lie to his father.
5. Jiuquan space launching site is _____ in Gansu Province.
6. Jane thought that it was her _____ to marry Tom.
7. He had a car accident and his life was _____.



Pronunciation

A Listen and read the sentences.

1. If the Earth is attacked by aliens in the future, who will save our planet?
2. The story begins when Ender is just six years old.

B Listen and repeat. Make sure you pause between each sense group.

1. The school uses games to teach Ender how to fight the Buggers.
2. He later learns that the Buggers never really wanted to fight against the humans.

C Learn this chant. Can you sing it with your book closed?

I like movie heroes. I like movie aliens!
They look funny. They look special.
They have super powers. They use them for us.
I want to be friends with them. It will be nice.



Structure

- **Although** Ender destroys the Buggers by destroying their planet, it is at a great cost.
- **Though** there was a snowstorm, all the trains were on time.
- **Even though** we didn't win the game, it was a lot of fun.

A Change the sentences using the given word like the example.

Example

She was sick, but she took part in the race. (though)

→ Though she was sick, she took part in the race.

1. She lives far from her school, but she is never late for school. (although)
→ _____
2. He isn't a successful businessman, but he is a successful father. (although)
→ _____
3. I love snowy days, but I hope it will stop snowing. (even though)
→ _____
4. My grandpa is very old, but he enjoys climbing every weekend. (though)
→ _____

B Match the two parts of the sentences.

1. We did a great job, • • although she was only ten.
2. Even though she is young, • • you must do it.
3. Though you don't like it, • • though our team lost.
4. She took care of her sisters, • • she has a lot of gray hair.

C Choose the correct words.

1. He is not happy **though** / **if** he is rich.
2. **Although** / **Because** my car broke down, I was late.
3. We have to exercise regularly **so that** / **though** our bodies keep healthy.
4. I'll take this shirt **even though** / **unless** it is expensive.

Writing

A Choose the phrases and complete the sentences using **although**.

summer is a fun season

I don't understand Korean

this may sound strange

they spent only three days together

1. _____, they became good friends.
2. _____, I can't stand the heat.
3. _____, I enjoy Korean popular songs.
4. _____, scientists say that it's true.

B Complete the sentences like the example below.

Example

Although it was very cold, my friends and I went swimming in the lake.

1. Although I was late for school, _____.
2. Though I was very tired, _____.
3. Even though I'm not a top student, _____.

C Think about how you will feel and what you will do supposing that you are Ender. Write a letter to Ender using the sample writing as a guide.

Dear Ender,

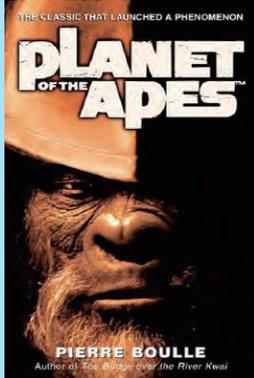
When I found out that the games were real battles, I felt so surprised. I wonder why the people told you such a lie. Although they might have had a reason, I can't understand them.

By the way, it was very brave of you to meet the Buggers and say sorry for destroying their planet. I'm sure that you will do your best until the Earth people and the Buggers become true friends, not enemies. Cheer up, Ender!

From your fan

Working Together

- A** Make groups of four. Choose a book or a movie about our future. Then complete the information as in the sample.



The name of the book: Planet of the Apes

Writer: Pierre Boulle

Type of work: Science Fiction (SF)

Published by: Ballantine

Review: Three spacemen land on a strange new world. Chimpanzees rule this new world. Human beings in this new world are shot for sport by chimpanzees and rounded up into zoos like animals. In the end, it becomes clear that this Planet of the Apes is Earth in the future.

The name of the book / movie: _____

Writer / Director: _____

Type of work: _____

Published / Made by: _____

Review: _____

- B** Introduce the book or movie in front of your classmates. Ask and answer questions.



What do you like about the book?

I'm interested in the fantastic ape-world in the book. If you read this book, you will be surprised at the writer's imagination.



Review

Words and Expressions

A Unscramble the letters of the word that matches the clue.

1. This is the use of science and engineering to build or make things, such as making businesses and factories better.

ctelnoyohg → ()

2. This describes the condition related to the present.

odmner → ()

3. This means telling in advance that something will happen.

deritpc → ()

4. This is a power that is believed to control what happens in people's life.

edntsiy → ()

B Choose the proper words and complete the sentences. Change the word forms if necessary.

outer space handle necessary locate value

- Air, water, and food are _____ for people and animals to survive.
- This machine is so simple that everybody can _____ it.
- Maybe they are aliens from _____.
- Our office is _____ in the city center.
- Everyone agrees on the _____ of friendship.

C Complete the phrases and then put them in the proper sentences. Change the forms if necessary.

on over into with

- be satisfied _____
- take _____ account
- _____ the other hand
- take _____

- Germany _____ Australia in 1938.
- Though he is poor, he _____ his situation.
- We should _____ her age _____ before giving her the job.
- I'd like to eat out, but _____ I should try to save money.

Write something in English every day.

Use new expressions you have just learned for your daily life and write them in your English diary. Writing in English means thinking in English!



Sounds

A Write the words in the correct columns, according to their stress pattern.



Oo	oO	Ooo	oOo	oOoo
	destroy			

B Listen and draw under the linking parts. Then read the sentences.

1. Think about some of the hobbies that you have.
2. It is not easy to predict the kinds of jobs that will be needed.
3. Hopefully, robots will improve our lives — not just replace us.
4. He learns not only about war, but also about friendship — and most importantly, about himself.

C Listen and draw / after the parts where you should breathe. Then read the sentences.

1. Here are some tips that will help you make the right choice.
2. One more thing you should consider is what is important in your life.
3. Scientists are already making cars that can run using clean energy.
4. The government watches Ender very closely because they feel that he might be the one to save humankind.

Listening and Speaking

Listen and practice with your partner.

1.



A: As your teacher, _____ you to take biology.

B: Do you really think that's necessary?

A: Yes. If you don't take biology, you might have trouble getting into medical school.

B: I didn't know that. Thank you for your advice.

A: No problem. _____ I'm here.

2. *A:* Dad, I forgot to take my key with me. Can you leave it in the mailbox for me?

B: No problem. I'll be at home all day.

A: Great. Then _____ worry about it.



3.



A: How will your trip be?

B: _____ it can be good and bad.

I heard the beach is so beautiful, but the food there is terrible.

4. *A:* I'm sick and tired of advertising mail.

B: Me, too. I think it should be controlled better.

A: I couldn't _____.



5.



A: How about going to a movie tomorrow?

B: Tomorrow is Saturday. I don't think there are any tickets left.

A: Believe that good things will happen.

_____ some tickets early in the morning.

Grammar

A Fill in the blanks using the words in the box below.

however although as a result for example

1. Mr. Smith made a big mistake; _____, he lost his job.
2. Studying geography is very interesting. _____, it's very difficult.
3. _____ she was really upset, she tried to be calm.
4. I've been to many countries. _____, America, Canada, Japan.

B Complete the sentences with **the** or **X (nothing)**.

1. _____ gold is expensive.
2. _____ car that Chen Lin has is red.
3. I really want to visit _____ U.K.
4. Soccer is _____ most interesting sport I have ever played.
5. _____ water is very important in our life. _____ water in this city is bad.
6. _____ food in that restaurant is very good. _____ service is good too.

C Circle the correct words.

Dear friend,

I'm sorry that I got mad at you this morning. Maybe I misunderstood what you said. In other words, I **could** / **might** not have understood what you said. Perhaps you were right. In other words, I **can** / **may** have been wrong. Will you forgive me?

With love,
Ling

Writing

A Look at the pictures. Complete the answers using **may**, **might**, or **could**.



1. What is James going to do this weekend?

→ He _____.
Or he _____.



2. How will the weather be tomorrow?

→ It _____.
Or it _____.



3. What did Wang Dandan probably eat for lunch?

→ She _____.
Or she _____.

B Rewrite each pair of sentences as one sentence using the given words like the example below.

Example

It stopped raining. The wind is still blowing. (though)

→ Though it stopped raining, the wind is still blowing.

1. The sun was shining. It wasn't very warm. (although)

→ _____

2. They don't agree. They continue to be friends. (while)

→ _____

3. They are twins. They look totally different. (even though)

→ _____

C Write out sentences using the words or phrases from the box below. Add **the** if necessary.

- 1. shoes / in this store / cheap
- 2. tourists / like / China
- 3. most famous / scientist / Einstein
- 4. gentleman / wearing a black hat / my father
- 5. Jane / won / first prize / music contest

1. The shoes in this store are cheap.

2. _____

3. _____

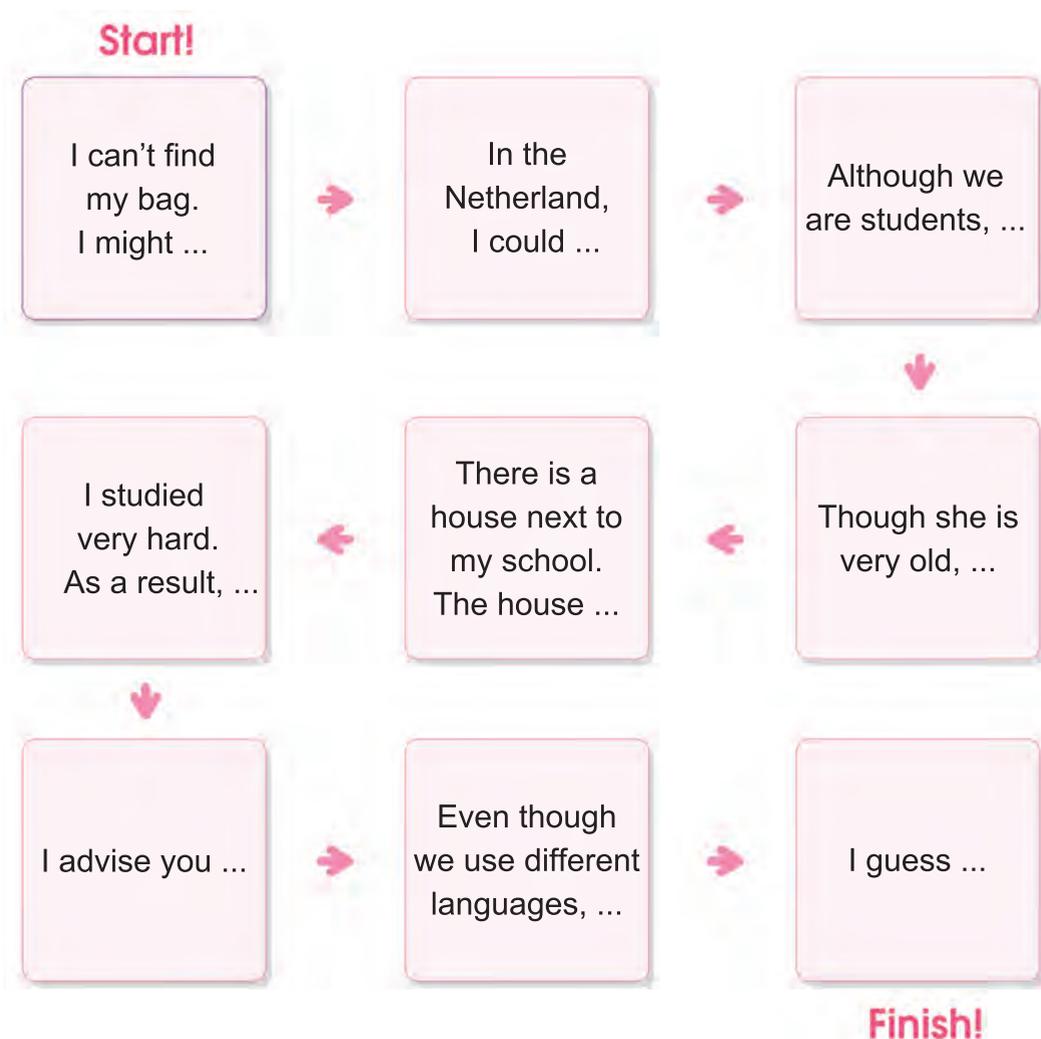
4. _____

5. _____

Project Work

Play the game.

- Make groups of four.
- Play a game of rock, scissors, paper.
- The winner makes a sentence using the words written on the board.
- If the player makes a correct sentence, he or she goes to the next card and continues. If the sentence is not correct, he or she goes back to the beginning and the next player takes a turn.
- The first player to get to the end of the board is the winner.



Notes to the Texts 课文注释

Unit 1

1. I'll keep my fingers crossed! 我将为你祈祷!

- keep *one's* fingers crossed 手指交叉 (祈求好运)
crossed 意思是“交叉的”“十字形的”，为形容词。就是中指和食指交叉，呈“X”形，就像十字架的形状，代表“好运”“上帝保佑你”。

例 - What terrible weather! Do you think we could go to the zoo tomorrow?

天气真是太糟糕了！你觉得我们明天还能去动物园吗？

- Let's keep our fingers crossed!

让我们祈祷好运吧！

2. According to a newspaper in England, more than 4 million people around the world play table tennis.

根据一份英国报纸的报道，在全世界有超过四百万人在打乒乓球。

- according to ... 根据……

例 You can make pancakes according to the recipe. 你可以按食谱做薄煎饼。

3. Despite this fact, the best table tennis athletes today are not from England.

尽管事实如此，现今最好的乒乓球运动员却不是英国人。

- despite ... 尽管……
despite 后面接名词或名词词组。

例 Despite the difficulties, he finished his work on time.

尽管困难重重，他还是按时完成了他的工作。

4. People call her one of the best table tennis athletes ever.

人们认为她是至今最棒的乒乓球运动员之一。

ever 可与比较级、最高级连用，译为“至今”。

例 I think she is the best actress ever. 我认为她是至今最优秀的女演员。

5. **However, this did not make her give up.** 然而，这并没有让她放弃。

• make *somebody do something* 让某人做某事

例 He had to make me leave. 他不得不让我离开。

• give up 放弃

后面可接名词或动词 *-ing* 形式，表示“放弃某事物”或“放弃做某事”。

例 Never give up your dream. 永远不要放弃你的梦想。

You must give up smoking. 你必须戒烟。

6. **One year later, the national team changed their mind.**

一年后，国家队改变了他们的想法。

• change *one's* mind 改变某人的想法

例 He always changes his mind. 他总是改变主意。

7. **She was named one of the top ten athletes in China for six years straight.**

她连续六年被提名为中国十佳运动员。

• top ten 十佳，最杰出的十位

例 Her name is in the list of top ten female singers of 2012.

她的名字在2012年十佳女歌手的名单里。

• straight 连续地

例 He's been without sleep for three days straight. 他已经连续三天没有睡觉了。

8. **Deng Yaping is only 1 meter 50 centimeters tall, but she never believed she was too short for anything.**

邓亚萍身高只有 1.5 米，但她从不相信有什么事是因为个子矮而做不到的。

• 1 meter 50 centimeters tall 身高 1.5 米

描述某人的身高要用 tall，而不用 high。

例 The boy is 150 centimeters tall. 那个男孩身高 150 厘米。

Unit 2

1. **I am dying to listen to you playing the guitar.** 我非常渴望听到你的吉他演奏。

• *be dying to do ...* 渴望做……

dying 是 *die* 的现在分词形式，字面理解为“不惜生命想做某事”，引申为“非常渴望做某事”。

例 I am dying to see you. 我非常渴望见到你。

2. **They wear special jackets with hanging bells, and he follows the sounds made by the bells.**

他们穿着挂有铃铛的特制夹克，他就随着铃铛所发出的声音前进。

• *with hanging bells* 介词短语作后置定语，修饰 *jackets*。

• *made by the bells* 分词短语作后置定语，修饰前面的 *sounds*。

3. **After training hard for many years, Eric decide to climb Mt. Qomolangma.**

经过多年的刻苦训练，艾瑞克决定攀登珠穆朗玛峰。

• *decide to do something* 决定做某事

例 He decides to go to Beijing alone. 他决定独自去北京。

4. **His friends weren't worried, either.** 他的朋友们也不担心。

• *either* 也

当 *either* 译为“也”时，只用于否定句中，是副词，且常用于句末。

例 I haven't seen the movie and my brother hasn't either.

我没看过这部电影，我弟弟也没看过。

5. **On the last day of the climb, they couldn't start until 9 p.m. because of bad weather.**

在攀登的最后一天，由于天气恶劣他们直到晚上九点钟才开始攀爬。

• *not ... until ...* 直到……才……

例 Jake can't go to the park until weekend. 直到周末杰克才可以去公园。

6. **Due to his blindness, he has been climbing that way his whole life.**

由于眼睛看不见，所以他这一生都是以那种方式攀登的。

• *due to ...* 由于……

due to 引导的介词短语用于说明理由，后面接名词或动词 *-ing* 形式，与 *because of ...*

表达的意思相同。上面的句子还可以表达为：Because of his blindness, he has been climbing that way his whole life.

例 Due to the fog, the train was late. 由于有雾，火车晚点了。

Unit 3

1. While he was growing up, he always dreamed of flying through the air.

在他成长的过程中，他一直梦想着在天空翱翔。

- grow up 成长，长大
grow 可以指人的成长，还可以指种植或栽培某种植物。

例 We grow up every day. 我们每天都在成长。

I grow flowers in my garden. 我在花园里种花。

2. Therefore, he planned to become a pilot. 因此，他计划成为一名飞行员。

- become 变成，成为
become 多指身份、职业等的改变。

例 She became a famous writer. 她成了一位著名的作家。

3. On October 14, 2003, Yang Liwei was told that he was going to be the first Chinese astronaut to travel in space.

2003年10月14日，杨立伟接到通知，他将会成为第一个遨游太空的中国宇航员。

- was told 此处用被动语态表示杨立伟被别人告知、通知。
- to travel in space 动词不定式做后置定语，修饰 astronaut，译为“遨游太空的”。

4. On October 15, 2003, Yang Liwei boarded the spaceship Shenzhou-5 that was going to blast off for space.

2003年10月15日，杨利伟登上即将升入太空的神舟五号飞船。

- board 登上（船、车、飞机等）
board 在本句是“登上飞船”的意思，为动词。board 还可以指“板”“木板”，为名词。例如：blackboard 黑板。

例 The passengers boarded the plane at 9 a.m. 旅客们上午九点登上飞机。

There is a board on the wall. 墙上有一块板子。

· blast off 发射，升空

例 The spaceship blasted off at 14:30. 宇宙飞船在十四点三十分发射升空。

5. When he returned to Earth from space, Yang Liwei was a hero!

当杨利伟从太空返回地球时，他成为了一名英雄！

· return to 返回

return to 指回到原来的位置，相当于 go back。另外，还有“归还”的意思，相当于 give *something* back。

例 Tom didn't return to America until 2002. 直到 2002 年汤姆才回到美国。

I have to return these books to the library today.

我不得不在今天把这些书还给图书馆。

Unit 5

1. Have you ever heard about the bird that can speak nearly a thousand words?

你听说过那只几乎能说一千个单词的鸟吗？

· Have you ever heard about ... ? 你曾经听说过……吗？

例 Have you ever heard about the fire? 你曾经听说过有关那场大火的事吗？

2. I read it in the *Guinness Book of World Records*.

我在《吉尼斯世界纪录》一书中读到过它。

《吉尼斯世界纪录》(*Guinness Book of World Records*)是根据休·比弗爵士的设想，由诺里斯·麦克沃特和罗斯·麦克沃特编辑创立，第一版于 1955 年问世。《吉尼斯世界纪录》集世界上最好、最坏、最美、最怪、最惨、最伟大的事物为大全，内容包括人类世界、生物世界、自然空间、科技世界、建筑世界、交通运输、商业世界、艺术欣赏、人类潜能、体育世界、社会政治等类别，收录了许多光怪陆离、难以想象的纪录。

3. Maybe you picture a zoo in your mind, or you may think about pets like dogs or cats.

也许在你的大脑中会想象到一个动物园，或者你会联想到猫或狗一类的宠物。

· picture 想象，设想

picture 是“形成图像”的意思，翻译为“想象”，此处作动词。picture 用作名词时，译为“图片”。

例 I can't picture the village without the old church.
我无法想象村子里没有那座旧教堂会是什么样子。

4. **For instance, there are horses that help people who cannot walk.**

例如，有些马可以帮助不能走路的人。

- 此句的结构是一个定语从句中包含着另一个定语从句。关系代词 that 引导的定语从句限定先行词 horses, that 在从句中作主语。who 在 that 从句中引导一个定语从句, 限定先行词 people, who 在从句中也作主语。
- for instance 例如
意思相当于 for example, 可放在句末。

例 Several of his friends came: Ben, Carol and Mike, for instance.

他的几个朋友来了, 有: 本、卡罗尔和迈克。

For example, I have problems with writing. 举例来说, 我在写作方面有些问题。

5. **In some American hospitals, dogs visit lonely patients so that they feel less lonely.**

在一些美国医院, 狗会探望孤单的病人, 让他们感觉不那么孤独。

- feel lonely 感觉孤单
lonely 意思是“孤单的”“寂寞的”, 可以作表语或定语修饰名词。

例 He is a lonely boy. 他是一个孤单的男孩儿。

I am lonely without my friends. 没有朋友们, 我是孤独的。

6. **They are very happy to have the company of a loving friend.**

他们很开心有喜爱的朋友陪伴。

- the company of ... 在……陪同下
在上面的句子中, company 译为“陪伴”, 作名词。

例 I go shopping with the company of my sister. 我在姐姐的陪同下去购物。

Unit 6

1. **It turned into a flower!** 它变成了一朵花。

- turn into 变成
A turns into B, 译为“A 变成 B”; turn A into B, 译为“把 A 变成 B”。turn into 通常用来表达人或物品的转变。

例 The sofa turns into a bed. 沙发变成床了。

In the story, the old woman turned the boy into a frog.
在故事中，老太婆把那个男孩变成了一只青蛙。

2. Let me tell you how I became interested in magic.

让我来告诉你我是怎么对魔术产生兴趣的吧。

- become interested in ... 变得对……感兴趣

词组中的 become 是强调转变的动作和过程，说明原来不感兴趣或不太感兴趣的变得感兴趣了。介词 in 后面接名词、动名 *-ing* 形式或代词。

例 I became interested in piano. 我开始对钢琴感兴趣了。

I became interested in playing the piano. 我对弹钢琴变得有兴趣了。

Everybody becomes interested in her. 大家都开始对她感兴趣了。

3. One rainy day, my uncle came to visit our home.

一个下雨天，我的叔叔到我家看望我们。

- come to visit 来看望，来参观

例 When can we come to visit you? 我们什么时候可以去看望您？

Lots of visitors come to visit the Great Wall. 许多游客来参观长城。

4. It was so interesting that I wanted to learn how he did it.

这个魔术如此有趣以至于我想跟他学是怎么做的。

- so ... that ... 如此……以至于……

表示由于前面的原因而导致后面的结果，引导结果状语从句。

例 The boy ran so fast that I couldn't catch him. 小男孩跑得如此快以至于我没抓到他。

5. It was really kind of him to do this, since magicians don't like to tell their secrets.

他能这么做实在是太好了，因为魔术师们都不愿意说出他们魔术的秘密。

- be kind of somebody to do something 某人能做某事太好了

在 to do this 中，this 指的是 tell their secrets。

例 It's kind of you to say so. 你能这么说太好了。

- since 因为

since 引导原因状语从句，表示对方已知的，无需加以说明的原因或事实，语气比 because 要弱。

例 Since he was lazy, he didn't finish his homework.

因为他很懒，所以他没有完成作业。

6. **Most magic is a type of trick on your eyes.**

大多数的魔术都是迷惑人眼睛这一类的把戏。

- a type of 一种，一类

例 This is a type of book that you like to read. 这是你喜欢读的一类书籍。

- on 对于

在此句中，on 后面的部分表示魔术迷惑的对象，是介词。

7. **Magicians make people pay attention to something else.**

魔术师让大家注意其他的东西。

- pay attention to 注意

在 to 后面加名词，译为“注意到某事物”；在 to 后面加动词 *-ing* 形式，表示“留心做某事”。

例 You must pay attention to your health. 你必须多注意你的健康。

Please pay attention to taking care of your baby. 请注意照顾好你的小孩。

8. **Let me give you an example.** 让我给你做个示范。

- give *somebody* an example 给某人示范，给某人举个例子

例 It's hard to understand, can you give me an example?

这太难理解了，你能给我举个例子吗？

9. **When you dip the tip of the “magic toothpick” into the water, the triangle will break apart.** 当你把神奇牙签的顶端浸在水里时，那个三角形就会分解开。

- dip ... into ... 把……浸到……中

例 He likes to dip the bread into the milk. 他喜欢将面包浸到牛奶中。

- break apart 分解，分裂

例 The country began to break apart. 国家开始分裂了。

Unit 7

1. **How about drinking plenty of water?** 多喝点水怎么样？

- plenty of 大量的

用来修饰可数名词和不可数名词，用法与 a lot of 或 lots of 相同。

例 There are plenty of eggs in the market. 市场上在出售大量的鸡蛋。

2. **What would you do if you were in my shoes?** 如果遇到我这种情况你会怎么做?

- What would you do if ... ? 如果……你会怎么做?
表示一种假设的情况, 在 if 从句中动词要用过去式。通常用于在假设情况下, 询问他人的意见或想法。

- *be in one's shoes* 站在某人的立场

例 Would you tell her the truth if you were in my shoes?

如果你站在我的立场, 你会告诉她真相吗?

3. **There is a saying, however, "Good medicine tastes bitter, but is good for the body."**
然而, 俗语说: “良药苦口利于病。”

- There is a saying ... 俗话说……
有时也会说 There is an old saying ... 译为“古语云……”或“有句古话……”。

例 There is a saying "An apple a day, keeps the doctor away."

有句俗语说: “一天一苹果, 医生远离我。”

4. **Zhang Wei has an experience related to this saying.**

关于这句俗语张薇深有体会。

- relate to 涉及, 有关
句中用过去分词 related to 作定语来修饰限定 experience。

例 I'm looking for a book related to body language. 我正在找一本有关肢体语言的书。

5. **And they say that it is better to eat cut-up garlic than whole garlic.**

并且他们说大蒜切碎吃比整个吃更好。

- it is better ... than ... ……比……更好
better 后面可接动词不定式。

例 It is better to make salad than cookies. 做沙拉比做饼干更好一些。

- cut-up 切碎的
在句中作定语, 修饰 garlic, 译为“切碎的”。

- * cut up 切碎

例 Cut up the carrots before you put them into the pot.

把胡萝卜切碎后再放进锅内。

6. **Why don't you eat some more?** 为什么不多吃一些呢?

- Why don't you ...? 为什么不……?

表示提建议，等同于 Why not ...? 这句话还可以表述为 Why not eat some more?

Unit 9

1. **I advise that you write things down so you don't forget.**

我建议你把事情记下来，那样你就不会忘记了。

- advise 建议

在此句中，advise 后面加 that 引导的从句作宾语，从句是 should + v. 的形式表达，通常省略 should。advise 常用的表达形式还有 advise sb. to do sth., 译为“建议某人做某事”。

例 The teacher advised that we read more books. 老师建议我们读更多的书。
= The teacher advised us to read more books.

2. **Some people are not satisfied with their jobs.** 有些人对他们的工作不满意。

- be satisfied with ... 对……感到满意

satisfied 译为“满足的”“满意的”，是形容词。

例 Are you satisfied with your food? 你对你的食物满意吗?

3. **Here are some tips that will help you make the right choice.**

这些建议能帮助你做出正确的决定。

- make the *right* choice 做出正确的选择

“做出错误的选择”可以表达为：make the *wrong* choice。

例 Make sure that you don't make the wrong choice. 你要确定没有做出错误的选择。

4. **So, the first thing you should consider is what you like to do.**

因此，你要考虑的第一件事就是：你喜欢做什么。

句子的主语是 the first thing, you should consider 是省略了关系代词 that 的定语从

句，修饰先行词 the first thing, what you like to do 作表语。

5. **It is not easy to predict the kinds of jobs that will be needed, but we should take it into account.**

想要预测出哪些工作急需用人不是件容易的事，但是我们也应该把它列入考虑范围。

• take ... into account 把……考虑在内

例 They had to take the baby into account when they wanted to go out.

当他们要外出时，他们不得不考虑如何将婴儿安顿好。

6. **It seems that there are so many things to consider before deciding your future job.**

似乎在决定未来职业之前你有很多事情要考虑。

• It seems that ... 看起来……，似乎……

seem 是系动词，that 后面的从句为表语从句，表达的是现在的情况。表达过去的情况时用 It seemed that ...

例 It seems that he is wrong. 看起来他错了。

It seems that he has known the secret. 他似乎已经知道那个秘密了。

7. **Therefore, try to consider what jobs will be needed in the future as well as your interests, values, and skills, and you will be happier with your job and life.**

因此，尽量把未来所需的职业与你的兴趣、价值、技能综合考虑，这样将来你所从事的工作和生活将会使你更开心。

• 句子 what jobs will be ... and skills 是由 what 引导的宾语从句，作 consider 的宾语。

• try to consider ..., and you will be happier ... 中的 and 连接两个句子，带有因果关系。通常前一句是祈使句，后一句表示结果。

例 Study hard, and you'll pass the exam. 努力学习，这样你才能通过考试。

Unit 10

1. **Then, we won't have to worry about housing any more.**

那么，我们就不用再担心住房了。

• not have to 无须，不必

例 We won't have to go out the building in this rain.

我们不必在这样的雨天走出大楼。

2. **If machines take over people's jobs, people will forget important skills and knowledge.** 如果机器接管人的工作，人们将忘记重要的技能和知识。

• take over 接管

例 He decides to take over the school. 他决心接管学校。

3. **Future cars might be able to fly in the sky!** 未来的汽车也许能在天上飞!

• be able to do something 能够做某事

强调有能力做某事，后面接动词原形。be 动词随着人称单、复数及要表达的时态而变化。

例 We are able to use computers to learn more. 我们能用电脑学到更多东西。

4. **With careful planning, technology can be used to clean up the environment — not pollute it.** 通过精心设计，科技可以被用于清理环境，而不是污染环境。

• with careful planning 通过精心设计

with 与后面的动词 -ing 形式短语组合构成介词短语，作方式状语。说明通过某种方式来达到目的。

例 With her help, I passed the exam. 在她的帮助下，我通过了考试。

• 破折号在后面的句子中起到进一步解释说明的作用。

例 I was neither happy nor unhappy — only surprised.
我不是高兴，也不是不高兴——只是感到惊奇。

5. **It is up to us to make the future better than today.**

让未来变得比现在更好就看我们的了。

• be up to somebody (to do something) (做某事) 取决于某人

例 It's up to him to decide it. 那件事由他决定。

- Shall we have some juice or milk? 我们喝点果汁还是牛奶?

- It's up to you. 你决定吧。

Unit 11

1. **Neither do I.** 我也不喜欢。

neither, 是副词, 译为“也不”, 用在主语前面的情态动词或助动词之前, 表示前面所说的情况与后者相同。Neither do I. 表示“我也不……”。如果表达“我也一样”, 则用 So do I.

例 She often goes to school by bus and so do I. 她经常乘公共汽车上学, 我也是。
They don't like singing and neither do I. 他们不喜欢唱歌, 我也不喜欢。

2. **What would you do if you were chosen to fight against the enemy?**

如果你被选中与敌人做斗争, 你将怎么做?

• fight against ... 与……做斗争

例 He is ready to fight against his destiny. 他已经准备好与命运做斗争了。

3. **Ender, a six-year-old boy, bravely faces his destiny.**

安德, 一个六岁大的男孩, 勇敢地面对自己的命运。

• 本句中 a six-year-old boy 指的就是 Ender, 作 Ender 的同位语。通常在同位语前后加逗号, 起补充、说明的作用。如果去掉同位语, 句子结构依然完整。

例 My two children, Jane and Tom, are very lovely.

我的两个孩子, 简和汤姆, 都很可爱。

• face 面对

face 在本句的意思是“面临”“面对”, 一般面对的是困难的局面, 是动词。

例 He faced the difficulty with courage. 他勇敢地面对困难。

4. **The government decides to send Ender to Battle School, a special school located in outer space.**

政府决定送安德去作战培训学校, 一所设于外太空的特殊学校。

• a special school located in outer space 是 Battle School 的同位语, 用来对 Battle School 作进一步解释说明。located in outer space 是过去分词短语作后置定语, 限定 special school。

• send ... to ... 送……去……

可以表达送某人或某物去某地 send *somebody / something to someplace*。

例 We sent Mary to the hospital. 我们把玛丽送到医院。

5. **Ender tries his best with each game until he passes the last test — the last game.**

每次比赛，安德都尽自己最大的努力，直到通过最后考验——终级竞赛。

- try *one's* best with ... 在……方面尽自己最大努力
表达在某件事情上尽自己最大的努力，with 后面接表示某件事情的名词。try *one's* best to *do something* 表达尽自己最大努力做某事。

例 Try your best with your exam. 尽你最大的努力去考试。

I'll try my best to win the game. 我将尽我最大的努力去赢得比赛。

6. **Although Ender wins the game, it is at a great cost.**

尽管安德赢得了这个比赛，但却付出了很大的代价。

- at a great cost 付出很大的代价
at a great cost 在句子中作表语。

例 He finished the difficult work at a great cost.

完成这项困难的工作，他付出了很大的代价。

Grammar 语法

Unit 1 使役动词在句中的应用

使役动词是表示使、令、让、帮、叫等意义的动词，主要有 let, have, make, help 等。这些动词在“主语 + 谓语 + 宾语 + 补语”的句式中，其宾语后的补语通常是不带 to 的动词不定式，即动词原形。

- 例如：(1) What **makes** the player **keep** practicing table tennis?
是什么促使这名运动员坚持乒乓球训练？
- (2) The little girl's father **had** her **play** table tennis every night.
小女孩的父亲让她每晚打乒乓球。
- (3) **Let** us **be** proud of her winning the world championship.
让我们为她获得世界冠军感到骄傲吧。

由上述例句可以看出 the player, her, us 分别是使役动词的宾语，而不带 to 的不定式 keep, play, be 是对宾语的补充说明，称为补语，此种“宾语 + 补语”所表达的语义在逻辑上构成主谓关系。

动词 help 其后的宾语补足语（动词不定式）带 to 或不带 to 都可以。

例如：She will help me (to) wash the dishes. 他将帮我洗盘子。

Unit 2 动词的现在分词与过去分词形式在句中的应用

1. 现在分词

动词原形加 *-ing* 形式除了作动名词外，还可用作现在分词。现在分词作定语，所表达的内容有“正在”或主动的含义，其用法如下：

- (1) 现在分词作定语，通常放在所修饰的名词前。

例如：The **sleeping** boy is Tom. 那个睡觉的男孩是汤姆。



- (2) 现在分词短语作定语，通常放在所修饰的名词后，相当于一个定语从句。

例如：The boys **playing** outside make too much noise.



在外面玩的男孩们弄出很大噪音。

2. 过去分词

过去分词作定语，所表达的内容有“已完成的”或被动的含义，其用法如下：

(1) 过去分词作定语，通常放在所修饰的名词前。

例如：Do not eat too much **frozen food**. 不要吃太多冷冻食品。



(2) 过去分词短语作定语，通常放在所修饰的名词后，相当于一个定语从句。

例如：The tree planted yesterday is a pine. 昨天栽的那棵树是松树。



3. 现在分词和过去分词在词组中作定语的固定表达

waiting room 候车室

running water 自来水

a **falling** star 流星

spoken language 口语

used paper 废纸

fried eggs 煎鸡蛋

Unit 3 目的状语从句；

表示地点(场所)的介词 (**from ... to ...**, **into**, **over**, **through**)

1. 目的状语从句

目的状语从句指从句部分用以补充说明主句中所述之事要达到的目的。目的状语从句通常由 **so that** 引导，并且谓语中常含有 **may, might, can, could, should, would** 等情态动词。

例如：Say it louder **so that** you can be heard by all. 大声说，以便大家都能听到。

I got up early **so that** I could catch the first bus.

我起得很早，是为了能够赶上头班公共汽车。

2. 表示地点(场所)的介词 (**from ... to ...**, **into**, **over**, **through**)

(1) **from ... to ...**

意思是“从……到……”，可以表示空间的跨越，也可以表示时间的跨越。

例如：I walk **from** my house **to** the park every morning.

我每天早晨从家步行至公园。

I was doing my homework **from 6:00 to 9:00** last night.

昨晚六点至九点，我一直在做作业。

(2) **into**

意思是“到……里”。

例如：The man jumped **into** the river and disappeared. 那个人跳进河里不见了。

(3) **over**

意思是“越过”，强调从上方穿过。

例如：The airplanes fly **over** the river every day. 飞机每天从河上飞过。

(4) **through**

意思是“穿过”，强调“从……中穿越”。

例如：We walked **through** the forest. 我们步行穿过森林。

Unit 5 关系代词 **that** 和连词 **that** 的区分

1. 关系代词 **that** 常用来引导定语从句。它指代先行词，同时在从句中作一定的句子成分。

例如: The *building* **that** stands by the river is our school. 河边的那座建筑是我们的学校。

本句中 *building* 是先行词, *that* 指代的的就是 *building*, *that* 在定语从句中又作主语。

例如: She is the a *singer* **(that)** I want to see very much. 她就是我很想要见到的歌手。

本句中 *singer* 是先行词, *that* 在定语从句中作宾语, 可以被省略。

2. 连接词 *that* 可用来引出名词性从句。当句子中的宾语从句是陈述语气时用 *that* 引导, *that* 在句子中只起连接作用, 在从句中不作句子成分。引出宾语从句的 *that* 常可以省略。

例如: I know **(that)** he has returned. 我知道他已经回来了。

He told us **(that)** he felt ill. 他对我们说他感到不舒服。

Unit 6 不定式的特殊用法 (II)

1. It is + 形容词 + for / of + 人 + 动词不定式

- (1) 我们在七年级下册的教科书中已经学习了由不定式或不定式短语作主语的句子。若句子主语太长, 通常用 *it* 作句子的形式主语放在句首, 将作真正主语的动词不定式 (或不定式短语) 放在句子的后部。

例如: **It** is not easy **to learn a foreign language well**. 学好一门外语是不容易的。

It is dangerous **to play in the street**. 在街道上玩耍是很危险的。

- (2) 带有逻辑主语的动词不定式的复合结构, 动词不定式的逻辑主语一般由 *for* 引出, 译为“对……来说”。但句子中若有对人品进行评价的形容词 (如: *kind, good, careful, careless, foolish, clever, rude, right, wrong, brave* 等) 出现时, 动词不定式的逻辑主语常由介词 *of* 引出。

例如: **It** is useful **for us to learn** English. 对我们来说, 学好英语是有用的。

It is kind **of you to help** her like that. 你那样帮助她真是太好了。

2. enough 与 too ... to 的应用区别

(1) enough

表示“足够……去做某事”, 一般用“形容词 + enough (for + 人) to do”的句式。此句式也可以与 *so ... that* 互换。

例如: The house is big **enough for us to live in**. 这房子给我们住足够大了。

The house is **so big that** we can live in. 这房子真大, 我们能住得下。

(2) too ... to

表示“太……而不能”。此句式也可以用 *so ... that* 的句式替代。

例如: He is **too young to go** to school. 他年纪太小不能去上学。

He is **so young that** he can't go to school. 他年纪太小不能去上学。

Unit 7 it 作先行主语的主语从句;派生构词法 (I)

1. it 作先行主语的主语从句

用作主语从句叫作主语从句。我们在本单元主要学习由 it 作先行主语 (句子中的形式主语) 置于句首, 而由 that 引导的从句作真正主语位于句后的这一类型。主要分为以下几类:

(1) It + be + 形容词 + that 从句

例如: **It is natural that they should have different views.**

他们有不同的观点是很正常的。

It's sure that our friends are all over the world.

我们的朋友遍布全世界是肯定的。

(2) It + be + 名词 + that 从句

例如: **It's a pity that he can't swim.** 真遗憾他不会游泳。

(3) It + 动词的被动语态 + that 从句

例如: **It's said that our team has won the first prize.** 据说我们队赢得了冠军。

It's reported that there will be a storm tomorrow. 据报道明天将有暴风雨。

2. 派生构词法 (I)

所谓派生构词法是指一个单词通过加前缀或后缀之后又构成另一个新词。

(1) 有些前缀可用来构成反义词:

例如: **un - untidy unfinished unlucky unable**
dis - disappear dislike disable disadvantage

(2) 有些前缀表示特定的含义, 如表示“重新”“再次”:

例如: **re - rebuild rewrite reuse recycle**

(3) 构成形容词的后缀:

例如: **- ful beautiful hopeful useful successful**
- ly friendly lovely weekly monthly
- al natural national personal central
- ing interesting surprising exciting scaring

(4) 构成副词的后缀:

例如: **- ly clearly suddenly finally sadly**

(5) 构成名词的后缀:

例如: **- ion action decision education invention**
- ment agreement movement development government

Unit 9 冠词与零冠词的基本用法;派生构词法 (II)

1. 冠词与零冠词的基本用法

冠词分不定冠词 (a, an) 和定冠词 (the) 两种。不定冠词是泛指某一类事物; 定冠

词是特指某一类事物。零冠词是指名词前没有不定冠词或定冠词，也没有其他限定词的现象。

(1) 定冠词用法：

- ① 重复前面提到的人或事物；

例如：He gave me a book. **The** book was very thick. 他给我一本书。那本书很厚。

- ② 表示说话人和听话人都明白其所指的人或事物；

例如：Close **the** window, please. 请关窗户。

- ③ 表示“一个种类”“一个种族”；

例如：**The** cow is a useful animal. 牛是有用的动物。

- ④ 修饰形容词最高级、序数词等内容；

例如：Bill is **the** tallest of the five. 比尔是五个人当中个头最高的。

- ⑤ 表述太阳、地球、月亮等世界上独一无二的事物；

例如：**The** moon has risen. 月亮已经升起来了。

- ⑥ 用在某些形容词前，表示某一类人或某种品质；

例如：**The** young should help **the** old. 年轻人应该帮助老年人。

- ⑦ 用在某些国名或政治组织名称前；

例如：**the** People's Republic of China 中华人民共和国
the United Nations 联合国

- ⑧ 用在某些地理名词前，如：江河、海洋、山脉、海峡等。

例如：**the** Nile 尼罗河 **the** Pacific 太平洋

(2) 零冠词的用法：

- ① 一般物质名词、抽象名词和专有名词前；

例如：**Music** can bring people pleasure. 音乐可以给人们带来欢乐。

- ② 泛指的可数名词表示一类人或事物时；

例如：Young **people** like to read books. 年轻人喜欢读书。

- ③ 表示学科、语言、三餐、球类等名词前以及在日期、月份、季节、节日等名词前；

例如：I like playing **basketball**. 我喜欢打篮球。

I had **breakfast**. 我吃早饭了。

English is my favorite subject. 英语是我最喜欢的科目。

- ④ 表示职位、头衔以及称呼的名词前；

例如：**Mom**, I'm home. 妈妈，我回来了。

- ⑤ 表示交通手段的介词短语中；

例如：by **bus / car / train / ship**

- ⑥ 某些固定短语中的名词前；

例如：watch **TV** 看电视 go to **bed** 去睡觉 go to **church** 做礼拜

2. 派生构词法(II)

构成表示“从事某项职业的人”的后缀：

- | | | | | |
|-----------|-----------|---------|----------|------------|
| (1) – er | driver | writer | reporter | teacher |
| (2) – or | actor | visitor | sailor | director |
| (3) – ist | scientist | artist | pianist | specialist |

Unit 10 情态动词 **may, might, could** 在句中的应用; 连接词 **however** 及常见固定搭配的词组

1. 情态动词 **may, might, could** 在句中的应用

may, might, could 都是情态动词，它们可以和一个动词原形构成谓语，作谓语时，词形上无人称和单、复数的变化。

- (1) **may** 通常用于陈述句，表示“可能”“可以”；也可用来提出问题。

例如：Jim **may** go to Nanjing. 吉姆可能要去南京。

May I use your phone? 我可以用你的电话吗？

- (2) **might**

- ① **may** 的过去式，表示“可以”“可能”。

例如：I thought you **might** stay with us. 我想你可以住我们这儿。

- ② 用来代替 **may**，谈论现在的情况，口气比 **may** 更婉转些。

- a. 表示“可以”。

例如：You **might** call me when you get home. 你到家时可以给我打电话。

- b. 表示“可能”“或许”。

例如：Mom **might** still be waiting for us there. 妈妈可能还在那里等着我们。

- (3) **could**

- ① **can** 的过去式，表示过去的情况。

例如：They said they **could** come earlier the next time. 他们说他们下次能早点来。

- ② 用来代替 **can**，说明现在的情况。

- a. 婉转地提出请求。

例如：**Could** you show me the way to the hospital?

您能告诉我去医院的路怎么走吗？

- b. 表示个人的看法、建议等。

例如：You **could** be right, I suppose. 我想你可能是对的。

We **could** write a letter to our teacher. 我们可以给老师写封信。

2. 连接词 **however** 及常见固定搭配的词组

连接副词通常用于连接句子或从句，表示前后句子之间的关系，如并列、因果、转折等，通常用逗号、句号或分号与前句隔开，与后句用逗号隔开。

- (1) **however** 意思是“然而”“可是”“但是”，表示转折关系。可置于句首，后面用逗号隔开；也可用在句中，前后都用逗号隔开。

例如：This is a simple process. **However**, there are dangers.

这是一个简单的方法，不过有些危险。

(2) 在英语中，常可见到一些固定搭配的短语或词组，它们具有一定的语义和句子功能。

① on the other hand 另一方面（表示并列）

例如：We have enough time. **On the other hand**, we have enough money.
我们有足够的时间。另一方面，我们也有足够的金钱。

② as a result 结果，因此（表示结果）

例如：His watch stopped. **As a result**, he was late for school today.
他的手表停了。因此，他今天上学迟到了。

③ for example 例如（表示举例）

例如：There are a lot of things to do. **For example**, help the poor.
有很多事情可以去做。例如：帮助穷人们。

Unit 11 让步状语从句

所谓“让步”，就是表示“虽然”“尽管”“即使”的含义，让步状语从句通常由 *though*, *although*, *while* 等从属连词引导。在大部分情况下，*though* 或 *although* 作为从属连词有时可相互交替使用，两个词的含义基本相同。

例如：**Though / Although** he is busy, he keeps learning a foreign language.
他虽然很忙，但坚持学一门外语。

The engineer didn't stop working, **though / although** he was very tired.
尽管很累，工程师仍不停地工作。

当从属连词 *though* 引出的从句表示非真实情况时，或 *though* 从句前带有强调词 *even* 时，不可以用 *although* 替代 *though*。

例如：**Though** everybody is late, I will not.
即使每个人都迟到，我也不会。

Even though it rains tomorrow, we will still go out.
即使明天下雨，我们依然会出去。

Words and Expressions in Each Unit

各单元单词和习惯用语

注：带 * 的词为非《英语课程标准》要求掌握的词。单词后的数字是指本单词第一次出现时所在的页码。
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			
talk show host	脱口秀主持人	2	
* related	/rɪ'leɪtɪd/ <i>adj.</i> 相关的	2	
* athlete	/'æθli:t/ <i>n.</i> 运动员	2	
century	/'sentʃəri/ <i>n.</i> 世纪;百年	2	
* participate	/pɑ:ɪ(r)'tɪsə(ɪ)peɪt/ <i>v.</i> 参加,参与	2	
* championship	/'tʃæmpɪən(ɪ)ʃɪp/ <i>n.</i> 锦标赛	2	
* female	/'fi:ɪ(ɪ)meɪl/ <i>adj.</i> 女性的	2	
* province	/'prɒvɪns/ <i>n.</i> 省	2	
disadvantage	/,dɪsəd'vɑ:ntɪdʒ/, /,dɪsəd'væntɪdʒ/ <i>n.</i> 不利条件;劣势	2	
* overcome	/'əʊvə(r)'kʌm/ <i>v.</i> 战胜;克服	2	
* attitude	/'ætɪtju:d/, /'ætə,tu:d/ <i>n.</i> 态度	2	
successful	/sək'sesfəl/ <i>adj.</i> 成功的	2	
crossed	/krɒst/ <i>adj.</i> 交叉的	2	
* despite	/dɪ'spaɪt/ <i>prep.</i> 尽管,任凭	4	
give up	放弃	4	
train	/treɪn/ <i>v.</i> 训练	4	
national	/'næʃənəl/, /'næʃənl/ <i>adj.</i> 国家的	4	
gold	/gəʊld/ <i>adj.</i> 金制的	4	
* medal	/'medl/ <i>n.</i> 奖牌	4	
produce	/prə'dju:z/, /prə'du:z/ <i>v.</i> 生产	6	
southern	/'sʌðə(r)n/ <i>adj.</i> 南方的	6	
			* treasure /'treʒə(r)/ <i>n.</i> 财富;宝物 6
			note /nəʊt/ <i>n.</i> 笔记;便条 7
			wheel /wi:l/ <i>n.</i> 轮子 8
			Unit 2
			blind /blaɪnd/ <i>adj.</i> 失明的 10
			deaf /def/ <i>adj.</i> 聋的 10
			happiness /'hæpɪnɪs/ <i>n.</i> 幸福;快乐 10
			disability /,dɪsə'bɪləti/ <i>n.</i> 残疾;无能 10
			* Stephen Hawking /sti:vən 'hɔ:kɪŋ/ 斯蒂芬·霍金 10 (英国科学家)
			Britain /'brɪtən/, /'brɪtn/ <i>n.</i> 英国;不列颠 10
			* universe /'ju:nɪvɜ:(r)s/ <i>n.</i> 宇宙;万物 10
			* equipment /'kwɪpmənt/ <i>n.</i> 设备;装备 12
			* eyesight /'aɪ(ɪ)sait/ <i>n.</i> 视力 12
			climber /'klaɪmə(r)/ <i>n.</i> 攀登者;爬山者 12
			bell /bel/ <i>n.</i> 铃;钟 12
			* challenging /'tʃælɪndʒɪŋ/ <i>adj.</i> 挑战性的 12
			* due /dju:z/, /du:z/ <i>adj.</i> 应归因于的 12
			due to 由于…… 12
			blindness /'blaɪndnəs/ <i>n.</i> 失明 12
			in the end 最后,终于 12
			reach /ri:tʃ/ <i>v.</i> 到达 12
			general /'dʒenərəl/ <i>adj.</i> 综合的;总的 13

lead /li:d/ <i>v.</i> 带领;引导	13	* fence /fens/ <i>n.</i> 栅栏	23
cancel /'kænsəl/ <i>v.</i> 取消;作废	14	active /'æktɪv/ <i>adj.</i> 活跃的;积极的	25
till /tɪl/ <i>prep.</i> 直到……为止	14	* Neil Armstrong /ni:l 'ɑ:mstrɒŋ/ 尼尔·阿姆斯特朗(第一个登上月球的人)	25
broken /'brəʊkən/ <i>adj.</i> 弄坏的;破碎的	15	Unit 4	
kick /kɪk/ <i>v.</i> 踢	16	beginner /bɪ'gɪnə(r)/ <i>n.</i> 初学者;新手	26
wife /waɪf/ <i>n.</i> 妻子,夫人	16	* challenge /'tʃælɪndʒ/ <i>v.</i> 挑战	26
basket /'bɑ:skɪt/, /'bæskɪt/ <i>n.</i> 篮子;筐	16	world record 世界纪录	26
* Hellen Keller /'helən 'kelə/ 海伦·凯勒 (美国盲聋女作家)	16	March of the Volunteers 义勇军进行曲	26
* wounded /'wu:ndɪd/ <i>adj.</i> 受伤的	17	list /lɪst/ <i>n.</i> 清单;目录	29
Unit 3		owner /'əʊnə(r)/ <i>n.</i> 拥有者;主人	29
* mission /'mɪʃən/ <i>n.</i> 使命;任务	18	* blooming /'blu:mɪŋ/ <i>adj.</i> 正开花的	30
* launch /lɔ:ntʃ/ <i>v.</i> 发射	18	* frozen /'frəʊzn/ <i>adj.</i> 冰冻的	30
* blast /blɑ:st/, /blæst/ <i>v.</i> 爆破;摧毁	18	tough /tʌf/ <i>adj.</i> 强硬的;严格的	30
blast off (火箭、航天飞机等的)点火升空	18	Unit 5	
board /bɔ:(r)d/ <i>v.</i> 登上(飞机、车、船等)	18	* confidence /'kɒnfədəns/ <i>n.</i> 信心	32
engineer /,endʒə'nɪə(r)/ <i>n.</i> 工程师	18	patient /'peɪʃənt/ <i>n.</i> 病人	32
spaceman /'speɪs(,)mæn/ <i>n.</i> 宇航员	18	condition /kən'dɪʃən/ <i>n.</i> 条件;情况	32
task /tɑ:sk/, /tæsk/ <i>n.</i> 任务;工作	18	disabled /dɪs'eɪbld/ <i>adj.</i> 残疾的;有缺陷的	32
army /'ɑ:(r)mi/ <i>n.</i> 军队	18	* treatment /'tri:tmənt/ <i>n.</i> 治疗	32
* shot /ʃɒt/ <i>n.</i> 投篮;投球	18	* muscle /'mʌsl/ <i>n.</i> 肌肉	32
roller skate 溜旱冰	19	company /'kʌmpəni/ <i>n.</i> 伙伴	32
* therefore /'ðeə(r), /fɔ:(r)/ <i>adv.</i> 因此	20	* trick /trɪk/ <i>n.</i> 把戏;技巧	32
at last 最后	20	nearly /'niə(r)li/ <i>adv.</i> 几乎;差不多	33
skill /skɪl/ <i>n.</i> 技能;技巧	20	Guinness Book of World Records 吉尼斯世界纪录	33
choose /tʃu:z/ <i>v.</i> 选择	20	* hunting /'hʌntɪŋ/ <i>adj.</i> 打猎的 <i>n.</i> 打猎;搜寻	33
at the end 最后	20	well-known /,wel'nəʊn/ <i>adj.</i> 众所周知的; 出名的	34
journey /'dʒɜ:(r)ni/ <i>n.</i> 旅程;旅行	21	for instance 例如	34
record /rɪ'kɔ:(r)d/ <i>v.</i> 记录	22	control /kən'trəʊl/ <i>v.</i> 控制;支配	34
hole /həʊl/ <i>n.</i> 洞;孔	23		

homeless /'həʊmləs/ <i>adj.</i> 无家可归的	34	pay attention 注意	42
advantage /əd'vɑ:ntɪdʒ/, /əd'væntɪdʒ/ <i>n.</i> 优势;有利条件	35	* toothpick /'tu:θpɪk/ <i>n.</i> 牙签	42
sadness /'sædnəs/ <i>n.</i> 悲哀	35	surface /'sɜ:(r)fɪs/ <i>n.</i> 表面	42
passenger /'pæsɪndʒə/, /'pæsɪndʒər/ <i>n.</i> 乘客,旅客	36	* apart /ə'pɑ:(r)t/ <i>adv.</i> 分开地	42
* stretch /stretʃ/ <i>v.</i> 伸展,延伸	36	* magical /'mædʒɪkəl/, /'mædʒɪkl/ <i>adj.</i> 魔力的; 神奇的	43
* survive /sə(r)'vaɪv/ <i>v.</i> 存活;幸免于难	38	* toe /təʊ/ <i>n.</i> 脚趾	44
World Trade Center 世界贸易中心	38	part-time /,pɑ:(r)t'taɪm/ <i>adj.</i> 兼职的	45
* attack /ə'tæk/ <i>n.</i> 攻击	38	* stage /steɪdʒ/ <i>n.</i> 舞台	46
for a while 一会儿	38	Unit 7	
Unit 6		* ginger /'dʒɪndʒə(r)/ <i>n.</i> 姜	48
magic /'mædʒɪk/ <i>adj.</i> 有魔力的;魔术的 <i>n.</i> 魔术	40	* aloe /'æləʊ/ <i>n.</i> 芦荟	48
* magician /mæ'dʒɪʃən/ <i>n.</i> 魔术师	40	treat /tri:t/ <i>v.</i> 治疗	48
* triangle /'traɪ(ɪ)æŋɡl/ <i>n.</i> 三角(形)	40	plenty /'plenti/ <i>pron.</i> 大量;充足	49
wise /waɪz/ <i>adj.</i> 聪明的;有智慧的	40	cough /kɒf/, /kɔ:f/ <i>n.& v.</i> 咳嗽	49
* foolish /'fu:lɪʃ/ <i>adj.</i> 愚蠢的	40	saying /'seɪɪŋ/ <i>n.</i> 谚语;俗语;格言	50
* remove /rɪ'mu:v/ <i>v.</i> 移动	40	awful /'ɔ:fl/ <i>adj.</i> 糟糕的;可怕的	50
tie /taɪ/ <i>v.</i> 系,捆绑	40	blood /blʌd/ <i>n.</i> 血	50
certainly /'sɜ:(r)tɪnli/ <i>adv.</i> 当然	40	cut-up /'kʌt,ʌp/ <i>adj.</i> 切碎的	50
to start with 首先;一开始	40	* curiously /'kjʊəriəsli/, /'kjʊəriəsli/ <i>adv.</i> 好奇地	50
* sleeve /sli:v/ <i>n.</i> 袖子	40	uncooked /,ʌn'kʊkt/ <i>adj.</i> 未煮过的;生的	50
hide /haɪd/ <i>v.</i> 隐藏	41	from now on 从现在起;今后	50
public /'pʌblɪk/ <i>adj.</i> 公共的	41	* prevent /prɪ'vent/ <i>v.</i> 预防;防止	51
receiver /rɪ'si:və(r)/ <i>n.</i> 接收工具	41	* awe /ɔ:/ <i>v.</i> 使敬畏;使惊惧	53
* moment /'məʊmənt/ <i>n.</i> 片刻;瞬间	42	* inform /ɪn'fɔ:(r)m/ <i>v.</i> 通知;告诉	53
at that moment 在那时	42	fair /feə(r)/ <i>adj.</i> 公平的	53
later on 后来;过些时候	42	indoors /,ɪn'dɔ:(r)z/ <i>adv.</i> 在户内	53
secret /'si:kri:t/ <i>n.</i> 秘密	42	imagination /ɪ,mædʒə'neɪʃən/ <i>n.</i> 想象力	54
ever since 从那时起	42	fat /fæt/ <i>adj.</i> 肥胖的	54
* type /taɪp/ <i>n.</i> 类型	42	* broccoli /'brɒkəli/ <i>n.</i> 西兰花	55
attention /ə'tenʃən/ <i>n.</i> 注意;留心	42		

* vitamin /'vɪtəˌmɪn/, /'vaɪtəˌmɪn/ <i>n.</i> 维生素	55
risk /rɪsk/ <i>n.</i> 危险; 风险	55
bean /bi:n/ <i>n.</i> 豆子	55
* mushroom /'mʌʃru:m/ <i>n.</i> 蘑菇	55
Unit 8	
medical /'medɪkl/ <i>adj.</i> 医疗的; 医学的; 医药的	56
missing /'mɪsɪŋ/ <i>adj.</i> 失踪的; 丢失的	56
Unit 9	
* kindergarten /'kɪndə(r)gɑ:(r)tn/ <i>n.</i> 幼儿园	62
* architect /'ɑ:(r)kə(r)tekt/ <i>n.</i> 建筑师	62
policeman /pə'li:smən/ <i>n.</i> 警察	62
although /ɔ:l'dəʊ/ <i>conj.</i> 虽然; 尽管	62
nowadays /'naʊə(r)deɪz/ <i>adv.</i> 当今	62
* talent /'tælənt/ <i>n.</i> 天赋; 才能	62
social /'səʊʃəl/ <i>adj.</i> 社会的; 社交的	64
* position /pə'zɪʃən/ <i>n.</i> 位置; 地位	64
choice /tʃɔɪs/ <i>n.</i> 选择	64
value /'vælju:/ <i>v.</i> 重视 <i>n.</i> 价值	64
* predict /prɪ'dɪkt/ <i>v.</i> 预言; 预报	64
* account /ə'kaʊnt/ <i>n.</i> 账, 账目	64
take... into account 把……考虑在内	64
* rashly /'ræʃli/ <i>adv.</i> 轻率地, 仓促地	64
regret /rɪ'gret/ <i>v.</i> 后悔	64
society /sə'saɪəti/ <i>n.</i> 社会	65
influence /'ɪnfluəns/ <i>v.</i> 影响	66
UK(= United Kingdom) <i>n.</i> 英国	67
director /dɪ'rektə(r)/ <i>n.</i> 导演; 主管	67
put out 熄灭	67
* branch /brɑ:ntʃ/, /bræntʃ/ <i>n.</i> 树枝; 分支	68

* nest /nest/ <i>n.</i> 巢; 窝	68
* realize /'ri:ə,laɪz/, /'rɪə,laɪz/ <i>v.</i> 实现	68
manager /'mænɪdʒə(r)/ <i>n.</i> 经理; 管理者	69
Unit 10	
* pill /pɪl/ <i>n.</i> 药片, 药丸	70
* submarine /'sʌbməri:n/, /,sʌbmə'ri:n/ <i>n.</i> 潜水艇	70
disagree /,dɪsə'grɪz/ <i>v.</i> 不同意	70
* fingerprint /'fɪŋɡə(r),prɪnt/ <i>n.</i> 指纹	70
* thumb /θʌm/ <i>n.</i> 拇指	70
* replace /rɪ'pleɪs/ <i>v.</i> 取代; 替换	71
stupid /'stju:pɪd/, /'stu:pɪd/ <i>adj.</i> 愚蠢的	72
take over 接收; 接管	72
knowledge /'nɒlɪdʒ/ <i>n.</i> 学问, 知识	72
modern /'mɒdn/, /'mɒdərn/ <i>adj.</i> 现代的	72
* handle /'hændl/ <i>v.</i> 处理	72
cure /kjʊə(r)/ <i>n.</i> 治疗, 治愈	72
* lifestyle /'laɪf(ɪ),stɑɪl/ <i>n.</i> 生活方式	72
technology /tek'nɒlədʒi/ <i>n.</i> 科技	72
manage /'mænɪdʒ/ <i>v.</i> 管理; 经营	73
traffic jam 交通阻塞	73
* violence /'vaɪələns/ <i>n.</i> 暴力; 暴行	73
get rid of 摆脱; 除去	73
* transportation /træns'pɔ:t'eɪʃən/, /træns'pɔ:t'eɪʃən/ <i>n.</i> 运输	73
Unit 11	
* destiny /'destəni/ <i>n.</i> 命运	78
outer space 太空; 外层空间	78
* battle /'bætl/ <i>n.</i> 战斗	78
force /fɔ:(r)s/ <i>n.</i> 力量; 武力	78

* fiction /'fɪkʃən/ <i>n.</i> 小说	78	* ape /eɪp/ <i>n.</i> 猿	85
* character /'kærɪktə(r)/ <i>n.</i> 人物; 角色	80	<i>Planet of the Apes</i> 人猿猩球 (书名)	85
humankind /,hju:mən'kaɪnd/, /'hju:mən,kaɪnd/ <i>n.</i> (总称) 人类	80	* publish /'pʌblɪʃ/ <i>v.</i> 出版; 发行	85
government /'gʌvəmənt/, /'gʌvərnmənt/ <i>n.</i> 政府	80	Unit 12	
danger /deɪndʒə(r)/ <i>n.</i> 危险	80	* Germany /'dʒɜ:(r)məni/ <i>n.</i> 德国	86
in danger 在危险中	80	* biology /baɪ'ɒlədʒi/ <i>n.</i> 生物学	88
* locate /ləʊ'keɪt/, /'ləʊkeɪt/ <i>v.</i> 位于	80	mailbox /'meɪl(,)bɒks/ <i>n.</i> 邮箱	88
* guilty /'gɪlti/ <i>adj.</i> 内疚的; 有罪的	80	geography /dʒɪ'ɒɡrəfi/ <i>n.</i> 地理 (学)	89
businessman /'bɪznɪsmən/, /'bɪznɪs,mæn/ <i>n.</i> 商人	83	mad /mæd/ <i>adj.</i> 生气的; 发疯的	89
		tourist /'tuəɪnst/ <i>n.</i> 旅游者	90
		gentleman /'dʒentlmən/ <i>n.</i> 绅士; 先生	90

Vocabulary 词汇表

注:带 * 号的单词为非《英语课程标准》要求掌握的词。

单词后的前一个数字标示所在单元,后一个数字为本单词第一次出现时所在的页码。

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

* account /ə'kaʊnt/ <i>n.</i> 账,账目	9	64
active /'æktɪv/ <i>adj.</i> 活跃的;积极的	3	25
advantage /əd'vɑ:ntɪdʒ/, /əd'væntɪdʒ/ <i>n.</i> 优势;有利条件	5	35
* aloe /'æləʊ/ <i>n.</i> 芦荟	7	48
although /ɔ:l'dəʊ/ <i>conj.</i> 虽然;尽管	9	62
* apart /ə'pɑ:(r)ɪ/ <i>adv.</i> 分开地	6	42
* ape /eɪp/ <i>n.</i> 猿	11	85
* architect /'ɑ:(r)kɪtɪk(ə)kt/ <i>n.</i> 建筑师	9	62
army /'ɑ:(r)mɪ/ <i>n.</i> 军队	3	18
* athlete /'æθli:t/ <i>n.</i> 运动员	1	2
* attack /ə'tæk/ <i>n.</i> 攻击	5	38
attention /ə'tenʃən/ <i>n.</i> 注意;留心	6	42
at last 最后	3	20
at that moment 在那时	6	42
at the end 最后	3	20
* attitude /'ætɪtju:d/, /'ætə,tu:z/ <i>n.</i> 态度	1	2
* awe /ɔ:/ <i>v.</i> 使敬畏;使惊惧	7	53
awful /'ɔ:fl/ <i>adj.</i> 糟糕的;可怕的	7	50

B

basket /'bɑ:skɪt/, /'bæskɪt/ <i>n.</i> 篮子;筐	2	16
* battle /'bætl/ <i>n.</i> 战斗	11	78
bean /bi:n/ <i>n.</i> 豆子	7	55

beginner /bɪ'gɪnə(r)/ <i>n.</i> 初学者;新手	4	26
bell /bel/ <i>n.</i> 铃;钟	2	12
* biology /baɪ'ɒlədʒi/ <i>n.</i> 生物学	12	88
* blast /blɑ:st/, /blæst/ <i>v.</i> 爆破;摧毁	3	18
blast off (火箭、航天飞机等的)点火升空	3	18
blind /blaɪnd/ <i>adj.</i> 失明的	2	10
blindness /'blaɪndnəs/ <i>n.</i> 失明	2	12
blood /blʌd/ <i>n.</i> 血	7	50
* blooming /'blu:mɪŋ/ <i>adj.</i> 正开花的	4	30
board /bɔ:(r)d/ <i>v.</i> 登上(飞机、车、船等)	3	18
* branch /brɑ:ntʃ/, /bræntʃ/ <i>n.</i> 树枝;分支	9	68
Britain /'brɪtən/, /'brɪtn/ <i>n.</i> 英国;不列颠	2	10
* broccoli /'brɒkəli/ <i>n.</i> 西兰花	7	55
broken /'brəʊkən/ <i>adj.</i> 弄坏的;破碎的	2	15
businessman /'bɪznɪsmən/, /'bɪznɪs,mæn/ <i>n.</i> 商人	11	83

C

cancel /'kænsəl/ <i>v.</i> 取消;作废	2	14
century /'sentʃəri/ <i>n.</i> 世纪;百年	1	2
certainly /'sɜ:(r)tnli/ <i>adv.</i> 当然	6	40
* challenge /'tʃælɪndʒ/ <i>v.</i> 挑战	4	26
* challenging /'tʃælɪndʒɪŋ/ <i>n.</i> 挑战	2	12
* championship /'tʃæmpɪən(ə)ʃɪp/ <i>n.</i> 锦标赛	1	2
* character /'kærɪktə(r)/ <i>n.</i> 人物;角色	11	80

choice /tʃɔɪs/ <i>n.</i> 选择	9	64
choose /tʃuːz/ <i>v.</i> 选择	3	20
climber /'klaɪmə(r)/ <i>n.</i> 攀登者;爬山者	2	12
company /'kʌmpəni/ <i>n.</i> 伙伴	5	32
condition /kən'dɪʃən/ <i>n.</i> 条件;情况	5	32
* confidence /'kɒnfədəns/ <i>n.</i> 信心	5	32
control /kən'trəʊl/ <i>v.</i> 控制;支配	5	34
cough /kɒf/, /kɔːf/ <i>n. & v.</i> 咳嗽	7	49
crossed /krɒst/ <i>adj.</i> 交叉的	1	2
cure /kjʊə(r)/ <i>n.</i> 治疗, 治愈	10	72
* curiously /'kjʊəriəsli/, /'kjʊəriəsli/ <i>adv.</i> 好奇地	7	50
cut-up /'kʌt,ʌp/ <i>adj.</i> 切碎的	7	50

D

danger /deɪndʒə(r)/ <i>n.</i> 危险	11	80
deaf /def/ <i>adj.</i> 聋的	2	10
despite /dɪ'spaɪt/ <i>prep.</i> 尽管, 任凭	1	4
* destiny /'destəni/ <i>n.</i> 命运	11	78
director /dɪ'rektə(r)/ <i>n.</i> 导演;主管	9	67
disability /,dɪsə'bɪləti/ <i>n.</i> 残疾;无能	2	10
disabled /dɪs'eɪblɪd/ <i>adj.</i> 残疾的;有缺陷的	5	32
disadvantage /,dɪsəd'vɑːntɪdʒ/, /,dɪsəd'væntɪdʒ/ <i>n.</i> 不利条件;劣势	1	2
disagree /,dɪsə'ɡriː/ <i>v.</i> 不同意	10	70
* due /djuː/, /duː/ <i>adj.</i> 应归因于的	2	12
due to 由于……	2	12

E

engineer /,endʒə'mɪə(r)/ <i>n.</i> 工程师	3	18
* equipment /'kwɪpmənt/ <i>n.</i> 设备;装备	2	12
ever since 从那时起	6	42
* eyesight /'aɪ(ɪ)sait/ <i>n.</i> 视力	2	12

F

fair /feə(r)/ <i>adj.</i> 公平的	7	53
fat /fæt/ <i>adj.</i> 肥胖的	7	54
* female /'fiː(ɹ)meɪl/ <i>adj.</i> 女性的	1	2
* fence /fens/ <i>n.</i> 栅栏	3	23
* fiction /'fɪkʃən/ <i>n.</i> 小说	11	78
* fingerprint /'fɪŋɡə(r),prɪnt/ <i>n.</i> 指纹	10	70
* flight /flaɪt/ <i>n.</i> 航班;飞行	10	75
* foolish /'fuːlɪʃ/ <i>adj.</i> 愚蠢的	6	40
for a while 一会儿	5	38
force /fɔː(r)s/ <i>n.</i> 力量;武力	11	78
for instance 例如	5	34
from now on 从现在起;今后	7	50
* frozen /'frəʊzn/ <i>adj.</i> 冰冻的	4	30

G

general /'dʒenərəl/ <i>adj.</i> 综合的;总的	2	13
gentleman /'dʒentlmən/ <i>n.</i> 绅士;先生	12	90
geography /dʒɪ'ɒɡrəfi/ <i>n.</i> 地理(学)	12	89
* Germany /'dʒɜː(r)məni/ <i>n.</i> 德国	12	86
get rid of 摆脱;除去	10	73
* ginger /'dʒɪndʒə(r)/ <i>n.</i> 姜	7	48
give up 放弃	1	4
gold /ɡəʊld/ <i>adj.</i> 金制的	1	4
government /'ɡʌvəmənt/, /'ɡʌvərmənt/ <i>n.</i> 政府	11	80
* guilty /'ɡɪlti/ <i>adj.</i> 内疚的;有罪的	11	80
Guinness Book of World Records	5	33
吉尼斯世界纪录		

H

* handle /'hændl/ <i>v.</i> 处理	10	72
happiness /'hæpɪnɪs/ <i>n.</i> 幸福;快乐	2	10
* Hellen Keller /'helən 'kelə/ 海伦·凯勒	2	16
(美国盲聋女作家)		

hide /haɪd/ <i>v.</i> 隐藏	6	41
hole /həʊl/ <i>n.</i> 洞; 孔	3	23
homeless /'həʊmləs/ <i>adj.</i> 无家可归的	5	34
humankind /'hju:mən'kaɪnd/, /'hju:mən,kaɪnd/ <i>n.</i> (总称) 人类	11	80
* hunting /'hʌntɪŋ/ <i>adj.</i> 打猎的 <i>n.</i> 打猎; 搜寻	5	33

I

imagination /ɪ,mædʒə'neɪʃən/ <i>n.</i> 想象力	7	54
in danger 在危险中	11	80
indoors /,ɪn'dɔ:(r)z/ <i>adv.</i> 在户内	7	53
influence /'ɪnfluəns/ <i>v.</i> 影响	9	66
* inform /ɪn'fɔ:(r)m/ <i>v.</i> 通知; 告诉	7	53
in the end 最后, 终于	2	12

J

journey /'dʒɜ:(r)ni/ <i>n.</i> 旅程; 旅行	3	21
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K

kick /kɪk/ <i>v.</i> 踢	2	16
* kindergarten /'kɪndə(r)(,gɑ:(r)tn/ <i>n.</i> 幼儿园	9	62
knowledge /'nɒlɪdʒ/ <i>n.</i> 学问, 知识	10	72

L

later on 后来; 过些时候	6	42
* launch /lɔ:ntʃ/ <i>v.</i> 发射	3	18
lead /li:d/ <i>v.</i> 带领; 引导	2	13
* lifestyle /'laɪf(,stɑɪl/ <i>n.</i> 生活方式	10	72
list /lɪst/ <i>n.</i> 清单; 目录	4	29
* locate /ləʊ'keɪt/, /'ləʊkeɪt/ <i>v.</i> 位于	11	80

M

mad /mæd/ <i>adj.</i> 生气的; 发疯的	12	89
magic /'mædʒɪk/ <i>adj.</i> 有魔力的; 魔术的 <i>n.</i> 魔术	6	40
magical /'mædʒɪkəl/, /'mædʒɪkl/ <i>adj.</i> 魔力的; 神奇的	6	43

* magician /mə'dʒɪʃən/ <i>n.</i> 魔术师	6	40
mailbox /'meɪl(,bɒks/ <i>n.</i> 邮箱	12	88
manage /'mænɪdʒ/ <i>v.</i> 管理; 经营	10	73
manager /'mænɪdʒə(r)/ <i>n.</i> 经理; 管理者	9	69
March of the Volunteers 义勇军进行曲	4	26
* medal /'medl/ <i>n.</i> 奖牌	1	4

medical /'medɪkl/ <i>adj.</i> 医疗的; 医学的; 医药的	8	56
missing /'mɪsɪŋ/ <i>adj.</i> 失踪的; 丢失的	8	56
* mission /'mɪʃən/ <i>n.</i> 使命; 任务	3	18
modern /'mɒdn/, /'mɒdərn/ <i>adj.</i> 现代的	10	72
* moment /'mɒmənt/ <i>n.</i> 片刻; 瞬间	6	42
* muscle /'mʌsl/ <i>n.</i> 肌肉	5	32
* mushroom /'mʌʃru:m/ <i>n.</i> 蘑菇	7	55

N

national /'næʃənəl/, /'næʃən/ <i>adj.</i> 国家的	1	4
nearly /'nɪə(r)li/ <i>adv.</i> 几乎; 差不多	5	33
* Neil Armstrong /'ni:l 'ɑ:mstrɒŋ/ 尼尔·阿姆斯特朗 (第一个登上月球的人)	3	25
* nest /nest/ <i>n.</i> 巢; 窝	9	68
note /nəʊt/ <i>n.</i> 笔记; 便条	1	7
nowadays /'naʊə(,deɪz/ <i>adv.</i> 当今	9	62

O

outer space 太空; 外层空间	11	78
* overcome /,əʊvə(r)'kʌm/ <i>v.</i> 战胜; 克服	1	2
owner /'əʊnə(r)/ <i>n.</i> 拥有者; 主人	4	29

P

* participate /pɑ:(r)'tɪsə(,peɪt/ <i>v.</i> 参加, 参与	1	2
part-time /,pɑ:(r)'taɪm/ <i>adj.</i> 兼职的	6	45
passenger /'pæsɪndʒə/, /'pæsɪndʒər/ <i>n.</i> 乘客, 旅客	5	36
patient /'peɪʃənt/ <i>n.</i> 病人	5	32

pay attention	注意	6	42
* pill	/pɪl/ <i>n.</i> 药片, 药丸	10	70
Planet of the Apes	人猿猩球 (书名)	11	85
plenty	/'plenti/ <i>pron.</i> 大量; 充足	7	49
policeman	/pə'li:smən/ <i>n.</i> 警察	9	62
* position	/pə'zɪʃən/ <i>n.</i> 位置; 地位	9	64
* predict	/prɪ'dɪkt/ <i>v.</i> 预言; 预报	9	64
* prevent	/prɪ'vent/ <i>v.</i> 预防; 防止	7	51
produce	/prə'dju:s/, /prə'du:s/ <i>v.</i> 生产	1	6
* province	/'prɒvɪns/ <i>n.</i> 省	1	2
public	/'pʌblɪk/ <i>adj.</i> 公共的	6	41
* publish	/'pʌblɪʃ/ <i>v.</i> 出版; 发行	11	85
put out	熄灭	9	67

R

* rashly	/'ræʃli/ <i>adv.</i> 轻率地, 仓促地	9	64
reach	/ri:tʃ/ <i>v.</i> 到达	2	12
* realize	/'ri:ə,laɪz/, /'ri:əlaɪz/ <i>v.</i> 实现	9	68
receiver	/rɪ'si:və(r)/ <i>n.</i> 接收工具	6	41
record	/rɪ'kɔ:(r)d/ <i>v.</i> 记录	3	22
regret	/rɪ'gret/ <i>v.</i> 后悔	9	64
* related	/rɪ'reɪtɪd/ <i>adj.</i> 相关的	1	2
* remove	/rɪ'mu:v/ <i>v.</i> 移动	6	40
* replace	/rɪ'pleɪs/ <i>v.</i> 取代; 替换	10	71
risk	/rɪsk/ <i>n.</i> 危险; 风险	7	55
roller skate	溜旱冰	3	19

S

sadness	/'sædnəs/ <i>n.</i> 悲哀	5	35
saying	/'seɪŋ/ <i>n.</i> 谚语; 俗语; 格言	7	50
secret	/'si:kri:t/ <i>n.</i> 秘密	6	42
* shot	/ʃɒt/ <i>n.</i> 投篮; 投球	3	18

skill	/skɪl/ <i>n.</i> 技能; 技巧	3	20
* sleeve	/sli:v/ <i>n.</i> 袖子	6	40
social	/'səʊʃəl/ <i>adj.</i> 社会的; 社交的	9	64
society	/'sə'saɪəti/ <i>n.</i> 社会	9	65
southern	/'sʌðə(r)n/ <i>adj.</i> 南方的	1	6
spaceman	/'speɪs(m)æn/ <i>n.</i> 宇航员	3	18
* stage	/steɪdʒ/ <i>n.</i> 舞台	6	46
* Stephen Hawking	/sti:vən 'hɔ:kɪŋ/ 斯蒂芬·霍金 (英国科学家)	2	10
* stretch	/stretʃ/ <i>v.</i> 伸展, 延伸	5	36
stupid	/'stju:pɪd/, /'stu:pɪd/ <i>adj.</i> 愚蠢的	10	72
* submarine	/sʌbmə'ri:n/, /'sʌbmə'ri:n/ <i>n.</i> 潜水艇	10	70
successful	/sək'sesfəl/ <i>adj.</i> 成功的	1	2
surface	/'sɜ:(r)fɪs/ <i>n.</i> 表面	6	42
* survive	/sə(r)'vaɪv/ <i>v.</i> 存活; 幸免于难	5	38

T

take... into account	把……考虑在内	9	64
take over	接收; 接管	10	72
* talent	/'tælənt/ <i>n.</i> 天赋; 才能	9	62
talk show host	脱口秀主持人	1	2
task	/tɑ:sk/, /tæsk/ <i>n.</i> 任务; 工作	3	18
technology	/tek'nɒlədʒi/ <i>n.</i> 科技	10	72
* therefore	/'ðeə(r),fɔ:(r)/ <i>adv.</i> 因此	3	20
* thumb	/θʌm/ <i>n.</i> 拇指	10	70
tie	/taɪ/ <i>v.</i> 系, 捆绑	6	40
till	/tɪl/ <i>prep.</i> 直到……为止	2	14
* toe	/təʊ/ <i>n.</i> 脚趾	6	44
* toothpick	/'tu:θpɪk/ <i>n.</i> 牙签	6	42
to start with	首先; 一开始	6	40
tough	/tʌf/ <i>adj.</i> 强硬的; 严格的	4	30
tourist	/'tuəɪnst/ <i>n.</i> 旅游者	12	90

traffic jam 交通阻塞	10	73
train /tren/ <i>v.</i> 训练	1	4
* transportation /,træns'pɔ:t'eɪʃən/ /,træns'pɔ:r'teɪʃən/ <i>n.</i> 运输	10	73
* treasure /'treʒə(r)/ <i>n.</i> 财富;宝物	1	6
treat /tri:t/ <i>v.</i> 治疗	7	48
* treatment /'tri:tmənt/ <i>n.</i> 治疗	5	32
* triangle /'traɪ(ɪ)æŋɡl/ <i>n.</i> 三角(形)	6	40
* trick /trɪk/ <i>n.</i> 把戏;技巧	5	32
* type /taɪp/ <i>n.</i> 类型	6	42
U		
UK(= United Kingdom) <i>n.</i> 英国	9	67
uncooked /,ʌn'kɒkt/ <i>adj.</i> 未煮过的;生的	7	50
* universe /'ju:nə(ɪ)vɜ:(r)s/ <i>n.</i> 宇宙;万物	2	10

V

value /'vælju:/ <i>v.</i> 重视 <i>n.</i> 价值	9	64
* violence /'vaɪələns/ <i>n.</i> 暴力;暴行	10	73
* vitamin /'vɪtəmɪn/, /'vaɪtəmɪn/ <i>n.</i> 维生素	7	55

W

well-known /,wel'nəʊn/ <i>adj.</i> 众所周知的; 出名的	5	34
wheel /wi:l/ <i>n.</i> 轮子	1	8
wife /waɪf/ <i>n.</i> 妻子,夫人	2	16
wise /waɪz/ <i>adj.</i> 聪明的;有智慧的	6	40
world record 世界纪录	4	26
World Trade Center 世界贸易中心	5	38
* wounded /'wu:ndɪd/ <i>adj.</i> 受伤的	2	17

Listening Script 听力录音稿

Unit 1

Listeningp.2

Mike: What do you want to do after you finish school, Zhang Wei?

Zhang Wei: I want to be an actress. But I don't think I'm pretty enough.

Mike: I don't think so. Let me tell you about an actress who was very short.

Zhang Wei: Who?

Mike: Her name is Helen Hayes. When she was a young actress, people told her she was too short.

Zhang Wei: Really? So what did she do, Mike?

Mike: She tried to stand straight and act tall. Later, she became a very successful actress.

Zhang Wei: Wow. I guess I should change my attitude. Maybe I can be successful, too!

Mike: I'll keep my fingers crossed.

Unit 2

Listeningp.10

Tim: Congratulations, Dandan! You got the highest score in science.

Wang Dandan: Thanks, Tim. Science is my favorite subject.

Tim: I think you can be a great scientist one day.

Wang Dandan: That's nice of you to say so. I really want to be a scientist like Stephen

Hawking.

Tim: Who is he?

Wang Dandan: He is a British scientist. He has become one of the most famous scientists of our time even with his disability.

Tim: Really? He is very amazing.

Wang Dandan: He sure is. He is studying about the universe. I have the book about his studies.

Tim: That sounds interesting. I'm dying to read it.

Wang Dandan: Then, I will lend the book to you tomorrow.

Tim: Thank you so much.

Unit 3

Listeningp.18

Liu Chang: What's the matter, Susan?

Susan: I'm just worried about my test tomorrow, Liu Chang.

Liu Chang: Which class is the test for?

Susan: It's a basketball test for gym class. I'm supposed to make five shots out of ten tries.

Liu Chang: I thought you were good at basketball.

Susan: Not really. I'm not sure if I can do it.

Liu Chang: Come on! There's nothing you can't do if you practice hard.

Susan: But the test is tomorrow!

Liu Chang: That's all right. We'll go practice now.
Come on!
Susan: Okay.

Unit 5

Listeningp.32

Mike: Oh, look at that dog, Zhang Wei. It's playing catch with its owner.
Zhang Wei: Wow! It can hold a whole tennis ball in its mouth!
Mike: Have you ever heard about the dog that can hold five tennis balls in its mouth?
Zhang Wei: Five tennis balls? That sounds impossible, Mike.
Mike: And there is another dog that can jump 167 centimeters high.
Zhang Wei: I can't believe it.
Mike: I agree. Some animals can do amazing things. My sister told me about a dog in Canada that can do over 500 tricks.
Zhang Wei: 500 tricks? There's no such dog!
Mike: Sure there is! She saw it on television.

Unit 6

Listeningp.40

Liu Chang: Hey, Amy. Let me show you a magic trick. Watch this!
Amy: That sounds fun!
Liu Chang: Do you see this coin? Now watch carefully. Ta dah!
Amy: It's gone! How did you do that? Can you teach me, Liu Chang?
Liu Chang: Certainly. I'll show you if you don't tell anyone else.

Amy: I promise.

Liu Chang: It's just a simple trick. To start with, make sure you have a long sleeve.
Amy: And?
Liu Chang: Then put the coin into your sleeve quickly. It's quite easy. But you have to do it quickly.
Amy: Great! I had better practice.

Unit 7

Listeningp.48

Tim: I've gained 3 kilograms in one month! What am I going to do?
Wang Dandan: Have you tried dieting, Tim?
Tim: Yes. But nothing seems to work. What would you do if you were in my shoes, Dandan?
Wang Dandan: If I were you, I would drink Oolong tea.
Tim: Oolong tea? Are you sure that will help?
Wang Dandan: Yes. Some people drink it to lose weight.
Tim: I guess millions of people can't be wrong. Where can I buy some?
Wang Dandan: I know a market not too far from here.
Tim: Can you take me there?
Wang Dandan: Sure! We can go now if you want.

Unit 9

Listeningp.62

Liu Chang: What kind of job do you want, Susan?
Susan: I'm not really sure. But I'm interested in fashion.
Liu Chang: Then maybe you can be a fashion designer.

Susan: I don't think so, Liu Chang. I'm terrible at drawing. That's why I can't be a designer.

Liu Chang: I advise you not to think that way. Many designs are done on computers these days.

Susan: Yeah. I never really thought about that. Maybe I could do it then.

Liu Chang: I'm sure you can. And you always dress very nice. You have talent.

Susan: Thanks for your kind words. You are a good friend.

Liu Chang: Will you give me free clothes when you become a designer?

Susan: Of course I will.

Unit 10

Listeningp.70

Tim: Zhang Wei, how do you think we will pay for things in the future?

Zhang Wei: Well, I read somewhere that we will use our fingerprints to buy things.

Tim: Really? How can we use them?

Zhang Wei: As you know, each person's fingerprint is special. So your fingerprint will be like a bankcard.

Tim: So they'll have machines everywhere that can read our fingerprints?

Zhang Wei: Exactly. We won't have to carry money around any more.

Tim: That's a great idea! We won't have to worry about losing our fingerprints!

Zhang Wei: That's right, Tim. But if you have a cut on your thumb, you can't buy anything.

Tim: Yeah, I guess it can be good and bad.

Unit 11

Listeningp.78

Wang Dandan: Did you read this, Tim? It says that people might live on the moon one day.

Tim: Really? Why would anyone want to live on the moon?

Wang Dandan: I can think of a couple of reasons. First, there might be too many people on Earth.

Tim: Yeah. Some cities are already too crowded.

Wang Dandan: Also, our planet will become too polluted.

Tim: That would be terrible!

Wang Dandan: I couldn't agree with you more!

Tim: I love the Earth. It's so beautiful. The moon is just gray.

Wang Dandan: You're right. But I guess we don't have to worry about this now.

Tim: I don't think so. This is a quite serious problem.

Scope and Sequence 单元学习要点

Theme I : Challenge				
Unit	1	2	3	4
Title	Not Too Short	Never Give Up	Yang Liwei's Mission to Space	Review
Communicative Functions	<ul style="list-style-type: none"> • Wishing one's luck • Providing information 	<ul style="list-style-type: none"> • Expressing one's wish • Responding to encouragement and praise 	<ul style="list-style-type: none"> • Expressing uncertainty • Encouraging someone 	
Listening & Speaking Target Language	<ul style="list-style-type: none"> • I'll keep my fingers crossed. • Let me tell you <i>the reason</i>. 	<ul style="list-style-type: none"> • I'm dying to <i>have it</i>. • That's nice of you to say so. 	<ul style="list-style-type: none"> • I'm not sure <i>if I can do that</i>. • There's nothing you can't do <i>if you practice hard</i>. 	
Reading & Writing	<ul style="list-style-type: none"> • Understanding a story about a table tennis athlete, Deng Yaping • Writing back to a friend, Susie, to encourage her 	<ul style="list-style-type: none"> • Understanding a letter about a mountain climber, Eric Weihenmeyer • Writing about a person who I admire 	<ul style="list-style-type: none"> • Understanding a story about the first Chinese astronaut, Yang Liwei • Writing sentences about how to improve our English • Writing a biography of a person using an idea map 	
Structure	<ul style="list-style-type: none"> • Causative verbs: <i>make, have, let, help</i> 	<ul style="list-style-type: none"> • The present participle & the past participle 	<ul style="list-style-type: none"> • Adverbial clauses of purpose: <i>so that</i> • Prepositions: <i>through, into, over, from...to</i> 	

Theme II : How Amazing

Unit	5	6	7	8
Title	Animals Helping People	The Magic Trick	An Amazing Plant	R e v i e w
Communicative Functions	<ul style="list-style-type: none"> Asking about one's experiences Expressing surprise 	<ul style="list-style-type: none"> Attracting one's attention Responding to requests 	<ul style="list-style-type: none"> Asking for advice Making suggestions 	
Listening & Speaking Target Language	<ul style="list-style-type: none"> Have you ever heard about <i>the bird that can speak 1,000 words?</i> There's no such <i>bird</i>. 	<ul style="list-style-type: none"> To start with, <i>hold the receiver and add your coins.</i> Certainly, I can <i>give you the recipe.</i> 	<ul style="list-style-type: none"> What would you do if you were in my shoes? If I were you, I would <i>drink ginger tea.</i> 	
Reading & Writing	<ul style="list-style-type: none"> Understanding a reading about animals helping people Writing a story about animal helpers 	<ul style="list-style-type: none"> Understanding a reading about a magic trick Writing the sentences using <i>so ... that</i> 	<ul style="list-style-type: none"> Understanding a reading about how Zhang Wei became interested in garlic Writing about what makes me worried and what I'd like to change Making a list of the health benefits of food 	
Structure	<ul style="list-style-type: none"> Relative pronoun <i>that</i> & conjunctive <i>that</i> 	<ul style="list-style-type: none"> The special use of the infinitive: <i>It is + adj. + for / of sb. + to do sth., enough to, too ... to, so ... that</i> 	<ul style="list-style-type: none"> Subjective clauses: <i>It is + adj. + that ...</i> Word formation (I) 	

Theme III: In the Future

Unit	9	10	11	12
Title	Preparing for the Future	The Future World	Ender's Game	Review
Communicative Functions	<ul style="list-style-type: none"> Expressing the reason why Giving advice 	<ul style="list-style-type: none"> Expressing the necessary condition Guessing 	<ul style="list-style-type: none"> Expressing possibilities Agreeing 	
Listening & Speaking Target Language	<ul style="list-style-type: none"> That's why <i>I bought them.</i> I advise <i>you to take a rest.</i> 	<ul style="list-style-type: none"> Then, <i>we won't have to worry about our picnic next Saturday.</i> I guess <i>they can be good and bad.</i> 	<ul style="list-style-type: none"> There might be <i>some sandwiches in the refrigerator.</i> I couldn't agree with you more. 	
Reading & Writing	<ul style="list-style-type: none"> Understanding a reading about preparing for future jobs Writing about my dream job 	<ul style="list-style-type: none"> Understanding a reading about the future world Writing about things I may do on a day in 2050 	<ul style="list-style-type: none"> Understanding a story about Ender's Game, which is an interesting science fiction storybook Writing a letter to the main character, Ender 	
Structure	<ul style="list-style-type: none"> Definite article & zero article Word formation (II) 	<ul style="list-style-type: none"> Modal verbs: <i>may, might, could</i> Transitional words: <i>however, on the other hand, as a result, for example</i> 	<ul style="list-style-type: none"> Adverbial clauses of concession: <i>although, though, even though</i> 	

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