



义 务 教 育 教 科 书

英语

七 年 级 下 册



外语教学与研究出版社



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主 编：陈 琳 Simon Greenall (英)

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前言

各位同学，你们好！欢迎大家学习本套英语教材！

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

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

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

修订后的教材仍以模块为基本构成单位。本册教材包括12个学习模块（Module）和两个复习模块（Revision module），每个学习模块的第一、二单元主要为大家呈现新的语言内容；第三单元为练习与活动，用以巩固第一、二单元所学的内容。

本套教材同时还配有对应的网络教材，可供同学们在线学习使用。

通过对本套教材的学习，希望同学们能够：

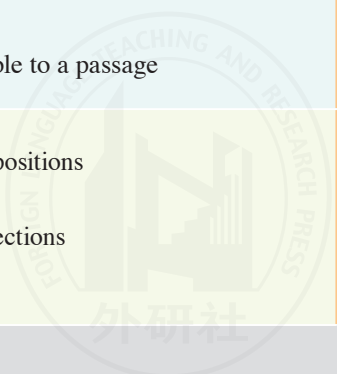
- 1) 形成对英语学习的积极态度和强烈兴趣；
- 2) 掌握基本的英语知识和听、说、读、写技能，提升英语语言的运用能力；
- 3) 形成有效的英语学习策略；
- 4) 增强对世界文化的了解，培养自己的跨文化交流意识。

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

Scope and sequence

Module	Theme	Function	Structure
1 Lost and found P2	School life	Finding out what belongs to whom	Possessive pronouns
2 What can you do? P8	Personal background	Finding out what people can do; asking and answering about abilities	<i>Can/can't</i>
3 Making plans P14	Plans and arrangements	Talking about plans; making plans	<i>Be going to + verb;</i> <i>wh</i> -questions and answers
4 Life in the future P20	School; living environment	Describing the future	Future simple <i>will</i> (affirmative, negative and interrogative)
5 Shopping P26	Shopping	Talking about going shopping	Questions: <i>What...? How many/much...?</i>
6 Around town P32	Living environment; travel	Asking for, giving and following directions	Prepositions of place and movement
Revision module A P38			

Skills (Listening/Speaking/Reading/Writing)	Around the world	Task
<ul style="list-style-type: none"> ● Listening and understanding familiar topics (school life) ● Talking about familiar topics (school life) ● Reading and understanding simple passages, grasping the general ideas ● Using notes to convey messages 	The Internet lost and found	Acting out a sketch in the lost and found office
<ul style="list-style-type: none"> ● Listening and finding out about people's abilities ● Supplying information on people's abilities ● Reading and understanding simple passages, finding specific information ● Composing a simple passage 	Languages	Making a poster for a club
<ul style="list-style-type: none"> ● Listening and understanding familiar topics (plans) ● Talking about familiar topics (plans) ● Reading and understanding simple passages ● Composing a simple passage 	Weekend plans	Talking about your weekend plans
<ul style="list-style-type: none"> ● Listening and finding specific information (schools in the future) ● Talking about schools in the future ● Reading and matching pictures with descriptions and headings ● Joining sentences with <i>so</i> 	Robots in Japan	Making a poster about life in the future in your home town
<ul style="list-style-type: none"> ● Listening and understanding descriptions with pictures ● Performing a role-play ● Reading and predicting ● Transferring information from a table to a passage 	Catalogue shopping	Writing a shopping list for a school picnic
<ul style="list-style-type: none"> ● Listening and matching places with positions ● Asking for and giving directions ● Reading and understanding brief directions ● Describing a map 	A famous place	Giving directions around your home town



Module

Theme

Function

Structure

7 My past life

P42

Personal background

Describing your home town and childhood

Past simple *be* (affirmative, negative and interrogative); short answers

8 Story time

P48

Stories

Telling a story

Past simple regular verbs (affirmative, negative and interrogative)

9 Life history

P54

Writers

Talking about people's lives

Past simple irregular verbs (affirmative, negative and interrogative)

10 A holiday journey

P60

Travel and transport

Talking about a holiday journey in the past

Past simple *wh*-questions

11 Body language

P66

Body language

Making suggestions; giving instructions

Imperative sentences (orders and rules)

12 Western music

P72

Recreation

Giving opinions; showing enthusiasm

Alternative questions; exclamations

Revision module B

P78

Appendices

Language notes	P83
Guide to language use	P92
Words and expressions	P104
Proper names	P111

Skills (Listening/Speaking/Reading/Writing)	Around the world	Task
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<ul style="list-style-type: none"> ● Listening and understanding changes in meaning according to the changes in intonation in sentences ● Giving information on personal facts and experiences ● Reading and finding specific information ● Joining sentences with <i>with</i>; writing a description 	Hero of South Africa	Writing about your classmate's past life
<ul style="list-style-type: none"> ● Listening and understanding clues about a story ● Telling a story ● Reading and putting pictures in order; matching pictures with sentences ● Composing a simple story; sequencing paragraphs with <i>first, next, then, finally</i> 	Fairy tales	Telling a story
<ul style="list-style-type: none"> ● Listening and understanding familiar topics (a famous writer) ● Talking about familiar topics (a famous writer) ● Reading and understanding passages ● Writing about events in your life by using <i>at the age of</i> 	Stratford-upon-Avon	Writing about people in the past
<ul style="list-style-type: none"> ● Listening and understanding familiar topics (a holiday journey) ● Talking about personal experiences ● Reading and finding specific information; completing a diary ● Describing serial pictures and composing simple stories 	An interesting holiday	Writing an email to a friend about your holiday
<ul style="list-style-type: none"> ● Listening and understanding familiar topics (body language) ● Talking about familiar topics (body language) ● Reading and finding specific information ● Using a poster to convey messages 	The Japanese bow	Making a poster about body language
<ul style="list-style-type: none"> ● Listening and understanding familiar topics (music) ● Talking about likes and dislikes ● Reading and understanding specific information ● Writing a biography of a composer 	Vienna New Year's Concert	Talking about Chinese music



Vocabulary	P113
Irregular verbs	P120
Songs	P121

Lost and found

Module task: Acting out a sketch in the lost and found office

Unit 1 Whose bag is this?

Listening and vocabulary

1 Match the words from the box with the pictures.

bag crayons eraser football gloves wallet watch



1



2



3



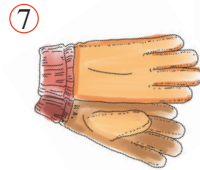
4



5



6



7

2 Listen and answer the questions.

1 Is the football Tony's?

2 Are the crayons Betty's?

3 Whose gloves are these?

3 Listen and read.

Ms Li: Welcome back to school, everyone! First of all, come and look in the lost and found box! There are a lot of things in it. Whose bag is this?

Lingling: Oh sorry! It's mine. Are my crayons there too?

Ms Li: Are these crayons yours?

Lingling: Yes, they are and this eraser too. Thank you.

Ms Li: Whose tapes are these?

Daming: They're mine.

Ms Li: Here's a purple wallet!

Tony: It's mine. Look! Here's my name "Tony"! Thank you.

Ms Li: You're welcome! Look at this nice watch. Is it yours too, Daming?

Daming: No, it isn't. I think it's Betty's.

Lingling: Yes, it's hers.

Ms Li: Everyone, please be careful with your things from now on.

Daming: Here are some nice gloves. Whose gloves are they?

Ms Li: Let me see... Oh, they're mine! Thank you!

Everyday English

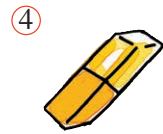
- Welcome back!
- Please be careful with... from now on.

Now match the people with their things.

- 1 Lingling
 2 Daming
 3 Tony
 4 Betty
 5 Ms Li

- a) crayons
 b) gloves
 c) tapes
 d) wallet
 e) watch

4 Work in pairs. Ask and answer.



— Are the crayons Betty's?

— No, they're not hers. They're Lingling's.

5 Complete the passage with the correct form of the words from the box.

careful hers mine purple tape yours

Ms Li: Lingling's bag is in the lost and found box. The crayons are (1) _____ too. Daming's (2) _____ and Tony's (3) _____ wallet are here. Is the watch (4) _____, Daming? Please be (5) _____ with your things! And whose gloves are these? Oh sorry. They're (6) _____.

Pronunciation and speaking

6 Listen and repeat.

/æ/ back bag thank

/ei/ eraser name

/ɒ/ wallet watch

7 Work in groups of three or four. Put four or five school things on the desk.

Now ask and answer.

A: Is this your pen?

B: Yes, it's mine.

A: Whose pencil is it?

C: It's...

Lost and found

Unit 2 Are they yours?

Reading and vocabulary

1 Complete the sentences with the correct words and expression from the box.

camera computer mobile phone



A man is talking to a woman at the lost and found office. He's looking for his _____.



A man is getting on the bus. Look, there's a _____. Is it his?

2 Read the passage and answer the questions. 

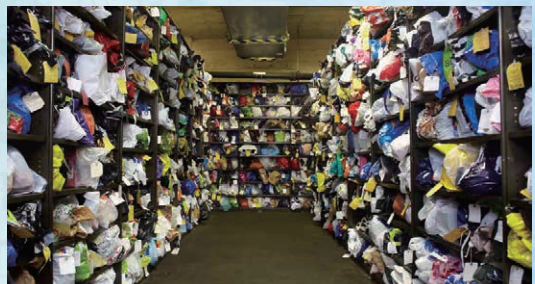
The Lost and Found Office in New York City

Welcome to the New York City Lost and Found Office. People often lose things when they're travelling or when they're in a hurry. They leave things on planes, on trains, on buses and in taxis. That's why there are lost and found offices at airports and stations.

The New York City Lost and Found Office is very big. Hundreds of people come here every day. They are looking for their phones, cameras, watches, computers and many other things. We usually have about two thousand mobile phones and one thousand cameras.

At the moment, there are also some

strange things at the New York City Lost and Found Office. There are about a hundred bikes and a large boat. There are also a lot of animals. This week, there are three dogs, two ducks and a pig! Whose are they? Are they yours? We don't know! Are you looking for fifteen kilos of sausages? They're here too!



- 1 When do people often lose things?
- 2 Why are there lost and found offices at airports and stations?
- 3 What do people do at the lost and found office?
- 4 What strange things are there at the New York City Lost and Found Office?

Learning to learn

Reading passages with interesting facts can help you understand and remember English. Try to find passages with facts to read.





3 Complete the passage with the correct form of the words and expression from the box.

airport hundreds of large lose sausage station strange

People in a hurry often (1) _____ things, and there are (2) _____ things at lost and found offices at (3) _____ and (4) _____. At the New York City Lost and Found Office, there are also some very (5) _____ things. There are fifteen kilos of (6) _____ — are they yours? And how do you lose a (7) _____ boat on a train?

Writing

4 Read the lost and found notes. Write notes for two more things.

 <p>Lost</p>  <p>My gloves. They're blue and white. Call Tony at 8574 9326.</p>	 <p>Found</p>  <p>Is this your bag? Call Betty at 2369 0390.</p>
<p>Lost</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Found</p> <p>_____</p> <p>_____</p> <p>_____</p>

Unit 3 Language in use

Language practice

Are these crayons **yours**?

Whose bag is this?

It's **mine**.

1 Work in pairs. Ask and answer questions.

bag camera crayons eraser football gloves wallet watch

— Whose bag is this? Is it yours?

— No, it's not mine. It's his.



2 Complete the sentences with the correct form of the words from the box.

her hers his its mine my whose your yours

1 — Is this _____ sweater, Daming?

— Yes, it is.

2 — Are these gloves _____, Betty?

— Yes, they are.

3 — _____ watch is this?

— It's Tony's.

4 — This wallet isn't _____.

Is it yours?

— Yes, it is. Thank you.

5 — Tony is looking for his
crayons.

— Are these _____?

6 — Is this bag Betty's?

— No, it's not _____.

It's Lingling's.

7 — Is this the girl's football?

— No, it's not _____ football.

8 I can't find _____ camera.

Where is it?

9 — What's the name of the dog?

— _____ name is Blackie.

3 Match the words from Box A with the words from Box B.

A her his your our my its

B his hers its mine ours yours

Around the world

The Internet lost and found

There are many lost and found websites, such as *www.lostandfound.com* and *www.foundbin.com*. You can't find your dog, your cat, your favourite watch... or your brother? They can help you find them! You can search "found items" or post your "lost items". Go to these websites and find your things.

**Module task:** Acting out a sketch in the lost and found office

4 Work in pairs.

Student A: Think of three or four things you have lost or you can choose from the box. Describe them.

Student B: Think of five or six things you have in your lost and found office or you can choose from the box. Describe them.

boat camera computer crayons duck football
gloves mobile phone pig wallet watch

Now ask and answer questions.

Student A: Ask Student B if they've got the things you have lost. Answer questions about details.

Student B: Answer questions about the things Student A has lost. Ask questions about details.

5 Act out your sketch to the class.

- Perform the sketch.
- Watch other students' sketches and make a list of the things they have found.

What can you do?

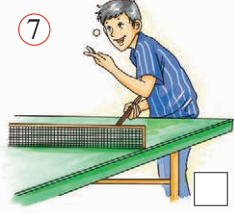
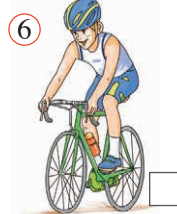
Module task: Making a poster for a club

Unit 1 I can play the piano.

Listening and vocabulary

1 Match the words and expressions from the box with the pictures.

cook dance play table tennis play the piano
ride a bike sing speak Chinese



2 Listen and check (✓) the things in Activity 1 which Tony's dad can do. 🎧

3 Listen and read. 🎧

Daming: Look! The new clubs for this term are on the board. I'd like to join the Music Club because I can play the piano. What about you, Betty?

Betty: I like cooking, so I can join the Food and Drink Club. Can you cook, Daming?

Daming: No, I can't. Well, I can cook eggs, but that's all. What about Lingling? Which club can she join?

Betty: I think she'd like to join the Dance Club because she can dance really well. Tony, how about you?

Tony: I'd like to join the Chinese Club. I can't speak Chinese very well.

Daming: Don't worry about Chinese. We can teach you Chinese! So choose your favourite club.

Tony: OK then. I play table tennis, so I choose the Table Tennis Club. That's my favourite!

Everyday English

- Look!
- What about you?
- Don't worry about...

Now check (✓) the clubs they want to join.

Club Name	Music Club	Dance Club	Table Tennis Club	Food and Drink Club
Daming				
Betty				
Lingling				
Tony				

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

board choose club music term

Can you cook? No? Join the Food and Drink (1) _____. Can you play the piano? Join the (2) _____ Club. What about dancing? (3) _____ the Dance Club. There are lots of new clubs every (4) _____. They're all on the (5) _____ and you can choose your favourite.

Pronunciation and speaking

Learning to learn

In English, we pronounce a word in different ways when it is stressed or not stressed. In “Yes, I can”, we pronounce *can* as /kæn/; in “Oh, good. You can come to help us”, we pronounce *can* as /kən/.

5 Say the sentences aloud.

/kæn/ I **can** play the piano.

/kɑːnt/ I **can't** speak Chinese very well.

/kæn/ **Can** you cook?

Now listen and repeat. 🎧

6 Listen and repeat. 🎧

/iː/ Chinese she we

/e/ egg tennis

/ɪ/ English

7 Work in pairs. Look at the information. Ask and answer.

	Can		Can't
Daming	· speak Chinese	· play the piano	· dance
Betty	· speak English	· cook	· play table tennis
Lingling	· speak Chinese	· dance	· cook
Tony	· play table tennis	· speak English	· speak Chinese well

— Can Daming speak Chinese?

— Yes, he can.

— Can Betty play table tennis?

— No, she can't.

Unit 2 I can run really fast.

Reading and vocabulary

1 Work in pairs. Ask and answer the questions.

- 1 Which monitor would you like to be for your class?
 - class monitor
 - PE monitor
 - cleaning monitor
- 2 What do these monitors do?

2 Read the passage and check (✓) the true sentences.

It's the start of the new term and we're choosing our new monitors.



I'd like to be the class monitor. I get on well with everyone, classmates and teachers. I work very hard, and I do well at school. I'm kind and I'm always ready to help others. I can even help teachers too. Choose me as your class monitor and I promise to help YOU!

I want to be the PE monitor. I enjoy sport, and I can run really fast. I'm really fit and healthy. Just watch me in the playground between lessons! I play most ball games well. But I'm really good at football, and I play basketball in the school team. I usually get the best score in every match. Choose me for the PE monitor and you can get the best score too!



I'd like to be the cleaning monitor. I often help my mother do cleaning at home and I like a clean and tidy house. I'm sure everybody would like a clean classroom, just like home. Choose me and we can make our classroom beautiful.

- 1 Lingling doesn't get on well with others.
- 2 Lingling is kind to everyone.
- 3 Daming is good at sport so he wants to be the PE monitor.
- 4 Daming plays football for the school.
- 5 Tony doesn't like cleaning.
- 6 Tony's home is tidy.

3 Underline the correct words.

How to choose your monitors

A good class monitor gets on well with (1) **classmates** / **everybody** and (2) **promises** / **likes** to help you.

A good PE monitor enjoys sport and is usually (3) **fit** / **tidy**. They often play (4) **basketball** / **the piano** or other sports in the school (5) **team** / **class**. They always try to get the best (6) **score** / **help** in a match.

A good cleaning monitor is (7) **bad** / **good** at cleaning. They make the classroom (8) **just** / **best** like home.

4 Complete the sentences with the correct form of the expressions from the box.

get on well with good at ready to

- 1 Lingling is a kind girl and she is always _____ help others.
- 2 Everybody likes her because she _____ others.
- 3 Daming plays football and is _____ sport.

Writing

5 Work in pairs. Choose the best people in your class to be the monitors in Activity 1. Say:

- who they are and what job they can do
- why they can do it

6 Write a passage about one of the monitors in Activity 5. Use the passage in Activity 2 to help you.

What can you do?

Unit 3 Language in use

Language practice

I can play the piano.
 She can dance really well.
 We can teach you Chinese!
 Can you cook?
 Yes, I can. / No, I can't.

1 Work in pairs. Add two or three more activities to the list.

Student	Student 1	Student 2
Activity		
fly a kite		
play the piano		
cook		
play table tennis		
ride a bike		
...		

Now write questions for each activity.

Can you fly a kite?

2 Work with another pair. Ask and answer the questions you wrote in Activity 1.

- *Can you fly a kite?*
- *Yes, I can. / No, I can't.*

Now give a report of your questions and answers to the rest of the class.

Four students can fly a kite...

3 Complete the sentences with *can* or *can't*.

- 1 — _____ you swim?
— Yes, but I _____ swim well.
- 2 — Are you coming with us?
— Sorry, I _____ ride a bike.
- 3 — What _____ the new cleaning monitor do for us?
— He _____ make our classroom tidy.
- 4 — _____ you play the piano for us?
— Sorry, I _____ play the piano, but I _____ sing for you.

4 Complete the passage with the words from the box.

beautiful Chinese monitor piano tidy

I like playing the (1) _____. I am Chinese so I can speak (2) _____ very well and I can speak English too. I am very (3) _____ and I help my mum to clean our home. I want to be the cleaning (4) _____ at school because I want to make our classroom (5) _____.

Around the world

Languages

Do you know there are several thousands of languages in the world? Below are six languages spoken by a lot of people. Can you speak them?

Chinese 你好!	English Hello!	Spanish ¡Hola!
French Bonjour!	Russian Здравствуй!	German Guten Tag!

**Module task:** Making a poster for a club

5 Work in groups of three or four. Talk about a new school club.

- Choose a name for the club.
- Choose a day and time for the club.
- Ask people to join the club.

Music Club

Can you sing?

Can you play the piano?

Mondays 4:30 pm

The Music Room

Come and join the Music Club!

6 Make a poster.

- Draw a picture for your club.
- Add the title of your club.
- Invite people to join.

7 Show your poster to the whole class and talk about it.

Making plans

Module task: Talking about your weekend plans

Unit 1 What are you going to do at the weekend?

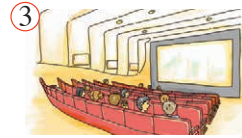
Listening and vocabulary

1 Listen and match the words and expression from Box A with the word and expressions from Box B. 🎧

A check go over have see help have

B a movie a piano lesson a picnic lessons my email with the housework

2 Match the expressions in Activity 1 with the pictures.



3 Listen and read. 🎧

Betty: What are you going to do at the weekend, Daming?

Daming: On Saturday morning, I'm going to check my email and do my homework. Then I'm going to help with the housework. What are you going to do, Betty?

Betty: I'm going to see a movie in the afternoon. You can come too.

Daming: Sure! Who else is going to be there?

Betty: Nobody. Lingling is going to have a piano lesson, so she can't come with us, but on Sunday afternoon, Lingling and I are going to have a picnic. Would you like to join us?

Daming: Yes, I'd love to. Are we going to meet here?

Betty: No, we aren't. We're going to meet in the park at one o'clock.

Tony: Hi, everyone!

Betty: Hi, Tony. What are your plans for the weekend?

Tony: Nothing. I'm going to stay at home alone.

Betty: Don't be silly! You're going to come with us. It's going to be a fantastic weekend!

Everyday English

- Would you like to join us?
- Don't be silly!

Now answer the questions.

- 1 What's Daming going to do on Saturday morning?
- 2 What's Betty going to do on Saturday afternoon?
- 3 Who is going to have a piano lesson on Saturday?
- 4 Where are they going to meet?

4 Complete the conversation with the correct form of the words from the box.

alone else fantastic nothing silly

Betty: What are your plans for next weekend, Lingling?

Lingling: (1) _____. I don't have any plans.

Betty: Are you going to spend it (2) _____ at home?

Lingling: Well, ... what are you going to do?

Betty: Tony and I are going to have a picnic in the park. We're going to have a (3) _____ time. Are you going to come?

Lingling: I'm not sure.

Betty: Don't be (4) _____! What (5) _____ are you going to do?

Pronunciation and speaking

5 Listen and repeat. 

/aɪ/ hi I like time

/ɪ/ picnic with

/ɪz/ police

/aɪ/ my

6 Work in pairs. Ask and answer questions about your plans at the weekend.

— *What are you going to do on Saturday morning?*

— *I'm going to check my email and do my homework.*

Now complete the diary with notes.

		You	Your partner
Saturday	morning	• check email • do homework	
	afternoon		
	evening		
Sunday	morning		
	afternoon		
	evening		

Making plans

Unit 2 We're going to cheer the players.

Reading and vocabulary

1 Read the passage and match the people with the pictures. 

What are you going to do?



A I'm looking forward to the football match tomorrow. My friends and I are going to watch our favourite team. We're going to meet other fans, and make some new friends. We're all going to wear the team shirt, and we're going to cheer the players. I hope they win the match!

— Martin



B I'm going to enjoy myself during the May Day holiday. On the morning of 1st May, I'm going to get up late and then read a book. In the afternoon I'm going out with my family and friends. We're going to take a walk in the country or go swimming. And on 2nd May we're going to collect litter in the park near my friend's house. It's going to be a great holiday — busy but good fun!

— Zhang Sijia



C Usually I spend the summer holiday at home, but this year is going to be very different because I'm going on a summer camp in Sydney, Australia. I'm going to stay with an Australian family and speak English. We're also going sightseeing and going to have a picnic on the beach.

— Lucy

Learning to learn

When a passage has pictures, the pictures often contain some important information. So look at the pictures before you read, as this will make the passage easier to understand.

2 Check (✓) what they're going to do.

	Martin	Zhang Sijia	Lucy
watch a football match			
spend time with family and friends			
go on a summer camp			
collect litter			
stay with an Australian family			
meet other football fans			

3 Work in pairs. Ask and answer the questions.

- 1 When is Martin going to watch a football match?
- 2 What does Martin hope?
- 3 Why is it going to be a busy holiday for Zhang Sijia?
- 4 Why is this summer holiday going to be different for Lucy?
- 5 Who is Lucy going to stay with?

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

Australian beach camp cheer collect during forward
fun hope litter player sightseeing swimming win

Martin and his friends are going to watch their favourite football team play and (1) _____ the (2) _____. It's going to be great (3) _____ and they (4) _____ their team gets the best score and (5) _____ the match. Zhang Sijia is going to do something with her family and friends on May Day. They're going to take a walk or go (6) _____. There's a lot of (7) _____ in the park, and on 2nd May, they're going to (8) _____ it. (9) _____ her summer holiday, Lucy is going to a summer (10) _____ and is going to stay with a(n) (11) _____ family. They're going to the (12) _____ and are going (13) _____. She's really looking (14) _____ to her holiday in Australia.

Writing

5 Look at the question and answer.

- *Why is Martin looking forward to tomorrow?*
- *Martin is looking forward to tomorrow because he and his friends are going to watch their favourite team play football.*

Now write answers to the questions. Use *because*.

- 1 Why is Zhang Sijia going to a park near her friend's house?
- 2 Why is this summer holiday going to be very different for Lucy?

6 Work in pairs. Ask and answer the questions.

- 1 What are you looking forward to this weekend?
- 2 What are you going to do?
- 3 Why are you going to do it?

Now write about your partner.

... *is going to see a movie on Saturday evening. He/She is looking forward to it because he/she likes the actors in it.*

Making plans

Unit 3 Language in use

Language practice

I'm going to check my email.

Lingling and I are going to have a picnic.

Lingling is going to have a piano lesson.

What **are you going to do** at the weekend?

Are we going to meet here?

No, we aren't.

- 1 **Work in pairs. Look at the table. Ask and answer questions about weekend plans.**

People	·you ·your parents ·your friends
Activity	·have a picnic ·listen to music ·play computer games ·take a walk

— *What are you going to do on Saturday morning?*

— *On Saturday morning I'm going to...*

- 2 **Complete the sentences with the correct form of the words and expression from the box.**

buy get up go have make play see stay walk

- We are going to _____ a movie this weekend.
- They are going to _____ football on Sunday.
- Betty wants to go shopping. She's going to _____ some clothes.
- I'm going to _____ a piano lesson on Saturday morning.
- Daming isn't going to _____ in bed on Sunday morning. He's going to _____ early.
- Lingling wants to go for a walk. She's going to _____ in the park.
- Tony is going to _____ to a summer camp during the summer holiday. He's going to _____ a lot of friends and have fun.

- 3 **Put the words in the correct order to make questions.**

- check / you / going / are / to / email / your / ?
- they / on / in / park / are / going / to / Sunday / litter / collect / the / ?
- some / going / is / new / buy / Betty / to / clothes / ?
- this / a / you / see / going / are / to / movie / evening / ?
- computer / Tony / to / play / a / is / going / game / ?

Now complete the answers to the questions. Use short forms.

- 1 Yes, I _____.
- 2 Yes, they _____.
- 3 _____, she isn't.
- 4 No, we _____.
- 5 Yes, he _____.

Around the world

Weekend plans

At the weekend, many young people in the UK do some sports on Saturday morning, and maybe go shopping in the afternoon. On Sunday they get up late, see friends and have lunch with their family. In the afternoon they sometimes go for a walk. But on Sunday evening, it's time for homework!



Module task: Talking about your weekend plans

4 Work in groups of three. Talk about what you're going to do at the weekend.

A: What are you going to do at the weekend?

B: I'm going to... (to C) What about you?

C: I'm going to...

Now write down your ideas.

5 Make plans to do things together with the others in your group. Make a group diary for next weekend.

Saturday morning		Sunday morning	
Saturday afternoon		Sunday afternoon	
Saturday evening		Sunday evening	

6 Talk about your group diary to the whole class.

On... we are going to...

Life in the future

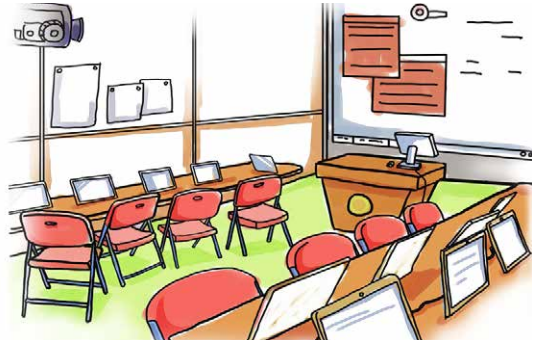
Module task: Making a poster about life in the future in your home town

Unit 1 Everyone will study at home.

Listening and vocabulary

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

blackboard chalk computer email
eraser Internet paper pen pencil
ruler telephone



- 2 Listen and choose Lingling's answers to the questions. 

carry change everything future life need will

- | | |
|---|-----------------------------------|
| 1 Will our life be different in the future? | Yes, it will. / No, it won't. |
| 2 Will our schools change? | Yes, they will. / No, they won't. |
| 3 Will everything be different? | Yes, it will. / No, it won't. |
| 4 Will students need computers at school? | Yes, they will. / No, they won't. |
| 5 Will they carry lots of books to school? | Yes, they will. / No, they won't. |

- 3 Listen and read. 

Ms Li: Will schools be different in the future, Daming?

Daming: Yes, they will! In twenty years' time, maybe there won't be any schools!

Ms Li: How will students learn then?

Daming: Everyone will study at home. Students will use computers and get information on the Internet. They can ask their teachers questions by Internet, telephone or email.

Betty: Well, I'm not sure. Yes, students will use computers, but school is good fun, and you can make friends there. And teachers can check the students' level and will help them. Computers won't be able to do that.

Tony: Yes. Teachers won't use chalk on a blackboard and students won't use pens and paper, or erasers any more!

Lingling: Great! Will students have a lot of homework to do?

Tony: No, they won't. They'll have a lot of free time!

Daming: That'll be great!

Everyday English

- Well, I'm not sure.
- That'll be great!

Now check (✓) the students' ideas about the future.

Ideas	Daming	Betty	Tony
Everyone will study at home in the future.			
Students will talk to their teachers on the Internet.			
School is good fun and you can make friends there.			
No one will use pens, paper or erasers.			

4 Complete the passage with the correct form of the words and expression from the box.

able any more free level maybe need question telephone

Betty: We'll always (1) _____ teachers because computers will never be (2) _____ to check the students' (3) _____ and answer their (4) _____ by (5) _____ or Internet. Will students need to go to school (6) _____? Yes, (7) _____ they will, because school is good fun, but everyone will have lots of (8) _____ time.

Pronunciation and speaking

5 Listen and mark the stress. 

blackboard computer eraser
Internet telephone

Now listen and repeat. 

6 Listen and repeat. 

/juː/ future student use
/ʌ/ but fun study us
/uː/ ruler
/ʊ/ put

7 Work in pairs. Ask and answer the questions.

- 1 Will schools be different in the future?
- 2 Will students use books in the future?

8 Work in pairs. Talk about what your school will be like in ten years.

- We will study at home and only go to school for sports and games.
- Well, this is good, but I'll miss my teachers and friends.

Learning to learn

Marking the stressed parts of long words can help you remember the pronunciation.

Internet computer

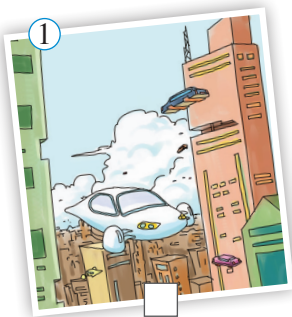
Life in the future

Unit 2 Every family will have a small plane.

Reading and vocabulary

1 Work in pairs. Look at the pictures and describe what you see. Use the words and expression from the box to help you.

air land job machine rain robot sea space traffic jam wind



2 Read the passage and match the pictures in Activity 1 with the paragraphs. 🎧

Life in the future

By Tony Smith

What will life be like in the future? How will things change? Here are some ideas. Which ones will come true?

- A In the future, a change of weather won't mean a change of clothes. We'll wear a new kind of clothes. They'll be warm when we're cold, and cool when we're hot.
- B There'll be no more light rain and cold wind in spring. The weather will be quite warm or even hot all year, with heavy rain and wind. The sea level will rise as well.
- C We won't travel by bus or bike any more. Every family will have a small plane. No more expensive cars — it'll be cheap to travel everywhere by plane, not only over land, but also over the sea or even into space. Maybe there'll be traffic jams in the air.
- D Do you like long holidays? Well, you're going to like the future because machines and robots will do all the heavy and difficult jobs, and we'll only do light and easy work. Working hours will be short so people will have long holidays.

3 Match the paragraphs with the headings.

- 1 Weather 2 Clothes 3 Jobs 4 Travel

4 Check (✓) the true sentences.

- 1 People have to change clothes in hot weather.
- 2 The weather will be warm in spring.
- 3 A lot of people will travel by plane so maybe there will be traffic jams in the air.
- 4 People will have long holidays because machines will do heavy work.

5 Complete the passage with the correct form of the words from the box.

air cheap everywhere into rise true

Will travel in the future be expensive? No, it'll be (1) _____. We'll travel (2) _____ by plane. We'll be able to (3) _____ over the traffic jams on the land, and we'll be able to go (4) _____ space. But maybe there'll be traffic jams in the (5) _____ too. What do you think? Do you think this idea about life in the future will come (6) _____?

6 Match the words with their opposites. Use the passage in Activity 2 to help you.

easy expensive hot large light long warm

cheap cold cool difficult heavy short small

7 Work in pairs. Talk about life in the future.

- *I think everyone will have a small plane so travelling will be easy.*
- *Yes, but I think there will be traffic jams in the air.*

Writing

8 Look at the sentences.

Working hours will be short. People will have long holidays.
Working hours will be short so people will have long holidays.

Now complete the sentences with *so*.

- 1 Every family will have a plane so...
- 2 The weather will get hot so...
- 3 Machines and robots will do the heavy and difficult jobs so...

Unit 3 Language in use

Language practice

Every family will have a small plane.
Teachers won't use chalk on a blackboard.
 What **will life be** like in the future?
Will schools be different in the future?
 Yes, **they will**.

1 Complete the questions about the future.

Will students go (go) to school in the future?

- 1 _____ (use) pens and paper?
- 2 _____ (read) books?
- 3 _____ (travel) by small planes?
- 4 _____ (send) emails to teachers?

2 Work in pairs. Ask and answer the questions in Activity 1.

- *Will students go to school in the future?*
- *Yes, they will. / No, they won't. They'll study at home.*

3 Put the words in brackets in the correct place in the sentences.

They'll have a lot of time! (free)
They'll have a lot of free time!

- 1 People won't have any jobs. (difficult)
- 2 Robots will do work on farms. (heavy)
- 3 People will have holidays. (long)
- 4 There will be rain this evening. (light)

4 Put the words and expressions from the box into the correct column.

email heavy rain heavy work hot summer interesting job
 Internet small plane traffic jam warm winter wind

Weather	Computer	Job	Travel

Around the world

Robots in Japan

Japan has many robots now and you can see lots of them in the country. You can find worker robots, robots that clean your home, and even robots you can play with.



Module task: Making a poster about life in the future in your home town

5 Think about life in the future. Write down your ideas.

- Schools
- Homes
- Travel
- Weather

6 Work in groups of four. Talk about your ideas. Decide on five good ideas.

A: What will schools be like in the future?

B: The teacher won't write on a blackboard...

C: How will our homes change?

D: There will be more machines...

A: Will we find new ways to travel?

B: Yes, we will. We'll...

C: Will the weather change?

D: Yes, it will. It will be...

7 Make a poster. Include five of your good ideas.

Life in the future

Life in the future will be very different. We'll...

外研社



Shopping

Module task: Writing a shopping list for a school picnic

Unit 1 What can I do for you?

Listening and vocabulary

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

clothes shop market supermarket



Now say where you can buy these things.

biscuit lemon sausage strawberry T-shirt

2 Listen and answer the questions.

- 1 What is Lingling going to buy for her mother on Mother's Day?
- 2 What is Betty going to make for her mother?
- 3 What does Betty want to buy?
- 4 When are they going to the shops?

3 Listen and read.

(In the shop)

Shop worker: What can I do for you?

Lingling: I'd like to buy a T-shirt for my mum.

Shop worker: What colour does she like?

Lingling: Purple.

Shop worker: All right. What size does she take?

Lingling: Small.

Shop worker: What about this one?

Lingling: May I try it on?

Shop worker: Certainly.

Lingling: Look at the price. It's 198 yuan. That's too much.

Shop worker: But wait a minute! There's a sale on today. Everything is half price.

Lingling: OK! I'll take it.



Everyday English

- Certainly.
- Wait a minute!
- Can I help you?

(In the market)

Lingling: I've got some food to buy too.
Market worker: Can I help you?
Lingling: Yes. I'd like some sausages. How much are they?
Market worker: Thirty-eight *yuan* a kilo. How much would you like?
Lingling: Half a kilo.
Market worker: OK. What else would you like?
Lingling: A kilo of beans and two lemons.
Market worker: That'll be thirty *yuan*.
Betty: Oh, the strawberries look fresh. How much are they?
Market worker: Ten *yuan* a kilo.
Betty: One kilo, please. Here's fifty-nine *yuan*.



Learning to learn

You don't have to understand every word when you listen. Try to listen for the important information.

Now complete the table.

	T-shirts	Sausages	Strawberries
How much/many do they buy?			
How much is it/are they?			

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

certainly everything fresh half price size

- The strawberries look very _____ and the _____ is only ten *yuan* a kilo. _____ is so cheap!
- This is my _____. Can I try it on?
 — _____. The clothes are _____ price today.

Pronunciation and speaking

5 Listen and repeat.

/əʊ/ go kilo OK so /ʌ/ colour some
 /ɒ/ of off on shop /u:/ do to who

6 Work in pairs.

Student A: You're a customer. Buy a present for a family member or a friend. Use the sentences in Everyday English and Activity 3 to help you.
Student B: You're a shop worker. Help Student A buy a present for his/her family member or friend.

Unit 2 You can buy everything on the Internet.

Reading and vocabulary

1 Look at the title of the passage. Think about the questions about online shopping.

advantage anyone anything anywhere compare
everything pay post product receive safe several

1 What can you buy?

2 How do you pay for it?

3 How is it changing our lives?

4 Is it good or bad?

2 Read the passage and check (✓) the true sentences. 

Online shopping

There are many new ways of shopping, and online shopping is one of them. You can buy almost everything on the Internet, and it's very easy. First, you choose something — clothes, tickets, a mobile phone, even a new computer — and pay for it. Then you receive it a few days later by post.

Online shopping has several advantages. First, you can shop at any time. The shops are always open. Second, shopping usually takes a lot of time. But to shop on the Internet you only need a computer and a mouse! You can also compare the prices of the same product and spend a lot... or save money.

But many people like going out and shopping with friends. They don't like shopping on the Internet because they can't see the product or try the clothes on. Also paying over the Internet isn't always safe.

Online shopping is changing our way of life. One day no one will go to the shops any more, because you'll be able to buy anything on the Internet, and you will be able to receive it anywhere in the world at any time!



- 1 Online shopping is a new way of shopping.
- 2 You pay for online shopping before you receive it.
- 3 Online shopping is very difficult.
- 4 It's very safe to shop over the Internet.
- 5 Our way of life is changing because of online shopping.

3 Complete the passage with the words from the box.

later out pay receive

Internet shopping is easy. You buy something online, you (1) _____ for it, then a few days (2) _____ you (3) _____ it by post. But going (4) _____ and shopping with friends is much more fun!

Writing

4 Work in pairs. Complete the table.

Shopping online	
Advantages	Disadvantages

5 Write sentences describing the advantages with *first* and *second*.

First, you can shop at any time... Second, ...

Now write sentences describing the disadvantages. Introduce the first disadvantage with *but*.

But many people like going out...

6 Write a paragraph about shopping at a supermarket.

- Begin like this: *Supermarket shopping is not difficult. First, you choose the things on your shopping list...*
- List the advantages.
- List the disadvantages.
- Finish like this: *Shopping at a supermarket is fun.*

Unit 3 Language in use

Language practice

What colour does she like?
What size does she take?
How many/much would you like?

1 **Work in pairs. Look at the picture. Ask and answer.**

what / size / take?

— *What size do you take?*

— *Size S.*

1 what / size / take?

2 how much / eggs?

3 how much / beef?

4 what / colour / like?

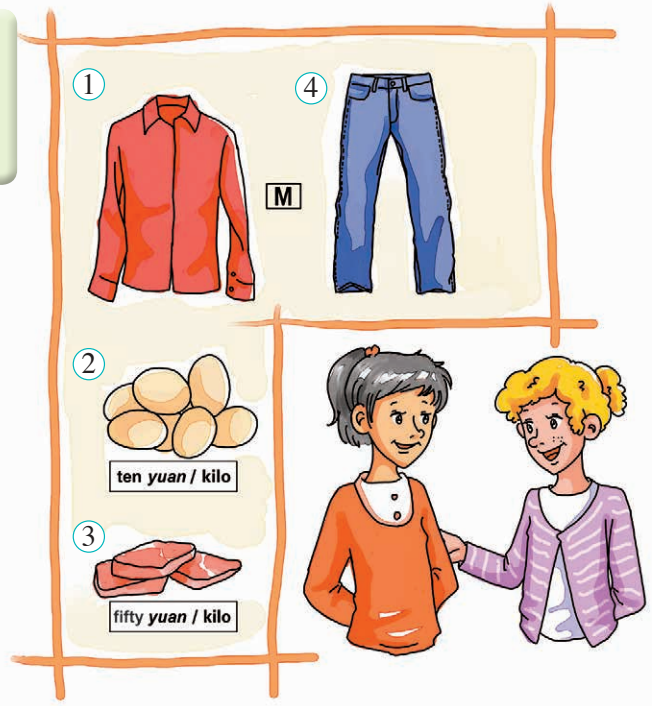
2 **Match the sentences in Column A with the sentences in Column B.**

A

- 1 Can I help you?
- 2 How much are they?
- 3 What size do you take?
- 4 How much meat do you want?
- 5 Can I try it on?
- 6 How much is that T-shirt?
- 7 What colour would you like?
- 8 What about this one?

B

- a) Half a kilo, please.
- b) Twenty yuan a kilo.
- c) Green.
- d) Yes, please. I want some bananas.
- e) Yes. Here you are.
- f) Sixty-eight yuan.
- g) I don't like blue.
- h) Large.



3 **Write down as many words as you can in each column.**

How many	How much
eggs	milk

4 Complete the sentences with *how much* or *how many*.

- 1 _____ lemons would you like?
- 2 _____ kilos of sausages do you want?
- 3 _____ coffee do you want?
- 4 _____ boxes of strawberries do you want?
- 5 _____ meat shall I buy?
- 6 _____ milk have you got?

Around the world

Catalogue shopping

There are many ways of shopping in America today. One popular way is catalogue shopping. There are catalogues for almost anything you need — like clothes, toys, computers, things to cook with and so on. A lot of people order their music and books from catalogues.



Module task: Writing a shopping list for a school picnic

5 Work in pairs. Write a shopping list for a school picnic.

- What food do you need?
- What drinks do you need?
- How much/many do you need?

6 Work with other students and compare your lists.

- Find out more about their lists.
- Add more things to your list.

7 Present your shopping list to the class. Choose the best list.

Around town

Module task: Giving directions around your home town

Unit 1 Could you tell me how to get to the National Stadium?

Listening and vocabulary

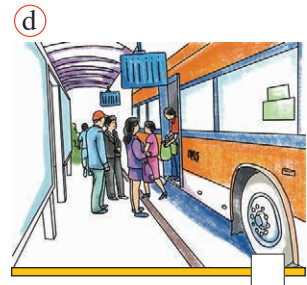
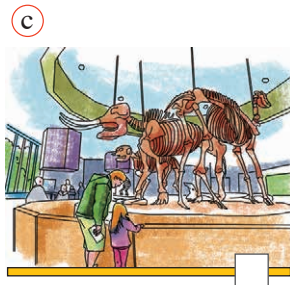
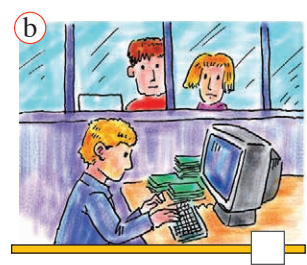
1 Match the words from the box with the pictures.

bank museum
restaurant station

Now listen and number the places as you hear them. 🎧

2 Work in pairs. Say which places in Activity 1 you can find in your home town and where they are.

along across cross opposite



3 Listen and read. 🎧

(Betty and Lingling are standing in front of Tian'anmen Square.)

Tourist: Excuse me! Can you tell me the way to Wangfujing Dajie?

Betty: Certainly. Go across Dong Chang'an Jie, go along the street and turn left at the third street on the left. It's near here, so you can walk there.

Tourist: Great. And I'd like to buy a guidebook about Beijing. Is there a bookshop near here?

Lingling: Yes, there is a big bookshop over there, just along Xi Chang'an Jie, on the right, opposite the bank.

Tourist: Right, OK! I also want to visit the National Stadium. How can I get there?

Lingling: Sorry, I'm not sure. Why not ask the policeman over there?

Tourist: Thank you.

Betty and Lingling: You're welcome.

Tourist: Could you tell me how to get to the National Stadium?

Policeman: Sure! Go along the street and you'll see an underground station. Take the underground to the Olympic Sports Centre, or you can take a bus or a taxi.

Tourist: Thanks a lot.

Policeman: You're welcome. Have a nice day!

Everyday English

- Excuse me!
- Can you tell me the way to...?
- You're welcome.
- Could you tell me how to...?
- Have a nice day!

Now answer the questions.

- 1 How will the tourist get to Wangfujing Dajie from Tian'anmen Square?
- 2 Where is the bookshop?
- 3 Who does the tourist ask for the way to the National Stadium?

4 Complete the questions with the correct form of the words from the box.

could excuse policeman street tourist underground

- 1 _____ me, is Wangfujing Dajie far from Tian'anmen Square?
- 2 There's a bookshop near here. What's the name of the _____?
- 3 Can a _____ ask a _____ the way to get to places in Beijing?
- 4 _____ you tell me how to get to the National Stadium?
- 5 Where's the _____ station?

Now work in pairs. Ask and answer the questions.**Pronunciation and speaking****5 Listen and repeat.** 

- 1 Can you tell me the way to Wangfujing Dajie?
- 2 Go across Dong Chang'an Jie, go along the street and turn left.
- 3 Is there a bookshop near here?
- 4 Could you tell me how to get to the National Stadium?
- 5 Go along the street and you'll see an underground station.

6 Read the conversation in Activity 3 again and complete the table.

Ask	Answer
<i>Can you tell me the way to...?</i>	<i>Go across...</i>

7 Work in pairs. Draw a map of where you live. Show places.**Now ask for and give directions to places on the map.**

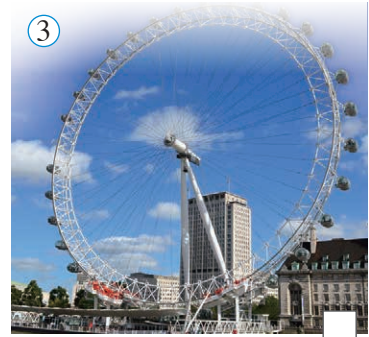
- *Where's the market?*
- *It's on...*
- *How do I get there?*
- *Go along...*

Unit 2 The London Eye is on your right.

Reading and vocabulary

1 Match the places with the pictures.

- | | |
|---------------------|-------------------------|
| a) National Gallery | d) Houses of Parliament |
| b) London Eye | e) Buckingham Palace |
| c) Tower of London | |



2 Read the passage and follow the tour on the map.

Tour of London

Welcome to this short tour of London. This square is Trafalgar Square and it is the middle of London. We're standing opposite the National Gallery, a famous museum with lots of famous paintings. From here, we'll walk along the red street to Buckingham Palace. The Queen lives there.

Turn left and go to the Houses of Parliament and Big Ben. Opposite you can see the London Eye. It takes you 135 metres above the River Thames. You can see most of London on a clear day.

When you are tired, the best way to see London is by boat. You can get the

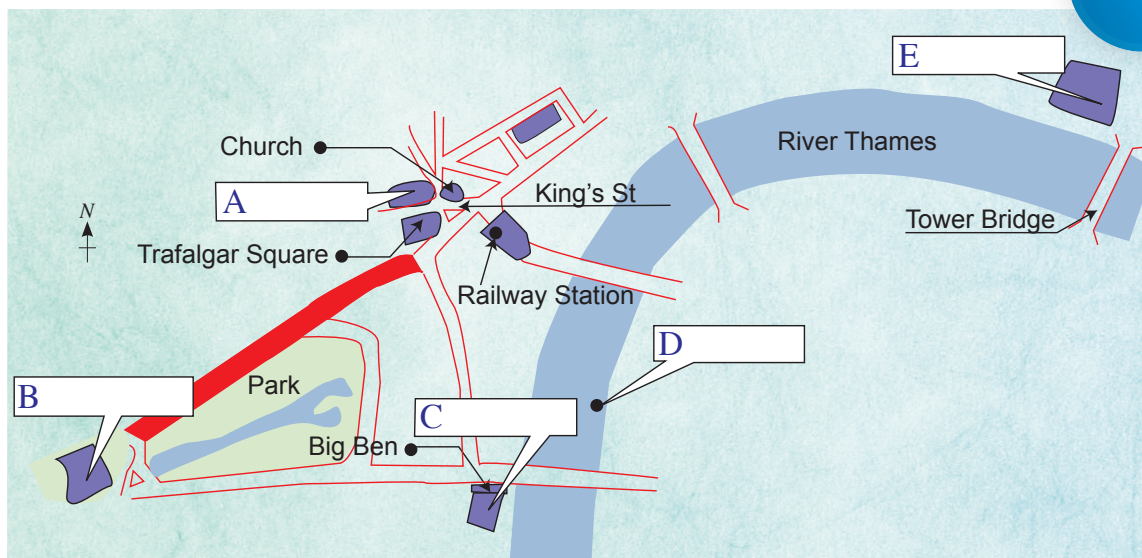
boat near Big Ben. As you go along the river, the London Eye is on your right.

Get off the boat at Tower Bridge. Next to the bridge is the Tower of London. It's over 900 years old.

After visiting the Tower of London, take the boat back along the river to the railway station. When you get off the boat, go past the station and walk along the street. Turn left into King's Street and go past a church. You're now back at the square. And this is where we'll finish our tour.

Learning to learn

When you read English, there may be new words or phrases. Some of them may be names which you often can't translate. Look at words which begin with capital letters and decide if they are names.



3 Label the places in Activity 1 on the map.

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

above bridge clear famous metre square tour

- 1 — Where does the _____ start?
— From the _____ opposite the National Gallery.
- 2 — What's the National Gallery?
— It's a _____ museum with lots of paintings.
- 3 — How high does the London Eye take you _____ the River Thames?
— One hundred and thirty-five _____.
- 4 — What can you see from the London Eye?
— On a _____ day, most of London.
- 5 — Where is the Tower of London?
— It's next to a famous _____.

Writing

- 5 Draw a map of your journey from school to home. Mark the streets and other places on the map in English. Don't mark your home.
- 6 Write directions from your school to your home.
- 7 Work in pairs.

Student A: Show the map to Student B and read your directions.

Student B: Mark Student A's home on the map.

Unit 3 Language in use

Language practice

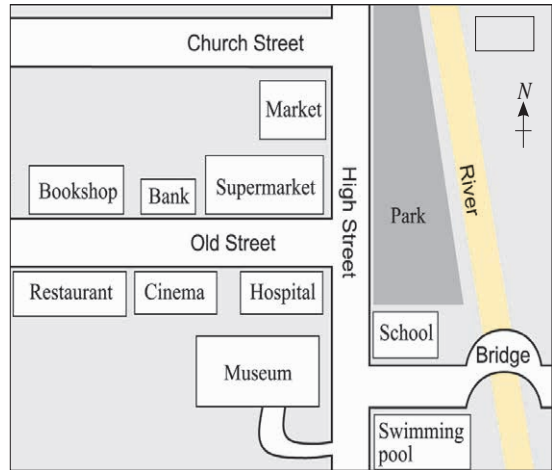
Can you tell me the way to Wangfujing Dajie?
 Could you tell me how to get to the National Stadium?
 Go across Dong Chang'an Jie, go along the street and turn left.
 Go along the street and you'll see an underground station.
 Is there a bookshop near here?

1 Work in pairs and look at the map.

Student A: Choose a starting place on the map. Then give Student B directions from there.

Student B: Listen to Student A and follow the directions: Where do they finish?

Now choose another starting place on the map. Student B gives directions.



2 Read and label the places.

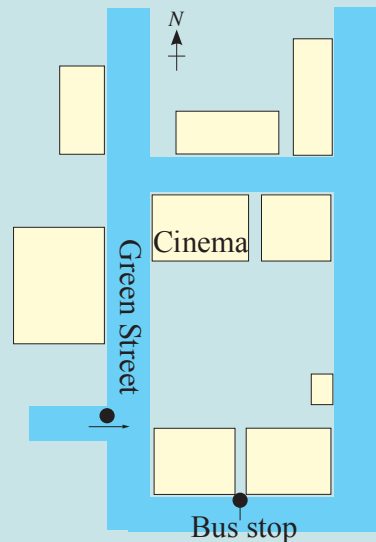
Man: I need to go to the post office. Can you tell me how to get there?

Woman: Yes, of course. Turn left and walk up Green Street. Go past the bank. It's the big building on the left. Turn right after the bank, at the cinema. The post office is opposite the cinema and the supermarket.

Man: Thanks. I also want to buy some books.

Woman: Well, there's a good bookshop near the market. From here cross Green Street and turn right. Go past the market on your left. Then turn left and go down the street to the bus stop. The bookshop is next to the bus stop.

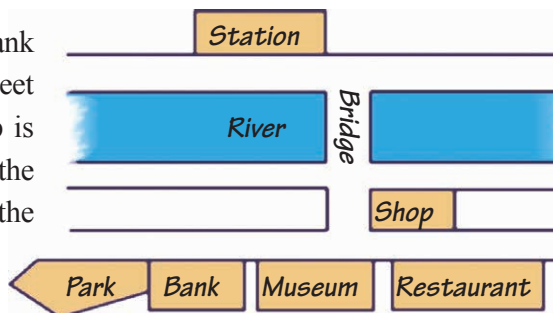
Man: Thank you!



3 Look at the map and complete the passage with the words and expressions from the box.

across between next to on your right opposite turn left

The museum is (1) _____ the bank and the restaurant. The park is along the street (2) _____ the bank. The shop is (3) _____ the restaurant. Cross the bridge and then go (4) _____ the street. (5) _____ and the station is (6) _____.



Around the world

A famous place

The Winter Palace in St Petersburg was a house for the Tsar of Russia. Now it's part of the Hermitage Museum, and everyone can go and see the paintings and learn about Russian history. Opposite the museum, on the other side of the River Neva, is St Peter's Church. You can walk across the river over Trinity Bridge.



Module task: Giving directions around your home town

4 Write about your home town. Say:

- the most important places to see
- where they are
- how you get there

5 Write an email to a friend and say what to do on a one-day tour of your home town. Use the information from Activity 4 to help you.

6 Draw a map of your home town and mark out the important places.

Revision module A

Grammar and speaking

- 1 Make a questionnaire about weekend plans. Write questions with the words in the box. Use *be going to*.

what / do why / do where / do who / with when / go

Questionnaire	
Questions	Answers
<i>What are you going to do this weekend?</i>	<i>I'm going to have a piano lesson.</i>

- 2 Work in pairs. Ask and answer the questions in Activity 1.

— *What are you going to do this weekend?*
— *I'm going to have a piano lesson.*

Now write your partner's answers in the questionnaire.

- 3 Work with a different partner. Talk about your first partner's answers in Activity 2.

— *What's he/she going to do this weekend?*
— *He's/She's going to have a piano lesson.*

- 4 Work in pairs. Talk about the opinions and give your reasons.

— *The air will be clean.*
— *Yes, it will. / No, it won't. Because...*

- 1 Robots will do easy jobs.
- 2 Flying will be expensive.
- 3 People will have short holidays.
- 4 Robots and machines will do interesting jobs.
- 5 There will be cold winds.

- 5 Write sentences from Activity 4.

The air will be clean because people are planting trees.

6 Complete the sentences with *can* or *can't* and the correct verbs.

- Lily is only three years old. She _____ a horse.
- Daming likes music very much and he _____ the piano very well.
- You _____ famous paintings in the National Gallery.
- _____ you _____ me do my homework?
- It's raining now. We _____ out to play.

7 Work in pairs. Look at the map. Ask for and give directions.

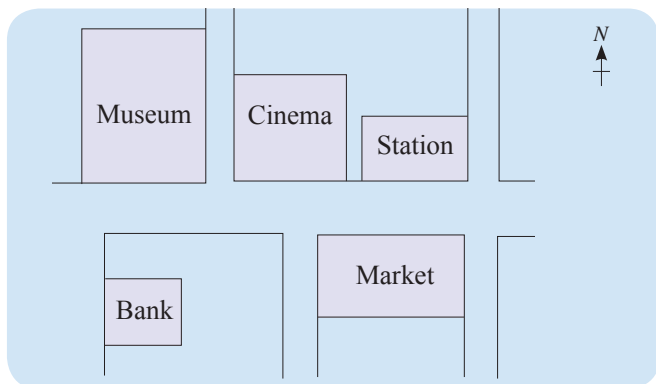
along between next to opposite turn left/right

Student A:

- You're at the station. Ask the way to the cinema.
- You're at the cinema. Ask the way to the market.

Student B:

- You're at the museum. Ask the way to the station.
- You're at the market. Ask the way to the bank.



8 Complete the conversation with the correct form of the words from the box. You can use some of the words more than once.

his mine my whose your yours

Ms Li: Here's a mobile phone. (1) _____ is it?

Lingling: I don't know. Is it (2) _____, Betty?

Betty: No, it isn't (3) _____. I think it's Daming's.

Ms Li: Yes, it's (4) _____. Are these gloves Tony's?

Lingling: Yes, they are. They're (5) _____ gloves.

Ms Li: What about this camera? Is it also Tony's?

Betty: No, it isn't (6) _____. (7) _____ camera is black.

Ms Li: Is it (8) _____ camera, Lingling?

Lingling: Oh yes, it is. It's (9) _____ new camera. Thank you so much.

Revision module A

Vocabulary

9 Write down as many words as you can. See who can write more.


School	Place	Shop	Sport	Food
<i>eraser</i>	<i>museum</i>	<i>supermarket</i>	<i>tennis</i>	<i>biscuit</i>

10 Complete the sentences with the correct form of the words from the box.

email T-shirt picnic robot supermarket underground

- 1 You can check your _____ on that computer.
- 2 Let's have a _____ today. I want to eat in the park.
- 3 My mum wants a new _____.
- 4 In the future _____ will do a lot of work.
- 5 You can buy food at the _____.
- 6 You can take the _____ to the National Stadium.

Listening

11 Listen and check (✓) the true sentences. 

- 1 Tony is good at science so he wants to be a doctor.
- 2 Tony's mother is a teacher.
- 3 Tony thinks there will be no teachers in the future.
- 4 Daming wants to be a doctor so he can help people in hospital.
- 5 Daming does well in football.

12 Listen to the poem and read. 

Perseverance

By Mrs Coleman

My teacher says this is done well,
How glad, how proud am I!
For I shall see a happy smile
In Mother's dear kind eye.

She'll put her hand upon my head,
And kiss my forehead too,
And whisper softly in my ear,
"Did I not tell you true?"

For when I said, "Oh dear, I can't!"
And gave a heavy sigh,
My mother said, "Nay, do not fear;
Come, let me see you try."

I did not know how pleasant it was
To study hard before;
But now, I'm sure, I will not ask
For easy work any more.

Reading

13 Read the passage and check (✓) the true sentences.

London is a great city for shopping. Go to the large shops everywhere in the middle of the city, and you can buy food and drink, clothes, furniture and things for your home, as well as computers, all in the same building. London is famous for its clothes shops, for men and women and for young people. Its street markets are good fun too. You can buy bags, T-shirts, scarves and presents to take back home, or you can try food from all over the world. In fact, you can buy anything from anywhere around the world when you go shopping in London.

- 1 There are lots of large shops in London.
- 2 People can only buy clothes at the large shops in London.
- 3 You can only eat English food in street markets.
- 4 People can buy products from all over the world in London.

Writing

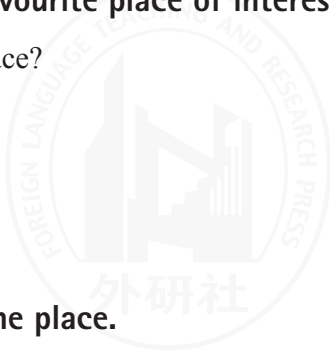
14 Join the sentences with *so* or *because*.

- 1 The weather is warm. I'm wearing my T-shirt.
- 2 We're taking the plane. It's a long way.
- 3 I take the bus to school. I live a long way away.
- 4 I like strawberries. I'm going to buy some at the market.
- 5 She is going to the lost and found office. She can't find her camera.

15 Find a picture of your favourite place of interest and answer the questions.

- 1 What is your favourite place?
- 2 How can you get there?
- 3 What can you see there?
- 4 What can you buy there?
- 5 Why do you like it?

16 Write a passage about the place.



My past life

Module task: Writing about your classmate's past life

Unit 1 I was born in a small village.

Listening and vocabulary

1 Listen and number the questions as you hear them. 

- a) Who was your first teacher?
- b) What was your first school like?
- c) Where were you born?
- d) Was she strict?

Now answer the questions. Use the words and expressions from the box.

be born friendly nice primary school strict town US

2 Listen again and check (✓) the true sentences. 

- 1 Betty was born in the US.
- 2 Betty was born in a small town.
- 3 Betty's first school was a big school.
- 4 There were twenty-two students in Betty's class.
- 5 Betty's first teacher was strict.

3 Listen and read. 

Tony: Hey, Lingling. Where were you born?

Lingling: I was born in a small village in Shanxi Province.

Tony: What was the name of the village?

Lingling: Xucun. Where were you born, Tony?

Tony: I was born in Cambridge. It's a small city in England.

Lingling: What was the name of your first school?

Tony: It was Darwin Primary School.

Lingling: Who was your first teacher?

Tony: My first teacher was Mrs Lane. She was strict but very nice. Who was your first teacher?

Lingling: Ms Yao. She was very friendly. Who were your first friends? What were they like?

Tony: Their names were Becky and Adam. Becky was very good in class but Adam wasn't. He was quite difficult.

Lingling: And what were you like? Were you difficult in class too?

Tony: No, I wasn't. I was very good!

Everyday English

- What were they like?
- I was very good!

Now choose the correct answer.

- | | |
|---|-------------------------------------|
| 1 Was Lingling born in Xucun? | Yes, she was. / No, she wasn't. |
| 2 Was Tony's first school called Darwin Primary School? | Yes, it was. / No, it wasn't. |
| 3 Was his teacher's name Mrs Smith? | Yes, it was. / No, it wasn't. |
| 4 Was Mrs Smith Lingling's teacher? | Yes, she was. / No, she wasn't. |
| 5 Was Ms Yao very friendly? | Yes, she was. / No, she wasn't. |
| 6 Were Becky and Adam Tony's friends? | Yes, they were. / No, they weren't. |
| 7 Was Becky good at school? | Yes, she was. / No, she wasn't. |
| 8 Was Tony difficult at school? | Yes, he was. / No, he wasn't. |

4 Complete the table.

	Born in	First teacher	First school	First friend(s)
Lingling				
Tony				

Pronunciation and speaking**5 Listen and notice the stressed words.** 

- | | |
|---|---|
| 1 — I was born there.
— No, you weren't. | 4 — He was a teacher.
— No, he wasn't. |
| 2 — You weren't born in Cambridge.
— Yes, I was. | 5 — She was strict.
— No, she wasn't. |
| 3 — They were born in China.
— No, they weren't. | |

Now listen and repeat. **6 Work in pairs. Ask and answer the questions about your past life.**

- 1 Where were you born?
- 2 What was the name of your primary school?
- 3 Who was your first teacher?
- 4 What was he/she like?
- 5 Who were your first friends?
- 6 What were they like?
- 7 What was your favourite subject?
- 8 How many students were there in your class?

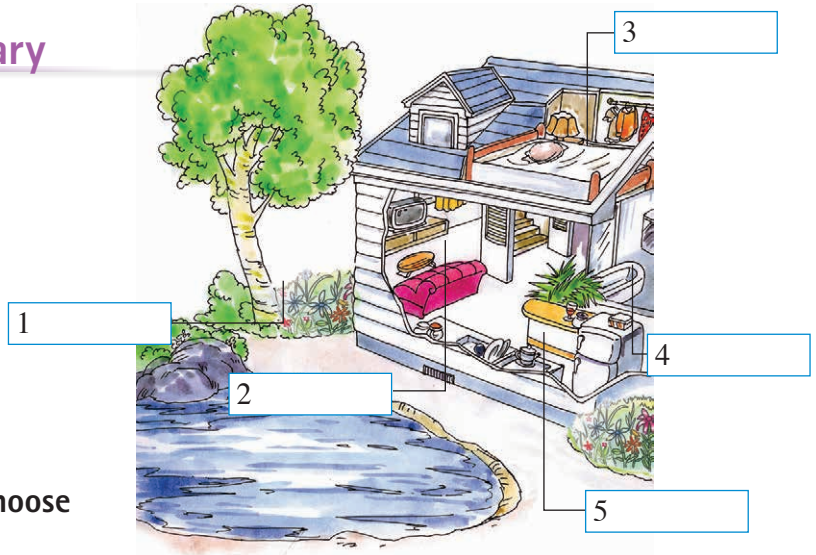
Now tell the rest of the class about your past life.


Unit 2 I was born in Quincy.

Reading and vocabulary

- 1 Label the picture with the words from the box.

bathroom bedroom
garden kitchen
living room



- 2 Read the passage and choose the correct answer. 

My life in Quincy

By Betty King

I was born in Quincy, a town on the east coast of America, twelve years ago. There were lots of things to do in Quincy, with many stores, two movie theaters, football clubs and basketball teams too. I wasn't bored in Quincy. I was very happy there.

Two presidents of the US, John Adams and his son John Quincy Adams, were born in Quincy. You can visit their old family houses.

Our house was big and comfortable. There was a big living room with a

TV, a kitchen, a bathroom and three bedrooms. On my bedroom walls there were pictures of my favorite movie stars.

Behind the house, there was a big garden with lots of trees and there was a small lake with fish in it. It was great to play there.

There were lots of children in Quincy. Many of them were my friends. This was our last home in the US and I was there for the last time in 2010. One day I'll go back, and I'm looking forward to seeing my friends again.

- 1 Betty **was** / **wasn't** happy when she was in Quincy.
- 2 **Two** / **Three** US presidents were born in Quincy.
- 3 There **were** / **weren't** pictures on Betty's bedroom walls.
- 4 There **was** / **wasn't** a small lake in the garden.
- 5 Betty **was** / **wasn't** in Quincy last year.

Learning to learn

Some words in American English (*Am E*) are different in British English (*Br E*).

<i>Am E</i>	<i>Br E</i>
movie theater	cinema
store	shop

Some words are different in spelling:

<i>Am E</i>	<i>Br E</i>
favorite	favourite
neighbor	neighbour

Write “*Am E*” by American English words and “*Br E*” by British English words.

3 Answer the questions.

- 1 Were there a lot of things to do?
- 2 Was anyone famous born there?
- 3 Who were they?
- 4 What was Betty’s house like?
- 5 How many rooms were there?
- 6 What was Betty’s bedroom like?
- 7 Was there a garden?
- 8 Were there lots of children?

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

ago bored coast comfortable east president store

Quincy is a small town on the (1) _____, in the (2) _____ of the US. John Adams and his son John Quincy Adams, both (3) _____ of the US, were born in Quincy. Betty was also born there twelve years (4) _____. She lived in a (5) _____ house with several rooms. There was lots to do there, with many (6) _____, so Betty wasn’t (7) _____.

Writing

5 Look at the sentences.

There were lots of things to do in Quincy. There were many stores...

There were lots of things to do in Quincy, with many stores...

Now join the sentences with *with*.

- 1 There was a big living room. There was a TV.
- 2 There was a big garden. There were lots of trees.
- 3 There was a small lake. There were fish in it.

Look at the passage in Activity 2 again and check.

6 Answer the questions.

- | | |
|---------------------------------|------------------------------------|
| 1 When and where were you born? | 4 What was your bedroom like? |
| 2 Were you happy there? | 5 Were there lots of things to do? |
| 3 What was your house like? | |

7 Describe your past life with the answers from Activity 6.

I was born in...

Unit 3 Language in use

Language practice

I was born in Quincy.

My first teacher was Mrs Lane.

I wasn't bored in Quincy.

Were you difficult in class too?

No, I **wasn't**.

Where **were you** born?

1 Work in pairs. Read about Liu Yun. Ask and answer the questions.

	Liu Yun	You	Your partner
Born in	<i>Tianjin</i>		
Primary School	<i>Qiuzhen Primary School</i>		
First teacher	<i>Ms Guo</i>		
First friend(s)	<i>Feifei, Lulu</i>		

where / born?

— *Where was she born?*

— *She was born in Tianjin.*

1 what / primary school?

2 who / first teacher?

3 who / first friends?

2 Complete the *You* column in the table in Activity 1.

Now work in pairs. Ask and answer the questions. Complete the *Your partner* column.



3 Complete the sentences with the correct form of *be*.

1 Lingling _____ (not) here last weekend. She _____ in Xucun.

2 — _____ Tony born in Cambridge?

— Yes, he _____.

3 — _____ Daming born in Beijing?

— Yes, he _____.

4 — _____ they at school on Monday?

— No, they _____.

5 — _____ they at home this morning?

— No, they _____.

- 6 — _____ your first teacher strict?
— Yes, she _____.
- 7 — _____ your friends at your first school difficult?
— No, they _____.
- 8 — _____ you happy at your first school?
— Yes, I _____.

4 Complete the sentences with the correct form of the word and expressions from the box.

be bored be born lots of on the east coast of primary school town

- 1 I was a good pupil in _____.
- 2 — Where _____ you _____?
— In Newton, a small _____ in America.
- 3 — Can I play a computer game, Mum? I _____.
— You can read your book.
- 4 Qingdao is in Shandong Province and it is _____ China.
- 5 There was a new film on yesterday and there were _____ people at the cinema.

Around the world

Hero of South Africa

Nelson Mandela was born in a small village in the Transkei region of South Africa. He was born on 18th July, 1918. He was President of South Africa from 1994 to 1999.



Module task: Writing about your classmate's past life

5 Work in pairs. Talk about your past life with your classmate.


- *When were you born?*
— *I was born...*

6 Write about your classmate's past life.

He/She was born...

Unit 1 Once upon a time...

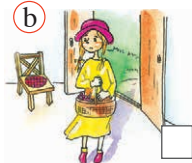
Listening and vocabulary

1 Listen and check (✓) the true sentences. 

- 1 The story is *Goldilocks and the Three Bears*.
- 2 The story begins: Once upon a time...
- 3 Goldilocks was a girl with hair of gold.
- 4 Goldilocks lived in the forest.
- 5 She decided to go for a walk in the park with her basket.

2 Look at the pictures and answer the questions.

basket decide forest gold hair story



- 1 Who was Goldilocks?
- 2 Where was she?
- 3 What did Goldilocks notice?

3 Listen and read. 

Tony: All alone in the dark, dark forest, Goldilocks picked some flowers.

Daming: Oh, did she often go for a walk in the forest alone?

Tony: No, she didn't. And soon she was lost. Goldilocks looked around her. "Where am I?" she asked. Then she noticed a little house, so she hurried towards it, and knocked on the door. Nobody answered, so she knocked again, and again. Finally, she pushed the door. It was open. There was nobody there.

Daming: Oh! Didn't anyone live in the house?

Tony: Just wait a moment, Daming! Goldilocks entered the house and looked into a small room. On a table there were three bowls with some nice food in them. One bowl was small, one was big and one was very big. Goldilocks was very hungry. She picked up the very big bowl but she didn't like it — it was very hot. Then she picked up the big bowl, but she didn't like it — it was cold. The little bowl was just right. She finished all the food in it.

Everyday English

- Finally, ...
- Wait a moment!
- ... just right.

Now number the pictures in Activity 2 in the correct order.

4 Answer the questions.

- | | |
|--|---------------------------------|
| 1 Did she pick any flowers in the forest? | 4 Was there food in the bowls? |
| 2 Did she notice a big tree in the forest? | 5 Did she want to eat the food? |
| 3 Was the door open? | 6 Did she like the big bowl? |

5 Complete the passage with the correct form of the words from the box.

around bowl dark enter knock nobody pick push towards

One day Goldilocks walked into the forest and (1) _____ some flowers. It was very (2) _____ and soon she was lost. She looked (3) _____ her, and saw a little house, and she walked (4) _____ it. Then she (5) _____ on the door, but there was (6) _____ in. She (7) _____ the door and (8) _____ the house. There were three (9) _____ on the table, a small one, a big one and a very big one.

Pronunciation and speaking

6 Listen and notice the different ways the speaker says the words. 

/t/ finished **ed** knocked **ed** liked **ed** noticed **ed** picked **ed** pushed **ed** stopped **ed**
 /d/ answered **ed** entered **ed** hurried **ed** lived **ed**
 /ɪd/ decided **ed**

Now listen again and repeat. 

7 Listen and repeat. 

- 1 Goldilocks walked into the forest.
- 2 She noticed a little house.
- 3 She knocked on the door.
- 4 She liked the food.

8 Work in pairs. Tell the story.

- How does the story begin?
- Once upon a time, there was a little girl called Goldilocks. She lived near a big forest. She had hair of gold...

Learning to learn

Many old stories begin with the phrase “once upon a time”. When you tell a story like *Dong Yong's Wife*, *Chang'e Flies to the Moon*, or *Jingwei Decides to Fill the Sea* in English, you can begin with this phrase. When you read this phrase, you will know that it begins an old story.

Unit 2 Goldilocks hurried out of the house.

Reading and vocabulary

1 Work in pairs. Say what happened next in *Goldilocks and the Three Bears*.

- I think Goldilocks decided to go home.
- Maybe she stayed in the house.

2 Read the next part of the story and number the pictures in the correct order. 🎧



Goldilocks and the Three Bears

Goldilocks wanted to sit down because she was tired. First, she tried the big chair, but it wasn't very comfortable. Then she tried the middle chair. It was not comfortable either. Finally, she tried the small chair. It was nice and comfortable, but Goldilocks was very heavy and soon the chair was in pieces.

She walked into the bedroom. There were three beds. She didn't like the middle bed or the big bed. The small bed was very comfortable. Very soon she was asleep in it.

The Three Bears returned. They looked at the bowls and the chairs. Baby Bear cried, "There's nothing in my bowl and my chair is in pieces!" He wasn't very happy!

Next, the Bears looked in their bedroom. They didn't notice Goldilocks at first. Then Baby Bear pointed at the little girl in his bed and shouted, "Look! There's the bad girl!"

Goldilocks opened her eyes. The Three Bears were all around her, so Goldilocks jumped out of bed and hurried out of the house without her basket. She didn't go for a walk in the forest again.

3 Match the sentences with the pictures in Activity 2.

- 1 Goldilocks opened her eyes, jumped out of bed and hurried out of the house.
- 2 She tried the small chair.
- 3 The Three Bears returned to their house.
- 4 Baby Bear cried because there was nothing in his bowl and his chair was in pieces.
- 5 Baby Bear pointed at Goldilocks. She was asleep in his bed.

4 Check (✓) the true sentences.

- 1 Goldilocks liked the big chair.
- 2 Goldilocks liked the small bed.
- 3 Baby Bear looked in the bedroom.
- 4 The Three Bears were happy to see Goldilocks.
- 5 Goldilocks didn't like the Three Bears.

5 Complete the passage with the correct form of the words from the box.

asleep either piece point return shout without

Goldilocks tried the three chairs and liked the small chair, but she was very heavy and soon the small chair was in (1) _____. She walked into the bedroom. She tried the middle bed, but it wasn't comfortable and the big bed wasn't comfortable (2) _____. Very soon she was (3) _____ in the small bed.

Then the Three Bears (4) _____ to their house. They walked up to their bedroom. Baby Bear (5) _____ at Goldilocks and (6) _____, "That's her! She finished my food and... look at my chair!" Goldilocks jumped up and hurried out of the house (7) _____ her basket.

Writing

6 Look at the sentences.

- 1 First, she tried the big chair.
- 2 Then she tried the middle chair.
- 3 Finally, she tried the small chair.

Now write some new sentences. Use *first*, *next/then* and *finally*.

pick up / very big bowl / didn't like / too hot

pick up / big bowl / didn't like / too cold

pick up / small bowl / like / good

7 Read the story in Activity 2 again. Imagine what will happen next. Write at least three sentences.

Unit 3 Language in use

Language practice

Finally, she pushed the door.
She didn't like the middle bed or the big bed.
Did she pick any flowers in the forest?

1 Complete the sentences with the correct form of the words from the box.

answer enter hurry jump like notice point return try

- | | |
|--|---|
| 1 Baby Bear _____ at the girl in his bed. | 7 Goldilocks didn't _____ to that part of the forest again. |
| 2 She _____ the house. | 8 — Did she _____ the small chair first? |
| 3 Goldilocks _____ out of bed. | — No, she didn't. She tried the big chair first. |
| 4 She _____ to the little house. | 9 — Did she _____ the small bed? |
| 5 The Three Bears didn't _____ the door because they were out in the forest. | — Yes, she did. |
| 6 The Three Bears didn't _____ Goldilocks in bed at first. | |

2 Complete the passage with the correct form of the words from the box.

answer ask be enter knock look notice pick walk want

Once upon a time there was a small boy called Tom. One day Tom (1) _____ to go for a walk in the dark forest. He (2) _____ for a short time and then he (3) _____ some flowers. Next, he (4) _____ a little house. He (5) _____ on the door but nobody (6) _____. He (7) _____ the house. There (8) _____ a big table, a big chair, a big bowl and a big bear. Then Tom (9) _____ at the bowl of food with big eyes. The bear (10) _____ Tom, "Are you hungry? Try some of my food." Tom tried the food. Then they were good friends.

Now work in pairs. Ask and answer the questions.

- | | |
|---|-----------------------------------|
| 1 Did Tom want to go for a walk in the dark forest? | 3 Did he notice a house? |
| 2 Did he pick a lot of blue flowers? | 4 Did he knock on the door first? |

Around the world

Fairy tales

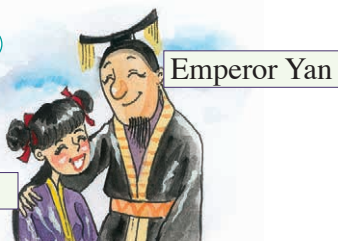
All around the world parents tell their children fairy tales. The stories are exciting and children enjoy listening to them again and again. In the stories, animals often speak and sometimes people become animals. The stories usually begin with “Once upon a time...”



Module task: Telling a story

3 Work in pairs. Look at the pictures and make sentences. Use the words given.

①



Emperor Yan

Nüwa

love

②



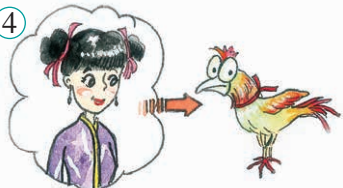
play

③



die

④



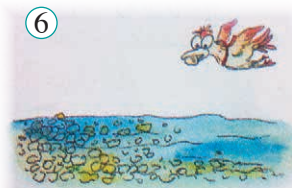
change into a bird (Jingwei)

⑤



watch

⑥



decide

4 Put the sentences together to make a story. Remember to use words like *and*, *so*, *but*, *because*, *first*, *next*, and *then* and *finally*.

Once upon a time there was a little girl called Nüwa. Her father was Emperor Yan and he loved...

5 Read your story to another pair and listen to theirs.

Life history

Module task: Writing about people in the past

Unit 1 He left school and began work at the age of twelve.

Listening and vocabulary

1 Match the festivals with the months.

- 1 January
- 2 February
- 3 March
- 4 April
- 5 May
- 6 June

- a) Teachers' Day
- b) Women's Day
- c) Christmas
- d) National Day
- e) Children's Day
- f) New Year's Day
- g) May Day
- h) Spring Festival

- 7 July
- 8 August
- 9 September
- 10 October
- 11 November
- 12 December

Now talk about when the festivals are.

Spring Festival is in January or February.

2 Listen and choose the correct answer.

- 1 Betty's grandfather's life **was / wasn't** different from Betty's.
- 2 Betty's grandfather was born in April **1935 / 1955**.
- 3 Betty's grandfather went to **America / England** in **October / November** 1941.

3 Listen and read.

Betty: What are you reading?

Tony: *Tom Sawyer*, by the famous American writer, Mark Twain. I'm writing about him for my English class.

Betty: I read *Tom Sawyer*. Very good! Hey, we can find out about him on the Internet.

Tony: Yes! ... OK. Look at this! His real name was Samuel Clemens and he was born in 1835 in Missouri. He left school and began work at the age of twelve.

Betty: What did he do?

Tony: He wrote for a newspaper. Later he got work on a boat.

Betty: Did he stay in Missouri?

Tony: No, he went to New York, and other cities.



Betty: When did he begin his stories?

Tony: I don't know the exact date. But he took the name Mark Twain and became very famous in the 1860s. He went to Europe as well. But he didn't come to China.

Betty: Yes, I knew that. Enjoy the book.

Tony: Yes, it's good.

Everyday English

-  Look at this!
-  Enjoy the book.

Now complete the table about Mark Twain.

Time	Facts
In 1835	
At the age of twelve	
In the 1860s	

4 Find the past form of the verbs in the conversation.

be become begin do get go know
leave read take write

Learning to learn

Some verbs have an irregular past simple, e.g., “go — went”. Remember to make notes of them.

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

age become Europe newspaper real writer

- 1 He began work at the _____ of twelve.
- 2 His _____ name was Samuel Clemens.
- 3 He wrote for a(n) _____.
- 4 He _____ very famous.
- 5 He went to _____, but he didn't come to China.
- 6 He is a great _____.

Pronunciation and speaking

6 Listen and repeat.

/ɑː/ March Mark market

/eɪ/ day May stay

/iː/ read teacher

/uː/ food school too

/ʊ/ book good

7 Work in pairs. Ask and answer the questions about Mark Twain.


— Did Mark Twain stay in Missouri?

— No, he didn't.

- 1 Was Mark Twain his real name?
- 2 Did Betty read *Tom Sawyer*?
- 3 Did Mark Twain leave school at sixteen?
- 4 Did Mark Twain become a newspaper writer?
- 5 Did Mark Twain come to China?

Unit 2 He decided to be an actor.

Reading and vocabulary

1 Work in pairs. Read the passage and decide what William Shakespeare wrote. 

- plays
- poems
- stories

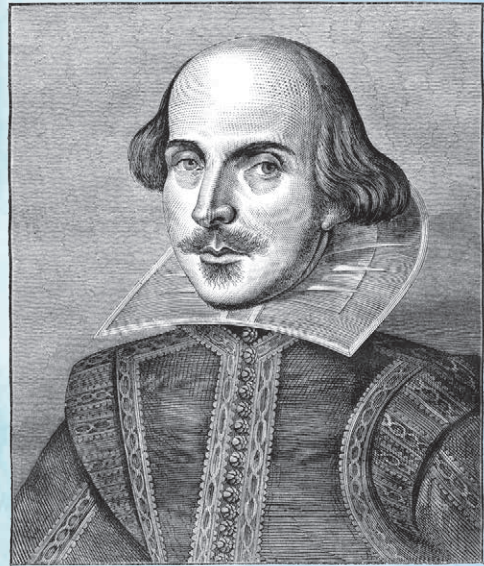
The life of William Shakespeare

William Shakespeare was a famous English writer of plays and poems. He wrote about thirty-eight plays, 154 short poems and a few long poems in his life. Two of his famous plays are *Hamlet* and *Romeo and Juliet*.

Shakespeare was born in 1564 in Stratford, England. Like many people 400 years ago, Shakespeare's parents didn't learn to read or write. At school he liked plays, so he decided to be an actor when he finished school at fourteen. He married in 1582 and had three children.

Shakespeare went to London and joined a theatre company in about 1592. He became a successful actor and began to write plays. Queen Elizabeth I enjoyed his works very much.

In 1599 the company built the Globe Theatre on the River Thames in London. You can visit the theatre today, but it isn't the same building. There was a fire in



the old theatre. They built it again in 1614 and in the 1990s.

William Shakespeare died at the age of fifty-two. He was rich and successful. You can still see his plays in English and in many other languages. He's famous around the world.

2 Put the sentences in the correct order.

- a) Shakespeare went to London.
- b) Shakespeare's company built the Globe Theatre.
- c) Shakespeare married.
- d) Shakespeare liked plays at school.
- e) Shakespeare died at the age of fifty-two.
- f) Shakespeare decided to be an actor.

3 Complete the timeline for Shakespeare with the correct form of the words and expressions from the box.

be born build die finish school go to London marry

1564	1578	1582	About 1592	1599	1616
<i>was born</i>					

4 Work in pairs. Ask and answer questions about Shakespeare. Use the information in Activity 3 to help you.

- *Was Shakespeare born in 1564?*
- *Yes, he was.*
- *Did he leave school in 1582?*
- *No, he didn't. He finished school in 1578.*

5 Complete the passage with the correct form of the words from the box.

die fire language marry poem rich successful

Shakespeare (1) _____ in 1582 and had three children. He became famous around the world for his plays and you can see them in many different (2) _____. Shakespeare also wrote (3) _____ as well. He was also a (4) _____ and (5) _____ actor. You can see his Globe Theatre in London today, but it's not the same building. There was a (6) _____ in the old theatre and they built it again. He (7) _____ at the age of fifty-two.

Writing

6 Look at the sentences.

Wang Dong was born in Guangzhou.

At the age of three, he went to Shenzhen with his parents.

At the age of six, he started school.

Now write sentences about events in your life.

I was born...

At the age of...

Unit 3 Language in use

Language practice

He **left** school and **began** work at the age of twelve.

But he **took** the name Mark Twain and **became** very famous in the 1860s.

He **wrote** about thirty-eight plays.

In 1599 the company **built** the Globe Theatre.

1 Complete the sentences about Betty's life.

- 1 Betty _____ (be born) in Quincy.
- 2 She _____ (go) to John Adams Primary School.
- 3 She _____ (be) happy in Quincy.
- 4 She _____ (have) lots of friends there.
- 5 She _____ (come) to China in 2008.

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

When my father was young, he (1) _____ (not have) much money. He (2) _____ (begin) work at eight o'clock and (3) _____ (leave) at five. When he (4) _____ (get) home, he always (5) _____ (read) a book. In the evening he (6) _____ (go) to the park and (7) _____ (have) a good time.

3 Complete the conversation with the correct form of the words from the box. You can use the words twice.

begin do get leave

Tony: What time did you (1) _____ school every day when you were a boy?

Tony's dad: I (2) _____ at about five o'clock, I think.

Tony: And what time did you (3) _____ home?

Tony's dad: Oh, I (4) _____ home about half an hour after that, at half past five.

Tony: Did you (5) _____ a lot of homework?

Tony's dad: Yes, I (6) _____.

Tony: Did you (7) _____ to play football when you were at school?

Tony's dad: No, I (8) _____ after you were born.

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

become go join leave start work

Deng Yaping was born in 1973 in Zhengzhou, China. She (1) _____ playing table tennis at five. She was only fifteen when she won her first match for China. She (2) _____ the National Team in 1988. Deng won Olympic gold four times and she (3) _____ famous all over the world. At the age of twenty-four, Deng Yaping (4) _____ the National Team and became a student. She (5) _____ very hard. She then (6) _____ to England and studied there.

Around the world

Stratford-upon-Avon

Stratford-upon-Avon is a small town in the middle of England and is famous because it is the birthplace of William Shakespeare, the greatest English playwright. Stratford is set in the beautiful countryside on the River Avon. At the Royal Shakespeare Company Theatre, you can see Shakespeare's plays like *Romeo and Juliet* and *Hamlet* as well as other plays. Stratford is a historic town and well worth visiting for a taste of Old England.

**Module task:** Writing about people in the past

5 Find out about your parents' or grandparents' lives when they were young. Ask:

- Where did you live?
- What did you often watch?
- What games did you play?
- When did you get married?
- How did you travel?

Now make notes.

- Write a timeline.
- Write notes on the timeline.

6 Write a paragraph about their lives.

- Write the paragraph.
- Do some drawings.

7 Show your paragraph to the whole class.

A holiday journey

Module task: Writing an email to a friend about your holiday

Unit 1 What did you do?

Listening and vocabulary

1 Find the places on the map.

- a) California
- b) Hollywood
- c) Los Angeles
- d) Pacific Ocean
- e) Santa Monica
- f) Disneyland

Now listen and number the places as you hear them. 🎧



2 Listen and read. 🎧

Lingling: Where are you going on holiday, Tony?

Tony: To Los Angeles.

Betty: Oh, really? You'll love it! I went there two years ago and enjoyed it a lot.

Tony: How long did it take to get there? Did you fly?

Betty: Yes, we did, and that took about nine hours. Then our friends met us and drove us to their home.

Lingling: Who was with you?

Betty: My parents.

Lingling: So what did you do?

Betty: Well, first, we went to Disneyland, and guess what? I met Snow White and Mickey Mouse! I was so excited!

Tony: Wow! How long did you stay there?

Betty: We stayed there for two days. And then we went to Hollywood.

Lingling: Did you see any movie stars?

Betty: No, but we swam in the Pacific Ocean at Santa Monica. It was great!

Lingling: Where are you going on holiday this year, Betty?

Betty: Paris.

Everyday English

- Guess what?
- Wow!
- It was great!

Now answer the questions.

- 1 How did Betty get to Los Angeles?
- 2 How did Betty get to her friends' home?
- 3 Why was Betty excited at Disneyland?
- 4 How long did she stay in Disneyland?
- 5 Where did she go swimming?

Learning to learn

When you read a passage describing a series of activities, try to make notes of:

Who *What*
Where *How*
When

3 Complete the sentences with the correct form of the words and expressions from the box.

have a good time on holiday see take two years ago

- 1 It _____ us a long time to find his home last Saturday.
- 2 We had a wonderful party last night and everybody _____.
- 3 My family went to Hainan _____ last summer.
- 4 _____ I went back to our family home and _____ my grandparents.

Pronunciation and speaking

4 Listen and notice the underlined stressed words. 

- 1 When did Betty go to Los Angeles?
- 2 How long did it take her to get there?
- 3 Where did she go?
- 4 Who met her at the airport?
- 5 What did she see there?

Now say the sentences aloud.

5 Work in pairs. Talk about a special holiday.

- 1 Where did you go?
- 2 When did you go?
- 3 How did you get there?
- 4 How long did you spend there?
- 5 What did you do or see?
- 6 What was it like?

Unit 2 This morning we took a walk.

Reading and vocabulary

1 Read the email and check (✓) the true sentences. 

From Betty King
Sent Friday, 1st June
To Grandma
Subject My holiday in Paris

Hi, Grandma! Here I am in Paris. Jenny and I arrived by plane the day before yesterday. Aunt Joan and Uncle Pete met us at the airport. We were tired so we relaxed at home and began our tour of the city yesterday.

Yesterday we went to the Louvre Museum. It has many world-famous works of art, such as the *Mona Lisa*. In the evening we had dinner in a French restaurant. The food was delicious!

This morning we took a walk. There are shops and restaurants everywhere, and I love the street markets. They sell such good fruit and vegetables. We also did some shopping. I bought a present for you. I hope you'll like it!

At about three o'clock, we took the Paris Underground to the Eiffel Tower. It is really high. There were lots of tourists, so first of all, we had to wait in line for an hour, and then we went to the top. We waited till all the lights were on. It was wonderful!

Tomorrow we're going to visit a famous palace and take a boat tour on the River Seine. I'll write again.

Love,

Betty

- 1 Betty arrived in Paris two days ago.
- 2 She took a tour in the city the day before yesterday.
- 3 They took the Paris Underground today.
- 4 They waited for three hours to go to the top of the Eiffel Tower.
- 5 Tomorrow they are going to take a boat tour on the River Seine.

2 Complete the diary with notes.

The day before yesterday	• arrived by plane • was tired • relaxed at home
Yesterday	
This morning	
This afternoon and evening	
Tomorrow	• visit a famous palace • take a boat tour on the River Seine

3 Answer the questions.

- 1 Who met Betty at the airport?
- 2 What did she see in the Louvre Museum?
- 3 Where did she go this morning?
- 4 When did they go to the Eiffel Tower?
- 5 How did they get to the Eiffel Tower?

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

arrive date French relax till top

The (1) _____ today is 1st June. We (2) _____ in the (3) _____ capital, Paris, on 30th May, and we're going to stay (4) _____ 3rd June. On 30th May we were tired so we (5) _____. But on 31st May we went to the Louvre Museum and had dinner in a restaurant. And today we went to the street markets. We also went to the (6) _____ of the Eiffel Tower.

Writing

5 Look at the pictures. Write sentences about Daming and Lingling's holiday.



Tuesday



Wednesday



Thursday

Unit 3 Language in use

Language practice

Who was with you?
What did you do?
How long did it take to get there?

- 1 Work in pairs. Ask and answer questions about your holidays. Use the expressions from the box to help you.

by plane/train do shopping meet... at the airport/station spend all day

where / go

— Where did you go on holiday?

— I went to...

1 who / go with?

4 who / meet?

2 when / go?

5 what / do?

3 how / go?

6 how long / stay?

- 2 Write the questions and your partner's answers.

— Where did you go on holiday?

— I went to Hainan.

- 3 Work with a new partner. Ask and answer questions about your first partner.

— Where did... go on holiday?

— He/She went to Hainan.

- 4 Complete the postcard with the correct form of the words from the box.

go have swim take visit write

Hi Mum,

I'm (1) _____ a really good time. I'm (2) _____
this postcard at the airport.

We were at the hotel for four days. We (3) _____ in the
sea, (4) _____ some museums and (5) _____ lots of
photos. We also (6) _____ shopping.

See you soon.

Lots of love,

Betty



5 Choose the correct answer.

- 1 Today is Wednesday, so **yesterday** / **tomorrow** was Tuesday.
- 2 I was there **last** / **next** week.
- 3 I'm going to travel around the world **many years ago** / **in the future**.
- 4 They're eating at a great restaurant **right now** / **soon**.
- 5 The palace was not open in **1995** / **2103**.

6 Write six things you did on your last holiday.

On my last holiday, I bought some presents for my friends.

- | | |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

Around the world

An interesting holiday

Tourists like to do different things on holiday. Some like to learn about the places they see, some like to take photos of themselves in the places they visit, and some just like to take photos of the interesting things they see.



Module task: Writing an email to a friend about your holiday

7 Work in pairs. Ask and answer the questions about your last holiday.

- *Where did you go?*
- *To...*
- *Who did you go with?*
- *My family.*

- | | |
|--------------------------|-----------------------|
| 1 How long did you stay? | 3 Where did you stay? |
| 2 How did you get there? | 4 What did you do? |

8 Write your answers to the questions in Activity 7.

I went to... I went with...

9 Write an email to your friend about your holiday.

Dear...

On my last holiday, I...

Body language

Module task: Making a poster about body language

Unit 1 They touch noses!

Listening and vocabulary

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

bow kiss shake hands smile

2 Listen and match the pictures with the nationality. 

British French German
Japanese Russian

Now work in pairs and check.

- Are they Russian?
- Yes, they are.
- What are they doing?
- They're shaking hands.

3 Listen and read. 

Lingling: We're going to have some Russian teachers at school tomorrow, and I'm welcoming the visitors. How do I do that?

Betty: Lingling, you know, in Russia, people usually kiss three times, left, right, left.

Lingling: What! No, I didn't know that. We Chinese often shake hands and smile when we meet visitors, and sometimes we nod our heads. But we never kiss. Only parents and children do that.

Betty: That's because people do different things in different countries.

Lingling: So what do people in the US usually do when they meet?

Betty: In the US some people shake hands, and some kiss or hug each other. In India people put their hands together and nod their heads. And do you know what Maori people in New Zealand do when they meet?

Lingling: No. What do they do?

Betty: They touch noses!



Everyday English

- What!
- I didn't know that.

Now complete the table with the correct form of the words from the box.

India kiss Russia together touch visitor

In China, people shake hands and smile	when they meet (6) _____.
American people shake hands and sometimes (1) _____	
In (2) _____, people put their hands (3) _____ and nod their heads	
In (4) _____, people kiss each other three times	
Maori people (5) _____ noses	

Learning to learn

People in different countries may use different body language to express the same meaning and feelings. When you speak with people from other countries, try to understand and respect their body language.

Pronunciation and speaking

4 Listen and repeat.

/tʃ/ Chinese each French teacher touch

/ʃ/ British shake

/pl/ people

/fr/ French

/br/ British

5 Work in groups. Talk about what you do and say when you meet:

- your teacher
- your head teacher
- your parents after school
- your best friend
- your best friend's parents
- your favourite film star
- a visitor to your school
- an American
- a Russian

— *What do you do and say when you meet your teacher in the morning?*

— *I smile and say good morning.*

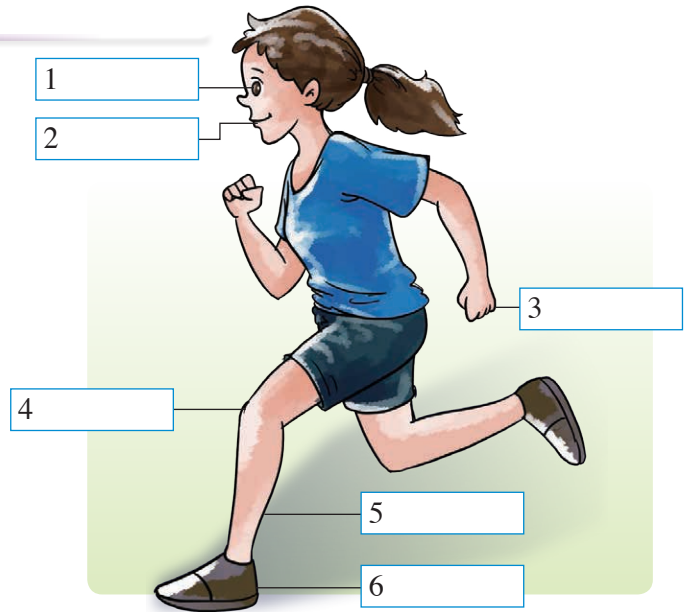
Body language

Unit 2 Here are some ways to welcome them.

Reading and vocabulary

1 Match the words with the parts of the body.

- eye
- finger
- foot
- knee
- leg
- mouth



2 Read the passage and answer the questions. 

Body language around the world

By Wang Lingling

Our new foreign students are going to arrive very soon, and here are some ways to welcome them.

How close do you stand when you talk to a friend? You can stand close to people in the Middle East but don't stand too close to North Americans! Give them more personal space.

How about touching people? Chinese girls often walk arm in arm with their friends. South Americans sometimes hold your arm when they talk to you, so you can't move away! But in Britain many people

don't like other people to touch them at all.

Do you look at people when you talk? In some places, it isn't polite to look at people when you talk, but in other countries it isn't polite to look somewhere else. In Britain and the US, people usually look at each other when they talk.

And how do you say goodbye? That's easy, wave to say goodbye. But be careful! In Greece, it's not at all polite! In fact, it's very rude!

- 1 Is body language the same in different countries?
- 2 Is it all right to stand close to people in the Middle East?
- 3 Do the British like touching people?
- 4 Do Americans look at people when they talk?
- 5 Do people in Greece wave goodbye?

3 Check (✓) the body language you can use in different countries and places.

	Stand close	Touch each other	Look at people when talking
Britain			
Middle East			
South America			
US			

4 Complete the passage with the words from the box.

Britain fact foreign hold move personal polite rude someone wave

Lingling: People from (1) _____ countries have different body language from us. In (2) _____, people don't like to touch other people, but in South America they like to (3) _____ on to you so you can't (4) _____ away. Remember to give (5) _____ from North America lots of (6) _____ space. In some countries it isn't (7) _____ to look at people when you talk. And it isn't polite to (8) _____ goodbye in Greece. In (9) _____, it's quite (10) _____!

Writing

5 Work in groups. Talk about your class rules.

- *Shall we stand up when we answer a question in class?*
- *Yes, we shall.*

6 Make a list of class rules for new students in your school.

Stand up when you answer a question in class.

Don't be late for class.

Be polite to the teacher.

Don't eat food in class.

...

Unit 3 Language in use

Language practice

Give them more personal space.
Wave to say goodbye.
Be careful!
Don't stand too close to North Americans.

1 Work in pairs. Talk about do's and don'ts in a foreign country.

	Do's	Don'ts
Britain	<ul style="list-style-type: none"> • Stand in line. • Shake hands. • Say "please" and "thank you". • Open doors for others. • Look at people when you talk. • Be on time. 	<ul style="list-style-type: none"> • Touch people. • Ask a woman's age. • Stand too close. • Say anything too personal.

2 Make a list of do's and don'ts to help visitors to Britain.

- Stand in line.
- Don't touch people when you talk to them.
- ...

3 Rewrite the sentences.

It's important to listen to the teacher.

Listen to the teacher.

You cannot shout in the classroom.

Don't shout in the classroom.

- 1 It's important to be careful.
- 2 It's important to clean and tidy the lab.
- 3 You cannot touch anything if the teacher doesn't ask you to.
- 4 You cannot bring food or drink into the lab.
- 5 You cannot enter the lab alone.

4 Answer the questions. Use the words and expressions from the box to help you.

all right arm in arm close different hold on to
kiss three times point at shake hands with wave

- 1 How do the British say hello to each other when they first meet?
- 2 Does body language mean the same thing in different countries?
- 3 How do the Russians say hello to each other when they meet?
- 4 Is it polite to stand close to North Americans?
- 5 Is it all right to wave goodbye in Greece?
- 6 How do you usually say goodbye with body language?

Around the world



The Japanese bow

In Japan, people bow to say “thank you”, “sorry”, “hello”, “goodbye”, “you’re welcome”, “excuse me”, and many other things. Children and young people bow lower when they greet older people. It’s a way of being polite and showing respect.

Module task: Making a poster about body language

- 5 Work in pairs. Talk about different ways of saying hello and body language in China.
- 6 Write the information on your poster.
- 7 Find or draw some pictures to add to your poster.
- 8 Show your poster to the whole class.

Western music

Module task: Talking about Chinese music

Unit 1 It's so beautiful!

Listening and vocabulary

1 Listen and number the words as you hear them. 

lively modern music noisy pop
 rock sound violin Western

2 Work in pairs. Answer the questions about the conversation in Activity 1.

- 1 Which modern music does Tony like?
- 2 What does Tony's mum think about rock music?
- 3 Why doesn't Tony like traditional Western music?
- 4 Which music does Tony's dad think is too noisy?

Now listen again and check. 

3 Listen and read. 

(The Blue Danube)

Daming: Hmm, this is Western music, isn't it? Can you hear the violin and the piano? It's so beautiful! Is this by Strauss or Mozart?

Lingling: I'm not sure...

Betty: It's by Strauss. I love his music! Do you know anything about him, Tony?

Tony: Was he German?

Betty: No, he was born in Vienna, the capital of Austria. What a beautiful city! This is called *The Blue Danube*. The Danube is a river in Europe. It goes through Vienna.

Lingling: Do you like traditional Western music or pop music, Betty?

Betty: Well, I like both. You listen to pop music, Lingling, don't you?

Lingling: Yes, I do. I also like Beijing Opera. Listen to this fantastic voice.

Tony: Hmm, the sound is very... different, isn't it? I'm a fan of rock music. Listen to this!

Daming: Hey! Give us a break!

Lingling: Rock music? Listen to those drums!

Daming: It's so noisy! And much too fast!

Tony: You don't like rock music? I don't believe it!

Everyday English

- What a beautiful city!
- I'm a fan of rock music.
- Give us a break!
- I don't believe it!

Now check (✓) the true sentences.

- 1 They're listening to Western music.
- 2 Tony knows little about Strauss.
- 3 Strauss was born in the capital of Australia.
- 4 *The Blue Danube* is pop music.
- 5 Lingling enjoys Beijing Opera very much.

4 Check (✓) the types of music the students like.

Music \ Name	Tony	Lingling	Betty	Daming
traditional Western music				
Beijing Opera				
pop				
rock				

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

believe both drum German noisy voice

- 1 Strauss wasn't _____. He came from Austria.
- 2 Daming thinks the _____ in rock music are too _____.
- 3 Tony can't _____ that Daming doesn't like rock music.
- 4 Betty likes _____ traditional Western music and pop music.
- 5 Tony thinks the sound of the _____ in Beijing Opera is very different.

6 Complete the sentences about yourself.

- 1 My favourite music is...
- 2 I like it because...
- 3 My parents like...

Pronunciation and speaking

7 Listen and read.

- 1 What a beautiful city!
- 2 It's so beautiful!
- 3 I love his music!
- 4 Listen to this!

8 Work in pairs. Ask and answer questions about the music you like or don't like.

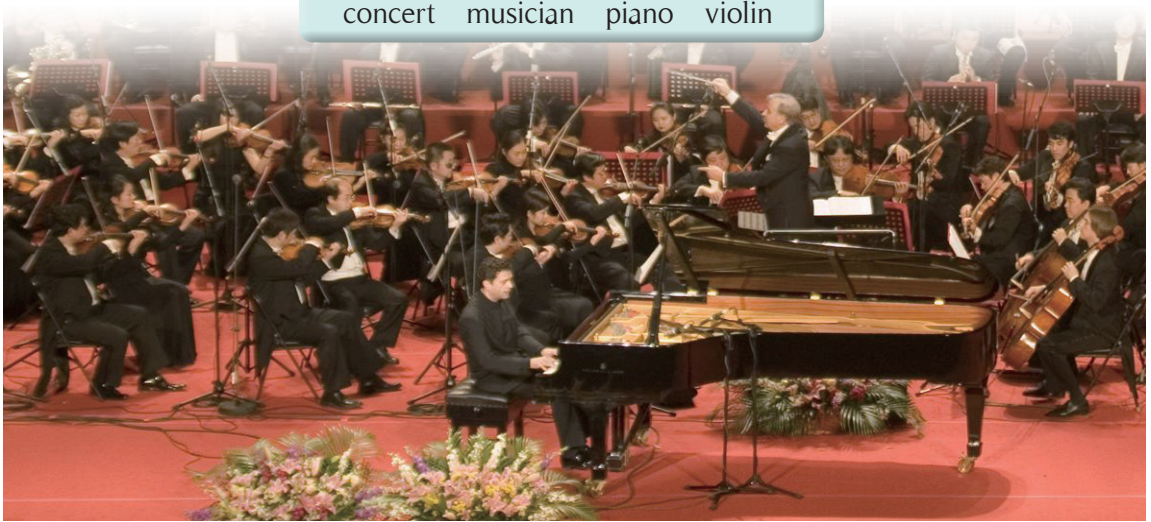
- *What music do you like?*
- *I like pop. It's lively and good to dance to, but I don't like rock. It's too noisy. What about you?*

Unit 2 Vienna is the centre of European classical music.

Reading and vocabulary

1 Describe the picture. Use the words from the box to help you.

concert musician piano violin



2 Read the passage and check (✓) the true sentences. 

The city of music

Vienna is a beautiful old city on the River Danube in the centre of Europe. It's the capital city of Austria and the centre of European classical music. In the eighteenth century a lot of musicians came to study and work in Vienna.

In the Strauss family, there were two composers called Johann Strauss: the father and the son. The father, Johann Strauss the elder, wrote and played music for traditional dances, called the waltz. His dance music made him famous all over Europe. The son, Johann Strauss the younger, was also very successful and popular. He wrote over

150 waltzes. In 1867 he wrote *The Blue Danube* waltz.

Mozart was another very important composer. He was born in Austria in 1756. Before he was six, he played not only the piano but also the violin. His family took him around Europe and he gave concerts in many cities. He wrote hundreds of wonderful pieces of music. But he became very poor and died in 1791 when he was only thirty-five. Like Johann Strauss, father and son, he was a great European musician, and many people still think his music is perfect.

- 1 Many musicians came to study and work in Vienna.
- 2 Strauss the younger played the piano, the violin and the drums at the age of six.
- 3 Mozart's family took him around Europe.
- 4 The father, Johann Strauss, died in 1791.
- 5 Mozart wrote *The Blue Danube*.

3 Answer the questions.

- 1 Where is Vienna?
- 2 What music did Johann Strauss the elder write?
- 3 How many waltzes did Johann Strauss the younger write?
- 4 When was Mozart born?
- 5 How old was Mozart when he died?

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

another elder European perfect poor popular

Both Strauss the (1) _____ and Strauss the younger wrote some very (2) _____ music. (3) _____ successful composer from Vienna was Mozart, but he became very (4) _____ and died at the age of thirty-five. Many people think Mozart's music is (5) _____. All three were great (6) _____ musicians.

Writing

5 Use the notes to write a passage about the Chinese composer Xian Xinghai.

- Xian Xinghai
- famous for the song *The Yellow River*
- wrote it in 1939
- one of the great composers of classical and traditional music
- born in Macao, China, 1905
- died young, 1945
- called the "People's Musician"
- used traditional Chinese music
- studied in Paris
- songs are still popular today

Xian Xinghai is one of the great composers of classical and traditional music. He was born in...

Learning to learn

When you write, choose your tenses carefully. Think about whether you are writing about something that is still true now or happened in the past.

Unit 3 Language in use

Language practice

What a beautiful city!

Do you like traditional Western music **or** pop music?

1 Write questions.

you / like / pop / traditional music?

Do you like pop or traditional music?

1 (be) / Strauss / German / Austrian?

2 (be) / this / pop / rock?

3 they / play / traditional music / modern music?

4 he / play / piano / violin?

5 where / (can) we / hear / rock music / in / New York / London?

2 Write exclamations with *What (a)... !*

This is beautiful music.

What beautiful music this is!

1 Vienna is a beautiful old city.

2 It is a successful concert.

3 They are playing noisy drums.

4 It was a wonderful party.

5 Mozart is a famous composer.

3 Put the words and expression into the correct column.

drum fan musician piano pop rock traditional music violin

Types of music	Instruments	People

4 Complete the conversation with the correct form of the words from the box.

come give hear learn love write

Lingling: This is beautiful music. Who wrote it, Betty?

Betty: Beethoven wrote it. He was a great musician. I (1) _____ his music.

Lingling: Me too. Did he live at the same time as Mozart?

Betty: Yes, he was born in 1770 and began to (2) _____ music at an early age. He (3) _____ his first piano concert when he was only seven.

Lingling: When did he start to (4) _____ music?

Betty: Very early. His first work (5) _____ out before the age of thirteen.

Lingling: Was Beethoven famous at that time?

Betty: Yes. But he began to lose his hearing. In the last ten years of Beethoven's life, he (6) _____ nothing.

Lingling: That's sad!

Betty: Yes, but he still played the piano. He died when he was fifty-six.

Around the world



Vienna New Year's Concert

Every year, the Vienna New Year's Concert takes place on 1st January. It is a classical music concert and it always includes pieces of music by the Strauss family. People all over the world watch it on TV and enjoy the music.

Module task: Talking about Chinese music

5 Work in pairs. Talk about one or two types of Chinese music.

beautiful fast lively modern sad slow

- Choose one or two types of Chinese music and describe them. Use the words from the box.
- Say which types of music you like. Give your reasons.

Now talk about Chinese music in front of the class.

Revision module B

Grammar and speaking

1 Write questions and make a questionnaire.

- 1 when / born?
- 2 where / born?
- 3 when / start school?
- 4 what school / go to when you were seven?
- 5 ride / a bike / to school / when you were eight?
- 6 how / go to school / when you were eight?
- 7 who / play / with?
- 8 what games / play?
- 9 why / like / this game?
- 10 what sports / like?

Questionnaire		
Questions	My answers	My partner's answers
<i>When were you born?</i>	<i>I was born on/in...</i>	<i>... was born on/in...</i>

2 Work in pairs. Ask and answer the questions in Activity 1.

- *When were you born?*
- *I was born twelve years ago.*

3 Write your and your partner's answers on your questionnaire.

4 Complete the passage with the correct form of the words and expression from the box.

be born become come die find go like move read travel try write




Hans Christian Andersen was a famous writer of stories for children. He (1) _____ into a poor family in Denmark in 1805. His father (2) _____ when the boy was eleven. Hans (3) _____ a few jobs. Finally, at the age of fourteen, he (4) _____ to the capital of Denmark to work in the theatre. Then he (5) _____ on to study and later he (6) _____ around Europe.

His first book (7) _____ out in 1822. He (8) _____ many stories for children, but older people also (9) _____ them interesting. Many of his stories (10) _____ very famous, like *The Ugly Duckling* and *The Little Match Girl*. People still (11) _____ to read them today and they can (12) _____ them in many languages.

5 Complete the passage with the correct form of the words.

Seventy years ago, when my grandpa was young, life was very different. Grandpa (1) _____ (listen) to music but he (2) _____ (not watch) TV. He (3) _____ (play) the piano but he (4) _____ (not play) computer games. He (5) _____ (have) a telephone, but of course he (6) _____ (not send) emails. His family (7) _____ (not have) a car. He (8) _____ (ride) his bike to school and he (9) _____ (travel) by train when he went on holiday. He often (10) _____ (go) to the sea and (11) _____ (swim) in the sea. He (12) _____ (have) a camera, but it (13) _____ (not be) a modern camera and he (14) _____ (not take) colour photos.

6 Match the pictures with their meaning.

			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No swimming.	No talking.	No photos.	No running.

Now explain these signs with *don't*.

7 Rewrite the sentences with *what*.

- It is a nice present.
_____ nice present it is!
- It's a fine day today.
_____ it is today!
- They live a happy life today.
_____ life they live today!
- It was wonderful music.
_____ it was!

Revision module B

Vocabulary

8 Complete the sentences with the words from the box.

beautiful fun modern music sad slow

- 1 The blues comes from America. It's _____, sad music.
- 2 Our music teacher can play _____ as well as traditional music.
- 3 We like pop music because it's good _____.
- 4 Opera is a kind of play with _____.
- 5 This song is really _____. I like it a lot.
- 6 This music makes me feel _____.

9 Complete the passage with the correct form of the expressions from the box.

arm in arm kiss each other shake hands stand close

People from different countries do things in different ways. In China, people usually (1) _____ when they meet but in some countries, like Russia, people (2) _____. People in the Middle East (3) _____ to each other, but people from the US don't. Chinese girls often walk (4) _____ but people from Britain don't touch each other very often.

10 Complete the email with the correct form of the words from the box. You can use some of the words twice.

arrive buy come do go have look take visit

Henry,

Hi! I'm on holiday in London with my friend Jenny. We (1) _____ by plane on Monday and (2) _____ a taxi to our hotel in central London. I (3) _____ for a walk in Hyde Park but Jenny was tired so she didn't (4) _____.

Yesterday morning we first (5) _____ Big Ben and Buckingham Palace. Queen Elizabeth lives in the Palace, but we didn't see her! Then we (6) _____ the British Museum and (7) _____ dinner in a Chinese restaurant!

Today we went to Tower Bridge on the River Thames and (8) _____ at the city. It's very big! This afternoon we (9) _____ some shopping. Jenny didn't buy anything, but I (10) _____ a present for you and I posted it just now. I hope you'll like it!

Say hello to your mum and dad.

Emma

Listening and speaking

11 Listen and choose the correct answer. 🎧

- 1 Tony went to **London / Hong Kong**.
- 2 It took **four / five** hours to get there.
- 3 Tony's **uncle / aunt** met them at the airport.
- 4 Tony saw **a big ship / a dragon boat**.
- 5 Tony bought **a present / some postcards** for Lingling.

12 Write the conversation.

A: where / go / on holiday?

B: to the sea

A: what / you / do?

B: swim in sea, eat in restaurant

A: you / buy / presents?

B: yes, / spend / lot of money

Now work in pairs and act it out.

13 Listen to the poem and read. 🎧

There was a little girl

By Henry Wadsworth Longfellow

There was a little girl,
Who had a little curl
Right in the middle of her forehead.
And when she was good,
She was very, very good,
But when she was bad,
She was horrid!



Reading

14 Read the passage and answer the questions. 🎧

- 1 Where does blues music come from?
- 2 What kind of music is the blues?
- 3 Is rock good for dancing?
- 4 Which came first, rock music or the blues?
- 5 When did rock music begin?
- 6 Where did rap music start?

Revision module B

American music 1900–2000

African Americans added a lot to the history of music between 1900 and 2000. Blues, rock and rap are all important musical developments.

The blues is sad, slow music from America. Blues musicians are often African Americans. Blues songs often tell sad stories because Africans in America had difficult lives.

Rock music comes from America too. It started in the 1950s. The slow, sad blues and American country music come

together to make rock. It's good for dancing. Blues musicians usually play alone, but rock musicians usually play together.

Rap music comes from African American music. It first started in the 1970s when young African Americans played on the streets of New York City. Many people now think that the words of rap music are really poems. Rap is very important in pop music.

Writing

15 Work in pairs. Ask and answer the questions about what you did last week.

- 1 Did you go to school from Monday to Friday?
- 2 Did anything interesting happen in school?
- 3 What did you learn in your favourite class?
- 4 Did you do sports at school?
- 5 What did you do last weekend?

16 Write down your answers to Activity 15.

I went to school from Monday to Friday.

17 Put your sentences together. Use words like *on Monday, and, so, but, because, first, next* and *finally*.

I went to school from Monday to Friday. On Tuesday afternoon we had a basketball match with Class 2...

Language notes

Module 1 Lost and found

- ① **First of all, come and look in the lost and found box!** 首先，过来看看失物招领箱吧！
first of all 的意思是“首先”，常用于句首，例如：
First of all, let me introduce my friend Lily to you. 首先，让我向你介绍我的朋友莉莉。
- ② **Everyone, please be careful with your things from now on.** 从现在开始，请每个人小心保管自己的物品。
be careful with 的意思是“小心（对待）……”，例如：
Be careful with that knife, or you'll cut yourself. 小心那把刀子，否则你会划伤自己。
These glasses are very expensive so please be careful with them. 这些玻璃杯十分昂贵，所以请小心。
from now on 的意思是“从现在开始”，例如：
From now on, things are going to be different around here. 从现在起，这附近的情况将发生变化。
- ③ **People often lose things when they're travelling or when they're in a hurry.** 人们在旅行中或是匆匆忙忙时经常丢东西。
in a hurry 的意思是“匆匆忙忙”，例如：
She went to school in a hurry. 她匆匆忙忙地去学校了。
Don't be in a hurry. 不要着急。
其他与 hurry 有关的短语还有 (there's) no hurry，意思是“不忙，不必着急，有充裕的时间”；hurry up 的意思是“快点儿，赶紧”，例如：
There's no hurry, so do it slowly and carefully. 不必赶时间，所以要慢慢地、细心地做。
Hurry up, or we cannot get to the railway station on time. 快点儿，否则我们就不能按时赶到火车站了。
Hurry up, the taxi's waiting. 快点儿，出租车等着呢。
- ④ **They leave things on planes, on trains, on buses and in taxis.** 他们把东西落在飞机、火车、公交车和出租车上。
leave 这里表示“落下，遗忘”，它还有很多其他的含义：
1. 表示“离开”，例如：
Nancy wants to be a doctor when she leaves school. 南希毕业后想当一名医生。
2. 表示“把（某人或某物）留在（某处）”，例如：
I often leave the kids with Susan. 我经常把孩子们留给苏珊（照顾）。

3. 表示“留到，留待”，例如：

Leave it another week, then tell him he'll have to decide. 把此事再放一周，到时告诉他必须做出决定。

4. leave 还可以用作名词，表示“假期，休假”，例如：

I have to ask for three days' leave. 我得请三天假。

5 That's why there are lost and found offices at airports and stations. 这就是机场和火车站都有失物招领办公室的原因。

that's why 表示“是……的原因”，常用于句首，后面跟的是结果，例如：

Tom got up late this morning. That is why he was late for work. 汤姆今天早晨起晚了。这就是他上班迟到的原因。

6 Hundreds of people come here every day. 每天都有许多人到这里来。

hundred 是一个确数，表示“一百”；hundreds of 是一个概数，表示“好几百，许许多多”。当 hundred 前面有一个具体的数词时，hundred 不变为复数，例如：

two hundred cows 两百头奶牛

当 hundred 与 of 连用时，它后边的名词和它本身都用复数，例如：

hundreds of cows 几百头奶牛

Module 2 What can you do?

1 I'd like to join the Music Club because I can play the piano. 我想加入音乐社团是因为我会弹钢琴。

I play table tennis... 我打乒乓球……

在乐器前面经常要加定冠词the，但是在体育活动前不能加，例如：

play the guitar 弹吉他 *play basketball* 打篮球

play the violin 拉小提琴 *play football* 踢足球

play the piano 弹钢琴 *play tennis* 打网球

2 I get on well with everyone... 我和每个人都相处得很好……

get on well with sb. 的意思是“与某人友好相处”，例如：

Do you get on well with your parents? 你和父母相处得好吗？

We all think Peter is easy to get on well with. 我们都认为彼得很容易相处。

如果要表达“与某人相处得不好”，可以用 get on badly with sb.；如果想询问“与某人相处得怎样”，要用 how 来提问，例如：

— *How do you get on with your classmates?* 你跟同学们相处得怎样？

— *Just so so.* 一般吧。

3 Choose me as your class monitor and I promise to help YOU! 选我当你们的班长，我保证会帮助你们！

as 的意思是“作为，当作”，例如：

As your friend, I will be with you forever. 作为你的朋友，我会永远和你在一起。

④ I often help my mother do cleaning at home... 我经常帮助我母亲在家打扫卫生……

在英语中，常常在 do 后面加上动词的-ing形式，表示“做某事”，例如：

do some cleaning 打扫卫生

do some shopping 买东西

do some reading 看书

do some washing 洗衣服

Module 3 Making plans

① On Saturday morning, I'm going to check my email and do my homework. 周六上午我打算查看电子邮件并写作业。

I'm going to see a movie in the afternoon. 我打算下午去看电影。

如果我们要表达“在上午/下午/晚上”，可以说 *in the morning/afternoon/evening*；但是如果特指某一天的上午/下午/晚上，或者什么样的上午/下午/晚上，则要用介词 *on*，例如：

She only works in the morning. 她只是上午工作。

I'll see you on Monday morning. 周一上午见。

I always go to see a film on Friday evening. 我总是周五晚上去看电影。

They like to fly kites on sunny afternoons. 他们喜欢在晴朗的下午放风筝。

② ... but on Sunday afternoon, Lingling and I are going to have a picnic. ……但是星期日下午玲玲和我要去野餐。

have a picnic 的意思是“去野餐”。在英语中，经常用 *have + n.* 组成词组，例如：

have a look 看一看

have breakfast/lunch/supper 吃早/午/晚饭

have classes/lessons 上课

have a good time 玩得高兴

have a meeting 开会

have a rest 休息一会儿

③ I'm looking forward to the football match tomorrow. 我期待着明天的足球赛。

look forward to 的意思是“期待，盼望”，例如：

I'm looking forward to my holiday. 我盼望着假期的到来。

The children are looking forward to visiting Beijing. 孩子们期待着去北京游览。

④ I'm going to enjoy myself during the May Day holiday. 我要在五一假期好好玩一玩。

enjoy oneself 的意思是“过得愉快”，相当于 *have a good time*，例如：

I hope you enjoy yourself this evening. 我希望你今晚过得愉快。

Module 4 Life in the future

- ① **In twenty years' time, maybe there won't be any schools!** 二十年之后，也许一所学校都没有了！

“in + 一段时间”表示“一段时间之后”，常用于将来时。可以用 **how soon** 来提问，例如：

- *How soon will you be back?* 你多久回来？
- *In a month.* 一个月之后。

- ② **They can ask their teachers questions by Internet, telephone or email.** 他们可以通过网络、电话或电子邮件问老师问题。

by 的意思是“用……，靠……，通过……”，例如：

- Send it by air mail.* 用航空邮件寄吧。
- They want to travel by train.* 他们想坐火车旅行。

- ③ **Computers won't be able to do that.** 计算机无法胜任。

be able to 的意思是“能够，会，胜任”，相当于 **can**，但是可以用于更多的时态之中，例如：

- I'm able to swim. = I can swim.* 我会游泳。
- They will be able to tell you the news soon.* 他们很快就能告诉你这个消息了。
- Mary was able to ride a bike when she was five.* 玛丽 5 岁时就会骑车了。

- ④ **Teachers won't use chalk on a blackboard and students won't use pens and paper, or erasers any more!** 老师们将不再用粉笔在黑板上写字，学生们也将不再使用钢笔、纸或橡皮！

not... any more 的意思是“不再”，例如：

- He isn't a child any more.* 他不再是小孩子了。
- I won't do that any more.* 我再也不那样做了。

- ⑤ **The sea level will rise as well.** 海平面也会升高。

as well 表示“也，又”，经常用于句尾，例如：

- She sings, and plays the piano as well.* 她既会唱歌，也会弹钢琴。

Module 5 Shopping

- ① **May I try it on?** 我能试穿一下吗？

try on 的意思是“试穿”，例如：

- Try on the shoes before you buy them.* 买鞋之前要先试穿。

- ② **What else would you like?** 你还想要点儿什么？

else 是个副词，表示“另外，其他”的意思，可用在 **who, what, where** 等后面，例如：

- Who else will go to the meeting?* 还有谁要去参加会议？

What else would you do? 你还有什么别的事要做吗?

else 还可以与不定代词或不定副词 (如 something, anybody, anyone, somewhere 等) 连用, 位于这些词后面, 例如:

Would you like something else to drink? 你还要喝点儿别的什么吗?

- ③ **Second, shopping usually takes a lot of time.** 其次, 购物通常需要花很多时间。
take 在这里表示“花费”, It takes sb. some time to do sth. 这个句型常用来表示“花费某人多长时间做某事”, 例如:

It usually takes Mr White one hour to go to work. 怀特先生通常花一个小时去上班。

It took me two hours to finish the work. 我花了两个小时完成这项工作。

- ④ **Online shopping is changing our way of life.** 网上购物正在改变我们的生活方式。
way 在这里表示“方式, 方法”, 它还可以表示“道路, 路线”, 例如:

I don't know the way to the post office. 我不知道去邮局的路。

Module 6 Around town

- ① **Go along the street and you'll see an underground station.** 沿着这条街走, 你会看到一个地铁站。

问路与指路是本模块交际功能的重点, 下面列举一些常见的表达方式, 供同学们学习时参考。

1. 问路的表达方式

Where is...? ……在什么地方?

How can I go/get to...? 到……怎么走?

Excuse me. Can you tell me the way to...? 劳驾, 请问到……怎么走?

Can you show me the way to...? 你能告诉我到……怎么走吗?

2. 指路的表达方式

Take the No. 22 bus/this street. 乘坐 22 路公共汽车 / 走这条街。

Go along the street... 沿着这条街走……

Follow the road... 沿着这条路走……

Turn left/right. 向左 / 右拐。

Turn left into... 向左拐进……

- ② **From here, we'll walk along the red street to Buckingham Palace.** 从这里, 我们将沿着红色大街走到白金汉宫。

Buckingham Palace (白金汉宫) 是英国国王 / 女王居住的宫殿。这座宫殿原为白金汉公爵修建。1993 年, 宫殿的一部分开始对外开放, 供游人参观。游客们可以在宫殿外面观赏换岗仪式。

③ **Next to the bridge is the Tower of London.** 桥的旁边是伦敦塔。

Tower of London (伦敦塔) 始建于 11 世纪。它曾经先后被用作皇家宫殿和监狱, 许多反对国王和女王的重要人曾经被关押在这里。现在这里是博物馆。

④ **And this is where we'll finish our tour.** 我们的游览将在这里结束。
这是一个从句, 同学们理解意思就可以了, 不需要掌握其语法结构。

Module 7 My past life

① **Two presidents of the US, John Adams and his son John Quincy Adams, were born in Quincy.** 两位美国总统, 约翰·亚当斯和他的儿子约翰·昆西·亚当斯, 都出生在昆西。

John Adams (约翰·亚当斯) 和 John Quincy Adams (约翰·昆西·亚当斯) 是美国历史上的父子总统。父亲 John Adams (1735—1826) 是美国第二任总统, 他参与了《独立宣言》的起草。儿子 John Quincy Adams (1767—1848) 是 John Adams 的长子, 曾任美国第六任总统。

② **There was a big living room with a TV, a kitchen, a bathroom and three bedrooms.**

有一间带电视的大起居室、一间厨房、一间卫生间和三间卧室。

此句中的 with a TV 是一个介词短语, 在句中用作定语, 修饰 a big living room。with 的意思是“带有, 具有”, 例如:

I have a house with a swimming pool. 我有一所带游泳池的房子。

Our teacher is a woman with brown eyes. 我们的老师是一位有着褐色眼睛的女士。

Module 8 Story time

① **All alone in the dark, dark forest, Goldilocks picked some flowers.** 金凤花姑娘独自一人走在黑暗的森林中, 摘了些花。

金凤花姑娘是故事 *Goldilocks and the Three Bears* (《金凤花姑娘和三只熊》) 中的主人公。这是一个深受儿童喜欢的童话, 它讲述了金发女孩儿金凤花姑娘和三只熊的故事。一天, 金凤花姑娘来到了三只熊的家。熊爸爸、熊妈妈和熊宝宝都不在家, 金凤花姑娘吃了熊宝宝的食物, 并且试了试他们每个人的床, 最后在熊宝宝的床上睡着了。三只熊回来后发现了床上的金凤花姑娘, 而金凤花姑娘被惊醒后飞快地逃跑了。

② **It was not comfortable either.** 它也不舒服。

either 的意思是“也(不)”, 例如:

— *I can't swim.* 我不会游泳。

— *I can't swim either.* 我也不会游泳。

试比较:

— *I can swim.* 我会游泳。

— *I can swim too.* 我也会游泳。

由此我们可以看出，如果两个句子都表示肯定概念的“也”，那么第二个句子中的“也”应用 *too* 来表示；如果两个句子表达的都是否定的意思，那么第二个句子中的“也”应用 *either* 来表示。

③ **Very soon she was asleep in it.** 她很快就在床上睡着了。

go to bed 是动词短语，表示“去睡觉”，只是强调“去睡觉”的行为，但不一定表示“睡着了”；*asleep* 是形容词，表示“睡着了”，强调状态，例如：

I'm tired — I'm going to bed. 我累了，我要去睡觉。

What time do you go to bed every night? 每天晚上你几点睡觉？

The children are asleep in the car. 孩子们在车上睡着了。

He fell asleep in front of the TV. 他在电视机前睡着了。

Module 9 Life history

① **Tom Sawyer, by the famous American writer, Mark Twain.** 著名美国作家马克·吐温写的《汤姆·索耶历险记》。

by 在此处表示“由……创作”，例如：

Oliver Twist is a novel by Charles Dickens. 《雾都孤儿》是查尔斯·狄更斯的小说。

— *Who is this music by?* 这是谁写的乐曲？

— *It's by Mozart.* 是莫扎特写的。

② **The life of William Shakespeare** 威廉·莎士比亚生平

威廉·莎士比亚（1564—1616）是欧洲文艺复兴时期英国杰出的戏剧家和诗人，也是世界文学史上最杰出的作家之一。他的作品是人类文化史上的珍品。莎士比亚的作品包括三四十个剧本、几首长诗和一百五十多首十四行诗。他的主要成就是在戏剧方面，包括历史剧、悲剧、喜剧、悲喜剧等，主要作品包括《罗密欧与朱丽叶》（*Romeo and Juliet*）、《哈姆雷特》（*Hamlet*）、《奥瑟罗》（*Othello*）、《李尔王》（*King Lear*）等。他的作品反映了当时的社会现实，表达了人文主义的社会政治理想。

③ **Two of his famous plays are Hamlet and Romeo and Juliet.** 他的两部著名剧作是《哈姆雷特》和《罗密欧与朱丽叶》。

《哈姆雷特》是莎士比亚的四大悲剧之一。故事讲述的是丹麦国王的弟弟谋杀了兄长，自己当了国王，并娶原来的王后为妻。王子哈姆雷特知情后，决心为父亲报仇。国王也想除掉哈姆雷特，便设计让哈姆雷特与他人比剑。国王准备了毒酒，还在决斗的剑上涂上毒药。结果王后误饮毒酒而亡，哈姆雷特中了剑毒，但他临死前刺死了国王。

《罗密欧与朱丽叶》讲述来自蒙太古家族的罗密欧与来自凯普莱特家族的朱丽叶相爱，但由于两个家族的积怨很深，使得他们无法如愿。最后，他们为爱情而牺牲了自己宝贵的生命。

④ **Queen Elizabeth I enjoyed his works very much.** 伊丽莎白一世很喜欢他的作品。

伊丽莎白一世（1533—1603）在1558年继承姐姐玛丽一世的王位，成为英国女王。她被认为是英国历史上最伟大的统治者之一。在她统治时期，文学，尤其是诗歌和话剧进入了一个黄金时代。

Module 10 A holiday journey

① — **Where are you going on holiday, Tony?** 托尼，你准备去哪里度假？

— **To Los Angeles.** 去洛杉矶。

洛杉矶（Los Angeles）是美国第二大城市，位于加利福尼亚州（California）。该城市以好莱坞（Hollywood）和贝弗利希尔斯（Beverly Hills）闻名于世。

② **Yesterday we went to the Louvre Museum.** 昨天我们去了卢浮宫博物馆。

卢浮宫博物馆位于法国巴黎市中心，是世界上最古老、规模最大、最著名的博物馆之一。藏品中的“镇馆三宝”分别是维纳斯雕像、油画《蒙娜·丽莎》和胜利女神石雕。

③ **At about three o'clock, we took the Paris Underground to the Eiffel Tower.** 下午三点左右我们乘巴黎地铁去了埃菲尔铁塔。

埃菲尔铁塔位于法国巴黎的战神广场上，它是以设计者法国建筑师古斯塔夫·埃菲尔的名字命名的，现在已成为巴黎的一个重要景点和标志性建筑。

Module 11 Body language

① **... in Russia, people usually kiss three times, left, right, left.** ……在俄罗斯，人们通常亲吻三次，左、右、左。

俄罗斯人一般的见面礼是握手。亲朋好友久别重逢或互相告别时，不论在家里还是公共场合，俄罗斯人都有拥抱亲吻的习惯。

② **That's because people do different things in different countries.** 那是因为不同国家的人们做法不同。

that's because... 是一个常用句式，表示“那是因为……”，例如：

That's because you were not careful enough. 那是因为你不够仔细。

That's because I didn't know much about body language in this country. 那是因为我对这个国家的肢体语言了解得不够。

③ They touch noses! 他们互碰鼻子!

碰鼻礼是毛利人传统的打招呼方式，也是一种表达真挚问候的礼仪。行礼时，相互问候的两个人要鼻尖相碰，表示交换双方的呼吸，使之融合在一起。毛利人是新西兰的原住民，他们有自己独特的生活方式和文化。

④ In Greece, it's not at all polite! In fact, it's very rude! 在希腊，那绝对是不礼貌的！事实上，那很粗鲁！

在希腊，人们不将手掌朝向对方做招手和摆手的动作，他们认为这是一种蔑视他人的行为。

Module 12 Western music

① Give us a break! 让我们清静会儿吧!

Give... a break! 是英语口语中的一种习惯表达方式，用来阻止别人做令人厌烦的事情。

② Vienna is a beautiful old city on the River Danube in the centre of Europe. 维也纳是欧洲中心多瑙河畔一座美丽而古老的城市。

on the river... 的意思是“坐落于……河畔”，例如：

His home town is a small city on the Changjiang River. 他的家乡是位于长江江畔的一个小城。

维也纳是奥地利的首都，也是世界著名的音乐之都。每年1月1日在维也纳著名的音乐厅——金色大厅所举行的“维也纳新年音乐会”闻名世界。

③ Before he was six, he played not only the piano but also the violin. 还不到6岁，他就既会弹钢琴，又会拉小提琴。

not only... but also... 的意思是“不仅……而且……”，例如：

Shakespeare was not only a writer but also an actor. 莎士比亚不仅是作家，还是演员。

④ Like Johann Strauss, father and son, he was a great European musician... 像施特劳斯父子一样，他是一位伟大的欧洲音乐家……

like 在这个句子中不是“喜欢”的意思，而是用作介词，意思是“像……一样”，例如：

He moves and talks just like his father. 他的动作和说话方式就像他父亲一样。

I'd love to be able to sing like Sarah Brightman. 我非常希望能像莎拉·布莱曼一样唱歌。

Guide to language use

Module 1 名词性物主代词

在本模块中，我们要学习名词性物主代词的用法。物主代词可分为形容词性物主代词和名词性物主代词。它们有什么区别呢？让我们来看一下：

1. 形容词性物主代词起形容词的作用，用在名词前。例如：

*Is this **your** football?* 这是你的足球吗？

*Are **my** crayons there too?* 我的蜡笔也在那里吗？

2. 名词性物主代词起名词的作用。为了避免重复使用名词，我们经常用名词性物主代词来代替“形容词性物主代词 + 名词”的形式。例如：

*Look at the two pencils. The red one is **yours** (= **your pencil**) and the blue one is **mine** (= **my pencil**).* 看这两支铅笔。红的是你的，蓝的是我的。

*He likes **my** pen. He doesn't like **hers** (= **her pen**).* 他喜欢我的钢笔，不喜欢她的。

让我们再来看一些例句：

*May I use your pen? **Yours** works better.* 我可以用一下你的钢笔吗？你的更好用。

*I don't like my watch. I like **yours**.* 我不喜欢我的手表，我喜欢你的。

*Is this your book or **mine**?* 这本书是你的还是我的？

最后让我们一起总结一下英语中的物主代词：

人称		物主代词	
		形容词性	名词性
第一人称	单数：我的	my	mine
	复数：我们的	our	ours
第二人称	单数：你的	your	yours
	复数：你们的		
第三人称	单数	他的	his
		她的	her
		它的	its
	复数：他们的/她们的/它们的	their	theirs

Module 2 情态动词can

如果你想表达自己能做某事，该怎么说呢？你可以说：

I can speak English. 我会说英语。

I can dance. 我会跳舞。

I can play table tennis. 我会打乒乓球。

在表达“某人能做某事”时，一般可以用“can + 动词原形”的结构。如果表达“某人不能做某事”，可以在 can 的后面直接加 not，成为 cannot，也可以缩写为 can't。例如：

I can't play football. Dick can't speak Chinese. 我不会踢足球，迪克不会说汉语。

can 是情态动词，没有人称和数的变化，否定式都用 cannot (can't)。例如：

Daming can ride a bike. He can't drive a car. 大明会骑自行车，不会开车。

They can swim. They can't dance. 他们会游泳，不会跳舞。

She can play football. She can't play basketball. 她会踢足球，不会打篮球。

如果要询问某人能不能做某事，则须将 can 提至句首，例如：

—*Can you speak Chinese?* 你会说汉语吗？

—*Yes, I can. / No, I can't.* 是的，我会。/ 不，我不会。

—*Can she swim?* 她会游泳吗？

—*Yes, she can. / No, she can't.* 是的，她会。/ 不，她不会。

从以上例子可以看出，can 引导的疑问句的回答十分简单，肯定用 can，否定用 can't。下面我们来总结一下与情态动词 can 相关的各种句式：

肯定	否定	一般疑问	回答
I can play football.	I cannot (can't) play football.	Can I play football?	Yes, I can. No, I can't.
You can swim.	You cannot (can't) swim.	Can you swim?	Yes, you can. No, you can't.
He/She can speak English.	He/She cannot (can't) speak English.	Can he/she speak English?	Yes, he/she can. No, he/she can't.
It can speak like man.	It cannot (can't) speak like man.	Can it speak like man?	Yes, it can. No, it can't.
We can swim.	We cannot (can't) swim.	Can we swim?	Yes, we can. No, we can't.
They can play table tennis.	They cannot (can't) play table tennis.	Can they play table tennis?	Yes, they can. No, they can't.

请大家注意，否定形式 cannot 比缩略形式 can't 要正式。口语中一般用缩略形式。

can 有多种含义，本模块中的 can 所表示的基本意思都是“能力”。另外，can 表示的“能力”为现在的能力，而不表示过去或将来，这一点请同学们一定要注意。

Module 3 一般将来时: be going to

如果想表达自己打算做某事、计划做某事或者有意做某事，可以用 be going to do sth. 的结构，例如：

I'm going to check my email this evening. 今天晚上我打算查看电子邮件。

He is going to have a piano lesson this weekend. 他这个周末有堂钢琴课。

They are going to have a picnic this weekend. 他们这个周末会去野餐。

be going to 在句中一般用在其他动词之前。根据 be 的句法要求，可以推断出 be going to do sth. 的否定形式和疑问形式，如下表所示：

肯定	否定	一般疑问	回答
I am going to visit China.	I am not going to visit China.	Am I going to visit China?	Yes, I am. No, I'm not.
You are going to the park tomorrow.	You are not going to the park tomorrow.	Are you going to the park tomorrow?	Yes, you are. No, you aren't.
He/She is going to buy some clothes.	He/She is not going to buy any clothes.	Is he/she going to buy any clothes?	Yes, he/she is. No, he/she isn't.
It is going to rain.	It is not going to rain.	Is it going to rain?	Yes, it is. No, it isn't.
We are going to have a picnic.	We are not going to have a picnic.	Are we going to have a picnic?	Yes, we are. No, we aren't.
They are going to have a party.	They are not going to have a party.	Are they going to have a party?	Yes, they are. No, they aren't.

如果要询问某人在将来某一段时间打算做什么，一般要说：

What is he going to do this afternoon? 他今天下午要做什么？

What are you going to do this weekend? 你这个周末要做什么？

What are they going to do this evening? 他们今天晚上要做什么？

根据询问的具体情况，可以在句首加不同的疑问词，例如：

When is Helen going to visit her granddaughter in China? 海伦什么时候去看望她在中国的孙女？

Where is he going to have his birthday party? 他要在哪里办生日聚会？

如果表示计划到某地去，由于谓语动词 go 与 going 重复，一般可以只说 “be going to + 地点”，例如：

We are going to Hong Kong for a holiday. 我们要去香港度假。

They are going to China for a visit. 他们要去中国游览。

Module 4 一般将来时: will

如果我们想描述未来的事情或表达对将来的预测等，该采用什么方式呢？我们可以用 “will + 动词原形” 来表达，例如：

There will be a computer on every desk in the future. 将来每个桌子上都会有一台电脑。

Planes will be very large so flying will be very cheap. 飞机将会很大，所以坐飞机会很便宜。

It will probably be hot all year. 很可能一整年都很热。

No one will do heavy work. 任何人都不做重活儿。

从例句中可以看出，will 表示的是一般将来时，本身没有人称和数的变化。如果要表达“将来不会……”，就要用其否定形式，可以在 will 后直接加 not，构成 will not，或缩略为 won't。例如：

Students will study on the Internet. They won't use books. 学生将在网上学习，他们将不使用书了。

The teachers won't write on the blackboard with chalk. 老师不会用粉笔在黑板上写字了。

如果询问将来的事，我们就要用其疑问句形式，即将 will 提到句首，例如：

Will students go to school in the future? 将来学生还会去学校上学吗？

Will there be computers in school? 将来学校里会有电脑吗？

Will people do many things on the Internet? 人们会在互联网上做很多事情吗？

下面我们将 will 的句式总结如下：

肯定	否定	一般疑问	回答
I will have many presents.	I will not (won't) have many presents.	Will I have many presents?	Yes, I will. No, I won't.
You will write a book.	You will not (won't) write a book.	Will you write a book?	Yes, you will. No, you won't.
He/She will do dull jobs.	He/She will not (won't) do dull jobs.	Will he/she do dull jobs?	Yes, he/she will. No, he/she won't.
It will happen.	It will not (won't) happen.	Will it happen?	Yes, it will. No, it won't.
We will win.	We will not (won't) win.	Will we win?	Yes, we will. No, we won't.
They will do heavy work.	They will not (won't) do heavy work.	Will they do heavy work?	Yes, they will. No, they won't.
There will be a computer on every desk.	There will not (won't) be a computer on every desk.	Will there be a computer on every desk?	Yes, there will. No, there won't.

Module 5 特殊疑问句

疑问句主要包括一般疑问句、特殊疑问句、选择疑问句和附加疑问句。我们已经学过前两种疑问句，在以后的学习中还会遇到后两种。本模块中出现了很多特殊疑问句，我们来看一下：

(1) *What is Lingling going to buy for her mother on Mother's Day?* 玲玲将在母亲节为她母

亲买什么礼物?

(2) *What can I do for you?* 我能为你做什么?

(3) *What about this one?* 这个怎么样?

(4) *What colour does she like?* 她喜欢什么颜色?

(5) *What size does she take?* 她穿多大号的?

(6) *How much are they?* 它们多少钱?

(7) *When are they going to the shops?* 她们什么时候去商店?

(1)—(3) 中 *what* 为疑问代词, 单独使用, 后面不需要再接名词; (4)—(5) 中, *what* 为疑问形容词, 后面需要接名词来表达询问的具体方面, 类似的结构还有 “*which/whose* + 名词”; (6)—(7) 是由疑问副词引导的问句, 其他疑问副词还有 *where*, *why* 等。

另外, 请同学们仔细观察这些句子所用的时态。(1) 和 (7) 句是一般将来时, 其他为一般现在时。不同的时态在表达类似意思的疑问时可选择相同的疑问词。因此, 在学习其他时态时, 大家只要掌握其基本结构和正确的疑问词就可以很容易地推导出特殊疑问句了。

Module 6 方位的表达方式

本模块需要注意的有两点, 一是方位介词的使用, 二是问路与指路的表达方式。

1. 方位介词

我们可以用介词表达方位, 常用的表达方式有:

on the left/right 在左边 / 右边

next to... 与……紧挨着

opposite... 在……的对面

on the corner (of...) 在 (……的) 拐角处

between... and... 在……和……之间

请看下面的例句:

Her house is on the right of the street. 她的房子在街道的右边。

The bank is next to the market. 银行在市场的旁边。

The supermarket is opposite the restaurant. 超市在饭店的对面。

I get my newspaper from the shop on the corner. 我在拐角处的商店里买报纸。

The bookshop is between the cinema and the hotel. 书店在电影院和旅馆之间。

2. 问路与指路

问路与指路是一种重要的交际功能, 常见的相关表达方式有很多, 例如:

Where is the bank? 银行在什么地方?

How can I go/get to the bus stop? 到汽车站怎么走?

Excuse me. Can you tell me the way to the park? 打扰您了, 请问到公园怎么走?

Can you show me the way to Tsinghua University? 您能告诉我到清华大学怎么走吗?

Take the No. 22 bus. 乘坐 22 路公共汽车。

Go along the main street. 沿着主街走。

Follow the road. 沿着这条路走。

Turn left/right. 向左 / 右拐。

Module 7 一般过去时 (1)

如果你要表达自己是什么时候出生的，应该怎么说呢？请看下面的例句：

I was born in a small village in Shanxi Province. 我出生在山西省的一个小村庄。

They were born in the same year. 他们是同一年出生的。

从以上的例子可以看出，要表达过去的事情，如自己的出生时间等，就要用到动词的过去式，be 的过去式形式为 was/were，请看下表：

原形	am	is	are
过去式	was	was	were

如果问某人是否在某年出生，是否在某地出生，可以说：

Were you born in 1987? 你是 1987 年出生的吗？

Were you born in Beijing? 你是在北京出生的吗？

其实不仅表示出生要用一般过去时，只要是表达过去的状态、过去的特征、过去的行为等，就需要用过去时，例如：

My primary school teacher was very strict. 我的小学老师很严格。

John Adams was President of the US from 1797 to 1801. 约翰·亚当斯 1797 年至 1801 年任美国总统。

很多一般过去时的句子中包含了表示过去的时间状语，如上面出现的 from 1797 to 1801。

由谓语动词 be 构成的一般过去时的肯定、否定、疑问和回答句式如下表所示：

肯定	否定	一般疑问	回答
I was born in Beijing.	I was not (wasn't) born in Beijing.	Was I born in Beijing?	Yes, I was. No, I wasn't.
You were busy last week.	You were not (weren't) busy last week.	Were you busy last week?	Yes, you were. No, you weren't.
He/She was born in 1990.	He/She was not (wasn't) born in 1990.	Was he/she born in 1990?	Yes, he/she was. No, he/she wasn't.
It was a small village then.	It was not (wasn't) a small village then.	Was it a small village then?	Yes, it was. No, it wasn't.

肯定	否定	一般疑问	回答
We were good friends in primary school.	We were not (weren't) good friends in primary school.	Were we good friends in primary school?	Yes, we were. No, we weren't.
They were in the country in 1990.	They were not (weren't) in the country in 1990.	Were they in the country in 1990?	Yes, they were. No, they weren't.

以上总结的是 be 动词的过去式，其他动词的过去式我们将在后面的模块中学到。

Module 8 一般过去时(2)

在上个模块中，我们学习了 be 的过去式，那么一般动词的过去式是如何构成的呢？请同学们观察下面两个例句：

Jack often goes to school by bike, but today he walked to school. 杰克经常骑自行车去学校，但是今天他是走路去的学校。

I live in Beijing now, but I lived in Shanghai three years ago. 我现在住在北京，但是三年前我住在上海。

从上面的两个例句中我们不难看出，walked, lived 所表达的都是过去的事情。也就是说，当我们谈论过去的动作或状态时，常常使用一般过去时，句中的谓语要用动词的过去式形式。

从上面的两个例句中，我们看到 walk → walked, live → lived，那么我们可以推论，动词过去式的构成大致是在动词后加 -ed。这类变化被称为动词的规则变化。更详细的变化方式请见下表：

变化规则	原形	过去式
一般动词结尾加-ed	walk, listen, look, finish	walked, listened, looked, finished
以“不发音的字母e结尾”的动词后加-d	live, notice, decide	lived, noticed, decided
以“辅音字母 + y结尾”的动词，y 变为i，再加-ed	hurry, marry	hurried, married
以“元音字母 + 一个辅音字母结尾”的重读闭音节动词，先双写辅音字母，再加-ed	stop, step	stopped, stepped

如果要表示过去没有做某事或某事没有发生，则要用一般过去时的否定形式。根据行为动词一般现在时否定形式的构成规律，同学们可能猜得到，行为动词过去式的否定形式也要加助动词。不过不是加 do/does，而是加 do/does 的过去式 did，请看下列各例：

She didn't like the food in the big bowl. 她不喜欢大碗里的食物。

They didn't notice Goldilocks at first. 他们一开始没注意到金凤花姑娘。

Baby Bear didn't look in the bedroom. 熊宝宝没有往卧室里看。

从以上例子可以看出，一般过去时的否定助动词 **didn't** 没有人称和数的变化。我们还可以看到，否定句中由于加了 **didn't**，原来的谓语动词变成了原形。试比较：

{ *I walked to school today.* 我今天步行去了学校。

{ *I didn't walk to school today.* 我今天没有走路上学。

{ *Baby Bear noticed the little girl in his bed.* 熊宝宝看到了躺在他床上的小女孩。

{ *Baby Bear didn't notice the little girl in his bed.* 熊宝宝没有看到躺在他床上的小女孩。

如果要询问别人早晨是否听新闻了，昨晚是否看电视了，应该怎么说呢？这时我们需要采用疑问形式，例如：

Did you listen to the news in the morning? 你早上听新闻了吗？

Did you watch TV yesterday evening? 你昨天晚上看电视了吗？

很显然，一般过去时的疑问形式同一般现在时的一样，也是通过在句首加助动词构成的。所不同的是，一般现在时的疑问形式采用的助动词是 **do/does**，而一般过去时使用的是 **did**。请大家注意，在一般过去时的疑问句中，谓语动词变成了原形。试比较：

I telephoned my parents yesterday. 我昨天给父母打电话了。

Did you telephone your parents yesterday? 你昨天给父母打电话了吗？

Yes, I did. 是的，我打了。

No, I didn't. 没有，我没打。

He visited his aunt last weekend. 他上周末去看望他的姑姑了。

Did he visit his aunt last weekend? 他上周末去看望他的姑姑了吗？

Yes, he did. 是的，他去了。

No, he didn't. 没有，他没去。

从以上两个例子我们还可以看出一般疑问句的回答方式。现将一般过去时的各种形式及回答总结如下：

肯定	否定	一般疑问	回答
I started school at five.	I did not (didn't) start school at five.	Did I start school at five?	Yes, I did. No, I didn't.
You took a walk this morning.	You did not (didn't) take a walk this morning.	Did you take a walk this morning?	Yes, you did. No, you didn't.
He/She moved to London at twenty-eight.	He/She did not (didn't) move to London at twenty-eight.	Did he/she move to London at twenty-eight?	Yes, he/she did. No, he/she didn't.

肯定	否定	一般疑问	回答
It rained heavily.	It did not (didn't) rain heavily.	Did it rain heavily?	Yes, it did. No, it didn't.
We played computer games yesterday.	We did not (didn't) play computer games yesterday.	Did we play computer games yesterday?	Yes, we did. No, we didn't.
They played basketball after school.	They did not (didn't) play basketball after school.	Did they play basketball after school?	Yes, they did. No, they didn't.

Module 9 一般过去时 (3)

在前面几个模块中，我们所接触的动词过去式多为规则变化，其基本变化规则为“动词原形 + -ed”。但是在英语中不符合上述变化规则的动词有很多，它们的过去式构成方式独特，因此被称为不规则动词，需要靠同学们单独记忆。如以下各例：

We left at nine o'clock in the morning. 我们是早上 9 点钟离开的。

We swam in the Pacific Ocean. We had a good time. 我们在太平洋里游泳，玩得很高兴。

I wrote some postcards and sent some emails. 我写了一些明信片，还发了一些电子邮件。

下面是一些常用的不规则动词及其过去式：

be – was/were	leave – left
buy – bought	meet – met
come – came	read – read
do – did	see – saw
get – got	send – sent
go – went	spend – spent
have – had	swim – swam
write – wrote	take – took

除了过去式的变化规则不同以外，不规则动词在肯定句、否定句、一般疑问句等各种句型中的使用都与规则动词相同。下面我们以 spend, come, go, take, see, swim 为例具体说明：

肯定	否定	一般疑问及回答
I spent two days there.	I did not (didn't) spend two days there.	Did I spend two days there? Yes, I did. No, I didn't.
You came here yesterday.	You did not (didn't) come here yesterday.	Did you come here yesterday? Yes, you did. No, you didn't.

肯定	否定	一般疑问及回答
He/She went to work by bus.	He/She did not (didn't) go to work by bus.	Did he/she go to work by bus? Yes, he/she did. No, he/she didn't.
It took two hours to go there.	It did not (didn't) take two hours to go there.	Did it take two hours to go there? Yes, it did. No, it didn't.
We saw the homes of the movie stars.	We did not (didn't) see the homes of the movie stars.	Did we see the homes of the movie stars? Yes, we did. No, we didn't.
They swam in the sea.	They did not (didn't) swim in the sea.	Did they swim in the sea? Yes, they did. No, they didn't.

Module 10 一般过去时(4)

在前几个模块中，我们学习了一般过去时的肯定句、否定句、一般疑问句及其回答。那么如果要询问别人过去做了什么、到什么地方去了、怎么去的等等，又该如何说呢？

首先让我们看下面几个例句：

- *When did he die?* 他什么时候去世的？
- *He died in 1919.* 他是 1919 年去世的。
- *Why did they want him?* 他们为什么要找他？
- *Because they needed him to help them.* 因为他们需要他的帮助。
- *How long did the space flight last?* 这次太空飞行持续了多长时间？
- *It lasted twenty-one hours.* 持续了 21 小时。

很明显，一般过去时的特殊疑问句与一般现在时的特殊疑问句在结构上并没有太大差别，只是使用的助动词不同而已。不过，同学们在使用中要注意不同疑问词的意义及其回答方式。

Module 11 祈使句

在本模块中，我们接触到了这些句子：

- Give them more personal space.* 多给他们点儿个人空间。
- Wave to say goodbye.* 挥手说再见。
- Be careful!* 小心！
- Don't stand too close to North Americans.* 不要和北美人站得太近。

课文中的这些句子叫做祈使句。祈使句用来表达叮嘱、劝告、希望、禁止、请求或命令

等。那么祈使句都有哪些特点呢？观察课文中的祈使句，我们可以总结出以下特点：

- 祈使句一般没有主语，说话的对象都是第二人称“你”或“你们”，所以也可以理解为省略了主语 *you*；
- 以动词原形开头，无时态和数的变化；
- 祈使句的否定形式是在动词原形前加 *don't*；
- 在表达请求时，可以加上 *please*；表达比较强烈的语气时，可以用感叹号。

请同学们看下面更多的例子，体会祈使句所表达的意思，请特别注意其否定形式的用法：

Please close the door. 请把门关上。

Sit down, please. 请坐。

Come to my office. 到我办公室来。

Stop! 停！

Hurry up! 快点！

Please don't do it. 请不要这么做。

Don't be late again. 不要再迟到了。

Don't worry. Be happy. 不要担心，高兴点儿。

Don't bring any food or drink into the lab next time. 下次不要把任何食物或饮料带到实验室来。

Module 12 感叹句和选择疑问句

1. 感叹句

当我们想表达一种较为强烈的感情，如喜悦、赞叹、惊异、愤怒、厌恶等时，可以用感叹句。在第一单元的对话中，Daming 在听到《蓝色多瑙河》后赞叹：“It's so beautiful!” Betty 也说：“I love his music!” 她还赞美维也纳：“What a beautiful city!” 这三个句子都是感叹句。通过仔细观察，我们发现这些句子大致可分为两类。第一类是：

It's so beautiful! 真美啊！

I love his music! 我喜欢他的音乐！

这种感叹句在句式上与陈述句没有任何区别，只是将句号变成了感叹号，语气变得更强烈而已。也就是说，在这一类句子的书面语中我们是用感叹号表达感叹的语气，在口语中则是通过说话的语气来表达强烈的情感。请同学们体会下列句子的意思和语气：

Happy birthday, Tom! 生日快乐，汤姆！

I am so angry! 我太生气了！

Ice cream is the best dessert! 冰激凌是最好的甜点！

Ouch, that hurts! 哎哟，好疼啊！

除了这一类句子以外，在英文中还有一种专门表达感叹的句式，例如：

What a beautiful city! 好漂亮的城市！

这种句式常用 **what** 作为句子的开头。请同学们看下列句子，找出它们的共同点：

What a lovely day! 多好的天气啊！

What a horrible thing to do! 这事多让人害怕啊！

What a beautiful flower (it is)! 多么美的花啊！

What nice people (they are)! 他们是多么好的人啊！

What nice weather (we're having)! 多好的天气啊！

我们可以把这种感叹句的基本句式归纳为“**What+** 强调或感叹的部分 (+ 句子的主语和谓语动词)”。句子的主谓部分常常可以省略。

最后，请同学们思考一个问题：为什么前三个例句中的 **what** 后名词前有不定冠词 **a**，而后面两个例句里却没有不定冠词 **a** 呢？

2. 选择疑问句

请同学们看下面两组问句：

—*Is this by Strauss or Mozart?* 这是施特劳斯写的还是莫扎特写的？

—*It's by Strauss.* 是施特劳斯。

—*Do you like traditional Western music or pop music?* 你喜欢西方传统音乐还是流行音乐？

—*Well, I like both.* 噢，我两者都喜欢。

在上面的两个问句中，提问者分别给出了两个可供对方选择的答案，第一个是 **Strauss** 和 **Mozart**，第二个是 **traditional Western music** 和 **pop music**。这类在问题中提供两个或两个以上可选答案的问句叫做选择疑问句。在口语中，选择疑问句的语调应是第一个选择项读升调、第二个选择项读降调。下面，请同学们观察更多例子：

*Is it by **the father** or **the son**?* 这是父亲写的还是儿子写的？

*Would you like **coffee**, **tea** or **soda**?* 你想喝咖啡、茶还是苏打水？

*Should I **call** or **email** you?* 我应该给你打电话还是发电子邮件？

*Did you come here **by bus** or **by car**?* 你是坐公交车还是开车过来的？

*Which does Lingling like, **traditional music** or **pop music**?* 玲玲喜欢传统音乐还是流行音乐？

*Who wrote The Blue Danube, **Mozart** or **Strauss**?* 谁写的《蓝色多瑙河》，莫扎特还是施特劳斯？

从上面句子中的粗体部分我们可以看出，选择疑问句中 **or** 所连接的可以是不同的内容，如两个名词、两个动词、两个介词短语等。但要注意的是，**or** 所连接的内容一定是并列的。举例来说，如果 **or** 的前面是名词，其后也应该是名词；如果是动词，则其后也必须是动词，不能前面是名词，后面却接一个动词。

Words and expressions

Module 1

- * **crayon** /'kreɪn/ *n.* 蜡笔 (2)
- eraser** /'reɪzə/ *n.* 橡皮擦 (2)
- glove** /glʌv/ *n.* 手套 (2)
- wallet** /'wɒlɪt/ *n.* 钱包 (2)
- watch** /wɒtʃ/ *n.* 表; (通常指)手表 (2)
- * **whose** /hu:z/ *pron.* 谁的 (2)
- first of all** 首先; 第一 (2)
- lose** /lu:z/ *v.* (lost /lɒst/) 失去 (2)
- * **find** /faɪnd/ *v.* (found /faʊnd/) 发现; 找到 (2)
- lost and found box** 失物招领箱 (2)
- mine** /maɪn/ *pron.* 我的 (2)
- yours** /jɔ:z/ *pron.* 你(们)的 (2)
- tape** /teɪp/ *n.* 录音带; 录像带 (2)
- purple** /'pɜ:pl/ *adj.* 紫色的; 紫红色的
n. 紫色; 紫红色 (2)
- hers** /hɜ:z/ *pron.* 她的 (2)
- careful** /'keəfl/ *adj.* 仔细的; 认真的;
小心的 (2)
- be careful with** 小心(对待)…… (2)
- on** /ɒn/ *adv.* 从某时刻起 (2)
- from now on** 从现在开始 (2)
- here is/are...** (用于刚找到某人或某物
时)在这儿 (2)
- camera** /'kæmərə/ *n.* 照相机 (4)
- phone** /fəʊn/ *n.* 电话; 电话机 (4)
- mobile phone** 移动电话; 手机 (4)
- lost and found office** 失物招领处 (4)
- in a hurry** 匆匆忙忙 (4)
- leave** /li:v/ *v.* (left /left/) 丢下; 遗忘 (4)
- * **plane** /pleɪn/ *n.* 飞机 (4)
- * **taxi** /'tæksi/ *n.* 出租车 (4)

- * **why** /waɪ/ *adv.* 为什么 (4)
- airport** /'eə,pɔ:t/ *n.* 机场; 航空港 (4)
- hundred** /'hʌndrəd/ *num.* 百 (4)
- hundreds of** 几百; 成百上千 (4)
- look for** 寻找 (4)
- thousand** /'θaʊznd/ *num.* 千 (4)
- strange** /streɪndʒ/ *adj.* 奇怪的 (4)
- * **boat** /bəʊt/ *n.* 船 (4)
- * **duck** /dʌk/ *n.* 鸭 (4)
- * **pig** /pɪg/ *n.* 猪 (4)
- sausage** /'sɔ:sɪdʒ/ *n.* 香肠; 腊肠 (4)

Module 2

- play** /pleɪ/ *v.* 演奏; 弹奏 (8)
- tennis** /'tenɪs/ *n.* 网球 (8)
- piano** /pi'æniəʊ/ *n.* 钢琴 (8)
- ride** /raɪd/ *v.* (rode /rəʊd/) 骑; 乘 (8)
- club** /klʌb/ *n.* 俱乐部 (8)
- term** /tɜ:m/ *n.* 学期 (8)
- board** /bɔ:d/ *n.* 布告板 (8)
- would like** 想要; 希望 (8)
- well** /wel/ *int.* 噢; 喔 (8)
- all** /ɔ:l/ *adj.* 所有的; 全部的 (8)
- that's all** 仅此而已 (8)
- * **worry** /'wʌri/ *v.* 焦虑; 担心 (8)
- worry about** 担心…… (8)
- teach** /ti:tʃ/ *v.* (taught /tɔ:t/) 教; 讲授 (8)
- then** /ðen/ *adv.* 那么; 就 (8)
- monitor** /'mɒnɪtə/ *n.* 班长; 监督员 (10)
- start** /stɑ:t/ *n.* 开始; 开端 (10)
- get on well with sb.** 与某人相处融洽 (10)
- ready** /'redi/ *adj.* 乐意的 (10)
- ready to do sth.** 乐于做某事 (10)

注: 黑体的单词要求掌握; 加*的单词表示复习强化词汇; 白体的单词只要求理解。

promise /'prɒmɪs/ <i>v.</i> 承诺; 保证	(10)	cheer /tʃɪə/ <i>v.</i> 为……喝彩	(16)
* fast /fɑːst/ <i>adv.</i> 快地; 快速地		player /'pleɪə/ <i>n.</i> 运动员; 选手	(16)
<i>adj.</i> 快的; 快速的	(10)	hope /həʊp/ <i>v.</i> 希望	(16)
fit /fɪt/ <i>adj.</i> 健康的; 强健的	(10)	win /wɪn/ <i>v.</i> (won /wɒn/) 赢; 获胜	(16)
just /dʒʌst/ <i>adv.</i> 就; 正好	(10)	enjoy oneself 过得愉快	(16)
* ball /bɔːl/ <i>n.</i> 球; 球类游戏	(10)	myself /maɪ'self/ <i>pron.</i> 我自己	(16)
game /geɪm/ <i>n.</i> 运动项目	(10)	during /'dʒuəɪn/ <i>prep.</i> 在……期间	(16)
team /tiːm/ <i>n.</i> 队伍; 球队	(10)	May /meɪ/ <i>n.</i> 5月	(16)
best /best/ <i>adj.</i> 最好的	(10)	May Day 五一劳动节	(16)
score /skɔː/ <i>n.</i> 得分; 成绩	(10)	* late /leɪt/ <i>adv.</i> 迟; 晚	
tidy /'taɪdi/ <i>adj.</i> 整齐的; 整洁的; 爱 整洁的; 爱整齐的		<i>adj.</i> 迟的; 晚的	(16)
<i>v.</i> 收拾; 整理	(10)	walk /wɔːk/ <i>n.</i> 步行; 走	(16)
sure /ʃʊː; ʃʊə/ <i>adj.</i> 确信的; 有把握的	(10)	take a walk 散步	(16)
everybody /'evri,bɒdi/ <i>pron.</i> 每个人	(10)	country /'kʌntri/ <i>n.</i> 乡下; 乡村	(16)
just like 正如; 正像	(10)	second /'sekənd/ <i>num.</i> 第二	(16)
* beautiful /'bjʊ:təfl/ <i>adj.</i> 美的; 美丽的	(10)	collect /kə'lekt/ <i>v.</i> 收集	(16)
* fly /flaɪ/ <i>v.</i> (flew /fluː/) 放飞(风筝); 飞行; 乘飞机	(12)	litter /'lɪtə/ <i>n.</i> 垃圾	(16)
* kite /kaɪt/ <i>n.</i> 风筝	(12)	fun /fʌn/ <i>n.</i> 娱乐; 乐趣	(16)
* swim /swɪm/ <i>v.</i> (swam /swæm/) 游泳	(12)	summer holiday 暑假	(16)
		camp /kæmp/ <i>n.</i> 营地; 帐篷	(16)
		Australian /ə'streɪliən/ <i>adj.</i> 澳大利亚的	(16)
		sightseeing /'saɪt,sɪːɪŋ/ <i>n.</i> 观光; 游览	(16)
		go sightseeing 观光	(16)
		beach /bi:tʃ/ <i>n.</i> 海滨; 海滩	(16)
		* early /'ɜːli/ <i>adv.</i> 早; 提前	
		<i>adj.</i> 早的	(18)

Module 3

go over 复习; 练习	(14)	chalk /tʃɔːk/ <i>n.</i> 粉笔	(20)
picnic /'pɪknɪk/ <i>n.</i> 野餐	(14)	* ruler /'ruːlə/ <i>n.</i> 直尺	(20)
housework /'haʊs,wɜːk/ <i>n.</i> 家务劳动	(14)	carry /'kæri/ <i>v.</i> 拿; 带	(20)
on /ɒn/ <i>prep.</i> 在……时候	(14)	change /tʃeɪndʒ/ <i>v. & n.</i> 改变; 变化	(20)
else /els/ <i>adv.</i> 其他; 另外	(14)	everything /'evriθɪŋ/ <i>pron.</i> 每样事物; 每件事; 所有事物	(20)
nobody /'nəʊbɒdi/ <i>pron.</i> 没有人	(14)	future /'fjuːtʃə/ <i>n.</i> 将来; 未来	(20)
at /æt; ət/ <i>prep.</i> 在……点钟	(14)	in the future 将来	(20)
nothing /'nʌθɪŋ/ <i>pron.</i> 没有什么; 没有东西	(14)	life /laɪf/ <i>n.</i> 生活; 生命	(20)
silly /'sɪli/ <i>adj.</i> 愚蠢的; 傻气的	(14)	need /niːd/ <i>v. & v. aux.</i> 需要	(20)
fantastic /fæn'tæstɪk/ <i>adj.</i> 极好的	(14)	will /wɪl/ <i>v. aux.</i> (would /wʊd/) 将; 将要; 将会	(20)
forward /'fɔːwəd/ <i>adv.</i> 面向未来的; 向前	(16)		
look forward to 盼望	(16)		
* fan /fæn/ <i>n.</i> 迷; 支持者	(16)		
make friends 交朋友	(16)		
* shirt /ʃɜːt/ <i>n.</i> 球衣; (男式) 衬衫	(16)		

Module 4

maybe /'meɪbi/ <i>adv.</i> 也许	(20)	少量的	(22)
* ask /ɑːsk/ <i>v.</i> 询问; 问	(20)	* easy /'iːzi/ <i>adj.</i> 容易的	(22)
question /'kwɛstʃən/ <i>n.</i> 问题	(20)	working /'wɜːkɪŋ/ <i>adj.</i> (有关)工作的	(22)
* by /baɪ/ <i>prep.</i> 用; 靠; 乘(交通工具)	(20)	* hour /aʊə/ <i>n.</i> 小时	(22)
level /'levl/ <i>n.</i> 水平	(20)	* short /ʃɔːt/ <i>adj.</i> 短的; 短暂的; 矮的	(22)
able /'eɪbl/ <i>adj.</i> 能够……的	(20)	rise /raɪz/ <i>v.</i> (rose /rəʊz/) 升起; 上升	(22)
be able to 能够做……	(20)	as well 和; 又; 也	(22)
more /mɔː/ <i>adv.</i> 更加; 更			
<i>adj.</i> 更多的	(20)		
not... any more 不再……	(20)		
free /friː/ <i>adj.</i> (时间)空闲的; 空余的	(20)		
air /eə/ <i>n.</i> 天空; 空中; 空气	(22)		
land /lənd/ <i>n.</i> 陆地	(22)		
machine /mə'ʃiːn/ <i>n.</i> 机器	(22)		
* rain /rem/ <i>n.</i> 雨; 雨水			
<i>v.</i> 下雨	(22)		
robot /'rəʊ,bɒt/ <i>n.</i> 机器人	(22)		
sea /siː/ <i>n.</i> 海; 海洋	(22)		
space /speɪs/ <i>n.</i> 太空; 空间	(22)		
traffic /'træfɪk/ <i>n.</i> 交通	(22)		
jam /dʒæm/ <i>n.</i> 堵塞; 拥挤	(22)		
traffic jam 交通堵塞	(22)		
wind /wɪnd/ <i>n.</i> 风	(22)		
true /truː/ <i>adj.</i> 真的; 真实的	(22)		
come true (希望、梦想等)实现, 成真	(22)		
here is/are... (用于介绍某人或某物)下面	(22)		
* bike (= bicycle) /baɪk/ <i>n.</i> 自行车	(22)		
* car /kɑː/ <i>n.</i> 汽车; 轿车	(22)		
cheap /tʃiːp/ <i>adj.</i> 便宜的	(22)		
everywhere /'evriweə/ <i>adv.</i> 到处; 处处	(22)		
not only... but also... 不仅……而且……	(22)		
into /'ɪntuː; 'ɪntə/ <i>prep.</i> 进入……里面	(22)		
* long /lɒŋ/ <i>adj.</i> 长的; 长时间的	(22)		
* heavy /'hevi/ <i>adj.</i> 繁重的; 沉的	(22)		
* light /laɪt/ <i>adj.</i> 轻的; 轻松的;			

Module 5

market /'mɑːkɪt/ <i>n.</i> 市场	(26)
* supermarket /'suːpə,mɑːkɪt/ <i>n.</i> 超市	(26)
biscuit /'bɪskɪt/ <i>n.</i> 饼干	(26)
lemon /'lemən/ <i>n.</i> 柠檬	(26)
strawberry /'strɔːbəri/ <i>n.</i> 草莓	(26)
Mother's Day 母亲节	(26)
size /saɪz/ <i>n.</i> 尺码; 号	(26)
take /teɪk/ <i>v.</i> (took /tʊk/) 穿(某尺寸的衣服或鞋子)	(26)
may /meɪ/ <i>v. aux.</i> (might /maɪt/) 可以; 可能	(26)
* try /traɪ/ <i>v.</i> 尝试; 试穿; 品尝	(26)
try on 试穿	(26)
certainly /'sɜːtnli/ <i>adv.</i> 当然; 行	(26)
wait a minute 别急; 稍等一会	(26)
sale /seɪl/ <i>n.</i> 降价出售	(26)
price /praɪs/ <i>n.</i> 价格	(26)
look /lʊk/ <i>v.</i> 看起来; 显得	(27)
fresh /frefʃ/ <i>adj.</i> 新鲜的	(27)
advantage /əd'vɑːntɪdʒ/ <i>n.</i> 有利条件; 优势	(28)
anyone /'eni,wʌn/ <i>pron.</i> 任何人	(28)
anything /'eni,θɪŋ/ <i>pron.</i> 任何东西; 任何事情	(28)
anywhere /'eni,weə/ <i>adv.</i> 在任何地方; 往任何地方	(28)
compare /kəm'peə/ <i>v.</i> 比较	(28)
pay /peɪ/ <i>v.</i> 支付; 付钱	(28)
post /pəʊst/ <i>n. & v.</i> 邮寄	(28)
product /'prɒdʌkt/ <i>n.</i> 产品	(28)
receive /rɪ'siːv/ <i>v.</i> 收到; 接到	(28)

safe /seɪf/ <i>adj.</i> 安全的	(28)	take /teɪk/ <i>v.</i> 搭乘; 乘坐; 固定使用;	
several /'sevərəl/ <i>adj.</i> 几个; 一些	(28)	把(某人)带往; 使(某人)到	(32)
online /,ɒn'laɪn/ <i>adj.</i> 在线的	(28)	tour /tʊə/ <i>n.</i> (短期的)参观, 游览;	
shopping /'ʃɒpɪŋ/ <i>n.</i> 购物	(28)	旅行	(34)
* way /weɪ/ <i>n.</i> 方式; 道路	(28)	square /skweə/ <i>n.</i> 广场	(34)
one of ……之一	(28)	middle /'mɪdl/ <i>n.</i> 中部; 中间	
almost /'ɔ:lməʊst/ <i>adv.</i> 几乎; 差不多	(28)	<i>adj.</i> 中等的; 中部的	(34)
something /'sʌmθɪŋ/ <i>pron.</i> 某事物;		famous /'feɪməs/ <i>adj.</i> 著名的	(34)
某种东西	(28)	painting /'peɪntɪŋ/ <i>n.</i> 油画; 绘画	(34)
later /'leɪtə/ <i>adv.</i> 后来; 以后	(28)	from /frɒm; frəm/ <i>prep.</i> 从……出发	(34)
open /'əʊpən/ <i>adj.</i> 营业的; 开放的	(28)	metre (Am E meter) /'mɪtə/ <i>n.</i> 米	(34)
out /aʊt/ <i>adv.</i> 外出; 离开	(28)	above /ə'bʌv/ <i>prep.</i> 在……上方;	
go out 外出; 游玩	(28)	在……之上	(34)
over /'əʊvə/ <i>prep.</i> 通过; 超过	(28)	* river /'rɪvə/ <i>n.</i> 河; 江	(34)
one day 总有一天	(28)	clear /kliə/ <i>adj.</i> (天气)晴朗的	(34)
one /wʌn/ <i>pron.</i> (同一群人或物中)		bridge /brɪdʒ/ <i>n.</i> 桥	(34)
一个	(28)	railway /'reɪlweɪ/ <i>n.</i> 铁路	(34)

Module 6

bank /bæŋk/ <i>n.</i> 银行	(32)	church /tʃɜ:ʃ/ <i>n.</i> 教堂	(34)
museum /mju: 'zi:əm/ <i>n.</i> 博物馆	(32)	finish /'fɪnɪʃ/ <i>v.</i> 结束; 完成	(34)
along /ə'ləŋ/ <i>prep.</i> 沿着	(32)	* high /haɪ/ <i>adj.</i> 高的	(35)
across /ə'krɒs/ <i>prep.</i> 越过	(32)	post office 邮政局	(36)
cross /krɒs/ <i>v.</i> 穿过	(32)	up /ʌp/ <i>prep.</i> 沿着……而去	(36)
opposite /'ɒpəzɪt/ <i>prep.</i> 在……的对面	(32)	down /daʊn/ <i>prep.</i> 沿着	(36)
tourist /'tʊərɪst/ <i>n.</i> 游客	(32)	* stop /stɒp/ <i>n.</i> 车站	(36)
excuse /ɪk'skju:z/ <i>v.</i> 原谅; 谅解	(32)		
excuse me 劳驾, 对不起(用于			
礼貌地引起某人的注意)	(32)		
* street /stri:t/ <i>n.</i> 街道	(32)		
turn /tɜ:n/ <i>v.</i> 换方向	(32)		
third /θɜ:d/ <i>num.</i> 第三	(32)		
guidebook /'gaɪd,bʊk/ <i>n.</i> 导游手册;			
旅行指南	(32)		
bookshop /'bʊk,ʃɒp/ <i>n.</i> 书店	(32)		
right /raɪt/ <i>int.</i> 好了(用于变换话题			
或活动); 是的; 好	(32)		
Why not...? 为什么不……呢?	(32)		
could /kʊd/ <i>v. aux.</i> 可以; 能	(32)		
underground /'ʌndə,graʊnd/ <i>n.</i> 地铁	(32)		

Revision module A

* **horse** /hɔ:s/ *n.* 马 (39)

Module 7

born /bɔ:n/ <i>adj.</i> (动词 bear 的			
过去分词) 出生	(42)		
strict /strikt/ <i>adj.</i> 严格的; 严厉的	(42)		
friendly /'frendli/ <i>adj.</i> 友好的	(42)		
primary /'praɪməri/ <i>adj.</i> 初等的;			
初级的	(42)		
primary school 小学	(42)		
town /taʊn/ <i>n.</i> 城镇; 市镇	(42)		

US /ju:'es/ 美国	(42)	pick up 拿起; 举起	(48)
hey /hei/ <i>int.</i> 嘿; 喂	(42)	soon /su:n/ <i>adv.</i> 立刻; 不久	(48)
village /'vɪlɪdʒ/ <i>n.</i> 村庄	(42)	lost /lɒst/ <i>adj.</i> 迷路的	(48)
nice /naɪs/ <i>adj.</i> 友好的; 亲切的	(42)	around /ə'raʊnd/ <i>prep.</i> 环绕着; 围绕	(48)
good /gʊd/ <i>adj.</i> 乖的; 守规矩的	(42)	little /'lɪtl/ <i>adj.</i> 小的	(48)
difficult /'dɪfɪklt/ <i>adj.</i> 难对付的	(42)	towards /tə'wɔ:dz/ <i>prep.</i> 往; 向; 朝……方向	(48)
bathroom /'bɑ:θ.ru:m/ <i>n.</i> 浴室	(44)	knock /nɒk/ <i>v.</i> 敲	(48)
bedroom /'bedru:m/ <i>n.</i> 卧室	(44)	* door /dɔ:/ <i>n.</i> 门	(48)
garden /'gɑ:dn/ <i>n.</i> 花园	(44)	* answer /'ɑ:nsə/ <i>v.</i> 应门; 回答	(48)
living room 起居室; 客厅	(44)	push /puʃ/ <i>v.</i> 推	(48)
east /i:st/ <i>adj.</i> 东面的; 东部的 <i>n.</i> 东方	(44)	enter /'entə/ <i>v.</i> 进入	(48)
coast /kəʊst/ <i>n.</i> 海岸	(44)	bowl /bəʊl/ <i>n.</i> 碗	(48)
ago /ə'gəʊ/ <i>adv.</i> 以前	(44)	* hungry /'hʌŋɡri/ <i>adj.</i> 感到饿的; 饥饿的	(48)
store /stɔ:/ <i>n.</i> 商店	(44)	* right /raɪt/ <i>adj.</i> 合适的; 恰当的	(48)
movie theater (Br E theatre) 电影院	(44)	finish /'fɪnɪʃ/ <i>v.</i> 吃完; 喝完; 用尽	(48)
bored /bɔ:d/ <i>adj.</i> 厌烦的; 厌倦的	(44)	either /'aɪðə/ <i>adv.</i> 也(不)	(50)
president /'prezɪdənt/ <i>n.</i> 总统	(44)	piece /pi:s/ <i>n.</i> 部件; 碎片; 一件 / 个 / 张	(50)
comfortable /'kʌmfəbl/ <i>adj.</i> 舒适的; 舒服的	(44)	in pieces 破碎	(50)
* lake /leɪk/ <i>n.</i> 湖	(44)	asleep /ə'sli:p/ <i>adj.</i> 睡着的	(50)
last /lɑ:st/ <i>adj.</i> (星期、月份等)最近 过去的, 紧接现在前面的	(44)	return /rɪ'tɜ:n/ <i>v.</i> 返回; 归还	(50)
* yesterday /'jestədeɪ/ <i>adv.</i> (在)昨天	(47)	* cry /kraɪ/ <i>v.</i> 哭; 喊叫	(50)

Module 8

* hair /heə/ <i>n.</i> 头发	(48)	point /pɔɪnt/ <i>v.</i> 指向; 指 point at 指着……	(50)
gold /gəʊld/ <i>n.</i> 金色; 黄金; 金牌	(48)	shout /ʃaʊt/ <i>v.</i> 高声说; 大声喊	(50)
forest /'fɒrɪst/ <i>n.</i> 森林	(48)	* jump /dʒʌmp/ <i>v.</i> 跳	(50)
once /wʌns/ <i>adv.</i> 一次; 一回	(48)	without /wɪð'aʊt/ <i>prep.</i> 无; 没有	(50)
upon /ə'pɒn/ <i>prep.</i> 在……上; 到……上	(48)	part /pɑ:t/ <i>n.</i> 部分; 地区; 地方	(52)
once upon a time 从前	(48)		
decide /dɪ'saɪd/ <i>v.</i> 决定	(48)		
go for a walk 散步	(48)		
basket /'bɑ:skɪt/ <i>n.</i> 篮子	(48)		
notice /'nəʊtɪs/ <i>v.</i> 注意到	(48)		
all alone 独自一人的	(48)		
dark /dɑ:k/ <i>adj.</i> 黑暗的	(48)		
pick /pɪk/ <i>v.</i> 采; 摘	(48)		

Module 9

March /mɑ:tʃ/ <i>n.</i> 3月	(54)
April /'eɪprəl/ <i>n.</i> 4月	(54)
June /dʒu:n/ <i>n.</i> 6月	(54)
Women's Day 妇女节	(54)
National Day 国庆节	(54)
Children's Day 儿童节	(54)
July /dʒu'laɪ/ <i>n.</i> 7月	(54)

August /'ɔ:ɡəst/ <i>n.</i> 8月 (54)	world-famous /,wɜ:ld 'feɪməs/ <i>adj.</i> 举世闻名的 (62)
September /sep'tembə/ <i>n.</i> 9月 (54)	French /frentʃ/ <i>adj.</i> 法国的; 法语的 <i>n.</i> 法国人; 法语 (62)
October /ɒk'təʊbə/ <i>n.</i> 10月 (54)	sell /sel/ <i>v.</i> (sold /səʊld/) 卖; 出售 (62)
November /nəʊ'vembə/ <i>n.</i> 11月 (54)	top /tɒp/ <i>n.</i> 顶端 (62)
December /di'sembə/ <i>n.</i> 12月 (54)	till /tɪl/ <i>conj.</i> 直到……为止 (62)
writer /'raɪtə/ <i>n.</i> 作家 (54)	light /laɪt/ <i>n.</i> 电灯 (62)
find out 发现; 查明; 弄清 (54)	on /ɒn/ <i>adv.</i> 在使用中; 开着的 (62)
real /rɪəl/ <i>adj.</i> 真实的; 真正的 (54)	* wonderful /'wʌndəfl/ <i>adj.</i> 绝妙的; 了不起的 (62)
at the age of 在……岁时 (54)	palace /'pæləs/ <i>n.</i> 宫殿 (62)
newspaper /'nju:z,peɪpə/ <i>n.</i> 报纸 (54)	
exact /ɪɡ'zækt/ <i>adj.</i> 准确的; 确切的 (54)	
date /deɪt/ <i>n.</i> 日期 (54)	
become /br'kʌm/ <i>v.</i> (became /br'keɪm/) 成为 (54)	
in the 1860s 在19世纪60年代 (54)	
play /pleɪ/ <i>n.</i> 剧本; 戏剧 (56)	
poem /'pəʊɪm/ <i>n.</i> 诗歌 (56)	
marry /'mæəri/ <i>v.</i> 结婚 (56)	
successful /sək'sesfl/ <i>adj.</i> 成功的 (56)	
work /wɜ:k/ <i>n.</i> 作品; 著作 (56)	
build /bɪld/ <i>v.</i> (built /bɪlt/) 建造 (56)	
on /ɒn/ <i>prep.</i> 在……河边 (56)	
fire /faɪə/ <i>n.</i> 火; 火灾 (56)	
die /daɪ/ <i>v.</i> 死; 去世 (56)	
rich /rɪtʃ/ <i>adj.</i> 富有的 (56)	
language /'læŋɡwɪdʒ/ <i>n.</i> 语言 (56)	
around the world 世界各地 (56)	
* young /jʌŋ/ <i>adj.</i> 年轻的 (58)	

Module 10

Pacific /pə'sɪfɪk/ <i>adj.</i> 太平洋的 (60)	visitor /'vɪzɪtə/ <i>n.</i> 游客; 观光者 (66)
so /səʊ/ <i>adv.</i> 那么 (尤指用于引出新话题); 这么; 那么 (用于强调质量、感觉或数量) (60)	Russia /'rʌʃə/ 俄罗斯 (66)
guess /ges/ <i>v.</i> 猜; 猜测 (60)	what /wɒt/ <i>int.</i> 什么 (表示惊奇) (66)
excited /ɪk'saɪtɪd/ <i>adj.</i> 激动的; 兴奋的 (60)	nod /nɒd/ <i>v.</i> 点 (头) (66)
wow /waʊ/ <i>int.</i> 哇; 噢 (60)	* head /hed/ <i>n.</i> 头; 头部 (66)
arrive /ə'raɪv/ <i>v.</i> 到达 (62)	hug /hʌɡ/ <i>v.</i> 拥抱; 紧抱 (66)
relax /rɪ'læks/ <i>v.</i> 放松 (62)	each /i:tʃ/ <i>pron.</i> 各个; 每个 (66)
	each other 互相; 彼此 (66)
	India /'ɪndiə/ 印度 (66)
	together /tə'geðə/ <i>adv.</i> 一起; 共同 (66)

Module 11

bow /baʊ/ <i>v.</i> 鞠躬; 弯腰 (66)
kiss /kɪs/ <i>v. & n.</i> 吻; 亲吻 (66)
shake /ʃeɪk/ <i>v.</i> (shook /ʃʊk/) 摇晃 (66)
shake hands 握手 (66)
smile /smaɪl/ <i>v. & n.</i> 微笑 (66)
British /'brɪtɪʃ/ <i>adj.</i> 英国的; 英国人的 (66)
German /'dʒɜ:mən/ <i>n.</i> 德国人; 德语 <i>adj.</i> 德国的; 德国人的; 德语的 (66)
Japanese /,dʒæpə'ni:z/ <i>n.</i> 日本人; 日语 <i>adj.</i> 日本的; 日语的; 日本人的 (66)
Russian /'rʌʃən/ <i>n.</i> 俄罗斯人; 俄语 <i>adj.</i> 俄罗斯的; 俄罗斯人的; 俄语的 (66)

Maori /'maʊri/ <i>adj.</i> 毛利人的	(66)	rock /rɒk/ <i>n.</i> 摇滚乐	(72)
touch /tʌtʃ/ <i>v.</i> 触摸; 接触	(66)	sound /saʊnd/ <i>n.</i> 声音	(72)
* nose /nəʊz/ <i>n.</i> 鼻子	(66)	violin /,vaɪə'li:n/ <i>n.</i> 小提琴	(72)
finger /'fɪŋgə/ <i>n.</i> 手指	(68)	Western /'westən/ <i>adj.</i> 西方的	(72)
* foot /fʊt/ <i>n.</i> (<i>pl.</i> feet) 脚; 足	(68)	hmm /m; hm/ <i>int.</i> 嗯	(72)
knee /ni:/ <i>n.</i> 膝盖	(68)	by /baɪ/ <i>prep.</i> 由……创作; 被; 由	(72)
* leg /leg/ <i>n.</i> 腿	(68)	through /θru:/ <i>prep.</i> 穿过	(72)
* mouth /maʊθ/ <i>n.</i> 嘴; 口	(68)	both /bəʊθ/ <i>pron.</i> 两个; 两者	(72)
* body /'bɒdi/ <i>n.</i> 身体; 躯干	(68)	opera /'ɒpərə/ <i>n.</i> 歌剧	(72)
foreign /'fɔ:rn/ <i>adj.</i> 外国的	(68)	voice /vɔɪs/ <i>n.</i> 声音	(72)
North American 北美人	(68)	drum /drʌm/ <i>n.</i> 鼓	(72)
personal /'pɜ:snəl/ <i>adj.</i> 个人的	(68)	believe /brɪ'li:v/ <i>v.</i> 相信	(72)
* arm /ɑ:m/ <i>n.</i> 臂; 手臂	(68)	musician /mju:'zɪfn/ <i>n.</i> 乐手; 音乐家	(74)
arm in arm 臂挽臂地	(68)	centre (<i>Am E center</i>) /'sentə/ <i>n.</i> 中心	(74)
South American 南美人	(68)	European /jʊərə'pi:ən/ <i>adj.</i> 欧洲的	(74)
hold /həʊld/ <i>v.</i> (<i>held</i> /held/) 握着; 使不动	(68)	classical /'klæsɪkl/ <i>adj.</i> 经典的; 古典的	(74)
move /mu:v/ <i>v.</i> 移动	(68)	century /'sentʃəri/ <i>n.</i> 世纪	(74)
Britain /'brɪtn/ 不列颠; 英国	(68)	composer /kəm'pəʊzə/ <i>n.</i> 作曲家	(74)
not at all 一点也不	(68)	elder /'eldə/ <i>adj.</i> 年长的	(74)
polite /pə'laɪt/ <i>adj.</i> 礼貌的	(68)	waltz /wɔ:ls/ <i>n.</i> 华尔兹舞 (曲)	(74)
somewhere /'sʌmweə/ <i>adv.</i> 某处; 某个地方	(68)	dance music 舞曲	(74)
wave /weɪv/ <i>v.</i> 挥 (手); 招 (手); 摆 (手)	(68)	another /ə'nʌðə/ <i>pron.</i> 又一个; 再一个	(74)
fact /fækt/ <i>n.</i> 事实; 细节	(68)	piece /pi:s/ <i>n.</i> (写作、音乐或艺术的) 作品	(74)
in fact 事实上	(68)	poor /pɔ:/ <i>adj.</i> 贫穷的	(74)
rude /ru:d/ <i>adj.</i> 粗鲁的; 无礼的	(68)	perfect /'pɜ:fɪkt/ <i>adj.</i> 完美的	(74)
* bring /brɪŋ/ <i>v.</i> (<i>brought</i> /brɔ:t/) 带来	(70)	* sad /sæd/ <i>adj.</i> 令人悲伤的; 令人 难过的	(77)

Module 12

lively /'laɪvli/ <i>adj.</i> 活泼的; 轻快的	(72)
modern /'mɒdən/ <i>adj.</i> 现代的	(72)
noisy /'nɔɪzi/ <i>adj.</i> 吵闹的	(72)
pop (= popular) /pɒp/ <i>adj.</i> 流行的; 受欢迎的	(72)

Revision module B

* slow /sləʊ/ <i>adj.</i> 慢的	(80)
* feel /fi:l/ <i>v.</i> (<i>felt</i> /felt/) 感觉; 觉得	(80)
* ship /ʃɪp/ <i>n.</i> 船	(81)

Proper names

Names of people

Adam /'ædəm/ 亚当 (男名)	(42)
Becky /'beki/ 贝姬 (女名)	(42)
Beethoven /'beɪtəʊvən/ 贝多芬	(77)
Coleman /'kəʊlmən/ 科尔曼	(40)
Emperor /'empərə/ Yan 炎帝	(53)
Goldilocks /'gəʊldɪləks/ 金凤花姑娘	(48)
Hans /hæns/ Christian /'krɪstjən/ Andersen /'ændəsən/ 汉斯·克里斯琴·安徒生	(78)
Henry Wadsworth /'wɒdzwɜ:θ/ Longfellow /'lɒŋfeləʊ/ 亨利·沃兹沃斯·朗费罗	(81)
Jenny /'dʒeni/ 珍妮 (女名)	(62)
Joan /dʒəʊn/ 琼 (女名)	(62)
John Adams /'ædəms/ 约翰·亚当斯	(44)
John Quincy /'kwɪnsɪ/ Adams 约翰·昆西·亚当斯	(44)
Lane /leɪn/ 莱恩 (姓)	(42)
Mark /mɑ:k/ Twain /twem/ 马克·吐温	(54)
Mozart /'məʊtsɑ:t/ 莫扎特	(72)
Pete /pi:t/ 皮特 (男名)	(62)
Queen /kwɪn/ Elizabeth /ɪ'lɪzəbəθ/ I 女王伊丽莎白一世	(56)
Samuel /'sæmjʊəl/ Clemens /'klemənz/ 塞缪尔·克莱门斯	(54)
Strauss /'straʊs/ 施特劳斯	(72)
Johann /'jəʊhɑ:n/ Strauss 约翰·施特劳斯	(74)
William /'wɪljəm/ Shakespeare /'ʃeɪkspɪər/ 威廉·莎士比亚	(56)

Names of places

Austria /'ɒstriə/ 奥地利	(72)
California /,kælɪ'fɔ:njə/ 加利福尼亚州	(60)
Denmark /'denmɑ:k/ 丹麦	(78)
Disneyland /'dɪznɪ,lænd/ 迪斯尼乐园	(60)
Greece /gri:s/ 希腊	(68)
Hyde /hard/ Park 海德公园	(80)

King's Street 国王街	(34)
Macao /mə'kaʊ/ 澳门	(75)
Middle East 中东	(68)
Missouri /mɪ'zʊəri/ 密苏里州	(54)
New Zealand /,nju:'zi:lənd/ 新西兰	(66)
Newton /'nju:tən/ 牛顿镇	(47)
Pacific Ocean /'æʊʃn/ 太平洋	(60)
Paris /'pærɪs/ 巴黎	(60)
Quincy 昆西	(44)
River Danube /'dænjʊ:b/ 多瑙河	(74)
River Seine /seɪn/ 塞纳河	(62)
River Thames /teɪmz/ 泰晤士河	(34)
Santa Monica /'sæntə 'mɒnɪkə/ 圣莫尼卡 (位于美国加利福尼亚州的著名海 滨城市)	(60)
Stratford /'strætfəd/ 斯特拉特福	(56)
Sydney /'sɪdni/ 悉尼	(16)
Vienna /vɪ'enə/ 维也纳	(72)

Others

Big Ben /ben/ 大本钟	(34)
British Museum 英国博物馆	(80)
Buckingham /'bʌkɪŋəm/ Palace 白金汉宫	(34)
Darwin /'dɑ:wɪn/ Primary School 达尔文小学	(42)
Eiffel Tower /,aɪfəl 'taʊə/ 埃菲尔铁塔	(62)
Globe /gləʊb/ Theatre /'θɪətə/ 环球剧院	(56)
Goldilocks and the Three Bears 《金凤花姑娘和三只熊》	(48)
Hamlet /'hæmlɪt/ 《哈姆雷特》	(56)
Houses of Parliament /'pɑ:ləmənt/ (英 国)议会大厦	(34)
London Eye 伦敦眼	(34)
Louvre /lu:vʁə/ Museum 卢浮宫博物馆	(62)
Mickey /'mɪki/ Mouse 米老鼠	(60)
Mona Lisa /,məʊnə 'lɪzə/ 《蒙娜·丽莎》 (油画名)	(62)
National /'næʃnəl/ Gallery /'gæləri/	

(英国)国家美术馆	(34)	<i>The Little Match Girl</i> 《卖火柴的小女孩》	(78)
National Stadium /'steɪdiəm/ (中国)国家 体育场	(32)	<i>The Ugly /'ʌɡli/ Duckling /'dʌklɪŋ/</i> 《丑小鸭》	(78)
National Team 国家队	(59)	<i>The Yellow River</i> 《黄河大合唱》	(75)
Olympic /ə'ɒlɪmpɪk/ Sports Centre 奥林匹 克体育中心	(32)	Tian'anmen Square 天安门广场	(32)
People's Musician 人民音乐家	(75)	<i>Tom Sawyer /'sɔːjə/</i> 《汤姆·索耶历险 记》	(54)
<i>Romeo /'rəʊmiəʊ/ and Juliet /'dʒuːliət/</i> 《罗密欧与朱丽叶》	(56)	Tower Bridge (英国)塔桥	(34)
Snow White 白雪公主	(60)	Tower of London 伦敦塔	(34)
<i>The Blue Danube</i> 《蓝色多瑙河》	(72)	Trafalgar /trə'fælgər/ Square 特拉法尔加 广场	(34)



Vocabulary

A

able /'eɪbl/ <i>adj.</i> 能够……的	(20)
be able to 能够做……	(20)
above /ə'bu:v/ <i>prep.</i> 在……上方; 在……之上	(34)
across /ə'krɒs/ <i>prep.</i> 越过	(32)
advantage /əd'vɑ:ntɪdʒ/ <i>n.</i> 有利条件; 优势	(28)
ago /ə'gəʊ/ <i>adv.</i> 以前	(44)
air /eə/ <i>n.</i> 天空; 空中; 空气	(22)
airport /'eə,pɔ:t/ <i>n.</i> 机场; 航空港	(4)
all /ɔ:l/ <i>adj.</i> 所有的; 全部的	(8)
that's all 仅此而已	(8)
all alone 独自一人的	(48)
almost /'ɔ:lməʊst/ <i>adv.</i> 几乎; 差不多	(28)
along /ə'lɒŋ/ <i>prep.</i> 沿着	(32)
another /ə'nʌðə/ <i>pron.</i> 又一个; 再一个	(74)
* answer /'ɑ:nsə/ <i>v.</i> 应门; 回答	(48)
anyone /'eni,wʌn/ <i>pron.</i> 任何人	(28)
anything /'eni,θɪŋ/ <i>pron.</i> 任何东西; 任何事情	(28)
anywhere /'eni,weə/ <i>adv.</i> 在任何地方; 往任何地方	(28)
April /'eɪprəl/ <i>n.</i> 4月	(54)
* arm /ɑ:m/ <i>n.</i> 臂; 手臂	(68)
arm in arm 臂挽臂地	(68)
around /ə'raʊnd/ <i>prep.</i> 环绕着; 围绕	(48)
around the world 世界各地	(56)
arrive /ə'rɪv/ <i>v.</i> 到达	(62)
as well 和; 又; 也	(22)
* ask /ɑ:sk/ <i>v.</i> 询问; 问	(20)
asleep /ə'sli:p/ <i>adj.</i> 睡着的	(50)
at /æt; ət/ <i>prep.</i> 在……点钟	(14)

at first 起初; 首先 (50)

at the age of 在……岁时 (54)

August /'ɔ:gəst/ *n.* 8月 (54)

Australian /ɒ'streɪliən/ *adj.* 澳大利亚的 (16)

B

* ball /bɔ:l/ <i>n.</i> 球; 球类游戏	(10)
bank /bæŋk/ <i>n.</i> 银行	(32)
basket /'bɑ:skɪt/ <i>n.</i> 篮子	(48)
bathroom /'bɑ:θ,ru:m/ <i>n.</i> 浴室	(44)
beach /bi:tʃ/ <i>n.</i> 海滨; 海滩	(16)
* beautiful /'bjʊ:təfl/ <i>adj.</i> 美的; 美丽的	(10)
become /br'kʌm/ <i>v.</i> (became /br'keɪm/) 成为	(54)
bedroom /'bedru:m/ <i>n.</i> 卧室	(44)
believe /br'li:v/ <i>v.</i> 相信	(72)
best /best/ <i>adj.</i> 最好的	(10)
* bike (= bicycle) /baɪk/ <i>n.</i> 自行车	(22)
biscuit /'bɪskɪt/ <i>n.</i> 饼干	(26)
board /bɔ:d/ <i>n.</i> 布告板	(8)
* boat /bəʊt/ <i>n.</i> 船	(4)
* body /'bɒdi/ <i>n.</i> 身体; 躯干	(68)
bookshop /'bʊk,ʃɒp/ <i>n.</i> 书店	(32)
bored /bɔ:d/ <i>adj.</i> 厌烦的; 厌倦的	(44)
born /bɔ:n/ <i>adj.</i> (动词 bear 的 过去分词) 出生	(42)
both /bəʊθ/ <i>pron.</i> 两个; 两者	(72)
bow /baʊ/ <i>v.</i> 鞠躬; 弯腰	(66)
bowl /bəʊl/ <i>n.</i> 碗	(48)
bridge /brɪdʒ/ <i>n.</i> 桥	(34)
* bring /brɪŋ/ <i>v.</i> (brought /brɔ:t/) 带来	(70)
Britain /'brɪtɪn/ 不列颠; 英国	(68)
British /'brɪtɪʃ/ <i>adj.</i> 英国的; 英国人的	(66)
build /bɪld/ <i>v.</i> (built /bɪlt/) 建造	(56)

注: 黑体的单词要求掌握; 加*的单词表示复习强化记忆; 白体的单词只要求理解。

- * **by** /baɪ/ *prep.* 用; 靠; 乘 (交通工具) (20)
由……创作; 被; 由 (72)

C

- camera** /'kæməɾə/ *n.* 照相机 (4)
camp /kæmp/ *n.* 营地; 帐篷 (16)
* **car** /kɑː/ *n.* 汽车; 轿车 (22)
careful /'keəfl/ *adj.* 仔细的; 认真的;
小心的 (2)
be careful with 小心 (对待) …… (2)
carry /'kæəri/ *v.* 拿; 带 (20)
centre (*Am E center*) /'sentə/ *n.* 中心 (74)
century /'sentʃəri/ *n.* 世纪 (74)
certainly /'sɜːtnli/ *adv.* 当然; 行 (26)
chalk /tʃɔːk/ *n.* 粉笔 (20)
change /tʃeɪndʒ/ *v. & n.* 改变; 变化 (20)
cheap /tʃi:p/ *adj.* 便宜的 (22)
cheer /tʃiə/ *v.* 为……喝彩 (16)
Children's Day 儿童节 (54)
church /tʃɜːtʃ/ *n.* 教堂 (34)
classical /'klæsɪkl/ *adj.* 经典的;
古典的 (74)
clear /kliə/ *adj.* (天气)晴朗的 (34)
club /klʌb/ *n.* 俱乐部 (8)
coast /kəʊst/ *n.* 海岸 (44)
collect /kə'lekt/ *v.* 收集 (16)
comfortable /'kʌmfətəbl/ *adj.* 舒适的;
舒服的 (44)
compare /kəm'peə/ *v.* 比较 (28)
composer /kəm'pəʊzə/ *n.* 作曲家 (74)
could /kʊd/ *v. aux.* 可以; 能 (32)
country /'kʌntri/ *n.* 乡下; 乡村 (16)
* **crayon** /'kreɪn/ *n.* 蜡笔 (2)
cross /krɒs/ *v.* 穿过 (32)
* **cry** /krai/ *v.* 哭; 喊叫 (50)

D

- dance music** 舞曲 (74)
dark /dɑːk/ *adj.* 黑暗的 (48)
date /deɪt/ *n.* 日期 (54)

- December** /dɪ'sembə/ *n.* 12月 (54)
decide /dɪ'saɪd/ *v.* 决定 (48)
die /daɪ/ *v.* 死; 去世 (56)
difficult /'dɪfɪkl/ *adj.* 难对付的 (42)
* **door** /dɔː/ *n.* 门 (48)
down /daʊn/ *prep.* 沿着 (36)
drum /drʌm/ *n.* 鼓 (72)
* **duck** /dʌk/ *n.* 鸭 (4)
during /'dʒuəriŋ/ *prep.* 在……期间 (16)

E

- each** /iːtʃ/ *pron.* 各个; 每个 (66)
each other 互相; 彼此 (66)
* **early** /'ɜːli/ *adv.* 早; 提前
adj. 早的 (18)
east /iːst/ *adj.* 东面的; 东部的
n. 东方 (44)
* **easy** /'iːzi/ *adj.* 容易的 (22)
either /'aɪðə/ *adv.* 也 (不) (50)
elder /'eldə/ *adj.* 年长的 (74)
else /els/ *adv.* 其他; 另外 (14)
enjoy oneself 过得愉快 (16)
enter /'entə/ *v.* 进入 (48)
eraser /ɪ'reɪzə/ *n.* 橡皮擦 (2)
European /jʊərə'piːən/ *adj.* 欧洲的 (74)
everybody /'evri,bɒdi/ *pron.* 每个人 (10)
everything /'evriθɪŋ/ *pron.* 每样事物;
每件事; 所有事物 (20)
everywhere /'evriweə/ *adv.* 到处; 处处 (22)
exact /ɪg'zækt/ *adj.* 准确的; 确切的 (54)
excited /ɪk'saɪtɪd/ *adj.* 激动的; 兴奋的 (60)
excuse /ɪk'skjuːz/ *v.* 原谅; 谅解 (32)
excuse me 劳驾, 对不起 (用于
礼貌地引起某人的注意) (32)

F

- fact** /fækt/ *n.* 事实; 细节 (68)
in fact 事实上 (68)
famous /'feɪməs/ *adj.* 著名的 (34)
* **fan** /fæn/ *n.* 迷; 支持者 (16)

fantastic /fæn'tæstɪk/ <i>adj.</i> 极好的	(14)
* fast /fɑ:st/ <i>adv.</i> 快地; 快速地	
<i>adj.</i> 快的; 快速的	(10)
* feel /fi:l/ <i>v.</i> (felt /felt/) 感觉; 觉得	(80)
* find /faɪnd/ <i>v.</i> (found /faʊnd/) 发现;	
找到	(2)
find out 发现; 查明; 弄清	(54)
finger /'fɪŋgə/ <i>n.</i> 手指	(68)
finish /'fɪnɪʃ/ <i>v.</i> 结束; 完成	(34)
吃完; 喝完; 用尽	(48)
fire /faɪə/ <i>n.</i> 火; 火灾	(56)
first of all 首先; 第一	(2)
fit /fɪt/ <i>adj.</i> 健康的; 强健的	(10)
* fly /flaɪ/ <i>v.</i> (flew /flu:/) 放飞 (风筝);	
飞行; 乘飞机	(12)
* foot /fʊt/ <i>n.</i> (<i>pl.</i> feet) 脚; 足	(68)
foreign /'fɔ:rn/ <i>adj.</i> 外国的	(68)
forest /'fɔ:rist/ <i>n.</i> 森林	(48)
forward /'fɔ:wəd/ <i>adv.</i> 面向未来的;	
向前	(16)
look forward to 盼望	(16)
free /fri:/ <i>adj.</i> (时间)空闲的; 空余的	(20)
French /frentʃ/ <i>adj.</i> 法国的; 法语的	
<i>n.</i> 法国人; 法语	(62)
fresh /frefʃ/ <i>adj.</i> 新鲜的	(27)
friendly /'frendli/ <i>adj.</i> 友好的	(42)
from /frɒm; frəm/ <i>prep.</i> 从……出发	(34)
fun /fʌn/ <i>n.</i> 娱乐; 乐趣	(16)
future /'fju:tʃə/ <i>n.</i> 将来; 未来	(20)
in the future 将来	(20)

G

game /geɪm/ <i>n.</i> 运动项目	(10)
garden /'gɑ:dn/ <i>n.</i> 花园	(44)
German /'dʒɜ:mən/ <i>n.</i> 德国人; 德语	
<i>adj.</i> 德国的; 德国人的; 德语的	(66)
get on well with sb. 与某人相处融洽	(10)
glove /glʌv/ <i>n.</i> 手套	(2)
go for a walk 散步	(48)
go over 复习; 练习	(14)

gold /gəʊld/ <i>n.</i> 金色; 黄金; 金牌	(48)
good /gʊd/ <i>adj.</i> 乖的; 守规矩的	(42)
guess /ges/ <i>v.</i> 猜; 猜测	(60)
guidebook /'gaɪd,bʊk/ <i>n.</i> 导游手册;	
旅行指南	(32)

H

* hair /heə/ <i>n.</i> 头发	(48)
* head /hed/ <i>n.</i> 头; 头部	(66)
* heavy /'hevi/ <i>adj.</i> 繁重的; 沉的	(22)
here is/are... (用于刚找到某人或某物	
时)在这儿	(2)
(用于介绍某人或某物)下面	(22)
hers /hɜ:z/ <i>pron.</i> 她的	(2)
hey /hei/ <i>int.</i> 嘿; 喂	(42)
* high /haɪ/ <i>adj.</i> 高的	(35)
hmm /m; hm/ <i>int.</i> 嗯	(72)
hold /həʊld/ <i>v.</i> (held /held/) 握着;	
使不动	(68)
hope /həʊp/ <i>v.</i> 希望	(16)
* horse /hɔ:s/ <i>n.</i> 马	(39)
* hour /aʊə/ <i>n.</i> 小时	(22)
housework /'haʊs,wɜ:k/ <i>n.</i> 家务劳动	(14)
hug /hʌg/ <i>v.</i> 拥抱; 紧抱	(66)
hundred /'hʌndrəd/ <i>num.</i> 百	(4)
hundreds of 几百; 成百上千	(4)
* hungry /'hʌŋgri/ <i>adj.</i> 感到饿的;	
饥饿的	(48)

I

in a hurry 匆匆忙忙	(4)
in the 1860s 在19世纪60年代	(54)
India /'ɪndiə/ 印度	(66)
into /'ɪntu:; 'ɪntə/ <i>prep.</i> 进入……里面	(22)

J

jam /dʒæm/ <i>n.</i> 堵塞; 拥挤	(22)
Japanese /,dʒæpə'ni:z/ <i>n.</i> 日本人; 日语	
<i>adj.</i> 日本的; 日语的; 日本	

人的 (66)

- July /dʒuˈlaɪ/ *n.* 7月 (54)
- * jump /dʒʌmp/ *v.* 跳 (50)
- June /dʒuːn/ *n.* 6月 (54)
- just /dʒʌst/ *adv.* 就; 正好 (10)
- just like 正如; 正像 (10)

K

- kiss /kɪs/ *v. & n.* 吻; 亲吻 (66)
- * kite /kaɪt/ *n.* 风筝 (12)
- knee /niː/ *n.* 膝盖 (68)
- knock /nɒk/ *v.* 敲 (48)

L

- * lake /leɪk/ *n.* 湖 (44)
- land /lənd/ *n.* 陆地 (22)
- language /ˈlæŋɡwɪdʒ/ *n.* 语言 (56)
- last /lɑːst/ *adj.* (星期、月份等)最近过去的, 紧接现在前面的 (44)
- * late /leɪt/ *adv.* 迟; 晚 (16)
- adj.* 迟的; 晚的 (16)
- later /ˈleɪtə/ *adv.* 后来; 以后 (28)
- leave /liːv/ *v.* (left /left/) 丢下; 遗忘 (4)
- * leg /leg/ *n.* 腿 (68)
- lemon /ˈlemən/ *n.* 柠檬 (26)
- level /ˈlevl/ *n.* 水平 (20)
- life /laɪf/ *n.* 生活; 生命 (20)
- * light /laɪt/ *adj.* 轻的; 轻松的; 少量的 (22)
- n.* 电灯 (62)
- litter /ˈlɪtə/ *n.* 垃圾 (16)
- little /ˈlɪtl/ *adj.* 小的 (48)
- lively /ˈlɑːvli/ *adj.* 活泼的; 轻快的 (72)
- living room 起居室; 客厅 (44)
- * long /lɒŋ/ *adj.* 长的; 长时间的 (22)
- look /lʊk/ *v.* 看起来; 显得 (27)
- look for 寻找 (4)
- lose /luːz/ *v.* (lost /lɒst/) 失去 (2)
- lost /lɒst/ *adj.* 迷路的 (48)
- lost and found box 失物招领箱 (2)
- lost and found office 失物招领处 (4)

M

- machine /məˈʃiːn/ *n.* 机器 (22)
- make friends 交朋友 (16)
- Maori /ˈmaʊri/ *adj.* 毛利人的 (66)
- March /mɑːtʃ/ *n.* 3月 (54)
- market /ˈmɑːkɪt/ *n.* 市场 (26)
- marry /ˈmæri/ *v.* 结婚 (56)
- May /meɪ/ *n.* 5月 (16)
- May Day 五一劳动节 (16)
- may /meɪ/ *v. aux.* (might /maɪt/) 可以; 可能 (26)
- maybe /ˈmeɪbi/ *adv.* 也许 (20)
- metre (*Am E meter*) /ˈmiːtə/ *n.* 米 (34)
- middle /ˈmɪdl/ *n.* 中部; 中间 (34)
- adj.* 中等的; 中部的 (34)
- mine /maɪn/ *pron.* 我的 (2)
- modern /ˈmɒdən/ *adj.* 现代的 (72)
- monitor /ˈmɒnɪtə/ *n.* 班长; 监督员 (10)
- more /mɔː/ *adv.* 更加; 更 (20)
- adj.* 更多的 (20)
- not... any more 不再…… (20)
- Mother's Day 母亲节 (26)
- * mouth /maʊθ/ *n.* 嘴; 口 (68)
- move /muːv/ *v.* 移动 (68)
- movie theater (*Br E theatre*) 电影院 (44)
- museum /ˈmjuːziəm/ *n.* 博物馆 (32)
- musician /mjuːzɪfn/ *n.* 乐手; 音乐家 (74)
- myself /maɪˈself/ *pron.* 我自己 (16)

N

- National Day 国庆节 (54)
- need /niːd/ *v. & v. aux.* 需要 (20)
- newspaper /ˈnjuːzˌpeɪpə/ *n.* 报纸 (54)
- nice /naɪs/ *adj.* 友好的; 亲切的 (42)
- nobody /ˈnəʊbdɪ/ *pron.* 没有人 (14)
- nod /nɒd/ *v.* 点(头) (66)
- noisy /ˈnɔɪzi/ *adj.* 吵闹的 (72)
- North American 北美人 (68)
- * nose /nəʊz/ *n.* 鼻子 (66)
- not at all 一点也不 (68)

not only... but also... 不仅……而且……	(22)
nothing /'nʌθɪŋ/ <i>pron.</i> 没有什么; 没有东西	(14)
notice /'nəʊtɪs/ <i>v.</i> 注意到	(48)
November /nəʊ'vembə/ <i>n.</i> 11月	(54)

O

October /ɒk'təʊbə/ <i>n.</i> 10月	(54)
on /ɒn/ <i>adv.</i> 从某时刻起	(2)
<i>prep.</i> 在……时候	(14)
在……河边	(56)
<i>adv.</i> 在使用中; 开着的	(62)
from now on 从现在开始	(2)
once /wʌns/ <i>adv.</i> 一次; 一回	(48)
once upon a time 从前	(48)
one /wʌn/ <i>pron.</i> (同一群人或物中) 一个	(28)
one day 总有一天	(28)
one of ……之一	(28)
online /,ɒn'laɪn/ <i>adj.</i> 在线的	(28)
open /'əʊpən/ <i>adj.</i> 营业的; 开放的	(28)
opera /'ɒpərə/ <i>n.</i> 歌剧	(72)
opposite /'ɒpəzɪt/ <i>prep.</i> 在……的对面	(32)
out /aʊt/ <i>adv.</i> 外出; 离开	(28)
go out 外出; 游玩	(28)
over /'əʊvə/ <i>prep.</i> 通过; 超过	(28)

P

Pacific /pə'sɪfɪk/ <i>adj.</i> 太平洋的	(60)
painting /'peɪntɪŋ/ <i>n.</i> 油画; 绘画	(34)
palace /'pæləs/ <i>n.</i> 宫殿	(62)
part /pɑ:t/ <i>n.</i> 部分; 地区; 地方	(52)
past /pɑ:st/ <i>prep.</i> 路过(某物或某地); 越过	(34)
pay /peɪ/ <i>v.</i> 支付; 付钱	(28)
perfect /'pɜ:fɪkt/ <i>adj.</i> 完美的	(74)
personal /'pɜ:snəl/ <i>adj.</i> 个人的	(68)
phone /fəʊn/ <i>n.</i> 电话; 电话机	(4)
mobile phone 移动电话; 手机	(4)
piano /pi'æniəʊ/ <i>n.</i> 钢琴	(8)

pick /pɪk/ <i>v.</i> 采; 摘	(48)
pick up 拿起; 举起	(48)
picnic /'pɪknɪk/ <i>n.</i> 野餐	(14)
piece /pi:əs/	
<i>n.</i> 部件; 碎片; 一件/个/张	(50)
(写作、音乐或艺术的)作品	(74)
in pieces 破碎	(50)
* pig /pɪg/ <i>n.</i> 猪	(4)
* plane /pleɪn/ <i>n.</i> 飞机	(4)
play /pleɪ/ <i>v.</i> 演奏; 弹奏	(8)
<i>n.</i> 剧本; 戏剧	(56)
player /'pleɪə/ <i>n.</i> 运动员; 选手	(16)
poem /'pəʊɪm/ <i>n.</i> 诗歌	(56)
point /pɔɪnt/ <i>v.</i> 指向; 指	(50)
point at 指着……	(50)
polite /pə'laɪt/ <i>adj.</i> 礼貌的	(68)
poor /pɔ:z/ <i>adj.</i> 贫穷的	(74)
pop (= popular) /pɒp/ <i>adj.</i> 流行的; 受欢迎的	(72)
post /pəʊst/ <i>n. & v.</i> 邮寄	(28)
post office 邮政局	(36)
president /'prezɪdənt/ <i>n.</i> 总统	(44)
price /praɪs/ <i>n.</i> 价格	(26)
primary /'praɪməri/ <i>adj.</i> 初等的; 初级的	(42)
primary school 小学	(42)
product /'prɒdʌkt/ <i>n.</i> 产品	(28)
promise /'prɒmɪs/ <i>v.</i> 承诺; 保证	(10)
purple /'pɜ:pl/ <i>adj.</i> 紫色的; 紫红色的	
<i>n.</i> 紫色; 紫红色	(2)
push /pʊʃ/ <i>v.</i> 推	(48)

Q

question /'kwɛstʃən/ <i>n.</i> 问题	(20)
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R

railway /'reɪlweɪ/ <i>n.</i> 铁路	(34)
* rain /reɪn/ <i>n.</i> 雨; 雨水	
<i>v.</i> 下雨	(22)
ready /'redi/ <i>adj.</i> 乐意的	(10)

ready to do sth. 乐于做某事	(10)	go sightseeing 观光	(16)
real /rɪəl/ <i>adj.</i> 真实的; 真正的	(54)	silly /'sɪli/ <i>adj.</i> 愚蠢的; 傻气的	(14)
receive /rɪ'si:v/ <i>v.</i> 收到; 接到	(28)	size /saɪz/ <i>n.</i> 尺码; 号	(26)
relax /rɪ'læks/ <i>v.</i> 放松	(62)	* slow /sləʊ/ <i>adj.</i> 慢的	(80)
return /rɪ'tɜ:n/ <i>v.</i> 返回; 归还	(50)	smile /smaɪl/ <i>v. & n.</i> 微笑	(66)
rich /rɪtʃ/ <i>adj.</i> 富有的	(56)	so /səʊ/ <i>adv.</i> 那么 (尤指用于引出新话题); 这么; 那么 (用于强调质量、感觉或数量)	(60)
* right /raɪt/ <i>int.</i> 好了 (用于变换话题或活动); 是的; 好	(32)	something /'sʌmθɪŋ/ <i>pron.</i> 某事物; 某种东西	(28)
<i>adj.</i> 合适的; 恰当的	(48)	somewhere /'sʌmweə/ <i>adv.</i> 某处; 某个地方	(68)
rise /raɪz/ <i>v.</i> (rose /rəʊz/) 升起; 上升	(22)	soon /su:n/ <i>adv.</i> 立刻; 不久	(48)
* river /'rɪvə/ <i>n.</i> 河; 江	(34)	sound /saʊnd/ <i>n.</i> 声音	(72)
robot /'rəʊbɒt/ <i>n.</i> 机器人	(22)	South American 南美	(68)
rock /rɒk/ <i>n.</i> 摇滚乐	(72)	space /speɪs/ <i>n.</i> 太空; 空间	(22)
rude /ru:d/ <i>adj.</i> 粗鲁的; 无礼的	(68)	square /skweə/ <i>n.</i> 广场	(34)
* ruler /'ru:lə/ <i>n.</i> 直尺	(20)	start /stɑ:t/ <i>n.</i> 开始; 开端	(10)
Russia /'rʌʃə/ 俄罗斯	(66)	* stop /stɒp/ <i>n.</i> 车站	(36)
Russian /'rʌʃən/ <i>n.</i> 俄罗斯人; 俄语		store /stɔ:/ <i>n.</i> 商店	(44)
<i>adj.</i> 俄罗斯的; 俄罗斯人的; 俄语的	(66)	strange /streɪndʒ/ <i>adj.</i> 奇怪的	(4)

S

* sad /sæd/ <i>adj.</i> 令人悲伤的; 令人难过的	(77)	* street /stri:t/ <i>n.</i> 街道	(32)
safe /seɪf/ <i>adj.</i> 安全的	(28)	strict /strikt/ <i>adj.</i> 严格的; 严厉的	(42)
sale /seɪl/ <i>n.</i> 降价出售	(26)	successful /sək'sesfl/ <i>adj.</i> 成功的	(56)
sausage /'sɒsɪdʒ/ <i>n.</i> 香肠; 腊肠	(4)	summer holiday 暑假	(16)
score /skɔ:/ <i>n.</i> 得分; 成绩	(10)	* supermarket /'su:pə,mɑ:kɪt/ <i>n.</i> 超市	(26)
sea /si:/ <i>n.</i> 海; 海洋	(22)	sure /ʃɔ:; ʃʊə/ <i>adj.</i> 确信的; 有把握的	(10)
second /'sekənd/ <i>num.</i> 第二	(16)	* swim /swɪm/ <i>v.</i> (swam /swæm/) 游泳	(12)
sell /sel/ <i>v.</i> (sold /səʊld/) 卖; 出售	(62)		
September /sep'tembə/ <i>n.</i> 9月	(54)		
several /'sevərəl/ <i>adj.</i> 几个; 一些	(28)		
shake /ʃeɪk/ <i>v.</i> (shook /ʃʊk/) 摇晃	(66)		
shake hands 握手	(66)		
* ship /ʃɪp/ <i>n.</i> 船	(81)		
* shirt /ʃɜ:t/ <i>n.</i> 球衣; (男式) 衬衫	(16)		
shopping /'ʃɒpɪŋ/ <i>n.</i> 购物	(28)		
* short /ʃɔ:t/ <i>adj.</i> 短的; 短暂的; 矮的	(22)		
shout /ʃaʊt/ <i>v.</i> 高声说; 大声喊	(50)		
sightseeing /'saɪt,sɪɪŋ/ <i>n.</i> 观光; 游览	(16)		

T

take /teɪk/	
<i>v.</i> (took /tʊk/) 穿 (某尺寸的衣服或鞋子)	(26)
搭乘; 乘坐; 固定使用; 把 (某人) 带往; 使 (某人) 到	(32)
tape /teɪp/ <i>n.</i> 录音带; 录像带	(2)
* taxi /'tæksi/ <i>n.</i> 出租车	(4)
teach /ti:tʃ/ <i>v.</i> (taught /tɔ:t/) 教; 讲授	(8)
team /ti:m/ <i>n.</i> 队伍; 球队	(10)
tennis /'tenɪs/ <i>n.</i> 网球	(8)

term /tɜ:m/ <i>n.</i> 学期 (8)
then /ðen/ <i>adv.</i> 那么; 就 (8)
third /θɜ:d/ <i>num.</i> 第三 (32)
thousand /'θaʊznd/ <i>num.</i> 千 (4)
through /θru:/ <i>prep.</i> 穿过 (72)
tidy /'taɪdi/ <i>adj.</i> 整齐的; 整洁的; 爱 整洁的; 爱整齐的 v. 收拾; 整理 (10)
till /tɪl/ <i>conj.</i> 直到……为止 (62)
together /tə'geðə/ <i>adv.</i> 一起; 共同 (66)
top /tɒp/ <i>n.</i> 顶端 (62)
touch /tʌtʃ/ <i>v.</i> 触摸; 接触 (66)
tour /tuə/ <i>n.</i> (短期的) 参观, 游览; 旅行 (34)
tourist /'tuərist/ <i>n.</i> 游客 (32)
towards /tə'wɔ:dz/ <i>prep.</i> 往; 向; 朝……方向 (48)
town /taʊn/ <i>n.</i> 城镇; 市镇 (42)
traffic /'træfɪk/ <i>n.</i> 交通 (22)
traffic jam 交通堵塞 (22)
true /tru:/ <i>adj.</i> 真的; 真实的 (22)
come true (希望、梦想等) 实现, 成真 (22)
* try /traɪ/ <i>v.</i> 尝试; 试穿; 品尝 (26)
try on 试穿 (26)
turn /tɜ:n/ <i>v.</i> 换方向 (32)

U

underground /'ʌndə'graʊnd/ <i>n.</i> 地铁 (32)
up /ʌp/ <i>prep.</i> 沿着……而去 (36)
upon /ə'pɒn/ <i>prep.</i> 在……上; 到……上 (48)
US /ju:'es/ 美国 (42)

V

village /'vɪlɪdʒ/ <i>n.</i> 村庄 (42)
violin /,vɪə'lm/ <i>n.</i> 小提琴 (72)
visitor /'vɪzɪtə/ <i>n.</i> 游客; 观光者 (66)
voice /vɔɪs/ <i>n.</i> 声音 (72)

W

wait a minute 别急; 稍等一会 (26)
walk /wɔ:k/ <i>n.</i> 步行; 走 (16)
take a walk 散步 (16)
wallet /'wɒlɪt/ <i>n.</i> 钱包 (2)
waltz /wɔ:ls/ <i>n.</i> 华尔兹舞 (曲) (74)
watch /wɒtʃ/ <i>n.</i> 表; (通常指) 手表 (2)
wave /weɪv/ <i>v.</i> 挥 (手); 招 (手); 摆 (手) (68)
* way /weɪ/ <i>n.</i> 方式; 道路 (28)
well /wel/ <i>int.</i> 噢; 喔 (8)
Western /'westən/ <i>adj.</i> 西方的 (72)
what /wɒt/ <i>int.</i> 什么 (表示惊奇) (66)
* whose /hu:z/ <i>pron.</i> 谁的 (2)
* why /waɪ/ <i>adv.</i> 为什么 (4)
Why not...? 为什么不……呢? (32)
will /wɪl/ <i>v. aux.</i> (would /wʊd/) 将; 将要; 将会 (20)
win /wɪn/ <i>v.</i> (won /wɒn/) 赢; 获胜 (16)
wind /wɪnd/ <i>n.</i> 风 (22)
without /wɪð'aʊt/ <i>prep.</i> 无; 没有 (50)
Women's Day 妇女节 (54)
* wonderful /'wʌndəfl/ <i>adj.</i> 绝妙的; 了不起的 (62)
work /wɜ:k/ <i>n.</i> 作品; 著作 (56)
working /'wɜ:kɪŋ/ <i>adj.</i> (有关) 工作的 (22)
world-famous /,wɜ:ld'feɪməs/ <i>adj.</i> 举 世闻名的 (62)
* worry /'wʌri/ <i>v.</i> 焦虑; 担心 (8)
worry about 担心…… (8)
would like 想要; 希望 (8)
wow /waʊ/ <i>int.</i> 哇; 噢 (60)
writer /'raɪtə/ <i>n.</i> 作家 (54)

Y

* yesterday /'jestədeɪ/ <i>adv.</i> (在) 昨天 (47)
* young /jʌŋ/ <i>adj.</i> 年轻的 (58)
yours /jɔ:z/ <i>pron.</i> 你 (们) 的 (2)

Irregular verbs

Infinitive	Past tense	Infinitive	Past tense
am/is	was /wɒz; wəz/	may	might /maɪt/
are	were /wɜː; wə/	mean	meant /ment/
become	became /br'keɪm/	meet	met /met/
begin	began /br'gæn/	pay	paid /peɪd/
break	broke /brəʊk/	put	put /pʊt/
bring	brought /brɔ:t/	read	read /red/
build	built /bɪlt/	ride	rode /rəʊd/
buy	bought /bɔ:t/	rise	rose /rəʊz/
can	could /kʊd/	run	ran /ræn/
catch	caught /kɔ:t/	say	said /sed/
choose	chose /tʃəʊz/	see	saw /sɔ:/
come	came /keɪm/	sell	sold /səʊld/
do	did /dɪd/	send	sent /sent/
draw	drew /dru:/	shake	shook /ʃʊk/
drink	drank /dræŋk/	shall	should /ʃʊd/
drive	drove /drəʊv/	sing	sang /sæŋ/
eat	ate /eɪt/	sit	sat /sæt/
feel	felt /felt/	speak	spoke /spəʊk/
find	found /faʊnd/	spell	spelt /spelt/, spelled
fly	flew /flu:/	spend	spent /spent/
get	got /gɒt/	stand	stood /stʊd/
give	gave /geɪv/	sweep	swept /swept/
go	went /went/	swim	swam /swæm/
have/has	had /hæd/	take	took /tʊk/
hear	heard /hɜ:d/	teach	taught /tɔ:t/
hold	held /held/	tell	told /təʊld/
know	knew /nju:/	think	thought /θɔ:t/
learn	learnt /lɜ:nt/, learned	wear	wore /wɔ:/
leave	left /left/	will	would /wʊd/
let	let /let/	win	won /wʌn/
lie (躺下)	lay /lei/	write	wrote /rəʊt/
lose	lost /lɒst/		
make	made /meɪd/		

Songs

I. Last day of school

1=C $\frac{4}{4}$

0 0 0 3 4 | 5 5 5 6 6 0 6 |

It's the last day of school and

6 6 6 6 5 5 4 3 4 | 5 3 0 6 6 6 |

I know what I'm go-ing to do this sum-mer. 'Cos I'm on

6 6 6 5 3 3 4 | 5 5 5 5 6 6 6 6 |

ho - li - day, I'm going to stay in bed all day. I'm going to

6 6 5 5 5 | 5 3 0 6 6 6 | 6 6 6 5 5 5 5 |

get up late this sum-mer. 'Cos I'm on ho - li - day, I'm going to

6 6 5 6 6 6 7 7 6 5 5 | i i 7 7 6 6 6 |

lie on the beach and swim in the sea. Come and see me there, that's

6 - 0 5 5 3 2 | 1 - 0 0 5 | 6 6 6 5 6 6 7 - |

where I'm going to be. But may-be I should do some work.

6 6 6 5 6 6 7 7 7 | i - 0 5 5 5 |

May-be I should learn some new Eng-lish words. May-be I

6 6 6 6 7 5 5 3 | 5 5 5 6 6 6 |

should. May-be I should. But it's the last day of school and

6 6 6 6 5 4 3 4 | 5 3 0 0 | 0 0 0 5 6 7 |

I'm go-ing to have a rest this sum-mer. What a-bout

i - 0 0 ||

you?

II. That's history.

1 = G $\frac{4}{4}$

0 0 0 1 ||: 3 3 3 3 3 2 1 1 | 2 3 2 5 5 |

Last night I heard a pro-gramme on the ra - dio a-bout
Last night I saw a pro-gramme on T - V a-bout

6 1 1 1 1 | 1 | 2 2 3 2 1 0 1 |

some-one who lived a long time a - go. I
peo-ple who sailed a - cross the sea. They

5 5 5 3 2 1 1 | 2 2 3 2 5 |

learned a - bout peo-ple in the tenth cen-tury. I
dis - covered some is - lands in the sun.

6 1 6 1 1 1 2 2 | 3 2 2 2 |

don't think their life was ve - ry ea - sy. That's
Then they went home and told every - one.

2 1 1 0 1 | 3 3 5 3 3 2 6 | 1 - - 0 1 |

his - to - ry. It hap-pened a long time a - go. That's

2 3 2 1 1 0 2 | 2 1 1 0 1 | 3 3 5 3 2 1 |

his - to - ry. That's his-to-ry. It hap-pened to peo - ple that

6 7 1 - - | 1 0 0 0 1 | 1 1 1 1 1 1 6 |

I don't know. I'm not sure if it's true but I
I'm not sure if it's true but I

1 1 1 6 1 3 2 | 2 - 0 0 | 0 0 0 1 :|| 2 - 0 0 ||

heard it on the ra - dio.
saw it on a T - V show.

后记

既名为“后记”，一般应该是本教材使用完毕后才看到的吧。

那么，同学们，你们喜欢这套教材吗？大明、玲玲以及他们的朋友们是否让你们喜爱上了英语，并且掌握了初步运用英语的能力呢？如果回答是肯定的，那就太好了！希望你们在以后的英语学习中继续大胆地开口说英语——课上说、课下说；继续积极地参与各项语言活动。一句话，你们要尽量主动使用英语来表达意思和做事情，这样才能把英语学好。

可敬的老师们，感谢你们的辛勤劳动，以及你们为国家英语课程改革付出的努力和做出的贡献。在修订本套教材的过程中，我们也充分考虑了英语课程改革以及一线教学的需求。修订后的教材更加突出了英语课程工具性和人文性的统一，优化了各册的结构设计和内容安排，以使教学脉络更加清晰、梯度更加合理。

为了在最大程度上保证教材与课程标准的契合，便于一线教学使用，所有参与本套教材编写的人员均付出了艰辛的努力。在此我想特别感谢我的编写团队，没有他们的努力与付出，就没有本教材的问世。

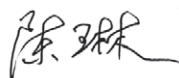
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你们的



二〇一二年春日





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