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## 致同学

同学们，你们好！祝贺你们进入一个新的英语学习阶段！《义务教育教科书 英语（新目标）》将陪伴你们走过初中三年的英语学习历程，帮助你们实现更高的英语学习目标。

这套教材是根据你们的心理特点、认知水平和兴趣爱好来编写的。相信在今后的英语学习中，新教材的以下特点会引起你们的学习兴趣，并对你们的英语学习有所帮助：

1. 新教材不仅要帮助你们学会一些英语语言知识，更重要的是要帮助你们发展语言运用能力，让你们会用英语表达思想、与人交流。

2. 新教材充分考虑了你们的生活实际和学习需求，教材的内容和活动都与你们的生活和兴趣紧密相连，目的是让你们在英语学习中不感到枯燥乏味，做到有话可说、有话想说、有话能说。

3. 新教材不仅重视培养你们的语言能力，而且重视培养你们的学习能力，包括自主学习能力和合作学习能力，这些能力会让你们终身受益。

4. 新教材为你们设计了许多具有交际意义的任务或活动，目的是让你们在英语课堂上“活”起来、“动”起来。英语课堂教学需要你们的充分参与，英语学习需要你们与老师合作、与同学交流。通过参与和互动，你们的英语水平才会得到不断提高。

5. 学习语言和学习文化是密不可分的。因为语言是文化的载体，文化是语言的灵魂。新教材为你们编写了大量的文化内容，包括我们的民族文化、英语国家的文化和非英语国家的文化。通过文化内容的学习，你们的视野会更开阔，思想会更丰富，思维会更活跃，交流会更得体。

6. 要想学好英语，光靠课本是不够的，你们还需要接触更多的英语学习资源。学习英语没有捷径，只有多听、多说、多读、多写、多记、多用才是最有效的办法。因此，你们要充分利用各种资源和机会来学习英语。

同学们，加油吧！朝着你们的目标，**Go for it!** 祝你们英语学习取得成功！



编者  
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Target Language	Vocabulary	Recycling
<p>Can you swim? Yes, I can./No, I can't.</p> <p>What can you do? I can dance./I can't sing.</p> <p>What club do you want to join? We want to join the chess club.</p>	<p>dance, swim, sing, draw, write, tell, talk, speak, join, drum, piano, violin, musician</p> <p>speak English, play chess, play the guitar/violin</p>	<p>I like ... I don't like ... I like to ... I want to ...</p>
<p>What time do you usually get up? I get up at six thirty.</p> <p>What time does Rick eat breakfast? He eats breakfast at seven o'clock.</p> <p>When does Scott go to work? He always goes to work at eleven o'clock.</p>	<p>run, exercise, walk, usually, always, sometimes, never, work, quarter, forty, fifty</p> <p>get dressed, brush teeth, eat breakfast, take a shower, take a walk, go to bed, be late for work/school, taste good, either ... or ...</p> <p>half past six in the morning, a quarter past three in the afternoon, at nine thirty</p>	<p>Numbers 1–30 go to school, get up, play basketball, go to bed It's not good for ...</p>
<p>How do you get to school? I ride my bike.</p> <p>How long does it take to get to school? It takes about 20 minutes.</p> <p>How far is it from your home to school? It's about two kilometers.</p>	<p>train, bus, bike, boat, river, year, minute, kilometer, sixty, seventy, eighty, ninety, hundred, ride, drive, live, leave, cross</p> <p>take the train/bus, go by bike/subway, ride a bike, leave home/school</p>	<p>Numbers 1–30 I usually ... It is easy to ... Thanks for ...</p>
<p>Don't eat in the classroom! We can't arrive late for class. We must be on time.</p> <p>Can we wear a hat in class? Yes, we can./No, we can't.</p> <p>We have to clean the classroom. We have to follow the rules.</p>	<p>rule, dish, night, luck, hair, arrive, listen, fight, wear, bring, practice, relax, read, feel, remember, follow, keep, learn, quiet, noisy, dirty, terrible, strict</p> <p>arrive late for class, be on time, listen to music, do the dishes, make your bed, be strict with ..., follow the rules</p>	<p>go out, do his homework, watch TV, clean his room, help his mom make breakfast in the evening every Saturday</p>

Units	Topics	Functions	Structures
<p><b>5</b></p> <p><b>Why do you like pandas?</b></p> <p>Page 25</p>	Animals in a zoo	<p>Describe animals</p> <p>Express preferences</p>	<p><i>Why, What, Where</i> questions</p> <p><i>Because ...</i></p> <p>Adjectives of quality</p>
<p><b>6</b></p> <p><b>I'm watching TV.</b></p> <p>Page 31</p>	Everyday activities	Talk about what people are doing	<p>Present progressive tense</p> <p><i>What</i> questions</p> <p>Yes/No questions and short answers</p>
<p><b>7</b></p> <p><b>It's raining!</b></p> <p>Page 37</p>	The weather	<p>Describe the weather</p> <p>Describe what you are doing</p>	<p>Present progressive tense</p> <p><i>How</i> questions</p> <p><i>What</i> questions</p>
<p><b>8</b></p> <p><b>Is there a post office near here?</b></p> <p>Page 43</p>	The neighborhood	Ask for and give directions on the street	<p><i>There be</i> structure</p> <p><i>Where</i> questions</p> <p>Prepositions of place</p>
<p><b>9</b></p> <p><b>What does he look like?</b></p> <p>Page 49</p>	Physical appearance	Describe people's looks	<p><i>What</i> questions</p> <p>Adjectives of description</p> <p>Alternative questions</p>

Target Language	Vocabulary	Recycling
<p>What animals do you like? I like koalas. Why do you like koalas? Because they're very cute. Where are koalas from? They're from Australia.</p>	<p>tiger, elephant, panda, lion, giraffe, smart, cute, lazy, friendly, beautiful, shy, South Africa, Australia  kind of, in great danger, cut down trees</p>	<p>What ... do you like?  Let's ...  They can ...  Does ... have ...?</p>
<p>What are you doing? I'm doing my homework.  What's she doing? She's washing her clothes.  Is he reading? Yes, he is.  What time is it? It's eight o'clock in the morning.</p>	<p>newspaper, movie, tea, house, pool, supermarket, living room, race, wash, drink, study, miss, wish, young, delicious  read a newspaper, eat out, miss his family, wish to have <i>zongzi</i></p>	<p>clean her room, wash the dishes, exercise, talk on the phone, at half past six  Do you want to ...?  It's kind of ...  Let's meet at ...</p>
<p>How's the weather? It's raining./It's sunny.  How's it going? It's great.  What are they doing? They're playing basketball in the park.</p>	<p>weather, rain, snow, winter, summer, vacation, message, sunny, cloudy, windy, snowy, hot, dry, cold, cool, warm, visit, skate  have a good time, take a message, tell him to call me back</p>	<p>What's John doing right now? He's playing soccer.  He plays soccer every day.</p>
<p>Is there a restaurant near your house? Yes, there is. It's on Center Street. Where's the supermarket? It's next to the library. Where are the pay phones? They're in front of the post office.</p>	<p>post office, police station, hotel, restaurant, bank, hospital, town, street, road, next to, across from, near, between, in front of, behind, turn, enjoy, spend  turn left/right, go along, on your left, spend time</p>	<p>Where's ...?  Imperatives</p>
<p>What does he look like? He's of medium build.  Is he tall or short? He's tall.  Do they have straight or curly hair? They have curly hair.</p>	<p>straight, tall, thin, heavy, round, handsome, face, mouth, eye, nose, glasses, actor, actress, put, describe  be of medium height/build, look like, wear glasses</p>	<p>Joe Brown has ...  He's about ... years old.  I like him because ...</p>

Units	Topics	Functions	Structures
<b>10</b> <b>I'd like some noodles.</b> Page 55	Food	Order food	<i>would like</i> <i>What</i> questions <i>some/any</i>
<b>11</b> <b>How was your school trip?</b> Page 61	School trips	Talk about past events	Simple past of regular and irregular verbs <i>How</i> questions Yes/No questions and short answers Adjectives of description
<b>12</b> <b>What did you do last weekend?</b> Page 67	Weekend activities	Talk about past events	Simple past of regular and irregular verbs <i>What</i> questions <i>Who</i> questions
Page 73	Pronunciation		
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Target Language	Vocabulary	Recycling
<p>What kind of noodles would you like? I'd like beef and tomato noodles, please.</p> <p>What size bowl of noodles would you like? I'd like a small/medium/large bowl of noodles.</p> <p>Would you like any drinks? One large green tea.</p>	<p>beef, noodles, cabbage, potato, meat, fish, dumpling, soup, pancake, cake, bowl, size, order, large, popular, special</p> <p>would like, take/have one's order, two bowls of ..., blow out ..., make a wish, get popular, cut up ..., bring good luck to ...</p>	<p>Numbers 1–9</p> <p>Is there ...? Are there ...?</p> <p>The beef noodles are not mine. They're hers.</p>
<p>How was your school trip? It was great.</p> <p>Did you go to the zoo? No, I didn't. I went to the farm.</p> <p>Were the strawberries good? Yes, they were.</p>	<p>countryside, cow, horse, farm, farmer, flower, sun, museum, fire, robot, guide, gift, feed, grow, pick, excellent, lovely, slow, fast, expensive, cheap, dark, exciting, interested, anything, everything</p> <p>go for a walk, milk a cow, ride a horse, feed chickens, take some photos, talk with a farmer, grow apples, be interested in ...</p>	<p>great, terrible, interesting, boring, large, cool, hot, lucky, delicious</p>
<p>How was your weekend? It was great.</p> <p>What did you do last weekend? I played soccer.</p> <p>Who did you play with? I played with my friend.</p>	<p>lake, beach, sheep, kite, moon, snake, forest, surprise, pretty, natural, shout, fly, stay, move, jump, wake</p> <p>camp by the lake, go to the beach, play badminton, stay up late, fly a kite, get a terrible surprise, shout at/to ..., wake ... up, put up ...</p>	<p>do homework, go shopping, play computer games, play sports, watch a movie, stay at home, visit friends, study for a test, cook dinner, kind of tired</p> <p>How was ...? What did you do? Did you have ...?</p>

# UNIT 1

## Section

## A

## Can you play the guitar?

Language Goal: Talk about abilities

1a

What can these people do? Match the activities with the people.

1. sing e
2. swim \_\_\_\_\_
3. dance \_\_\_\_\_
4. draw \_\_\_\_\_
5. play chess \_\_\_\_\_
6. speak English \_\_\_\_\_
7. play the guitar \_\_\_\_\_



1b

Listen and number the conversations [1-3].

A: Can you swim?  
B: No, I can't.

A: I want to join the art club.  
B: Can you draw?  
A: Yes, I can.

A: I want to join the music club.  
B: Oh, can you sing?  
A: Yes, I can.

1c

Practice the conversations above with your partner. Then make your own conversations.

2a

Listen to these two conversations and  the clubs you hear.

- a. English club
- b. art club
- c. music club
- d.
- e. swimming club



2b

Listen again. Complete the sentences.

1. Lisa wants to join the \_\_\_\_\_ club, but she can't play \_\_\_\_\_.
2. Bob wants to join the \_\_\_\_\_ club. He likes to speak \_\_\_\_\_.
3. Mary likes music. She can \_\_\_\_\_ and \_\_\_\_\_. Bob likes music, too. They want to join the \_\_\_\_\_ club.

2c

Look at 2b and talk about what the people can do and the clubs they want to join.



2d

Role-play the conversation.

Jane: Hi, Bob. What club do you want to join?  
 Bob: I want to join a sports club.  
 Jane: Great! What sports can you play?  
 Bob: Soccer.  
 Jane: So you can join the soccer club.  
 Bob: What about you? You speak English very well. You can join the English club.  
 Jane: Sounds good. But I like to draw, too.  
 Bob: Then join two clubs, the English club and the art club!  
 Jane: OK, let's join now!



**Grammar Focus**

can't = cannot

Can you swim?	Yes, I can./No, I can't.
Can he play chess?	Yes, he can./No, he can't.
Can you speak English?	Yes, we can./No, we can't.
Can Jane and Jill swim?	Yes, they can./No, they can't.
What can you do?	I can dance./I can't sing.
What club do you want to join?	We want to join the chess club.

**3a Write questions and answers with the words and phrases.**

- Wu Jun/speak English/speak Chinese  
Can Wu Jun speak English? No, he can't, but he can speak Chinese.
- Mike/play basketball/play tennis  
\_\_\_\_\_
- Jane and Jill/dance/sing  
\_\_\_\_\_
- Grace/play soccer/play volleyball  
\_\_\_\_\_
- Bill/write stories/tell stories  
\_\_\_\_\_

**3b Complete the following poster with the words in the box.**

play  
sing  
tell  
dance

**Students Wanted for School Show**  
We want students for the school show. Can you \_\_\_\_\_ or \_\_\_\_\_? Can you \_\_\_\_\_ the guitar? Can you \_\_\_\_\_ stories? Please talk to Mr. Zhang after school.



**3c What can your group do in the school show? Make a list.**

**School Show**  
Sunday 6:00 p.m.  
in the music room.  
What can you do?  
Come and show us!

Name	What can you do?
Li Xin	do kung fu

What can you do, Li Xin?

I can do kung fu.

Section  
**B**

**1a** Draw lines to match the words with the pictures.



**1**



**2**

drums \_\_\_\_\_

piano \_\_\_\_\_

guitar \_\_\_\_\_

violin \_\_\_\_\_



**3**



**4**

**1b** Listen and number the words [1–4] in the order of the sounds you hear in 1a.

**1c** Ask and answer questions about the instruments.



**1d** Listen and circle the words and phrases you hear.

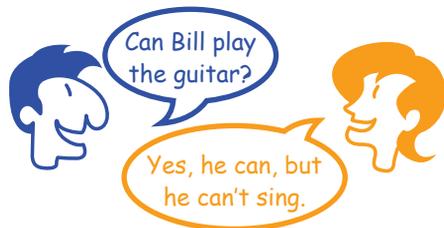


- |                 |                       |
|-----------------|-----------------------|
| play the violin | <input type="radio"/> |
| play the guitar | dance                 |
| play the drums  | draw                  |
| play the piano  | tell stories          |

**1e** Listen again. Fill in the chart with the words and phrases in 1d.

	Can	Can't
Bill		sing
Cindy		
Frank		

**1f** Talk about what Bill, Cindy and Frank can and can't do.



**2a** Read the three descriptions about Peter, Alan and Ma Huan. Underline what they can do.



Hello, I'm Peter. I like to play basketball. I can speak English and I can also play soccer.

Hi, I'm Ma Huan. I can play ping-pong and chess. I like to talk and play games with people.




My name's Alan. I'm in the school music club. I can play the guitar and the piano. I can sing and dance, too.

**2b** Read the ads. Match the titles with the ads.

- A. Help for Old People
- B. Music Teacher Wanted
- C. Help with Sports in English

( )

Are you busy after school? No? Can you speak English? Yes? Then we need you to help with sports for English-speaking students. It is relaxing and easy! Please come to the Students' Sports Center. Call Mr. Brown at 293-7742.

( )

We need help at the old people's home. Are you free in July? Are you good with old people? Can you talk to them and play games with them? They can tell you stories and you can make friends. It is interesting and fun! Please call us at 689-7729 today!

( )

Can you play the piano or the violin? Do you have time on the weekend? The school needs help to teach music. It is not difficult! Please call Mrs. Miller at 555-3721.

**2c** Match a person in 2a with an ad in 2b. Write A, B and C.

Peter \_\_\_\_\_ Alan \_\_\_\_\_ Ma Huan \_\_\_\_\_

**3a** Complete the ad with the words in the box.

guitar  
can  
call  
dance  
music  
play

### Musicians Wanted for School Music Festival

Do you like \_\_\_\_\_?

Can you sing and \_\_\_\_\_?

Can you \_\_\_\_\_ the piano or the violin?

Can you play the \_\_\_\_\_ or the drums?

Then you \_\_\_\_\_ be in our school music festival.

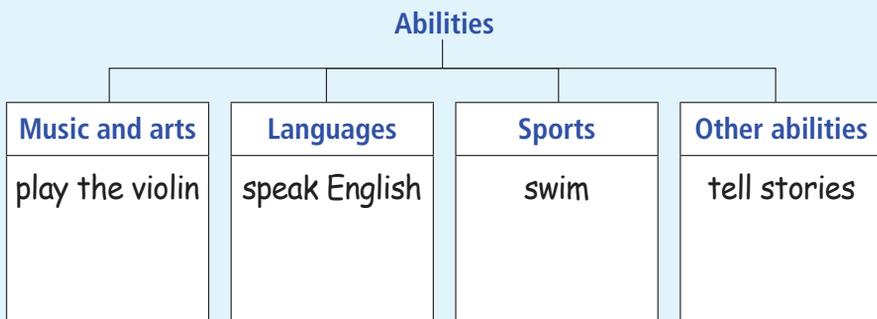
Please \_\_\_\_\_ Mr. Zhang at 622-6033.



**3b** Make a poster. Ask for help with an event at your school.

**Self Check**

**1** Add more words and phrases in each box.



**2** Add as many words as you can to make phrases.

1. play the drums, \_\_\_\_\_
2. speak English, \_\_\_\_\_
3. help with math, \_\_\_\_\_
4. be good with old people, \_\_\_\_\_

**3** What can you do? What can't you do? What about the people you know? Write at least five sentences.

\_\_\_\_\_

\_\_\_\_\_

# UNIT 2

## Section

## A

# What time do you go to school?

Language Goals: Talk about routines

Ask about and say times

1a

Match the activities with the pictures.

1. get up   c
2. go to school \_\_\_\_\_
3. get dressed \_\_\_\_\_
4. brush teeth \_\_\_\_\_
5. eat breakfast \_\_\_\_\_
6. take a shower \_\_\_\_\_



1b

Listen and match the times with the actions. Draw lines from the clocks to the pictures.

1c

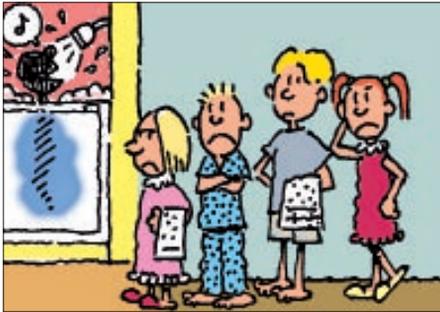
Student A is the interviewer. Student B is Rick. Ask and answer questions about Rick's day.

A: What time do you usually take a shower, Rick?

B: I usually take a shower at six forty.

2a

Listen to the conversation and complete the sentences.



Jim has \_\_\_\_\_ brothers and \_\_\_\_\_ sisters. Jim's family has \_\_\_\_\_ shower.

2b

Listen again. Complete the shower schedule for Jim's family.

Name	Bob	Mary	Jack	Jim	Anna
Time	5:30				

2c

Now talk about yourself.



2d

Role-play the conversation.

Interviewer: Scott has an interesting job. He works at a radio station.

Scott, what time is your radio show?

Scott: From twelve o'clock at night to six o'clock in the morning.

Interviewer: What time do you usually get up?

Scott: At eight thirty at night. Then

I eat breakfast at nine.

Interviewer: That's a funny time for breakfast!

Scott: Yeah. After that, I usually exercise at about ten twenty.

Interviewer: When do you go to work?

Scott: At eleven o'clock, so I'm never late for work.



**Grammar Focus**

What time do you usually get up?	I usually get up at six thirty.
What time do they get dressed?	They always get dressed at seven twenty.
What time does Rick eat breakfast?	He eats breakfast at seven o'clock.
When does Scott go to work?	He always goes to work at eleven o'clock. He's never late.
When do your friends exercise?	They usually exercise on weekends.

**3a Write answers or questions. Use *always, usually* or *never*.**

- What time do you get up on school days?  
\_\_\_\_\_
- \_\_\_\_\_?  
Rick always gets up at 6:20.
- What time do you have breakfast?  
\_\_\_\_\_
- \_\_\_\_\_?  
Anna never eats breakfast.
- What time does your best friend go to school?  
\_\_\_\_\_

**3b Write about something you *always* do, something you *usually* do and something you *never* do.**

always	_____
usually	_____
never	_____
	_____

**3c Interview three of your classmates. Find out what time they do these activities. Then give a report to the class.**

In our group, Li Fei usually gets up late on weekends. She gets up at ...

	Student 1 Name: _____	Student 2 Name: _____	Student 3 Name: _____
get up on weekends			
exercise			
eat dinner			
take a shower			
go to school			

Section  
**B**

**1a** When do students usually do these things? Match the activities with the time of day.



half past six  
in the  
morning \_\_\_\_\_



a quarter past  
three in the  
afternoon \_\_\_\_\_



a quarter to  
seven in the  
evening \_\_\_\_\_



a quarter to  
ten in the  
evening \_\_\_\_\_



1. do homework



2. eat dinner



3. eat breakfast



4. go to bed

**1b** Check your answers with your partner.



**1c** Listen and  the activities you hear.

- |                               |                         |
|-------------------------------|-------------------------|
| 1. <input type="radio"/> 5:30 | 6. do my homework _____ |
| 2. run _____                  | 7. clean my room _____  |
| 3. eat breakfast _____        | 8. eat dinner _____     |
| 4. go to school _____         | 9. take a walk _____    |
| 5. go home _____              | 10. go to bed _____     |



**1d** Listen again. Write the times next to the activities you circled in 1c.

**1e** Ask and answer questions about Tom.



**2a** Check (✓) the activities you think are healthy.

_____ go to bed early	_____ eat ice-cream
_____ eat quickly	_____ eat vegetables
_____ play sports	_____ take a walk

**2b** Tony and Mary are brother and sister. They have healthy and unhealthy habits. Who is healthier?  the healthy activities.



Hi! I'm Tony. I don't like to get up early. In the morning, I get up at eight. Then I go to school at eight thirty. I don't have much time for breakfast, so I usually eat very quickly. For lunch, I usually eat hamburgers. After school, I sometimes play basketball for half an hour. When I get home, I always do my homework first. In the evening, I either watch TV or play computer games. At ten thirty, I brush my teeth and then I go to bed.

Mary is my sister. She usually gets up at six thirty. Then she always takes a shower and eats a good breakfast. After that, she goes to school at eight thirty. At twelve, she eats lots of fruit and vegetables for lunch. After lunch, she sometimes plays volleyball. She always eats ice-cream after dinner. She knows it's not good for her, but it tastes good! In the evening, she does her homework and usually swims or takes a walk. At nine thirty, she goes to bed.



**2c** Write down the unhealthy habits of each person. Then think of healthy activities for them.

	Unhealthy habits	Healthy activities
Tony	_____	_____
	_____	_____
Mary	_____	_____
	_____	_____

3a

Number these sentences in order to make a story about a daily routine.



- \_\_\_\_\_ I usually exercise from six fifteen to seven.
- \_\_\_\_\_ I always get up early at six.
- \_\_\_\_\_ After that, I always brush my teeth and go to school at eight.
- \_\_\_\_\_ Then I quickly have a shower and eat breakfast.
- \_\_\_\_\_ I have lunch at a quarter to twelve.
- \_\_\_\_\_ I get home from school at half past four and do my homework.
- 1 I have a very healthy life.
- \_\_\_\_\_ I have dinner at seven thirty.
- \_\_\_\_\_ I go to bed at ten.

3b

Write about your own daily routine.

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**Self Check**

1 Make phrases with the words in the boxes. Then use the phrases to complete the sentences.

taste  
clean  
have  
get  
take  
brush

your teeth  
my room  
a walk  
good  
dressed  
a good job

1. Ice-cream usually \_\_\_\_\_ so students like to eat it after school.
2. My grandparents are very healthy. They always \_\_\_\_\_ after dinner.
3. You need to \_\_\_\_\_ after eating to have good teeth.
4. He \_\_\_\_\_. He works at a radio station.
5. Here are your clothes. Go and \_\_\_\_\_ quickly!
6. I don't have time to \_\_\_\_\_ from Monday to Friday. So I clean it on weekends.

2 Complete the conversations with questions and answers. Use the words in the brackets to help you.

- |   |   |
|---|---|
| 1. A: _____ ?<br>(your mother/usually/get up) | 2. A: _____ ?<br>(you/usually/get to school)                                  |
| B: _____ .<br>(5:45)                          | B: _____ .<br>(7:30)  |
| A: _____ ?<br>(why/get up/so early)           | A: _____ ?<br>(your class teacher/usually/get to school)                      |
| B: _____ .<br>(always/make breakfast for me)  | B: I don't know. But he/she is never late for the first class in the morning. |

# UNIT 3

## Section

## A

# How do you get to school?

Language Goal: Talk about how to get to places

### 1a

Match the words with the pictures.

1. take the train

  a  

2. take the bus

3. take the subway

4. ride a bike

5. walk



### 1b

Listen and write the numbers next to the correct students in the picture above.

1. Bob

3. John

5. Yang Lan

2. Mary

4. Paul

6. Jim

### 1c

Look at the picture in 1a. How do the students get to school? Make conversations with your partner.

A: How does Mary get to school?

B: She takes the subway.

2a

Listen and repeat. Then write the correct number next to the word.

- 84
- 105
- 99
- 200
- 72
- 61

sixty-one _____	ninety-nine _____
seventy-two _____	one hundred and five _____
eighty-four _____	two hundred _____

2b

Listen and fill in the first column.

	How?	How long? (minutes)	How far? (kilometers)
Tom			
Jane			

2c

Listen again. Complete the rest of the chart.

2d

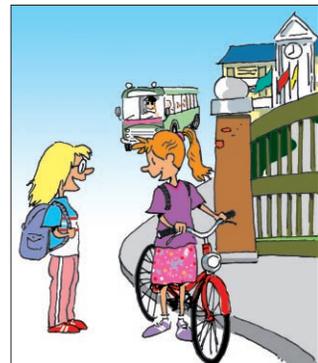
Student A is Jane and Student B is Tom. Use the information in 2b to make conversations.

- A: How do you get to school?                      B: I ...
- A: How long does it take ...?                      B: It takes ...
- A: How far is it from ... to ...?                      B: It's about ...

2e

Role-play the conversation.

- Lisa: Hey, Jane. Is this your new bike?
- Jane: Yes. I ride it to school every day. How do you get to school?
- Lisa: I usually take the bus.
- Jane: How far is it from your home to school?
- Lisa: I'm not sure ... about 10 kilometers? The bus ride takes about 20 minutes. How long does it take you to get to school?
- Jane: About 15 minutes by bike. It's good exercise.
- Lisa: Yeah. Well, have a good day at school.
- Jane: You, too.



**Grammar Focus**

How do you get to school?	I ride my bike.
How does she get to school?	She usually takes the bus.
How long does it take to get to school?	It takes about 15 minutes.
How far is it from your home to school?	It's only about two kilometers.
Does Jane walk to school?	No, she doesn't. She goes by bike.
Do they take the bus to school?	No, they don't. They walk.

**3a Match the questions with the answers. Then practice them.**

- |   |                          |
|---|--------------------------|
| 1. How does Mike get to school?         | a. Yes, they do.         |
| 2. How long does it take to get home?   | b. No, he doesn't.       |
| 3. How far is it from here?             | c. He rides his bike.    |
| 4. Do your friends go to school by bus? | d. It's five kilometers. |
| 5. Does your dad drive to work?         | e. About 15 minutes.     |

**3b Use these words to make questions. Then answer them.**

- school / you / get to / do / how  
\_\_\_\_\_ ?
- to / school / get to / does / how long / take / it  
\_\_\_\_\_ ?
- school / your / from / it / is / how far / home / to  
\_\_\_\_\_ ?
- you / to / walk / do / school  
\_\_\_\_\_ ?
- ride / their bikes / do / school / your friends / to  
\_\_\_\_\_ ?

**3c Ask your classmates questions and write their names in the chart. The first student to fill in all the blanks wins!**

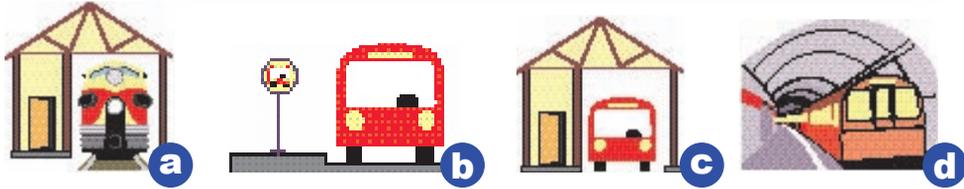


Find someone who ...	Name
lives about five kilometers from school.	
walks to school.	
takes a bus to school.	
goes to school by bike.	
needs about an hour to get to school.	
needs about 10 minutes to get to school.	

Section  
**B**

**1a** Match the words with the pictures.

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| 1. <u>  b  </u> bus stop         | 3. <u>        </u> bus station    |
| 2. <u>        </u> train station | 4. <u>        </u> subway station |



**1b** Suppose you use two kinds of transportation to get to school. Tell your partner how you get to school.

A: How do you get to school?

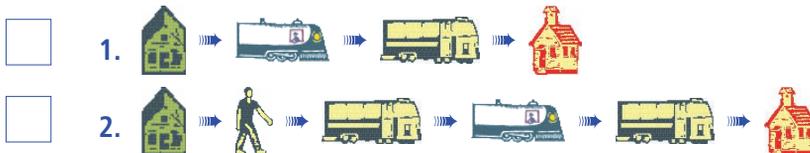
B: Well, I ride my bike to the subway station. Then I take the subway.

**1c** Listen and check (✓) the things that Mary wants to know.

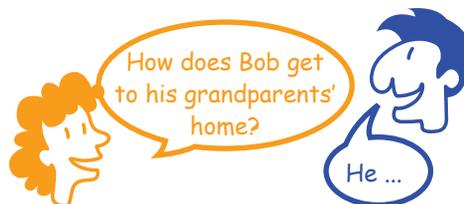
Mary wants to know ...

- \_\_\_\_\_ where Bob lives.
- \_\_\_\_\_ how far he lives from his grandparents' home.
- \_\_\_\_\_ how he gets to his grandparents' home.
- \_\_\_\_\_ how long it takes to get to his grandparents' home.
- \_\_\_\_\_ what he thinks of the trip.

**1d** Listen again. How does Bob get to his grandparents' home? Check (✓) 1 or 2.



**1e** Talk about how Bob gets to his grandparents' home.



**2a** Look at the picture and title below. Guess what the passage is about.

**2b** Read the passage and answer the questions.

### Crossing the River to School

How do you get to school? Do you walk or ride a bike? Do you go by bus or by train? For many students, it is easy to get to school. But for the students in a village in Yunnan, it is difficult. There is a very big river between their school and the village. There is no bridge and the river runs too quickly for boats. So these students go on a ropeway to cross the river to school.

One 11-year-old boy, Liangliang, crosses the river every school day. But he is not afraid. "I love to play with my classmates. And I love my teacher. He's like a father to me."

Many of the students and villagers never leave the village. It is really their dream to have a bridge. Can their dream come true?



1. How do the students in the village go to school?
2. Why do they go to school like this?
3. Does the boy like his school? Why?
4. What is the villagers' dream? Do you think their dream can come true? How?

**2c** Read the passage again. Complete the sentences with words from the passage.

1. For the students in the village, it is \_\_\_\_\_ to get to school.
2. They have to cross a very \_\_\_\_\_ river between their school and the village.
3. They cannot go by boat because the river runs too \_\_\_\_\_.
4. It is not easy to cross the river on a ropeway, but the boy is not \_\_\_\_\_.
5. The students and villagers want to have a bridge. Can their dream come \_\_\_\_\_?

**3a** Read the e-mail from your pen pal Tom in the US. Fill in the blanks with the words in the box.

kilometers      get to  
takes              walk  
boring            leave

Hi there,

How are you? Thanks for your last e-mail. You want to know how I \_\_\_\_\_ school, right? Well, I usually \_\_\_\_\_ my home at about 8:00 and \_\_\_\_\_ to the bus stop. The school bus usually comes at about 8:15. My school is about 20 \_\_\_\_\_ from my home. It \_\_\_\_\_ about 40 minutes to get there by bus. The bus ride is never \_\_\_\_\_ because I always talk to my classmates.

What about you? How do you get to school?

Tom



**3b** Write an e-mail to Tom and tell him how you get to school. These questions may help you.

1. When do you leave home?
2. How do you get to school?
3. How far is it from your home to school?
4. How long does it take you to get to school?
5. How is your trip to school?

**Self Check**

**1** Use the words in the boxes to form as many expressions as possible.

take, walk, ride	bus, train, bike,	take a bus, by bus,
by	plane, subway,	_____
	boat	_____

**2** Look at the chart below. Write at least five questions. Then answer the questions with the information in the chart.

Who	Where	How	How far	How long
Tony	from home to school	by bike	7 km	10 minutes
Mary	from home to the library	by bus	15 km	40 minutes

How does Tony get to school from home? He gets to school by bike.

# UNIT 4

## Section

# A

## Don't eat in class.

Language Goal: Talk about rules

1a

Which rules are these students breaking? Write the number of the rule next to the student.

### SCHOOL RULES

1. Don't arrive late for class. You must be on time.
2. Don't run in the hallways.
3. Don't eat in the classroom. You must eat in the dining hall.
4. Don't listen to music in class.
5. Don't fight.



1b

Listen. What rules are these students breaking? Write the numbers after the names.

Peter \_\_\_\_\_

Selina \_\_\_\_\_

Mike \_\_\_\_\_

1c

Student A is a new student. Student B tells Student A about the rules above.

A: What are the rules?

B: Well, we can't arrive late for class. We must be on time.

2a

Listen. Check (✓) the activities Alan and Cindy talk about.



Activity

1. ✓ listen to music in the classroom or hallways	can	<input type="text"/>
2. _____ listen to music in the music room	can	can't
3. _____ listen to music outside	can	can't
4. _____ eat in the classroom	can	can't
5. _____ eat in the dining hall	can	can't
6. _____ eat outside	can	can't
7. _____ wear a hat	can	can't
8. _____ fight	can	can't

2b

Listen again. Can Alan and Cindy do these activities?  can or can't above.

2c

Student A is Alan and Student B is Cindy. Talk about the rules in 2a.



2d

Role-play the conversation.

John: Hi, my name's John. It's my first day at school.

Alice: Hi, John. I'm Alice. This is a great school, but there are a lot of rules.

John: Really? What are some of the rules?

Alice: Well, don't be late for class. This is very important.

John: OK, so we must be on time. Can we bring music players to school?

Alice: No, we can't. And we always have to wear the school uniform.

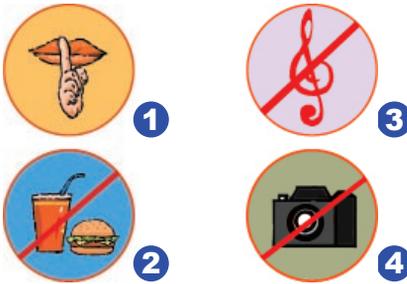
John: I see.

Alice: Oh, and we also have to be quiet in the library.

**Grammar Focus**

Don't run in the hallways.	Don't fight.
What are the rules?	We must be on time for class.
Can we eat in the classroom?	No, we can't, but we can eat in the dining hall.
Can we wear a hat in class?	Yes, we can./No, we can't.
Does he have to wear a uniform at school?	Yes, he does./No, he doesn't.
What do you have to do?	We have to be quiet in the library.

**3a Write the rules for the school library.**



**Library Rules**

1. Don't talk.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**3b Use the words to make questions about the rules. Then write answers according to your school.**

**Be quiet?**

Q: Does she have to be quiet in the library? (she/have to/in the library)?

A: Yes, she does.

**Eat?**

Q: \_\_\_\_\_ (he/have to/in the dining hall)?

A: \_\_\_\_\_

**Listen to music?**

Q: \_\_\_\_\_ (we/can/in the hallways)?

A: \_\_\_\_\_

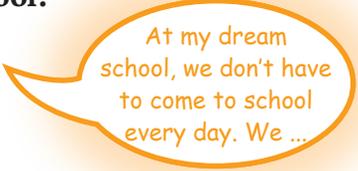
**Wear a hat?**

Q: \_\_\_\_\_ (we/can/in the classroom)?

A: \_\_\_\_\_

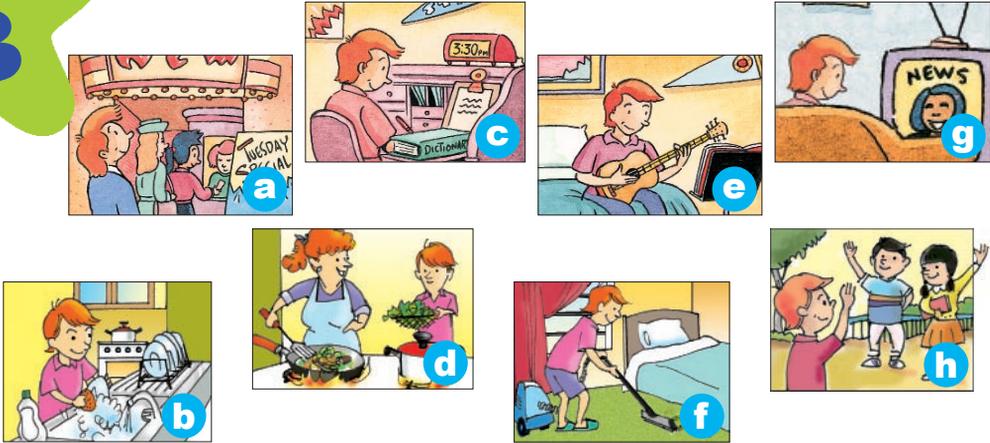
**3c Make up five cool rules for your dream school. Share your rules with the class. Your classmates vote for the Coolest School!**

1. We can eat in class.
2. We don't have to come to school every day.
3. ...



Section  
**B**

**1a** Read the rules in the chart in 1b. Then match the pictures [a–h] with the rules.



**1b** Listen and put an **X** for things Dave can't do and a **✓** for things he has to do.

	Rules	Can't (X)	Have to/Must (✓)	When
a	go out	X		on school nights
	see friends			
	do his homework			
	practice the guitar			
	do the dishes			
	watch TV			
	help his mom make breakfast			
	clean his room			

**1c** Listen again. Write when Dave has to follow the rules in the chart in 1b. Choose from the phrases in the box.

on school nights	every Saturday	before dinner	in the evening
on school days	after dinner	after school	every morning

**1d** Talk about the rules in Dave's house.



**2a** When you are unhappy about something, who do you like to talk to?

**2b** Read the letters. Underline the rules for Molly.

Dear Dr. Know,

There are too many rules! At 6:00 a.m., my mom says, "Get up now and make your bed!" After breakfast, my mom always says, "Don't leave the dirty dishes in the kitchen!" After that, I run to school because I can't be late. At school, we have more rules — don't be noisy, don't eat in class, ...

My dad says I can't play basketball after school because I must do my homework. I can play only on weekends. After dinner, I can't relax either. I must read a book before I can watch TV. But I have to go to bed before 10:00. Rules, rules, rules! It's terrible! What can I do, Dr. Know?



Molly Brown, New York

Dear Molly,

I know how you feel. People always tell us, "Don't do this!" or "You can't do that!" But think about it, Molly. There are a lot of things you *can* do. You can play basketball on weekends. You can watch TV after you read a book. Parents and schools are sometimes strict, but remember, they make rules to help us. We have to follow them.

Good luck!

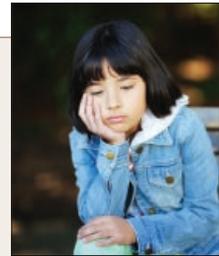
Dr. Know

**2c** Read the letters again and complete the sentences with *have to/must*, *can* or *can't*.

- Molly \_\_\_\_\_ play basketball on school days, but she \_\_\_\_\_ play it on weekends.
- Molly \_\_\_\_\_ do her homework first when she gets home.
- Molly \_\_\_\_\_ watch TV before she reads a book after dinner.
- At school, Molly \_\_\_\_\_ be noisy or eat in class.
- Parents and schools make rules to help students. So students \_\_\_\_\_ follow the rules.

**3a** Complete Zhao Pei's letter to Dr. Know using *have to/must, can or can't*.

Dear Dr. Know,  
 \_\_\_\_\_ you help me? I'm not happy because there are too many rules at home. Every morning, I \_\_\_\_\_ get up at six o'clock. At school, I \_\_\_\_\_ wear a school uniform, and I \_\_\_\_\_ keep my hair short. After school, I \_\_\_\_\_ play with my friends or watch TV because I \_\_\_\_\_ do my homework. I \_\_\_\_\_ relax on weekends either because I \_\_\_\_\_ learn to play the piano. I never have fun. What \_\_\_\_\_ I do?  
 Zhao Pei



**3b** Complete the chart with the rules in your home and school. Check (✓) the rules you think are unfair.

Things I have to do	Things I can't do

**3c** Write a letter to Dr. Know. Tell him about all the rules and how you feel about them.

**Self Check**

- arrive late
- listen to
- be noisy
- follow the rules
- be strict

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

My name is Timmy the Mouse. I must get up early at 6:30 a.m. every morning. Then I have to go to the kitchen to get food for Grandpa. I never \_\_\_\_\_ to the kitchen because I have to get there before the cat gets up. My grandpa always tells me I can't \_\_\_\_\_. I \_\_\_\_\_ him because I don't want the cat to catch (抓住) me! My grandpa \_\_\_\_\_ with me, but I think it's best to \_\_\_\_\_!

**2** Use *can, can't, have to/must* and *don't* to write about the rules at school. Write two sentences for each rule.

- |                                |   |
|--------------------------------|---|
| 1. arrive late/class           | <u>Don't arrive late for class. We can't arrive late for class.</u> |
| 2. listen/teacher              | _____   |
| 3. be noisy/library            | _____   |
| 4. speak English/English class | _____   |
| 5. eat/dining hall             | _____   |

# UNIT 5

## Section

## A

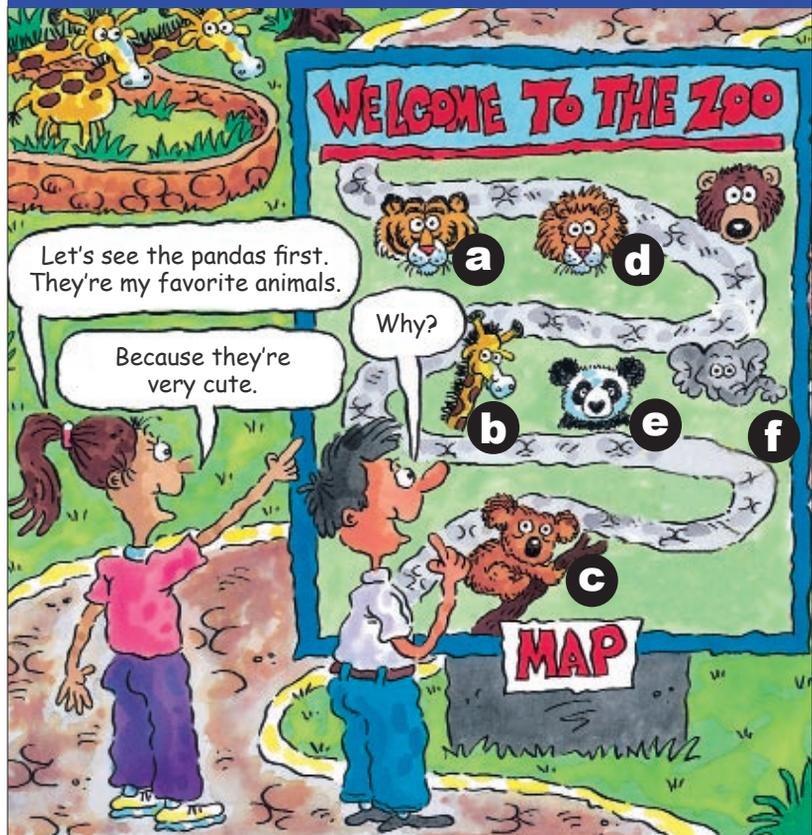
### Why do you like pandas?

Language Goals: Describe animals; Express preferences

1a

Match the words with the animals in the picture.

1. tiger   a
2. elephant \_\_\_\_\_
3. koala \_\_\_\_\_
4. panda \_\_\_\_\_
5. lion \_\_\_\_\_
6. giraffe \_\_\_\_\_



1b

Listen and check (✓) the animals you hear in 1a.

1c

Practice the conversation with your partner. Then make conversations about the other animals in 1a. Use the words in the box.

cute	interesting
fun	smart
lazy	beautiful

A: Let's see the lions.

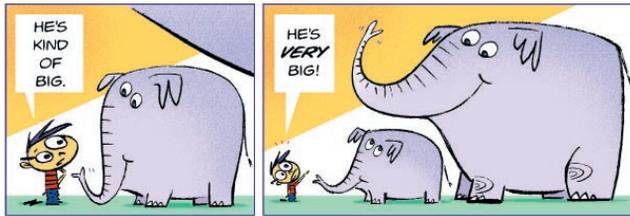
B: Why do you want to see them?

A: Because they're interesting.

2a

Listen and write the animals you hear. Draw a line from the animals to the description words and the countries they are from.

Animals	Description words	Countries
1. _____	really scary	Australia
2. _____	kind of interesting	South Africa
3. _____	very cute	China



2b

Listen again. Complete the conversation with the words in 2a.

Julie: Let's see the \_\_\_\_\_.  
 John: Why do you like them?  
 Julie: Because they're \_\_\_\_\_ interesting.  
 John: Where are they from?  
 Julie: They're from \_\_\_\_\_.

2c

Talk about the other two animals in 2a with a partner. Do John and Julie like them? Do you like them? Why or why not?

2d

Role-play the conversation.

Jenny: Your dog is really cute, Peter!  
 Peter: He's my new pet, Dingding. He's very smart.  
 Jenny: Really? What can he do?  
 Peter: He can walk on two legs. He can dance, too.  
 Jenny: Wow!  
 Peter: Does your family have a pet?  
 Jenny: My mom has a big cat, but I don't like her.  
 Peter: Why don't you like the cat?  
 Jenny: Well, because she's kind of boring. She sleeps all day, and her name is Lazy.  
 Peter: Haha, then that's a good name for her!



**Grammar Focus**

Why do you like pandas?	Because they're kind of interesting.
Why does John like koalas?	Because they're very cute.
Why don't you like tigers?	Because they're really scary.
Where are lions from?	They're from South Africa.

**3a** Fill in the blanks with the words from the box. Then practice the conversation.

A: \_\_\_\_\_ are lions from?  
 B: \_\_\_\_\_ from South Africa. Do you \_\_\_\_\_ lions?  
 A: No, I don't.  
 B: Why \_\_\_\_\_ you like lions?  
 A: Because they're really scary. But I like giraffes.  
 B: Really? \_\_\_\_\_ do you like giraffes?  
 A: Well, \_\_\_\_\_ they're kind of interesting. Do you like pandas?  
 B: Yes, I do. But I like tigers a lot.  
 A: Tigers? Why \_\_\_\_\_ you like tigers?  
 B: They're really \_\_\_\_\_!

because	they're
do	don't
cool	like
why	where

**3b** Write names of animals in the blanks to make sentences that are true for you.

I like \_\_\_\_\_ because they're cute.

I like \_\_\_\_\_ because they're smart.

I don't like \_\_\_\_\_ because they're lazy.

I like \_\_\_\_\_ because they're interesting.

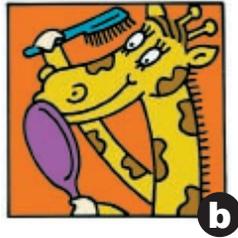
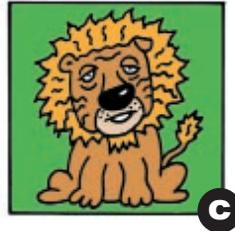
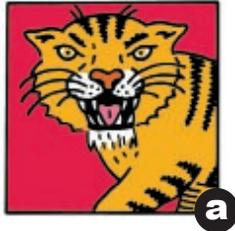
**3c** Think of an animal. Ask and answer questions with your partner to guess each other's animal.



A: Is the animal big?  
 B: Yes, it is.  
 A: Where's the animal from?  
 B: It's from China.  
 A: Is it black and white?  
 B: Yes, it is.  
 A: It's a panda!  
 B: Yes, you're right!

Section  
**B**

**1a** Match the description words with the animals.



- |                           |                            |                        |                        |
|---------------------------|----------------------------|------------------------|------------------------|
| 1. smart <u>  d  </u>     | 3. beautiful <u>      </u> | 5. lazy <u>      </u>  | 7. small <u>      </u> |
| 2. friendly <u>      </u> | 4. cute <u>      </u>      | 6. scary <u>      </u> | 8. shy <u>      </u>   |

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

**1c** Listen again. What words do they use to describe the animals? Fill in the chart.

Animals	Mary's words	Tony's words
elephants		
pandas		

**1d** Talk about the animals you know with your partner.

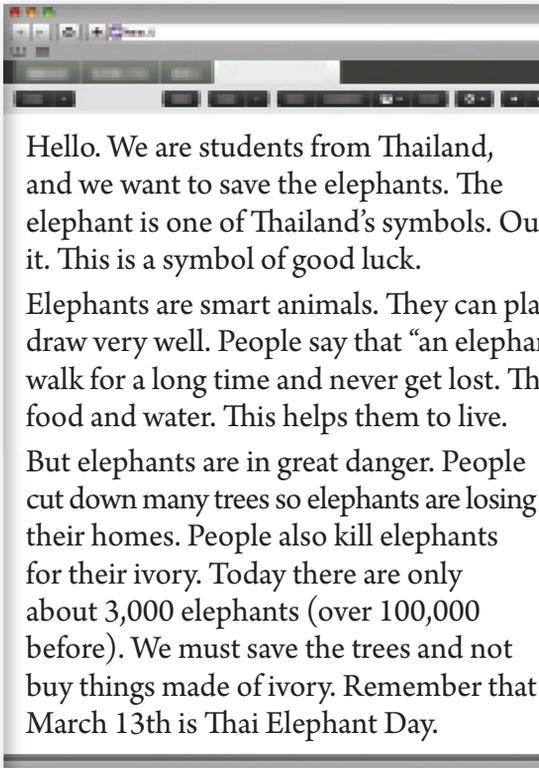
- A: What animals do you like?  
 B: I like elephants. They're cute.  
 I like dogs, too.  
 A: Why?  
 B: Because they're friendly and smart.



**2a** Check (✓) the animals you think are in great danger.

_____ lions	_____ elephants	_____ pandas
_____ giraffes	_____ koalas	_____ tigers

**2b** Read this website article and check (✓) the best title for it.



Hello. We are students from Thailand, and we want to save the elephants. The elephant is one of Thailand's symbols. Our first flag had a white elephant on it. This is a symbol of good luck.

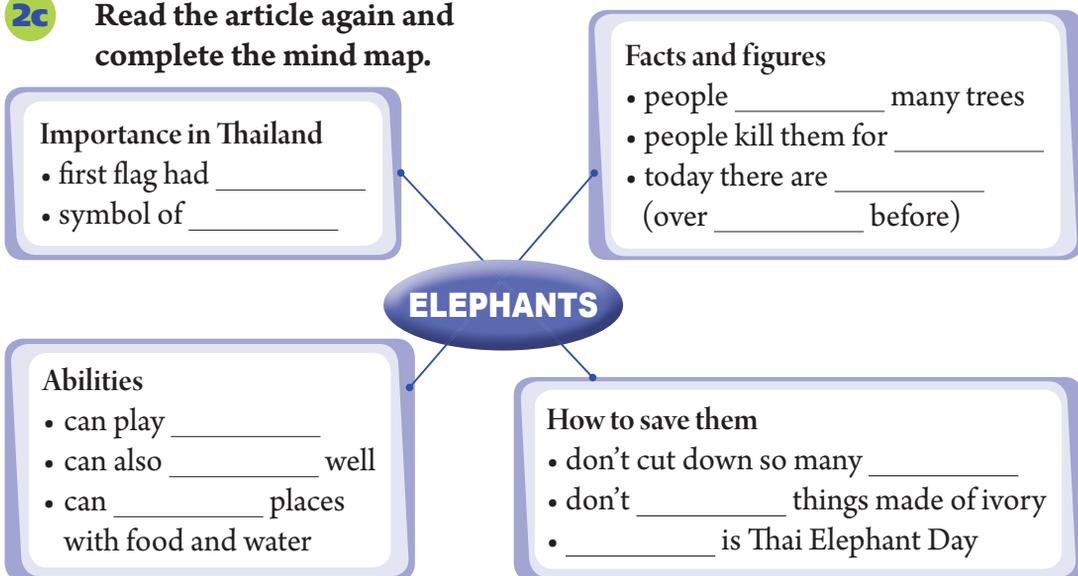
Elephants are smart animals. They can play soccer or music. They can also draw very well. People say that "an elephant never forgets". Elephants can walk for a long time and never get lost. They can also remember places with food and water. This helps them to live.

But elephants are in great danger. People cut down many trees so elephants are losing their homes. People also kill elephants for their ivory. Today there are only about 3,000 elephants (over 100,000 before). We must save the trees and not buy things made of ivory. Remember that March 13th is Thai Elephant Day.

\_\_\_\_\_ What Is an Elephant?  
 \_\_\_\_\_ Come to Thailand  
 \_\_\_\_\_ Let's Save the Elephants  
 \_\_\_\_\_ Elephants Are Good Pets



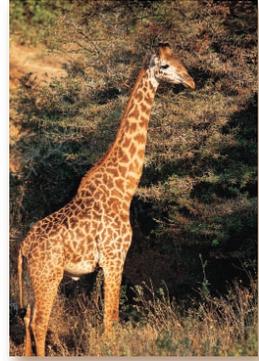
**2c** Read the article again and complete the mind map.



**3a** Becky is Jill's favorite animal. Fill in the blanks with the words in the box.

like	beautiful
Africa	years
lives	because

This is Becky. Isn't she \_\_\_\_\_?  
 She is from \_\_\_\_\_. She is twelve  
 \_\_\_\_\_ old. I \_\_\_\_\_  
 Becky \_\_\_\_\_ she is smart and  
 friendly. She \_\_\_\_\_ in  
 Blackwood Zoo.



**3b** Write a description of a panda using the words in the box, or write about your favorite animal using your own ideas.

Beibei	five years old	China	cute	shy	Beijing Zoo
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**Self Check**

**1** Add more words in the chart. Then write at least five sentences using the words.

Animals	Description words	
tiger	really, kind of	scary

I don't like tigers because they're really scary.

**2** Match the questions and answers to make a conversation. Then write your own conversations.

Questions	Answers
What animals do you like?	They're from Africa.
Why do you like lions?	I like lions.
Where are they from?	Because they're big and beautiful.

# UNIT 6

## Section

## A

# I'm watching TV.

Language Goal: Talk about what people are doing

### 1a

Match the activities with the pictures.

1. watching TV i
2. cleaning \_\_\_\_\_
3. reading a newspaper \_\_\_\_\_
4. talking on the phone \_\_\_\_\_
5. listening to a CD \_\_\_\_\_
6. using the computer \_\_\_\_\_
7. making soup \_\_\_\_\_
8. washing the dishes \_\_\_\_\_
9. exercising \_\_\_\_\_



### 1b

Listen. What are these people doing? Write the numbers from 1a.

a. Jenny \_\_\_\_\_      b. John \_\_\_\_\_      c. Dave and Mary \_\_\_\_\_

### 1c

Ask and answer questions about what people are doing in 1a.

- A: What's he doing?  
B: He's using the computer.  
A: What are they doing?  
B: They're listening to a CD.

2a

Listen and match the answers with the questions.

- |                         |                             |
|-------------------------|-----------------------------|
| 1. What is Steve doing? | a. He is watching TV.       |
| 2. What is Jack doing?  | b. He is listening to a CD. |

2b

Listen again. Fill in the blanks.

Jack: Hello, Steve.  
 Steve: Hi, Jack.  
 Jack: What \_\_\_\_\_ you \_\_\_\_\_, Steve?  
 Steve: I'm \_\_\_\_\_. What about you?  
 Jack: I'm \_\_\_\_\_, but it's kind of \_\_\_\_\_.  
 Steve: Yeah, my TV show is also not very \_\_\_\_\_. Do you  
 want to \_\_\_\_\_ the movies?  
 Jack: That sounds good.



2c

Role-play the conversation in 2b.

2d

Role-play the conversation.

Jenny: Hello? This is Jenny.  
 Laura: Hi, Jenny. It's Laura here.  
 Jenny: Oh, hi, Laura. What are you doing?  
 Laura: Not much. I'm just washing my clothes. What about you?  
 Jenny: I'm watching TV. Do you want to join me for dinner? My parents  
 aren't at home. We can eat out.  
 Laura: Yeah. I'd love to.  
 Jenny: Let's meet at my home first. Come at half past six.  
 Laura: OK. See you then.

## Grammar Focus

What are you doing?	I'm watching TV.
What's she doing?	She's washing her clothes.
What are they doing?	They're listening to a CD.
Are you doing your homework?	Yes, I am./No, I'm not. I'm cleaning my room.
Is he reading a newspaper?	Yes, he is./No, he isn't. He's playing basketball.
Are they using the computer?	Yes, they are./No, they aren't. They're exercising.

She's exercising (now).

She exercises (on Mondays/every night/in the mornings/etc.).

### 3a Write sentences following the examples.

1. Jenny/clean the house/now  
*Jenny is cleaning the house now.*

2. Bob/make dinner/every Saturday  
*Bob makes dinner every Saturday.*

3. Mary's parents/drink tea/after dinner

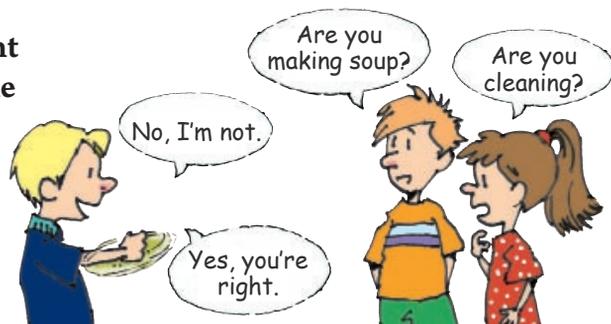
4. Bill/talk on the phone/now

5. Susan and Bob/watch TV/on weekends

### 3b Number the sentences in order to make a telephone conversation. Then practice it with a partner.

- \_\_\_ Do you want to go tomorrow then?  
 \_\_\_ OK. See you tomorrow evening!  
 \_\_\_ I'm reading a book.  
 \_\_\_ Let's go at seven o'clock.  
 \_\_\_ No, this book is really interesting.  
1 What are you doing?  
 \_\_\_ Do you want to go to the movies now?  
 \_\_\_ Sure, what time?

### 3c Take turns miming different activities in your group. The others in the group guess what the activities are.



Section  
**B**

**1a** Look at the pictures. Complete the chart.

Places	Activities
1.	reading books
2. pool	
3.	
4.	



swimming



shopping



playing basketball



supermarket



library



pool

**1b** Look at the pictures in 1a. Then ask and answer questions.



**1c** Listen and write the places you hear in the chart.

Names	Places	Activities
Alice	supermarket	
Mike		
Lisa		

**1d** Listen again. Write the activities you hear in the chart in 1c.

**1e** Use the information in the chart to make a conversation.



**2a** Look at the clocks and ask your partner about the time in different places.

A: What time is it in Beijing?  
B: It's eight o'clock in the morning.



Beijing



Tokyo



New York



Sydney

**2b** Read the TV report and answer the questions below.

1. Why are Zhu Hui's family watching boat races and making *zongzi*?
2. Does Zhu Hui like his host family? What does he think about his home in China?

Today's story is about Zhu Hui, a student from Shenzhen. He's now studying in the United States. He's living with an American family in New York. Today is the Dragon Boat Festival. It's 9:00 a.m. and Zhu Hui's family are at home. His mom and aunt are making *zongzi*. His dad and uncle are watching the boat races on TV.



Is Zhu Hui also watching the races and eating *zongzi*? Well, it's 9:00 p.m. in New York, and it's the night before the festival. But there isn't a Dragon Boat Festival in the US, so it's like any other night for Zhu Hui and his host family. The mother is reading a story to her children. The father is watching a soccer game on TV. And what's Zhu Hui doing? He's talking on the phone to his grandma in Shenzhen. Zhu Hui misses his family and wishes to have his mom's delicious *zongzi*. Zhu Hui likes New York and his host family a lot, but there's still "no place like home".

**2c** Match the verbs in column A with the words in column B. Then use the phrases to write sentences according to the TV report.

A

living  
reading  
making  
talking  
studying  
watching

B

food  
in the US  
a race  
with a family  
on the phone  
a story

**3a** Complete Jeff's letter.



Dear Bob,

Here is a picture of my family. We are all at home now. I am doing my homework. My parents \_\_\_\_\_ in the living room. My grandfather \_\_\_\_\_. My sister \_\_\_\_\_.

Jeff

**3b** Bring in some photos of your own (or draw some pictures of you and your family or friends) and write about them.

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**Self Check**

**1** Add more words in the chart. Then write at least five sentences using the words.

play → playing	make → making	run → running

Jack is playing basketball now.

**2** Write questions to complete the conversation.

- A: Hey, Bob! \_\_\_\_\_ ? (what)
- B: I'm listening to the radio.
- A: \_\_\_\_\_ ? (play soccer)
- B: Sounds good, but this talk show is interesting.
- A: \_\_\_\_\_ ? (what, Tony)
- B: Oh, he's studying for a test.
- A: \_\_\_\_\_ ? (Steve, too)
- B: No, he's not. I think he can play soccer with you.

# UNIT 7

## Section

## A

### It's raining!

Language Goals: Describe the weather

Describe what you are doing

1a

Match the words with the pictures [a-e].

1. raining   a
2. windy
3. cloudy
4. sunny
5. snowing



1b

Listen and write these city names in the boxes above.

Beijing

Moscow

Toronto

Boston

Shanghai

1c

Imagine you are in one of the places in 1a. Talk about the weather with your friend on the phone.

A: Hi! How's the weather in Beijing?

B: It's sunny.

**2a** Listen and number the pictures [1-4].



**2b** Listen again. Match the names with the activities.

- |                             |                               |
|-----------------------------|-------------------------------|
| 1. <u>  c  </u> Uncle Joe   | a. is playing computer games. |
| 2. <u>      </u> Jeff       | b. is cooking.                |
| 3. <u>      </u> Mary       | c. is playing basketball.     |
| 4. <u>      </u> Aunt Sally | d. is watching TV.            |

**2c** Talk about the people in 2a with a partner.



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

Rick: Hello, Rick speaking.  
 Steve: Hi, Rick. It's Steve. How's it going?  
 Rick: Not bad, thanks. The weather's great. What are you doing?  
 Steve: I'm playing basketball with some friends at the park.  
 Rick: Sounds like you're having a good time.  
 Steve: Yeah. Is your brother at home?  
 Rick: Oh, he's not here. He's studying at his friend's home. Can I take a message for him?  
 Steve: Yes. Could you just tell him to call me back?  
 Rick: Sure, no problem.



**Grammar Focus**

How's the weather?	It's cloudy./It's sunny./It's raining.
What are you doing?	I'm cooking.
What are they doing?	They're playing basketball in the park.
What's he doing?	He's studying at his friend's home.
How's it going?	Great!/Not bad./Terrible!

**3a** Fill in the blanks with the correct forms of the verbs in the box. Then practice the conversations with a partner.

be   play   study   talk   do   make

1. A: What are you doing?  
B: I \_\_\_\_\_ my homework. I always \_\_\_\_\_ my homework in the evening.
2. A: What's John doing right now?  
B: He \_\_\_\_\_ soccer. He \_\_\_\_\_ soccer every Saturday.
3. A: \_\_\_\_\_ Julie \_\_\_\_\_ English right now?  
B: No, she isn't. She \_\_\_\_\_ Chinese.
4. A: What are Susan and Jane doing?  
B: They \_\_\_\_\_ soup. They can \_\_\_\_\_ very good soup.
5. A: \_\_\_\_\_ Lisa \_\_\_\_\_ on the phone again?  
B: Yes, she \_\_\_\_\_ on the phone for three hours every day!

**3b** Yuan Yuan from CCTV is interviewing people in five different places. Fill in the chart below.

How's the weather?	What are they doing?



Section  
**B**

**1a** Match the words with the pictures.

- |                   |             |            |
|-------------------|-------------|------------|
| 1. <u> d </u> dry | 3. ___ cool | 5. ___ hot |
| 2. ___ cold       | 4. ___ warm |            |



**b**



**d**



**a**

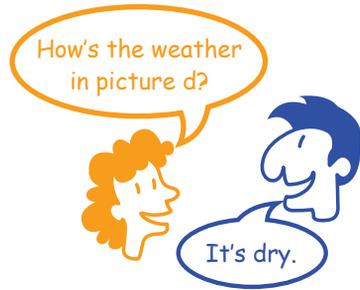


**c**



**e**

**1b** Ask and answer questions about the weather in the pictures in 1a.



**1c** Listen and write what Mary and Eric answer to "How's it going?"

	How's it going?	What are you doing?	How's the weather?
Mary			
Eric	great		

**1d** Listen again. Write the answers to "What are you doing?" and "How's the weather?"

**1e** Role-play a conversation between Mary and Eric.



**2a** Talk about the pictures below with a partner. How's the weather? What are the people doing?



**a**



**b**



**c**

**2b** Match each postcard below with the correct picture in 2a.

Dear Jane,  
 How's it going? I'm having a great time visiting my aunt in Canada. She's working here and I'm going to summer school. I'm studying English and I'm learning a lot. I'm also visiting some of my old friends. I'm so happy to see them again. It's afternoon right now, and I'm sitting by the pool and drinking orange juice. It's warm and sunny, and it's very relaxing here.  
 See you soon.  
 Su Lin



To  
 Jane

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Dear Jane,  
 How's your summer vacation going? Are you studying hard, or are you having fun? I'm having a great time in Europe! My family and I are on a vacation in the mountains. I want to call you but my phone isn't working, so I'm writing to you. It's hot in your country now, isn't it? The weather here is cool and cloudy, just right for walking.  
 See you next month.  
 Wen Wei



To  
 Jane

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**2c** Fill in the chart with information from the postcards in 2b.

Name	Where are they?	How's the weather?	What are they doing?

**UNIT 7**

**3a** Fill in the blanks with the words in the box.

skating buying playing  
taking snowy windy

Dear Xiao Lu,  
It's winter in Harbin. The weather is \_\_\_\_\_  
and \_\_\_\_\_. People are wearing hats and  
sweaters, but they're having fun. Friends are  
\_\_\_\_\_ Russian bread to take home. In a park,  
some boys are \_\_\_\_\_ in the snow. One girl is  
\_\_\_\_\_ on a river and a man is \_\_\_\_\_ a  
photo of a snowman.  
I miss you.  
Kate



**3b** Imagine you are on vacation.  
Write notes about your vacation.

**3c** Write a postcard to a friend. Tell  
your friend about your vacation  
and what you are doing.

Where are you?  
What's the weather like?  
What are you doing right now?  
What are your friends or family doing?  
Are you having a good time?

**Self Check**

**1** Add more words in each box.

Feelings	great
Weather	cool
Activities	playing ping-pong

**2** Match the sentences on the left with the responses on the right.

- A: Hello? Jenny speaking.      B: Thank you. Bye.  
A: Sorry, she's not at home.    B: Hi, Jenny. It's Steve here. May I speak to  
Can I take a message?          Lucy, please?  
A: Sure, no problem.            B: Yes. Could you ask her to call me at 8765-4321?

**3** Put these sentences in order to make a conversation. Then  
write your own conversation.

- \_\_\_ It's raining and very cool.      \_\_\_ What are you doing in the rainy weather?  
\_\_\_ Not too bad.                      \_\_\_ How's the weather in Nanjing?  
\_\_\_ I'm reading a book in my room. \_\_\_ Hi, Jill! How's it going?

# UNIT 8

## Section

## A

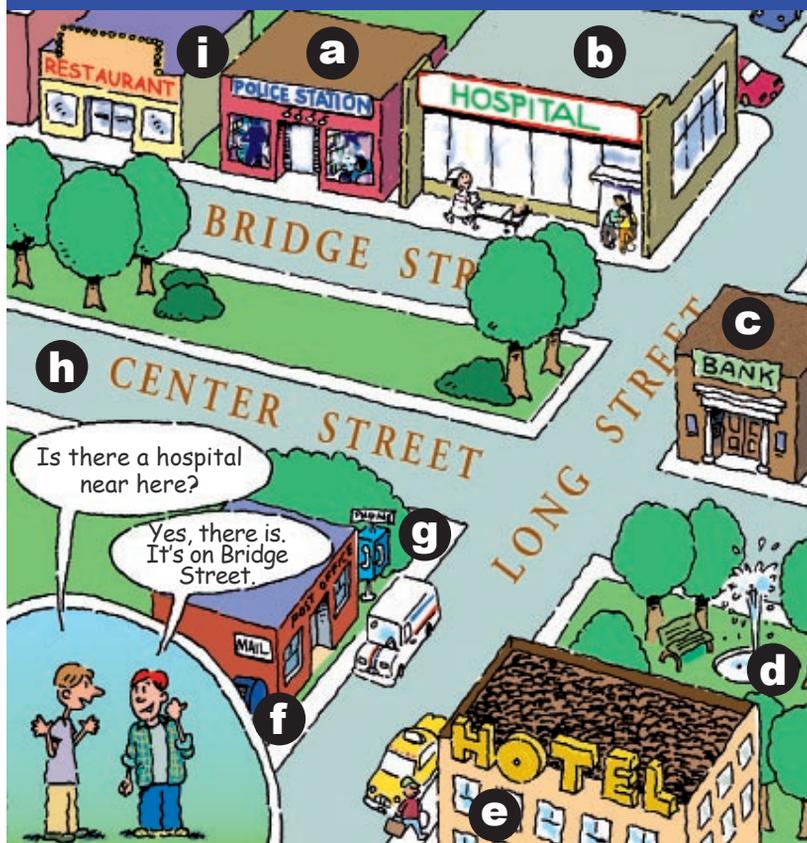
### Is there a post office near here?

Language Goal: Ask for and give directions on the street

#### 1a

Match the words with the places in the picture.

1. post office   f
2. police station
3. hotel
4. restaurant
5. bank
6. hospital
7. street
8. pay phone
9. park



#### 1b

Listen and  the places you hear in 1a.

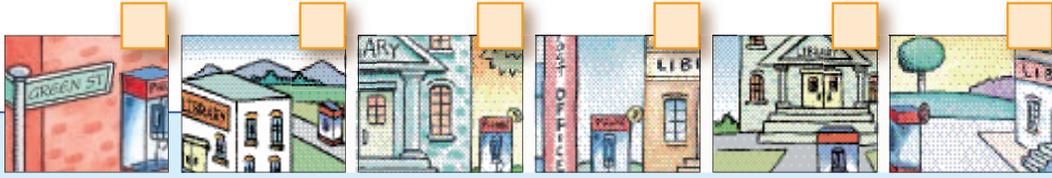
#### 1c

Practice the conversation with your partner. Then ask and answer questions about the other places in 1a.

A: Is there a hospital near here?

B: Yes, there is. It's on Bridge Street.

**2a** Match the sentences with the pictures. Write each number in the box.



1. The pay phone is across from the library.
2. The pay phone is next to the library.
3. The pay phone is between the post office and the library.
4. The pay phone is on Green Street.
5. The pay phone is in front of the library.
6. The pay phone is behind the library.

**2b** Listen and fill in the blanks with the words in the box.

next to  
in front of  
between  
behind  
across from  
on

1. The police station is between the restaurant and the hospital.
2. The park is \_\_\_\_\_ the bank.
3. The hospital is \_\_\_\_\_ Bridge Street.
4. The pay phone is \_\_\_\_\_ the post office.
5. The restaurant is \_\_\_\_\_ the post office.
6. The hotel is \_\_\_\_\_ the police station.

**2c** Ask and answer questions about the places in 1a on page 43.

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

- Tony: Hi, excuse me.  
Linda: Yes. How can I help you?  
Tony: Well, I'm new in town. Is there a bank near here?  
Linda: Yes, there is. It's on Center Street. It's across from the park.  
Tony: Oh ... where's Center Street?  
Linda: It's not too far from here. I can walk with you.  
Tony: Oh, that's great! Thanks so much.  
Linda: No problem.



**Grammar Focus**

Is there a bank near here?	Yes, there is. It's on Center Street.
Are there any restaurants near here?	Yes, there's one in front of the post office.
Where's the hotel?	It's behind the police station.
Where's the bank?	It's next to the post office.
Where's the park?	It's across from the bank, behind the hotel.
Where are the pay phones?	They're between the post office and the library.

**3a** Look at the map and answer the questions.



1. Where's the bank?  
\_\_\_\_\_
2. Is there a restaurant on North Street?  
\_\_\_\_\_
3. Where's the pay phone?  
\_\_\_\_\_
4. Where's the post office?  
\_\_\_\_\_
5. Is there a hospital near the pay phone?  
\_\_\_\_\_

**3b** Look at the map in 3a and write three sentences.

The bank is next to the hospital and across from the park.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

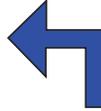
**3c** Take turns to choose a place in the picture in 1a on page 43. Your classmates ask questions and then guess the place.



Section  
**B**

**1a** Match the words in the box with the signs.

a. go along      b. turn right      c. turn left



1. \_\_\_\_\_

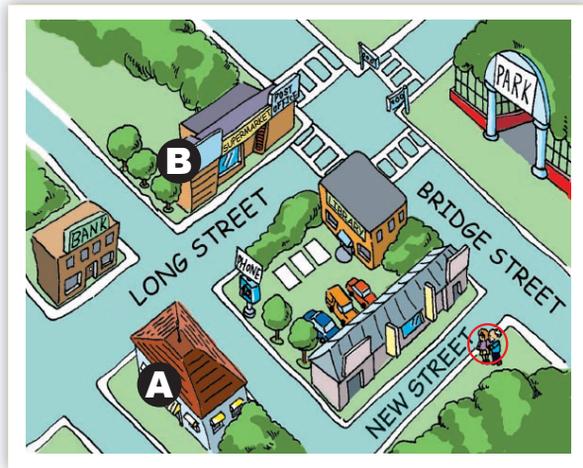
2. \_\_\_\_\_

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

**1b**

Listen and write the correct place for each letter in the picture.

A \_\_\_\_\_  
B \_\_\_\_\_



**1c**

Listen again. Fill in the blanks.

A: Excuse me. Is there a \_\_\_\_\_ near here?

B: Yes, there is. Just go \_\_\_\_\_ Bridge Street and turn \_\_\_\_\_ when you see the library. Go along Long Street and it's on the \_\_\_\_\_. It's \_\_\_\_\_ the supermarket and across from the \_\_\_\_\_.

A: Thanks! And is there a restaurant near the \_\_\_\_\_?

B: Yes. \_\_\_\_\_ along New Street. \_\_\_\_\_ right at the first crossing and the restaurant is on your left, \_\_\_\_\_ the pay phone.

A: Thank you very much.

B: You're welcome.

**1d**

Imagine you and your partner are the two people in the picture in 1b. Ask and answer questions about the places.



- 2a** Check (✓) the places near your home. Tell your partner where they are.

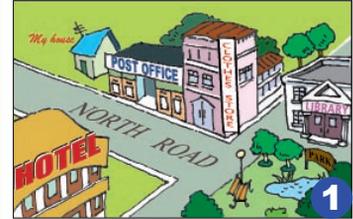
clothes store	post office
bookstore	school
supermarket	bank

- 2b** Read the passages. Match each passage with a map.

### Anna

There is a zoo in my neighborhood. I like to spend time there on weekends. I love to watch the monkeys climbing around. The monkeys sometimes fight. They look like my friends and me when we fight!

To get there, I usually walk out and turn right on Bridge Road. Then I walk along Bridge Road. The zoo is on the right.



### John

I live near a supermarket. My parents usually shop there. There is a big park across from the supermarket. I often exercise at the park because I love the clean air and sunshine. The best things in life are free!

To get to the park, you just have to cross Center Street.



### Lisa

I live in a noisy neighborhood. There is a post office between my house and a clothes store. But my favorite place is the library. It is very quiet and I enjoy reading there. When I read books, time goes quickly!

You can get to the library easily. Just go down North Road and turn left. It is across from the park.

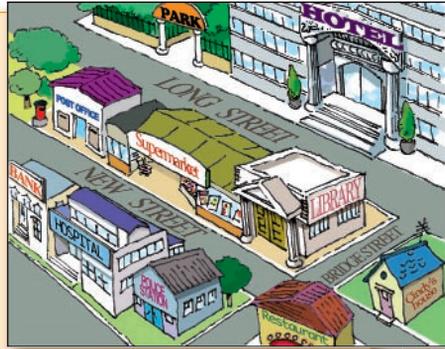


- 2c** Read the passages again and answer the questions.

1. What does Anna like doing in the zoo?
2. Does Anna think monkeys are like people? Why?
3. What does John like to do at the park?
4. John thinks the best things do not need money. Do you think so?
5. How does Lisa get to the library from her home?

**3a** Look at the map of Cindy's neighborhood and fill in the blanks.

My house is across from a \_\_\_\_\_  
 on Bridge Street. I usually go shopping at a  
 \_\_\_\_\_ near my house. It is between a  
 \_\_\_\_\_ and the \_\_\_\_\_. On  
 weekends, I like to play in the \_\_\_\_\_.  
 To get there, I go along Bridge Street and  
 turn left on Long Street. It is on the right,  
 next to a \_\_\_\_\_.



**3b** Draw a map of your neighborhood and write about it. These questions may help you.

1. Where do you live?
2. What is your favorite place in your neighborhood? Why?
3. How do you get there from your home?

**Self Check**

**1** Complete the passage with the words in the box.

spend free climb enjoy

I am very busy on school days, but I have some \_\_\_\_\_ time on weekends. I like to spend time with my grandparents on Sundays. My grandma makes the foods I like. And I \_\_\_\_\_ playing Chinese chess with my grandpa. He's very good at it! We also like to sit and talk. We sometimes watch the neighbors' cats \_\_\_\_\_ the trees. It's relaxing to \_\_\_\_\_ weekends like this. I love my grandparents!

**2** Write five sentences about your school using *there is/are*.

There are some trees in my school.

**3** Imagine you are one of the two people in the picture on page 46. A person asks you how to get to the supermarket or library. Write a conversation.





Listen and answer the questions.

1. Is David tall or short?
2. Does Sally have long or short hair?
3. Is Peter short or tall?

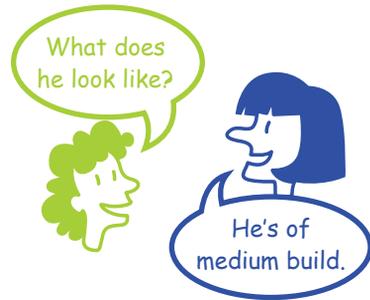


Listen again. Fill in the chart.

	David	Sally	Peter
is	heavy		
has			



Student A looks at the chart in 2b. Student B asks Student A questions about one of the people and then draws a picture of the person.



Role-play the conversation.

Mike: Hi, Tony. Are you going to the movie tonight?

Tony: Yes. We're meeting at seven, right?

Mike: Yeah, but I may be a little late. My friend David is going, too. Just meet him in front of the cinema first.

Tony: Oh, but I don't know him. What does he look like?

Mike: Well, he has brown hair and wears glasses.

Tony: OK. Is he tall or short?

Mike: He isn't tall or short. He's of medium height.

Tony: OK, sure. See you later then.



**Grammar Focus**

What does he look like?	He's really tall.
What does she look like?	She has long straight hair.
What do they look like?	They're of medium build.
Do they have straight or curly hair?	They have curly hair.
Is he tall or short?	He isn't tall or short. He's of medium height.

**3a Write these words in the correct box.**

short hair	heavy	curly hair	thin	of medium build
tall	straight hair	short	long hair	of medium height

is	
has	

**3b Circle the correct words to complete the conversation.**

- A: So what do / does your friend Mark look like?  
 B: Well, he is / has thin, and he have / has black hair.  
 A: Really? Is / Does he tall or short?  
 B: He is / isn't tall or short. He is / has of medium build.  
 A: Does he has / have curly or straight hair?  
 B: He is / has straight hair. And he is / has really handsome.

**3c Write answers to these questions about different people. Then tell your partner about them.**

What does your favorite actor or actress look like?

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What does your favorite teacher look like?

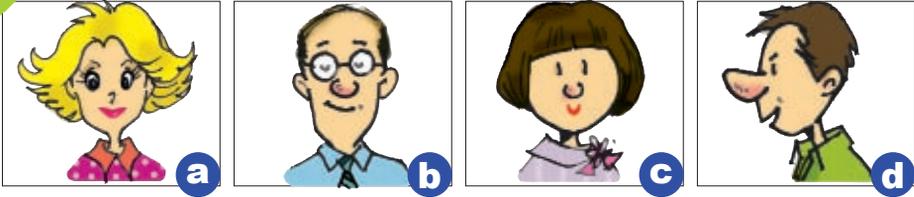
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**3d Describe someone in the class. Ask your classmates to guess who you are describing.**



Section  
**B**

**1a** Match the words with the pictures.



1.  d  a big nose    3.      a small mouth    5.      a round face    7.      black hair  
 2.      blonde hair    4.      glasses    6.      big eyes    8.      a long face

**1b** Make sentences about famous people. Fill in the blanks.

1.  Jackie Chan  has black hair.    3.      wears glasses.  
 2.      has a round face.    4.      has blonde hair.

**1c** Listen and write Johnny Dean's and Tina Brown's jobs in the chart.



	Johnny Dean	Tina Brown
Job	singer	
Looks like		

**1d** Listen again. What do Johnny and Tina look like? Complete the chart in 1c.

**1e** Describe what your favorite singer or athlete looks like.

My favorite singer is John Jackson. He's tall and thin. He has short curly brown hair.

**2a** Complete the chart with words of the opposite meaning.

young	
	thin
tall	
	long
curly	

**2b** Read the newspaper article. Which picture shows the real criminal?

### An Interesting Job

Joe Brown has a very interesting job. **He** is a police artist. Some people see crimes and then talk to Joe. They tell him what the criminal looks like. Then Joe draws a picture of the criminal, and the police put **it** in newspapers and on television to find **him**.

He wants to draw a good picture of each criminal, but **this** job is sometimes difficult. Many people don't always see things the same way so they may describe the same person differently. Also, **they** don't always remember well. "The criminal is of medium build and young. He has long straight brown hair and big eyes," says one woman. Another woman says, "**He** is tall and thin, and he has curly blond hair. He's about thirty years old." In the end, the real criminal is a short and heavy old man, and he has short black hair!





**2c** Read the article again and write what the words in bold refer to.

1. **He** = \_\_\_\_\_
2. **it** = \_\_\_\_\_
3. **him** = \_\_\_\_\_
4. **this** = \_\_\_\_\_
5. **they** = \_\_\_\_\_
6. **He** = \_\_\_\_\_

**3a** Jack is Bill's best friend. Fill in the blanks with the words in the box.

looks glasses straight shoes thin

My best friend is Jack. Let me tell you what he \_\_\_\_\_ like. First of all, he is very tall and \_\_\_\_\_. He has \_\_\_\_\_ brown hair and he doesn't wear \_\_\_\_\_. He usually wears jeans, a T-shirt and sports \_\_\_\_\_. I like him because he is really cool and fun, and he is good at soccer.

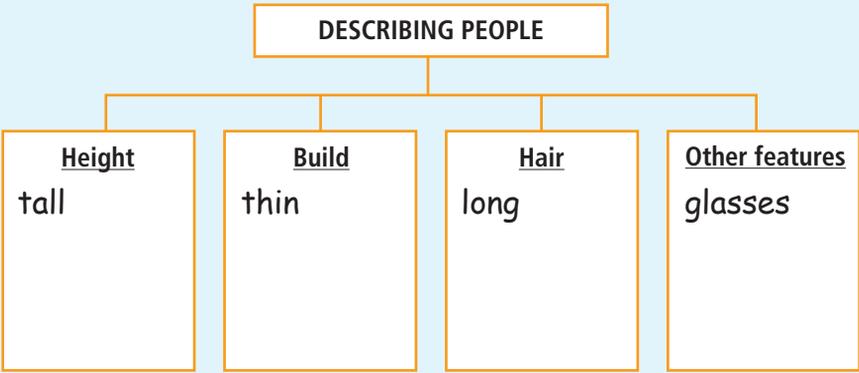


**3b** Write a passage about your best friend. These questions may help you.

What is your friend's name?                      What does he/she like to wear?  
 What does he/she look like?                      Why do you like him/her?

**Self Check**

**1** Write more words in each box.



**2** What do your parents look like? Describe them.

My dad is tall ...  
 \_\_\_\_\_  
 \_\_\_\_\_

# UNIT 10

## Section

## A

### I'd like some noodles.

Language Goal: Order food

1a

Match the words with the foods.

1. mutton g
2. beef \_\_\_\_\_
3. noodles \_\_\_\_\_
4. chicken \_\_\_\_\_
5. cabbage \_\_\_\_\_
6. potatoes \_\_\_\_\_
7. tomatoes \_\_\_\_\_
8. carrots \_\_\_\_\_



1b

Listen and check (✓) the noodles that the person orders.

\_\_\_\_ Special 1

\_\_\_\_ Special 2

\_\_\_\_ Special 3

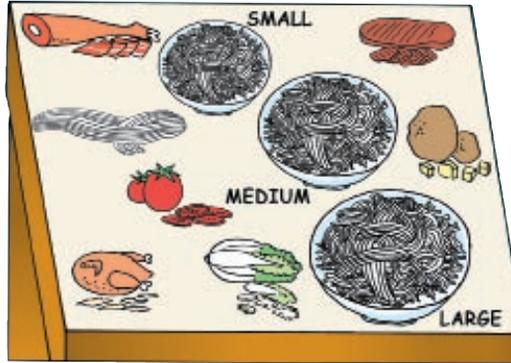
1c

Practice the conversation in 1a with your partner. Then make your own conversations.

2a

Listen and check (✓) the names of the foods you hear.

1. \_\_\_\_\_ noodles
2. \_\_\_\_\_ beef
3. \_\_\_\_\_ mutton
4. \_\_\_\_\_ chicken
5. \_\_\_\_\_ tomatoes
6. \_\_\_\_\_ cabbage
7. \_\_\_\_\_ potatoes
8. \_\_\_\_\_ vegetables



2b

Listen again. Complete the sentences.

1. They're not \_\_\_\_\_. They're \_\_\_\_\_.
2. Oh, there aren't \_\_\_\_\_ vegetables in the \_\_\_\_\_ noodles?
3. No, only the \_\_\_\_\_ noodles come with \_\_\_\_\_ cabbage.
4. Well, why don't you \_\_\_\_\_ my noodles then? I can have \_\_\_\_\_ because I don't like \_\_\_\_\_.

What kind of noodles would you like?



I'd like beef noodles, please.

2c

Ask and answer questions with your partner. Use the information in 2a.

2d

Role-play the conversation.

- Waiter: Good afternoon. May I take your order?  
 Sally: Yes. Are there any vegetables in the beef soup?  
 Waiter: Yes. There are some tomatoes.  
 Sally: OK. Can we have two bowls of beef soup then?  
 Waiter: Sure. What size would you like?  
 Sally: Medium, please.  
 Tom: We'd also like *gongbao* chicken and some *mapo* tofu with rice.  
 Waiter: OK. Two medium bowls of beef soup, one *gongbao* chicken, and one *mapo* tofu with rice.  
 Tom: Yes, that's right.



**Grammar Focus**

I'd = I would  
She'd = She would

What kind of noodles would you like?	I'd like beef noodles, please.
What size would you like?	I'd like a medium bowl, please.
Would you like a large bowl?	Yes, please.
Is there any meat in the tomato and egg soup?	No, there isn't any./ No, there's no meat.

Countable nouns	Uncountable nouns	Countable and uncountable nouns
bowls, apples, carrots, oranges, strawberries	beef, meat, milk, mutton, water	chicken, salad, ice-cream, cabbage

**3a Complete the conversation below.**

1. May I have your order? D
  2. What kind of noodles would you like? \_\_\_\_\_
  3. We have beef, chicken, mutton, cabbage, potato, tomato ... \_\_\_\_\_
  4. Yes, there are some carrots. \_\_\_\_\_
  5. Sure. What size would you like? \_\_\_\_\_
  6. We have large, medium and small bowls. \_\_\_\_\_
- A. What kind of noodles do you have?
  - B. Oh, a medium bowl, please.
  - C. OK, I'd like the mutton noodles then.
  - D. I'd like some noodles, please.
  - E. What sizes do you have?
  - F. Are there any vegetables in the mutton noodles?

**3b Write questions and answers using the words in brackets.**

**3c Work in small groups. Find out who would like the food below. Write their names on the cards above the food.**

1. What kind of noodles would you like?  
(kind)  
\_\_\_\_\_

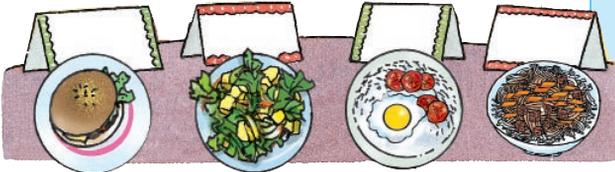
(chicken/beef/tomatoes)

2. \_\_\_\_\_  
(size)  
\_\_\_\_\_

(medium)

3. \_\_\_\_\_  
(any/cabbage/beef noodles)  
\_\_\_\_\_

(no)



**hamburger**      **potato salad**      **tomato and egg rice**      **beef and carrot noodles**

A: Anna, what would you like to eat?  
B: I'd like beef noodles with carrots.

Section  
**B**

**1a** Match the words with the pictures.

- |                          |                             |                         |
|--------------------------|-----------------------------|-------------------------|
| 1. <u>  b  </u> meat     | 4. <u>    </u> green tea    | 7. <u>    </u> onions   |
| 2. <u>    </u> dumplings | 5. <u>    </u> orange juice | 8. <u>    </u> fish     |
| 3. <u>    </u> porridge  | 6. <u>    </u> soup         | 9. <u>    </u> pancakes |



**1b**  the things you like in 1a. Put an **X** next to the things you don't like. Then tell your partner what you like and don't like.



**1c** Listen and complete the food order form.

**ORDER FORM**

Address: 15 North Street

Telephone number: \_\_\_\_\_

**Order:**

Dishes: \_\_\_\_\_, fish, \_\_\_\_\_

Dumplings: 12 beef and \_\_\_\_\_

Soup: one \_\_\_\_\_

Drinks: one large \_\_\_\_\_ and \_\_\_\_\_  
small \_\_\_\_\_ juices.

**1d** Listen again. Check your answers in 1c.

**2a** What do you do or eat on your birthday?

**2b** Read the article about food traditions and complete the chart.

### Birthday Food Around the World

What would people like to eat on their birthday? The answer would be different in different countries.

In many countries, people have birthday cakes with candles. The number of candles is the person's age. The birthday person must make a wish and blow out the candles. If he or she blows out all the candles in one go, the wish will come true. In the UK, people sometimes put a candy in a birthday cake. The child with the candy is lucky.

In China, it is getting popular to have cake on your birthday. But many people still eat very long noodles for their birthday. They never cut up the noodles because the long noodles are a symbol of long life. In some places, Chinese people also eat eggs on their birthday. They are a symbol of life and good luck.

All of these birthday foods may be different, but the ideas are the same. They bring good luck to the birthday person.



Country	Food	Special meaning
UK		
China		

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

1. How can a person make his or her birthday wish come true?
2. What do people in the UK sometimes put in a birthday cake?
3. Why do people never cut up birthday noodles in China?
4. Why do people eat special foods on their birthday?

**3a** Fill in the blanks in the ad with the words in the box.

order   bowl   kinds   strawberry   specials



### The Ice-cream and Pancake House

Would you like to eat ice-cream or pancakes? At our restaurant, we have some great \_\_\_\_\_. We have different \_\_\_\_\_ of fruit ice-cream, like \_\_\_\_\_, banana or orange. Would you like a big \_\_\_\_\_ for four yuan or a small one for just two yuan? You can also \_\_\_\_\_ our delicious pancakes for just five yuan.

**3b** Imagine you have a special restaurant. Write the foods and their prices.

**3c** Write an ad for your restaurant. These sentence structures may help you.

Would you like ...?  
We have ... for ...  
You can try our ...  
... is very good/delicious.

**Self Check**

**1**   the word that doesn't belong in each group.

- |             |         |           |              |
|-------------|---------|-----------|--------------|
| 1. apples   | carrots | oranges   | strawberries |
| 2. milk     | beef    | mutton    | chicken      |
| 3. porridge | water   | green tea | orange juice |

**2** Complete the sentences with the correct form of the *there be* structure.

1. Customer: Excuse me, \_\_\_\_\_ a fly (苍蝇) in my porridge.  
Waiter: Don't worry (别急), sir. That spider (蜘蛛) on your bread will soon get him.
2. Customer: \_\_\_\_\_ two flies in my fish soup.  
Waiter: I know. But we are short of fish.
3. Customer: We ordered mutton noodles, but \_\_\_\_\_ any mutton in the noodles.  
Waiter: Put on your glasses and you can see the mutton.

**3** Write a conversation with the help of the clues.

In a restaurant:



# UNIT 11

## Section

## A

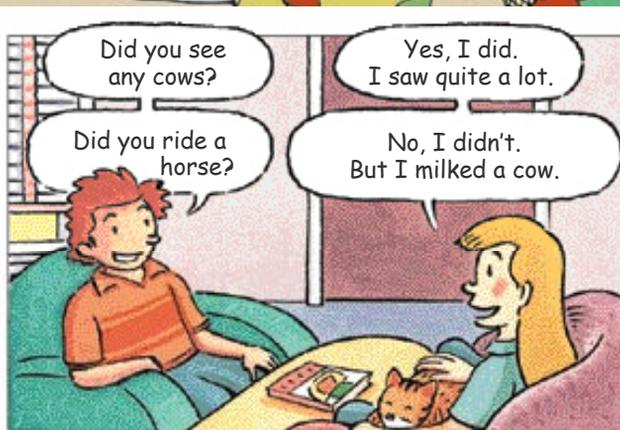
## How was your school trip?

Language Goal: Talk about past events

### 1a

Match the phrases with the pictures.

1. went for a walk e
2. milked a cow \_\_\_\_\_
3. rode a horse \_\_\_\_\_
4. fed chickens \_\_\_\_\_
5. talked with a farmer \_\_\_\_\_
6. took some photos \_\_\_\_\_



**1b** Listen and  the three things Carol did on her school trip in 1a.

**1c** Ask and answer questions about Carol's school trip.

A: Did Carol take any photos?

B: Yes, she did.

2a

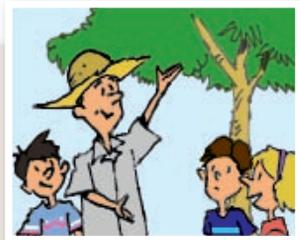
Listen and check (✓) the questions you hear.

- |   |   |
|---|---|
| <input type="checkbox"/> What did the farmer say?       | <input type="checkbox"/> Did you grow any apples? |
| <input type="checkbox"/> What did you see?              | <input type="checkbox"/> Do they grow apples?     |
| <input type="checkbox"/> Did you learn anything?        | <input type="checkbox"/> Did you eat them?        |
| <input type="checkbox"/> Did you ask him any questions? | <input type="checkbox"/> Were they good?          |

2b

Listen again.  T for true or F for false.

- |   |   |   |
|---|---|---|
| 1. The farmer showed Tina around the farm.              | T | F |
| 2. Tina learned a lot about farming.                    | T | F |
| 3. The farmers grow strawberries from December to June. | T | F |
| 4. The farmers don't grow apples.                       | T | F |
| 5. Tina picked some strawberries and took them home.    | T | F |



2c

Ask and answer questions about Tina's visit to the farm.

- A: What did Tina do?  
 B: She picked some strawberries.

2d

Role-play the conversation.

- Peter: Hi, Eric. How was your trip last week?  
 Eric: It was excellent. I visited my grandparents in the countryside.  
 Peter: Oh, nice. What did you do?  
 Eric: I went fishing every day. And I fed the chickens with my grandpa. It was so much fun.  
 Peter: Sounds good. How was the weather there?  
 Eric: It was great and the air was so clean. I watched the stars at night. They were so beautiful.  
 Peter: Lucky you.



**Grammar Focus**

How was your school trip?	It was great!
Did you go to the zoo?	No, I didn't. I went to a farm.
Did you see any cows?	Yes, I did. I saw quite a lot.
Did Carol ride a horse?	No, she didn't. But she milked a cow.
Were the strawberries good?	Yes, they were./No, they weren't.

**3a Complete Jim's letter on the left and Bill's reply on the right.**

Dear Bill,

How \_\_\_\_\_ (is) your school trip yesterday? \_\_\_\_\_ (Do) you \_\_\_\_\_ (go) to the zoo? \_\_\_\_\_ (Do) you take any photos? \_\_\_\_\_ (Do) you \_\_\_\_\_ (see) any interesting animals? I \_\_\_\_\_ (go) to the zoo last year and it \_\_\_\_\_ (is) a lot of fun.

Jim

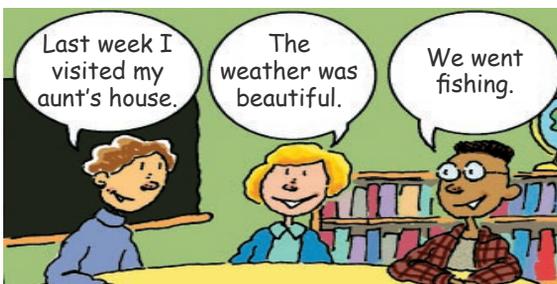
Regular verbs	Irregular verbs
play → played	do → did
visit → visited	is → was
climb → climbed	are → were
study → studied	have → had
worry → worried	eat → ate
stop → stopped	buy → bought

Dear Jim,

My school trip \_\_\_\_\_ (is) great!  
 We \_\_\_\_\_ (have) so much fun!  
 We \_\_\_\_\_ (go) to Green Park. We \_\_\_\_\_ (climb) the mountains there and \_\_\_\_\_ (see) a lot of flowers. We \_\_\_\_\_ (eat) our lunch under some trees and \_\_\_\_\_ (play) some games after that. But at about two o'clock, it \_\_\_\_\_ (get) very cloudy and we \_\_\_\_\_ (worry) it would rain. Luckily, it \_\_\_\_\_ (do not), and the sun \_\_\_\_\_ (come) out again!

Bill

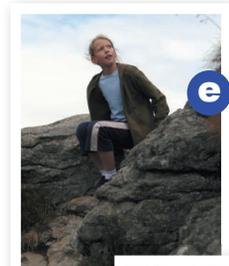
**3b Make up a story. Each student adds a sentence.**



Section  
**B**

**1a** Match the activities with the pictures.

- |                         |                               |
|-------------------------|-------------------------------|
| 1. go to the zoo _____  | 4. climb a mountain _____     |
| 2. visit a museum _____ | 5. visit a fire station _____ |
| 3. ride a horse _____   | 6. go fishing _____           |



**1b** Listen and answer the questions.

- How was Jane's trip?  
\_\_\_\_\_
- How was Tony's trip?  
\_\_\_\_\_

**1c** Listen again. What did Jane and Tony do on their last school trip?  
Check (✓) *Tony* or *Jane*.

	went to the countryside	climbed a mountain	went to an art museum	saw some paintings	drew pictures
<b>Tony</b>					
<b>Jane</b>					

**1d** What was your last school trip like?  
Discuss it with your partner.



**2a** Do the following words describe good things or bad things? Put a ✓ for good and an ✗ for bad. Leave a blank if they can mean both.

_____ interesting	_____ difficult	_____ lovely	_____ slow
_____ exciting	_____ boring	_____ cool	_____ hot
_____ lucky	_____ large	_____ expensive	_____ terrible
_____ delicious	_____ great	_____ cheap	_____ fast

**2b** Read Helen's and Jim's diary entries. Underline the positive adjectives and ○ the negative adjectives.



June 15th

Today I went on a school trip. We visited the science museum and it was

really interesting. We got there so fast by train. We saw some farms and villages along the way. At the museum, I learned a lot about robots. I didn't know they could play chess with us. It was so cool! Then the guide taught us how to make a model robot. I took a lot of great photos, too. After that, I went to the gift shop and bought some lovely gifts for my parents. They weren't expensive. All in all, it was an exciting day.

June 15th

I think today's school trip was terrible. We took the train to the museum. It was so hot on the slow train. The museum was big and boring. Everything was about robots and I'm not interested in that. The rooms were really dark and it was difficult to take photos, so I didn't take any. There were also too many people and I couldn't really see or hear the guide. The things in the gift shop were so expensive. I didn't like the trip at all.



**2c** Complete the chart. How do Helen and Jim describe these things?

	Helen	Jim
the trip		
the train		
the museum		
the gift shop and gifts		

3a

Look at the pictures of Bob's school trip. Complete his diary entry.



June 23rd

Yesterday my school visited the zoo. It was really \_\_\_\_\_. We went there by bus. At the zoo, I saw a lot of \_\_\_\_\_ and I took some photos. My classmates and I also went to the \_\_\_\_\_ and bought some \_\_\_\_\_. It was a great day.

3b

Linda is Bob's classmate. Complete her diary entry.

June 23rd

My school went to the zoo yesterday. The trip was \_\_\_\_\_. At the zoo, I \_\_\_\_\_ but I didn't like them. I also went to \_\_\_\_\_ with my classmates, but I didn't buy anything because \_\_\_\_\_. It was a boring day.

3c

Now write a diary entry for your own school trip. Explain if you liked it or didn't like it and why.

Self Check

1 Write more verbs and their past forms in each group.

climb → climbed	arrive → arrived	study → studied	stop → stopped	get → got

2 Complete the conversations with the correct forms of the verbs in the box.

have do swim go  
be see feed

1. A: I went to the countryside this summer.  
B: Really? How \_\_\_\_\_ the trip?  
A: It \_\_\_\_\_ great!  
B: What \_\_\_\_\_ you \_\_\_\_\_ there?  
A: I \_\_\_\_\_ the chickens and \_\_\_\_\_ in a river.
2. A: \_\_\_\_\_ you \_\_\_\_\_ a nice weekend?  
B: Yes, I did.  
A: \_\_\_\_\_ you \_\_\_\_\_ anywhere?  
B: Yes, I \_\_\_\_\_ to the mountains. The air \_\_\_\_\_ so clean and I \_\_\_\_\_ a lot of flowers.

# UNIT 12

## Section A

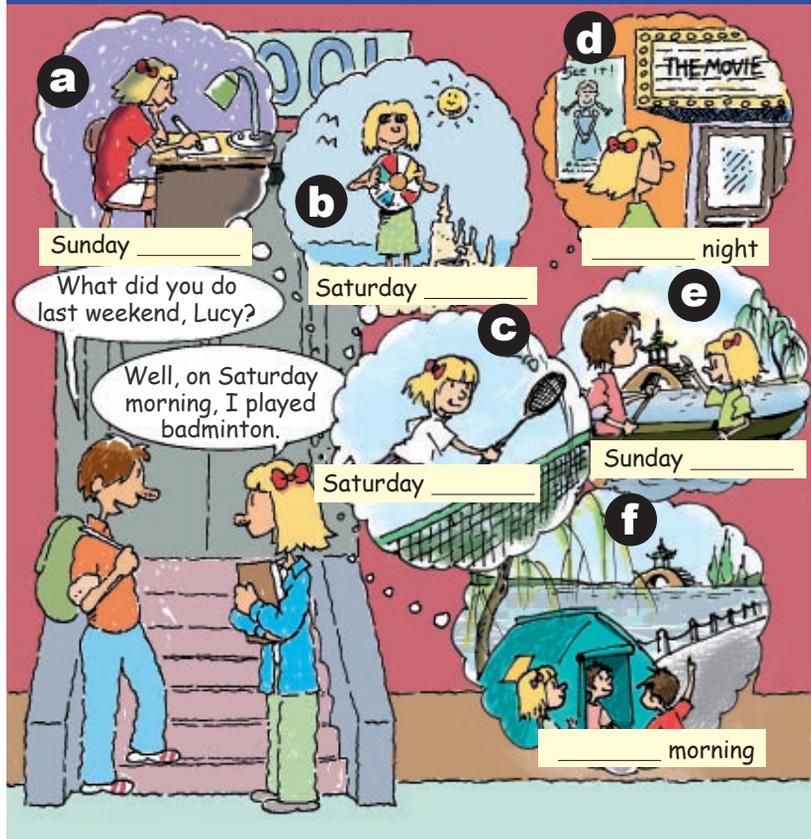
### What did you do last weekend?

Language Goal: Talk about past events

1a

Match the activities with the pictures [a-f].

1. did my homework  a
2. went to the cinema \_\_\_\_\_
3. went boating \_\_\_\_\_
4. camped by the lake \_\_\_\_\_
5. went to the beach \_\_\_\_\_
6. played badminton \_\_\_\_\_



1b

Listen and write the day, *morning*, *afternoon* or *night* below each picture.

1c

Role-play. Student A is Lucy. Student B asks Lucy about her weekend.

B: What did you do last weekend, Lucy?

A: Well, on Saturday morning, I played badminton.

2a

Listen and underline the words you hear.

1. B I visited my (aunt/grandma).
2. \_\_\_ I did my (homework/sports).
3. \_\_\_ I studied for the (English/math) test.
4. \_\_\_ I went to a (farm/beach).
5. \_\_\_ I fed some (sheep/cows).



2b

Listen again. Write **C** for Carol, **J** for Jack or **B** for Becky next to the statements in 2a.

2c

Student A asks questions with *who*, *what* or *where* and Student B answers. Then change roles.



2d

Role-play the conversation.

- Paul: Hi, Lisa. How was your weekend?  
 Lisa: Pretty good, thanks.  
 Paul: What did you do?  
 Lisa: I worked as a guide at the Natural History Museum.  
 Paul: Really? How interesting!  
 Lisa: Yeah, it was fun. They have a butterfly house with over 200 kinds of butterflies! I told the visitors about them and their living habits. Did you have a good weekend?  
 Paul: Yeah, it was good, but I'm kind of tired now. I stayed up late to watch the soccer game.



**Grammar Focus**

What did you do last weekend?	I did my homework./We went boating.
Who visited her grandma?	Becky did.
Where did she go last weekend?	She went to a farm.
Who did she go with?	She went with her classmates.

**3a** Fill in the blanks with *who, what, where* or *how*.

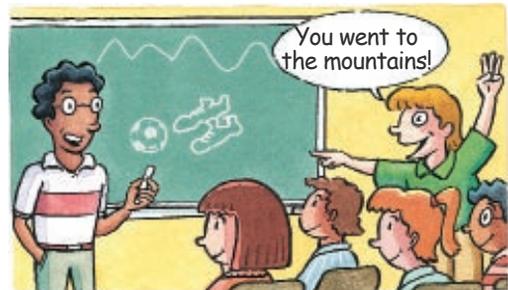
- A: \_\_\_\_\_ did you do last weekend? B: I played badminton.  
 A: \_\_\_\_\_ did you play with? B: I played with my father.
- A: \_\_\_\_\_ was your weekend? B: It was great.  
 A: \_\_\_\_\_ did you go? B: I went to the beach with my parents.
- A: \_\_\_\_\_ did Jim lose yesterday? B: He lost his keys. But somebody found them and gave them back to him.  
 A: \_\_\_\_\_ found them? B: His friend Tom did.

**3b** Complete the passage with the correct forms of the words in the box.

say be climb see run away

A family of mice were in the kitchen on Saturday morning when they \_\_\_\_\_ a big cat. Baby Mouse \_\_\_\_\_ afraid and \_\_\_\_\_ onto his father's back. Father Mouse shouted at the cat, "Woof, woof!" The cat quickly \_\_\_\_\_. "Wow, Dad, you're good!" \_\_\_\_\_ Baby Mouse. "Well, son, that's why it's important to learn a second language," answered Father Mouse.

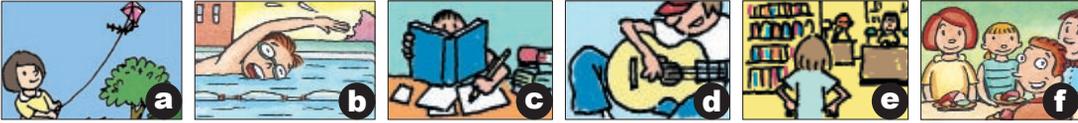
**3c** Think of two things you did last weekend. Draw pictures of them. Your classmates guess what you did.



Section  
**B**

**1a** Here are some things that Sally and Jim did yesterday. Match the activities with the pictures.

- |                                   |                                |
|-----------------------------------|--------------------------------|
| 1. ___ sang and played the guitar | 4. ___ went to the library     |
| 2. ___ studied for a test         | 5. ___ flew a kite             |
| 3. ___ had dinner with friends    | 6. ___ swam in a swimming pool |



**1b** Are these activities fun or not fun? Draw a happy face 😊 or an unhappy face ☹ under each picture.

**1c** Listen. What did Sally and Jim do last weekend? Complete the chart.

Sally	Jim
did her homework	

**1d** Make a conversation with a partner. Talk about what Sally and Jim did last weekend.



**1e** Make a conversation. Ask what your partner did last weekend.



**2a** What kinds of animals are people sometimes afraid of? Why? Make a list.

**2b** Read about Lisa's weekend.  
 T for true or F for false.



**A Weekend to Remember**

My sister finished high school two weeks ago. As a special gift, our parents took us to India. Last weekend was interesting but scary.

We went camping in a small village in India. First, we took a long bus ride to a lake in the countryside. There we put up our tents and made a fire to keep us warm and cook food on. On the first night, we just sat under the big moon and told each other stories. But I was so tired that I went to sleep early.

The next morning, my sister and I got a terrible surprise. When we looked out of our tent, we saw a big snake

sleeping near the fire. I was so scared that I couldn't move. We shouted to our parents to let them know about the danger. My dad started to jump up and down in their tent. This woke the snake up and it moved into the forest near the lake. My dad told me later that snakes don't have ears but can feel things moving. He also told me it was important not to go near a snake. This was a very useful lesson for me.

- |   |   |   |
|---|---|---|
| 1. Lisa's sister left school last weekend.                        | T | F |
| 2. The trip from the city to the lake took a long time.           | T | F |
| 3. It was cloudy on their first night of camping.                 | T | F |
| 4. Lisa and her sister didn't know how to make the snake go away. | T | F |
| 5. Lisa's dad jumped up and down because he was scared, too.      | T | F |
| 6. Snakes don't really hear things like people do.                | T | F |

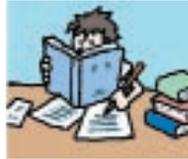
**2c** Put the phrases in order according to the passage. Then use them to retell the story.

- \_\_\_ snake went into the forest
- \_\_\_ put up our tents and cooked food
- \_\_\_ learned a useful lesson
- \_\_\_ saw a snake and shouted to parents for help
- \_\_\_ snakes can't hear but can feel things moving
- \_\_\_ my dad jumped up and down in his tent
- 1 took a bus to a small village in India
- \_\_\_ told stories under the moon, then went to sleep

**3a** Look at the pictures and complete the passage.

I had a busy weekend. On Saturday morning, I cleaned my room. In the afternoon, I \_\_\_\_\_. It was a little difficult. On Saturday night, I stayed at home and \_\_\_\_\_ cook dinner. On Sunday morning, I \_\_\_\_\_. I read a book about history. Then in the afternoon, I \_\_\_\_\_ with my friends. On Sunday night, I \_\_\_\_\_. I saw an interesting talk show.

**Saturday**



**Sunday**



**3b** Write about what you did last weekend.

**Self Check**

**1 Complete the phrases.**

_____ out with friends	fly a _____
_____ for a walk	milk a _____
_____ apples	camp _____ the lake
_____ photos	study _____ a test

**2 Complete the conversation.**

- A: I had a school trip last week.  
 B: Really. \_\_\_\_\_ (go)?  
 A: I visited the fire station.  
 B: \_\_\_\_\_ (go with)?  
 A: I went with my classmates.  
 B: \_\_\_\_\_ (do)?  
 A: We watched how firemen worked. What an interesting job they have!  
 B: \_\_\_\_\_ (learn anything)?  
 A: Sure. We learned how to call the fire station and what to do when there is a fire.

# Pronunciation

## I. 英语字母在单词中的读音

### 1. 元音字母和元音字母组合在重读音节中的读音归类

/i:/	e	be he she these Chinese medium evening
	ee	feed feel free keep sheep sleep street tree weekend
	ea	beach cheap clean dream each leave meat read tea speak
	ie	field piece believe
/ɪ/	i	bring build gift pick sing swim listen
/e/	e	chess spend forget letter special terrible remember
	ea	bread head breakfast healthy heavy sweater weather
/æ/	a	bank cat actor candle cabbage carrot pancake relax
/ɜ:(r)/	er	her clerk term person
	ir	dirty first girl birthday T-shirt thirteen
	or	word work world
	ur	turn curly purple
	ear	learn heard early
/ɑ:/	a (在n, sk, ss, st前)	dance ask glass past answer basketball
or /æ/	ar	farmer hard large March park artist guitar
/ʌ/	o (在m, n, th, v前)	love some money nothing other another
	u	bus brush cut luck run up funny hundred mutton summer
/ɔ:/ (/ɔ:r/)	al	all hall tall talk walk hallway
	ar	warm quarter
	au	August autumn Laura Paul
	aw	draw law strawberry
	or	horse north sport forty order important
	ore	more store before
	oor	door floor
	ough	bought fought thought

## Pronunciation

/ɒ/	o	clock job pop shop stop follow office
	a (在w, wh后)	wash what wallet
/ju:/	u	cute use music student
	ew	few news
/u:/	oo	cool moon pool school soon too zoo noodle afternoon
	u	blue June rule ruler
/ʊ/	oo	book cook good look
	oul	could would
	u	full pull push put
/eɪ/	a	age cake face later place sale skate snake taste station
	ai	rain straight train afraid painting
	ay	day may say stay way player
	eigh	eight eighteen eighty neighborhood
/aɪ/	i	bike drive life ride tiger arrive
	ie	lie pie tie
	igh	bright fight high night right tonight
	y	by cry my shy why July
	i (在ld, nd前)	child find kind mind
/ɔɪ/	oi	join voice noisy
	oy	boy enjoy
/əʊ/	o	home hope open over photo sofa
	oa	boat coat road soap
	ou	though although shoulder
	ow	blow bowl grow know show slow snow throw
	o (在ld前)	cold old told
/aʊ/	ou	house mouse mouth out round shout south town around cloudy mountain outside thousand
	ow	down how flower shower
/ɪə(r)/ or /ɪr/	ear	dear ear hear near year
	eer	beer deer peer
	ere	here

	air	hair chair
/eə(r)/	ear	pear wear
or /er/	ere	where everywhere there
	oor	poor
/ʊə(r)/	our	tour
or /ʊər/	ure	sure

## 2. 元音字母和元音字母组合在非重读音节中的读音归类

	a	across along around arrive panda Tina America cinema vacation
/ə/	e	camera parent
(/ər/)	er	corner number ruler sister soccer tiger under
	o/or	carrot dragon lion potato today tomorrow doctor forget
	u/ur	August autumn difficult surprise
	a	message palace village
/ɪ/	e	actress between eleven eraser forest
	i	boring habit tennis visit badminton everything
/i/	y	early happy heavy sorry study thirty

## Pronunciation

### 3. 辅音字母和辅音字母组合的读音归类

	f	for free Friday family father life
/f/	gh	laugh enough
	ph	photo elephant geography
	g	game girl grandma grandpa dog bag
/g/	gu	guess guest
	c	camp climb club because country music
/k/	k	skirt look make speak talk week
	ck	black jacket clock sock
/kw/	qu	quilt quite quarter question quickly quiet
	m	month my middle monkey term swim
/m/	mb	climb comb lamb
	mn	autumn
	n	need next now never notebook natural ten fun
/n/	kn	know knife knee
/ŋ/	ng	long thing along boring crossing dumpling
	r	rice road round really recorder restaurant
/r/	wr	write wrong wrap
	c	rice decide center pencil
/s/	s	same six soon spell seven sorry
	ss	chess class grass glasses lesson
	s	hers nose busy Chinese cousin visit eraser
/z/	z	zoo lazy zero size
/θ/	th	third three fifth math month sixth tooth
/ð/	th	there this either other weather another with
	c	delicious
	ch	machine
/ʃ/	s	sure Asia
	sh	shoes shout show shy brush fish English finish
/ʒ/	s	usual pleasure
	ch	chair chicken China each lunch
/tʃ/	tch	watch catch kitchen

	g	gym giraffe vegetable geography
/dʒ/	-ge	age large cabbage orange porridge
	j	joke jump juice jacket object
/ŋg/	ng	hungry language England
	nc	uncle
/ŋk/	nk	bank drink thank think Frank
	h	hat head height help hot behind habit
/h/	wh	who whose whole
	w	wait watch way week welcome woman
/w/	wh	what when where white why
/tr/	tr	train tree trip true countryside trousers
/dr/	dr	draw dream dress drive drum dragon
/tw/	tw	twelve twin between twenty

## II. 朗读基本知识

### 1. 句子重音 (Sentence Stress)

英语中每个独立的词都有词的重音，但在连贯言语中有些词就失去重音了，这是因为并非所有的词在语句中都有同等的重要性。一般来说，实词如名词、动词、形容词和副词等重读，而虚词如冠词、连词、介词、人称代词、助动词、情态动词肯定式一般不重读。例如：

- 1) A: 'What 'time do you 'usually 'get 'up?  
B: At 'eight 'thirty in the 'morning.
- 2) A: 'How do you 'get to 'school?  
B: I 'ride my 'bike. It's 'good 'exercise.
- 3) A: 'What are you 'doing?  
B: I'm 'playing 'basketball with some 'friends at the 'park.  
A: 'Sounds like you're 'having a 'good 'time.

### 2. 不完全爆破 (Incomplete Plosion)

在单词或语句中，当三对爆破音 /p/ 和 /b/, /t/ 和 /d/, /k/ 和 /g/ 之中任何两个相邻时，第一个爆破音只按发音部位形成阻碍，但不发生爆破，稍停即发出后一个爆破音，这种现象称为不完全爆破。例如：

a do(c)tor /ə 'dɒktə/  
an ol(d) cat /ən 'əʊld kæt/

si(t) down /'saɪ 'daʊn/

a bi(g) blac(k)board /ə 'bɪg 'blækbo:d/

Goo(d)bye! /gʊd 'baɪ/

Sto(p) talking. /'stɒp 'tɔ:kɪŋ/

### 3. 音的同化 (Assimilation)

当两个音相邻时，其中一个音常常受另一个邻音的影响而变成与其邻音相同，或相似或变成第三个音，这种变音现象叫做音的同化。例如：

1) I'm glad to meet you.

/mi:t ju/ → /mi:tfu/

2) What would you like to drink, tea or coffee?

/wʊd ju/ → /wʊdʒu/

3) What did you do last night?

/dɪd ju/ → /dɪdʒu/

同化现象是英语连贯说话中一种自然的变化，初学者应根据示范朗读体会和学习音的同化。

### 4. 意群 (Sense Group)

意群是句子内部意义相对完整的一组词。意群的界限是相对的。一个句子可以是一个大意群，也可分为若干个小意群，用斜线 / 标出。如：

1) People say / that “an elephant never forgets”.

2) They never cut up the noodles / because the long noodles are / a symbol of long life.

3) My dad told me later / that snakes don't have ears / but can feel things moving.

每个意群要一口气说完，在说每个意群时，要注意词与词之间的连读、不完全爆破和词的弱读等现象。还要注意，意群与意群之间需要适当的停顿。

### 5. 节奏 (Rhythm)

英语是一种节奏较强的语言，它的每一句话都有节奏。因为单词中有重读音节和非重读音节，又因为英语句子中有的词重读，有的词不重读，重读和不重读的词在句中形成一强一弱或一重一轻的变化，让英语听起来抑扬顿挫，这样就形成了英语的节奏。

练习下面的句子，注意轻重音变化形成的节奏。

1) Many 'people 'don't 'always 'see things the 'same 'way so they may de'scribe the 'same 'person 'differently.

2) When we 'looked 'out of our 'tent, we 'saw a 'big 'snake 'sleeping near the 'fire.

3) A: My 'brother is 'studying at his 'friend's 'home. Can I 'take a 'message for him?

B: 'Yes. Could you just 'tell him to 'call me 'back?

### 6. 语调 (Intonation)

在说话或朗读时声调的抑扬叫做语调。英语的基本语调分为“降调”和“升调”两种，主要表现为语句末尾语调的降与升，用语调符号 ˊ(指降调)或 ˋ(指升调)来表示。英语语调变化非常丰富。对于初学者，首先了解最主要的两个语调的主要用法。

1) 降调一般用于:

- |         |                                |
|---------|--------------------------------|
| A 陈述句   | It's 'time to 'get ˋ up.       |
| B 特殊疑问句 | 'What does he ˋ look like?     |
| C 祈使句   | 'Don't 'run in the ˋ hallways. |
| D 感叹句   | 'What a 'nice ˋ day!           |

2) 升调一般用于:

- |                |   |
|----------------|---|
| A 一般疑问句        | Can we 'bring 'music 'players to ˊ school?  |
| B 选择问句 or 前的部分 | Does he have 'long ˊ hair or 'short ˋ hair? |

## III. 单元语音练习

### Unit 1 Can you play the guitar?

#### 1. Listen and read.

<b>u</b> /ju:/	/u:/	/ʌ/	<b>ph</b> /f/	<b>sh</b> /ʃ/	<b>th</b> /θ/	/ð/
excuse	ruler	sunny	phone	short	think	them
computer	blue	subject	photo	English	three	clothes
student	June	summer	geography	finish	math	another

<b>ar</b> /ɑ:(r)/	<b>er</b> /ɜ:(r)/	<b>ir</b> /ɜ:(r)/	<b>or</b> /ɔ:(r)/	<b>or</b> /ɔ:(r)/	<b>ur</b> /ɜ:(r)/	<b>tch</b> /tʃ/	<b>wh</b> /w/	/h/
card	her	third	work	shorts	turn	match	what	who
March	hers	skirt	word	sport	purple	watch	when	whose
party	term	birthday	world	important	Thursday	catch	white	whole

#### 2. Listen and read. Notice the stress.

- 1) I can 'sing, but I 'can't 'dance.
- 2) They can 'speak 'English, but they 'can't 'speak Chi'nese.
- 3) She can 'play 'chess, but she 'can't 'play Chi'nese 'chess.
- 4) He can 'play 'soccer, but he 'can't 'play 'basketball.

## Unit 2 What time do you go to school?

### 1. Listen and read.

/i:/ e	ee	ea	/ɪ/ i	/æ/ a	/e/ e	ea	
me	three	clean	think	math	apple	dressed	wealthy
she	week	teach	bridge	band	panda	never	healthy
these	free	jeans	fifty	plan	January	exercise	sweater
/ɔ:/ or	ore	al	au	/ɒ/, /ɑ:/ o	(w/wh+) a		
shorts	more	hall	August	job	want		
forty	store	tall	Paul	long	wash		
sport	before	call	autumn	sorry	what		

### 2. Listen and read.

- 1) ge(t) dressed                      ea(t) breakfast                      goo(d) morning
- 2) A: Wha(t) time do you usually take a shower?  
B: I usually take a shower a(t) six forty.
- 3) I don'(t) li(ke) to get up early.
- 4) Ba(d) habits are like a bed: easy to get into, bu(t) har(d) to get out of.

## Unit 3 How do you get to school?

### 1. Listen and read.

/u:/ u	oo	/ʊ/ oo	/ɑ:/ a (s)	ar	/ʌ/ o	u
June	zoo	book	last	card	month	fun
blue	tooth	good	glass	star	some	must
ruler	moon	cook	basketball	March	Monday	number
/ɜ:(r)/ er	ir	or	ur	ear	/ɪ/ e	/i/ y
her	third	work	purple	learn	before	sorry
term	shirt	word	burger	early	subject	early
clerk	birthday	world	Thursday	earth	vegetable	busy
/ə/ a	e	o	er	u/ur		
about	quiet	today	number	August		
sofa	student	second	ruler	difficult		
Christmas	hundred	computer	sister	Saturday		

2. Listen and read. Notice the stress.

- 1) A: How do you get to school? B: I ride my bike.
- 2) A: How long does it take you to get to school? B: It takes about thirty minutes.
- 3) A: How far is it from your home to school? B: It's about three kilometers.

Unit 4 Don't eat in class.

1. Listen and read.

/eɪ/ a	ai	ay	/aɪ/ i	y	igh	/ɔɪ/ oi	oy
sale	train	say	kite	by	right	join	boy
taste	paint	play	life	why	night	noisy	toy
station	afraid	stay	drive	July	high	oil	enjoy
/əʊ/ o	oa	ow	/aʊ/ ou	ow	/ɪə/, /ɪr/ ear	/eə/, /er/ air	/ʊə/, /ʊr/ ure
home	boat	show	out	how	dear	pair	sure
joke	coat	know	sound	brown	year	hair	
photo	road	follow	found	shower	near	chair	

2. Listen and read. Notice the stress and rhythm.

- 1) I can get up late on weekends. 2) You can wear a hat in school.  
I 'can't get up late on weekends. You 'can't wear a hat in school.

3) Rules, Rules and Rules

Every day I can hear my parents say,  
“Do your homework and no TV,  
Clean your room and don't make it messy.”  
Rules, rules, there've got to be rules.  
Let me tell you, young child, you just cannot run wild.

Every day I can hear my teacher say,  
“Please arrive on time and don't run behind.  
If you want to speak, raise your hand.”  
Rules, rules, there've got to be rules.  
Let me tell you, young child, you just cannot run wild.

## Unit 5 Why do you like pandas?

### 1. Listen and read.

/s/	/z/	/ɪz/	/ts/	/dz/
weeks	lions	places	pets	cards
bikes	tigers	dishes	habits	friends
giraffes	koalas	bridges	elephants	weekends

### 2. Listen and read. Notice the pauses.

People say | that “an elephant never forgets”. || Elephants can walk for a long time | and never get lost. || They can also remember places | with food and water. || This helps them to live. ||

But elephants are in great danger. || People cut down many trees | so elephants are losing their homes. || People also kill elephants | for their ivory.

## Unit 6 I’m watching TV.

### 1. Listen and read.

/bl/	/br/	/kl/	/kr/	/gl/	/gr/
blue	bread	clock	cry	glad	great
black	brush	clean	cross	glass	grandma
blow	bring	cloudy	cream	English	geography

/fl/	/fr/	/pl/	/pr/	/sk/	/sl/
flag	free	plane	price	skirt	sleep
fly	friend	plan	practice	skate	slow
flower	afraid	place	program	basketball	asleep

/sm/	/sn/	/sp/	/st/	/str/	/sw/
small	snow	sport	still	strict	swim
smart	snowy	speak	star	Australia	sweet
smell	snake	special	study	strawberry	sweater

2. Listen and read. Notice the stressed syllables.

O O get up eat out wear hats Don't talk. What's this?	O o O (o) brush my teeth write it down play with friends do the dishes Where's the book?	O o o O (o) talk on the phone go to the movies swim in a pool Give her a book. What are you doing?	O o o o O (o) photos of my mother study for a test practice the guitar Put it on the table. What about a cake?
--	---	---	---

Unit 7 It's raining.

1. Listen and read.

/h/ h wh half who house whose homework whole	/w/ w wh warm what windy when weather where	/θ/ th /ð/ th tooth either twelfth another birthday weather	
/k/ c k ck cute keep luck clean park socks country kilometer quickly	/kw/ qu quiet quarter question	/ʃ/ s sh sure wish brush shower	/ʒ/ s usually
/s/ s ss c just miss race taste chess center station dressed exercise	/z/ z s zoo visit size noisy lazy musician		

2. Listen and read. Notice the stress and intonation.

- 1) A: 'How's it \ going?  
B: 'Not \ bad.
- 2) A: The 'weather is 'great, \ isn't it?  
B: \ Yes, it's 'so 'sunny to \ day. 'Let's 'go for an 'outing, / OK?
- 3) A: Is your 'brother at / home? May I / speak to him?  
B: \ Yes, I'll \ get him.

.....•Pronunciation•.....

- 4) A: My 'sister is 'not at \ home. Can I 'take a / message for her?  
 B: \ Yes. Can you 'tell her to 'join us for / dinner?  
 5) Are you 'studying / hard, or are you 'having \ fun?

**Unit 8 Is there a post office near here?**

**1. Listen and read.**

/n/ n	kn	/ŋ/ ng	/ŋg/ ng	/ŋk/ nk	/tʃ/ ch	tch
ninth	know	sing	English	thank	chess	watch
kind	knife	bring	England	think	each	match
Canada	knee	exciting	language	drink	China	kitchen

/dʒ/ j	-ge	/f/ f	ph	/r/ r	wr
juice	orange	after	photo	Russia	write
July	village	family	elephant	around	writer
enjoy	cabbage	beef	geography	problem	wrong

**2. Listen and read. Notice the rhythm.**

In a dark, dark woods, there's a dark, dark house.  
 In the dark, dark house, there's a dark, dark room.  
 In the dark, dark room, there's a dark, dark cupboard.  
 In the dark, dark cupboard, there's a dark, dark shelf.  
 On the dark, dark shelf, there's a dark, dark box.  
 In the dark, dark box, there's a small black dog.

**Unit 9 What does he look like?**

**1. Listen and read. Notice the sounds /θ/and /ð/.**

- 1) Early to bed and early to rise makes a person **healthy**, **wealthy** and **wise**.
- 2) Where **there** is a will, **there** is a way.
- 3) **There** must be more to life **than** having **everything**.

**2. Listen and read. Notice the stress.**

hair	○	eyes
straight hair	○ ○	brown eyes
short straight hair	○ ○ ○	big brown eyes
He has short straight hair.	○ ○ ○ ○ ○	She has big brown eyes.

## Unit 10 I'd like some noodles.

### 1. Listen and read.

/-pl/	/-bl/	/-tl/	/-dl/	/-kl/
apple	table	little	middle	uncle
people	terrible	bottle	noodle	bicycle
purple	vegetable	gentleman	candle	circle

/-sn/	/-zn/	/-fn/	/-vn/
lesson	season	often	seven
person			eleven

### 2. Listen and read. Notice the intonation.

1) A: May I take your ↗ order?

B: ↘ Yes. I'd like a small tomato and egg ↘ soup.

2) A: What would you ↘ like?

B: I'd like one *gongbao* ↗ chicken, a small egg ↗ soup and a medium beef ↘ noodles.

3) A: Would you like some ↗ coffee or ↘ tea?

B: ↘ Coffee, please.

4) Does she have long ↗ hair or short ↘ hair?

5) It's hot in your country ↘ now, ↗ isn't it?

## Unit 11 How was your school trip?

### 1. Listen and read.

/t/	cooked	stopped	finished	helped	milked	brushed
/d/	showed	played	learned	climbed	used	studied
/ɪd/	visited	wanted	needed	painted	tasted	skated

### 2. Listen and read.

one syllable	aren't	weren't	don't	can't		
two syllables	isn't	wasn't	didn't	couldn't	haven't	hasn't

3. Listen and read. Notice the change of sounds.

- 1) A: **Would you** like something to drink?  
B: Yes. I'd like a glass of orange juice, please.
- 2) A: What **did you** do last weekend?  
B: I went to the Natural History Museum and worked as a guide there.
- 3) A: **Did you** do anything interesting last weekend?  
B: Not really, but I visited my sister.
- 4) A: Why **can't you** come to the party?  
B: I have to look after my sick mother.

Unit 12 What did you do last weekend?

1. Listen and read. Notice the change in the past forms.

begin → began	blow → blew	bring → brought	ride → rode
drink → drank	draw → drew	think → thought	drive → drove
give → gave	grow → grew	buy → bought	write → wrote
swim → swam	know → knew	fight → fought	
sing → sang	fly → flew	teach → taught	read → read
sit → sat			put → put
come → came			

2. Listen and read. Notice the stress and rhythm.

Grandpa

Grandpa's hair is very white,  
And Grandpa walks but slow.  
He likes to sit in his easy chair,  
While the children come and go.  
"Hush! Play quietly," says Mamma,  
"Let nobody trouble dear Grandpa."

Grandpa's hand is thin and weak,  
It has worked hard all his days;  
A strong right hand, and an honest hand,  
That has won all good men's praise.  
"Kiss it tenderly," says Mamma,  
"Let everyone honor Grandpa."

## Grammar

### I. 情态动词 ( Modal Verbs )

情态动词表示说话人对所说动作的观点，如需要、可能、意愿、怀疑等。在形式上，情态动词一般没有人称和数的变化，有的情态动词没有时态的变化，如 **must**。情态动词本身词义不完全，不能单独作谓语动词，必须和不带“to”的动词原形连用。常见情态动词有 **can, may, must, have to, should, would** 等。情态动词一般有多个意义。情态动词的否定式一般是在其后面加 **not** 构成，一般疑问句通常将其提到句首。情态动词的肯定式一般不重读。

#### 1. can

1) 表示能力

We can speak a little English.

Her sister can play the violin.

I can play badminton but I can't play volleyball.

2) 表示许可

You can play basketball on weekends.

We can't run in the hallways.

3) 表示请求

Can you help me with my Chinese?

Could you tell him to call me back?

(这儿 **could** 比 **can** 更委婉。)

#### 2. must 表示“必须”

Don't arrive late for class. We must be on time.

You must read a book before you watch TV.

#### 3. have to 表示“不得不”，“必须”

We have to be quiet in the library.

She has to do her homework first when she gets home.

**have to** 表示“必须”时与 **must** 意义很接近，有时可与 **must** 互换。如：

We have to/must follow the rules.

但在以下方面有所不同：

1) **must** 通常表示的是说话人的主观看法，语气比较强烈，**have to** 往往强调客观需要。如：

I must go now.

It's a little late and I have to go now.

- 2) 它们的否定式含义大不相同。mustn't表示“不准”、“禁止”，而don't have to表示“不必”。如：

You mustn't talk to your mother like that.

You don't have to come if you don't want to.

- 3) must一般只表示现在，没有人称和数的变化。而have to则可以用于不同的时态，有人称和数的变化。如：

I/We/You/They must do something about it.

I have to finish my work today.

She has to finish her work today.

They had to get to the station before 5:00.

## II. 现在进行时 ( Present Progressive Tense )

1. 现在进行时表示现在（说话瞬间）正在进行或发生的动作。例如：

The students are listening to the teacher.

He is watching TV now.

现在进行时也可表示当前一段时间内的活动或现阶段正在进行的动作。例如：

We are working on a farm these days.

I'm reading a history book this month.

2. 现在进行时是由助动词 be (am/is/are) 加动词-ing 形式构成的。以动词work 为例，现在进行时的肯定式、否定式、疑问式和简略答语如下：

肯定式	否定式
I am working.	I am not working.
He/She is working.	He/She is not working.
We/You/They are working.	We/You/They are not working.
疑问式和简略答语	
Am I working?	Are we working?
Yes, you are.	Yes, we/you are.
No, you are not (aren't).	No, we/you are not (aren't).
Are you working?	Are you working?
Yes, I am.	Yes, we are.
No, I am not.	No, we are not (aren't).

疑问式和简略答语	
Is he/she working? Yes, he/she is. No, he/she is not (isn't).	Are they working? Yes, they are. No, they are not (aren't).

### 3. 动词-ing形式的构成:

类别	构成方法	例词与读音
一般情况	加-ing	go—going /'gəʊɪŋ/ ask—asking /'ɑ:skɪŋ/ look—looking /'lʊkɪŋ/
以不发音字母e结尾的动词	去掉e, 再加-ing	write—writing /'raɪtɪŋ/ make—making /'meɪkɪŋ/ take—taking /'teɪkɪŋ/
以重读闭音节结尾的动词, 末尾只有一个辅音字母	双写这个辅音字母, 再加-ing	get—getting /'getɪŋ/ sit—sitting /'sɪtɪŋ/ put—putting /'pʊtɪŋ/ run—running /'rʌnɪŋ/ begin—beginning /bɪ'gɪnɪŋ/

## III. 一般过去时 ( Simple Past Tense )

1. 一般过去时表示过去某个时间或某一段时间内发生的动作或存在的状态, 常和表示过去的时间状语连用, 如 yesterday, last night, in 1990, two days ago 等。例如:

He got up at 6:30 yesterday.

I visited my grandparents last week.

一般过去时也表示过去经常或反复发生的动作, 常和 often, always 等表示频度的时间状语连用。例如:

He always went to work by bus last year.

2. 以动词 be 和 work 为例, 一般过去时的肯定式、否定式、疑问式和简略答语构成如下:

动词	肯定式	否定式
be	I/He/She was at home yesterday. We/You/They were at home yesterday.	I/He/She was not (wasn't) at home yesterday. We/You/They were not (weren't) at home yesterday.
work	I/You/He/She/We/They worked in a hospital last year.	I/You/He/She/We/They did not (didn't) work in a hospital last year.

动词	疑问式和简略答语		
be	Was I late yesterday? Yes, you were. No, you were not (weren't).	Were you late yesterday? Yes, I was. No, I was not (wasn't).	Was he/she late yesterday? Yes, he/she was. No, he/she was not (wasn't).
	Were we early yesterday? Yes, we/you were. No, we/you were not (weren't).	Were you early yesterday? Yes, we were. No, we were not (weren't).	Were they early yesterday? Yes, they were. No, they were not (weren't).
work	Did I work last week? Yes, you did. No, you did not (didn't).	Did you work last week? Yes, I did. No, I did not (didn't).	Did he/she work last week? Yes, he/she did. No, he/she did not (didn't).
	Did we work last week? Yes, we/you did. No, we/you did not (didn't).	Did you work last week? Yes, we did. No, we did not (didn't).	Did they work last week? Yes, they did. No, they did not (didn't).

3. 英语中动词过去式的构成分为规则与不规则两类。规则动词过去式的构成和发音如下:

类别	构成方法	例词与读音	读音规则
一般情况	加-ed	look—looked /lʊkt/ play—played /pleɪd/ start—started /'stɑ:tɪd/	清辅音后面读作 /t/ ; 浊辅音和元音后面读 /d/ ; /t/ 和 /d/ 后面读 /ɪd/。
以 e 结尾的动词	加-d	live—lived /lɪvd/ hope—hoped /həʊpt/ use—used /ju:zd/	
以重读闭音节结尾的动词, 末尾只有一个辅音字母	双写这个辅音字母, 再加-ed	stop—stopped /stɒpt/ plan—planned /plænd/	
以辅音字母加 y 结尾的动词	变 y 为 i, 再加-ed	study—studied /'stʌdɪd/ carry—carried /'kærɪd/ worry—worried /'wʌrɪd/	

很多动词的过去式是不规则的, 可参见本书后面第 106 页的不规则动词表。

#### IV. There be 结构

“There is/are + 某物/某人 + 某地/某时”结构表示“某地或某时有某物或某人”。这种结构中的there没有实际意义，常弱读成/də/。句子中的be (is /are)和后面所跟的名词在数方面必须一致。

There be结构的一般现在时和一般过去时基本句型如下：

句式	一般现在时	一般过去时
肯定式	There is (There's) a supermarket on that road. There are many people here on vacation. There is (There's) some ice on the lake.	There was a supermarket on that road last year. There were many people here on vacation last summer. There was some ice on the lake last month.
否定式	There isn't a supermarket on that road. There aren't many people here on vacation. There isn't any ice on the lake.	There wasn't a supermarket on that road last year. There weren't many people here on vacation last summer. There wasn't any ice on the lake last month.
疑问式	Is there a supermarket on that road? Are there many people here on vacation? Is there any ice on the lake?	Was there a supermarket on that road last year? Were there many people here on vacation last summer? Was there any ice on the lake last month?

在有并列主语的情况下，往往根据第一个主语的单复数来确定动词be的形式。例如：  
There is a pen and two books on the desk. There are two boys and a girl in the room.

#### V. 介词 (Prepositions)

介词一般用于名词或代词前，表示该词与句中其他成分的关系。介词后面的名词或代词称为介词宾语（若是人称代词，则要用宾格）。介词和介词宾语合在一起构成介词短语。

##### 1. 表示时间的介词 (Prepositions of Time)

表示时间的介词主要有at, on和in, 它们的常见用法如下：

at	on	in
钟点 at six o'clock 用餐 at lunch time 节日 at Christmas 年龄 at the age of 20 时间 at this time 一天中的某段时间 at noon/at night	某一天的某时段 on Saturday morning 星期几 on Sunday 日期 on May 4th 节假日 on New Year's Day on weekends on vacation	一天中某段时间 in the afternoon 月份 in April 季节 in spring 年份 in 1949

其他表示时间的介词还有 before, after 等, 例如: before breakfast/class/school, after breakfast/class/school。

## 2. 表示地点的介词 (Prepositions of Place)

表示地点的介词和介词短语很多, 如 at, in, on, near, next to, in front of, before, under, behind, beside, between, in the front of, in the middle of, at the back of 等, 其中最常用、最灵活的是 at, in 和 on 这三个介词。比如, “在学校里”可以说 in school, 也可以说 at school。

**at** 表示一个点 (或小地方)。如:

at No. 3 Middle School	at Mr. Cool's Clothes Store
at home	at Central Park
at the pool	at the House of Dumplings

**on** 表示一个表面。如:

on Center Street	on the beach
on the table/chair	on the floor
on the wall	

**in** 表示一个范围 (或大地方)。如:

in Paris/Beijing/China	in Class 5
in the water	in the school magazine/the photo
in the park/supermarket	in the schoolbag

要注意的是, 学习表示地点的介词 at, on, in 时, 关键要把握从什么角度看空间中的位置。比较下列三个句子:

They stood **at the door** and waited. 他们站在门口等着。(站在门口那个点上)

He's putting up a picture **on the door**. 他正在把一幅画贴到门上。(贴在门那个面上)

There's a hole **in the door**. 门上有一个洞。(从立体的角度看门上的洞)

其他地点介词:

under 在……的下面

The watch is **under** the bed.

before 在……前面

David is standing **before** the mirror.

in front of 在……前面

The restaurant is **in front of** the post office. (某物外部的前面)

in the front of 在……前部

There are some chairs **in the front of** the room. (某物内部的前面)

in the middle of 在……中间

My home is **in the middle of** the city.

behind 在……的后面

The hotel is **behind** the library.

near 靠近; 在……附近

There is a big supermarket **near** your house.

next to 在……旁边; 附近

The pay phone is **next to** the post office.

beside 在……旁边

Look! There's a dog **beside** Lily.

inside 在……的里面

I never went **inside** the building.

outside 在……外边

We can eat **outside** the classroom but we can't eat inside.

between 在……之间

The library is **between** the restaurant and the supermarket.

across from 在……对面

Our house is **across from** the supermarket.

along 沿着

You pass a bank on your right and then go **along** Long Street.

at the back of 在……的后面

**At the back of** the school is a playground.

### 3. 其他介词

about 关于; 对于

The American girl wants to learn **about** Chinese history.

Could you tell me **about** your life?

from 从……; 自从

He has a friend **from** England.

What did you buy **from** the store?

with 与……一起; 附有

Next to the hotel is a small house **with** an interesting garden.

She often goes to watch soccer matches **with** her father.

Can you help kids **with** swimming?

of ……的; 属于……的

Here is a photo **of** my family.

What kind **of** movies do you like?

to 向; 到; 对	Let me tell you the way <b>to</b> my house. My English class is from 8:00 <b>to</b> 9:00.
as 担任; 当……时	We have a job for you <b>as</b> a waiter. <b>As</b> a boy, he often went skating in winter.
like 像; 怎么样	What does he look <b>like</b> ? What's the weather <b>like</b> ?
at 在; 对着; 以	Call Alan <b>at</b> 495-3539. We have sweaters <b>at</b> a very good price — only 25 dollars.
for 对于; 为了 以……为代价; (时间持续)……之久	<b>For</b> breakfast, he likes eggs, bananas and apples. <b>For</b> boys, we have socks <b>for</b> only 5 dollars each. After class, I play volleyball <b>for</b> two hours.

#### 4. 固定搭配

##### 1) 常用介词和名词的连用

介词与其所带的宾语合在一起称作介词短语。以下是由 at, on 和 in 构成的一些常见介词短语:

##### at

at first	起初; 开始时	at home	在家
at last	最后	at present	现在
at school	在上课; 在上学	at work	上班; 在工作
at the moment	此刻	at the same time	同时

##### on

on duty	值日	on foot	步行
on holiday	度假	on sale	出售; 降价出售
on time	准时	on TV	在电视上播放
on the left/right	在左边/右边	on the phone	在电话中
on the radio	在广播中	on the way	在路上

##### in

in all	总体	in bed	躺在床上
in class	在课堂上	in danger	在危险中
in English	用英语	in time	及时地
in the end	最后	in a minute	立刻; 马上

## 2) 动词和介词的连用

arrive at/in	到达	ask for	请求
get off	下车	help sb with sth	帮助某人做某事
learn from	向……学习	listen to	听
look after	照顾	look at	看; 注视
look for	寻找	talk about	谈论
think of	想到	shout at	对……大声叫喊
worry about	担心	thank sb for	为……而感谢某人

## 3) 形容词和介词的连用

be afraid of	害怕	be good with	善于
be careful with/about	小心	be strict with/about	对……要求严格
be interested in	对……感兴趣	be late for	迟到
be good at	擅长	be good for	对……有利

## 4) 其他

by + 交通工具	by bus/train/plane/air/ship/bike		
lots of / a lot of	许多; 大量	at most	至多
at least	至少	at once	立即; 马上

## VI. 句子种类 ( Sentence Types )

## 1. 祈使句 ( Imperative Sentences )

祈使句一般用来表示请求、命令、劝说、号召、警告等。在祈使句中，通常省略第二人称主语 you。肯定式以动词原形开头，否定式在动词原形前加 don't。例如：

Just go along New Street and turn left.

Practice the guitar every day.

Don't arrive late for class.

Don't fight.

为表示礼貌，祈使句中经常在句前或者句末加 please。句末用 please 时，前面通常加逗号。例如：

Please write and tell me about yourself.

Please call Karen at 555-8823.

Come in, please.

以 let 开头的句子也是祈使句的一种结构，常用于第一、三人称，表示建议、邀请和劝说等。例如：

Let me tell you the way to my house.

Let's see the lions.

Let him come in.

## 2. 疑问句 ( Questions )

### 选择疑问句 ( Alternative Questions )

选择疑问句是指说话人提出两种或两种以上情况，问对方选择哪一种，两个选择项用 or 连接。选择疑问句不能用 Yes 或 No 来回答。朗读时 or 前面部分用升调，后面部分用降调。例如：

Is she tall or short? She's tall.

Do they have straight hair or curly hair? They have curly hair.

Do you usually eat a birthday cake or noodles? I usually eat noodles.

What would you like, tea or coffee? I'd like some tea, please.

## Words and Expressions in Each Unit

(注: 在本词表中, 重点词汇用黑体标出。)

### Unit 1

<b>guitar</b> /gɪ'tɑ:(r)/ <i>n.</i> 吉他	p.1
<b>sing</b> /sɪŋ/ <i>v.</i> 唱歌	p.1
<b>swim</b> /swɪm/ <i>v. &amp; n.</i> 游泳	p.1
<b>dance</b> /dɑ:ns/, /dæns/ <i>v.</i> 跳舞 <i>n.</i> 舞蹈	p.1
<b>chess</b> /tʃes/ <i>n.</i> 国际象棋	p.1
play chess 下国际象棋	p.1
<b>draw</b> /drɔ:/ <i>v.</i> 画	p.1
<b>speak</b> /spi:k/ <i>v.</i> 说(某种语言); 说话	p.1
speak English 说英语	p.1
<b>join</b> /dʒɔɪn/ <i>v.</i> 参加; 加入	p.1
<b>club</b> /klʌb/ <i>n.</i> 俱乐部; 社团	p.1
<b>write</b> /raɪt/ <i>v.</i> 写作; 写字	p.3
<b>story</b> /'stɔ:ri/ <i>n.</i> 故事; 小说	p.3
<b>tell</b> /tel/ <i>v.</i> 讲述; 告诉	p.3
<b>show</b> /ʃəʊ/ <i>n.</i> 演出; 节目	
<i>v.</i> 给……看; 展示	p.3
<b>or</b> /ɔ:(r)/ <i>conj.</i> 或者;	
也不(用于否定句)	p.3
<b>talk</b> /tɔ:k/ <i>v. &amp; n.</i> 说话; 交谈	p.3
talk to ... 跟……说	p.3
kung fu /kʌŋ 'fu:/ <i>n.</i> (中国) 功夫	p.3
<b>drum</b> /drʌm/ <i>n.</i> 鼓	p.4
play the drums 敲鼓	p.4
piano /pi'ænəʊ/ <i>n.</i> 钢琴	p.4
play the piano 弹钢琴	p.4
<b>violin</b> /,vaɪə'li:n/ <i>n.</i> 小提琴	p.4
play the violin 拉小提琴	p.4
<b>also</b> /'ɔ:lsəʊ/ <i>adv.</i> 也; 而且	p.5

<b>people</b> /'pi:pl/ <i>n.</i> 人; 人们	p.5
help (sb) with sth 在某方面帮助某人	p.5
<b>center</b> /'sentə(r)/ <i>n.</i> (= centre)	
中心; 中央	p.5
<b>home</b> /həʊm/ <i>n.</i> 家; 活动本部	
<i>adv.</i> 到家; 在家	p.5
<b>today</b> /tə'deɪ/ <i>adv.</i> 在今天	p.5
be good with ... 善于; 对……有办法	p.5
<b>make</b> /meɪk/ <i>v.</i> 使成为; 制造	p.5
make friends 结交朋友	p.5
<b>weekend</b> /,wi:k'end/, /'wi:kend/	
<i>n.</i> 周末	p.5
on the weekend/on weekends	
(在)周末	p.5
<b>teach</b> /ti:tʃ/ <i>v.</i> 教; 讲授	p.5
<b>musician</b> /mju:'zɪʃn/ <i>n.</i> 音乐家	p.6
Lisa /'li:zə/ 莉萨(女名)	p.2
Jill /dʒɪl/ 吉尔(女名)	p.3
Peter /'pi:tə(r)/ 彼得(男名)	p.5

### Unit 2

<b>up</b> /ʌp/ <i>adv.</i> 向上	p.7
get up 起床; 站起	p.7
<b>dressed</b> /drest/ <i>adj.</i> 穿着衣服	p.7
get dressed 穿上衣服	p.7
<b>brush</b> /brʌʃ/ <i>v.</i> 刷; 刷净	
<i>n.</i> 刷子	p.7

.....•Words and Expressions in Each Unit•.....

<b>tooth</b> /tu:θ/ <i>n.</i> ( <i>pl.</i> teeth/ti:θ/) 牙齿	p.7	<b>quickly</b> /'kwɪkli/ <i>adv.</i> 很快地	p.11
<b>shower</b> /'ʃaʊə(r)/ <i>n.</i> & <i>v.</i> 淋浴		<b>either</b> /'aɪðə(r)/, /'i:ðə(r)/ <i>adv.</i> 或者;	
<i>n.</i> 淋浴器 (间)	p.7	也 (用在否定词组后)	p.11
take a shower 洗淋浴	p.7	<b>either ... or ...</b> 要么……要么;	
<b>usually</b> /'ju:ʒuəli/ <i>adv.</i> 通常地;		或者……或者	p.11
一般地	p.7	<b>lot</b> /lɒt/, /lɑ:t/ <i>pron.</i> 大量; 许多	p.11
<b>forty</b> /'fɔ:ti/ <i>num.</i> 四十	p.7	lots of 大量; 许多	p.11
<b>fifty</b> /'fɪfti/ <i>num.</i> 五十	p.8	<b>taste</b> /teɪst/ <i>v.</i> 有……的味道; 品尝	
<b>wow</b> /waʊ/ <i>interj.</i>		<i>n.</i> 味道; 滋味	p.11
(表示惊奇或敬佩) 哇; 呀	p.8	<b>life</b> /laɪf/ <i>n.</i> ( <i>pl.</i> lives/laɪvz/)	
<b>never</b> /'nevə(r)/ <i>adv.</i> 从不; 绝不	p.8	生活; 生命	p.12
<b>early</b> /'ɜ:(r)li/ <i>adv.</i> & <i>adj.</i> 早 (的)	p.8	<b>Rick</b> /rɪk/ 里克 (男名)	p.7
<b>job</b> /dʒɒb/ <i>n.</i> 工作; 职业	p.8	<b>Jim</b> /dʒɪm/ 吉姆 (男名)	p.8
<b>work</b> /wɜ:(r)k/ <i>v.</i> & <i>n.</i> 工作	p.8	<b>Scott</b> /skɒt/, /skɑ:t/ 斯科特 (男名)	p.8
<b>station</b> /'steɪʃn/ <i>n.</i> 电 (视) 台; 车站	p.8	<b>Tony</b> /'təʊni/ 托尼 (男名)	p.11
radio station 广播电台	p.8		
<b>o'clock</b> /ə'klɒk/ <i>adv.</i> (表示整点)			
……点钟	p.8	<b>Unit 3</b>	
<b>funny</b> /'fʌni/ <i>adj.</i> 奇怪的; 滑稽好笑的	p.8	<b>train</b> /treɪn/ <i>n.</i> 火车	p.13
<b>exercise</b> /'eksəsaɪz/ <i>v.</i> & <i>n.</i>		<b>bus</b> /bʌs/ <i>n.</i> 公共汽车	p.13
锻炼; 练习	p.8	<b>subway</b> /'sʌbweɪ/ <i>n.</i> 地铁	p.13
<b>best</b> /best/ <i>adj.</i> 最好的		take the subway 乘地铁	p.13
<i>adv.</i> 最好地; 最	p.9	<b>ride</b> /raɪd/ <i>v.</i> 骑 <i>n.</i> 旅程	p.13
<b>group</b> /gru:p/ <i>n.</i> 组; 群	p.9	<b>bike</b> /baɪk/ <i>n.</i> 自行车	p.13
<b>half</b> /hɑ:f/ <i>n.</i> & <i>pron.</i> 一半; 半数	p.10	<b>sixty</b> /'sɪksti/ <i>num.</i> 六十	p.14
<b>past</b> /pɑ:st/ <i>prep.</i> 晚于; 过 (时间)		<b>seventy</b> /'sevnti/ <i>num.</i> 七十	p.14
<i>adj.</i> 过去的	p.10	<b>eighty</b> /'eɪti/ <i>num.</i> 八十	p.14
<b>quarter</b> /'kwɔ:tə(r)/ <i>n.</i> 一刻钟;		<b>ninety</b> /'naɪnti/ <i>num.</i> 九十	p.14
四分之一	p.10	<b>hundred</b> /'hʌndrəd/ <i>num.</i> 一百	p.14
<b>homework</b> /'həʊmwɜ:(r)k/		<b>far</b> /fɑ:(r)/ <i>adv.</i> & <i>adj.</i> 远的	p.14
<i>n.</i> 家庭作业	p.10	<b>minute</b> /'mɪnɪt/ <i>n.</i> 分钟	p.14
<b>run</b> /rʌn/ <i>v.</i> 跑; 奔	p.10	<b>kilometer</b> /'kɪləmi:tə(r)/, /kɪ'lɑ:mi:tə/	
<b>walk</b> /wɔ:k/ <i>n.</i> & <i>v.</i> 行走; 步行	p.10	(= kilometre) ( <i>abbr.</i> km) <i>n.</i> 千米; 公里	p.14
<b>clean</b> /kli:n/ <i>v.</i> 打扫; 弄干净	p.10	<b>new</b> /nju:/, /nu:/ <i>adj.</i> 新的;	
<i>adj.</i> 干净的		刚出现的	p.14

<b>every</b> /'evri/ <i>det.</i> 每一; 每个	p.14	<b>hall</b> /hɔ:l/ <i>n.</i> 大厅; 礼堂	p.19
every day 每天	p.14	dining/'daɪnɪŋ/ hall 餐厅	p.19
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乘 (交通工具)	p.15	listen to ... 听……	p.19
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think of 认为	p.16	<b>outside</b> /'aʊt'saɪd/ <i>adv.</i> 在外面	
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<b>many</b> /'meni/ <i>det. &amp; pron.</i> 许多	p.17	<b>important</b> /ɪm'pɔ:(r)tnt/ <i>adj.</i> 重要的	p.20
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villager /'vɪlɪdʒə(r)/ <i>n.</i> 村民	p.17	<b>player</b> /'pleɪə(r)/ <i>n.</i> 播放机; 运动员	p.20
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		<b>water</b> /'wɔ:tə(r)/, /'wɑ:tə(r)/ <i>n.</i> 水	p.29
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		处于 (极大) 危险之中	p.29
		<b>cut</b> /kʌt/ <i>v.</i> 砍; 切	p.29
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		cut down 砍倒	p.29
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		在……上方	p.29
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Julie /'dʒu:li/ 朱莉 (女名)	p.26	any /'eni/ <i>det.</i> 任何的; 任一的	
Becky /'beki/ 贝姬 (女名)	p.30	<i>pron.</i> 任何; 任一	p.35
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<b>movie</b> /'mu:vi/ <i>n.</i> 电影	p.32	<b>delicious</b> /dɪ'liʃəs/ <i>adj.</i> 可口的;	
<b>just</b> /dʒʌst/ <i>adv.</i> 只是; 恰好	p.32	美味的	p.35
<b>house</b> /haʊs/ <i>n.</i> 房子	p.33	<b>still</b> /stɪl/ <i>adv.</i> 还; 仍然	p.35
<b>drink</b> /drɪŋk/ <i>v.</i> 喝; <i>n.</i> 饮料	p.33	<b>living</b> /'lɪvɪŋ/ room 客厅	p.35
<b>tea</b> /ti:/ <i>n.</i> 茶; 茶叶	p.33	Steve /sti:v/ 史蒂夫 (男名)	p.32
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<i>adv.</i> 在明天 <i>n.</i> 明天; 未来	p.34	Susan /'su:zən/ 苏珊 (女名)	p.33
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/'su:pəmə:rkæt/ <i>n.</i> 超市	p.34	<b>cloudy</b> /'klaʊdi/ <i>adj.</i> 多云的	p.37
<b>man</b> /mæn/ <i>n.</i> 男人; 人	p.34	<b>sunny</b> /'sʌni/ <i>adj.</i> 晴朗的	p.37
<b>host</b> /həʊst/ <i>n.</i> 主人; 东道主	p.35	<b>snow</b> /snəʊ/ <i>v.</i> 下雪 <i>n.</i> 雪	p.37
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<b>state</b> /steɪt/ <i>n.</i> 州	p.35	<b>cook</b> /kʊk/ <i>v.</i> 做饭	p.38
<b>the United States</b> /ju:naitɪd 'sterts/		<b>bad</b> /bæd/ <i>adj.</i> 坏的; 糟的	p.38
(of America)		<b>park</b> /pɑ:(r)k/ <i>n.</i> 公园	p.38
( <i>abbr.</i> the US, the USA) 美国;		<b>message</b> /'mesɪdʒ/ <i>n.</i> 信息; 消息	p.38
美利坚合众国	p.35	take a message 捎个口信; 传话	
<b>American</b> /ə'merɪkən/ <i>adj.</i> 美国的;		<b>could</b> /kʊd/ <i>modal v.</i> 能; 可以	p.38
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.....•Words and Expressions in Each Unit•.....

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<b>hot</b> /hɒt/, /hɑːt/ <i>adj.</i> 热的	p.40	<b>police</b> /pə'liːs/ <i>n.</i> 警察	p.43
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<b>visit</b> /'vɪzɪt/ <i>v.</i> 拜访; 参观	p.41	<b>hotel</b> /həʊ'tel/ <i>n.</i> 旅馆; 酒店	p.43
<b>Canada</b> /'kænədə/ <i>n.</i> 加拿大	p.41	<b>restaurant</b> /'restɒrənt/, /'restərɑːnt/ <i>n.</i> 餐馆	p.43
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Jeff /dʒef/ 杰夫 (男名)	p.38	turn right 向右转	p.46
Lucy /'luːsi/ 露西 (女名)	p.42	<b>left</b> /left/ <i>adv.</i> 向左边 <i>n.</i> 左边	p.46
Moscow /'mɒskəʊ/ 莫斯科	p.37	turn left 向左转	p.46
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到处; 大约	p.47	<b>artist</b> /'ɑ:(r)tɪst/ <i>n.</i> 艺术家	p.53
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<b>money</b> /'mʌni/ <i>n.</i> 钱	p.47	<b>each</b> /i:tʃ/ <i>det. &amp; pron.</i> 每个; 各自	p.53
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( <i>heard</i> /hɜ:(r)d/) 听到; 听见	p.65	tent /tent/ <i>n.</i> 帐篷	p.71
Carol /'kærəl/ 卡罗尔 (女名)	p.61	put up 搭起; 举起	p.71
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		<b>surprise</b> /sə(r)'praɪz/ <i>n.</i> 惊奇; 惊讶	
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		get a surprise 吃惊	p.71
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<b>camp</b> /kæmp/ <i>v.</i> 扎营; 搭帐篷	p.67	scared /skeəd/, /skerd/ <i>adj.</i> 惊慌的;	
<b>lake</b> /leɪk/ <i>n.</i> 湖; 湖泊	p.67	吓坏了的	p.71
<b>beach</b> /bi:tʃ/ <i>n.</i> 海滩; 沙滩	p.67	<b>move</b> /mu:v/ <i>v.</i> 移动	p.71
badminton /'bædmɪntən/		shout to ... 呼喊; 喊叫	p.71
<i>n.</i> 羽毛球运动	p.67	<b>start</b> /stɑ:(r)t/ <i>v.</i> 开始; 着手	p.71
<b>sheep</b> /ʃi:p/ <i>n.</i> 羊; 绵羊	p.68	<b>jump</b> /dʒʌmp/ <i>v.</i> 跳; 跃	p.71
<b>natural</b> /'nætʃərəl/ <i>adj.</i> 自然的	p.68	<b>wake</b> /weɪk/ <i>v.</i> ( <i>woke</i> /wəʊk/)	
butterfly /'bʌtə(r)flaɪ/ <i>n.</i> 蝴蝶	p.68	弄醒; 醒	p.71
<b>visitor</b> /'vɪzɪtə(r)/ <i>n.</i> 游客; 访问者	p.68	wake ... up 把……弄醒	p.71
<b>tired</b> /'taɪə(r)d/ <i>adj.</i> 疲倦的; 疲劳的	p.68	<b>into</b> /'ɪntə/ <i>prep.</i> 到……里面; 进入	p.71
<b>stay</b> /steɪ/ <i>v.</i> 停留; 待	p.68	<b>forest</b> /'fɒrɪst/, /'fɔ:ɪst/ <i>n.</i> 森林	p.71
stay up 深夜不睡; 熬夜	p.68	<b>ear</b> /ɪə(r)/, /ɪr/ <i>n.</i> 耳朵	p.71

## Irregular Verbs

Verb	Past tense	Verb	Past tense
am/is	was /wɒz, wəz/	let	let /let/
are	were /wɜ:(r)/	lose	lost /lɒst/, /lɔ:st/
bring	brought /brɔ:t/	make	made /meɪd/
buy	bought /bɔ:t/	meet	met /met/
come	came /keɪm/	pay	paid /peɪd/
cut	cut /kʌt/	put	put /pʊt/
do/does	did /dɪd/	read	read /red/
draw	drew /dru:/	ride	rode /rəʊd/
drink	drank /dræŋk/	run	ran /ræn/
drive	drove /drəʊv/	say	said /sed/
eat	ate /et/, /eɪt/	see	saw /sɔ:/
feed	fed /fed/	sell	sold /səʊld/
feel	felt /felt/	sing	sang /sæŋ/
fight	fought /fɔ:t/	sit	sat /sæt/
find	found /faʊnd/	sleep	slept /slept/
fly	flew /flu:/	speak	spoke /spəʊk/
forget	forgot /fə'gɒt/, /fə'gɑ:t/	spend	spent /spent/
get	got /gɒt/, /gɑ:t/	stand	stood /stʊd/
go	went /went/	swim	swam /swæm/
grow	grew /gru:/	take	took /tu:k/
have/has	had /hæd, həd/	teach	taught /tɔ:t/
hear	heard /hɜ:(r)d/	tell	told /təʊld/
keep	kept /kept/	think	thought /θɔ:t/
know	knew /nju:/	wear	wore /wɜ:(r)/
leave	left /left/	write	wrote /rəʊt/

# 后 记

本册教科书是人民教育出版社课程教材研究所英语课程教材研究开发中心依据教育部《义务教育英语课程标准》（2011年版）编写的，经国家基础教育课程教材专家工作委员会2012年审查通过。

本册教科书集中反映了基础教育教科书研究与实验的成果，凝聚了参与课改实验的教育专家、学科专家、教研人员以及一线教师的集体智慧。我们感谢所有对教科书的编写、出版提供过帮助与支持的同仁和社会各界朋友，以及整体设计艺术指导吕敬人等。

本册教科书出版之前，我们通过多种渠道与教科书选用作品（包括照片、画作）的作者进行了联系，得到了他们的大力支持。对此，我们表示衷心的感谢！但仍有部分作者未能取得联系，恳请入选作品的作者与我们联系，以便支付稿酬。

我们真诚地希望广大教师、学生及家长在使用本册教科书的过程中提出宝贵意见，并将这些意见和建议及时反馈给我们。让我们携起手来，共同完成义务教育教材建设工作！

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