



义务教育教科书

英语

English

八年级上册

 译林出版社

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英语(八年级上册)

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致同学

欢迎来到我们的英语学习乐园。这里有新鲜、丰富的话题，纯正、规范的语言，有趣、多样的练习。这是教材，但又不仅仅是教材。

在这里，我们将通过参与、探究和合作等实践方式，学会如何用英语与他人交流，表达自己的思想。在这里，我们将领略别样文化，体验异域风情，探寻更广阔的学习天地。

这是埃迪 (Eddie) ，这是霍波 (Hobo) ，他俩将伴随我们一起走过三年的学习时光。本学期我们共学习八个单元。每单元开篇的卡通画 (Comic strip) 以风趣的漫画、简洁的对白带我们开始新单元的学习。接下来的导入 (Welcome to the unit)，一组图片、一段对话，会激活我们关于单元话题已有的知识储备。阅读 (Reading) 是我们的重点学习板块。在本学期的学习中，我们一起聊聊和好朋友的相处，了解中西方学校生活的差异，分享一天出行的见闻，也可以在家体验DIY的乐趣；我们还会结识可爱的动物朋友，一起关注濒危动物，认识大自然的四季轮回和气候变换，了解自然灾害、意外事故以及基本的急救措施，远离可能遇到的危险。语法板块 (Grammar) 主要梳理本单元出现的重点语言现象，帮助我们更好地掌握语法规则。综合技能 (Integrated skills) 中的听、说、读、写训练，着重培养我们的语言综合运用能力。学习技能 (Study skills) 介绍一些具体的学习方法，本册我们将学习分类法记忆单词的技巧和前缀、后缀、合成等构词法的知识，从而能够快速、准确地记忆单词。学完一个单元，大家一定跃跃欲试，想动手写一写吧！任务板块 (Task) 引导我们整理思路、组织语言，再落笔成文。最后，通过自我评价 (Self-assessment)，我们将体验收获的快乐。如果还想接受更高的挑战，每个模块 (四个单元) 之后的课题 (Project) 是我们大显身手的好地方！

现在，让我们放松心情，一起走进这个乐园吧。祝大家学习愉快！

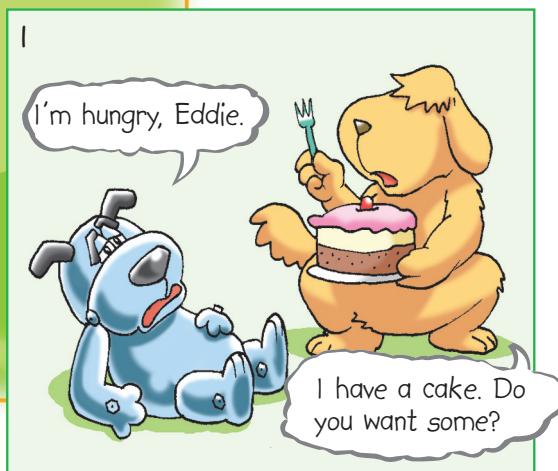
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Unit 1

Friends



My best friend

What qualities are important in good friends? Teenagers magazine is inviting teenagers to write about their best friends.

Task

Write about your best friend.



Welcome to the unit

Qualities of a good friend

A Daniel is reading about a writing competition in Teenagers magazine. He is matching the qualities on the left with the questions on the right. Help him write the correct letters in the boxes.

- | | | |
|---|----------------|--------------------------------|
| 1 | helpful | <input type="text" value="d"/> |
| 2 | honest | <input type="text"/> |
| 3 | keeps a secret | <input type="text"/> |
| 4 | makes me happy | <input type="text"/> |
| 5 | shares my joy | <input type="text"/> |

What makes your friend so special?

- | | |
|----------|---|
| a | Does he/she care about you when you are sad? |
| b | Do you talk to him/her when you are happy? |
| c | Can you tell him/her everything about yourself? |
| d | Is he/she ready to help when you have problems? |
| e | Do you believe what he/she says? |

Write to Teenagers magazine about your best friend!



B Daniel and Amy are talking about what qualities are important in good friends. Work in pairs and talk about what qualities you think are important. Use the conversation below as a model. The words in the box may help you.

clever
honest

good-looking
interesting

helpful
polite

humorous
tidy

Daniel: What makes good friends, Amy?

Amy: Well, good friends should be honest. You can trust them because they never tell lies.

Daniel: Yes, that's very important. I think good friends should be interesting too. They can also tell you funny jokes.

Amy: Yes, that's true. I also think good friends should be helpful.

Daniel: I agree.



A Best friends



Teenagers magazine is inviting teenagers to write about their best friends for the writing competition. Read the following entries.

Betty is one of my best friends. She is slim and has short hair.

Betty is generous. She is
 5 *willing to share things with her friends. She is also helpful and ready to help people any time. She helps me with my homework and she always*
 10 *gives her seat on the bus to someone in need.*

Betty has a good voice. She wants to be a singer when she grows up.

15 *My best friend is Max. He is the tallest boy in our class—almost 1.75 metres. He wears small round glasses. They make him look smart.*

20 *Max has a good sense of humour. He tells funny jokes and always makes me laugh. I never feel bored with him.*

Max's legs are very long. They do
 25 *not fit well under his desk. When he walks past our desks, he often knocks our books and pens onto the floor.*

Max is so interesting!

30 *May is my best friend. She is shorter than I am. She has big bright eyes and long straight hair. Everyone thinks she is pretty.*

May is sweet. She smiles often and never says a bad word about anyone.

May is a true friend. When something worries me, I can always go
 35 *to her. I can tell her anything because she can keep a secret.*

B Who would you choose as your best friend?

B1 ▶ Mr Zhou, the editor of Teenagers magazine, is making profiles of Betty, Max and May. Help him complete the information below.

Name: Betty
Looks: (1) _____
 has (2) _____ hair
Personality: (3) _____ and helpful



Name: Max
Looks: the (4) _____ in his class
 wears small round (5) _____
Personality: has a good sense of (6) _____



Name: May
Looks: has big (7) _____ eyes
 has long (8) _____ hair
Personality: (9) _____
 can keep a (10) _____



B2 ▶ Mr Zhou wants to make some notes of Betty, Max and May. Read the sentences. Write a **T** if a sentence is true or an **F** if it is false.

- 1 Betty is kind to old people only. _____
- 2 Betty wants to be a singer in the future. _____
- 3 Max looks smart in his small round glasses. _____
- 4 Max is not good at telling jokes. _____
- 5 May is sweet and pretty. _____
- 6 May likes to say bad things about her friends. _____

B3 ▶ Mr Zhou is writing about Betty, Max and May. Help him write the correct names in the boxes and find some related details in the three entries.

1

is sweet. _____

2

is humorous. _____

3

is helpful. _____

B4 ▶ Mr Wu is asking the students who they would choose as their best friends. Complete the conversation with the words in the box.

- feel bored
- keep a secret
- ready to help
- share
- tell funny jokes
- worries

Mr Wu: Who would you choose as your best friend, Suzy?

Suzy: I'd choose May. I can go to her when something ⁽¹⁾ _____ me. I can tell her anything because she can ⁽²⁾ _____.

Mr Wu: Yes, she's kind and sweet. And you, Simon?

Simon: I'd choose Max. He can ⁽³⁾ _____, so I'll never ⁽⁴⁾ _____ with him.

Mr Wu: Yes, Max is interesting. And how about you, Sandy?

Sandy: I'd choose Betty. She's willing to ⁽⁵⁾ _____ things with her friends and is ⁽⁶⁾ _____ people any time.





Grammar

Comparative and superlative adjectives

TIP

Short adjectives are adjectives with one or two syllables, e.g. **clean, heavy**.

Long adjectives are adjectives with three or more syllables, e.g. **beautiful, interesting**.

We use comparatives + **than** to compare two people or things. We usually add **-er** to short adjectives and use **more** with long adjectives to form comparatives.

She is **shorter than** I am.

My book is **more interesting than** his.

We use **the** + superlatives to compare three or more people or things. We usually add **-est** to short adjectives and use **most** with long adjectives to form superlatives.

He is **the tallest** boy in our class.

This is **the most expensive** computer in the shop.

We form comparative and superlative adjectives like this:

| Adjective | Comparative | Superlative |
|---|--|--|
| Most short adjectives | + er | + est |
| long small | → longer → smaller | → longest → smallest |
| Short adjectives ending in e | + r | + st |
| fine nice | → finer → nicer | → finest → nicest |
| Short adjectives ending in a consonant + y | – y + ier | – y + iest |
| easy pretty | → easier → prettier | → easiest → prettiest |
| Short adjectives ending in a vowel + a consonant | double the consonant + er | double the consonant + est |
| big slim | → bigger → slimmer | → biggest → slimmest |
| Long adjectives | more + | most + |
| beautiful important | → more beautiful → more important | → most beautiful → most important |
| Irregular adjectives | replace the word | replace the word |
| good bad | → better → worse | → best → worst |




A class profile

A Daniel is writing about his classmates. Help him complete the following table with the correct adjectives.

TIP We can add **-er, -est** or **more, most** to the following adjectives with two syllables.
clever
handsome
polite
simple
stupid

| Adjective | Comparative | Superlative | Adjective | Comparative | Superlative |
|-----------|-------------|-------------|-------------|-------------|-------------|
| clean | cleaner | cleanest | thin | | |
| short | | | sad | | |
| cute | | | difficult | | |
| happy | | | interesting | | |
| lazy | | | good | | |
| big | | | bad | | |

B Daniel has made a profile of his classmates. Read the profile and complete his notes.

| | Millie | Sandy | Amy | Peter | Kitty | Simon |
|--|--------|-------|------|-------|-------|-------|
| Height (cm) | 157 | 170 | 160 | 173 | 155 | 171 |
| Weight (kg) | 45 | 50 | 44 | 55 | 40 | 53 |
| 50 m swimming (sec.)  | 40 | 38 | 30 | 34 | 36 | 35 |
| Drawing competition  | 9/10 | 10/10 | 9/10 | 5/10 | 6/10 | 8/10 |
| English test  | 10/10 | 8/10 | 9/10 | 6/10 | 8/10 | 7/10 |

- Simon is taller than (tall) Sandy.
- Peter is _____ (tall) of the six students.
- Sandy is _____ (heavy) Millie.
- Peter is _____ (heavy) of the six students.
- Among the six students, Millie is _____ (slow) swimmer.
- Amy is _____ (fast) swimmer of the six students.
- Millie's drawing is _____ (beautiful) Peter's.
- Sandy's drawing is _____ (beautiful) in her class.
- Millie's English is _____ (good) Simon's. Millie's English is _____ (good) in her class.

Work out the rule!

We put **than** _____ (before, after) comparatives.

We put **the** _____ (before, after) superlatives.



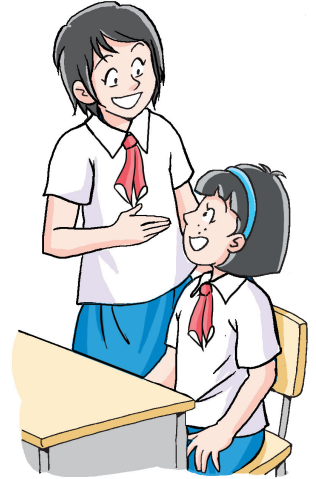
Integrated skills

A Future plans



A1 Nora is talking to Amy about her future plans. Listen to their conversation. Help Nora put a tick (✓) in the correct boxes in the table below.

| I would like to ... | |
|---------------------------------|--|
| be an artist | |
| be famous | |
| meet different people | |
| make friends | |
| listen to people carefully | |
| help people with their problems | |
| make people happy | |
| travel around the world | |



A2 Nora is writing about her future plans in her diary. Look at the table in Part A1. Help Nora complete her diary entry.

Dear Diary,

Today Amy and I talked about our future plans.

I would like to be a social worker when I grow up.

I am always kind to people. I have many friends at school. I like to

(1) _____ a lot of people and make (2) _____

with them. I can (3) _____ to people carefully and help

them with their (4) _____. I will be happy if I can

make other people (5) _____.



A3 Sandy is writing about her future plans in her diary too. Listen to her conversation with Daniel. Help Sandy complete her diary entry.

Dear Diary,

I love drawing and I would like to be ⁽¹⁾ _____ when I grow up.

Among all the Chinese artists, I like ⁽²⁾ _____ best.

His pictures of ⁽³⁾ _____ are beautiful works of art.

I want to be as ⁽⁴⁾ _____ as he is.

I want to travel around the world and learn more about

⁽⁵⁾ _____ some day.

B Speak up: What's he like?



A3 Sandy is telling her neighbour Helen about her friends. Work in pairs and tell your partner about your friends. Use the conversation below as a model.

Helen: Who's the boy on the left?

Sandy: Oh, this is Peter. He's the tallest in my class.

Helen: What's he like?

Sandy: He's clever and humorous. He often tells us funny jokes.

Helen: Who's the girl next to Peter?

Sandy: She's Lucy. She's a small girl with a ponytail.

Helen: What's she like?


Sandy: She's shy and quiet.



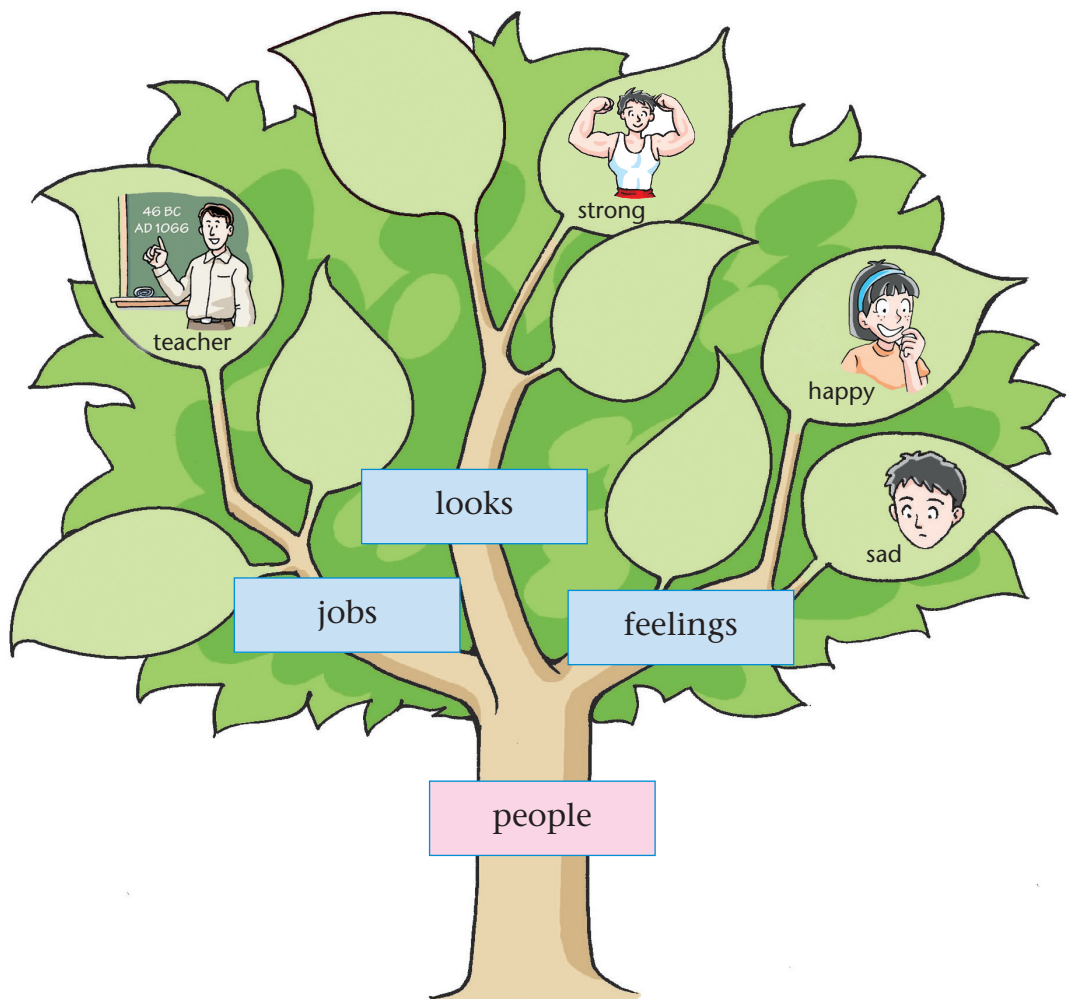
How to remember words

Can you remember new words quickly? A vocabulary tree can help you.

- Put the words into different groups, e.g. jobs, looks and feelings. Then write the group names on the branches.
- Write down the words on the leaves of each branch.
- Draw pictures of the words to help you remember their meanings if necessary.

 Look at the vocabulary tree below. Complete it by writing the words on the correct leaves.

| | | | | |
|--------|---------|--------|-------|-----------|
| afraid | angry | bored | cook | cute |
| doctor | excited | lovely | nurse | policeman |
| pretty | slim | tall | tired | waiter |





Task

My best friend

A Daniel is going to take part in the writing competition. Here is a list of words that he can use to describe different people. Read the list.

| Words about people | |
|--------------------|---|
| Face | long, round, square, small |
| Eyes | big, small, round, bright, smiling |
| Nose | big, small, long, short, straight |
| Hair | black, dark brown, long, short, straight |
| Looks | beautiful, pretty, good-looking, handsome, lovely, cute, short, tall, fat, slim, smart, strong |
| Personality | clever, smart, polite, friendly, kind, generous, hard-working, helpful, honest, humorous, patient |




B You also want to write an article about your best friend. Prepare some notes of him or her. Then use the outline below to help you organize your ideas.

Introduction
Say who your best friend is.

Main body
Describe his/her looks and personality.

Conclusion
Write about his/her future plans.





Read Daniel's article about his best friend Kate.

Kate is both my neighbour and my best friend. I first met her five years ago.

Kate is tall and slim. She has long hair. She has a round face and a small nose. I like her bright smiling eyes. They make her look really pretty and kind.



Kate is a friendly girl. She always has a smile on her face and looks happy. She likes to help people. She helps me with my homework and she is very patient. When I feel bored or unhappy, I often go to her. She will talk to me and tell me interesting things.

Kate wants to work with children. She would like to be a teacher when she grows up. I think she will make an excellent teacher.



Now write your own article about your best friend. Use your notes and the outline on page 16 to help you.



Self-assessment

| I have learnt | Details | Result |
|---|---------|--------|
| 1 three passages about friends. | | |
| 2 to use the new words to describe my friends. | | |
| 3 to use comparative and superlative adjectives. | | |
| 4 to use a vocabulary tree to remember new words. | | |

Result: 😊 Excellent!

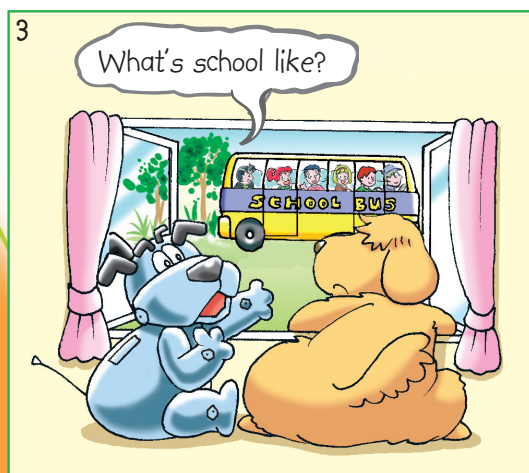
😊 Good!

😊 Not bad!

I need to spend more time on _____.

Unit 2

School life



Ideal schools



The Class 1, Grade 8 students are learning about schools around the world. They are also writing about their ideal school.

Task

Complete a questionnaire and write about your ideal school.




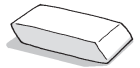
Welcome to the unit

Different words for the same thing

A People in the UK and the USA sometimes use different words to refer to the same thing. Match the words on the left with the words on the right. Write the correct letters in the blanks. Then write the correct words under the pictures below.

| British English  | |
|---|----------|
| 1 | biscuit |
| 2 | autumn |
| 3 | lorry |
| 4 | film |
| 5 | football |
| 6 | holiday |
| 7 | garden |
| 8 | rubber |
| 9 | shop |

| American English  | |
|--|----------|
| a | eraser |
| b | soccer |
| c | vacation |
| d | cookie |
| e | fall |
| f | store |
| g | truck |
| h | yard |
| i | movie |



 _____


 _____


 _____

 _____

 _____

 _____

 _____

 _____

 _____

 _____



B It is Friday afternoon. Daniel and Simon are chatting after school. Read their conversation. Underline the British words and write the American words above them.

Daniel: Hi, Simon. Where are you going?

Simon: I'm going to buy a toy lorry for my cousin in the shop near our school.

Daniel: I'll go with you. I'd like to buy some biscuits.

Simon: Do you have any plans for the weekend?

Daniel: I want to see a film. Shall we go together?

Simon: I'd love to, but the school football team will practise this Saturday. We have an important match this autumn.



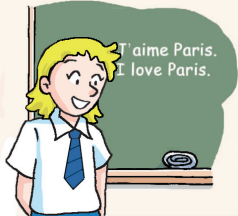


A School lives



Daniel is visiting an online club called *Schools Around the World*. Here are two articles on the website about different school lives.

Schools Around the World Club



Life in a British school

Hi, everybody.

My name is Nancy. I am in Year 8 at Woodland School near London. It is a mixed school. Boys and girls have lessons together. Among all my subjects, I like French

5 best. Learning foreign languages is fun.

Our school has a Reading Week every year. During the week, we can borrow more books from the school library. We can also bring in books and magazines from home. I often read more books than my classmates. Near the end of the week, we discuss the books with our classmates in

10 class. Time seems to go faster when we are reading interesting books.

Life in an American school

Hi guys.

I'm John and I'm 14 years old. I'm in the 8th grade at Rocky Mountain High School near Denver.


Every Monday, I go to the Buddy Club. In the club,

15 older students help new students learn more about the school. My friend Tony is in the 12th grade. He often listens carefully to my problems and offers me help. He is my hero.

We have different classes every day. On Friday afternoon,

20 our school ends earlier than usual. My friends and I often do sports together.

Twice a week, I play baseball after school. I love this game and practice hard every time. Our team won two games last month.

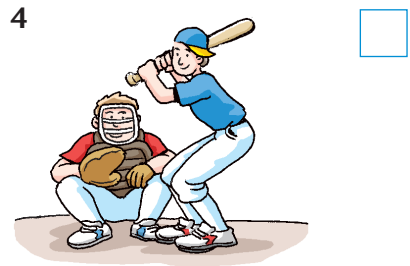


B Schools in different countries

B1 Daniel does not know the meanings of some words in the articles. Help him match the words on the left with the meanings on the right. Write the correct letters in the blanks.

- | | | |
|---------------------|-------|--------------------------------------|
| 1 foreign (line 5) | _____ | a talk about something |
| 2 language (line 5) | _____ | b give something to someone |
| 3 discuss (line 9) | _____ | c be best or first in a competition |
| 4 offer (line 17) | _____ | d not in or from your own country |
| 5 win (line 23) | _____ | e words used in speaking and writing |

B2 Daniel found some pictures of Nancy's and John's schools. First, help him complete the description of each picture. Then put an **N** in the box if the picture shows Nancy's school and a **J** if it shows John's school.



- In a _____ school, boys and girls study _____.
- In the _____, older students help new students learn more about _____.
- During _____, students can _____ from the library and can bring in _____ from home.
- Some students _____ after school and they _____ every time.

B3 Daniel wrote about schools in the two countries. However, he made some mistakes. Write a **T** if a sentence is true or an **F** if it is false.

- 1 Both Nancy and John are Grade 8 students. _____
- 2 Nancy’s favourite subject is English. _____
- 3 There is a Reading Week at Nancy’s school every year. _____
- 4 Nancy always brings in more books than her classmates. _____
- 5 The classes at John’s school are not the same every day. _____
- 6 John and his friends often go shopping on Friday afternoon. _____

B4 On the way home, Daniel tells Kitty about John’s school life. Complete their conversation with the words in the box.

baseball ends hero offers sports twice won

Daniel: I read an article by a boy from the USA. His name is John. He’s in the 8th grade.

Kitty: Really? What’s his school life like?

Daniel: Every Monday, he goes to the Buddy Club. His friend Tony is in the 12th grade. Tony listens to John’s problems and ⁽¹⁾ _____ him help. He’s John’s ⁽²⁾ _____.

Kitty: What else do you know about John?

Daniel: On Friday afternoon, their school ⁽³⁾ _____ earlier than usual. They often do ⁽⁴⁾ _____ together.

Kitty: Does John like sports?

Daniel: Yes. His favourite sport is ⁽⁵⁾ _____. He plays it ⁽⁶⁾ _____ a week. Their team ⁽⁷⁾ _____ two games last month.





Grammar

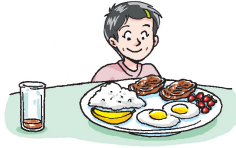
A Comparing the amount of things

TIP

We use **fewer** and **the fewest** with countable nouns, and **less** and **the least** with uncountable nouns. We use **more** and **the most** with both countable and uncountable nouns.

We can compare the amount of things using **more ... than**, **fewer ... than** and **less ... than**. We use **the most** for the largest amount and **the fewest/the least** for the smallest amount.

Millie



Daniel



Kitty



Millie has **more** tomatoes than Daniel.

Millie has **less** rice **than** Daniel.

Millie has **fewer** bananas **than** Kitty.

Kitty has **the most** eggs.

Daniel has **the fewest** tomatoes.

Millie has **the least** juice.

Comparing school lives

A1 Daniel wants to compare his school life with Nancy's and John's. Look at the table below. Help Daniel complete his sentences.

| | Nancy | John | Daniel | Me |
|--------------------|---------|---------|--------|----|
| Subjects | 6 | 8 | 12 | |
| Clubs | 3 | 2 | 4 | |
| Free time each day | 4 hours | 3 hours | 1 hour | |

- John studies _____ subjects than Nancy, but he studies _____ subjects than me. I study the _____ subjects among the three of us.
- Nancy is in _____ clubs than John, but she is in _____ clubs than me. John is in the _____ clubs among the three of us.
- I have _____ free time than John, but Nancy has _____ free time than John. Among the three of us, I have the _____ free time and Nancy has the _____ free time.

A2 What is your school life like? Complete the last column in Part A1 with your own information. Make sentences to compare your school life with Nancy's, John's and Daniel's.

B Comparative and superlative adverbs

TIP

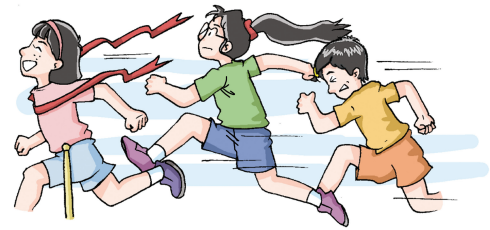
The following adverbs have the same form as the adjectives.
early far fast
hard high late
long near

We can form comparative and superlative adverbs in the same way we form comparative and superlative adjectives.

Millie came third in the race. She ran **fast**.

Sandy came second in the race. She ran **faster than** Millie.

Amy came first in the race. She ran **the fastest**.



We form comparative and superlative adverbs like this:

| Adverb | Comparative | Superlative |
|----------------------|---|---|
| Most short adverbs | + er | + est |
| hard high | → harder → higher | → hardest → highest |
| Long adverbs | more + | most + |
| quickly carefully | → more quickly → more carefully | → most quickly → most carefully |
| Irregular adverbs | replace the word | replace the word |
| well badly far | → better → worse → further/farther | → best → worst → furthest/farthest |

My classmates

Daniel is writing about his classmates. Help him complete his sentences with the correct forms of the words in brackets.

- 1 Sandy draws _____ (well). She draws _____ (well) than any other student in my class. She draws _____ (well) of us all.
- 2 David jumps _____ (high). He jumps _____ (high) than any other of my classmates. He jumps _____ (high) in my class.
- 3 Amy swims _____ (fast). She swims _____ (fast) than all my other classmates. She swims _____ (fast) in my class.
- 4 Millie writes _____ (quickly). She writes _____ (quickly) than the other students in my class. Millie writes _____ (quickly) of us all.



Integrated skills

A Comparing schools



A1 Daniel is writing an article about different schools. Listen to him introducing Sunshine Middle School and complete the first column in the table below.

| | Sunshine Middle School | Woodland School | Rocky Mountain High School |
|--|------------------------|-----------------|----------------------------|
| Number of students | | | |
| Number of teachers | | 66 | |
| How long is the summer holiday? | | | |
| How much time do students spend on homework every day? | | | |
| Do students wear uniforms? | | / | |
| Do students do morning exercises? | yes | / | no |



A2 Sandy is helping Daniel collect information on the Internet about other schools. Listen to their conversation and complete the rest of the table above.

A3 Help Daniel complete his article with the information in Part A1.

Woodland School is smaller than Rocky Mountain High School. There are ⁽¹⁾ _____ (more/fewer/less) teachers and ⁽²⁾ _____ (more/fewer/less) students at Woodland School than at Rocky Mountain High School. Sunshine Middle School has ⁽³⁾ _____ (more/fewer/the most) teachers and students of the three.

Chinese students have ⁽⁴⁾ _____ (more/fewer/less) weeks off for the summer holiday than British students. British students spend ⁽⁵⁾ _____ (more/fewer/less) time doing homework than Chinese students. Among the three schools, American students spend ⁽⁶⁾ _____ (the least/few/less) time on homework, and they have ⁽⁷⁾ _____ (long/longer/the longest) summer holiday. Chinese students spend ⁽⁸⁾ _____ (the most/the fewest/the least) time on homework. They work ⁽⁹⁾ _____ (hard/harder/the hardest).

A4 Daniel, John and Nancy are chatting online about their schools. Match the sentences with the correct people. Use the information in Part A1 on page 25 to help you.

Daniel, John & Nancy

1

Nancy

: My school has fewer weeks off for the summer holiday than Daniel's.

2

: Students at my school do not wear uniforms.

3

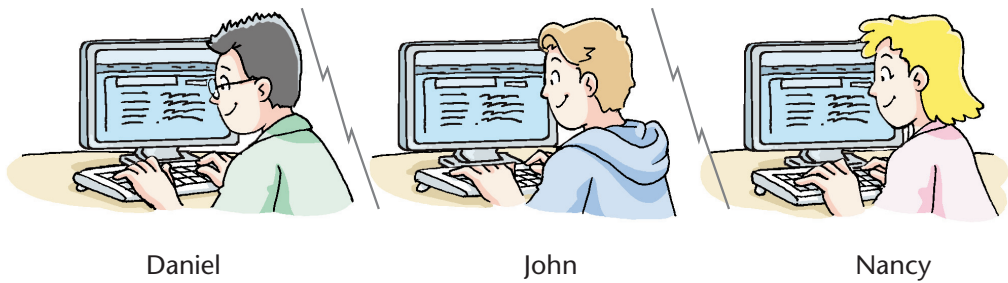
: I spend less time doing homework than Nancy.

4

: My school has the most students.

5

: My school has the fewest teachers.



B Speak up: Simon spends the most time on his hobbies.



The Class 1, Grade 8 students are talking about the time they spend on their hobbies. Work in groups and talk about your hobbies. Use the conversation below as a model.

Millie: How much time do you spend on your hobbies every day, Daniel?

Daniel: About one hour. Half an hour for playing computer games and another half an hour for playing chess.

Millie: Really? I have only half an hour for my hobbies at most. I often do some reading. How about you, Simon?

Simon: About two hours for sports. And you, Amy?

Amy: Usually I go swimming for about half an hour.

Millie: OK. Among the four of us, Simon spends the most time on his hobbies, and Daniel spends more time on his hobbies than Amy and I.



The suffix -ly

A suffix is a letter or a group of letters that we add to the end of a word to form a new word. We can add **-ly** to some adjectives to form adverbs. We can also add **-ly** to some nouns to form adjectives.

TIP

For some adjectives ending in **y**, we change the **y** to **ily** to make adverbs.
happy → happily

| Adjective | Adverb |
|-----------|---------|
| real | really |
| bad | badly |
| usual | usually |

| Noun | Adjective |
|--------|-----------|
| friend | friendly |
| day | daily |
| week | weekly |

TIP

The following words are also adverbs.
daily
weekly
monthly



A Add **-ly** to each of the words in the box on the left. Then put them in different groups. You may use a dictionary.

careful day
easy love
month quick
slow usual
week year

| Adjective → Adverb | Noun → Adjective |
|--------------------|------------------|
| | |



B Millie is writing in her diary. Complete her entry with the correct forms of the words in brackets.

Today we had an English test. We have a ⁽¹⁾ _____ (month) test on each subject. I looked through the questions ⁽²⁾ _____ (quick). I could ⁽³⁾ _____ (easy) answer all of them.

To me, learning foreign languages is ⁽⁴⁾ _____ (real) fun. I read English newspapers and magazines every day. I read very ⁽⁵⁾ _____ (slow) at first, but I am doing better now. I also keep writing in English about my ⁽⁶⁾ _____ (day) life. I learn to use English better this way. ⁽⁷⁾ _____ (usual) I watch English videos at weekends. I always have a ⁽⁸⁾ _____ (love) time!



Task

My ideal school

A What do you like or dislike about your school? Read the questionnaire below and write your answers.

Questionnaire

1

What time does your school start?

2

Do you think this is too early or too late?

3

When do you finish school?

4

Do you think this is too early or too late?

5

How long is lunchtime at your school?

6

Do you like your school uniform? Why or why not?

7

Below are some subjects, sports and after-school activities. Put a tick (✓) in the box next to the ones you like.

Subjects

☐ Chinese

☐ English

☐ Geography

☐ History

☐ Maths

☐ Physics

☐

Sports

☐ Badminton

☐ Basketball

☐ Football

☐ Table tennis

☐ Tennis

☐ Volleyball

☐

Clubs

☐ Art Club

☐ Chess Club

☐ Dance Club

☐ English Club

☐ Reading Club

☐ Singing Club

☐

8

How often do you go on school trips?

9

Do you think your school is a good one? Why or why not?

Useful expressions

- My ideal school starts at ... and finishes at
- We have an hour for
- I have ... because I think ... is very interesting.
- I love ..., so I have ... every day.
- There is
- We have lots of
- Every ..., we go on a school trip.



B Read Daniel's article about his ideal school.


My ideal school

My ideal school starts at 9 a.m. and finishes at 3 p.m. We do not need to get up early, and we have lots of time for after-school activities. We only have an hour of homework every day.

We have an hour for lunch. There is a big clean dining hall. We have lunch and chat there. We listen to music at lunchtime. We wear school uniforms, but we do not wear ties.

Our classes are quite small. There are about 20 students in each class. We can choose subjects to study. I have Maths because Maths is very interesting. I love computers, so I have computer lessons every day.

There is a big library, a football field and a swimming pool. We have lots of clubs and after-school activities. Every month, we go on a school trip. We always have fun.



C Write an article about your ideal school. Use the information in Part A to help you. Then read your article to your partner.



Self-assessment

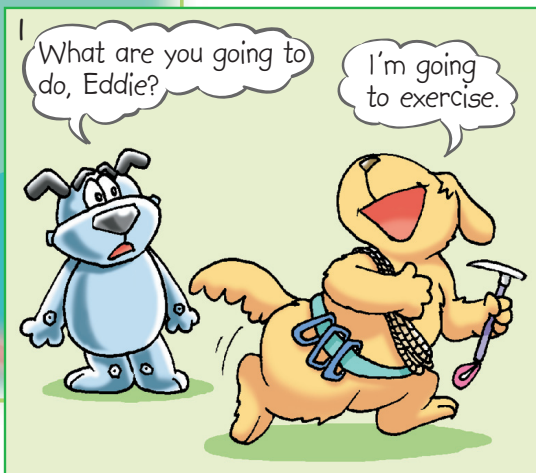
| I have learnt | Details | Result |
|---|---------|--------|
| 1 about different school lives. | | |
| 2 to use the new words to talk about my school life. | | |
| 3 to compare the amount of things. to use comparative and superlative adverbs. | | |
| 4 the suffix -ly . | | |

Result: 😊 Excellent! 😊 Good! 😊 Not bad!

I need to spend more time on _____.

Unit 3

A day out



Let's go!

Kitty's cousin Linda is visiting Sunshine Town. Find out where Linda, Kitty and her classmates went and what happened there.

Task

Make a plan for a day trip and write an invitation letter to your classmates.



Welcome to the unit

Where are they?

A Amy and Simon are reading some postcards from their friends. Read the back of the postcards and match them with the correct pictures. Write the correct letters in the boxes.

1 ☐

2 ☐

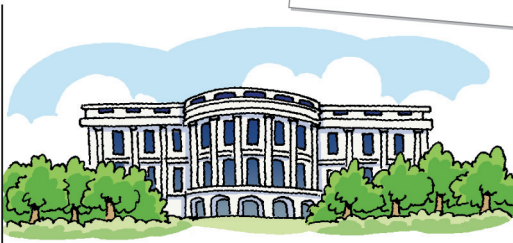
3 ☐

Hi Amy,
Yesterday I took a boat trip under the famous Harbour Bridge and went past the Sydney Opera House. I'm having a great time in Australia!
Take care!
Nick

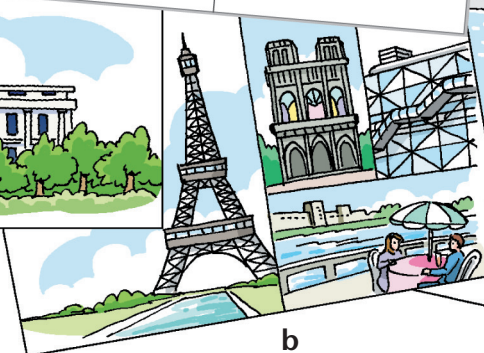
Hi Amy,
We're sitting in a little coffee shop by the River Seine. We're going to the top of the Eiffel Tower this afternoon!
All the best,
Leo

Hi Simon,
I saw the White House today. It is a beautiful building with a big garden and many trees. The President of the USA lives there.
See you soon,
Jane

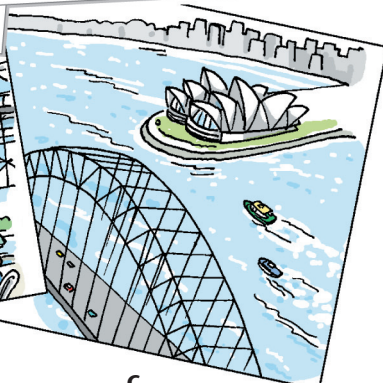
Simon
Flat 01, 6/F, Block 3
City Garden
Ninth Street
Sunshine Town
Beijing 100000
China



a



b



c



B Simon searched on the Internet for some information about places of interest around the world. He is answering Amy's questions. Work in pairs and talk about the places you are interested in. Use the conversation below as a model.

TIP We use **How tall/high** to ask about height.

Amy: How long is the Golden Gate Bridge?

Simon: It's very long, about 1.7 miles.

Amy: How wide is the bridge?

Simon: It's 90 feet wide.

Amy: The bridge is made of steel, isn't it?

Simon: Yes, and it weighs over 100,000 tons.

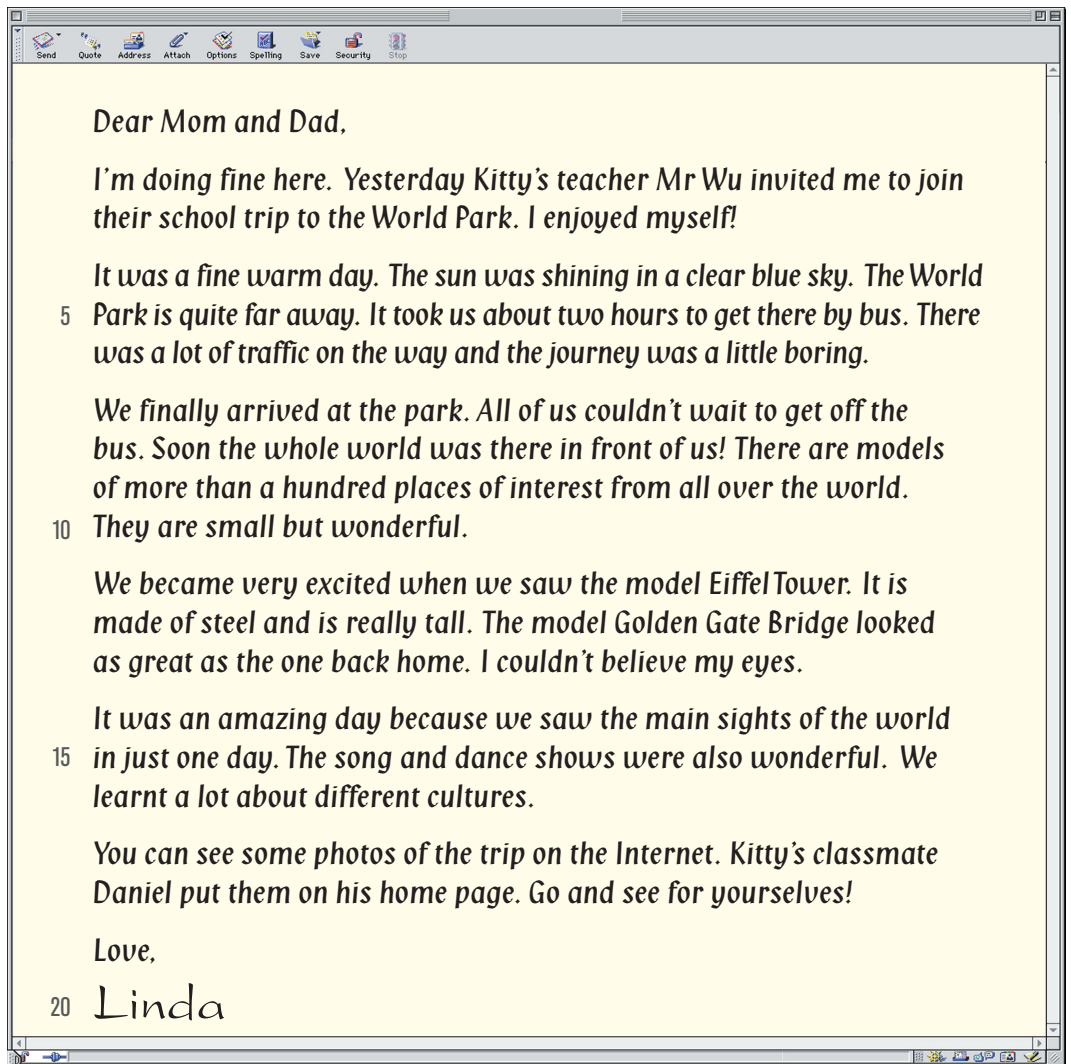




A Around the world in a day!



Linda comes from the USA. She is visiting her cousin Kitty. She went to the World Park with the Class 1, Grade 8 students yesterday. Here is Linda's email to her parents about the trip.



B A fun day out

B1 Kitty wants to know the meanings of some words in Linda's email. Help Kitty match the words on the left with the meanings on the right. Write the correct letters in the blanks.

- | | | |
|----------------------|-------|----------------------|
| 1 join (line 2) | _____ | a full |
| 2 journey (line 6) | _____ | b get to a place |
| 3 boring (line 6) | _____ | c places of interest |
| 4 finally (line 7) | _____ | d take part in |
| 5 arrive at (line 7) | _____ | e not interesting |
| 6 whole (line 8) | _____ | f a long trip |
| 7 main (line 14) | _____ | g after a long time |
| 8 sights (line 14) | _____ | h most important |

B2 Kitty is trying to make some notes of the trip. Help her complete the notes below.

Our school trip

Date: (1) 10 October

Place: (2) _____

Weather: (3) _____ warm day

(4) _____ sun and

(5) _____ blue sky

How to go: by (6) _____

About the park: models of more than (7) _____

places of interest from all over the world

(8) _____ shows



B3 Here are some descriptions of the school trip. Write a **T** if a sentence is true or an **F** if it is false.

- 1 Linda and Kitty went to the World Park by themselves. _____
- 2 Linda did not enjoy the day very much. _____
- 3 It took the students half an hour to get to the park. _____
- 4 The models in the park are small but wonderful. _____
- 5 The model Eiffel Tower is made of wood. _____
- 6 The model Golden Gate Bridge looked just like the real one in the USA. _____

B4 Kitty and Daniel are chatting online. Complete their conversation with the words from Linda's email on page 32.

Kitty, Daniel

Kitty: It was a great day yesterday. Linda really ⁽¹⁾ _____. :-)

Daniel: But the journey was a little ⁽²⁾ _____, and there was too much ⁽³⁾ _____ on the way. :-(

Kitty: True, but when we saw the models, we became ⁽⁴⁾ _____. Linda couldn't ⁽⁵⁾ _____ when she saw the model Golden Gate Bridge. It looked ⁽⁶⁾ _____ the one in her country.

Daniel: Yes. It was amazing to see the ⁽⁷⁾ _____ of the world in a day, and it was also great to learn a lot about different ⁽⁸⁾ _____.

Kitty: Did you take any photos, Daniel?

Daniel: Yes, I took some. You can see them on my ⁽⁹⁾ _____.

Kitty: Great. So Linda's parents can see them too. :-)





Grammar

A Using as ... as

TIP

not as ... as
= not so ... as

We use **as ... as** to say that people or things are the same in some ways.


Mr Wu is **as** happy **as** the two girls.

We use **not as ... as** to say that people or things are not the same in some ways.

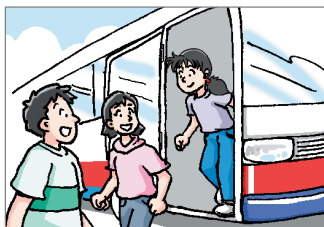
The two girls are **not as** tall **as** Mr Wu.

= The two girls are **shorter than** Mr Wu.



 Linda is sending some pictures to her parents via email. Complete her sentence under each picture with **as ... as** or **not as ... as**.

1



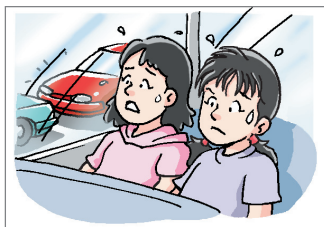
The bus is _____
(comfortable) those in the USA.

2



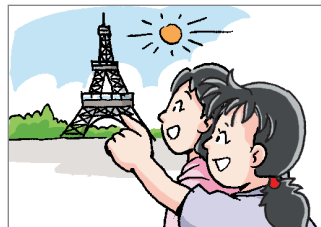
Mr Wu is _____ (kind)
a friend.

3



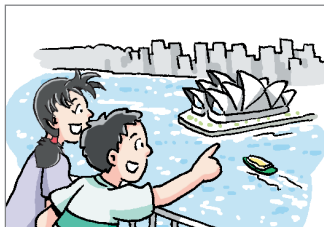
The journey is _____
(not interesting) the visit.

4



The model Eiffel Tower is _____ (not tall) the
real one in France.

5



The model Sydney Opera House
looks _____
(wonderful) that in Australia.

6



The song and dance shows are _____ (good) the
models in the park.

B Reflexive pronouns

We use reflexive pronouns when the subject and the object are the same person or thing.


Linda enjoyed **herself** in the park.

Linda’s parents will go and see the photos for **themselves**.

| Reflexive pronouns | Singular | Plural |
|--------------------|----------|------------|
| | myself | ourselves |
| | yourself | yourselves |
| | himself | themselves |
| | herself | |
| | itself | |

TIP Note the spellings of the singular form **-self** and the plural form **-selves**.

What happened at South Hill?

 The students are at South Hill. Read about Linda and Simon’s secret. Complete the sentences with the correct reflexive pronouns.

1 You can go and enjoy (1) _____ now.

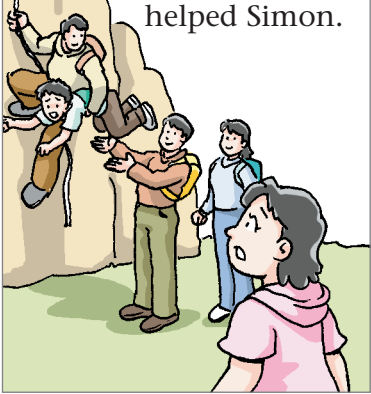


2 Oh no! Simon is trying to pull (2) _____ up the rocks.

Help!



3 Luckily, some climbers helped Simon.



4 Please don't tell anybody about this, Linda.

OK, I won't. You're lucky you didn't hurt (3) _____!



5 Later ...

Did you all have a good time?

Yes, we did. We really enjoyed (4) _____!



6 Simon and Linda looked at each other. They kept the secret to (5) _____.





Integrated skills

A The basketball final



A1 ▶ The Sunshine Middle School basketball team is in the final of this year's basketball competition. Listen to the chairperson of the Students' Union and help Kitty complete the poster.

Sunshine Middle School gets to the final!

Our school basketball team needs your support! It is in the final of the basketball competition! The match takes place on

- (1) _____, 17 October, at the
(2) _____ in Moonlight Town.

Come and cheer for our team!

Don't forget to bring your friends!

With your support, we will win!



A2 ▶ Listen to the chairperson giving more information about the day of the final. Help Kitty complete the notes below.

The day of the final

- | | |
|------------------|---|
| 9:30 a.m. | Meet at ⁽¹⁾ _____. |
| (2) _____ | Bus leaves. |
| (3) _____ | Reach the Sports Centre. |
| 10:30 a.m. | (4) _____. |
| (5) _____ | Half-time. |
| 11:30 a.m. | (6) _____. |
| (7) _____ | Bus leaves from the centre. |
| | Have lunch at Moonlight Restaurant. |
| 1:00 p.m. | Get on the bus ⁽⁸⁾ _____ the restaurant. |
| 1:30 p.m. | Back to our school. |
| Cost of the trip | ¥ ⁽⁹⁾ _____ per student. |

A3 Read Kitty's notes and check if there are any mistakes. Write a **T** if a sentence is true or an **F** if it is false.

- 1 Our school baseball team is in the final. _____
- 2 The match will take place at Moonlight Middle School in Moonlight Town. _____
- 3 We will go there by underground. _____
- 4 It will take us about half an hour to reach the Sports Centre. _____
- 5 Half-time is a 20-minute period for the players to rest. _____
- 6 We can buy food and drinks during half-time. _____
- 7 The match will finish before noon. _____
- 8 We will go back to our school after lunch. _____

B Speak up: Where are we going tomorrow?



Daniel and Kitty are planning a trip for Linda. Work in pairs and plan a day out for a visiting friend. Use the conversation below as a model.

Daniel: Where are we going tomorrow? Shall we take Linda to the Summer Palace?

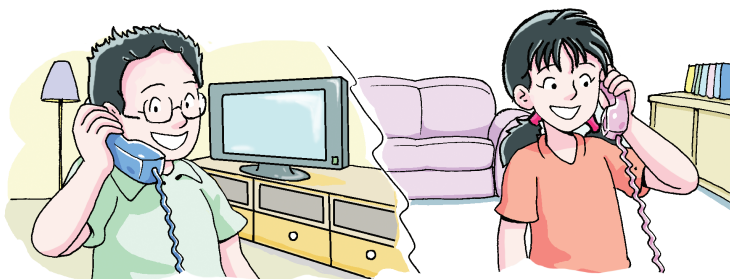
Kitty: I don't think that's a good idea. She went there yesterday.

Daniel: Well, what about the Great Wall?

Kitty: That sounds good, but it's too far away.

Daniel: Why don't we go to the China Science and Technology Museum? It's free for groups of 30 or more students.

Kitty: Great! Let's go to the museum. See you tomorrow.





The suffixes **-ful** and **-less**

We can add **-ful** or **-less** to some nouns to form adjectives. The suffix **-ful** means “full of”. The suffix **-less** means “without”.

TIP Not all words have both **-ful** and **-less** as suffixes.
noise**ful** (X)
noise**less** (✓)

| Noun | Adjective (with -ful) | Adjective (with -less) |
|------|-------------------------------|--------------------------------|
| care | careful | careless |
| help | helpful | helpless |
| use | useful | useless |

A Work in pairs and complete the table below. If you cannot add **-ful** or **-less** to a word, put a cross (X) in the box. You may use a dictionary.

| | Adjective (with -ful) | Adjective (with -less) |
|---------|-------------------------------|--------------------------------|
| cheer | | |
| end | | |
| hope | | |
| meaning | | |
| sleep | | |
| taste | | |

B Complete what Kitty said about her trip to the World Park with the words in the box below.

beautiful

cheerful

colourful

useless

wonderful

We went to the World Park the day before yesterday. The models in the park were ⁽¹⁾ _____. The song and dance shows were also amazing. Their ⁽²⁾ _____ clothes were from different countries and looked very ⁽³⁾ _____. All of us felt excited and ⁽⁴⁾ _____. It was really a great day. My ticket is ⁽⁵⁾ _____ now, but I'll keep it!





Task

A big day out

A Kitty and Daniel want all their classmates to go for a day out with Linda before she goes back to the USA. They are planning their trip now. Take a look at their plan.

| Time | Place | Activity |
|----------------------|--|--|
| 7:30 a.m. | Sunshine Underground Station ↓ by underground | Meet everyone |
| 8:30 a.m.–9:00 a.m. | Tian'anmen Square ↓ on foot | See the biggest city square in the world |
| 9:30 a.m.–12:30 p.m. | The Palace Museum ↓ on foot | Visit the museum |
| 1:30 p.m.–4:30 p.m. | Beihai Park ↓ by bus | Visit the garden and row boats |
| 4:45 p.m.–6:30 p.m. | Wangfujing Street ↓ by underground Sunshine Town | Go shopping |

Useful expressions

We are planning a day out on

This is the plan for the day.

We will meet at

We will take the underground/bus to

It will take about ... minutes/hour(s).

We will walk to

We will see/visit

We will go back to ... by underground/bus.

The cost is about ... per student.

We hope you can join us.

B Help Kitty and Daniel complete their letter to their classmates. Use the information from their plan in Part A on page 40.

| | |
|------------------------|--|
| Date | 11 October |
| Name of receiver | Dear classmates, |
| Purpose of this letter | Linda will go back to the USA soon. We are planning a day out on Saturday, 16 October. |
| plan | <p>Here is our plan.</p> <p>We will meet at ⁽¹⁾ _____ a.m. at Sunshine ⁽²⁾ _____. It will take about ⁽³⁾ _____ to get to ⁽⁴⁾ _____, the biggest city square in the world. Then we will go to the Palace Museum ⁽⁵⁾ _____.</p> <p>After that, we will have lunch. Next, we will walk to ⁽⁶⁾ _____. We will be there for about ⁽⁷⁾ _____ hours. We can ⁽⁸⁾ _____ there.</p> <p>We will leave the park at 4:30 p.m. and go shopping in ⁽⁹⁾ _____. At 6:30 p.m., we will take the underground and go back to ⁽¹⁰⁾ _____.</p> <p>The cost is about ¥50 per student.</p> |
| Instructions | It will be a great day. We hope you can join us. |
| Closing | Best wishes, |
| Signature(s) | Kitty Daniel |

C Write a letter to invite your classmates to go on a day trip with you and your friend. Use the plan in Part A and the letter in Part B as a model.



Self-assessment

| I have learnt | Details | Result |
|---|---------|--------|
| 1 about a day out. | | |
| 2 to use the new words to talk about a day trip. | | |
| 3 to use as ... as . to use reflexive pronouns. | | |
| 4 the suffixes -ful and -less . | | |

Result: 😊 Excellent!

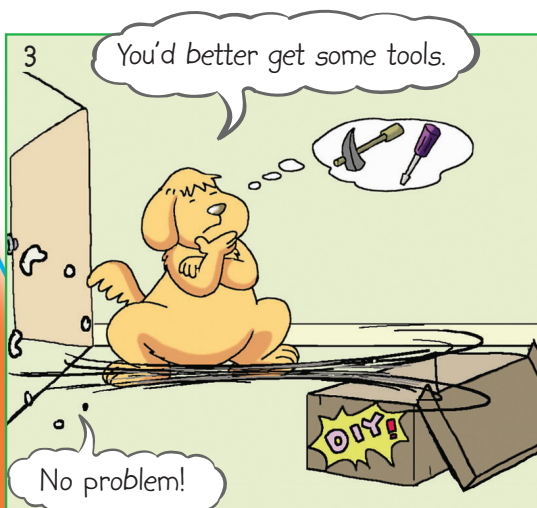
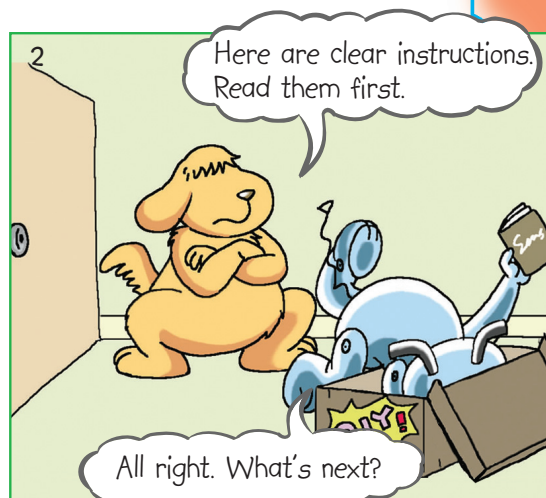
😊 Good!

😊 Not bad!

I need to spend more time on _____.

Unit 4

Do it yourself



Do it yourself

DIY is popular among young people. Suzy and her classmates are talking about DIY and writing about their DIY stories.

Task

Write about a DIY job you did.



Welcome to the unit

About DIY

A Here are some tools for DIY. Look at the picture and match the words in the box with the tools.

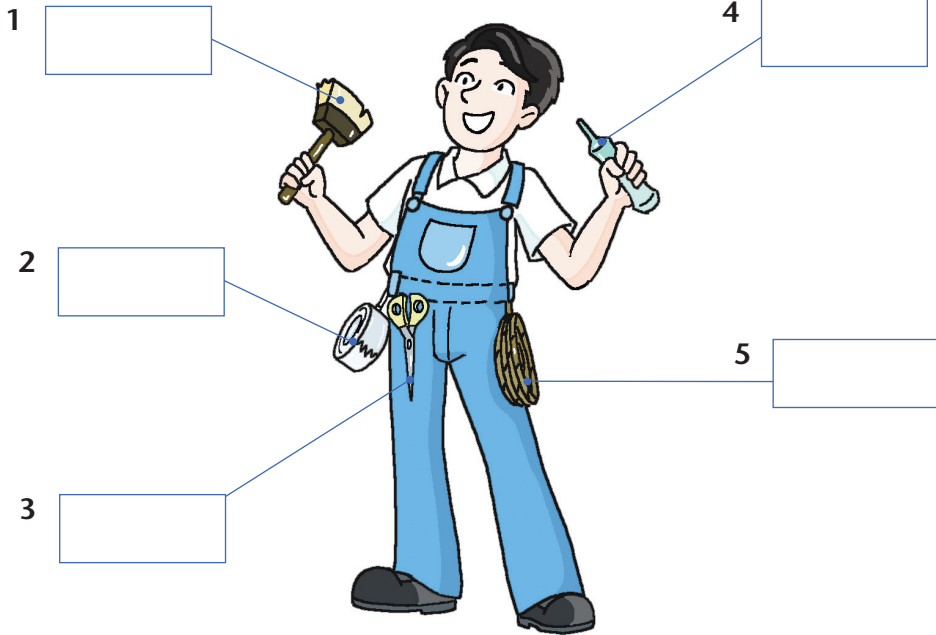
brush

glue

rope

scissors

tape



B Millie and Suzy are talking about DIY. Work in pairs and talk about something you would like to do. Use the conversation below as a model.

Millie: What's DIY exactly, Suzy?

Suzy: It stands for "do-it-yourself". When you do DIY, you make, repair or decorate things yourself instead of paying someone to do it.

Millie: What are you going to do then?

Suzy: I'm going to make some paper roses.


Millie: It sounds lovely. What do you need for that?

Suzy: I need some paper, glue and a pair of scissors.

Millie: Do you like DIY?

Suzy: Yes, I do. I enjoy making something new. That's fun.

**A Do it yourself**

 Suzy's cousin Andrew is crazy about DIY. Read Suzy's article about him.

My cousin and DIY

My cousin Andrew is crazy about DIY. He loves to repair things and decorate his house. But when he finishes, the house always looks terrible!

He once tried to put in a brighter light in
5 his bedroom, but he made a mistake. Then
his whole house had a power cut. Another
time, he wanted to put up a picture on his
bedroom wall, but he hit a pipe and filled
the room with water.



10 Last month, he thought the living room in his house was boring,
so he painted it blue. His mum said, "Stop it." But he kept on
painting. Now the living room has not only blue walls but also a
blue ceiling and floor. Even his cat is blue now!

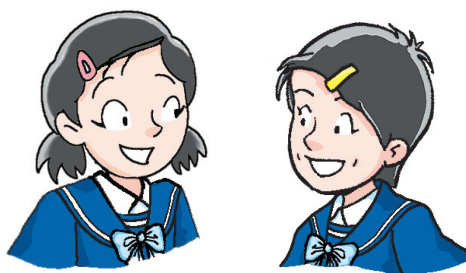
When I wanted a shelf above my bed, he said, "No problem!" He
15 then spent five hours putting up the shelf on the wall. Then I put
my books on the shelf. Whoops! They couldn't stay there because
one end of the shelf was much higher than the other!

I bought some books about DIY for him and I also advised him to
take a course in DIY. But this just made him angry—he says he
20 already knows everything about it. So instead, I am reading all the
books myself and attending lessons every Saturday. Now I know
much more about DIY than my cousin!

B How to do it

B1 ▶ Suzy is telling Millie about her cousin and his DIY. Help Millie match the words on the left with the meanings on the right. Write the correct letters in the blanks.

- | | | |
|---------------------------|-------|--|
| 1 be crazy about (line 1) | _____ | a very bad |
| 2 repair (line 1) | _____ | b make something full of something else |
| 3 terrible (line 3) | _____ | c go to |
| 4 fill (line 8) | _____ | d like something very much |
| 5 advise (line 18) | _____ | e fix |
| 6 attend (line 21) | _____ | f tell someone what you think he/she should do |



B2 ▶ Suzy's cousin is not very good at DIY. Match the jobs he did with the problems he caused.

1 Putting in a brighter light

a No books could stay on it.

2 Putting up a picture


b He hit a pipe and filled the room with water.

3 Painting the living room


c The whole house had a power cut.

4 Putting up a shelf

d The cat is blue now.

B3  Millie wants to retell Suzy's story about DIY. Read the following sentences. Write a **T** if a sentence is true or an **F** if it is false.

- 1 Suzy's cousin loves doing DIY. _____
- 2 Suzy's cousin failed to put in a new light in his bedroom. _____
- 3 Suzy's cousin put a picture on a pipe. _____
- 4 Suzy's cousin thought the cat was boring, so he painted it blue. _____
- 5 It took Suzy's cousin only a few minutes to put up the shelf on the wall. _____
- 6 Suzy's cousin wants to get better at DIY. _____

B4  Suzy is talking with Kitty about her cousin and his DIY. Complete their conversation with the information on page 44.

Suzy: My cousin Andrew is ⁽¹⁾ _____ about DIY. He loves to ⁽²⁾ _____ things and decorate his house.

Kitty: What kind of things does he do?

Suzy: He once tried to put in a brighter light in his bedroom, but he made a ⁽³⁾ _____, and his house had a ⁽⁴⁾ _____.

Kitty: Oh dear!

Suzy: And last month, he thought the living room was ⁽⁵⁾ _____, so he painted the walls ⁽⁶⁾ _____. But he also painted the ceiling, the floor and even the cat!

Kitty: Oh no!

Suzy: He once spent five hours putting up a ⁽⁷⁾ _____ on the wall for me, but my books couldn't stay there because one end of the shelf was much ⁽⁸⁾ _____ than the other.

Kitty: He should take a ⁽⁹⁾ _____ in DIY.

Suzy: But he says he already knows ⁽¹⁰⁾ _____ about it!



Grammar

A Giving instructions

We start a sentence with the base form of a verb when we want to tell people what to do.

Put up a picture on the wall.

Paint the walls blue.

We add **do not/don't** in front of a verb when we want to tell people not to do something.


Don't paint the cat.

We often add **please** in a sentence to make an instruction more polite.

Please fix the shelf for me.

Don't touch the wet paint, **please**.

How to make cards

 Millie is teaching her classmates how to make cards to help them remember things better. Look at the pictures and help Millie complete the instructions.

cut

draw

give

keep

look

try

write

1



(1) _____
out pieces of
card with a pair
of scissors.

2



(2) _____
some words or a
sentence on
each card.

3



(3) _____
a picture about
the words or
sentence on the
other side of the
card.

4



(4) _____
at the picture and
(5) _____
to say what is on
the other side.

Please (6) _____ (not) up. (7) _____ trying and you will find
you can remember things better.

B Using *should* and *had better*

TIP The modal verbs **should** and **had better** do not change their forms.

We use **should** and **had better** when giving advice and telling people what we think is the best or right thing to do. The tone of **had better** is stronger than **should**.


You **should** know a little about DIY.

You **should not** put so many books on the shelf.

Your watch is broken. You **had better** buy a new one.

You **had better not** be late for school.

DIY advice

 *Suzy is giving DIY advice to her classmates. Read the advice below. Help Suzy make sentences with **should (not)** or **had better (not)**.*

- a begin your work without reading them
- b join a DIY club to learn more about it
- c be patient
- d buy some to learn more about it
- e play with them when you do DIY jobs

1 There are many useful books about DIY.

2 DIY is not easy.

3 Instructions are important.

4 Scissors can be dangerous.

5 Sometimes it'll take time to do a DIY job.





Integrated skills

A How to make a fruit salad



A1 ▶ Amy and Suzy are making a fruit salad. Listen to their conversation and tick (✓) the things they need.

1


☐

a watermelon

2


☐

grapes

3


☐

strawberries

4


☐

a bowl

5


☐

a spoon

6


☐

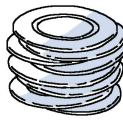
apples

7


☐

salad cream

8

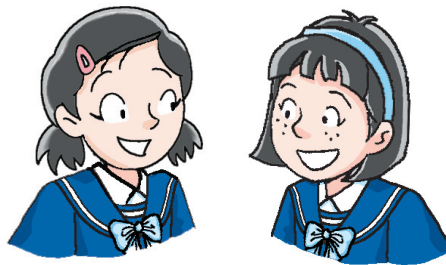

☐

plates

9


☐

bananas



A2 ▶

Read Amy's notes of how to make a fruit salad. Put her notes in the correct order. Write the numbers 1–4 in the boxes.

☐

Wash the fruit.

☐

Mix them together. Add some salad cream if you like.

☐

Cut some of the larger fruit into small pieces.

☐

Choose your favourite fruit.



A3 Listen to Suzy giving Amy some tips for making a fruit salad. Help Amy complete her notes with the correct words.

Tips for making a fruit salad

- Choose your favourite fruit. Use fruit ⁽¹⁾ _____. Make sure it is ⁽²⁾ _____.
- Use fruit of ⁽³⁾ _____ colours and try to make your fruit salad look ⁽⁴⁾ _____ it tastes. For example, mixing red apples, green ⁽⁵⁾ _____, purple grapes and ⁽⁶⁾ _____ together will make the salad look very colourful.
- Prepare the fruit salad ⁽⁷⁾ _____ you are going to eat it. Some of the fruit will quickly ⁽⁸⁾ _____ when you leave it ⁽⁹⁾ _____ for some time.

B Speak up: Let's make some sandwiches.



A3 Sandy and her mum are talking about what to eat for lunch. Work in pairs and talk about what you can make for lunch. Use the conversation below as a model.

Sandy: It's time for lunch, Mum. Can we stop cleaning the house and make some food? I'm hungry.

Mum: OK. Let's make some sandwiches.

Sandy: Are they quick and easy to make?

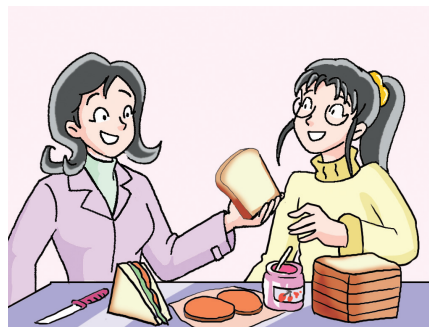
Mum: Sure. Look at me. First, pick a piece of bread. Then put some tomato sauce on it.

Sandy: Next, we can put some ham and vegetables on it.

Mum: That's correct.

Sandy: Is that all right?

Mum: Well, just put another piece of bread on top of it. Finished!





The prefixes *un-*, *in-* and *im-*

A prefix is a letter or a group of letters that we add to the front of a word to form a new word. One of the most common prefixes for adjectives is **un-**. It means “not”. We add it to some adjectives to give them the opposite meaning.

TIP

More examples:

able→**un**able

fair→**un**fair

friendly→**un**friendly

happy→**un**happy

healthy→**un**healthy

kind→**un**kind

lucky→**un**lucky

pleasant→**un**pleasant

tidy→**un**tidy

usual→**un**usual

| | |
|-------------|-----------------------|
| certain | un certain |
| comfortable | un comfortable |
| important | un important |
| interesting | un interesting |

We can also use some other prefixes, such as **in-** and **im-**, to form new words with opposite meaning.

TIP

More examples:

complete→**in**complete

direct→**in**direct

polite→**im**polite

proper→**im**proper

| | |
|----------|--------------------|
| active | in active |
| correct | in correct |
| patient | im patient |
| possible | im possible |



Read the conversations below. Add the correct prefixes to some of the adjectives so that all the sentences make sense.

- Annie:** Do you spend a lot of time doing outdoor sports?

Simon: Sure. It's usual for me to stay at home all day.
- Sandy:** Our neighbour next door is putting something on the wall.

Mum: It's possible to sleep with all that noise.
- Millie:** Do you know how to fix the bicycle, Andy?

Andy: Sorry, I'm certain about how to do that.
- Mum:** Suzy, your room is really tidy—things are all over the floor.

Suzy: Sorry, Mum. I'll tidy up right now.



Task

A DIY story



Suzy did a DIY job at the weekend. Read her diary entry.

Saturday, 30 October

Mum's birthday is coming, so I decided to make her a birthday card by myself. I went to Sandy's home to make the card because I wanted to keep it secret.

I planned to make the card with some roses on it. Sandy helped me with the drawing. We had fun working together. It took me two hours to finish. Lots of things went wrong during that time. I made some mistakes when I wrote the sentence "Happy Birthday, Mum". I kept spelling the words wrong. I was too excited!

Finally, I coloured the roses red, blue and pink. I also cut out a picture of colourful balloons and stuck it on the cover. When I completed the card, there was paint on everything: the table, Sandy's books, my clothes, my hands and face!

This is the first card I made for Mum. I hope she will like it.



Useful expressions

I decided to ... by myself.

I ... because

... helped me with

We had fun working together.

It took me ... minutes/hours to finish.

I made some mistakes when

Finally/In the end,

When I completed ...,

B Write your own diary entry about a DIY job you did. Use the diary entry in Part A as a model. The ideas below may help you.

Making your mum/dad a card

Painting a room

Fixing a bicycle

Making things from old clothes

Making biscuits, cakes or a pizza

Repairing a computer

Putting together a piece of furniture



Self-assessment

| I have learnt | Details | Result |
|---|---------|--------|
| 1 about DIY. | | |
| 2 to use the new words to talk about a DIY job I did. | | |
| 3 to give instructions. to use should and had better . | | |
| 4 the prefixes un- , in- and im- . | | |

Result: 😊 Excellent!

😊 Good!

😓 Not bad!

I need to spend more time on _____.

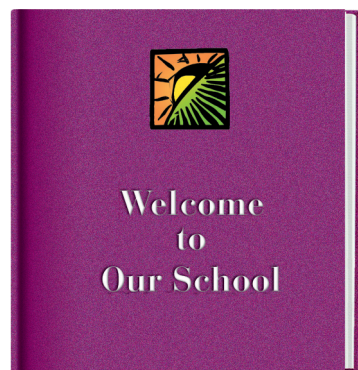
Project 1

A welcome booklet

The Class 1, Grade 8 students are designing an information booklet for the new Grade 7 students. The booklet will help the new students learn more about their school.

A Planning and preparing

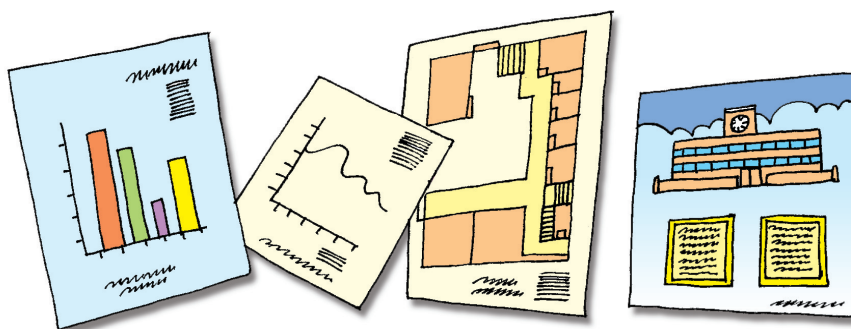
- 1 Work in groups of four. Think about the things the new students want to learn at a new school.
- 2 Think about the differences between middle schools and primary schools. You can compare them in the booklet.
- 3 Look at your school guide or booklet. Note down the useful information that you cannot find in it.
- 4 Talk to other students and teachers to find out what they know about your school.
- 5 Find or take photos for the booklet.



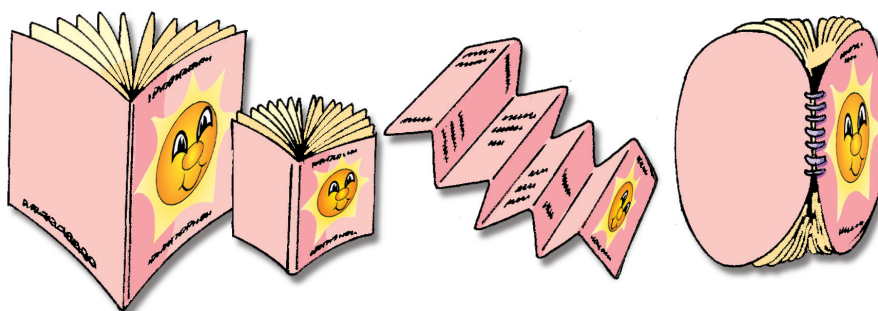
| Topics | Details |
|----------------------|--|
| School subjects | Compare them with primary school subjects. What are the differences? |
| Homework | How much homework do students have? |
| Clubs | What clubs are there at the school? What are they for? |
| Places at the school | Classrooms, library, hall, playground, etc. |
| School rules | Dos and don'ts |
| School trips | How often do you have school trips? Where do you go? |
| Other information | Anything else the new students should know about |

B Steps for making the booklet

- 1 Work in groups. Each group member should write a part of the booklet. Think about different ways of presenting your information.
 - Use maps, lists, diagrams and charts to show facts clearly.
 - Use drawings, cartoons, photos, etc. to make your booklet more interesting.
 - Use your own stories to give examples and opinions.



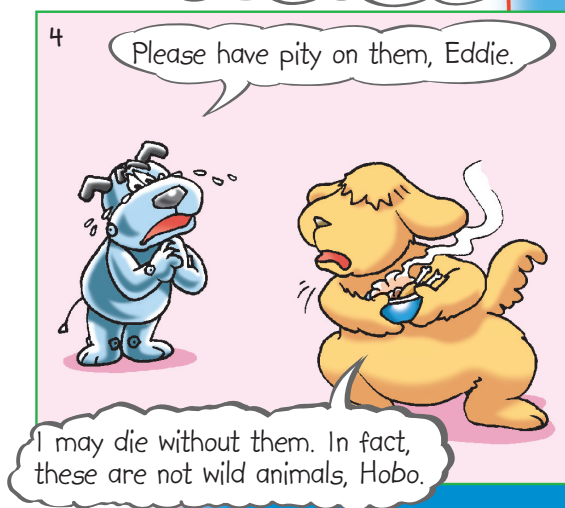
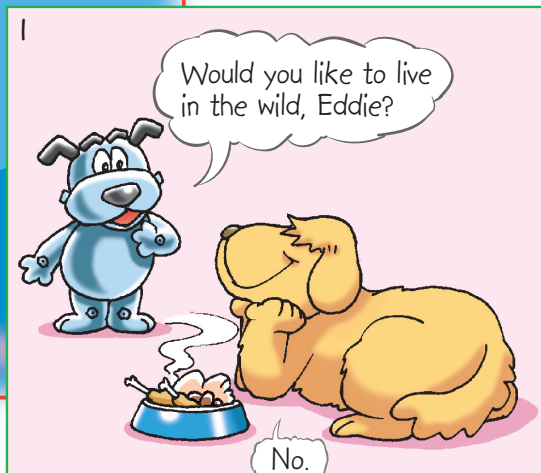
- 2 Design the booklet.
 - How many pages?
 - What size? A4, A5 or some special shape?



- 3 Remember to check your work.
 - Divide the text into paragraphs.
 - Make sure the headings are clear.
 - Choose the most suitable words and sentences.
 - Match the words or sentences with the correct pictures/photos.
 - Check for grammar, spelling and punctuation mistakes.
- 4 Make the front and back covers of the booklet. Give the booklet a title and make a contents page.

Unit 5

Wild animals



Animals in the wild

Many wild animals are in danger. Simon is writing a report for the Wild Animals Club newsletter.

Task

Write a report on an animal in danger.



Welcome to the unit

Learning about wild animals



The Wild Animals Club is doing a quiz on wild animals. How much do you know about them? Write the correct names under the pictures.

bear

dolphin

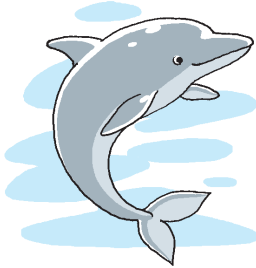
giant panda

squirrel

tiger

zebra

1



2



3



4



5



6





Millie and her classmates are talking about their favourite wild animals. Work in groups and talk about the wild animals you like best. Use the conversation below as a model.

Millie: What wild animal do you like best, Kitty?

Kitty: I like monkeys best. They're so clever and funny. What about you, Simon?

Simon: I like lions best. They're strong and they can run very fast.

Millie: They're the kings of the animal world.

Simon: Yes, they are. What wild animal do you like best, Peter?

Peter: I like pandas best. They look so cute.

Millie: Pandas are my favourite animals too.



A Giant pandas



Millie found a report on giant pandas in a magazine. Here is the report.

Animals in the Wild

The story of Xi Wang

I first saw the baby panda when she was only ten days old. We called her Xi Wang. This means "hope".

When Xi Wang was born, she weighed just 100 grams and looked like a white mouse.

- 5 At four months old, she weighed about eight kilograms and started to go outside for the first time. Eight months later, she was not a small baby any more and weighed over 35 kilograms.



- 10 In the beginning, Xi Wang drank her mother's milk. When she was six months old, she began to eat bamboo. When she was 20 months old, she learnt to look after herself.

- Sadly, giant pandas face serious problems in the wild. For example, it is very difficult for pandas to have babies, and many baby pandas die when they are very young. Also, giant pandas live mainly on a special
- 15 kind of bamboo. However, the bamboo forests are becoming smaller and smaller. As a result, pandas may not have a place to live or food to eat.

- Giant pandas are now in danger. We should take action right away. Here
- 20 are some ideas.

- help pandas have more babies
- build more panda reserves
- make laws to protect pandas







- There are now only about 1,600 pandas in the wild. If we do nothing,
- 25 soon there may be none left! However, we do believe that where there is Xi Wang, there is hope.

B Knowing about giant pandas

B1 Millie does not know the meanings of some words in the report. Help her match the words on the left with the meanings on the right. Write the correct letters in the blanks.

- | | | |
|-----------------------------|-------|---------------------------------|
| 1 be born (line 3) | _____ | a do something |
| 2 in the beginning (line 9) | _____ | b not any |
| 3 serious (line 12) | _____ | c bad or dangerous |
| 4 mainly (line 14) | _____ | d at first |
| 5 take action (line 19) | _____ | e more than anything else |
| 6 none (line 25) | _____ | f come into the world as a baby |

B2 Millie is making a growth chart for Xi Wang. Help her match the sentences with the pictures. Use the information in the report on page 58 to help you. Write the correct letters in the boxes.

| | | | |
|---|---|--|---|
| 1  | 2  | 3  | 4  |
| 1 day <input type="text" value="e"/> | 10 days <input type="text"/> | 4 months <input type="text"/> | 6 months <input type="text"/> |

- a She learnt to look after herself.
- b She was about eight kilograms and started to go outside.
- c She looked like a white mouse.
- d She began to eat bamboo.
- e She weighed 100 grams.
- f She weighed over 35 kilograms.

5 

12 months

6 

20 months

B3 Millie is telling Amy about the serious problems that giant pandas are facing. Complete what she says with the words in the box.

as a result in danger in the wild live on take action very young

We need to do something for giant pandas. They're now ⁽¹⁾ _____. For example, giant pandas do not have many babies during their lives, and it's easy for baby pandas to get sick and die when they're ⁽²⁾ _____. Also, giant pandas mainly ⁽³⁾ _____ a special kind of bamboo, so the bamboo forests are very important to them. However, the bamboo forests are becoming smaller and smaller. ⁽⁴⁾ _____, giant pandas may not have a place to live or food to eat. There are now only about 1,600 pandas ⁽⁵⁾ _____. We should ⁽⁶⁾ _____ to protect them right away.



B4 Millie's classmates are asking her some questions about Xi Wang. Help Millie answer their questions.

Kitty: What did Xi Wang eat when she was born?

Millie: She ⁽¹⁾ _____ in the beginning, but half a year later, she began to ⁽²⁾ _____.

Simon: Did Xi Wang grow very quickly after she was born?

Millie: Yes. She weighed only ⁽³⁾ _____ at birth, but she weighed over ⁽⁴⁾ _____ when she was one year old.

Sandy: Is it easy for giant pandas to live in the wild?

Millie: No, it isn't. They face ⁽⁵⁾ _____.

Daniel: So what should we do?

Millie: We should help pandas ⁽⁶⁾ _____, build more ⁽⁷⁾ _____ and ⁽⁸⁾ _____ to protect them.




A Using *may* for possibility

We use **may** to say that something is possible.

If we do nothing, soon there **may** be none left!

The bamboo forests are becoming smaller and smaller. As a result, pandas **may not** have a place to live or food to eat.

In the zoo

 *Millie is in the zoo. She is telling Sandy on the phone about what happens. Complete what Millie says using **may** with the words in brackets.*

- The elephant is going towards the water.
It ⁽¹⁾ _____ (need) a bath.
- The little boy is crying because he saw the tigers.
He ⁽²⁾ _____ (be) afraid of them.
- I cannot go near the lions and tigers.
They ⁽³⁾ _____ (hurt) me.
- The baby panda is not drinking its mum's milk.
It ⁽⁴⁾ _____ (not be) hungry.
- The monkeys are jumping around.
They ⁽⁵⁾ _____ (be playing) with each other.
- The horse is standing with its eyes closed.
It ⁽⁶⁾ _____ (be sleeping).



B Using verbs + to-infinitives

We can use verbs and **to-infinitives** together.

At four months old, she **started to go** outside for the first time.


When she was six months old, she **began to eat** bamboo.

When she was 20 months old, she **learnt to look** after herself.

We often use **to-infinitives** after these verbs.

| | | | |
|---------|----------|--------|------|
| agree | begin | decide | fail |
| forget | hope | learn | plan |
| prepare | remember | try | want |

More about wild animals

 Amy's dad is asking Amy some questions about animals. Complete their conversation with the words in brackets.

Dad: Do you know anything special about wild animals?

Amy: Yes, Dad. For example, dolphins are clever. They can
(1) _____ (learn, work out) easy maths problems.

Dad: What do you know about bats?

Amy: Bats can't see, but they can (2) _____ (decide, fly) the right way with the help of their mouth and ears.

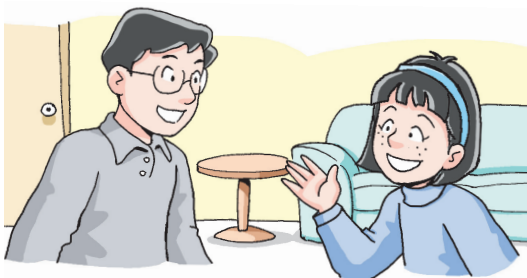
Dad: Did you know that bees never get lost?

Amy: Yes. Bees always (3) _____ (remember, come back) the same way as they went.

Dad: What do you know about squirrels?

Amy: They always (4) _____ (begin, save) some food before winter comes.

Dad: Yes, but sometimes they forget where to find the food.





Integrated skills

A Helping wild animals



A1 ▶ Millie and Daniel want to help wild animals. They are reading a book about animals. Listen to their conversation. Help them complete the fact sheets.

Tigers

Looks

- big and strong
- (1) _____ eyes
- (2) _____ fur
with (3) _____ stripes

Abilities

- can (4) _____ fast, but only for a short while
- able to (5) _____ and climb

Qualities

- like to live (6) _____

Food

- animals

Danger

- hunters catch tigers for their fur, bones or other parts of the body



Wolves

Looks

- not very (7) _____
- thick (8) _____

Abilities

- can see, hear and (9) _____ things far away
- can run for (10) _____ without stopping

Qualities

- often work as a team
- never kill for (11) _____

Food

- animals
- sometimes (12) _____

Danger

- losing living areas
- people kill wolves because they think wolves are dangerous to humans



A2 Help Millie and Daniel write a letter to tell people why it is important to protect tigers and wolves. Use the fact sheets in Part A1 on page 63 for information.

Dear Sir or Madam,

We are writing to tell you about some wild animals in danger.

Tigers are big and ⁽¹⁾ _____. They have very ⁽²⁾ _____ eyes. Tigers like to live ⁽³⁾ _____. There are not many tigers in the world now. Tigers are in danger because people catch them for their fur, ⁽⁴⁾ _____ or other parts of the body.

Wolves are not very big. They can see, ⁽⁵⁾ _____ and ⁽⁶⁾ _____ things far away. They often work as a ⁽⁷⁾ _____. Sadly, they have fewer and fewer living areas, and people kill them because they think wolves are ⁽⁸⁾ _____ to humans. They are now in danger.

We think we should help these animals.

Yours sincerely,

Millie Daniel

B Speak up: It's a great pity!



Millie is talking to her mum about how to protect wild animals. Work in pairs and discuss the topic with your partner. Use the conversation below as a model.

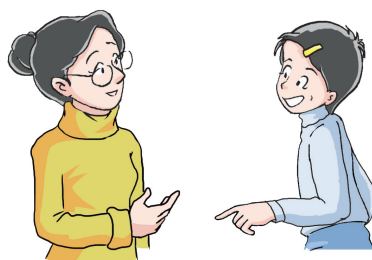
Millie: Mum, I read a book about wild animals today. Some of them are now in danger.

Mum: I'm sorry to hear that. It's a great pity!

Millie: Yes. Many animals lose their lives because people hunt them. They sell the animals' fur, bones or other parts of the body.

Mum: What a shame! We shouldn't buy fur coats any more.

Millie: Right. I think everybody should act to protect wild animals.





The suffixes *-ing*, *-ness* and *-ion*

We can add **-ing**, **-ness** and **-ion** to some verbs and adjectives to form nouns.

| Verb/Adjective | + | Suffix | → | Noun |
|----------------|---|--------|---|---------|
| mean | + | ing | → | meaning |
| ill | + | ness | → | illness |
| act | + | ion | → | action |

TIP Sometimes we need to change the ending of the verb/adjective when we add the suffix.
 shop → shopping
 happy → happiness
 decide → decision
 invite → invitation

A Change the following verbs and adjectives into nouns by adding the correct suffixes. You may use a dictionary to help you.

- | | |
|-----------------|-------------------|
| 1 discuss _____ | 6 celebrate _____ |
| 2 collect _____ | 7 begin _____ |
| 3 kind _____ | 8 dark _____ |
| 4 sick _____ | 9 meet _____ |
| 5 feel _____ | 10 invite _____ |

B Fill in the blanks with the words in brackets. Change each word into a noun by adding a suffix. Use the plural form if necessary.

Document _ □ ×

Dear all,

We are members of the Wild Animals Club. Many wild animals are now in danger because of ⁽¹⁾ _____ (hunt). They need our ⁽²⁾ _____ (protect).


Wild animals are our friends. Some famous artists have wonderful ⁽³⁾ _____ (paint) of them. Wild animals also have their own families. They have ⁽⁴⁾ _____ (feel) of ⁽⁵⁾ _____ (happy) and ⁽⁶⁾ _____ (sad). We should not kill them for any reason.

We hope you can accept our ⁽⁷⁾ _____ (invite) and join us. Thank you for your ⁽⁸⁾ _____ (kind).



Task

A report on an animal in danger

 Simon wants to write a report on bears for the Wild Animals Club. Read his notes below.

A report on bears

Looks

- big and heavy, large body, short and strong legs, large paws, short tail

Food

- most eat meat and fish, some also eat plants and insects

Abilities

- can run very fast, good at climbing and swimming

Qualities

- move around slowly in the daytime, sleep through the winter, seldom hurt people

Danger

- hunters catch them for their fur and paws



Useful expressions

... are big and heavy/strong/small/lovely/cute.

They have

Their ... are

They eat meat/fish/plants/insects.

They can

They are good at

They seldom/often

People catch/hunt ... for

We should take action to

B Help Simon complete his report using his notes in Part A.

Bears are in danger!

Bears are big and ⁽¹⁾ _____. They have large bodies, short and ⁽²⁾ _____ legs and large paws. Their tails are ⁽³⁾ _____.

Most bears eat meat and ⁽⁴⁾ _____, but some also eat plants and ⁽⁵⁾ _____.

Bears can ⁽⁶⁾ _____. They are good at ⁽⁷⁾ _____ and ⁽⁸⁾ _____.

Bears move around slowly in the daytime. They sleep through ⁽⁹⁾ _____. They ⁽¹⁰⁾ _____ hurt people.

Sadly, many hunters catch bears for their ⁽¹¹⁾ _____ and ⁽¹²⁾ _____. We should take action to stop this. Otherwise, there may be no bears left in the world.

C You also want to write a report on an animal in danger. Discuss your ideas with your partner. Then write the report. Use Simon's notes and report as a model.



Self-assessment

| I have learnt | Details | Result |
|--|---------|--------|
| 1 about some wild animals. | | |
| 2 to use the new words to talk about a wild animal. | | |
| 3 to use may for possibility. to use verbs + to -infinitives. | | |
| 4 the suffixes -ing , -ness and -ion . | | |

Result: 😊 Excellent! 😊 Good! 😊 Not bad!

I need to spend more time on _____.

Unit 6

Birdwatching



Joining the Birdwatching Society

The science teacher encourages the Class 1, Grade 8 students to join the Birdwatching Society to learn more about birds in the wetlands.

Task

Write an application letter to join the Birdwatching Society.

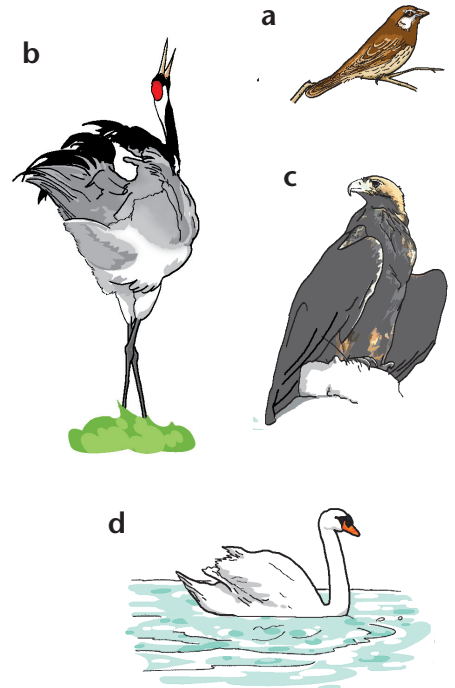


Welcome to the unit

What do you know about birds?

A The science teacher is showing the students some pictures of birds. She is also giving them descriptions of the birds. Match the pictures with the descriptions. Write the correct letters in the boxes.

| | |
|---|--------------------------|
| 1 <u>Crane</u> tall long legs long thin neck | <input type="checkbox"/> |
| 2 <u>Sparrow</u> small brown and grey feathers | <input type="checkbox"/> |
| 3 <u>Swan</u> long thin neck white feathers | <input type="checkbox"/> |
| 4 <u>Eagle</u> broad wings brown feathers | <input type="checkbox"/> |



B Annie is asking Simon about birds. Work in pairs and talk about the birds you like. Use the conversation below as a model. The information in Part A may help you.

Annie: What's your favourite bird, Simon?

Simon: I like cranes.

Annie: What do cranes look like?

Simon: Cranes are tall. They have long legs and a long thin neck.


Annie: How many types of cranes are there in the world?

Simon: There are only 15 types of cranes. They're rare birds.



A Birds in Zhalong



 Sandy joined the Birdwatching Society. She is reading an article in the society newsletter. Here is the article.

Zhalong—a special place

Zhalong Nature Reserve is in Heilongjiang Province in North-east China. It is one of the world's most important wetlands. The area provides food and cover for a lot of wildlife. It is a perfect place for some rare birds.

- 5 Many birds live in Zhalong all year round, while some go there only for a short stay. Most birds are active in the daytime, so you can easily watch them there. There are not many cranes left in the world, and 40 per cent of them live in Zhalong.

- Some people want to make the wetlands smaller in order to have
10 more space for farms and buildings. This will lead to less and less space for wildlife. Moreover, fishermen keep fishing there. As a result, the birds do not have enough food to eat. Now the Chinese government has made laws to prevent all these things in Zhalong.

- Once a year, the members of our Birdwatching Society go to study
15 the birds in Zhalong. We record their types and changes in their numbers.

- Every year, a lot of tourists go to Zhalong to watch the birds. We are now inviting them to help us. We need more people to count and describe the birds. We hope this will help people understand
20 the importance of the wetlands.

B What do birdwatchers do?

B1 Sandy does not know the meanings of some words in the article. Help her match the words on the left with the meanings on the right. Write the correct letters in the blanks.

- | | | |
|------------------------|-------|--|
| 1 provide (line 3) | _____ | a stop something from happening |
| 2 perfect (line 3) | _____ | b know |
| 3 lead to (line 10) | _____ | c a person who is travelling or visiting a place |
| 4 prevent (line 13) | _____ | d give something to someone or something else |
| 5 tourist (line 17) | _____ | e the best |
| 6 understand (line 19) | _____ | f have something as a result |

B2 Sandy wants to tell her classmates about the article. She wrote down some important information. Can you find it in the article on page 70? Help her fill in the blanks with the correct letters.

- a About birds in Zhalong
- b What the Birdwatching Society members do
- c More people can help count and describe the birds
- d Birds in Zhalong are in danger
- e About Zhalong Nature Reserve

Paragraph 1 _____

Paragraph 2 _____

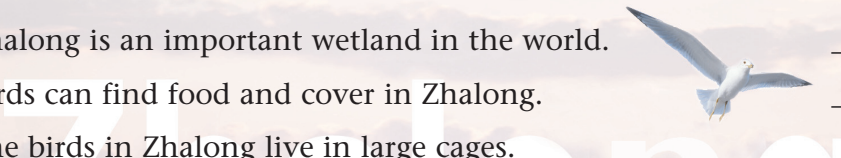
Paragraph 3 _____

Paragraph 4 _____

Paragraph 5 _____



B3 Daniel wants to send an email about Zhalong to his friend in the UK. Help him check for mistakes. Write a **T** if a sentence is true or an **F** if it is false.



1 Zhalong is an important wetland in the world. _____

2 Birds can find food and cover in Zhalong. _____

3 The birds in Zhalong live in large cages. _____

4 Most birds are active at night. _____

5 Forty per cent of cranes live in other parts of the world. _____

6 The Chinese government has made laws to protect wildlife. _____

7 Zhalong needs more people to feed the birds. _____

8 Studying Zhalong helps us learn about protecting wildlife. _____

B4 Daniel is asking Sandy some questions about Zhalong. Complete their conversation with the words in the article on page 70.

Daniel: Where's Zhalong Nature Reserve, Sandy?

Sandy: It's in ⁽¹⁾ _____ Province in North-east China.

Daniel: Do you know the importance of the reserve for wildlife?

Sandy: Yes. It provides food and ⁽²⁾ _____ for wildlife. It's a ⁽³⁾ _____ place for some ⁽⁴⁾ _____.

Daniel: Do lots of birds go there?

Sandy: Yes. Many birds live there ⁽⁵⁾ _____, while some go there only for a ⁽⁶⁾ _____.

Daniel: Are the birds there facing any problems?

Sandy: Yes, but our government has made
(7) _____ to protect them.

Daniel: What do members of the Birdwatching Society do?

Sandy: They ⁽⁸⁾ _____ the birds in
Zhalong once a year. Now they're inviting
some tourists to ⁽⁹⁾ _____ and
⁽¹⁰⁾ _____ the birds.





A Using to-infinitives for purpose

We can use **to-infinitives** to express purpose.

I often go to the market **to watch** the birds.


Now the Chinese government has made laws **to prevent** all these things.

We can also use **in order to** to express purpose. This is more formal than using **to-infinitives**.

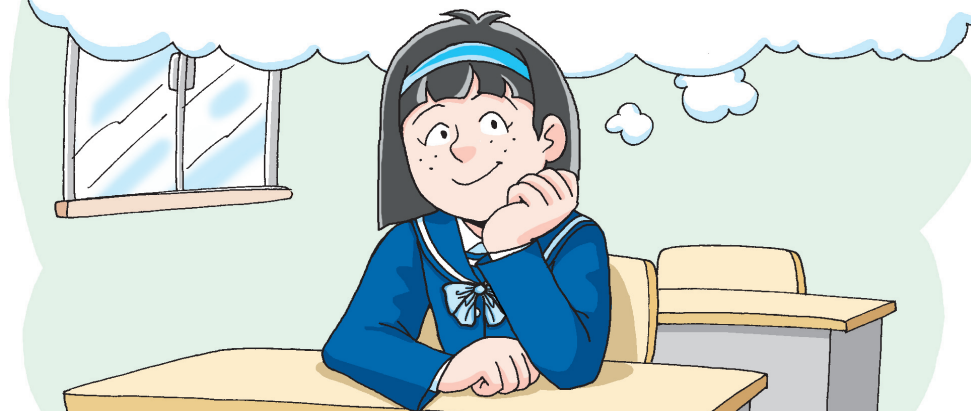
Some people want to make the wetlands smaller **in order to have** more space for farms and buildings.

Take a notebook with you **in order to write** down what you see.

What people do in Zhalong

 Amy is thinking about the things people do in Zhalong Nature Reserve. Match the first parts of the sentences on the left with the second parts on the right. Write the correct letters in the blanks.

- | | | |
|--|-------|---------------------------------------|
| 1 People go to Zhalong | _____ | a to take photos of the birds. |
| 2 They should read about the birds first | _____ | b to study the birds in the wetlands. |
| 3 Most people take a camera | _____ | c to watch the birds. |
| 4 The Birdwatching Society goes | _____ | d to learn more about them. |



B Using verbs + objects + to-infinitives

We can use some verbs with objects and **to-infinitives**.

We are now **inviting them to help** us.

We **need more people to count and describe** the birds.

We add **not** before **to-infinitives** to express a negative meaning.

We **ask people not to catch** birds for any reason.

We can use some verbs in this structure with infinitives without **to**.


- **make** or **let** + object + infinitive without **to**
Max tells funny jokes and often **makes me laugh**.
Mr Wu agreed to **let me join** their school trip.
- **see** or **hear** + object + infinitive without **to**
She **saw a baby panda drink** her mother's milk.
Millie and Amy **heard someone sing** in the park.
- **help** + object + infinitive with or without **to**
This will **help people (to) understand** the importance of the wetlands.

TIP

We often use these verbs in this structure.

| | |
|--------|-------|
| advise | ask |
| invite | order |
| teach | tell |

Going birdwatching

 *The Class 1, Grade 8 students went to Zhalong Nature Reserve. Sandy is writing about their trip. Help her complete the sentences with the correct forms of the verbs in brackets.*

- Mr Wu ⁽¹⁾ _____ us _____ a pair of comfortable shoes because we would have to walk a long way. (ask/wear)
- We ⁽²⁾ _____ some birds _____ in the trees. (hear/sing)
- Mr Wu ⁽³⁾ _____ us _____ the birds carefully. (tell/watch)
- He also ⁽⁴⁾ _____ us _____ the birds. (want/describe)
- He ⁽⁵⁾ _____ us _____ in the wetlands. (advise/not shout)
- The cold weather ⁽⁶⁾ _____ some birds _____ south for the winter. (make/fly)
- The trip ⁽⁷⁾ _____ us _____ more about wildlife. (help/learn)



Integrated skills

A Yancheng Nature Reserve

A1 Daniel found a quiz about the wetlands in Jiangsu Province on the website of the Birdwatching Society. Read the quiz below and help him choose the correct answer to each question.

Facts about Yancheng Nature Reserve

- 1 Yancheng Nature Reserve is in _____ Province in _____ China.
 a Heilongjiang, North-east b Hainan, South c Jiangsu, East
- 2 Yancheng Nature Reserve is a perfect place to _____.
 a buy the birds b hunt the birds c watch the birds
- 3 The reserve covers an area of over _____ square kilometres.
 a 453 b 4,530 c 45,300
- 4 Yancheng is the _____ home to red-crowned cranes in China.
 a largest b second largest c third largest
- 5 About _____ red-crowned cranes fly to Yancheng Nature Reserve every year to spend the winter.
 a 100 to 300 b 300 to 1,000 c 1,000 to 3,000
- 6 In _____, Yancheng Nature Reserve became one of the world's most important wetlands.
 a 1997 b 2002 c 1992



A2 The Class 1, Grade 8 students are now listening to the first part of a radio programme. Check whether you chose the correct answers in Part A1.



A3 Daniel is writing a report on Yancheng Nature Reserve. Listen to the whole radio programme and help him complete the report.

Yancheng Nature Reserve is in Jiangsu Province in ⁽¹⁾ _____ China. It covers an area of over ⁽²⁾ _____ square kilometres. It became one of the world's most important wetlands in ⁽³⁾ _____.

Yancheng Nature Reserve is home to different kinds of plants and rare birds. There are not many ⁽⁴⁾ _____ in the world, but there are some in Yancheng Nature Reserve. It is a perfect place to go ⁽⁵⁾ _____.

People celebrate World Wetlands Day on ⁽⁶⁾ _____ each year. We should protect the wetlands not only because they are home to many plants, birds and ⁽⁷⁾ _____, but also because they are important to the ⁽⁸⁾ _____ of people all over the world.



B Speak up: What should we take with us?



A3 Daniel is asking Sandy for some advice before going birdwatching. Work in pairs and ask for advice on an activity. Use the conversation below as a model.

Daniel: What should we take with us when we go birdwatching, Sandy?

Sandy: You'd better take a pair of binoculars. They'll help you see the birds more clearly.

Daniel: OK. What else should we take?

Sandy: You should take some water. Usually it takes hours to watch the birds. You may get thirsty.

Daniel: All right. Anything else?

Sandy: Take a notebook with you to write down what you see.

Daniel: OK. Thanks, Sandy.





The suffixes -er, -or and -ist

We can add -er, -or and -ist to some words to form nouns for people.

| Verb/Noun | + | Suffix | → | Noun |
|---------------|---|------------|---|------------------|
| spea <u>k</u> | + | er | → | spea <u>k</u> er |
| visi <u>t</u> | + | or | → | visi <u>t</u> or |
| tour | + | ist | → | tourist |

TIP

Sometimes we need to change the ending of the verb/noun when we add the suffix.
 dance → dancer
 win → winner
 piano → pianist
 science → scientist

A Change the following words into nouns for people by adding the correct suffixes. You may use a dictionary to help you.

1 act _____

6 play _____

2 art _____

7 report _____

3 drive _____

8 science _____

4 farm _____

9 work _____

5 paint _____

10 write _____

B Complete the following sentences with the correct nouns of the words in brackets. Use the plural form if necessary.

Birds are ⁽¹⁾ _____ (sing). They can make beautiful sounds.

Some ⁽²⁾ _____ (act) can make different bird sounds. It is very interesting.

A lot of ⁽³⁾ _____ (tour) go to the wetlands to watch the birds every year. There are many ⁽⁴⁾ _____ (visit) at bird shows too.

Some ⁽⁵⁾ _____ (art) like to paint birds. The birds in their pictures are really beautiful. Some ⁽⁶⁾ _____ (write) like to include birds in their poems too.

Birds are part of our lives. They are our friends.



Task

Making an application



You want to join the Birdwatching Society. Here is an application form. Complete it with your own information.

Birdwatching Society

Application form

Name: _____ Date of birth: _____

Address: _____

Telephone number: _____

Email: _____

School: _____ Grade: _____

Favourite subject(s): _____

Interests and hobbies: _____

Activities to protect wildlife: _____

Free time: _____

Useful expressions

I am a student at ... and I am in Grade

My favourite subject(s) is/are

I am very interested in

I would like to be a member of/join

I think it is important for me to

I can take part in activities from ... to ... on

I will be very happy if I can become a member of

You can call me on ... or email me at



B Read Amy's application letter below.

Dear Chairperson,

I would like to join the Birdwatching Society.

First, let me introduce myself. I am a Grade 8 student at Sunshine Middle School. My favourite subject is Biology. I am very interested in learning about different kinds of plants, birds and animals. I enjoy the natural world.

I would like to become a member of the Birdwatching Society and take part in activities. I want to know more about birds, and I think it is important for me to do something to protect them. I can take part in activities from 2 p.m. to 5 p.m. on Sundays.

I will be very happy if I can become a member of the Birdwatching Society. You can call me on 010-5558 6390 or email me at amy@sunshine.com.

Yours sincerely,

Zhao Mei

C You also want to join the Birdwatching Society. Write your own application letter. Use Amy's letter as a model.



Self-assessment

| I have learnt | Details | Result |
|--|---------|--------|
| 1 about birdwatching. | | |
| 2 to use the new words to talk about birds and birdwatching. | | |
| 3 to use to -infinitives for purpose. to use verbs + objects + to -infinitives. | | |
| 4 the suffixes -er , -or and -ist . | | |

Result: 😊 Excellent!

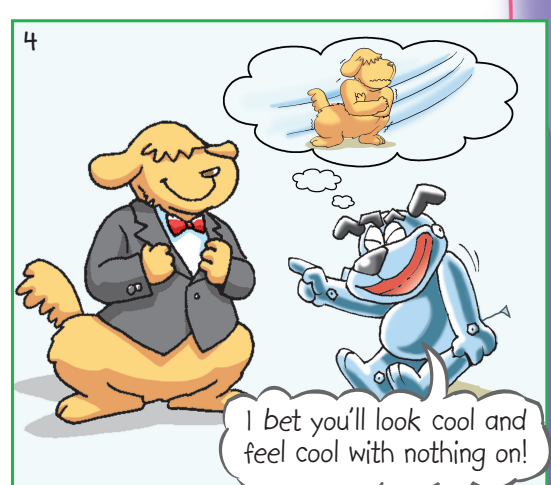
😊 Good!

😊 Not bad!

I need to spend more time on _____.

Unit 7

Seasons



Which season do you like best?

The Class 1, Grade 8 students are discussing seasons of the year. They want to share what they do in the different seasons.

Task

Write about your favourite season.



Welcome to the unit

Weather and seasons

A Simon is talking to his friends about the weather. Look at the words in the box and match them with the pictures.

cloudy

foggy

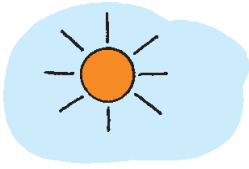
rainy

snowy

sunny

windy

1



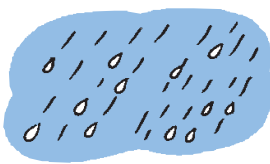
2



3



4



5



6





B Amy and Simon are talking about their favourite seasons. Work in pairs and talk about which season you like best. Use the conversation below as a model.

Amy: Which season do you like best, Simon?

Simon: I like autumn.

Amy: Why do you like it?

Simon: Because it's always sunny. It's the best time to play football outside.
Which is your favourite season?

Amy: I like summer.

Simon: Why? Summer is so hot.

Amy: In summer, I can go swimming and enjoy ice cream every day!



A A poem about the seasons



Millie is reading a poem about the seasons of the year. Here is the poem.

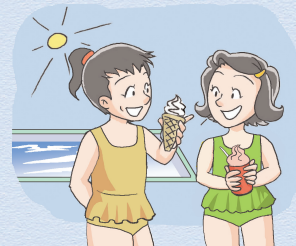
Seasons of the year

Winter days are full of snow,
When trees and flowers forget to grow,
And the birds fly far away
To find a warm and sunny day.



5 The days of spring are windy and bright.
What a perfect time to fly a kite!
Bees and butterflies play among flowers,
Then hide from the April showers.

Those sweet memories of summer days
10 Are about quiet streams and trees and shade,
And lazy afternoons by a pool,
Eating ice cream to feel cool.



Then autumn leaves turn brown,
Fall into piles upon the ground.
15 Farmers work to harvest crops,
As the days are shorter and the temperature drops.
Soon the snowy season will begin,
And it will be a new year once again.

POEM

B Changing seasons

B1 Some of the words in a poem often rhyme. Help Millie complete the sentences.

- 1 Snow rhymes with _____.
- 2 Away rhymes with _____.
- 3 Bright rhymes with _____.
- 4 Flowers rhymes with _____.
- 5 Days rhymes with _____.
- 6 Pool rhymes with _____.
- 7 Brown rhymes with _____.
- 8 Crops rhymes with _____.
- 9 Begin rhymes with _____.

B2 Millie is drawing pictures of the four seasons. Help her write the correct seasons in the blanks. Then match each season with the descriptions in the poem. Write the correct letters in the boxes.



a
quiet streams, trees and shade
eat ice cream



b
full of snow
birds fly far away



c
a perfect time to fly a kite
bees and butterflies play among flowers



d
brown leaves fall on the ground
farmers harvest crops

B3 Amy's cousin Shirley wrote down her conversation with Amy about the seasons, but she made six mistakes in Amy's answers. Help her underline the mistakes and write the correct word above each one.

Shirley: Why do we seldom see birds in winter, Amy?

Amy: Because most of them fly away to a warm and windy place.

Shirley: Can you describe the weather in spring?

Amy: Yes. It's cloudy and bright, and in April, the wind may come suddenly.


Shirley: How do people feel on a hot summer afternoon?

Amy: They feel busy and like to eat ice cream.

Shirley: How does the weather change when autumn comes?

Amy: The leaves turn green and the temperature rises quickly.

B4 Millie is writing about seasons of the year. Help her complete her article with the words in the poem on page 82.



Seasons of the year

In winter, white ⁽¹⁾ _____ covers the whole earth. It is often very cold and the ⁽²⁾ _____ can drop below zero.

The weather is nice in spring. A windy day is ⁽³⁾ _____ for flying a kite. ⁽⁴⁾ _____ and butterflies play among flowers. Then they ⁽⁵⁾ _____ away when the April showers come.

People often have sweet ⁽⁶⁾ _____ of summer days. They go swimming and eat ⁽⁷⁾ _____. They like to play by quiet ⁽⁸⁾ _____ or under the ⁽⁹⁾ _____ of trees.

When autumn comes, the ⁽¹⁰⁾ _____ turn brown and ⁽¹¹⁾ _____ into piles upon the ground. Farmers are busy harvesting ⁽¹²⁾ _____. Soon it will be a new year once again.



Verbs and sentence structures

TIP

The subject and object can be a pronoun or a noun phrase.

The basic parts of a sentence are **the subject (S)**, **the verb (V)** and **the object (O)**. Usually a statement begins with the subject and the verb. We divide verbs into three kinds: **intransitive verbs (vi.)**, **transitive verbs (vt.)** and **linking verbs (linking v.)**.

An **intransitive verb** does not take an object. The sentence structure is like this:

S V
 S + V → The temperature drops.

A **transitive verb** takes an object. The verb tells us what the subject does to something else (the object). The sentence structure is like this:

S V O
 S + V + O → Farmers harvest crops.

TIP

Common linking verbs are:
 be become
 feel get
 grow look
 seem smell
 sound stay
 taste turn

A **linking verb** links the subject and the adjective phrase or noun phrase that describes it.

A word or a group of words that follows a linking verb is **the predicative (P)**. The sentence structure is like this:

S V P
 S + V + P → Autumn leaves turn brown.

Writing about the seasons

Millie is writing about the seasons. Help her underline the verb in each sentence and write down the main structure of the sentence.

1 We have four seasons.

2 They are quite different.

3 Spring is warm and sunny.

4 We fly kites.

5 We like summer.

6 Ice cream tastes nice.

7 Autumn arrives.

8 Snow falls.

Some transitive verbs can take two objects, **the direct object (DO)** and **the indirect object (IO)**. The sentence structure is like this:

S V IO DO
 S + V + IO + DO → Hobo brought Eddie his clothes.

We can change the structure S + V + IO + DO with **to**.

Hobo **gave** Eddie some ice cream.

→ Hobo **gave** some ice cream **to** Eddie.

We can change the structure S + V + IO + DO with **for**.

Hobo **built** Eddie a tent.

→ Hobo **built** a tent **for** Eddie.

The complement can also follow a direct object to rename or describe it. In this case, it is called **the object complement (OC)**. The sentence structure is like this:

S V DO OC
 S + V + DO + OC → Eddie is watching Hobo work.

We can add **an adverbial** to each of the above five main structures. We use an adverbial to show when (adverbial of time), where (adverbial of place) or how (adverbial of manner) an action is done.

Hobo built Eddie a tent **with sticks at the beach yesterday**.

B Amy keeps a weather diary. Read the sentences from her diary entries and describe the main structures of the underlined sentences.

- 1 It was a perfect day today. There was not a cloud in the sky. Mum was making breakfast for me when I woke up this morning.
- 2 The clouds became dark. They covered the sun. Luckily, it didn't rain.
- 3 It was New Year's Day. Mum and Dad gave me nice presents, but I was not happy. The rain was falling from morning till night. I hate rainy days.
- 4 The sun was shining. I saw some kids kicking the ball in the park. I caught a bad cold. I had a high fever and coughed a lot, so Mum took me to the hospital. It was an awful day!



Integrated skills

A Weather in different seasons and places

A1 Mr Wu is giving the students the weather reports for different seasons in Beijing. Help them write the possible season under each report.

TIP “-10°C” reads as “minus ten degrees (Celsius)” or “ten degrees (Celsius) below zero”.

1

Snowstorms from the north will arrive in the late afternoon. The wind will be stronger and the temperature will drop below zero, to -10°C.

2

It will be mainly dry and sunny today, but it will turn more cloudy in the evening. The temperature will be around 9°C during the day and 4°C at night.

3

It will be a beautiful, hot day again today, with temperatures in the thirties. Sunshine and blue skies will stay with us for the rest of the week.

4

There will be a few showers today, but it will be warm, with daytime temperatures around 18 or 19 degrees.



A2 Simon is listening to the weather report on the radio. Help him complete the table below.

| Place | Weather | Temperature (highest) | Temperature (lowest) |
|----------|---------|-----------------------|----------------------|
| Beijing | | -2°C | |
| New York | | | 5°C |
| London | | | -1°C |
| Sydney | showers | | |



Annie is writing about the weather in different places in her diary entry. Listen to her conversation with Simon. Help her complete her diary entry.

TIP

We often use these expressions in a weather report.
a high of
a low of
stay above
fall below
rise to
drop to
chance of

Today I learnt more about weather. It can be so different in different places.

There will be a ⁽¹⁾ _____ in Beijing tomorrow. The lowest temperature will be -9°C . It will be ⁽²⁾ _____ in New York and ⁽³⁾ _____ in London. The temperature in New York will stay above zero, between ⁽⁴⁾ _____ and 5°C , but it will be colder in London. The lowest temperature will be below zero, at ⁽⁵⁾ _____.

It is always so snowy and cold in Beijing during this time of year, but Sydney is quite different. When it is winter in China, it is ⁽⁶⁾ _____ in Australia. Tomorrow there will be ⁽⁷⁾ _____ in Sydney and the temperature will be between ⁽⁸⁾ _____ and 21°C .

B Speak up: How's the weather in Nanjing?



Daniel is talking about the weather on the phone with his aunt in Nanjing. Work in pairs and talk about the weather. Use the conversation below as a model.

Aunt: Hi, Daniel. This is Aunt Jane speaking.

Daniel: Hi, Aunt Jane.

Aunt: How are you doing?

Daniel: I'm fine, but it's really cold. There was a strong snowstorm here in Beijing yesterday. How's the weather in Nanjing?

Aunt: It's a bit cold and dry, but there are no snowstorms here.

Daniel: Sorry, I can't hear you. The wind is blowing hard. Can you speak louder please?

Aunt: That's OK. I'll ring you later. Take care. Bye-bye.

Daniel: Bye.



The suffix -y

We can add the suffix -y to some nouns to form adjectives. The suffix -y means “having the quality of”.

| Noun + Suffix | → | Adjective | Noun + Suffix | → | Adjective |
|---------------|---|-----------|---------------|---|-----------|
| cloud + y | → | cloudy | luck + y | → | lucky |
| wind + y | → | windy | health + y | → | healthy |
| rain + y | → | rainy | sleep + y | → | sleepy |
| snow + y | → | snowy | shine + y | → | shiny |
| sun + y | → | sunny | noise + y | → | noisy |
| fog + y | → | foggy | fun + y | → | funny |

Millie is writing about the weather in Beijing. Complete her article with the help of the pictures and the correct forms of the words in the box.


fun

health


luck


noise


sleep

It is so ⁽¹⁾ _____  in spring. Many people in the street have to cover their faces with scarves. It makes them look ⁽²⁾ _____.

Summer is usually very hot. The high temperature makes people ⁽³⁾ _____ in the afternoon. Sometimes it is ⁽⁴⁾ _____

 . The sudden heavy rain causes a lot of problems.

Autumn is the best season of the year. People are ⁽⁵⁾ _____ to enjoy many ⁽⁶⁾ _____  days. They like to have a short trip around the city at the weekend.

Most children like winter. They are happy and ⁽⁷⁾ _____ on ⁽⁸⁾ _____  days. They like snowball fights.

It is sometimes ⁽⁹⁾ _____  in autumn and winter. Heavy fog is not ⁽¹⁰⁾ _____ for people.



Task

My favourite season



Simon is reading an article about the winter in Harbin on the Internet.

I love winter

Winter is my favourite season. It is very cold and everyone has to wear thick warm clothes, but I always enjoy the winter here in Harbin.

The temperature is usually below zero and it is often snowy. Everything is covered in deep white snow, and the lakes and rivers are frozen. During this season, you cannot see beautiful flowers or green trees, but the land is quiet and beautiful.

My friends and I love playing outside in winter. It is exciting to have big snowball fights. We throw snowballs at each other, screaming and laughing. We also make snowmen and use carrots for their noses. They look funny. Moreover, I enjoy the Ice Festival each year. There are beautiful ice lanterns everywhere. It is really wonderful.

Winter is great!



Useful expressions

... is my favourite season.

I always enjoy

I love spring/summer/autumn/winter because

The temperature is usually

It is often sunny/windy/rainy

During this season, you can/cannot

My friends and I often

B Answer the questions below about your favourite season.

1 Which is your favourite season?

2 What is the weather like then?

3 What does your city look like then?

4 Why do you like this season?

5 What activities do people enjoy doing in this season?

C Write an article about your favourite season. Use the article on page 90 as a model. The questions above may help you.



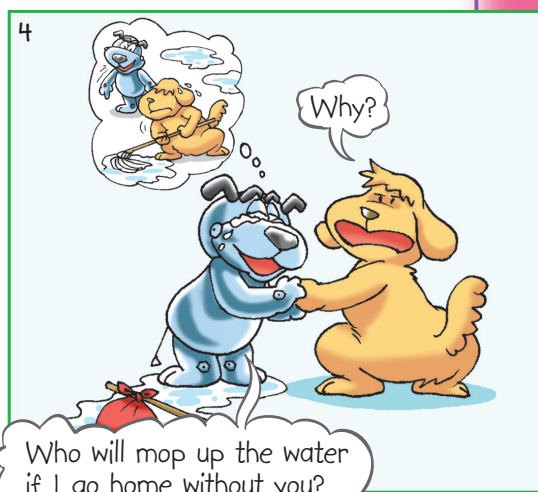
Self-assessment

| I have learnt | Details | Result |
|--|---------|--------|
| 1 about the four seasons. | | |
| 2 to use the new words to talk about the four seasons. | | |
| 3 different kinds of verbs and sentence structures. | | |
| 4 the suffix -y. | | |

Result: 😊 Excellent! 😊 Good! 😊 Not bad!
I need to spend more time on _____.

Unit 8

Natural disasters



Learning about natural disasters

The geography teacher wants the Class 1, Grade 8 students to write an article on natural disasters for the school newsletter.

Task

Write about a natural disaster for your school newsletter.



Welcome to the unit

Natural disasters and accidents

A Sandy is reading some newspaper headlines. Look at them. Which are about natural disasters? Put a tick (✓) in the correct boxes.

TIP

In newspaper headlines, the simple present tense is used and words like **a**, **an**, **the** and the verb **be** are often left out.

- | | |
|---|--|
| 1 School football team loses final <input type="checkbox"/> | 5 Flood washes away village <input type="checkbox"/> |
| 2 Earthquake kills thousands of people <input type="checkbox"/> | 6 Lightning starts big fire in classroom building <input type="checkbox"/> |
| 3 Car accident kills three men <input type="checkbox"/> | 7 Young boy falls from tree and hurts legs <input type="checkbox"/> |
| 4 Coach crashes into tree <input type="checkbox"/> | 8 Big storm kills 20 people <input type="checkbox"/> |



B Sandy and Millie are chatting online about natural disasters and accidents. Work in pairs and discuss the topic with your partner. Use the conversation below as a model.

Sandy, Millie

Sandy: Did you hear about the fire at a school in the UK last week?

Millie: No. What happened?

Sandy: It was at my friend Vivien's school. She told me about it. There was a heavy storm with thunder and lightning.

Millie: Oh, really?

Sandy: Yes. It was terrible. Lightning hit a classroom building and it caught fire.

Millie: Was anyone hurt?

Sandy: No. Nobody was hurt. It happened at night.





A An earthquake



There was an earthquake in Taiwan in 1999. Timmy survived. Read Timmy's story and find out what happened to him.

Timmy's Place
☰

Favourites History Search Page Holder

The Taiwan earthquake

Timmy's Place

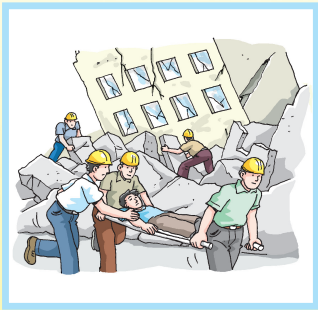
It was about two o'clock in the early morning. I was sleeping when the earthquake started. At first, I felt a slight shake. Then I heard a loud noise like thunder.

Soon the real noise came, like bombs under the ground. The earth started to shake. People screamed in fear. Some ran out of the building. I tried my best to run out too, but I could not. Outside, people were running in all directions while pieces of glass and bricks were falling down. Then the walls began to come down too!

Finally, the noise and shaking ended. It was dark and silent around me. I could not see anything at all, and I did not know if anyone else was near me. I felt nervous and my heart was beating fast. "I'm trapped," I said to myself. A moment of fear went through my mind, but I told myself to calm down since I was still alive.

I shouted for help, but no one came. I started to pull myself slowly through the dark. Luckily, there was just enough space for me to move.

Hours later, as I was trying to find my way out, I suddenly heard some noise above me. I screamed, "Help! Please help! I'm here!" Then I heard shouts from excited people. They quickly moved away the bricks. At last, I saw the bright daylight. I was safe.



B Timmy and the earthquake

B1 Sandy does not know the meanings of some words in the story. Help her match the words on the left with the meanings on the right. Write the correct letters in the blanks.

- | | | |
|----------------------|-------|---|
| 1 shake (line 5) | _____ | a finally |
| 2 scream (line 5) | _____ | b fall to the ground |
| 3 come down (line 8) | _____ | c give a loud high cry |
| 4 silent (line 9) | _____ | d not in danger |
| 5 at last (line 20) | _____ | e move quickly from side to side, up and down, etc. |
| 6 safe (line 20) | _____ | f quiet |

B2 Timmy put some pictures he drew on his web page. Help Sandy write the correct caption in the blank under each picture. Then put the pictures in the correct order.

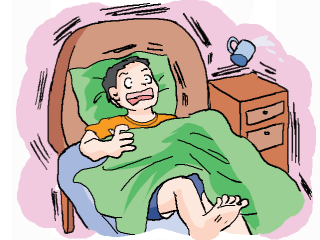
I saw the bright daylight.
I was trapped.
The walls came down.

I screamed for help.
Some people ran out of the building.
The earth started to shake.

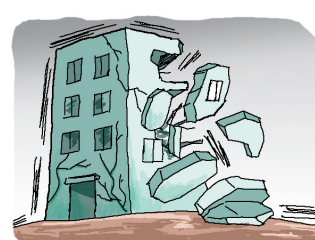












B3 Sandy is telling her classmates about Timmy's story. Check whether she remembers everything correctly. Write a **T** if a sentence is true or an **F** if it is false.

- 1 Timmy was asleep when the earthquake started. _____
- 2 At first, Timmy heard a loud noise like thunder. _____
- 3 People ran in the same direction in the street. _____
- 4 Timmy was trapped in a dark place after the earthquake stopped. _____
- 5 There was not enough space for Timmy to pull himself through. _____
- 6 People found Timmy soon after he was trapped. _____

B4 Sandy is writing about what happened to Timmy in her diary. Help her complete her diary entry with the words in the box.

| | | | | | |
|---------|--------|-------|----------|---------|---------|
| beating | bricks | calm | fear | mind | nervous |
| pulled | safe | saved | sleeping | thunder | trapped |

When the earthquake hit Taiwan in 1999, Timmy was ⁽¹⁾ _____. He heard a loud noise like ⁽²⁾ _____. Then the noise became louder, like bombs under the ground. People screamed in ⁽³⁾ _____. Then pieces of glass and ⁽⁴⁾ _____ fell down.

When the noise and shaking stopped, Timmy was ⁽⁵⁾ _____ and could not get out. He felt ⁽⁶⁾ _____ and his heart was ⁽⁷⁾ _____ fast. A moment of fear went through his ⁽⁸⁾ _____. Then he tried to ⁽⁹⁾ _____ down and ⁽¹⁰⁾ _____ himself slowly through the dark. Finally, people came and heard his cry for help. They moved away the bricks and ⁽¹¹⁾ _____ him. Timmy was ⁽¹²⁾ _____ at last.





Grammar

A Past continuous tense


We use the past continuous tense to talk about things that were happening at a particular time in the past.

| | | | |
|-------------|------------|----------|------------------------|
| I | was (not) | sleeping | at 10 p.m. last night. |
| You/We/They | were (not) | | |
| He/She/It | was (not) | | |

| | | | |
|------|-------------|----------|------------------------|
| Was | I | sleeping | at 10 p.m. last night? |
| Were | you/we/they | | |
| Was | he/she/it | | |

| | | | | | |
|------|-------------|-------|-----|-------------|----------|
| Yes, | I | was. | No, | I | wasn't. |
| | you/we/they | were. | | you/we/they | weren't. |
| | he/she/it | was. | | he/she/it | wasn't. |

A snowstorm hit Sunshine Town

 A snowstorm hit Sunshine Town. Mr Wu is asking the students about it. Complete their conversation with the correct forms of the verbs in brackets.

Mr Wu: What a terrible snowstorm! It started at about seven this morning.

I ⁽¹⁾ _____ (read) the newspaper then. What

⁽²⁾ _____ you _____ (do), Simon?

Simon: I ⁽³⁾ _____ (have) breakfast.

Mr Wu: What about you, Millie?

Millie: I ⁽⁴⁾ _____ (walk) to the bus stop. Sandy, I saw you and your parents standing on the side of the road. ⁽⁵⁾ _____ you _____ (wait) for a taxi?

Sandy: Yes. My dad's car broke down because of the cold weather. He ⁽⁶⁾ _____ (ring) someone to come and help when you saw us.



B Using *when*, *while* and *as*

When, **while** and **as** can be used as conjunctions of time. They all mean “during the time that”.

TIP We use a comma to separate the two clauses if **when**, **while** or **as** comes at the beginning of the sentence. **When** the earthquake started, most people were sleeping.

I **was sleeping** **when** the earthquake **started**.

People **were running** in all directions **while** pieces of glass and bricks **were falling down**.

As I **was trying** to find my way out, I suddenly **heard** some noise above me.

Note: When a shorter action happened at the same time as a longer action, we use the past continuous tense for the longer action and the simple past tense for the shorter action. When there are two long actions, we often use **while**.


If the shorter action is in the main clause, we can use **when**, **while** or **as** to join them.

When/While/As Millie **was watching** TV, Andy **came** into the room.

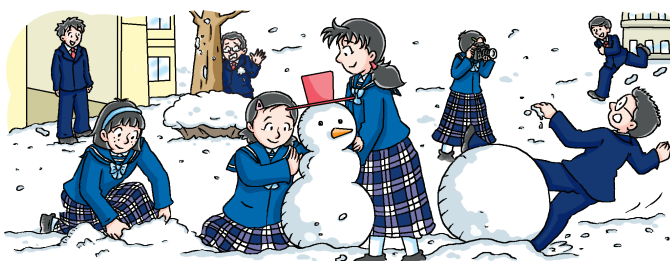
If the longer action is in the main clause, we often use **when** to join them.

Millie **was watching TV** **when** Andy **came** into the room.

Playing in the snow

 Some Class 1, Grade 8 students went to play in the snow. Complete the sentences with the correct forms of the verbs in brackets. Use **when**, **while** or **as** to connect the sentences.

- _____ Simon _____ (arrive), Amy _____ (get) some snow from the ground.
- _____ Suzy and Kitty _____ (build) a snowman, Millie _____ (take) photos.
- Daniel _____ (fall) over _____ he _____ (make) a big snowball.
- Peter _____ (hide) behind a tree _____ a snowball _____ (hit) him.
- _____ Millie and her classmates _____ (play) in the snow, Andy _____ (run) towards them.





Integrated skills

A Away from danger

A1 Which telephone numbers should you dial in the following situations? Write the correct telephone number under each picture. The information in the box may help you.

110—Police

119—Fire

120—Hospital

122—Traffic

1



2



3



4



A2 The students are attending a talk called "Away from danger" at Sunshine Hall. Listen to the talk and help Simon complete his notes.

Danger

Tips

Fires

Try to get out as soon as possible.

Cover your mouth and nose with a wet towel to protect yourself from ⁽¹⁾ _____.

Stay ⁽²⁾ _____ to the ground.

Never ⁽³⁾ _____ into the building on fire.

Floods

Get to ⁽⁴⁾ _____ ground and stay there.

Do not ⁽⁵⁾ _____ through the flood water.

Earthquakes

⁽⁶⁾ _____ under a strong desk or table to protect yourself.

Do not stand near a ⁽⁷⁾ _____.

Traffic accidents

Always ⁽⁸⁾ _____ traffic rules.

Look ⁽⁹⁾ _____, right and then left when you cross the road.

Do not sit, ⁽¹⁰⁾ _____ or ride your bicycle on railways.



Simon's cousin Annie is asking Simon about the talk. Help him answer Annie's questions. Listen to the talk again and check your answers.

Annie: What did you learn from yesterday's talk, Simon?

Simon: We learnt a lot about keeping ourselves safe from fires, floods, earthquakes and ⁽¹⁾ _____.

Annie: Really? What should we do if our building is on fire?

Simon: We should try to ⁽²⁾ _____ as soon as possible.

Annie: How can we protect ourselves from thick smoke?

Simon: We should use a ⁽³⁾ _____ to cover our mouth and nose and stay ⁽⁴⁾ _____ to the ground.

Annie: Well, what should we do when there's a flood?

Simon: We should get to ⁽⁵⁾ _____. Remember that we shouldn't ⁽⁶⁾ _____ through the flood water.

Annie: I see. What should we do when an earthquake happens?

Simon: Hide under a ⁽⁷⁾ _____ desk or table. Stay away from a ⁽⁸⁾ _____.

Annie: What should we do to protect ourselves from traffic accidents?

Simon: We should always follow ⁽⁹⁾ _____. Moreover, it's dangerous to sit, walk or ride a bicycle on ⁽¹⁰⁾ _____.

B Speak up: What should we do first?



Millie and Daniel are talking about first aid. Work in pairs and discuss what we should do first to deal with some accidents. Use the conversation below as a model.

Millie: We may burn our hands when we cook at home. Do you know what to do first if I burn myself?

Daniel: Sure. First, you should keep your hand in cold water for about ten minutes.

Millie: I see. What should I do after that?

Daniel: Cover the burn with a clean towel.

Millie: Should I put any cream on it?

Daniel: No, you shouldn't. You should go and see the doctor.

Millie: All right. Thanks.



Study skills

Creating new words

We can put two words together to create new words. They are called compound words.

rail + way → railway

earth + quake → earthquake

pan + cake → pancake

snow + ball → snowball

TIP

Sometimes we need to add a hyphen (-).
north + east → north-east
part + time → part-time

A Look at the following words and see how they form new words. Write the correct words in the blanks.

| | | | | |
|---|--------|----------|---|---------------|
| 1 | | daughter | → | granddaughter |
| | | son | → | grandson |
| 2 | black | board | → | |
| | notice | | → | |
| 3 | week | | → | weekday |
| | | | → | weekend |
| 4 | head | | → | headache |
| | tooth | | → | toothache |


B Sometimes we can remember words more easily by separating the compound words into two words. Divide these words.

- | | |
|--|-------------------------------|
| 1 bookshop = <u>book</u> + <u>shop</u> | 5 housework = _____ + _____ |
| 2 classroom = _____ + _____ | 6 newspaper = _____ + _____ |
| 3 countryside = _____ + _____ | 7 pancake = _____ + _____ |
| 4 gentleman = _____ + _____ | 8 supermarket = _____ + _____ |



Task

A natural disaster

 Sandy wants to write about the snowstorm that hit Beijing this week. Read her notes below.

A snowstorm

When: Friday, 5 January

What: snowstorm hit Beijing

During the storm: I was doing my homework in the classroom when Mr Wu came in and told us to go home early.

I shared an umbrella with Millie.

The snowstorm was terrible.

The snow kept falling.

I could hear the wind blowing.

I lost my umbrella in the wind.

I nearly fell over.

Many people were waiting at the bus stop.

After the storm: I stayed at Millie's home.

I heard the noise of traffic the next morning.

People were trying to clear the snow from the streets.

Useful expressions

An earthquake/A flood/A snowstorm/... hit

I was doing ... when

... because of the heavy rain/snow


We could only hear/see

... kept falling.

Suddenly,

... had to walk slowly/pull oneself through

... was really terrible.

 Sandy is writing an article for the school newsletter. Help her complete her article using the notes in Part A.

Snowstorm hit Beijing


A snowstorm hit Beijing on Friday, 5 January.

I was doing my ⁽¹⁾ _____ in the classroom when Mr Wu came in and told us to ⁽²⁾ _____. My parents could not get home that night because of the heavy snow, so Millie asked me to go to her home.

I ⁽³⁾ _____ an umbrella with her while we were walking to the bus stop. The weather was really terrible. The ⁽⁴⁾ _____ kept falling around us. We could hear the ⁽⁵⁾ _____ blowing.

Suddenly, a strong wind came from behind. I lost my ⁽⁶⁾ _____ in the wind and I nearly ⁽⁷⁾ _____ over. We had to walk slowly in the deep snow. When we arrived at the bus stop, we saw many people ⁽⁸⁾ _____ there. At last, we got on a bus to Millie's home.

I stayed at Millie's home that night. I heard the noise of ⁽⁹⁾ _____ the next morning. People were trying to ⁽¹⁰⁾ _____ the snow from the streets.

 You also want to write an article about a natural disaster for your school newsletter. First, make some notes. Then write your article.



Self-assessment

| I have learnt | Details | Result |
|--|---------|--------|
| 1 about a person surviving an earthquake. | | |
| 2 to use the new words to talk about a natural disaster story. | | |
| 3 to use the past continuous tense. to use when , while and as . | | |
| 4 to create compound words. | | |

Result:  Excellent!  Good!  Not bad!
I need to spend more time on _____.

Project 2

The world around us

The Class 1, Grade 8 students at Sunshine Middle School are designing a web page about the natural world.

A Planning and preparing

- 1 Work in groups of four. Think about the natural world. Look at the list of topics below to get some ideas. Then choose a topic.
- 2 Search for information about your topic. Use the library and the Internet.
- 3 Make notes on your topic. You may divide your search into different sections.
- 4 When you have enough information, discuss with the members of your group how you will present the information. You may use charts, pictures or some other ways to present it.

TIP

We learnt how to search for information in Grade 7.

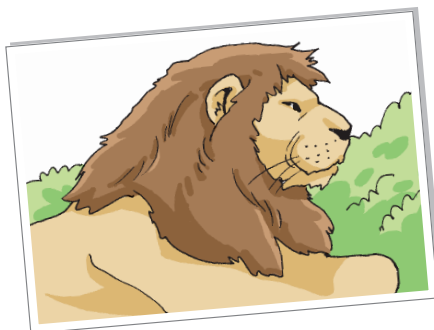
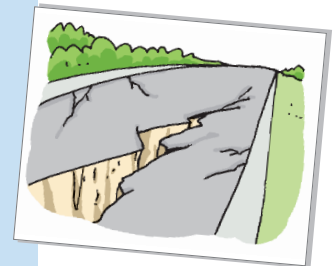
Topics

Disasters and accidents:

- earthquake
- flood
- rainstorm
- fire
- sandstorm
- snowstorm
- typhoon
- car crash

Actions which do harm to wild animals:

- cutting down forests
- hunting wild animals
- taking away wild animals' food
- taking baby animals away from their mothers



B Tips for designing web pages

Planning and drafting

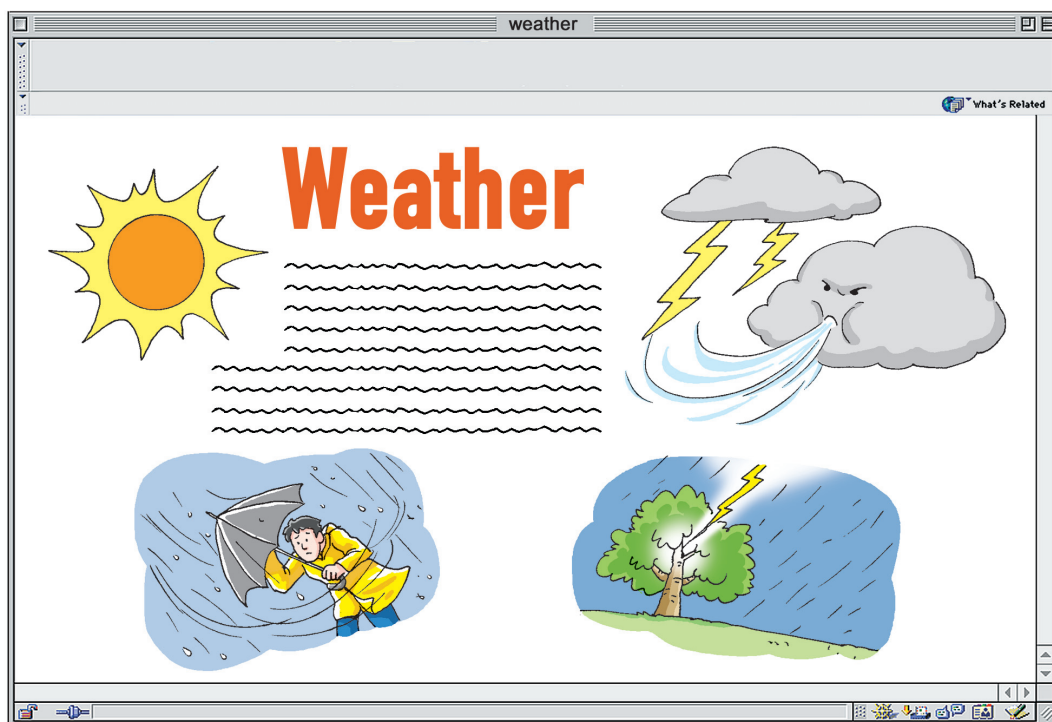
- Read through your notes carefully.
- Make a plan before you write.
- Keep your text short and interesting.
- Remember to divide your text into paragraphs.
- Write a heading for each paragraph, for example, "Before the earthquake".
- Put all related ideas in one paragraph.
- Use facts to support your ideas.
- Write your first draft.

Checking

- Check for spelling and grammar mistakes.
- Make sure your punctuation is correct.
- Check each other's work.

Artwork

- Use pictures and photos.
- Use colours to make your web page more attractive.



Irregular verbs

Irregular verbs

| Base form | Simple past | Past participle | Base form | Simple past | Past participle |
|-----------|-------------|-----------------|-----------|-------------|-----------------|
| be | was/were | been | feel | felt | felt |
| bear | bore | born | fight | fought | fought |
| beat | beat | beaten | find | found | found |
| become | became | become | fly | flew | flown |
| begin | began | begun | forget | forgot | forgotten |
| blow | blew | blown | get | got | got |
| break | broke | broken | give | gave | given |
| bring | brought | brought | go | went | gone |
| build | built | built | grow | grew | grown |
| burn | burnt | burnt | hang (悬挂) | hung | hung |
| | burned | burned | have | had | had |
| buy | bought | bought | hear | heard | heard |
| catch | caught | caught | hide | hid | hidden |
| choose | chose | chosen | hit | hit | hit |
| come | came | come | hold | held | held |
| cost | cost | cost | hurt | hurt | hurt |
| cut | cut | cut | keep | kept | kept |
| deal | dealt | dealt | know | knew | known |
| dig | dug | dug | lay | laid | laid |
| do | did | done | lead | led | led |
| draw | drew | drawn | learn | learnt | learnt |
| dream | dreamt | dreamt | | learned | learned |
| | dreamed | dreamed | leave | left | left |
| drink | drank | drunk | lend | lent | lent |
| drive | drove | driven | let | let | let |
| eat | ate | eaten | lie (躺) | lay | lain |
| fall | fell | fallen | light | lit | lit |
| feed | fed | fed | | lighted | lighted |

| Base form | Simple past | Past participle | Base form | Simple past | Past participle |
|-------------|-------------|-----------------|------------|-------------|-----------------|
| lose | lost | lost | sleep | slept | slept |
| make | made | made | smell | smelt | smelt |
| mean | meant | meant | | smelled | smelled |
| meet | met | met | speak | spoke | spoken |
| mistake | mistook | mistaken | speed | speeded | speeded |
| pay | paid | paid | | sped | sped |
| put | put | put | spell | spelt | spelt |
| read /ri:d/ | read /red/ | read /red/ | | spelled | spelled |
| ride | rode | ridden | spend | spent | spent |
| ring | rang | rung | spread | spread | spread |
| rise | rose | risen | stand | stood | stood |
| run | ran | run | steal | stole | stolen |
| say | said | said | stick | stuck | stuck |
| see | saw | seen | swim | swam | swum |
| sell | sold | sold | take | took | taken |
| send | sent | sent | teach | taught | taught |
| set | set | set | tell | told | told |
| shake | shook | shaken | think | thought | thought |
| shine | shone | shone | throw | threw | thrown |
| show | showed | shown | understand | understood | understood |
| | showed | showed | wake | woke | woken |
| shut | shut | shut | wear | wore | worn |
| sing | sang | sung | win | won | won |
| sit | sat | sat | write | wrote | written |

Unit 1

1 Can I have something to drink? (page 6, Picture 2)

我能喝点什么吗?

这里 **have something to drink** 表示“来点喝的东西”，动词不定式 **to drink** 作定语，修饰不定代词 **something**。如：

If you are thirsty, have something to drink. 如果你渴了，就喝点什么吧。

类似的表达还有 **have something to eat**。如：

Do you want to have something to eat? 你想吃点东西吗?

2 What makes good friends, Amy? (page 7, Part B)

埃米，什么样的人适合做好朋友呢?

句中 **make** 相当于系动词，意思是“成为，适合”。如：

She will make an excellent teacher. 她会成为一名好老师。

3 She is willing to share things with her friends. (page 8, lines 4–6)

她乐意和朋友分享东西。

短语 **be willing to do something** 表示“愿意、乐意做某事”。如：

I am willing to work with her. 我乐意和她一起工作。

4 She is also helpful and ready to help people any time. (page 8, lines 6–8)

她还乐于助人，在任何时候都愿意帮助别人。

句中 **any time** 也可改写作 **anytime**，意思是“在任何时候，随时”。注意该词是副词，前无需再加介词 **at**。如：

Call me any time. 随时给我打电话。

5 ... she always gives her seat on the bus to someone in need. (page 8, lines 9–11)

……她总是将公交车上的座位让给有需要的人。

句中的 **someone in need** 表示“有需要的人”。如：

Project Hope helps those children in need. 希望工程帮助那些有需要的孩子。

6 Max's legs are very long. They do not fit well under his desk. (page 8, lines 24–25)

马克斯的腿很长，在课桌底下伸不开。

7 She smiles often and never says a bad word about anyone. (page 8, lines 32–33)

她经常微笑，而且从不说任何人一句坏话。

句中的 **word** 意思是“言语，说的话”。如：

Mr Wu wants to have a word with my dad. 吴老师想和我爸爸谈一谈。

8 What's he like? (page 14, Part B)

他是个什么样的人?

句型 **What's ... like?** 常用于询问意见，意思是“……怎么样? ”。如：

What's school like? 上学是什么样的?

Unit 2

- 1 It's like watching TV, but there are fewer advertisements. (page 18, Picture 4)
它（上学）就像看电视，只不过广告少一些。
- 2 Time seems to go faster when we are reading interesting books. (page 20, line 10)
当我们阅读有趣的书的时候，时间似乎过得更快。
这里正在进行时 *are reading* 表示一段时间内正在进行的动作。
- 3 I'm in the 8th grade at Rocky Mountain High School near Denver. (page 20, lines 12–13)
我在靠近丹佛的洛基山中学读八年级。
美国的中学教育包括七年级到十二年级。在不同的地区，学校对于中学年级的划分也有所不同。大多数美国学校将七到八年级划分为初中，将九到十二年级划分为高中。
- 4 Every Monday, I go to the Buddy Club. (page 20, line 14)
每周一我都去同伴俱乐部。
句中的 *buddy* 表示“朋友，伙伴”，*Buddy Club* 意为“同伴俱乐部”，其成员通过结伴的方式让低年级学生获得较高年级学生的照顾和帮助。
- 5 I love this game and practice hard every time. (page 20, lines 22–23)
我喜欢这项运动，每次训练都很刻苦。
因本文作者为一美国男生，所以动词 *practice* 采用了美式拼写。美式英语中 *practice* 既可用作名词，也可用作动词，而英式英语中 *practice* 用作名词，动词则是 *practise*。
- 6 My school has fewer weeks off for the summer holiday than Daniel's. (page 26, Part A4)
我的学校比丹尼尔的（学校）暑假少放几个星期假。
短语 *have (some time) off* 表示“休息（一段时间）”。如：
have two weeks off 休息两周
表示休假还可以用 *take (some time) off* 来表示。如：
take two weeks off 请两周假
- 7 My ideal school starts at 9 a.m. and finishes at 3 p.m. We do not need to get up early, and we have lots of time for after-school activities. (page 29, Part B)
我理想的学校上午九点上学，下午三点放学，我们不用早起，而且我们有很多时间参加课外活动。
短语 *have time for something* 表示“有时间做某事”。如：
How much time do you have for sports each week? 你每周有多少时间用来做运动？
- 8 Every month, we go on a school trip. We always have fun. (page 29, Part B)
每个月，我们都有一次学校旅行。我们总是玩得很开心。
短语 *go on a trip* 表示“去旅行”。如：
They went on a trip to Hong Kong last week. 他们上周去香港旅游了一趟。

Unit 3

- 1 Yesterday I took a boat trip under the famous Harbour Bridge and went past the Sydney Opera House. (page 31, Part A)
昨天我坐船游览了著名的港湾大桥，途中经过了悉尼歌剧院。

悉尼歌剧院 (the Sydney Opera House) 是一座供音乐、戏剧演出的建筑, 坐落在悉尼港三面环海的贝尼朗岬角上。其外观为三组巨大的壳片——第一组壳片内部是大音乐厅, 第二组内部是歌剧厅, 第三组内部是餐厅。该建筑由丹麦建筑师约恩·乌松设计, 1959年动工, 1973年竣工, 被视为悉尼的标志。

2 We're going to the top of the Eiffel Tower this afternoon! (page 31, Part A)

今天下午我们要登上埃菲尔铁塔啦!

埃菲尔铁塔 (the Eiffel Tower) 高 320 多米, 分三层, 于 1887 年 1 月动工, 1889 年 3 月 31 日完成安装工作。其设计者是建筑工程师居斯塔夫·埃菲尔。为了铭记这位钢铁建筑之父, 人们将铁塔命名为“埃菲尔铁塔”, 并在塔下为他塑了一座半身铜像。

3 I saw the White House today. (page 31, Part A)

今天我看到白宫了。

白宫 (the White House) 是美国总统府所在地, 坐落在首都华盛顿市中心的宾夕法尼亚大街 1600 号, 始建于 1792 年, 1800 年基本完工。

4 I'm doing fine here. (page 32, line 2)

我在这里挺好。

句中的 **fine** 用作副词, 意思是“够好, 挺不错”, 常用于口语中。如:

Things are going fine. 事事顺利。

5 All of us couldn't wait to get off the bus. (page 32, lines 7–8)

我们所有人都迫不及待地要下车。

短语 **can't wait** 意思是“迫不及待”, 后面可接动词不定式或“介词+宾语”结构。如:

I can't wait to go on holiday with my family. 我迫不及待地想要和家人去度假。

The children can't wait for their Christmas presents. 孩子们等不及想要圣诞礼物。

6 There are models of more than a hundred places of interest from all over the world. (page 32, lines 8–9)

这里有一百多个世界各地景点的模型。

句中的 **place of interest** 表示“景点”, **interest** 解释为“令人感兴趣的事 (或人)”。**interest** 还可解释为“兴趣”, 常用的短语有 **show/take/have (an) interest in (doing) something**, 表示“对 (做) 某事感兴趣”。如:

Daniel shows great interest in computers. 丹尼尔对电脑很感兴趣。

Daniel takes (an) interest in working on his web pages. 丹尼尔对制作自己的网页感兴趣。

注意: 形容词 **interesting** 意思是“有趣的”, **interested** 意思是“感兴趣的”。如:

The trip to the World Park was very interesting. 去世界公园的旅行很有趣。

I am very interested in learning about different cultures. 我对了解不同的文化很感兴趣。

7 The model Golden Gate Bridge looked as great as the one back home. (page 32, lines 12–13)

金门大桥的模型看起来就像家乡的那座一样棒。

金门大桥 (the Golden Gate Bridge) 建于 1933 年, 1937 年竣工, 是世界上最大的单孔吊桥之一。金门大桥长达 2 737 米, 从海面到桥中心部的高度约为 67 米。桥两端有两座高达 227 米的塔。金门大桥在桥梁建筑史上是一个创举。它只有两大支柱, 因此它不是利用桥墩支撑桥身, 而是利用桥两侧的弧形吊带产生的巨大拉力把沉重的桥身高高吊起。金门大桥的设计者是工程师史特劳斯, 人们把他的铜像安放在桥畔以作纪念。

8 The match takes place on ... in Moonlight Town. (page 37, Part A1)

比赛于……在月光镇举行。

短语 **take place** 意思是“举行，发生”，一般指非偶然性事件的“发生”，即这种事件的发生一定有某种原因或事先的安排。如：

When and where will the wedding take place? 婚礼将在何时何地举行？

9 Come and cheer for our team! (page 37, Part A1)

快来给我们队加油吧！

句中的 **cheer** 意思是“加油，喝彩，欢呼”，可用作及物或不及物动词。如：

We all cheered as the team came on to the field. 球队入场时我们都为之欢呼。

The crowd cheered the President as he drove slowly by.

当总统的车缓缓经过时，群众向他欢呼致意。

10 It's free for groups of 30 or more students. (page 38, Part B)

它（中国科学技术馆）向 30 人或以上学生团体免费（开放）。

句中的 **free** 意思是“免费的”，我们已学过 **free** 表示“空闲的”，**free** 还可表示“自由的”。

Unit 4

1 Here are clear instructions. Read them first. (page 42, Picture 2)

这儿有清楚的说明，先看看吧。

句中的 **instructions** 表示“用法说明，操作指南”。如：

Follow the instructions and do it carefully. 仔细按照说明操作。

2 ... but he hit a pipe and filled the room with water. (page 44, lines 8–9)

……但他敲裂了水管，弄得房间里到处都是水。

句中的 **fill** 表示“(使)充满，装满”，**fill ... with ...** 表示“用……充满……”。如：

Smoke filled the room. 房间里烟雾弥漫。

That little boy filled the hole with earth. 那个小男孩用泥土把洞填了起来。

3 Now the living room has not only blue walls but also a blue ceiling and floor. (page 44, lines 12–13)

现在客厅里不仅墙壁是蓝色的，连天花板和地板也是蓝色的。

句中的 **floor** 意思是“地板，地面”，表示此含义时，通常用作不可数名词；当表示“楼层”的含义时，用作可数名词。如：

He lives two floors above me. 他住在我楼上两层。

4 Whoops! They couldn't stay there because one end of the shelf was much higher than the other! (page 44, lines 16–17)

哎呀！书无法摆在上面，因为架子的一端比另一端要高得多！

“副词 **much** + 形容词比较级”体现比较的程度。类似的表达还有 **much bigger** (大得多)、**much more** (多得多)、**much more beautiful** (漂亮得多) 等。

5 So instead, I am reading all the books myself and attending lessons every Saturday. (page 44, lines 20–21)

因此反倒是我自己在读所有这些书，并且每周六去上课。

句中的 **read** 和 **attend** 用了现在进行时，表示当前一段时间内的活动或现阶段正在进行的动作（但说话时不一定在进行）。

6 Sometimes it'll take time to do a DIY job. (page 48, Part B)

有时干“自己动手做”的活要花费挺长的时间。

短语 **take time** 相当于 **take a long time**。

7 I kept spelling the words wrong. (page 52, Part A)

我总是把单词拼写错。

短语 **keep doing something** 意思是“继续、重复做某事”，强调某个动作多次反复地发生或进行。如：

Keep trying and you will find you can remember things better.

坚持尝试，你会发现你可以更好地记住东西了。

Unit 5

1 This means “hope”. (page 58, line 2)

它的意思是“希望”。

句中的 **mean** 用作动词，意思是“是……的意思”。如：

What does this sentence mean? 这句话是什么意思？

The sign means “No parking”. 这块指示牌的意思是“禁止停车”。

2 When Xi Wang was born, she weighed just 100 grams and looked like a white mouse. (page 58, lines 3–4)

希望刚出生时，只有一百克重，看起来像只小白鼠。

短语 **be born** 意思是“出生，出世”。如：

Linda was born in the USA. 琳达出生在美国。

The twins were born on 1 December. 这对双胞胎出生于十二月一日。

3 In the beginning, Xi Wang drank her mother's milk. (page 58, line 9)

一开始（熊猫）希望是吃母乳。

短语 **in the beginning** 等于 **at first**，意思是“开始，起初”，与 **later**（后来）相对。短语 **at the beginning (of)** 指开始的时间或地点。如：

Our summer holiday starts at the beginning of July. 我们暑假从七月初开始。

He was a little shy in the beginning. 起初他还有点害羞。

4 Sadly, giant pandas face serious problems in the wild. (page 58, line 12)

不幸的是，大熊猫在野外面临严重的问题。

句中的 **face** 用作动词，意思是“面临”。**face** 还有“面对，面朝”的意思。如：

Most of the rooms face south. 多数房间朝南。

5 However, the bamboo forests are becoming smaller and smaller. As a result, pandas may not have a place to live or food to eat. (page 58, lines 15–17)

然而竹林变得越来越少。因此，大熊猫可能无处生存，无以为食。

句中 **smaller and smaller** 是比较级 **more and more** 结构，常用来表示“越来越……”。如：

The prices are getting higher and higher. 物价越来越高了。

短语 **place to live** 和 **food to eat** 中的动词不定式均作定语，修饰其前面的名词。

6 If we do nothing, soon there may be none left! (page 58, lines 24–25)

如果我们什么都不做，很快世界上就一只熊猫也不剩了！

句中的 **left** 是 **leave** 的过去分词，意思是“剩下的，留下的”。如：

Is there any coffee left? 还有咖啡剩下吗?

- 7 However, we do believe that where there is Xi Wang, there is hope. (page 58, lines 25–26)

然而, 我们坚信熊猫在, 希望就在。

句中的 do 是助动词, 后接动词原形, 用来加强语气。

句中的 where there is Xi Wang, there is hope 是仿照英语谚语 where there is a will, there is a way 而来, 该谚语的意思是“有志者事竟成”。

Xi Wang 是文中大熊猫的名字, 在这里泛指大熊猫。这种用个体名称代指一类人或物, 在英语中较常见。如:

All work and no play makes Jack a dull boy. 只用功不玩耍, 聪明孩子也变傻。

- 8 It's a great pity! (page 64, Part B)

太遗憾了!

句中的 pity 表示“遗憾, 可惜”。如:

What a pity! 真可惜!

What a shame! 也可表示相同的含义, 用来表达遗憾或惋惜。

Unit 6

- 1 Hobo: Do you like birdwatching, Eddie? (page 68, Picture 1)

Eddie: Sure. I often go to the market to watch the birds. (page 68, Picture 2)

霍波: 埃迪, 你喜欢观鸟吗?

埃迪: 当然, 我经常去市场观鸟。

观鸟 (birdwatching) 是指在自然环境中观察、研究鸟类的一种带有科学性质的户外活动。

- 2 Zhalong Nature Reserve is in Heilongjiang Province in North-east China. (page 70, lines 1–2)

扎龙自然保护区位于中国东北黑龙江省。

扎龙自然保护区 (Zhalong Nature Reserve) 位于黑龙江省西部, 苇草丛生, 鱼类丰富, 适于丹顶鹤和其他水禽栖息。区内有鸟类两百多种, 尤以鹤的种类多而令人瞩目。扎龙在鹤类保护和研究方面取得的成果得到国内外著名鸟类学家的高度评价。

- 3 It is one of the world's most important wetlands. (page 70, line 2)

它是世界上最重要的湿地之一。

湿地 (wetland) 与森林、海洋并称全球三大生态系统, 也是价值最高的生态系统。湿地是许多珍稀野生动植物赖以生存的基础, 对维护生态平衡、保护生物多样性具有特殊的意义。它还具有涵养水源、净化水质、调蓄洪水、控制土壤侵蚀、补充地下水、美化环境、调节气候、维持碳循环和保护海岸等极为重要的生态功能, 因此也被誉为“地球之肾”、“天然水库”和“天然物种库”。

- 4 The area provides food and cover for a lot of wildlife. (page 70, lines 2–3)

该地区为很多野生生物提供了食物和栖息地。

短语 provide something for somebody/something else 表示“为某人 (某事) 提供某物”, 它相当于 provide somebody/something with something else。如:

Our school plans to help the students in poor areas by providing some stationery for them.

= Our school plans to help the students in poor areas by providing them with some stationery.

我们学校准备为贫困地区的学生们提供一些文具来帮助他们。

- 5 Many birds live in Zhalong all year round, while some go there only for a short stay. (page 70, lines 5–6)

许多鸟长年生活在扎龙，而有些鸟则仅去那儿作短暂停留。

词组 **all year round** 意思是“全年，常年”。如：

The weather here is very comfortable all year round. 这里的天气全年都很舒适。

类似的短语还有 **all day long** (整天，全天)。如：

The dog kept barking all day long. 这只狗一整天都在叫个不停。

- 6 There are not many cranes left in the world, and 40 per cent of them live in Zhalong. (page 70, lines 7–8)

世界上的鹤所剩不多，其中 40% 生活在扎龙。

句中的 **per cent** 意思是“百分之……”，用来表示百分比。如：

Forty per cent of the students in my class are girls.

我的班里 40 % 的学生是女孩。

Simon spends eighty per cent of his pocket money on computer games.

西蒙 80 % 的零花钱都用于买电脑游戏。

- 7 We need more people to count and describe the birds. (page 70, lines 18–19)

我们需要更多人来数鸟并对其进行描述。

数鸟活动始于二十世纪初。活动参与者们前往不同的地点观赏和数鸟。观鸟的地点通常被划分为若干区域，每一个观鸟者负责调查一定区域范围内鸟的数目和种类，并记录下来。数鸟活动一方面可以帮助人们了解湿地的重要性，增强人们保护鸟类的意识；另一方面能够提供鸟类的第一手资料，供科学研究使用。

- 8 Yancheng Nature Reserve is home to different kinds of plants and rare birds. (page 76, Part A3)

盐城自然保护区有各种植物和稀有鸟类。

句中的 **home** 在这里用作不可数名词，意思是“栖息地，产地”。如：

Dafeng in Jiangsu Province is home to a rare animal called Milu.

江苏大丰有一种稀有动物叫麋鹿。

- 9 I will be very happy if I can become a member of the Birdwatching Society. (page 79, Part B)

如果我能成为观鸟协会的一员，我将十分高兴。

Unit 7

- 1 I bet you'll look cool and feel cool with nothing on! (page 80, Picture 4)

我敢说什么都不穿，你会看起来酷（凉快），感觉也很酷（凉快）！

句中的 **cool** 有双关含义，一是“绝妙的，酷的”，二是“凉快的，冷的”。

- 2 And the birds fly far away

To find a warm and sunny day. (page 82, lines 3–4)

鸟儿已飞远，去寻找温暖、明媚的地方。

英文诗歌几行为一节，每行开头单词首字母均大写，行末押韵或不押韵，有规律地排列。

- 3 The days of spring are windy and bright.

What a perfect time to fly a kite! (page 82, lines 5–6)

春天风和日丽，正是放风筝的好时节！

- 4 Bees and butterflies play among flowers,
Then hide from the April showers. (page 82, lines 7-8)
蜜蜂和蝴蝶在花丛中嬉戏，有时要躲避四月阵雨的突袭。
句中的 *shower* 在这里意思是“阵雨，阵雪”，*shower* 还可指“淋浴”。
- 5 It was an awful day! (page 86, Part B)
这真是糟糕的一天！
句中的 *awful* 意思是“糟糕的，讨厌的”。如：
The weather is really awful today. 今天的天气真是糟透了。
- 6 Everything is covered in deep white snow, and the lakes and rivers are frozen. (page 90, Part A)
厚厚的白雪覆盖了一切，湖泊与河流都结了冰。
短语 *be covered in/with something* 表示“被某物覆盖”。如：
The mountain is covered with trees now. 现在山上长满了树。
- 7 We throw snowballs at each other, screaming and laughing. (page 90, Part A)
我们向对方扔雪球，叫着，笑着。
句中的 *screaming and laughing* 是现在分词短语，在句中作伴随状语。

Unit 8

- 1 It's raining. My house is all wet. (page 92, Picture 1)
下雨了，我的房子全湿了。
- 2 Lightning hit a classroom building and it caught fire. (page 93, Part B)
一幢教学楼被雷电击中而着火了。
句中的 *hit* 意思是“打击、危害”。如：
A strong earthquake hit Taiwan in 1999. 1999 年台湾发生了大地震。
短语 *catch fire* 表示“烧着，着火”。如：
Nobody knows how the house caught fire last night.
没有人知道昨晚那幢房子是如何着火的。
在表示具体的火灾实例或炉火时，*fire* 用作可数名词；*fire* 用作物质名词时为不可数名词。
如：
There was a big forest fire last year. 去年有一场森林大火。
They picked up sticks to make a fire. 他们拾了些树枝来生火。
Paper catches fire easily. 纸易着火。
- 3 People screamed in fear. (page 94, line 5)
人们恐惧地尖叫。
句中的 *fear* 表示“害怕，恐惧，担忧”。如：
The child is crying with fear. 小孩吓得直哭。
He lives in fear of losing his job. 他生活在对于失业的恐惧之中。
- 4 Outside, people were running in all directions while pieces of glass and bricks were falling down. (page 94, lines 6-7)
外面，碎玻璃和碎砖块纷纷掉落下来，人们四处逃散。
连词 *while* 在此用于连接两个同时正在发生的动作。

- 5 A moment of fear went through my mind, but I told myself to calm down since I was still alive. (page 94, lines 12–13)

我的脑中掠过一阵恐惧，但我告诉自己要镇定下来，因为我仍然活着。

- 6 I started to pull myself slowly through the dark. (page 94, lines 14–15)

我开始在黑暗中慢慢地向前移动身体。

句中的 pull 意思是“移动，抽出”，常指“较费力地移动”。如：

Tom pulled himself free and ran off. 汤姆挣脱身跑掉了。

- 7 Then I heard shouts from excited people. (page 94, lines 18–19)

然后我听到了激动的人群的叫喊声。

形容词 excited 意思是“兴奋的，激动的”；exciting 也是形容词，意思是“令人兴奋的，令人激动的”。如：

The children were very excited when they opened their Christmas presents.

孩子们打开他们的圣诞礼物时非常兴奋。

The end of the story about the Taiwan earthquake is really exciting.

那个关于台湾地震的故事的结尾的确令人激动。

- 8 Try to get out as soon as possible. (page 99, Part A2)

尽快逃出去。

短语 as soon/quickly/much as possible 意思是“尽量早（快、多）”。如：

Please write back to me as quickly as possible. 请尽快给我回复。

Unit 1

形容词比较级和最高级

当我们将两个对象进行比较时，我们要用形容词的比较级，表示“较……”，“更……一些”，“比……更……”。如：

My cousin is **taller** than I am. 我的表哥比我高。

当被比较的对象是三个或三个以上时，我们会用形容词的最高级，表示“最……”，最高级前通常要加定冠词the。如：

This is the **most interesting** story in the book. 这是这本书里最有趣的故事。

注意：被比较的对象可以是人，也可以是事物。

- 形容词比较级和最高级的构成方法如下：

| | 规 则 | 原 级 | 比较级 | 最高级 |
|---------------------|--|------------------------|--|--|
| 单音节词 和部分双 音节词 | 大多数词后加er或est | great near young | greater nearer younger | greatest nearest youngest |
| | 以字母e结尾的词后加r或st | large late | larger later | largest latest |
| | 以一个辅音字母结尾的重 读闭音节词，双写最后 一个辅音字母，再加er或est | hot thin | hotter thinner | hottest thinnest |
| | 以辅音字母 + y结尾的词， 去掉y，再加ier或iest | early busy | earlier busier | earliest busiest |
| 多音节词 和部分双 音节词 | 在词的前面加more或most | beautiful careful | more beautiful more careful | most beautiful most careful |

注意：构成形容词比较级和最高级的er和est，自成一个音节，读作[ə]和[ɪst]。如果原级词末为不发音的字母r，加er和est时，r要发[r]音，如clear、clearer、clearest。如果原级词末的发音为[ŋ]，加er和est时，[ŋ]音后得加上[g]音，如long、longer、longest。

- 常见的形容词比较级和最高级的不规则变化如下：

| 原 级 | 比较级 | 最高级 |
|--------|--------|-------|
| good | better | best |
| well | better | best |
| bad | worse | worst |
| ill | worse | worst |
| many | more | most |
| much | more | most |
| little | less | least |

注意：有些形容词有两种比较级和最高级的变化方式。如：

clever—cleverer/more clever—cleverest/most clever

old—older/elder—oldest/eldest

far—farther/further—farthest/furthest

• 形容词比较级常见于以下句式：

1. 通常情况下，我们用“比较级 + **than**”来引出比较的第二部分。如：

This picture is **more beautiful than** that one. 这幅画比那幅画更漂亮。

2. 我们用“Which ... + 比较级, ... or ...?”的句型来表示在两者中选择。如：

Which is bigger, the sun **or** the moon? 太阳和月亮，哪个更大？

3. 我们可在比较级前加上 **a little**、**much**、**even** 等词来表示程度。如：

China is **much larger** than Japan. 中国比日本大得多。

4. 我们用“比较级 + **and** + 比较级”的结构来表示人或事物本身程度的改变。如：

The boys are **stronger and stronger**. 男孩子们越来越强壮了。

• 形容词最高级常见于以下句式：

1. 我们用“形容词性物主代词 + 最高级”的结构来表示某人或事物的“最……”。如：

Peter is **his oldest** son. 彼得是他的长子。

注意：此时形容词的最高级前不需要定冠词 **the**。

2. 我们用“**the** + 最高级 + 比较范围”的结构来表示在某一范围内“最……”，介词 **of** 和 **among** 后面接表示范围的人或物，**in** 后面接表示范围的名词或名词性短语。如：

I am **the tallest of/among** the three. 我是三个人中最高的。

Russia is **the largest** country **in** the world. 俄罗斯是世界上最大的国家。

3. 我们可以用序数词修饰形容词的最高级。如：

In the USA, the **second largest** city is Los Angeles. 美国的第二大城市是洛杉矶。

Unit 2

数量的比较

• 我们常用“**more ... than**”和“**fewer/less ... than**”对人或事物的数量进行比较，表示“比……多”和“比……少”。如：

He has **more** books **than** me. 他的书比我多。

Tom is in **fewer** clubs **than** Jack. 汤姆参加的俱乐部比杰克少。

We drink **less** coffee **than** tea. 我们喝咖啡不如喝茶多。

注意：表示“比……多”时，无论可数或不可数名词都用 **more** 修饰；而表示“比……少”时，可数名词用 **fewer** 修饰，不可数名词用 **less** 修饰。

• 我们常用“**the most**”和“**the fewest/least**”对人或事物的数量进行比较，表示“最多”和“最少”。如：

Simon drinks **the most** milk. 西蒙喝的牛奶最多。

She can sing **the fewest** songs in our class. 我们班里她会唱的歌最少。

He finishes **the least** homework of us three. 我们三个人里，他完成的家庭作业最少。

注意：表示“最多”时，无论可数或不可数名词都用 **most** 修饰；而表示“最少”时，可数名词用 **fewest** 修饰，不可数名词用 **least** 修饰。

副词比较级和最高级

有时我们对事物进行比较，还会用副词的比较级和最高级。如：

Daniel drives **faster** than me. 丹尼尔开车比我快。

She plays volleyball **(the) best** in her class. 她在她的班级中排球打得最好。

注意：副词最高级前的**the**有时可以省略。

- 副词比较级和最高级的构成方法与形容词基本相同。

| | 规 则 | 原 级 | 比较级 | 最高级 |
|-------------|-----------------|------------------------|----------------------------------|----------------------------------|
| 单音节词 | 大多数词后加er或est | low fast | lower faster | lowest fastest |
| 多音节词和部分双音节词 | 在词的前面加more或most | beautifully quickly | more beautifully more quickly | most beautifully most quickly |

- 其中常见的不规则变化有：well—better—best、badly—worse—worst、far—further/farther—furthest/farthest。
- 有些词既可作形容词又可作副词，如far、fast、hard、high、late、long和well。

Unit 3

as ... as 的用法

当我们要表示双方某方面（如年龄、身高等）程度相同或不同时，常用as ... as或not as ... as结构，表示“和……一样”或“和……不一样”。如：

Mary is **as** careful **as** Linda. 玛丽和琳达一样仔细。

He does **not** run **as** fast **as** Tom. 他跑步没有汤姆快。

注意：1. as ... as或not as ... as属同级比较，在此结构中，要使用形容词或副词原级。

2. 在否定结构中，“A is not as ... as B”意思是“A不如B……”。如：

This book is **not as** interesting **as** that one. 这本书不如那本有趣。

= This book is **less** interesting **than** that one.

= That book is **more** interesting **than** this one.

- 在同级比较的否定句中，我们也可以使用not so ... as结构。如：

This desk is **not as** heavy **as** that one. 这张桌子不如那张重。

= This desk is **not so** heavy **as** that one.

= This desk is **lighter than** that one.

- 当我们对事物进行比较时，要注意被比较的双方必须是同类事物。如：

Her ruler is as long as **me**. (X)

Her ruler is as long as **mine**. (✓)

反身代词

反身代词即人称代词的反身形式，它所指代的人或物与主语一致，在句中可以起到强调的作用。如：

Mike cannot look after **himself**. 迈克不能照顾自己。

The children enjoyed **themselves** very much in the park. 孩子们在公园里玩得非常高兴。

They kept the secret to **themselves**. 他们保守着这个秘密。

注意：反身代词和它所指代的对象在人称、性别、数上必须保持一致。

- 英语中共有以下八个反身代词：

| 人称 \ 数 | 单 数 | 复 数 |
|--------|------------------------------|------------|
| 第一人称 | myself | ourselves |
| 第二人称 | yourself | yourselves |
| 第三人称 | himself herself itself | themselves |

注意：第一人称和第二人称的反身代词是由形容词性物主代词加上self 或 selves 构成，第三人称的反身代词是由宾格代词加上 self 或 selves 构成。

- 反身代词在句中不能单独作主语。如：

Myself can finish my homework. (X)

I can finish my homework **myself**. (✓)

Unit 4

祈使句

当我们向他人发出命令、提出要求或建议时，常使用祈使句。如：

Be quiet, please! 请保持安静！

Don't be late again! 不要再迟到了！

注意：祈使句的主语通常不明确表示出来。

- 祈使句的肯定形式以动词原形开头；其否定形式是在动词原形前加 do not/don't。
- 为了显得更为客气和礼貌，我们常在祈使句中加上please。当please用在句末时，必须用逗号与其余部分隔开。如：

Please pass me the ball. 请把球传给我。

Open the window, **please**. 请把窗户打开。

用should和had better提建议

当我们给他人提建议时，可以用had better和should，表示“最好”或“应该”做某事，had better的语气比should强一些。如：

You **had better** water the flowers as soon as possible. 你最好尽快给花浇水。

All of us **should** take part in this activity. 我们每个人都应该参加这个活动。

注意：had better和should 都是情态动词，后接动词原形，而且均没有人称和数的变化。

- had better中的had常缩略为'd。如：
We'd **better** leave before it rains. 我们最好在下雨前离开。
- had better和should的否定形式是：had better not和should not/shouldn't。如：
You **had better not** play computer games now. 现在你最好别打电脑游戏。
He **shouldn't** be late for school again. 他不该再迟到了。

Unit 5

情态动词 may 的用法

当我们猜测某件事发生的可能性时，常用may来表示“也许”、“可能”。如：
You **may** be right. 你可能是对的。
He is away on business. He **may not** come to the party this evening.
他出差了，可能不会来参加今天晚上的聚会。
注意：may 表示“可能”时，通常只用于肯定句和否定句中，相当于possibly、perhaps或maybe。

动词不定式作宾语

当句子中已经有谓语动词，而我们又要表达不止一个动作概念时，其余的动词可以使用非谓语形式表达。动词不定式就是动词的一种非谓语形式，其基本形式是“to + 动词原形”。如：
He wants **to play** football after class. 他想课后踢足球。
My mother forgot **to turn** off the lights yesterday. 我妈妈昨天忘记关灯了。
注意：动词不定式在句子中不作谓语，因此没有人称、数和时态的变化。
动词不定式在句中常作谓语动词的宾语，这一类谓语动词常见的有：

| | | | | | | |
|--------|----------|--------|--------|--------|---------|---------|
| afford | agree | choose | decide | expect | forget | hope |
| learn | manage | like | offer | plan | prepare | promise |
| refuse | remember | try | want | wish | | |

I **decided to visit** my grandparents this weekend. 我决定这个周末去看望祖父母。
注意：动词不定式的否定形式是“not to + 动词原形”。如：
You must promise **not to be** late again. 你必须保证不再迟到了。

Unit 6

动词不定式作目的状语

我们还可以用动词不定式表示某一动作或状态的目的。如：
He stopped **to ask** the way. 他停下来问路。
He stayed at the school **to clean** the classroom. 他留在学校打扫教室。
为了使表达更加清楚或对目的加以强调，还可以在动词前面用in order to。如：
She is running quickly **in order to catch** the first bus.
为了赶上首班公交车，她正飞快地跑着。
I will sit in the front **in order to hear** more clearly.
为了听得更清楚，我要坐在前面。
注意：由 in order to 引导的目的状语，既可以置于句尾，也可以置于句首。如：
They started early **in order to get** there in time. 为了及时赶到那里，他们很早就出发了。
In order to get there in time, they started early.

动词不定式作宾语补足语

我们可以用动词不定式来说明宾语的情况，此时动词不定式在句中作宾语补足语。如：
I want you **to sing** a song for us. 我想让你给我们唱首歌。
My father asked me **to post** a letter. 我爸爸让我寄封信。

Grammar check

动词不定式作宾语补足语，有带**to**和不带**to**两种形式。如：

The teacher asked us **to read** English every day. 老师叫我们每天读英语。

My mother made me **clean** my bedroom. 我母亲让我打扫卧室。

- 常跟带**to**的动词不定式作宾语补足语的动词有：ask、tell、order、invite、get、allow、wish、want、encourage、advise、warn、like、love、hate等。如：

The policeman **told** the boys not **to swim** in the river.

警察告诉男孩们别在这条河里游泳。

What do you **want** me **to buy** for you? 你想让我为你买什么？

- 常跟不带**to**的动词不定式作宾语补足语的动词有：感官动词hear、feel、see、watch、notice等；使役动词let、make和have。如：

I **saw** her **open** the door. 我看见她开门的。

You can **let** the boy **go** first. 你可以让那个男孩先走。

- 动词help后面的动词不定式可带**to**，也可不带**to**。如：

She often **helps** me (**to**) **do** the housework. 她常常帮我做家务。

We **helped** him (**to**) **fix** his bike. 我们帮他修自行车。

Unit 7

动词及五种基本句型

句子的基本组成部分为：主语（S）、动词（V）和宾语（O）。动词可分为行为动词（也称实义动词）和系动词，在句中可用作谓语。根据这两类动词用作谓语时的不同特点，我们可以把英语句子概括为五种基本句型。

连系动词

连系动词主要是指be动词、感官动词（look、sound、feel、smell、taste）和表示“变，变成”的动词（become、get、grow、turn）。

- 连系动词本身具有词义，但意义不完整，后需接表语。通常结构为 S + V + P（主 + 系 + 表）。如：

He **is** a teacher. 他是个教师。

She **looked** tired. 她看上去很疲劳。

The story **sounds** very interesting. 这个故事听起来很有趣。

Her face **turned** red. 她的脸变红了。

行为动词

行为动词有实在的意义，可在句中独立作谓语，表示动作或状态。行为动词可分为及物动词和不及物动词。

- 不及物动词本身意义完整，无需带宾语。由这类动词构成的句子结构为 S + V（主 + 谓）。如：

We all **laughed**. 我们都笑了。

Peter **is swimming** in the pool now. 彼得现在正在泳池里游泳。

- 及物动词本身意义不够完整，后面需接宾语。由这类动词构成的句子结构是 S + V + O（主 + 谓 + 宾）。如：

His mother **cooks** dinner every day. 他妈妈每天做饭。

Kitty **will watch** a film this Sunday. 基蒂这个星期天会去看电影。

- 有些及物动词后面可以跟两个宾语，其中一个指人，一个指物；指人的叫间接宾语，指物的叫直接宾语。由这类动词构成的句子结构是 S + V + IO + DO（主 + 谓 + 间宾 + 直宾）。在这一结构中，间接宾语常可改成一个由to/for引导的短语。如：

He **gave me some food**. = He gave some food **to me**. 他给了我一些食物。

I **will buy Mum a present**. = I will buy a present **for Mum**. 我要给妈妈买份礼物。

注意：能与to搭配的动词有bring、feed、give、hand、lend、offer、pass、pay、post、read、sell、send、show、take、teach、tell、write等。

能与for搭配的动词有bring、build、buy、cook、find、get、leave、make、order、pick、save等。

- 有些及物动词后面常跟宾语补足语，用来补充说明宾语的行为或状态等。这样构成的句子结构是S+V+DO+OC（主+谓+直宾+宾补）。如：

I **saw him crossing the street**. 我看见他在过马路。

Unit 8

过去进行时

我们可以用过去进行时表示过去某一时刻正在进行的动作或过去某一阶段一直在进行的动作。如：

I **was doing** my homework at 8 p.m. last night. 昨晚8点我正在做家庭作业。

What **were you doing** last month? 你上个月一直在做什么？

- 过去进行时的肯定结构是由“was/were + 现在分词”构成，否定结构是由“was/were + not + 现在分词”构成。如：

The boy **was cleaning** the house. 那个男孩在打扫房子。

We **were not shopping** at this time yesterday. 昨天这个时候我们没在购物。

- 有些动词通常不用于进行时，主要有：
 1. 表示心理状态、情感的动词，如love、hate、like、know等。
 2. 部分连系动词，如seem、appear等。
 3. 感官动词，如see、hear、feel、smell、sound、taste等。
 4. 短暂性动词，如decide、stop等。

when, while和as的用法

- when, while和as这三个词均有“当……时候”的意思。

There were fewer sandstorms **when** my grandparents were young.

我祖父母年轻时沙尘暴要少些。

While Millie was watching TV, her mum was sleeping. 米莉在看电视时她妈妈在睡觉。

I saw a traffic accident **as** I was riding to school this morning.

今天早晨我骑车上学时看见一起交通事故。

- when和as既可以指某一点时间，也可以指某一段时间，其从句谓语动词表示的动作既可以是瞬间性的，也可以是延续性的；while指一段时间，从句中的谓语动词必须是延续性的。即：指一段时间时，when、while和as都可用；指一点时间时，只能用when或as，不能用while。试比较：

When/As he **woke up**, it was eight o'clock. (✓)

While he **woke up**, it was eight o'clock. (✗)

When/While/As I **was waiting** for a bus, I met her. (✓)

- **when** 引导的从句的谓语动作可以在主句谓语动作之前、之后或同时发生；**while** 和 **as** 引导的从句的谓语动作必须是和主句谓语动作同时发生。

When he **finished** his homework, he **played** the computer games for a while.

当他完成作业后，他玩了会儿电脑游戏。(finished先发生)

When I **got** to the museum, the door **was closed**.

当我赶到博物馆时，大门已经关上了。(got to后发生)

While/As I **was sleeping**, the telephone **rang**.

当我睡觉时，电话响了。(was sleeping和rang同时发生)

- 当主句、从句动作同时发生且从句动作为延续性动词时，**when**、**while**和**as**都可使用。

When/While/As she **was making** a phone call, I **was writing** an email.

当她在打电话时，我正在写一封电子邮件。(make为延续性动词)

When/While/As we **were reading**, a stranger **came** in.

当我们在看书时，一位陌生人走了进来。(read为延续性动词)

- 强调两个动作同时进行，常用“过去进行时 + **while** + 过去进行时”结构。如：

They **were rowing** boats **while** we **were climbing** the hill. 当我们在爬山时，他们在划船。

- 强调某个动作发生的时候，另一个动作正在进行，常用“一般过去时 + **while** + 过去进行时”结构。如：

It **began to rain** heavily **while** we **were having** dinner. 我们在吃晚饭时，开始下起大雨。

- 强调某个动作正在进行时，另一个动作突然发生，常用“过去进行时 + **when** + 一般过去时”结构。如：

I **was walking** in the street **when** he **called** me. 我正在街上走时，他突然喊我。

- 当主句、从句动作同时进行，从句动作的时间概念淡化，而主要表示主句动作发生的背景或条件时，只能用 **as**。这时，**as**有“随着……”；“一边……，一边……”之意。

As years go by, China is getting richer and stronger.

随着时间一年一年过去，中国变得越来越富强了。

The little girls sang **as** they played. 小姑娘们一边玩，一边唱。



Wordlist (by unit)

注：本表不收录有关指示语、语法讲解和课题(Project)中的生词。括号中所标数字为该词条在本教科书中首次出现时的页码。带*号的单词只要求会读、听得懂，不要求拼写。单词音标以Oxford Advanced Learner's Dictionary (7th Edition)为依据，其中元音有短元音/ɪ/、/ʊ/、/e/、/ʌ/和弱元音/i/、/u/、/ə/之分。

Unit 1

| | | | |
|---|-----|---|------|
| thirsty /'θɜːsti/ <i>adj.</i> 口渴的 | (6) | *onto /'ɒntə; 'ɒntu/ <i>prep.</i> 到...的上面 | (8) |
| honest /'ɒnɪst/ <i>adj.</i> 诚实的；正直的 | (7) | straight /streɪt/ <i>adj.</i> 笔直的 | (8) |
| secret /'sɪkrət/ <i>n.</i> 秘密 | (7) | sweet /swi:t/ <i>adj.</i> 可爱的，惹人喜爱的 | (8) |
| keep a secret 保守秘密 | (7) | smile /smaɪl/ <i>vi.</i> 微笑 | (8) |
| *joy /dʒɔɪ/ <i>n.</i> 欢乐，高兴；乐趣 | (7) | *personality /ˌpɜːsə'næləti/ <i>n.</i> 个性 | (9) |
| care /keə(r)/ <i>vi. & vt.</i> 关心，关注，在意 | (7) | choose /tʃuːz/ <i>vt. & vi.</i> 选择；挑选 | (10) |
| care about 关心，关怀 | (7) | worse /wɜːs/ <i>adj.</i> (bad 的比较级) | (11) |
| yourself /jɔː'self/ <i>pron.</i> 你自己 | (7) | 更差，更糟，更坏 | (11) |
| *teenager /'tiːneɪdʒə(r)/ <i>n.</i> | (7) | worst /wɜːst/ <i>adj.</i> (bad 的最高级) | (11) |
| (13至19岁的) 青少年 | (7) | 最差，最糟，最坏 | (11) |
| magazine /ˌmæɡə'ziːn/ <i>n.</i> 杂志 | (7) | height /haɪt/ <i>n.</i> 高，高度 | (12) |
| good-looking /ˌɡʊd'lʊkɪŋ/ <i>adj.</i> 好看的，漂亮的 | (7) | weight /weɪt/ <i>n.</i> 重量 | (12) |
| humorous /'hjuːmərəs/ <i>adj.</i> 幽默的 | (7) | sec. /sek/ <i>abbr.</i> (= second) 秒 | (12) |
| polite /pə'laɪt/ <i>adj.</i> 礼貌的 | (7) | competition /ˌkɒmpə'tɪʃn/ <i>n.</i> 竞赛，比赛；竞争 | (12) |
| tidy /'tɑːdi/ <i>adj.</i> 爱整洁的，整洁的 | (7) | test /test/ <i>n.</i> 测试，考查 | (12) |
| make /meɪk/ <i>linking v.</i> 成为；适合 | (7) | swimmer /'swɪmə(r)/ <i>n.</i> 游泳者 | (12) |
| trust /trʌst/ <i>vt.</i> 信任 | (7) | plan /plæn/ <i>n.</i> 打算，计划 | (13) |
| lie /laɪ/ <i>n.</i> 谎言 | (7) | social /'səʊʃl/ <i>adj.</i> 社会的 | (13) |
| joke /dʒəʊk/ <i>n.</i> 玩笑 | (7) | social worker <i>n.</i> 社会工作者 | (13) |
| true /truː/ <i>adj.</i> 确实的；的确 | (7) | *ponytail /'pəʊnɪteɪl/ <i>n.</i> 马尾辫 | (14) |
| *generous /'dʒenərəs/ <i>adj.</i> 慷慨的，大方的 | (8) | shy /ʃaɪ/ <i>adj.</i> 害羞的 | (14) |
| *willing /'wɪlɪŋ/ <i>adj.</i> 乐意的，愿意的 | (8) | square /skweə(r)/ <i>adj.</i> 方形的 | (16) |
| any time /'eni taɪm/ <i>adv.</i> (= anytime) | (8) | smiling /'smaɪlɪŋ/ <i>adj.</i> 微笑的，带着笑意的 | (16) |
| 在任何时候 | (8) | handsome /'hænsəm/ <i>adj.</i> 英俊的 | (16) |
| voice /vɔɪs/ <i>n.</i> 嗓音 | (8) | fat /fæt/ <i>adj.</i> 胖的 | (16) |
| singer /'sɪŋə(r)/ <i>n.</i> 歌手 | (8) | hard-working /ˌhɑːd'wɜːkɪŋ/ <i>adj.</i> 勤奋的， | (16) |
| almost /'ɔːlməʊst/ <i>adv.</i> 几乎，差不多 | (8) | 工作努力的 | (16) |
| round /raʊnd/ <i>adj.</i> 圆形的 | (8) | patient /'peɪʃnt/ <i>adj.</i> 耐心的 | (16) |
| sense /sens/ <i>n.</i> 感觉；观念，意识 | (8) | smile /smaɪl/ <i>n.</i> 微笑 | (17) |
| *humour /'hjuːmə(r)/ <i>n.</i> <英>幽默 | (8) | unhappy /ʌn'hæpi/ <i>adj.</i> 不快乐的，悲伤的 | (17) |
| = <美> humor | | excellent /'eksələnt/ <i>adj.</i> 杰出的，极好的 | (17) |
| bored /bɔːd/ <i>adj.</i> 无聊的 | (8) | | |
| fit /fɪt/ <i>vi.</i> 可容纳，装进 | (8) | | |
| knock /nɒk/ <i>vt.</i> 碰，撞；把...撞击成 | (8) | | |

Unit 2

***advertisement** /əd'vɜːtɪsmənt/ *n.* (= **ad**) 广告 (18)

| | | | |
|---|------|---|------|
| British /'brɪtɪʃ/ <i>adj.</i> 英国的 | (19) | real /'ri:əl; rɪəl/ <i>adj.</i> 真实的, 真的 | (27) |
| biscuit /'bɪskɪt/ <i>n.</i> <英>饼干 | (19) | at first 起初, 首先 | (27) |
| * lorry /'lɒri/ <i>n.</i> <英>卡车 | (19) | keep (on) doing sth 继续, 重复做某事 | (27) |
| rubber /'rʌbə(r)/ <i>n.</i> <英>橡皮 | (19) | finish /'fɪnɪʃ/ <i>vi. & vt.</i> 完成; 结束 | (28) |
| American /ə'merɪkən/ <i>adj.</i> 美国的 | (19) | lunchtime /'lʌntʃtaɪm/ <i>n.</i> 午餐时间 | (28) |
| eraser /'ɪreɪzə(r); ɪ'reɪsə(r)/ <i>n.</i> <美>橡皮 | (19) | physics /'fɪzɪks/ <i>n.</i> 物理 (学) | (28) |
| * soccer /'sɒkə(r)/ <i>n.</i> <美>英式足球 | (19) | * badminton /'bædmɪntən/ <i>n.</i> 羽毛球运动 | (28) |
| vacation /və'keɪʃn/ <i>n.</i> <美>假期 | (19) | * ideal /aɪ'di:əl/ <i>adj.</i> 理想的 | (29) |
| cookie /'kʊki/ <i>n.</i> <美>饼干 | (19) | | |
| fall /fɔ:l/ <i>n.</i> <美>秋天 | (19) | | |
| store /stɔ:(r)/ <i>n.</i> <美>商店 | (19) | Unit 3 | |
| truck /trʌk/ <i>n.</i> <美>卡车 | (19) | come on 来吧; 赶快 | (30) |
| yard /jɑ:d/ <i>n.</i> <美>院子 | (19) | ourselves /,aʊə'selvz; aɪ'selvz/ <i>pron.</i> 我们自己 | (30) |
| movie /'mu:vi/ <i>n.</i> <美>电影 | (19) | enjoy oneself 玩得愉快 | (30) |
| * mixed /mɪkst/ <i>adj.</i> 男女混合的; 混合的 | (20) | Australia /ə'streɪliə/ <i>n.</i> 澳大利亚 | (31) |
| French /frentʃ/ <i>n.</i> 法语 | (20) | take care 保重 | (31) |
| foreign /'fɒrən/ <i>adj.</i> 外国的 | (20) | coffee /'kɒfi/ <i>n.</i> 咖啡 | (31) |
| language /'læŋɡwɪdʒ/ <i>n.</i> 语言 | (20) | top /tɒp/ <i>n.</i> 顶部, (物体的) 上面 | (31) |
| during /'djʊərɪŋ/ <i>prep.</i> 在...期间 | (20) | president /'prezɪdnt/ <i>n.</i> 总统, 国家主席 | (31) |
| discuss /dɪ'skʌs/ <i>vt.</i> 讨论, 议论 | (20) | wide /waɪd/ <i>adj.</i> ...宽的; 宽广的 | (31) |
| in class 在课堂上 | (20) | * steel /sti:l/ <i>n.</i> 钢 | (31) |
| * guy /gaɪ/ <i>n.</i> <口>家伙 | (20) | ton /tʌn/ <i>n.</i> 吨 | (31) |
| * buddy /'bʌdi/ <i>n.</i> <口>好朋友; 搭档 | (20) | fine /faɪn/ <i>adv.</i> 够好, 蛮不错 | (32) |
| offer /'ɒfə(r)/ <i>vt.</i> 主动提出, 自愿给予 | (20) | join /dʒɔɪn/ <i>vt. & vi.</i> 加入, 参加 | (32) |
| end /end/ <i>vi. & vt.</i> 结束 | (20) | myself /maɪ'self/ <i>pron.</i> 我自己 | (32) |
| baseball /'beɪsbɔ:l/ <i>n.</i> 棒球 | (20) | shine /ʃaɪn/ <i>vi.</i> 照耀, 发光 | (32) |
| win /wɪn/ <i>vt. & vi.</i> 赢得; 赢, 获胜 | (20) | clear /kliə(r)/ <i>adj.</i> 晴朗的; 清晰的 | (32) |
| least /li:st/ <i>adj.</i> 最少的; 最小的 | (23) | sky /skaɪ/ <i>n.</i> 天, 天空 | (32) |
| further /'fɜ:ðə(r); farther /'fa:ðə(r)/ <i>adv.</i> | | journey /'dʒɜ:ni/ <i>n.</i> 旅行, 旅程 | (32) |
| (far 的比较级) 较远 | (24) | boring /'bɔ:rɪŋ/ <i>adj.</i> 乏味的 | (32) |
| furthest /'fɜ:ðɪst; farthest /'fa:ðɪst/ <i>adv.</i> | | finally /'famaɪli/ <i>adv.</i> 最后 | (32) |
| (far 的最高级) 最远 | (24) | arrive /ə'raɪv/ <i>vi.</i> 到达 | (32) |
| spend /spend/ <i>vt.</i> 花费 (时间或金钱) | (25) | arrive at/in 到达 | (32) |
| spend time on/doing sth 花时间做某事 | (25) | can't wait 迫不及待 | (32) |
| * uniform /'ju:nɪfɔ:m/ <i>n.</i> 制服 | (25) | get off 下车 | (32) |
| chess /tʃes/ <i>n.</i> 国际象棋 | (26) | interest /'ɪntrəst; 'ɪntrest/ <i>n.</i> 令人感兴趣的 | |
| at most 至多, 不超过 | (26) | 事 (或人); 兴趣 | (32) |
| daily /'deɪli/ <i>adj.</i> 每日的, 日常的 | (27) | place of interest <i>n.</i> 景点 | (32) |
| weekly /'wi:kli/ <i>adj.</i> 每周的 | (27) | not believe one's eyes 不相信自己的眼睛, | |
| quick /kwɪk/ <i>adj.</i> 快的 | (27) | 非常惊讶 | (32) |
| through /θru:/ <i>prep.</i> 自始至终, 从头到尾 | (27) | main /meɪn/ <i>adj.</i> 主要的 | (32) |
| look through 浏览, 快速查看 | (27) | * sights /saɪts/ <i>n.</i> [复] 名胜, 风景 | (32) |

| | | | |
|--|------|--|------|
| culture /'kʌltʃə(r)/ <i>n.</i> 文化 | (32) | rope /rəʊp/ <i>n.</i> 绳索 | (43) |
| Internet /'ɪntənət/ <i>n.</i> 网络 | (32) | scissors /'sɪzəz/ <i>n.</i> [复]剪刀 | (43) |
| page /peɪdʒ/ <i>n.</i> 页, 页面, 页码 | (32) | tape /teɪp/ <i>n.</i> 磁带; 胶带 | (43) |
| home page <i>n.</i> 主页 | (32) | DIY /,di: aɪ 'waɪ/ <i>n.</i> 自己动手做 | (43) |
| yourselves /jɔ: 'selvz/ <i>pron.</i> 你们自己 | (32) | exactly /ɪg 'zæktli/ <i>adv.</i> 确切地, 精确地 | (43) |
| themselves /ðəm 'selvz/ <i>pron.</i> 他们自己 | (34) | stand for 代表; 象征 | (43) |
| by oneself 独立地, 独自 | (34) | repair /rɪ 'peə(r)/ <i>vt.</i> 修补 | (43) |
| itself /ɪt 'self/ <i>pron.</i> 它自己 | (36) | * decorate /'dekəreɪt/ <i>vt.</i> 装饰 | (43) |
| pull /pʊl/ <i>vt. & vi.</i> 拉; 拖; 移开 | (36) | instead /ɪn 'sted/ of 而不是, 代替 | (43) |
| rock /rɒk/ <i>n.</i> 岩石 | (36) | rose /rəʊz/ <i>n.</i> 玫瑰 (花) | (43) |
| luckily /'lʌkɪli/ <i>adv.</i> 幸好, 幸运的是 | (36) | crazy /'kreɪzi/ <i>adj.</i> 着迷的, 狂热的; 发疯的 | (44) |
| climber /'klaɪmə(r)/ <i>n.</i> 登山者, 攀爬者 | (36) | be crazy about 对…着迷 | (44) |
| * final /'faɪnl/ <i>n.</i> 决赛 | (37) | terrible /'terəbl/ <i>adj.</i> 可怕的 | (44) |
| support /sə 'pɔ:t/ <i>n.</i> 支持 | (37) | once /wʌns/ <i>adv.</i> 曾经, 一度 | (44) |
| take place 进行, 发生 | (37) | put in 安装 | (44) |
| cheer /tʃɪə(r)/ <i>vi. & vt.</i> 欢呼, 喝彩 | (37) | mistake /mɪ 'steɪk/ <i>n.</i> 错误, 失误 | (44) |
| reach /ri:tʃ/ <i>vt.</i> 到达 | (37) | make a mistake 犯错误 | (44) |
| * half-time /,hɑ:f'taɪm/ <i>n.</i> 中场休息 | (37) | * power cut /'paʊə kʌt/ <i>n.</i> 供电中断; 停电 | (44) |
| get on 上车 | (37) | * pipe /paɪp/ <i>n.</i> 管子, 水管 | (44) |
| cost /kɒst/ <i>n.</i> 费用, 价钱 | (37) | fill /fɪl/ <i>vt.</i> 使充满 | (44) |
| rest /rest/ <i>vi.</i> 休息, 歇息 | (38) | fill ... with ... 用…填充… | (44) |
| free /fri:/ <i>adj.</i> 免费的 | (38) | not only ... but (also) | (44) |
| helpless /'helpləs/ <i>adj.</i> 无助的 | (39) | 不仅…而且…; …和…都 | (44) |
| useful /'ju:sl/ <i>adj.</i> 有用的, 有益的 | (39) | * ceiling /'si:lɪŋ/ <i>n.</i> 天花板 | (44) |
| useless /'ju:sləs/ <i>adj.</i> 无用的 | (39) | * shelf /ʃelf/ <i>n. (pl. shelves)</i> (橱柜或书架等的) | (44) |
| cheer /tʃɪə(r)/ <i>n.</i> 欢呼声, 喝彩声 | (39) | 架子, 搁板 | (44) |
| hope /həʊp/ <i>n.</i> 希望 | (39) | * whoops /wɒps/ <i>excl.</i> 哎呀 | (44) |
| meaning /'mi:nɪŋ/ <i>n.</i> 意思 | (39) | advise /əd 'vaɪz/ <i>vt. & vi.</i> 建议, 忠告, 劝告 | (44) |
| taste /teɪst/ <i>n.</i> 味道; 品味 | (39) | course /kɔ:s/ <i>n.</i> 课程; 过程 | (44) |
| cheerful /'tʃɪəfl/ <i>adj.</i> 兴高采烈的 | (39) | already /ɔ:l'reɪdi/ <i>adv.</i> 已经 | (44) |
| colourful /'kʌləfl/ <i>adj.</i> 多彩的 | (39) | instead /ɪn 'sted/ <i>adv.</i> 反而, 却 | (44) |
| ticket /'tɪkɪt/ <i>n.</i> 票, 入场券 | (39) | attend /ə'tend/ <i>vt. & vi.</i> 经常去; 出席 | (44) |
| keep /ki:p/ <i>vt.</i> 留着; 不退还 | (39) | cut /kʌt/ <i>vt.</i> 剪下, 切下, 割下 | (47) |
| square /skweə(r)/ <i>n.</i> 广场 | (40) | sentence /'sentəns/ <i>n.</i> 句子 | (47) |
| | | grape /greɪp/ <i>n.</i> 葡萄 | (49) |
| | | strawberry /'strɔ:bəri/ <i>n.</i> 草莓 | (49) |
| | | spoon /spu:n/ <i>n.</i> 匙, 调羹 | (49) |
| | | salad /'sæləd/ <i>n.</i> 沙拉 | (49) |
| | | * cream /kri:m/ <i>n.</i> 奶油; 乳脂; 霜 | (49) |
| | | mix /mɪks/ <i>vt. & vi.</i> 混合 | (49) |
| | | add /æd/ <i>vt. & vi.</i> 增加, 补充 | (49) |
| | | * tip /tɪp/ <i>n.</i> 提示, 指点 | (50) |

Unit 4

| | |
|--|------|
| instruction /ɪn'strʌkʃn/ <i>n.</i> 指示 | (42) |
| had better (= 'd better) 最好 | (42) |
| tool /tu:l/ <i>n.</i> 工具 | (42) |
| * brush /brʌʃ/ <i>n.</i> 刷子; 画笔 | (43) |
| glue /glu:/ <i>n.</i> 胶水 | (43) |

| | | | |
|--|------|--|------|
| example /ɪg'zɑ:mpl/ <i>n.</i> 例子; 榜样 | (50) | beginning /br'gɪnɪŋ/ <i>n.</i> 开始, 起初 | (58) |
| for example 例如 | (50) | in the beginning 一开始 | (58) |
| leave /li:v/ <i>vt.</i> 使处于某种状态 | (50) | sadly /'sædli/ <i>adv.</i> 令人遗憾地, 不幸地; | |
| * sauce /sɔ:s/ <i>n.</i> 调味汁, 酱 | (50) | 伤心地 | (58) |
| * ham /hæm/ <i>n.</i> 火腿 | (50) | face /feɪs/ <i>vt.</i> 面临; 面对 | (58) |
| correct /kə'rekt/ <i>adj.</i> 正确的 | (50) | serious /'sɪəriəs/ <i>adj.</i> 严重的 | (58) |
| finished /'fɪnɪʃt/ <i>adj.</i> 完成 | (50) | live on 以食...为生 | (58) |
| certain /'sɜ:tn/ <i>adj.</i> 确定的 | (51) | mainly /'memli/ <i>adv.</i> 主要地; 大部分 | (58) |
| active /'æktiv/ <i>adj.</i> 积极的, 活跃的; 主动的 | (51) | however /haʊ'evə(r)/ <i>adv.</i> 然而 | (58) |
| possible /'pɒsəbl/ <i>adj.</i> 可能的 | (51) | result /rɪ'zʌlt/ <i>n.</i> 结果 | (58) |
| tidy /'taɪdi/ <i>vi. & vt.</i> 收拾, 整理 | (51) | as a result 因此 | (58) |
| tidy up 收拾妥, 整理好 | (51) | danger /'dendʒə(r)/ <i>n.</i> 危险 | (58) |
| secret /'si:kret/ <i>adj.</i> 秘密的 | (52) | in danger 处境危险 | (58) |
| keep it secret 保密 | (52) | action /'ækʃn/ <i>n.</i> 行动; 行为 | (58) |
| wrong /rɒŋ/ <i>adv.</i> 错误地, 不对 | (52) | take action 采取行动 | (58) |
| go wrong 弄错; 犯错; (机器) 出故障 | (52) | right away 立刻, 马上 | (58) |
| spell /spel/ <i>vt. & vi.</i> 拼写 | (52) | * reserve /rɪ'zɜ:v/ <i>n.</i> (动植物) 保护区 | (58) |
| cut out 剪出 | (52) | law /lɔ:/ <i>n.</i> 法律, 法规 | (58) |
| balloon /bə'lu:n/ <i>n.</i> 气球 | (52) | none /nʌn/ <i>pron.</i> 没有一个 (人或物) | (58) |
| stick /stɪk/ <i>vt. & vi.</i> 粘住, 钉住 | (52) | at birth 出生时, 诞生时 | (60) |
| cover /'kʌvə(r)/ <i>n.</i> 封面; 盖子, 罩 | (52) | closed /kləʊzd/ <i>adj.</i> 关闭的 | (61) |
| complete /kəm'pli:t/ <i>vt.</i> 完成 | (52) | * bat /bæt/ <i>n.</i> 蝙蝠 | (62) |
| paint /peɪnt/ <i>n.</i> 颜料 | (52) | * bee /bi:/ <i>n.</i> 蜜蜂 | (62) |
| * furniture /'fɜ:nɪtʃə(r)/ <i>n.</i> 家具 | (53) | lost /lɒst/ <i>adj.</i> 迷路的, 迷失的 | (62) |
| | | get lost 迷路 | (62) |
| | | the same ... as 与...同样 | (62) |
| | | save /seɪv/ <i>vt. & vi.</i> 储存, 节省 | (62) |
| | | * stripe /straɪp/ <i>n.</i> 条纹 | (63) |
| | | while /waɪl/ <i>n.</i> 一会儿, 一段时间 | (63) |
| | | * quality /'kwɒləti/ <i>n.</i> 特性; 才能 | (63) |
| | | * hunter /'hʌntə(r)/ <i>n.</i> 猎人 | (63) |
| | | catch /kætʃ/ <i>vt.</i> 捉住, 捕获 | (63) |
| | | * wolf /wʊlf/ <i>n.</i> (<i>pl. wolves</i>) 狼 | (63) |
| | | thick /θɪk/ <i>adj.</i> 厚的; 密的; 浓的 | (63) |
| | | lose /lu:z/ <i>vt.</i> 失去, 被...夺去; 输掉 | (63) |
| | | living /'lɪvɪŋ/ <i>n.</i> 生存, 生计 | (63) |
| | | kill /kɪl/ <i>vi. & vt.</i> 杀死 | (63) |
| | | human /'hju:mən/ <i>n.</i> 人 | (63) |
| | | * yours sincerely (正式信件署名前的套话) | |
| | | 你的真诚的 | (64) |
| | | sorry /'sɒri/ <i>adj.</i> 难过的, 遗憾的 | (64) |
| | | pity /'ptɪ/ <i>n.</i> 遗憾, 可惜 | (64) |

Unit 5

| | |
|--|------|
| wild /waɪld/ <i>adj.</i> 野生的 | (56) |
| <i>n.</i> 自然环境, 野生状态 | (56) |
| free /fri:/ <i>adj.</i> 自由的, 不受束缚的 | (56) |
| dish /dɪʃ/ <i>n.</i> 一道菜; 盘, 碟 | (56) |
| no way <口> 不可能 | (56) |
| pity /'ptɪ/ <i>n.</i> 同情 | (56) |
| have/take pity on 同情, 怜悯 | (56) |
| die /daɪ/ <i>vi.</i> 死 | (56) |
| in fact 实际上, 事实上 | (56) |
| * dolphin /'dɒlfɪn/ <i>n.</i> 海豚 | (57) |
| giant panda /,dʒaɪənt 'pændə/ <i>n.</i> 大熊猫 | (57) |
| * squirrel /'skwɪrəl/ <i>n.</i> 松鼠 | (57) |
| * zebra /'zebrə; 'zi:brə/ <i>n.</i> 斑马 | (57) |
| mean /mi:n/ <i>vt.</i> 意思是, 意味着 | (58) |
| be born 出生, 出世 | (58) |

| | | | |
|---|------|---|------|
| sell /sel/ <i>vt. & vi.</i> 卖, 出售 | (64) | *per cent <i>n.</i> <英> 百分之… | (70) |
| shame /ʃeɪm/ <i>n.</i> 憾事; 羞愧 | (64) | = <美> percent | |
| act /ækt/ <i>vi. & vt.</i> 行动; 表演 | (64) | in order to 以便, 为的是 | (70) |
| illness /'ɪlnəs/ <i>n.</i> 疾病 | (65) | space /speɪs/ <i>n.</i> 空间 | (70) |
| because of 因为, 由于 | (65) | lead /li:d/ <i>vi. & vt.</i> 领导, 带领 | (70) |
| accept /ək'sept/ <i>vt. & vi.</i> 接受, 收受 | (65) | lead to 导致 | (70) |
| report /rɪ'pɔ:t/ <i>n.</i> 报告 | (66) | less and less 越来越少 | (70) |
| tail /teɪl/ <i>n.</i> 尾巴 | (66) | *moreover /mɔ:ɪr'əʊvə(r)/ <i>adv.</i> 此外 | (70) |
| *insect /'ɪnsekt/ <i>n.</i> 昆虫 | (66) | fisherman /'fɪʃəmən/ <i>n.</i> (<i>pl.</i> fishermen) | |
| move /mu:v/ <i>vi. & vt.</i> 活动, 移动, 搬迁 | (66) | 渔民, 钓鱼的人 | (70) |
| slowly /'sləʊli/ <i>adv.</i> 缓慢地 | (66) | fish /fɪʃ/ <i>vi.</i> 捕鱼; 钓鱼 | (70) |
| daytime /'deɪtaɪm/ <i>n.</i> 白天 | (66) | government /'gʌvənmənt/ <i>n.</i> 政府 | (70) |
| *otherwise /'ʌðəwaɪz/ <i>adv.</i> 要不然, 否则 | (67) | *prevent /prɪ'vent/ <i>vt.</i> 防止, 预防 | (70) |

Unit 6

| | | | |
|---|------|--|------|
| *birdwatching /'bɜ:dwɒtʃɪŋ/ <i>n.</i> 观鸟 | (68) | society /sə'saɪəti/ <i>n.</i> 协会; 社会 | (70) |
| market /'mɑ:kɪt/ <i>n.</i> 市场 | (68) | record /rɪ'kɔ:d/ <i>vt.</i> 记录 | (70) |
| yeah /jeə/ <i>excl.</i> <口> 是的 | (68) | change /tʃeɪndʒ/ <i>n.</i> 改变, 变化 | (70) |
| hen /hen/ <i>n.</i> 母鸡 | (68) | tourist /'tʊərɪst; 'tɔ:ɪst/ <i>n.</i> 旅行者, 观光者 | (70) |
| *yummy /'jʌmi/ <i>adj.</i> <口> 美味的, 可口的 | (68) | count /kaʊnt/ <i>vt. & vi.</i> 计算 (或清点) 总数; | |
| *crane /kreɪn/ <i>n.</i> 鹤 | (69) | 数数 | (70) |
| *sparrow /'spærəʊ/ <i>n.</i> 麻雀 | (69) | describe /dɪ'skraɪb/ <i>vt.</i> 描述 | (70) |
| *feather /'feðə(r)/ <i>n.</i> 羽毛 | (69) | understand /ˌʌndə'stænd/ <i>vt. & vi.</i> 理解, 明白 | (70) |
| *swan /swɒn/ <i>n.</i> 天鹅 | (69) | *importance /ɪm'pɔ:tns/ <i>n.</i> 重要性 | (70) |
| *eagle /'i:gl/ <i>n.</i> 鹰 | (69) | write down 写下, 记下 | (73) |
| *broad /brɔ:d/ <i>adj.</i> 宽的, 宽大的 | (69) | cover /'kʌvə(r)/ <i>vt.</i> 覆盖; 包括 | (75) |
| wing /wɪŋ/ <i>n.</i> 翅膀 | (69) | *red-crowned /ˌred'kraʊnd/ crane <i>n.</i> 丹顶鹤 | (75) |
| *type /taɪp/ <i>n.</i> 种类 | (69) | *binoculars /brɪ'nɒkjələz/ <i>n.</i> [复] 望远镜 | (76) |
| *rare /reə(r)/ <i>adj.</i> 罕见的, 稀有的 | (69) | clearly /'klɪəli/ <i>adv.</i> 清晰地 | (76) |
| nature /'neɪtʃə(r)/ <i>n.</i> 大自然, 自然界 | (70) | speaker /'spi:kə(r)/ <i>n.</i> 说话人; 演讲者 | (77) |
| *wetland /'wetlənd/ <i>n.</i> (尤指为野生动物 | | tour /tʊə(r); tɔ:(r)/ <i>n.</i> 旅行 | (77) |
| 保存的) 湿地 | (70) | *application /ˌæplɪ'keɪʃn/ <i>n.</i> 申请 | (78) |
| provide /prə'vaɪd/ <i>vt.</i> 提供 | (70) | form /fɔ:m/ <i>n.</i> 表格; 形式 | (78) |
| cover /'kʌvə(r)/ <i>n.</i> 庇护所 | (70) | address /ə'dres/ <i>n.</i> 地址 | (78) |
| *wildlife /'waɪldlaɪf/ <i>n.</i> 野生动物 | (70) | chairperson /'tʃeəpɜ:sn/ <i>n.</i> 主席 | (79) |
| perfect /'pɜ:fɪkt/ <i>adj.</i> 极好的, 完美的 | (70) | introduce /ˌɪntrə'dju:s/ <i>vt.</i> 介绍 | (79) |
| round /raʊnd/ <i>adv.</i> 周围, 绕一整圈; 转过来 | (70) | natural /'nætʃrəl/ <i>adj.</i> 自然的, 天然的 | (79) |
| all year round 一年到头 | (70) | | |
| while /waɪl/ <i>conj.</i> 然而 | (70) | | |
| stay /steɪ/ <i>n.</i> 停留, 逗留 | (70) | *bet /bet/ <i>vt. & vi.</i> 打赌; 敢说 | (80) |
| easily /'i:zəli/ <i>adv.</i> 容易地, 不费力地 | (70) | *foggy /'fɒgi/ <i>adj.</i> 有雾的, 多雾的 | (81) |
| cent /sent/ <i>n.</i> 分; 分币 | (70) | rainy /'remi/ <i>adj.</i> 有雨的 | (81) |

Unit 7

| | | | |
|---|------|---|------|
| snowy /'snəʊi/ <i>adj.</i> 有雪的 | (81) | exciting /ɪk'saɪtɪŋ/ <i>adj.</i> 激动人心的 | (90) |
| * butterfly /'bʌtəflaɪ/ <i>n.</i> 蝴蝶 | (82) | throw /θrəʊ/ <i>vt.</i> 扔, 投, 掷 | (90) |
| shower /'ʃaʊə(r)/ <i>n.</i> 阵雨; 阵雪 | (82) | * scream /skri:m/ <i>vi. & vt.</i> 尖叫, 惊呼 | (90) |
| * memory /'meməri/ <i>n.</i> 记忆, 回忆 | (82) | snowman /'snəʊmæn/ <i>n. (pl. snowmen)</i> 雪人 | (90) |
| * stream /stri:m/ <i>n.</i> 小河, 溪流 | (82) | ice /aɪs/ <i>n.</i> 冰 | (90) |
| * shade /ʃeɪd/ <i>n.</i> 阴凉处, 树荫处 | (82) | everywhere /'evriweə(r)/ <i>adv.</i> 到处 | (90) |
| * pile /paɪl/ <i>n.</i> 堆 | (82) | | |
| upon /ə'pɒn/ <i>prep.</i> (= on) 在...之上 | (82) | | |
| * harvest /'hɑ:vɪst/ <i>vt. & vi.</i> 收割, 收获 | (82) | | |
| * crop /krɒp/ <i>n.</i> 庄稼, 收成 | (82) | | |
| as /əz/ <i>conj.</i> 当...时; 随着 | (82) | | |
| temperature /'temprətʃə(r)/ <i>n.</i> 温度 | (82) | | |
| drop /drɒp/ <i>vi. & vt.</i> 下降, 落下 | (82) | | |
| rise /raɪz/ <i>vi.</i> 上升; 升起 | (84) | | |
| cloud /klaʊd/ <i>n.</i> 云 | (86) | | |
| kick /kɪk/ <i>vt.</i> 踢 | (86) | | |
| fever /'fi:və(r)/ <i>n.</i> 发烧 | (86) | | |
| cough /kɒf/ <i>vi.</i> 咳嗽 | (86) | | |
| awful /'ɔ:fl/ <i>adj.</i> 糟糕的, 很坏的 | (86) | | |
| snowstorm /'snəʊstɔ:m/ <i>n.</i> 暴风雪 | (87) | | |
| wind /wɪnd/ <i>n.</i> 风 | (87) | | |
| around /ə'raʊnd/ <i>adv.</i> 大约 | (87) | | |
| * sunshine /'sʌnʃaɪn/ <i>n.</i> 阳光 | (87) | | |
| rest /rest/ <i>n.</i> 其余的部分 (人) | (87) | | |
| degree /drɪ'ɡri:/ <i>n.</i> 度数 | (87) | | |
| bit /bɪt/ <i>n.</i> 一点, 少量 | (88) | | |
| a bit 有一点 | (88) | | |
| blow /bləʊ/ <i>vi. & vt.</i> 吹; 刮 | (88) | | |
| loud /laʊd/ <i>adv.</i> 大声地 | (88) | | |
| ring /rɪŋ/ <i>vt. & vi.</i> 给...打电话; 响起铃声 | (88) | | |
| * fog /fɒg/ <i>n.</i> 雾 | (89) | | |
| sleepy /'sli:pi/ <i>adj.</i> 困倦的; 瞌睡的 | (89) | | |
| shine /ʃaɪn/ <i>n.</i> 光亮, 光泽 | (89) | | |
| * shiny /'ʃaɪni/ <i>adj.</i> 光亮的; 反光的 | (89) | | |
| sudden /'sʌdn/ <i>adj.</i> 突然的 | (89) | | |
| cause /kɔ:z/ <i>vt.</i> 引起, 使发生 | (89) | | |
| snowball /'snəʊbɔ:l/ <i>n.</i> 雪球 | (89) | | |
| fight /faɪt/ <i>n.</i> 打仗 (架) | (89) | | |
| deep /di:p/ <i>adj.</i> 深的 | (90) | | |
| * frozen /'frəʊzn/ <i>adj.</i> 结冰的 | (90) | | |
| land /lənd/ <i>n.</i> 陆地 | (90) | | |
| | | Unit 8 | |
| | | * disaster /dɪ'zɑ:stə(r)/ <i>n.</i> 灾难; 不幸, 祸患 | (92) |
| | | * mop /mɒp/ <i>vt.</i> 用拖把擦干净 | (92) |
| | | up /ʌp/ <i>adv.</i> 完全地 | (92) |
| | | earthquake /'ɜ:θkweɪk/ <i>n.</i> 地震 | (93) |
| | | thousands of 成千上万的 | (93) |
| | | * accident /'æksɪdnt/ <i>n.</i> 事故, 意外的事 | (93) |
| | | coach /kəʊtʃ/ <i>n.</i> 长途汽车 | (93) |
| | | * crash /kræʃ/ <i>vi. & vt.</i> 猛撞; 碰撞 | (93) |
| | | flood /flʌd/ <i>n.</i> 洪水, 水灾 | (93) |
| | | wash away 冲走 | (93) |
| | | village /'vɪlɪdʒ/ <i>n.</i> 村庄, 乡村 | (93) |
| | | * lightning /'laɪtnɪŋ/ <i>n.</i> 闪电 | (93) |
| | | storm /stɔ:m/ <i>n.</i> 风暴, 暴 (风) 雨 | (93) |
| | | * thunder /'θʌndə/ <i>n.</i> 雷, 雷声 | (93) |
| | | catch fire 着火 | (93) |
| | | * slight /slaɪt/ <i>adj.</i> 轻微的 | (94) |
| | | shake /ʃeɪk/ <i>n.</i> 摇动, 震动 | (94) |
| | | loud /laʊd/ <i>adj.</i> 响亮的; 大声的; 喧闹的 | (94) |
| | | * bomb /bɒm/ <i>n.</i> 炸弹 | (94) |
| | | shake /ʃeɪk/ <i>vi. & vt.</i> 摇动, 震动 | (94) |
| | | fear /fiə(r)/ <i>n.</i> 害怕, 恐惧 | (94) |
| | | direction /dɪ'rekʃn; dɪ'rekʃn; dar'rekʃn/ <i>n.</i> 方向 | (94) |
| | | in all directions 四面八方 | (94) |
| | | while /waɪl/ <i>conj.</i> 当...的时候, 和...同时 | (94) |
| | | * brick /brɪk/ <i>n.</i> 砖, 砖块 | (94) |
| | | come down 崩塌, 坍塌 | (94) |
| | | shaking /'ʃeɪkɪŋ/ <i>n.</i> 摇动, 震动 | (94) |
| | | silent /'saɪlənt/ <i>adj.</i> 寂静的 | (94) |
| | | not ... at all 一点也不 | (94) |
| | | if /ɪf/ <i>conj.</i> 是否 | (94) |
| | | nervous /'nɜ:vəs/ <i>adj.</i> 紧张不安的 | (94) |
| | | heart /hɑ:t/ <i>n.</i> 心脏 | (94) |

| | | | |
|---|------|--|-------|
| beat /bi:t/ <i>vi. & vt.</i> (使) 规律作响, 作节奏运动 | (94) | *towel /'taʊəl/ <i>n.</i> 毛巾, 浴巾 | (99) |
| *trapped /træpt/ <i>adj.</i> 困住的 | (94) | rule /ru:l/ <i>n.</i> 规则; 建议 | (99) |
| mind /maɪnd/ <i>n.</i> 头脑 | (94) | railway /'reɪlweɪ/ <i>n.</i> 铁路 | (99) |
| *calm /kɑ:m/ <i>vi. & vt.</i> (使) 平静, (使) 镇定 | (94) | burn /bɜ:n/ <i>vt. & vi.</i> 烧伤, 烫伤, 灼伤 | (100) |
| *calm down 冷静 | (94) | daughter /'dɔ:tə(r)/ <i>n.</i> 女儿 | (101) |
| since /sɪns/ <i>conj.</i> 由于, 既然 | (94) | granddaughter /'grændɔ:tə(r)/ <i>n.</i> (外) 孙女 | (101) |
| still /stɪl/ <i>adv.</i> 仍然 | (94) | son /sʌn/ <i>n.</i> 儿子 | (101) |
| alive /ə'laɪv/ <i>adj.</i> 活着的 | (94) | grandson /'grænsʌn/ <i>n.</i> (外) 孙子 | (101) |
| dark /dɑ:k/ <i>n.</i> 黑暗 | (94) | board /bɔ:d/ <i>n.</i> 木板 | (101) |
| find one's way out 找到出路 | (94) | weekday /'wi:kdeɪ/ <i>n.</i> 工作日 (星期一至星期五的任何一天) | (101) |
| shout /ʃaʊt/ <i>n.</i> 呼喊, 喊叫声 | (94) | headache /'hedeɪk/ <i>n.</i> 头痛 | (101) |
| at last 最后, 终于 | (94) | toothache /'tu:θeɪk/ <i>n.</i> 牙痛 | (101) |
| daylight /'deɪlaɪt/ <i>n.</i> 日光 | (94) | countryside /'kʌntrisaɪd/ <i>n.</i> 乡下, 农村 | (101) |
| safe /seɪf/ <i>adj.</i> 安全的 | (94) | housework /'haʊswɜ:k/ <i>n.</i> 家务活 | (101) |
| asleep /ə'sli:p/ <i>adj.</i> 睡着的 | (96) | pancake /'pæŋkeɪk/ <i>n.</i> 烙饼, 薄饼 | (101) |
| after /'ɑ:ftə(r)/ <i>conj.</i> 在...以后 | (96) | nearly /'nɪəli/ <i>adv.</i> 几乎, 将近 | (102) |
| break /breɪk/ <i>vi.</i> 损坏; 打破 | (97) | clear /kliə(r)/ <i>vt.</i> 清除, 清理 | (102) |
| break down (车辆或机器) 出故障, 坏掉 | (97) | behind /bɪ'hɑ:nd/ <i>adv.</i> 在后面 | (103) |
| as ... as possible 尽可能... | (99) | | |

Wordlist (in alphabetical order)

注：本表不收录有关指示语、语法讲解和课题(Project)中的生词。括号中所标数字为该词条在本教科书中首次出现时的页码。带*号的单词只要求会读、听得懂，不要求拼写。单词音标以Oxford Advanced Learner's Dictionary (7th Edition)为依据，其中元音有短元音/ɪ/、/ʊ/、/ɪə/、/ʊə/和弱元音/i/、/u/、/iə/、/uə/之分。

- A**
- accept** /ək'sept/ *vt. & vi.* 接受，收受 (65)
- * **accident** /'æksɪdənt/ *n.* 事故，意外的事 (93)
- act** /ækt/ *vi. & vt.* 行动；表演 (64)
- action** /'ækʃn/ *n.* 行动；行为 (58)
- take action** 采取行动 (58)
- active** /'æktɪv/ *adj.* 积极的，活跃的；主动的 (51)
- add** /æd/ *vt. & vi.* 增加，补充 (49)
- address** /ə'dres/ *n.* 地址 (78)
- * **advertisement** /əd'vɜ:tɪsmənt/ *n.* (= **ad**) 广告 (18)
- advise** /əd'vaɪz/ *vt. & vi.* 建议，忠告，劝告 (44)
- after** /'ɑ:ftə(r)/ *conj.* 在...以后 (96)
- alive** /ə'laɪv/ *adj.* 活着的 (94)
- almost** /'ɔ:lməʊst/ *adv.* 几乎，差不多 (8)
- already** /ɔ:l'redɪ/ *adv.* 已经 (44)
- American** /ə'merɪkən/ *adj.* 美国的 (19)
- any time** /'eni taɪm/ *adv.* (= **anytime**)
在任何时候 (8)
- * **application** /,æplɪ'keɪʃn/ *n.* 申请 (78)
- around** /ə'raʊnd/ *adv.* 大约 (87)
- arrive** /ə'raɪv/ *vi.* 到达 (32)
- arrive at/in** 到达 (32)
- as ... as possible** 尽可能... (99)
- as** /əz; æz/ *conj.* 当...时；随着 (82)
- asleep** /ə'sli:p/ *adj.* 睡着的 (96)
- at birth** 出生时，诞生时 (60)
- at first** 起初，首先 (27)
- at last** 最后，终于 (94)
- at most** 至多，不超过 (26)
- attend** /ə'tend/ *vt. & vi.* 经常去；出席 (44)
- Australia** /ɒ'streɪliə/ *n.* 澳大利亚 (31)
- awful** /'ɔ:fl/ *adj.* 糟糕的，很坏的 (86)
- balloon** /bə'lu:n/ *n.* 气球 (52)
- baseball** /'beɪsbɔ:l/ *n.* 棒球 (20)
- * **bat** /bæt/ *n.* 蝙蝠 (62)
- be born** 出生，出世 (58)
- beat** /bi:t/ *vi. & vt.* (使) 规律作响，
作节奏运动 (94)
- because of** 因为，由于 (65)
- * **bee** /bi:/ *n.* 蜜蜂 (62)
- beginning** /brɪ'ɡɪnɪŋ/ *n.* 开始，起初 (58)
- in the beginning** 一开始 (58)
- behind** /brɪ'hænd/ *adv.* 在后面 (103)
- * **bet** /bet/ *vt. & vi.* 打赌；敢说 (80)
- * **binoculars** /brɪ'nɒkjələz/ *n.* [复] 望远镜 (76)
- * **birdwatching** /'bɜ:dwɒtʃɪŋ/ *n.* 观鸟 (68)
- biscuit** /'bɪskɪt/ *n.* <英> 饼干 (19)
- bit** /brɪt/ *n.* 一点，少量 (88)
- a bit** 有一点 (88)
- blow** /bləʊ/ *vi. & vt.* 吹；刮 (88)
- board** /bɔ:d/ *n.* 木板 (101)
- * **bomb** /bɒm/ *n.* 炸弹 (94)
- bored** /bɔ:d/ *adj.* 无聊的 (8)
- boring** /'bɔ:ɪŋ/ *adj.* 乏味的 (32)
- break** /breɪk/ *vi.* 损坏；打破 (97)
- break down** (车辆或机器) 出故障，坏掉 (97)
- * **brick** /brɪk/ *n.* 砖，砖块 (94)
- British** /'brɪtɪʃ/ *adj.* 英国的 (19)
- * **broad** /brɔ:d/ *adj.* 宽的，宽大的 (69)
- * **brush** /brʌʃ/ *n.* 刷子；画笔 (43)
- * **buddy** /'bʌdi/ *n.* <口> 好朋友；搭档 (20)
- burn** /bɜ:n/ *vt. & vi.* 烧伤，烫伤，灼伤 (100)
- * **butterfly** /'bʌtəflaɪ/ *n.* 蝴蝶 (82)
- by oneself** 独立地，独自 (34)

- B**
- * **badminton** /'bædmɪntən/ *n.* 羽毛球运动 (28)
- C**
- * **calm** /kɑ:m/ *vi. & vt.* (使) 平静，(使) 镇定 (94)
- * **calm down** 冷静 (94)

exactly /ɪg'zæktli/ *adv.* 确切地, 精确地 (43)
excellent /'eksələnt/ *adj.* 杰出的, 极好的 (17)
exciting /ɪk'saɪtɪŋ/ *adj.* 激动人心的 (90)
example /ɪg'zɑ:mpl/ *n.* 例子; 榜样 (50)
for example 例如 (50)

F

face /feɪs/ *vt.* 面临; 面对 (58)
fall /fɔ:l/ *n.* <美>秋天 (19)
fat /fæt/ *adj.* 胖的 (16)
fear /fiə(r)/ *n.* 害怕, 恐惧 (94)
***feather** /'feðə(r)/ *n.* 羽毛 (69)
fever /'fi:və(r)/ *n.* 发烧 (86)
fight /faɪt/ *n.* 打仗 (架) (89)
fill /fɪl/ *vt.* 使充满 (44)
fill ... with ... 用...填充... (44)
***final** /'faɪnəl/ *n.* 决赛 (37)
finally /'faɪnəli/ *adv.* 最后 (32)
find one's way out 找到出路 (94)
fine /faɪn/ *adv.* 够好, 蛮不错 (32)
finish /'fɪnɪʃ/ *vi. & vt.* 完成; 结束 (28)
finished /'fɪnɪʃt/ *adj.* 完成 (50)
fish /fɪʃ/ *vi.* 捕鱼; 钓鱼 (70)
fisherman /'fɪʃmənr/ *n. (pl. fishermen)* (70)
 渔民, 钓鱼的人
fit /fɪt/ *vi.* 可容纳, 装进 (8)
flood /flʌd/ *n.* 洪水, 水灾 (93)
***fog** /fɒg/ *n.* 雾 (89)
***foggy** /'fɒgi/ *adj.* 有雾的, 多雾的 (81)
foreign /'fɒrən/ *adj.* 外国的 (20)
form /fɔ:m/ *n.* 表格; 形式 (78)
free /fri:/ *adj.* 免费的 (38)
adj. 自由的, 不受束缚的 (56)
French /frentʃ/ *n.* 法语 (20)
***frozen** /'frəʊzn/ *adj.* 结冰的 (90)
***furniture** /'fɜ:nɪʃə(r)/ *n.* 家具 (53)
further /'fɜ:ðə(r)/; **farther** /'fɑ:ðə(r)/ *adv.* (42)
 (**far**的比较级) 较远
furthest /'fɜ:ðɪst/; **farthest** /'fɑ:ðɪst/ *adv.* (24)
 (**far**的最高级) 最远

G

***generous** /'dʒenərəs/ *adj.* 慷慨的, 大方的 (8)
get off 下车 (32)
get on 上车 (37)
giant panda /,dʒaɪənt 'pændə/ *n.* 大熊猫 (57)
glue /glu:/ *n.* 胶水 (43)
good-looking /,gʊd'lʊkɪŋ/ *adj.* 好看的, 漂亮的 (7)
government /'gʌvənmənt/ *n.* 政府 (70)
granddaughter /'grændɔ:tə(r)/ *n.* (外) 孙女 (101)
grandson /'grænsʌn/ *n.* (外) 孙子 (101)
grape /greɪp/ *n.* 葡萄 (49)
***guy** /gai/ *n.* <口>家伙 (20)

H

had better (= 'd better) 最好 (42)
***half-time** /,hɑ:f'taɪm/ *n.* 中场休息 (37)
***ham** /hæm/ *n.* 火腿 (50)
handsome /'hænsəm/ *adj.* 英俊的 (16)
hard-working /,hɑ:d'wɜ:kɪŋ/ *adj.* 勤奋的, 工作努力的 (16)
***harvest** /'hɑ:vɪst/ *vt. & vi.* 收割, 收获 (82)
headache /'hedeɪk/ *n.* 头痛 (101)
heart /hɑ:t/ *n.* 心脏 (94)
height /haɪt/ *n.* 高, 高度 (12)
helpless /'helpləs/ *adj.* 无助的 (39)
hen /hen/ *n.* 母鸡 (68)
honest /'ɒnɪst/ *adj.* 诚实的; 正直的 (7)
hope /həʊp/ *n.* 希望 (39)
housework /'haʊswɜ:k/ *n.* 家务活 (101)
however /haʊ'evə(r)/ *adv.* 然而 (58)
human /'hju:mən/ *n.* 人 (63)
humorous /'hju:mərəs/ *adj.* 幽默的 (7)
***humour** /'hju:mə(r)/ *n.* <英>幽默 (8)
 = <美>**humor**
***hunter** /'hʌntə(r)/ *n.* 猎人 (63)

I

ice /aɪs/ *n.* 冰 (90)
***ideal** /aɪ'di:əl/ *adj.* 理想的 (29)

| | | | |
|--|------|--|-------|
| if /ɪf/ <i>conj.</i> 是否 | (94) | *lightning /'laɪtnɪŋ/ <i>n.</i> 闪电 | (93) |
| illness /'ɪlnəs/ <i>n.</i> 疾病 | (65) | live on 以食…为生 | (58) |
| *importance /ɪm'pɔ:tns/ <i>n.</i> 重要性 | (70) | living /'lɪvɪŋ/ <i>n.</i> 生存, 生计 | (63) |
| in class 在课堂上 | (20) | *lorry /'lɒri/ <i>n.</i> <英> 卡车 | (19) |
| in fact 实际上, 事实上 | (56) | lose /lu:z/ <i>vt.</i> 失去, 被…夺去; 输掉 | (63) |
| in order to 以便, 为的是 | (70) | lost /lɒst/ <i>adj.</i> 迷路的, 迷失的 | (62) |
| *insect /'ɪnsɛkt/ <i>n.</i> 昆虫 | (66) | get lost 迷路 | (62) |
| instead /ɪn'sted/ <i>adv.</i> 反而, 却 | (44) | loud /laʊd/ <i>adv.</i> 大声地 | (88) |
| instead /ɪn'sted/ of 而不是, 代替 | (43) | <i>adj.</i> 响亮的; 大声的; 喧闹的 | (94) |
| instruction /ɪn'strʌkʃn/ <i>n.</i> 指示 | (42) | luckily /'lʌklɪli/ <i>adv.</i> 幸好, 幸运的是 | (36) |
| interest /'ɪntrɛst; 'ɪntrest/ <i>n.</i> 令人感兴趣的 事(或人); 兴趣 | (32) | lunchtime /'lʌntʃtʌm/ <i>n.</i> 午餐时间 | (28) |
| place of interest <i>n.</i> 景点 | (32) | | |
| Internet /'ɪntənɛt/ <i>n.</i> 网络 | (32) | | |
| introduce /ɪn'trə'dju:s/ <i>vt.</i> 介绍 | (79) | | |
| itself /ɪt'self/ <i>pron.</i> 它自己 | (36) | | |
| J | | | |
| join /dʒɔɪn/ <i>vt. & vi.</i> 加入, 参加 | (32) | magazine /,mægə'zi:n/ <i>n.</i> 杂志 | (7) |
| joke /dʒəʊk/ <i>n.</i> 玩笑 | (7) | main /mem/ <i>adj.</i> 主要的 | (32) |
| journey /'dʒɜ:ni/ <i>n.</i> 旅行, 旅程 | (32) | mainly /'memli/ <i>adv.</i> 主要地; 大部分 | (58) |
| *joy /dʒɔɪ/ <i>n.</i> 欢乐, 高兴; 乐趣 | (7) | make /meɪk/ <i>linking v.</i> 成为; 适合 | (7) |
| | | market /'mɑ:kit/ <i>n.</i> 市场 | (68) |
| | | mean /mi:n/ <i>vt.</i> 意思是, 意味着 | (58) |
| | | meaning /'mi:nɪŋ/ <i>n.</i> 意思 | (39) |
| | | *memory /'meməri/ <i>n.</i> 记忆, 回忆 | (82) |
| | | mind /maɪnd/ <i>n.</i> 头脑 | (94) |
| | | mistake /mɪ'steɪk/ <i>n.</i> 错误, 失误 | (44) |
| | | make a mistake 犯错误 | (44) |
| | | mix /mɪks/ <i>vt. & vi.</i> 混合 | (49) |
| | | *mixed /mɪkst/ <i>adj.</i> 男女混合的; 混合的 | (20) |
| | | *mop /mɒp/ <i>vt.</i> 用拖把擦干净 | (92) |
| | | *moreover /mɔ:ɪr'əʊvə(r)/ <i>adv.</i> 此外 | (70) |
| | | move /mu:v/ <i>vi. & vt.</i> 活动, 移动, 搬迁 | (66) |
| | | movie /'mu:vi/ <i>n.</i> <美> 电影 | (19) |
| | | myself /maɪ'self/ <i>pron.</i> 我自己 | (32) |
| K | | | |
| keep /ki:p/ <i>vt.</i> 留着; 不退还 | (39) | | |
| keep (on) doing sth 继续, 重复做某事 | (27) | | |
| kick /kɪk/ <i>vt.</i> 踢 | (86) | | |
| kill /kɪl/ <i>vi. & vt.</i> 杀死 | (63) | | |
| knock /nɒk/ <i>vt.</i> 碰, 撞; 把…撞击成 | (8) | | |
| L | | | |
| land /lənd/ <i>n.</i> 陆地 | (90) | | |
| language /'læŋɡwɪdʒ/ <i>n.</i> 语言 | (20) | | |
| law /lɔ:/ <i>n.</i> 法律, 法规 | (58) | | |
| lead /li:d/ <i>vi. & vt.</i> 领导, 带领 | (70) | | |
| lead to 导致 | (70) | | |
| least /li:st/ <i>adj.</i> 最少的; 最小的 | (23) | | |
| leave /li:v/ <i>vt.</i> 使处于某种状态 | (50) | | |
| less and less 越来越少 | (70) | | |
| lie /laɪ/ <i>n.</i> 谎言 | (7) | | |
| | | N | |
| | | natural /'nætʃrəl/ <i>adj.</i> 自然的, 天然的 | (79) |
| | | nature /'neɪtʃə(r)/ <i>n.</i> 大自然, 自然界 | (70) |
| | | nearly /'ni:əli/ <i>adv.</i> 几乎, 将近 | (102) |
| | | nervous /'nɜ:vəs/ <i>adj.</i> 紧张不安的 | (94) |
| | | no way <口> 不可能 | (56) |
| | | none /nʌn/ <i>pron.</i> 没有一个(人或物) | (58) |
| | | not ... at all 一点也不 | (94) |

not believe one's eyes 不相信自己的眼睛，
非常惊讶 (32)

not only ... but (also)
不仅…而且…；…和…都 (44)

O

offer /'ɒfə(r)/ *vt.* 主动提出，自愿给予 (20)

once /wʌns/ *adv.* 曾经，一度 (44)

***onto** /'ɒntə; 'ɒntu/ *prep.* 到…的上面 (8)

***otherwise** /'ʌðəwaɪz/ *adv.* 要不然，否则 (67)

ourselves /,aʊə'selvz; ɑː'selvz/ *pron.* 我们自己 (30)

P

page /peɪdʒ/ *n.* 页，页面，页码 (32)

home page *n.* 主页 (32)

paint /peɪnt/ *n.* 颜料 (52)

pancake /'pæŋkeɪk/ *n.* 烙饼，薄饼 (101)

patient /'peɪʃnt/ *adj.* 耐心的 (16)

***per cent** *n.* <英>百分之… (70)
= <美>**percent**

perfect /'pɜːfɪkt/ *adj.* 极好的，完美的 (70)

***personality** /,pɜːsə'næləti/ *n.* 个性 (9)

physics /'fɪzɪks/ *n.* 物理 (学) (28)

***pile** /paɪl/ *n.* 堆 (82)

***pipe** /paɪp/ *n.* 管子，水管 (44)

pity /'pɪti/ *n.* 同情 (56)

have/take pity on 同情，怜悯 (56)
n. 遗憾，可惜 (64)

plan /plæn/ *n.* 打算，计划 (13)

polite /pə'laɪt/ *adj.* 礼貌的 (7)

***ponytail** /'pəʊnɪteɪl/ *n.* 马尾辫 (14)

possible /'pɒsəbl/ *adj.* 可能的 (51)

***power cut** /'paʊə kʌt/ *n.* 供电中断；停电 (44)

president /'prezɪdənt/ *n.* 总统，国家主席 (31)

***prevent** /prɪ'vent/ *vt.* 防止，预防 (70)

provide /prə'vaɪd/ *vt.* 提供 (70)

pull /pʊl/ *vt. & vi.* 拉；拖；移开 (36)

put in 安装 (44)

Q

***quality** /'kwɒləti/ *n.* 特性；才能 (63)

quick /kwɪk/ *adj.* 快的 (27)

R

railway /'reɪlweɪ/ *n.* 铁路 (99)

rainy /'remɪ/ *adj.* 有雨的 (81)

***rare** /reə(r)/ *adj.* 罕见的，稀有的 (69)

reach /ri:tʃ/ *vt.* 到达 (37)

real /'riːəl; rɪəl/ *adj.* 真实的，真的 (27)

record /rɪ'kɔːd/ *vt.* 记录 (70)

***red-crowned** /,red'kraʊnd/ **crane** *n.* 丹顶鹤 (75)

repair /rɪ'peə(r)/ *vt.* 修补 (43)

report /rɪ'pɔːt/ *n.* 报告 (66)

***reserve** /rɪ'zɜːv/ *n.* (动植物) 保护区 (58)

rest /rest/ *vi.* 休息，歇息 (38)

n. 其余的部分 (人) (87)

result /rɪ'zʌlt/ *n.* 结果 (58)

as a result 因此 (58)

right away 立刻，马上 (58)

ring /rɪŋ/ *vt. & vi.* 给…打电话；响起铃声 (88)

rise /raɪz/ *vi.* 上升；升起 (84)

rock /rɒk/ *n.* 岩石 (36)

rope /rəʊp/ *n.* 绳索 (43)

rose /rəʊz/ *n.* 玫瑰 (花) (43)

round /raʊnd/ *adj.* 圆形的 (8)

adv. 周围，绕一整圈；转过来 (70)

all year round 一年到头 (70)

rubber /'rʌbə(r)/ *n.* <英>橡皮 (19)

rule /ruːl/ *n.* 规则；建议 (99)

S

sadly /'sædli/ *adv.* 令人遗憾地，不幸地；
伤心地 (58)

safe /seɪf/ *adj.* 安全的 (94)

salad /'sæləd/ *n.* 沙拉 (49)

***sauce** /sɔːs/ *n.* 调味汁，酱 (50)

save /seɪv/ *vt. & vi.* 储存，节省 (62)

scissors /'sɪzəz/ *n.* [复]剪刀 (43)

| | | | |
|---|------|---|-------|
| * scream /skri:m/ <i>vi. & vt.</i> 尖叫, 惊呼 | (90) | society /sə'saɪəti/ <i>n.</i> 协会; 社会 | (70) |
| sec. /sek/ <i>abbr.</i> (= second) 秒 | (12) | son /sʌn/ <i>n.</i> 儿子 | (101) |
| secret /'si:kɹət/ <i>n.</i> 秘密 | (7) | sorry /'sɒri/ <i>adj.</i> 难过的, 遗憾的 | (64) |
| keep a secret 保守秘密 | (7) | space /speɪs/ <i>n.</i> 空间 | (70) |
| <i>adj.</i> 秘密的 | (52) | * sparrow /'spærəʊ/ <i>n.</i> 麻雀 | (69) |
| keep it secret 保密 | (52) | speaker /'spi:kə(r)/ <i>n.</i> 说话人; 演讲者 | (77) |
| sell /sel/ <i>vt. & vi.</i> 卖, 出售 | (64) | spell /spel/ <i>vt. & vi.</i> 拼写 | (52) |
| sense /sens/ <i>n.</i> 感觉; 观念, 意识 | (8) | spend /spend/ <i>vt.</i> 花费 (时间或金钱) | (25) |
| sentence /'sentəns/ <i>n.</i> 句子 | (47) | spend time on/doing sth 花时间做某事 | (25) |
| serious /'sɪəriəs/ <i>adj.</i> 严重的 | (58) | spoon /spu:n/ <i>n.</i> 匙, 调羹 | (49) |
| * shade /ʃeɪd/ <i>n.</i> 阴凉处, 树荫处 | (82) | square /skweə(r)/ <i>adj.</i> 方形的 | (16) |
| shake /ʃeɪk/ <i>n.</i> 摇动, 震动 | (94) | <i>n.</i> 广场 | (40) |
| <i>vi. & vt.</i> 摇动, 震动 | (94) | * squirrel /'skwɪrəl/ <i>n.</i> 松鼠 | (57) |
| shaking /'ʃeɪkɪŋ/ <i>n.</i> 摇动, 震动 | (94) | stand for 代表; 象征 | (43) |
| shame /ʃeɪm/ <i>n.</i> 憾事; 羞愧 | (64) | stay /steɪ/ <i>n.</i> 停留, 逗留 | (70) |
| * shelf /ʃelf/ <i>n.</i> (<i>pl.</i> shelves) (橱柜或书架等的) | | * steel /sti:l/ <i>n.</i> 钢 | (31) |
| 架子, 搁板 | (44) | stick /stɪk/ <i>vt. & vi.</i> 粘住, 钉住 | (52) |
| shine /ʃaɪn/ <i>vi.</i> 照耀, 发光 | (32) | still /sti:l/ <i>adv.</i> 仍然 | (94) |
| <i>n.</i> 光亮, 光泽 | (89) | store /stɔ:(r)/ <i>n.</i> <美>商店 | (19) |
| * shiny /'ʃaɪni/ <i>adj.</i> 光亮的; 反光的 | (89) | storm /stɔ:m/ <i>n.</i> 风暴, 暴 (风) 雨 | (93) |
| shout /ʃaʊt/ <i>n.</i> 呼喊, 喊叫声 | (94) | straight /streɪt/ <i>adj.</i> 笔直的 | (8) |
| shower /'ʃaʊə(r)/ <i>n.</i> 阵雨; 阵雪 | (82) | strawberry /'strɔ:bəri/ <i>n.</i> 草莓 | (49) |
| shy /ʃaɪ/ <i>adj.</i> 害羞的 | (14) | * stream /stri:m/ <i>n.</i> 小河, 溪流 | (82) |
| * sights /saɪts/ <i>n.</i> [复] 名胜, 风景 | (32) | * stripe /straɪp/ <i>n.</i> 条纹 | (63) |
| silent /'saɪlənt/ <i>adj.</i> 寂静的 | (94) | sudden /'sʌdn/ <i>adj.</i> 突然的 | (89) |
| since /smns/ <i>conj.</i> 由于, 既然 | (94) | * sunshine /'sʌnʃaɪn/ <i>n.</i> 阳光 | (87) |
| singer /'sɪŋə(r)/ <i>n.</i> 歌手 | (8) | support /sə'pɔ:t/ <i>n.</i> 支持 | (37) |
| sky /skaɪ/ <i>n.</i> 天, 天空 | (32) | * swan /swɒn/ <i>n.</i> 天鹅 | (69) |
| sleepy /'sli:pi/ <i>adj.</i> 困倦的; 瞌睡的 | (89) | sweet /swi:t/ <i>adj.</i> 可爱的, 惹人喜爱的 | (8) |
| * slight /slaɪt/ <i>adj.</i> 轻微的 | (94) | swimmer /'swɪmə(r)/ <i>n.</i> 游泳者 | (12) |
| slowly /'sləʊli/ <i>adv.</i> 缓慢地 | (66) | | |
| smile /smaɪl/ <i>vi.</i> 微笑 | (8) | | |
| <i>n.</i> 微笑 | (17) | | |
| smiling /'smaɪlɪŋ/ <i>adj.</i> 微笑的, 带着笑意的 | (16) | | |
| snowball /'snəʊbɔ:l/ <i>n.</i> 雪球 | (89) | | |
| snowman /'snəʊmæn/ <i>n.</i> (<i>pl.</i> snowmen) 雪人 | (90) | | |
| snowstorm /'snəʊstɔ:m/ <i>n.</i> 暴风雪 | (87) | | |
| snowy /'snəʊi/ <i>adj.</i> 有雪的 | (81) | | |
| * soccer /'sɒkə(r)/ <i>n.</i> <美>英式足球 | (19) | | |
| social /'səʊʃl/ <i>adj.</i> 社会的 | (13) | | |
| social worker <i>n.</i> 社会工作者 | (13) | | |
| | | tail /teɪl/ <i>n.</i> 尾巴 | (66) |
| | | take care 保重 | (31) |
| | | take place 进行, 发生 | (37) |
| | | tape /teɪp/ <i>n.</i> 磁带; 胶带 | (43) |
| | | taste /teɪst/ <i>n.</i> 味道; 品味 | (39) |
| | | * teenager /'ti:neɪdʒə(r)/ <i>n.</i> | |
| | | (13至19岁的) 青少年 | (7) |
| | | temperature /'temprətʃə(r)/ <i>n.</i> 温度 | (82) |
| | | terrible /'terəbl/ <i>adj.</i> 可怕的 | (44) |

| | |
|--|-------|
| test /test/ <i>n.</i> 测试, 考查 | (12) |
| the same ... as 与...同样 | (62) |
| themselves /ðəm'selvz/ <i>pron.</i> 他们自己 | (34) |
| thick /θɪk/ <i>adj.</i> 厚的; 密的; 浓的 | (63) |
| thirsty /'θɜːsti/ <i>adj.</i> 口渴的 | (6) |
| thousands of 成千上万的 | (93) |
| through /θruː/ <i>prep.</i> 从头到尾, 自始至终 | (27) |
| look through 浏览, 快速查看 | (27) |
| throw /θrəʊ/ <i>vt.</i> 扔, 投, 掷 | (90) |
| * thunder /'θʌndə/ <i>n.</i> 雷, 雷声 | (93) |
| ticket /'tɪkɪt/ <i>n.</i> 票, 入场券 | (39) |
| tidy /'taɪdi/ <i>adj.</i> 爱整洁的; 整洁的 | (7) |
| <i>vi. & vt.</i> 收拾, 整理 | (51) |
| tidy up 收拾妥, 整理好 | (51) |
| * tip /tɪp/ <i>n.</i> 提示, 指点 | (50) |
| ton /tʌn/ <i>n.</i> 吨 | (31) |
| tool /tuːl/ <i>n.</i> 工具 | (42) |
| toothache /'tuːθeɪk/ <i>n.</i> 牙痛 | (101) |
| top /tɒp/ <i>n.</i> 顶部, (物体的) 上面 | (31) |
| tour /tʊə(r); tɔː(r)/ <i>n.</i> 旅行 | (77) |
| tourist /'tʊərɪst; 'tɔːrɪst/ <i>n.</i> 旅行者, 观光者 | (70) |
| * towel /'taʊəl/ <i>n.</i> 毛巾, 浴巾 | (99) |
| * trapped /træpt/ <i>adj.</i> 困住的 | (94) |
| truck /trʌk/ <i>n.</i> <美>卡车 | (19) |
| true /truː/ <i>adj.</i> 确实的; 的确 | (7) |
| trust /trʌst/ <i>vt.</i> 信任 | (7) |
| * type /taɪp/ <i>n.</i> 种类 | (69) |

U

| | |
|---|------|
| understand /ˌʌndə'stænd/ <i>vt. & vi.</i> 理解, 明白 | (70) |
| unhappy /ʌn'hæpi/ <i>adj.</i> 不快乐的, 悲伤的 | (17) |
| * uniform /'juːnɪfɔːm/ <i>n.</i> 制服 | (25) |
| up /ʌp/ <i>adv.</i> 完全地 | (92) |
| upon /ə'pɒn/ <i>prep.</i> (= on) 在...之上 | (82) |
| useful /'juːsfl/ <i>adj.</i> 有用的, 有益的 | (39) |
| useless /'juːsləs/ <i>adj.</i> 无用的 | (39) |

V

| | |
|--|------|
| vacation /və'keɪʃn/ <i>n.</i> <美>假期 | (19) |
| village /'vɪlɪdʒ/ <i>n.</i> 村庄, 乡村 | (93) |
| voice /vɔɪs/ <i>n.</i> 嗓音 | (8) |

W

| | |
|---|-------|
| wash away 冲走 | (93) |
| weekday /'wiːkdeɪ/ <i>n.</i> 工作日 (星期一至星期五的任何一天) | (101) |
| weekly /'wiːkli/ <i>adj.</i> 每周的 | (27) |
| weight /weɪt/ <i>n.</i> 重量 | (12) |
| * wetland /'wetlənd/ <i>n.</i> (尤指为野生动物保存的) 湿地 | (70) |
| while /waɪl/ <i>n.</i> 一会儿, 一段时间 | (63) |
| <i>conj.</i> 然而 | (70) |
| <i>conj.</i> 当...的时候, 和...同时 | (94) |
| * whoops /wʊps/ <i>excl.</i> 哎呀 | (44) |
| wide /waɪd/ <i>adj.</i> ...宽的; 宽广的 | (31) |
| wild /waɪld/ <i>adj.</i> 野生的 | (56) |
| <i>n.</i> 自然环境, 野生状态 | (56) |
| * wildlife /'waɪldlaɪf/ <i>n.</i> 野生动物 | (70) |
| * willing /'wɪlɪŋ/ <i>adj.</i> 乐意的, 愿意的 | (8) |
| win /wɪn/ <i>vt. & vi.</i> 赢得; 赢, 获胜 | (20) |
| wind /wɪnd/ <i>n.</i> 风 | (87) |
| wing /wɪŋ/ <i>n.</i> 翅膀 | (69) |
| * wolf /wʊlf/ <i>n.</i> (<i>pl.</i> wolves) 狼 | (63) |
| worse /wɜːs/ <i>adj.</i> (bad 的比较级) | |
| 更差, 更糟, 更坏 | (11) |
| worst /wɜːst/ <i>adj.</i> (bad 的最高级) | |
| 最差, 最糟, 最坏 | (11) |
| write down 写下, 记下 | (73) |
| wrong /rɒŋ/ <i>adv.</i> 错误地, 不对 | (52) |
| go wrong 弄错; 犯错; (机器) 出故障 | (52) |

Y

| | |
|---|------|
| yard /jɑːd/ <i>n.</i> <美>院子 | (19) |
| yeah /jeə/ <i>excl.</i> <口> 是的 | (68) |
| * yours sincerely (正式信件署名前的套话) | |
| 你的真诚的 | (64) |
| yourself /jɔː'self/ <i>pron.</i> 你自己 | (7) |
| yourselves /jɔː'selvz/ <i>pron.</i> 你们自己 | (32) |
| * yummy /'jʌmi/ <i>adj.</i> <口>美味的, 可口的 | (68) |

Z

| | |
|---|------|
| * zebra /'zebrə; 'ziːbrə/ <i>n.</i> 斑马 | (57) |
|---|------|

Proper nouns

注：括号中所标数字为该词条在本教科书中首次出现时的页码。

| | | |
|---|--------------|------|
| Betty /'beti/ | 贝蒂（女子名） | (8) |
| Max /mæks/ | 马克斯（男子名） | (8) |
| May /meɪ/ | 梅（女子名） | (8) |
| Nora /'nɔ:rə/ | 诺拉（女子名） | (13) |
| Helen /'helən/ | 海伦（女子名） | (14) |
| Kate /keɪt/ | 凯特（女子名） | (17) |
| Nancy /'nænsi/ | 南希（女子名） | (20) |
| Tony /'təʊni/ | 托尼（男子名） | (20) |
| Nick /nɪk/ | 尼克（男子名） | (31) |
| Leo /'li:əʊ/ | 利奥（男子名） | (31) |
| Jane /dʒeɪn/ | 简（女子名） | (31) |
| Linda /'lɪndə/ | 琳达（女子名） | (32) |
| Andrew /'ændru:z/ | 安德鲁（男子名） | (44) |
| Vivien /'vɪviən/ | 维维安（女子名） | (93) |
| Timmy /'tɪmi/ | 蒂米（男子名） | (94) |
| Woodland /'wʊdlənd/ School | 林地学校 | (20) |
| Rocky /'rɒki/ Mountain /'maʊntən/ High School | 洛基山中学 | (20) |
| Denver /'denvə(r)/ | （美国）丹佛 | (20) |
| Harbour /'hɑ:bə(r)/ Bridge | （澳大利亚）港湾大桥 | (31) |
| Sydney /'sɪdni/ | （澳大利亚）悉尼 | (31) |
| Sydney Opera House | （澳大利亚）悉尼歌剧院 | (31) |
| Australia /ə'streɪliə/ | 澳大利亚 | (31) |
| River Seine /sem/ | （法国）塞纳河 | (31) |
| Golden /'gəʊldən/ Gate Bridge | （美国）金门大桥 | (31) |
| World Park | （北京）世界公园 | (32) |
| Summer Palace | （北京）颐和园 | (38) |
| Great Wall | （北京）长城 | (38) |
| China Science and Technology /tek'nɒlədʒi/ Museum | （北京）中国科学技术馆 | (38) |
| Tian'anmen Square | （北京）天安门广场 | (40) |
| Wangfujing Street | （北京）王府井大街 | (40) |
| Zhalong Nature Reserve | （黑龙江）扎龙自然保护区 | (70) |
| Yancheng Nature Reserve | （江苏）盐城自然保护区 | (75) |
| World Wetlands Day | 世界湿地日 | (76) |
| Ice Festival | （哈尔滨）冰雪节 | (90) |



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