



义务教育教科书

英语

English

八年级下册

译林出版社

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英语(八年级下册)

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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，我们先在家乡走走，了解她的过去和现在；再背起行囊，去感受外面世界的精彩；丰富的网络资源，还可以让我们足不出户环游世界；行万里路，也要读万卷书，书本可以带领我们穿越时空，通晓古今；作为学生的我们，同时也是社会大家庭的一员，文明礼貌要时刻谨记；奉献爱心要从点滴做起；我们要关爱社会，保护地球，建设美好的绿色家园。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。本册学习技能 (Study skills) 提供了具体的写作指导，教我们区分事实和观点、要点和细节；学会使用图表整理思路，在作文中加入恰当的连接词承上启下；了解针对不同的话题应该使用的不同叙述方法；注意行文中的标点断句；知道如何引用习语为文章添彩；养成完成作文后及时自查错误并纠正的好习惯。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！

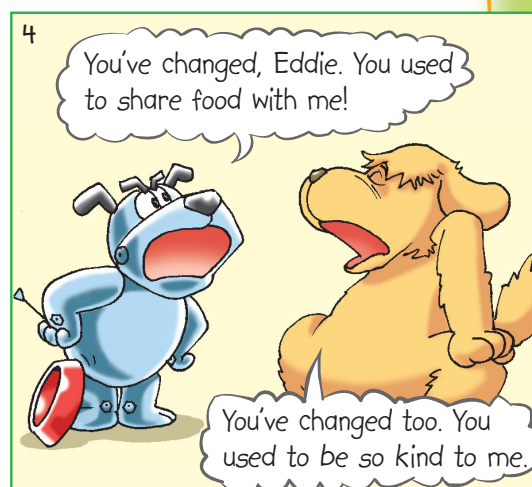
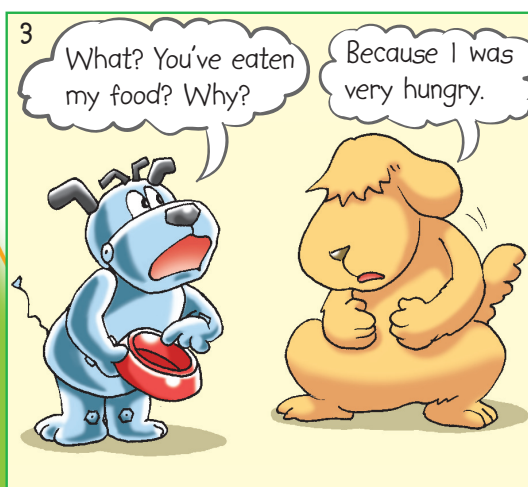
Contents

	Unit	Welcome to the unit	Reading	Grammar
Travel in time and space Module 1	1 Past and present (p. 6)	Transport at different times (p. 7)	Times have changed (pp. 8–11)	Present perfect tense (pp. 12–14)
	2 Travelling (p. 20)	Places of interest (p. 21)	A trip to Hong Kong (pp. 22–25)	A Using <i>have/has been</i> and <i>have/has gone</i> (pp. 26–27) B Verbs with <i>for</i> and <i>since</i> (pp. 27–28)
	3 Online tours (p. 34)	Learning about computers (p. 35)	Around the World in Eight Hours (pp. 36–39)	Simple past tense and present perfect tense (pp. 40–42)
	4 A good read (p. 48)	What type of book do you like? (p. 49)	Gulliver in Lilliput (pp. 50–53)	A Using question words + <i>to</i> -infinitives (pp. 54–55) B Using <i>must</i> and <i>have to</i> (p. 56)
Rights and responsibilities Module 2	5 Good manners (p. 64)	Doing the right things (p. 65)	When in Rome (pp. 66–69)	A Using <i>enough to</i> (p. 70) B Using <i>too ... to</i> (p. 71)
	6 Sunshine for all (p. 78)	People who need help (p. 79)	The Special Olympics World Games (pp. 80–83)	A <i>It is</i> + adjective + <i>to</i> -infinitive (p. 84) B <i>It is</i> + adjective + <i>for ...</i> + <i>to</i> -infinitive (p. 85) C <i>It is</i> + adjective + <i>of ...</i> + <i>to</i> -infinitive (p. 86)
	7 International charities (p. 92)	Charities around the world (p. 93)	An interview with an ORBIS doctor (pp. 94–97)	Passive voice in the simple present and past tenses (pp. 98–100)
	8 A green world (p. 106)	A green life (p. 107)	Green Switzerland (pp. 108–111)	Passive voice in the simple future tense (pp. 112–114)
Appendices: Irregular verbs (pp. 122–123) Notes (pp. 124–132) Grammar check (pp. 133–139)				

Integrated skills	Study skills	Task	Self-assessment	Project
A Changes in Starlight Town (pp. 15–16) B Speak up: We haven't seen each other since then. (p. 16)	Facts and opinions (p. 17)	Changes in my hometown (pp. 18–19)	(p. 19)	An information folder (pp. 62–63)
A Travelling in China (pp. 29–30) B Speak up: I'm going to visit Chengdu. (p. 30)	Main points and details (p. 31)	My best holiday (pp. 32–33)	(p. 33)	
A Travelling at home (pp. 43–44) B Speak up: My pleasure. (p. 44)	Making charts (p. 45)	Introducing a country (pp. 46–47)	(p. 47)	
A Recommending a book (pp. 57–58) B Speak up: I want some history books. (p. 58)	Transitions between ideas (p. 59)	A survey on reading habits (pp. 60–61)	(p. 61)	
A Public signs (pp. 72–73) B Speak up: Please don't take photos. (p. 73)	Using English sayings (pp. 74–75)	Table manners (pp. 76–77)	(p. 77)	A report on charity (pp. 120–121)
A Working in a mountain area (pp. 87–88) B Speak up: How can we help people in our daily lives? (p. 88)	Organizing your ideas (p. 89)	Giving a helping hand (pp. 90–91)	(p. 91)	
A The work of UNICEF (pp. 101–102) B Speak up: I've got toothache. (p. 102)	Using punctuation marks (p. 103)	Charity work (pp. 104–105)	(p. 105)	
A How green are you? (pp. 115–116) B Speak up: We can plant more trees. (p. 116)	Checking your work (p. 117)	Going green (pp. 118–119)	(p. 119)	Project 2
Wordlists (pp. 140–150)		Proper nouns (pp. 151–152)		

Unit 1

Past and present



Changes

The Class 1, Grade 8 students are going to do a history project on the changes in Beijing over the years.

Task

Write a report on the changes in your hometown.



Welcome to the unit

Transport at different times

A Daniel wants to know about the different forms of transport in Beijing. Help him write the correct names under the pictures.

bus

coach

plane

taxi

train

underground

1



2



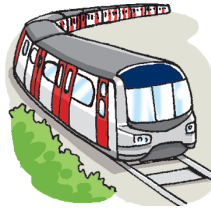
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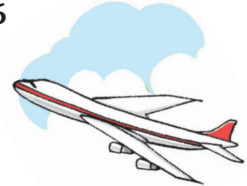
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5



6





B Millie and her dad are talking about transport at different times. Work in pairs and take turns to talk about it. Use the conversation below as a model.

	Past	Present
go to school	on foot, by bike/bus	by bike/bus/underground
go around the city	by bus	by bus/taxi/car
go to other cities	by coach	by coach/train/plane

Millie: How did you go to school when you were a student, Dad?

Dad: I used to go to school by bike.

Millie: Why didn't you take a bus?

Dad: Well, there were always too many people on the bus, and it took a long time to wait for the next one.

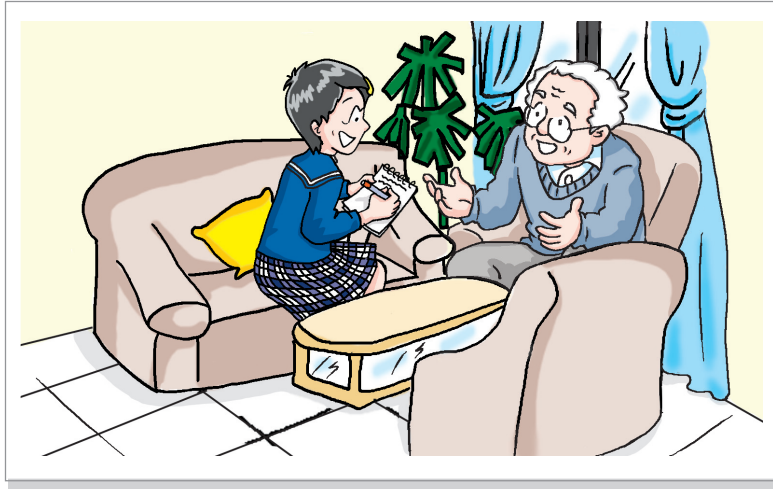
Millie: Really? I go to school by bus. Now it's easy and fast.



A Times have changed



Millie wants to write about the changes in Sunshine Town for her history project. Daniel's grandpa, Mr Chen, knows a lot about Sunshine Town, so Millie is interviewing him to get some information.



Millie: Do you know Sunshine Town very well, Mr Chen?

Mr Chen: Sure. I've lived here since I was born.

Millie: Have you ever moved house?

Mr Chen: Yes. I first lived in the northern part of town with my parents.
5 When I got married in 1965, my wife and I moved two blocks away and we've lived in this area since then.

Millie: Has the town changed a lot over the years?

Mr Chen: Yes! We only had some small restaurants and shops years ago. And
10 we had a post office and a cinema in the town centre. Now the government has turned part of the town centre into a new park. We have a new theatre and a large shopping mall too.



Millie: Was pollution a problem then?

Mr Chen: Yes, it was. There was once a steel factory near the Sunshine River. They often put the waste into the river. Later the government
15 realized the problem and took action to improve the situation. Now the river is much cleaner.

Millie: Do you think life is better now?

Mr Chen: Well, in some ways it is. It's really nice to have a beautiful modern town. However, most of my old friends have moved away. It has
20 become impossible for us to see each other as often as before. We used to play cards and Chinese chess together. Now I feel a bit lonely from time to time. Anyway, it's good to see the amazing changes in the town.

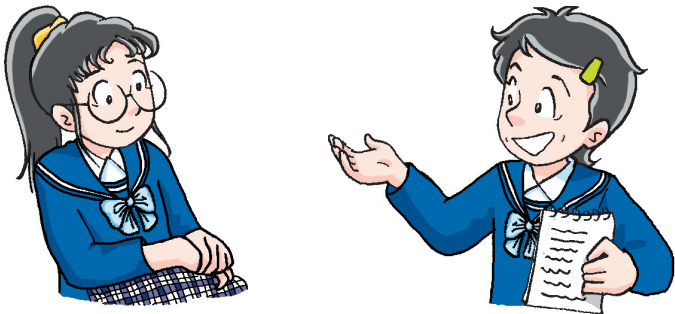
B Changes in Sunshine Town

B1 Millie is telling Sandy about her interview with Mr Chen. Sandy does not know the meanings of some words. Help her match the words on the left with the meanings on the right. Write the correct letters in the blanks.

- | | | | | |
|---|-----------------------------|-------|---|---|
| 1 | married (line 5) | _____ | a | sometimes |
| 2 | block (line 5) | _____ | b | know or understand something that you did not know before |
| 3 | factory (line 13) | _____ | c | make something better |
| 4 | realize (line 15) | _____ | d | a place where things are made by machines |
| 5 | improve (line 15) | _____ | e | not happy because of being alone |
| 6 | lonely (line 22) | _____ | f | having a husband or wife |
| 7 | from time to time (line 22) | _____ | g | a group of buildings with streets on all sides |

B2 Millie is telling Sandy more about her interview with Mr Chen. Help Sandy check if she has got the information right. Write a **T** if a sentence is true or an **F** if it is false.

- | | | |
|---|---|-------|
| 1 | Mr Chen knows little about Sunshine Town. | _____ |
| 2 | Mr Chen moved away from his parents when he got married. | _____ |
| 3 | There is a large shopping mall in Sunshine Town now. | _____ |
| 4 | The steel factory once put its waste into the Sunshine River. | _____ |
| 5 | It is easy for Mr Chen to see his old friends now. | _____ |
| 6 | Amazing changes have taken place in Sunshine Town. | _____ |



B3 Sandy wants to learn more about the history of Sunshine Town. She is asking Millie some questions. Work in pairs. Complete their conversation.

Sandy: Tell me more about your interview with Mr Chen, Millie. Has he lived in Sunshine Town all his life?

Millie: Yes. He first lived with his parents in the ⁽¹⁾ _____ part of town, and then moved to another flat two ⁽²⁾ _____ away.

Sandy: What was the town like in the past?

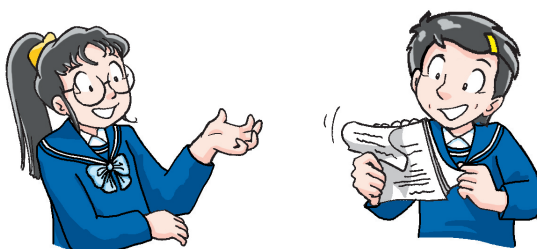
Millie: There were some small ⁽³⁾ _____ and shops.

Sandy: What did Mr Chen say about the town centre?

Millie: Years ago, there was a ⁽⁴⁾ _____ and a ⁽⁵⁾ _____. Now there's a new park, a new ⁽⁶⁾ _____ and a large ⁽⁷⁾ _____.

Sandy: Were there any factories in Sunshine Town?

Millie: Yes. There was once a ⁽⁸⁾ _____ near the Sunshine River.



B4 Millie is going to write about the changes in Sunshine Town for her history project. She has made some notes. Help her complete the sentences with the information on pages 8 and 9.

- Sunshine Town ⁽¹⁾ _____ over the years.
- People now have a ⁽²⁾ _____ town.
- The ⁽³⁾ _____ from the steel factory was once a problem. Luckily, the government took action to improve the ⁽⁴⁾ _____ later.
- Old people used to ⁽⁵⁾ _____ together.
- Old people sometimes ⁽⁶⁾ _____ because they cannot ⁽⁷⁾ _____ as often as before.
- People think it is good to see ⁽⁸⁾ _____.



Present perfect tense

TIP

We can use these time expressions with the present perfect tense.

already

yet

ever

never

just

recently

since

for

We use the present perfect tense to talk about an action that started in the past and continues to the present.

I **have lived** here since I was born.

We use the present perfect tense to talk about an action that happened in the past and has a connection with the present.

Eddie **has just eaten** Hobo’s food.

(Eddie ate the food, and now Hobo has nothing to eat.)

We also use the present perfect tense to talk about how many times an action has happened till now.

I **have** already **read** this book many times.

We make positive statements in the present perfect tense like this:

I/You/We/They	have	arrived.
He/She/It	has	

We make negative statements in the present perfect tense like this:

I/You/We/They	have	not	arrived.
He/She/It	has		

TIP

have not = haven't
has not = hasn't

We ask and answer questions using the present perfect tense like this:

Have	I/you/we/they	arrived?
Has	he/she/it	

Yes,	I/you/we/they	have.
	he/she/it	has.

No,	I/you/we/they	haven't.
	he/she/it	hasn't.

We form the past participles of regular verbs by adding **-ed**, just as what we do to form the simple past tense of these verbs.

Most verbs	+ ed	finish → finished
Verbs ending in -e	+ d	change → changed
Verbs ending in a consonant + y	- y + ied	carry → carried
Short verbs ending in a vowel + a consonant	double the consonant + ed	stop → stopped

We form the past participles of irregular verbs differently. Here are some examples.

TIP Turn to pages 122 and 123 for more changes of irregular verbs.

No change	come → come	hurt → hurt
Change the vowel	hold → held	win → won
Change the consonant	lend → lent	build → built
Change the vowel(s) and the the consonant(s)	catch → caught forget → forgotten	keep → kept tell → told
Others	be → been fall → fallen draw → drawn	have → had fly → flown see → seen

The table below shows more examples of the past participles of verbs.

Regular verbs		Irregular verbs	
Base form	Past participle	Base form	Past participle
visit	visited	hit	hit
repair	repaired	put	put
live	lived	meet	met
move	moved	make	made
try	tried	sell	sold
study	studied	give	given
fit	fitted	write	written
plan	planned	think	thought



A short test

A Mr Wu wants the students to practise using the present perfect tense. Help them write the past participles of the verbs below.

- | | | |
|----------------|---------------|----------------|
| 1 borrow _____ | 5 plan _____ | 9 say _____ |
| 2 hope _____ | 6 cry _____ | 10 grow _____ |
| 3 make _____ | 7 send _____ | 11 hit _____ |
| 4 get _____ | 8 watch _____ | 12 enjoy _____ |

B Mr Wu asks the students to complete the sentences below using the present perfect tense. Help them complete the sentences.

- They _____ (finish) their homework already.
- John _____ never _____ (visit) China.
- Mr Li _____ (repair) over ten bicycles since Monday.
- We _____ (not see) each other for years.
- My parents _____ (not come) back yet.
- Our teacher _____ (teach) us a lot about the history of China.

Chat time

C Millie and Sandy are talking about a film about the history of Beijing. Complete their conversation with the correct forms of the verbs in brackets.

Millie: ⁽¹⁾ _____ you _____ (see) any films recently, Sandy?

Sandy: No, I haven't. What about you?

Millie: I ⁽²⁾ _____ (see) one last Saturday.

Sandy: What's it about?

Millie: It's about the changes in Beijing over the past century.

From this film, I ⁽³⁾ _____ (learn) more about Beijing's past and present.

Sandy: Oh, I think I ⁽⁴⁾ _____ (hear) about the film. Do you plan to see it again?

Millie: Yes, I'd like to.



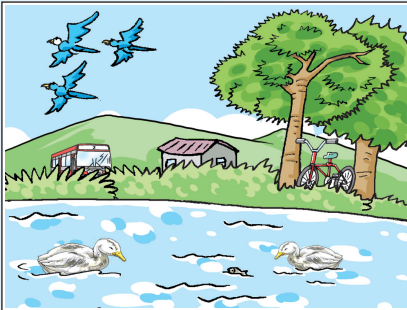


Integrated skills

A Changes in Starlight Town



A1 Daniel and Kitty are doing their history project. Listen to their conversation. Complete the information below about Starlight Town in the past.



Past

Environment: green ⁽¹⁾ _____, clean and fresh ⁽²⁾ _____, wild ⁽³⁾ _____ near the lake

Transport: bus and ⁽⁴⁾ _____

Living conditions: old ⁽⁵⁾ _____



A2 Listen to the rest of their conversation and complete the information about today's Starlight Town.



Present

Environment: smaller ⁽¹⁾ _____, new ⁽²⁾ _____ station, tall ⁽³⁾ _____ and new roads

Transport: bus, taxi and ⁽⁴⁾ _____

Living conditions: new ⁽⁵⁾ _____

A3 Kitty is writing about Starlight Town in her diary. Complete her diary entry on the next page with the words in the box.

air
hills

bicycle
houses

birds
modern

buildings
railway

flats
taxi

13 February

Dear Diary,

Today I borrowed a book about Starlight Town's past and present.

Starlight Town was very beautiful years ago. There were green

(1) _____ and wild (2) _____ near the lake. The

(3) _____ was clean and fresh then.

Now it has become a (4) _____ town. There is a new

(5) _____ station. There are some new roads too. People can

now travel to and from the town by bus, (6) _____ or train, but

in the past, people could only travel by bus or (7) _____.

Another big change is the many tall (8) _____ in the town.


Local people used to live in old (9) _____, but now, most of

them have moved into new (10) _____.

Starlight Town has changed a lot over the years. I hope I can visit it again.

B Speak up: We haven't seen each other since then.



 Millie is telling Sandy about an old friend. Work in pairs and tell your partner about the changes in your life. Use the conversation below as a model.

Millie: I met my old friend Becky last week. She's just returned from the USA.

Sandy: Really? When did you last see each other?

Millie: About five years ago. She went abroad with her parents. We haven't seen each other since then.

Sandy: Oh, you were still at primary school then. So how do you keep in touch with each other?

Millie: We mainly communicate by email. The Internet makes communication much easier.

Sandy: Exactly.





Facts and opinions

We often use facts and opinions when we write. Facts are true statements. They include names, dates, events and numbers. Opinions tell what we believe, feel or think. They may not be true.

TIP

Sentences that show opinions often use verbs like **feel**, **believe** and **think** or have adjectives like **good**, **bad** and **terrible**.

Beijing is the capital of China. (Fact)

Beijing is the best city in the world. (Opinion)

Many changes have taken place in my hometown. (Fact)

The new shopping mall is a good place to have fun. (Opinion)

When we write, we can use facts to support our opinions. We can also give facts first, and then state our opinions.

My hometown is beautiful. There are green hills all around. A river runs through the centre of town.

I have moved to a new school this term. I do not know the school very well and I have no friends here. I feel unhappy these days.



*Read the sentences below. Write an **F** for a fact or an **O** for an opinion.*

- 1 There were only small shops and restaurants in the town. _____
- 2 Old people used to play cards and Chinese chess together. _____
- 3 The new park in the town centre looks beautiful. _____
- 4 There was once a steel factory near the Sunshine River. _____
- 5 Life is getting better in some ways. _____
- 6 Many of Mr Chen's friends have moved away. _____



Millie is writing about the changes in her life. Help her decide which are opinions and which are facts. Reorganize them into a short passage.

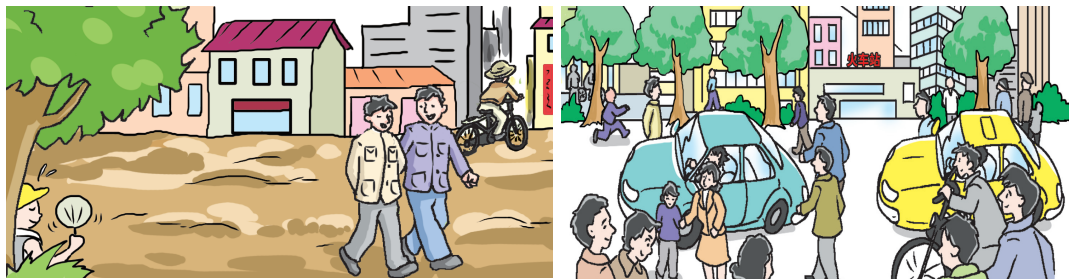
- 1 We have more subjects to learn.
- 2 It is not easy to get used to the changes of life quickly.
- 3 When I was at primary school, I walked to school with my mum.
- 4 Now I go to school by bus on my own.
- 5 I have to spend more time on my homework than before.
- 6 Some subjects are difficult.



Task

Changes in my hometown

A Amy plans to write about the changes in Moonlight Town for her history project. She has an old picture and a recent picture of the town.




B Amy organized her ideas by using a fact file. Read her fact file.

Topic	Many changes have taken place in Moonlight Town over the years.		
Facts		Past	Present
	Environment	narrow and dirty roads; rubbish everywhere; large open spaces	wide and clean streets; green trees on both sides; shops and tall buildings
	Life	small old houses; listen to the radio or watch TV	new flats; computers and the Internet; mobile phones
	Transport	on foot or by bicycle	by bus or taxi; have own cars
Opinion	Now people are enjoying a comfortable life.		

Useful expressions

- ... has changed a lot over the years.
- Many changes have taken place in
- People are enjoying a ... life.
- There were only ... in the past, but now
- People used to
- The government has built
- Many families have their own

 Amy is writing her report on the changes in Moonlight Town. Help her complete her report using the fact file in Part B.

Many changes have taken place in Moonlight Town over the years.


In the past, there were only ⁽¹⁾ _____ roads in the small town.

There was ⁽²⁾ _____ everywhere. But now the streets are ⁽³⁾ _____, with many ⁽⁴⁾ _____ on both sides. The government has also built ⁽⁵⁾ _____ in some large open spaces.

Years ago, people lived in ⁽⁶⁾ _____. Now most of them have moved into ⁽⁷⁾ _____. They used to ⁽⁸⁾ _____ or watch TV in their free time, but now most families have computers and the ⁽⁹⁾ _____. Moreover, ⁽¹⁰⁾ _____ make communication easier now.

In the past, people travelled around the town ⁽¹¹⁾ _____, but now they can go around ⁽¹²⁾ _____. Many families even have their own cars.

Now people are enjoying a comfortable life.

 You are writing a report on the changes in your hometown. Find an old photo and a recent photo of your hometown. Use Amy's fact file and her article as a model.




Self-assessment

I have learnt	Details	Result
1 about the changes in Sunshine Town.		
2 to use the new words to talk about my hometown.		
3 to use the present perfect tense.		
4 how to use facts to support my opinions.		

Result:  Excellent!

 Good!

 Not bad!

I need to spend more time on _____.

Unit 2

Travelling



Where have you been on holiday?

The Class 1, Grade 8 students want to find out more about different places. They are writing about their holidays.



Task

Prepare a fact file and write about one of your holidays.



Welcome to the unit

Places of interest

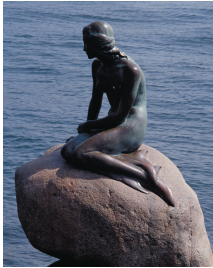
A Daniel and Millie are looking at some pictures of places of interest from around the world. Help them write the correct names under the pictures.

the Great Wall
the Statue of Liberty

the Leaning Tower of Pisa
the Sydney Opera House

the Little Mermaid
Tower Bridge

1



2



3



4



5



6



B Daniel and Millie are talking about the places in Part A. Work in pairs and talk to your partner about different places. Use the conversation below as a model.

What's this, Millie?

It's the Little Mermaid.

Where is it?

It's in Copenhagen, the capital of Denmark.

What's special about it?

It comes from the story by Hans Christian Andersen.

Have you ever been there?


No, I haven't.





A A trip to Hong Kong



 *Kitty is visiting Hong Kong during the winter holiday. She has written a letter to Millie about Hong Kong Disneyland. Here is the letter.*

Hi Millie,

How are you? We haven't seen each other since last week. I miss you so much! My parents and I have been in Hong Kong for two days. We're having a fantastic time here. Today we spent the whole
5 day at Disneyland.

We got to the park by underground. First, we had fun on Space Mountain—an indoor roller coaster in the dark. It moved at high speed and was really exciting! We were screaming and laughing through the ride.

10 Next, we hurried to a restaurant to have a quick meal. On the way, we met some Disney cartoon characters, such as Snow White and Mickey Mouse. They were so cute.

Everybody got excited when a parade of Disney characters began later in the afternoon. It was the best part of the day. I ran after
15 them and couldn't stop taking photos. After the parade, we

watched a 4-D film. It was like magic. We could even smell the apple pie and feel the wind.

Then we did some shopping. I bought a couple of key rings for classmates. I'm sure you'll love them.

- 20 At the end of the day, we watched the fireworks in front of Sleeping Beauty Castle. The castle looked bright and beautiful under the fireworks.


I know you've gone to Hainan. Hope you've enjoyed yourself there!

See you soon.

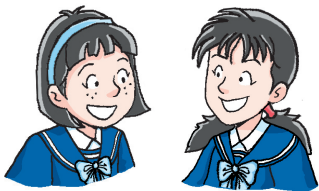
- 25 Yours,
Kitty




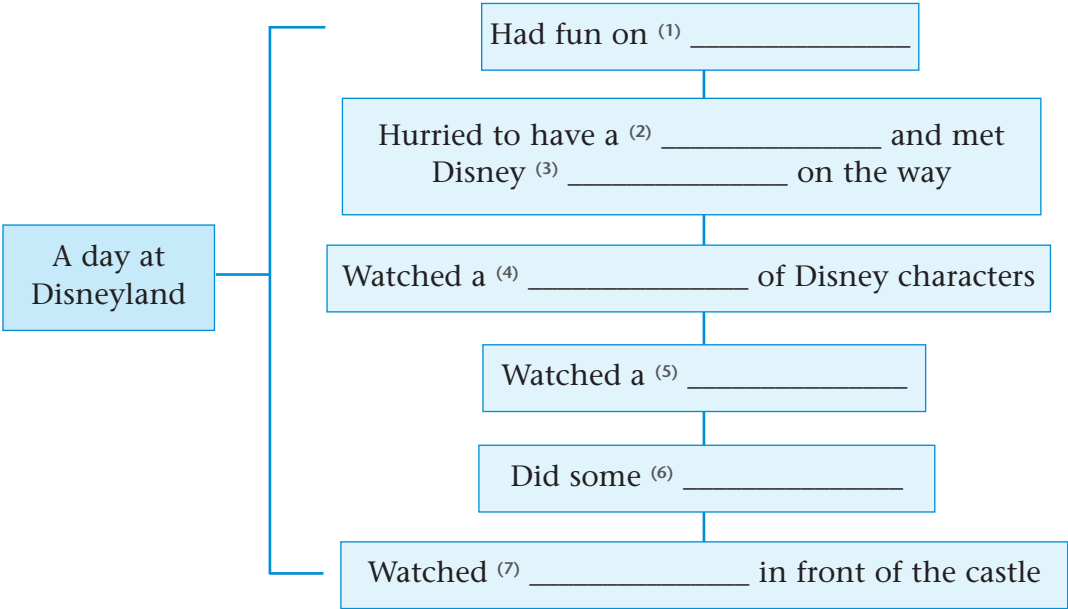
B About Hong Kong Disneyland

B1  *Kitty is back in Sunshine Town. Amy is asking Kitty about her trip. Help Kitty answer Amy's questions.*

- Amy:** Who did you go to Hong Kong with?
- Kitty:** I went there with ⁽¹⁾ _____.
- Amy:** Where did you go during your stay there?
- Kitty:** We went to ⁽²⁾ _____.
- Amy:** How did you get there?
- Kitty:** We got there ⁽³⁾ _____.
- Amy:** How long did you stay in the park?
- Kitty:** We stayed there for ⁽⁴⁾ _____.
- Amy:** Did you enjoy yourselves there?
- Kitty:** Sure. We had ⁽⁵⁾ _____.



B2  *After talking with Kitty, Amy is making notes of how Kitty spent her day at Disneyland. Help Amy complete the notes below.*



B3 Kitty is showing Amy her photos the other day. Complete their conversation with the words in Kitty's letter on pages 22 and 23.

Kitty: I took lots of photos at Hong Kong Disneyland, Amy.

Amy: Oh, let me have a look. Is that Mickey Mouse?

Kitty: Yes. He looked so ⁽¹⁾ _____.

Amy: What's in this photo?

Kitty: It's Space Mountain, an ⁽²⁾ _____ roller coaster. It moved at high ⁽³⁾ _____ and we were ⁽⁴⁾ _____ and laughing through the ⁽⁵⁾ _____.

Amy: What do you think was the best part of the day?

Kitty: I think the parade of Disney ⁽⁶⁾ _____ was really wonderful.

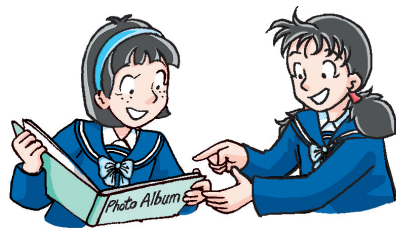
Amy: Was the film in the park interesting?

Kitty: Yes. The 4-D film was like ⁽⁷⁾ _____. We could even smell the apple ⁽⁸⁾ _____.

Amy: Did you go shopping there?

Kitty: Yes. I bought ⁽⁹⁾ _____ key rings. Here's one for you.

Amy: It's nice. Thank you.



B4 Kitty had a good time at Hong Kong Disneyland. Find the sentences in her letter that show her happiness.





Grammar

A Using *have/has been* and *have/has gone*

We use **have/has been** to express the idea that someone went to a place and has already come back. It refers to an experience.

Millie and Amy **have been** to South Hill. They want to go there again.

Sandy **has never been** to South Hill. She wants to go with them.

We use **have/has gone** to express the idea that someone went to a place but has not yet returned.

Kitty and her family **have gone** to Hong Kong. They will come back next week.

Suzu is not at home at the moment. She **has gone** to the bookshop.

About travels

A1 The Class 1, Grade 8 students are talking about their classmates and families. Help them complete the sentences with **have/has been** or **have/has gone**.

1



Millie isn't here. She _____ to the library.

2



Peter and Simon _____ just _____ to the library. They borrowed some interesting books.

3



My cousin _____ to Xi'an twice.

4



My parents _____ to Xi'an and they'll stay there for a week.

5



Daniel won't be with us at the party. He _____ to Shanghai.

A2 Daniel and Millie are chatting at a weekend. Complete their conversation with the correct forms of the verbs in brackets.

Daniel: I haven't seen Mr Wu for days. Where ⁽¹⁾ _____ he _____ (go)?

Millie: He ⁽²⁾ _____ (go) to Tianjin to attend a meeting.

Daniel: ⁽³⁾ _____ you _____ (be) anywhere recently?

Millie: Yes, I ⁽⁴⁾ _____ (be) to Hainan with my parents.

Daniel: Oh, that's great! ⁽⁵⁾ _____ you _____ (be) to Sanya?

Millie: Sure, we ⁽⁶⁾ _____ (be) to the beach there. Look at these photos.

Daniel: The beach is beautiful. I see Andy playing on the sand too.

Millie: Yes. We went there with his family.

Daniel: I see. By the way, shall we invite Andy to go for a picnic tomorrow?

Millie: Andy isn't here this weekend. He and his parents ⁽⁷⁾ _____ (go) to the countryside. They'll be back tomorrow afternoon.



B Verbs with *for* and *since*

We use **for** when we talk about a period of time, and we use **since** when we talk about a time point in the past.

Mr Dong has lived here **for** many years.

Mr Dong has lived here **since** he was born.


Some verbs, such as **come**, **go**, **buy** and **leave**, can be used in the present perfect tense, but they cannot be used with **for** or **since** in positive statements.

- ☐ X He **has left** Beijing **for** a week.
- ☒ He **has not left** Beijing yet.
- ☒ He **has been away** from Beijing **for** a week.
- ☐ X He **has bought** a car **since** 2007.
- ☒ He **has not bought** any new car **since** 2007.
- ☒ He **has had** a car **since** 2007.

If we want to express a continuous state, we can use another way like this:

Verb	Used for a continuous state	Example
begin/start	have/has been on	The film has been on for 20 minutes.
finish/stop	have/has been over	The parade has been over for hours.
come/go/arrive	have/has been in/at	Kitty has been in Hong Kong for two days.
leave	have/has been away	She has been away from home since last Tuesday.
borrow	have/has kept	She has kept this book since last week.
join	have/has been in have/has been a member of	Simon has been a member of the Football Club since last year.
marry	have/has been married	They have been married for 15 years.
die	have/has been dead	The fish have been dead for some time.

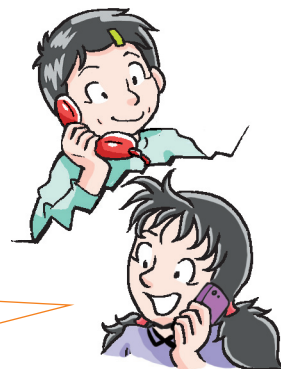
More about Kitty's trip

 Kitty is telling Millie about her holiday in Hong Kong on the phone. Complete what she says with the correct forms of the verbs in brackets.

My parents and I ⁽¹⁾ _____ (arrive) in Hong Kong on the first day of the winter holiday. We ⁽²⁾ _____ (be) here for three days.

I ⁽³⁾ _____ (borrow) a book about Hong Kong a week ago. It's very useful. I ⁽⁴⁾ _____ (keep) it with me for a few days. It helps me learn more about Hong Kong.

Now it's noon and we're in Ocean Park. The first dolphin show ⁽⁵⁾ _____ (begin) at 11:30 a.m. It ⁽⁶⁾ _____ (be) on for about half an hour. The show is really exciting.





Integrated skills

A Travelling in China



A1 The Class 1, Grade 8 students are talking about the kinds of places they like best. Listen to their conversation and match the students with the places. Write the correct letter in each box.

Places for travelling

- a Chinese gardens
- b Museums
- c Places of natural beauty
- d Seaside cities
- e Theme parks

- 1 **Kitty** ☐
- 2 **Simon** ☐
- 3 **Sandy** ☐
- 4 **Daniel** ☐
- 5 **Millie** ☐



A2 The students are listening to a radio programme about the best time to visit some places in China. Put a tick (✓) in the correct boxes.

	Places to go	Spring	Summer	Autumn	Winter
Chinese gardens	Suzhou, Yangzhou				
Museums	Beijing, Xi'an				
Places of natural beauty	Mount Huang, Jiuzhaigou				
Seaside cities	Dalian, Qingdao				
Theme parks	Shenzhen, Hong Kong				

A3 Amy wants to give her classmates some advice on travelling in China. Help her complete her notes. Use the information in Parts A1 and A2 to help you.

Places to go in China

Kitty likes ⁽¹⁾ _____, such as the Window of the World in Shenzhen or ⁽²⁾ _____ Disneyland. She can go there all year round.

Simon loves water sports, such as sailing. He thinks it is great fun. He can visit a seaside city like ⁽³⁾ _____ or Qingdao this ⁽⁴⁾ _____.

Sandy likes places of ⁽⁵⁾ _____, like Mount Huang or Jiuzhaigou. She can go there in any season except ⁽⁶⁾ _____. The views there in winter may be wonderful, but it is dangerous to climb the mountains or hills on cold and snowy days.

Daniel likes ⁽⁷⁾ _____. He can visit Suzhou or Yangzhou. The best time to go there is in spring or ⁽⁸⁾ _____. There may be some rain, but the weather is usually nice at that time of year.

Millie likes ⁽⁹⁾ _____. She can go to Beijing or Xi'an. She can visit museums in any season.

B Speak up: I'm going to visit Chengdu.



Simon and Amy are talking about their holiday plans. Work in pairs and take turns to ask about a holiday plan. Use the conversation below as a model.

Simon: Do you have any plans for the May Day holiday, Amy?

Amy: Yes. I'm going to visit Chengdu with my mum.

Simon: That's great. My dad has been to Chengdu on business twice. How will you get there?

Amy: We're going to take a direct flight to Chengdu.

Simon: How long are you staying there?

Amy: About three days. By the way, how long does it take to fly to Chengdu?

Simon: About three hours, I think. I can check it for you with my dad.

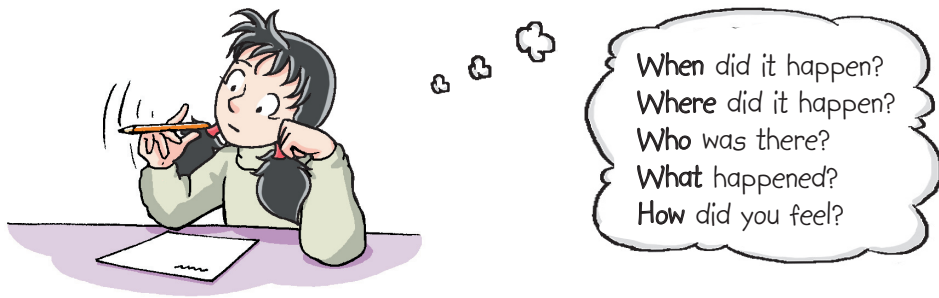
Amy: Thanks very much.



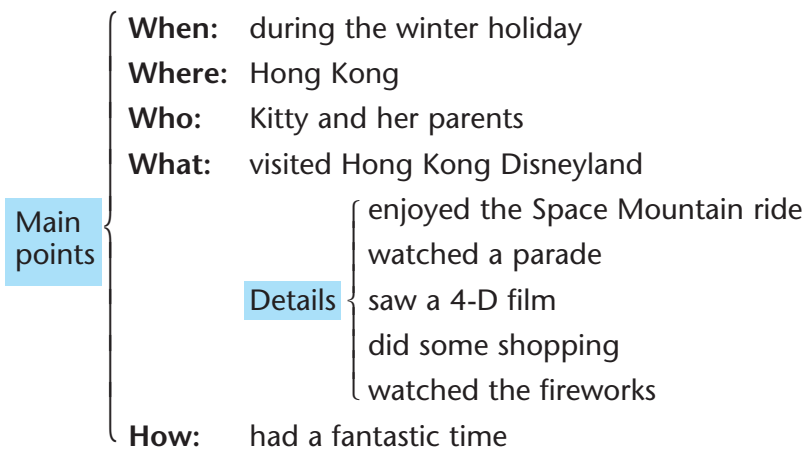


Main points and details

When we write about an experience or event, we can organize our ideas using the following five main points:



Then we should give details to support the main points. Take Kitty's day at Hong Kong Disneyland as an example:



Mr Wu is asking the Class 1, Grade 8 students to organize the following information into main points and details. First, help them write the correct letters in the blanks. Then work in pairs and talk about their trip.

- a Class 1, Grade 8 students
- b Enjoyed the natural beauty
- c Everybody felt excited
- d Flew kites
- e Went fishing by the lake
- f 5 March
- g South Hill
- h A visit to South Hill

When: _____

Where: _____

Who: _____

What: _____

How: _____

{	_____



Task

My best holiday

A *Kitty plans to write about her trip to Hong Kong. She organized her ideas by using a fact file. First, she wrote down the main points. Then she wrote down the details. Read her fact file.*

	Main points	Details
When	The winter holiday	
Where	Hong Kong	
Who	My parents and I	
What	Visiting places of interest	Disneyland—parade of Disney characters —exciting Space Mountain ride Ocean Park—dolphin show and bird show
	Other activities	Visited museums Went shopping
	Eating	Delicious seafood
How	Enjoyed the trip	Interesting, exciting, fun, nice Want to visit it again

Useful expressions

- It took us ... to fly to
- The next day, we went to
- I loved watching the interesting
- ... was exciting/beautiful/fantastic.
- On the third day, we visited
- We went to ... on the fifth day.
- ... was the best part of the day.
- We enjoyed this trip very much.

B Kitty is writing about her trip to Hong Kong. Help her complete her article.

The day finally arrived. My parents and I left for the airport in the early morning. It took us about three and a half hours to fly to Hong Kong.

The next day, we went to the most famous theme park—⁽¹⁾ _____. I loved watching the interesting ⁽²⁾ _____ of Disney characters, and the Space Mountain ride was very ⁽³⁾ _____.

On the third day, we visited another famous theme park in Hong Kong—⁽⁴⁾ _____. We watched the ⁽⁵⁾ _____ and the bird show there. They were great fun.

On the fourth day, we visited some museums, and then we went ⁽⁶⁾ _____. My mother enjoyed that day most. She bought a lot of presents for our relatives and her friends.

We went to a seafood restaurant on the fifth day and had a ⁽⁷⁾ _____ meal. The food in Hong Kong was really nice.

We enjoyed this trip very much, and I hope I can visit it again some day.

C You are going to write an article about one of your holidays. Write down some main points and details, and organize your ideas before you write.



Self-assessment

I have learnt	Details	Result
1 about Kitty's trip to Hong Kong.		
2 to use the new words to talk about a holiday.		
3 to use have/has been and have/has gone . to use verbs with for and since .		
4 to state main points first and then give details.		

Result: 😊 Excellent!

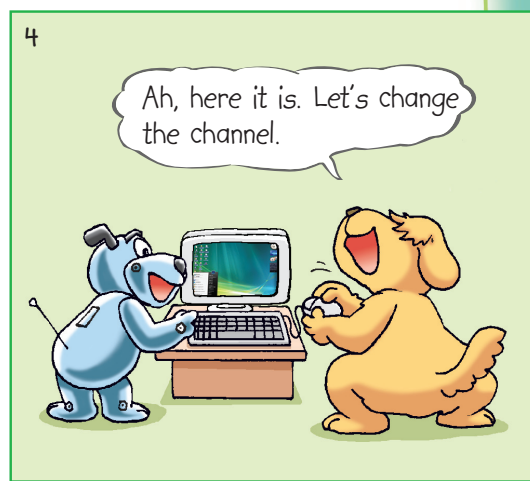
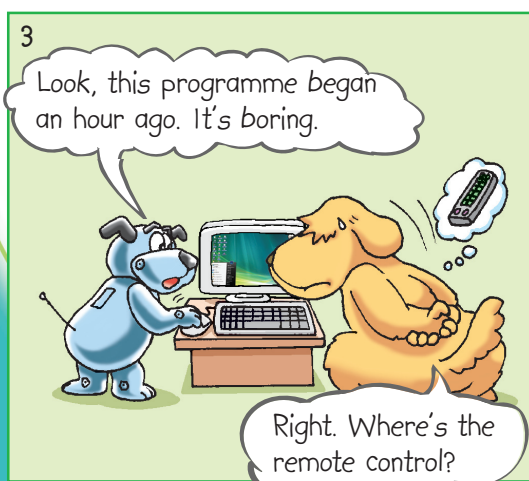
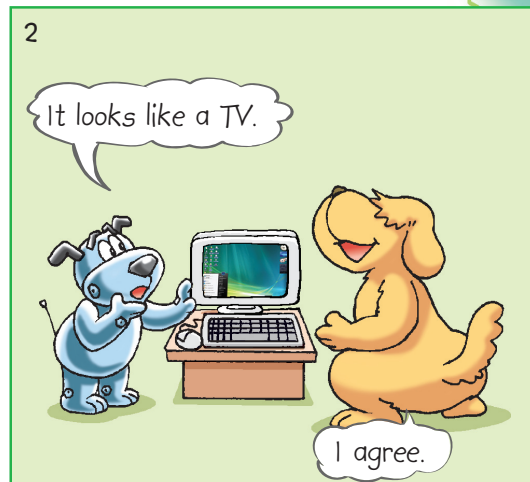
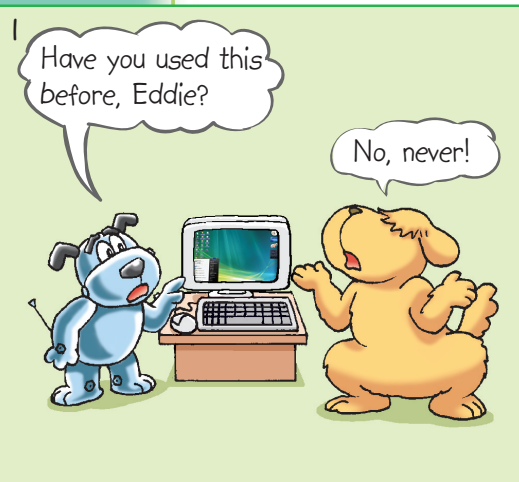
😊 Good!

😊 Not bad!

I need to spend more time on _____.

Unit 3

Online tours



The world in computers

Daniel found a good website for learning about places of interest around the world.

Task

Write an introduction to a country with the help of the Internet or libraries.



Welcome to the unit

Learning about computers

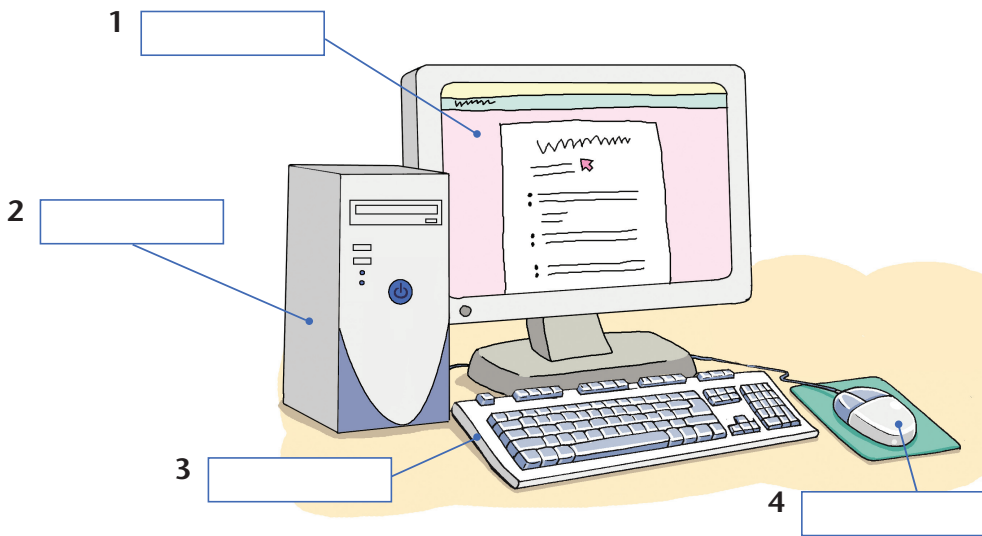
A Annie, Simon's cousin, wants to learn about the different parts of a computer. Look at the picture below and help her write the correct answers in the boxes.

keyboard

main unit

mouse

screen



B Simon and Daniel are talking about the different uses of computers. Work in pairs and ask each other what you use a computer for. The ideas in the box may help you. Use the conversation below as a model.

chat with friends
play games
send and receive emails

do word processing
search for information
watch videos

Daniel: What do you usually use your computer for?

Simon: I usually use it to search for information.

Daniel: Why?

Simon: Because it's fast and easy.

Daniel: How often do you use your computer for this?

Simon: Almost every day.





A Around the World in Eight Hours



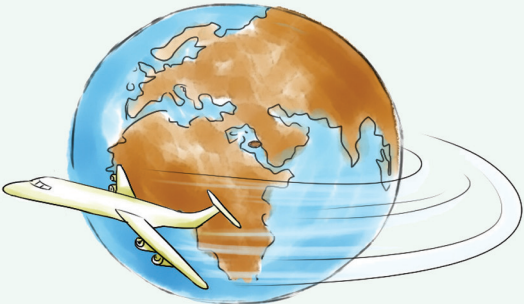
Daniel is looking at a website called “Around the World in Eight Hours”. Here is what the website’s guide says.

TourCameraPrint

Asia
Africa
Europe
America
Others

the USA

Miami
New York
San Francisco
Seattle



Welcome to “Around the World in Eight Hours”. I’m your tour guide, Robin. Have you noticed the “Tour” icon at the top of the page? Just click on it, and you can visit Asia, Africa, Europe, America and more in only eight hours!

YOU HAVE CHOSEN:
NEW YORK
Let's go!

Internet

⏮ ⏪ ⏩ ⏭
Tour Camera Print
⏮ ⏪ ⏩ ⏭

5 Here we are in “the Big Apple”—New York, the biggest city in the USA.


Wall Street, the world-famous trade centre, is here at the southern end of Manhattan Island. There are many big


10 companies and international banks here.

Further on is Times Square. Every year, thousands of people gather here on New Year’s Eve. It’s exciting to see the huge glass ball falling through the darkness!

In the centre of the island is Central Park. With several lakes, hills and

15 a large green lawn, it’s a good place to relax after a hard day’s work.






20 When you visit New York, don’t miss Broadway. It has been famous for its theatres since the early twentieth century. Have you ever heard of the song “Memory”? It comes from the famous Broadway musical *Cats*.

OK, so much for New York. There’s a “Back” icon at the bottom of the page. Click on it, pick another city and then

25 start your new tour!

 **Back**

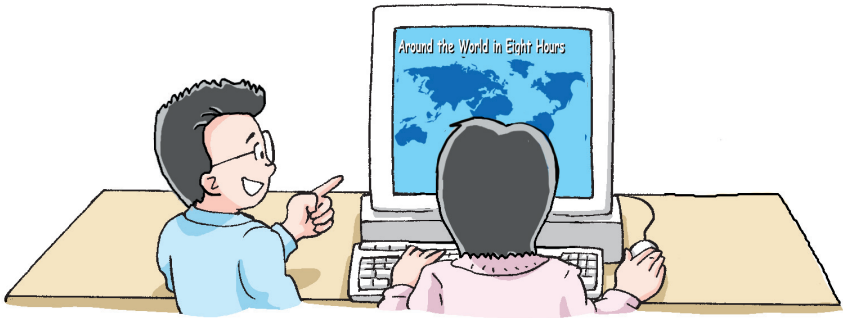
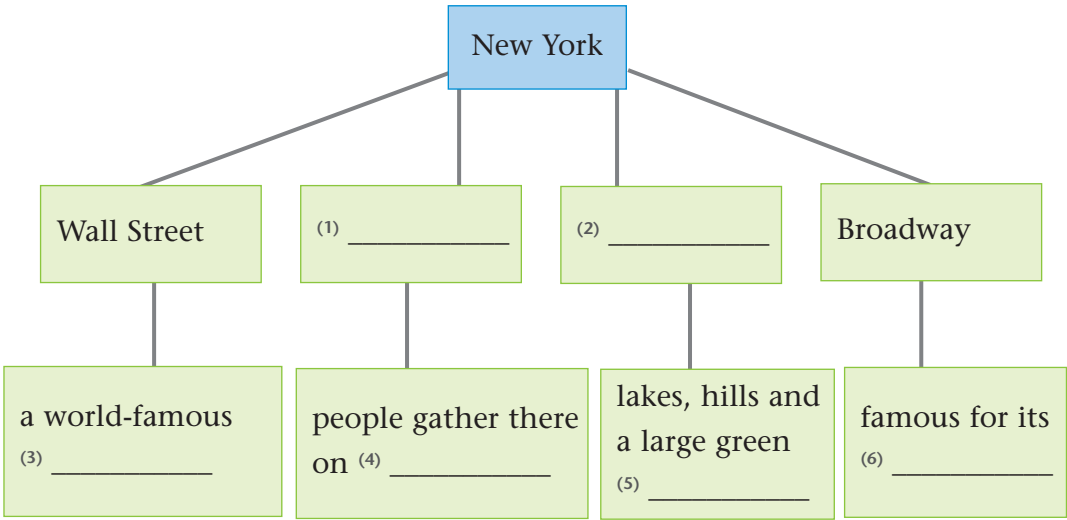
Internet


B A fun way to travel

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


- | | | | | |
|---|-------------------------|-------|---|------------------------------------|
| 1 | trade (line 7) | _____ | a | a play filled with many songs |
| 2 | international (line 10) | _____ | b | rest after work |
| 3 | gather (line 11) | _____ | c | come together |
| 4 | huge (line 12) | _____ | d | a period of 100 years |
| 5 | several (line 14) | _____ | e | more than two |
| 6 | relax (line 15) | _____ | f | the activity of buying and selling |
| 7 | century (line 19) | _____ | g | two or more countries taking part |
| 8 | musical (line 21) | _____ | h | very large |

B2 Daniel is introducing the website to Millie. Millie is trying to find out what people can see in New York. Help her fill in the blanks below.



B3  Amy is also interested in travelling around the world. She is telling her mum about the website. Check whether what she says is correct or not. Write a **T** if a sentence is true or an **F** if it is false.

- 1 The website helps people buy tickets to different places. _____
- 2 There is a "Tour" icon at the bottom of the page. _____
- 3 New York is also called "the Big Apple". _____
- 4 Wall Street is at the northern end of Manhattan Island. _____
- 5 A big apple falls from the sky on New Year's Eve at Times Square. _____
- 6 There are no hills or lakes in Central Park. _____
- 7 The song "Memory" comes from the musical *Cats*. _____
- 8 Click on the "Back" icon and you can start a new online tour. _____

B4  Kitty also wants to know about the website. She is asking Daniel about it. Complete their conversation below.

Kitty: Daniel, what's the website called?

Daniel: It's called "(1) _____".

Kitty: It gives people (2) _____ tours, right?

Daniel: Yes. It can show you cities in (3) _____, Africa,
(4) _____, America and other places.

Kitty: Can we find more information about a city?

Daniel: Of course. Look, here's New York, and here's Wall Street.

Kitty: I see. Wall Street is on Manhattan Island. There are many big
(5) _____ and (6) _____ there.

Daniel: Yes, and Times Square is another great place to visit. Every year,
many people gather there to welcome the (7) _____.

Kitty: That sounds great. Look! That's Central Park. People like to
(8) _____ there after work.

Daniel: Yes, and don't miss Broadway. It has been famous for its theatres
since the early (9) _____.



Grammar

Simple past tense and present perfect tense

There are some differences between the simple past tense and the present perfect tense.

TIP

We often use these time expressions with the simple past tense.

yesterday
the other day
last ...
... ago

- We use the simple past tense to tell what happened in the past.

past |————— Daniel **went** to Beijing two years ago. —————| present

We use the present perfect tense to talk about an action that started in the past and continues to the present.

past |————— Daniel **has lived** in Beijing for two years. —————> present

TIP

We often use these time expressions with the present perfect tense.

already
ever
just
recently
(not) yet
so far
up to now
until/till now

- We use the simple past tense to tell what happened in the past.

past |————— Daniel **bought** a new computer last month. —————| present

We use the present perfect tense to talk about the result of an action. When the action happened is not very important. It may have just happened or happened some time ago.

past |————— Daniel **has bought** a new computer.
(Daniel has a new computer now.) —————> present

- We use the simple past tense to tell what happened in the past.

past |————— Mr Wu **visited** Canada in 2010 and 2011. —————| present

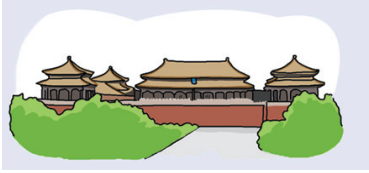
We use the present perfect tense to tell how many times an action has happened till now.

past |————— Mr Wu **has been** to Canada twice. —————> present

Differences between the two

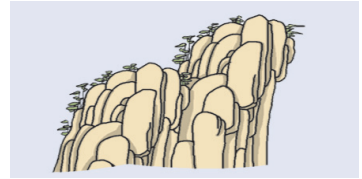
A Simon is showing Millie some pictures. Complete his sentences with the correct forms of the words in brackets.

1



I _____ (visit) the Palace Museum with my grandparents the other day.

2



I _____ (climb) Mount Huang last summer.

3



_____ you ever _____ (try) the famous Tianjin Baozi?

4



I am happy that I _____ (learn) to swim.

B Mr Wu is asking the students to make sentences with the correct tenses. Help them complete the sentences with the correct forms of the words in brackets.

1

I _____ (finish/just) my homework.

Millie _____ (finish) her homework 20 minutes ago.

2

I _____ (write) an email to my friend yesterday.

Daniel _____ (write/already) two emails.

3


I _____ (be) in Hainan last month.

Some of our classmates _____ (not be) to Hainan yet.

4

I _____ (live) in Sunshine Town since I was born.

Daniel _____ (live) in Nanjing in 2007.

 Millie has never been to Nanjing. She is asking Simon about the city. Complete their conversation with the correct forms of the words in brackets.

Millie: ⁽¹⁾ _____ (you/be/ever) to Nanjing?

Simon: Yes. I ⁽²⁾ _____ (be) there three times.

Millie: When ⁽³⁾ _____ (you/go) there last?

Simon: Last summer. I ⁽⁴⁾ _____ (spend) a week there.

Millie: ⁽⁵⁾ _____ (you/like) it?


Simon: Oh yes. I ⁽⁶⁾ _____ (have) a great time there.

I ⁽⁷⁾ _____ (visit) many places of interest and

⁽⁸⁾ _____ (eat) lots of local food.

Millie: Lucky you! I ⁽⁹⁾ _____ (be/never) there.



 Millie is writing about the USA in her diary. Complete her diary entry with the correct forms of the verbs in the box.

be buy read return see show

Saturday, 15 March

Have you ever dreamt of travelling around the world without a passport?

Yes, you can realize your dream by taking an online tour. Yesterday Daniel

⁽¹⁾ _____ me an online tour of the USA. I ⁽²⁾ _____ never
_____ so many wonderful pictures before.

Last week, I ⁽³⁾ _____ a book about the places of interest in the
USA. I ⁽⁴⁾ _____ 20 pages already. It's really interesting. My dad

⁽⁵⁾ _____ just _____ from the USA, but I ⁽⁶⁾ _____
never _____ there. I hope I can visit the USA some day.



Integrated skills

A Travelling at home



A1 Daniel and Peter are planning an online tour of Sydney, Australia. Listen to their conversation and help Peter complete his notes.



How to use the website

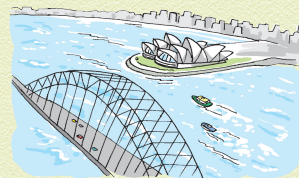
The website takes you to different places around the world. To learn about a city, just find it in the menu ⁽¹⁾ _____ of the page and click on it. If you click on the "⁽²⁾ _____" icon, you will see some ⁽³⁾ _____ of the city first. Further down at the ⁽⁴⁾ _____ of the page, you can also find other information about the city.



A2 Peter took some notes of Sydney. Listen to Daniel and Peter's second conversation. Write a *T* if a sentence is true or an *F* if it is false.



- ☐ 1 Sydney is on the north-east coast of Australia.
- ☐ 2 Sydney is the largest city in Australia.
- ☐ 3 Sydney is near a lake.
- ☐ 4 The Sydney Opera House looks like a ship with many sails.
- ☐ 5 It takes about 30 minutes to climb the Harbour Bridge.
- ☐ 6 In April, it is spring in Australia.





A3 Peter is writing about the online tour. Listen to their second conversation again and help him complete his article.

Today Daniel and I took an online tour on the website "Around the World in Eight Hours".

Sydney is on the ⁽¹⁾ _____ coast of Australia. It is the ⁽²⁾ _____ city in Australia.

On the website, we saw lots of pictures of Sydney. Sydney is near the ⁽³⁾ _____. There are many beautiful ⁽⁴⁾ _____ there. We also saw a wonderful building called the ⁽⁵⁾ _____. It is a ⁽⁶⁾ _____ and looks like a ⁽⁷⁾ _____ with many sails.

Near the Sydney Opera House is the famous ⁽⁸⁾ _____. People can climb it. It takes about ⁽⁹⁾ _____. It is really cool!

Australian seasons are the opposite of ours. For example, in April, it is ⁽¹⁰⁾ _____ in Australia!

B Speak up: My pleasure.



A3 Sandy is asking for Millie's help with the online tour. Talk to your partner about the problems you may have. Use the conversation below as a model.

Sandy: Would you mind showing me how to start this online tour?

Millie: Of course not. Just click on the "Tour" icon and it'll start.

Sandy: Oh, good! It's starting. I want to look at some pictures first.

Millie: That's easy. If you click on the "Camera" icon, you can see many pictures of the city.

Sandy: Great! These pictures are so clear.

Millie: Yes. Click on the "Print" icon when you want to print.

Sandy: Thanks for your help, Millie.

Millie: My pleasure.

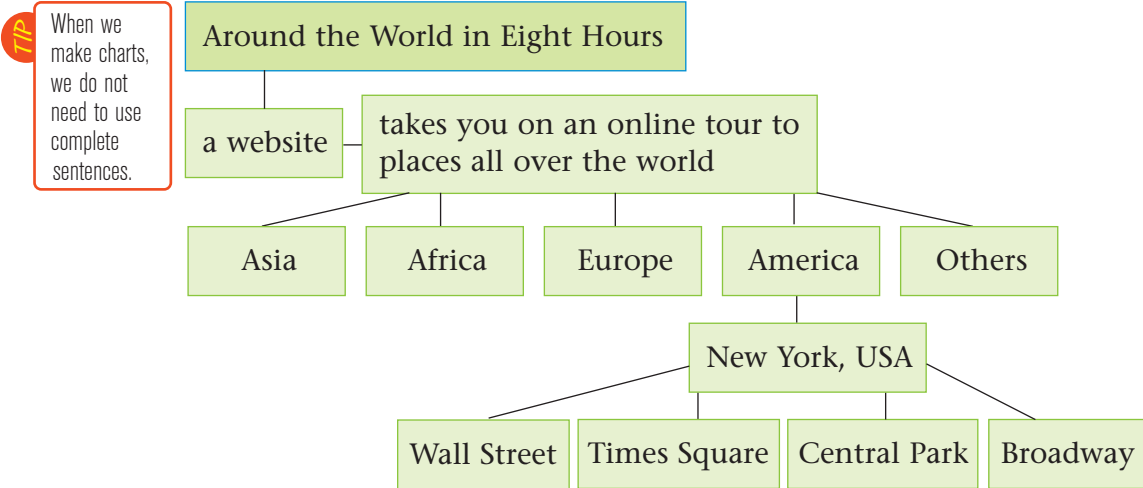




Making charts

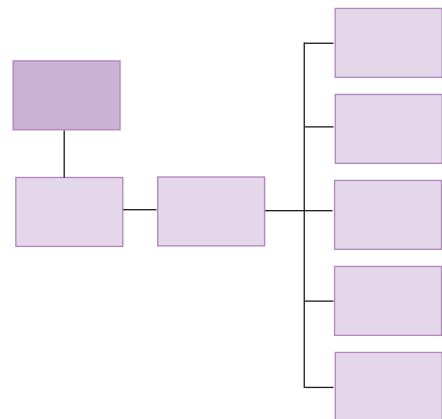
We can use charts to organize our ideas when we write. This helps us see and understand the ideas better. We can also use charts to make notes of a piece of writing.

We can use the following chart to show people what the website “Around the World in Eight Hours” is about.



Millie is making a chart to introduce an online course to her classmates. Help her use the chart to organize her ideas. Write the letters in the boxes.

- a an online course
- b asking the way
- c booking tickets and hotels
- d Daily English
- e ordering meals
- f seeing a doctor
- g shopping
- h using English in daily communication

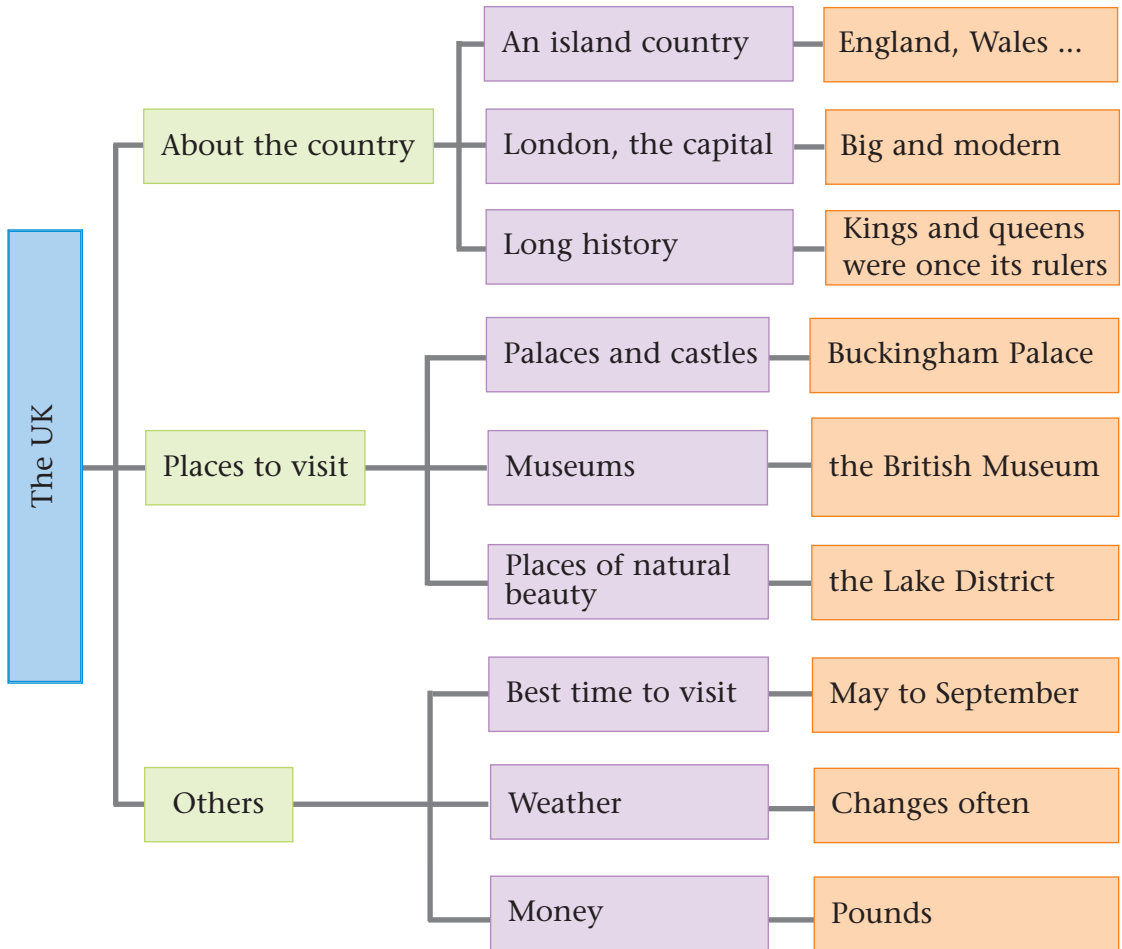




Task

Introducing a country

 Amy wants to introduce the UK to her friends. She collected some information on the Internet and made a chart.



Useful expressions

It is a/an ... country.

..., the capital city, is big and modern/beautiful.

There are/is ... on/in ...

It has always been famous for

The best time to visit ... is

The weather often/seldom changes



B Amy has written an introduction to the UK. Read her article.

The United Kingdom of Great Britain and Northern Ireland, also called the UK, is an island country. It is made up of England, Scotland, Wales and Northern Ireland. London, the capital city, is big and modern. Like China, the UK has a long history. Kings and queens were once its rulers.

There are many palaces and castles in this old European country. Buckingham Palace is the most famous one. It has been the home of kings and queens for a long time. The UK has always been famous for its museums. Among them is the British Museum. You can learn a lot about the world's culture there. The UK also has many places of natural beauty, such as the Lake District. You can see swans and other wild birds on the lakes there.

The best time to visit the UK is from May to September because its winter is wet and cold. The weather changes often there. It is sunny one minute, but rainy the next, so prepare for it before you go there. Moreover, remember that people use pounds there, not RMB or dollars!

TIP You can search for information on the Internet or in the library.

C Pick a country that interests you and make a chart to organize your ideas. Then write an introduction. You can add some pictures to make it more interesting.



Self-assessment

I have learnt	Details	Result
1 about an introduction to New York.		
2 to use the new words to talk about a place.		
3 the differences between the simple past tense and the present perfect tense.		
4 to use a chart to organize ideas.		

Result: 😊 Excellent!

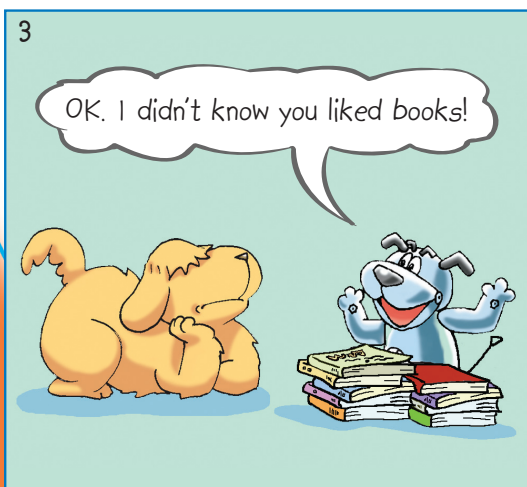
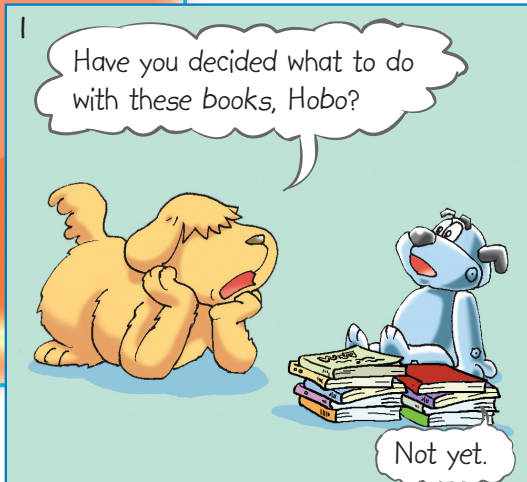
😊 Good!

😊 Not bad!

I need to spend more time on _____.

Unit 4

A good read



We love reading!

The Class 1, Grade 8 students are enjoying their Reading Week. They are talking about their favourite books.

Task

Complete a survey on reading habits and write a report on it.



Welcome to the unit

What type of book do you like?

A Mr Wu is showing the Class 1, Grade 8 students some books. Write the type of book under each picture. Then put a tick (✓) in the box if you have read this type of book before.

cooking

culture

health

novel

science

travel



_____ ☐



_____ ☐



_____ ☐



_____ ☐



_____ ☐



_____ ☐



B Sandy and Daniel are talking about what they like to read. Work in pairs and talk about the type of book you like. Use the conversation below as a model.

Sandy: What are you reading, Daniel?

Daniel: I'm reading a book about Germany in World War II. I'm interested in history books. They improve my knowledge of the past.

Sandy: But I think they're boring.

Daniel: What do you like to read in your spare time?

Sandy: I like reading novels and plays. *The Hunchback of Notre Dame* by the French writer Victor Hugo is great.

Daniel: I've read that book. The story of the ugly man Quasimodo really touched me.

Sandy: Me too.



A Gulliver in Lilliput



Sandy loves reading novels. She is reading a book called Gulliver's Travels, by Jonathan Swift (1667–1745). Here is an extract from the book.

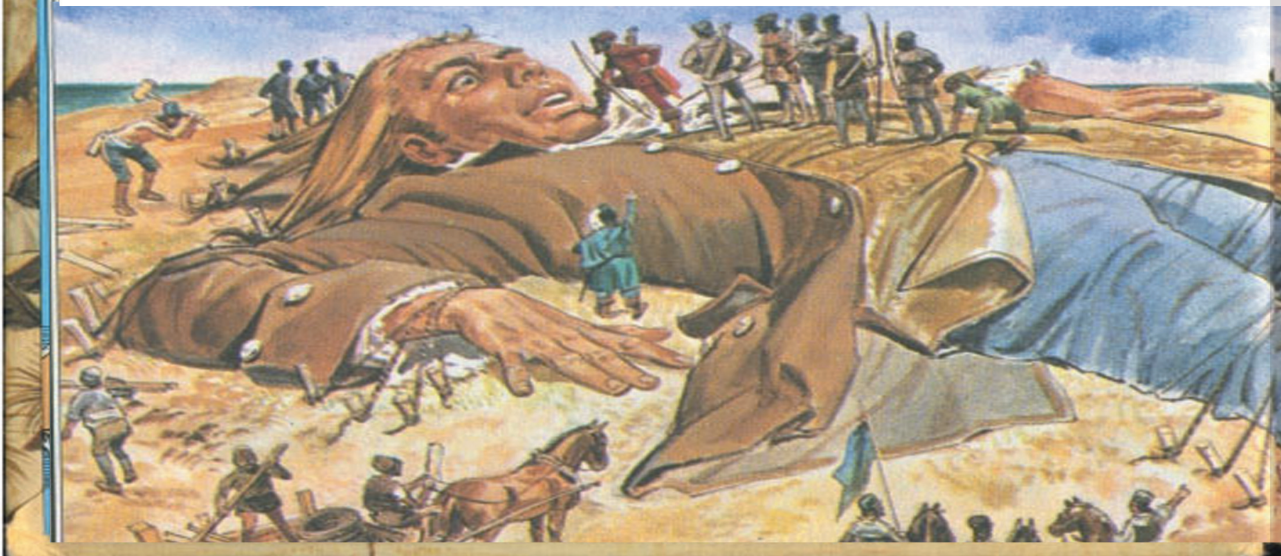
After our ship crashed against the rocks, I swam as far as I could.
By the time I finally felt the land under my feet, I was tired out.
I fell down on the beach and went to sleep.

I woke up as the sun was rising, but I found I could not move.

5 My arms, legs and hair were tied to the ground!

Then I felt something on my leg. It moved up over my stomach
and neck until it was standing near my face. I looked down and
saw a very small man. He was the same size as my little finger!
Where was I? Who was this tiny person?

10 Soon more small men started climbing all over me. There were



around 40 of them. I shouted at them—the loud noise made them all fall over. However, they soon got up again and continued moving across my body.

One of these small men began talking to me, but I could not
15 understand him. I did not know what to say either. I tried to pull
one hand free and finally managed to break the ropes. When I
lifted my left hand into the air, the small men began to shout.
I looked down and saw a huge army of tiny people. They were
coming straight towards me. “I must run away from them,”
20 I thought, but I did not know how to get away.



B A strange world

B1 Sandy is not sure about 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 | against (line 1) | _____ | a | keep doing something |
| 2 | tired out (line 2) | _____ | b | very small |
| 3 | tie (line 5) | _____ | c | finish what you have tried to do |
| 4 | tiny (line 9) | _____ | d | very tired |
| 5 | continue (line 13) | _____ | e | hitting something |
| 6 | manage (line 16) | _____ | f | hold things together with ropes |

B2 Sandy wants to explain what happened to Gulliver. She wrote down some notes on a piece of paper, but her mother tore it up by mistake. Help her match the events with their causes.

- | | | |
|---|---|-------|
| 1 | Gulliver fell down on the beach and went to sleep. | _____ |
| 2 | Gulliver found himself unable to move. | _____ |
| 3 | The tiny men all fell over. | _____ |
| 4 | Gulliver got one hand free. | _____ |
| 5 | Gulliver wanted to run away. | _____ |
| a | He managed to break the ropes. | |
| b | His arms, legs and hair were tied to the ground. | |
| c | He was tired out after swimming for a long time. | |
| d | He saw a huge army of tiny people coming towards him. | |
| e | Gulliver shouted at them. | |



B3 Sandy made some notes of Gulliver's story. Help her check for mistakes. Write a **T** if a sentence is true or an **F** if it is false.

- 1 Gulliver's ship crashed against the rocks. _____
- 2 When Gulliver woke up, it was almost evening. _____
- 3 A tiny man climbed onto Gulliver's body and stood on his shoulder. _____
- 4 Gulliver shouted at the tiny men, but they did not care. _____
- 5 Gulliver talked with those small men. _____
- 6 Gulliver finally pulled his right hand free. _____

B4 Kitty is also interested in the story. She is asking Sandy about it. Help Sandy answer her questions.

- 1 **Kitty:** What did Gulliver do after their ship crashed against the rocks?

Sandy: _____

- 2 **Kitty:** What did Gulliver find after he woke up?

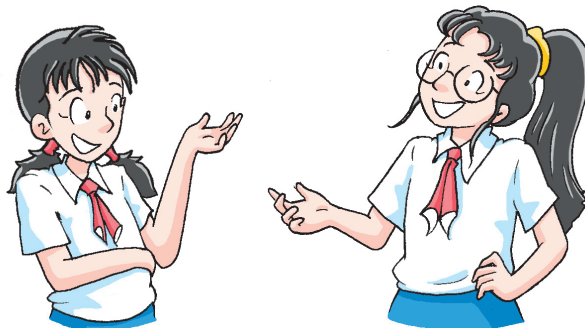
Sandy: _____

- 3 **Kitty:** How big was the small man?

Sandy: _____

- 4 **Kitty:** Could Gulliver communicate with the small men?

Sandy: _____



B5 Gulliver came to a strange land after their ship crashed against the rocks. Tell your partner how strange it was in your own words.



Grammar

A Using question words + to-infinitives

We can use a question word with a **to**-infinitive after a verb.

Millie has decided **what to read**.

Daniel did not say **who to talk to** about this book.

Simon forgot **when to meet** his friends.

Kitty cannot decide **which to choose** first.

Sandy is wondering **where to ask** for help.

Amy does not know **how to write** the report.

All question words can be used in this way, except **why**.

☐ X Suzy will explain why to recommend this book.

☒ Suzy will explain why she recommends this book.

We can use a verb and an object before a question word with a **to**-infinitive.

advise	ask	decide	discuss	find out
forget	know	learn	remember	say
show	teach	think	understand	wonder

Mr Wu **advised us which to choose** as after-school activities.

The students **asked their teacher when to hand in** their work.

Millie **showed us what to do** next.

Daniel **taught himself how to use** a computer to draw.

Don't forget to **tell your mum where to meet** you.

We can use a noun after **what, which, whose, how many** and **how much**.

They are discussing **which colour to paint** the walls.


You can ask your parents **how much money to take** with you.

We can also use an adjective like **sure** or **clear** before a question word.

Suzy was not **sure who to ask** for help.

Are you **clear when to meet** at the gate tomorrow?

About Reading Week

 Amy and Daniel are talking about their Reading Week. Complete their conversation. Use the correct question words and **to**-infinitives.

how what when
where which who

ask for find hand in
read travel write about

Amy: Mr Wu has recommended so many interesting books. Have you decided ⁽¹⁾ _____ first, Daniel?

Daniel: Yes. I want to read *Black Beauty* first. But I don't know ⁽²⁾ _____ the book.

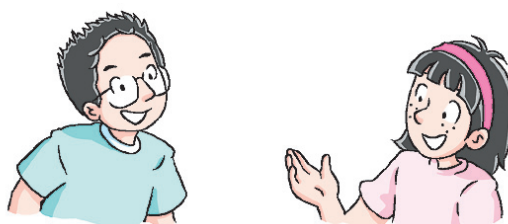
Amy: You can try our school library or Sunshine Library. Oh, did you know Peter is reading *Around the World in Eighty Days*? He wants to find out ⁽³⁾ _____ around the world in such a short time.

Daniel: Wow, that's amazing! By the way, can you tell me ⁽⁴⁾ _____ our book report?

Amy: Before next Friday. I'm still not sure ⁽⁵⁾ _____ in the report.

Daniel: You can write anything about your book—what the book is about, what you think of it and so on. You should read some reviews about the book before writing.

Amy: Thank you. Anyway, I know ⁽⁶⁾ _____ help with writing. Mr Wu is always there to help us.



B Using *must* and *have to*

TIP **Have to** has different forms.
has to
had to
will have to
have/has got to

TIP **must not**
= mustn't
do not have to
= don't have to

We use **must** and **have to** to say that it is necessary to do something.

We use **must** when the speaker feels that something is necessary.

"I **must** run away from them," Gulliver thought.

We use **have to** when the situation makes something necessary.

I **have to** use them to reach the box on the fridge.

She **has to** take her daughter from school in the afternoon.


We use **must not** to say that something is not allowed.

You **must not** smoke in the library.

We use **do not have to** to say that it is not necessary to do something.

We **do not have to** go to school at weekends.

Library rules

 Amy is telling her cousin Shirley some library rules. Complete what she says with **must**, **must not**, **have to** or **do not have to**.

You ⁽¹⁾ _____ keep quiet in the library.

You ⁽²⁾ _____ keep the books clean and tidy.

You ⁽³⁾ _____ draw or write in the books.

You ⁽⁴⁾ _____ eat or drink in the library.

You ⁽⁵⁾ _____ return the books on time. If you want to keep them longer, you ⁽⁶⁾ _____ renew them.

You ⁽⁷⁾ _____ bring your student card every time you go to the library, but remember to bring your library card.





Integrated skills

A Recommending a book



A1 The Class 1, Grade 8 students are talking about what they have read recently. Listen to them and match each student with the type and name of the book they have read.

Student	Type of book	Name of the book
Kitty	novel	<i>Three Men in a Boat</i>
Millie	history	<i>Notes from a Small Island</i>
Daniel	science	<i>Moment in Peking</i>
Simon	travel	<i>Flags of Our Fathers</i>
Sandy		<i>A Brief History of Time</i>




A2 Suzy plans to read the Harry Potter series. She is telling her classmates about the books. Listen to what she says and complete her notes.

J. K. Rowling	
A British writer	
Date of birth	(1) _____
As a child	often wrote (2) _____ and read them to her sister
In 1990	got the idea for the first Harry Potter story on a (3) _____ trip to London
In (4) _____	finished the first Harry Potter book
In 2007	finished the (5) _____ book of the series

Harry Potter series

At first	all the British publishing houses refused to publish it
A year later	a small publishing house in (6) _____ accepted it
So far	a great success has been translated into about (7) _____ languages
Sales	over (8) _____ million copies in over (9) _____ countries and areas




A3  Millie made some notes of the Harry Potter series. However, she has made some mistakes. Listen to Suzy again. Help Millie underline the mistake in each sentence and write the correct words in the blanks.

- 1 J. K. Rowling is a Canadian writer. _____
- 2 Rowling's birthday is on 30 July. _____
- 3 When she was a child, Rowling often shared toys with her sister. _____
- 4 The eighth Harry Potter book is the last one of the series. _____
- 5 The first Harry Potter book was a great success in the very beginning. _____
- 6 The Harry Potter series is popular only in Britain. _____

B Speak up: I want some history books.



 Daniel is talking to Mrs Li, the school librarian. Work in pairs and take turns to borrow books from a library. Use the conversation below as a model.

- Daniel:** Excuse me, I want some history books, but I don't know where to find them.
- Mrs Li:** Don't worry. You can search for information on the computer here.
- Daniel:** Thank you. How many books can I borrow at a time?
- Mrs Li:** You can borrow one Chinese book and one English book.
- Daniel:** I see. How long can I keep the books?
- Mrs Li:** For two weeks. You must return them on time.
- Daniel:** Could you tell me how to renew them?
- Mrs Li:** You don't have to come to our desk every time. Just renew them online. It's easy.
- Daniel:** OK. Thanks for your help.
- Mrs Li:** You're welcome.




Transitions between ideas

When we write an article, we have different ways to connect the ideas in it. Here are some common transitions.

Usage	Transitional words and phrases	Example
To show time	before, after, while, at first, soon, later, when, ...	After our ship crashed against the rocks, I swam as far as I could.
To show sequence	first, second, next, then, finally, ...	First , we had fun on Space Mountain. Next , we hurried to a restaurant.
To add more information	and, also, too, again, and then, either, moreover, ...	I could not understand him. I did not know what to say either .
To give an example	for example, ...	They are now in danger. For example , it is difficult for pandas to have babies.
To show cause and effect	because, since, as, so, as a result, ...	I can tell her anything because she can keep a secret.
To emphasize	never, in fact, ...	He says he knows everything about DIY. In fact , I know much more than he does.
To compare or contrast	but, however, on the one hand ... on the other (hand), while, otherwise, ...	Many birds live in Zhalong all year round, while some go there only for a short stay.

I like novels

 Sandy is writing about her love for novels. Read her article and underline the transitional words and phrases.

I like novels. I enjoy reading the books of Robert Louis Stevenson because I find them really exciting. For example, *Treasure Island* tells the story of a young boy who sailed the sea to look for hidden treasure. Jim, the main character in the book, is very brave. His story gave me a lot of confidence. After reading the book, I am not as shy as I used to be and I am willing to try new things. I also want to travel and have exciting experiences in the future. Moreover, I have decided to write my own stories. Maybe I can become a writer when I am older!



Task

A survey on reading habits

A Mr Wu wants to find out about his students' reading habits. He drafted the following questions for the survey. Complete it with your own information.

- 1 How much time do you spend reading each week?

a Less than 1 hour.	b 1–2 hours.
c 3–4 hours.	d More than 4 hours.
- 2 When do you usually read books?

a Any time I can.	b Every night.
c At weekends.	d During holidays.
- 3 What is your favourite type of book?

a Novel.	b Science.	c History.	d Travel.
----------	------------	------------	-----------

 Other: _____
- 4 How do you get most of your books?

a Borrow from libraries.	b Buy at bookshops.
c Borrow from friends.	d Receive as gifts.
- 5 Why do you usually read?

a To relax.	b To improve my knowledge.
c To collect information for a report.	d Because someone has recommended a book.
- 6 Who do you usually ask for advice on books?

a Teachers.	b Parents.	c Friends.	d Librarians.
-------------	------------	------------	---------------

Useful expressions

I spend ... hours a week reading.

On weekdays, I usually

I ... at the weekend.

I am interested in ... books. My favourite book is

I get most of my books from

My friend(s)/teacher(s) often

I love reading because



B Millie is writing about her reading habits. Here is her report.

My reading habits

I love reading. I spend over seven hours a week reading different types of books. On weekdays, I usually read for about half an hour before going to bed. I read a lot at the weekend. I am interested in history books, but I like novels best. The four great classical Chinese novels are my favourite.

I get most of my books from Sunshine Library—it is just opposite my home. My friends give me lots of advice on books. We often meet together and discuss what to read.

Reading is always a wonderful time. Good books are good friends. They help me relax after a busy day. They also open up a whole new world to me.



C Write a report on your own reading habits. You can make some notes to organize your ideas first. Use Millie's report in Part B as a model.



Self-assessment

I have learnt	Details	Result
1 about part of the book <i>Gulliver's Travels</i> .		
2 to use the new words to retell Gulliver's story.		
3 to use question words + to -infinitives. to use must and have to .		
4 how to make transitions between ideas when writing an article.		

Result: 😊 Excellent!

😊 Good!

😓 Not bad!

I need to spend more time on _____.

Project 1

An information folder

The Class 1, Grade 8 students wish to visit other countries. They have decided to make an information folder about different countries around the world. Your class wants to do the same thing. You need to choose a country and find out more information about it. Then you can make the folder.

A Planning and preparing

- 1 Think of a country that you find interesting and wish to visit. Talk about it and its places of interest with a partner.
- 2 Work alone. Think of a set of questions about the country you have chosen. If you need help, you can use the questions below to give yourself some ideas.
- 3 When you have the questions ready, look for the information you need. You may use the library and the Internet.
- 4 Design an information folder about the country of your choice. Collect some pictures, postcards, posters and leaflets about that country and put them in the folder.
- 5 Write about some special places of interest in that country.

TIP

You may also collect information from travel agencies.

The country of my choice

What is the name of the country?

How big is it?

What is its capital?

How many people live there?

Does it have any famous mountains or rivers?

Is it near the sea?

What are the most famous places there?

What language do most people speak?

What is the weather like?

When is spring/summer/autumn/winter?

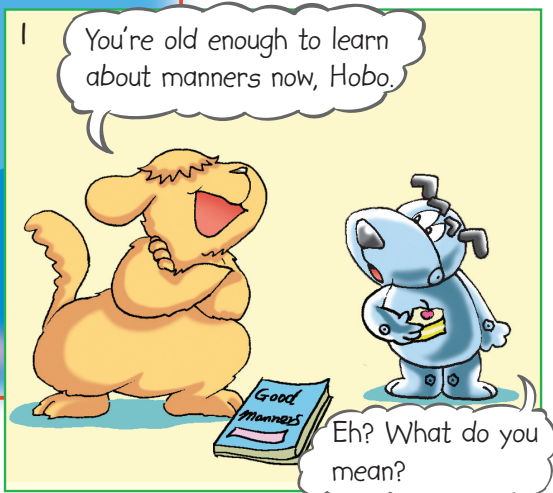
What is the time difference between China and that country?

What special foods do people eat there?

What special festivals do people celebrate there? When are they?

Unit 5

Good manners



Learning about manners

The Class 1, Grade 8 students are learning about manners. They are making a web page about a talk on good table manners.

Task

Make your web page about a talk on good manners.



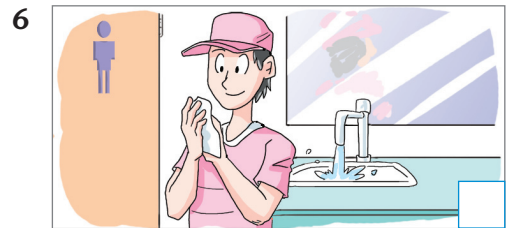
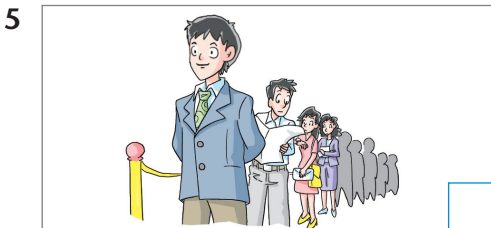
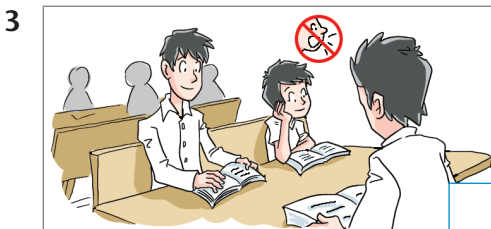
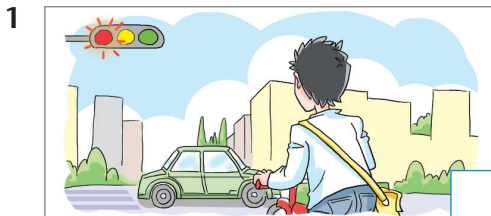
Welcome to the unit

Doing the right things

A ▶ The Class 1, Grade 8 students are discussing the right and wrong things to do in public places. Look at the pictures below and match them with the phrases. Write the correct letters in the boxes.

- a drop litter everywhere
- c keep quiet in the library
- e obey traffic rules

- b leave the tap running
- d pick flowers in the park
- f queue for your turn



B ▶ Amy and her cousin Shirley are discussing what they should and should not do in the library. Work in pairs and discuss what we should and should not do in a public place. Use the conversation below as a model.

Shirley: Can we chat in the library?

Amy: I'm afraid not. We should keep quiet.

Shirley: Anything else?

Amy: Don't drop litter everywhere. Always keep the library clean.

Shirley: I see. Can we eat in the library?

Amy: No, we can't eat there.

Shirley: Can we write in the books?

Amy: No, we shouldn't write in the books, and we should put them back after reading.



A When in Rome



Daniel is hosting the school radio show this week. He is interviewing Jenny, a Grade 9 student, who has recently visited the UK.

Daniel: Hi, everyone. Today we've invited Jenny to talk about manners in the UK. What's the proper way to greet people there, Jenny?

Jenny: Well, British people say "hello" or "nice to meet you" and shake your hand when they meet you for the first time.

5 **Daniel:** Do they greet people with a kiss?

Jenny: No. British people only greet relatives or close friends with a kiss.

Daniel: How do people start a conversation?

Jenny: They talk about the weather, holidays, music, books or something else. But please avoid subjects like age, weight or money.

10 **Daniel:** Do people there behave politely in public?

Jenny: Yes, they do. They always queue. They think it's rude to push in



before others. Also, if they bump into someone in the street, they'll say "sorry".

Daniel: Anything else?

15 **Jenny:** If you're in their way, they won't touch you or push past you. They'll say "excuse me" and be polite enough to wait till you move.

Daniel: British people are very polite at home as well, aren't they?

Jenny: Yes. They say "please" and "thank you" all the time!

20 **Daniel:** Any other tips for us if we're going to the UK?

Jenny: Let me see. Oh, keep your voice down in public. British people don't like to shout or laugh loudly.

Daniel: OK. Thanks, Jenny. Now we've learnt more about manners in the UK. I'm sure they're helpful to us.

25 **Jenny:** I hope so. Just as the saying goes, "When in Rome, do as the Romans do."



B Good manners in the UK

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

- | | |
|-------------------------------|---|
| 1 proper (line 2) _____ | a a small talk |
| 2 greet (line 2) _____ | b try not to do something |
| 3 conversation (line 7) _____ | c go in front of other people who are waiting |
| 4 avoid (line 9) _____ | d hit someone or something by accident |
| 5 push in (line 11) _____ | e right or correct |
| 6 bump (line 12) _____ | f say hello to someone or welcome them |

B2 Simon is trying to make sure that he remembers what Jenny talked about on the radio. Help him tick 😊 for what British people do and ☹️ for what they do not do.

- Greeting:** say "hello" or "nice to meet you" 😊 ☹️

shake hands 😊 ☹️

usually greet people with a kiss 😊 ☹️

talk about the weather, holidays, music or books 😊 ☹️

talk about age, weight or money 😊 ☹️

In public: queue for something 😊 ☹️

push in before others 😊 ☹️

say "sorry" if they bump into others 😊 ☹️

push past people 😊 ☹️

shout or laugh loudly 😊 ☹️

At home: say "please" and "thank you" all the time 😊 ☹️

B3 Jenny is writing an article about good manners in the UK for the school newsletter. Help her complete her article with the correct words.


Good manners in the UK

British people usually say “hello” or “nice to meet you” and ⁽¹⁾ _____ when they meet you for the first time. They only greet ⁽²⁾ _____ or close friends with a kiss. They like to start a ⁽³⁾ _____ with subjects like the weather, holidays, music or books. They ⁽⁴⁾ _____ talking about age, weight or money.

British people think it is rude to ⁽⁵⁾ _____ before others. They always ⁽⁶⁾ _____. They say “sorry” if they ⁽⁷⁾ _____ you in the street. When they want you to ⁽⁸⁾ _____, they say “excuse me”. They do not like to shout or laugh loudly ⁽⁹⁾ _____. British people are ⁽¹⁰⁾ _____ at home too. They say “please” or “thank you” ⁽¹¹⁾ _____.

“When in Rome, do as ⁽¹²⁾ _____ do.” When we are in a strange place, we should do as the local people do.

C Talking about manners in China

 Daniel is thinking about the differences in manners between the UK and China. Work in pairs and discuss his questions below with your partner.

- 1 How do we greet each other?
- 2 How do we usually start a conversation?
- 3 Do we always queue?
- 4 What do we do if someone is in our way?
- 5 Do we shout or laugh loudly in public?
- 6 Do we say “please” and “thank you” at home?
- 7 Do we need to improve our manners?





Grammar

A Using enough to

We can use “**to be + adjective + enough + to-infinitive**” to describe a person’s personality and abilities.

You **are old enough to learn** about manners.

If you are in their way, British people will **be polite enough to wait** till you move.

Suzy’s friends



*Suzy wants to tell her parents what she thinks about her friends. Help her make sentences using “**to be + adjective + enough + to-infinitive**”.*

1



Daniel

his friends/kind/any time/help

Daniel is kind enough to help his friends any time.

2



Millie

listen/patient/when others speak/carefully

3



Sandy

around her/careful/small changes/notice

4



Kitty

generous/with others/her things/share

5



Simon

queue/polite/in public

6



Amy

make everyone laugh/funny/after class

B Using *too ... to*

We can use “**to be + too + adjective + to-infinitive**” to express a negative result.

British people are very polite. They do not shout loudly in public.

→ British people **are too polite to shout** loudly in public.

British people are very polite. They will not push past you.


→ British people **are too polite to push** past you.

Sometimes we need to add **for someone** before the **to-infinitive**.

The UK is very far away. Jenny cannot go there on her own.

→ The UK **is too far away for Jenny to go to** on her own.

After the radio show

 The radio show is over. Millie wants to write about that day in her diary. Help her rewrite the sentences with “**to be + too + adjective + to-infinitive**”.

1 Suzy was very shy. She did not join the discussion.

2 Simon was very excited. He did not express himself clearly.

3 Peter was slow. He could not write down all the main points.

4 Amy was careless. She did not take her hat with her when she left.

5 Kitty was very busy with her dancing lessons. She did not listen to the radio.



We often use “**to be + too + _____** (adjective, adverb) + **to-infinitive**” to express a negative result.



Integrated skills

A Public signs



A1 Amy is talking with her cousin Shirley about signs used in public places. Listen to the first part of their conversation and help Shirley complete her notes.

Public signs

- Are used in public places
- Often ⁽¹⁾ _____ in colours
- Often have ⁽²⁾ _____ on them
- Help explain things and give us useful information
 - Help us find our ⁽³⁾ _____
 - Tell us about the ⁽⁴⁾ _____ around us
 - Keep us ⁽⁵⁾ _____ from danger
 - Warn us ⁽⁶⁾ _____ something



A2 Listen to the second part of the conversation. Help Shirley write the missing information in the table below.

Sign	Meaning	Usually seen
	No smoking	in ⁽¹⁾ _____
	No photos	in ⁽²⁾ _____
	No parking	in ⁽³⁾ _____
	No littering	in ⁽⁴⁾ _____

A3 Shirley is writing a report on public signs. Help her complete her report. Fill in the blanks with the information in Parts A1 and A2.

Public signs

We can see different public signs in places like ⁽¹⁾ _____, ⁽²⁾ _____, streets and ⁽³⁾ _____. They are often bright in colours and have ⁽⁴⁾ _____ on them.

Public signs help ⁽⁵⁾ _____ things. Most of them give us ⁽⁶⁾ _____ information. They help us ⁽⁷⁾ _____, tell us about the ⁽⁸⁾ _____, keep us ⁽⁹⁾ _____ and warn us ⁽¹⁰⁾ _____.

Here are some examples:



⁽¹¹⁾ _____



⁽¹²⁾ _____



⁽¹³⁾ _____



⁽¹⁴⁾ _____

B Speak up: Please don't take photos.



Mr Zhao, Amy's father, is visiting an art museum with Amy and Shirley. They are talking softly in the museum. Work in groups and warn your group members not to do something. Use the conversation below as a model.

Mr Zhao: Look at this famous painting by Picasso.

Amy: Wow! It's excellent! Let me take a photo of it.

Mr Zhao: Please don't take photos, Amy.

Amy: Why not?

Mr Zhao: Look at the sign. It says "No photos". We shouldn't take photos here.

Amy: Sorry, I didn't notice that sign just now.

Shirley: Come and see, Amy! I've seen this painting before.

Amy: OK. I'm coming, but we shouldn't shout in the museum, Shirley.



Using English sayings

A saying is a short wise statement that usually gives advice or expresses some truth about life.

When in Rome, do as the Romans do.

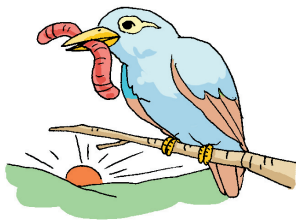
(When you are in a foreign country or a situation you are not familiar with, you should behave in the way that the people around you behave.)

Many traditional sayings are still in general use today. Sometimes they are a great help if you need some wise words to express your ideas. They make what you say or write simple and vivid.

A Sandy collected some sayings. Help her match the sayings with their meanings. Write the correct letters in the boxes.

- a everybody will be lucky or successful sometime in their life
- b when one bad thing happens to you, other bad things happen soon after
- c you have to do something before others in order to be successful
- d if lots of people share the work, it will make a job easier to complete
- e what other people have always seems better than your own
- f risk losing everything all at one time

1



the early bird catches the worm ☐

2

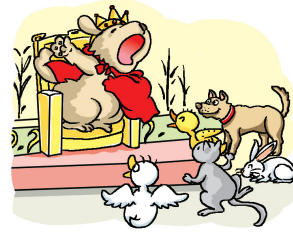


it never rains but it pours ☐

3


many hands make light work ☐

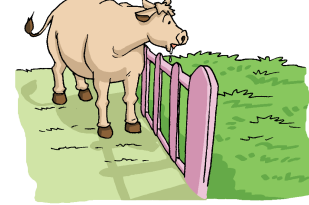
4


every dog has its day ☐

5


put all your eggs in one basket ☐

6


the grass is always greener on the other side ☐

B Mr Wu has prepared some sayings for the students. Help the students complete the sentences with the correct sayings.

- actions speak louder than words
- no pain, no gain
- a friend in need is a friend indeed
- practice makes perfect
- burn the candle at both ends

- 1 Just as the saying goes, “_____.” My cousin has made his dream come true after years of hard work.
- 2 _____. If you keep practising speaking English every day, you will be better at it.
- 3 Do not try to do many things at one time. Otherwise, you will become tired out. Remember, you cannot _____.
- 4 He always gives his friends help when they need it because he knows that _____.
- 5 Dad never says that he is good at cooking, but in fact he is. He always cooks delicious meals for us, that is, _____.



Task

Table manners

A The Class 1, Grade 8 students are going to give a talk on good table manners. They are making a plan for the talk. Read their plan below.

Name of the talk	Good table manners
Purpose of the talk	Teach students rules for eating
Time	10 a.m., 12 May
Place	The school hall
Content	<p>Do not start eating until everyone is ready.</p> <p>Do not make too much noise while eating or drinking.</p> <p>Do not eat with your mouth open.</p> <p>Do not talk with food in your mouth.</p> <p>Do not reach over someone's plate for something.</p> <p>Wait for everyone to finish before you leave the table.</p>
Conclusion	We should know these rules to make sure that both guests and hosts are comfortable at the table.

Useful expressions

... is/are going to hold a talk on

The purpose of the talk is to teach ... about

It will take place at/in ... at ... on

When you ..., you should

You should not

It is impolite to

Always remember to

B Amy and Daniel are making a web page about their talk on the school website. Read their plan on page 76 again. Then help them complete the page.

Name

Good table manners

Purpose

We are going to hold a talk on good table manners. The purpose of the talk is to teach students ⁽¹⁾ _____.

Time and place

It will take place at ⁽²⁾ _____ on ⁽³⁾ _____ at the school hall.

Content

There will be a lot of rules on table manners. We hope you will find them useful. Above all, when you are sitting at the table, you should not start eating until ⁽⁴⁾ _____, and it is impolite to ⁽⁵⁾ _____ while eating or drinking. You should not eat with ⁽⁶⁾ _____ or talk with ⁽⁷⁾ _____. Also, do not reach over ⁽⁸⁾ _____ for something. Before you leave, wait for ⁽⁹⁾ _____.

Conclusion

These rules are important because we should make sure that both guests and hosts are comfortable at the table.

C Your class is planning a talk about other aspects of good manners. Work in pairs. Make a plan and create your own web page.



Self-assessment

I have learnt	Details	Result
1 about good manners in the UK.		
2 to use the new words to talk about manners.		
3 to use enough to . to use too ... to .		
4 to use English sayings.		

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

Unit 6

Sunshine for all



Trying our best to help

The Class 1, Grade 8 students are talking about people who need help. They are discussing what they can do for people in need.

Task

Write a letter asking people to help those in need.

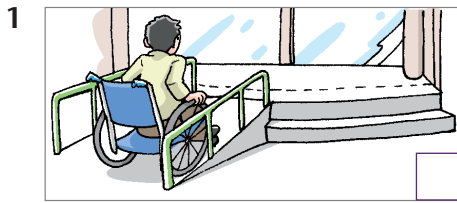


Welcome to the unit

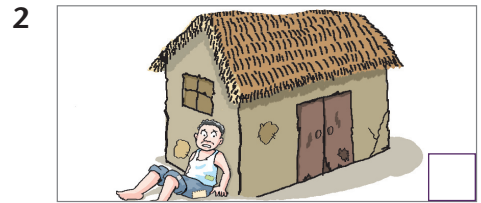
People who need help

A The Class 1, Grade 8 students have found some pictures of people who need help. Write the correct words under them. Then put a tick (✓) in the boxes if you have ever helped these people.

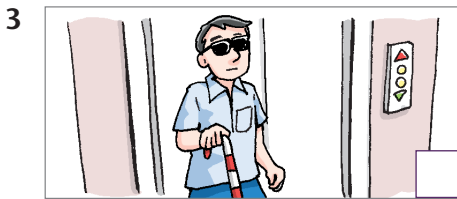
blind deaf disabled elderly homeless poor



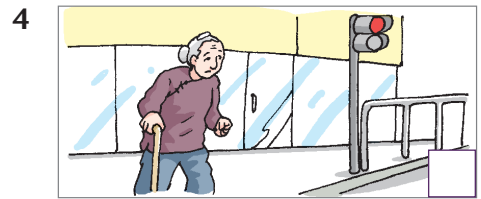
a _____ person



a _____ person



a _____ person



an _____ person



a _____ person



_____ people



B Amy and Daniel are talking about people who need help. Work in pairs and discuss the people in Part A. Use the conversation below as a model.

Amy: What are homeless people, Daniel?

Daniel: Homeless people don't have their own places to live.

Amy: How can we help homeless people?

Daniel: We can give them food and clothes.

Amy: Are there any other ways to help them?

Daniel: Yes. We can write to the local government. They can provide special places for homeless people to stay.



A The Special Olympics World Games



The 12th Special Olympics World Games were successfully held in Shanghai in 2007. Simon is reading a report on the experience of a volunteer. Here is the report.

Volunteering for the Special Olympics World Games

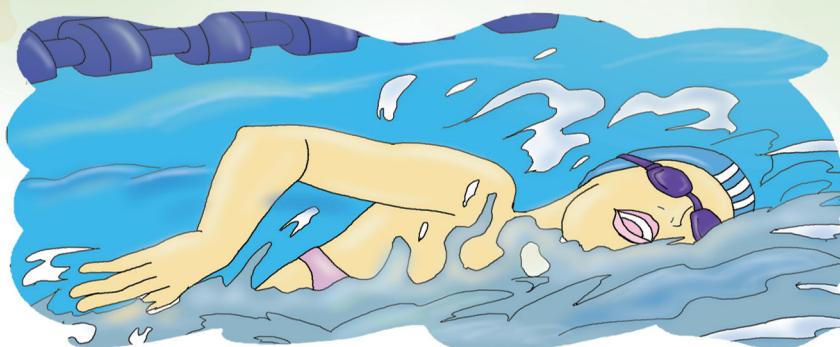
Liu Ming did not know what to expect when he volunteered for the Special Olympics World Summer Games in Shanghai, back in October 2007. Now he thinks it was the most amazing experience of his life. "It's

5 fantastic to work as a volunteer!" he says.

The Special Olympics World Games give children and adults with intellectual disabilities a chance to show their skills to the world. They include many events similar to those in the Olympics, such as basketball, football and

10 swimming.

Over 40,000 people gave up their spare time for the 2007 Special Olympics World Games. It was necessary for these volunteers to receive training before doing the tasks. Then





they provided support for the athletes and helped make
15 the event a great success.

"I was the swimming coach for a young boy from North China called Li Hai," says Liu Ming. "He was born with intellectual disabilities. It was very brave of him to join the competition. To Li Hai, the most important thing is
20 not to win a gold or a silver, but to take part. Li Hai tried his best and finished fourth. He feels more confident now because of the Special Olympics World Games."

The Special Olympics World Games also bring people together. Athletes and volunteers from different
25 backgrounds feel like part of one big family. "It's great for us to work closely with these special athletes. You get to help them achieve their dreams," says Liu Ming.



B Special Olympics World Games volunteers

B1 Simon is reading about the Special Olympics World Games. Here are the main points of the paragraphs in the report. Where can he find the information? Help him fill in the blanks with the correct numbers of the paragraphs.

Main points	Paragraphs
1 An introduction to the Special Olympics World Games	_____
2 Liu Ming’s experience	_____
3 Liu Ming’s feelings about the event	_____
4 What volunteers do for the event	_____

B2 Simon is chatting online with his cousin Annie about volunteering for the Special Olympics World Games. Replace each of the underlined parts with a word or phrase from the report.

Annie, Simon

Simon: Have you heard of the international sports festival for people with intellectual disabilities?

1 _____

Annie: Yes, and I know some people offer to help without getting paid for the event. How do they help?

2 _____

Simon: They give up their time when they’re not working or busy to provide help and support. I read about one volunteer. He was the person who provided swimming lessons for a boy called Li Hai.

3 _____

4 _____

Annie: Did Li Hai win first prize?

5 _____

Simon: No. He finished fourth, but he feels more sure he can do better now.

6 _____

Annie: It’s great to help those special athletes make their dreams come true.

7 _____

Simon: Yes. Maybe that’s why this event is so different from other usual games!

8 _____

B3 Annie learnt about the Special Olympics World Games from Simon and made some notes. Write a **T** if a sentence is true or an **F** if it is false.

- 1 Liu Ming was a volunteer for the 2007 Special Olympics World Games. _____
- 2 Liu Ming knew what to expect before he became a volunteer. _____
- 3 There were only a few events in the 2007 Special Olympics World Games. _____
- 4 There were over 40,000 volunteers for the 2007 Special Olympics World Games. _____
- 5 Li Hai was born with intellectual disabilities. _____
- 6 Li Hai was sure to win the swimming competition. _____

B4 Amy is asking Simon some questions about the Special Olympics World Games. Help Simon answer her questions with the words in the report.

Amy: What are the Special Olympics World Games for?

Simon: They give ⁽¹⁾ _____ and ⁽²⁾ _____ with intellectual disabilities a ⁽³⁾ _____ to show their skills to the world.

Amy: Where were the 2007 Special Olympics World Summer Games held?

Simon: They were held in ⁽⁴⁾ _____.

Amy: What events are included in the Special Olympics World Games?

Simon: They include many events ⁽⁵⁾ _____ those in the Olympic Games, such as basketball, football and swimming.

Amy: Are there any volunteers for the Special Olympics World Games?

Simon: Yes. They get to help those special ⁽⁶⁾ _____ realize their dreams.

Amy: Is it interesting to become a volunteer?

Simon: Yes, of course. Being a volunteer for such an ⁽⁷⁾ _____ is often an amazing ⁽⁸⁾ _____.






Grammar

A It is + adjective + to-infinitive

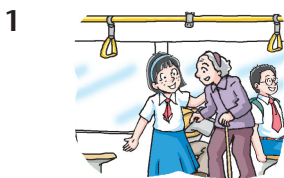
We use “It is + adjective + to-infinitive” to express what we think about something.

It is	adjective	to-infinitive
It is	fantastic	to work as a volunteer.
	important	to support the Special Olympics World Games.

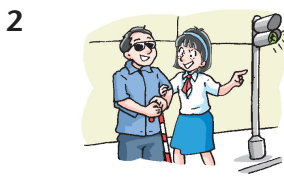
Ways to help

 Amy is thinking about what she can do to help society. Help her use the words in brackets and those in the box to make sentences.

donate give help keep plant take care of



(right/seats/the elderly/to)



(good/blind people/cross the road)



(helpful/money/to charities)



(proper/a lost pet)



(important/more trees)



(necessary/parks/clean)

B It is + adjective + for ... + to-infinitive


TIP

We can use a noun, a proper noun or a pronoun after **for**.

We can use “It is + adjective + for ... + to-infinitive” to specify who we are talking about.

It is	adjective	for	someone	to-infinitive
It is	important	for	people	to learn good manners.
	difficult		Li Hai	to win the competition.
	possible		her	to work for the charity on Saturday.

Asking about the voluntary work

 *Simon is a volunteer now. He works for people with intellectual disabilities. Amy is asking him about his work. Complete their conversation with the phrases in the box.*

easy for people
important for us
necessary for volunteers

fantastic for me
impossible for them
wonderful for you

Amy: Why do you want to be a volunteer?

Simon: Because any help would mean a lot. Many organizations provide help for people with intellectual disabilities, but it's
(1) _____ to do their work one-to-one without the help of volunteers.

Amy: It's (2) _____ to be a volunteer. Do you need experience?

Simon: No. It's not (3) _____ to have any experience, but it's very (4) _____ to be kind and friendly.

Amy: What are your tasks?

Simon: I'm in the sports group. I chat with them, help them practise and make sure they're safe. I think it's (5) _____ to work with these special people.

Amy: Do you have any trouble talking to people with intellectual disabilities?

Simon: Yes, a little. We need to be more patient. However, it's very
(6) _____ to make friends with them.

Work out the rule!

We can use _____ (subject pronouns, object pronouns) after **for**.

C It is + adjective + of ... + to-infinitive

TIP

We often use these adjectives in this structure.

brave

careless

clever

good

helpful

kind


nice

polite

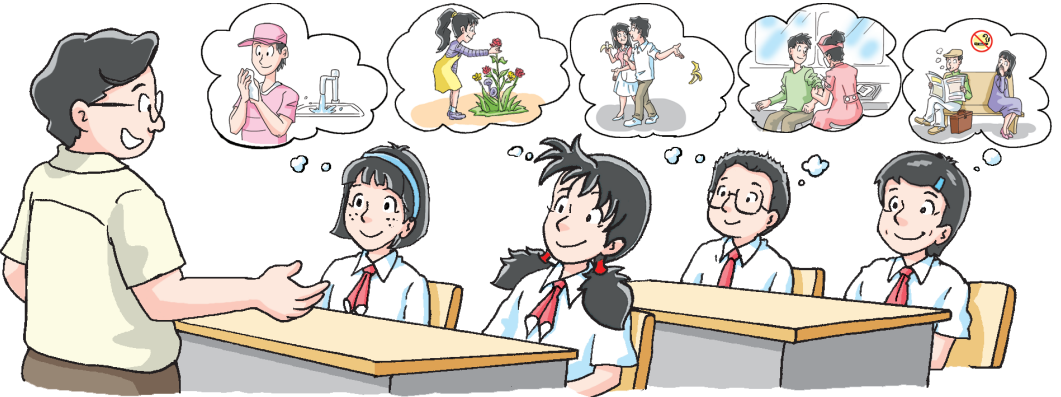
We can use “It is + adjective + of ... + to-infinitive” to express what we think of someone’s actions.

It is	adjective	of	someone	to-infinitive
It is	kind	of	these volunteers	to work in their spare time.
	brave		him	to take part in the competition.

Good or bad?

 Mr Wu wants to know what the Class 1, Grade 8 students think about the actions below. Help them organize their thoughts by rearranging the words below to form sentences.

- 1 careless/the tap/the boy/to/it is/running/leave/of
- _____
- 2 the girl/it is/bad/of/pick flowers/in the park/to
- _____
- 3 wrong/it is/of/drop litter/to/the people/everywhere
- _____
- 4 of/kind/it is/to/donate blood/the young man/to people in need
- _____
- 5 smoke/to/not right/it is/the man/of/in public places
- _____





Integrated skills

A Working in a mountain area



A1 Peter's cousin Judy is telling him about a volunteer project. Listen carefully. Help Peter answer the following questions by choosing the correct answers.

- 1 What is Judy?
 - a A college student.
 - b A primary school teacher.
- 2 Where is she going?
 - a South-west China.
 - b North-west China.
- 3 Why is she going there?
 - a For a volunteer project.
 - b For a training plan.
- 4 What will she do there?
 - a Teach in a primary school.
 - b Work in the fields.
- 5 How long will she stay there?
 - a For one year.
 - b For three months.
- 6 How can Peter and Judy keep in touch?
 - a By writing emails.
 - b By talking on the phone.



A2 Judy is talking to Peter on the phone about her experience. Listen to their conversation and help Peter complete his notes.

School: a very ⁽¹⁾ _____ school in a ⁽²⁾ _____ area
only ⁽³⁾ _____ classrooms

Students: live in villages ⁽⁴⁾ _____
walk for more than ⁽⁵⁾ _____ to get to school

Judy's life: teaches them Chinese, ⁽⁶⁾ _____ and Maths
teaches them ⁽⁷⁾ _____ after class
gives them a lot of ⁽⁸⁾ _____

What she thinks: meaningful to learn more about ⁽⁹⁾ _____ of China
helpful to ⁽¹⁰⁾ _____ the children there

A3 Peter is writing about Judy and the village school in his diary. Help him complete his diary entry with the information in Parts A1 and A2.

My cousin Judy has taken part in a ⁽¹⁾ _____ in her college. She works as a primary school ⁽²⁾ _____ in North-west China for ⁽³⁾ _____.

The school is very ⁽⁴⁾ _____. There are only ⁽⁵⁾ _____ in the school. Most of the students live ⁽⁶⁾ _____ and they have to walk for more than ⁽⁷⁾ _____ to get to school.

Judy works hard there. She teaches them Chinese, ⁽⁸⁾ _____ and Maths. After class, she sometimes teaches them ⁽⁹⁾ _____. She also gives them ⁽¹⁰⁾ _____ to read.

Judy thinks it is meaningful for college students to learn more about ⁽¹¹⁾ _____ of China. It is also helpful of them to ⁽¹²⁾ _____ the children there. In this way, they can help the local people improve their lives.



B Speak up: How can we help people in our daily lives?



A3 The Class 1, Grade 8 students are discussing how they can help people in their daily lives. Work in groups and talk about this topic. Use the conversation below as a model.

Daniel: How can we help people in our daily lives?

Peter: We can save our pocket money and donate it to those in need.

Millie: I agree. And it's meaningful to work as volunteers at community centres or in libraries at the weekend.

Simon: We can also give food to homeless people.

Sandy: Yes. And it's good to give our seats on the bus to the elderly.



Organizing your ideas

An article is often made up of three parts: introduction, main body and conclusion. However, we can organize our ideas in different ways according to the type of writing.

A Time order

We use this method when we write about an experience or an event.

Topic: A trip to Nanjing

First,

Next,

Then

Finally,

B Space order

We use this method when we describe a place or an object.

Topic: My bedroom

The door

My bed

The computer on my desk

The window

C General to specific

When we use this method, we give a general statement first, and then use specific information to support the main idea.

Topic: Travelling

Travelling is fun.

We see different people and sights.

We learn about different cultures.

Travelling helps our mind relax.

Travelling helps us keep fit.

D Specific to general

We use this method when we want to use some specific examples to lead to our main ideas.

Topic: Environment

The sky is not as blue as before.

The water is not clean any more.

The weather changes often.

We have more bad weather.

Our environment is getting worse.

We need to take action to protect it.

Mr Wu gives the students some topics and asks them to choose a suitable way to organize their ideas. Help them choose the best way for each topic. Write A, B, C or D in the box.

- | | |
|---|--|
| <input type="checkbox"/> 1 A day at Hong Kong Disneyland | <input type="checkbox"/> 4 My dream home |
| <input type="checkbox"/> 2 Good reading habits are important | <input type="checkbox"/> 5 Changes in my hometown |
| <input type="checkbox"/> 3 Teenagers' after-school activities | <input type="checkbox"/> 6 It is fantastic to be a volunteer |



Giving a helping hand

A Peter has read an article about a middle school student in the newspaper. He wants to write a letter to ask for help. He is organizing his ideas first.

Introduction	Who needs help?
Main body	Information about the person or group in need What kind of help do they need? How can we help?
Conclusion	Thanks for help



B Peter wrote a letter asking for people’s help. Read his letter below.

Dear all,

A Grade 9 student at No. 2 Middle School needs our help!

The student’s name is Xiao Wei. He has been ill in hospital since last month. The doctor says that he has a serious blood disease. An operation may save him, but it will cost over 300,000 *yuan*.

Xiao Wei’s parents are both farmers. They do not have enough money for such an operation. However, it is important for Xiao Wei to have the operation as soon as possible. Otherwise, he may lose his life.

I am writing to ask for your help. Please donate money. Many hands make light work. If all of us can give a helping hand, he may get well again soon.

Thanks a lot for your help!

Peter

C You also want to help people in need. Discuss in pairs who you want to help and what you can do. Use the ideas on the next page to help you.

- Someone with a serious disease
- People in poor areas
- Blind and deaf people
- The elderly
- Children without parents
- Earthquake survivors

Useful expressions

... need our help.

We must do something to help.


It will cost ... to

... do/does not have enough money for

It is important/dangerous/... for ... to

If all of us can give a helping hand, ... may

Thank you for your help/support.

 Write a letter to ask for help. Use Peter's letter in Part B as a model.




Self-assessment

I have learnt	Details	Result
1 about volunteering for the Special Olympics World Games.		
2 to use the new words to talk about voluntary work.		
3 to use "It is + adjective (+ for ... /of ...) + to-infinitive".		
4 to organize ideas according to the type of writing.		

Result:  Excellent!

 Good!

 Not bad!

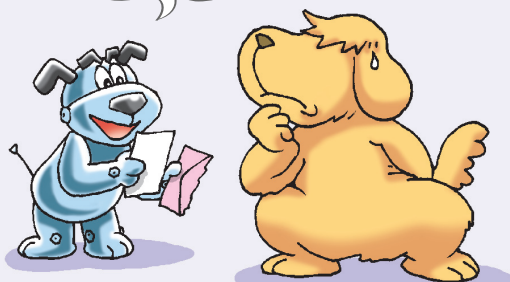
I need to spend more time on _____.

Unit 7

International charities



1 Eddie, more money is needed for charity. You have some pocket money left. Let's go and donate it.



2

Now? It's time for lunch.



3

Don't worry. We can have a big lunch after that.



4

Hobo, let me have lunch first. I'm too weak to walk any further.



Come on, Eddie. We only have five kilometres left.



How charities help people

The Class 1, Grade 8 students want to learn about international charities. They want to find out how these charities help people around the world.

Task

Write a report on the work of an international charity.



Welcome to the unit

Charities around the world

A Amy has collected some information about international charities. Help her match the logos with the charities. Write the correct names in the blanks.

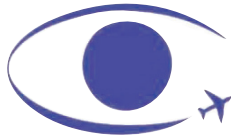
ORBIS

Oxfam

UNICEF

WWF

1



2



3



4





B Mr Wu is asking the students about international charities. Work in groups and say what you know about charities. Use the conversation below as a model.

Mr Wu: Do you know about any international charities, class?

Daniel: Yes. I know about a charity called UNICEF.

Mr Wu: How does UNICEF help people?

Daniel: It helps build a better world for everyone, especially children all over the world.

Millie: It provides basic education for children in poor areas.

Sandy: It works for the equal rights of girls and women too.

Simon: It also works to prevent the spread of some serious diseases, like AIDS, among young people.

Mr Wu: Perfect! You've done a good job.



A An interview with an ORBIS doctor



Amy is interested in the work that ORBIS doctors and nurses do. She found an interview with an ORBIS doctor. Here is the interview.

Interviewer: Dr Ma, please tell us something about blindness.

Dr Ma: About 285 million people around the world are blind or have other eye problems, mostly in poor areas, and about 80 per cent of these cases can be prevented or cured. However, many people don't have money for medical treatment.

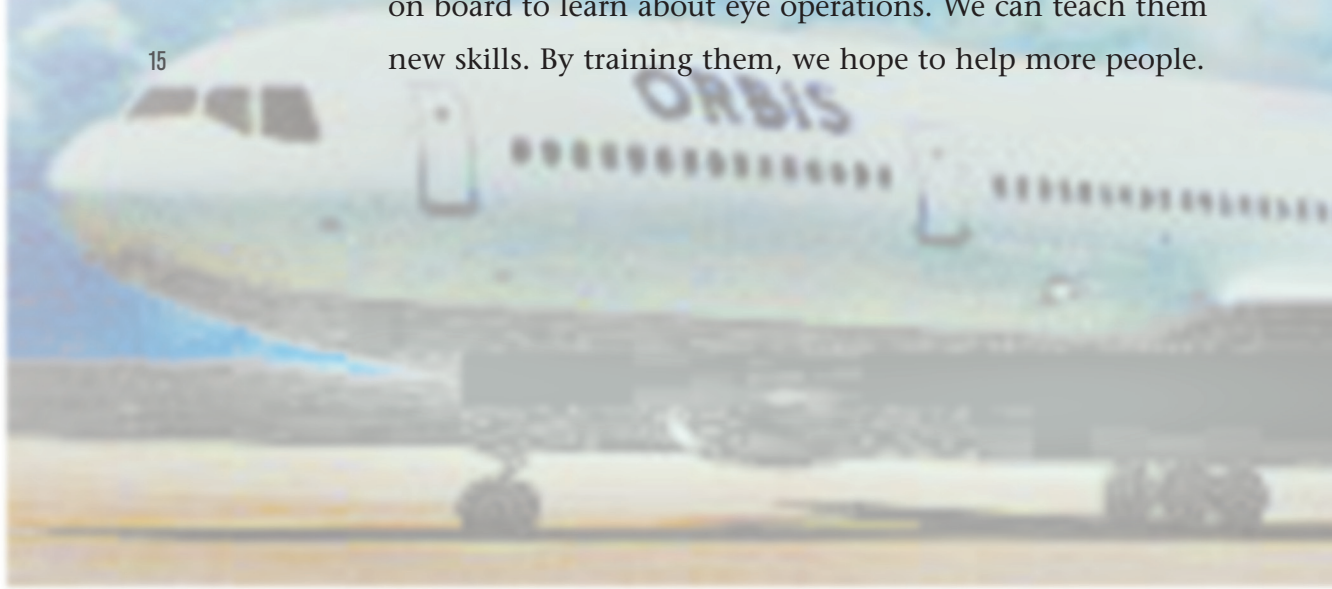


Interviewer: How does ORBIS help?

Dr Ma: ORBIS uses its Flying Eye Hospital to visit poor areas. On the plane, volunteer doctors do operations. The plane is also used as a training centre.

Interviewer: Why don't you work in a hospital?

Dr Ma: Many of our patients can't afford to go to hospital, so we have to go to them. Also, local doctors and nurses are invited on board to learn about eye operations. We can teach them new skills. By training them, we hope to help more people.





Interviewer: How many operations do you do during a visit?

Dr Ma: During my last visit, 150 patients were operated on.

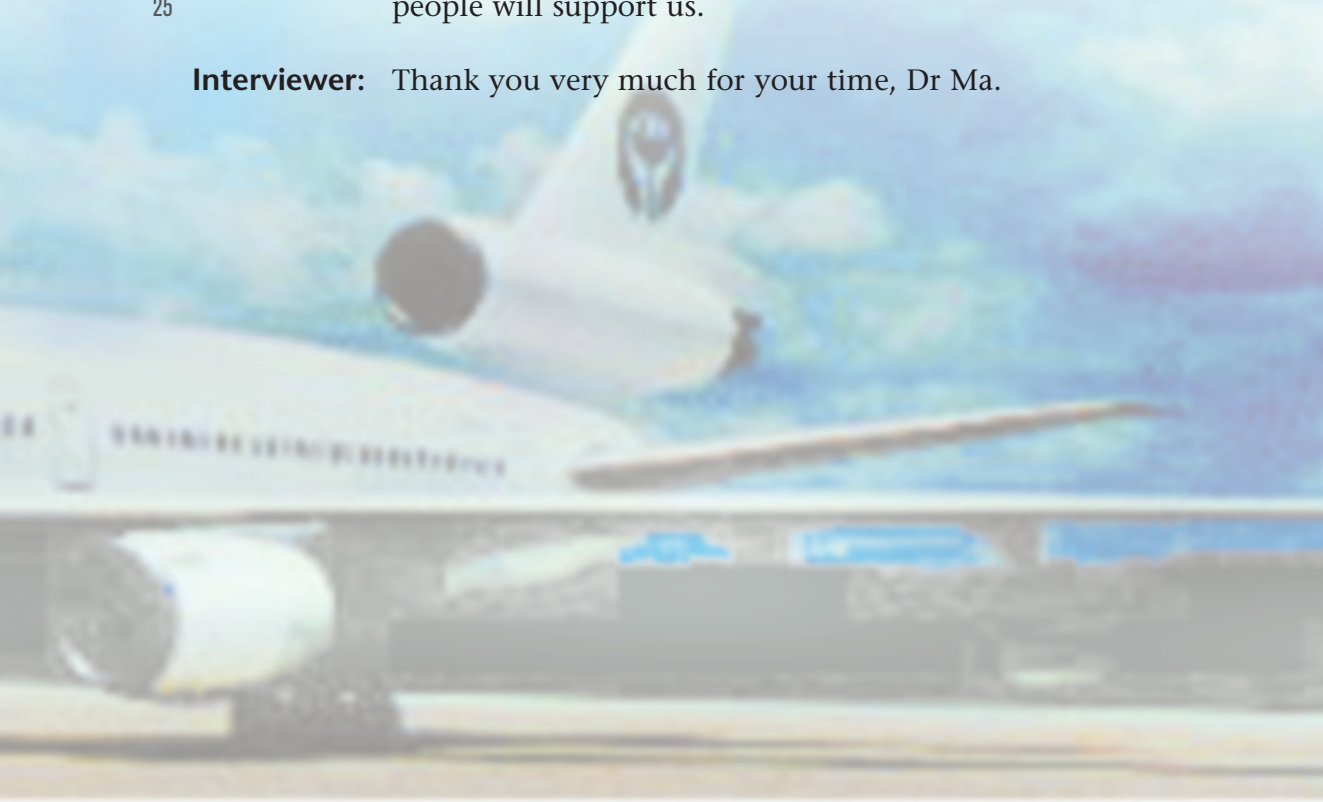
Interviewer: You're doing a really important job.

Dr Ma: Thank you. I'm proud to help people see again and improve
20 their lives.

Interviewer: Is there anything else you'd like to say to our readers?

Dr Ma: Yes. Modern medicine is developing quickly and now most
25 eye problems and diseases can be treated and cured. But more
money is needed to carry on with our work. We hope more
people will support us.

Interviewer: Thank you very much for your time, Dr Ma.

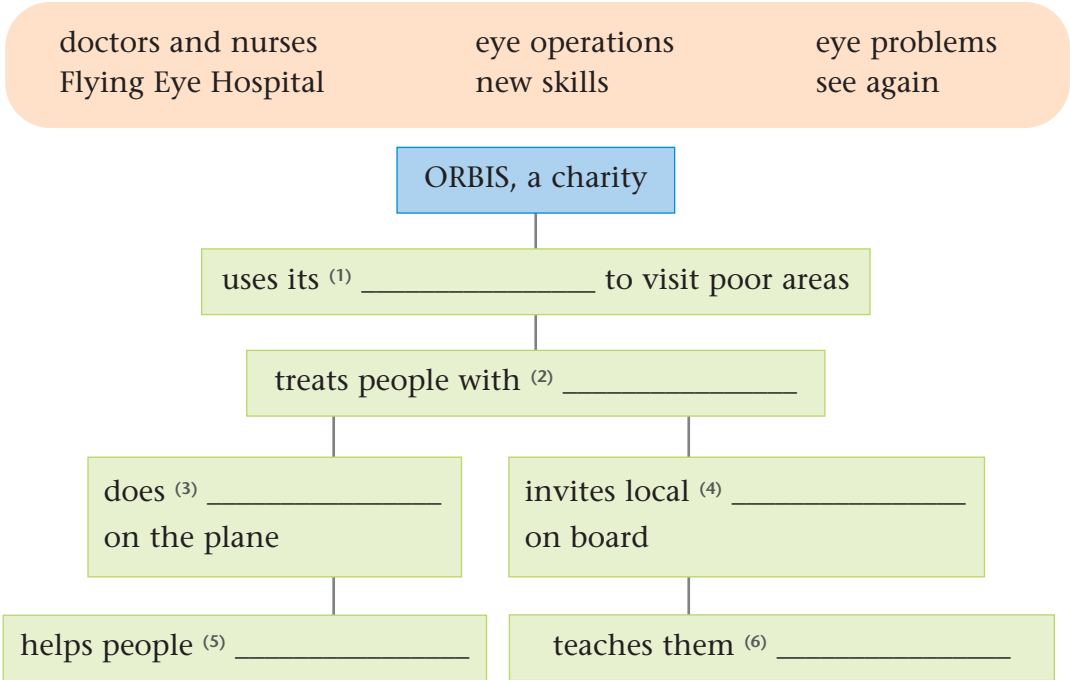


B What does ORBIS do?

B1 ▶ Amy wants to tell Daniel about Dr Ma and what he does, but she does not know the meanings of some words in the interview. Help her match the words on the left with the meanings on the right. Write the correct letters in the blanks.

- | | | | | |
|---|--------------------|-------|---|---|
| 1 | blindness (line 1) | _____ | a | cut a person's body open to take out or repair a part |
| 2 | cure (line 5) | _____ | b | in or on a plane, ship, train, etc. |
| 3 | patient (line 12) | _____ | c | make an illness go away |
| 4 | afford (line 12) | _____ | d | have enough money to pay for something |
| 5 | on board (line 14) | _____ | e | a person who is ill, especially in hospital |
| 6 | operate (line 17) | _____ | f | the condition of being unable to see |

B2 ▶ Amy wants to show how ORBIS helps people. She is making a chart. Help her fill in the blanks with the words in the box.



B3 Amy made some more notes of the interview. Help her put the sentences together. Write the correct letters in the blanks.

- | | | | | |
|---|--|-------|---|---|
| 1 | Many more people in poor areas | _____ | a | were operated on during Dr Ma's last visit. |
| 2 | Dr Ma thinks that most eye problems and diseases | _____ | b | a hospital and a training centre. |
| 3 | Many blind people do not get any treatment | _____ | c | because they have no money to go to hospital. |
| 4 | The ORBIS plane is used as | _____ | d | to carry on with the work. |
| 5 | One hundred and fifty patients | _____ | e | have eye problems. |
| 6 | More money is needed | _____ | f | can be prevented or cured. |

B4 Amy is writing an article about ORBIS for the school newsletter. Help her complete it with the correct forms of the words in the box.

afford board cure medicine patient proud support train

The ORBIS plane travels all around the world and helps people with eye problems in poor areas. Most of the people there cannot ⁽¹⁾ _____ to go to hospital, so ORBIS doctors go to them. Operations are done to help people with eye problems see again. The ⁽²⁾ _____ do not have to pay because ORBIS is a charity. Local doctors and nurses are also invited on ⁽³⁾ _____ to learn new skills. By ⁽⁴⁾ _____ them, ORBIS doctors hope to help more people.

Dr Ma is a doctor on the ORBIS plane. He feels ⁽⁵⁾ _____ to help people see again. Dr Ma thinks that modern ⁽⁶⁾ _____ is developing quickly and now most eye problems can be treated and ⁽⁷⁾ _____, but more money is needed to ⁽⁸⁾ _____ their work.





Grammar

Passive voice in the simple present and past tenses

We use the active voice when it is important to know who performs the action.

Volunteer doctors **do** operations on the plane.

We use the passive voice when

- it is obvious who performs the action.
The plane **is used** as a training centre.
- we do not know or do not need to know who performs the action.
His eye problem **was cured** two months ago.
- the action is more important than the person who performs the action.
The lives of the patients with eye problems **are improved**.

We form the passive voice in the simple present tense like this:

Subject	be	Past participle
I	am	supported.
You/We/They	are	
He/She/It	is	

Subject	be not	Past participle
I	am not	supported.
You/We/They	are not	
He/She/It	is not	

We form the passive voice in the simple past tense like this:

Subject	be	Past participle
I	was	supported.
You/We/They	were	
He/She/It	was	

Subject	be not	Past participle
I	was not	supported.
You/We/They	were not	
He/She/It	was not	

We can also introduce who or what performs an action in the passive voice using **by**. We put **by** and the performer after the verb.

On the plane, volunteer doctors do operations.

→ On the plane, operations **are done by volunteer doctors**.

ORBIS doctors helped many blind people.

→ Many blind people **were helped by ORBIS doctors**.

Helping others

A The Class 1, Grade 8 students are talking about the different things people can do for the poor. Look at the pictures and help them complete their notes using the words in brackets and the passive voice. Add the word **by** when necessary.

What they do every year

1



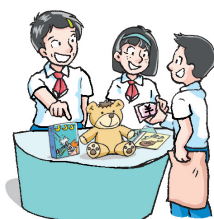
Charity activities _____
(plan/to help the poor).

2



Leaflets _____ (hand
out/to people in the street/volunteers).

3



Toys and CDs _____
(sell/to raise money).

What they did last week

4



New books _____
(send/to children in poor areas/the Class 1,
Grade 8 students).

5



Warm clothes _____
(collect/for poor people).

6



A charity show _____
(hold/the Students' Union).

B Amy and Daniel are talking about charities. Complete their conversation with the words in brackets using the passive voice.

Amy: I'm reading a book about Oxfam.

Daniel: Really? Please tell me about it.

Amy: OK. Oxfam ⁽¹⁾ _____ (set up) in the UK in 1942, and the first Oxfam shop ⁽²⁾ _____ (open) in 1948. Now it has about 15,000 shops all over the world. A lot of things ⁽³⁾ _____ (sell) in Oxfam shops, including books. The money ⁽⁴⁾ _____ (use) by Oxfam to help poor people.

Daniel: That's good. There are also some charity projects in China. One of them ⁽⁵⁾ _____ (call) Project Hope. It ⁽⁶⁾ _____ (start) in 1989. With its help, millions of poor children all over the country ⁽⁷⁾ _____ (give) basic education.

Amy: Yes. Many schools ⁽⁸⁾ _____ (build) in poor areas each year.





Integrated skills

A The work of UNICEF

A1 Daniel has found some information about UNICEF. Read it with him.

about UNICEF
unicef United Nations Children's Fund

UNICEF is part of the United Nations. It was set up in Europe in 1946, after World War II. At that time, many children's lives were changed because of the war, and UNICEF wanted to help them.

Now UNICEF works in over 190 countries and areas. It helps governments, communities and families make the world a better place for children.

Internet zone



A2 Daniel is listening to a radio programme about UNICEF. Help him put the sentences in the correct order. Write the numbers 1–5 in the boxes.

- ☐ UNICEF provides basic education for poor children in many countries. It helps them go to school.
- ☐ UNICEF provides clean water and food. It wants all children to be healthy.
- ☐ You can help by donating money or working as a volunteer.
- ☐ UNICEF raises money by selling Christmas cards and organizing other activities.
- ☐ UNICEF works all over the world.

A3 Mr Wu asked the students to write a report on UNICEF. First, he gave them some questions to help them organize their ideas. Help Daniel answer the questions with the information in Parts A1 and A2.

- 1 When was UNICEF set up? _____
- 2 Why was UNICEF set up? _____
- 3 Where does UNICEF work? _____
- 4 What does UNICEF do to help? _____
- 5 How does UNICEF raise money? _____



A4

Daniel is writing the report on UNICEF. Complete his report with the information on page 101. Then listen to Daniel and check your answers.

UNICEF is part of ⁽¹⁾ _____. It was set up in Europe in ⁽²⁾ _____, after ⁽³⁾ _____. At that time, many ⁽⁴⁾ _____ were changed because of the war, and UNICEF wanted to help them.

Now UNICEF works in over ⁽⁵⁾ _____. It helps governments, ⁽⁶⁾ _____ and families make the world ⁽⁷⁾ _____ for children.

UNICEF wants all children to be ⁽⁸⁾ _____, so it provides them with ⁽⁹⁾ _____ and food, and tries to prevent them from getting illnesses. UNICEF also believes that it is important for children to receive ⁽¹⁰⁾ _____, so it helps them go to school.



UNICEF raises money by ⁽¹¹⁾ _____ and organizing other activities. People can support it by donating money or working as volunteers.

B Speak up: I've got toothache.



A boy goes to a health centre of UNICEF. He is talking to the doctor. Work in pairs and ask your partner about his or her problem. Use the conversation below as a model.

Doctor: You look pale. What's the matter?

Boy: I don't feel well. I've got toothache. It hurts.

Doctor: How long have you felt like this?

Boy: For about two days.

Doctor: OK. Open your mouth and let me have a check. ... Well, it's nothing serious. Take this medicine after meals three times a day. You'll be all right in a few days.

Boy: OK. Thanks.




Using punctuation marks

Here are some common punctuation marks we use to divide a piece of writing into sentences, phrases, etc.

Punctuation	Usage	Example
Comma (,)	to separate words in a list	You can visit Asia, Africa, Europe, America and more in only eight hours.
	to separate phrases and clauses	You can use a computer for sending and receiving emails, searching for information, drawing or playing games. If you want someone to move, say "excuse me".
Full stop (.)	at the end of a sentence that is not a question or an exclamation	The 12th Special Olympics World Games were held in Shanghai in 2007.
Question mark (?)	at the end of a direct question	How does UNICEF help?
Exclamation mark (!)	to express surprise, joy, anger, shock or other strong feelings	He was the same size as my little finger!
Quotation marks (" ")	to enclose words and punctuation marks in direct speech	"I'm proud to help people see again," says Dr Ma.

A charity show

 Millie has written about her experience as a host of a charity show. Help her add the correct punctuation marks.

Document ⏏

The big day came very quickly and suddenly it was the night before the charity show I could not sleep at all that night because I was so excited Will it be a success I kept asking myself

Twenty minutes before the big event the doors opened and many people came into the theatre No time to be nervous any more This is it I told myself A lot of people came to watch the show They were making a lot of noise so I had to speak loudly



Task

Charity work

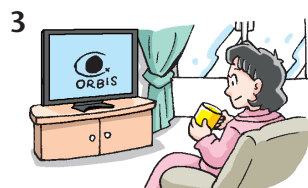
A Amy wants to write about the work of an ORBIS nurse called Diana for her class presentation. She found these pictures of Diana.



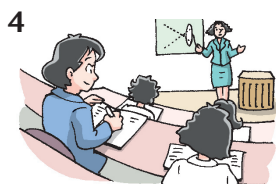
1 Diana was a secretary of a company.



2 She was afraid of flying.



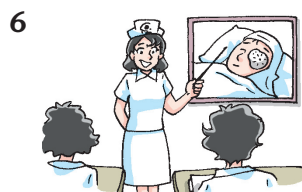
3 She learnt about ORBIS.



4 She trained as a nurse.



5 She works for ORBIS.



6 She enjoys her work.




B Amy wrote a report on Diana and her charity work. Read Amy's report below.

Diana was once a secretary of a big company. She lived in a comfortable flat and drove to work. She travelled to many places, but she seldom took the plane. She was afraid of flying.

One day, Diana saw a TV programme about ORBIS. She learnt about the Flying Eye Hospital. She wanted to help poor people with eye problems see again, so she made up her mind to train as a nurse and attended courses after work.

Diana is working for ORBIS now. She has to travel over 300 days a year. She is getting used to travelling by plane.

Diana enjoys her work. She is glad to be able to help people see again. She does not have as much money as before, but she thinks her life is more meaningful.

 You want to write a report on the work of UNICEF. Search for information on the Internet. You can also use the information below. Use Amy's report as a model.

1



2



3



Name: Mandeep

Country: India

Family: many children, poor

In the past: used to work on the farm all day, could not read or write

One day: a UNICEF officer came and learnt about the conditions of the local people



Now: entered a school, can read and write

Future: hopes to become a teacher



Self-assessment

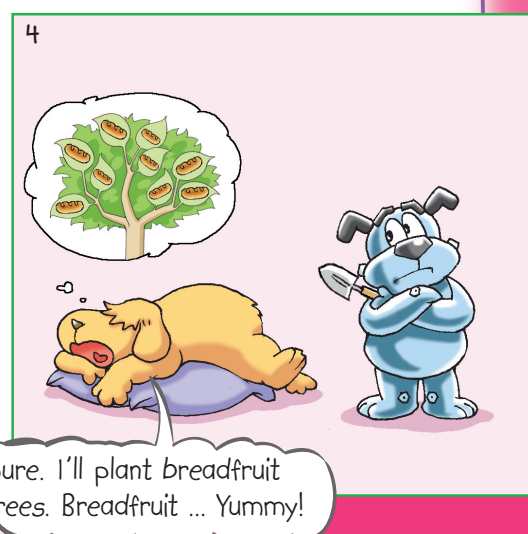
I have learnt	Details	Result
1 about ORBIS.		
2 to use the new words to talk about charity work.		
3 the passive voice in the simple present and past tenses.		
4 to use the correct punctuation marks.		

Result:  Excellent!  Good!  Not bad!

I need to spend more time on _____.

Unit 8

A green world



Caring about the Earth

World Environment Day is coming. The Class 1, Grade 8 students are busy discussing the Earth's problems and preparing a presentation.

Task

Give a presentation on how to go green.



Welcome to the unit

A green life

A The Class 1, Grade 8 students are talking about ways to live a green life. Look at the pictures below and match them with the correct sentences.

1



a

We can reduce air pollution by riding bicycles.

2



b

We can save water by taking shorter showers.

3



c

We can save energy by turning off the lights when we leave a room.

4



d

We can protect the environment by recycling waste.



B Mr Wu is asking the students how to live a green life. Work in groups and discuss what you can do. Use the conversation below as a model.

Mr Wu: What should we do to live a green life, class?

Kitty: My dad used to drive me to school, but now we take the underground. More and more families own cars and this causes serious air pollution.

Millie: I agree. It's wise for people to choose public transport or ride bicycles.


Daniel: I think we can take shorter showers to save water.

Sandy: Yes. And we should remember to turn off the lights when we leave a room.



A Green Switzerland



 Kitty's online friend Martina is a middle school student in Switzerland. She is writing in her blog on 5 June, World Environment Day. Here is her article.

I love Switzerland. It is a country with high mountains and clean blue lakes. It is beautiful, and we should try to keep it that way.

In Switzerland, things like glass, plastic and paper are
5 separated into different groups and then recycled. Even old clothes and shoes can be recycled. I learnt about an organization for recycling clothes. It collects old clothes from all over the country. Some of the clothes are sold in charity shops, some are given to the poor, and others are sent to
10 factories for recycling. My family and I often send our old jeans and T-shirts to this organization.

Our government has many laws to protect the environment. For example, we are not allowed to cut down trees. Otherwise, we



will be punished. If we drop litter in a public place, we will be
15 fined by the police. There are also laws to limit air and water
pollution.

Nature is our greatest treasure. We depend on its rich resources
to live, so it is important for us to protect it wisely. Luckily, we
are starting to use energy from the sun, wind and water. These
20 new types of energy cost very little and will never run out.
Moreover, they produce little pollution.

Today is 5 June, World Environment Day. What have you
done for the environment? Remember that everyone can do
something to make a difference!

B What do people in Switzerland do?

B1 Kitty is not sure about the meanings of some words in Martina's article. Help her match the words on the left with the meanings on the right. Write the correct letters in the blanks.

- | | | | | |
|---|-------------------|-------|---|--|
| 1 | separate (line 5) | _____ | a | cause a result |
| 2 | recycle (line 6) | _____ | b | make someone pay money because he/she has done something wrong |
| 3 | allow (line 13) | _____ | c | be used up |
| 4 | fine (line 15) | _____ | d | put things into different groups |
| 5 | run out (line 20) | _____ | e | let someone do something |
| 6 | produce (line 21) | _____ | f | treat something used so that it can be used again |

B2 Kitty made some notes of Martina's blog on a piece of paper, but her mother tore it up by mistake. Help her match the two halves of the sentences. Write the correct letters in the blanks.

- | | | |
|---|---|-------|
| 1 | Switzerland is a beautiful country | _____ |
| 2 | In Switzerland, glass, plastic and paper | _____ |
| 3 | An organization was set up | _____ |
| 4 | The government has laws | _____ |
| 5 | We should protect nature | _____ |
| 6 | People are starting to use | _____ |
| a | are separated into different groups and recycled. | |
| b | energy from the sun, wind and water. | |
| c | to protect the environment. | |
| d | with high mountains and clean blue lakes. | |
| e | because we depend on its rich resources to live. | |
| f | to collect old clothes from around the country. | |

B3 After reading Martina's article, Kitty has written down the main points of the paragraphs. Write the correct numbers of the paragraphs in the boxes.

- ☐ a Martina asks everyone to do something for the environment.
- ☐ b People are starting to use new energy.
- ☐ c People in Switzerland recycle many things to reduce pollution.
- ☐ d The government has laws to protect the environment.
- ☐ e Switzerland is a beautiful country.

B4 Kitty is telling Sandy about Martina's article. Complete their conversation.

Kitty: My online friend Martina wrote last week about how they protect the ⁽¹⁾ _____ in Switzerland.

Sandy: Really? What do they do to keep their country clean?

Kitty: In Switzerland, glass, plastic and paper are ⁽²⁾ _____ into different groups and then ⁽³⁾ _____.

Sandy: Do they recycle anything else? What do they do with old clothes?

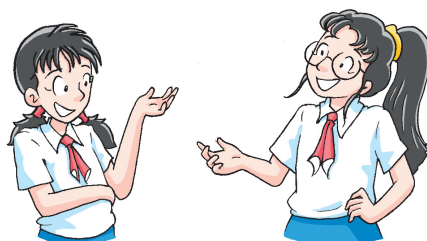
Kitty: An organization ⁽⁴⁾ _____ old clothes from around the country. Then some are sold in ⁽⁵⁾ _____, some are given to ⁽⁶⁾ _____, and others are sent to ⁽⁷⁾ _____ for recycling.

Sandy: That sounds like a good idea.

Kitty: They have many ⁽⁸⁾ _____ to protect the environment too. For example, people will be ⁽⁹⁾ _____ if they cut down trees because it's not ⁽¹⁰⁾ _____.

Sandy: That's great!

Kitty: Yes. And they don't drop ⁽¹¹⁾ _____ in a public place. Otherwise, they'll be ⁽¹²⁾ _____ by the police.





Grammar

Passive voice in the simple future tense

We use the passive voice in the simple future tense when the action has not taken place yet.

You **will be punished** if you cut down a tree.

These bottles **will be recycled** to make new things.

We form the passive voice in the simple future tense like this:

Subject	will be/be going to be	Past participle
I	will be/am going to be	supported.
You/We/They	will be/are going to be	
He/She/It	will be/is going to be	

Environment Week

A The students are talking about Environment Week. Help them make sentences using the passive voice.



activities/in Environment Week/a lot of/organize/
are going to



design/posters/will/by Sandy



to all the people/send/leaflets/in the town/will



are going to/hold/some of the activities/
in the town square

Environment Week

B Lisa is telling her cousin Harry about a show that will be held in this Environment Week on the phone. Help Lisa answer Harry's questions using the passive voice.

Lisa: Hi, Harry. There's going to be an environment show here.

Harry: Really? When is the show going to be held?

Lisa: ⁽¹⁾ _____
(this Friday evening)

Harry: Will the show be held at your school?

Lisa: No. ⁽²⁾ _____
(at the town hall)

Harry: Who will be invited to the show?

Lisa: ⁽³⁾ _____
(some famous people in our town)

Harry: What will be displayed at the show?

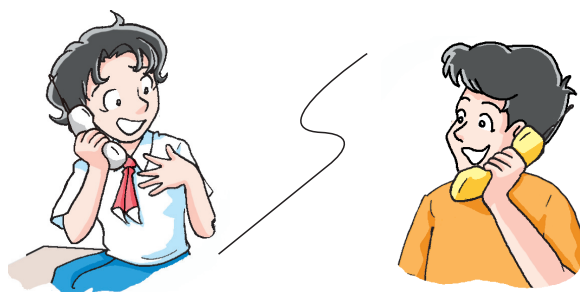
Lisa: ⁽⁴⁾ _____

(videos about the past and present of Sunshine Town)

Harry: What will be discussed at the show?

Lisa: ⁽⁵⁾ _____

(ways about how to protect the environment)



**Work out
the rule!**

We use "will be or _____ + past participle" to form the passive voice in the simple future tense.

 Kitty is writing an article about pollution. Help her complete the article using the passive voice.

Pollution

Pollution is one of the biggest problems in the world today. In many places, rubbish ⁽¹⁾ _____ (throw) into lakes and rivers, so many of them ⁽²⁾ _____ (pollute).

In some cities, the air ⁽³⁾ _____ (fill) with pollution. This makes people ill, and more people ⁽⁴⁾ _____ (hurt) in the future if it is not cleaned up.

As well as people, animals ⁽⁵⁾ _____ (harm) by pollution. Land and water pollution kills many animals every year. If we do not act to improve the environment, more living things ⁽⁶⁾ _____ (kill) by pollution.

However, there is some good news. A show ⁽⁷⁾ _____ (hold) at the town hall this Friday evening. All of us will have a chance to think about the world around us. On that day, we ⁽⁸⁾ _____ (show) how to protect the environment.

If we work together, we can make the world a better place.





Integrated skills

A How green are you?



A1 The Class 1, Grade 8 students want to do a survey to get some ideas for their presentation on how to go green. Listen to the conversation between Daniel and Sandy and write the correct information in the table below.

A survey on students' daily habits

Time: Survey: ⁽¹⁾ _____
 Daniel and Sandy meet: ⁽²⁾ _____
 Place: ⁽³⁾ _____
 Number of students: ⁽⁴⁾ _____
 Boys: ⁽⁵⁾ _____
 Girls: ⁽⁶⁾ _____
 Number of questions: ⁽⁷⁾ _____



A2 Daniel and Sandy are talking about the results of the survey. Listen carefully and then complete the table below.

Daily habits	Number of students
Turn off the tap when brushing teeth	
Take showers for less than 10 minutes	
Use both sides of the paper	
Recycle empty bottles	
Turn off the lights when they leave a room	
Take their own bags to the supermarket	

A3 Sandy is writing a note to Mr Wu about the survey she and Daniel have done. Help her complete the note. Use Parts A1 and A2 to help you.

Dear Mr Wu,

Daniel and I did a survey this ⁽¹⁾ _____. Students were asked about their ⁽²⁾ _____.

Here are the results of the survey. Only ⁽³⁾ _____ students usually take showers for less than 10 minutes, but ⁽⁴⁾ _____ students turn off the tap when brushing their teeth. Only 15 students recycle ⁽⁵⁾ _____, but ⁽⁶⁾ _____ students use both sides of the paper. It is great that most students remember to ⁽⁷⁾ _____ the lights when they leave a room, but few students take their own ⁽⁸⁾ _____ to the supermarket.

The survey shows that students are doing a lot to help protect the environment, but there are still many more things they can do.

Sandy

B Speak up: We can plant more trees.



A3 Sandy and Kitty are talking about how to protect the environment. Work in pairs and talk about actions you can take. Use the conversation below as a model.

Sandy: Pollution has become a serious problem all around the world.

Kitty: Yes, I agree. We should try our best to protect the environment.

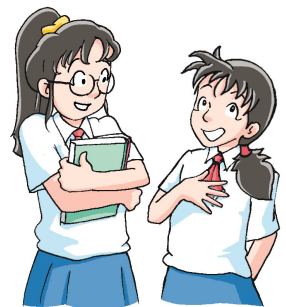
Sandy: What can we do?

Kitty: We can plant more trees. I think our town will look nicer with more trees around.

Sandy: Good idea. Trees reduce dust and help keep the air clean. Air pollution is harmful to our health.

Kitty: Right. Trees also help keep soil in place during storms.


Sandy: Yes. They provide home for animals too.





Checking your work

You can correct a lot of your own mistakes by checking your work. After you have finished a piece of writing, always spend some time reading it through.

 Millie has written an article. Help her check her work. Underline the mistakes, make the corrections and decide the types of mistakes she has made. Use the information in the box to help you. There are ten mistakes. One has been corrected.

W = word usage mistake
S = spelling mistake
G = grammatical mistake

P = punctuation mistake
M = missing word



Let's protect our environment!

on (M)

People depend natural resources to live. Water and soil help provide us with necessary food and drinks. Coal, oil and natural gas is not only useful for families, but have a wider use for factorys.

Some natural resources are around us, such as water and air. Others like coal, oil and natural gas are dug up from the ground. They will form over thousands or even millions of years. As a result, it is very important for us to use them wise. If they are used and thrown away carelessly. finally some of them will run out.

It is time for us to take proper actions to protect our enviromnent. We should try produce less waste, reuse or recycle things if possible?



Task

Going green



The Class 1, Grade 8 students are going to give a presentation on how to go green. Here are Millie's ideas. Read her notes below.

Our environment is changing for the worse, so it is time for us to go green! Here are some simple steps to take.

To save water:

- Take shorter showers.
- Turn off the tap when you brush your teeth.
- Reuse water if possible.

To save power:

- Turn off the lights when you leave a room.
- Turn off the power when your TV or computer is not in use.

To reduce pollution:

- Do not use plastic bags. Take your own bags when shopping.
- Separate waste into different groups.

More tips for a green lifestyle:

- Do more exercise and watch less TV.
- Plant some flowers at home.

Follow these small steps, and you can make a big difference to the Earth!

Useful expressions

It is time for us to

We can save water by


We should use/take

... is a good way to

It is important for us to

It is good to

Moreover,

 Millie is writing the script for the presentation. Help her complete her script. Use the information on page 118 to help you.

Our environment is changing for the worse, so it is time for us to

(1) _____. Here are some simple steps to take.


We can save water by taking (2) _____ and turning off (3) _____ when we brush our teeth. We should also (4) _____ if possible. In order to save power, we should (5) _____ when we leave a room. We should also turn off the power when our TV or computer is (6) _____.

Some other good habits can help reduce pollution too. We should not use (7) _____. Instead, we should take (8) _____ when shopping.

Recycling is also a good way to help reduce pollution. We should separate (9) _____ into different groups so that it can be recycled.

Moreover, it is important for us to develop a green lifestyle. We should (10) _____ and watch less TV and it is good to (11) _____ at home.

Follow these small steps, and you can make a big difference to the Earth!

 You are also going to give a presentation on how to go green. Write your script. Use Millie's notes and script as a model.




Self-assessment

I have learnt	Details	Result
1 about green Switzerland.		
2 to use the new words to talk about protecting the environment.		
3 the passive voice in the simple future tense.		
4 to check my work after finishing writing.		

Result:  Excellent!

 Good!

 Not bad!

I need to spend more time on _____.

Project 2

A report on charity

Supporting charities is a good way to help other people. Your class is doing a report on the ways to help different charity projects.

A Planning and preparing

- 1 Work in groups of four. Look for information about different charity projects in China. You can find information in leaflets or newspapers, in the library or on the Internet.

Some charity projects in China

- Project Hope
- Project Green Hope
- Spring Bud Project
- Save China's Tigers
- Happiness Project

Here are some details about Project Hope.

What is its name?	Project Hope
When was it set up?	In 1989
Why was it set up?	To help children in poor areas
What kind of work does it do?	Sponsor children to go to school, build schools, libraries and playgrounds, etc.
How many children has it helped?	About 4.5 million children (by 2012)

- 2 Choose a charity project. Collect leaflets, advertisements and articles about it. Then try to prepare a list of questions. Use the questions above as a model.
- 3 Find out what people do to help this charity project. If you need help with ideas, you may use the questions on the next page.

- a Have you heard about Project Hope in China?
- b Do you know what it does?
- c Do you know how it raises money?
- d Are you willing to help poor children?
- e How can you help them?
- f Do you know of other ways to help this project?
If yes, what are they?

- 4 Once you have prepared your list of questions, make 12 copies of it. Each member of your group should ask three classmates the questions.
- 5 When you have collected all the information, discuss with your group members how you will present it. You may use charts, graphs, pictures or other ways to help you. Make a list of all the suggestions.
- 6 Draw pictures and use photos to make your report attractive.

B Describing how you can help the charity

Look at the ideas below. They are suggestions about what people can do for charity. You may include them in your report.

How people can help

- work as volunteers
- donate money or things
- organize an activity to raise money



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
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
pay	paid	paid
put	put	put
read /ri:d/	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
show	showed	shown
	showed	showed
shut	shut	shut
sing	sang	sung
sit	sat	sat

Base form	Simple past	Past participle
sleep	slept	slept
smell	smelt	smelt
	smelled	smelled
speak	spoke	spoken
speed	speeded	speeded
	sped	sped
spell	spelt	spelt
	spelled	spelled
spend	spent	spent
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Unit 1

- 1 You've changed too. You used to be so kind to me. (page 6, Picture 4)
你也变了。你过去对我那么好。
短语 **used to** 意思是“(用于过去持续或经常发生的事) 曾经”。如：
We used to play cards and Chinese chess together. 过去我们常在一起打牌、下象棋。
- 2 When I got married in 1965, my wife and I moved two blocks away and we've lived in this area since then. (page 8, lines 5–6)
当我 1965 年结婚时，我和妻子搬到两个街区以外，此后一直住在这里。
句中的 **get married** 意思是“结婚”，也可用 **be married** 表示。如：
How long have you been married? 你结婚多长时间了？
- 3 Well, in some ways it is. (page 9, line 18)
嗯，在某种程度上是这样的。
短语 **in some ways** 意思是“在某种程度上；在某些方面”。如：
In some ways I agree with you. 在某种程度上我同意你的观点。
- 4 Now I feel a bit lonely from time to time. (page 9, lines 21–22)
现在我时不时会觉得有点孤独。
短语 **from time to time** 意思是“不时，偶尔”。如：
We have not seen each other for a long time, but we send emails from time to time.
我们已经很久没见面了，但偶尔会通邮件。
- 5 Anyway, it's good to see the amazing changes in the town. (page 9, lines 22–23)
不管怎样，能看到小镇这些令人惊叹的变化，还是不错的。
在 **it is + adjective + to-infinitive** 结构中，**it** 为形式主语，无实际意义，真正的主语是后面的动词不定式。如：
It is nice to have a beautiful modern town. 有一座漂亮现代的城镇真好。
- 6 She's just returned from the USA. (page 16, Part B)
她刚从美国回来。
注意：这里的 **she's** 是 **she has** 的缩略形式。**return** 表示“回来，返回”的意思时为不及物动词。如：
return home (adv.) 回家 return to school (n.) 回到学校
- 7 When did you last see each other? (page 16, Part B)
你们上次见面是什么时候？
句中的 **last** 是副词，意思是“最近，上一次”，可位于动词前，也可位于动词后。如：
I last saw him in Shanghai two years ago. 我上一次是两年前在上海见到他的。
= I saw him last in Shanghai two years ago.
- 8 So how do you keep in touch with each other? (page 16, Part B)
你们是如何保持联系的呢？
短语 **keep in touch** 的意思是“保持联系”，也可用 **stay in touch** 表示。如：

Please stay in touch with me while you are in Beijing.

你在北京时请和我保持联系。

Unit 2

1 I don't think it'll be a holiday for us. (page 20, Picture 4)

我想对我们而言这不会是什么假期了。

这是一个否定前移的句子，主句中的否定词实际否定的是从句中的内容。当主句含有 I think、I believe 等词语时，常用否定前移。这一语言现象说明英美人在表达个人观点时较为含蓄。

如：

I don't think he will come here today. 我认为他今天不会来这里。

2 It's the Little Mermaid. (page 21, Part B)

它是小美人鱼。

小美人鱼铜像位于丹麦哥本哈根市中心东北部的长堤公园，是丹麦雕刻家爱德华·艾瑞克森根据安徒生童话《海的女儿》铸塑的。小美人鱼铜像已成为丹麦的象征。

3 I ran after them and couldn't stop taking photos. (page 22, lines 14–15)

我跟着他们跑，忍不住一直拍照片。

短语 run after 的意思是“跟着跑，追逐”。如：

Look, the dog is running after the rabbit. 看，这条狗正在追那只兔子。

短语 cannot stop doing something 意思是“忍不住一直做某事”。如：

We could not stop laughing when we watched Tom and Jerry.

我们在看《猫和老鼠》时忍不住一直大笑。

4 I bought a couple of key rings for classmates. I'm sure you'll love them. (page 23, lines 18–19)

我给同学们买了几个钥匙环。我相信你们会喜欢的。

短语 a couple of 可以表示不确定的“几个”。如：

a couple of minutes 几分钟

短语 a couple of 也可以表示“两个”。如：

I saw a couple of men get out. 我看见有两个男人出去了。

5 Hope you've enjoyed yourself there! (page 23, line 23)

希望你在那儿玩得开心！

这是一个省略句型，省略了主语 I，完整的句子是：

I hope (that) you've enjoyed yourself there!

在非正式行文（包括日记、卡片、便条、信件等）中，有时我们会省去主语，使文字更简洁。

如：

Hope to hear from you. 期待收到你的来信。

6 My dad has been to Chengdu on business twice. (page 30, Part B)

我爸爸去成都出差过两次。

句中的 on business 意思是“出差”。business 的意思是“公事，生意”，该词还有“职责”和“企业”的意思。如：

business is business 公事公办

to run a business 经营一家企业

none of your business 不关你的事

- 7 We're going to take a direct flight to Chengdu. (page 30, Part B)
我们将搭乘直飞航班到成都。
句中的 **direct** 用作形容词，意思是“直达的”。如：
There is a direct high-speed train to Hangzhou. 有一班直达杭州的高铁。
- 8 My parents and I left for the airport in the early morning. (page 33, Part B)
我和父母一大早就前往机场。
句中的 **leave for ...** 意思是“动身去（某处）”。如：
The plane leaves for Hong Kong at 10:30. 飞机于 10:30 起飞前往香港。
- 9 It took us about three and a half hours to fly to Hong Kong. (page 33, Part B)
我们花了三个半小时飞到香港。
“三个半小时”还可以表达成 **three hours and a half**。
“一个半小时”的两种表达方式：**one and a half hours**, **one hour and a half**。

Unit 3

- 1 Here we are in “the Big Apple”—New York, the biggest city in the USA. (page 37, lines 5–6)
现在我们到了“大苹果”——纽约，美国最大的城市。
纽约别称“大苹果”。关于此名的由来有好几个版本，其中广为流传的一个是源自 20 世纪初流行于美国爵士乐手中的一句歌词：“树上有这么多苹果，但当你选中了纽约市，你就选中了最大的苹果。”后来 the Big Apple 成了纽约市的代名词，意指这是一个充满机遇的城市。
- 2 Wall Street, the world-famous trade centre, is here at the southern end of Manhattan Island. (page 37, lines 7–9)
华尔街，闻名于世的贸易中心，位于曼哈顿岛的最南端。
华尔街是纽约市曼哈顿区南部一条大街的名字。现该词已超越这条街道本身，成为附近区域的代称，亦可指整个美国经济中具有影响力的金融市场和金融机构。
- 3 Further on is Times Square. Every year, thousands of people gather here on New Year's Eve. It's exciting to see the huge glass ball falling through the darkness! (page 37, lines 11–13)
再往前走就是时报广场。每年新年前夜，成千上万的人聚集在这里。看巨大的玻璃球在黑暗中落下，真是太让人兴奋了！
时报广场是纽约市曼哈顿区最繁华的街区，以一年一度的“彩灯球下降”活动而闻名。
- 4 In the centre of the island is Central Park. With several lakes, hills and a large green lawn, it's a good place to relax after a hard day's work. (page 37, lines 14–15)
在（曼哈顿）岛的中心是中央公园。公园内有几片湖水、几座小山以及一大片绿草坪，是人们辛苦工作一天后放松的好去处。
中央公园于 1858 年确定设计方案并开始建设，1873 年才全部建成，是美国第一个城市花园。
句中的 **with several lakes, hills and a large green lawn** 为介词短语，起副词作用。**with** 的意思是“带有；伴随”。如：
With a smile on his face, he came into the classroom. 他面带微笑走进了教室。

- 5 When you visit New York, don't miss Broadway. It has been famous for its theatres since the early twentieth century. (page 37, lines 16–19)

当你参观纽约时，别错过百老汇。自 20 世纪早期以来，它便以剧院闻名。

百老汇大道为纽约市重要的南北向道路。此路两旁分布着众多的剧院，是美国戏剧和音乐剧的重要发源地。如今它是美国现代歌舞艺术、美国娱乐业的代名词。

句中的 the early twentieth century 意思是“20 世纪早期”，“20 世纪晚期”则可以说成 the late twentieth century。

- 6 Would you mind showing me how to start this online tour? (page 44, Part B)

请你演示一下如何开始这个在线旅游好吗？

句型 Would you mind doing ...? 可用于客气地请人做某事。如：

Would you mind explaining the sentence again? 你再解释一下这句话行吗？

- 7 My pleasure. (page 44, Part B)

不客气。

这是日常用语，通常用作对别人道谢的回答，相当于 You're welcome。

- 8 It is made up of England, Scotland, Wales and Northern Ireland. (page 47, Part B)

它（英国）由英格兰、苏格兰、威尔士和北爱尔兰组成。

短语 be made up of 意思是“由……组成”。如：

Our class is made up of 32 boys and 23 girls. 我们班级有 32 个男生和 23 个女生。

Unit 4

- 1 Have you decided what to do with these books, Hobo? (page 48, Picture 1)

霍波，你已决定怎么处理这些书了吗？

句中“疑问词 what + 动词不定式”结构作宾语。该结构中的疑问词还可用 when、how、which 等。如：

I did not know how to get away. 我不知道如何逃走。

- 2 I like reading novels and plays. *The Hunchback of Notre Dame* by the French writer Victor Hugo is great. (page 49, Part B)

我喜欢阅读小说和戏剧。法国作家维克多·雨果的《巴黎圣母院》很棒。

《巴黎圣母院》是法国作家雨果（1802–1885）创作的浪漫主义小说，叙述的是一位从小生活在巴黎圣母院钟楼的敲钟人卡西莫多（Quasimodo）的故事。卡西莫多天生身形与长相都异于常人，只能独自在钟楼上过着与世隔绝的生活，直到在一场嘉年华会上遇到了吉卜赛女郎艾斯美拉达（Esmeralda），他的世界才开始发生变化。

- 3 After our ship crashed against the rocks, I swam as far as I could. (page 50, line 1)

在我们的船撞到礁石损坏之后，我奋力前游。

句中的 as far as I could 意思是“尽我所能地远”，使用的是“as ... as ...”结构，其中 far 为副词。该结构中也可使用形容词。如：

It is not as difficult as I thought. 这没有我想像得那么困难。

- 4 My arms, legs and hair were tied to the ground! (page 50, line 5)

我的胳膊、腿和头发都被拴在地上！

句中的 were tied to ... 是一般过去时的被动语态，将在本册第七单元作详细讲解。

5 He was the same size as my little finger! (page 50, line 8)

他不过就我小手指那么点大!

短语 **the same ... as ...** 意思是“与……一样……”。如:

My coat is the same colour as hers, but it is a different size.

我的外套和她的(外套)颜色一样,但是尺寸不同。

6 However, they soon got up again and continued moving across my body. (page 51, lines 12–13)

然而,他们很快又爬起来,继续在我身上走动。

短语 **continue doing something** 意思是“继续做……”,也可用 **continue to do something** 来表达。如:

The rain continued falling/to fall all afternoon. 这场雨整整一下午都下个不停。

7 I tried to pull one hand free and finally managed to break the ropes. (page 51, lines 15–16)

我试着挣脱一只手,最后终于弄断了绳索。

句中的 **manage** 意思是“设法完成”。如:

How did you manage to get there? 你怎么到达那里的?

8 I looked down and saw a huge army of tiny people. (page 51, line 18)

我向下望去,看见一大群小人儿。

短语 **an army of ...** 意思是“一群……”。如:

an army of ants 一群蚂蚁

句中的 **army** 最常用的意思是“军队(尤指陆军)”。如:

Her husband is in the army. 她的丈夫在陆军服役。

9 You don't have to come to our desk every time. Just renew them online. (page 58, Part B)

你不必每次都来我们服务台办理。在线续借即可。

句中的 **online** 用作副词,该词也可用作形容词。如:

online travel 在线旅行

Unit 5

1 You should learn about manners too. You're never too old to learn. (page 64, Picture 4)

你也应该学学礼仪。活到老,学到老。

2 Do they greet people with a kiss? (page 66, line 5)

他们用亲吻这种方式打招呼吗?

句中的 **greet somebody with ...** 意思是“以……方式跟人打招呼”。如:

She greeted us with a smile. 她微笑着跟我们打了个招呼。

3 British people only greet relatives or close friends with a kiss. (page 66, line 6)

英国人只和亲戚或亲密的朋友用亲吻打招呼。

在人际交往中各国所采取的礼节有所不同,握手几乎是全球大部分国家都能接受的问候方式。亲吻脸颊是有些西方国家的问候方式。

- 4 They talk about the weather, holidays, music, books or something else.

(page 66, lines 8–9)

他们谈论天气、假期、音乐、书籍或其他一些事情。

英国天气多变，因此英国人在日常生活中常以谈论天气打开话匣子。一般来说，年龄、体重、收入及婚否等等是聊天时应尽量避开的话题。

- 5 They always queue. They think it's rude to push in before others.

(pages 66–67, lines 11–12)

他们总是排队等候。他们认为在别人前面插队是粗鲁无礼的。

英国人有排队的习惯，你可以看到他们一个挨一个地排队上公共汽车、上地铁、买报纸等等。短语 push in 意思是“插队，加塞”，美国人常用 cut in。

- 6 When in Rome, do as the Romans do. (page 67, lines 25–26)

入乡随俗。

这是一句英语习语，其省略形式 when in Rome 也可以表达同样的意思。

- 7 Using English sayings (pages 74–75, Study skills)

使用英语谚语

- | | |
|---|----------------|
| • the early bird catches the worm | 早起的鸟儿有虫吃 |
| • it never rains but it pours | 不雨则已，一雨倾盆/祸不单行 |
| • many hands make light work | 人多活轻/众人拾柴火焰高 |
| • every dog has its day | 人人皆有得意时 |
| • put all your eggs in one basket | 孤注一掷 |
| • the grass is always greener on the other side | 邻家芳草绿/风景在别处 |
| • actions speak louder than words | 行动胜过语言 |
| • no pain, no gain | 一份耕耘，一份收获 |
| • a friend in need is a friend indeed | 患难见真情 |
| • practice makes perfect | 熟能生巧 |
| • burn the candle at both ends | 蜡烛两头烧/过度劳累 |

Unit 6

- 1 Liu Ming did not know what to expect when he volunteered for the Special Olympics World Summer Games in Shanghai, back in October 2007. (page 80, lines 1–3)

当刘明准备为2007年10月在上海举行的夏季特奥会做志愿者时，他不知道能期待什么。

世界特殊奥运会是一个为全世界智力缺陷儿童及成年人提供体育训练和比赛的国际体育运动民间团体，成立于1968年，其主要任务是帮助和推动世界各国开展智障人体育运动。上海举办了2007年第12届世界夏季特奥会。此前10届都在美国举办，第11届是在爱尔兰都柏林。中国是亚洲第一个举办该项赛事的国家。

- 2 The Special Olympics World Games give children and adults with intellectual disabilities a chance to show their skills to the world. (page 80, lines 6–8)

特奥会给予智力缺陷的孩子和成人一个向全世界展示能力的机会。

句中的 with intellectual disabilities 为后置定语，修饰 children and adults。介词短语作定语一般要后置。如：

The key to my bicycle is missing. 我的自行车钥匙丢了。

句中的 **to show their skills to the world** 是不定式短语作定语。如：

Please give me a chance to explain. 请给我一个解释的机会。

3 They include many events similar to those in the Olympics, such as basketball, football and swimming. (page 80, lines 8–10)

它们（特奥会）包括很多与奥运会类似的项目，如篮球、足球和游泳。

短语 **similar to those in the Olympics** 为后置形容词短语，用于修饰 **events**。**similar** 意思是“相似的，类似的”。如：

His teaching style is similar to that of most teachers. 他的教学风格和多数教师相似。

4 Then they provided support for the athletes and helped make the event a great success. (pages 80–81, lines 13–15)

然后他们（志愿者）为运动员提供支持，使本届特奥会取得很大的成功。

句中的 **support** 是名词，意思是“支持”。**support** 也可用作动词。如：

Thank you for your support. 感谢你的支持。

Thank you for supporting me. 感谢你支持我。

动词 **help** 后接另一动词，中间可以省略 **to**。如：

They helped stop the fire. 他们帮忙灭了火。

5 He was born with intellectual disabilities. (page 81, lines 17–18)

他生下来就有智力缺陷。

短语 **be born with** 意思是“生来具有……”。如：

He was born with a weak heart. 他生来心脏衰弱。

6 Li Hai tried his best and finished fourth. (page 81, lines 20–21)

李海尽了最大努力并取得第四名。

当序数词表示名次时，其前的定冠词通常可以省略。如：

Who won (the) first prize? 谁获得了一等奖？

7 “It’s great for us to work closely with these special athletes. You get to help them achieve their dreams,” says Liu Ming. (page 81, lines 25–27)

“能和这些特殊运动员们密切合作真的很棒。你有机会帮助他们实现梦想。”刘明说。

句中的 **get to** 意思是“有机会（做……），得到（做……的）机会”。如：

He got to try out all the new software. 他得以试用所有的新软件。

句中的 **achieve** 意思是“达到（某目标、地位、标准）”。如：

He finally achieved success. 他终于成功了。

Unit 7

1 I’m too weak to walk any further. (page 92, Picture 4)

我太虚弱，走不动了。

句中的 **further** 是 **far** 的比较级，这里是副词，意思是“较远，更远”。如：

Can you stand a bit further away? 你能不能稍微站远一点？

2 It provides basic education for children in poor areas. (page 93, Part B)

它为贫困地区的孩子提供基础教育。

短语 **provide something for somebody** 意思是“为某人提供某物”，我们也可以用 **provide somebody with something** 来表达同样的意思。如：

I am happy that you have provided so many interesting books for us.

= *I am happy that you have provided us with so many interesting books.*

我很高兴你为我们提供了这么多有趣的书。

- 3 Many of our patients can't afford to go to hospital, so we have to go to them.**
(page 94, lines 12–13)

我们的很多病人没钱去医院，所以我们得去他们那儿。

句中的 **afford** 意思是“买得起；（有时间）做”，通常与 **can**、**could**、**be able to** 连用，多用于否定句或疑问句。如：

Can we afford a new car? 我们买得起新车吗？

We cannot afford a new house. 我们买不起新房子。

- 4 By training them, we hope to help more people.** (page 94, line 15)

通过对他们进行培训，我们希望能帮助更多的人。

句中的 **by** 是介词，意思是“通过某种方法、手段”，后面接名词或者动词 **ing** 形式。如：

You can learn more about the news by reading today's newspaper.

看看今天的报纸，你就能对这条消息有更多了解。

- 5 But more money is needed to carry on with our work.** (page 95, lines 23–24)

但是需要更多的钱来继续我们的工作。

短语 **carry on with something** 表示“继续干某事；坚持做某事”。如：

Please carry on with the work while I am away. 我不在时请接着干。

- 6 She wanted to help poor people with eye problems see again, so she made up her mind to train as a nurse and attended courses after work.** (page 104, Part B)

她想帮助有眼疾的穷人重见光明，于是她决定接受护士培训，并在下班后去上课。

短语 **make up one's mind** 意思是“做出决定，下定决心”。如：

I hope you can make up your mind quickly.

我希望你能尽快做出决定。

- 7 She is getting used to travelling by plane.** (page 104, Part B)

她习惯于乘飞机往来各地。

短语 **be/get used to something/doing something** 意思是“习惯于，适应”。如：

I found the job tiring at first, but now I am used to it.

起初我觉得这份工作很累人，但现在习惯了。

Unit 8

- 1 Sure. I'll plant breadfruit trees. Breadfruit ... Yummy!** (page 106, Picture 4)

当然啦！我要种面包果树。面包果……好吃！

句中的 **breadfruit** 意思是“面包果”，是一种热带植物，皮厚个大，煮熟似面包。此句再现埃迪 (Eddie) 好吃的本性。

- 2 It is beautiful, and we should try to keep it that way.** (page 108, lines 2–3)

它（瑞士）很美，而且我们应该尽力让它一直保持那样。

句中的 **way** 可以和 **this**、**that** 等词连用。如：

Why does he act this way? 他为什么这样做？

- 3** Some of the clothes are sold in charity shops, some are given to the poor, and others are sent to factories for recycling. (page 108, lines 8–10)

一些衣服放在慈善店出售，一些送给穷人，还有一些送到工厂循环再生。

句型 **Some ..., some ..., and others ...** 表示 “一些……，一些……，还有一些……”。如：

Some students are reading quietly, some are taking notes, and others are searching for information on the Internet.

一些学生在安静地看书，一些在做笔记，还有一些在上网查资料。

- 4** Nature is our greatest treasure. We depend on its rich resources to live, so it is important for us to protect it wisely. (page 109, lines 17–18)

大自然是我们最大的财富。我们依靠其丰富的资源生存，所以要理智地保护它，这一点很重要。

短语 **depend on** 意思是 “依赖，依靠，取决于”。如：

I do not want to depend too much on my parents. 我不想太依赖父母。

- 5** These new types of energy cost very little and will never run out. (page 109, lines 19–20)

这些新型能源不仅成本低廉，而且用之不尽。

短语 **run out** 意思是 “用完，耗尽（供应品）”。如：

Our food soon ran out. 我们的食物不久就吃光了。

- 6** Remember that everyone can do something to make a difference! (page 109, lines 23–24)

记住每个人都可以做点（对保护环境）有益的事！

短语 **make a/no/some/much difference** 意思是 “有/没有/有些/有很大作用、关系、影响”。如：

The rain did not make much difference to the game. 这场雨对比赛没多大影响。

- 7** I think our town will look nicer with more trees around. (page 116, Part B)

我认为周围有更多的树木，我们的城镇会更加美丽。

句中的 **with more trees around** 为介词短语，起副词作用。**around** 用作副词，意思是 “周围，四周”。如：

I could hear laughter all around. 我可以听见周围的笑声。

- 8** Our environment is changing for the worse, so it is time for us to go green! (page 118, Part A)

我们的环境变得越来越糟糕，所以该是我们行动起来保护环境的时候了！

句中的 **green** 意思是 “（赞成）保护环境的”，因此 **go green** 意思相当于 **protect the environment**。

Unit 1

现在完成时 (I)

- 我们用现在完成时表示从过去持续到现在的动作或状态，或已完成但对现在有一定影响的动作。如：
He **has lived** here since he came to Nanjing. 自从来到南京，他就住在这里。
I **have lost** my mobile phone. 我的手机丢了。
- 现在完成时常和already、ever、just、never、recently、yet等副词以及since、for引导的时间状语连用。如：
He **has already taken** first prize twice. 他已经拿过两次一等奖了。
He **has not returned** the book to me **yet**. 他还没有把那本书还给我。
He **has never visited** the Great Wall. 他从没去过长城。

注意：already常用于肯定句，意思是“已经”，而yet常用于否定句和疑问句，意思是“还”。

- 现在完成时的动词构成：have/has + 动词的过去分词
大多数动词的过去分词变化形式同动词的过去式，可参照动词的过去式变化规则。
- 不规则动词的过去分词变化：
有些动词的过去分词和过去式的变化形式相同，其变化情况大致分类如下：

变化	举例	
与原形相同	hit—hit—hit	hurt—hurt—hurt
在原形后加t或d	learn—learnt—learnt	hear—heard—heard
原形中的元音字母有变化	get—got—got	sit—sat—sat
原形中的辅音字母有变化	make—made—made	spill—spilt—spilt
原形中的元音、辅音字母都有变化	feel—felt—felt	smell—smelt—smelt

有些动词的过去分词和过去式的变化形式不同，其变化情况大致分类如下：

变化	举例	
与原形相同	come—came—come	run—ran—run
原形中的元音字母有变化	ring—rang—rung	sing—sang—sung
在原形上加en	eat—ate—eaten	fall—fell—fallen
在原形上加n	see—saw—seen	give—gave—given
在过去式上加n	steal—stole—stolen	break—broke—broken
原形、过去式和过去分词词形差异较大	do—did—done	go—went—gone

五级以内不规则动词的过去式及过去分词变化表，详见教材第122–123页。

Unit 2

现在完成时 (II)

have/has been和have/has gone的用法

- 我们用have/has been表示某人曾经去过某地，并且已经回来。如：
He **has been** to the Great Wall twice. 他曾经去过长城两次。
We **have never been** to South Hill. 我们还从来没有去过南山。
- 我们用have/has gone表示某人已经去了某地，但还没回来。如：
He **has gone** to London. He will be back in two weeks.
他已经去伦敦了。他将在两周后回来。
—Is Tom at home? 汤姆在家吗?
—No, he isn't. He **has gone** to the cinema. 不在。他去看电影了。

和for或since 连用的动词

- 现在完成时常和 for 或 since 引导的表示一段时间的时间状语连用。如：
He **has been** away from China **for two years**. 他离开中国已有两年了。
He **has lived** in Nanjing **since 2010**. 自2010年以来，他一直住在南京。

注意：在带有一段时间状语的现在完成时的肯定句中，我们要用延续性动词，而不能用短暂性动词。下面补充一些短暂性动词和延续性动词的转化参考：

短暂性动词	延续性动词	现在完成时构成
catch a cold	have a cold	have had a cold
buy	have	have had
open	be open	have been open
close	be closed	have been closed
fall ill	be ill	have been ill
fall asleep	be asleep	have been asleep

Unit 3

现在完成时 (III)

一般过去时和现在完成时的区别

一般过去时和现在完成时都可以表示过去发生的动作，但是在具体的语境中，这两种时态有明显的区别。

- 一般过去时表示过去某个时间发生的事情或存在的状态，说话的侧重点在陈述过去发生的事情或状态。如：
I **went** to Beijing last month. 我上个月去过北京。
Tom **was** in China in 2008. 2008年汤姆在中国。
- 现在完成时表示到说话时为止已经发生或完成（不一定结束）的动作或状态，强调造成的结果或对现在产生的影响。如：

I **have bought** a new mobile phone. 我买了一部新手机。(言下之意: 我有新手机用了。)

I **have been** to London many times. 我去过伦敦很多次。(言下之意: 我对伦敦较熟悉。)

注意: 一般过去时通常与表示过去的时间状语连用。如: yesterday、last week、two years ago、just now、in 2008 等。

现在完成时则通常和频度副词或表示一段时间的时间状语连用。如: many times、never、these days、this week、since ...、for ... 等。

Unit 4

疑问词 + 动词不定式

- 我们可以用“疑问词 + 动词不定式”结构作动词的宾语。疑问词包括疑问代词what、which、who和疑问副词how、when、where等。常和“疑问词 + 动词不定式”结构连用的动词及动词短语有: know、learn、see、hear、ask、tell、advise、decide、explain、find out、forget、remember、think、understand、wonder等。如:
I do not **know what to say** next. 我不知道接下来说什么。
I cannot **decide which to take**. 我不能决定该拿哪一个。
- 有些动词, 如advise、ask、show、teach、tell等, 其后可以接双宾语。如:
Please **tell me how to get** there. 请告诉我怎么去那儿。
Sandy **showed** Millie **how to start** the online tour. 桑迪给米莉演示了如何开始这个在线旅游。
- 有些疑问词, 如what、which、whose、how many、how much等, 其后可以先接一个名词, 再接动词不定式。如:
She wondered how many subjects **to choose**. 她不知道该选几门学科。
- 在“疑问词 + 动词不定式”结构前, 有时也可以是如sure、clear等的形容词。如:
I am not **sure** which way **to take**. 我不确定走哪条路。
- “疑问词 + 动词不定式”结构在句子中还可以作主语和表语。如:
How to deal with the problem is most important to us.
如何处理这个问题对我们来说最重要。
The problem is **when to leave** the place. 问题是何时离开这个地方。
- “疑问词 + 动词不定式”结构可以改写成由该疑问词引导的从句。如:
I do not know **what to do**. 我不知道该做什么。
= I do not know **what I should do**.

注意: 所有疑问词中, 只有why不可以与动词不定式连用。

must/have to的用法

- **must**表示主观的义务和必要, 主要用于肯定句和疑问句, 意思是“必须, 得, 要”。如:
You **must** finish your homework today. 你今天必须完成家庭作业。
- **must**的否定形式**must not**表示禁止, 意思是“不能, 不许”。如:
You **must not** smoke here. 你不能在这里抽烟。
- **have to**表示一种客观的需要, 意思是“不得不”。**have to**有人称和数的变化。如:
It is getting dark. **He has to** go home now. 天快黑了。他现在得回家了。
Mum is out, so **I have to** look after the shop. 妈妈出去了, 因此我不得不照看商店。
- **have to**的否定形式是**do not have to**。如:
They **do not have to** buy a computer at the moment. 他们目前没有必要买电脑。
He **does not have to** go. 他不必走。

注意: **must** 还可以表示肯定猜测, 意思是“一定”。如:

You **must** be hungry after all that walking. 走了这么远的路, 你一定饿了吧。

Unit 5

enough to 的用法

- 我们可以用 “to be + adjective + enough + to do” 的结构来描述一个人的品质和能力。
如:
He **is tall enough to reach** the basket. 他个头高, 可以够到篮筐。
The girl **is not brave enough to go** near the dog. 这个女孩胆子不够大, 不敢靠近那只狗。
- **enough** 可以作状语、定语和表语。
The house is not big **enough** for us. 这房子对我们来说不够大。
Have you got **enough** money? 你的钱够吗?
Six bottles should be **enough**. 六瓶应该够了。

too ... to 的用法

- 我们可以用 “to be + too + adjective + to do” 的结构来表达一个否定的结果。如:
He **is too tired to go** on working. 他太累了, 不能继续工作。
British people **are too polite to laugh** loudly in public.
英国人太有礼貌了, 不会在公众场合大声笑。
- 我们可以在不定式前加介词 **for** 引出逻辑主语。如:
The box is very heavy. The little boy cannot carry it. 盒子太重了, 这个小男孩搬不动。
= The box **is too heavy for the little boy to carry**.
The apple is very high. The child cannot reach it. 苹果放得太高了, 这个孩子够不着。
= The apple **is too high for the child to reach**.
- 通常我们可以根据 **too ... to** 结构中的不定式是否为及物动词来确定它是否带宾语。如:
He **is too tired to go** any further. 他太累了, 不能再往前走了。
(动词 **go** 是不及物动词, 其后不直接加宾语)
She **is too poor to buy** such an expensive blouse. 她太穷了, 买不起这么贵的衬衫。
(动词 **buy** 是及物动词, 其后接宾语 **such an expensive blouse**)

注意: **too ... to** 结构和 **never** 一起使用时并不表示否定。如:

One is **never too old to** learn. 活到老, 学到老。

- “to be + too + adjective + to do” 结构相当于 “to be + not + adjective + enough + to do”, 通常在第二种句型中使用的形容词是第一种结构中使用的形容词的反义词。如:
The little girl **is too young to go** to school. 这个小女孩年纪太小, 还不能上学。
= The little girl **is not old enough to go** to school.

Unit 6

“It is + adjective (+ for .../of ...) + to-infinitive” 句型

句型	含义	举例	说明
It is + adjective + to do something	做某事是……的	It is interesting to go fishing. 钓鱼真有趣。	该句型中的形容词表示不定式所具备的特征或客观情况。如：cheap、convenient、dangerous、difficult、easy、exciting、expensive、important、interesting、necessary、normal、possible、useful、wonderful。
It is + adjective + for somebody + to do something	对某人来说做某事是……的	It is necessary for me to help him. 对我来说帮助他 是必须的。	基本同 “It is + adjective + to do something” 句型，for 引出逻辑主语。
It is + adjective + of somebody + to do something	某人做某事真是/太……了	It is clever of him to solve the problem. 他真聪明，解决了这个难题。	该句型中的形容词描述的是人的特征、品质等。如：brave、careless、clever、foolish、generous、good、helpful、honest、kind、nice、polite、silly、stupid、wrong。

Grammar check

注意：“It is + adjective + of somebody + to do something” 句型中，of后的宾语与动词不定式之间存在逻辑上的主谓关系，一般都可以转换成一个以of 后的宾语为主语的句子。如：
It is foolish of **them** to do so. 他们这样做真是愚蠢。
= **They** are foolish to do so.

Unit 7

被动语态 (I)

被动语态的一般现在时和一般过去时

语态是动词的一种形式，表示的是主语和谓语之间的关系。英语中的语态有两种：主动语态和被动语态。

- 当主语是谓语的执行者时，用主动语态。当主语是谓语的承受者时，用被动语态。如：
We clean the classroom every day. 我们每天都打扫教室。
The classroom **is cleaned (by us)** every day. 教室每天都被（我们）打扫。

- 被动语态的基本构成：

	主语	be 动词	过去分词
一般现在时	I	am	supported.
	You/We/They	are	
	He/She/It	is	
一般过去时	I	was	supported.
	You/We/They	were	
	He/She/It	was	

- 被动语态的基本用法：

1. 动作的执行者是泛指或不言自明时。如：

None of the books **was taken** away. 没有一本书被拿走。

2. 在不知道动作的执行者是谁时。如：

The toy **is designed** for children. 这款玩具是为孩子们设计的。

3. 需要强调动作的承受者时。如：

My bike **was repaired**. 我的自行车修好了。

4. 出于委婉或礼貌而避谈动作的执行者时。如：

This problem **was talked** about just now. 这个问题刚才被讨论过。

5. 在被动语态的句子中，如果我们需要指出动作的执行者，可以由by引出。如：

Mr Wu **is liked by** all of his students. 所有的学生都喜欢吴老师。

注意：有些动词常用被动语态。如：

He **was born** in Nanjing. 他生于南京。

This mobile phone **was made** in China. 这部手机是中国制造的。

- 主动语态与被动语态的句式转化：

主动语态	主语 She	谓语(主动式) hurt		宾语 me.
被动语态	原宾语(改为主格) I	谓语(被动式) was hurt	by	原主语(改为宾格) her.

主语 + 谓语 + 双宾语的句式转化：

主动语态	主语 He	谓语(主动式) passed		间宾 me		直宾 a book.
被动语态	原直宾 A book	谓语(被动式) was passed	to	me	by	原主语(改为宾格) him.
	原间宾(改为主格) I	谓语(被动式) was passed		原直宾 a book	by	原主语(改为宾格) him.

- 注意：1. 有些动词，其主动语态形式含有被动意义。如：系动词 **smell**、**taste**、**sound**、**feel**等。
 The dish **smells** good. 这道菜闻起来很香。
 The music **sounds** nice. 这段音乐听起来不错。
 还有一些不及物动词，常用主动语态，和**well**、**easily**等副词连用，含有被动意义。如：
read、**write**、**draw**、**sell**、**wash**、**cook**、**clean**等。
 The books **sell well**. 这些书很畅销。
 The pen **writes smoothly**. 这支笔写起来很顺滑。
2. 在感官动词和使役动词的主动语态句式中，动词不定式的**to**常省去，但是在被动语态中要加上**to**。

主动语态	主语 The teacher	谓语(主动式) made	宾语 him		不带to的不定式 retell the story.
被动语态	原宾语(改为主格) He	谓语(被动式) was made	带to的不定式 to retell the story	by	原主语(改为宾格) the teacher.

Unit 8

被动语态 (II)

被动语态的一般将来时

- 被动语态的一般将来时用来描述将要发生的动作。如：
 He **will be/is going to be taken** to hospital in a few minutes.
 他几分钟之内就会被送至医院。
 The food **will be/is going to be eaten** by the dog soon.
 这些食物马上就会被狗吃掉。
- 被动语态的一般将来时的构成：

	主 语	will be/be going to be	过去分词
一般将来时	I	will be/am going to be	supported.
	You/We/They	will be/are going to be	
	He/She/It	will be/is going to be	

注意：主语是第一人称时，被动语态的一般将来时也可以用“**shall be + 动词的过去分词**”来表达。



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/、/ɪə/、/ʊə/和弱元音/i/、/u/、/iə/、/uə/之分。

Unit 1

past /pɑːst/ <i>n.</i> 过去	(6)
present /'preznt/ <i>n.</i> 现在，目前	(6)
just /dʒʌst/ <i>adv.</i> 刚才	(6)
used to (用于过去持续或经常发生的事) 曾经	(6)
since /sɪns/ <i>conj.</i> 自...以来	(8)
ever /'evə(r)/ <i>adv.</i> 曾经	(8)
northern /'nɔːðən/ <i>adj.</i> 北方的，北部的	(8)
married /'mærid/ <i>adj.</i> 已婚的，结婚的	(8)
wife /waɪf/ <i>n.</i> (<i>pl.</i> wives) 妻子	(8)
block /blɒk/ <i>n.</i> 街区	(8)
since /sɪns/ <i>prep.</i> 自...以来	(8)
over /'əʊvə(r)/ <i>prep.</i> 在...期间	(8)
turn ... into ... 把...变成...	(8)
pollution /pə'ljuːʃn/ <i>n.</i> 污染；污染物	(9)
factory /'fæktri; 'fæktəri/ <i>n.</i> 工厂	(9)
waste /weɪst/ <i>n.</i> 废料；废品	(9)
realize /'riːəlaɪz; 'rɪəlaɪz/ (= realise) <i>vt. & vi.</i>	
意识到；实现	(9)
* improve /ɪm'pruːv/ <i>vt. & vi.</i> 改进，改善	(9)
situation /ˌsɪtʃu'eɪʃn/ <i>n.</i> 形势，情况	(9)
in some ways 在某种程度上	(9)
impossible /ɪm'pɒsəbl/ <i>adj.</i> 不可能的	(9)
before /bɪ'fɔː(r)/ <i>adv.</i> 以前，过去	(9)
lonely /'ləʊnli/ <i>adj.</i> 孤独的，寂寞的	(9)
from time to time 不时，有时，偶尔	(9)
anyway /'eniweɪ/ <i>adv.</i> 尽管，即使这样	(9)
husband /'hʌzbənd/ <i>n.</i> 丈夫	(10)
interview /'ɪntəvjʊː/ <i>n.</i> 采访；会见	(11)
all one's life 一生	(11)
yet /jet/ <i>adv.</i> 还，仍	(14)
recently /'riːsntli/ <i>adv.</i> 近来，最近	(14)
past /pɑːst/ <i>adj.</i> 过去的	(14)
environment /ɪn'vaɪrənmənt/ <i>n.</i> 环境	(15)
* transport /'trænsɜːpt/ <i>n.</i> 交通车辆，运输工具	(15)
condition /kən'dɪʃn/ <i>n.</i> 环境，条件，状况	(15)

return /rɪ'tɜːn/ <i>vi.</i> 返回	(16)
last /lɑːst/ <i>adv.</i> 最近，上一次，最后	(16)
abroad /ə'brɔːd/ <i>adv.</i> 到（在）国外	(16)
primary /'praɪməri/ <i>adj.</i> 小学教育的；初级的	(16)
keep in touch 保持联系	(16)
communicate /kə'mjuːnɪkeɪt/ <i>vi. & vt.</i>	
交流，交际	(16)
communication /kə'mjuːnɪ'keɪʃn/ <i>n.</i>	
交流，交际	(16)
exactly /ɪg'zæktli/ <i>adv.</i> (答语) 正是，没错	(16)
be/get used to 习惯于，适应于	(17)
* narrow /'nærəʊ/ <i>adj.</i> 狭窄的	(18)
open space <i>n.</i> 开阔的空地	(18)

Unit 2

travelling /'trævəlɪŋ/ <i>n.</i> <英>旅行	(20)
= <美> traveling	
* hey /heɪ/ <i>excl.</i> 嘿，喂	(20)
miss /mɪs/ <i>vt.</i> 想念，思念	(22)
fantastic /fæn'tæstɪk/ <i>adj.</i> 极好的，美妙的	(22)
* indoor /'ɪndɔː(r)/ <i>adj.</i> (在) 室内的	(22)
* roller coaster /'rəʊlə kəʊstə(r)/ <i>n.</i>	
(游乐场的) 过山车，环滑车	(22)
speed /spiːd/ <i>n.</i> 速度	(22)
ride /raɪd/ <i>n.</i> 乘坐 (游乐设施)	(22)
cartoon /kɑːtuːn/ <i>n.</i> 卡通片，动画片	(22)
* character /'kærəktə(r)/ <i>n.</i> 人物	(22)
such /sʌtʃ/ <i>det. & pron.</i> 这样的 (人或物)	(22)
such as 例如	(22)
* parade /pə'reɪd/ <i>n.</i> (庆祝) 游行	(22)
magic /'mædʒɪk/ <i>n.</i> 魔法	(23)
pie /paɪ/ <i>n.</i> 派，馅饼	(23)
feel /fiːl/ <i>vt.</i> 感觉到，意识到	(23)
couple /'kʌpl/ <i>n.</i> 两人，两件事物；几个人，几件事物	(23)
a couple of 一对；几个，几件	(23)

at the end of 在…末尾	(23)	Asia /'eɪʒə; 'eɪʃə/ <i>n.</i> 亚洲	(36)
* castle /'kɑːsl/ <i>n.</i> 城堡	(23)	Africa /'æfrɪkə/ <i>n.</i> 非洲	(36)
sand /sænd/ <i>n.</i> 沙; 沙滩	(27)	Europe /'jʊərəp/ <i>n.</i> 欧洲	(36)
over /'əʊvə(r)/ <i>adv.</i> 结束	(28)	America /ə'merɪkə/ <i>n.</i> 美洲	(36)
marry /'mæri/ <i>vi. & vt.</i> 结婚, 嫁, 娶	(28)	world-famous <i>adj.</i> 世界著名的, 举世闻名的	(37)
dead /ded/ <i>adj.</i> 死的	(28)	trade /treɪd/ <i>n.</i> 贸易	(37)
* beauty /'bjʊti/ <i>n.</i> 美丽; 美人	(29)	southern /'sʌðən/ <i>adj.</i> 南方的, 南部的	(37)
* seaside /'siːsaɪd/ <i>adj.</i> 海边的	(29)	international /ˌɪntə'næʃnəl/ <i>adj.</i> 国际的	(37)
* theme /θiːm/ park <i>n.</i> 主题公园	(29)	* gather /'gæðə(r)/ <i>vi. & vt.</i> 聚集, 集合	(37)
* sailing /'seɪlɪŋ/ <i>n.</i> 帆船运动, 航行	(30)	huge /hjuːdʒ/ <i>adj.</i> 巨大的	(37)
except /ɪk'sept/ <i>prep.</i> 除了…以外	(30)	* darkness /'dɑːknəs/ <i>n.</i> 黑暗	(37)
* view /vjuː/ <i>n.</i> 景色, 风景	(30)	island /'aɪlənd/ <i>n.</i> 岛屿	(37)
mountain /'maʊntən/ <i>n.</i> 高山	(30)	several /'sevrəl/ <i>det. & pron.</i> 几个, 数个	(37)
business /'bɪznəs/ <i>n.</i> 公事; 商业; 生意	(30)	* lawn /lɔːn/ <i>n.</i> 草坪	(37)
on business 出差	(30)	relax /rɪ'læks/ <i>vi.</i> 放松, 休息	(37)
direct /də'rekt; dɪ'rekt; da'rekt/ <i>adj.</i>	(30)	hard /hɑːd/ <i>adj.</i> 辛苦的; 艰难的	(37)
直达的, 直接的	(30)	* musical /'mjuːzɪkl/ <i>n.</i> 音乐剧	(37)
* flight /flaɪt/ <i>n.</i> 航班; 航行	(30)	so much for sth (表示就某事讲完了)	(37)
point /pɔɪnt/ <i>n.</i> 要点	(31)	关于…就讲这么多, …到此为止	(37)
* detail /'diːteɪl/ <i>n.</i> 细节	(31)	bottom /'bɒtəm/ <i>n.</i> 底, 底部	(37)
delicious /dɪ'lɪʃəs/ <i>adj.</i> 美味的, 可口的	(32)	pick /pɪk/ <i>vt.</i> 挑选	(37)
* seafood /'siːfʊd/ <i>n.</i> 海鲜	(32)	play /pleɪ/ <i>n.</i> 戏剧, 剧本	(38)
airport /'eəpɔːt/ <i>n.</i> 机场	(33)	website /'websaɪt/ <i>n.</i> 网站	(39)
relative /'relətɪv/ <i>n.</i> 亲戚	(33)	dream /driːm/ <i>vi. & vt.</i> 做梦, 梦想	(42)
		dream of/about 梦想; 想像	(42)
		passport /'pɑːspɔːt/ <i>n.</i> 护照	(42)
		coast /kəʊst/ <i>n.</i> 海岸	(43)
		* sail /seɪl/ <i>n.</i> 帆	(43)
		Australian /ɒ'streɪliən; ɔː'streɪliən/ <i>adj.</i>	(44)
		澳大利亚(人)的	(44)
		opposite /'ɒpəzɪt; 'ɒpəsɪt/ <i>n.</i> 对立的人(或物)	(44)
		mind /maɪnd/ <i>vt. & vi.</i> 介意	(44)
		print /prɪnt/ <i>vi. & vt.</i> 打印; 印刷	(44)
		pleasure /'pleʒə(r)/ <i>n.</i> 高兴, 乐意	(44)
		my pleasure 不客气, 很乐意效劳	(44)
		book /bʊk/ <i>vt. & vi.</i> 预订, 订(房间、车票等)	(45)
		England /'ɪŋɡlənd/ <i>n.</i> (英国) 英格兰	(46)
		queen /kwiːn/ <i>n.</i> 女王	(46)
		ruler /'ruːlə(r)/ <i>n.</i> 统治者; 管理者	(46)
		pound /paʊnd/ <i>n.</i> 英镑	(46)
		be made up of 由…组成	(47)
		European /jʊərə'piːən/ <i>adj.</i> 欧洲的	(47)
		dollar /'dɒlə(r)/ <i>n.</i> 美元	(47)

Unit 3

* online /ˌɒn'laɪn/ <i>adj.</i> 联网的, 在线的	(34)
programme /'prəʊɡræm/ <i>n.</i> <英>节目; 计划, 方案	(34)
= <美> program	
* remote control /rɪ'məʊt kən'trəʊl/ <i>n.</i> 遥控器	(34)
* ah /ɑː/ <i>excl.</i> (表示惊奇、高兴等) 啊	(34)
* channel /'tʃænl/ <i>n.</i> 频道	(34)
keyboard /'kiːbɔːd/ <i>n.</i> 键盘	(35)
unit /juːnɪt/ <i>n.</i> 机件; 单位	(35)
main unit <i>n.</i> (电脑) 主机	(35)
mouse /maʊs/ <i>n.</i> (<i>pl.</i> mice 或 mouses) 鼠标	(35)
screen /skriːn/ <i>n.</i> 显示屏, 屏幕	(35)
* word processing /'prəʊsesɪŋ/ <i>n.</i> 文字处理	(35)
receive /rɪ'siːv/ <i>vt.</i> 收到, 接到	(35)
guide /ɡaɪd/ <i>n.</i> 导游, 向导	(36)
* icon /'aɪkən/ <i>n.</i> 图标	(36)
* click /kɪk/ <i>vi. & vt.</i> 点击	(36)

Unit 4

read /rɪd/ <i>n.</i> 读物	(48)
cooking /'kʊkɪŋ/ <i>n.</i> 烹饪, 烹调	(49)
* novel /'nɒvl/ <i>n.</i> 小说	(49)
Germany /'dʒɜ:məni/ <i>n.</i> 德国	(49)
knowledge /'nɒlɪdʒ/ <i>n.</i> 知识	(49)
spare /speə(r)/ <i>adj.</i> 空闲的; 多余的	(49)
French /frentʃ/ <i>adj.</i> 法国 (人) 的	(49)
writer /'raɪtə(r)/ <i>n.</i> 作者, 作家	(49)
ugly /'ʌgli/ <i>adj.</i> 丑陋的	(49)
touch /tʌtʃ/ <i>vt.</i> 感动, 触动	(49)
against /ə'genst; ə'gemst/ <i>prep.</i> 紧靠, 碰, 撞	(50)
be tired out 筋疲力尽	(50)
tie /taɪ/ <i>vt.</i> 捆, 绑	(50)
over /'əʊvə(r)/ <i>prep.</i> 从一边到另一边	(50)
stomach /'stʌmək/ <i>n.</i> 腹部; 胃	(50)
until /ən'tɪl/ <i>conj.</i> 直到...为止	(50)
finger /'fɪŋgə(r)/ <i>n.</i> 手指	(50)
tiny /'tami/ <i>adj.</i> 极小的	(50)
fall over 摔倒	(51)
continue /kən'tɪnjuː/ <i>vt. & vi.</i> 继续	(51)
either /'aɪðə(r); 'iːðə(r)/ <i>adv.</i> (否定句中) 也	(51)
manage /'mænɪdʒ/ <i>vt. & vi.</i> 设法完成; 管理	(51)
lift /lɪft/ <i>vt.</i> 举起, 抬高; 提高	(51)
army /'ɑːmi/ <i>n.</i> 大批, 大群	(51)
must /məst; məst/ <i>modal v.</i> 应该, 必须; 一定	(51)
unable /ʌn'eɪbl/ <i>adj.</i> 不能的, 不会的	(52)
shoulder /'ʃəʊldə(r)/ <i>n.</i> 肩膀	(53)
hand /hænd/ <i>vi.</i> 交; 递, 给	(55)
hand in 上交, 递交	(55)
and so on ...等等	(55)
review /rɪ'vjuː/ <i>n.</i> 评论	(55)
return /rɪ'tɜːn/ <i>vt.</i> 归还	(56)
on time 准时	(56)
* renew /rɪ'njuː/ <i>vt.</i> 续借; 更新; 重新开始	(56)
* series /'sɪəriːz/ <i>n.</i> 一系列; 系列节目	(57)
* publishing /'pʌblɪʃɪŋ/ house <i>n.</i> 出版社	(57)
refuse /rɪ'fjuːz/ <i>vt. & vi.</i> 拒绝, 回绝	(57)
* publish /'pʌblɪʃ/ <i>vt.</i> 出版	(57)
so far 到目前为止	(57)
success /sək'ses/ <i>n.</i> 成功	(57)
translate /træns'leɪt/ <i>vt. & vi.</i> 翻译	(57)
sales /seɪlz/ <i>n.</i> [复]销售量	(57)
copy /'kɒpi/ <i>n.</i> 一本 (份, 册); 副本	(57)

Canadian /kə'neɪdiən/ <i>adj.</i> 加拿大 (人) 的	(58)
at a time 每次, 依次	(58)
* online /ˌɒn'laɪn/ <i>adv.</i> 在线, 联网	(58)
* sail /seɪl/ <i>vt. & vi.</i> 航行	(59)
* hidden /'hɪdn/ <i>adj.</i> 隐藏的	(59)
* confidence /'kɒnfɪdəns/ <i>n.</i> 信心	(59)
experience /ɪk'spiəriəns/ <i>n.</i> 经历, 经验	(59)
advice /əd'vaɪs/ <i>n.</i> 建议, 忠告, 劝告	(60)
* librarian /laɪ'breəriən/ <i>n.</i> 图书管理员	(60)
habit /'hæbɪt/ <i>n.</i> 习惯	(61)
* classical /'klæsɪkl/ <i>adj.</i> 古典的	(61)
opposite /'ɒpəzɪt; 'ɒpəst/ <i>prep.</i> 在...对面; 与...相反	(61)
open up 开启; 开创; 开辟	(61)

Unit 5

* manners /'mænəz/ <i>n.</i> [复]礼貌, 礼仪; 规矩	(64)
* eh /eɪ/ <i>excl.</i> 嗯, 什么, 啊	(64)
cut in (on sb/sth) 打断 (谈话), 插嘴	(64)
politely /pə'laɪtli/ <i>adv.</i> 礼貌地	(64)
litter /'lɪtə(r)/ <i>n.</i> 垃圾, 杂物	(65)
* tap /tæp/ <i>n.</i> 水龙头; 旋塞	(65)
run /rʌn/ <i>vi.</i> 流动	(65)
pick /pɪk/ <i>vt.</i> 采, 摘	(65)
* obey /ə'beɪ/ <i>vt. & vi.</i> 遵守, 顺从	(65)
* queue /kjuː/ <i>vi.</i> (人、车等) 排队等候	(65)
turn /tɜːn/ <i>n.</i> 轮流, (轮流的) 顺序	(65)
proper /'prɒpə(r)/ <i>adj.</i> 符合习俗的; 正确的	(66)
* greet /griːt/ <i>vt.</i> 问候, 打招呼	(66)
shake sb's hand 与某人握手	(66)
kiss /kɪs/ <i>n.</i> 亲吻	(66)
close /kləʊs/ <i>adj.</i> 亲密的; 严密的	(66)
conversation /kɒnvə'seɪʃn/ <i>n.</i> (非正式) 交谈, 谈话	(66)
avoid /ə'vɔɪd/ <i>vt.</i> 避免	(66)
subject /'sʌbdʒɪkt; 'sʌbdʒekt/ <i>n.</i> 话题; 主题	(66)
* behave /brɪ'heɪv/ <i>vi. & vt.</i> 表现	(66)
public /'pʌblɪk/ <i>n.</i> 民众, 群体	(66)
in public 公开地, 在别人面前	(66)
push /pʊʃ/ <i>vi. & vt.</i> 推, 挤	(66)
push in <英> 插队, 加塞 =<美> cut in	(66)
* bump /bʌmp/ <i>vi. & vt.</i> 撞, 碰	(67)
in one's way 挡住某人的路	(67)
touch /tʌtʃ/ <i>vt.</i> 触摸, 碰	(67)

excuse /ɪk'skju:z/ <i>vt.</i> 原谅, 宽恕	(67)	elderly /'eldəli/ <i>adj.</i> 年老的	(79)
excuse me 劳驾	(67)	homeless /'həʊmləs/ <i>adj.</i> 无家可归的	(79)
till /tɪl/ <i>conj.</i> 到...时, 直到...为止	(67)	*volunteer /ˌvɒləntɪə(r)/ <i>vi. & vt.</i> 志愿做, 义务做	(80)
as well (as) 也, 还有	(67)	expect /ɪk'spekt/ <i>vt. & vi.</i> 期待, 指望; 预料	(80)
loudly /'laʊdli/ <i>adv.</i> 大声地	(67)	*adult /'ædʌlt; ə'dʌlt/ <i>n.</i> 成年人	(80)
as /əz; æz/ <i>conj.</i> 正如, 如同	(67)	*intellectual /ˌɪntə'lektʃʊəl/ <i>adj.</i> 智力的	(80)
*saying /'seɪɪŋ/ <i>n.</i> 谚语, 格言	(67)	*disability /ˌdɪsə'bɪləti/ <i>n.</i> 缺陷, 障碍	(80)
*Roman /'rəʊmən/ <i>n.</i> 罗马人	(68)	chance /tʃɑ:ns/ <i>n.</i> 机会	(80)
by accident 偶然, 意外地	(71)	*event /ɪ'vent/ <i>n.</i> (运动) 比赛项目; 大事	(80)
discussion /dɪ'skʌʃn/ <i>n.</i> 讨论	(71)	similar /'sɪmələ(r)/ <i>adj.</i> 同样的, 类似的	(80)
express /ɪk'spres/ <i>vt.</i> 表达	(72)	give up 放弃	(80)
public /'pʌblɪk/ <i>adj.</i> 公共的, 公开的	(72)	necessary /'nesəsəri/ <i>adj.</i> 必须的, 必要的	(80)
explain /ɪk'spleɪn/ <i>vt. & vi.</i> 解释	(72)	training /'treɪnɪŋ/ <i>n.</i> 培训, 训练	(80)
keep sb from sth 保护, 使免受	(72)	task /tɑ:sk/ <i>n.</i> 任务, 工作	(80)
warn /wɔ:n/ <i>vt. & vi.</i> 警告, 告诫	(72)	*athlete /'æθli:t/ <i>n.</i> 运动员	(81)
parking /'pɑ:kɪŋ/ <i>n.</i> 停车	(72)	coach /kəʊtʃ/ <i>n.</i> 教练	(81)
litter /'lɪtə(r)/ <i>vi. & vt.</i> 乱丢杂物	(74)	gold /gəʊld/ <i>n.</i> 黄金; 金牌	(81)
successful /sək'sesfl/ <i>adj.</i> 成功的	(74)	silver /'sɪlvə(r)/ <i>n.</i> 银; 银牌	(81)
sometime /'sʌmtaɪm/ <i>adv.</i> (= some time) 在某时	(74)	*confident /'kɒnfɪdənt/ <i>adj.</i> 自信的	(81)
soon after 不久以后	(74)	background /'bækgraʊnd/ <i>n.</i> 背景	(81)
risk /rɪsk/ <i>vt.</i> 冒险做	(74)	closely /'kləʊsli/ <i>adv.</i> 密切地	(81)
*worm /wɜ:m/ <i>n.</i> 软体虫, 蠕虫	(75)	achieve /ə'tʃi:v/ <i>vt.</i> 实现, 达到	(81)
pain /peɪn/ <i>n.</i> 痛, 疼痛	(75)	prize /praɪz/ <i>n.</i> 奖赏, 奖品	(82)
*gain /geɪn/ <i>n.</i> 收获	(75)	*donate /dəʊ'neɪt/ <i>vt.</i> 捐献	(84)
*indeed /ɪn'di:d/ <i>adv.</i> 真正地	(75)	*charity /'tʃærəti/ <i>n.</i> 慈善; 慈善机构	(84)
practice /'præktɪs/ <i>n.</i> 练习; 训练; 实践	(75)	*organization /ˌɔ:ɡənə'zeɪʃn/ (= organisation)	(85)
candle /'kændl/ <i>n.</i> 蜡烛	(76)	<i>n.</i> 机构, 组织	(85)
purpose /'pɜ:pəs/ <i>n.</i> 目的	(76)	*one-to-one <i>adv.</i> 一对一地	(85)
*content /'kɒntent/ <i>n.</i> 内容; 目录	(76)	= <美> one-on-one	
*conclusion /kən'klu:ʒn/ <i>n.</i> 总结, 归纳	(76)	blood /blʌd/ <i>n.</i> 血	(86)
guest /gest/ <i>n.</i> 客人, 宾客	(76)	south-west <i>n., adj. & adv.</i> 西南方	(87)
*host /həʊst/ <i>n.</i> 主人; 主持	(77)	north-west <i>n., adj. & adv.</i> 西北方	(87)
above all 首要的是	(77)	project /'prɒdʒekt/ <i>n.</i> 项目, 工程; 课题	(87)
impolite /ˌɪmpə'laɪt/ <i>adj.</i> 不礼貌的	(77)	introduction /ˌɪntərə'dʌkʃn/ <i>n.</i> 引言; 介绍	(90)

Unit 6

train /treɪn/ <i>vi. & vt.</i> 接受训练; 培训, 训练	(78)	especially /ɪ'speʃəli/ <i>adv.</i> 特别, 尤其	(93)
the Olympic Games (= the Olympics)		basic /'beɪsɪk/ <i>adj.</i> 基础的, 基本的	(93)
<i>n.</i> 奥林匹克运动会	(78)	education /ˌedʒu'keɪʃn/ <i>n.</i> 教育	(93)
support /sə'pɔ:t/ <i>vt.</i> 支持	(78)		
meaningful /'mi:nɪŋfl/ <i>adj.</i> 有意义的	(79)		
blind /blaɪnd/ <i>adj.</i> 瞎的	(79)		
deaf /def/ <i>adj.</i> 聋的	(79)		
*disabled /dɪs'eɪbld/ <i>adj.</i> 残疾的	(79)		

Unit 7

especially /ɪ'speʃəli/ <i>adv.</i> 特别, 尤其	(93)
basic /'beɪsɪk/ <i>adj.</i> 基础的, 基本的	(93)
education /ˌedʒu'keɪʃn/ <i>n.</i> 教育	(93)

- ***equal** /'i:kwəl/ *adj.* 平等的 (93)
right /raɪt/ *n.* 权利 (93)
spread /spred/ *n.* 扩散; 分布; 展开 (93)
interviewer /'ɪntəvjʊə(r)/ *n.* 采访者 (94)
blindness /'blaɪndnəs/ *n.* 失明 (94)
***mostly** /'məʊstli/ *adv.* 主要地, 大部分地 (94)
***case** /keɪs/ *n.* 病例; 案例 (94)
***cure** /kjʊə(r)/ *vt.* 治愈 (94)
medical /'medɪkl/ *adj.* 医学的, 医疗的 (94)
***treatment** /'tri:tmənt/ *n.* 治疗 (94)
patient /'peɪjnt/ *n.* 病人 (94)
afford /ə'fɔ:d/ *vt.* 买得起; 能做 (94)
go to hospital 去看病 (94)
on board 在飞机(船、火车)上 (94)
***operate** /'ɒpəreɪt/ *vi.* 做手术 (95)
proud /praʊd/ *adj.* 自豪的, 骄傲的 (95)
reader /'ri:də(r)/ *n.* 读者 (95)
medicine /'medsn; 'medɪsn/ *n.* 医学; 药 (95)
develop /dɪ'veləp/ *vi. & vt.* 发展; 加强 (95)
treat /tri:t/ *vt.* 治疗; 处理 (95)
carry on 继续开展, 继续下去 (95)
***leaflet** /'li:flət/ *n.* 传单; 散页印刷品 (99)
hand out 分发; 提出 (99)
hold /həʊld/ *vt.* 举行 (100)
set /set/ *vt. & vi.* 创建, 建立 (100)
set up 建起, 设立 (100)
***including** /m'klʊ:dɪŋ/ *prep.* 包括, 包含 (100)
war /wɔ:(r)/ *n.* 战争 (101)
***organize** /'ɔ:gənaɪz/ (= **organise**) (101)
vt. 组织 (101)
pale /peɪl/ *adj.* 苍白的 (102)
matter /'mætə(r)/ *n.* 事情, 问题 (102)
check /tʃek/ *n.* 检查 (102)
secretary /'sekrətri/ *n.* 秘书 (104)
make up one's mind 决定 (104)
India /'ɪndiə/ *n.* 印度 (105)
officer /'ɒfɪsə(r)/ *n.* 官员 (105)
***reduce** /rɪ'dju:s/ *vt. & vi.* 减少, 降低 (107)
turn off 关上(开关) (107)
***recycle** /rɪ:'saɪkl/ *vt.* 回收利用, 循环利用 (107)
wise /waɪz/ *adj.* 明智的, 充满智慧的 (107)
***plastic** /'plæstɪk/ *n.* 塑料 (108)
separate /'sepəreɪt/ *vt. & vi.* 分开, 隔开 (108)
***recycling** /rɪ:'saɪklɪŋ/ *n.* 回收利用, 循环利用 (108)
allow /ə'laʊ/ *vt.* 允许 (108)
cut down 砍倒 (108)
punish /'pʌnɪʃ/ *vt.* 处罚, 惩罚 (109)
fine /faɪn/ *vt.* 罚款 (109)
***limit** /'lɪmɪt/ *vt.* 限制 (109)
depend /drɪ'pend/ *vi.* 依靠, 依赖, 指望 (109)
depend on/upon 依靠; 取决于 (109)
rich /rɪtʃ/ *adj.* 丰富的; 富有的 (109)
***resource** /rɪ'sɔ:s; rɪ'zɔ:s/ *n.* 资源 (109)
wisely /'waɪzli/ *adv.* 明智地, 充满智慧地 (109)
run out 用完, 耗尽 (109)
produce /prə'dju:s/ *vt.* 导致, 产生 (109)
difference /'dɪfrəns/ *n.* 差异, 不同(之处) (109)
make a difference (to sb/sth) (对...) 有影响, 起作用 (109)
***poster** /'pəʊstə(r)/ *n.* 海报 (112)
***display** /dɪ'spleɪ/ *vt. & vi.* 展示; 陈列 (113)
pollute /pə'lʊt/ *vt.* 污染 (114)
***harm** /hɑ:m/ *vt.* 伤害; 损害 (114)
living /'lɪvɪŋ/ *adj.* 活着的, 活的 (114)
survey /'sʌ:veɪ/ *n.* 调查 (115)
empty /'empti/ *adj.* 空的 (115)
***dust** /dʌst/ *n.* 灰尘, 尘土 (116)
harmful /'hɑ:mfl/ *adj.* 有害的 (116)
***soil** /sɔɪl/ *n.* 土壤 (116)
in place 在正确位置 (116)
coal /kəʊl/ *n.* 煤 (117)
oil /ɔɪl/ *n.* 石油; 原油; 食用油 (117)
***gas** /gæs/ *n.* 气体; 煤气 (117)
form /fɔ:m/ *vt. & vi.* 形成 (117)
carelessly /'keələsli/ *adv.* 满不在乎地; 粗心地 (117)
***reuse** /rɪ:'ju:z/ *vt.* 再使用 (117)
simple /'sɪmpl/ *adj.* 简单的 (118)
step /step/ *n.* 步骤; 措施 (118)
***power** /'paʊə(r)/ *n.* 电力; 力量 (118)

Unit 8

- dig** /dɪg/ *vi. & vt.* 挖(洞, 沟等) (106)
serious /'sɪəriəs/ *adj.* 认真的, 严肃的 (106)
***breadfruit** /'bredfruɪt/ *n.* 面包果 (106)

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/i/、/ʊ/、/ɪə/、/ʊə/和弱元音/i/、/u/、/iə/、/uə/之分。

A

- above all** 首要的是 (77)
abroad /ə'brɔ:ɪd/ *adv.* 到(在)国外 (16)
achieve /ə'tʃi:v/ *vt.* 实现，达到 (81)
***adult** /'ædʌlt; ə'dʌlt/ *n.* 成年人 (80)
advice /əd'vaɪs/ *n.* 建议，忠告，劝告 (60)
afford /ə'fɔ:d/ *vt.* 买得起；能做 (94)
Africa /'æfrɪkə/ *n.* 非洲 (36)
against /ə'genst; ə'gemst/ *prep.* 紧靠，碰，撞 (50)
***ah** /ɑ:/ *excl.* (表示惊奇、高兴等) 啊 (34)
airport /'eəpɔ:t/ *n.* 机场 (33)
all one's life 一生 (11)
allow /ə'laʊ/ *vt.* 允许 (108)
America /ə'merɪkə/ *n.* 美洲 (36)
and so on …等等 (55)
anyway /'eniweɪ/ *adv.* 尽管，即使这样 (9)
army /'ɑ:mi/ *n.* 大批，大群 (51)
as /əz; æz/ *conj.* 正如，如同 (67)
as well (as) 也，还有 (67)
Asia /'eɪzə; 'eɪʃə/ *n.* 亚洲 (36)
at a time 每次，依次 (58)
at the end of 在…末尾 (23)
***athlete** /'æθli:t/ *n.* 运动员 (81)
Australian /ɒ'streɪliən; ɔ:'streɪliən/ *adj.* 澳大利亚(人)的 (44)
avoid /ə'vɔɪd/ *vt.* 避免 (66)

B

- background** /'bækgraʊnd/ *n.* 背景 (81)
basic /'beɪsɪk/ *adj.* 基础的，基本的 (93)
be made up of 由…组成 (47)
be tired out 筋疲力尽 (50)
be/get used to 习惯于，适应于 (17)
***beauty** /'bjʊ:ti/ *n.* 美丽；美人 (29)
before /br'fɔ:(r)/ *adv.* 以前，过去 (9)
***behave** /br'herv/ *vi. & vt.* 表现 (66)

- blind** /blaɪnd/ *adj.* 瞎的 (79)
blindness /'blaɪndnəs/ *n.* 失明 (94)
block /blɒk/ *n.* 街区 (8)
blood /blʌd/ *n.* 血 (86)
book /bʊk/ *vt. & vi.* 预订，订(房间、车票等) (45)
bottom /'bɒtəm/ *n.* 底，底部 (37)
***breadfruit** /'bredfru:t/ *n.* 面包果 (106)
***bump** /bʌmp/ *vi. & vt.* 撞，碰 (67)
business /'bɪznəs/ *n.* 公事；商业；生意 (30)
on business 出差 (30)
by accident 偶然，意外地 (68)

C

- Canadian** /kə'neɪdiən/ *adj.* 加拿大(人)的 (58)
candle /'kændl/ *n.* 蜡烛 (75)
carelessly /'keələsli/ *adv.* 满不在乎地；粗心地 (117)
carry on 继续开展，继续下去 (95)
cartoon /kɑ:'tu:n/ *n.* 卡通片，动画片 (22)
***case** /keɪs/ *n.* 病例；案例 (94)
***castle** /'kɑ:sl/ *n.* 城堡 (23)
chance /tʃɑ:ns/ *n.* 机会 (80)
***channel** /'tʃænl/ *n.* 频道 (34)
***character** /'kærəktə(r)/ *n.* 人物 (22)
***charity** /'tʃærəti/ *n.* 慈善；慈善机构 (84)
check /tʃek/ *n.* 检查 (102)
***classical** /'klæsɪkl/ *adj.* 古典的 (61)
***click** /kɪk/ *vi. & vt.* 点击 (36)
close /klaʊs/ *adj.* 亲密的；严密的 (66)
closely /'kləʊsli/ *adv.* 密切地 (81)
coach /kəʊtʃ/ *n.* 教练 (81)
coal /kəʊl/ *n.* 煤 (117)
coast /kəʊst/ *n.* 海岸 (43)
communicate /kə'mju:nɪkeɪt/ *vi. & vt.* 交流，交际 (16)
communication /kə'mju:nɪ'keɪʃn/ *n.* 交流，交际 (16)

* conclusion /kən'klu:ʒn/ <i>n.</i> 总结, 归纳	(76)
condition /kən'dɪʃn/ <i>n.</i> 环境, 条件, 状况	(15)
* confidence /'kɒnfɪdəns/ <i>n.</i> 信心	(59)
* confident /'kɒnfɪdənt/ <i>adj.</i> 自信的	(81)
* content /'kɒntent/ <i>n.</i> 内容; 目录	(76)
continue /kən'tɪnju:/ <i>vt. & vi.</i> 继续	(51)
conversation /,kɒnvə'seɪʃn/ <i>n.</i>	
(非正式) 交谈, 谈话	(66)
cooking /'kʊkɪŋ/ <i>n.</i> 烹饪, 烹调	(49)
copy /'kɒpi/ <i>n.</i> 一本 (份, 册); 副本	(57)
couple /'kʌpl/ <i>n.</i> 两人, 两件事物; 几个人,	
几件事物	(23)
a couple of 一对; 几个, 几件	(23)
* cure /kjʊə(r)/ <i>vt.</i> 治愈	(94)
cut down 砍倒	(108)
cut in (on sb/sth) 打断 (谈话), 插嘴	(64)

D

* darkness /'dɑ:knəs/ <i>n.</i> 黑暗	(37)
dead /ded/ <i>adj.</i> 死的	(28)
deaf /def/ <i>adj.</i> 聋的	(79)
delicious /dɪ'liʃəs/ <i>adj.</i> 美味的, 可口的	(32)
depend /dɪ'pend/ <i>vi.</i> 依靠, 依赖, 指望	(109)
depend on/upon 依靠; 取决于	(109)
* detail /'di:teɪl/ <i>n.</i> 细节	(31)
develop /dɪ'veləp/ <i>vi. & vt.</i> 发展; 加强	(95)
difference /'dɪfrəns/ <i>n.</i> 差异, 不同 (之处)	(109)
make a difference (to sb/sth)	
(对...) 有影响, 起作用	(109)
dig /dɪg/ <i>vi. & vt.</i> 挖 (洞, 沟等)	(106)
direct /də'rekt; dɪ'rekt; daɪ'rekt/ <i>adj.</i>	
直达的, 直接的	(30)
* disability /,dɪsə'bɪləti/ <i>n.</i> 缺陷, 障碍	(80)
* disabled /dɪs'eɪbld/ <i>adj.</i> 残疾的	(79)
discussion /dɪ'skʌʃn/ <i>n.</i> 讨论	(71)
* disease /dɪ'zi:z/ <i>n.</i> 疾病	(90)
* display /dɪ'spleɪ/ <i>vt. & vi.</i> 展示; 陈列	(113)
dollar /'dɒlə(r)/ <i>n.</i> 美元	(47)
* donate /dəʊ'neɪt/ <i>vt.</i> 捐献	(84)
dream /dri:m/ <i>vi. & vt.</i> 做梦, 梦想	(42)
dream of/about 梦想; 想像	(42)
* dust /dʌst/ <i>n.</i> 灰尘, 尘土	(116)

E

education /,edʒu'keɪʃn/ <i>n.</i> 教育	(93)
* eh /eɪ/ <i>excl.</i> 嗯, 什么, 啊	(64)
either /'aɪðə(r); 'i:ðə(r)/ <i>adv.</i> (否定句中) 也	(51)
elderly /'eldəli/ <i>adj.</i> 年老的	(79)
empty /'empti/ <i>adj.</i> 空的	(115)
England /'ɪŋɡlənd/ <i>n.</i> (英国) 英格兰	(46)
environment /ɪn'vaɪrənmənt/ <i>n.</i> 环境	(15)
* equal /'i:kwəl/ <i>adj.</i> 平等的	(93)
especially /ɪ'speʃəli/ <i>adv.</i> 特别, 尤其	(93)
Europe /'jʊərəp/ <i>n.</i> 欧洲	(36)
European /jʊərə'pi:ən/ <i>adj.</i> 欧洲的	(47)
* event /ɪ'vent/ <i>n.</i> (运动) 比赛项目; 大事	(80)
ever /'evə(r)/ <i>adv.</i> 曾经	(8)
exactly /ɪɡ'zæktli/ <i>adv.</i> (答语) 正是, 没错	(16)
except /ɪk'sept/ <i>prep.</i> 除了...以外	(30)
excuse /ɪk'skju:z/ <i>vt.</i> 原谅, 宽恕	(67)
excuse me 劳驾	(67)
expect /ɪk'spekt/ <i>vt. & vi.</i> 期待, 指望; 预料	(80)
experience /ɪk'spɪəriəns/ <i>n.</i> 经历, 经验	(59)
explain /ɪk'spleɪn/ <i>vt. & vi.</i> 解释	(72)
express /ɪk'spres/ <i>vt.</i> 表达	(71)

F

factory /'fæktri; 'fæktəri/ <i>n.</i> 工厂	(9)
fall over 摔倒	(51)
fantastic /fæn'tæstɪk/ <i>adj.</i> 极好的, 美妙的	(22)
feel /fi:l/ <i>vt.</i> 感觉到, 意识到	(23)
fine /fam/ <i>vt.</i> 罚款	(109)
finger /'fɪŋɡə(r)/ <i>n.</i> 手指	(50)
* flight /flaɪt/ <i>n.</i> 航班; 航行	(30)
form /fɔ:m/ <i>vt. & vi.</i> 形成	(117)
French /frentʃ/ <i>adj.</i> 法国 (人) 的	(49)
from time to time 不时, 有时, 偶尔	(9)

G

* gain /geɪn/ <i>n.</i> 收获	(75)
* gas /ɡæs/ <i>n.</i> 气体; 煤气	(117)
* gather /'ɡæðə(r)/ <i>vi. & vt.</i> 聚集, 集合	(37)
Germany /'dʒɜ:məni/ <i>n.</i> 德国	(49)

give a helping hand	帮助, 伸出援助之手	(90)
give up	放弃	(80)
go to hospital	去看病	(94)
gold /gəʊld/ <i>n.</i>	黄金; 金牌	(81)
* greet /gri:t/ <i>vt.</i>	问候, 打招呼	(66)
guest /gest/ <i>n.</i>	客人, 宾客	(76)
guide /gaɪd/ <i>n.</i>	导游, 向导	(36)

H

habit /'hæbrɪt/ <i>n.</i>	习惯	(61)
hand /hænd/ <i>vi.</i>	交; 递, 给	(55)
hand in	上交, 递交	(55)
hand out	分发; 提出	(99)
hard /hɑ:d/ <i>adj.</i>	辛苦的; 艰难的	(37)
* harm /hɑ:m/ <i>vt.</i>	伤害; 损害	(114)
harmful /'hɑ:mfl/ <i>adj.</i>	有害的	(116)
* hey /heɪ/ <i>excl.</i>	嘿, 喂	(20)
* hidden /'hɪdn/ <i>adj.</i>	隐藏的	(59)
hold /həʊld/ <i>vt.</i>	举行	(100)
homeless /'həʊmləs/ <i>adj.</i>	无家可归的	(79)
* host /həʊst/ <i>n.</i>	主人; 主持	(76)
huge /hju:ɟ/ <i>adj.</i>	巨大的	(37)
husband /'hʌzbənd/ <i>n.</i>	丈夫	(10)

I

* icon /'aɪkən/ <i>n.</i>	图标	(36)
impolite /,ɪmpə'laɪt/ <i>adj.</i>	不礼貌的	(77)
impossible /ɪm'pɒsəbl/ <i>adj.</i>	不可能的	(9)
* improve /ɪm'pru:v/ <i>vt. & vi.</i>	改进, 改善	(9)
in one's way	挡住某人的路	(67)
in place	在正确位置	(116)
in some ways	在某种程度上	(9)
* including /ɪn'klu:dɪŋ/ <i>prep.</i>	包括, 包含	(100)
* indeed /ɪn'di:d/ <i>adv.</i>	真正地	(75)
India /'ɪndiə/ <i>n.</i>	印度	(105)
* indoor /'ɪndə:(r)/ <i>adj.</i>	(在) 室内的	(22)
* intellectual /,ɪntə'lektʃuəl/ <i>adj.</i>	智力的	(80)
international /,ɪntə'næʃnəl/ <i>adj.</i>	国际的	(37)
interview /'ɪntəvjʊ:/ <i>n.</i>	采访; 会见	(11)
interviewer /'ɪntəvjʊ:(r)/ <i>n.</i>	采访者	(94)
introduction /,ɪntrə'dʌkʃn/ <i>n.</i>	引言; 介绍	(90)
island /'aɪlənd/ <i>n.</i>	岛屿	(37)

J

just /dʒʌst/ <i>adv.</i>	刚才	(6)
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K

keep in touch	保持联系	(16)
keep sb from sth	保护, 使免受	(72)
keyboard /'ki:bɔ:d/ <i>n.</i>	键盘	(35)
kiss /kɪs/ <i>n.</i>	亲吻	(66)
knowledge /'nɒlɪdʒ/ <i>n.</i>	知识	(49)

L

last /lɑ:st/ <i>adv.</i>	最近, 上一次; 最后	(16)
* lawn /lɔ:n/ <i>n.</i>	草坪	(37)
* leaflet /'li:flet/ <i>n.</i>	传单; 散页印刷品	(99)
* librarian /lar'breəriən/ <i>n.</i>	图书管理员	(60)
lift /lɪft/ <i>vt.</i>	举起, 抬高; 提高	(51)
* limit /'lɪmɪt/ <i>vt.</i>	限制	(109)
litter /'lɪtə(r)/ <i>n.</i>	垃圾, 杂物	(65)
	<i>vi. & vt.</i> 乱丢杂物	(72)
living /'lɪvɪŋ/ <i>adj.</i>	活着的, 活的	(114)
lonely /'ləʊnli/ <i>adj.</i>	孤独的, 寂寞的	(9)
loudly /'laʊdli/ <i>adv.</i>	大声地	(67)

M

magic /'mædʒɪk/ <i>n.</i>	魔法	(23)
make up one's mind	决定	(104)
manage /'mænɪdʒ/ <i>vt. & vi.</i>	设法完成; 管理	(51)
* manners /'mænəz/ <i>n.</i>	[复]礼貌, 礼仪; 规矩	(64)
married /'mærid/ <i>adj.</i>	已婚的, 结婚的	(8)
marry /'mæri/ <i>vi. & vt.</i>	结婚, 嫁, 娶	(28)
matter /'mætə(r)/ <i>n.</i>	事情, 问题	(102)
meaningful /'mi:nɪŋfl/ <i>adj.</i>	有意义的	(78)
medical /'medɪkl/ <i>adj.</i>	医学的, 医疗的	(94)
medicine /'medsn; 'medɪsn/ <i>n.</i>	医学; 药	(95)
mind /maɪnd/ <i>vt. & vi.</i>	介意	(44)
miss /mɪs/ <i>vt.</i>	想念, 思念	(22)
* mostly /'məʊstli/ <i>adv.</i>	主要地, 大部分地	(94)
mountain /'maʊntən/ <i>n.</i>	高山	(30)
mouse /maʊs/ <i>n.</i>	(<i>pl.</i> mice 或 mouses) 鼠标	(35)
* musical /'mju:zɪkl/ <i>n.</i>	音乐剧	(37)
must /məst; mʌst/ <i>modal v.</i>	应该, 必须; 一定	(51)

N

- * **narrow** /'nærəʊ/ *adj.* 狭窄的 (18)
necessary /'nesəsəri/ *adj.* 必须的, 必要的 (80)
northern /'nɔ:ðən/ *adj.* 北方的, 北部的 (8)
north-west *n., adj. & adv.* 西北方 (87)
* **novel** /'nɒvl/ *n.* 小说 (49)

O

- * **obey** /ə'bei/ *vt. & vi.* 遵守, 顺从 (65)
officer /'ɒfɪsə(r)/ *n.* 官员 (105)
oil /ɔɪl/ *n.* 石油; 原油; 食用油 (117)
on board 在飞机 (船、火车) 上 (94)
on time 准时 (56)
* **one-to-one** *adv.* 一对一地 (85)
= <美> **one-on-one**
* **online** /,ɒn'laɪn/ *adj.* 联网的, 在线的 (34)
adv. 在线, 联网 (58)
open space *n.* 开阔的空地 (18)
open up 开启; 开创; 开辟 (61)
* **operate** /'ɒpəreɪt/ *vi.* 做手术 (95)
* **operation** /,ɒpə'reɪʃn/ *n.* 手术 (90)
opposite /'ɒpəzɪt; 'ɒpəsɪt/ *n.* 对立的人 (或物) (44)
prep. 在...对面; 与...相反 (61)
* **organization** /,ɔ:gənaɪ'zeɪʃn/ (= **organisation**) (85)
n. 机构, 组织
* **organize** /'ɔ:gənaɪz/ (= **organise**) (101)
vt. 组织
over /'əʊvə(r)/ *prep.* 在...期间 (8)
adv. 结束 (28)
prep. 从一边到另一边 (50)

P

- pain** /peɪn/ *n.* 痛, 疼痛 (75)
pale /peɪl/ *adj.* 苍白的 (102)
* **parade** /pə'reɪd/ *n.* (庆祝) 游行 (22)
parking /'pɑ:kɪŋ/ *n.* 停车 (72)
passport /'pɑ:spɔ:t/ *n.* 护照 (42)
past /pɑ:st/ *n.* 过去 (6)
adj. 过去的 (14)
patient /'peɪʃnt/ *n.* 病人 (94)
pick /pɪk/ *vt.* 挑选 (37)
vt. 采, 摘 (65)

- pie** /paɪ/ *n.* 派, 馅饼 (23)
* **plastic** /'plæstɪk/ *n.* 塑料 (108)
play /pleɪ/ *n.* 戏剧, 剧本 (38)
pleasure /'pleʒə(r)/ *n.* 高兴, 乐意 (44)
my pleasure 不客气, 很乐意效劳 (44)
point /pɔɪnt/ *n.* 要点 (31)
politely /pə'laɪtli/ *adv.* 礼貌地 (64)
pollute /pə'lju:t/ *vt.* 污染 (114)
pollution /pə'lu:ʃn/ *n.* 污染; 污染物 (9)
* **poster** /'pəʊstə(r)/ *n.* 海报 (112)
pound /paʊnd/ *n.* 英镑 (46)
* **power** /'paʊə(r)/ *n.* 电力; 力量 (118)
practice /'præktɪs/ *n.* 练习; 训练; 实践 (75)
present /'preznt/ *n.* 现在, 目前 (6)
primary /'praɪməri/ *adj.* 小学教育的; 初级的 (16)
print /prɪnt/ *vi. & vt.* 打印; 印刷 (44)
prize /praɪz/ *n.* 奖赏, 奖品 (82)
produce /prə'dju:z/ *vt.* 导致, 产生 (109)
programme /'prəʊgræm/ *n.* <英> 节目; 计划, 方案 (34)
= <美> **program**
project /'prɒdʒekt/ *n.* 项目, 工程; 课题 (87)
proper /'prɒpə(r)/ *adj.* 符合习俗的; 正确的 (66)
proud /praʊd/ *adj.* 自豪的, 骄傲的 (95)
public /'pʌblɪk/ *n.* 民众, 群体 (66)
in public 公开地, 在别人面前 (66)
adj. 公共的, 公开的 (72)
* **publish** /'pʌblɪʃ/ *vt.* 出版 (57)
* **publishing** /'pʌblɪʃɪŋ/ **house** *n.* 出版社 (57)
punish /'pʌnɪʃ/ *vt.* 处罚, 惩罚 (109)
purpose /'pɜ:pəs/ *n.* 目的 (76)
push /pʊʃ/ *vi. & vt.* 推, 挤 (66)
push in <英> 插队, 加塞 (66)
= <美> **cut in**

Q

- queen** /kwi:n/ *n.* 女王 (46)
* **queue** /kju:/ *vi.* (人、车等) 排队等候 (65)

R

- read** /ri:d/ *n.* 读物 (48)
reader /'ri:də(r)/ *n.* 读者 (95)

realize /'ri:əlaɪz; 'rɪəlaɪz/ (= realise) <i>vt. & vi.</i>	
意识到; 实现	(9)
receive /rɪ'si:v/ <i>vt.</i> 收到, 接到	(35)
recently /'ri:sntli/ <i>adv.</i> 近来, 最近	(14)
* recycle /,rɪ'saɪkl/ <i>vt.</i> 回收利用, 循环利用	(107)
* recycling /,rɪ'saɪklɪŋ/ <i>n.</i> 回收利用, 循环利用	(108)
* reduce /rɪ'dju:s/ <i>vt. & vi.</i> 减少, 降低	(107)
refuse /rɪ'fju:z/ <i>vt. & vi.</i> 拒绝, 回绝	(57)
relative /'relatɪv/ <i>n.</i> 亲戚	(33)
relax /rɪ'læks/ <i>vi.</i> 放松, 休息	(37)
* remote control /rɪ,məʊt kən'trəʊl/ <i>n.</i> 遥控器	(34)
* renew /rɪ'nju:/ <i>vt.</i> 续借; 更新; 重新开始	(56)
* resource /rɪ'sɔ:s; rɪ'zɔ:s/ <i>n.</i> 资源	(109)
return /rɪ'tɜ:n/ <i>vi.</i> 返回	(16)
<i>vt.</i> 归还	(56)
* reuse /,ri:'ju:z/ <i>vt.</i> 再使用	(117)
review /rɪ'vju:/ <i>n.</i> 评论	(55)
rich /rɪtʃ/ <i>adj.</i> 丰富的; 富有的	(109)
ride /raɪd/ <i>n.</i> 乘坐 (游乐设施)	(22)
right /raɪt/ <i>n.</i> 权利	(93)
risk /rɪsk/ <i>vt.</i> 冒险做	(74)
* roller coaster /'rəʊlə kəʊstə(r)/ <i>n.</i>	
(游乐场的) 过山车, 环滑车	(22)
* Roman /'rəʊmən/ <i>n.</i> 罗马人	(67)
ruler /'ru:lə(r)/ <i>n.</i> 统治者; 管理者	(46)
run /rʌn/ <i>vi.</i> 流动	(65)
run out 用完, 耗尽	(109)
S	
* sail /seɪl/ <i>n.</i> 帆	(43)
<i>vt. & vi.</i> 航行	(59)
* sailing /'seɪlɪŋ/ <i>n.</i> 帆船运动, 航行	(30)
sales /seɪlz/ <i>n.</i> [复]销售量	(57)
sand /sænd/ <i>n.</i> 沙; 沙滩	(27)
* saying /'seɪɪŋ/ <i>n.</i> 谚语, 格言	(67)
screen /skri:n/ <i>n.</i> 显示屏, 屏幕	(35)
* seafood /'si:fu:d/ <i>n.</i> 海鲜	(32)
* seaside /'si:said/ <i>adj.</i> 海边的	(29)
secretary /'sekɹətri/ <i>n.</i> 秘书	(104)
separate /'sepəreɪt/ <i>vt. & vi.</i> 分开, 隔开	(108)
* series /'siəri:z/ <i>n.</i> 一系列; 系列节目	(57)
serious /'siəriəs/ <i>adj.</i> 认真的, 严肃的	(106)
set /set/ <i>vt. & vi.</i> 创建, 建立	(100)
set up 建起, 设立	(100)
several /'sevrəl/ <i>det. & pron.</i> 几个, 数个	(37)
shake sb's hand 与某人握手	(66)
shoulder /'ʃəʊldə(r)/ <i>n.</i> 肩膀	(53)
silver /'sɪlvə(r)/ <i>n.</i> 银; 银牌	(81)
similar /'sɪmələ(r)/ <i>adj.</i> 同样的, 类似的	(80)
simple /'sɪmpl/ <i>adj.</i> 简单的	(118)
since /sɪns/ <i>conj.</i> 自...以来	(8)
<i>prep.</i> 自...以来	(8)
situation /,sɪtʃu'eɪʃn/ <i>n.</i> 形势, 情况	(9)
so far 到目前为止	(57)
* soil /sɔɪl/ <i>n.</i> 土壤	(116)
so much for sth (表示就某事讲完了)	
关于...就讲这么多, ...到此为止	(37)
sometime /'sʌmtaɪm/ <i>adv.</i> (= some time) 在某时	(74)
soon after 不久以后	(74)
southern /'sʌðən/ <i>adj.</i> 南方的, 南部的	(37)
south-west <i>n., adj. & adv.</i> 西南方	(87)
spare /speə(r)/ <i>adj.</i> 空闲的; 多余的	(49)
speed /spi:d/ <i>n.</i> 速度	(22)
spread /spred/ <i>n.</i> 扩散; 分布; 展开	(93)
step /step/ <i>n.</i> 步骤; 措施	(118)
stomach /'stʌmək/ <i>n.</i> 腹部; 胃	(50)
subject /'sʌbdʒɪkt; 'sʌbdʒekt/ <i>n.</i> 话题; 主题	(66)
success /sək'ses/ <i>n.</i> 成功	(57)
successful /sək'sesfl/ <i>adj.</i> 成功的	(74)
such /sʌtʃ/ <i>det. & pron.</i> 这样的 (人或物)	(22)
such as 例如	(22)
support /sə'pɔ:t/ <i>vt.</i> 支持	(78)
survey /'sʌɪveɪ/ <i>n.</i> 调查	(115)
* survivor /sə'vaɪvə(r)/ <i>n.</i> 幸存者	(91)
T	
* tap /tæp/ <i>n.</i> 水龙头; 旋塞	(65)
task /tɑ:sk/ <i>n.</i> 任务, 工作	(80)
the Olympic Games (= the Olympics)	
<i>n.</i> 奥林匹克运动会	(78)
* theme /θi:m/ park <i>n.</i> 主题公园	(29)
tie /taɪ/ <i>vt.</i> 捆, 绑	(50)
till /tɪl/ <i>conj.</i> 到...时, 直到...为止	(67)
tiny /'tɪni/ <i>adj.</i> 极小的	(50)
touch /tʌtʃ/ <i>vt.</i> 感动, 触动	(49)
<i>vt.</i> 触摸, 碰	(67)
trade /treɪd/ <i>n.</i> 贸易	(37)

train /trem/ <i>vi. & vt.</i> 接受训练; 培训, 训练	(78)
training /'treɪnɪŋ/ <i>n.</i> 培训, 训练	(80)
translate /træns'leɪt/ <i>vt. & vi.</i> 翻译	(57)
* transport /'træns'pɔ:t/ <i>n.</i> 交通车辆, 运输工具	(15)
travelling /'trævəliŋ/ <i>n.</i> <英> 旅行	(20)
= <美> traveling	
treat /tri:t/ <i>vt.</i> 治疗; 处理	(95)
* treatment /'tri:t'mənt/ <i>n.</i> 治疗	(94)
turn ... into ... 把...变成...	(8)
turn /tɜ:n/ <i>n.</i> 轮流, (轮流的) 顺序	(65)
turn off 关上 (开关)	(107)

U

ugly /'ʌgli/ <i>adj.</i> 丑陋的	(49)
unable /ʌn'eɪbl/ <i>adj.</i> 不能的, 不会的	(52)
unit /'ju:nɪt/ <i>n.</i> 机件; 单位	(35)
main unit <i>n.</i> (电脑) 主机	(35)
until /ən'tɪl/ <i>conj.</i> 直到...为止	(50)
used to (用于过去持续或经常发生的事) 曾经	(6)

V

* view /vju:/ <i>n.</i> 景色, 风景	(30)
* volunteer /ˌvɒlən'tɪə(r)/ <i>vi. & vt.</i> 志愿做, 义务做	(80)

W

war /wɔ:(r)/ <i>n.</i> 战争	(101)
warn /wɔ:n/ <i>vt. & vi.</i> 警告, 告诫	(72)
waste /weɪst/ <i>n.</i> 废料; 废品	(9)
website /'websaɪt/ <i>n.</i> 网站	(39)
wife /waɪf/ <i>n.</i> (<i>pl.</i> wives) 妻子	(8)
wise /waɪz/ <i>adj.</i> 明智的, 充满智慧的	(107)
wisely /'waɪzli/ <i>adv.</i> 明智地, 充满智慧地	(109)
* word processing /'prəʊsesɪŋ/ <i>n.</i> 文字处理	(35)
world-famous <i>adj.</i> 世界著名的, 举世闻名的	(37)
* worm /wɜ:m/ <i>n.</i> 软体虫, 蠕虫	(74)
writer /'raɪtə(r)/ <i>n.</i> 作者, 作家	(49)

Y

yet /jet/ <i>adv.</i> 还, 仍	(14)
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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。

Becky /'beki/	贝姬（女子名）	(16)
Hans Christian Andersen /hæns ,krɪstfən 'ændəsən/	汉斯·克里斯蒂安·安徒生（丹麦作家）	(21)
Snow White	白雪公主（童话形象）	(22)
Mickey /'mɪki/ Mouse	米老鼠（卡通形象）	(22)
Robin /'rɒbɪn/	罗宾（男子名）	(36)
Victor Hugo /,vɪktə(r) 'hjuːgəʊ/	维克多·雨果（法国作家）	(49)
Quasimodo /,kwɑːzi(:)'məʊdəʊ/	卡西莫多（《巴黎圣母院》中的人物）	(49)
Gulliver /'gʌlɪvə(r)/	格列佛（《格列佛游记》中的人物）	(50)
Jonathan Swift /,dʒɒnəθən 'swɪft/	乔纳森·斯威夫特（英国作家）	(50)
J. K. Rowling /'rəʊlɪŋ/	J. K. 罗琳（英国作家）	(57)
Robert Louis Stevenson /,rɒbət ,luːɪs 'stiːvnəsən/	罗伯特·路易斯·史蒂文森（英国作家）	(59)
Jim /dʒɪm/	吉姆（男子名）	(59)
Jenny /'dʒeni/	珍妮（女子名）	(66)
Picasso /prɪ'kɑːsəʊ/	毕加索（西班牙画家）	(73)
Judy /'dʒuːdi/	朱迪（女子名）	(87)
Diana /dar'ænə/	黛安娜（女子名）	(104)
Mandeep /'mændiːp/	曼迪普（女子名）	(105)
Martina /mɑː'tiːnə/	马丁娜（女子名）	(108)
Lisa /'liːzə; 'liːsə/	莉萨（女子名）	(113)
Harry /'hæri/	哈里（男子名）	(113)
the Leaning Tower of Pisa /'liːnɪŋ/ 'taʊə(r)/ 'piːzə/	（意大利）比萨斜塔	(21)
the Little Mermaid /'mɜːmeɪd/	（丹麦）小美人鱼	(21)
the Statue of Liberty /'stætʃuː/ 'lɪbəti/	（美国）自由女神像	(21)
Tower Bridge	（英国）塔桥	(21)
Copenhagen /,kəʊpən'heɪɡən/	（丹麦）哥本哈根	(21)
Denmark /'denmɑːk/	丹麦	(21)
Hong Kong /,hɒŋ 'kɒŋ/	（中国）香港	(22)
Disneyland /'dɪznɪlənd/	迪士尼乐园	(22)
Space Mountain /'maʊntən/	太空山（迪士尼乐园大型游乐项目之一）	(22)
Sleeping Beauty Castle /'bjʊːti/ 'kɑːsl/	睡美人城堡	(23)
Ocean Park /'əʊʃn/ 'pɑːk	（香港）海洋公园	(28)
Mount Huang	（安徽）黄山	(29)
the Window of the World	（深圳）世界之窗	(30)
the May Day holiday	五一假期	(30)
Wall Street	（美国纽约）华尔街	(37)
Manhattan Island /mæn'hætən/ 'aɪlənd/	（美国纽约）曼哈顿岛	(37)
Times Square	（美国纽约）时报广场	(37)
New Year's Eve	新年前夜	(37)
Central Park /'sentrəl/ 'pɑːk	（美国纽约）中央公园	(37)

Broadway /'brɔ:dweɪ/	(美国纽约) 百老汇	(37)
Cats	《猫》(音乐剧)	(37)
England /'ɪŋɡlənd/	(英国) 英格兰	(46)
Wales /weɪlz/	(英国) 威尔士	(46)
Buckingham Palace /ˌbʌkɪŋəm 'pæləs/	(英国) 白金汉宫	(46)
the British Museum	(英国) 大英博物馆	(46)
the Lake District /'dɪstrɪkt/	(英国) 湖区	(46)
the United Kingdom /juˌnaɪtɪd 'kɪŋdəm/ of Great Britain /'brɪtn/ and Northern Ireland /'aɪələnd/	大不列颠及北爱尔兰联合王国	(47)
Scotland /'skɒtlənd/	(英国) 苏格兰	(47)
Northern Ireland	(英国) 北爱尔兰	(47)
Germany /'dʒɜ:məni/	德国	(49)
World War /wɜ:(r)/ II	第二次世界大战	(49)
The Hunchback /'hʌntʃbæk/ of Notre Dame /ˌnəʊtrə 'deɪm/	《巴黎圣母院》	(49)
Lilliput /'lɪlɪpʊt/	利立浦特(《格列佛游记》中的地名)	(50)
Gulliver's Travels	《格列佛游记》	(50)
Black Beauty	《黑骏马》(英国 安娜·塞维尔著)	(55)
Around the World in Eighty Days	《八十天环游地球》(法国 儒勒·凡尔纳著)	(55)
Three Men in a Boat	《三人同舟》(英国 杰罗姆·杰罗姆著)	(57)
Notes from a Small Island	《哈! 小不列颠》(美国 比尔·布莱森著)	(57)
Moment in Peking	《京华烟云》(中国 林语堂著)	(57)
Flags of Our Fathers	《父辈的旗帜》 (美国 詹姆斯·布莱德利和朗·鲍尔斯合著)	(57)
A Brief History of Time	《时间简史》(英国 斯蒂芬·霍金著)	(57)
Harry Potter /ˌhæri 'pɒtə(r)/ series	《哈利·波特》系列(英国 J. K. 罗琳著)	(57)
Treasure Island	《金银岛》(英国 罗伯特·路易斯·史蒂文森著)	(59)
Rome /rəʊm/	(意大利) 罗马	(67)
the Olympic Games	奥林匹克运动会(= the Olympics)	(78)
the Special Olympics World Games	特殊奥林匹克世界运动会	(80)
ORBIS /'ɔ:bɪs/	奥比斯	(93)
Oxfam /'ɒksfæm/	乐施会	(93)
UNICEF /'ju:nɪsef/	联合国儿童基金会 (= the United Nations Children's Fund)	(93)
WWF	世界自然基金会 (= World Wide Fund for Nature)	(93)
AIDS /eɪdz/	艾滋病	(93)
the Flying Eye Hospital	(奥比斯) 眼科飞机医院	(94)
the Students' Union /'ju:niən/	学生会	(100)
the United Nations /'neɪʃnz/	联合国	(101)
India /'ɪndiə/	印度	(105)
Switzerland /'swɪtsələnd/	瑞士	(108)
World Environment Day	世界环境日	(108)



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