



义务教育教科书

· 五· 四学制

英语

ENGLISH

八年级 上册



教育科学出版社

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· 北京 ·

Preview Units



UNIT 2
Online School



UNIT 1

The Big Move



UNIT 3

The Forbidden City



UNIT 5

It Smells Good



UNIT 10
Earth Day



UNIT 11
Reduce, Reuse, Recycle



UNIT 6

A Special Machine



UNIT 7

The World of Nature



UNIT 9

A Volunteer

前 言

又一个新学年启程了，同学们迎来了八年级的学习生活。如今，在英语能力方面同学们都已经具备了良好的基础。那么面对即将开始的八年级的学习，大家是否充满期待，跃跃欲试呢？

上学期我们跟随课文中的主人公一起初探了航天的奥秘，了解了旅行的相关知识，纵览了东西方文化的各种差异等。在学习的过程中我们体验乐趣，增长知识，开阔了国际视野，提高了跨文化的交际能力。本学期，我们将穿越时空，领略古代文明与现代科技的进步；探索我们身边的世界，发现一些平时不被关注但又与我们的生活息息相关的事物；学会关心周围需要帮助的人，爱护我们的家园。希望通过本册书的学习，同学们能够更加开阔视野，加深对祖国的了解，养成良好的学习生活习惯，增强环保意识并积极投身到环保行动中。

在本册教科书的学习中，同学们除了可以继续沿用之前的学习策略和方法外，还可以适当使用工具书查找信息，尝试利用图书馆或网络上的学习资源，经常与老师和同学交流学习体会，从而提高自主学习的能力，逐步形成符合个人特点和需要的学习策略和学习习惯。

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The Big Move

Getting Ready

A Circle the feelings that you felt on your first day at school.



B Read and complete the sentences about your own feelings.

- When I was in school on the first day, I felt _____.
- When I met my classmates, I felt _____.
- When I saw my teacher the first time, I felt _____.
- When I got the new textbooks, I felt _____.

Listening

A Listen to the dialog. Check the correct answer to each question.

1. Why was Susan nervous on her first day of school?
 - a) Because she couldn't speak Chinese well.
 - b) Because she didn't know anyone in her class.
2. Why didn't Susan have to feel embarrassed?
 - a) Because everyone liked her.
 - b) Because everyone knew she was not Chinese.

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

1. The first day of school was very difficult for Susan.
2. Susan had a language problem.
3. Susan was not familiar with Chinese culture yet.

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

Speaking

A Practice the dialog with your partner.

Do you want to get something to eat after school?

I'm sorry. I said, "Do you want to eat something after school together?"

I don't know the word in Chinese. How do you say *dumplings*?

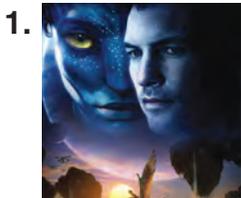


Could you speak more slowly, please?

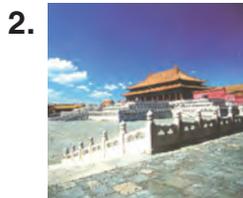
Sure, why not?
What do you feel like eating?

You mean *jiaozi*?
Good idea!

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



go to the movies /
see a movie /
Avatar



go out / go
somewhere fun /
the Palace Museum

Key Expressions

Could you speak more slowly,
please?

I don't know the word in Chinese.

Reading

Before Reading

Think about your last vacation. Share your experience with your partner.



1. Where did you go?
2. When did you go there?
3. What happened there?
4. How did you feel?

Reading — The Big Move

I found my old diary today. I wrote this when I first moved to China. At that time, I didn't understand things here. But thanks to Liu Chang, I soon got used to living in China.

Dear Diary,

Guess where I am. I am in a new country — China! Things are very interesting, but I am having some problems.

When I arrived at the airport, I was very excited. Then, I looked at the signs. I couldn't read them! I was so confused.



As soon as I went to a restaurant, I had another problem: eating! My first Chinese meal was very delicious, but I had trouble eating it. There were no forks on the table, only chopsticks. It was my first time eating with chopsticks. I dropped food on the table. Nobody laughed at me, but I felt embarrassed.

Before my first class at school, I was so nervous! I was too shy to talk to anyone. While I was standing outside, a boy came up to me. He introduced himself. He could speak English! After I talked with him, I felt better. He told me many things about life here in China. In fact, now we are friends! My new friend's name is Liu Chang.

Words and Phrases

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

1. Can you _____ his age? He is older than he looks.
2. You will soon _____ driving a car.
3. I felt _____ when I fell down the stairs.
4. Please take a nap and you will _____.
5. All my friends _____ my idea, so I got angry.
6. Our teacher _____ to our group and handed out the papers.



Pronunciation

A Listen and read the sentences.

1. When I arrived at the airport, I was very excited.
2. As soon as I went to a restaurant, I had another problem: eating!

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

1. My first Chinese meal was very delicious, but I had trouble eating it.
2. While I was standing outside, a boy came up to me.

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

Let's imagine we're going on a trip.
We fly in a plane.
We're going to sing and dance,
And meet new boys and girls.
We're going to have fun
With our imagination.



Structure

- I was very excited **when** I arrived at the airport.
- I can't go out **before** my mom comes home.
- **As soon as** I arrived at a restaurant, I had another problem.
- **While** I was standing outside, a boy came up to me.
- **After** I talked with him, I felt better.

A Choose the correct words.

1. **As soon as** / **While** I arrived here, I felt sick.
2. I was very confused **when** / **while** I first moved to China.
3. I go jogging every day **before** / **when** I have breakfast.
4. Be quiet **after** / **while** I am speaking.

B Fill in the blanks with **when, while, before, or after**.

1. _____ I was doing my homework, my brother played outside.
2. _____ we make a decision, does anyone want to say anything else?
3. I was reading a newspaper _____ my brother came in.
4. He looked inside the box _____ he opened it.

C Combine the two sentences using the words given.

1. I should return the book. I read it. (after)

2. Please tell him to call me. He arrives. (as soon as)

3. I want to finish my homework first. I go shopping. (before)

4. I washed dishes. My mom was cooking. (while)

Writing

A Unscramble the words to make complete sentences.

1. He _____ introducing myself.
(while / I / wrote something / was)
2. She came _____ the classroom.
(as soon as / up to me / entered / I)
3. I felt _____ me directions.
(when / embarrassed / a foreigner / asked)
4. We _____.
(our seats / before / found / started / the show)

B Write about yourself. Use the words **when**, **as soon as**, **after**, **before**, or **while**.

1. I felt embarrassed _____.
2. I was very relaxed _____.
3. I felt nervous _____.
4. I was excited _____.

C Write a diary about your first day at school. Use the sample writing as a guide.

Dear Diary,

In the morning, I was very happy because today was my first day of eighth grade at school. While I was walking to school, I was very pleased. But when I entered the classroom, I couldn't find my best friend. I was worried about him because he was never absent from school. After my teacher told us about him, I knew that he moved to another city and went to a new school. I felt very sorry to hear that. I hope he will get used to the new teachers and classmates as soon as possible.

Working Together

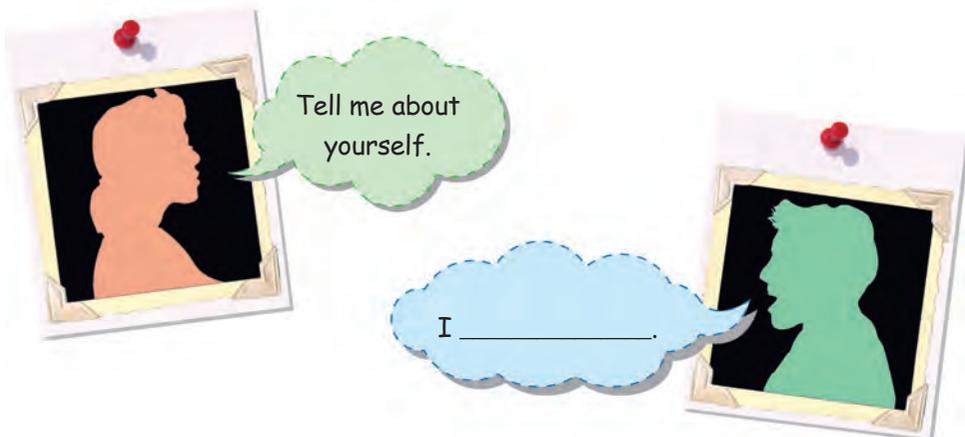
- A** Work with a partner. Take turns asking and answering questions while looking at the information below.

1. While I'm in the school, my mom /dad is ...	2. When I do something for the first time, I feel ...	3. As soon as I wake up, I usually ...	4. Before I go to bed, I usually ...
5. After I finish my homework, I often ...	6. I never ... while my teacher is talking.	7. I will ... when I am older.	8. My mom / dad usually ... as soon as she / he finishes breakfast.
9. I usually ... before I go to school.	10. When I meet a new person, I ...	11. I always feel ... after I exercise.	12. I never ... when I watch a movie.

- B** Now work with a new partner. Tell your partner about yourself using the sentences from Activity A.

After I finish my homework, I often help my mom cook dinner.

I never talk when I watch a movie.



Online School

Getting Ready

A What are the students doing with the Internet? Match the pictures with the correct sentences.

- a) I am buying some products.
 b) I am looking for information.
 c) I am chatting with friends.
 d) I am taking online classes.

1.



2.



3.



4.



B Put a check next to the things that you like to do on the Internet. Add more to the list.

 chat with friends

 find information

 communicate with teachers

 take online classes

 do homework

Listening

A Listen to the dialog. Check the correct answer for each question.

- How did Wang Dandan spell "panda"?
 - She spelled it "P-E-N-D-A."
 - She spelled it "P-A-N-D-A."
- What does Wang Dandan do to find some information about pandas?
 - She goes to the library.
 - She uses the Internet.

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

1. Wang Dandan knows a lot about pandas.
2. Mike knows the correct spelling of “panda.”
3. Wang Dandan is an Internet expert.

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

Speaking

A Practice the dialog with your partner.

What's the matter?

Oh, you've made a mistake. You should plug the keyboard in here, not there.

That's all right. I can help you.



My computer doesn't work.

Oops! I don't know anything about computers.

Thanks!

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



camera /
press this button



printer / connect it
to the computer

Key Expressions

You've made a mistake.
I don't know anything about computers.

Reading

Before Reading

Choose your favorite way to study. Tell your partner why.

1.



In the classroom
with my friends

2.



In the library
by myself

3.



By online classes
with cyber teachers

4.



At home
by myself

Reading — Online School

What does the word “online” mean to you? For most students, it means that they can use the Internet to find information, send e-mails, or chat with friends. But for some young people, it means so much more. They use online schools to get an education. Read the following story to find out how.



Wang Huansheng is a young man with a physical handicap. He uses a wheelchair because he can't walk. When he was seven years old, he became ill. He lost the ability to walk. At first, he tried to go to school like everyone else. But it was hard for him to travel to and from school. His family did not know what to do.

One day, his mother read some information in a newspaper about an online school. It was a free school for handicapped children like Wang Huansheng.

Now Wang Huansheng takes online classes. Online classes are very convenient for him. He does not have to travel between home and school any more. The less time he uses to travel, the more time he can spend studying. Wang Huansheng uses the Internet to learn different subjects. He can also communicate with his teachers and hand in homework online.



Sometimes, he feels lonely because he has no friends to talk to. But he is learning how to make new friends on the Internet.

“Online” classes are very special to young people like Wang Huansheng. The Internet helps them get a good education even though they are handicapped.

After Reading

A Choose the best answers.

1. What is this reading about?
a) The benefits of online schools. b) The benefits of Internet shopping.
c) The history of online schools. d) The importance of home schooling.
2. How old was Wang Huansheng when he lost his ability to walk?
a) Five years old. b) Six years old.
c) Seven years old. d) Eight years old.
3. How does an online school help Wang Huansheng?
a) He can play computer games.
b) He spends less time traveling to school.
c) He doesn't need to go to the shopping mall.
d) He doesn't need to communicate with his teacher.

B Check T for true or F for false.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Some young people use online schools to get an education. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. At first, Wang Huansheng tried to go to school like other students. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Wang Huansheng can't communicate with his teachers on the Internet. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Wang Huansheng cannot make new friends on the Internet. | <input type="checkbox"/> | <input type="checkbox"/> |

C Read the passage again. Fill in the advertisement of Wang Huansheng's online school using the words in the hint below.

Please Join Our Online School!

Most students use the Internet just for playing computer games! How about using it for a better reason?
You can get a wonderful online education with us.

- ✓ Save your time; save your _____!
- ✓ Free for _____ students!
- ✓ Learn different _____!
- ✓ Make new _____!

Hint

handicapped
money
friends
subjects

Words and Phrases

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

1. He doesn't have the _____ to do this job.
2. The building has a good system for _____ people.
3. It is very _____ for you to live near your school.
4. Time is up. _____ your papers.
5. Most parents want their children to get a good _____.
6. You need to keep practicing _____ you are tired.



Pronunciation

A Listen and read the sentences.

1. His mother read some information in a newspaper about an online school.
2. The Internet helps them get a good education even though they are handicapped.

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

1. For most students, it means that they can use the Internet to find information, send e-mails, or chat with friends.
2. Wang Huansheng uses the Internet to learn different subjects.

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

I learn a lot at school.
My classmates are very friendly.
My teacher helps me every day.
I enjoy doing my homework.
I like my daily life.



Structure

- He is learning **how to make** new friends on the Internet.
- I am hungry, but I don't know **what to eat**.
- My mom told me **when to come back** home.
- I don't know **where to go** when school vacation begins.

A Unscramble the words to make complete sentences.

1. I found out _____ fruit cheaply. (to / where / buy)
2. She does not know _____ next. (do / what / to)
3. Do you know _____ it? (how / spell / to)
4. I asked my father _____ the machine. (stop / to / when)

B Fill in the blanks like the example below.

Example

My English teacher taught me how I can speak English well.

→ My English teacher taught me how to speak English well.

1. Can you tell me where I should go?
→ Can you tell me _____?
2. Please let me know what I should buy in the store.
→ Please let me know _____ in the store.
3. My friend and I talked about when we should take online classes.
→ My friend and I talk about _____ online classes.

- **The less** time he uses to travel, **the more** time he can spend studying.
- **The longer** you look back, **the farther** you can look forward.

C Correct the underlined parts.

1. The much we have, the more we want. → ()
2. The sooner you do it, the good it will be. → ()
3. The more friends you have, the happy you are. → ()

Writing

A Complete the sentences with the correct structure of the words given.



1. When I bought my first computer, I didn't know _____ it. (start)
2. On the first day of school, I didn't know _____. (go)
3. I don't know _____ noodles in the pot. (put)

B What do you know about computers? Make sentences using words from each list.

I know
I don't know
I'm not sure

how
what
where

to find information on the Internet
to send e-mails
to take online classes
to play computer games
to download music
to do if my computer couldn't be turned on

- I know where to find information on the Internet.
- _____
- _____

C Write about what you do on the Internet.

I take an online class every weekend. It is very convenient for me. The less time I use to travel, the more time I can spend for myself. Sometimes, I look for some information for my homework. On weekends, I also like to chat with my classmates. Before I turn on my computer, I always plan what to do on the Internet. Then, I do not waste my time.

Working Together

A Form groups of five. Interview your group members about taking online classes.

Questions

- What are good points about taking online classes?
- What are bad points about taking online classes?

Example

A: What are good points about taking online classes?

B: I can learn many different subjects.

A: What are bad points about taking online classes, then?

B: I cannot ask questions directly during the lesson.

Name	Good points	Bad points
Mike	I can learn many different subjects.	I cannot ask questions directly during the lesson.
1.		
2.		
3.		
4.		

B Tell your group members' opinions to your partner.



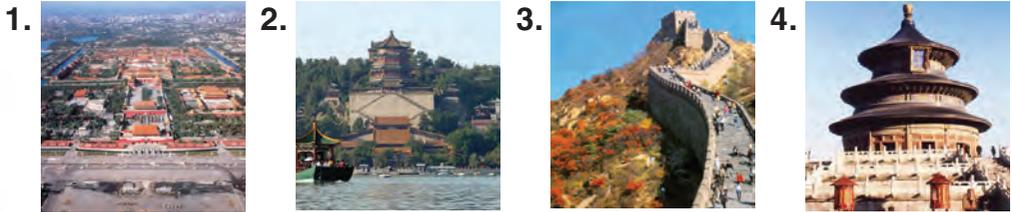
Let me tell you some good points about online classes. First, we can learn many different subjects. Second, ...

3

The Forbidden City

Getting Ready

A Match the pictures of the Chinese tourist sites with the English names.



- -
 -
 -
 -
 -
 -
 -
- the Great Wall the Forbidden City the Temple of Heaven the Summer Palace

B What kind of tourist sites are in China? Look at the examples. Add more to the list.

palaces

towers

museums

squares

Listening

A Listen to the dialog. What is Mike looking at now?



B Listen again. Choose the correct answer to the blank.

1. The Hall of Supreme Harmony is in _____.

- a) the Forbidden City
- b) the Dragon Throne

2. Mike wants to _____ the *Longyi*.

- a) take a closer look at
- b) sit on

3. Mike takes a picture _____ the building.

- a) inside
- b) outside

Speaking

A Practice the dialog with your partner.

What are you doing?

Can you understand everything?

I'm not sure.
Why don't you look it up in the dictionary?



I'm trying to read about Chinese palaces.

No, not everything.
What does this word mean?

Oh, I've left my dictionary at home.

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



learn about the MP3 player / icon / the manual



use the copy machine / button / call the company

Key Expressions

What does the word mean?
Why don't you look it up in the dictionary?

Reading

Before Reading

Have you ever been to the Forbidden City? Talk about what you know about it with your partner.



Reading — The Forbidden City

The tour began in the morning. My family and I were lucky to have a good tour guide. She could speak English well. She also knew many interesting facts about the palace. To begin with, she explained that the palace is called the Forbidden City because no common people could enter it for about five hundred years. But today, the Palace Museum is open to over a million visitors each year.

It is hard to believe, but our tour guide also told us that the Forbidden City is the world's largest palace. Actually, I think this might be true because she said that there are nine thousand, nine hundred, and ninety-nine rooms in the Forbidden City! Why not ten thousand? I asked the same question. Our tour guide explained that the emperor did not want to make "Heaven" angry. I guess ten thousand is a special number for Chinese people.

Another interesting thing about the palace is its wall. The palace is surrounded by a wall. The wall is ten meters high. And the wall is surrounded by a small canal of water. The canal is fifty-two meters wide. The water goes all around the Forbidden City. I asked the tour guide why these things had been built. She said that there had been many wars at that time. So the emperors wanted to build a safe place to live during the wars.

There are so many interesting things to write about. I will never forget my visit to one of UNESCO's world heritage sites — the Forbidden City!

After Reading

A Choose the best answers.

- How many people visit the Forbidden City each year?
a) Five hundred. b) Ten thousand.
c) More than a million. d) Nine thousand, nine hundred, and ninety-nine.
- The Forbidden City got its name because _____.
a) there were many wars at that time
b) it is the largest palace in the world
c) common people were not allowed to go inside the palace
d) it is hard to enter into it because of its walls
- The emperor didn't build the palace with ten thousand rooms because _____.
a) there was a big war at that time
b) he didn't want to make "Heaven" angry
c) he didn't have enough money to build ten thousand rooms
d) he didn't need as many as ten thousand rooms in his palace

B Check T for true or F for false.

- | | | |
|--|--------------------------|--------------------------|
| 1. The Forbidden City is the biggest palace in the world. | T | F |
| 2. A canal runs through the Forbidden City. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The Forbidden City is one of UNESCO's world heritage sites. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. There was no war in China when the palace was built. | <input type="checkbox"/> | <input type="checkbox"/> |

C Read the passage again. Fill in the blanks with the correct numbers.

The number of the rooms:

The height of the wall:

_____ meters

The width of the canal:

_____ meters



Words and Phrases

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

1. The lake is _____ by trees.
2. _____, let me introduce myself.
3. Twenty-four emperors lived in this _____.
4. I'm very _____ to have such a good friend like you.
5. The Forbidden City is an important cultural _____ of China.
6. The Great Wall was built by the First _____ of the Qin Dynasty.



Pronunciation

A Listen and read the sentences.

1. The palace is surrounded by a wall.
2. She said that there had been many wars at that time.

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

1. Another interesting thing about the palace is its wall.
2. I will never forget my visit to one of UNESCO's world heritage sites — the Forbidden City!

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

We'll take a trip this weekend.
We'll take pictures of the sea.
That's what we want to see.
We'll visit many beautiful sights.
We'll have fun days and nights.



Structure

- Paul says, "I don't want to go." → Paul **says** (that) **he doesn't** want to go.
- Mike said, "I am busy." → Mike **said** (that) **he was** busy.
- Mary said to me, "I will buy it." → Mary **told** me (that) **she would** buy it.
- I asked him, "Where is your hat?" → I **asked** him **where his hat was**.

A Complete the sentences to represent the same meaning as the sentences given.

1. Jane says, "I am upset."

→ Jane _____ that _____ upset.

2. Tim said, "I want some milk."

→ Tim _____ that _____ some milk.

3. They said to us, "We will win the game."

→ They told _____ that _____ the game.

4. Jane asked Mike, "When are you coming?"

→ Jane _____ when _____ coming.

B Match the two parts of the sentences.

- | | | |
|---------------------|---|--|
| 1. Susan said | • | • Susan that she should travel to Beijing. |
| 2. Liu Chang told | • | • everybody that her grandma lived in Beijing. |
| 3. Mike asked | • | • she would like to travel in China. |
| 4. Wang Dandan told | • | • her when she was going there. |

- Our tour guide **told** us that the Forbidden City **is** the world's largest palace.
- Susan **says** that Columbus **discovered** America in 1492.

C Choose the correct answers.

1. The guide said that China **has** / **had** a long history of more than 5,000 years.
2. Liu Chang told me that Changjiang **is** / **was** the longest river in China.
3. He said that he **takes** / **took** a walk in the morning.
4. Wang Dandan says that paper **is** / **was** invented by Chinese people.

Writing

A This dialog happened yesterday. Read and write what they said.

Where are you going during the holidays?



Mike



Bill

I'm going to the Summer Palace.

Will you visit Beijing, Amy?



Jane



Amy

I'll go to Beijing next year.

1. Mike asked his friends _____.
2. Bill told his friends _____.
3. Jane asked Amy _____.
4. Amy said _____.

B Write about a place you will visit. Use the sample writing as a guide.

I want to visit the Summer Palace. My friend Mike has been there twice. Mike said he couldn't say how wonderful it was. He also told me that the Summer Palace is one of the most famous Chinese gardens. There is a mountain, a lake, and much more. Lots of people say that it's in perfect harmony with nature. I'm going to visit the Summer Palace sometime.

Working Together

A Go around the classroom and ask other students the following questions. Write their answers on the chart.

Questions

- Where did you go for vacation? Who did you go with?
- What does the name of the place mean?
- How did you feel being there?

Name	Travel Information
Li Jun	He visited the Great Wall with his family. The Great Wall means "a ten-thousand-mile long wall " in Chinese. He was very proud of China.

B Tell your classmates' travel information to your partner using reported speech.

Li Jun said that he visited the Great Wall with his family. He said that the Great Wall means a ten-thousand-mile long wall in Chinese. He told us that he was very proud of China .



Review

Words and Expressions

A Unscramble the letters to make a word that matches the clue.

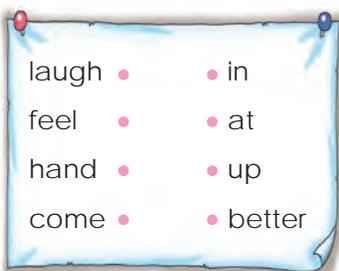
- This is a very large house for a king, a queen, or other important people.
p a a l e c → ()
- This is the process of teaching or learning in a school.
c d e n o t i u a → ()
- You feel shy or worried about what other people think of you.
r r a b a e s m s e d → ()
- This is the power to do something.
a i l t i y b → ()

B Fill in the blanks to complete the sentences.

guess handicapped convenient heritage surround

- High mountains _____ the town.
- You should help _____ people.
- I _____ there are about 100 people here.
- We should keep our cultural _____.
- The No.4 bus is very _____ for me since it stops near my house.

C Match the words in the box. Fill in the blanks. Change the word forms if necessary.



- A pretty girl _____ to me and asked the way to the City Hall.
- You should not _____ him. It's not polite.
- You have to _____ your homework sheet.
- You'll _____ after a good night's sleep.

Keep a listening notebook.

When you listen to a dialog or a recording of a reading text, write it down in your listening notebook.



Sounds

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



Oo	oO	Ooo	oOo	ooOo
chopsticks				

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

1. Before my first class at school, I was so nervous!
2. Nobody laughed at me, but I felt embarrassed.
3. He can also communicate with his teachers and hand in homework online.
4. Our tour guide also told us that the Forbidden City is the world's largest palace.

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

1. Things are very interesting, but I am having some problems.
2. One day, his mother read some information in a newspaper about an online school.
3. For most students, it means that they can use the Internet to find information, send e-mails, or chat with friends.
4. My family and I were lucky to have a tour guide.

Listening and Speaking

Listen and practice with your partner.

1.



- A:** Where are you going now?
B: I am going to the post office.
_____ tell me the way
to the post office, please?
A: OK. I will.

2.



- A:** Do you know what these are in
English?
B: No. _____ in
English. Do you know?
A: Yes. These are “chopsticks” in
English.

3.



- A:** This door does not open.
B: _____
You should not pull the door.
You should push it.
A: Oh, I see.

4.



- A:** Do you know how I can listen to
music with this MP3 player?
_____ MP3 players.
B: You should press this button.
A: Thank you.

5.



- A:** Today, I learned a saying “The
early bird catches the worm.”
B: _____
A: It means we should be diligent
if we want to succeed.

6.



- A:** It is very hot. I am very thirsty.
B: _____ drink ice water
and take a shower?
A: OK. Thank you.

Grammar

A Choose the correct words.

1. Be quiet **after** / **while** I am speaking.
2. **After** / **While** she finishes it, she will go home.
3. **After** / **When** you are in the library, you should not make noise.
4. I usually take a bath **before** / **as soon as** I go to bed.
5. **Before** / **As soon as** he heard the news, he turned pale.

B Fill in the blanks using **how**, **what**, **where**, or **when**.

1. I can't play tennis. Please show me _____ to play tennis.
2. I don't know _____ to take the bus. Do you know any bus stop near here?
3. I didn't decide _____ to wear for my birthday party tomorrow.
4. The traffic light tells us _____ to cross the road.

C Circle three wrong parts and correct them.

I met Susan yesterday. Susan asked me what I was going to do the next day. I told Susan that I will go fishing. Then she told if she might join me. I told her that I wanted to go fishing with you, too.



Writing

A Create sentences using the words given.

1. how to ... → _____
2. what to ... → _____
3. where to ... → _____
4. when to ... → _____

B Ask your partner the following questions and write down the answers on the lines like in the example.

Questions

- Where are you going next weekend?
- Who are you going with?
- What are you going to do there?

Example

1. He is going to the City Park next weekend.
2. He is going there with his friends.
3. He is going to take pictures.

Your partner's answers

1. _____
2. _____
3. _____

C Now write about your partner's plan for next weekend based on the answers in Activity B. Use the sample writing as a guide. Then present it to the class.

I asked Mike where he was going next weekend. Mike told me that he was going to City Park next weekend. I asked him who he was going with. He said that he was going there with his friends. I asked him what he was going to do there. He said that he was going to take pictures.

Project Work

Play the game.

- Form groups of six.
- Prepare word cards with the words below.
- Turn the cards over.
- Decide who will go first by playing “rock, scissors, paper.”
- Player 1 chooses one of the cards and makes a sentence using the word on the card.
- The sentence should also include **when**, **after**, **while**, or **as soon as**.
- If the player makes a correct sentence, he or she gains 2 points and Player 2 takes a turn. If the sentence is not correct, the card is turned over again and Player 3 takes a turn.
- The player who gains the most points is the winner.

nervous

shy

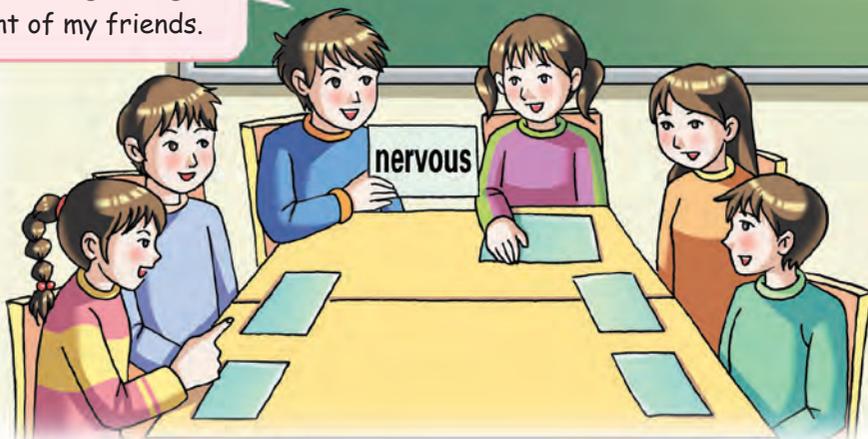
pleased

excited

embarrassed

confused

I was very nervous when I sang a song in front of my friends.



It Smells Good

Getting Ready

How do we use the different parts of our body (**eyes, ears, nose, mouth, fingers ...**)? Look at the pictures and share your ideas with your partner.



A: What do you usually do with your eyes?

B: I read books with my eyes. I use my sense of sight.



sense of sight
sense of smell
sense of hearing
sense of touch
sense of taste



Listening

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



- ___ a) Tim asks Zhang Wei to speak up.
- ___ b) Zhang Wei asks Tim if he can come to her house.
- ___ c) Zhang Wei tells Tim she is eating cookies.
- ___ d) Tim says that he will come to Zhang Wei's house.

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

1. Zhang Wei asks Tim to eat out.
2. Zhang Wei made some cookies.
3. Zhang Wei invites Tim to her house.

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

Speaking

A Practice the dialog with your partner.

Hello. May I speak to Wang Dandan, please?

Hi, this is Mike. What are you doing?

Wow! I'm sure it tastes great.



This is Wang Dandan speaking.

I'm cooking bread with my mom.

Why don't you come over and taste the bread right now?

B Look at the pictures and talk with your partner. Suppose you're talking over the telephone. Follow the pattern in dialog **A**.



watch a cartoon movie / exciting / watch it together



do homework / good habit / do homework together

Key Expressions

Hello. May I speak to Susan, please?

This is Amy speaking.

Reading

Before Reading

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

taste

- bitter
- tired
- delicious

look

- big
- lovely
- salty

sound

- beautiful
- sour
- noisy

smell

- sweet
- happy
- terrible

feel

- good
- soft
- smart

Reading — It Smells Good

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



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

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



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

After Reading

A Choose the best answers.

- How many senses do we have?
 - Three senses.
 - Four senses.
 - Five senses.
 - Six senses.
- Why are our noses “smart”?
 - Because they look nice.
 - Because they smell well like tongues.
 - Because they smell many different things.
 - Because they can taste five different flavors.
- Where can you find the fifth taste?
 - In meat.
 - In a flower.
 - In candy.
 - In sugar.

B Check T for true or F for false.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. If we close our eyes and smell something, it's not easy to tell what it is. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Our tongues are smarter than our noses. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. We can taste five different flavors. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. We can taste different flavors of candies using our noses and tongues. | <input type="checkbox"/> | <input type="checkbox"/> |

C Read the passage again. Fill in the blanks using the words in the hint. Change the word forms if necessary.

What does a baby do with different parts of his body?

- He sees his parents.
- He hears a song.
- He touches a pillow.
- He smells food.
- He eats food.

What does he learn?

- They _____ big.
It _____ beautiful.
It _____ soft.
It _____ good.
It _____ good.



Words and Phrases

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

1. My opinion is _____ hers.
2. We can't work and play _____.
3. I can't sleep without a _____.
4. They _____ returned to Beijing from London.
5. Words cannot _____ the beauty of the river.
6. If it _____ bad or strange, do not eat it.



Pronunciation

A Listen and read the sentences.

1. A baby learns about the world through the five senses.
2. A person's tongue is not as smart as his nose.

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

1. Close your eyes and tell your friend to put something right under your nose.
2. In the past, we thought we could only taste four different flavors such as sweet, sour, salty, and bitter.

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

It's a great day for a picnic.
We eat grapes under the trees.
We see and smell the roses.
We feel so good today.



Structure

- His parents **look** big.
- The pillow **feels** soft.
- The rose **smells** nice.
- The song **sounds** beautiful.
- The food **tastes** good.
- The candy **smells like** a lemon.
- I **look like** my mother.

A Choose the correct words.

1. This tea tastes *sweet* / *sweetly*.
2. I felt very *strange* / *strangely* in New York.
3. What's wrong with him? His voice sounds *nervous* / *like nervous*.
4. You *look* / *look like* your mom when she was young.
5. This milk smells *bad* / *badly*. Don't drink it.

B Fill in the blanks using the words in the hint below. Change the word form if necessary.

1. You _____ great in that dress tonight.
2. Listen to this music. It _____ wonderful.
3. These flowers _____ so sweet. I want to buy some.
4. This vegetable soup _____ too salty. I can't eat any more.
5. I _____ much better after I had a rest.



C Correct the underlined parts.

1. The machine sounds very noise.
→ ()
2. Judy felt very happily because she got good grades.
→ ()
3. I saw your picture in the paper the other day, but it didn't look you.
→ ()

Writing

A Complete the sentences with your own ideas.

1. Flowers smell _____, but garbage smells _____.
2. Chocolate tastes _____, but medicine tastes _____.
3. Feathers feel _____, but stones feel _____.
4. Classical music sounds _____, but rock music sounds _____.

B Complete the sentences with your own ideas. Use the verbs given.

1. I ate the pizza and _____. (taste)
2. I heard some traditional Chinese music and _____. (sound)
3. I was in heavy rain and _____. (feel)
4. I passed by a garbage can on the street and _____. (smell)
5. I saw some children in the park and _____. (look)

C You got a letter from a friend in Paris. She explains what a croissant is like. Now, read the letter and write back to her.

Dear Wang Dandan,

Hi, it's Marie from Paris. I had croissants for breakfast. Do you know what croissants are? Croissants are small bread. They look like a crescent. French people enjoy having them for breakfast. Croissants smell really good. Freshly baked croissants taste very delicious. It makes me happy. When you visit Paris, try some croissants. I am sure you will like them. Now, please tell me about Chinese food in your next letter. I am looking forward to hearing from you. Take care.

Your friend,
Marie

Working Together

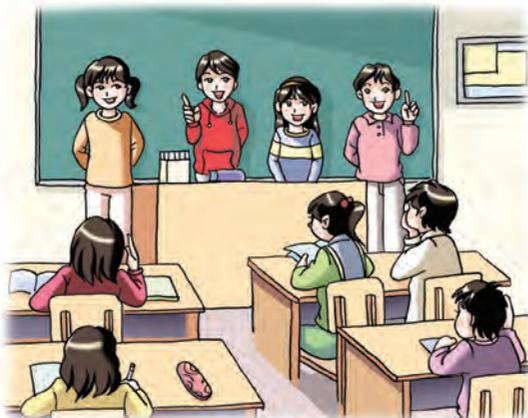
- A** Form groups of four. Think of three things that you can describe in the following five ways. Now describe each using the following verbs.

Name of the thing	Taste	Look	Sound	Feel	Smell
candy	sweet			hard	sweet

- B** Play the game.

How to Play

- Each group in turn comes to the front and describes the things on their list.
- The other groups should try to guess what the group is trying to describe. Use specific questions for this part.
e.g. Does it taste sweet?
- Each member takes a turn to answer a question.
- If a team gets the correct answer, the team gets 100 points.
- When the game is finished, figure out how many points your group gets.



– Does it taste sweet?
– Yes, it tastes sweet.

– Does it feel soft?
– No, it doesn't feel soft.

– Then, does it feel hard?
– Yes, it feels hard.

– I think I know the answer!
It's candy.
– Yes, you are right.

A Special Machine

Getting Ready

A Look at the pictures. Match the pictures with the correct sentences.

- a) I usually clean my room with a vacuum cleaner.
- b) I wash my clothes using a washing machine.
- c) I talk to my friends on the telephone.

1.



2.



3.



B Put a check next to the machines your family uses at home. Add more to the list.

- | | | |
|--------------------------------------|---------------------------------------|--|
| <input type="checkbox"/> computer | <input type="checkbox"/> refrigerator | <input type="checkbox"/> microwave oven |
| <input type="checkbox"/> television | <input type="checkbox"/> stove | <input type="checkbox"/> air conditioner |
| <input type="checkbox"/> dish washer | _____ | _____ |

Listening

A Listen to the dialog. What will Wang Dandan and Tim do after the conversation?

a)



b)



c)



d)



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

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Wang Dandan wants to have a robot vacuum cleaner. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. A robot vacuum cleaner cleans the floor by moving back and forth. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. They know how much the robot vacuum cleaner is. | <input type="checkbox"/> | <input type="checkbox"/> |

Speaking

A Practice the dialog with your partner.

What is that?

Wow! That's nice.
Can it help me cool off?

It would be nice to have one.



It is a pocket motor fan.

Yes, they say it's small, but very powerful.

That's just what I was thinking.

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

1. A: What shall we have for dinner?

B: How about spaghetti?

A: _____

2. A: Wow! Look at that new car.

It looks great.

B: _____

Key Expressions

That's just what I was thinking.
It would be nice to drive it.

Reading

Before Reading

Do you know who invented the following items and why they invented them? Talk about them with your partner.



Reading — A Special Machine

The Flowbee was invented in the late 1980s. What is it? It is a special kind of machine. It cuts hair with little mess. Was it invented by a barber? No! The Flowbee was made by an American man who built things with wood.

In 1987, Rick Hunt was working in his wood shop. A lot of wood was cut in the shop, so little pieces of wood were everywhere. Pieces of wood were on the ground, on Hunt's shirt, and even in his hair. The shop had a big vacuum for cleaning. Hunt used it to clean not only the shop, but also himself. The pieces of wood were easily sucked from his clothes and his hair. As Hunt's hair was cleaned by the vacuum, he got an idea. "This would be a good way to cut hair with less mess," he thought.



Some special parts were added to a common vacuum. In this way, the first Flowbees were built. Those first Flowbees were sold out of Hunt's home. Then, a fall festival was held near Hunt's home. He took all of his Flowbees there, and a lot of people bought them. Next, Hunt went on television with the Flowbee. More and more Flowbees were sold.

More than a million Flowbees were sold in America over the next ten years. Today, this interesting machine is sold to people around the world. Hunt's clever way to cut hair really works. Sometimes great ideas come from surprising places.

After Reading

A Choose the best answers.

- What kind of machine is the Flowbee?
 - A hair cutting machine.
 - A clothes cleaning machine.
 - A wood cutting machine.
 - A house cleaning machine.
- What was the job of the inventor of the Flowbee?
 - A barber.
 - A carpenter.
 - An office cleaner.
 - A salesperson.
- Why was the Flowbee invented?
 - To give more beautiful haircuts.
 - To make less mess when we cut hair.
 - To clean pieces of wood on the ground.
 - To give a nice feeling to our heads.

B Check T for true or F for false.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Flowbees were invented in 1987. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Rick Hunt invented the Flowbee by adding some parts to a common vacuum cleaner. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Flowbees are sold only in the United States. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The first Flowbees were sold in a market near Hunt's house. | <input type="checkbox"/> | <input type="checkbox"/> |

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

a) 	b) 	c) 	d) 	e) 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Words and Phrases

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

1. She _____ orange juice through a straw.
2. He went to the _____ shop to get his hair cut.
3. This _____ cleaner is very noisy but powerful.
4. Thomas Edison _____ a lot of useful things.
5. Our lives are becoming _____ convenient.
6. Clean up that _____ before your mom sees it.



Pronunciation

A Listen and read the sentences.

1. The Flowbee was invented in the late 1980s.
2. He took all of his Flowbees there, and a lot of people bought them.

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

1. Hunt used it to clean not only the shop, but also himself.
2. More than a million Flowbees were sold in America over the next ten years.

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

I love my camera
And I'll be a good photographer.
Give me a big smile,
When I take a picture of you.
It'll be a good gift for you.



Structure

- The Flowbee **was made by** an American man.
- **Was** it **invented by** a barber?
- She **was surprised at** the news.
- He **is** very **interested in** inventions.

A Complete the sentences to represent the same meanings as the sentences given.

1. They speak English in Canada.
→ English _____ in Canada.
2. He wrote the letter yesterday.
→ The letter _____ by him yesterday.
3. My aunt baked these cookies for us.
→ These cookies _____ for us by my aunt.

B Fill in the blanks using the expressions in the box below. Change the form of each **be** verb.

be satisfied with be known to be covered with be filled with

1. The street _____ fallen leaves.
2. The bus _____ many people.
3. He is a famous actor. He _____ everyone.
4. The customers _____ the food in this restaurant.

C Fill in the blanks using the words given.

1. The mail _____ two weeks ago, but I still haven't received it. (send)
2. He _____ to the party yesterday, but he couldn't go. (invite)
3. This house _____ by my father. (build)
4. America _____ in 1492. (discover)

Writing

A Look at the pictures. Complete the dialogs like the example below.

Example



A: A telephone is very useful. Who invented it?

B: It was invented by Alexander Graham Bell.

Alexander Graham Bell

1.



A: This is a very sad story. Who wrote it?

B: It _____.

Shakespeare

2.



A: This is a very beautiful tower. Who designed it?

B: It _____.

Gustave Eiffel

B Answer the following questions.

1. When and where were you born?

2. When was your school built?

3. By whom was your favorite book written?

C What do you think the greatest human invention is? Write a few interesting facts about the invention.

Interesting Facts about Eyeglasses

The first real eyeglasses were invented in 1284 or 1285. No one knows exactly who invented them however. We only know that they were invented by an Italian. After the invention of the printing press in 1456, people read more books, so more eyeglasses were needed. As a result, eyeglasses became an important part of everyday life.

Working Together

- A** Many inventions were made because of problems in daily life. Do you have any problems in your daily life? Ask your friends about their problems and write down an invention that might help them.

Name	My friend's problem	Invention
Mike	He cannot find the remote control when he watches TV.	Remote control necklace

- B** Now, form groups of four. Talk about your inventions with your group members.



Mike has a problem when he watches TV. He cannot find the remote control when he wants to change the channel. So I want to make a remote control necklace for him.

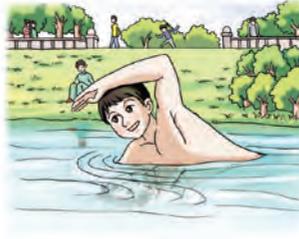
The World of Nature

Getting Ready

A Look at the pictures and talk with your partner about how you can enjoy nature. Add one more activity that you want to do outdoors.



I can climb a mountain.



I can swim in the river.



I can enjoy the day under a tree.

What do you want to do? _____

B Read the questions and add one more answer to each question.

1. What do we make with trees?
 - paper
 - furniture
 - _____
2. What do trees give us?
 - fresh air
 - fruit
 - _____
3. What do trees need to grow?
 - water
 - air
 - _____

Listening

A Listen to the dialog. Why do people cut down trees? Write the missing information.

1. People clear land for _____.

2. People make _____.

3. People make _____.

People do this to make _____.

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

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Zhang Wei thinks we will have more trees in five years. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Mike thinks that people should cut down trees. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Zhang Wei thinks protecting nature is the most important thing. | <input type="checkbox"/> | <input type="checkbox"/> |

Speaking

A Practice the dialog with your partner.

I think we can call nature "mother."

Because it always takes care of us. To me, nothing is more important than respecting nature.

That's true, but if we understand the balance of nature, it will not harm us.



What makes you think that?

I guess you're right, but nature is not always kind. Sometimes we have droughts and floods.

I agree with you on that point.

B Talk with your partner. Ask the following questions.

1. What do you think is the most important thing in life?
2. What makes you think that?

Key Expressions

What makes you think that?
To me, nothing is more important than respecting nature.

Reading

Before Reading

What causes natural disasters? How do natural disasters affect people? Share your ideas with your partner.



Reading — The World of Nature



Many people call nature around us “mother nature.” Have you ever thought about why? It is because nature is like our mother. It is always taking care of us. When you are cold, the sun can keep you warm. When you are hungry, the ground can give you food. And in many more ways, nature always gives us what we need.

On the other hand, nature is sometimes like our enemy. Droughts can dry up all the water in a large area. Strong storms can harm buildings and destroy crops. These things happen because man has slowly broken the balance in nature.

Global warming is one example. Scientists say that the earth is getting warmer and warmer. Humans are the main cause behind global warming. Every day we drive hundreds of millions of cars and use machines. They create a lot of gases. These gases keep the sun’s heat from escaping. It causes a greenhouse effect. As a result, the earth is getting warmer year by year. What is the result?

Some scientists say that storms will become stronger because of global warming. In many places around the world, the deserts will get larger. Some plants may die out because of the warmer weather. The number of harmful insects will increase. They will carry many kinds of disease.

As you can see, it is important for humans to understand the balance of nature. We must not do anything to upset this balance. Otherwise, “mother nature” will no longer be so kind. Nature still wants to take good care of us. Now it’s time for us to take care of nature.



After Reading

A Choose the best answers.

1. Why do many people call nature “mother nature”?
 - a) Because it sometimes gives us food.
 - b) Because it always takes care of us.
 - c) Because it always makes us warm with sunlight.
 - d) Because it protects us from disease.
2. Why is the earth getting warmer?
 - a) Because the sun is getting hotter.
 - b) Because gases stop the sun’s heat from escaping.
 - c) Because the deserts are getting bigger.
 - d) Because storms are becoming stronger.
3. From the reading, which one is not a result of the greenhouse effect?
 - a) The deserts will get larger.
 - b) Some small islands may disappear.
 - c) The earth is getting warmer.
 - d) The number of harmful insects will increase.

B Check T for true or F for false.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Global warming is caused by humans. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Nature can sometimes be our “mother” and other times our “enemy.” | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Strong storms will cause global warming. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. There is nothing we can do to stop global warming. | <input type="checkbox"/> | <input type="checkbox"/> |

C Read the passage again. Write the causes and effects of global warming.

Global Warming

Cause		Effect
<div style="border: 1px solid blue; padding: 5px; min-height: 100px;">----- ----- ----- -----</div>		<div style="border: 1px solid orange; padding: 5px; min-height: 100px;">Storms will become stronger. ----- ----- -----</div>

Words and Phrases

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

1. He broke the door and _____ from the room.
2. I could _____ myself _____ falling asleep.
3. The world population has _____.
4. This movie can have a bad _____ on teenagers.
5. Smoking causes many kinds of _____.
6. Telling lies to a friend can _____ your friendship.



Pronunciation

A Listen and read the sentences.

1. Have you ever thought about why?
2. It is always taking care of us.

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

1. Every day we drive hundreds of millions of cars and use machines. They create a lot of gases.
2. Some scientists say that storms will become stronger because of global warming.

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

We cut down trees everywhere.
We throw away things everywhere.
We make things worse everywhere.
Mother nature's crying somewhere.



Structure

- These things happen **because** man has slowly broken the balance of nature.
- Some plants may die out **because of** the warmer weather.

A Complete the sentences using the expressions given.

1. the fast service the service is fast

- Fast-food restaurants are popular because _____.
- Fast-food restaurants are popular because of _____.

2. it rained heavily the heavy rain

- I was late for school yesterday because _____.
- I was late for school yesterday because of _____.

B Match the two parts of the sentences.

- | | | |
|---|---|--|
| 1. Lots of lawyers have messy desks | • | because of their amazing shows. |
| 2. Many people couldn't sleep well last night | • | because the weather was too hot. |
| 3. Dolphins are popular among children | • | because he has a good memory. |
| 4. Mr. Brown remembered all the names of his students in a minute | • | because of their busy working schedules. |

C Complete the paragraph using **because** or **because of**.

Many people call nature “mother nature” _____ nature takes care of us and gives us what we need. On the other hand, nature is like our enemy _____ it also causes droughts and floods. Storms become stronger and deserts get larger. These things happen _____ global warming.

Writing

A Choose the phrases and complete the sentences using **because** or **because of**.

all plants and animals depend on each other dirty water
they give people fresh air global warming

1. Recently icebergs are melting _____.
2. Sea turtles are dying _____.
3. We shouldn't break the balance in nature _____.
4. We should take care of forests _____.

B Write some reasons for global warming.

Global warming is getting more serious ...

- because people drive hundreds of millions of cars.
- _____
- _____
- _____

C Think and write why nature is important. Use the sample writing as a guide.

We often forget how important the nature is. Nature gives us what we need. It gives us water, food, trees, and many other things. Nature also makes our life better. We can swim in the ocean and play in the green fields. We shouldn't hurt nature because it's very important to our life. We should protect it because our life depends on it.

Working Together

- A** Form groups of four. Draw a poster about global warming. The poster should have a simple slogan which describes your idea.



- B** Take turns explaining your group's poster to the class. Talk about what your poster shows and what it means.



We drew icebergs. They are melting because of the greenhouse effect. We should ...

Review

Words and Expressions

A Find the opposite word of each underlined part in the box and write it.

- The flood washed the bridge away. → _____
- Stress can decrease the ability to remember. → _____
- What was the cause of the fire? → _____
- I visited the museum long ago. → _____



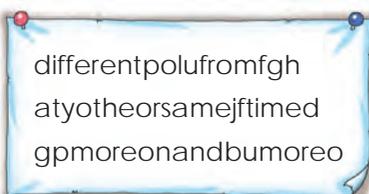
B Choose the words from the box to complete the sentences. Find the words in the puzzle and circle them.

everywhere barber invent mess harm describe

- He carries his camera _____.
- They made a lot of noise and a _____.
- Both droughts and floods _____ crops.
- I can't find the words to _____ it.
- The _____ cut the hair of his son.
- I want to _____ something new like Edison.

r	t	d	e	s	c	r	i	b	e
f	m	o	p	q	u	h	v	c	d
b	a	l	a	n	c	e	f	r	e
a	l	y	h	c	k	h	x	s	i
r	m	o	p	g	j	e	t	v	n
b	d	t	f	q	e	r	p	b	v
e	v	e	r	y	w	h	e	r	e
r	f	t	b	r	s	a	p	c	n
z	a	n	f	d	j	r	u	g	t
s	d	r	n	c	g	m	e	s	s

C Circle the phrase to each blank and write it.



- I'm scared and excited _____.
- The story is getting _____ interesting.
- My opinion is _____ yours.

Read something other than your textbook.

Find other reading resources. They can be storybooks, magazines, newspapers, websites, or whatever you enjoy reading. Read as much as you can.



Sounds

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



Oo	oO	Ooo	oOo	ooO
	because			

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

1. Recently, however, scientists found out about a fifth taste.
2. Those first Flowbees were sold out of Hunt's home.
3. Humans are the main cause behind global warming.
4. Scientists say that the earth is getting warmer and warmer.

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

1. When you smell a rose, you know it smells different from other flowers.
2. The Flowbee was made by an American man who built things with wood.
3. Today, this interesting machine is sold to people around the world.
4. As you can see, it is important for humans to understand the balance of nature.

Listening and Speaking

Listen and practice with your partner.

1.



A: Hello. _____ Andrew, please?

B: This is Andrew speaking.

Who's calling, please?

A: Hi, _____ Amy _____.

Let's go to the movie theater tonight.

B: That sounds great.

2.



A: Look at that pretty blue dress!

B: Oh, it's very cool. _____ to have it.

A: That's just _____.

B: Let's go into the shop and try the dress on.

A: That's a good idea!

3.



A: I think Peter is sick.

B: _____

A: He didn't come to school today.

B: To me, nothing is more important than health.

A: I couldn't agree more.

Grammar

A Choose the correct words.

1. The towers look very **new** / **newly**.
2. The cat **sounds** / **sounds like** a baby crying.
3. I **feel** / **feel like** sorry for you.
4. Sausages **taste** / **taste like** good with pancakes.
5. This flower **smells** / **smells like** a rose.

B Correct the underlined parts.

1. The book read by me.
2. This flower should water every day.
3. Dogs not allow in this store.
4. The telephone invent by Bell.
5. One hundred people kill in the earthquake yesterday.

C Circle four wrong parts and correct them.

My son's room is always fill with trash. His room always looks messy and smells like bad. Also his desk is usually covered by dust. He often loses things because his bad habit.



Writing

- A** Create sentences using the words given like the example. Change the word forms if necessary.

Example

(taste / taste) → I taste candy. It tastes sweet.

1. (hear / sound) _____
2. (smell / smell) _____
3. (feel / feel) _____
4. (see / look) _____

- B** Unscramble the words to make complete sentences.

1. is opened him the door by .
→ _____
2. the was letter you by written ?
→ _____
3. work with the satisfied I am .
→ _____
4. Canada is in spoken English .
→ _____

- C** Look and guess. Then complete the sentences with your own words.



The man is surprised because _____.

2.

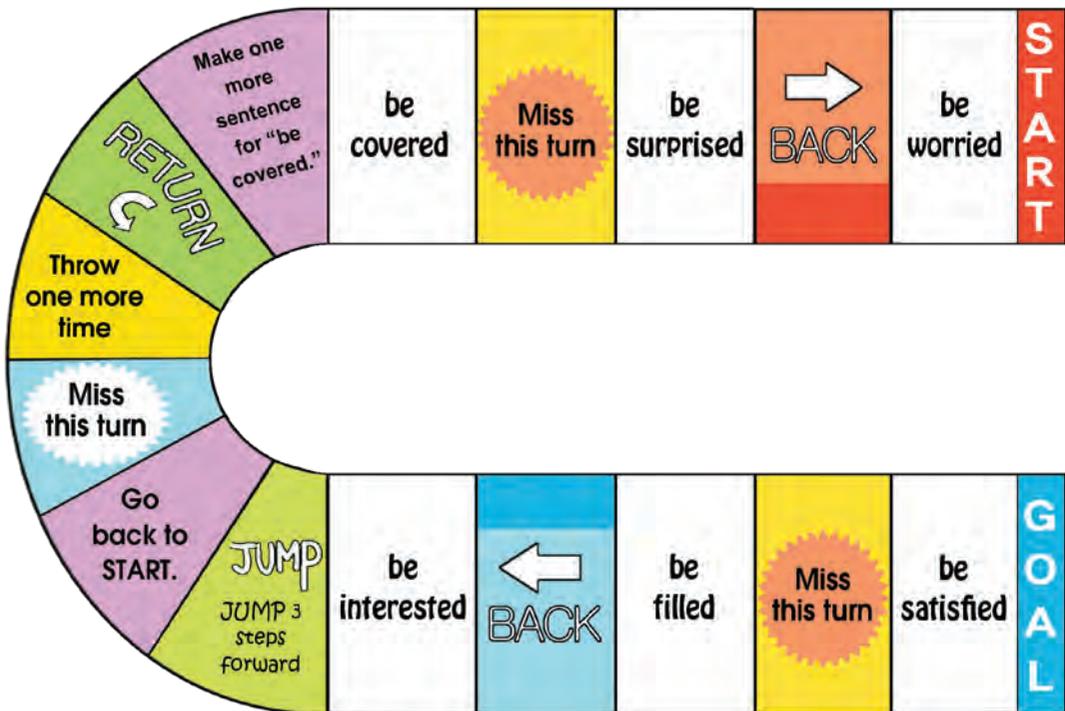


The woman is upset because _____.

Project Work

Play the game.

- Form groups of four. Two teams play the game together.
- Decide which team will go first by playing “rock, scissors, paper.”
- Player 1 makes a sentence using the words on the board.
- If the player makes a correct sentence, Player 2 makes a new sentence using the words on the next box. If the sentence is not correct, the opposite team takes a turn.
- The first team to get to the end of the board is the winner.



A Volunteer

Getting Ready

Look at the pictures. Put a check next to the things that are related to volunteer work.



cleaning my village



taking care of African children



fishing in the sea



helping the old in nursing homes



working in offices



building houses for poor people

Listening

A Listen to the dialog. Fill in the blanks.



Mother Teresa

Job	The prize that she received	People that she helped

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

- | | | |
|---|--------------------------|--------------------------|
| 1. Tim hasn't heard about Mother Teresa before. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Many people think Mother Teresa was one of the greatest people of our day. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Zhang Wei was moved after she watched a TV program about Mother Teresa. | <input type="checkbox"/> | <input type="checkbox"/> |

Speaking

A Practice the dialog with your partner.

Look! Audrey Hepburn is on TV!

That's right. When she was older, she spent her time helping others.

Actually, she's my favorite actress.



Wasn't she the actress who starred in the movie *Roman Holiday*?

You seem to know a lot about her!

Really? Then let's watch the show.

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



Lei Feng

- He was a soldier who was respected by Chinese.
- He was always ready to help others in difficulties.



Jackie Chan

- He is an actor who has starred in many Hong Kong movies.
- He spends a lot of his money helping people.

Key Expressions

Wasn't she the actress **who** starred in the movie *Roman Holiday*?

You seem to know a lot about her.

Reading

Before Reading

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



Albert Schweitzer



Mother Teresa



Florence Nightingale

Reading — A Volunteer

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

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

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

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

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

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

Susan: Do they pay you for volunteer work?

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

Susan: What can I do?

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

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



After Reading

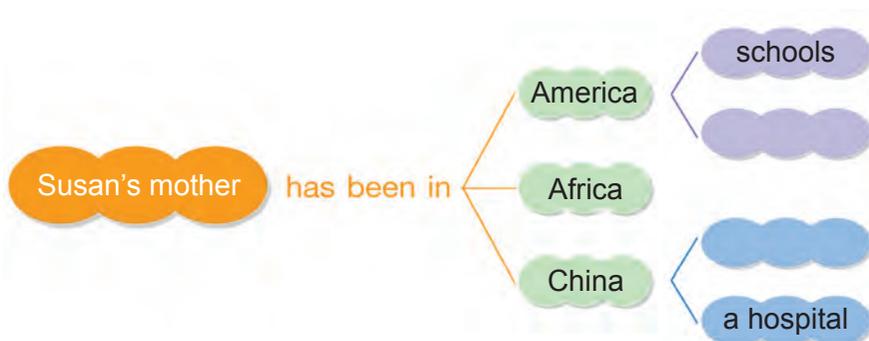
A Choose the best answers.

1. What is Susan asking her mother about?
 - a) Getting a volunteer job.
 - b) Visiting foreign countries.
 - c) Working in hospitals.
 - d) Going back to their own country.
2. What volunteer work has Susan's mother not done yet?
 - a) Working in hospitals.
 - b) Helping at an elementary school.
 - c) Helping neighbors.
 - d) Working in children's homes.
3. After this conversation, what is Susan's mother going to do?
 - a) Work at the local hospital.
 - b) Help Susan find a volunteer job.
 - c) Go abroad to find different volunteer work.
 - d) Give some money to Susan.

B Check T for true or F for false.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Susan is interested in getting a volunteer job. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Susan's mother doesn't do volunteer work in China now. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Susan's mother did various kinds of volunteer work in America. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Susan's mother got some money by doing volunteer work. | <input type="checkbox"/> | <input type="checkbox"/> |

C Read the passage again. Write the missing information.



Words and Phrases

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

1. I visit a _____ twice a month and talk with old people.
2. She is old _____ get married.
3. We need more than ten _____ at this children's center.
4. Thank you for your _____.
5. She works for the _____ library.
6. When I was younger, I _____ live in New York.
7. I studied hard _____ pass the exam.



Pronunciation

A Listen and read the sentences.

1. Which other countries have you been a volunteer in?
2. I have been a volunteer in several countries in Africa.

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

1. I used to be a volunteer in our hometown in America for many years.
2. We help people in order to show them our love and kindness.

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

Treat the poor with kindness,
To help and give them a chance.
Be considerate and wise,
To help and improve their life.
Helping them makes you happy, too.



Structure

- I helped any of our neighbors **who** needed help.
- I have already seen some jobs **which** are suitable for you at the local hospital.
- There are so many things **which** you can do to help people.

A Match the two parts of the sentences.

- | | | |
|----------------------------|---|---|
| 1. A pilot is a person | • | • a) which lives in Australia. |
| 2. Glasses are things | • | • b) who flies planes. |
| 3. Lei Feng is a hero | • | • c) which help people see. |
| 4. A kangaroo is an animal | • | • d) who lives in the hearts of many Chinese. |

B Complete the sentences to represent the same meaning as the sentences given.

1. I know a grocery store. It sells really fresh fruit.
→ I know a grocery store which _____.
2. Do you know the girls? They are standing by the window.
→ Do you know the girls who _____?
3. Liu Chang is reading the letter. Mike wrote it in U.S.A.
→ Liu Chang is reading the letter _____.
4. The man is my uncle. He plays the guitar.
→ The man _____.

C Choose the correct words.

1. A person who **drink** / **drinks** a lot of water is healthy
2. The girl who listened to his music **was** / **were** happy.
3. I will take the book which **is** / **are** on the table.
4. They are the songs which **are** / **were** popular in the world.

Writing

- A** What do these people do? Look them up in your dictionary. Then complete sentences like the example.

Example

A volunteer is a person who does work without being paid for it.

1. An astronaut is a person who _____.
2. A waiter is _____.
3. A musician _____.
4. A pioneer _____.

- B** What are these things? Complete the sentences like the example using the words given.

Example

A washing machine is a thing which washes clothes. (wash / clothes)

1. A fridge is a machine which _____. (keep / things cold)
2. A kettle is _____. (boil / water)
3. A microwave oven _____. (heat / food)
4. A food mixer _____. (mix / food)

- C** Write some details about a few people in your family or school. Use the sample writing as a guide.

Mike is my cousin who plays soccer very well. He likes music which makes him excited. He also likes to watch movies which have a happy ending. He enjoys food that his mom cooks. He wants to be a person who helps the poor.

Working Together

Make a group of eight. Cut a piece of paper into four pieces. In your group, make sentences to describe your classmates.

- Write one sentence on each piece of paper using **who** or **which**. Then give your pieces to a nearby group. Don't read the sentences that they give you.

Zhang Wei is a girl who likes
telling jokes.



How to Play

- Sit in a circle and choose a leader in your group.
- The leader should have all of the pieces from the other group. Then, the leader whispers a sentence on one piece to a person in his or her group.
- Keep whispering the sentence to each friend in your group.
- The last person in line should say the sentence back to the leader loudly.

- Is the sentence correct? Listen to your leader say the correct sentences and write them down in the chart below.

1. Mike wants to have a dog which can play with him.

Earth Day

Getting Ready

A Match the students' actions with the correct sentences.



- a) Let's pick up the garbage.
- b) I am throwing garbage on the ground.
- c) Put garbage in a garbage can like this.
- d) Planting a tree is fun.

B Write things that can help or hurt the earth.

What helps the earth?

- ▶ turning off the lights
- ▶ saving water
- ▶ _____

What hurts the earth?

- ▶ throwing garbage on the ground
- ▶ cutting down many trees
- ▶ _____

Listening

A Listen and choose the correct answer. What do many people do today?



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

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Tim and Wang Dandan want to play more computer games. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Most people are outside doing something because today is Earth Day. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Tim and Wang Dandan will go to the mountain to plant trees. | <input type="checkbox"/> | <input type="checkbox"/> |

Speaking

A Practice the dialog with your partner.

Hi, Amy. Let's go to the river near downtown.

No. I suggest we clean up the river.

Yes. Last weekend, I was fishing there. But I caught trash instead of a fish.



Do you want to go swimming? I don't have any interest in swimming.

Clean up the river?

That's terrible. Okay, let's go.

B Talk with your partner. Ask the following questions.

1. Do you have interest in protecting the earth?
2. It's important to protect the earth. Do you have any suggestions for saving our earth?

Key Expressions

I don't have any interest in swimming .
I suggest we clean up the river.

Reading

Before Reading

What kind of pollution do you see in the pictures? Write the names in the blanks. Then, talk about solutions for the problems with your partner.

1.



2.



3.



air pollution
soil pollution
water pollution

Reading — Earth Day

Have you ever heard of Earth Day? On Earth Day, we think about life on our beautiful planet. People celebrate Earth Day on April 22 of every year. That is the middle of spring, so it is a good time for planting trees and flowers. Many people plant things in honor of Earth Day. Some people clean up garbage. At school on Earth Day, students learn about helping the earth. Teachers often talk about pollution. Students learn about reducing pollution.



Do you know when it started? The first Earth Day was celebrated by 20 million people that came from thousands of schools and hundreds of communities across America on April 22, 1970. The 30th anniversary of Earth Day was in 2000. At that time, important people from many countries gathered together and wrote a paper. It says our planet is in trouble. We can fix it, however. We just need to do certain things. We must think about our planet every day. Also, we should remember Earth



Day every year.

Today, many countries do things in honor of Earth Day. Do you want to do something for Earth Day, too? Here are some things we can do. First, plant new trees. Second, don't throw cans or paper on the ground. Instead, pick up garbage that is on the ground. Third, save water. Fourth, turn off the lights that we are not using. It's not that difficult to help. Let's think of every day as Earth Day.

After Reading

A Choose the best answers.

1. What is this reading about?
 - a) Three kinds of pollution.
 - b) Information about Earth Day.
 - c) How to celebrate Earth Day.
 - d) How to reduce pollution.
2. Choose the activity that people don't do on Earth Day.
 - a) Cleaning up garbage.
 - b) Planting trees and flowers.
 - c) Learning about reducing pollution.
 - d) Writing a letter to important people.
3. From the paper written in 2000, what have we learned?
 - a) People need more trees.
 - b) The earth is in trouble.
 - c) We need to find another planet.
 - d) Our life will be easier.

B Check T for true or F for false.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Earth Day is in the middle of spring. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. People buy plants to celebrate Earth Day. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. We need to think of every day as Earth Day. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. We cannot fix the problems that the earth has. | <input type="checkbox"/> | <input type="checkbox"/> |

C Read the passage again. Find the information about Earth Day from the passage and complete the Earth Day campaign poster.

LET'S SAVE OUR EARTH!

The first Earth Day started in America on April 22, _____.

We can do the following things for our earth on Earth Day.

1. _____ new trees.
2. _____ garbage that is on the ground.
3. _____ water.
4. _____ the lights that we are not using.

Join us to help save our beautiful planet!

Words and Phrases

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

1. _____ our success, we are going to have a big party.
2. Earth is the third _____ from the sun.
3. Jane will _____ her sixteenth birthday next month.
4. Many people are worried about _____ in China.
5. _____ members of my club may not agree with my opinion.
6. Today is the first _____ of our opening.
7. They _____ together and cheered for the Chinese soccer team last night.



Pronunciation

A Listen and read the sentences.

1. Have you ever heard of Earth Day?
2. Teachers often talk about pollution.

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

1. That is the middle of spring, so it is a good time for planting trees and flowers.
2. At that time, important people from many countries gathered together and wrote a paper.

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

It's Earth Day.
It's time to celebrate.
Let's plant trees and keep earth clean.
Let's do it all together.
We can save our earth.
We love earth very much.



Structure

- The first Earth Day was celebrated by 20 million people **that** came from thousands of schools and hundreds of communities across America.
- Pick up the garbage **that** is on the ground.
- Here are some things (**that**) we can do.

A Complete the sentences using the expressions given.

that we needed for travel

that I really like

that wakes me up every day

that is near my house

1. This is the alarm clock _____.
2. Jackie Chan is an actor _____.
3. We checked everything _____.
4. The store _____ sells wonderful toys.

B Choose the correct words.

1. I met a woman **who** / **which** helped me in China.
2. This is the book **who** / **that** my aunt wrote.
3. The music **who** / **which** the band is playing is a popular Chinese song.
4. I lost my pen **who** / **that** my sister gave me for my birthday.

C If the sentence can leave out “**that**”, check in **O**, if not, check in **X**.

	O	X
1. The eggs that you bought yesterday are bad.		
2. We eat the vegetables that we grow.		
3. My friend that had an accident is in the hospital now.		
4. This is the house that my father built ten years ago.		

Writing

A Rewrite the sentences using **that** like the example given in the box.



1. There was a factory near my house. It polluted the river.



2. I was surprised at some people. They threw trash on the street.



3. There are a few people in the river. They are washing their cars.



4. Our city is full of cars. They are polluting the air.

1. There was a factory **that** polluted the river near my house.

2.

3.

4.

B Write about an experience of yours that helped our earth. Use the sample writing as a guide.

One day, I walked along the river near our village. When I stopped to pick up some garbage, I found a water bird that was almost dead because of water pollution. I took the bird to an animal hospital. I saved the bird's life. I felt so sorry and sad. I think that pollution is becoming more serious. We should stop polluting and save our earth for people and animals.

Working Together

Form groups of four. What do you think we should do on Earth Day and why? Ask your group members the question and fill in the chart below.

Name	Things to do	Reasons
Mike	1. plant trees on the mountain 2. pick up garbage that people left on the mountain	1. to make the air fresh 2. to clean up the mountain

What do you think we should do on Earth Day?

Why should we do that?



I think we should plant trees on the mountain and pick up garbage that people left on the mountain.

It will make the air fresh and clean up the mountain.

Reduce, Reuse, Recycle

Getting Ready

A Look at the pictures below. How long does each item take to break down in the environment? Look up the answers on the Internet or in a book.



over 20 days



about _____ months







B Put a check next to the activities that you should do to protect our environment. Add more to the list.

- | | |
|--|--|
| <input type="checkbox"/> put newspapers into recycling bins | <input type="checkbox"/> use both sides of paper |
| <input type="checkbox"/> pick up trash around the playground | <input type="checkbox"/> use paper cups |
| <input type="checkbox"/> use a new plastic bag every time | |

Listening

A Listen to the dialog. Which picture best describes the paper that Liu Chang will take home?



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

1. Amy has a separate recycling area.
2. Liu Chang wants to take some used paper for drawing.
3. Amy is glad that Liu Chang can reuse the bottles.

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

Speaking

A Practice the dialog with your partner.

What are you doing?

They still look new.
Do you mind if I give them to my brother?

He will be very happy with them.



I am throwing my old toys away.

Of course not.
Go ahead.

It's great that you're reusing my toys. I'm very pleased with it.

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

1. A: Congratulations! You have passed the exam.

B: Yes. _____

2. A: This room is too hot.

B: Not at all.

Key Expressions

I'm very pleased with it.

Do you mind if I open the window?

Reading

Before Reading

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



Reading — Reduce, Reuse, Recycle



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

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

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

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

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

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

- Paper
- Glass
- Plastic
- Metal

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



After Reading

A Choose the best answers.

- Why didn't people buy drinking water many years ago?
 - Because they didn't have money.
 - Because drinking water was not clean enough.
 - Because there was a lot of clean water to drink.
 - Because they knew a simple method to make water clean.
- What is the purpose of the "3R's"?
 - To develop new natural resources.
 - To get fresh air to breathe.
 - To save natural resources.
 - To stop water pollution.
- If we continue to waste natural resources, what will happen?
 - Our life will get much more difficult.
 - We will have to buy drinking water.
 - We will not need to practice the "3R's."
 - There won't be many problems on the earth.

B Check T for true or F for false.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. We have enough natural resources for our future. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. To reuse means to make something new from used things. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Recycling is becoming more common in many areas. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. By practicing the "3R's," our quality of life will improve. | <input type="checkbox"/> | <input type="checkbox"/> |

C Read the passage again. Put the actions in the correct column.

Reduce	Reuse	Recycle

- Put paper and glass in separate bins.
- Buy products that you can fill again and again.
- Turn off the water when it is not in use.
- Use your own shopping bags when you shop.
- Don't use just one side of a piece of paper.

Words and Phrases

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

1. Just _____ deeply and try to relax.
2. Wood and stone are building _____.
3. There is some hope that things will _____.
4. The country is rich in natural _____.
5. You can buy milk in a _____ glass bottle.
6. This restaurant is famous for its high _____ of service.



Pronunciation

A Listen and read the sentences.

1. Many years ago, people never thought about buying drinking water.
2. Use both sides of a sheet of paper before you use a new one.

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

1. There are things that we can do to make things better.
2. One day, we may even have to pay for the air that we breathe!

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

Recycle all the things you throw away:
Plastic, paper, cans, or glass.
There's no need to be wasteful.
All of them are useful.
You can make new things with them.
Recycling will make you creative.



Structure

- She is **even younger** than I am.
- He runs **far faster** than his brother.
- If we continue to waste these natural resources, our life will get **much more difficult**.

A Choose the correct words.

1. I feel **very** / **much** good today.
2. She is **very** / **far** brighter than her sister.
3. Planes are **very** / **much** faster than the trains.
4. The situation was **very** / **even** worse than I thought.
5. You look **a lot** / **very** better today.

B Using the words given, fill in the blanks like the example below.

Example

This box is **much heavier** than I expected. (much / heavy)

1. My bag is _____ than yours. (far / light)
2. He was perhaps in an _____ situation than Jean was. (even / bad)
3. This vacuum cleaner is _____ than that one. (a lot / powerful)
4. This dictionary is _____ than others. (even / useful)

C Correct the underlined parts.

1. This MP3 player is a lot expensive than mine. → ()
2. I like you even much than he does. → ()
3. Andrew is much handsome than his brother. → ()
4. The show was far bad than he had expected. → ()

Writing

A Look at the pictures. Using the words given, complete the sentences like the example below.

Example



Water pollution is much more serious than I thought.
(water pollution / serious)



even
much
far
a lot

1. _____ than I thought.
(this car / expensive)

2. _____ than I thought.
(the movie / exciting)

3. _____ than I thought.
(this book / interesting)

B Think about what you can do for nature and write a letter to it.

Dear Nature,

I am sorry that you are very sick because we human beings are doing bad things to you. I promise _____

Thank you again and I will be your friend forever.

Yours,

Working Together

A How green are you? Read the following and check your answers.



	never	sometimes	usually	always
I use paper cups.				
I use recycled paper.				
I use new plastic bags.				
I use both sides of a piece of paper.				
I put newspapers into recycling bins.				
I turn off the light when I leave a room.				
I turn the water off while I am using soap.				
I drink cold water with the refrigerator door closed.				
I use a bike or walk when I am traveling short distances.				

B Compare your answers with your partner's. Who is greener?

C Choose the greenest persons in your class. Then have them say something about protecting the environment.

Review

Words and Expressions

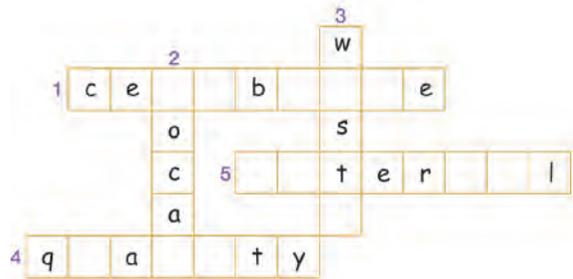
A Choose the word that matches the clue.

1. being kind toward someone → _____
2. the process of making air, water, and soil dirty → _____
3. to take air in and out through your nose and mouth → _____
4. to come together and form a group → _____

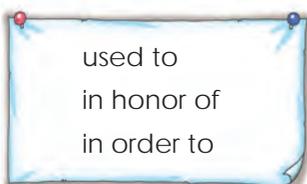


B Complete the puzzle based on the clue sentences.

1. Americans _____ Thanksgiving Day on the fourth Thursday in November.
2. She used to work in the _____ library.
3. You should not _____ water.
4. What is important is the _____ of our life.
5. Wood is a kind of building _____.



C Fill in the blanks using the given phrases.



1. We arrived early _____ buy our tickets.
2. This building _____ be a hotel.
3. The party was held _____ my teacher who was leaving.

Study out loud.

Say vocabulary words aloud, read passages aloud, and do pronunciation activities aloud. Study orally not just mentally!



Sounds

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



Oo	oO	Ooo	oOo	ooO
			already	

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

1. I have helped at both the local hospital and an elementary school.
2. It says our planet is in trouble. We can fix it, however.
3. Instead, pick up garbage that is on the ground.
4. There aren't enough resources left — trees, water, oil, fish, animals, or clean air for our future.

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

1. I have already seen some jobs which are suitable for you at the local hospital.
2. The first Earth Day was celebrated by 20 million people that came from thousands of schools and hundreds of communities across America on April 22, 1970.
3. There are things that we can do to make things better.
4. Fortunately, recycling is now a common practice in most parts of the world.

Listening and Speaking

Listen and practice with your partner.

1.



A: Have you ever heard of Thomas Edison?

B: I think so. _____ the American inventor who invented the light bulb?

A: That's right. He was one of the greatest inventors of his time.

B: You _____ know a lot about him.

2.



A: I'm very sleepy.

B: _____ you should go to bed.

A: OK. I'll do that.

3.



A: Let's go to the mountain near our school.

B: Do you want to climb the mountain? _____ climbing.

A: Really? Climbing is good for your health.

4.



A: You know what? I won the first prize in the English speech contest.

B: Congratulations!

A: Thank you for saying so.

5.



A: It's windy today.

B: Yes, it is. It's a little cold in here.

_____ I close the window?

A: Of course not. Go ahead.

Grammar

A Complete the sentences with **who** or **which**.

1. The people _____ live next door are Americans.
2. The shop _____ sells good bread is closed today.
3. The dictionary _____ I bought yesterday isn't very good.
4. Do you know the man _____ helped Jane yesterday?

B Match two sentences. Then combine the sentences using **that** like the example given in the box.

- | | | | |
|-----------------------------|---|---|---------------------------------|
| 1. Penguins are birds. | • | • | a) They like eating bamboo. |
| 2. Pandas are animals. | • | • | b) They cannot fly. |
| 3. Hami melons are fruit. | • | • | c) They grow in Xinjiang. |
| 4. Table tennis is a sport. | • | • | d) It is very popular in China. |

1. *Penguins are birds that cannot fly.*
2. _____
3. _____
4. _____

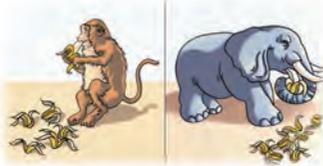
C Circle the wrong parts and correct them.

My friend Ann is tall, but I am very taller than she is. Ann drinks many water, but I drink a lot more water than she does. She runs even fast, but I run far faster than she does. She has many pencils, but I have much many pencils than she does.

Writing

A Look at the pictures. Complete the sentences using the words given.

Example



Monkeys eat many bananas, but elephants
eat even more bananas.

(even)

1.



(far)

Frogs jump high, but kangaroos

_____.

2.



(much)

Rabbits run fast, but tigers

_____.

B Write about your favorite things, using **who**, **which**, or **that**. Use the sample writing as a guide.



This is my favorite book **that** my mom bought me last Christmas. The book's title is *The Giving Tree*. The book makes me think about true love.



Project Work

A Play the game.

- Form groups of four and make a circle.
- Decide who will go first by playing “rock, scissors, paper.”
- The first person starts by making a sentence.
- The next person memorizes the first person’s sentence and repeats it. Then he or she should add his or her own words using **who**, **which**, or **that**. Look at the example below as a guide.
- Continue until the last person says a full sentence correctly.
- Write down the sentence of your group and tell the class.



B Write your group’s sentence and check if there are any wrong parts that need to be corrected.

C Introduce the group’s sentence to your class.

Notes to the Texts 课文注释

Unit 1

1. I wrote this when I first moved to China. 我第一次来到中国时写了这篇日记。

• move to 搬(家)到……

move 有“移动”的意思，还可以指“搬家”。想表达搬到某处，可在后面接 to 加地点。

例 When is she moving to Paris? 她什么时候搬到巴黎去?

2. I soon got used to living in China. 我很快就习惯了在中国生活。

• get used to 习惯于……

use 本意“使用”，是动词。而 used 是形容词，通常用在词组 get / become used to 中，意思是“习惯于……”，后面可接名词、代词或动词 -ing 形式。

例 I'm sure I'll get used to the hard work. 我肯定会习惯这项艰苦的工作。

He became used to getting up at 5 o'clock in the morning.

他习惯了在早晨五点钟起床。

3. As soon as I went to a restaurant, I had another problem: eating!

我去餐厅，就出现了另一个难题：吃饭！

• as soon as 一……就……

as soon as 常用来引导时间状语从句。

例 I'll write to you as soon as I get there. 我一到那里就给你写信。

4. My first Chinese meal was very delicious, but I had trouble eating it.

我的第一顿中餐非常可口，但是要如何吃却使我为难。

• have trouble (in) doing something 做某事有困难

例 He has trouble (in) spelling words. 他在单词拼读方面有困难。

5. **Nobody laughed at me, but I felt embarrassed.** 没有人笑我，但是我感觉很尴尬。

• laugh at (*somebody*) 嘲笑 (某人)

laugh 是大笑，出声的笑，与 smile 不同，smile 一般指微笑。

例 Are you laughing at me? 你是在嘲笑我吗?

She smiled at me and said hello to me. 她朝我微笑并对我说你好。

Unit 2

1. **You've made a mistake.** 你犯了个错误。

• make a mistake 犯错误

例 Don't make a mistake again! 不要再犯错误了!

2. **You should plug the keyboard in here, not there.**

你应该把键盘插头插在这里，而不是那里。

• plug in 接通 (电源)

一般指电器的插头与电源连通。

例 The girl asked her mother to plug in the TV set. 女孩请她的母亲插上电视机的插头。

3. **Oops!** 哎哟!

Oops 是感叹词。在差点出事故，摔破物品，做了令人尴尬的事，说了无理的话，或泄露了秘密等情况下常用这个词。

例 Oops! I nearly dropped my glasses! 哎呀! 我差点把眼镜摔在地上!

Oops! I put in sugar instead of salt. 啊! 我错把糖当盐放了。

4. **But it was hard for him to travel to and from school.** 但对他来说往返学校很困难。

• be hard (for *somebody*) to do something (对某人来说) 做某事很困难

例 It is hard for foreigners to learn Chinese. 对外国人来说学习汉语很困难。

• to and from 往返

to and from school 往返学校

to and from work 上下班

5. **He can also communicate with his teachers and hand in homework online.**

他也可以在网上与他的老师们交流并上传作业。

- communicate with 与……交流
指交换信息，或互相沟通思想、感情。

例 Parents sometimes find it difficult to communicate with their teenage children.
孩子长到十几岁，父母有时会发觉难以与他们交流。

- hand in *something* 上交，提交某物

例 We must hand in our homework today. 我们今天必须上交作业。

6. **The Internet helps them get a good education even though they are handicapped.**

尽管他们身体残疾，但网络帮助他们获得了良好的教育。

- help *somebody* (to) *do something* 帮助某人做某事

例 He helped me (to) find my watch. 他帮我找到了手表。

- even though 虽然，尽管

例 I can still remember, even though it was so long ago.
虽然这是很久以前的事，可我还是记得。

Unit 3

1. **But today, the Palace Museum is open to over a million visitors each year.**

但如今，故宫博物院每年都会迎来超过100万的参观者。

- over 超过

在这里 over 相当于 more than，可以表达在数量上“超过……”或“多于……”。

例 They have lived here for over twenty years.

他们已经在这里居住超过20年了。

2. **Actually, I think this might be true because she said that there are nine thousand, nine hundred, and ninety-nine rooms in the Forbidden City!**

事实上，我想这可能是真的，因为她说在紫禁城里有九千九百九十九间屋子！

民间传说故宫的房屋有九千九百九十九间半，为什么恰好要建造这些数量的房屋，而不是一万间呢？据说因为玉帝天宮的房屋才有一万间，人间皇宮的房屋最多也不能超过一万间，于是建造时特意造了半间。那么故宫的房屋究竟有多少间呢？1972

年经有关古建筑专家们实地调查统计，故宫大小宫殿、堂、楼、斋、阁等共有八千七百零七间。因此，说故宫房屋有九千九百九十九间半，是不确切的，只是传说而已。

3. **I will never forget my visit to one of UNESCO's world heritage sites — the Forbidden City!**

我将永远不会忘记参观了联合国教科文组织认定的世界文化遗产之一——紫禁城！

UNESCO (United Nations Educational, Scientific and Cultural Organization) 是联合国教科文组织。该组织于1946年成立，总部设在法国巴黎。其宗旨是促进教育、科学及文化方面的国际合作，以利于各国人民之间的相互了解，维护世界和平。UNESCO's world heritage sites 是联合国教科文组织世界文化遗产，是指被联合国教科文组织和世界遗产委员会确认的人类罕见的、目前无法替代的财富，是全人类公认的具有突出意义和普遍价值的文物古迹及自然景观。

Unit 5

1. **This is Wang Dandan speaking.** 我就是王丹丹。

• This is ... 我是……

在打电话的时候通常不说 I am ..., 而用 This is ... (speaking).

2. **Not really.** 其实并不是这样。

常用于口语。可以表示轻微、委婉的否定，意思为“事实并非如此”。

例 - Are you busy now? 你现在忙吗?

- Oh, not really. Why? 哦，不怎么忙，什么事?

- Do you understand? 你懂吗?

- Not really. 不是很懂。

3. **Let's look more closely at noses and tongues.** 让我们进一步观查一下鼻子和舌头吧。

词组 look at 中间有一个比较级的短语 more closely, 在这里是“离近看”的意思。look 在此句中是实义动词，译为“看”，而不是系动词，所以后面不能接形容词 close, 只能用它的副词形式 closely 来修饰。

4. **Some food tastes like sugar or lemons.** 有些食物尝起来像糖或柠檬。

• taste like ... 尝起来像……

taste like ... 后面通常加名词，类似的表达还有：smell like ... 闻起来像……，sound like ... 听起来像……，等等。

例 This chicken tastes like turkey. 这鸡肉吃起来味道像火鸡肉。

This shirt smells like roses. 这件衬衫上的味道闻起来像玫瑰花。

Her voice sounds like a bird singing. 她的声音听起来就像鸟儿在唱歌。

Unit 6

1. **Can it help me cool off?** 它能帮我降温吗？

• cool off 冷却，(温度)降下来

例 Come on, have some ice cream and cool off. 来，吃点冰激凌，凉快一下。

2. **It would be nice to have one.** 如果有一台就太好了。

• It would be nice to ... 如果……就太好了。

表示说话人的某种假设、愿望。

例 It would be nice to drink some coffee. 如果能喝点咖啡就太好了。

3. **The Flowbee was invented in the late 1980s.**

Flowbee (真空理发器) 于 20 世纪 80 年代晚期问世。

• in the late 1980s 20 世纪 80 年代晚期

英文中在年份后面加“s”，代表的是“××世纪××年代”。翻译时要把前两位数字加 1 为世纪，后两位数为年代。在前面可以加 early, middle of, late 分别表示是在该时代的“早期、中期、晚期”。

例 in the early 1860s 19 世纪 60 年代早期

in the middle of 1930s 20 世纪 30 年代中期

4. **It cuts hair with little mess.** 用它剪头发显得不乱。

“with”在此句中是指伴随着某种情况。

例 The door closed with a crash behind him. 门在他身后砰的一声关上了。

He sleeps with the light on. 他开着灯睡着了。

5. **Some special parts were added to a common vacuum.**

一些特殊的零件被添加在一台普通的吸尘器上。

- add ... to 把……加在……上

此句为被动语态, ... be added to 意思是“……被加在……上(里)”。

例 Please add some salt to the food. 请给食物加一些盐。

Some salt is added to the food. 一些盐被加进食物中。

6. **Next, Hunt went on television with the Flowbee.**

再后来, 亨特带着 Flowbee (真空理发器) 出现在电视荧屏上。

- go on television 上电视

例 Mr. Brown will go on television this evening. 布朗先生今晚将会上电视。

- Flowbee 是一种理发工具, 用吸尘器把头发吸起再用电动剃发器剪除。使用者完全可以自行操作, 给自己理发, 可以节省去理发店的时间和费用。

7. **More and more Flowbees were sold.** 越来越多的 Flowbee (真空理发器) 被售出。

- more and more ... 越来越多的……

本句中 more and more 起形容词的作用, 修饰后面的名词。

例 You will have more and more friends. 你的朋友将会越来越多。

Unit 7

1. **And in many more ways, nature always gives us what we need.**

并且在更多方面, 大自然会给予我们所需要的东西。

- what we need 我们所需要的

what we need 在整个句子中作 give 的直接宾语。

例 We have already bought what we need. 我们已经买了我们所需要的。

2. **Droughts can dry up all the water in a large area.** 干旱会使大面积的地区缺水。

- dry up 完全变干, 干涸

例 Many rivers in Africa have dried up recently. 最近非洲许多河流都干涸了。

The sun's heat can dry up the wet clothes. 太阳的热量可以使湿衣服变干。

3. **Scientists say that the earth is getting warmer and warmer.**

科学家们说地球正在逐步变暖。

- warmer and warmer 越来越暖

这是“比较级 + 比较级”的结构，表示“越来越……”。

• get 变成

get 一般强调变化的过程，后面接形容词。

例 The days are getting longer and longer. 天越来越长了。

4. **Every day we drive hundreds of millions of cars and use machines. They create a lot of gases.**

每天都开着数亿辆小汽车并且使用机器。它们都会产生大量的气体。

• hundreds of millions of ... 亿万……

英文中没有万、十万等一些汉语中的计数单位，所以要叠用一些计数单位来表达所想表达的数字。millions of ... 译为“数以百万计的……”，在前面加 hundreds of ...，词面意思为“上百个百万”，译为“亿万”或“数亿的”。

例 We paid hundreds of millions of dollars in taxes. 我们交纳了数亿美元的税金。

5. **These gases keep the sun's heat from escaping.** 这些气体阻止太阳的热量消散。

• keep *somebody / something* from *doing something* 阻止某人做某事，阻止某事发生

例 I don't want to keep you from doing your work. 我不想阻止你去做你的工作。

You should water your flower every day, and keep it from dying.

你应该每天给花浇水，不要让它死掉。

6. **Some plants may die out because of the warmer weather.**

由于天气逐渐变暖，有些植物也许会灭绝。

• die out 消失，灭绝

例 Why did dinosaurs die out? 为什么恐龙灭绝了？

7. **As you can see, it is important for humans to understand the balance of nature.**

如你所见，对于人类来说，了解自然的平衡是很重要的。

• it is important (for *somebody*) to *do something* (对某人来说) 做某事很重要

例 It's important for her to win the game. 对她来说比赛获胜很重要。

8. **Otherwise, "mother nature" will no longer be so kind.**

否则，“自然母亲”将不再友善。

• no longer 不再

表示不再继续一直延续的动作或状态。

例 He was no longer a child. 他不再是小孩子了。

Unit 9

1. Wasn't she the actress who starred in the movie *Roman Holiday*?

她不是那个主演电影《罗马假日》的女演员吗？

· star 主演

star 在本句中是动词，译为“主演”。另外它还可作名词，译为“星星”“明星”。

例 In his last film he starred as a doctor. 他在最近的一部影片中主演一名医生。

We can see the stars at night. 夜晚我们可以看见群星。

2. You seem to know a lot about her! 你似乎对她很了解！

· seem to do ... 似乎……

例 All my troubles seem to go away. 我所有的烦恼似乎都消失了。

3. I'm old enough to do it, don't you think? 我已经长大，能够做这件事了，您不觉得吗？

· 形容词 + enough to do something 足够……去做某事

enough 修饰形容词时，一般放在形容词之后，例如：big enough 足够大，heavy enough 足够重。

例 I'm tall enough to reach the top of the tree. 我个子很高，能触摸到树顶。

4. I used to be a volunteer in our hometown in America for many years.

我曾经在我们美国的家乡做过多年志愿者。

· used to be ... 过去曾经是……

例 We used to be best friends. 我们曾经是最好的朋友。

Hamburgers used to be my favourite food. 汉堡曾经是我最喜欢的食物。

5. Do they pay you for volunteer work? 他们会为你的志愿者工作付钱吗？

· pay for ... 为……付款

pay 后面可以接人，表示为某人付款，也可以接钱数，表示付多少钱。for 后面接名词或动词 -ing 形式，表示为了某物或做某事而付款。

例 My mother pays for my dinner. 我的晚饭是我妈妈付的款。

They pay me for cleaning the room. 他们付给我打扫房间的钱。

I paid three dollars for the book. 这本书我付了 3 美元。

6. **We help people in order to show them our love and kindness.**

我们帮助他人，向他们表达我们的爱心和友善。

- in order to ... 为了……，以便……

表示为了达到某种目的去做某事，后面接动词原形。

例 We started early in order to arrive before dark.

为了在天黑前到达，我们很早就动身了。

Unit 10

1. **I don't have any interest in swimming.** 我对游泳一点兴趣也没有。

- have interest in ... 对……感兴趣

interest 在本句中意思是“兴趣”，为名词。我们学习过 *be interested in ...*，也译为“对……感兴趣”，其中 *interested* 是形容词。

例 He has interest in reading. 他对读书感兴趣。

When he was young, he was interested in music. 他小时候对音乐感兴趣。

2. **I suggest we clean up the river.** 我建议我们把河水清理干净。

- suggest (*that*)... 建议……

表示向他人提出建议，用于客气地表达不同的想法。suggest 后面从句部分结构应为：主语 + (should) + do，表示“建议（应该）做……”。从句中 should 可以省略，动词用原形。

例 I suggested that he should stop working. (= I suggested he stop working.)

我建议他停止工作。

3. **Have you ever heard of Earth Day?** 你曾经听说过地球日吗？

- hear of 听说

例 Have you ever heard of a greenhouse effect? 你曾经听说过温室效应吗？

- Earth Day 地球日

地球日为每年的4月22日，是一个世界性的环境保护活动日。该活动是在1970年由美国的盖洛德·尼尔森和丹尼斯·海斯发起的，随后影响越来越大。活动旨在唤起人类爱护地球、保护家园的意识，促进资源开发与环境保护的协调发展，进而改善地球的整体环境。

4. **People celebrate Earth Day on April 22 of every year.**

人们在每年的4月22日庆祝地球日。

英文中习惯用序数词读日期中“日”的部分。例如：April 22 要读成 April twenty-second。

5. **Many people plant things in honor of Earth Day.** 许多人以栽种的方式庆祝地球日。

• in honor of ... 庆祝……，纪念……

例 The building is in honor of a scientist. 这个大楼是为了纪念一位科学家而建的。

Unit 11

1. **I am throwing my old toys away.** 我正要把我的旧玩具扔掉。

• throw ... away 把……扔掉

例 Throw the broken dish away. 把碎盘子扔掉。

He threw away the old sofa. 他扔掉了旧沙发。

2. **- Do you mind if I give them to my brother?** 如果我把它给我的弟弟你会介意吗?

- Of course not. 当然不会。

• Do you mind if ...? 如果……你会介意吗?

此句用来表达委婉请求别人的同意，也可以表达为：Would you mind if ...? would 表示更加委婉、客气的语气，do 则多用于熟人之间。If 后面引导表达条件的从句。

例 Would / Do you mind if I use your cell phone? 你介意我用你的手机吗?

3. **Go ahead.** 拿去吧。

ahead 意思是“向前”。go ahead 是口语中常见的表达，表示同意或允许，可译为“说吧”“做吧”“去吧”等。

例 - Can I borrow your dictionary? 我可以借用你的词典吗?

- Yes, go ahead. 可以，拿去吧。

- Can I say something? 我可以讲几句吗?

- Yes, go ahead. 可以，说吧。

4. **If we continue to waste these natural resources, our life will get much more difficult.**

如果我们继续浪费这些自然资源，我们的生活将变得更加困难。

• continue to do ... 继续做……

例 After finishing my homework, I continue to watch TV. 我写完作业接着去看电视。

5. **We can remember the “3R’s”: Reduce, Reuse, and Recycle.**

我们可以记住 3R 原则：减量，再利用，再循环。

3R’s 中用 “’” 把 s 与前面字母分隔开，用来表示字母或数字的复数。

例 The a’s look like u’s in your paper.

你卷子中的字母 a 写得像 u。

6. **To reduce means to use less.** 减量意味着降低使用量。

to reduce 在本句中是动词不定式作主语。除了作主语，动词不定式还可以作宾语等其他成分。

例 To swim with you was very enjoyable. 和你一起游泳我非常高兴。

I decide to look for a job. 我决定找一份工作。

7. **Buy things that you can fill again and again, like refillable pens and refillable shampoo bottles.**

购买能够反复填充的用品，如可重复灌墨水的钢笔和可重复灌洗发剂的瓶子。

• again and again 反复地，再三地

例 I have told you her name again and again. 我三番五次告诉过你她的名字。

Grammar 语法

Unit 1 时间状语从句

在复合句中，修饰主句的动词、形容词或副词等的从句叫作状语从句。状语从句由从属连词引导。状语从句根据它表达的意思可分为时间、原因、条件、让步、比较、结果、目的和方式等状语从句。本单元我们学习时间状语从句。

1. 引导时间状语从句的连词有 as soon as, after, before, when, while, as, until / till, since 等。

例如：As soon as I arrive, I will call you. 我一到就给你打电话。

You should return the book after you read it. 你应该在看完书后把它还回去。

When the weather is fine, many people go out for a walk.

当天气好的时候，许多人都出去散步。

Don't make any noise while I am recording. 当我录音的时候别出声。

2. 连词 when, while, as 都表示“当……时候”的意思，但用法不同。学习时需要注意以下几点：

(1) 当从句中的谓语动词是表示持续性的动作时，我们可以用 when, while 或 as。

例如：**While / When / As** I was watching TV, my mom was cooking in the kitchen.

当我看电视的时候，妈妈正在厨房做饭。

当从句中的谓语动词表示瞬间动作时，不可以用 while。

例如：**As / When** I stopped my car, a man came up to me.

当我停车时，一个人向我走来。

(2) 当从句的动作发生于主句动作之前，要用 when 引导这个从句，不可用 as 或 while。

例如：**When** you finished your work, you may have a rest.

当你完成工作时，你可以休息一下。

(3) 当从句表示“随时间推移”，连词应用 as，不用 when 或 while。

例如：**As** the day went on, the weather got worse. 日子一天天过去，天气越变越坏。

Unit 2 疑问词加动词不定式在句子中的应用； “the + 比较级，the + 比较级”的句式

1. 疑问词加动词不定式在句子中的应用。

动词不定式前面有时可加上连接代词 what, which 或连接副词 when, where, how, 主要

用作 know, learn, tell, wonder, ask, find, forget, teach, remember, decide, explain 等动词的宾语，其作用相当于宾语从句。当不定式的逻辑主语和句子的主语一致时，可以用这种句式。

例如：I don't know **what to say**. 我不知道该说什么。

We'd better find out **where to put it**. 我们最好弄清楚把它放在哪儿。

Please tell me **how to play**. 请告诉我怎么玩。

I just want to know **when to start**. 我只是想知道什么时候开始。

2. “the + 比较级, the + 比较级”的句式。

表示两个过程按比例同时增减，翻译为“越……越……”。

例如：**The more, the better**. 越多越好。

The more you give, the more you gain. 付出越多，得到越多。

Unit 3 动词 say, tell 和 ask 及后随的宾语从句

动词 say, tell 和 ask 常用于引述别人或自己讲出的话。在引用别人的原话时，被引用的句子前后要使用引号，将原话放在引号内。若用自己的话对别人所讲的话加以转述时，被转述的话不加引号，称之为间接引语，属于宾语从句。由引述动词 say 和 tell 引出的句子为间接陈述句；由引述动词 ask 引出的句子为间接疑问句。

1. 由引述动词 say 或 tell 引出的间接陈述句通常用从属连词 that 引导，从属连词 that 在句中有时可被省略。间接陈述句中 say 后面不加间接宾语（说话的对象），但用 tell 转述时后面可加宾语。

(1) 引述动词为现在时的间接陈述句。

间接陈述句的引述动词如果为现在时，随后的间接引语不需改变时态形式，但有人称的相应变化。这种情况常见于转述刚刚说完的话。

例如：① Susan says, “I go to school at 7 every morning.”

苏珊说：“我每天早晨 7 点钟去上学。”

间接陈述句为：

Susan says (that) she goes to school at 7 every morning.

苏珊说她每天早晨7点钟去上学。

② “I've bought a new computer,” Peter says to me.

“我买了一台新的计算机。”彼得对我说。

间接陈述句为：

Peter tells me (that) he has bought a new computer.

彼得告诉我他买了一台新的计算机。

(2) 引述动词为过去时的间接陈述句。

间接陈述句的引述动词如果为过去时，其随后的间接引语中的时间关系要向后推移，引起动词时态的变化。

例如：① Susan said, "My mother is cooking." 苏珊说：“我妈妈正在做饭。”

间接陈述句为：

Susan said (that) her mother was cooking. 苏珊说她妈妈正在做饭。

② "I will go swimming," Peter said to me. “我要去游泳。”彼得告诉我。

间接陈述句为：

Peter told me (that) he would go swimming. 彼得告诉我他要去游泳。

(3) 在有些场合，特别是引语表达的是客观事实、普遍真理等，尽管引述动词为过去时，间接引语中的动词时态也不需改变。

例如：① He said, "People exchange gifts at Christmas."

他说：“人们在圣诞节交换礼物。”

间接陈述句为：

He said that people exchange gifts at Christmas.

他说人们在圣诞节交换礼物。

② "The earth moves around the sun," their teacher told them.

“地球围绕太阳转动。”老师告诉他们。

间接陈述句为：

Their teacher told them that the earth moves around the sun.

老师告诉他们地球是围绕太阳转动的。

2. 由引述动词 ask 引出的间接疑问句。

若别人所述的原话是疑问句，在间接转述时要保留原话中的疑问代词或疑问副词作为引出间接疑问句的引导词，并将原句中的疑问句语序变为陈述句语序。ask 后面可接间接宾语。

例如：(1) "What are you doing?" she asked me. “你正在做什么？”她对我说。

间接陈述句为：

She asked me what I was doing. 她问我正在干什么。

(2) "When shall we meet again?" asked Marry. “我们何时才能再见面？”玛丽问。

间接陈述句为：

Marry asked when they would meet again. 玛丽问他们什么时候才能再见面。

Unit 5 动词 feel, look, smell, sound, taste 可作为系动词的用法

动词按其是否可带有宾语或补语可分类为及物动词、不及物动词和连系动词（系动词）。在本单元中，我们将具体学习 feel, look, smell, sound, taste 这五个最常用动词分别作为系动词、不及物动词和及物动词时的用法和区别。具体说明如下：

1. 均可作为系动词，后面接形容词作表语，用来说明主语所处的状态，分别译为“摸 / 看 / 闻 / 听 / 尝起来……”。除 look 之外，其他几个动词的主语往往是物，而不用于人。

例如：These flowers **smell** very sweet. 这些花闻起来很香。

This pillow **feels** very soft. 这个枕头摸起来很软。

2. 这些动词后面也可接介词 like 短语，like 后面常用名词。

例如：Her idea **sounds like** fun. 她的主意听起来很有趣。

You **look like** your mother. 你长得像你的母亲。

3. 这些动词也属于实义动词，既可作及物动词也可作不及物动词，其主语通常是人。

例如：We **smelt** the roses. 我们闻了闻这些玫瑰花。

The child **felt** cold. 这个孩子感觉冷。

Don't **sound** "h" in "hour." 在 "hour" 这个单词中，"h" 不发音。

Unit 6 被动语态 (II)

前面我们已经初步认识了被动语态，在本单元我们将学习被动语态中介词的用法。

1. 被动语态中通常用介词 by 后加表示动作的执行者。

例如：This book **was written by** Lu Xun. 这本书是鲁迅写的。

当我们不知道谁是动作的执行者，或者没有必要指出谁是动作的执行者时，此部分可以省略。

例如：This computer **was made** in China. 这款计算机是中国制造的。

The book **was published** in 2000. 这本书是 2000 年出版的。

2. 运用其他介词后加动作的执行者。

例如：The mountain **is covered with** snow. 那座山被雪覆盖了。

She is a famous singer. She **is known to** a lot of people.

她是一位著名的歌手。她被很多人所熟知。

Unit 7 because 和 because of

because 和 because of 都可以译为“因为”“由于”，表示原因。它们的区别如下：

1. because 是连词，引导原因状语从句，后面跟一个完整的句子。

例如：He didn't go to school **because** he was ill. 他没去上学是因为他生病了。

2. because of 是一个介词短语，后跟名词、名词性的词组或动词 -ing 形式。

例如：He didn't go to school **because of** his illness. 由于生病他没去上学。

Unit 9 定语从句 (I)

在主从复合句中，起定语作用的从句被称作定语从句。定语从句对其修饰的名词起限定作用。

例如：She is the **teacher** who teaches us English. 她就是教我们英语的**老师**。

从上述例句中的英、汉两种不同句式的比较来看，英语的定语从句是一组内含主谓结构的从句（who 是主语，teaches 是谓语），置于被修饰名词（teacher）之后，而汉语的定语是一组带有“的”字的动宾结构（汉语译文中的“教”是动词，“我们”是宾语），置于被修饰名词（老师）之前。这是同学们在英、汉互译中需掌握的要点。

学习并掌握定语从句的要领：

1. 定语从句由关系代词 who（指人）、which（指事物）、that（兼指人或物）等引出。
2. 关系代词在主从复合句中起双重作用：一方面，它指代主句中被修饰或限定的名词“先行词”，使主句与从句成为一体，从而起到连接词的作用；另一方面，这些起连接作用的关系代词又在从句的内部充当从句中的某一成分。

例如：(1) They met Dandan **who** visited America last year.

他们遇见了去年访问美国的丹丹。

关系代词 who 指代主句中被修饰的人 Dandan，Dandan 是先行词；who 又在定语从句中作主语，是谓语动词 visited 的执行者；who 起到了连接主句与从句的作用。

(2) This is the question **which** Mr. Brown asked me.

这就是布朗先生问我的那个问题。

关系代词 which 指代主句中被限定的事物 question，question 是先行词；which 又在定语从句中作 asked 的宾语；将从句中的宾语 which 提到定语从句之首并置于主句的先行词 question 之后，在句子结构上起到了连接主句和从句的作用。

上述两个例句中的 who 与 which 可以分别用 that 替换。

Unit 10 定语从句 (II)

在定语从句中，关系代词 that 指代“人”时，相当于 who；指代“事物”时，相当于 which，在定语从句中作主语或宾语，作宾语时通常可以省略。

例如：The boy **that / who** is singing a song is from Canada.

那个正在唱歌的男孩来自加拿大。

The house **that / which** was built here last year is my father's.

去年在这里盖的那栋房子是我爸爸的。

The gesture (**which / that**) we have learned means “Okay.”

我们学习过的那个手势意思是“好的”。

Unit 11 修饰比较级的副词

形容词和副词比较级前可加 much, a little, a lot, far, even 等词或词组来修饰，用来加强比较的语气或程度，在句中作状语。

例如：This text is **much** more difficult than that one. 这篇课文比那篇课文难很多。

Your apple is **a little** bigger than mine. 你的苹果比我的大一些。

I feel **a lot** better today. 我今天感觉好多了。

This is **far** better than that. 这个比那个好很多。

She is **even** prettier than her sister. 她甚至比她妹妹还漂亮。

Words and Expressions in Each Unit

各单元单词和习惯用语

注：带 * 的词为非《英语课程标准》要求掌握的词。单词后的数字是指本单词第一次出现时所在的页码。
在英式发音和美式发音有区别时，英式发音在前，美式发音在后。

Unit 1		absent /'æbsnt/ <i>adj.</i> 缺席的,不在场的	8
* pleased /pli:zd/ <i>adj.</i> 高兴的	2	Unit 2	
* embarrassed /ɪm'bærəst/ <i>adj.</i> 尴尬的,难堪的	2	* expert /'ekspɜ:(r)/ <i>n.</i> 专家;能手	10
* confused /kən'fju:zd/ <i>adj.</i> 困惑的,烦恼的	2	* plug /plʌg/ <i>v.</i> 插入	11
* tough /tʌf/ <i>adj.</i> 困难的,艰苦的	2	* oops /ɒps/ <i>int.</i> 哎哟	11
guess /ges/ <i>v.</i> 猜,猜想	2	* press /pres/ <i>v.</i> 压;按	11
get used to 习惯于……	2	* button /'bʌtn/ <i>n.</i> 按钮	11
thanks to 多亏;由于	2	printer /'prɪntə(r)/ <i>n.</i> 打印机	11
somewhere /'sʌmwɛə/, /'sʌm,hweə/ <i>adv.</i> 某地	3	connect /kə'nekt/ <i>v.</i> 连接	11
as soon as 一……就……	4	* cyber /'saɪbə(r)/ <i>adj.</i> 计算机(网络)的	12
fork /fɔ:(r)k/ <i>n.</i> 餐叉	4	physical /'fɪzɪkl/ <i>adj.</i> 身体的	12
chopstick /'tʃɒp(ɪ)stɪk/ <i>n.</i> 筷子	4	* handicap /'hændɪ(ɪ)kæp/ <i>n.</i> 障碍,阻碍	12
laugh at 嘲笑	4	* wheelchair /'wi:l(ɪ)tʃeə(r)/ <i>n.</i> 轮椅	12
come up 走近	4	ability /ə'biləti/ <i>n.</i> 能力;才能	12
* nap /næp/ <i>n.</i> 小睡,打盹	6	* handicapped /'hændɪ(ɪ)kæpt/ <i>adj.</i> 身体有缺陷的, 12 残疾的	
take a nap 小睡一下	6	* convenient /kən'vi:niənt/, /kən'vi:njənt/ <i>adj.</i> 方便的	12
hand out 分发;拿出	6	subject /'sʌbdʒɪkt/ <i>n.</i> 学科,科目	12
paper /'peɪpə(r)/ <i>n.</i> 卷子;论文;报纸	6	hand in 交上;递交	12
return /rɪ'tɜ:(r)n/ <i>v.</i> 归还;返回	7	lonely /'ləʊnli/ <i>adj.</i> 孤独的,寂寞的	12
classroom /'klɑ:sru:m/, /'klæs,ru:m/ <i>n.</i> 教室	8	though /ðəʊ/ <i>conj.</i> 尽管,即使	12
relaxed /rɪ'læks/ <i>adj.</i> 放松的	8		

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* benefit /'benəfɪt/ <i>n.</i> 利益, 好处	13	* canal /kə'næl/ <i>n.</i> 运河, 沟渠	20
importance /ɪm'pɔ:(r)təns/ <i>n.</i> 重要性	13	wide /waɪd/ <i>adj.</i> 宽的	20
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* download /,daʊn'ləʊd/, /'daʊn,ləʊd/ <i>v.</i> 下载	16	* heritage /'herɪtɪdʒ/, /'herətɪdʒ/ <i>n.</i> 文化遗产	20
directly /dɪ'rektli/ <i>adv.</i> 直接地	17	* site /saɪt/ <i>n.</i> 地点, 位置	20
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Vocabulary 词汇表

注:带*号的单词为非《英语课程标准》要求掌握的词。单词后的前一个数字标示所在单元,后一个数字为本单词第一次出现时所在的页码。在英式发音和美式发音有区别时,英式发音在前,美式发音在后。

A					
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* elementary /,elə'mentəri/ <i>adj.</i> 基本的,初级的	9	64
* embarrassed /ɪm'bærəst/ <i>adj.</i> 尴尬的,难堪的	1	2
ending /'endɪŋ/ <i>n.</i> 结束,终止	9	68
enemy /'enəmi/ <i>n.</i> 敌人	7	50
even though 即使,纵然	2	12
ever /'evə(r)/ <i>adv.</i> 曾经	7	50
everyday /'evri(ɪ)deɪ/ <i>adj.</i> 日常的,每天的	6	46
exactly /ɪɡ'zæktli/ <i>adv.</i> 精确地,确切地	6	46
* expert /'ekspɜː(r)t/ <i>n.</i> 专家;能手	2	10
eyeglasses /'aɪɡlɑːsɪz/, /'aɪ,ɡlæsɪz/ <i>n.</i> 眼镜	6	46

F

fallen /'fɔːlən/ <i>adj.</i> 落下的	6	45
* feather /'feðə(r)/ <i>n.</i> 羽毛	5	38
* flood /flʌd/ <i>n.</i> 洪水	7	49
* Florence Nightingale /'flɔːrəns 'naɪtŋeɪl/ 弗洛伦斯·南丁格尔(英国护士,护理业先驱)	9	64
* forbidden /fɔː(r)'bɪdn/ <i>adj.</i> 被禁止的	3	18
* forever /fɔːr'evə(r)/ <i>adv.</i> 永远	11	84
fork /fɔː(r)k/ <i>n.</i> 餐叉	1	4
* fortunately /'fɔːtʃənətli/, /'fɔːrtʃəntli/ <i>adv.</i> 幸运地	11	80
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* **frog** /frɒg/ *n.* 青蛙 12 90

* **furniture** /'fɜ:(r)niʃə(r)/ *n.* 家具 7 48

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* **greenhouse effect** 温室效应 7 50

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* **Gustave Eiffel** /gu'sta:v 'aɪfəl/
居斯塔夫·埃菲尔(埃菲尔铁塔设计者) 6 46

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* **Hall of Supreme Harmony** 太和殿 3 18

* **handicap** /'hændɪkæp/ *n.* 障碍,阻碍 2 12

* **handicapped** /'hændɪkæpt/ *adj.*
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handsome /'hænsəm/ *adj.* 英俊的 11 83

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* **harmony** /'hɑ:(r)məni/ *n.* 协调;融洽 3 18

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* **icon** /'aɪkɒn/ *n.* 图标 3 19

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* **kangaroo** /kæŋgə'ru:/ *n.* 袋鼠 9 67

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* **lawyer** /'lɔ:jə(r)/ *n.* 律师 7 53

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lucky /'lʌki/ *adj.* 幸运的 3 20

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* **manual** /'mænjuəl/ *adj.* 手工的 3 19

* **material** /mə'tɪəriəl/, /mə'turiəl/ *n.* 材料,原料 11 80

* **melon** /'melən/ *n.* 瓜 12 89

mess /mes/ <i>n.</i> 混乱	6	42	* pleased /pli:zd/ <i>adj.</i> 高兴的	1	2
messy /'mesi/ <i>adj.</i> 凌乱的, 散乱的	7	53	* plug /plʌg/ <i>v.</i> 插入	2	11
* metal /'metl/ <i>n.</i> 金属	11	80	pollute /pə'lu:t/ <i>v.</i> 污染	10	76
microwave oven 微波炉	6	40	pollution /pə'lu:ʃən/ <i>n.</i> 污染	10	72
* Mother Teresa /'mʌðə tə'ri:zə/ 特蕾莎修女 (阿尔巴尼亚慈善工作者)	9	62	powerful /'paʊə(r)fəl/ <i>adj.</i> 强大的; 有效的	6	41
* motor /'məʊtə(r)/ <i>adj.</i> 机动的	6	41	* press /pres/ <i>v.</i> 压; 按	2	11
motor fan 电扇	6	41	printer /'prɪntə(r)/ <i>n.</i> 打印机	2	11
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N					
* nap /næp/ <i>n.</i> 小睡, 打盹	1	6	* quality /'kwɒləti/ <i>n.</i> 质量, 品质	11	80
* necklace /'neklɪs/ <i>n.</i> 项链	6	47	queen /kwi:n/ <i>n.</i> 女王, 皇后	4	26
* Nobel Peace Prize 诺贝尔和平奖	9	62	R		
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* nun /nʌn/ <i>n.</i> 修女, 尼姑	9	62	* recycle /,ri:'saɪkl/, /ri:'saɪkl/ <i>v.</i> 回收利用	11	78
nursing home 疗养院	9	62	* reduce /rɪ'du:s/ <i>v.</i> 减少	10	72
O					
* ocean /'əʊʃən/ <i>n.</i> 海洋	7	54	refillable /ri:'fɪləbl/ <i>adj.</i> 可再填充的	11	80
* oops /ʊps/ <i>int.</i> 哎哟	2	11	relaxed /rɪ'læksd/ <i>adj.</i> 放松的	1	8
* oven /'ʌvən/ <i>n.</i> 烤炉, 烤箱	6	40	relax /rɪ'læks/ <i>v.</i> 放松	11	82
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Palace Museum 故宫博物院	3	20	* remote /rɪ'məʊt/ <i>adj.</i> 远离的	6	47
pale /peɪl/ <i>adj.</i> 苍白的	4	29	remote control 遥控 (装置)	6	47
paper /'peɪpə(r)/ <i>n.</i> 卷子; 论文; 报纸	1	6	* resource /rɪ'zɔ:s/, /'ri:ɪsɔ:rs/ <i>n.</i> 资源	11	80
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* pillow /'pɪləʊ/ <i>n.</i> 枕头	5	34	reuse /ri:'ju:z/ <i>v.</i> 重新使用	11	78
pioneer /,piə'niə/ <i>n.</i> 先驱	9	68	* Roman Holiday 罗马假日 (电影名)	9	63
* plastic /'plæstɪk/ <i>adj.</i> 塑料的	11	78	S		
			salesperson /'seɪlz,pɜ:(r)sn/ <i>n.</i> 售货员	6	40
			separate /'sepənt/ <i>adj.</i> 分开的	11	78
			serious /'sɪəriəs/, /'sɪriəs/ <i>adj.</i> 严重的; 严肃的	7	54

service /'sɜ:(r)vis/ <i>n.</i> 服务	7	53	* the Forbidden City 紫禁城	3	18
* shampoo /ʃæm'pu:/ <i>n.</i> 洗发剂,洗发香波	11	80	though /ðəʊ/ <i>conj.</i> 尽管,即使	2	12
* sight /saɪt/ <i>n.</i> 视力	5	32	* throne /θrəʊn/ <i>n.</i> 王位;宝座	3	18
simple /'sɪmpl/ <i>adj.</i> 简单的	11	80	throw /θrəʊ/ <i>v.</i> 投,扔	10	70
* site /saɪt/ <i>n.</i> 地点,位置	3	20	* thus /ðʌs/ <i>adv.</i> 因此,这样	5	34
smell /smel/ <i>n.& v.</i> 嗅觉;闻	5	32	* title /'taɪtl/ <i>n.</i> 标题,题目	12	90
* soap /səʊp/ <i>n.</i> 肥皂	11	85	to begin with 首先,起初	3	20
* soil /sɔɪl/ <i>n.</i> 泥土,土地	10	72	* tongue /tʌŋ/ <i>n.</i> 舌头	5	34
* soldier /'səʊldʒə(r)/ <i>n.</i> 士兵,军人	9	63	* tough /tʌf/ <i>adj.</i> 困难的,艰苦的	1	2
somewhere /'sʌmweə/, /'sʌm, hweə/ <i>adv.</i> 某地	1	3	tour /tuə/ <i>n.</i> 旅行,观光	3	20
square /skweə(r)/ <i>n.</i> 正方形;广场	3	18	tower /'taʊə(r)/ <i>n.</i> 塔	3	18
stone /stəʊn/ <i>n.</i> 石头	5	38	* trash /træʃ/ <i>n.</i> 垃圾,废物	8	59
* straw /strɔ:/ <i>n.</i> 吸管	6	44	U		
subject /'sʌbdʒɪkt/ <i>n.</i> 学科,科目	2	12	* UNESCO /ju:'neskəʊ/ <i>n.</i> 联合国教科文组织	3	20
success /sək'ses/ <i>n.</i> 成功,成就	10	74	used to 过去时常,过去曾经	9	64
* suck /sʌk/ <i>v.</i> 吮吸	6	42	V		
suggest /sə'dʒest/, /səg'dʒest/ <i>v.</i> 建议,提议	10	70	* vacuum /'vækjuəm/ <i>n.</i> 真空	6	40
suggestion /sə'dʒestʃən/, /səg'dʒestʃən/ <i>n.</i> 建议,意见	10	71	vacuum cleaner /'vækjuəm 'kli:nə(r)/ 真空吸尘器	6	40
* suitable /'su:təbl/ <i>adj.</i> 适当的,适宜的	9	64	village /'vɪlɪdʒ/ <i>n.</i> 村庄	9	62
* Summer Palace 颐和园	3	18	visitor /'vɪzɪtə(r)/ <i>n.</i> 参观者;游客	3	20
sunlight /'sʌn(ɪ)laɪt/ <i>n.</i> 阳光	7	51	volunteer /,vɒlən'tiə(r)/ <i>n.</i> 志愿者 <i>v.</i> 自愿(做某事)	9	62
* supreme /su:'pri:m/ <i>adj.</i> 至高的;最重要的	3	18	W		
* surround /sə'raʊnd/ <i>v.</i> 包围,围绕	3	20	* wheelchair /'wi:l(ɪ)tʃeə(r)/ <i>n.</i> 轮椅	2	12
T			whom /hu:m/ <i>pron.</i> (who 的宾格)谁	6	46
take a nap 小睡一下	1	6	wide /waɪd/ <i>adj.</i> 宽的	3	20
* temple /'tempəl/, /'templ/ <i>n.</i> 神殿;庙宇	3	18	width /wɪðθ/ <i>n.</i> 宽度	3	21
* Temple of Heaven 天坛	3	18	* worm /wɜ:(r)m/ <i>n.</i> 虫	4	28
* Thanksgiving Day 感恩节	12	86			
thanks to 多亏;由于	1	2			

Listening Script 听力录音稿

Unit 1

Listeningp. 2

Liu Chang: I remember your first day of school, Susan. You looked very nervous.

Susan: I was nervous, Liu Chang. It was a tough day for me.

Liu Chang: Why were you so nervous?

Susan: I couldn't speak Chinese well. I was always saying, "Could you speak more slowly, please?"

Liu Chang: Yeah. I guess that would make you feel ... um ... I don't know the word in English. How do you say red-faced?

Susan: Embarrassed.

Liu Chang: Oh, right! Embarrassed! There's no need to be embarrassed. Everyone knows you're not Chinese.

Susan: Yeah. I guess you're right.

Liu Chang: And you will get used to Chinese soon. Don't worry.

Susan: I hope so. Actually I'm already getting used to Chinese culture, thanks to you!

Unit 2

Listeningp. 10

Mike: What are you looking for on the

Internet, Dandan?

Wang Dandan: I'm trying to find some information about pandas. I don't know anything about pandas.

Mike: Have you found any good information?

Wang Dandan: No. I can't find anything.

Mike: Let me take a look. Ah! You've made a mistake.

Wang Dandan: What do you mean, Mike?

Mike: You spelled panda with an "e." It's supposed to be "P-A-N-D-A."

Wang Dandan: Aha! How silly of me!

Mike: It's okay. You'll almost be an expert on pandas after today.

Unit 3

Listeningp. 18

Tour guide: Welcome to the Forbidden City!

Mike: Wow! What is that beautiful building?

Tour guide: That is called the Hall of Supreme Harmony. There, you can find the *Longyi*.

Mike: *Longyi*? What does that mean?

Tour guide: It means "Dragon Throne." The emperors sat on a special seat.

Mike: Can we go inside and take a closer look?

Tour guide: Sure. Before that, why don't you take a picture? The outside of the building is very beautiful.

Mike: Good idea.

Tour guide: I'll take the picture. Why don't you go stand over there?

Mike: Okay. Thanks.

Unit 5

Listeningp.32

Tim: Hello?

Zhang Wei: Hello. May I speak to Tim, please?

Tim: This is Tim speaking.

Zhang Wei: Hi, Tim. This is Zhang Wei. How about coming over to my house?

Tim: Sorry. I can't hear you. Could you speak up?

Zhang Wei: Sure. I asked you if you can come over to my house. Can you hear me clearly?

Tim: Much better! Why do you want me to visit you? What's that noise? Are you eating something?

Zhang Wei: Yes, my mom made cookies. I'm eating one now. They are delicious! So I want to give you some.

Tim: Wow! I'll be right over.

Unit 6

Listeningp.40

Tim: Dandan, what is that?

Wang Dandan: It's a robot vacuum cleaner.

Tim: How does it work?

Wang Dandan: You just turn it on and it will go back and forth cleaning the floor.

Tim: That's clever! It would be nice to have one of those.

Wang Dandan: That's just what I was thinking, Tim!

Tim: Imagine watching TV while the robot cleans the house.

Wang Dandan: I know what you mean.

Tim: Let's ask the salesperson how much it costs.

Wang Dandan: Okay!

Unit 7

Listeningp.48

Mike: Zhang Wei, look at all those beautiful trees.

Zhang Wei: I wonder if they will be here after five years.

Mike: What makes you think that?

Zhang Wei: They say that humans cut down thousands of trees every day.

Mike: That's sad. What's the reason for that?

Zhang Wei: There are many reasons. Some people cut down trees to clear land for buildings. Others do it to make paper and furniture.

Mike: I guess they will keep doing it to make money.

Zhang Wei: True, Mike. But to me, nothing is more important than protecting

nature.

Mike: I think you're right.

Unit 9

Listeningp. 62

Zhang Wei: Tim, have you heard of Mother Teresa?

Tim: I think so. Wasn't she the nun who received the Nobel Peace Prize?

Zhang Wei: That's right. They say that she was one of the greatest people of our day.

Tim: Really? What did she do?

Zhang Wei: She spent her whole life helping others, especially the poor and the sick in Calcutta.

Tim: You seem to know a lot about her, Zhang Wei.

Zhang Wei: Actually, I just read a book about her and I was very moved.

Tim: Could you let me borrow the book? I want to read it.

Zhang Wei: Sure. I will give it to you tomorrow.

Unit 10

Listeningp. 70

Wang Dandan: Hey, Tim. This game is getting boring. Let's go outside and do something.

Tim: Sorry, Dandan. But I don't have any interest in going outside today.

Wang Dandan: But today is Earth Day. Most people are outside doing something.

Tim: Earth Day? What is that?

Wang Dandan: It's a day when people do things that are good for the earth.

Tim: You mean like planting trees and cleaning up parks?

Wang Dandan: Exactly. I suggest we go to the town park and see what we can do to help.

Tim: Well ... I don't know ...

Wang Dandan: Come on! We'll probably see some friends there.

Tim: You think so? Okay, let's go.

Unit 11

Listeningp. 78

Liu Chang: Hey, Amy. Where should I put these bottles?

Amy: Over there, in the recycling bin.

Liu Chang: Wow! You have a separate recycling area. This is great.

Amy: Thanks, Liu Chang. We're very pleased with it.

Liu Chang: Hey, do you mind if I take some sheets of paper home with me?

Amy: That's fine. But those sheets have already been used.

Liu Chang: I know. But I can reuse them for drawing.

Amy: Oh, okay. I'm glad that you can reuse them. It's better than just throwing them away.

Liu Chang: Thanks, Amy.

Amy: Don't mention it.

Scope and Sequence 单元学习要点

Theme I : Then and Now				
Unit	1	2	3	4
Title	The Big Move	Online School	The Forbidden City	Review
Communicative Functions	<ul style="list-style-type: none"> • Requesting • Expressing the words I don't know 	<ul style="list-style-type: none"> • Noticing one's mistakes • Expressing things I don't know 	<ul style="list-style-type: none"> • Asking about the meanings of certain things • Making suggestions 	
Listening & Speaking Target Language	<ul style="list-style-type: none"> • Could you <i>speak more slowly</i>, please? • I don't know the word in <i>Chinese</i>. 	<ul style="list-style-type: none"> • You've made a mistake. • I don't know anything about <i>computers</i>. 	<ul style="list-style-type: none"> • What does <i>the word</i> mean? • Why don't you <i>look it up in the dictionary</i>? 	
Reading & Writing	<ul style="list-style-type: none"> • Understanding a diary about someone's experience of moving overseas • Writing a diary about my first day at school 	<ul style="list-style-type: none"> • Understanding a reading about people who attend online schooling • Writing about what I do on the Internet 	<ul style="list-style-type: none"> • Understanding a reading about a tour of the Forbidden City • Writing about a place I want to visit 	
Structure	<ul style="list-style-type: none"> • Adverbial clauses of time: <i>when, before, as soon as, while, after</i> 	<ul style="list-style-type: none"> • Interrogative pronouns + <i>to</i> infinitive • Comparative 	<ul style="list-style-type: none"> • Object clauses with the verbs: <i>say, tell, ask</i> 	

Theme II : The World around Us

Unit	5	6	7	8
Title	It Smells Good	A Special Machine	The World of Nature	R e v i e w
Communicative Functions	<ul style="list-style-type: none"> • Making telephone calls • Answering the phone 	<ul style="list-style-type: none"> • Agreeing • Expressing hope 	<ul style="list-style-type: none"> • Asking about reasons why • Expressing one's thoughts 	
Listening & Speaking Target Language	<ul style="list-style-type: none"> • Hello. May I speak to <i>Susan</i>, please? • This is <i>Amy</i> speaking. 	<ul style="list-style-type: none"> • That's just what I was thinking. • It would be nice to <i>drive it</i>. 	<ul style="list-style-type: none"> • What makes you think that? • To me, nothing is more important than <i>respecting nature</i>. 	
Reading & Writing	<ul style="list-style-type: none"> • Understanding a reading about the five senses and different flavors of food • Writing a letter back to my friend explaining one Chinese food 	<ul style="list-style-type: none"> • Understanding a reading about the invention of the Flowbee • Writing some interesting facts about the greatest human invention 	<ul style="list-style-type: none"> • Understanding a reading about the balance of nature • Writing about the importance of nature 	
Structure	<ul style="list-style-type: none"> • Use of sensory verbs 	<ul style="list-style-type: none"> • The passive voice (II) 	<ul style="list-style-type: none"> • The use of <i>because</i> and <i>because of</i> 	

Theme III: Helping Those around Us

Unit	9	10	11	12
Title	A Volunteer	Earth Day	Reduce, Reuse, Recycle	R e v i e w
Communicative Functions	<ul style="list-style-type: none"> • Confirming facts • Expressing opinions 	<ul style="list-style-type: none"> • Making suggestions • Expressing lack of interest 	<ul style="list-style-type: none"> • Expressing feelings • Asking for permissions 	
Listening & Speaking Target Language	<ul style="list-style-type: none"> • Wasn't <i>she the actress who starred in the movie Roman Holiday?</i> • You seem to know a lot about <i>her</i>. 	<ul style="list-style-type: none"> • I don't have any interest in <i>swimming</i>. • I suggest <i>we clean up the river</i>. 	<ul style="list-style-type: none"> • I'm very pleased with <i>it</i>. • Do you mind if <i>I open the window?</i> 	
Reading & Writing	<ul style="list-style-type: none"> • Understanding a dialog about volunteer work • Writing about your family members or your classmates 	<ul style="list-style-type: none"> • Understanding a reading about things we need to do on Earth Day • Writing about my experience in helping our earth 	<ul style="list-style-type: none"> • Understanding a reading about the importance of reduce, reuse, and recycle • Writing a letter about what I can do for nature 	
Structure	<ul style="list-style-type: none"> • Attributive clause (I) 	<ul style="list-style-type: none"> • Attributive clause (II) 	<ul style="list-style-type: none"> • Adverbs in comparisons: <i>even, far, much, a lot</i> 	

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