



义务教育教科书

英语

ENGLISH

八年级
下册



人民教育出版社

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人民教育出版社 课程教材研究所 编著

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主 编：刘道义 郑旺全

分册主编：张献臣

编写人员（以姓氏笔画为序）：

宇文利 李 晓 吴莎莎 宋春燕

张琳琳 陆锡钦 林玉琴 周宁之

责任编辑：熊金霞

责任设计：胡白珂

责任校对：王 晶

责任印制：张 灿

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致同学

亲爱的同学们，欢迎你们进入八年级下半学期的学习！在这个学期，本套教科书将继续陪伴你们完成更有挑战性的任务，取得更大进步。

本套教科书各单元以主题为引领，以问题为线索，以活动为途径，关联现实生活，体现时代特征，包含丰富的文化内容。学习这套教科书可以帮助你们发展语言能力，培育文化意识，提升思维品质，提高学习能力，树立国际视野，涵养家国情怀，坚定文化自信，形成正确的世界观、人生观和价值观。

八年级下册共有八个单元，单元主题在深度和广度上都有所提升。第一单元探讨如何兼顾学习和休闲、平衡工作和生活。第二单元通过描述身体健康问题和安全事故，培养你们的生命安全意识。第三单元关注青少年成长中的“烦恼”，帮助你们做好心理调节，拥有积极乐观的心态。第四单元介绍壮美的自然奇观，希望你们热爱自然，保护自然，理解挑战自我和探索自然的意义。第五单元描述自然灾害对人类的影响，引导你们敬畏自然，提高防灾减灾意识。第六单元介绍不同文化的传统和习俗，帮助你们增强文化自信，培养跨文化理解与沟通能力。第七单元展现中外经典文学作品，带你们领略文学魅力，提升文学素养，希望你们得到心灵的滋养和人生的感悟。第八单元聚焦志愿者活动，希望你们心中有大爱，乐于助人，无私奉献。

读书破万卷，下笔如有神。希望你们继续加强阅读和写作，多思考、多实践；积极利用英语学习资源，勤练习、勤反思。相信在学期结束时，你们的英语水平一定会迈上一个新台阶！



Unit	Section A
1 Time to Relax  Why are free-time activities important? p.1	 How do you spend your free time? Listening: A survey on free-time activities A conversation about taking up a hobby Speaking: Talk about hobbies and reasons for taking up a hobby Grammar: Infinitives as adverbials and object complements
2 Stay Healthy  How do we take care of ourselves? p.11	 What should we do when we don't feel well? Listening: Conversations about health problems Speaking: Act out a conversation between a doctor and a patient Grammar: Modal verbs for advice (should, could) Reflexive pronouns
3 Growing Up  How do we deal with our emotions? p.21	 What makes you upset? Listening: Conversations about a problem between friends Speaking: Talk about feelings and share solutions Grammar: Conjunctions (although, until, so that)
4 The Wonders of Nature  How do we connect with nature? p.31	 What is amazing about nature? Listening: A geography game show A Q&A session with a deep-sea researcher Speaking: Talk about geographical features in China Grammar: Comparative and superlative adjectives / adverbs (review) Large numbers

Section B	*Project
① How can a hobby improve your life? Reading: A description of two teenagers' hobbies Writing: Write about your hobby	Do a survey on popular free-time activities
Vocabulary: Collocations related to free-time activities	
② How should we stay safe? Reading: A story about a cooking accident Writing: Write a doctor-patient conversation	Make a health brochure
Vocabulary: Words describing health problems Word endings (-self / -selves, -less, -ache)	
③ How can we stay positive? Reading: A story about a teenager's problem with his team Writing: Write a thank-you letter	Share and solve problems
Vocabulary: Positive and negative adjectives about feelings and emotions	
④ Why do we explore nature? Reading: An article about Chinese achievements on Mount Qomolangma Writing: Write an advertisement for a natural wonder	Design a poster about a natural wonder
Vocabulary: Opposite words <i>How</i> + adjective / adverb	

Unit	Section A
5 Nature's Temper  How do natural disasters affect our lives? p.41	 What happens during a natural disaster? Listening: Conversations about experiences during natural disasters Street interviews after a typhoon and a weather report Speaking: Talk about experiences during a typhoon Grammar: Past continuous tense
6 Crossing Cultures  How do we communicate with people from different cultures? p.51	 How different are our cultures? Listening: Conversations about greetings from different cultures A conversation about Indian customs Speaking: Give advice on table manners Grammar: Conjunctions (so ... that, unless, as soon as)
7 A Good Read  Why should we read great books? p.61	 What great books have you read? Listening: Conversations about different types of books Book reports Speaking: Exchange ideas about a book you have read Grammar: Present perfect tense (already, yet, never, ever, just)
8 Making a Difference  Why should we help others? p.71	 What can we do to help? Listening: Interviews with volunteers Conversations about volunteering Speaking: Talk about volunteer experiences Grammar: Present perfect tense (since, for)
*Reading Plus p.81 Listening Scripts p.95	Grammar p.105 Vocabulary in Each Unit p.113

Section B	*Project
What can we do to prepare for the worst? Reading: A story about a girl who saved people from a tsunami Writing: Write a story about a day with bad weather	Make a chain story
Vocabulary: Collocations related to natural disasters Compound words	
How do we show respect to other cultures? Reading: An email about French party manners Writing: Write an email to give advice on Chinese customs	Compare two countries' customs
Vocabulary: Prefixes (un-, in- / im-) Adjectives (-ing, -ed)	
What can we learn from great books? Reading: A summary of <i>The Secret Garden</i> Writing: Write a book report	Make a reading log
Vocabulary: Suffixes of adjectives Words with different parts of speech	
How does helping others make a difference? Reading: A speech by a volunteer from Blue Sky Rescue Writing: Write an application email	Start a volunteer group
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UNIT 1

Time to Relax



?
BIG
Question

Why are free-time activities important?

In this unit, you will

1. talk about how you spend your free time.
2. describe different free-time activities and hobbies.
3. use infinitives to show purpose or provide more information about a sentence's object.
4. explore why people need time to relax.

Look and share

1. What is the girl in the photo doing?
2. Do you like this activity?
3. Do you think this activity helps us to relax? Why?

How do you spend your free time?

1a Match the activities with the pictures.

_____ playing the flute _____ doing calligraphy _____ painting
_____ skiing _____ hiking _____ programming



A



B



C



D



E



F

1b Listen to three interviews. Complete the sentences with the students' activities.

1. Teng Fei likes _____ after school.
2. Teng Fei also likes _____ at the weekend.
3. Helen loves _____ in her free time.
4. Chen Jie likes to _____.

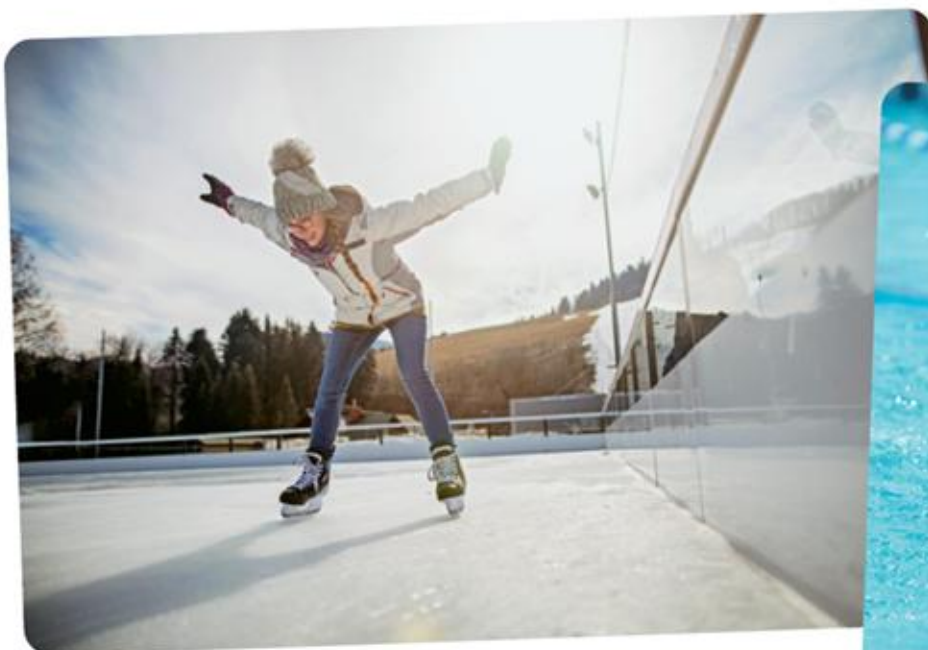
1c Listen again. Match the purposes with the statements from 1b.

- _____ A. To express feelings. _____ B. To relax.
_____ C. To get some exercise. _____ D. To create an app.

1d Talk about your free-time activities with a partner.

- A: What do you do in your free time?
B: I like to ...
A: Why do you do it?
B: I do it to ...

2a What are the challenges of doing these two activities? Share your ideas.



ice skating



swimming

2b Listen to a conversation between Fu Xing and Emma. Tick the things they talk about.

- ☐ what they are going to do the next day
- ☐ what Emma did at the weekend
- ☐ what Fu Xing did at the weekend
- ☐ challenges of their free-time activities

2c Listen again and complete the sentences.

1. Emma went to the sports centre to _____.
2. Emma didn't want to _____ again at first.
3. Fu Xing told Emma that no one expected her to _____ from the start.
4. The instructor encouraged Emma to _____ and told her not to give up so easily.
5. Fu Xing used to be scared of water, but she started swimming to _____ her fear.

2d What was it like when you did your favourite free-time activity for the first time? Share your experiences.

A: I love singing and performing now. But I was afraid to sing in front of others at first.

B: Oh, I didn't know that. What helped you to get over your fear?

A: I practised by performing in front of my friends. That helped me to get better quickly!

3a Read the conversation. Circle Peter's and Yaming's free-time activities.

Peter: Hey, Yaming! What are you up to?

Yaming: Hi, Peter. I'm doing calligraphy.

Peter: It's beautiful! What are you writing?

Yaming: It's a poem by Li Bai. My grandmother taught me how to write it.

Peter: What's this character?

Yaming: It's *yue*. It means "moon".

Peter: It's nice! I like watching you write like that. But it looks difficult.

Yaming: Well, the first step is always the hardest. When I started to do calligraphy, I spent hours practising single strokes.

Peter: I know how that feels! My dad's teaching me to play the guitar. It's difficult, but he always encourages me not to give up.

Yaming: Exactly. Now I do calligraphy to relax. I even like how the ink smells! Why did you choose to play the guitar?

Peter: I think playing the guitar is cool. Will you teach me to write a poem? I can teach you to play a song in return.

Yaming: It's a deal!



3b Read again and answer the questions.

1. What words does Peter use to describe Yaming's work?
2. What does Yaming like about his hobby?
3. What are the similarities between Yaming's and Peter's hobbies?
4. What do you think "The first step is always the hardest" means?
5. How do you usually feel when you manage to do something difficult?
Give an example.

3c Listen to the conversation. Then role-play it.

3d Discuss the reasons why you do your hobbies. You can use the expressions to help you.

- It makes me feel happy to ...
- It helps me to ...
- It's a great way to ...
- When I started to ..., I ...

Grammar Focus

- 4a** Read the sentences. Decide if each infinitive in bold functions as an object complement or adverbial.

What do you do in your free time?	I play the flute to relax .
How did you spend your weekend?	I went to the sports centre to ice-skate .
How did you get into painting?	I saw my mother paint . I decided to give it a go.
What did your instructor say?	She told me not to give up so easily.

- 4b** Complete the conversations with the correct forms of the verbs in brackets.

- A: Thanks for your advice! It made me _____ (decide) to try skiing.
B: You're welcome. Try _____ (forget) your fears and have fun!
- A: My cousin often asks me _____ (fly) kites with her when it's windy.
B: That sounds fun! I'd love to watch you _____ (fly) kites sometime.
- A: I love to watch kung fu movies _____ (relax).
B: Really? When I want _____ (relax), I watch animal videos.
- A: My parents told me _____ (not push) myself too hard.
B: Yes, it's important _____ (not forget) to relax once in a while.

- 4c** Complete the passage with the infinitive forms of the verbs in the box. What do you usually do outdoors?

(not) come do listen play spend stay watch

My twin brother and I look alike, but we are so different. I love sport, and I often meet my friends _____ football and tennis. My brother joined us to play football once or twice, but he decided _____ after that. He doesn't like sport very much! Instead, he likes _____ at home and _____ movies, _____ to music, and chat with friends online. Our parents were worried about him staying home too much. They also wanted us _____ more time together as a family. So, now they let us _____ our favourite activities on Saturdays, but on Sundays, we go on a family outing together!

How can a hobby improve your life?

- 1a In what ways does your hobby help to make your life better? Tick the ones that are true for you. You may add more.

My hobby helps me ...

- | | |
|---|--|
| ☐ to relax | ☐ to make new friends |
| ☐ to learn a new skill | ☐ to reduce stress |
| ☐ to try new things | ☐ _____ |

- 1b Read the text. Underline the two students' opinions.

**Identifying facts and opinions**

Facts are statements that are true. On the other hand, opinions express a feeling or belief. They may or may not be true. Look for key words like “think” or “believe” to help you identify whether a statement is an opinion.

Hobbies That Are Good for You

When work or school is over, what do you do to pass the time? Do you spend time on your hobbies? Reading or listening to music can help us to calm down after a busy day. Physical hobbies, such as playing tennis or doing yoga, can help us to keep fit. And some hobbies are creative. For example, people sometimes paint pictures to remember a beautiful landscape or object, or reduce stress.

Luca Bruno likes to be creative in his free time. But he doesn't make art or write stories. Instead, this Italian teenager finds it fun to make mobile phone apps. He thinks that apps can be a great way to help people. He started programming when he was ten, after he read about famous businessmen who started out as programmers. His latest app allows people around the world to find study partners for learning Italian. They can learn Italian and make friends at the same time!

“It gives me such a sense of achievement to see people using the app,” says Luca. “I believe I'm helping people around the world to learn Italian!”

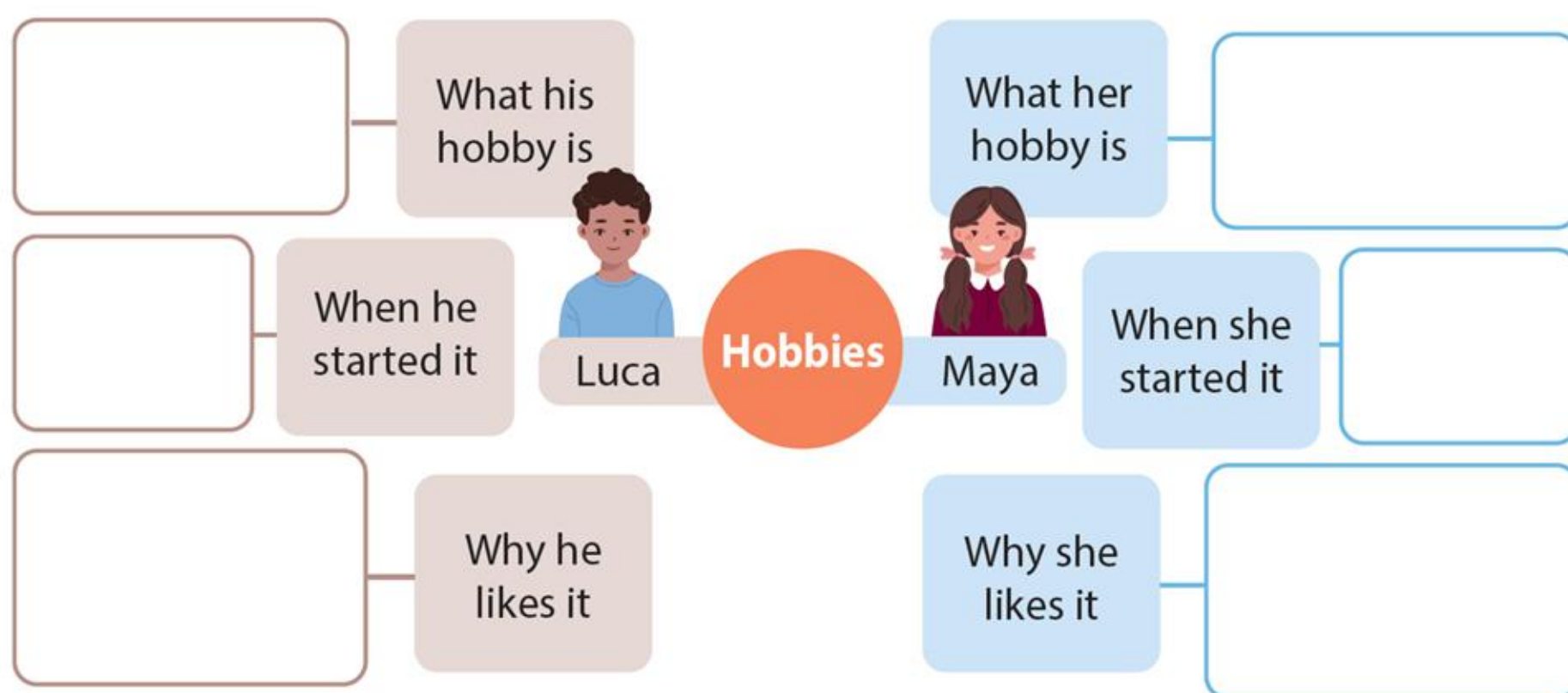
Some people prefer not to make things. They prefer to collect them! In India, Maya Badal doesn't collect coins or stamps. Instead, this teenage girl collects postcards!

“I know some people think postcards are rather old-fashioned, but I think they’re a good way to learn about different places,” Maya says. “I think it’s interesting to see the beautiful buildings and landscapes in foreign countries.”

Maya’s first postcard shows the Mogao Caves in Dunhuang. Her dad sent it to her when she was five, and she liked it so much that she put it up on her bedroom wall! Now there are over one hundred postcards from thirty-two countries on Maya’s walls. She dreams of travelling to these places in the future!



1c Read the text again and complete the mind map.



1d Read again and complete the sentences with different purposes. Then write about yourself.

1. Some people listen to music to _____.
2. Others play tennis to _____.
3. Sometimes people paint pictures to _____.
4. Luca developed his latest app to _____.
5. Maya collects postcards to _____.
6. I _____.

1e What new hobby would you like to take up and why? Share your ideas.

Vocabulary in Use

- 2a** Match the words in the box with the verbs below. Some words can go together with more than one verb.

calligraphy coins poems football ice skating sport
stories tennis stamps postcards guitar skiing

collect	do	go	play	write

- 2b** Complete the conversation with the phrases in the box. Use the correct forms of the verbs.

get over take up give up reduce stress find it fun to (do sth)

- A: Hey, I heard you're thinking about _____ a hobby?
 B: Yes, I am. Any suggestions?
 A: Well, I _____ paint. It's a great way _____ and express myself.
 B: That sounds fun, but I'm worried about not being good at it.
 A: Don't worry. Everyone starts somewhere. As long as you don't _____, you'll get better at it over time.
 B: Right! I should _____ my fear of failure and just try to have fun.
 A: Exactly! Painting is a great way to discover your creative side too.

- 2c** Complete the passage with the correct forms of the words in the box.

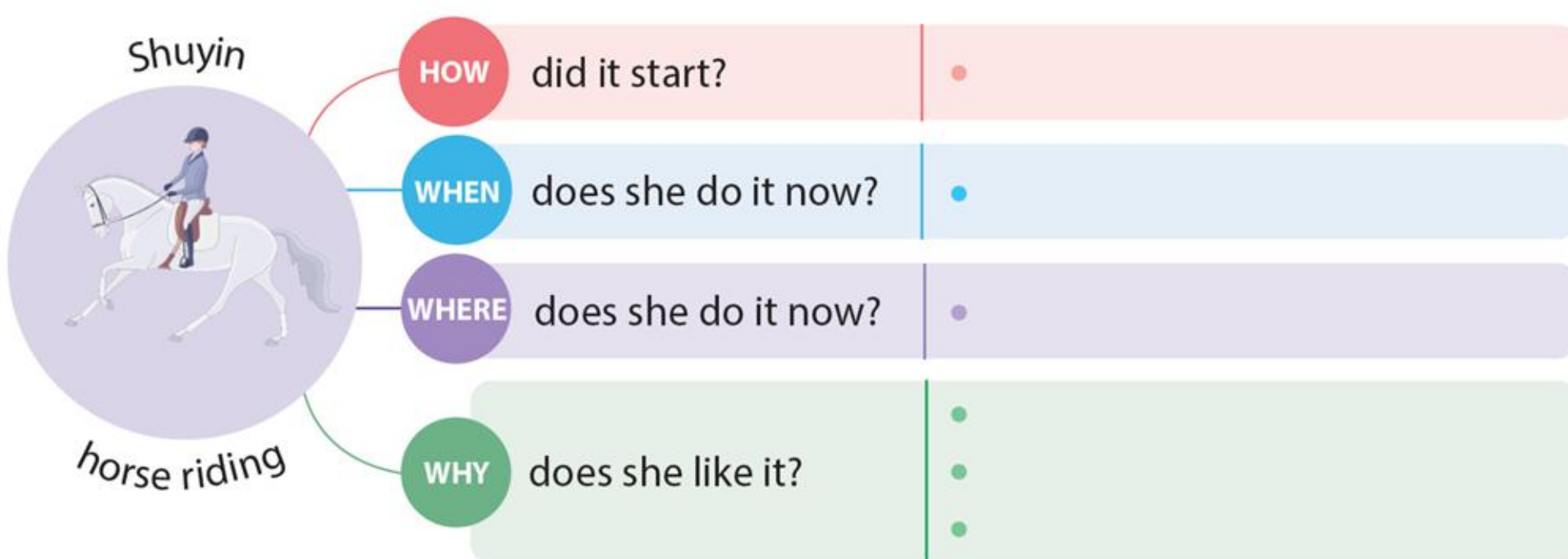
achievement instructor chat similarity perform

My biggest inspiration is my dance _____. When I first started dancing, I was really scared to _____ in front of others. I didn't want to talk to my instructor about it because he seemed very strict. However, we _____ after class one day, and I realized that he was surprisingly nice! He told me that a lot of his students had _____ fears. He helped me to get over my fear. My greatest _____ so far is dancing in front of hundreds of people last year. I was quite calm when I danced on stage, and I had a great time after all!



- 3a** Read the posts. Complete the mind map with the information about Shuyin's favourite free-time activity.

What is your favourite free-time activity?	
 Jason UK	Hi, everyone! I'd like to take up a new free-time activity, and I'm hoping to get some ideas. What do you do? Why do you like it? Please tell me more! 💬 ❤️ ➡
 Shuyin China	I have many free-time activities, like painting, writing poems, and reading. But my favourite free-time activity is horse riding. When I was six, I visited my grandfather's farm, and he took me to ride a horse. It was such an amazing experience! Now I ride my favourite horse, Nini, at his farm every weekend. I love horse riding because I enjoy being in nature. Horse riding also helps me stay fit. But most importantly, it lets me spend time with Nini! She's my best friend. She's happy to see me whenever I visit, especially when I bring her some carrots for a snack! I'm lucky to have her in my life. 💬 ❤️ ➡



- 3b** Create a similar mind map for your own favourite free-time activity.
- 3c** Write a reply to Jason's post by introducing your favourite free-time activity. You can use the expressions to help you.

- My favourite free-time activity is ...
- I started this activity when I was ...
- I like to do it because ...
- It makes me really happy when ...
- I find it fun to ...
- It lets me ...
- I enjoy ... when I ...

***Project**



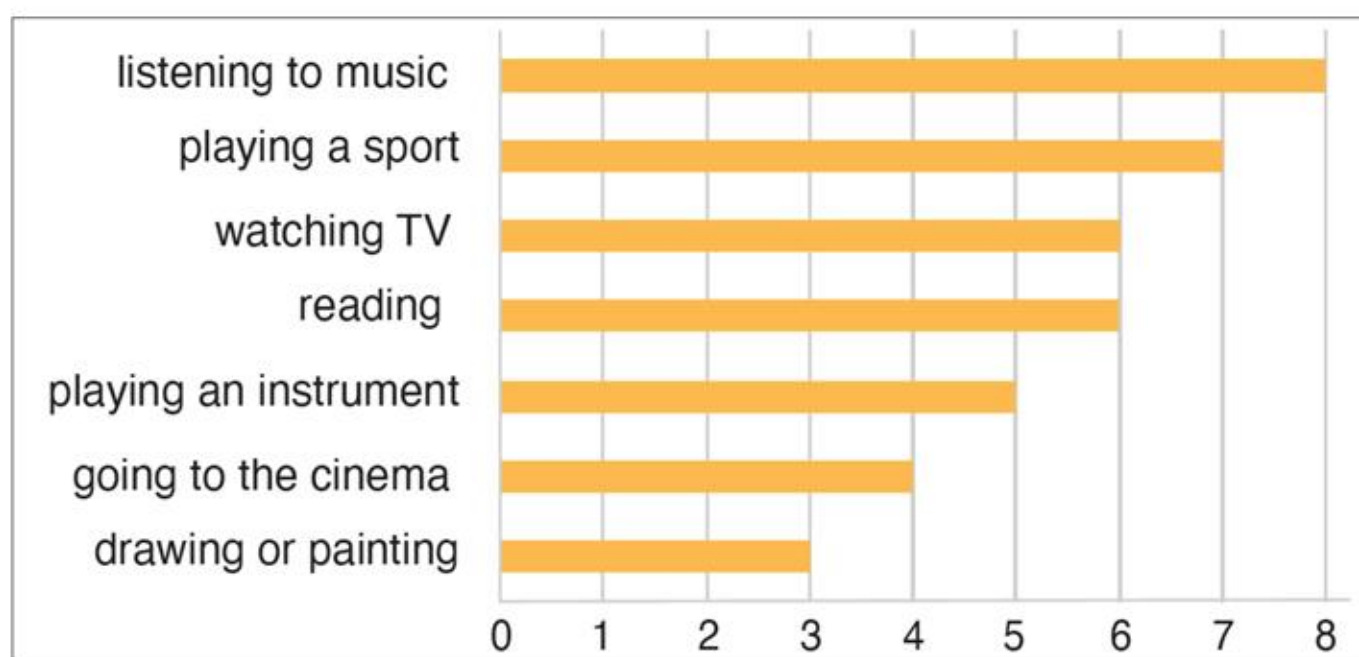
Do a survey on popular free-time activities

4a In groups, ask one another the following questions. Note down the answers in a table.

- What free-time activities do you like?
- Why do you like each activity?

Name	Free-time activity	Reason
Frank	playing football	It's a great way to exercise.
	listening to music	It helps him to relax.
	going to the cinema	It's fun.

4b Create a chart that shows your group's results. Below is an example.



4c Present your chart and explain it to the class.

*In our group, eight people like listening to music. It is the most popular free-time activity.
We like it because ...*

Reflecting



1. What free-time activities have you learnt about?
2. What free-time activities do you, your friends, and your family do?
3. Which two functions of infinitives have you learnt? Can you use them properly?
4. Why do you do free-time activities? How do they help you?
5. Why do you think we need time to relax?



All work and no play makes Jack a dull boy.

UNIT 2

Stay Healthy



**?
BIG
Question**

**How do we take
care of ourselves?**

In this unit, you will

1. talk about health problems and physical conditions.
2. give advice to people who are not feeling well.
3. use reflexive pronouns to refer to the subject in a sentence.
4. discuss ways to stay healthy and safe.

Look and share

1. How do you think the boy in the photo is feeling?
2. Why does he feel that way?
3. What do you think he should do?

What should we do when we don't feel well?

1a Match the health problems with the pictures.

_____ sore throat

_____ stomachache

_____ headache

_____ toothache

_____ backache

_____ cut



A



B



C



D



E



F

1b Listen to four conversations. Write the health problems next to the students.

Name	Health problem	Cause
David		_____ at a friend's birthday party
Ben		fell during a _____
Nancy		ate too many _____
Judy		talked too much and didn't _____

1c Listen again. Find out the cause of each student's health problem and complete the table in 1b.

1d Choose one conversation from the listening and role-play it.

A: What's wrong? / What's the matter? / Are you OK?

B: I have a stomachache. / I'm suffering from a sore throat. / ...

A: What happened?

B: I ...

2a Match the health problems with the things you should do.

- | | |
|----------------|---------------------------------------|
| 1. sore throat | A. clean the area and cover it |
| 2. stomachache | B. press down on your nose |
| 3. toothache | C. rest and drink enough water |
| 4. cut | D. drink some water with honey |
| 5. nosebleed | E. see a dentist |
| 6. fever | F. put something warm on your stomach |

2b Listen to three conversations. Circle the health problems the students have in 2a. Who got some medicine from the school nurse?

2c Listen again. Complete the school nurse's advice for each student.

Name	Advice
David	- You shouldn't _____ next time. - Avoid _____ for now as the gas could make the ache worse.
Nancy	- You might need an X-ray. - You could eat some _____, but no more _____. - Remember to _____ carefully.
Jeff	_____ on your nose. _____ for a few minutes. - You should be _____ next time. Accidents can happen when we're careless.

2d Work in pairs. Take turns to ask for and give advice for different health problems.

headache



fever



runny nose



cough



bruised knee



A: I'm suffering from a very bad headache. / I have a bruised knee. / ... What should I do?

B: You should go to the doctor. / You could put some ice on it and get some rest. / ...

3a Read the conversation. What's the matter with Helen?

Doctor: Take a seat, Helen. How are you feeling?

Helen: Not good ... I have a runny nose and a fever.

Doctor: Let me take your temperature ... Oh, it's quite high.

Helen: Yes, it started yesterday. I felt so cold, and I didn't have much energy. When I tried to get out of bed, I almost fell and hurt myself. My throat hurts too.

Doctor: Let's see. Yes, the back of your throat looks very red. We'll need to do a test, but I believe you have the flu. It's flu season.

Helen: What should I do, Doctor?

Doctor: You should take some medicine and drink enough water.

Helen: OK, thank you. Can I go to school tomorrow?

Doctor: No, you should rest at home. When you're outside, please wear a mask. It stops us from passing the flu virus to others easily.

Helen: I will!

Doctor: And remember, your health is in your hands. If you take good care of yourself, you'll get better soon.



3b Read again and write notes in the table.

Helen's descriptions of her problems	The doctor's advice

3c Listen to the conversation. Then role-play it.

3d Act out a conversation between a doctor and a patient. Use the expressions below to help you.

Doctor	Patient
Asking about injuries / illnesses: How are you feeling? What's the matter with your ...? Does your ... hurt?	Describing injuries / illnesses: I feel terrible. / I don't feel well. I have ... My ... hurts.
Giving advice: You should / shouldn't exercise. Don't go to school today.	Asking for advice: What should I do? Can I go to school tomorrow?

Grammar Focus

- 4a** Read the sentences. Underline the modal verbs for advice and circle the reflexive pronouns.

What's wrong?	I ate too much last night. Now my stomach aches.	You shouldn't eat so much next time.
What's the matter?	I have a really bad toothache.	You should see the dentist and get an X-ray. You could eat some soft food for now.
How did you hurt yourself?	I hurt myself when I fell off my bike.	Be more careful next time. If we are not careful, we can easily hurt ourselves.

- 4b** Complete the sentences using the correct reflexive pronouns.

- The girl cleaned the cut on her arm by _____.
- Be careful when you're using the knife! Don't cut _____.
- After taking the safety training, we can enjoy _____ in the mountains.
- Mr Liu knows how to take care of his health because he used to be a doctor _____.
- The students are young, but they know how to protect _____.
- Her clearest memory is not of the race _____, but the terrible pain in her legs the next day.

- 4c** Complete the passage with *should*, *shouldn't*, or *could*.

Mobile phones are useful, but you _____ use them wisely. To protect your eyes, every 20 minutes, you _____ rest your eyes and look at something far away. What's more, you _____ change your screen's brightness to try and match your environment and make the words on the screen bigger. Of course, you _____ look at your phone just before you go to bed, and you certainly _____ look at it when you cross the road! In fact, you _____ avoid using your phone too often. You _____ listen to music instead of watching videos. You _____ also talk to your friends instead of sending them messages.

- 4d** Act out an illness or injury. Have the others guess what it is and give advice.

- Do you have a sore throat / bad cold / ...?
- Did you fall from your bike / cut yourself / ...?
- You should / could / shouldn't ...

How should we stay safe?

1a Discuss the questions.

1. Look at the picture in 1b. Can you describe what is happening?
2. Do you know what to do if oil catches fire?

1b Read the story and find out how the fire started.

A Cooking Accident

James lived in the city with his friend Allen. It was their first time living away from their families, and they enjoyed learning how to do many things themselves.

One Saturday, James decided to make fried chicken. First, he poured oil into a pan. Then he turned on the stove and left the oil to heat while he prepared the chicken. Just then, he heard the front door open, followed by the sound of Allen singing.

“Guess what,” Allen called out happily. “We won!”

“No way!” James followed him into the living room. He wanted to hear all about the football game! Suddenly, Allen stopped talking and looked up.

“Hey, do you smell something burning?”

“Oh no!”

They both rushed back into the kitchen. The pan was on fire! Large flames were jumping into the air. In a panic, James turned off the stove at once. But he was so close to the pan that a flame jumped onto his shirt. James cried out and threw himself to the floor. He put out the fire by rolling on the ground, but the pan was still burning!

“Get water, quick!” he shouted.

Allen was about to do so when he stopped short. Thanks to the first aid and safety classes he took at school, he knew that water could make oil fires much worse! Instead, he rushed to get the fire extinguisher. In seconds, the fire in the burning pan was put out.



“Are you OK?” Allen asked his friend.

“I think so,” James said. It was lucky that his shirt wasn’t too thin! His arm was red, but it didn’t hurt very much.

“Maybe we should eat out tonight,” James said as he ran cool water over his arm.

“Sure, we could do that. What do you want?”

“Anything but fried chicken,” he said sadly.

1c Read the story again. Number the events in the correct order.

_____ James followed Allen into the living room.

1 James heated some oil on the stove.

_____ James rolled on the ground.

_____ James turned off the stove, but his shirt caught fire.

_____ Allen got the fire extinguisher and put out the fire.

_____ The pan was on fire.

1d Read again. Complete the summary of the story using the details in 1c. Then retell the story.

James lived with his friend Allen in the city. One day, he decided to make a meal. He _____ and prepared some chicken. When Allen returned home, James _____ to talk about a football game. Suddenly, they smelt smoke and found _____. James rushed to turn off the stove, but his shirt _____. He threw himself to the floor and _____ until the fire was out. Allen quickly _____ and put out the fire. Luckily, James was not badly hurt.



Summarizing a text

When you summarize a text, you leave out details that are not important and only tell the main points of the story. Summarizing what you read will help you understand and remember the story better.

1e Discuss the questions.

1. What do you think of James’s and Allen’s actions in the story?
2. What dos and don’ts did you learn from the story?
3. What could start a fire at home? What should we do to keep ourselves safe from harm?

Vocabulary in Use

2a What do these word endings mean? Complete the table with the correct endings.

-self / -selves -less -ache

_____ (without)	_____ (pain)	_____ (a person or thing on their own)
colour_____	back_____	my_____ our_____
care_____	head_____	your_____ your_____
harm_____	stomach_____	it_____ them_____
pain_____	tooth_____	him_____
		her_____

2b Complete the sentences with the correct words in brackets.

- The little boy fell off his chair and cried out in _____. (pain, ache)
- If you don't wear a mask, you might _____ the flu. (take, catch)
- Be careful when you do sport. If you get a(n) _____, you'll have to rest for some time. (injury, pain)
- Tom's ear _____, so the doctor gave him some pills for it. (suffer, hurt)
- Lifting those heavy boxes all morning made my arms really _____. (harmful, sore)

2c Complete the passage with the correct forms of the words in the box.

injury X-ray avoid aid throw colour

Kelly looked at her phone. She was late, and her exam was starting in 10 minutes! Suddenly, something hit her hard and _____ her to the ground.

"Are you all right?" the driver cried out. His face was _____ with fear. But Kelly didn't say anything. She was suffering from shock and her arm was bleeding. "Don't worry. I know first _____! I'll call for help too!" the driver said.

At the hospital, the doctor checked Kelly's arm carefully. An _____ showed that her right arm was broken. "You're lucky that your _____ wasn't worse," said the doctor.

"You're right," Kelly said. "I'll _____ looking at my phone while crossing the road next time."



3a Read the short story. Retell what happened to a partner.



One Saturday, Julie invited Mark and Lucy to her house for lunch. Her parents weren't home, so they had it all to themselves. They ordered pizza, salad, and juice. But in the middle of the meal, Mark started to feel strange. His face felt warm, and his throat felt tight.

"Were there any peanuts in our food?" he asked nervously.

"I think I tasted peanuts in the salad," said Julie. "What's the matter?"

"Oh no, I'm allergic to peanuts!" Mark cried. His friends jumped into action and took him to the hospital at once.

At the hospital, Mark's friends told Dr Cooper what happened, and she gave Mark some medicine right away. When Mark felt better, the doctor asked him some questions and gave him some advice.

"I'll take better care of myself from now on," Mark promised. It was a day he would never forget.



3b Read Dr Cooper's questions and advice for Mark. Imagine how Mark responded. Make notes.

Dr Cooper	Mark
What happened just now?	<i>ate something at my friend's place; felt strange</i>
Do you know what you are allergic to?	
When did you start to feel sick?	
How much salad did you eat?	
What happened after you ate the salad?	
You should always check the ingredients of anything you eat or drink.	

3c Use your notes in 3b to write a conversation between Dr Cooper and Mark.

Mark: Thank you, Dr Cooper. I feel much better now.

Dr Cooper: That's good. What happened just now?

Mark: Well, I ate something at my friend's place, and then I started to feel strange.

Dr Cooper: Do you know what you are allergic to?

Mark: Yes, I ...

*Project



Make a health brochure

4a Imagine your school is holding a health awareness event. Work in a group and choose a health problem to focus on.

- food allergy
- toothache
- headache
- backache
- eye strain
- cut
- burn
- _____

4b Do some research on the health problem your group chose. Use the questions to help you.

- What causes this health problem?
- How might you feel when you have it?
- Why is it important to deal with it?
- What should we do to treat it and avoid it?
- What other facts do you know about it?

4c Create a health brochure as a group. Then present it to the class.



Vision Care 101

Protect your eyes from DIGITAL EYE STRAIN

HOW you may get it:

- Using a phone or computer for a long time

WHAT problems you may have:

- Tired eyes
- Dry eyes
- Headache
- Double vision

WHY it is important to act now:

- Eye strain can cause our vision to get worse over time.

WHAT you can do:

- Reduce screen time.
- Do eye exercises.
- Visit an eye doctor if necessary.



Take a
20-second break



Every **20** minutes



Look at something
20 feet away

Reflecting



1. Can you identify and describe different health problems?
2. What advice can you give for different health problems?
3. Can you use reflexive pronouns properly in a sentence?
4. How do you think we can stay healthy and keep ourselves safe?



Health is not everything, but you have nothing without it.

UNIT 3

Growing Up



?
BIG
Question

How do we deal with our emotions?

In this unit, you will

1. talk about different emotions in life.
2. use adverbial clauses with *although*, *until*, and *so that* to show concession, time, or purpose.
3. give advice to a friend who is feeling down.
4. find more ways to manage your emotions and stay positive.

Look and share

1. Do you think the people in the photo get along?
2. Who do you often speak to when you have problems?
3. How does it help you?

What makes you upset?

1a Look at the words under the pictures. What situations will give you such feelings?



excited



afraid



shy



upset



angry



lonely



shocked



worried

- | | |
|--------------------------------|------------------------------|
| 1. failing a test | 5. watching a scary movie |
| 2. living alone | 6. fighting with a friend |
| 3. hearing about a sick friend | 7. seeing an accident happen |
| 4. meeting old friends | 8. meeting a new person |

1b Listen to the conversation. Number the sentences in the correct order.

- _____ Ella advised Peter to call Harry.
1 Harry borrowed a guitar from Peter.
 _____ Harry stopped speaking to Peter.
 _____ Peter said hurtful things to Harry.
 _____ Peter found an ugly mark on his guitar when Harry returned it.

1c Listen again. Circle Peter's feelings.

- Peter was **shy** / **worried** when he talked to Ella.
- Peter felt **upset** / **lonely** after his fight with Harry.
- Peter couldn't control his **fear** / **anger** when he talked to Harry.

1d Role-play a conversation between Peter and Ella. Give Peter more advice.

- A: If you did something wrong, maybe you should say sorry first.
 B: I guess I could do that. But I don't know how.
 A: You could ...

- 2a** You are going to hear a conversation between Peter and Harry. Tick the sentences each person might say.

What might they say?	Peter	Harry
I'm sorry.		
I feel bad about it.		
Don't worry about it.		
I'll be more careful in future.		
I forgive you.		
It was my fault.		
I didn't mean to do it.		

- 2b** Listen to the conversation. Circle T for true or F for false.

- | | | |
|---|---|---|
| 1. Harry called Peter first to say sorry. | T | F |
| 2. Harry didn't care about the fight. | T | F |
| 3. Peter and Harry said sorry to each other. | T | F |
| 4. Peter got the guitar on his eighth birthday. | T | F |
| 5. Both Peter and Harry thought their friendship was important. | T | F |

- 2c** Listen again. Complete the summary of the conversation.

Peter accepted Ella's suggestion and called Harry so that he could say sorry. Harry also felt _____ about the fight and wanted to _____ to Peter so that they could clear the air. Peter told Harry the guitar was a birthday present from his _____, and it meant a lot to him. After saying sorry, Harry told Peter he would be more _____ in future.

- 2d** Tick the situations you have experienced before. You can also choose something else. Talk to a partner about them.

- | | |
|---|---|
| ☐ argued with a friend | ☐ talked to a stranger |
| ☐ lost something special | ☐ hurt someone you were close to |
| ☐ lost a game or match | ☐ _____ |

A: I once lost a watch my dad gave me.

B: How did that make you feel?

A: I was very upset, and I was afraid to tell my dad about it too.

B: Did you find the watch in the end?

A: No, I didn't.

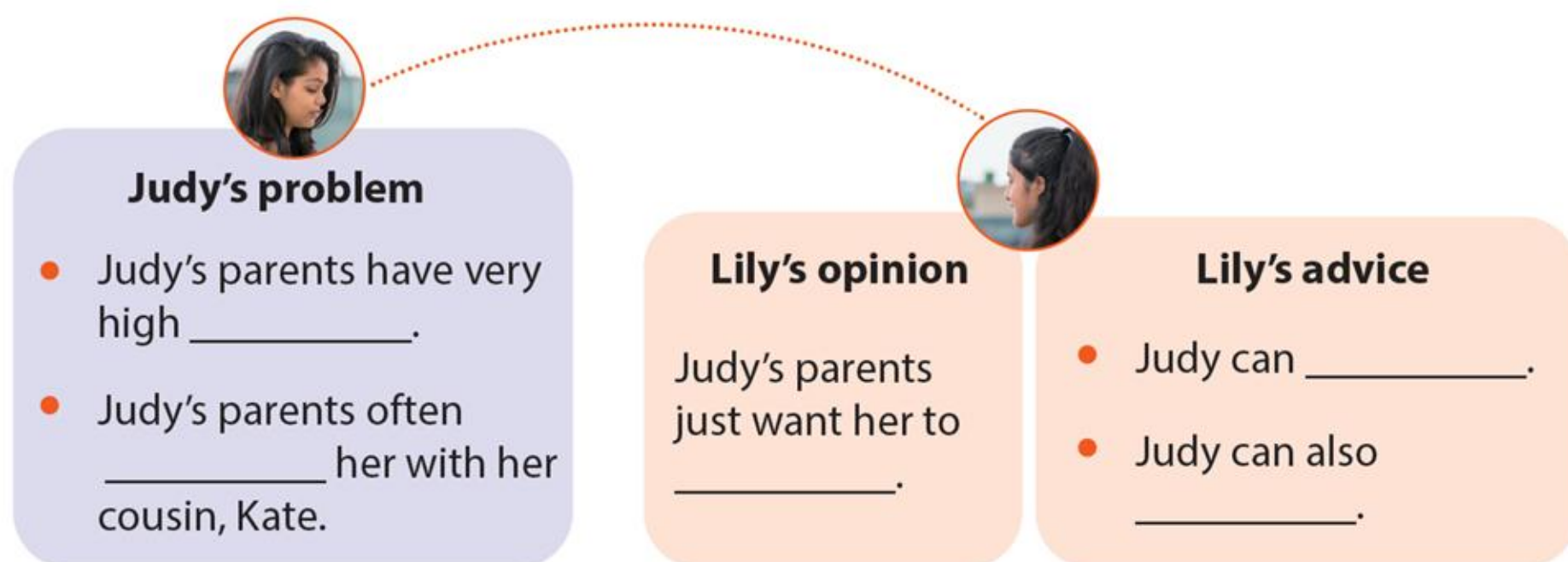
B: That's too bad!

3a Read the conversation. Do you think Judy and her parents communicate well?

- Lily: What's wrong, Judy?
- Judy: Well, my parents aren't happy with my grades.
- Lily: Really? Weren't they pretty good this term?
- Judy: Yeah, but my parents have very high standards. They often compare me with my cousin, Kate. She gets better grades, plays the piano well, often wins awards ...
- Lily: I'm sorry to hear that. But look on the bright side. I'm sure your parents just want you to do well, although they may not show it.
- Judy: I know my parents love me, but sometimes I think they love Kate more.
- Lily: Why don't you talk to them? Until you talk to them, they might not know how you feel.
- Judy: I'm afraid I'll cry if we talk.
- Lily: How about writing them a letter so that you can get your message across clearly?
- Judy: Oh, that's a good idea.
- Lily: Writing things down can also make you feel better.
- Judy: Thanks! Just talking to you makes me feel better already!



3b Read the conversation again and complete the mind map.



3c Listen to the conversation. Then role-play it.

3d Work in pairs. Imagine one of you is Judy and the other is her parent. Role-play a conversation after Judy's parents read the letter.

- A: I'm sorry, Judy. I didn't realize you were so stressed. Would you like to talk about it?
- B: OK, Mum / Dad. I'm feeling a lot of pressure because ...

Grammar Focus

- 4a** Read the sentences. Pay attention to the words in bold and translate the sentences into Chinese.

Although you argued, you are still very close friends.

You won't know how he feels **until** you talk to him.

You can write to your parents **so that** they'll know how you feel.

If you did or said something wrong, you should say sorry.

- 4b** Complete the sentences with *although*, *until*, *so that*, or *if*.

- _____ you feel upset about something, you should speak to a person you trust about it.
- _____ people might hurt you sometimes, it doesn't always mean that they did it on purpose.
- Talk to your loved ones whenever you feel good or bad _____ you can double your joy and cut your problems in half.
- You won't understand why she got upset _____ you put yourself in her shoes.

- 4c** Read the passage about managing stress. Then complete the sentences.

There are many things you can do when you feel stressed. First, you can take a break from what you are doing. This will help you clear your mind. You can listen to music or go for a walk. Next, share your problems with someone you trust instead of shutting yourself away. The person might not have any advice for you, but talking about your problems can help you feel better. Lastly, remember to take care of yourself. Eat healthy food, exercise, and get enough sleep. These three things alone are great for reducing stress!

- If _____, you should take a break from what you are doing.
- You can talk to a person you trust, although _____.
- You might not feel better until _____.
- You should eat healthy food, get plenty of sleep, and exercise so that _____!

- 4d** Complete the sentences and share your ideas.

- If I spend more time studying, _____.
- _____ until you can control your anger.
- Although others might say bad things about you, _____.
- _____ so that I'll be happier.

How can we stay positive?

1a Read the idioms. Underline the ones that are negative. Do you know other idioms that describe feelings?

- | | |
|-------------------------------------|---|
| 1. a light heart / a heavy heart | 2. feel blue / feel on top of the world |
| 3. have a long face / be all smiles | 4. in low spirits / in high spirits |

1b Read the story. What mistake did Matt make at the basketball game?

You Can't Win Them All

When the bell rang, Matt entered the classroom with a heavy heart. “Hey, Matt,” his best friend Tom greeted him. He and Tom were in the school’s basketball team. “Why the long face? Are you still feeling blue about Saturday night’s game?” Tom asked.

“Of course I am,” Matt said quietly. He didn’t dare to look at Tom as he spoke. “I’m really sorry about letting everybody down. The other team got those points because of me.”

“Don’t be too hard on yourself!” Tom said. “Although you pushed their player, it was just an accident. Everyone knows that!”

Tom was a good friend. But Matt knew the referee didn’t share Tom’s opinion. When the referee saw Matt push another player, he gave the other team two free throws. Matt was as shocked as anyone else when the accident happened, but it was too late. He couldn’t take it back.

“I guess we have to respect his decision,” Matt said after a while. “But we had a good chance to win until I made that mistake. Why wasn’t I more careful?”

“Listen, Matt,” said Tom, “try to look on the bright side. The other team is the best in our area, but our scores were really close. I’m proud of us, and I know our coach and everyone else in our school are as well.”

Matt felt a bit better. “Thanks, Tom. I guess it’s just hard to lose.”

“Hey, you can’t win them all,” said Tom. “It’s more important to learn from your mistakes so that you don’t repeat them in future. We’ll keep working together as a team. One for all, and all for one, right?”

“You’re right. If we pull together, we should win next time,” Matt smiled. He was lucky to have a friend like Tom!



1c Read the story again. Complete the problems and solutions.

PROBLEM		SOLUTION
Matt felt sorry about letting his team down.	➔	Tom advised Matt not to be too _____ on himself.
Matt felt shocked when the referee gave the other team _____.	➔	Matt tried to _____ the referee's decision.
Matt felt bad about not being more _____.	➔	Tom helped Matt to realize that everyone was still _____ of their team.
Matt found it hard to _____.	➔	Tom told him that he couldn't always win, and that they would keep working _____.

1d Read again and answer the questions.

1. How did Tom know that Matt was sad when he saw him?
2. Why did Tom feel proud of their team even though they lost?
3. What did Tom say to make Matt feel better?
4. What can you learn from Matt's story?

1e Replace the underlined words with the idioms from the story.

1. Edward noticed that his friend had a sad expression.
2. The musician apologized for disappointing everyone when he fell sick and couldn't attend the show.
3. When something goes wrong, it's easy to get angry. But if you think about the good things in that bad situation, you'll feel better.
4. Even if you try your best, you can't always succeed or win.
5. When you work together as a group, you can achieve great things.



Recognizing idioms

Idioms can make a text more powerful. The meaning of idioms differs from their literal meaning, but the words that make up these expressions provide valuable clues.

1f Role-play a conversation between Matt and his coach.

- A: I'm sorry I made a mistake on Saturday, Coach.
 B: It's OK. I was disappointed, but I know you didn't mean to do it.
 A: ...

Vocabulary in Use

2a Put the words in the box into the correct groups.

joyful angry shocked stressed worried hurtful thankful
upset excited lonely afraid shy proud calm

Positive	Negative

2b Complete the sentences with the correct forms of the words in brackets.

- A: What should I do if I feel _____ after moving to a new city?
B: Try to make new friends. A sense of belonging can help you to fight the feeling of _____. (lonely)
- A: Did you hear the news? I was _____ to hear about the fight yesterday.
B: It was a _____ to me too. We should say no to bullying. (shock)
- A: I'm sorry I shouted at you just now. I was just feeling _____.
B: I know you didn't mean to do that. People can behave differently under _____. (stress)
- A: I'm really _____ that I'll be late for the physics class. I lay awake most of the night because my neighbour's baby was crying. I woke up late this morning and missed the bus.
B: Don't _____. Ms Wood will understand if you tell her what happened. (worry)

2c Replace the underlined words with the correct forms of the words in the box.

decision hurt anger relaxed bit negative

Although it is normal to get mad at others from time to time, we should always try our best to control our anger instead of expressing it in bad ways. When we're mad, we might shout at other people or say mean things to them. After all, anger is like a fire. It can make you hurt others or yourself! Luckily, there are a few simple things you can do to stay calm. For example, try taking a deep breath. That gives you an opportunity to calm down and become a little less angry. You can also take a walk, go for a run, or write about your feelings. Getting angry is normal, but what you choose to do with your anger is up to you!



3a Read Kelly's thank-you letter to her teacher. Why is Kelly thankful?

Dear Mrs Thompson,

I want to thank you for being my teacher. You took the time to help me, although you were so busy.

Your classes always made me happy. I used to think that science was boring and difficult, and I did badly in class. I never liked science until I took your class. You encouraged me and made science lessons fun, and slowly, I grew more confident.

I also want to thank you for being kind to me. You helped me a lot, especially after my grandmother passed away. I couldn't talk about my feelings to anybody until you sat with me during lunch that day. You listened to me and talked with me so that I felt much better. That day will always remain in my mind. Thank you so much for being not only my teacher but also my friend.

Sincerely,

Kelly Smith



3b Who would you like to thank the most? Make notes.

The person I want to thank: _____

What difficulties I faced

How he / she helped me

3c Write your own thank-you letter. You can use your notes in 3b and the expressions below to help you.

- Thank you for helping me to ...
- On that day, I ..., and you helped me to ...
- I didn't / couldn't ..., but you ...
- Thank you very much for your ...
- I am very thankful because ...
- When I ..., you were there to ...

***Project**



Share and solve problems

- 4a** Think about a problem that makes you worried or upset. Write it on a piece of paper. Do not include your name.

Some teenage problems

- too much stress
- worries about the future
- poor relationships
- school bullying

- 4b** Collect all the pieces of paper and put them in a box.

- 4c** Work in groups. Take one piece of paper from the box each time. Discuss the problem and provide your suggestions.

*I find it hard to make friends. I'm afraid to talk to others,
although I want to get to know them better.*

- 4d** Present the problem and your suggestions to the class.

The problem our group received is: "I find it hard to make friends." Here are some of our suggestions for this friend. First, you can join a sports club. If you are afraid to talk to others, you could focus on the sport first. You can work together with a team and get to know more people later. Second, you could ...



Reflecting



1. Can you talk about positive and negative emotions?
2. Can you understand and use clauses with *although*, *until*, and *so that*?
3. What support or advice can you give others when they are angry, upset, or stressed?
4. What can you do to manage your own emotions and stay positive?



A problem shared is a problem halved.

The Wonders of Nature



BIG
Question

How do we connect
with nature?

In this unit, you will

1. talk about geography facts about natural wonders.
2. compare facts about famous places.
3. share geography facts using large numbers.
4. explore how and why people connect with nature.

Look and share

1. Do you know the name of the waterfall in the photo?
2. What do you think is special about it?
3. What other natural wonders do you know?

What is amazing about nature?

1a Match the places with the pictures.

____ Nile River

____ Angel Falls

____ Mount Qomolangma

____ Dead Sea

____ Sahara Desert

____ Mariana Trench



A



B



C



D



E



F

1b Listen to the game show. Complete the descriptions of the places.

Place	Description	Measurement
Mount Qomolangma	the _____ in the world	_____ metres high
Sahara Desert	the _____ in the world	about _____ square kilometres in size
Dead Sea	the _____ on earth	_____ metres below sea level
Mariana Trench	the _____ in the ocean	about _____ metres deep

1c Listen again. Complete the measurements in 1b with the numbers below.

416

8,848.86

11,000

9,000,000

1d Talk about the places you have learnt about.

A: What's the lowest place on earth?

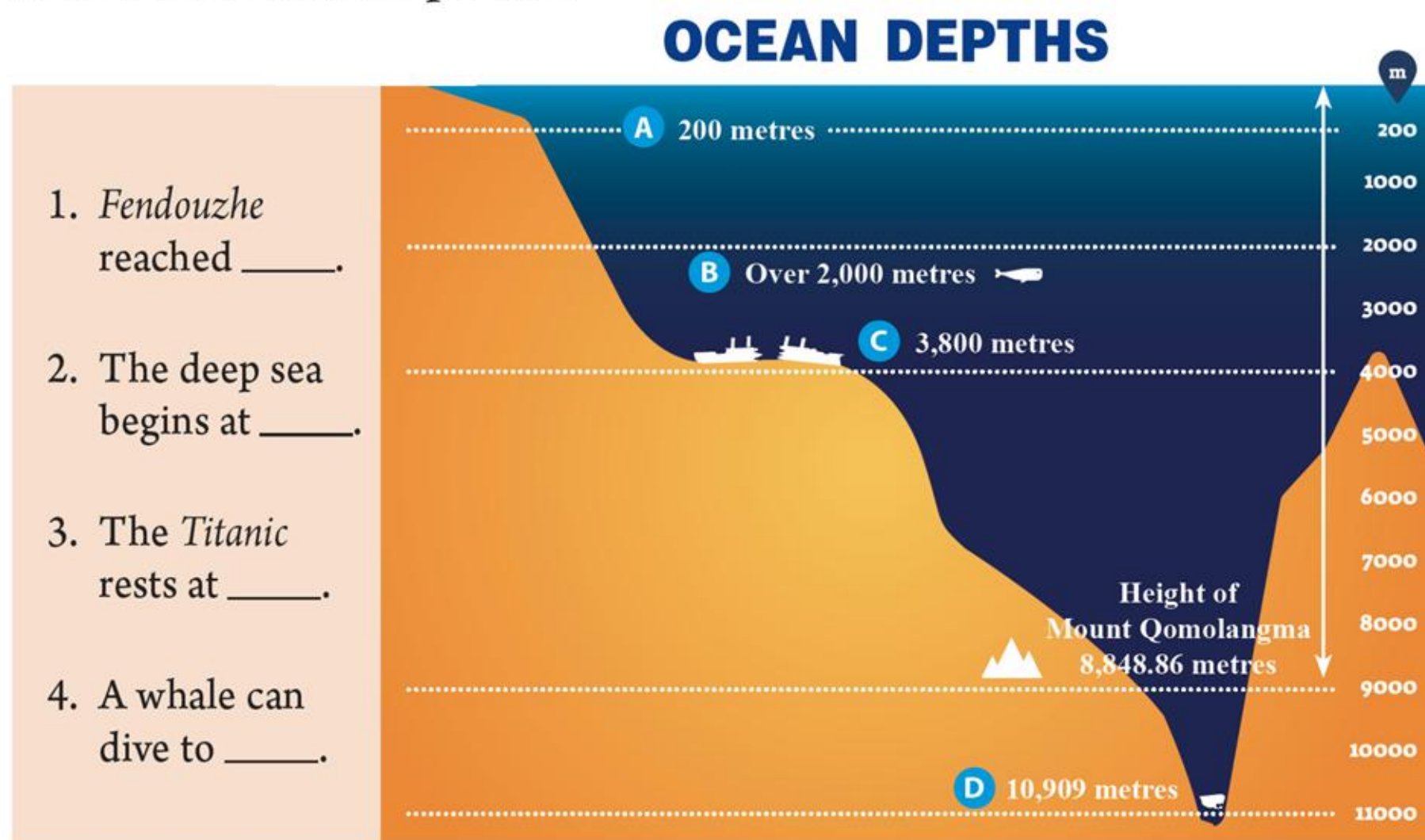
B: It's ...

A: How low is it?

B: Its surface is ... metres below sea level.

A: Now, what's ...

- 2a** What do you know about the deep sea? Complete the sentences with the information from the picture.



- 2b** A class is asking a deep-sea researcher some questions after his talk. Listen and tick the topics they discuss.

- ☐ where the deep sea begins
- ☐ why people are researching the deep sea
- ☐ which Chinese submersible dived deeper in the water than many others
- ☐ what deep-sea animals are like
- ☐ how everyone should protect the deep sea

- 2c** Listen again. Complete the sentences with the facts from the conversation.

1. People still don't know much about the _____.
2. In _____, China's *Fendouzhe* dived into the deep sea and filmed it.
3. Some animals have unusual abilities. Some are _____ but can "see".
Some can even create their own _____.
4. There is rubbish even at _____ metres deep.

- 2d** Read the questions and think of more you would like to ask the deep-sea researcher. Research the answers. Then ask and answer the questions with a partner.

- What is the largest shark in the deep sea?
- What is the bottom of the deep sea like?
- Why is it important to research the deep sea?

3a Read the conversation and underline the three rivers mentioned.

Yaming: Welcome back, Ella! How was your trip?

Ella: It was great! We saw the Hukou Waterfall on the Yellow River. Is that the longest river in China?

Yaming: No, the Yangtze River is the longest river in China. It travels the farthest and is about 6,300 kilometres long. The Yellow River is 5,464 kilometres long and is the second longest. By the way, do you know why it's called the Yellow River?

Ella: Because it's yellow?

Yaming: Right. Some parts of the river carry brown and yellow earth.

Ella: That's interesting! I like learning about rivers. My favourite is the Nile. Did you know it's the longest river in the world?

Yaming: Yes, it's 6,671 kilometres long. It's very important in Egypt's history.

Ella: That's right. Both the Nile and the Yellow River helped ancient civilizations to develop. And they're still very important today.

Yaming: Yes. In China, we even call the Yellow River our "mother river"!

Ella: We should protect them at all costs.



3b What do Yaming and Ella know about these rivers? Read the conversation again and complete the table.

River	Country	Length	Importance
Yellow River	_____	_____ km	helped in the development of ancient _____
Nile River	_____	_____ km	

3c Listen to the conversation. Then role-play it.

3d Imagine that you are Yaming or Ella. Continue the conversation with a partner about other geographical features in China.

Ella: Could you tell me more about China, Yaming?

Yaming: Sure! What would you like to know?

Ella: What's the biggest desert in China?

Yaming: It's the Taklimakan Desert.

Ella: Do you know ...?

Grammar Focus

- 4a** Read the sentences. Circle the adjectives which compare things. Underline the adverbs which compare actions.

What is the biggest desert in the world?	It is the Sahara Desert.
How big is it?	It is about 9,000,000 square kilometres in size.
Where is the deepest point in the ocean?	It is in the Mariana Trench.
How deep is it?	It is about 11,000 metres deep.
Some deep-sea animals are blind, but they can "see" as well as others.	
Mount Qomolangma is one of the greatest wonders of the world, and it is still growing taller.	
The Yangtze River travels the farthest in China and is about 6,300 kilometres long.	

- 4b** Write or spell out the numbers.

1. Mount Kilimanjaro is _____ (five thousand, eight hundred and ninety-five) metres high.
2. _____ (twenty-five thousand, seven hundred and sixty-eight) cubic metres of water pours down Inga Falls each second.
3. The East African Rift Valley is about 4,000 (_____) miles long.
4. The Taklimakan Desert has a total area of about 337,000 (_____) square kilometres.

- 4c** Complete the passage with the correct forms of the words in the box.

large amazing far close loud

My friends and I visited Victoria Falls in Africa last year. Visiting one of the world's _____ waterfalls was a magical experience. As we went _____ to the falls, the noise of the water slowly grew _____ and louder. Then, right before our eyes, the waterfall appeared. It went on for as _____ as the eye could see. Later, we sat in a special pool at the top of the falls. There, we felt the water rush past us and become a part of the waterfall. It was the scariest but also the _____ experience of our trip!



- 4d** Write some questions to compare places. Then ask a partner your questions.

- What is the highest ...?
- Which park is bigger, ... or ...?

Why do we explore nature?

1a What do you know about Mount Qomolangma? Tell a partner.

1b Scan the article to find the information below.

1. _____: what climbers called the way up the northern side of the mountain
2. _____: the distance between the Second Step and sea level
3. _____: the year the first Chinese team reached the top of Qomolangma
4. _____: the height of Qomolangma in 2020

**Scanning**

You can read a text quickly to find specific information, such as numbers, years, names, and places. Numbers and years are usually in Arabic numerals, while names and places usually start with capital letters.

Reaching New Heights

To most people, Mount Qomolangma is one of the greatest wonders of the world. On the highest place on earth, you will feel like you are able to touch the sky. But only the best climbers reach the top, and that is only if they survive the terrible conditions first. On the mountain, temperatures can fall to -30 degrees. Climbers must also deal with thin air, high cliffs, and changeable weather.

Before 1960, no one was able to reach the top of Qomolangma from the northern side. Mountain climbers even called that way the “Death Road”, but a Chinese climbing team was determined to make the climb.

On 24 May 1960, climbers Liu Lianman, Wang Fuzhou, Qu Yinhua, and Gongbu arrived at the Second Step. It was 8,600 metres above sea level. People said it was so high that even birds could not reach it. Liu allowed his teammates to step on his shoulders. Bit by bit, the climbers pulled themselves up, and they made it past the Second Step. At 4:20 a.m. on 25 May, the Chinese national flag flew above the world’s highest mountain for the first time.



In 1975, another Chinese team climbed to the top of Qomolangma to do research. This time, they brought a ladder to the Second Step. Until 2007, almost all climbers from the northern side used this “Chinese Ladder” to reach the top much faster. In 2020, a Chinese research team went to Qomolangma to measure its height—8,848.86 metres.



Climbing Qomolangma is dangerous. Some climbers reach the top successfully, but many fail. Why do people still risk their lives to climb the highest mountain in the world? It is because human curiosity and ambition cannot be stopped. Or, as the English explorer George Mallory put it, it is simply “because it’s there”!

1c Read the article again. Match the paragraphs with the main ideas.

- ____ Paragraphs 1 and 2
- ____ Paragraphs 3 and 4
- ____ Paragraph 5

- A. Achievements of Chinese teams
- B. Reasons for climbing Qomolangma
- C. Difficulties and dangers

1d Read again. Circle T for true or F for false. Then correct the false statements.

1. A few climbers reached the top of Qomolangma from the northern side before 1960. T F
2. In 1960, Liu Lianman’s teammates used a ladder to get past the Second Step. T F
3. The Chinese team brought a national flag to the top of Qomolangma in 1960. T F
4. The “Chinese Ladder” was placed at 8,600 metres above sea level. T F
5. Climbers first started to use the “Chinese Ladder” in 2007. T F

1e Discuss the questions.

1. How do you think the Chinese climbers felt when they placed the national flag on top of Qomolangma?
2. What do you think George Mallory meant by “because it’s there”?
3. What qualities do you think a good mountain climber needs to have?

Vocabulary in Use

2a Match the words on the left with their opposites on the right.

- | | |
|---------------|-----------------|
| ___ 1. below | ___ 5. top |
| ___ 2. common | ___ 6. northern |
| ___ 3. low | ___ 7. risky |
| ___ 4. dead | ___ 8. survive |

- | | |
|-------------|------------|
| A. safe | E. unusual |
| B. bottom | F. living |
| C. southern | G. high |
| D. above | H. die |

2b Read the examples and make more sentences using *how* and the words in the box.

How far is it from your home to school?
How large is your country?

How heavy is a blue whale?
How often do you exercise?

long high deep old fast soon

1. _____
2. _____
3. _____

4. _____
5. _____
6. _____

2c Complete the passage with the correct forms of the words in the box.

deep survive wonderful surface dive

Located in Siberia, Russia, Lake Baikal is one of the world's most famous lakes. It is the _____ freshwater lake in the world. To reach the bottom, you must _____ 1,620 metres! It is also larger than most other lakes. Its _____ covers 31,500 square kilometres. That is bigger than the country of Belgium! Lake Baikal is cold most of the year. But over 1,200 different types of animals can still _____ in this environment. Today, the lake still attracts many curious travellers. After all, it is a great natural _____!

- 3a** Read the advertisement. Circle the numbers and underline the adjectives used to describe the Great Barrier Reef.



The Great Barrier Reef:

An Amazing Underwater World

Do you love the ocean? Do you want to visit one of the natural wonders of the world? If so, visit the Great Barrier Reef!

Located on the northeastern coast of Australia, the Great Barrier Reef is one of the most amazing places to visit. It is the biggest coral reef in the world. It takes up an area of 345,000 square kilometres and includes many islands and white sand beaches.

The Great Barrier Reef is also alive! If you visit it, you will see the largest living structure on earth. Here, you can swim or dive in the clear water and see coral, plants, and colourful fish. If you dive deeper, you might even see large fish, turtles, and sharks. For people who love the ocean, visiting the Great Barrier Reef is the dream of a lifetime!



- 3b** Read a student's notes on Qinghai Lake. Rewrite them in full sentences.



Qinghai Lake

- **What:** a salt lake
- **Where:** Qinghai Province, China
- **Special fact:** the largest lake in China (4,340 km²)
- **Things to do:** photograph wildlife (fish and birds), visit islands, ride a bike or horse

1. Qinghai Lake is a _____ in _____.
2. Qinghai Lake is _____ in China.
3. It is _____ in size.
4. If you visit Qinghai Lake, you can _____.

- 3c** Write an advertisement for Qinghai Lake or another natural wonder. Try to make your advertisement as persuasive as possible.

*Project



Design a poster about a natural wonder

4a Work in a group. Choose a natural wonder (a river, lake, mountain, forest, waterfall, etc.). Then do some research and make notes.

- name
- location and size
- plants and animals
- special facts

4b Make a poster about the natural wonder you chose. Refer to the example on the right.

4c As a group, give a report to the class. Pay attention to the use of large numbers, comparatives, and superlatives.

The Amazon Rainforest is the world's biggest rainforest. It covers 6 million square kilometres. You can see most of it in three countries, Brazil, Peru, and Colombia ...

Amazon Rainforest

- the world's biggest rainforest
- 6 million square kilometres in size
- in Brazil, Peru, Colombia, and five other countries
- called "the lungs of the earth"
- the largest variety of plants and animals in the world



Reflecting



1. What new facts about natural wonders have you learnt?
2. Can you make comparisons when talking about natural wonders?
3. Can you use large numbers to give some geography facts?
4. Can you explain how and why people connect with nature?
5. What are some achievements that people have made while exploring nature?



Nature makes us wonder. That is why it is wonderful.

Nature's Temper



?
BIG
Question

How do natural disasters affect our lives?

In this unit, you will

1. talk about different natural disasters and their impacts.
2. describe things that people do before, during, and after a natural disaster.
3. talk about a continuous action at a particular time in the past.
4. learn how to prepare for bad weather or natural disasters.

Look and share

1. What natural disaster is happening in the photo?
2. When and where is it likely to happen?
3. How does this photo make you feel?

What happens during a natural disaster?

1a Match the natural disasters with the pictures.

_____ earthquake

_____ typhoon

_____ wildfire

_____ snowstorm

_____ flood

_____ drought



A



B



C



D



E



F

1b Listen to three conversations. What natural disasters did the people face?

1. _____

2. _____

3. _____

1c Listen again. Circle what each person was doing when the natural disaster happened.

Conversation 1

1. Xinyi was **warning a neighbour** / having dinner.

Conversation 2

2. Kate was **doing her homework** / calling her mother.

3. Jiaming was **doing chores** / preparing lunch.

Conversation 3

4. Liu Yun was **staying in a hotel** / taking a train.

1d Ask and answer questions about the people in the conversations.

A: What was Xinyi doing at the time of ...?

B: She was ...

2a Read the statements about typhoons. Write T for true or F for false.

1. There are very strong winds and heavy rain during a typhoon. ()
2. Sometimes there are tall waves and the areas near the coast get flooded. ()
3. In the eye of a typhoon, the weather can be very calm. ()
4. Typhoons cause tsunamis to happen in some places. ()



2b Listen to the interviews and circle the correct answers.

1. When did the interviews take place?
 - A. Before the typhoon hit.
 - B. After the typhoon slowed down.
2. Where did the interviews probably take place?
 - A. On the street.
 - B. In someone's home.

2c Listen to the interviews and the weather report. Complete the sentences.

Interview 1

1. When the typhoon hit, the boy's family were _____ at home.
2. After the typhoon, they helped to _____ the neighbourhood.

Interview 2

3. The girl's grandparents were _____ at home when she called.

Interview 3

4. The man's children were _____ at the time of the typhoon.
5. A _____ in the man's house broke, and the roof nearly came off.

Weather report

6. The reporter advised people to be careful, pay attention to the weather reports, and _____.

2d Role-play a conversation between the reporter and another person who experienced the typhoon.

A: Excuse me. Did you have any trouble during the typhoon?

B: Yes, it was awful. I ... / No, not really. When the typhoon hit, ...

3a Read the conversation. Whose family was better prepared for the typhoon?

Haitao: Hi, Lisa. Did your family have any trouble during the typhoon?

Lisa: Yes, it was awful.

Haitao: I'm sorry to hear that. Did you know that a typhoon was coming?

Lisa: We did. But it was worse than we expected. We were driving home from our relatives' house when the strong winds started.

Haitao: Oh no! It's dangerous to travel during a typhoon.

Lisa: I know. It was raining hard while we were driving back. We almost got into an accident when a truck nearly hit us.

Haitao: Oh dear, I'm glad you were safe!

Lisa: Yes, but when we got home later, we found water everywhere. The house looked awful! Was yours OK?

Haitao: Yes. Luckily, we covered our windows and moved our things off the floor before the typhoon started. We stored food and water too.

Lisa: That's good! We'll do that next time.



3b Read again. Who experienced or did these things? Tick the correct boxes.

Experience	Lisa	Haitao
A. almost got into an accident while they were driving home	☐	☐
B. moved things off the floor before the typhoon	☐	☐
C. went home and found water everywhere	☐	☐
D. stored emergency supplies at home before the typhoon	☐	☐
E. stayed inside during the typhoon	☐	☐

3c Listen to the conversation. Then role-play it.

3d Imagine that Haitao or Lisa is your friend. Role-play a conversation about your friend's experience with the typhoon.

A: Hi, Haitao / Lisa. I heard about the typhoon yesterday. Are you OK?

B: Yes, I ... / Not really. I ...

A: What were you doing when the typhoon hit?

B: I was ...

A: Did your family make any preparations before the typhoon landed?

B: Yes, we ... / No, we ...

Grammar Focus

- 4a** Read the sentences. Underline the verbs which show an ongoing action in the past.

What were you doing while it was snowing heavily?	I was travelling on the train then.
What were your family doing when the typhoon hit?	My children and I were reading together.
When my neighbour called, my family were having dinner.	
We were driving home when the strong winds started.	
While we were driving home, the strong winds started.	
It was raining hard while we were driving back.	

- 4b** Combine each pair of sentences using *when* or *while*.

- I did my homework. The typhoon landed on the coast.
- The power went out. My father and I made dinner.
- Kate wrote a letter. Her brother called to warn her of the storm.
- My parents packed the supplies. I moved our things off the floor.
- I slept soundly. It rained cats and dogs.

- 4c** Complete the passage with *was*, *were*, *when*, or *while*.

When Jenny looked up, thick black clouds were forming in the sky, and the rain _____ beating against their roof.

“Quick, this way,” said Dad.

The family ran to the safe room at once. _____ they were waiting, Jenny’s little sister started to cry. Dad gave her some chocolate and told her that they

_____ hiding from an angry lion. Soon, she was laughing again.

At last, the storm passed. _____ they stepped outside, they found the sun shining. People were asking one another if they were safe while some _____ starting to clear the streets. Jenny smiled. The tornado was scary, but it also brought everyone closer together.



- 4d** Imagine that you are a reporter. Interview a member of Jenny’s family and find out what he or she was doing around the time of the tornado.

A: What were you doing when the tornado hit?

B: My family and I were hiding in a safe room.

A: What were you doing while you were waiting there?

B: Oh, while I ...

What can we do to prepare for the worst?

- 1a** What is the worst natural disaster you know of? Discuss it with a partner.
- 1b** Read the first paragraph of the text. What do you think happened to Tilly Smith and her family next? Then read the rest of the text to check your answer.

How One Girl Saved Many Lives

On 26 December 2004, Tilly Smith, a 10-year-old English schoolgirl, and her family were on holiday in Phuket, Thailand. Everyone was enjoying the beautiful weather that morning. Some people were swimming in the sea, and some were relaxing on the beach. But while Tilly was walking along the beach with her family, she noticed something strange. Thick white froth was forming on top of the waves. Next, she saw that the waves were coming in instead of going out.

Just then, she remembered something important. Two weeks before, her geography teacher had explained that earthquakes under the sea could create dangerous waves called tsunamis!

“I know what’s going to happen! There’s going to be a big wave,” Tilly cried. Unfortunately, her family didn’t believe her and wanted to continue their walk. However, Tilly refused to take a single step further. Finally, her mother decided to continue the walk alone, and the rest of her family returned to the hotel.

Back at the hotel, Tilly’s father told a security guard about the tsunami. The security guard was shocked. He knew about the huge earthquake in nearby Indonesia. It meant that a tsunami was possible! He jumped into action right away and rushed to get people off the beach. Everyone began to panic. People were screaming and running as fast as they could when they saw a huge wall of water coming from the sea.



Tilly was right! Her mother was one of the last people on the beach, but thankfully, her family made it to safety just as the water hit the hotel. The 2004 tsunami caused over 200,000 deaths, but no one on the beach died that day.

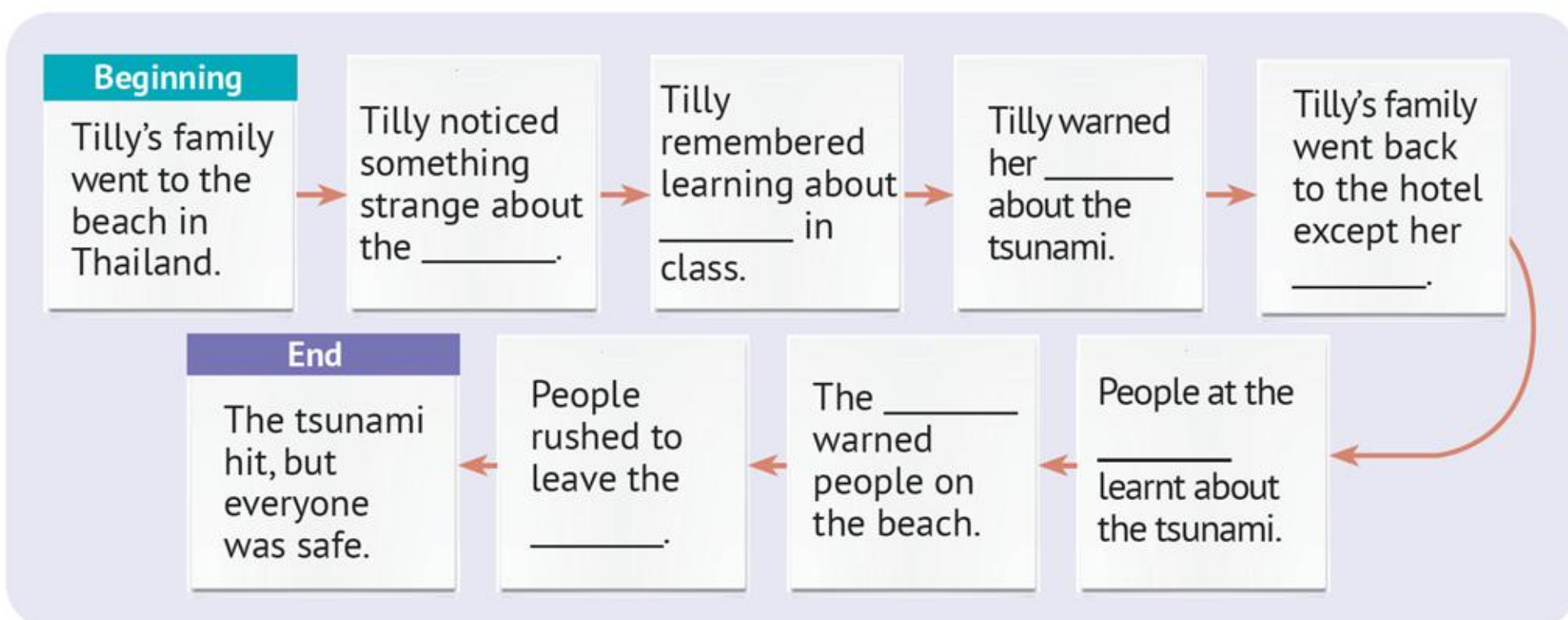
This true story shows how a single lesson could mean the difference between life and death. Thanks to her knowledge and quick thinking, one schoolgirl was able to save over 100 lives.



Understanding the order of events

Identifying the beginning, middle, and end of a story can help you understand the story better. Look out for words and phrases that tell you when something happens, such as *next*, *then*, *finally*, *when*, *while*, and *two weeks before*.

1c Read the text again and complete the timeline.



1d Read again. Circle T for true or F for false. Then correct the false statements.

1. Tilly found that the waves were moving away from the beach. T F
2. Tilly remembered what she read about in her geography book. T F
3. Tilly's father believed her as soon as she told her family about the strong waves. T F
4. The security guard learnt about the tsunami from Tilly's father. T F
5. Tilly's mother did not reach the hotel before the tsunami did. T F

1e Discuss the questions.

1. Do you think Tilly Smith was a hero? Why?
2. From Tilly's experience, what do you think people need to know to survive a natural disaster?
3. What did you learn at school that might help to save your life one day?

Vocabulary in Use

- 2a** Some words for natural disasters go together with certain verbs. Use these collocations to make sentences.

earthquake: hit / rocked / happened / took place	An <i>earthquake</i> hit Japan yesterday. _____
typhoon: hit / landed / blew across	A <i>typhoon</i> landed at 9 o'clock last night. _____
tsunami: hit / came / swept through	The <i>tsunami</i> swept through the village. _____

- 2b** Look at the compound words in the box. Do you know what they mean? Complete the sentences using five of these words.

landslide snowstorm earthquake safeguard
 floodwater manpower wildfire heartbeat

- The rescue workers need more _____ to clear the streets.
- The family built strong roofs to _____ their house from heavy storms.
- The doctor listened to the man's _____ carefully.
- During the storm, the _____ nearly reached our windows.
- People should avoid driving during a _____ because it can be very difficult to see clearly on the roads.

- 2c** Complete the passage with the correct forms of the words in the box.

refuse drought warn hit safe wildfire

In August 2022, China experienced a great heatwave. It caused _____ in different parts of the country. The heatwave _____ the southwestern city of Chongqing very hard. Large _____ swept through the forests and mountains there. Over 5,000 firefighters, police, and volunteers all worked together to keep the people and their homes safe. They put out the fires, brought more than 1,500 people to _____, and _____ others to stay away from dangerous areas. It was very hard to fight the fires because of the high temperatures and changeable winds, but the rescue workers _____ to give up. By the end of August, they managed to put out all the fires.

3a Read about Ma Li's day and order the events.

Last Friday started terribly. First, my alarm clock didn't go off, so I woke up late and had to rush to the bus stop.

I had a test that morning, so I was reviewing my notes while I was waiting for my bus. All of a sudden, thunder rolled across the sky. Then it started to pour. The wind was too strong for me to use my umbrella!

By the time the bus came, I was cold and wet. I was still worrying about the test when the bus driver said that we would be late. There was a landslide along our usual road.

When I finally reached my classroom, out of breath, my teacher was already waiting at the door. Many others were also late because of the rainstorm. As a result, she said we weren't having a test after all! What luck on my unlucky day!



1 Ma Li woke up late.

_____ The bus driver said they would be late.

_____ She started reviewing her notes.

_____ The teacher decided not to have a test.

_____ She ran to the bus stop.

_____ It started to rain and she became cold and wet.

3b Read again. Underline the words and phrases that indicate the times of the events or connect them together.

3c Think about a day when you experienced bad weather. Discuss the events of your day with a partner.

1. What kind of bad weather was it?
2. What were you doing when the bad weather started?
3. What did you see, hear, or do during the bad weather? How did you feel?
4. What happened or went wrong because of the bad weather?

3d Write a story about your day. Use 3a as an example.

Last Friday, I had a really bad day. While I was having breakfast with my younger sister, the sky was growing darker and darker. I heard thunder and saw lightning. When I left the house, ...

***Project**



Make a chain story

- 4a** Work in a group to make a chain story about a wildfire or a snowstorm. Read the introductions of the two stories.



wildfire

During the hot and dry summer last year, my family experienced the first natural disaster of our lives. We were hiking in the mountains when lightning flashed across the sky. The sky got darker and darker. And then we realized that we weren't looking at clouds. It was smoke! There was a wildfire!



snowstorm

Last winter, my family had a terrifying experience. It started one evening while we were enjoying a quiet night at home. My parents were watching TV while my brother was doing his homework. I, on the other hand, was glued to my bedroom window. Thick snow was falling and the world outside was growing whiter and whiter.

- 4b** Choose one introduction and continue the story. Take turns to add one or two sentences. You can use the example below to help you.

A: "Look!" my brother shouted. "I can see the fire over there!"

B: I had my phone out. I was ready to call for help.

C: My dad ...

- 4c** Write down your story and improve it. Choose one member to tell the story to the class. Vote for the best chain story.

Reflecting



1. Can you name different natural disasters and talk about their impacts?
2. Can you describe people's actions before, during, and after a natural disaster?
3. Can you talk about what you were doing during an event in the past?
4. How should we prepare for and stay safe in bad weather or natural disasters?



Nature is both a kind mother and a cold-blooded killer.

UNIT **6**

Crossing Cultures

International
Chinese
Language
Day



BIG
Question

How do we communicate
with people from
different cultures?

In this unit, you will

1. talk about different customs around the world.
2. describe customs and explain what they mean.
3. use adverbial clauses with *so ... that*, *unless*, and *as soon as* to show result, condition, or time.
4. understand cultural differences and know how to behave in different cultures.

Look and share

1. What Chinese cultural elements can you see in the photo?
2. Do you think the girl in the photo likes to learn about Chinese culture? How do you know?

How different are our cultures?

1a Match the greetings with the pictures.

_____ shake hands

_____ bow

_____ bump fists

_____ rub noses

_____ kiss on the cheek

_____ hug



A



B



C



D



E



F

1b Listen to three conversations at a party. Match the guests with their feelings. Share your ideas on why they have these feelings.

- | | |
|------------|----------------|
| 1. Anna | A. embarrassed |
| 2. Li Tong | B. surprised |
| 3. Ji-Hoon | C. confused |

1c Listen again. Complete the table with the common greetings in each country.

Anna (US)	Kaito (Japan)	Harry (UK)	Marie (France)

1d Choose two characters from 1b and 1c. Role-play meeting each other.

- How do you greet people in ...?
- Is it common to greet others by ...?
- We usually ... to say hello.
- We don't / never ... because it's too formal / not formal enough.

2a Complete the sentences about Indian culture. What else do you know about India?

1. Many people **like / do not like** curry.
2. It is usually OK to be **late / early** when visiting friends.
3. People will usually offer you some **tea / fruit** when you visit them.
4. People usually wear clothes which cover their **arms / legs**.
5. It is **rude / polite** to give or take things with your left hand.
6. Dishes with beef are **common / uncommon**.

2b Listen to the conversation and number the pictures in the order of the topics mentioned.



2c Listen again and complete the sentences.

1. In India, people have a special _____. They press their palms together, _____, and say, "Namaste."
2. People in India use their _____ hand to eat. They may not always eat with a _____ and fork.
3. People often eat _____ curry. It's popular in India.
4. In India, _____ are very special to many people. They can _____ anywhere they like.

2d Imagine a friend is going to visit India. Tell him or her about Indian customs.

A: How do people in India greet others?

B: ...

A: What special foods do Indian people often eat?

B: ...

3a Read the conversation. Why is Hongli worried?

Sam: What's wrong, Hongli?

Hongli: I'm having dinner at my friend's house tonight. But English table manners are so confusing that I'm a little worried.

Sam: Well, I'm from London. Ask me anything!

Hongli: Thanks! Well, first, should I bring something?

Sam: Yes. Bring a small gift, but don't bring food unless the host asks you to. And remember to wait for the host to start before you eat.

Hongli: Good to know! Could you tell me the proper way to use a knife and fork too?

Sam: Just hold the knife in your right hand, and the fork in your left. If you get confused, watch what everyone else does.

Hongli: OK. Anything else?

Sam: Hmm. After the meal, thank the host and say that everything was delicious. And, most importantly ...

Hongli: Yes?

Sam: Enjoy yourself!

Hongli: Thanks, I will!



3b Make notes about having dinner at a friend's house in the UK.

Before the meal

During the meal

After the meal



3c Listen to the conversation. Then role-play it.

3d Imagine your foreign friend is going to have dinner at a Chinese person's house for the first time. Use the tips below to give him or her some advice.

- Wait for older people to start eating.
- Sit up straight. Keep your elbows off the table.
- Do not stand up to reach for food. Ask others to pass you the dish.
- Use serving chopsticks and spoons to take food from shared dishes.

A: I'm going to a Chinese friend's house for dinner. Could you give me some advice on table manners?

B: Sure! First, ...

Grammar Focus

- 4a** Read the sentences. What do the words in red mean? How are the pairs of words in blue used differently?

Do you ever bow?	No, that's so formal that we don't do it these days.
Should I bring something?	Sure. Bring a small gift, but don't bring food unless the host asks you to.
I was surprised by your bow. We usually just say "hello" or shake hands in the US.	That's surprising ! In Japan, we bow as soon as we meet a teacher.
Don't look so embarrassed !	But it is embarrassing !

- 4b** Combine the sentences using the words in brackets.

- Türkiye: People don't kiss one another on the cheek. They can do so if they are good friends. (unless)
In Türkiye, people don't kiss one another on the cheek unless they are good friends.
- Japan: Take off your shoes. You do this when you enter someone's home. (as soon as)
- Kenya: Being late is very common. You should be patient and not expect people to be on time. (so ... that)
- China: Sticking chopsticks into a bowl of rice is very rude. You should avoid it. (so ... that)
- Mexico: Don't use someone's first name if you don't know him or her well. You can use it if the person invites you to do so. (unless)

- 4c** Complete the passage with the words in the box. Can you tell where the writer is from?

surprising surprised interesting interested
so ... that as soon as unless

Do you know what culture shock is? You may feel it when you experience a new culture, because the new culture is _____ different from your own _____. you feel _____. For example, I experienced this _____ I got off the plane in Peru last year. People were standing on my right and left, even though there was plenty of space on the bus! That was really _____ to me. In Germany, people usually like more personal space, and we don't stand close to someone _____ we know them very well. But once I was used to it, I became more curious and _____ in learning about the culture there. It's so _____ to discover cultural differences like this!

How do we show respect to other cultures?

1a What should you know before you attend a party in a foreign country? Tick the topics that you think are important.

- | | | |
|--|---|--|
| ☐ arrival time | ☐ table manners | ☐ how to dress |
| ☐ how to thank others | ☐ safe conversation topics | ☐ topics to avoid |
| ☐ how to greet the host | ☐ what gifts to bring | ☐ when to say goodbye |

1b Read Nancy's email about party manners in France. Underline the topic sentences.

To	diana@frenchlearning.com
From	nancy@student.com
Subject	Re: How's life in France?

Hi Diana,

It's so great to hear from you. Life in Paris is pretty good! I was a little lonely at first, but I'm starting to make some friends. They helped me to learn more about the customs here after I had some embarrassing experiences at a party last month. I'd like to share some tips with you.

First, you shouldn't arrive early to a party. It's normal to be on time or a few minutes late, but arriving early can cause problems. Once, I arrived 10 minutes early to a party. Usually that's the polite thing to do, right? But my friend looked so surprised to see me! He was still getting everything ready.

Second, it's important to bring a gift when you visit someone. When I attended my friend's party, I didn't bring anything. It wasn't his birthday, but everyone else brought gifts like chocolates or flowers to thank him for the party. I was so embarrassed!

Third, you should always try to dress for the occasion. At that party it was surprising to see how nicely everyone was dressed. It was summer, so I was just wearing a simple blouse and shorts. But everyone else was dressed so well that I felt silly.

Fourth, it's best not to ask personal questions unless you know the person well. Many French people are quite private. They don't like it when others ask them about their age, their family, whether they are married, or how much money they make. Food and culture, however, are safe conversation topics.

Identifying topic sentences

A topic sentence gives the main idea of a paragraph. It usually appears at the start of a paragraph, but it can also appear later on. Identifying the topic sentences can help you quickly understand a text.

Last but not least, make sure you use French whenever you can. Lots of people speak English here, but you can develop closer relationships with them if you use French. It's very important in their culture. I found that even a simple "merci" goes a long way! You'll see what I mean as soon as you get here!

Au revoir!

Nancy

Send

A₂



1c Read the email again and answer the questions.

1. How did Nancy feel at the beginning of her stay in France?
2. What were the three mistakes that Nancy made at the party?
3. What should you not ask about when talking to someone in France?
4. Why does Nancy ask Diana to speak in French whenever possible?
5. What can you learn from Nancy's experiences?

1d Read again and complete the mind map with the tips from the email.



1e In pairs, use the mind map in 1d to brainstorm tips for Chinese parties. Give each other advice on what to do.

A: What should I take with me to the party?

B: You could take some fruit or flowers.

Vocabulary in Use

2a Write down the negative forms of the adjectives in the box using *un-* or *in-* / *im-*.

safe	formal	proper	possible	friendly	direct
tidy	healthy	perfect	important	common	correct

un-: *unsafe, ...*

in- / im-: *informal, improper, ...*

2b Complete the sentences with the correct forms of the adjectives in brackets.

- Saying "hi" is an _____ way to greet others. (formal)
- It is _____ to point at people in many countries. (polite)
- The host is certainly _____ when you enjoy yourself at their party. (happy)
- People usually dress in formal clothes when visiting some public places such as concert halls. It is _____ to wear shorts, short skirts, or jeans there. (proper)
- In some cultures, it is OK to be late sometimes. People are _____ even if their meetings don't start on time. (patient)

2c Circle the correct words to complete the conversations.

- A: Did you understand the rules? I found them **confused** / **confusing**.
B: I was **confused** / **confusing** at first too, but Mr Thompson explained them to me.
- A: Isn't it **excited** / **exciting** that James will marry Jennifer next month?
B: Yes! I'm so **excited** / **exciting**, and I can't wait to congratulate them.
- A: Sally was a little **embarrassed** / **embarrassing** just now. She wished her friend happy birthday on the wrong date.
B: Oh no! That can be **embarrassed** / **embarrassing**.

2d Complete the passage with the correct forms of the words in the box.

normal	last	manner	proper	challenge
--------	------	--------	--------	-----------

In many Asian countries, it is _____ for people to eat with chopsticks. There are many rules and traditions about how to use chopsticks _____. Firstly, don't stick your chopsticks into food. That is very bad _____. Secondly, don't pull dishes close to you with your chopsticks. Thirdly, don't point at others with your chopsticks or wave them about when you talk. _____, hold your chopsticks correctly. Using chopsticks looks easy, but it can actually be a little _____. The key thing is to keep trying. With plenty of practice, anyone can learn to use chopsticks well!

3a Read Tina's email to Yaming. Label the different parts of the email.

- A. email topic B. person receiving the email C. person sending the email
D. sign-off E. main text F. greeting

☐	To	yaming@student.com
☐	From	tina@student.com
☐	Subject	Home visit—Help needed!

☐	Hi Yaming,
☐	One more week to go! I'm so excited to see you. I'll meet the Zhaos as soon as I land in Shanghai. I'll be staying with their family for two weeks, and I'm a little nervous! Mr and Mrs Zhao are both in their forties, and they have a son who is younger than me. His grandmother also lives with them.
	Could you give me some advice? Should I bring a gift? In America, we usually bring the host something small, like food. Is that a good idea? Also, what are the right table manners? What are some good conversation topics in China? Is there anything else I should know? I'm worried about doing something silly. It could give people the false impression that I'm a rude person. First impressions are so important that I don't want to say or do anything wrong!
	I'm looking forward to hearing from you soon!
☐	Cheers, Tina

Send A_z

3b Brainstorm what shows good manners when visiting a Chinese friend. Discuss your ideas with a partner.

- greetings
- giving gifts
- table manners
- conversation topics

It's important for us to show good manners when we visit friends. In China, ...

3c Imagine you are Yaming. Write an email to Tina to give some advice.

*Project



Compare two countries' customs

4a In groups, research the similarities and differences between customs in China and another country. You can choose some topics from the list below. Complete the table with your ideas.

- greetings
- wearing the right clothes
- giving and receiving gifts
- visiting others
- eating customs
- good / bad conversation topics

Eating customs		
China	Brazil	Same or different
<i>It's not polite to talk with your mouth full.</i>	<i>It's also rude to talk while your mouth is full.</i>	<i>same</i>
<i>We use chopsticks.</i>	<i>They use a knife and fork.</i>	<i>different</i>



4b Join a different group. Tell them about your research.

We researched eating customs. In China, it's not polite to talk with your mouth full. In Brazil, it's rude to do that too. In China, we usually use chopsticks. But in Brazil, ...

4c Rejoin your original group. Share what you learnt in the other group.

Reflecting



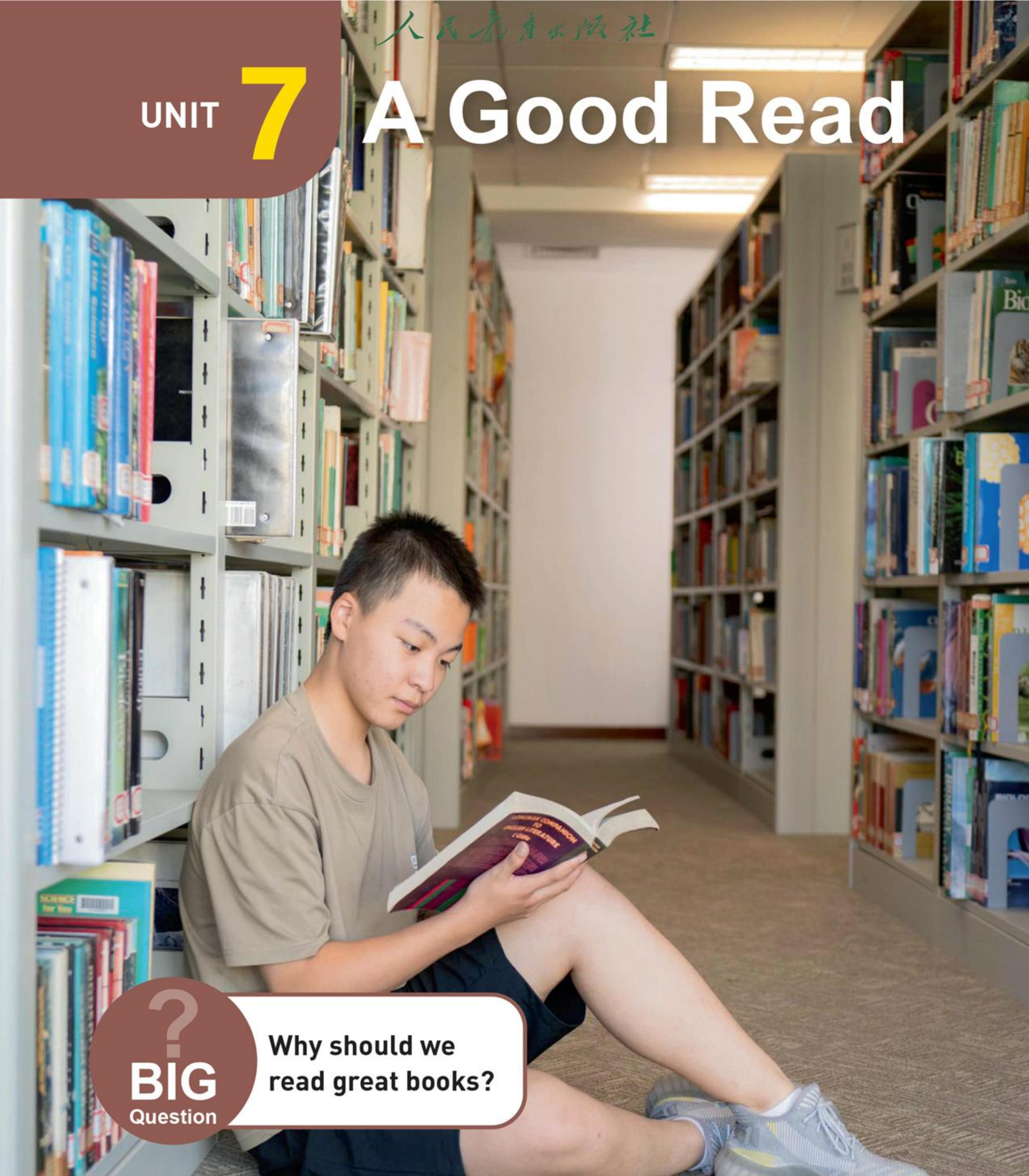
1. What customs from around the world have you learnt?
2. What are some cultural differences between China and other countries?
3. Can you use adverbial clauses with *so ... that*, *unless*, and *as soon as* properly?
4. Why do you think it is important to know about cultural differences?
5. How should we communicate with people from different cultures?



When in Rome, do as the Romans do.

UNIT 7

A Good Read



?
BIG
Question

**Why should we
read great books?**

In this unit, you will

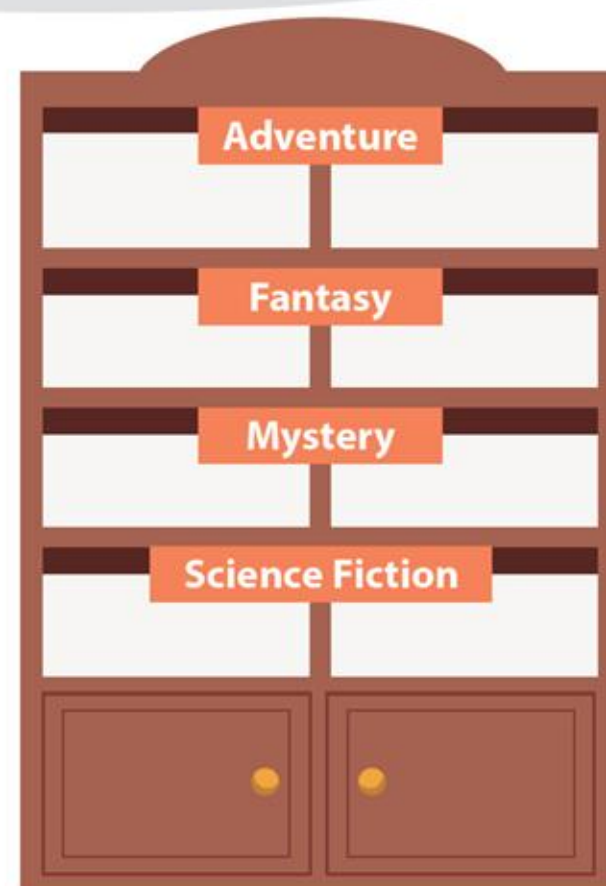
1. share your thoughts about great books you have read.
2. use the present perfect tense to talk about recent events and experiences.
3. learn how to write a book report.
4. explore classic literature and develop an interest in reading.

Look and share

1. What kind of book do you think the boy in the photo is reading?
2. How do you think the boy feels about his book?
3. What kinds of books do you enjoy reading?

What great books have you read?

1a Have you read or heard of these books? Share what you know about them.



1b Listen to three conversations. Write the letter for each book from 1a on the correct shelf.

1c Listen again and complete the sentences.

1. Sherlock Holmes, the _____ of *The Final Problem*, is a famous detective.
2. In *The Three-Body Problem*, aliens are planning to attack _____.
3. Yaming has read _____ of the Harry Potter books.
4. Yaming has chosen *Journey to the West* for his _____.
5. *Around the World in Eighty Days* is about adventures in different _____.

1d Talk about the types of novels you have read.

A: Have you ever read a science fiction novel?

B: Yes, I have. I've read ... / No, I haven't.

A: How did you find it? / Have you heard of ...?

2a What do you need to mention in a book report? Tick the items in the list.

- | | |
|--|---------------------------------------|
| ☐ character(s) | ☐ book title |
| ☐ book price | ☐ writer(s) |
| ☐ events in the story | ☐ your opinion |
| ☐ type of novel | ☐ cover art |
| ☐ main subject(s) of the book | |

2b Listen to two students' book reports. Match each student with the reason for his or her book choice.

- Zhong Yi
- Linda

- the writer
- the book cover
- the type of novel

2c Listen again. Complete the notes for the two students' book reports.

Item	Zhong Yi's report	Linda's report
Title	<i>The Romance of the Three Kingdoms</i>	<i>Oliver Twist</i>
Writer	Luo Guanzhong	Charles Dickens
Type of novel	a classic historical fiction novel	a classic _____ novel
Events in the story	Three kingdoms fought one another for over _____.	A young boy is forced to steal things. In the end, the _____ are punished, and the boy has a _____ life.
Favourite character	_____	Oliver Twist
What I have learnt	a lot of _____ idioms	how poor people lived in _____ in the 1800s

2d Choose a book you like. Give a short book report.

Have you ever read ...? It's my favourite book by ... In this story, the main character is ... He / She ...



3a Read the conversation. Who has read the book?

Peter: What have you read recently, Fu Xing?

Fu Xing: I've just finished *Alice's Adventures in Wonderland* by Lewis Carroll. It's a fantasy classic about a girl who gets lost in a magical world. Have you ever read it, Peter?

Peter: I've never read it, but I've watched the movie.

Fu Xing: You should read the book too! I've always preferred the book to the movie.

Peter: I will! What's your favourite part of the book?

Fu Xing: Do you remember when Alice finds a tiny door? She drinks from a bottle and grows smaller ...

Peter: I remember! Then she realizes she's forgotten about the key on the table, but she's grown too small to reach it.

Fu Xing: Yes, then she eats a magic cake and grows bigger!

Peter: I guess you really love this book!

Fu Xing: Yes. I've always loved reading fantasy books. And this story is about growing up. I find it interesting.



3b Complete the table with the information from the conversation.

<i>Alice's Adventures in Wonderland</i>			
Writer	Type of novel	Main character	Main subject
Lewis Carroll	_____	_____	_____
Favourite part			
- Alice finds a _____. - Alice drinks from a _____ and grows _____. - Alice realizes she has forgotten the _____ on a table, but she cannot _____ it because she has grown too small. - Alice eats a _____ and grows _____.			

3c Listen to the conversation. Then role-play it.

3d Talk with a partner about a book you have both read. Share what you know about it.

A: Have you ever read ...?

B: Yes, I have. It's a fun story, isn't it?

A: Yes! Do you remember ...? / What's your favourite part?

Grammar Focus

- 4a** Read the sentences and underline the present perfect forms of the verbs. Pay attention to the meanings of the bold words.

Have you decided on a book for your report?	Yes, I have. / No, I haven't.
Has Peter ever heard of this book?	No, he's never heard of it.
Has Chen Jie read this book yet ?	No, but she's already borrowed it from the library.
What have you read recently?	I've just finished <i>The Romance of the Three Kingdoms</i> .
I've = I have she's = she has haven't = have not hasn't = has not	

- 4b** Complete the conversations with *ever*, *never*, *just*, *already*, or *yet*.

- A: Have you _____ heard of the book *The Little Prince*?

B: No, I've _____ heard of it.

A: I've _____ finished reading it. It's such a simple story, but you can learn a lot from it!
- A: Have you chosen a book for your book report _____?

B: Yes, I've chosen *The Little Match Girl*. It's such a sad story, but I love it. I've _____ started writing my report.
- A: I've _____ read a classic novel before. Could you recommend one?

B: Well, I've _____ finished *Outlaws of the Marsh*. It's really good!

A: Oh, thanks! Could I borrow it?

B: Sure!

- 4c** Complete the passage with the simple past or present perfect forms of the verbs in brackets.

_____ you ever _____ (try) to read books from different countries? At the start of this year, I _____ (decide) to read books from as many countries as possible. I _____ (begin) with *The Adventures of Tom Sawyer*. Now I _____ already _____ (read) twenty different books. These books _____ (teach) me a lot about other cultures and societies, and they _____ (allow) me to see the world differently. In the past, I only _____ (know) the names of different countries, but now I understand them a little bit better. This experience has been amazing so far. I never _____ (realize) how big our world really is!

- 4d** Interview your classmates and find out who has done these activities.

- read all four Chinese literary classics
- watched a movie based on a novel
- read a book in a different language
- read a book more than twice
- read a book with more than 500 pages
- joined a reading club

What can we learn from great books?

1a Have you read any of these books? Share what you know about them.

- *My Childhood* • *The Wonderful Wizard of Oz* • *A Dream of Red Mansions*
- *Treasure Island* • *Red Star over China* • *The Secret Garden*

1b Read the summary of the story *The Secret Garden*. Circle the characters in the story. How are they related to one another?

The Secret Garden

(A summary of Frances Hodgson Burnett's *The Secret Garden*)

In this story, Mary Lennox, a spoiled and selfish 10-year-old girl goes to live with her uncle, Mr Craven, after her parents pass away. Her uncle has a huge house, but he is seldom there. Mary spends a lot of time alone and gets bored. At night she often hears crying coming from somewhere.

One day, Mary hears about a beautiful garden. It belonged to her uncle's wife. After she died, the garden became a painful memory for him, so he locked it up. No one has seen it for ten years. One morning, Mary finds an old key. When it unlocks a half-hidden door, she discovers the secret garden inside! Unfortunately, nobody has taken care of the plants, and therefore, much of it is in a bad state.

Later, Mary tells her secret to a new friend, Dickon. The young boy knows a lot about gardening, and they work together to make the garden beautiful again. One night, Mary hears someone crying again and discovers Colin, her cousin. He is unhappy and weak because he has lived alone in a hidden room since his mother's death. He has not walked for years because he thinks he has an illness. Mary and Dickon tell him stories about the garden and take him secretly to see it.

Over time, Colin grows stronger. The fresh air and beautiful garden are good for him, and he proves that he is not ill when he gets to his feet for the first time in years! The three friends spend time together in the garden and grow happier day by day.

In the end, Mary's uncle returns home. To his great surprise, he sees Colin walking and running, and he discovers that the secret garden has become as alive and beautiful as it ever was!



1c Read the summary again. Complete the story mountain of *The Secret Garden*.



Analysing a plot

A plot is a list of events that happen in a story. A plot usually has five parts. These parts combine to create a story that keeps the readers interested.



A	Beginning	Mary goes to live with _____ after her parents' death.
B	Problem / Surprising event	One day, she finds _____ to a secret garden. It looks bad because no one has _____ the plants.
C	Build-up	She works hard with _____ to make the garden beautiful again. Later, she meets _____ who is unhappy and weak.
D	Climax	Her cousin grows _____ and soon he can _____ again.
E	Ending	Her uncle _____, and everyone lives together happily.

1d Read again. Match the causes with the effects.



Causes

- ___ 1. Mary's parents pass away.
- ___ 2. The garden reminds Mary's uncle of his dead wife.
- ___ 3. No one takes care of the garden.
- ___ 4. Colin thinks he is sick.
- ___ 5. Colin has lived alone since his mother's death.
- ___ 6. Colin spends time in the garden.



Effects

- A. Colin is unhappy and often cries at night.
- B. Mary goes to live in her uncle's house.
- C. The garden is in bad condition.
- D. Colin never tries to walk.
- E. Colin grows stronger and happier.
- F. Mary's uncle locks up the garden.

1e Discuss the questions.

- Who is your favourite character? Why?
- Why do you think the book is named *The Secret Garden*?
- What have you learnt from this story?

Vocabulary in Use

- 2a** Change these nouns into adjectives by adding the suffixes *-al*, *-ish*, *-y*, *-ful*, *-ous*, or *-ive*. Add other adjectives with the same suffixes.

Noun		Suffix		Adjective	Other adjectives
magic		-al		magical	musical, ...
mystery					
pain	+		→		
fun					
effect					
self					

- 2b** Is each underlined word a noun or a verb? Write N for a noun or V for a verb.

- In the story, aliens were planning to attack () the earth. Luckily, people stopped the attack () in time.
- A book report () gives you information about the book and the reader's opinion about it. People often report () on a favourite book or one they have read recently.
- In *Oliver Twist*, bad people often used force () to make Oliver do bad things for them. They even forced () him into a house to steal things!
- At the school meeting, the librarian stated () that most of the library books were in a good state ().
- The writer based () his new novel in London, and he used London's history as the base () of his story.

- 2c** Complete the passage with the correct forms of the words in the box.

prove force attack adventure weak base punish

Many people consider *Journey to the West* to be one of the greatest Chinese classic novels of all time. The story has been the _____ of many TV dramas, films, and plays. In the story, Tang Sanzang and three other characters are on a(n) _____. Sun Wukong is the most powerful of them all, and he uses his powers to stop their enemies' _____. However, he was also very naughty at the start of the story. This _____ the kind and gentle Tang Sanzang to _____ him. The second character, Zhu Bajie, is lazy but kind. And the last character, Sha Wujing, is quiet and hard-working. The four characters experience many difficulties on their journey. Although they have their own _____, when they work together, nobody can defeat them! Together, they achieve their final goal and _____ themselves to be a good team.

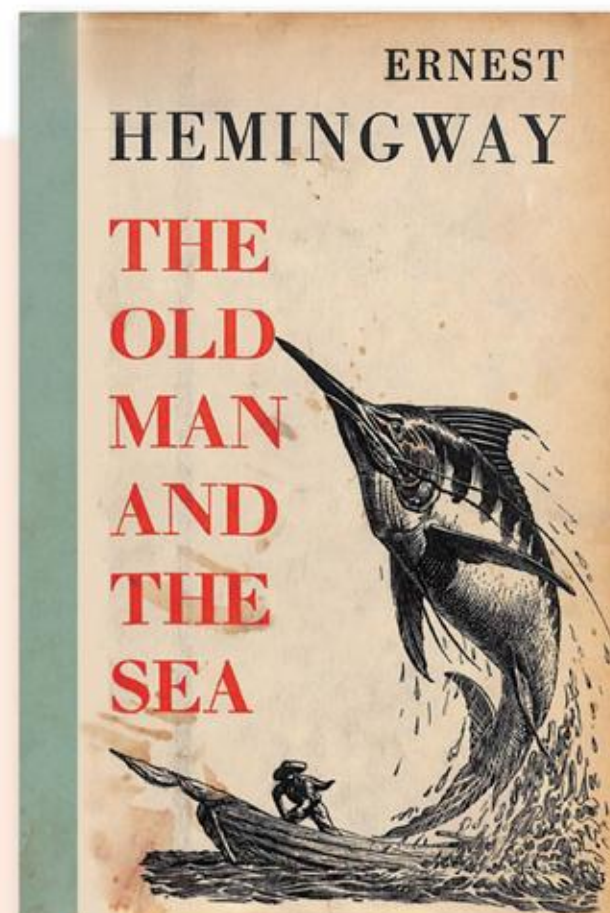
3a Read a student's book report and label the different parts with the information below.

- A. basic information about the book (e.g. book title and writer)
- B. lessons from the book
- C. the student's recommendation
- D. how popular the book is
- E. the story of the book

☐ My favourite book is *The Old Man and the Sea*. It was written in 1952 by the American writer Ernest Hemingway. ☐ The book became popular very quickly. In 1953, it won the Pulitzer Prize.

☐ The main character is a fisherman who hasn't caught anything for months. One day he catches a huge fish, but he has to fight for days to kill it. He finally succeeds, but he can't pull the fish onto his boat. When the fisherman is on his way back, sharks eat the fish, leaving nothing but bones.

☐ This book has taught me not to give up or doubt myself. I'm inspired by how hard the fisherman fights, even though he loses the fish in the end. As Hemingway said, "Man is not made for defeat. A man can be destroyed but not defeated." ☐ Even though I've already read the book three times, I'm not tired of it yet. If you've never read Ernest Hemingway, I recommend this book.



3b Write a book report about a novel you have read recently. To plan your report, make notes using the table below.

Book title: _____		
Introduction	Story	Opinion
- Who is the writer? - When / Where was the story written? - What did / do people think about it?	- Who are the main characters? - What is the story about? - What are the main events in the story?	- What have you learnt from the story? - What do you think about the book? - Would you like to recommend it?

3c Use your notes from 3b to write your book report.

*Project



Make a reading log

- 4a** Work in groups to brainstorm English books to include in a reading log. Explain your book choices.
- 4b** Write about your favourite book for the reading log. You can use the example of an entry in a reading log below to help you.

READING LOG			
Date: 18th May		Group: 1	Name: Guo Yuhan
Title	<i>Hamlet</i>	Writer	William Shakespeare
Main characters	Hamlet, the old King of Denmark, the Queen, Hamlet's uncle	Type of book	play
Summary	In this play, the ghost of the old King of Denmark tells his son, Hamlet, that he was killed by Hamlet's uncle. After his death, Hamlet's uncle became the King of Denmark. Hamlet pretends to be mad while he searches for the truth, and Hamlet's uncle decides to kill him to cover up his actions. Sadly, the story ends with the tragic deaths of the King, Queen, and Hamlet himself.		
My opinion	This book has helped me to understand what it's like to survive and do the best I can, even when I have to carry a great weight on my shoulders. The story is exciting and yet so sad that I cried in some places.		
Quote from the book	"To be, or not to be, that is the question."		

- 4c** Share your favourite books with the class as a group. Answer your classmates' questions.

For my favourite English book, I've chosen Shakespeare's play *Hamlet*. Shakespeare wrote the play around 1600. The story is about ...

Reflecting



1. Can you tell others about what you think about a great book?
2. Do you know how to talk about recent events and experiences that are still relevant today?
3. Can you write a book report about a book you have read?
4. Which great books from this unit would you like to read?



A good book is like a good friend, the same today and forever.

Making a Difference



?
BIG
Question

Why should we help others?

In this unit, you will

1. talk about different ways of helping others.
2. express duration using the present perfect tense with *since* and *for*.
3. identify the features of a speech.
4. explore the benefits of volunteer work and the meaning of helping others.

Look and share

1. What are the people in the photo doing?
2. Do you think their actions are helpful?
How so?
3. What are some ways you can help others?

What can we do to help?

1a Match the actions with the pictures.

- _____ clean up _____ guide visitors _____ visit the elderly
 _____ give directions _____ plant trees _____ sort waste



A



B



C



D



E



F

1b Listen to three interviews and complete the table.

Volunteer	Organization	How long
1	a _____ organization	since _____
2	an art _____	for _____
3	a _____ clean-up organization	for _____

1c Listen again. Complete the sentences that different people say.

Interview 1

- “Excuse me, are you a _____ here?”
- “I help the players and give _____. I _____ the stadium after matches too.”

Interview 2

- “I _____ through the museum and provide information about the _____.”
- “You see, I’m studying art _____ at university.”

Interview 3

- “I’ve picked up three bags of _____ and cans.”
- “I think it’s _____ duty to look after it!”

1d Imagine that your friend is one of the volunteers. Role-play a conversation.

- A: How long have you been a volunteer?
 B: I’ve been a volunteer for ...
 A: What do you do there?
 B: Oh, many things! ...

2a Tick three activities you would like to do in an animal shelter. In pairs, talk about your activities and why you have chosen them.

- | | |
|--|---|
| ☐ feed animals | ☐ find owners of lost pets |
| ☐ provide information about animals | ☐ clean cages |
| ☐ train animals | ☐ collect donations |
| ☐ take care of sick animals | ☐ walk dogs |

2b Listen to the conversations and number the questions in the order you hear them.

Conversation 1

- _____ Did it inspire you to volunteer?
- _____ What do you do there?
- _____ What are you watching?
- _____ Can I volunteer too?

Conversation 2

- _____ How often can you volunteer?
- _____ About once a week?
- _____ Have you taken care of animals before?
- _____ Have you ever been to our animal shelter?

2c Listen again. Complete the summaries of the conversations.

Conversation 1

Robert's friend Rose has been a volunteer at an animal shelter for _____. years. She tells him about her _____ work there. She says she cleans the cages and _____. She also looks after the new dogs and _____.

Conversation 2

Robert wants to become a volunteer too, so he goes to the animal shelter and has an interview with a person working there. Robert tells the interviewer that he used to have a _____. His pet taught him that every animal is _____ and needs love. Robert offers to volunteer _____.

2d Discuss the questions with a partner.

1. What inspired Robert to volunteer?
2. Why do you think the interviewer wants to know if Robert has taken care of an animal before?
3. What words can you use to describe Robert and Rose? Give your reasons.
4. Would you like to be a volunteer at an animal shelter? If so, what jobs would you like to do?



3a Read the conversation. Where does Teng Fei volunteer? Who does he help?

Ella: Hi, Teng Fei. What are your plans for the summer vacation?

Teng Fei: I think I'll do some volunteer work at a nursing home with my youth group. I've been a volunteer there since last year.

Ella: Oh! What do you do?

Teng Fei: I exercise with the elderly to help them stay active. Sometimes I play Chinese chess with them. I've even taught some of them how to use a mobile phone.

Ella: That's great. Do their families visit them often?

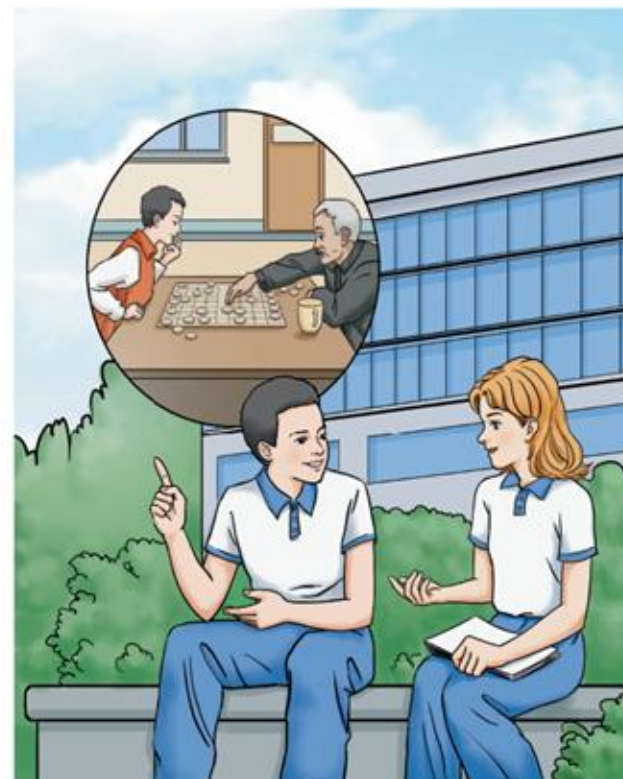
Teng Fei: Some do, but not all. Many elderly people are very lonely.

Ella: That makes me sad. We'll all be old one day too. It's important to care for the elderly.

Teng Fei: That's right! You know, they actually have so many interesting life stories and experiences to share with us.

Ella: Can I join your group of volunteers? I'd love to help.

Teng Fei: Yes, come along! It's fun to volunteer together.



3b Read again and complete the table.

Teng Fei's work	Teng Fei's and Ella's thoughts
- exercising with the elderly to help them _____ _____ with the elderly - teaching the elderly how to _____	- Many of the elderly are _____ because their families don't _____ often. - We must _____ the elderly. We will all _____ one day too. - We can learn from their _____.

3c Listen to the conversation. Then role-play it.

3d Have you ever done any volunteer work? Share your experiences with a partner.

- Where do / did you volunteer?
- What type of work do / did you do?
- Why do / did you volunteer there?
- How long have you been a volunteer? / How long were you a volunteer there?
- How does / did the work make you feel?
- What have you learnt? / What did you learn?

Grammar Focus

4a Read the sentences. How are *for* and *since* used differently?

Have you been to our animal shelter before?	No, I haven't. But one of my friends has volunteered here for a long time.
Has she ever done volunteer work?	Yes, she has. She has been a volunteer at a nursing home since last August.
How long have you been a volunteer?	I have been a volunteer here for a few months.
How long has he worked as a volunteer at the museum?	He has volunteered here since his summer holidays started.

4b Complete the sentences with the correct forms of the verbs in brackets and *for* or *since*.

- This college student enjoys volunteering for the army. She _____ (teach) English to the soldiers _____ three years.
- I _____ (be) a member of the Red Cross for six years. I have made a lot of friends _____ I joined the organization.
- Mr Wu has taught in a primary school as a volunteer _____ two years now. _____ he started working there, he _____ (help) many students.
- The organization _____ (train) over 6,000 volunteers _____ it began to offer classes three years ago.

4c Complete the passage with the correct forms of the verbs in brackets.

I love being a volunteer! I _____ (work) with a sports organization for almost three years now. Since I started, I _____ (help) out at over ten different sports events. I _____ (make) many new friends and I _____ even _____ (meet) many famous athletes. For example, I _____ (meet) two national football players from Argentina last month. They were at a stadium for a charity match. The stadium _____ (be) so big that they _____ (get) lost. I gave them directions and they _____ (smile) and _____ (thank) me warmly. I am proud to be a volunteer.



4d Work in groups. Interview your groupmates using the questions below. Share the answers with the class.

How long have you	- known your best friend / ...? - had your favourite toy / ...? - lived in your neighbourhood / ...?
-------------------	--

How does helping others make a difference?

1a Look at the pictures of some Blue Sky Rescue volunteers and discuss the questions.

1. What do you think the volunteers in blue are doing?
2. Have you heard any stories about Blue Sky Rescue?

**Identifying the features of a speech**

A speech can start with a hook to make the audience curious about what the speaker will say next. A story, an interesting fact, or even a question can be a hook. A speech can also include a call to action by encouraging people to do something.

1b Read the speech by a Blue Sky Rescue volunteer. What kind of hook does the speaker use? Which paragraph includes a call to action?

Ladies and gentlemen, thank you for inviting me to speak to you about Blue Sky Rescue today. Let me begin with my own story.

Back in 2008, I was hiking in the mountains with some friends when one of them fell and got a bad head injury. We had to find help quickly, so we called an emergency number. It was already dark, and we couldn't even see where we were. After some time, we heard dogs barking and the voices of the Blue Sky Rescue team. I nearly started crying. We were so thankful that they found us!

I've never forgotten that day. Since then, I've wanted to help others too. I signed up with Blue Sky Rescue in 2009, and I've been a volunteer ever since. We've been to schools and other communities to teach children and adults how to stay safe and prepare for the worst. We've also rescued people during emergencies. We've provided medical aid and searched for missing people after natural disasters, like the 2013 earthquake in Ya'an and the typhoon in the Philippines in the same year. In 2023, we even helped in places as far away as Türkiye!

Working as a volunteer has taught me many practical life-saving skills. It has also helped me understand the power of teamwork because it's the key to successful rescues. Most of all, being a volunteer has taught me the value of every life.

The work is difficult. It's voluntary, so we aren't paid. We often go without food or sleep. But our primary goal has always been to save as many people as we can. I'm just an ordinary person, but I'll rush into danger, just like everyone else in Blue Sky Rescue. To the people we've saved and their loved ones, I know we're their heroes. And that makes everything we do worth it. We want to do even more, but we can't do it all alone. Will you join us as a volunteer? Together we can make a difference!

1c Read the speech again. Write the correct paragraph number next to each paragraph summary.

- _____ The speaker shares what he has learnt from his volunteer experience.
- _____ The speaker tells a story about how he got to know Blue Sky Rescue.
- _____ The speaker invites the audience to volunteer with Blue Sky Rescue.
- _____ The speaker greets the audience and thanks them.
- _____ The speaker talks about the work the Blue Sky Rescue volunteers have done.

1d Read again and answer the questions.

1. When did the speaker join Blue Sky Rescue? Why did he join the organization?
2. What has he learnt from his volunteer experience?
3. What are some difficulties the Blue Sky Rescue volunteers face?
4. Why is the speaker willing to put his life in danger?
5. What qualities do you think a Blue Sky Rescue volunteer should have?

1e How do you understand the sentences below? Discuss your opinions in groups.

Help others, help yourself.

Today you, tomorrow me.

The rose in your hand,
the sweet smell in mine.



Vocabulary in Use

2a Write the correct words in the puzzle with the help of the clues.

Down

1. a polite term for a man
3. a polite term for a woman
4. first in importance
6. full of energy and always on the go

Across

2. the worth or importance of something
5. a person who belongs to a group or an organization
7. an organization that helps those in need
8. to look for something or someone



2b Complete the sentences with the correct words in brackets.

1. Joining the reading programme is completely _____. Each _____ helps to improve the reading skills and confidence of the kids. (volunteer, voluntary)
2. Everybody wants to be _____. But to achieve _____, you need to have a clear goal and stick to it. (success, successful)
3. Mr Black had a _____ examination in the hospital. The doctor gave him some _____ for his throat. (medicine, medical)
4. She works as a teacher of _____ children. She believes the _____ of today will help to create a better future for all. (youth, young)
5. My _____ brother volunteers at the nursing home because he wants to help the _____. (elder, elderly)

2c Complete the passage with the phrases in the box. Use the correct forms of the verbs.

provide aid
sign up

make a difference
be worth the effort

donate pocket money
clean up

Eleven-year-old Harry wanted to help out his community. He and his mum _____ with a local charity organization two years ago, and he has worked there once a week ever since to _____ to people in need. He helps to _____ the kitchen and hand out hot meals to people. Harry realized that his work _____ when he saw the smiles on the faces of the people he helped. Harry has even _____ to the organization to help them buy food for special festivals! His work shows us that anyone can _____.

3a Read the advertisement and label each part with the main topic.

- A. what qualities and skills volunteers need to have
- B. what the volunteering programme is about
- C. how to sign up as a volunteer
- D. what duties volunteers will carry out

STUDENT VOLUNTEERS WANTED

☐ **Do you want to make a difference in someone's life?
Join us to be a friend to our international students!**

☐ **Your tasks as a volunteer**

- 📍 Take the students on a tour of your hometown.
- 📍 Teach them useful Chinese expressions for daily use.
- 📍 Introduce Chinese culture to them.

☐ **We hope ...**

- 💡 you are willing to help others.
- 💡 you are familiar with the arts: Chinese dance, calligraphy, music, etc.
- 💡 you speak good English.
- 💡 you are good at expressing yourself.

☐ To volunteer with us, just drop us an email! We'd love to know more about you, your skills and talents, and your experience as a youth volunteer.



3b Imagine that you are planning to be a student volunteer. Make notes with the help of these questions.

Beginning

- What would you like to be / do?

Body

- Why do you want to be a volunteer?
- What skills or talents do you have?
- What experience do you have as a volunteer?

Ending

- When can you start volunteering?
- What other thoughts do you have about volunteering?

3c Write an email to the school to sign up as a volunteer. Use your notes in 3b to help you.

Dear Sir or Madam,

I saw your advertisement, and I'm writing to ...

***Project**



Start a volunteer group

4a Start a volunteer group with some classmates. In groups, tick one goal that you all agree with. You can also choose something else.

- ☐ help elderly people
- ☐ help people in hospital
- ☐ take care of animals
- ☐ clean up natural areas

- ☐ guide visitors at museums
- ☐ collect donations for the poor
- ☐ teach children life skills
- ☐ _____

4b Design a poster to attract volunteers to your group. Use the questions and the example to help you.

- What does your volunteer group do?
- Who are you helping?
- What work will the volunteers do?
- What skills or abilities should the volunteers have?
- How often will the volunteers work?
- What information do the volunteers need to know?

Volunteer at our neighbourhood sports club!

- ▶ **WHEN**
9 a.m.–10 a.m.,
Saturdays
- ▶ **WHERE**
Sunshine Park
- ▶ **WHO TO CONTACT**
Sam Jones on
555-5677



We teach children about different sports and encourage them to exercise. Volunteers will organize weekly activities and help to teach children how to play different sports.

If you are good at sport, or you have taught children to do sport before, please join us as a volunteer!

4c Present your poster in class. Vote for the volunteer group you want to join.

Reflecting



1. What kinds of volunteer work can people do?
2. Can you use the present perfect tense with *since* and *for* to express duration?
3. What features can you identify in a speech?
4. Can you explain why volunteering is important?
5. What have you done to help others? Can you talk about it?



*The essence of life is to serve others
and to do good.*

Unit 1

Work Hard, Play Hard

It can be hard to make time for a hobby when we have many important things to do. But hobbies might be more important than you think.

Physical hobbies like going hiking or playing tennis can help you to stay healthy. They keep you fit, and they can even lower stress and improve your memory and concentration. Other types of hobbies can also keep us healthy. Some scientists believe that making music can lower our blood pressure and make our body stronger. This makes it harder for us to fall sick. Playing an instrument also keeps our brains young. So, if you think that playing the guitar is a waste of time, remember that this hobby is actually a great way to stay healthy!

Hobbies are also good for your emotional well-being. Creative hobbies like painting or writing can help you deal with negative emotions by giving you a way to express how you feel. They can even make you feel good about yourself! In one study, after just 45 minutes of making art, most of the **participants** reported feeling more confident in themselves!

However, while hobbies have many benefits, it is important to find the right balance. Playing computer games or chatting online may be fun, but such hobbies usually involve a lot of screen time. That could cause problems such as eye strain or poor sleep. These activities are also usually done alone, and that could cause some people to feel lonely. Why not choose an outdoor hobby instead? Fresh air, green spaces, peace and quiet—these things help us to relax and feel good. And if you go hiking or fly a kite in the park, you can take a friend with you! Hanging out with friends reduces loneliness and can be a good way to build relationships.

Regardless of what your hobby is, it is important to make time for it. After all, all work and no play makes Jack a dull boy!



1 Read the text and choose the correct answers.

- The main idea of the second paragraph is that _____.
A. hobbies can help you to stay healthy
B. physical hobbies are the best way to stay healthy
- The bold word “participants” in paragraph 3 probably means _____.
A. people who carry out research
B. people who take part in research
- The study in paragraph 3 found out that making art _____.
A. is healthier than physical hobbies
B. can make people feel happier
- One problem of chatting online is that _____.
A. it is easy to spend too much time on screen
B. it is not as fun as taking part in outdoor hobbies

2 Discuss the questions.

- What are the two main ways in which hobbies can be good for us?
- Why might some people think that “playing the guitar is a waste of time”?
- What does the writer mean by “it is important to find the right balance”?
- What do you think “All work and no play makes Jack a dull boy” means?
Do you agree?
- What is your favourite hobby? How does it help you?

Unit 2

All About Sneezing

If you had to list different ways of protecting yourself, sneezing probably would not be on the list. But when you sneeze, that is exactly what is happening. Sneezing helps you protect yourself from things like germs, dust, and smoke. In fact, **it** is the body’s way of getting rid of things that may harm you.



People cannot really control their sneezes. If something starts tickling the inside of our nose, our brain takes over. **It** knows that something inside the nose should not be there, so it sends a message to the body to get it out.

When we sneeze, many things happen in a very short time. Usually, our eyes shut, our tongue presses against the top of our mouth, and the muscles in our stomach and chest get tight. Next, a sudden blast of air comes out of our lungs and then our nose. As the air goes out of our nose, it carries germs, dust, and tiny drops of water with it.

Some unusual things can also make us sneeze. For example, some people sneeze when they look at a bright light. If people have an allergy, certain plants or animals might also make them sneeze. If they are allergic to certain plants, they might sneeze a lot in the seasons when the plants bloom, but not in **others**. If they are allergic to dogs or cats, they usually cannot have one as a pet.

While sneezing is good for the person doing it, it can be very bad for the people nearby. Sneezing is one way that diseases spread. Millions of germs from one sneeze can travel up to about 8 metres at a speed of 160 kilometres per hour! These germs can stay in the air, and if other people breathe in those germs, they can get sick too.

If you sneeze, always cover your nose and mouth. After **that**, make sure to wash your hands. Sneezing helps your body protect **itself**, but doing these two things can help you protect everyone else!



1 Read the text. Circle T for true or F for false. Then correct the false statements.

- | | | |
|---|---|---|
| 1. Sneezing is our body's way of telling us that we are sick. | T | F |
| 2. When we sneeze, it affects many different parts of our body. | T | F |
| 3. Bright light can make some people sneeze. | T | F |
| 4. Sneezing can spread germs at a high speed up to 6 metres away. | T | F |
| 5. We should cover our nose and mouth when sneezing to prevent passing germs to others. | T | F |

2 Read again. Write down what the words in bold refer to.

1. In fact, **it** is the body's way of getting rid of things that may harm you.

2. **It** knows that something inside the nose should not be there, so it sends a message to the body to get it out. _____
3. If they are allergic to certain plants, they might sneeze a lot in the seasons when the plants bloom, but not in **others**. _____
4. After **that**, make sure to wash your hands. _____
5. Sneezing helps your body protect **itself**, but doing these two things can help you protect everyone else! _____

3 Discuss the questions.

1. What information have you learnt from the text that you didn't know before?
2. What should we do if we sneeze?

Unit 3

Laughter Is the Best Medicine

Do you often laugh with friends? Do you giggle at jokes? If you do, that is great, because just as the saying goes: Laughter is the best medicine!

People start laughing from a young age. At around three months old, babies learn to laugh. Even babies that cannot see or hear can laugh. Laughter is a natural part of life! But why is it so important?

First of all, laughter is good for our body. When we laugh, our body takes in more oxygen. Every part of our body needs oxygen to work well. Laughter also makes our body work out. Our heart, stomach, and even our shoulders work hard when we laugh! But after we laugh, our muscles feel more relaxed. A good laugh can help you feel relaxed for up to 45 minutes. Over time, laughter helps our body to get stronger, fight off more diseases, and even create special chemicals to help us feel less pain!



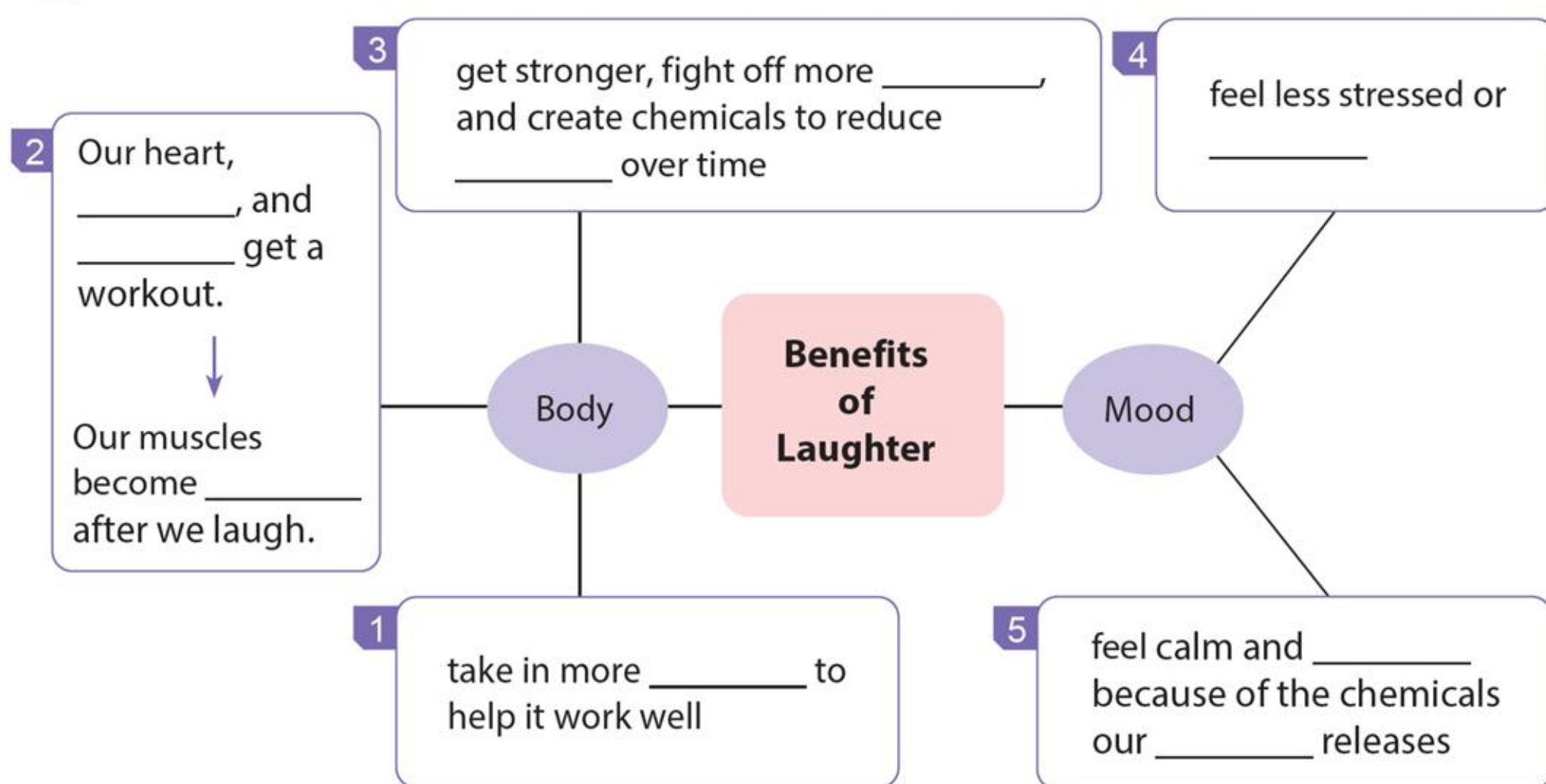
Laughter also has many benefits for our mood. When we laugh, it makes us feel less stressed or anxious, and things will not seem so bad. Laughing also causes our brain to release chemicals that make us feel calm and happy. Scientists even think that smiling often is enough to increase these chemicals in our brain.

But it is not always easy to laugh on our own. We are 30 times more likely to laugh when we are around others. According to some scientists, laughter can show others that we want to be close to them. Monkeys clean one another's fur to show friendship. But people laugh so that others will know that they are being friendly.

Some people even join laughing groups. Although they force themselves to laugh at first, after hearing other people laugh, their laughter becomes real! Before long, the whole group of people is laughing hard.

The next time you feel unhappy, try thinking about something funny. Although you might not want to laugh when you are sad, doing so can make you feel better!

1 Read the text and complete the mind map.



2 Discuss the questions.

1. What do you think is the most important benefit of laughter?
2. What makes you laugh? Share your experiences.

Unit 4

The Sahara Desert

Located in Africa, the Sahara Desert spreads across 30 per cent of the continent. This vast desert, also known as “the great desert” in Arabic, is about 9 million square kilometres in size. It is also at least 4.6 million years old. This means that it is one of the oldest places in the world.

All deserts are dry, and the Sahara is both dry and hot. It is the largest hot desert in the world. We may think that all deserts are hot, but in fact some deserts are very cold! Many scientists believe that Antarctica, for example, is a type of cold desert.

Most of the Sahara is rocky ground. But there are also places with grass, lakes, mountains, and even sand seas. A sand sea is just what it sounds like—it looks like a sea of sand! When the wind blows, the sand looks like waves.

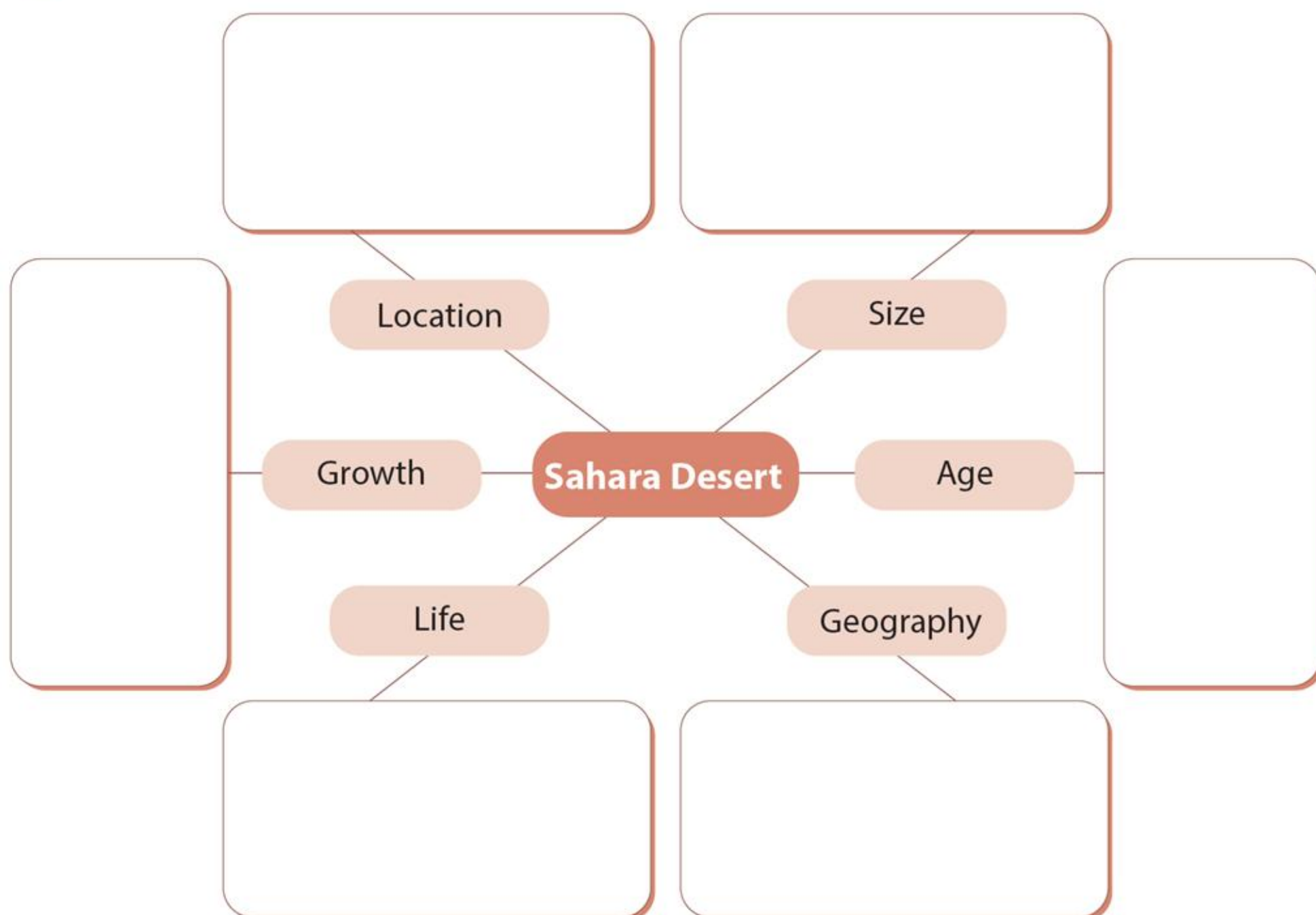
Life in the Sahara is difficult. About two million people live in the Sahara. They usually move from place to place. There is water in a few parts of the Sahara, and some people live in these places all year round.

Not many animals can live in a place with such a dry and hot climate. They must adapt to survive. Camels, for example, go for a long time without drinking water. When they do find water, they can drink more than 100 litres of it in 13 minutes! Fennec foxes live in the desert too. They have large ears to help their bodies stay cool.



Today, the world’s largest hot desert is getting even bigger. It is now about 10 per cent larger than what it was about a century ago. But why is it growing? Some scientists believe that part of the reason is climate change. As temperatures rise, summers in Africa grow hotter and less rain falls. Water bodies get smaller and the ground gets drier and drier. If we do not take effective measures, the desert will keep growing!

1 Read the text and complete the mind map.



2 Discuss the questions.

1. How is life in the desert different from other places where people live?
2. Would you like to visit the Sahara Desert or even live there for a while?
Why or why not?
3. What do you think will happen if the Sahara keeps getting bigger?
What should we do about it?

Unit 5

Storm Chasing: A Dangerous but Important Job

Are you afraid of big storms? Many people are. But did you know some people go out to chase tornadoes? Such storms can hit suddenly and move very quickly, so storm chasers always have to be prepared.

When a tornado is about to hit, professional storm chasers try and get close to it to collect important information. Storm chaser Tim Samaras designed and built many different instruments for studying tornadoes. Throughout his career, the engineer chased down more than 120 tornadoes. Often, he filmed the storms while they were happening just a few kilometres away.



During a storm, storm chasers put special equipment in the way of the tornado. The equipment collects information about things such as wind speed and air pressure. This helps scientists to make better forecasts. It can even help people understand how powerful the winds can be, and as a result, change how we build our houses.

Storm chasing can be exciting, but also very dangerous. The storm chasers' knowledge and experience are not always enough to keep them safe. On 31 May 2013, Samaras and his team were chasing the El Reno tornado in Oklahoma, USA. To their surprise, the tornado behaved in an unexpected way. It grew rapidly and changed its speed and direction.

On that terrible day, the largest tornado ever recorded appeared. It was 4.2 kilometres wide and had winds topping 480 kilometres per hour. While the tornado was moving towards them, Samaras and his team were driving as fast as they could. Sadly, when the tornado hit their car, it threw their car into the air like a toy. All three men in the car died.

The story of Tim Samaras is very sad, but his work continues to play an important role in weather science. Though storm chasing remains a dangerous job, the goal of storm chasers is to learn more about storms to keep people safe. For people like Samaras, that goal makes it all worth it.

1 Read the text and complete the summary.

A tornado is a type of storm. It can hit _____ and move very quickly. Storm chasers get close to tornadoes to collect important _____. This can help scientists to make better _____. It can also change how people build _____. However, storm chasing can be a very _____ job. In 2013, Tim Samaras and his team _____ when they were chasing the El Reno tornado. But storm chasers today continue to do such work. Their goal is to keep people _____.

2 Discuss the questions.

1. What do you think of Tim Samaras's job as a storm chaser?
2. What do you need to be a good storm chaser?
3. Do you know of any other dangerous jobs? Why do people do them?

Unit 6

Symbols of Chinese Culture

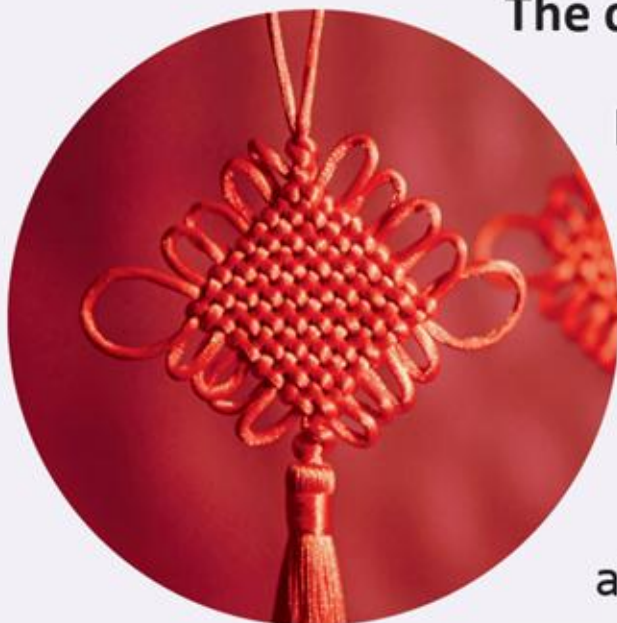
Chinese culture is one of the oldest in the world, and it is rich in traditions and beliefs. Many of the things you see, hear, or even taste in China may be symbols with special meanings!

Dragons

In many Western stories, dragons are frightening monsters. However, people in China are not frightened of them! Instead, they think dragons are a symbol of power and good fortune. Chinese dragons are so popular in China that you can see them in many places, such as vases, buildings, money, clothes, paintings, and jewellery! The word for “dragon” even appears in names and idioms. For example, “to hope that one’s children become dragons” means that parents hope their children will do well in life. In China, people think dragons are so powerful that they call themselves the descendants of the dragon!



The colour red



In China, red is a powerful colour with special meaning. Many people think it brings good luck and wealth, so you will see red decorations such as paper-cuts, couplets, and lanterns during festivals like the Chinese New Year. People think red is so lucky that they wear it during celebrations. At traditional Chinese weddings, both the bride and groom wear red. Red also has positive meanings in other cultures. For example, a red carpet shows importance, and red roses symbolize love. However, in Western culture, red could sometimes mean loss. If a company has “red ink” or is “in the red”, it means that they are losing more money than they are earning.

Lucky numbers

Certain numbers are lucky in China because they sound like other Chinese words with positive meanings. “Six”, for example, sounds like “flow”. It symbolizes things going well. The number “two” is also lucky, because the Chinese believe that good things come in pairs. “Eight” sounds like a word which means “to make a fortune”, and it symbolizes wealth. Lastly, “nine” has the same pronunciation as the character “久”, which means “long lasting”. So “nine” has come to symbolize a long life. On the other hand, “four” sounds like “death”.

Some people find this number so unlucky that they avoid using it in their phone numbers. But China is not the only place with special numbers. In America, for example, “seven” is a lucky number while “thirteen” is an unlucky number.



1 Read the text and complete the table.

Cultural symbol	In China		In the West / other cultures	
Dragons	- a symbol of _____ and _____ - appear in many _____ - appear in _____ and _____		frightening _____	
Red	- a symbol of _____ and _____ - during _____ like the Chinese New Year - during _____ like a traditional Chinese wedding		Positive	- a red carpet: _____ - a red rose: _____
			Negative	_____
Numbers	Lucky	6: _____ 2: _____ 8: _____ 9: _____	Lucky	_____
	Unlucky	4: _____	Unlucky	_____

2 Imagine that you are a tour guide in China. What additional information can you give tourists on Chinese cultural symbols?

Unit 7

The Boy and the Elf

(Adapted from Selma Lagerlöf's *The Wonderful Adventures of Nils*)

[Nils, a young Swedish boy, is standing next to a desk. His parents are by the door, ready to leave.]

Mother: Nils, we're going out. Make sure you study, and don't be mean to the farm animals.

Nils: I haven't been mean to the animals in ages.

Father: Yesterday you pulled the cat's tail.

Mother: And you ran after the hens.

Father: And we've just caught you throwing shoes at the cow.

Nils: [Laughing.] Okay. I promise to be good!
[Nils's parents shake their heads and leave. Nils sighs and sits down.]

Nils: Reading is so boring! I haven't had any fun for so long. I wish something would happen.

[An elf enters quietly through the front door. Nils sees it.]

Nils: An elf! I've never seen one of those before ... I'm going to catch it!

[Nils catches the elf.]

Elf: [Screaming.] Let me go! I'll give you an old coin.

Nils: I'm not sure ... What else have you got?

Elf: A silver spoon ... and a big gold coin!

Nils: Okay ... I could let you go.

Elf: Thank you!

Nils: But actually, I don't think I will. Come here!

[There is a loud BANG, and Nils falls over. When he gets up, the elf has disappeared, and Nils has become smaller. The elf has turned him into another elf!]

Nils: Where has that elf gone? And why has the desk got bigger?

Selma Lagerlöf
THE WONDERFUL
ADVENTURES OF NILS



[He walks outside and sees a cat, a hen, and a cow. All are now bigger than him.]

Nils: Wow, the animals have grown bigger too.

Cat: We haven't got bigger, Nils. You've got smaller.

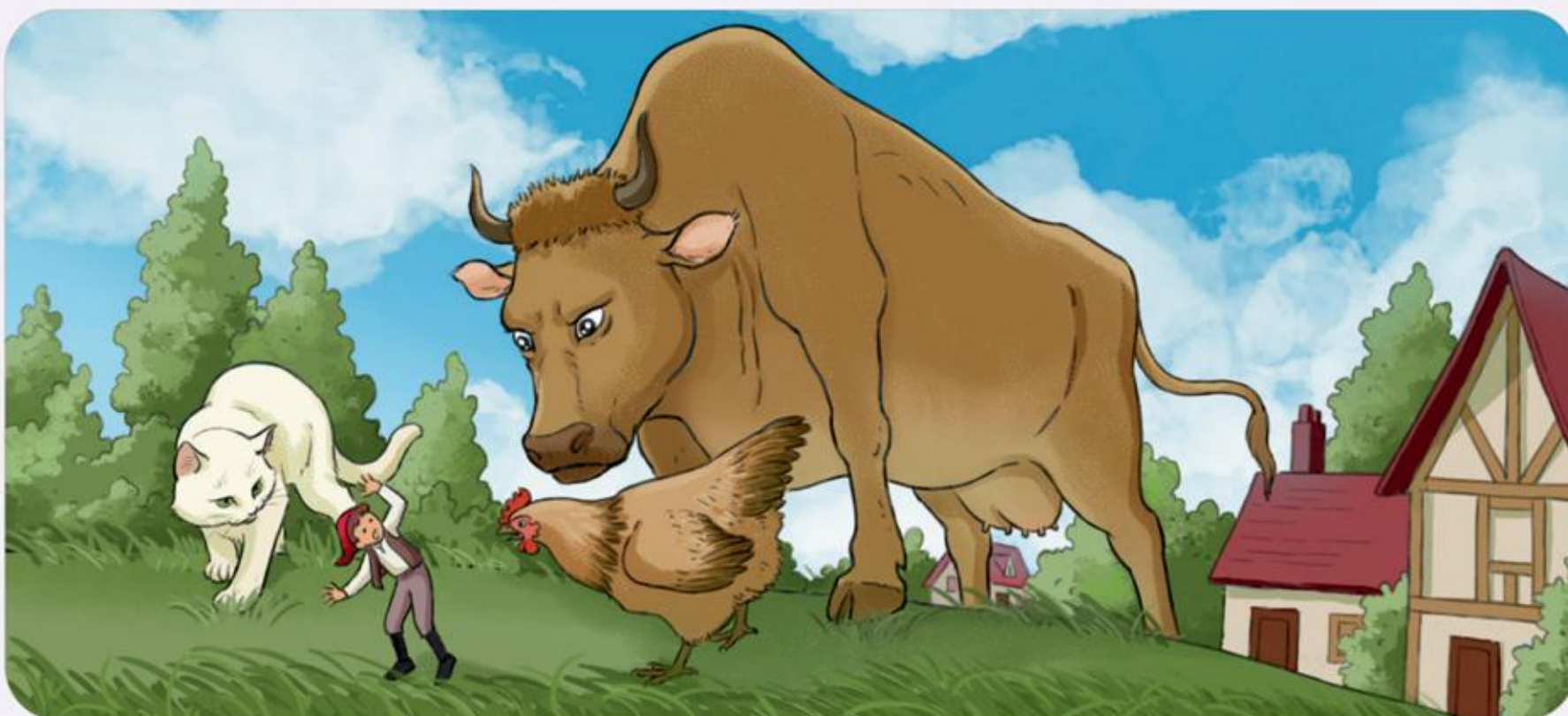
Hen: You're smaller than us now, actually.

Cow: You've been mean to us, Nils. And now you're going to pay the price.

Nils: Oh, I'm really sorry about all that. But look, could you help me find that elf?
I need him to turn me back into a boy.

Cat: Get him!

[The animals chase after Nils.]



1 Read the play and complete the summary.

Nils's parents
are _____.
They tell him to
study and not to
be mean to the
_____.

Nils _____ an
elf and refuses to
_____.

The elf uses magic
to turn Nils into
_____ and
disappears.

Nils is _____
than the farm
animals now. They
start to _____
him because he has
been _____ to
them.

2 Discuss the questions.

1. What do you think will happen to Nils next?
2. Do you think Nils will be able to turn back into a boy?

3 Read the proverbs and choose the best match for the play. Discuss whether the other proverbs match any stories you know.

- Slow and steady wins the race.
- Be happy with what you have.
- No act of kindness is ever wasted.
- Little by little does the trick.
- Do not do to others what you do not want others to do to you.
- Our greatest weaknesses can also be our greatest strengths.

Unit 8

HOME ABOUT POSTS CONTACT

19:03 PM

Unusual Volunteers



Linda

“Come here! What a good boy!” Those were words I never expected to hear from my mum when I visited her in hospital. Mum has been sick for a long time now, and she often seemed sad and tired. I didn’t expect to hear her laughing. It has been a long time since I heard my mum sounding so happy! But when I rounded the corner, I understood everything.

Mum had a very unusual visitor—a dog!

A regular volunteer at the hospital, Anna, was there with her therapy dog, Banjo. Anna was kind enough to share her story with me. An animal lover from an early age, Anna has always had a dog or two at home since she was young. Often, just playing with them was enough to help her feel happy and relaxed after a long day. But one day, Anna realized that not everyone was lucky enough to have a pet. She started thinking: What could she do? Could she work with her own dogs to help others?



Before long, she found the answer. Today, Anna and Banjo often visit places like hospitals and nursing homes to bring a moment of joy to people who are sick, sad, lonely, or disabled. Banjo has worked as a therapy dog for almost three years. When people are stressed, it often takes them longer to get better. A therapy dog helps people feel better and be less stressed, often just by being there! At the hospital, Mum petted Banjo, gave him a snack, and even threw a small ball for him to catch. This made her forget that she was sick, if only for a moment.

For people like my mum, moments like this are very valuable. She always looks forward to my visits, but now she also looks forward to seeing Anna and Banjo again. If I'm lucky enough to have a dog of my own in the future, I'll try to volunteer just like Anna and Banjo!



- 1** Read Linda's post. Who is likely to have said these things? Write the correct names. Some names can be used more than once.

Linda

Mum

Mum's doctor

Anna

Who	What they said
	"I'm so happy Banjo and Anna visited my mum!"
	"I think therapy dogs are good for my patients."
	"I'm taking Banjo to the hospital today."
	"I can't wait to see Banjo again next week!"
	"I wish everyone was lucky enough to have a dog!"

- 2** Discuss the questions.

- How can therapy dogs help people to feel less stressed?
- What qualities do you think a therapy dog should have?
- Can you think of any other ways to help people in hospital?

Unit 1 Time to Relax

Section A, 1b and 1c

Interview 1

Adam: Hey, Teng Fei! I'm doing a survey on free-time activities. Could you help?

Teng Fei: Hi, Adam. Sure!

Adam: What do you usually do when you're free?

Teng Fei: Hmm. I like programming. I do it after school.

Adam: Oh, are you creating an app?

Teng Fei: That's right. I also like hiking at the weekend. It's a great form of exercise.

Interview 2

Adam: How do you spend your free time, Helen?

Helen: Well, I love painting pictures.

Adam: How did you get into it?

Helen: Oh, I saw my mother paint when I was young. I decided to give it a go too!
Painting helps me to express how I feel.

Adam: I see!

Interview 3

Adam: What do you do in your free time, Chen Jie? Do you do sport?

Chen Jie: No, not really. But I like to play the flute.

Adam: Wow! Isn't that difficult?

Chen Jie: It was very difficult at first. I needed to practise a lot!

Adam: And is it easier now?

Chen Jie: It's never easy, but it's more fun now. I do it to relax these days.

Section A, 2b and 2c

Fu Xing: Hi, Emma, how was your weekend?

Emma: It was OK, but now I hurt all over!

Fu Xing: How come?

Emma: I went to the sports centre to try ice skating. People looked so beautiful doing it!
But I didn't expect to fall so many times!

Fu Xing: Oh dear!

Emma: I don't want to go ice skating again.

Fu Xing: Why? Nobody expects you to be perfect from the start.

Emma: My instructor said that too. She also encouraged me to get back up whenever I fell. She told me not to give up so easily.

Fu Xing: Everything's difficult before it's easy. Like swimming. I love it now, but I used to be scared of water.

Emma: Really?

Fu Xing: Yes. I started swimming to get over my fear. Slowly, I became more confident. I have fun being in the water now!

Emma: You're right. I'll try ice skating again!

Unit 2 Stay Healthy

Section A, 1b and 1c

Conversation 1

Jenny: You don't look well. What's wrong, David?

David: I have a stomachache. I ate too much at my friend's birthday party yesterday.

Jenny: Oh no! Why did you eat so much?

David: I couldn't help myself! The food was too delicious. My friend's mother cooked everything herself.

Conversation 2

Sarah: Are you OK, Ben? Did you hurt yourself?

Ben: Yes, I fell during the football game yesterday. It seemed OK at first, but now I have a backache.

Sarah: Oh dear. Accidents often happen in sport. Be more careful next time!

Conversation 3

Harry: Would you like some snacks, Nancy? Help yourself!

Nancy: No, I can't eat anything. I have a terrible toothache.

Harry: I'm sorry to hear that. Did you bite something hard?

Nancy: No, I think I ate too many sweet things. Oh, my tooth really hurts!

Conversation 4

Frank: What's the matter, Judy?

Judy: I'm sorry, but it's difficult for me to talk.

Frank: What happened?

Judy: I practised my speech by myself for hours yesterday. I guess I didn't drink enough water. I'm suffering from a sore throat now.

Section A, 2b and 2c

Conversation 1

Nurse: What's the matter, David?

David: I ate too much last night. Now my stomach aches.

Nurse: You shouldn't eat so much next time. I'll give you some medicine.

David: Thank you!

Nurse: And please avoid soft drinks for now as the gas could make the ache worse.

David: Got it, thanks!

Conversation 2

Nurse: What's wrong, Nancy?

Nancy: I have a really bad toothache.

Nurse: I see. You should see a dentist. You might need an X-ray.

Nancy: OK. But what should I do for now?

Nurse: You could eat some soft food. But no more sweet things. Remember to brush your teeth carefully too!

Conversation 3

Nurse: Oh, your nose is bleeding! How did you hurt yourself, Jeff?

Jeff: I fell off my bike! I didn't expect to see someone around the corner.

Nurse: Oh dear! Come in. Press down on your nose. Good. Now wait for a few minutes.

Jeff: OK. Do you think I broke my nose?

Nurse: No, it's not that serious. But you should be more careful next time. Accidents can happen when we're careless.

Unit 3 Growing Up

Section A, 1b and 1c

Ella: What's wrong, Peter? You look worried.

Peter: Harry and I got into a fight a few days ago. Now he's not speaking to me.

Ella: What happened?

Peter: He borrowed my guitar. But there was an ugly mark on the guitar when he returned it.

Ella: Oh no!

Peter: I was upset, but he didn't care. He even said, "It's just an old guitar." But it's very special to me. It was from my grandfather.

Ella: That wasn't nice.

Peter: I was angry and said things that hurt him. I feel awful now.

- Ella:* It's hard to control our anger sometimes. Although he was wrong, you hurt him too. If you want to say sorry, you could call him.
- Peter:* I want to, but I'm afraid he's still angry.
- Ella:* Well, maybe you could send him a text message first.
- Peter:* Good idea.

Section A, 2b and 2c

- Peter:* Hi, Harry. Thanks for picking up. I wanted to call earlier, but I didn't know what to say until I spoke to Ella.
- Harry:* Hi, yeah, I feel bad about it too. We should talk so that we can clear the air.
- Peter:* Listen, I'm sorry I hurt you. I didn't mean it. I was just angry about that mark on the guitar.
- Harry:* No, I'm sorry. It was my fault.
- Peter:* That guitar was a birthday present from my grandfather when I was eight. He's not around anymore. Although it's old, it means a lot to me.
- Harry:* I didn't know that. I'm sorry.
- Peter:* It's OK. I forgive you. You're my best friend, and I don't want to lose you.
- Harry:* I feel the same. I'm really sorry. I'll be more careful in future.

Unit 4 The Wonders of Nature

Section A, 1b and 1c

- Host:* Welcome to our game show! Today, it's all about geography. Answer as quickly as you can! Question one: What is the highest mountain in the world?
- Fu Xing:* It's Mount Qomolangma!
- Host:* Correct! How high is it?
- Liu Hongyu:* I know this—it's 8,848.43 metres high.
- Host:* No, sorry. Fu Xing?
- Fu Xing:* Is it 8,848.86 metres?
- Host:* Yes! But some scientists say Qomolangma is still growing taller! Now, name the biggest desert in the world.
- Fu Xing:* The Taklimakan Desert?
- Host:* Wrong! Ella?
- Ella:* It's the Sahara Desert.
- Host:* Right! Now, how big is it?
- Ella:* It's about 9,000,000 square kilometres.
- Host:* That's right! What's the lowest place on earth?
- Liu Hongyu:* It's the Dead Sea!

Host: Well done! Its surface is 416 metres below sea level. Now where's the deepest point in the ocean?

Fu Xing: It's in the Mariana Trench.

Host: That's correct! How deep is it?

Fu Xing: It's about 11,000 metres deep.

Host: Correct!

Section A, 2b and 2c

Ms Gao: Thank you for the wonderful talk, Mr Jones. Now, does anyone have any questions?

Emma: I do! Why are so many countries researching the deep sea?

Mr Jones: Well, curiosity is one reason. We don't know enough about the ocean floor.

Fu Xing: I remember that in 2020, China's *Fendouzhe* dived deeper into the Mariana Trench than many other submersibles in the world and filmed it. But I didn't see any deep-sea animals. What are they like?

Mr Jones: Well, many deep-sea animals are large and unusual. Some animals are blind, but they can "see" as well as others. Some even create their own light!

Peter: Cool! Are there any other surprising facts about the deep sea?

Mr Jones: Did you know that there's rubbish even at 11,000 metres deep? That shocked many people.

Ms Gao: That's terrible! We should do something about it.

Mr Jones: You're right!

Unit 5 Nature's Temper

Section A, 1b and 1c

Conversation 1

Jack: Hi, Xinyi. I heard about the flood in your town. Is everything OK?

Xinyi: Yes, we're all right. Thanks. Our neighbour warned us about it in time.

Jack: What a kind neighbour! What were you doing at the time?

Xinyi: Oh, my family were having dinner when she called. We didn't notice that the water was rising!

Jack: You're lucky!

Conversation 2

Jiaming: Hi, Kate. Are you OK? That was a big earthquake!

Kate: Yeah! It scared me. I was doing my homework when the building shook all of a sudden. What were you doing when it started, Jiaming?

Jiaming: Oh, I was doing some chores while my mother was preparing lunch. The earthquake took us by surprise too.

Kate: Well, I'm glad we're all fine. Thanks for calling!

Conversation 3

Susan: Wasn't the snowstorm last weekend terrible, Liu Yun?

Liu Yun: Yes, it really was!

Susan: What were you doing while it was snowing?

Liu Yun: Not much. I was travelling on the train then. The ride took five hours longer!

Susan: Oh no ... I heard many people couldn't get home. They had to stay in hotels for the night.

Section A, 2b and 2c

Interview 1

Reporter: Excuse me. Did you have any trouble during the typhoon?

Boy: No. When the typhoon hit, my family were having dinner at home.

Reporter: That's good. How about your neighbourhood? Was it OK?

Boy: Oh, it was a mess. My parents and I helped with the clean-up this morning.

Interview 2

Reporter: Miss, how did the typhoon affect you?

Girl: I was OK, but I was worried about my grandparents.

Reporter: Were they all right?

Girl: Yes, thankfully. When I called them, they were playing chess at home.

Interview 3

Reporter: Sir, what were your family doing when the typhoon hit?

Man: Well, my children and I were reading together when a window broke. Even our roof nearly came off! My children were crying, and my wife was scared too.

Reporter: Oh dear. Were you prepared for the typhoon?

Man: Well, I heard the news, but I didn't think it would be that strong.

Weather report

Reporter: Now, the typhoon is slowing down as it moves west, but it's not over. If you're near one of the areas close by, be careful, and pay attention to our weather reports. Do stay inside.

Unit 6 Crossing Cultures

Section A, 1b and 1c

Conversation 1

Anna: Hi, Kaito! You're new here, right? I'm Anna Brown, one of your teachers. Pleased to meet you ... Oh!

Kaito: What's wrong, Ms Brown?

Anna: Sorry, your bow surprised me. We usually just say “hello” or shake hands in the US!

Kaito: That’s surprising! In Japan, we bow as soon as we meet a teacher.

Conversation 2

Harry: Hello! You’re Li Tong, right? I’m Harry. We’re in the same science class.

Li Tong: Oh, hi, Harry! ... Sorry, should we shake hands? How do you greet others in the UK?

Harry: We could, but it’s a little formal. Usually we just say “hello”.

Li Tong: Do you kiss others on the cheek?

Harry: We hug sometimes, but we don’t usually kiss to say hello. We don’t bow either. That’s so formal that we only do it at special times.

Li Tong: Wow! I thought people in the UK were very formal.

Conversation 3

Bob: Hey, Ji-Hoon, meet Marie. She’s from France.

Marie: Hi, Ji-Hoon, nice to meet you ... Oh, don’t look so embarrassed!

Ji-Hoon: It’s embarrassing! In Korean culture, we don’t usually kiss people unless we love them.

Marie: In France we kiss friends on the cheek to say hello!

Section A, 2b and 2c

Ella: We heard you’re going to India, Peter! How exciting!

Peter: Yes, I’m really excited! You went there last year, right? Can you tell me about their customs?

Ella: Sure! First, they have a special greeting. They press their palms together, bow, and say, “Namaste.”

Peter: Wow! I’ll remember that.

Ella: Second, you should only use your right hand to eat.

Peter: With my knife and fork?

Ella: Well, people may not use a knife and fork at all. Very often they eat with their hands instead.

Peter: OK! Anything else?

Emma: Yes! People in India often eat a lot of curry. I ate chicken curry there, and it was delicious! But don’t expect to eat any beef. Cows are protected in India. They are special to many people.

Ella: And they even walk anywhere they like! While we were there, one walked right in front of our car! It walked so slowly that we had to slow down and follow it!

Unit 7 A Good Read

Section A, 1b and 1c

Conversation 1

Fu Xing: Have you decided on a book for your report, Peter?

Peter: Oh, yes. I've picked *The Final Problem*. It's a mystery with the famous detective Sherlock Holmes as its main character. Have you chosen a book yet?

Fu Xing: No, I can't decide between two science fiction novels: *The Time Machine* and *The Three-Body Problem*.

Peter: I've never heard of *The Three-Body Problem*.

Fu Xing: It's about aliens planning to attack the earth.

Peter: That's the kind of story I like. Maybe I'll give it a try.

Conversation 2

Yaming: What are you reading, Emma?

Emma: Hey, Yaming, I'm reading *Harry Potter and the Philosopher's Stone*. Have you ever read it?

Yaming: Of course! I love fantasy novels. I've read all of the Harry Potter books.

Emma: Wow! What other fantasy novels have you read?

Yaming: Well, I've read *Journey to the West* and I've just chosen it for my book report. It's a classic.

Conversation 3

Chen Jie: Have you ever read *Around the World in Eighty Days*, Adam?

Adam: Yes, I've read it twice! I love adventure novels based in different countries.

Chen Jie: I'm looking forward to it! I haven't read it yet, but I've already borrowed it from the library.

Section A, 2b and 2c

Zhong Yi

For my book report, I've chosen *The Romance of the Three Kingdoms* by Luo Guanzhong. I love historical fiction novels, and this is a classic. It describes a time long ago when three kingdoms fought one another for over 100 years. There are almost 1,000 different characters. My favourite is Zhuge Liang because he's so clever and he has a plan for everything. The book is full of great stories, and it has helped me to understand many Chinese idioms better.

Linda

Have you ever heard of *Oliver Twist*? It's a classic social novel from the 1800s by my favourite writer, Charles Dickens. It talks about how poor people lived in London back then.

In the story, Oliver is a boy whose parents have died. He becomes a factory worker, but he's later forced to steal things. I really like Oliver. He's always kind to others, even when things are tough. In the end, the bad people are punished, and Oliver has a better life. I love this story, and I've already read it twice.

Unit 8 Making a Difference

Section A, 1b and 1c

Interview 1

Interviewer: Excuse me, are you a volunteer here?

Volunteer 1: Yes, I am.

Interviewer: How long have you been a volunteer with this football organization?

Volunteer 1: Oh, I've been a volunteer since last year.

Interviewer: What do you do?

Volunteer 1: Lots, really! I help the players and give directions. I clean up the stadium after matches too.

Interview 2

Interviewer: Sir, are you a volunteer here at the art museum?

Volunteer 2: That's right!

Interviewer: May I know what you do?

Volunteer 2: I guide visitors through the museum and provide information about the paintings. You see, I'm studying art history at university.

Interviewer: That's a good use of your skills! How long have you been a volunteer at the museum?

Volunteer 2: Well, I've only been a guide here for two weeks.

Interview 3

Interviewer: Let's talk to one of the volunteers with the beach clean-up organization. Excuse me, Miss. How is the clean-up going?

Volunteer 3: It's going well! I've picked up three bags of bottles and cans since our team arrived this morning.

Interviewer: You've worked hard! Have you been a volunteer with the organization for long?

Volunteer 3: Yes, for about seven years.

Interviewer: Wow! You must really care about the beach.

Volunteer 3: Yes, I think it's everyone's duty to look after it!

Section A, 2b and 2c

Conversation 1

- Rose: Hi, Robert. What are you watching?
- Robert: Oh, it's a show about volunteering. It's quite inspiring!
- Rose: Hey, I've watched that before.
- Robert: Really? Did it inspire you to volunteer?
- Rose: Yeah. In fact, I've been a volunteer at an animal shelter for two years now.
- Robert: Wow! What do you do there?
- Rose: Well, I clean the cages and feed the animals ... And I look after the new dogs. Some of them are in poor condition and need more care! And I collect donations for the shelter too.
- Robert: Goodness! Hey, do you need help? Can I volunteer too?
- Rose: Of course!

Conversation 2

- Interviewer: Have you ever been to our animal shelter, Robert?
- Robert: No, I haven't, but my friend Rose has told me all about it.
- Interviewer: Have you taken care of animals before?
- Robert: Yes. I had a dog when I was young. I walked her, and I filled her food and water bowls. Because of her, I learnt that every animal is special and needs love.
- Interviewer: You're right! Now, how often can you volunteer?
- Robert: About once a week?
- Interviewer: Perfect! Let me show you around.

一、反身代词 (Reflexive Pronouns)

反身代词是英语中表达“……自己；本身”含义的一类代词，是在第一人称、第二人称形容词性物主代词或第三人称人称代词宾格形式的词尾加 -self 或 -selves 组成。反身代词的形式请见下表。

表1 反身代词的形式

数	第一人称	第二人称	第三人称
单数	myself	yourself	himself herself itself
复数	ourselves	yourselves	themselves

反身代词的用法请见下表。

表2 反身代词的用法

句法作用	例句
动词或介词的宾语	Be careful when you're using the knife! Don't cut yourself. 使用刀具时要小心，不要割伤自己。 In teaching others, we teach ourselves. 教人者，己已学。 I'll be away for a week. You and your sister need to take care of yourselves. 我要外出一周，你和妹妹得照顾好自己。 Don't be too hard on yourself! 别对自己太苛刻了！
主语或宾语的同位语	I cooked the dinner myself. 我自己做的晚饭。 You had better ask the dentist herself. 你最好问牙医本人。
表语	Just be yourself. 做你自己就好了。 Mary hasn't been quite herself recently. 玛丽近来有些不对劲儿。

反身代词用作主语或宾语的同位语时，一般用于强调，常译为“本人；亲自”。常见的可接反身代词作宾语的动词或短语动词有 cut、hurt、protect、teach、enjoy、help、take care of、look after 等。

二、情态动词 (Modal Verbs)

情态动词可以用来表示提议或建议。

1. should

情态动词 *should* 作“应该；应当；可以”讲，用以表达职责和义务、提出劝告，而且表述的是自己的主观看法。例如：

When you have the flu, you should wear a mask when you're outside. 患流感时，你出门应戴上口罩。

If you did something wrong, you should say sorry. 如果是你做错了什么，你应该道歉。

should 的否定式是 *should not / shouldn't*，意思是“不应当；不该”。例如：

You shouldn't eat so much next time. 下次你可不要吃这么多了。

We shouldn't judge a book by its cover. 我们不应该以貌取人。

2. could

情态动词 *could* 也用于提出建议，比 *can* 语气更为委婉。例如：

A: What should I take with me to the party? 我去参加聚会应该带点什么呢？

B: You could take some fruit or flowers. 你可以带些水果或鲜花。

If you want to say sorry, you could call him. 如果你想道歉，你可以给他打电话。

三、过去进行时 (Past Continuous Tense)

1. 过去进行时的构成和基本用法

过去进行时由“*was / were + 动词 -ing*”构成，表示在过去某一时刻或某一段时间正在进行的动作。除非有上下文暗示，一般用时间状语来表示这一特定的过去时间。例如：

A: What was Kate doing at the time of the earthquake? 地震发生时凯特在做什么？

B: She was doing her homework. 她正在做作业。

A: What were your family doing when the typhoon hit? 台风来袭时你们一家在做什么？

B: My children and I were reading together. 我正和孩子们读书。

A: What were you doing while it was snowing heavily? 下大雪的时候你在干什么？

B: I was travelling on the train then. 那时我正坐火车旅行。

过去进行时可用来为一个或一系列动作的发生提供背景。例如：

Everyone was enjoying the beautiful weather that morning. Some people were swimming in the sea, and some were relaxing on the beach. 那天早上，大家都在享受美好的天气。有人在海里游泳，有人在沙滩上放松。

Everyone was enjoying the coffee. Then a man entered the shop. 大家都在享用咖啡，这时有位男人进了商店。

过去进行时既可用在主句中，也可用在从句中，还可以同时用在主句和从句中。例如：

We were visiting our relatives when the strong winds started.

While they were waiting, the little girl started to cry.

I was doing some chores while my mother was preparing lunch.

从上面例句可以看出, 持续时间长的动作一般用过去进行时, 持续时间短的常用一般过去时。如果主句和从句都用过去进行时, 则表示主句和从句中的动作都持续了一段时间。

下面以动词 **work** 为例, 将过去进行时的肯定式、否定式、疑问式和简略回答列表如下。

表3 过去进行时的肯定式、否定式、疑问式和简略回答

肯定式		否定式
I / He / She / It was working. We / You / They were working.		I / He / She / It was not working. We / You / They were not working.
疑问式和简略回答		
Was I working? Yes, you were. No, you were not (weren't /wɜ:nt/).	Were you working? Yes, I was. No, I was not (wasn't /'wɒznt/).	Was he / she / it working? Yes, he / she / it was. No, he / she / it was not (wasn't).
Were we / you / they working?		Yes, you / we / they were. No, you / we / they were not (weren't).

2. 一般过去时与过去进行时用法的比较

一般过去时表示在过去某个时间发生过的动作或存在的状态, 而过去进行时则表示在过去某一时刻或某一段时间正在进行的动作。例如:

David wrote a letter to his friend last night. 大卫昨晚给他的朋友写了封信。(信写完了。)

David was writing a letter to his friend last night. 大卫昨晚一直在给他的朋友写信。(信不一定写完了。)

四、现在完成时 (Present Perfect Tense)

1. 现在完成时的构成和基本用法

现在完成时由“助动词 **have / has** + 过去分词”构成。下面以动词 **finish** 为例, 将现在完成时的肯定式、否定式、疑问式和简略回答列表如下。

表4 现在完成时的肯定式、否定式、疑问式和简略回答

肯定式	否定式
I / You have finished. He / She / It has finished. We / You / They have finished.	I / You have not (haven't /'hævnt/) finished. He / She / It has not (hasn't /'hæznt/) finished. We / You / They have not (haven't) finished.

续表

疑问式和简略回答	
Have I / you finished? Has he / she / it finished? Have we / you / they finished?	Yes, you / I have. Yes, he / she / it has. Yes, you / we / they have.
	No, you / I have not (haven't). No, he / she / it has not (hasn't). No, you / we / they have not (haven't).

现在完成时的用法请见下表。

表5 现在完成时的用法

用法	例句
表示过去发生或已经完成的动作对现在造成的影响或结果。	A: Have you chosen a book for your report yet? B: Yes, I've picked <i>The Final Problem</i> . (我不必再做选择了。) A: Have you ever read <i>The Three-Body Problem</i> ? B: No, I haven't. (我对该书不了解。)
表示某一动作或状态从过去某一时间开始并一直持续到现在, 可以和表示延续的时间状语连用。表示持续动作或状态的动词多是延续性动词。	She's been a volunteer since 2022. Mary has lived with her uncle since her parents died. I have been busy these days. I haven't had a day off for three months. How long has he worked at the museum?
现在完成时可以和 already、never、ever、just、before、yet 等连用。	I have already borrowed the book from the library. He has never seen snow before. Have you ever heard of <i>Oliver Twist</i> ? I've just finished <i>Alice's Adventures in Wonderland</i> by Lewis Carroll.
have (has) been 表示“曾经到过某地”, have (has) gone 表示“已经去某地了”。	Helen has been to Xi'an once. She wants to go there again to learn more about the long history of the city. Helen has gone to Xi'an. She'll be back in a week.

注: 在肯定句中, 非延续性动词(如 arrive、leave、come、go 等)一般不能与表示持续性时间的状语(如 for two hours)连用, 但在否定结构中, 可用非延续性动词的现在完成时表示持续的动作或状态。例如:

I haven't bought any food since last week. The fridge is empty now.

Where has Tom gone? We haven't seen him the whole morning.

2. 现在完成时和一般过去时的区别

现在完成时表示过去发生的某一动作对现在造成的影响或结果，强调的是现在的情况，所以它不能和表示过去的时间状语连用，如 yesterday、last night、three weeks ago、in 1990 等。而一般过去时只表示过去的动作或状态，和现在不发生联系，它可以和上述表示过去的时间状语连用。例如：

Fu Xing has worked at a nursing home since last year. 付兴从去年开始就在一家养老院工作。（她现在还在那里工作。）

Fu Xing worked at a nursing home last year. 付兴去年在一家养老院工作。（不涉及她现在是否还在那里工作。）

I have watched the movie before. 我以前看过这部电影。（我了解这部电影的内容。）

I watched the movie last week. 我上星期看了这部电影。（只说明上星期看了这部电影，不涉及现在的情况。）

五、动词不定式（Infinitives）

1. 动词不定式的构成

动词不定式的基本形式是“to + 动词原形”。动词不定式没有人称和数的变化，在句子中不能作谓语。动词不定式仍保留动词的语义特点，可以有自己的宾语和状语。动词不定式同它的宾语或状语构成不定式短语，如 to make new friends、to reach the top much faster 等。

2. 动词不定式的用法

动词不定式具有名词、形容词和副词的特征，因此在句中可以作主语、宾语、宾语补足语、定语、状语和表语等。此处重点呈现动词不定式作宾语、目的状语和宾语补足语三种用法。

表6 动词不定式的句法作用

句法作用	例句
作宾语	Do you want to visit the Great Wall? I like to play badminton in my free time. On Saturday, James decided to make fried chicken.
作目的状语	What do you do to pass the time? Allen rushed to get the fire extinguisher. Do not stand up to reach for food across the table.
作宾语补足语	My instructor encouraged me to get back up whenever I fell. Dr Cooper asked him to be more careful in future. My parents told me not to push myself too hard.

3. 动词不定式的否定式

动词不定式的否定形式由“not + 动词不定式”构成。例如：

I would prefer not to talk about it. It's private.

“Try not to make any noise when you eat,” his mother said.

This book has taught me not to give up or doubt myself.

4. “疑问词+不定式”结构

动词不定式可以和 what、which、how、where、when 等连用。例如：

He didn't know what to say to Ella.

I have no idea which book to choose for my book report.

She asked me how to use the washing machine.

The tour guide will tell you where to go next.

5. 不带 to 的动词不定式

有一些动词后用作宾语补足语的不定式通常不带 to，这种动词主要有两类：一类是感官动词，如 see、hear、watch、feel、notice 等；另一类是使役动词，如 let、make、have 等。例如：

The referee saw Matt push the other player.

He heard someone walk down the stairway.

I noticed him take a quick look at his watch.

If you have any questions, please let me know.

Hobbies can make you feel good about yourself.

六、连词 (Conjunctions)

用来连接单词、短语或句子的虚词叫连词。连词在句中不能单独作句子成分，一般不重读。按其性质，连词可分为两类：并列连词和从属连词。

1. 并列连词

并列连词是指用以连接并列的单词、短语、从句或句子的连词。常见的并列连词有 and、but、for、or、both ... and ...、not only ... but also ... 等。例如：

You can fool some of the people all of the time, and all of the people some of the time, but you cannot fool all of the people all of the time.

To be, or not to be, that is the question.

Both the Nile and the Yellow River helped ancient civilizations to develop.

Thank you so much for being not only my teacher but also my friend.

2. 从属连词

从属连词是指用以引导复合句中从句的连词。常见的从属连词有 when、while、as、before、after、until、if、because、although、though、than、so that、so ... that、unless、as soon as 等。例如：

He started programming when he was 10.

If you run after two hares, you will catch neither.

You are braver than you believe, stronger than you seem, and smarter than you think.

How about writing them a letter so that you can get your message across clearly?

Please give me a call as soon as you arrive in Beijing.

注：通常在同一个句子中，though (although) 与 but、because 与 so 不可同时使用。例如：

(×) Although you were so busy, but you took the time to help me. (应删去 but, 或者删去 although。)

(×) Because Zhuge Liang is so clever and has a plan for everything, so I admire him. (应删去 because, 或者删去 so。)

七、状语从句 (Adverbial Clauses)

在复合句中，用作状语的从句叫作状语从句。根据所表达的意思，状语从句可分为时间、地点、原因、条件、结果、目的和让步等类型。

表7 不同类型的状语从句

类型	引导连词	例句
时间	before、after、when、while、as、as soon as、since、not ... until、whenever 等	As the front door opened, James heard the sound of Allen singing. You won't know if you can do it until you try. I like to write about my feelings in my diary whenever I feel bad or sad.
地点	where、wherever 等	Keep the dictionary where you can see it. I bring a book wherever I go.
原因	because、as、since 等	Alice can't reach the key on the table because she's too small. Chinese people love the ginkgo tree, as it is a symbol of hope and long life. Since he has returned, you could now ask for his help.
条件	if、unless 等	If you don't want to forget your resolutions, write them down. Nothing is impossible unless you think it is.

续表

类型	引导连词	例句
结果	so ... (that)、so (that) 等	I was so hungry that I ate a big bowl of noodles and a big plate of dumplings. Mrs Thompson listened to me and talked with me so that I felt much better.
目的	so、so that 等	We'll sit near the front so we can hear the speaker better. You can write to your parents so that they'll know how you feel.
让步	although、even though 等	Although my guitar is old, it means a lot to me. Tom felt proud of their team, even though they lost.

注：在时间状语从句和条件状语从句中，通常用一般现在时表示将来意义。例如：
Please say hello for me when you see her next week. 下周见到她时，请代我向她问好。
If it doesn't rain tomorrow, we'll go for a picnic. 如果明天不下雨，我们就去野餐。

人民教育出版社 Vocabulary in Each Unit

(注: 依据《义务教育英语课程标准(2022年版)》, 本词表中的重点词汇用粗体显示。)

Unit 1

calligraphy /kə'liɡrəfi/ <i>n.</i> 书法	p.2	push /pʊʃ/ <i>v.</i> 鞭策; 推 <i>n.</i> 推	p.5
ski /ski:/ <i>v.</i> 滑雪	p.2	once in a while 偶尔; 间或	p.5
program /'prəʊgræm/ <i>v.</i> 编写程序		chat /tʃæt/ <i>v. & n.</i> 闲聊	p.5
<i>n.</i> 程序; (= programme) 节目; 项目	p.2	outing /'aʊtɪŋ/ <i>n.</i> 出外游玩; 远足	p.5
express /ɪk'spres/ <i>v.</i> 表达; 表示	p.2	go on an outing 出外游玩	p.5
ice skating /'aɪs, skeɪtɪŋ/ 滑冰; 溜冰	p.3	reduce /rɪ'dju:s/ <i>v.</i> 减少	p.6
instructor /ɪn'strʌktə(r)/		stress /stres/ <i>n.</i> 精神压力; 紧张	p.6
<i>n.</i> 教练; 指导者	p.3	yoga /'jəʊɡə/ <i>n.</i> 瑜伽	p.6
give up 放弃	p.3	object /'ɒbdʒɪkt/ <i>n.</i> 物品; 宾语	p.6
scared /skeəd/ <i>adj.</i> 害怕的;		Italian /ɪ'tæliən/ <i>adj.</i> 意大利的;	
对……感到惊慌的	p.3	意大利人的; 意大利语的	
scared of 害怕; 恐惧	p.3	<i>n.</i> 意大利人; 意大利语	p.6
fear /fiə(r)/ <i>n. & v.</i> 害怕; 担忧	p.3	programmer /'prəʊgræmə(r)/	
get over 克服(困难); 解决(问题)	p.3	<i>n.</i> 程序设计员	p.6
up to 正在做; 由某人决定	p.4	allow /ə'laʊ/ <i>v.</i> 使……成为可能; 允许	p.6
poem /'pəʊɪm/ <i>n.</i> 诗	p.4	achievement /ə'tʃi:vmənt/ <i>n.</i> 成就	p.6
single /'sɪŋɡl/ <i>adj.</i> 单个的; 单身的	p.4	coin /kɔɪn/ <i>n.</i> 硬币	p.6
stroke /strəʊk/ <i>n.</i> 笔画; 击球	p.4	stamp /stæmp/ <i>n.</i> 邮票	p.6
ink /ɪŋk/ <i>n.</i> 墨水	p.4	teenage /'ti:neɪdʒ/ <i>adj.</i> 青少年的	p.6
return /rɪ'tɜ:n/ <i>n. & v.</i> 回来; 归还	p.4	postcard /'pəʊstkɑ:d/ <i>n.</i> 明信片	p.6
in return 作为回报	p.4	rather /'rɑ:ðə(r)/ <i>adv.</i> 相当; 更准确地说	p.7
deal /di:l/ <i>n.</i> 交易; 协议		old-fashioned /,əʊld'fæʃnd/	
<i>v.</i> (dealt /delt/, dealt) 对付	p.4	<i>adj.</i> 过时的; 守旧的	p.7
manage /'mænɪdʒ/		foreign /'fɒrən/ <i>adj.</i> 外国的; 国外的	p.7
<i>v.</i> 完成(困难的事); 管理	p.4	dream of 梦想; 希望	p.7
ice-skate /'aɪs skeɪt/ <i>v.</i> 滑冰; 溜冰	p.5	suggestion /sə'dʒestʃən/ <i>n.</i> 建议; 提议	p.8
get into 开始做某事; 进入	p.5	failure /'feɪljə(r)/ <i>n.</i> 失败	p.8
give it a go 试一试某事	p.5	inspiration /,ɪnspə'reɪʃn/ <i>n.</i> 鼓舞人心或	
kung fu /,kʌŋ'fu:/ <i>n.</i> 功夫	p.5	启发灵感的人(或事物); 灵感	p.8
		strict /strikt/ <i>adj.</i> 严厉的; 严格的	p.8

surprisingly /sə'praɪzɪŋli/		careless /'keələs/	
<i>adv.</i> 出人意料地; 惊人地	p.8	<i>adj.</i> 不小心的; 粗心的	p.13
so far 到目前为止	p.8	runny /'rʌni/ <i>adj.</i> 流鼻涕的; 流眼泪的	p.13
stage /steɪdʒ/ <i>n.</i> 舞台; 阶段	p.8	cough /kɒf/ <i>n. & v.</i> 咳嗽	p.13
importantly /ɪm'pɔ:tntli/ <i>adv.</i> 重要地	p.9	bruised /bru:zd/ <i>adj.</i> 受了瘀伤的	p.13
Luca /'lu:kə/ 卢卡	p.6	take a seat 坐下	p.14
Bruno /'bru:nəʊ/ 布鲁诺	p.6	take sb's temperature 给某人量体温	p.14
India /'ɪndiə/ 印度	p.6	test /test/ <i>n. & v.</i> 检查; 测验	p.14
Maya /'maɪə/ 马娅	p.6	flu /flu:/ <i>n.</i> 流行性感冒	p.14
Badal /'bɑ:dl/ 巴达尔	p.6	medicine /'medsn/ <i>n.</i> 药; 医学	p.14
Mogao Caves /keɪvz/ 莫高窟	p.7	mask /mɑ:sk/ <i>n.</i> 口罩	p.14
		stop ... from doing 防止……; 阻止……	p.14
		virus /'vaɪrəs/ <i>n.</i> 病毒	p.14
Unit 2		description /dɪ'skrɪpʃn/ <i>n.</i> 描写; 形容	p.14
ourselves /,aʊə'selvz; ɑ:'selvz/		patient /'peɪʃnt/ <i>n.</i> 病人 <i>adj.</i> 有耐心的	p.14
<i>pron.</i> 我们自己	p.11	injury /'ɪndʒəri/ <i>n.</i> 伤害; 损伤	p.14
sore /sɔ:(r)/ <i>adj.</i> 疼痛的; 酸痛的	p.12	illness /'ɪlnəs/ <i>n.</i> 疾病	p.14
throat /θrəʊt/ <i>n.</i> 喉咙	p.12	knife /naɪf/ <i>n.</i> (<i>pl.</i> knives /naɪvz/) 刀	p.15
stomachache /'stʌməkeɪk/		safety /'seɪfti/ <i>n.</i> 安全; 安全处所	p.15
(= stomach ache) <i>n.</i> 胃痛; 肚子疼	p.12	clear /kliə(r)/ <i>adj.</i> 清晰的; 清楚的	
headache /'hedeɪk/ <i>n.</i> 头痛	p.12	<i>v.</i> 清理	p.15
toothache /'tu:θeɪk/ <i>n.</i> 牙痛	p.12	pain /peɪn/ <i>n.</i> 疼痛; 痛苦	p.15
backache /'bækeɪk/ <i>n.</i> 背痛; 腰痛	p.12	what's more 更为重要的是	p.15
suffer /'sʌfə(r)/ <i>v.</i> 受苦; 遭受	p.12	brightness /'braɪtnəs/ <i>n.</i> 亮度	p.15
suffer from 受苦; 受折磨	p.12	environment /ɪn'veɪrənmənt/ <i>n.</i> 环境	p.15
press /pres/ <i>v.</i> 压; 按	p.13	cross /krɒs/ <i>v.</i> 穿越; 横过; 交叉	p.15
nosebleed /'nəʊzbli:d/ <i>n.</i> 鼻出血	p.13	catch fire 着火	p.16
dentist /'dentɪst/ <i>n.</i> 牙科医生	p.13	themselves /ðəm'selvz/	
fever /'fi:və(r)/ <i>n.</i> 发烧	p.13	<i>pron.</i> 他(或她、它)们自己	p.16
stomach /'stʌmək/ <i>n.</i> 胃; 腹部	p.13	fry /fraɪ/ <i>v.</i> 油炸; 油煎; 油炒	p.16
avoid /ə'vɔɪd/ <i>v.</i> 避免; 防止	p.13	turn on 接通(电流、煤气、水等);	
gas /gæs/ <i>n.</i> 气体; 燃气	p.13	打开	p.16
ache /eɪk/ <i>n. & v.</i> 疼痛	p.13	stove /stəʊv/ <i>n.</i> 厨房灶具; 炉子	p.16
X-ray /'eksreɪ/ <i>n.</i> X射线检查; X射线	p.13	happily /'hæpɪli/ <i>adv.</i> 快乐地; 高兴地	p.16

no way 不可能; 没门	p.16	bleed /bli:d/ <i>v.</i> (bled /bled/, bled)	
burn /bɜ:n/ <i>v.</i> (burnt /bɜ:nt/, burnt)		流血; 出血	p.18
燃烧; 着火 <i>n.</i> 烧伤	p.16	check /tʃek/ <i>v.</i> 检查; 查明	
on fire 着火; 起火	p.16	<i>n.</i> 检查; 调查	p.18
flame /fleɪm/ <i>n.</i> 火焰	p.16	tight /taɪt/ <i>adj.</i> 憋气的; 紧的; 牢固的	p.19
panic /'pænik/ <i>n.</i> 惊恐; 恐慌	p.16	peanut /'pi:nʌt/ <i>n.</i> 花生	p.19
onto /'ɒntu; 'ɒntə/ <i>prep.</i> 向; 朝	p.16	nervously /'nɜ:vəsli/ <i>adv.</i> 紧张不安地	p.19
throw /θrəʊ/ <i>v.</i> (threw /θru:/, thrown		allergic /ə'lɜ:dʒɪk/ <i>adj.</i> 过敏的	p.19
/θrəʊn/) 猛动 (身体部位); 扔; 抛		from now on 从现在起	p.19
<i>n.</i> 扔; 投 (球)	p.16		
roll /rəʊl/ <i>v.</i> (使) 翻滚; 滚动	p.16	Ben /ben/ 本	p.12
quick /kwɪk/ <i>adj.</i> 快的; 迅速的		Nancy /'nænsi/ 南希	p.12
<i>adv.</i> 迅速地; 快速地	p.16	Jeff /dʒef/ 杰夫	p.13
be about to 即将; 正要 (做某事)	p.16	James /dʒeɪmz/ 詹姆斯	p.16
stop short 突然停住	p.16	Allen /'ælən/ 艾伦	p.16
aid /eɪd/ <i>n. & v.</i> 帮助; 援助	p.16	Kelly /'keli/ 凯莉	p.18
first aid 急救	p.16	Cooper /'ku:pə(r)/ 库珀	p.19
extinguisher /ɪk'stɪŋgwɪʃə(r)/ <i>n.</i> 灭火器	p.16		
eat out 上馆子吃饭; 在外用餐	p.17	Unit 3	
tonight /tə'naɪt/ <i>adv.</i> 在今晚		deal with 处理; 对付	p.21
<i>n.</i> 今夜; 今晚	p.17	emotion /ɪ'məʊʃn/ <i>n.</i> 情绪; 情感	p.21
sadly /'sædli/ <i>adv.</i> 伤心地; 令人遗憾	p.17	upset /ʌp'set/ <i>adj.</i> 难过的; 沮丧的	p.22
smoke /sməʊk/ <i>n.</i> 烟 <i>v.</i> 吸烟; 冒烟	p.17	lonely /'ləʊnli/ <i>adj.</i> 孤独的; 寂寞的	p.22
luckily /'lʌkɪli/ <i>adv.</i> 幸运地	p.17	shocked /ʃɒkt/ <i>adj.</i> 震惊的	p.22
badly /'bædli/ <i>adv.</i> (worse /wɜ:s/,		advise /əd'vaɪz/ <i>v.</i> 建议; 劝告	p.22
worst /wɜ:st/) 严重地	p.17	hurtful /'hɜ:tfʊl/ <i>adj.</i> 伤感情的	p.22
harm /hɑ:m/ <i>n. & v.</i> 伤害; 损害	p.17	control /kən'trəʊl/ <i>v. & n.</i> 控制	p.22
pill /pɪl/ <i>n.</i> 药丸; 药片	p.18	anger /'æŋɡə(r)/ <i>n.</i> 怒火	p.22
harmful /'hɑ:mfl/ <i>adj.</i> 有害的	p.18	in future 今后; 从今以后	p.23
hit /hɪt/ <i>v.</i> (hit, hit) 碰撞; 击; 打		forgive /fə'ɡɪv/ <i>v.</i> (forgave /fə'ɡeɪv/,	
<i>n.</i> 打; 击; 击中	p.18	forgiven /fə'ɡɪvn/) 原谅; 宽恕	p.23
shock /ʃɒk/ <i>n.</i> 震惊; 令人震惊的事		fault /fɔ:lt/ <i>n.</i> 过错; 责任	p.23
<i>v.</i> 使震惊; 使惊愕	p.18	so that 为了; 因此	p.23

clear the air 尽释前嫌	p.23	referee /ˌrefəˈri:/ <i>n.</i> 裁判	p.26
present /ˈpreznt/ <i>n.</i> 礼物		take back 撤回; 收回	p.26
/priˈzent/ <i>v.</i> 展现; 陈述	p.23	decision /diˈsiʒn/ <i>n.</i> 决定	p.26
standard /ˈstændəd/ <i>n.</i> 标准; 水平		score /skɔ:(r)/ <i>n.</i> 得分; 比分 <i>v.</i> 得分	p.26
<i>adj.</i> 标准的	p.24	proud /praʊd/ <i>adj.</i> 骄傲的; 自豪的	p.26
award /əˈwɔ:d/ <i>n.</i> 奖; 奖品	p.24	proud of 为……感到骄傲	p.26
look on the bright side 从好的方面想;		coach /kəʊtʃ/ <i>n.</i> 教练	p.26
抱乐观态度	p.24	as well 也; 又	p.26
get across 解释清楚; 传达	p.24	bit /bɪt/ <i>n.</i> 有点儿; 稍微	p.26
clearly /ˈkliəli/ <i>adv.</i> 清楚地	p.24	a bit 有点儿; 稍微	p.26
pressure /ˈpreʃə(r)/ <i>n.</i> 压力	p.24	repeat /riˈpi:t/ <i>v.</i> 重复	p.26
purpose /ˈpɜ:pəs/ <i>n.</i> 目的; 意图	p.25	pull together 齐心协力; 通力合作	p.26
on purpose 故意; 有意地	p.25	solution /səˈlu:ʃn/ <i>n.</i> 解决办法; 解决	p.27
cut ... in half 切成两半	p.25	though /ðəʊ/ <i>conj.</i> 虽然; 尽管	p.27
put oneself in sb's shoes 设身处地;		even though 即使; 虽然	p.27
处于某人的境地	p.25	apologize /əˈpɒlədʒaɪz/	
shut /ʃʌt/ <i>v.</i> (shut, shut) 关闭; 合上	p.25	(= apologise) <i>v.</i> 道歉	p.27
shut ... away 把……关(藏)起来;		go wrong 出现问题; 发生故障; 搞错	p.27
隔离	p.25	joyful /ˈdʒɔɪfl/ <i>adj.</i> 高兴的;	
lastly /ˈlɑ:stli/ <i>adv.</i> 最后	p.25	令人愉快的	p.28
plenty /ˈplenti/ <i>pron.</i> 充足; 丰富; 大量	p.25	thankful /ˈθæŋkfl/ <i>adj.</i> 感谢的; 感激的	p.28
plenty of 充足; 大量	p.25	negative /ˈnegətɪv/ <i>adj.</i> 否定的;	
feel blue 感到忧郁	p.26	消极的	p.28
on top of the world 欢天喜地	p.26	bully /ˈbʊli/ <i>v.</i> 霸凌; 恐吓 <i>n.</i> 恶霸	p.28
all smiles 笑容满面	p.26	shout at 冲……喊叫	p.28
in low spirits 情绪低落; 精神不振	p.26	behave /biˈheɪv/ <i>v.</i> 表现; 举止得体	p.28
ring /rɪŋ/ <i>v.</i> (rang /ræŋ/, rung /rʌŋ/)		differently /ˈdɪfrəntli/ <i>adv.</i> 不同地	p.28
响起铃声; 给……打电话	p.26	physics /ˈfɪzɪks/ <i>n.</i> 物理; 物理学	p.28
enter /ˈentə(r)/ <i>v.</i> 进入	p.26	lie /laɪ/ <i>v.</i> (lay /lei/, lain /lein/)	
dare /deə(r)/ <i>v.</i> & <i>modal v.</i> 敢于	p.26	平躺; 平放	p.28
let down 使失望	p.26	awake /əˈweɪk/ <i>adj.</i> 醒着的	p.28
everybody /ˈevrɪbɒdi/		wake up 醒来	p.28
<i>pron.</i> 每人; 所有人	p.26	relaxed /rɪˈlæksd/ <i>adj.</i> 放松的; 镇定的	p.28
be hard on 对……苛刻或过分严厉	p.26	normal /ˈnɔ:ml/ <i>adj.</i> 正常的; 普通的	p.28
player /ˈpleɪə(r)/ <i>n.</i> 运动员; 选手	p.26	from time to time 不时; 偶尔	p.28

mad /mæd/ <i>adj.</i> 很生气; 疯狂的	p.28	development /di'veləpmənt/	
mean /mi:n/ <i>adj.</i> 刻薄的; 吝啬的	p.28	<i>n.</i> 发展; 壮大	p.34
deep /di:p/ <i>adj.</i> 深的; 有……深的	p.28	cubic /'kju:bɪk/ <i>adj.</i> 立方的	p.35
take a deep breath 深呼吸	p.28	cubic metre 立方米	p.35
pass away 去世 (委婉说法)	p.29	mile /maɪl/ <i>n.</i> 英里	p.35
anybody /'enɪbɒdi/ <i>pron.</i> 任何人	p.29	pool /pu:l/ <i>n.</i> 池塘; 水坑	p.35
remain /rɪ'meɪn/		climber /'klaɪmə(r)/ <i>n.</i> 攀登者; 登山者	p.36
<i>v.</i> 继续存在; 保持不变	p.29	northern /'nɔ:ðən/	
not only ... but also ...		<i>adj.</i> 北部的; 向北的	p.36
不但……而且……	p.29	distance /'dɪstəns/ <i>n.</i> 距离; 遥远	p.36
Thompson /'tɒmpsn/ 汤普森	p.29	survive /sə'vaɪv/ <i>v.</i> 生存; 存活;	
		艰难度过	p.36
		condition /kən'dɪʃn/ <i>n.</i> 环境; 条件;	
		状态	p.36
Unit 4		degree /di'ɡri:/ <i>n.</i> 度; 度数; 程度	p.36
wonder /'wʌndə(r)/ <i>n.</i> 奇观; 惊叹	p.31	cliff /klɪf/ <i>n.</i> 悬崖; 峭壁	p.36
<i>v.</i> 琢磨; 想知道; 感到诧异	p.32	changeable /'tʃeɪndʒəbl/	
desert /'dezət/ <i>n.</i> 沙漠; 荒原		<i>adj.</i> 可能变化的; 易变的; 常变的	p.36
measurement /'meʒəmənt/ <i>n.</i> 数量;	p.32	death /deθ/ <i>n.</i> 死亡; 毁灭; 破灭	p.36
测量	p.32	determined /dɪ'tɜ:mɪnd/	
square kilometre 平方千米		<i>adj.</i> 有决心的; 坚决的	p.36
below /bɪ'ləʊ/ <i>prep. & adv.</i>		above /ə'baʊ/ <i>prep. & adv.</i>	
在 (……) 下面; 低于	p.32	在 (……) 上方; 高于	p.36
level /'levl/ <i>n.</i> 高度; 水平; 程度	p.32	teammate /'ti:mmeɪt/	
sea level 海平面	p.32	<i>n.</i> 同队队员; 队友	p.36
surface /'sɜ:fɪs/ <i>n.</i> 表面; 表层	p.32	shoulder /'ʃəʊldə(r)/ <i>n.</i> 肩膀; 肩部	p.36
depth /depθ/ <i>n.</i> 深 (度); 纵深	p.33	bit by bit 一点一点地; 逐渐地	p.36
dive /daɪv/ <i>v. & n.</i> 潜水; 跳水; 俯冲	p.33	ladder /'lædə(r)/ <i>n.</i> 梯子; 阶梯; 途径	p.37
submersible /səb'mɜ:səbl/ <i>n.</i> 潜水艇	p.33	measure /'meʒə(r)/ <i>v.</i> 测量; 量度为	
unusual /ʌn'ju:ʒuəl/ <i>adj.</i> 特别的;	p.33	<i>n.</i> 措施; 度量单位	p.37
不寻常的	p.33	successfully /sək'sesfəli/	
bottom /'bɒtəm/ <i>n.</i> 底部; 最下部	p.34	<i>adv.</i> 成功地; 顺利地	p.37
waterfall /'wɔ:təfɔ:l/ <i>n.</i> 瀑布		risk /rɪsk/ <i>v.</i> 使……冒风险 (或面临	
civilization /ˌsɪvəlaɪ'zeɪʃn/	p.34	危险) <i>n.</i> 危险; 风险	p.37
(= civilisation) <i>n.</i> 文明	p.34		
at all costs 不惜任何代价			

curiosity /ˌkjʊəri'ɒsəti/		Nile /naɪl/ River 尼罗河	p.32
<i>n.</i> 好奇心; 求知欲	p.37	Angel /'eɪndʒl/ Falls 安赫尔瀑布	p.32
ambition /æm'bɪʃn/ <i>n.</i> 追求的目标;		Mount Qomolangma	
野心; 雄心	p.37	/ˈtʃəʊməʊˌlɑːŋmə/ 珠穆朗玛峰	p.32
explorer /ɪk'splɔːrə(r)/		Dead Sea 死海	p.32
<i>n.</i> 探险者; 勘探者	p.37	Sahara /sə'hɑːrə/ Desert 撒哈拉沙漠	p.32
simply /'sɪmpli/ <i>adv.</i> 仅仅; 只; 简单地	p.37	Mariana /ˌmæri'ænə/ Trench /trentʃ/	
risky /'rɪski/ <i>adj.</i> 有危险(或风险)的	p.38	马里亚纳海沟	p.32
southern /'sʌðən/ <i>adj.</i> 南部的; 向南的	p.38	Titanic /taɪ'tænik/ 泰坦尼克号	p.33
located /ləʊ'keɪtɪd/ <i>adj.</i> 位于; 坐落在	p.38	Yangtze /'jæŋtʃi/ River 长江	p.34
freshwater /'frefwɔːtə(r)/ <i>adj.</i> 淡水的;		Egypt /'iːdʒɪpt/ 埃及	p.34
淡水中生长的	p.38	Taklimakan /ˌtæklə'mɑːkæn/ Desert	
type /taɪp/ <i>n.</i> 类型; 种类	p.38	塔克拉玛干沙漠	p.34
attract /ə'trækt/ <i>v.</i> 吸引; 招引	p.38	Mount Kilimanjaro /ˌkɪlɪmən'dʒɑːrəʊ/	
curious /'kjʊəriəs/ <i>adj.</i> 好奇的;		乞力马扎罗山	p.35
求知欲强的	p.38	Inga /'ɪŋɡə/ Falls 英加瀑布	p.35
traveller /'trævələ(r)/ (= traveler)		East African Rift /rɪft/ Valley /'væli/	
<i>n.</i> 旅行者; 游客	p.38	东非大裂谷	p.35
natural /'nætʃrəl/		Victoria /vɪk'tɔːriə/ Falls 维多利亚瀑布	p.35
<i>adj.</i> 自然的; 天然的; 天生的	p.38	George /dʒɔːdʒ/ Mallory /'mæləri/	
reef /riːf/ <i>n.</i> 礁; 礁脉	p.39	乔治·马洛里	p.37
underwater /ˌʌndə'wɔːtə(r)/		Siberia /saɪ'bɪəriə/ 西伯利亚	p.38
<i>adj.</i> 水下的; 用于水下的		Lake Baikal /'baɪkæl/ 贝加尔湖	p.38
<i>adv.</i> 在水下	p.39	Belgium /'beldʒəm/ 比利时	p.38
northeastern /ˌnɔːθ'iːstən/		Great Barrier /'bæəriə(r)/ Reef 大堡礁	p.39
<i>adj.</i> 东北的; 东北方向的	p.39		
coast /kəʊst/ <i>n.</i> 海岸; 海滨	p.39	Unit 5	
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include /ɪn'kluːd/ <i>v.</i> 包含; 包括	p.39	earthquake /'ɜːθkweɪk/ <i>n.</i> 地震	p.42
sand /sænd/ <i>n.</i> 沙子	p.39	typhoon /taɪ'fuːn/ <i>n.</i> 台风	p.42
alive /ə'laɪv/ <i>adj.</i> 活着; 在世; 有活力	p.39	wildfire /'waɪldfaɪə(r)/ <i>n.</i> 野火	p.42
structure /'strʌktʃə(r)/ <i>n.</i> 结构(体);		snowstorm /'snəʊstɔːm/ <i>n.</i> 雪暴;	
构造; 体系	p.39	暴风雪	p.42
turtle /'tɜːtl/ <i>n.</i> 海龟; 龟	p.39	flood /flʌd/ <i>n.</i> 水灾; 洪水	
lifetime /'laɪftaɪm/ <i>n.</i> 一生; 终身	p.39	<i>v.</i> 泛滥; 淹没	p.42

drought /draʊt/ <i>n.</i> 旱灾; 干旱	p.42	tornado /tɔː'neɪdəʊ/ <i>n.</i> 龙卷风; 旋风	p.45
warn /wɔːn/ <i>v.</i> 警告; 提醒注意	p.42	worst /wɜːst/ <i>adj. & adv.</i> (bad 和 badly	
do chores 做家务	p.42	的最高级) 最坏(的); 最糟(的)	p.46
wave /weɪv/ <i>n.</i> 波浪; 波; 挥手		schoolgirl /'skuːlgɜːl/ <i>n.</i> (学校的) 女生	p.46
<i>v.</i> 挥手; 挥舞	p.43	froth /frɒθ/ <i>n.</i> 泡; 泡沫	p.46
tsunami /tsuː'naːmi/ <i>n.</i> 海啸	p.43	unfortunately /ʌn'fɔːtʃənətli/	
interview /'ɪntəvjʊː/ <i>n. & v.</i> 采访; 面试	p.43	<i>adv.</i> 不幸地; 可惜地	p.46
slow down (使) 慢下来; (使) 减速	p.43	refuse /re'fjuːz/ <i>v.</i> 拒绝; 退却	p.46
neighbourhood /'neɪbəhʊd/		security /sɪ'kjʊərəti/ <i>n.</i> 安全; 保安;	
(= neighborhood) <i>n.</i> 街区;		保障	p.46
临近的地方	p.43	guard /gɑːd/ <i>n.</i> 卫兵; 保卫 <i>v.</i> 保卫	p.46
roof /ruːf/ <i>n.</i> 屋顶; 顶部	p.43	security guard 保安人员	p.46
nearly /'niəli/ <i>adv.</i> 几乎; 差不多;		nearby /'niə'baɪ/ <i>adj.</i> 附近的	
将近	p.43	<i>adv.</i> 在附近	p.46
come off (从某物上) 脱落; 掉落	p.43	scream /skriːm/ <i>v.</i> 尖叫	p.46
report /rɪ'pɔːt/ <i>n. & v.</i> 报道; 汇报	p.43	thankfully /'θæŋkfəli/	
trouble /'trʌbl/ <i>n.</i> 苦恼; 困难		<i>adv.</i> 幸亏; 感激地	p.47
<i>v.</i> 使忧虑、苦恼; 劳驾; 麻烦	p.43	knowledge /'nɒlɪdʒ/ <i>n.</i> 知识; 学问	p.47
relative /'relətɪv/ <i>n.</i> 亲戚; 亲属	p.44	thinking /'θɪŋkɪŋ/ <i>n.</i> 思考; 想法	p.47
truck /trʌk/ <i>n.</i> 卡车	p.44	as soon as 一……就……	p.47
supply /sə'plaɪ/ <i>n.</i> 供应(量);		hero /'hɪərəʊ/ <i>n.</i> (pl. heroes) 英雄;	
(pl. supplies) 补给(品)		男主角; 偶像	p.47
<i>v.</i> 供应; 供给	p.44	landslide /'lændslaɪd/ <i>n.</i> 滑坡; 塌方	p.48
preparation /,prepə'reɪʃn/		safeguard /'seɪfgɑːd/ <i>v.</i> 保护; 捍卫	p.48
<i>n.</i> 准备(工作); 预备	p.44	floodwater /'flʌdwɔːtə(r)/ <i>n.</i> 洪水	p.48
make preparations 作准备	p.44	manpower /'mænpaʊə(r)/	
power /'paʊə(r)/ <i>n.</i> 电力供应; 能量;		<i>n.</i> 劳动力; 人力	p.48
力量	p.45	heartbeat /'hɑːtbi:t/ <i>n.</i> 心跳(声)	p.48
soundly /'saʊndli/ <i>adv.</i> (睡觉) 酣畅地;		rescue /'reskjʊː/ <i>n. & v.</i> 救援; 营救	p.48
可靠地; 完全彻底地	p.45	heatwave /'hiːtwɛɪv/ <i>n.</i> 热浪	p.48
thick /θɪk/ <i>adj.</i> 厚的; 浓密的	p.45	southwestern /,saʊθ'westən/	
beat /bi:t/ <i>v.</i> (beat, beaten /'bi:tɪn/)		<i>adj.</i> 西南的; 西南方向的	p.48
敲; 打 <i>n.</i> 敲击; 跳动	p.45	firefighter /'faɪəfaɪtə(r)/ <i>n.</i> 消防队员	p.48
hide /haɪd/ <i>v.</i> (hid /hɪd/, hidden /'hɪdn/)		volunteer /,vɒlən'tɪə(r)/ <i>n.</i> 志愿者;	
躲藏; 隐蔽	p.45	自告奋勇者 <i>v.</i> 自愿做; 义务做	p.48

terribly /'terəbli/ <i>adv.</i> 非常糟地; 非常	p.49	hug /hʌg/ <i>v. & n.</i> 拥抱	p.52
alarm /ə'la:m/ <i>n.</i> 警报 (器); 惊恐	p.49	embarrassed /ɪm'bærəst/ <i>adj.</i> 尴尬的	p.52
alarm clock 闹钟	p.49	confused /kən'fju:zd/ <i>adj.</i> 困惑的	p.52
go off (警报器等) 发出响声	p.49	formal /'fɔ:ml/ <i>adj.</i> 正式的	p.52
review /rɪ'vju:/ <i>v.</i> 复习; 回顾; 复查		curry /'kʌri/ <i>n.</i> 咖喱菜	p.53
<i>n.</i> 回顾; 审查	p.49	rude /ru:d/ <i>adj.</i> 粗鲁的	p.53
sudden /'sʌdn/ <i>adj.</i> 突然的; 骤然的	p.49	uncommon /ʌn'kɒmən/ <i>adj.</i> 罕见的;	
all of a sudden 突然; 猛地	p.49	不寻常的	p.53
thunder /'θʌndə(r)/ <i>n.</i> 雷; 雷声		palm /pɑ:m/ <i>n.</i> 手掌	p.53
<i>v.</i> 打雷; 发出雷鸣般响声	p.49	namaste /nɑ:'mə:ste/ <i>interj.</i> 有礼了	
by the time 到……的时候	p.49	(印度人行合十礼时口中所念之词)	p.53
usual /'ju:ʒuəl/ <i>adj.</i> 通常的; 寻常的	p.49	fork /fɔ:k/ <i>n.</i> 叉子	p.53
out of breath 上气不接下气	p.49	Indian /'ɪndiən/ <i>adj.</i> 印度的; 印度人的	
rainstorm /'reɪnstɔ:m/ <i>n.</i> 暴风雨	p.49	<i>n.</i> 印度人	p.53
as a result 因此	p.49	manner /'mænə(r)/ <i>n.</i> 方式;	
unlucky /ʌn'lʌki/ <i>adj.</i> 不幸的;		(<i>pl.</i> manners) 礼仪	p.54
不顺利的; 不吉利的	p.49	table manners 餐桌礼仪	p.54
		confusing /kən'fju:zɪŋ/	
Tilly /'tɪli/ 蒂莉	p.46	<i>adj.</i> 令人困惑的; 难以理解的	p.54
Phuket /,pu:'ket/ 普吉岛	p.46	unless /ən'les/ <i>conj.</i> 除非; 如果不	p.54
Indonesia /,ɪndə'ni:ʒə/ 印度尼西亚	p.46	proper /'prɒpə(r)/ <i>adj.</i> 恰当的; 正确的	p.54
Japan /dʒə'pæn/ 日本	p.48	sit up 坐直	p.54
		keep ... off 使不碰到; 使避开	p.54
		elbow /'elbəʊ/ <i>n.</i> 肘; 肘部	p.54
Unit 6		serving /'sɜ:vɪŋ/ <i>adj.</i> 分菜用的	
shake /ʃeɪk/ <i>v.</i> (shook /ʃʊk/, shaken		<i>n.</i> 一份食物	p.54
/ʃeɪkən/) 与 (某人) 握手; 摇动		chopstick /'tʃɒpstɪk/ <i>n.</i> (usually <i>pl.</i>)	
<i>n.</i> 摇动; 奶昔	p.52	筷子	p.54
bow /baʊ/ <i>v. & n.</i> 鞠躬	p.52	serving chopsticks 公筷	p.54
bump /bʌmp/ <i>v.</i> 碰; 撞		surprising /sə'praɪzɪŋ/	
<i>n.</i> 碰撞; (撞击造成的) 肿块	p.52	<i>adj.</i> 出人意外的; 令人吃惊的	p.55
fist /fɪst/ <i>n.</i> 拳头	p.52	embarrassing /ɪm'bærəsɪŋ/	
rub /rʌb/ <i>v.</i> 摩擦; 揉	p.52	<i>adj.</i> 使人难堪的	p.55
kiss /kɪs/ <i>v.</i> 亲吻 <i>n.</i> 吻	p.52	be used to 习惯于	p.55
cheek /tʃi:k/ <i>n.</i> 脸颊	p.52		

cultural /'kʌltʃərəl/ <i>adj.</i> 与文化有关的; 文化的 p.55	main /mem/ <i>adj.</i> 主要的 p.59
hear from 得到……消息 p.56	false /fə:ls/ <i>adj.</i> 错误的; 不真实的 p.59
custom /'kʌstəm/ <i>n.</i> 习俗 p.56	impression /ɪm'preʃn/ <i>n.</i> 印象 p.59
occasion /ə'keɪʒn/ <i>n.</i> 场合; 重大活动 p.56	cheers /tʃiəz/ <i>interj.</i> 再见; 干杯 p.59
nicely /'naɪsli/ <i>adv.</i> 漂亮地; 令人愉快地 p.56	Ji-Hoon /'dʒi:ˌhu:n/ 智勋 (朝鲜或韩国人名) p.52
blouse /blaʊz/ <i>n.</i> (女式) 衬衫或短上衣 p.56	Kaito /'kaɪtəʊ/ 海斗 (日本人名) p.52
private /'praɪvət/ <i>adj.</i> 不喜欢谈论私事的; 私人的 p.56	Marie /mə'ri:/ 玛丽 p.52
whether /'weðə(r)/ <i>conj.</i> 是否 p.56	Türkiye /'tʊəkijə/ 土耳其 p.55
married /'mærid/ <i>adj.</i> 已婚的; 婚姻的 p.56	Mexico /'meksɪkəʊ/ 墨西哥 p.55
merci 谢谢 (法语) p.57	Peru /pə'ru:/ 秘鲁 p.55
go a long way 帮助很大 p.57	Germany /'dʒɜ:məni/ 德国 p.55
au revoir 再见 (法语) p.57	Paris /'pærɪs/ 巴黎 (法国首都) p.56
get along 相处融洽; 进展 p.57	
correct /kə'rekt/ <i>adj.</i> 正确的; 恰当的 p.58	Unit 7
unsafe /ʌn'seɪf/ <i>adj.</i> 不安全的; 危险的 p.58	a good read 好的读物; 好书 (或文章等) p.61
informal /ɪn'fɔ:ml/ <i>adj.</i> 非正式的 p.58	adventure /əd'ventʃə(r)/ <i>n.</i> 冒险; 冒险经历 p.62
improper /ɪm'prɒpə(r)/ <i>adj.</i> 不合适的 p.58	fantasy /'fæntəsi/ <i>n.</i> 幻想作品; 幻想 p.62
jeans /dʒi:nz/ <i>n.</i> (<i>pl.</i>) 牛仔裤 p.58	mystery /'mɪstri/ <i>n.</i> 悬疑小说 (或电影、 戏剧); 神秘的事物; 奥秘 p.62
marry /'mæri/ <i>v.</i> 结婚; 娶; 嫁 p.58	fiction /'fɪkʃn/ <i>n.</i> 小说 p.62
congratulate /kən'grætʃəleɪt/ <i>v.</i> 祝贺 p.58	detective /dɪ'tektɪv/ <i>n.</i> 侦探 p.62
Asian /'eɪʒn; 'eɪʃn/ <i>adj.</i> 亚洲的 <i>n.</i> 亚洲人 p.58	alien /'eɪliən/ <i>n.</i> 外星人 p.62
tradition /trə'dɪʃn/ <i>n.</i> 传统 p.58	attack /ə'tæk/ <i>v. & n.</i> 攻击; 进攻 p.62
firstly /'fɜ:stli/ <i>adv.</i> 第一; 首先 p.58	hear of 听说; 得知 p.62
secondly /'sekəndli/ <i>adv.</i> 第二; 其次 p.58	kingdom /'kɪŋdəm/ <i>n.</i> 王国 p.63
thirdly /'θɜ:dli/ <i>adv.</i> 第三 p.58	historical /hɪ'stɒrɪkl/ <i>adj.</i> 历史的; 有关历史的 p.63
correctly /kə'rektli/ <i>adv.</i> 正确地; 恰当地 p.58	force /fɔ:s/ <i>v.</i> 强迫; 迫使; 用力推动 <i>n.</i> 力; 武力 p.63
receive /rɪ'si:v/ <i>v.</i> 收到 p.59	
sign-off /'saɪnɒf/ <i>n.</i> (信件或广播的) 结束语; 收尾 p.59	

steal /sti:l/ <i>v.</i> (stole /stəʊl/, stolen /'stəʊlən/) 偷; 窃取	p.63	since /sɪns/ <i>prep., adv. & conj.</i> 自……以后; 从……以来	
punish /'pʌnɪʃ/ <i>v.</i> 惩罚; 处罚	p.63	<i>conj.</i> 既然; 由于	p.66
idiom /'ɪdiəm/ <i>n.</i> 习语; 成语	p.63	secretly /'si:kretli/ <i>adv.</i> 秘密地	p.66
recently /'ri:sntli/ <i>adv.</i> 最近; 不久前	p.64	prove /pru:v/ <i>v.</i> (proved, proved 或 proved, proven /'pru:vən/) 证明; 证实; 显示是	p.66
lost /lɒst/ <i>adj.</i> 迷路的; 丢失的; 失去的	p.64	get to one's feet 站起身来	p.66
get lost 迷路	p.64	day by day 一天天; 逐日	p.66
recommend /,rekə'mend/ <i>v.</i> 推荐; 建议	p.65	build-up /'bɪldʌp/ <i>n.</i> 准备期; 准备过程	p.67
society /sə'saɪəti/ <i>n.</i> 社会; 社团	p.65	climax /'klaɪmæks/ <i>n.</i> 高潮; 极点	p.67
literary /'lɪtərəri/ <i>adj.</i> 文学的; 文学上的	p.65	effect /ɪ'fekt/ <i>n.</i> 影响; 结果	p.67
base /beɪs/ <i>v.</i> 以……为据点		in time 及时; 来得及	p.68
<i>n.</i> 根基; 基础; 根据地	p.65	reader /'ri:də(r)/ <i>n.</i> 读者; 简易读物	p.68
base sth on sth 以……为基础 (或根据)	p.65	librarian /laɪ'breəriən/ <i>n.</i> 图书管理员; 图书馆馆长	p.68
summary /'sʌməri/ <i>n.</i> 总结; 概要	p.66	consider /kən'sɪdə(r)/ <i>v.</i> 认为; 仔细考虑	p.68
spoiled /spɔɪld/ <i>adj.</i> (= spoilt /spɔɪlt/) 宠坏的; 娇惯坏的	p.66	enemy /'enəmi/ <i>n.</i> 敌人	p.68
selfish /'selfɪʃ/ <i>adj.</i> 自私的	p.66	naughty /'nɔ:ti/ <i>adj.</i> 淘气的	p.68
painful /'peɪnfl/ <i>adj.</i> 令人痛苦的; (身体部位) 疼痛的	p.66	gentle /'dʒentl/ <i>adj.</i> 温柔的	p.68
lock /lɒk/ <i>v.</i> 用锁锁上 <i>n.</i> 锁	p.66	defeat /dɪ'fi:t/ <i>v.</i> 击败; 战胜	
lock up 锁好 (建筑物的) 门	p.66	<i>n.</i> 失败; 击败	p.68
unlock /ʌn'lɒk/ <i>v.</i> 开……的锁; 发现; 揭开	p.66	basic /'beɪsɪk/ <i>adj.</i> 基本的; 初步的	p.69
hidden /'hɪdn/ <i>adj.</i> 隐藏的; 秘密的	p.66	recommendation /,rekəmen'deɪʃn/ <i>n.</i> 推荐; 提议	p.69
nobody /'nəʊbədi/ <i>pron.</i> 没有人; 谁也不	p.66	American /ə'merɪkən/ <i>adj.</i> 美国的; 美洲的 <i>n.</i> 美国人; 美洲人	p.69
therefore /'ðeəfɔ:(r)/ <i>adv.</i> 因此; 所以	p.66	bone /bəʊn/ <i>n.</i> 骨头	p.69
state /steɪt/ <i>n.</i> 状态; 国家; 州		doubt /daʊt/ <i>v.</i> 怀疑 <i>n.</i> 疑惑; 不确定	p.69
<i>v.</i> 陈述; 说明	p.66	inspire /ɪn'spaɪə(r)/ <i>v.</i> 激励; 鼓舞	p.69
weak /wi:k/ <i>adj.</i> 虚弱的; (能力) 弱的	p.66	destroy /dɪ'strɔɪ/ <i>v.</i> 破坏; 摧毁	p.69

introduction /,ɪntrə'dʌkʃn/		<i>The Wonderful Wizard</i> /'wɪzəd/ of	
n. 介绍; 序言	p.69	<i>Oz</i> /vz/ 《绿野仙踪》	p.66
<i>Journey to the West</i> 《西游记》	p.62	<i>A Dream of Red Mansions</i> /'mænsʃnz/	
<i>Harry Potter</i> /'pɒtə(r)/ and the		《红楼梦》	p.66
<i>Philosopher's</i> /fə'ləsəfəz/		<i>Treasure Island</i> 《金银岛》	p.66
<i>Stone</i> /stəʊn/ 《哈利·波特与		<i>Red Star over China</i> 《红星照耀中国》	p.66
魔法石》	p.62	<i>The Secret Garden</i> 《秘密花园》	p.66
<i>The Time Machine</i> 《时间机器》	p.62	<i>Frances</i> /'fraːnsɪs/ <i>Hodgson</i> /'hɒdʒsn/	
<i>The Final Problem</i> 《最后一案》	p.62	<i>Burnett</i> /bɜː'net; 'bɜːnɪt/	
<i>The Three-Body Problem</i> 《三体》	p.62	弗朗西丝·霍奇森·伯内特	p.66
<i>Around the World in Eighty Days</i>		<i>Lennox</i> /'lenəks/ 伦诺克斯	p.66
《八十天环游地球》	p.62	<i>Craven</i> /'kreɪvn/ 克雷文	p.66
<i>Sherlock</i> /'ʃɜːlɒk/ <i>Holmes</i> /həʊmz/		<i>Dickon</i> /'dɪkən/ 迪康	p.66
夏洛克·福尔摩斯	p.62	<i>Colin</i> /'kɒlɪn/ 科林	p.66
<i>The Romance</i> /rəʊ'mæns/ of the		<i>The Old Man and the Sea</i> 《老人与海》	p.69
<i>Three Kingdoms</i> 《三国演义》	p.63	<i>Ernest</i> /'ɜːnɪst/ <i>Hemingway</i> /'hemɪŋweɪ/	
<i>Oliver</i> /'ɒlɪvə(r)/ <i>Twist</i> /twɪst/		欧内斯特·海明威	p.69
《雾都孤儿》	p.63	<i>Pulitzer</i> /'pʊlɪtsə(r)/ <i>Prize</i> 普利策奖	p.69
<i>Charles</i> /tʃɑːlz/ <i>Dickens</i> /'dɪkɪnz/			
查尔斯·狄更斯	p.63	Unit 8	
<i>Alice's Adventures in Wonderland</i>		make a difference 有作用; 有影响	p.71
/ 'wʌndələnd/ 《爱丽丝梦游仙境》	p.64	visitor /'vɪzɪtə(r)/ n. 参观者; 来访者	p.72
<i>Lewis</i> /'luːɪs/ <i>Carroll</i> /'kærəl/		elderly /'eldəli/ adj. 年纪较大的;	
刘易斯·卡罗尔	p.64	上了年纪的	p.72
<i>The Little Prince</i> 《小王子》	p.65	the elderly 老人; 上了年纪的人	p.72
<i>The Little Match Girl</i>		organization /,ɔːgənaɪ'zeɪʃn/	
《卖火柴的小女孩》	p.65	(= organisation) n. 组织; 团体;	
<i>Outlaws</i> /'aʊtlɔːz/ of the <i>Marsh</i> /mɑːʃ/		机构	p.72
《水浒传》	p.65	<i>stadium</i> /'steɪdɪəm/ n. 体育馆; 运动场	p.72
<i>The Adventures of Tom Sawyer</i>		provide /prə'vaɪd/ v. 提供; 给予	p.72
/ 'sɔːjə(r)/ 《汤姆·索亚历险记》	p.65	<i>can</i> /kæn/ n. (装食品或饮料的) 金属罐;	
<i>My Childhood</i> /'tʃaɪldhʊd/ 《童年》	p.66	一罐 (的量)	p.72
		owner /'əʊnə(r)/ n. 主人; 物主	p.73

cage /keɪdʒ/ <i>n.</i> 笼子	p.73	most of all 最主要的是	p.77
donation /dəʊ'neɪʃn/ <i>n.</i> 捐赠物; 捐赠	p.73	value /'vælju:/ <i>n.</i> 重要作用; 价值	p.77
shelter /'ʃeltə(r)/ <i>n.</i> 庇护所; 居所	p.73	voluntary /'vɒləntəri/ <i>adj.</i> 自愿的;	
interviewer /'ɪntəvju:ə(r)/ <i>n.</i> 面试官;		无偿的	p.77
采访者	p.73	ordinary /'ɔ:dnəri/ <i>adj.</i> 平凡的; 普通的	p.77
youth /ju:θ/ <i>n.</i> 青年; 青年时期	p.74	worth /wɜ:θ/ <i>adj.</i> 值得; 有价值	p.77
nursing home 养老院	p.74	audience /'ɔ:diəns/ <i>n.</i> 听众; 观众	p.77
active /'æktɪv/ <i>adj.</i> 活跃的; 积极的	p.74	willing /'wɪlɪŋ/ <i>adj.</i> 乐意的; 愿意的	p.77
come along 赶快; 跟着来	p.74	on the go 在忙碌中	p.78
army /'ɑ:mi/ <i>n.</i> 军队	p.75	in need 需要帮助的; 生活困难的	p.78
soldier /'səʊldʒə(r)/ <i>n.</i> 军人; 士兵	p.75	completely /kəm'pli:tli/ <i>adv.</i> 完全地;	
primary /'praɪməri/ <i>adj.</i> 小学教育的;		彻底地	p.78
首要的	p.75	success /sək'ses/ <i>n.</i> 成功	p.78
help out 分担工作; 帮忙做	p.75	elder /'eldə(r)/ <i>adj.</i> (两人中) 年纪较长	
charity /'tʃærəti/ <i>n.</i> 慈善机构 (或组织);		的 (尤指哥哥姐姐)	p.78
慈善事业	p.75	donate /dəʊ'neɪt/ <i>v.</i> 捐赠; 赠送	p.78
warmly /'wɔ:mli/ <i>adv.</i> 热情地; 温暖地	p.75	pocket /'pɒkɪt/ <i>n.</i> 口袋	p.78
lady /'leɪdi/ <i>n.</i> 女士; 淑女	p.76	pocket money 零花钱	p.78
gentleman /'dʒentlmən/		effort /'efət/ <i>n.</i> 努力; 艰难的尝试	p.78
<i>n.</i> (<i>pl.</i> gentlemen /'dʒentlmən/)		hand out 分发	p.78
先生; 君子	p.76	familiar with 通晓; 熟悉	p.79
bark /bɑ:k/ <i>v.</i> (狗) 吠叫 <i>n.</i> 狗叫声	p.76	etc. /et'setərə/ 等等; 以及诸如此类	p.79
sign up 报名	p.76	talent /'tælənt/ <i>n.</i> 才能; 天赋; 天才	p.79
ever since 自从; 自……以后	p.76	madam /'mædəm/ <i>n.</i> (正式、礼貌的	
adult /'ædʌlt; ə'dʌlt/ <i>n.</i> 成年人		称呼) 女士; 夫人	p.79
<i>adj.</i> 成年的; 成熟的	p.76	advertisement	
missing /'mɪsɪŋ/ <i>adj.</i> 失踪的; 丢失的	p.76	/əd'vɜ:tɪsmənt; ,ædvər'taɪzmənt/	
practical /'præktɪkl/ <i>adj.</i> 实用的;		<i>n.</i> (= ad /æd/) 广告; 启事	p.79
实际的	p.77		
life-saving /'laɪf,servɪŋ/ <i>adj.</i> 救命的;		Robert /'rɒbət/ 罗伯特	p.73
救生的	p.77	Argentina /,ɑ:dʒən'ti:nə/ 阿根廷	p.75
teamwork /'ti:mwɜ:k/ <i>n.</i> 团队合作	p.77	Blue Sky Rescue 蓝天救援队	p.76
successful /sək'sesfl/ <i>adj.</i> 成功的;		Philippines /'fɪlɪpi:nz/ 菲律宾	p.76
有成就的	p.77		

(注: 依据《义务教育英语课程标准(2022年版)》, 本词表中的重点词汇用粗体显示。)

A

a bit 有点儿; 稍微	p.26	anger /'æŋɡə(r)/ <i>n.</i> 怒火	p.22
a good read 好的读物; 好书 (或文章等)	p.61	anybody /'enibɒdi/ <i>pron.</i> 任何人	p.29
above /ə'bʌv/ <i>prep. & adv.</i> 在(……)上方; 高于	p.36	apologize /ə'pɒlədʒaɪz/ (= apologise) <i>v.</i> 道歉	p.27
ache /eɪk/ <i>n. & v.</i> 疼痛	p.13	army /'ɑːmi/ <i>n.</i> 军队	p.75
achievement /ə'tʃiːvmənt/ <i>n.</i> 成就	p.6	as a result 因此	p.49
active /'æktɪv/ <i>adj.</i> 活跃的; 积极的	p.74	as soon as 一……就……	p.47
adult /'ædʌlt; ə'dʌlt/ <i>n.</i> 成年人 <i>adj.</i> 成年的; 成熟的	p.76	as well 也; 又	p.26
adventure /əd'ventʃə(r)/ <i>n.</i> 冒险; 冒险经历	p.62	Asian /'eɪʒn; 'eɪʃn/ <i>adj.</i> 亚洲的 <i>n.</i> 亚洲人	p.58
advertisement /əd'veɪtɪsmənt; ,ædvər'taɪzmənt/ <i>n.</i> (= ad /æd/) 广告; 启事	p.79	at all costs 不惜任何代价	p.34
advise /əd'vaɪz/ <i>v.</i> 建议; 劝告	p.22	attack /ə'tæk/ <i>v. & n.</i> 攻击; 进攻	p.62
aid /eɪd/ <i>n. & v.</i> 帮助; 援助	p.16	attract /ə'trækt/ <i>v.</i> 吸引; 招引	p.38
alarm /ə'lɑːm/ <i>n.</i> 警报(器); 惊恐	p.49	au revoir 再见(法语)	p.57
alarm clock 闹钟	p.49	audience /'ɔːdiəns/ <i>n.</i> 听众; 观众	p.77
alien /'eɪliən/ <i>n.</i> 外星人	p.62	avoid /ə'vɔɪd/ <i>v.</i> 避免; 防止	p.13
alive /ə'laɪv/ <i>adj.</i> 活着; 在世; 有活力	p.39	awake /ə'weɪk/ <i>adj.</i> 醒着的	p.28
all of a sudden 突然; 猛地	p.49	award /ə'wɔːd/ <i>n.</i> 奖; 奖品	p.24
all smiles 笑容满面	p.26		
allergic /ə'lɜːdʒɪk/ <i>adj.</i> 过敏的	p.19		
allow /ə'laʊ/ <i>v.</i> 使……成为可能; 允许	p.6		
ambition /æm'bɪʃn/ <i>n.</i> 追求的目标; 野心; 雄心	p.37		
American /ə'merɪkən/ <i>adj.</i> 美国的; 美洲的 <i>n.</i> 美国人; 美洲人	p.69		

B

backache /'bækeɪk/ <i>n.</i> 背痛; 腰痛	p.12
badly /'bædli/ <i>adv.</i> (worse /wɜːs/, worst /wɜːst/) 严重地	p.17
bark /bɑːk/ <i>v.</i> (狗) 吠叫 <i>n.</i> 狗叫声	p.76
base /beɪs/ <i>v.</i> 以……为据点 <i>n.</i> 根基; 基础; 根据地	p.65
base sth on sth 以……为基础(或根据)	p.65
basic /'beɪsɪk/ <i>adj.</i> 基本的; 初步的	p.69
be about to 即将; 正要(做某事)	p.16
be hard on 对……苛刻或过分严厉	p.26

be used to 习惯于	p.55	charity /'tʃærəti/ <i>n.</i> 慈善机构 (或组织); 慈善事业	p.75
beat /bi:t/ <i>v.</i> (beat, beaten /'bi:tn/) 敲; 打 <i>n.</i> 敲击; 跳动	p.45	chat /tʃæt/ <i>v. & n.</i> 闲聊	p.5
behave /br'heɪv/ <i>v.</i> 表现; 举止得体	p.28	check /tʃek/ <i>v.</i> 检查; 查明 <i>n.</i> 检查; 调查	p.18
below /br'ləʊ/ <i>prep. & adv.</i> 在 (……) 下面; 低于	p.32	cheek /tʃi:k/ <i>n.</i> 脸颊	p.52
bit /bɪt/ <i>n.</i> 有点儿; 稍微	p.26	cheers /tʃɪəz/ <i>interj.</i> 再见; 干杯	p.59
bit by bit 一点一点地; 逐渐地	p.36	chopstick /'tʃɒpstɪk/ <i>n.</i> (usually <i>pl.</i>) 筷子	p.54
bleed /bli:d/ <i>v.</i> (bled /bled/, bled) 流血; 出血	p.18	civilization /,sɪvəlaɪ'zeɪʃn/ (= civilisation) <i>n.</i> 文明	p.34
blouse /blaʊz/ <i>n.</i> (女式) 衬衫或短上衣	p.56	clear /kliə(r)/ <i>adj.</i> 清晰的; 清楚的 <i>v.</i> 清理	p.15
bone /bəʊn/ <i>n.</i> 骨头	p.69	clear the air 尽释前嫌	p.23
bottom /'bɒtəm/ <i>n.</i> 底部; 最下部	p.33	clearly /'kliəli/ <i>adv.</i> 清楚地	p.24
bow /baʊ/ <i>v. & n.</i> 鞠躬	p.52	cliff /klɪf/ <i>n.</i> 悬崖; 峭壁	p.36
brightness /'braɪtnəs/ <i>n.</i> 亮度	p.15	climax /'klaɪmæks/ <i>n.</i> 高潮; 极点	p.67
bruised /bru:zd/ <i>adj.</i> 受了瘀伤的	p.13	climber /'klaɪmə(r)/ <i>n.</i> 攀登者; 登山者	p.36
build-up /'bɪldʌp/ <i>n.</i> 准备期; 准备过程	p.67	coach /kəʊtʃ/ <i>n.</i> 教练	p.26
bully /'bʊli/ <i>v.</i> 霸凌; 恐吓 <i>n.</i> 恶霸	p.28	coast /kəʊst/ <i>n.</i> 海岸; 海滨	p.39
bump /bʌmp/ <i>v.</i> 碰; 撞 <i>n.</i> 碰撞; (撞击造成的) 肿块	p.52	coin /kɔɪn/ <i>n.</i> 硬币	p.6
burn /bɜ:n/ <i>v.</i> (burnt /bɜ:nt/, burnt) 燃烧; 着火 <i>n.</i> 烧伤	p.16	come along 赶快; 跟着来	p.74
by the time 到……的时候	p.49	come off (从某物上) 脱落; 掉落	p.43
C		completely /kəm'pli:tli/ <i>adv.</i> 完全地; 彻底地	p.78
cage /keɪdʒ/ <i>n.</i> 笼子	p.73	condition /kən'dɪʃn/ <i>n.</i> 环境; 条件; 状态	p.36
calligraphy /kə'lɪgrəfi/ <i>n.</i> 书法	p.2	confused /kən'fju:zd/ <i>adj.</i> 困惑的	p.52
can /kæn/ <i>n.</i> (装食品或饮料的) 金属罐; 一罐 (的量)	p.72	confusing /kən'fju:zɪŋ/ <i>adj.</i> 令人困惑的; 难以理解的	p.54
careless /'keələs/ <i>adj.</i> 不小心的; 粗心的	p.13	congratulate /kən'grætsəleɪt/ <i>v.</i> 祝贺	p.58
catch fire 着火	p.16	consider /kən'sɪdə(r)/ <i>v.</i> 认为; 仔细考虑	p.68
changeable /'tʃeɪndʒəbl/ <i>adj.</i> 可能变化的; 易变的; 常变的	p.36	control /kən'trəʊl/ <i>v. & n.</i> 控制	p.22
		coral /'kɒrəl/ <i>n.</i> 珊瑚; 珊瑚虫	p.39

correct /kə'rekt/ <i>adj.</i> 正确的; 恰当的	p.58	detective /di'tektɪv/ <i>n.</i> 侦探	p.62
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supply /sə'plai/ <i>n.</i> 供应(量); (<i>pl.</i> supplies) 补给(品)		thirdly /'θɜ:dlɪ/ <i>adv.</i> 第三	p.58
<i>v.</i> 供应; 供给	p.44	though /ðəʊ/ <i>conj.</i> 虽然; 尽管	p.27
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surprising /sə'praɪzɪŋ/		throw /θrəʊ/ <i>v.</i> (threw /θru:/, thrown /θrəʊn/) 猛动(身体部位); 扔; 抛	
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survive /sə'vaɪv/ <i>v.</i> 生存; 存活;		tight /taɪt/ <i>adj.</i> 憋气的; 紧的; 牢固的	p.19
艰难度过	p.36	tonight /tə'naɪt/ <i>adv.</i> 在今晚	
		<i>n.</i> 今夜; 今晚	p.17
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table manners 餐桌礼仪	p.54	tornado /tɔ:'neɪdəʊ/ <i>n.</i> 龙卷风; 旋风	p.45
take a deep breath 深呼吸	p.28	tradition /trə'dɪʃn/ <i>n.</i> 传统	p.58
take a seat 坐下	p.14	traveller /'trævələ(r)/ (= traveler)	
take back 撤回; 收回	p.26	<i>n.</i> 旅行者; 游客	p.38
take sb's temperature 给某人量体温	p.14	trouble /'trʌbl/ <i>n.</i> 苦恼; 困难	
talent /'tælənt/ <i>n.</i> 才能; 天赋; 天才	p.79	<i>v.</i> 使忧虑、苦恼; 劳驾; 麻烦	p.43
teammate /'ti:mmeɪt/		truck /trʌk/ <i>n.</i> 卡车	p.44
<i>n.</i> 同队队员; 队友	p.36	tsunami /tsu:'nɑ:mi/ <i>n.</i> 海啸	p.43
teamwork /'ti:mwɜ:k/ <i>n.</i> 团队合作	p.77	turn on 接通(电流、煤气、水等); 打开	p.16
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temper /'tempə(r)/ <i>n.</i> 脾气; 怒气	p.41	type /taɪp/ <i>n.</i> 类型; 种类	p.38
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thankful /'θæŋkfl/ <i>adj.</i> 感谢的; 感激的	p.28		
thankfully /'θæŋkfəli/		U	
<i>adv.</i> 幸亏; 感激地	p.47	uncommon /ʌn'kɒmən/ <i>adj.</i> 罕见的;	
the elderly 老人; 上了年纪的人	p.72	不寻常的	p.53

underwater /ˌʌndə'wɔ:tə(r)/

adj. 水下的; 用于水下的

adv. 在水下

p.39

unfortunately /ʌn'fɔ:tʃənətli/

adv. 不幸地; 可惜地

p.46

unless /ən'les/ *conj.* 除非; 如果不

p.54

unlock /ʌn'lɒk/ *v.* 开……的锁;

发现; 揭开

p.66

unlucky /ʌn'lʌki/ *adj.* 不幸的;

不顺利的; 不吉利的

p.49

unsafe /ʌn'seɪf/ *adj.* 不安全的; 危险的

p.58

unusual /ʌn'ju:ʒuəl/ *adj.* 特别的;

不寻常的

p.33

up to 正在做; 由某人决定

p.4

upset /ʌp'set/ *adj.* 难过的; 沮丧的

p.22

usual /'ju:ʒuəl/ *adj.* 通常的; 寻常的

p.49

V

value /'vælju:/ *n.* 重要作用; 价值

p.77

virus /'vaɪrəs/ *n.* 病毒

p.14

visitor /'vɪzɪtə(r)/ *n.* 参观者; 来访者

p.72

voluntary /'vɒləntəri/ *adj.* 自愿的;

无偿的

p.77

volunteer /ˌvɒlən'tɪə(r)/ *n.* 志愿者;

自告奋勇者 *v.* 自愿做; 义务做

p.48

W

wake up 醒来

p.28

warmly /'wɔ:mli/ *adv.* 热情地; 温暖地

p.75

warn /wɔ:n/ *v.* 警告; 提醒注意

p.42

waterfall /'wɔ:təfɔ:l/ *n.* 瀑布

p.34

wave /weɪv/ *n.* 波浪; 波; 挥手

v. 挥手; 挥舞

p.43

weak /wi:k/ *adj.* 虚弱的; (能力) 弱的

p.66

what's more 更为重要的是

p.15

whether /'weðə(r)/ *conj.* 是否

p.56

wildfire /'waɪldfaɪə(r)/ *n.* 野火

p.42

willing /'wɪlɪŋ/ *adj.* 乐意的; 愿意的

p.77

wonder /'wʌndə(r)/ *n.* 奇观; 惊叹

v. 琢磨; 想知道; 感到诧异

p.31

worst /wɜ:st/ *adj. & adv.* (bad 和 badly

的最高级) 最坏(的); 最糟(的)

p.46

worth /wɜ:θ/ *adj.* 值得; 有价值

p.77

X

X-ray /'eksreɪ/ *n.* X射线检查; X射线

p.13

Y

yoga /'jəʊgə/ *n.* 瑜伽

p.6

youth /ju:θ/ *n.* 青年; 青年时期

p.74

Vocabulary from Primary School

Unit 1

moon /mu:n/ *n.* 月亮

Unit 2

hurt /hɜ:t/ *v.* (hurt, hurt) (使) 疼痛

adj. 受伤的

shirt /ʃɜ:t/ *n.* 衬衫

driver /'draɪvə(r)/ *n.* 司机

Unit 3

letter /'letə(r)/ *n.* 信; 字母

wake /weɪk/ *v.* (woke /wəʊk/,

woken /'wəʊkən/) 睡醒

Unit 4

its /ɪts/ *pron.* 它的; 他的; 她的

photograph /'fəʊtəgrɑ:f/ *v.* 拍照; 照相

n. 照片; 相片

Unit 5

p.4 chore /tʃɔ:(r)/ *n.* 日常事务; 琐事

police /pə'li:s/ *n.* 警察部门; 警方

Unit 6

p.14 plane /pleɪn/ *n.* 飞机

p.16 shorts /ʃɔ:ts/ *n.* (*pl.*) 短裤

p.18 skirt /skɜ:t/ *n.* 短裙

Unit 7

p.24 ill /ɪl/ *adj.* 生病的

foot /fʊt/ *n.* (*pl.* feet /fi:t/) 脚

p.28

Unit 8

toy /tɔɪ/ *n.* 玩具

p.32 kid /kɪd/ *n.* 小孩; 儿童

v. 开玩笑; 戏弄

p.39

Irregular Verbs

(注：本词表不含情态动词。)

Verb	Past tense	Past participle
awake	awoke	awoken
be (am, is, are)	was, were	been
bear	bore	born / borne
beat	beat	beaten
become	became	become
begin	began	begun
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt / burned	burnt / burned
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt / dreamed	dreamt / dreamed

续表

Verb	Past tense	Past participle
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got / gotten
give	gave	given
go	went	gone
grow	grew	grown
hang (悬挂)	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known

Verb	Past tense	Past participle
lay	laid	laid
lead	led	led
learn	learnt / learned	learnt / learned
leave	left	left
lend	lent	lent
let	let	let
lie (躺)	lay	lain
light	lit / lighted	lit / lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
pay	paid	paid
put	put	put
read /ri:d/	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent

续表

Verb	Past tense	Past participle
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelt / smelled	smelt / smelled
speak	spoke	spoken
speed	sped / speeded	sped / speeded
spell	spelt / spelled	spelt / spelled
spend	spent	spent
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought

续表

Verb	Past tense	Past participle
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

后 记

本套教科书（七~九年级）由人民教育出版社课程教材研究所英语课程教材研究开发中心依据教育部《义务教育英语课程标准（2022年版）》编写。

本套教科书集中反映了基础教育课程改革的最新成果，总结了上一版《义务教育教科书 英语》的编写经验，凝聚了教育专家、学科专家、教材编写人员、教研人员及一线教师的集体智慧。本套教科书封面设计由中央美术学院设计团队完成，人民教育出版社设计部制作。本册教科书版式设计为胡白珂，内文插图绘制为王平，参加编写工作的还有熊金霞、辜翔宇、肖菲、王生军、游晓霞、马小洁，参加编辑工作的还有张琳琳、张译峻、于佳名。我们感谢为本册教科书提供部分内容咨询的国家图书馆等机构和梁丽玲，以及所有对教科书的编写、审读、试教、出版等提供过帮助与支持的同仁和社会各界朋友。

本册教科书出版之前，我们通过多种渠道与教科书选用作品的作者进行了联系，得到了他们的大力支持。视觉中国、新华社等图库，蓝天救援队，以及张朝平提供了图片素材。对此，我们表示衷心的感谢！

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联系方式

电 话：010-58758253，58758866

电子邮箱：jcfk@pep.com.cn

意见反馈平台：jcyjfk.pep.com.cn

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