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义务教育教科书

# 英语

Project English

七年级 上册



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科学普及出版社



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义 务 教 育 教 科 书

# 英 语

## Project English

七年级 上册

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# 前言

亲爱的同学们：

你们好！欢迎你们学习使用仁爱版初中英语教材，与我们共同开启初中英语学习的大门！

仁爱版初中英语教材是由加拿大英语专家Jim Greenlaw博士和北京市仁爱教育研究所数十位英语专家及中国最优秀的英语教师依据教育部《义务教育英语课程标准（2011年版）》，针对中国5000多万初中学生的英语学习现状编写而成的初中英语教材，它将陪伴你们度过绚丽斑斓的初中生活。



同学们，你们经过了4~6年小学阶段的英语学习后，都有了一定的英语学习基础。你们已经能够读出26个英文字母并了解简单的拼读规则，学习了600~700个单词并能初步运用400个左右的英语核心词汇进行简短的口语表达。所有这些小学英语知识的学习和积累都为你们能够顺利地进入初中阶段仁爱版初中英语教材的学习打下了扎实的基础。

仁爱版初中英语教材在你们所学的小学英语知识的基础上循序渐进地导入了教育部《义务教育英语课程标准（2011年版）》所规定的初中阶段必须掌握的英语知识，将语音学习系统地贯穿于整套6册教材之中，使你们能了解语音在语言学习中的重要意义，培养根据读音规则和音标拼读单词、听音写单词的能力。整套6册教材还均匀融入了更多新奇、有趣的话题，让你们在轻松愉悦的氛围中掌握1500~1600个五级英语词汇并能加以灵活运用。我们真诚地希望你们每一个人都能通过学习使用仁爱版初中英语教材达到综合语言运用能力的提升，成为具有探究精神的自主学习者。

此外，由于我国现阶段还有少部分农村地区因师资欠缺、开课不足等原因使该部分地区的孩子们的英语基础十分薄弱，为此我们在七年级上册设计并调整了第一单元作为预备学习单元，供你们选用。

在本册教材中，从第一课起你们就会结识许多新朋友，他们是中国男孩康康、加拿大女孩简、古巴女孩玛丽亚、美国男孩迈克尔等，并将与他们一起学习四个话题：结交新朋友、谈论外貌、朋友聚会和郊游乐趣。相信你们会乐于融入到他们的学习生活中，并逐步地学会用英语谈论这些话题；你们还有很多机会参与到双人或小组活动当中去，与同伴们一起用英语完成任务。另外，你们还会在教材中发现一些闪闪发光的金钥匙，它们是你们学习的小贴士，能极大地帮助你们提高英语学习效率、逐步养成自主学习的能力。

同学们，希望你们能积极热情地参与教材中的活动、享受英语学习的乐趣，使你们的听说读写能力得到全面的提高！我们相信只要认真地将整套6册仁爱版初中英语教材学完，你们都能达到教育部《义务教育英语课程标准（2011年版）》的五级英语水平要求，并能满怀信心地迎接未来任何版本高中阶段英语教材（6~9级）的挑战学习。



# Main Characters in the Book

Yukio



Sally



Helen



Mr. Brown



Miss Wang



Li Ming



Maria



Jane

Kangkang

Michael

Wang Junfeng



Steve



Kangkang's father and mother



Ms. Jones



Maria's father and mother



Li Xiang



Jane's father and mother



Zhou Weilun



# Guide to Project English

## 使用指南

### UNIT 2 Looking Different

#### TOPIC 1 I have a small nose.

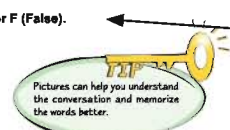
##### 1a Listen, look and say.

A: Who am I? Can you guess?  
B: Yes. Are you Michael?  
A: No, I'm not. I have a small nose, but he has a big one.  
B: Do you have big eyes?  
A: Yes, I do.  
B: Oh, I know. You are Kangkang.  
A: Yes, you're right.



##### 1b Listen to 1a and mark T (True) or F (False).

- Kangkang has big eyes. ( )
- Michael has a small nose. ( )
- Kangkang has a big nose. ( )
- A is Michael. ( )



##### 1c Listen to the words and match them with the picture. Then make sentences with have/has.

ear hair  
head eye  
face neck  
mouth nose

Example:

I have a big nose, but he/she has a small nose.

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Section A 和 Section B 以对话形式在真实的语境中呈现新的语言材料，为语言的输出做准备。

在看图理解的基础上听懂对话，通过不同的听力活动，帮助学生完成对新材料的理解，提高其听说能力。

同一主题下的语言输入，以多种活动形式进一步提高学生听的能力，同时引导学生综合所学词汇、语法和功能进行练习，提高其综合运用语言能力。

呈现字母及字母组合的读音规则，系统训练学生拼读单词的能力。

### UNIT 2

#### 2a Listen and complete the sentences. Then read them aloud.



#### 2b Complete the following sentences with have/has.

I have a wide mouth. You have a round face.  
She/Jane has long hair. He/Kangkang has a big head.  
We have big cars. They have small eyes.  
It has a long neck.

#### 3a Listen and read the sounds and words aloud.

Letter	o	u	r	ng	y
Sound	/ʊ/	/u/	/ju:/	/r/	/ɪ/
Word	go	not	pupil	red	king
	home	dog	unit	rice	sing
	note	hot	use	rose	song
					yo-yo

#### 3b Read the words in pairs. Then listen, check and repeat.

unit ride rise yet song home rose red dog sing

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Section C

1a Read and understand.

Guess who is the boy and who is his sister, Amy. Then read and check.



I am a boy. I'm thirteen years old. I come from England. I'm a student. I have a round face and small eyes. My nose is big, and my mouth is small. I have a sister. Her name is Amy. She is twelve. She is a student, too. She has a round face, big eyes, a small nose and a small mouth. We are in the same school, but in different grades.

1b Read 1a and mark T (True) or F (False).

1. My face is round and my mouth is small. ( )
2. Amy is ten. ( )
3. Amy has big eyes and a small nose. ( )
4. We are in different schools. ( )
5. We are in the same grade. ( )

1c Read 1a again and circle the adjectives we use to describe the children. Then use them to retell the passage.

2 Write a passage to describe your partner's look. You can use the adjectives and structures in 1a.

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帮助学生养成良好的学习习惯，形成科学的学习方法，从而提高学习效率，成为真正的自主学习者。

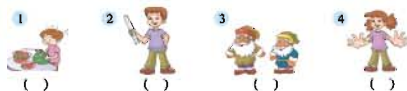
精选题材丰富的阅读材料及形式多样的读前活动。

通过各种形式的阅读活动，帮助学生实现课程标准要求的各种阅读技能目标，以及掌握基本的阅读技能，为他们成为高效的阅读者打下良好的基础。

基于同一主题的读、说与写结合的练习，帮助学生巩固基础知识，掌握读写技能，形成综合语言运用能力。

基于Section A 的语音学习板块，通过读、写和其他活动形式，鼓励学生积极应用所学语音知识，培养学生拼读和听写单词的能力。

3a Match the pictures with the conversations.



- |  |  |
|--|--|
| A. —Do you have a big knife?<br>—Yes, I do.      | B. —Do they have long legs?<br>—No, they don't. They have short legs.  |
| C. —Does he have a long ruler?<br>—Yes, he does. | D. —Does she have small hands?<br>—No, she doesn't. She has big hands. |

3b Work in groups. Ask what your classmates have.

- |  |   |
|--|---|
| Example 1:<br>A: Do you have ...?<br>B: Yes, I do. / No, I don't.<br>A: Does B have ...?<br>C: Yes, he/she does. / No, he/she doesn't. | Example 2:<br>A: Do you have ...?<br>B&C: Yes, we do. / No, we don't.<br>A: Do they have ...?<br>D: Yes, they do. / No, they don't. |
|--|---|

4a Read and write the words.



/red/ \_\_\_\_\_ /naʊ/ \_\_\_\_\_ /dɒg/ \_\_\_\_\_ /jɒk/ \_\_\_\_\_ /sq/ \_\_\_\_\_

4b Read the following sentences aloud, paying attention to the rising tone (↗) and the falling tone (↘). Then listen and repeat.

1. —Is it a hot dog? —Yes, it is. (Illustration of a hot dog)
2. Sing a song for him. (Illustration of a person singing to another person)
3. He has a big red nose. (Illustration of a person with a red nose)



## Section 2

Read through Sections A—C and fill in the blanks with the correct words.

## Grammar

Present Simple: *to have*

I have a small nose.	Do you have a big knife? Yes, I ..... / No, I don't.
He/She/It has big ears.	Does she have small hands? Yes, she does. / No, she Do they have long legs?
We/You/They have round faces.	Yes, they ..... / No, they

## Functions

Who is your favorite ..... ?	It's Jackie Chan.
I see.	Yes, you're right.
I come from England.	
We are in the same school, but in ..... grades.	

How well do you know Sections A—C? Now do the following tasks and check.

- 1 Some boys are playing soccer on the playground. Listen and number the players.



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引导学生通过完成任务的方式归纳本话题所学知识，培养他们定期自主复习所学内容的学习习惯，形成一定的学习策略。


通过听、说、读或写的练习，巩固所学知识，培养学生综合应用语言的能力。

通过学生喜爱的歌曲、游戏、童谣等课堂活动形式，巩固所学知识，从而激发学生学习英语的兴趣。

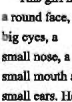
以合作探究活动形式，促使学生通过体验、实践、讨论、合作、探究等方式，综合运用本话题的语言知识和技能解决现实生活中的一些实际问题，使学生学会用英语做事情。

## UNIT 2

- 2 A. Look at the picture and fill in the blanks. B. Read and draw.



This boy has a big head, \_\_\_\_\_ eyes, a \_\_\_\_\_ nose, a \_\_\_\_\_ mouth and \_\_\_\_\_ ears. His hair is short.



This girl has a round face, big eyes, a small nose, a small mouth and small ears. Her hair is long.

- 3 Let's chant.

I see a round face, I see a small mouth,  
just like mine. with a smile.

I see big eyes, Ah, it's a monkey's face,  
and they shine. just like mine.



## Project

## Describing a Person

1. A describes a person. B completes the table based on A's description. Then exchange roles.

Person	Look				
	Face	Hair	Eyes	Nose	Mouth
Mr. Wu	round	short	big	small	small

2. Write a short passage with the information above.

You may begin like this:

Mr. Wu has a round face ...

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# Scope and Sequence

Unit/Title	Topic	Function
<b>1</b> <b>Making New Friends</b>	<b>1. Welcome to China!</b> Page 1	Greetings Introducing Saying farewells
	<b>2. Where are you from?</b> Page 9	Talking about names, places of birth and telephone numbers
	<b>3. How old are you?</b> Page 17	Talking about ages, classes and grades Identifying things
	<b>Review of Unit 1</b> 25	
<b>2</b> <b>Looking Different</b>	<b>1. I have a small nose.</b> Page 27	Describing appearances
	<b>2. What does she look like?</b> Page 35	Describing appearances and clothes Identifying colors
	<b>3. Whose cap is it?</b> Page 43	Talking about possessions
	<b>Review of Units 1–2</b> 51	

Structure	Pronunciation	Vocabulary	Strategy
Present simple <i>to be</i> : <i>am/is/are</i>	Alphabet: A–Z	Words for greetings Names of countries and cities (I)	Listening to English every day Singing English songs
Wh- questions: <i>What/Where/Who</i> Subject pronouns	Vowels: /eɪ/ /æ/ /i:/ /e/ Consonants: /p / /b/ /t/ /d/ /k/ /g/	Names of countries and cities (II) Words for numbers (I)	Comparing names Using capital letters
Demonstrative pronouns Wh- questions: <i>What/How</i> Articles: <i>a/an</i> Plurals	Vowels: /aɪ/ /ɪ/ Consonants: /f / /v/ /m/ /n/ /s/ /z / /h/ Intonation	Words for numbers (II) Names of objects in the classroom	Using objects to remember words Talking in pairs
Present simple <i>to have</i> : <i>have/has</i>	Vowels: /əʊ/ /ʊ/ Consonants: /r/ /ŋ/ Others: /j/ /ju:/ / Intonation	Names of body parts Adjectives to describe appearances	Using pictures Guessing before reading
Wh- questions: <i>What</i>	Vowels: /ʌ/ /u:/ /ʊ/ Consonants: /l/ /w/ Intonation	Words for colors Names of clothes	Grouping words
Possessive pronouns Wh- questions: <i>Whose</i> The possessive case of nouns	Vowels: /ɑ:/ /ɔ:/ / Consonants: /θ/ /ð/ /ts/ /dz/	Pronouns to show ownership	Chanting Reviewing



# Scope and Sequence

Unit/Title	Topic	Function
<div>3</div> <div>Getting Together</div>	<div>1. Does he speak Chinese?</div> <div>Page 55</div>	Making requests Making friends Expressing likes and dislikes
	<div>2. What does your mother do?</div> <div>Page 63</div>	Talking about occupations Identifying family members
	<div>3. What would you like to drink?</div> <div>Page 71</div>	Having meals Making suggestions
	Review of Unit 3 79	
<div>4</div> <div>Having Fun</div>	<div>1. What can I do for you?</div> <div>Page 81</div>	Shopping Talking about weight Making suggestions
	<div>2. Would you like to cook with us?</div> <div>Page 89</div>	Making telephone calls Inviting someone Making suggestions
	<div>3. What time is it now?</div> <div>Page 97</div>	Talking about time Talking about daily routines
	Review of Units 3–4 105	
Appendices 109		

Structure	Pronunciation	Vocabulary	Strategy
Personal pronouns Present simple: <i>to like/want/speak ...</i>	Vowels: /ɜ:/ / ə/ Consonants: /j/ / ʒ/ /tʃ/ /dʒ/ Liaison & Stress and rhythm	Words for introduction	Joining words Chanting Using tables Asking for help
Wh- questions: <i>What/Where</i> Word formation Present simple <i>to do</i> : <i>do/does</i>	Vowels: /aʊ/ /ɔɪ/ /ɪə/ /eə/ /ʊə/ Consonants: /tr/ /dr/	Names of jobs and workplaces Names of family members	Guessing words with pictures Using word formation Predicting before reading
Wh- questions: <i>What</i> Countable nouns and uncountable nouns ( I )	Vowels: /eɪ/ /æ/ /ɑ:/ Stress and rhythm	Names of food and drinks	Using formulas
Wh- questions: <i>How much/How many</i> <i>some/any</i> Countable nouns and uncountable nouns ( II )	Vowels: /ɔ:/ /ɑ:/ Consonants: /s/ /k/ Other: /ɔ:l/ Stress and rhythm	Words for numbers (III) Measure words	Guessing according to the situation Reading English signs Using pictures
Review of present simple	Vowels: /eə/ /ɔ:/ /eɪ/	Words to plan an activity	Using formulas Reading English stories
Wh- questions: <i>What</i> Expressions of time	Vowels: /ɑ:/ /ɒ/ Consonants: /tʃ/ /b/ silent “b”	Names of animals Words to express time Words to describe everyday life	Predicting with the help of questions Pronouncing words Organizing your writing



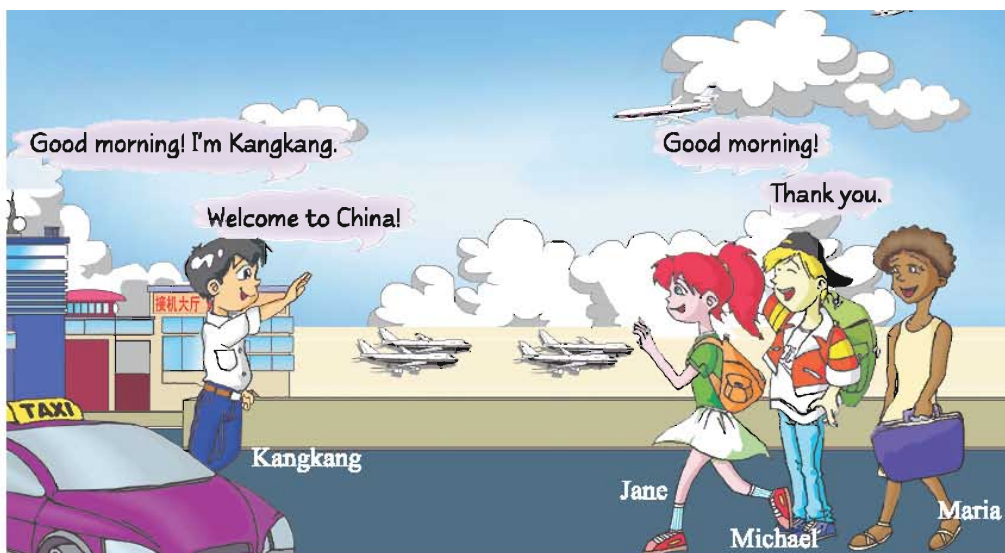


# UNIT 1 Making New Friends

## TOPIC 1 Welcome to China!



### 1a Listen, look and say.



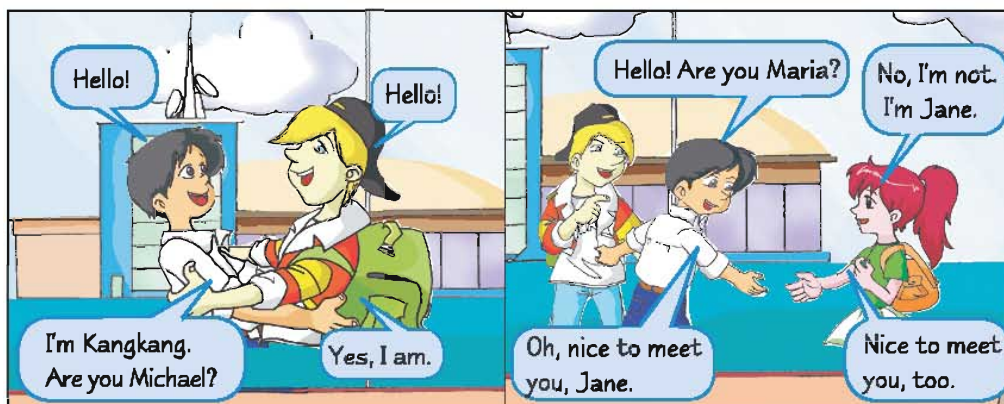
### 1b Listen and number the following names.

Jane ○ Maria ○ Kangkang ① Michael ○

### 1c Work in groups. Introduce yourself using *I'm ...* Then practice 1a with your own hometown or the following places.

China the USA the UK Hong Kong Beijing

### 2a Look, listen and understand. Then practice the conversation.



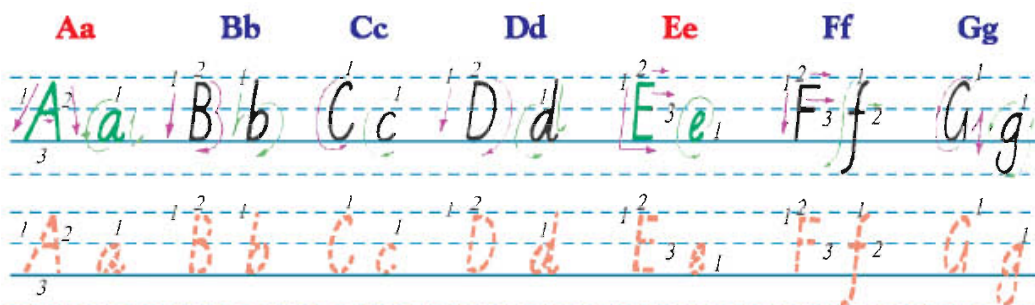


**2b** Work in groups. Make up a conversation with your own name and the following structures.

A: Hello! / Good morning! / Hi! I'm ... Are you ... ?

B: ...

**3a** Listen, say and trace.



**3b** Listen and number the following letters. Then **circle** the letters with the same sound as Bb.

Aa   **Bb**   Cc   Dd   Ee   Ff   Gg  
( )   ( )   ( )   ( )   ( )   ( )   ( )

**3c** Match the big letters with the small ones. Then write them on the lines.



A   b   c   D   e   F   g

Section B



1a Look, listen and say.

Maria: Good morning, Mr. Brown! Nice to see you.

Mr. Brown: Good morning, Maria! Nice to see you, too.

Maria: Mom, this is my teacher, Mr. Brown.  
Mr. Brown, this is my mom.

Mom: How do you do?

Mr. Brown: How do you do?



1b Listen to the conversations and number the pictures.



1c Work in groups. Read 1a and act out the conversation. Then make up new ones with the words in the box.

mom dad teacher Mr. Zhang Miss Wang

1d Complete the conversation and then practice with your partner.



Mr. Brown: Hi, Miss Wang! \_\_\_\_\_.

Miss Wang: \_\_\_\_\_, Mr. Brown! Nice to see you, too.

Mr. Brown: Miss Wang, this is Ms. Jones.

Ms. Jones, \_\_\_\_\_.

Miss Wang: How do you do?

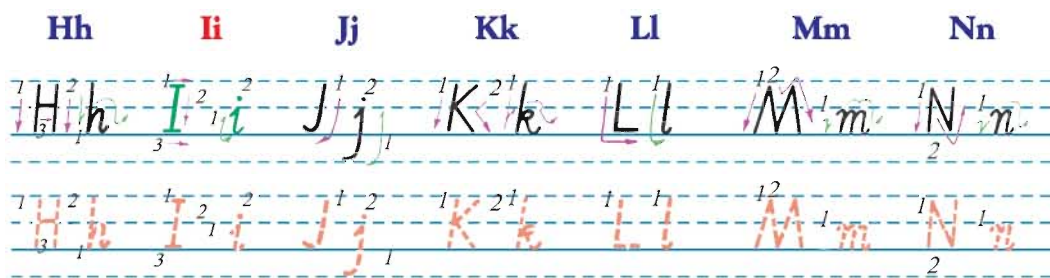
Ms. Jones: \_\_\_\_\_?



## 2 Read and match the following sentences with the correct responses.

- |                        |                          |
|------------------------|--------------------------|
| 1. How do you do?      | A. Good morning!         |
| 2. Welcome to Beijing! | B. How do you do?        |
| 3. Nice to see you.    | C. Thank you.            |
| 4. Are you Miss Wang?  | D. Nice to see you, too. |
| 5. Good morning!       | E. Yes, I am.            |

## 3a Listen, say and trace.



## 3b Listen and number the following letters. Then circle the letters with the same sound as Aa.

Aa
 Gg   Hh   Mm   Ff   Ll   Jj   Nn   Ii   Kk  
 (   )   (   )   (   )   (   )   (   )   (   )   (   )   (   )   (   )   (   )

## 3c Rewrite the words with big or small letters.

*hi*   *AM*   *nice*   *MEET*  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# Section C

## 1a Read and understand.

Look at the pictures and try to guess what they are saying. Then read the conversations and match them with the pictures.



( ) — Good afternoon, Mr. Chen!  
— Good afternoon, Xiao Zeng!

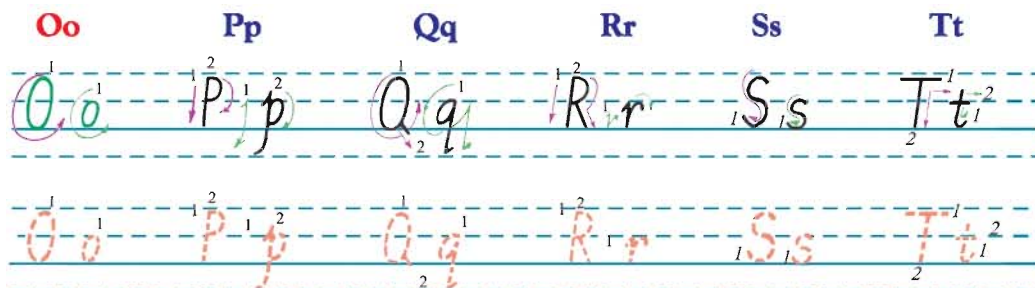
( ) — Goodbye, Mr. Chen!  
— Bye.

( ) — How are you?  
— Fine, thanks. And you?  
— I'm OK.

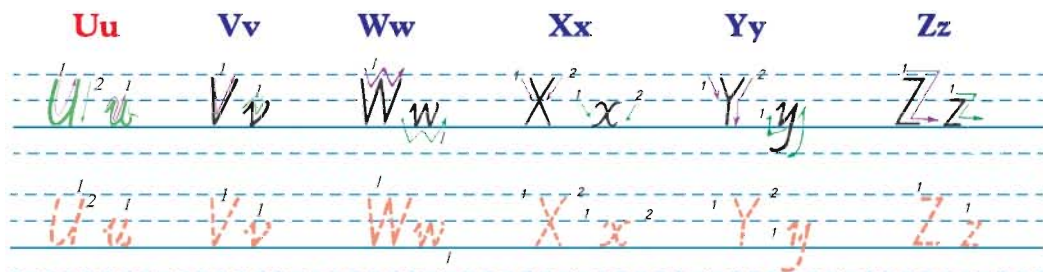
( ) — Here you are.  
— Thank you.

## 1b Work in pairs. Read 1a and act out the conversation. Then make up a new one.

## 2a Listen, say and trace.



# UNIT 1



## 2b Listen and fill in the blanks.

Ff \_\_\_\_\_

Pp \_\_\_\_\_

Qq \_\_\_\_\_

## 2c Rewrite the words with big or small letters.

GOOD bye AFTERNOON THANKS

## 3 Listen to the song and fill in the blanks.

### The ABC Song

$$1 = C \frac{2}{4}$$

1 1 | 5 5 | 6 6 | 5 - | 4 4 | 3 3 | 2 2 | 1 - |  
 A B C D E \_ G, H I \_ K L M N,  
 5 5 | 4 4 | 3 3 | 2 - | 5 5 | 4 4 | 3 3 | 2 - |  
 O P \_ and R S T, \_ V W X Y \_  
 1 1 | 5 5 | 6 6 | 5 - | 4 4 | 3 3 | 2 2 | 1 - ||

Hap-py, hap-py we shall be, when we learn our \_ \_ \_.

Singing English songs is a good way to learn English.





Read through Sections A—C and fill in the blanks with the correct words.

### Grammar

#### Present Simple: *to be*

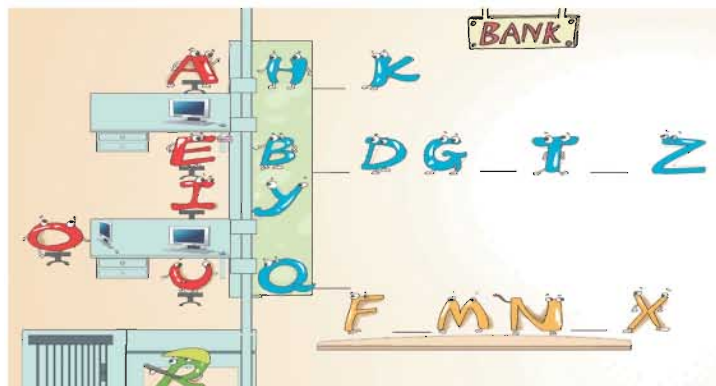
I'm Kangkang.	I'm = I _____
_____ you Michael?	Yes, I am. / No, I'm not.
Mr. Brown, this _____ my mom.	

### Functions

Good morning/afternoon!	Good _____/afternoon!
Hello! / Hi!	_____! / Hi!
Nice to meet/see you.	Nice to meet/see you, too.
How do you do?	_____?
Welcome to China!	_____. / Thanks.
How are you?	Fine, thanks. And you?
I'm OK.	
Goodbye. / Bye.	Mom, this is my teacher, Mr. Brown.
Here you are.	Thank you.

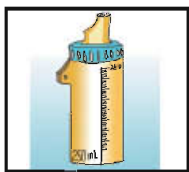
How well do you know Sections A—C? Now do the following tasks and check.

**1** Listen and fill in the blanks. Then find the same sound in each line.

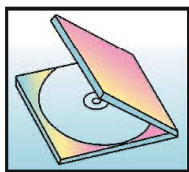




- 2** Listen and guess the meaning of the following words. Then find more and write them on the line.



ml



CD



NBA



TV



UN

More examples: \_\_\_\_\_

- 3** Look at the pictures and complete the conversations. Then listen, number the pictures and check your answers.

Hello! I'm Kangkang.

\_\_\_\_\_ Nancy?

No. \_\_\_\_\_ Lily.



Good morning, \_\_\_\_\_, Kangkang!

Nice to see you.



How are you?

I'm \_\_\_\_\_. \_\_\_\_\_ And you?



Dad, this is Miss Wang. Miss Wang, this is my dad.



\_\_\_\_\_? How do you do?

## Project

### Using Your Name Card to Make Friends

1. Make your own English name card.
2. Try to make more friends and exchange your name cards.
3. Put the name cards you have in alphabetical order.
4. Divide the name cards into two groups: boys' names and girls' names.

Hello! I'm Peter.

Hi, I'm Jane.



Nice to meet you.

Nice to meet you, too.



## TOPIC 2 Where are you from?



### 1a Listen, look and say.

Sally: Excuse me, are you Jane?

Jane: Yes, I am. What's your name, please?

Sally: My name is Sally. Where are you from?

Jane: I'm from Canada. Are you from Canada, too?

Sally: No, I'm not. I'm from America.

Where are you from?

I'm from Canada.



### 1b Listen and number the pictures. Then listen again and match the names with the countries.



Canada ( )



America ( )



Japan ( )

- A. Zhao Lin
- B. Kumiko
- C. Jim
- D. Tom



China ( A )

### 1c Work in pairs. Read 1a and practice the conversation. Then make up new ones with the following words.

Canada England China America Japan

# UNIT 1

## 2a Listen and complete the conversation. Then practice with your partner.

① Are they from England?      ② Where are they from?      ③ Who are they?

A: Excuse me, Xiao Zeng. \_\_\_\_\_

B: They're Maria and Jane.

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

B: No, they aren't.

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

B: Maria is from Cuba and Jane is from Canada.



## 2b Look at the picture and complete the conversation.



Huanhuan: \_\_\_\_\_ are they?

Yingying: \_\_\_\_\_ are Dingding and Nana.

Huanhuan: Oh, is Dingding from America?

Yingying: No, he isn't. \_\_\_\_\_ is from Japan.

Huanhuan: \_\_\_\_\_ is Nana from?

Yingying: She is from England.

## 3a Listen and read the sounds and words aloud.

Letter	a		e		p	b	t	d	k	g
Sound	/ei/	/æ/	/i:/	/e/	/p/	/b/	/t/	/d/	/k/	/g/
Word	date	at	be	bed	gap	bake	ate	add	Kate	bag
	gate	bad	bee	beg	pat	bat	bet	dad	kept	egg
	tape	bag	keep	bet	pet	beg	tag	date	take	get

## 3b Read the words by yourself. Then listen, check ( ✓ ) and repeat.

☐ bag

☐ dad

☐ bad

☐ bed

☐ pet

☐ get

☐ bet

☐ gate

☐ take

☐ date

Section  
B

**1a** Look, listen and say.

Read the following sentences and mark T (True) or F (False).

1. Jane is from America. ( )      2. Yukio is from Japan. ( )



**1b** Work in pairs and make up conversations with the following information.



Name: Michael (✓)  
From: America



Name: Jane (×) Maria (✓)  
From: Cuba

**2a** Look at the pictures. Then ask and answer questions with your partner.

A: Who's he/she?

A: Is he/she ... ?

A: Where's he/she from?

B: He/She is ...

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

B: He/She is from ...



Deng Yaping/China



Stephen Hawking/England



Michael Jordan/America



## 2b Complete the following name cards and find out the differences.

Full name: **Deng Yaping**

Family name: \_\_\_\_\_

Given name: \_\_\_\_\_

From: \_\_\_\_\_

Full name: **Stephen Hawking**

Family name: \_\_\_\_\_

Given name: \_\_\_\_\_

From: \_\_\_\_\_

**TIP**  
In China, the family name often goes first, but in America, England, Canada, etc., it always goes last.

## 3 Read and practice writing the following sentences. Discuss the underlined parts with your partner.

1. I am Kangkang and I'm from Beijing.

*I am Kangkang and I'm from Beijing.*

2. Nice to meet you.

*Nice to meet you.*

3. Mr. Smith is from Canada.

*Mr. Smith is from Canada.*

**TIP**  
They begin with capital letters:  
1. the first word of sentences;  
2. Mr., Mrs., Ms., Miss and I;  
3. names of people, cities and countries.

## 4 Sing and circle the name of each country.

### Where Are You From?

1=F  $\frac{2}{4}$

$\frac{5}{\cdot}$   $\frac{5}{\cdot}$  |  $\frac{1}{\cdot}$   $\frac{1}{\cdot}$  |  $\frac{7}{\cdot}$   $\frac{7}{\cdot}$   $\frac{1}{\cdot}$   $\frac{2}{\cdot}$  |  $\frac{5}{\cdot}$   $\frac{5}{\cdot}$   $\frac{2}{\cdot}$   $\frac{2}{\cdot}$  |  $\frac{1}{\cdot}$   $\frac{1}{\cdot}$   $\frac{2}{\cdot}$   $\frac{3}{\cdot}$  |  
Hel-lo, Ma- ria. Where are you from? Hel-lo, Ma- ria. Where are you from?

Hel-lo, Michael (Jane). Where are you from? Hel-lo, Michael (Jane). Where are you from?

$\frac{2}{\cdot}$   $\frac{3}{\cdot}$  |  $\frac{4}{\cdot}$   $\frac{4}{\cdot}$  |  $\frac{3}{\cdot}$   $\frac{2}{\cdot}$   $\frac{1}{\cdot}$  |  $\frac{2}{\cdot}$   $\frac{2}{\cdot}$  |  $\frac{7}{\cdot}$   $\frac{5}{\cdot}$  |  $\frac{6}{\cdot}$   $\frac{7}{\cdot}$   $\frac{1}{\cdot}$  :||  
I'- m from Cu- ba. Wel- come to Chi- na.

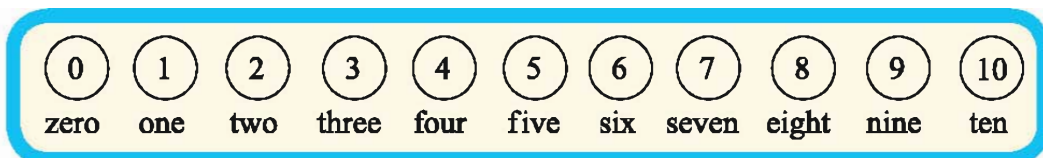
I'- m from America (Canada). Wel- come to Chi- na.

# Section C

## 1a Read and understand.



## 1b A. Listen and learn the numbers before reading.



## B. Look at the following pictures and read the numbers.



## 1c Read 1a and make a name card for Li Jie.

Name: _____	
From: _____	
Tel: _____	

## 2 Ask your partner the following questions and fill in the blanks. Then make up a conversation.

A: Hello! What's your name? B: My name is \_\_\_\_\_  
 A: Where are you from? B: I'm from \_\_\_\_\_  
 A: What's your telephone number? B: It's \_\_\_\_\_

## 3 Look at Miss Wang's name card and complete the passage about her.

Full name: Wang Yuyue	
From: Beijing	
Tel: (010)79860980	

This is my teacher, \_\_\_\_\_ Wang. \_\_\_\_\_ is her family name and \_\_\_\_\_ is her given name. She's from \_\_\_\_\_, China. And her telephone number is \_\_\_\_\_.

## 4a Read aloud and match. Then listen and repeat.

/deɪt/      /geɪt/      /eg/      /teɪk/      /get/      /æd/

take      add      date      gate      get      egg

## 4b Read the following sounds aloud and write the words.



/bæg/ \_\_\_\_\_ /pet/ \_\_\_\_\_ /bed/ \_\_\_\_\_ /dæd/ \_\_\_\_\_ /bæd/ \_\_\_\_\_



Read through Sections A—C and fill in the blanks with the correct words.

## Grammar

### Subject Pronouns

I	you	he	she	it
we	you	they		
isn't = is not				aren't = are not
what's = what is			who's = who is	where's = where is
_____ she from Canada?			Yes, she is. / No, she isn't.	
_____ he Li Ming?			Yes, he is. / No, he isn't.	
_____ you from Canada, too?			Yes, I am. / No, I'm not.	
_____ they from England?			Yes, they are. / No, they aren't.	
Who are they?			_____ Maria and Jane.	
Who's she/he?			_____ is Deng Yaping. /	
			_____ is Stephen Hawking.	

## Functions

Excuse me, are you Jane?	Yes, I am. / No, _____.
What's your name, please?	_____ is Sally.
What's your telephone number?	It is 6807-5335.
_____?	I'm from Canada.
Where is he/she from?	He/She is from Japan.



# UNIT 1

How well do you know Sections A—C? Now do the following tasks and check.

## 1 Match the numbers with the pictures.

A. 110 B. 114 C. 119 D. 120 E. 122



1. ( )



2. ( )



3. ( )



4. ( )



5. ( )

## 2 Listen to the conversation and match each number with the name. Then listen again and match the people with their national flags.

4

6

7

9

10

Yukio

Kangkang

Jane

Linda

Michael



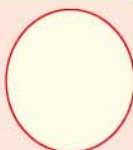
## Project

### Introducing Yourself

#### 1. Make your name card.

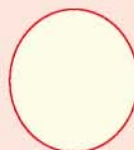
Your Name Card

Name: \_\_\_\_\_  
**Family name:** \_\_\_\_\_  
**Given name:** \_\_\_\_\_  
 From: \_\_\_\_\_  
 Tel: \_\_\_\_\_



Your Partner's Name Card

Name: \_\_\_\_\_  
**Family name:** \_\_\_\_\_  
**Given name:** \_\_\_\_\_  
 From: \_\_\_\_\_  
 Tel: \_\_\_\_\_



#### 2. Introduce yourself to the class with your name card.

You may begin like this:

Hello! My name is ... / I'm ... My family name is ... and my given name is ...

#### 3. Listen to your partner and fill in his/her name card. Then introduce him/her to the class.

# TOPIC 3 How old are you?



## 1a Listen, look and say.

Li Ming: Hello, I'm Li Ming! What's your name?

Jane: My name's Jane.

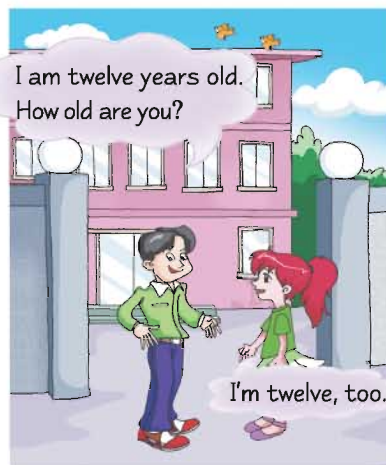
Li Ming: I am twelve years old. How old are you?

Jane: I'm twelve, too.

Li Ming: What class are you in?

Jane: I'm in Class Four, Grade Seven. Are you in Class Four, too?

Li Ming: No, I'm not. I'm in Class Five.



## 1b Listen to 1a and complete Jane's name card. Then introduce her to the class.

Name: \_\_\_\_\_  
Age: \_\_\_\_\_  
Class: \_\_\_\_\_  
Grade: \_\_\_\_\_



## 2a Work out the rules and complete the numbers. Then listen and check.

11

eleven

12

twelve

13

thirteen

14

fourteen

15

fifteen

16

six \_\_\_\_\_

17

seven \_\_\_\_\_

18

eight \_\_\_\_\_

19

nine \_\_\_\_\_

20

twenty

## 2b Listen and match.

Nancy

Mark

Dick

Julia

fifteen

twelve

thirteen

fourteen

Class 16, Grade 9

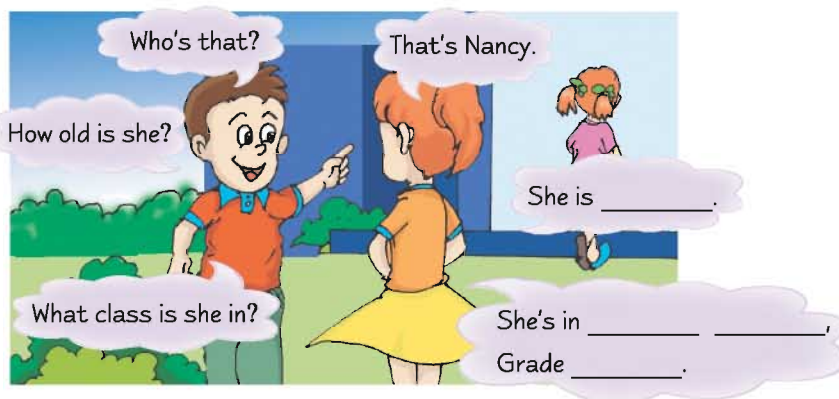
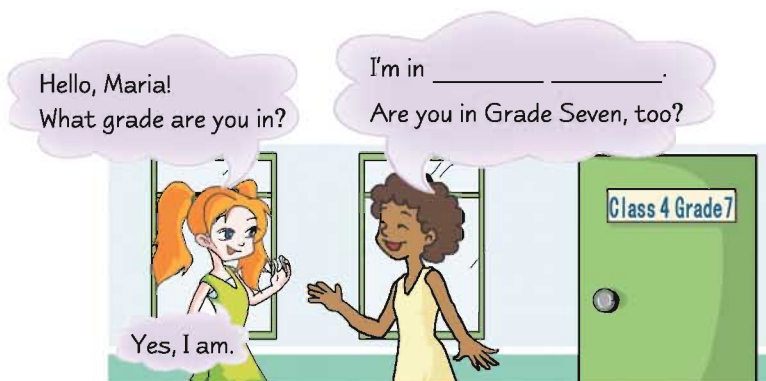
Class 3, Grade 7

Class 5, Grade 7

Class 11, Grade 8

# UNIT 1

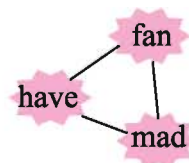
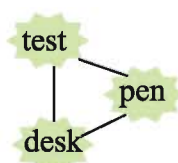
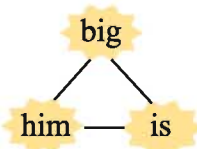
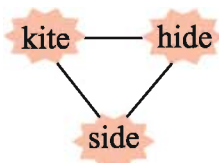
## 3 Listen and complete the conversations. Then practice with your partner.



## 4a Listen and read the sounds and words aloud.

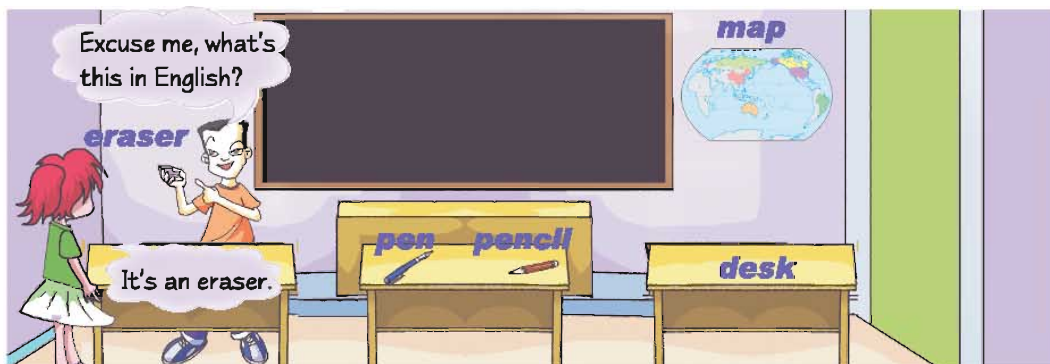
Letter	i		f	v	m	n		s		z	h
Sound	/aɪ/	/ɪ/	/f/	/v/	/m/	/n/		/s/	/z/	/z/	/h/
Word	bike	big	fan	five	map	name	man	best	has	zoo	hate
	kite	dig	fat	have	game	nine	pen	desk	his	zip	hen
	side	kid	gift	save	make	net	sand	sit	is	zap	hit

## 4b Read the words by yourself. Then listen, check and repeat.



# Section B

## 1a Look, listen and say.



Wang Junfeng: Excuse me, what's this in English?

Jane: It's an eraser.

Wang Junfeng: How do you spell it?

Jane: E-R-A-S-E-R, eraser.

Wang Junfeng: Thank you.

Jane: That's OK.

Wang Junfeng: What's that in English, Jane?

Jane: It's a map.

Wang Junfeng: Can you spell it, please?

Jane: Yes. M-A-P, map.

Wang Junfeng: Thanks.

Jane: You're welcome.

## 1b Listen and complete the conversations.

A: Excuse me, what's \_\_\_\_\_ in English?

B: It's \_\_\_\_\_ pencil.

A: How do you spell it?

B: P-E-N-C-I-L, \_\_\_\_\_.

A: Thank you.

B: \_\_\_\_\_.



A: Excuse me, what's \_\_\_\_\_ in English?

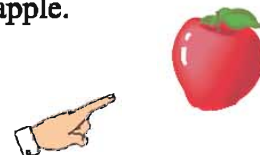
B: It's \_\_\_\_\_ apple.

A: \_\_\_\_\_, please?

B: Yes. A-P-P-L-E, apple.

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

B: That's OK.



## 1c Work in pairs. Read 1a and practice the conversation. Then make up new ones with the following words.

map eraser pen pencil desk



**2a** Listen and complete the conversation with the correct words. Then practice with your partner.



eraser  
pencil  
toy  
telephone  
map

**2b** Let's play. Guess the objects by touching them.

Example:

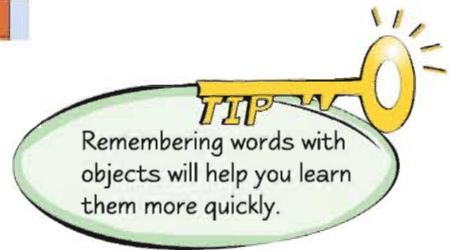
Kangkang: What's this in English?

Jane: Is it a/an ...?

Kangkang: Yes, it is. How do you spell it? /

No, it isn't. Please try again.

Jane: ...



**3** Write the sentences, paying attention to the use of capital letters and punctuation.

Example:

A: what's that in english jane —————> What's that in English, Jane?

B: it's a map —————> It's a map.

who's that —————> that's nancy

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

is that an eraser

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

no it isn't

\_\_\_\_\_

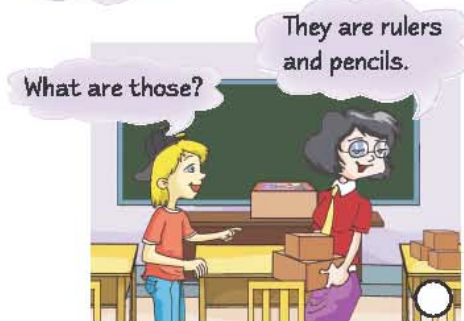
\_\_\_\_\_

\_\_\_\_\_

Section  
C

1a Read and understand.

Look at the pictures and read the conversations. Then number the pictures.



1b Complete the conversations. Then practice with your partner.

A: What are these?

B: \_\_\_\_\_ cars.

A: Thank you.

B: That's OK.

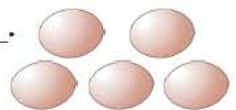


A: Are \_\_\_\_\_ eggs?

B: Yes, \_\_\_\_\_.

A: Thank you.

B: \_\_\_\_\_.



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

B: They are books.

A: Thanks.

B: You're welcome.



A: Are those oranges?

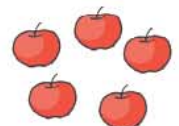
B: No, \_\_\_\_\_.

A: What are they?

B: They are \_\_\_\_\_.

A: Thanks.

B: \_\_\_\_\_.



# UNIT 1

**2** Look at the pictures and fill in the blanks. Then ask and answer questions with the following structures.

A: What's this/that?

B: It's ...

A: What are these/those?

B: They're ...



a book



\_\_\_ books



a ruler



\_\_\_ rulers



an eraser



\_\_\_ erasers



an orange



\_\_\_ oranges



a bus



\_\_\_ buses



a box



\_\_\_ boxes

**3a** Read and write the words.



/neɪm/ \_\_\_\_\_ /bɪg/ \_\_\_\_\_ /sæd/ \_\_\_\_\_ /'sevn/ \_\_\_\_\_ /naɪn/ \_\_\_\_\_



/ten/ \_\_\_\_\_ /faɪv/ \_\_\_\_\_ /desk/ \_\_\_\_\_ /mæp/ \_\_\_\_\_ /pen/ \_\_\_\_\_

**3b** Read the following sentences aloud, paying attention to the rising tone (↗) and the falling tone (↘). Then listen and repeat.

I am Miss Wang. ↘

He is fine. ↘

I have nine bags. ↘

Is his name Kangkang? ↗

Is it a big bag? ↗



Read through Sections A—C and fill in the blanks with the correct words.

### Grammar

#### Demonstrative Pronouns: *this/that/these/those*

Is this/that a/an ...?	Yes, it is. / No, _____.
Are these/those oranges?	Yes, _____. / No, they aren't.
What's this/that in English?	_____ an eraser/a map.
What are these/those?	_____ books/rulers and pencils.
that's = that is	

### Functions

_____ are you?	I'm twelve, too.
_____ are you in?	I'm in Class Four, Grade Seven.
_____ are you in?	I'm in Grade Seven.
Excuse me, what's this/that in English?	It's an eraser/a map.
_____ do you spell it?	E-R-A-S-E-R, eraser.
Can you spell it, please?	Yes. M-A-P, map.
_____. / Thanks.	That's OK. / _____ welcome.

How well do you know Sections A—C? Now do the following tasks and check.

- 1 Read the passage and complete the table on the next page. Then write your own information.

Jane is from Canada. She is twelve years old. Now she is in Beijing International School. She is in Class Four, Grade Seven. Her telephone number is (010) 9267-6929.

Huang Hua is from China. His English name is Tom. He is twelve, too. He is in Class Three, Grade Seven. His telephone number is (010) 9252-5233. Huang Hua and Jane are not in the same class, but they are good friends.



Name	Country	Age	Class	Grade	Telephone number
Jane					
Huang Hua					

- 2** Complete the passage with the information on the name card. Then write about yourself, paying attention to the use of capital letters.

Name: Bai Lili                      English name: Lily  
 Age: 12                              From: Heilongjiang  
 Class: Four                      Grade: Seven  
 Telephone number: 6298-6575  
 ID number: 230123200212062261  
 School: Yuying Junior High School

Bai Lili is from \_\_\_\_\_. Her \_\_\_\_\_ name is Lily. She is \_\_\_\_\_.  
 Now she is in Yuying Junior High School. She is in \_\_\_\_\_, \_\_\_\_\_.  
 Her telephone number is \_\_\_\_\_. Her \_\_\_\_\_ is  
 230123200212062261.

## Project

### Communicating Personal Information

- 1. List at least 5 questions about personal information.**

What's your name?  
 Where are you from?  
 What class are you in?  
 ...

**TIP**  
 When you talk with your partner,  
 you should listen carefully and  
 take turns speaking.

- 2. Interview your group members with the questions in your list.**  
**3. Write down their personal information.**

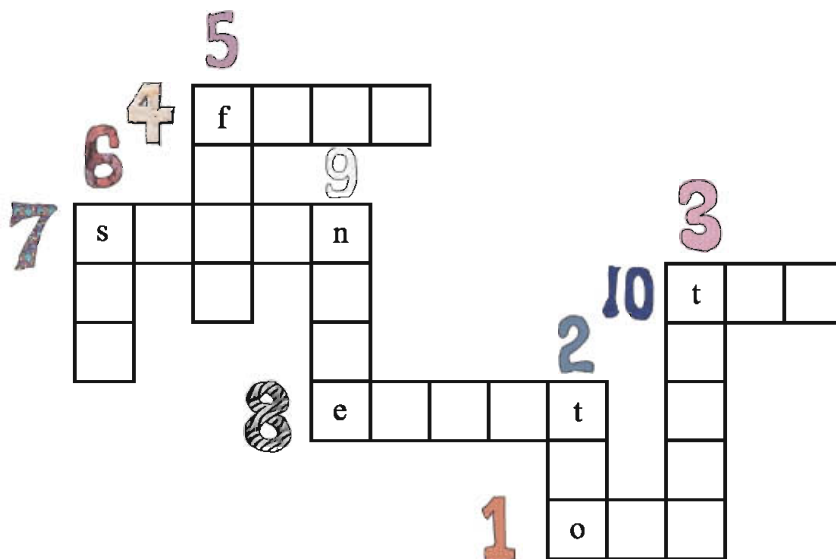
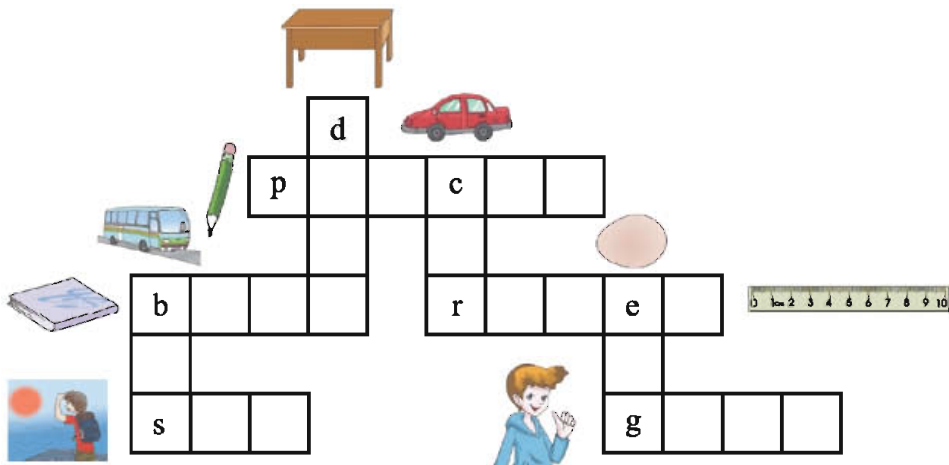
# Review of Unit 1

- 1 Listen and circle the word with the different sound of the colored letters in each group.

Example: date gate tape at

- 1) bad bag date fat      2) be beg bet bed  
3) hide kite fine kid      4) eggs books rulers eyes  
5) big fit kid five      6) desk save best has

- 2 Look at the pictures and complete the words.



### 3 Complete the sentences with *a/an*. Then tell the difference between them.

(A)

That's \_\_\_\_\_ ruler.

It's \_\_\_\_\_ desk.

This is \_\_\_\_\_ ruler.

Is that \_\_\_\_\_ car?

Is this \_\_\_\_\_ bus?

It is \_\_\_\_\_ nice map.

(B)

—What's that? —That is \_\_\_\_\_ eraser.

—What's that? —It is \_\_\_\_\_ orange.

—What's this? —It is \_\_\_\_\_ egg.

—Is that \_\_\_\_\_ English book? —Yes, it is.

—Is this \_\_\_\_\_ orange pencil? —No, it isn't.

—My mom is \_\_\_\_\_ English teacher.

### 4 Complete the conversation and then practice with your partner.

A: Hello! \_\_\_\_\_ you Michael?

B: Yes, I \_\_\_\_\_.

A: Michael, who \_\_\_\_\_ that girl?  
\_\_\_\_\_ she Jane?

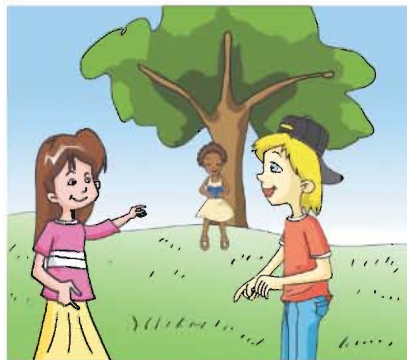
B: No, she \_\_\_\_\_. She \_\_\_\_\_ Maria.

A: \_\_\_\_\_ Maria and Jane in the same school?

B: Yes, they \_\_\_\_\_.

A: \_\_\_\_\_ you good friends?

B: Yes, we \_\_\_\_\_.



### 5 Read the passage and complete the following tasks.

My name is Ted Best. Ted is my given name and Best is my family name. I'm 12 years old. I'm from England. Now I'm a student in Class Three, Grade Seven. My telephone number is 17906680325.



Ren Yue is my good friend. His family name is Ren and Yue is his given name. He is 11 years old. He's from Tianjin. He's in Class Three, too. His telephone number is 45329107.



1) Choose a good title for the passage.

A. My Teacher

B. My Family

C. My Friend and Me

2) Make an information card for Ted Best.

3) Answer the following questions.

A. Can Ted Best speak English?

B. What class is Ren Yue in?

C. Are Ted Best and Ren Yue good friends?

### 6 Write a passage about you and your friend.

# UNIT 2 Looking Different

## TOPIC 1 I have a small nose.

### Section A

#### 1a Listen, look and say.

- A: Who am I? Can you guess?  
 B: Yes. Are you Michael?  
 A: No, I'm not. I have a small nose,  
 but he has a big one.  
 B: Do you have big eyes?  
 A: Yes, I do.  
 B: Oh, I know. You are Kangkang.  
 A: Yes, you're right.

Yes, I do.

Do you have big eyes?



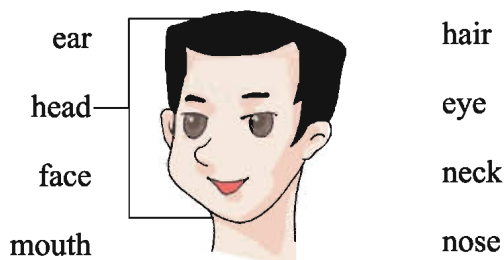
#### 1b Listen to 1a and mark T (True) or F (False).

1. Kangkang has big eyes. ( )
2. Michael has a small nose. ( )
3. Kangkang has a big nose. ( )
4. A is Michael. ( )

**TIP**

Pictures can help you understand the conversation and memorize the words better.

#### 1c Listen to the words and match them with the picture. Then make sentences with *have/has*.

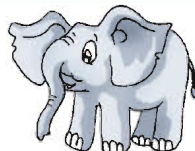


Example:

I have a big nose, but he/she has a small nose.



## 2a Listen and complete the sentences. Then read them aloud.

 <p>I have a big _____.</p>	 <p>We have small _____.</p>	 <p>They have round _____.</p>
 <p>She has long _____.</p>	 <p>He has a wide _____.</p>	 <p>It has big _____.</p>

## 2b Complete the following sentences with *have/has*.

**have/has**

I _____ a wide mouth.	You _____ a round face.
She/Jane _____ long hair.	He/Kangkang _____ a big head.
We _____ big ears.	They _____ small eyes.
It _____ a long neck.	

## 3a Listen and read the sounds and words aloud.

Letter	o		u	r	ng	y
Sound	/əʊ/	/ɒ/	/ju:/	/r/	/ŋ/	/j/
Word	go	not	pupil	red	king	yes
	home	dog	unit	rice	sing	you
	note	hot	use	rose	song	yo-yo

## 3b Read the words in pairs. Then listen, check and repeat.

unit ride rise yet song home rose red dog sing

Section  
B

**1a** Look, listen and say.

Kangkang: Michael, who is your favorite actor?

Michael: Guess. He's Chinese and he has a big nose.

Kangkang: Does he have long hair?

Michael: No, he doesn't.

Kangkang: Does he have a wide mouth?

Michael: Yes, he does.

Kangkang: I see. It's Jackie Chan.



**1b** Listen to 1a and fill in the blanks.

Jackie Chan is Michael's favorite actor. He is from \_\_\_\_\_. He has a \_\_\_\_\_ nose and his hair is not \_\_\_\_\_. He has a \_\_\_\_\_ mouth. His Chinese name is \_\_\_\_\_.

**1c** Work in pairs. Read 1a and practice the conversation. Then make up a new one, talking about your favorite people.

**2** Listen and check (✓) who is Mr. Wang.



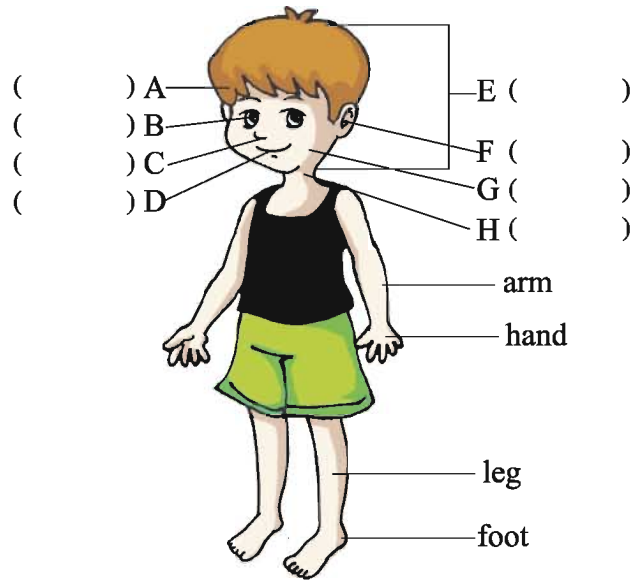
① ☐

② ☐

③ ☐

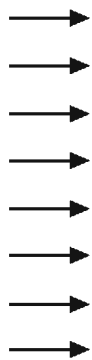
④ ☐

## 3 Look at the boy and write the name of each part.



## 4 Rewrite the sentences with *have/has*. Then make more sentences.

My face is round.  
 Your face is long.  
 His hair is short.  
 Her hair is long.  
 His arms are long.  
 Her arms are short.  
 His feet are big.  
 Her feet are small.



I have a round face.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

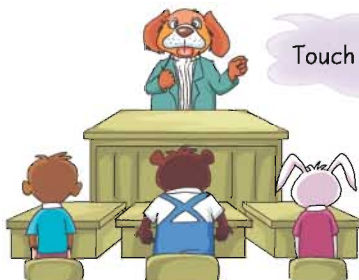
\_\_\_\_\_

...

...



## 5 Let's play the game *Bobby Says*.



Touch your head.



Bobby says, "Touch your head."

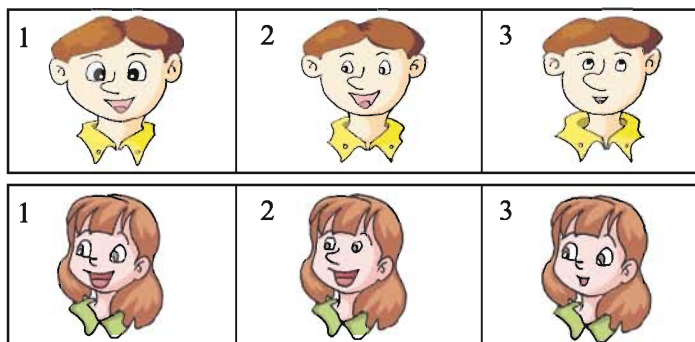
Section  
C

**1a Read and understand.**

Guess who is the boy and who is his sister, Amy.

Then read and check.

**TIP**  
Guessing before reading will help you understand the passage better and faster.



I am a boy. I'm thirteen years old. I come from England. I'm a student. I have a round face and small eyes. My nose is big, and my mouth is small. I have a sister. Her name is Amy. She is twelve. She is a student, too. She has a round face, big eyes, a small nose and a small mouth. We are in the same school, but in different grades.

**1b Read 1a and mark T (True) or F (False).**

1. My face is round and my mouth is small. ( )
2. Amy is ten. ( )
3. Amy has big eyes and a small nose. ( )
4. We are in different schools. ( )
5. We are in the same grade. ( )

**1c Read 1a again and circle the adjectives we use to describe the children. Then use them to retell the passage.**

**2 Write a passage to describe your partner's look. You can use the adjectives and structures in 1a.**

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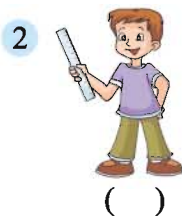
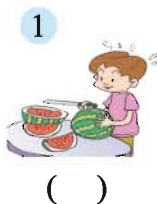
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## 3a Match the pictures with the conversations.



A. —Do you have a big knife?  
—Yes, I do.

B. —Do they have long legs?  
—No, they don't. They have short legs.

C. —Does he have a long ruler?  
—Yes, he does.

D. —Does she have small hands?  
—No, she doesn't. She has big hands.

## 3b Work in groups. Ask what your classmates have.

Example 1:

A: Do you have ...?

B: Yes, I do. / No, I don't.

A: Does B have ...?

C: Yes, he/she does. / No, he/she doesn't.

Example 2:

A: Do you have ...?

B&C: Yes, we do. / No, we don't.

A: Do they have ...?

D: Yes, they do. / No, they don't.

## 4a Read and write the words.



/red/ \_\_\_\_\_ /nəʊz/ \_\_\_\_\_ /dɒg/ \_\_\_\_\_ /jes/ \_\_\_\_\_ /sɪŋ/ \_\_\_\_\_

## 4b Read the following sentences aloud, paying attention to the rising tone (↗) and the falling tone (↘). Then listen and repeat.

1. —Is it a hot dog? —Yes, it is.

2. Sing a song for him.

3. He has a big red nose.



Section

D

Read through Sections A—C and fill in the blanks with the correct words.

Grammar

Present Simple: *to have*

I have a small nose.	Do you have a big knife? Yes, I _____. / No, I don't.
He/She/It has big ears.	Does she have small hands? Yes, she does. / No, she _____.
We/You/They have round faces.	Do they have long legs? Yes, they _____. / No, they _____.

Functions

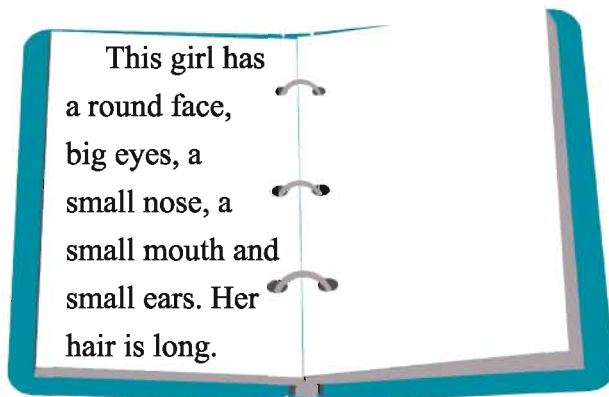
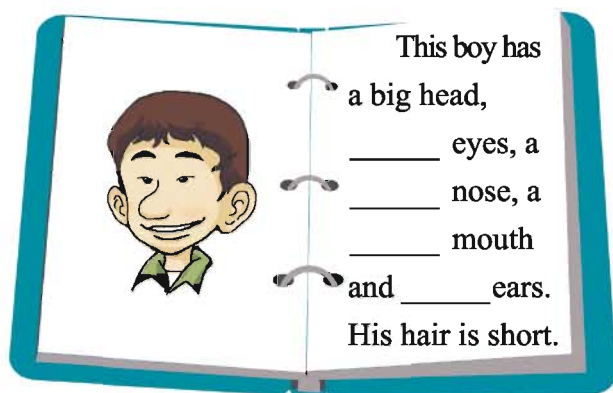
Who is your favorite _____?	It's Jackie Chan.
I see.	Yes, you're right.
I come from England.	
We are in the same school, but in _____ grades.	

How well do you know Sections A—C? Now do the following tasks and check.

- 1 Some boys are playing soccer on the playground. Listen and number the players.



## 2 A. Look at the picture and fill in the blanks. B. Read and draw.



## 3 Let's chant.

I see a round face,  
just like mine.

I see a small mouth,  
with a smile.

I see big eyes,  
and they shine.

Ah, it's a monkey's face,  
just like mine.



# Project

## Describing a Person

1. A describes a person. B completes the table based on A's description. Then exchange roles.

Person	Look				
	Face	Hair	Eyes	Nose	Mouth
Mr. Wu	round	short	big	small	small

2. Write a short passage with the information above.

You may begin like this:

Mr. Wu has a round face ...

# TOPIC 2 What does she look like?

## Section A

### 1a Listen, look and say.

Michael: Hello, Kangkang! Who is that boy?

Kangkang: Oh, he's my friend, Yukio.

Michael: Where is he from?

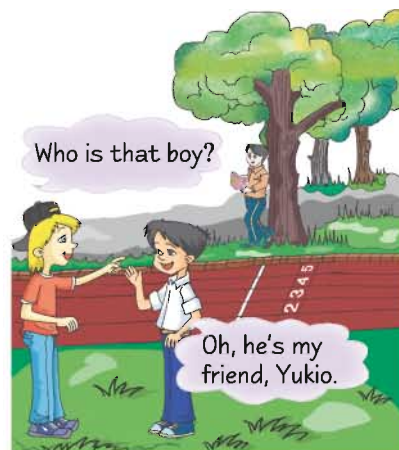
Kangkang: He's from Japan.

Michael: But you look the same.

Kangkang: That's right. We have black hair and black eyes.

Michael: I have blond hair and blue eyes.

Kangkang: We don't look the same, but we're good friends, too!



### 1b Listen to 1a and complete the table.

Name	Country	Color of hair	Color of eyes
Yukio		black	
Michael	America		
Kangkang	China		black

### 1c Work in groups and introduce the three boys based on 1b.

Example:

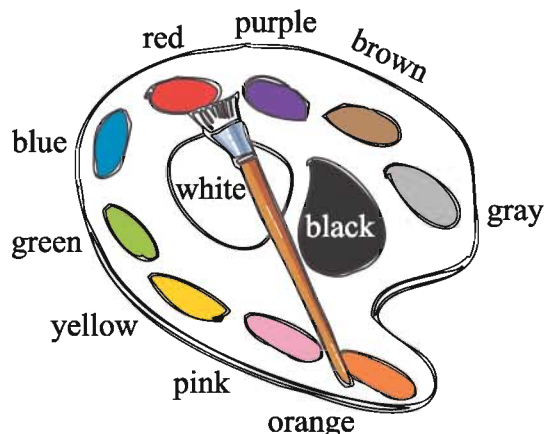
Yukio is my friend. He is from ... He has ... We don't look the same, but we are friends.

### 2a Ask and answer questions about colors with your partner.

Example:

A: What color is it?

B: It's pink.





## UNIT 2

**2b** Point out the colors in the picture and write them down.



**Colors**

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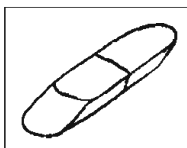
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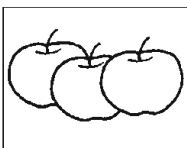
**3** What color do you think they might be? Guess first. Then listen, check (✓) and color the pictures.



☐ purple

☐ white

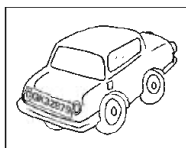
☐ pink



☐ green

☐ red

☐ yellow



☐ gray

☐ purple

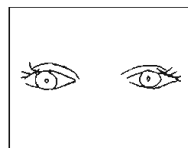
☐ black



☐ blond

☐ black

☐ yellow



☐ brown

☐ blue

☐ black

**4a** Listen and read the sounds and words aloud.

Letter	u			l		w/wh	
Sound	/ʌ/	/u:/	/ʊ/	/l/		/w/	
Word	bus	rule	put	lake	milk	swim	white
	must	blue	pull	like	old	wife	when
	sun	June	full	long	role	well	where

**4b** Read the phrases by yourself. Then listen, check and repeat.

old bus

left hand

long list

swim in the lake

blue bell

white milk

red sun

pull well

Section  
B

**1a Look, listen and say.**

Man: Please give this letter to Maria. She is in Class Four, Grade Seven.

Girl: Sorry, I don't know her. What does she look like?

Man: She is tall and she has short brown hair.

Girl: Oh, I see. I'll give it to her.

Man: Thanks.

Girl: You're welcome!



**1b Listen to 1a and fill in the blanks.**

Here is a \_\_\_\_\_ for Maria. She is in Class \_\_\_\_\_, Grade \_\_\_\_\_. She is \_\_\_\_\_. Her hair is \_\_\_\_\_ and \_\_\_\_\_. The \_\_\_\_\_ will give the letter to her.

**1c Work in pairs. Read 1a and practice the conversation. Then make up a new one with your partner.**

**2 Match the descriptions with the pictures. Then ask and answer questions with your partner.**

1. He is short. He has black hair and big black eyes.
2. She is tall. She has red hair and long legs.
3. She is young. She has short blond hair and a small nose.
4. He is old, but he doesn't have gray hair. His hair is black.



Example:

A: What does the man/woman/boy/girl look like?

B: ...

## 3 Write down the colors of the national flags. Then ask and answer questions with your partner.

A: Where is he/she from?

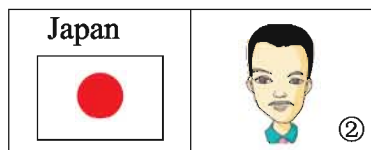
B: He/She is from ...

A: What does he/she look like?

B: He/She has ...



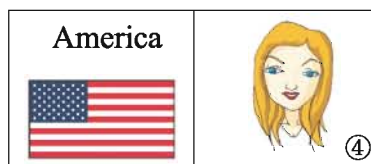
red, white and blue brown hair/black eyes



black hair/black eyes



red hair/gray eyes



blond hair/blue eyes

## 4 Listen to the passage and color the snowman. Then listen again and answer the following questions.

1. Does the snowman have black eyes? \_\_\_\_\_
2. What color is his nose? \_\_\_\_\_
3. Does he have short arms? \_\_\_\_\_
4. Does he have hair? \_\_\_\_\_



## 5 Let's play.



### Group A

I have big eyes.



Linda doesn't have a red ruler.

...

### Group B

I don't have big eyes.



Linda has a red ruler.

...



Section  
C

1a Read and understand.

Girl: Mom, I want to buy a T-shirt,  
a cap and a pair of shoes.

Mom: What color is that T-shirt?

Girl: It's red.

Mom: What color is that cap?

Girl: It's yellow.

Mom: What color are those shoes?

Girl: They're green.

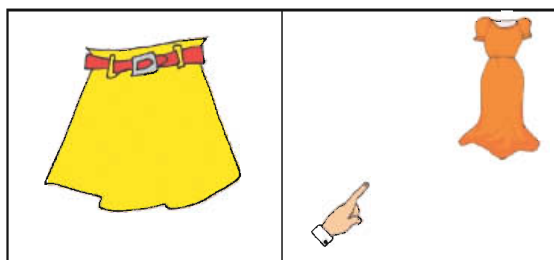
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1b Work in pairs. Read 1a and practice the conversation. Then make up a new one with the following words.

coat	T-shirt	dress	pants
skirt	gloves	shoes	cap

1c Complete the conversations and then practice with your partner.

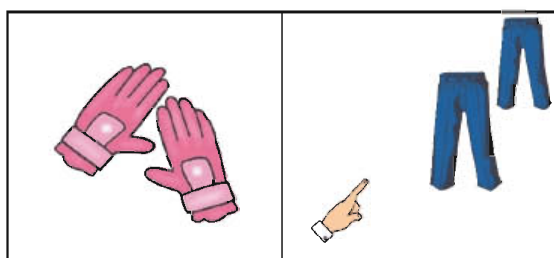


A: \_\_\_\_\_ is  
this skirt?

B: It's yellow.

A: What color \_\_\_\_\_ that  
\_\_\_\_\_?

B: It's \_\_\_\_\_.



A: What color \_\_\_\_\_ these  
\_\_\_\_\_?

B: They're \_\_\_\_\_.

A: What color are \_\_\_\_\_  
pants?

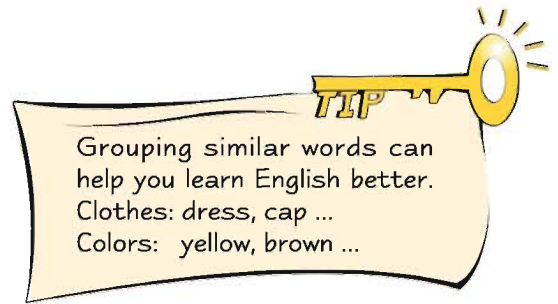
B: \_\_\_\_\_ blue.



## 2a Read and understand.

Underline the children's clothes and circle the words of colors.

Look at this photo. The girl in a yellow dress is Maria. She is tall. She has short brown hair. Michael is strong. He is in a black cap and blue shoes. He has blond hair. Jane is in a purple T-shirt and a pink skirt. Her hair is red. The boy in a white T-shirt is Kangkang. His pants are blue. They are good friends and they look happy.



## 2b Read 2a and complete the table.

Name	Maria	Michael	Jane	Kangkang
Hair	short, brown			
Clothes				a white T-shirt and blue pants

## 3a Read and write the words.



/waɪt/ \_\_\_\_\_ /waɪd/ \_\_\_\_\_ /leg/ \_\_\_\_\_ /sʌn/ \_\_\_\_\_ /blu:/ \_\_\_\_\_

## 3b Read the following sentences aloud, paying attention to the rising tone (↗) and the falling tone (↘). Then listen and repeat.

1. What does he look like? ↘

2. Does he have short arms? ↗

3. Let me have a look at your yellow shoes. ↘

4. Jane, lift your left hand and left leg. ↗ ↘



Read through Sections A—C and fill in the blanks with the correct words.

### Grammar

#### Wh-questions: *What*

What does she _____?	She is tall.
What color is that T-shirt?	_____ red.
_____ are those shoes?	They're green.

### Functions

Please give this letter to Maria.	The girl in a yellow dress is Maria.
Oh, I see. I'll give it to her.	He is in a black cap and blue shoes.
But you look the same.	

How well do you know Sections A—C? Now do the following tasks and check.

## 1 A. Listen to the conversations and find out the children in the picture.

- Helen (    )
- Lisa (    )
- Bill (    )
- Peter (    )



## B. Listen again and complete the sentences.

1. The girl in a \_\_\_\_\_ skirt is Helen.
2. The girl in \_\_\_\_\_ is Lisa.
3. The boy in a \_\_\_\_\_ coat is Bill.
4. The boy in \_\_\_\_\_ pants is Peter.

## 2 Read the passage and color Michael in the photo.

Hello! My name is Kangkang. I come from China. I'm 12 years old. Now I'm a student in Beijing International School. I'm in Class 4, Grade 7. Look at the photo. The boy next to me is my good friend, Michael.

He is from America. He has big blue eyes and a wide mouth. His hair is blond and his nose is big. We don't look the same. In this photo, I am in my favorite white shirt and blue pants. He is in a yellow T-shirt and gray pants. His cap is orange and his shoes are green. Isn't he cool?



- 3 Write a passage about one of your friends. The following information may help you.**

<b>Look</b>	Face	long, small, round ...
	Eyes	big, small, round ...
	Nose	long, short, big, small ...
	Mouth	small, wide ...
	Hair	long, short, black, brown, blond, red ...
	Others	tall, short, old, young, strong ...
<b>Clothes</b>	yellow T-shirt, blue pants, brown shoes ...	

You may begin like this:

Wang Jia is my friend. She is tall. She has a round face ...

## Project

### Guessing My Favorite Cartoon Characters

1. Make one mask of your favorite cartoon characters. Then collect all the masks in your group.
2. Work in groups. Ask one student in your group to wear a mask, but don't let him/her see it.
3. The other students in the group describe the mask. Then ask the student wearing the mask to guess the character.
4. Give each group member only one chance to wear a mask and guess. The student who can guess correctly is the "Guessing Star".



## TOPIC 3 Whose cap is it?

### Section A

#### 1a Listen, look and say.

Maria: Hi, Jane! Is this your cap?

Jane: No, it's not mine.

Maria: Whose cap is it, then?

Jane: It's Sally's.

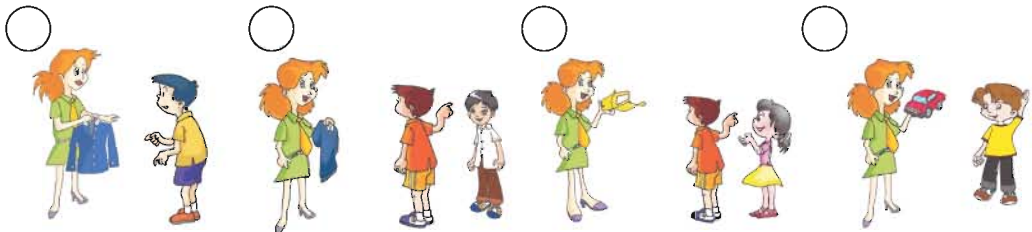


Maria: Hi, Sally! Is this cap yours?

Sally: Oh, yes. It's mine. Thanks, Maria.

Maria: That's OK.

#### 1b Listen to the conversations and number the pictures.



#### 1c Work in pairs. Read 1a and act out the conversations. Then make up new ones with the things in the classroom.

#### 2 Look at the pictures and complete the sentences with the following words. Then read the sentences aloud.

hers ours his yours theirs



Whose bike is this?

It's **his** bike.

It's \_\_\_\_\_.



Whose cat is that?

It's **her** cat.

It's \_\_\_\_\_.





Whose shoes are those?  
They're **our** shoes.  
They're \_\_\_\_\_.



Whose bananas are these?  
They're **their** bananas.  
They're \_\_\_\_\_.



Whose toys are those?  
They are **your** toys.  
They are \_\_\_\_\_.



**3** Look at the picture and complete the conversation with the following words. Then practice with your partner.

my mine your yours whose

A: \_\_\_\_\_ shirt is this?

B: It's \_\_\_\_\_.

A: Is it my shirt? But \_\_\_\_\_ is white.

B: I know. Your shirt is white. But \_\_\_\_\_ pants are blue. Now \_\_\_\_\_ shirt is blue and white.



**4a** Listen and read the sounds and words aloud.

Letter	ar	or/oor	th		ts	ds
Sound	/ɑ:/	/ɔ:/	/θ/	/ð/	/ts/	/dz/
Word	arm	horse	three	these	its	beds
	hard	north	thing	this	parts	deeds
	park	door	think	those	lots	kids

**4b** Read the words by yourself. Then listen, check and repeat.

park dark mark horse fork  
thank thin that goods cats

Section  
B

1a Look, listen and say.

Ben: Whose jacket is this? Is it yours, Michael?

Michael: No, it's not mine. Mine is here. I think it's Kangkang's.

Ben: Kangkang, is this jacket yours?

Kangkang: No, my jacket is blue and white. That one is blue. I think it's Li Ming's.



1b Listen to 1a and fill in the blanks.

This is a blue jacket. It's not Ben's. It's not \_\_\_\_\_. And it isn't \_\_\_\_\_. His is blue and white. Then \_\_\_\_\_ jacket is it? Kangkang thinks it's \_\_\_\_\_.

2a Listen and match the clothes with the people.



1. ( )

2. ( )

3. ( )

4. ( )

2b Work in pairs. Ask and answer questions with the information in 2a. The following expressions may help you.

A: Whose ... is this/that?

A: Whose ... are these/those?

B: It's ...

B: They're ...

## 3 Complete the conversations with the following words. Then practice with your partner.

his mine your whose

①

Is this \_\_\_\_\_ eraser?

No, it's not \_\_\_\_\_.

\_\_\_\_\_ eraser is it, then?

It's Zhang Lan's.

②

Are these \_\_\_\_\_ boxes?

No, they're not \_\_\_\_\_.

Whose boxes are they, then?

They're \_\_\_\_\_.

## 4 Look at the pictures. Then rewrite the sentences after the example.

Example:



Those are **our** bikes.  
Those bikes are **ours**.



That is **his** schoolbag.



These are **her** babies.



This is **Lily's** skirt.

## 5 Match the questions with the correct answers.

1. Whose pants are these?
2. What does Steve look like?
3. Is this coat his?
4. What color is your coat?
5. Whose jacket is this?

- A. He is short and he has blond hair.
- B. No, it's hers.
- C. It's Kangkang's.
- D. It's pink.
- E. They are his.

Section  
C

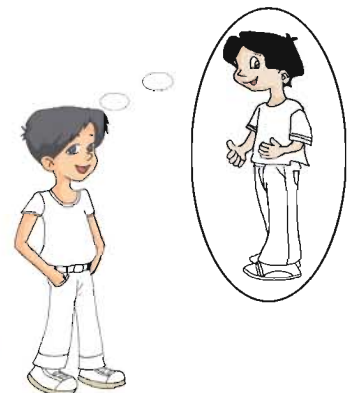
**1a Read and understand.**

Look at the boys in 1b and think about the words we may use to describe them. Then read the passage.

I'm Kangkang. I have a new classmate. He is from Japan. He has black hair and black eyes. We look the same, but we are in different clothes. He is in a purple T-shirt and my T-shirt is red. His pants are blue and mine are white. My shoes are blue and his are brown. Guess! Who is he?

**1b Read 1a again and complete the table. Then color the pictures.**

Person Color Clothes	Kangkang	Kangkang's classmate
T-shirt		
Pants		
Shoes		



**1c Describe Kangkang and his classmate based on 1b.**

**2 Look at the pictures of Tom and Dick carefully and write a passage to describe them.**

---



---



---



---



---



Tom

Dick



## 3 Work in groups. Mix your things together and find out the owners. You may use the following expressions.

A: Is this/Are these ...?

B: Yes. It's/They're ... / No. It's/They're ...

A: Whose ... is this/are these?

B: I think it's/they're ...



**TIP**

Chanting helps you to speak English clearly and smoothly.

## 4 Let's chant.

If 'you're wearing 'RED,  
Put your 'hand on your 'head.  
If 'you're wearing 'BLACK,  
Put your 'hand on your 'back.  
If 'you're wearing 'BROWN,  
Put your 'hand on the 'ground.

If 'you're wearing 'BLUE,  
Put your 'hand on your 'shoe.  
If 'you're wearing 'YELLOW,  
Wave your 'hand at your 'fellow.



## 5a Read and write the words.



/hɔ:s/ \_\_\_\_\_



/dɔ:/ \_\_\_\_\_



/ðæt/ \_\_\_\_\_

**3**

/θri:/ \_\_\_\_\_



/bedz/ \_\_\_\_\_



/ðəʊz/ \_\_\_\_\_

## 5b Read the sentences aloud, paying attention to the underlined parts. Then listen and repeat.

1. Those three kids are singing in the morning.



2. This green orange is from China.



Section  
D

Read through Sections A—C and fill in the blanks with the correct words.

**Grammar**

**TIP**  
Review tests your memory  
and tells you what you  
have not learnt.

**Possessive Pronouns**

I	you	he/she	we	you	they
my	_____	his/her	_____	_____	_____
_____	yours	his/hers	_____	_____	theirs

**Whose for Possession**





Whose cap is it, then?	It's Sally's.
Whose bananas are these?	They're their bananas/theirs.

**Functions**

We look the same, but we are in different clothes.
I think it's Kangkang's.

How well do you know Sections A—C? Now do the following tasks and check.

**1 Listen and match the things with the owners.**

A. 	B. 	C. 	D. 
---	---	---	---

Michael's \_\_\_\_\_

Peter's \_\_\_\_\_

Jane's \_\_\_\_\_


Kangkang's \_\_\_\_\_

## 2 Read the passage and complete the table.

### WANTED

This man is from Canada. He is twenty years old. He is tall and he has brown hair. He has small eyes, a big nose and a wide mouth. He is in black. Please help us find him. The police telephone number is (902) 877-3641.



	Country	
	Age	
	Look	
	The _____ telephone number is (902) 877-3641.	

## Project

### Finding the Famous People

1. Collect the pictures of famous people.
2. Work in groups and talk about their looks and clothes.
3. Choose some pictures and put them up on the blackboard. Then ask one of the owners some questions to find the correct picture. The following questions may help you.

- 1) Is it a boy/girl/man/woman ...?
- 2) Is he/she tall?
- 3) Does he/she have a round face?
- 4) What color is his/her coat?
- 5) Is this picture yours?

...



# Review of Units 1-2

- 1 Put the following words with the same sound of the red letters into the balloons. Try to add more words you know.

face six ruler white bus not these nose blue name  
yes she big hand egg knife box go but cap

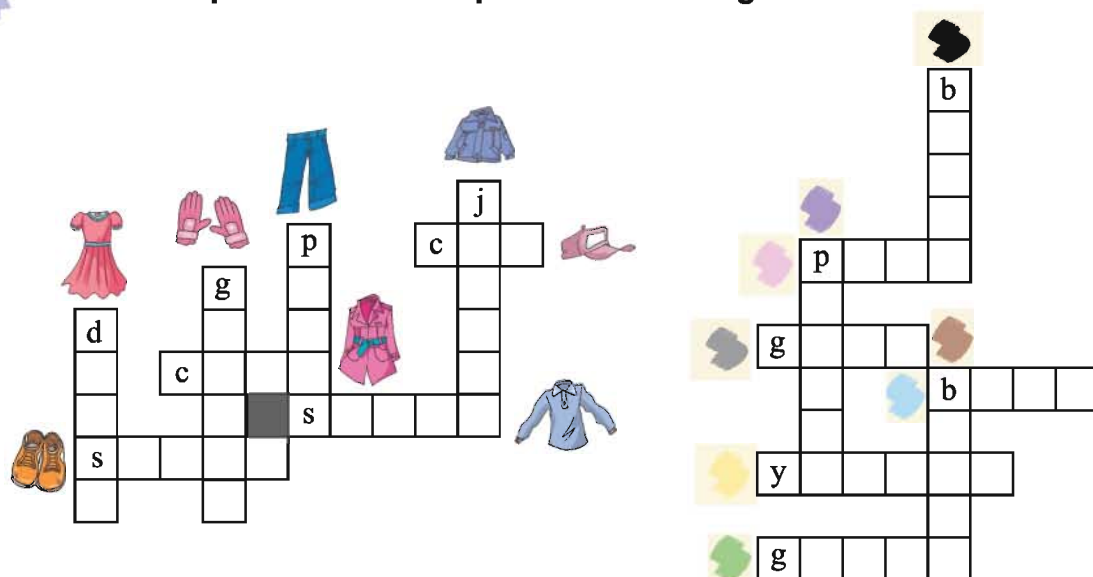
Example:



- 2 Circle the different word in each group.

- |                                 |                           |
|---------------------------------|---------------------------|
| 1) book pen eraser bike         | 2) mouth hand apple nose  |
| 3) red yellow long black        | 4) shirt brown coat pants |
| 5) China Beijing England Canada | 6) ear big small wide     |

- 3 Look at the pictures and complete the following words.





**4 Match the questions with the correct answers.**

- |                                      |                       |
|--------------------------------------|-----------------------|
| ( ) 1) What's your telephone number? | a. 883-8641.          |
| ( ) 2) How are you?                  | b. Fine, thank you.   |
| ( ) 3) Where is Jim from?            | c. Jackie Chan.       |
| ( ) 4) Who is your favorite actor?   | d. He is from Canada. |
| ( ) 5) What color are these shoes?   | e. They're theirs.    |
| ( ) 6) Whose apples are these?       | f. They're pink.      |

**5 Make correct sentences, paying attention to the use of capital letters and punctuation.**

Example:

excuse, me, you, are, li ming      Excuse me, are you Li Ming?

- 1) look, map, at, please, the \_\_\_\_\_
- 2) please, to, give, it, jane \_\_\_\_\_
- 3) what, he, does, look, like \_\_\_\_\_
- 4) is, class five, she, grade seven, in \_\_\_\_\_
- 5) can, you, it, spell, please \_\_\_\_\_

**6 Read the sentences carefully and complete the questions.**

Example:

- |  |  |
|--|--|
| Li Ping is <u>twelve years old</u> .               | → <u>How old</u> is Li Ping?           |
| 1) Nancy is in <u>Grade Eight</u> .                | → _____ is Nancy in?                   |
| 2) It's <u>an eraser</u> .                         | → _____ is this in English?            |
| 3) It's <u>Jane's schoolbag</u> .                  | → _____ schoolbag is it?               |
| 4) They are <u>books</u> .                         | → _____ are these?                     |
| 5) Sally is from <u>America</u> .                  | → _____ is Sally from?                 |
| 6) The boy in a white T-shirt is <u>Kangkang</u> . | → _____ is the boy in a white T-shirt? |

**7 Rewrite the following sentences.**

- |                                   |                            |
|-----------------------------------|----------------------------|
| 1) She is not short.              | She is _____.              |
| 2) She has a round face.          | _____ is round.            |
| 3) Kangkang is in a blue T-shirt. | The boy _____ is Kangkang. |
| 4) They look different.           | They don't look _____.     |
| 5) Jane comes from Canada.        | Jane _____ Canada.         |

# 8 Listen and complete the table.

Name	Clothes
Li Ming	a _____ shirt and blue _____
Jane	a _____ T-shirt and a pink _____
Tom	a yellow _____ and a _____ jacket

# 9 Read the passage and fill in the blanks.

Nancy White is from America. She is twelve. She is a junior high school student. Her favorite color is red. She has a red coat, a red dress and a red skirt. Her shoes are red, too. Her favorite actor is Bruce Lee. She has a good friend. Her name is Lucy. They are in Grade 7. Nancy is in Class Four and Lucy is in Class Nine.

Nancy White			
From: _____ Age: _____	Favorite color: _____ Her _____ are red.	Favorite actor: _____	Good friend: _____ They are in the _____ grade but in _____ classes.

# 10 Complete the conversations with the correct forms of pronouns.

Jim: Kangkang, what's that?  
 Kangkang: \_\_\_\_\_ is a yellow bike.  
 Jim: Whose bike is it?  
 Kangkang: \_\_\_\_\_ don't know. Oh, look at that boy in black.  
 I think it's \_\_\_\_\_.



Jim: Excuse me, is this \_\_\_\_\_ bike?  
 Boy: No, it isn't. \_\_\_\_\_ bike is blue. But I know  
 Nancy's and Lucy's bikes are yellow.  
 Jim: What class are \_\_\_\_\_ in?  
 Boy: They're in Class 6, Grade 7.



Jim: Excuse me, are \_\_\_\_\_ Lucy and Nancy?

Lucy & Nancy: Yes, \_\_\_\_\_ are.

Jim: Is this \_\_\_\_\_ bike?

Lucy: Yes, it's \_\_\_\_\_.



Jim: Here you are.

Lucy: Thank you very much.

Jim: You are welcome.



**11 Read the passage and find me in the photo. Then answer the following questions.**

Look at the photo. They are Sam, Amy and me. We are good friends. Sam is brown. He is tall and he has big ears. Amy is white and her ears are long. She likes carrots . I am Kitty. I am black and white. I have blue eyes and short legs. Fish  is my favorite. Can you find me in the photo?



1) What does Amy look like? \_\_\_\_\_

2) Whose ears are big? \_\_\_\_\_

3) Does Kitty like carrots? \_\_\_\_\_

4) Who am I? \_\_\_\_\_

**12 Look at the picture and read the passage about the girl. Then describe the man.**

The girl is from England. Her name is Emma and she is thirteen years old. She is a student in No. 2 Junior High School. The girl has big eyes and a small nose. She has a small round face and her hair is red. She is in a pink T-shirt and her shoes are yellow and orange.

The man \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# UNIT 3 Getting Together

## TOPIC 1 Does he speak Chinese?

### Section A

#### 1a Listen, look and say.

Li Xiang: Excuse me, could you please tell me your name?

Jane: Sure. My name is Jane.

Li Xiang: Do you come from America?

Jane: No, I don't. I come from Canada.

Li Xiang: Oh, I have a pen pal in Canada. He can speak some Chinese. Do you like Chinese?

Jane: Yes, I do. I like it very much. But my Chinese is not very good. Could you help me with it?

Li Xiang: No problem.



#### 1b Listen to 1a and mark T (True) or F (False).

1. Jane likes Chinese. ( )
2. Li Xiang's pen pal is from America, too. ( )
3. Li Xiang's pen pal can speak Chinese very well. ( )
4. Li Xiang will help Jane with her Chinese. ( )

#### 1c Work in pairs. Read 1a and practice the conversation. Then make up a new one.

#### 1d Put the following sentences in the correct order. Then practice with your partner.

- ( ) Can you speak English?
- ( ) No problem.
- ( ) Sure. My name is Yukio.
- ( 1 ) Excuse me, could you please tell me your name?
- ( ) No, I don't. I come from Japan.
- ( ) Do you come from China?
- ( ) Yes, I can. But my English is not very good. Could you help me with it?



## 2 Listen to the passage and fill in the blanks.

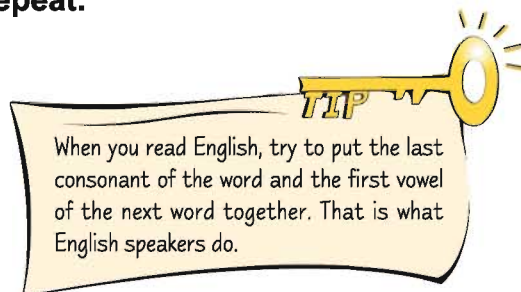
I'm Li Wei. My \_\_\_\_\_ is very good. I often \_\_\_\_\_ my friends \_\_\_\_\_ their Chinese. I like \_\_\_\_\_ very much. But my English is not very good. I want to \_\_\_\_\_ a pen pal. Could you help me with it?

## 3a Listen and read the sounds and words aloud.

Letter	ir	er	sh	s	ch	ge
Sound	/ɜ:/	/ə/	/ʃ/	/z/	/tʃ/	/dʒ/
Word	bird first girl	driver sister farmer	shop ship fish	casual pleasure usual	Chinese China March	age huge orange

## 3b Read the following sentences aloud. Pay attention to the liaison ( ) in each sentence. Then listen and repeat.

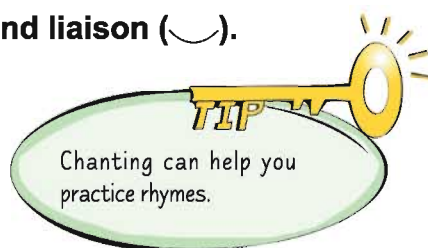
1. Shut that orange door.
2. Read the Chinese word again, please.
3. Class is over, boys and girls.
4. Sing an English song.



## 4 Let's chant. Pay attention to the stress and liaison ( ).

I 'have a 'friend from 'England.  
He 'comes from 'far a'way.

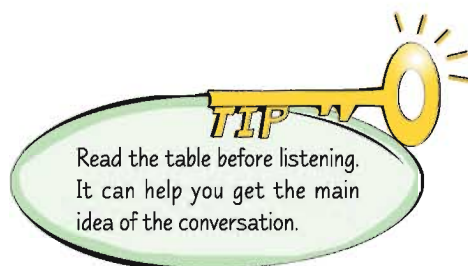
We 'always 'help each 'other.  
We 'learn and 'play all 'day.



Section  
B

1a Look, listen and say.

Jane: Who is the letter from?  
 Kangkang: It's from my pen pal, Sam.  
 Jane: Does he speak Chinese?  
 Kangkang: No, he doesn't. He speaks English. But he knows a lot about China.  
 Jane: Does he live in England?  
 Kangkang: Yes, he does.  
 Jane: What does he say in the letter?  
 Kangkang: He wants to visit Beijing.  
 Jane: Oh, he can help you with your English.  
 Kangkang: Yes, you're right.



1b Listen to 1a and complete the table.

The letter is from	He lives in	He speaks	He doesn't speak	He knows about	He wants to visit

1c Work in pairs. Read 1a and practice the conversation. Then make up a new one.

1d Complete the passage based on 1b. Then report it to the class.

This letter is from Sam. He is Kangkang's pen pal. He \_\_\_\_\_ in England and \_\_\_\_\_ English. He doesn't \_\_\_\_\_ Chinese, but he \_\_\_\_\_ a lot about China. He \_\_\_\_\_ to visit Beijing. He can help Kangkang with his English.

## 2a Listen to the passage and answer the questions.

1. Where does Lucy come from?

2. Where does Lucy live now?

3. Does Lucy like China?

4. Does Lucy speak Chinese?

## 2b Make a short report with the information in 2a. The words and expressions in the box may help you.

Lucy, come from England,  
live in, like, very much,  
speak English, Chinese

**TIP**  
Learn to ask for help  
from your teacher and  
classmates.

This is Lucy. She comes from ...



## 3 Work in groups. Ask and answer questions one by one with the verbs in the box.

Do you have a knife?

Yes, I do. / No, I don't. Does Kangkang like English?

Yes, he does. / No, he doesn't. Does Li Ming want a pen pal?

...

have	like
want	know
speak	come
help	live

Section  
C

**1a Read and understand.**

Jane, Sally and I are good friends. Guess and check (✓) the reason(s) before reading.

- ☐ Jane and Sally are very nice.
- ☐ We often help each other.
- ☐ Jane can speak Chinese very well.

Jane and Sally are my new classmates. They are very nice. Jane comes from Canada and Sally is from America. They speak English. Many students in our class like English a lot, but I like it a little. So my English is not very good. Jane and Sally often help me with it. They like Chinese very much. But their Chinese is not good, so I help them. We are good friends and we help each other.

**1b Read 1a and circle True or False.**

- |   |      |       |
|---|------|-------|
| 1. Jane, Sally and I are in the same class. | True | False |
| 2. Jane is from America.                    | True | False |
| 3. I don't like English at all.             | True | False |
| 4. Sally speaks English very well.          | True | False |
| 5. Jane helps me with my English.           | True | False |

**2a Listen, read and learn.**

A: Jane, do you like Chinese?  
B: Yes, I like it very much.  
A: What about you, Sam?  
C: No, I don't like it at all.

A: Does Jane like Chinese?  
B: Yes, she likes it a lot.  
A: Does Sam like Chinese?  
B: No, he doesn't like it at all.

**2b Read the table below. Then ask and answer questions with your partner about how these students like English and Chinese.**

Example:

A: Does Li Xiang like English?

B: Yes, he likes it a little.



# UNIT 3

Likes or Dislikes Name	likes ... very much	likes	likes ... a little	doesn't like	doesn't like ... at all
Li Xiang			😊		
Yukio		😊			
Wang Junfeng					😞 😞
Li Ming				😞	
Li Hong	😊 😊				

**3** Talk about your pen pal with the help of the following questions. Then write a passage.

1. Who is he/she?
  2. Where does he/she come from?
  3. Does he/she like Chinese?
  4. Can you help him/her with his/her Chinese?
- ...

**4a** Look and match the pictures with the sounds. Then write each word on the line.



/ˈtʃaɪnə/ \_\_\_\_\_ /ʃɜːt/ \_\_\_\_\_ /ˈsɪstə/ \_\_\_\_\_ /fɪʃ/ \_\_\_\_\_ /bɜːd/ \_\_\_\_\_ /ˈbrɪndʒ/ \_\_\_\_\_

**4b** Read aloud and understand the sentences with the help of the pictures. Then listen and repeat.

1. In **March**, the **farmer** will go to **China** by **ship**.



2. My **sister** is the **first** to see the **Chinese** bird.





Read through Sections A—C and fill in the blanks with the correct words.

## Grammar

### Personal Pronouns

Subject Pronouns	I	_____	he	_____	it	we	you	they
Object Pronouns	me	you	_____	her	it	_____	you	_____
I help _____ (she/her). _____ (I/me) like it very much.								

### Present Simple: *to like/want/speak ...*

He _____ (want/wants) to visit Beijing.	She _____ (like/likes) it a lot.
(Does/Do) _____ he speak Chinese?	Yes, he _____ (do/does). / No, he doesn't.
(Does/Do) _____ Lucy speak Chinese?	Yes, she does. / No, she _____ (don't/doesn't).

## Functions

Excuse me, _____ (could/do) you please tell me your name?	Sure. My name is Jane.
Could you help me with it?	_____ (No/Not) problem.
Do you _____ Chinese?	Yes, I like it very much/a lot/a little. / No, I don't like it at all.

How well do you know Sections A—C? Now do the following tasks and check.

- Fill in the blanks with the correct form of each given word. Then practice with your partner.

Example:

A: Do you know them?

B: Yes. They are my new classmates. (they/them)

1. A: Excuse \_\_\_\_\_, are you from Canada?

B: Yes, \_\_\_\_\_ am.

A: Is Mr. Brown your English teacher?

B: Yes, \_\_\_\_\_ is. We like \_\_\_\_\_ very much. (I/me, he/him)



2. A: \_\_\_\_\_ want to give this letter to Miss Wang. But we don't know \_\_\_\_\_. Could you help \_\_\_\_\_?

B: No problem. \_\_\_\_\_ is the teacher in red. (we/us, she/her)



## 2 Read the following sentences and match them with the pictures.



- A. I like English very much. I have many English books. I often read them. These books help me a lot with my English.
- B. I am an actor. I often visit America, Canada and England. I meet a lot of people. Some of them have blond hair and blue eyes.
- C. Every day I read many letters from my pen pals. These letters are in English.
- D. I have many friends. They come from America. Some of them can speak Chinese well. They often help me with my English.

## Project

### The Drift Bottle

1. Write a short passage to introduce yourself, including your likes and dislikes.
2. Put the passage in a bottle and pass it to a classmate.
3. When you get a bottle, read the passage and decide if you want him/her to be your friend. If yes, keep the bottle and be his/her pen pal. Otherwise, keep the bottle drifting.
4. Check who finds his/her friend(s) through the "drift bottle".

# TOPIC 2 What does your mother do?

## Section A

### 1a Listen, look and say.

1



2 Maria: Kangkang, what does your mother do?

Kangkang: She is a teacher.

Jane: And your father?

Kangkang: He is a doctor. Michael, what do your parents do?

Michael: They are office workers.

Use the pictures to guess the meaning of the conversation before listening or reading.



### 1b Listen to 1a and complete the table.

Person	Job
Kangkang's mother	
Kangkang's father	
Michael's mother	an office worker
Michael's father	



## UNIT 3

### 1c Work in groups. Make up conversations with the following structures and words.

What does he/she/your ... do?      He/She is a/an ...



a driver



a farmer



a cook



an actor



an office worker



a teacher



a nurse



a student

### 2 Listen to the conversation and complete the passage with the correct words.

Yukio's father is a \_\_\_\_\_ (doctor, driver) and his mother is a \_\_\_\_\_ (teacher, nurse). His sister is an office worker. Wang Junfeng's mother is an \_\_\_\_\_ (office worker, actor), too. His father is a \_\_\_\_\_ (cook, farmer).

### 3a Listen and read the sounds and words aloud.

Letter	ow	oy	ear		ure	tr	dr
Sound	/aʊ/	/ɔɪ/	/ɪə/	/eə/	/ʊə/	/tr/	/dr/
Word	brown	boy	dear	bear	lure	trade	dress
	down	joy	hear	pear	sure	tree	drive
	how	toy	year	wear	insure	trip	drop

### 3b Work in pairs and read the words. Then listen, check (✓) and repeat.

- |                               |                               |                               |                                |                                |
|-------------------------------|-------------------------------|-------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> cow  | <input type="checkbox"/> town | <input type="checkbox"/> now  | <input type="checkbox"/> toy   | <input type="checkbox"/> year  |
| <input type="checkbox"/> near | <input type="checkbox"/> pear | <input type="checkbox"/> sure | <input type="checkbox"/> trust | <input type="checkbox"/> dream |

Section  
B

1a Look, listen and say.

(Maria shows a photo of her family to Kangkang.)

Kangkang: Maria, what does your mother do?

Maria: She is a nurse.

Kangkang: Where does she work?

Maria: She works in a hospital.

Kangkang: And what does your father do?

Maria: He is a cook.

Kangkang: Where does he work?

Maria: He works in a restaurant.



1b Listen to 1a and match the pictures with Maria's parents' jobs and workplaces.

doctor

nurse

cook

farmer



office

restaurant

farm

hospital

1c Work in pairs. Read 1a and practice the conversation. Then make up new ones with the following information.



a teacher/in a school



farmers/on a farm



office workers/in an office

## 2 Make new words by adding **-er/-or** at the end of the root words. Then complete the sentences with the correct forms.

Example:

My father works on a **farm**. He is a **farmer**.

1. She **teaches** English in a school. She is a \_\_\_\_\_.
2. The boy **acts** in *Harry Potter*. He is an \_\_\_\_\_.
3. He **drives** a bus. He is a \_\_\_\_\_.
4. Her mother **works** in an office. She is an office \_\_\_\_\_.

**TIP**  
When you understand word formation, you will be able to learn words more easily.

## 3 Listen and match the people's names with the cities. Then listen again and write down their jobs.

Fuzhou

Shenzhen

Nanjing

Beijing

David

Lisa

Paul

Danny

→

→

→

→

## 4 Work in groups. Survey your classmates about their parents' jobs and workplaces. Then complete the table.

Person	What does he/she do?	Where does he/she work?
Li Xiang's father		

Section C

1a Read and understand.

Look at the pictures and do the following tasks.

Then read and check.

1. Who is the boy in the photo?
2. Guess and circle his mom and dad.

TIP

Pre-reading questions and pictures can help you predict the main idea of the passage.

Look! This is a photo of my family.

Who's the young woman in yellow?

Is the young man in a green T-shirt your uncle?



1

A Photo of Kangkang's Family



She's my aunt.

Is the young woman in red your mother?



2

Right. That's my mother.

My grandparents, my cousin and I.



4

You have a big family.

Who are they on the sofa?

Yes, he's my uncle, my father's brother.

1b Read 1a again and complete the passage.

This is a photo of Kangkang's \_\_\_\_\_. The young man in a green T-shirt is his \_\_\_\_\_. The young woman in yellow is his \_\_\_\_\_. They have a daughter and she is in pink. She is Kangkang's \_\_\_\_\_. The young woman in red and the young man in black are his \_\_\_\_\_. The old man and the old woman are Kangkang's \_\_\_\_\_. Kangkang has a big family.

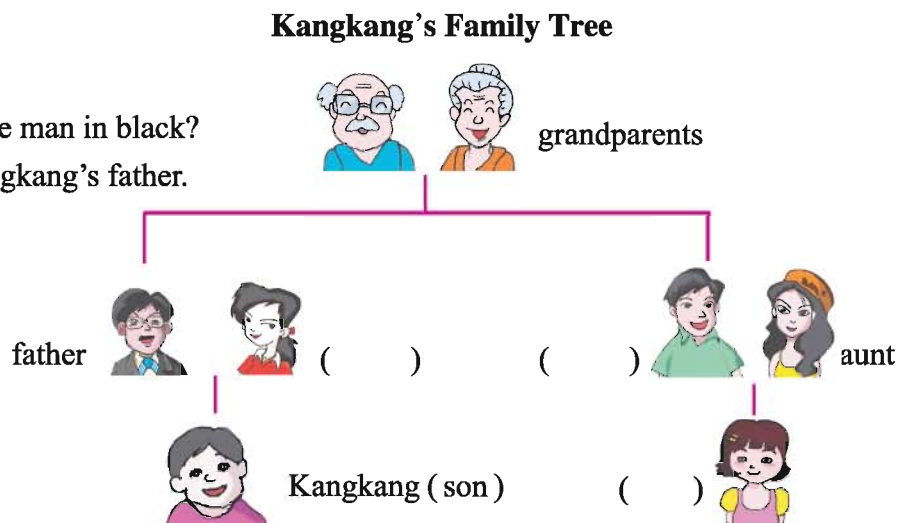


## 1c Complete Kangkang's family tree. Then ask and answer questions with your partner.

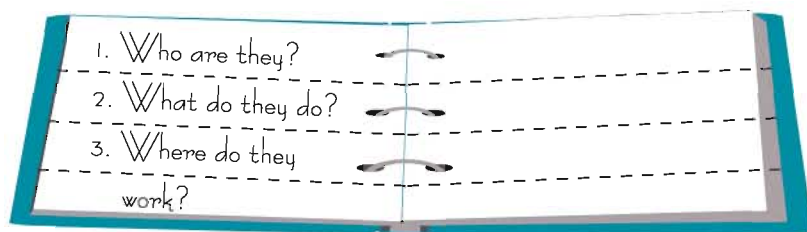
Example:

A: Who is the man in black?

B: He is Kangkang's father.



## 2 Draw your own family tree. Then write a passage about it. The following questions may help you.



## 3a Read and complete the following words. Then read them aloud.

1. /daʊn/ d \_ \_ \_ n

2. /jɪə/ y \_ \_ \_ \_

3. /bɔɪ/ b \_ \_ \_

4. /dres/ \_ \_ \_ \_ ess

5. /braʊn/ br \_ \_ \_ \_ n

6. /draɪv/ \_ \_ \_ \_ ive

7. /tri:/ \_ \_ \_ \_ ee

8. /ʃʊə/ s \_ \_ \_ \_

## 3b Read aloud and match the sentences with the pictures. Then listen and repeat.

1. The big boy has a brown toy.

2. The driver hears the bear eating a pear.



( )

( )

Section

D

Read through Sections A–C and fill in the blanks with the correct words.

Grammar

Word Formation

teach	work	_____	drive	_____
teacher	_____	farmer	_____	actor

Present Simple: *to do*

What _____ (do/does) your father do?	He is a cook.
What _____ (do/does) your parents do?	They are office workers.
Where _____ (do/does) he/she work?	He/She works in a hospital.
Where _____ (do/does) you/they work?	I/We/They work on a farm.

Functions

Glad to meet you.	Glad to meet you, too.
What does your mother do?	She's a nurse.

How well do you know Sections A–C? Now do the following tasks and check.

1 Listen to the conversation about Jack's family photo and mark T (True) or F (False).

- Jack's father is a doctor. ( )
- Jack's mother is in red. ( )
- The little boy is Jack's cousin. ( )
- Jack is very cute. ( )

2a What is the passage about? Look at the picture on the next page and guess the title of the passage. Then read and check.

A. My Family

B. My Parents

C. My Grandparents

D. My Little Sister

My name is Peter. I come from America. I am twelve years old. I'm a student in Grade Seven.

I have a happy family. We live in Beijing now. My father is a doctor. He works in a hospital. My mother is a teacher. She teaches in a high school.

My grandparents live with us. My little sister, Rose, is four years old. She likes to play with Kitty. It is a cute cat. Its color is black and white.

I love my family!



## 2b Read 2a again and answer the following questions.

1. Where does Peter live now? \_\_\_\_\_
2. Where does his father work? \_\_\_\_\_
3. What does his mother do? \_\_\_\_\_
4. Do his grandparents live with them? \_\_\_\_\_
5. How old is Rose? \_\_\_\_\_

## Project

### Learning About Your Partner's Family

1. Take one of your family photos to school and describe it to your partner.
2. Exchange the information with your partner and complete the table.

Person	Age	Look	Clothes	Job	Workplace

3. Draw your partner's family tree. Then write a short passage about his/her family.

# TOPIC 3 What would you like to drink?

## Section A

People who speak English often say "please" and "thank you".

### 1a Listen, look and say.

Kangkang: Help yourselves!

Michael: Thank you. I would like an egg and some fish.

Kangkang: Would you like some eggs, Maria?

Maria: No, thanks. I'd like some chicken.

Kangkang: What about you, Jane?

Jane: Rice and chicken, please.

Kangkang: All right. What would you like to drink?

Jane: Apple juice, please. I like it very much.

Maria: Milk for me, please.

Michael: Me, too.



### 1b Listen to 1a and complete the table.

Name	Michael	Maria	Jane
Food			
Drinks			

### 1c Work in groups. Write down what you and your group members would like to eat or drink. Then make up a new conversation.

### 2 Listen and complete the conversation.

A: What would you like to have?

B: I'd like some \_\_\_\_\_ and \_\_\_\_\_.

A: Would you like some \_\_\_\_\_?

B: No, thanks.

A: What about some \_\_\_\_\_?

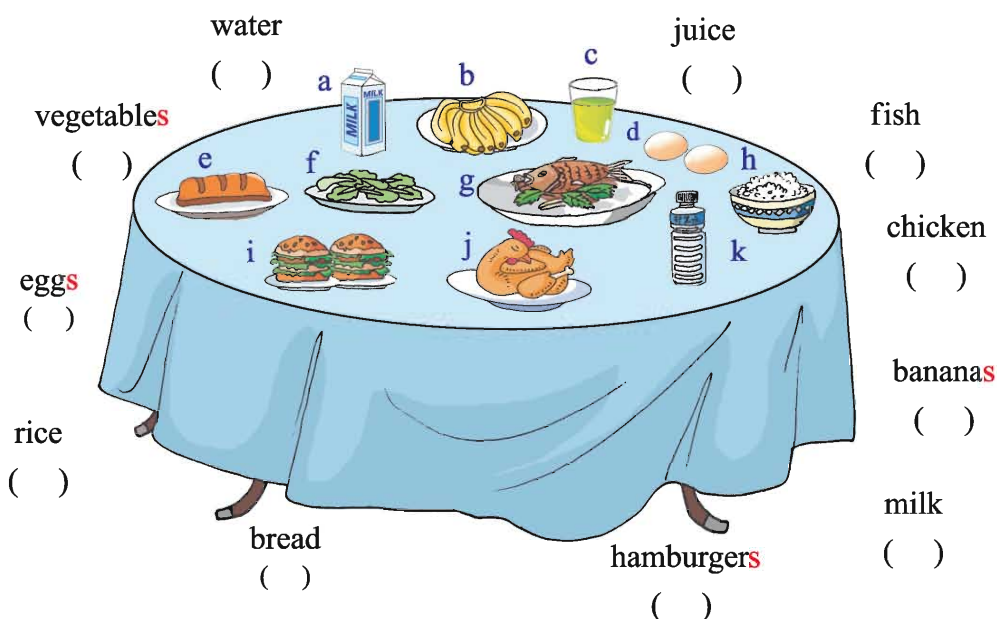
B: Good idea!





## UNIT 3

### 3 Look and match. Then divide the words into countable nouns and uncountable nouns.



Countable Nouns: bananas

Uncountable Nouns: milk

### 4a Listen and read the sounds and words aloud.

Letter	a		a+ss, st, sk, sp	ar	ai	ay
Sound	/eɪ/	/æ/	/ɑː/	/ɑː/	/eɪ/	
Word	grade sale wake	ant mad rabbit	pass fast ask grasp	art dark farmer	rain train wait	day may say

### 4b Read and circle the word with the different sound in each group.

Example: class      past      gain      glass

1. lake      grass      made      hate

2. park      dark      rat      art

3. mad      brain      pain      main

4. pay      lay      may      park

Section  
B

1a Look, listen and say.

Kangkang: What do you usually have for breakfast, Michael?

Michael: I usually have milk and bread for breakfast.

Kangkang: What about lunch?

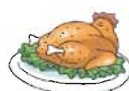
Michael: I usually have chicken with vegetables and some rice.

Kangkang: And dinner?

Michael: *Jiaozi*. It's my favorite food. I like Chinese food very much.



1b Listen to 1a and match the following pictures with each meal.



Breakfast



Lunch



Dinner



1c Read 1a and fill in the blanks. Then report it to your class.

Michael usually has \_\_\_\_\_ and \_\_\_\_\_ for breakfast. And for lunch, he would like \_\_\_\_\_ with \_\_\_\_\_ and some rice. \_\_\_\_\_ is his favorite Chinese food and he has it for dinner. What do you usually have for breakfast, lunch and dinner?

2 Work in groups. Survey your group members about what they usually have for breakfast, lunch and dinner. Then make a short report.

A: Hello! What do you usually have for breakfast?

B: I usually have ...

Name / Meal	Li Hua			
Breakfast	milk ...			
Lunch				
Dinner				

You may begin like this:

This is my friend, Li Hua. He/She usually has ... for breakfast. And ...

## 3a Look at the picture and complete the conversation.

Waitress: May I take your order, sir?

Mr. Brown: \_\_\_\_\_ with vegetables and \_\_\_\_\_, please.

Waitress: Would you like something to drink?

Mr. Brown: Yes. A glass of apple \_\_\_\_\_, please.

Waitress: OK. Thank you.



## 3b Complete the conversation with correct sentences. Then act it out.

A. Would you like some vegetables?

B. OK. Something to drink?

C. May I take your order?

D. Oh ... All right.

E. What do you usually have for lunch?

Rabbit: \_\_\_\_\_

Monkey: Let me see. Mm ...

Rabbit: \_\_\_\_\_

Monkey: No, thanks.

Rabbit: \_\_\_\_\_

Monkey: Bananas. Well, I'd like seven bananas.

Rabbit: \_\_\_\_\_

Monkey: Banana juice, please.

Rabbit: \_\_\_\_\_



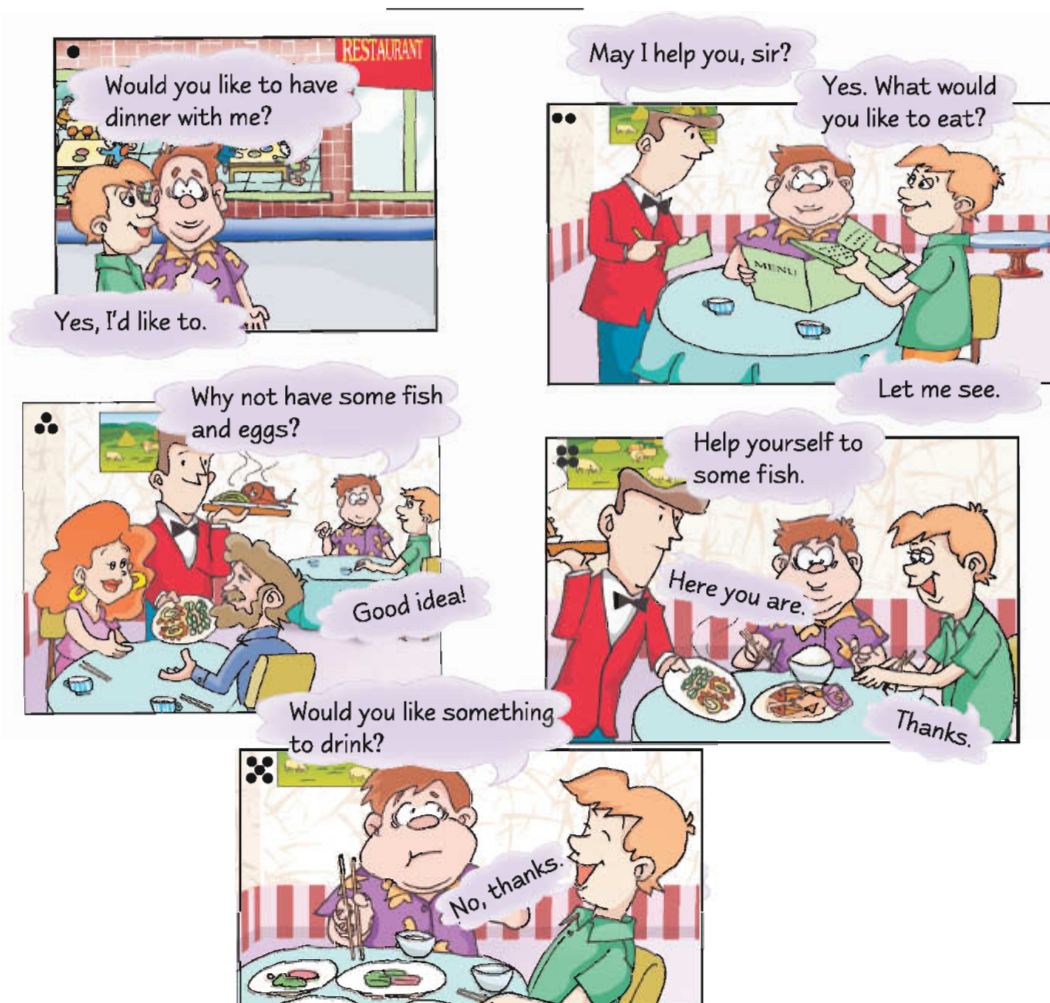
Section  
C

1a Read and understand.

Look at the pictures and guess the title of the passage. Then read and check.

A. Visiting a Friend

B. Eating Out



1b Read 1a again and mark T (True) or F (False).

1. The two men want to have dinner in a restaurant. ( )
2. The man in green doesn't like fish or eggs. ( )
3. They want something to drink. ( )

1c Work in groups and act out the conversation. Then make up a new one.



## 2 Put the following sentences in the correct order. Then practice with your partner.

- ( ) Here you are.
- ( 1 ) May I help you, sir?
- ( ) OK. 16 *yuan*, please.
- ( ) Yes, two hamburgers, please.
- ( ) No, thanks.
- ( ) Two hamburgers. Would you like something to drink?



## 3 Choose the correct answer(s) for each question.

- |   |   |
|---|---|
| (a, c) 1. May I take your order?              | a. A glass of apple juice, please.            |
| ( ) 2. What do you have for breakfast?        | b. Good idea! I like vegetables very much.    |
| ( ) 3. Would you like to have dinner with me? | c. Rice and fish, please.                     |
| ( ) 4. Would you like some <i>jiaozi</i> ?    | d. I often have bread and milk for breakfast. |
| ( ) 5. Why not have some fish and eggs?       | e. No, thanks. I'd like some rice.            |
| ( ) 6. What would you like to drink?          | f. Good idea!                                 |
| ( ) 7. What about some vegetables?            | g. Yes, I'd like to.                          |

## 4a Read the sounds and fill in the missing letters. Then read the words aloud.

- |                  |                     |                         |
|------------------|---------------------|-------------------------|
| 1. /ɑːsk/ ___ sk | 2. /wert/ w ___ t   | 3. /greɪd/ gr ___ de    |
| 4. /deɪ/ d ___   | 5. /treɪn/ tr ___ n | 6. /seɪm/ s ___ me      |
| 7. /ɑːm/ ___ m   | 8. /sæd/ s ___ d    | 9. /'fɑːmə/ f ___ m ___ |

## 4b Read and complete the chant, using the word with the same sound as the letter in each line. Then listen, check and repeat.

- 'A, 'A, 'A. 'Go and \_\_\_\_\_.
- 'E, 'E, 'E. 'Come with \_\_\_\_\_.
- 'I, 'I, 'I. 'Don't be \_\_\_\_\_.
- 'O, 'O, 'O. 'Let us \_\_\_\_\_.
- 'U, 'U, 'U. 'You look \_\_\_\_\_.

go shy play  
cute me



Section

D

Read through Sections A—C and fill in the blanks with the correct words.

Grammar

Countable Nouns and Uncountable Nouns ( I )

bananas _____	chicken _____
_____	_____

Functions

_____ do you usually have for breakfast?	I usually have milk and bread for breakfast.
May I take your _____, sir?	Fish with vegetables and rice, please.
Would you like something to drink?	Yes. A glass of apple juice, please. / No, thanks.
What would you like to eat?	Let me see. / I'd like some chicken.
Why not have some fish and eggs?	Good idea.
Help yourself/yourselves (to some fish).	Milk for me, please.

How well do you know Sections A—C? Now do the following tasks and check.

1 Read the letter from Jane. Then complete the sentences on the next page.

Dear Jack,

I'm in China now. I have many friends here. They are all kind to me. I often have dinner with them. I usually have many vegetables. I like Sichuan food and Guangdong food very much. They are nice. I'm very glad to be here.

Yours,  
Jane

1. \_\_\_\_\_ is in China now.
2. Her friends are very \_\_\_\_\_.
3. Sichuan food and Guangdong food are very \_\_\_\_\_.
4. Jane likes to live in \_\_\_\_\_.

**2 Write a letter to your friend, paying attention to its form. The letter in 1 may help you.**

\_\_\_\_\_,

I'm in America now. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Would you like to visit me?

\_\_\_\_\_

\_\_\_\_\_

## Project

### Sharing Favorite Food

1. Survey the students in your group about their favorite food, and write the food names on cards.
2. Work in groups and have a party. Use the cards as real food. One student acts as the host, and the others act as guests.
3. Make up a conversation. The following sentences may help you.

- 1) Would you like something to ...?
- 2) What would you like to ...?
- 3) Why not ...?
- 4) What do you usually have for ...?
- 5) Help yourself/yourselves to ...



# Review of Unit 3

## 1 Read aloud and match the sentences with the pictures.

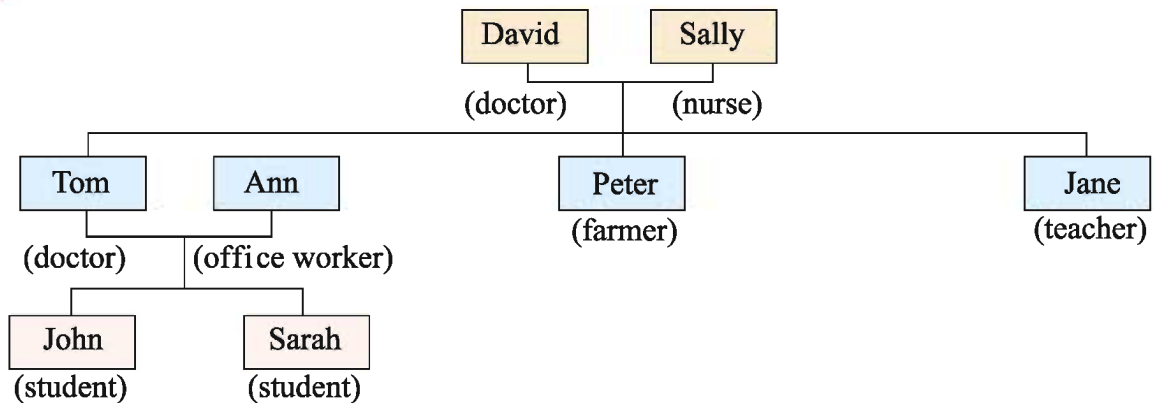
- 1) May has to wait for the same train in the rain.
- 2) The girl in a dress is my dear sister.
- 3) The farmer and the boy drive to China in May.



## 2 Fill in the blanks with the correct forms of the given words.

- 1) Maria \_\_\_\_\_ (have) many friends in her school.
- 2) What do they \_\_\_\_\_ (look) like?
- 3) A: Does his father \_\_\_\_\_ (work) in an office?  
B: No, he \_\_\_\_\_ (do).
- 4) A: \_\_\_\_\_ (be) Miss Lin from Japan?  
B: No, she \_\_\_\_\_ (come) from China, but she \_\_\_\_\_ (speak) English very well. She \_\_\_\_\_ (help) us a lot, so we all \_\_\_\_\_ (like) her.

## 3 Look at Sarah's family tree. Then talk about her family.



Example:

- |                        |                                   |
|------------------------|-----------------------------------|
| A: Who is Tom?         | B: He is John and Sarah's father. |
| A: What does he do?    | B: He is a doctor.                |
| A: Where does he work? | B: He works in a hospital.        |

- |                       |                       |                                   |
|-----------------------|-----------------------|-----------------------------------|
| 1) Tom/John and Sarah | 2) Ann/John and Sarah | 3) John/Tom and Ann               |
| 4) Sarah/Tom and Ann  | 5) Sarah/John         | 6) Tom/Peter                      |
| 7) Peter/Sarah        | 8) Jane/John          | 9) David and Sally/John and Sarah |



#### 4 Fill in the blanks with the correct forms of the given words.

1) A: \_\_\_\_\_ can't find \_\_\_\_\_ pen. Could you help \_\_\_\_\_?

B: Is this yours?

A: Oh, it's \_\_\_\_\_. Thank you. (I)

2) Sorry, it's not \_\_\_\_\_ book. \_\_\_\_\_ is there. \_\_\_\_\_ can go and get it. (you)

3) In \_\_\_\_\_ class, all of \_\_\_\_\_ like English very much. \_\_\_\_\_ often speak English to each other. (we)

4) \_\_\_\_\_ is our Chinese teacher. \_\_\_\_\_ name is Cao Ying. We all like \_\_\_\_\_. (she)

5) \_\_\_\_\_ is an English boy. \_\_\_\_\_ parents often take \_\_\_\_\_ to the zoo on Sundays. (he)

6) \_\_\_\_\_ are new students here. We need to help \_\_\_\_\_ with \_\_\_\_\_ English. (they)

7) \_\_\_\_\_ is a cute dog. \_\_\_\_\_ color is brown. I like \_\_\_\_\_ very much. (it)

#### 5a Kangkang's American friend Tom and his parents will visit Kangkang's family. Listen and complete the conversation.

Kangkang: Hi, Tom! I look forward to your visit next Sunday.

Tom: Thank you very much.

Kangkang: What \_\_\_\_\_ you like to \_\_\_\_\_?

Tom: I don't know. My favorite food is fish.

Kangkang: OK. Do you like \_\_\_\_\_?

Tom: Yes. I like *jiaozi* very much.

Kangkang: What \_\_\_\_\_ your mother and father \_\_\_\_\_?

Tom: Well, my father \_\_\_\_\_ chicken and fish. And my mother likes vegetables.

#### 5b Look at the picture and write down their likes with the information in 5a.

	Likes	
Tom:	_____	_____
Tom's father:	_____	_____
Tom's mother:	_____	_____



# UNIT 4 Having Fun

## TOPIC 1 What can I do for you?



### 1a Listen, look and say.

(Maria and her mother are in a shop.)

Salesman: What can I do for you, madam?

Mother: I want to buy some clothes for my daughter.

Salesman: The clothes are there, madam.

Mother: Thanks.

Salesman: Not at all.



Saleswoman: May I help you?

Maria: Yes, please. I like the red coat. Can I try it on?

Saleswoman: Sure.

(Maria tries on the coat.)

Mother: Wow! It looks very nice on you. How much is it?

Saleswoman: It's seventy *yuan*, madam.

Mother: That's fine. We'll take it.

### 1b Listen to 1a and check (✓) the correct answer for each sentence.

1. Mother wants to buy \_\_\_\_\_ (shoes, clothes, gloves) for Maria.
2. Maria likes \_\_\_\_\_ (the red coat, the yellow skirt, the yellow coat).
3. It is \_\_\_\_\_ (17.00, 70.00, 700.00) *yuan*.

### 1c Complete the following conversation. Then practice with your partner.

Salesman: \_\_\_\_\_

Mother: Yes, please. I want a T-shirt for my son.

Salesman: \_\_\_\_\_

Mother: White.

Salesman: What about this one?

Mother: All right. \_\_\_\_\_

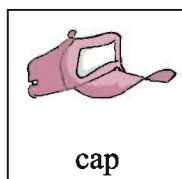
Salesman: Twenty *yuan*.

Mother: OK. \_\_\_\_\_

**2a** Read the numbers, work out the rules and fill in the blanks. Then listen, check and repeat.

20 twenty	30 thirty	100 one hundred/a hundred
21 twenty-one	32 _____	101 one hundred and one
22 twenty-two	40 forty	184 one hundred and eighty-four
23 _____	43 _____	215 two hundred _____
24 _____	50 fifty	355 three hundred _____
25 _____	54 _____	468 four hundred _____
26 _____	60 _____	673 _____
27 _____	70 _____	739 _____
28 _____	80 _____	841 _____
29 _____	90 _____	999 nine hundred and ninety-nine

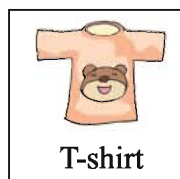
**2b** Listen and match the clothes with the right prices.



1. ¥18.00  
¥80.00



2. ¥16.00  
¥60.00



3. ¥17.00  
¥70.00



4. ¥15.00  
¥50.00

**3a** Listen and read the sounds and words aloud.

Letter	al		au		c+e, i, y	c	ck
Sound	/ɔ:/	/ɔ:l/	/ɑ:/	/ɔ:/	/s/	/k/	
Word	small	also	aunt	autumn	rice	cake	back
	talk	always	laugh	August	city	can	duck
	walk	already		because	cycle	cat	neck

**3b** Let's chant. Pay attention to the stress in the sentences.

'On the 'weekend, We 'talk, we 'walk,  
'On the 'weekend, We also 'have a 'picnic,  
We 'have a 'lot of 'fun. A 'picnic in the 'sun.




Section B

1a Look, listen and say.

**A**

Hello. Can I help you?

I'm just looking, thanks.




**B**

They are too long.

How do you like the trousers?

All right.

Why not try on that pair?



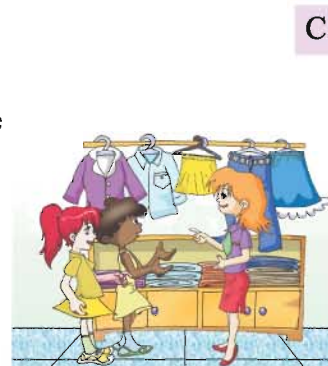
Maria: Jane, what do you think of this yellow skirt?

Jane: Oh, I don't like it at all. How about the blue one?

Maria: Mm, how much is it?

Saleswoman: It's 280 yuan.

Jane: 280 yuan! Are you kidding? I'll think about it. Thank you all the same.



1b Listen to 1a and fill in the blanks.

1. A saleswoman comes to you, but you don't want to buy anything. You can say "\_\_\_\_\_".
2. The trousers are \_\_\_\_\_, so Michael doesn't like them.
3. The blue skirt is \_\_\_\_\_ yuan.
4. "Are you kidding?" means \_\_\_\_\_ in Chinese.

**TIP**

When you are listening or reading, you may guess the meaning of a word or sentence according to the situation.

1c Work in groups. Read 1a and practice the conversations. Then make up new ones.



**2a** Maria's parents are in a supermarket. They want to buy something for Maria. Listen to the conversation and write down the prices.

			
¥ 7.00	_____	¥ 25.00	_____
			
¥ 100.00	_____	_____	¥ 180.00

**2b** Look at the things in 2a. Suppose Maria's parents have only 300 *yuan* with them. What can they buy? Help them make a shopping list.

○

Shopping List

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**3** Look at the picture and play this number game under the following rule. The student who breaks the rule will be out.

S<sub>1</sub>: One → S<sub>2</sub>: Two → S<sub>3</sub>: Three → ... → S<sub>7</sub>: (Clap) → S<sub>8</sub>: Eight → ... → S<sub>14</sub>: (Clap) → ... → S<sub>21</sub>: (Clap) → ...



Section  
C

1a Read and understand.

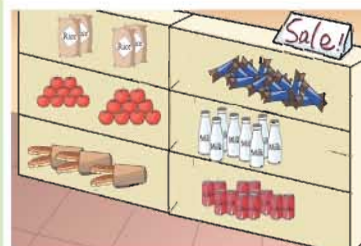
Look at the picture and choose the correct word for each item.

kilo bag loaf bar bottle tin

Big Sale! Buy more and save more!

**TIP**  
You can learn English in your daily life. Look for English signs like this one.

bread	¥ 3.00 / loaf	Buy ten for ¥ 28.00.
rice	¥ 26.00 / _____	
apples	¥ 9.00 / _____	Buy two kilos for ¥ 15.00.
chocolate	¥ 12.00 / _____	
Coke	¥ 3.00 / _____	
milk	¥ 7.00 / _____	Buy three for ¥ 20.00.



Dad: Could you help me do some shopping, Ben?

Ben: Sure. What do we need?

Dad: We need two kilos of apples and some rice.

Ben: How much rice do we need?

Dad: One bag of rice. Oh, we don't have any milk.

Ben: How many bottles?

Dad: Six bottles.

Ben: Is that all?

Dad: Yes, I think so.

Ben: OK, two kilos of apples, one bag of rice and six bottles of milk.

Dad: That's right.

1b Read 1a and fill in the blanks.

Ben's father wants Ben to help him do some shopping. They need two \_\_\_\_\_ of \_\_\_\_\_, one \_\_\_\_\_ of \_\_\_\_\_ and six \_\_\_\_\_ of \_\_\_\_\_. Ben can save ¥ \_\_\_\_\_.

## 1c Work in pairs. Complete the shopping list and make up a new conversation.

Shopping List	
rice	_____ bags
bananas	_____ kilos
orange juice	_____ bottles

## 2 Look at the picture and complete the conversation.

Mickey: May I help you?

Ant: Yes, please. I want to buy \_\_\_\_\_.

Mickey: Here it is. Would you like some \_\_\_\_\_?

Ant: Yes. How heavy is it?

Mickey: It's \_\_\_\_\_ a bag.

Ant: OK. I'll take it. How much are they?

Mickey: \_\_\_\_\_ yuan and \_\_\_\_\_ fen, please.

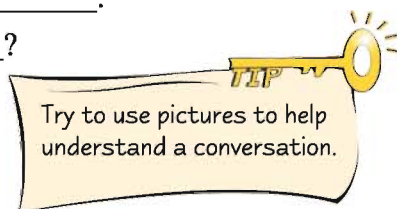
Ant: Here you are.

Mickey: Thank you very much.

Ant: Oh, it's too heavy.

Mickey: Let me help you.

Ant: \_\_\_\_\_.

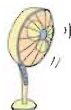


## 3a Listen and write. Then match the words with the pictures.

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

\_\_\_\_\_ an

\_\_\_\_\_ an



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

\_\_\_\_\_ all

\_\_\_\_\_ all



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

\_\_\_\_\_ uck

\_\_\_\_\_ uck



4. \_\_\_\_\_ ake

\_\_\_\_\_ ake

\_\_\_\_\_ ake



5. \_\_\_\_\_ ack

\_\_\_\_\_ ack

\_\_\_\_\_ ack



6. \_\_\_\_\_ un

\_\_\_\_\_ un

\_\_\_\_\_ un



## 3b Let's chant. Pay attention to the stress in the sentences.

'Let's go 'shopping.

'Let's go 'shopping.

'I need a 'hat.

'I want some 'shoes.

A 'red one, a 'blue one, 'White ones, 'black ones.

'This one or 'that?

'Which will I 'choose?



## Section



Read through Sections A—C and fill in the blanks with the correct words.

## Grammar

## Countable Nouns and Uncountable Nouns (II)

an <b>egg</b> two <b>bananas</b>	some <b>milk/rice/bread/juice</b>
some <b>coats/bananas</b>	one bag of <b>rice</b>
a pair of <b>trousers</b> two kilos of <b>apples</b>	six bottles of <b>milk</b>

## Functions

May/_____ I help you?	Yes, please. I like the red coat. / I _____ buy some bread.
What can I do for you, madam?	I want to buy some clothes for my daughter. / I'm just _____, thanks.
How do you like the trousers?	They are too long.
What do you _____ this yellow skirt?	Oh, I don't like it at all.
Can I try it on?	Sure.
Is that all?	Yes, I think so.
How much is it?	It's 280 <i>yuan</i> .
How _____ bottles?	Six bottles.
How heavy is it?	It's one kilo a bag.
How _____ rice do we need?	One bag of rice.

How well do you know Sections A—C? Now do the following tasks and check.

- 1 Listen to the conversation between the woman and the salesman and complete the table.

Item	Price	Quantity
apples	¥ _____ a kilo	_____ kilos
_____	¥ _____ a kilo	_____ kilos
Total: ¥ _____		





## 2 Complete the conversation with *some/any*. Then practice with your partner.

Mother: Would you like to buy \_\_\_\_\_ food for us?

Helen: Sure. What do we need?

Mother: Mm, \_\_\_\_\_ apples, \_\_\_\_\_ chicken and \_\_\_\_\_ bread. Oh, we don't have \_\_\_\_\_ milk.

Helen: OK. I'll buy \_\_\_\_\_. Do we need \_\_\_\_\_ juice?

Mother: Er, how about \_\_\_\_\_ orange juice?

Helen: Good idea!

## 3 Look at the picture and write a conversation between the customer and the saleswoman.

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## Project

### School Sale

**Your class is holding a school sale. Do the following steps and role-play conversations.**

1. Bring at least one thing from home. Group all of the things like this: food, clothes ...
2. Make price tags for these things and role-play conversations.
3. Try to buy and sell something. Decide who is the best salesperson in your class.



## TOPIC 2 Would you like to cook with us?

### Section A

#### 1a Listen, look and say.

Jane: Hello!  
 Kangkang: Hello, Jane! This is Kangkang.  
 Jane: Hi, Kangkang!  
 Kangkang: Are you free this Sunday?  
 Jane: Yes. What's up?  
 Kangkang: Would you like to go to the West Hill for a picnic?  
 Jane: Oh, I'd love to.  
 Kangkang: Please tell Maria about it.  
 Jane: Sure. I'll call her.  
 Kangkang: See you then.  
 Jane: See you.

**TIP**  
 Before you invite someone, you need a pre-invitation like the underlined sentence.

Hello!

Hello, Jane! This is Kangkang.



#### 1b Listen to 1a and fill in the blanks.

This \_\_\_\_\_ (when), Kangkang and his friends, \_\_\_\_\_ and \_\_\_\_\_ (who), will go to the \_\_\_\_\_ (where) for a \_\_\_\_\_ (what).

#### 1c Complete the following telephone conversation between Jane and Maria. Then practice with your partner.

Maria: Hello!  
 Jane: Hi, Maria! \_\_\_\_\_ Are you free this Sunday?  
 Maria: Sure. \_\_\_\_\_  
 Jane: Would you like to go to the West Hill for a picnic?  
 Maria: \_\_\_\_\_  
 Jane: See you then.  
 Maria: \_\_\_\_\_



## 2 Listen to the telephone conversation between Lucy and Linda and mark T (True) or F (False).

1. Lucy and Linda are free tomorrow. ( )
2. Lucy doesn't want to go shopping with Linda. ( )
3. Linda wants to buy a toy car for her cousin. ( )
4. Linda and Lucy are good friends. ( )

## 3 Suppose your class will have a picnic. Discuss and make a picnic plan in groups and then share it with others.

### Picnic Plan

Time		Food	
Place		Drinks	
People		Other things	

## 4a Listen and read the sounds and words aloud.

Letter	air	are	augh	aw	a+ble	a+nge
Sound	/eə/		/ɔ:/		/eɪ/	
Word	air fair hair	care dare share	caught taught daughter	draw law saw	able fable table	change danger strange

## 4b Circle the letters with different sounds in each pair. Then listen and repeat.

- |                 |              |          |      |          |       |
|-----------------|--------------|----------|------|----------|-------|
| 1. <u>l</u> awn | <u>d</u> awn | 2. pair  | fair | 3. table | fable |
| 4. caught       | taught       | 5. dare  | hare | 6. saw   | law   |
| 7. mouse        | house        | 8. read  | lead | 9. sing  | ring  |
| 10. mail        | fail         | 11. tell | bell | 12. call | ball  |

Section  
B

1a Look, listen and say.



Jane: Would you like to sing some songs with me, Kangkang?

Kangkang: I'm sorry I can't. I have to cook.

Maria: Would you like to cook with us?

Wang Junfeng: Yes, I'd love to.

Steve: Michael, how about flying a kite with me?

Michael: I'd like that, but I'm sorry I have no time. I have to get some water.

Steve: How about you, Bobby?

Bobby: Bow-wow ...

1b Listen to 1a and write what the children do.

Jane \_\_\_\_\_

Kangkang \_\_\_\_\_

Michael \_\_\_\_\_

Maria \_\_\_\_\_

Steve \_\_\_\_\_

Wang Junfeng \_\_\_\_\_

1c Complete the passage with the correct form of each word or phrase in the box.

want have to for food fly get

On Sunday, Kangkang goes out \_\_\_\_\_ a picnic with his friends. They take some \_\_\_\_\_ with them. Jane \_\_\_\_\_ Kangkang to sing some songs with her, but he has no time. He \_\_\_\_\_ cook. Wang Junfeng and Maria would like to help Kangkang. Michael \_\_\_\_\_ some water for them. And Steve \_\_\_\_\_ a kite with the dog. They are all very happy!



## 2a Listen and complete the conversation with the sentences in the box. Then act it out with your partner.

Maria's mother: Hello!

Sally: Hello! \_\_\_\_\_

Maria's mother: Who's this, please?

Sally: \_\_\_\_\_

Maria's mother: Oh, hello, Sally. Maria isn't in now.

Sally: \_\_\_\_\_

Maria's mother: Sure.

Sally: \_\_\_\_\_

Maria's mother: Bye.



- a. This is Sally.
- b. Thank you. Goodbye.
- c. May I speak to Maria?
- d. Could you ask her to call me back this evening?

## 2b Read 2a and complete the telephone message.

Telephone Message

From: \_\_\_\_\_

To: \_\_\_\_\_

Message: Call Sally back \_\_\_\_\_.

Mom

## 3 Work in pairs. Complete the telephone message and make up a telephone conversation.



Telephone Message

From: Father

To: Jack

Message: Buy \_\_\_\_\_ and \_\_\_\_\_ on the way home.

Joe

Section  
C

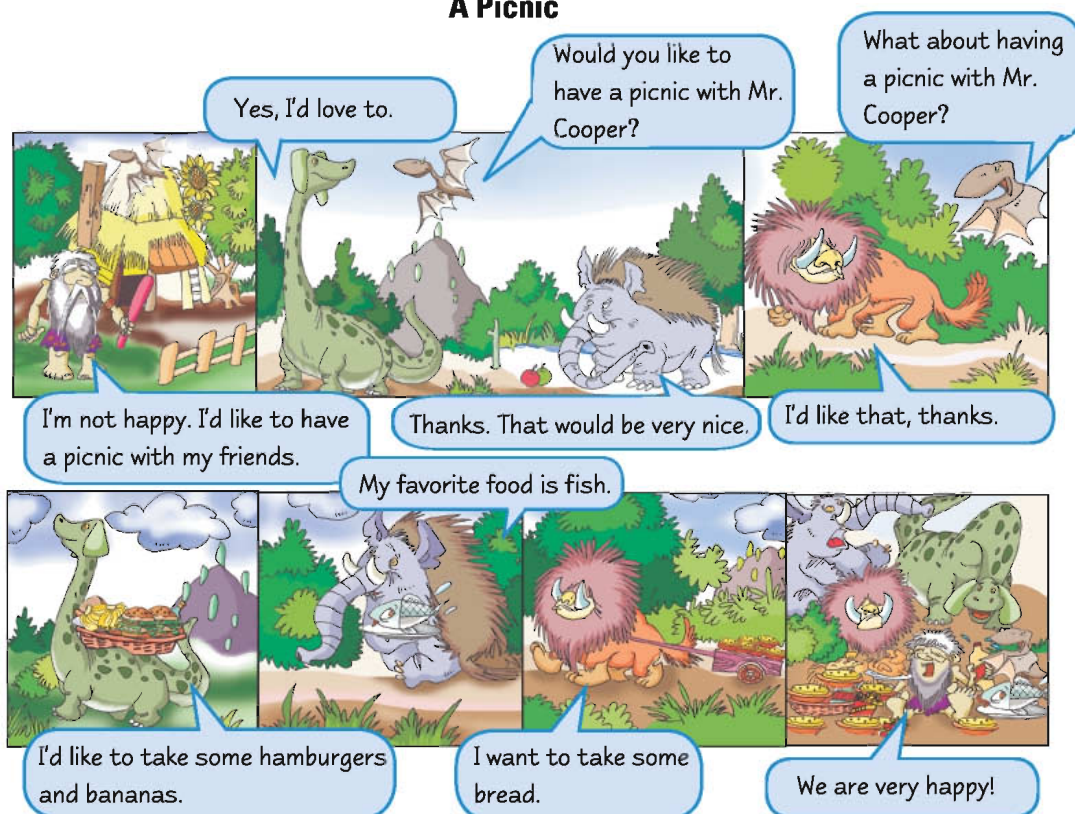
**TIP**  
Reading English stories will help you learn new words and improve your reading.

**1a Read and understand.**

Look at the pictures and discuss the following questions before reading. Then read the story and check.

1. How does the old man feel at the beginning of the story?
2. What would he like to do?
3. What do the old man's friends take with them?
4. Are they happy in the end?

**A Picnic**



**1b Read 1a again and complete the passage.**

Mr. Cooper is \_\_\_\_\_. He wants to \_\_\_\_\_ with his friends. His friends are very \_\_\_\_\_ and have a picnic with him. They take some \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. They have a \_\_\_\_\_ picnic.

**1c Work in groups and act out 1a. Then make up a new story.**

## 2 Match the conversations with the pictures.



A: How about having some apple juice?

B: Good idea!

①

A: How about going for a picnic?

B: All right.

②

A: Would you like to go shopping this Sunday afternoon?

B: Yes, I'd love to.

③

A: Would you like to go fishing?

B: I'd like that, but I have to do my homework.

④

## 3 Write a passage about your picnic. The following questions may help you.

1. Where do you want to go for a picnic?
2. Who do you want to go with?
3. What would you like to take with you?
4. What do you want to do there?

## 4a Read and write the words. Then match them with the pictures.

/heə/ \_\_\_\_\_

/ʃeə/ \_\_\_\_\_

/ˈdɔːtə/ \_\_\_\_\_

/drɔː/ \_\_\_\_\_

/ˈteɪbl/ \_\_\_\_\_



## 4b Read aloud and match the sentences with the pictures. Then listen and repeat.

1. I saw the hare flying in the air.
2. The woman taught her able daughter to set the table.



( )

( )



Read through Sections A—C and fill in the blanks with the correct words.

## Grammar

### Review of Present Simple

I have to cook/get some water.	I want to take some bread.
Linda wants to buy a toy car for her cousin.	Lucy doesn't want to go shopping with Linda.

## Functions

Would you like to go to the West Hill for a picnic?	Oh, I'd love/like to. / Thanks. That would be very nice.
Would you like to sing some songs with me?	I'm sorry I can't. I _____ cook.
How about flying a kite with me?	I'd like that, _____ I'm sorry I have no time.
What about having a picnic with Mr. Cooper?	I'd like that, thanks.
Hello!	Hello, Jane! _____ is Kangkang.
Are you free this Sunday?	Yes. What's up?
_____ I speak to Maria?	Maria isn't in now.
Who's this, please?	This is Sally.
Could you ask her to call me back this evening?	Sure.

How well do you know Sections A—C? Now do the following tasks and check.

- 1 Listen to the conversation and write down what the children want to do on Sunday.**

Name	What to do on Sunday
Billy	
Peter	fly a kite
Sally	



- 2a** Look at the picture and guess what food Kangkang's family take for their picnic. Circle them in the picture and then read and check.

## Going out for a Picnic

I'm Kangkang. My family often go out for a picnic on Sundays. We take some apples, bananas, hamburgers and eggs with us. We take drinks like milk and orange juice. My father likes eating apples. Bananas are my mother's favorite. I like hamburgers and orange juice. I like fish, too. My father and I go fishing. Then my father gets water. My mother likes to cook for us and she cooks fish and eggs. I fly a kite with our dog, Dingding. We sing some songs. We are all very happy!



- 2b** Read again and answer the following questions.

1. Who likes bananas very much?
2. What does Kangkang like eating?
3. What does Kangkang's mother cook?
4. Is Dingding Kangkang's brother?

## Project

### Planning a Picnic and Inviting Friends

1. Discuss in groups and make a picnic plan.
2. Make up a telephone conversation to tell your friends about the picnic plan.
3. Role-play the conversation in pairs.

Picnic Plan	
People:	_____
Time:	_____
Place:	_____
Food:	_____
Drinks:	_____
Other things:	_____



# TOPIC 3 What time is it now?

## Section A

### 1a Listen, look and say.

Kangkang: Do you have any time tomorrow?  
 Michael: Yes. What's up?  
 Kangkang: We want to go to the zoo. Would you like to go with us?  
 Michael: Good idea! Can we see pandas there?  
 Kangkang: Yes. We can see monkeys, lions, tigers and elephants, too.  
 Michael: Oh, very nice.  
 Kangkang: Let's meet at 9 o'clock at my home.  
 Michael: OK.  
 Kangkang: See you then.  
 Michael: See you.



### 1b Listen to 1a and complete the table. Then practice the conversation based on it.

Where to go	When to go	What to see	When to meet	Where to meet

### 2 A. Listen to the descriptions of the animals and number the pictures.

( )



nine o five

( )



\_\_\_\_\_

( )



\_\_\_\_\_

( )



\_\_\_\_\_

### B. Listen to the conversations and write down the time of animal shows.

## 3a Look, listen and learn. Then ask and answer questions with your partner.

Example:

A: What time is it, please? / What's the time, please?

B: It's *one o'clock*.



It's one o'clock.  
(It's one.)



It's five **past** two.  
(It's two o five.)



It's a quarter **past** three.  
(It's three fifteen.)



It's half **past** four.  
(It's four thirty.)



It's twenty-three **to** six.  
(It's five thirty-seven.)



It's a quarter **to** eight.  
(It's seven forty-five.)

## 3b Look at the poster of the Zoo Shows. Then ask and answer questions with your partner.

Example:

A: What can we see at *10 o'clock* in the morning?

B: We can see the *Monkey Show*.

### Zoo Shows

10:00 a. m.	Monkey Show	
10:15 a. m.	Panda Show	
10:30 a. m.	Elephant Show	
10:45 a. m.	Lion Show	
11:00 a. m.	Tiger Show	

## 4a Listen and read the sounds and words aloud.

Letter	a+th, n, f	w+a	ch	tch	b	mb, bt
Sound	/ɑ:/	/ɒ/	/tʃ/	/tʃ/	/b/	silent "b"
Word	father dance after	want wash watch	chair check chess	catch match watch	banana boss brave	climb comb debt

## 4b Read the words by yourself. Then listen, check ( ✓ ) and repeat.

- |                                    |                                |                                |                                |                               |
|------------------------------------|--------------------------------|--------------------------------|--------------------------------|-------------------------------|
| <input type="checkbox"/> afternoon | <input type="checkbox"/> dance | <input type="checkbox"/> plant | <input type="checkbox"/> path  | <input type="checkbox"/> wash |
| <input type="checkbox"/> doubt     | <input type="checkbox"/> chalk | <input type="checkbox"/> climb | <input type="checkbox"/> fetch | <input type="checkbox"/> each |

Section  
B

**1a** Look, listen and say.

(At Kangkang's home)

Kangkang: What time is it now?  
Michael: It's 9 o'clock.  
Jane and Maria: It's time to go to the zoo.  
Kangkang: OK. Let's go.



(At the zoo)

Kangkang: Look at those monkeys. They're so clever. I like them very much.  
Michael: I like pandas. They are cute. What are your favorite animals, Jane?  
Jane: Elephants. They're so kind and they have long noses. What about you, Maria?  
Maria: Tigers. They're very strong.

(One hour later)

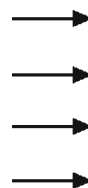
Jane: Oh, what's the time now?  
Maria: Mm, it's half past eleven.  
Kangkang: It's time to go home.  
Michael: Yes. We have to go now.  
All: Goodbye, animal friends!



**1b** Listen to 1a and match the children with their favorite animals. Then write down their reasons.

Kangkang  
Michael  
Maria  
Jane

pandas  
monkeys  
elephants  
tigers



cute

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---

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**1c** Work in groups. Read 1a and practice the conversations. Then make up new ones.



## 2 Listen to the passage and fill in the blanks.

It's Sunday today. I get up at \_\_\_\_\_ in the morning and have breakfast at \_\_\_\_\_. I read English at 9:10. At about 10:45 I help my mother \_\_\_\_\_. And we \_\_\_\_\_ at 12:10. I go shopping with my friends at about \_\_\_\_\_ in the afternoon. We \_\_\_\_\_ at 5:20. I have a very happy day.

## 3a Work in pairs. Match the phrases with the pictures. Then make up conversations.

Example:

A: Excuse me, what time is it, please?

B: It's *a quarter past six*.

A: It's time to *get up*.

have breakfast

go home

go to the zoo

see the animals

meet friends at home



get up



## 3b Describe Kangkang's day with the information in 3a.

You may begin like this:

Kangkang gets up at a quarter past six in the morning ...

Section  
C

1a Read and understand.

Look at the pictures and guess the storyline.  
The following questions may help you.

1. What happens to Baby Monkey?
2. How does Kangkang help him?
3. What's the end of the story?

**TIP**  
Try to make full use of the pre-reading questions to guess the main idea in your reading.

**Kangkang Helps Baby Monkey**

*(Kangkang meets Baby Monkey on his way home in the afternoon.)*



## UNIT 4

**1b** Read the story and check your understanding with the questions in 1a.

**1c** Work in groups and act out the story in 1a. Then make up a new one.

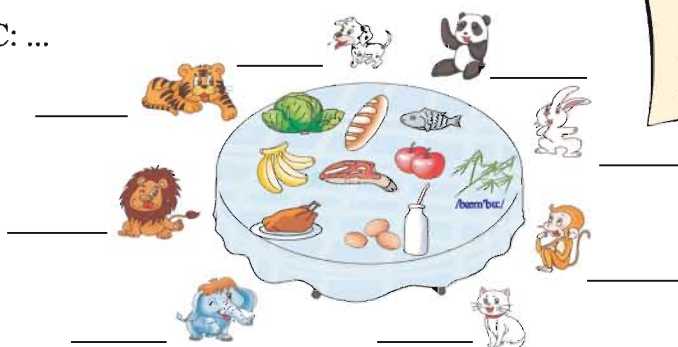
**2** Write down the words for animals in the picture. Then talk about their favorite food in groups.

Example:

A: I think meat is the tiger's favorite food.

B: I think the rabbit likes ...

C: ...



**TIP**  
Read the word "bamboo" aloud according to its sound. Have a try! You can do it.

**3** Write a short passage about one of your favorite animals. The following information may help you.

<b>Animal</b>	dog, panda, monkey ...
<b>Color</b>	white, black, brown ...
<b>Size</b>	small, big, short ...
<b>Food</b>	meat, vegetable, banana ...
<b>Reason</b>	cute, strong, kind ...

**TIP**  
Before you write a passage, first write down some words and sentences, and then organize them.

**4a** Listen, write and make new words.

**Change one letter**

boy → toy

box → \_\_ ox

goat → \_\_ oat

fall → \_\_ all

fun → \_\_ un

lake → \_\_ ake

game → \_\_ ame

bear → \_\_ ear

**Add one letter**

now → snow

low → \_\_ low

arm → \_\_ arm

hair → \_\_ hair

hat → \_\_ hat

eat → \_\_ eat

ear → \_\_ ear

old → \_\_ old

**4b** Read and complete each sentence with the correct word. Then listen, check and repeat.

1. I \_\_\_\_\_ (match/teach) music and fine art.

2. Please \_\_\_\_\_ (teach/catch) the fat rat.

3. The bear eats a pear on the \_\_\_\_\_ (hair/chair).





Read through Sections A—C and fill in the blanks with the correct words.

## Grammar

### Wh-questions & Expressions of Time

What time is it, please? / What's the time, please?

It's one o'clock. (It's one.)

It's five \_\_\_\_ two. (It's two o five.)

It's a quarter past three. (It's three fifteen.)

It's \_\_\_\_ past four. (It's four thirty.)

It's twenty-three \_\_\_\_ six. (It's five thirty-seven.)

It's a quarter to eight. (It's seven forty-five.)

## Functions

Do you have any time tomorrow?

We want to go to the zoo.

Let's meet at 9 o'clock at my home.

It's time to go to the zoo.

They are cute/strong/clever.

They are so kind and they have long noses.

What's up, Baby Monkey?

I can't find my way home.

Let me help you.

Thank you.

It's very kind of you.

Thank you for your help.

How well do you know Sections A—C? Now do the following tasks and check.

### 1a Listen to the passage and write down the time of Michael's daily activities.

gets up 6:30 a. m.

goes to school \_\_\_\_\_

has lunch \_\_\_\_\_

flies a kite \_\_\_\_\_

goes home \_\_\_\_\_

has dinner \_\_\_\_\_

### 1b Listen to 1a again and write down the whole passage.

\_\_\_\_\_  
\_\_\_\_\_



## 2 Listen to the song and choose the best title.

A. Three Mice

B. Three Blind Mice

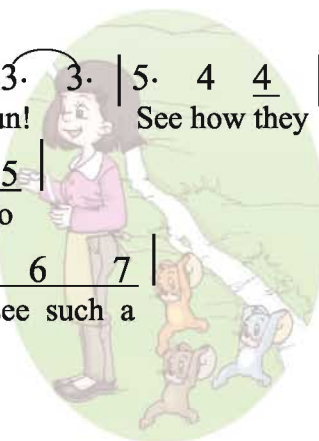
C. The Farmer

D. The Farmer's Wife

$$1 = D - \frac{6}{8}$$

Moderate time

3. 2. | 1. 1. | 3. 2. | 1. 1. | 5. 4 4 | 3. 3. | 5. 4 4 |  
 Three blind mice, three blind mice. See how they run! See how they  
 3. 3 5 | 1 1 7 6 7 | 1 5 5 5 |  
 run! They all ran af - ter the far - mer's wife, who  
 1 1 1 7 6 7 | 1 5 5 5 5 | 1 1 7 6 7 |  
 cut off their tails with a carv - ing knife. Did you ev - er see such a  
 1 5 5 5 4 | 3. 2. 1. 1. ||  
 thing in your life as three blind mice?



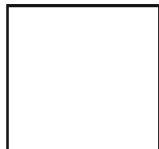
## Project

### Describing Garfield's Day

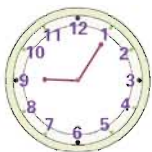
1. Guess Garfield's activities in Pictures 2 and 5, and then draw them.



(1)



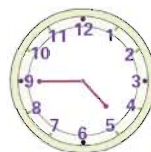
(2)



(3)



(4)



(5)



(6)

2. Look at the pictures again and make up a story. Then share it with your partner.

You may begin like this:

Garfield gets up at 7 o'clock ...

# Review of Units 3–4

**1** Read and circle the word with the different sound in each group. Then listen and check.

- |           |       |        |       |
|-----------|-------|--------|-------|
| 1) ready  | neck  | head   | meter |
| 2) green  | meat  | gray   | feet  |
| 3) word   | again | person | work  |
| 4) have   | watch | chalk  | wash  |
| 5) aunt   | eight | grade  | wait  |
| 6) August | small | draw   | laugh |

**2** Put the following words into different groups.

skirt Japan shirt driver Coke chicken milk panda bread China cook  
pants chocolate juice water America meat teacher tiger monkey actor  
dress restaurant elephant

## Jobs

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## Places

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## Animals

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## Clothes

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## Food

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## Drinks

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**3 Match the questions with the correct responses.**

- |                                       |                                   |
|---------------------------------------|-----------------------------------|
| 1) May I take your order, sir?        | a. It's nine.                     |
| 2) What do your father and mother do? | b. Elephants.                     |
| 3) What about some milk?              | c. They're too long.              |
| 4) How much is this skirt?            | d. They are doctors.              |
| 5) What time is it?                   | e. No, thanks.                    |
| 6) What are your favorite animals?    | f. It's 36 <i>yuan</i> .          |
| 7) How do you like the pants?         | g. Yes. Rice and chicken, please. |

**4 Fill in the blanks with *a, an, some or any* if necessary.**

Julia: Hi, Tom. You have \_\_\_\_\_ new classmates, right?

Tom: Yes. Bruce and Steve come from the USA, and Lucy is \_\_\_\_\_ English girl.

Julia: Oh, I see.

Julia: I want to buy something for \_\_\_\_\_ supper.

Lisa: Me, too. I'd like to buy \_\_\_\_\_ vegetables, \_\_\_\_\_ bread and \_\_\_\_\_ bag of rice. What about you?

Julia: I don't want \_\_\_\_\_ vegetables. I want \_\_\_\_\_ cake and \_\_\_\_\_ hamburger. Let's go.

**5 Make correct sentences, paying attention to the use of capital letters and punctuation.**

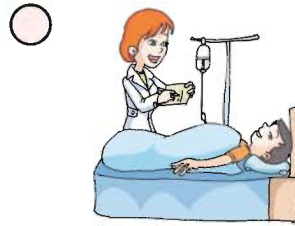
Example:

Lily, work, doesn't, this, in, office → Lily doesn't work in this office.

- 1) would, what, like, you, to, drink \_\_\_\_\_
- 2) have, do, you, usually, for, what, breakfast \_\_\_\_\_
- 3) have, not, some, why, eggs, and, fish \_\_\_\_\_
- 4) it's, go, time, to, home \_\_\_\_\_

**6 Listen to the conversations and number the pictures.**





**7 A. Listen to the conversation and complete the shopping list.**

**B. Listen to the conversation and complete the telephone message.**

Shopping List	
rice	_____
_____	3 kilos
apples	_____
_____	4 bottles

Telephone Message
From: _____
To: _____
Message: _____
Mom

**8 Work in groups. Read the ad and make up a conversation.**

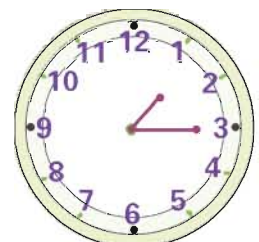
Enjoy Our Delicious Food!		
Hamburger	¥ 12.00	¥ 22.00 for TWO
Fried chicken (炸鸡肉)	¥ 8.00 /bag	
Coke	¥ 6.00 /bottle	¥ 9.00 for TWO
Chocolate	¥ 15.00 /bar	
Lunch Time Special Sale (11:30 a.m. – 13:30 p.m. every day)		
Hamburger	¥ 10.00	
Chocolate	¥ 13.00/bar	

A: What time is it?

B: It's \_\_\_\_\_

A: It's time \_\_\_\_\_

B: Yes, let's go.





Salesman: \_\_\_\_\_

A: Yes, please. I want to buy \_\_\_\_\_

Salesman: Yes. What would you like?

B: \_\_\_\_\_ How much are they?

Salesman: Let me see. \_\_\_\_\_

A&B: That's fine. \_\_\_\_\_

9

**A. Read the email and answer the following questions.**

To	Jane@sina.com
From	Michael@yahoo.com
Dear Jane, Would you like to have a picnic with Linda, Kangkang and me this Sunday morning? If yes, please meet us at my home at 9 o'clock.	

1) Who writes this email? \_\_\_\_\_

2) What does Michael want Jane to do?  
\_\_\_\_\_

3) Who would like to go to the picnic? \_\_\_\_\_

4) When and where will they meet? \_\_\_\_\_

**B. Work in pairs, acting as Michael and Jane, and make up a conversation based on the email in A.**

**C. Suppose you are Jane. Write an email to Michael to accept his invitation.**

10

**Ask your partner about his/her timetable. Then write a passage.**

Timetable	
6:30 a. m.	_____
_____	have breakfast
_____	go to school
12:20 p. m.	_____
2:40 p. m.	_____
_____	go home
_____	have dinner

You may begin like this:

... is my friend. He/She gets up at 6:30 a. m.

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# Appendices 附录

## Notes to the Texts 课文注释

### Unit 1 Making New Friends

#### Topic 1 Welcome to China!

##### Section A

1. Welcome to China! 欢迎到中国来!

welcome 在此用作感叹词,意为“欢迎”,用于对客人或刚刚到达的人表示欢迎。如:

—Welcome! 欢迎!

—Thank you! / Thanks! 谢谢!

2. Hello! 喂! / 你好!

通常用于打招呼、打电话、表示惊讶或引起对方注意等。hi 比 hello 更通俗,使用更普遍。

3. —Oh, nice to meet you, Jane. 噢,简,见到你很高兴。

—Nice to meet you, too. 见到你我也很高兴。

Nice to meet you. 通常用于双方初次见面经介绍相识之后的场合,是一种礼貌用语。回答时常用 Nice to meet you, too.

##### Section B

1. —Good morning, Mr. Brown! Nice to see you. 布朗老师,早上好!见到你我很高兴。

—Good morning, Maria! Nice to see you, too. 玛丽亚,早上好!见到你我也很高兴。

Nice to see you. 通常是熟人之间见面时的礼貌用语。回答时常用 Nice to see you, too.

2. Mr. Brown, this is my mom. 布朗老师,这是我妈妈。

(1)初次见面介绍某人时常用 This is ...

(2)在学校,Mr. 是学生对男教师的称呼, Miss 是对女教师的称呼,意为“老师”,放在姓氏或全名前。如:

Mr. Chen 陈老师, Miss Wang Hong 王红老师。

此外,英美国家的人习惯把 Mr. “先生”(婚否不限), Mrs. “夫人”(已婚女子), Miss “女士,小姐”(未婚女子)和 Ms. “女士”(没必要说明其婚姻状况或其婚姻状况不明)用在姓氏或全名前,

作为称呼。如：

Mr. Green 格林先生, Mrs. White 怀特夫人, Miss Nancy White 南希·怀特小姐, Ms. Jones 琼斯女士。

3. How do you do? 你好!

该句为正式场合首次见面时的问候语。通常回答也用 How do you do?

### Section C

1. How are you? 你好吗?

通常用于熟人之间的问候。回答时常用 I'm fine. Thank you./ Fine, thanks. 也可用 I'm OK. 进行回答。

2. Here you are. 给你。

该句常用于口语中, 表示把东西给某人。

## Topic 2 Where are you from?

### Section A

1. Excuse me, are you Jane? 请问, 你是简吗?

excuse me 意为“请问, 打扰了, 对不起, 借光, 劳驾……”, 常用于引起别人的注意、请求让路、向某人问路或打听消息等场合。如:

Excuse me, where is the shop? 请问, 商店在哪里?

2. I'm from Canada. 我来自加拿大。

be from 意为“从……来”或“来自……”, 用于表示某人的籍贯或来自哪里。

### Section B

#### 文化背景知识

##### 邓亚萍

邓亚萍, 河南郑州人, 是中国乒乓球运动历史上最优秀的女运动员之一。她先后 14 次获得世界冠军, 在世界乒乓球坛连续 8 年排名第一。

##### 史蒂芬·霍金

史蒂芬·霍金, 英国人。21 岁患上卢伽雷氏症, 被禁锢在轮椅上。1985 年, 因患肺炎做了穿气管手术, 彻底失去了说话的功能, 演讲和问答只能通过语言合成器来完成。他被誉为继爱因斯坦之后世界上最杰出的理论物理学家之一。

##### 迈克尔·乔丹

迈克尔·乔丹, 美国著名篮球运动员, 曾率队数次夺得美国职业篮球联赛总冠军。他是公认的全世界最棒的篮球运动员。

英美姓名的基本常识:

full name 全名。如:

My full name is Michael Jordan. 我的全名是迈克尔·乔丹。

family name 姓, 姓氏, 也称 last name。如:

My family name is Jordan. 我的姓是乔丹。

given name 名, 名字, 也称 first name。如:

My given name is Michael. 我的名字是迈克尔。

## Topic 3 How old are you?

### Section A

Who's that? 那是谁?

that 在此句中指代人, 答语是 That's ... / It's ...

#### 文化背景知识

在西方国家, 年龄往往属于个人隐私, 特别是对女性来说。此外, 工资收入、家庭情况、居住地址、个人经历、宗教信仰等均属于个人隐私。在日常交往中, 应尊重别人的隐私, 同时注意维护个人的隐私权。

### Section B

1. Excuse me, what's this in English? 请问, 这用英语怎么说?

in 与表示语言的名词连用, 表示“用某种语言”。

2. You're welcome. 不用谢。/ 别客气。

用于回答别人的感谢, 与 That's OK. 意思相近。

### Section C

Let me help you. 让我来帮您。

Let sb. do sth. 让某人做某事。如:

Let me have a look. 让我看一看。

## Unit 2 Looking Different

### Topic 1 I have a small nose.

#### Section A

1. I have a small nose, but he has a big one. 我长着鼻子, 但他长着大鼻子。

one 在此用作代词, 为避免重复, 用来代替前文已提及的或交谈双方已知的某个同类的人或物。如:



I have an eraser. Do you have one? 我有一块橡皮, 你有吗?

2. He has a wide mouth. 他长着一张大嘴巴。

描述某人的嘴巴大时用 wide mouth 或 large mouth, 而 big mouth 则常用来表示某人嘴巴不严, 多嘴多舌。

### Section B

It's Jackie Chan. 是成龙。

it 在这里指代人, 用于明确身份。如:

It's your mother on the phone. 是你母亲来的电话。

### Section C

I come from England. 我来自英格兰。

come from 意为“来自”, 相当于 be from。如:

She comes from Hangzhou. = She is from Hangzhou.

## Topic 2 What does she look like?

### Section A

I have blond hair and blue eyes. 我长着金黄色的头发和蓝色的眼睛。

blond 意为“浅黄色的, 金黄色的”, 多用于形容人的头发颜色。如:

Michael has blond hair, but Jane has red hair. 迈克尔长着金黄色的头发, 而简长着红头发。

### Section B

1. Please give this letter to Maria. 请把这封信给玛丽亚。

give sth. to sb. = give sb. sth. 把某物给某人。如:

Give the cake to Jane. = Give Jane the cake. 把这个蛋糕给简。

2. I'll give it to her. 我会把它(信件)给她的。

### Section C

1. Mom, I want to buy a T-shirt, a cap and a pair of shoes.

妈妈, 我想买一件 T 恤, 一个帽子和一双鞋。

(1) want to do sth. 想做某事。如:

I want to make friends with Sally. 我想和萨莉交朋友。

另外, want sth. 意为“想要某物”。如:

He wants a pair of shoes. 他想要一双鞋。

(2) a pair of 意为“一对/双/……”。在英语中, 像鞋子、裤子、袜子、手套、眼镜、剪刀等, 不能用冠词或数词来修饰, 要加上 pair。如:

two pairs of gloves 两副手套 a pair of glasses 一副眼镜

2. The girl in a yellow dress is Maria. 穿黄色连衣裙的那个女孩是玛丽亚。

介词 in 表示“穿着”或“戴着”。如：

The boy in a white T-shirt is my friend. 那个穿白色 T 恤的男孩是我的朋友。

She is all in black. 她穿着一身黑衣服。

The man in a cap is my cousin. 戴帽子的男子是我的堂兄。

### Topic 3 Whose cap is it?

#### Section D

1. WANTED 通缉

wanted 意为“受通缉的，被追捕的”。如：

a wanted man 一个通缉犯

2. Please help us find him. 请帮我们找到他。

help sb. (to) do sth. 意为“帮助某人做某事”。如：

Can you help me (to) open the door? 你能帮我把门打开吗？

## Unit 3 Getting Together

### Topic 1 Does he speak Chinese?

#### Section A

—Could you help me with it? 你能帮助我学习它(汉语)吗？

—No problem. 没问题。

(1) help sb. with sth. 帮助某人做某事，与 help sb. (to) do sth. 同义，二者可以相互转换。

(2) No problem. 常用于口语中，表示很愿意做某事。如：

—Could I go with you? 我可以和你一起去吗？

—No problem. 没问题。

#### Section C

Many students in our class like English a lot, but I like it a little. 我们班的许多同学都非常喜欢英语，而我只是有点儿喜欢。

(1) a lot 意为“很，非常”(表示程度)，相当于 very much。如：

Thanks a lot for your help. 非常感谢你的帮助。

(2) a little 意为“一点儿”。如：

The book helps me a little with my English. 这本书对我学习英语有点儿帮助。

## Topic 2 What does your mother do?

### Section A

Mom, I'm home. 妈妈, 我到家了。

be home 在此处表示“到家”, 常用于口语中。

## Topic 3 What would you like to drink?

### Section A

1. Help yourselves! 请随便吃/喝!

该句为主人招待客人时的常用语。如果被招待者是一个人, 用 help yourself; 若是两人或两人以上, 用 help yourselves。另外, help yourself to... 意为“请随便吃/喝些……”。如:

Help yourself to some apples. 请随便吃些苹果。

2. I would like an egg and some fish. 我想要一个鸡蛋和一些鱼肉。

would like 意为“想要”, 用于礼貌地表达愿望, 相当于 want。如:

I would like some apples. = I want some apples. 我想要一些苹果。

3. Would you like some eggs, Maria? 玛丽亚, 你想要一些鸡蛋吗?

(1) Would you like...? 表示“你想要……吗?”用于礼貌地提出建议或发出邀请, 有时含有请求的意味。这种提议或邀请常希望对方给予肯定回答。如:

—Would you like a glass of water? 你想要喝杯水吗?

—Yes, please. / No, thanks. 好的。/ 不, 谢谢。

(2) some 意为“一些”时, 也常用在提建议或希望得到肯定回答的疑问句中。如:

What about some fish? 来一些鱼肉怎么样?

4. What about you, Jane? 简, 你呢? / 你要什么?

What/How about ...? 表示“……怎么样?”, 用来询问或提出建议, 后面接代词、名词或动名词。如:

What/How about that skirt? 那条短裙怎么样?

What/How about having a picnic this Sunday? 这个星期天去野餐怎么样?

### Section B

1. What do you usually have for breakfast, Michael? 迈克尔, 你早饭通常吃什么?

have 在此处是“吃, 喝”的意思。如:

have ... for breakfast/lunch/dinner 早饭/午饭/晚饭吃(喝)……

2. *Jiaozi*. It's my favorite food. 饺子。这是我最喜欢的食物。

由于中国的传统民族特色，很多中国的东西在英语中找不到相对应的表达方式，这时，可以直接用汉语拼音来表达。如：

*hongbao* 红包      *erguotou* 二锅头      *zongzi* 粽子

3. May I take your order, sir? 先生，您可以点菜了吗？

(1) take one's order 意为“记下某人点的饭菜”。如：

The waiter comes over to take my order. 服务员过来请我点菜。

(2) sir 意为“先生，阁下”，是对不相识的男士、男上司、男性长辈或从事某一职务的男士的尊称，一般不与姓连用。对女士则用 madam。

### Section C

Why not have some fish and eggs? 为什么不吃一些鱼肉和鸡蛋呢？

Why not+动词原形...? 是向对方提供建议的一种表达法，意为“为什么不……呢？”如：

Why not buy this coat? 为什么不买这件外套呢？

### Section D

1. 英文书信的基本格式：

(1) 称呼：指对收信人的称呼，常用 Dear... 开头，表示亲切。从信纸左边顶格开始写，注意称呼语后用逗号。

(2) 信的正文：指信的主体部分，从称呼的下一行开始写起。

(3) 结束语：指正文下面的结尾客套话。结束语的第一个字母大写，末尾用逗号。在正式的社交信中，常用 Yours sincerely。假如对方是写信人的亲密的朋友，可用 Sincerely yours/Yours/Love/Much love 等。

(4) 签名：指写信人签名。写在结束语的下面。

2. They are all kind to me. 他们都对我很友好。

be kind to sb. 意为“对某人很友善”。

## Unit 4 Having Fun

### Topic 1 What can I do for you?

#### Section A

1. I want to buy some clothes for my daughter. 我想给我女儿买一些衣服。

buy sth. for sb. = buy sb. sth. 为某人买某物

此句也可表达为：

I want to buy my daughter some clothes.



2. Can I try it on? 我可以试穿一下吗?

try on 意为“试穿”，是由动词和副词构成的词组。

当宾语是代词时，代词只能置于 try 与 on 之间。如：

try it/them on 试穿它(们)

当宾语是名词时，名词可以放在 try 与 on 之间，也可以放在 on 的后面。如：

Please try this new sweater on. = Please try on this new sweater. 请试穿这件新毛衣。

3. It looks very nice on you. 你穿上它真好看。

此句常用于夸奖别人穿衣服好看。

4. We'll take it. 我们就买它了。

take 在句中意为“买下”。口语中，表示“买下”某物常用 take。也可用 have, get 等。如：

—How much is the pen? 这支钢笔多少钱?

—5 yuan. 5 元。

—OK. I'll get it. 好吧，我买下了。

## Section B

1. How do you like the trousers? 你觉得这条裤子怎么样?

How do you like...? 意为“你觉得……怎么样?”用于征求对方对某人或某物的看法。如：

How do you like the book? 你认为这本书怎么样?

2. I'll think about it. Thank you all the same. 我要考虑一下。还是要谢谢你。

(1) think about 意为“考虑”，尤指考虑计划、意见、行动等是否可行。如：

I'll think about it and call you back soon. 我考虑一下，尽快给你回电话。

(2) Thank you all the same. 意为“还是要谢谢你”，是在别人不能为自己提供帮助或别人不能满足自己的要求时使用的礼貌用语。

## Section C

Big Sale! Buy more and save more! 大甩卖! 买得多省得多!

sale 意为“降价销售”。常与介词 on 搭配使用。如：

On Sale 促销中

# Topic 2 Would you like to cook with us?

## Section A

What's up? 怎么啦? / 什么事?

该句用于询问发生了什么事情,常用于口语中。

## Section B

1. I have to cook. 我得做饭。

have to 意为“必须,不得不”,后面跟动词原形。主语为第三人称单数时,用 has to。

2. May I speak to Maria? 我可以和玛丽亚通话吗?

该句为打电话时的常用语, 还可译为“请玛丽亚接电话, 好吗?”

3. Who's this, please? 请问, 您是谁?

该句为打电话时的常用语, 相当于 Who's speaking? 其答语是 This is...

4. Maria isn't in now. 玛丽亚现在不在家。

in 在此用作副词, 表示“在家”, 相当于 at home。

## Topic 3 What time is it now?

### Section A

It's five past two. / It's two o five. 现在是两点五分。

It's a quarter to eight. / It's seven forty-five. 现在差十五分八点。/ 现在是七点四十五分。

常用的时刻表达法有两种:

(1) 直接表述

1:15 one fifteen

(2) 借助于 past 和 to 的表述

当分钟数小于或等于三十分时, 用 past。如:

10:10 ten past ten

当分钟数超过三十分时, 用 to。如:

1:55 five to two

### Section C

1. What's up, Baby Monkey? 小猴子, 你怎么了?

2. I can't find my way home. 我找不到回家的路了。

my way home 意为“我回家的路”, 此处 home 为副词。若 way 后接的是名词, 则名词前要用 to。如:

on his way to the zoo 在他去动物园的路上

3. Here we are. 我们到了。

4. It's very kind of you. 你真好。/ 太感谢了。

这是向他人致谢的一种方式。如:

It's very kind of you to help me. 你能帮我, 真是太感谢了。

5. Thank you for your help. 谢谢你的帮助。

thank sb. for (doing) sth. 意为“因(做)某事感谢某人”。此句也可表达为:

Thank you for helping me.

# Grammar 语法

## I. 词类 (Parts of Speech)

词 类	意 义	例 词
名词 Noun ( <i>n.</i> )	表示人或事物的名称	boy, eye, Jack, China
代词 Pronoun ( <i>pron.</i> )	用于代替名词、形容词或数词	I, one, his, which, mine, this
数词 Numeral ( <i>num.</i> )	表示数量或顺序	one, ten, twenty, first, second
动词 Verb ( <i>v.</i> )	表示动作或状态	be, do, have, look, know
形容词 Adjective ( <i>adj.</i> )	用于描述或修饰名词或代词,说明人或事物的特征或性质	small, long, short
冠词 Article ( <i>art.</i> )	用在名词前帮助说明名词所指的人或事物	a, an, the
副词 Adverb ( <i>adv.</i> )	修饰动词、形容词、其他副词以及全句	usually, often, very
介词 Preposition ( <i>prep.</i> )	表示名词、代词等和句中其他词之间的关系	from, for, in, on
连词 Conjunction ( <i>conj.</i> )	用于连接词与词、短语与短语或句与句	and, or, but
感叹词 Interjection ( <i>interj.</i> )	用于表达说话者的喜、怒、哀、乐等情感	oh, hey, dear

## II. 名词 (Nouns)

### 1. 分类

名    词	普通名词	可数名词 (Countable Nouns)	个体名词:表示人或事物个体名称的词。如: teacher, student, boy, book, bag 集合名词:表示一群人或一些事物名称的词。如: people, family, class, clothes
		不可数名词 (Uncountable Nouns)	物质名词:表示无法分为个体的名词。如: coffee, hair, juice, water, rice
			抽象名词:表示状态、品质、动作、感情等抽象概念的名词。如: health, happiness, fun, help
	专有名词	表示人、地方、机构、事物、组织等专有名称的词。如: Jane, China, UN, Beijing Opera	

### 2. 可数名词 (Countable Nouns)

可数名词有单数和复数两种形式,名词变复数的部分规则如下:

情 况	构成方法	读 音	例 词
一般情况	加-s	在清辅音后读 /s/ 在浊辅音和元音后读 /z/ 在以 ce, se, ze, (d)ge 等结 尾的词后读 /ɪz/	cake—cakes /keɪks/ bag—bags /bægz/ day—days /deɪz/ face—faces /'feɪsɪz/ orange—oranges /'ɒrɪndʒɪz/
以 s, x, sh, ch 结尾 的词	加-es	读 /ɪz/	bus—buses /'bʌsɪz/ watch—watches /'wɒtʃɪz/

续表

情 况	构成方法	读 音	例 词
以辅音字母加 y 结尾的词	变 y 为 i 再加 -es	读 /z/	baby—babies /'beɪbɪz/ country—countries /'kʌntriːz/ family—families /'fæməliːz/
部分以 f(e) 结尾的词	变 f(e) 为 ves	读 /vz/	knife—knives /naɪvz/ half—halves /hɑːvz/
以 o 结尾的词	加 -s 或 -es	读 /z/	zoo—zoos /zuːz/ photo—photos /'fəʊtəʊz/ tomato—tomatoes /tə'metəʊz/

情 况	构成方法	例 词
不规则变化	改变单数名词中的元音字母	man—men( /mæn/—/men/ ) woman—women( /'wʊmən/—/'wɪmɪn/ ) foot—feet( /fʊt/—/fi:t/ )
	单复数形式相同	sheep—sheep( /ʃi:p/ ) Chinese—Chinese( /ˌtʃaɪ'niːz/ )
	其他形式	mouse—mice( /maʊs/—/maɪs/ ) child—children( /tʃaɪld/—/'tʃɪldrən/ )

### 3. 不可数名词( Uncountable Nouns)

不可数名词一般没有复数形式, 不能与 a/an 或表示具体数量的词直接连用。这些名词前往要加 some( 一些), any( 任何, 一些), no( 没有), a little( 少许) 等词, 或加“glass( 杯), piece( 片) 等名词+of”结构。如:

some water/apple juice/milk 一些水/苹果汁/牛奶

a cup of tea 一杯茶; three glasses of juice 三杯果汁

### 4. 名词的所有格( The Possessive Case of Nouns)

情 况	构成方法	读 音	例 词
一般情况下, 不以 s 结尾的名词	加 's	在清辅音后读 /s/ 在浊辅音和元音后读 /z/ 在 /s/, /z/, /ʃ/, /tʃ/, /dʒ/ 等音后读 /ɪz/	Mike's /maɪks/ girl's /gɜː(r)lz/ mother's /'mʌðə(r)z/ Marx's /'mɑːksɪz/ George's /'dʒɔːdʒɪz/
以 s 结尾的复数名词	加 '	读音不变	students' /'stjuːdnts/ parents' /'perənts/

注: 部分以 s 结尾的姓氏之后可以加 's 或只加 '。如: Jones's / Jones', Yeats's / Yeats'。

III. 代词 (Pronouns)

1. 人称代词 (Personal Pronouns)

人称代词是用来代替人和事物的词,有人称、数和格的变化。它们的主要形式有:

人 称 \ 数 格	单 数		复 数	
	主 格	宾 格	主 格	宾 格
第一人称	I	me	we	us
第二人称	you	you	you	you
第三人称	he	him	they	them
	she	her		
	it	it		

2. 物主代词 (Possessive Pronouns)

物主代词是用来表示所有关系的代词,也称作代词所有格,分为形容词性物主代词和名词性物主代词两种。它们的主要形式有:

人 称 \ 数 类 别	单 数					复 数		
	第一人称	第二人称	第三人称			第一人称	第二人称	第三人称
	我的	你的	他的	她的	它的	我们的	你们的	他(她,它)们的
形容词性物主代词	my	your	his	her	its	our	your	their
名词性物主代词	mine	yours	his	hers	its	ours	yours	theirs

3. 指示代词 (Demonstrative Pronouns)

指示代词是用来指示或表示人或事物的代词。它们的主要形式有:

类 别	单 数	复 数
近 指	this (student) 这个(学生)	these (students) 这些(学生)
远 指	that (student) 那个(学生)	those (students) 那些(学生)

IV. 数词 (Numerals)

基数词 (Cardinal Numbers) 是表示数目多少的数词。

1 one	11 eleven	21 twenty-one	107 one hundred (and) seven
2 two	12 twelve	22 twenty-two	
3 three	13 thirteen	30 thirty	114 one hundred (and) fourteen
4 four	14 fourteen	40 forty	
5 five	15 fifteen	50 fifty	130 one hundred (and) thirty
6 six	16 sixteen	60 sixty	
7 seven	17 seventeen	70 seventy	935 nine hundred (and) thirty-five
8 eight	18 eighteen	80 eighty	
9 nine	19 nineteen	90 ninety	999 nine hundred (and) ninety-nine
10 ten	20 twenty	100 one hundred	

注:百位数与十位数或百位数与个位数(十位数为0时)之间,在英式英语中常用“and”连接,



在美式英语中一般不用。

## V. 动词 (Verbs)

### 1. 一般现在时 (Present Simple)

(1) 表示现在的状态。如：

My name is Michael. I am twelve. 我叫迈克尔。我 12 岁了。

(2) 表示经常的或习惯性的动作。如：

He gets up at six. 他六点钟起床。

(3) 表示特征或能力。如：

He likes English a lot. 他很喜欢英语。

(4) 表示客观存在或普遍真理等。如：

Cats eat fish. 猫吃鱼。

The earth goes around the sun. 地球围绕着太阳转。

### 2. be 动词 (Verb to be)

肯定形式	否定形式
I am ...	I am not ...
You are ...	You are not ...
He/She/It is ...	He/She/It is not ...
We/You/They are ...	We/You/They are not ...

疑问形式	简略答语	
Am I ...?	Yes, you are.	No, you aren't.
Are you ...?	Yes, I am.	No, I'm not.
Is he/she/it ...?	Yes, he/she/it is.	No, he/she/it isn't.
Are we/you/they ...?	Yes, you/we/they are.	No, you/we/they aren't.

### 3. 动词 do (Verb to do)

肯定形式	否定形式
I speak English.	I don't speak English.
You speak English.	You don't speak English.
He/She speaks English.	He/She doesn't speak English.
We/You/They speak English.	We/You/They don't speak English.

疑问形式	简略答语	
Do you speak English?	Yes, I do.	No, I don't.
Does he/she speak English?	Yes, he/she does.	No, he/she doesn't.
Do you/they speak English?	Yes, we/they do.	No, we/they don't.

4. 当主语是第三人称单数时,动词形式有下列几种变化:

规 则	读 音	动词原形	第三人称单数形式及读音
一般动词在词尾加-s	在清辅音后读 /s/ 在浊辅音或元音后读 /z/	like tell play	likes/larks/ tells/telz/ plays/pleiz/
以字母 s, x, ch, sh 结尾的动词加-es	读 /ɪz/	guess teach	guesses /'gesɪz/ teaches /'ti:tʃɪz/
以 o 结尾的动词一般加-es	读 /z/	do go	does/dʌz/ goes/gəʊz/
以辅音字母加 y 结尾的动词,先变 y 为 i,再加-es	读 /ɪz/	fly carry	flies/flaɪz/ carries/'kærɪz/

注:have 的第三人称单数形式是 has。

## VI. 冠词 (Articles) ( I )

冠词用在名词前,起着说明名词所表示的人、物或限定名词的作用。冠词分为不定冠词(The Indefinite Article)和定冠词(The Definite Article)两种。

### 1. 不定冠词(The Indefinite Article)

不定冠词有两个:a 和 an。a 用在以辅音音素开头的单词或字母之前,如 a desk, a boy, a “U”; an 用在以元音音素开头的单词或字母之前,如 an hour, an old man, an “H”。a 一般读作 /eɪ/或/ə/, an 一般读作 /æn/或/ən/。

不定冠词 a(n) 与数词 one 同源,表示“一个”的意思,用在可数名词单数前,但数的概念没有 one 强烈。其基本用法如下:

用 法	例 句
用于第一次提到某人或某物时	I have a good friend in your class.
表示“某一个”	He works on a farm.
表示某类人或物	She is a teacher.
用于某些习惯用语中	How about going for a picnic?

### 2. 定冠词(The Definite Article)

定冠词只有一个,即 the,一般在以辅音音素开头的词前读 /ðə/, 在以元音音素开头的词前读 /ði:/或/ði/。如:

the( /ðə/ ) bag 这个(那个)书包; the( /ði:/或/ði/ ) apple 这个(那个)苹果

定冠词有“这个(些),那个(些)”的意思,通常不重读,和名词连用表示某个或某些特指的人或物。如:

Who's the boy there? 那边的那个男孩是谁?

Give the books to the teacher. 把这些书给(那个)老师。

## VII. 句子的种类 (Kinds of Sentences)

英语的句子按照用途可分为以下四类：

种 类	功 能	例 句
陈述句 (Declaratives)	用来说明事实或说话人的看法	My father is a doctor. They are not in the same class. She lives in England. He doesn't like coffee at all.
疑问句 (Interrogatives)	用来提出问题	Are you Jane? Do you like coffee? Who are they? What does your father do?
祈使句 (Imperatives)	用来表示请求、命令、邀请、劝告等	Look at those monkeys. Don't forget your guitar. Please give this letter to Maria. Let's meet at 9 o'clock at my home.
感叹句 (Exclamatives)	用来表达各种强烈的感情	What a nice place! How nice it is!

本册课本中出现的主要特殊疑问句及其答语如下：

- |   |   |
|---|---|
| (1)—What's your name, please?                   | —My name is Sally.                            |
| (2)—What class are you in?                      | —I'm in Class Four, Grade Seven.              |
| (3)—What color is it?                           | —It's pink.                                   |
| (4)—What's your telephone number?               | —It is 6807-5335.                             |
| (5)—Excuse me, what's this/that in English?     | —It's an eraser/a map.                        |
| (6)—What are these/those?                       | —They are books/rulers.                       |
| (7)—What does she look like?                    | —She is tall and she has short brown hair.    |
| (8)—What does he say in the letter?             | —He wants to visit Beijing.                   |
| (9)—What does your mother do?                   | —She is a teacher.                            |
| (10)—What would you like to drink?              | —Apple juice, please.                         |
| (11)—What do you usually have for breakfast?    | —I usually have milk and bread for breakfast. |
| (12)—What do you think of this yellow skirt?    | —Oh, I don't like it at all.                  |
| (13)—What do we need?                           | —We need two kilos of apples and some rice.   |
| (14)—What are your favorite animals?            | —Elephants.                                   |
| (15)—What time is it now? /What's the time now? | —It's 9 o'clock.                              |

(16)—Who is she?

(17)—Who are they?

(18)—Who's this, please?

(19)—Who is your favorite actor?

(20)—Who is the letter from?

(21)—Whose cap is it, then?

(22)—Where are you from?

(23)—Where does she work?

(24)—How are you?

(25)—How do you spell it?

(26)—How old are you?

(27)—How do you like the trousers?

(28)—How much is it?

(29)—How much rice do we need?

(30)—How heavy is it?

—She is Jane.

—They're Maria and Jane.

—This is Sally.

—It's Jackie Chan.

—It's from my pen pal, Sam.

—It's Sally's.

—I'm from Canada.

—She works in a hospital.

—Fine, thanks. And you?

—E-R-A-S-E-R, eraser.

—I'm twelve.

—They are too long.

—It's seventy *yuan*.

—One bag of rice.

—It's one kilo a bag.

## Pronunciation Skills 发音技巧

### 1. 音素 (Phoneme)

音素是最小的语音单位。英语中共有 48 个音素,其中元音 20 个,辅音 28 个。

Vowels 元音	/i:/ /ɪ/ /e/ /æ/ /ɜ:/ /ə/ /ɑ:/ /ʌ/ /ɔ:/ /ɒ/ /u:/ /ʊ/											
	/eɪ/ /aɪ/ /ɔɪ/ /əʊ/ /aʊ/ /ɪə/ /eə/ /ʊə/											
Consonants 辅音	/p/ /b/ /t/ /d/ /k/ /g/ /f/ /v/ /θ/ /ð/ /s/ /z/											
	/ʃ/ /ʒ/ /tʃ/ /dʒ/ /tr/ /dr/ /ts/ /dz/ /h/ /r/											
	/m/ /n/ /ŋ/ /l/ /w/ /j/											

### 2. 音节 (Syllable)

音节由音素组成。音素分为元音和辅音,元音是构成音节的主体。英语中一个音节可以只是一个元音,如/aɪ/;也可以由一个元音和若干个辅音构成,如/bʌs/。一般来说,一个元音可以构成一个音节,但较响亮的辅音/l/, /m/, /n/在没有元音的情况下,与它前面的辅音也可以构成一个音节,称为成节音,如 apple 中的/pl/和 lesson 中的/sn/。

音节有开音节和闭音节之分。开音节指的是以发音的元音字母结尾的重读音节或以“元音字母+辅音字母(除 r 外)+不发音的 e”结尾的重读音节。闭音节指的是以辅音字母结尾的重读音节(除 r 外)。

五个元音字母在开音节和闭音节中的发音如下表所示:

元音字母	Aa	Ee	Ii	Oo	Uu	
开音节	/eɪ/	/iː/	/aɪ/	/əʊ/	/juː/	
	face	these	bike	those	cute	
	name	she	hi	go	student	
闭音节	/æ/	/ɛ/	/ɪ/	/ɒ/	/ʌ/	/ʊ/
	bag	let	it	dog	bus	put
	cat	egg	this	box		

### 3. 单词重音 (Word Stress)

英语单词有单音节词、双音节词和多音节词之分。单音节词单独读时都重读,不必标重音符号。双音节词和多音节词中一般用重音符号“'”标出其中的重音,即重读音节。如:

up /ʌp/, sit /sɪt/, different /'dɪfrənt/, yourselves /jɔ:(r)'selvz/

在有些双音节或多音节词中,除了主重音之外还有次重音。主重音用“'”表示,次重音用“ˈ”表示。如:

bamboo /bæm'bu:/, sixteen /sɪks'ti:n/, afternoon /ˌɑ:ftə(r)'nu:n/

### 4. 节奏 (Rhythm)

节奏指一个句子中的重音与重音之间的排列模式。通常是重读音节重而慢,非重读音节弱而



快,非重读音节越多,读得越快。这种语音起伏轻重、抑扬顿挫的变化现象就是节奏。如:

'Try your 'best.

She 'wanted to 'do it.

'Over and 'over again.

'Come here to 'morrow.

'Put on your 'coat.

'What about this 'book?

'Write down your 'name.

There 'isn't any 'need.

'Don't 'worry, and she'll 'show you how to 'do it.

She 'didn't think it was 'interesting.

Our 'children are from Ja'pan, 'Canada and 'Singapore.

She 'goes to 'work on 'foot.

## 5. 连读 (Liaison)

把前一个词词尾的音和后一个词词首的音连起来读,这种现象叫做连读。连读用“~”来表示。连读一般发生在同一意群(即意思密切的一组词)中,主要有以下几种:

(1) 词末辅音和词首元音连读。如:

What's ~up?

(2) 词末元音和词首元音连读,即元音连读。如:

He's my ~uncle.

(3) 词末辅音和词首辅音连读。如:

Help ~yourselves!

(4) 词末不发音的 r 和紧接其后的词首元音连读, r 必须发音。如:

May I take your ~order?

## 6. 语调 (Intonation)

在说话或朗读时声调的抑扬叫做语调。英语的基本语调分为“降调”和“升调”两种,主要表现为语句末尾语调的降和升,分别用语调符号——(降调)或——(升调)来表示。英语中,选择疑问句的后一部分和陈述句、特殊疑问句、祈使句、感叹句一般用降调;选择疑问句的前一部分和一般疑问句常用升调。如:

(1) —Where are you from?

—I'm from America.

(2) —Are you from Washington, D.C.?

—No, I'm not.

(3) —Look, she has a small face, big eyes and a small nose.

—That's right.

(4) Is he tall or short?

(5) Sounds great!

# Changes in International Phonetic Symbols for English

## 英语国际音标变化表

单元音	有变化	无变化			
	i→ɪ	短元音	e	长元音	i:
	u→ʊ		æ		u:
	ɔ→ɒ		ə		ɔ:
	ə:→ɜ:		ʌ		ɑ:

双元音	全有变化		
	ei→eɪ	əu→əʊ	iə→ɪə
	ai→aɪ	au→aʊ	ɛə→eə
	ɔi→ɔɪ		ʊə→ʊə

- 注:1.单元音 /i/改为 /ɪ/,4 个有 /i/的双元音中的 /i/都改为 /ɪ/,即 /eɪ/, /aɪ/, /ɔɪ/, /ɪə/。
- 2.单元音 /u/改为 /ʊ/,3 个有 /u/的双元音中的 /u/都改为 /ʊ/,即 /əʊ/, /aʊ/, /ʊə/。  
长元音/u:/不变。
- 3./ɔ/只出现单元音时,则 /ɔ/改为 /ɒ/;而双元音 /ɔi/中的 /ɔ/不改,只改 /i/,即 /ɔɪ/。  
长元音/ɔ:/不变。
- 4./ɛə/改为 /eə/,它的前一个元音与 /eɪ/中的前一个元音为同一符号,而 /ɛ/不再出现。
- 5./ə:/改为 /ɜ:/,出现一个新的元音符号 /ɜ:/。
- 6.辅音音素基本上没有变化。

## The Alphabet 字母表

字 母		字母读音	字 母		字母读音
印刷体	手写体		印刷体	手写体	
Aa	Aa	/eɪ/	Nn	Nn	/en/
Bb	Bb	/biː/	Oo	Oo	/əʊ/
Cc	Cc	/siː/	Pp	Pp	/piː/
Dd	Dd	/diː/	Qq	Qq	/kjuː/
Ee	Ee	/iː/	Rr	Rr	/ɑː(r)/
Ff	Ff	/ef/	Ss	Ss	/es/
Gg	Gg	/dʒiː/	Tt	Tt	/tiː/
Hh	Hh	/eɪtʃ/	Uu	Uu	/juː/
Ii	Ii	/aɪ/	Vv	Vv	/viː/
Jj	Jj	/dʒeɪ/	Ww	Ww	/ˈdʌbljuː/
Kk	Kk	/keɪ/	Xx	Xx	/eks/
Ll	Ll	/el/	Yy	Yy	/waɪ/
Mm	Mm	/em/	Zz	Zz	/ziː/ ; /zed/

## Pronunciation and Spelling 发音和拼法

/i:/	me green eat	/k/	kite back cat
/ɪ/	sit big	/g/	go egg England hamburger
/e/	bed head many any	/tʃ/	child teach picture
/æ/	plan glad stand	/dʒ/	just age
/ʌ/	cup brother young	/tr/	tree truck
/ɜ:/	her girl nurse worker	/dr/	dress drink
/ə/	teacher driver doctor	/ts/	hats pets
/ɑ:/	car start father	/dz/	beds cards kinds hundreds
/ɒ/	dog wrong watch	/f/	few office photo
/ɔ:/	short more four	/v/	very seven five of
/ʊ/	put book would woman	/θ/	thank month mouth thing
/u:/	zoo who ruler blue	/ð/	that these those
/eɪ/	cake play they eight great	/s/	sit class yes nice
/aɪ/	hi my bye eye high	/z/	zoo is eggs whose
/ɔɪ/	boy toy	/ʃ/	she sure delicious
/əʊ/	no know coat only	/ʒ/	usually
/aʊ/	out now brown	/h/	he who
/ɪə/	here ear dear idea	/m/	man time
/eə/	hair there their	/n/	no eleven know
/ʊə/	poor sure	/ŋ/	think sing
/p/	pen happy	/l/	leg blue place tell
/b/	bus bed	/r/	red write
/t/	let tall letter little	/j/	yes your
/d/	dog child	/w/	we what

## Words and Expressions in Each Unit 各单元词汇表

注:黑体词为《英语课程标准》要求掌握的词,白体词为课文中要求理解的词。单词后的数字是指此词第一次出现的页码。本词汇表采用 IPA (International Phonetic Alphabet 国际音标) 标注系统。

### Unit 1

#### Topic 1 Welcome to China!

**good** /gʊd/ *adj.* 好的;令人愉快的 (1)

**morning** /'mɔ:(r)nɪŋ/ *n.* 早晨;上午 (1)

**I** /aɪ/ *pron.* 我 (1)

**am** /æm;əm/ *v.* 是 (1)

**welcome** /'welkəm/ *interj. & v.* 欢迎 (1)

**to** /tu:;tə/ *prep.* 到,对,向;在……之前 (1)

(动词不定式符号,无词义) (1)

**China** /'tʃaɪnə/ *n.* 中国 (1)

**thank** /θæŋk/ *v.* 谢谢,感谢 (1)

**you** /ju:;ju/ *pron.* 你;您;你们 (1)

**the** /ði:;ðə/ *art.* 这(那)个,这(那)些 (1)

**the USA** /ˌju: es 'eɪ/ = the United States of America 美国;美利坚合众国 (1)

**the UK** /ˌju: 'keɪ/ = the United Kingdom 英国,联合王国(包括大不列颠及北爱尔兰) (1)

**hello** /hə'ləʊ/ *interj.* 喂,你好 (1)

**are** /ɑ:(r);ə(r)/ *v.* 是 (1)

**yes** /jes/ *interj.* 是,同意 (1)

**no** /nəʊ/ *interj.* 不,不是;没有 (1)  
*det.* 没有,无 (91)

**not** /nɑ:t/; /nɒt/ *adv.* 不;没有 (1)

**oh** /əʊ/ *interj.* 哦,啊 (1)

**nice** /naɪs/ *adj.* 令人愉快的;友好的 (1)

**meet** /mi:t/ *v.* 结识;遇见 (1)

**too** /tu:/ *adv.* 也;太;很 (1)

**hi** /haɪ/ *interj.* 喂 (2)

**thanks** /θæŋks/ *interj. & n.* 感谢,谢谢 (2)

**Mr.** = Mister /'mɪstə(r)/ *n.* 先生 (3)

**see** /si:/ *v.* 遇见;看到;明白 (3)

**mom** /mɑ:m/; /mɒm/ (**mum** /mʌm/ BrE) *n.* 妈妈 (3)

**this** /ðɪs/ *pron. & det.* 这,这个 (3)

**is** /ɪz/ *v.* 是 (3)

**my** /maɪ/ *det.* 我的 (3)

**teacher** /'ti:tʃə(r)/ *n.* 老师,教师 (3)

**how** /haʊ/ *adv.* 怎样;多少;多么 (3)

**do** /du:;du/ *aux v.* 构成否定句、疑问句的助动词,无词义 (3)  
*v.* 做 (3)

**dad** /dæd/ *n.* 爸爸 (3)

**Miss** /mɪs/ *n.* 女士,小姐 (3)

**Ms.** /mɪz;məz/ *n.* 女士 (3)

**afternoon** /ˌæftər'nu:n/; /ˌɑ:ftə'nu:n/ *n.* 下午 (5)

**goodbye** /ˌgʊd'baɪ/ *interj.* 再见 (5)

**bye** /baɪ/ *interj.* 再见 (5)



**fine** /faɪn/ *adj.* 健康的; 晴朗的 (5)  
**and** /ænd; ɐnd/ *conj.* 和 (5)  
**OK** /əʊ'keɪ/ *adj.* (口语) 安然无恙 (5)  
*interj.* 好, 行 (74)  
**here** /hɪə(r)/ *adv.* 在这里 (5)

## Topic 2 Where are you from?

**excuse** /ɪk'skju:z/ *v.* 原谅 (9)  
*n.* 借口  
**me** /mi:; mi/ *pron.* 我 (9)  
**what** /wɔ:t/; /wɒt/ *pron.* 什么 (9)  
**your** /jɔ:(r)/ *det.* 你的; 你们的 (9)  
**name** /neɪm/ *n.* 名字; 名称 (9)  
*v.* 给……命名  
**please** /pli:z/ *interj.* 请 (9)  
**where** /weə(r)/ *adv.* 在(到)哪里 (9)  
**from** /frɔ:m/; /frɒm/ *prep.* 来自; 从 (9)  
**Canada** /'kænədə/ *n.* 加拿大 (9)  
**America** /ə'merɪkə/ *n.* 美国 (9)  
**Japan** /dʒə'pæn/ *n.* 日本 (9)  
**England** /'ɪŋɡlənd/ *n.* 英格兰 (9)  
**they** /ðeɪ/ *pron.* 他/她/它们 (10)  
**who** /hu:/ *pron.* 谁 (10)  
**Cuba** /'kju:bə/ *n.* 古巴 (10)  
**he** /hi:; hi/ *pron.* 他 (10)  
**she** /ʃi:; ʃi/ *pron.* 她 (10)  
**look** /lʊk/ *v.* 看; 看起来 (11)  
**telephone** /'telɪfəʊn/ *n.* 电话 (13)  
**number** /'nʌmbə(r)/ *n.* (No.) 号码;  
 数字; 数量 (13)  
**it** /ɪt/ *pron.* 它 (13)  
**very** /'veri/ *adv.* 很, 非常 (13)  
**much** /mʌtʃ/ *adv.* 非常, 很 (13)  
*det.* 多少, 许多, 大量 (83)  
 very much 非常, 很 (13)

**that** /ðæt/ *pron. & det.* 那, 那个 (13)  
**zero** /'zɪrəʊ/; /'zɪərəʊ/ *num.* 零 (13)  
**one** /wʌn/ *num.* 一 (13)  
*pron.* 一(个, 只……) (27)  
**two** /tu:/ *num.* 二 (13)  
**three** /θri:/ *num.* 三 (13)  
**four** /fɔ:(r)/ *num.* 四 (13)  
**five** /faɪv/ *num.* 五 (13)  
**six** /sɪks/ *num.* 六 (13)  
**seven** /'sevn/ *num.* 七 (13)  
**eight** /eɪt/ *num.* 八 (13)  
**nine** /naɪn/ *num.* 九 (13)  
**ten** /ten/ *num.* 十 (13)  
**her** /hɜ:(r); hə(r)/ *det.* 她的 (14)  
*pron.* 她 (37)  
**family** /'fæməli/ *n.* 家族; 家庭 (14)

## Topic 3 How old are you?

**twelve** /twelv/ *num.* 十二 (17)  
**year** /jɪə(r)/ *n.* 年 (17)  
**old** /əʊld/ *adj.* ……岁的; 老的; 旧的 (17)  
**class** /klæs/; /kla:s/ *n.* 班级; 课 (17)  
**in** /ɪn/ *prep.* 在……里; 用, 以; 穿着,  
 戴着 (17)  
*adv.* 在家; 在里面 (92)  
**grade** /ɡreɪd/ *n.* 年级; 成绩; 等级 (17)  
**eleven** /ɪ'levn/ *num.* 十一 (17)  
**thirteen** /'θɜ:(r) 'ti:z/ *num.* 十三 (17)  
**fourteen** /'fɔ:(r) 'ti:z/ *num.* 十四 (17)  
**fifteen** /fɪf'ti:z/ *num.* 十五 (17)  
**sixteen** /sɪks'ti:z/ *num.* 十六 (17)  
**seventeen** /,sevn'ti:z/ *num.* 十七 (17)  
**eighteen** /eɪ'ti:z/ *num.* 十八 (17)  
**nineteen** /,naɪn'ti:z/ *num.* 十九 (17)

**twenty** /'twenti/ *num.* 二十 (17)  
**English** /'ɪŋɡlɪʃ/ *n.* 英语 (19)  
*adj.* 英语的; 英国的; 英国人的 (21)  
**an** /æn; ən/ *art.* 一(个, 件……) (19)  
**eraser** /ɪ'reɪsər/; /ɪ'reɪzə(r)/ *n.* 橡皮;  
 黑板擦 (19)  
**map** /mæp/ *n.* 地图 (19)  
**pen** /pen/ *n.* 钢笔, 笔 (19)  
**pencil** /'pensl/ *n.* 铅笔 (19)  
**desk** /desk/ *n.* 书桌 (19)  
**spell** /spel/ *v.* 拼写 (19)  
**a** /ə; eɪ/ *art.* 一(个, 件……) (19)  
**can** /kən; kæn/ *modal v.* 能, 会 (19)  
**apple** /'æpl/ *n.* 苹果 (19)  
**toy** /tɔɪ/ *n.* 玩具 (20)  
**wow** /waʊ/ *interj.* 呀, 哇 (20)  
**try** /traɪ/ *v.* 试; 试图, 努力 (20)  
**again** /ə'geɪn; ə'geɪn/ *adv.* 再一次 (20)  
**those** /ðəʊz/ *pron. & det.* 那些 (21)  
**book** /bʊk/ *n.* 书; 本子 (21)  
*v.* 预约, 预订  
**these** /ði:z/ *pron. & det.* 这些 (21)  
**let** /let/ *v.* 让 (21)  
**help** /help/ *v. & n.* 帮助 (21)  
**ruler** /'ru:lə(r)/ *n.* 尺子 (21)  
**car** /kɑ:(r)/ *n.* 小汽车, 轿车 (21)  
**egg** /eg/ *n.* 蛋 (21)  
**orange** /'ɑ:rɪndʒ/; /'ɒrɪndʒ/ *n.* 柑橘;  
 橙子; 橘黄色 (21)  
*adj.* 橘黄色的 (26)  
**bus** /bʌs/ *n.* 公共汽车 (22)  
**box** /bɑ:ks/; /bɒks/ *n.* 盒; 箱 (22)  
**now** /naʊ/ *adv.* 现在 (23)  
**school** /sku:l/ *n.* 学校 (23)  
 Beijing International /ɪntə(r)'næʃnəl/ School

北京国际学校 (23)  
**his** /hɪz/ *det.* 他的 (23)  
*pron.* 他的 (43)  
**same** /seɪm/ *adj.* 相同的 (23)  
*pron.* (和……) 同样的事物 (35)  
**but** /bʌt; bət/ *conj.* 但是, 可是 (23)  
**friend** /frend/ *n.* 朋友 (23)  
**junior** /'dʒu:nɪə(r)/ *adj.* 初级的 (24)  
**high** /haɪ/ *adj.* 高的 (24)  
*adv.* 在高处, 向高处  
 junior high school 初中 (24)

## Review of Unit 1

**girl** /gɜ:(r)l/ *n.* 女孩 (26)  
**we** /wi:; wi/ *pron.* 我们 (26)  
**student** /'stju:dnt/; /'stjʊ:dnt/ *n.* 学生 (26)  
**speak** /spi:k/ *v.* 讲, 说; 谈话 (26)

## Unit 2

### Topic 1 I have a small nose.

**guess** /ges/ *v.* 猜 (27)  
**have** /hæv; həv/ *v.* 有; 吃, 喝 (27)  
**small** /smɔ:l/ *adj.* 小的 (27)  
**nose** /nəʊz/ *n.* 鼻子 (27)  
**has** /hæz; həz/ *v.* 有 (have 的第三人称  
 单数形式) (27)  
**big** /bɪɡ/ *adj.* 大的 (27)  
**eye** /aɪ/ *n.* 眼睛 (27)  
**know** /nəʊ/ *v.* 知道; 认识 (27)  
**right** /raɪt/ *adj.* 正确的; 右边的 (27)  
*n.* 右边  
**ear** /ɪə(r)/ *n.* 耳朵 (27)  
**hair** /heə(r)/ *n.* 头发 (27)  
**head** /hed/ *n.* 头 (27)

<i>v.</i> 朝(某方向)前进		<i>n.</i> 蓝色	(35)
<b>face</b> /feɪs/ <i>n.</i> 脸	(27)	<b>color</b> /'kʌlə(r)/ ( <b>colour</b> BrE) <i>n.</i> 颜色	(35)
<b>neck</b> /nek/ <i>n.</i> 脖子	(27)	<i>v.</i> 给……着色, 涂色	
<b>mouth</b> /maʊθ/ ( <i>pl.</i> <b>mouths</b> /maʊðz/) <i>n.</i> 嘴	(27)	<b>pink</b> /pɪŋk/ <i>n.</i> 粉红色	(35)
<b>round</b> /raʊnd/ <i>adj.</i> 圆形的	(28)	<i>adj.</i> 粉红色的	(35)
<b>long</b> /lɔ:ŋ/; /lɒŋ/ <i>adj.</i> 长的	(28)	<b>red</b> /red/ <i>n.</i> 红色	(35)
<b>wide</b> /waɪd/ <i>adj.</i> 宽的	(28)	<i>adj.</i> 红色的	(37)
<b>favorite</b> /'feɪvərɪt/ ( <b>favourite</b> BrE)		<b>purple</b> /'pɜ:(r)pl/ <i>n.</i> 紫色	(35)
<i>adj.</i> 最喜爱的	(29)	<i>adj.</i> 紫色的	(40)
<i>n.</i> 特别喜欢的人(或物)	(96)	<b>brown</b> /braʊn/ <i>n.</i> 棕色	(35)
<b>actor</b> /'æktə(r)/ <i>n.</i> 演员	(29)	<i>adj.</i> 棕色的	(37)
<b>Chinese</b> /tʃaɪ'ni:z/ <i>n.</i> 中国人; 汉语	(29)	<b>gray</b> /greɪ/ ( <b>grey</b> BrE) <i>n.</i> 灰色	(35)
<i>adj.</i> 中国的; 中国人的; 汉语的	(29)	<i>adj.</i> 灰色的	(37)
<b>does</b> /dʌz/ <i>v.</i> (do 的第三人称单数形式)	(29)	<b>yellow</b> /'jeləʊ/ <i>n.</i> 黄色	(35)
<b>arm</b> /ɑ:(r)m/ <i>n.</i> 胳膊	(30)	<i>adj.</i> 黄色的	(39)
<b>hand</b> /hænd/ <i>n.</i> 手	(30)	<b>green</b> /gri:n/ <i>n.</i> 绿色	(35)
<b>leg</b> /leg/ <i>n.</i> 腿	(30)	<i>adj.</i> 绿色的	(39)
<b>foot</b> /fʊt/ ( <i>pl.</i> <b>feet</b> /fi:t/) <i>n.</i> 脚; 英尺	(30)	<b>white</b> /waɪt/ <i>n.</i> 白色	(35)
<b>short</b> /ʃɔ:(r)t/ <i>adj.</i> 短的; 矮的	(30)	<i>adj.</i> 白色的	(40)
<b>boy</b> /bɔɪ/ <i>n.</i> 男孩	(31)	<b>give</b> /gɪv/ <i>v.</i> 给	(37)
<b>come</b> /kʌm/ <i>v.</i> 来; 来到	(31)	<b>letter</b> /'letə(r)/ <i>n.</i> 信; 字母	(37)
come from 出生于, 来自	(31)	<b>sorry</b> /'sɔ:ri/; /'sɒri/ <i>interj.</i> 对不起, 抱歉	(37)
<b>sister</b> /'sɪstə(r)/ <i>n.</i> 姐, 妹	(31)	<i>adj.</i> 难过的	
<b>different</b> /'dɪfrənt/ <i>adj.</i> 不同的	(31)	<b>like</b> /laɪk/ <i>prep.</i> 像; 跟……一样	(37)
<b>knife</b> /naɪf/ ( <i>pl.</i> <b>knives</b> /naɪvz/)		<i>v.</i> 喜欢, 喜爱	(54)
<i>n.</i> 小刀	(32)	<b>tall</b> /tɔ:l/ <i>adj.</i> 高的	(37)
		<b>will</b> /wɪl/ <i>modal v.</i> 会; 将	(37)
		<b>for</b> /fɔ:(r); fə(r)/ <i>prep.</i> (表示对象、用途等) 给; 因为……; 对于……	(37)
<b>Topic 2 What does she look like?</b>		<b>young</b> /jʌŋ/ <i>adj.</i> 年轻的	(37)
<b>black</b> /blæk/ <i>adj.</i> 黑色的	(35)	<b>man</b> /mæn/ ( <i>pl.</i> <b>men</b> /men/) <i>n.</i> 男人	(37)
<i>n.</i> 黑色	(35)	<b>woman</b> /'wʊmən/ ( <i>pl.</i> <b>women</b> /'wɪmɪn/)	
<b>blond</b> /blɔ:nd/; /blɒnd/ <i>adj.</i> 金黄色的	(35)	<i>n.</i> 成年女子, 妇女	(37)
<b>blue</b> /blu:/ <i>adj.</i> 蓝色的	(35)	<b>snowman</b> /'snəʊmæn/ ( <i>pl.</i> <b>snowmen</b> )	

**n. 雪人** (38)  
**want** /wɑ:nt/; /wɒnt/ *v.* 想要; 需要 (39)  
**buy** /baɪ/ *v.* 买 (39)  
**T-shirt** /'ti:ʃɜ:(r)t/ *n.* T 恤衫 (39)  
**cap** /kæp/ *n.* 便帽 (39)  
**pair** /peə(r)/ *n.* 一双; 一对 (39)  
**of** /ɒv; əv/ *prep.* (表示所属、数量、其中)……的 (39)  
**shoe** /ʃu:/ *n.* 鞋 (39)  
**coat** /kəʊt/ *n.* 外套; 大衣 (39)  
**dress** /dres/ *n.* 连衣裙 (39)  
**pants** /pænts/ (**trousers** /'traʊzə(r)z/ BrE) *n.* (pl.) 裤子 (39)  
**skirt** /skɜ:(r)t/ *n.* (女式) 短裙 (39)  
**glove** /glʌv/ *n.* (分手指的) 手套 (39)  
**at** /æt; ət/ *prep.* 向; 在(几点钟); 在(某处) (40)  
**look at** 看着 (40)  
**photo** /'fəʊtəʊ/ *n.* 照片 (40)  
**strong** /strɔ:ŋ/; /strɒŋ/ *adj.* 强壮的 (40)  
**happy** /'hæpi/ *adj.* 幸福的, 快乐的; 高兴的 (40)  
**next** /nekst/ *adj.* 下一个的 (41)  
*adv.* 随后  
**next to** 在……近旁, 紧邻 (41)  
**shirt** /ʃɜ:(r)t/ *n.* (尤指男式) 衬衫 (42)  
**cool** /ku:l/ *adj.* 酷; 凉爽的 (42)  
**other** /'ʌðə(r)/ *pron. & adj.* 另外, 其他 (42)

### Topic 3 Whose cap is it?

**mine** /maɪn/ *pron.* 我的 (43)  
**whose** /hu:z/ *det. & pron.* 谁的 (43)  
**then** /ðen/ *adv.* 那么; 那时; 然后 (43)  
**yours** /jɔ:(r)z/ *pron.* 你的; 你们的 (43)

**hers** /hɜ:(r)z/ *pron.* 她的 (43)  
**ours** /ɑ:(r)z/; /'aʊə(r)z/ *pron.* 我们的 (43)  
**theirs** /ðeəz/ *pron.* 他/她/它们的 (43)  
**bike** /baɪk/ *n.* 自行车 (43)  
**cat** /kæt/ *n.* 猫 (43)  
**our** /ɑ:(r); 'aʊə(r)/ *det.* 我们的 (44)  
**banana** /bə'nænə/; /bə'nɑ:nə/ *n.* 香蕉 (44)  
**their** /ðeə(r)/ *det.* 他/她/它们的 (44)  
**jacket** /'dʒækɪt/ *n.* 夹克衫, 短上衣 (45)  
**think** /θɪŋk/ *v.* 想, 认为; 思考 (45)  
**schoolbag** /'sku:l bæɡ/ *n.* 书包 (46)  
**baby** /'beɪbi/ *n.* 动物幼崽; 婴儿 (46)  
**new** /nu:/; /nju:/ *adj.* 新的 (47)  
**classmate** /'klæsmeɪt/; /'kla:smet/ *n.* 同班同学 (47)  
**clothes** /kləʊðz; kləʊz/ *n.* (pl.) 衣服 (47)  
**us** /ʌs; əs/ *pron.* 我们 (50)  
**find** /faɪnd/ *v.* 找到 (50)  
**him** /hɪm/ *pron.* 他 (50)  
**police** /pə'li:s/ *n.* 警察 (50)

## Unit 3

### Topic 1 Does he speak Chinese?

**could** /kʊd; kəd/ *modal v.* 可以; (can 的过去式) 能 (55)  
**tell** /tel/ *v.* 告诉 (55)  
**sure** /ʃʊə(r)/ *adv.* (表示同意) 当然 (55)  
*adj.* 确信的, 肯定的  
**pen pal** /'pen pæl/ = penfriend /'penfrend/ *n.* 笔友 (55)  
**some** /sʌm; səm/ *det. & pron.* 一些 (55)  
**with** /wɪð/ *prep.* 关于; 具有; 和; 用 (55)

**problem** /'prɒːbləm/; /'prɒbləm/ *n.* 问题 (55)

**well** /wel/ *adv.* 很好地; 充分地 (55)  
*interj.* 好吧, 那么 (74)  
*adj.* 健康的; 良好的

**often** /'ɔ:f(tə)n/; /'ɒf(tə)n/ *adv.* 经常 (56)

**lot** /lɔ:t/; /lɒt/ *pron.* 许多 (57)  
a lot 许多 (57)

**about** /ə'baʊt/ *prep.* 关于 (57)  
*adv.* 大约 (100)

**live** /liv/ *v.* 居住; 生活 (57)

**say** /seɪ/ *v.* 说, 讲 (57)

**visit** /'vɪzɪt/ *v. & n.* 参观, 拜访 (57)

**many** /'meni/ *det.* 许多的 (59)  
*pron.* 许多(人或物)

**little** /'lɪtl/ *adv.* 一点儿, 稍许 (59)  
*adj.* 小的 (69)

a little 一点儿 (59)

**so** /səʊ/ *conj.* 因此, 所以 (59)  
*adv.* 如此, 这么 (85)

**them** /ðem; ðəm/ *pron.* 他/她/它们 (59)

**each** /i:tʃ/ *pron. & det.* 各个, 每个 (59)  
each other 互相, 彼此 (59)

**all** /ɔ:l/ *pron.* 所有, 全部 (59)  
not ... at all 一点儿也不, 根本不 (59)

**read** /ri:d/ *v.* 读, 朗读 (62)  
a lot of 许多 (62)

**people** /'pi:pl/ *n.* 人; 人们 (62)

**every** /'evri/ *det.* 每一个, 每个 (62)

**day** /deɪ/ *n.* 一天, 一日; 白天 (62)

## Topic 2 What does your mother do?

**home** /həʊm/ *adv.* 到家; 在家 (63)  
*n.* 家 (63)

**kid** /kɪd/ *n.* 小孩 (63)  
*v.* 开玩笑 (83)

**glad** /glæd/ *adj.* 高兴的, 愉快的 (63)

**mother** /'mʌðə(r)/ *n.* 母亲; 妈妈 (63)

**father** /'fɑ:ðə(r)/ *n.* 父亲; 爸爸 (63)

**doctor** /'dɑ:ktə(r)/; /'dɒktə(r)/  
*n.* 医生 (63)

**parent** /'perənt/; /'peərənt/  
*n.* 父(母)亲 (63)

**office** /'ɔ:fɪs/; /'ɒfɪs/ *n.* 办公室 (63)

**worker** /'wɜ:(r)kə(r)/ *n.* 工人 (63)

**driver** /'draɪvə(r)/ *n.* 司机 (64)

**farmer** /'fɑ:(r)mə(r)/ *n.* 农民 (64)

**cook** /kʊk/ *n.* 厨师 (64)  
*v.* 烹饪, 烹调 (91)

**nurse** /nɜ:(r)s/ *n.* 护士 (64)

**show** /ʃəʊ/ *v.* 给……看, 出示; 表明 (65)  
*n.* 演出; 展示, 展览(会) (98)

**work** /wɜ:(r)k/ *v.* 工作; 运转 (65)  
*n.* 工作, 劳动; 作品

**hospital** /'hɔ:spɪtl/; /'hɒspɪtl/ *n.* 医院 (65)

**restaurant** /'restərɔ:nt/; /'restɒrnt/  
*n.* 餐馆 (65)

**on** /ɔ:n/; /ɒn/ *prep.* 在……上; 关于 (65)

**farm** /fɑ:(r)m/ *n.* 农场 (65)

**teach** /ti:tʃ/ *v.* 教 (66)

**act** /ækt/ *v.* 扮演, 表演 (66)

**drive** /draɪv/ *v.* 驾驶, 开车 (66)

**aunt** /ænt/; /ɑ:nt/ *n.* 婶母, 伯母,  
姨母, 舅母, 姑母 (67)

**uncle** /'ʌŋkl/ *n.* 叔, 伯, 舅, 姨父, 姑父 (67)

**brother** /'brʌðə(r)/ *n.* 兄, 弟 (67)

**sofa** /'səʊfə/ *n.* 沙发 (67)



**grandparent** /'grænperənt/; /'grænpeərənt/  
n. 祖父(母), 外祖父(母) (67)  
**cousin** /'kʌzn/ n. 堂(表)姐妹; 堂(表)  
兄弟 (67)  
**daughter** /'dɔ:tə(r)/ n. 女儿 (67)  
**tree** /tri:/ n. 树 (68)  
family tree 家谱 (68)  
**son** /sʌn/ n. 儿子 (68)  
**cute** /kjʊt/ *adj.* 可爱的; 机灵的 (69)  
**play** /pleɪ/ *v.* 玩耍; 演奏 (70)  
n. 戏剧  
**its** /ɪts/ *det.* 它的, 他的, 她的 (70)  
**love** /lʌv/ *v. & n.* 爱; 喜爱 (70)

### Topic 3 What would you like to drink?

**yourself** /jɔ:(r)'self/ (*pl. yourselves*  
/jɔ:(r)'selvz/) *pron.* 你自己 (71)  
**would** /wʊd/ *modal v.* 打算, 想要;  
(will 的过去式) 将会 (71)  
**fish** /fɪʃ/ n. 鱼肉; 鱼 (71)  
*v.* 钓鱼 (94)  
**chicken** /'tʃɪkɪn/ n. 鸡肉; 鸡 (71)  
**rice** /raɪs/ n. 米, 米饭; 稻米 (71)  
**drink** /drɪŋk/ *v.* 喝 (71)  
n. 饮料 (96)  
**juice** /dʒu:s/ n. 果汁 (71)  
**milk** /mɪlk/ n. 牛奶 (71)  
**idea** /aɪ'di:ə/; /aɪ'diə/ n. 主意 (71)  
**water** /'wɔ:tə(r)/; /'wɔ:tə(r)/ n. 水 (72)  
**vegetable** /'vedʒtəbl/ n. 蔬菜 (72)  
**bread** /bred/ n. 面包 (72)  
**hamburger** /'hæmbɜ:(r)gə(r)/  
n. 汉堡包 (72)  
**usually** /'ju:ʒuəli; 'ju:ʒəli/ *adv.* 通常地  
(73)

**breakfast** /'brekfəst/ n. 早餐 (73)  
**lunch** /lʌntʃ/ n. 午餐 (73)  
**dinner** /'dɪnə(r)/ n. 晚餐; 正餐 (73)  
**food** /fu:d/ n. 食物 (73)  
**may** /meɪ/ *modal v.* 可以; 可能 (74)  
**take** /teɪk/ *v.* 拿; 乘坐; 花费; 服用;  
携带 (74)  
**order** /'ɔ:(r)də(r)/ n. 点菜;  
命令; 顺序 (74)  
*v.* 命令; 点菜; 组织  
**sir** /sɜ:(r); sə(r)/ n. 先生 (74)  
**something** /'sʌmθɪŋ/ *pron.* 某物, 某事  
(74)

**glass** /glæs/; /glɑ:s/ n. (玻璃)杯 (74)  
**mm** /m/ *interj.* 嗯 (74)  
**eat** /i:t/ *v.* 吃 (75)  
**out** /aʊt/ *adv.* 在(到)外面 (75)  
**why** /waɪ/ *adv.* 为什么 (75)  
**dear** /dɪə(r)/ *adj.* 亲爱的; 昂贵的 (77)  
**kind** /kaɪnd/ *adj.* 友好的 (77)  
n. 种, 类  
**be** /bi:; bi/ *v.* 在; 是 (77)

### Review of Unit 3

**there** /ðeə(r)/ *adv.* 在那里, 到那里 (80)  
**go** /gəʊ/ *v.* 去, 走 (80)  
**get** /get/ *v.* 得到; 到达 (80)  
**zoo** /zu:/ n. 动物园 (80)  
**Sunday** /'sʌndeɪ; 'sʌndi/ n. 星期日  
(80)  
**need** /ni:d/ *v. & modal v.* 需要 (80)  
**dog** /dɔ:g/; /dɒg/ n. 狗 (80)  
**look forward** /'fɔ:(r)wə(r)d/ to 盼望  
(80)

## Unit 4

### Topic 1 What can I do for you?

<b>shop</b> /ʃɑ:p/; /ʃɒp/ <i>n.</i> 商店	(81)
<i>v.</i> 购物	(90)
<b>madam</b> /'mædəm/ <i>n.</i> 夫人; 女士	(81)
<b>try on</b> 试穿	(81)
<b>seventy</b> /'sevnti/ <i>num.</i> 七十	(81)
<b>thirty</b> /'θɜ:(r)ti/ <i>num.</i> 三十	(82)
<b>forty</b> /'fɔ:(r)ti/ <i>num.</i> 四十	(82)
<b>fifty</b> /'fɪfti/ <i>num.</i> 五十	(82)
<b>sixty</b> /'sɪksti/ <i>num.</i> 六十	(82)
<b>eighty</b> /'eɪti/ <i>num.</i> 八十	(82)
<b>ninety</b> /'naɪnti/ <i>num.</i> 九十	(82)
<b>hundred</b> /'hʌndrəd/ <i>num.</i> 百	(82)
<b>just</b> /dʒʌst/ <i>adv.</i> 仅仅; 只是	(83)
<b>think of</b> 认为; 想起	(83)
<b>think about</b> 考虑	(83)
<b>anything</b> /'eniθɪŋ/ <i>pron.</i> 任何东西(事物)	(83)
<b>mean</b> /mi:n/ <i>v.</i> 意思是	(83)
<b>kilo</b> /'ki:ləʊ/ = <b>kilogram</b> /'kɪləgræm/ <i>n.</i> 千克	(85)
<b>bag</b> /bæg/ <i>n.</i> 袋子; 包, 手提包	(85)
<b>loaf</b> /ləʊf/ <i>n.</i> 一条(面包)	(85)
<b>bar</b> /bɑ:(r)/ <i>n.</i> (长方形)条, 块; 酒吧	(85)
<b>bottle</b> /'bɔ:tl/; /'bɒtl/ <i>n.</i> 一瓶(的量); 瓶子	(85)
<b>tin</b> /tɪn/ <i>n.</i> 听, 罐	(85)
<b>save</b> /seɪv/ <i>v.</i> 节省; 攒钱; 挽救	(85)
<b>chocolate</b> /'tʃɑ:klət/; /'tʃɒklət/ <i>n.</i> 巧克力	(85)
<b>Coke</b> /kəʊk/ <i>n.</i> 可乐	(85)
<b>do some shopping</b> 购物	(85)
<b>any</b> /'eni/ <i>det.</i> 任何的; 任一 <i>pron.</i> 任一, 任何一些	(85)

**heavy** /'hevi/ *adj.* 重的 (86)

**er** /ɜ:(r)/ *interj.* 哦, 嗯 (88)

### Topic 2 Would you like to cook with us?

<b>free</b> /fri:/ <i>adj.</i> 空闲的; 免费的	(89)
<b>up</b> /ʌp/ <i>adv.</i> (尤指异常或不愉快的事) 发生; 向上	(89)
<b>West Hill</b> 西山	(89)
<b>picnic</b> /'pɪknɪk/ <i>n.</i> 野餐	(89)
<b>call</b> /kɔ:l/ <i>v.</i> (给……)打电话; 称呼	(89)
<b>when</b> /wen/ <i>adv.</i> 什么时候, 何时 <i>conj.</i> 当……的时候	(89)
<b>tomorrow</b> /tə'mɔ:rw/; /tə'mɒrəʊ/ <i>adv.</i> (在)明天 <i>n.</i> 明天	(90)
<b>sing</b> /sɪŋ/ <i>v.</i> 唱歌	(91)
<b>song</b> /sɔ:ŋ/; /sɒŋ/ <i>n.</i> 歌, 歌曲	(91)
<b>have to</b> 不得不	(91)
<b>fly</b> /flaɪ/ <i>v.</i> 放(风筝、飞机模型等); 飞行	(91)
<b>kite</b> /kaɪt/ <i>n.</i> 风筝	(91)
<b>time</b> /taɪm/ <i>n.</i> 时间; 次, 回	(91)
<b>bow-wow</b> /'baʊ waʊ/ <i>n.</i> 狗汪汪叫声	(91)
<b>ask</b> /æsk/; /ɑ:sk/ <i>v.</i> 请求; 邀请; 询问	(92)
<b>back</b> /bæk/ <i>adv.</i> 回到(原处); 往后 <i>n.</i> 背部; 后部	(92)
<b>evening</b> /'i:vniŋ/ <i>n.</i> 晚上; 傍晚	(92)
<b>way</b> /weɪ/ <i>n.</i> 路, 道路; 方式	(92)
<b>homework</b> /'həʊmwɜ:(r)k/ <i>n.</i> 家庭作业	(94)
<b>do one's homework</b> 做家庭作业	(94)

### Topic 3 What time is it now?

<b>panda</b> /'pændə/ <i>n.</i> 熊猫	(97)
<b>monkey</b> /'mʌŋki/ <i>n.</i> 猴子	(97)
<b>lion</b> /'laɪən/ <i>n.</i> 狮子	(97)
<b>tiger</b> /'taɪgə(r)/ <i>n.</i> 老虎	(97)
<b>elephant</b> /'elɪfənt/ <i>n.</i> 象	(97)
<b>o'clock</b> /ə'klʌ:k/; /ə'klɒk/ <i>adv.</i> ……点钟	(97)
<b>past</b> /pæst/; /pɑ:st/ <i>prep.</i> 在……之后; 超过; 经过	(98)
<i>n.</i> 过去, 往事	
<b>quarter</b> /'kwɔ:(r)tə(r)/ <i>n.</i> 一刻钟; 四分之一	(98)
<b>half</b> /hæf/; /ha:f/ <i>n.</i> 半, 一半	(98)
<i>a.m.</i> 上午, 午前	(98)
<b>clever</b> /'kleɪvə(r)/ <i>adj.</i> 聪明的, 聪颖的	(99)

<b>animal</b> /'ænɪml/ <i>n.</i> 动物	(99)
<b>hour</b> /'aʊə(r)/ <i>n.</i> 小时	(99)
<b>later</b> /'leɪtə(r)/ <i>adv.</i> 以后, 后来	(99)
<b>today</b> /tə'deɪ/ <i>adv.</i> 在今天; 当今	(100)
<i>n.</i> 今天; 当今	
<b>get up</b> 起床, 起来	(100)
<b>meat</b> /mi:t/ <i>n.</i> 肉类; (某种) 食用肉	(102)
<b>rabbit</b> /'ræbɪt/ <i>n.</i> 兔子	(102)

### Review of Units 3-4

<i>p.m.</i> 下午, 午后	(107)
<b>if</b> /ɪf/ <i>conj.</i> 如果; 是否	(108)
<b>email</b> /'i:meɪl/ <i>n.</i> 电子邮件	(108)
<i>v.</i> 用电邮发送	

说明: 本词汇表音标根据《牛津高阶英汉双解词典》(第6版)标注。

## Vocabulary 词汇表

注:黑体词为《英语课程标准》要求掌握的词,白体词为课文中要求理解的词。单词后的数字是指此词第一次出现的页码。本词汇表采用 IPA (International Phonetic Alphabet 国际音标) 标注系统。

### A

<b>a</b> /ə;eɪ/ <i>art.</i> 一(个,件……)	(19)
a little 一点儿	(59)
a lot 许多	(57)
a lot of 许多	(62)
<b>about</b> /ə'baʊt/ <i>prep.</i> 关于	(57)
<i>adv.</i> 大约	(100)
<b>act</b> /ækt/ <i>v.</i> 扮演,表演	(66)
<b>actor</b> /'æktə(r)/ <i>n.</i> 演员	(29)
<b>afternoon</b> /'æftər'nu:n/; /'ɑ:ftər'nu:n/	
<i>n.</i> 下午	(5)
<b>again</b> /ə'geɪn;ə'geɪn/ <i>adv.</i> 再一次	(20)
<b>all</b> /ɔ:l/ <i>pron.</i> 所有,全部	(59)
<b>am</b> /æm;əm/ <i>v.</i> 是	(1)
a.m. 上午,午前	(98)
<b>America</b> /ə'merɪkə/ <i>n.</i> 美国	(9)
<b>an</b> /æn;ən/ <i>art.</i> 一(个,件……)	(19)
<b>and</b> /ænd;ənd/ <i>conj.</i> 和	(5)
<b>animal</b> /'ænɪml/ <i>n.</i> 动物	(99)
<b>any</b> /'eni/ <i>det.</i> 任何的;任一	(85)
<i>pron.</i> 任一,任何一些	
<b>anything</b> /'eniθɪŋ/ <i>pron.</i> 任何东西	
(事物)	(83)
<b>apple</b> /'æpl/ <i>n.</i> 苹果	(19)
<b>are</b> /ɑ:(r);ə(r)/ <i>v.</i> 是	(1)

<b>arm</b> /ɑ:(r)m/ <i>n.</i> 胳膊	(30)
<b>ask</b> /æsk/; /ɑ:sk/ <i>v.</i> 请求;邀请;询问	(92)
<b>at</b> /æt;ət/ <i>prep.</i> 向;在(几点钟);	
在(某处)	(40)
<b>aunt</b> /ænt/; /ɑ:nt/ <i>n.</i> 婶母,伯母,	
姨母,舅母,姑母	(67)

### B

<b>baby</b> /'beɪbi/ <i>n.</i> 动物幼崽;婴儿	(46)
<b>back</b> /bæk/ <i>adv.</i> 回到(原处);往后	(92)
<i>n.</i> 背部;后部	
<b>bag</b> /bæg/ <i>n.</i> 袋子;包,手提包	(85)
<b>banana</b> /bə'nænə/; /bə'nɑ:nə/ <i>n.</i> 香蕉	(44)
<b>bar</b> /bɑ:(r)/ <i>n.</i> (长方形)条,块;酒吧	(85)
<b>be</b> /bi:;bi/ <i>v.</i> 在;是	(77)
Beijing International /'ɪntə(r)'næʃnəl/ School	
北京国际学校	(23)
<b>big</b> /bɪɡ/ <i>adj.</i> 大的	(27)
<b>bike</b> /baɪk/ <i>n.</i> 自行车	(43)
<b>black</b> /blæk/ <i>adj.</i> 黑色的	(35)
<i>n.</i> 黑色	(35)
<b>blond</b> /blɑ:nd/; /blɒnd/ <i>adj.</i> 金黄色的	(35)

**blue** /blu:/ *adj.* 蓝色的 (35)  
*n.* 蓝色 (35)  
**book** /bʊk/ *n.* 书;本子 (21)  
*v.* 预约,预订  
**bottle** /'bɔ:tl/; /'bɒtl/ *n.* 一瓶(的量);  
瓶子 (85)  
bow-wow /'bau wau/ *n.* 狗汪汪叫声 (91)  
**box** /bɔ:ks/; /bɒks/ *n.* 盒;箱 (22)  
**boy** /bɔɪ/ *n.* 男孩 (31)  
**bread** /bred/ *n.* 面包 (72)  
**breakfast** /'brekfəst/ *n.* 早餐 (73)  
**brother** /'brʌðə(r)/ *n.* 兄,弟 (67)  
**brown** /braʊn/ *n.* 棕色 (35)  
*adj.* 棕色的 (37)  
**bus** /bʌs/ *n.* 公共汽车 (22)  
**but** /bʌt; bət/ *conj.* 但是,可是 (23)  
**buy** /baɪ/ *v.* 买 (39)  
**bye** /baɪ/ *interj.* 再见 (5)

## C

**call** /kɔ:l/ *v.* (给……)打电话;称呼 (89)  
**can** /kən; kæn/ *modal v.* 能,会 (19)  
**Canada** /'kænədə/ *n.* 加拿大 (9)  
**cap** /kæp/ *n.* 便帽 (39)  
**car** /kɑ:(r)/ *n.* 小汽车,轿车 (21)  
**cat** /kæt/ *n.* 猫 (43)  
**chicken** /'tʃɪkɪn/ *n.* 鸡肉;鸡 (71)  
**China** /'tʃaɪnə/ *n.* 中国 (1)  
**Chinese** /'tʃaɪni:z/ *n.* 中国人;汉语 (29)  
*adj.* 中国的;中国人的;汉语的 (29)  
**chocolate** /'tʃɔ:klət/; /'tʃɒklət/  
*n.* 巧克力 (85)  
**class** /klæs/; /kla:s/ *n.* 班级;课 (17)  
**classmate** /'klæsmet/; /'kla:smet/  
*n.* 同班同学 (47)

**clever** /'klevə(r)/ *adj.* 聪明的,聪颖的 (99)  
**clothes** /kləʊðz; kləʊz/ *n.* (pl.) 衣服 (47)  
**coat** /kəʊt/ *n.* 外套;大衣 (39)  
Coke /kəʊk/ *n.* 可乐 (85)  
**color** /'kʌlə(r)/ (**colour** BrE) *n.* 颜色 (35)  
*v.* 给……着色,涂色  
**come** /kʌm/ *v.* 来;来到 (31)  
come from 出生于,来自 (31)  
**cook** /kʊk/ *n.* 厨师 (64)  
*v.* 烹饪,烹调 (91)  
**cool** /ku:l/ *adj.* 酷;凉爽的 (42)  
**could** /kʊd; kəd/ *modal v.* 可以;  
(can 的过去式)能 (55)  
**cousin** /'kʌzn/ *n.* 堂(表)姐妹;  
堂(表)兄弟 (67)  
Cuba /'kju:bə/ *n.* 古巴 (10)  
**cute** /kju:t/ *adj.* 可爱的;机灵的 (69)

## D

**dad** /dæd/ *n.* 爸爸 (3)  
**daughter** /'dɔ:tə(r)/ *n.* 女儿 (67)  
**day** /deɪ/ *n.* 一天,一日;白天 (62)  
**dear** /dɪə(r)/ *adj.* 亲爱的;昂贵的 (77)  
**desk** /desk/ *n.* 书桌 (19)  
**different** /'dɪfrənt/ *adj.* 不同的 (31)  
**dinner** /'dɪnə(r)/ *n.* 晚餐;正餐 (73)  
**do** /du:; du/ *aux v.* 构成否定句、疑问  
句的助动词,无词义 (3)  
*v.* 做 (3)  
do one's homework 做家庭作业 (94)  
do some shopping 购物 (85)  
**doctor** /'dɔ:ktə(r)/; /'dɒktə(r)/  
*n.* 医生 (63)



does /dʌz/ *v.* (do 的第三人称单数形式) (29)

**dog** /dɔ:g/; /dɒg/ *n.* 狗 (80)

**dress** /dres/ *n.* 连衣裙 (39)

**drink** /drɪŋk/ *v.* 喝 (71)  
*n.* 饮料 (96)

**drive** /draɪv/ *v.* 驾驶, 开车 (66)

**driver** /'draɪvə(r)/ *n.* 司机 (64)

## E

**each** /i:tʃ/ *pron. & det.* 各个, 每个 (59)

each other 互相, 彼此 (59)

**ear** /ɪə(r)/ *n.* 耳朵 (27)

**eat** /i:t/ *v.* 吃 (75)

**egg** /eg/ *n.* 蛋 (21)

**eight** /eɪt/ *num.* 八 (13)

**eighteen** /ˌeɪˈti:n/ *num.* 十八 (17)

**eighty** /'eɪti/ *num.* 八十 (82)

**elephant** /'elɪfənt/ *n.* 象 (97)

**eleven** /ɪˈlevn/ *num.* 十一 (17)

**email** /'i:meɪl/ *n.* 电子邮件 (108)  
*v.* 用电邮发送

**England** /'ɪŋɡlənd/ *n.* 英格兰 (9)

**English** /'ɪŋɡlɪʃ/ *n.* 英语 (19)  
*adj.* 英语的; 英国的; 英国人的 (21)

**er** /ɜ:(r)/ *interj.* 哦, 嗯 (88)

**eraser** /ɪ'reɪsə(r)/; /ɪ'reɪzə(r)/  
*n.* 橡皮; 黑板擦 (19)

**evening** /'i:vnɪŋ/ *n.* 晚上; 傍晚 (92)

**every** /'evri/ *det.* 每一个, 每个 (62)

**excuse** /ɪk'skju:z/ *v.* 原谅 (9)  
*n.* 借口

**eye** /aɪ/ *n.* 眼睛 (27)

## F

**face** /feɪs/ *n.* 脸 (27)

**family** /'fæməli/ *n.* 家族; 家庭 (14)

family tree 家谱 (68)

**farm** /fɑ:(r)m/ *n.* 农场 (65)

**farmer** /'fɑ:(r)mə(r)/ *n.* 农民 (64)

**father** /'fɑ:ðə(r)/ *n.* 父亲; 爸爸 (63)

**favorite** /'feɪvərɪt/ (**favourite** BrE)  
*adj.* 最喜爱的 (29)  
*n.* 特别喜欢的人(或物) (96)

**fifteen** /ˌfɪfˈti:n/ *num.* 十五 (17)

**fifty** /'fɪfti/ *num.* 五十 (82)

**find** /faɪnd/ *v.* 找到 (50)

**fine** /faɪn/ *adj.* 健康的; 晴朗的 (5)

**fish** /fɪʃ/ *n.* 鱼肉; 鱼 (71)  
*v.* 钓鱼 (94)

**five** /faɪv/ *num.* 五 (13)

**fly** /flaɪ/ *v.* 放(风筝、飞机模型等);  
飞行 (91)

**food** /fu:d/ *n.* 食物 (73)

**foot** /fʊt/ (*pl. feet* /fi:t/) *n.* 脚; 英尺 (30)

**for** /fɔ:(r); fə(r)/ *prep.* (表示对象、用途等) 给; 因为……; 对于…… (37)

**forty** /'fɔ:(r)ti/ *num.* 四十 (82)

**four** /fɔ:(r)/ *num.* 四 (13)

**fourteen** /ˌfɔ:(r)'ti:n/ *num.* 十四 (17)

**free** /fri:/ *adj.* 空闲的; 免费的 (89)

**friend** /frend/ *n.* 朋友 (23)

**from** /frɑ:m/; /frɒm/ *prep.* 来自; 从 (9)

## G

**get** /get/ *v.* 得到; 到达 (80)

get up 起床, 起来 (100)

**girl** /gɜ:(r)l/ *n.* 女孩 (26)

**give** /gɪv/ *v.* 给 (37)

**glad** /glæd/ *adj.* 高兴的,愉快的 (63)  
**glass** /glæs/; /glɑ:s/ *n.* (玻璃)杯 (74)  
**glove** /glʌv/ *n.* (分手指的)手套 (39)  
**go** /gəʊ/ *v.* 去,走 (80)  
**good** /gʊd/ *adj.* 好的;令人愉快的 (1)  
**goodbye** /ˌgʊdˈbaɪ/ *interj.* 再见 (5)  
**grade** /greɪd/ *n.* 年级;成绩;等级 (17)  
**grandparent** /ˈgrænperənt/; /ˈgrænpeərənt/  
*n.* 祖父(母),外祖父(母) (67)  
**gray** /greɪ/ (grey BrE) *n.* 灰色 (35)  
*adj.* 灰色的 (37)  
**green** /ɡriːn/ *n.* 绿色 (35)  
*adj.* 绿色的 (39)  
**guess** /ges/ *v.* 猜 (27)

## H

**hair** /heə(r)/ *n.* 头发 (27)  
**half** /hæf/; /haɪf/ *n.* 半,一半 (98)  
**hamburger** /ˈhæmbɜ:(r)ɡə(r)/  
*n.* 汉堡包 (72)  
**hand** /hænd/ *n.* 手 (30)  
**happy** /ˈhæpi/ *adj.* 幸福的,快乐的;  
 高兴的 (40)  
**has** /hæz;həz/ *v.* 有(have 的第三人称  
 单数形式) (27)  
**have** /hæv;həv/ *v.* 有;吃,喝 (27)  
 have to 不得不 (91)  
**he** /hiː;hi/ *pron.* 他 (10)  
**head** /hed/ *n.* 头 (27)  
*v.* 朝(某方向)前进  
**heavy** /ˈhevi/ *adj.* 重的 (86)  
**hello** /həˈləʊ/ *interj.* 喂,你好 (1)  
**help** /help/ *v. & n.* 帮助 (21)  
**her** /hɜ:(r);hə(r)/ *det.* 她的 (14)  
*pron.* 她 (37)

**here** /hɪə(r)/ *adv.* 在这里 (5)  
**hers** /hɜ:(r)z/ *pron.* 她的 (43)  
**hi** /haɪ/ *interj.* 喂 (2)  
**high** /haɪ/ *adj.* 高的 (24)  
*adv.* 在高处,向高处  
**him** /hɪm/ *pron.* 他 (50)  
**his** /hɪz/ *det.* 他的 (23)  
*pron.* 他的 (43)  
**home** /həʊm/ *adv.* 到家;在家 (63)  
*n.* 家 (63)  
**homework** /ˈhəʊmwɜ:(r)k/  
*n.* 家庭作业 (94)  
**hospital** /ˈhɔ:spɪtl/; /ˈhɒspɪtl/  
*n.* 医院 (65)  
**hour** /ˈaʊə(r)/ *n.* 小时 (99)  
**how** /haʊ/ *adv.* 怎样;多少;多么 (3)  
**hundred** /ˈhʌndrəd/ *num.* 百 (82)

## I

**I** /aɪ/ *pron.* 我 (1)  
**idea** /aɪˈdiːə/; /aɪˈdɪə/ *n.* 主意 (71)  
**if** /ɪf/ *conj.* 如果;是否 (108)  
**in** /ɪn/ *prep.* 在……里;用,以;穿着,  
 戴着 (17)  
*adv.* 在家;在里面 (92)  
**is** /ɪz/ *v.* 是 (3)  
**it** /ɪt/ *pron.* 它 (13)  
**its** /ɪts/ *det.* 它的,他的,她的 (70)

## J

**jacket** /ˈdʒækɪt/ *n.* 夹克衫,短上衣 (45)  
**Japan** /dʒəˈpæn/ *n.* 日本 (9)  
**juice** /dʒuːs/ *n.* 果汁 (71)  
**junior** /ˈdʒuːniə(r)/ *adj.* 初级的 (24)  
 junior high school 初中 (24)  
**just** /dʒʌst/ *adv.* 仅仅;只是 (83)

## K

<b>kid</b> /kɪd/ <i>n.</i> 小孩	(63)
<i>v.</i> 开玩笑	(83)
<b>kilo</b> /'ki:ləʊ/ = <b>kilogram</b> /'kɪləgræm/	
<i>n.</i> 千克	(85)
<b>kind</b> /kaɪnd/ <i>adj.</i> 友好的	(77)
<i>n.</i> 种, 类	
<b>kite</b> /kaɪt/ <i>n.</i> 风筝	(91)
<b>knife</b> /naɪf/ ( <i>pl.</i> <b>knives</b> /naɪvz/)	
<i>n.</i> 小刀	(32)
<b>know</b> /nəʊ/ <i>v.</i> 知道; 认识	(27)

## L

<b>later</b> /'leɪtə(r)/ <i>adv.</i> 以后, 后来	(99)
<b>leg</b> /leg/ <i>n.</i> 腿	(30)
<b>let</b> /let/ <i>v.</i> 让	(21)
<b>letter</b> /'letə(r)/ <i>n.</i> 信; 字母	(37)
<b>like</b> /laɪk/ <i>prep.</i> 像; 跟……一样	(37)
<i>v.</i> 喜欢, 喜爱	(54)
<b>lion</b> /'laɪən/ <i>n.</i> 狮子	(97)
<b>little</b> /'lɪtl/ <i>adv.</i> 一点儿, 稍许	(59)
<i>adj.</i> 小的	(69)
<b>live</b> /lɪv/ <i>v.</i> 居住; 生活	(57)
<b>loaf</b> /ləʊf/ <i>n.</i> 一条(面包)	(85)
<b>long</b> /lɔ:ŋ/; /lɒŋ/ <i>adj.</i> 长的	(28)
<b>look</b> /lʊk/ <i>v.</i> 看; 看起来	(11)
look at 看着	(40)
look forward /'fɔ:(r)wə(r)d/ to 盼望	(80)
<b>lot</b> /lɔ:t/; /lət/ <i>pron.</i> 许多	(57)
<b>love</b> /lʌv/ <i>v.</i> & <i>n.</i> 爱; 喜爱	(70)
<b>lunch</b> /lʌntʃ/ <i>n.</i> 午餐	(73)

## M

<b>madam</b> /'mædəm/ <i>n.</i> 夫人; 女士	(81)
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<b>man</b> /mæn/ ( <i>pl.</i> <b>men</b> /men/) <i>n.</i> 男人	(37)
<b>many</b> /'meni/ <i>det.</i> 许多的	(59)
<i>pron.</i> 许多(人或物)	
<b>map</b> /mæp/ <i>n.</i> 地图	(19)
<b>may</b> /meɪ/ <i>modal v.</i> 可以; 可能	(74)
<b>me</b> /mi:; mɪ/ <i>pron.</i> 我	(9)
<b>mean</b> /mi:n/ <i>v.</i> 意思是	(83)
<b>meat</b> /mi:t/ <i>n.</i> 肉类; (某种)食用肉	(102)
<b>meet</b> /mi:t/ <i>v.</i> 结识; 遇见	(1)
<b>milk</b> /mɪlk/ <i>n.</i> 牛奶	(71)
<b>mine</b> /maɪn/ <i>pron.</i> 我的	(43)
<b>Miss</b> /mɪs/ <i>n.</i> 女士, 小姐	(3)
<b>mm</b> /m/ <i>interj.</i> 嗯	(74)
<b>mom</b> /mɑ:m/; /mɒm/ ( <b>mum</b> /mʌm/ BrE)	
<i>n.</i> 妈妈	(3)
<b>monkey</b> /'mʌŋki/ <i>n.</i> 猴子	(97)
<b>morning</b> /'mɔ:(r)nɪŋ/ <i>n.</i> 早晨; 上午	(1)
<b>mother</b> /'mʌðə(r)/ <i>n.</i> 母亲; 妈妈	(63)
<b>mouth</b> /maʊθ/ ( <i>pl.</i> <b>mouths</b> /maʊðz/)	
<i>n.</i> 嘴	(27)
<b>Mr.</b> = <b>Mister</b> /'mɪstə(r)/ <i>n.</i> 先生	(3)
<b>Ms.</b> /mɪz; məz/ <i>n.</i> 女士	(3)
<b>much</b> /mʌtʃ/ <i>adv.</i> 非常, 很	(13)
<i>det.</i> 多少, 许多, 大量	(83)
<b>my</b> /maɪ/ <i>det.</i> 我的	(3)

## N

<b>name</b> /neɪm/ <i>n.</i> 名字; 名称	(9)
<i>v.</i> 给……命名	
<b>neck</b> /nek/ <i>n.</i> 脖子	(27)
<b>need</b> /ni:d/ <i>v.</i> & <i>modal v.</i> 需要	(80)
<b>new</b> /nu:; /nju: / <i>adj.</i> 新的	(47)
<b>next</b> /nekst/ <i>adj.</i> 下一个的	(41)
<i>adv.</i> 随后	

next to 在……近旁,紧邻 (41)  
**nice** /naɪs/ *adj.* 令人愉快的;友好的 (1)  
**nine** /naɪn/ *num.* 九 (13)  
**nineteen** /ˌnaɪnˈtiːn/ *num.* 十九 (17)  
**ninety** /ˈnaɪnti/ *num.* 九十 (82)  
**no** /nəʊ/ *interj.* 不,不是;没有 (1)  
*det.* 没有,无 (91)  
**nose** /nəʊz/ *n.* 鼻子 (27)  
**not** /nɔ:t/; /nɒt/ *adv.* 不;没有 (1)  
not ... at all 一点儿也不,根本不 (59)  
**now** /naʊ/ *adv.* 现在 (23)  
**number** /ˈnʌmbə(r)/ *n.* (No.) 号码;  
数字;数量 (13)  
**nurse** /nɜ:(r)s/ *n.* 护士 (64)

## O

**o'clock** /əˈklɔ:k/; /əˈklɒk/  
*adv.* ……点钟 (97)  
**of** /ɒv; əv/ *prep.* (表示所属、数量、  
其中)……的 (39)  
**office** /ˈɔ:fɪs/; /ˈɒfɪs/ *n.* 办公室 (63)  
**often** /ˈɔ:f(tə)n/; /ˈɒf(tə)n/  
*adv.* 经常 (56)  
**oh** /əʊ/ *interj.* 哦,啊 (1)  
**OK** /əʊˈkeɪ/ *adj.* (口语) 安然无恙 (5)  
*interj.* 好,行 (74)  
**old** /əʊld/ *adj.* ……岁的;老的;旧的  
(17)  
**on** /ɔ:n/; /ɒn/ *prep.* 在……上;关于 (65)  
**one** /wʌn/ *num.* 一 (13)  
*pron.* 一(个,只……) (27)  
**orange** /ˈɔ:rɪndʒ/; /ˈbrɪndʒ/ *n.* 柑橘;  
橙子;橘黄色 (21)  
*adj.* 橘黄色的 (26)  
**order** /ˈɔ:(r)də(r)/ *n.* 点菜;命令;顺序  
(74)

*v.* 命令;点菜;组织  
**other** /ˈʌðə(r)/ *pron. & adj.* 另外,  
其他 (42)  
**our** /ɑ:(r); ˈaʊə(r)/ *det.* 我们的 (44)  
**ours** /ɑ:(r)z/; /ˈaʊə(r)z/  
*pron.* 我们的 (43)  
**out** /aʊt/ *adv.* 在(到)外面 (75)

## P

**pair** /peə(r)/ *n.* 一双;一对 (39)  
**panda** /ˈpændə/ *n.* 熊猫 (97)  
**pants** /pænts/ (**trousers** /ˈtraʊzə(r)z/ BrE)  
*n. (pl.)* 裤子 (39)  
**parent** /ˈperənt/; /ˈpeərənt/ *n.* 父(母)亲  
(63)  
**past** /pæst/; /pa:st/ *prep.* 在……之  
后;超过;经过 (98)  
*n.* 过去,往事  
**pen** /pen/ *n.* 钢笔,笔 (19)  
**pencil** /ˈpensl/ *n.* 铅笔 (19)  
**pen pal** /ˈpen pæl/ = penfriend /ˈpenfrend/  
*n.* 笔友 (55)  
**people** /ˈpi:pl/ *n.* 人;人们 (62)  
**photo** /ˈfəʊtəʊ/ *n.* 照片 (40)  
**picnic** /ˈpɪknɪk/ *n.* 野餐 (89)  
**pink** /pɪŋk/ *n.* 粉红色 (35)  
*adj.* 粉红色的 (35)  
**play** /pleɪ/ *v.* 玩耍;演奏 (70)  
*n.* 戏剧  
**please** /pli:z/ *interj.* 请 (9)  
p.m. 下午,午后 (107)  
**police** /pəˈli:s/ *n.* 警察 (50)  
**problem** /ˈprɔ:bləm/; /ˈprɒbləm/  
*n.* 问题 (55)  
**purple** /ˈpɜ:(r)pl/ *n.* 紫色 (35)

*adj.* 紫色的 (40)

## Q

**quarter** /'kwɔ:(r)tə(r)/ *n.* 一刻钟;  
四分之一 (98)

## R

**rabbit** /'ræbɪt/ *n.* 兔子 (102)

**read** /ri:d/ *v.* 读, 朗读 (62)

**red** /red/ *n.* 红色 (35)  
*adj.* 红色的 (37)

**restaurant** /'restərɔ:nt/; /'restrɒnt/  
*n.* 餐馆 (65)

**rice** /raɪs/ *n.* 米, 米饭; 稻米 (71)

**right** /raɪt/ *adj.* 正确的; 右边的 (27)  
*n.* 右边

**round** /raʊnd/ *adj.* 圆形的 (28)

**ruler** /'ru:lə(r)/ *n.* 尺子 (21)

## S

**same** /seɪm/ *adj.* 相同的 (23)  
*pron.* (和……) 同样的事物 (35)

**save** /seɪv/ *v.* 节省; 攒钱; 挽救 (85)

**say** /seɪ/ *v.* 说, 讲 (57)

**school** /sku:l/ *n.* 学校 (23)

**schoolbag** /'sku:lbæg/ *n.* 书包 (46)

**see** /si:/ *v.* 遇见; 看到; 明白 (3)

**seven** /'sevn/ *num.* 七 (13)

**seventeen** /'sevn'ti:n/ *num.* 十七 (17)

**seventy** /'sevnti/ *num.* 七十 (81)

**she** /ʃi:; ʃi/ *pron.* 她 (10)

**shirt** /ʃɜ:(r)t/ *n.* (尤指男式) 衬衫 (42)

**shoe** /ʃu:/ *n.* 鞋 (39)

**shop** /ʃɑ:p/; /ʃɒp/ *n.* 商店 (81)  
*v.* 购物 (90)

**short** /ʃɔ:(r)t/ *adj.* 短的; 矮的 (30)

**show** /ʃəʊ/ *v.* 给……看, 出示; 表明 (65)  
*n.* 演出; 展示, 展览 (会) (98)

**sing** /sɪŋ/ *v.* 唱歌 (91)

**sir** /sɜ:(r); sə(r)/ *n.* 先生 (74)

**sister** /'sɪstə(r)/ *n.* 姐, 妹 (31)

**six** /sɪks/ *num.* 六 (13)

**sixteen** /'sɪks'ti:n/ *num.* 十六 (17)

**sixty** /'sɪksti/ *num.* 六十 (82)

**skirt** /skɜ:(r)t/ *n.* (女式) 短裙 (39)

**small** /smɔ:l/ *adj.* 小的 (27)

**snowman** /'snəʊmæn/ (*pl.* snowmen)  
*n.* 雪人 (38)

**so** /səʊ/ *conj.* 因此, 所以 (59)  
*adv.* 如此, 这么 (85)

**sofa** /'səʊfə/ *n.* 沙发 (67)

**some** /sʌm; səm/ *det. & pron.* 一些 (55)

**something** /'sʌmθɪŋ/ *pron.* 某物, 某事 (74)

**son** /sʌn/ *n.* 儿子 (68)

**song** /sɔ:ŋ/; /sɒŋ/ *n.* 歌, 歌曲 (91)

**sorry** /'sɔ:ri/; /'sɒri/ *interj.* 对不起,  
抱歉 (37)

*adj.* 难过的

**speak** /spi:k/ *v.* 讲, 说; 谈话 (26)

**spell** /spel/ *v.* 拼写 (19)

**strong** /strɔ:ŋ/; /strɒŋ/ *adj.* 强壮的 (40)

**student** /'stu:dnt/; /'stju:dnt/ *n.* 学生 (26)

**Sunday** /'sʌndeɪ; 'sʌndi/ *n.* 星期日 (80)

**sure** /ʃʊə(r)/ *adv.* (表示同意) 当然 (55)  
*adj.* 确信的, 肯定的

## T

**take** /teɪk/ *v.* 拿; 乘坐; 花费; 服用;  
携带 (74)



**tall** /tɔ:l/ *adj.* 高的 (37)  
**teach** /ti:tʃ/ *v.* 教 (66)  
**teacher** /'ti:tʃə(r)/ *n.* 老师, 教师 (3)  
**telephone** /'telɪfəʊn/ *n.* 电话 (13)  
**tell** /tel/ *v.* 告诉 (55)  
**ten** /ten/ *num.* 十 (13)  
**thank** /θæŋk/ *v.* 谢谢, 感谢 (1)  
**thanks** /θæŋks/ *interj. & n.* 感谢, 谢谢 (2)  
**that** /ðæt/ *pron. & det.* 那, 那个 (13)  
**the** /ði:; ðə/ *art.* 这(那)个, 这(那)些 (1)  
**the UK** /ˌju: 'keɪ/ = the United Kingdom  
 英国, 联合王国(包括大不列颠  
 及北爱尔兰) (1)  
**the USA** /ˌju: es 'eɪ/ = the United States of  
 America 美国; 美利坚合众国 (1)  
**their** /ðeə(r)/ *det.* 他/她/它们的 (44)  
**theirs** /ðeəz/ *pron.* 他/她/它们的 (43)  
**them** /ðem; ðəm/ *pron.* 他/她/它们 (59)  
**then** /ðen/ *adv.* 那么; 那时; 然后 (43)  
**there** /ðeə(r)/ *adv.* 在那里, 到那里 (80)  
**these** /ði:z/ *pron. & det.* 这些 (21)  
**they** /ðeɪ/ *pron.* 他/她/它们 (10)  
**think** /θɪŋk/ *v.* 想, 认为; 思考 (45)  
**think about** 考虑 (83)  
**think of** 认为; 想起 (83)  
**thirteen** /ˌθɜ:z(r) 'ti:n/ *num.* 十三 (17)  
**thirty** /'θɜ:z(r) ti/ *num.* 三十 (82)  
**this** /ðɪs/ *pron. & det.* 这, 这个 (3)  
**those** /ðəʊz/ *pron. & det.* 那些 (21)  
**three** /θri:/ *num.* 三 (13)  
**tiger** /'taɪgə(r)/ *n.* 老虎 (97)  
**time** /taɪm/ *n.* 时间; 次, 回 (91)  
**tin** /tɪn/ *n.* 听, 罐 (85)  
**to** /tu:; tə/ *prep.* 到, 对, 向; 在……之前 (1)

(动词不定式符号, 无词义)

**today** /tə'deɪ/ *adv.* 在今天; 当今 (100)  
*n.* 今天; 当今  
**tomorrow** /tə'maɪrəʊ/; /tə'mɒrəʊ/  
*adv.* (在) 明天 (90)  
*n.* 明天  
**too** /tu:/ *adv.* 也; 太; 很 (1)  
**toy** /tɔɪ/ *n.* 玩具 (20)  
**tree** /tri:/ *n.* 树 (68)  
**try** /traɪ/ *v.* 试; 试图, 努力 (20)  
**try on** 试穿 (81)  
**T-shirt** /'ti: ʃɜ:(r) t/ *n.* T 恤衫 (39)  
**twelve** /twelv/ *num.* 十二 (17)  
**twenty** /'twenti/ *num.* 二十 (17)  
**two** /tu:/ *num.* 二 (13)

## U

**uncle** /'ʌŋkl/ *n.* 叔, 伯, 舅, 姨父, 姑父 (67)  
**up** /ʌp/ *adv.* (尤指异常或不愉快的事)  
 发生; 向上 (89)  
**us** /ʌs; əs/ *pron.* 我们 (50)  
**usually** /'ju:ʒuəli; 'ju:ʒəli/ *adv.* 通常地 (73)

## V

**vegetable** /'vedʒtəbl/ *n.* 蔬菜 (72)  
**very** /'veri/ *adv.* 很, 非常 (13)  
**very much** 非常, 很 (13)  
**visit** /'vɪzɪt/ *v. & n.* 参观, 拜访 (57)

## W

**want** /wɑ:nt/; /wɒnt/ *v.* 想要; 需要 (39)  
**water** /'wɔ:tə(r)/; /'wɒtə(r)/ *n.* 水 (72)  
**way** /weɪ/ *n.* 路, 道路; 方式 (92)  
**we** /wi:; wi/ *pron.* 我们 (26)

**welcome** /'welkəm/ *interj. & v.* 欢迎 (1)

**well** /wel/ *adv.* 很好地; 充分地 (55)

*interj.* 好吧, 那么 (74)

*adj.* 健康的; 良好的

**West Hill** 西山 (89)

**what** /wɔ:t/; /wɒt/ *pron.* 什么 (9)

**when** /wen/ *adv.* 什么时候, 何时 (89)

*conj.* 当……的时候

**where** /weə(r)/ *adv.* 在(到)哪里 (9)

**white** /waɪt/ *n.* 白色 (35)

*adj.* 白色的 (40)

**who** /hu:/ *pron.* 谁 (10)

**whose** /hu:z/ *det. & pron.* 谁的 (43)

**why** /waɪ/ *adv.* 为什么 (75)

**wide** /waɪd/ *adj.* 宽的 (28)

**will** /wɪl/ *modal v.* 会; 将 (37)

**with** /wɪð/ *prep.* 关于; 具有; 和; 用 (55)

**woman** /'wʊmən/ (*pl. women* /'wɪmɪn/)

*n.* 成年女子, 妇女 (37)

**work** /wɜ:(r)k/ *v.* 工作; 运转 (65)

*n.* 工作, 劳动; 作品

**worker** /'wɜ:(r)kə(r)/ *n.* 工人 (63)

**would** /wʊd/ *modal v.* 打算, 想要;

(*will* 的过去式) 将会 (71)

**wow** /waʊ/ *interj.* 呀, 哇 (20)

## Y

**year** /jɪə(r)/ *n.* 年 (17)

**yellow** /'jeləʊ/ *n.* 黄色 (35)

*adj.* 黄色的 (39)

**yes** /jes/ *interj.* 是, 同意 (1)

**you** /ju:; ju/ *pron.* 你; 您; 你们 (1)

**young** /jʌŋ/ *adj.* 年轻的 (37)

**your** /jɔ:(r)/ *det.* 你的; 你们的 (9)

**yours** /jɔ:(r)z/ *pron.* 你的; 你们的 (43)

**yourself** /jɔ:(r)'self/ (*pl. yourselves*

/jɔ:(r)'selvz/) *pron.* 你自己 (71)

## Z

**zero** /'zɪrəʊ/; /'zɪərəʊ/ *num.* 零 (13)

**zoo** /zu:/ *n.* 动物园 (80)

## Attached Word List 附表单词

(注:本词汇表仅供参考,不要求学生掌握)

- above /ə'baʊ/ *prep.* 在……上方  
accept /ək'sept/ *v.* 接受  
activity /æk'tɪvəti/ *n.* 活动  
ad /æd/ = advertisement /ædvər'taɪzmənt/ ;  
/əd'vɜ:tɪsmənt/ *n.* 广告  
add /æd/ *v.* 增加;补充  
adjective /'ædʒɪktɪv/ *n.* 形容词  
age /eɪdʒ/ *n.* 年龄  
aloud /ə'laʊd/ *adv.* 出声地,大声地  
alphabetical /'ælfə'betɪkl/ *adj.* 按字母(表)  
顺序的  
also /'ɔ:lsəʊ/ *adv.* 也  
always /'ɔ:lweɪz/ *adv.* 总是  
American /ə'merɪkən/ *adj.* 美国的  
*n.* 美国人  
answer /'ænsə(r) / ; /'ɑ:nsə(r) / *v.* 回答  
*n.* 答复;回答  
ant /ænt/ *n.* 蚂蚁  
as /æz/ *prep.* 像,如同  
*adv.* 像……一样,如同  
at least /li:st/ 至少,最少  
at the beginning /brɪ'ɡɪnɪŋ/ of 在……开始  
attention /ə'tenʃn/ *n.* 注意;专心,留心  
balloon /bə'lu:n/ *n.* 气球  
bamboo /'bæm'bu: / *n.* 竹子  
base /beɪs/ *v.* 以……为根据/为基础  
be able /'eɪbl/ to 能,能够  
before /brɪ'fɔ:(r) / *prep.* 在……前面  
begin /brɪ'ɡɪn/ *v.* 开始  
below /brɪ'ləʊ/ *prep.* 在……下面;低于  
best /best/ *adj. & adv.* 最好的(地)  
better /'betə(r) / *adj. & adv.* 更好的(地)  
between /brɪ'twi:n/ *prep.* 在……中间  
blackboard /'blækbo:rd/ *n.* 黑板  
blank /blæŋk/ *n.* 空格,空白处  
blind /blaɪnd/ *adj.* 瞎的,失明的  
break /breɪk/ *v.* 违犯;弄坏  
bring /brɪŋ/ *v.* 带来,取来  
by /baɪ/ *prep.* (表示方式)由,被  
capital /'kæpɪtl/ *n.* 大写字母;首都;省会  
card /kɑ:(r)d/ *n.* 卡片  
carefully /'keəfəli/ *adv.* 仔细地,小心地  
cartoon /kɑ:(r)'tu:n/ *n.* 动画片;漫画  
carving knife /'kɑ:(r)vɪŋ naɪf/ 切肉刀  
chance /tʃæns/ ; /tʃɑ:ns/ *n.* 机会  
change /tʃeɪndʒ/ *v.* 改变  
chant /tʃænt/ ; /tʃɑ:nt/ *v.* 反复唱;唱圣歌  
*n.* 反复唱的调子;圣歌  
character /'kærəktə(r) / *n.* 人物;角色;  
特色  
chart /tʃɑ:(r)t/ *n.* 图表  
check /tʃek/ *v.* 检查;打钩  
child /tʃaɪld/ (*pl.* children /'tʃɪldrən/)  
*n.* 儿童  
choose /tʃu:z/ *v.* 选择,选取  
circle /'sɜ:(r)kl/ *v.* 圈出

city /'sɪti/ *n.* (*pl.* cities) 都市; 城市  
 clap /klæp/ *v. & n.* 鼓掌; 拍手  
 classroom /'klæsru:m/; /'kla:sru:m/ *n.* 教室;  
 课堂  
 clearly /'klɪəli/ *adv.* 清楚地  
 collect /kə'lekt/ *v.* 收集  
 communicate /kə'mju:nɪkeɪt/ *v.* 沟通, 交流  
 complete /kəm'pli:t/ *v.* 完成  
 consonant /'kɔ:nsonənt/; /'kɒnsənənt/  
*n.* 辅音  
 conversation /kɔ:nvər'seɪʃn/; /kɒnvə'seɪʃn/  
*n.* 谈话, 交谈  
 correct /kə'rekt/ *adj.* 正确的  
 correctly /kə'rektli/ *adv.* 正确地  
 countable /'kauntəbl/ *adj.* (名词)  
 可数的  
 country /'kʌntri/ *n.* 国, 国家  
 customer /'kʌstəmə(r)/ *n.* 顾客, 客户  
 cut off /kʌt ɔ:f/ *v.* 切掉, 割掉  
 daily /'deɪli/ *adj.* 每日的, 日常的  
 decide /dɪ'saɪd/ *v.* 决定  
 demonstrative /dɪ'mɔ:nstrətɪv/; /dɪ'mɒnstrətɪv/  
*adj.* 指示的  
*n.* 指示代词, 限定词  
 describe /dɪ'skraɪb/ *v.* 描述, 形容  
 description /dɪ'skrɪpʃn/ *n.* 描写(文字),  
 形容  
 difference /'dɪfrəns/ *n.* 差异  
 discuss /dɪ'skʌs/ *v.* 讨论, 谈论  
 dislike /dɪs'laɪk/ *n. & v.* 不喜爱, 厌恶  
 divide /dɪ'vaɪd/ *v.* (使) 分开, 分散  
 down /daʊn/ *adv.* 向下, 在下面  
*prep.* 向下, 往下

draw /drɔ:/ *v.* (用铅笔或钢笔) 画, 绘画  
 drift /drɪft/ *v. & n.* 漂流  
 easily /'i:zəli/ *adv.* 容易地  
 end /end/ *n.* 结尾  
 enjoy /ɪn'dʒɔɪ/ *v.* 享受; 欣赏  
 etc. /et'setərə/ *abbr.* 等等  
 example /ɪg'zæmpl/; /ɪg'zɑ:mpl/ *n.* 实例,  
 例子  
 exchange /ɪks'tʃeɪndʒ/ *v.* 交换; 交流  
 expression /ɪk'spreʃn/ *n.* 词语, 表达方式  
 fall /fɔ:l/ *v.* 落下, 掉落  
 false /fɔ:ls/ *adj.* 错误的, 不正确的  
 famous /'feɪməs/ *adj.* 著名的  
 far /fɑ:(r)/ *adv.* 远  
 fast /fæst/; /fɑ:st/ *adv.* 快, 迅速  
 feel /fi:l/ *v.* 觉得, 感到  
 fellow /'feləʊ/ *n.* 伙伴  
 fill /fɪl/ *in* 填写  
 first /fɜ:(r)st/ *adv. & num.* 第一  
 following /'fɔ:ləʊɪŋ/; /'fɒləʊɪŋ/ *adj.* 下列的  
 form /fɔ:(r)m/ *n.* 形式  
*v.* 形成  
 fun /fʌn/ *n.* 乐趣  
 function /'fʌŋkʃn/ *n.* 功能  
 game /geɪm/ *n.* 游戏; 比赛  
 Garfield /'gɑ:fi:ld/ *n.* 加菲尔德(加菲猫)  
 given /'gɪvn/ *adj.* 规定的; 特定的  
 grammar /'græmə(r)/ *n.* 语法  
 ground /graʊnd/ *n.* 地面  
 group /gru:p/ *n.* 组; 群  
 guest /gest/ *n.* 客人, 宾客  
 happen /'hæpən/ *v.* (尤指偶然) 发生, 出现  
 hold /həʊld/ *v.* 举行

hometown /'həʊmtaʊn/ *n.* 家乡

host /həʊst/ *n.* 主人

ID number 身份证号码

improve /ɪm'pru:v/ *v.* 改进

include /ɪn'klu:d/ *v.* 包括

information /,ɪnfə(r)'meɪʃn/ *n.* 信息;  
资料

interview /'ɪntə(r)vju:/ *v. & n.* 采访; 面谈

in the end /end/ 最后, 终于

into /'ɪntu:/ *prep.* 到……里面, 进入

introduce /,ɪntrə'du:s/; /,ɪntrə'dju:s/  
*v.* 做(自我)介绍; 把……介绍(给)

invitation /,ɪnvɪ'teɪʃn/ *n.* 邀请

item /'aɪtəm/ *n.* 项目; 一件商品(或物品)

job /dʒɑ:b/; /dʒɒb/ *n.* 工作

keep /ki:p/ *v.* 留着; (使)保持

last /læst/; /la:st/ *adv.* 最后

learn /lɜ:(r)n/ *v.* 学, 学习

liaison /li'eɪzɔ:n/; /li'eɪzn/ *n.* 连读

life /laɪf/ *n.* 生活; 生命

line /laɪn/ *n.* 线

list /lɪst/ *v.* 列清单; 列举  
*n.* 清单

listen /'lɪsn/ *v.* (注意地)听

main /meɪn/ *adj.* 主要的

make /meɪk/ *v.* 做; 制造

make full /fʊl/ use of 充分利用

make up 编造

mark /mɑ:(r)k/ *v.* 做记号, 做标记

mask /mæsk/; /mɑ:sk/ *n.* 面具

match /mætʃ/ *v.* 将……配对

meal /mi:l/ *n.* 一顿饭; 早(或午、晚)餐

meaning /'mi:nɪŋ/ *n.* 意思

member /'membə(r)/ *n.* 成员

memorize /'meməraɪz/ *v.* 记住

memory /'meməri/ *n.* 记忆力

message /'mesɪdʒ/ *n.* 信息

Mickey /'mɪki/ *n.* 米奇

might /maɪt/ *modal v.* 可能, 可以

missing /'mɪsɪŋ/ *adj.* 缺少的

mix /mɪks/ *v.* (使)混合, 融合

moderate /'mɔ:dərət/; /'mɒdərət/  
*adj.* 中等的

more /mɔ:(r)/ *adv.* 更多

mouse /maʊs/ (*pl. mice* /maɪs/) *n.* 老鼠

Mrs. /'mɪsɪz/ *n.* 太太, 夫人

national /'næʃnəl/ *adj.* 国家的, 全国的

necessary /'nesəsəri/; /'nesəsəri/  
*adj.* 必要的

noun /naʊn/ *n.* 名词

object /'ɔ:bʒekt/; /'ɒbdʒɪkt/ *n.* 物体; 宾语

only /'əʊnli/ *adj.* 唯一的  
*adv.* 仅仅, 只有

or /ɔ:(r)/ *conj.* 或者; 否则

organize /'ɔ:(r)gənaɪz/ *v.* 组织

otherwise /'ʌðə(r)waɪz/ *adv.* 否则

own /əʊn/ *adj.* 自己的

owner /'əʊnə(r)/ *n.* 物主, 主人

page /peɪdʒ/ *n.* 页

part /pɑ:(r)t/ *n.* 部分

partner /'pɑ:(r)tnə(r)/ *n.* 同伴, 伙伴

party /'pɑ:(r)ti/ *n.* 聚会

pass /pæs/; /pɑ:s/ *v.* 通过

passage /'pæsɪdʒ/ *n.* 章节, 段落

pay attention to /peɪ ə'tenʃn tu:/ 注意

person /'pɜ:(r)sn/ *n.* 人



personal /'pɜ:(r)sənl/ *adj.* 个人的, 私人的  
 phrase /freɪz/ *n.* 短语, 词组  
 picture /'pɪktʃə(r)/ *n.* 图片  
 place /pleɪs/ *n.* 地点, 地方  
 plan /plæn/ *n. & v.* 计划, 打算  
 player /'pleɪə(r)/ *n.* 运动员; 演奏者  
 playground /'pleɪgraʊnd/ *n.* 操场, 运动场  
 point /pɔɪnt/ *v.* 指, 指向  
 point out 指出  
 possession /pə'zeʃn/ *n.* 拥有  
 possessive /pə'zesɪv/ *adj.* 表示所属关系的  
 poster /'pəʊstə(r)/ *n.* 海报  
 practice /'præktɪs/ *v. & n.* 练习  
 pre- /pri:/ (用作前缀) 在……前  
 predict /prɪ'dɪkt/ *v.* 预测  
 present simple /'preznt 'sɪmpl/  
     一般现在时  
 price /praɪs/ *n.* 价格  
 project /'praɪdʒekt/; /'prɒdʒekt/ *n.* 项目;  
     (学校的) 课题  
 pronoun /'prəʊnaʊn/ *n.* 代词  
 pronunciation /prəˌnʌnsi'eɪʃn/ *n.* 发音  
 punctuation /ˌpʌŋktʃu'eɪʃn/ *n.* 标点符号  
 put /pʊt/ *v.* 放, 摆  
 quantity /'kwɑ:ntəti/; /'kwɒntəti/  
     *n.* 数量, 数额  
 question /'kwestʃən/ *n.* 问题, 疑问  
 quickly /'kwɪkli/ *adv.* 迅速地  
 real /'ri:əl/; /riəl/ *adj.* 真实的  
 reason /'ri:zn/ *n.* 原因, 理由  
 remember /rɪ'membə(r)/ *v.* 记得  
 repeat /rɪ'pi:t/ *v.* 重复  
 report /rɪ'pɔ:(r)t/ *v. & n.* 报告

response /rɪ'spa:ns/; /rɪ'spɒns/ *n.* 回答,  
     答复  
 retell /rɪ:'tel/ *v.* 复述  
 review /rɪ'vju:z/ *n.* 复习  
 rewrite /rɪ:'raɪt/ *v.* 重写, 改写  
 rhyme /raɪm/ *n.* 押韵  
 rise /raɪz/ *v.* 提高  
 role /rəʊl/ *n.* 作用; 角色  
 role-play /'rəʊl pleɪ/ *n. & v.* 角色扮演  
 root /ru:t/ *n.* 词根  
 rule /ru:l/ *n.* 规则, 规章  
 run after /rʌn 'ɑ:ftə(r)/ 追逐, 追赶  
 sale /seɪl/ *n.* 特价销售; 出售  
 salesman /'seɪlzmən/ *n.* 男售货员  
 salesperson /'seɪlzpɜ:(r)sən/ *n.* 售货员  
 saleswoman /'seɪlzwʊmən/ *n.* 女售货员  
 section /'sekʃn/ *n.* 部分  
 sell /sel/ *v.* 出售, 售卖  
 sentence /'sentəns/ *n.* 句子  
 shall /ʃæl; ʃəl/ *modal v.* 将要, 将会  
 share /ʃeə(r)/ *v.* 共有; 分享  
 shine /ʃaɪn/ *v.* 发光, 发亮  
 should /ʃʊd; ʃəd/ *modal v.* 应该  
 sign /saɪn/ *n.* 标牌  
 similar /'sɪmələ(r)/ *adj.* 类似的  
 situation /ˌsɪtʃu'eɪʃn/ *n.* 情况, 状况  
 size /saɪz/ *n.* 大小, 尺码  
 smile /smaɪl/ *n. & v.* 微笑  
 smoothly /'smu:ðli/ *adv.* 平稳地  
 soccer /'sɔ:kə(r)/; /'sɒkə(r)/ *n.* 足球  
 someone /'sʌmwʌn/ *pron.* 某人  
 sound /saʊnd/ *n.* 声音  
     *v.* 听起来好像

speaker /'spi:kə(r)/ *n.* 讲(某种语言)的人

special /'speʃl/ *adj.* 特别的, 专门的

star /stɑ:(r)/ *n.* 星; 明星

step /step/ *n.* 步骤

story /'stɔ:ri/ *n.* 故事, 小说

storyline /'stɔ:rilain/ *n.* 故事情节

stress /stres/ *n.* 重音, 重读

structure /'strʌktʃə(r)/ *n.* 结构

subject /'sʌbdʒɪkt/ *n.* 主语; 主题, 话题

such /sʌtʃ/ *adj.* 这样的, 那样的

sun /sʌn/ *n.* 太阳

supermarket /'sʊpəməʊkət/ ; /'sjʊ:pəməʊkət/  
*n.* 超市

suppose /sə'pəʊz/ *v.* 假设, 设想

survey /'sɜ:(r)veɪ/ *n.* 调查

/sə(r)'veɪ/ *v.* 调查

table /'teɪbl/ *n.* 桌子

tag /tæg/ *n.* 标签

tail /teɪl/ *n.* 尾巴

talk /tɔ:k/ *v.* 谈话, 讨论

task /tæsk/ ; /tɑ:sk/ *n.* 任务

test /test/ *v.* 测验, 考查

thing /θɪŋ/ *n.* 东西, 物; (*pl.*) 物品,  
用品; 事情

through /θru:/ *adv.* 通过  
*prep.* 穿过

timetable /'taɪmteɪbl/ *n.* 时间表

tip /tɪp/ *n.* 指点, 提示

title /'taɪtl/ *n.* 标题

together /tə'geðə(r)/ *adv.* 在一起, 共同

tone /təʊn/ *n.* 声调

topic /'tɑ:pɪk/ ; /'tɒpɪk/ *n.* 题目; 话题

total /'təʊtl/ *n.* 总数, 总额

touch /tʌtʃ/ *v.* 触摸, 碰

trace /treɪs/ *v.* 描摹

true /tru:/ *adj.* 真的; 确实的

turn /tɜ:(r)n/ *n.* (依次轮到的) 机会  
*v.* 旋转

uncountable /ʌn'kaʊntəbl/ *adj.* (名词)  
不可数的

under /'ʌndə(r)/ *prep.* 在……下面

underline /'ʌndə(r)'laɪn/ *v.* 在(词语等下)  
画线

understand /'ʌndə(r)'stænd/ *v.* 懂, 理解

unit /'ju:nɪt/ *n.* 单元

use /ju:z/ *v.* 使用; 应用

/ju:s/ *n.* 用, 使用

verb /vɜ:(r)b/ *n.* 动词

vowel /'vaʊəl/ *n.* 元音

waitress /'weɪtrəs; 'weɪtrɪs/ *n.* 女服务员

walk /wɔ:k/ *v.* 步行

wave /weɪv/ *v.* 挥手; 挥动

wear /weə(r)/ *v.* 穿; 戴

weekend /'wi:kend/ ; /'wi:k'end/ *n.* 周末

whole /həʊl/ *adj.* 全部的; 完整的

wife /waɪf/ (*pl. wives* /waɪvz/) *n.* 妻子

word /wɜ:(r)d/ *n.* 单词; 字

word formation /fɔ:(r)'meɪʃn/ 构词法

workplace /'wɜ:(r)'kpleɪs/ *n.* 工作场所

write /raɪt/ *v.* 写



## American English and British English

### 美国英语和英国英语对照表

#### American English 美国英语

color  
eraser  
favorite  
gray  
mom  
pants  
practice *v.*  
schedule

#### British English 英国英语

colour  
rubber  
favourite  
grey  
mum  
trousers  
practise *v.*  
timetable

## Name List 人名表

### Female Names 女子名

Name 姓名	Meaning 含义	Name 姓名	Meaning 含义
Ada 艾达	first daughter; happy	Jessie 杰西	God's gift; riches
Alice 艾丽斯	noble; sweet	Jodie 乔蒂	God will give gifts.
Alma 阿尔玛	all good	Joy 乔伊	happy
Amy 艾米	beloved, dearly loved	Julia 朱莉娅	soft-haired
Ann 安	graceful	June 琼	youthful; born in June
Belle 贝尔	beautiful	Karen 卡伦	pure
Betty 贝蒂	God's promise	Kailey 凯莉	keeper of the keys
Bonnie 邦妮	beautiful	Laura 劳拉	winner
Carissa 卡丽莎	artistic	Lea 莉	bringer of good news
Carol 卡罗尔	champion	Lisa 莉萨	devoted to God
Claire 克莱尔	clear; bright	Lucy 露西	grateful light
Daphne 达夫妮	bay tree or laurel tree	Maggie 玛吉	pearl
Dawn 道恩	daybreak	Mandy 曼迪	worthy to be loved
Diana 黛安娜	beautiful and swift	Mona 莫娜	seed of a plant
	goddess	Nancy 南希	favor; grace
Dora 多拉	a gift of God; a vision	Nicole 尼科尔	victory
Doris 多丽丝	a gift	Nina 尼娜	favor; grace
Eden 伊登	perfect; pleasure;	Olivia 奥利维亚	olive
	delight	Rita 丽塔	child of light
Eileen 艾琳	hazelnut	Rose 罗斯	flower
Ellen 埃伦	shining light;	Ruby 鲁比	jewel
	most beautiful	Ruth 鲁思	beautiful; friend
Emma 埃玛	nurse	Sally 萨莉	a princess
Eve 伊夫	life, living, lively	Sandy 桑迪	protector of people
Faith 费思	trusting; confident	Sarah 萨拉	lady; princess
Grace 格雷斯	love	Selena 塞琳娜	sky or heaven
Heather 希瑟	a flowering evergreen	Susan 苏珊	graceful lily
	plant	Tammy 塔米	twin; palm tree
Helen 海伦	beautiful	Tina 蒂娜	small
Ida 艾达	rich; many good things	Venus 维纳斯	goddess of love
Iris 艾里斯	bringer of joy		and beauty
Jane 简	gift from God	Wendy 温迪	a traveler
Jenny 珍妮	fair; peaceful; pretty	Winnie 威妮	peaceful friend

## Male Names 男子名

Name 姓名	Meaning 含义	Name 姓名	Meaning 含义
Abel 亚伯	strong; energy	Jeff 杰夫	a traveler
Alan 艾伦	handsome	John 约翰	God's gift
Andy 安迪	manly; brave	Julian 朱利安	soft-haired
Arlen 阿伦	a pledge; promise	Leo 利奥	brave for his people
Arnold 阿诺德	strong as an eagle	Mark 马克	a warrior
Arthur 阿瑟	strong as a bear, hero	Martin 马丁	warlike
Ben 本	son of the South (Benjamin 的昵称)	Max 马克斯	the greatest
Bruce 布鲁斯	from the brushwood thicket	Michael 迈克尔	godlike, gift from God
Carl 卡尔	a man	Neal 尼尔	champion
Carter 卡特	cart driver, cart maker	Norman 诺曼	man from the north
Charles 查尔斯	a man	Omar 奥马尔	good speaker
David 戴维	beloved; friend	Oliver 奥利弗	affectionate; friendly
Dennis 丹尼斯	follower of Dionysus, god of wine	Oscar 奥斯卡	divine spear
Derek 德里克	excellent ruler	Owen 欧文	a youth; young warrior
Devin 德温	divine; perfect	Paul 保罗	little
Dick 迪克	brave	Peter 彼得	rock; stone
Edgar 埃德加	lucky and powerful	Philip 菲利普	fond of horses, likes horses
Edward 爱德华	guardian	Porter 波特	gatekeeper
Eli 伊莱	defender of people	Richard 理查德	powerful; strong ruler
Elmer 埃尔默	famous	Robert 罗伯特	bright fame
Eric 埃里克	ruler	Robin 罗宾	bright fame; mischievous
Evan 埃文	right-handed	Rodney 罗德尼	famous
Frank 弗兰克	a free person	Ross 罗斯	listen respectfully
George 乔治	farmer	Sam 萨姆	sun child; bright sun
Gilbert 吉尔伯特	bright boy	Simon 西蒙	listener
Guy 盖伊	guide	Solomon 所罗门	peace
Henry 亨利	keeper of the home	Steven 斯蒂芬	a crown; winner
Ira 艾拉	watchful	Thomas 托马斯	a twin
Isaac 艾萨克	laughter	Tim 蒂姆	to honor or fear God
Ivan 伊凡	archer	Tom 汤姆	a twin (Thomas 的昵称)
Jason 贾森	the healer	Tony 托尼	praiseworthy
		Victor 维克托	the winner, conqueror
		Wesley 韦斯利	from the west field
		William 威廉	determined protector



## English Names 英文姓名表

### Male Names 男子名

Ben /ben/ 本  
 Bill /bɪl/ 比尔  
 Billy /'bɪli/ 比利  
 Bobby /'bɒbi/ 博比  
 Bruce /bruːs/ 布鲁斯  
 David /'deɪvɪd/ 戴维  
 Danny /'dæni/ 丹尼  
 Dick /dɪk/ 迪克  
 Harry /'hæri/ 哈里  
 Jack /dʒæk/ 杰克  
 Jackie /'dʒæki/ 杰基  
 Jim /dʒɪm/ 吉姆  
 Joe /dʒəʊ/ 乔  
 John /dʒɒn/ 约翰  
 Mark /mɑːk/ 马克  
 Michael /'maɪkl/ 迈克尔  
 Paul /pɔːl/ 保罗  
 Peter /'pi:tə(r)/ 彼得  
 Sam /sæm/ 萨姆  
 Stephen /'stiːvən/ 斯蒂芬  
 Steve /stiːv/ 史蒂夫  
 Ted /ted/ 特德  
 Tom /tɒm/ 汤姆

### Female Names 女子名

Alice /'ælis/ 艾丽斯  
 Amy /'eɪmi/ 埃米  
 Ann /æn/ 安  
 Carrie /'kæri/ 卡丽  
 Diana /daɪ'ænə/ 黛安娜  
 Emma /'emə/ 埃玛  
 Helen /'helɪn/ 海伦  
 Jane /dʒeɪn/ 简  
 Julia /'dʒuːljə/ 朱莉娅  
 Kitty /'kɪti/ 基蒂  
 Kumiko /ku'mɪkəʊ/ 久美子  
 Lily /'lɪli/ 莉莉  
 Linda /'lɪndə/ 琳达  
 Lisa /'liːsə; 'liːzə/ 莉萨  
 Lucy /'luːsi/ 露西  
 Maria /mə'riːə/ 玛丽亚  
 May /meɪ/ 梅  
 Nancy /'nænsi/ 南希  
 Rose /'rəʊz/ 罗丝  
 Sally /'sæli/ 萨莉  
 Sarah /'seərə/ 萨拉

### Family Names 姓

Best /best/ 贝斯特  
 Brown /braʊn/ 布朗  
 Cooper /'kuːpə(r)/ 库珀  
 Hawking /'hɔːkɪŋ/ 霍金  
 Jones /dʒəʊnz/ 琼斯  
 Jordan /'dʒɔːdn/ 乔丹  
 Potter /'pɒtə(r)/ 波特  
 Smith /smɪθ/ 史密斯  
 White /waɪt/ 怀特  
 Yukio /'juːkjəʊ/ 由纪夫

## Names of Places 地名表

America /ə'merɪkə/ 美国  
 Canada /'kænədə/ 加拿大  
 China /'tʃaɪnə/ 中国  
 Cuba /'kjuːbə/ 古巴  
 England /'ɪŋɡlənd/ 英格兰

Japan /dʒə'pæn/ 日本  
 the USA /,juː es 'eɪ/ = the United States of America 美国;  
 美利坚合众国  
 the UK /,juː 'keɪ/ = the United Kingdom 英国, 联合王国(包括大不列颠及北爱尔兰)

# 后 记

本册教科书由北京市仁爱教育研究所依据教育部《义务教育英语课程标准(2011年版)》编写，经教育部基础教育课程教材专家工作委员会2012年审查一次性通过。

自教育部2011年7月下发《义务教育英语课程标准》(送审稿)之日起，北京市仁爱教育研究所的数十位英语教材编写专家及近百位教材编写人员在加拿大主编Jim Greenlaw博士和中方主编王德春教授、副主编杨晓钰教授的带领下，对仁爱版初中英语教材进行了深入、细致的修订改编工作。

修订后的仁爱版初中英语教材更加注重培养学生的语感和良好的语音、语调基础，使他们形成用英语进行日常交际的思维和能 力；注重培养学生良好的学习习惯，提高他们自主学习的能力；注重培养学生的观察、记忆、思维、想象和创造能力，促进心智和综合人文素养的全面发展。同时，仁爱版初中英语教材还注重培养学生的爱国主义精神及跨文化交际意识，为学生的进一步学习奠定良好的基础。

在教材修订的过程中，我们所有参与教材修订的专家、教授、编写、审校人员每天坚持工作10个小时以上(包括兔年大年三十至龙年正月初九以及所有的节假日和公休日)，一直连续坚持工作到教材送审截止日期的最后一天下午。我们执着的追求最后终于获得了丰厚的回报——在2012年1月31日开始的第一阶段送审(七上一七下)和2012年12月31日开始的第二阶段送审(八上一九下)的过程中，仁爱版初中英语教材均分别于2012年3月17日和2013年3月2日率先一次性通过教育部基础教育课程教材专家工作委员会审查(唯一一套无需参加2012年4月9日和2013年4月8日的再次会议复核审查)，且2012年3月17日第一阶段和2013年3月2日第二阶段审查通过的唯一结论要求均是：请参照修改意见自行修改。

仁爱版初中英语教材在编写及数百次的修改、审校过程中得到了全国诸多英语教育专家、教研员和优秀一线教师的指导与帮助，其中有：朱志华、刘梅荣、张红祥、陈丹、宗泽、黄少华(按姓氏笔画排序)等同志。同时，仁爱版初中英语教材的每一次修改、审校还吸纳了很多教研员和一线教师的宝贵意见。在此，北京市仁爱教育研究所向他们表示诚挚的谢意！

由于时间的关系，教材中可能还存在不足及需要完善之处，衷心希望广大英语专家、教研员、一线教师、在校学生及学生家长等来电来函批评指正，以便下次修订时改正。

本教科书的绝大部分(99%以上)作品均为北京市仁爱教育研究所原创作品，极少部分(1%以下)选用的经典作品、图片由于无法与作者取得联系，特委托北京版权代理有限公司向权利人转付稿酬。请您与北京版权代理有限公司联系并领取稿酬。联系方式：(010)82357058/57/56

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