

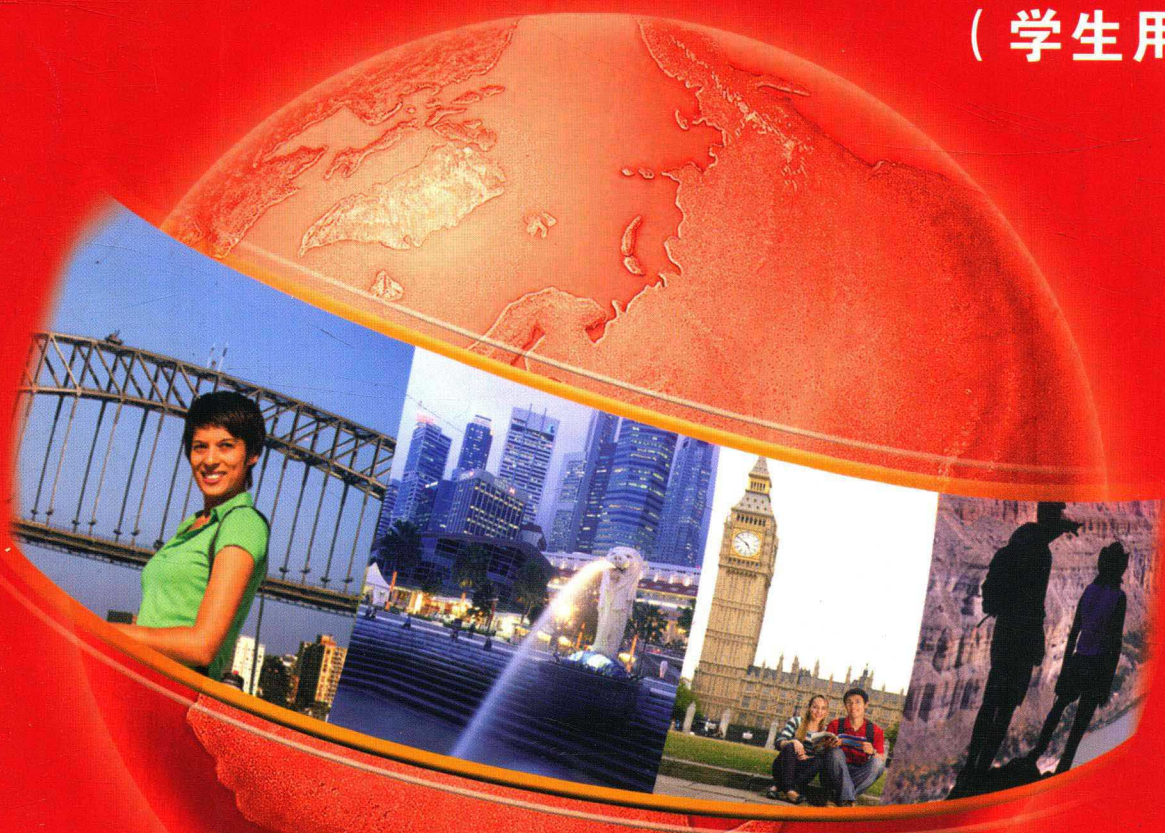
Takeaway English 系列规划教材

Takeaway English

原著 Peter Loveday
Melissa Koop
Sally Trowbridge
Lisa Varandani
改编 牛 健 张勇军
赵 茹 许瑞松

1

(学生用书)



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“Takeaway English系列规划教材”改编自美国McGraw-Hill Education (麦格希教育) 2012年出版的TAKEAWAY ENGLISH, 是一套在教学理念和教学活动设计方面具有国际领先水平, 且又适合我国高职高专院校学生使用的英语教材。本系列教材包括:

Takeaway English 1-3 (学生用书 配CD)

Takeaway English 1-3 (练习册)

Takeaway English 1-3 (教师用书 配DVD)

Takeaway English Online Learning Center (学习网站)

《学生用书》第一、二册由15个单元组成, 第三册由10个单元组成, 每5个单元后设有一个综合复习单元。每个单元设1个主题, 通过12个模块展开: 热身 (Start)、听力 (Listening)、词汇 (Vocabulary)、语法 (Grammar)、阅读 (Reading)、项目 (Project)、歌曲/文化 (Song/Culture)、语音 (Pronunciation)、对话 (Conversation)、写作 (Writing)、测试 (Test)、单元小结 (Unit Summary)。

《练习册》是《学生用书》的配套教材, 提供了专项补充练习, 旨在帮助学生巩固所学知识, 强化语言技能训练。

《教师用书》供教师教学使用和参考, 内含对《学生用书》中各单元内容的教学指导、教学方法小贴士、对不同水平学生的教学指导、课堂知识拓展、文化知识补充、课文相关背景知识、可能存在的教学问题和可行的解决方案等。

“学习网站”是供学生自主学习的平台, 同时也辅助教师课上教学, 为教师和学生实施线上、线下相结合的混合式教学模式及翻转课堂教学提供了便利。(注: “学习网站”仍以原版教材四册书安排, 教师与学生在使用时需与本改编版三册教材对接。)

本系列教材的特色是:

1. 在重视语言知识的基础上, 强化语言能力的提高, 尤其是口语交流能力。作为口语能力的基础, 语音和语调训练在教材中占有一定比例。
2. 选材时尚, 体裁广泛, 互动活动丰富, 富于时代感, 话题涵盖日常生活及一般职场, 符合高职教学要求。
3. 中文旁注及听、说、读、写策略指导适合学生自学, 旨在培养学生的自主学习能力。
4. 《学生用书》与《练习册》相互参照, 导航明确, 方便使用。
5. 线上、线下资源相结合, 配套完备, 相辅相成, 相得益彰。
6. 项目 (Project) 模块采用项目驱动教学法, 引导学生在真实的语境下应用英语, 解决实际问题。
7. 歌曲/文化 (Song/Culture) 模块设计新颖, 将语言运用融于歌曲和文化中, 既增加了学习趣味性, 又帮助学生了解了中西文化异同, 提高了跨文化交际意识及能力。

8. 测试 (Test) 模块独树一帜, 在点滴中提高学生的应试能力, 增加学生的考试自信心。

9. 单元小结 (Unit Summary) 模块列出了每单元的单词、短语及表达法, 一目了然, 方便学生有效学习。

10. 各种附录齐全, 能最大程度地满足学生的学习与测试需求。

说明:

1. Takeaway English 1 (学生用书), 15单元 (60学时), 达到高等学校英语应用能力考试B级水平;

2. Takeaway English 2 (学生用书), 15单元 (60学时), 达到高等学校英语应用能力考试A级水平;

3. Takeaway English 3 (学生用书), 10单元 (40学时), 达到大学英语四级水平。

我们希望本系列教材能够助推高职高专英语教学改革, 为学生提供优质的教学内容, 创设良好的学习平台。由于改编者学识与水平有限, 虽经最大努力, 教材仍难免有不足之处, 敬请使用本系列教材的教师和学生不吝指正。意见和建议请发往邮箱: xsm678@126.com。

编者

2014年5月

SCOPE and SEQUENCE

Unit	Start	Listening	Vocabulary	Grammar	Reading
1 Let's begin! page 2	Making introductions	Filling in a registration form <i>Strategy:</i> Use what you know	What's your date of birth?	Simple present of <i>be</i> and other verbs	A school handbook <i>Strategy:</i> Preview the title and photos
2 All about me! page 14	An international school	What's your job? <i>Strategy:</i> Preview the task	What's your nationality? / More jobs	Questions with <i>be</i>	E-pals messages <i>Strategy:</i> Read more than once
3 Tell me about your day page 26	What time do you have math class?	Teresa's daily routine <i>Strategy:</i> Learn new words	Daily activities	Simple present	Daily routines around the world <i>Strategy:</i> Reread
4 Let's go shopping! page 38	What's your favorite store?	It's next to the bookstore <i>Strategy:</i> Listen for main idea and details	Places to go and things to buy	<i>There is / there are</i>	A news story <i>Strategy:</i> Read for the gist
5 My family page 50	Meet my family	Who's that in the photo? <i>Strategy:</i> Use pictures	Who's he? What's he like?	Possessive adjectives and possessive nouns	My social network page <i>Strategy:</i> Use prior knowledge
Review 1, page 62					
6 Yesterday page 66	What day is it?	Where did they go yesterday? <i>Strategy:</i> Make a mental image	Where did you go? How was it?	Simple past	Blogs about a special day <i>Strategy:</i> Guess meaning from context
7 What are you doing? page 78	What's the weather like?	Calling home <i>Strategy:</i> Preview the questions	Activities	Present continuous	An email home <i>Strategy:</i> Make an inference
8 I'm taking a trip page 90	Staying at a hotel	Let's meet up! <i>Strategy:</i> Take notes	What's the best way to get downtown?	Simple present and present continuous for the future	Let's get together! <i>Strategy:</i> Find the main idea
9 Going out page 102	Entertainment places	What's playing? <i>Strategy:</i> Listen for specific information	Places to go and things to do	Prepositions <i>at, in, on</i>	What can we do for entertainment? <i>Strategy:</i> Scan for specific information
10 Let's celebrate! page 114	Holidays and festivals	A New Year's custom <i>Strategy:</i> Use your senses	Celebrations	Count and non-count nouns	Festival of the month <i>Strategy:</i> Understand footnotes
Review 2, page 126					
11 It's a great job! page 130	Jobs	About my job	Job descriptions	Review: questions in the simple present Adverbs of frequency	An out-of-thisworld job <i>Strategy:</i> Guess the meaning of new words
12 Great vacations page 142	Where do you go on vacation?	Favorite vacations	Vacation activities	Go + gerund	A travel blog <i>Strategy:</i> Build vocabulary through antonyms
13 Cities around the world page 154	What's the city like?	Comparing cities	Tell me about the city	Comparatives and superlatives	A world-class city <i>Strategy:</i> Preview section titles
14 Wildlife page 166	Endangered animals	An endangered bird	Animal actions	<i>Can</i> and <i>can't</i> for ability and permission	Animal facts <i>Strategy:</i> Skim for general idea
15 All about sports page 178	What sports do you play or do?	My favorite sport	Sports actions	<i>Must</i> and <i>have to</i>	A great sporting moment <i>Strategy:</i> Scan for key words
Review 3, page 190					
Grammar Takeaway, page 194					

Song / Culture	Pronunciation	Conversation	Writing	Test
Song: Hello, hello	Syllables	Greeting someone and saying goodbye <i>Strategy:</i> Use gestures	Writing a student profile <i>Strategy:</i> Use a word map	Multiple choice questions
Culture: English around the world	Intonation in questions	Talking about likes and dislikes <i>Strategy:</i> Keep a conversation going	Writing an e-pal message <i>Strategy:</i> Use capital letters correctly	Understand words from context
Song: Hard life	Third-person singular s/es ending	Using time expressions <i>Strategy:</i> Gain time	Writing a description of your daily routine <i>Strategy:</i> Sequence the events	Listen for the main idea
Culture: Shopping times around the world	Reduction of <i>there is / there are</i>	Asking for help in a store <i>Strategy:</i> Express surprise	Writing a description of shopping habits <i>Strategy:</i> Answer question words	True / False questions
Song: My second family	The sounds /ɪ/ his and /i:/ he's	Making formal and informal introductions <i>Strategy:</i> The use of names and titles	Writing a description of you and your family <i>Strategy:</i> Write a topic sentence	Prepare for a listening activity
Culture: The names of the days of the week	Simple past <i>ed</i> ending	Describing past experiences <i>Strategy:</i> Use conversation fillers	Writing a description of a special day <i>Strategy:</i> Summarize the main idea	Choose the correct verb tense
Song: Missing you	Connecting words	Connecting words Inviting and accepting or not accepting an invitation <i>Strategy:</i> Be polite	Writing an email home <i>Strategy:</i> Use appropriate letter closings	Answer reading comprehension questions
Culture: Hotel breakfasts	The sounds /l/ light and /r/ right	Asking for and giving travel suggestions <i>Strategy:</i> Give feedback	Writing an email to make arrangements <i>Strategy:</i> Use appropriate language	Answer vocabulary questions
Song: Let's fall in love	The sounds /u:/ do and /əʊ/ go	Buying tickets <i>Strategy:</i> Ask additional questions	Writing an email to make plans <i>Strategy:</i> Use sequential order	Listen for specific information
Culture: New Year's around the world	Stress in long words	Accepting and refusing food <i>Strategy:</i> Refuse politely	Writing a description of a festival <i>Strategy:</i> Include details	Read for vocabulary
Song: Uncle Bertie's nephew	Intonation in questions	Making excuses <i>Strategy:</i> Be polite	Writing a job description <i>Strategy:</i> Write a topic sentence	Reading for the main idea
Culture: Holidays and vacation days	The /ŋ/ sound	Making and responding to suggestions <i>Strategy:</i> Make suggestions	Writing a travel blog <i>Strategy:</i> Use adjectives	Summarizing
Song: All around the world	Sentence stress	Agreeing and disagreeing <i>Strategy:</i> Use polite language	Writing a comparison essay about two cities <i>Strategy:</i> Write a concluding sentence	Describing a picture
Culture: Wildlife conservation vacations	The sounds /aɪ/ five and /ɪ/ it	Using measurements <i>Strategy:</i> Use shortened word	Writing an essay about an endangered animal <i>Strategy:</i> Make a plan with details	Making inferences (drawing conclusions)
Song: The game of life	<i>Have to / has to</i>	Talking about rules <i>Strategy:</i> Gain time	Writing a description of a sport <i>Strategy:</i> Make a word map	Reading for detail

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Takeaway English Online Learning Center (学习网站)



1

► Let's begin!

In this unit you...

- make introductions
- ask for and give personal information
- say your date of birth
- give dates
- greet someone and say goodbye

Grammar

- simple present of *be* and other verbs

START

Making introductions

1
01_01

Sara and Kris are in English class.
Listen to their conversation.
Then listen again and repeat.

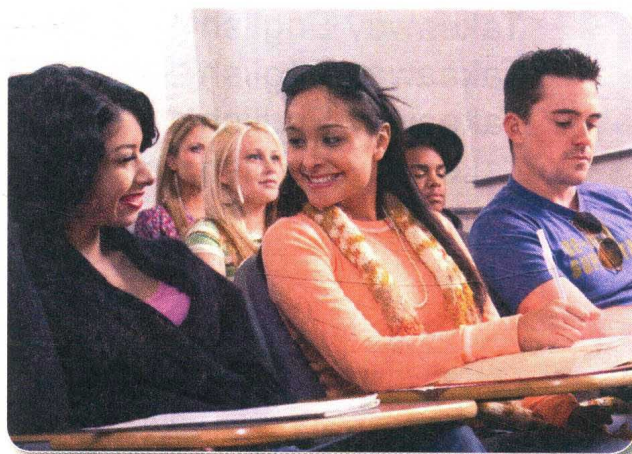
A: Hello.

B: Hi. I'm Sara. What's your name?

A: My name's Kris.

B: Nice to meet you.

A: Nice to meet you too.



2 Now introduce yourself to four classmates.

Talk about it!



3 Work in a group. Make a list of your classmates in the group.

A: Hi, I'm Alex. What's your name?

B: My name's Eli.

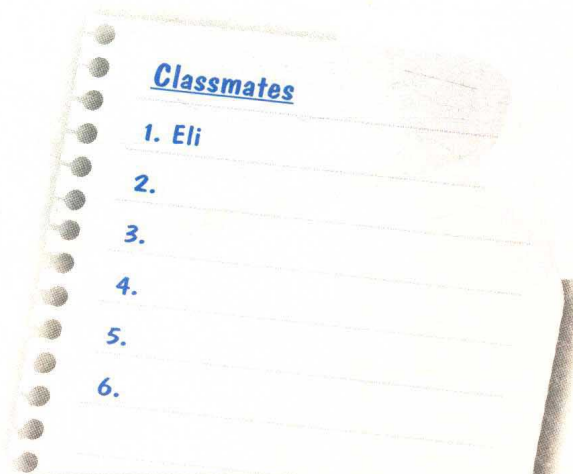
A: How do you spell Eli?

B: E-l-i.

A: OK. Thanks!

4 Now introduce the classmates in your group to the rest of the class.

This is Eli. This is . . .



LISTENING

Filling in a registration form

1 Before listening Look at the list of words you see on a registration form. Match the words and the examples.

- | | |
|------------------------|-------------------------|
| 1. <u>f</u> first name | a. Seoul |
| 2. ____ last name | b. Korea |
| 3. ____ city | c. sun.2002@smail.co.kr |
| 4. ____ country | d. Lee |
| 5. ____ email address | e. 11/08/1995 |
| 6. ____ date of birth | f. Sun |

ENGLISH express

Email addresses

For "@" we say **at**.

For "." we say **dot**.

For "com" we say **com**.

maria@topmail.com =

Maria **at** topmail **dot** com

请注意电子邮件的读法

first name
名
last name
姓

email address
电子邮件地址
date of birth
出生日期

2 Listening Listen to the conversation. Fill in the registration form with the information you hear. Then listen again and check.

HELP listening

Use what you know
Before you listen, think about what you know.
This information helps you understand the conversation.

请注意借助已知信息



GLOBAL LANGUAGE SCHOOL

The best place to learn a language!

Registration Form

First name: _____

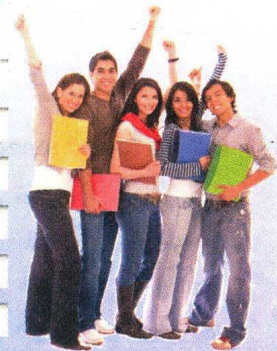
Last name: _____

Date of birth:
(month/date/year)

Country: _____

City: _____

Email address: _____



3 After listening Read the sentences. Circle True or False.

- | | |
|--|-------------------|
| 1. The name of the school is <i>Registration</i> . | True False |
| 2. Her first name is Anita. | True False |
| 3. Her last name is Valdez. | True False |
| 4. Miami is in the United States. | True False |

Talk about it!



4 Work with a partner. Ask and answer questions. Fill in the registration form for your partner.

- A: What's your first name?
B: My first name is Mike.
A: How do you spell it?
B: M-i-k-e.

Registration Form

First name: _____

Last name: _____

Date of birth:
(month/date/year)

Country: _____

City: _____

Email address: _____

VOCABULARY

What's your date of birth?

1 Listen to the phone conversation. Then practice with a partner.
01_03

- A: City Sports Club. May I help you?
B: I want to register for a yoga class.
A: What's your name?
B: Lidia Garcia.
A: What's your date of birth?
B: It's June 21st, 1994.

yoga class
瑜伽课

Registration Form	
First name:	Lidia
Last name:	Garcia
Date of birth: <small>month/date/year</small>	6/21/1994

ENGLISH express

1982 = nineteen eighty-two
2004 = two thousand four
2014 = two thousand fourteen
OR twenty fourteen

请注意英文年代的读法

2 Listen to and repeat the names of the months. Then say the months for the special days.
01_04

January	March	May	July	September	November
February	April	June	August	October	December

1. your birthday 2. your favorite month 3. New Year's Day 4. your favorite holiday

3 Listen to and repeat the ordinal numbers.
01_05

1 st first	5 th fifth	9 th ninth	13 th thirteenth	17 th seventeenth	21 st twenty-first
2 nd second	6 th sixth	10 th tenth	14 th fourteenth	18 th eighteenth	22 nd twenty-second
3 rd third	7 th seventh	11 th eleventh	15 th fifteenth	19 th nineteenth	23 rd twenty-third
4 th fourth	8 th eighth	12 th twelfth	16 th sixteenth	20 th twentieth	24 th twenty-fourth

4 Listen to and write the dates. Then practice saying the dates with a partner.
01_06

1. 2/11/2007 3. _____ 5. _____
2. _____ 4. _____

ENGLISH express

We write and say dates in this order:
month, day, year.

Write: May 20, 1995 or 5/20/95

Say: May twentieth nineteen ninety-five

请注意英文年、月、日的写法和读法

Talk about it!

5 Work in a group. Make a list of your classmates' birthdays.

- A: Hi, Rick. When's your birthday?
B: My birthday is January tenth, nineteen eighty-eight.

Now make a class list of birthdays. How many people are born in each month? Which month has the most birthdays?

Birthdays

Rick 1/10/1988

GRAMMAR

Simple present of *be* and other verbsALSO GO TO
Grammar Takeaway
PAGE 194

- 1 Do you know what a verb is? Look at the charts. Which verb describes an action?

the verb <i>be</i>		the verb <i>speak</i> and other verbs	
affirmative	negative	affirmative	negative
I am from Chicago.	I'm not from New York.	I speak English.	I don't speak Korean. (don't = do not)
You are a teacher.	You aren't a student.	He speaks English.	He doesn't speak Korean. (doesn't = does not)
She is nine years old.	He isn't ten years old.		

- 2 Read about Rita. Look at the verb forms in **red**. Write the forms in the correct column.

Hi. My name **is** Rita Valdez. I **am** a student at Global Language School. I **am** from Guatemala, but I **don't live** there. I **live** in Miami. I **love** living in the United States. I **don't speak** a lot of English, but I **study** it every day. My teacher often **says** to me "You **are** good at English!" She **is** so nice.

Verb <i>be</i>	Other verbs
is	

Global Language
School
国际语言学校

- 3 Write the correct verb forms in the paragraph.

Hi. My name is (1. be) Julie. My last name _____ (2. be) Park. I _____ (3. be) from Korea. I _____ (4. live) in Los Angeles, California. I _____ (5. be) a student at UCLA. My teachers _____ (6. be) great. L.A. _____ (7. be) a big city. My hometown in Korea _____ (8. be/not) big. My family _____ (9. live) with me in L.A. They _____ (10. speak/not) English.

UCLA
加州大学洛杉矶分校
L.A.
洛杉矶

Talk about it!



- 4 Tell a partner about you. Say three things that are true and one thing that isn't true. Your partner guesses the thing that's not true.

A: I am from Peru. I live in Lima. I'm a student. I don't have children.

B: You don't live in Lima. You live in Cuzco.

A: Yes! Correct!

- 5 Now tell the class two things about your partner.

My partner is **Manuel**. He's from **Peru**.
He lives in **Cuzco**.

Preview the title and photos

Before you read, look at the title and photos. They tell you what the reading is about.

请注意借助标题和图片阅读

READING

A school handbook

1 Before reading Look at the title and the photos of the reading. Circle True or False.

1. Joshua and Tom are teachers.
2. Joshua and Tom are English.
3. Joshua doesn't like computers.
4. Tom loves teaching.

True False

True False

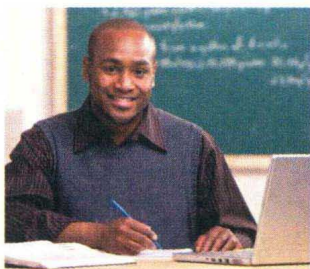
True False

True False

2
01_07

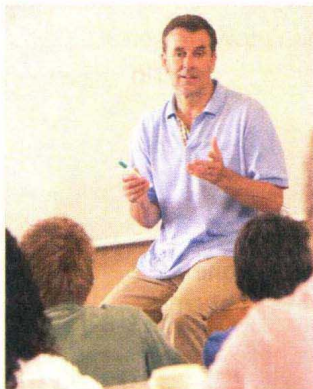
Reading Read this page from a school handbook. Then check your answers to exercise 1.

Your English teachers



JOSHUA TAYLOR

Hello. My name is Joshua Taylor. I am your teacher. I am from Canada. I am 28 years old. My birthday is February 10th. I live in Sao Paolo, Brazil. I am happy living here. I miss my family. They are not in Brazil. They are in Canada. I love computers. My favorite website is www.takeawayenglish.com. It's great!



TOM MORGAN

Hi. My name is Tom Morgan. I am your English teacher. I love teaching. I am from the United States. I am 45 years old. My date of birth is September 25th, 1967. I live in Sao Paolo. I have a family. They live in Brazil with me. We are happy living here. And you? Where are you from?

Sao Paolo
圣保罗

3 After reading Read the sentences about Joshua and Tom. Check (✓) the correct names.

	Joshua	Tom	Joshua and Tom
1. He is from Canada.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. He is a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. His family doesn't live in Brazil.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. He is 45 years old.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. He is happy living in Brazil.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. He loves the website www.takeawayenglish.com.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Talk about it!



4 Your teacher gives you his/her personal information. First, complete the sentences.

personal information
个人信息

Teacher's information

1. My name is _____.
2. I live in _____.
3. I am from _____.
4. My family lives in _____.
5. I love _____.

Now work with a partner. Compare your teacher to Joshua and Tom.

A: Tom is from the United States. Our teacher is from the United States too.

B: Joshua loves computers. Our teacher doesn't love computers.

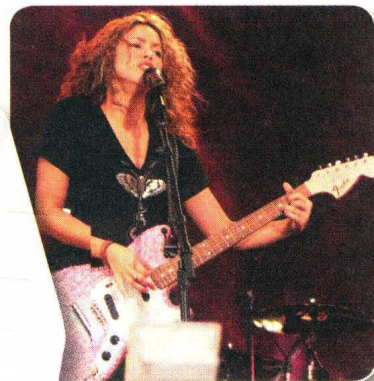
PROJECT



Work in a group. Research personal information about three famous people; for example, each person's first name, last name, date of birth, age, country, etc. Present your information to the class.

Shakira

Her first name is Shakira.
Her last name is Mebarak Ripoll.
Her date of birth is February 2nd,
1977. She is 35 years old.
She is from Colombia...



SONG

Hello, hello

- 1 Before listening** Read the list of words about songs. Match the words to the definitions. Check your answers with a partner.

- | | |
|----------------------------|--|
| <u>b</u> 1. the song title | a. all the words in a song |
| — 2. a verse | b. the name of the song |
| — 3. the chorus | c. part of a song that is repeated |
| — 4. the lyrics | d. part of a song that is not repeated |

- 2 Before listening** Complete the tasks.

- Write the title of the song: _____
- Circle the chorus.
- Draw a line (|) next to one verse.
- Make a box (□) around the lyrics.

- 3 Before listening** Look at the title of the song and the picture.

- What do you think the song is about?
- Who are the people in the picture?
- Do the people know each other? Why?

- 4 Listening** Listen to the song. Read the lyrics.
01_08 Circle the correct words.

- 5 After listening** Work with a partner. Ask and answer these questions.

- Who do you say hello to every day?
- Who do you say goodbye to every day?
- Do you like the song "Hello, hello"? Why or why not?

Hello, hello

VERSE 1

Hello, hello.
We **1** always / never say hello.
I don't want you to go.
So I say
Hello, hello.
I see you every **2** day / night.
I don't know what to say
Except
Hello, hello.
And then you say **3** hello / goodbye.
Every day I don't know why
I can only say
Hello, hello, hello.

CHORUS

I don't know where you **4** are / live.
I don't know your name.
I don't know where you're **5** from / at
But I always say the same.

VERSE 2

Hello, hello.
We always say hello.
I don't want you to go.
So I say
Hello, hello.
I see you every day.
I don't know what to say
Except
Hello, hello.
And then you say goodbye.
Every day I don't know why
I can only say
Hello, hello, hello.

CHORUS

VERSE 3

Goodbye, goodbye.
I always say **6** hello / goodbye.
I really don't know why
I always **7** play / say
Goodbye, goodbye.
I see you every **8** day / night.
I don't know what to say
Except
Goodbye, goodbye.
And when you say **9** hello / goodbye,
I don't want you to **10** go / know.
But I always say
Goodbye, goodbye, goodbye.

CHORUS



Talk about it!



6 Work with a partner. Ask and answer the questions. Circle the correct answer for you.

1. **A:** Do you know more songs in English?
B: (a) No, I don't.
(b) Yes, I do. I know _____.
2. **A:** Do you like singing?
B: (a) No, I don't.
(b) Yes, I do.
3. **A:** Do you like karaoke?
B: (a) No, I don't.
(b) Yes, I do.
4. **A:** What songs do you like now?
B: (a) I don't like any.
(b) I like _____.
5. **A:** Do singers in your country sing in English?
B: (a) I don't know.
(b) No, they don't.
(c) Yes, they do. For example: _____.
6. **A:** Are singers in your country famous around the world?
B: (a) No, they aren't.
(b) Yes, they are. For example: _____.

PRONUNCIATION

Syllables

1 In English, words have syllables—units of sound. Listen to these words.

desk = 1 syllable

good•bye = 2 syllables

Chi•ca•go = 3 syllables

2 Listen to the words. How many syllables do they have? Put them in the correct column. Then practice the words.

one	English	alphabet	computer	eight	language
read	student	takeaway	teacher	tomorrow	write

1 syllable	2 syllables	3 syllables
one	English	alphabet

3 Work with a partner. Add more words to the chart in exercise 2. Then practice saying the words. Clap your hands for each syllable.

clap your hands
拍拍手