

All-Star

全明星英语

2

○ Linda Lee
《全明星英语》教材改编组

学生用书



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Linda Lee

All-Star Book 1 Teacher's Edition

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前 言

《全明星英语》立体化系列教材是在麦格劳—希尔公司出版的 *All-Star* 系列教材的基础上, 结合中国成人高等教育英语教学的实际改编而成的。改编后的《全明星英语》系列教材无论是教学内容还是教学方法都更加符合我国英语教学的实际需要, 不仅为成年人学习英语提供了难得的好教材, 同时也适用于高职高专英语教学。

原书是为了专门帮助美国文化水平较低的成年人(尤其是外国移民)提高他们的英语基本语言技能而编写的教材, 编者多是有多年教学经验的教师。全书所涉及的技能有:

1. 语言文字技能: 听、说、读、写语言技能; 基本语法和发音技能以及运用和演算数字的技能;
2. 处理日常生活的语言技能: 涉及消费、环境保护、家庭和子女养育、政府和社区、合作、利用资源和服务、健康和营养、人际交往、学习策略、安全保卫、电话通讯、时间和货币、交通和旅行等诸多方面;
3. 劳动就业语言技能: 涉及应用技术、保持就业、求职等诸多方面。

在改编过程中, 我们坚持突出 *All-Star* 的“大图”(Big Picture)特色, 同时保持了其听说活动和会话策略的优点。在此基础上我们做了一些调整, 从而更好地满足中国学生学习英语的需求。具体改编内容如下:

1. 为了便于初学者学习, 在第一册中增加了指示语、会话和课文的中文译文;
2. 为了配合各单元的主题内容的训练, 增加了英汉互译练习(Supplemental Translation Exercises);
3. 为了更有效地训练语法内容, 第一册中在原教材语法训练内容前面增加了简要的中文说明, 便于学习者掌握语法规则;
4. 在单元测验(Test)中增加了英汉互译习题;
5. 每单元后面增设了词汇表(Words & Expressions), 方便学生进行词汇学习;
6. 对 *All-Star Teacher's Edition* 进行了微调: ①在文前增加了“教法及教材使用说明”; ②将文后的 Big Picture Expansion 和 Workbook Answer Key 移到了《学习辅导与自测》的文后; ③保留了 Test 答案, 并在其中增加了相应的英汉互译答案。

7. 对 *All-Star Workbook* 进行了调整: 在文后增加了 Key to Supplemental Translation Exercises 和参考译文。

经改编, 《全明星英语》系列教材具有以下特点:

1. 在重视交际技能和学习策略的同时也没有忽略语法结构的训练, 对成人学生及高职高专学生学习英语十分有益。

2. “大图”(Big Picture)法非常适用于将交际需求形象化, 十分便于将交际环境与语言结构结合起来进行语言训练。

3. 以话题为主线编排内容, 辅以有关语言结构和词汇的训练, 即以交际法为大框架, 以结构法为支撑, 将语言结构和词汇的学习放在交际话题下进行。

4. 所选话题十分贴近现代社会、生活和工作, 便于贯彻学以致用、学用结合的原则。

5. 编配有多个自检测试, 便于教学检查。

6. 听、说、读、写、译全面训练, 以听说引导, 读写终结, 符合由易到难的原则。语言资料十分丰富、实用。

7. 词汇在训练中学习, 最后通过词汇表来进行归纳。

8. 语法训练以实例为主, 注重语法规则的养成训练。

9. 配有简单实用的发音练习, 对于纠正高职高专学生及成人不正确的发音十分有益。

改编后的《全明星英语》系列教材共分4级，每级由《学生用书》、《学习辅导与自测》和《教师参考书》组成。《全明星英语》第1册适合英语水平低起点或是英语基础较差的成人或高职高专学生，内容简单实用，且辅有语音和语法练习，特别适合在培养听说能力的同时，打下坚实的综合语言技能基础。第2、3册适合英语水平中等程度的学习者，第4册则适合有较高英语水平的学习者使用。此外，本教材还可以满足社会上部分学习者升学、求职或准备出国定居等学习需要。

本书为《全明星英语 2》，由广东警官学院向前进教授担任主编、王雨梅教授担任副主编，参加改编的老师还有：江中杰、李响、刘娟、方宁、胡丹、刘迪莎、李科等。

由于时间紧迫和编者水平有限，本系列教材难免存在不足之处，恳请广大师生批评指正。

编 者
2009年6月

To the Learner

All-Star is a four-level, standards-based series for English learners featuring a picture-dictionary approach to vocabulary building. "Big picture" scenes in each unit provide springboards to a wealth of activities developing all of the language skills.

An accessible and predictable sequence of lessons in each unit systematically builds language and math skills around life-skill topics. *All-Star* presents family, work, and community topics in each unit, and provides alternate application lessons in its Workbooks, giving teachers the flexibility to customize the series for a variety of student needs and curricular objectives. *All-Star* is tightly correlated to all of the major national and state standards for adult instruction.

Features

- ★ **Accessible "big picture" scenes** present life-skills vocabulary and provide engaging contexts for all-skills language development.
- ★ **Predictable sequence of eight, two-page lessons** in each unit reduces prep time for teachers and helps students get comfortable with the pattern of each lesson type.
- ★ **Flexible structure** allows students to customize each unit to meet a variety of student needs and curricular objectives, with application lessons addressing family, work, and community topics in both the Student Book and Workbook.
- ★ **Comprehensive coverage of key standards, such as CASAS, SCANS, EFF, and LCPs**, prepares students to master a broad range of critical competencies.
- ★ **Multiple assessment measures** like CASAS-style tests and performance-based assessment offer a broad range of options for monitoring and assessing learner progress.
- ★ **Dynamic, Interactive CD-ROM program** integrates language, literacy, and numeracy skill building with computer practice.

Table of Contents

UNIT	Listening and Speaking	Reading and Writing	Critical Thinking
Pre-Unit Getting Started page 2	<ul style="list-style-type: none"> • Introduce yourself • Use useful expressions • Follow and give classroom instructions 		
1 Describing People page 4	<ul style="list-style-type: none"> • Exchange personal information • Describe people • Greet a friend • Make introductions <p>Pronunciation Focus: Vowel sounds in <i>slip</i> and <i>sleep</i></p>	<ul style="list-style-type: none"> • Read and interpret personal documents (birth certificate, driver's license, diploma) • Read a website for specific information • Read and write bio poems • Write about likes and dislikes • Interpret personal information forms • Complete a driver's license application 	<ul style="list-style-type: none"> • Interpret information • Reason
2 Going Places page 26	<ul style="list-style-type: none"> • Ask about places in the community • Ask for and give directions • Ask for information at a train station <p>Pronunciation Focus: S versus Z</p>	<ul style="list-style-type: none"> • Read a map • Read a train schedule • Read a telephone directory • Read and evaluate a website <p>Spotlight: Personal letters; envelopes</p>	<ul style="list-style-type: none"> • Interpret a map • Make inferences
3 Dollars and Cents page 48	<ul style="list-style-type: none"> • Talk about expenses • Talk about purchases • Talk about money • Talk about banking services • Listen to an automated phone message <p>Pronunciation Focus: Ng versus Nk</p>	<ul style="list-style-type: none"> • Read and complete a check register • Read and interpret a pay stub 	<ul style="list-style-type: none"> • Classify information • Apply knowledge to new situations
4 Plans and Goals page 70	<ul style="list-style-type: none"> • Talk about goals • Talk about plans • Describe the workplace • Ask for and give advice • Listen to a recorded message <p>Pronunciation Focus: Past tense endings</p>	<ul style="list-style-type: none"> • Read and evaluate a website • Read a biography • Read and write a timeline • Read and interpret a school calendar • Take notes • Complete a registration form <p>Spotlight: Important events</p>	<ul style="list-style-type: none"> • Classify information • Sequence events
5 Smart Shopping page 92	<ul style="list-style-type: none"> • Exchange personal information • Talk about common purchases • Talk about shopping • Make exchanges, returns, and purchases <p>Pronunciation Focus: Stress</p>	<ul style="list-style-type: none"> • Read store flyers • Read an article about shopping • Write about shopping • Read a website for specific information • Read and write shopping tips 	<ul style="list-style-type: none"> • Choose the best alternative • Compare

Vocabulary	Grammar	Civics Concepts	Math Skills
<ul style="list-style-type: none"> • Introductions • Useful expressions • Classroom instructions 			
<ul style="list-style-type: none"> • Personal information (name, address, date of birth) • Physical descriptions • Moods and emotions 	<ul style="list-style-type: none"> • Present tense statements: regular verbs and <i>have</i> • Present tense negative statements • <i>Yes/no</i> questions with <i>do</i> or <i>does</i> <p>Spotlight: Simple present statements; <i>yes/no</i> questions with the simple present</p>	<ul style="list-style-type: none"> • Identify and give specific information about the president and vice president of the United States • Complete a driver's license application 	<ul style="list-style-type: none"> • Practice different ways of saying numbers
<ul style="list-style-type: none"> • Places and activities in the community • Directions • People and things in a train station 	<ul style="list-style-type: none"> • Present continuous statements and questions • <i>Wh-</i> questions 	<ul style="list-style-type: none"> • Identify places and activities in the community • Give directions to places in the community • Identify addresses and telephone numbers of places in the community 	<ul style="list-style-type: none"> • Measure time • Interpret schedules • Tell the time
<ul style="list-style-type: none"> • Personal expenses • Money: coins and bills • Banking 	<ul style="list-style-type: none"> • Simple past statements • <i>Yes/no</i> questions + past tense • <i>Wh-</i> questions + past tense <p>Spotlight: Simple past statements; questions with the simple past</p>	<ul style="list-style-type: none"> • Distinguish U.S. coins and bills 	<ul style="list-style-type: none"> • Use coins and bills • Calculate change • Balance a check register • Compute deductions
<ul style="list-style-type: none"> • Personal, educational, and work goals • People in the workplace 	<ul style="list-style-type: none"> • Present conditional • Future with <i>be going to</i> 	<ul style="list-style-type: none"> • Interpret a school calendar 	<ul style="list-style-type: none"> • Solve word problems
<ul style="list-style-type: none"> • Common purchases • Things and activities in a shopping mall 	<ul style="list-style-type: none"> • Comparatives • Superlatives <p>Spotlight: Comparative forms of adjectives; superlative forms of adjectives</p>	<ul style="list-style-type: none"> • Explore a shopping mall • Understand shopping terms 	<ul style="list-style-type: none"> • Calculate percentages • Calculate savings

Table of Contents

UNIT	Listening and Speaking	Reading and Writing	Critical Thinking
6 Food <i>page 114</i>	<ul style="list-style-type: none"> • Talk about food • Ask for things in a restaurant • Order from a menu • Take food orders Pronunciation Focus: Intonation patterns in sentences and questions	<ul style="list-style-type: none"> • Read and interpret a bar graph • Read and write a menu • Read and write a recipe • Read a website for specific information • Read and interpret food labels Spotlight: Restaurant reviews	<ul style="list-style-type: none"> • Sequence events • Make inferences • Choose the best alternative
7 Relationships <i>page 136</i>	<ul style="list-style-type: none"> • Talk about relationships • Talk about a wedding • Communicate in social situations • Talk about customs • Conduct an interview • Disagree politely • Offer help Pronunciation Focus: Suffixes and syllable stress	<ul style="list-style-type: none"> • Read and make a family tree • Read about a family • Read a website for specific information • Write interview questions 	<ul style="list-style-type: none"> • Reason • Evaluate • Choose the best alternative
8 Health <i>page 158</i>	<ul style="list-style-type: none"> • Talk about parts of the body • Describe illnesses and injuries • Talk about experiences in an emergency room • Talk to health professionals Pronunciation Focus: <i>Can</i> versus <i>can't</i>	<ul style="list-style-type: none"> • Read a website for specific information • Write about an illness or injury • Read and interpret medicine labels • Read and write an accident report Spotlight: Personal stories	<ul style="list-style-type: none"> • Reason
9 Home and Safety <i>page 180</i>	<ul style="list-style-type: none"> • Talk about actions in the home • Talk about problems in the home • Talk about a fire emergency • Talk about weather forecasts Pronunciation Focus: <i>L</i> versus <i>R</i> sounds	<ul style="list-style-type: none"> • Complete a maintenance request form • Write an ending to a story • Write about an emergency • Read a website for specific information • Read about emergency procedures • Read fire safety tips 	<ul style="list-style-type: none"> • Sequence events • Evaluate
10 Work <i>page 202</i>	<ul style="list-style-type: none"> • Talk about jobs and job skills • Talk about work experience • Ask for information in a library • Communicate with an employer Pronunciation Focus: Intonation in <i>Yes/No</i> and <i>Wh-</i> questions	<ul style="list-style-type: none"> • Read and write job tips • Read job ads • Read and interpret a job application Spotlight: Résumés	<ul style="list-style-type: none"> • Evaluate
Appendices	Conversation Checks <i>page 224</i> Grammar Reference Guide <i>page 230</i> Vocabulary <i>page 238</i>		

	Vocabulary	Grammar	Civics Concepts	Math Skills
	<ul style="list-style-type: none"> • Food • People and things in a restaurant • Food preparation • Food label ingredients 	<ul style="list-style-type: none"> • <i>How much</i> and <i>How many</i> • Quantity words 	<ul style="list-style-type: none"> • Understand eating habits in the U.S. • Understand food labels 	<ul style="list-style-type: none"> • Compute a tip • Compute the cost of a meal
*****	<ul style="list-style-type: none"> • Relationships • People and activities at a wedding • Types of communication • Family traditions 	<ul style="list-style-type: none"> • <i>Whose</i> versus <i>Who's</i> • Two-word verbs • Nouns and adjectives <p>Spotlight: Two-word verbs; count nouns and noncount nouns</p>	<ul style="list-style-type: none"> • Use postal services 	<ul style="list-style-type: none"> • Calculate ounces and pounds
*****	<ul style="list-style-type: none"> • Parts of the body • Illnesses and injuries • Things and activities in an emergency room • Medicine labels 	<ul style="list-style-type: none"> • <i>Should</i> and <i>shouldn't</i> • <i>Might</i> and <i>will</i> 	<ul style="list-style-type: none"> • Explore an emergency room • Report work accidents 	<ul style="list-style-type: none"> • Calculate ounces, tablespoon, and teaspoons
*****	<ul style="list-style-type: none"> • Household actions • Problems in the home • Fire emergencies • Weather 	<ul style="list-style-type: none"> • Commands and requests • <i>Will</i> and <i>won't</i> <p>Spotlight: Future with <i>will</i>; future conditional statements</p>	<ul style="list-style-type: none"> • Understand emergency procedures • Practice fire safety in the home 	<ul style="list-style-type: none"> • Convert temperatures
*****	<ul style="list-style-type: none"> • Occupations and skills • People and things in the workplace • Job ads 	<ul style="list-style-type: none"> • <i>Have to/don't have to</i> • <i>Would like/would rather</i> 	<ul style="list-style-type: none"> • Recognize appropriate work behavior • Understand how to look for and apply for a job 	<ul style="list-style-type: none"> • Compute overtime pay

Welcome to All-Star

All-Star is a four-level series featuring a “big picture” approach to meeting adult standards that systematically builds language and math skills around life-skill topics.

Accessible, lesson format follows an innovative layout with a list of activities labeled “Things To Do” on the left and picture-dictionary visuals on the right.

每课遵循创新型版面设计，左侧为“学习任务”，右侧为图解字典的插图。

Predictable unit structure includes the same logical sequence of eight lessons in each unit.

可预测的单元结构是指每个单元含有相同逻辑主题的8课内容。

Comprehensive coverage of key standards prepares students to master critical competencies.

全面介绍重要技能标准，培养学生判断性思维能力。

UNIT 1: Describing People

What's his last name?

1 LESSON

THINGS TO DO

1 Learn New Words 6A

Look at the pictures. Listen to the words. Then listen and repeat.

① birth certificate	⑧ sex	⑬ weight
② birthplace	⑨ driver's license	⑭ diploma
③ date of birth	⑩ address	⑮ signature
④ first name	⑪ hair color	⑯ building pass
⑤ middle name	⑫ eye color	⑰ occupation
⑥ last name	⑬ height	

Which words are new to you? Circle them.

2 Check Your Answers

Read the statements. Check (✓) True, False, or I don't know. Then compare ideas with a partner. Correct the false statements.

	True	False	I don't know
1. Robert's middle name is Manuel.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. His birthplace is New York.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. He is now 35 years old.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. His eyes are brown.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. He is five feet nine inches tall.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Robert is a college student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 Interview

Work with a partner. Ask the questions below.

- What's your first name?
- What's your last name?
- What color are your eyes?
- What's your birthplace?

Write about your partner. Then read your sentences to the class.

EXAMPLE: My partner's name is Gloria Ramirez. Her eyes are brown. Her birthplace is Mexico City.

16

17

Go to www.whitehouse.gov, or another website to complete this chart.

The U.S. President	The U.S. Vice President
--------------------	-------------------------

First Name: _____

Last Name: _____

Eye Color: _____

Hair Color: _____

VOCABULARY: Giving Personal Information

1

STATE OF TEXAS
DEPARTMENT OF HEALTH
BUREAU OF VITAL STATISTICS
CERTIFICATE OF BIRTH

2 Birthplace: Kingville / Kingville Maternity Hospital

3 Date of Birth: March 2, 1975

4 Full Name of Child: Robert Manuel Garza (male)

5 Mother's Name: Rita Maria Separazo Garza

6 Father's Name: Roberto Pedro Garza

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Life-skills vocabulary is presented through compelling realia and picture-dictionary illustrations. Students learn new words in a non-threatening, structured environment.

通过激发学生兴趣的图解字典插图呈现与生活技能相关的词汇，使学生在轻松的环境中系统地学习生词。

Windows on Grammar present manageable chunks of grammar with clear examples and follow-up activities. Grammar is addressed in greater detail in 5 lessons called *Spotlight: Grammar* throughout the book and in the Grammar Reference Guide at the back of the book.

“语法窗口”举例讲解语法知识并提供练习。贯穿全书5个“语法小结”以及书后的“语法指导”更为详细地讲解语法知识。

“Big picture” scenes are springboards to a wealth of all-skills expansion activities in the Teacher’s Edition.

“大图”为教师用书中的技能拓展训练提供了素材。

3 LESSON

UNIT 1: Describing People

He looks tired.

THINGS TO DO

1 Talk About the Picture

Write 5 things about the people in the picture.

EXAMPLES: Mei has long brown hair.
Carlos is reading.

Share your ideas with the class.

2 Learn New Words

Look at the picture. Listen to the words. Then listen and repeat.

- | | | | |
|-----------|----------|--------------|--------------|
| ① happy | ⑤ afraid | ⑨ radio | ⑬ camera |
| ② relaxed | ⑥ bored | ⑩ slide | ⑭ toy |
| ③ sad | ⑦ angry | ⑪ swing | ⑮ laptop |
| ④ nervous | ⑧ tired | ⑫ basketball | ⑯ cell phone |

Which words are new to you? Circle them.

3 Practice the Conversation

Listen to the conversation. Then listen and repeat.

- A: Lynn looks nervous.
B: She is. She is afraid of the dog.
A: That's too bad.

Practice the conversation with a partner. Use these ideas.

Amy/ happy	Sue/ relaxed	Alice/ sad	Isabel/ angry
likes the slide	has a new book	misses her family	doesn't like the park
great	nice	too bad	too bad

Tell about yourself. Check (✓) often, sometimes, hardly ever, or never. Then compare your answers with a classmate's.

	often	sometimes	hardly ever	never	
I <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	feel happy.
I <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	feel nervous.
I <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	feel _____



Structured speaking activities invite students to discuss the picture dictionary scene, simulate real-life conversations, and express their thoughts and opinions.

口语练习让学生对图解字典的情景展开讨论，激发他们进行日常生活对话的兴趣，并表达他们的想法和意见。

Reading activities develop critical thinking skills by asking students to find important information and make inferences.

阅读练习要求学生找出关键信息并得出结论，从而培养他们的批判性思考的能力。

Realia-based readings and narrative selections like maps, advertisements, descriptive paragraphs, poems, and short stories provide the basis for developing reading skills.

基于实物的阅读和对叙述性文字的阅读（如：地图、广告、描述性段落、诗歌、短篇小说）为培养学生的阅读技能打下基础。

4 LESSON

UNIT 1: Describing People

Likes and Dislikes

THINGS TO DO

1 Learn New Words

Look at the pictures. Listen to the words. Then listen and repeat.

① music ② loud noises ③ baseball ④ pets
⑤ swimming ⑥ soccer ⑦ housework ⑧ motorcycles

2 Read and Take Notes

Listen to the poems. Then read the poems and take notes in the chart.

	A. Yuko	B. Paul	C. Abel
First name	A. Yuko	B. Paul	C. Abel
Description	brown hair, brown eyes, intelligent		
Likes	music, swimming, Japanese food		
Dislikes	pets, loud noises, the color yellow		
Languages	Japanese, English		
Occupation	student		
Last name	Tanaka		

3 Write

Write a poem about someone you know. Read your poem to the class.

Line 1—the person's first name or given name: _____

Line 2—the person's relation to you: _____

Line 3—three adjectives that describe the person: _____

Line 4—three things the person likes: _____ likes _____


Line 5—three things the person dislikes: _____ dislikes _____

Line 6—languages the person speaks: _____ speaks _____

Line 7—the person's occupation: _____


Line 8—the person's last name or family name: _____

READING AND WRITING: Reading and Writing Bio Poems




A


Yuko
my classmate
brown hair, brown eyes, intelligent
likes music, swimming, and Japanese food
dislikes pets, loud noises, and the color yellow
speaks Japanese and English
a student
Tanaka



1




2

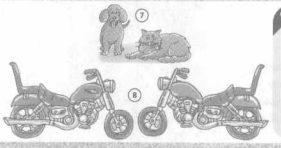


3

B

Paul
my friend
tall, slim, good-looking
likes cars, loud music, and soccer
dislikes baseball, housework, and homework
speaks Chinese, French, and English
a student
Ho





4

C

Abel
my husband
tall, dark, handsome
likes cameras, motorcycles, and good food
dislikes American coffee, alarm clocks, and pets
speaks Spanish and English
a businessperson
Diaz

WINDOW ON GRAMMAR
Yes/No Questions with Do or Does

★ Read the questions and answers.

Questions	Answers
Do you like American food?	Yes, I do./Yes we do.
Do your friends live nearby?	No, they don't.
Does your wife have a job?	Yes, she does.
Does your husband work?	No, he doesn't.

★ Complete the questions with Do or Does. Then ask a partner.

1. you like American music?
2. your teacher have a camera?
3. your classmates live nearby?
4. your father speak Japanese?

Abundant opportunities for writing prepare students for a variety of academic and real-world writing challenges, such as completing standard forms and writing complete sentences.

大量的写作练习为学生提供多种学术写作和实际生活写作的尝试机会，如：填写标准表格和写出完整句子练习。

Try This activities promote civics concepts by connecting classroom learning to community experiences.

“试一试”环节将课堂学习与社会经历相结合，提高学生的公民意识。

★★★★★★★★★★★★★★★★★★★★

TRY THIS

Go to www.whitehouse.gov, or another website to complete this chart.

The U.S. President The U.S. Vice President

First Name: _____

Last Name: _____

Eye Color: _____

Hair Color: _____

★★★★★★★★★★★★★★★★★★★★

Practice the Conversation activities invite students to engage in everyday conversations with their classmates, using the vocabulary and grammar they have learned.

“对话练习”让学生们运用所学的词汇和语法进行彼此的合作，并以此展开日常生活对话。

UNIT 1: Describing People

Nice to meet you.

1 Practice the Conversation: Greeting a Friend

Listen to the conversation. Then listen and repeat.

A: Hi, David. How are you?
B: Fine, thanks. And you?
A: Not bad. How's your class?
B: Good. I like it.

Practice the conversation with a partner. Use these items.

How is it going?
Pretty good!

How are you doing?
Not too bad.

How are things?
Great, thanks.

2 Practice the Conversation: Making Introductions

Listen to the conversation. Then listen and repeat.

A: Hello, Mr. Carter. How are you?
B: Fine, thanks. And you?
A: I'm very well, thank you. Mr. Carter, this is my friend Sally Smith.
B: How do you do, Ms. Smith?
C: How do you do, Mr. Carter? It's nice to meet you.

Practice the conversation with two partners. Use these items.

I'd like to introduce

I want you to meet

let me introduce

It's a pleasure to

I'm glad to

Nice to

CONVERSATIONS: Meeting People

1 Practice the Conversation: Introducing Yourself

Listen to the conversation. Then listen and repeat.

A: Hi, my name is Paul. I live on the fifth floor.
B: Hi. Nice to meet you. I'm Cora. I live on the second floor.
A: Nice to meet you, Cora. Do you know Mary?
B: Yes, I do. She's a good friend of mine.
She lives on the second floor, too.

Practice the conversation with a partner. Use these items.

Ted. I work on the second floor.
Meg. I work in the cafeteria.
Meg/works in the cafeteria

Sam. I'm in Mr. Reed's class.
Sara. I'm in Ms. Spender's class.
Sara/is in Ms. Spender's class

Carl. I'm from Mexico.
Mei. I'm from China.
Mei/is from China

WINDOW ON PRONUNCIATION

Vowel Sounds in Slip and Sleep

Listen to the words. Then listen and repeat.

1. this	5. fifth	9. feet	13. is
2. these	6. leave	10. slim	14. easy
3. meet	7. me	11. slip	15. he
4. live	8. fit	12. sleep	16. his

Circle the words with the long vowel [E] sound.

Listen to the pairs of sentences. Then listen and repeat.

1. This is for you.	These are for you.
2. Did you slip yesterday?	Did you sleep yesterday?
3. I want to live.	I want to leave.
4. Is he shopping?	Easy shopping?

Listen as your partner says a sentence from each pair in Activity 8. Circle the sentence you hear.

1. A. This is for you.	3. A. I want to live.
B. These are for you.	B. I want to leave.
2. A. Did you slip yesterday?	4. A. Is he shopping?
B. Did you sleep yesterday?	B. Easy shopping?

Windows on Pronunciation help students produce difficult sounds in English and address issues of stress, rhythm, and intonation.

“语音窗口”帮助学生克服英语发音难点，其中涉及到重音、节奏和语调等问题。

Application lessons focus on developing the students' roles in life as workers, parents, and citizens.

“应用课程”关注学生社会生活中作为工作者、父母及公民的角色。

Real-world documents and situations are highlighted in the *Application* lessons, exposing students to critical concepts they encounter at work, at home, and in the community.

“应用课程”中强调了现实生活中的文本和情景，让学生接触到实际工作、家庭及社会中的重要概念。

COMMUNITY
6
LESSON

UNIT 1: Describing People

Personal Information Forms

1 Answer the Questions

Look at the Driver's License Application on page 15 to answer these questions. Use the Answer Sheet.

- On what line of the application should you write your street address?
A. Line 2
B. Line 3
C. Line 5
D. Line 6
- On what line should you write *M* or *F*?
A. Line 1
B. Line 3
C. Line 5
D. Line 6
- On what line should you sign your name?
A. Line 2
B. Line 4
C. Line 5
D. Line 6
- On what line should you write your date of birth?
A. Line 2
B. Line 4
C. Line 5
D. Line 6
- On what line should you write *blue*, *brown*, or *green*?
A. Line 2
B. Line 3
C. Line 4
D. Line 5

ANSWER SHEET

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D



This woman is at the department of Motor Vehicles (DMV). She is taking a vision test.

2 Write

Complete the Driver's License Application with information about yourself.

DRIVER'S LICENSE APPLICATION

License Needed
☐ OPERATOR
☐ CHAUFFEUR
☐ MOPED

1 Present Driver License No. _____

2 Full Name First Middle Last _____

3 Street Address Apt. Number _____

4 City State Zip Code / / _____

5 Eye Color Height Weight Sex Birth Date _____

6 Date Signature of Applicant _____

For dates, write: Month/Day/Year (6/27/95)

WINDOW ON MATH
Saying Numbers and Street Addresses

- ★ Listen to the sentences. Then listen and repeat.
- We need 1,350 application forms.
 - The company needs 3,427 cell phones.
 - We live at 1350 Grove Street.
 - The address is 3427 Mission Avenue.
- ★ Read these sentences. Then listen and check your numbers.
- His address is 875 Pine Street.
 - The company needs 2,535 laptops.
 - They ordered 875 motorcycles.
 - The company is at 2535 River Road.

14

15

FAMILY
LESSON

UNIT 6: Food

What is your favorite holiday?

- A Look at the picture and the title of the story. Check what you know.**
- ☐ The man is happy.
 - ☐ The man is sad.
 - ☐ His family is from China.
 - ☐ His family is from Cuba.
 - ☐ The story is about family.
 - ☐ The story is about work.



Cuban Family Traditions

Cubans have a lot of traditions. One of my favorite times is Christmas Eve. Everyone in the family gets together and eats dinner. My father roasts a whole pig. He kills it himself on December 23. My mother cooks the best black beans and rice you can think of. We drink strong Cuban coffee. Everyone sits in the living room and tells stories about the old days. I love Christmas Eve.

Gabriel Herrera

B Read the story. Circle the correct answer.

- What holiday is Gabriel talking about?
A. New Year's B. Memorial Day C. Christmas Eve
- What kind of meat do they eat?
A. roast pig B. fish
- What other food do they eat?
A. rice and salad B. black beans and rice C. soup
- What do they drink?
A. water B. coffee C. milk
- What does the family like to do in the living room?
A. watch TV B. listen to music C. tell stories

65

C Answer the questions about you.

- What is your favorite holiday?
- What foods do you eat then?
- What was your favorite food as a child?

D Write a story about a family tradition. Use Gabriel's story as a model.

TAKE IT OUTSIDE: Interview a family member, friend, or coworker. Complete the chart.

WHAT WAS YOUR FAVORITE FAMILY HOLIDAY AS A CHILD?	WHAT DID YOU EAT?	WHAT DID YOU DO?



TAKE IT ONLINE: Search the Internet for "food traditions" - a nationality that interests you. Bring in information to share with the class.

67

Windows on Math help students build numeracy skills for basic math work.

“数学窗口”帮助培养学生的运算技能以解答基础数学问题。

Alternate application lessons in the Workbook provide a flexible approach to addressing family, work, and community topics in each unit.

学习辅导与自测中的“应用课程”灵活地涉及到各单元有关家庭、工作和社会的诸多主题。

Listening Reviews help teachers assess listening comprehension, while giving students practice with the item types and answer sheets they encounter on standardized tests.

“听力复习”帮助教师评估学生的听力理解能力，同时学生可以用标准化测试的题型进行练习。

Conversation Checks are communicative information gap activities that also provide informal listening and speaking self-assessment tools.

“对话检验”为课堂教学提供了信息交流练习，也可用于学生的听说自测。

UNIT 1: Describing People

What do you know?

1 Listening Review

Listen and choose the best answer. Use the Answer Sheet.

1. A. thirty-five
B. New York
C. brown

2. A. Miami
B. 5/25/88
C. 21

3. A. Yes, it is.
B. Yes, he has a building pass.
C. Yes, he does.

4. A. They're blue.
B. It's brown.
C. She's slim.

5. A. She has brown hair and blue eyes.
B. Her name is Sharon.
C. It's 4324 McAden Street.

6. A. Thank you.
B. Yes, I am.
C. Pretty good, thank you.

7. A. Not too bad.
B. And you?
C. I'm an engineer.

8. A. Yes, she has green eyes.
B. Yes, it is.
C. Yes, she does.

9. A. Yes, I do.
B. Yes, he does.
C. Yes, she does.

10. A. Fine, thanks.
B. Nice to meet you.
C. Very well, thank you.

ANSWER SHEET

1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C
6	A	B	C
7	A	B	C
8	A	B	C
9	A	B	C
10	A	B	C

2 Dictation

Listen and write the questions you hear. Then answer the questions.

1. _____

2. _____

3. _____

REVIEW AND ASSESSMENT

1 Conversation Check: Pair Work

Student A: Go to page 164.

Student B: Complete the questions below. Then ask your partner the questions and write his or her answers.

Questions

1. What _____ your last name?

2. What _____ your middle name?

3. _____ you have a camera?

4. Do you _____ American food?

How many questions did you ask your partner?

☐ 1 ☐ 2 ☐ 3 ☐ 4

How many questions did you answer?

☐ 1 ☐ 2 ☐ 3 ☐ 4

LEARNING LOG

I know these words:

<input type="checkbox"/> address	<input type="checkbox"/> dark brown	<input type="checkbox"/> long hair	<input type="checkbox"/> short hair
<input type="checkbox"/> afraid	<input type="checkbox"/> date of birth	<input type="checkbox"/> loud noises	<input type="checkbox"/> signature
<input type="checkbox"/> angry	<input type="checkbox"/> diploma	<input type="checkbox"/> medium height	<input type="checkbox"/> slide
<input type="checkbox"/> bald	<input type="checkbox"/> driver's license	<input type="checkbox"/> middle name	<input type="checkbox"/> slim
<input type="checkbox"/> baseball	<input type="checkbox"/> eye color	<input type="checkbox"/> motorcycle	<input type="checkbox"/> soccer
<input type="checkbox"/> basketball	<input type="checkbox"/> first name	<input type="checkbox"/> music	<input type="checkbox"/> straight hair
<input type="checkbox"/> beard	<input type="checkbox"/> gray	<input type="checkbox"/> mustache	<input type="checkbox"/> swimming
<input type="checkbox"/> birth certificate	<input type="checkbox"/> hair color	<input type="checkbox"/> nervous	<input type="checkbox"/> tanning
<input type="checkbox"/> birthplace	<input type="checkbox"/> happy	<input type="checkbox"/> occupation	<input type="checkbox"/> toy
<input type="checkbox"/> blond	<input type="checkbox"/> heavy	<input type="checkbox"/> pets	<input type="checkbox"/> tired
<input type="checkbox"/> bored	<input type="checkbox"/> height	<input type="checkbox"/> radio	<input type="checkbox"/> toy
<input type="checkbox"/> building pass	<input type="checkbox"/> housework	<input type="checkbox"/> relaxed	<input type="checkbox"/> weight
<input type="checkbox"/> camera	<input type="checkbox"/> laptop	<input type="checkbox"/> sad	
<input type="checkbox"/> cell phone	<input type="checkbox"/> last name	<input type="checkbox"/> sex	
<input type="checkbox"/> curly hair	<input type="checkbox"/> light brown	<input type="checkbox"/> short	

I can ask:

☐ What's your last name?

☐ What's your address?

☐ Do you like ... ?

☐ Does your wife like ... ?

☐ Do you have ... ?

☐ Does your friend have ... ?

I can say:

☐ He lives in Florida.

☐ He is 35 years old.

☐ She has curly brown hair.

☐ He doesn't have a beard.

☐ He looks tired.

☐ I sometimes feel nervous.

☐ She's a good friend of mine.

I can write:

☐ a bio poem

☐ a short description of someone

☐ information on a driver's license application

A **Spotlight: Grammar** or **Spotlight: Writing** lesson appears at the end of each unit, offering supplementary grammar or writing skill development.

各单元结尾设有“语法小结”或“写作小结”，补充语法和写作训练。

Learning Logs ask students to catalog the vocabulary, grammar, and life skills they have learned, and determine which areas they need to review.

“学习记录”要求学生罗列出所学的词汇、语法知识和生活技能，从而总结出还需要复习的部分。

UNIT 1: Describing People

Spotlight: Grammar

SIMPLE PRESENT STATEMENTS

Regular Verbs

I live in the U.S.	He lives in Canada.
We don't live in Mexico.	She doesn't live in Korea.
They	It

Irregular Verbs: Have, Go, Do

I have brown hair.	He has blue eyes.
We don't have blond hair.	She doesn't have green eyes.
They go to school.	It goes to the park.
I don't go to work.	He doesn't go to school.
We do the housework.	She does the work.
They don't do the dishes.	It doesn't do all of it.

Study the picture of John and Ann. Complete the sentences. Write have, has, don't have, or doesn't have.

1. John _____ dark brown hair.

2. Ann _____ dark brown hair.


3. John _____ curly hair.

4. Ann _____ blond curly hair.

5. John _____ a mustache, but Ann doesn't.

6. They _____ green eyes.

7. John and Ann _____ a new car.



Read the story about Max and Lisa. Then rewrite the story. Tell about Max.

My friends Max and Lisa live in Miami. They own a restaurant there. Max and Lisa like their jobs, but they don't have a lot of free time. They work six days a week. On Monday they don't work. On their day off, they sleep until noon and spend the afternoon at the beach.

My friend Max _____ in Miami. He _____ a restaurant there. Max _____ his job, but he _____ a lot of free time. He _____ six days a week. On Monday he _____ On his day off, he _____ until noon and _____ the afternoon at the beach.

SPOTLIGHT: Grammar

YES/NO QUESTIONS WITH THE SIMPLE PRESENT

Do I need a driver's license?	Does he have a building pass?
Do you read every day?	Does she like motorcycles?
Do we like music?	Does it live in Texas?
Do they live in the U.S.?	

2 Complete the questions with Do or Does.

1. _____ Do you have a job?

2. _____ Sam and Dan have beards?

3. _____ you have a cell phone?

4. _____ Tina have short hair?

5. _____ Hector look nervous to you?

6. _____ the president have brown hair?

7. _____ the park have a slide?

8. _____ dogs swim?

9. _____ your friends speak Spanish?

10. _____ your classmates like American food?

3 Unscramble the words to write questions. Remember to capitalize the first word in the sentence.

1. (Victor / camera / does / have / a new / ?)
Does Victor have a new camera?

2. (like / do / loud / you / music / ?)
Do you like loud music?

3. (you / do / have / a driver's license / ?)
Do you have a driver's license?

4. (you / do / Mr. Li / know / ?)
Does Mr. Li know you?

5. (Rick / long / does / hair / have / straight / ?)
Does Rick have long straight hair?

6. (a middle / does / name / the president / have / ?)
Does the president have a middle name?

7. (your teacher / curly / does / hair / have / ?)
Does your teacher have curly hair?

测试环节对整个单元中有关句子结构和语法的知识进行强化和提升。

Test

Name: _____ Date: _____ Score: _____

LISTENING: Listen to the conversations. Then choose the correct answer for each question.

Conversation 1

1. What is the man's name in this conversation?
- A. Robert.
- B. Martin.
- C. Mr. Carter.



2. What is he doing?
A. Greeting a friend.
B. Introducing himself.
C. Introducing a friend.

3. Where are they?
A. At school.
B. At work.
C. At home.



Conversation 2 🔊

4. Who should get the book?
- A. Mark.
- B. Rick.
- C. Sam.

5. What does he look like?
A. He has short hair.
B. He has blond hair.
C. He has long hair.

6. Do Mark and Sam know each other?
A. Yes.
B. No.
C. I don't know.

GRAMMAR: Choose the word or words that correctly complete each sentence.

7. Adam _____ bald.
A. is
B. has
C. doesn't have
8. He _____ a mustache.
A. is
B. has
C. doesn't have



9. Yuko _____ glasses.
- A. is
B. have
C. wears

10. Yuko _____ dark hair.
- A. has
- B. have
- C. don't have

11. Yuko and Adam _____ in New York.
A. is
B. live
C. lives

12. _____ you _____ Yuko and Adam?
 A. Does . . . know
 B. Does . . . knows
 C. Do . . . know

READING/VOCABULARY: Read the driver's license application. Then choose the correct answer for each question below.

13. What is her last name?
A. Ann.
B. Sophie.
C. Patel.

14. What is her zip code?
A. Trenton.
B. 1305.
C. 08601.

15. How old is she on 8/15/04?
A. 3/12/87.
B. 17.
C. 54.

16. What is her weight?
- A. 120 lbs.
B. 54 lbs.
C. Heavy.

DRIVER'S LICENSE APPLICATION

LICENSE NEEDED

☒ OPERATOR

☐ CHAFFIN

☐ NOTES

1. (none) Previous Driver License No. _____

2. Full Name: Ann Sophie Patel

1955 Fairview Rd Apt 602 Maricopa 06050

Residence Address Apt. or Lot Number County Zip Code

Tranton 90012

Tranton 90012

3. Brown SW 120 lbs F 05/12/84

Eye Color Height Weight Sex Birth Date

4. 8/15/04 Ann Patel

Date Signature of Applicant

17. What color are her eyes?
A. Brown.
B. Blue.
C. Green.

18. What is the application for?
A. Birth certificate.
B. Driver's license.
C. Diploma.

19–20. **WRITING:** Write two sentences that describe what you look like.

TRANSLATION: Translate the following sentences into Chinese or English.

- I. Translate the following sentences into Chinese.

21. Does your friend have a cell phone?
22. Her mother has curly brown hair.
23. What's your e-mail address?
24. I sometimes feel nervous.
25. They live at 500 Grove Street.

- II. Translate the following sentences into English.

26. 他没有胡子。
27. 你有驾照吗?
28. 她是我的好朋友。
29. 他看上去疲惫。
30. 我们的公司在第5大街300号。

测验中的英汉互译练习有助于学生巩固在这一单元所学到的知识。

UNIT 1: Describing People

Supplemental Translation Exercises

A. Translate the following sentences into Chinese.

Lesson 1

1. Robert's middle name is Manuel. _____
2. What color are her eyes? _____
3. Mr Garza is a nursing assistant. _____
4. His birthplace is Kingsville Maternity Hospital. _____

Lesson 2

1. The person next to me has a beard. _____
2. Paul has dark brown hair and he is slim. _____
3. They don't have curly hair. _____
4. Sam has long straight hair and he is tall. _____

Lesson 3

1. Lynn looks nervous. _____
2. She is afraid of the dog. _____
3. Isabel is angry and she doesn't like the park. _____
4. Sue is reading a book. _____

Lesson 4

1. Paul, my friend, is tall, slim, good-looking. _____
2. She likes soccer, but dislikes baseball. _____
3. Do you like American food? _____
4. Does your father speak Japanese? _____

Lesson 5

1. Nice to meet you. _____
2. She is a good friend of mine. _____
3. How is it going? _____
4. I want you to meet my friend Paul. _____

Lesson 6

1. We need 1 350 application forms. _____
2. Present Driver license Number. _____
3. signature of applicant. _____
4. We live at 1350 Grove Street. _____

Lesson 7

1. She doesn't go to school. _____
2. Does Tina have short hair? _____
3. Do your classmates like American food? _____
4. I like motorcycles. _____

20

Supplemental Translation Exercises focus on what students can achieve from such intensified activities.

“补充翻译练习”则以这种强化训练英汉互译的方式来提高学生的语法水平和翻译能力。

Words & Expressions provides a tool to help students to understand vocabulary.

“单词和词组”为学生提供了一个理解词汇的工具。

UNIT 1: Describing People

Words & Expressions

address /ə'dres/ n. 地址	information /ˌɪnfə'meɪʃən/ n. 资料, 信息
afraid /ə'freɪd/ adj. 害怕, 担心	laptop /'læptɒp/ n. 便携式电脑
angry /'æŋɡrɪ/ adj. 生气的, 愤怒的	last name (欧美人放在名字后面的) 姓
application /ˌæplɪ'keɪʃən/ n. 申请, 应用	light brown 浅棕色
bald /bɔːld/ adj. 光秃的	loud noises 强噪音
baseball /'beɪsbɔːl/ n. 棒球, 棒球运动	medium height 中等身高
basketball /'bæskɪtbɔːl/ n. 篮球, 篮球运动	middle name 名(名和姓之间的名字)
beard /bɪəd/ n. 胡须, 胡子	moped /'məʊpəd/ n. 机动脚踏两用车
birth certificate 出生证明书	motorcycle /'məʊtəsaɪkl/ n. 摩托车
birthplace /'bɜːθpleɪs/ n. 诞生地	music /'mjuːzɪk/ n. 音乐, 乐曲
blond /blɒnd/ adj. & n. 金发的, 白肤碧眼金发的人	mustache /'mʌstʃ/ n. 胡子(长在嘴唇上面的)
bored /bɔːd/ adj. 无聊的	nervous /'nɜːvəs/ adj. 担忧的, 紧张不安的
building pass 大厦通行证	occupation /ˌɒkju'peɪʃən/ n. 职业
cafeteria /ˌkæfɪ'tɛəriə/ n. 自助餐厅	operator /'ɒpəreɪtə(r)/ n. 操作员, (电话) 接线员
camera /'kæmərə/ n. 照相机	pet /pet/ n. 宠物
cell phone 移动电话	radio /'reɪdɪəʊ/ n. 收音机
chauffeur /'ʃɔːfɜː(r), 'ʃɔːtʃɜː(r) n. 司机, 私人司机	relaxed adj. 放松的, 悠闲的
curly hair 卷发	sad /sæd/ adj. 忧愁的, 悲哀的
dark brown 茶褐色, 咖啡色	sex /seks/ n. 性别
date of birth 出生日期	short /ʃɔːt/ adj. & n. 短的, 简短, 短裤
diploma /dɪ'pləʊmə/ n. 文凭, 毕业证书	short hair 短头发
driver's license 驾驶执照	signature /'sɪɡnətʃə(r)/ n. 签名, 署名
eye color 眼睛的颜色	slide /'slaɪd/ v. & n. (使) 滑动, (使) 滑行
first name (姓名中的) 名, 名字, 教名	slim /slɪm/ adj. 苗条的, 纤细的, 细长的
form /fɔːm/ n. 形状, 表格, 形式	soccer /'sɒkə(r)/ n. 足球
gray /ɡreɪ/ n. & adj. 灰色, 灰色的	straight hair 直发
hair color 毛发的颜色	swimming /'swɪmɪŋ/ n. & adj. 游泳
happy /'hepi/ adj. 快乐的, 幸福的	swing /swɪŋ/ v. & n. 摇摆, 摆动, 秋千
heavy /'hevi/ adj. & adv. 重的, 繁重的	tall /tɔːl/ adj. 高的, 长的
height /haɪt/ n. 身高, 高度	tired /'taɪəd/ adj. 疲劳的, 累的, 疲倦的
housework /'haʊswɜːk/ n. 家务, 劳动, 家务事	toy /tɔɪ/ n. 玩具

24