

义 务 教 育 教 科 书

# 英 语

九 年 级 全 一 册

## 致同学

同学们，你们好！欢迎你们进入九年级的英语学习！

本套教材是根据你们的心理特点、认知水平和兴趣爱好来编写的。相信在新学年，教材的以下特点会继续帮助你们学好英语：

1. 教材不仅要帮助你们学习英语语言知识，更重要的是要帮助你们发展语言运用能力，让你们学会用英语表达思想、与人交流。

2. 教材充分考虑了你们的生活实际和学习需求，教材的内容和活动都与你们的生活和兴趣紧密相连，目的是让你们在英语学习中不感到枯燥乏味，而是有话可说、有话想说、有话能说。

3. 教材在重视培养你们的语言运用能力的同时，更加重视培养你们的语言学习策略和技能。这些策略和技能是帮助你们进一步学好英语的基础。

4. 教材为你们设计了许多具有交际意义的任务或活动，目的是让你们在英语课堂上“活”起来、“动”起来。英语课堂教学需要你们的充分参与，英语学习需要你们与老师合作、与同学交流。通过参与和互动，你们的英语水平才会得到不断提高。

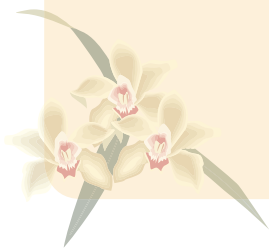
5. 教材进一步丰富了文化教学的内容，包括我们的民族文化、英语国家的文化和非英语国家的文化。通过文化内容的学习，你们的视野会更开阔，思想会更丰富，思维会更活跃，交流会更得体。

要想学好英语，光靠课本是不够的，你们还需要继续接触更多的英语学习资源。学习英语没有捷径，只有多听、多说、多读、多写、多记、多用才是最有效的办法。因此，你们要充分利用各种资源和机会来学习英语。

同学们，继续努力吧！祝你们英语学习取得更大进步！

编者

2012年12月



## Contents

Units	Topics	Functions	Structures
<b>1</b> <b>How can we become good learners?</b> <b>Page 1</b>	Learning how to learn	Talk about how to study	Verb + <i>by</i> with gerund
<b>2</b> <b>I think that mooncakes are delicious!</b> <b>Page 9</b>	Festivals	Give a personal reaction	Objective clauses with <i>that</i> , <i>if</i> and <i>whether</i> Exclamatory statements
<b>3</b> <b>Could you please tell me where the restrooms are?</b> <b>Page 17</b>	Getting around	Ask for information politely Follow directions	Objective clauses with <i>wh</i> - questions

Target Language	Vocabulary	Recycling
<p>How do you learn English? I learn by studying with a group.</p> <p>Do you learn English by reading aloud? Yes, I do. It helps my pronunciation.</p> <p>How can I read faster? You can read faster by reading word groups.</p>	<p>ability, attention, brain, conversation, expression, grammar, knowledge, note, pronunciation, secret, speed, textbook</p> <p>connect, create, discover, increase, pronounce, repeat, review</p> <p>active, patient</p> <p>pay attention to, connect ... with, fall in love with</p>	<p>work, read, listen, ask, help, study, watch, practice, improve, understand, learn, develop, remember, prepare</p> <p>be interested in, look up, be good at, in common, get bored, find out, take notes, learn from</p> <p><i>How</i> questions</p>
<p>I know that the Water Festival is really fun.</p> <p>I wonder if they'll have the races again next year.</p> <p>I wonder whether June is a good time to visit Hong Kong.</p> <p>What fun the Water Festival is!</p> <p>How pretty the dragon boats were!</p>	<p>business, Christmas, dessert, fool, garden, novel, present, pound, relative, stranger, tie, treat, warmth</p> <p>admire, lay, lie, punish, spread, steal, warn</p> <p>wash away, lay out, dress up, put on</p>	<p>fantastic, crowded, delicious, fun, traditional, pretty, beautiful, exciting, interesting, special, scary, popular</p> <p>be similar to, remind ... of</p>
<p>Excuse me, do you know where I can buy some medicine?</p> <p>Sure. There's a supermarket down the street.</p> <p>Could you please tell me how to get to the post office?</p> <p>Sorry, I'm not sure how to get there.</p> <p>I wonder where we should go next.</p> <p>You should try that new ride over there.</p>	<p>address, bathroom, choice, corner, direction, postcard, restroom, speaker, stamp</p> <p>rush, suggest</p> <p>central, convenient, correct, direct, east, polite, underground</p>	<p>money, magazine, dictionary, dinner, newspaper, information, town, shoes, bookstore, supermarket, bank, park, ride, restaurant, post office, library, museum</p> <p>excuse me, go along, turn right/left, second/third floor, next to</p> <p>Modal verbs</p>

Units	Topics	Functions	Structures
<b>4</b> <b>I used to be afraid of the dark.</b> <b>Page 25</b>	How we have changed	Talk about what you used to be like	<i>Used to</i>
<b>5</b> <b>What are the shirts made of?</b> <b>Page 33</b>	Things made in China	Talk about what products are made of and where they were made	Passive voice (present tense)
<b>6</b> <b>When was it invented?</b> <b>Page 41</b>	Inventions	Talk about the history of inventions	Passive voice (past tense)
<b>7</b> <b>Teenagers should be allowed to choose their own clothes.</b> <b>Page 49</b>	Rules	Talk about what you are allowed to do Agree and disagree	<i>Should + be allowed to</i> Modal verbs used in the passive voice

Target Language	Vocabulary	Recycling
<p>I used to be short. I didn't use to be popular in school. You used to be short, didn't you? Yes, I did./No, I didn't. Did he use to wear glasses? Yes, he did./No, he didn't.</p>	<p>ant, background, examination, guard, introduction, pride, score, speech fail, influence, interview, require absent, general, helpful, humorous, private, proud, silent be proud of, from time to time, take pride in, deal with, in person</p>	<p>tall, short, outgoing, funny, shy, serious, quiet, friendly, active, brave, thin, strong, famous, popular, afraid, normal straight/curly hair, wear glasses, pay attention to Present perfect tense</p>
<p>Are your shirts made of cotton? Yes, they are. And they were made in the US. What's the model plane made of? It's made of used wood and glass. How is tea grown? It's planted on the sides of mountains.</p>	<p>balloon, blouse, cap, chopstick, coin, fork, form, glass, glove, grass, handbag, heat, leaf, material, product, scissors, steel, surface avoid, complete, paint, process international, lively, local no matter, even though</p>	<p>stamp, wood, gold, paper, silk, model plane, painting, tea, mountain, health, business, camera, clothes, watch, toy, kite, festival, competition, art, bamboo Objective clauses</p>
<p>When was the zipper invented? It was invented in 1893. Who was it invented by? It was invented by Whitcomb Judson. What is the hot ice-cream scoop used for? It's used for serving really cold ice-cream.</p>	<p>basket, customer, fridge, hero, instrument, doubt, pioneer, pleasure, project, purpose, smell, style, website divide, list, mention, produce, translate by accident, by mistake, look up to, take place, without doubt, all of a sudden</p>	<p>invention, TV, car, telephone, special, ice-cream, shoes, tea, century, country, inventor, potato chip, history, mistake, basketball, idea invent, discover, create popular, sweet, salty It is said that ... It is believed that ...</p>
<p>I don't think sixteen-year-olds should be allowed to drive. I agree. They aren't serious enough. Teenagers must not be allowed to have part-time jobs. I disagree. They can learn a lot from working.</p>	<p>part-time job, chance, community, license, safety, society cry, educate, enter, hug, lift, manage, regret, smoke, support get in the way of, keep away from, talk/shout back, make one's own decision</p>	<p>parent, decision, rule, test, choice drive, choose, work, agree, disagree, decide young, silly, serious, old, strict, worried take photos, move out, take care of, look after, care about Adverbial clauses with <i>when</i></p>

Units	Topics	Functions	Structures
<b>8</b> <b>It must belong to Carla.</b> Page 57	Mysteries	Make inferences	<i>Must, might, could</i> and <i>can't</i> for making inferences
<b>9</b> <b>I like music that I can dance to.</b> Page 65	Music and movies	Express preferences	Relative clauses with <i>that</i> , <i>who</i> and <i>which</i>
<b>10</b> <b>You're supposed to shake hands.</b> Page 73	Customs	Talk about customs and what you are supposed to do	<i>Supposed to</i> + infinitive
<b>11</b> <b>Sad movies make me cry.</b> Page 81	Feelings	Talk about how things affect you	<i>Make</i> + sb. + infinitive without <i>to</i> <i>Make</i> + sb. + adjective

Target Language	Vocabulary	Recycling
<p>Whose volleyball is this? It must be Carla's. She loves volleyball.</p> <p>Whose hair band is this? It could be Mei's hair band. Or it might belong to Linda. They both have long hair.</p> <p>What did you see that night? I'm not sure, but it can't be a dog.</p>	<p>circle, coat, enemy, laboratory, leader, noise, picnic, policeman, rabbit, truck, period, suit, victory</p> <p>attend, express, prevent, receive</p> <p>medical, valuable</p> <p>anybody, somebody, whose</p> <p>not only ... but also</p>	<p>volleyball, magazine, book, CD, toy, music, schoolbag, idea</p> <p>remember, believe, think, agree</p> <p>favorite, unusual, strange, special, nervous, worried</p> <p>thousands of, run after</p> <p>Adverbial clauses with <i>but</i>, <i>however</i> and <i>as</i></p>
<p>What kind of music do you like? I love music that/which I can sing along with.</p> <p>What kind of movies do you like? I prefer movies that/which give me something to think about.</p> <p>What kind of musicians does Carmen like? She likes musicians who play different kinds of music.</p>	<p>dialogue, director, master, pain, pity, praise, total, war, wound</p> <p>perform, prefer, reflect, sense, shut, suppose</p> <p>national, plenty, smooth, electronic, spare</p> <p>in that case, plenty of, in total</p>	<p>dance, sing, relax, laugh, enjoy, like, love, prefer</p> <p>loud, quiet, slow, funny, serious, down, tired, sad, exciting, scary, happy, comfortable, sweet, salty, interesting, beautiful, favorite</p> <p>don't mind, feel like, cheer up</p>
<p>What are you supposed to do when you meet someone for the first time? You're supposed to shake hands.</p> <p>Am I supposed to wear jeans? No, you're expected to wear a suit and tie.</p> <p>Is it important to be on time? Yes, it's important to be on time.</p>	<p>blackboard, capital, chalk, coast, kiss, noon, passport, season, suggestion, traffic, value, worth</p> <p>behave, greet, knock, value</p> <p>drop by, get mad, make an effort, go out of one's way, make ... feel at home</p>	<p>kiss, meet, wear, arrive, behave</p> <p>late, polite, impolite, important, strange</p> <p>shake hands, on time</p> <p><i>Should</i> for advice</p> <p><i>If</i> clauses</p>
<p>The loud music makes me nervous.</p> <p>Money and fame don't always make people happy.</p> <p>She said that the sad movie made her feel like crying.</p>	<p>agreement, coach, courage, friendship, goal, lemon, palace, queen, king, shoulder, wealth, weight</p> <p>cancel, examine, kick, nod</p> <p>the more ... the more, neither ... nor, leave out, let ... down, kick off, be hard on oneself, rather than, pull together</p>	<p>rainy, cloudy, sad, uncomfortable, comfortable, soft, relaxed, loud, nervous, sleepy, mad, unhappy, worried, angry, lucky</p> <p>drive ... crazy, in common, even though</p> <p>Passive voice</p>



Units	Topics	Functions	Structures
<b>12</b> <b>Life is full of the unexpected.</b> Page 89	Bad days	Narrate past events	Review of key structures
<b>13</b> <b>We're trying to save the earth!</b> Page 97	Protecting the environment	Talk about pollution and environmental protection	Review of key structures
<b>14</b> <b>I remember meeting all of you in Grade 7.</b> Page 105	School days	Share past memories and experiences  Look ahead to the future	Review of key structures
Page 113	Grammar		
Page 119	Words and Expressions in Each Unit		
Page 132	Vocabulary Index		
Page 143	Irregular Verbs		

Target Language	Vocabulary	Recycling
<p>When I got to school, I realized that I had left my backpack at home.</p> <p>When I woke up, it was already 8:00 a.m.</p> <p>Before I got to the bus stop, the bus had already left.</p> <p>As I was waiting in line with the other office workers, I heard a loud sound.</p>	<p>backpack, bean, block, boss, course, cream, discovery, east, lady, market, officer, pie, west, worker</p> <p>burn, miss, oversleep</p> <p>give ... a lift, take off, take place</p>	<p>bus, shower, key, clock, plane, bus stop, airport, earthquake, joke</p> <p>wake up, brush one's teeth, wash one's face, miss, go off, get dressed, show up, get up late, stay up, put on</p> <p>Simple past tense</p> <p>Adverbial clauses</p>
<p>We're trying to save the earth.</p> <p>The river used to be so clean.</p> <p>It was considered the nicest river in town.</p> <p>The air has become really polluted.</p>	<p>advantage, bottle, bottom, coal, cost, fisherman, gate, industry, law, metal, method, president</p> <p>afford, cost, litter, recycle</p> <p>harmful, low, public, ugly, wooden</p> <p>cut off, make a difference</p>	<p>clean up, take the bus/subway, ride a bike, cut down, throw away, pull down, set up</p> <p>Present progressive tense</p> <p>Present perfect tense</p> <p>Passive voice</p>
<p>I think that I'll have to study much harder for exams.</p> <p>I'm going to join the school volleyball team.</p> <p>I remember being a volunteer.</p> <p>I'm looking forward to going to senior high school.</p>	<p>degree, gentleman, instruction, keyboard, level, manager, row, secretary, standard, survey, task, text, wing</p> <p>congratulate, double, separate, shall, overcome</p> <p>in a row, make a mess, believe in, be responsible for</p>	<p>no matter, first of all, full of, deal with, be proud of, give up, along with, set out, grow up, work out</p> <p>Objective clauses</p> <p><i>Be going to</i></p>

# UNIT 1

## Section

## A

Language Goal:  
Talk about how  
to study

## How can we become good learners?

1a

Check (✓) the ways you study English. Then add other ways you sometimes study.

- |                                  |                                         |
|----------------------------------|-----------------------------------------|
| _____ a. by working with friends | _____ e. by asking the teacher for help |
| _____ b. by making word cards    | _____                                   |
| _____ c. by reading the textbook | _____                                   |
| _____ d. by listening to tapes   | _____                                   |



1b

Listen. How do these students study for a test? Write letters from 1a above.

\_\_\_\_\_ 1. Meiping      \_\_\_\_\_ 2. Peter      \_\_\_\_\_ 3. Tony

1c

Make conversations about how you study for a test.

A: How do you study for a test?

B: I study by working with a group.



**2a** Listen and check (✓) the questions you hear.



Questions	Answers
1. ____ Do you learn English by watching videos?	____
2. ____ Do you ever practice conversations with friends?	____
3. ____ What about listening to tapes?	____
4. ____ What about reading aloud to practice pronunciation?	____
5. ____ Have you ever studied with a group?	____



**2b** Listen again. Match each answer below with a question above.

- a. Yes, I have. I've learned a lot that way.
- b. Oh, yes. It improves my speaking skills.
- c. I do that sometimes. I think it helps.
- d. No. It's too hard to understand the voices.



**2c** Make conversations using the information in 2a and 2b.

A: Have you ever studied with a group?  
B: Yes, I have. I've learned a lot that way.



**2d** Role-play the conversation.

Jack: Annie, I'm a little nervous. I have to finish reading a book and give a report next Monday.

Annie: That doesn't sound too bad.

Jack: But I'm a very slow reader.

Annie: For the first time, just read quickly to get the main ideas. Don't read word by word, read word groups.

Jack: But I don't understand many of the words. I have to use a dictionary.

Annie: Try to guess a word's meaning by reading the sentences before and after it. You probably understand more than you think.

Jack: That sounds difficult!

Annie: Well, be patient. It takes time. You can become better by reading something you enjoy every day. The more you read, the faster you'll be.



**3a** Read the passage about Wei Fen and answer the questions.

1. Why did Wei Fen find it difficult to learn English?
2. What did she do in English class?
3. What is the secret to language learning?

### How I Learned to Learn English

Last year, I did not like my English class. Every class was like a bad dream. The teacher spoke too quickly. But I was afraid to ask questions because my pronunciation was very bad. So I just hid behind my textbook and never said anything.

Then one day I watched an English movie called *Toy Story*. I fell in love with this exciting and funny movie! So then I began to watch other English movies as well. Although I could not understand everything the characters said, their body language and the expressions on their faces helped me to get the meaning. I also realized I could get the meaning by listening for just the key words. My pronunciation also improved by listening to the interesting conversations in English movies. I discovered that listening to something you are interested in is the secret to language learning. I also learned useful sentences like "It's a piece of cake" or "It serves you right." I did not understand these sentences at first. But because I wanted to understand the story, I looked up the words in a dictionary.

Now I really enjoy my English class. I want to learn new words and more grammar. Then I can have a better understanding of English movies.



**3b** Complete the sentences with what Wei Fen learned from watching movies. Use words and phrases from the passage.

1. I can understand the meaning by watching their \_\_\_\_\_ and the \_\_\_\_\_ on their faces.
2. I can get the meaning by listening for just the \_\_\_\_\_.
3. My pronunciation improved by listening to the \_\_\_\_\_ in English movies.
4. I learned \_\_\_\_\_ sentences like "It's a piece of cake" by watching the movies.
5. I can get the meaning of the new words by looking them up in a \_\_\_\_\_.

## Grammar Focus

How do you learn English?	I learn by studying with a group.
Do you learn English by reading aloud?	Yes, I do. It helps my pronunciation.
How can I read faster?	You can read faster by reading word groups.
How can I improve my pronunciation?	One way is by listening to tapes.

### 4a Match the questions and answers.

How do you practice speaking?	By watching English programs.
How do you learn new words?	By listening to a tape and repeating out loud.
How do you improve your writing?	By having conversations with friends.
How do you practice listening?	By taking notes, doing exercises and reading a lot.
How do you improve your pronunciation?	By making word cards.
How do you learn grammar?	By writing e-mails to my pen pals.

### 4b Complete these statements. Use information that is true for you.

- I like to practice my English by taking notes / reading books and newspapers / speaking English with my classmates / memorizing sentence patterns.
- I like to learn math by \_\_\_\_\_.
- I like to practice my physics by \_\_\_\_\_.
- I like to improve my chemistry by \_\_\_\_\_.
- I like to practice my Chinese by \_\_\_\_\_.
- I like to improve my history and geography by \_\_\_\_\_.

### 4c Check (✓) what you do to learn English. Then interview your partner.

A: Do you learn English by doing grammar exercises?  
 B: Yes, I do.  
 A: How often do you do them?  
 B: ...

	I learn English by ...			My partner learns English by ...		
	yes	no	how often	yes	no	how often
doing grammar exercises.						
taking notes in English.						
reading English books/magazines.						
writing in an English diary.						
using an English dictionary.						
...						

Section  
**B**

**1a** Learning English can be difficult. What things are difficult for you? Read the list. Check (✓) the statements that are true for you.

- \_\_\_\_\_ I can't pronounce some of the words.  
 \_\_\_\_\_ I can't understand spoken English.  
 \_\_\_\_\_ I don't know how to increase my reading speed.  
 \_\_\_\_\_ I can't spell some English words.  
 \_\_\_\_\_ I make mistakes in grammar.

**1b** What other things are difficult for you? Make a list.

1. I don't know enough words to write well.  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

**1c** Paul finds it difficult to learn English. Listen and complete the learning challenges he talks about.

**Challenges**

1. He can't get the \_\_\_\_\_ right.  
 2. He \_\_\_\_\_ a lot of new words.  
 3. He can't always \_\_\_\_\_ when people talk to him.  
 4. He doesn't get much \_\_\_\_\_ practice.



**1d** Listen again. Complete the solutions.

**Solutions**

1. \_\_\_\_\_ can help.  
 2. He can always \_\_\_\_\_ in his notebook and study them at home.  
 3. He can \_\_\_\_\_ to practice speaking.  
 4. He should find a \_\_\_\_\_ to practice writing.

**1e** Role-play conversations using the information in 1c and 1d.

A: I don't have a partner to practice English with.  
 B: Maybe you should join an English club.



**2a** What good learning habits can you think of? Discuss them with your partner.

**2b** Read the passage quickly. Which four habits of successful learners are mentioned?

## How Can You Become a Successful Learner?

Everyone is born with the ability to learn.

But whether or not you can do this well depends on your learning habits. Research shows that successful learners have some good habits in common.

### Creating an interest in what they learn

Studies show that if you are interested in something, your brain is more active and it is also easier for you to pay attention to it for a long time. Good learners often connect what they need to learn with something they are interested in. For example, if they need to learn English and they like music or sports, they can listen to English songs or watch sports programs in English. This way they will not get bored.

### Practicing and learning from mistakes

Good learners think about what they are good at and what they need to practice more. Remember, “use it or lose it”! Even if you learn something well, you will forget it unless you use it. Practice makes perfect. Good learners are also not afraid of making mistakes. Alexander Graham Bell did not invent the telephone overnight. He succeeded by trying many times and learning from his mistakes.

### Developing their study skills

It is not enough to just study hard. You have to know how to study. Good learners find out the best ways to learn well. For example, they may take notes by writing down key words or by drawing mind maps. Good learners also look for ways to review what they have learned. They may do this by reading their notes every day or by explaining the information to another student.



### Asking questions

Good learners often ask questions during or after class. They even ask each other and try to find out the answers. Knowledge comes from questioning.

Learning is a life-long journey because every day brings something new. Everything that you learn becomes a part of you and changes you, so learn wisely and learn well.

### USING DICTIONARIES

This can help you find the definition that matches the context of the word in the text.



**2c** Read the passage again and answer the questions.

1. Does the writer think that everyone is born with the ability to learn well?  
Do you agree? Why or why not?
2. Why is it a good idea to connect something you need to learn with something you are interested in?
3. What do the sayings “use it or lose it” and “practice makes perfect” mean?  
Do you agree with them?
4. Do good learners learn from mistakes or are they afraid of making mistakes?
5. What study skills does the writer talk about? Do you have those study skills?
6. Do you agree that learning is a life-long journey? Why or why not?

**2d** Find the following words from the passage in the dictionary. Then write a sentence using each word in the context of the reading.

brain <i>n.</i>	connect <i>v.</i>	overnight <i>adv.</i>
attention <i>n.</i>	review <i>v.</i>	knowledge <i>n.</i>
ability <i>n.</i>	active <i>adj.</i>	wisely <i>adv.</i>

e.g. brain: A good way to train the brain is to do some math exercises every day.

**2e** Can you think of other ways to become a successful learner? Discuss with your group and share your ideas with the class.

A: I think another way to become a successful learner is by trying to think about the same thing in different ways.  
B: I agree. I believe that ...

**3a** Your friend wants to improve his/her English and asks you for help. What are the three best ways to learn and why? Make some notes in the chart.

Best ways to learn	Reasons	Examples
1.		
2.		
3.		

3b

Write a letter to your friend. Give him/her some advice about the best ways to learn English. Use your notes in 3a.

Dear ...,  
 There are three good ways to learn English.  
 The first way is ...  
 The second way is ...  
 The third way is ...  
 Your friend,  
 ...

Try to use the following expressions:  
*I think you should ...*  
*If you do this, you will ...*  
*It is also a good idea to ... because ...*  
*You could try to improve your English by ...*  
*This will help you to ...*

### Self Check

#### 1 Fill in the blanks with the words in the box.

practice	develop	remember	prepare	take
until	worry	everything	stressed	exercises

Are you \_\_\_\_\_ out each time you have a test? You don't have to be if you \_\_\_\_\_ smart study skills. Remember to \_\_\_\_\_ notes in class and review them on your own or with friends after class. Then \_\_\_\_\_ what you learned by doing \_\_\_\_\_. Try to study and \_\_\_\_\_ information bit by bit instead of waiting \_\_\_\_\_ the last minute to study \_\_\_\_\_ at once. If you \_\_\_\_\_ well for a test, then there's nothing to \_\_\_\_\_ about!

#### 2 Number these sentences in order to make a conversation.

- \_\_\_\_\_ What's the matter?
- \_\_\_\_\_ Well, I practice my listening by listening to the tape over and over again until I can understand everything.
- \_\_\_\_\_ So you want to practice your listening?
- \_\_\_\_\_ Hi, Jake, I need your help.
- \_\_\_\_\_ Uh-huh. Do you have any advice?
- \_\_\_\_\_ OK, I'll try that.
- \_\_\_\_\_ I have a listening test next week.

#### 3 Give advice to these people.

1. Jane is a very slow reader.  
 She should improve her reading speed \_\_\_\_\_.
2. Li Ming wants to improve his listening.  
 He could practice his listening \_\_\_\_\_.
3. Meiping doesn't know many English words.  
 She could learn more words \_\_\_\_\_.

# UNIT 2

## Section

## A

Language Goal:  
Give a personal  
reaction

I think that mooncakes are delicious!

1a

Match the pictures with the descriptions.

1. \_\_\_\_\_ The Water Festival in Thailand
2. \_\_\_\_\_ The Dragon Boat Festival in Hong Kong
3. \_\_\_\_\_ Chinese Spring Festival in Beijing
4. \_\_\_\_\_ The Lantern Festival in Jiangxi

a



b



c



d



What a great day! What did you like best?

I loved the races! But I guess that it was a little crowded.

1b

Listen and circle *T* for true or *F* for false.

- |                                                                                |   |   |
|--------------------------------------------------------------------------------|---|---|
| 1. Bill thinks that the races were not that interesting to watch.              | T | F |
| 2. Mary thinks that the teams were fantastic.                                  | T | F |
| 3. Bill wonders whether they'll have the sweet rice dumplings again next year. | T | F |
| 4. Bill and Mary believe that they'll be back next year to watch the races.    | T | F |

1c

Talk about the festivals in 1a.

A: What do you like best about the Dragon Boat Festival?

B: I love the races. I think that they're fun to watch.



**2a** Listen to the conversation between Wu Ming and Harry and circle the correct words in the sentences.

1. Wu Ming and Harry are cousins / strangers / friends.
2. Wu Ming went to Singapore / Hong Kong / Macao for his vacation.
3. He visited his relatives / friends / classmates.
4. He enjoyed eating out / shopping / the Dragon Boat Festival best.



**2b** Wu Ming did a lot of fun activities, but these also have down sides. Listen again and fill in the chart.

Fun activities	Down sides
Eating out	
Shopping	
Dragon Boat Festival in June	



**2c** Role-play conversations between Wu Ming and Harry. Use the information in 2a and 2b or make up your own conversations.

A: What did you do on your vacation?  
 B: I visited my cousins. I think that we ate five meals a day!  
 I've put on five pounds!  
 A: I guess the food was delicious, right?



**2d** Role-play the conversation.

- Clara: Guess what? I'm going to Chiang Mai in two weeks.
- Ben: Wow, sounds like fun! But I believe that April is the hottest month of the year there.
- Clara: Yes, that's true. But there's a Water Festival from April 13th to 15th.
- Ben: I wonder if it's similar to the water festival of the Dai people in Yunnan Province.
- Clara: Yes, I think so. This is the time of the Thai New Year. People go on the streets to throw water at each other.
- Ben: Cool! But why do they do that?
- Clara: Because the new year is a time for cleaning and washing away bad things. Then you'll have good luck in the new year.



**3a** Read the passage about Mid-Autumn Festival and answer the questions.

1. How do people celebrate Mid-Autumn Festival?
2. What do mooncakes look like? What meaning do they carry?
3. What story is the reading about?

### Full Moon, Full Feelings

Chinese people have been celebrating Mid-Autumn Festival and enjoying mooncakes for centuries. Mooncakes have the shape of a full moon on mid-autumn night. They carry people's wishes to the families they love and miss.

There are many traditional folk stories about this festival. However, most people think that the story of Chang'e is the most touching. Chang'e was Hou Yi's beautiful wife. After Hou Yi shot down the nine suns, a goddess gave him a magic medicine to thank him. Whoever drank this could live forever, and Hou Yi planned to drink it with Chang'e. However, a bad man, Feng Meng, tried to steal the medicine when Hou Yi was not home. Chang'e refused to give it to him and drank it all. She became very light and flew up to the moon. Hou Yi was so sad that he called out her name to the moon every night. One night, he found that the moon was so bright and round that he could see his wife there. He quickly laid out her favorite fruits and desserts in the garden. How he wished that Chang'e could come back!

After this, people started the tradition of admiring the moon and sharing mooncakes with their families.



**3b** Read the passage again. Put the events in the correct order.

- \_\_\_\_\_ Feng Meng tried to steal the medicine.
- \_\_\_\_\_ A goddess thanked Hou Yi by giving him a magic medicine.
- \_\_\_\_\_ Chang'e refused to give Feng Meng the medicine and drank it all.
- 1   Hou Yi shot down the nine suns and saved the people on the earth.
- \_\_\_\_\_ Hou Yi was very sad and watched the moon at night, and wished his wife could come back.
- \_\_\_\_\_ As a result, Chang'e became light and flew up to the sky.
- \_\_\_\_\_ Hou Yi planned to drink the medicine with his wife.

**3c** Without looking at the passage, try to complete the sentences with the correct words.

1. People like to a \_\_\_\_\_ the full moon on Mid-Autumn night.
2. The story of Chang'e is one of many t \_\_\_\_\_ folk stories.
3. Hou Yi got a m \_\_\_\_\_ medicine for shooting down the nine suns.
4. Feng Meng wanted to s \_\_\_\_\_ the medicine.
5. Hou Yi l \_\_\_\_\_ out fruits and desserts in the garden.

## Grammar Focus

I know that the Water Festival is really fun.	What fun the Water Festival is!
I wonder if they'll have the races again next year.	How fantastic the dragon boat teams were!
I wonder whether June is a good time to visit Hong Kong.	How pretty the dragon boats were!
I believe that April is the hottest month in Thailand.	How delicious the food is in Hong Kong!

**4a**

**Write sentences using the words given.**

*e.g.* think/Lantern Festival/beautiful

I think that the Lantern Festival is beautiful.

1. don't know/whether/he/come home/for the festival

2. believe/Water Festival/most/fun

3. wonder/if/mooncakes/delicious

4. how/exciting/races

5. what/interesting/city

**4b**

**Read the passage below and underline the objective clauses. Then write your own sentences about Mother's Day and Father's Day using objective clauses.**

Dear Xia Yu,

Do you know that there are two special days for parents in America? One is Mother's Day on the second Sunday of May and the other is Father's Day on the third Sunday of June. On these two days, American children often give gifts to their parents or take them out for lunch or dinner. Common gifts are flowers and cards for mothers and shirts or ties for fathers. I heard that it is becoming more and more popular to celebrate Mother's Day and Father's Day in China. I wonder if children over there also give similar gifts to their parents. I believe that there are many ways to show our love. Actually, we don't have to spend a lot of money. It is also a good idea to help parents to do something instead.

June

**4c**

**Which festival do you like best? Ask your group and report to the class.**

*e.g.* In our group, David's favorite festival is ... He thinks that ...



## Section B

**1a** Look at the pictures and words related to Halloween. What do you think this festival is about?

scary	dress up	haunted house	black cat	candy
ghost	trick or treat	October	spider	



**1b**

Listen and answer the questions.

1. Where is Halloween popular?
2. When do people celebrate Halloween?
3. What does Wu Yu think of this festival?

**1c**

Listen and fill in the blanks.

1. Many people make their \_\_\_\_\_ look scary. They may \_\_\_\_\_ the lights and light candles. They \_\_\_\_\_ also put things like spiders and ghosts around the doors and \_\_\_\_\_.
2. Little kids and even parents \_\_\_\_\_ as ghosts or black cats. They can also \_\_\_\_\_ as fun things like \_\_\_\_\_ characters.
3. Parents take their children \_\_\_\_\_ the neighborhood to ask for \_\_\_\_\_ and treats.
4. "Trick or treat" means kids will \_\_\_\_\_ a trick on you if you don't \_\_\_\_\_ them a treat.

**1d**

What do you think of Halloween? Discuss your ideas with a partner.



What do you think of Halloween?

I guess it's quite fun. But I wonder whether I'd be too scared.



I think it's a fun festival!

- 2a** Do you know when these special days are? Try to match each day with the correct date.

Christmas	Fourth Thursday in November
April Fool's Day	February 14th
Halloween	April 1st
St. Valentine's Day	October 31st
Thanksgiving	December 25th

- 2b** Read the passage about Christmas and answer the questions.

1. What are the common things that people think of for Christmas?
2. Who wrote *A Christmas Carol*?
3. What is the true meaning or spirit of Christmas?

### The Spirit of Christmas

Many would agree that when we think of Christmas, we probably think of gifts, Christmas trees and Santa Claus. But behind all these things lies the true meaning of Christmas: the importance of sharing and giving love and joy to people around us. The story in *A Christmas Carol* is perhaps the best example of this.

*A Christmas Carol* is a famous novel written by Charles Dickens. It is about an old man named Scrooge who never laughs or smiles. He is mean and only thinks about himself, and doesn't treat others nicely. He just cares about whether he can make more money. And he hates Christmas. One Christmas Eve, Scrooge sees the ghost of Jacob Marley, his dead business partner. Marley used to be just like Scrooge, so he was punished after he died. He warns Scrooge to change his ways if he doesn't want to end up like him. He also tells Scrooge to expect three spirits to visit him.

That night, three ghosts visit Scrooge. First, the Ghost of Christmas Past takes him back to his childhood and reminds Scrooge of his happier days as a child.

Then the second spirit, the Ghost of Christmas Present, takes him to see how others are spending Christmas this year. Everyone is happy, even poor people. The last one, the Ghost of Christmas Yet to Come, takes him to the future. He sees that he is dead but nobody cares. Scrooge is so scared that he wakes up in his bed and finds out it is already the next morning on Christmas Day!

He decides to change his life and promises to be a better person. He happily celebrates Christmas with his relatives. He also gives gifts to people in need. He now treats everyone with kindness and warmth, spreading love and joy everywhere he goes. And that is the true spirit of Christmas!



#### INFERRING

This means you have to "read between the lines" to get the meanings that are not clearly stated in a text.



**2c** Read the passage again and complete the chart.

What does Scrooge see when he's with ...	
the Ghost of Christmas Past?	
the Ghost of Christmas Present?	
the Ghost of Christmas Yet to Come?	

**2d** Answer the questions. Some answers need to be inferred.

1. Why does Scrooge hate Christmas?
2. Does Scrooge have a lot of friends? Why or why not?
3. Why was Jacob Marley punished after he died?
4. Does Jacob Marley want to help Scrooge? How do you know?
5. What does Scrooge do after seeing the three spirits?

**2e** What else do you know about Christmas? Make a list of things that you know about this festival with your group. Use the questions to help you.

When is this festival?  
 Why do people celebrate it?  
 Who do they celebrate it with?  
 Do they eat or drink anything special?  
 What other things do they do as part of the celebrations?  
 Do you know any old stories about this festival?  
 How do people feel when they celebrate it?

**3a** Your English-speaking pen pal wants to know about your favorite Chinese festival. Make some notes about the festival.

What is the name of the festival?	
When is it?	
What do people eat?	
What do people do?	
Why do you like it so much?	

3b

Write a letter to your pen pal and tell him/her about your favorite Chinese festival. Use your notes in 3a.

Dear ...,

My favorite Chinese festival is ... It is celebrated in/on ...  
During this festival, people ... They eat ...  
It is my favorite festival because ... It makes me feel ...

...

### In your letter:

First, introduce the festival and when it is celebrated.

Then talk about what people do and eat.

Finally, explain why you like it best and how it makes you feel.

## Self Check

### 1 Complete the passage with the words in the box.

garden  
spread  
between  
treats  
business  
lay  
relatives

Many Western countries celebrate Easter. This holiday is always on a Sunday \_\_\_\_\_ March 22nd and April 25th. It celebrates the birth of new life. Hens \_\_\_\_\_ eggs, giving birth to life. So an egg is a symbol of new life. A popular activity during Easter is to hide eggs around your home or \_\_\_\_\_ for friends or \_\_\_\_\_ to find. These can be real eggs, but they are more often chocolate eggs. Not only do people \_\_\_\_\_ them around in different hiding places for an egg hunt, but they also give out these \_\_\_\_\_ as gifts. So just like Christmas, Easter creates good \_\_\_\_\_ for supermarkets and chocolate stores.

### 2 Rewrite these sentences as exclamations.

1. The mooncakes are delicious. ➡ How \_\_\_\_\_ !
2. The festival will be fun. ➡ What \_\_\_\_\_ !
3. This concert is boring. ➡ How \_\_\_\_\_ !
4. I'm really excited. ➡ How \_\_\_\_\_ !
5. The band played really loud music. ➡ What \_\_\_\_\_ !

### 3 Make sentences about a festival/festivals you like using these words + *that/whether/if*.

I think \_\_\_\_\_ .  
I know \_\_\_\_\_ .  
I believe \_\_\_\_\_ .  
I wonder \_\_\_\_\_ .

# UNIT 3

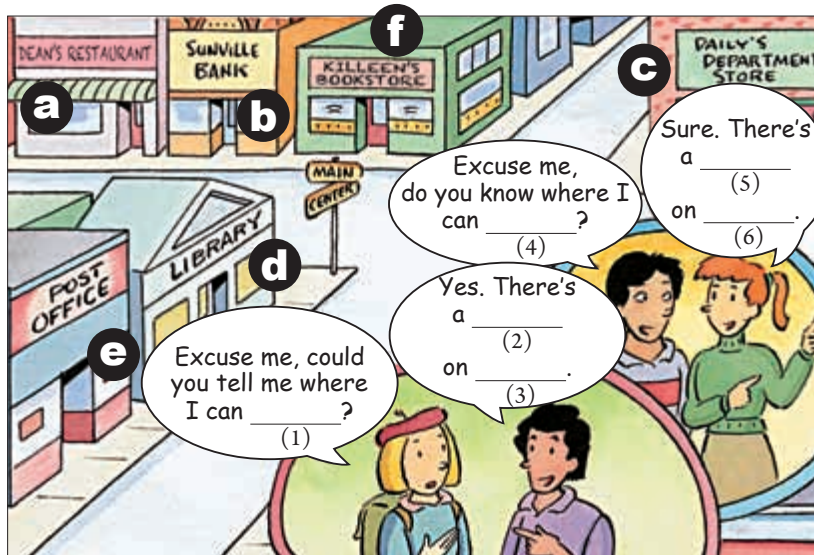
## Section

## A

Language Goals:  
Ask for  
information  
politely;  
Follow directions

## Could you please tell me where the restrooms are?

- 1a** Where can you do the things below? Match each thing with a place in the picture. Many different answers are possible.



- |                                  |                                                   |
|----------------------------------|---------------------------------------------------|
| <u>  b  </u> get some money      | <u>      </u> get some information about the town |
| <u>      </u> get some magazines | <u>      </u> buy a newspaper                     |
| <u>      </u> have dinner        | <u>      </u> buy some stamps                     |
| <u>      </u> get a dictionary   | <u>      </u> get a pair of shoes                 |

### 1b

Listen and complete the conversations in the picture in 1a.

### 1c

Make conversations using the information in 1a. Then talk about your own city.

- A: Excuse me, could you please tell me how to get to the bookstore?  
B: Sure, just go along Main Street until you pass Center Street. The bookstore is on your right, next to the bank.  
A: Thanks. Do you know when they close today?  
B: They close at 7:00 p.m. today.

2a

**Listen. You will hear some of the directions below. Number the directions in the order that you hear them.**

- \_\_\_\_\_ Go to the third floor.
- \_\_\_\_\_ Turn left.
- 1 Go to the second floor.
- \_\_\_\_\_ Turn right.
- \_\_\_\_\_ The supermarket is between the flower store and the bookstore.
- \_\_\_\_\_ Go past the bookstore.



2b

**Listen again. Show how the boy walks to the supermarket. Draw a line in the picture above.**

2c

**Make conversations about the other places in the picture in 2a.**

A: Excuse me, do you know where I can get some postcards?  
B: Sure. Go to the second floor. There's a bookstore between the bank and the supermarket.

2d

**Role-play the conversation.**

- He Wei: This is Fun Times Park — the biggest amusement park in my city!
- Alice: I'm excited to try the rides!
- He Wei: Where should we start? There's Space World, Water World, Animal World ...
- Alice: Oh, could you tell me where the restrooms are first?
- He Wei: Pardon? Restroom? You already want to rest? But we haven't even started yet!
- Alice: Oh no, I don't mean a room for resting. I mean ... you know, a washroom or bathroom.
- He Wei: Hmm ... so you mean ... the toilets?
- Alice: Yes! Sorry, maybe the word "restroom" is not commonly used in China.
- He Wei: Right, we normally say "toilets" or "washrooms". They're just over there.
- Alice: OK. I'll be quick! I wonder when the park closes today.
- He Wei: Nine-thirty, so you don't need to rush!



**3a** Read the conversation and answer the questions below.

**Fun Times Park — Always a Fun Time!**

*[Alice and He Wei are in Space World]*

Alice: I wonder where we should go next.

He Wei: How about that new ride over there?

Alice: Oh ... it looks pretty scary.

He Wei: Come on! I promise it'll be fun! If you're afraid, just shout or hold my hand.



*[After the ride]*

Alice: You were right, that was fun! I was scared at first, but shouting really did help.

He Wei: See, that wasn't so bad, right? You never know until you try something.

Alice: Yes, I'm so glad I tried it. Now I know I can do it and it's actually fun!

He Wei: Do you want to go to Water World now?

Alice: Sure, but I'm really hungry. Do you know where we can get some good food quickly?

He Wei: Of course! I suggest Water City Restaurant in Water World. It's a fast food place. It serves delicious hamburgers and hot dogs.

Alice: That sounds perfect!

*[On their way to Water City Restaurant, Alice and He Wei pass by Uncle Bob's.]*

Alice: Oh, look! This restaurant looks interesting. It seems a rock band plays there every evening.

He Wei: Maybe we can come here for dinner later. Let's ask what time the band starts.

*[Alice and He Wei walk up to a staff person at the door.]*

He Wei: Excuse me, could you tell us when the band starts playing this evening?

Staff: Eight o'clock. It's always busy, so come a little earlier to get a table.

He Wei: OK, thanks!

1. Why did Alice not want to go on the new ride? How did she feel after the ride?
2. What is special about Uncle Bob's restaurant? Should Alice and He Wei get there early for dinner? Why?

**3b** Underline the questions or statements in the conversation that ask for information. Rewrite them in a different way.

e.g. I wonder where we should go next.

Could you tell me where we could go next?

**3c** Find sentences in 3a with similar meanings to the ones below.

1. You'll enjoy it for sure.
2. You need to do something before you know what it's like.
3. It looks like there's live rock music there every night.

## Grammar Focus

Excuse me, do you know where I can buy some medicine?	Sure. There's a supermarket down the street.
Could you please tell me how to get to the post office?	Sorry, I'm not sure how to get there.
Can you tell me when the band starts playing this evening?	It starts at 8:00 p.m.
I wonder where we should go next.	You should try that new ride over there.

**4a** Rewrite the questions to make them more polite.

**4b** What should each person ask in the following situations?

- Where can I buy some grapes or other fruit?
- How does this CD player work?
- What time does the bank open?
- How do I get to the Central Library?
- Is the Italian restaurant nearby open on Mondays?

1. Tim is very hungry.

Could you tell me where I can get something to eat?

Excuse me, would you mind telling me how I can get to a nearby restaurant?

Pardon me, do you know if there's a restaurant around here?

2. Sally needs to mail a letter.

3. Kevin would like to call his friend.

4. Helen needs to know when the bike shop closes.

5. Ben is wondering if there's a bank in the shopping center.

**4c** Write five questions that a tourist might ask about your city. Then role-play conversations with your partner.

A: Excuse me, could you please tell me where the nearest bank is?

B: Sure. You go east along this street ...

- \_\_\_\_\_?
- \_\_\_\_\_?
- \_\_\_\_\_?
- \_\_\_\_\_?
- \_\_\_\_\_?



**Section  
B**

interesting    fascinating  
inexpensive    quiet  
uncrowded    big  
beautiful    convenient  
safe    clean

**1a**

**What qualities are important for each place? Write the words from the box next to each place below. Write the most important words first.**

Places	Qualities
1. restroom	clean,
2. museum	
3. restaurant	
4. park	
5. subway	
6. mall	

**1b**

**Talk about places in your city using the words in 1a.**

A: The Fine Arts Museum is really interesting.

B: Yes, and it's beautiful, too.

**1c**

**Listen to the conversations and complete the sentences.**

**Conversation 1**

The boy asks about \_\_\_\_\_, and the clerk tells him to go to Green Land.

**Conversation 2**

The girl asks about \_\_\_\_\_, and the clerk tells her to go to the corner of Market and Middle \_\_\_\_\_.

**Conversation 3**

The mother asks about \_\_\_\_\_. The father wants to go to a \_\_\_\_\_. The girl wants to go to a \_\_\_\_\_. The boy wants to go to a \_\_\_\_\_. The older girl wants to go to an \_\_\_\_\_. The clerk tells them to go to the \_\_\_\_\_.

**1d**

**Listen again. Check your answers in 1c.**



**1e**

**Role-play the conversations between the clerk and the tourists.**

A: Can you tell me where there's a good place to eat?

B: Of course. What kind of food do you like?

A: ...

**2a** Where do you need to make polite requests? Think of some possible situations. Discuss them with your partner.

**2b** Read the article and match each paragraph with its main idea.

- |             |                                                                                            |
|-------------|--------------------------------------------------------------------------------------------|
| Paragraph 1 | Use more words to help you sound more polite.                                              |
| Paragraph 2 | It is important to know how to make requests politely.                                     |
| Paragraph 3 | Good English speakers need to know how to speak politely.                                  |
| Paragraph 4 | The choice of language depends on the situation and the relationship between the speakers. |

### USING SUITABLE LANGUAGE

In different situations, you need to choose and use suitable language based on cultural knowledge.

### Could You Please ...?

When you visit a foreign country, it is important to know how to ask for help politely. For example, “Where are the restrooms?” or “Could you please tell me where the restrooms are?” are similar requests for directions to a place. Both are correct English, but the first one sounds less polite. That is because it is a very direct question. It is not enough to just ask a question correctly. We also need to learn how to be polite by being less direct — or more indirect — when we ask for help.

In English, as in Chinese, we change the way we speak when we talk with different people. The expressions you use might depend on whom you are speaking to or how well you know them. If you say to your teacher, “When is the school trip?”, this might sound impolite. But if you say, “Excuse me, Mr. West. Do you know when the school trip is?”, this will sound much more polite. However, it is all right to ask direct questions in some situations, like with your classmates.

Usually polite questions are longer and include more language such as “Could you please ...?” or “Can I ask ...?” It sounds more polite to say, “Peter, could you please tell me your e-mail address?” than “Peter, tell me your e-mail address.” Sometimes we even need to spend time leading in to a request. For example, with a stranger on the street, we might first say, “Excuse me, I wonder if you can help me” or “I’m sorry to trouble you, but ...” before asking for help.

It might seem more difficult to speak politely than be direct. However, it is important to learn how to use proper language. This will also help you become better at English, or any other language you wish to speak.

Pardon me, could you please tell me where to park my car?



Sure. There's an underground parking lot over there.

Where's the post office?



Sorry. I can't help you.



- 2c** Look at the requests and write two more. Describe a suitable situation for each one. Then make the requests more polite.

Request	Suitable situation	More polite request
1. "How much did you pay for that soccer ball?"	A team player is asking another team player.	"Could you please tell me how much you paid for that soccer ball?"
2. "I want to go to the library. Where is it?"		
3. "Where are the restrooms?"		
4.		
5.		

- 2d** Read the requests below. In the second column, write A if you would say it to someone you know and B if you would say it to a stranger. In the last column, write where you think the people are talking.

Request	Person	Place
1. Will you pass the salt?		
2. Do you know what the answer to number 10 is?		
3. Do you know where I can change some money, please?		
4. Could you tell me what just happened?		
5. Would you mind telling me where the nearest station is?		
6. Excuse me, do you know what time it begins, please?		
7. Let me know when you're ready, OK?		
8. Do you know what time we finish?		
9. Could you possibly tell me the way to the village school?		
10. Would you mind being quiet for a minute?		

- 3a** Imagine you are going on a short study vacation at a school in an English-speaking country. What would you like to know before you go? Write some polite, indirect questions about the following topics.

Topic	Question
The course you will study	
The time of the course	
Where and what you can eat	
Where you will stay	
What activities you can do	
Travel to the school	
Other	

**3b** Write a polite letter to the school asking for the information you want to know. Use your notes in 3a.

In your letter, you should:

- introduce yourself
- say when you are coming
- politely ask for information
- thank the person for helping you

Dear Sir or Madam,  
I'll be coming to your school soon for a short study vacation. I'd like to know more information about your school.

I would like to thank you for helping me and I look forward to your reply.

Yours faithfully,

### Self Check

**1** Fill in the blanks with the words in the box.

choice  
corner  
direct  
polite  
rush  
suggest  
plan

- A: Could you tell me where the library is?  
B: It's on the \_\_\_\_\_ of Main and Center Streets.
- A: I wonder why you don't wake up earlier in the morning. You're always in a \_\_\_\_\_ to get to school on time.  
B: Yes, you're right. I need to \_\_\_\_\_ my time better.
- A: I want to buy some winter clothes. Could you tell me which place would be a good \_\_\_\_\_ for me to go to?  
B: I \_\_\_\_\_ Jenny's Clothes Store in Century Shopping Mall. It's convenient to get to.
- In many countries, it is often not \_\_\_\_\_ to ask very \_\_\_\_\_ questions when you meet someone for the first time.

**2** Write questions and answers using the words given.

e.g. buy a magazine / bookstore on third floor

Q: Could you please tell me where I can buy a magazine?

A: There's a bookstore on the third floor.

- get some stamps / post office on Green Street

Q:

A:

- shopping center opens / 10:00 a.m.

Q:

A:

- get to the Japanese restaurant / go along Main Street and turn right on Lake Street

Q:

A:

# UNIT 4

## Section

## A

**Language Goal:**

Talk about what you used to be like

## I used to be afraid of the dark.

**1a**

Fill in the chart with words to describe people.

Appearance	Personality
tall	outgoing
straight hair	funny



**1b**

**Listen.** Bob is seeing some friends for the first time in four years. What did his friends use to look like?

- Mario used to be \_\_\_\_\_. He used to wear \_\_\_\_\_.
- Amy used to be \_\_\_\_\_. She used to have \_\_\_\_\_.
- Tina used to have \_\_\_\_\_ and \_\_\_\_\_ hair.

**1c**

**Look at the picture in 1a and make conversations.**

A: Did Mario use to be short?

B: Yes, he did. He used to be really short.

A: What's he like now?

B: He's tall now.



**Listen and check (✓) the words you hear.**

\_\_\_\_ friendly    \_\_\_\_ outgoing    \_\_\_\_ serious  
 \_\_\_\_ humorous    \_\_\_\_ silent    \_\_\_\_ active  
 \_\_\_\_ brave    \_\_\_\_ quiet    \_\_\_\_ helpful



**Listen again and complete the chart about how Paula has changed.**

In the past	Now
1. Paula used to be really _____. She was always silent in class. She wasn't very _____. She was never brave enough to ask questions.	1. Now she's more interested in _____. She plays _____ almost every day. She's also on the _____ team.
2. She got good grades in _____. She was also good in _____. She used to play the _____.	2. She still plays the _____ from time to time.



**Make conversations about Paula using the information in 2b.**

A: Paula used to be really quiet.  
 B: I know. She was always silent in class.



**Role-play the conversation.**

Alfred: This party is such a great idea!

Gina: I agree. It's been three years since we last saw our primary school classmates.

Alfred: It's interesting to see how people have changed.

Gina: Billy has changed so much! He used to be so shy and quiet.

Alfred: Yeah, his face always turned red when he talked to girls!

Gina: I used to see him reading in the library every day.

Alfred: That's because he was a really good student. He studied hard and got good scores on his exams.

Gina: Did he use to wear glasses?

Alfred: Yes, and he used to be thin, too. But look how big and strong he is now!

Gina: He's so popular now. Look at all the girls around him!



- 3a** Skim the article and identify the paragraphs in which the following information appears. Number the information [1–3].

\_\_\_\_\_ how Candy's life has changed  
 \_\_\_\_\_ Candy's advice to young people  
 \_\_\_\_\_ Candy's background

### From Shy Girl to Pop Star

- 1 For this month's *Young World* magazine, I interviewed 19-year-old Asian pop star Candy Wang. Candy told me that she used to be really shy and took up singing to deal with her shyness. As she got better, she dared to sing in front of her class, and then for the whole school. Now she's not shy anymore and loves singing in front of crowds.
- 2 I asked Candy how life was different after she became famous. She explained that there are many good things, like being able to travel and meet new people all the time. "I didn't use to be popular in school, but now I get tons of attention everywhere I go." However, too much attention can also be a bad thing. "I always have to worry about how I appear to others and I have to be very careful about what I say or do. And I don't have much private time anymore. Hanging out with friends is almost impossible for me now because there are always guards around me."
- 3 What does Candy have to say to all those young people who want to become famous? "Well," she begins slowly, "you have to be prepared to give up your normal life. You can never imagine how difficult the road to success is. Many times I thought about giving up, but I fought on. You really require a lot of talent and hard work to succeed. Only a very small number of people make it to the top."



- 3b** Read the article again and complete the sentences about Candy.

1. She used to be shy, but now she's not shy \_\_\_\_\_.
2. She used to sing to \_\_\_\_\_ her shyness, but now she loves singing in front of \_\_\_\_\_.
3. She didn't use to \_\_\_\_\_ in school, but now she gets lots of attention.
4. She used to \_\_\_\_\_ with friends, but it is almost impossible now.
5. She didn't use to \_\_\_\_\_ about what she says or does, but she is now.

- 3c** Suppose you are the interviewer and your partner is Candy. Ask and answer questions.

## Grammar Focus

I used to be short.	I didn't use to be popular in school.
Paula used to be really quiet.	She didn't use to like tests.
You used to be short, didn't you?	Yes, I did./No, I didn't.
Did he use to wear glasses?	Yes, he did./No, he didn't.

### 4a Write sentences about the past using *used to*.

- Grace / watch a lot of TV / watch a lot of movies  
Grace used to watch a lot of TV. She didn't use to watch a lot of movies.
- My mom / have curly hair / have straight hair  
\_\_\_\_\_
- Jerry / read books on European history / read books on African culture  
\_\_\_\_\_
- Sandy / teach British English / teach American English  
\_\_\_\_\_

### 4b Look at the information and write sentences about Emily.

Five years ago	Now
didn't eat a lot of vegetables	loves carrots and tomatoes
listened to pop music	enjoys country music
watched scary movies	hates scary movies
didn't read a lot of books	reads at least six books a year
<i>e.g. Emily didn't use to eat a lot of vegetables, but now she loves carrots and tomatoes.</i>	

### 4c Which of these things did you use to be afraid of? Which ones are you still afraid of? Check the boxes and then ask your partner.

	Me		My partner	
	I used to be afraid of ...	I'm still afraid of ...	My partner used to be afraid of ...	My partner is still afraid of ...
the dark				
being alone				
flying				
high places				
giving a speech in public				



# Section B

**1a** Check (✓) the things you used to like when you were a child.



\_\_\_\_\_ P.E. class



\_\_\_\_\_ painting pictures



\_\_\_\_\_ music class



\_\_\_\_\_ ants and other insects

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**1b** What other things did you use to like to do when you were a child? Write sentences in the box above. Then discuss them with a partner.

**1c** Listen and check (✓) the sentences you hear.

1. \_\_\_\_\_ I didn't use to like tests.
2. \_\_\_\_\_ We used to walk to school.
3. \_\_\_\_\_ I used to hate P.E. class.
4. \_\_\_\_\_ I used to be on the soccer team.

**1d** Listen again. What do the girl and the boy say about things in the past and now? Fill in the chart.

	In the past	Now
Girl	I didn't use to like _____.	I don't worry about _____.
	We used to _____ to school.	We have to _____ to school.
Boy	We used to _____ every day after school.	We _____ all the time.
	I used to hate _____.	I _____ P. E. class.

**1e** Compare yourself with your partner.

A: I used to be nervous about tests all the time. Did you?  
B: Yes, I did. And I used to ...

- 2a** Tell your partner about a time your parents helped you with a problem. Make notes about what your partner says.

e.g. didn't use to study hard at school — got bad grades — father helped her to understand that it was important to do well at school

- 2b** Read the passage and underline the problems that Li Wen used to have.

### USING CONTEXT

Using the sentence context may help you guess and learn the meanings of new words and phrases.

### He Used to Cause a Lot of Trouble

Li Wen is a normal 15-year-old boy who works hard in school and gets good grades.

It is hard to believe that he used to be a “problem child” until a conversation with his parents influenced his way of thinking. Li Wen lives in the Sichuan countryside. As a small child, he seldom gave his parents any problems, and they were proud of him. However, \_\_\_\_\_, the boy's life became more difficult. He had to move in with his grandmother.

Li Wen began to cause problems for himself and his family. He was no longer interested in studying. He was often absent from classes, and he failed his examinations. Finally, his parents made a decision to send him to a boarding school. Li Wen no longer lived with his grandmother. He studied, ate and slept at the school, and he hated it. There were so many rules, and he used to keep breaking them. One day, he told his teacher he wanted to leave the school. \_\_\_\_\_.

The head teacher advised his parents to talk with their son in person. His parents took a 40-hour train ride and a five-hour bus ride to go back to their hometown. To Li Wen's surprise, their conversation changed his life. “It was exactly what I needed,” he said. “My parents helped me to understand how much they had given me. They also told me that even though they couldn't be there to take care of me, they were always thinking of me and would take pride in everything good that I did. \_\_\_\_\_.” I realized that since my parents moved away, I've been afraid of

being alone, and have tried to make my parents pay more attention to me.”

\_\_\_\_\_. He has been working hard and is now one of the best students in his class. His parents' love has made him feel good about himself. “It's very important for parents to be there for their children,” Li Wen says.





**2c** Put these sentences into the correct places in the passage.

Missing language
a. Now Li Wen has really changed
b. That's when I decided to change
c. after his parents moved to Guangzhou to work
d. Even the teacher agreed that Li Wen was wasting his time

**2d** Use clues from the passage to help you guess the meanings of the words in the box.

influence      absent      boarding school      in person

**2e** Complete the passage with the proper forms of the words and phrases in the box.

be proud of/take pride in      make a decision/decide      not like/hate  
no longer/not ... anymore      change/influence      look after/take care of

Li Wen is a good student, son and grandson. However, he used to cause a lot of trouble for his parents. When his parents moved to work in another city, they could not be at home to \_\_\_\_\_ him. So he was \_\_\_\_\_ interested in studying and missed classes. Then his parents \_\_\_\_\_ to send him to a boarding school and he \_\_\_\_\_ it. In the end, his teacher advised his parents to talk with their son and this conversation \_\_\_\_\_ his life. He realized that his parents would \_\_\_\_\_ everything good that he did. Now he is one of the best students in his class.

**2f** What do you think Li Wen and his parents talked about in their conversation? Write a conversation and role-play it with your group. Think of the following things:

- Possible questions Li Wen might ask his parents
- Questions his parents might ask Li Wen
- Possible answers from his parents and the boy

**3a** Talk with a partner about the changes that have happened to you. Write notes about how you have changed for these three things.

1. appearance
2. personality
3. hobbies

3b

What did you use to be like? Write about how you have changed. Which change is the most important one and why?

Try to write two paragraphs:

1. General introduction about the changes in your life.
2. The most important change and how it happened.

### How I've changed!

My life has changed a lot in the last few years. I used to \_\_\_\_\_

Now I'm \_\_\_\_\_

The biggest change in my life was \_\_\_\_\_

This is the most important change because \_\_\_\_\_

### Self Check

#### 1 Fill in the blanks with the correct forms of the words in the box.

silent require absent fail interview take pride in  
be proud of in person influence humorous seldom

1. The mother traveled for many hours to return home to talk to her child \_\_\_\_\_.
2. He used to be a very quiet teenager. He remained \_\_\_\_\_ most of the time and \_\_\_\_\_ talked to other people.
3. If you are always \_\_\_\_\_ from class, you will \_\_\_\_\_ the examinations.
4. The teacher \_\_\_\_\_ helping his students win the English competition.
5. Her grandparents have had a great \_\_\_\_\_ on Kate.
6. That British teacher is very \_\_\_\_\_. He always tells us interesting jokes.
7. People are usually \_\_\_\_\_ to give a general self-introduction in a job \_\_\_\_\_.
8. Tina \_\_\_\_\_ giving speeches in front of the whole school.

#### 2 What did you use to be like when you were six? Complete these statements.

I used to wear \_\_\_\_\_.

My hair used to be \_\_\_\_\_.

I used to watch \_\_\_\_\_.

I used to play \_\_\_\_\_.

I used to be \_\_\_\_\_.

# UNIT 5

## Section

## A

### Language Goal:

Talk about what products are made of and where they were made

## What are the shirts made of?

1a

What are these things usually made of? Match them with the materials. More than one answer is possible.

Things		Materials	
1. chopsticks	4. stamp	a. wood	e. paper
2. window	5. fork	b. gold	f. silk
3. coin	6. blouse	c. silver	g. glass



1b

Listen and match the products with what they are made of and where they were made.

Things	Made of	Made in
shirts	cotton	Korea
chopsticks	silver	Thailand
ring	steel	America

1c

Practice the conversation in 1a. Then make conversations using the information in 1b.

A: This ring looks nice. Is it made of silver?

B: Yes, and it was made in Thailand.



**Listen and check what Nick and Marcus mainly talk about.**

- \_\_\_\_\_ the science museum
- \_\_\_\_\_ the art and science fair
- \_\_\_\_\_ environmental protection
- \_\_\_\_\_ a model plane
- \_\_\_\_\_ a beautiful painting
- \_\_\_\_\_ grass and leaves



**Listen again. Write short answers to the questions.**

1. Where is the art and science fair? \_\_\_\_\_
2. Do Nick and Marcus have to pay to go? \_\_\_\_\_  
Why or why not? \_\_\_\_\_
3. What is the model plane made of? \_\_\_\_\_
4. What is the painting made from? \_\_\_\_\_
5. What is the fair about? \_\_\_\_\_



**Make conversations using the information in 2a and 2b.**

A: What did you see at the art and science fair?  
B: I saw ...  
A: What's so special about it?  
B: ...



**Role-play the conversation.**

- Pam: China is famous for tea, right?  
Liu Jun: Yes, both in the past and now.  
Pam: Where is tea produced in China?  
Liu Jun: Well, in many different areas. For example, Anxi and Hangzhou are widely known for their tea.  
Pam: How is it grown?  
Liu Jun: Well, it's planted on the sides of mountains. When the leaves are ready, they are picked by hand and then are sent for processing.  
Pam: What happens next?  
Liu Jun: The tea is packed and sent to many different countries and places around China.  
Pam: It seems that Chinese tea is drunk all over the world.  
Liu Jun: Yes, people say that tea is good for both health and business!



- 3a** Read the passage. What two things did Kang Jian want to buy in America? Where were they made?



### The Difficult Search for American Goods in the US

If you go to another country, what kinds of things would you buy? Would you buy a camera in Japan, some beautiful clothes in France, or a watch in Switzerland? No matter what you may buy, you might probably think those products were made in those countries. However, you could be wrong. Kang Jian is a 17-year-old student from Shanghai. Last year he went to visit his aunt and uncle in San Francisco. He found it interesting that so many products in the local shops were made in China. "I wanted to buy a toy car for my cousin, but even though most of the toys had American brands, they were made in China."

Toys are not the only things made in China. "I wanted to buy a pair of basketball shoes," he explains. "But I had to visit five or six stores before finding a pair made in America!" He realized that Americans can hardly avoid buying products made in China. "In fact," he continues, "there are so many things made in China — footballs, handbags, pet food, mobile phones. Even American flags are made in China!" Kang Jian thinks it's great that China is so good at making these everyday things. However, he wishes that in the future China will also get better at making high-technology products that people can buy in all parts of the world.

- 3b** Read the passage and answer the questions.

1. Where did Kang Jian go to visit his aunt and uncle?
2. What did he discover in the toy stores?
3. Why did he have to visit many stores before buying a pair of basketball shoes?
4. What did he realize after his shopping experiences?
5. Why do you think so many products in America are made in China? How do you feel about this?

- 3c** Read the passage again and write what the underlined words refer to.

1. No matter what you may buy, you might probably think those products were made in those countries.  
those: \_\_\_\_\_  
those: \_\_\_\_\_
2. He found it interesting that so many products in the local shops were made in China.  
it: \_\_\_\_\_
3. I wanted to buy a toy car for my cousin, but even though most of the toys had American brands, they were made in China.  
they: \_\_\_\_\_

## Grammar Focus

Are your shirts made of cotton?	Yes, they are. And they were made in the US.
What's the model plane made of?	It's made of used wood and glass.
Where is tea produced in China?	It's produced in many different areas.
How is tea grown?	It's planted on the sides of mountains.

### Passive voice in the simple present tense

**Active:** People grow tea in Hangzhou.

**Passive:** Tea is grown (by people) in Hangzhou.

#### 4a Complete the sentences with the correct forms of the verbs in brackets.

- Children under 18 \_\_\_\_\_ (not allow) to watch this show without their parents.
- We \_\_\_\_\_ (pay) by the boss on the last Friday of each month.
- A: What language \_\_\_\_\_ (speak) in Germany?  
B: Most people speak German, but many can speak English, too.
- Most of the earth's surface \_\_\_\_\_ (cover) by water.
- The classroom needs to \_\_\_\_\_ (clean) every day.

#### 4b Rewrite the sentences using the passive voice.

- Farmers plant the tea on the sides of mountains.  
The tea is planted on the sides of mountains by farmers.
- In China, farmers grow the best rice in the northeast.  
\_\_\_\_\_
- Careless driving causes many traffic accidents.  
\_\_\_\_\_
- The postman brings letters and postcards to people's homes.  
\_\_\_\_\_
- Our family does not use this silver plate very often.  
\_\_\_\_\_

#### 4c Ask five classmates about something they are wearing or have in their schoolbags. The list of words below may help you.

pencil, jacket, sweater,  
T-shirt, shoes, cap,  
gloves, ring, earrings ...

A: What's your pencil made of?  
B: It's made of wood.  
A: Where was it made?  
B: It was made in Shanghai.



Section  
B

1a

Do you know how to fly a kite? What are kites made of? Write down some materials used in making kites.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



1b

Listen to a conversation between Laura and Zheng Yun and circle the correct answers.

1. Laura is trying to find out more about:

- A. what Zheng Yun did on his vacation.
- B. what Zheng Yun thinks about Weifang.

2. Zheng Yun tells Laura about:

- A. a kite festival.
- B. how to make a kite.

1c

Listen and write L for Laura or Z for Zheng Yun.

1. Went on a vacation to Weifang \_\_\_\_\_
2. Wants to know more about the kite festival \_\_\_\_\_
3. Saw many different kinds of kites at the festival \_\_\_\_\_
4. Didn't know that kite flying could be so exciting \_\_\_\_\_
5. Wants to learn to fly a kite \_\_\_\_\_

1d

Listen again. Fill in the blanks with what you hear.

1. Weifang is a city in Shandong. It is famous for \_\_\_\_\_.
2. The international kite festival is held in \_\_\_\_\_ every year.
3. The competitors at the festival are from \_\_\_\_\_.
4. There are competitions for the best kites, the \_\_\_\_\_ kites or the \_\_\_\_\_ kites.
5. Some of the kites Zheng Yun saw were made of \_\_\_\_\_. Some were painted with colorful \_\_\_\_\_.

1e

Role-play a conversation between Laura and Zheng Yun using the information in 1b-1d.

- A: Where did you go on vacation?  
 B: I went to an international kite festival.  
 A: That sounds interesting. What did you see there?  
 B: ...



- 2a** Do you do any kind of folk or traditional art, like drawing or painting? Tell your partner about it.
- 2b** Read the passage and complete the chart below.

### Beauty in Common Things

Each different part of China has its own special forms of traditional art.

These usually try to show the things that are important in life such as love, beauty and family. The most common things, from paper to clay to bamboo, are turned into objects of beauty.



According to Chinese history, sky lanterns were first used by Zhuge Kongming. He sent them out to ask for help when in trouble. Today, sky lanterns are used at festivals and other celebrations. They are made of bamboo and covered with paper. When the lanterns are lit, they slowly rise into the air like small hot-air balloons for all to see. They are seen as bright symbols of happiness and good wishes.

Paper cutting has been around for over 1,500 years. Paper cutting sounds very easy but it can be difficult to do. The paper, usually red, is folded before it is cut with scissors. The most common pictures are flowers, fish, animals, and things about Chinese history. During the Spring Festival, they are put on windows, doors and walls as symbols of wishes for good luck and a happy new year.



Chinese clay art is famous because the clay pieces are so small but they look very real. The pieces are usually cute children or lively characters from a Chinese fairy tale or historical story. The pieces are carefully shaped by hand from a very special kind of clay and then allowed to air-dry. After drying, they are fired at a very high heat. They are then polished and painted. Finally, materials such as wood or paper are added to make different things. It takes several weeks to complete everything. These small pieces of clay art show the love that all Chinese people have for life and beauty.

#### MOVING FROM GENERAL TO SPECIFIC

A general introduction of the topic is usually followed by specific details and examples.

Traditional art form	Materials used
1.	
2.	
3.	

**2c** Read the passage again and answer the questions.

1. What do traditional Chinese art forms try to show?
2. What were sky lanterns used for before and what are they used for now?
3. What kinds of pictures are usually found on paper cuttings?
4. How do people use paper cuttings during the Spring Festival?
5. What are the steps for making clay art pieces?
6. Which art form do you think is the most interesting? Why?

**2d** Complete the sentences using the correct forms of the phrases in the box.

such as   turn ... into   send out   cover with   rise into   put ... on

1. People used to \_\_\_\_\_ sky lanterns when they were in trouble. But today, people light the lanterns and watch them \_\_\_\_\_ the sky with their wishes.
2. The art of paper cutting \_\_\_\_\_ a simple thing like a piece of paper \_\_\_\_\_ a beautiful piece of art. People often \_\_\_\_\_ these art pieces \_\_\_\_\_ the doors, windows and walls of their homes to celebrate the Spring Festival.
3. To make Chinese clay art, the clay is shaped by hand into things \_\_\_\_\_ cute children or characters from Chinese fairy tales and stories. They are then \_\_\_\_\_ paint.

**2e** Discuss the questions in your group.

1. Which art form do you think is the easiest? Which is the most difficult? Why?
2. Which art form would you like to learn? Why?

**3a** What are some special things that your hometown or city is famous for? These can be food, artwork or any other products. Discuss with a partner and take notes.

What the product is	
What it is made of/from	
Who it is made by	
Where it is made	
What it can do/What its features are	
Why it is special	

3b

Write a paragraph about the product. Use your notes in 3a.

Try to use the following language:

My hometown/city is famous for \_\_\_\_\_.  
 \_\_\_\_\_ is famous in my hometown/city.  
 \_\_\_\_\_ is made of/from/with/by/in \_\_\_\_\_.  
 \_\_\_\_\_ is used/is known for \_\_\_\_\_.  
 \_\_\_\_\_ is special because \_\_\_\_\_.

### Self Check

- 1** List some things you use every day. Write down what they are made of/from and where they were made.

Things	Made of/from ...	Made in ...

- 2** Use the information above to write full sentences.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- 3** Complete the sentences using the correct forms of the words in brackets.

- Cheese \_\_\_\_\_ (make) from milk.
- Parents and students \_\_\_\_\_ (invite) to the school concert last night.
- The underground parking lot \_\_\_\_\_ (close) at midnight every day.
- There is a lot of research on how languages \_\_\_\_\_ (learn).
- Some classic films \_\_\_\_\_ (show) at that cinema last week.

# UNIT 6

## Section

## A

**Language Goal:**  
Talk about the  
history of  
inventions

## When was it invented?

**1a**

Look at the things below. In what order do you think they were invented? Discuss them with your group. Then number them [1-4] (1 = first, 4 = last).







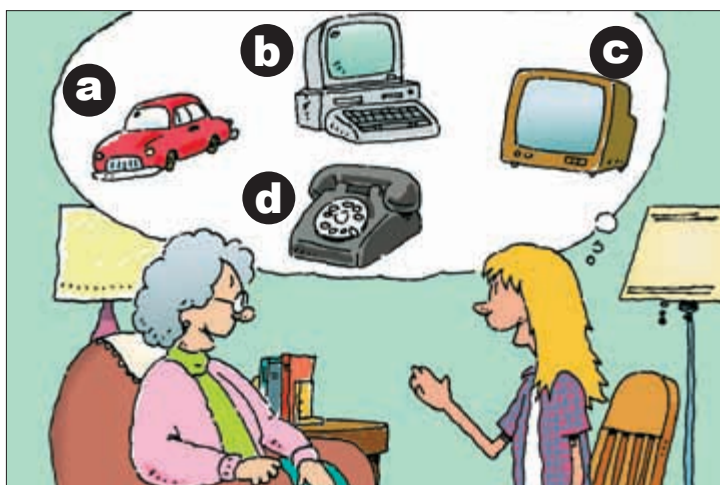



A: I think the TV was  
invented before the  
car.  
B: Well, I think the TV  
was invented after  
the car.

**1b**

Listen and match the inventions with the years.

\_\_\_\_\_ 1876  
\_\_\_\_\_ 1885  
\_\_\_\_\_ 1927  
\_\_\_\_\_ 1976



**1c**

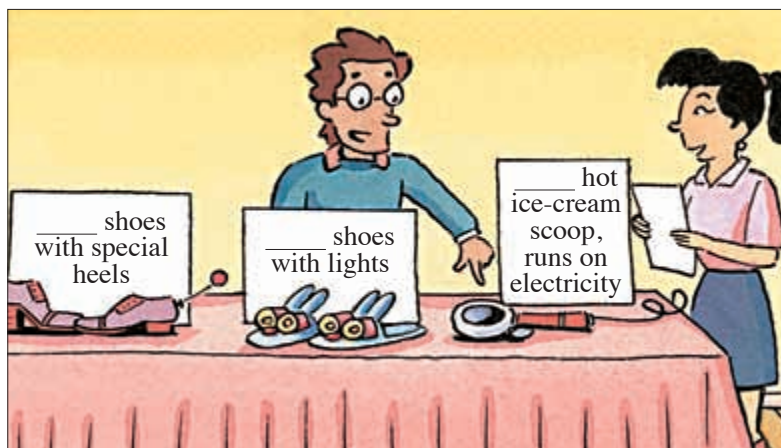
Student B, cover the dates. Student A, ask Student B when the things in the picture in 1b were invented. Then change roles and practice again.

A: When was the  
telephone invented?

B: I think it was invented  
in 1876.



Listen and number the inventions [1–3] in the order you hear them.



Listen again. Match the inventions with their inventors and uses.

Invention	Who was it / were they invented by?	What is it / are they used for?
shoes with special heels	Chelsea Lanmon	serving really cold ice-cream
shoes with lights	Jayce Coziar and Jamie Ellsworth	seeing in the dark
hot ice-cream scoop	Julie Thompson	changing the style of the shoes



Make conversations using the information in 2b.

A: What are they used for?  
B: They're used for seeing in the dark.



Role-play the conversation.

Paul: Hey Roy, the subject for my school project is "Small inventions that changed the world." Can you help me think of an invention?

Roy: My pleasure! Let me think ... hmm ... I know! The zipper!

Paul: The zipper? Is it really such a great invention?

Roy: Think about how often it's used in our daily lives. You can see zippers on dresses, trousers, shoes, bags ... almost everywhere!

Paul: Well, you do seem to have a point ...

Roy: Of course! I thought about it because I saw a website last week. The pioneers of different inventions were listed there. For example, it mentioned that the zipper was invented by Whitcomb Judson in 1893. But at that time, it wasn't used widely.

Paul: Really? So when did it become popular?

Roy: Around 1917.



**3a** Read the passage quickly and match each paragraph with its main idea.

- |             |                                    |
|-------------|------------------------------------|
| Paragraph 1 | Lu Yu and his book <i>Cha Jing</i> |
| Paragraph 2 | How tea spread to other countries  |
| Paragraph 3 | How tea was invented by accident   |

### An Accidental Invention

Did you know that tea, the most popular drink in the world (after water), was invented by accident? Many people believe that tea was first drunk nearly 5,000 years ago. It is said that a Chinese ruler called Shen Nong first discovered tea as a drink. One day Shen Nong was boiling drinking water over an open fire. Some leaves from a tea plant fell into the water and remained there for some time. It produced a nice smell so he tasted the brown water anyway. It was quite delicious. In this way, one of the world's favorite drinks was invented.



More than 4,000 years later, Lu Yu, "the saint of tea", mentioned Shen Nong in his book *Cha Jing*. The book describes how tea plants were grown and used to make tea. It also discusses where the finest tea leaves were produced and what kinds of water were used.

It is believed that tea was brought to Korea and Japan during the 6th and 7th centuries. In England, tea didn't appear until around 1660, but less than 100 years later, it had become the national drink. The tea trade from China to Western countries took place in the 19th century. This helped to spread the popularity of tea and the tea plant to more places around the world. Even though many people now know about tea culture, the Chinese are without doubt the ones who best understand the nature of tea.

**3b** Read the passage again and answer the questions.

1. When was tea first drunk?
2. How was tea invented?
3. Who is called "the saint of tea"?
4. What is *Cha Jing* about?
5. When was tea brought to other countries?

**3c** Complete the sentences with the correct forms of the verbs in the box.

invent  
drink  
bring  
produce  
trade

1. One of the world's favorite drinks was \_\_\_\_\_ by accident.
2. Tea was first \_\_\_\_\_ by Shen Nong 5,000 years ago.
3. A nice smell was \_\_\_\_\_ when the tea leaves dropped into the hot water.
4. Tea was \_\_\_\_\_ to Korea and Japan during the 6th and 7th centuries.
5. Tea is now \_\_\_\_\_ between many different countries.



## Grammar Focus

When was the zipper invented?	It was invented in 1893.
Who was it invented by?	It was invented by Whitcomb Judson.
When was tea brought to Korea?	It was brought to Korea during the 6th and 7th centuries.
What is the hot ice-cream scoop used for?	It's used for serving really cold ice-cream.
<b>Passive voice in the simple past tense</b>	
<b>Active:</b> Alexander Graham Bell invented the telephone in 1876.	
<b>Passive:</b> The telephone was invented (by Alexander Graham Bell) in 1876.	

**4a**

**Rewrite the sentences using the passive voice.**

- They sold the fridge at a low price.  
The fridge was sold at a low price.
- Somebody stole my camera from my hotel room.  
\_\_\_\_\_
- Where did you take these photos?  
\_\_\_\_\_
- Our parents advised us not to go out alone.  
\_\_\_\_\_
- Different writers translated the book into different languages.  
\_\_\_\_\_

**4b**

**Complete the sentences with the correct forms of the verbs in the box.**

eat      lock  
ask      ring  
invite   break  
told    bring  
come

- You \_\_\_\_\_ to the party last night, weren't you? Why didn't you go?
- The earthquake \_\_\_\_\_ all of a sudden, but luckily the villagers \_\_\_\_\_ to a safe place.
- The door \_\_\_\_\_ when we arrived, so we \_\_\_\_\_ the bell.
- The students \_\_\_\_\_ not to eat or drink in class. But Ruby \_\_\_\_\_ the rule when she started eating a biscuit in science class.
- The cookies \_\_\_\_\_ by the hungry kids in less than 20 minutes. Then they \_\_\_\_\_ for more!

**4c**

**Decide whether active or passive forms should be used in these sentences. Write the correct forms in the blanks.**

The telephone \_\_\_\_\_ (invent) by Alexander Graham Bell. He \_\_\_\_\_ (born) in 1847. Alexander \_\_\_\_\_ (work) on the invention of the telephone with Thomas Watson. In 1875, Alexander \_\_\_\_\_ (learn) to send musical notes through an instrument similar to a telephone. Finally, the telephone \_\_\_\_\_ (invent) in 1876. The first sentence that \_\_\_\_\_ (say) on the telephone by Alexander was "Mr. Watson, come here; I want to see you." Today the telephone \_\_\_\_\_ (use) around the world.



# Section B

**1a** The words in the box describe how food can taste. Write them under the correct pictures. Some pictures have more than one word.

sweet    crispy  
salty    sour



crispy



**1b** Write the name of a different food after each word.

sweet banana    crispy \_\_\_\_\_    salty \_\_\_\_\_    sour \_\_\_\_\_

**1c** Listen and circle T for true or F for false.

1. Potato chips were invented by mistake.    T    F
2. They were invented in 1863.    T    F
3. The customer thought the potatoes were not thin enough.    T    F
4. The customer said they were not salty enough.    T    F
5. George wanted to make the customer happy.    T    F
6. The customer was happy in the end.    T    F



**1d** Listen again. Complete the sentences.

## The History of Potato Chips

Did you know that potato chips were invented by mistake? Potato chips \_\_\_\_\_ by a cook called George Crum. They were invented in \_\_\_\_\_. George Crum cut the potatoes really, really \_\_\_\_\_ and then cooked them for a long time until they were \_\_\_\_\_. And he put lots of salt on them so they were \_\_\_\_\_.

**1e** Make a conversation about the invention of potato chips. Use the information in 1c and 1d.

A: Did you know potato chips were invented by mistake?  
B: Wow, I didn't know that. Who invented them?  
A: ...

- 2a** List some popular sports and the countries where each sport is the most popular.

Sports	Countries

- 2b** Skim the passage. Which paragraphs are about the popularity of basketball?

### Do You Know When Basketball Was Invented?

Basketball is a much-loved and active sport that is enjoyed by many for fun and exercise. It is over 100 years old and is played by more than 100 million people in over 200 countries. In China, you can sometimes see people playing basketball in parks, schools and even in factories.

Basketball was invented by a Canadian doctor named James Naismith, who was born in 1861. When he was at college, his teacher asked the class to think of a game that can be played in the winter. Dr. Naismith created a game to be played inside on a hard floor. Dr. Naismith divided the men in his class into two teams and taught them to play his new game. The purpose of the game is for players to get a ball into the “basket”. Players on the same team must work together to help each other get the ball in the other team’s basket. At the same time, they need to stop the competing team from getting the ball into their own basket.

It is believed that on December 21, 1891, the first basketball game in history was played. Then in 1936 in Berlin, it became an event at the Olympics. Today, the popularity of basketball has risen around the world, with many young people dreaming of becoming famous players. Basketball has not only become a popular sport to play, it has also become a more popular sport to watch.

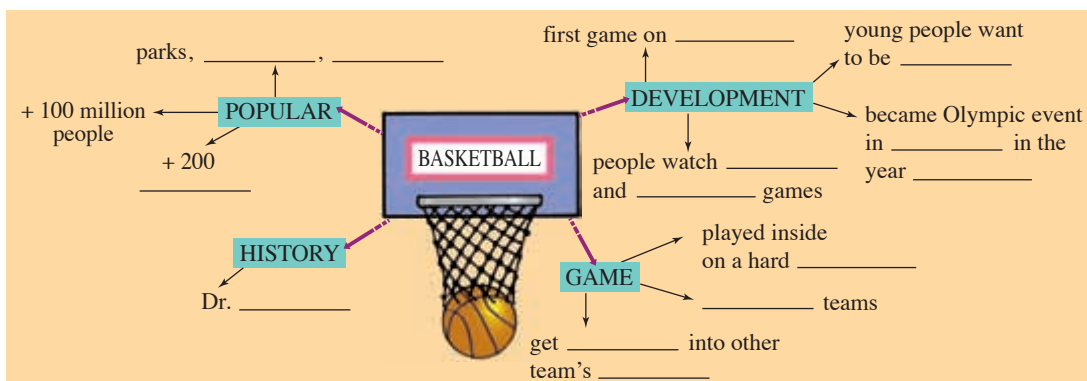
Although America’s NBA games are the most famous, the CBA games are becoming popular in China. The number of foreign players, including Chinese players, in the NBA has increased. And there are also more and more foreign players in the CBA. Many young people look up to these basketball heroes and want to become like them. These stars encourage young people to work hard to achieve their dreams.

#### MIND-MAPPING

Changing the information you read into a “word tree/map” may help you remember it more easily.



- 2c** Complete the mind map with the information in the passage. What else can you add to the mind map?



- 2d** Without looking at the passage, use the mind map to summarize what you and your partner remember about the development of basketball. Use these questions to help you.

1. Who invented basketball and why?
2. What is the purpose of the game?
3. When was the first basketball game played in history?
4. Why were the Berlin Olympics important for basketball?
5. What are the professional basketball groups in America and China?
6. What do young people think of the famous basketball players?

- 2e** Would you like to be a famous basketball player? Make a list of good and difficult things about being a famous basketball player.

It's good to be a famous basketball player because ...	It's difficult to be a famous basketball player because ...

- 3a** Think of something that you do not like doing. Then think of an invention that could help you. Make notes.

- Problem: quickly taking notes in class
- New invention: a special pen
- What it is used for: \_\_\_\_\_
- Price: \_\_\_\_\_

3b

Imagine you are a businessperson. Write a description of your new invention. Try to sell the invention to the class.

This special pen was invented by Liu Jie. It has three colors and is used for \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Self Check

#### 1 Complete the passage with the correct forms of the words in the box.

divide  
doubt  
mention  
nearly  
produce  
sudden

It is often difficult to decide on the inventor of certain inventions. This is because sometimes a few people may \_\_\_\_\_ things which are \_\_\_\_\_ the same. Opinions are then \_\_\_\_\_ about who came up with the idea first. Some inventions can also all of a \_\_\_\_\_ lead to other inventions. So some people \_\_\_\_\_ whether the inventor came up with the idea himself or herself. They think that the inventor used someone else's idea to create his or her invention. That is why books or websites usually \_\_\_\_\_ more than one inventor when giving information about inventions.

#### 2 Rewrite these sentences using the passive voice.

- Someone stole my watch.  
\_\_\_\_\_
- They used five eggs to make this big cake.  
\_\_\_\_\_
- When did they invent the personal computer?  
\_\_\_\_\_
- They asked us not to run in the hallway.  
\_\_\_\_\_
- Someone took the video back to the store.  
\_\_\_\_\_

#### 3 Find out information about one invention and write sentences below.

Invention: \_\_\_\_\_

When: \_\_\_\_\_

Who: \_\_\_\_\_

Purpose: \_\_\_\_\_

# UNIT 7

## Section

## A

**Language Goals:**  
Talk about what  
you are allowed  
to do;  
Agree and  
disagree

## Teenagers should be allowed to choose their own clothes.

**1a**

Read the statements below. Circle A for agree or D for disagree.



- |                                                                   |   |   |
|-------------------------------------------------------------------|---|---|
| 1. Teenagers should not be allowed to smoke.                      | A | D |
| 2. Sixteen-year-olds should be allowed to drive.                  | A | D |
| 3. Students must not be allowed to have part-time jobs.           | A | D |
| 4. Sixteen-year-olds should be allowed to get their ears pierced. | A | D |
| 5. Teenagers should be allowed to choose their own clothes.       | A | D |

**1b**

Listen and circle T for true or F for false.

- |                                               |   |   |
|-----------------------------------------------|---|---|
| 1. Anna can go to the shopping center by bus. | T | F |
| 2. Anna wants to get her ears pierced.        | T | F |
| 3. Anna wants to choose her own clothes.      | T | F |

**1c**

Look at the statements in 1a and make conversations.

A: I don't think sixteen-year-olds should be allowed to drive.  
B: I agree. They aren't serious enough.



**Listen and check (✓) what Kathy thinks.**  
**Circle** *Agrees, Disagrees or Doesn't know* to show what Molly thinks.



Kathy	Molly		
1. Sixteen-year-olds should not be allowed to work at night.	Agrees	Disagrees	Doesn't know
2. Larry shouldn't work every night.	Agrees	Disagrees	Doesn't know
3. He should cut his hair.	Agrees	Disagrees	Doesn't know
4. He should stop wearing that silly earring.	Agrees	Disagrees	Doesn't know
5. He doesn't seem to have many friends.	Agrees	Disagrees	Doesn't know



**Listen again. What are Kathy's and Molly's reasons? Number their reasons in the correct order.**

- \_\_\_\_\_ It looks cool.
- \_\_\_\_\_ Young people need to sleep.
- \_\_\_\_\_ He needs to spend time with friends.
- \_\_\_\_\_ He needs time to do homework.
- \_\_\_\_\_ It doesn't look clean.



**Make a list of things teenagers should and should not be allowed to do. Discuss your list with your partner.**

A: Do you think teenagers should ...?  
 B: Yes, I .../No, I ...



**Role-play the conversation.**

- Sandy: I'm really excited about seeing the famous paintings by Picasso.  
 Wu Lan: Me, too! I'm glad Ms. Guo chose the art museum for our school trip this year.  
 Sandy: I'm going to bring my new camera to take lots of photos!  
 Wu Lan: Oh, no. Ms. Guo says we must not take photos. It's not allowed in the museum.  
 Sandy: That's too bad! Do you think we might be allowed to take photos if we don't use a bright light?  
 Wu Lan: Hmm ... I think they just want to protect the paintings. So if you don't use a light, then it might be OK.  
 Sandy: Yeah. I think we should be allowed to do that. I'll bring my camera anyway.





**3a** Read the poem aloud and discuss what the title means with your partner.

### Mom Knows Best

When I was a tiny baby crying all night, my mom sang to me and stayed by my side  
 When I was tired and hungry, she gave me food and warm arms to sleep in  
 When I was two running through the field, she made sure I was safe and kept me from danger  
 When I fell and hurt myself, she gave me a hug and lifted me up  
 When I was seven coughing badly, she said no ice-cream for me  
 But I talked back loudly, "I should be allowed to eat some! Give it to me now!"  
 When I was nine watching scary movies, she said it'd give me awful dreams  
 But I shouted back angrily, "I should be allowed to watch it! I'm not a baby!"  
 When I was a teen going out with friends, she said, "Please be back by ten!"  
 But I talked back again — "I should not be told what to do!  
 I'm seventeen now!"  
 Now I'm an adult, thinking back to those times  
 I coughed for days after eating that ice-cream  
 And had scary dreams after watching that film  
 I was late for school from staying out past ten  
 I regret talking back, not listening to Mom  
 Mom knows best, and for me she wanted only the best!



**3b** Read the poem again and answer the questions.

1. What did the mom do when the writer was a baby and a small child?
2. Why do you think the writer talked back to his mom when he was seven and nine years old?
3. How did the writer feel when his mom said "Please be back by ten" when he was a teenager?
4. After reading the whole poem, how do you think the writer feels about his mom?

**3c** Think about a time you did something even though your mom or dad told you not to do it. Share your story with your partner.

- How old were you?
- Did you talk back to your mom or dad?
- What happened?
- How do you feel about it now?



## Grammar Focus

I don't think sixteen-year-olds should be allowed to drive.	I agree. They aren't serious enough.
Do you think we might be allowed to take some photos?	I don't think so. Photo-taking is not allowed in the museum.
Do you think teenagers should be encouraged to make their own decisions?	No, I don't agree with this. Teenagers are too young to make their own decisions.
Teenagers must not be allowed to have part-time jobs.	I disagree. They can learn a lot from working.

4a

**Rewrite the sentences according to the example.**

- You must clean your bedroom every day.  
Your bedroom must be cleaned every day.
- Parents should encourage teenagers to do social work for their community.  
Teenagers \_\_\_\_\_.
- Do you think Lucy's parents might allow her to go to the party?  
Do you think Lucy \_\_\_\_\_?
- Do you think we must keep teenagers away from the Internet?  
Do you think teenagers \_\_\_\_\_?
- Parents should give teenagers chances to make their own decisions.  
Teenagers \_\_\_\_\_.

4b

**Fill in the blanks with the correct forms of the words in brackets.**

Should teenagers \_\_\_\_\_ (ask) to move out when they start working? In many Western countries, teenagers \_\_\_\_\_ (allow) to move out at sixteen or seventeen. Their parents believe that they should \_\_\_\_\_ (educate) to take care of themselves from a young age. This way, when they \_\_\_\_\_ (start) working they can manage their own lives. However, in most Asian societies, the family unit is especially strong. So it is not common for teenagers to \_\_\_\_\_ (move) out. Chinese parents believe that it is better for children to live with parents who can \_\_\_\_\_ (take) care of them. But the young should then look after their parents as they get older. That is why many Chinese adults \_\_\_\_\_ (continue) to live with their parents.

4c

**You and your friend are starting an English club. Make a list of rules about what should and should not be allowed.**

- A: Members should be allowed to use dictionaries.  
B: Yes, but they should only use English-English dictionaries.

## Section B

**1a** Read the questions. How often do you do these things? Write **A** for always, **U** for usually, **S** for sometimes and **N** for never.



### Do you ever ...

1. get to class late? \_\_\_\_\_
2. study with friends? \_\_\_\_\_
3. finish a test early? \_\_\_\_\_
4. worry about failing a test? \_\_\_\_\_

**1b** Talk about your answers in 1a.

A: Do you ever get to class late?

B: Yes, I sometimes get to class late.

**1c** Listen and circle the things in 1a that Peter talks about.

**1d** Listen again. Match these sentence parts.

- |                                |          |                         |
|--------------------------------|----------|-------------------------|
| 1. Peter is going to ...       | <u>c</u> | a. take the test.       |
| 2. He isn't allowed to ...     | _____    | b. pass the test.       |
| 3. Peter wasn't allowed to ... | _____    | c. fail a math test.    |
| 4. He could ...                | _____    | d. take the test later. |
| 5. He should be allowed to ... | _____    | e. get to class late.   |

**1e** Read the statements. Then discuss them with your group.

1. Peter should be allowed to take the test later.
2. Students need strict rules.
3. Parents should not be too strict with teenagers.

A: I think Peter should ...

B: I don't agree.

C: I think ...

- 2a** In your group, discuss the questions.

Are you allowed to make your own decisions at home? What kinds of decisions?

- 2b** First, look at the title of the passage. Answer “yes” or “no”. Find out how many in your group agree with you. Then read the passage. Does your answer change?

### LEARNING ACTIVELY

When you learn any new language, actively use it in new sentences of your own.

## Should I Be Allowed to Make My Own Decisions?

Many teenagers have hobbies. But sometimes these can get in the way of their schoolwork, and parents might worry about their success at school. Teenagers often think they should be allowed to practice their hobbies as much as they want. Do you agree?



Liu Yu, a fifteen-year-old boy from Shandong, is a running star. He is on his school team and has always wanted to be a professional runner when he grows up. However, his parents won't allow him to train so much. “Of course we want to see him achieve his dreams,” says Mr. Liu. “And we know how much he loves running. My wife and I have supported every one of his races. We have nothing against running! But we think our son needs to think about other possible jobs. He’s getting older now, so he needs to think about what will happen if he doesn’t end up a professional runner.”

Liu Yu doesn't really agree. “Well, I think I should be allowed to decide for myself,” he says. “My parents have always taught me how important it is to work hard at school and enter university. I understand this, but I’m serious about running. It’s the only thing I’ve ever wanted to do.”

His parents believe that Liu Yu should study hard in the evenings so they don't allow him to practice running at night. “Maybe he thinks it’s too strict or unfair,” says Mrs. Liu. “But we think we’re doing the right thing. He needs to spend more time on his homework because becoming a professional sports star is a difficult dream.”

But Liu Yu still disagrees. “I know my parents care about me. They always talk about what will happen if I don’t succeed. But I will! I’m a quick runner! I think I should be allowed to make this choice myself. Only then will I have a chance to achieve my dream.”

**2c** Read the passage again and answer the questions.

1. What is Liu Yu's hobby?
2. What does Liu Yu want to be when he grows up?
3. Why do Liu Yu's parents not allow Liu Yu to practice his hobby at night?
4. Do you think Liu Yu should be allowed to practice his hobby as much as he wants? Why or why not?

**2d** Look in the passage for the words in bold. Then use them actively to complete sentences of your own.

1. My parents **worry about** \_\_\_\_\_.
2. My parents have always taught me **how important it is to** \_\_\_\_\_.
3. I am **serious about** \_\_\_\_\_.
4. I think it is **unfair** \_\_\_\_\_.
5. I have **always wanted to be** \_\_\_\_\_.
6. My parents **have nothing against** \_\_\_\_\_.
7. I need to think about **what will happen if** \_\_\_\_\_.
8. I need to **spend more time on** \_\_\_\_\_.

**2e** Discuss the questions with a partner. Use the information in the passage to support your opinion.

What is your dream? Do your parents support your dream?

**3a** With a partner, discuss at least one rule at home that you do not agree with. Why do you not agree with it? Make some notes in the chart.

Rule	Why you don't agree with it	How you think the rule should be changed

3b

Write a note to your parents. In your note, explain which rule(s) you do not agree with at home and why. Tell them how you think the rule should be changed.

Dear Mom and Dad,

I do not agree with \_\_\_\_\_.

If I \_\_\_\_\_, I think I should be allowed to \_\_\_\_\_.

I would like to \_\_\_\_\_.

Could I \_\_\_\_\_ if I \_\_\_\_\_?

Love,

\_\_\_\_\_

### Self Check

- 1 Match the words in the two boxes and choose five phrases to make sentences.

get	photos	
take	ears pierced	
do	my dream	
achieve	part-time work	
make	shopping	
go	a choice	

- 2 Complete the sentences using the correct forms of the words in brackets. Translate them into Chinese.

- No matter how many difficulties we have, I believe all problems can \_\_\_\_\_ (solve) in the end.
- Mobile phones should \_\_\_\_\_ (keep) off during the meeting.
- Teenagers under 18 must \_\_\_\_\_ (not allow) to smoke or drink.
- Many parents think learning from books must \_\_\_\_\_ (put) first, so teenagers should \_\_\_\_\_ (not encourage) to work part-time.

# UNIT 8

## Section

## A

Language Goal:  
Make inferences

## It must belong to Carla.

1a

Look at the picture. Write the things you see in the correct columns in the chart.

Clothing	Fun things	Kitchen things
hat	volleyball	plate

1b

Listen and match each person with a thing and a reason.



Person	Thing	Reason
Jane's little brother	volleyball	J. K. Rowling is her favorite writer.
Mary	toy truck	She loves volleyball.
Carla	magazine	He was the only little kid at the picnic.
Deng Wen	book	She always listens to pop music.
Grace	CD	He loves rabbits.

1c

Practice the conversation in the picture above. Then make conversations using the information in 1b.

A: Whose book is this?

B: It must be Mary's. J. K. Rowling is her favorite writer.



2a

Bob and Anna found a schoolbag at the park. Listen and write down the things in the schoolbag.

### Things in the schoolbag

1. T-shirt
2. \_\_\_\_\_
3. \_\_\_\_\_

2b

Listen again. Fill in the blanks.

1. The person \_\_\_\_\_ go to our school.
2. The person \_\_\_\_\_ be a boy.
3. It \_\_\_\_\_ be Mei's hair band.
4. The hair band \_\_\_\_\_ belong to Linda.
5. It \_\_\_\_\_ be Linda's schoolbag.

Use "**must**" to show that you think something is probably true.

Use "**might**" or "**could**" to show that you think something is possibly true.

Use "**can't**" to show that you are almost sure something is not true.

2c

Make conversations using the information in 2a and 2b.

A: Look! There's a schoolbag here.  
B: What's inside?  
A: There's a T-shirt, ...

2d

Role-play the conversation.

Linda: Mom, I'm really worried.

Mom: Why? What's wrong?

Linda: I can't find my schoolbag.

Mom: Well, where did you last put it?

Linda: I can't remember! I attended a concert yesterday so it might still be in the music hall.

Mom: Do you have anything valuable in your schoolbag?

Linda: No, just my books, my pink hair band and some tennis balls.

Mom: So it can't be stolen.

Linda: Oh, wait! I went to a picnic after the concert. I remember I had my schoolbag with me at the picnic.

Mom: So could it still be at the park?

Linda: Yes. I left early, before the rest of my friends. I think somebody must have picked it up. I'll call them now to check if anybody has it.

3a

Read the article and decide which might be the best title.

- A. A Small and Quiet Town
- B. Strange Happenings in My Town
- C. Animals in Our Neighborhood

We live in a small town and almost everyone knows each other. It used to be very quiet and nothing much ever happened around here. However, these days, something unusual is happening in our town. Victor, a teacher at my school, is really nervous. When he was interviewed by the town newspaper, he said, "Every night we hear strange noises outside our window. My wife thinks that it could be an animal, but my friends and I think it must be teenagers having fun. My parents called the policemen, but they couldn't find anything strange. They think it might be the wind. I don't think so!"

Victor's next-door neighbor Helen is worried, too. "At first, I thought that it might be a dog, but I couldn't see a dog, or anything else, either. So I guess it can't be a dog. But then, what could it be?" One woman in the area saw something running



away, but it was dark so she is not sure. "I think it was too big to be a dog," she said. "Maybe it was a bear or a wolf."

Everyone in our town is feeling uneasy, and everyone has his or her own ideas. There must be something visiting the homes in our neighborhood, but what is it? We have no idea. Most people hope that this animal or person will simply go away, but I do not think that is going to happen. The noise-maker is having too much fun creating fear in the neighborhood.

3b

Read the article again and find words to match the meanings.

- Nervous or worried \_\_\_\_\_
- Young people \_\_\_\_\_
- Person in the next house \_\_\_\_\_
- Area where people live \_\_\_\_\_
- Animal like a very large dog \_\_\_\_\_
- Person who makes noise \_\_\_\_\_

3c

Read the article carefully and write what people think about the strange noises.

Who gave opinions?	What are the opinions?
Victor's wife	She thinks that it could be an animal.
Victor and his friends	
The policemen	
Helen	
One woman in the area	
The writer himself	

## Grammar Focus

Whose volleyball is this?	It must be Carla's. She loves volleyball.
Whose hair band is this?	It could be Mei's hair band. Or it might belong to Linda. They both have long hair.
What did you see that night?	I'm not sure, but it can't be a dog. It was bigger. I think it might be a bear or a wolf.

### 4a Choose the best way to complete each sentence using the words in brackets.

- A: Where's Jean?  
B: I'm not sure. She \_\_\_\_\_ (is / might be / must be) in the laboratory.
- A: Everyone is going to the pool after school.  
B: Really? It \_\_\_\_\_ (must be / can't be / could be) hot outdoors.
- A: That's the phone.  
B: Hmm. I wonder who it \_\_\_\_\_ (must be / could be / should be).
- A: I wonder if these are Jim's glasses.  
B: They \_\_\_\_\_ (can't be / might be / could be) his. He doesn't wear glasses.
- A: I hear water running in the bathroom.  
B: It \_\_\_\_\_ (could be / must be / can't be) Carla. She was thinking of taking a shower.

### 4b Complete these responses.

- A: Many people are wearing coats.  
B: The weather must be \_\_\_\_\_.
- A: Sally has been coughing a lot.  
B: She might be \_\_\_\_\_.
- A: There's very loud music coming from the apartment next door.  
B: The neighbors must be \_\_\_\_\_.
- A: Whenever I try to read this book, I feel sleepy.  
B: It can't \_\_\_\_\_.

### 4c Look at this picture of a room. How much can you tell about the person who lives here? Is it a boy or a girl? What are his/her hobbies? Discuss your ideas with a partner.

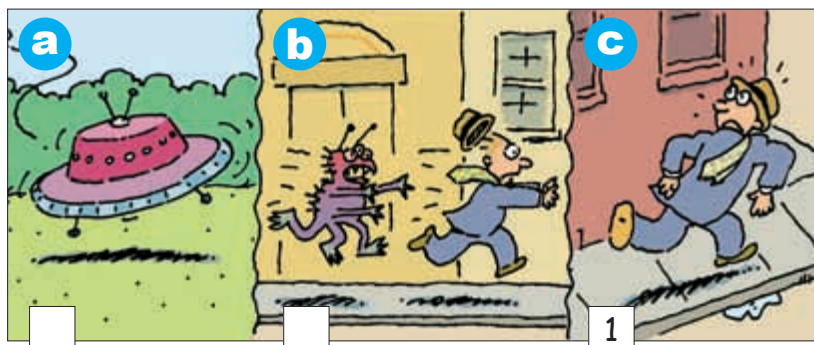
- A: It could be a girl's room because it's very tidy.  
B: I guess so. But it might be a boy's room because the clothes look like boys' clothes.



# Section B

**1a** Look at the pictures. Then use the words in the box to write a sentence about each picture.

land    man    UFO    run    alien    run after



- a. A UFO is landing.  
b. \_\_\_\_\_  
c. \_\_\_\_\_

**1b** Listen and number the pictures [1–3] in 1a. Then write two or three sentences to finish the story.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**1c** Listen again. Complete the sentences.

They see ...	The man says ...	The woman says ...
1. a man running.	he could be _____	he might be _____
2. something in the sky.	it could be _____	it must be _____
3. something strange.	it must be _____	I must be _____
4. a woman with a camera.	she could be _____	they must be _____

**1d** Role-play a conversation between the man and the woman.

A: Why do you think the man is running?  
B: He could be running for exercise.  
A: No, he's wearing a suit. He might be running to catch a bus to work.

**2a** Match each linking word or phrase with its purpose.

Linking word or phrase	Purpose of linking word or phrase
so	expressing a difference
as, because, since	giving a choice
but, however, though	expressing a result
not only ... but also	expressing two things happening at the same time
or	giving reasons
when, while	adding information

**2b** Skim the article below and underline the sentences with linking words or phrases. Do you think you have made correct matches in 2a?

### Stonehenge — Can Anyone Explain Why It Is There?

Stonehenge, a rock circle, is not only one of Britain's most famous historical places, but also one of its greatest mysteries. Every year it receives more than 750,000 visitors. Especially in June, people go to this place as they want to see the sun rising on the longest day of the year.

For many years, historians believed Stonehenge was a temple where ancient leaders tried to communicate with the gods. However, historian Paul Stoker thinks this can't be true because Stonehenge was built so many centuries ago. "The leaders arrived in England much later," he points out.

Another popular idea is that Stonehenge might be a kind of calendar. The large stones were put together in a certain way. On midsummer's morning, the sun shines directly into the center of the stones. Other people believe the stones have a medical purpose. They think the stones can prevent illness while keeping people healthy. "As you walk there, you can feel the energy from your feet climb up your body," said one visitor. No one is sure what Stonehenge was used for, but most agree that the position of the stones must be for a special purpose. Some think it might be a burial place, or a place to honor ancestors. Others think it was built to celebrate a victory over an enemy.

Stonehenge was built slowly over a long period of time. Most historians believe it must be almost 5,000 years old. One of the greatest mysteries is how it was built because the stones are so big and heavy. In 2001, a group of English volunteers tried to build another Stonehenge, but they couldn't. "We don't really know who built Stonehenge," says Paul Stoker. "And perhaps we might never know, but we do know they must have been hardworking — and great planners!"

#### IDENTIFYING LINKING LANGUAGE

Identifying conjunctions or phrases that link ideas together will help you understand what you read.



**2c** Read the article again and complete the chart.

Mysteries about Stonehenge	What Stonehenge might have been used for ...
Who built it?	

**2d** Complete the sentences using the words from the chart in 2a on page 62.

1. Midsummer's morning is in June \_\_\_\_\_ a lot of people go to Stonehenge during this month.
2. The sun rose \_\_\_\_\_ thousands of people were standing around the stones.
3. The sun shines straight into the center of Stonehenge \_\_\_\_\_ the stones were put in a special position.
4. Some people think the rocks can \_\_\_\_\_ stop people becoming ill \_\_\_\_\_ can keep them healthy.
5. We don't know who built Stonehenge \_\_\_\_\_ how it was built.
6. Historians are not sure \_\_\_\_\_ they think Stonehenge was built about 5,000 years ago.

**2e** Can you think of any other mysteries, either in China or another part of the world, that are similar to Stonehenge? What do you know about these mysteries? What is mysterious about them? Discuss them with your group.

**3a** Read through the article in 3a on page 59 again. What do you think the noise could be? List all your ideas. See who in your group can come up with the most imaginative explanation.

What could the noise be?	Why do you think that?



3b

Look at this newspaper headline and finish the article about the strange happenings.

### No More Mystery in the Neighborhood

Last week, in a quiet neighborhood, something strange happened ...

We now know what was happening in the neighbourhood ...

Now the mystery is solved. People in the neighborhood ...

#### Writing tips

**First part:** background information about the mystery

**Second part:** how the mystery was solved

**Third part:** how the people in the neighborhood now feel

### Self Check

#### 1 Fill in the blanks with *must*, *might* or *can't*.

- That bright light \_\_\_\_\_ be a UFO — there's no such thing!
- I'm still waiting for the bus, so I \_\_\_\_\_ be a bit late for the party.
- That sweater \_\_\_\_\_ be Carla's. She's the only one who wears such colorful clothes.
- Tony \_\_\_\_\_ want to go to the concert. He likes music, but I'm not sure if he likes rock music.
- The person you saw at the supermarket \_\_\_\_\_ be Susan. I just talked to her on the phone and she's at work.

#### 2 Look at the chart and write sentences for the things below.

Name	Likes	Dislikes
Jessica	take photos	run
Todd	play the piano	eat sweet food
Matt	play tennis	watch movies
Annie	read	cook

e.g. DVD It can't be Matt's. He doesn't like to watch movies.

- bowl of ice-cream \_\_\_\_\_
- camera \_\_\_\_\_
- cookbook \_\_\_\_\_
- tennis ball \_\_\_\_\_
- running shoes \_\_\_\_\_

# UNIT 9

## Section

## A

Language Goal:  
Express  
preferences

## I like music that I can dance to.

1a

What kind of music do you like? Look at the picture and circle the sentences you agree with. Then write your own sentence.

Your sentence: I like music that \_\_\_\_\_.



1b

Listen and check (✓) the kinds of music Tony and Betty like.

	Music that I can dance to	Music that has great lyrics	Music that I can sing along with
Tony			
Betty			

1c

Make conversations about the music, movies or books that you like.

A: What kind of music do you like?

B: I like music that I can sing along with.  
What about you?

A: I prefer music that has great lyrics.



Listen and circle **T** for true and **F** for false.



1. Carmen likes musicians who play different kinds of music. T F
2. Xu Fei likes the Australian singer Dan Dervish. T F
3. Carmen likes electronic music that's loud. T F
4. Xu Fei prefers groups that play quiet and slow songs. T F



Listen again. Complete the sentences.

	About The Modern	About Dan Dervish
Xu Fei says	1. I prefer groups that play quiet and slow songs.	3. I like musicians
Carmen says	2. I love electronic music	4. I like musicians



Make conversations using the information in 2a and 2b.

A: Does Xu Fei like The Modern?  
B: No, he doesn't. He prefers ...



Role-play the conversation.

- Jill: What are you doing this weekend, Scott?
- Scott: Not much. I suppose I'll just listen to the new CD I bought.
- Jill: Oh, what CD is this?
- Scott: Well, it's all music. There's no singing. I like smooth music that can relax my mind after a long week at work.
- Jill: Sounds nice. Well, if you have spare time, do you want to watch a movie with me?
- Scott: Hmm, depends which movie. I only like movies that are funny. I just want to laugh and not think too much. You know what I mean?
- Jill: Oh, in that case, I'll ask someone who likes serious movies.
- Scott: What's the movie about?
- Jill: It's about World War II and the director is famous. I prefer movies that give me something to think about.



- 3a** Read the passage. Underline the different kinds of movies and circle the movie names.

### What Do You Feel Like Watching Today?

While some people only stick to one kind of movie, I like to watch different kinds depending on how I feel that day.

When I'm down or tired, I prefer movies that can cheer me up. Comedies like *Men in Black* or cartoons like *Kungfu Panda* have funny dialogues and usually have a happy ending. The characters may not be perfect, but they try their best to solve their problems. After watching them, I'm filled with hope again and the problems I have suddenly seem less serious. Laughing for two hours is a good way to relax!

I don't watch dramas or documentaries when I'm sad or tired. Dramas like *Titanic* make me feel even sadder. Documentaries like *March of the Penguins* which provide plenty of information about a certain subject can be interesting, but when I'm tired I don't want to think too much. I don't mind action movies like *Spider-Man* when I'm too tired to think. I can just shut off my brain, sit back and enjoy watching an exciting superhero who always saves the world just in time.

Once in a while, I like to watch movies that are scary, like horror movies or thrillers. Movies like *The Ring* or *The Shining* can be fun, but I'm too scared to watch them alone. I always bring a friend who isn't afraid of these kinds of movies.



- 3b** Read the passage again and answer the questions.

1. How does the writer describe each kind of movie?
2. What kinds of movies does the writer prefer to watch when he or she is sad or tired?
3. How does the writer feel after watching these movies?
4. Does the writer like horror movies? When does he or she watch them?

- 3c** What kinds of movies do you like to watch? Complete the chart.

When I'm ...	I like/prefer to watch movies that/which ...	Examples (movie names)
happy		
sad		
tired		
bored		

# Grammar Focus

What kind of music do you like?	I love music that/which I can sing along with.
What kind of groups does Xu Fei like?	She prefers groups that/which play quiet and slow songs.
What kind of movies do you like?	I prefer movies that/which give me something to think about.
What kind of musicians does Carmen like?	She likes musicians who play different kinds of music.

## 4a Choose words from the different columns to make sentences.

I/You/ He/She/ We/They	like(s)/ love(s)/ prefer(s)	food/clothes/ people/music/ actors/singers/ movies	that/ which/ who	is/are	funny/comfortable/ inexpensive/slow/ sweet/salty/loud/ interesting/ intelligent
------------------------------	-----------------------------------	-------------------------------------------------------------	------------------------	--------	---------------------------------------------------------------------------------------------

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## 4b Read Jennifer's CD review. Then complete the sentences using *that*, *which* or *who*.

cdsreview.com

**What's the name of your favorite CD?**

**Why do you like this CD?**

**What do you dislike about this CD?**

e-mail address:

It's "Dance, Dance, Dance".

The music is great because you can dance to it. You can take this CD to a party. Also, these musicians write their own lyrics.

Some songs are too long. Some of the singers don't sing the words clearly.



1. It's the kind of music \_\_\_\_\_
2. It's a CD \_\_\_\_\_
3. She likes musicians \_\_\_\_\_
4. She doesn't like the songs \_\_\_\_\_
5. She likes singers \_\_\_\_\_

## 4c Make conversations about things you like and dislike.

A: What kind of food do you enjoy?  
B: I enjoy food that is sweet.



# Section B

**1a** Fill in the chart. Write names of your favorite band, book and movie.

Band	
Book	
Movie	

**1b** Listen and write the three things that Michael likes in the first column of the chart.

What Michael likes	Why he likes it
jacket	He likes clothes <u>that are unusual.</u>
	He likes writers _____
	He likes movies _____



**1c** Listen again. Write why Michael likes each thing in the second column of the chart in 1b.

**1d** Discuss your favorite things in 1a with your group. Say why you like each thing.

A: I like movies that are sad. I love *Titanic*.  
B: Oh, I don't. I like movies that are scary. I really like ...



**2a** How many Chinese musical instruments do you know? Do you know some famous music pieces that are played on these instruments? Make a list with your partner.

**2b** Read the passage and answer the questions.

1. Which musician does the reading passage mainly talk about?
2. What is the name of his most famous piece of music?
3. How does the writer feel about this piece of music?

#### NOTING SUPPORTING DETAILS

These can be examples, reasons, opinions or other detailed information in each paragraph.

### Sad but Beautiful

Last night one of my Chinese friends took me to a concert of Chinese folk music. The piece which was played on the *erhu* especially moved me. The music was strangely beautiful, but under the beauty I sensed a strong sadness and pain. The piece had a simple name, “Moon Reflected on Second Spring”, but was one of the most moving pieces of music that I’ve ever heard. The *erhu* sounded like it was crying, and I almost cried along with it as I listened. Later I looked up the history of “Moon Reflected on Second Spring”, and I began to understand the sadness in the music.

The music was written by Abing, a folk musician who was born in the city of Wuxi in 1893. Just one year later, his mother died. Abing’s father taught him to play many musical instruments, such as the drums, *dizi* and *erhu*, and by age 17, Abing was known for his musical ability. However, after his father died, Abing’s life grew worse. He was very poor, caught a serious illness and became blind. For several years, he had no home. He lived on the streets and played music to make money. Even after Abing got married and had a home again, he continued to sing and play in the city streets. He performed in this way for many years.

Abing’s amazing musical skills made him very popular during his lifetime. By the end of his life, he could play over 600 pieces of music, many of which he wrote himself. It is a pity that only six pieces of music in total were recorded for the future world to hear, but his popularity continues to this day. Today, Abing’s “Moon Reflected on Second Spring” is a piece which all the great *erhu* masters play and praise. It has become one of China’s national treasures. Its sad beauty not only paints a picture of Abing’s own life but also makes people recall their deepest wounds from their own sad or painful experiences.



- 2c** Read the passage again and use suitable words to complete the main idea of each paragraph. Then list the supporting details in each paragraph.

Paragraph	Main idea	Supporting details
1	I was _____ by a piece of music named “Moon Reflected on Second Spring.”	The music was beautiful but sad.
2	Abing lived a very _____ life.	
3	Abing’s musical skills made him very _____.	

- 2d** Circle *that* or *who* and fill in the blanks with the words in the box.

pain  
wounds  
sense  
pity  
praise

Abing played music (that/who) could touch the hearts of people. When we listen to his music, we can \_\_\_\_\_ both the beauty and the sadness in it. It makes us think about the \_\_\_\_\_ and \_\_\_\_\_ (that/who) we have experienced in the past. For this reason, many \_\_\_\_\_ him as the musician (that/who) has greatly influenced *erhu* music. So it is really a \_\_\_\_\_ that not many pieces of his music were recorded.

- 2e** Student A is a foreign visitor who is interested in Abing and his music. Student B is a Chinese student who knows about Abing. Use the information in the passage to make a conversation.

A: What kind of musical instruments did Abing play?  
B: He could play many instruments, but he is best known for playing the *erhu*.

- 3a** What kind of music or movies do you like best? What is your favorite song/movie? Make notes in the chart below.

Favorite kind of music/movie	
Why I like this kind of music/movie	
Favorite song/movie	
Why I like this song/movie	
How this song/movie makes me feel	
Why I think others should listen to/watch this song/movie	

3b

Use your notes to write an article for a newspaper or magazine to tell people about your favorite kind of music/movie and your favorite song/movie.

My favorite kind of music/movie is \_\_\_\_\_ because  
I like music/movies which \_\_\_\_\_.  
My favorite song/movie is \_\_\_\_\_.  
It was written by/The actors are \_\_\_\_\_.  
\_\_\_\_\_. I think this song/movie is  
\_\_\_\_\_ because \_\_\_\_\_.  
\_\_\_\_\_. When I listen to/watch it, I feel  
\_\_\_\_\_. I think you should listen to/  
watch it too because \_\_\_\_\_.

### Self Check

#### 1 Fill in the blanks with the words in the box.

plenty  
suppose  
dialogues  
time  
war  
electronic  
actor  
spare

- The comedy has \_\_\_\_\_ of \_\_\_\_\_ which are very humorous.
- Since you prefer music that is relaxing, I don't \_\_\_\_\_ you would want to buy this \_\_\_\_\_ music CD.
- Christmas is a \_\_\_\_\_ for spreading joy, so you should \_\_\_\_\_ some time to spend with your family and friends.
- Although he is an \_\_\_\_\_ who does not have much experience, he did an excellent job in the new \_\_\_\_\_ film.

#### 2 Fill in the blanks with *who* or *that/which*.

- The restaurant wants to find people \_\_\_\_\_ are friendly to work there.
- My friend May loves serious movies \_\_\_\_\_ make her think.
- Our teacher likes students \_\_\_\_\_ hand in their homework on time.
- The young children prefer music \_\_\_\_\_ they can sing and dance to.
- We know a place where you can buy clothes \_\_\_\_\_ are smart but inexpensive.

#### 3 Complete the sentences about yourself.

- I don't like music \_\_\_\_\_
- I enjoy spending time in places \_\_\_\_\_
- I have friends \_\_\_\_\_
- I like movie stars \_\_\_\_\_

# UNIT 10

## Section

## A

**Language Goals:**  
Talk about  
customs and  
what you are  
supposed to do

## You're supposed to shake hands.

**1a**

What do people do when they meet for the first time? Match the countries with the customs.

Countries	Customs
1. ____ Brazil	
2. <u>b</u> the United States	a. bow
3. ____ Japan	b. shake hands
4. ____ Mexico	c. kiss
5. ____ Korea	



**1b**

Listen and check your answers in 1a.

**1c**

Make conversations about what people in different countries do when they meet for the first time. Talk about the countries in 1a or other countries.

A: What are people in Korea supposed to do when they meet for the first time?

B: They're supposed to bow. How about in the United States?

A: In the United States, they're expected to shake hands.

2a

Maria is an exchange student. Last night she had dinner at an American friend's house. Listen and check (✓) the mistakes Maria made.

**Maria's mistakes**

- \_\_\_\_\_ arrived late
- \_\_\_\_\_ ate the wrong food
- \_\_\_\_\_ greeted Paul's mother the wrong way
- \_\_\_\_\_ wore the wrong clothes



2b

Listen again. Fill in the blanks.

1. Maria was supposed to arrived at 7:00, but she \_\_\_\_\_.
2. In Maria's country, when you're invited for 7:00, you're expected to \_\_\_\_\_.
3. When Maria met Paul's mom, she was supposed to \_\_\_\_\_.
4. Maria should ask what she is supposed to \_\_\_\_\_ if she is invited to a party next time.

2c

Role-play a conversation between Maria and Dan. Use the information in 2a and 2b.

Dan: How was the dinner at Paul's house last night?

Maria: Well, it was OK, but I made some mistakes. I was supposed to arrive at 7:00, but ...

2d

Role-play the conversation.

Katie: How was the welcome party for foreign students last night?

John: Great! I made some new friends. But a funny thing happened.

Katie: What?

John: I met a Japanese boy called Sato, and as soon as I held out my hand, he bowed.

Katie: That's how people in Japan are expected to greet each other. It's impolite if you don't bow.

John: I didn't know that. So I just stood there with my hand out. Finally, I returned the bow.

Katie: I remember when I first met Marie last year, I did the same thing. I held out my hand and to my surprise, she kissed me on both sides of my face!

John: I wouldn't mind that!

Katie: Very funny. Later I found out French people are supposed to kiss when they see each other.





- 3a** Read the following opinions of a Colombian and a Swiss student. In which country is it OK to be 15 minutes late for dinner?



**Teresa Lopez**  
Cali, Colombia



Where I'm from, we're pretty relaxed about time. We don't like to rush around, so we

don't mind if people are a little late sometimes. If you tell a friend you're going to their house for dinner, it's OK if you arrive a bit late. We like to enjoy our time slowly. We value the time we spend with our family and friends in our everyday lives. We often just drop by our friends' homes if we have time. We don't usually have to make plans to meet our friends. When we see each other, it's polite for boys to shake hands and for girls to kiss each other on the side of the face. We often just walk around the town center, seeing as many of our friends as we can!



**Marc LeBlanc**  
Lausanne, Switzerland



In Switzerland, it's very important to be on time.

We're the capital of clocks and watches, after all! If someone invites you to meet him or her at noon, then you're expected to be there at noon. If you're even 15 minutes late, your friend may get mad. So I make an effort to be on time when I meet my friends. I always leave the house early to avoid heavy traffic. I don't mind because I think it's impolite to keep others waiting. Also, we never visit a friend's house without calling first. We almost always make plans to see friends. We usually plan to do something interesting, or go somewhere together.

- 3b** Read the passage again and complete the chart.

Ideas and customs about ...	Colombia	Switzerland
being on time		
visiting a friend's house		
making plans with friends		

- 3c** Role-play a conversation. Student A is Teresa and Student B is Marc. Teresa is late and Marc is mad.

A: Hi, Marc. Sorry I'm a little late.  
 B: Teresa, you're 10 minutes late!  
 A: It's just 10 minutes! It's no big deal!  
 B: Well, in Switzerland, you're supposed to ...



## Grammar Focus

What are you supposed to do when you meet someone for the first time?	You're supposed to shake hands. You're not supposed to kiss.
When were you supposed to arrive?	I was supposed to arrive at 7:00.
Am I supposed to wear jeans?	No, you're expected to wear a suit and tie.
Is it impolite to keep others waiting?	Yes, it's very impolite to keep others waiting.
Is it important to be on time?	Yes, it's important to be on time.

### 4a Complete the sentences with the phrases in the box.

be supposed to  
be expected to  
be important to

- When you go abroad, it \_\_\_\_\_ bring your passport.
- After class, students \_\_\_\_\_ clean the chalk off the blackboard.
- If you visit the northern coast of Norway during the winter season, it \_\_\_\_\_ pack warm clothes.
- If there are people in the meeting room, you \_\_\_\_\_ knock before entering.
- In many eastern European countries, you \_\_\_\_\_ take off your gloves before shaking hands.

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

Each country has different rules about social situations. A traveler \_\_\_\_\_ (not expect) \_\_\_\_\_ (know) all of these, but it is helpful \_\_\_\_\_ (learn) as many of these customs as possible. Trying \_\_\_\_\_ (understand) how people think is one of the best ways to be accepted and liked in a foreign country. Learning what you \_\_\_\_\_ (suppose) to do and \_\_\_\_\_ (not suppose) to do in social situations may be difficult, but it is worth the trouble if you want to understand another culture.

### 4c Make a list of advice for someone coming to your country as an exchange student for the first time. Work with your group to give advice about:

- time
- meeting people
- table manners
- what to do for someone's birthday
- visiting someone's home
- giving gifts

# Section B

- 1a** How much do you know about table manners around the world? Take the following quiz.  
**Circle** *T* for true or *F* for false after each sentence.



## Mind your manners!

1. In India, you're supposed to eat with your hands. T    F
2. In China, you're not supposed to stick your chopsticks into the food. T    F
3. In Korea, the youngest person is expected to start eating first. T    F
4. In France, you're supposed to put your bread on the table. T    F
5. In China, it's impolite to use your chopsticks to hit an empty bowl. T    F

**1b**

Tomorrow Steve is going to China as an exchange student. His Chinese friend Yang Ming is telling him about the table manners in China. Listen and number the pictures in the order Yang Ming talks about them.








**1c**

Listen again. Match these sentence parts.

- |                                   |                                                               |
|-----------------------------------|---------------------------------------------------------------|
| ___ 1. You're not supposed to ... | a. stick your chopsticks into your food.                      |
| ___ 2. It's impolite to ...       | b. point at anyone with your chopsticks.                      |
| ___ 3. You shouldn't ...          | c. start eating first if there are older people at the table. |

**1d**

Talk about other table manners in your country.

A: We're supposed to ...  
 B: Yes, and it's impolite to ...

- 2a** What do you know about customs in foreign countries? What do you think is the biggest challenge when visiting a foreign country?

*e.g. My cousin went to America, and she said that learning basic table manners was her biggest challenge. She never knew what she was supposed to do at the dinner table.*

- 2b** Read the letter and answer the questions.

1. Why is Wang Kun in France?
2. Does she enjoy staying with her host family? How do you know?
3. How does she feel about making mistakes when she speaks French?
4. What is the biggest challenge she is facing?

### REVIEWING

Taking notes or summarizing the main ideas can help you move language from your short-term to long-term memory.

Dear Laura,

Thanks for your message. Yes, I'm having a great time on my student exchange program in France. I was a bit nervous before I arrived here but there was no reason to be. My host family is really nice. They go out of their way to make me feel at home. The grandmother knows that I miss Chinese food a lot. So she actually learned how to make Chinese food! She also has a teenage granddaughter about my age. She's really kind and she always talks to me in French to help me practice. You wouldn't believe how quickly my French has improved because of that. I'm very comfortable speaking French now. Although I still make lots of mistakes, it doesn't worry me like it used to.

My biggest challenge is learning how to behave at the dinner table. As you can imagine, things are very different from the way they are at home. For example, you're not supposed to put your bread on your plate. You're supposed to put it on the table! I thought that was pretty strange at first, but now I'm used to it. Another example is that you're not supposed to eat anything with your hands except bread, not even fruit. You have to cut it up and eat it with a fork. Another thing is it's impolite to say that you're full. If you don't want any more food, you should just say, "That was delicious." Also, you're not supposed to put your elbows on the table. I have to say that I find it difficult to remember everything, but I'm gradually getting used to it. I don't find French customs so strange anymore.

I'll write again soon and tell you more about my life in France. Hope you're having a good school year.

Yours,  
Wang Kun



**2c** Read the sentences and replace the underlined words with the phrases in the box.

1. Making mistakes in French used to make Wang Kun nervous.
2. It was quite hard for her to feel good about speaking French.
3. The host family tried very hard to help Wang Kun.
4. Wang Kun has slowly learned how to be like a French person.

went out of their way  
be comfortable (doing)  
gradually gotten used to being  
(something) worry (someone)

**2d** Review the passage and make notes about French customs in the chart.

Dos	Don'ts
You're expected to put your bread on the table.	You're not supposed to put your bread on your plate.

**2e** Compare the table manners in France and China in your group. How are they the same or different? Make a list.

e.g. In France, people put their bread on the table. But in China, we always put our food on a plate or in a bowl and never on the table.

**3a** An exchange student from a foreign country is coming to stay in your home. Take notes on what he/she is supposed to do and not supposed to do.

Table manners	It's polite/impolite to ...
House rules	You're supposed/not supposed to ...
Going out with people	You should ...

3b

Write a letter to the exchange student to give him/her advice and suggestions on how to behave properly.

Dear \_\_\_\_\_,

You must be excited about coming to China soon. Let me give you some suggestions about staying in my home and some advice about China. When you're eating at the table, it's impolite to \_\_\_\_\_

In our house, you're supposed to \_\_\_\_\_

When you go out with your friends or other people, you should \_\_\_\_\_

Have a safe trip, and I look forward to meeting you soon!

Best wishes,  
\_\_\_\_\_

### Self Check

#### 1 Fill in the blanks with the words in the box.

worth  
capital  
basic  
traffic  
empty  
mad  
knocking

- In many countries, it is impolite to show up at someone's house for the first time with \_\_\_\_\_ hands. You should always bring a small gift.
- Billy embarrassed himself last night at a fine-dining restaurant because he didn't know \_\_\_\_\_ table manners.
- It is \_\_\_\_\_ spending the time to learn about the customs of a country before you go there. That way, you will know what you are supposed to do in different situations.
- The \_\_\_\_\_ is always the worst in the \_\_\_\_\_ city. It is important to allow for more time if you are traveling by car.
- Sandy went into her sister's room without \_\_\_\_\_ on the door. That made her sister \_\_\_\_\_.

#### 2 Think about your culture and make statements.

In my culture,  
you're supposed to \_\_\_\_\_.  
you're not supposed to \_\_\_\_\_.  
you're expected to \_\_\_\_\_.  
it's impolite to \_\_\_\_\_.  
it's important to \_\_\_\_\_.

# UNIT 11

## Section

## A

Language Goals:  
Talk about how  
things affect you

## Sad movies make me cry.

1a

Look at the two restaurants below. Which would you like to go to? Why?



1b

Listen and fill in the blanks. Then match the restaurants with the statements.

**The Rockin' Restaurant**

The \_\_\_\_\_ pictures make Amy \_\_\_\_\_.

The soft \_\_\_\_\_ makes Amy \_\_\_\_\_.

**The Blue Ocean**

The \_\_\_\_\_ music makes Amy \_\_\_\_\_.

The soft music makes Tina \_\_\_\_\_.

1c

Role-play a conversation between Amy and Tina.

Amy: I'd rather go to Blue Ocean because I like to listen to quiet music while I'm eating.

Tina: But that music makes me sleepy. I want to have the hamburgers at Rockin' Restaurant.





Listen and number the pictures [1–4] in the order you hear them.



Listen again. Complete the statements.

1. Waiting for Amy drove Tina \_\_\_\_\_.
2. Amy said loud music made her \_\_\_\_\_.
3. Loud music makes John \_\_\_\_\_.
4. The movie was so sad that it made Tina \_\_\_\_\_.
5. Sad movies don't make John cry. They just make him \_\_\_\_\_.



Look at 2a and 2b. Role-play a conversation between Tina and John. Use the example to begin your conversation.

John: Did you have fun with Amy last night?  
Tina: Well ... yes and no. She was really late.



Role-play the conversation.

Nancy: Hey Bert, I think I've made Alice mad and I'm not sure what to do about it.

Bert: What happened?

Nancy: You know Julie is Alice's best friend, right?

Bert: Uh-huh.

Nancy: Well, the more I got to know Julie, the more I've realized that we have a lot in common. So we've been spending more time together lately.

Bert: But what's wrong with that?

Nancy: Umm ... it makes Alice unhappy because she thinks Julie is now better friends with me than with her.

Bert: I see. Mmm ... why don't you ask Alice to join you each time you do something with Julie? Then she won't feel left out.

Nancy: Oh, good idea! That can make our friendship stronger.



**3a** Read the first part of the story and answer the questions.

### How to Be Happy

A long time ago, in a rich and peaceful country, there lived an unhappy king. He slept badly and didn't feel like eating. His face was always pale as chalk. He often cried for no reason. This made the queen and his people worried.

One day, a doctor was called in to examine the king. But he found nothing wrong with his body. "It's all in his mind. Neither medicine nor rest can help him. What he needs is the shirt of a happy person to wear. That'll make him happy."

The prime minister was called to the palace. But when they explained the king's situation to him, he said, "Although I have a lot of power, it doesn't make me happy. I'm always worried about losing my power. Many people are trying to take my position."

Then, the king's banker came to the palace. "Oh, I'm afraid I'm not happy either," he said. I have a lot of wealth, but I'm always worried about losing my money. Someone tries to steal my money every day."

Next, the palace singer came to the king's room. But this is what he said: "It's true that I'm famous and everyone loves my songs. But I'm not happy because I'm always worried about being followed by others. I cannot be free!"

Finally, the king's top general was told to go out and find a happy man in three days' time.

1. Can medicine help the ill king?  
Why or why not?
2. Why does power not make the prime minister happy?
3. Why does money not make the banker happy?
4. Why does fame not make the singer happy?



**3b** Find phrases from the story with similar meanings as these phrases.

1. did not want to \_\_\_\_\_
2. asked to come in \_\_\_\_\_
3. look carefully at \_\_\_\_\_
4. having less influence \_\_\_\_\_
5. get someone's job \_\_\_\_\_
6. come after someone \_\_\_\_\_

**3c** Role-play the story with your group.

## Grammar Focus

The loud music makes me nervous.

Soft and quiet music makes people relaxed.

Money and fame don't always make people happy.

She said that the sad movie made her feel like crying.

### 4a Think of appropriate words for the blanks. Then compare your choices with your partner.

Dear Diary, June 29th  
I thought today was going to be really bad. To start with, it was cloudy and grey, and cloudy days make me \_\_\_\_\_. And this was the day we would get our exam results back, but I didn't answer the exam questions very well last week. That made me \_\_\_\_\_. I walked to school with my best friend Holly. She didn't say much to me. That made me a little \_\_\_\_\_. In class, the teacher handed back our exams. That made me \_\_\_\_\_. But I found out that I didn't do too badly. That made me very \_\_\_\_\_. Then things got even better. Holly bought me my favorite lemon juice and turkey sandwich for lunch, and we talked a lot. That made me \_\_\_\_\_. We both did quite well on the exam.

### 4b How do these things make you feel? Write about your feelings.

e.g. When I read about endangered animals, it makes me feel worried about the future.

1. Pollution \_\_\_\_\_
2. Heavy traffic \_\_\_\_\_
3. People who cancel a meeting at the last minute \_\_\_\_\_
4. Loud music \_\_\_\_\_

### 4c Complete the survey. Then ask two other students.

What makes you ...?	You	Student 1	Student 2
happy			
want to cry			
uncomfortable			
angry			
nervous			
feel like dancing			

A: What makes you angry?

B: When people throw rubbish on the streets, it makes me angry.

C: Me, too. It makes me want to tell them to clean up the streets.



**1a** Look at the possible endings to the story about the unhappy king. Do you think any of these is the right one? If so, which one?

- The general cannot find a happy person and the king remains unhappy forever.
- The general finds a happy person with power, money and fame.
- The general realizes he is a happy person and gives his shirt to the king to wear.
- The king suddenly becomes happy without the shirt of a happy person.

**1b** What are some other possible endings to the story? Discuss your ideas with your partner and write them down.

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**1c** Listen and check (✓) the things that happened in the rest of the story.

- \_\_\_\_\_ The general searched for three days and found a happy person.
- \_\_\_\_\_ The general could not find a happy person.
- \_\_\_\_\_ The general saw a poor man on the street.
- \_\_\_\_\_ The poor man was a happy man.
- \_\_\_\_\_ The poor man gave the general a shirt.

**1d** Listen again. Answer the questions.

- Why was it difficult for the general to find a happy person?
- What was the poor man doing on the street?
- What made the poor man so happy even though he had no power, money or fame?
- Do you think the general will return to the king with the poor man's shirt? Why or why not?

**1e** Do you agree with the poor man's thoughts about happiness? Discuss your ideas with your group. Then role-play the rest of the story.

**2a** Have you ever made a mistake? How did it make you feel? Talk to your partner about what happened.

**2b** Skim the story and number the events in the correct order.

### The Winning Team

Peter kept his eyes on the ground and felt a heavy weight on his shoulders as he walked home alone. It was the worst day of his life. His mind would not stop thinking about what happened only just an hour ago on the school soccer field. How could he have missed scoring that goal? He had let his whole team down. His stupid mistake made him angry. His team lost the game because of him. He was really worried that his coach may kick him off the team.

As soon as he walked through the door, his father asked, "What's wrong, son?" Peter's feelings were written all over his face. "I lost the game," Peter replied. Then he went into his room without another word. Ten minutes later, Peter heard his father knocking on his bedroom door. He opened the door to let him in.

"Look, Peter. I don't know what happened. But whatever it was, don't be too hard on yourself."

"I lost the game, Dad. I failed my team. They'll probably never let me play again."

"Soccer is about team effort. You're not the only reason your team lost. If you have a good team, you should support each other. Besides, winning or losing is only half the game. The other half is learning how to communicate with your teammates and learning from your mistakes."

Peter didn't say anything but what his father said made him think carefully.

The next day, Peter went to soccer practice with courage rather than fear in his heart.

"Hey, guys," he said to his teammates. "I'm really sorry about yesterday. We were so close to winning that game. But I think if we continue to pull together, we're going to win the next one."

To his surprise and relief, his teammates all nodded in agreement.

"Yeah," they said, "don't worry about it. It's never just one person's fault. We should think about how we can do better next time."

Peter smiled. It made him feel lucky to know that he was on a winning team.

#### RECOGNIZING IDIOMS AND PHRASES

Knowing the meanings of idioms and verb phrases can improve your English.

- \_\_\_\_\_ Peter got home and went to his room.
- \_\_\_\_\_ Peter talked to his teammates.
- \_\_\_\_\_ Peter missed a goal.
- \_\_\_\_\_ Peter's father gave him advice.
- \_\_\_\_\_ Peter realized that he had been worried for no reason.



**2c**

**Read the story again and answer the questions.**

1. Why did Peter feel angry and worried?
2. What kind of advice did Peter's father offer to his son?
3. Do you agree with Peter's father? Why or why not?
4. What happened after Peter told his teammates that he was sorry?
5. Why did Peter think that he was on a winning team even though they lost the last game?

**2d**

**Find idioms or phrases from the story to replace the underlined parts of these sentences.**

1. He could not believe that he did not get the ball into the basket.
2. She was worried because she had disappointed her parents.
3. Tony was sad that he was asked to leave the team.
4. You should learn to relax and not put so much pressure on yourself.
5. The teacher told the students to work hard together and not give up.

**2e**

**Role-play a conversation between Peter and his father.**

Father: What's wrong, Peter? You look sad.  
 Peter: I missed scoring a goal. I made my team lose the game.  
 Father: ...

**3a**

**Think of some experiences that made you feel very happy or sad. Tell your partner about them. Here are some ideas.**

- winning/losing a competition
- getting good/bad grades on an exam
- performing something well/badly in front of a big group of people
- getting into a fight with your best friend
- your first trip outside your hometown



**3b****Write a story similar to the one in 2b using your notes in 3a.**

In your story, explain the following:

What happened?

When did it happen?

Where did it happen?

Why did it make you feel sad/happy?

What did you learn from the experience?

**Self Check****1 Put the words in the appropriate place in the chart.**

		Positive	Negative
nervous	unhappy		
uncomfortable	worried		
comfortable	relaxed		
angry	awful		
happy	uneasy		

**2 Write sentences using the words given.***e.g.* sad movies/crySad movies make me cry.

1. speaking in front of many people/nervous

2. not knowing anyone at a party/uncomfortable

3. soft piano music/relaxed

4. rainy days/stay at home and watch TV

**3 Number the things [1–6] (1 = least important, 6 = most important). Write six sentences about your choices.**

_____ fame	_____ power	_____ friendship
_____ wealth	_____ health	_____ family

*e.g.* Fame is not very important. It can make me nervous if too many people follow me around.

# UNIT 12

## Section

## A

Language Goal:  
Narrate past  
events

## Life is full of the unexpected.

1a

Look at the pictures.  
What happened to  
the girl?



1



2



3



4



5

1b

Listen to Tina talking about her morning. Complete the sentences.

1. By the time I got up, my brother \_\_\_\_\_ already \_\_\_\_\_  
in the shower.
2. By the time I got outside, the bus \_\_\_\_\_ already \_\_\_\_\_.
3. When I got to school, I realized I \_\_\_\_\_ my  
backpack at home.

1c

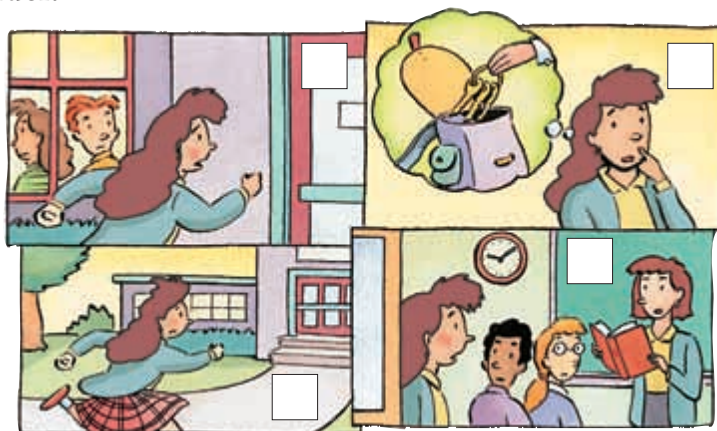
Take turns being Tina. Look at  
the pictures above and talk about  
what happened this morning.

A: What happened?

B: I overslept. And by the time I  
got up, my brother had already  
gotten in the shower.



Listen to Tina continue her story. Number the pictures [1–4] in the correct order.



Fill in the blanks with the correct forms of the verbs in brackets. Then listen again and check (✓) your answers.

1. When I \_\_\_\_\_ (get home), I realized I \_\_\_\_\_ (leave) my keys in the backpack.
2. By the time I \_\_\_\_\_ (get) back to school, the bell \_\_\_\_\_ (ring).
3. By the time I \_\_\_\_\_ (walk) into class, the teacher \_\_\_\_\_ (start) teaching already.



Make up an ending for the story and share it with your partner.

The teacher looked at Tina and ...



Role-play the conversation.

Matt: Why were you late for class today, Kevin?

Kevin: My alarm clock didn't go off! I kept sleeping, and when I woke up it was already 8:00 a.m.!

Matt: Oh, no!

Kevin: So I just quickly put on some clothes and rushed out the door.

Matt: You didn't eat breakfast?

Kevin: No, I didn't even brush my teeth or wash my face! But before I got to the bus stop, the bus had already left.

Matt: Then how did you get here?

Kevin: Luckily, Carl's dad saw me on the street and gave me a lift in his car.

Matt: Well, at least by the time you got to school, the class had only started for five minutes.



**3a** Read the passage and answer the questions.

Life is full of the unexpected.

In May 2001, I found a job in New York at the World Trade Center. On September 11, 2001, I arrived at my building at around 8:30 a.m. I was about to go up when I decided to get a coffee first. I went to my favorite coffee place even though it was two blocks east from my office. As I was waiting in line with other office workers, I heard a loud sound. Before I could join the others outside to see what was going on, the first plane had already hit my office building. We stared in disbelief at the black smoke rising above the burning building. I felt lucky to be alive.

Almost 10 years later, I woke up at 10:00 a.m. on February 21, 2011 and realized that my alarm never went off. I jumped out of bed and went straight to the airport. But by the time I got to the airport, my plane to New Zealand had already taken off. "This is the first holiday I've taken in a year, and I miss my plane. What bad luck!" I thought to myself. The other planes were full so I had to wait till the next day. The next morning, I heard about the earthquake in New Zealand the day before. My bad luck had unexpectedly turned into a good thing.



1. Which two events does the writer mention?
2. How did the writer end up missing both events?

**3b** Find words from the passage with opposite meanings to the words below. Then write a sentence with each word.

1. west: \_\_\_\_\_
2. dead: \_\_\_\_\_
3. below: \_\_\_\_\_
4. lost: \_\_\_\_\_
5. empty: \_\_\_\_\_

**3c** Retell one of the events to your partner. Use these words and phrases to help you.

stare    in disbelief    take off    unexpected    burn    above  
alive    till/until    arrive at    be about to    even though

*e.g. On September 11, 2001, I arrived at my ...*

**Grammar  
Focus**

When I got to school, I realized that I had left my backpack at home.

When I woke up, it was already 8:00 a.m.

Before I got to the bus stop, the bus had already left.

I was about to go up to my office when I decided to get a coffee first.

As I was waiting in line with the other office workers, I heard a loud sound.

**4a** Make sentences using *by the time* or *before*.

e.g. Tim went into the bathroom.

Tina got up.

By the time Tina got up, Tim had already gone into the bathroom.

1. The coffee became cold. I put cream in the coffee.  
\_\_\_\_\_
2. The teacher collected the math homework. I got to school.  
\_\_\_\_\_
3. I completed the work for my boss. The workday ended.  
\_\_\_\_\_
4. The movie started. I arrived at the cinema.  
\_\_\_\_\_
5. My mother finished making the apple pie. I got home from my language course.  
\_\_\_\_\_

**4b** Fill in the blanks with the correct forms of the words in the box.

rush  
forget  
send out  
go into  
show up  
find out

1. By the time I arrived at the party, everyone else \_\_\_\_\_ already \_\_\_\_\_.
2. When he put the noodles into a bowl, he realized he \_\_\_\_\_ to add the green beans.
3. By the time my mother came back from the market, I \_\_\_\_\_ already \_\_\_\_\_ out the door to go for my piano lesson.
4. Before she got to the airport, she \_\_\_\_\_ about the earthquake.
5. When she \_\_\_\_\_ the e-mail invitation, she remembered she had forgotten to invite Dale.
6. Before she got a chance to say goodbye, he \_\_\_\_\_ the building.

**4c** Write two true statements and one false statement about your day yesterday. Your classmates then guess the false statement.

1. By the time I left for school in the morning, \_\_\_\_\_
2. By the end of the school day, \_\_\_\_\_
3. By dinner time, I \_\_\_\_\_

# Section B

**1a** Put these words in the correct columns in the chart.  
(Some words can go in more than one column.)

fool invite  
costume embarrassed  
go off get up  
get dressed empty  
show up realize  
change clock  
tired stay up

Nouns (people, places, things)	Verbs (action words)	Adjectives (description words)
fool	fool	embarrassed

**1b** Tell your partner about something that happened to you recently.  
Use two or more words in 1a.

Last Friday night, my friend invited me to his birthday party. On Saturday, I got up late and ...

**1c** Dave, Nick and Joe are talking about April Fool's Day. Listen and write each person's name under the correct picture.



**a**



**b**



**c**



**d**

**1d** Listen again. Who says each of the phrases below? Write **D** for Dave, **N** for Nick and **J** for Joe.

1.  D  a costume party
2. \_\_\_\_\_ my alarm went off
3. \_\_\_\_\_ stayed up all night
4. \_\_\_\_\_ was tired
5. \_\_\_\_\_ really embarrassed
6. \_\_\_\_\_ the other kids showed up

**1e** Tell the April Fool's Day stories in your group. Use the information in 1c and 1d.

A: What happened to Dave on April Fool's Day?  
B: Well, a friend invited him to a costume party ...



**2a** Have you ever played jokes on others, especially on April Fool's Day? Have you ever been fooled by others? Tell your story to your partner.

**2b** Read the passage quickly. Then match each paragraph with the main idea.

- |             |                                                             |
|-------------|-------------------------------------------------------------|
| Paragraph 1 | The most famous trick played                                |
| Paragraph 2 | Examples of funny stories that happened on April Fool's Day |
| Paragraph 3 | An introduction to April Fool's Day                         |
| Paragraph 4 | A sad story that happened on April Fool's Day               |

April Fool's Day is a celebration that takes place in different countries around the world. It happens on April 1st every year and is a day when many people play all kinds of tricks and jokes on each other.

One April Fool's Day, a reporter in England announced that there would be no more spaghetti because the spaghetti farmers in Italy had stopped growing spaghetti. Many people ran to their local supermarkets to buy as much spaghetti as they could. By the time people realized that the story was a hoax, all of the spaghetti across the country had been sold out. Another famous trick in England was when a TV show reported the discovery of special water. They said this water would help people lose weight and that one customer had already lost a lot of weight in just four months. By the end of the day, more than 10,000 people had phoned the TV station to find out how to get this water.

Many April Fool's jokes may end up being not very funny. A famous TV star once invited his girlfriend onto his show on April Fool's Day. He asked her to marry him. The lady was so happy because she really wanted to get married. However, when she said "yes", he replied, "April Fool!" That little joke didn't have a very happy ending. The TV star lost both his girlfriend and his show.

One of the world's most famous tricks, however, happened in October rather than April. In that month in 1938, actor Orson Welles announced on his radio program that aliens from Mars had landed on the earth. He described where they had landed and told how they were moving across the United States. Welles made it sound so real that hundreds of people believed the story, and fear spread across the whole country. By the time police officers announced that the story was a hoax, thousands of people had left their homes.

### USING BACKGROUND KNOWLEDGE

Carefully reading the first sentence in each paragraph can activate your own knowledge of the topic and help you guess what the whole text is about.



**2c** Read the passage again and answer the questions.

1. Why did the supermarkets run out of spaghetti one April Fool's Day?
2. What did the TV show say that the special water could do?
3. Why did the TV star's joke have a bad ending?
4. When did Orson Welles tell people about aliens from Mars landing on the earth?
5. Why did so many people believe Orson Welles?
6. Which of these stories is the most believable? Which is the least believable? Why?
7. Would you be fooled by any of these stories?

**2d** Fill in the blanks with the correct forms of the verbs in brackets.

1. After the spaghetti story \_\_\_\_\_ (appear) in the news, everyone \_\_\_\_\_ (rush) to the supermarkets.
2. By the time people \_\_\_\_\_ (find out) the story was not true, all the spaghetti in the supermarkets \_\_\_\_\_ (disappear).
3. By the time the day \_\_\_\_\_ (end), more than 10,000 people \_\_\_\_\_ (call) the TV station to ask about the special water.
4. By the time the show \_\_\_\_\_ (end), the TV star \_\_\_\_\_ (lose) his girlfriend.
5. By the time police officers \_\_\_\_\_ (tell) the country that the story was a hoax, many people \_\_\_\_\_ (run away).

**2e** Tell your funny story from 2a to the class. The class will vote for:

- a. the funniest joke
- b. the most embarrassing joke
- c. the most creative joke

A: What's your story?

B: Well, last year, on the first day of school, my sister put a piece of paper on my back that said "Please say hello." All morning at school ...

**3a** Can you remember a lucky or an unlucky day? What happened? Make some notes about what you remember.

What was the date?	
What happened first?	
Was this unlucky or lucky? Why?	
What happened next?	
How did the day end?	
How did you feel about this day?	

3b

Write a story about your lucky or unlucky day and tell your story to a partner or the class.

### My lucky/unlucky day

- ☐ I will always remember the date \_\_\_\_\_. This was the luckiest/unluckiest day of my life.
- ☐ When I woke up that morning, \_\_\_\_\_
- ☐ Later that day, \_\_\_\_\_
- ☐ I couldn't believe \_\_\_\_\_
- ☐ Then/After that, \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ Finally, \_\_\_\_\_
- ☐ I think \_\_\_\_\_
- ☐ What a lucky/an unlucky day!

### Self Check

#### 1 Complete the passage with the correct forms of the words in the box.

block  
course  
discovery  
lady  
officer  
market  
pie  
west  
above

Last Saturday after my French \_\_\_\_\_, I decided to drive to the \_\_\_\_\_ to buy a meat \_\_\_\_\_ for dinner. As I was heading \_\_\_\_\_, I saw a huge truck \_\_\_\_\_ the road. There had been an accident and there were many police \_\_\_\_\_ around. So I had to turn around and take the longer way to the market. By the time I got to the market, the pie shop had already closed. However, I noticed a new bakery \_\_\_\_\_ the pie shop which was still open. I went inside and bought a sandwich from the friendly \_\_\_\_\_ who was the owner. It turned out that the sandwich was delicious so I had made a great \_\_\_\_\_!

#### 2 Think of ways to finish the answers.

- Why didn't you hand in your science homework?  
Before I could start working on it, \_\_\_\_\_
- Why didn't you take a shower this morning?  
By the time I got up, \_\_\_\_\_
- Why did you have to walk home from school?  
By the time I left my school, \_\_\_\_\_

# UNIT 13

## Section

## A

**Language Goal:**  
Talk about  
pollution and  
environmental  
protection

## We're trying to save the earth!

**1a** Here are some words related to different kinds of pollution. Write them in the box below. Then add more words.

loud music	cars	rubbish	planes
littering	ships	factories	smoking
building houses	mobile phones		



noise pollution

air pollution

water pollution

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**1b** Listen and complete the sentences.

What was the problem?	The river was _____. Even the bottom of the river was full of _____. There was no more _____ for fishermen to catch.
What caused the problem?	People are _____ in the river. Factories are _____ into the river.
How should the problem be solved?	We should write to the _____ and ask them to _____ the factories. Everyone should _____ the river.



**1c** Role-play the conversation. Then make your own conversations about the kinds of pollution in 1a.

Mark: The river was dirty. Even the bottom of the river was full of rubbish.  
Tony: But it used to be so clean!  
Mark: Yes, but people are littering in the river.  
Tony: Everyone in this town should play a part in cleaning it up!



**Listen to the interview. Circle the kinds of pollution that Jason and Susan talk about.**

A. waste pollution   B. air pollution   C. noise pollution   D. water pollution



**Listen again and complete the sentences.**

1. The air is badly polluted because there are \_\_\_\_\_ on the road these days.
2. Factories that burn coal also \_\_\_\_\_ the air with a lot of black smoke.
3. There is also too much rubbish and waste. People \_\_\_\_\_ things away every day.
4. People are also \_\_\_\_\_ in public places like parks. This turns beautiful parks into ugly places.



**Use the information in 2a and 2b to role-play conversations between Jason and Susan.**

Jason: The air has become really polluted around here.  
I'm really getting worried.

Susan: Yes, I used to be able to see stars in the sky.

Jason: The problem is that ...



**Role-play the conversation.**

Interviewer: Jason and Susan, what are your ideas for solving these problems?

Jason: Well, to cut down air pollution, we should take the bus or subway instead of driving.

Susan: Yeah, or ride a bike. Other advantages of bike riding are that it's good for health and it doesn't cost anything!

Interviewer: Great ideas! What about waste pollution?

Susan: Mmm, I think simple things like bringing a bag to go shopping can help. I started doing that a year ago.

Jason: Me, too. Also, I never take wooden chopsticks or plastic forks when I buy takeaway food. I use the ones at home.

Susan: And remember to throw rubbish in the cans and keep public places clean and beautiful for everyone.

Interviewer: So together, our actions can make a difference and lead to a better future!



**3a** Discuss the questions with a partner.

1. Have you ever seen a shark?
2. What do you know about sharks?

**3b** Read the passage. Complete the fact sheet below.

Many have heard of shark's fin soup. This famous and expensive dish is especially popular in southern China. But do you realize that you're killing a whole shark each time you enjoy a bowl of shark's fin soup?



When people catch sharks, they cut off their fins and throw the shark back into the ocean. Without a fin, a shark can no longer swim and slowly dies. This method is not only cruel, but also harmful to the environment. Sharks are at the top of the food chain in the ocean's ecosystem. If their numbers drop too low, it will bring danger to all ocean life. Many believe that sharks can never be endangered because they are the strongest in their food chain. But in fact, around 70 million sharks are caught and traded in this industry every year. The numbers of some kinds of sharks have fallen by over 90 percent in the last 20 to 30 years.

Environmental protection groups around the world, such as WildAid and the WWF, are teaching the public about "finning". They have even asked governments to develop laws to stop the sale of shark's fins. So far, no scientific studies have shown that shark's fins are good for health, so why eat them? Help save the sharks!

Where shark's fin soup is popular	
Number of sharks caught and traded every year	
How much the numbers of some kinds of sharks have fallen in the last 20 to 30 years	
Two environmental groups which are against finning	

**3c** Read the passage and fill in the blanks with the words in the box.

so  
although  
if  
but  
when

1. Many people do not realize they are killing a whole shark \_\_\_\_\_ they enjoy a bowl of shark's fin soup.
2. Sharks are at the top of the food chain, \_\_\_\_\_ if their numbers drop, the ocean's ecosystem will be in danger.
3. Many think that sharks are too strong to be endangered, \_\_\_\_\_ they are wrong.
4. \_\_\_\_\_ there are no scientific studies to support this, a lot of people believe that shark's fins are good for health.
5. Sharks may disappear one day \_\_\_\_\_ we do not do something to stop the sale of shark's fins.



## Grammar Focus

We're trying to save the earth.	Present progressive
The river used to be so clean.	<i>used to</i>
It was considered the nicest river in town.	Passive voice
The air has become really polluted.	Present perfect
We should help save the sharks.	Modal verbs

### 4a Fill in the blanks with the correct forms of the verbs in brackets.

Interviewer: \_\_\_\_\_ you ever \_\_\_\_\_ (take) part in an environmental project?

Ken: Yes, I have. I \_\_\_\_\_ (help) with a Clean-Up Day last year. It was \_\_\_\_\_ (consider) the biggest clean-up project this city \_\_\_\_\_ ever \_\_\_\_\_ (have).

Interviewer: How many people \_\_\_\_\_ (take) part?

Ken: I \_\_\_\_\_ (think) more than 1,000 people \_\_\_\_\_ (come) to help out.

Interviewer: That's fantastic! I guess everyone in this city is \_\_\_\_\_ (try) to improve the environment.

Ken: Yes, everyone should \_\_\_\_\_ (play) a part in keeping the city clean.

### 4b Fill in the blanks with the appropriate modal verbs from the box.

can  
would  
could  
have to  
should  
must  
may/might

When it comes to saving the earth, people \_\_\_\_\_ think that big things \_\_\_\_\_ be done. However, many forget that saving the earth begins with small things. For example, you \_\_\_\_\_ save electricity by turning off the lights when you leave a room. You \_\_\_\_\_ also use paper or reusable bags instead of plastic bags. In some stores, you now \_\_\_\_\_ pay for plastic bags. I think this is a great idea. And instead of driving to school or work, you \_\_\_\_\_ ride your bike or walk. If it's far, you \_\_\_\_\_ take the bus. All these small things \_\_\_\_\_ add up and become big things that \_\_\_\_\_ improve the environment. We cannot afford to wait any longer before taking action!

### 4c In your group, make a list of things that people can do to help the environment and present them. The class can agree or disagree with you.

use public transportation  
\_\_\_\_\_

A: We think that everyone should use public transportation.

B: We disagree. It's difficult for parents with young children to use public transportation ...

Section  
B



**1a** Saving endangered animals is one thing we can do for our world. What else can we do to help save the planet? Rank these items from the easiest (1) to the most difficult (5).

- \_\_\_\_\_ stop riding in cars
- \_\_\_\_\_ recycle books and paper
- \_\_\_\_\_ turn off the lights when you leave a room
- \_\_\_\_\_ turn off the shower while you are washing your hair
- \_\_\_\_\_ don't use paper napkins

**1b** Compare your answers in 1a with a partner.

A: Recycling paper is really easy.  
B: I agree. But it's hard to stop riding in cars.

**1c** Listen and check (✓) the things that Julia and Jack talk about.

Things Julia and Jack talk about	Things Julia is doing now	Things Julia will do in the future	Things Julia would never do
<input checked="" type="checkbox"/> turning off the lights			
_____ turning off the shower			
_____ not using paper napkins			
_____ taking your own bags when shopping			
_____ not riding in cars			
_____ riding a bike			
_____ recycling paper			

**1d** Listen again. Check (✓) the things that Julia is doing now, the things she will do in the future and the things she would never do.

**1e** Make a conversation using the information in 1c. Say what is true for you.

A: We really shouldn't use paper napkins, you know.  
B: I know. I stopped using them last year.

**2a** Look at the title and the pictures in 2b. Can you guess what the passage is about?

**2b** Read the passage and complete the chart below.

## Rethink, Reuse, Recycle!

Do you often throw away things you don't need anymore? Have you ever thought about how these things can actually be put to good use? Nothing is a waste if you have a creative mind.



You have probably never heard of Amy Hayes, but she is a most unusual woman. She lives in a house in the UK that she built herself out of rubbish. The windows and doors come from old buildings around her town that were pulled down. The top of the house is an old boat turned upside down. And the gate in front of her house is made of rocks and old glass bottles. Amy recently won a

prize from the Help Save Our Planet Society. The president said, "Amy is an inspiration to us all."

Amy isn't the only one who is good at recycling. Jessica Wong from Hong Kong uses old clothes that people don't wear anymore to make bags. She has been doing this for a few years now. She opened a small shop where she sells her bags, and she has also set up a website to sell them online. She especially likes to use old jeans to make handbags. Her bags are cute and useful. "I plan to write a book about new ways to use old clothes," she said. "I hope people can read my book and enjoy it!"



Wang Tao set up a small business in Shanghai four years ago. He is known for using iron and other materials from old cars to make beautiful art pieces.



Some are large pieces that look like animals or humans, and some are smaller pieces you can put at home. The more popular works can even been seen in art shops around the city. Wang Tao hopes to set up a "metal art" theme park to show people the importance of environmental protection. Not only can the art bring happiness to others, but it also shows that even cold, hard iron can be brought back to life with a little creativity.

## UNDERSTANDING PREFIXES AND SUFFIXES

Recognize how prefixes and suffixes may change the meanings of words and how they are used.

Names	What materials did they use?	What did they make?

**2c** Fill in the blanks with the correct forms of the phrases in the box.

put to good use	build ... out of	pull down
set up	known for	not only ... but also

1. Amy Hayes lives in the UK. Many of the old buildings in her neighborhood were \_\_\_\_\_.
2. All the rubbish and old things in Amy's neighborhood were then \_\_\_\_\_ when Amy built her house.
3. Amy is very creative and she \_\_\_\_\_ her front gate \_\_\_\_\_ rocks and old glass bottles. She put an old boat on top of her house.
4. Jessica Wong sells her bags in a small shop, but she has also \_\_\_\_\_ an online business to sell them.
5. Though Jessica's bags are made from old clothes, her bags are \_\_\_\_\_ being cute and useful.
6. Wang Tao \_\_\_\_\_ makes large pieces of metal art that look like animals or humans, \_\_\_\_\_ makes smaller pieces for the home.

**2d** Underline the words in the passage based on the words below. What are the differences?

think	use	usual	actual	build	create
special	recent	environment	important	protect	inspire

**2e** Make a list of things that need to be done to save the environment. Which things can be done by regular people every day? Which things have to be done by governments and organizations? Discuss these with your group.

**3a** Think about the environment in your town or city.

Which parts of the town or city have a nice environment and why?  
Which parts may be less nice and need to be improved? Why?

Good environment	Why?	Bad environment	Why?

3b

Write a letter to the city mayor about the problems and your suggestions.

In your letter, describe the environmental problems in your town or city.

What are the problems?  
Where are they?  
What or who is causing these problems?

Also, give suggestions or possible ways to solve the problems.

*I think that ...*  
*We should/could ...*  
*I suggest ...*

## Self Check

1 Write different forms of the words. Then add more to each group.

<i>v. — n.</i>	<i>n. — adj.</i>	<i>adj. — n.</i>	<i>adj. — adv.</i>
pollute—	fame—	different—	slow—
act—	wood—	important—	probable—
protect—	science—		recent—
inspire—	health—		real—
build—	south—		
create—	harm—		

2 Match each statement with the grammar structure.

Statement	Grammar
The river used to be so clean.	Present progressive
We have seen many changes in the environment.	Modal verbs
People should take public transportation more.	Passive voice
The river is polluted by factories.	<i>used to</i>
The air pollution is getting worse and worse.	Present perfect

3 Write ways to cut down on these kinds of pollution.

Kinds of pollution	Ways to cut down
water pollution	
waste pollution	
noise pollution	
air pollution	

# UNIT 14

## Section

## A

**Language Goals:**  
Share past memories and experiences;  
Look ahead to the future

## I remember meeting all of you in Grade 7.

**1a**

Check (✓) the things you remember doing at junior high school. Add more to the list.

At junior high school,  
I remember:

- \_\_\_\_\_ winning a prize
- \_\_\_\_\_ being a volunteer once
- \_\_\_\_\_ doing a school survey
- \_\_\_\_\_ a friend helping me with a problem
- \_\_\_\_\_
- \_\_\_\_\_



**1b**

Listen and match the memory with the person.

- |             |                                                       |
|-------------|-------------------------------------------------------|
| _____ Mary  | a. used to be scared of a teacher with high standards |
| _____ Frank | b. remembers losing a schoolbag                       |
| _____ Sarah | c. remembers meeting this group of friends            |
| _____ Peter | d. has enjoyed every year of junior high school       |

**1c**

List some memories and experiences from junior high school. Share your lists with your partner.

Memories
I remember ...
scoring two goals in a row during a soccer competition

Experiences
I have ...
learned to play the keyboard in music class





**2a** Listen to the conversation. Check (✓) the facts you hear.

- \_\_\_\_\_ Someone didn't like P.E.
- \_\_\_\_\_ Someone was encouraged by a teacher.
- \_\_\_\_\_ Someone had a health problem.
- \_\_\_\_\_ Someone joined the school band.
- \_\_\_\_\_ Someone wants to become a secretary.



**2b** Listen again. Match each question with the name of the person.

Question	Answer
_____ 1. Who wants to study medicine?	a. Luke
_____ 2. Who told someone to take a break from running?	b. Brian
_____ 3. Who hurt his or her knee?	c. Mr. Hunt
_____ 4. Who thinks the That's Life concert is the best memory?	d. Lisa



**2c** Role-play a conversation in your group using the information in 2a and 2b.

A: Do you remember Mr. Hunt?  
 B: Of course! He's a great teacher. He gave really clear instructions during P.E. class.  
 C: Yeah, he ...



**2d** Role-play the conversation.

Judy: Which teachers will you miss the most after junior high school, Clara?

Clara: Ms. Lee and Mr. Brown.

Judy: I know that Ms. Lee was always patient with you in math class. She helped you to work out the answers yourself no matter how difficult they were.

Clara: Yes, and Mr. Brown guided me to do a lot better in science. He always took the time to explain things to me clearly whenever I couldn't understand anything. Who will you miss?

Judy: Ms. Griffin. She encouraged me in English class. She always told me, "You can do it!" Because of her, I put in more effort and my exam scores doubled.

Clara: Shall we get each of them a card and gift to say thank you?

Judy: Good idea. Let's go shopping tomorrow!



**3a** Skim the passage and answer the questions.

1. What kind of writing is this?
2. What is the main subject of this writing?
3. Who do you think the writer is?

**3b** Read the poem. Write the words that rhyme with the words below.

things	<u>rings</u>	year	_____	class	_____
land	_____	school	_____	flowers	_____

**I Remember**

Looking back at these past three years  
I remember many things  
Trying to be on time for morning readings  
Running when the lunch bell rings

I remember the excitement  
Of the school sports day each year  
The many long hours of training  
Pride of overcoming fear

I remember starting day one  
The shyest in my whole class  
Never speaking to anyone  
And thinking I would not pass

Then slowly I made some new friends  
To remember forever  
Helping each other with homework  
Getting better together

Preparing for art festivals  
And making a great big mess  
Having fun at New Year's parties  
Wishing everyone the best

We have learned a different language  
That is from a foreign land  
English brings many challenges  
We work hard to understand

And now it's time to graduate  
We will leave our lovely school  
I can't believe it's been three years  
I'm trying to keep my cool

But it's difficult not to cry  
I'll miss the school trees and flowers  
And our kind and caring teachers  
Wonderful memories of ours

**3c** Have you experienced any of the following things? How did you feel?  
How does the writer feel about them?

1. trying to be on time for morning readings
2. running to the dining hall when the lunch bell rings
3. training for sports day
4. starting the first day in Grade 7
5. slowly making some new friends
6. helping classmates with homework
7. preparing for art festivals
8. going to New Year's parties
9. learning English

## Grammar Focus

What happened in Grade 7 that was special?	Our team won the school basketball competition.
How have you changed since you started junior high school?	I've become much better at speaking English.
How do you think things will be different in senior high school?	I think that I'll have to study much harder for exams.
What are your plans for next year?	I'm going to join the school volleyball team.
What do you remember about Grade 8?	I remember being a volunteer.
What did you use to do that you don't do now?	I used to take dance lessons, but I don't anymore.
What are you looking forward to?	I'm looking forward to going to senior high school.

4a

**Number the sentences to make a paragraph.**

- \_\_\_\_\_ When I get to senior high, I will join the school swimming team.
- 1 \_\_\_\_\_ My time in junior high school has been enjoyable.
- \_\_\_\_\_ In Grade 8, I studied harder but I still got poor grades in English. I had problems with pronunciation and reading texts. So the next year, I worked much harder and got better grades.
- \_\_\_\_\_ Next year, I will be in senior high school. I can't believe how fast the time went by!
- \_\_\_\_\_ This year, with Mr. Trent's help, my English level has been improving and I hope to get good grades at the end of the year.
- \_\_\_\_\_ In the first year, I didn't work very hard in class, but I joined many different school clubs and had a lot of fun.

4b

**Write your own answers to the questions.**

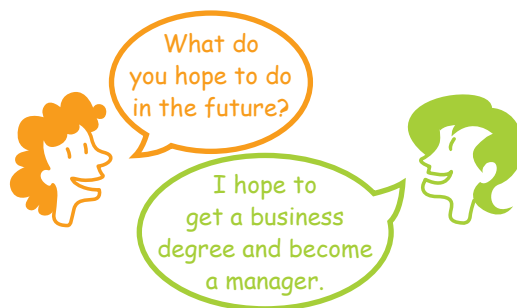
- What do you remember about Grade 7?  
\_\_\_\_\_
- What happened in Grade 8 that was special?  
\_\_\_\_\_
- What did you use to do that you don't do now?  
\_\_\_\_\_
- How have you changed since you started junior high school?  
\_\_\_\_\_
- How do you think things will be different in senior high school?  
\_\_\_\_\_
- What are your plans for next year?  
\_\_\_\_\_
- What are you looking forward to?  
\_\_\_\_\_

# Section B

**1a** Write about what you would like to do in the future.

1. get a business degree and become a manager
2. \_\_\_\_\_
3. \_\_\_\_\_

**1b** Talk about what you hope to do in the future.



**1c** Listen to a class discussion. Check (✓) the hopes you hear.



**1d** Listen again. Complete the passage.

Today is the students' last class. Bob feels \_\_\_\_\_ about it and thinks Mrs. Chen's classes have been \_\_\_\_\_. The students talk about what they want to do in the future. Ken is good at \_\_\_\_\_ and he won a \_\_\_\_\_ for it. So he wants to be an \_\_\_\_\_. Mrs. Chen believes in all of them and tells them to "\_\_\_\_\_". To celebrate the end of junior high, they're having a \_\_\_\_\_. They ask Mrs. Chen to come, and she is happy to accept the invitation.

**1e** Prepare a speech for your graduation. Use the questions to help you. Present your speech to your group.

How have you changed since you started junior high school?  
 Who has helped you most?  
 What advice have your parents given you?  
 What will you do after you graduate?  
 What are you looking forward to?

**2a** What is the most important thing you have learned in junior high school? Discuss the question with a partner.

**2b** Read the passage and answer the questions.

1. What kind of text is this? Is it a story, a speech or a notice?
2. Who do you think wrote it?
3. Who is it for?

#### IDENTIFYING TEXT TYPE AND PURPOSE

Quickly skim through a text to see what kind of writing it is, who wrote it and why it was written.

Ladies and gentlemen,

Thank you for coming today to attend the graduation ceremony at

No. 3 Junior High School. First of all, I'd like to congratulate all the students who are here today. I remember meeting all of you when you were just starting Grade 7 at this school. You were all so full of energy and thirsty for knowledge. And yes, some of you were a little difficult to deal with! But today I see a room full of talented young adults who are full of hope for the future. You've all grown up so much and I'm so proud of you.



Although you've all worked very hard over the last three years, none of you could have succeeded by yourselves. Along the way, I'm sure many people have helped and supported you. I'd like you to remember to thank all of these important people in your lives — your parents, your teachers, your classmates and your friends. Please consider what they've done for you and what they mean to you. Never fail to be thankful to the people around you.

Lastly, the end of junior high school is the beginning of a new life. I don't need to tell you that life in senior high school will be harder and that you have many difficult tasks ahead of you. You'll make mistakes along the way, but the key is to learn from your mistakes and never give up. But along with difficulties, there will also be many exciting things waiting for you. Behind each door you open are chances to learn new things, and you have the ability to make your own choices. Choose wisely and be responsible for your decisions and actions. Although you have to go your separate ways now, I wish that in a few years' time, you'll come back to visit our school. As you set out on your new journey, you shouldn't forget where you came from. The future is yours.

Good luck and hope to see you again soon sometime!

**2c** Read the passage again and answer the questions.

1. What were the students like in Grade 7?
2. How have the students changed?
3. Who should the students thank and why?
4. What will senior high be like?
5. How should the students deal with the future?
6. What advice would you give to students who are just starting junior high school?

**2d** Fill in the blanks with the correct forms of the words in the box.

attend	be thirsty for	none	separate
set out on a new journey		be proud of	

1. It is time to say good-bye, but \_\_\_\_\_ of us wanted to leave our classmates and teachers.
2. It is always hard to \_\_\_\_\_ from those whom you have spent so much time with for the past three years. However, we are still excited to \_\_\_\_\_ when we enter senior high.
3. The teacher can tell we \_\_\_\_\_ knowledge from our eyes. She tells us that knowledge will give us wings to fly.
4. We will \_\_\_\_\_ the junior high graduation ceremony tomorrow. It is a very special time for us.
5. Our teachers and parents will \_\_\_\_\_ us because we have grown up and can be responsible for ourselves.

**2e** Underline the sentences you like in the passage. Tell your partner what they mean and why you like them.

**3a** Think of a person or an event from junior high school that you will never forget. Make some notes about how this person or event changed your life in some way.

Who is the person? / What is the event?  
 When and where did you first meet this person? / When and where did this event happen?  
 How did you feel when you met this person? / How did you feel when this event happened?  
 How did this person help you? / What happened later?  
 How has this person's advice / event changed your life?



3b

Write a passage about the person or event you thought about in 3a.

Describe the person/event.

Explain how you feel about this person/event.

Describe how this person/event has changed your life.

## Self Check

- 1** What happened in junior high that made you have these feelings? Complete the chart.

Feelings	Memories/Experiences
excited	
happy	
worried	
sad	
tired	
proud	
shy	

- 2** Fill in the blanks with the correct forms of the words in brackets.

I can't \_\_\_\_\_ (believe) that today is the last day of junior high school. I still \_\_\_\_\_ (remember) the first day of Grade 7 like it was yesterday. I used to \_\_\_\_\_ (be) a really shy person, so on the first day of junior high, I \_\_\_\_\_ (be) so scared and nervous. I \_\_\_\_\_ (think) that I would never make any friends. But now, I \_\_\_\_\_ (realize) that I was just being silly. Since then, I \_\_\_\_\_ (make) so many good friends and I \_\_\_\_\_ (share) so many good memories with them. Even though I \_\_\_\_\_ (be) sad that junior high is over, I \_\_\_\_\_ (look) forward to new experiences in senior high!

## Grammar

### I. 动词 ( Verbs )

#### 1. 被动语态 ( Passive Voice )

##### 1) 主动语态和被动语态

英语动词有两种语态，即主动语态 ( Active Voice ) 和被动语态 ( Passive Voice )。当主语为动作的执行者时，谓语的形式为主动语态；当主语为动作的承受者时，谓语要用被动语态。例如：

Many people speak English. ( 主动语态，句子的主语 many people 是动作 speak 的执行者 )

English is spoken by many people. ( 被动语态，句子的主语 English 是动作 speak 的承受者 )

Bell invented the telephone in 1876. ( 主动语态 )

The telephone was invented by Bell in 1876. ( 被动语态 )

##### 2) 被动语态的构成

被动语态由“助动词 be + 及物动词的过去分词”构成。助动词 be 有人称、数和时态的变化，其变化规则与 be 作为连系动词时完全一样。现以动词 ask 为例，将一般现在时和一般过去时被动语态的肯定式、否定式及疑问式列表如下：

	肯定式	否定式	疑问式
一般现在时	I am asked ... He/She is asked ... We/You are asked ... They are asked ...	I am not asked ... He/She is not asked ... We/You are not asked ... They are not asked ...	Am I asked ... ? Is he/she asked ... ? Are we/you asked ... ? Are they asked ... ?
一般过去时	I was asked ... He/She was asked ... We/You were asked ... They were asked ...	I was not asked ... He/She was not asked ... We/You were not asked ... They were not asked ...	Was I asked ... ? Was he/she asked ... ? Were we/you asked ... ? Were they asked ... ?

##### 3) 含有情态动词的被动语态

含有情态动词的被动语态由“情态动词 + be + 及物动词的过去分词”构成。例如：

Teenagers should be allowed to make their own decisions.

Your room must be cleaned every day.

The trees may be planted behind the house.

This game can be played in the winter.

#### 4) 被动语态的用法

当我们不知道谁是动作的执行者，或者没有必要说明谁是动作的执行者，或者只需强调动作的承受者时，要用被动语态。例如：

The blouse is made of silk.

The zipper is often used in our daily lives.

I think the TV was invented after the car.

被动语态常用于陈述事实，一般用在科技文章或新闻报道中。

### \*2. 过去完成时 ( Past Perfect Tense )

#### 1) 过去完成时的构成

过去完成时由“助动词had(用于各种人称和数)+过去分词”构成。

#### 2) 过去完成时的用法

用法	例句
过去完成时表示在过去某一时间或动作之前已经发生或完成了的动作。它表示动作发生的时间是“过去的过去”。表示过去某一时间可用by, before等构成的短语，也可用when, before等引导的从句，或者通过上下文表示。	By the time I got outside, the bus <b>had</b> already <b>left</b> . When I got to school, I realized I <b>had left</b> my backpack at home. The movie <b>had started</b> before I arrived at the cinema. By the time I got to the airport, my flight <b>had</b> already <b>taken off</b> .

注：had not 常简略为hadn't。

### 3. 情态动词 ( Modal Verbs )

很多情态动词都可以用于表达推测，但所包含的意义不尽相同。

#### 1) must

must表示很大的可能性，意为“一定；必定”，只用于肯定句中。

The backpack **must** belong to Carla. 那个背包肯定是卡拉的。

It's 10:00 p.m. He **must** be at home by now. 现在是晚上十点。他这会儿肯定在家。

#### 2) can 和 can't

can常用于否定句或疑问句中表示惊异、怀疑、不相信等。can't表示“不大可能”。例如：

**Can it be true?** 那可能是真的吗？

What **can** he mean? 他可能是什么意思呢？

He **can't** be more than 40. 他不可能超过四十岁。

I trust Joe. He **can't** be lying. 我信任乔。他不大可能说谎。

除了上述情态动词以外，**may, might, could** 都能表示“可能”。**could, might** 语气更委婉，**might** 语气最为缓和，含义更不确定。例如：

She looks beautiful. I think she **may** be an actress. 她看起来很漂亮。我觉得她可能是个演员。

It **could** be Mei's hair band. Or it **might** belong to Linda. They both have long hair. 这有可能是梅的发带，也有可能是琳达的。她们俩都是长发。

## II. 宾语从句 ( Objective Clauses )

在复合句中，由一个句子充当宾语，这个句子叫做宾语从句。宾语从句由“关联词+主语+谓语”构成。引导宾语从句的常见关联词有 **that, if, whether, what, who, where, why** 和 **how** 等。

从句原形	关联词	例句
陈述句	<b>that</b> ( 在口语或非正式文体中常省略 )	I think ( <b>that</b> ) Halloween is a fun festival. Mary thinks ( <b>that</b> ) the teams were just fantastic. Many think ( <b>that</b> ) sharks are too strong to be endangered.
一般疑问句	<b>whether, if</b> ( 在口语中常用 <b>if</b> )	I wonder <b>if/whether</b> they'll have the races again next year. Ben wonders <b>if/whether</b> April is a good time to visit Thailand.
特殊疑问句	<b>who, what, which, when, where, how, why</b>	Could you please tell me <b>where</b> the restrooms are? Do you know <b>when</b> the bookstore closes today? I asked Candy <b>how</b> life was different after she became famous. Can you tell me <b>who</b> she is?

## III. 定语从句 ( Attributive Clauses )

在复合句中，修饰某一名词或代词的从句叫做定语从句。定语从句通常置于它修饰的名词或代词之后，被修饰的名词或代词叫先行词。例如：

I like music **that** I can dance to.

Carmen likes musicians **who** play different kinds of music.

上面两句中的 **music** 和 **musicians** 是定语从句所修饰的词，叫作先行词，定语从句放在先行词的后面。引导定语从句的词有关系代词 **that, which, who** ( 宾格 **whom**，所有格

whose) 和关系副词 where, when, why。关系代词和关系副词放在先行词和定语从句之间,起联系作用,同时又作定语从句的一个成分。

由关系代词引导的定语从句:

关系代词		例 句
that 在从句中作主语或宾语	指物	I love movies <b>that</b> are funny. (作主语) April Fool's Day is a celebration <b>that</b> takes place in different countries around the world. (作主语) Everything ( <b>that</b> ) you learn becomes a part of you and changes you. (作宾语)
which 在从句中作主语或宾语	指物	The book <b>which</b> is on the table is mine. (作主语) The story ( <b>which</b> ) he told was very interesting. (作宾语)
who, whom 在从句中分别作主语和宾语	指人	I'd like to congratulate all the students <b>who</b> are here today. (作主语) I love singers <b>who</b> write their own music. (作主语) The person to <b>whom</b> you just spoke is Mr. Li. (作宾语)

注: 关系代词在句中作宾语时常可省略。

#### IV. 构词法 (Word Formation)

英语中很多单词的构成形式是有规律的, 掌握单词的构成规律有助于理解和记忆词汇。英语的常见构词法有合成 (Compounding)、派生 (Derivation) 和转化 (Conversion)。缩写和简写 (Abbreviation and Simplification) 也是构词法的一种。

##### 1. 合成法 (Compounding)

由两个或两个以上的词合成一个新词, 这种构词法叫做合成法。例如:

复合名词 classroom (名词+名词)

blackboard (形容词+名词)

复合形容词 worldwide (名词+形容词)

good-looking (形容词+分词)

复合动词 overcome (副词+动词)

复合数词 fifty-four (数词+数词)

复合代词 everything, somebody, anything, nobody (不定代词+名词)

复合副词 downstairs (副词+名词)

whole-heartedly (形容词+副词)

##### 2. 派生法 (Derivation)

在一个单词前面或后面加上一个词缀构成新词, 这种构词法叫做派生法。加在单词前的词缀叫前缀, 加在后面的词缀叫后缀。

前 缀	示 例
un- (不、非, 表示否定)	unfriendly, unpleasant, uncomfortable
dis- (不、非, 表示否定)	disadvantage, dishonest, disagree
bi- (两个、双边的)	bicycle
inter- (相互、交互、在一起)	interview, international, Internet
re- (又、再、重新)	review, return, rewrite
tele- (远)	telephone, television

后 缀	示 例
-or / -er (从事某种职业的人, 名词后缀)	actor, visitor, director, singer, runner, worker, driver
-ist (人, 名词后缀)	artist, scientist, tourist, terrorist
-ese (民族、语言, 名词后缀)	Chinese, Japanese
-tion (表示动作、状态, 名词后缀)	invitation, attraction, population, pronunciation
-ful (充满, 形容词后缀)	successful, beautiful, colorful, wonderful
-y (表性质, 形容词后缀)	funny, healthy, cloudy, windy
-ing (形容词后缀)	boring, exciting, interesting, outstanding
-ed (形容词后缀)	surprised, balanced, relaxed, talented
-al (……的, 形容词后缀)	traditional, international, natural
-able (能够, 形容词后缀)	comfortable, unforgettable
-less (没有、无, 形容词后缀)	homeless, helpless, careless
-ly (副词或形容词后缀)	really, usually, finally, friendly

### 3. 转化法 (Conversion)

一个单词由一种词类转换为另一种词类, 这种构词法叫转化法。单词转化后的意义往往与之前的意义联系密切。

名词转化为动词      show *n.* 展览; 展示 → show *v.* 表演; 展出

water *n.* 水                      → water *v.* 浇水

形容词转化为动词      slow *adj.* 慢的                      → slow *v.* 放慢

动词转化为名词      walk *v.* 散步; 走                      → take a walk *n.* 散步

look *v.* 看                              → have a look *n.* 看一下, 看一看

### 4. 缩写和简写 (Abbreviation and Simplification)

缩写和简写 (也被称为截断法或缩短法) 主要采取“截头”、“去尾”或者“既截头又去尾”的方法来生成新词。例如:

telephone → phone

airplane → plane

laboratory → lab

mathematics → math

advertisement → ad

examination → exam

influenza → flu



另外还有很多缩写词是由各个单词的首字母组成，例如：

CD (compact disk)

CCTV (China Central Television)

kg (kilogram)

NBA (National Basketball Association)

UFO (unidentified flying object)

UN (United Nations)

ID (identification)

USA (United States of America)

WWF (World Wide Fund for Nature or World Wildlife Fund)

## Words and Expressions in Each Unit

(注: 在本词表中, 重点词汇用黑体标出。

在英式和美式发音有区别时, 英式发音在前, 美式发音在后。)

### Unit 1

**textbook** /'tekstbʊk/ *n.* 教科书; 课本 p.1

**conversation** /kɒnvə'seɪʃn/,  
/kɑ:nvər'seɪʃn/ *n.* 交谈; 谈话 p.2

**aloud** /ə'laʊd/ *adv.* 大声地; 出声地 p.2

**pronunciation** /prəˌnʌnsi'eɪʃn/ *n.*  
发音; 读音 p.2

**sentence** /'sentəns/ *n.* 句子 p.2

**patient** /'peɪʃnt/ *adj.* 有耐心的  
*n.* 病人 p.2

**expression** /ɪk'spreʃn/ *n.*  
表达 (方式); 表示 p.3

**discover** /dɪ'skʌvə(r)/ *v.* 发现; 发觉 p.3

**secret** /'si:kɹət/ *n.* 秘密; 秘诀  
*adj.* 秘密的; 保密的 p.3

fall in love with 爱上; 与……相爱 p.3

**grammar** /'græmə(r)/ *n.* 语法 p.3

**repeat** /rɪ'pi:t/ *v.* 重复; 重做 p.4

**note** /nəʊt/ *n.* 笔记; 记录  
*v.* 注意; 指出 p.4

**pal** /pæl/ *n.* 朋友; 伙伴 p.4

**pattern** /'pætn/, /'pætərn/  
*n.* 模式; 方式 p.4

**physics** /'fɪzɪks/ *n.* 物理; 物理学 p.4

**chemistry** /'kemɪstri/ *n.* 化学 p.4

**partner** /'pɑ:(r)tnə(r)/ *n.* 搭档; 同伴 p.5

**pronounce** /prə'naʊns/ *v.* 发音 p.5

**increase** /ɪn'kri:s/ *v.* 增加; 增长 p.5

**speed** /spi:d/ *n.* 速度 p.5

**ability** /ə'bɪləti/ *n.* 能力; 才能 p.6

**brain** /breɪn/ *n.* 大脑 p.6

**active** /'æktɪv/ *adj.* 活跃的; 积极的 p.6

**attention** /ə'tenʃn/ *n.* 注意; 关注 p.6

pay attention to 注意; 关注 p.6

**connect** /kə'nekt/ *v.*  
(使) 连接; 与……有联系 p.6

connect ... with  
把……和……连接或联系起来 p.6

**overnight** /əʊvə(r)'naɪt/  
*adv.* 一夜之间; 在夜间 p.6

**review** /rɪ'vju:/ *v. & n.* 回顾; 复习 p.6

**knowledge** /'nɒlɪdʒ/, /'nɑ:lɪdʒ/ *n.*  
知识; 学问 p.6

**wisely** /'waɪzli/ *adv.* 明智地; 聪明地 p.6

**Annie** /'æni/ 安妮 (女名) p.2

**Alexander** /æ'lɪg'zændər/ **Graham**  
/ˈgreɪəm/ **Bell** /bel/  
亚历山大·格雷厄姆·贝尔 p.6

### Unit 2

**lantern** /'læntə(r)n/ *n.* 灯笼 p.9

**stranger** /'streɪndʒə(r)/ *n.* 陌生人 p.10

**relative** /'relətɪv/ *n.* 亲属; 亲戚 p.10

put on 增加 (体重); 发胖 p.10

**pound** /paʊnd/ *n.* 磅 (重量单位);  
英镑 (英国货币单位) p.10

## Words and Expressions in Each Unit

<b>folk</b> /fəʊk/ <i>adj.</i> 民间的; 民俗的	p.11	<b>nobody</b> /'nəʊbədi/, /'nəʊbə:di/	
<b>goddess</b> /'gɒdes/, /'gɑ:dəs/ <i>n.</i> 女神	p.11	<i>pron.</i> 没有人	p.14
<b>steal</b> /sti:l/ <i>v.</i> (stole /stəʊl/,		<b>warmth</b> /wɔ:(r)mθ/ <i>n.</i> 温暖; 暖和	p.14
stolen /'stəʊlən/) 偷; 窃取	p.11	<b>spread</b> /sprɛd/ <i>v.</i> 传播; 展开	
<b>lay</b> /leɪ/ <i>v.</i> (laid /leɪd/, laid)		<i>n.</i> 蔓延; 传播	p.14
放置; 安放; 产(卵); 下(蛋)	p.11	<b>Macao</b> /mə'kaʊ/ 澳门	p.10
<b>lay out</b> 摆开; 布置	p.11	<b>Chiang Mai</b> /tʃi:æŋ'maɪ/, /dʒɑ:ŋ'maɪ/	
<b>dessert</b> /dɪ'zɜ:(r)t/ <i>n.</i> (饭后) 甜点;		清迈(泰国城市)	p.10
甜食	p.11	<b>Halloween</b> /'hæləʊ'i:n/ 万圣节前夕	p.13
<b>garden</b> /'gɑ:(r)dən/ <i>n.</i> 花园; 园子	p.11	<b>St. /seɪnt/ Valentine's</b> /'væləntaɪnz/	
<b>admire</b> /əd'maɪə(r)/ <i>v.</i> 欣赏; 仰慕	p.11	Day 情人节	p.14
<b>tie</b> /taɪ/ <i>n.</i> 领带 <i>v.</i> 捆; 束	p.12	<b>Clara</b> /'klɑ:rə/, /'klerə/ 克拉拉(女名)	p.10
<b>haunted</b> /'hɔ:ntɪd/ <i>adj.</i> 有鬼魂出没的;		<b>Santa</b> /'sæntə/ <b>Claus</b> /klɔ:z/	
闹鬼的	p.13	圣诞老人	p.14
<b>ghost</b> /gəʊst/ <i>n.</i> 鬼; 鬼魂	p.13	<b>Charles</b> /tʃɑ:(r)lɪz/ <b>Dickens</b> /'dɪkɪnz/	
<b>trick</b> /trɪk/ <i>n.</i> 花招; 把戏	p.13	查尔斯·狄更斯(英国作家)	p.14
<b>treat</b> /tri:t/ <i>n.</i> 款待; 招待		<b>Scrooge</b> /skru:dʒ/ 斯克鲁奇	
<i>v.</i> 招待; 请(客)	p.13	<i>n.</i> (非正式) 吝啬鬼	p.14
<b>spider</b> /'spaɪdə(r)/ <i>n.</i> 蜘蛛	p.13	<b>Jacob</b> /'dʒeɪkəb/ <b>Marley</b> /'mɑ:(r)li/	
<b>Christmas</b> /'krɪsməs/ <i>n.</i> 圣诞节	p.14	雅各布·马利	p.14
<b>fool</b> /fu:l/ <i>n.</i> 蠢人; 傻瓜 <i>v.</i> 愚弄			
<i>adj.</i> 愚蠢的	p.14		
<b>lie</b> /laɪ/ <i>v.</i> (lay /leɪ/, lain /leɪn/)			
平躺; 处于	p.14	<b>Unit 3</b>	
<b>novel</b> /'nɒvl/, /'nɑ:vl/ <i>n.</i>		<b>restroom</b> /'restru:m/ <i>n.</i>	
(长篇) 小说	p.14	(美) 洗手间; 公共厕所	p.17
<b>eve</b> /i:v/ <i>n.</i> (尤指宗教节假日的) 前夕;		<b>stamp</b> /stæmp/ <i>n.</i> 邮票; 印章	p.17
前夜	p.14	<b>bookstore</b> /'bʊkstɔ:(r)/ <i>n.</i> 书店	p.17
<b>dead</b> /ded/ <i>adj.</i> 死的; 失去生命的	p.14	<b>postcard</b> /'pəʊstkɑ:(r)d/ <i>n.</i> 明信片	p.18
<b>business</b> /'bɪznəs/ <i>n.</i> 生意; 商业	p.14	<b>pardon</b> /'pɑ:(r)dən/ <i>interj.</i>	
<b>punish</b> /'pʌnɪʃ/ <i>v.</i> 处罚; 惩罚	p.14	请再说一遍; 抱歉, 对不起	p.18
<b>warn</b> /wɔ:(r)n/ <i>v.</i> 警告; 告诫	p.14	<b>washroom</b> /'wɒʃru:m/, /'wɑ:ʃru:m/	
<b>present</b> /'preznt/ <i>n.</i> 现在; 礼物		<i>n.</i> 洗手间; 厕所	p.18
<i>adj.</i> 现在的	p.14	<b>bathroom</b> /'bɑ:θru:m/, /'bæθru:m/	
		<i>n.</i> 浴室; 洗手间	p.18

<b>quick</b> /kwɪk/ <i>adj.</i> 快的; 迅速的 <i>adv.</i> 快速地; 迅速地	p.18	<b>whom</b> /hu:m/ <i>pron.</i> 谁; 什么人	p.22
<b>rush</b> /rʌʃ/ <i>v. &amp; n.</i> 仓促; 急促	p.18	<b>address</b> /ə'dres/, /'ædres/ <i>n.</i> 住址; 地址; 通讯处	p.22
<b>suggest</b> /sədʒest/ <i>v.</i> 建议; 提议	p.19	<b>faithfully</b> /'feɪθfəli/ <i>adv.</i> 忠实地; 忠诚地	p.24
<b>staff</b> /stɑ:f/, /stæf/ <i>n.</i> 管理人员; 职工	p.19	<b>Italian</b> /ɪ'tæliən/ <i>adj.</i> 意大利(人)的; <i>n.</i> 意大利人; 意大利语	p.20
<b>grape</b> /greɪp/ <i>n.</i> 葡萄	p.20	<b>Kevin</b> /'keɪvɪn/ 凯文(男名)	p.20
<b>central</b> /'sentrəl/ <i>adj.</i> 中心的; 中央的	p.20	<b>Tim</b> /tɪm/ 蒂姆(男名)	p.20
<b>mail</b> /meɪl/ <i>v.</i> 邮寄; 发电子邮件 <i>n.</i> 邮件; 信件	p.20	<b>Unit 4</b>	
<b>east</b> /i:st/ <i>adj.</i> 东方的; 东部的 <i>adv.</i> 向东; 朝东 <i>n.</i> 东; 东方	p.20	<b>humorous</b> /'hju:mərəs/ <i>adj.</i> 有幽默感的; 滑稽有趣的	p.26
<b>fascinating</b> /'fæsɪneɪtɪŋ/ <i>adj.</i> 迷人的; 极有吸引力的	p.21	<b>silent</b> /'saɪlənt/ <i>adj.</i> 不说话的; 沉默的	p.26
<b>convenient</b> /kən'vi:niənt/ <i>adj.</i> 便利的; 方便的	p.21	<b>helpful</b> /'helpfl/ <i>adj.</i> 有用的; 有帮助的	p.26
<b>mall</b> /mɔ:l/ <i>n.</i> 商场; 购物中心	p.21	<b>from time to time</b> 时常; 有时	p.26
<b>clerk</b> /klɑ:k/, /klɜ:rk/ <i>n.</i> 职员	p.21	<b>score</b> /skɔ:(r)/ <i>n. &amp; v.</i> 得分; 打分	p.26
<b>corner</b> /'kɔ:(r)nə(r)/ <i>n.</i> 拐角; 角落	p.21	<b>background</b> /'bækgraʊnd/ <i>n.</i> 背景	p.27
<b>polite</b> /pə'laɪt/ <i>adj.</i> 有礼貌的; 客气的	p.22	<b>interview</b> /'ɪntə(r)vju:/ <i>v.</i> 采访; 面试 <i>n.</i> 面试; 访谈	p.27
<b>politely</b> /pə'laɪtli/ <i>adv.</i> 礼貌地; 客气地	p.22	<b>Asian</b> /'eɪʃn, 'eɪʒn/ <i>adj.</i> 亚洲的; 亚洲人的 <i>n.</i> 亚洲人	p.27
<b>speaker</b> /'spi:kə(r)/ <i>n.</i> 讲(某种语言)的人; 发言者	p.22	<b>deal with</b> 对付; 应付	p.27
<b>request</b> /rɪ'kwest/ <i>n.</i> 要求; 请求	p.22	<b>dare</b> /deə/, /der/ <i>v.</i> 敢于; 胆敢	p.27
<b>choice</b> /tʃɔɪs/ <i>n.</i> 选择; 挑选	p.22	<b>private</b> /'praɪvət/ <i>adj.</i> 私人的; 私密的	p.27
<b>direction</b> /də'rekʃn, da'rekʃn/ <i>n.</i> 方向; 方位	p.22	<b>guard</b> /gɑ:(r)d/ <i>n.</i> 警卫; 看守 <i>v.</i> 守卫; 保卫	p.27
<b>correct</b> /kə'rekt/ <i>adj.</i> 正确的; 恰当的	p.22	<b>require</b> /rɪ'kwaɪə(r)/ <i>v.</i> 需要; 要求	p.27
<b>direct</b> /də'rekt, da'rekt/ <i>adj.</i> 直接的; 直率的	p.22	<b>European</b> /jʊ(ə)rə'pi:ən/ <i>adj.</i> 欧洲的; 欧洲人的	p.28

## Words and Expressions in Each Unit

<b>British</b> /'brɪtɪʃ/ <i>adj.</i> 英国的; 英国人的	p.28	<b>chopstick</b> /'tʃɒpstɪk/, /'tʃɑ:pstɪk/ <i>n.</i> 筷子	p.33
<b>speech</b> /spi:tʃ/ <i>n.</i> 讲话; 发言	p.28	<b>coin</b> /kɔɪn/ <i>n.</i> 硬币	p.33
<b>ant</b> /ænt/ <i>n.</i> 蚂蚁	p.29	<b>fork</b> /fɔ:(r)k/ <i>n.</i> 餐叉; 叉子	p.33
<b>insect</b> /'ɪnsekt/ <i>n.</i> 昆虫	p.29	<b>blouse</b> /blauz/, /blaʊs/ <i>n.</i> (女式) 短上衣; 衬衫	p.33
<b>influence</b> /'ɪnfluəns/ <i>v. &amp; n.</i> 影响	p.30	<b>silver</b> /'sɪlvə(r)/ <i>n.</i> 银; 银器 <i>adj.</i> 银色的	p.33
<b>seldom</b> /'seldəm/ <i>adv.</i> 不常; 很少	p.30	<b>glass</b> /glɑ:s/, /glæs/ <i>n.</i> 玻璃	p.33
<b>proud</b> /praʊd/ <i>adj.</i> 自豪的; 骄傲的	p.30	<b>cotton</b> /'kɒtn/, /'kɑ:tn/ <i>n.</i> 棉; 棉花	p.33
<b>be proud of</b> 为……骄傲; 感到自豪	p.30	<b>steel</b> /sti:l/ <i>n.</i> 钢; 钢铁	p.33
<b>absent</b> /'æbsənt/ <i>adj.</i> 缺席; 不在	p.30	<b>grass</b> /grɑ:s/, /græs/ <i>n.</i> 草; 草地	p.34
<b>fail</b> /feɪl/ <i>v.</i> 失败; 未能(做到)	p.30	<b>leaf</b> /li:f/ <i>n.</i> ( <i>pl.</i> leaves /li:vz/) 叶; 叶子	p.34
<b>examination</b> /ɪgzæmɪ'neɪʃn/ <i>n.</i> 考试; 审查	p.30	<b>produce</b> /prə'dju:s/, /prə'du:s/ <i>v.</i> 生产; 制造; 出产	p.34
<b>boarding</b> /'bɔ:(r)dɪŋ/ <i>school</i> 寄宿学校	p.30	<b>widely</b> /'waɪdli/ <i>adv.</i> 广泛地; 普遍地	p.34
<b>in person</b> 亲身; 亲自	p.30	<b>process</b> /'prəʊses/, /'pra:ses/ <i>v.</i> 加工; 处理	p.34
<b>exactly</b> /ɪgzæktli/ <i>adv.</i> 确切地; 精确地	p.30	<b>France</b> /frɑ:ns/, /fræns/ 法国	p.35
<b>pride</b> /praɪd/ <i>n.</i> 自豪; 骄傲	p.30	<b>no matter</b> 不论; 无论	p.35
<b>take pride in</b> 为……感到自豪	p.30	<b>local</b> /'ləʊkl/ <i>adj.</i> 当地的; 本地的	p.35
<b>grandson</b> /'grænsʌn/ <i>n.</i> 孙子; 外孙	p.31	<b>even though</b> 虽然; 即使	p.35
<b>general</b> /'dʒenrəl/ <i>adj.</i> 普遍的; 常规的; 总的 <i>n.</i> 将军	p.32	<b>brand</b> /brænd/ <i>n.</i> 品牌; 牌子	p.35
<b>introduction</b> /,ɪntrə'dʌkʃn/ <i>n.</i> 介绍	p.32	<b>avoid</b> /ə'vɔɪd/ <i>v.</i> 避免; 回避	p.35
<b>Paula</b> /'pɔ:lə/ 葆拉(女名)	p.26	<b>product</b> /'prɒdʌkt/, /'prɑ:dʌkt/ <i>n.</i> 产品; 制品	p.35
<b>Alfred</b> /'ælfri:d/ 艾尔弗雷德(男名)	p.26	<b>handbag</b> /'hændbæg/ <i>n.</i> 小手提包	p.35
<b>Billy</b> /'bɪli/ 比利(男名)	p.26	<b>mobile</b> /'məʊbaɪl/, /'məʊbl/ <i>adj.</i> 可移动的; 非固定的	p.35
<b>Candy</b> /'kændi/ 坎迪(女名)	p.27	<b>Germany</b> /'dʒɜ:(r)məni/ 德国	p.36
<b>Jerry</b> /'dʒeri/ 杰里(男名); 杰丽(女名)	p.28	<b>surface</b> /'sɜ:(r)fɪs/ <i>n.</i> 表面; 表层	p.36
<b>Emily</b> /'emɪli/ 埃米莉(女名)	p.28		

### Unit 5

**material** /mə'tɪəriəl/ *n.* 材料; 原料 p.33

<b>postman</b> /'pəʊstmən/ <i>n.</i> 邮递员	p.36	<b>project</b> /'prɒdʒekt/, /'pra:dʒekt/ <i>n.</i>	
<b>cap</b> /kæp/ <i>n.</i> (尤指有帽舌的) 帽子	p.36	项目; 工程	p.42
<b>glove</b> /glʌv/ <i>n.</i> (分手指的) 手套	p.36	<b>pleasure</b> /'pleʒə(r)/ <i>n.</i> 高兴; 愉快	p.42
<b>international</b> /,ɪntə(r)'næʃnəl/		<b>zipper</b> /'zipə(r)/ <i>n.</i> (= zip) 拉链;	
<i>adj.</i> 国际的	p.37	拉锁	p.42
<b>competitor</b> /kəm'petɪtə(r)/ <i>n.</i>		<b>daily</b> /'deɪli/ <i>adj.</i> 每日的; 日常的	p.42
参赛者; 竞争者	p.37	<b>website</b> /'websaɪt/ <i>n.</i> 网站	p.42
<b>paint</b> /peɪnt/ <i>v.</i> 用颜料画; 刷漆	p.37	<b>pioneer</b> /paɪə'nɪə/, /paɪə'nɪr/ <i>n.</i>	
<b>its</b> /ɪts/ <i>adj.</i> 它的	p.38	先锋; 先驱	p.42
<b>form</b> /fɔ:(r)m/ <i>n.</i> 形式; 类型	p.38	<b>list</b> /lɪst/ <i>v.</i> 列表; 列清单	
<b>clay</b> /kleɪ/ <i>n.</i> 黏土; 陶土	p.38	<i>n.</i> 名单; 清单	p.42
<b>balloon</b> /bə'lʊ:n/ <i>n.</i> 气球	p.38	<b>mention</b> /'menʃn/ <i>v.</i> 提到; 说到	p.42
<b>scissors</b> /'sɪzə(r)z/ <i>n.</i> ( <i>pl.</i> ) 剪刀	p.38	<b>by accident</b> 偶然; 意外地	p.43
<b>lively</b> /'laɪvli/ <i>adj.</i> 生气勃勃的;		<b>nearly</b> /'nɪəli/, /'nɪrli/ <i>adv.</i> 几乎;	
(色彩) 鲜艳的	p.38	差不多	p.43
<b>fairy</b> /'feəri/, /'feri/ <i>tale</i> /teɪl/		<b>boil</b> /bɔɪl/ <i>v.</i> 煮沸; 烧开	p.43
童话故事	p.38	<b>smell</b> /smel/ <i>n.</i> 气味	
<b>heat</b> /hi:t/ <i>n.</i> 热; 高温	p.38	<i>v.</i> 发出……气味; 闻到	p.43
<b>polish</b> /'pɒlɪʃ/, /'pɑ:lɪʃ/ <i>v.</i>		<b>saint</b> /seɪnt/ <i>n.</i> 圣人; 圣徒	p.43
磨光; 修改; 润色	p.38	<b>take place</b> 发生; 出现	p.43
<b>complete</b> /kəm'pli:t/ <i>v.</i> 完成	p.38	<b>doubt</b> /daʊt/ <i>n.</i> 疑惑; 疑问 <i>v.</i> 怀疑	p.43
<b>Korea</b> /kə'ri:ə/ 朝鲜; 韩国	p.33	<b>without doubt</b> 毫无疑问; 的确	p.43
<b>Switzerland</b> /'swɪtsə(r)lænd/ 瑞士	p.35	<b>fridge</b> /frɪdʒ/ <i>n.</i> 冰箱	p.44
<b>San Francisco</b> /sæn frən'sɪskəʊ/		<b>translate</b> /træns'leɪt/ <i>v.</i> 翻译	p.44
圣弗朗西斯科		<b>lock</b> /lɒk/, /lɑ:k/ <i>v.</i> 锁上; 锁住	p.44
(旧金山, 美国城市)	p.35	<b>earthquake</b> /'zɜ:(r)θkweɪk/ <i>n.</i> 地震	p.44
<b>Pam</b> /pæm/ 帕姆(女名)	p.34	<b>sudden</b> /'sʌdən/ <i>adj.</i> 突然(的)	p.44
<b>Unit 6</b>		<b>all of a sudden</b> 突然; 猛地	p.44
<b>heel</b> /hi:l/ <i>n.</i> 鞋跟; 足跟	p.42	<b>biscuit</b> /'bɪskɪt/ <i>n.</i> 饼干	p.44
<b>electricity</b> /ɪlek'trɪsəti/ <i>n.</i> 电; 电能	p.42	<b>cookie</b> /'kʊki/ <i>n.</i> 曲奇饼	p.44
<b>scoop</b> /sku:p/ <i>n.</i> 勺; 铲子	p.42	<b>instrument</b> /'ɪnstəmənt/ <i>n.</i> 器械;	
<b>style</b> /stɑɪl/ <i>n.</i> 样式; 款式	p.42	仪器; 工具	p.44
		<b>crispy</b> /'krɪspi/ <i>adj.</i> 脆的; 酥脆的	p.45
		<b>sour</b> /'saʊə(r)/ <i>adj.</i> 酸的; 有酸味的	p.45
		<b>by mistake</b> 错误地; 无意中	p.45



## Words and Expressions in Each Unit

<b>customer</b> /'kʌstəmə(r)/ <i>n.</i> 顾客; 客户 p.45	<b>George</b> /dʒɔ:(r)dʒ/ <b>Crum</b> /krʌm/ 乔治·克拉姆 p.45
<b>Canadian</b> /kə'neɪdiən/ <i>adj.</i> 加拿大的; 加拿大人的 <i>n.</i> 加拿大人 p.46	<b>James</b> /dʒeɪmz/ <b>Naismith</b> /'naɪsmɪθ/ 詹姆斯·奈史密斯 p.46
<b>divide</b> /dɪ'vaɪd/ <i>v.</i> 分开; 分散 p.46	
divide ... into 把……分开 p.46	
<b>purpose</b> /'pɜ:(r)pəs/ <i>n.</i> 目的; 目标 p.46	
<b>basket</b> /'bɑ:skɪt/, /'bæskɪt/ <i>n.</i> 篮; 筐 p.46	
<b>the Olympics</b> /ə'lɪmpɪks/ 奥林匹克运动会 p.46	
look up to 钦佩; 仰慕 p.46	
<b>hero</b> /'hɪərəʊ/, /'hɪrəʊ/ <i>n.</i> 英雄; 男主角 p.46	
<b>Berlin</b> /bɜ:'lɪn/ 柏林 (德国城市) p.46	
<b>NBA</b> (National Basketball Association) 国家篮球协会 (美国职业篮球联赛) p.46	
<b>CBA</b> (China Basketball Association) 中国篮球协会 (中国职业篮球联赛) p.46	
<b>Chelsea</b> /tʃelsɪ/ <b>Lanmon</b> /'lænmən/ 切尔西·兰曼 p.42	
<b>Jayce</b> /dʒeɪs/ <b>Coziar</b> /'kəʊzɪə:/ 杰斯·克里亚 p.42	
<b>Jamie</b> /'dʒeɪmɪ/ <b>Ellsworth</b> /'elzwɜ:(r)θ/ 杰米·埃尔斯沃恩 p.42	
<b>Julie</b> /'dʒu:li/ <b>Thompson</b> /'tɒmpsn/ 朱莉·汤普森 p.42	
<b>Whitcomb</b> /'wɪtkəm/ <b>Judson</b> /'dʒʌdsən/ 惠特科姆·贾德森 p.42	
<b>Thomas</b> /'tɒməs/ <b>Watson</b> /'wɒtsən/ 托马斯·沃森 p.44	
	<b>Unit 7</b>
	<b>smoke</b> /sməʊk/ <i>v.</i> 冒烟; 吸烟 <i>n.</i> 烟 p.49
	<b>pierce</b> /pɪəs/, /pɪrs/ <i>v.</i> 扎; 刺破; 穿透 p.49
	<b>license</b> /'laɪsns/ <i>n.</i> (= licence) 证; 证件 p.49
	<b>safety</b> /'seɪfti/ <i>n.</i> 安全; 安全性 p.49
	<b>earring</b> /'ɪərɪŋ/, /'ɪrɪŋ/ <i>n.</i> 耳环; 耳饰 p.50
	<b>cry</b> /kraɪ/ <i>v. &amp; n.</i> 哭; 叫喊 p.51
	<b>field</b> /fi:ld/ <i>n.</i> 田野; 场地 p.51
	<b>hug</b> /hʌg/ <i>n. &amp; v.</i> 拥抱; 搂抱 p.51
	<b>lift</b> /lɪft/ <i>v.</i> 举起; 抬高 p.51
	talk back 回嘴; 顶嘴 p.51
	<b>awful</b> /'ɔ:fl/ <i>adj.</i> 很坏的; 讨厌的 p.51
	<b>teen</b> /ti:n/ <i>n.</i> 十几岁 (十三至十九岁之间) p.51
	<b>regret</b> /rɪ'gret/ <i>v.</i> 感到遗憾; 懊悔 p.51
	<b>poem</b> /'pəʊɪm/ <i>n.</i> 诗; 韵文 p.51
	<b>bedroom</b> /'bedru:m/ <i>n.</i> 卧室 p.52
	<b>community</b> /kə'mju:nəti/ <i>n.</i> 社区; 社团 p.52
	keep away from 避免接近; 远离 p.52
	<b>chance</b> /tʃɑ:ns/, /tʃæns/ <i>n.</i> 机会; 可能性 p.52
	make one's own decision 自己做决定 p.52
	<b>manage</b> /'mænɪdʒ/ <i>v.</i> 完成 (困难的 事); 应付 (困难局面) p.52
	<b>society</b> /sə'saɪəti/ <i>n.</i> 社会 p.52

<b>unit</b> /'ju:nɪt/ <i>n.</i> 单位; 单元	p.52	<b>pocket</b> /'pɒkɪt/, /'pɑ:kɪt/ <i>n.</i> 衣袋; 口袋	p.60
<b>educate</b> /'edʒukeɪt/ <i>v.</i> 教育; 教导	p.52	<b>alien</b> /'eɪliən/ <i>n.</i> 外星人	p.61
<b>get in the way of</b> 挡……的路; 妨碍	p.54	<b>suit</b> /sju:t/, /su:t/ <i>n.</i> 西服; 套装	p.61
<b>professional</b> /prə'feʃənl/ <i>adj.</i> 职业的; 专业的	p.54	<b>express</b> /ɪk'spres/ <i>v.</i> 表示; 表达	p.62
<b>enter</b> /'entə(r)/ <i>v.</i> 进来; 进去	p.54	<b>not only ... but also</b> 不但……而且	p.62
<b>support</b> /sə'pɔ:(r)t/ <i>v. &amp; n.</i> 支持	p.54	<b>circle</b> /'sɜ:(r)kl/ <i>n.</i> 圆圈 <i>v.</i> 圈出	p.62
<b>Picasso</b> /pɪ'kæssəʊ/, /pɪ'kɑ:səʊ/ 毕加索 (西班牙画家)	p.50	<b>Britain</b> /'brɪtn/ <i>n.</i> (= Great Britain) 大不列颠	p.62
<b>Unit 8</b>		<b>receive</b> /rɪ'si:v/ <i>v.</i> 接受; 收到	p.62
<b>truck</b> /trʌk/ <i>n.</i> 卡车; 货车	p.57	<b>leader</b> /'li:də(r)/ <i>n.</i> 领导; 领袖	p.62
<b>rabbit</b> /'ræbɪt/ <i>n.</i> 兔; 野兔	p.57	<b>midsummer</b> /ˌmɪd'sʌmə(r)/ <i>n.</i> 仲夏; 中夏	p.62
<b>whose</b> /hu:z/ <i>adj. &amp; pron.</i> 谁的; (特指) 那个人的	p.57	<b>medical</b> /'medɪkl/ <i>adj.</i> 医疗的; 医学的	p.62
<b>attend</b> /ə'tend/ <i>v.</i> 出席; 参加	p.58	<b>prevent</b> /prɪ'vent/ <i>v.</i> 阻止; 阻挠	p.62
<b>valuable</b> /'væljuəbl/ <i>adj.</i> 很有用的; 宝贵的	p.58	<b>energy</b> /'enə(r)dʒi/ <i>n.</i> 精力; 力量	p.62
<b>pink</b> /pɪŋk/ <i>adj.</i> 粉红色的 <i>n.</i> 粉红色	p.58	<b>position</b> /pə'zɪʃn/ <i>n.</i> 位置; 地方	p.62
<b>picnic</b> /'pɪknɪk/ <i>n.</i> 野餐	p.58	<b>burial</b> /'berɪəl/ <i>n.</i> 埋葬; 安葬	p.62
<b>somebody</b> /'sʌmbədi/, /'sʌm,bɑ:di/ <i>pron.</i> 某人; 重要人物	p.58	<b>honor</b> /'ɒnə/, /'ɑ:nər/ <i>v.</i> (= honour) 尊重; 表示敬意 <i>n.</i> 荣幸	p.62
<b>anybody</b> /'enɪbədi/, /'eni,bɑ:di/ <i>pron.</i> 任何人	p.58	<b>ancestor</b> /'ænsesə(r)/ <i>n.</i> 祖宗; 祖先	p.62
<b>noise</b> /nɔɪz/ <i>n.</i> 声音; 噪音	p.59	<b>victory</b> /'vɪktəri/ <i>n.</i> 胜利; 成功	p.62
<b>policeman</b> /pə'li:smən/ <i>n.</i> 男警察	p.59	<b>enemy</b> /'enəmi/ <i>n.</i> 敌人; 仇人	p.62
<b>wolf</b> /wʊlf/ <i>n.</i> 狼	p.59	<b>period</b> /'pɪəriəd/ <i>n.</i> 一段时间; 时期	p.62
<b>laboratory</b> /lə'bɒrətəri/, /'læbrətəri/ <i>n.</i> 实验室	p.60	<b>mystery</b> /'mɪstri/ <i>n.</i> 奥秘; 神秘事物	p.64
<b>coat</b> /kəʊt/ <i>n.</i> 外套; 外衣	p.60	<b>Stonehenge</b> /ˌstəʊn'hendʒ/ 巨石阵	p.62
<b>sleepy</b> /'sli:pi/ <i>adj.</i> 困倦的; 瞌睡的	p.60	<b>Carla</b> /'kɑ:(r)lə/ 卡拉 (女名)	p.57
		<b>J. K. Rowling</b> /'rəʊlɪŋ/ J. K. 罗琳 (英国作家)	p.57
		<b>Victor</b> /'vɪktə(r)/ 维克托 (男名)	p.59
		<b>Jean</b> /dʒi:n/ 琼 (女名)	p.60

Paul Stoker /'stəʊkə(r)/

保罗·斯托克

p.62

intelligent /ɪn'telɪdʒənt/ *adj.*

有才智的；聪明的

p.68

sense /sens/ *v.* 感觉到；意识到

*n.* 感觉；意识

p.70

## Unit 9

prefer /prɪ'fɜ:(r)/ *v.* 更喜欢

p.65

pain /peɪn/ *n.* 痛苦；苦恼

p.70

lyrics /'lɪrɪks/ *n. (pl.)* 歌词

p.65

reflect /rɪ'flekt/ *v.* 反映；映出

p.70

Australian /ə'streɪliən, ɔ:'streɪliən/

*adj.* 澳大利亚的；澳大利亚人的

*n.* 澳大利亚人

p.66

perform /pə(r)'fɔ:(r)m/ *v.* 表演；

执行

p.70

electronic /ɪlek'trɒnɪk/, /ɪlek'trɑ:nɪk/

*adj.* 电子的；电子设备的

p.66

amazing /ə'meɪzɪŋ/ *adj.* 令人惊奇的；

令人惊喜的

p.70

suppose /sə'pəʊz/ *v.* 推断；料想

p.66

pity /'pɪti/ *n.* 遗憾；怜悯

p.70

smooth /smu:ð/ *adj.* 平滑的；悦耳的

p.66

total /'təʊtl/ *n.* 总数；合计

*adj.* 总的；全体的

p.70

spare /speə/, /sper/ *adj.* 空闲的；

不用的

p.66

in total 总共；合计

p.70

case /keɪs/ *n.* 情况；实情

p.66

master /'mɑ:stə/, /'mæstə/

*n.* 能手；主人 *v.* 掌握

p.70

in that case 既然那样；假使那样的话

p.66

praise /preɪz/ *v. & n.* 表扬；赞扬

p.70

war /wɔ:(r)/ *n.* 战争；战争状态

p.66

national /'næʃnəl/ *adj.* 国家的；

民族的

p.70

director /də'rektə, daɪ'rektə(r)/ *n.*

导演；部门负责人

p.66

recall /rɪ'kɔ:l/ *v.* 回忆起；回想起

p.70

dialogue /'daɪələg/, /'daɪələ:g/ *n.*

(=dialog) 对话；对白

p.67

wound /wu:nd/ *n.* 伤；伤口；创伤

p.70

documentary /ˌdɒkju'mentri/,

/ˌdɑ:kju'mentri/ *n.* 纪录片

p.67

World War II 第二次世界大战

p.66

drama /'dra:mə/ *n.* 戏；剧

p.67

Titanic /taɪ'tænɪk/

《泰坦尼克号》(电影名)

p.67

plenty /'plenti/ *pron.* 大量；众多

p.67

Carmen /'kɑ:(r)men/ 卡门(女名)

p.66

plenty of 大量；充足

p.67

Dan /dæn/ Dervish /'dɜ:(r)vɪʃ/

丹·德维什

p.66

shut /ʃʌt/ *v.* (shut, shut) 关闭；关上

p.67

superhero /'su:pə(r)hɪərəʊ/ *n.*

超级英雄

p.67

horror /'hɒrə/, /'hɔ:rər/ *n.* 震惊；

恐惧

p.67

## Unit 10

thriller /'θrɪlə(r)/ *n.*

惊险电影(小说、戏剧)

p.67

custom /'kʌstəm/ *n.* 风俗；习俗

p.73

bow /bau/ *v.* 鞠躬

p.73

kiss /kɪs/ *v. & n.* 亲吻；接吻

p.73

<b>greet</b> /gri:t/ <i>v.</i> 和……打招呼; 迎接	p.74	<b>make ... feel at home</b>	
<b>value</b> /'vælju:/ <i>v.</i> 重视; 珍视		使 (某人) 感到宾至如归	p.78
<i>n.</i> 价值	p.75	<b>granddaughter</b> /'grændɔ:tə(r)/ <i>n.</i>	
<b>everyday</b> /'evrideɪ/ <i>adj.</i> 每天的;		(外) 孙女	p.78
日常的	p.75	<b>behave</b> /bɪ'heɪv/ <i>v.</i> 表现; 举止	p.78
<b>drop by</b> 顺便访问; 随便进入	p.75	<b>except</b> /ɪk'sept/ <i>prep.</i> 除……之外	
<b>capital</b> /'kæpɪtl/ <i>n.</i> 首都; 国都	p.75	<i>conj.</i> 除了; 只是	p.78
<b>noon</b> /nu:n/ <i>n.</i> 正午; 中午	p.75	<b>elbow</b> /'elbəʊ/ <i>n.</i> 肘; 胳膊	p.78
<b>mad</b> /mæd/ <i>adj.</i> 很生气; 疯的	p.75	<b>gradually</b> /'grædʒuəli/	
<b>get mad</b> 大动肝火; 气愤	p.75	<i>adv.</i> 逐步地; 渐进地	p.78
<b>make an effort</b> 作出努力	p.75	<b>suggestion</b> /sədʒestʃən/ <i>n.</i> 建议	p.80
<b>traffic</b> /'træfɪk/ <i>n.</i> 交通;			
路上行驶的车辆	p.75	<b>Brazil</b> /brə'zil/ 巴西	p.73
<b>somewhere</b> /'sʌmweə/, /'sʌmwer/		<b>Mexico</b> /'meksɪkəʊ/ 墨西哥	p.73
<i>adv.</i> 在某处; 到某处	p.75	<b>Cali</b> /'kɑ:li/ 卡利 (哥伦比亚城市)	p.75
<b>passport</b> /'pɑ:spɔ:t/, /'pæspɔ:rt/		<b>Colombia</b> /kə'lʌmbɪə/	
<i>n.</i> 护照	p.76	哥伦比亚 (南美洲国家)	p.75
<b>chalk</b> /tʃɔ:k/ <i>n.</i> 粉笔	p.76	<b>Lausanne</b> /ləʊ'zæn/, /ləʊ'zɑ:n/	
<b>blackboard</b> /'blækbɔ:(r)d/ <i>n.</i> 黑板	p.76	洛桑 (瑞士城市)	p.75
<b>northern</b> /'nɔ:(r)ðə(r)n/		<b>Norway</b> /'nɔ:(r)weɪ/ 挪威	p.76
<i>adj.</i> 北方的; 北部的	p.76		
<b>coast</b> /kəʊst/ <i>n.</i> 海岸; 海滨	p.76	<b>Maria</b> /mə'ri:ə/ 玛丽亚 (女名)	p.74
<b>season</b> /'si:zn/ <i>n.</i> 季; 季节	p.76	<b>Katie</b> /'keɪti/ 凯蒂 (女名)	p.74
<b>knock</b> /nɒk/, /nɑ:k/ <i>v.</i> 敲; 击	p.76	<b>Sato</b> /'sɑ:təʊ/ 佐藤 (日本姓氏)	p.74
<b>eastern</b> /'i:stə(r)n/ <i>adj.</i> 东方的;		<b>Marie</b> /mə'ri:/, /'mɑ:ri/	
东部的	p.76	玛丽 (女名); 马里 (男名)	p.74
<b>worth</b> /wɜ:(r)θ/ <i>adj.</i> 值得;		<b>Teresa</b> /tə'ri:zə/, /tə'ri:sə/	
有……价值 (的)	p.76	<b>Lopez</b> /'ləʊpez/ 特蕾莎·洛佩斯	p.75
<b>manner</b> /'mænə(r)/ <i>n.</i> 方式; 方法		<b>Marc</b> /mɑ:(r)k/ <b>LeBlanc</b> /lə'b'lɑ:ŋ/	
( <i>pl.</i> ) 礼貌; 礼仪	p.76	马克·勒布朗	p.75
<b>empty</b> /'empti/ <i>adj.</i> 空的; 空洞的	p.77		
<b>basic</b> /'beɪsɪk/ <i>adj.</i> 基本的; 基础的	p.78	<b>Unit 11</b>	
<b>exchange</b> /ɪks'tʃeɪndʒ/ <i>n. &amp; v.</i> 交换	p.78	<b>the more ... the more</b> 越……越……;	
<b>go out of one's way</b>		愈……愈……	p.82
特地; 格外努力	p.78	<b>leave out</b> 不包括; 不提及; 忽略	p.82

**friendship** /'frendʃɪp/ *n.* 友谊; 友情 p.82  
**king** /kɪŋ/ *n.* 君主; 国王 p.83  
**prime** /praɪm/ *adj.* 首要的; 基本的 p.83  
**minister** /'mɪnɪstə(r)/ *n.* 大臣; 部长 p.83  
**prime minister** 首相; 大臣 p.83  
**fame** /feɪm/ *n.* 名声; 声誉 p.83  
**pale** /peɪl/ *adj.* 苍白的; 灰白的 p.83  
**queen** /kwi:n/ *n.* 王后; 女王 p.83  
**examine** /ɪg'zæmɪn/ *v.* (仔细地) 检查;  
 检验 p.83  
**nor** /nɔ:(r)/ *conj. & adv.* 也不 p.83  
**neither ... nor** 既不……也不 p.83  
**palace** /'pæləs/ *n.* 王宫; 宫殿 p.83  
**power** /'paʊə(r)/ *n.* 权利; 力量 p.83  
**wealth** /welθ/ *n.* 财富; 富裕 p.83  
**grey** /greɪ/ *adj.* (天空) 阴沉的;  
 昏暗的; 灰色的 p.84  
**lemon** /'lemən/ *n.* 柠檬 p.84  
**cancel** /'kænsəl/ *v.* 取消; 终止 p.84  
**weight** /weɪt/ *n.* 重量; 分量 p.86  
**shoulder** /'ʃəʊldə(r)/ *n.* 肩; 肩膀 p.86  
**goal** /gəʊl/ *n.* 球门; 射门; 目标 p.86  
**coach** /kəʊtʃ/ *n.* 教练; 私人教师 p.86  
**kick** /kɪk/ *v.* 踢; 踹 p.86  
**teammate** /'ti:meɪt/ *n.* 同队队员;  
 队友 p.86  
**courage** /'kʌrɪdʒ/, /'kɜ:rɪdʒ/  
*n.* 勇敢; 勇气 p.86  
**rather** /'rɑ:ðə/, /'ræðər/ *adv.* 宁愿;  
 相当 p.86  
**rather than** 而不是 p.86  
**pull** /pʊl/ *v.* 拉; 拖 p.86  
**pull together** 齐心协力; 通力合作 p.86  
**relief** /rɪ'li:f/ *n.* 轻松; 解脱 p.86  
**nod** /nɒd/, /nɑ:d/ *v.* 点头 p.86

**agreement** /ə'ɡri:mənt/ *n.*  
 (意见或看法) 一致; 同意 p.86  
**fault** /fɔ:lt/ *n.* 过失; 缺点 p.86  
**disappoint** /dɪsə'pɔɪnt/ *v.* 使失望 p.87  
**Bert** /bɜ:(r)t/ 伯特 (男名) p.82  
**Holly** /'hɒli/, /'hɑ:li/ 霍莉 (女名) p.84

## Unit 12

**backpack** /'bækpæk/ *n.* 背包;  
 旅行包 p.89  
**oversleep** /əʊvə(r)'sli:p/ *v.*  
 (overslept /əʊvə(r)'slept/, overslept)  
 睡过头; 睡得太久 p.89  
**give ... a lift** 捎 (某人) 一程 p.90  
**miss** /mɪs/ *v.* 错过; 未得到 p.91  
**unexpected** /ˌʌnɪk'spektɪd/ *adj.*  
 出乎意料的; 始料不及的 p.91  
**block** /blɒk/, /blɑ:k/ *n.* 街区 p.91  
**worker** /'wɜ:(r)kə(r)/ *n.* 工作者;  
 工人 p.91  
**stare** /steə/, /ster/ *v.* 盯着看; 凝视 p.91  
**disbelief** /dɪsbɪ'li:f/ *n.* 不信; 怀疑 p.91  
**above** /ə'bʌv/ *adv.* 在上面; 向上面  
*prep.* 在……上面 p.91  
**burn** /bɜ:(r)n/ *v.* (burnt /bɜ:(r)nt/,  
 burned /bɜ:(r)nd/;  
 burnt, burned) 着火; 燃烧 p.91  
**alive** /ə'laɪv/ *adj.* 活着; 有生气的 p.91  
**take off** (飞机等) 起飞; 匆忙离开 p.91  
**till** /tɪl/ *conj. & prep.* 到; 直到 p.91  
**west** /west/ *adv.* 向西; 朝西  
*adj.* 向西的; 西部的  
*n.* 西; 西方 p.91

<b>cream</b> /kri:m/ <i>n.</i> 奶油; 乳脂	p.92	<b>bottom</b> /'bɒtəm/, /'bɑ:təm/ <i>n.</i>	
<b>boss</b> /bɒs/, /'bɔ:s/ <i>n.</i> 老板; 领导	p.92	底部; 最下部	p.97
<b>pie</b> /paɪ/ <i>n.</i> 果馅饼; 果馅派	p.92	<b>fisherman</b> /'fɪʃə(r)mən/ <i>n.</i> 渔民;	
<b>course</b> /kɔ:(r)s/ <i>n.</i> 课程	p.92	钓鱼的人	p.97
<b>bean</b> /bi:n/ <i>n.</i> 豆; 豆荚	p.92	<b>coal</b> /kəʊl/ <i>n.</i> 煤; 煤块	p.98
<b>market</b> /'mɑ:(r)kɪt/ <i>n.</i> 市场; 集市	p.92	<b>public</b> /'pʌblɪk/ <i>adj.</i> 公众的; 公共的	
<b>costume</b> /'kɒstju:m/, /'kɑ:stu:m/ <i>n.</i>		<i>n.</i> 民众; 百姓	p.98
服装; 装束	p.93	<b>ugly</b> /'ʌgli/ <i>adj.</i> 丑陋的; 难看的	p.98
<b>embarrassed</b> /ɪm'bærəst/ <i>adj.</i>		<b>advantage</b> /əd'vɑ:ntɪdʒ/, /əd'væntɪdʒ/	
窘迫的; 害羞的	p.93	<i>n.</i> 优点; 有利条件	p.98
<b>announce</b> /ə'naʊns/ <i>v.</i> 宣布; 宣告	p.94	<b>cost</b> /kɒst/, /kɔ:st/ <i>v.</i> 花费	
<b>spaghetti</b> /spə'geti/ <i>n.</i> 意大利面条	p.94	<i>n.</i> 花费; 价钱	p.98
<b>hoax</b> /həʊks/ <i>n.</i> 骗局; 恶作剧	p.94	<b>wooden</b> /'wʊdn/ <i>adj.</i> 木制的; 木头的	p.98
<b>discovery</b> /dɪ'skʌvəri/ <i>n.</i> 发现;		<b>plastic</b> /'plæstɪk/ <i>adj.</i> 塑料的	
发觉	p.94	<i>n.</i> 塑料; 塑胶	p.98
<b>lady</b> /'leɪdi/ <i>n.</i> 女士; 女子	p.94	<b>make a difference</b> 有关系, 作用, 影响	
<b>officer</b> /'ɒfɪsə/, /'ɑ:fɪsər/ <i>n.</i>			p.98
军官; 官员	p.94	<b>shark</b> /ʃɑ:(r)k/ <i>n.</i> 鲨鱼	p.99
<b>believable</b> /bɪ'li:vəbl/ <i>adj.</i>		<b>fin</b> /fɪn/ <i>n.</i> (鱼) 鳍	p.99
可相信的; 可信任的	p.95	<b>cut off</b> 割掉; 砍掉	p.99
<b>embarrassing</b> /ɪm'bærəsɪŋ/ <i>adj.</i>		<b>method</b> /'meθəd/ <i>n.</i> 方法; 措施	p.99
使人害羞的(难堪的或惭愧的)	p.95	<b>cruel</b> /'kru:əl/ <i>adj.</i> 残酷的; 残忍的	p.99
<b>New Zealand</b> /'nju:zɪ:lənd/ 新西兰	p.91	<b>harmful</b> /'hɑ:(r)mfl/ <i>adj.</i> 有害的	p.99
<b>Italy</b> /'ɪtəli/ 意大利	p.94	<b>chain</b> /tʃeɪn/ <i>n.</i> 链子; 链条	p.99
<b>Mars</b> /mɑ:(r)z/ 火星	p.94	<b>ecosystem</b> /'i:kəʊsɪstəm/	
<b>Carl</b> /kɑ:(r)l/ 卡尔(男名)	p.90	<i>n.</i> 生态系统	p.99
<b>Orson</b> /'ɔ:(r)sən/ <b>Welles</b> /welz/		<b>low</b> /ləʊ/ <i>adj.</i> (数量等) 减少的;	
奥森·韦尔斯	p.94	低的; 矮的	p.99
<b>Unit 13</b>		<b>industry</b> /'ɪndəstri/ <i>n.</i> 工业; 行业	p.99
<b>litter</b> /'lɪtə(r)/ <i>v.</i> 乱扔		<b>law</b> /lɔ:/ <i>n.</i> 法律; 法规	p.99
<i>n.</i> 垃圾; 废弃物	p.97	<b>reusable</b> /ri:'ju:zəbl/ <i>adj.</i>	
		可重复使用的; 可再次使用的	p.100
		<b>afford</b> /ə'fɔ:(r)d/ <i>v.</i> 承担得起(后	
		果); 买得起	p.100



## Words and Expressions in Each Unit

<b>transportation</b> /ˈtrænsˌpɔː(r)ˈteɪʃn/ <i>n.</i>		<b>instruction</b> /ɪnˈstrʌkʃn/ <i>n.</i> 指示;	
运输业; 交通运输	p.100	命令	p.106
<b>recycle</b> /ˈriːsaɪkl/ <i>v.</i> 回收利用;		<b>double</b> /ˈdʌbl/ <i>v.</i> 加倍; 是……的两倍	
再利用	p.101	<i>adj.</i> 两倍的; 加倍的	p.106
<b>napkin</b> /ˈnæpkɪn/ <i>n.</i> 餐巾; 餐巾纸	p.101	<b>shall</b> /ʃæl, ʃəl/ <i>modal v.</i> 将要; 将会	p.106
<b>upside down</b> 颠倒; 倒转	p.102	<b>overcome</b> /ˌəʊvə(r)ˈkʌm/ <i>v.</i>	
<b>gate</b> /geɪt/ <i>n.</i> 大门	p.102	(overcame /ˌəʊvə(r)ˈkeɪm/,	
<b>bottle</b> /ˈbɒtl/, /ˈbɑːtl/ <i>n.</i> 瓶; 瓶子	p.102	overcome) 克服; 战胜	p.107
<b>president</b> /ˈprezɪdənt/ <i>n.</i> 负责人;		make a mess 弄得一团糟, 一塌糊涂	p.107
主席; 总统	p.102	<b>graduate</b> /ˈgrædʒueɪt/ <i>v.</i> 毕业;	
<b>inspiration</b> /ˌɪnspəˈreɪʃn/ <i>n.</i> 灵感;		获得学位	p.107
鼓舞人心的人(或事物)	p.102	keep one's cool 沉住气; 保持冷静	p.107
<b>metal</b> /ˈmetl/ <i>n.</i> 金属	p.102	<b>ours</b> /ˈaʊə(r)z/ <i>pron.</i> 我们的	p.107
<b>creativity</b> /ˌkriːəˈtɪvəti/ <i>n.</i> 创造力;		<b>senior</b> /ˈsiːniə(r)/ <i>adj.</i> 级别(或地位)	
独创性	p.102	高的	p.108
<b>WildAid</b> /ˈwaɪldeɪd/		senior high (school) 高中	p.108
野生救援协会(美国)	p.99	<b>text</b> /tekst/ <i>n.</i> 课文; 文本	p.108
<b>WWF (World Wide Fund For Nature)</b>		<b>level</b> /ˈlevl/ <i>n.</i> 标准; 水平	p.108
世界自然基金会	p.99	<b>degree</b> /dɪˈɡriː/ <i>n.</i> (大学) 学位;	
<b>Mark</b> /mɑː(r)k/ 马克(男名)	p.97	度数; 程度	p.109
<b>Jason</b> /ˈdʒeɪsən/ 贾森(男名)	p.98	<b>manager</b> /ˈmænɪdʒə(r)/ <i>n.</i> 经理;	
<b>Ken</b> /ken/ 肯(男名)	p.100	经营者	p.109
<b>Hayes</b> /heɪz/ 海斯(姓)	p.102	believe in 信任; 信赖	p.109
<b>Jessica</b> /ˈdʒesɪkə/ 杰茜卡(女名)	p.102	<b>gentleman</b> /ˈdʒentlmən/ <i>n.</i> 先生	p.110
		<b>graduation</b> /ˌɡrædʒuˈeɪʃn/ <i>n.</i> 毕业	p.110
		<b>ceremony</b> /ˈserəməni/, /ˈserəməʊni/	
		<i>n.</i> 典礼; 仪式	p.110
<b>Unit 14</b>		<b>congratulate</b> /kənˈɡrætʃuleɪt/ <i>v.</i>	
<b>survey</b> /ˈsɜː(r)veɪ/ <i>n.</i> 调查	p.105	祝贺	p.110
<b>standard</b> /ˈstændə(r)d/		<b>thirsty</b> /ˈθɜː(r)sti/ <i>adj.</i> 口渴的;	
<i>n.</i> 标准; 水平	p.105	渴望的	p.110
<b>row</b> /rəʊ/ <i>n.</i> 一排; 一列; 一行	p.105	<b>none</b> /nʌn/ <i>pron.</i> 没有一个; 毫无	p.110
in a row 连续几次地	p.105	<b>task</b> /tɑːsk/, /tæsk/ <i>n.</i> 任务; 工作	p.110
<b>keyboard</b> /ˈkiːbɔː(r)d/ <i>n.</i> 琴键;		<b>ahead</b> /əˈhed/ <i>adv.</i> 向前面; 在前面	p.110
键盘	p.105		

responsible /rɪ'spɒnsəbl/, /rɪ'spɑːnsəbl/ <i>adj.</i> 承担责任; 有责任	p.110	wing /wɪŋ/ <i>n.</i> 翅膀; 翼	p.111
be responsible for 对……有责任; 负责任	p.110	Brian /ˈbraɪən/ 布赖恩 (男名)	p.106
<b>separate</b> /ˈsepəreɪt/ <i>adj.</i> 单独的; 分离的 <i>v.</i> 分开; 分离	p.110	Luke /luːk/ 卢克 (男名)	p.106
		Griffin /ˈɡrɪfɪn/ 格里芬 (姓)	p.106
		Trent /trent/ 特伦特 (姓)	p.108

## Vocabulary Index

(注: 在本此表中, 重点词汇用黑体标出。  
在英式发音和美式发音有区别时, 英式发音在前, 美式发音在后。)

### A

<b>ability</b> /ə'biləti/ <i>n.</i> 能力; 才能	p.6
<b>above</b> /ə'bʌv/ <i>adv.</i> 在上面; 向上面 <i>prep.</i> 在……上面	p.91
<b>absent</b> /'æbsənt/ <i>adj.</i> 缺席; 不在	p.30
<b>active</b> /'æktiv/ <i>adj.</i> 活跃的; 积极的	p.6
<b>address</b> /ə'dres/, /'ædres/ <i>n.</i> 住址; 地址; 通讯处	p.22
<b>admire</b> /əd'maɪə(r)/ <i>v.</i> 欣赏; 仰慕	p.11
<b>advantage</b> /əd'vɑ:ntɪdʒ/, /əd'væntɪdʒ/ <i>n.</i> 优点; 有利条件	p.98
<b>afford</b> /ə'fɔ:(r)d/ <i>v.</i> 承担得起 (后 果); 买得起	p.100
<b>agreement</b> /ə'gri:mənt/ <i>n.</i> (意见或看法) 一致; 同意	p.86
<b>ahead</b> /ə'hed/ <i>adv.</i> 向前面; 在前面	p.110
<b>alien</b> /'eɪliən/ <i>n.</i> 外星人	p.61
<b>alive</b> /ə'laɪv/ <i>adj.</i> 活着; 有生气的	p.91
<b>all of a sudden</b> 突然; 猛地	p.44
<b>aloud</b> /ə'laʊd/ <i>adv.</i> 大声地; 出声地	p.2
<b>amazing</b> /ə'meɪzɪŋ/ <i>adj.</i> 令人惊奇的; 令人惊喜的	p.70
<b>ancestor</b> /'ænsesə(r)/ <i>n.</i> 祖宗; 祖先	p.62
<b>announce</b> /ə'naʊns/ <i>v.</i> 宣布; 宣告	p.94
<b>ant</b> /ænt/ <i>n.</i> 蚂蚁	p.29
<b>anybody</b> /'eni'bɒdi/, /'eni'bɑ:di/ <i>pron.</i> 任何人	p.58
<b>Asian</b> /'eɪʃn, 'eɪzn/ <i>adj.</i> 亚洲的; 亚洲人的 <i>n.</i> 亚洲人	p.27

<b>attend</b> /ə'tend/ <i>v.</i> 出席; 参加	p.58
<b>attention</b> /ə'tenʃn/ <i>n.</i> 注意; 关注	p.6
<b>Australian</b> /ɒ'streɪliən, ɔ:'streɪliən/ <i>adj.</i> 澳大利亚的; 澳大利亚人的 <i>n.</i> 澳大利亚人	p.66
<b>avoid</b> /ə'vɔɪd/ <i>v.</i> 避免; 回避	p.35
<b>awful</b> /'ɔ:fl/ <i>adj.</i> 很坏的; 讨厌的	p.51

### B

<b>background</b> /'bækgraʊnd/ <i>n.</i> 背景	p.27
<b>backpack</b> /'bækpæk/ <i>n.</i> 背包; 旅行包	p.89
<b>balloon</b> /bə'lu:n/ <i>n.</i> 气球	p.38
<b>basic</b> /'beɪsɪk/ <i>adj.</i> 基本的; 基础的	p.78
<b>basket</b> /'bɑ:skɪt/, /'bæskɪt/ <i>n.</i> 篮; 筐	p.46
<b>bathroom</b> /'bɑ:θru:m/, /'bæθru:m/ <i>n.</i> 浴室; 洗手间	p.18
<b>be proud of</b> 为……骄傲; 感到自豪	p.30
<b>be responsible for</b> 对……有责任; 负责任	p.110
<b>bean</b> /bi:n/ <i>n.</i> 豆; 豆荚	p.92
<b>bedroom</b> /'bedru:m/ <i>n.</i> 卧室	p.52
<b>behave</b> /bɪ'heɪv/ <i>v.</i> 表现; 举止	p.78
<b>believable</b> /bɪ'li:vəbl/ <i>adj.</i> 可相信的; 可信任的	p.95
<b>believe in</b> 信任; 信赖	p.109
<b>biscuit</b> /'bɪskɪt/ <i>n.</i> 饼干	p.44

- blackboard** /'blækbo:(r)d/ *n.* 黑板 p.76
- block** /blɒk/, /blɔ:k/ *n.* 街区 p.91
- blouse** /blauz/, /blaus/ *n.*  
(女式) 短上衣; 衬衫 p.33
- bottle** /'bɒtl/, /'bɑ:tl/ *n.* 瓶; 瓶子 p.102
- boarding** /'bɔ:(r)dɪŋ/ *n.* school  
寄宿学校 p.30
- boil** /bɔɪl/ *v.* 煮沸; 烧开 p.43
- bookstore** /'bʊkstɔ:(r)/ *n.* 书店 p.17
- boss** /bɒs/, /bɔ:s/ *n.* 老板; 领导 p.92
- bottom** /'bɒtəm/, /'bɑ:təm/ *n.*  
底部; 最下部 p.97
- bow** /bau/ *v.* 鞠躬 p.73
- brain** /breɪn/ *n.* 大脑 p.6
- brand** /brænd/ *n.* 品牌; 牌子 p.35
- Britain** /'brɪtn/ *n.* (= Great Britain)  
大不列颠 p.62
- British** /'brɪtɪʃ/ *adj.* 英国的;  
英国人的 p.28
- burial** /'beriəl/ *n.* 埋葬; 安葬 p.62
- burn** /bɜ:(r)n/ *v.* (burnt /bɜ:(r)nt/,  
burned /bɜ:(r)nd/;  
burnt, burned) 着火; 燃烧 p.91
- business** /'bɪznəs/ *n.* 生意; 商业 p.14
- by accident 偶然; 意外地 p.43
- by mistake 错误地; 无意中 p.45
- C**
- Canadian** /kə'neɪdɪən/ *adj.* 加拿大的;  
加拿大人的 *n.* 加拿大人 p.46
- cancel** /'kænsəl/ *v.* 取消; 终止 p.84
- cap** /kæp/ *n.* (尤指有帽舌的) 帽子 p.36
- capital** /'kæpɪtl/ *n.* 首都; 国都 p.75
- case** /keɪs/ *n.* 情况; 实情 p.66
- central** /'sentrəl/ *adj.* 中心的;  
中央的 p.20
- ceremony** /'serəməni/, /'serəməʊni/  
*n.* 典礼; 仪式 p.110
- chain** /tʃeɪn/ *n.* 链子; 链条 p.99
- chalk** /tʃɔ:k/ *n.* 粉笔 p.76
- chance** /tʃɑ:ns/, /tʃæns/ *n.* 机会;  
可能性 p.52
- chemistry** /'kemɪstri/ *n.* 化学 p.4
- choice** /tʃɔɪs/ *n.* 选择; 挑选 p.22
- chopstick** /'tʃɒpstɪk/, /'tʃɑ:pstɪk/ *n.*  
筷子 p.33
- Christmas** /'krɪsməs/ *n.* 圣诞节 p.14
- circle** /'sɜ:(r)kl/ *n.* 圆圈 *v.* 圈出 p.62
- clay** /kleɪ/ *n.* 黏土; 陶土 p.38
- clerk** /klɑ:k/, /klɜ:rk/ *n.* 职员 p.21
- coach** /kəʊtʃ/ *n.* 教练; 私人教师 p.86
- coal** /kəʊl/ *n.* 煤; 煤块 p.98
- coast** /kəʊst/ *n.* 海岸; 海滨 p.76
- coat** /kəʊt/ *n.* 外套; 外衣 p.60
- coin** /kɔɪn/ *n.* 硬币 p.33
- community** /kə'mju:nəti/ *n.* 社区;  
社团 p.52
- competitor** /kəm'petɪtə(r)/ *n.*  
参赛者; 竞争者 p.37
- complete** /kəm'pli:t/ *v.* 完成 p.38
- congratulate** /kən'grætʃuleɪt/ *v.*  
祝贺 p.110
- connect ... with**  
把……和……连接或联系起来 p.6
- connect** /kə'nekt/ *v.*  
(使) 连接; 与……有联系 p.6
- convenient** /kən'vi:nɪənt/ *adj.*  
便利的; 方便的 p.21

**conversation** /kɒnvə'seɪʃn/,  
/kɑ:nvər'seɪʃn/ *n.* 交谈; 谈话 p.2  
**cookie** /'kuki/ *n.* 曲奇饼 p.44  
**corner** /'kɔ:(r)nə(r)/ *n.* 拐角; 角落 p.21  
**correct** /kə'rekt/ *adj.* 正确的;  
恰当的 p.22  
**cost** /kɒst/, /kɔ:st/ *v.* 花费  
*n.* 花费; 价钱 p.98  
**costume** /'kɒstju:m/, /'kɑ:stu:m/ *n.*  
服装; 装束 p.93  
**cotton** /'kɒtn/, /'kɑ:tn/ *n.* 棉; 棉花 p.33  
**courage** /'kʌrɪdʒ/, /'kɜ:rɪdʒ/  
*n.* 勇敢; 勇气 p.86  
**course** /kɔ:(r)s/ *n.* 课程 p.92  
**cream** /kri:m/ *n.* 奶油; 乳脂 p.92  
**creativity** /kri:ɪ'tɪvəti/ *n.* 创造力;  
独创性 p.102  
**crispy** /'krispi/ *adj.* 脆的; 酥脆的 p.45  
**cry** /krai/ *v. & n.* 哭; 叫喊 p.51  
**custom** /'kʌstəm/ *n.* 风俗; 习俗 p.73  
**customer** /'kʌstəmə(r)/ *n.* 顾客;  
客户 p.45

## D

**daily** /'deɪli/ *adj.* 每日的; 日常的 p.42  
**dare** /deə/, /der/ *v.* 敢于; 胆敢 p.27  
**dead** /ded/ *adj.* 死的; 失去生命的 p.14  
**deal with** 对付; 应付 p.27  
**degree** /di'ɡri:/ *n.* (大学) 学位;  
度数; 程度 p.109  
**dessert** /dɪ'zɜ:(r)t/ *n.* (饭后) 甜点;  
甜食 p.11  
**dialogue** /'daɪələɡ/, /'daɪələ:g/ *n.*  
(=dialog) 对话; 对白 p.67

**direct** /də'rekt, daɪ'rekt/ *adj.* 直接的;  
直率的 p.22  
**direction** /də'rekʃn, daɪ'rekʃn/  
*n.* 方向; 方位 p.22  
**director** /də'rektə, daɪ'rektə(r)/ *n.*  
导演; 部门负责人 p.66  
**disappoint** /dɪsə'pɔɪnt/ *v.* 使失望 p.87  
**disbelief** /dɪsbɪ'li:f/ *n.* 不信; 怀疑 p.91  
**discover** /dɪ'skʌvə(r)/ *v.* 发现; 发觉 p.3  
**discovery** /dɪ'skʌvəri/ *n.* 发现;  
发觉 p.94  
**divide ... into** 把……分开 p.46  
**divide** /dɪ'vaɪd/ *v.* 分开; 分散 p.46  
**documentary** /,dɒkju'mentri/,  
/,dɑ:kju'mentri/ *n.* 纪录片 p.67  
**double** /'dʌbl/ *v.* 加倍; 是……的两倍  
*adj.* 两倍的; 加倍的 p.106  
**doubt** /daʊt/ *n.* 疑惑; 疑问 *v.* 怀疑 p.43  
**drama** /'drɑ:mə/ *n.* 戏; 剧 p.67  
**drop by** 顺便访问; 随便进入 p.75

## E

**earring** /'ɪərɪŋ/, /'ɪrɪŋ/ *n.* 耳环; 耳饰 p.50  
**earthquake** /'ɜ:(r)θkweɪk/ *n.* 地震 p.44  
**east** /i:st/ *adj.* 东方的; 东部的  
*adv.* 向东; 朝东 *n.* 东; 东方 p.20  
**eastern** /'i:stə(r)n/ *adj.* 东方的;  
东部的 p.76  
**ecosystem** /'i:kəʊsɪstəm/  
*n.* 生态系统 p.99  
**educate** /'edʒukeɪt/ *v.* 教育; 教导 p.52  
**elbow** /'elbəʊ/ *n.* 肘; 胳膊 p.78  
**electricity** /ɪ'lek'trɪsəti/ *n.* 电; 电能 p.42  
**electronic** /ɪ'lek'trɒnɪk/, /ɪ'lek'trɑ:nɪk/  
*adj.* 电子的; 电子设备的 p.66

- embarrassed /ɪm'bærəst/ *adj.*  
窘迫的; 害羞的 p.93
- embarrassing /ɪm'bærəsɪŋ/ *adj.*  
使人害羞的(难堪的或惭愧的) p.95
- empty /'empti/ *adj.* 空的; 空洞的 p.77
- enemy /'enəmi/ *n.* 敌人; 仇人 p.62
- energy /'enə(r)dʒi/ *n.* 精力; 力量 p.62
- enter /'entə(r)/ *v.* 进来; 进去 p.54
- European /jʊ(ə)rə'pi:ən/  
*adj.* 欧洲的; 欧洲人的 p.28
- eve /i:v/ *n.* (尤指宗教节假日的) 前夕;  
前夜 p.14
- even though 虽然; 即使 p.35
- everyday /'evrɪdeɪ/ *adj.* 每天的;  
日常的 p.75
- exactly /ɪg'zæktli/ *adv.* 确切地;  
精确地 p.30
- examination /ɪg'zæmɪ'neɪʃn/  
*n.* 考试; 审查 p.30
- examine /ɪg'zæmɪn/ *v.* (仔细地) 检查;  
检验 p.83
- except /ɪk'sept/ *prep.* 除……之外  
*conj.* 除了; 只是 p.78
- exchange /ɪks'tʃeɪndʒ/ *n. & v.* 交换 p.78
- express /ɪk'spres/ *v.* 表示; 表达 p.62
- expression /ɪk'spreʃn/ *n.*  
表达(方式); 表示 p.3
- F**
- fail /feɪl/ *v.* 失败; 未能(做到) p.30
- fairy /'feəri/, /'feri/ *tale* /teɪl/  
童话故事 p.38
- faithfully /'feɪθfəli/ *adv.* 忠实地;  
忠诚地 p.24
- fall in love with 爱上; 与……相爱 p.3
- fame /feɪm/ *n.* 名声; 声誉 p.83
- fascinating /'fæsɪneɪtɪŋ/ *adj.*  
迷人的; 极有吸引力的 p.21
- fault /fɔ:lt/ *n.* 过失; 缺点 p.86
- field /fi:ld/ *n.* 田野; 场地 p.51
- fisherman /'fɪʃə(r)mən/ *n.* 渔民;  
钓鱼的人 p.97
- folk /fəʊk/ *adj.* 民间的; 民俗的 p.11
- fool /fu:l/ *n.* 蠢人; 傻瓜 *v.* 愚弄  
*adj.* 愚蠢的 p.14
- fork /fɔ:(r)k/ *n.* 餐叉; 叉子 p.33
- form /fɔ:(r)m/ *n.* 形式; 类型 p.38
- France /fra:ns/, /fræns/ 法国 p.35
- fridge /frɪdʒ/ *n.* 冰箱 p.44
- friendship /'frendʃɪp/ *n.* 友谊; 友情 p.82
- from time to time 时常; 有时 p.26
- G**
- garden /'gɑ:(r)dn/ *n.* 花园; 园子 p.11
- gate /geɪt/ *n.* 大门 p.102
- general /'dʒenrəl/ *adj.* 普遍的;  
常规的; 总的 *n.* 将军 p.32
- gentleman /'dʒentlmən/ *n.* 先生 p.110
- Germany /'dʒɜ:(r)məni/ 德国 p.36
- get in the way of 挡……的路; 妨碍 p.54
- get mad 大动肝火; 气愤 p.75
- ghost /gəʊst/ *n.* 鬼; 鬼魂 p.13
- give ... a lift 捎(某人)一程 p.90
- glass /glɑ:s/, /glæs/ *n.* 玻璃 p.33
- glove /glʌv/ *n.* (分手指的) 手套 p.36
- go out of one's way  
特地; 格外努力 p.78
- goal /gəʊl/ *n.* 球门; 射门; 目标 p.86



## Vocabulary Index

- goddess /'gɒdes/, /'gɑ:dəs/ *n.* 女神 p.11
- gradually /'grædʒuəli/  
*adv.* 逐步地; 渐进地 p.78
- graduate /'grædʒueɪt/ *v.* 毕业;  
 获得学位 p.107
- graduation /,grædʒu'eɪʃn/ *n.* 毕业 p.110
- grammar /'græmə(r)/ *n.* 语法 p.3
- granddaughter /'grændɔ:tə(r)/ *n.*  
 (外) 孙女 p.78
- grandson /'grænsʌn/ *n.* 孙子; 外孙 p.31
- grape /greɪp/ *n.* 葡萄 p.20
- grass /grɑ:s/, /græs/ *n.* 草; 草地 p.34
- greet /gri:t/ *v.* 和……打招呼; 迎接 p.74
- grey /greɪ/ *adj.* (天空) 阴沉的;  
 昏暗的; 灰色的 p.84
- guard /gɑ:(r)d/ *n.* 警卫; 看守  
*v.* 守卫; 保卫 p.27
- ### H
- handbag /'hændbæg/ *n.* 小手提包 p.35
- haunted /'hɔ:ntɪd/ *adj.* 有鬼魂出没的;  
 闹鬼的 p.13
- heat /hi:t/ *n.* 热; 高温 p.38
- heel /hi:l/ *n.* 鞋跟; 足跟 p.42
- helpful /'helpfl/ *adj.* 有用的;  
 有帮助的 p.26
- hero /'hɪərəʊ/, /'hɪrəʊ/ *n.* 英雄;  
 男主角 p.46
- hoax /həʊks/ *n.* 骗局; 恶作剧 p.94
- honor /'bɒnə/, /'ɑ:nər/ *v.* (= honour)  
 尊重; 表示敬意 *n.* 荣幸 p.62
- horror /'hɒrə/, /'hɔ:rər/ *n.* 震惊;  
 恐惧 p.67
- hug /hʌg/ *n.* & *v.* 拥抱; 搂抱 p.51
- humorous /'hju:mərəs/ *adj.*  
 有幽默感的; 滑稽有趣的 p.26
- ### I
- in a row 连续几次地 p.105
- in person 亲身; 亲自 p.30
- in that case 既然那样; 假使那样的话 p.66
- in total 总共; 合计 p.70
- increase /ɪn'kri:s/ *v.* 增加; 增长 p.5
- industry /'ɪndəstri/ *n.* 工业; 行业 p.99
- influence /ɪnfluəns/ *v.* & *n.* 影响 p.30
- insect /ɪnsekt/ *n.* 昆虫 p.29
- inspiration /ɪnspə'reɪʃn/ *n.* 灵感;  
 鼓舞人心的人 (或事物) p.102
- instruction /ɪn'strʌkʃn/ *n.* 指示;  
 命令 p.106
- instrument /ɪnstrəmənt/ *n.* 器械;  
 仪器; 工具 p.44
- intelligent /ɪntelɪdʒənt/ *adj.*  
 有才智的; 聪明的 p.68
- international /ɪntə(r)'næʃnəl/  
*adj.* 国际的 p.37
- interview /ɪntə(r)'vju:/ *v.* 采访; 面试  
*n.* 面试; 访谈 p.27
- introduction /ɪntrə'dʌkʃn/ *n.* 介绍 p.32
- its /ɪts/ *adj.* 它的 p.38
- ### K
- keep away from 避免接近; 远离 p.52
- keep one's cool 沉住气; 保持冷静 p.107
- keyboard /'ki:bɔ:(r)d/ *n.* 琴键;  
 键盘 p.105
- kick /kɪk/ *v.* 踢; 踹 p.86
- king /kɪŋ/ *n.* 君主; 国王 p.83

- kiss** /kɪs/ *v. & n.* 亲吻; 接吻 p.73
- knock** /nɒk/, /nɑ:k/ *v.* 敲; 击 p.76
- knowledge** /'nɒlɪdʒ/, /'nɑ:lɪdʒ/ *n.* 知识; 学问 p.6
- L**
- laboratory** /lə'bɒrətɪ/, /'læbrətɔ:ri/ *n.* 实验室 p.60
- lady** /'leɪdi/ *n.* 女士; 女子 p.94
- lantern** /'læntə(r)n/ *n.* 灯笼 p.9
- law** /lɔ:/ *n.* 法律; 法规 p.99
- lay** /leɪ/ *v.* (*laid* /leɪd/, *laid*) 放置; 安放; 产(卵); 下(蛋) p.11
- lay out** 摆开; 布置 p.11
- leader** /'li:də(r)/ *n.* 领导; 领袖 p.62
- leaf** /li:f/ *n.* (*pl.* *leaves* /li:vz/) 叶; 叶子 p.34
- leave out** 不包括; 不提及; 忽略 p.82
- lemon** /'lemən/ *n.* 柠檬 p.84
- level** /'levl/ *n.* 标准; 水平 p.108
- license** /'laɪsns/*n.* (= *licence*) 证; 证件 p.49
- lie** /laɪ/ *v.* (*lay* /leɪ/, *lain* /leɪn/) 平躺; 处于 p.14
- lift** /lɪft/ *v.* 举起; 抬高 p.51
- list** /lɪst/ *v.* 列表; 列清单 p.42
- n.* 名单; 清单
- litter** /'lɪtə(r)/ *v.* 乱扔 p.97
- n.* 垃圾; 废弃物
- lively** /'laɪvli/ *adj.* 生气勃勃的; (色彩) 鲜艳的 p.38
- local** /'ləʊkl/ *adj.* 当地的; 本地的 p.35
- lock** /lɒk/, /lɑ:k/ *v.* 锁上; 锁住 p.44
- look up to** 钦佩; 仰慕 p.46
- low** /ləʊ/ *adj.* (数量等) 减少的; 低的; 矮的 p.99
- lyrics** /'lɪrɪks/ *n.* (*pl.*) 歌词 p.65
- M**
- mad** /mæd/ *adj.* 很生气; 疯的 p.75
- mail** /meɪl/ *v.* 邮寄; 发电子邮件 *n.* 邮件; 信件 p.20
- make ... feel at home** 使(某人)感到宾至如归 p.78
- make a difference** 有关系, 作用, 影响 p.98
- make a mess** 弄得一团糟, 一塌糊涂 p.107
- make an effort** 作出努力 p.75
- make one's own decision** 自己做决定 p.52
- mall** /mɔ:l/ *n.* 商场; 购物中心 p.21
- manage** /'mænɪdʒ/ *v.* 完成(困难的 事); 应付(困难局面) p.52
- manager** /'mænɪdʒə(r)/ *n.* 经理; 经营者 p.109
- manner** /'mænə(r)/ *n.* 方式; 方法 (*pl.*) 礼貌; 礼仪 p.76
- market** /'mɑ:(r)kɪt/ *n.* 市场; 集市 p.92
- master** /'mɑ:stə/, /'mæstə/ *n.* 能手; 主人 *v.* 掌握 p.70
- material** /mə'tɪəriəl/ *n.* 材料; 原料 p.33
- medical** /'medɪkl/ *adj.* 医疗的; 医学的 p.62
- mention** /'menʃn/ *v.* 提到; 说到 p.42
- metal** /'metl/ *n.* 金属 p.102
- midsummer** /'mɪd'sʌmə(r)/ *n.* 仲夏; 中夏 p.62
- minister** /'mɪnɪstə(r)/ *n.* 大臣; 部长 p.83
- miss** /mɪs/ *v.* 错过; 未得到 p.91

## ..... Vocabulary Index .....

**mobile** /'məʊbaɪl/, /'məʊbl/ *adj.*  
可移动的; 非固定的 p.35  
**mystery** /'mɪstri/ *n.* 奥秘; 神秘事物 p.64

### N

**napkin** /'næpkɪn/ *n.* 餐巾; 餐巾纸 p.101  
**national** /'næʃnəl/ *adj.* 国家的;  
民族的 p.70  
**nearly** /'nɪəli/, /'nɪrli/ *adv.* 几乎;  
差不多 p.43  
**neither ... nor** 既不……也不 p.83  
**no matter** 不论; 无论 p.35  
**nobody** /'nəʊbədi/, /'nəʊbə:di/  
*pron.* 没有人 p.14  
**nod** /nɒd/, /nɑ:d/ *v.* 点头 p.86  
**noise** /nɔɪz/ *n.* 声音; 噪音 p.59  
**none** /nʌn/ *pron.* 没有一个; 毫无 p.110  
**noon** /nu:n/ *n.* 正午; 中午 p.75  
**nor** /nɔ:(r)/ *conj. & adv.* 也不 p.83  
**northern** /'nɔ:(r)ðə(r)n/  
*adj.* 北方的; 北部的 p.76  
**not only ... but also** 不但……而且 p.62  
**note** /nəʊt/ *n.* 笔记; 记录  
*v.* 注意; 指出 p.4  
**novel** /'nɒvl/, /'nɑ:vl/ *n.*  
(长篇) 小说 p.14

### O

**officer** /'ɔ:fɪsə/, /'ɑ:fɪsər/ *n.*  
军官; 官员 p.94  
**ours** /'aʊə(r)z/ *pron.* 我们的 p.107  
**overcome** /əʊvə(r)'kʌm/ *v.*  
(overcame /əʊvə(r)'keɪm/  
overcome) 克服; 战胜 p.107

**overnight** /əʊvə(r)'naɪt/  
*adv.* 一夜之间; 在夜间 p.6  
**oversleep** /əʊvə(r)'sli:p/ *v.*  
(overslept /əʊvə(r)'slept/, overslept)  
睡过头; 睡得太久 p.89

### P

**pain** /peɪn/ *n.* 痛苦; 苦恼 p.70  
**paint** /peɪnt/ *v.* 用颜料画; 刷漆 p.37  
**pal** /pæl/ *n.* 朋友; 伙伴 p.4  
**palace** /'pæləs/ *n.* 王宫; 宫殿 p.83  
**pale** /peɪl/ *adj.* 苍白的; 灰白的 p.83  
**pardon** /'pɑ:(r)dn/ *interj.*  
请再说一遍; 抱歉, 对不起 p.18  
**partner** /'pɑ:(r)tnə(r)/ *n.* 搭档; 同伴 p.5  
**passport** /'pɑ:spɔ:t/, /'pæspɔ:rt/  
*n.* 护照 p.76  
**patient** /'peɪʃnt/ *adj.* 有耐心的  
*n.* 病人 p.2  
**pattern** /'pætn/, /'pætərn/  
*n.* 模式; 方式 p.4  
**pay attention to** 注意; 关注 p.6  
**perform** /pə(r)'fɔ:(r)m/ *v.* 表演;  
执行 p.70  
**period** /'pɪəriəd/ *n.* 一段时间; 时期 p.62  
**physics** /'fɪzɪks/ *n.* 物理; 物理学 p.4  
**picnic** /'pɪknɪk/ *n.* 野餐 p.58  
**pie** /paɪ/ *n.* 果馅饼; 果馅派 p.92  
**pierce** /pɪəs/, /pɪrs/ *v.* 扎; 刺破;  
穿透 p.49  
**pink** /pɪŋk/ *adj.* 粉红色的  
*n.* 粉红色 p.58  
**pioneer** /paɪə'niə/, /paɪə'nɪr/ *n.*  
先锋; 先驱 p.42

<b>pity</b> /'pɪti/ <i>n.</i> 遗憾; 怜悯	p.70	<b>produce</b> /prə'dju:s/, /prə'du:s/	
<b>plastic</b> /'plæstɪk/ <i>adj.</i> 塑料的		<i>v.</i> 生产; 制造; 出产	p.34
<i>n.</i> 塑料; 塑胶	p.98	<b>product</b> /'prɒdʌkt/, /'prɑ:dʌkt/ <i>n.</i>	
<b>pleasure</b> /'pleʒə(r)/ <i>n.</i> 高兴; 愉快	p.42	产品; 制品	p.35
<b>plenty</b> /'plenti/ <i>pron.</i> 大量; 众多	p.67	<b>professional</b> /prə'feʃənl/ <i>adj.</i>	
<b>plenty of</b> 大量; 充足	p.67	职业的; 专业的	p.54
<b>pocket</b> /'pɒkɪt/, /'pɑ:kɪt/ <i>n.</i> 衣袋;		<b>project</b> /'prɒdʒekt/, /'prɑ:dʒekt/ <i>n.</i>	
口袋	p.60	项目; 工程	p.42
<b>poem</b> /'pəʊɪm/ <i>n.</i> 诗; 韵文	p.51	<b>pronounce</b> /prə'naʊns/ <i>v.</i> 发音	p.5
<b>policeman</b> /pə'li:smən/ <i>n.</i> 男警察	p.59	<b>pronunciation</b> /prənʌnsi'eɪʃn/ <i>n.</i>	
<b>polish</b> /'pɒlɪʃ/, /'pɑ:lɪʃ/ <i>v.</i>		发音; 读音	p.2
磨光; 修改; 润色	p.38	<b>proud</b> /praʊd/ <i>adj.</i> 自豪的; 骄傲的	p.30
<b>politely</b> /pə'laɪtli/ <i>adv.</i> 礼貌地;		<b>public</b> /'pʌblɪk/ <i>adj.</i> 公众的; 公共的	
客气地	p.22	<i>n.</i> 民众; 百姓	p.98
<b>polite</b> /pə'laɪt/ <i>adj.</i> 有礼貌的;		<b>pull</b> /pʊl/ <i>v.</i> 拉; 拖	p.86
客气的	p.22	<b>pull together</b> 齐心协力; 通力合作	p.86
<b>position</b> /pə'zɪʃn/ <i>n.</i> 位置; 地方	p.62	<b>punish</b> /'pʌnɪʃ/ <i>v.</i> 处罚; 惩罚	p.14
<b>postcard</b> /'pəʊstka:(r)d/ <i>n.</i> 明信片	p.18	<b>purpose</b> /'pɜ:(r)pəs/ <i>n.</i> 目的; 目标	p.46
<b>postman</b> /'pəʊstmən/ <i>n.</i> 邮递员	p.36	<b>put on</b> 增加 (体重); 发胖	p.10
<b>pound</b> /paʊnd/ <i>n.</i> 磅 (重量单位);			
英镑 (英国货币单位)	p.10	<b>Q</b>	
<b>power</b> /'paʊə(r)/ <i>n.</i> 权利; 力量	p.83	<b>queen</b> /kwi:n/ <i>n.</i> 王后; 女王	p.83
<b>praise</b> /preɪz/ <i>v. &amp; n.</i> 表扬; 赞扬	p.70	<b>quick</b> /kwɪk/ <i>adj.</i> 快的; 迅速的	
<b>prefer</b> /prɪ'fɜ:(r)/ <i>v.</i> 更喜欢	p.65	<i>adv.</i> 快速地; 迅速地	p.18
<b>present</b> /'preznt/ <i>n.</i> 现在; 礼物			
<i>adj.</i> 现在的	p.14	<b>R</b>	
<b>president</b> /'prezɪdnt/ <i>n.</i> 负责人;		<b>rabbit</b> /'ræbɪt/ <i>n.</i> 兔; 野兔	p.57
主席; 总统	p.102	<b>rather</b> /'rɑ:ðə/, /'ræðər/ <i>adv.</i> 宁愿;	
<b>prevent</b> /prɪ'vent/ <i>v.</i> 阻止; 阻挠	p.62	相当	p.86
<b>pride</b> /praɪd/ <i>n.</i> 自豪; 骄傲	p.30	<b>rather than</b> 而不是	p.86
<b>prime</b> /praɪm/ <i>adj.</i> 首要的; 基本的	p.83	<b>recall</b> /rɪ'kɔ:l/ <i>v.</i> 回忆起; 回想起	p.70
<b>prime minister</b> 首相; 大臣	p.83	<b>receive</b> /rɪ'si:v/ <i>v.</i> 接受; 收到	p.62
<b>private</b> /'praɪvət/ <i>adj.</i> 私人的;		<b>recycle</b> /rɪ'saɪkl/ <i>v.</i> 回收利用;	
私密的	p.27	再利用	p.101
		<b>reflect</b> /rɪ'flekt/ <i>v.</i> 反映; 映出	p.70

## Vocabulary Index

- regret** /rɪ'ɡret/ *v.* 感到遗憾; 懊悔 p.51
- relative** /'relatɪv/ *n.* 亲属; 亲戚 p.10
- relief** /rɪ'li:f/ *n.* 轻松; 解脱 p.86
- repeat** /rɪ'pi:t/ *v.* 重复; 重做 p.4
- request** /rɪ'kwest/ *n.* 要求; 请求 p.22
- require** /rɪ'kwaɪə(r)/ *v.* 需要; 要求 p.27
- responsible** /rɪ'spɒnsəbl/,  
/rɪ'spɑ:nsəbl/ *adj.*  
承担责任; 有责任 p.110
- restroom** /'restru:m/ *n.*  
(美) 洗手间; 公共厕所 p.17
- reusable** /ri:'ju:zəbl/ *adj.*  
可重复使用的; 可再次使用的 p.100
- review** /rɪ'vju:/ *v. & n.* 回顾; 复习 p.6
- row** /rəʊ/ *n.* 一排; 一列; 一行 p.105
- rush** /rʌʃ/ *v. & n.* 仓促; 急促 p.18
- S**
- safety** /'seɪftɪ/ *n.* 安全; 安全性 p.49
- saint** /seɪnt/ *n.* 圣人; 圣徒 p.43
- scissors** /'sɪzə(r)z/ *n. (pl.)* 剪刀 p.38
- scoop** /sku:p/ *n.* 勺; 铲子 p.42
- score** /skɔ:(r)/ *n. & v.* 得分; 打分 p.26
- season** /'si:zn/ *n.* 季; 季节 p.76
- secret** /'si:kɹət/ *n.* 秘密; 秘诀  
*adj.* 秘密的; 保密的 p.3
- seldom** /'seldəm/ *adv.* 不常; 很少 p.30
- senior** /'si:nɪə(r)/ *adj.* 级别 (或地位)  
高的 p.108
- sense** /sens/ *v.* 感觉到; 意识到  
*n.* 感觉; 意识 p.70
- sentence** /'sentəns/ *n.* 句子 p.2
- separate** /'sepəreɪt/ *adj.* 单独的;  
分离的 *v.* 分开; 分离 p.110
- shall** /ʃæl, ʃəl/ *modal v.* 将要; 将会 p.106
- shoulder** /'ʃəʊldə(r)/ *n.* 肩; 肩膀 p.86
- shut** /ʃʌt/ *v.* (shut, shut) 关闭; 关上 p.67
- silent** /'saɪlənt/ *adj.* 不说话的;  
沉默的 p.26
- silver** /'sɪlvə(r)/ *n.* 银; 银器  
*adj.* 银色的 p.33
- sleepy** /'sli:pi/ *adj.* 困倦的; 瞌睡的 p.60
- smell** /smel/ *n.* 气味  
*v.* 发出……气味; 闻到 p.43
- smoke** /sməʊk/ *v.* 冒烟; 吸烟  
*n.* 烟 p.49
- smooth** /smu:ð/ *adj.* 平滑的; 悦耳的 p.66
- society** /sə'saɪəti/ *n.* 社会 p.52
- somebody** /'sʌmbədi/, /'sʌmbɑ:di/  
*pron.* 某人; 重要人物 p.58
- somewhere** /'sʌmweə/, /'sʌmwer/  
*adv.* 在某处; 到某处 p.75
- sour** /'sauə(r)/ *adj.* 酸的; 有酸味的 p.45
- spaghetti** /spə'ɡeti/ *n.* 意大利面条 p.94
- spare** /speə/, /sper/ *adj.* 空闲的;  
不用的 p.66
- speaker** /'spi:kə(r)/ *n.*  
讲 (某种语言) 的人; 发言者 p.22
- speech** /spi:tʃ/ *n.* 讲话; 发言 p.28
- speed** /spi:d/ *n.* 速度 p.5
- spider** /'spaɪdə(r)/ *n.* 蜘蛛 p.13
- spread** /spred/ *v.* 传播; 展开  
*n.* 蔓延; 传播 p.14
- staff** /stɑ:f/, /stæf/ *n.* 管理人员;  
职工 p.19
- stamp** /stæmp/ *n.* 邮票; 印章 p.17
- standard** /'stændə(r)d/  
*n.* 标准; 水平 p.105

- stare /steə/, /ster/ *v.* 盯着看; 凝视 p.91
- steal /sti:l/ *v.* (stole /stəul/,  
stolen /'stəulən/) 偷; 窃取 p.11
- steel /sti:l/ *n.* 钢; 钢铁 p.33
- stranger /'streɪndʒə(r)/ *n.* 陌生人 p.10
- style /stɑ:l/ *n.* 样式; 款式 p.42
- sudden /'sʌdən/ *adj.* 突然 (的) p.44
- suggest /sə'dʒest/ *v.* 建议; 提议 p.19
- suggestion /sə'dʒestʃən/ *n.* 建议 p.80
- suit /sju:t/, /su:t/ *n.* 西服; 套装 p.61
- superhero /'su:pə(r), hɪərəʊ/ *n.*  
超级英雄 p.67
- support /sə'pɔ:(r)t/ *v. & n.* 支持 p.54
- suppose /sə'pəʊz/ *v.* 推断; 料想 p.66
- surface /'sɜ:(r)fɪs/ *n.* 表面; 表层 p.36
- survey /'sɜ:(r)veɪ/ *n.* 调查 p.105
- T**
- take off (飞机等) 起飞; 匆忙离开 p.91
- take place 发生; 出现 p.43
- take pride in 为……感到自豪 p.30
- task /tɑ:sk/, /tæsk/ *n.* 任务; 工作 p.110
- teammate /'ti:meɪt/ *n.* 同队队员;  
队友 p.86
- teen /ti:n/ *n.* 十几岁  
(十三至十九岁之间) p.51
- text /tekst/ *n.* 课文; 文本 p.108
- textbook /'tekstbʊk/ *n.* 教科书; 课本 p.1
- the more ... the more 越……越……;  
愈……愈…… p.82
- the Olympics /ə'lɪmpɪks/  
奥林匹克运动会 p.46
- thirsty /'θɜ:(r)sti/ *adj.* 口渴的;  
渴望的 p.110
- thriller /'θrɪlə(r)/ *n.*  
惊险电影 (小说、戏剧) p.67
- tie /taɪ/ *n.* 领带 *v.* 捆; 束 p.12
- till /tɪl/ *conj. & prep.* 到; 直到 p.91
- total /'təʊtl/ *n.* 总数; 合计  
*adj.* 总的; 全体的 p.70
- traffic /'træfɪk/ *n.* 交通;  
路上行驶的车辆 p.75
- translate /træns'leɪt/ *v.* 翻译 p.44
- transportation /træns'pɔ:(r)'teɪʃn/ *n.*  
运输业; 交通运输 p.100
- treat /tri:t/ *n.* 款待; 招待  
*v.* 招待; 请 (客) p.13
- trick /trɪk/ *n.* 花招; 把戏 p.13
- truck /trʌk/ *n.* 卡车; 货车 p.57
- U**
- ugly /'ʌgli/ *adj.* 丑陋的; 难看的 p.98
- unexpected /ˌʌnɪk'spektɪd/ *adj.*  
出乎意料的; 始料不及的 p.91
- unit /ju:nɪt/ *n.* 单位; 单元 p.52
- upside down 颠倒; 倒转 p.102
- V**
- valuable /'væljuəbl/ *adj.* 很有用的;  
宝贵的 p.58
- value /'vælju:/ *v.* 重视; 珍视  
*n.* 价值 p.75
- victory /'vɪktəri/ *n.* 胜利; 成功 p.62
- W**
- war /wɔ:(r)/ *n.* 战争; 战争状态 p.66
- warmth /wɔ:(r)mθ/ *n.* 温暖; 暖和 p.14
- warn /wɔ:(r)n/ *v.* 警告; 告诫 p.14



## ..... Vocabulary Index .....

<b>washroom</b> /'wɒʃru:m/, /'wɑ:ʃru:m/ n. 洗手间; 厕所	p.18	<b>wisely</b> /'waɪzli/ <i>adv.</i> 明智地; 聪明地	p.6
<b>wealth</b> /welθ/ <i>n.</i> 财富; 富裕	p.83	<b>without doubt</b> 毫无疑问; 的确	p.43
<b>website</b> /'websaɪt/ <i>n.</i> 网站	p.42	<b>wolf</b> /wʊlf/ <i>n.</i> 狼	p.59
<b>weight</b> /weɪt/ <i>n.</i> 重量; 分量	p.86	<b>wooden</b> /'wʊdn/ <i>adj.</i> 木制的; 木头的	p.98
<b>west</b> /west/ <i>adv.</i> 向西; 朝西 <i>adj.</i> 向西的; 西部的 n. 西; 西方	p.91	<b>worker</b> /'wɜ:(r)kə(r)/ <i>n.</i> 工作者; 工人	p.91
<b>whom</b> /hu:m/ <i>pron.</i> 谁; 什么人	p.22	<b>World War II</b> 第二次世界大战	p.66
<b>whose</b> /hu:z/ <i>adj. &amp; pron.</i> 谁的; (特指) 那个人的	p.57	<b>worth</b> /wɜ:(r)θ/ <i>adj.</i> 值得; 有……价值(的)	p.76
<b>widely</b> /'waɪdli/ <i>adv.</i> 广泛地; 普遍地	p.34	<b>wound</b> /wu:nd/ <i>n.</i> 伤; 伤口; 创伤	p.70
<b>wing</b> /wɪŋ/ <i>n.</i> 翅膀; 翼	p.111	<b>Z</b>	
		<b>zipper</b> /'zɪpə(r)/ <i>n.</i> (= zip) 拉链; 拉锁	p.42

## Irregular Verbs

Verb	Past tense	Past participle
be (am, is, are)	was, were	been
bear	bore	born
beat	beat	beaten
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/ burned	burnt/burned
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do (does)	did	done
draw	drew	drawn
dream	dreamt/ dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen

Verb	Past tense	Past participle
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got/gotten
give	gave	given
go	went	gone
grow	grew	grown
hang (悬挂)	hung	hung
have (has)	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt/ learned	learnt/learned
leave	left	left
lend	lent	lent
let	let	let

## .....Irregular Verbs.....

Verb	Past tense	Past participle
lie (躺)	lay	lain
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
pay	paid	paid
put	put	put
read /ri:d/	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat

Verb	Past tense	Past participle
sleep	slept	slept
smell	smelt/ smelled	smelt/smelled
speak	spoke	spoken
speed	sped/ speeded	sped/speeded
spell	spelt/ spelled	spelt/spelled
spend	spent	spent
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
under- stand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written