



义 务 教 育 教 科 书

英语

九 年 级 上 册



外语教学与研究出版社



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前言

各位同学，你们好！欢迎大家学习本套英语教材！

2000年，外语教学与研究出版社与麦克米伦出版（中国）有限公司依据国家《义务教育 英语课程标准（实验稿）》共同组织开发了本套教材；作为我国第一套中小学“一条龙”英语教材，本套教材已出版使用十余年。2011年，基于新颁布的国家《义务教育 英语课程标准（2011年版）》，我们对教材进行了认真修订。

在修订后的初中教材中，我们为同学们保留了大家熟悉并喜爱的四个小伙伴——中国学生大明和玲玲、英国学生Tony和美国学生Betty，还增加了其他一些人物。他们会带领大家在一系列有趣的对话、故事和活动中学习英语。

在修订过程中，我们依照《义务教育 英语课程标准（2011年版）》对初中阶段英语学习者提出的要求，从同学们英语学习的实际出发，补充设计了丰富而科学的学习内容和活动。教材遵循初中生认知发展的规律，由日常生活中涉及的语言开始，逐渐扩及安全与救护、通信、自然等话题。

修订后的教材仍以模块为基本构成单位。本册教材包括12个学习模块（Module）和两个复习模块（Revision module）。每个学习模块的第一、二单元主要为大家呈现新的语言内容，第三单元为练习与活动，用以巩固第一、二单元所学的内容。

本套教材同时还配有对应的网络教材，可供同学们在线学习使用。

通过对本套教材的学习，希望同学们能够：

- 1) 形成对英语学习的积极态度和强烈兴趣；
- 2) 掌握基本的英语知识和听、说、读、写技能，提升英语语言的运用能力；
- 3) 形成有效的英语学习策略；
- 4) 增强对世界文化的了解，培养自己的跨文化交流意识。

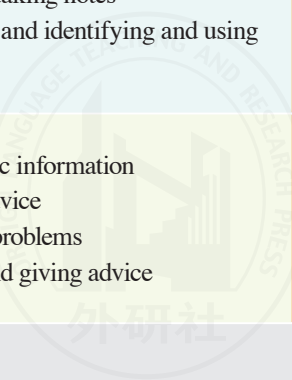
希望同学们快乐学习，积极参与，大胆听说，认真读写，努力实践。相信你们会在参与活动、完成任务的过程中体会到学习英语的乐趣，实现英语的灵活运用和自由交际。



Scope and sequence

Module	Theme	Function	Structure
1 Wonders of the world P2	Nature and travel	Describing places and experiences	Comparison of present simple, past simple, future simple, present perfect, present continuous, past continuous
2 Public holidays P10	Festivals, holidays and celebrations	Talking about holiday plans	Adverbial clauses with <i>after, as soon as, before, since, until, when, while</i>
3 Heroes P18	Famous people	Giving reasons	Adverbial clauses with <i>because, so, so that</i>
4 Home alone P26	Life at home	Describing personal experiences	Adverbial clauses with <i>although, so... that</i>
5 Museums P34	Public rules and map reading	Talking about rules	Imperative sentences; adverbial clauses (4): <i>if... do</i>
6 Problems P42	Interpersonal communication	Describing problems and giving advice	Adverbial clauses (5): <i>if... will</i>
Revision module A P50			

Skills (Listening/Speaking/Reading/Writing)	Around the world	Task
<ul style="list-style-type: none"> ● Listening for specific information; identifying photos ● Expressing views and opinions ● Reading and finding specific information ● Describing a wonder of the world 	Stonehenge: a man-made wonder of the world	Making a poster about a wonder of the world
<ul style="list-style-type: none"> ● Listening and recognising dates ● Talking about familiar topics (Chinese public holidays) ● Reading and summarising general ideas ● Writing about a festival 	Public holidays in the US	Making a poster about a Chinese festival
<ul style="list-style-type: none"> ● Listening for main ideas; inferring ● Exchanging information with others ● Reading and understanding the relations between sentences and the sequence of events ● Writing a passage on a given topic and using the conjunctions <i>because, so, so that</i> to show reasons and results 	A famous British nurse	Writing about a hero
<ul style="list-style-type: none"> ● Listening and understanding a story ● Describing personal experiences and feelings ● Reading and understanding long sentences ● Writing a passage on a given topic 	Home alone rules	Making a leaflet about living alone
<ul style="list-style-type: none"> ● Listening and understanding specific information ● Communicating briefly on familiar topics (classroom rules, museums) ● Reading for specific information and taking notes ● Describing a museum by using notes and identifying and using the reference words <i>it, they, there</i> 	The Louvre	Planning a guide to a museum
<ul style="list-style-type: none"> ● Listening for main ideas and specific information ● Talking about problems and giving advice ● Reading, inferring and summarising problems ● Writing a problem letter, asking for and giving advice 	Advice columns	Writing a problem page for a magazine



Module	Theme	Function	Structure
7 Great books P56	Stories, poems, plays and writers	Talking about books and writers	Present simple passive
8 Sports life P64	Sports and matches	Talking about sports	Past simple passive
9 Great inventions P72	Inventions and technological advances	Talking about inventions and changes	Future simple passive
10 Australia P80	Countries and nationalities	Describing a country	Attributive clauses with <i>that</i>
11 Photos P88	School life	Describing people and things; measuring	Attributive clauses with <i>which, who</i>
12 Save our world P96	Environmental protection	Talking about the environment	Word building: compounds, derivatives, conversion
Revision module B P104			
Appendices	Language notes.....	P110	
	Guide to language use.....	P126	
	Words and expressions.....	P142	

Skills (Listening/Speaking/Reading/Writing)	Around the world	Task
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<ul style="list-style-type: none"> ● Listening and identifying views ● Discussing and expressing opinions ● Reading for specific information ● Making notes and writing about a favourite book 	Plato and <i>The Republic</i>	Organising a class talk
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<ul style="list-style-type: none"> ● Listening for specific information; recognising the links between sentences ● Exchanging information with others ● Reading for main ideas and completing a timeline with notes ● Writing a passage on a given topic, using different sentence patterns 	The Paralympic Games	Doing a class sports survey
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<ul style="list-style-type: none"> ● Listening and summarising a conversation ● Talking about the advantages of inventions ● Reading for the main idea of each paragraph ● Writing about inventions and giving reasons and results, using <i>as a result, because, so</i> 	E-books	Discussing inventions
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<ul style="list-style-type: none"> ● Listening for specific information ● Describing a place ● Predicting; reading and understanding specific information ● Writing a letter, paying attention to the letter format 	Cathy Freeman, Aboriginal hero of Australia	Making a poster about a country
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<ul style="list-style-type: none"> ● Listening for specific information ● Describing and identifying photos ● Reading for main ideas and taking notes ● Writing a description of a photo 	A famous photo	Making a photo display
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<ul style="list-style-type: none"> ● Listening and identifying views ● Communicating briefly on given topics (environmental protection) ● Reading and understanding the main ideas by headings ● Collecting information and making suggestions 	Earth Hour	Discussing what you can do about pollution
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<p>Proper names..... P149 Vocabulary..... P152 Irregular verbs..... P159</p>

Module 1

Wonders of the world

Module task: Making a poster about a wonder of the world

Unit 1 It's more than 2,000 years old.

Listening and vocabulary

1 Match the names of the wonders with the pictures on the right and on the next page.

- The Terracotta Army
- The Three Gorges Dam
- The Giant's Causeway
- Victoria Falls



2 Look at the pictures and answer the questions. Use the words in the box to help you.

ancient man-made modern natural wonder

- Which two are natural wonders?
- Which two are man-made wonders?
- Which is an ancient wonder?
- Which is a modern wonder?

Now listen and check. 🎧



3 Listen and read. 🎧

Tony: Let's call *Wonders of the World* and join in the discussion. I think natural wonders are more interesting than man-made ones. And I think the Giant's Causeway is the most fantastic natural wonder.

Lingling: Hmm, I've never seen it, so I'm not sure I agree with you. Why do you like it, Tony?

Tony: Well, I visited the Giant's Causeway two years ago. It's huge. There are about 40,000 rocks, most of them with six sides. It runs for several hundred metres on the eastern coast of Northern Ireland.

Lingling: That sounds great, though I think Victoria Falls in Africa is even more fantastic. It's about 1,700 metres wide and 100 metres high. You can hear the loud noise a few kilometres away.

Betty: Wow, that's huge! But in my opinion, man-made wonders are more exciting than natural ones. Look at the Terracotta Army. It's more than 2,000 years old.

Daming: I agree with you, Betty. And I think the Three Gorges Dam is fantastic too. It's about 2,300 metres long, 185 metres high and 15 metres wide at the top. It produces electricity for millions of people in China.

Betty: Now, who'd like to call first?

Everyday English

- I'm not sure...
- In my opinion, ...
- Look at...
- Who'd like to...?



3



4

Now check (✓) the true sentences.

- 1 Tony thinks the Giant's Causeway is the largest natural wonder.
- 2 Lingling thinks Victoria Falls is more fantastic than the Giant's Causeway.
- 3 Betty and Daming are more interested in man-made wonders.
- 4 For Daming, the Three Gorges Dam is more fantastic than the Terracotta Army.

4 Answer the questions.

- 1 Where is the Giant's Causeway? 3 What wonders does Betty think are more exciting?
- 2 How wide is Victoria Falls? 4 How old is the Terracotta Army?

5 Complete the sentences with the words in the box.

discussion eastern huge opinion though

- 1 In my _____, natural wonders are more interesting than man-made ones.
- 2 Victoria Falls, about 1,700 metres wide and 100 metres high, is _____.
- 3 Let's join in the _____ about the wonders of the world.
- 4 I think the Giant's Causeway on the _____ coast of Northern Ireland is a fantastic natural wonder.
- 5 To some degree, Lingling agrees with Tony about the Giant's Causeway, _____ she thinks Victoria Falls is more fantastic.

Pronunciation and speaking

6 Listen and mark the pauses. 

- 1 I've never seen it, so I'm not sure I agree with you.
- 2 That sounds great, though I think Victoria Falls in Africa is even more fantastic.
- 3 In my opinion, man-made wonders are more exciting than natural ones.

Now listen again and repeat. 

7 Work in pairs. Make a list of wonders of the world. Say which one you would like to visit and why.

- Which wonder of the world would you like to visit?
- I'd like to visit the Giant's Causeway because I love wild places by the sea.

Unit 2 The Grand Canyon was not just big.

Reading and vocabulary

- 1 Work in pairs. Talk about a great natural wonder you know. Use the words in the box to help you.

below deep fantastic high long natural shine sign silent silver

- 2 Read the passage and complete the table. 

A great wonder of the natural world

When I arrived, it was early morning and it was raining. I looked to the east — the sky was becoming grey. I got out of the car, went through a gate and walked along a dark path. There was nothing to see, but I knew it was there.

After about a mile, a stranger appeared beside the path. “Am I going the right way?” I asked. He knew where I was going. “Yes,” he replied, “you’ll get there in five minutes.” Finally, I came to some rocks and stopped. I looked over them, but it was silent and there was no sign of it.

Suddenly, the rain stopped and the clouds cleared. The sun rose behind me and shone on the rocks. Far below me, the ground fell away and down to a river. I was looking across one of the wonders of the natural world — the Grand Canyon.

I looked down to the Colorado River, a silver stream nearly one mile below me. If you put the two tallest buildings in the world on top of each other at the bottom of the canyon, they still would not reach the top. Then I looked across to the other side of the canyon. It was about fifteen miles away, maybe more. Finally, I looked to my left and to my right, and on both sides the canyon went far away for more than 200 miles. The Grand Canyon was not just big. It was huge!

I remained by the canyon for about half an hour, and I asked myself, “Is the Grand Canyon the greatest wonder of the natural world?” I certainly know the answer. What do you think?

The Grand Canyon	
How deep	
How wide	
How long	

Learning to learn

Some adjectives tell you facts, such as *wide*, *deep*, *high* and *tall*; some adjectives tell you the opinion of the author, like *wonderful*, *huge* and *great*. Learn to use them to talk about facts and give your opinion.

3 Choose the correct answer.

- Where does the passage most probably come from?
a) A magazine. b) A grammar book. c) A dictionary. d) A storybook.
- Why was there nothing to see?
a) Because there was nothing. c) Because it was raining.
b) Because it was too dark. d) Because it was in the morning.
- Which direction was the writer facing while he/she was looking over the Grand Canyon?
a) South. b) North. c) East. d) West.
- What is the writer's purpose in writing this passage?
a) To give facts about the natural world.
b) To say how he feels about the natural world.
c) To tell an interesting story about the Grand Canyon.
d) To attract people to visit the Grand Canyon.

4 Complete the passage with the words in the box.

below mile remain reply sign silent sky stream through

In the dark, there is no (1) _____ of the Grand Canyon, and it is (2) _____. But if you (3) _____ by the Grand Canyon as the (4) _____ gets brighter and look down about one (5) _____, you can see the Colorado River (6) _____ you. It looks like a silver (7) _____ as it passes (8) _____ the rocks at the bottom of the canyon. If someone asks you whether the Grand Canyon is the greatest wonder of the natural world, it may be easy to (9) _____.

Writing

5 Complete the table with facts about a natural or man-made wonder of the world.

Name	
Location	
Interesting facts	

6 Imagine you have just visited one of the natural or man-made wonders. Write sentences and describe your experience.

- Say when you visited it.
I just visited the Great Wall last month.
- Say where it is.
It is in the north of China.
- Describe its size.
It is...
- Say what interesting facts you know.
It is famous for...
- Say what happened when you visited it.
It was raining when we were...
- Say how you felt.
I thought it was the most wonderful sight.

Now write a passage. Use the sentences you have written to help you.

Unit 3 Language in use

Language practice

I **visited** the Giant's Causeway two years ago.
 It **produces** electricity for millions of people in China.
 I've **never seen** it, so I'm **not sure** I **agree** with you.
 I **looked** to the east — the sky **was becoming** grey.
 You'll **get** there in five minutes.
 Am I **going** the right way?

1 Explain the differences in meaning between Sentences a) and b).

- 1 a) I often play basketball.
b) I am playing basketball now.
- 2 a) She has gone to the Great Wall.
b) She has been to the Great Wall.
- 3 a) They had an English class yesterday.
b) They were having an English class at nine o'clock yesterday morning.
- 4 a) He is doing an interview.
b) He has done an interview.
- 5 a) We are drawing a picture of Victoria Falls now.
b) We will draw a picture of Victoria Falls.

2 Complete the sentences with the correct form of the words in the box.

appear finish give rain talk visit walk

- 1 Listen! It _____ outside.
- 2 The great musician _____ a concert in Guangzhou next month.
- 3 Last summer, my parents _____ the Terracotta Army in Xi'an.
- 4 He _____ already _____ a new book about travel.
- 5 Thousands of people _____ along the Great Wall every year.
- 6 A few minutes later, a stranger _____ at the end of the street.
- 7 The students _____ about the journey to the Grand Canyon when the teacher came into the classroom.

3 Complete the passage with the correct form of the words in brackets.

The sun was going down when we (1) _____ (arrive) at the ground floor of the building. I (2) _____ (be) afraid of going to the top of tall buildings, so I was a little nervous when I (3) _____ (walk) into the lift. The lift (4) _____ (climb) faster and faster until we (5) _____ (reach) the 88th floor. It (6) _____ (be) high up there, but I was not afraid when I stood at the top.



The Jin Mao Tower in Shanghai, one of the tallest buildings in the world, (7) _____ (be) 420.5 metres high. It was built in 1999, and it (8) _____ (have) a fantastic view of Pudong District and the centre of Shanghai. I really like the tower and I am sure I (9) _____ (visit) it again.

4 Work in pairs. Talk about the wonders of the world you have or have not visited.

A: Have you ever visited the Great Wall?

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

A: When did you visit it? / When will you visit it?

B: I visited it five years ago. / Maybe I'll visit it next year.

Now complete the table.

Wonders of the world	When did you visit it?	When will you visit it?
<i>The Great Wall</i>		

5 Complete the sentences with the correct form of the words in the box. There is one extra word.

ancient high long natural opinion wonder

- The Changjiang River is about 6,300 kilometres _____.
- The Terracotta Army is a famous _____ wonder in China.
- For my homework I have to write an article about the _____ of the world.
- Mount Qomolangma is the _____ mountain in the world.
- In my _____, the Great Wall is the greatest man-made wonder in the world.

Module 1

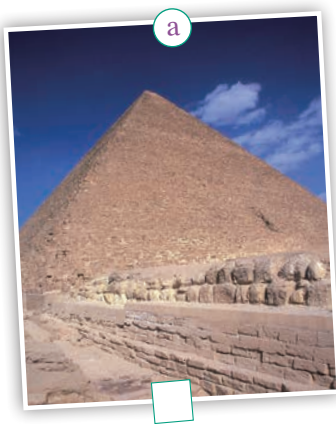
Wonders of the world

6 Complete the passage with the expressions in the box.

agree with at the bottom of go through
 looking forward to millions of more than

I'm really (1) _____ my visit to the Louvre Museum in Paris. It's the most visited museum in the world — every year, (2) _____ people visit it. The Louvre is in an old building, but to get inside you must (3) _____ a giant glass pyramid that is (4) _____ 20 metres tall. The entrance to the museum is (5) _____ the pyramid. Some people do not like the glass pyramid. They say it looks too new and does not suit the older building. I do not (6) _____ them. I think it looks great!

7 Listen and number the pictures.



8 Listen again and complete the table.

	Mount Qomolangma	The Empire State Building	The Great Pyramid at Giza
Location	Between China and Nepal	_____	In Egypt
Height	_____ metres	_____ metres	About _____ metres now
Interesting facts	First people to climb to the top: Sir Edmund Hillary and Tenzing Norgay	_____ floors	About _____ years old

- 9 Work in pairs. Think about three other wonders of the world and ask and answer questions about them.

A: Where is...?

B: It's...

A: How high is it?

B: It's... metres high.

Around the world

Stonehenge: a man-made wonder of the world

Stonehenge is an ancient circle of stones in the south of England. It is about 5,000 years old. It was probably a place to bury dead people or a place to study the stars and the sky at night.

There are dozens of stones, and they are different in height. The stones came from

about 200 kilometres away. Some of the stones are missing, but it is still one of the most wonderful sights of the world. It is a wonder also because of this question: How did ancient people move these huge stones without machines to help them? No one knows the answer.



Module task: Making a poster about a wonder of the world

- 10 Work in groups of four. Make a poster about a wonder of the world.
- Decide on the wonder of the world for your poster.
 - Find out as much information as you can in books and on websites. Think about:
 - 1 Why should people visit the wonder?
 - 2 What will people see there?
 - 3 How can people get there?
 - 4 How much does it cost to visit the wonder?
 - 5 When is the best time to visit the wonder?
 - Make a poster. Find some pictures showing the wonder.
- 11 Present your poster to the class.

Module 2

Public holidays

Module task: Making a poster about a Chinese festival

Unit 1 My family always go somewhere interesting as soon as the holiday begins.

Listening and vocabulary

1 Look at the picture and answer the questions.

- 1 Which public holiday are people celebrating?
- 2 When is this holiday in China?



2 Complete the sentences with the dates of the following holidays in China, the UK and the US.

- 1 Labour Day in China is on _____.
- 2 May Day in the UK is on _____.
- 3 Labour Day in the US is on _____.

Now listen and check.

3 Listen and read.

Tony: The First of October is China's National Day, isn't it, Lingling?

Lingling: Yes. The People's Republic of China was founded on 1st October 1949. People have celebrated the National Day since then. There are flowers and national flags everywhere, and we have a three-day holiday.

Tony: Do you have any plans for the holiday this year?

Lingling: Yes. My parents and I are going to visit some friends in Shandong Province and we'll stay there until the end of the holiday. While we're staying with our friends, we're going to spend one day in Qingdao. When is your national day, Betty?

Betty: Our national day is called Independence Day. It's on 4th July. We've celebrated it since 1777. It's a public holiday, but we only have one day off. On that day, there are all kinds of holiday activities. It's the start of the vacation season, and most people take a vacation sometime in July or August.

Lingling: And is there anything special on that day?

Betty: Well, you can see American flags everywhere. We usually have a picnic somewhere nice. Kids have great fun. We also watch bands play music in public parks.

Daming: Do you have a national day in the UK, Tony?

Tony: No, we don't — we celebrate Christmas with a two-day holiday. And my family always go somewhere interesting as soon as the holiday begins.

Everyday English

- We only have one day off.
- Well, ...

Now complete the table.

	China	US
Holiday		
Date		
Duration		
Ways of celebration		
Year the celebration started		

4 Complete the sentences with the correct form of the words in the box.

activity flag found vacation

- The Americans celebrate Independence Day on 4th July. It is the start of the _____ season.
- On 1st October, you can see the national _____ everywhere in China.
- The US was _____ in 1776.
- What kinds of _____ are there on 1st January?

Pronunciation and speaking

5 Listen and repeat. 

1st first	5th fifth	9th ninth	13th thirteenth
2nd second	6th sixth	10th tenth	20th twentieth
3rd third	7th seventh	11th eleventh	21st twenty-first
4th fourth	8th eighth	12th twelfth	31st thirty-first

6 Say the dates.

10th September 1st October 4th July 25th December

Now work in pairs. Ask and answer questions about important dates.

- *When is your birthday?*
- *The tenth of September.*

7 Work in groups. Ask and answer questions about a Chinese public holiday.


- When is the holiday?
- What do your family do during the holiday?
- What special food do you eat?
- What special clothes do you wear?

Now present the Chinese public holiday to the whole class.

The Mid-Autumn Festival is usually in September or early October. Family members usually get together. We eat moon cakes while we are enjoying the full moon...

Unit 2 We have celebrated the festival since the first pioneers arrived in America.

Reading and vocabulary

- 1 Work in pairs. Talk about the picture.
 - 2 Read the passage and match the headings with the paragraphs. 
- a) A special dinner
 - b) An American festival
 - c) The history of the festival
 - d) Things to do during the festival



Thanksgiving

- 1 Thanksgiving is an American festival. It is celebrated on the fourth Thursday in November. It is a time for a special dinner among family and friends. People make short speeches and give thanks for their food.
- 2 We have celebrated the festival since the first pioneers from England arrived in America by ship in the seventeenth century. While they were crossing the Atlantic, many people died, and after they landed, their first winter was worse than any English winter. The local people, the Native Americans, taught the pioneers how to grow corn. The following year they celebrated together by eating a dinner of the new food.
- 3 We still celebrate Thanksgiving today with a traditional dinner. The kitchen is always the most crowded room in our house because we all help prepare the food. We lay the table, and then before we begin dinner, my father gives thanks for the food, so we remember why we celebrate the festival. We usually eat too much, but it is only once a year! We often talk a lot and tell stories after dinner as well. When it is all over, everyone helps wash the dishes.
- 4 The festival is a very busy time for travel when friends and families come together to celebrate. During the festival, there are plenty of other things to see and do. We live in New York City, and we go to watch the Macy's Thanksgiving Day Parade. The parade goes along several streets and finishes at the famous Macy's store. Thanksgiving is the start of the Christmas season, and we start shopping for presents. Football is also important at Thanksgiving, with many teams playing games. Like many Americans, we usually watch the games on television and enjoy ourselves very much.

3 Complete the table.

Facts about Thanksgiving	
Date	• _____
Meaning	• _____ for their food
History	<ul style="list-style-type: none"> • Have celebrated it since _____ from England arrived in America • Learnt from the Native Americans how to _____ and celebrated together by _____ of the new food
Celebration	<ul style="list-style-type: none"> • Celebrate with _____ • _____ before dinner • Celebrate by watching _____ in New York City and _____ on television

4 Complete the passage with the correct form of the words in the box.

among corn dish lay pioneer plenty

The first (1) _____ crossed the Atlantic and arrived in America in the seventeenth century. At the beginning, they did not have enough food. The Native Americans taught them how to grow (2) _____. They soon had (3) _____ to eat. Today, people living in the US remember the Native Americans and the pioneers at Thanksgiving. This festival is celebrated with a meal (4) _____ family and friends. Everyone helps (5) _____ the table. After the meal, they help wash the (6) _____.

Writing

5 Think about an unforgettable festival you have enjoyed. Answer the questions.

- 1 What was it?
- 2 When was it?
- 3 Who did you spend it with?
- 4 How did you spend it?
- 5 Will you remember it for long? Why?

6 Write a passage about the festival. Use your answers in Activity 5 to help you.

An unforgettable festival for me was National Day last year...



Learning to learn

When you write about important events, such as festivals, you can write what the festival is, when it is, why it is important, what you do, who you spend it with, and what special food you eat.

Module 2

Public holidays

Unit 3 Language in use

Language practice

While we're staying with our friends, we're going to spend one day in Qingdao.

Before we begin dinner, my father gives thanks for the food.

When it is all over, everyone helps wash the dishes.

And my family always go somewhere interesting **as soon as** the holiday begins.

We have celebrated the festival **since** the first pioneers from England arrived in America.

After they landed, their first winter was worse than any English winter.

- 1 Complete the sentences with the correct form of the words or expression in the box. There may be more than one answer.

after as soon as since until while

- _____ our friends arrived, we all went to the square.
- _____ they were watching TV, we listened to music and sang traditional songs.
- _____ it was twelve o'clock, we all shouted "Happy New Year".
- We stayed there _____ she arrived.
- He has made a lot of progress _____ he started to learn English last month.

- 2 Complete the conversation with the clauses in the box.

- after the food has all gone
- as soon as you're ready
- before there are too many people
- before we go
- when we get back
- while we're waiting for the New Year

Betty: When are we going to the party?

Daming: We're waiting for you. We can go (1) _____.

Betty: OK, let's go. It's better to be early and get there (2) _____.

Daming: Yes, we don't want to get there (3) _____.

Betty: Oh, Daming! You always think about eating.

Daming: Well, it's something to do (4) _____.

Betty: Don't you want to make a wish for the New Year (5) _____?

Daming: No, it's OK. I'll make one (6) _____.

3 Work in pairs. Ask and answer questions about yourself.

- 1 Do you do your homework before you have dinner?
- 2 Do you listen to music while you are doing your homework?
- 3 What do you do after school?
- 4 Do you get out of bed as soon as you wake up?
- 5 What do you say when someone gives you a present?
- 6 How many subjects have you studied since you started school?

4 Complete the passage with the words in the box.

before until When while

Christmas is a happy holiday. (1) _____ it comes, people celebrate it in different ways. To many people in the world, this time of year is the season for giving and receiving presents. Children think that Father Christmas waits (2) _____ they are asleep and then comes in and leaves presents for them. They would like him to come (3) _____ they fall asleep, so they can see him. They do not know that it is their parents who put the presents at the end of their beds (4) _____ they are sleeping.

5 Complete the passage with the expressions in the box.

as well get together have a picnic spend some time take a vacation the end of

I always count down the days until (1) _____ the term, because then it is the beginning of the holiday. We have several weeks off school and we can (2) _____ doing our favourite things. For example, we can (3) _____ with friends. When the weather is good, we can (4) _____ in the park and play games (5) _____. Sometimes we can (6) _____ in a different part of the country. For me, I always like enjoying myself on the beach in the south, but it depends on the weather. I just hope it will be sunny when it is time for the next holiday. I cannot wait!

6 Complete the conversations with the sentences in the box.

a) Enjoy yourself! b) Good luck! c) Have a nice trip! d) Well done!

- 1 — We're going to visit the Grand Canyon with Aunt Li for the holiday.
— _____
- 2 — I'm going to take a vacation tomorrow.
— Oh, good! _____
- 3 — I'm taking my driving test next week.
— _____
- 4 — I've just run one thousand metres and beaten everyone!
— _____

Module 2

Public holidays

7 Listen and check (✓) the speakers' holiday plans. 🎧

	Mike	Tom	Becky	Jane
Go to a new place				
Go to a favourite place				
Stay at home				
Take a friend home				

8 Listen again. Work in groups and talk about the speakers' holiday plans. Whose plan do you think is the most interesting? 🎧

9 Complete the passage with the sentences in the box.

- a) There were a lot of local people there as well as some tourists.
- b) I had a wonderful day and I will never forget it.
- c) During my first year, I went to the beach for the Labour Day holiday.
- d) Someone made a circle of flowers for me to wear too.

Many years ago, I lived in Greece, on a very beautiful island. On 1st May, Greek people celebrate Labour Day, and it is also a festival to celebrate the beginning of summer. (1) _____ The sun was shining brightly and the sea was clear blue. I went to a small restaurant by the sea and waited while they cooked fish over a fire for lunch. It was delicious. (2) _____ Everyone celebrated the festival and enjoyed themselves. All the girls and women wore flowers in their hair. (3) _____ In the afternoon, people played traditional Greek music and danced on the beach. I danced with them until the evening. (4) _____



Around the world

Public holidays in the US

Apart from Independence Day, Labour Day and Thanksgiving, the US has several other important holidays during the year. Martin Luther King Day in January celebrates the birthday of the great civil rights leader. Columbus Day in October remembers Christopher Columbus's arrival in the Americas in 1492.



Module task: Making a poster about a Chinese festival

- 10 **Work in groups. Choose a Chinese festival and answer the questions.**
 - 1 Do people celebrate the festival in other countries or only in China?
 - 2 Do people celebrate the festival at the same time in different areas?
 - 3 Is the festival on the same day or date every year?
 - 4 Do people eat special food during the festival?
 - 5 Do people wear special clothes?
 - 6 Do people usually stay at home or go somewhere to celebrate?
- 11 **Write sentences about the festival. Use your answers in Activity 10 to help you. Join the sentences with *as soon as*, *until*, *when*, *while*, etc.**
- 12 **Make a poster. Find some pictures showing the festival.**
- 13 **Present your poster to the class.**

Module 3

Heroes

Module task: Writing about a hero

Unit 1 She trained hard, so she became a great player later.

Listening and vocabulary



Learning to learn

You can use the questions in Activity 2 to help you understand listening passages. If you can decide who the speakers are, where they are and who or what they are talking about, you may understand the main ideas better.

1 Work in pairs. Look at the picture and say who the person is and why she is famous.

2 Listen and choose the correct answer. 🎧

- Who are the speakers?
a) A student and a teacher. c) Two students.
b) A person on the radio and a guest.
- Where are the speakers?
a) At a radio station. c) In a classroom.
b) At home.
- What are they talking about?
a) A famous person. c) A teacher.
b) A friend.

3 Listen and read. 🎧

Ms Li: Daming, who is your hero? Who have you chosen to tell us about?

Daming: Deng Yaping! She's my hero because she's one of the best table tennis players in the world, and I love playing table tennis.

Ms Li: Tell us about her.

Daming: Well, she started playing table tennis when she was five. She trained hard, so she became a great player later.

Ms Li: And what competitions has she won?

Daming: She's won many world competitions, including four gold medals in the Olympics. She stopped playing when she was twenty-four.

Ms Li: What did she do after that?

Daming: She began to study at Tsinghua University in Beijing and then attended university abroad. Her English wasn't good enough when she began. Once again she worked hard, and seven years later, she completed her doctor's degree at Cambridge University. Whatever she does, she never gives up!

Ms Li: That's amazing!

Daming: Yes. Deng says that she isn't cleverer than anyone else, but she has a very strong will.

Ms Li: I see. Well, I think she's a good student as well as a good player.

Daming: Yes, and she helped make the Beijing Olympics a victory for world sport. She's simply the best!

Ms Li: She's a true hero.

Everyday English

- Whatever she does, she never gives up!
- That's amazing!

Now complete the table.

Facts about Deng Yaping	
When she was five,	she _____.
When she was twenty-four,	she _____.
After she stopped playing,	she began to _____ in Beijing.
After seven years' study abroad,	she _____.

4 Complete the sentences so that they are true for Deng Yaping.

- 1 She says she is not _____. 3 She helped _____.
 2 She has a very _____. 4 Whatever she does, she _____.

5 Complete the passage with the correct form of the words in the box.

abroad attend clever victory will

Deng Yaping is Daming's hero. At first, she was a table tennis player. Later, she (1) _____ Tsinghua University and then went to study (2) _____. She says she is not (3) _____ than anyone else, but she has a very strong (4) _____. She also helped make the Beijing Olympics a(n) (5) _____ for world sport. She is a true hero.

Pronunciation and speaking

6 Listen and mark the pauses. 

- 1 She's my hero because she's one of the best table tennis players in the world.
 2 She started playing table tennis when she was five.
 3 Whatever she does, she never gives up!
 4 Deng says that she isn't cleverer than anyone else, but she has a very strong will.

Now listen again and repeat. 

7 Work in pairs. Talk about your heroes.

A: Who's your hero?

B: It's Jackie Chan!

A: Why?

B: Because he's a great film star. I think his films are fantastic!

Now talk about each other's heroes with the whole class.

My friend Jim likes Jackie Chan best. Jackie Chan is his hero because he's a great film star and his films are fantastic.

Unit 2 There were few doctors, so he had to work very hard on his own.

Reading and vocabulary

- 1 Work in pairs. Look at the picture in Activity 2 and discuss who the person is and what he did. Use the words in the box to help you.

Canadian doctor hospital sick soldier treat war wound

- 2 Read the passage and check your answers to Activity 1. 

My hero — Dr Norman Bethune

By Wang Lingling

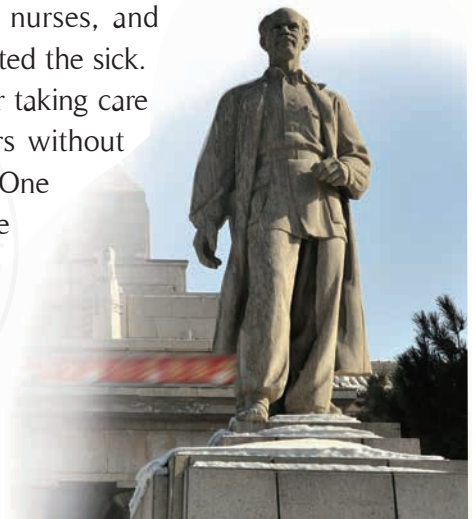
Norman Bethune is one of the most famous heroes in China. He was a Canadian doctor. He came to China to help the Chinese people and died for them.

Norman Bethune was born in 1890. He became a doctor in 1916 and went to Spain in 1936 to treat the wounded soldiers during the war there. He soon realised that many people were dying because they did not get to hospital quickly enough. Dr Bethune developed new ways of taking care of the sick. He invented special medical tools to use outside hospitals and close to the fighting areas so that doctors could treat the wounded more quickly. His inventions saved many lives.

In 1938, Dr Bethune came to China and helped treat the wounded during the Anti-Japanese War. At that time, there were few doctors, so he had to work very hard on his own. His experience of treating people in Spain was useful in China. He developed training courses for local doctors and nurses, and wrote books so that they could learn about how he treated the sick.

Dr Bethune often worked very hard without resting or taking care of himself. Once, he even worked for sixty-nine hours without stopping and managed to save over a hundred lives. One day in 1939, he cut his finger during an operation, but he continued his work without treating it. In the end, he died of his wound.

Dr Bethune's work for the Chinese people made him a hero in China. There are many books and films about him, and he is still remembered in both China and Canada today.



3 Number the events about Norman Bethune in the order they happened.

- a) came to China
- b) wrote books about ways of treating the sick in China
- c) was born in 1890
- d) invented medical tools to use outside hospitals
- e) died
- f) went to treat the wounded soldiers in Spain

4 Complete the passage with the correct form of the words in the box.

Canadian continue himself invention manage sick tool war wound

Norman Bethune was (1) _____, but he is one of the most famous heroes in China. During the (2) _____ in Spain, he treated the wounded soldiers there. He invented special (3) _____ to use outside hospitals. His (4) _____ saved many lives. In China, he (5) _____ to treat (6) _____ and wounded soldiers. He often worked without taking a rest and did not look after (7) _____. At one point, he (8) _____ to save over one hundred lives in sixty-nine hours. During an operation, he cut his finger, and finally died of his (9) _____. He is still remembered in both China and Canada.

Writing

5 Look at the facts about Yuan Longping and write a passage about him. Use the passage in Activity 2 to help you.

Fact box: Yuan Longping

Now	Is helping many countries of the world grow more rice than before
2004	Won World Food Prize
1980s	Travelled around the world and gave advice about growing rice
1974	Developed a new kind of rice
1964	Made a special study of rice
1950–1953	Studied in Southwest Agricultural College
1930	Was born in Beijing

- Write when and where he was born.
- Write about his studies.
- Write about the result of his work.
- Write about the things he did and the prize he won.
- Write about what he is doing now.

Unit 3 Language in use

Language practice

Many people were dying **because** they did not get to hospital quickly enough.
There were few doctors, **so** he had to work very hard on his own.
He wrote books **so that** they could learn about how he treated the sick.

1 Complete the passage with *because, so* or *so that*.

Yury Gagarin (1934–1968) was an astronaut of the Soviet Union who became the first human in space. At school, the teachers liked Gagarin (1) _____ he was clever and worked hard. In 1960, Gagarin became one of the twenty astronauts in a space programme. Gagarin trained hard (2) _____ he could travel into space.

Gagarin was not tall, (3) _____ he got the chance to fly the small spaceship, the *Vostok I*. On 12th April 1961, Gagarin took off for space. After almost two hours, he landed safely back on earth. He became famous around the world and travelled a lot to tell people of his experience in space.

2 Join the sentences with *because, so* or *so that*. There may be more than one answer.

- 1 Norman Bethune wanted to help people. He became a doctor.
- 2 Norman Bethune invented new tools for operations. He could help the wounded soldiers.
- 3 We know what life was like in the capital city of the Northern Song Dynasty. Zhang Zeduan painted a picture about it.

3 Work in pairs. Ask and answer.

Facts	Reasons
Norman Bethune went to Spain.	He wanted to help the wounded soldiers.
Many people think Shakespeare is Britain's greatest writer.	People still love reading his works.
Neil Armstrong and Buzz Aldrin landed on the moon.	They wanted to learn more about the moon and space.
Florence Nightingale made hospitals clean.	A lot of people died in dirty hospitals.

- *Why did Norman Bethune go to Spain?*
- *He went to Spain because he wanted to help the wounded soldiers.*

4 Complete the sentences with the correct form of the words in the box.

attend care continue realise sick tool treat

- 1 He stayed at home to look after his _____ daughter.
- 2 The doctor _____ his illness with some special medicine.
- 3 He developed medical _____ to use outside hospitals.
- 4 Though he was very tired, he _____ his work.
- 5 When she won the last game, she _____ she was the best in the world.
- 6 Many wounded soldiers are in need of medical _____.
- 7 Deng Yaping _____ university after she stopped playing table tennis.

5 Complete the sentences with the correct form of the expressions in the box.

die of give up in the end on one's own take care of

- 1 He did not ever _____ his dream of winning the game.
- 2 In 1938, Norman Bethune came to China to _____ the wounded soldiers in the war.
- 3 They travelled for several days and _____ they arrived home.
- 4 Thousands of people _____ illnesses in dirty hospitals in the nineteenth century.
- 5 Although she is very young, she can live _____.

6 Listen and choose the correct answer. 🎧

- 1 What did Stan Lee write about?
 - a) Actors in films.
 - b) Brave heroes.
 - c) His own life.
- 2 Who did Stan Lee think were heroes?
 - a) His parents.
 - b) His teachers.
 - c) His favourite actors in films.
- 3 Why did Stan Lee want to write?
 - a) Because his mother was proud of him.
 - b) Because his teacher told great stories.
 - c) Because of the books he read by famous writers.
- 4 What is Stan Lee's advice for children about writing?
 - a) They should read a lot before they write.
 - b) They should only read their favourite books.
 - c) They should write like famous writers.



7 Read the passage and choose the best title. 

- a) My favourite book
- b) Homer's adventure
- c) A great Greek hero — Odysseus
- d) A famous journey



My favourite Greek hero is Odysseus. He is the main character in *The Odyssey*, a famous story by the Greek storyteller, Homer.

Odysseus and his friends go from Greece to Troy to fight. After ten years, they win and are very proud of themselves. Then they set off for home, but on their way, there is a great storm. They become lost, and that is the start of their great adventures. While they are travelling, they meet many strange people. Most of them want to hurt Odysseus and his friends, but a few help them. On one island a very big man with only one eye tries to kill them. During this fight, Odysseus loses many of his friends, but he manages to get away.

After ten years of fighting and ten more years on the way home, Odysseus completes his journey and manages to get back to his own country, alone. His wife and son are waiting for him to come back. However, he looks so different that they fail to recognise him. After Odysseus saves his wife and son from some bad men, they finally know who he is. He is happy to be back home again after so many adventures.

I like this story because it is interesting and exciting. I think Odysseus is a true hero. He is very clever and has a strong will. I also learn from him that great men never give up, no matter what difficulties they face.

Now number the events in the order they happen.

- a) Odysseus gets together with his wife and son.
- b) Many of Odysseus's friends are killed.
- c) Odysseus and his friends fight in Troy.
- d) Odysseus and his friends go to Troy.
- e) There is a great storm on their way home.

Around the world

A famous British nurse

Florence Nightingale was born on 12th May 1820. In 1851, she was trained as a nurse. Three years later, she went to a British military hospital so that she could help British soldiers. Before she arrived, many soldiers died in the hospital because it was dirty. Florence Nightingale worked hard to make the hospital clean and save soldiers' lives. When she returned to Britain in 1856, she became a national hero. Florence Nightingale wrote several books about nursing, and she also started a school to train nurses. She died in London on 13th August 1910, when she was ninety years old.



Module task: Writing about a hero

- 8 **Work in pairs. Make a list of the heroes you can think of.**
 - Think of heroes from different areas (sport, environmental protection) or different careers (writer, scientist), etc.
 - List your heroes.
- 9 **Choose and research your hero.**
 - Choose the hero who you both think is the greatest.
 - Write down everything you know about your hero.
 - Find out more facts about your hero in books, newspapers and on the Internet. You can also ask your parents or your teacher for more information.
- 10 **Write about your hero.**
 - Plan a passage with three or four paragraphs like this:
 - Paragraph 1: Introduce your hero.
 - Paragraphs 2 and 3: Say what he/she did.
 - Paragraph 4: Say why you think he/she is the greatest hero.
 - Write the passage about your hero. Use the information in Activity 9 to help you.
- 11 **Present your hero to the class.**




Module 4

Home alone

Module task: Making a leaflet about living alone

Unit 1 I can look after myself, although it won't be easy for me.

Listening and vocabulary

- 1 Work in pairs. Talk about the picture.
- 2 Listen and answer the questions. 
 - 1 Where are Betty and her parents?
 - 2 Is Betty travelling with her parents?
- 3 Listen again and complete the sentences. 
 - 1 Will you be OK at home _____?
 - 2 I'll _____ you too, and I'll call you every day.
 - 3 I'll keep it tidy so that you'll _____ me when you get home.
- 4 Listen and read. 



Mum: Now, what's our train number?

Dad: T27 to Lhasa. It's leaving from Platform 2.

Mum: The meeting in Lhasa is very important for us, but I'm sorry you can't come with us, Betty.

Betty: So am I, but I can't miss two weeks of school.

Mum: Will you remember everything I've told you? Be especially careful with the door. Shut it when you're in and lock it when you go out.

Betty: Yes, Mum. I can look after myself, although it won't be easy for me.

Mum: Well, make sure you eat plenty of fresh fruit and vegetables. And I've left lots of your favourite biscuits.

Betty: Don't worry. I can cook simple meals.

Dad: There won't be anybody to wake you up in the morning.

Betty: I'll be fine. My clock rings so loudly that it will certainly wake me up.

Mum: I'm sure I've forgotten something, but I don't know what it is!

(Announcement: We advise all passengers for Train T27 to Lhasa to go immediately to Platform 2. Your train is about to leave.)

Betty: That's your train! Goodbye Mum, goodbye Dad.

Mum: I know! I haven't given you our address in Lhasa!

Betty: Send me a text message. Have a good trip!

Mum: Bye, my dear!

Betty: Bye! See you in a couple of weeks!

Everyday English

- Now, ...
- I'm sorry...
- So am I.
- Have a good trip!

Now complete the sentences. There may be more than one answer.

- 1 Betty's parents are going to _____.
- 2 Betty's mum tells her to _____.
- 3 Betty can _____.
- 4 Betty's parents usually _____.
- 5 Betty's mum has not _____.

5 Choose the correct answer.

address lock meeting passenger ring shut text message

- 1 "I haven't given you our *address* in Lhasa!" This means you do not know **where we are staying / what we are doing**.
- 2 You see *passengers* **travelling by train / staying at home**.
- 3 When your clock *rings*, it **is quiet / makes a loud noise**.
- 4 You receive a *text message* **on your phone / by email**.
- 5 When the door is *shut*, it is **open / closed**.
- 6 When you *lock* the door, you **keep people out / let people in**.
- 7 At a *meeting*, you meet people for **work / fun**.

Pronunciation and speaking

6 Listen and mark the words which the speaker links. 

- 1 Be especially careful with the door. Shut it when you're in and lock it when you go out.
- 2 I can look after myself, although it won't be easy for me.
- 3 I'm sure I've forgotten something, but I don't know what it is!

Now listen again and repeat. 

7 Work in pairs. Imagine you are staying at home by yourself. Ask and answer.

- 1 Can you look after yourself?
- 2 How will you make sure you wake up in the morning?
- 3 What will you eat?

A: Can you look after yourself?


B: Yes, I can. / No, I can't.

A: How will you...?

B: I'll...

Unit 2 I became so bored with their orders that I wished they would leave me alone.

Reading and vocabulary

- 1 Work in pairs. Talk about daily things you do alone and the things your parents do for you.
 - cook dinner
 - go shopping
 - tidy up
 - wash clothes
- 2 Read the passage and choose the best summary. 

My "perfect holiday"

As a boy, like all other boys, I wanted to be a man. But my parents did everything for me. Actually, they managed every minute of my life. Although they loved me, I felt a bit unhappy with them. "Zheng Chenyu, do your homework!" "Practise the piano!" "Turn off the TV!" I became so bored with their orders that I wished they would leave me alone.

Well, my wish came true! Although my parents were very worried about leaving me, they had to go away on business for a few days. Now was my chance! I could have some fun at last! As soon as I got home from school the first day, I happily threw my schoolbag on the sofa and ate lots of snacks. Then I enjoyed an exciting film on TV, and after that I played computer games. I liked the games so much that I played until midnight.

The next morning I woke up late. I had to hurry to school without breakfast, but I

was still late. The teacher asked me for my homework, but I could not hand it in. With an empty stomach, I was unable to play basketball with my classmates! I felt tired and sleepy at school all day long.

When I got home, I tried to cook some rice, but I burnt it. I even dropped my father's cup when I was cooking! I found myself so bad at simple cooking tasks. I started to feel lonely. I wanted Mum and Dad to come home soon. Mum cooked such delicious food, and made sure I never forgot my homework. Dad always helped me with any difficult questions, and told funny jokes when I was unhappy. Then I realised being home alone was not always perfect.

When my parents came home, they were happy to find that I could cook and tidy up now. I told them my home alone story, and we all laughed.

- a) Zheng Chenyu found his life more difficult without his parents.
- b) Zheng Chenyu depended on his parents to prepare meals for him.
- c) Zheng Chenyu had so much homework that he did not have time to look after himself.
- d) Zheng Chenyu should learn to cook.

3 Complete the sentences. See how Zheng Chenyu's feelings changed.

- 1 Zheng Chenyu felt _____ with his parents because they did everything for him and managed every minute of his life.
- 2 After Zheng Chenyu's parents went away on business, he felt _____ because he could _____.
- 3 Zheng Chenyu felt _____ after the first night.
- 4 Zheng Chenyu felt _____ when he found he could not look after himself well.
- 5 Zheng Chenyu realised being home alone _____.

4 Complete the passage with the correct form of the words in the box.

burn cup empty order simple task

Zheng Chenyu was bored with his parents' (1) _____. He was happy when his parents went away on business, although he soon found that he could not do (2) _____ things. He forgot his homework. He went to school with a(n) (3) _____ stomach. He (4) _____ his food and broke his father's (5) _____. Zheng Chenyu had to learn to do (6) _____ like cooking and tidying up. He realised being home alone was not always perfect.

Writing

5 Write a passage about what you can do and what you cannot do when your parents are away.

- Make lists of what you can do and cannot do when your parents are away.

I can wake up on time.

I cannot make breakfast.

- Now join the sentences with *although*, *but* or *so... that*.

I can wake up on time, although I cannot make breakfast.

- Write a conclusion to the sentences.
I will miss my parents, but I think I can look after myself very well.
- Share your passage with your classmates.

Learning to learn

When you write your passage, you can start with a question. Think of your first answer to it, and think of an example. Then think of the opposite answer, and think of an example as well. Try to present both answers and then write a conclusion.

Unit 3 Language in use

Language practice

I can look after myself, **although** it won't be easy for me.
Although they loved me, I felt a bit unhappy with them.
 My clock rings **so** loudly **that** it will certainly wake me up.

1 Complete the sentences with the words in the box. There may be more than one answer.

although but that

- 1 The teacher was so worried _____ she told me to stay after school and tell her what happened.
- 2 I can cook some dishes, _____ they are simple.
- 3 The work was so difficult _____ he could not finish it on time.
- 4 _____ I planned to get home early, I was late.
- 5 My parents have to leave me alone, _____ they do not want to.

2 Complete the sentences with your own ideas.

- 1 Their parents do most things for them, although _____.
- 2 She was so late that _____.
- 3 Travelling by bus takes longer, although _____.
- 4 Although they did not cook anything, _____.
- 5 I was very tired after the trip, although _____.
- 6 My parents are so busy that _____.

3 Complete the passage with the correct form of the words in brackets.

Last Sunday, Lucy (1) _____ (say) goodbye to her parents at the station. She could not (2) _____ (travel) with them because she did not want to (3) _____ (miss) school. Lucy was sure that she would be fine at home alone. There (4) _____ (be) so much food in the fridge that she certainly would not go hungry. She (5) _____ (know) how to cook some simple dishes. Three days later, when her parents (6) _____ (return), Lucy (7) _____ (be) very pleased to see them.

4 Complete the passage with the words and expressions in the box.

empty prepare shut tidy up wake up

I love being at home when my parents go out. It is silly to be afraid when the house is (1) _____, because the door is (2) _____ and you are quite safe. As you get older, I think it is important not to depend on your parents for everything, but to learn to look after yourself. My alarm clock rings so loudly that I can (3) _____ in the morning. I know how to (4) _____ food and (5) _____ my bedroom. When my parents return, the house is clean, just the way they like it!



5 Complete the sentences with the words in the box.

anybody anything everybody everything
nobody nothing somebody something

- 1 I can look after myself. I do not depend on _____ else.
- 2 Suddenly I realised that I was alone. There was _____ there to look after me.
- 3 Some students depend on others so much that their parents do _____ for them.
- 4 He never does _____ to help.
- 5 I needed _____ to eat, so I cooked some eggs.
- 6 Daming has not got a clock, so he needs _____ to wake him up.
- 7 Tony was so careful that _____ went wrong at all.
- 8 Cooking is an important skill, and _____ should learn to make some simple dishes.

6 Complete the passage with the expressions in the box.

be away depend on is worried about look after

Your parents are going on holiday without you. You go to the airport and see them off. Then you go home alone. Your parents will (1) _____ for two weeks. Your mother (2) _____ you. You tell her to have a good time, and not to worry. You say, "It's fine. I'll manage." Is it true? Do you know how to (3) _____ yourself? Or do you (4) _____ your parents to cook, wash and tidy up for you?

Module 4

Home alone

7 Listen and match the people with their activities. 

1 Betty

2 Daming

- a) got some advice about cooking
- b) could make some simple dishes
- c) ate at the student restaurant
- d) depends on his/her mother
- e) ate all the food his/her mother left
- f) went shopping and bought a lot of food
- g) is so bad at cooking

8 Read the passage and complete the sentences. 

Home Alone

Home Alone is a very funny 1990 American film. It tells a story about a boy who is accidentally left alone at home.

One night before Christmas, the McAlister family meet at their home. They are planning to fly to Paris for the holiday and are busy getting ready. Eight-year-old Kevin is the youngest child and is fighting with his brothers and sisters and his cousins. When he goes to bed, he is so angry that he wishes all his family would go away. In the morning, everyone wakes up very late. They are all in a hurry to get to the airport, so they forget Kevin and he is left alone at home by accident.

Although Kevin is alone, he is very happy

at first. His terrible family has gone — his wish has come true. He watches TV, eats lots of fast food and plays games. He has a good time. But later on, he goes out and hears two bad men called Harry and Marv planning to steal from his house. He goes home and plans some very funny ways to catch Harry and Marv. Many things in the house get broken as Kevin tries to stop them. Finally, the police come and the men are taken away.

The house is now a mess, so Kevin tidies it up and waits for his parents. They get back from Paris and are very happy to find that Kevin is safe.

- 1 The film *Home Alone* is about _____.
- 2 Kevin's family are preparing to _____.
- 3 Kevin wishes that _____.
- 4 Kevin is left at home because his parents _____.
- 5 At first, Kevin _____ to be at home alone.
- 6 Harry and Marv want to _____.
- 7 Finally, _____ come and take away Harry and Marv.
- 8 When Kevin's parents come home, they find that _____.

Around the world

Home alone rules

In the UK, there are no laws about when it is safe to leave a child alone, although parents must not put a child in danger. They should remember some basic rules:

- Leave a contact telephone number.
- Talk to the child about keeping safe at home and point out possible dangers.
- Tell the child not to answer the door to strangers.
- Give clear instructions about how to call the police, fire service or hospital.
- Put obvious dangers out of reach of the child, for example, medicines and matches.
- Tell the child when they will come back and make sure they are back on time.



Module task: Making a leaflet about living alone

- 9 **Make a list about how to live alone.**
 - Managing your time
 - Cooking
 - Staying safe
- 10 **Work in pairs. Choose a topic from the list and make a leaflet for your topic.**
 - Managing your time
Make a timetable.
Get up on time.
Don't be late for school.
Watch TV for less than one hour every day.
- 11 **Present your leaflet to the class.**
- 12 **Put all the leaflets together to make a class booklet.**

Module 5

Museums

Module task: Planning a guide to a museum

Unit 1 Don't cross that rope!

Listening and vocabulary

1 Match the signs with the rules.

- 1 Don't touch. 3 No shouting.
2 No smoking. 4 No photos.



Now work in pairs. Tell your partner the rules.

2 Listen and answer the questions.

- 1 Where did Lingling find the guide?
2 How many people are going to the museum on Saturday?



3 Listen and read.

(Betty, Lingling and Daming are on the second floor of a museum.)

Betty: What a wonderful museum!

Lingling: It's great, isn't it? Let's go to the Animal Room upstairs. I need some information for my project.

Betty: Me too. Let's go. Wait, where's Daming?

Lingling: There he is. What's he doing over there?

Daming: Hey, Betty! Lingling! Come and see the monkey exhibition!

Guard: No shouting, please! It's against the rules.

Betty: Oh, no! Daming is in trouble again.

Daming: Look at the monkey's tail! I've got to get in here...

Guard: Stop! Don't cross that rope! Can't you see the sign, kid? "No entry."

Daming: Oh. Why not?

Guard: Because it's closed.

Lingling: Yes, Daming. Read the sign!

Daming: Oh, right. That's no good! Well, I'll just take a photo...

Guard: Sorry. No photos. See?

Daming: There certainly are a lot of rules in this museum. No wonder the place is empty!

Betty: Daming! Don't be rude!

Lingling: Oh, no!

Betty: What's the matter, Lingling?

Lingling: My mobile phone! It's missing! Oh, no! What am I going to do?

Guard: Don't worry, Miss. Go downstairs to the lost and found office. They might have it.

Lingling: That phone is new! I have to find it, or Mum will punish me!

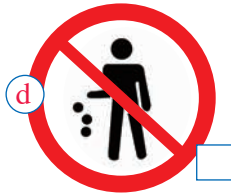
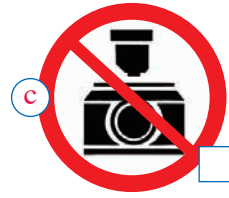
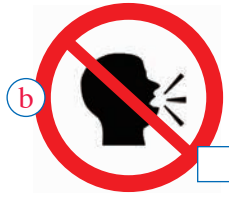
Betty: I'm sure it will be all right, Lingling. Let's go and see.

Daming: Yes, let's go downstairs.

Everyday English

- Me too.
- No shouting, please!
- It's against the rules.
- That's no good!
- No wonder...
- What's the matter?

Now check (✓) the rules mentioned in the conversation.



4 Write down what you cannot do in the museum.

No shouting.

5 Complete the passage with the words in the box.

downstairs exhibition missing punish rope rules tail upstairs

Lingling and Betty needed some information for their projects, so they wanted to go (1) _____ to the Animal Room, but Daming got into trouble at the monkey (2) _____. Daming broke the (3) _____ by shouting and trying to cross the (4) _____ when he planned to see a monkey with a long (5) _____. Then they discovered that Lingling's mobile phone was (6) _____. The guard told them to go (7) _____ to the lost and found office. Lingling has to find her phone, or her mother will (8) _____ her.

Pronunciation and speaking

6 Listen and underline the words the speaker stresses. 

- 1 No shouting, please! It's against the rules.
- 2 Because it's closed.
- 3 There certainly are a lot of rules in this museum.


Now listen again and repeat. 

7 Work in pairs. Discuss the rules in your classroom.

- *Must we keep quiet in the classroom?*
- *Yes. No shouting in the classroom.*

Unit 2 If you ever go to London, make sure you visit the Science Museum.

Reading and vocabulary

- 1 Work in pairs. Look at the pictures and talk about the differences between the two museums.
- 2 Read the passage and answer the question. 



How is the Science Museum different from other museums?



The Science Museum in London

By Tony Smith

Welcome to the most friendly museum in London. In most museums, there is no shouting and no running, and you must not touch anything. But the Science Museum is different... It is noisy! People talk about what they can see and do here, and there are some very noisy machines as well. If you want answers to all your questions about science, this is the right place for you.

I like to visit the rooms on the second and third floors. You can learn about communications and the environment as well as maths, physics and chemistry. For example, you can find out how people dig coal from the ground and use it to create energy. And in one room they even explain how X-rays let you see inside your body.

The Launchpad on the third floor is the most popular room, and it is my favourite too because there are lots of physics experiments. For example, if you want to fill a bag with sand, you have to control a kind of truck on wheels and move it into the correct place. You can also find out how people travel into space and back again.

On the fourth and fifth floors, you can learn about what medicine was like in the past. If you compare the medicine of the past with the medicine of today, you will feel very lucky next time you visit a doctor!

The Science Museum is interesting for people of all ages. You can always find something new and have a wonderful time there. The museum is free to enter, so you can go in for a few minutes or stay all day. It is open daily from 10 am to 6 pm. So if you ever go to London, make sure you visit the Science Museum. It is my favourite museum in the whole world!

3 Complete the *Tony's favourite museum* column in the table.

	Tony's favourite museum	Your favourite museum
Name		
Place		
Favourite room		
Opening hours		
Price		

4 Answer the questions. Use the words in the box to help you.

chemistry communications control environment experiment physics X-ray

- 1 What can you learn about in the rooms on the second and third floors?
- 2 What allows you to see inside your body?
- 3 What can you do in the Launchpad?
- 4 What can you learn about on the fourth and fifth floors?

Writing

5 Decide what the underlined words in the sentences refer to.

- 1 But the Science Museum is different... It is noisy!
- 2 People talk about what they can see and do here.
- 3 You can always find something new and have a wonderful time there.

6 Complete the passage with *it*, *they* and *there*.

There are a lot of museums in London, and one of the most popular is the British Museum. Thousands of people visit (1) _____ every year. (2) _____ they can see lots of interesting things from different times and places. The British Museum is very traditional. Visitors must not make a noise, and (3) _____ must not touch anything or take photos. Entry to the museum is free, so people can visit (4) _____ as often as they like.

7 Write a passage about your favourite museum. Pay attention to the words *it*, *they* and *there*.

- Complete the *Your favourite museum* column in the table in Activity 3.
- Write a passage. Use the table and Activities 2 and 6 to help you. Say:
 - 1 Are there many museums in your town?
 - 2 Which one is your favourite?
 - 3 What is special about the museum?
 - 4 What can you see or do there?

Learning to learn

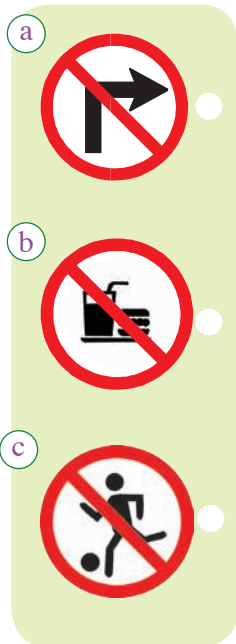
When you write, you can use pronouns such as *it*, *he*, *her*, *this*, *there*... to avoid repetition. But remember to check whether the reference is clear or not.

Unit 3 Language in use

Language practice

No shouting, please!
 Don't cross that rope!
 Don't be rude!
 If you ever go to London, **make sure** you visit the Science Museum.

1 Match the signs with the rules.



- 1 No swimming.
- 2 No football.
- 3 No right turn.
- 4 No parking.
- 5 No littering.
- 6 No food and drinks.



2 Look at the signs and write the rules.



3 Complete the sentences with the correct form of the words in brackets.

- 1 If you _____ (want) to see old machines, _____ (go) to the museum.
- 2 If you _____ (visit) London, _____ (take) a boat trip on the river.
- 3 If the computer does not _____ (start) immediately, _____ (wait) for one minute.
- 4 If the weather _____ (get) colder, _____ (put) on more warm clothes.
- 5 If any student _____ (have) a high fever, _____ (send) him/her to the school doctor at once.
- 6 If you _____ (want) to know how it works, _____ (read) the book.

4 Complete the sentences with your own ideas.

If you want to join our team, *practise more after class*.

- 1 If you do not like the TV programme, _____.
- 2 If you want to know where you are, _____.
- 3 If you cannot arrive at the station on time, _____.
- 4 If you need to send an email, _____.

5 Work in pairs. Ask and answer questions about the museum.

Science and Technology Museum

Opening hours

9:00 – 17:00 Tuesday – Sunday

Charge

Free

What is on

Ground floor: Ancient Technology
 First floor: Modern Technology
 Second floor: Space Technology
 Third floor: Medical Technology

Please note

- No shouting.
- No food.
- No smoking.
- No pets.
- No littering.

Contact us

Information desk: 7323 8299
 Email: information@SATM.com

- *What can you see at the museum?*
- *You can see an exhibition about...*

Now write some advice for visitors. Use *If*.

If you want to see ancient technology, go to the ground floor.

Module 5

Museums

6 Complete the sentences with the words or expression in the box.

at between inside into next to on

- The Science and Technology Room is _____ the third floor.
- Take the lift to the third floor. It is over there, _____ the stairs.
- There is a garden _____ the back of the building.
- You are not allowed to go _____ the museum without paying.
- The shop is _____ the ticket office and the main door.
- There must be another way _____ the room.

7 Complete the passage with the expressions in the box.

as well as well as compare... with... looking forward to make sure pay attention to

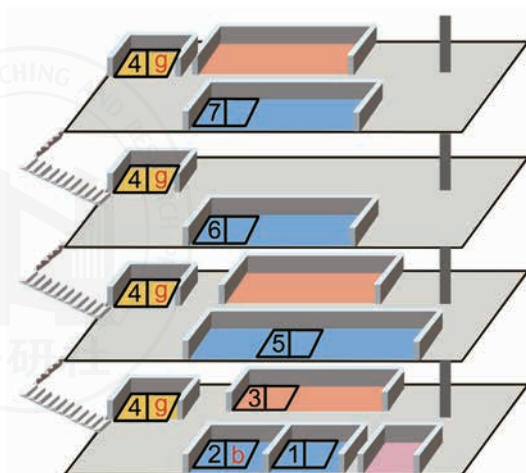
Well, here we are at the Science Museum. Today we will be looking at ancient and modern technology. You can learn about history (1) _____ technology. That's because changes in technology have changed the world. Please (2) _____ the machines or tools invented in ancient China. They are very important in history and have changed the world forever.

When you write your reports later, (3) _____ that you (4) _____ ancient technology _____ modern technology. You might include some information about life in ancient and modern times (5) _____.

I'm (6) _____ reading the reports of your visit.

8 Listen and label the different parts of the museum.

- Ancient World
- A special room
- Modern World
- Natural World
- Restaurant
- Ticket Office
- Toilet

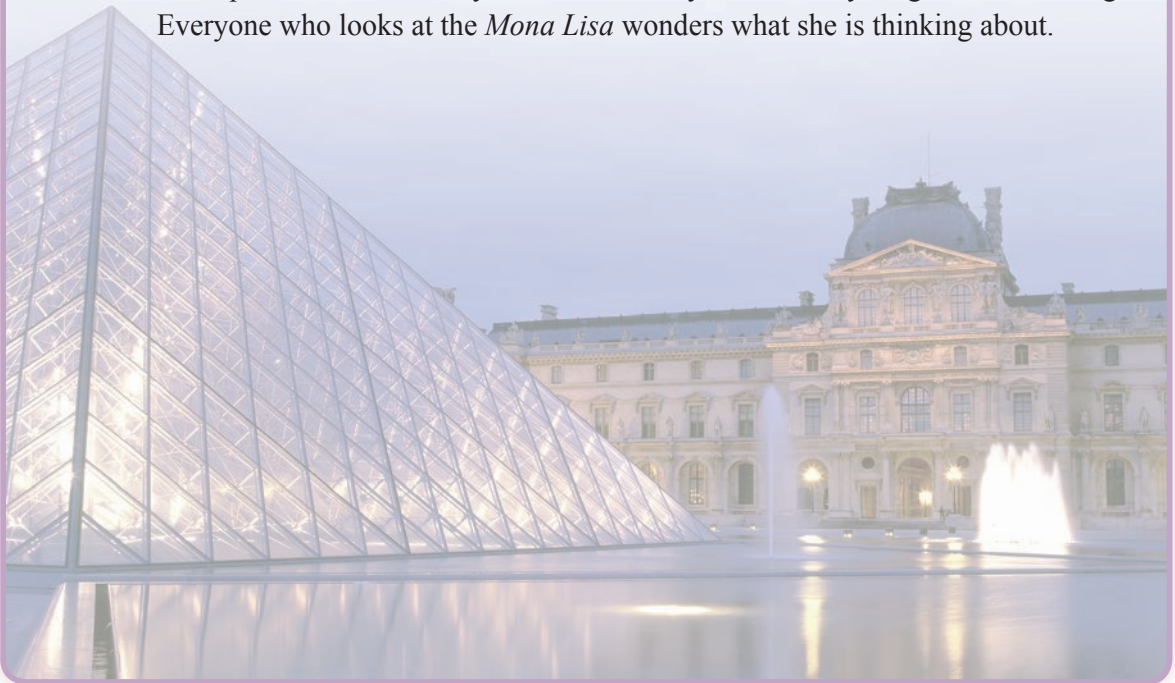


Around the world

The Louvre

No visit to Paris is complete without a trip to the Louvre Museum, one of the largest and most famous art museums in the world. The Louvre is in a beautiful old palace next to the River Seine, but you enter through a modern glass pyramid that the museum added in 1989. Inside, there are about 35,000 works of art. You can see objects and paintings from different centuries.

Probably the most famous painting in the Louvre is the *Mona Lisa* by Leonardo da Vinci. He painted it in the early sixteenth century. It shows a young woman smiling. Everyone who looks at the *Mona Lisa* wonders what she is thinking about.



Module task: Planning a guide to a museum

- 9 Work in groups. Prepare a guide to a museum.
 - Describe the museum: what kind of museum it is and what you can see there.
 - Draw a diagram of the museum: what you can find on each floor.
 - Provide more information: how to get to the museum; what the opening hours are; ticket information, etc.
- 10 Find or draw pictures for your guide, showing what you can see at the museum.
- 11 Present your guide to the class.


Module 6

Problems

Module task: Writing a problem page for a magazine

Unit 1 If I start after dinner, I'll finish it before I go to bed.

Listening and vocabulary

1 Listen and decide what Tony's problem is. Use the words in the box to help you. 

deal exam fail guitar instrument

- a) Tony is spending too much time playing the guitar, and he may fail his exams.
- b) All of Tony's friends can play musical instruments after class, but he has to study hard.
- c) Tony's parents want to stop him enjoying music, although they have made a deal with him before.

2 Listen again and check (✓) the true sentences. 

- 1 Tony's dad is worried that Tony spends too much time playing the guitar.
- 2 Tony has failed an exam.
- 3 Tony's mum wants Tony to stop playing the guitar.
- 4 Tony plays music together with his friends.
- 5 Tony's mum suggests that Tony should have guitar lessons.
- 6 Tony's dad does not agree with Tony's mum's suggestion.

3 Listen and read. 

Dad: Tony, you're playing the guitar again. Have you done your homework?

Tony: No, not yet, but I haven't got much. If I start after dinner, I'll finish it before I go to bed. Anyway, you wanted me to learn an instrument.

Dad: I want you to get into the habit of doing your homework as soon as you come home from school. If you start now, you'll finish it before dinner.

Tony: Yes, but I need a rest from schoolwork. I also want to go to the library to do volunteer work.

Dad: So you're not going to do your homework now?

Tony: No, it isn't necessary to do it now. I'll do it later.

Dad: That's a shame. I really don't think you should go to the library so much.

Tony: Why not? I can work in the library and I'm also able to read books there.

Dad: No deal, Tony. If you do all these other things instead of your homework, you won't have time to study.

Tony: You mean you don't want me to help the community and increase my knowledge of the world?

Dad: That's not the point. You should consider what the most important thing is. I don't want you to fail your exams.

Tony: But...

Dad: You can't do anything before you finish your homework. I'm sorry, but that's my last word.

Everyday English

- That's a shame.
- No deal.
- You mean...
- That's not the point.

Now work in groups. Discuss what the problem is between Tony and his father. Give your advice.

4 Choose the correct answer.

- 1 Why does Tony say he will do his homework after dinner?
 - a) Because he wants a rest from schoolwork.
 - b) Because he can do his homework in the library.
 - c) Because homework is less important than music.
- 2 Why does Tony's dad think Tony should not go to the library so much?
 - a) Because he wants Tony to learn an instrument.
 - b) Because working in the library stops Tony from playing the guitar.
 - c) Because Tony will not have enough time to study.
- 3 How does Tony feel about the work in the library?
 - a) It is more interesting than homework and should come first.
 - b) It is not as important as homework.
 - c) It is good because he can help the community and read books there at the same time.

5 Complete the passage with the words in the box.

community consider habit instead knowledge shame

Tony wants to go to the library, because he works there to help the (1) _____. He can also read books there and increase his (2) _____. But his father thinks it is a (3) _____ that Tony does not (4) _____ his homework to be more important. He wants Tony to get into the (5) _____ of doing his homework first (6) _____ of doing other things after school.

Pronunciation and speaking

6 Listen and mark the pauses. 

- 1 If I start after dinner, I'll finish it before I go to bed.
- 2 If you start now, you'll finish it before dinner.
- 3 If you do all these other things instead of your homework, you won't have time to study.

Now listen again and repeat. 

7 Work in pairs. Talk about the problems you have with:


- your schoolwork
- your parents

Now talk about solutions.

- *I failed my maths exam today!*
- *Don't worry. If you work harder, you will do better next time.*

Unit 2 If you tell him the truth now, you will show that you are honest.

Reading and vocabulary

- 1 Look at the letter and the reply in Activity 2. Decide where they come from.
a) A report b) A magazine c) A story d) A play
- 2 Read the letter and the reply. Choose the best summary of Steve's problem. 

Dear Diana

Do you have a problem? Write to Diana at *New Standard Magazine* and ask for her advice.

Dear Diana,

Last week, my friend David came round with a new computer game and asked to play it on my dad's computer. I was worried, because I should ask my dad before I use his computer. He uses it for his work, and I can only use it for my homework. The reason is that he thinks something will go wrong if I play games on it.

Well, while my dad was out, we decided to try out David's game. We copied it to the computer, and after we finished playing, we took it off the computer. However, when I started the computer again to check if everything was OK, some of my dad's documents were missing. Then, when my dad used the computer last night, he was really angry. He could no longer find the documents anywhere! They were very important.

I did not tell him about the computer game because I did not want him to be angry with me. Now I feel terrible. I am not sure whether a computer repair shop can get the documents back. Should I tell him about the computer game? Should I pay to repair it?

Yours,
Steve

Dear Steve,

Oh, dear! You have made two mistakes. It is bad enough that you used your dad's computer to play games when he told you not to. And it is even worse that you did not tell him about it. If you tell him the truth now, he will be angry with you, but at least you will show that you are honest.

You should apologise to your father. You should also pay the bill to repair the computer. If you offer to give up your pocket money, your father will realise that you are very sorry.

Remember, next time, play football with David and not computer games!

Best wishes,
Diana

Steve's problem

- Steve and his friend played a computer game on his father's computer, though his father warned him not to do so. Steve's father was really angry.
- Steve's friend cut some documents by mistake from Steve's father's computer. His father was very angry. Steve did not know how to repair it.
- Steve and his friend played a computer game on his father's computer. Some important documents were missing. His father was angry. Steve was worried about what to do.

3 Complete the advice to Steve.

- Steve should never _____ when his father told him not to do so.
- Steve should tell his father the truth to show _____.
- Steve should _____ to his father and pay _____.
- Steve should give up his _____ so that his father will realise that _____.

4 Complete the passage with the words in the box.

bill honest least reason repair truth

If Steve tells his father the (1) _____, at (2) _____ he will show that he is (3) _____. If Steve wants to get his father's documents back, he will have to ask a computer (4) _____ shop for help. Steve should use his pocket money to pay the (5) _____. The (6) _____ for this is that it will show he is sorry.

**Learning to learn**

In English, some structures look similar, such as the "if" structure in this module and that in Module 5. Comparing similar structures and making notes can help you learn the structures better.

Writing**5 Look at the letter by Steve in Activity 2. Find:**

- sentences that say what Steve did and when
- sentences that say what happened next
- sentences that say what the problem is
- Steve's questions

6 Think of a problem. Write a short letter to Diana about the problem. Use the steps in Activity 5 to help you.**7 Work in pairs. Read each other's problem letter. Suppose you are Diana and write a reply. Give your advice.**

Module 6

Problems

Unit 3 Language in use

Language practice

If I **start** after dinner, I'll **finish** it before I go to bed.

If you **do** all these other things instead of your homework, you **won't have** time to study.

He thinks something **will go** wrong **if** I **play** games on it.

1 Rewrite the sentences with *if*.

Listen in class, or you will not understand what to do.

If you do not listen in class, you will not understand what to do.

- 1 Eat your breakfast, or you will get hungry at school.
- 2 Hurry up! You will be late.
- 3 Read the book carefully. Then you will not make mistakes.
- 4 Don't watch too much TV, or your eyes will hurt.
- 5 Work harder! You will get higher marks.

2 Think of three problems you have in your schoolwork. Make notes about them in the *Problem* boxes.

Schoolwork		
Problem		
Advice		

Now work in pairs. Talk about your problems and give advice to each other. Complete the table.

— *I can't speak English well.*

— *If you practise more outside the classroom, you will make progress.*

3 Complete the sentences so that they are true for you.

- 1 I will be really happy if _____.
- 2 I will do well in English if _____.
- 3 My parents will be angry if _____.
- 4 If it rains next Saturday, I _____.

4 Complete the conversation with the correct form of the words and expression in the box.

honest pocket money problem refuse repair terrible truth wear

May: What's up? You look really sad.

Kate: Yes, I feel (1) _____.

May: What's wrong? Tell me about it. Maybe I can help.

Kate: Well, I needed some new shoes to wear to a party. But I didn't have enough (2) _____ to buy any. So I asked my sister if I could wear her new shoes.

May: Did she agree?

Kate: No, you see, that's the (3) _____. She (4) _____ to let me wear them, because she bought them for her sixteenth birthday party. They were expensive. She saved up a lot of money to buy them. But I took them when she was out and (5) _____ them to the party. Then on my way home, I fell, and one of the shoes is broken.

May: Can you (6) _____ it?

Kate: No, I don't think anyone will be able to do that.

May: Then you must tell her the (7) _____. If you aren't (8) _____, she'll be even angrier with you.

Kate: I know you're right. I'll do as you say.

5 Complete the passages with the correct form of the expressions in the box.

at the end of be angry with be proud of listen to

Dear Diana,

My grades are not very good, and my parents (1) _____ me. I told them that I worked hard at school. The problem is, I am just not good at schoolwork. But they think I spend too much time playing basketball when I should be studying. It is true that I play a lot of basketball because I think basketball is something great. I am in the school team and I (2) _____ that. I want to be in the national team someday. My uncle has offered to help me train too, but how can I get my parents to agree?

Mary

Dear Mary,

You should also work very hard at school. If your grades are better (3) _____ this term, your parents will not worry so much. Then you can ask your uncle to talk to them. Maybe your parents will (4) _____ him.

Diana

Module 6

Problems

6 Read the problems and give your advice.

- A** I want to take part in the school violin competition this year, but I am not sure whether I should or not. I practise the violin for three hours every day. However, I have never won a prize, although I have entered the competition several times. I came fourth last year. That was my best. I feel quite unhappy with the result. I wonder if I should just give up.

Kate

Your advice:

- B** My best friend Linda and I both love acting and singing. I have just found out that I have got the biggest part in the school play. Linda has only got a small part. She is not happy about it. I feel sorry for her. I know she wants me to refuse the big part. She says that is what a good friend should do. But it is really important to me. What should I do?

Susan

Your advice:

- C** My friend Peter finds maths very difficult. He wants me to let him copy my homework. I want to refuse because I do not think it is honest to do that, but I do not want Peter to get into trouble with his parents. They have warned him about not working hard. But he does work hard — it is just that he does not understand the work.

Jack

Your advice:

7 Listen to the conversation and answer the questions.

- 1 What is the girl's problem?
- 2 Is it a common problem among teenagers?
- 3 What does the doctor advise the girl to do?
- 4 What does the doctor advise the girl not to do?

Around the world

Advice columns

Advice columns have been used since the eighteenth century. In the past, advice columns could mainly be found in magazines or newspapers. Readers could send letters to the columnist to get expert advice. Nowadays, websites and blogs online are much more popular. People can post their questions or problems online and get answers quickly. Anyone can start an advice blog about any topic, like travel, lifestyle, money, health, relationships or parenting. Most of the time, people will not reveal their names, and will use special email addresses. This makes advice blogs very popular, as the persons seeking advice can ask embarrassing or difficult questions without revealing their identity.



Module task: Writing a problem page for a magazine

8 Work in pairs. Write a letter about a problem.

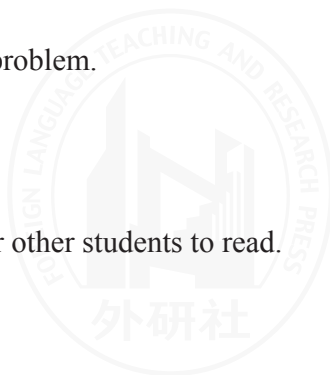
- Choose a problem.
- Write a letter about the problem.

9 Work in groups. Decide on advice for the problems.

- Read each problem.
- Discuss the advice for each problem.
- Write the advice.

10 Make a problem page.

- Design a problem page.
- Display the problem page for other students to read.



Revision module A

Grammar and speaking

1 Complete the sentences with the correct form of the words or expression in brackets.

- 1 When she _____ (be) at school, she _____ (win) lots of prizes in sports.
- 2 The telephone _____ (ring) while I _____ (listen to) music.
- 3 Mr Lane _____ (keep) working for a month, although he was very tired.
- 4 When Tony and his mum _____ (visit) the museum last Sunday, they _____ (buy) lots of postcards in the shop.

2 Complete the sentences with the words or expressions in the box.

although because but since so that so... that until

- 1 Would you please leave us your phone number _____ we can keep in touch with you?
- 2 The little girl was very happy _____ her new friend gave her a beautiful present.
- 3 The song *Heal the World* was _____ popular in this school _____ everyone could sing it.
- 4 He played the match yesterday, _____ he was ill.
- 5 Jack's grandfather is seventy years old, _____ he still goes swimming every day.
- 6 James did not stop playing games in the computer room _____ his father found him there.
- 7 Mr Carlson has worked in a bookshop _____ he left college in 1999.

3 Complete the passage with the correct form of the words and expression in the box.

although as soon as until when while

Everybody was dancing (1) _____ the music was playing. (2) _____ there was plenty to eat, I ate very little because I was so excited. (3) _____ the clock showed ten seconds to midnight, people started to join the countdown. (4) _____ it struck midnight, we all called out "Happy New Year". The music continued (5) _____ two o'clock. Then we went home.

4 Complete the passage with the sentences in the box. There is one extra sentence.

- a) As soon as the First World War started, Marie Curie gave her Nobel Prize money to help people.
- b) She was so poor that she worked as a teacher in the evenings and studied chemistry, physics and maths during the day.
- c) She could not go to university because the family did not have enough money.
- d) The notebooks she used are still too dangerous to touch, so they are kept in a special box.
- e) Although the family did not have much money, she studied very hard so that she could be a scientist.

Marie Curie

Marie Curie is probably the most famous woman scientist in the world. She was the first person in history to receive two Nobel Prizes. She won the first in 1903 for physics, with her husband Pierre Curie, and she won the second, for chemistry, in 1911.

Marie Curie was born in 1867 in Poland. (1) _____ In 1891, she went to Paris to live with one of her sisters and was accepted into Sorbonne University. (2) _____ While Marie was at the university, she was introduced to another scientist, Pierre Curie. They worked together and got married in 1895.

Marie Curie cared about knowledge very much. She also cared about people. (3) _____ X-ray machines were introduced by her to help wounded soldiers. During the First World War, over one million soldiers were treated with the help of these X-ray machines. She also produced instruments to keep soldiers' wounds clean.

Marie Curie died in 1934 of an illness she got because of her dangerous experiments. (4) _____

Marie Curie is a great model for women around the world.

5 Complete the sentences with your own ideas.

- 1 As soon as I got home, _____.
- 2 When the bus came, _____.
- 3 When I was talking with Ms Wang, _____.
- 4 He became a national hero after _____.
- 5 What were you doing while _____?
- 6 I did not finish the work until _____.

Revision module A

6 Write some rules for the school bus.

School bus rules

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Now work in pairs and talk about the rules. Add more rules to your list and take out the less important ones.

- First, don't make phone calls on the school bus.
- I think this one is not very important...

Vocabulary

7 Complete the passage with the words in the box.

habits knowledge manage opinion plenty simply

In my (1) _____, it is very important for us teenagers to learn how to take care of ourselves. Also, there is always (2) _____ of housework to do, but we (3) _____ do not help our parents do it. Good (4) _____, such as tidying up our rooms every day, can help our parents a lot. With a basic (5) _____ of cooking, we can make sure we do not go hungry when our parents are out. It is easy for us to learn to (6) _____ things better.

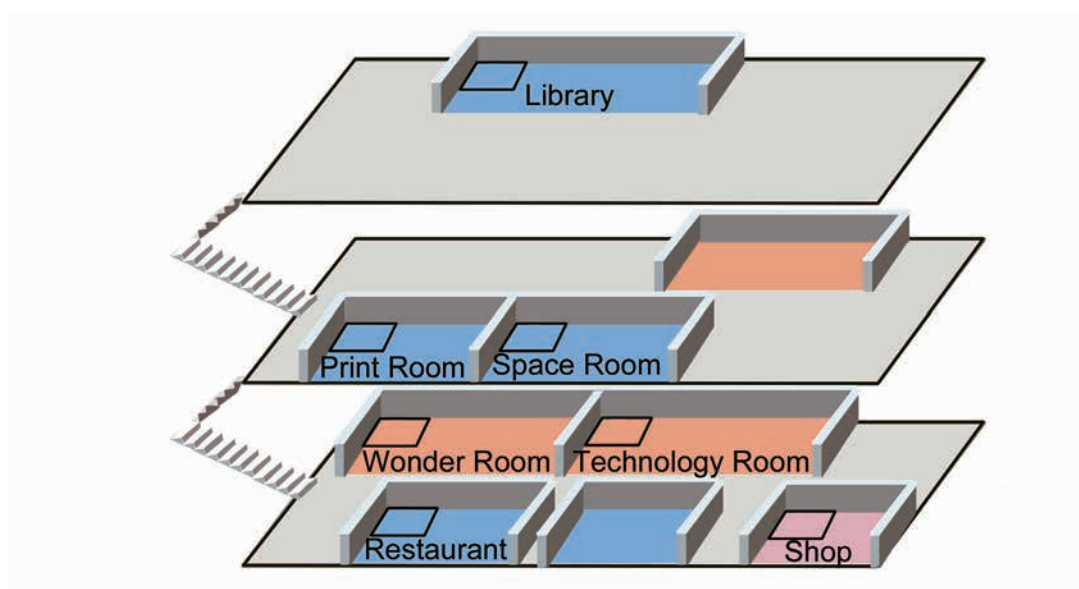
8 Complete the passage with the expressions in the box.

against the rules at least in my opinion look forward to
on our own pay attention to tidy up

Science is the most enjoyable subject, (1) _____. I always (2) _____ chemistry lessons because using the lab is fun. But the lab can be dangerous, so you must always (3) _____ the teacher. She may have something important to tell you about safety. And in every lesson, there is one very important safety rule: We must always wait for the teacher to arrive before we start work. It is (4) _____ for us to work (5) _____. We must also keep the lab clean, so we (6) _____ at the end of each lesson. It takes (7) _____ ten minutes to do this, so we have to stay longer and spend some time cleaning things after the lesson finishes.

Listening and speaking

- 9 Listen and number the places according to Daming's route through the museum. 🎧



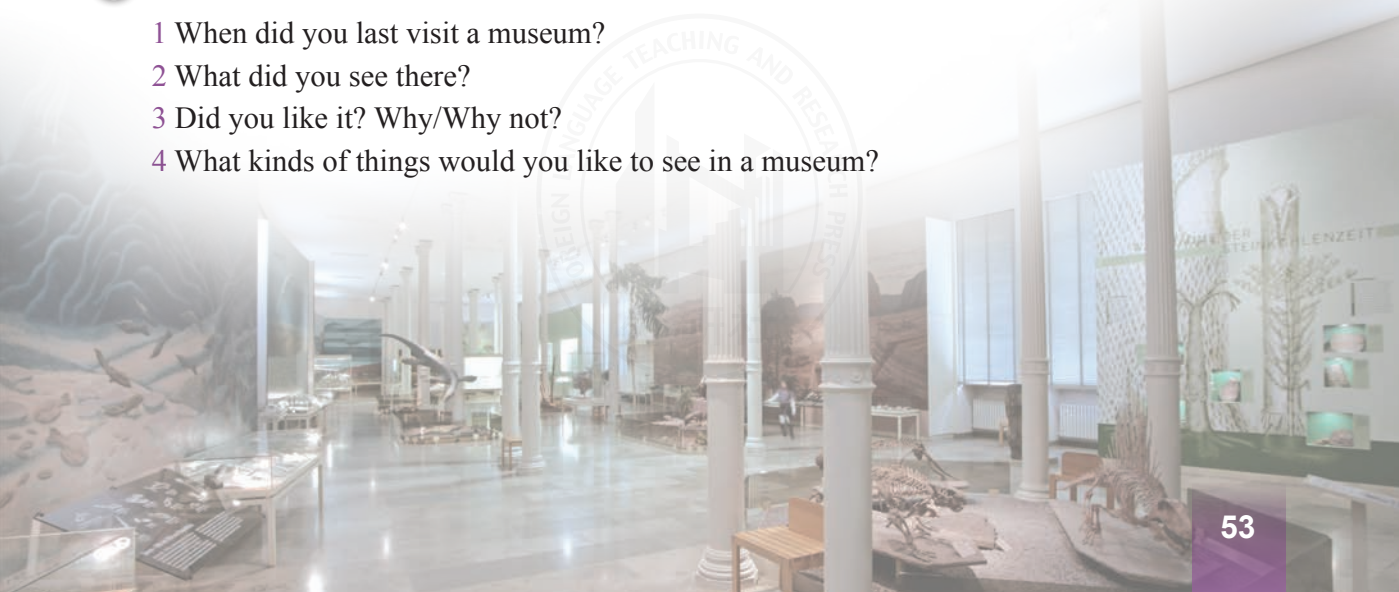
- 10 Listen again and write notes to the questions. 🎧

- 1 When did Daming visit the museum?
- 2 Which room does Tony like best at the museum?
- 3 Which room has just opened?
- 4 What information can you find in the new room?
- 5 Why did Daming buy a book for Tony?
- 6 What does Daming think about the museum?

Now write full answers to the questions. Use the notes you have written to help you.

- 11 Work in pairs. Ask and answer the questions.

- 1 When did you last visit a museum?
- 2 What did you see there?
- 3 Did you like it? Why/Why not?
- 4 What kinds of things would you like to see in a museum?



Revision module A

Reading and speaking

12 Read the email Tina wrote to three friends in China and do the activities. 

Hi,

How are you all?

You know I am going to China soon for a two-week holiday and I am really looking forward to seeing you all. Of course, I really want to see some of the famous places there, like the Great Wall. And I know that there are a lot of other ancient buildings and beautiful places to see. I recently read about the big changes in China over the past few years. The new cities have grown so quickly and the old cities have changed so much, so I am sure there will be a lot to see.

Please can you each suggest some places to go so that I can have a perfect holiday?

Lots of love,

Tina

Now read the replies Tina's friends sent her.

Hi Tina,

For me, the best place to visit is Shenzhen. It is an exciting and fast-moving new city in the south of China. You can get a very good idea of modern China if you go there. You can also visit an old city like Nanjing. Nanjing has changed a lot over the past twenty years. You can see the old and new buildings standing side by side there, and many of the older buildings now look beautiful because workers have carefully made them look as good as new.

Looking forward to seeing you soon.

Hongmei

Hi Tina,

It is great to hear you are coming to China. Let's travel around together and visit some interesting places. I would really like to go to Xi'an. I have never been there before. If we go there, we will get the chance to see the Terracotta Army. There are also a lot of other places of interest in this city because it has a long history. Let me know when you will arrive and I can plan our trip.

Lots of love,

Fanxing

Hello Tina,

What good news! At last you are coming to visit us here in China.

I know you are really interested in animals, so I suggest that we visit Chengdu, a beautiful city in Sichuan Province. We can see pandas in the park near Chengdu. We can also visit Du Fu's Thatched Cottage (Du Fu Caotang), one of my favourite places there. Du Fu was one of the most famous poets in Chinese history. He lived there for some years. After he died, it became a place for people to remember him. It is a traditional Chinese garden as well as a beautiful and quiet place, excellent for reading and thinking.

I hope you like my suggestions.

Love,

Weiwei

Work in pairs. Discuss places you would suggest for Tina's visit and give your reasons.

Writing

13 Choose one of the questions.

- 1 What is your favourite wonder of the world?
- 2 What is your favourite festival?
- 3 Who is your hero?
- 4 What basic life skills do teenagers need?
- 5 What is your favourite museum?
- 6 What is the best time to do homework?

14 Write notes about the question you have chosen in Activity 13.

What is your favourite wonder of the world?

- Say what and where
the mountains along the Li River
- Say why
shapes of the mountains: strange, special
- Say what happened and when
stayed with my uncle and aunt in Guilin, took a boat trip one day

15 Write a passage. Use the notes you have made in Activity 14 to help you.

My favourite natural wonder is the mountains along the Li River. They have strange and special shapes. My uncle and aunt live in Guilin, so I went there for a holiday last summer. One day we took a boat trip on the Li River...

Unit 1 We're still influenced by Confucius's ideas.

Listening and vocabulary

1 Work in pairs. Look at the pictures. Say who the people are and why they are famous.

Now listen and check your answers. 

2 Listen again and complete the sentences. 

1 Confucius is well-known in _____.

2 Shakespeare wrote _____.

3 Mark Twain's stories are set _____ of the US.

3 Listen and read. 

Mr Jackson: Hello, Betty. What's up?

Betty: I want to join an Internet group to discuss great books by great writers.

Mr Jackson: So, who are your great writers?

Betty: Well, maybe Confucius and Shakespeare.

Mr Jackson: Really? I accept that they're great because their works are still read by many people today. But I think I'd describe Confucius more as a teacher and thinker than a writer. He was a very wise man. What do you have to do for the discussion?

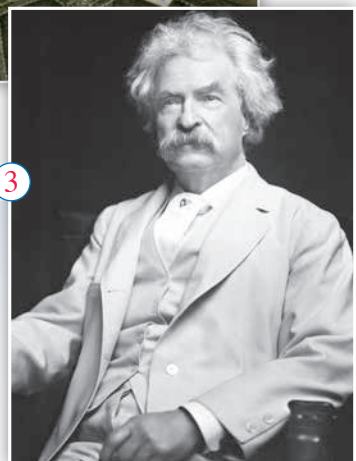
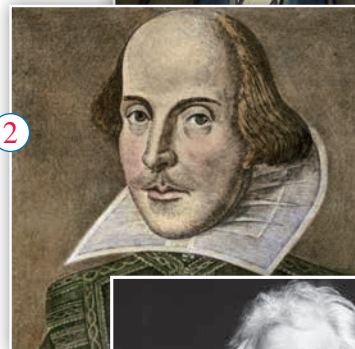
Betty: Well, each of us reads a favourite book and writes a review for the discussion.

Mr Jackson: I see. We're still influenced by Confucius's ideas, and Shakespeare's plays also make a lot of sense to us today. People have always read, and will always read great books. By the way, what do you think of Mark Twain, the great American writer in the nineteenth century?

Betty: He was important, but I suppose he isn't as well-known as Confucius or Shakespeare.

Mr Jackson: No, but his books are still popular, and one of his books is my favourite, *The Adventures of Tom Sawyer*.

Betty: Great! Why don't you join in the discussion and tell us about it?



Everyday English

- What's up?
- Well, maybe...
- I suppose...
- Why don't you...?

Now match the people with the descriptions.

- 1 Confucius
- 2 Shakespeare
- 3 Mark Twain

- a) He was a very wise man.
- b) He is not as well-known as the other two people, but his works are still popular.
- c) His plays are read by millions of people.
- d) He was more a teacher and thinker than a writer.
- e) People are still influenced by his ideas.

4 Complete the passage with the correct form of the words in the box.

accept discuss influence review sense thinker wise

Mr Jackson and Betty are (1) _____ great writers. Betty explains that in her Internet group, each person reads a favourite book and then writes a(n) (2) _____ of it. Mr Jackson (3) _____ that Confucius and Shakespeare are great because their works are still read by people today, but he thinks Confucius was more a teacher and (4) _____ than a writer. He says that Confucius was a very (5) _____ man. Mr Jackson thinks that we are still (6) _____ by Confucius's ideas and that Shakespeare's plays still make (7) _____ to people today.

Pronunciation and speaking

5 Listen and underline the words the speaker stresses. 

- 1 We're still influenced by Confucius's ideas.
- 2 Shakespeare's plays also make a lot of sense to us today.
- 3 He was important, but I suppose he isn't as well-known as Confucius or Shakespeare.

Now listen again and repeat. 

6 Work in groups. Do you agree with the following opinions? Give your reasons.

- 1 *Teahouse* is one of the greatest plays in China.
- 2 Everyone should learn some Tang poems.
- 3 We should only read books by great writers.

I accept...

I agree/don't agree with...

I suppose...

I think...

Now report the ideas of your group to the whole class.

Most of us think... We think we learn...

Unit 2 It is still read and loved.

Reading and vocabulary

- 1 Work in pairs. Read the first paragraph of the passage in Activity 2 quickly and try to answer the questions. Use the words and expression in the box to help you.

adventure hero nineteenth century treasure

- 1 What kind of story is *The Adventures of Tom Sawyer*?
- 2 When and where is the story set?

- 2 Read the passage and check your answers to Activity 1. 

A book review of *The Adventures of Tom Sawyer*

One of my favourite great books is *The Adventures of Tom Sawyer*, by Mark Twain. The story is set in the town of St Petersburg, Missouri, in the US, in the nineteenth century. It tells some exciting stories about a boy who has many adventures.

Tom, the hero of the book, lives with his aunt Polly. He is a lively and clever boy. He does not like people telling him what to do, so he always gets into trouble. He and his best friend, Huck Finn, run away to an island in the middle of the Mississippi River. Tom has more trouble because a bad man named Injun Joe is looking for him. Later, Tom escapes from a cave with another friend, Becky. He also finds Injun Joe's treasure box and takes it away.

My favourite part of the book is when Tom and Huck start their adventures on the island in the Mississippi River. At first, they are happy. But when they hear that everyone thinks they are dead, they feel very sorry, so they come back home. They hide and watch for a time when they see their family and neighbours coming

to their funeral in the church. Then, Tom and Huck suddenly appear. Everyone is surprised to see them at first, but very pleased to find that they are alive.

The Adventures of Tom Sawyer is a great book. It is more than an adventure story. Mark Twain wrote it in 1876. It describes people's lives in the southern states of America at that time. It tells how young people grow, how people love each other and how bad people pay for their actions. It is written in everyday English, and the dialogues sound especially real. Today, it is still read and loved by people all over the world, and it is thought to be one of the greatest American stories.

Learning to learn

Noticing words and expressions that are similar or repeated will help you understand the theme of a passage. For example, the expressions *many adventures*, *run away* and *treasure box* in *The Adventures of Tom Sawyer* show us that the story will be an exciting adventure.

- 3 Complete the table with the information about *The Adventures of Tom Sawyer*.

	<i>The Adventures of Tom Sawyer</i>	Your favourite book
Writer		
Place where the story is set		
Main characters		
Stories the book tells		
Theme		
Features		

- 4 Complete the passage with the correct form of the words in the box.

dialogue everyday neighbour state

Set in the (1) _____ of Missouri, in the US, *The Adventures of Tom Sawyer* is a lively story full of fun. Tom and his friend Huck have many adventures. My favourite part is when their family and (2) _____ go to church because they think Tom and Huck are dead! The book is also full of wonderful (3) _____. The conversations are written in the (4) _____ English of nineteenth-century Missouri, and sound especially real. It is a truly great book!



Writing

- 5 Work in pairs. Ask and answer. Would you like to read *The Adventures of Tom Sawyer*? Why/Why not?
- 6 Complete the *Your favourite book* column in the table in Activity 3.
- 7 Write a passage about your favourite book. Use the passage in Activity 2 and the information in Activity 6 to help you.

My favourite book is Harry Potter and the Philosopher's Stone by J. K. Rowling. It is a story about a boy...

- 8 Work in pairs. Talk about your favourite book.

Unit 3 Language in use

Language practice

Their works **are** still **read** by many people today.
We're still **influenced** by Confucius's ideas.
It **is** still **read** and **loved** by people all over the world.

1 **Work in pairs. Compare the sentences below with the sentences in the grammar box above.**

- 1 Many people still read their works today.
- 2 Confucius's ideas still influence us.
- 3 People all over the world still read and love it.

Now complete the sentences with the correct form of the words in the box. You need to use the words more than once.

give influence read write

- 1 Millions of people _____ Mark Twain's stories every year.
Mark Twain's stories _____ by millions of people every year.
- 2 Confucius still _____ people around the world.
People around the world _____ still _____ by Confucius.
- 3 A famous writer _____ the advice column in the newspaper every week.
The advice column in the newspaper _____ by a famous writer every week.
- 4 The teacher usually _____ the students a lot of ideas.
The students _____ usually _____ a lot of ideas by the teacher.

2 **Complete the passage with the correct form of the words and expression in brackets.**

My favourite funny story in *The Adventures of Tom Sawyer* is when Tom (1) _____ (tell) by his aunt to paint the gate white. The work is a punishment because he missed school one day. Of course, he does not want to do any work. At first, Tom (2) _____ (watch) by his friends and (3) _____ (laugh at), so he feels quite bad. But soon he turns the situation round, and he (4) _____ (help) by his friends instead. Tom says that he enjoys painting the gate white, and his friends want to try. He asks each friend to give him something valuable, and in return they (5) _____ (allow) to do some of Tom's work!

3 Complete the conversation with the correct form of the words in brackets.

Tom: Why (1) _____ popular books _____ (make) into films?

Jack: Oh, because the stories (2) _____ already _____ (know) by lots of people, so the films will become popular as well.

Tom: But why (3) _____ the stories sometimes _____ (change) in films?

Jack: Because films and books are different. Some people in the book are not included in the film, but others are more important than they are in the book.

Tom: But that doesn't happen in historical films?

Jack: Yes, it does. Sometimes even the facts about history (4) _____ (change).

Tom: But why (5) _____ facts _____ (rewrite)?

Jack: Because films don't always try to teach history, but to tell a good story!

4 Complete the conversation with the words in the box.

accept dialogue discuss influence sense society wise writers

Host: Welcome to *Two Talk*. Today we will (1) _____ the question: Are writers still important? With me for today's (2) _____ are James Southern and Penny West. James, what do you think?

James: I think people who write for a job are not as important as they used to be. There are many (3) _____ now, but they write on the Internet, for free.

Host: Is that a problem?

James: Yes, I think so. Although it's good that everyone can be a writer and write what they like on the Internet, they also sometimes write wrong information. So it isn't (4) _____ to get all your information from the Internet.

Host: What do you think, Penny?

Penny: I'd (5) _____ what James says. There is a lot of rubbish on the Internet, and it might have too much (6) _____ on some people. Wrong information is bad for (7) _____. People need to think about what they read, and decide whether it makes (8) _____ or not. It's a pity that not enough people do that!



Module 7

Great books

5 Complete the conversation with the correct form of the expressions in the box.

all over the world be not afraid of get into trouble
grow up in the middle of join in look for run away

Tony: Hi Daming. What's up?

Daming: Oh, hi Tony. I'm (1) _____ this great book — it's Alex Rider's adventure stories. You should read one of them!

Tony: Oh, what are the stories about?

Daming: Well, they're all fantastic stories, full of exciting situations of course. You see, Alex Rider is a hero. He (2) _____ in London, but now he travels (3) _____ and helps the police — they (4) _____ dangerous, bad people and catch them.

Tony: Oh, it sounds great. I love adventure stories. But doesn't he (5) _____?

Daming: Well, of course, that's what the stories are about. He gets lost in strange places, and he (6) _____ from danger all the time.

Tony: And don't tell me, he (7) _____ anything!

Daming: Of course not — well... maybe snakes! But he is pretty clever!

Tony: Of course he is...

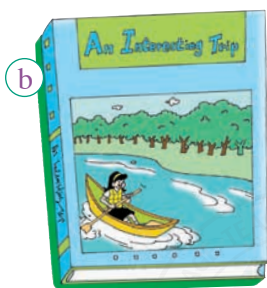
Daming: Look! We're going to talk about Alex Rider at the after-school book club. Why don't you come and (8) _____?

Tony: Great! I'd love to!

6 Listen and check (✓) the books that Daming likes. 🎧



The Arabian Nights



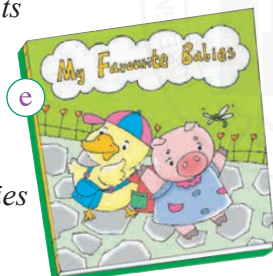
An Interesting Trip



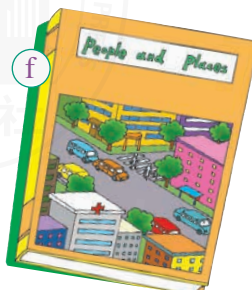
Visiting China



The House That Talked



My Favourite Babies



People and Places

7 Work in pairs. Talk about the best stories to read.

A: What stories should I read?

B: I think...

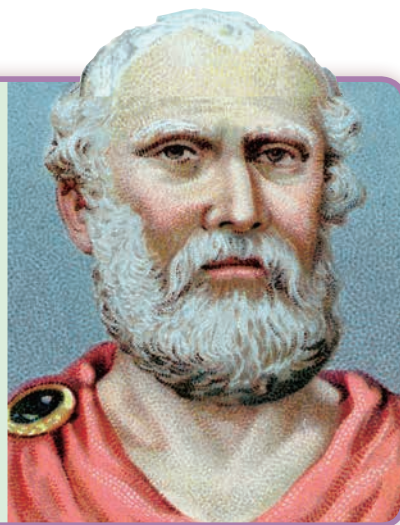
A: Do you think I should read The Arabian Nights?

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

Around the world

Plato and *The Republic*

Plato lived in ancient Greece. He was a great thinker and writer, and his ideas helped start Western philosophy. He wrote down his ideas in the form of many famous dialogues and letters. *The Republic* is his most famous book. In it, Plato discusses politics and what makes a good city and a good man. The modern world is still influenced by his writings about life, education, government, art, maths and science.



Module task: Organising a class talk

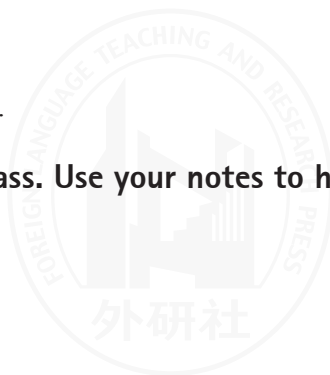
8 Work in groups. Prepare a talk.

- Read the statement: *We are more influenced by films than books.*
- Think of some films or books you have seen or read. How did they influence you?
- Decide on your point of view. Do you agree or disagree with the statement?
- Make notes about why you agree or disagree with the statement.

9 Plan your talk.

- Plan what you want to say.
- Make notes about your ideas.

10 Present your talk to the class. Use your notes to help you.



Unit 1 Daming wasn't chosen for the team last time.

Listening and vocabulary



1 Work in pairs. Look at the picture and describe it.

2 Listen and complete the sentences. 🎧

- 1 Tony's basketball matches are held _____ Saturday.
- 2 If a school team in Beijing wins its match or scores over _____ points in a match, it can play in the competition.
- 3 Tony's team BIG stands for Beijing _____ Giants.
- 4 BIG's _____ think they are fantastic.

3 Listen and read. 🎧

Lingling: Hi Tony, you look tired.

Tony: Yes, I'm training for the big match next week.

Betty: Who are you playing against?

Tony: HAS.

Lingling: What does HAS stand for?

Tony: Haidian All Stars.

Betty: Oh, yes. It'll be a difficult match. Didn't they beat you last time?

Tony: Yes, they did. But...

Lingling: What was the score?

Betty: If my memory is correct, HAS 98 points to BIG 52.

Tony: But Daming wasn't chosen for the team last time. That was a bad decision. We can't play well without him.

Lingling: That's no excuse!

Tony: But Daming is back now. There's no difference between the two teams this season.

Betty: When is the match?

Tony: It's next Saturday at noon, but if you want good seats, you should come by 11:30. Are you coming?

Betty: I'm not sure. Do you think they'll win, Lingling?

Lingling: No way! How many matches have you played against HAS this year?

Tony: Well, about three.

Betty: And how many have HAS won?

Tony: Er... most of them.

Betty: Wrong! All of them! Face the truth, Tony. You've got no chance!

Tony: I don't agree. That's not fair!

(Tony leaves angrily.)

Lingling: Remember to throw the ball, not kick it, Tony!

Betty: He's so mad at us that he'll try harder to win, just to show we're wrong!

Lingling: Nice work, Betty! I do hope they win this time. We'll be there to cheer for them.

Everyday English

- That's no excuse!
- No way!
- Face the truth.
- You've got no chance!
- Nice work!

Now complete the table.

Basketball competition	
Teams	_____ against _____
Score of last match	_____ : _____
Time of next match	_____
Lingling's favourite team to win	_____

4 Complete the sentences.

- 1 Tony looks tired because _____.
- 2 Betty has seen HAS play this season, and she thinks _____.
- 3 Tony hopes BIG will _____.
- 4 Betty and Lingling say that HAS will win because they want Tony to _____.

5 Complete the passage with the words in the box.

decision kick mad memory noon seats

If Betty's (1) _____ is correct, HAS won the last match. BIG did not play very well because Daming was left out of the team, and it was a bad (2) _____. The coming match will start at (3) _____ next Saturday, so if Betty and Lingling want to watch the match and have good (4) _____, they had better get there by 11:30. Lingling tells Tony he should not (5) _____ the ball, but throw it. Tony is so (6) _____ at Betty and Lingling that he will try harder to win.

Pronunciation and speaking

6 Listen and decide which words are weak and which words are strong. 

- 1 Yes, I'm training for the big match next week.
- 2 It's next Saturday at noon, but if you want good seats, you should come by 11:30.
- 3 He's so mad at us that he'll try harder to win, just to show we're wrong!

Now listen again and repeat. 

7 Work in pairs. Talk about your favourite sports teams or sports stars.

- Who they are
- What sport they do
- Why you like them

—My favourite sports team is... They always try hard to...

—Yes, I agree with you. And I think...

Unit 2 He was invited to competitions around the world.

Reading and vocabulary



1 Look at the picture and the title of the passage in Activity 2. Say what you know about Liu Xiang and how he became a sports hero.

2 Read the passage and choose the sentence which best expresses the main idea. 

- a) Liu Xiang was helped by his sports school to win a gold medal.
- b) Liu Xiang will be a star and not a sports hero.
- c) Liu Xiang has trained for many years and won many gold medals.

Liu Xiang – trained to be the best in the world!

For Liu Xiang, life as a sports hero began in 2004. First, he was invited to competitions around the world. Then, he was chosen for the Chinese team at the Athens Olympic Games and won a gold medal.

Liu Xiang was not a successful sportsman at first. He was born in Shanghai on 13th July 1983, and started training when he was very young. In Grade 4, he went to the Sports School of Putuo District of Shanghai. Liu was encouraged at first to train for the high jump.

In 1998, Liu Xiang's ability in hurdling was noticed by Sun Haiping, who later became his coach. In 2001, a special programme was set up to help young sportsmen and sportswomen. Liu Xiang was among them. His races were recorded, and he was compared with the world's best sports stars. Sun Haiping used the information to change his

training methods for Liu Xiang.

In May 2001, Liu Xiang won his first international 110m hurdles race in Japan. In 2004, he won the first Olympic gold medal for China in the 110m hurdles race, and at the same time broke the Olympic Games record. It was also the first time an Olympic gold medal for hurdling was hung round the neck of a sportsperson from an Asian country.

Liu Xiang trained very hard. In fact, he trained so hard that he hurt his foot. From 2008 on, he suffered a lot from his foot problem, but he did not give up. Though he missed some competitions, he still returned to first place in the world 110m hurdles race in 2012.

It is a pity that his foot problem stopped him from completing the 2012 London Olympic Games. But he is still a symbol of courage and success, and we continue to take great pride in him.

3 Match the years with the notes to complete the timeline.

2012 —	a) won his first international 110m hurdles race
2008 —	b) hurdling ability noticed
2004 — <u>d</u>	c) born in Shanghai
2001 —	d) won Olympic gold medal
1998 —	e) started training at a sports school
1993 —	f) returned to first place
(Grade 4) 1983 —	g) suffered from foot problem

Learning to learn

Notes usually include only the most important information from a passage. Further details and some words are left out as long as the meaning is clear.

4 Complete the passage with the correct form of the words in the box.

ability Asian courage method pride race

The Chinese take great (1) _____ in Liu Xiang. At first, he was not very successful, but his coach noticed his (2) _____ in running and jumping, and helped him change his training (3) _____. He won a number of important (4) _____ and became the first (5) _____ sportsperson to win an Olympic gold medal for hurdling. However, from 2008 on, he missed some competitions because of a foot problem. Although he did not complete the 2012 Olympic Games, he is still a symbol of great (6) _____ and success.

Writing

5 Write the notes in Activity 3 in full sentences.

Liu Xiang was born in Shanghai in 1983.

6 Look at the verb forms in the two sentences.

Sun Haiping noticed Liu Xiang's ability in hurdling.

Liu Xiang's ability in hurdling was noticed by Sun Haiping.

Now write sentences about table tennis player Zhang Yining. Use the correct verb form.

Coach Wang Biling noticed Zhang Yining.

Zhang Yining...

Wang Biling asked Zhang Yining to go to Beijing Shichahai Sports School.

Zhang Yining...

Zhang Yining's training programme took up a lot of her time.

A lot of Zhang Yining's time...

Zhang Yining's mother advised her to study as well as train hard.

Zhang Yining...

7 Write a passage about Zhang Yining. Use the sentences you have written in Activity 6 to help you.

Unit 3 Language in use

Language practice

Daming **wasn't chosen** for the team last time.
He **was invited** to competitions around the world.

- 1 Complete the conversation with the correct form of the words in the box. You need to use some words more than once.

choose hold win

Lingling: Let's answer these questions about sport in the school magazine. Are you ready?

Betty: Sure, I love sport. Go on, ask me the first question.

Lingling: Where (1) _____ the Olympic Games _____ in 2008?

Betty: That's too easy! They (2) _____ in Beijing.

Lingling: And how many gold medals (3) _____ China _____ at the Beijing Olympics?

Betty: Oh, I know. Fifty... no, fifty-one gold medals (4) _____ by China at the Beijing Olympics.

Lingling: Correct. Next, what competition (5) _____ Liu Xiang _____ at the 2004 Olympic Games?

Betty: Was it the hurdles?

Lingling: Well done! Yes, it was. And one more question. Who (6) _____ for the school basketball team last week?

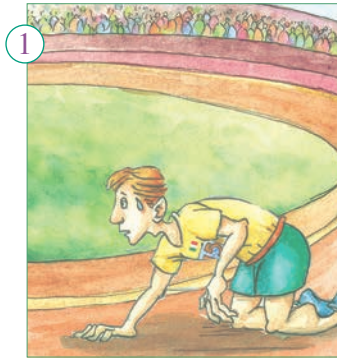
Betty: Ha ha! I don't know. Let's go and find out!

- 2 Complete the passage with the correct form of the words in brackets.

Millions of people across the world (1) _____ (watch) the 2008 Beijing Olympic Games. The excellent results at the Games were the products of many years of hard work. Young Olympic players (2) _____ (train) by their coaches. Their training (3) _____ (record) and (4) _____ (compare) with those of the world's best players. The information (5) _____ (use) to make training methods better. Hard training and proper methods helped many players become successful at the 2008 Beijing Olympic Games.



3 Look at the pictures and tell the story with the help of the words and expressions under the pictures.



1 an Italian marathon runner, Dorando Pietri / enter the stadium / take / wrong turn / during the race / he / fall down



2 he / treat / a doctor



3 he / help / across finishing line



4 he / give / first place / the American, Johnny Hayes / give / second place



5 after a discussion, the American, Johnny Hayes / give / first place

Now work in pairs and find out more about this true event at the Olympics in London, 1908. Use the words and expressions under each picture to help you.

4 Complete the sentences with the correct form of the words in the box.

ability Asian decision method neck pride race seat

- 1 What _____ do the sportspersons use to prepare for the Olympic Games?
- 2 They chose Daming for the team, and this was a good _____.
- 3 We waited in our _____ for the _____ to start at noon.
- 4 Her parents take great _____ in her when they see the Olympic gold medal round her _____.
- 5 Liu Xiang won a gold medal at the _____ Games.
- 6 His great _____ in running helped him win a gold medal at the Olympic Games.

5 Choose the correct answer.

- The basketball player _____ by his coach to train every day.
a) was compared b) advised c) compared d) was advised
- The team played well, but they did not _____ the competition.
a) score b) do c) win d) be successful
- Mr Li _____ to work for the new computer company.
a) was noticed b) was chosen c) set up d) held
- UN _____ the United Nations.
a) makes b) spells c) stands for d) looks like
- Our team lost! We _____ by the other team.
a) noticed b) were beaten c) won d) were encouraged

6 Listen and check (✓) the true sentences. 🎧

- Betty is reading a book about Chen Zhong.
- Chen Zhong found her training difficult when she first started doing taekwondo.
- Chen Zhong did not win a gold medal at the Sydney Olympic Games.

7 Listen again and choose the correct answer. 🎧

- What did Chen Zhong do before she changed to taekwondo?
a) She did a project on the Internet. c) She almost gave up sport.
b) She played basketball.
- Who encouraged Chen Zhong to continue with her training?
a) Her coach. b) Her friends. c) Her mother.
- How did Chen Zhong show she was happy after winning a gold medal?
a) She cheered. c) She smiled for a photo.
b) She put her arms round her coach.

8 Put the sentences in the correct order to make a conversation.

- Well, don't stop looking. It's important to find a club that fits you. There's always a better one.
- People say I've got no chance of becoming really good at taekwondo in five years. What do you think?
- I also want to find out whether I am too old to start taekwondo.
- Of course not! People of all ages can do taekwondo. First of all, you need to find a club.
- Thank you. I think I'll be a good player in three years.
- There's one near my school, but I don't think it's good.
- Well, it usually takes about five years, but it can be done in about two or three years, so go for it!

Around the world

The Paralympic Games

In 1948, Sir Ludwig Guttmann, a doctor at a hospital in England, began using sport as part of his patients' treatment. He set up a competition with other hospitals at the same time as the London Olympics in that year. Over the next ten years, the competition grew bigger and bigger, with more hospitals in England taking part.

In 1960, at the Rome Olympics, Guttmann brought many athletes to compete. The modern Paralympic Games (or Paralympics) were born.

More and more people take part in the Paralympics, and at the 2008 Paralympics in China, more than 140 countries took part. Great players, excellent records, crowded stadiums and enormous media coverage across the world made this the best Paralympics ever.



Module task: Doing a class sports survey

- 9 Work in groups. Write questions in the table to find out about the sports that your classmates like to watch and do.

Questions	Student 1	Student 2	Student 3	...
<i>What sports do you like to do/watch?</i>				
<i>How often do you...?</i>				
...				

- 10 Go around and ask as many students as you can. Write their answers in the table.
- 11 Write up the results of your survey. Use words like *and*, *although*, *but*, etc.

Unit 1 Will computers be used more than books in the future?

Listening and vocabulary

1 Work in pairs. Look at the pictures and answer the questions.

- 1 How have these inventions changed people's lives?
- 2 Which one do you think is the most important?
- 3 What other important inventions can you think of?



2 Listen and complete the sentences.



- 1 Lingling loves her mobile phone because she can _____.
- 2 All of Daming's friends' numbers are _____ in his phone.
- 3 Today's cameras are better than old cameras because they do not _____ and the photos can _____.
- 4 Lingling thinks everything _____ by computers to some degree, so the computer is _____ invention.

3 Listen and read.



Tony: Dad, can I borrow your camera?

Dad: Why?

Tony: I'd like to take some photos on the school visit to the museum next week. They'll be put up on the school website. And they can be seen on the Internet by other classes, even people living in other countries.

Dad: Sounds great! When I was at school, we waited for weeks to hear from our pen friends abroad. But today, we can send and receive photos and mails on the Internet, and it's really fast.

Tony: Yes, the Internet and the computer have changed our lives. We even use online textbooks in our class. I wonder... Will computers be used more than books in the future?

Dad: Perhaps. In the past, we mainly got information from paper books. Some were huge ones with thousands of pages. Today, with the invention of the computer and electronic technology, it's easy to get information on the Internet. The Internet is more powerful than books.

Tony: Anyway, about the camera...?

Dad: Oh, yes. Here it is. I haven't used it since your mum's birthday. And the memory card may be full.

Tony: OK. That can be fixed. I've got an empty memory card. Where are the instructions?

Dad: In the camera bag. It's a gift from your mum for my birthday, so you must promise that you'll take good care of it. If you have to lend it to anyone, tell them to use it properly.

Tony: Promise!

Everyday English

- I wonder...
- Perhaps.
- Here it is.
- Promise!

Now read the summary of the conversation. Underline the wrong information and correct it.

Tony wants to borrow his father's camera and take some photos of the school dance and the basketball match. The photos will be shown in the school magazine. Tony's dad lends the camera. He promises Tony to look after it.

4 Find the sentences in the conversation which mean:

- 1 Changing the subject, can I get the camera?
- 2 It is not a problem. I will use another memory card.
- 3 I will do what you tell me to do.

5 Answer the questions.

electronic fix instruction invention lend mail page website

- 1 How do you *fix* a camera if the memory card is full?
- 2 When do you need to read the *instructions*?
- 3 How often do you send messages by *mail*?
- 4 How many *pages* does this book have?
- 5 Which *website* do you often go to when you get online?
- 6 What is an example of *electronic* technology?
- 7 When you *lend* something to someone, what do they have to do later?
- 8 What do you think is the most important *invention* in human history?

Pronunciation and speaking

6 Listen and mark the pauses. 

- 1 They'll be put up on the school website. And they can be seen on the Internet by other classes, even people living in other countries.
- 2 You must promise that you'll take good care of it.

Now listen again and repeat. 

7 Work in pairs. Talk about the advantages of these inventions.

email mobile phone TV washing machine

- *We can use email to send messages.*
- *Yes, we can use email to send messages quickly and cheaply.*

Now describe how these inventions have influenced your life.


Email has great influence on my life...

Unit 2 Will books be replaced by the Internet?

Reading and vocabulary



1 Work in pairs. Read the title of the passage in Activity 2. Discuss and make a list of the advantages of books and the Internet.

2 Read the passage and match the main ideas with the paragraphs. 

a) The world before printed books

b) The world after the invention of printing

c) Life with paper and printing

d) Technology and books

e) The future of books

Will books be replaced by the Internet?

1 Every morning, my father buys a newspaper on his way to work. Every day, I open my books in class and start my lessons. Every evening, my mother looks through magazines at home. And every night, I look at the photos of David Beckham and Yao Ming on my bedroom wall before I go to sleep. Can we imagine life without paper or printing?

2 Paper was first created about 2,000 years ago in China. After its invention, people started to write on paper to make books. In those days, books were only produced one at a time by hand. As a result, there were not many books, and they were expensive. So, few people had the chance to learn to read.

3 Printing was invented in China during the Sui and Tang Dynasties. Later, developments in printing made it possible to produce books more quickly and cheaply. A trade in books resulted, and more people learnt to read. Knowledge and ideas spread faster than ever before. In a way, we can compare the invention of paper and printing to the introduction of

the Internet in the twentieth century.

4 Although the Internet is still young, it is growing very fast, and may become more powerful than printing. A much larger amount of information can be stored in more varied forms on the Internet than in books. Someone with an Internet connection can find information much more easily than they can find it in printed forms. And the machines we use to read it are now small and light, often smaller and lighter than a single book.

5 Computers and the Internet are used in classrooms now, and newspapers and magazines are already read online. So what direction will traditional printing take in the future? Will books be replaced by the Internet? Let's wait and see.

Learning to learn

To find information in a passage quickly, you can read the heading and the first sentence in each paragraph. This will often tell you what the passage is about.

3 Complete the table.

When	What
About 2,000 years ago	<i>paper created</i>
During the Sui and Tang Dynasties	
Today	

4 Complete the passage with the words in the box.

developments direction introduction powerful replace spread trade

Books were expensive after paper was invented because they were made by hand, but (1) _____ in printing made it cheaper and faster to make books. A(n) (2) _____ in books resulted, and knowledge (3) _____ more quickly than ever before. The (4) _____ of the Internet has changed the world in a similar way, and the Internet is much more (5) _____. With more and more people using the Internet, the (6) _____ that traditional printing will take in the future is uncertain, and computers may (7) _____ books one day.

Writing

5 Read the sentences and notice how we give reasons and results.

- 1 Books were only produced one at a time by hand. **As a result**, there were not many books.
- 2 **Because** there were not many books, few people learnt to read.
- 3 These machines are smaller and lighter than books, **so** they are easy to carry.

Now work in pairs. Ask and answer the questions. Write full sentences with *as a result, because or so*.

- 1 Why is it hard to imagine a world without printing?
- 2 What was the result of few books being produced?
- 3 What happened after the printing technology developed?
- 4 What will happen to the books in the future? Why?
 - *Why is it hard to imagine a world without printing?*
 - *It's hard to imagine a world without printing because we have so many printed things now.*

6 Write full sentences with the notes in Activity 3.

About 2,000 years ago, paper was first created...

7 Write a passage about traditional printing and its future. Use the sentences you have written in Activities 5 and 6 to help you.

Unit 3 Language in use

Language practice

They'll **be put up** on the school website.

Will computers **be used** more than books in the future?

Will books **be replaced** by the Internet?

1 Complete the sentences and conversations with the correct form of the words and expression in brackets.

1 _____ books _____ (replace) by computers in the future?

2 My bike is broken. It _____ (fix) tomorrow.

3 — Dad, can I use the Internet this evening?

— Yes, but the computer is not on yet. The electricity _____ (not connect) until nine o'clock.

4 _____ the problem _____ (talk about) at the meeting tomorrow?

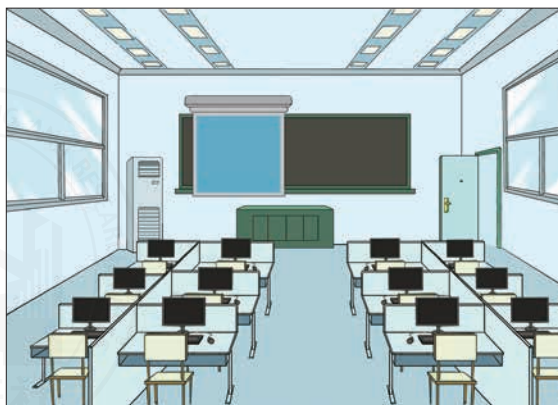
5 Who _____ (invite) to give a report about great inventions next Friday?

6 — When _____ the work _____ (finish)?

— In two days.

2 Look at the pictures and describe the new classroom that will be built. Use the words in the box to help you.

build buy change



A new classroom will be built.

3 Work in pairs. Ask and answer questions about these great inventions.



● 1875

● America

● Alexander Graham Bell

● 1903

● America

● Wright Brothers

● 1924

● Britain

● John Logie Baird

A: When was the telephone invented?

B: It was invented in 1875.

...

A: What kind of telephone do you think will be made in the future?

B: ...

4 Complete the sentences with the words in the box.

direction introduction spread trade

1 Before the _____ of printing, few people could read.

2 There were more books to sell, so the _____ in books grew.

3 Because more people could read, ideas _____ quickly.

4 What _____ will printing take in the future?

5 Listen and find out where the speaker is. 🎧

a) In a school library.

b) In the British Library.

c) In the British Museum.

6 Listen again and answer the questions. 🎧

1 Why were so few books produced in ancient times?

2 Why were many old books copied onto a computer?

3 How has the computer helped people read old books in the British Library?

7 Read the passage and choose the best title. 

- a) The history of the Internet
- b) The World Wide Web
- c) The Internet and the Web
- d) The future of the Internet

The Internet has been around for many years, but it was the invention of the World Wide Web that made it really useful to people. Together, the Internet and the World Wide Web have changed the world.

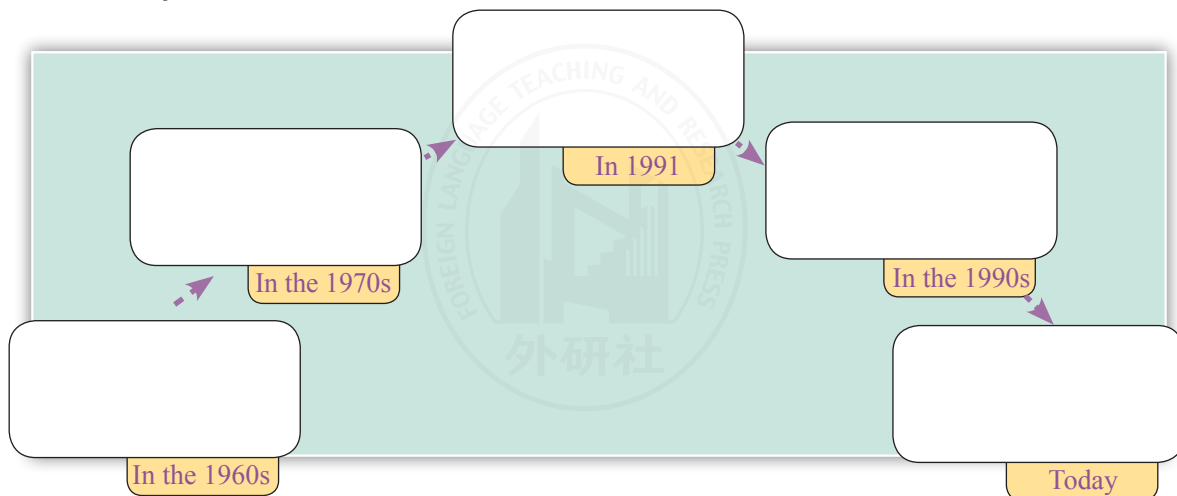
The Internet was invented by the US government in the 1960s, for the army to use. In the 1970s, scientists and businesspeople also wanted to use the Internet to send and receive messages. For some years, people could only send very simple texts. They could not send photos or documents by the Internet.

That changed in 1991, when a British scientist named Tim Berners-Lee invented the World Wide Web. The World Wide Web allows people to send various types of files, such as texts, photos and videos by the Internet, so more and more people started to use it in the 1990s.

Today, the Web has hundreds of millions of users. It has changed the way people live, work and play. Through the Internet, email allows us to communicate nearly instantly with people thousands of miles away. People and businesses use e-commerce and online shopping to buy and sell things across the world. The Web also makes people's lives easier because now many things can be done from home, twenty-four hours a day. The Web can help you do research for your homework, so that you do not need to go to the library. You can use Internet banking, instead of going to the bank. And, of course, people just "surf the Web" when they want to relax.

Technology changes quickly, and it is hard to imagine what the future of the Internet and the Web will be. But it seems impossible to imagine life without them.

Now complete the chart.



Around the world

E-books

Just as email has changed the way we write to each other, e-books are changing the way we read. We can easily download new e-books from the Internet. It is much easier and quicker to search for passages now, and we can also write notes in an e-book. What is more, they save a lot of paper. But e-book readers are still more expensive than paper books, so not all people can afford them. However, with the rapid development of electronic technology, reading e-books will become cheaper and cheaper. A lot of people think there will be more e-books than paper books in the near future.



Module task: Discussing inventions

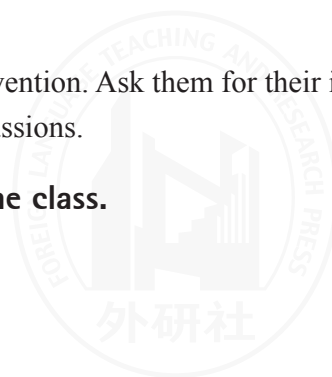
8 Work in groups. Prepare for your discussion.

- Think of an invention that has changed your life.
- Make notes about the invention:
 - 1 What is it?
 - 2 Why is it useful?
- Research how the invention has been developed and make notes about what you find out.

9 Discuss with your group.

- Tell your group about the invention. Ask them for their ideas.
- Make notes about your discussions.

10 Present your findings to the class.



Unit 1 I have some photos that I took in Australia last year.

Listening and vocabulary

1 Answer the questions. Use the pictures on the right and on the next page to help you.

- 1 Where were the Olympic Games held in 2000?
- 2 What is the largest English-speaking country in the southern part of the world?
- 3 What famous things can you see there?

Now listen and check. 🎧



2 Listen again and complete the sentences. 🎧

- 1 The country that Tony would like to visit is _____.
- 2 In Tony's opinion, Australia is famous for _____.
- 3 Ayers Rock is a huge rock in the _____ of Australia.
- 4 Australia is _____ English-speaking country in the southern part of the world.

3 Listen and read. 🎧

Tony: Dad, I need your help. My teacher asked us to choose a country we want to visit, imagine we were there, and write a letter to our parents back home. I've chosen Australia. How can I do it?

Dad: Don't worry. I have some photos that I took in Australia last year. They may help you. Here we go. This is a rock called Ayers Rock, in central Australia. According to the local people, it's a special and magical place.

Tony: Oh, it looks huge. What's its height?

Dad: 348 metres. And this is the Sydney Opera House. It's like a huge sailing boat with water on three sides. And this one is the Great Barrier Reef.

Tony: Does it lie off the northeast coast of Australia?

Dad: Yes, it's over 2,600 kilometres long. It's a great natural wonder. And here are some photos of my Australian friends. They're sheep farmers. They wear special hats that keep the flies away. The scissors that they're holding are used to cut the wool off the sheep. Do you know that many Australians came from Britain?

Tony: Yes, of course! That's why they speak English. Did you keep a diary while you were there?

Dad: Yes, and you can read it.

Tony: That's great! And what didn't you like about Australia?

Dad: I hated the ants that were all over the place. I had to brush them off my clothes, especially my trousers!

Tony: Ants on your trousers! That's really funny!

Dad: It wasn't funny at the time!

Everyday English

- Here we go.
- According to...
- Yes, of course!



Now complete the table.

Facts about Australia			
Name		<i>Sydney Opera House</i>	<i>Great Barrier Reef</i>
Location		<i>Sydney</i>	
Details	<i>a special huge rock</i>		

4 Answer the questions.

- 1 What is Tony going to write about?
- 2 Why does Tony's dad show his photos of Australia to Tony?
- 3 Who are the people in some of the photos?
- 4 Why do many Australians speak English?
- 5 What did Tony's dad not like about Australia?

5 Complete the passage with the correct form of the words and expression in the box.

according to ant brush central diary hat hate height scissors

Tony is going to write a letter about Australia. His dad helps him. He shows Tony some photos. Tony sees a photo of Ayers Rock in (1) _____ Australia. Ayers Rock has a(n) (2) _____ of 348 metres, and (3) _____ the local people, it is a magical place. Tony also sees some photos of sheep farmers with special (4) _____ to keep away flies. The farmers use (5) _____ to cut the wool off sheep. Tony's dad says Tony can read his (6) _____. He also says he (7) _____ the (8) _____ that he had to (9) _____ off his clothes!

Pronunciation and speaking

6 Say the sentences aloud.

- 1 Here we go.
- 2 Yes, of course!
- 3 That's really funny!

Now listen and repeat. 


7 Think of a place you have visited. Make notes about the best things you have seen there.

Now work in pairs. Ask and answer questions about the place. Say:

- what it is called
 - where it is
 - what is special about it
- *What's the name of the place that you have visited?*
 — *It's called Mount Tai.*

Unit 2 The game that they like most is Australian football.

Reading and vocabulary

- 1 Look at the pictures and describe them.
Now guess what Tony is going to say in his letter.
- 2 Read the letter and find out what the pictures show. 



Dear Mum and Dad,

I am writing this letter to you from the centre of Australia. At the moment, we are staying near Ayers Rock. On the first day, we took a plane tour over the rock, and I was surprised at how big it was: 3.6 kilometres long and 348 metres high! During different periods of the day, the colours of the rock turn dark blue, purple, yellow and red. Ayers Rock is a centre of local Aboriginal culture. The Aborigines are the people that have lived in Australia from the earliest times, and their ancient stories describe the spirits that created the world.

The Australians have a close relationship with the British. Many have British relatives, and they are like us in many ways. The foods that Australians like most are ham and beef with lots of salad. They also grow grapes and other fruits. They love all sports, but the game that they like most is Australian football. Because most Australians live near the coast, they also love going to the beach for swimming and surfing or just lying in the sun.

Although it is December, it is summer over here. The sun is very bright, and near the coast the countryside is very green. There are lots of sheep in the fields and on the hills, but the middle of the country has no trees or grass, just rocks and sand... And kangaroos!

Australians speak English, but in their own way. For example, when they say “G’day” and “No worries”, they mean “Hello” and “Don’t worry about it. It’s not a problem!”

On the second day, we went horse riding. The horse that I rode was lazy, so I was left far behind the others. But I enjoyed the slow and relaxing ride.

Later this evening, we are taking the plane back to Sydney and coming home. It has been a wonderful trip.

Love,
Tony

3 Read the letter in Activity 2 again and find:

- 1 five colours: *purple, red...* 3 four kinds of food:
2 three animals: 4 four sports:

4 Complete the table.

Notes about Australia	
Ayers Rock	
The Aborigines	
Australian way of life	
Weather	
Language	

5 Complete the sentences with the correct form of the words in the box.

grape ham lie period relationship relative salad spirit

- We can eat _____ or drink their juice.
- _____ is made of cold vegetables that you do not need to cook.
- _____ is made from pork.
- I have some _____ in Australia — my mother's brother and his family live there.
- The Aborigines have many stories about the _____ that created the world.
- The Aborigines lived in Australia for a long _____ of time before the Europeans arrived.
- We were _____ on the beach in the sun yesterday afternoon.
- The close _____ between the two countries has a long history.

Learning to learn

Increase your writing vocabulary by noting down example sentences with the words you want to use in your compositions. Then try to write your own sentences after the examples.

Writing

6 Write a letter about a visit to a place in China.

- Choose a place you have visited in China.
- Make a list of things you are going to write about:

1 people 2 food 3 ways of life 4 events during the trip

Now write a letter to a relative or a friend and tell them about your visit. Begin and end your letter like Tony's.

Unit 3 Language in use

Language practice

I have some photos **that I took in Australia last year**.
 They wear special hats **that keep the flies away**.
 The horse **that I rode** was lazy.
 The game **that they like most** is Australian football.

1 Read the passage and underline all the sentences with *that*.

Australia has more beaches than any other country — more than 10,000! It has one of the most famous beaches in the world, called Bondi Beach. Bondi Beach is the most beautiful beach that I have ever seen. It is a huge, wide beach that is very popular for swimming and other water sports. It is a great place to visit and to spend some time at. It is easy to get there by bus or train from the centre of Sydney. The hotel that we stayed in was right on the beach. It was perfect!



Now work in pairs. Discuss the meaning of the sentences with *that*.

2 Complete the conversations. Use *that*.

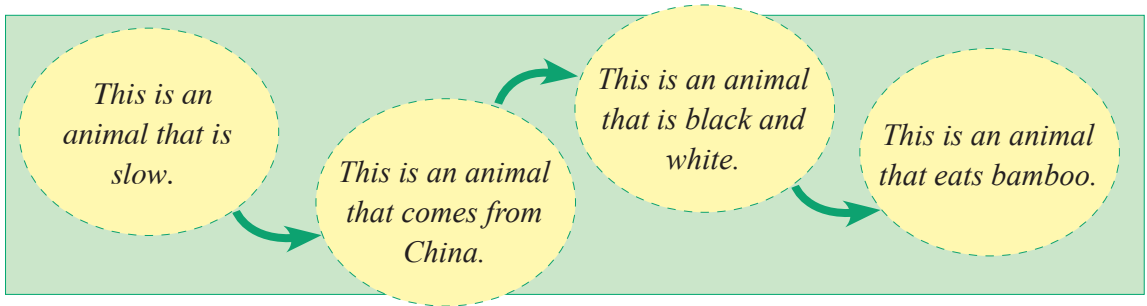
A: Do you want to see my photos?

B: What photos?

A: The photos *that I took in Australia*.

- 1 — What surprised you most in Australia?
 — The thing _____ most was the weather!
- 2 — What is the most popular sport in Australia?
 — The sport _____ in Australia is Australian football.
- 3 — What do you call that famous Australian animal? The one _____.
 — Oh, you mean the kangaroo.
- 4 — What do the ancient Aboriginal stories describe?
 — They describe the spirits _____.
- 5 — What is the food like in Australia?
 — Oh, great! It is the best food _____.

3 Think of an animal and write some sentences about it, starting with *This is an animal that...*



Now read your sentences to your partner. How quickly can your partner guess what it is?

4 Put the words into the correct column.

Australian beef diary farmer grape ham hat horse kangaroo letter relative salad scissors trousers

Animals	Food	Things	People

5 Complete the conversation with the expressions in the box.

all over at the time brush... off over there

Sarah: Hi John. Where have you been?

John: I've been to Australia.

Sarah: How long were you (1) _____?

John: For a few weeks.

Sarah: Was the weather nice?

John: Yeah, the weather was fantastic!

Sarah: Where did you go in Australia?

John: I went to the Great Barrier Reef in the northeast, Sydney in the south and Ayers Rock in the centre — (2) _____, really.

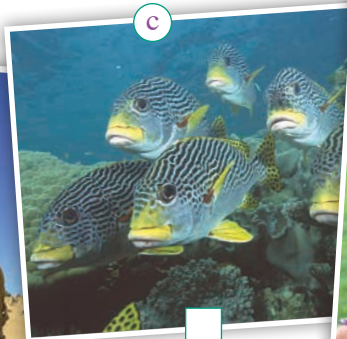
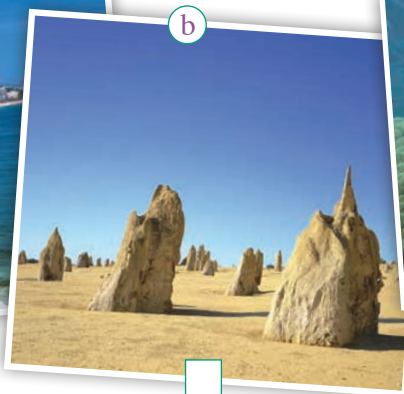
Sarah: Was there anything that you didn't like?

John: Well, I did get some ants in my clothes when we were camping. I had to (3) _____ them _____ all the time. I can laugh about it now, but it wasn't funny (4) _____.

Sarah: Poor you. But you did have a wonderful holiday.

John: That's true.

6 Listen and number the pictures.



7 Read the passage and check (✓) the true sentences.

My family came to live in Australia from Britain ten years ago. I was only four then, so I do not remember what it was like in Britain. But my mum says that it rained a lot.

First, we lived in Sydney. Our garden was beautiful. There were lots of trees with yellow flowers. I remember the picnics that we had there.

My mum made salads with cold beef, and we also ate sweet Australian grapes. The big problem with the picnics was the ants. As soon as we started to eat, they arrived. We all tried to brush them off, but

it was no good. They got everywhere.

Ants were a problem at the next place that we lived in too. This time it was in central Australia. It was very hot there, and there were a lot of flies. Also, my mum was always worried about the sun and made us stay inside a lot.

We did not stay there very long. I was ten when we moved back to Sydney, and we are still here. I like the place that we live in now. Although I do not like ants, I think they are better than flies!

- 1 The writer's family had picnics in their garden.
- 2 The writer's family had hot food to eat at their picnics.
- 3 The ants were a problem in central Australia.
- 4 The weather was very hot in central Australia.
- 5 The writer's mother thinks the sun is bad for the children.
- 6 The writer likes flies better than ants.

Around the world

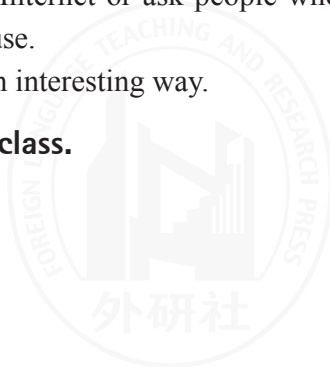
Cathy Freeman, Aboriginal hero of Australia

One of the great heroes that competed at the 2000 Sydney Olympic Games was an Aboriginal runner called Cathy Freeman. She has always been very proud to be an Aborigine. At the Commonwealth Games in 1990, she was the first Aboriginal runner to win a gold medal. When she won the gold medal for the 400-metre race in the 2000 Olympics, she carried both an Australian flag and an Aboriginal flag. She has become a symbol of how different cultures in Australia can get along.



Module task: Making a poster about a country

- 8 **Work in groups. Talk about what you would like to include in your poster and how to present it.**
 - Choose a country you would like to make the poster about.
 - Think about the kinds of things you want to include: location, capital, famous places, famous people, customs and traditions, etc.
 - Think about how you would present your information: photos, leaflets, descriptions, maps, etc.
- 9 **Collect and present your information.**
 - Look up information on the Internet or ask people who have visited the country if they have any material for you to use.
 - Present your information in an interesting way.
- 10 **Present your poster to the class.**



Unit 1 He's the boy who won the photo competition last year!

Listening and vocabulary

1 Work in pairs. Look at the picture and say what is happening.

2 Listen and complete the sentences. 

- 1 The boy _____ is the guitar player.
- 2 The boy _____ is the singer.
- 3 The boy _____ is the drummer.

3 Listen and read. 



Daming: Are you going to enter the photo competition, Tony?

Tony: You bet! I want to beat He Zhong this year. He's not going to win it twice!

Daming: Who's He Zhong?

Tony: He's the boy who won the photo competition last year!

Daming: The one who took photos at the school dance?

Tony: That's right. The thing is, he's really good. And the general standard of the competition is much higher this year.

Daming: I have a feeling that we can solve these little difficulties. What are the subjects that they've chosen for this year's competition?

Tony: Nature, Home and Away, City and People, and Music.

Daming: I think He Zhong will choose Music. Why don't you choose the subject Home and Away, and take photos of Beijing?

Tony: But Beijing isn't my home town. It's Cambridge.

Daming: It doesn't matter. Take some photos of Beijing and add some photos of Cambridge that you took recently.

Tony: That's a good idea. What about that photo of my cousin flying kites with Chinese kids in the Summer Palace? And the one of him reading a Chinese menu for the first time in Cambridge?

Daming: Nice photos! I'm sure you're in with a chance!

Everyday English


- You bet!
- The thing is, ...
- It doesn't matter.
- You're in with a chance!

Unit 2 The photo which we liked best was taken by Zhao Min.

Reading and vocabulary

1 Look at the picture and the subjects of the photo competition. Which subject does this photo belong to?

- City and People
- Music
- Home and Away
- Nature

2 Read the passage and check your answer to Activity 1. Find out who took the photo. 



Results of the photo competition

Tonight I am more than happy to read out the winners of the photo competition. We were very pleased with our competition this year. Compared with other years, we received many more photos. Even though all of the photos are excellent, we are sorry to say that we cannot give prizes to everyone.

The person who won the prize for the subject Nature is fifteen-year-old Li Wei. Li Wei took a photo of the trees in Xiangshan Park. His photo shows the different colours on the hill.

The photo which we liked best in the City and People group was taken by Zhao Min. Zhao Min is only twelve years old. Her photo shows a person rushing across a street on a windy evening. It is a beautiful girl who is wearing a blouse and skirt, and

who is protecting her books against the showers.

The best photo in the Music group was taken by He Zhong. His photo of the group Crazy Feet shows the singer, Becky Wang, and the band playing at a concert. He Zhong manages to show how this great new band moves and sounds, and the good time which their fans are having.

A group of photos which show Beijing and Cambridge in England has won the prize for the subject Home and Away. They show some of the experiences of a young visitor to our country, and some memories of his home. The winner is Tony Smith!

Congratulations to our winners and thanks to everyone who entered the competition. Now let's welcome our headmaster to present the prizes to the winners!

3 Complete the table.

Winner	Subject	What the photo shows
Li Wei	Nature	<ul style="list-style-type: none"> • the trees in Xiangshan Park • the different colours on the hill
Zhao Min		
He Zhong		
Tony Smith		

4 Complete the passage with the correct form of the words in the box.

blouse present tonight windy winner

The headmaster (1) _____ the prizes to the (2) _____ of the photo competition (3) _____. Li Wei won the prize for the subject Nature. In the City and People group, Zhao Min won a prize with a photo of a girl who wears a (4) _____ and skirt rushing across the road, on a (5) _____ evening in the rain. He Zhong won the prize in the Music group, and Tony Smith won the prize for the subject Home and Away.

Writing

5 Bring a photo and make a photo display.

6 Choose a photo from the display. Answer the questions.

- 1 What does it show?
- 2 Where was it taken?
- 3 Where are the things and/or people in the photo?
- 4 Why do you like it?

7 Write a passage about the photo. Use the answers in Activity 6 to help you.

Unit 3 Language in use

Language practice

He's the boy **who won the photo competition last year!**

The photo **which we liked best** in the City and People group was taken by Zhao Min.

A group of photos **which show Beijing and Cambridge in England** has won the prize.

- 1 Complete the poster for the photo competition. Use *that*, *which* or *who*. There may be more than one answer.

Photo competition

Send us your photos and win a new camera!

- We need photos _____ show daily life at school.
- Your photos should record interesting things _____ happen at school, inside the classroom or outside.
- The photos _____ you take should be active, beautiful and true.
- The photos _____ you send should include some words about them.
- The size of the photos _____ you take should be 9cm × 13cm.
- Students _____ enter the competition should be between 10 and 16 years old.
- The last date _____ you should send your photos on is 30th November.
- The lucky person _____ wins the competition will receive a new camera.



Learning to learn

In many English-speaking countries, two systems of measurement are used: imperial (inch, foot, yard, mile, pound) and metric (millimetre, centimetre, metre, kilometre, kilogram). You also need to recognise their short forms (in, ft, yd, ml, lb; mm, cm, m, km, kg).

Get your camera and start taking your photos now!

- 2 Complete the sentences so that they are true for you.

- 1 I like the writer who _____.
- 2 I would like to visit a place that _____.
- 3 I go to a school which _____.
- 4 My favourite band is the one that _____.
- 5 I have never seen a doctor who _____.
- 6 I want to take a photo which _____.
- 7 Our teacher is the man who _____.

3 Work in pairs. Talk about the two photos.



I like the photo which...

I don't like the photo which...

The photo which... is...

Then talk about the people in the photos.

The girl who...

Now ask questions about the photos and write down your answers.

— *Which photo...?*

— *The one...*

4 Work in pairs. Look around the class and describe someone or something to your partner. Can your partner guess who or what you are describing?

She is a girl who has glasses and long hair.

It is something that you use to paint pictures.

5 Complete the conversation with the expressions in the box.

by the way even though far from thousands of try... out

Jerry: Hi, how are you? I haven't seen you for a long time... Wow, is that a new camera,
(1) _____?

Tina: Yes. I dropped my old one, and it was too expensive to repair. So I bought a new one. This one is much better. It's so much lighter and easier to use than the old one. I've learnt how to work it already, (2) _____ I've only had it for a couple of days. And I don't have to worry about getting prints of all the photos — I can store (3) _____ photos on my computer!

Jerry: Wow, that's great! I'm thinking of getting a camera too. Do you mind if I (4) _____ it _____?

Tina: Of course not. Let's go to the lake. It's not (5) _____ here. The lake would make a really good photo.

6 Read the passage and complete the table. 

The early development of photography

In 1827, a Frenchman named Niépce needed pictures for his business. But he was not good at art. So he invented a camera which was very simple, and put it in a window in his house. He took a picture of his garden, and this became the first successful photograph.

The next important development in the history of photography was in the early 1830s. At that time, a new kind of camera was invented. The man who invented it was Daguerre, also French. He took a picture of his reading room. In his picture, you could see everything very clearly, even the smallest things.

Soon, other people began to use Daguerre's method. Travellers brought back wonderful photos from all around

the world. People took pictures of famous buildings, cities and mountains which they could show their families and friends.

After 1840, photography developed further. People could take pictures of moving things, although it was not simple. They had to carry a lot of film and other kinds of tools. But this did not stop them, especially in the US. In the 1880s, new inventions began to change photography. Anyone who wanted to take photos could buy film in small boxes, so they did not have to make the film themselves.

Photography became a kind of art by the end of the nineteenth century. Some photos were not just copies of the real world. They showed ideas and feelings, just as other kinds of art do.

When	What happened
In 1827	
In the early 1830s	
After 1840	
In the 1880s	
By the end of the nineteenth century	

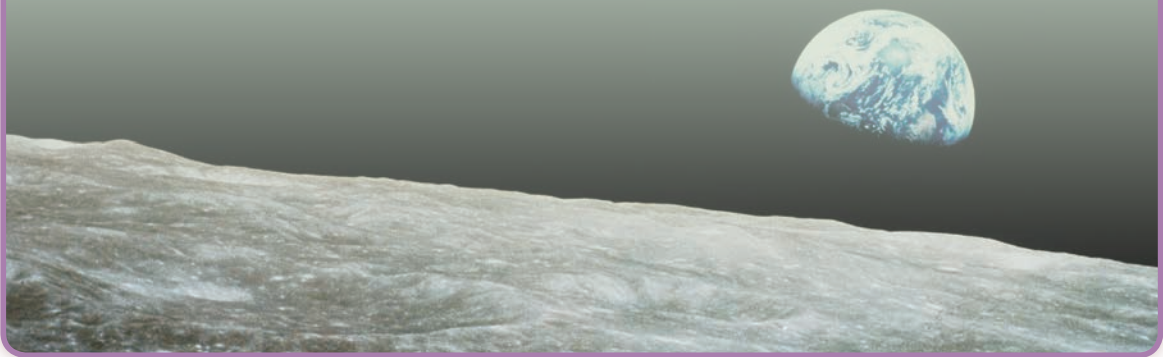
7 Listen and complete the sentences. 

- The first successful photo was produced in _____.
- Because it took a long time to take a photo, people in early photos did not _____.
- The first photographers needed to know how to _____ and _____ them.
- Kodak introduced a camera that could be used by everyone in _____.
- Kodak's camera was _____ and _____ than any of the earlier cameras.
- Cameras with computer technology were introduced in _____.

Around the world

A famous photo

Photos can change the way we think about things. This picture of the earth from space was taken by William Anders on the *Apollo 8* trip into space. Even though now we can see many pictures of the earth from space, at that time, people were not used to seeing photos of the earth like this. It made people think about how small and beautiful the earth was, and how we need to take care of it. It has been called the most important environmental photograph ever taken. What do you think of it?



Module task: Making a photo display

- 8 Choose your favourite photo and describe it.
 - Choose the photo you like best.
 - Write a passage or story about it. Say what/who is in the photo, and why it is important to you.
- 9 Work in groups. Talk about your photo. Use the passage or story you have written in Activity 8 to help you.
 - Show the group your photo. Tell them why you like it, and why it is important to you.
 - Answer questions your group may have.
 - Listen to the other members of your group talk about their photos.
- 10 Show your photos from the group to the whole class and talk about them.

Module 12

Save our world

Module task: Discussing what you can do about pollution

Unit 1 If everyone starts to do something, the world will be saved.

Listening and vocabulary

- 1 Work in pairs. Look at the pictures and talk about them. Use the words in the box to help you.

factory pollute recycle waste

- 2 Listen and complete the sentences. 🎧

- 1 The factory is causing a lot of _____.
- 2 There should be some _____ to stop the pollution.
- 3 We can _____ waste products, such as _____ and paper in a recycling centre.

- 3 Listen and read. 🎧



Lingling: After our lesson on the environment, I'm worried about the future. Pollution is our great enemy, and we have to fight it. If the rivers are polluted, farmers can't use the water for their crops.

Tony: And in some places, pollution from factories spreads over cities and villages. It makes people ill, and may even kill them. Pollution is a danger to our health.

Betty: And there are so many cars on the roads. They use so much oil and cause pollution as well.

Daming: But we're only students. We can't do anything about factories and cars.

Betty: It's no use talking about things we can't do. We've got to think of things we can do!

Daming: Such as...?

Lingling: Do you think we can make our school a green school?

Daming: What's a green school?

Lingling: At a green school, every class collects waste which can be recycled or used again. Then the school sells the waste and uses the money to help students in poor areas.

Daming: Nice idea!

Betty: Students at a green school also learn ways to save energy and recycle at home. That means less waste.

Tony: That's a good idea. Though pollution is heavy now, I don't think it's hopeless. If everyone starts to do something, the world will be saved.

Everyday English

- It's no use...
- Such as...?
- Nice idea!

Now complete the notes.

Pollution problems

- 1 If the rivers are polluted, _____.
- 2 In some places, pollution from factories _____.
- 3 The cars on the roads _____.

What the students can do

- 4 Support a green school: every class _____ which can be _____ . Then the school _____ to help students _____.
- 5 Students learn _____. That means _____.

4 Complete the passage with the correct form of the words in the box.

cause enemy factory kill oil pollute spread

Pollution is our great (1) _____. Pollution from (2) _____ is a danger to our health, and may even (3) _____ people. Factories sometimes (4) _____ the rivers, and farmers cannot use the water for their crops. Pollution (5) _____ over cities and villages, and that (6) _____ even more danger. Cars use a lot of (7) _____ and cause pollution too.

Pronunciation and speaking

5 Listen and mark the words which the speaker links. 🎧

- 1 After our lesson on the environment, I'm worried about the future.
- 2 Students at a green school also learn ways to save energy and recycle at home.

Now listen again and repeat. 🎧

6 Work in pairs. List the pollution problems in your place. Choose one problem and say what should be done about it.



- The air pollution in our city is getting worse. What can we do to stop it?
- I think we can ride our bicycles to school more.

Unit 2 Repeat these three words daily: reduce, reuse and recycle.

Reading and vocabulary

- 1 Look at the pictures on the next page. Say which ways are good for the environment and why.
- 2 Look at the title of the passage. What suggestions do you think the passage will make? Use the words in the box to help you.

china divide necessary plastic policy reuse

It is better to use china cups and bowls because they can be used many times.

- 3 Read the passage and answer the questions in the first part. 

How to be green

By Wang Lingling

How green are you? Answer these questions and find out.

- Do you walk or ride a bike to school?
- Do you buy new clothes just because they are modern?
- Do you turn off the lights when you leave the room?
- Do you take your own bag when shopping and not ask for a plastic bag?
- Do you buy drinks in bottles? And what do you do with the bottles when they are empty?
- Do you divide the waste into things to recycle and things to throw away?

We all need a healthy environment, but we produce waste every day, and it is harmful to our environment. Repeat these three words daily: reduce, reuse and recycle.

Reduce

Reduce means “use less”. Do not waste things. It saves money and causes less pollution. Do not order more food than you can finish. Turn off the lights when you do not need them. Before you buy something new, think whether it is really necessary

because maybe the old one is just as good!

Reuse

Reuse means “use again”. Use things for as long as possible. Look after them so that they will last. Repair them if possible. Do not throw them away and buy new ones. Do not use paper cups or paper bags. It is better to use china cups and cloth bags because they can be used many times.

Recycle

Recycle means “change things into something else to be reused”. Although it takes energy to change things into something else, it is better than throwing things away or burning them. We throw tons of rubbish away each year, and we have to make a change. Divide your rubbish into plastic, glass, paper and rubber. Develop a recycling policy for the whole community. Buy products such as recycled paper to help save trees.

We cannot hope for rapid change, but let's take these simple steps today so that we will save the world for our grandsons and granddaughters tomorrow.



4 Check (✓) the suggestions that are mentioned in the passage.

- | | | | |
|-----------------------------------|--------------------------|--|--------------------------|
| 1 Order food that you can finish. | <input type="checkbox"/> | 5 Repair things. | <input type="checkbox"/> |
| 2 Use less electricity at home. | <input type="checkbox"/> | 6 Divide rubbish into different groups. | <input type="checkbox"/> |
| 3 Learn ways to recycle rubbish. | <input type="checkbox"/> | 7 Collect waste or rubbish to raise money. | <input type="checkbox"/> |
| 4 Use paper cups and paper bags. | <input type="checkbox"/> | 8 Burn things to save energy. | <input type="checkbox"/> |

5 Find two things you should do and two things you should not do in the passage. Give reasons. Use your answers to write sentences.

We should recycle rubbish because it can help us protect the environment.

6 Complete the passage with the correct form of the words in the box.

divide granddaughter plastic policy rapid recycle repeat step ton

We throw away (1) _____ of rubbish every year. If we want a clean world for our grandsons and (2) _____, we have to reduce, reuse and (3) _____. (4) _____ these three words every day. The first (5) _____ is to use less. The second is to use things as long as possible. Then (6) _____ your rubbish into (7) _____, paper, rubber and glass. Finally, draw up a recycling (8) _____ for your community. We cannot hope for (9) _____ change, but every little bit helps!

Writing

7 Work in pairs. Make a list of things you can do to make your school greener.

Don't throw bottles away.

8 Write a passage on how to make your school greener and give reasons. Use the list you have made in Activity 7 to help you. Use *because*, *so* and *so that*.

Don't throw bottles away because it is better to recycle them.

Unit 3 Language in use

Language practice

Reuse means “use again”.

Though **pollution** is heavy now, I don't think it's **hopeless**.

- 1 Make new words. Join the parts of words in Box A with the words in Box B. You need to use some of the parts more than once.

A -able -ful im- -less re- un-
○ ○ ○ ○ ○ ○

B ○ ○ ○ ○ ○ ○ ○ ○
care collect hope possible use usual wanted waste

Learning to learn

Sometimes if you know the meaning of the parts of a word, you can work out the meaning of the whole word.
re + new + able: re = again, able = can be
renewable = can be new again

Now work in groups. Play the guessing game *English for Fun*.

English for Fun

- | | | | |
|--------------------|----------------------------|--------------------------|-------|
| 1 full of care | _____ <i>careful</i> _____ | 6 not usual | _____ |
| 2 can be collected | _____ | 7 without any use | _____ |
| 3 full of hope | _____ | 8 use again | _____ |
| 4 without any hope | _____ | 9 not wanted | _____ |
| 5 not possible | _____ | 10 making a lot of waste | _____ |

- 2 Complete the sentences with the words in the box.

hopeful impossible reuse unhealthy wasteful

- Polluted water is _____.
- It is _____ to throw so much food away.
- If you look after things well, you may _____ some of them later.
- It is _____ to clean up the whole river in such a short time.
- If we pay attention to pollution now, the future will be _____.

3 Complete the table.

Noun	Verb	Adjective	Adverb
		useful/useless	
hope			hopefully/hopelessly
pollution			—
water		—	—
waste			
—	—		usually/unusually

4 Complete the sentences with the correct form of the words in Activity 3.

She was hopeful that her new job would make her more successful.

- The factory _____ the river, and the fish died.
- We often walk in the countryside. It is a(n) _____ activity for us.
- Do not use so much water. It is very _____.
- To keep the flowers growing, you need to _____ them once a day.

5 Complete the sentences.

A lunchbox is a box that you keep your lunch in.

- A _____ is a card that you write on one side of and send to someone by post.
- A _____ is a room where you have classes at school.
- A _____ is a book that has one or more stories for children.
- A _____ is a black board that is used at school for writing on with chalk.

6 Work in pairs. Look at the pictures and answer the questions.

- What kinds of things can be recycled?
- How can these things be reused?
- How does this help the environment?
- Have you ever recycled or used things that can be recycled? How?



Save our world

7 Complete the conversation with the correct form of the expressions in the box.

be good for throw away turn off worry about

Mike: I hear you are off to the Caribbean for a holiday! Lucky you! But aren't you (1) _____ the pollution that such long plane journeys may cause for the environment?

Ken: I know, but what can I do about it? I've already tried my best to protect the environment. I recycle. I don't (2) _____ things if I don't want them any more. I (3) _____ the lights when I leave a room. Don't tell me I shouldn't travel by plane any more!

Mike: No, of course not. But we can do more to protect the environment. For example, we can help keep the air clean by planting trees. Trees (4) _____ the environment. In this way, we can reduce the harm of pollution.

Ken: Good! So I can enjoy my holiday, and when I come back, I'll plant some trees!

Mike: That's the idea! Maybe we can all join in and start a small forest!

8 Listen and check (✓) the true sentences.

- 1 It is OK to throw used things away. Looking after them takes a lot of time.
- 2 Do not throw away things made of glass, plastic and paper, but recycle them when possible.
- 3 Take a bag when you go shopping.
- 4 Producing electricity and using oil will not cause pollution.
- 5 Turn off lights when you do not need them.
- 6 Ride a bike or walk, and do not often drive your car.

9 Listen again and complete the table.

Advice	Reasons
1 Don't throw away things made of _____, but _____ them.	Throwing things away is wasteful.
2 _____ your plastic bags when you can and _____ with you when you go shopping.	Plastic bags _____ recycle.
3 Use less electricity and oil to _____. 4 Don't leave lights on and _____. 5 _____ and do not often drive your car.	Producing electricity and using oil may cause _____.

Around the world

Earth Hour

Earth Hour is held toward the end of March each year. During Earth Hour, people all across the world switch off the lights they do not need. They do this to show their awareness of climate change.

The first Earth Hour was held in 2007 in Sydney, where more than 2.2 million people switched off their lights. Today, more and more cities are taking part in the event, such as Beijing, London, Rome and New York, and landmarks like the Empire State Building and the Golden Gate Bridge will go dark.

地球一小时
EARTH HOUR

60+



Module task: Discussing what you can do about pollution

10 Work in groups. Decide what kind of pollution you want to talk about.

- Choose a subject that you care about the most. It could be water pollution, air pollution, etc.
- Find out more information about your subject. Look it up on a website or in a book.

11 Discuss your subject.

- Take turns to say what you think about the problem and what can be done.
- Listen to what others say. If you agree with what they have said, say “I agree”, “That’s true” or “That’s a good point”; if you do not agree with what someone says, say “I’m sorry, but I don’t agree. I think that...”

12 Present your group's ideas to the whole class.



Revision module B

Grammar and speaking

- 1 Look at the pictures. Describe what has happened.

car accident / happen

A car accident has happened.

1 driver / hurt

2 someone / help / driver

3 someone / phone / the hospital

What do you think will happen next?

1 driver / take / hospital

2 driver / treat / doctors

3 car / repair



- 2 Complete the sentences with the correct form of the words or expression in brackets.

1 Some of the world's greatest books _____ (write) long ago.

2 It does not mean that great books _____ (not write) today.

3 The character Harry Potter _____ (create) by J. K. Rowling in the 1990s.

4 When the first book _____ (come out), it was a big success.

- 3 Complete the conversation with the correct form of the words and expression in brackets.

Michael: Are you coming to the meeting this afternoon?

Susan: What meeting?

Michael: It's about environmental protection. More ways should (1) _____ (find), so that the world (2) _____ (save) in the future.

Susan: I agree. I think the environmental problems (3) _____ (not take) seriously in the past, and a lot of people still don't think about it enough.

Michael: Yes, you're right. For example, look at all the lights that (4) _____ (leave) on all the time!

Susan: And a lot of water (5) _____ (waste) every day, just in our houses.

Michael: Exactly! These are all important things, but there is much more to do! Look around you. Why (6) _____ so much paper _____ (throw away)? Put it in the special box, so that it (7) _____ (recycle)!

Susan: Oh, dear. I left my computer on all day today! Yes, I'm coming to the meeting, Michael...

4 Complete the passage with *that*, *which* or *who*. There may be more than one answer.

The school (1) _____ Joe goes to is one of the best in the city and has over a thousand pupils. The pupils there wear red T-shirts and black trousers. The places (2) _____ the students like best at school are the computer room and the dining hall. The games (3) _____ the boys enjoy most are football and basketball. Joe is best at football, and he is in the school team. The activity (4) _____ attracts the girls most is the dance, and the girls usually put on a show (5) _____ every student comes to with their parents at the end of term. The teacher (6) _____ the students like most is Mrs Black.

5 Make new words. Join the parts of words in Box A with the words in Box B. You need to use some of them more than once.

A -ful inter- -less out- up- un- -ity

B care electric hope national side stairs usual waste

Now complete the sentences with the new words you have made.

My brother is playing in the park. He is outside.

- 1 This is the second floor. You need to go _____ to get to the third floor.
- 2 Some animals in Australia are very different from other animals. They are _____.
- 3 Throwing away good paper is very _____.
- 4 We need clean air and water, so we must be _____ with the environment.
- 5 The situation is _____ because everyone is trying hard to protect the environment.
- 6 It is not just a problem for one country. Pollution is a(n) _____ problem.
- 7 Turn off the lights and save _____.

Vocabulary

6 Complete the sentences with the words in the box.

centre glass plant pollution

- 1 You can put the _____ bottles in the recycling box over there.
- 2 Our local community has a very good recycling _____.
- 3 When air _____ spreads over our cities and towns, it may cause illness.
- 4 We should all help _____ new trees in the forest.

Revision module B

7 Complete the passage with the correct form of the words in the box.

action care difficulty everyday himself reason relative stomach though

Oliver Twist is one of the most famous stories by Charles Dickens. Set in the nineteenth century, it is about a boy called Oliver who finds (1) _____ alone in the world. He lives in a special house for poor people and always has an empty (2) _____. One day, he asks for more food and gets into a lot of trouble!

Later, Oliver runs away to London. There, he meets some boys who steal money and other things. They teach Oliver to steal too, (3) _____. Oliver does not want to because he is a good child. After many (4) _____, Oliver is taken home by a kind old man. In the end, Oliver discovers that the kind old man is a(n) (5) _____, and he goes to live with him in the city.

There are many (6) _____ why *Oliver Twist* is such a popular story. There is a lot of (7) _____ in the book, and it is also very humorous. The writer was also very good at writing about the (8) _____ lives of poor children in London in the nineteenth century — his book made people (9) _____ more about the problems of poor children.

8 Complete the sentences and conversation with the correct form of the expressions in the box.

be known as be unable to be worried about care about find out
get lost if possible it is better to make sure such as take part in

- 1 James has lost himself in computer games since last summer holiday. His father _____ him.
- 2 The Black family felt very sad because they _____ help the poor child.
- 3 I want to get back by five o'clock _____.
- 4 If you want to _____ more about this product that I have just introduced, please visit our website.
- 5 It is hard to imagine that an eighteen-year-old student can _____ in his own small town.
- 6 Cartoon heroes _____ Mickey Mouse and Snoopy are still loved by many children around the world.
- 7 The famous American writer, Samuel Clemens, _____ Mark Twain.
- 8 The only thing he seems to _____ is money, so nobody likes to work with him.
- 9 We need one more person to _____ the project.
- 10 I think _____ phone him to say you will be late.
- 11 — Did you lock the front door?
— I think so, but I'd better _____.

Listening

9 Listen and number the activities in the order you hear them. 🎧

- | | | | |
|--------------------------|--------------------------|------------------------------------|--------------------------|
| a) arrive at the airport | <input type="checkbox"/> | d) have a party | <input type="checkbox"/> |
| b) leave for home | <input type="checkbox"/> | e) have classes in the mornings | <input type="checkbox"/> |
| c) go swimming | <input type="checkbox"/> | f) take photos for the competition | <input type="checkbox"/> |

10 Listen again and complete the timetable with activities. 🎧

	Morning	Afternoon	Evening
Monday		—	
Tuesday		—	
Wednesday		—	
Thursday		—	
Friday			

Reading and speaking

11 Work in pairs. Look at the pictures and describe them.



Revision module B

12 Read the passage and check your description in Activity 11. 🎧

The School of the Air

My name is Belinda Black. I am thirteen years old, and I come from Mount Elm Sheep Station in South Australia. I have got two sisters — Jennifer is eleven and Lisa is seven. We are all pupils at the School of the Air.

The School of the Air is a school for children who live far from the cities, and who are in a place which does not have a local school. So we have “air” lessons over the radio or on the computer. Our teachers are at Port Augusta, a city which is about 160 kilometres away.

In the morning, we go to our classroom at 8:45. It is really just a small building. When we get there, we turn on the radio or computer and listen to what we should do. From then until twelve, we just do our usual lessons. In the afternoon, our mum makes us do some homework—well, not homework, but more work around the house.

We send our exercise “books” to our teachers by email on Friday night. They mark them on Monday and Tuesday, and then send them back. We get them on Wednesday.

The Internet and the telephone help us get in touch with our teachers quickly and easily. We talk to our teachers once a week for about ten minutes. They tell us if we are making progress.

Next year I will start at a new school in Port Augusta. I will spend the weekdays there and come home at weekends. It will be good to be with teenagers of my age, but I will miss my family. I hope I will be happy there.

Now complete the table.

The School of the Air	
What is it?	<ul style="list-style-type: none"> It is a school for children who _____ the cities, and who are in a place which does not _____.
What is the classroom like?	<ul style="list-style-type: none"> It is just a _____.
How do the students have classes and do homework?	<ul style="list-style-type: none"> Have _____ over the radio or on the computer. _____ the radio or computer and _____ what they should do after they get to the classroom. Do their _____ in the classroom in the morning. Be made to do more work by _____ in the afternoon.
How do the students hand in exercise “books”?	<ul style="list-style-type: none"> Send to their teachers by _____ on Friday night, and their teachers mark them _____. Get the “books” _____.
How do the students keep in touch with their teachers?	<ul style="list-style-type: none"> _____ their teachers once a week. Use _____ to keep in touch with their teachers.

Writing

13 Read the information about Susan's life in primary school and in high school.

	Primary school	High school
School name	School of the Air	South Sydney High School
Journey to school	Five minutes' walk across the farm	20 – 30 minutes' bus ride
Schoolday	8:45 – 12:00	8:30 – 15:30
Number of pupils	12	800
Advantages	<ul style="list-style-type: none"> • Small class • Use the telephone and the Internet to communicate • Spend lots of time outside in nature and with animals • Quiet, no traffic 	<ul style="list-style-type: none"> • Lots of friends • Study lots of subjects • Talk to the teacher face to face
Disadvantages	<ul style="list-style-type: none"> • Not many friends • Cannot study lots of subjects • Only talk to the teacher once a week — not always easy to understand everything 	<ul style="list-style-type: none"> • Long journey • Lots of students in the class
After-school activities	<ul style="list-style-type: none"> • Sometimes play football on the farm • Help out at home • Read 	<ul style="list-style-type: none"> • Swim • Play football • Join a computer club

Now use the information to write a short passage about Susan's life in primary school and in high school. Try to use different sentence structures.

Susan was a pupil of the School of the Air. She is now studying at South Sydney High School...

Language notes

Module 1 Wonders of the world

- ① **Let's call *Wonders of the World* and join in the discussion.** 我们给《世界奇观》节目打电话，加入讨论吧。

join in 的意思是“参加（某种活动）；加入到”。例如：

We all joined in the game. 我们都参与了游戏。

- ② **And I think the Giant's Causeway is the most fantastic natural wonder.** 我认为巨人之路是最神奇的自然奇观。

巨人之路位于英国北爱尔兰东部海岸，由大量多边形石柱组成，绵延数百米，呈阶梯状延伸入海。1986年，巨人之路及其海岸（Giant's Causeway and Causeway Coast）被联合国教科文组织列入世界自然遗产名录。

- ③ **That sounds great, though I think Victoria Falls in Africa is even more fantastic.** 听起来很神奇，但我认为非洲的维多利亚瀑布更壮观。

维多利亚瀑布（又称莫西奥图尼亚瀑布）位于非洲赞比西河上中游交界处，赞比亚与津巴布韦接壤处，是世界上最壮观的瀑布之一。瀑布上的水雾形成的彩虹景色十分迷人，瀑布的声响可在数公里外听到。因此，当地人称之为“莫西奥图尼亚”，意为“霹雳之雾”。

- ④ **But in my opinion, man-made wonders are more exciting than natural ones.** 但是，在我看来，人造奇观比自然奇观更激动人心。

本句中 natural ones 与 man-made wonders 相对应，ones 代替前面提到的 wonders。

in one's opinion 表示“按某人的意见；据某人看来”。例如：

Who, in your opinion, is the best football player in the world today? 在你看来，谁是当今世界上最好的足球运动员？

- ⑤ **I looked over them, but it was silent and there was no sign of it.** 我朝那片岩石望过去，但是一片寂静，还是看不见它。

I was looking across one of the wonders of the natural world — the Grand Canyon. 我在眺望自然界奇观之一的大峡谷。

I looked down to the Colorado River... 我俯瞰科罗拉多河……

Finally, I looked to my left and to my right... 最后，我向左右遥望……

在上面的四个句子中，look 与不同的介词 / 副词搭配，表达不同的意思：

look over 从……上方看过去

look across 眺望；向对面看

look down 向下看

look to one's left / right 朝某人的左侧 / 右侧看

⑥ The sun rose behind me and shone on the rocks. Far below me, the ground fell away and down to a river. 太阳从我身后升起，照在岩石上。远远地，在我的下方，地面（仿佛在随光线）向下延伸，（逐渐）退落，显露出谷底的河流。

这两个句子用 behind, on, below, away 和 down 这几个介词和副词生动地展现了太阳升起时作者在大峡谷观察到的奇妙景象。... the ground fell away... 是形象化的描述，说明了随着阳光的照射，作者仿佛看到地面在下降，逐渐显露出谷底的河流。

大峡谷为世界奇观之一，位于美国西南部亚利桑那州。由于科罗拉多河穿流其中，故又名科罗拉多大峡谷。

Module 2 Public holidays

① Our national day is called Independence Day. It's on 4th July. 我们的国庆日称作独立日，在7月4日。

7月4日是美国独立日，英语中也称作 Fourth of July，是美国的主要法定节日之一，以纪念 1776 年 7 月 4 日《独立宣言》在费城正式通过这一重大事件。独立宣言由托马斯·杰斐逊起草，宣布北美 13 个殖民地脱离英国统治。美利坚合众国由此建立。

② ... but we only have one day off. ……但我们只放一天假。

off 在这里表示“不上课 / 班”。例如：

I'm taking a week off over Christmas. 圣诞节期间我会休假一星期。

I'm going to have some time off. 我准备休一段时间假。

③ And is there anything special on that day? 那天会有什么特别的活动吗?

And my family always go somewhere interesting as soon as the holiday begins. 假期一开始, 我们全家就会去某个好玩的地方。

用形容词修饰不定代词或不定副词的时候, 形容词要放在不定代词或不定副词的后面, 如 anything special, somewhere interesting。例如:

Don't do anything stupid. 不要做傻事。

Is there anyone new coming to tonight's meeting? 有新人要来参加今晚的会议吗?

Let's go somewhere nice for a picnic. 我们去个好地方野餐吧。

④ People make short speeches and give thanks for their food. 人们作简短的致辞, 为食物而感恩。

give thanks (to sb.) for (doing) sth. 表示“对某事/某人做了某事表示感谢”, 这里 thanks 用作名词。give 也可以换成其他动词。例如:

She expressed her thanks to her friends for coming to the party. 她对朋友们来参加聚会表示感谢。

thanks for (doing) sth. 也可以表达类似的意思。例如:

Thanks for your support. 谢谢你们的支持。

⑤ We have celebrated the festival since the first pioneers from England arrived in America by ship in the seventeenth century. 自17世纪首批英格兰拓荒者乘船抵达美洲大陆之后, 我们就一直庆祝这个节日。

since 表示“自从……”, 常与完成时连用。例如:

since 表示“自从……”, 常与完成时连用。例如:

We have been friends since childhood. 我们从小就是朋友。

⑥ The local people, the Native Americans, taught the pioneers how to grow corn. 当地人, 也就是美洲印第安人, 教这些拓荒者如何种植玉米。

Native Americans 在这里指美洲印第安人, 是美洲的原著居民, 即在哥伦布于1492年登上美洲大陆之前就在那里定居的人。

- ⑦ **The following year they celebrated together by eating a dinner of the new food.** 第二年他们一起享用新收获的食物，共庆（丰收）。

by eating a dinner of the new food 在句中作方式状语，表示以聚餐品尝新食物的方式（来庆祝）。by doing sth. 常用来表示“以某种行为方式……”。例如：

The little girl earns her living by selling newspapers. 小女孩靠卖报纸为生。

They learnt English by listening to the radio. 他们通过听收音机学英语。

- ⑧ **We live in New York City, and we go to watch the Macy's Thanksgiving Day Parade.** 我们住在纽约市，（所以）去观看梅西感恩节大游行。

梅西感恩节大游行始于1924年，由美国梅西百货公司主办，在每年感恩节当天举行，通常持续约三个小时。游行以花车和飘浮在空中的巨型气球为主要特色，这些气球大多为大众喜爱的卡通形象。

- ⑨ **Football is also important at Thanksgiving...**（美式）足球在感恩节也是很重要的……

美式足球赛（橄榄球赛）也是与感恩节传统相关的活动之一。在感恩节当天，美国从高中、大学到专业球队都要举办比赛。最早的感恩节足球赛于1869年在宾夕法尼亚州的费城举办。

Module 3 Heroes

- ① **Whatever she does, she never gives up!** 无论做什么，她都不放弃！

give up 的意思是“放弃”。例如：

David has decided to give up football at the end of this year. 戴维已经决定今年年底就不再踢足球了。

give up doing sth. 表示“放弃做某事”。例如：

Why don't you give up smoking? 你为什么戒烟？

- ② **Deng says that she isn't cleverer than anyone else, but she has a very strong will.**

邓（亚萍）说她并不比别人聪明，但是她有非常坚强的意志。

will 在这里是名词，表示“意志；决心”。例如：

Where there's a will, there's a way. 有志者事竟成。

- ③ **I see. Well, I think she's a good student as well as a good player.** 我明白了。嗯，我觉得她不仅是一个出色的运动员，而且还是一个好学生。

as well as 表示“不仅……而且……”，强调 as well as 前面的内容。例如：

On Sundays, the landlady provided him with dinner as well as breakfast. 每逢星期天，女房东不仅为他提供早餐，还为他提供正餐。

- ④ **Dr Bethune developed new ways of taking care of the sick.** 白求恩医生研究出了照料病人的新方法。

本句中的 the sick 的结构是形容词前面加上定冠词，表示复数概念，泛指某一类人。这类结构作主语时谓语动词要用复数形式。例如：

The young have plenty of opportunities here. 年轻人在这里有大量的机会。

The blind learn skills in special schools. 盲人在特殊学校学习技能。

- ⑤ **At that time, there were few doctors, so he had to work very hard on his own.** 那时医生很少，所以他不得不很辛苦地独自工作。

on one's own 表示“独立地；独自地”。例如：

I made this bookshelf all on my own. 这个书架完全是我自己做的。

She has been living on her own for ten years. 她独自生活已有 10 年了。

- ⑥ **One day in 1939, he cut his finger during an operation, but he continued his work without treating it. In the end, he died of his wound.** 1939年的一天，他在手术过程中划伤了手指，但他没有处理伤口，仍然继续工作。最后，他因伤去世。

1939年10月下旬，白求恩在抢救伤员时左手中指被手术刀割破，之后在给一个外科传染病伤员做手术时受感染，但他仍不顾伤痛和生命危险，坚持去战场救护伤病员，终因伤势恶化，转为败血症，医治无效，于同年11月12日逝世。

Module 4 Home alone

- ① **So am I, but I can't miss two weeks of school.** 我也是（很遗憾），但是我不能两周不上课。

So am I 承接上一句贝蒂妈妈说的话：... I'm sorry you can't come with us, Betty. (……贝

蒂，你不能和我们一起去，真遗憾)，表示“我也很遗憾无法同行”。“So + be/助动词 + 主语”这一结构表示主语与前一个人的情况相同，意思是“……也这样”。例如：

Joe was a little upset, and so was I. 乔有点儿不开心，我也有点儿。

He has been ill, and so has his wife. 他一直生着病，他妻子也一样。

Neil left just after midnight, and so did Jack. 尼尔一过午夜就走了，杰克也是。

② **Your train is about to leave.** 您的火车要开了。

be about to do sth. 的意思是“就要 / 正要……”。例如：

We were just about to leave when Jerry arrived. 杰里来的时候，我们正准备走。

She looked as if she was about to cry. 她看上去好像要哭了。

③ **As a boy, like all other boys, I wanted to be a man.** 作为男孩，就像其他所有男孩一样，我想做个男子汉。

man 在此处意为“男子汉”。例如：

Don't cry anymore. Be a man! 别再哭了。要像个男子汉！

④ **Actually, they managed every minute of my life.** 实际上，他们安排了我生活中的每一分钟。

此句中的 managed every minute 并不表示父母真的为郑晨宇安排好了每一分钟，而是一种夸张手法，表达郑晨宇不满父母管得太多。这里 manage 的意思是“安排；管理”。例如：

Parents should not manage everything for their children. 父母不应该为孩子安排一切。

I manage my time well. 我把自己的时间安排得很好。

⑤ **Now was my chance!** 现在，我的机会来了！

这个句子表现出作者兴奋而愉快的心情，强调父母外出后自己独自生活是他盼望已久的事情。

Module 5 Museums

① **No shouting, please!** 请勿喧哗！

Don't cross that rope! 不要越过那条绳子！

No photos. 请勿拍照。

课文中的这些语句表达的都是“禁止做某事”的意思。要表达这一意思可以采用以下几种结构：

1) No + 动名词

这是一种比较常用的表达方式。例如：

No fishing! 禁止垂钓！

No parking! 禁止停车！

2) No + 名词

这种结构也可以表达“禁止做某事”的意思。例如：

No entry. 请勿入内。

No food and drinks. 请勿饮食。

3) 祈使句

祈使句同样可以用来表示“禁止做某事”。例如：

Don't make any noise. 不要吵闹。

Keep off the grass. 请勿践踏草坪。

② But the Science Museum is different... It is noisy! 但是科学博物馆不一样……这里很嘈杂！

英国科学博物馆始创于 1857 年，现已成为世界闻名的博物馆之一，既展示天文学、物理学等各个领域的历史收藏品，也展示现代科技产品。该博物馆的一个重要特色是允许参观者触摸或操作一些展品，在亲身体验过程中学习知识。除特定展览和电影外，博物馆对外免费开放。

③ ... if you want to fill a bag with sand, you have to control a kind of truck on wheels and move it into the correct place. ……如果你想将袋子装满沙子，你得操控一种带轮子的运输车，并把车移动到正确的位置。

fill... with... 表示“用……装满……”。例如：

The teacher filled a bottle with water. 老师在瓶子里注满了水。

④ If you compare the medicine of the past with the medicine of today.. 如果你比较一下过去的药物与现在的药物……

compare... with... 表示“拿……和……作比较”。例如：

Mr Wu likes to compare Class 3 with Class 5. 吴老师喜欢拿三班和五班作比较。

The teachers are always comparing me with my elder sister. 老师们总是拿我和姐姐作比较。

Module 6 Problems

- ① **I want you to get into the habit of doing your homework as soon as you come home from school.** 我想让你养成一放学回家就做家庭作业的习惯。

get into the habit of doing sth. 的意思是“养成……习惯”。例如：

You ought to get into the habit of planning your work at the beginning of each week. 你应该养成每周伊始就安排好工作的习惯。

habit 还能和其他动词搭配，表达不同的意思。例如：

She has a habit of playing with her hair when she is nervous. 她有一紧张就抚弄头发的习惯。

- ② **That's a shame.** 真遗憾。

It's a shame. / That's a shame. / What a shame! 经常用在口语中，表示“真遗憾。/ 多可惜啊！”例如：

— *Tim says he can't come tonight.* 蒂姆说他今晚不能来了。

— *Oh, that's a shame!* 噢，太遗憾了！

- ③ **I can work in the library and I'm also able to read books there.** 我可以在图书馆干活儿，而且还能在那儿看书。

这里的 work 不是指上班，而是指做志愿者。

- ④ **No deal, Tony.** 托尼，这不行。

No deal 表示不同意，可译成“这不行”。deal 在这里的意思是“协议”。在口语表达中，我们常用 deal 表示“达成协议”的意思。例如：

— *You wash the car and I'll let you use it tonight.* 你洗车，我今晚就让你用车。

— *Deal!* 说定了！

- ⑤ **That's not the point.** 那不是我想说的（我想说的不是那个意思）。

point 在这里的意思是“（试图表达的）观点；看法”。例如：

What is your point? 你说的是什么呢？

- ⑥ **You can't do anything before you finish your homework. I'm sorry, but that's my last word.** 没完成家庭作业之前，你什么也不能干。我很抱歉，但这是我的最终决定。

此句及上句一共用了两个 but。上句中托尼准备继续与父亲解释，却被父亲打断了。父亲接着提出了对托尼的要求，并在最后用 but 表示强调。

- 7 **The reason is that he thinks something will go wrong if I play games on it.** 原因是他认为我若是在电脑上玩游戏的话，电脑就会出毛病。

go wrong 表示“出毛病，出故障；出错”。例如：

His television has gone wrong again. 他的电视又出毛病了。

- 8 **... he will be angry with you, but at least you will show that you are honest.** ……他会生你的气，但至少你能表明自己是诚实的。

be angry with sb. 表示“生某人的气”。例如：

I shall be angry with you if you break the cup. 你要是打碎了杯子，我会生气的。

at least 表示“至少；起码”。例如：

The food was not nice, but at least it was cheap. 食物不好吃，但至少便宜。

It will take you at least twenty minutes to get there. 你至少要花 20 分钟才能到那儿。

Module 7 Great books

- 1 **What's up?** 怎么了？

What's up? 是一种非正式的用法，意思是“怎么了？/ 出什么事了？”例如：

What's up? You look very worried. 怎么了？你看上去很焦虑。

- 2 **But I think I'd describe Confucius more as a teacher and thinker than a writer.** 但是我更愿意把孔子描述为一位教育家兼思想家，而非作家。

这里的 Confucius 指孔子，为“孔夫子”的英语译名，是长期以来约定俗成的译法。

more... than... 在本句中表示“与其说是……不如说是……”。例如：

Success is more hard work than good luck. 成功来自努力，而非好运。

- 3 **... and Shakespeare's plays also make a lot of sense to us today.** ……莎士比亚的戏剧现在对于我们来说也仍然很有意义。

make sense 的意思是“易理解；合情理；有意义”。例如：

No matter how I tried to read it, the sentence still did not make any sense to me. 不管我怎么努力地读，我还是不懂这个句子的意思。

Why did she do such a thing? It does not seem to make sense. 她为什么做这样的事？似乎没有道理。

- ④ **It tells how young people grow, how people love each other and how bad people pay for their actions.** 它（该书）讲述了年轻人如何成长、人们如何彼此相亲相爱以及坏人如何为他们的行为付出代价。

pay for 的意思是“为……付出代价；受惩罚”。例如：

We all pay for our mistakes in one way or another. 我们都会为自己的错误付出这样或那样的代价。

These people must be made to pay for their crimes. 必须让这些人为他们自己的罪行付出代价。

- ⑤ **... and it is thought to be one of the greatest American stories.** ……人们认为这本书是美国最好的小说之一。

It is thought to be... 的意思是“人们认为……”，相当于 People think... 类似的结构还有：... is said to be... “据说……”；... is believed to be... “人们相信……”。例如：

He is said to be the richest man in the world. 据说他是世界上最富有的人。

At 115, Mrs Jackson is believed to be the oldest person in the country. 人们相信 115 岁高龄的杰克逊夫人是该国最长寿的人。

Module 8 Sports life

- ① **What does HAS stand for? HAS代表什么？**

stand for 的意思是“是……的缩写；代表；意味着”。例如：

USA stands for the United States of America. USA 是 United States of America 的首字母缩写。

What do the letters UN stand for? 字母 UN 代表什么？

- ② **If my memory is correct, HAS 98 points to BIG 52.** 如果我没记错的话，(比分是)海涅全明星 98 分，北京国际巨人 52 分。

If my memory is correct... 的意思是“如果我没记错的话……”。例如：

If my memory is correct, he lived in Paris for a while. 如果我没记错的话，他曾在巴黎住过一段时间。

- ③ **— Do you think they'll win, Lingling?** 玲玲，你认为他们会赢吗？

— No way! 绝对不可能！

no way 常用来表示不同意做某事或认为某事不可能发生。例如：

There's no way I'm going to pay £300 just for a weekend in Paris. 我绝对不会就为了在巴黎度个周末付 300 英镑。

- ④ **Liu was encouraged at first to train for the high jump.** 起初，刘（翔）被鼓励参加跳高训练。

encourage sb. to do sth. 表示“鼓励某人做某事”。在本句中，encourage 一词用了被动语态，表示刘翔“被鼓励去做某事”。例如：

Ms Wang always encourages us to speak English in class. 王老师总是鼓励我们课上讲英语。

We are always encouraged (by Ms Wang) to speak English in class. 我们总是被（王老师）鼓励在课上讲英语。

- ⑤ **In 2001, a special programme was set up to help young sportsmen and sportswomen.**

2001 年，(国家) 创立了一个特殊项目，用来帮助年轻运动员。

set up 表示“设立；创办”。例如：

She plans to set up her own company. 她计划创办自己的公司。

- ⑥ **But he is still a symbol of courage and success, and we continue to take great pride in him.** 但是，他（刘翔）仍然是勇气和成功的象征，我们依然为他感到十分骄傲。

当我们想表达“为……感到骄傲、自豪”时，可以用词组 take pride in。例如：

They take great pride in their daughter's achievements. 他们为女儿的成就感到非常骄傲。

Module 9 Great inventions

① They'll be put up on the school website. 它们（照片）将被公布在学校的网站上。

此句中 put up 的意思是“张贴；公布”。例如：

You can put up the notice on the noticeboard. 你可以把通知贴在布告栏上。

② Every evening, my mother looks through magazines at home. 每天晚上，我妈妈都在家翻阅杂志。

look through 是一个动词短语，表示“快速阅读；浏览”。例如：

Would you quickly look through the composition for me and see if there are any mistakes? 你能帮我迅速浏览一下这篇作文，看看有没有错误吗？

I have not looked through the book yet. 我还没翻完这本书。

③ In those days, books were only produced one at a time by hand. 在那个年代，书是靠手工制作的，一次只能制作一本。

at a time 表示“每次；一次”。例如：

Please come in one at a time, not all together. 请一个一个地进来，不要一拥而入。

I'm sorry, but I'm too busy to help you now — I can only do one thing at a time. 抱歉，我现在太忙了，无法帮你——我一次只能干一件事。

by hand 表示“用手（做）”。例如：

All these toys are made by hand. 所有这些玩具都是手工制作的。

④ As a result, there were not many books, and they were expensive. 这样一来，书籍数量不多，价格又贵。

as a result 的意思是“作为结果；因此”，通常单独使用。例如：

As a result, all flights were cancelled. 结果，所有航班都取消了。

as a result of 与 as a result 仅一词之差，意为“作为……的结果；由于……”，后接名词或名词性短语，表示原因。例如：

She was late as a result of the snow. 由于下雪，她迟到了。

⑤ So what direction will traditional printing take in the future? 那么传统印刷业未来的方向在哪里呢？

direction 的意思是“方向”。例如：

We are happy with the direction the club is taking. 我们对俱乐部的发展方向感到满意。

Module 10 Australia

① **This is a rock called Ayers Rock, in central Australia.** 这块岩石叫艾尔斯岩，位于澳大利亚中部。

艾尔斯岩又名乌卢鲁巨石 (Uluru)，位于澳大利亚中部。它是世界上最大的整体岩石，长 3.6 千米，宽 1.9 千米，高 348 米。

② **According to the local people, it's a special and magical place.** 当地人认为这是一个特殊而神奇的地方。

according to 的意思是“根据；按照；据……所说”。例如：

According to Ben, they are not getting on very well at the moment. 本认为目前他们相处得不是很好。

You will be paid according to the amount of work you do. 你将会按照工作量的多少获得报酬。

③ **And this is the Sydney Opera House.** 这是悉尼歌剧院。

悉尼歌剧院坐落于澳大利亚悉尼市，于 1973 年正式完工。它的外观酷似三组巨大的贝壳，也像海上的船帆和盛开的花朵。它建在悉尼港内一块伸入海面的地段上，三面临水，是大型综合性文艺演出中心。

④ **And this one is the Great Barrier Reef.** 这张（照片）是大堡礁。

大堡礁位于澳大利亚东北部昆士兰州的东海岸，这里珊瑚礁相连成片，由西北到东南绵延 2,000 余公里。在大堡礁及其周边海域生活着种类繁多的海洋生物，每年吸引着众多游客前来观光游玩。大堡礁堪称世界上最大的天然海洋公园和珊瑚水族馆，于 1981 年被列入世界自然遗产名录。

⑤ **For example, when they say “G'day” and “No worries”, they mean “Hello” and**

“Don’t worry about it. It’s not a problem!” 例如，当他们说 “G’day” (Good day) 和 “No worries” 的时候，他们的意思是 “你好” 和 “不要担心。没问题！”

G’day 和 No worries 是澳大利亚人的常用语。例如：

“G’day!” he said in a loud voice. “你好！”他大声地说。

— *Can you deliver on Thursday?* 你能周四送货吗？

— *No worries.* 可以，没问题。

Module 11 Photos

① You bet! 当然了!

You bet! 意为 “的确；当然；一定”。例如：

— *Will you tell her the truth?* 你会告诉她真相吗？

— *You bet.* 当然会了。

— *Are you coming to the party?* 你来参加晚会吗？

— *You bet.* 当然来。

② I’m sure you’re in with a chance! 我肯定你有获胜的机会!

be in with a chance 是非正式英式英语，表示 “有可能；有机会”。例如：

I think I’m in with a chance of getting the job. 我认为我有可能获得这份工作。

I think we’re in with a good chance of beating them. 我认为我们很有可能打败他们。

③ Compared with other years, we received many more photos. 与往年相比，我们收到了更多的（参赛）照片。

compared with 在句中作状语，意思是 “和……相比”。例如：

Compared with silk, cotton is cheap. 和丝相比，棉花更便宜。

Compared with last year, we have had more success this year. 和去年相比，今年我们取得了更大的成就。

④ Even though all of the photos are excellent, we are sorry to say that we cannot give prizes to everyone. 尽管所有的照片都很出色，但是我们只能遗憾地告诉大家我们不能给每个人都颁奖。

even though/if 表示“即使；尽管”，用来引导状语从句。例如：

Even though it is hard work, I enjoy it. 尽管这是一项辛苦的工作，我却乐在其中。

Even if you take a taxi, you will still miss your train. 即使打的去，你也赶不上这趟火车了。

⑤ Congratulations to our winners and thanks to everyone who entered the competition.

祝贺获奖者，并感谢所有参赛者。

congratulations to sb. (on sth.) 表示“(因某事)向某人表示祝贺”。例如：

— *I passed my driving test yesterday.* 昨天我通过了驾照考试。

— *Did you? Congratulations to you!* 是吗？祝贺你！

Congratulations to you on winning the first prize. 祝贺你获得一等奖。

Module 12 Save our world

① It's no use talking about things we can't do. 谈论我们不能做的事情是没有用的。

It's no use doing sth. 这个句型表示“做某事没有用处”。例如：

It's no use complaining. 抱怨没有用处。

Listen, George, it's no use living in the past. 听着，乔治，活在过去是没有用的。

② Such as...? 比如说……？

such as 这个短语常用来表示举例说明。例如：

— *There are lots of things you could do.* 有很多你们能做的事。

— *Such as...?* 比如说……？

③ Do you divide the waste into things to recycle and things to throw away? 你们将废物分成要回收的和需丢弃的吗？

throw away 表示“扔掉；丢弃”。例如：

When are you going to throw away those old magazines? 你打算什么时候扔掉那些旧杂志？

I threw those trousers away years ago. 多年前我就把那些裤子扔掉了。

④ Although it takes energy to change things into something else, it is better than throwing things away or burning them. 虽然把一种东西变成另一种东西会消耗能源，但是也比把它们扔掉或烧掉好。

change... into... 表示“把……变成……”。例如：

You cannot change iron into gold. 你无法把铁变成金子。

⑤ **We cannot hope for rapid change, but let's take these simple steps today...** 我们不能期待立竿见影的变化，但是让我们从今天开始采取这些简单的措施吧……

take steps 的意思是“采取措施”。例如：

We need to take some steps to reduce pollution. 我们需要采取一些措施来减少污染。



Guide to language use

Module 1 时态复习

到目前为止，我们已经学过了英语中常用的时态，包括一般现在时、一般过去时、现在进行时、过去进行时、一般将来时和现在完成时。在本模块中，我们将对这些时态的用法进行总结。

首先，我们将本模块中出现的有代表性的句子归纳如下：

时态	例句
一般现在时	(1) And I think the Three Gorges Dam is fantastic too. (2) It produces electricity for millions of people in China.
一般过去时	(3) Well, I visited the Giant's Causeway two years ago.
现在进行时	(4) Am I going the right way?
过去进行时	(5) When I arrived, it was early morning and it was raining.
一般将来时	(6) You'll get there in five minutes.
现在完成时	(7) I've never seen it, so I'm not sure I agree with you.

结合上面的句子我们来总结一下各种时态的用法：

1. 一般现在时

一般现在时可以用来表述或说明某一事物的特性，如上面表格中的（1）；也可以用来描述现在的状况，如（2）。一般现在时还用来描述经常发生的事情或真理。例如：

Thousands of people visit Beijing every year. 每年有成千上万人游览北京。

The sun rises in the east and sets in the west. 太阳东升西落。

2. 一般过去时

一般过去时可以用来表述过去某个时间发生的事情或行为，如上面表格中的（3）。一般过去时还可以用来描述事物过去的状态或过去经常发生的事情。例如：

I was very thin in my childhood. 我小时候非常瘦。

I got up very early when I was a college student. 我上大学时起得很早。

3. 现在进行时

现在进行时可以用来表述现在正在发生的事情或行为，如上页表格中的（4）。现在进行时还可以用来表示为将来安排好的活动或事件。例如：

My elder brother is coming tomorrow. 我哥哥明天来。

We are having a meeting tomorrow morning. 我们明天上午要开会。

4. 过去进行时

过去进行时表示在过去某段时间内正在发生的事情或行为，如上页表格中的（5）。从例句可以看出，过去进行时常常以一个过去的行为或时间为参照。例如：

I was having breakfast when he telephoned me. 他打电话来的时候我正在吃早饭。

What were you doing at eight o'clock yesterday evening? 昨天晚上8点你在做什么？

5. 一般将来时

一般将来时表述的是发生在将来的事情或行为以及未来的状态，如上页表格中的（6）。在表示对将来的预测时（没有相关迹象表明某事必然会发生的情况下），will 和 be going to 可以互换。例如：

It will / is going to rain tomorrow. 明天将是个雨天。

但在其他情况下，be going to 更强调计划性，而 will 着重表达个人意愿或想法。例如：

He is going to spend his vacation in Hawaii. 他计划到夏威夷去度假。

I will give you the information when I get it. 我一有消息就会告诉你的。

6. 现在完成时

现在完成时与一般过去时所表示的行为都发生在过去，但是两者表达的重点不同：一般过去时表述过去的事情；现在完成时则强调过去的行为对现在的影响，如上页表格中的（7）。请阅读下面的对话，体会现在完成时与一般过去时表达侧重点的不同：

A: Have you seen the film? 你看过这部电影吗？

B: Yes, I have. 是的，看过了。

A: When did you see it? 什么时候看的？

B: Last night. 昨晚（看的）。

从对话中可以看出，当谈话重心在过去的时、地点或人物，而不是事件的结果或影响时，要用一般过去时。反之，如果我们要强调的是过去的事情对现在的影响，则应该用现在完成时。

现在完成时还可以用来表示某个状态从过去某个时间开始一直持续到现在。例如：

I have lived here for a long time. 我已经在这儿住了很长时间了。

I have been ill for a week. 我已经病了一周了。

下面我们来总结一下各种时态中一般疑问句和否定句的构成（以 do 为例）：

时态	一般疑问句式	否定句式
一般现在时	Do I/we/you/they + do...? Does he/she/it + do...?	I/We/You/They do not (don't) + do... He/She/It does not (doesn't) + do...
一般过去时	Did I/we/you/he/she/it/they + do...?	I/We/You/He/She/It/They did not (didn't) + do...
现在进行时	Am I doing...? Are we/you/they + doing...? Is he/she/it + doing...?	I am not (I'm not) doing... We/You/They are not (aren't) + doing... He/She/It is not (isn't) + doing...
过去进行时	Were we/you/they + doing...? Was I/he/she/it + doing...?	We/You/They were not (weren't) + doing... I/He/She/It was not (wasn't) + doing...
一般将来时	Will I/we/you/he/she/it/they + do...? Shall I/we + do...? Am I going to + do...? Are we/you/they going to + do...? Is he/she/it going to + do...?	I/We/You/He/She/It/They will not (won't) + do... I/We shall not (shan't) + do... I am not (I'm not) going to + do... We/You/They are not (aren't) going to + do... He/She/It is not (isn't) going to + do...
现在完成时	Have I/we/you/they + done...? Has he/she/it + done...?	I/We/You/They have not (haven't) + done... He/She/It + has not (hasn't) + done...

Module 2 状语从句 (1)：时间状语从句

如果我们用从句来表达一件事情或一个行为发生的时间，那么这个从句就叫时间状语从句。不同的引导词引导的时间状语从句的意思也不同。下面我们来看一下本模块中出现的几种常见的的时间状语从句：

1. when 引导的时间状语从句

when 的意思是“当……的时候”，既可以表示在某一时间点发生的事，又可以表示在某一时间段发生的事。主句与从句描述的动作或事情可以同时发生，也可以先后发生。例如：

When the weather is fine, many people go out for a walk. 天气好时，很多人都出去散步。

When I got home, I found my baby girl singing in the sitting room. 我到家时，发现我的小女儿正在客厅里唱歌。

2. as soon as 引导的时间状语从句

as soon as 表示“一……就……”，强调动作紧密相连。例如：

And my family always go somewhere interesting as soon as the holiday begins. 假期一开始，我们全家就会去某个好玩的地方。

We began to work as soon as we got there. 我们一到那儿就开始工作了。

3. before/after 引导的时间状语从句

before 表示“在……之前”，after 表示“在……之后”。例如：

Before we begin dinner, my father gives thanks for the food. 吃饭前，我父亲会表达（因拥有食物而产生的）感激之情。

Mother sometimes prepares dinner after I come back from school. 妈妈有时在我放学回家后才准备晚饭。

4. while 引导的时间状语从句

while 引导的时间状语从句表示主句的行为在从句行为进行的过程中发生。由于 while 从句表示一个持续的行为，所以从句中要用持续性动词或状态动词，且持续性动词常用进行时态。例如：

While they were crossing the Atlantic, many people died. 他们中的很多人在横渡大西洋时丧生了。

Don't make any noise while I am recording. 我在录音时（你们）别发出声音。

5. until 引导的时间状语从句

until 表示动作或状态一直持续到某一时刻，即“直到……”。例如：

He waited until all the guests left. 他一直等到所有客人都走了。

I will wait until you finish all the work. 我会等到你完成所有工作。

本模块第一单元对话中出现了包含 until 的句子，但 until 后接的不是时间状语从句，而只是时间状语：

My parents and I are going to visit some friends in Shandong Province and we'll stay there until the end of the holiday. 我和父母要去山东拜访一些朋友，我们会在那儿一直待到假期结束。

此句中 until 之后接的短语 the end of the holiday 等同于时间状语从句 until the holiday is over.

6. since 引导的时间状语从句

since 引导的时间状语从句常与完成时连用，表示“自从……”。例如：

I have known Bill since he was born. 从比尔出生起，我就认识他。

He has studied very hard since he came to our school. 自从来到我们学校，他学习就非常努力。

Module 3 状语从句(2): 原因、目的和结果状语从句

在上一模块中，我们学习了表示时间的状语从句，那么如果要表达一个行为的原因、目的或结果时，又该使用什么样的结构呢？首先我们来看一下本模块中出现的几个句子：

(1) *She's my hero because she's one of the best table tennis players in the world.* 她是我心目中的英雄，因为她是世界上最优秀的乒乓球运动员之一。

(2) *... and wrote books so that they could learn about how he treated the sick.* ……并且著书让他们（当地的医生和护士）了解他是如何医治病人的。

(3) *At that time, there were few doctors, so he had to work very hard on his own.* 那时医生很少，所以他不得不很辛苦地独自工作。

句(1)中 because 引导的状语从句表示原因，句(2)中 so that 引导的状语从句表示目的，句(3)中 so 引导的状语从句表示结果。那么，原因、目的和结果状语从句各有什么特点，该如何使用呢？

1. 原因状语从句

如果从句表示的是主句行为的原因，就构成原因状语从句。原因状语从句由表示原因的连词引导，常用的是 because。例如：

He failed the exam because he was too careless. 他太粗心了，所以没有通过考试。

Many people were dying because they did not get to hospital quickly enough. 很多人因为不能及时入院治疗而生命垂危。

since 也可以用来引导原因状语从句，表示显然的或已为人所知的理由，常译为“因为；既然”。例如：

Since everyone is here, let's start. 既然大家都到齐了，我们就开始吧。

2. 目的状语从句

如果从句表示的是主句行为的目的，该从句就是目的状语从句。目的状语从句可以由 so that 引导。例如：

Mulan dressed like a man so that she could join the army. 为了能够参军，木兰穿戴成男人的样子。

I got up very early so that I could get to school on time. 为了能按时到校，我很早就起床了。

从以上句子中我们可以看出，目的状语从句有一个特点：从句中一般都含有表示可能性的词语，比如上面两句中的 could。其他可以表示可能性的词语还有 will, would, can 等。

3. 结果状语从句

本模块中我们接触到的结果状语从句是由 so 引导的，表示“由于某个行为而导致的结果”。例如：

He worked too hard, so he fell ill again. 他工作过于劳累，结果又病倒了。

Module 4 状语从句(3): 结果状语从句和让步状语从句

1. so... that... 引导的结果状语从句

so... that... 结构的意思是“太……以致于……”。so 后面接形容词或副词，表示程度，that 后接从句表示这一程度造成的影响或结果。例如：

We were so noisy that our next-door neighbour came to complain. 我们太吵了，以致隔壁邻居前来抱怨。

I was so careless that I forgot something important. 我真是粗心，以致忘记了重要的事情。

He speaks so fast that I cannot understand him. 他说话太快了，以致我没理解他的意思。

2. 让步状语从句

本模块中还出现了由 although 引导的让步状语从句，表示“尽管……，(但是)……”。例如：

I can look after myself, although it won't be easy for me. 我还是可以照顾自己的，虽然这对我来说并不容易。

Although Kevin is alone, he is very happy at first. 尽管凯文独自一人(在家)，但他刚开始还是挺高兴的。

让步状语从句也可以由 though 引导，表示“尽管……，(但是)……”。在一般情况下，可以与由 although 引导的让步状语从句互换使用。在口语中，though 较为常用。例如：

He went on fighting, though he was wounded. 尽管受了伤，他还是继续战斗。

注意：汉语中“虽然/尽管”与“但是”往往同时使用，但在英语中却不是这样。我们来看两个例句：

I do not often make dinner, but I can cook. 我不经常做饭，但是我会做。

Although I do not often make dinner, I can cook. 虽然我不经常做饭，但是我会做。

对比这两个句子可以看出，在英语中，although 与 but 通常是不能同时使用的。我们要注意英语的语法和表达方式，避免受汉语句法结构的影响。

Module 5 状语从句(4)以及表示“禁止做某事”的结构

1. 状语从句

从本模块起，我们开始学习 if 引导的条件状语从句。我们首先学习“if 从句+祈使句”结构，相当于汉语的“如果……，就……”。我们来看几个例句：

If you want to go, please tell me. 如果你想去的话，请告诉我一声。

If you want to know more about it, call now. 如果你想了解更多内容，现在就打电话吧。

If you want to know what to see, look at the guide. 如果你想知道有什么可看的，就看一下指南吧。

从例句中可以看出，if 引导的条件状语从句不是指已经发生的事件，而是指能够发生或可能发生的事件。

(1) if 从句的位置

if 引导的从句可以放在主句之前，也可以放在主句之后。例如：

If you ever go to London, make sure you visit the Science Museum. 如果你去伦敦，一定要去参观科学博物馆。

这个句子可以改写为：

Make sure you visit the Science Museum if you ever go to London.

(2) if 从句的用法

本模块主要学习并运用“if 从句+祈使句”这种结构来表达建议。比如说，如果对方生病了，你建议他去看医生，就可以说：

If you do not feel well, please go to see the doctor. 你如果感觉不舒服，就去看医生吧。

2. 表示“禁止做某事”的结构

本模块中多次出现了表达“禁止做某事”的结构。它的主要构成形式有：

(1) No + 动名词

No smoking. 禁止吸烟。

No shouting. 请勿喧哗。

(2) No + 名词

No photos. 请勿拍照。

(3) 祈使句

Don't touch. 请勿触摸。

Keep clear of the door. 请勿靠近门。

Module 6 状语从句(5)

在上一模块中，我们学习了“if 从句 + 祈使句”这一结构。在本模块中，我们继续学习 if 引导的条件状语从句。我们先来看以下例句：

If he does not work hard, he will fail his exams. 如果他不努力，考试就要不及格了。

If you start now, you'll finish it before dinner. 如果你现在开始（做家庭作业），晚饭前就可以做完了。

If you do all these other things instead of your homework, you won't have time to study. 如果你尽做这些其他的事，不做作业，你就没有时间学习了。

从例句中我们可以看出，if 引导的从句表示某种假设的情况，主句则表示此种情况所导致的结果。一般来说，这种结构中的从句如果用一般现在时，那么主句的谓语多用一般将来时或“情态动词 + 动词原形”。我们再来看两个例句：

If I start after dinner, I'll finish it before I go to bed. 如果我晚饭后开始（做家庭作业），睡觉前就能做完。

She may come with us if she arrives in time. 如果她来得及，就可以和我们一道去。

Module 7 被动语态(1)

如果想要表达“孩子们喜爱这本书”和“我们每天使用电脑”，我们会说：

Children love this book.

We use computers every day.

如果想要说“这本书为孩子们所喜爱”和“电脑天天都要用到”，则可以这样表达：

This book is loved by children.

Computers are used (by us) every day.

这两组句子表达的重点有所不同。第一组句子侧重动作的发出者，强调某人做了什么，而第二组句子侧重动作的承受者，强调某事/事物如何。因此，当我们要突出某个行为的执行者时，应使用主动语态（第一组句子）来表达，而要强调动作的承受者时，就要使用被动语态（第二组句子）来表达。

一般现在时被动语态的各类句式总结如下：

1. 肯定句：主语 + am / is / are + 动词过去分词 (+ by + 动作执行者)
2. 否定句：主语 + am / is / are + not + 动词过去分词 (+ by + 动作执行者)
3. 一般疑问句：Am / Is / Are + 主语 + 动词过去分词 (+ by + 动作执行者)
4. 特殊疑问句：特殊疑问词 + am / is / are + 主语 + 动词过去分词 (+ by + 动作执行者)

请看以下例句：

This song is still loved by many young people today. 这首歌现在仍然受到许多年轻人的喜爱。(肯定句)

This camera is not made in Japan. 这部相机不是日本制造的。(否定句)

— *Is the film called Snow White?* 这部电影是叫《白雪公主》吗？(一般疑问句)

— *Yes, it is. / No, it isn't.* 是的。/ 不是。

— *How many people are mentioned in the conversation?* 对话中提到了几个人？(特殊疑问句)

— *Two.* 两个。

Module 8 被动语态(2)

在上一模块中，我们学习了一般现在时的被动语态。现在我们学习一般过去时的被动语态。我们先来看一下本模块中出现的有代表性的表示一般过去时被动语态的句子：

Liu was encouraged at first to train for the high jump. 起初，刘（翔）被鼓励参加跳高训练。

Liu Xiang's ability in hurdling was noticed by Sun Haiping. 刘翔的跨栏能力引起了孙海平的关注。

我们知道，被动语态的动词形式为“be + 动词的过去分词”，其中 be 为助动词，根据不同人称和时态有形式的变化。因此，一般过去时的被动语态的肯定句结构为：

主语 + **was**
were + 动词过去分词 (+ by + 动作执行者)

一般现在时被动语态的各类句式在上一模块中已进行了总结，一般过去时被动语态的各类句式与之类似，在此不再赘述。

那么，encourage sb. to do sth., allow sb. to do sth. 等不定式作宾语补足语的结构在被动语态中如何处理呢？我们来对比一下其主动语态与被动语态形式：

The school encouraged Liu Xiang to train for the high jump. 学校鼓励刘翔参加跳高训练。

Liu Xiang was encouraged (by the school) to train for the high jump. 刘翔被（学校）鼓励参加跳高训练。

可以看出，被动语态的句子是把主动语态中的宾语提到了主语位置，宾语补足语的位置则不变。应注意，这样的句子往往不会提到动作的执行者。这正是被动语态的特点：被动语态强调动作承受者，而不强调动作执行者。

Module 9 被动语态(3)

在前两个模块中，我们学习了一般现在时和一般过去时的被动语态。本模块我们学习一般将来时的被动语态，并对被动语态的用法进行归纳总结。

1. 一般将来时的被动语态

同学们先来看一看本模块中含有一般将来时被动语态的句子：

They'll be put up on the school website. 它们（照片）将被公布在学校的网站上。

Will books be replaced by the Internet? 书会被因特网替代吗？

在前两个模块中，我们已经学过了被动语态的基本构成形式：be + 动词过去分词。因此，一般将来时的被动语态的肯定句结构为：

主语 + **will**
is going to
are going to + be + 动词过去分词 (+ by + 动作执行者)

2. 被动语态用法总结

现在，我们根据时态变化的规则，将一般现在时、一般过去时和一般将来时的主动语态和被动语态的结构总结如下（以 do 为例）：

时态	主动语态	被动语态
一般现在时	do/does	am/is/are + done
一般过去时	did	was/were + done
一般将来时	will/be (am/is/are) going to + do	will/be (am/is/are) going to + be + done

被动语态的肯定句形式、否定句形式和疑问句形式列表如下（以 do 为例）：

	一般现在时	一般过去时	一般将来时
肯定句形式	主语 + am/is/are + done	主语 + was/were + done	主语 + will/be (am/is/are) going to + be + done
否定句形式	主语 + am/is/are + not + done	主语 + was/were + not + done	主语 + will not/be (am/is/are) not going to + be + done
一般疑问句形式	Am/Is/Are + 主语 + done	Was/Were + 主语 + done	Will + 主语 + be + done/ Be (am/is/are) + 主语 + going to + be + done
特殊疑问句形式	特殊疑问词 + am/is/are + 主语 + done	特殊疑问词 + was/were + 主语 + done	特殊疑问词 + will + 主语 + be + done/ 特殊疑问词 + be (am/is/are) + 主语 + going to + be + done

Module 10 that引导的定语从句

本模块我们学习由 that 引导的定语从句。我们先来看两个例句：

*I have some photos **that I took in Australia last year.*** 我有一些去年在澳大利亚拍的照片。

*The horse **that I rode** was lazy.* 我骑的那匹马很懒。

句中加黑部分为定语从句，分别用来进一步说明或限定前面的 photos 和 horse。我们称 photos, horse 这些被定语从句修饰的词为先行词，that 为定语从句的引导词，放在先行词及定语从句之间起连接作用，同时在定语从句中充当句子成分。

that 引导的定语从句既可以修饰无生命的事物，也可以修饰有生命的动物或人，that 在从

句中作主语或宾语（作宾语时可以省略）。例如：

The film that tells an adventure is very interesting. 那部关于探险的电影非常有趣。（*that* 作主语，从句修饰物）

The writer that I like best is Mark Twain. 我最喜欢的作家是马克·吐温。（*that* 作宾语，从句修饰人）

Module 11 which 和 who 引导的定语从句

在上一模块中，我们学习了由 *that* 引导的定语从句。本模块我们学习由 *which* 和 *who* 引导的定语从句。首先来看一下本模块中出现的例句：

(1) *The photo which we liked best in the City and People group was taken by Zhao Min.* 在“城市与人”这组照片中，我们最喜爱的是由赵敏拍摄的。

(2) *A group of photos which show Beijing and Cambridge in England has won the prize for the subject Home and Away.* 一组展示北京和英国剑桥的照片赢得了“故土与他乡”这一主题的奖项。

(3) *He's the boy who won the photo competition last year!* 他就是去年赢得摄影比赛的那个男生！

(4) *... thanks to everyone who entered the competition.* ……感谢所有参加本次比赛的参赛者。

从以上例句我们发现，*which* 和 *who* 引导的定语从句的区别体现在先行词上。在上面的例句中，*which* 引导的定语从句的先行词是 *photo* 和 *photos*，是没有生命的物体；*who* 引导的定语从句的先行词是 *boy* 和 *everyone*，均指人。下面我们来看它们的具体区别。

1. *which* 引导的定语从句

which 引导的定语从句修饰的一般是物，*which* 在从句中可以作主语，如句 (2)，也可以作宾语，如句 (1)。

2. *who* 引导的定语从句

从上面的 (3) (4) 两句可以看出，如果先行词指人，那么定语从句的引导词就可以用 *who*。例句中 *who* 在从句中都充当主语。

如果先行词指人，引导词在从句中充当宾语，那么引导词就要用 *who* 的宾格形式 *whom*，

口语中也可以用 who 代替。例如：

I took some photos for the soldiers whom I met in the army. 我给在部队里碰到的战士们拍了一些照片。

3. 定语从句中引导词的省略

不管定语从句修饰的是人还是物，如果引导词在从句中作宾语，通常就可以省略。例如：

(1) *Did you go to the talk (that/which) the famous scientist gave at your school?* 你去听那位著名科学家在你们学校做的演讲了吗？

(2) *Is that the car (that/which) you bought last month?* 那是你上个月买的车吗？

(3) *A friend is a person (who/whom) you know very well and like.* 朋友是你十分了解并且喜欢的人。

在上面的句子中，第 (1) 句和第 (2) 句都省略了引导词 that/which，第 (3) 句省略了引导词 who/whom，因为它们分别在从句中分别作 gave, bought 和 know/like 的宾语。

引导词作宾语时可以省略是因为省略后的从句仍然有主语和谓语，我们仍然可以分辨出哪部分是定语从句。但是，引导词在从句中作主语时就不能省略，否则会造成结构混乱。请看以下例句：

I'd love to have parents who understand me. 我希望父母理解我。

He can make lessons that are usually boring interesting. 他能把通常枯燥乏味的课讲得生动有趣。

以上两句中的引导词 who 和 that 在从句中作主语，不能省略。

此外，需要注意的是，虽然在定语从句中作宾语的引导词在口语中往往被省略，但在正式文体中则常常被保留。

Module 12 构词法

1. 合成法

将两个或两个以上独立且语义不同的单词合在一起构成新词的方法称作合成法。合成法是一种比较灵活的构词方法，可以合成名词、形容词、副词、代词、动词等。例如，afternoon, sportsman, blackboard, sportsperson, newspaper, airplane, classmate, grandfather 等就是通过合成构词

法构成的名词; kind-hearted, middle-aged, hard-working 等为合成形容词; however, maybe, himself, everyone, nothing, overlook 等也都是通过合成法构成的单词。掌握合成法有助于我们理解和记忆更多单词。

2. 派生法

通过在词根前面加前缀或在词根后面加后缀构成一个新词的方法称作派生法。要通过派生法理解和记忆单词, 我们需要掌握常见的前缀和后缀及派生规律。我们先来介绍一些常见的前缀和后缀。

(1) 常见前缀

前缀	含义	例词
dis-	不	disagree, dislike
en-	使……处于某种状态	enable, enrich
im-, in-	不	impossible, impatient, inexpensive
inter-	在……之间, 相互	international, interconnect
mis-	错误地	mislead, misunderstand
non-	不, 非	non-smoker, non-native
re-	再, 重复	rewrite, retell
un-	不	unable, unhappy, unpopular

(2) 常见后缀

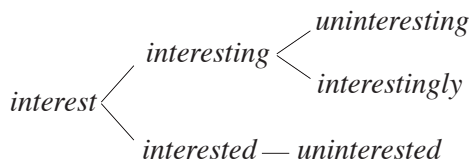
后缀	功能	例词
-er, -or	构成名词	teacher, worker, visitor
-ian		musician
-ing		building, painting, shopping, meaning
-ist		artist, scientist
-ment		agreement, government
-ness		coldness, happiness, illness
-th		truth, warmth
-tion		competition, education, information, invitation
-ty		activity, safety

后缀	功能	例词
-able, -ible	构形成形容词	comfortable, eatable, enjoyable, possible
-al		environmental, international, national, traditional
-ful		careful, helpful, useful
-ive		active, expensive
-less		careless, helpless, homeless, useless
-ly		friendly, lovely, monthly, weekly
-ous		dangerous, famous
-teen	构成数词	eighteen, fifteen, seventeen
-th		fifteenth, fifth, fortieth, seventh
-ty		forty, sixty, twenty
-ly	构成副词	badly, carefully, carelessly, happily, quickly

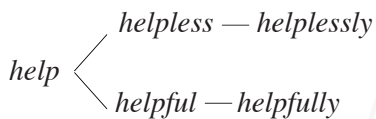
(3) 派生规律

由一个词根加上相应的词缀可以派生出名词、形容词、副词等，掌握派生规律对扩充词汇有很大帮助。例如：

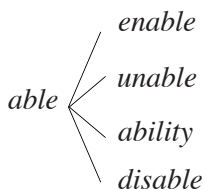
由 *interest* 可以派生出：



由 *help* 可以派生出：



由 *able* 可以派生出：



3. 转化法

英语构词法中把一种词性转化为另一种词性而词形不变的方法称作转化法。常见的转化有：

(1) 动词转化为名词

— *Let's **talk** about it more.* 咱们再谈谈这件事吧。

— *I think we'd better finish the **talk** now.* 我想我们最好现在结束谈话。

(2) 名词转化为动词

*She gave me a cup of **water**.* 她给了我一杯水。

*You should **water** the flowers twice a day.* 你应该每天给这些花浇两次水。

(3) 形容词转化为名词

*She was wearing a **black** dress.* 她穿着一条黑色的裙子。

*The girl in **black** looks very beautiful.* 那个穿黑衣服的女孩看上去很漂亮。



Words and expressions

Module 1

man-made /ˌmænˈmeɪd/ <i>adj.</i> 人造的	(2)
natural /ˈnætʃərəl/ <i>adj.</i> 大自然的	(2)
wonder /ˈwʌndə/ <i>n.</i> 奇观; 奇迹	(2)
discussion /dɪˈskʌʃn/ <i>n.</i> 讨论; 商讨	(2)
eastern /ˈiːstən/ <i>adj.</i> 在东边的; 来自东边的	(2)
though /ðəʊ/ <i>conj.</i> 虽然; 但是	(2)
loud /laʊd/ <i>adj.</i> (声音) 响亮的	(2)
wow /waʊ/ <i>int.</i> 呀; 哇 (用于表示惊讶或赞叹)	(2)
opinion /əˈpɪnjən/ <i>n.</i> 看法; 主张	(2)
in one's opinion 按某人的意见; 据某人看来	(2)
more than 超过	(2)
electricity /ɪˌlekˈtrɪsəti/ <i>n.</i> 电	(2)
millions of 大量的; 无数的	(2)
below /bɪˈləʊ/ <i>prep.</i> 在下面; 在……以下	(4)
shine /ʃaɪn/ <i>v.</i> (shone /ʃɒn/, shone; shined, shined) 照耀	(4)
sign /saɪn/ <i>n.</i> 迹象; 标志; 招牌	(4)
silent /ˈsaɪlənt/ <i>adj.</i> 寂静的	(4)
silver /ˈsɪlvə/ <i>adj.</i> 银灰色的; 银制的	(4)
sky /skaɪ/ <i>n.</i> 天; 天空	(4)
grey /ɡreɪ/ <i>adj.</i> 灰色的; (天气) 阴沉的	(4)
go through 穿过	(4)
* beside /bɪˈsaɪd/ <i>prep.</i> 在……旁边; 在……附近	(4)
reply /rɪˈplaɪ/ <i>v.</i> 回答; 答复	(4)
clear /kliə/ <i>v.</i> (烟雾等) 开始消失	(4)
fall away 突然向下倾斜	(4)
stream /stri:m/ <i>n.</i> 小河; 小溪	(4)
nearly /ˈniəli/ <i>adv.</i> 几乎; 差不多	(4)
on top of 在……上面; 盖住	(4)
canyon /ˈkænjən/ <i>n.</i> 峡谷	(4)

remain /rɪˈmeɪn/ *v.* 逗留; 留下 (4)

* **by** /baɪ/ *prep.* 在……旁边; 靠近 (4)

Module 2

found /faʊnd/ *v.* 创立; 创建 (10)

since then 从那以后 (10)

flag /flæɡ/ *n.* 旗; 旗帜 (10)

until /ənˈtɪl/ *prep.* 直到……为止
conj. 直到……为止 (10)

off /ɒf/ *adv.* 不上课; 休息; 不工作 (10)

all kinds of 各种各样的 (10)

vacation /vəˈkeɪʃn/ *n.* 假期; 假日 (10)

take a vacation 去度假 (10)

* **season** /ˈsi:zn/ *n.* 度假旺季; 节期 (10)

* **kid** /kɪd/ *n.* 小孩 (10)

have fun 玩得高兴; 有乐趣 (10)

band /bænd/ *n.* 乐队 (10)

UK /juːˈkeɪ/ 英国 (10)

as soon as 一……就…… (10)

fourth /fɔ:θ/ *num.* 第四 (11)

sixth /sɪksθ/ *num.* 第六 (11)

seventh /ˈsevnθ/ *num.* 第七 (11)

eighth /eɪtθ/ *num.* 第八 (11)

ninth /naɪnθ/ *num.* 第九 (11)

tenth /tenθ/ *num.* 第十 (11)

twelfth /twelfθ/ *num.* 第十二 (11)

twentieth /ˈtwentiəθ/ *num.* 第二十 (11)

among /əˈmʌŋ/ *prep.* 在……之中 (12)

speech /spi:tʃ/ *n.* 演说; 讲演 (12)

pioneer /ˌpaɪəˈniə/ *n.* 开拓者; 先驱者 (12)

grow /ɡrəʊ/ *v.* 种植; 栽培 (植物) (12)

corn /kɔ:n/ *n.* 谷物; 玉米 (12)

following /ˈfɒləʊɪŋ/ *adj.* 接着的; 接下来的 (12)

lay /leɪ/ *v.* (laid /leɪd/, laid) 摆放 (餐桌) (12)

注: 黑体的单词要求掌握; 加 * 的单词表示复习强化; 白体的单词只要求理解。

lay the table 摆放餐桌 (12)
over /'əʊvə/ *adj.* 完了的; 结束的 (12)
dish /dɪʃ/ *n.* 盘; 碟 (12)
parade /pə'reɪd/ *n.* (庆祝) 游行 (12)
ourselves /aʊə'selvz/ *pron.* 我们自己 (12)

Module 3

including /ɪn'kluːdɪŋ/ *prep.* 包含; 包括 (18)
medal /'medl/ *n.* 奖牌; 奖章 (18)
attend /ə'tend/ *v.* 上(学); 出席, 参加 (事件或活动) (18)
abroad /ə'brɔːd/ *adv.* 在国外; 到国外 (18)
once again 再一次 (18)
* **doctor** /'dɒktə/ *n.* 博士 (18)
degree /dɪ'ɡriː/ *n.* 课程; 学位 (18)
whatever /wɒt'evə/ *pron.* 无论什么; 不管什么 (18)
give up 放弃(努力) (18)
amazing /ə'meɪzɪŋ/ *adj.* 惊人的; 极好的 (18)
will /wɪl/ *n.* 意志; 决心 (18)
victory /'vɪktəri/ *n.* 成功; 胜利 (18)
simply /'sɪmpli/ *adv.* 实在; 的确 (18)
Canadian /kə'neɪdiən/ *adj.* 加拿大的; 加拿大人的 (20)
sick /sɪk/ *adj.* (感觉) 不适的, 生病的 (20)
soldier /'səʊldʒə/ *n.* 军人; 士兵 (20)
treat /tri:t/ *v.* 医治; 治疗 (20)
war /wɔː/ *n.* 战争 (20)
wound /wuːnd/ *n.* 伤; 伤口 (20)
die for 为……而死 (20)
wounded /'wuːndɪd/ *adj.* 受伤的 (20)
realise /'riːəlaɪz/ *v.* 了解; 意识到 (20)
dying /'daɪɪŋ/ *adj.* 垂死的; 即将死亡的 (20)
care /keə/ *n.* 照顾; 照料 (20)
take care of 照顾; 护理 (20)
tool /tuːl/ *n.* 工具; 器械 (20)
invention /ɪn'venʃən/ *n.* 发明; 发明物 (20)
at that time 那时候 (20)

on one's own 独自一人 (20)
useful /'juːsfʊl/ *adj.* 有用的; 有益的 (20)
rest /rest/ *v.* 休息; 睡眠 (20)
himself /hɪm'self; ɪm'self/ *pron.* 他自己 (20)
manage /'mænɪdʒ/ *v.* 做成; (尤指) 设法完成 (20)
operation /ˌɒpə'reɪʃn/ *n.* 手术 (20)
continue /kən'tɪnjuː/ *v.* (使) 继续 (20)
die of 死于…… (20)
Canada /'kænədə/ 加拿大 (20)

Module 4

platform /'plæt.fɔːm/ *n.* (供上下火车用的) 月台; 站台 (26)
meeting /'miːtɪŋ/ *n.* 会议; 集会 (26)
miss /mɪs/ *v.* 未出席; 未出现 (26)
shut /ʃʌt/ *v.* (shut, shut) 关上; 合上 (26)
lock /lɒk/ *v.* 锁; 锁住 (26)
simple /'sɪmpl/ *adj.* 简单的; 容易的 (26)
anybody /'eni.bɒdi/ *pron.* 任何人 (26)
* **clock** /klɒk/ *n.* 钟; 时钟 (26)
ring /rɪŋ/ *v.* (rang /ræŋ/, rung /rʌŋ/) 鸣响; 发出铃声 (26)
passenger /'pæsɪndʒə/ *n.* 乘客; 旅客 (26)
address /ə'dres/ *n.* 地址 (26)
text /tekst/ *n.* 文本; 正文 (26)
text message 短信 (26)
couple /'kʌpl/ *n.* 一对; 两个 (26)
a couple of 两个 (26)
actually /'æktʃʊəli/ *adv.* 事实上 (28)
manage /'mænɪdʒ/ *v.* 管理; 支配 (28)
unhappy /ʌn'hæpi/ *adj.* 不高兴的 (28)
turn off 关掉; 关闭(设备) (28)
order /'ɔːdə/ *n.* 命令; 指示 (28)
be worried about 担心 (28)
business /'bɪznəs/ *n.* 工作 (28)
on business 出差 (28)
sofa /'səʊfə/ *n.* (长) 沙发 (28)
snack /snæk/ *n.* 点心; 小吃 (28)

midnight /'mɪd.naɪt/ <i>n.</i> 午夜; 子夜	(28)
wake up 醒; 醒来	(28)
hand in 提交; 上交	(28)
empty /'empti/ <i>adj.</i> 空的	(28)
unable /ʌn'eɪbl/ <i>adj.</i> 不能做某事的	(28)
all day long 整天	(28)
burn /bɜ:n/ <i>v.</i> (burned /bɜ:nd/, burned; burnt /bɜ:nt/, burnt) (使) 烧焦; (使) 烤糊	(28)
cup /kʌp/ <i>n.</i> 杯子; 一杯饮料	(28)
task /tɑ:sk/ <i>n.</i> 任务; 工作	(28)

energy /'enədʒi/ <i>n.</i> 能量; 能源	(36)
X-ray /'eks.reɪ/ <i>n.</i> X 射线; X 光	(36)
experiment /ɪk'sperɪmənt/ <i>n.</i> 实验	(36)
sand /sænd/ <i>n.</i> 沙; 沙子	(36)
control /kən'trəʊl/ <i>v.</i> 操作; 操纵	(36)
truck /trʌk/ <i>n.</i> 卡车; 货车	(36)
wheel /wi:l/ <i>n.</i> 轮子; 车轮	(36)
compare... with... 比较……与……	(36)
of all ages 所有年龄段的	(36)
whole /həʊl/ <i>adj.</i> 全部的; 整个的	(36)

Module 5

upstairs /ʌp'steəz/ <i>adj.</i> 位于楼上的 <i>adv.</i> 往楼上; 在楼上	(34)
exhibition /ˌeksɪ'bɪʃn/ <i>n.</i> 展览; 展览会	(34)
rule /ru:l/ <i>n.</i> 规则; 法则	(34)
against the rules 违反规定	(34)
in trouble 遇上麻烦; 处于困境	(34)
tail /teɪl/ <i>n.</i> 尾; 尾巴	(34)
rope /rəʊp/ <i>n.</i> 粗绳; 绳索	(34)
entry /'entri/ <i>n.</i> 进入权; 进入许可	(34)
No entry. 禁止入内。	(34)
no good 不合适的; 不方便的	(34)
no wonder 难怪; 不足为奇	(34)
missing /'mɪsɪŋ/ <i>adj.</i> 找不到的; 失踪的	(34)
downstairs /daʊn'steəz/ <i>adj.</i> 位于楼下的 <i>adv.</i> 往楼下; 在楼下	(34)
punish /'pʌnɪʃ/ <i>v.</i> 惩罚; 惩处	(34)
communications /kə'mju:nɪ'keɪʃnz/ <i>n.</i> [复数] 通信	(36)
physics /'fɪzɪks/ <i>n.</i> 物理学	(36)
chemistry /'kemɪstri/ <i>n.</i> 化学	(36)
dig /dɪg/ <i>v.</i> (dug /dʌg/, dug) 挖掘; 掘(洞)	(36)
coal /kəʊl/ <i>n.</i> 煤	(36)

Module 6

deal /di:l/ <i>n.</i> 协议	(42)
exam /ɪg'zæm/ <i>n.</i> 考试	(42)
fail /feɪl/ <i>v.</i> 未能及格; 未能达到	(42)
guitar /gɪ'tɑ:z/ <i>n.</i> 吉他	(42)
instrument /'ɪnstɹʊmənt/ <i>n.</i> 乐器; 仪器	(42)
musical /'mju:zɪkl/ <i>adj.</i> 音乐的	(42)
habit /'hæbɪt/ <i>n.</i> 习惯	(42)
get into the habit of... 养成……的习惯	(42)
schoolwork /'sku:l.wɜ:k/ <i>n.</i> 学生课业; 功课	(42)
volunteer /ˌvɒlən'tɪə/ <i>n.</i> 志愿者	(42)
necessary /'nesəsəri/ <i>adj.</i> 必要的; 必需的	(42)
shame /ʃeɪm/ <i>n.</i> 可惜; 遗憾	(42)
instead /ɪn'sted/ <i>adv.</i> 代替; 而不是	(42)
instead of 而不是	(42)
community /kə'mju:nəti/ <i>n.</i> 社区; 社会	(42)
knowledge /'nɒlɪdʒ/ <i>n.</i> 知识; 学识	(42)
point /pɔɪnt/ <i>n.</i> (试图表达的) 观点, 看法	(42)
consider /kən'sɪdə/ <i>v.</i> 考虑; 斟酌	(42)
last word 最后一句话; 最终决定	(42)
come round 拜访(某人的家)	(44)
reason /'ri:zn/ <i>n.</i> 原因; 理由	(44)
try out 试用; 试	(44)

* angry /'æŋɡri/ <i>adj.</i> 愤怒的; 生气的	(44)
no longer 不再	(44)
be angry with sb. 生某人的气	(44)
repair /rɪ'peə/ <i>n.</i> 修理; 修补	(44)
v. 修理; 修补	(44)
truth /tru:θ/ <i>n.</i> 事实; 真相	(44)
least /li:st/ <i>pron.</i> 最少; 最小	(44)
at least 至少; 起码	(44)
honest /'ɒnɪst/ <i>adj.</i> 诚实的; 老实的	(44)
apologise /ə'pɒlədʒaɪz/ <i>v.</i> 认错; 道歉	(44)
bill /bɪl/ <i>n.</i> 账单; 账款	(44)
pocket money 零花钱	(44)

Module 7

discuss /dɪ'skʌs/ <i>v.</i> 讨论; 谈论	(56)
thinker /'θɪŋkə/ <i>n.</i> 思想家	(56)
wise /waɪz/ <i>adj.</i> 有判断力的; 明智的	(56)
review /rɪ'vju:z/ <i>n.</i> 评论 (文章)	(56)
influence /'ɪnfluəns/ <i>v.</i> 影响; 作用于	(56)
sense /sens/ <i>n.</i> 道理; 意义; 合理性	(56)
make sense 易理解; 合情理;	(56)
有意义	(56)
by the way 顺便提一下 (用于在交	(56)
谈中插入新话题、题外话或评论)	(56)
suppose /sə'pəʊz/ <i>v.</i> 猜想; 推测; 相	(56)
信; 认为	(56)
well-known /,wel 'nəʊn/ <i>adj.</i> 众所周	(56)
知的; 著名的	(56)
adventure /əd'ventʃə/ <i>n.</i> 冒险 (经历)	(58)
get into trouble 遇上麻烦	(58)
run away 逃走; 逃跑	(58)
escape /ɪ'skeɪp/ <i>v.</i> 逃离; 逃脱	(58)
cave /keɪv/ <i>n.</i> 洞穴	(58)
dead /ded/ <i>adj.</i> 死的; 去世的	(58)
for a time 一小段时间; 一度; 一时	(58)
neighbour /'neɪbə/ <i>n.</i> 邻居	(58)
funeral /'fju:nərəl/ <i>n.</i> 葬礼	(58)
surprised /sə'praɪzd/ <i>adj.</i> 惊奇的;	(58)
惊讶的	(58)

alive /ə'laɪv/ <i>adj.</i> 活着的	(58)
southern /'sʌðən/ <i>adj.</i> 南方的	(58)
state /steɪt/ <i>n.</i> 州; 邦	(58)
pay for 为……付出代价	(58)
action /'ækʃn/ <i>n.</i> 举止; 行为; 情节	(58)
everyday /'evrɪdeɪ/ <i>adj.</i> 日常的;	(58)
普通的	(58)
dialogue /'daɪələʊg/ <i>n.</i> 对话	(58)

Module 8

stand for 是……的缩写; 代表	(64)
memory /'meməri/ <i>n.</i> 记忆; 回忆	(64)
point /pɔɪnt/ <i>n.</i> 比分	(64)
decision /dɪ'sɪʒən/ <i>n.</i> 决定	(64)
excuse /ɪk'skju:z/ <i>n.</i> (辩解的) 理由;	(64)
借口	(64)
noon /nu:n/ <i>n.</i> 中午; 正午	(64)
seat /si:t/ <i>n.</i> 座椅; 座位	(64)
no way 决不; 不可能	(64)
fair /feə/ <i>adj.</i> 公平的; 合理的	(64)
kick /kɪk/ <i>v.</i> 踢	(64)
mad /mæd/ <i>adj.</i> 生气的; 恼火的	(64)
sportsman /'spɔ:tsmən/ <i>n.</i> (尤指职业	(66)
的) 运动员	(66)
high jump 跳高	(66)
ability /ə'bɪləti/ <i>n.</i> 能力	(66)
hurdling /'hɜ:dlɪŋ/ <i>n.</i> 跨栏赛跑	(66)
sportswoman /'spɔ:ts,wʊmən/ <i>n.</i> (尤指	(66)
职业的) 女运动员	(66)
race /reɪs/ <i>n.</i> 赛跑; 比赛	(66)
record /rɪ'kɔ:ɪd/ <i>v.</i> 记录	(66)
/'rekɔ:ɪd/ <i>n.</i> 最佳纪录	(66)
method /'meθəd/ <i>n.</i> 方法; 办法	(66)
hurdles /'hɜ:dlz/ <i>n.</i> 跨栏赛跑	(66)
Japan /dʒə'pæn/ 日本	(66)
break /breɪk/ <i>v.</i> 打破 (纪录); 打碎	(66)
sportsperson /'spɔ:ts,pɜ:sn/ <i>n.</i> 运动员	(66)
Asian /'eɪʒn; 'eɪʃn/ <i>adj.</i> 亚洲的;	(66)
亚洲人的	(66)

suffer /'sʌfə/ *v.* 患有 (疾病等); 经受 (66)
suffer from... 受 (某种病痛) 折磨; 因……而受苦 (66)
first place 第一名; 冠军 (66)
stop sb. (from) doing sth. 阻止某人做某事 (66)
courage /'kʌrɪdʒ/ *n.* 勇气; 胆量 (66)
pride /praɪd/ *n.* 自豪感; 骄傲 (66)
take pride in 感到自豪 (66)

result /rɪ'zʌlt/ *v.* (因……而) 产生; 发生 (74)
spread /spred/ *v.* (spread /spred/, spread) 扩展; 蔓延; 传播 (74)
in a way 从某一角度; 从某一点上看; 在某种程度上 (74)
compare... to 把……比作 (74)
introduction /,ɪntrə'dʌkʃn/ *n.* 引进; 采用; 推行 (74)
amount /ə'maʊnt/ *n.* 量; 数量 (74)
store /stɔː/ *v.* 存储; 储藏 (74)
varied /'veəriəd/ *adj.* 各种各样的; 各不相同的 (74)
form /fɔːm/ *n.* 种类; 类型; 形态; 存在形式 (74)
connection /kə'nekʃn/ *n.* 电话连接; 计算机网络连接 (74)
single /'sɪŋɡl/ *adj.* 仅一个的; 单个的 (74)
direction /dɪ'rekʃn; daɪ'rekʃn/ *n.* 方向 (74)
replace /rɪ'pleɪs/ *v.* 替换; 取代 (74)
wait and see 等等看; 等着瞧 (74)

Module 9

borrow /'bɒrəʊ/ *v.* 借入; 借来 (72)
put up 张贴; 公布 (72)
website /'web,saɪt/ *n.* 网站 (72)
mail /meɪl/ *n.* 邮件; 信件 (72)
textbook /'tekst.bʊk/ *n.* 教科书; 课本 (72)
mainly /'meɪnli/ *adv.* 大部分地; 主要地 (72)
thousands of 好几千; 成千上万 (72)
page /peɪdʒ/ *n.* 页; 一页 (纸) (72)
electronic /,elek'trɒnɪk/ *adj.* 电子的 (72)
technology /tek'nɒlədʒi/ *n.* 科技; 技术 (72)
powerful /'paʊəfl/ *adj.* 有影响力的; 能控制他人的 (72)
memory /'meməri/ *n.* 存储器; 存储量 (72)
full /fʊl/ *adj.* 满的; 充满的 (72)
fix /fiks/ *v.* 修补; 挽救 (72)
instructions /ɪn'strʌkʃnz/ *n.* [复数] 说明书 (72)
lend /lend/ *v.* (lent /lent/, lent) (把某物) 借出, 借给 (某人) (72)
properly /'prɒpəli/ *adv.* 合适地; 正确地 (72)
look through 快速阅读; 浏览 (74)
printing /'prɪntɪŋ/ *n.* 印刷 (74)
at a time 每次; 一次 (74)
by hand 用手; 靠手做 (74)
development /dɪ'veləpmənt/ *n.* 发展; 进步 (74)
trade /treɪd/ *n.* 买卖; 交易 (74)

Module 10

here we go 我们这就看看 (80)
central /'sentrəl/ *adj.* 中心的; 在中间的 (80)
according to 根据; 按照; 据……所说 (80)
magical /'mædʒɪkəl/ *adj.* 神奇的; 迷人的 (80)
height /haɪt/ *n.* 高度; 身高 (80)
sailing boat 帆船 (80)
northeast /,nɔːθ'i:st/ *adj.* 在东北的 (80)
*** sheep** /ʃi:p/ *n.* 羊; 绵羊 (80)
hat /hæt/ *n.* 帽子 (80)
keep /ki:p/ *v.* (kept /kept/, kept) 使保持 (某种状态); 记录; 存储 (信息) (80)
keep sb./sth. away (使) 避开; (使) 不靠近 (80)
*** fly** /flaɪ/ *n.* 苍蝇 (80)
scissors /'sɪzəz/ *n.* [复数] 剪刀 (80)

cut sth. off sth. 把某物从某物上剪掉 (80)
wool /wʊl/ *n.* 羊毛 (80)
diary /'daɪəri/ *n.* 日记; 日记簿 (80)
 keep a diary 写日记 (80)
hate /heɪt/ *v.* 憎恨; 讨厌 (80)
ant /ænt/ *n.* 蚂蚁 (80)
brush /brʌʃ/ *v.* (用刷子) 刷 (80)
 brush sth. off sth. 把某物从某物上
 刷掉 (80)
at the time 那时; 在那段时间 (80)
be surprised at 对……感到惊奇 (82)
period /'pɪəriəd/ *n.* 阶段; 时期 (82)
spirit /'spɪrɪt/ *n.* 精灵; 神灵; 精神 (82)
relationship /rɪ'leɪʃnʃɪp/ *n.* 关系 (82)
relative /'relatɪv/ *n.* 亲戚 (82)
ham /hæm/ *n.* 火腿 (82)
salad /'sæləd/ *n.* 色拉 (82)
grape /greɪp/ *n.* 葡萄 (82)
surf /sɜ:f/ *v.* 冲浪 (82)
kangaroo /kæŋgə'ru:/ *n.* 袋鼠 (82)
riding /'raɪdɪŋ/ *n.* 骑马 (运动) (82)
lazy /'leɪzi/ *adj.* 懒惰的; 懒散的 (82)
ride /raɪd/ *n.* 骑马; 乘车 (82)

Module 11

bet /bet/ *v.* (bet, bet) 打赌; 下赌注 (88)
 you bet 的确; 当然; 一定 (88)
the thing is 答案是; 问题是 (88)
general /'dʒenərəl/ *adj.* 整体的; 普
 遍的 (88)
standard /'stændəd/ *n.* 标准; 水准 (88)
feeling /'fi:lɪŋ/ *n.* 感觉; 直觉看法 (88)
difficulty /'dɪfɪklti/ *n.* 困难; 困境 (88)
 * **subject** /'sʌbdʒɪkt/ *n.* 主题 (88)
add /æd/ *v.* 添加 (88)
recently /'ri:ntli/ *adv.* 最近; 近来 (88)
menu /'menju:/ *n.* 菜单 (88)
be in with a chance 有可能; 有机会 (88)

tonight /tə'naɪt/ *adv.* (在) 今晚; (在)
 今夜 (90)
read out 朗读; 宣读 (90)
winner /'wɪnə/ *n.* 获胜者 (90)
compared with (与……) 相比 (90)
even though 即使; 尽管 (90)
rush /rʌʃ/ *v.* 冲; 奔 (90)
blouse /blaʊz/ *n.* 女衬衫 (90)
 * **skirt** /skɜ:t/ *n.* 裙子 (90)
protect sth. against sth. 保护……
 免遭……; 使……不受…… (90)
singer /'sɪŋə/ *n.* 歌手; 歌唱家 (90)
congratulations /kən'grætʃʊ'leɪʃnz/ *n.*
 [复数] 祝贺 (90)
headmaster /hed'mɑ:stə/ *n.* 男校长 (90)
present /prɪ'zent/ *v.* 授予; 呈递 (90)

Module 12

factory /'fæktəri/ *n.* 制造厂; 工厂 (96)
pollute /pə'lju:t/ *v.* 污染 (96)
recycle /ri:'saɪkl/ *v.* 回收利用, 再使用
 (废品) (96)
waste /weɪst/ *n.* 废料; 废弃物 (96)
enemy /'enəmi/ *n.* 敌人; 仇人 (96)
crop /krɒp/ *n.* 庄稼; 作物 (96)
kill /kɪl/ *v.* 杀死; 弄死 (96)
oil /ɔɪl/ *n.* 石油 (96)
less /les/ *adj.* 较小的; 较少的
 n. 较少数; 较少量 (96)
hopeless /'həʊpləs/ *adj.* 无望的 (96)
china /'tʃaɪnə/ *n.* 瓷; 瓷器 (98)
divide /dɪ'vaɪd/ *v.* 分开 (98)
plastic /'plæstɪk/ *n.* 塑料
 adj. 塑料的 (98)
policy /'pɒləsi/ *n.* 政策; 方针 (98)
reuse /ri:'ju:z/ *v.* 再次使用; 重复利用 (98)
bottle /'bɒtl/ *n.* 瓶 (98)
throw away 扔掉; 丢弃 (98)
repeat /rɪ'pi:t/ *v.* 重说; 重新做 (98)

reduce /rɪ'djuːs/ <i>v.</i> 减少; 减低; 缩小 (98)	rapid /'ræpɪd/ <i>adj.</i> 快速的; 迅速的 (98)
cloth /klɒθ/ <i>n.</i> 布; 布料 (98)	step /step/ <i>n.</i> 步骤; 措施 (98)
ton /tʌn/ <i>n.</i> 吨 (98)	grandson /'grænsʌn/ <i>n.</i> (外) 孙子 (98)
tons of 许多; 很多 (98)	granddaughter /'grændɔːtə/ <i>n.</i> (外)
rubber /'rʌbə/ <i>n.</i> 橡胶 (98)	孙女 (98)
recycling /rɪ'saɪklɪŋ/ <i>n.</i> 回收利用 (98)	



Proper names

Names of people

Alex Rider /'raɪdə/ 亚历克斯·赖德	(62)
Alexander /æli'gɜ:zə ɪndə/ Graham /'grɛɪəm/ Bell /bel/ 亚历山大·格拉汉姆·贝尔	(77)
Belinda /bəl'ɪndə/ 比琳达 (女名)	(108)
Black 布莱克 (姓)	(105)
Buzz /bʌz/ Aldrin /'ældrɪn/ 巴兹·奥尔 德林	(22)
Carlson /'kɑ:lsən/ 卡尔森 (男名)	(50)
Cathy /'kæθi/ Freeman /'fri:mən/ 凯茜· 弗里曼	(87)
Charles Dickens /'dɪkɪnz/ 查尔斯·狄 更斯	(106)
Christopher /'krɪstəfə/ Columbus /kə'lʌmbəs/ 克里斯托弗·哥伦布	(17)
Confucius /kən'fju:ʃəs/ 孔子	(56)
Daguerre 达盖尔	(94)
David Beckham /'bekəm/ 大卫·贝克 汉姆	(74)
Dorando /dɒ'rændəʊ/ Pietri /pi'tri/ 道兰 多·佩特里	(69)
Florence /'flɒrəns/ Nightingale /'naɪtɪŋgeɪl/ 弗洛伦丝·南丁格尔	(22)
Harry /'hæri/ 哈里 (男名)	(32)
Homer /'həʊmə/ 荷马	(24)
Jackie /'dʒæki/ Chan /tʃæn/ 成龙	(19)
John Logie /'ləʊgi/ Baird /beəd/ 约翰· 罗杰·贝尔德	(77)
Johnny /'dʒɒni/ Hayes /heɪz/ 约翰尼· 海斯	(69)
Ken /ken/ 肯 (姓)	(102)
Leonardo /li:ə'nɑ:zdəʊ/ da Vinci /da'vɪntʃi/ 利奥纳多·达·芬奇	(41)

Ludwig /'lʊdvɪg/ Guttman /'gʌtmən/ 路德维希·格特曼	(71)
Marie /mə:'ri:z/ Curie /'kjʊəri; kju:'ri:z/ 玛 丽·居里	(51)
Marv /mɑ:v/ 马弗 (男名)	(32)
May 梅 (女名)	(47)
McAlister /mə'kælistə/ 麦卡利斯特 (姓)	(32)
Michael /'maɪkəl/ 迈克尔 (男名)	(104)
Níépce 涅普斯	(94)
Norman /'nɔ:mən/ Bethune /be'θju:n/ 诺 曼·白求恩	(20)
Penny /'peni/ 彭妮 (女名)	(61)
Pierre /pi'eə/ Curie 皮埃尔·居里	(51)
Plato /'pleɪtəʊ/ 柏拉图	(63)
Polly /'pɒli/ 波莉 (女名)	(58)
Southern 萨瑟恩 (姓)	(61)
Stan /stæn/ Lee /li:/ 斯坦·李	(23)
Susan /'su:zən/ 苏珊 (女名)	(48)
Tim /tɪm/ Berners-Lee /'bɜ:nəz'li:/ 蒂姆·伯纳斯-李	(78)
Tina /'ti:nə/ 蒂娜 (女名)	(54)
West 韦斯特 (姓)	(61)
William Anders /'ændəs/ 威廉·安德斯	(95)
Wright /raɪt/ Brothers 莱特兄弟	(77)
Yury /'ju:ri/ Gagarin /gɑ:'gɑ:rɪn/ 尤里· 加加林	(22)

Names of places

Athens /'æθɪnz; 'æθənz/ 雅典	(66)
Caribbean /kærə'bi:ən/ 加勒比	(102)
Changjiang River 长江	(7)
Colorado /kɒlə'rɑ:dəʊ/ River 科罗拉多河	(4)

Giza /'gi:zə/ 吉萨	(8)	First World War 第一次世界大战	(51)
Lhasa /'lɑ:sə/ 拉萨	(26)	Giant's /'dʒaɪənts/ Causeway /'kɔ:zweɪ/	
Li River 漓江	(55)	巨人之路	(2)
Mississippi /mɪsɪ'sɪpi/ River 密西西比河	(58)	Golden Gate Bridge 金门大桥	(103)
Mount Tai 泰山	(81)	Grand Canyon /'kænjən/ 大峡谷 (指科罗	
New York City 纽约市	(12)	拉多河的大峡谷)	(4)
Northern Ireland /'aɪələnd/ 北爱尔兰	(2)	Great Barrier /'bæriə/ Reef /ri:f/ 大堡礁	(80)
People's Republic /rɪ'pʌblɪk/ of China		Great Pyramid 大金字塔 (指胡夫金	
中华人民共和国	(10)	字塔)	(8)
Poland /'pəʊlənd/ 波兰	(51)	<i>Harry Potter</i> /'pɔ:tə/ <i>and the Philosopher's</i>	
Port /pɔ:t/ Augusta /ɔ:'gʌstə/ 奥古斯		<i>/fi'lɒsəfəz/ Stone</i> 《哈利·波特与魔	
塔港	(108)	法石》	(59)
Rome /rəʊm/ 罗马	(71)	<i>Heal the World</i> 《拯救世界》(歌曲名)	(50)
South Australia 南澳大利亚州	(108)	<i>Home Alone</i> 《小鬼当家》	(32)
Soviet /'səʊviət/ Union 苏联	(22)	Huck /hʌk/ Finn /fɪn/ 哈克·芬恩	
St /seɪnt/ Petersburg /'pi:təzbɜ:g/ 圣彼德		(《汤姆·索耶历险记》中的角色)	(58)
斯堡	(58)	Independence /,ɪndɪ'pendəns/ Day 美国独	
Troy /trɔɪ/ 特洛伊	(24)	立纪念日	(10)
		Injun /'ɪndʒən/ Joe /dʒəʊ/ 印第安人乔	
		(《汤姆·索耶历险记》中的角色)	(58)
		Kodak /'kəʊdæk/ 柯达	(94)
		Launchpad /'lɔ:ntʃ,pæd/ 发射台 (伦敦	
		科学博物馆的展厅之一)	(36)
		Macy's /'meɪsɪz/ 梅西百货公司	(12)
		Macy's Thanksgiving /'θæŋks,ɡɪvɪŋ/ Day	
		Parade /pə'reɪd/ 梅西感恩节大游行	(12)
		Martin Luther /'lu:θə/ King Day 马丁·	
		路德·金日	(17)
		Mid-Autumn Festival 中秋节	(11)
		Mount Elm /elm/ Sheep Station 艾尔姆	
		山大牧羊场	(108)
		National Day 国庆节	(10)
		Native /'neɪtɪv/ American (美洲) 印第	
		安人	(12)
		Nobel /nəʊ'bel/ Prize 诺贝尔奖	(51)

Others

Aborigine /,æbə'rɪdʒəni/ 澳大利亚土著			
居民 (Aboriginal /,æbə'rɪdʒnəl/ <i>adj.</i>)	(82)		
Anti-Japanese /,æntɪ dʒæpə'ni:z/ War			
抗日战争	(20)		
Apollo /ə'pɒləʊ/ 8 阿波罗 8 号	(95)		
Ayers /eəz/ Rock 艾尔斯岩	(80)		
Beijing Shichahai Sports School			
北京市什刹海体育运动学校	(67)		
Bondi /'bɒndaɪ/ Beach 邦迪海滩	(84)		
British Library 大英图书馆	(77)		
Cambridge University 剑桥大学	(18)		
Columbus Day 哥伦布日	(17)		
Du Fu's Thatched /θætʃt/ Cottage			
杜甫草堂	(55)		
Father Christmas 圣诞老人	(15)		

Odysseus /ə'dɪsjʊːs; əu'dɪsɪəs/ 奥德修斯 (《荷马史诗》中的角色) (24)	Sydney Opera House 悉尼歌剧院 (80)
<i>Oliver Twist</i> /twɪst/ 《雾都孤儿》 (106)	Terracotta /ˌterə'kɒtə/ Army 秦始皇兵 马俑 (2)
Paralympic /ˌpærə'lɪmpɪk/ Games (或 Paralympics /ˌpærə'lɪmpɪks/) 奥林匹克残疾人运动会; 残奥会 (71)	Thanksgiving 感恩节 (12)
School of the Air (澳大利亚针对远离 城市的儿童而设的) 远程学校 (108)	<i>The Adventures of Tom Sawyer</i> /'sɔːjə/ 《汤姆·索耶历险记》 (56)
Science Museum (伦敦) 科学博物馆 (36)	<i>The Arabian</i> /ə'reɪbɪən/ <i>Nights</i> 《一千零一夜》(又译《天方夜谭》)(62)
Sorbonne /sɔː'bɒn/ University 索邦大学 (51)	<i>The Odyssey</i> /'ɒdɪsi/ 《奥德赛》 (24)
South Sydney High School 南悉尼高中 (109)	<i>The Republic</i> 《理想国》 (63)
Southwest Agricultural /ægrɪ'kʌltʃərəl/ College 西南农学院 (21)	Three Gorges /gɔːdʒɪz/ Dam /dæm/ 三峡大坝 (2)
Sports School of Putuo District of Shanghai 上海普陀区青少年体育运动学校 (66)	Tsinghua University 清华大学 (18)
Stonehenge /ˌstəʊn'hendʒ/ 巨石阵 (9)	Victoria Falls /fɔːlz/ 维多利亚瀑布 (2)
Sui and Tang Dynasties /'dɪnəstɪz/ 隋唐 时期 (74)	<i>Vostok I</i> 东方一号 (苏联宇宙飞船) (22)
Summer Palace 颐和园 (88)	World Food Prize 世界粮食奖 (21)
	World Wide Web 万维网 (78)
	Xiangshan Park 香山公园 (90)



Vocabulary

A

- ability** /ə'biləti/ *n.* 能力 (66)
abroad /ə'brɔ:d/ *adv.* 在国外; 到国外 (18)
according to 根据; 按照; 据……所说 (80)
action /'ækʃn/ *n.* 举止; 行为; 情节 (58)
actually /'æktʃuəli/ *adv.* 事实上 (28)
add /æd/ *v.* 添加 (88)
address /ə'dres/ *n.* 地址 (26)
adventure /əd'ventʃə/ *n.* 冒险 (经历) (58)
alive /ə'laɪv/ *adj.* 活着的 (58)
all day long 整天 (28)
all kinds of 各种各样的 (10)
amazing /ə'meɪzɪŋ/ *adj.* 惊人的;
极好的 (18)
among /ə'mʌŋ/ *prep.* 在……之中 (12)
amount /ə'maʊnt/ *n.* 量; 数量 (74)
* **angry** /'æŋɡri/ *adj.* 愤怒的; 生气的 (44)
be angry with sb. 生某人的气 (44)
ant /ænt/ *n.* 蚂蚁 (80)
anybody /'eni,bɒdi/ *pron.* 任何人 (26)
apologise /ə'pɒlə,dʒaɪz/ *v.* 认错; 道歉 (44)
as soon as 一……就…… (10)
Asian /'eɪʒn; 'eɪʃn/ *adj.* 亚洲的;
亚洲人的 (66)
at a time 每次; 一次 (74)
at that time 那时候 (20)
at the time 那时; 在那段时间 (80)
attend /ə'tend/ *v.* 上 (学); 出席, 参
加 (事件或活动) (18)

B

- band** /bænd/ *n.* 乐队 (10)
be in with a chance 有可能; 有机会 (88)
be surprised at 对……感到惊奇 (82)
be worried about 担心 (28)

- below** /bɪ'ləʊ/ *prep.* 在下面; 在……
以下 (4)
* **beside** /bɪ'saɪd/ *prep.* 在……旁边;
在……附近 (4)
bet /bet/ *v.* (bet, bet) 打赌; 下赌注 (88)
you bet 的确; 当然; 一定 (88)
bill /bɪl/ *n.* 账单; 账款 (44)
blouse /blaʊz/ *n.* 女衬衫 (90)
borrow /'bɒrəʊ/ *v.* 借入; 借来 (72)
bottle /'bɒtl/ *n.* 瓶 (98)
break /breɪk/ *v.* 打破 (纪录); 打碎 (66)
brush /brʌʃ/ *v.* (用刷子) 刷 (80)
brush sth. off sth. 把某物从某物上
刷掉 (80)
burn /bɜ:n/ *v.* (burned /bɜ:nd/, burned;
burnt /bɜ:nt/, burnt) (使) 烧焦;
(使) 烤糊 (28)
business /'bɪznəs/ *n.* 工作 (28)
on business 出差 (28)
* **by** /baɪ/ *prep.* 在……旁边; 靠近 (4)
by hand 用手; 靠手做 (74)
by the way 顺便提一下 (用于在交
谈中插入新话题、题外话或评论) (56)

C

- Canada** /'kænədə/ 加拿大 (20)
Canadian /kə'neɪdiən/ *adj.* 加拿大的;
加拿大人的 (20)
canyon /'kænjən/ *n.* 峡谷 (4)
care /keə/ *n.* 照顾; 照料 (20)
take care of 照顾; 护理 (20)
cave /keɪv/ *n.* 洞穴 (58)
central /'sentrəl/ *adj.* 中心的; 在中
间的 (80)
chemistry /'kemɪstri/ *n.* 化学 (36)
china /'tʃaɪnə/ *n.* 瓷; 瓷器 (98)

注: 黑体的单词要求掌握; 加 * 的单词表示复习强化; 白体的单词只要求理解。

clear /klɪə/ <i>v.</i> (烟雾等) 开始消失	(4)
* clock /klɒk/ <i>n.</i> 钟; 时钟	(26)
cloth /klɒθ/ <i>n.</i> 布; 布料	(98)
coal /kəʊl/ <i>n.</i> 煤	(36)
come round 拜访 (某人的家)	(44)
communications /kə'mju:ni'keɪʃnz/ <i>n.</i> [复数] 通信	(36)
community /kə'mju:nəti/ <i>n.</i> 社区; 社会	(42)
compare... to 把……比作	(74)
compare... with... 比较……与……	(36)
compared with (与……) 相比	(90)
congratulations /kən'grætʃʊ'leɪʃnz/ <i>n.</i> [复数] 祝贺	(90)
connection /kə'nekʃn/ <i>n.</i> 电话连接; 计算机网络连接	(74)
consider /kən'sɪdə/ <i>v.</i> 考虑; 斟酌	(42)
continue /kən'tɪnju:/ <i>v.</i> (使) 继续	(20)
control /kən'trəʊl/ <i>v.</i> 操作; 操纵	(36)
corn /kɔ:n/ <i>n.</i> 谷物; 玉米	(12)
couple /'kʌpl/ <i>n.</i> 一对; 两个 a couple of 两个	(26)
courage /'kʌrɪdʒ/ <i>n.</i> 勇气; 胆量	(66)
crop /krɒp/ <i>n.</i> 庄稼; 作物	(96)
cup /kʌp/ <i>n.</i> 杯子; 一杯饮料	(28)
cut sth. off sth. 把某物从某物上剪掉	(80)

D

dead /ded/ <i>adj.</i> 死的; 去世的	(58)
deal /di:l/ <i>n.</i> 协议	(42)
decision /dɪ'sɪʒən/ <i>n.</i> 决定	(64)
degree /dɪ'ɡri:/ <i>n.</i> 课程; 学位	(18)
development /dɪ'veləpmənt/ <i>n.</i> 发展; 进步	(74)
dialogue /'daɪələg/ <i>n.</i> 对话	(58)
diary /'daɪəri/ <i>n.</i> 日记; 日记簿 keep a diary 写日记	(80)
die for 为……而死	(20)
die of 死于……	(20)
difficulty /'dɪfɪklti/ <i>n.</i> 困难; 困境	(88)

dig /dɪg/ <i>v.</i> (dug /dʌg/, dug) 挖掘; 掘 (洞)	(36)
direction /dɪ'rekʃn; daɪ'rekʃn/ <i>n.</i> 方向	(74)
discuss /dɪ'skʌs/ <i>v.</i> 讨论; 谈论	(56)
discussion /dɪ'skʌʃn/ <i>n.</i> 讨论; 商讨	(2)
dish /dɪʃ/ <i>n.</i> 盘; 碟	(12)
divide /dɪ'vaɪd/ <i>v.</i> 分开	(98)
* doctor /'dɒktə/ <i>n.</i> 博士	(18)
downstairs /,daʊn'steəz/ <i>adj.</i> 位于楼下的 <i>adv.</i> 往楼下; 在楼下	(34)
dying /'daɪɪŋ/ <i>adj.</i> 垂死的; 即将死亡的	(20)

E

eastern /'i:stən/ <i>adj.</i> 在东边的; 来自东 边的	(2)
eighth /eɪtθ/ <i>num.</i> 第八	(11)
electricity /ɪ'lek'trɪsəti/ <i>n.</i> 电	(2)
electronic /,elek'trɒnɪk/ <i>adj.</i> 电子的	(72)
empty /'empti/ <i>adj.</i> 空的	(28)
enemy /'enəmi/ <i>n.</i> 敌人; 仇人	(96)
energy /'enədʒi/ <i>n.</i> 能量; 能源	(36)
entry /'entri/ <i>n.</i> 进入权; 进入许可 No entry. 禁止入内。	(34)
escape /ɪ'skeɪp/ <i>v.</i> 逃离; 逃脱	(58)
even though 即使; 尽管	(90)
everyday /'evrɪdeɪ/ <i>adj.</i> 日常的; 普通的	(58)
exam /ɪg'zæm/ <i>n.</i> 考试	(42)
excuse /ɪk'skju:z/ <i>n.</i> (辩解的) 理由; 借口	(64)
exhibition /,eksɪ'bɪʃn/ <i>n.</i> 展览; 展览会	(34)
experiment /ɪk'sperɪmənt/ <i>n.</i> 实验	(36)

F

factory /'fæktəri/ <i>n.</i> 制造厂; 工厂	(96)
fail /feɪl/ <i>v.</i> 未能及格; 未能达到	(42)
fair /feə/ <i>adj.</i> 公平的; 合理的	(64)
fall away 突然向下倾斜	(4)

feeling /'fi:liŋ/ <i>n.</i> 感觉; 直觉看法 (88)
first place 第一名; 冠军 (66)
fix /fiks/ <i>v.</i> 修补; 挽救 (72)
flag /flæg/ <i>n.</i> 旗; 旗帜 (10)
* fly /flaɪ/ <i>n.</i> 苍蝇 (80)
following /'fɒləʊɪŋ/ <i>adj.</i> 接着的; 接下来的 (12)
for a time 一小段时间; 一度; 一时 (58)
form /fɔ:m/ <i>n.</i> 种类; 类型; 形态; 存在形式 (74)
found /faʊnd/ <i>v.</i> 创立; 创建 (10)
fourth /fɔ:θ/ <i>num.</i> 第四 (11)
full /fʊl/ <i>adj.</i> 满的; 充满的 (72)
funeral /'fju:nrəl/ <i>n.</i> 葬礼 (58)

G

general /'dʒenərəl/ <i>adj.</i> 整体的; 普遍的 (88)
get into trouble 遇上麻烦 (58)
give up 放弃 (努力) (18)
go through 穿过 (4)
granddaughter /'græn,dɔ:tə/ <i>n.</i> (外) 孙女 (98)
grandson /'græn,sʌn/ <i>n.</i> (外) 孙子 (98)
grape /greɪp/ <i>n.</i> 葡萄 (82)
grey /greɪ/ <i>adj.</i> 灰色的; (天气) 阴沉的 (4)
grow /grəʊ/ <i>v.</i> 种植, 栽培 (植物) (12)
guitar /gɪ'ta:/ <i>n.</i> 吉他 (42)

H

habit /'hæbɪt/ <i>n.</i> 习惯 (42)
get into the habit of... 养成……的习惯 (42)
ham /hæm/ <i>n.</i> 火腿 (82)
hand in 提交; 上交 (28)
hat /hæt/ <i>n.</i> 帽子 (80)
hate /heɪt/ <i>v.</i> 憎恨; 讨厌 (80)
have fun 玩得高兴; 有乐趣 (10)

headmaster /hed'mɑ:stə/ <i>n.</i> 男校长 (90)
height /haɪt/ <i>n.</i> 高度; 身高 (80)
here we go 我们这就看看 (80)
high jump 跳高 (66)
himself /hɪm'self; ɪm'self/ <i>pron.</i> 他自己 (20)
honest /'ɒnɪst/ <i>adj.</i> 诚实的; 老实的 (44)
hopeless /'həʊpləs/ <i>adj.</i> 无望的 (96)
hurdles /'hɜ:dlz/ <i>n.</i> 跨栏赛跑 (66)
hurdlings /'hɜ:dlɪŋ/ <i>n.</i> 跨栏赛跑 (66)

I

in a way 从某一角度; 从某一点上看; 在某种程度上 (74)
in trouble 遇上麻烦; 处于困境 (34)
including /ɪn'klu:dɪŋ/ <i>prep.</i> 包含; 包括 (18)
influence /'ɪnfluəns/ <i>v.</i> 影响; 作用于 (56)
instead /ɪn'sted/ <i>adv.</i> 代替; 而不是 (42)
instead of 而不是 (42)
instructions /ɪn'strʌkʃnz/ <i>n.</i> [复数] 说明书 (72)
instrument /'ɪnstɹʊmənt/ <i>n.</i> 乐器; 仪器 (42)
introduction /ɪn'trə'dʌkʃn/ <i>n.</i> 引进; 采用; 推行 (74)
invention /ɪn'venʃən/ <i>n.</i> 发明; 发明物 (20)

J

Japan /dʒə'pæn/ 日本 (66)

K

kangaroo /kæŋgə'ru:/ <i>n.</i> 袋鼠 (82)
keep /ki:p/ <i>v.</i> (kept /kept/, kept) 使保持 (某种状态); 记录; 存储 (信息) (80)
keep sb./sth. away (使) 避开; (使) 不靠近 (80)
kick /kɪk/ <i>v.</i> 踢 (64)
* kid /kɪd/ <i>n.</i> 小孩 (10)
kill /kɪl/ <i>v.</i> 杀死; 弄死 (96)
knowledge /'nɒlɪdʒ/ <i>n.</i> 知识; 学识 (42)

L

- last word** 最后一句话; 最终决定 (42)
- lay** /leɪ/ *v.* (laid /leɪd/, laid) 摆放 (餐桌)(12)
- lay the table** 摆放餐桌 (12)
- lazy** /'leɪzi/ *adj.* 懒惰的; 懒散的 (82)
- least** /li:st/ *pron.* 最少; 最小 (44)
- at least** 至少; 起码 (44)
- lend** /lend/ *v.* (lent /lent/, lent) (把某物) 借出, 借给 (某人) (72)
- less** /les/ *adj.* 较小的; 较少的
n. 较少数; 较少量 (96)
- lock** /lɒk/ *v.* 锁; 锁住 (26)
- look through** 快速阅读; 浏览 (74)
- loud** /laʊd/ *adj.* (声音) 响亮的 (2)

M

- mad** /mæd/ *adj.* 生气的; 恼火的 (64)
- magical** /'mædʒɪkl/ *adj.* 神奇的; 迷人的(80)
- mail** /meɪl/ *n.* 邮件; 信件 (72)
- mainly** /'meɪnli/ *adv.* 大部分地; 主要地(72)
- manage** /'mænɪdʒ/ *v.* 做成; (尤指) 设法完成 (20)
管理; 支配 (28)
- man-made** /,mæn'meɪd/ *adj.* 人造的 (2)
- medal** /'medl/ *n.* 奖牌; 奖章 (18)
- meeting** /'mi:tɪŋ/ *n.* 会议; 集会 (26)
- memory** /'meməri/ *n.* 记忆; 回忆 (64)
n. 存储器; 存储量 (72)
- menu** /'menju:/ *n.* 菜单 (88)
- method** /'meθəd/ *n.* 方法; 办法 (66)
- midnight** /'mɪd.naɪt/ *n.* 午夜; 子夜 (28)
- millions of** 大量的; 无数的 (2)
- miss** /mɪs/ *v.* 未出席; 未出现 (26)
- missing** /'mɪsɪŋ/ *adj.* 找不到的; 失踪的 (34)
- more than** 超过 (2)
- musical** /'mju:zɪkl/ *adj.* 音乐的 (42)

N

- natural** /'nætʃərəl/ *adj.* 大自然的 (2)
- nearly** /'nɪəli/ *adv.* 几乎; 差不多 (4)
- necessary** /'nesəsəri/ *adj.* 必要的; 必需的 (42)
- neighbour** /'neɪbə/ *n.* 邻居 (58)
- ninth** /'naɪnθ/ *num.* 第九 (11)
- no good** 不合适的; 不方便的 (34)
- no longer** 不再 (44)
- no way** 决不; 不可能 (64)
- no wonder** 难怪; 不足为奇 (34)
- noon** /nu:n/ *n.* 中午; 正午 (64)
- northeast** /,nɔ:θ'i:st/ *adj.* 在东北的 (80)

O

- of all ages** 所有年龄段的 (36)
- off** /ɒf/ *adv.* 不上课; 休息; 不工作 (10)
- oil** /ɔɪl/ *n.* 石油 (96)
- on one's own** 独自一人 (20)
- on top of** 在……上面; 盖住 (4)
- once again** 再一次 (18)
- operation** /,ɒpə'reɪʃn/ *n.* 手术 (20)
- opinion** /ə'pɪnjən/ *n.* 看法; 主张 (2)
- in one's opinion** 按某人的意见; 据某人看来 (2)
- order** /'ɔ:də/ *n.* 命令; 指示 (28)
- ourselves** /aʊə'selvz/ *pron.* 我们自己 (12)
- over** /'əʊvə/ *adj.* 完了的; 结束的 (12)

P

- page** /peɪdʒ/ *n.* 页; 一页 (纸) (72)
- parade** /pə'reɪd/ *n.* (庆祝) 游行 (12)
- passenger** /'pæsɪndʒə/ *n.* 乘客; 旅客 (26)
- pay for** 为……付出代价 (58)
- period** /'pɪəriəd/ *n.* 阶段; 时期 (82)
- physics** /'fɪzɪks/ *n.* 物理学 (36)
- pioneer** /,pɪə'nɪə/ *n.* 开拓者; 先驱者 (12)
- plastic** /'plæstɪk/ *n.* 塑料
adj. 塑料的 (98)

platform /'plæt.fɔ:m/ <i>n.</i> (供上下火车用的) 月台; 站台 (26)
pocket money 零花钱 (44)
point /pɔɪnt/ <i>n.</i> (试图表达的) 观点, 看法 (42)
<i>n.</i> 比分 (64)
policy /'pɒləsi/ <i>n.</i> 政策; 方针 (98)
pollute /pə'lu:t/ <i>v.</i> 污染 (96)
powerful /'paʊəfl/ <i>adj.</i> 有影响力的; 能控制他人的 (72)
present /prɪ'zent/ <i>v.</i> 授予; 呈递 (90)
pride /praɪd/ <i>n.</i> 自豪感; 骄傲 (66)
take pride in 感到自豪 (66)
printing /'prɪntɪŋ/ <i>n.</i> 印刷 (74)
properly /'prɒpəli/ <i>adv.</i> 合适地; 正确地 (72)
protect sth. against sth. 保护……免遭……; 使……不受…… (90)
punish /'pʌnɪʃ/ <i>v.</i> 惩罚; 惩处 (34)
put up 张贴; 公布 (72)

R

race /reɪs/ <i>n.</i> 赛跑; 比赛 (66)
rapid /'ræpɪd/ <i>adj.</i> 快速的; 迅速的 (98)
read out 朗读; 宣读 (90)
realise /'ri:əlaɪz/ <i>v.</i> 了解; 意识到 (20)
reason /'ri:zn/ <i>n.</i> 原因; 理由 (44)
recently /'ri:ntli/ <i>adv.</i> 最近; 近来 (88)
record /rɪ'kɔ:d/ <i>v.</i> 记录 (66)
<i>'rekɔ:d/ n.</i> 最佳纪录 (66)
recycle /ri:'saɪkl/ <i>v.</i> 回收利用, 再使用 (废品) (96)
recycling /ri:'saɪklɪŋ/ <i>n.</i> 回收利用 (98)
reduce /rɪ'dju:s/ <i>v.</i> 减少; 减低; 缩小 (98)
relationship /rɪ'leɪʃnʃɪp/ <i>n.</i> 关系 (82)
relative /'relətɪv/ <i>n.</i> 亲戚 (82)
remain /rɪ'meɪn/ <i>v.</i> 逗留; 留下 (4)
repair /rɪ'peə/ <i>n.</i> 修理; 修补 (44)
<i>v.</i> 修理; 修补 (44)
repeat /rɪ'pi:t/ <i>v.</i> 重说; 重新做 (98)
replace /rɪ'pleɪs/ <i>v.</i> 替换; 取代 (74)

reply /rɪ'plai/ <i>v.</i> 回答; 答复 (4)
rest /rest/ <i>v.</i> 休息; 睡眠 (20)
result /rɪ'zʌlt/ <i>v.</i> (因……而) 产生; 发生 (74)
reuse /ri:'ju:z/ <i>v.</i> 再次使用; 重复利用 (98)
review /rɪ'vju:z/ <i>n.</i> 评论 (文章) (56)
ride /raɪd/ <i>n.</i> 骑马; 乘车 (82)
riding /'raɪdɪŋ/ <i>n.</i> 骑马 (运动) (82)
ring /rɪŋ/ <i>v.</i> (rang /ræŋ/, rung /rʌŋ/) 鸣响; 发出铃声 (26)
rope /rəʊp/ <i>n.</i> 粗绳; 绳索 (34)
rubber /'rʌbə/ <i>n.</i> 橡胶 (98)
rule /ru:l/ <i>n.</i> 规则; 法则 (34)
against the rules 违反规定 (34)
run away 逃走; 逃跑 (58)
rush /rʌʃ/ <i>v.</i> 冲; 奔 (90)

S

sailing boat 帆船 (80)
salad /'sæləd/ <i>n.</i> 色拉 (82)
sand /sænd/ <i>n.</i> 沙; 沙子 (36)
schoolwork /'sku:l.wɜ:k/ <i>n.</i> 学生课业; 功课 (42)
scissors /'sɪzəz/ <i>n.</i> [复数] 剪刀 (80)
* season /'si:zn/ <i>n.</i> 度假旺季; 节期 (10)
seat /si:t/ <i>n.</i> 座椅; 座位 (64)
sense /sens/ <i>n.</i> 道理; 意义; 合理性 (56)
make sense 易理解; 合情理; 有意义 (56)
seventh /'sevntθ/ <i>num.</i> 第七 (11)
shame /ʃeɪm/ <i>n.</i> 可惜; 遗憾 (42)
* sheep /ʃi:p/ <i>n.</i> 羊; 绵羊 (80)
shine /ʃaɪn/ <i>v.</i> (shone /ʃɒn/, shone; shined, shined) 照耀 (4)
shut /ʃʌt/ <i>v.</i> (shut, shut) 关上; 合上 (26)
sick /sɪk/ <i>adj.</i> (感觉) 不适的, 生病的 (20)
sign /saɪn/ <i>n.</i> 迹象; 标志; 招牌 (4)
silent /'saɪlənt/ <i>adj.</i> 寂静的 (4)
silver /'sɪlvə/ <i>adj.</i> 银灰色的; 银制的 (4)

simple /'sɪmpl/ *adj.* 简单的; 容易的 (26)
simply /'sɪmpli/ *adv.* 实在; 的确 (18)
since then 从那以后 (10)
singer /'sɪŋə/ *n.* 歌手; 歌唱家 (90)
single /'sɪŋɡl/ *adj.* 仅一个的; 单个的 (74)
sixth /sɪksθ/ *num.* 第六 (11)
* **skirt** /skɜ:t/ *n.* 裙子 (90)
sky /skaɪ/ *n.* 天; 天空 (4)
snack /snæk/ *n.* 点心; 小吃 (28)
sofa /'səʊfə/ *n.* (长) 沙发 (28)
soldier /'səʊldʒə/ *n.* 军人; 士兵 (20)
southern /'sʌðn/ *adj.* 南方的 (58)
speech /spi:tʃ/ *n.* 演说; 讲演 (12)
spirit /'spɪrɪt/ *n.* 精灵; 神灵; 精神 (82)
sportsman /'spɔ:tsmən/ *n.* (尤指职业的) 运动员 (66)
sportsperson /'spɔ:ts,pɜ:sn/ *n.* 运动员 (66)
sportswoman /'spɔ:ts,wʊmən/ *n.* (尤指职业的) 女运动员 (66)
spread /spred/ *v.* (spread /spred/, spread) 扩展; 蔓延; 传播 (74)
stand for 是……的缩写; 代表 (64)
standard /'stændəd/ *n.* 标准; 水准 (88)
state /steɪt/ *n.* 州; 邦 (58)
step /step/ *n.* 步骤; 措施 (99)
stop sb. (from) doing sth. 阻止某人做某事 (66)
store /stɔ:/ *v.* 存储; 储藏 (74)
stream /stri:m/ *n.* 小河; 小溪 (4)
* **subject** /'sʌbdʒɪkt/ *n.* 主题 (88)
suffer /'sʌfə/ *v.* 患有 (疾病等); 经受 (66)
suffer from... 受 (某种病痛) 折磨; 因……而受苦 (66)
suppose /sə'pəʊz/ *v.* 猜想; 推测; 相信; 认为 (56)
surf /sɜ:f/ *v.* 冲浪 (82)
surprised /sə'praɪzd/ *adj.* 惊奇的; 惊讶的 (58)

T

tail /teɪl/ *n.* 尾; 尾巴 (34)
task /tɑ:sk/ *n.* 任务; 工作 (28)
technology /tek'nɒlədʒi/ *n.* 科技; 技术 (72)
tenth /tenθ/ *num.* 第十 (11)
text /tekst/ *n.* 文本; 正文 (26)
text message 短信 (26)
textbook /'tekst,bʊk/ *n.* 教科书; 课本 (72)
the thing is 答案是; 问题是 (88)
thinker /'θɪŋkə/ *n.* 思想家 (56)
though /ðəʊ/ *conj.* 虽然; 但是 (2)
thousands of 好几千; 成千上万 (72)
throw away 扔掉; 丢弃 (98)
ton /tʌn/ *n.* 吨 (98)
tons of 许多; 很多 (98)
tonight /tə'naɪt/ *adv.* (在) 今晚; (在) 今夜 (90)
tool /tu:l/ *n.* 工具; 器械 (20)
trade /treɪd/ *n.* 买卖; 交易 (74)
treat /tri:t/ *v.* 医治; 治疗 (20)
truck /trʌk/ *n.* 卡车; 货车 (36)
truth /tru:θ/ *n.* 事实; 真相 (44)
try out 试用; 试 (44)
turn off 关掉; 关闭 (设备) (28)
twelfth /twelfθ/ *num.* 第十二 (11)
twentieth /'twentiəθ/ *num.* 第二十 (11)

U

UK /ju:'keɪ/ 英国 (10)
unable /ʌn'eɪbl/ *adj.* 不能做某事的 (28)
unhappy /ʌn'hæpi/ *adj.* 不高兴的 (28)
until /ən'tɪl/ *prep.* 直到……为止
conj. 直到……为止 (10)
upstairs /ʌp'steəz/ *adj.* 位于楼上的
adv. 往楼上; 在楼上 (34)
useful /'ju:sfəl/ *adj.* 有用的; 有益的 (20)

V

- vacation** /və'keɪʃn/ *n.* 假期; 假日 (10)
take a vacation 去度假 (10)
varied /'veəriəd/ *adj.* 各种各样的;
 各不相同的 (74)
victory /'vɪktəri/ *n.* 成功; 胜利 (18)
volunteer /ˌvɒlən'tɪə/ *n.* 志愿者 (42)

W

- wait and see** 等等看; 等着瞧 (74)
wake up 醒; 醒来 (28)
war /wɔː/ *n.* 战争 (20)
waste /weɪst/ *n.* 废料; 废弃物 (96)
website /'web,saɪt/ *n.* 网站 (72)
well-known /ˌwel 'nəʊn/ *adj.* 众所周
 知的; 著名的 (56)

- whatever** /wɒt'evə/ *pron.* 无论什么;
 不管什么 (18)
wheel /wiːl/ *n.* 轮子; 车轮 (36)
whole /həʊl/ *adj.* 全部的; 整个的 (36)
will /wɪl/ *n.* 意志; 决心 (18)
winner /'wɪnə/ *n.* 获胜者 (90)
wise /waɪz/ *adj.* 有判断力的; 明智的 (56)
wonder /'wʌndə/ *n.* 奇观; 奇迹 (2)
wool /wʊl/ *n.* 羊毛 (80)
wound /wuːnd/ *n.* 伤; 伤口 (20)
wounded /'wuːndɪd/ *adj.* 受伤的 (20)
wow /waʊ/ *int.* 呀; 哇 (用于表示惊讶
 或赞叹) (2)

X

- X-ray** /'eks.reɪ/ *n.* X 射线; X 光 (36)



Irregular verbs

Infinitive	Past tense	Past participle
am/is	was /wɒz; wəz/	been /bi:n/
are	were /wɜː; wə/	been
beat	beat /bi:t/	beaten /'bi:tən/
become	became /bɪ'keɪm/	become
begin	began /bɪ'gæn/	begun /bɪ'gʌn/
bet	bet /bet/	bet
break	broke /brəʊk/	broken /'brəʊkən/
bring	brought /brɔ:t/	brought
build	built /bɪlt/	built
burn	burnt /bɜ:nt/, burned	burnt, burned
buy	bought /bɔ:t/	bought
can	could /kʊd/	—
catch	caught /kɔ:t/	caught
choose	chose /tʃəʊz/	chosen /'tʃəʊzn/
come	came /keɪm/	come
cost	cost /kɒst/	cost
dig	dug /dʌg/	dug
do	did /dɪd/	done /dʌn/
draw	drew /dru:/	drawn /drɔ:n/
dream	dreamt /dreɪmt/, dreamed	dreamt, dreamed
drink	drank /dræŋk/	drunk /drʌŋk/
drive	drove /drəʊv/	driven /'drɪvn/
eat	ate /et; eɪt/	eaten /'i:tən/
fall	fell /fel/	fallen /'fɔ:lən/

Infinitive	Past tense	Past participle
feed	fed /fed/	fed
feel	felt /felt/	felt
fight	fought /fɔ:t/	fought
find	found /faʊnd/	found
fly	flew /flu:/	flown /fləʊn/
forget	forgot /fə'gɒt/	forgotten /fə'gɒtn/
get	got /gɒt/	got
give	gave /geɪv/	given /'gɪvən/
go	went /went/	gone /gɒn/
grow	grew /gru:/	grown /grəʊn/
have/has	had /hæd/	had
hear	heard /hɜ:d/	heard
hide	hid /hɪd/	hidden /'hɪdn/
hit	hit /hɪt/	hit
hold	held /held/	held
hurt	hurt /hɜ:t/	hurt
keep	kept /kept/	kept
know	knew /nju:/	known /nəʊn/
lay	laid /leɪd/	laid
lead	led /led/	led
learn	learnt /lɜ:nt/, learned	learnt, learned
leave	left /left/	left
lend	lent /lent/	lent
let	let /let/	let

Infinitive	Past tense	Past participle
lie (躺)	lay /leɪ/	lain /leɪn/
lose	lost /lɒst/	lost
make	made /meɪd/	made
may	might /maɪt/	—
mean	meant /ment/	meant
meet	met /met/	met
pay	paid /peɪd/	paid
put	put /pʊt/	put
read	read /red/	read /red/
ride	rode /rəʊd/	ridden /'rɪdn/
ring	rang /ræŋ/	rung /rʌŋ/
rise	rose /rəʊz/	risen /'rɪzn/
run	ran /ræn/	run /rʌn/
say	said /sed/	said
see	saw /sɔː/	seen /siːn/
sell	sold /səʊld/	sold
send	sent /sent/	sent
set	set /set/	set
shake	shook /ʃʊk/	shaken /'ʃeɪkən/
shall	should /ʃʊd/	—
shine	shone /ʃɒn/, shined	shone, shined
shut	shut /ʃʌt/	shut
sing	sang /sæŋ/	sung /sʌŋ/
sit	sat /sæt/	sat

Infinitive	Past tense	Past participle
smell	smelt /smelt/, smelled	smelt, smelled
speak	spoke /spəʊk/	spoken /'spəʊkən/
spell	spelt /spelt/, spelled	spelt, spelled
spend	spent /spent/	spent
spread	spread /spred/	spread
stand	stood /stʊd/	stood
stick	stuck /stʌk/	stuck
sweep	swept /swept/	swept
swim	swam /swæm/	swum /swʌm/
take	took /tʊk/	taken /'teɪkən/
teach	taught /tɔ:t/	taught
tell	told /təʊld/	told
think	thought /θɔ:t/	thought
throw	threw /θru:/	thrown /θrəʊn/
understand	understood /,ʌndə'stʊd/	understood
wake	woke /wəʊk/	woken /'wəʊkən/
wear	wore /wɔ:/	worn /wɔ:n/
will	would /wʊd/	—
win	won /wʌn/	won
write	wrote /rəʊt/	written /'rɪtn/



后记

既名为“后记”，一般应该是本教材使用完毕后才看到的吧。

那么，同学们，你们喜欢这套教材吗？大明、玲玲以及他们的朋友们是否让你们喜爱上了英语，并且掌握了初步运用英语的能力呢？如果回答是肯定的，那就太好了！希望你们在以后的英语学习中继续大胆地开口说英语——课上说、课下说；继续积极地参与各项语言活动。一句话，你们要尽量主动使用英语来表达意思和做事情，这样才能把英语学好。

可敬的老师们，感谢你们的辛勤劳动，以及你们为国家英语课程改革付出的努力和做出的贡献。在修订本套教材的过程中，我们也充分考虑了英语课程改革以及一线教学的需求。修订后的教材更加突出了英语课程工具性和人文性的统一，优化了各册的结构设计和内容安排，以使教学脉络更加清晰、梯度更加合理。

为了在最大程度上保证教材与课程标准的契合，便于一线教学使用，所有参与本套教材编写的人员均付出了艰辛的努力。在此我想特别感谢我的编写团队，没有他们的努力与付出，就没有本教材的问世。

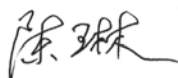
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你们的



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