



义 务 教 育 教 科 书

# 英语

九 年 级 下 册



外语教学与研究出版社



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九 年 级 下 册

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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8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
<b>1 Travel</b> 	Travel	Talking about travel	Revision: nouns; articles; numbers
<b>2 Education</b> 	School life	Talking about school and making comparisons (1)	Revision: pronouns; prepositions
<b>3 Life now and then</b> 	Community	Making comparisons (2)	Revision: adjectives and adverbs (comparative and superlative forms)
<b>4 Rules and suggestions</b> 	Safety rules	Talking about rules	Revision: modal verbs
<b>Revision module A</b> 			
<b>5 Look after yourself</b> 	First aid and exercise	Talking about how to stay healthy	Revision: tenses

Skills (Listening/Speaking/Reading/Writing)	Around the world	Task
<ul style="list-style-type: none"> <li>● Listening for specific information; taking notes</li> <li>● Talking about familiar topics (holidays)</li> <li>● Predicting; reading for specific information</li> <li>● Writing a short play about a trip</li> </ul>	The first pilot to fly alone across the Atlantic Ocean	Writing and acting out a short play
<ul style="list-style-type: none"> <li>● Listening for specific information; taking notes</li> <li>● Talking about familiar topics (schools)</li> <li>● Reading for specific information</li> <li>● Writing about school life</li> </ul>	No teachers needed?	Making a leaflet about your school
<ul style="list-style-type: none"> <li>● Listening for specific information; taking notes</li> <li>● Expressing views and opinions</li> <li>● Predicting; reading for main ideas; summarising main ideas in notes</li> <li>● Writing a composition about the advantages and disadvantages of life today</li> </ul>	Cars	Organising a debate
<ul style="list-style-type: none"> <li>● Listening for specific information; taking notes</li> <li>● Describing rules and suggestions</li> <li>● Reading for specific information</li> <li>● Writing a passage about looking after the countryside and yourself</li> </ul>	Ecotourism	Writing advice for visitors to China
<ul style="list-style-type: none"> <li>● Listening for specific information</li> <li>● Describing an accident</li> <li>● Reading for specific information</li> <li>● Writing rules for a healthy life</li> </ul>	Laughter for health	Giving health advice to people



Module	Theme	Function	Structure
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<b>6 Eating together</b> <b>P48</b>	Eating customs	Talking about meals and eating customs	Revision: passive voice
<b>7 English for you and me</b> <b>P56</b>	Language and culture	Describing language, people, and things	Revision: adverbial clauses; infinitives
<b>8 My future life</b> <b>P64</b>	School life and friends	Making future plans	Revision: object clauses; attributive clauses

**Revision module B P72**

<b>Appendices</b>	Language notes.....	<b>P80</b>
	Guide to language use.....	<b>P89</b>
	Words and expressions.....	<b>P108</b>



Skills (Listening/Speaking/Reading/Writing)	Around the world	Task
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<ul style="list-style-type: none"> <li>● Listening for specific information; inferring</li> <li>● Talking about planning a party</li> <li>● Reading for specific information and taking notes; evaluating the text</li> <li>● Writing a passage about eating customs in China with the aid of notes</li> </ul>	<p>Birthday parties in the US</p>	<p>Describing an eating experience</p>
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<ul style="list-style-type: none"> <li>● Listening for specific information; inferring</li> <li>● Talking about familiar topics (progress in English)</li> <li>● Reading for specific information</li> <li>● Writing a composition about the future of Chinese</li> </ul>	<p>An invented language</p>	<p>Making a list of tips for learning English</p>
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<ul style="list-style-type: none"> <li>● Listening for specific information</li> <li>● Talking about familiar topics (plans for the future)</li> <li>● Predicting; inferring; understanding the writer's style</li> <li>● Writing a speech for a school-leavers' party</li> </ul>	<p>Junior high school dances</p>	<p>Making plans for your future</p>
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# Module 1

# Travel

Module task: Writing and acting out a short play

## Unit 1 We toured the city by bus and by taxi.

### Listening and vocabulary

#### 1 Complete the sentences so they are true for you.

- 1 I most like to travel by \_\_\_\_\_.
- 2 I least like to travel by \_\_\_\_\_.
- 3 I travel most often by \_\_\_\_\_.
- 4 I travel least often by \_\_\_\_\_.



#### 2 Listen and complete the notes.

- |                                       |                               |
|---------------------------------------|-------------------------------|
| 1 The flight takes about _____ hours. | 4 From _____ to _____         |
| 2 Time difference: _____ hours        | 5 Leave at (new time): _____  |
| 3 Flight number: _____                | 6 Arrive at (new time): _____ |

#### 3 Listen and read.

**Lingling:** Welcome back, everyone!

**Betty:** Hi, Lingling! How was your holiday?

**Lingling:** Not bad! I went to see my grandparents in Henan Province. The train was full of people, and I had to stand for over three hours!

**Betty:** Bad luck. Why is travel so difficult in winter?

**Lingling:** Well, it's the busiest season in China because of the Spring Festival. Where's Tony?

**Daming:** He went to stay with his family in the UK. He's flying back today. But the flight is late.

**Betty:** Where did you go, Daming?

**Daming:** We flew direct to Hong Kong — and the plane left a bit late too! But the pilot succeeded in landing on time. Then we took a boat to Lantau Island and went to Disneyland. It was great fun!

**Lingling:** How about you, Betty?

**Betty:** We had quite a good time in Beijing. We toured the city by bus and by taxi. Last weekend, we took a tour by coach to the Summer Palace and went for a long walk around the lake.

**Lingling:** That sounds great! But now, we'd better get back to work. We're going to have a big exam at the end of the term.

**Betty:** There's nothing to worry about as long as you work hard.

**Daming:** And after the exam, there's the school-leavers' party. We're all looking forward to it!

**Betty:** Exactly! We'll have a great time!

#### Everyday English

- Not bad!
- It was great fun!
- How about you?
- We'd better get back to work.
- We'll have a great time!

Now complete the table.

	Holiday activities
Lingling	went to see her grandparents in Henan Province by train
Tony	
Daming	
Betty	

4 Answer the questions.

- When do you think the conversation takes place?
- According to Lingling, why is travel so difficult in winter?
- What are Daming and Betty looking forward to at the end of the term?

Learning to learn

When you listen to the recording, try to note down the key information. Your notes will then help you retell the main information.

5 Choose the correct answer.

direct exactly pilot succeed

- When you fly *direct*, you \_\_\_\_\_.  
a) arrive without stopping at another place    b) stop at another place before you arrive
- When you say "*Exactly*", it means \_\_\_\_\_.  
a) you do not agree    b) you completely agree
- The *pilot* of a plane \_\_\_\_\_.  
a) flies it    b) gives you food and drink during the flight
- If you *succeed* in doing something, you \_\_\_\_\_.  
a) manage to do it    b) nearly do it

## Pronunciation and speaking

6 Listen and mark the pauses. 🎧

**Lingling:** How about you, Betty?

**Betty:** We had quite a good time in Beijing. We toured the city by bus and by taxi. Last weekend, we took a tour by coach to the Summer Palace and went for a long walk around the lake.

**Lingling:** That sounds great! But now, we'd better get back to work. We're going to have a big exam at the end of the term.

Now listen again and repeat. 🎧

7 Work in groups. Talk about your winter holiday.

- Ask and answer about what you did during the winter holiday.  
— *What did you do during the winter holiday?*  
— *I went to see my grandparents in Xi'an.*
- Talk about what happened during the trip.  
*The train was full of people and I had to stand for three hours!*

## Unit 2 It's a long story.

### Reading and vocabulary



1 Look at the expressions from the play in Activity 2. What do you think the play will be about?

1 ... gets up and starts to...

3 ... goes past people...

2 ... looks for his ticket...

4 ... gets on the train...

2 Read the play and number the expressions in Activity 1 in the order they appear. 

*(Li Lin and Li Wei are on the station platform, saying goodbye to each other.)*

**Li Lin:** Tell Mum and Dad I'll miss them... I'll miss you all.

**Li Wei:** And we'll miss you too.

**Li Lin:** See you at the Spring Festival.

**Li Wei:** Take care. Bye!

*(Li Lin gets on the train and looks for his seat.)*

**Li Lin:** Excuse me, sir. I'm afraid you're sitting in my seat.

**Elderly man:** I'm sorry, young man. What did you say? I can't hear very well.

**Li Lin:** You've taken the wrong seat.

**Elderly man:** Really? But... I thought it was my seat. Where's my ticket?

*(The elderly man looks for his ticket in his pocket, his bag and finally in his wallet.)*

**Elderly man:** Here it is. Car 9, Seat 12A. This is Seat 12A, isn't it?

*(The ticket officer arrives.)*

**Ticket officer:** Tickets, please. Please have your tickets ready.

**Elderly man:** Excuse me, is this Seat 12A?

**Ticket officer:** Yes, it is. Let's have a look at your ticket. Oh, I see the problem. This is Seat 12A, but you should be in Car 9. This is Car 8.

**Elderly man:** Oh, how stupid of me! I'd better go and find Car 9.

*(The elderly man gets up and starts to collect his bags.)*

**Li Lin:** Wait a moment, sir! Please stay here. I'll take your seat in Car 9.

**Elderly man:** Well, that's very good of you. Thank you.

**Ticket officer:** Yes, thank you, young man.

*(Li Lin goes past people standing in the train to Car 9.)*

**Li Lin:** 10A... 11A... 12A, here it is. That's my seat.

*(His friend, Wen Peng, is sitting in Seat 12B. He is surprised to see Li Lin.)*

**Wen Peng:** Hi, Li Lin! What a surprise!

**Li Lin:** Hey, Wen Peng! It's great to see you.

**Wen Peng:** Great to see you too. Wonderful! I'll have someone to talk to on the long journey. Now, take off your jacket. Sit down and make yourself comfortable. But why are you so late?

**Li Lin:** Oh, it's a long story...

### 3 Choose the correct answer.

- 1 Where are Li Lin and Li Wei?
  - a) They are at home.
  - b) They are at the railway station.
  - c) They are on the train.
  - d) They are in a car.
- 2 Who is Li Wei?
  - a) She is Li Lin's sister.
  - b) She is Li Lin's friend.
  - c) He is Li Lin's father.
  - d) He is Li Lin's classmate.
- 3 Why is the elderly man sitting in Li Lin's seat?
  - a) Because he did not buy a ticket.
  - b) Because he is too tired to move.
  - c) Because he thinks it is his seat.
  - d) Because he cannot find his seat.
- 4 What does the elderly man want to do?
  - a) Take the seat.
  - b) Go and find Car 9.
  - c) Change seats with Li Lin.
  - d) Buy another ticket.
- 5 What does Li Lin decide to do?
  - a) Take the seat from the elderly man.
  - b) Ask the ticket officer for help.
  - c) Change seats with the elderly man.
  - d) Get off the train.
- 6 Who does Li Lin meet in Car 9?
  - a) Li Wei.
  - b) Another elderly man.
  - c) His friend.
  - d) His classmate.

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

afraid miss officer sir take care take off

Li Lin says goodbye to his sister Li Wei. Li Lin says that he will (1) \_\_\_\_\_ his family, and Li Wei tells him to (2) \_\_\_\_\_. When Li Lin gets on the train, he sees an elderly man sitting in his seat. He politely calls the elderly man (3) \_\_\_\_\_ and says he is (4) \_\_\_\_\_ the elderly man is sitting in his seat. The ticket (5) \_\_\_\_\_ arrives and explains the mistake. Li Lin kindly offers to change seats with the elderly man, and goes to Car 9. There he sees his friend Wen Peng, who is happy to see him and tells him to (6) \_\_\_\_\_ his jacket, sit down and make himself comfortable.

## Writing

### 5 Write a short play about a trip you have made. Think about:

- when and where you went
- how you travelled
- who travelled with you
- what happened during the trip
- how the story ended

Now write the play.

## Unit 3 Language in use

### Language practice

He went to stay with his family in **the UK**.  
 Why is **travel** so difficult in **winter**?  
 We flew direct to **Hong Kong**.  
 We took **a tour** by **coach** to **the Summer Palace**.  
 Then we took **a boat** to **Lantau Island** and went to **Disneyland**.  
 This is **Seat 12A**, but you should be in **Car 9**. This is **Car 8**.

#### 1 Complete the conversation with *a, an, the* or zero article where necessary.

**A:** I'm really looking forward to (1) \_\_\_\_\_ summer holiday. We're taking (2) \_\_\_\_\_ trip to (3) \_\_\_\_\_ Paris!

**B:** How wonderful! It's (4) \_\_\_\_\_ interesting and beautiful city. How long will (5) \_\_\_\_\_ flight take?

**A:** The flight takes about (6) \_\_\_\_\_ hour. When we arrive, we will get to our hotel by (7) \_\_\_\_\_ bus. (8) \_\_\_\_\_ hotel is right in (9) \_\_\_\_\_ centre of (10) \_\_\_\_\_ city, so we can visit all the famous places.

**B:** Are you planning to visit (11) \_\_\_\_\_ Louvre Museum?

**A:** Yes, we are.

#### 2 Underline the correct words.

- 1 Children have to go to school / the school when they are six years old.
- 2 I'm a teacher at school / the school on the corner.
- 3 He's got a lovely garden. Flowers / The flowers in it are really beautiful.
- 4 Make sure you get to the airport in time / in the time for your plane.
- 5 — How many CDs have you got?  
— Only few / a few.
- 6 That's most / the most interesting news I've heard for a long time.
- 7 How long have Whites / the Whites lived here?

3 Complete the sentences with the words in the box.

flight landed ready seat station tour

- 1 She had an important meeting that afternoon, so she had to take an earlier \_\_\_\_\_.
- 2 Please take your \_\_\_\_\_.
- 3 Sam went with Jane to the railway \_\_\_\_\_ to see her off.
- 4 It is wonderful to \_\_\_\_\_ the streets of the city.
- 5 Flight KA846 from Hong Kong \_\_\_\_\_ five minutes ago.
- 6 "Please have your tickets \_\_\_\_\_," said the ticket officer.

4 Complete the sentences with the expressions in the box.

As long as because of full of looking forward to make yourself comfortable

- 1 They will not arrive on time \_\_\_\_\_ the bad weather.
- 2 Everyone in China is \_\_\_\_\_ seeing their family members during the Spring Festival.
- 3 Lie down on your bed and \_\_\_\_\_.
- 4 The journey was \_\_\_\_\_ exciting experiences.
- 5 \_\_\_\_\_ you can come by six, I will be here.

5 Listen and complete the notes. 🎧

London to Sydney	Sydney to London
• London – Hong Kong: _____ hour(s)	• Sydney – London: _____ hour(s)
• Hong Kong – Sydney: _____ hour(s)	• Price of flight: £ _____
• From airport to centre of Hong Kong: _____ hour(s)	• Price of flight and hotel near airport: £ _____
• Price of flight: £ _____	• From airport to centre of Sydney: _____ kilometres
• Price of flight and hotel: £ _____	

6 Work in pairs. Look at the notes you have made in Activity 5. Talk about:

- Which flight takes a longer time?
- Which flight is more expensive?

# Module 1

## Travel

### 7 Read the passage and complete the table.



Concorde could carry one hundred passengers and flew faster than the speed of sound.

Many people think Concorde was one of the greatest planes. But now Concorde is just part of history.

For twenty-seven years, passengers travelled across the Atlantic Ocean on this plane. Most of them were businesspeople, film stars, rock stars and sports heroes. Flying at more than twice the speed of sound, Concorde took people from London or Paris to New York in just over three hours.

The invention of Concorde was a huge step forward. The plane was like a time machine. If Concorde left London at 10:30 am, it arrived in New York at about 8:30 am (1:30 pm London time) the same day.

However, the plane had many problems. It was very noisy. Some believed that its noise was bad for the environment, and that it could hurt people's ears. In a terrible accident in 2000, near Paris, 113 people died, and after that fewer people wanted to fly on Concorde. It became too expensive to continue the service. At the end of October 2003, Concorde stopped flying.

Advantage of Concorde	Disadvantage of Concorde

### 8 Read the passage again and answer the questions.

- 1 How many passengers could Concorde carry?
- 2 Why do many people think Concorde was one of the greatest planes?
- 3 How many hours did Concorde take to fly from London or Paris to New York?

**9** Work in pairs. Talk about your recent travel experience. Say:

- how you travelled
- how long the journey took
- how you felt about it

Now write a passage about your experience.

## Around the world

### The first pilot to fly alone across the Atlantic Ocean

In 1919, a pilot named Charles Lindbergh from St Louis, the US, decided to try to fly from New York to Paris. It took him some time, but eventually he developed the right plane. In April 1927 his plane, *Spirit of St Louis*, was completed. It was three metres high and weighed 975 kilos.

Lindbergh took off from New York on 20th May 1927. He flew for about thirty-three hours over 5,800 kilometres through freezing weather and fog. He had no sleep, but when he arrived in Paris, he was very happy. He was the first person to fly alone across the Atlantic Ocean without stopping. He became a hero in the US and in France.



## Module task: Writing and acting out a short play

**10** Work in groups. Find a news story about a good deed and turn it into a short play. Decide:

- the characters
- the place and time
- the plot

Now write the play.

**11** Decide who will play each character.

**12** Act out the play to the whole class.



## Unit 1 They don't sit in rows.

### Listening and vocabulary

**1 Work in pairs and talk about your school.**

- *What do you like best about our school?*
- *I like...*

**2 Listen and complete the sentences.** 

- 1 The weather was \_\_\_\_\_ when Tony was in London.
- 2 Tony played football with \_\_\_\_\_.
- 3 Daming is surprised to hear that Tony \_\_\_\_\_.
- 4 Tony didn't go to lessons. He was \_\_\_\_\_.



**3 Listen and read.** 

**Betty:** Hey, Tony! Did you enjoy yourself in London?

**Tony:** Yes! I went to see my friend Susie. And I visited her school.

**Betty:** What are English schools like?

**Tony:** Here are a few photos. I took them myself.

**Daming:** Let's have a look.

**Tony:** So this is Susie's school. It's got about 700 pupils, like most schools in England.

**Betty:** How many pupils are there in a class in England?

**Tony:** About thirty.

**Daming:** We have forty in our class. So ours is a bit bigger. Look, everyone is wearing a jacket and tie!

**Tony:** Yes, every student wears school clothes in England.

**Daming:** And everyone is sitting around tables in the classroom.

**Tony:** That's right. They don't sit in rows. Look at the swimming pool and the huge sports ground. Most English schools have sports grounds. Kids there really enjoy playing football.

**Daming:** We like playing football too. And we also have an excellent swimming team.

**Betty:** I hope I can visit Susie's school one day. It looks really great.

**Tony:** Our school is great too, and we have more students here. This means more people to play with.

**Betty:** And more friends too.

#### Everyday English

- Did you enjoy yourself?
- Let's have a look.
- It looks really great.

Now complete Susie's column in the table.

	Susie's school	Your school
Number of pupils in the school		
Number of pupils in a class		
Arrangement of seats in the classroom		
Sports areas		

**4 Answer the questions.**

- 1 Who did Tony visit in London?
- 2 How did Tony get the photos of Susie's school?
- 3 Which class is a bit bigger, Susie's or Daming's?
- 4 What does Betty hope to do one day?

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

enjoy pool row tie wear

Pupils in England do not sit in (1) \_\_\_\_\_ in the classroom. They sit around tables. Everyone (2) \_\_\_\_\_ a jacket and (3) \_\_\_\_\_. Most schools have sports grounds, and English children (4) \_\_\_\_\_ playing football, just as pupils in China do. Some English schools have swimming (5) \_\_\_\_\_, but not all of them do.

## Pronunciation and speaking

**6 Read and predict which words the speaker is likely to stress.**

**Betty:** Hey, Tony! Did you enjoy yourself in London?

**Tony:** Yes! I went to see my friend Susie. And I visited her school.

**Betty:** What are English schools like?

**Tony:** Here are a few photos. I took them myself.

Now listen and check. 🎧

**7 Work in pairs. Read the conversation in Activity 6 aloud.**

**8 Complete the *Your school* column in Activity 3.**

Now work in pairs and compare your school with Susie's school. Say:

- what both schools have
- what one school has but the other does not

## Unit 2 What do I like best about school?

### Reading and vocabulary

1 Look at the photos and say what you can see.



2 Read the passage and answer the questions. 

- 1 How long has Susie been at River School?
- 2 How long does her schoolday last?
- 3 Do all the students at River School have the same subjects?
- 4 How do you like Susie's school life? Why?

### My school life

My name is Susie Thompson, and I'm fifteen. I've been at River School, London, since I was eleven. If I pass my exams next year, I'll stay here until I'm eighteen.

River School is a secondary school, about twenty minutes away from my home by bike. Before I came here, I went to the primary school near my home. I started primary school when I was five and stayed there for six years.

We go to school every weekday from 8:45 am to 3:15 pm. Before class, our teacher checks which pupils are present or absent. Then everyone goes to the main hall. There, our head teacher tells us news about the school. At 9:05 am the bell rings, and lessons start. Each lesson lasts for an hour. We have a break from 11:05 am until 11:15 am, then another lesson, and then lunch for an hour. In the afternoon, we have two more lessons before school finishes.

This year I have ten subjects: maths, English, physics, chemistry, French, history, geography, music, IT and PE. Some people learn German instead of French. It's lucky we don't have exams in every subject.

We have a large sports ground for football and tennis, where we can play both during and after school hours. After-school activities, such as sports clubs and language societies, are popular too. During the school year there are usually visits to museums and to camps for activities such as climbing and walking in the country. Last year a group of us even went to Japan. There are parties and a sports day, and school plays are really popular. Once a term, there is a parents' meeting, so our parents and teachers can talk about our progress.

What do I like best about school? English, chemistry, music, sports clubs, school plays... and above all, my friends!

### 3 Put the statements into the correct group.

- 1 Susie has been at school since she was five and she will be at school until she is eighteen.
- 2 All schools in the UK are like River School.
- 3 Lessons start at 9:05 am.
- 4 The fourth lesson starts at 1:15 pm.
- 5 There is a parents' meeting each term.

We can get the information from the passage directly: \_\_\_\_\_

We can get the information from the passage indirectly: \_\_\_\_\_

We cannot get the information from the passage: \_\_\_\_\_

### 4 Complete the questions with the words in the box.

absent bell pass weekdays

- 1 When do you hear a \_\_\_\_\_ at school?
- 2 Who is \_\_\_\_\_ from school today?
- 3 What do you usually do on \_\_\_\_\_?
- 4 How many marks do you need to \_\_\_\_\_ the English exam?

Now work in pairs. Ask and answer.

### Learning to learn

When you write a composition, remember:

**Write about what you know best.** This usually means your family, friends, school and yourself.

**Use something you have read as a model.** So *My school life* can be a model for your writing.

**Use ideas and sentences from the model and change the details.** This will help you decide what to write and how to write it.

## Writing

### 5 Make a timetable for your schoolday.

Time when school starts		Afternoon lessons	
Morning lessons		Time when school ends	
Lunch break		After-school activities	

### 6 Make a list of other events and activities during your school year.

### 7 Write a passage about your school life. Use the timetable in Activity 5 and the list you made in Activity 6 to help you. Say:

- when you go to school
- how you get there
- how long you have been at this school
- what your daily timetable is
- what subjects you are taking this term
- what other events and activities there are during your school year
- what you like best about school

*My name is Zhang Lin and I'm a pupil at No 1 Junior High School in...*

## Unit 3 Language in use

### Language practice

I took **them myself**.

So **ours** is a bit bigger.

**Everyone** is wearing a jacket and tie!

We go to school every weekday **from** 8:45 am **to** 3:15 pm.

We have a large sports ground **for** football and tennis, where we can play both **during** and **after** school hours.

#### 1 Underline the correct words.

**Anna:** Hi, Bob. How did your exams go last term?

**Bob:** Great! I got good marks in (1) **both** / **each** maths and geography. What about you?

**Anna:** I did really well in English. That's (2) **anything** / **something** I've always enjoyed. My marks in history and art weren't so good because (3) **none** / **neither** is my favourite subject. What will you study this term?

**Bob:** I've still got (4) **a few** / **few** days before I have to decide. I'm going to speak to (5) **both** / **all** my teachers and ask for their advice.

**Anna:** The teachers say that we must decide for (6) **themselves** / **ourselves** and that (7) **none** / **neither** of them can tell us what to do.

**Bob:** But I have to get (8) **some** / **any** information because there are so (9) **much** / **many** subjects and it's very hard to choose.

#### 2 Complete the passage with the words and expression in the box.

both   each other   His   mine   myself

A good teacher is someone who is helpful and kind, like my history teacher, Mr Miller. (1) \_\_\_\_\_ knowledge of the subject is excellent. Because of him, I love history and even read history books by (2) \_\_\_\_\_ after the lessons. A friend of (3) \_\_\_\_\_ called Mark also loves this subject and sometimes we lend (4) \_\_\_\_\_ books or DVDs about history. I like reading (5) \_\_\_\_\_ Western and Chinese history books, but I think Chinese history is my favourite subject.

**3 Complete the sentences with the correct form of the words in the box.**

he her him himself our she  
their themselves they us we

- John's homework is too difficult. \_\_\_\_\_ is not able to do it \_\_\_\_\_, so I'm going to help \_\_\_\_\_ with it.
- Some people do not have time to wash \_\_\_\_\_ pets \_\_\_\_\_, so \_\_\_\_\_ pay someone to do it at the pet shop.
- Jane is doing a project about family history. \_\_\_\_\_ has asked us to give \_\_\_\_\_ some of \_\_\_\_\_ photos that were taken when we were young. Have \_\_\_\_\_ got any, Becky?  
— Yes, there is a photo of \_\_\_\_\_ with all the children in our family.

**4 Complete the passage with the words in the box. You need to use one word more than once.**

at for in on

The school cinema shows lots of foreign films. Next week (1) \_\_\_\_\_ Friday and Sunday it is showing a French film called *Never Say Goodbye*. The story is set (2) \_\_\_\_\_ Paris (3) \_\_\_\_\_ the 1960s. The film lasts two hours and fifteen minutes and starts (4) \_\_\_\_\_ 6:30 and 9:30 (5) \_\_\_\_\_ the evenings. Tickets are £5, but there is a special half-price ticket (6) \_\_\_\_\_ students from our school. Please bring your student card if you want a cheap ticket.

**5 Complete the sentences so they are true for you.**

- I study \_\_\_\_\_ subjects: English, \_\_\_\_\_.
- I don't study \_\_\_\_\_.
- I take exams in \_\_\_\_\_, but I don't take exams in \_\_\_\_\_.
- My favourite sport is \_\_\_\_\_ because \_\_\_\_\_.
- I usually play sports on \_\_\_\_\_.
- After-school activities, such as \_\_\_\_\_ are very popular at our school.

**6 Listen and answer the questions.** 

- Where does Kate want to go on holiday next year?
- What game has Pete played since primary school?
- When do Kate and Pete have sports practice?

**7 Listen again and complete the table.** 🎧

	School year	Special subject	Club	Sport	Plan for next year
Kate					
Pete					

**8 Read the passage and say where you think it comes from.** 🎧

- a) A dictionary.    b) A school website.    c) A storybook.

1 The schoolday begins at 9 am. Class teachers meet the class and check who is present or absent at the start of the day. All the classes meet once a week on Fridays. The head teacher speaks to the whole school. Morning lessons begin at 9:20 am. There are three forty-minute lessons, with a twenty-minute break in between. The lunch break is from 12 pm to 1 pm. Afternoon lessons begin at 1 pm and the schoolday finishes at 3 pm.

2 All the students study and take exams in maths, science and English. They also

choose one subject from history, geography, art, French and Chinese. All the students take PE lessons, but no exams are required.

3 The chess, music, language and theatre clubs often have meetings after school. Students may join as many clubs as they like, but they must join at least one.

4 After-school sports practice and matches take place on Wednesday afternoons and Saturday mornings. The school has a good record in sports. Last year, we were the best in football and tennis, and some students won prizes for swimming and running.

**Now match the headings with the paragraphs.**

- a) Clubs     b) School hours     c) Sports     d) Subjects



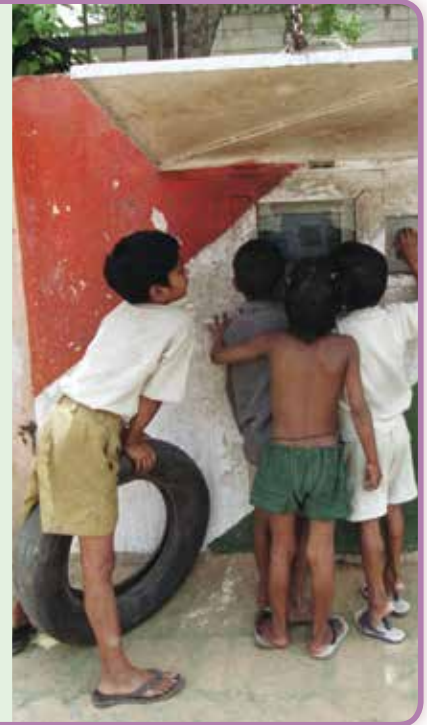
**9 Read the passage again and check (✓) the true sentences.**

- 1 The head teacher speaks to the whole school on Fridays.
- 2 The lunch break is less than one hour.
- 3 Students take exams in all the subjects they study.
- 4 Students can join more than one club.

## Around the world

### No teachers needed?

When it comes to learning, the environment has a big part to play. This has been shown in a long-term study by Professor Mitra from India. He set up computers in a village in India where children could not speak English. They did not know what a computer looked like or what the Internet was. To everyone's surprise, children taught themselves how to use the machines in a very short period of time. This suggests that children can learn fast with little help. Professor Mitra thinks this could change schools. He is now working on so-called SOLEs (Self-Organised Learning Environments). He explains that SOLEs include at least a computer and a bench big enough for four pupils. SOLEs have also been tested in some other countries such as the UK and Italy, with encouraging results.



## Module task: Making a leaflet about your school

**10 Work in pairs. Discuss and write sentences about your school.**

- Write sentences about the facts.  
*There are... students and... teachers in our school. Students can study...  
After school, there are... and...*
- Write sentences about your opinions.  
*The thing I like best about our school is... because...*

**11 Make a leaflet about your school for new students.**

- Make a leaflet to introduce your school to new students. Use the sentences in Activity 10.
- Draw pictures and make designs where necessary.



## Unit 1 They sometimes work harder.

### Listening and vocabulary

- 1 Talk about the photo. Say what life was like in the early 1980s and what life is like today.

*There weren't so many cars as there are today.*

- 2 Listen and answer the questions. 🎧

- 1 What is the history homework?
- 2 What is the question they need to answer?
- 3 What does Betty ask?
- 4 What does Daming ask?



- 3 Listen and read. 🎧

**Mum:** It's getting late, Betty. How is your homework?

**Betty:** Nearly finished. Mum, do you think that life is better today than in the past?

**Mum:** Yes, of course, I do.

**Betty:** I do too. People are wealthier today, and they live longer than they did in the past.

**Mum:** That's true. We know more about medicine today, and there's less fear of getting ill because we know how to deal with the ordinary diseases. But people don't take as much exercise as they used to.

**Betty:** I suppose that's because more people have cars, and they walk or use their bikes less.

**Mum:** Some people think life in the past was simpler and healthier than today. More wealth sometimes means less health. When the

number of cars is doubled, the pollution is also doubled, or even worse.

**Betty:** What about work? Do people work as hard as they did fifty years ago?

**Mum:** Yes, and they sometimes work harder. People seldom say they have enough spare time! Why don't you go and ask Mrs Li, our neighbour? She's over seventy years old. She's seen how life has changed.

**Betty:** That's a good idea. I'll go and ask her.

**Mum:** Remember to speak up! She's a bit deaf now.

#### Everyday English

- Nearly finished.
- That's true.
- I suppose...

**Now choose the correct answer.**

- 1 People live longer today because \_\_\_\_\_.  
 a) we know more about medicine  
 b) they do not work as hard as they did  
 c) they take more exercise
- 2 There is less fear of getting ill \_\_\_\_\_.  
 a) so people live longer  
 b) because people know how to deal with the ordinary diseases  
 c) so people work harder than before
- 3 People take less exercise because \_\_\_\_\_.  
 a) they do not need to  
 b) they drive cars instead  
 c) they do not have cars or bikes
- 4 People work harder today and \_\_\_\_\_.  
 a) they do not live as long as they did  
 b) they do not usually have enough free time  
 c) they live a healthier life

**4 Complete the questions with the words or expression in the box.**

deaf   doubled   fear   spare   used to   wealth

- 1 What kinds of things do you \_\_\_\_\_?
- 2 What do you do in your \_\_\_\_\_ time?
- 3 What can someone not do if they are \_\_\_\_\_?
- 4 If something is \_\_\_\_\_, is it more or less?
- 5 Do you think people \_\_\_\_\_ take more exercise than they do today?
- 6 Do you think people have more \_\_\_\_\_ today than they used to?

**Now work in pairs. Ask and answer.****Pronunciation and speaking****5 Read and predict which words the speaker is likely to stress.**

Some people think life in the past was simpler and healthier than today. More wealth sometimes means less health. When the number of cars is doubled, the pollution is also doubled, or even worse.

**Now listen and check.** **6 Read the paragraph in Activity 5 aloud.****7 Work in pairs. Answer the question and give your reasons.**

— *Is life better today than in the past?*

— *Yes, it is. I think it's because... / No, it isn't. I think...*

**Now say what is better or worse in:**

- education
- environment
- health

## Unit 2 I think life is better today.

### Reading and vocabulary

1 Look at the woman in the photo. How do you think she feels? Think about what she will talk about:

- family
- work
- health
- education



2 Read the passage and take notes on what Mrs Li says about the points in Activity 1. 🧠

### Life now and then

By Betty King

Mrs Li is over seventy years old. She has lived in Beijing all her life. I asked her about life today and in the past.

#### What was your life like in the past?

My family lived in a tiny house. There were no electric lights, only candles. My father was a postman, and he often worked twelve hours a day outside in the winter cold or in the summer heat. My mum was a farm girl before she met my father. She was a kind and loving mother. She didn't go out to work. There were five children in my family, and looking after us was more than a full-time job.

I remember the family meals. The food was simple. We could only eat meat once or twice a year. I wasn't sent to school because my family couldn't afford it, and what's more, because I was a girl.

#### How has life changed?

Families have got smaller than they were in the past. Today most people only have one

child! The role of women has changed too. My daughter is really lucky. She has a good education, and she goes to work even after getting married. I'm happy to see she's busy working every day, but sometimes I feel lonely because she can't come to see me often.

Transport and travel are easier today. When I was young, I went everywhere on foot or sometimes by bike. Now you can take the bus everywhere, and there's also the underground. And you young people can take a plane to anywhere in the world. The only thing I don't like, though, is that there's so much more traffic. It's so difficult to cross the road.

Of course, we didn't have television when I was a child. I really enjoy watching television today. There're so many good programmes, like the Beijing Opera and old films. But some of the shows are too noisy for me.

Generally speaking, I think life is better today. We eat better and we live longer.

Now complete the notes and add more points of your own.

Life in the past	Life now
1 <i>Family: bigger; five children</i>	1 <i>Family: smaller; one child</i>
2 <i>Food:</i>	2 _____
3 <i>Work:</i>	3 _____
4 <i>Education:</i>	4 _____
_____	_____
_____	_____
_____	_____

### 3 Complete the passage with the words and expression in the box.

candles cold generally speaking postman tiny traffic

Mrs Li's father was a (1) \_\_\_\_\_. He often worked outside for twelve hours a day in the summer heat or in the winter (2) \_\_\_\_\_. They lived in a (3) \_\_\_\_\_ house and used (4) \_\_\_\_\_ for light. Mrs Li says that (5) \_\_\_\_\_, life is better today. But not everything is satisfying. There are some things that she is not happy with, for example, the (6) \_\_\_\_\_.

## Writing

### 4 Write a passage about the advantages and disadvantages of life today.

- Choose two or three points from the notes in Activity 2 to write about.  
*Families are smaller...*
- Give examples or reasons to support those points.  
*Most people only have one child today.*
- For each of the points you choose, write about an advantage and/or a disadvantage. Use the words *however, but, although or used to* where appropriate.  
*Families are smaller because most people only have one child today. As a result, families have more money to spend on their child. However, an only child may feel lonely...*
- Finish the passage with your conclusion.  
*Generally speaking, I think...*

### 5 Present your passage to the class.

# Module 3

## Life now and then

### Unit 3 Language in use

#### Language practice

People are **wealthier** today, and they live **longer** than they did in the past. But people don't take **as much** exercise **as** they used to. **More** people have cars, and they walk or use their bikes **less**. We eat **better** and we live **longer**.

#### 1 Complete the passage with the correct form of the words in brackets.

For many people, life is a lot (1) \_\_\_\_\_ (easy) today. Medicine and diet are improving, and people are getting (2) \_\_\_\_\_ (healthy) and living (3) \_\_\_\_\_ (long). But communication is changing (4) \_\_\_\_\_ (fast) of all. Today, with the Internet, people can communicate (5) \_\_\_\_\_ (easily) than ever before with friends all over the world.

Not all the changes are (6) \_\_\_\_\_ (good) ones. More people drive cars instead of riding bikes, so they are not as (7) \_\_\_\_\_ (fit) as they were. Increasing traffic makes the roads (8) \_\_\_\_\_ (crowded) than ever, and it also makes pollution (9) \_\_\_\_\_ (bad). We must all work harder to reduce pollution.

#### 2 Work in pairs. Look at the two pictures and talk about how the town has changed. Use the words in the box to help you.

big building busy house modern more shop street tall traffic tree



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

heat more than seldom spare speak up

- 1 We \_\_\_\_\_ have time to go on holiday.
- 2 We do not have much \_\_\_\_\_ time because we have important exams this year.
- 3 Never go out in the \_\_\_\_\_ of the day without a hat.
- 4 You have to \_\_\_\_\_ because the students in the back cannot hear you.
- 5 Mr Smith is \_\_\_\_\_ a teacher. Most of his pupils think of him as their friend.

4 Read the email and find three examples that show life was harder in the past than it is today. 🎧

FROM: Gran

TO: Christine

SUBJECT: The lives of children in Victorian Britain

Dear Christine,

You asked me for help about your school project — the lives of children in Victorian Britain. I was also interested. I searched online and found out the following.


In Victorian Britain, thousands of people came to the cities to work in the factories. Instead of the green, open countryside, people lived in very small houses, very close to each other, with no space for children to play. Families in those days were quite big. Often, there were four or five children in one family, and they all had to sleep in houses of just two rooms. Sometimes, a whole street had to share one outside toilet. Can you imagine that?

Most of the big cities were dirty and unhealthy. The pollution from factories filled the air. People put their rubbish outside in the streets. As a result, there were many illnesses.

And life was harder for children in those times. They didn't always go to school, because they had to work instead. Many children started work in factories when they were only four or five years old. They worked twelve hours a day in dangerous jobs for very little money. Many were hurt in accidents with machines.

I hope this is helpful. Write to me if you need more information.

With love,  
Gran



# Module 3

## Life now and then

5 Read the email again. Find sentences that tell us:

- 1 There was not enough living space for people.
- 2 Most of the big cities were dirty and unhealthy.
- 3 Life was harder for children in those times.

Write examples.

- 1 *People lived in very small houses, very close to each other, with no space for children to play.*
- 2 \_\_\_\_\_.
- 3 \_\_\_\_\_.

### Learning to learn

When you do a listening or reading exercise, you should read the instructions carefully. Then you can focus your attention just on the information you need. You don't have to understand every word.

6 Listen and complete the table. 

	Grandmother	Mother
Age to start school		
Age to start work		
Age to get married		
Number of children		
Age to stop working		

7 Write a passage comparing the lives of the speaker's grandmother and mother in Activity 6.

*The speaker's grandmother and mother have lived very different lives. Her grandmother had a much bigger family...*



## Around the world

### Cars

The modern car has changed life a great deal. Before the invention of the car, people had to travel by rail, on horseback or by horse-drawn carriage, or on foot. Using horses for travel was slow, and of course walking was even slower. Cars allow people to travel long distances quickly, in comfort and convenience.

The car also solved an enormous problem caused by using horses for transport in cities: manure! There were so many horses in large cities that it was almost impossible to get rid of the manure. Modern people are used to the idea that cars cause pollution, but the first cars actually made cities cleaner!



### Module task: Organising a debate

#### 8 Work in groups. Read the motion of the debate.

*Health is more important than wealth.*

Now decide who is for the motion and who is against it. You can use some of the following ideas:

For:

- Without health, wealth means nothing.
- You can enjoy life better if you are healthy.

Against:

- It is hard to be healthy without wealth.
- You can enjoy life better if you are wealthy.

#### 9 Prepare your arguments. Give examples to support your ideas.

#### 10 Hold the debate.

- Those for the motion give their opinions.
- Those against the motion give their opinions.
- Take turns to say what you think about each other's arguments.

#### 11 Discuss and find out whether most people are for or against the motion.



# Module 4

## Rules and suggestions

Module task: Writing advice for visitors to China

### Unit 1 You must be careful of falling stones.

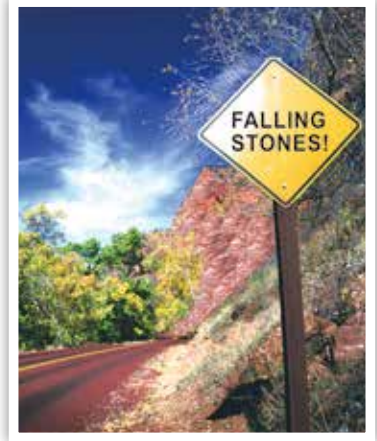
#### Listening and vocabulary

1 Look at the photo. Then say what suggestions you can give to people who go walking in the mountains.

2 Listen and answer the questions. 🎧

- 1 When is Betty leaving for the trip?
- 2 What is Mr Jackson going to tell the students?
- 3 What does Betty's mum suggest Betty should not do?
- 4 Does Betty think the trip will be dangerous?

3 Listen and read. 🎧



**Mr Jackson:** OK, please pay attention for a moment! Before we set off, there are a few rules and suggestions for you.

**All:** Yes, Mr Jackson.

**Mr Jackson:** First, is everyone wearing strong shoes and thick socks?

**All:** Yes, Mr Jackson.

**Mr Jackson:** OK, whenever you go walking in the hills, you should always wear proper clothes. Now, you mustn't walk too close to the edge of the hill path because you might fall and hurt yourselves. Is that clear?

**All:** Yes.

**Mr Jackson:** And you have to keep together so you don't get lost. You mustn't go off on your own.

**All:** No, we won't, Mr Jackson.

**Daming:** Can we have something to eat now? I'm starving!

**Mr Jackson:** No, you can't, Daming! You just had breakfast an hour ago. Let's start walking, and we'll stop at noon for our picnic. Don't drink all your water in one go. You may need some later.

**Betty:** Can we go rock climbing?

**Mr Jackson:** No, you can't. And you must be careful of falling stones. OK, off we go, down this path, and across the stream, and then we'll...

**Daming:** ... have lunch?

**Mr Jackson:** ... have lunch when we get up to the top. Come on! I'll lead the way. It should be a fairly smooth walk to begin with because it's a straight path, but it'll start to get difficult soon!

#### Everyday English

- Please pay attention for a moment!
- I'm starving!

**Now choose the correct answer.**

- 1 Mr Jackson gives a lot of rules and suggestions, so he probably \_\_\_\_\_.
  - a) is happy about walking in the hills
  - b) has never been to the hills
  - c) has a lot of experience of walking in the hills
- 2 The children might hurt themselves if they \_\_\_\_\_.
  - a) walk along the edge of the hill path
  - b) wear proper clothes
  - c) drink all their water before lunch
- 3 Before they have lunch, they \_\_\_\_\_.
  - a) have to get up to the top
  - b) can have something to eat
  - c) can go rock climbing

## Learning to learn

When you give suggestions, you may use *can*, *must*, *have to*, *should*, *mustn't* and *shouldn't*, depending on the strength of your advice.

**4 Make notes about Mr Jackson's rules and suggestions.**

You should _____.	You can't _____.
You mustn't _____.	Don't _____.
You have to _____.	You can't _____.
You mustn't _____.	You must _____.

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

smooth stone straight thick whenever

(1) \_\_\_\_\_ you walk in the hills, you must wear strong shoes and (2) \_\_\_\_\_ socks. The walk may be fairly (3) \_\_\_\_\_ at the start because the path is (4) \_\_\_\_\_, but later it may get difficult. You should also be careful of (5) \_\_\_\_\_ falling from above.

## Pronunciation and speaking

**6 Read and predict how the speaker is likely to link the words.**

Whenever you go walking in the hills, you should always wear proper clothes. Now, you mustn't walk too close to the edge of the hill path because you might fall and hurt yourselves.

Now listen and check. 

**7 Read the paragraph in Activity 6 aloud.**

**8 Work in pairs. Talk about a trip to:**

- the beach
- the mountains
- the countryside
- the theatre

Now give rules and suggestions.

## Unit 2 We must keep the camp clean.

### Reading and vocabulary

#### 1 Look at the picture and answer the questions.

- 1 What is the bear doing?
- 2 What do you think the people in the tent should do?

#### 2 Read the passage and answer the questions.

- 1 Where do you think is the best place to keep food safe from bears?
- 2 What was the noise behind the writer?
- 3 Do you think their camping trip was interesting?



### Watch out! Bears about!

On the first evening, the three of us were tired after walking for about eight hours. We soon fell asleep.

In the middle of the night, I heard a strange noise outside. But when I looked out of the tent, there was nothing there.

In the morning, I got up to make breakfast. The bag of food was open.

“Bears,” said Joe. “We should hang the food in a tree tonight.”

Later that day, we stopped in a beautiful field by a stream. We put up the tent and fell asleep.

During the night, the bears came again. This time they took the food from the tree.

“It wasn’t high enough. Bears can climb trees. They can smell food from a long way away,” said Ben.

“We must keep the camp clean,” I said. “Bears might think our rubbish is food.”

“OK, let’s tidy up and move on. And we should make lots of noise too. If they know where we are, they may not come any closer,” said Joe.

“But if you see a bear,” said Ben, “you mustn’t make any sudden moves or make a

sound. And above all, you mustn’t run. No one can run faster in the forest than a bear. And remember, we don’t have a gun to keep us safe!”

That night, we went to sleep... or we tried to.

The next day, we stopped at eleven o’clock for a break. While the others were resting, I went for a walk in the forest.

Suddenly, I saw a baby bear playing with some sticks and stones. He looked so soft and friendly, and I remember thinking, “If I reach out, I can just touch him.”

There was a loud noise behind me.

I stood very still. I didn’t even turn my head. There was another loud noise. The baby bear looked up, and ran towards me. I turned pale and he ran past me into the woods.

I was still for a few minutes. Then slowly I turned round, and I saw the baby bear and his huge mother walking away.

I ran back to my friends. I have never run so fast.

For the next ten days, every time there was a sudden noise, my blood went cold.

## 3 Complete the table.

What happened	What they should or should not do
In the middle of the first night, the writer heard a _____ outside. And the bag of food _____.	They should _____.
During the second night, the bears came again and _____ from the tree.	They should _____ and _____.
On the fourth day, the writer saw _____. Then _____ came.	She should not _____.

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

blood gun sticks sudden

On the third day of our camping trip, Ben told us that if we saw a bear, we should not make any (1) \_\_\_\_\_ moves. We did not have a (2) \_\_\_\_\_ to keep ourselves safe. The next day, I saw a baby bear playing with some (3) \_\_\_\_\_ and stones. His mother arrived soon, and I was so afraid that my (4) \_\_\_\_\_ went cold. I did not move until the bears walked away. Then I ran back to my friends as fast as I could.

## Writing

## 5 Think of an area of countryside nearby. Answer the questions and make notes. You can use reference books or the Internet to help you.

- Where is it?
- Why do people go there?
- Are there any dangers from animals?
- How can we protect ourselves?
- What should we do to look after the place?

## 6 Write sentences with the notes you have made in Activity 5.

- Say where it is.  
*Lushan National Park is in Jiangxi Province.*
- Say why people go there.  
*People go there to see the mountains and streams.*
- Say if there are any dangers from animals.  
*The fish and birds there are not dangerous, but there are some snakes.*
- Say how we can protect ourselves.  
*We mustn't walk in the grass.*
- Say what we should do to look after the place.  
*We should allow only 1,000 people to visit it each day.*

7 Write a passage called *Look after the countryside and yourself*. Use the sentences you have written in Activity 6 to help you.

# Module 4

## Rules and suggestions

### Unit 3 Language in use

#### Language practice

You **must** be careful of falling stones.

You **mustn't** walk too close to the edge of the hill path because you **might** fall and hurt yourselves.

You **should** always wear proper clothes.

Bears **might** think our rubbish is food.

— **Can** we go rock climbing?

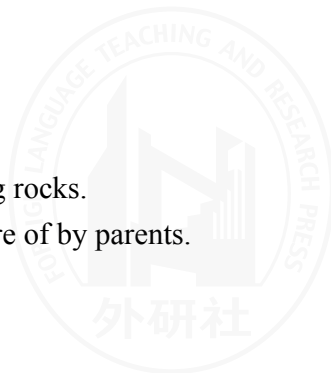
— No, you **can't**.

1 Match the signs with the rules and warnings.



- 1 No smoking.
- 2 No eating or drinking.
- 3 Children crossing.
- 4 Danger! Be careful of falling rocks.
- 5 Children should be taken care of by parents.
- 6 Do not drink and drive.



2 Read the list of rules and write sentences using *must*, *mustn't*, *should* or *shouldn't*.

### London Indoor Climbing Centre

Visitors please note:

#### Dos

- Check in at the main gate when you come to the centre.
- Climb with someone.
- Wear a hard hat at all times.
- Wear the correct climbing shoes.
- Wear comfortable clothes.

#### Don'ts

- Don't climb without a rope.
- Don't eat or drink anywhere except in the restaurant.
- Don't listen to personal music players while climbing.
- Don't talk on a mobile phone while climbing.

3 Work in pairs. Explain why the rules in Activity 2 are important.

- *Why must you check in when you come to the centre?*
- *Because they want to know who is there.*

- 1 Why must you climb with someone?
- 2 Why must you wear comfortable clothes?
- 3 Why mustn't you climb without a rope?
- 4 Why shouldn't you listen to music while climbing?

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

although keep stream tourist worry

People are very (1) \_\_\_\_\_ about the conditions of the ancient forests of Canada and want to save them. Many visitors to the forests use knives to cut their names into the trees, some of which are hundreds of years old. (2) \_\_\_\_\_ there are litter bins, people still throw rubbish into the (3) \_\_\_\_\_ and this causes plants and fish to die.

People from local villages have helped clean up the forests. We hope (4) \_\_\_\_\_ will play their part in (5) \_\_\_\_\_ Canada's forests clean too!

Now write possible rules for visitors to the forests.

- 1 You should \_\_\_\_\_.
- 2 You shouldn't \_\_\_\_\_.
- 3 You must \_\_\_\_\_.
- 4 You mustn't \_\_\_\_\_.

# Module 4

## Rules and suggestions

### 5 Complete the sentences with the words in the box.

gun smooth sticks stone sudden tent whenever

- 1 Come and visit me \_\_\_\_\_ you have time.
- 2 The wall is made of \_\_\_\_\_.
- 3 The path to the top is not very \_\_\_\_\_.
- 4 Remember to take a \_\_\_\_\_ with you to sleep in, because it might rain.
- 5 He lifted up the \_\_\_\_\_ and pointed it at the bear.
- 6 There was a \_\_\_\_\_ noise in the woods and we all stopped moving.
- 7 Birds use small \_\_\_\_\_ and leaves to make a home.

### 6 Read the passage and answer the questions.

- 1 What does Zhang Wenpeng try to say with his drawing?
- 2 What does Zhou Zhiyun try to say with his painting?
- 3 What does the school suggest the students should do?
- 4 How can a school become a “green school”?

With his drawing in his hand, twelve-year-old Zhang Wenpeng said that people must wake up to the fact that pollution is causing damage to the progress we've made.

“To save water is to save lives,” he said.

His classmate from the same primary school in the hilly countryside of western China, eleven-year-old Zhou Zhiyun, has painted a big shining light, with the message that people must not waste electricity.

The students were members of a project to discuss “changes in the climate all over the world and what we can do about them”.

The school suggested that the students should pass on what they have learnt in school to their parents and neighbours.

“I told my family why we should turn off the light when we leave a room,” said one student.

China now has many green schools like this one.

In order to become a “green school”, a school must include education about the environment as part of the timetable.

“Education is important and can help children and young people change their habits. At the same time, they can pass on knowledge to their neighbours,” said a director of the Ministry of Environmental Protection.

**7 Listen and complete the sentences.** 

- 1 The first thing you have to do is to \_\_\_\_\_ carefully.
- 2 Think about where \_\_\_\_\_ and whether there are \_\_\_\_\_.
- 3 You should only take marked \_\_\_\_\_.
- 4 Make sure you know where \_\_\_\_\_ for lunch.
- 5 Don't forget to tell people to \_\_\_\_\_ for the picnic.
- 6 Don't walk when it is \_\_\_\_\_ or in \_\_\_\_\_.
- 7 You must not try out a \_\_\_\_\_ with a group.

## Around the world

### Ecotourism

Ecotourism is also known as “responsible tourism”. It means you visit places without damaging the environment. Many countries around the world have started ecotourism holidays and trips. Tourists help the local communities look after their natural environment. Here are some rules of ecotourism.

#### Dos

- Take rubbish away with you.
- Walk on paths or roads.
- Take photos but nothing else.

#### Don'ts

- Don't pick flowers or damage trees.
- Don't pollute rivers or streams.
- Don't make open fires in the forests.



## Module task: Writing advice for visitors to China

**8 Work in pairs. Discuss and give advice for visitors to China. Talk about:**

- visiting someone's home
- eating and drinking
- travelling on public transport
- behaving politely in public
- visiting tourist sights

**9 Write your advice.**

*You must...      You mustn't...      You should...      You shouldn't...*

**10 Work in groups and compare your advice. Choose the five most useful pieces of advice for visitors to China.**



# Revision module A

## Listening

1 Listen to the conversations and choose the correct answer. 

### Conversation A

- 1 What does John think about fishing?  
a) It is fun and exciting.      b) It is a weekend hobby.      c) It is not interesting.
- 2 Who caught the most fish in the fishing competition?  
a) John.      b) John's mother.      c) John's father.
- 3 What did John's mother catch?  
a) The smallest fish.      b) The nicest fish.      c) The biggest fish.

### Conversation B

- 4 What is wrong with Tony?  
a) He has got a headache.      b) He has got a fever.      c) He has got a bad cold.
- 5 What did the doctor say?  
a) He had a fever.      b) He was all right.      c) It was nothing serious.
- 6 What does Betty advise Tony to do?  
a) Drink lots of water.      b) Take some medicine.      c) Sleep for a day.

### Conversation C

- 7 What is the Nature Club going to do?  
a) Have a meeting.      b) Go on a trip.      c) Go to the museum.
- 8 When are they going to meet?  
a) At 7:10.      b) At 7:30.      c) At 8:10.
- 9 What does everyone have to bring?  
a) Food and drink.      b) Water.      c) A pair of strong shoes.

### Conversation D

- 10 Where does the conversation probably happen?  
a) In a shop.      b) On a plane.      c) At a ticket office.
- 11 When will the woman leave for London?  
a) On 4th May.      b) On 5th May.      c) On 6th May.
- 12 What is her flight number?  
a) BA727.      b) CA757.      c) CA737.

### Conversation E

- 13 What did Kate ask David to do?  
a) Go to the cinema.      b) Go over the lessons.      c) Work out maths problems.
- 14 What subject is Kate weak in?  
a) English.      b) Physics.      c) Maths.
- 15 What did David decide to do in the end?  
a) Watch the film with Kate.      b) Go to bed earlier.      c) Go over his lessons.

**2 Listen and complete the table.** 

Time when you can buy tickets at the sports centre	
Number of tickets you can buy online at a time	
People who will go to the concert	
Day when they will go to the concert	
Time when the concert starts	
Time when the concert finishes	
Price of each ticket	

**Vocabulary and grammar****3 Choose the correct answer.**

- 1 Linda enjoys playing \_\_\_\_\_ piano, while her parents are interested in listening to \_\_\_\_\_ music.  
a) /; the                      b) the; /                      c) /; /                      d) the; the
- 2 — Which would you like, coffee or cola?  
— \_\_\_\_\_, thanks. I'd like a cup of tea.  
a) Either                      b) Both                      c) Neither                      d) None
- 3 Tony has read lots of stories by American writers. Now he would like to read \_\_\_\_\_ stories by writers from \_\_\_\_\_ countries.  
a) other; any                      b) some; any                      c) other; some                      d) some; other
- 4 — What do you think of the football match?  
— Wonderful. Our football team has never played \_\_\_\_\_.  
a) better                      b) best                      c) worse                      d) well
- 5 Mr Wang lives \_\_\_\_\_ that building. He lives \_\_\_\_\_ the sixth floor.  
a) on; in                      b) of; to                      c) in; on                      d) to; at
- 6 — Shall I tell Jim about it?  
— No, you \_\_\_\_\_. I've told him already.  
a) needn't                      b) wouldn't                      c) mustn't                      d) shouldn't
- 7 — You never feel worried before an exam, do you?  
— Well, I work hard all the time. I'm \_\_\_\_\_ any exam.  
a) busy with                      b) afraid of                      c) ready for                      d) interested in
- 8 You \_\_\_\_\_ walk too close to the edge when you are walking along the Great Wall.  
a) wouldn't                      b) mustn't                      c) needn't                      d) won't

# Revision module A

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

dangerous proper safe seldom serious

Many people are afraid of travelling by plane, but flying is the (1) \_\_\_\_\_ way to travel. Safety is something that pilots take very (2) \_\_\_\_\_. Before each flight, technicians will carefully check that everything is working (3) \_\_\_\_\_ on the plane. Because of this, planes (4) \_\_\_\_\_ have accidents. In fact, travelling by car is (5) \_\_\_\_\_ than travelling by plane.

## Reading

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

- a) Nothing worked.
- b) Then I rang my parents and asked them what to do.
- c) My classmates could come to help me if I had any problems.
- d) I told my classmates what happened.
- e) Nothing could go wrong.

My parents were away for a whole week. They were visiting my grandparents in a city almost 200 kilometres away. I was really excited at the thought of being at home alone and doing everything by myself. I can cook and use the washing machine and I told my parents I would remember to lock the door when I went out. (1) \_\_\_\_\_

But something did! I was watching television one night when the screen suddenly went black. When I checked, I found that the lights would not work either. (2) \_\_\_\_\_ There was no electricity!

It was too late at night to do anything, so I went to bed and waited till the morning. (3) \_\_\_\_\_ My mum told me to take the electricity card to the bank and buy some electricity. I did as my mum told me. When I got back home, I put the card into the meter and the electricity started working again.

Although I was a bit worried during the night, especially because there were no lights, I was happy that I could solve the problem in the end. (4) \_\_\_\_\_ They all said, "Well done!"

**6 Read the passage and choose the correct answer.** 

British eating habits are different from those in China. People in the UK do not usually have rice or noodles for breakfast. They eat bread instead. Hot tea, coffee and milk are their usual breakfast drinks.

Lunch is taken later in the UK, at about 1 pm. While Chinese people like a hot, filling lunch, many British people today may just have a sandwich, especially if they work in a busy city like London. There are also differences in the way schoolchildren eat lunch. In the past, British children ate hot lunches at school, as most children in China do now, although the food was different. Today, it is more common for British schoolchildren to bring their own lunches to school. They will usually eat a sandwich and a piece of fruit, and drink fruit juice or other soft drinks. Some children like to buy

food from shops outside school, but often this is not allowed.

The evening meal is the most important meal in both countries. In China people have dinner at about 6 pm, and so do many people in the UK. In most families in the UK there's meat with two or three vegetables and then something sweet. But in China people often have more dishes, and usually with some soup.

And of course, in both countries people look forward to their most important festivals: Christmas in the UK, and the Spring Festival in China. Although the food they eat then is different, there is one thing that people in the UK and China share — the happiness of being with their families and loved ones.

- 1 The best title for this passage is “\_\_\_\_\_”.
  - a) Children's food
  - b) Christmas and the Spring Festival
  - c) Eating habits in the UK and China
  - d) People love food
- 2 In the past, British schoolchildren ate \_\_\_\_\_ at school.
  - a) sandwiches
  - b) breakfast
  - c) bread
  - d) hot lunches
- 3 A similar thing in the UK and China is that \_\_\_\_\_.
  - a) people have milk in their tea
  - b) children have hot school lunches
  - c) the evening meal is the most important one
  - d) people eat rice and noodles for breakfast



# Revision module A

## 7 Read the passage and match the headings with the paragraphs.

- a) A busy street to enjoy yourself       c) East and West side by side   
b) A wonderful Shanghai at night       d) Sights from the river

- 1 Shanghai, a beautiful city during the day, becomes even more beautiful at night. At the end of the day, both the older part of the city around the Bund and the more modern part in Pudong are full of colourful lights. The buildings, both new and old, look very different and exciting.
- 2 If you look across the Huangpu River, you can see the beautiful Oriental Pearl Radio & TV Tower and the Jin Mao Tower. If you take a boat along the river, you will have a wonderful experience.
- 3 If you like walking in the streets, try the famous Nanjing Road. There are busy shops and coffee bars, and you'll see thousands of people enjoying themselves. Most of the shops close at 10 pm, but at that time teahouses are still open, where you can meet old friends and make new ones.
- 4 If you are in Shanghai for the first time, make sure you visit Xintiandi, a very popular area. You can see both Western buildings and Chinese buildings side by side. Most of the buildings are modern and there are shops, restaurants and coffee houses inside.

## 8 Read the passage and complete the notes about Rosie and John.

Sometimes we feel lonely even though there are lots of people around. We spoke to some young people about being lonely to find out what we can do about it.

Rosie left the primary school near her home to live at a high school two hours away by bus. It was the first time she had stayed away from her family. She did not know anyone at her new school, and she was very lonely. We asked her about it and she told us why she felt so lonely. "I was the only person from my village at my new school and I didn't know anyone at all." She explained to us what she did about it. "I decided to join some students' clubs and take part in as many activities as I could. I introduced myself to the other students and

tried not to worry. Slowly, I made friends, and now I'm so busy that I'm almost never lonely."

Next, we spoke to John. Last year, his family moved to a new city and he started at a new school. He told us what he did to become part of the new school by being patient when he started to worry or feel sad. "It takes time to make new friends," he said. "At first, it's a bit difficult to trust new people, but after a while, it gets easier."

As these young people found out, there are things you can do to help yourself when you feel lonely. You can change your way of thinking, and you can also change what you do to help yourself.

	Rosie	John
Situations:	_____	_____
	_____	_____
Solutions:	_____	_____
	_____	_____
	_____	_____

## Writing

### 9 Read the notice.

#### Volunteers wanted for the International Teen Games

The International Teen Games are coming! We need some volunteers aged 12 – 16 to help us. Can you speak English well? Are you interested in sports? Are you good at using a computer? Come and join us!!!

Email your information to [interteensgames@vitg.com](mailto:interteensgames@vitg.com)

For more information, please call 88768876.

Now write an email to introduce yourself. In your email, say:

- how old you are
- what you like
- what you are good at
- why you want to be a volunteer
- what your email address and phone number are

## Speaking

### 10 Some foreign guests are visiting your school. As a school guide, show them around and introduce your school. Use the following questions to help you.

- 1 When was your school built?
- 2 When does school start and finish?
- 3 How many subjects do you have? What are they?
- 4 What kinds of after-school activities do you have?
- 5 What are your school rules?

### 11 Work in pairs. Role-play a conversation that may happen between a foreign guest and a school guide.

# Module 5

## Look after yourself

Module task: Giving health advice to people

### Unit 1 We'd better get you to hospital.

#### Listening and vocabulary

1 Look at the picture and answer the questions.

- 1 Do you think the person is seriously hurt?
- 2 What do you think has happened to him?

2 Listen and answer the questions. 🎧

- 1 Has Tony's dad ever had an accident?
- 2 How long did it take for the wound to get better after Tony's dad cut his finger?
- 3 What parts of his body hurt after Tony's dad fell off his bike?
- 4 What is Tony reading about for his school trip?



3 Listen and read. 🎧

**Betty:** I'm tired, Mr Jackson.

**Mr Jackson:** Let's wait for the others. They'll catch up in a few minutes.

**Betty:** Who's missing?

**Mr Jackson:** Tony and Daming. They're always at the back of the group. I thought we had an agreement to stay together.

**Betty:** They were walking more slowly than us.

**Mr Jackson:** I think it's going to rain. I'll go back and look for them.

**Tony:** (*Moving closer*) Help! It's Daming. He's had an accident. He fell over when he was running down the steps. He's hit his head and his leg hurts. I think he's broken his leg.

**Mr Jackson:** When did he fall?

**Tony:** About ten minutes ago.

**Mr Jackson:** OK, show me where he is... There he is! Hey, Daming, how do you feel?

**Daming:** My leg hurts, and I can't see very well. Will I go blind?

**Mr Jackson:** No, you've just hit your head. You've cut your knee too. There's blood on your leg. Can you move your foot?

**Daming:** Yes. Ouch! But I can't walk.

**Mr Jackson:** We'd better get you to hospital. I'll call for help on my mobile.

**Daming:** Is it serious? Will I live?

**Mr Jackson:** Of course you will! It's nothing serious. Tony, tell everyone we have to call off the walk and go back home.

#### Everyday English

- Who's missing?
- How do you feel?
- It's nothing serious.

Now complete the accident report.

### Accident report

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

What happened: \_\_\_\_\_

How the person was hurt: \_\_\_\_\_

### Learning to learn

Timely revision is important in learning. When you review your lessons, try to list the key structures and expressions and more importantly, note any occasions where you had difficulty in learning.

#### 4 Answer the questions.

- 1 Why did Mr Jackson decide to go and look for Tony and Daming?
- 2 What happened to Daming?
- 3 When did the accident happen?

#### 5 Complete the passage with the words and expression in the box.

accident agreement blind catch up hurt

We had a(n) (1) \_\_\_\_\_ to stay together, but Tony and Daming were too slow. We stopped to wait for them to (2) \_\_\_\_\_. But Daming had a(n) (3) \_\_\_\_\_ and (4) \_\_\_\_\_ himself. He was afraid of going (5) \_\_\_\_\_ because he could not see very well. It was nothing serious, though. However, we had to call off the walk and go home.

## Pronunciation and speaking

#### 6 Listen and mark the pauses.

It's Daming. He's had an accident. He fell over when he was running down the steps. He's hit his head and his leg hurts. I think he's broken his leg.

Now listen again and repeat. 

#### 7 Read aloud. Make sure you pause in the right places.

Of course you will! It's nothing serious. Tony, tell everyone we have to call off the walk and go back home.

Now listen and check. 


#### 8 Work in pairs. Talk about an accident you have had. Say:

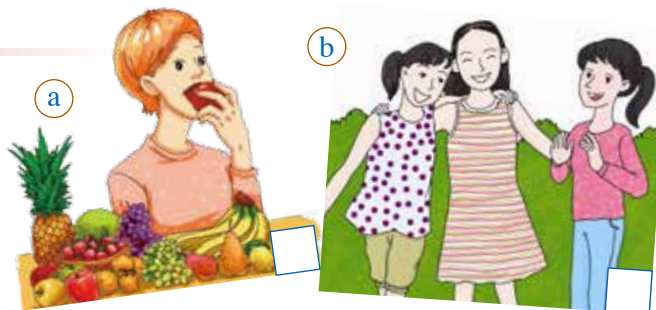
- where it happened  
*It happened on my way to school.*
- what happened  
*A car stopped in front of me. I fell off my bike.*
- how you were hurt  
*I cut my face, and hurt my arms and knees.*
- how long it took to get better  
*It was three weeks before I could ride my bike again.*



## Unit 2 Get off the sofa!

### Reading and vocabulary

- 1 Look at the pictures on the right and on the next page. What do the pictures tell you?
- 2 Read the passage and match the rules with the pictures. 



### Five rules for a healthy life

Thanks to better health care, most people are living healthier and longer lives. Someone who is born today can expect to live about thirty-five years longer than someone who was born in the nineteenth century. It is even thought that in the future more and more people will celebrate their hundredth birthdays. Here are five rules for a healthy life.

#### 1 Get off the sofa!

Sure, it is comfortable to sit on the sofa and watch TV. But doctors say you should get off the sofa. To keep fit, you have to walk at least 10,000 steps every day. In the past, people's jobs required more physical effort. They often had to walk for miles every day. When farmers were working in the fields, they were keeping fit at the same time. Think about it: Do you get the same amount of exercise today as they did in the past?

#### 2 Eat healthy food!

It is important to eat food that is fresh and natural, for example, fruit and vegetables. Fast food is not healthy. You should only have it once in a while. Eating too much of

the wrong food will harm your health.

#### 3 Rest while you can!

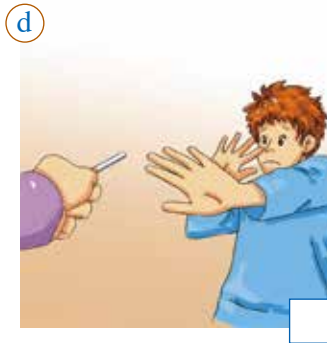
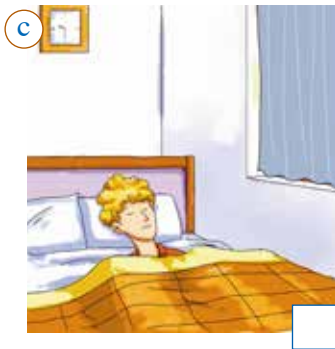
When we were babies, we slept for much of the night. Teenagers do not need as much sleep as babies, but it is important for you to get about eight hours' sleep a night. At weekends, you have got more time, so use it not just for your friends, but for rest too.

#### 4 Do not worry. Be happy!

Many people believe that happiness is important for our general health. Sometimes it is not easy to be a teenager because of the difficulties of school, exams or friendships. If you are worried about something, talk to your parents or your teacher.

#### 5 Say no to smoking!

Yes, you knew I was going to say this! It is so important. Smoking is not cool. It is dangerous. It harms nearly every part of your body. Think about how your family and friends will feel, and think about what it will do to your health.



### 3 Answer the questions.

- 1 What are the five rules for a healthy life according to the writer?
- 2 Are people today getting the same amount of exercise as they did in the past? Why?
- 3 Why is it sometimes difficult to be a teenager?
- 4 Who do you think the passage is written for?

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

effort    expect    harm    health    sofa

Exercise is very important. If you make a(n) (1) \_\_\_\_\_ to do exercise for thirty minutes a day, you can (2) \_\_\_\_\_ to be in good (3) \_\_\_\_\_. However, if you are always sitting on the (4) \_\_\_\_\_ and do no exercise at all, you will put on weight and (5) \_\_\_\_\_ your health.

## Writing

- 5 Read the passage in Activity 2 again. Think of one more example of what you should or should not do for each rule.

*Doctors say you should exercise for at least half an hour each day.*

- 6 Think of more rules and examples of your own.
- 7 Write a passage called *My rules for a healthy life*. Include the rules and examples you have written in Activities 5 and 6.

## Unit 3 Language in use

### Language practice

I think it's **going to rain**.

He **fell** over when he **was running** down the steps.

He's **hit** his head and his leg **hurts**. I think he's **broken** his leg.

Who's **missing**?

Will I **live**?

**1 Complete the conversation with the correct form of the words and expression in brackets.**

**Lingling:** Are you (1) \_\_\_\_\_ (plan) to join a summer camp, Daming? My friend (2) \_\_\_\_\_ (go) to one of those last year. He said he (3) \_\_\_\_\_ (get up) at 6 am every day!

**Daming:** Yes, I'm not very happy about getting up early, but I (4) \_\_\_\_\_ (love) sports and often (5) \_\_\_\_\_ (do) exercise, so it'll be worth it.

**Lingling:** There's a lot of football. You'll like that.

**Daming:** Yes, I've (6) \_\_\_\_\_ (play) football for many years. I (7) \_\_\_\_\_ (have) good football skills, but I hope I can learn even more at the camp!

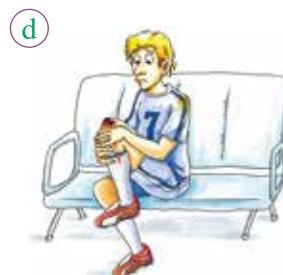
**2 Complete the passage with the correct form of the words in brackets.**

A woman (1) \_\_\_\_\_ (come) home to find her husband in the kitchen. He (2) \_\_\_\_\_ (shake) wildly from side to side. Then the woman (3) \_\_\_\_\_ (notice) that he (4) \_\_\_\_\_ (stand) with one hand on the cooker! Naturally she thought her husband (5) \_\_\_\_\_ (touch) the electricity. To pull him away from the cooker, she (6) \_\_\_\_\_ (hit) his arm with a piece of wood. "What did you do that for?" he cried in pain. "I was (7) \_\_\_\_\_ (make) some tea, and (8) \_\_\_\_\_ (dance) to rock music on my MP3 player!"



3 Work in pairs and describe the pictures. Use the words in the box to help you.

blood cut fever finger hurt knee stomach wound



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

bad exercise health smoke step

A: What's that you're wearing around your stomach?

B: It's a new piece of technology that records how many (1) \_\_\_\_\_ you walk each day.

A: Why do you want to know?

B: Because to keep fit, you need to walk at least 10,000 steps a day! It's important, both for a (2) \_\_\_\_\_ heart and for you to feel good.

A: You're taking a sudden interest in exercise!

B: Yes. For the past couple of months, I have put on a lot of weight. I should spend some time (3) \_\_\_\_\_.

A: But at least you've never taken up (4) \_\_\_\_\_.

B: Yes, I'm really glad about that! Smoking is the (5) \_\_\_\_\_ thing you can do for your health.

5 Complete the sentences with the expressions in the box.

at least in the future keep fit once in a while thanks to

1 The website introduces some good ways to \_\_\_\_\_.

2 It takes me \_\_\_\_\_ one hour to walk 10,000 steps.

3 My grandfather is having a happy life \_\_\_\_\_ many years of healthy food and exercise.

4 I'm sure we'll have even better health care \_\_\_\_\_.

5 Staying up late \_\_\_\_\_ is all right, as long as you usually get about eight hours' sleep a night.

6 Listen and answer the questions. 

1 Where does the conversation take place?

2 Who is talking?

3 What is the problem?

# Module 5

## Look after yourself

7 Listen again and complete the notes. 🎧

<b>Patient:</b> <i>Mr Maxwell</i>	<b>General health:</b> Fit / Not fit
<b>Problem:</b> He started smoking _____ years ago.	Has a(n) _____ and often gets _____.
Has he tried to stop smoking before? Yes / No	<b>Advice:</b> _____

8 Read the email and match the ideas with the paragraphs. 🎧

- a) Kate asks her father to stop smoking.
- b) Kate tells her father why smoking is also bad for non-smokers.
- c) Kate explains why she is writing the email.
- d) Kate tells her father why smoking is bad for him.

**FROM:** Kate

**TO:** Dad

**SUBJECT:** Please stop smoking

Dear Dad,

1 I'm writing this email because I want to ask you to stop smoking, and it's too difficult to talk about it face to face. I've looked up a lot of information about smoking and I've found out about its dangers.

2 You already know that smoking is bad for you. I've found out that it causes many illnesses. Did you know that thousands of people die from smoking every year in Britain? I don't want you to be one of them.

3 When Mum asks you to smoke outside, you think she's just being difficult. Well, I don't think she is. Not many people like the smell of smoke in their house or on their clothes, and Mum doesn't like it either. What's more, doctors have found that more and more people who don't smoke are falling ill. It's caused by secondary smoking, which could make Mum and me ill too.

4 I know that it is very difficult to stop smoking, but you must try. Please see the doctor and ask him for help. We will do anything we can to help you. Please don't smoke!

Your loving daughter,  
Kate

**9 Choose the correct answer.**

- 1 Kate is writing to her father because \_\_\_\_\_.
  - a) he has stopped smoking
  - b) she misses her father
  - c) she wants him to stop smoking
  - d) her mum asked her to
- 2 Kate has found out that smoking \_\_\_\_\_.
  - a) is not so bad
  - b) causes many illnesses
  - c) makes people think slowly
  - d) outside is dangerous
- 3 Kate's mother does not like \_\_\_\_\_.
  - a) smoking outside
  - b) the smell of Kate
  - c) the smell in the house
  - d) the smell of smoke in the house
- 4 Kate is afraid that \_\_\_\_\_.
  - a) she and her mother will fall ill
  - b) her clothes will smell of smoke
  - c) she will start to smoke
  - d) she cannot help her father

## Around the world

### Laughter for health

There is an old saying, "Laughter is the best medicine." Now people are using laughter to improve their health in countries all around the world. In some countries special centres for treating illnesses with laughter were set up and became popular. In 2003, a study in Austria showed that laughing helped patients get better faster. It made them relax, and this improved their general health.

Laughing helps us feel happier. And it gives the body exercise too. Doctors say five minutes of laughing is as good for you as fifteen minutes in the gym!



## Module task: Giving health advice to people

**10 Work in groups. Give advice for the following problems.**

- I've just moved to a new area. I'm unhappy because I don't know anyone. It's making me feel sad.
- I can't get my friend to give up smoking.
- I have difficulty sleeping. I worry so much about my schoolwork.

**11 Have a class discussion about the problems.**

**12 Write some advice for each problem.**

# Module 6

## Eating together

Module task: Describing an eating experience

### Unit 1 When is the school-leavers' party?

#### Listening and vocabulary

1 Listen and complete the invitation. 🎧

**Invitation**

You are invited to the \_\_\_\_\_  
on Saturday, 30th May at \_\_\_\_\_  
in \_\_\_\_\_.  
Bring a traditional dish ( \_\_\_\_\_ ).  
Come and enjoy the food, music and dancing.



Now work in pairs and check.

2 Listen and read. 🎧

**Lingling:** When is the school-leavers' party?

**Betty:** Look at the school calendar! It'll be held on the 30th of May. We're all invited.

**Daming:** In fact, I was chosen to play the dance music.

**Tony:** And I was asked to bring some balloons and paint some pictures for the party.

**Betty:** The teachers have asked everyone to prepare a traditional dish from their home country.

**Lingling:** Can we cook it at school?

**Betty:** We can heat it up in the school kitchen, but it should be cooked at home. What are you going to make?

**Lingling:** Hot and sour soup. It's made with chicken and vegetables.

**Betty:** But the invitation says finger food! That means you eat it with your fingers, not with a knife, fork or spoon.

**Lingling:** Oh, soup's no good then. What

about you?

**Betty:** Cheeseburgers. Cheeseburgers are made with hamburgers and cheese.

**Tony:** And you, Daming?

**Daming:** *Jiaozi!* My grandmother makes the best *jiaozi!*

**Betty:** Is she invited to the school-leavers' party too?

**Daming:** Hmm, I see what you mean. What about you, Tony?

**Tony:** A traditional English pizza with cheese, tomato and ham.

**Betty:** Pizza isn't English! It's Italian!

**Tony:** But it's eaten everywhere in England.

**Daming:** It's becoming popular in China too!

#### Everyday English

- Soup's no good then.
- And you?
- I see what you mean.

Now complete the notes.

	Dish	Made with...
Lingling	_____	_____
Betty	_____	_____
Daming	_____	<i>Not mentioned in the passage</i>
Tony	_____	_____

**3 Answer the questions.**

- 1 What was Daming chosen to do at the school-leavers' party?
- 2 Where are they going to prepare the food?
- 3 Why does Tony call pizza a traditional English dish?

**4 Complete the passage with the words in the box.**

balloons calendar fork knife paint spoon

The day for the school-leavers' party is an important date in the school (1) \_\_\_\_\_. Tony is going to bring some (2) \_\_\_\_\_ and (3) \_\_\_\_\_ some pictures for the party. Everyone is going to bring a traditional dish that can be eaten with their fingers. Soup is no good because it is not finger food and people need a (4) \_\_\_\_\_ for it. Anything that needs a (5) \_\_\_\_\_ and (6) \_\_\_\_\_ is not finger food either.

## Pronunciation and speaking

**5 Read and mark the pauses.**

**Lingling:** Can we cook it at school?

**Betty:** We can heat it up in the school kitchen, but it should be cooked at home. What are you going to make?

Now listen and check. 

**6 Work in pairs. Read the conversation in Activity 5 aloud.**

**7 Work in pairs. Make plans for a party. Think about:**

- food and drink
- music and dancing

**8 Work with another pair. Talk about your party plans.**

- *What's your plan for the party?*
- *Everyone will be asked to bring something to eat...*

### Learning to learn

You can use English to communicate with people from all over the world — take your chance to learn something about how they live and what they eat. Learning about other cultures is not only interesting, it will also help you understand the world better.



# Eating together


## Unit 2 Knives and forks are used for most Western food.

### Reading and vocabulary

- 1 Look at the photo of a Western meal. Talk about the differences between a Western meal and a Chinese meal.

*People use a knife and fork at a Western meal.*



- 2 Read the passage and answer the questions. 

- 1 Who is the passage written for?
- 2 Where might you see a passage like this?

### Do as the Romans do

We often say, “When in Rome, do as the Romans do.” So when you eat Western food, do as Westerners do. Here are some things that you may need to know about eating together in the West.

In some Western countries, lunch is usually eaten at about 1 pm. Dinner is served around 7 pm or even later. In Spain it is usual to have lunch at 3 pm and dinner at 10 pm!

At the start of a meal, the French say “Bon appétit”, and the Italians say “Buon appetito”. But there is nothing similar to say in English. “Enjoy your meal” is usually only said by the person who brings the food.

Knives and forks are used for most Western food. The fork is held in your left hand and the knife in your right, and the food is held with the fork and cut with the knife. Soup is eaten with a spoon. However, there is some food which you can eat with your fingers, such as chicken wings and hamburgers.

During the meal, you may be invited to

serve yourself (usually the ladies before the gentlemen) by someone who says, “Help yourself.” Or you will be served by someone who asks, “Would you like some...?” You can take it and say, “Thank you.” If you are given something you do not like, you can just say, for example, “I’m sorry. I don’t eat meat”, or “I don’t eat fish”. No one will be cross. If you are offered more food but cannot eat any more, just say, “No, thanks. It was delicious, but I’ve had enough.”

Remember that it is polite to say that you enjoy every dish when it is served, and that you have enjoyed the food at the end of a meal.

It is sometimes difficult to know when the meal is over. If you are invited to dinner by Western friends, you will be expected to stay and talk around the dinner table long after the last dish is served, and it is not polite if you leave as soon as you finish eating.

The rule is: Watch the other people. Do as they do.

**3 Complete the table with information from the passage.**

In the West	
Mealtimes	
Things to say at the start of a meal	
Method of eating	
Things you say when offered food	
Things to say and do at the end of the meal	

**4 Answer the questions.**

- 1 “So when you eat Western food, do as Westerners do.” So what should you do?
- 2 “At the start of a meal, the French say ‘Bon appétit’.” What do you say at the start of a Chinese meal?
- 3 “I’m sorry. I don’t eat meat.” When might you want to say this?
- 4 “No, thanks. It was delicious, but I’ve had enough.” Do you mean you do not like the food?
- 5 “It is sometimes difficult to know when the meal is over.” How do you know that a meal is over in China?

**5 Read the passage in Activity 2 again. Decide which part is surprising, interesting or unusual to you.**

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

gentleman knife lady serve wing

During a meal in the West, you use (1) \_\_\_\_\_ and forks most of the time, although you can use your fingers to eat chicken (2) \_\_\_\_\_ or hamburgers. You will be invited to (3) \_\_\_\_\_ yourself with food, the (4) \_\_\_\_\_ before the (5) \_\_\_\_\_.

## Writing

**7 Write a passage about Chinese eating customs for a tourist magazine with Western readers.**

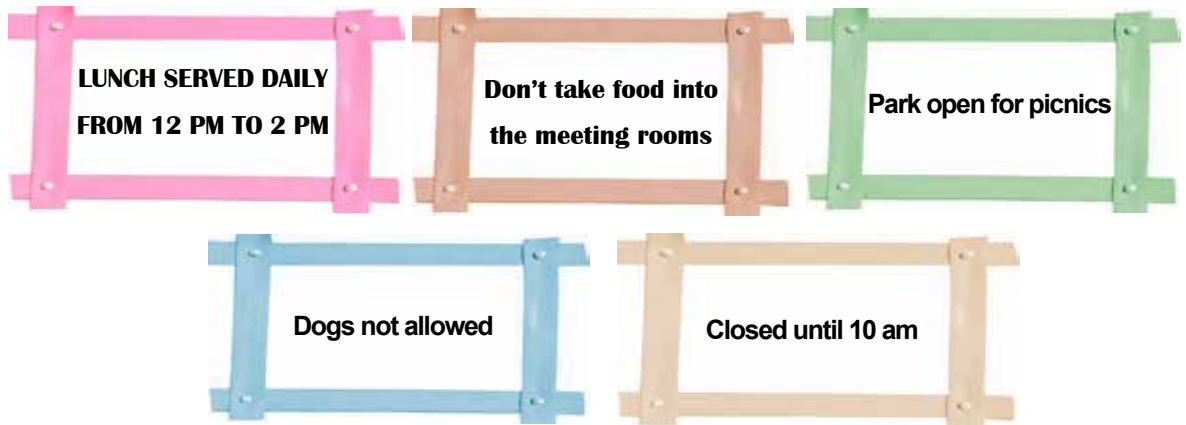
- Read the table in Activity 3 again. Think about Chinese eating customs and write them down.  
*In China, lunch is usually served around 12 pm or even later...*
- Write a sentence to introduce your passage.  
*Eating customs in China are in some ways different from those in the West.*
- Write a sentence to finish your passage.  
*Just enjoy your Chinese meal. You’ll never forget it!*

## Unit 3 Language in use

### Language practice

I **was chosen** to play the dance music.  
Lunch **is** usually **eaten** at about 1 pm.  
Knives and forks **are used** for most Western food.  
You **will be served** by someone who asks, "Would you like some...?"

#### 1 Complete the explanations of the signs.



- 1 Lunch \_\_\_\_\_ daily from 12 pm to 2 pm.
- 2 Food \_\_\_\_\_ into the meeting rooms.
- 3 The park \_\_\_\_\_ for picnics.
- 4 Dogs \_\_\_\_\_ in the restaurant.
- 5 The shop \_\_\_\_\_ until 10 am.

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

Guests at a new restaurant in London (1) \_\_\_\_\_ (serve) by blind waiters. But the waiters are not the only people who cannot see. The guests cannot see either, because the restaurant (2) \_\_\_\_\_ (keep) dark. No lights (3) \_\_\_\_\_ (allow), not even the light on your mobile phone. The idea is that when you cannot see, your sense of taste (4) \_\_\_\_\_ (improve). "Don't worry that you won't enjoy food without seeing it. You can (5) \_\_\_\_\_ (enjoy) it using your nose, fingers and tongue instead," promises the restaurant manager.

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

ask call drink eat order pay pick up put on taste

On my mother's birthday, my father took us to a lovely restaurant to celebrate. I (1) \_\_\_\_\_ the menu and looked at the good things to (2) \_\_\_\_\_. We (3) \_\_\_\_\_ chicken, noodles and soup. Everything (4) \_\_\_\_\_ delicious. Then I (5) \_\_\_\_\_ for some ice cream while my parents (6) \_\_\_\_\_ some coffee. My mother was given a birthday cake and a dish filled with fruit. Then my father (7) \_\_\_\_\_ the bill. It was cold outside, so he (8) \_\_\_\_\_ a taxi. We (9) \_\_\_\_\_ our coats and went home. My mother was very happy, and it was a perfect evening.

**4 Complete the conversations with the sentences in the box.**

- a) Is there any food you don't eat?
- b) Would you like something to drink?
- c) Would you like some more soup?
- d) Anything else?
- e) And have you had one of these yet?
- f) Is there anything you especially like?

1 **A:** Eric, have you ever had *jiaozi*?

**B:** Yes, but I can never remember the different names.

**A:** (1) \_\_\_\_\_

**B:** Well, I really don't know...

**A:** OK. (2) \_\_\_\_\_

**B:** Well, I don't eat beef. But I like any kind of fish or vegetables.

**A:** Then let me order some food for you.

2 **A:** Good morning. Are you ready to order?

**B:** Yes, I am. Thank you. I'll have tomato soup and chicken wings, please.

**A:** (3) \_\_\_\_\_

**B:** I'll have an orange juice and some iced tea.

**A:** (4) \_\_\_\_\_

**B:** Could I have some apple pie?

**A:** Certainly.

3 **A:** (5) \_\_\_\_\_

**B:** Yes, please. It's delicious.

**A:** (6) \_\_\_\_\_ They're a kind of dumpling.

**B:** Mm, they look good. What's inside them?

**A:** Meat and vegetables.

**B:** Mm, they're really good!



- 1 What is Richard worried about?
- 2 How many courses are usual for a dinner in the West?
- 3 Why should Richard practise using chopsticks?
- 4 Why are the plates placed in the middle of the table in China?
- 5 Is it a good idea to talk about food during a meal in China? Why or why not?

## Around the world

### Birthday parties in the US

In the US, sixteenth birthday parties are usually important celebrations for teenagers. That is because the sixteenth birthday is their first step towards being an adult. Some of the parties are very big celebrations and cost a lot of money. Everyone dresses up and looks beautiful. These parties are usually held in hotels, and there are even music groups playing. People give gifts to the sixteen-year-olds. Some gifts can be very precious. The young people enjoy themselves at the parties with singing and

dancing. Other parties are simpler and held at home. Sometimes families celebrate in other ways, such as going on a special trip together, or going to the cinema or a nice restaurant for a meal.



### Module task: Describing an eating experience

#### 8 Describe a special meal you have eaten. Think about:

- when and where you ate it
- who you were with
- why the meal was special
- what happened during the meal
- what happened at the end of the meal
- what the nicest thing about the experience was

**Now write about your eating experience.**

#### 9 Work in groups and vote for the most interesting description.

# Module 7

## English for you and me

Module task: Making a list of tips for learning English

### Unit 1 Have you ever been to an English corner?

#### Listening and vocabulary



#### 1 Look at the photo and answer the questions.

Which is more difficult...

- 1 speaking to your classmates or speaking to people from the UK or the US?
- 2 doing English exercises or reading English stories?
- 3 understanding written English or spoken English?

#### 2 Listen and choose the correct answer. 🎧

- 1 How has Tony's dad made progress in learning Chinese?  
a) He has been to classes.      b) He has practised it every day.      c) He did not do anything special.
- 2 According to Tony's dad, what do you need to do to be good at a foreign language?  
a) You need to be very bright.      b) You need to work hard.      c) You need to go to classes.
- 3 What does Tony's dad think about Chinese?  
a) It is easier than English.      b) It is more difficult than English.      c) It is as easy as English.

#### 3 Listen and read. 🎧

**Betty:** How much progress do you think you've made in English this year, Lingling?

**Lingling:** I think I've achieved a lot. I hope my English is good enough for the exams, anyway. It's also the subject that I'm best at, although my spoken English is not that good.

**Betty:** I can see you really enjoy learning English. Some people think English is too difficult and it requires too much effort to learn it well.

**Lingling:** English is difficult to learn at the beginning. But if you keep trying, you can make progress quickly and find a lot of fun in learning it. I hope I can continue to make progress next year.

**Betty:** I think you've done really well. Have you ever been to an English corner?

**Lingling:** You mean those clubs where people go to practise their English? I always thought they were for people who speak good English already.

**Betty:** Well, I went to an English corner once, and there were some people who didn't speak English very well. But they were happy to try, and other people, including some English speakers from the UK and the US, were happy to talk to them.

**Lingling:** I don't have to go to an English corner. I can speak English with you whenever we meet.

**Betty:** Yes, I'm always happy to speak to you in English. At the same time, you can also help me with my Chinese. I think Chinese will be more and more popular in the future.

#### Everyday English

- I hope...
- ... is not that good.

Now decide who might agree with the following sentences. Write B for Betty and L for Lingling.

- 1 English may not be difficult to learn as long as you keep on trying. \_\_\_\_\_
- 2 Chinese may be more popular in the future. \_\_\_\_\_
- 3 Learning English can be a lot of fun. \_\_\_\_\_
- 4 English is my favourite subject at school. \_\_\_\_\_

**4 Complete the sentences in your own words.**

- 1 Some people think English is difficult to learn because \_\_\_\_\_.
- 2 You'll find a lot of fun in learning English if \_\_\_\_\_.
- 3 You can go to an English corner if \_\_\_\_\_.
- 4 It is good to meet other speakers of English, although \_\_\_\_\_.
- 5 Lingling does not have to go to an English corner because \_\_\_\_\_.

**5 Complete the questions with the correct form of the words in the box.**

achieve progress require speaker

- 1 How much have you \_\_\_\_\_ this year in English? Have you made much \_\_\_\_\_?
- 2 How can you get more practice with English \_\_\_\_\_ from the UK and the US?
- 3 What does it \_\_\_\_\_ to learn English well?

Now work in pairs. Ask and answer.

## Pronunciation and speaking

**6 Read and predict which words the speaker is likely to stress.**

English is difficult to learn at the beginning. But if you keep trying, you can make progress quickly and find a lot of fun in learning it. I hope I can continue to make progress next year.

Now listen and check. 

**7 Read the paragraph in Activity 6 aloud.**

**8 Read the paragraph aloud. Make sure you stress the important words.**

Well, I went to an English corner once, and there were some people who didn't speak English very well. But they were happy to try, and other people, including some English speakers from the UK and the US, were happy to talk to them.

Now listen and check. 

**9 Work in pairs. Talk about your progress in English. Use your answers in Activity 5 to help you.**

- Do you think you've made any progress in English this year?
- Yes, I do. I've learnt a lot of new words, although...




## Unit 2 We all own English.

### Reading and vocabulary

1 Work in pairs. Talk about the photos on the right and on the next page. Say:

- where they are
- what languages you can see

2 Read the passage and answer the questions. 

- 1 How many people in the world use English?
- 2 How did English become an international language?
- 3 When do you think Chinese will become an international language?
- 4 Who owns English?



### Who owns English?

- 1 English is spoken by about 400 million people, mostly in the US, the UK, Canada, Australia, New Zealand and South Africa. In Ghana, India and Singapore, English is used as a working language, for example, between bosses and secretaries, and between doctors and patients, although there are other languages for everyday use. In China and many other countries, English is the most important foreign language that children learn at school, because when they grow up, it will be quite possible for them to meet people from other countries. They will need a common language to communicate with each other. English is now used by nearly a quarter of the world's population, and anywhere you go in the world, there is a good chance that you will meet someone who speaks English.
- 2 The reason why English is spoken everywhere is that in the nineteenth century, English became the language of world trade. And in the twentieth century, the US spread English to the world through newspapers, television and films. It is now the common language for international travel, science, industry, and recently, information technology and the Internet.
- 3 It is also important to know that English has borrowed many words from other languages, for example, "restaurant" from French, "zero" from Arabic, "piano" from Italian, and "tofu" from Chinese.
- 4 Will the importance of English last? As China continues to grow, many people think that Chinese will become as common as English by the middle of the twenty-first century. More and more schools in Europe are teaching Chinese as a foreign language, together with some European languages. However, most people still think that English will be used most around the world, at least for the next twenty or thirty years.
- 5 So who owns English? The answer is everyone who speaks it — the British, the Indians and the Chinese all help make it a rich language. Even though we speak different types of English, we are all part of an international club. We all own English.



b



c

### 3 Match the ideas with the paragraphs.

- a) Chinese may be the next world language in the future.
- b) English is the most important international language today.
- c) English spread through trade and the media.
- d) We all own English.
- e) English has borrowed many words from other languages.

- 
- 
- 
- 
- 

### 4 Complete the questions with the words in the box.

boss   India   quarter   secretary   zero

- 1 Does a private \_\_\_\_\_ work for a manager or a teacher?
- 2 Does a(n) \_\_\_\_\_ look after office workers or work alone?
- 3 What are the people who live in \_\_\_\_\_ called?
- 4 How many times does \_\_\_\_\_ appear in 1,000 and 1,000,000?
- 5 If 1.75 billion is a(n) \_\_\_\_\_ of the world's population, what's the whole population of the world?

Now work in pairs. Ask and answer.

## Writing

### 5 Write a composition called *The future of Chinese*.

- Write notes about the following questions:  
*How many people speak Chinese in China?*  
*How many people speak Chinese outside China? Where are they?*  
*Who is learning Chinese outside China?*  
*Do you think people will speak Chinese as an international language in the future? Why?*
- Based on your notes, decide if Chinese will become more important in future. Write an introduction to state your point of view.
- Organise your notes into sentences and paragraphs. Use facts to support your opinions.
- Finish your composition with a conclusion.

### Learning to learn

To attract readers' attention, the writer often begins a composition with questions and then answers them. You can do the same when writing your own composition.

## Unit 3 Language in use

### Language practice

It's also the subject that I'm best at, **although** my spoken English is not that good.

I can speak English with you **whenever** we meet.

**As** China continues to grow, many people think that Chinese will become as common as English by the middle of the twenty-first century.

I hope I can continue **to make** progress next year.

The British, the Indians and the Chinese all help **(to) make** it a rich language.

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

after although because before if  
so that so... that... when while

- Many Confucius Institutes have been set up around the world \_\_\_\_\_ more and more people want to learn Chinese.
- French was more popular \_\_\_\_\_ English became important in the nineteenth century.
- I will make great progress \_\_\_\_\_ you help me learn English.
- Tony finds writing Chinese really difficult, \_\_\_\_\_ he can understand and speak Chinese pretty well.
- English spread more quickly all over the world \_\_\_\_\_ television was invented.
- I advise you to go to an English corner \_\_\_\_\_ you can improve your listening and speaking.
- English has become \_\_\_\_\_ important in international communication \_\_\_\_\_ schools in China and many other countries teach the language.
- In order to improve his English, my uncle took every chance to talk to people in Australia \_\_\_\_\_ he was working there.
- I started learning English \_\_\_\_\_ I was seven years old, right on my birthday.

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

- Many people want \_\_\_\_\_ (study) English so they can get a good job.
- I asked my teacher \_\_\_\_\_ (give) me some extra English homework.
- You need \_\_\_\_\_ (practise) speaking every day if you want to improve your spoken English.
- Jenny learnt \_\_\_\_\_ (speak) English well while she was in Canada.
- English is easy \_\_\_\_\_ (learn) if you practise and revise every day.

3 Work in pairs. Read the remarks and discuss the questions.

Meg has achieved a very high level of English this year. She is a bright and hard-working student, and we are very proud of her at this school.

Ned needs to make an effort to improve his handwriting. All he needs is a few minutes on it every day. If he practises it, his handwriting will certainly improve.

Toby seems not to be as interested in schoolwork as he is in sport. He will make good progress in all his subjects if he works harder.

- 1 Who has done very well at school?
- 2 What does Ned need to do in order to get better at handwriting?
- 3 What does Toby enjoy? Does he like schoolwork as much as this, or less than this?

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

**Teacher:** Before we start the lesson, everyone, is there anything you're worried about or need help with?

**Student A:** Yes, I'm worried about my handwriting, because it isn't good.

**Teacher:** Good handwriting (1) \_\_\_\_\_ (require) a lot of practice. You need (2) \_\_\_\_\_ (practise) writing the letters and joining them together. If you work hard, you can (3) \_\_\_\_\_ (improve) it. Is there anyone else with a problem?

**Student B:** I want (4) \_\_\_\_\_ (achieve) higher marks in spelling. It's so difficult!

**Teacher:** Yes, English spelling is difficult. You need to have a good knowledge of the way that words are (5) \_\_\_\_\_ (write). For example, remember that the word "letter" has double "t" in it.

**Student C:** I have a question. Can the Internet help us improve our English?

**Teacher:** Yes, of course. The Internet has helped (6) \_\_\_\_\_ (spread) English around the world. There are a lot of good websites that you can learn from. Some of them can even help you practise your (7) \_\_\_\_\_ (speak) English. Now, instead of worrying, let's go on with the lesson.

5 Read the passage and choose the correct answer. 

English was once spoken only by people in a part of Britain. But during the twentieth century, it became a world language — a language used by speakers of many different languages to communicate with each other.

Although it is called a “world language”, more than five billion people — most of the people on the earth — do not speak English as either their first or second language. However, hundreds of millions of people use it, and hundreds of millions are learning it.

Because so many people learn and use English, it may be hard to imagine that one day English may not be the world’s leading

language. Remember that there were other important languages in the past which lost their importance or even disappeared. In Europe, Latin was used as a common language for many centuries before people stopped using it. French was once a language known by all well-educated people, and was more popular than English. But since the nineteenth century, English has become more popular than French.

Today, many people who want to learn a new language are learning Chinese, Spanish or Arabic. It may be that, one day, instead of English, another language will be used across the world.

- 1 In the past, people living in \_\_\_\_\_ spoke English.
  - a) all of Britain
  - b) a part of Britain
  - c) all of France
  - d) most of the world
- 2 English is a world language because \_\_\_\_\_.
  - a) five billion people speak it
  - b) many people are learning it
  - c) people stopped speaking Latin
  - d) speakers of many different languages use it
- 3 People find it difficult to imagine that \_\_\_\_\_.
  - a) French was more important than English
  - b) English will always be important
  - c) English might be less important in future
  - d) Latin was used as a common language for many centuries
- 4 Many people today are learning \_\_\_\_\_.
  - a) Chinese, Spanish or French
  - b) Chinese, Latin or English
  - c) Chinese, English or Latin
  - d) Chinese, Spanish or Arabic

**6 Listen and decide what the passage is about.** 🎧

- An English learning website.
- An English magazine.
- An English language teacher.

**7 Listen again and answer the questions.** 🎧

- What can most students easily find to practise their English?
- What has been developed to help students get the practice they need?
- Why can students get a lot of speaking practice?
- Do students need to use an Internet program, if they want to join the course?



## Around the world

### An invented language

Since the twelfth century, people have been inventing languages, in the hope that a world language would ease human communication. Only one of these invented languages has enjoyed any success, though. It is called Esperanto. It was invented by a Polish man named Zamenhof. His language is based on Latin, German and Greek vocabulary. Each letter always makes the same sound, and the grammar rules are simple.

Although Esperanto is spoken by about two million people and a thousand of them have learnt it as a first language, it is unlikely to become a world language.



## Module task: Making a list of tips for learning English

**8 Work in groups. Talk about what problems you have in learning English.**

- listening                      • speaking                      • reading                      • writing
- vocabulary                      • grammar                      • cultural knowledge

**9 Give tips for solving the problems.****10 Make a list of the tips and put them on a poster for others to read.**

# Module 8

## My future life

Module task: Making plans for your future

### Unit 1 Here's to our friendship!

#### Listening and vocabulary

1 Look at the picture and answer the questions.

- 1 What is the special event?
- 2 What is everybody doing?

2 Listen and answer the questions. 🎧

- 1 Where is Betty going tonight?
- 2 What are Betty and Tony going to do?
- 3 Why does Betty refuse to eat before she leaves?



3 Listen and read. 🎧

**Betty:** You look lovely, Lingling!

**Lingling:** Thanks, you look great too. That's a nice handbag.

**Betty:** It's my mother's. Are you enjoying the party?

**Lingling:** Yes, I am, but I feel a bit sad. I don't know when we'll be back in this hall together again. I'm going to miss you all.

**Tony:** Yes, we'll all miss each other.

**Lingling:** Hey, Tony. You've hung international flags on the walls! They make the hall look wonderful.

**Tony:** They look OK, don't they? Listen to the music. It's got a great beat!

**Betty:** Pardon? Oh, yes, but it's a bit noisy.

**Lingling:** Do you intend to stay in China for long, Tony?

**Tony:** I hope so. And even if I go back to the UK, I'll come back and visit you all.

**Lingling:** What about you, Betty?

**Betty:** I'll finish my high school education here, but I want to go back to my home town one day. What are your plans, Daming?

**Daming:** I want to become... an English teacher!

**Tony:** Good for you! Come on! Let's fetch something to eat. What's on the menu?

**Betty:** How about a hot dog? Or some pancakes? And we've got some apple juice.

**Tony:** Let's raise our glasses. Here's to our friendship, everyone... and to the future!

**All:** Cheers!

**Betty:** And now, excuse me. I must make a speech!

#### Everyday English

- Pardon?
- I hope so.
- Good for you!
- Here's to...
- Cheers!

Now complete the notes.

Their feelings enjoyed the party; a bit sad  
 The hall \_\_\_\_\_  
 The music \_\_\_\_\_  
 Their plans \_\_\_\_\_  
 The food and drink \_\_\_\_\_

**4 Read the passage again and answer the questions.**

- |                                       |  |
|---------------------------------------|--|
| 1 Why is Lingling sad?                | 4 What are Tony's plans?                               |
| 2 What makes the hall look wonderful? | 5 What is on the menu?                                 |
| 3 What do they think of the music?    | 6 What do they wish for when they raise their glasses? |

**5 Complete the questions with the words in the box.**

future intend pancake pardon

- If you say \_\_\_\_\_, does it mean "Please say that again" or "I'm sorry"?
- Do you think a(n) \_\_\_\_\_ is something to eat or something to drink?
- If you \_\_\_\_\_ to do something, do you want to do it or not?
- Do you think the \_\_\_\_\_ will be better than the past?

Now work in pairs. Ask and answer.

## Pronunciation and speaking

**6 Listen and mark the pauses.** 

I'll finish my high school education here, but I want to go back to my home town one day. What are your plans, Daming?

Now listen again and repeat. 

**7 Read and mark the pauses.**

Let's raise our glasses. Here's to our friendship, everyone... and to the future!

Now listen and check. 

**8 Work in pairs. Ask and answer the questions.**

- What are your plans and hopes for the future?
- Are you going to have a school-leavers' party?
- What will you do on your holiday?
- Will you miss your friends and classmates? Why or why not?



## Unit 2 I know that you will be better at maths.

### Reading and vocabulary

1 Look at the picture and choose the answers to the questions. There may be more than one answer.

- 1 Who will probably get thanks from the school-leavers?
  - a) Family.
  - b) Friends.
  - c) Teachers.
- 2 What is the speaker probably going to say?
  - a) Thank you.
  - b) Good luck!
  - c) Cheers!

Now read the passage and check. 



Dear head teacher, teachers, parents and fellow students, I'm very proud that you have chosen me to speak to you today.

I have three roses here: a red one, a yellow one and a white one. These roses are to thank three groups of people for the three most important things that I have learnt. These three things are friendship, effort and trust.

I give the red rose to my friends. When I started school here, my Chinese was not good, and some of my mistakes were very funny. I once tried to say "xiexie", but I said "xiaxia" instead. Of course some people laughed, and I felt quite silly. But they were not laughing at me. They taught me to say many things in Chinese and kindly invited me to join them. Today, thanks to their kindness, my Chinese is much better, and we have become friends. So, let me say "xiexie" again to all of you for your help.

I give the white rose to my teachers, who have taught me that there is no success

without effort. When I started running in the 800 metres, I always finished last and I just wanted to give up. But the PE teacher, Ms Huang, helped me. She ran along with me, and she said, "You only really lose if you give up!" I still can't run fast enough, but I've learnt to try my best, not only with running but with whatever else I do.

I give the yellow rose to my parents for teaching me that love is about trust. When I wanted to learn the violin, my father told me that I should work harder at maths. I was disappointed. Then, on the morning of my birthday, I woke up to find a beautiful violin at my bedside. There was a note from my father: "I'm sure you will be good at music. I know that you will be better at maths."

I'm sure that you all have your own memories about the happiness of the last three years, and the people whom you want to thank for it, so let's all stand up and say, "Thank you, friends, teachers and parents! We love you!"

**2 Find sentences which show:**

- 1 the three things the speaker has learnt
- 2 the three groups of people the speaker wants to thank
- 3 what the speaker has learnt from each group of people

**3 Answer the questions.**

- 1 Which sentence in Paragraph 4 means “You have to work hard to succeed”?
- 2 “You only really lose if you give up!” What does the sentence mean?
- 3 “I’m sure you will be good at music. I know that you will be better at maths.” What did Betty’s father want her to do?
- 4 How do you think Betty would write to her father in reply?
- 5 “I’m sure that you all have your own memories about the happiness of the last three years, and the people whom you want to thank for it...” What does *it* mean?

**4 Check (✓) the answers to the questions. There may be more than one answer.**

- 1 Which words can you use to describe the speech in Activity 1?  
careful  excited  moving  polite   
silly  troubled  warm  worried
- 2 Which sentence(s) will you probably find in speeches at a school-leavers’ party?  
a) Thank you, friends, teachers and parents!   
b) We’ll always stay in touch.   
c) I’m proud to be chosen to speak to you.   
d) Let’s all stand up and say...

## Writing

**5 Write a speech you might give at your school-leavers' party.**

- Start your speech by saying what your speech is going to be about.

*Dear head teacher, teachers and parents, I'd like to thank you for...*

- Decide who you want to say thank you to.

*There are many people who I'd like to thank. First, I want to thank...*

- Decide what you want to thank them for with examples.

*They have always given me great help...*

- Finish your speech by giving best wishes for the future.

*Thank you and good luck for the future.*



### Learning to learn

You may have to make speeches on the first day at your senior high. Try to plan ahead what you are going to say, but do not write the speech in full — just make notes. When you make your speech using the notes, you will sound much more natural.

## Unit 3 Language in use

### Language practice

I know **that** you will be better at maths.

These roses are to thank three groups of people for the three most important things **that** I have learnt.

I give the white rose to my teachers, **who** have taught me **that** there is no success without effort.

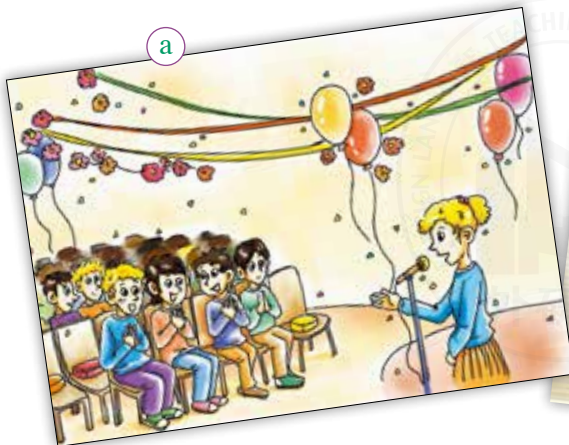
I'm sure that you all have your own memories about the happiness of the last three years, and the people **whom** you want to thank for it.

1 Complete the sentences using *which, that, who* or *whom*. Try to explain the meaning of the words in bold.

- 1 **Finger food** is the food *that/which we eat with our fingers* \_\_\_\_\_.
- 2 A **handbag** is a small bag \_\_\_\_\_.
- 3 **School-leavers** are young people \_\_\_\_\_.
- 4 A **classmate** is someone \_\_\_\_\_.
- 5 A **friend** is someone \_\_\_\_\_.
- 6 A **stranger** is someone \_\_\_\_\_.

2 Work in pairs. Look at the picture and the menu. Discuss the questions.

- 1 How do you know that the party is international?
- 2 Why are the people cheering?
- 3 What do you think the person making a speech is saying?



3 Complete the passage with the clauses in the box.

- a) that success at school is important for our futures
- b) if you want to be an engineer
- c) that we control the future
- d) we can all make a wonderful future if we remember this
- e) that I am a very good student

We will finish junior high soon. Many students are worried about the future. School is hard. We all think (1) \_\_\_\_\_.

Some of us are lucky. We are good at studying. I am very lucky. My teachers say (2) \_\_\_\_\_. I especially love studying maths. It is a very important subject. You need it for physics, or (3) \_\_\_\_\_. I want to be an engineer. Engineers and scientists are important for our country's future.

My classmates and I are all a bit sad to be leaving junior high. But we are also excited about taking a new step in our lives. Our future lives and jobs get closer every day.

The English say, "The future is what you make it!" I like this saying. It means (4) \_\_\_\_\_. It reminds us to try our best, and to never give up. I really think (5) \_\_\_\_\_.

4 Join the words in Box A with the words in Box B to make new words. You need to use one word more than once.

A after class hair hand

B bag cut made mate noon

Now complete the conversation with the new words.

**Lingling:** What are you going to wear to the school-leavers' party?

**Betty:** I'm going to wear a dress. And I'm going to buy a new black (1) \_\_\_\_\_. Do you want to go with me to the shopping centre to look for one?

**Lingling:** Sorry, I can't. I'm having a(n) (2) \_\_\_\_\_ this (3) \_\_\_\_\_ at three o'clock. I want nice short hair for the party!

**Tony:** I'll go with you, Betty. I'm going to take photos, and I want to buy a book to put the photos in. I hope that all of us will remember each other. I'm happy I have been your (4) \_\_\_\_\_.

**Betty:** I've already bought a special book for the photos. It's black, with (5) \_\_\_\_\_ paper pages.

**Tony:** You can carry it on the big night, then. It'll match your clothes.

**Betty:** Don't be silly, Tony!

# Module 8

## My future life

### 5 Complete the sentences with the words or expressions in the box.

beat laugh at pardon roses wake... up

- 1 Try to follow the \_\_\_\_\_ of the music.
- 2 Oh, \_\_\_\_\_ me. I didn't see you there.
- 3 We're going to put \_\_\_\_\_ all around the room this year.
- 4 I can't go to school wearing that — everyone will \_\_\_\_\_ me.
- 5 I'll \_\_\_\_\_ you \_\_\_\_\_ when it's time to leave.

### 6 Listen and answer the questions.

- 1 Did Adam go to Africa or America?
- 2 What did Adam do there?
- 3 What does Adam like most about the country?
- 4 What did Adam do at weekends?
- 5 What does Adam want to do in the future?

### 7 Read the passage and choose the correct answer.

Mark Smith is a student at a vocational school — a school where people learn how to do many of the jobs that are needed in modern society.

"After I finished secondary school, my results showed that I was better at doing things than at reading books. I had to decide how I wanted to make a living in the future. I'm the sort of person who is good at making things with my hands. So I chose to go to vocational school." Now, he learns how to repair machines.

"Everyone needs a skill that is useful if they want a good life. And I like learning about how things work," he says.

Mark tells people that he is very happy about his choice. "Now I can study the things that I like best. Everyone wants to study what they are good at, don't they?" He believes that he has a bright future ahead of him. "You can't have a society where everyone works in an office. Workers who can make things and repair things will always be needed."

When people ask Mark what he is most interested in, he smiles. "Planes. I don't know why I've always loved machines that fly, but I do. One day, I'm going to help repair the planes that carry people all over the world."



- 1 What do students at vocational schools do?
  - a) They look for jobs there.
  - b) They learn how to do many of the jobs that are needed in society.
  - c) They study why the jobs are needed in society.
  - d) They do the same as students in secondary school.
- 2 Why did Mark choose to go to vocational school?
  - a) Because he wanted to know more about society.
  - b) Because he finished secondary school.
  - c) Because he found that he was better at doing things than at reading books.
  - d) Because he did not do well at school.
- 3 According to the passage, which of the following is NOT the reason why Mark made his choice?
  - a) Everyone needs a skill for a good life in the future.
  - b) He can study the things that he likes best.
  - c) The society needs not just people who work in an office, but also those who can make things and repair things.
  - d) He likes physics.

## Around the world

### Junior high school dances

In the US, students often have a school dance to celebrate the end of junior high. There is usually a student committee which organises the dance. They decorate the school gym with balloons, lights and other things so that it looks very nice. They plan the music and organise the food. Sometimes the parents help make the food and sometimes it comes from a restaurant. The girls usually wear pretty dresses and the boys wear smart clothes. They eat, dance and sometimes have competitions. The dance is usually supervised by teachers and parents.



## Module task: Making plans for your future

- 8 **Think about your life in the future. Make notes about the following things:**
  - what you are planning to do in the next three years
  - what you would like to do after that
  - what other areas of your life you want to develop
  - what sort of values you think will be important to you
- 9 **Use your notes to write sentences.**
- 10 **Join your sentences and write a passage about your future plan.**

# Revision module B

## Listening

1 Listen to the conversations and choose the correct answer. 

### Conversation A

- 1 Where does the conversation take place?  
a) At home.                      b) In a shop.                      c) At school.
- 2 What does the girl want to do?  
a) Buy a long dress for a birthday party.  
b) Buy a short dress for a school party.  
c) Buy a blue dress and a red dress.

### Conversation B

- 3 What does the woman like most about her country?  
a) The hills.                      b) The cities.                      c) The countryside.
- 4 According to the woman, when is the best time to visit the country?  
a) In April.                      b) In November.                      c) From April to November.
- 5 What does the woman say about the weather?  
a) It doesn't rain from April to November.  
b) The weather is very good.  
c) It rains a lot in spring.

### Conversation C

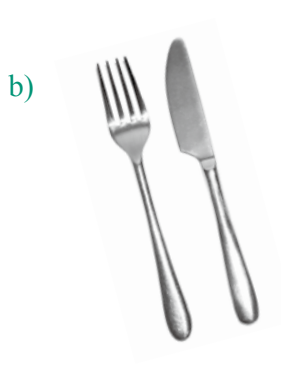
- 6 Where is Sally from?  
a) America.                      b) Britain.                      c) Australia.
- 7 What do most American people say to each other when they meet?  
a) Hi.                      b) Hello.                      c) G'day.

### Conversation D

- 8 What does Jane Wang want the students to do when they are out of the classroom?  
a) Take a rest.                      b) Take some exercise.                      c) Go to the dining hall.
- 9 How many times is food served in the dining hall?  
a) Three times.                      b) Twice.                      c) Once.
- 10 What does Jane Wang say about the food at school?  
a) It is not cooked in the school kitchen.  
b) There are only a few choices.  
c) It is delicious and healthy.

**Conversation E**

- 11 What are they talking about?
  - a) A menu of finger food.
  - b) The school pop group.
  - c) Food for the end-of-term party.
- 12 How many people are invited?
  - a) About 100.
  - b) About 200.
  - c) About 300.
- 13 What have they decided to serve?
  - a) Only sandwiches.
  - b) Finger food and some other kinds of food.
  - c) Hot potatoes and ice cream.
- 14 What is NOT true about the music for the party?
  - a) It is classical music.
  - b) It is music with a good beat.
  - c) It is going to be played by the school pop group.
- 15 Which of the following do they need?



**2 Listen and complete the table.** 

<b>Ground floor</b>	Classrooms for _____, _____, _____
	Hall for _____, _____, _____
<b>First floor</b>	Classrooms for _____, _____ room
<b>Second floor</b>	Classrooms for _____
<b>Top floor</b>	Classrooms for _____



# Revision module B

## Vocabulary and grammar

### 3 Choose the correct answer.

- 1 My grandmother \_\_\_\_\_ a lot of changes during her lifetime.  
a) should see      b) was seeing      c) sees      d) has seen
- 2 They \_\_\_\_\_ work very hard when they were young.  
a) had to      b) must      c) should      d) have to
- 3 Alex is writing an email \_\_\_\_\_ John will know what he is doing.  
a) although      b) so that      c) but      d) because
- 4 — Would you like some more fish?  
— \_\_\_\_\_  
a) No, I wouldn't.  
b) No, thank you. I've had enough.  
c) Yes, I'd like a drink.  
d) No, I don't like it.
- 5 He does not often make a \_\_\_\_\_ in front of so many people.  
a) talk      b) speech      c) conversation      d) dialogue
- 6 Betty and Tony \_\_\_\_\_ to hang flags in the hall by the head teacher.  
a) have asked      b) are asking      c) were asked      d) ask
- 7 — \_\_\_\_\_ is the sports meeting going to be held?  
— It will be held at the National Stadium.  
a) When      b) What      c) Where      d) How
- 8 I just couldn't get to sleep last night. The boys and girls \_\_\_\_\_ a lot of noise upstairs.  
a) are going to make      b) make      c) made      d) have made

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

although   famous   get   great   hold   musician   surprise   that   who

Every summer, at a farm near Glastonbury, a small town in England, a big rock concert is held. The world's most (1) \_\_\_\_\_ artists play in a building where cows live for most of the year. In 1970, Michael Eavis had the idea and (2) \_\_\_\_\_ the first concert on the farm. At first, the concert was very small, but now it is one of the (3) \_\_\_\_\_ rock concerts. That is why (4) \_\_\_\_\_ from all over the world love to play there. They play to about 175,000 rock music fans, (5) \_\_\_\_\_ camp at the farm for the weekend. Many more watch the concert on TV.

(6) \_\_\_\_\_ everyone hopes for clear days and warm sunshine during the concert, it almost always rains. However, Glastonbury fans say it is their favourite concert. “It’s an event (7) \_\_\_\_\_ we look forward to all year round. This weekend we know we are going to hear the best music, and have the most fun!”

You will not be (8) \_\_\_\_\_ to hear that it is very difficult to (9) \_\_\_\_\_ a ticket to the concert.

**5 Read the passage and choose the correct answer.**

**Talking to computers**

If you come to school one day and all your friends are talking to their computers, do not worry. There is (1) \_\_\_\_\_ wrong with them. They are all just using a new kind of program (2) \_\_\_\_\_ can listen to your voice and remember who you are. Talking computers are not new. People were interested (3) \_\_\_\_\_ them twenty years ago, but they never worked well.

Voice programs are very useful in our daily life. If you make a phone call about a product or (4) \_\_\_\_\_ you make a plane booking, you may find you are talking to a (5) \_\_\_\_\_. People are now able to (6) \_\_\_\_\_ messages with their voices. When you want to call Maria, you just pick up the phone and say “Maria”, and Maria (7) \_\_\_\_\_ the phone.

There are even some new programs which can remember 50,000 words. They are useful (8) \_\_\_\_\_ people who need to put a lot of text into their computers. This is a (9) \_\_\_\_\_ thing for people like doctors and writers because it is very quick. They can just talk straight into the computer. People who like talking into the computer say that it is (10) \_\_\_\_\_ better and faster than using a keyboard.

- |                  |                 |               |                 |
|------------------|-----------------|---------------|-----------------|
| 1 a) something   | b) nothing      | c) everything | d) anything     |
| 2 a) where       | b) who          | c) which      | d) it           |
| 3 a) with        | b) on           | c) to         | d) in           |
| 4 a) while       | b) if           | c) until      | d) after        |
| 5 a) woman       | b) person       | c) voice      | d) computer     |
| 6 a) send        | b) give         | c) bring      | d) hand         |
| 7 a) will answer | b) is answering | c) answered   | d) has answered |
| 8 a) as          | b) with         | c) of         | d) for          |
| 9 a) better      | b) best         | c) good       | d) bad          |
| 10 a) much       | b) very         | c) more       | d) less         |

# Revision module B

## Reading

6 Read the passages and choose the correct answer. 

A

### Some unusual jobs

When we ask students what they would like to be in the future, they often talk about ordinary jobs, like doctors or teachers. But if you think about it, you will find that many people do not do the jobs they planned to do. They just start doing their jobs by accident. We have talked to two people with unusual jobs.

Linda is a dentist, but she does not work with people. She works with horses. After university, she took care of animals' health for several years. She noticed that there were few people who could help with horses' teeth. So she went back to college and

studied again. Then she had to buy special tools for her work. She is always very busy taking care of horses' teeth. "I really enjoy working with horses," said Linda.

As soon as Mike could read, he read books about robots. When he was older he decided to make building robots his job. He made up his mind to study science, maths and computers so that he could break into the world of robot engineering. "Some of the maths is very difficult," says Mike, "but you must study maths to be an engineer." Luckily, he got top marks in all his maths exams. Now he builds robots for industry.

- In order to take care of horses' teeth, Linda \_\_\_\_\_.
  - worked on farms for several years
  - went back to college to study
  - stopped her work at a college
  - worked in a hospital
- Linda does not want to be a dentist for people because \_\_\_\_\_.
  - the pay is low
  - she has to buy special tools
  - she likes working with horses
  - she will lose her job
- To become a robot engineer, Mike \_\_\_\_\_.
  - had to study hard
  - did not have to go to college
  - did not have to study maths
  - bought a lot of robots
- Mike got top marks in all his maths exams, although \_\_\_\_\_.
  - he does not like maths
  - he could not break into the world of robot engineering
  - he does not like the robots in his books
  - maths was not easy to study

**B**

People in the UK are always talking about the weather. In the UK, instead of saying “Hello”, people sometimes say “It’s a lovely day” when the weather is sunny, or “Terrible weather, isn’t it?” when it is bad. There are many words to describe the weather too. Why is this?

Perhaps one of the reasons is that the weather in the UK is always changing. The UK is made up of a group of islands. The sea separates it from the rest of Europe. The winds coming from the sea make the weather change all the time. On the same day, it can be hot and cold, dry and wet, windy and still. So people have to think

about the weather all the time.

The changing weather is important for farmers. It is sometimes difficult to plan when to plant and when to pick fruit and vegetables. Too much rain in July and August is harmful and costs farmers in the UK a lot of money. But it is not only farmers who pay attention to the weather. Most British people have gardens, and they need to watch the weather carefully to decide what work to do in them.

So, there is a good reason for British people to talk about the weather. It is a very important part of their lives.

- 1 What is the best title for the passage?
  - a) The British weather.
  - b) Talking about the weather.
  - c) The weather in China and Britain.
  - d) The changing weather.
- 2 According to the passage, which of the following statements is true?
  - a) It rains all the time in Britain.
  - b) The weather changes a lot in Britain.
  - c) It rains a lot in autumn in Britain.
  - d) It does not rain very often in Britain.
- 3 What is the problem for farmers?
  - a) They get sick in summer.
  - b) They do not understand the weather.
  - c) Most British people have gardens.
  - d) It is difficult to plan the farm work because of the weather.
- 4 According to the passage, which of the following statements is true?
  - a) People enjoy the weather in the UK.
  - b) Weather is an important part of people’s lives in the UK.
  - c) Everyone thinks the weather is terrible.
  - d) Only people who have gardens watch the weather.

# Revision module B

C

## Victoria and Albert Museum Project

The Victoria and Albert Museum in London has an exciting new project, the World Beach Project. It is an art project open to anybody, anywhere in the world, of any age. Many of us have made simple shapes with sand and stones on beaches. This project is about making simple shapes with stones of different colours and sizes.

An artist at the museum started the project. The rule is that there is no drawing in — or digging of — sand: just putting stones together and nothing else.

The project happens in two places:

### At the beach

- 1 Find a place to make your shape.
- 2 Look for and collect your stones.
- 3 Put your stones in different groups.

You can group them by colour, size or shape.

4 Make your shape.

5 Keep going until you have finished the shape, run out of stones, or have no more ideas.

6 Take three photos as described below. (You can take more and then choose the best three.)

### At your computer

1 Select your three photos:

- one of a beach
- one of you working on the shape
- one of the finished work

2 Go to the map page of the website and find your beach.

3 Go to “I want to add my beach project to the map” to add your three photos.

- 1 Who can take part in the project?
  - a) Only artists.
  - b) Anyone from anywhere in the world.
  - c) Only people in London.
  - d) Only children.
- 2 What can you use to make your shape?
  - a) Sand.
  - b) Stones.
  - c) Earth.
  - d) Water.
- 3 What do you need to do with your shape?
  - a) Take it to the museum.
  - b) Put the photos of the shape on the website.
  - c) Leave it at the beach.
  - d) Add sand.
- 4 According to the writer, which of the following statements is true?
  - a) The project is not very exciting.
  - b) The project happens at the museum.
  - c) The project happens in only one place.
  - d) The project is about making shapes with stones.

## Writing

### 7 Read the email from Tom.

FROM: Tom  
TO: Daming  
SUBJECT: Can you give me some advice?

Dear Daming,

Time flies!

I've been in China for more than two months now. Though I've enjoyed my stay here very much, I do have some problems living in China. For example, when I'm invited to dinner, my friends always serve me a lot of food, though I've told them I'm full. I don't know what to do.

Can you give me some advice?

Yours,

Tom

Now write a reply to Tom for Daming.

## Speaking

### 8 Look at the pictures and try to describe what Henry does on Saturday.



### 9 Talk about Henry's activities. Give advice about a healthier way to spend Saturday.

## Language notes

### Module 1 Travel

① **But the pilot succeeded in landing on time.** 不过飞行员成功地按时着陆了。

succeed in doing... 表示“成功地做……”。例如：

*He succeeded in working out the maths problem.* 他成功地解出了这道数学题。

*We finally succeeded in getting little Johnny up the stairs.* 我们最后成功地让小约翰尼上了楼梯。

② **There's nothing to worry about as long as you work hard.** 只要你努力，没什么好担心的。

as long as 在这里引导条件状语从句，表示“只要”，也可以用 so long as 表达同样的意思。例如：

*You can invite your friends as/so long as you tell me two days before the party.* 你可以邀请朋友来，只要在聚会前两天告诉我就行。

*My parents don't care what job I do as/so long as I'm happy.* 我父母对我从事什么工作无所谓，只要我开心就好了。

③ **Car 9, Seat 12A.** 9 车厢，12A 座。

这里的 car 指火车车厢。例如：

*She went to the dining car for lunch.* 她去餐车车厢吃午饭了。

④ **Please have your tickets ready.** 请大家准备好车票。

have sth. ready 表示“把某物准备好”。例如：

*We had a room ready for you.* 我们给您准备了一个房间。

⑤ **Oh, it's a long story...** 哦，说来话长……

it's a long story 常用在口语中，表示某事可能很复杂，一言难尽。例如：

— *Why have you only got one shoe on?* 你为什么只穿了一只鞋？

— *It's a long story.* 说起来话可就长了。

## Module 2 Education

### ① River School is a secondary school... 里弗学校是一所中学……

secondary school 主要指的是“(为年龄在 11 至 16 或 18 岁之间孩子开办的) 中学”，是 primary school (英国的小学) 或 elementary school (美国的小学) 之后、大学之前的教育阶段。

### ② Once a term, there is a parents' meeting... 每学期要召开一次家长会……

once 表示“一次，一回”。例如：

*Kate says she goes shopping once a week.* 凯特说她每周购物一次。

once, twice, three times, many times, ever 常在现在完成时态中用作时间状语，表示说话前发生过一次或多次的动作，现在已成为一种经验或经历。

— *How many times have you visited Beijing?* 你去过北京多少次？

— *I've visited there twice.* 我去过两次。

## Module 3 Life now and then

### ① Remember to speak up! She's a bit deaf now. 记得说话大点儿声，她现在有点儿耳背了。

speak up 表示“大点儿声说”。例如：

*Speak up, please. I can't hear you.* 请大声一点儿，我听不见你说话。

### ② ... looking after us was more than a full-time job. ……照料我们比做一份全职工作还要辛苦。

这句话的主语是动名词短语 looking after us。句中 more than 表示“不只是，多于”。例如：

*He is more than a coach. He is a friend.* 他不只是教练，更是朋友。

### ③ Generally speaking, I think life is better today. 总的说来，我认为今天的生活更好了。

generally speaking 表示“一般而言，总的说来”。in general 也可以表达同样的意思。例如：

*Generally speaking, we enjoyed the trip.* 总的说来，我们这次旅行很愉快。

*In general, women live longer than men.* 总的说来，女性比男性更长寿。



## Module 4 Rules and suggestions

### ① I'm starving! 我都快饿死了!

口语中，人们常用 *starving* 表示“非常饿”。例如：

*What's for lunch? I'm starving!* 午饭吃什么？我快饿死了！

### ② Come on! I'll lead the way. 走吧！我来带路。

*come on* 在不同的情境中有不同的意思，请看下面的句子：

*Come on — we're going to be late if you don't hurry!* 快点儿——你不快点儿我们就要迟到了！（表示“快一点”）

— *It'll take at least two hours to do this!* 至少要花两小时才能干完！

— *Oh, come on! I could do it in twenty minutes.* 噢，得了吧！我20分钟就能干完。（表示不相信，“得了吧”）

这里 *lead* 表示“带（路），领（路）”。例如：

*I don't know the way, so you'd better lead.* 我不认识路，所以你最好带路。

### ③ ... the three of us were tired after walking for about eight hours. ……步行了大约八个小时之后，我们三个人都很累。

在本句中，*the* 用在数词前，表示特指。*the three of us* 指的是“我们三个人”（一共就三个人）。而 *three of us* 则表示“我们中的三个人”（我们不止三个人）。例如：

*They have eight people in the team. The eight of them all know only good teamwork will enable them to get the job done on time.* 这个小组有八个人。这八个人都知道，只有配合默契，他们才能按时完成任务。

*There are ten people in the office and eight of them are women.* 办公室里有十个人，其中八个是女士。

### ④ Suddenly, I saw a baby bear playing with some sticks and stones. 突然间，我看到一只小熊在玩树枝和石头。

*see sb./sth. doing sth.* 表示“看到某人正在做某事或某事正在发生”。例如：

*I saw him crossing the road.* 我看到他正在过马路。

baby bear 作谓语 saw 的宾语，同时作现在分词短语 playing with some sticks and stones 的逻辑主语。

- ⑤ ... I remember thinking, “If I reach out, I can just touch him.” ……我现在还记得当时在想：“我要是伸出手的话，就能摸着他。”

课文讲述的是过去的故事，全文用的都是一般过去时，但此处 I remember 用的是一般现在时，表示作者到现在仍记得当时的想法。此外，全文用 he（而不是 it）指代小熊，表达了作者对小熊的喜爱之情。这里的 reach out 表示“伸出（手臂）”，例如：

*The monkey reached out a hand for the banana.* 猴子伸出手去够香蕉。

- ⑥ For the next ten days, every time there was a sudden noise, my blood went cold. 之后的十天中，每当听到突然的声响，我都会心惊胆战。

every time 在句中引导状语从句，表示“每次……，每当……”。其他用法类似的名词短语还有 the moment, next time, last time 等，它们都可以直接引导时间状语从句。例如：

*Be sure to visit the museum next time you come to our city.* 下次来我们这座城市时，你一定要去参观博物馆。

## Module 5 Look after yourself

- ① It's nothing serious. 没什么大事。

这里的 nothing serious 表示“不很严重，没什么大事”。例如：

*Don't worry! Nothing serious!* 别担心，没什么大事！

修饰不定代词时形容词要置于不定代词之后。例如：

*Is there anything important?* 有什么重要的事吗？

- ② Say no to smoking! 拒绝吸烟！

say no/yes (to...) 表示“(向……)说不/行”。例如：

*Did you say yes to her invitation?* 你接受她的邀请了吗？

*Their offer was so good that I couldn't say no.* 他们提出的条件很好，我无法拒绝。

- ③ Think about how your family and friends will feel, and think about what it will do to

**your health.** 想想你的家人和朋友们的感受吧，也想想抽烟将给你的健康带来的影响。

how your family and friends will feel 和 what it will do to your health 是名词性从句，充当句子的宾语。it 指代 smoking。

## Module 6 Eating together

### ① The teachers have asked everyone to prepare a traditional dish from their home country. 老师让每个人准备一道自己国家的传统菜肴。

在这句话中，dish 的意思是“烹制好的菜肴，一道菜”。例如：

*When I was in Italy, I had a wonderful pasta dish.* 我在意大利的时候，吃过一顿很棒的意大利面食。

dish 的另外一个意思是“盘子”，其复数形式 dishes 还可以表示“待洗的餐具”。例如：

*I'll do the dishes before we go.* 我们走之前，我会把餐具洗好的。

### ② Oh, soup's no good... 哦，汤不行……

这里的 no good 表示“不适合”。例如：

*These glasses are no good for champagne.* 这些玻璃杯不适合用来喝香槟。

下面总结一下 no good 的用法，供参考。

(1) it is no good doing sth. 做某事没用

*It's no good talking to him — he never listens.* 跟他讲没用，他从来不听。

(2) no good for sth. 不适合某物 / 某事

*This medicine is no good for headache.* 这药治不了头痛。

(3) no good to sb. 对某人没有好处或没有帮助

*A car is no good to me, since I can't drive.* 汽车对我没用，因为我不会开车。

(4) do no good 没用处，不成功

*I'll talk to him, but it will do no good.* 我会和他谈的，但不会有用了。

### ③ We often say, “When in Rome, do as the Romans do.” 我们常说：“入乡随俗。”

When in Rome, do as the Romans do 是一个西方谚语。在该句中，do as the Romans do 的字面意思是“像罗马人那样去做”，相当于汉语中常说的“入乡随俗”。其中，as 表

示“和……一样（指以同样的方式处理某事物）”。例如：

*While in the chemistry lab, do as I say, please.* 在化学实验室时，请按照我说的去做。

了解西方谚语，对我们学好英语非常有帮助。请看下列谚语：

*Like father, like son.* 有其父必有其子。

*No pain, no gain.* 没有耕耘，就没有收获。

*Once bitten, twice shy.* 一朝被蛇咬，十年怕井绳。

*Love me, love my dog.* 爱屋及乌。

#### ④ **No one will be cross.** 没有人会生气的。

这里的 cross 是形容词，表示“生气的”。例如：

*The old lady was really cross when the boy's ball broke her window.* 那个男孩的球打破了老太太的窗户，她非常生气。

*All right, you two, don't be cross with each other.* 好了，你们俩不要互相生气了。

我们还学过 cross 作动词的用法，表示“横穿，穿过；交叉”。例如：

*It took them two months to cross the desert.* 他们用了两个月的时间横穿沙漠。

*She was sitting on the floor with her legs crossed.* 她盘腿坐在地板上。

## Module 7 English for you and me

#### ① **... although my spoken English is not that good.** ……尽管我的英语口语不是那么好。

that 在这里是副词，意思是“那么，那样”。例如：

*Don't worry. The situation is not that bad.* 别着急，情况没那么糟。

#### ② **You mean those clubs where people go to practise their English?** 你指的是人们常去练英语的那些俱乐部吗？

you mean 表示“你是说……”，常用在口语中，用于核实你是否听懂了某人所说的话或对事实进行澄清。例如：

— *Do you remember Jane?* 你还记得简吗？

— *The woman we met in Scotland, you mean?* 你指的是我们在苏格兰见到的那位女士吗？

*You mean we're supposed to tell you if we want to leave early?* 你是说，如果我们想早些离开就应该告诉你，是吗？

动词 mean 在口语中还有很多其他的用法，请看下面的句子。

*I'll take that sandwich away if you don't eat it properly — I mean it!* 你要是不好好吃，我就把三明治拿走——我是认真的！（表示“对某事是认真的”）

*See what I mean? Every time she calls me up she wants me to do something for her.* 懂我的意思吗？她每次给我打电话都是想让我给她做事。（表示“意指，意思是说”）

*I'm sorry, but I didn't mean it.* 对不起，我不是有意的。（表示“有意，故意”）

**③ I always thought they were for people who speak good English already.** 我原来一直以为，这些俱乐部是为那些英语已经说得很好的人开办的。

在这个句子中，thought 表示“原以为（但实际并非如此或现在不那样认为了）”。

*I thought he was honest, but I was wrong.* 我原以为他是诚实的，但我错了。

**④ The reason why English is spoken everywhere is that in the nineteenth century, English became the language of world trade.** 各地都说英语的原因是，在 19 世纪，英语成为了世界贸易用语。

the reason why... is that... 表示“……的原因是……”。例如：

*The reason why he does not come here today is that he is ill.* 他今天没来，原因是他生病了。

**⑤ More and more schools in Europe are teaching Chinese as a foreign language, together with some European languages.** 越来越多的欧洲学校在教一些欧洲语言的同时，也教授中文这门外语。

这里 together with... 表示“与……一起，连同……”。例如：

*He collects coins, together with stamps and postcards.* 他在收集邮票和明信片的同时也收集硬币。



## Module 8 My future life

### ① It's got a great beat! 节奏太棒了!

beat 指“(音乐、诗歌等的)节奏,节拍”。例如:

*Follow the beat, please.* 请跟上节拍。

### ② Do you intend to stay in China for long, Tony? 托尼,你打算在中国待很长时间吗?

intend to do sth. 表示“打算做某事”。例如:

*Finney intends to go to Australia next year if all goes well.* 如果一切顺利,芬尼打算明年去澳大利亚。

for long 相当于 for a long period of time, 表示“很长时间”。例如:

— *Have you been waiting for long?* 你等了很久了吗?

— *No, not for long. Only a few minutes.* 没有,不久。只有几分钟。

### ③ These roses are to thank three groups of people for the three most important things that I have learnt. 这些玫瑰用来表达对三组人的谢意,因为我从他们(那里)学到了最重要的三件事。

### ④ I give the white rose to my teachers, who have taught me that there is no success without effort. 我将白玫瑰献给我的老师们,他们教我(明白了)不努力就不会成功(的道理)。

who have taught me that there is no success without effort 是一个非限定性定语从句,对前面的先行词 teachers 进行信息的补充,而不是限定性描述。与限定性定语从句不同,非限定性定语从句前面通常加逗号,从句部分即使被省略也不会造成主句意义上的不完整。非限定性定语从句中的关系代词不能省略。

这个非限定性定语从句中还包含一个宾语从句 that there is no success without effort, 作 have taught 的宾语。

no/not... without... 表示“没有……就不……”。例如:

*We cannot achieve anything without you.* 没有你(们)我们将一事无成。

⑤ “**You only really lose if you give up!**” “如果你放弃，(那么)你才真的失败了。”

这句话要表达的是：只要你坚持下去，跑完全程，那么就算你最后一个到达终点，你也不是一个失败者。

⑥ **... I woke up to find a beautiful violin at my bedside.** ……我醒来发现床边放着一把漂亮的小提琴。

本句中的 to find a beautiful violin at my bedside 是一个不定式结构，表示行为的结果。类似的句子还有：

*He arrived at the station to find the train gone.* 他到车站时发现火车已经开走了。



# Guide to language use

在本册教材中，我们将对初中阶段所学的语法项目进行归纳概括，帮助大家梳理语法系统。

## Module 1 名词、冠词、数词

### 名词

名词有可数与不可数之分，有数和所有格的变化，在句中可以作主语、宾语、宾语补足语、表语、同位语等。

#### 1. 可数名词与不可数名词

很多情况下，我们可以依靠常识（即用数数的办法）来判断英语名词是否可数。比如，book, table 都是可数名词而 water 是不可数名词。一般说来，在英语中物质名词和抽象名词都是不可数名词，如 flour, rice, beauty, pleasure, money 等。

学习名词必须区分其是否可数。只有可数名词前才可以使用数词和不定冠词。值得注意的是，有时同一个单词所指不同，其数的概念也就不同。例如，paper 作“纸”解时为不可数名词，表示“报纸”和“试卷”时是可数名词；fish 指“鱼肉”时是不可数名词，表示“鱼”时是可数名词，只不过通常是单复数同形；coffee 作“咖啡”解时是不可数名词，表示“一杯咖啡”时是可数名词。

#### 2. 名词的数

对于可数名词数的变化，一要掌握规则变化，即名词后加 -s 或 -es 的情况；二要掌握不规则变化，包括 man — men, woman — women, foot — feet, tooth — teeth, mouse — mice, child — children 等；三要掌握单复数同形的单词，如 sheep 等。除此以外，还应注意以下几点：

(1) 在一般情况下，复合名词的单复数形式体现在最后一个名词上，如 a pencil box — pencil boxes, a girl student — girl students。但是如果是由 man 或 woman 构成的复合名词，如 a man doctor, a woman teacher，其复数形式则为 men doctors, women teachers。



(2) 有些名词往往以复数形式出现，如 trousers, glasses (眼镜)，在表示数量时需要借助量词，如 a pair of trousers, three pairs of trousers。

(3) 有些名词表达复数概念，往往作为一个整体看待，如 police, people。这些单词没有复数形式，但是其后面的谓语动词却多为复数形式。例如：The police have caught the thief. Many people have seen the film. 如果要表达单个数量只能换用其他单词，例如：“一名警察”是 a policeman/police woman，“一个人”可以是 a person, a man, a woman 等。不过要注意，people 作“民族，种族”解时，是可数名词，复数形式是 peoples。

### 3. 名词的所有格

名词的所有格一般采用名词后加 's 的形式，如 a child's dream, someone's bag；以 -s 结尾的复数名词的所有格直接加 ' 即可，如 the boys' schoolbags。所有格表示的是所属关系，采用 's 结构的多为有生命的名词。如果是无生命的名词，多采用“of + 名词”的方式表达。例如：

*the window of the house* 房子的窗户

*the end of the year* 年末

*the gate of our school* 我们学校的大门

注意，a friend of my father's 与 my father's friend 的含义不同，前者含有“我父亲有不止一个朋友”的意思，而后者没有这一含义。

### 4. 名词的句法功能

名词的句法功能指名词可以充当的句子成分，常见的有：

#### (1) 主语

*The flight takes about thirteen hours.* 航程需要大约 13 个小时。

*Mr Wang teaches us English.* 王老师教我们英语。

#### (2) 宾语

*Many people were helping the old man when I passed.* 我路过的时候，许多人在帮助这位老人。

*He has become very interested in chess recently.* 最近他对国际象棋产生了很大的兴趣。

#### (3) 宾语补足语

*We all call him Xiao Li.* 我们都叫他小李。

#### (4) 表语

*My younger brother is a policeman.* 我弟弟是警察。

名词还可以用作同位语、呼语等。如：

*Mr Wang, my neighbour, has bought a new car.* 我的邻居王先生买了辆新车。(my neighbour 是 Mr Wang 的同位语)

*Tom, come and play games with us.* 汤姆，来和我们玩游戏吧。(Tom 是呼语)

## 冠词

对于冠词的用法，最重要的是正确区分定冠词与不定冠词。定冠词通常表示特指，不定冠词表示泛指；定冠词可以修饰可数名词和不可数名词，不定冠词只能修饰单数可数名词。定冠词所表达的多为特指的概念，例如 open the door, the Great Wall, the sun, the earth 等。

## 数词

对于数词，主要需掌握两点：一是基数词与序数词的表达方式，二是数词的基本用法。

### 1. 基数词与序数词

注意基数词与序数词的不同写法，尤其要注意以下几组：

*one — first; two — second; three — third*

*four — fourth; fourteen — fourteenth; forty — fortieth*

*five — fifth; eight — eighth; nine — ninth; twelve — twelfth*

### 2. 数词的用法

英语中数词可以在句中作定语、主语、宾语、状语等。

#### (1) 作定语

*He has three children, and they all go to Park School.* 他有三个孩子，都在帕克学校上学。

#### (2) 作主语

*In this accident, four were killed and fifteen were badly wounded.* 在这场事故中，4人丧生，15人重伤。

#### (3) 作宾语

*He has eaten two eggs and I have eaten three.* 他吃了两个鸡蛋，我吃了三个。(第一个数词作定语，第二个数词作宾语)

#### (4) 作状语

*First, open the book; second, read the sentences.* 首先打开书，然后读句子。

hundred, thousand, million 与数词连用时通常不带复数词尾 -s，但若用于表示数百、数千、数百万这样的泛指概念时，则用复数。

*two (several) hundred/thousand/million students* 两(几)百/千/百万名学生(表示具体数目)

*hundreds/thousands/millions of students* 几百/成千上万/数百万名学生(表示概数)

在以名词为中心，前面有冠词、数词以及形容词的结构中，这些词语的排列顺序为：“冠词 + 数词 + 形容词 + 名词”。例如：the three little pigs。

## Module 2 代词、介词与介词短语

### 代词

英语中的代词有人称代词、指示代词、物主代词、反身代词、不定代词和疑问代词等，具体请看下面的表格。

人称代词	主格: I, you, she, he, it, we, they
	宾格: me, you, her, him, it, us, them
指示代词	this, these, that, those
物主代词	形容词性: my, your, her, his, its, our, their
	名词性: mine, yours, hers, his, ours, theirs
反身代词	myself, yourself, herself, himself, itself, ourselves, yourselves, themselves
不定代词	some, any, both, either, neither, all, none, each, every, many, much, few, a few, little, a little, other, another, one, somebody, nobody, anybody, everyone, everything, something, anything, nothing 等
疑问代词	what, which, who, whom, whose 等

#### 1. 人称代词

##### (1) 主格与宾格的区分

人称代词在句中作主语时用主格形式，作宾语和表语时一般用宾格形式。如：

*They told us to get ready at once.* 他们让我们马上准备好。

*He bought very nice birthday presents for you and me.* 他给你和我买了非常好的生日礼物。

— *Who is it?* 是谁?

— *It's me.* 是我。

另外，宾格代词（特别是 *me*）可以作主语。主格代词一般不单独使用，也不用于带 *not* 的简短回答中，这些情况下往往用宾格代词。如：

— *Who wants a ride on my bike?* 谁想骑我的自行车？

— *Me!/Not me!* 我！ / 我不想！

### (2) *it* 的用法

*it* 除用来代替上文中出现的事物以外，还可以用来表示时间、天气、距离等。例如：

*It's twelve o'clock now.* 现在是 12 点。

*It's a fine day today.* 今天天气不错。

*It's twenty miles from here.*（那儿）离这儿 20 英里。

### (3) 人称代词的顺序

当多个人称代词并用时，英语中人称代词的排列顺序与汉语不同。汉语中喜欢说“你、我、他”，而英语中通常要说 *you, he/she and I*，复数人称代词的排列顺序是 *we, you and they*。

## 2. 指示代词

英语中有的用法可以借助汉语知识来帮助理解和记忆，指示代词的用法就是如此。汉语中可以用“这个、那个、这些、那些”时，英语中一般就可用 *this, that, these* 和 *those*。

## 3. 物主代词

物主代词包括形容词性物主代词和名词性物主代词。名词性物主代词从意思上讲相当于“形容词性物主代词 + 名词”，其作用与名词相同。要特别注意 *his*，这个代词既可以是形容词性物主代词，也可以是名词性物主代词。例如：

*This is his dictionary.* 这是他的字典。

*The dictionary is his.* 这本字典是他的。

*His is the newest dictionary in our class.* 他的字典是我们班最新的。

#### 4. 反身代词

英语中的反身代词在句中常作宾语和同位语。注意下面句子中反身代词的用法。

*She hurt **herself** when she fell.* 她摔倒的时候把自己伤着了。(宾语)

*May I introduce **myself**?* 我可以自我介绍一下吗? (宾语)

*You may go and ask the teacher **himself**.* 你可以去问老师本人。(同位语, 加强语气)

*You must do it **yourself**.* 你必须自己做。(同位语, 加强语气)

#### 5. 不定代词

英语中不定代词很多, 用法也比较灵活, 这里只介绍常用的几个。

##### (1) some 和 any

some 和 any 都表示“一些”, 可以指人或其他可数的东西, 也可以指不可数的东西, 可用作主语、宾语, some 多用于肯定句, any 多用于疑问句、否定句和条件句。例如:

***Some** of the students can speak German.* 有些学生会说德语。

*He had a lot of music CDs. Did he lend you **any**?* 他有很多音乐光盘。他借给你一些了吗?

##### (2) neither 和 none

neither 和 none 都表示否定的意思, 它们的区别在于: neither 表示对两者的否定, 而 none 用于表示对三者及以上否定。例如:

*I saw two boys at the door, but **neither** (of them) is my brother.* 我看到门口有两个男孩, 但他们都不是我哥哥(弟弟)。

***None** (of the students) in my class wants/want to take part in this trip.* 我们班没有学生想参加这次旅行。

另外, none 除指可数的人和物外, 还可以表示不可数的东西。none 还可以表示“零”这一数字概念。

*I have a lot of money in my bag, but **none** is mine.* 我的包里有很多钱, 但都不是我的。

— *How many postcards have you sent?* 你寄出了多少张明信片?

— ***None.*** 一张都没寄。

##### (3) (a) little 和 (a) few

表示数量的代词很多, 这里只对 (a) little 和 (a) few 作简单介绍。对于这一组代词, 一是要区分有冠词与无冠词的不同, 二是要区分 little 与 few 的不同。

a little 和 a few 表示肯定的概念，而 little 和 few 表示否定的概念。例如：

— *Do you have any water?* 你有水吗？

— *Yes, but only a little.* 有，但只有一点儿。

*Little is known about these areas of Mars.* 人类不太了解火星上的这些地区。

*He has many friends, but few are true friends / but only a few are true friends.* 他有很多朋友，却没有几个真正的朋友 / 却只有几个真正的朋友。

如以上各例句所示，(a) little 用于不可数名词，而 (a) few 用于可数名词。

#### (4) both 和 all

both 表示“两者都”，而 all 表示“全体，一切”，指三者及以上。all 还可以指不可数的事物。例如：

— *Which of the two shirts do you like?* 这两件衬衫你喜欢哪件？

— *I like both.* 两件都喜欢。

*All of the boys went to the cinema yesterday evening.* 昨晚所有的男孩都去看电影了。

*All was changed.* 一切都被改变了。

both 和 all 还可以用于主语之后。例如：

*We both/all passed the exam.* 我们俩 / 大家都通过了考试。

#### (5) each 和 either

each 与 either 都可以表示“每一个”，each 可以表示两者或两者以上中的“每一个”，而 either 只能表示两者中的“每一个”。例如：

*Each of us / We each got a beautiful card on that special day.* 在那个特殊的日子，我们每个人都得到了一张漂亮的卡片。

— *Which of the two shirts do you want?* 这两件衬衫你想要哪件？

— *Either will do.* 哪件都行。

注意：either 表示二选一，如上面一例，表示“哪个都可以”，说明购物者要买一件衬衣而不是两件都要。如表示两件都要，则用 both。

## 6. 疑问代词

疑问代词用于构成特殊疑问句，包括 what, which, who, whom, whose 等，代词的选择根据句意要求而定。

## 介词与介词短语

介词是一种用来表示人物、事件之间关系的词。在本模块中，我们将重点介绍介词短语的使用和介词的兼词现象。

### 1. 介词短语及用法

介词不能单独构成句子成分，必须以介词短语的形式来构成句子成分。这里重点介绍由“介词+名词”构成的介词短语，如 *in the park*, *by car*, *on Saturday*, *in front of the classroom* 等。这类介词短语在句中可以作状语、定语和表语等。

#### (1) 作状语

*The space pen worked in space, under water, even on ice.* 太空笔可以在太空中、水下，甚至冰上使用。

*He wrote long poems for children.* 他给孩子们写长诗。

#### (2) 作定语

*He seems to know the solution to the problem.* 他似乎知道这问题的解决办法。

*We had a debate about women's lives now and in the past.* 我们就妇女现在与过去的生活状况展开了一场辩论。

#### (3) 作表语

*Tom and Jack are from England.* 汤姆和杰克来自英格兰。

*Our manager is on holiday in the south.* 我们经理正在南方度假。

许多介词短语已经成为固定表达方式，我们可以把它们作为一个整体来记忆和使用，如 *in the past*, *in the morning*, *at the weekend*, *after school* 等。

### 2. 介词的兼词现象

有些单词既可以用作连词也可以用作介词，而有些单词既可以用作介词又可以用作副词，应注意区分它们在句子中的不同功能。例如：

#### (1) after 和 before

*after* 和 *before* 两词既可以作连词，也可以作介词。作连词时后面接从句，作介词时后面接名词或动词的 *-ing* 形式。例如：

*What did you do after you called the police?* 报警之后，你做了些什么？（*after* 为连词，连接状语从句）

*I am going to the playground to play basketball **after** school.* 课后我要去操场打篮球。  
(after 为介词, 与名词 school 构成介词短语作状语)

试比较下面两句话:

*You should take off your shoes **before** you go into a Japanese home.*

*You should take off your shoes **before** going into a Japanese home.*

以上两句意思相同, 都表示“去拜访日本家庭的时候, 入室前要脱鞋”, 但是第一句中 before 为连词, 而第二句中 before 为介词。

(2) above 和 below

above 和 below 可以作介词, 也可以作副词。例如:

*Do not write **below** the line.* 请勿写在线下。(below 和 the line 构成介词短语作状语)

*Please write to me at the address **below**.* 请按照下面的地址给我写信。(below 为副词)

英语中兼作介词和副词的单词很多, 如 about, behind, down, up, in, off, on, over, through, under 等。

## Module 3 形容词与副词

对于形容词与副词, 我们主要掌握两点, 一是形容词与副词的句法功能, 二是形容词与副词的比较级和最高级。

### 形容词与副词的句法功能

#### 1. 形容词的句法功能

一般说来, 形容词可以放在名词之前作定语, 也可以放在系动词之后作表语, 还可以作宾语补足语等。例如:

*Did you see that **old** photograph that I found? It's a **lovely** picture.* 你看见我找到的那张老照片了吗? 画面真美。(定语)

*They were very **nice**.* 他们很友善。(表语)

*People's lives seem **busy** now.* 现在人们的生活似乎很忙碌。(表语)

*We must keep our classroom **clean and tidy**.* 我们必须保持教室干净整洁。(宾语补足语)  
形容词作定语一般都是放在名词之前, 但是如果修饰的是不定代词 something,



anything, nothing, somebody, anybody, nobody 等，就要放在后面。例如：

*Is there **anything special** in the paper today?* 今天报纸上有什么特别的新闻吗？

*I didn't find **anything funny** about it.* 我觉得这事一点儿都不可笑。

*There is **nothing new** in the store.* 商店里没有什么新东西。

很多副词都以 -ly 结尾，但是“名词 +ly”的词则多为形容词，如 weekly, friendly 等，应注意区别。例如：

*A **friendly** voice answered the phone.* 接电话的是一个友好的声音。

## 2. 副词的句法功能

副词一般用作状语，修饰动词、形容词、副词以及全句，表示程度、方式等。例如：

*They speak **highly** of you.* 他们对你的评价很高。

*We were **very** lucky to find you here.* 我们很幸运在这里找到了你。

*The spring passed **too** quickly.* 春天过得太快了。

***Hopefully**, we'll meet again on Friday.* 希望我们星期五再见面。

## 形容词与副词的比较级和最高级

就形容词、副词的比较级和最高级而言，一是要掌握比较级和最高级的构成，二是要掌握比较句型。有关比较级、最高级的构成可以参见八年级上册的 Module 2, Module 3 和 Module 4，这里主要介绍相关的句型。

### 1. 比较级的句型

常见的比较级句型有：

(1) 比较级 + than，表示“比……更……”

*Health is **more important** than wealth.* 健康比财富更重要。

*He got up **earlier** than I did this morning.* 今天早上他起得比我早。

(2) 比较级 + and + 比较级，表示“越来越……”

*The story gets **more and more** exciting.* 故事变得越来越激动人心。

*Our lives are getting **better and better**.* 我们的生活越来越好。

(3) The + 比较级，the + 比较级，表示“越……，越……”

***The more** time you spend on it, **the greater** progress you will make.* 你在这上面花的时

间越多，你的进步就会越大。

*The more he talked, the more excited he grew.* 他越说越激动。

同级比较一般采用 *as... as...* 句型，否定句可以用 *not so/as... as...* 表示。例如：

*He is as tall as his father.* 他和他父亲一样高。

*She is as busy as before.* 她和过去一样忙。

*I get up not so early as you.* 我不如你起得早。

## 2. 最高级的表达方式

常见的最高级表达方式有：

(1) *the* + 最高级 + *of/in...*

*Jim is the tallest of the three.* 吉姆是三人中最高的。

*He is the most diligent student in his class.* 他是班上最勤奋的学生。

(2) 选择疑问句

*Who is the tallest, Tom, Jack or Bill?* 汤姆、杰克和比尔，谁个子最高？

(3) *the* + 最高级 + 定语从句

*It is the most interesting book I have ever read.* 这是我所读过的最有趣的一本书。

## 3. 比较级和最高级的修饰语

比较级和最高级的修饰语应置于其所修饰的形容词或副词之前。常见的比较级修饰语有 *much, still, a lot, even, far* 等。例如：

*He worked much harder then.* 那时他工作要努力得多。

常见的最高级修饰语有 *almost, by far, far, much* 等。例如：

*This is by far the most expensive bag in the shop.* 这是目前这家商店里最贵的包。



## Module 4 情态动词

在七年级下册的 Module 2 和八年级上册的 Module 10 和 Module 11 中，我们已经介绍过情态动词 *can*, *might*, *must*, *may* 等的用法。由于在选择情态动词时我们首先考虑的是如何达意，所以在本模块中我们将从表意的角度总结一下情态动词的基本用法。

### 1. 表示能力

表示一个人能做某事时，常用情态动词 *can* 或 *could* 表达。例如：

*My five-year-old daughter can draw a beautiful picture in five minutes.* 我五岁的女儿能在五分钟之内画出一幅漂亮的图画。

*As soon as Mike could read, he read books about robots.* 迈克刚能看懂书，就看关于机器人的书。

### 2. 表示可能性

如果要表达“可能、可能性”，可以用 *may/might* 或 *can/could*。例如：

*Jane may be at home.* 简可能在家。

*I might talk to him.* 我可能会跟他说说。

*You can go to Beijing by train.* 你可以坐火车去北京。

### 3. 表示许可或征求对方许可

如果表达允许某人做某事，或征求对方的许可，可以用 *can/could/may/might*。例如：

*You can/may start your work now.* 你现在可以开始工作了。

*Could/May I come a little later tomorrow? I don't feel myself.* 我明天可以晚到一会儿吗？我觉得不太舒服。

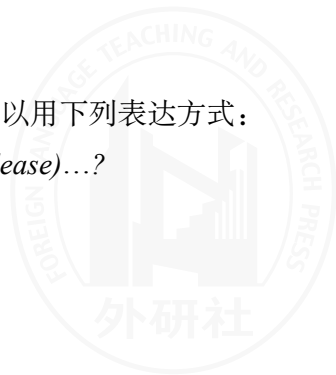
### 4. 表示请求对方做事情

如果要请求对方做事情，可以用下列表达方式：

*Will/Would/Could you (please)...?*

*Would you mind...?*

例如：



**Would you please help me with this suitcase?** 你可以帮我拿这个手提箱吗?

**Would you mind turning down the music?** 你能把音乐关小点儿声吗?

#### 5. 表示建议和邀请

表示建议和邀请可以用下列表达方式:

*Would you like (to)...?*

*Shall we...?*

例如:

**Would you like to play basketball?** 你想打篮球吗?

**Shall we go?** 我们走吧?

#### 6. 表示意愿

表示想做某事可以用 *would like/love to...* 例如:

**I'd like to be a scientist.** 我想成为科学家。

#### 7. 表示应该、义务

表示应该、义务等时常用 *should, ought to, must*。例如:

**You should talk to your parents.** 你应该跟你父母谈谈。

**I ought to train more to improve my skill.** 我应该多训练来提高技巧。

#### 8. 表示命令、禁止、不得不

表示这类含义时一般用 *must, mustn't, have to* 等。例如:

**You must study maths to be an engineer.** 要当工程师, 你必须学数学。

**You mustn't tell it to anyone.** 你不许把这事告诉任何人。

**You have to come early tomorrow.** 你明天得早到。

#### 9. 表示没必要做某事

表示没必要做某事时常用 *needn't, don't have to* 等。例如:

**You don't have to worry about money. I can lend you some in time of need.** 你不用担心钱, 你需要的时候我可以借给你。

## Module 5 时态

在前面几册中我们已经对英语的时态作了详细的介绍。本模块我们将对已学过的各种时态的概念与用法进行归纳。

动词的时态 (以 teach 为例)

时态	构成	含义	例句
一般现在时	teach/teaches	现在经常发生的行为	He teaches us English.
一般过去时	taught	过去发生的行为	Mr Wang taught me English when I was ten years old.
一般将来时	will teach be going to teach	将来发生的行为	I am going to/will teach English at high school when I graduate.
现在进行时	am/is/are teaching	现在正在发生的行为	He is now teaching at a primary school.
过去进行时	was/were teaching	过去某个时间正在发生的行为	He was teaching a group of elderly people to dance when I got there.
现在完成时	has/have taught	已经发生并对现在造成影响的, 或从过去某一时间开始持续到现在的行为	I have taught English for about twenty years.

## Module 6 被动语态

在九年级上册我们分三个模块介绍了被动语态的结构和用法 (Modules 7, 8, 9), 故本模块不再作细致分析, 只作简单概括。下面将已学的各种时态的被动语态总结如下:

时态	构成	例句
一般现在时	am/is/are + 动词过去分词	Knives and forks are used for most Western food.
一般过去时	was/were + 动词过去分词	The play was performed by the Beijing English Theatre Company.
一般将来时	be going to/will be + 动词过去分词	You are going to/will be invited to a big meal.

除时态以外，还应该注意短语动词在被动语态中的用法。例如：

*Old people are taken good care of in China.* 在中国，老年人得到很好的照顾。

*A notice will be put up on the wall.* 墙上会贴出一个告示。

可以看出，take care of, put up 等短语动词的被动语态与单个动词的被动语态构成方式相同。

## Module 7 状语从句和不定式

### 状语从句

使用状语从句时有两点需要注意：一是状语从句中连词的选用，二是条件状语从句中的时态。

#### 1. 状语从句中连词的选用

状语从句中连词的选用是由句子所表达的逻辑意义决定的，学习时只要知道各种连词的意思和功能，就能够正确使用相应的连词。常用的连词有：

(1) 时间状语从句连词：when, while, as, before, after, until, as soon as

*My father took the photos when we lived in Hong Kong.* 我们住在香港的时候，我爸爸拍了这些照片。

*You're not going out until you've finished this.* 做完这件事以后你才能出门。

(2) 地点状语从句连词：where

*We must camp where we can get water.* 我们必须在能找到水的地方宿营。

(3) 条件状语从句连词：if

*If he leaves the vegetables with the goat, the goat will eat them.* 如果他把蔬菜留给山羊，山羊就会把它们吃掉。

(4) 比较状语从句连词：than, as

*The cost of the repairs was a lot cheaper than I thought.* 修理费比我想的要低得多。

(5) 目的状语从句连词：so that, in order that

*I've brought some photos so that you can see what Britain looks like.* 我带来了一些照片，这样你就能看到英国是什么样子的了。

(6) 原因状语从句连词: because, since, as

*Mark could not come **because** he had to work.* 马克来不了, 因为他得工作。

(7) 结果状语从句连词: so... that...

*He got up **so** late **that** he missed the first train.*

他起得太晚了, 以致错过了第一班火车。

(8) 让步状语从句连词: although, though

***Although** the car is old, it still runs well.* 这辆车虽然旧了, 但开起来仍然不错。

2. 条件状语从句中的时态

在条件状语从句中, 如果主句的时态是一般将来时, 从句一般用一般现在时。例如:

*If it **rains** tomorrow, we **will** play inside.* 如果明天下雨, 我们就在室内玩。

## 不定式

到目前为止, 我们已经学过动词不定式的很多用法, 现总结如下:

1. 作动词宾语

我们经常会看到和用到 want to do sth., agree to do sth., decide to do sth. 等结构, 这些放在谓语动词之后的不定式作谓语动词的宾语。例如:

*I decided **to join** some student clubs and **take part in** as many activities as I could.*

我决定加入一些学生俱乐部, 尽我所能多参加活动。

*Norman Bethune wanted **to help** the Chinese people, so he came to China.* 诺曼·白求恩想帮助中国人民, 所以他来到了中国。

2. 作宾语补足语

我们常说的不定式作宾语补足语是指 v. + 名词 / 代词 + (to) do sth. 结构中的不定式。这类不定式变否定时只需在不定式前加 not, 其中的 to 在某些动词后需省略。请看以下例句:

*I told them **to stop**, but they wouldn't.* 我让他们停下, 可他们不听。

*They asked me **to leave**.* 他们让我离开。

*Miss Smith made the boys **stay in** after school.* 放学后史密斯小姐让男孩子们留校了。

*Let's **not argue about** it.* 我们就别争论这件事了。

### 3. 作目的状语

不定式还可以作目的状语。不定式作目的状语时，可以放在句末，也可以放在句首。例如：

*He got up at five o'clock **to catch** the early bus.* 他5点就起床去赶早班车。

***To watch** baseball, you need to go to the Yankee Stadium.* 想看棒球比赛，你得去扬基体育场。

## Module 8 宾语从句和定语从句

### 宾语从句

根据引导词的不同，宾语从句可分为三类：that 引导的宾语从句，whether/if 引导的宾语从句和疑问词引导的宾语从句。在宾语从句的使用中有以下三点需要注意：

#### 1. 宾语从句中引导词的选择

宾语从句的引导词包括 that, whether, if 和疑问词。其中 that, whether 和 if 在从句中不作任何成分，如下面例句 (1) 和例句 (2) 中的 that, whether 和 if。而疑问词在从句中充当成分，如例句 (3) 中引导词作从句中的状语。

(1) *I hear **(that)** he has passed the exam.* 我听说他通过了考试。

(2) *I wonder **whether/if** he has passed the exam.* 我想知道他通过考试了没有。

(3) *I asked **when** he passed the exam.* 我问他何时通过了考试。

宾语从句中的引导词 that 只起连接作用，在从句中不作句子成分，也没有词汇意义，在口语中常被省略，如例句 (1) 中的 that。

在疑问词引导的从句中，应根据从句的意思决定用什么引导词。

(4) *She asked me **when** he came back home every evening.* 她问我他每晚什么时候回家。

(5) *Can you tell me **how** he got back home?* 你能告诉我他怎么回家的吗？

(6) *I don't know **why** he came back home.* 我不知道他为什么回家了。

以上三个句子的从句都在表述同一事件——“他回家”，但根据句子的语义选择了不同的引导词。



## 2. 宾语从句中的时态

一般情况下，如果主句谓语动词的时态为现在时或将来时，宾语从句中的谓语动词可根据句意的需要使用任何时态；如果主句的谓语动词为过去时态，宾语从句中的谓语动词使用相应的过去时态。试比较下面的几个句子：

*I don't know where we will go for the holiday.* 我不知道我们要去哪里度假。

*He asked where we would go for the holiday.* 他问我们要去哪里度假。

*I always think they're for people whose English is already quite good.* 我一直以为这些俱乐部是为那些英语已经说得很好的人开办的。

*I always thought they were for people whose English is already quite good.* 我原来一直以为这些俱乐部是为那些英语已经说得很好的人开办的。

但应该注意，如果宾语从句中叙述的是真理、实际情况或经常发生的事情时，即使主句的谓语动词为过去时态，从句的谓语动词仍要保留一般现在时。例如：

*In the past, people didn't know that the earth moves around the sun.* 过去人们不知道地球围绕太阳转。

*I didn't know you like classical music.* 我过去不知道你喜欢古典音乐。

## 3. 宾语从句的语序

不管整个句子是表示肯定还是表示疑问，宾语从句都采用陈述语序。例如：

*Can you tell me where I can get my car repaired?* 你能告诉我到哪里修车吗？

*I don't know when I can get the result of the test.* 我不知道什么时候能得知测验结果。

## 定语从句

定语从句又称形容词性从句，在九年级上册的 Module 10 与 Module 11 中，我们已经学习了 that, which, who 和 whom 引导的定语从句。在学习定语从句时，有以下两点需要注意：

### 1. 定语从句引导词的选择

从所指来看，which 只能用于先行词为物的情况，who 和 whom 只能用于先行词为人的情况，其中 whom 用于引导词在定语从句中作宾语的情况，在口语中可用 who 代替；而 that 既可用于指人，也可用于指物。例如：

*Everyone that/who goes to Shenzhen says it is a modern city.* 每个去深圳的人都说它是一座现代化城市。

*This is the song **which/that** has been extremely popular for the last few months.* 这就是那首近几个月十分流行的歌。

*Mr Li is the teacher **that/whom/who** we like best.* 李老师是我们最喜爱的老师。

## 2. 定语从句引导词的省略

当引导词在定语从句中充当宾语成分的时候，可以被省略。例如：

*What are the subjects (**that**) they are studying this term?* 他们这学期都学习哪些科目？

*She is the woman (**who/whom**) I met yesterday.* 她就是我昨天遇到的那个女人。



# Words and expressions

## Module 1

- flight** /flaɪt/ *n.* 航班; 飞行 (2)
- because of** 因为; 由于 (2)
- direct** /dɪ'rekt; daɪ'rekt/ *adv.* 径直地; 直接地 (2)
- pilot** /'paɪlət/ *n.* 飞行员 (2)
- succeed** /sək'si:d/ *v.* 成功; 做成 (2)
- as long as** 只要 (2)
- school-leaver** /'sku:l.lɪ:və/ *n.* [英] 毕业生 (2)
- exactly** /ɪg'zæktli/ *adv.* 确切地; 完全; [口] (表示赞同) 确实如此 (2)
- take care** (告别用语) 多保重 (4)
- sir** /sə; sɜ:/ *n.* 先生; 长官 (4)
- officer** /'ɒfɪsə/ *n.* 军官; 官员; 警察 (4)
- stupid** /'stju:pɪd/ *adj.* 笨的; 糊涂的 (4)
- take off** 脱去 (4)
- jacket** /'dʒækɪt/ *n.* 短上衣; 夹克 (4)

## Module 2

- ours** /aʊəz/ *pron.* 我们的 (10)
- tie** /taɪ/ *n.* 领带 (10)
- row** /rəʊ/ *n.* 一排; 一行; 一列 (10)
- pool** /pu:l/ *n.* 水池; 游泳池 (10)
- pass** /pɑ:s/ *v.* 及格; 通过 (考试或检查) (12)
- secondary** /'sekəndəri/ *adj.* (教育) 中等的; 次要的; 间接的 (12)

secondary school 中学 (12)

**absent** /'æbsənt/ *adj.* 缺席的; 不在的 (12)

**bell** /bel/ *n.* 钟; 铃 (12)

## Module 3

**wealthy** /'welθi/ *adj.* 富有的; 富裕的 (18)

**fear** /fɪə/ *n.* 担心; 害怕 (18)

**used to** /'ju:st tu/ *v. aux.* (用于表示过去真实或经常性的行为, 特别强调现在不那样了) 过去 (18)

**wealth** /welθ/ *n.* 财富; 财产 (18)

**double** /'dʌbl/ *v.* 使加倍; 把……增加一倍  
*adj.* (成) 双的; 两个…… (18)

**seldom** /'seldəm/ *adv.* 很少地; 不常 (18)

**spare** /speə/ *adj.* 空余的; 备用的 (18)

**spare time** 业余时间; 闲暇 (18)

**speak up** 大点声说 (18)

**deaf** /def/ *adj.* 聋的 (18)

**tiny** /'taɪni/ *adj.* 微小的; 极小的 (20)

**electric** /ɪ'lektrɪk/ *adj.* 用电的; 电动的 (20)

**light** /laɪt/ *n.* 电灯 (20)

**candle** /'kændl/ *n.* 蜡烛 (20)

**postman** /'pəʊstmən/ *n.* 邮递员 (20)

**cold** /kəʊld/ *n.* 寒冷; 冷空气 (20)

**heat** /hi:t/ *n.* 高温; 热度 (20)

注: 黑体的单词要求掌握; 白体的单词只要求理解。

**full-time** /'fʊl.taɪm/ *adj.* 专职的; 全日制的 (20)

**role** /rəʊl/ *n.* 作用; 职责; 角色 (20)

**education** /,edʒʊ'keɪʃn/ *n.* (个人的) 教育; 学业 (20)

**transport** /'trænspɔ:t/ *n.* 运输业; 交通 (20)

## Module 4

**set off** 动身; 出发 (26)

**sock** /sɒk/ *n.* 短袜 (26)

**whenever** /wen'evə/ *conj.* 每当; 无论什么时候 (26)

**proper** /'prɒpə/ *adj.* 合适的; 恰当的 (26)

**edge** /edʒ/ *n.* 边; 边缘 (26)

**yourself** /jə'self/ *pron.* (*pl.* yourselves) 你自己 (26)

**go off** 离开 (26)

**starve** /stɑ:v/ *v.* 挨饿; 饿死 (26)

**go** /gəʊ/ *n.* 尝试; 努力 (26)

**in one go** 一口气; 一下子 (26)

**rock** /rɒk/ *n.* 岩; 岩石 (26)

**rock climbing** 攀岩 (26)

**stone** /stəʊn/ *n.* 石头 (26)

**fairly** /'feəli/ *adv.* 相当; 还算 (26)

**smooth** /smu:ð/ *adj.* 无困难的; 顺利的; 光滑的; 平坦的 (26)

**straight** /streɪt/ *adj.* 直的; 笔直的 (26)

**tent** /tent/ *n.* 帐篷 (28)

**fall** /fɔ:l/ *v.* 变成; 进入 (某种状态) (28)

**fall asleep** 入睡; 睡着 (28)

**hang** /hæŋ/ *v.* (*hung* /hʌŋ/, *hung*) 悬挂; 吊 (28)

**sudden** /'sʌdn/ *adj.* 突然的; 急剧的 (28)

**gun** /gʌn/ *n.* 枪 (28)

**soft** /sɒft/ *adj.* 软的; 柔软的 (28)

**still** /stɪl/ *adj.* 静止的; 不动的 (28)

**wood** /wʊd/ *n.* (小) 树林; 林地 (28)

**blood** /blʌd/ *n.* 血; 血液 (28)

## Module 5

**catch up** 赶上 (40)

**agreement** /ə'ɡri:mənt/ *n.* 协议; 协定 (40)

**blind** /blaɪnd/ *adj.* 失明的 (40)

**ouch** /aʊtʃ/ *int.* 哎哟 (用于表示突然的疼痛) (40)

**call off** 取消; 决定终止 (40)

**thanks to** 多亏; 归功于 (42)

**health care** 医疗保健 (服务) (42)

**expect** /ɪk'spekt/ *v.* 预料; 预计 (42)

**require** /rɪ'kwaɪə/ *v.* 需要 (42)

**physical** /'fɪzɪkl/ *adj.* 身体的; 体力的 (42)

**effort** /'efət/ *n.* 力气; 精力 (42)

**once in a while** 偶尔; 有时; 间或 (42)

**harm** /hɑ:m/ *v.* 损害; 伤害 (42)

## Module 6

- invitation** /ˌɪnvɪ'teɪʃn/ *n.* 邀请; 请柬 (48)
- calendar** /'kælɪndə/ *n.* 日历; 历书 (48)
- balloon** /bə'luːn/ *n.* 气球 (48)
- paint** /peɪnt/ *v.* 绘画 (48)
- heat** /hi:t/ *v.* 使变热; 给……加热 (48)
- heat up** 使变热; 给……加热 (48)
- knife** /naɪf/ *n.* (*pl.* knives) 餐刀; 刀具 (48)
- fork** /fɔ:k/ *n.* 餐叉 (48)
- spoon** /spuːn/ *n.* 匙; 勺子 (48)
- cheeseburger** /'tʃi:zbɜ:gə/ *n.* 干酪汉堡包 (48)
- Italian** /ɪ'tæljən/ *adj.* 意大利的; 意大利语的; 意大利人的  
*n.* 意大利语;  
意大利人 (48)
- Westerner** /'westənə/ *n.* 西方人 (50)
- West** /west/ *n.* 西方 (尤指西欧和北美) (50)
- serve** /sɜ:v/ *v.* 端上 (食物和饮料);  
服侍……进餐 (50)
- similar** /'sɪmɪlə/ *adj.* 相似的 (50)
- wing** /wɪŋ/ *n.* 翅膀; 翼 (50)
- lady** /'leɪdi/ *n.* 女士; 夫人; 小姐 (50)
- gentleman** /'dʒentlmən/ *n.* 先生; 男士 (50)
- help yourself** 随便做 (或用) 吧; 请  
自便 (50)
- cross** /krɒs/ *adj.* 生气的 (50)

## Module 7

- achieve** /ə'tʃi:v/ *v.* 成功; 实现 (56)

- including** /ɪn'klu:dɪŋ/ *prep.* 包括;  
包含 (56)
- speaker** /'spi:kə/ *n.* 说某种语言的人 (56)
- boss** /bɒs/ *n.* 老板; 上司 (58)
- secretary** /'sekɹətəri/ *n.* 秘书 (58)
- quarter** /'kwɔ:tə/ *n.* 四分之一 (58)
- industry** /'ɪndəstri/ *n.* 制造业; 工业 (58)
- zero** /'zi:əʊ/ *n.* (数字) 零 (58)
- Indian** /'ɪndiən/ *n.* 印度人  
*adj.* 印度的; 印度文化的 (58)
- type** /taɪp/ *n.* 种; 类; 类型 (58)

## Module 8

- handbag** /'hænd,bæg/ *n.* (女用)  
小提包 (64)
- beat** /bi:t/ *n.* 节拍; 拍子 (64)
- pardon** /'pɑ:dn/ *int.* [口] 对不起,  
请原谅 (用于礼貌地请求别人  
重复自己没听清或不理解的话) (64)
- intend** /ɪn'tend/ *v.* 计划; 打算 (64)
- fetch** /fetʃ/ *v.* (去) 取来; 拿来 (64)
- pancake** /'pænkɛɪk/ *n.* 薄烤饼; 薄煎饼 (64)
- rose** /rəʊz/ *n.* 玫瑰; 蔷薇 (66)
- laugh at** 嘲笑; 对……一笑置之 (66)
- kindness** /'kaɪndnəs/ *n.* 善举; 好意 (66)
- give up** 放弃 (努力) (66)
- try one's best** 尽某人最大的努力 (66)
- disappointed** /ˌdɪsə'pɔɪntɪd/ *adj.*  
失望的; 沮丧的 (66)

**bedside** /'bedsaɪd/ *n.* 床边；床头 (66)

**note** /nəʊt/ *n.* 短笺；便条 (66)

**whom** /hʊ:m/ *pron.* ……的人，那个人，  
那些人（用于提供关于正在谈论的  
某人的信息或补充信息） (66)



# Proper names

## Names of people

Ben /ben/ 本 (男名)	(28)
Charles /tʃɑ:lz/ Lindbergh /'lɪndbɜ:g/ 查尔斯·林德伯格	(9)
Christine /'krɪstɪ:n/ 克里斯廷 (女名)	(23)
Eric /'erɪk/ 埃里克 (男名)	(53)
Jackson /'dʒæksn/ 杰克逊 (姓)	(26)
Maria /mə'ri:ə; mə'raɪə/ 玛丽亚 (女名)	(75)
Maxwell /'mækswəl/ 马克斯韦尔 (姓)	(46)
Meg /meg/ 梅格 (女名)	(61)
Michael Eavis /'i:vi:s/ 迈克尔·伊夫斯	(74)
Miller /'mɪlə/ 米勒 (姓)	(14)
Mitra /'mɪtrə/ 米特拉 (姓)	(17)
Ned /ned/ 内德 (男名)	(61)
Rosie /'rəʊzi/ 罗西; 罗茜 (女名)	(38)
Susie /'su:zi/ 苏茜 (女名)	(10)
Thompson /'tɒmpsn/ 汤普森 (姓)	(12)
Toby /'təʊbi/ 托比 (男名)	(61)
Zamenhof /'zɑ:mən,hɒf/ 柴门霍夫 (姓)	(63)

## Names of places

Ghana /'gɑ:nə/ 加纳	(58)
Glastonbury /'glæstənbəri/ 格拉斯顿伯里	(74)
Huangpu River 黄浦江	(38)
Italy /'ɪtəli/ 意大利	(17)
Lantau /'ləntəʊ/ Island 大屿山	(2)
Roman /'rəʊmən/ 古罗马人; 古罗马帝	

国人 (50)

Rome /rəʊm/ 罗马 (50)

Singapore /sɪŋə'pɔ:z/ 新加坡 (58)

St Louis /sənt 'lu:ɪs/ 圣路易斯 (9)

## Others

Bund /bʊnd/ (上海的) 外滩 (38)

Concorde /'kɒŋkɔ:d/ 协和式飞机 (8)

Confucius /kən'fju:ʃəs/ Institute /'ɪnstɪ.tju:t/  
孔子学院 (60)

Esperanto /espə'ræntəʊ/ 世界语 (63)

Lushan National Park 庐山国家公园 (29)

Ministry of Environmental /ɪn.vəɪrən'mentl/  
Protection /prə'tekʃn/ (中国) 环境  
保护部 (32)

Oriental /ɔ:ri'entl/ Pearl Radio & TV  
Tower 东方明珠广播电视塔 (38)

*Spirit of St Louis* 圣路易斯精神号 (9)

Victoria and Albert /'ælbət/ Museum  
维多利亚和阿尔伯特博物馆 (78)

Victorian /vɪk'tɔ:riən/ Britain 维多利亚  
时代的英国 (23)

# Vocabulary

## A

- absent** /'æbsənt/ *adj.* 缺席的；不在的 (12)  
**achieve** /ə'tʃi:v/ *v.* 成功；实现 (56)  
**agreement** /ə'grizmənt/ *n.* 协议；  
协定 (40)  
**as long as** 只要 (2)

## B

- balloon** /bə'lu:n/ *n.* 气球 (48)  
**beat** /bi:t/ *n.* 节拍；拍子 (64)  
**because of** 因为；由于 (2)  
**bedside** /'bedsaɪd/ *n.* 床边；床头 (66)  
**bell** /bel/ *n.* 钟；铃 (12)  
**blind** /blaɪnd/ *adj.* 失明的 (40)  
**blood** /blʌd/ *n.* 血；血液 (28)  
**boss** /bɒs/ *n.* 老板；上司 (58)

## C

- calendar** /'kælɪndə/ *n.* 日历；历书 (48)  
**call off** 取消；决定终止 (40)  
**candle** /'kændl/ *n.* 蜡烛 (20)  
**catch up** 赶上 (40)  
**cheeseburger** /'tʃi:z.bɜ:gə/ *n.* 干酪汉堡包 (48)  
**cold** /kəʊld/ *n.* 寒冷；冷空气 (20)  
**cross** /krɒs/ *adj.* 生气的 (50)

## D

- deaf** /def/ *adj.* 聋的 (18)  
**direct** /dɪ'rekt; daɪ'rekt/ *adv.* 径直地；

直接地 (2)

- disappointed** /dɪsə'pɔɪntɪd/ *adj.*  
失望的；沮丧的 (66)  
**double** /'dʌbl/ *v.* 使加倍；把……增加  
一倍  
*adj.* (成) 双的；两个…… (18)

## E

- edge** /edʒ/ *n.* 边；边缘 (26)  
**education** /ˌedʒʊ'keɪʃn/ *n.* (个人的)  
教育；学业 (20)  
**effort** /'efət/ *n.* 力气；精力 (42)  
**electric** /ɪ'lektrɪk/ *adj.* 用电的；  
电动的 (20)  
**exactly** /ɪg'zæktli/ *adv.* 确切地；完全；  
[口] (表示赞同) 确实如此 (2)  
**expect** /ɪk'spekt/ *v.* 预料；预计 (42)

## F

- fairly** /'feəli/ *adv.* 相当；还算 (26)  
**fall** /fɔ:l/ *v.* 变成，进入 (某种状态) (28)  
**fall asleep** 入睡；睡着 (28)  
**fear** /fiə/ *n.* 担心；害怕 (18)  
**fetch** /fetʃ/ *v.* (去) 取来；拿来 (64)  
**flight** /flaɪt/ *n.* 航班；飞行 (2)  
**fork** /fɔ:k/ *n.* 餐叉 (48)  
**full-time** /'fʊl.taɪm/ *adj.* 专职的；全日  
制的 (20)

注：黑体的单词要求掌握；白体的单词只要求理解。



**G**

- gentleman** /'dʒentlmən/ *n.* 先生; 男士 (50)
- give up** 放弃 (努力) (66)
- go** /gəʊ/ *n.* 尝试; 努力 (26)
- in one go** 一口气; 一下子 (26)
- go off** 离开 (26)
- gun** /gʌn/ *n.* 枪 (28)

**H**

- handbag** /'hænd.bæg/ *n.* (女用)  
小提包 (64)
- hang** /hæŋ/ *v.* (hung /hʌŋ/, hung)  
悬挂; 吊 (28)
- harm** /hɑ:m/ *v.* 损害; 伤害 (42)
- health care** 医疗保健 (服务) (42)
- heat** /hi:t/ *n.* 高温; 热度 (20)
- v.* 使变热; 给……加热 (48)
- heat up** 使变热; 给……加热 (48)
- help yourself** 随便做 (或用) 吧; 请  
自便 (50)

**I**

- including** /ɪn'klu:dɪŋ/ *prep.* 包括;  
包含 (56)
- Indian** /'ɪndiən/ *n.* 印度人  
*adj.* 印度的; 印度文化的 (58)
- industry** /'ɪndəstri/ *n.* 制造业; 工业 (58)
- intend** /ɪn'tend/ *v.* 计划; 打算 (64)
- invitation** /,ɪnvɪ'teɪʃn/ *n.* 邀请; 请柬 (48)
- Italian** /ɪ'tæljən/ *adj.* 意大利的; 意大利

语的; 意大利人的  
*n.* 意大利语;  
意大利人 (48)

**J**

- jacket** /'dʒækɪt/ *n.* 短上衣; 夹克 (4)

**K**

- kindness** /'kaɪndnəs/ *n.* 善举; 好意 (66)
- knife** /naɪf/ *n.* (*pl.* knives) 餐刀; 刀具 (48)

**L**

- lady** /'leɪdi/ *n.* 女士; 夫人; 小姐 (50)
- laugh at** 嘲笑; 对……一笑置之 (66)
- light** /laɪt/ *n.* 电灯 (20)

**N**

- note** /nəʊt/ *n.* 短笺; 便条 (66)

**O**

- officer** /'ɒfɪsə/ *n.* 军官; 官员; 警察 (4)
- once in a while** 偶尔; 有时; 间或 (42)
- ouch** /aʊtʃ/ *int.* 哎哟 (用于表示突然  
的疼痛) (40)
- ours** /aʊəz/ *pron.* 我们的 (10)

**P**

- paint** /peɪnt/ *v.* 绘画 (48)
- pancake** /'pæŋ.keɪk/ *n.* 薄烤饼; 薄煎饼 (64)
- pardon** /'pɑ:dn/ *int.* [口] 对不起,  
请原谅 (用于礼貌地请求别人

重复自己没听清或不理解的话) (64)  
**pass** /pɑːs/ *v.* 及格; 通过 (考试或检查) (12)  
**physical** /'fɪzɪkl/ *adj.* 身体的; 体力的 (42)  
**pilot** /'paɪlət/ *n.* 飞行员 (2)  
**pool** /puːl/ *n.* 水池; 游泳池 (10)  
**postman** /'pəʊstmən/ *n.* 邮递员 (20)  
**proper** /'prɒpə/ *adj.* 合适的; 恰当的 (26)

## Q

**quarter** /'kwɔːtə/ *n.* 四分之一 (58)

## R

**require** /rɪ'kwaɪə/ *v.* 需要 (42)  
**rock** /rɒk/ *n.* 岩; 岩石 (26)  
**rock climbing** 攀岩 (26)  
**role** /rəʊl/ *n.* 作用; 职责; 角色 (20)  
**rose** /rəʊz/ *n.* 玫瑰; 蔷薇 (66)  
**row** /rəʊ/ *n.* 一排; 一行; 一列 (10)

## S

**school-leaver** /'skuːllɪvə/ *n.* [英] 毕业生 (2)  
**secondary** /'sekəndəri/ *adj.* (教育) 中等的; 次要的; 间接的 (12)  
**secondary school** 中学 (12)  
**secretary** /'sekɹətəri/ *n.* 秘书 (58)  
**seldom** /'seldəm/ *adv.* 很少地; 不常 (18)  
**serve** /sɜːv/ *v.* 端上 (食物和饮料); 服侍……进餐 (50)  
**set off** 动身; 出发 (26)  
**similar** /'sɪmɪlə/ *adj.* 相似的 (50)  
**sir** /sə; sɜː/ *n.* 先生; 长官 (4)

**smooth** /smuːð/ *adj.* 无困难的; 顺利的; 光滑的; 平坦的 (26)  
**sock** /sɒk/ *n.* 短袜 (26)  
**soft** /sɒft/ *adj.* 软的; 柔软的 (28)  
**spare** /speə/ *adj.* 空余的; 备用的 (18)  
**spare time** 业余时间; 闲暇 (18)  
**speak up** 大声声说 (18)  
**speaker** /'spiːkə/ *n.* 说某种语言的人 (56)  
**spoon** /spuːn/ *n.* 匙; 勺子 (48)  
**starve** /stɑːv/ *v.* 挨饿; 饿死 (26)  
**still** /stɪl/ *adj.* 静止的; 不动的 (28)  
**stone** /stəʊn/ *n.* 石头 (26)  
**straight** /streɪt/ *adj.* 直的; 笔直的 (26)  
**stupid** /'stjuːpɪd/ *adj.* 笨的; 糊涂的 (4)  
**succeed** /sək'sɪd/ *v.* 成功; 做成 (2)  
**sudden** /'sʌdn/ *adj.* 突然的; 急剧的 (28)

## T

**take care** (告别用语) 多保重 (4)  
**take off** 脱去 (4)  
**tent** /tent/ *n.* 帐篷 (28)  
**thanks to** 多亏; 归功于 (42)  
**tie** /taɪ/ *n.* 领带 (10)  
**tiny** /'taɪni/ *adj.* 微小的; 极小的 (20)  
**transport** /'trænspɔːt/ *n.* 运输业; 交通 (20)  
**try one's best** 尽某人最大的努力 (66)  
**type** /taɪp/ *n.* 种; 类; 类型 (58)

## U

**used to** /'juːst tu/ *v. aux.* (用于表示过去真实或经常性的行为, 特别强调

现在不那样了) 过去 (18)

## W

**wealth** /weɪθ/ *n.* 财富; 财产 (18)

**wealthy** /'welθi/ *adj.* 富有的; 富裕的 (18)

**West** /west/ *n.* 西方 (尤指西欧和北美)(50)

**Westerner** /'westənə/ *n.* 西方人 (50)

**whenever** /wen'evə/ *conj.* 每当; 无论  
什么时候 (26)

**whom** /hu:m/ *pron.* ……的人; 那个人;  
那些人 (用于提供关于正在谈论的  
某人的信息或补充信息) (66)

**wing** /wɪŋ/ *n.* 翅膀; 翼 (50)

**wood** /wʊd/ *n.* (小) 树林; 林地 (28)

## Y

**yourself** /jə'self/ *pron.* (*pl.* yourselves)

你自己 (26)

## Z

**zero** /'ziərəʊ/ *n.* (数字) 零 (58)



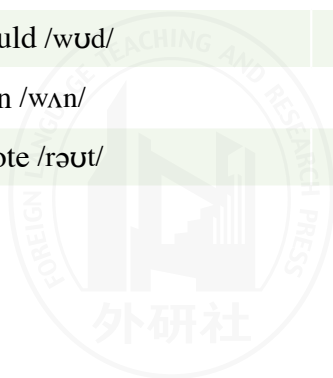
# Irregular verbs

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 /druː/	drawn /drɔ:n/
dream	dreamt /dreɪnt/, dreamed	dreamt, dreamed
drink	drank /dræŋk/	drunk /drʌŋk/
drive	drove /drəʊv/	driven /'drɪvn/
eat	ate /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'gɒtən/
get	got /gɒt/	got
give	gave /geɪv/	given /'gɪvən/
go	went /went/	gone /gɒn/
grow	grew /gru:/	grown /grəʊn/
hang ( 悬挂 )	hung /hʌŋ/	hung
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

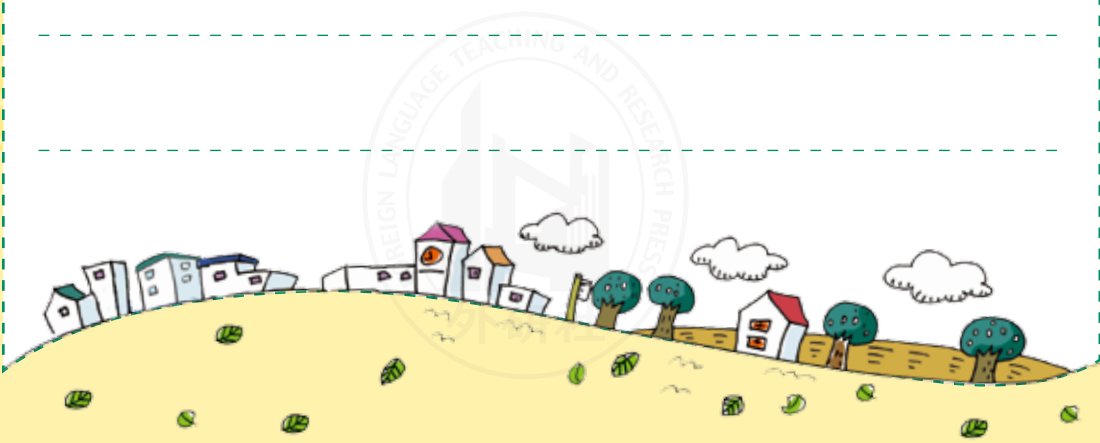
Infinitive	Past tense	Past participle
let	let /let/	let
lie ( 躺 )	lay /leɪ/	lain /leɪn/
lose	lost /lɒst/	lost
make	made /meɪd/	made
may	might /maɪt/	—
mean	meant /ment/	meant
meet	met /met/	met
pay	paid /peɪd/	paid
put	put /pʊt/	put
read	read /red/	read /red/
ride	rode /rəʊd/	ridden /'rɪdn/
ring	rang /ræŋ/	rung /rʌŋ/
rise	rose /rəʊz/	risen /'rɪzn/
run	ran /ræn/	run /rʌn/
say	said /sed/	said
see	saw /sɔ:/	seen /si:n/
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/

Infinitive	Past tense	Past participle
sit	sat /sæt/	sat
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/



# Notes

A large rectangular area with a dashed green border, containing ten horizontal dashed green lines for writing notes.





# Notes

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# 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。

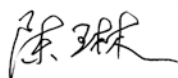
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你们的



二〇一二年春日





# New Standard English



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