



义务教育教科书
(五·四学制)

英语

九年级

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YIWU JIAOYU JIAOKESHU (WU · SI XUEZHI)

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JIU NIANJI

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九年级

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致同学

亲爱的同学：

你好！欢迎学习我们精心为你编写的这套英语教材，希望它能成为你初中阶段英语学习的好帮手。

作为中学生的你，一定希望进一步提高你的英语运用能力——能阅读英语读物，能看懂英语电影，能用英语跟外国人交流……那么你需要怎样做呢？让我们给你一些建议吧。

● 首先要有信心，相信自己一定能学好英语。其次还要有热情，积极参与语言实践。教材中设计了各种各样的练习活动，目的就是帮助你培养英语表达能力。只要你带着热情去练习、去实践，你就会感受到成功的喜悦。

● 要养成良好的英语学习习惯，多听、多说、多读、多写。听的时候除了捕捉信息，还要善于模仿。如果语音语调不正确，就不能有效地表达思想和情感。要大胆地说，不要怕犯错误。要养成爱读英文的习惯，因为阅读是获取信息的主要渠道。写能够巩固和强化你的语言知识，所以你还要重视写。

● 你是否发现，英语是有规律可循的？语音与拼法之间是有联系的。看到新单词时，如果知道哪些字母发什么音，你就会比较容易地读出这个单词。并且，听到某个单词的发音你就能比较容易地拼写出这个单词。所以，学英语一定要善于发现规律。教材中的拼读规则练习你可不要忽视啊。

● 词汇学习非常重要，没有词汇的积累就无法进行言语表达。学单词时，要知道它的意义，观察它的拼写，看它由哪些字母组成，试着按规则拼读出来，更重要的是要看它是怎样使用的。

● 学习语法规则能帮助你说出和写出正确的句子。除了听老师讲解和看课本附录中的语法说明外，你还要尝试自己归纳语法规则。但是，只知道语法规则是远远不够的，只有在听说读写中练习运用这些规则，才能真正掌握语法。

● 学习语言离不开学习文化。从教材中你可以看到，不同国家的人们有着不同的生活方式和行为习惯，有着不同的文化成就和遗产。了解中外文化知识会开阔你的视野，会提高你跟外国人交际的能力。

● 英语学习不仅仅限于课堂，也不仅仅限于教材。如果你能把电视、报刊、图书、互联网都当做英语学习的渠道，你的英语世界将是多么丰富多彩啊！

● 学习英语是一项艰辛的劳动，是与无数困难作斗争的过程，这好比攀登险峰，无坦途可循，失败和挫折常与成功伴行。这就要求你具有良好的心理素质，善于自我调控、改善学法、自我激励、磨练意志、树立信心。这样，你一定会成功！

祝你在英语学习中不断取得进步！

编者



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Units	Topics	Functions	Structures
1 When was it invented? Page 1	Inventions	Talk about the history of inventions	Passive voice (past tense)
2 Teenagers should be allowed to choose their own clothes. Page 9	Rules	Talk about what you are allowed to do Agree and disagree	<i>Should + be allowed to</i>
3 It must belong to Carla. Page 17	Mysteries	Make inferences	<i>Must, might, could</i> and <i>can't</i> for making inferences

Target Language	Vocabulary	Recycling
<p>When was the zipper invented? It was invented in 1893.</p> <p>Who was it invented by? It was invented by Whitcomb Judson.</p> <p>What is the hot ice-cream scoop used for? It's used for serving really cold ice-cream.</p>	<p>style, project, pleasure, website, pioneer, ruler, smell, doubt, fridge, earthquake, biscuit, cookie, instrument, customer, basket, hero</p> <p>list, mention, boil, translate, lock, divide</p> <p>daily, low, sour</p> <p>by accident, take place, without doubt, all of a sudden, by mistake, divide ... into, look up to, not only ... but also</p>	<p>invention, TV, car, telephone, special, ice-cream, shoes, tea, century, country, potato chip, history, mistake, basketball, idea</p> <p>invent, discover, create</p> <p>popular, sweet</p> <p>It is said that ...</p> <p>It is believed that ...</p>
<p>I don't think sixteen-year-olds should be allowed to drive. I agree. They aren't serious enough.</p> <p>Teenagers should not be allowed to have part-time jobs. I disagree. They can learn a lot from working.</p>	<p>license, safety, field, hug, poem, community, chance, society, choice</p> <p>smoke, cry, lift, regret, manage, educate, enter, support</p> <p>tiny, awful</p> <p>talk back, keep ... away from, make one's own decision, get in the way of</p>	<p>parent, decision, rule, test</p> <p>drive, choose, work, agree, disagree, decide</p> <p>young, silly, serious, old, strict, worried</p> <p>take photos, move out, take care of, look after, care about</p> <p>Adverbial clauses with <i>when</i></p>
<p>Whose volleyball is this? It must be Carla's. She loves volleyball.</p> <p>Whose hair band is this? It could be Mei's hair band. Or it might belong to Linda. They both have long hair.</p> <p>What did you see that night? I'm not sure, but it can't be a dog.</p>	<p>truck, rabbit, picnic, noise, policeman, wolf, laboratory, coat, suit, circle, leader, purpose, energy, position, victory, enemy, period</p> <p>attend, express, receive, prevent</p> <p>valuable, pink, sleepy, medical</p> <p>whose, anybody</p> <p>run after, at the same time</p>	<p>volleyball, magazine, book, CD, toy, music, schoolbag, idea</p> <p>remember, believe, think, agree</p> <p>favorite, unusual, strange, special, nervous, worried</p> <p>thousands of</p> <p>Adverbial clauses with <i>but</i>, <i>however</i> and <i>as</i></p>

Units	Topics	Functions	Structures
<p>4</p> <p>I like music that I can dance to.</p> <p>Page 25</p>	<p>Music and movies</p>	<p>Express preferences</p>	<p>Relative clauses with <i>that, who</i> and <i>which</i></p>
<p>5</p> <p>You're supposed to shake hands.</p> <p>Page 33</p>	<p>Customs</p>	<p>Talk about customs and what you are supposed to do</p>	<p><i>Supposed to</i> + infinitive <i>Expected to</i> + infinitive <i>It is</i> + adj. + infinitive</p>
<p>6</p> <p>Sad movies make me cry.</p> <p>Page 41</p>	<p>Feelings</p>	<p>Talk about how things affect you</p>	<p><i>Make</i> + sb. + infinitive without <i>to</i> <i>Make</i> + sb. + adj.</p>

Target Language	Vocabulary	Recycling
<p>What kind of music do you like? I love music that/which I can sing along with.</p> <p>What kind of movies do you like? I prefer movies that/which give me something to think about.</p> <p>What kind of musicians does Carmen like? She likes musicians who play different kinds of music.</p>	<p>case, war, director, dialog, pain, pity, total, master, wound</p> <p>prefer, suppose, stick, shut, sense, reflect, perform, praise</p> <p>electronic, smooth, spare, down</p> <p>in that case, stick to, plenty of, shut off, once in a while, in total</p>	<p>dance, sing, relax, laugh, enjoy, like, love, record</p> <p>loud, quiet, slow, funny, serious, tired, sad, exciting, scary, happy, comfortable, sweet, salty, interesting, beautiful, favorite</p> <p>don't mind, feel like, cheer up</p> <p>not ... anymore, in time, not only ... but also</p>
<p>What are you supposed to do when you meet someone for the first time? You're supposed to shake hands.</p> <p>Am I supposed to wear jeans? No, you're expected to wear a suit and tie.</p> <p>Is it important to be on time? Yes, it's important to be on time.</p>	<p>capital, noon, passport, chalk, blackboard, coast, season, manner, granddaughter, suggestion</p> <p>kiss, greet, value, knock, exchange, behave</p> <p>mad, northern, eastern, worth, empty, basic</p> <p>except</p> <p>drop by, after all, get mad, make an effort, clean ... off, take off, go out of one's way, make ... feel at home, get used to</p>	<p>meet, wear, arrive</p> <p>late, polite, impolite, important, strange</p> <p>shake hands, on time, make friends, to one's surprise, be used to</p> <p><i>Should</i> for advice</p> <p><i>If</i> clauses</p> <p>Passive voice</p> <p>Adverbial clauses</p>
<p>The loud music makes me nervous.</p> <p>Money and fame don't always make people happy.</p> <p>She said that the sad movie made her cry.</p>	<p>friendship, king, queen, palace, power, wealth, lemon, weight, shoulder, goal, coach, courage, agreement</p> <p>examine, kick, pull, nod, disappoint</p> <p>pale, grey</p> <p>drive sb. crazy, the more ... the more, be friends with, leave out, neither ... nor, to start with, let ... down, kick sb. off, pull together</p>	<p>rainy, cloudy, sad, soft, relaxed, loud, nervous, sleepy, mad, unhappy, worried, angry, lucky</p> <p>in common, even though</p> <p>Passive voice</p>

Units	Topics	Functions	Structures
<p>7</p> <p>Life is full of the unexpected.</p> <p>Page 49</p>	<p>Unexpected events</p>	<p>Narrate past events</p>	<p>Past perfect tense</p> <p>Review of key structures</p>
<p>8</p> <p>We're trying to save the earth!</p> <p>Page 57</p>	<p>Protecting the environment</p>	<p>Talk about pollution and environmental protection</p>	<p>Review of key structures</p>
<p>9</p> <p>It's important to have good habits.</p> <p>Page 65</p>	<p>Living healthily</p>	<p>Talk about what is important to you</p> <p>Compare habits and behaviors</p>	<p>Infinitives</p>

Target Language	Vocabulary	Recycling
<p>When I got to school, I realized that I had left my backpack at home.</p> <p>By the time I got back to school, the bell had rung.</p> <p>Before I got to the bus stop, the bus had already left.</p> <p>As I was waiting in line with the other office workers, I heard a loud sound.</p>	<p>backpack, block, worker, airport, fool, cream, pie, bean, market, discovery, lady, officer</p> <p>oversleep, burn, cancel, disappear</p> <p>unexpected, alive, west, embarrassed, believable, embarrassing</p> <p>above, till</p> <p>give ... a lift, show up, sell out</p>	<p>bus, shower, key, clock, plane, bus stop, earthquake, joke</p> <p>wake up, brush one's teeth, wash one's face, miss, go off, get dressed, get up late, stay up, put on</p> <p>Simple past tense</p> <p>Adverbial clauses</p>
<p>We're trying to save the earth.</p> <p>The river used to be so clean.</p> <p>The air is badly polluted.</p> <p>No scientific studies have shown that shark fins are good for health.</p>	<p>bottom, fisherman, coal, advantage, industry, law, gate, bottle, president, work, metal</p> <p>litter, cost, afford, recycle</p> <p>ugly, wooden, plastic, cruel, harmful</p> <p>take part in, turn off, pay for, throw away, put sth. to good use, pull ... down</p>	<p>clean up, take the bus/subway, ride a bike, cut down, set up</p> <p>Present progressive tense</p> <p>Present perfect tense</p> <p>Passive voice</p>
<p>Exercising helps teenagers to stay healthy.</p> <p>I think it's also important to spend time with friends.</p>	<p>behavior, effect, amount, figure</p> <p>teenage, regular, average</p> <p>talk over, get through</p>	<p>exam, problem, junk food, teenager, coffee</p> <p>enough, important, necessary, healthy</p> <p>spend</p> <p>Infinitives</p>

Units	Topics	Functions	Structures
<p>10</p> <p>I remember meeting all of you in Grade 6.</p> <p>Page 73</p>	<p>School days</p>	<p>Share past memories and experiences</p> <p>Look ahead to the future</p>	<p>Review of key structures</p>
<p>Page 81</p>	<p>Notes on the Text</p>		
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<p>Page 128</p>	<p>Irregular Verbs</p>		

Target Language	Vocabulary	Recycling
<p>I think that I'll have to study much harder for exams.</p> <p>I'm going to join the school volleyball team.</p> <p>I remember being a volunteer.</p> <p>I'm looking forward to going to senior high school.</p>	<p>survey, standard, row, keyboard, instruction, text, level, degree, manager, gentleman, task, wing</p> <p>double, shall, overcome, congratulate</p> <p>caring, senior, thirsty, thankful, separate, lastly, ahead</p> <p>in a row, make a mess, keep one's cool, senior high (school), believe in, first of all, be thirsty for, ahead of, separate from, set out</p>	<p>no matter, full of, deal with, be proud of, give up, grow up, work out</p> <p>Objective clauses</p> <p><i>Be going to</i></p>

UNIT 1

Section

A

Language Goal:
Talk about the
history of
inventions

When was it invented?

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



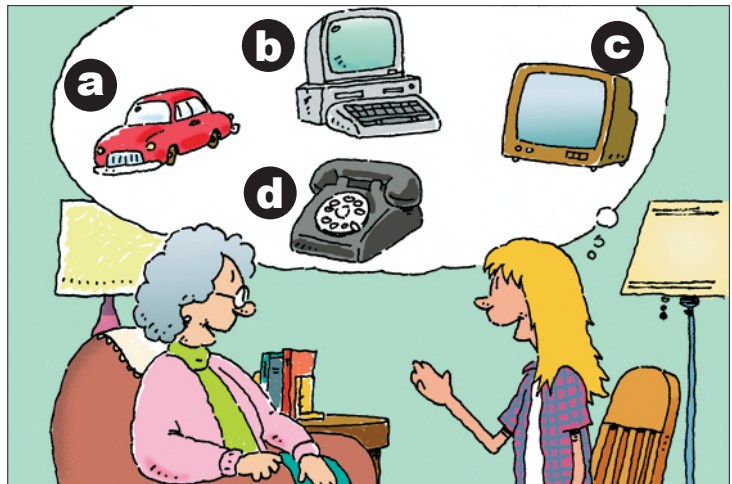
A: I think the TV was
invented before the
car.

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

1b

Listen and match the inventions with the years.

_____ 1876
_____ 1885
_____ 1927
_____ 1971



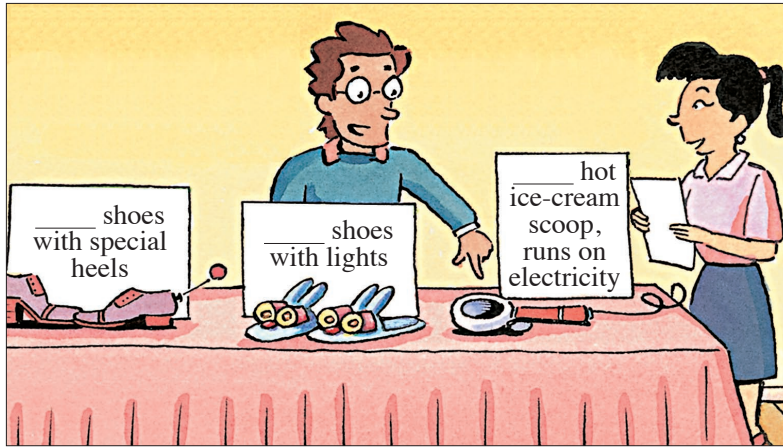
1c

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

A: When was the
telephone invented?
B: I think it was invented
in 1876.

2a

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



2b

Listen again and complete the chart below.

Invention	What is it / are they used for?
shoes with special heels	_____ the style of the shoes
shoes with lights	seeing _____
hot ice-cream scoop	_____ really cold ice-cream

2c

Make conversations using the information in 2b.

A: What are they used for?
B: They're used for ...

2d

Role-play the conversation.

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

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

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

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

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

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

Paul: Really? So when did it become popular?

Roy: Around 1917.



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

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

An Accidental Invention

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



A few thousand years later, Lu Yu, “the saint of tea”, mentioned Shen Nong in his book *Cha Jing*. The book describes how tea plants were grown and used to make tea. It also discusses where the finest tea leaves were produced and what kinds of water were used.

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

3b Read the passage again and answer the questions.

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

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

invent
drink
bring
produce
trade

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

**Grammar
Focus**

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

4a Rewrite the sentences using the passive voice.

- They sold the fridge at a low price.
The fridge was sold at a low price.
- Somebody stole my camera from my hotel room.

- Where did you take these photos?

- Our parents advised us not to go out alone.

- Different writers translated the book into different languages.

4b Complete the sentences with the correct forms of the verbs in the box.

eat lock
like ring
invite break
tell bring

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

4c Decide whether active or passive forms should be used in these sentences. Write the correct forms in the blanks.

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

Section
B

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



sweet crispy
salty sour

_____ crispy _____ _____ _____
_____ _____ _____ _____

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

sweet banana crispy _____ salty _____ sour _____

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

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



1d Listen again. Complete the sentences.

The History of Potato Chips

Do you know how potato chips were invented? Potato chips _____ by a cook called George Crum. They were invented in _____.

George Crum cut the potatoes really, really _____ and then cooked them for a long time until they were _____. Finally he put lots of salt on them so they were _____.

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

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

2a Do you like basketball? Do you watch basketball games? How much do you know about this sport? Discuss the sport with your partner and share your ideas with the class.

2b Read the passage quickly. What is the main idea of each paragraph?

MIND-MAPPING

Changing the information you read into a mind map may help you remember it more easily.

Do You Know When Basketball Was Invented?

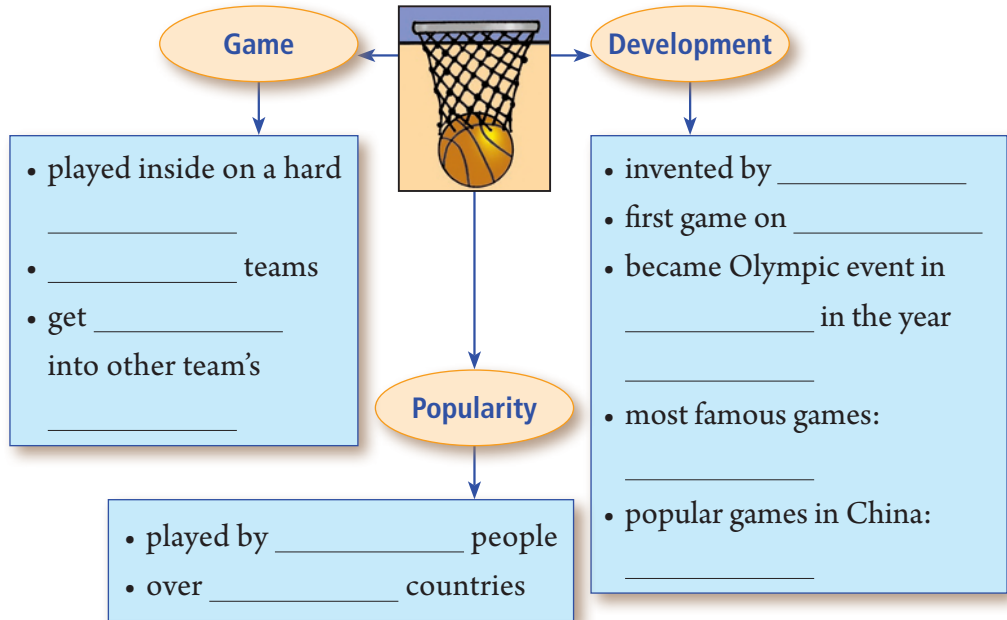
Basketball is a much-loved and active sport that is enjoyed by many for fun and exercise. It is over 100 years old and is played by more than 100 million people in over 200 countries. It is believed that the first basketball game in history was played on December 21, 1891. Then in 1936 in Berlin, it became an event at the Olympics.

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

Today, the popularity of basketball has risen around the world, with many young people dreaming of becoming famous players. In China, you can sometimes see people playing basketball in parks, schools and even factories. Basketball has not only become a popular sport to play, but it has also become a popular sport to watch. Although America's NBA games are the most famous, the CBA games are becoming more popular in China. The number of foreign players, including Chinese players, in the NBA has increased. There are also more and more foreign players in the CBA. Many young people look up to these basketball heroes and want to become like them. These stars encourage young people to work hard to achieve their dreams.



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



2d Use the mind map to summarize what you and your partner remember about the development of basketball. Use the following questions to help you.

1. Who invented basketball and how is it played?
2. When was the first basketball game in history played?
3. Why were the Berlin Olympics important for basketball?
4. What are the professional basketball groups in America and China?
5. How popular is basketball?

2e What do you think of famous basketball players? Make a list of good and difficult things about being a famous basketball player.

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

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

3b Imagine you are a business person. Write a description of your new invention. Try to sell the invention to the class.

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

Self Check

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

invent doubt mention website all of a sudden

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

2 Rewrite these sentences using the passive voice.

1. Someone stole my watch.

2. They used five eggs to make this big cake.

3. When did they invent the personal computer?

4. They asked us not to run in the hallway.

5. Someone took the video back to the store.

3 Find out information about an invention you would like to know more about and write sentences below.

Invention: _____
 When: _____
 Who: _____
 Purpose: _____

UNIT 2

Section

A

Teenagers should be allowed to choose their own clothes.

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

1a Read the statements below. Circle **A** for agree or **D** for disagree.



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

1b

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

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

1c

Look at the statements in 1a and make conversations.

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

2a

What does Molly think of Kathy's statements? Listen and circle A for Agree, D for Disagree or DK for Don't Know.



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

2b

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

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

2c

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

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

2d

Role-play the conversation.

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



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

Mom Knows Best

When I was a tiny baby crying all night, my mom sang to me and stayed by my side.

When I was tired and hungry, she gave me food and warm arms to sleep in.

When I was two running through the field, she made sure I was safe and kept me from danger.

When I fell and hurt myself, she gave me a hug and lifted me up.

When I was seven coughing badly, she said no ice-cream for me.

But I talked back loudly, "I should be allowed to eat some! Give it to me now!"

When I was nine watching scary movies, she said it'd give me awful dreams.

But I shouted back angrily, "I should be allowed to watch it! I'm not a baby!"

When I was a teen going out with friends, she said, "Please be back by ten!"

But I talked back again — "I should not be told what to do! I'm seventeen now!"

Now I'm an adult, thinking back to those times.

I coughed for days after eating that ice-cream

And had scary dreams after watching that film.

I was late for school from staying out past ten.

I regret talking back, not listening to Mom.

Mom knows best, and for me she wanted only the best!



3b Read the poem again and answer the questions.

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

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

Grammar Focus

I don't think sixteen-year-olds should be allowed to drive.	I agree. They aren't serious enough.
Do you think teenagers should be encouraged to make their own decisions?	No, I don't agree with this. Teenagers are too young to make their own decisions.
Teenagers should not be allowed to have part-time jobs.	I disagree. They can learn a lot from working.
Do you think we may be allowed to take photos if we don't use a flash?	If you don't use a flash, then it may be OK.

4a Rewrite the sentences according to the example.

- You must clean your bedroom every day.
Your bedroom must be cleaned every day.
- Parents should encourage teenagers to do social work for their community.
Teenagers _____.
- Can Lucy do her homework tomorrow instead?
Can _____?
- Do you think we must keep teenagers away from the Internet?
Do you think teenagers _____?
- Parents should give teenagers chances to make their own decisions.
Teenagers _____.

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

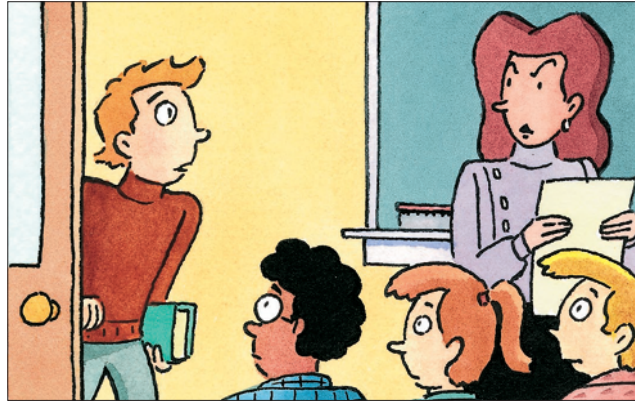
Should teenagers _____ (ask) to move out when they start working? In many Western countries, teenagers _____ (allow) to move out at eighteen. Their parents believe that they should _____ (educate) to take care of themselves from a young age. This way, when they _____ (start) working they can manage their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

4c You and your friend are starting an English club. Make a list of rules about what should and should not be allowed.

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

Section
B

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



Do you ever ...

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

1b Talk about your answers in 1a.

A: Do you ever get to class late?
B: Yes, I sometimes get to class late.

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

1d Listen again. Match these sentence parts.

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

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

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

A: I think Peter should ...
B: I don't agree.
C: I think ...

2a Discuss the questions in your groups.

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

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

LEARNING ACTIVELY

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

Should I Be Allowed to Make My Own Decisions?

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



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

son needs to think about other possible jobs. He's getting older now, so he needs to think about what will happen if he doesn't end up as a professional runner.”

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

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

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

2c Read the passage again and answer the questions.

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

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

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

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

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

3a With a partner, discuss some rules at home that you agree or disagree with. Make some notes in the chart.

Rule	Why you agree or disagree with it	How you think the rule should be changed
can't play computer games can't watch TV		

3b Write a diary entry explaining which rule(s) you do not agree with at home and how you think the rule(s) should be changed.

Use the following expressions to help you:

- I do not agree with ...
- I think I should be allowed to ...
- I would like to ...
- I could ... if I ...

Self Check

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

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

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

1. No matter how many difficulties we have, I believe all problems can _____ (solve) in the end.
2. Mobile phones should _____ (keep) off during the meeting.
3. Teenagers under eighteen must _____ (not allow) to smoke or drink.
4. Many parents think going to school must _____ (put) first, so teenagers should _____ (not encourage) to work part-time.

UNIT 3

Section

A

Language Goal:
Make inferences

It must belong to Carla.

1a Look at the picture. Write the things you see in the correct columns in the chart.

Clothing	Fun things	Kitchen things
hat	volleyball	plate

1b Listen and match each person with a thing and a reason.



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

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

A: Whose book is this?
B: It must be Mary's. J. K. Rowling is her favorite writer.

2a

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

Things in the schoolbag



1. T-shirt
2. _____
3. _____

2b

Listen again. Fill in the blanks.

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

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

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

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

2c

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

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

2d

Role-play the conversation.

Linda: Mom, I'm really worried.
 Mom: Why? What's wrong?
 Linda: I can't find my schoolbag.
 Mom: Well, where did you last put it?
 Linda: I can't remember! I attended a concert yesterday so it might still be in the music hall.
 Mom: Do you have anything valuable in your schoolbag?
 Linda: No, just my books, my pink hair band and some tennis balls.
 Mom: So it can't be stolen.
 Linda: Oh, wait! I went to a picnic after the concert. I remember I had my schoolbag with me at the picnic.
 Mom: So could it still be at the park?
 Linda: Yes. I left early, before the rest of my friends. I think somebody must have picked it up. I'll call them now to check if anybody has it.



3a Read the article and decide which might be the best title.

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

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

Victor's next-door neighbor Helen is worried, too. "At first, I thought that it might be a dog, but I couldn't see a dog or anything else, either. So I guess it can't be a dog. But then, what could it be?" One woman in the area saw something running away, but it was dark so she is not sure. "I think it was too big to be a dog," she said. "Maybe it was a bear or a wolf."



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

3b Read the article again and find words to match the meanings.

- | | | | |
|--------------------------|-------|------------------------------|-------|
| nervous or worried | _____ | area where people live | _____ |
| young people | _____ | animal like a very large dog | _____ |
| person in the next house | _____ | person who makes noise | _____ |

3c Read the article carefully and write what people think about the strange noises.

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

**Grammar
Focus**

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

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

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

4b Complete these responses.

- A: Many people are wearing coats.
B: The weather must be _____.
- A: Sally has been coughing a lot.
B: She might be _____.
- A: This restaurant is always very crowded.
B: The food _____.
- A: Whenever I try to read this book, I feel sleepy.
B: It can't _____.

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

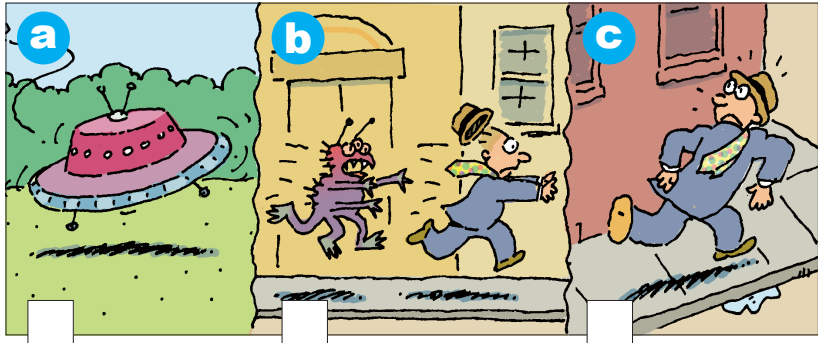
A: It could be a girl's room because it's very tidy.
B: I guess so. But it might be a boy's room because the clothes look like boys' clothes.



Section
B

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

land man UFO run alien run after



a. A UFO is landing.
b. _____
c. _____

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

1c Listen again. Complete the sentences.

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

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

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

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

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

2b Read the article below and underline the linking words and phrases. Do you think you have made correct matches in 2a?

IDENTIFYING LINKING LANGUAGE

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

Stonehenge — Can Anyone Explain Why It Is There?

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

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

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

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



2c Read the article again and complete the chart.

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

2d Complete the sentences with the correct linking words.

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

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

3a Read through the article in 3a on page 19 again. What do you think the noises could be? List all your ideas. See who in your group can come up with the most imaginative explanation.

What could the noises be?	Why do you think so?

3b Look at this newspaper headline and finish the article about the strange happenings.

No More Mystery in the Neighborhood

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

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

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

Writing tips

First part: background information about the mystery

Second part: how the mystery was solved

Third part: how the people in the neighborhood now feel

Self Check

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

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

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

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

- DVD It can't be Mike's. He doesn't like to watch movies.
- bowl of ice-cream _____
- camera _____
- cookbook _____
- tennis ball _____
- running shoes _____

UNIT 4

Section

A

Language Goal:
Express
preferences

I like music that I can dance to.

- 1a** What kind of music do you like? Look at the picture and circle the sentences you agree with. Then write your own sentence.

Your sentence: I like music that _____.



1b

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

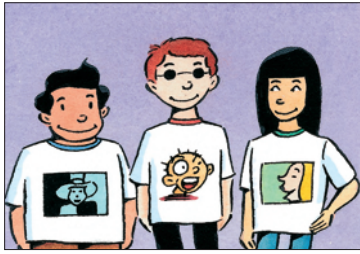
	Music that I can dance to	Music that has great lyrics	Music that I can sing along with
Tony			
Betty			

1c

Make conversations about the music that you like.

A: What kind of music do you like?
B: I like music that I can sing along with.
What about you?
A: I prefer music that has great lyrics.

2a Listen and circle *T* for true or *F* for false.



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

2b Listen again. Complete the sentences.

Carmen says	1. I really love Dan Dervish. I like musicians _____.
	2. The Modern are really great. I love electronic music _____.
Xu Fei says	3. I like musicians _____.
	4. I think The Modern are too noisy. I prefer groups _____.

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

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

2d Role-play the conversation.

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



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

What Do You Feel Like Watching Today?

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

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

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

Once in a while, I like to watch movies that are scary. They can be fun, but I'm too scared to watch them alone. I always bring a friend who isn't afraid of these kinds of movies, and it doesn't feel so scary anymore.



3b Read the passage again and answer the questions.

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

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

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

Grammar Focus

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

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

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

- _____
- _____
- _____
- _____

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

cdsreview.com

What's the name of your favorite CD?

Why do you like this CD?

What do you dislike about this CD?

e-mail address: jennifer@pep.com.cn

It's *Dance, Dance, Dance*.

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

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



- It's the kind of music _____
- It's a CD _____
- She likes musicians _____
- She doesn't like the songs _____
- She likes singers _____

4c Make conversations about the kind of things you like and dislike.

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

Section
B

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

Movie	
Book	
Band	

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

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



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

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

A: I like movies that are sad. I love *Titanic*.

B: Oh, I don't. I like movies that are scary. I really like ...

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

2b Read the passage and answer the questions.

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

NOTING SUPPORTING DETAILS

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

Sad but Beautiful

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

The music was written by Abing, a folk musician who was born in the city of Wuxi in 1893. His mother died when he was very young. Abing's father taught him to play many musical instruments, such as the drums, *dizi* and *erhu*, and by age 17, Abing was known for his musical ability. However, after his father died, Abing's life grew worse. He was very poor. Not only that, he developed a serious illness and became blind. For several years, he had no home. He lived on the streets and played music to make money. Even after Abing got married and had a home again, he continued to sing and play on the streets. He performed in this way for many years.

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



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

Paragraph	Main idea	Supporting details
1	I was _____ by a piece of music named <i>Erquan Yingyue</i> .	The music was strangely beautiful ...
2	Abing lived a very _____ life.	
3	Abing's musical skills made him very _____.	

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

pain
wounds
sense
pity
praise

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

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

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

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

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

3b Use your notes to write an article for a newspaper or magazine to tell people about your favorite kind of music/movie and your favorite song/movie.

Use the following expressions to help you:

- My favorite kind of music/movie is ...
- I like ... because ...
- It was ... by ...
- When I listen to / watch it, I feel ...
- I think you should listen to / watch it too because ...

Self Check

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

- plenty of
suppose
war
electronic
actor
spare

1. The comedy has _____ dialogs which are very humorous.
2. Since you prefer music that is relaxing, I don't _____ you would want to buy this _____ music CD.
3. Christmas is a time for spreading joy, so you should find some _____ time to spend with your loved ones.
4. Although he is an _____ who does not have much experience, he did an excellent job in the new _____ film.

2 Fill in the blanks with *who, that* or *which*. More than one answer may be possible.

A: Hi, Cindy! Would you like to see *Sky High in 2050* this weekend?
 B: Hmm ... no, I don't think movies _____ try to describe the future are very interesting. Could we see *City Danger* instead?
 A: You mean, the new police story _____ was filmed in five countries?
 B: Yes, that's the one. The actor _____ plays the hero used to be a schoolteacher!
 A: OK, sure. It sounds like something _____ we both will enjoy!

3 Complete the sentences about yourself.

1. I don't like music _____
2. I enjoy spending time in places _____
3. I have friends _____
4. I like movie stars _____

UNIT 5

Section

A

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

You're supposed to shake hands.

- 1a** What do people do when they meet for the first time? Match the countries with the customs.

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



- 1b** Listen and check your answers in 1a.

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

A: What are people in Korea supposed to do when they meet for the first time?
B: They're supposed to bow. How about in the United States?
A: In the United States, they're expected to shake hands.

2a

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

Maria's mistakes

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



2b

Listen again. Fill in the blanks.

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

2c

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

Dan: How was the dinner at Paul's house last night?
 Maria: Well, it was OK, but I made some mistakes. I was supposed to arrive at 7:00, but ...

2d

Role-play the conversation.

- Katie: How was the welcome party for foreign students last night?
 John: Great! I made some new friends. But a funny thing happened.
 Katie: What?
 John: I met a Japanese boy called Sato, and as soon as I held out my hand, he bowed.
 Katie: That's how people in Japan are expected to greet each other. It's impolite if you don't bow.
 John: I didn't know that. So I just stood there with my hand out. Finally, I returned the bow.
 Katie: I remember when I first met Marie last year, I did the same thing. I held out my hand and to my surprise, she kissed me on both sides of my face!
 John: I wouldn't mind that!
 Katie: Very funny. Later I found out French people are supposed to kiss when they see each other.



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



Teresa Lopez
Cali, Colombia



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

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



Marc LeBlanc
Lausanne, Switzerland



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

We're the capital of clocks and watches, after all! If someone invites you to meet him or her at noon, then you're expected to be there at noon. If you're even 15 minutes late, your friend may get mad. So I make an effort to be on time when I meet my friends. I always leave the house early to avoid heavy traffic because I think it's impolite to keep others waiting. Also, we never visit a friend's house without calling first. We almost always make plans to see friends. We usually plan to do something interesting, or go somewhere together.

3b Read the passage again and complete the chart.

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

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

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

**Grammar
Focus**

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

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

be supposed to
be expected to
be important to

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

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

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

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

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

Section
B

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

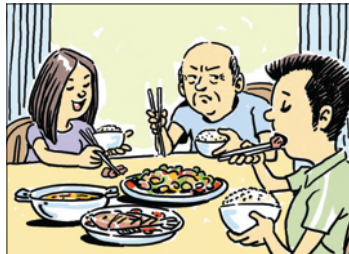


Mind your manners!

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

1b Steve is going to China to study. His friend Yang Ming is telling him about the table manners in China. Listen and number the pictures in the order you hear them.







1c Listen again. Match these sentence parts.

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

1d Talk about other table manners in your country.

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

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

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

2b Read the letter and answer the questions.

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

REVIEWING

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

Dear Laura,

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

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

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

Yours,
Lin Yue



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

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

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

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

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

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

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

3a Your pen pal is coming to China on an exchange program. He/She is asking you about Chinese customs and what he/she is supposed to do or not. Make notes in the chart.

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

3b Write a letter to your pen pal to give him/her advice and suggestions on how to behave properly in China.

Dear _____,

You must be excited about coming to China soon. Let me give you some suggestions and advice about Chinese customs. When you're eating at the table, it's impolite to _____

In our house, you're supposed to _____

When you go out with people, you should _____

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

Best wishes,

Self Check

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

- worth
- capital
- basic
- traffic
- empty
- mad
- knocking

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

2 Think about your culture and make statements.

In my culture, when you ...

you're supposed to _____.

you're not supposed to _____.

you're expected to _____.

it's impolite to _____.

it's important to _____.

UNIT 6

Section

A

Language Goal:
Talk about how
things affect you

Sad movies make me cry.

- 1a** Look at the two restaurants below. Which would you like to go to? Why?



1b

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

Rockin' Restaurant	1. The _____ pictures make Amy _____. 2. The _____ music makes Amy _____.
Blue Ocean	3. The _____ music makes Amy _____, but it makes Tina _____.

1c

Role-play a conversation between Amy and Tina.

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

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

2a

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



2b

Listen again. Complete the statements.

1. Waiting for Amy drove Tina _____.
2. Amy didn't want to _____ at Rockin' Restaurant.
3. Loud music makes John want to _____.
4. The movie was so sad that it made Tina and Amy _____.
5. Sad movies don't make John cry. They just make him want to _____.

2c

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

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

2d

Role-play the conversation.

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

Bert: What happened?

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

Bert: Uh-huh.

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

Bert: But what's wrong with that?

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

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

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



3a Read the story and answer the questions.

The Shirt of a Happy Man (Part I)

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

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

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

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

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

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

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



(To be continued)

3b Find words or phrases from the story with meanings similar to these phrases.

1. did not want to eat _____
2. was asked to come and help _____
3. look carefully at _____
4. becoming less important _____
5. get my job _____

3c Role-play the story with your group.

Grammar Focus

- The loud music makes me nervous.
- Soft and quiet music makes me relax.
- Money and fame don't always make people happy.
- She said that the sad movie made her cry.

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

Dear Diary, June 29th

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

4b Complete the survey. Then ask two other students.

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

A: What makes you angry?
 B: When people throw rubbish on the streets, it makes me angry.
 C: Me, too. It makes me want to tell them to clean up the streets.

Section B

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

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

1b What are some other possible endings to the story? Discuss your ideas with your partner.

1c Listen to *The Shirt of a Happy Man* (Part II) and check (✓) the things that happened in the rest of the story.

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



1d Listen again. Answer the questions.

1. How long did it take the general to find the happy man?
2. What was the poor man doing on the street?
3. What made the poor man so happy even though he had no power, money or fame?
4. Do you think the general will return to the king with the poor man's shirt? Why or why not?

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

- 2a** Have you ever made a mistake? How did it make you feel? Talk to your partner about what happened.
- 2b** Read the story and number the events in the correct order.

The Winning Team

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

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

“Look, Peter. I don’t know what happened. But whatever it was, don’t be too hard on yourself.”

“I lost the game, Dad. I failed my team. They’ll probably never let me play again.”

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

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

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

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

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

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

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

RECOGNIZING IDIOMS AND PHRASES

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



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

2c Read the story again and answer the questions.

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

2d Find idioms or phrases from the story to replace the underlined parts of these sentences.

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

2e Role-play a conversation between Peter and his father.

Father: What's wrong, Peter? You look sad.

Peter: I missed scoring a goal. I made my team lose the game.

...

3a Think of some experiences that made you feel very happy or sad. Tell your partner about them. Use the following ideas to help you.

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

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

In your story, try to explain the following:

- What happened?
- When did it happen?
- Where did it happen?
- How did it make you feel? Why?
- What did you learn from the experience?

Self Check

1 Put the words in the appropriate place in the chart.

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

2 Write sentences using the words given.

1. sad movies / cry
Sad movies make me cry.
2. speaking in front of many people / nervous

3. money and fame / not always happy

4. soft piano music / relaxed

5. rainy days / stay at home and watch TV

3 Number the things [1–6] (1 = least important, 6 = most important). Write a reason for each choice.

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

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

UNIT 7

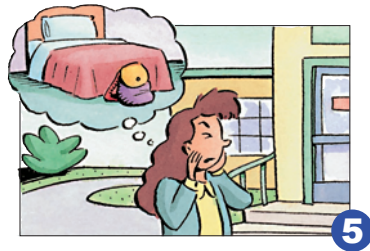
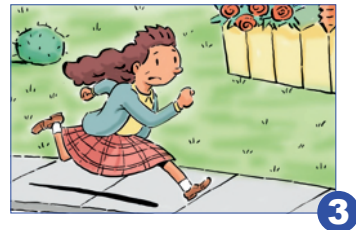
Section

A

Language Goal:
Narrate past
events

Life is full of the unexpected.

- 1a** Look at the pictures.
What happened to
the girl?



- 1b** Listen to Mary talking about her morning. Complete the sentences.

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

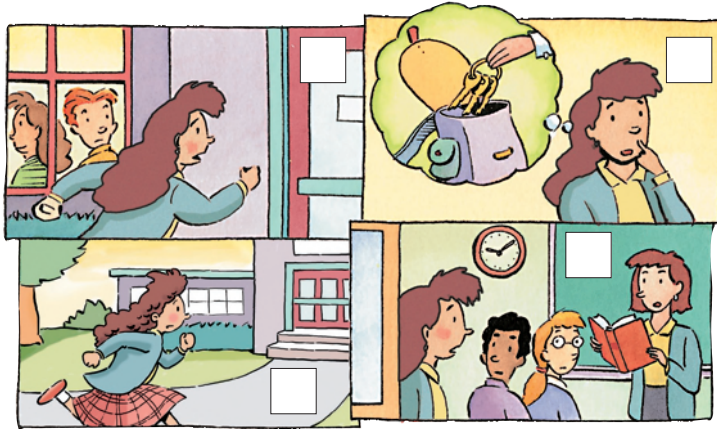
- 1c** Take turns being Mary. Look at
the pictures above and talk about
what happened this morning.

A: What happened?

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

2a

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



2b

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

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

2c

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

The teacher looked at Mary and ...

2d

Role-play the conversation.

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

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

Matt: Oh, no!

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

Matt: You didn't eat breakfast?

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

Matt: Then how did you get here?

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

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



3a Read the passage and answer the questions.

Life Is Full of the Unexpected

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



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

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

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

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

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

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

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

**Grammar
Focus**

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

By the time I got back to school, the bell had rung.

Before I got to the bus stop, the bus had already left.

I was about to go up to my office when I decided to get a coffee first.

As I was waiting in line with the other office workers, I heard a loud sound.

4a Make sentences using *by the time* or *before*.

- Tim went into the bathroom. Mary got up.
By the time Mary got up, Tim had already gone into the bathroom.
- The coffee became cold. I put cream in the coffee.

- The teacher collected the math homework. I got to school.

- I completed the work for my boss. The workday ended.

- The movie started. I arrived at the cinema.

- My mother finished making the apple pie. I got home from my language course.

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

rush out
forget
arrive at
go into
show up
find out

- By the time I arrived at the party, everyone else _____ already _____.
- When he put the noodles into a bowl, he realized he _____ to add the green beans.
- By the time my mother came back from the market, I _____ already _____ of the door to go to my piano lesson.
- Before she got to the airport, she _____ about the earthquake.
- When she _____ the movie theater, she remembered she had forgotten to feed her dog.
- Before she got a chance to say goodbye, he _____ the building.

4c Write two true statements and one false statement about your day yesterday. Then ask your classmates to guess the false statement.

- By the time I left for school in the morning, _____
- By the end of the school day, _____
- By dinner time, I _____

Section
B

1a Put these words in the correct columns in the chart. Some words can go in more than one column.

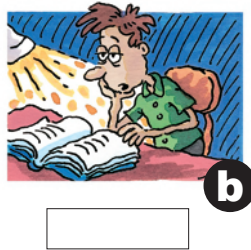
Nouns (people, places, things)	Verbs (action words)	Adjectives (description words)
fool	fool	embarrassed

- | | |
|-------------|-------------|
| fool | invite |
| costume | embarrassed |
| go off | call |
| get dressed | empty |
| show up | realize |
| change | clock |
| tired | stay up |

1b Tell your partner about something that happened to you recently. Use two or more words in 1a.

Last Friday night, my friend invited me to his birthday party ...

1c Dave, Nick and Joe are talking about April Fool's Day. Listen and write each person's name under the correct picture.



1d Listen again. Who says each of the phrases below? Write **D** for Dave, **N** for Nick and **J** for Joe.

- | | |
|-------------------------------|-----------------------------------|
| 1. <u> D </u> a costume party | 4. _____ was tired |
| 2. _____ my alarm went off | 5. _____ was really embarrassed |
| 3. _____ stayed up all night | 6. _____ the other kids showed up |

1e Tell April Fool's Day stories in your group. Use the information in 1c and 1d.

A: What happened to Dave on April Fool's Day?
B: Well, a friend invited him to a costume party ...

2a Have you ever played jokes on others, especially on April Fool's Day? Have you ever been fooled by others? Tell your story to your partner.

2b Read the passage quickly. Then match each paragraph with the main idea.

- | | |
|-------------|---|
| Paragraph 1 | One of the most famous tricks played |
| Paragraph 2 | Examples of funny stories that happened on April Fool's Day |
| Paragraph 3 | An introduction to April Fool's Day |
| Paragraph 4 | A sad story that happened on April Fool's Day |

April Fool's Day is a celebration that takes place in different countries around the world. It happens on April 1st every year and is a day when many people play all kinds of tricks and jokes on each other.

One April Fool's Day, a reporter in England announced that there would be no more spaghetti because the spaghetti farmers in Italy had stopped growing spaghetti. Many people ran to their local supermarkets to buy as much spaghetti as they could. By the time people realized that the story was a hoax, all of the spaghetti across the country had been sold out. In another famous trick a TV show in England reported the discovery of special water. They said this water would help people lose weight and that one customer had already lost a lot of weight in just four months. By the end of the day, more than 10,000 people had phoned the TV station to find out how to get this water.

Many April Fool's jokes may end up being not very funny. A famous TV star once invited his girlfriend onto his show on April Fool's Day. He asked her to marry him. The lady was so happy because she really wanted to get married. However, when she said yes, he replied, "April Fool!" That little joke didn't have a very happy ending. The TV star lost his girlfriend and his show was canceled.

One of the world's most famous tricks, however, happened in October rather than in April. In that month in 1938, actor Orson Welles announced on his radio program that aliens from Mars had landed on the earth. He described where they had landed and told how they were moving across the United States. Welles made it sound so real that hundreds of people believed the story, and fear spread across the whole country. By the time police officers announced that the story was a hoax, thousands of people had left their homes.

USING BACKGROUND KNOWLEDGE

Carefully reading the first sentence in each paragraph can activate your own knowledge of the topic and help you guess what the whole text is about.



2c Read the passage again and answer the questions.

1. Why did the supermarkets run out of spaghetti one April Fool's Day?
2. What did the TV show say the special water could do?
3. Why did the TV star's joke have a bad ending?
4. When did Orson Welles tell people about aliens from Mars landing on the earth?
5. Why did so many people believe Orson Welles?
6. Which of these stories is the most believable? Which is the least believable? Why?
7. Would you be fooled by any of these stories?

2d Fill in the blanks with the correct forms of the verbs in brackets.

1. After the spaghetti story _____ (appear) in the news, everyone _____ (rush) to the supermarkets.
2. By the time people _____ (find out) the story was not true, all the spaghetti in the supermarkets _____ (disappear).
3. By the time the day _____ (end), more than 10,000 people _____ (call) the TV station to ask about the special water.
4. By the time the show _____ (end), the TV star _____ (lose) his girlfriend.
5. By the time police officers _____ (tell) the country that the story was a hoax, many people _____ (run away) from their homes.

2e Tell your funny story from 2a to the class. The class will vote for:

- a. the funniest joke
- b. the most embarrassing joke
- c. the most creative joke

A: What's your story?
 B: Well, last year, on the first day of school, my sister put a piece of paper on my back that said "Please say hello." All morning at school ...

3a Can you remember a lucky or an unlucky day? What happened? Make some notes about what you remember.

What was the date?	
What happened first?	
Was this lucky or unlucky? Why?	
What happened next?	
How did the day end?	
How did you feel about this day?	

3b Write a story about your lucky or unlucky day and tell your story to a partner or the class.

My lucky/unlucky day

- I will always remember the date ...
- This was the luckiest/unluckiest day of my life ...
- When I woke up that morning ...
- Later that day, ...
- I couldn't believe ...
- Then/After that, ...
- Finally, ...
- I think ...
- What a lucky / an unlucky day!

Self Check

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

- cancel
miss
west
accident
lady
officer
market
unexpected

Last Saturday after my French course, I decided to drive to the _____ to buy a meat pie for dinner. As I was heading _____, I saw a huge truck in the middle of the road. There had been a(n) _____ and there were many police _____ around. I turned around and decided to go to a nearby mall. However, I _____ the road that led to the mall. Then I saw a restaurant that sold chicken noodles. I went inside and the _____, who was the owner, served me the most delicious bowl of chicken noodles ever. I had made a(n) _____ discovery! I'm so glad that I _____ my plan to go to the market.

2 Think of ways to finish the answers.

1. A: Why didn't you hand in your science homework?
B: Before I could start working on it, _____.
2. A: Why didn't you take a shower this morning?
B: By the time I got up, _____.
3. A: Why did you have to walk home from school?
B: By the time I left my school, _____.

UNIT 8

Section

A

We're trying to save the earth!

Language Goal:
Talk about
pollution and
environmental
protection

1a Here are some words related to different kinds of pollution. Write them in the box below. Then add more words.

loud music	cars	rubbish	planes
littering	ships	factories	smoking
building houses	mobile phones		



noise pollution

air pollution

water pollution

_____	_____	_____
_____	_____	_____
_____	_____	_____

1b Listen and complete the sentences.

What was the problem?	The river was _____. Even the bottom of the river was full of _____. There were no more _____ for fishermen to catch.
What caused the problem?	People are throwing _____ into the river. Factories are putting _____ into the river.
How should the problem be solved?	We should write to the _____ and ask them to _____ the factories. Everyone should help to _____ the river.

1c Role-play the conversation. Then make your own conversations about the kinds of pollution in 1a.

Mark: The river was dirty. Even the bottom of the river was full of rubbish.

Tony: But it used to be so clean!

Mark: Yes, but people are throwing litter into the river.

Tony: Everyone in this town should play a part in cleaning it up!

2a

Listen to the interview. Circle the kinds of pollution that Jason and Susan talk about.

A. land pollution B. air pollution C. noise pollution D. water pollution

2b

Listen again and complete the sentences.

1. The air is badly polluted because there are _____ on the road these days.
2. Factories that burn coal also _____ the air with a lot of black smoke.
3. There is also too much rubbish and waste. People _____ things every day.
4. People are also littering in _____ like parks. This is turning beautiful places into ugly ones.

2c

Use the information in 2a and 2b to role-play conversations between Jason and Susan.

Jason: The air has become really polluted around here.
I'm getting very worried.
Susan: Yes, I used to be able to see stars in the sky.
Jason: The problem is that ...

2d

Role-play the conversation.

- Interviewer: Jason and Susan, what are your ideas for solving these problems?
- Jason: Well, to cut down air pollution, we should take the bus or subway instead of driving.
- Susan: Yeah, or ride a bike. There are other advantages of bike riding. It's good for health and it doesn't cost anything!
- Interviewer: Great ideas! What about waste pollution?
- Susan: Mmm, I think simple things like bringing a bag to go shopping can help. I started doing that a year ago.
- Jason: Me, too. Also, I never take wooden chopsticks or plastic forks when I buy takeaway food. I use the ones at home.
- Susan: And remember to throw rubbish in the bins and keep public places clean and beautiful for everyone.
- Interviewer: So together, our actions can make a difference and lead to a better future!



3a Read the passage about sharks and complete the fact sheet below.

Save the Sharks!

Many have heard of shark fin soup. This famous and expensive dish is especially popular in southern China. But do you realize that you're killing a whole shark each time you enjoy a bowl of shark fin soup?



When people catch sharks, they cut off their fins and throw the shark back into the ocean. This is not only cruel, but also harmful to the environment. Without a fin, a shark can no longer swim and slowly dies. Sharks are at the top of the food chain in the ocean's ecosystem. If their numbers drop too low, it will bring danger to all ocean life. Many believe that sharks can never be endangered because they are the strongest in their food chain. But in fact, around 70 million sharks are caught and traded in this industry every year. The numbers of some kinds of sharks have fallen by over 90 percent in the last 20 to 30 years.

Environmental protection groups around the world, such as WildAid and the WWF, are teaching the public about "finning". They have even asked governments to develop laws to stop the sale of shark fins. So far, no scientific studies have shown that shark fins are good for health, so why eat them? Help save the sharks!

Where shark fin soup is popular	
Number of sharks caught and traded every year	
How governments can help	
Two environmental groups against "finning"	

3b Read the passage again and fill in the blanks with the words in the box.

so
although
if
but
when

1. Many people do not realize they are killing a whole shark _____ they enjoy a bowl of shark fin soup.
2. Sharks are at the top of the food chain, _____ if their numbers drop, the ocean's ecosystem will be in danger.
3. Many think that sharks are too strong to be endangered, _____ they are wrong.
4. _____ there are no scientific studies to support this, a lot of people believe that shark fins are good for health.
5. Sharks may disappear one day _____ we do not do something to stop the sale of shark fins.

Grammar Focus

We're trying to save the earth.	Present progressive
The river used to be so clean.	<i>used to</i>
The air is badly polluted.	Passive voice
No scientific studies have shown that shark fins are good for health.	Present perfect
We should help save the sharks.	Modal verbs

4a Fill in the blanks with the correct forms of the verbs in brackets.

Joe: _____ you ever _____ (take) part in an environmental project?

Ken: Yes, I have. I _____ (help) with a Clean-Up Day last year. It was _____ (consider) the biggest clean-up project this city _____ ever _____ (have).

Joe: How many people _____ (take) part?

Ken: I _____ (think) more than 1,000 people _____ (come) to help out.

Joe: That's fantastic! I guess everyone in this city is _____ (try) to improve the environment.

Ken: Yes, we can't afford to _____ (wait) any longer to take action!

4b Fill in the blanks with the appropriate modal verbs from the box.

- can
- would
- could
- have to
- should
- must
- may/might

People _____ think that big things _____ be done to save the earth. Many forget that saving the earth begins with small things. For example, you _____ save electricity by turning off the lights when you leave a room. You _____ also use reusable bags instead of plastic bags. I think it's a great idea that you now _____ pay for plastic bags in some stores. And instead of driving to school or work, you _____ ride your bike or walk. If it's far, you _____ take the bus. All these small things _____ add up and become big things that _____ improve the environment. Let's take action now!

4c Make a list of things that people can do to help the environment and discuss your list with your partner.

use public transportation

A: I think that everyone should use public transportation.
B: I disagree. It's difficult for parents with young children to use public transportation ...

Section
B

1a What can we do to help save the earth? Rank these items from the easiest (1) to the most difficult (5).



- _____ stop riding in cars
- _____ recycle books and paper
- _____ turn off the lights when you leave a room
- _____ turn off the shower while you are washing your hair
- _____ don't use paper napkins

1b Compare your answers in 1a with your partner.

A: Recycling paper is really easy.
B: I agree. But it's hard to stop riding in cars.

1c Listen and check (✓) the things that Julia and Jack talk about.

Things Julia and Jack talk about	Things Julia is doing now	Things Julia will do in the future	Things Julia would never do
<input checked="" type="checkbox"/> turning off the lights			
_____ turning off the shower			
_____ not using paper napkins			
_____ taking your own bags when shopping			
_____ not riding in cars			
_____ riding a bike			
_____ recycling paper			

1d Listen again. Check (✓) the things that Julia is doing now, the things she will do in the future and the things she would never do.

1e Make a conversation using the information from the chart above. Say what is true for you.

A: We really shouldn't use paper napkins, you know.
B: I know. I stopped using them last year.

2a Look at the title and the pictures in 2b. Can you guess what the passage is about?

2b Read the passage and complete the chart below.

Rethink, Reuse, Recycle!

Do you often throw away things you don't need anymore? Have you ever thought about how these things can actually be put to good use? Nothing is a waste if you have a creative mind.

UNDERSTANDING PREFIXES AND SUFFIXES

Recognize how prefixes and suffixes may change the meanings of words and how they are used.



You have probably never heard of Amy Hayes, but she is a most unusual woman. She lives in a house in the UK that she built herself out of rubbish. The windows and doors come from old buildings around her town that were pulled down. The top of the house is an old boat turned upside down. And the gate in front of her house is made of rocks and old glass bottles. Amy recently won a

prize from the Help Save Our Planet Society. The president said, "Amy is an inspiration to us all."

Amy isn't the only one who is good at recycling. Jessica Wong from Hong Kong uses old clothes that people don't wear anymore to make bags. She has been doing this for a few years now. She opened a small shop where she sells her bags, and she has also set up a website to sell them online. She especially likes to use old jeans to make handbags. Her bags are cute and useful. "I plan to write a book about new ways to use old clothes," she said. "I hope people can read my book and enjoy it!"



Wang Tao set up a small business in Shanghai four years ago. He is known for using iron and other materials from old cars to make beautiful art pieces.

Some are large pieces that look like animals or humans, and some are smaller pieces you can put at home. The more popular works can even be seen in art shops around the city. Wang Tao hopes to set up a "metal art" theme park to show people the importance of environmental protection. Not only can the art bring happiness to others, but it also shows that even cold, hard iron can be brought back to life with a little creativity.



Names	What materials did they use?	What did they make?

2c Fill in the blanks with the correct forms of the phrases in the box.

put to good use	build ... out of	pull down
set up	known for	not only ... but also

1. Amy Hayes lives in the UK. Many of the old buildings in her neighborhood were _____.
2. All the rubbish and old things in Amy's neighborhood were then _____ when Amy built her house.
3. Amy is very creative. She _____ her front gate _____ rocks and old glass bottles. She put an old boat on top of her house.
4. Jessica Wong sells her bags in a small shop, but she has also _____ an online business to sell them.
5. Though Jessica's bags are made from old clothes, her bags are _____ being cute and useful.
6. Wang Tao _____ makes large pieces of metal art that look like animals or humans, _____ makes smaller pieces for the home.

2d Underline the words in the passage based on the words below. What are the differences?

think	use	usual	recycle	build	create
special	recent	environment	important	protect	inspire

2e Make a list of things that need to be done to save the environment. Which things can be done by common people every day? Which things have to be done by governments and organizations? Discuss these with your group.

3a Think about the environment in your town/city and complete the chart below.

Which parts of the town/city have a nice environment? Why are they nice?
Which parts need to be improved? Why?

Good environment	Why?	Bad environment	Why?

3b Write a letter to the city mayor about the problems and your suggestions.

In your letter, describe the environmental problems in your town/city.

- What are the problems?
- Where are they?
- What or who is causing these problems?

Then, give suggestions or possible ways to solve the problems.

I think that ...
 We should/could ...
 I suggest ...

Self Check

1 Write different forms of the words. Then add more to each group.

<i>v. — n.</i>	<i>n. — adj.</i>	<i>adj. — n.</i>	<i>adj. — adv.</i>
pollute—	fame—	different—	slow—
act—	wood—	important—	wide—
protect—	science—		sudden—
inspire—	health—		real—
build—	south—		
create—	care—		

2 Match each statement with the grammar structure.

Statement	Grammar
The river used to be so clean.	Present progressive
We have seen many changes in the environment.	Modal verbs
People should take public transportation more.	Passive voice
The river is polluted by factories.	<i>used to</i>
The air pollution is getting worse and worse.	Present perfect

3 Write ways to cut down on these kinds of pollution.

Kinds of pollution	Ways to cut down
water pollution	
land pollution	
noise pollution	
air pollution	

UNIT 9

Section

A

It's important to have good habits.

Language Goals:

Talk about what is important to you; Compare habits and behaviors



a to talk with parents



f to help out



g not to play computer games too much



c to spend time with the family



b to study hard



d to get enough sleep



e to spend time with friends



i to exercise



h to talk with teachers

1a Check (✓) the things you think it's important to do.



I think it's important for teenagers to talk problems over with someone.

1b Listen. Match the students with their ideas from 1a.

 a Meimei Peter
 Lingling Mark

1c Make conversations using the ideas in 1a.

A: Do you think it's important to exercise?
B: I guess so. How about you?
A: Yeah, I do. Exercising helps teenagers to stay healthy.
B: I think it's also important to spend time with friends.
A: Uh-huh, I agree.

2a

Listen to a class conversation. Choose the correct answer.

1. What has Mr. Brown come to talk about?
 - a. behavior at school
 - b. health and happiness
2. What does one girl ask if she is too young to do?
 - a. to make her own decisions
 - b. to stay out late
3. What does Mr. Brown tell them not to do?
 - a. agree to meet strangers
 - b. chat on the Internet



2b

Listen again. Complete the sentences.

Mr. Brown: In order to be healthy, teenagers _____ enough sleep.
 Mrs. Brown: It's _____ talk things over with your parents.
 Girl: My parents tell _____ chat on the Internet.
 Teacher: ... What's most important is _____ believe that adults want to help.

2c

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

Boy: Mr. Brown, my parents say I'm too quiet at home.
 Mr. Brown: Maybe they think you're unhappy. You should let them know about your life—share more of your thoughts with them.
 Girl: Mr. Brown, my parents tell me it's dangerous to chat on the Internet. But do you think it's OK?
 Mr. Brown: Well, you need to be very careful in order to be safe ...

2d

Role-play the conversation.

Frank: My parents are going away on business for a few days. I have to cook my own food but I don't know how to cook.
 Li Ling: I can fill an empty stomach with tomato and egg soup, but that's all.
 Julie: We really should learn how to look after ourselves when our parents aren't with us.
 Frank: I agree. It's important to learn some basic life skills, like cooking, washing clothes and tidying up our rooms.
 Li Ling: But now our parents do almost everything for us. They just want us to study all the time.
 Julie: We shouldn't depend so much on our parents. Actually, cooking is not that difficult. I know how to cook some simple dishes. I learned from my mom.
 Frank: That's great! Could you teach me, Julie?
 Julie: Why not? You can be my student!



3a What habits do you have? What do you think of your habits? Write them below and then discuss with your partner.

Habits	Your opinions

3b Read the passage and circle the habits the two teenagers have.

Life can sometimes be difficult for teenagers. Most, however, get through their teenage years with the help of their families and friends. Du Fei and Wang Le are two typical teenagers.

Du Fei is 15 years old. Like many teenagers, he has a few habits that are not so good for him. For example, he listens to very loud music that is bad for his hearing. On the other hand, he doesn't eat many snacks—he prefers his mother's home cooking. But in school he doesn't pay attention in class, and his parents always tell him to try harder. His parents and teachers want him to change his attitude, and are happy to



help him. They know it is never too late to change bad habits.

Wang Le wants to do things that most teenagers do. For her, it's important to have friends, and to spend time with them. But perhaps she hangs out with them a little too much. Wang Le likes to eat junk food, and she would rather drink coffee and cola than water. Her parents have asked her to try to eat more healthily, but she doesn't like to. However, Wang Le's parents trust her because she tells them her problems. They know she always does her best at school, so they let her organize her own life. She is hardly ever stressed and she laughs a lot.



3c Read again and fill in the chart. Then give suggestions in groups.

Names	Good habits	Bad habits
Du Fei		
Wang Le		

A: I think in order to be healthier, Du Fei needs to...
 B: Yes, and he should...
 C: He can also...

**Grammar
Focus**

- It's important to talk problems over with someone.
- It's important not to play computer games too much.
- In order to be healthy, teenagers need to get enough sleep.
- She is too young to make her own decisions.
- Tell them not to meet strangers.

4a Fill in the blanks with the words in the box.

to exercise	not to give	not to make
to have	to go swimming	to make

1. It's too cold for people _____ in winter.
2. The purpose of new technology is to make life easier, _____ it more difficult.
3. It's necessary for the old _____ every day.
4. _____ his grandparents happy, Tom visits them every week.
5. Teenagers want _____ some time for themselves on weekends.
6. You can always ask your boss _____ you too much pressure.

4b Write sentences using the words given.

e.g. eat junk food / it / important / kids

It's important for kids not to eat junk food.

1. necessary / exercise more / the teenagers / it
2. decide / the boy / such loud music / listen
3. him / the good news / tell / remember
4. Jane's friend / lose weight / every morning / run
5. a little kid / not easy / the math problem / it / work out

4c What do you often do after school? Do you think those activities are important? Make a conversation according to the example.

- watch TV
- play sports
- study hard
- get enough sleep
- ...

A: Do you think it's important to watch TV?
 B: Yes, I think we can learn a lot on TV.
 C: But too much TV ...

Section
B

1a Look at the sentences below. Number them in the order that they are important to you.

- _____ I need to do homework more carefully.
- _____ I need to find more time to read books.
- _____ I need to eat more healthily.
- _____ I want to talk things over with my parents more often.
- _____ I need to exercise more regularly.
- _____ I need to go to bed earlier.

1b Discuss the answers in 1a with your partner. Give each other advice on how to improve your habits.

A: The most important thing for me is eating healthier food.
 B: Why's that?
 A: Because I eat junk food much too often.
 B: Well, you should eat it less often, and you need to exercise more.
 A: I guess you're right.
 B: Yes. The more you exercise, the healthier you'll become.

1c Listen to a conversation between Li Wei and her parents. Check (✓) the phrases you hear.

- _____ weigh the most
- _____ the most healthily
- _____ working much harder
- _____ help us do better
- _____ eat earlier
- _____ much more than you think

1d Listen again. Fill in the chart below.

Li Wei's problems	Father's suggestions	Mother's suggestions

1e Find someone who does each thing in the chart below. Write the name of your classmate in the chart.

Find someone who ...	NAME
eats more healthily now.	Philip
often hangs out with friends.	_____
needs to sleep more.	_____
does homework late at night.	_____

A: Do you eat more healthily now than before, Sue?
 B: Me? No, sorry!
 A: OK. How about you, Philip?
 C: Yes, I do. I've given up junk food.

2a Discuss the following questions with your partner.

1. How many hours do you and your partner sleep every day?
2. What will happen if people do not have enough sleep?

2b Read the passage and answer the questions.

1. Why is it important for us to get enough sleep?
2. How many times a day do we need to sleep?

MAKING INFERENCES

There is extra information that the writer did not say directly in the reading. As you read, think about related information that we can infer from the reading.

It's Important to Get Enough Sleep.

We are often told that it's important to get enough sleep, but do we know why? The truth is, even scientists can't agree on why we need to sleep. However, it's clear that the less we sleep, the worse we perform in everyday life.

Have you ever felt tired in the middle of the day, especially after lunch? Actually, this is quite normal. Researchers have found that it may be healthier to sleep twice a day—a long sleep at night, and a nap in the afternoon. Even a ten-minute nap at lunchtime can allow us to work better in the afternoon. And if we really can't find a chance to nap, we should get a longer sleep at night so we don't feel tired after lunch.

Not getting enough sleep has serious effects on our brain's ability to work. If you go without sleep, you might have problems with your memory or with your concentration. In order to concentrate at school or perform well in tests, we really need to get a good night's sleep.

Some people have trouble sleeping, especially if they are nervous or stressed about something. Sleep experts say that it's better not to try too hard to get to sleep, and certainly not to keep looking at the time. To have good sleeping habits, it's better to sleep at regular times, and to sleep in a dark and quiet environment. It's also good not to sleep too soon after eating, or after drinking too much water.



The amount of sleep we need is different from person to person, though the average seems to be just under eight hours. Jim Steed, a sleep researcher, has a simpler way of looking at it. "Forget about facts and figures. If we feel tired in the daytime, it means we need to get more sleep."

2c Check (✓) the information that we can infer from the passage.

- 1. A large amount of research has been done to understand sleep. ✓
- 2. It's important for everyone to get the right amount of sleep. _____
- 3. Everyone needs a nap at lunchtime. _____
- 4. Students should not stay up and study all night before exams. _____
- 5. The brain needs to rest in order to work at its best. _____

2d In your own words, explain what the writer is saying in each paragraph.

In Paragraph 1, the writer says that getting enough sleep is important.
In Paragraph 2, _____

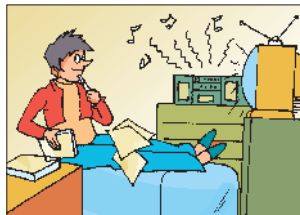
In Paragraph 3, _____

In Paragraph 4, _____

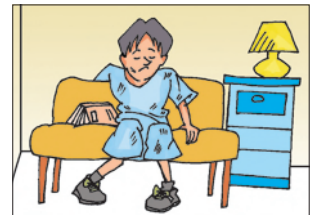
In Paragraph 5, _____

2e In your group, list ways that help people to get to sleep or get better sleep.

3a Look at the teenagers in the pictures. What do you think of their habits? Write down your ideas.







3b Read this letter from a friend and write a reply for Li Ling.

Dear Li Ling,

I have a problem that I need to talk over with you, because it's difficult for me to talk to my parents. I don't think they understand me as well as you do, and I'm afraid they might be angry with me if I talk to them. There are two things that are important to me at the moment.

The first is that I want to be happier, and the second is I need to eat more healthily. My parents don't let me go out with my friends very often, and I often feel bored. And I'm heavier than I should be. Can you please tell me what to do?

A friend who needs help,
Kim

Dear Kim,

Of course I want to help you.

I think _____

Your good friend,
Li Ling

Self Check

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

- badly
- healthily
- habit
- tell him to
- important

1. It's important for teenagers to have good _____.
2. A: John has a problem and I can't help him.
B: _____ talk it over with his parents.
3. He used to behave _____ in class.
4. It's _____ for teenagers to get enough sleep.
5. My parents want me to eat more _____.

2 Write about changes you want to make in your life, and how you plan to make them. Use the phrases in the box to help you.

- enough / not enough
- too much / many
- more / less
- much more / less
- ask my parents to
- ask a teacher to
- to help me to

CHANGES	HOW TO ACHIEVE THEM
I want to study more seriously.	I'll make a good study plan.
1.	1.
2.	2.
3.	3.

UNIT 10

Section

A

I remember meeting all of you in Grade 6.

Language Goals:
Share past memories and experiences;
Look ahead to the future

1a Check (✓) the things you remember doing at junior high school. Add more to the list.

At junior high school, I remember:

- _____ winning a prize
- _____ being a volunteer
- _____ doing a school survey
- _____ a friend helping me with a problem
- _____
- _____



1b Listen and match the memory with the person.

- | | |
|-------------|---|
| _____ Mary | a. did homework carefully to meet the standards of a strict teacher |
| _____ Frank | b. remembers losing a schoolbag |
| _____ Sarah | c. remembers meeting this group of friends |
| _____ Peter | d. has enjoyed every year of junior high school |

1c List some memories and experiences from junior high school. Share your lists with your partner.

Memories and experiences

I remember ...
scoring two goals in a row during a soccer competition.

I have ...
learned to play the keyboard in music class.

2a Listen to the conversation. Check (✓) the facts you hear.

- _____ Someone didn't like P.E.
- _____ Someone was advised to take a break from running by a teacher.
- _____ Someone had a health problem.
- _____ Someone joined the school band.
- _____ Someone liked Mr. Hunt's teaching methods.

2b Listen again. Match each question with the name of the person.

Question	Answer
_____ 1. Who wants to study medicine?	a. Luke
_____ 2. Who told someone to take a break from running?	b. Brian
_____ 3. Who hurt his or her knee?	c. Mr. Hunt
_____ 4. Who thinks the That's Life concert is the best memory?	d. Lisa

2c Role-play a conversation in your group using the information in 2a and 2b.

A: Do you remember Mr. Hunt?
 B: Of course! He's a great teacher. He gave really clear instructions during P.E. class.
 C: Yeah, he ...

2d Role-play the conversation.

Judy: Which teachers will you miss the most after junior high school, Clara?

Clara: Ms. Lee and Mr. Brown.

Judy: I know that Ms. Lee was always patient with you in math class. She helped you to work out the answers yourself no matter how difficult they were.

Clara: Yes, and Mr. Brown guided me to do a lot better in science. He always took the time to explain things to me clearly whenever I couldn't understand anything. Who will you miss?

Judy: Ms. Griffin. She encouraged me in English class. She always told me, "You can do it!" Because of her, I put in more effort and my exam scores doubled.

Clara: Shall we get each of them a card and gift to say thank you?

Judy: Good idea. Let's go shopping tomorrow!



3a Read the passage and answer the questions.

1. What kind of writing is this?
2. What is the main subject of this writing?
3. Who do you think the writer is?

I Remember

Looking back at these past four years
 I remember many things
 Trying to be on time for morning readings
 Running when the lunch bell rings

I remember the excitement
 Of the school sports day each year
 The many long hours of training
 Pride of overcoming fear

I remember starting day one
 The shyest in my whole class
 Never speaking to anyone
 And thinking I would not pass

Then slowly I made some new friends
 To remember forever
 Helping each other with homework
 Getting better together

Preparing for art festivals
 And making a great big mess
 Having fun at New Year's parties
 Wishing everyone the best

We have learned a different language
 That is from a foreign land
 English brings many challenges
 We work hard to understand

And now it's time to graduate
 We will leave our lovely school
 I can't believe it's been four years
 I'm trying to keep my cool

But it's difficult not to cry
 I'll miss the school trees and flowers
 And our kind and caring teachers
 Wonderful memories of ours

3b Read the poem again. Write the words that rhyme with the words below.

things	<u> rings </u>	year	<u> </u>	class	<u> </u>
land	<u> </u>	school	<u> </u>	flowers	<u> </u>

3c Have you experienced any of the following things? How did you feel? How does the writer feel about them?

1. trying to be on time for morning readings
2. running to the dining hall when the lunch bell rings
3. training for sports day
4. starting the first day in Grade 6
5. slowly making some new friends
6. helping classmates with homework
7. preparing for art festivals
8. going to New Year's parties
9. learning English

Grammar Focus

What happened in Grade 6 that was special?	Our team won the school basketball competition.
How have you changed since you started junior high school?	I've become much better at speaking English.
How do you think things will be different in senior high school?	I think that I'll have to study much harder for exams.
What are your plans for next year?	I'm going to join the school volleyball team.
What do you remember about Grade 8?	I remember being a volunteer.
What did you use to do that you don't do now?	I used to take dance lessons, but I don't anymore.
What are you looking forward to?	I'm looking forward to going to senior high school.

4a

Number the sentences to make a paragraph.

- _____ When I get to senior high, I will join the school swim team.
- 1 My time in junior high school has been enjoyable.
- _____ In Grade 7, I studied harder but I still got poor grades in English. I had problems with pronunciation and reading texts. So the next year, I worked much harder and got better grades.
- _____ Next year, I will be in senior high school. I can't believe how fast the time went by!
- _____ This year, with Mr. Trent's help, my English level has been improving and I hope to get good grades at the end of the year.
- _____ In the first year, I didn't work very hard in class, but I joined many different school clubs and had a lot of fun.

4b

Write your own answers to the questions.

1. What do you remember about Grade 6?

2. What happened in Grade 7 that was special?

3. What did you use to do that you don't do now?

4. How have you changed since you started junior high school?

5. How do you think things will be different in senior high school?

6. What are your plans for next year?

7. What are you looking forward to?

Section
B

1a Write about what you would like to do in the future.

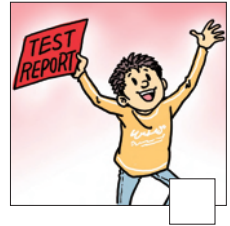
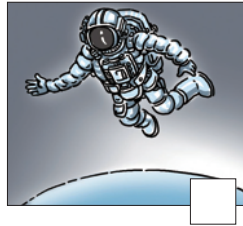
1. get a business degree and become a manager
2. _____
3. _____

1b Talk about what you hope to do in the future.

A: What do you hope to do in the future?

B: I hope to get a business degree and become a manager.

1c Listen to a class discussion. Check (✓) the hopes you hear.



1d Listen again. Complete the passage.

Today is the students' last class. Bob feels _____ about it and thinks Mrs. Chen's classes have been _____. The students talk about what they want to do in the future. Bob hopes to _____ the exam to get into senior high school. Shirley wants to get into a _____ school. Ken is good at _____ and he won a _____ for it. So he wants to be a(n) _____. Mrs. Chen believes in all of them and tells them to "_____". To celebrate the end of junior high, they are having a _____. They ask Mrs. Chen to come, and she is happy to accept the invitation.

1e Prepare a speech for your graduation. Use the questions to help you. Present your speech to your group.

- How have you changed since you started junior high school?
- Who has helped you most?
- What advice have your parents given you?
- What will you do after you graduate?
- What are you looking forward to?

2a What is the most important thing you have learned in junior high school? Discuss the question with a partner.

2b Read the passage and answer the questions.

1. What kind of text is this? Is it a story, a speech or a notice?
2. Who do you think wrote it?
3. Who is it for?

IDENTIFYING TEXT TYPE AND PURPOSE

Quickly read through a text to see what kind of writing it is, who wrote it and why it was written.

Ladies and gentlemen,

Thank you for coming today to attend the graduation ceremony at No. 3 Junior High School. First of all, I'd like to congratulate all the students who are here today. I remember meeting all of you when you were just starting Grade 6 at this school. You were all so full of energy and thirsty for knowledge. And yes, some of you were a little difficult to deal with! But today I see a room full of talented young adults who are full of hope for the future. You've all grown up so much and I'm so proud of you.



Although you've all worked very hard over the last four years, none of you did it alone. I hope you'll remember the important people in your lives who helped and supported you — your parents, your teachers and your friends. Please consider what they've done for you and what they mean to you. Never fail to be thankful to the people around you.

Lastly, the end of junior high school is the beginning of a new life. I don't need to tell you that life in senior high school will be harder and that you have many difficult tasks ahead of you. You'll make mistakes along the way, but the key is to learn from your mistakes and never give up. But along with difficulties, there will also be many exciting things waiting for you. Behind each door you open are chances to learn new things, and you have the ability to make your own choices. Choose wisely and be responsible for your decisions and actions. Although you have to go your separate ways now, I hope that in a few years' time, you'll come back to visit our school. As you set out on your new journey, you shouldn't forget where you came from. The future is yours.

Good luck and hope to see you again sometime soon!

2c Read the passage again and answer the questions.

1. What were the students like in Grade 6?
2. How have the students changed?
3. Who should the students thank and why?
4. What will senior high be like?
5. How should the students deal with the future?
6. What advice would you give to students who are just starting junior high school?

2d Fill in the blanks with the correct forms of the words in the box.

attend be thirsty for none set out be proud of

1. It is time to say goodbye, but _____ of us want to leave.
2. It is always hard to separate from those whom you have spent so much time with for the past four years. However, we are still excited to _____ on a new journey when we enter senior high school.
3. The teacher can see in our eyes that we _____ knowledge. She tells us that knowledge will give us wings to fly.
4. We will _____ the junior high graduation ceremony tomorrow. It is a very special time for us.
5. Our teachers and parents will _____ us because we have grown up and can be responsible for ourselves.

2e Underline the sentences you like in the passage. Tell your partner what they mean and why you like them.

3a Think of a person or an event from junior high school that you will never forget. Make some notes about how this person or event changed your life in some way.

Who is the person? / What is the event?
 When and where did you first meet this person? / When and where did this event happen?
 How did you feel when you met this person? / How did you feel when this event happened?
 How did this person help you? / What happened later?
 How has this person's advice/event changed your life?

3b Write a passage about the person or event you thought about in 3a.

- Describe the person/event.
- Explain how you feel about this person/event.
- Describe how this person/event has changed your life.

Self Check

1 What happened in junior high that made you have these feelings? Complete the chart.

Feelings	Memories/Experiences
excited	
happy	
worried	
sad	
tired	
proud	
shy	

2 Fill in the blanks with the correct forms of the verbs in brackets.

I can't _____ (believe) that today is the last day of junior high school. I still _____ (remember) the first day of Grade 6 like it was yesterday. I used to _____ (be) a really shy person, so on the first day of junior high, I _____ (be) so scared and nervous. I _____ (think) that I would never make any friends. But now, I _____ (realize) that I was just being silly. Since then, I _____ (make) so many good friends and I _____ (share) so many good memories with them. Even though I _____ (be) sad that junior high is over, I _____ (look) forward to new experiences in senior high!

Notes on the Text

Unit 1 When was it invented?

1. Well, you do seem to have a point ... 嗯, 看来你说的确实有点道理……

这句话中的助动词 **do** 放在动词 **seem** 前面主要用来加强语气, 通常可译作“的确; 确实”。在谓语动词前添加助动词 **do** 表示强调的用法常见于肯定句和祈使句中, 类似的例子在本册第三单元中已出现。又如:

I do hope you can come to my party. 我真的希望你能来参加我的聚会。

在英语中, **have a point** 通常指某人的说法或想法“有道理”。如:

Perhaps you have a point there, but the problem is that we don't have a choice. 也许你说的有道理, 但问题是我们没有选择。

2. It is said that a Chinese ruler called Shen Nong was the first to discover tea as a drink. 据说有一位叫作神农的中国统治者最早发现了茶可以饮用。

It is said that ... 是一个常见句式, 表示“据说……”, **that** 后面接完整的句子。又如:

It is said that thirteen is an unlucky number in many Western countries. 据说在许多西方国家 13 是个不吉利的数字。

本单元还有一个类似的句式: **It is believed that ...**, 意思是“人们认为……”, 其后同样接完整的句子。例如:

It is believed that tea was brought to Korea and Japan during the 6th and 7th centuries. 人们认为, 茶在六至七世纪传到了朝鲜和日本。

3. *Cha Jing* 《茶经》

《茶经》是我国唐代一部有关茶叶及品茶的专著, 作者陆羽。该书共分三卷十节, 全面叙述了茶叶生产的历史、源流、生产技术以及饮茶技艺和茶道原理, 享有“茶叶百科全书”之美誉。

4. In 1875, Mr. Bell learned how to send musical notes through an instrument similar to a telephone. 1875年贝尔先生学会用一种类似电话的器械发送乐符。

musical note 意为“乐符”。作为术语, 在音乐主题下常简写作 **note**。如: **high notes** 为“高音符”, **low notes** 为“低音符”。

5. Today, the popularity of basketball has risen around the world, with many young people dreaming of becoming famous players. 如今, 许多年轻人都梦想成为著名的篮球运动员, 篮球在世界各地也越来越普及。

1) 此处 today 用作副词，修饰整个句子，并非指具体的“今天；今日”，而是表示当前的一段时间，相当于汉语“如今；当今”的意思，这与汉语“今天”一词的使用十分相似。再如：

Today, only a few kinds of these beautiful animals still live on the earth. 现今，这些美丽的动物只有少数几种还生活在地球上。

It seems to me that kids today depend more on their parents. 在我看来，如今的孩子更加依赖他们的父母。

2) 本句中，介词 with 与在意义上有主谓关系的复合结构 many young people dreaming of... 构成短语，用作状语。

6. The number of foreign players, including Chinese players, in the NBA has increased. NBA 中的外国球员数量有所增加，其中也包括中国球员。

1) 此句主语的核心名词是 number，表示“数量”，由于是单数形式，谓语动词需要与之相匹配，故为 has increased。语法上，人们将这种主语和谓语在数上的匹配称作“主谓一致”。当主语为复数概念时，谓语动词用复数形式与之匹配；当主语为单数概念时，谓语动词则用单数形式。例如：

People there are very friendly. 那里的人们十分友善。(people 为复数概念)

The United Nations is an international organization that tries to find peaceful solutions to world problems. 联合国是一个尝试寻求和平解决世界问题的国际组织。(the United Nations 是一个组织，为单数概念)

2) 短语 the number of ... 意为“……的数量；……的数目”，如：the number of students in the class (班级人数)，the number of animals (动物的数量)。The number of ... 用作主语时，其谓语动词应用单数形式。英语另有 a number of ... 短语，表示“若干的；一些”，用来修饰可数名词，如：a number of students (一些学生)，a number of mistakes (一些错误)。A number of ... 用作主语时，其谓语动词应用复数形式。注意不要将两者混淆。试比较：

The number of people killed in the accident hasn't been announced yet. 这次事故中死亡的人数尚未公布。

A number of people are unhappy with this decision. 一些人对这项决定并不满意。

Unit 2 Teenagers should be allowed to choose their own clothes.

1. No way! 不行!

这是英语口语中一个直接拒绝对方的表达用语，强调不赞同别人的观点，或根本没有可能按其要求去做某事，具体意思类似于汉语的“不可能；不行”等。

另外，英语口语中还常用 There's no way ... 这样的惯用表达，用以陈述某人无法做某

事。例如：

There's no way I'm going to stay in a hotel for 800 yuan a night. That's too expensive for me. 我根本无法去住 800 元一晚的宾馆，那对我来说太贵了。

There is, of course, no way to know for sure. 当然，没有什么办法能够得到确切的答案。

2. Sixteen-year-olds should be allowed to get their ears pierced. 应该允许 16 岁的孩子穿耳洞。

此句中的 get 是使役动词，其搭配用法多种多样，这里接的是带有过去分词的复合结构。get something done 是一个常见的固定搭配，常用来表达“请别人做某事；使某事完成（自己也可能参与）”，something 与其后所接的 done（过去分词）存在逻辑上的动宾关系。例如：

Go and get your hair cut. 去找人理一下发。（相当于 Go and get someone to cut your hair.）

3. When I was a tiny baby crying all night, my mom sang to me and stayed by my side. 当我还是一个整夜哭闹的小宝宝时，妈妈会给我唱歌，陪伴在我身旁。

此句中的 crying all night 是一个现在分词短语，用在名词 baby 后面作定语，起修饰名词的作用。由于本单元的语篇 Mom Knows Best 属于诗歌体裁，文中运用了排比的修辞手法，因此，现在分词（短语）作后置定语的现象在文中出现了多次。在初中阶段，学生只需要理解这一结构在句子中的作用和含义即可，不必要求掌握或运用。

4. Now I'm an adult, thinking back to those times. 现在我已长大成人，回想起那过去的岁月。

此处名词 times 意指“时光；岁月；时代”。除 times 一词外，有时人们还会使用 days 表达类似含义。例如：

People started to train and use the horse in ancient times. 在古代人们就开始驯养和使用马匹了。

In those days, people used to write a lot more letters. 那时候人们更习惯写信。

5. Only then will I have a chance to achieve my dream. 只有那样我才会有机会实现我的梦想。

这是一个倒装句，正常语序是 I will have a chance to achieve my dream only then, 但由于与前文的连贯性及强调的需要，only then 被置于句首。

英语的句子大多主语在前，谓语在后。但在一些句子中，由于修辞或句子结构上的需要，谓语被部分或完全置于主语之前，构成“倒装语序”。

only 用于句子的开头，后接副词、介词短语或状语从句时，句子应倒装。例如：

Only yesterday did he find out that his watch was lost. 直到昨天他才发现他的手表丢了。

Only after a year did I begin to see the results of my work. 直到一年后，我才开始看

到我工作的成果。

Unit 3 It must belong to Carla.

1. Well, where did you last put it? 那么, 最后一次你把它(书包)放在哪里了呢?

本句中last为副词, 意思是“上次; 最近的一次; 最后一次”。last除用于句末外, 还常置于句子中间。例如:

When I last saw her, she was working in Shanghai. 我上次见她时, 她在上海工作。

When did you see him last? 你最近见到他是什么时候?

2. I think somebody must have picked it up. 我想一定有人捡到它了。

此句情态动词must表示推测, 意为“一定”。英语中当情态动词后接have done时, 表达对过去的事情进行推测, 故must have done something表示“过去一定做过了”这样的意思。例如:

He's playing outside. He must have finished his homework. 他在外边玩, 一定已经把作业做完了。

3. Stonehenge 巨石阵

巨石阵位于英国伦敦西南100多公里索尔兹伯里平原上, 是一处呈环形屹立的巍峨巨石建筑遗迹, 也是欧洲著名的史前时代文化神庙遗址。巨石阵是如何建造的、其目的何在, 对现代人类来说仍是一个谜, 这也正是巨石阵吸引人们之处。在英国人心中, 巨石阵是一个神圣的地方, 每年都有大量的游客前往观光, 感受巨石阵的神奇魅力。

4. For many years, historians believed Stonehenge was a temple where ancient leaders tried to communicate with the gods. 多年以来, 历史学家们认为巨石阵是古代首领用来与神灵沟通的一座神庙。

此句中的where ancient leaders tried to communicate with the gods是由关系副词where引导的一个定语从句, 修饰名词temple。

5. The large stones were put together in a certain way. 这些大块的石头以某种方式被摆放在一起。

in a certain way表示“以某种方式”, 其中certain表达“某一; 某个; 某些”的意思, 仅用于名词之前。例如:

The doctor is only at this hospital on certain days. 那位医生只有在某些日子才在这所医院里。

The library is only open at certain times of the day. 图书馆仅在一天的某些时段开放。

It's wrong and dangerous to leave children under a certain age alone in the house. 把某个年龄以下的孩子独自留在家中是不对而且危险的。

6. As you walk there, you can feel the energy from your feet move up your body. 当你走到那儿，你能感觉到（一股）能量从你的双脚上升到你的身体里。

此句中的 feel 是感官动词，其后可接宾语（the energy from your feet）和不带 to 的动词不定式充当的宾语补足语（move up your body），其用法与 see, hear, watch 等词一样。再如：

We felt the house shake. 我们感到房子在晃动。

Unit 4 I like music that I can dance to.

1. Hmm, depends which movie. 嗯，取决于哪部电影。

1) 本句省略了 depends 前的主语 it 和 which movie 后的从句部分 we'll watch，这是典型的口语表达形式。在口语和非正式场合，为保持语言简洁明了，交流者往往会省略彼此所知或逻辑上可明确推断的内容。例如：

Will come and meet you at around ten tomorrow morning. Hope you'll get everything ready. 明天上午 10 点左右前来见面。希望你把一切准备就绪。（省略 will 和 hope 前的主语 I）

Anything I can do for you? 我能为您做些什么吗？（省略句首部分 Is there）

Please hand me one of those books; I don't care which. 请把那些书递给我一本，不管哪本都行。（省略句尾部分 you hand me）

2) It depends (on) who/what/how/whether ... 是一个常见句型。当 depend 后接含有 who, what, how 等词的不定式短语或宾语从句时，介词 on 常会省略。例如：

It depends what day you catch me, and at what time of day. 这取决于你哪天见我，以及见我的时间。

Well, as for this matter, I can't decide for now. Depends whether or not your dad will say yes. 嗯，这件事我现在决定不了，取决于你老爸是否会同意。

2. I just want to laugh and not think too much. 我只想笑一笑，不想过多费神思考。

这句话中的 to laugh 和 not think too much 均为动词不定式，但后者在 not 和 think 之间省略了 to。英语语句中当多个不定式结构并列使用时，to 出现在第一个结构中，后面的往往会省略。再如：

She likes to sing, dance and hang out with her friends. 她喜欢唱歌、跳舞、与朋友们外出消遣。

3. When I'm down or tired, I prefer movies that can cheer me up. 当我心情不好或疲惫时，我更爱看那些能使我高兴起来的电影。

此句中 down 为形容词，表示“不高兴；心情不畅；伤心”等，仅用于连系动词之后作表语。又如：

He's been feeling a bit down ever since he got his exam results. 从他获知自己的考试成绩以来，他一直感觉有些郁闷不快。

She's been really down since her husband died. 自从她丈夫去世后，她一直都很伤心低落。

4. The piece which was played on the *erhu* especially moved me. 那首用二胡演奏的乐曲尤其使我感动。

此句中 *piece* 表示音乐作品，相当于汉语的“一首歌；一支乐曲”等。例如：

When he was a small boy, he could hum songs and difficult pieces of music. 当他还是个小孩子，就会哼唱歌曲和颇有难度的乐曲。

I especially like that short piece by Beethoven. 我特别喜欢贝多芬的那首小曲。

5. It is a pity that only six pieces of music in total were recorded for the future world to hear, but his popularity continues to this day. 遗憾的是，一共只有六首曲子被录了下来得以传世，但时至今日，他（阿炳）依旧颇受欢迎。

popularity 在此表示“声望；知名度”之意。当我们说 *to win popularity* 或 *to enjoy popularity* 即指“享盛名；得众望；受欢迎”。再如：

Country music is growing in popularity. 乡村音乐正逐渐得到更多人的喜爱。

Unit 5 You're supposed to shake hands.

1. I held out my hand and to my surprise, she kissed me on both sides of my face! 我伸出手来（想要握手），可令我吃惊的是，她居然亲吻了我的双颊！

kiss 为“亲吻”之意，既可作动词，也可作名词。作动词使用时，后面可接某人作宾语，若需进一步说出所亲吻的部位时，再用介词 *on* 引入，即形成 *kiss somebody on ...* 结构，本句便是如此。再如：

Will you kiss him? 你会吻他吗？

She kissed the child on the forehead. 她吻了孩子的额头。

当 *kiss* 用作名词时，常用于 *give somebody a kiss on ...*，例如：

She gave me a quick kiss on the cheek and said goodbye. 她在我脸颊上轻快一吻，向我道别。

2. Where I'm from, we're pretty relaxed about time. 在我们那个地方，我们的时间观念比较随意。

此句中的 *where* 用作连词，引导地点状语从句，说明主句行为发生的地点。例如：

Where I live, there are plenty of peach trees. 在我住的地方有很多桃树。

Remember to keep the kids where you can see them. 记住让孩子们待在你能看得见的地方。

3. We value the time we spend with our family and friends in our everyday lives. 我们特别珍惜平日生活中和家人、朋友在一起的时光。

1) 动词 value 表示“珍视；珍重；重视”等含义。例如：

I've always valued my teachers' advice. 我一直很重视老师们所给的建议。

2) life 在此句中的意义是“生活”，用作可数名词。例如：

Many people make different kinds of friends in their social lives. 许多人在他们的社交生活中结交了各种不同的朋友。

一些常用短语和表达，如 live/have/lead a ... life，常用 life 的单数形式。如：

She just wanted to live a quiet life. 她只想过平静的生活。

4. Also, we never visit a friend's house without calling first. 而且，我们也从先未通电话便登门拜访朋友。

这是一个双重否定的句子，其中 never 和 without 均表示否定，合在一起表达肯定的意义，即“一定会”。这一点，英、汉两种语言表现相近。再如：

Some girls would never go out without taking time to dress themselves up. 有些女孩不花些时间穿着打扮一番是不会出门的。

You will hardly ever be able to speak good English without practicing. 你不练习几乎是不可能把英语说好的。

5. Mind your manners! 注意你的礼仪!

1) Mind ... 是一个警示句型，相当于汉语的“注意……；当心；小心……”。例如：

Mind your head, please! 请当心碰头!

Mind your steps! 小心台阶!

2) 此句中 manners 意为“礼貌；规矩；礼节；礼仪”，在表达这一意义时，manner 通常用复数形式。例如：

have (no) manners 讲（不讲）礼貌；有（没有）礼貌；懂（不懂）礼貌

It's bad manners to talk with your mouth full. 满嘴食物时说话是不礼貌的行为。

6. You wouldn't believe how quickly my French has improved because of that. 你简直都想不到就因为这样我的法语提高得有多快。

You wouldn't believe ... 是一个常用句式，相当于汉语所说的“你无法想象……；你想都想不到……；你绝不会相信……”，表示所陈述的事情超出想象之外。与此类似的表达还有 You would never believe ... 或 You would hardly believe ...。例如：

You wouldn't believe that he found his long-lost sister in Taiwan! 你绝对想不到他在台湾找到了失散多年的姐姐!

You would never believe what quick progress he's made ever since he attended your class. It is a miracle! 您根本无法想象，自从他听了您的讲课后进步有多大。简直是个奇迹!

7. **My biggest challenge is learning how to behave at the dinner table.** 我最大的挑战是学习餐桌礼仪。

learning how to behave at the dinner table 是动词-ing形式短语，在句中作表语。再如：

His main hobby is fishing. 他的主要爱好是钓鱼。

The most important thing is getting there in time. 最重要的事是及时到达那里。

Unit 6 Sad movies make me cry.

1. **John: Did you have fun with Amy last night?** 约翰：昨晚你和艾米玩得开心吗？

Tina: Well ... yes and no ... 蒂娜：嗯，既开心又不开心……

yes and no 表示对某一问题的两可回答，意思是“既是又不是；不能说定”。例如：

A: **Were you surprised when you received something from Andy?** 你收到安迪的东西时惊讶吗？

B: **Well, yes and no. I knew he would send me something. But I just wasn't sure what it would be.** 嗯，既惊讶又不惊讶。我知道他会给我送东西，但是不知道他会送什么。

2. **Mmm ... why don't you ask Alice to join you each time you do something with Julie?** 嗯……每次和朱莉在一起的时候，你何不邀请艾丽斯加入呢？

这里 each time 引导时间状语从句，类似 each time 引导时间状语从句的连词还有 every time, next time 等。如：

Every time I come, he is busy. 每次我来他都很忙。

Next time you go skating, please wear warm clothes. 下次滑冰要穿暖和的衣服。

3. **Then she won't feel left out.** 那么她就不会觉得自己被冷落。

to be/feel left out 表示“被遗忘；被忽略；被冷落；被抛弃”之类的意思。例如：

A new father often feels left out when his baby arrives. 当自己的孩子出生时，新爸爸往往有被冷落的感觉。

If you don't catch up, you'll be left out. 如果你不抓紧赶上大家，你就会落在我们之后啦。

4. **His face was always pale as chalk.** 他总是面色苍白。

(as) pale as chalk 是一种明喻修辞结构，虽然英语把苍白比作 chalk (白垩，一种白色石灰岩)，但汉语不可直译，相当于我们说的“惨白；苍白”。例如：

You look as pale as chalk today. What's wrong? 今天你看着面色苍白，哪里不舒服？

另外值得注意的是，汉语描述不健康的人的面部颜色时常用“白”字，如“煞白；苍白；灰白”等等，英语常用 pale 来表达。例如：

He suddenly went pale. 他突然面色变白。

5. **How could he have missed scoring that goal?** 他怎么没把球射进呢？

此句 *could have done* 表示“过去本能够做某事却未做”，包含“责备”意义。又如：

How could he have been such a fool? 他怎么这么糊涂？

How could she have forgotten what kind of man he was? 她怎么能忘记他是哪种人呢？

6. But whatever it was, don't be too hard on yourself. 但不管结果怎样，不要对自己要求太苛刻。

to be hard on somebody 是一个常用短语，表示“过于严格地要求某人；对某人过于严厉”或“以刻薄的方式批评、对待某人”。例如：

Some teachers today are too hard on their students. 如今一些老师对学生的要求过于严厉。

Perhaps I'm too hard on my daughter. 或许我对我女儿要求过头了。

7. The next day, Peter went to soccer practice with courage rather than fear in his heart. 第二天，彼得并没有害怕，而是勇敢地去参加足球训练。

rather than 意思是“并非；而不是”。例如：

I, rather than you, should do the work. 该做这工作的是我，而不是你。

The most valuable thing is time, rather than money. 最珍贵的是时间，而不是金钱。

8. But I think if we continue to pull together, we're going to win the next one. 但我想只要我们继续团结一致，我们就会赢得下一场比赛。

pull together 是一个常用短语，意思是“齐心协力；通力合作”。例如：

If all of us can pull together, there must be something we can do to improve the environment. 如果我们都能齐心协力，我们一定能做点什么来改善环境。

Unit 7 Life is full of the unexpected.

1. I was about to go up when I decided to get a coffee first. 我正要上楼，这时我决定先去买杯咖啡。

be about to do something 是一种表达将来的结构。*Somebody is about to do something* 或 *Something is about to happen* 表示“某人即将做某事”或“某事就要发生”，表达的是一种眼下的、最近的将来。例如：

We were just about to set off when Kate returned with the bad news. 我们正要出发，这时凯特回来了，带来了坏消息。

Oh, I was just about to leave you a message. 噢，我正要给你写个留言条呢。

注意：*be going to do something* 表达对未来的“计划；打算”。例如：

We're going to have a picnic this weekend. 本周末我们打算进行一次野餐。

2. We stared in disbelief at the black smoke rising above the burning building. 我们直愣愣地盯着燃烧着的大楼上升起的黑烟，无法相信（这一切）。

1) **stare** 表示“(目不转睛地)盯着瞧;凝视”的意思,是及物动词,用法与look类似,接宾语时需要用介词at来引入所注视的内容。例如:

What are you staring at? 你眼睛一动不动地在盯着看什么呢?

Don't stare at people like that. It's rude. 别那样盯着人看,这不礼貌。

2) 介词短语 **in disbelief** 用来表示人们持有怀疑、疑虑的态度,常与 **stare at somebody**, **shake one's head** 等搭配使用。例如:

I stared at him in disbelief, shocked at what he had said. 我直盯着他,十分震惊,不相信他说的一切。

My grandmother shook her head in disbelief. 我奶奶摇着头,丝毫不信。

3. April Fool's Day 愚人节

这是英美等英语国家一个特有的娱乐性节日。每年4月1日,朋友、熟人间往往会无中生有,编出一些玩笑来相互愚弄,人们一旦相信,便被大家嬉笑为“四月愚人”(April fool)。由于其特定的愉悦氛围和文化特质,这一节日深受大众,尤其是青年人喜爱,也逐渐流传到世界其他国家。

4. Many April Fool's jokes may end up being not very funny. 许多愚人节玩笑的结局并不是那么有趣。

end up 意为“结束;以……告终”,后面常接介词短语或动词的-ing形式。例如:

Marley warns Scrooge to change his ways if he doesn't want to end up like him. 马利告诫斯克鲁奇,若是不想与他落得同样下场就得改变自己的行事方式。

He needs to think about what will happen if he doesn't end up as a professional runner. 他需要思考,如果最终不能成为职业赛跑运动员会怎么样。

Every time she went to see that movie, she ended up crying her eyes out. 每次她去看那部电影,最后都哭得跟泪人似的。

Unit 8 We're trying to save the earth!

1. So together, our actions can make a difference and lead to a better future! 因此,我们齐心协力就能带来变化,创造更加美好的未来。

make a difference (to ...) 表示“(对……)产生影响或作用”。例如:

Do you think his words would make any difference to the final decision? 你认为他的话会对最后的决定产生影响吗?

The new teacher always encourages little Tom. This has made a big difference to him. 新来的老师总是鼓励小汤姆,这对他影响很大。

2. If their numbers drop too low, it will bring danger to all ocean life. 如果它们(鲨鱼)的数目降至过低,会给所有海洋生物带来危险。

此句复数形式的 numbers 表达全球海洋中鲨鱼的总量。当表示数值的高或低时, number 要用 high 或 low 修饰。例如:

In that country, the number of children going to school is higher in cities than in towns and villages. 在那个国家, 城市儿童入学人数比乡镇及农村要高。

常与 number 搭配的动词有 grow, fall 等。例如:

The number of families that own cars has been growing quickly recently. 近来拥有轿车的家庭数量增长很快。

3. Environmental protection groups around the world, such as WildAid and the WWF, are teaching the public about “finning”. 世界各地的环境保护组织, 如野生救援协会和世界自然基金会, 都在教育公众有关“猎翅”(获取鱼翅而猎杀鲨鱼)的行为。

1) 英语中 fin 本为名词, 指“鱼鳍”。此句的 finning 由动词化的 fin(割鲨鱼鳍以获取鱼翅)的 -ing 形式转化而成, 指课文中所陈述的“猎翅”(获取鱼翅而猎杀鲨鱼)这一行为。

2) WildAid 和 WWF 组织

WildAid(美国野生救援协会)是保护野生动物及栖息地环境的一个非盈利性的机构, 1999年注册成立, 其宗旨是保护及救助世界范围内的野生动物; WWF(世界自然基金会)英文全称为 World Wide Fund For Nature, 成立于1961年, 是享有国际盛誉、全球最大的独立性非政府环境保护组织之一。

4. She lives in a house in the UK that she built herself out of rubbish. 她住在英国, 房子是她自己用废弃物建造而成。

that she built ... 是一个定语从句, 修饰前面的名词 house。

build/make ... out of ... 表示“用……建造/制作”。例如:

This art piece is made out of glass. 这个艺术品是用玻璃做的。

5. The top of the house is an old boat turned upside down. 房子的顶部是一条翻转过来的旧木船。

此处过去分词短语 turned upside down 意为“被翻转过来的; 被颠倒过来的”, 用作后置定语, 修饰名词 boat。英语中短语和从句用作定语时, 一般置于名词之后, 作后置定语。例如:

the sign on the wall 墙上的标志牌(介词短语后置作定语)

the children boating on the lake 湖上泛舟的孩子们(现在分词短语后置作定语)

the stories invented by eight- and nine-year-olds 八九岁小孩子编写的故事(过去分词短语后置作定语)

a machine that can do many kinds of housework 一个能做多种家务的机器(句子后置作定语)

6. **Not only can the art bring happiness to others, but it also shows that even cold, hard iron can be brought back to life with a little creativity.** 艺术不但可以给他人带来快乐，而且也说明只需要一点创造力，即便是冰冷、坚硬的铁也可产生活力。

not only ... but also ... 是一个并列连词，相当于汉语的“不但……而且……”。例如：

Basketball has not only become a popular sport to play but it has also become a popular sport to watch. 篮球不仅成为一项人们喜欢玩的运动，也成为一项人们喜欢观看的运动。

Stonehenge is not only one of Britain's most famous historical places, but also one of its greatest mysteries. 巨石阵不仅是英国最著名的历史古迹之一，也是英国最大的未解之谜之一。

当 not only ... but (also) ... 连接两个并列分句时，not only 后的分句用倒装语序。例如：

Not only did he hear it, but also he saw it. 他不但听见了，而且也看见了。

Not only does he speak English correctly, but he also speaks it fluently. 他不仅英语说得正确，还说得流利。

Unit 9 It's important to have good habits.

1. **It's important to have good habits.** 有良好的生活习惯很重要。

在此句中，It 是形式上的主语，不定式 to have good habits 是真正的主语。句型结构为：It+be+adj./n.+to do sth./not to do sth. 例如：

It is unwise to give the children whatever they want. 给孩子他们想要的一切是不明智的。

It is necessary to learn a foreign language. 学一门外语是很必要的。

2. **Actually, cooking is not that difficult.** 实际上，煮饭并不难。

that 在此句中是副词，意思是“那么，那样”，强调程度之深。

3. **Most, however, get through their teenage years with the help of their families and friends.** 然而，大部分的青少年都能在家人和朋友的帮助下顺利地度过他们的青春期。

介词短语 with the help of... 意思是“在……的帮助下”，还可以表达为“with one's help”。例如：

With the teacher's help, I've made great progress in English. 在老师的帮助下，我的英语取得了很大进步。

4. **The more you exercise, the healthier you'll become.** 你运动得越多，你就会变得越健康。

“the+比较级，the+比较级”表示“越……，就越……”，是英语中一种固定的表

达方式。其中前面的句子是状语从句，后面的句子是主句。the用在形容词或副词的比较级前。例如：

The sooner, the better. 越早越好。

The more she learns, the more she wants to learn. 她越学就越想学。

5. Not getting enough sleep has serious effects on our brain's ability to work. 得不到足够的睡眠会严重影响我们大脑的工作能力。

1) 在此句中，动名词的否定形式“not getting enough sleep”作主语。这句话与本单元中的“Exercising helps teenagers to stay healthy.”属于同一类型的句子结构。

2) have an effect on意思是“对……有影响”。例如：

The environment has a great effect on the growth of children. 环境对孩子的成长影响很大。

6. The amount of sleep we need is different from person to person. 我们需要的睡眠多少因人而异。

the amount of意思是“……的数量”，an amount of意思是“大量的”，后面通常接不可数名词。例如：

The amount of rainfall determines the quality of the crop. 降雨量决定着收成的好坏。

A million dollars is an amount of money. 一百万美元是一笔庞大的资金。

Unit 10 I remember meeting all of you in Grade 6.

1. We have learned a different language. 我们学习了一种不同的语言。

That is from a foreign land. 它来自异国他乡。

这两行诗句实为一个句子，从句that is from a foreign land是language的定语，表示“一门来自异国的不同语言”。land在此指“国家”，a foreign land便是“外国”之意，但这种说法多见于诗歌或散文等文学语言中。

2. I'm trying to keep my cool. 我在尽力保持冷静。

keep one's cool意思是“保持沉着；不让自己失去控制”，cool在此用作名词。例如：

“I must keep my cool,” she thought. “Losing my temper isn't going to help.” 她想：“我要保持冷静，发脾气是不会起作用的。”

与keep one's cool意思相似的还有keep cool。例如：

Keep cool! 保持冷静！

注意：keep cool中的cool用作形容词，而keep one's cool中的cool为名词。

3. As you set out on your new journey, you shouldn't forget where you came from. 在新的旅行启程之际，不应忘了你来自何处。

1) set out on something意思是“开始进行新的或重要的事情”。例如：

When we set out on this project, we knew it would be difficult. 我们开始着手这个项目时就知道它的难处。

2) set out 是一个常用短语，表示“出发”。例如：

After a three-day rest, the travelers set out again. 这些旅行者休息三天后又出发了。

3) journey 的本义是“旅程”，此句里用的是它的引申义，即它的隐喻用法，意思是“(人生的)阶段或行程”。隐喻在英语中很常见，例如：

Learning is a life-long journey. 学习是终身旅程。

Time is money. 时间就是金钱。

The book is the fruit of the couple's hard work. 这本书是这对夫妇辛苦付出的成果。

Tapescripts

Unit 1 When was it invented?

Section A, 1b

Alice: Was your life very difficult when you were a kid?

Grandma: Oh, not really. Why?

Alice: Well, you didn't have modern inventions like a telephone, right?

Grandma: Of course we did! How old do you think I am? The telephone was invented in 1876. You need to take a history class, Alice!

Alice: Haha! How about cars? They weren't invented yet, were they?

Grandma: Yes, they were. Cars were invented in 1885. My family had a car.

Alice: Well, did you have a TV?

Grandma: No, we couldn't afford one. They were expensive in those days. The TV was invented around 1927, I think.

Alice: Well, I know that you didn't have a computer, because we learned in school that personal computers were invented in 1971.

Grandma: You're right. But I have one now!

Section A, 2a, 2b

Alex: Hi, Carol. Wow, what are those?

Carol: Hello, Alex. Oh, these are some of the interesting inventions that I'm writing

about for my English homework.

Alex: I see ... What's that, then?

Carol: They're shoes with lights. You use them for seeing in the dark when you get up at night.

Alex: Oh, that's a cool idea! I always hit my toe against something on the way to the bathroom at night.

Carol: Next is a special ice-cream scoop. This is my favorite invention. It runs on electricity and becomes hot.

Alex: I know what it's for! It's used for serving really cold ice-cream.

Carol: Yes, that's right! The last invention I'm going to write about is shoes with special heels. You can move the heels up and down.

Alex: What are they used for?

Carol: Well, you can change the style of your shoes. You can raise the heels if you are going to a party or lower them if you are just going out for shopping.

Section B, 1c, 1d

Boy 1: Hey, did you know that potato chips were invented by mistake?

Boy 2: Really? What do you mean?

Boy 1: Well, here on the bag it says that they were invented by a cook called George Crum.

Boy 2: When was that?

Boy 1: Oh, it was back in 1853.

Boy 2: So, why was it an accident?

Boy 1: Well, one day, a customer came into the restaurant where George worked. He ordered a plate of fried potatoes. When the potatoes came, he said they were cut too thick and sent them back to the kitchen.

Boy 2: So what happened?

Boy 1: Well, George was angry, so he cut the potatoes really, really thin, and he cooked them for a long time until they were crispy. And he put lots of salt on them so they were really salty. He thought the customer would hate them.

Boy 2: And?

Boy 1: And the customer loved them and asked for more. He told the other customers about them, and soon everyone was ordering thinly cut, crispy, salty potato chips.

Boy 2: And we're still eating them today. What a cool story!

Unit 2 Teenagers should be allowed to choose their own clothes.

Section A, 1b

Anna: Mom, can I go to the shopping center with John? He just got his driver's license.

Mom: No way! I don't think sixteen-year-olds should be allowed to drive. They

aren't serious enough. I'm worried about your safety.

Anna: But Gaby's getting her ears pierced at the shopping center and I want to watch.

Mom: Sixteen-year-olds shouldn't be allowed to get their ears pierced either. They're too young.

Anna: I agree, but it's fun to watch. Can I take the bus then?

Mom: Well, OK.

Anna: Great! I want to buy a new skirt, too.

Mom: What kind of skirt? Maybe I should go with you.

Anna: Aww, Mom. I'm not a child. I think teenagers should be allowed to choose their own clothes.

Mom: Well, I just want to make sure you get something nice.

Section A, 2a, 2b

Kathy: Hi, Molly. Where's your brother Larry? I thought he was joining us.

Molly: Hi, Kathy. I'm sorry. Larry can't join us after all. He is working late tonight.

Kathy: Oh, Larry's working late again?

Molly: Yeah, he is.

Kathy: I see ... I really don't think sixteen-year-olds should be allowed to work at night. Young people need to sleep.

Molly: Oh, I disagree with you. Teenage boys never get tired.

Kathy: Well, maybe. But Larry shouldn't work every night.

Molly: That's true. He needs time to do

homework.

Kathy: And you know, Molly ... he should really cut his hair.

Molly: Oh, I don't know. Do you think it's too long?

Kathy: Yes, I do. It doesn't look clean. And I think he should stop wearing that silly earring.

Molly: Hmm ... I disagree. I kind of like it. It looks cool!

Kathy: You know another thing that worries me? Larry doesn't seem to have many friends.

Molly: Yeah, I know. I think he shouldn't work on weekends.

Kathy: That's right. He needs to spend time with friends.

Section B, 1c, 1d

Dad: What's the matter, Peter?

Peter: I think I'm going to fail a math test, Dad.

Dad: You are? Why?

Peter: Well, I missed the bus and I had to walk to school.

Dad: So?

Peter: I'm not allowed to get to class late, and there was a big test today.

Dad: And you weren't allowed to take the test?

Peter: That's right. But I know I could pass that test.

Dad: Well, Peter, the school has to have rules, you know.

Peter: I know. But they should let me take the

test later. It's not fair if they don't even give me a chance!

Dad: Well, you might still be allowed. Maybe you could talk to the teacher after school.

Peter: Yeah. Maybe if I explain what happened, she'll understand.

Unit 3 It must belong to Carla.

Section A, 1b

Girl 1: Whose volleyball is this?

Boy: It must be Carla's. She loves volleyball.

Girl 1: How about this toy truck?

Girl 2: Hmm ... that toy truck must belong to Jane's little brother. He was the only little kid at the picnic. And the magazine must belong to Deng Wen. He loves rabbits.

Boy: Oh, look, someone left a book.

Girl 2: That book must be Mary's. J. K. Rowling is her favorite writer.

Girl 1: OK ... and how about this CD?

Girl 2: Hmm ... The CD must belong to Grace. She always listens to pop music.

Section A, 2a, 2b

Bob: Hey, look! Whose schoolbag do you think this is?

Anna: I don't know. Look, here's a school T-shirt.

Bob: Well then, the person must go to our school. Oh! Here is a hair band, so the person can't be a boy.

Anna: It could be Mei's hair band. She has long hair.

Bob: Or the hair band might belong to Linda. She was at the picnic, wasn't she?

Anna: Yes, she was. But then the schoolbag could belong to Rita. She's always forgetting things.

Bob: Oh, look! Tennis balls.

Anna: Then it must be Linda's schoolbag. She has long hair and she's on the tennis team.

Bob: You're right!

Section B, 1b, 1c

Man: Hey, look at the man running down the street. I wonder what's happening.

Woman: He could be running for exercise.

Man: But he's wearing a suit. He might be late for work.

Woman: He looks kind of afraid. *(pause)* Oh, no! What's that?

Man: Where?

Woman: There's something in the sky.

Man: It could be a plane.

Woman: No, it can't be a plane. It's too big. It must be a UFO.

Man: A UFO? What's going on?

Woman: Look, now the UFO is landing ...

Man: And there's something strange getting out. It must be an alien.

Woman: And the alien is running after the man! I must be dreaming.

Man: Maybe we should call the police. *(pause)* Hey, wait a minute. What's that?

Woman: Where?

Man: Over there.

Woman: It's a woman with a camera.

Man: She could be from the TV news.

Woman: No, look at all those other people. They're actors. Oh! They must be making a movie.

Unit 4 I like music that I can dance to.

Section A, 1b

Betty: Oh, look! There's the new Cool Kids CD.

Tony: The Cool Kids? Do you like them?

Betty: Oh, yeah. They're my favorite band. I like music that I can dance to.

Tony: You're kidding. I think they're awful. I prefer music that has great lyrics ... music that I can sing along with.

Betty: I like songs that I can sing along with, too. So what's your favorite band?

Tony: The Lions. They always have interesting lyrics.

Section A, 2a, 2b

Xu Fei: Look, Carmen. These T-shirts are great! Look at this one.

Carmen: What a great T-shirt, Xu Fei! I really love the Australian singer Dan Dervish. I like musicians who play different kinds of music.

Xu Fei: Hmm ... I guess he's OK ...

Carmen: He's only OK?! You must be joking.

Xu Fei: Well, I like musicians who write their own songs. Dan Dervish doesn't write his own music.

Carmen: Hmm. Well, I think he's great.

Xu Fei: The Modern's T-shirt is interesting.

Carmen: The Modern are really great. I love electronic music that's loud.

Xu Fei: I know you do ... but I prefer groups that play quiet and slow songs.

Section B, 1b, 1c

Ali: Wow, you sure have lots of cool things. What a great jacket!

Michael: Yeah, it's new. I really like it. I like clothes that are unusual.

Ali: Me, too. Say ... is that a new book over there?

Michael: Yes, it is. It's a book about volleyball. It tells you how you can be a good player.

Ali: Is it good?

Michael: Yeah, it's great. I like writers who explain things well.

Ali: Me, too. Umm, Michael?

Michael: Yes?

Ali: Where did you get that movie poster?

Michael: Oh, my brother got it for me. He works at a movie theater.

Ali: Wow, you're so lucky. It's a great poster!

Michael: Yes, it is. I love movies that are scary. What about you?

Ali: I sure do. Say ... Michael ... Do you think your brother could get the same poster for me, too?

Michael: Probably. I'll ask him.

Ali: Great, thanks!

Unit 5 You're supposed to shake hands.

Section A, 1b

Yoshi: What are people supposed to do when they meet in your country, Rodrigo?

Rodrigo: Do you mean when people meet for the first time?

Yoshi: Yeah.

Rodrigo: In Mexico, we shake hands.

Yoshi: What about in Brazil, Celia?

Celia: Well, in Brazil, people sometimes kiss. How about in Japan, Yoshi? What are people expected to do when they meet for the first time?

Yoshi: We bow.

Kim: And in Korea we also bow.

Mike: Well, I guess in most Western countries we shake hands.

Section A, 2a, 2b

Daisy: Hi, Maria. How was Paul's party?

Maria: Oh, Daisy, it was terrible.

Daisy: It was?

Maria: Uh-huh.

Daisy: What happened?

Maria: Well, I was supposed to arrive at 7:00, but I arrived at 8:00.

Daisy: Oh, so you were late.

Maria: Yeah, but in my country, it's different. When you're invited for 7:00, you're expected to come later! It's considered strange to turn up on time.

Daisy: I see.

Maria: Then when I met Paul's mom, I kissed

her.

Daisy: Oh ... you were supposed to shake hands instead.

Maria: That's right. And I wore a fancy dress.

Daisy: What's wrong with that?

Maria: Well, it turned out that it was an outdoor party, Daisy. Everyone else was in a T-shirt and jeans.

Daisy: I guess next time you should ask what you're supposed to wear.

Section B, 1b, 1c

Yang Ming: You must be excited about leaving for China tomorrow, Steve!

Steve: Yeah, but I'm a little nervous, too.

Yang Ming: Why?

Steve: Well, for one thing, I don't know how to use chopsticks very well ... and I don't know how to behave at the dinner table.

Yang Ming: Oh, I see. Well, one important thing is that you're not supposed to start eating first if there are older people at the table.

Steve: That's interesting. In the United States, it doesn't matter.

Yang Ming: Yeah, I know. It's also impolite to stick your chopsticks into your food. You shouldn't point at anyone with your chopsticks, either.

Steve: Oh, OK.

Yang Ming: Oh, and there's one more thing you need to know. You're not supposed to talk when you're

eating dinner. Only parents are expected to talk at the dinner table. Children are not allowed to speak.

Steve: Wow! That's ... that's unusual!

Yang Ming: Haha, I'm just kidding!

Unit 6 Sad movies make me cry.

Section A, 1b

Tina: I'm hungry, Amy.

Amy: So am I. Why don't we get something to eat?

Tina: Yeah. Let's go to Rockin' Restaurant. I love their hamburgers.

Amy: Oh, Tina ... I hate Rockin' Restaurant.

Tina: Why? The food is great, isn't it?

Amy: The food's fine. I just don't like the environment. Those awful pictures on the walls make me uncomfortable, and the loud music makes me nervous.

Tina: OK. So where do you want to go, Amy?

Amy: Let's go to Blue Ocean. The soft music makes me relax.

Tina: Not me. It makes me sleepy.

Section A, 2a, 2b

John: Did you and Amy have fun last night, Tina?

Tina: Well ... yes and no.

John: Was Amy late as usual?

Tina: Yes, she was, and waiting for her drove me crazy.

John: Oh dear. Where did you go for dinner, then?

Tina: First we went to Rockin' Restaurant,

but Amy didn't want to stay. She said that the loud music made her nervous.

John: That's funny. Loud music always makes me want to dance.

Tina: Me, too. So we went to Blue Ocean. It was quiet and the food was great. We had a good time.

John: Then did you go to the concert at the high school?

Tina: No. We decided to go to the movies. We saw *Remember Me Forever*. It was a really good movie, but it was so sad that it made us cry.

John: Sad movies don't make me cry. They just make me want to leave!

Tina: You sound just like my brother!

Section B, 1c, 1d

The general searched and searched but couldn't find anyone. It seemed that everyone had their own problems, and no one was truly happy. Two days passed. Just as he was about to give up, he saw a poor man on the street. He was eating with his hands and singing happily to himself. The general went up to him.

General: Hello! I'm the king's top general.

Man: Hi, General. What can I do for you today?

General: I heard you singing just now, and you sound very happy.

Man: That's because I *am* happy.

General: But I don't understand. What makes you so happy? You have no power, money or fame.

Man: I have everything I want, and I

don't want what I can't have. So I'm happy, and my song comes from the happiness in my heart.

General: Then I need to give your shirt to the king. Is it there in your bag? How much do you want for it?

Man: Shirt? What shirt? I don't own any shirts!

Unit 7 Life is full of the unexpected.

Section A, 1b

Boy: Hi, Mary. You look so tired.

Mary: I am. I had a bad morning.

Boy: Really? What happened?

Mary: Well, first of all I overslept. By the time I got up, my brother had already gotten in the shower.

Boy: Oh, what a pain!

Mary: So, after he got out of the shower, I took a quick shower and got dressed. But by the time I went outside, the bus had already left.

Boy: Oh, no!

Mary: Oh, yes! So I ran all the way to school. But when I got to school, I realized I had left my backpack at home.

Boy: No wonder you look stressed.

Section A, 2a, 2b

Boy: So then what did you do, Mary?

Mary: Well, I ran home to get my backpack. But when I got home, I realized I had left my keys in the backpack.

Boy: You're kidding!

Mary: So I ran back to school without my

keys or my backpack. But by the time I got back to school, the bell had rung.

Boy: Oh, no!

Mary: And by the time I walked into class, the teacher had started teaching already. She asked for our homework, but of course I didn't have it.

Section B, 1c, 1d

Nick: Has someone ever tricked you on April Fool's Day, Dave?

Dave: Yes. A friend once invited me to a costume party. When I got there, I found that it wasn't a costume party. I was the only person wearing a costume, and I was really embarrassed. How about you, Nick?

Nick: Well, last April Fool's Day, when my alarm went off, I got up, took a shower, got dressed, and went to school. But when I got there, the school was empty. I was the only one there. After an hour, the other kids showed up, and I realized that my brother had fooled me.

Dave: He had?

Nick: Uh-huh. He had changed the clock to an hour earlier. What about you, Joe? What happened to you on April Fool's Day?

Joe: Well, my friend called me on March 31st last year and told me we had a math test the next day. By the time I got to math class, I was tired because I had stayed up all night studying. Then I found out that my friend had fooled

me. We didn't have a test at all!

Unit 8 We're trying to save the earth!

Section A, 1b

Tony: Hey, Mark, maybe we could go swimming in the river later this afternoon.

Mark: I don't think I want to go, Tony.

Tony: Why not?

Mark: I was there last weekend and the river was really dirty. Even the bottom of the river was full of rubbish, and there were no more fish for fishermen to catch.

Tony: No way! It used to be so clean. In fact, it has always been the nicest river in this town.

Mark: Not anymore. I think people are throwing litter into the river. Factories are also putting waste into the river.

Tony: That's terrible! We should write to the government. They should close down the factories.

Mark: Good idea! But I think everyone in this town should help to clean up the river, too. Everyone should play a part, not just the government.

Section A, 2a, 2b

Interviewer: Today we're talking to Jason and Susan about environmental problems. Jason and Susan, can you tell us about some of the problems you've seen?

Jason: I think one problem is that the air

is badly polluted. I hardly ever see blue skies anymore.

Susan: Yes, and I used to see the stars clearly.

Interviewer: What do you think has caused this problem?

Susan: Well, there are more cars on the road these days.

Jason: And factories that burn coal also pollute the air with a lot of black smoke.

Interviewer: What other problems do you see?

Susan: I guess there's too much rubbish and waste in the streets.

Jason: Yes! Every day people are throwing away things like wooden chopsticks, plastic bowls and plastic bags.

Susan: They're also littering in public places, for example, during picnics in parks. This is turning beautiful places into ugly ones.

Interviewer: You're right. These are serious problems for our environment. Next, let's talk about the things we can do to help.

Section B, 1c, 1d

Jack: Turn off the lights, Julia. It saves electricity.

Julia: Oh, I usually do that. I was just in a hurry.

Jack: I see. I've just read a book which gives ideas about how we can save the environment. For example, you should turn off the shower when you're

washing your hair.

Julia: Oh, I would never do that. I have very short hair. It only takes a few minutes to wash. What else does it say?

Jack: You should take your own bags when you go shopping.

Julia: Oh, that's easy. I'll do that from now on. What else?

Jack: People should stop riding in cars and start riding bikes.

Julia: No way! It would take me 45 minutes to get to school by bike!

Jack: But it's good for the environment! Besides, I like riding my bike.

Julia: Yes, and you also live close to school!

Unit 9 It's important to have good habits.

Section A, 1b

Mei: What's the matter, Peter? You look tired.

Peter: I am, Mei. Life's tough for teenagers sometimes, isn't it?

Mei: Well, yes, it's not as easy as before.

Peter: It's important to my parents that I do well at school. But it's so hard for me. I need to get a good report card so badly.

Mei: Well, I've learnt that if you have a problem, it's important to talk it over with someone. What do you think, Ling?

Ling: Well, I think Peter needs to get enough sleep. For me that's harder to do now in Grade 9.

Peter: You're right. But I think it's more

important for teenagers to work hard than to sleep more.

Ling: Do you? But what about friends?

Mark: Of course, friends are important to every teenager, but we need to balance our time between work and leisure.

And another thing ...

Ling: Hey, Mark, you sound like my father!

Mark: I do? Well, maybe that's because I have a close relationship with my parents. In fact, I think spending time with my parents is the most important thing.

Section A, 2a, 2b

Teacher(F): Good morning, class. Today we have Mr. Brown, the school advisor, to talk to us.

Mr. Brown: Good morning, everybody. First, I'm sure you often feel that adults don't care about your health and happiness, but I want to tell you that we do. So, let's start with some questions. Yes?

Boy 1: We are given a lot of homework, and so I need to study late every night to finish it. Is this good for me?

Mr. Brown: Well, not really. In order to be healthy, teenagers need to get enough sleep. Can you ask your teachers to help you with this problem?

Girl: I'm nearly 16. Do you think I am too young to decide what to do in my free time?

Mr. Brown: That's another good question. I don't think you're too young to decide, but it's always better to talk things over with your parents. Let them know about your life—share it with them more.

Boy 2: I need to do that. My parents say I'm too quiet at home.

Mr. Brown: Well, maybe they think you're unhappy.

Teacher: One last question?

Girl: Yes. Mr. Brown, my parents tell me it's dangerous to chat on the Internet. But do you think it's okay?

Mr. Brown: In order to be safe, you need to be very careful. There are many dangers—especially for teenagers. Choose carefully who you chat with on the Internet, and never agree to meet a stranger—it's just not safe enough these days.

Teacher: Thank you. It seems that what is most important is for you all to believe that adults want to help you to live safely and happily. Thank you for coming, Mr. Brown.

Section B, 1c, 1d

Father: Li Wei, you seem very quiet these days. Do you have a lot of stress at school?

Li Wei: Yea. I'm working much harder now because of the exams.

Mother: I hope you are getting enough

sleep, Li Wei. In order to do well, you need to sleep much more than you think.

Li Wei: Mom, I'm worried about my weight, too. I'm sure I weigh the most in the class, and I want to weigh much less.

Father: Be careful, Li Wei. Lose weight sensibly. You can do it by exercising more.

Li Wei: Can we go to the gym together sometimes, Dad?

Father: Yes, why not?

Mother: We could eat earlier and then you can go in the evening.

Li Wei: Good idea. It's healthier to eat earlier, anyway.

Mother: And talking about eating habits—neither of you eat well enough.

Li Wei: We don't eat badly. But I know you eat healthily, Mom. Can you help Dad and me to do better?

Mother: Sure, I'll help you. I'll use less salt and less oil in my cooking.

Father: I hope it tastes as good.

Mother: I'll do my best. My family's happiness is very important to me.

Li Wei: Thanks, Mom! Did you know that I think you're the best mom in the world?

Unit 10 I remember meeting all of you in Grade 6.

Section A, 1b

Mary: Hey, Frank! Peter, Sarah and I were

just sharing memories of junior high school.

Frank: Great! Do you have any special memories, Mary?

Mary: Oh yeah, lots ... I remember losing my schoolbag in Grade 6.

Frank: I remember that! We all helped you to look for it, remember?

Mary: Yes, and Peter found it. Thanks for saving my life that day!

Peter: No problem!

Mary: How about you, Peter? What do you remember?

Peter: Hmm ... I used to be scared of Mr. Brown in Grade 8. He was so strict! I always did my homework carefully to meet his standards.

Sarah: Me, too. And I remember meeting all of you in Grade 6. And we've been good friends ever since, haven't we, Frank?

Frank: Yeah! I've enjoyed every year of junior high school.

Peter: And we're all going to miss this place.

Section A, 2a, 2b

Lisa: So Brian, here we are at the end of junior high.

Brian: Yeah, I'm so happy I don't have to do P.E. again.

Lisa: Oh, Brian! But we did have a great P.E. teacher. He gave us really clear instructions so that we'd be safe when playing sports.

Brian: Yeah, I remember Mr. Hunt was kind

when I hurt my knee. He told me to take a break from running.

Lisa: What about you, Luke? Do you have any special memories?

Luke: My best memory is when That's Life played at school. Remember we wrote a letter to the band about our dream of hearing them play, and they offered to come?

Lisa: Yeah, that was so cool. Don't you think that junior high has been fun?

Luke: Yes ... and a lot of hard work, too!
What are you going to do after you graduate, Lisa?

Lisa: I want to go to senior high and then university, so I can study medicine.

would be so exciting if I could do that.

Anna: I'm going to improve my English so that I can teach kids English in the future.

Mrs. Chen: That's an excellent plan, Anna. All of you should go for it. I believe in you, all of you.

Shirley: Thank you, Mrs. Chen. Oh, this weekend we're celebrating the end of junior high school. We're having a party ...

Ken: ... and we'd like you to come!

Mrs. Chen: Why, of course, I'd love to! I'll bring a graduation cake.

Section B, 1c, 1d

Class: Good morning, Mrs. Chen.

Mrs. Chen: Morning, everyone! Well, today is our last class together.

Bob: That makes me sad, Mrs. Chen.
Your classes have been great.

Mrs. Chen: I'm glad to hear that. But the future will be exciting, too. What do you hope to do in the future, Bob?

Bob: I hope to pass the exam to get into senior high school.

Shirley: I'm going to try to get into a music school. I want to play in a band.

Mrs. Chen: I think you can do it, Shirley. And you, Ken? I remember you won a prize for science ...

Ken: Yes, last year. I'd like to be an astronaut and go into space. It

Grammar

I. 动词 (Verbs) (VII)

1. 情态动词 (Modal Verbs) (III)

很多情态动词都可以用于表达推测，但所包含的意义不尽相同。

1) must

must表示很大的可能性，意为“一定；必定”，只用于肯定句中。例如：

The backpack **must** belong to Carla. 那个背包肯定是卡拉的。

It's 10:00 p.m. He **must** be at home by now. 现在是晚上十点。他这会儿肯定在家。

2) can 和 can't

can常用于否定句或疑问句中表示惊异、怀疑、不相信等。can't表示“不大可能”。例如：

Can it be true? 那可能是真的吗？

What can he mean? 他可能是什么意思呢？

He **can't** be more than 40. 他不可能超过四十岁。

I trust Joe. He **can't** be lying. 我信任乔。他不大可能说谎。

除了上述情态动词以外，may, might, could都能表示“可能”。could, might语气更委婉，might语气最为缓和，含义更不确定。例如：

She looks beautiful. I think she **may** be an actress. 她看起来很漂亮。我觉得她可能是个演员。

It **could** be Mei's hair band. Or it **might** belong to Linda. They both have long hair. 这有可能是梅的发带，也有可能是琳达的。她们俩都是长发。

*2. 过去完成时 (Past Perfect Tense)

1) 过去完成时的构成

过去完成时由“助动词had(用于各种人称和数) + 过去分词”构成。

2) 过去完成时的用法

用法	例句
过去完成时表示在过去某一时间或动作之前已经发生或完成了的动作。它表示动作发生的时间是“过去的过去”。表示过去某一时间可用by, before等构成的短语, 也可用when, before等引导的从句, 或者通过上下文表示。	By the time I got outside, the bus had already left . When I got to school, I realized I had left my backpack at home. The movie had started before I arrived at the cinema. By the time I got to the airport, my flight had already taken off .

注: had not 常简略为hadn't。

II. 定语从句 (Attributive Clauses)

在复合句中, 修饰某一名词或代词的从句叫做定语从句。定语从句通常置于它修饰的名词或代词之后, 被修饰的名词或代词叫先行词。例如:

I like music that I can dance to.

Carmen likes musicians who play different kinds of music.

上面两句中的music和musicians是定语从句所修饰的词, 叫做先行词, 定语从句放在先行词的后面。引导定语从句的词有关系代词that, which, who(宾格whom, 所有格whose)和关系副词where, when, why。关系代词和关系副词放在先行词和定语从句之间, 起联系作用, 同时又代替先行词担当定语从句的一个成分。

由关系代词引导的定语从句:

关系代词	例句
that 在从句中作主语或宾语	指物或指人 I love movies that are funny. (作主语) April Fool's Day is a celebration that takes place in different countries around the world. (作主语) Everything (that) you learn becomes a part of you and changes you. (作宾语) That's the man (that) you are looking for.
which 在从句中作主语或宾语	指物 The book which is on the table is mine. (作主语) The story (which) he told was very interesting. (作宾语)
who, whom 在从句中分别作主语和宾语	指人 I'd like to congratulate all the students who are here today. (作主语) I love singers who write their own music. (作主语) The person to whom you just spoke is Mr. Li. (作宾语)

注: 关系代词在句中作宾语时常可省略。

Words and Expressions in Each Unit

(注: 在本词表中, 重点词汇用黑体标出。

在英式和美式发音有区别时, 英式发音在前, 美式发音在后。)

Unit 1

heel /hi:l/ <i>n.</i> 鞋跟; 足跟	p.2	take place 发生; 出现	p.3
scoop /sku:p/ <i>n.</i> 勺; 铲子	p.2	popularity /,pɒpjʊlə'reɪti/, /,pɑ:pjʊlə'reɪti/	
electricity /ɪˌlek'trɪsəti/ <i>n.</i> 电; 电能	p.2	<i>n.</i> 受欢迎; 普及	p.3
style /stɑɪl/ <i>n.</i> 样式; 款式	p.2	doubt /daʊt/ <i>n.</i> 疑惑; 疑问 <i>v.</i> 怀疑	p.3
pleasure /'pleʒə(r)/ <i>n.</i> 高兴; 愉快	p.2	without doubt 毫无疑问; 的确	p.3
zipper /'zɪpə(r)/ <i>n.</i> (= zip) 拉链; 拉锁	p.2	fridge /frɪdʒ/ <i>n.</i> 冰箱	p.4
daily /'deɪli/ <i>adj.</i> 每日的; 日常的	p.2	low /ləʊ/ <i>adj.</i> 低的; 矮的	p.4
have a point 有道理	p.2	somebody /'sʌmbədi/ <i>pron.</i> 某人 <i>n.</i> 重要人物	p.4
website /'websaɪt/ <i>n.</i> 网站	p.2	lock /lɒk/, /lɑ:k/ <i>v.</i> 锁上; 锁住	
pioneer /ˌpaɪə'nɪə/, /ˌpaɪə'nɪr/ <i>n.</i> 先锋; 先驱	p.2	<i>n.</i> 锁	p.4
list /lɪst/ <i>v.</i> 列表; 列清单 <i>n.</i> 名单; 清单	p.2	ring /rɪŋ/ <i>v.</i> (rang /ræŋ/, rung /rʌŋ/) (使) 发出铃声或钟声; 打电话	p.4
mention /'menʃn/ <i>v.</i> 提到; 说到	p.2	earthquake /'ɜ:(r)θkweɪk/ <i>n.</i> 地震	p.4
accidental /æksɪ'dentl/ <i>adj.</i> 意外的; 偶然的	p.3	sudden /'sʌdən/ <i>adj.</i> 突然 (的)	p.4
by accident 偶然; 意外地	p.3	all of a sudden 突然; 猛地	p.4
ruler /'ru:lə/ <i>n.</i> 统治者; 支配者	p.3	bell /bel/ <i>n.</i> 钟 (声); 铃 (声)	p.4
boil /bɔɪl/ <i>v.</i> 煮沸; 烧开	p.3	biscuit /'bɪskɪt/ <i>n.</i> 饼干	p.4
remain /rɪ'meɪn/ <i>v.</i> 保持不变; 剩余	p.3	cookie /'kʊki/ <i>n.</i> 曲奇饼	p.4
smell /smel/ <i>n.</i> 气味 <i>v.</i> (smelt /smelt/, smelt; smelled, smelled) 发出……气味; 闻到	p.3	musical /'mju:zɪkl/ <i>adj.</i> 音乐的; 有音乐天赋的	p.4
saint /seɪnt/ <i>n.</i> 圣人; 圣徒	p.3	instrument /'ɪnstərəmənt/ <i>n.</i> 器械; 仪器; 工具	p.4
trade /treɪd/ <i>n.</i> 贸易; 交易 <i>v.</i> 做买卖; 从事贸易	p.3	crispy /'krɪspi/ <i>adj.</i> 脆的; 酥脆的	p.5
		salty /'sɔ:lti/ <i>adj.</i> 咸的	p.5
		sour /'saʊə(r)/ <i>adj.</i> 酸的; 有酸味的	p.5

..... **Words and Expressions in Each Unit**

by mistake 错误地; 无意中	p.5	Thomas /'tɒməs/ Watson /'wɒtsən/ 托马斯·沃森	p.4
customer /'kʌstəmə(r)/ <i>n.</i> 顾客; 客户	p.5	George /dʒɔ:(r)dʒ/ Crum /krʌm/ 乔治·克拉姆	p.5
the Olympics /ə'lɪmpɪks/ 奥林匹克运动会	p.6	James /dʒeɪmz/ Naismith /'neɪsmɪθ/ 詹姆斯·奈史密斯	p.6
Canadian /kə'neɪdiən/ <i>adj.</i> 加拿大的; 加拿大人的 <i>n.</i> 加拿大人	p.6		
divide /dɪ'vaɪd/ <i>v.</i> 分开; 分散	p.6	Unit 2	
divide ... into 把……分开	p.6	license /'laɪsns/ <i>n.</i> (= licence) 证; 证件	p.9
basket /'bɑ:skɪt/, /'bæskɪt/ <i>n.</i> 篮; 筐	p.6	safety /'seɪftɪ/ <i>n.</i> 安全; 安全性	p.9
not only ... but also ... 不但……而且……	p.6	smoke /sməʊk/ <i>v.</i> 吸烟; 冒烟 <i>n.</i> 烟	p.9
look up to 钦佩; 仰慕	p.6	part-time /,pɑ:(r)t 'taɪm/ <i>adj. & adv.</i> 兼职 (的)	p.9
hero /'hɪərəʊ/, /'hɪrəʊ/ <i>n.</i> 英雄; 男主角	p.6	pierce /pɪəs/, /pɪrs/ <i>v.</i> 扎; 刺破; 穿透	p.9
professional /prə'feʃənl/ <i>adj.</i> 职业的; 专业的	p.7	earring /'ɪərɪŋ/, /'ɪrɪŋ/ <i>n.</i> 耳环; 耳饰	p.10
nearly /'ni:əli/, /'nɪrli/ <i>adv.</i> 几乎; 差不多	p.8	flash /flæʃ/ <i>n.</i> 闪光灯; 闪光 <i>v.</i> 闪耀; 闪光	p.10
Berlin /bɜ:(r)'lɪn/ 柏林 (德国城市)	p.6	tiny /'taɪni/ <i>adj.</i> 极小的; 微小的	p.11
NBA (National Basketball Association) 国家篮球协会 (美国职业篮球联赛)	p.6	cry /kraɪ/ <i>v. & n.</i> 哭; 叫喊	p.11
CBA (China Basketball Association) 中国篮球协会 (中国职业篮球联赛)	p.6	field /fi:ld/ <i>n.</i> 田野; 场地	p.11
Roy /rɔɪ/ 罗伊 (男名)	p.2	hug /hʌg/ <i>n. & v.</i> 拥抱; 搂抱	p.11
Whitcomb /'wɪtkəm/ Judson /'dʒʌdsən/ 惠特科姆·贾德森	p.2	lift /lɪft/ <i>v.</i> 举起; 抬高 <i>n.</i> 电梯; 搭便车	p.11
Ruby /'ru:bi/ 鲁比 (女名)	p.4	badly /'bædli/ <i>adv.</i> 严重地; 差; 非常	p.11
		talk back 回嘴; 顶嘴	p.11
		awful /'ɔ:fl/ <i>adj.</i> 很坏的; 讨厌的	p.11
		teen /ti:n/ <i>n.</i> (13至19岁之间的) 青少年	p.11
		regret /rɪ'gret/ <i>v. & n.</i> 感到遗憾; 懊悔	p.11

poem /'pəʊɪm/ <i>n.</i> 诗; 韵文	p.11	wolf /wʊlf/ <i>n.</i> 狼	p.19
community /kə'mju:nəti/ <i>n.</i> 社区; 社团	p.12	uneasy /ʌn'i:zi/ <i>adj.</i> 担心的; 不安的	p.19
keep ... away from 避免接近; 远离	p.12	laboratory /lə'bɒrətəri/, /'læbrətɔ:ri/ <i>n.</i> 实验室	p.20
make one's own decision 自己做决定	p.12	outdoors /aʊt'dɔ:(r)z/ <i>adv.</i> 在户外; 在野外	p.20
educate /'edʒukeɪt/ <i>v.</i> 教育; 教导	p.12	coat /kəʊt/ <i>n.</i> 外套; 外衣	p.20
manage /'mænɪdʒ/ <i>v.</i> 完成 (困难的 事); 应付 (困难局面)	p.12	sleepy /'sli:pi/ <i>adj.</i> 困倦的; 瞌睡的	p.20
society /sə'saɪəti/ <i>n.</i> 社会	p.12	land /lənd/ <i>v.</i> 着陆; 降落	p.21
get in the way of 挡……的路; 妨碍	p.14	alien /'eɪliən/ <i>n.</i> 外星人	p.21
support /sə'pɔ:(r)t/ <i>v. & n.</i> 支持	p.14	run after 追逐; 追赶	p.21
enter /'entə(r)/ <i>v.</i> 进来; 进去	p.14	suit /sju:t/, /su:t/ <i>n.</i> 西服; 套装 <i>v.</i> 适合	p.21
Picasso /pɪ'kæsəʊ/, /pɪ'kɑ:səʊ/ 毕加索 (西班牙画家)	p.10	express /ɪk'spres/ <i>v.</i> 表示; 表达	p.22
		at the same time 同时; 一起	p.22
		circle /'sɜ:(r)kl/ <i>n.</i> 圆圈 <i>v.</i> 圈出	p.22
		Britain /'brɪtn/ (= Great Britain) 大不列颠	p.22
Unit 3		mystery /'mɪstri/ <i>n.</i> 奥秘; 神秘事物	p.22
whose /hu:z/ <i>adj. & pron.</i> 谁的	p.17	historian /hɪ'stɔ:riən/ <i>n.</i> 历史学家; 史学工作者	p.22
truck /trʌk/ <i>n.</i> 卡车; 货车	p.17	leader /'li:də(r)/ <i>n.</i> 领导; 领袖	p.22
picnic /'pɪknɪk/ <i>n.</i> 野餐	p.17	midsummer /'mɪd'sʌmə(r)/ <i>n.</i> 仲夏; 中夏	p.22
rabbit /'ræbɪt/ <i>n.</i> 兔; 野兔	p.17	medical /'medɪkl/ <i>adj.</i> 医疗的; 医学的	p.22
attend /ətend/ <i>v.</i> 出席; 参加	p.18	purpose /'pɜ:(r)pəs/ <i>n.</i> 目的; 目标	p.22
valuable /'væljuəbl/ <i>adj.</i> 贵重的; 很有用的; 宝贵的	p.18	prevent /prɪ'vent/ <i>v.</i> 阻止; 阻挠	p.22
pink /pɪŋk/ <i>adj.</i> 粉红色的 <i>n.</i> 粉红色	p.18	energy /'enə(r)dʒi/ <i>n.</i> 力量; 精力	p.22
anybody /'enɪbɒdi/, /'enɪbɑ:di/ <i>pron.</i> 任何人	p.18	position /pə'zɪʃn/ <i>n.</i> 位置; 地方	p.22
happening /'hæpənɪŋ/ <i>n.</i> 事件; 发生的事情 (常指不寻常的)	p.19	burial /'beriəl/ <i>n.</i> 埋葬; 安葬	p.22
noise /nɔɪz/ <i>n.</i> 声音; 噪音	p.19	honor /'bɒnə/, /'ɑ:nər/ (= honour) <i>v.</i> 尊重; 表示敬意 <i>n.</i> 荣幸; 荣誉	p.22
policeman /pə'li:smən/ <i>n.</i> (<i>pl.</i> policemen) 男警察	p.19		

..... Words and Expressions in Each Unit

ancestor /'ænsɛstə(r)/ <i>n.</i> 祖宗; 祖先	p.22	down /daʊn/ <i>adj.</i> 悲哀; 沮丧	p.27
victory /'vɪktəri/ <i>n.</i> 胜利; 成功	p.22	ending /'endɪŋ/ <i>n.</i> (故事、电影等的)	
enemy /'enəmi/ <i>n.</i> 敌人; 仇人	p.22	结尾; 结局	p.27
period /'pɪəriəd/, /'pɪriəd/		documentary /,dɒkjʊ'mentri/,	
<i>n.</i> 一段时间; 时期	p.22	/da:kju'mentri/ <i>n.</i> 纪录片	p.27
Stonehenge /,stəʊn'hendʒ/ 巨石阵	p.22	drama /'drɑ:mə/ <i>n.</i> 戏; 剧	p.27
Carla /'kɑ:(r)lə/ 卡拉 (女名)	p.27	plenty /'plenti/ <i>pron.</i> 大量; 众多	p.27
J. K. Rowling /'rəʊlɪŋ/		plenty of 大量; 充足	p.27
J. K. 罗琳 (英国作家)	p.27	shut /ʃʌt/ <i>v.</i> (shut, shut) 关闭; 关上	p.27
Victor /'vɪktə(r)/ 维克托 (男名)	p.29	shut off 关闭; 停止运转	p.27
Jean /dʒi:n/ 琼 (女名)	p.20	superhero /'su:pə(r)hɪərəʊ/	
Paul Stoker /'stəʊkə(r)/		<i>n.</i> 超级英雄	p.27
保罗·斯托克	p.22	once in a while 偶尔地; 间或	p.27
Unit 4		intelligent /ɪn'telɪdʒənt/	
prefer /prɪ'fɜ:(r)/ <i>v.</i> 更喜欢	p.25	<i>adj.</i> 有才智的; 聪明的	p.28
lyrics /'lɪrɪks/ <i>n.</i> (<i>pl.</i>) 歌词	p.25	sense /sens/ <i>v.</i> 感觉到; 意识到	
Australian /ɒ'streɪliən, ɔ:'streɪliən/		<i>n.</i> 感觉; 意识	p.30
<i>adj.</i> 澳大利亚 (人) 的		sadness /'sædnəs/ <i>n.</i> 悲伤; 悲痛	p.30
<i>n.</i> 澳大利亚人	p.26	pain /peɪn/ <i>n.</i> 痛苦; 疼痛; 苦恼	p.30
electronic /ɪ'lek'trɒnɪk/, /ɪ'lek'trɑ:nɪk/		reflect /rɪ'flekt/ <i>v.</i> 反映; 映出	p.30
<i>adj.</i> 电子的; 电子设备的	p.26	moving /'mu:vɪŋ/ <i>adj.</i> 动人的;	
smooth /smu:ð/ <i>adj.</i> 悦耳的; 平滑的	p.26	令人感动的	p.30
spare /speə/, /sper/ <i>adj.</i> 空闲的;		perform /pə(r)'fɔ:(r)m/ <i>v.</i> 表演;	
不用的 <i>v.</i> 抽出; 留出	p.26	执行	p.30
case /keɪs/ <i>n.</i> 情况; 实情	p.26	lifetime /'laɪftaɪm/ <i>n.</i> 一生;	
in that case 既然那样; 假使那样的话	p.26	有生之年	p.30
war /wɔ:(r)/ <i>n.</i> 战争; 战争状态	p.26	pity /'pɪti/ <i>n.</i> 遗憾; 怜悯	
stick /stɪk/ <i>v.</i> (stuck /stʌk/, stuck)		<i>v.</i> 同情; 怜悯	p.30
粘贴; 将……刺入	p.27	total /'təʊtl/ <i>n.</i> 总数; 合计	
stick to 坚持; 固守	p.27	<i>adj.</i> 总的; 全体的	p.30
		in total 总共; 合计	p.30
		master /'mɑ:stə/, /'mæstər/	
		<i>n.</i> 大师; 能手; 主人 <i>v.</i> 掌握	p.30

..... Words and Expressions in Each Unit

praise /preɪz/ <i>v. & n.</i> 表扬; 赞扬	p.30	mad /mæd/ <i>adj.</i> 很生气; 疯的	p.35
recall /rɪ'kɔ:l/ <i>v.</i> 回忆起; 回想起	p.30	get mad 大动肝火; 气愤	p.35
wound /wu:nd/ <i>n.</i> 伤; 伤口; 创伤		effort /'efə(r)t/ <i>n.</i> 努力; 尽力	p.35
<i>v.</i> 使(身体)受伤; 伤害	p.30	make an effort 作出努力	p.35
painful /'peɪnfl/ <i>adj.</i> 令人痛苦的;		passport /'pɑ:spɔ:t/, /'pæspɔ:rt/	
令人疼痛的	p.30	<i>n.</i> 护照	p.36
World War II 第二次世界大战	p.26	clean ... off 把……擦掉	p.36
Men in Black 《黑衣人》(电影名)	p.27	chalk /tʃɔ:k/ <i>n.</i> 粉笔	p.36
Kung Fu Panda 《功夫熊猫》(电影名)	p.27	blackboard /'blækbɔ:(r)d/ <i>n.</i> 黑板	p.36
Titanic /taɪ'tænik/		northern /'nɔ:(r)ðə(r)n/	
《泰坦尼克号》(电影名)	p.27	<i>adj.</i> 北方的; 北部的	p.36
March of the Penguins /'penɡwɪnz/		coast /kəʊst/ <i>n.</i> 海岸; 海滨	p.36
《帝企鹅日记》(电影名)	p.27	season /'si:zn/ <i>n.</i> 季; 季节	p.36
Spider-Man 《蜘蛛侠》(电影名)	p.27	knock /nɒk/, /nɑ:k/ <i>v.</i> 敲; 击	
Carmen /'kɑ:(r)men/ 卡门(女名)	p.26	<i>n.</i> 敲击声; 敲击	p.36
Dan /dæn/ Dervish /'dɜ:(r)vɪʃ/		eastern /'i:stə(r)n/ <i>adj.</i> 东方的;	
丹·德维什	p.26	东部的	p.36
Unit 5		take off 脱下(衣服); (飞机等)起飞	p.36
custom /'kʌstəm/ <i>n.</i> 风俗; 习俗	p.33	worth /wɜ:(r)θ/ <i>adj.</i> 值得;	
bow /baʊ/ <i>v. & n.</i> 鞠躬	p.33	有……价值(的)	p.36
kiss /kɪs/ <i>v. & n.</i> 亲吻; 接吻	p.33	manner /'mænə(r)/ <i>n.</i> 方式; 方法	
greet /gri:t/ <i>v.</i> 和……打招呼; 迎接	p.34	(<i>pl.</i>) 礼貌; 礼仪	p.36
relaxed /rɪ'læksd/ <i>adj.</i> 放松的;		empty /'empti/ <i>adj.</i> 空的; 空洞的	p.37
自在的	p.35	basic /'beɪsɪk/ <i>adj.</i> 基本的; 基础的	p.38
value /'vælju:/ <i>v.</i> 重视; 珍视		exchange /ɪks'tʃeɪndʒ/ <i>n. & v.</i> 交换	p.38
<i>n.</i> 价值	p.35	go out of one's way	
drop by 顺便访问; 随便进入	p.35	特地; 格外努力	p.38
capital /'kæpɪtl/ <i>n.</i> 首都; 国都	p.35	make ... feel at home	
after all 毕竟; 终归	p.35	使(某人)感到宾至如归	p.38
noon /nu:n/ <i>n.</i> 正午; 中午	p.35	teenage /'ti:neɪdʒ/ <i>adj.</i> 十几岁的;	
		青少年的	p.38
		granddaughter /'grændɔ:tə(r)/	
		<i>n.</i> (外)孙女	p.38

..... **Words and Expressions in Each Unit**

behave /bɪ'heɪv/ <i>v.</i> 表现; 举止	p.38	drive sb. crazy/mad 使人发疯/发狂	p.42
except /ɪk'sept/ <i>prep.</i> 除……之外		the more ... the more ...	
<i>conj.</i> 除了; 只是	p.38	越……越……; 愈……愈……	p.42
elbow /'elbəʊ/ <i>n.</i> 肘; 胳膊	p.38	lately /'leɪtli/ <i>adv.</i> 最近; 不久前	p.42
gradually /'grædʒuəli/		be friends with sb. 成为某人的朋友	p.42
<i>adv.</i> 逐步地; 渐进地	p.38	leave out 忽略; 不提及; 不包括	p.42
get used to 习惯于	p.38	friendship /'frendʃɪp/ <i>n.</i> 友谊; 友情	p.42
suggestion /sə'dʒestʃən/ <i>n.</i> 建议	p.40	king /kɪŋ/ <i>n.</i> 国王; 君主	p.43
Brazil /brə'zɪl/ 巴西	p.33	power /'paʊə(r)/ <i>n.</i> 权力; 力量	p.43
Mexico /'meksɪkəʊ/ 墨西哥	p.33	prime /praɪm/ <i>adj.</i> 首要的; 基本的	p.43
Cali /'kɑ:lɪ/ 卡利 (哥伦比亚城市)	p.35	minister /'mɪnɪstə(r)/ <i>n.</i> 大臣; 部长	p.43
Colombia /kə'lʌmbɪə/		prime minister 首相; 大臣	p.43
哥伦比亚 (南美洲国家)	p.35	banker /'bæŋkə(r)/ <i>n.</i> 银行家	p.43
Lausanne /ləʊ'zæn/, /ləʊ'zɑ:n/		fame /feɪm/ <i>n.</i> 名声; 声誉	p.43
洛桑 (瑞士城市)	p.35	pale /peɪl/ <i>adj.</i> 苍白的; 灰白的	p.43
Norway /'nɔ:(r)weɪ/ 挪威	p.36	queen /kwɪ:n/ <i>n.</i> 王后; 女王	p.43
Maria /mə'ri:ə/ 玛丽亚 (女名)	p.34	call in 召来; 叫来	p.43
Katie /'keɪti/ 凯蒂 (女名)	p.34	examine /ɪg'zæmɪn/	
Sato /'sɑ:təʊ/ 佐藤 (日本姓氏)	p.34	<i>v.</i> (仔细地) 检查; 检验	p.43
Marie /mə'ri:/ 玛丽 (女名)	p.34	nor /nɔ:(r)/ <i>conj. & adv.</i> 也不	p.43
Teresa /tə'ri:zə/, /tə'reɪzə/		neither ... nor ... 既不……也不……	p.43
Lopez /'ləʊpez/ 特蕾莎·洛佩斯	p.35	palace /'pæləs/ <i>n.</i> 王宫; 宫殿	p.43
Marc /mɑ:(r)k/ LeBlanc /lə'blɑ:n/		wealth /welθ/ <i>n.</i> 财富	p.43
马克·勒布朗	p.35	to start with 起初; 开始时	p.44
		grey /greɪ/ <i>adj.</i> (天空) 阴沉的;	
		昏暗的; 灰色的	p.44
		lemon /'lemən/ <i>n.</i> 柠檬	p.44
		uncomfortable /ʌn'kʌmfə(r)təbl/	
		<i>adj.</i> 使人不舒服的; 令人不舒适的	p.44
Unit 6		weight /weɪt/ <i>n.</i> 重量; 分量	p.46
rather /'rɑ:ðə/, /'ræðər/ <i>adv.</i> 相当;		shoulder /'ʃəʊldə(r)/ <i>n.</i> 肩; 肩膀	p.46
相反	p.41	goal /gəʊl/ <i>n.</i> 球门; 射门; 目标	p.46
would rather (通常缩写为'd rather)		let ... down 使失望	p.46
宁愿	p.41		
drive /draɪv/ <i>v.</i> 迫使	p.42		

kick /kɪk/ <i>v.</i> 踢; 踹	p.46	give ... a lift 捎……一程	p.50
kick sb. off 开除某人	p.46	block /blɒk/, /blɑ:k/ <i>n.</i> 街区	p.51
be hard on sb. 对某人苛刻; 对某人要求严厉	p.46	in line with (与……) 成一排	p.51
besides /bɪ'saɪdz/ <i>adv.</i> 而且	p.46	stare /steə/, /ster/ <i>v.</i> 盯着看; 凝视	p.51
teammate /'ti:mmeɪt/ <i>n.</i> 同队队员; 队友	p.46	disbelief /dɪsbrɪ'li:f/ <i>n.</i> 不信; 怀疑	p.51
courage /'kʌrɪdʒ/, /'kɜ:rɪdʒ/ <i>n.</i> 勇敢; 勇气	p.46	above /ə'bvʌv/ <i>prep.</i> 在……上面	p.51
rather than 而不是	p.46	<i>adv.</i> 在上面	p.51
guy /gaɪ/ <i>n.</i> (非正式) 家伙 (pl.) 伙计们	p.46	burn /bɜ:(r)n/ <i>v.</i> (burnt /bɜ:(r)nt/, burnt; burned /bɜ:(r)nd/, burned)	p.51
pull /pʊl/ <i>v.</i> 拉; 拖	p.46	burning /'bɜ:(r)nɪŋ/ <i>adj.</i> 着火的; 燃烧的	p.51
pull together 齐心协力; 通力合作	p.46	alive /ə'laɪv/ <i>adj.</i> 活着; 有生气的	p.51
relief /rɪ'li:f/ <i>n.</i> 轻松; 解脱	p.46	airport /'eəpɔ:(r)t/ <i>n.</i> 机场	p.51
nod /nɒd/, /nɑ:d/ <i>v.</i> 点头	p.46	till /tɪl/ <i>prep. & conj.</i> 到; 直到	p.51
agreement /ə'ɡri:mənt/ <i>n.</i> (意见或看法) 一致; 同意	p.46	west /west/ <i>adv.</i> 向西; 朝西	p.51
fault /fɔ:lt/ <i>n.</i> 过失; 缺点	p.46	<i>adj.</i> 向西的; 西部的	p.51
disappoint /dɪsə'pɔɪnt/ <i>v.</i> 使失望	p.47	<i>n.</i> 西; 西方	p.51
Bert /bɜ:(r)t/ 伯特 (男名)	p.42	cream /kri:m/ <i>n.</i> 奶油; 乳脂	p.52
Holly /'hɒli/, /'hɑ:li/ 霍莉 (女名)	p.44	workday /'wɜ:(r)kdeɪ/ <i>n.</i> 工作日	p.52
Unit 7		pie /paɪ/ <i>n.</i> 果馅饼; 果馅派	p.52
unexpected /ˌʌnɪk'spektɪd/ <i>adj.</i> 出乎意料的; 始料不及的	p.49	show up 赶到; 露面	p.52
by the time ... 在……以前	p.49	bean /bi:n/ <i>n.</i> 豆; 豆荚	p.52
backpack /'bækpæk/ <i>n.</i> 背包; 旅行包	p.49	market /'mɑ:(r)kɪt/ <i>n.</i> 市场; 集市	p.52
oversleep /əʊvə(r)'sli:p/ <i>v.</i> (overslept /əʊvə(r)'slept/, overslept) 睡过头; 睡得太久	p.49	by the end of 在 (某时间点) 以前	p.52
		fool /fu:l/ <i>n.</i> 蠢人; 傻瓜 <i>v.</i> 愚弄	p.53
		costume /'kɒstju:m/, /'kɑ:stu:m/ <i>n.</i> (特定场合穿的) 服装; 装束	p.53
		embarrassed /ɪm'bærəst/ <i>adj.</i> 窘迫的; 害羞的	p.53
		costume party 化妆舞会	p.53
		announce /ə'haʊns/ <i>v.</i> 宣布; 宣告	p.54
		spaghetti /spə'ɡeti/ <i>n.</i> 意大利面条	p.54

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hoax /həʊks/ <i>n.</i> 骗局; 恶作剧	p.54	ugly /'ʌgli/ <i>adj.</i> 丑陋的; 难看的	p.58
sell out 卖光	p.54	advantage /əd'vɑ:ntɪdʒ/, /əd'væntɪdʒ/ <i>n.</i> 优点; 有利条件	p.58
discovery /dɪ'skʌvəri/ <i>n.</i> 发现; 发觉	p.54	cost /kɒst/, /kɔ:st/ <i>v.</i> (cost, cost) 花费 <i>n.</i> 花费; 价钱	p.58
lady /'leɪdi/ <i>n.</i> 女士; 女子	p.54	wooden /'wʊdn/ <i>adj.</i> 木制的; 木头的	p.58
cancel /'kænsəl/ <i>v.</i> 取消; 终止	p.54	plastic /'plæstɪk/ <i>adj.</i> 塑料的 <i>n.</i> 塑料; 塑胶	p.58
officer /'ɒfɪsə/, /'ɑ:fɪsə/ <i>n.</i> 军官; 官员	p.54	takeaway /'teɪkəweɪ/ <i>n.</i> 外卖食物	p.58
believable /bɪ'li:vəbl/ <i>adj.</i> 可相信的; 可信任的	p.55	bin /bɪn/ <i>n.</i> 垃圾箱	p.58
disappear /dɪsə'piə/ <i>v.</i> 消失; 不见	p.55	shark /ʃɑ:(r)k/ <i>n.</i> 鲨鱼	p.59
embarrassing /ɪm'bærəsɪŋ/ <i>adj.</i> 使人害羞的 (难堪的或 惭愧的)	p.55	fin /fɪn/ <i>n.</i> (鱼) 鳍	p.59
New Zealand /ˌnju:'zi:lənd/ 新西兰	p.51	cruel /'kru:əl/ <i>adj.</i> 残酷的; 残忍的	p.59
Italy /'ɪtəli/ 意大利	p.54	harmful /'hɑ:(r)mfl/ <i>adj.</i> 有害的	p.59
Mars /mɑ:(r)z/ 火星	p.54	be harmful to 对……有害	p.59
Matt /mæt/ 马特 (男名)	p.50	at the top of 在……顶部或顶端	p.59
Kevin /'keɪvɪn/ 凯文 (男名)	p.50	chain /tʃeɪn/ <i>n.</i> 链子; 链条	p.59
Carl /kɑ:(r)l/ 卡尔 (男名)	p.50	the food chain 食物链	p.59
Orson /'ɔ:(r)sən/ Welles /welz/ 奥森·韦尔斯	p.54	ecosystem /'i:kəʊsɪstəm/ <i>n.</i> 生态系统	p.59
Unit 8		industry /'ɪndəstri/ <i>n.</i> 工业; 行业	p.59
litter /'lɪtə(r)/ <i>v.</i> 乱扔 <i>n.</i> 垃圾; 废弃物	p.57	law /lɔ:/ <i>n.</i> 法律; 法规	p.59
bottom /'bɒtəm/, /'bɑ:təm/ <i>n.</i> 底部; 最下部	p.57	scientific /ˌsaɪən'tɪfɪk/ <i>adj.</i> 科学上的; 科学的	p.59
fisherman /'fɪʃə(r)mən/ <i>n.</i> 渔民; 钓鱼的人	p.57	take part in 参加	p.60
coal /kəʊl/ <i>n.</i> 煤; 煤块	p.58	afford /ə'fɔ:(r)d/ <i>v.</i> 承担得起 (后 果); 买得起	p.60
		turn off 关掉	p.60
		reusable /ˌri:'ju:zəbl/ <i>adj.</i> 可重复使用的; 可再次使用的	p.60
		pay for 付费; 付出代价	p.60
		take action 采取行动	p.60

transportation /ˌtrænsˈpɔː(r)ˈteɪʃn/

n. 运输业; 交通运输

p.60

recycle /ˈriːsaɪkl/ *v.* 回收利用;

再利用

p.61

napkin /ˈnæpkɪn/ *n.* 餐巾; 餐巾纸

p.61

throw away 扔掉; 抛弃

p.62

put sth. to good use 好好利用某物

p.62

pull ... down 拆下; 摧毁

p.62

upside /ˈʌpsaɪd/ down 上下颠倒;

倒转

p.62

gate /geɪt/ *n.* 大门

p.62

bottle /ˈbɒtl/, /ˈbɑːtl/ *n.* 瓶子

p.62

president /ˈprezɪdənt/ *n.* 负责人;

主席; 总统

p.62

inspiration /ˌɪnspəˈreɪʃn/ *n.* 灵感;

鼓舞人心的人(或事物)

p.62

iron /ˈaɪən/ *n.* 铁

p.62

work /wɜː(r)k/

n. (音乐、艺术) 作品

p.62

metal /ˈmetl/ *n.* 金属

p.62

bring back 恢复; 使想起; 归还

p.62

creativity /ˌkriːəˈtɪvəti/ *n.* 创造力;

独创性

p.62

WildAid /ˈwaɪldaɪd/

野生救援协会(美国)

p.59

WWF (World Wide Fund for Nature)

世界自然基金会

p.59

Jason /ˈdʒeɪsən/ 贾森(男名)

p.58

Hayes /heɪz/ 海斯(姓)

p.62

Jessica /ˈdʒesɪkə/ 杰西卡(女名)

p.62

Unit 9

talk over 商量; 讨论

p.65

behavior /bɪˈheɪvjə/ *n.* 行为; 举止

p.66

get through 度过; 通过; 做完

p.67

cola /ˈkəʊlə/ *n.* 可乐饮料

p.67

nap /næp/ *n.* (白天) 小睡; 打盹

p.70

concentrate /ˈkɒnsəntreɪt/ *v.* 专心于

p.70

effect /ɪˈfekt/ *n.* 效果; 作用; 影响

p.70

regular /ˈregjələ/ *adj.* 有规律的

p.70

amount *n.* 数量; 数额

p.70

average /ˈævərɪdʒ/ *adj.* 平均的

p.70

figure /ˈfɪɡə(r)/ *n.* 数字

p.70

Unit 10

survey /ˈsɜː(r)veɪ/ *n.* 调查

p.73

standard /ˈstændə(r)d/

n. 标准; 水平

p.73

row /rəʊ/ *n.* 一排; 一列; 一行

p.73

in a row 连续几次地

p.73

keyboard /ˈkiːbɔː(r)d/ *n.* 键盘式

电子乐器; 键盘

p.73

instruction /ɪnˈstrʌkʃn/ *n.* 指示;

命令

p.74

double /ˈdʌbl/ *v.* 加倍; 是……的两倍

adj. 两倍的; 加倍的

p.74

shall /ʃæl, ʃəl/ *modal v.* 将要; 将会

p.74

look back at 回首(往事); 回忆;

回顾

p.75

overcome /əʊvə(r)ˈkʌm/ *v.*

(overcame /əʊvə(r)ˈkeɪm/,

overcome) 克服; 战胜

p.75

make a mess 弄得一团糟(一塌糊涂)

p.75

graduate /'grædʒueɪt/ <i>v.</i> 毕业; 获得学位	p.75	ahead /ə'hed/ <i>adv.</i> 向前面; 在前面	p.78
keep one's cool 沉住气; 保持冷静	p.75	ahead of 在……前面	p.78
caring /'keərɪŋ/ <i>adj.</i> 体贴人的; 关心他人的	p.75	along with 连同; 除……以外还	p.78
ours /'aʊə(r)z/ <i>pron.</i> 我们的	p.75	responsible /rɪ'spɒnsəbl/, /rɪ'spɑːnsəbl/ <i>adj.</i> 有责任心的	p.78
senior /'siːniə(r)/ <i>adj.</i> 级别(或地位)高的	p.76	be responsible for 对……有责任; 负责任	p.78
senior high (school) 高中	p.76	separate /'sepəreɪt/ <i>adj.</i> 单独的; 分离的	p.78
text /tekst/ <i>n.</i> 课文; 文本	p.76	/'sepəreɪt/ <i>v.</i> 分开; 分离	p.78
go by (时间) 逝去; 过去	p.76	set out 出发; 启程	p.78
level /'levl/ <i>n.</i> 水平	p.76	separate from 分离; 隔开	p.79
degree /dɪ'ɡriː/ <i>n.</i> (大学) 学位; 度数; 程度	p.77	wing /wɪŋ/ <i>n.</i> 翅膀; 翼	p.79
manager /'mænɪdʒə(r)/ <i>n.</i> 经理; 经营者	p.77	Luke /lu:k/ 卢克(男名)	p.74
believe in 信任; 信赖	p.77	Brian /'braɪən/ 布赖恩(男名)	p.74
gentleman /'dʒentlmən/ <i>n.</i> 先生; 绅士	p.78	Griffin /'ɡrɪfɪn/ 格里芬(姓)	p.74
graduation /,grædʒu'eɪʃn/ <i>n.</i> 毕业 ceremony /'serəməni/ <i>n.</i> 典礼; 仪式	p.78	Trent /trent/ 特伦特(姓)	p.76
first of all 首先	p.78		
congratulate /kən'grætʃuleɪt/ <i>v.</i> 祝贺	p.78		
thirsty /'θɜː(r)sti/ <i>adj.</i> 渴望的; 口渴的	p.78		
be thirsty for 渴望; 渴求	p.78		
thankful /'θæŋkfəl/ <i>adj.</i> 感谢; 感激	p.78		
be thankful to sb. 对某人心存感激	p.78		
lastly /'lɑːstli/, /'læstli/ <i>adv.</i> 最后	p.78		
task /tɑːsk/, /tæsk/ <i>n.</i> 任务; 工作	p.78		

Vocabulary Index

(注: 在本词表中, 重点词汇用黑体标出。
在英式发音和美式发音有区别时, 英式发音在前, 美式发音在后。)

A

above /ə'bi:v/ *prep.* 在……上面

adv. 在上面 p.51

accidental /æksɪ'dentl/ *adj.* 意外的;
偶然的 p.3

advantage /əd'vɑ:ntɪdʒ/, /əd'væntɪdʒ/
n. 优点; 有利条件 p.58

afford /ə'fɔ:(r)d/ *v.* 承担得起 (后
果); 买得起 p.60

after all 毕竟; 终归 p.35

agreement /ə'gri:mənt/
n. (意见或看法) 一致; 同意 p.46

ahead /ə'hed/ *adv.* 向前面; 在前面 p.78

ahead of 在……前面 p.78

airport /'eəpɔ:(r)t/ *n.* 机场 p.51

alien /'eɪliən/ *n.* 外星人 p.21

alive /ə'laɪv/ *adj.* 活着; 有生气的 p.51

all of a sudden 突然; 猛地 p.4

along with 连同; 除……以外还 p.78

amount *n.* 数量; 数额 p.70

ancestor /'ænsɛstə(r)/
n. 祖宗; 祖先 p.22

announce /ə'naʊns/ *v.* 宣布; 宣告 p.54

anybody /'enɪbɒdi/, /'enɪbɑ:di/
pron. 任何人 p.17

attend /ətend/ *v.* 出席; 参加 p.18

at the same time 同时; 一起 p.22

at the top of 在……顶部或顶端 p.59

Australian /p'streɪliən, ɔ:'streɪliən/
adj. 澳大利亚 (人) 的

n. 澳大利亚人 p.26

average /'ævərɪdʒ/ *adj.* 平均的 p.70

awful /'ɔ:fl/ *adj.* 很坏的; 讨厌的 p.11

B

backpack /'bækpæk/ *n.* 背包;
旅行包 p.49

badly /'bædli/ *adv.* 严重地; 差;
非常 p.11

banker /'bæŋkə(r)/ *n.* 银行家 p.43

basic /'beɪsɪk/ *adj.* 基本的; 基础的 p.38

basket /'bɑ:skɪt/, /'bæskɪt/
n. 篮; 筐 p.6

be friends with sb. 成为某人的朋友 p.42

be hard on sb. 对某人苛刻; 对某人
要求严厉 p.46

be harmful to 对……有害 p.59

be responsible for 对……有责任;
负责任 p.78

be thankful to sb. 对某人心存感激 p.78

be thirsty for 渴望; 渴求 p.78

bean /bi:n/ *n.* 豆; 豆荚 p.52

behave /bɪ'heɪv/ *v.* 表现; 举止 p.38

behavior /bɪ'heɪvjə/ *n.* 行为; 举止 p.66

Vocabulary Index

- believable** /bɪ'li:vəbl/
adj. 可相信的; 可信任的 p.55
- believe in 信任; 信赖 p.77
- bell** /bel/ *n.* 钟(声); 铃(声) p.4
- besides /bɪ'saɪdz/ *adv.* 而且 p.46
- bin /bɪn/ *n.* 垃圾箱 p.58
- biscuit** /'bɪskɪt/ *n.* 饼干 p.4
- blackboard** /'blækbɔ:(r)d/ *n.* 黑板 p.36
- block** /blɒk/, /blɔ:k/ *n.* 街区 p.51
- boil** /bɔɪl/ *v.* 煮沸; 烧开 p.3
- bottle** /'bɒtl/, /'bɑ:tl/ *n.* 瓶子 p.62
- bottom** /'bɒtəm/, /'bɑ:təm/
n. 底部; 最下部 p.57
- bow /bau/ *v. & n.* 鞠躬 p.33
- Britain** /'brɪtn/ (= Great Britain)
 大不列颠 p.22
- bring back 恢复; 使想起; 归还 p.62
- burial /'berɪəl/ *n.* 埋葬; 安葬 p.42
- burn** /bɜ:(r)n/ *v.* (burnt /bɜ:(r)nt/,
 burnt; burned /bɜ:(r)nd/,
 burned) 着火; 燃烧 p.51
- burning /'bɜ:(r)nɪŋ/ *adj.* 着火的;
 燃烧的 p.51
- by accident 偶然; 意外地 p.3
- by mistake 错误地; 无意中 p.5
- by the end of 在(某时间点)以前 p.52
- by the time ... 在……以前 p.49
- C**
- call in 召来; 叫来 p.43
- Canadian** /kə'neɪdiən/ *adj.* 加拿大的;
 加拿大人的 *n.* 加拿大人 p.6
- cancel** /'kænsəl/ *v.* 取消; 终止 p.54
- capital** /'kæpɪtl/ *n.* 首都; 国都 p.35
- caring** /'keərɪŋ/ *adj.* 体贴人的;
 关心他人的 p.75
- case** /keɪs/ *n.* 情况; 实情 p.26
- ceremony /'serəməni/ *n.* 典礼; 仪式 p.78
- chain /tʃeɪn/ *n.* 链子; 链条 p.59
- chalk** /tʃɔ:k/ *n.* 粉笔 p.36
- circle** /'sɜ:(r)kl/ *n.* 圆圈 *v.* 圈出 p.22
- clean ... off 把……擦掉 p.36
- coal** /kəʊl/ *n.* 煤; 煤块 p.58
- coast** /kəʊst/ *n.* 海岸; 海滨 p.36
- coat** /kəʊt/ *n.* 外套; 外衣 p.20
- cola /'kəʊlə/ *n.* 可乐饮料 p.67
- community** /kə'mju:nəti/ *n.* 社区;
 社团 p.12
- concentrate /'kɒnsəntreɪt/
v. 专心于 p.70
- congratulate** /kən'grætʃuleɪt/
v. 祝贺 p.78
- cookie** /'kʊki/ *n.* 曲奇饼 p.4
- cost** /kɒst/, /kɔ:st/
v. (cost, cost) 花费
n. 花费; 价钱 p.58
- costume /'kɒstju:m/, /'kɑ:stju:m/
n. (特定场合穿的) 服装; 装束 p.53
- costume party 化装舞会 p.53
- courage** /'kʌrɪdʒ/, /'kɜ:rɪdʒ/
n. 勇敢; 勇气 p.46
- cream** /kri:m/ *n.* 奶油; 乳脂 p.52
- creativity /,kri:ə'tɪvəti/ *n.* 创造力;
 独创性 p.62
- crispy /'krɪspi/ *adj.* 脆的; 酥脆的 p.5
- cruel** /'kru:əl/ *adj.* 残酷的; 残忍的 p.59

- cry** /kraɪ/ *v. & n.* 哭; 叫喊 p.11
- custom** /'kʌstəm/ *n.* 风俗; 习俗 p.33
- customer** /'kʌstəmə(r)/ *n.* 顾客; 客户 p.5
- D**
- daily** /'deɪli/ *adj.* 每日的; 日常的 p.2
- degree** /dɪ'ɡri:/ *n.* (大学) 学位; 度数; 程度 p.77
- disappear** /dɪsə'piə/ *v.* 消失; 不见 p.55
- disappoint** /dɪsə'pɔɪnt/ *v.* 使失望 p.47
- disbelief** /dɪsbrɪ'li:f/ *n.* 不信; 怀疑 p.51
- discovery** /dɪ'skʌvəri/ *n.* 发现; 发觉 p.54
- divide** /dɪ'vaɪd/ *v.* 分开; 分散 p.6
- divide ... into 把……分开 p.6
- documentary** /,dɒkjʊ'mentri/, /,dɑ:kju'mentri/ *n.* 纪录片 p.7
- double** /'dʌbl/ *v.* 加倍; 是……的两倍 p.74
- adj.* 两倍的; 加倍的
- doubt** /daʊt/ *n.* 疑惑; 疑问 *v.* 怀疑 p.3
- down** /daʊn/ *adj.* 悲哀; 沮丧 p.27
- drama** /'drɑ:mə/ *n.* 戏; 剧 p.27
- drive** /draɪv/ *v.* 迫使 p.42
- drive sb. crazy/mad 使人发疯/发狂 p.42
- drop by 顺便访问; 随便进入 p.35
- E**
- earring** /'ɪərɪŋ/, /'ɪrɪŋ/ *n.* 耳环; 耳饰 p.10
- earthquake** /'ɜ:(r)θkweɪk/ *n.* 地震 p.4
- eastern** /'i:stə(r)n/ *adj.* 东方的; 东部的 p.36
- ecosystem** /'i:kəʊsɪstəm/ *n.* 生态系统 p.59
- educate** /'edʒukeɪt/ *v.* 教育; 教导 p.12
- effort** /'efə(r)t/ *n.* 努力; 尽力 p.35
- effect** /'ɪfekt/ *n.* 效果; 作用; 影响 p.70
- elbow** /'elbəʊ/ *n.* 肘; 胳膊 p.38
- electricity** /ɪ'lek'trɪsətɪ/ *n.* 电; 电能 p.2
- electronic** /ɪ'lek'trɒnɪk/, /ɪ'lek'tra:nɪk/ *adj.* 电子的; 电子设备的 p.26
- embarrassed** /ɪm'bærəst/ *adj.* 窘迫的; 害羞的 p.53
- embarrassing** /ɪm'bærəsɪŋ/ *adj.* 使人害羞的(难堪的或惭愧的) p.55
- empty** /'emptɪ/ *adj.* 空的; 空洞的 p.37
- ending** /'endɪŋ/ *n.* (故事、电影等的) 结尾; 结局 p.27
- enemy** /'enəmi/ *n.* 敌人; 仇人 p.22
- energy** /'enə(r)dʒi/ *n.* 力量; 精力 p.22
- enter** /'entə(r)/ *v.* 进来; 进去 p.14
- examine** /ɪg'zæmɪn/ *v.* (仔细地) 检查; 检验 p.43
- except** /ɪk'sept/ *prep.* 除……之外 p.38
- conj.* 除了; 只是
- exchange** /ɪks'tʃeɪndʒ/ *n. & v.* 交换 p.38
- express** /ɪk'spres/ *v.* 表示; 表达 p.22
- F**
- fame** /feɪm/ *n.* 名声; 声誉 p.53
- fault** /fɔ:lt/ *n.* 过失; 缺点 p.46
- field** /fi:ld/ *n.* 田野; 场地 p.11
- figure** /'fɪɡə(r)/ *n.* 数字 p.70

- fin /fɪn/ *n.* (鱼) 鳍 p.59
- first of all 首先 p.78
- fisherman /'fɪʃə(r)mən/ *n.* 渔民;
钓鱼的人 p.57
- flash /flæʃ/ *n.* 闪光灯; 闪光
v. 闪耀; 闪光 p.10
- fool /fu:l/ *n.* 蠢人; 傻瓜 *v.* 愚弄 p.53
- fridge /frɪdʒ/ *n.* 冰箱 p.4
- friendship /'frendʃɪp/
n. 友谊; 友情 p.42
- G**
- gate /geɪt/ *n.* 大门 p.62
- gentleman /'dʒentlmən/ *n.* 先生;
绅士 p.78
- get in the way of 挡……的路; 妨碍 p.14
- get mad 大动肝火; 气愤 p.35
- get used to 习惯于 p.38
- get through 度过; 通过; 做完 p.67
- give ... a lift 捎……一程 p.50
- goal /gəʊl/ *n.* 球门; 射门; 目标 p.46
- go by (时间) 逝去; 过去 p.76
- go out of one's way 特地; 格外努力 p.38
- gradually /'grædʒuəli/
adv. 逐步地; 渐进地 p.38
- graduate /'grædʒueɪt/ *v.* 毕业;
获得学位 p.75
- graduation /'grædʒu'eɪʃn/ *n.* 毕业 p.78
- granddaughter /'grændə:tə(r)/
n. (外) 孙女 p.38
- greet /gri:t/ *v.* 和……打招呼; 迎接 p.34
- grey /greɪ/ *adj.* (天空) 阴沉的;
昏暗的; 灰色的 p.44
- guy /gaɪ/ *n.* (非正式) 家伙
(*pl.*) 伙计们 p.46
- H**
- happening /'hæpənɪŋ/ *n.* 事件;
发生的事情 (常指不寻常的) p.19
- harmful /'hɑ:(r)mfl/ *adj.* 有害的 p.59
- have a point 有道理 p.2
- heel /hi:l/ *n.* 鞋跟; 足跟 p.2
- hero /'hɪərəʊ/, /'hɪrəʊ/ *n.* 英雄;
男主角 p.6
- historian /hɪ'stɔ:riən/ *n.* 历史学家;
史学工作者 p.22
- hoax /həʊks/ *n.* 骗局; 恶作剧 p.54
- honor /'ɒnə/, /'ɑ:nər/ (= honour)
v. 尊重; 表示敬意 *n.* 荣幸; 荣誉 p.22
- hug /hʌg/ *n.* & *v.* 拥抱; 搂抱 p.11
- I**
- in a row 连续几次地 p.73
- in line with (与……) 成一排 p.51
- in that case 既然那样; 假使那样的话 p.26
- in total 总共; 合计 p.30
- industry /'ɪndəstri/ *n.* 工业; 行业 p.59
- inspiration /,ɪnspə'reɪʃn/ *n.* 灵感;
鼓舞人心的人 (或事物) p.62
- instruction /ɪn'strʌkʃn/ *n.* 指示;
命令 p.74
- instrument /'ɪnstərəmənt/ *n.* 器械;
仪器; 工具 p.4
- intelligent /ɪn'telɪdʒənt/
adj. 有才智的; 聪明的 p.28
- iron /'aɪən/ *n.* 铁 p.62

K

keep ... away from 避免接近; 远离 p.12
 keep one's cool 沉住气; 保持冷静 p.75
keyboard /'ki:bɔ:(r)d/ *n.* 键盘式
 电子乐器; 键盘 p.73
kick /kɪk/ *v.* 踢; 踹 p.46
 kick sb. off 开除某人 p.46
king /kɪŋ/ *n.* 国王; 君主 p.43
kiss /kɪs/ *v. & n.* 亲吻; 接吻 p.33
knock /nɒk/, /nɑ:k/ *v.* 敲; 击
 n. 敲击声; 敲击 p.36

L

laboratory /lə'brɔ:rɪ/, /'læbrətɔ:ri/
 n. 实验室 p.20
lady /'leɪdi/ *n.* 女士; 女子 p.54
land /lænd/ *v.* 着陆; 降落 p.21
lastly /'lɑ:stli/, /'læstli/ *adv.* 最后 p.78
lately /'leɪtli/ *adv.* 最近; 不久前 p.42
law /lɔ:/ *n.* 法律; 法规 p.59
leader /'li:də(r)/ *n.* 领导; 领袖 p.22
 leave out 不包括; 不提及; 忽略 p.42
lemon /'lemən/ *n.* 柠檬 p.44
 let ... down 使失望 p.46
level /'levl/ *n.* 水平 p.76
license /'laɪsns/*n.* (= licence) 证;
 证件 p.9
lifetime /'laɪftaɪm/ *n.* 一生;
 有生之年 p.30
lift /lɪft/ *v.* 举起; 抬高 *n.* 电梯;
 搭便车 p.11
list /lɪst/ *v.* 列表; 列清单
 n. 名单; 清单 p.2

litter /'lɪtə(r)/ *v.* 乱扔 *n.* 垃圾; 废弃物 p.57
lock /lɒk/, /lɔ:k/ *v.* 锁上; 锁住 *n.* 锁 p.4
look back at 回首(往事); 回忆;
 回顾 p.75
look up to 钦佩; 仰慕 p.6
low /ləʊ/ *adj.* 低的; 矮的 p.4
lyrics /'lɪrɪks/ *n. (pl.)* 歌词 p.25

M

mad /mæd/ *adj.* 很生气; 疯的 p.35
make ... feel at home
 使(某人)感到宾至如归 p.38
make a mess 弄得一团糟(一塌糊涂) p.75
make an effort 作出努力 p.35
make one's own decision 自己做决定 p.12
manage /'mænɪdʒ/ *v.* 完成(困难的
 事); 应付(困难局面) p.12
manager /'mænɪdʒə(r)/ *n.* 经理;
 经营者 p.77
manner /'mænə(r)/ *n.* 方式; 方法
 (*pl.*) 礼貌; 礼仪 p.36
market /'mɑ:(r)kɪt/ *n.* 市场; 集市 p.52
master /'mɑ:stə/, /'mæstər/
 n. 大师; 能手; 主人 *v.* 掌握 p.30
medical /'medɪkl/ *adj.* 医疗的;
 医学的 p.22
mention /'menʃn/ *v.* 提到; 说到 p.2
metal /'metl/ *n.* 金属 p.62
midsummer /'mɪd'sʌmə(r)/
 n. 仲夏; 中夏 p.22
minister /'mɪnɪstə(r)/ *n.* 大臣; 部长 p.43
moving /'mu:viŋ/ *adj.* 动人的;
 令人感动的 p.30

- musical** /'mju:zɪkl/ *adj.* 音乐的;
有音乐天赋的 p.4
- mystery** /'mɪstri/ *n.* 奥秘; 神秘事物 p.22
- N**
- nap** /næp/ *n.* (白天) 小睡; 打盹 p.70
- napkin** /'næpkɪn/ *n.* 餐巾; 餐巾纸 p.61
- nearly** /'niəli/, /'nɪrli/ *adv.* 几乎;
差不多 p.8
- neither ... nor ...** 既不……也不…… p.43
- nod** /nɒd/, /nɑ:d/ *v.* 点头 p.46
- noise** /nɔɪz/ *n.* 声音; 噪音 p.19
- noon** /nu:n/ *n.* 正午; 中午 p.35
- nor** /nɔ:(r)/ *conj. & adv.* 也不 p.43
- northern** /'nɔ:(r)ðə(r)n/
adj. 北方的; 北部的 p.36
- not only ... but also ...**
不但……而且…… p.6
- O**
- officer** /'ɒfɪsə/, /'ɑ:fɪsə/
n. 军官; 官员 p.54
- once in a while** 偶尔地; 间或 p.27
- ours** /'aʊə(r)z/ *pron.* 我们的 p.75
- outdoors** /'aʊt'dɔ:(r)z/ *adv.* 在户外;
在野外 p.20
- overcome** /əʊvə(r)'kʌm/ *v.*
(overcame /əʊvə(r)'keɪm/
overcome) 克服; 战胜 p.75
- oversleep** /əʊvə(r)'sli:p/ *v.*
(overslept /əʊvə(r)'slept/, overslept)
睡过头; 睡得太久 p.49
- P**
- pain** /peɪn/ *n.* 痛苦; 疼痛; 苦恼 p.30
- painful** /'peɪnfl/ *adj.* 令人痛苦的;
令人疼痛的 p.30
- palace** /'pæləs/ *n.* 王宫; 宫殿 p.43
- pale** /peɪl/ *adj.* 苍白的; 灰白的 p.43
- part-time** /,pɑ:(r)t 'taɪm/
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- passport** /'pɑ:spɔ:t/, /'pæspɔ:rt/
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- pay for** 付费; 付出代价 p.60
- perform** /pə(r)'fɔ:(r)m/ *v.* 表演;
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- period** /'pɪəriəd/, /'pɪriəd/
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- picnic** /'pɪknɪk/ *n.* 野餐 p.17
- pie** /paɪ/ *n.* 果馅饼; 果馅派 p.52
- pierce** /pɪəs/, /pɪrs/ *v.* 扎; 刺破;
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- pink** /pɪŋk/ *adj.* 粉红色的 *n.* 粉红色 p.18
- pioneer** /,paɪə'nɪə/, /,paɪə'nɪr/
n. 先锋; 先驱 p.2
- pity** /'pɪti/ *n.* 遗憾; 怜悯
v. 同情; 怜悯 p.30
- plastic** /'plæstɪk/
adj. 塑料的
n. 塑料; 塑胶 p.58
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- plenty** /'plenti/ *pron.* 大量; 众多 p.27
- plenty of** 大量; 充足 p.27
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- popularity /ˌpɒpjʊlə'reɪti/,
/ˌpɑːpjʊlə'reɪti/ *n.* 受欢迎; 普及 p.3
- position** /pə'zɪʃn/ *n.* 位置; 地方 p.22
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- prefer** /prɪ'fɜː(r)/ *v.* 更喜欢 p.25
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- prevent** /prɪ'vent/ *v.* 阻止; 阻挠 p.22
- prime** /praɪm/ *adj.* 首要的; 基本的 p.43
- prime minister** 首相; 大臣 p.43
- professional** /prə'feʃənl/
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- pull** /pʊl/ *v.* 拉; 拖 p.46
- pull ... down** 拆下; 摧毁 p.62
- pull together** 齐心协力; 通力合作 p.46
- purpose** /'pɜː(r)pəs/ *n.* 目的; 目标 p.22
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- Q**
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- regret** /rɪ'gret/ *v. & n.* 感到遗憾;
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- relief** /rɪ'liːf/ *n.* 轻松; 解脱 p.46
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- responsible** /rɪ'spɒnsəbl/,
/rɪ'spɑːnsəbl/ *adj.* 有责任心的 p.78
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(使) 发出铃声或钟声; 打电话 p.4
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- S**
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- saint** /seɪnt/ *n.* 圣人; 圣徒 p.3
- salty** /'sɔːlti/ *adj.* 咸的 p.5
- scientific** /saɪən'tɪfɪk/
adj. 科学上的; 科学的 p.59
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/ˈsepəreɪt/ *v.* 分开; 分离 p.78

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to start with 起初; 开始时	p.44	<i>adj.</i> 向西的; 西部的	
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ugly /'ʌɡli/ <i>adj.</i> 丑陋的; 难看的	p.58	worth /wɜ:(r)θ/ <i>adj.</i> 值得;	
uncomfortable /ʌn'kʌmfə(r)'təbl/		有……价值(的)	p.36
<i>adj.</i> 使人不舒服的; 令人不舒服的	p.44	would rather (通常缩写为'd rather)	
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unexpected /,ʌnɪk'spektɪd/		wound /wu:nd/ <i>n.</i> 伤; 伤口; 创伤	
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value /'vælju:/ <i>v.</i> 重视; 珍视			
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website /'websaɪt/ <i>n.</i> 网站	p.2		
weight /weɪt/ <i>n.</i> 重量; 分量	p.46		

Irregular Verbs

Verb	Past tense	Past participle
be (am, is, are)	was, were	been
bear	bore	born
beat	beat	beaten
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/ burned	burnt/burned
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do (does)	did	done
draw	drew	drawn
dream	dreamt/ dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten

Verb	Past tense	Past participle
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got/gotten
give	gave	given
go	went	gone
grow	grew	grown
hang (悬挂)	hung	hung
have (has)	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt/ learned	learnt/learned
leave	left	left
lend	lent	lent

Irregular Verbs

Verb	Past tense	Past participle
let	let	let
lie (躺)	lay	lain
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
overcome	overcame	overcome
oversleep	overslept	overslept
pay	paid	paid
put	put	put
read /ri:d/	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
show	showed	shown
shut	shut	shut

Verb	Past tense	Past participle
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelt/ smelled	smelt/smelled
speak	spoke	spoken
speed	sped/ speeded	sped/speeded
spell	spelt/ spelled	spelt/spelled
spend	spent	spent
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
under- stand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

出版说明

为了更好地满足五四学制实验区义务教育教学的需要，2003年山东省教育厅决定以全国中小学教材审定委员会初审通过的义务教育课程标准实验教科书为基础，委托山东教育出版社等单位改编、出版一套五四学制的义务教育课程标准实验教科书。该套实验教科书经全国中小学教材审定委员会初审通过后供山东省的烟台、威海、淄博、莱芜等五四学制实验区选用，受到了广大师生的欢迎和肯定。

2011年7月，教育部启动了义务教育课程标准实验教科书的修订送审工作，为了做好五四学制实验教科书的修订送审工作，山东出版集团与人民教育出版社签署了合作协议。五四学制教科书的修订、编写依据教育部制定的义务教育课程标准（2011年版），以人教版六三学制教科书为基础，吸取了五四学制实验区多年来在教学实践中探索、积累的丰硕成果。

义务教育教科书（五四学制）《英语》（6~9年级）是在刘道义、郑旺全、David Nunan主编的人教版六三学制《英语（新目标）》（7~9年级）的基础上改编而成的，参加此次改编的人员有刘道义、吴欣、刘倩、高钧、宋纯杰、曹凤华、肖宁、周飞宇、林常青、常晶晶、岳建梅，由刘道义任主编、刘倩任副主编。本套教科书经教育部审定通过，供五四学制地区选用。

本书的改编、出版得到了山东省教育厅、山东出版集团、山东省教学研究室、烟台市教育科学研究院、威海市教育教学研究中心、淄博市教研室、莱芜市教研室以及泰安、青岛、济宁等教研单位，特别是人民教育出版社的领导和学科专家的大力帮助和支持，在此表示由衷的感谢。

欢迎广大师生在使用过程中提出修改意见和建议，以利于教科书的不断改进和完善。

山东教育出版社