



义务教育教科书



英语

English

九年级下册

 译林出版社

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英语(九年级下册)

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致同学

欢迎来到我们的英语学习乐园。这里有新鲜、丰富的话题，纯正、规范的语言，有趣、多样的练习。这是教材，但又不仅仅是教材。

在这里，我们将通过参与、探究和合作等实践方式，学会如何用英语与他人交流，表达自己的思想。在这里，我们将领略别样文化，体验异域风情，探寻更广阔的学习天地。

这是埃迪 (Eddie) ，这是霍波 (Hobo) ，他俩将伴随我们一起走过三年的学习时光。本学期我们共学习四个单元。每单元开篇的卡通画 (Comic strip) 以风趣的漫画、简洁的对白带我们开始新单元的学习。接下来的导入 (Welcome to the unit)，一组图片、一段对话，会激活我们关于单元话题已有的知识储备。阅读 (Reading) 是我们的重点学习板块。在本学期的学习中，我们先了解首都北京的故宫、颐和园和雄伟壮观的万里长城，领略桂林山水的风光，再去游览日本、新加坡和印度等其他亚洲国家；我们还会了解曾经改变世界、影响人类进程的各国伟人；回顾历史，更要展望未来：大家可以尽情发挥自己的想象力，一起来讨论机器人、火星上的生活等话题。语法板块 (Grammar) 主要梳理本单元出现的重点语言现象，帮助我们更好地掌握语法规则。综合技能 (Integrated skills) 中的听、说、读、写训练，着重培养我们的语言综合运用能力。本册学习技能 (Study skills) 旨在提高我们的文化修养，介绍了交际中常用的体态语、正式和非正式用语的使用语境以及英式英语和美式英语的主要差异等，可以帮助我们深入了解各国文化，进而提高跨文化交流能力。学完一个单元，大家一定跃跃欲试，想动手写一写吧！任务板块 (Task) 引导我们整理思路、组织语言，再落笔成文。最后，通过自我评价 (Self-assessment)，我们将体验收获的快乐。如果还想接受更高的挑战，每个模块 (两个单元) 之后的课题 (Project) 是我们大显身手的好地方！

现在，让我们放松心情，一起走进这个乐园吧。祝大家学习愉快！

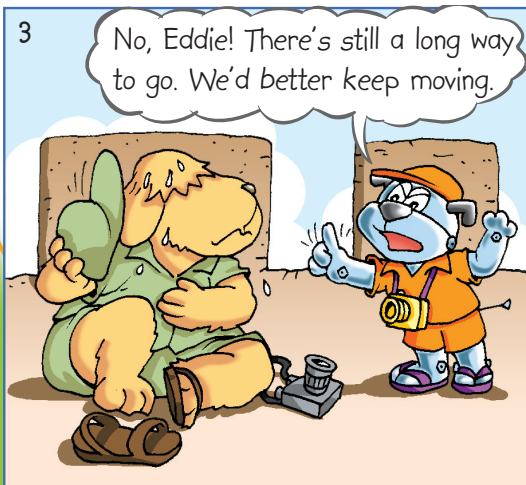
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Unit 1

Asia



Countries in Asia

Some British exchange students are coming to visit Beijing and other places in Asia. The Class 1, Grade 9 students want to help them learn more about Asia.

Task

Write an introduction to an Asian country for the exchange students.





Welcome to the unit

Chinese things and places

A ▶ The British exchange students have arrived in Beijing. Millie is showing them some pictures of Chinese things. Help her write the correct name under each picture.

Chinese knot
chopsticks

Chinese opera
dragon dance

Chinese paper-cutting
kung fu

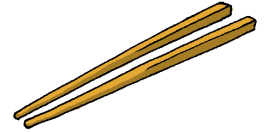
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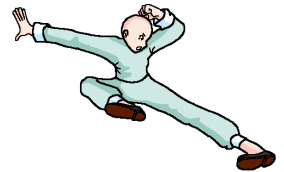
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5



6





B ▶ Kevin, a British exchange student, is asking Millie for suggestions on his travel plan. Work in pairs and give your own ideas about it. Use the conversation below as a model.

Kevin: I'm planning to travel around China. Where shall I visit first, Millie?

Millie: Since you're in Beijing now, why don't you start from here?
Tian'anmen Square, the Palace Museum and the Great Wall are wonderful places to go.

Kevin: Good idea. What special things can I see in Beijing?

Millie: Chinese opera is a kind of traditional Chinese art, and Beijing opera is one of the most popular. You can go and enjoy it.

Kevin: OK. Thank you for your suggestions.

Millie: You're welcome.

Reading

A Two cities in China



▶ Millie wants to help the exchange students learn more about different cities in China. She has found two articles written by two students. Here are the articles.

Welcome to Beijing!



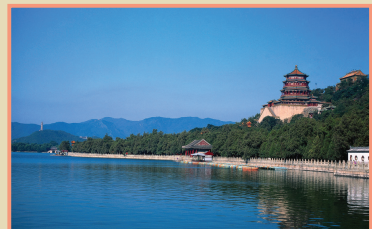
I am Wei Ke from Beijing, the capital of China.

In the middle of the ancient city of Beijing is the Palace Museum, also called the Forbidden City. The emperors of the Ming and Qing

dynasties used to live there. It was turned into a museum in 1925. With wonderful buildings and art treasures inside, it is well worth a visit.

Next to the Palace Museum is Tian'anmen Square, the biggest city square in the world. Many tourists like to gather there early in the morning to watch the raising of the national flag.

In the north-west of Beijing is the Summer Palace, a large Chinese garden set in a natural landscape. It was once a nice place for the emperors to spend the summer.



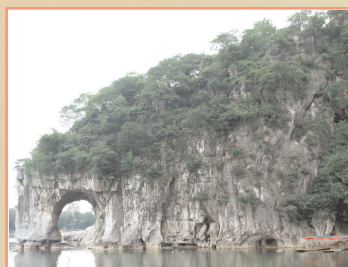
Another famous attraction is the Great Wall. It runs for over 6,000 kilometres across northern China, with watchtowers every few hundred metres. The wall was first built more than 2,000 years ago. It is one of the wonders of the world.

Come and visit my city!

All about Guilin

Hello. My name is Mei Fang.
My home is in Guilin.

25 “East or west, Guilin landscape is
best.” Guilin is really a beautiful city
in southern China. It lies on the two
sides of the Lijiang River. All around
the city, mountains stand in different
30 shapes. Many visitors come and
visit Guilin because of its fantastic
landscape.



In the north-west of the city is the Reed
Flute Cave. In this underground cave, it is
35 amazing that there are so many rocks in
unusual shapes—some hang down, and
others point upwards. The cave is praised
as the “Art Palace of Nature”.

Tourists like to take a boat trip along the Lijiang River. It is great
40 fun. It is also popular to hire a bicycle and ride around the
countryside.

I hope you can visit my city one day!

B Learning more about China

B1 ▶ Millie does not know some of the words in the articles. Help her match the words on the left with the meanings on the right. Write the correct letters in the blanks.

- | | | | |
|------------------------|-------|---|--|
| 1 emperor (line 6) | _____ | a | pay some money to use something for a short time |
| 2 attraction (line 18) | _____ | b | the ruler of a country or several countries |
| 3 wonder (line 21) | _____ | c | a large hole in the side of a hill or under the ground |
| 4 lie (line 27) | _____ | d | something that fills you with surprise |
| 5 cave (line 34) | _____ | e | an interesting place to go |
| 6 hire (line 40) | _____ | f | be in a place |

B2 ▶ Kevin is asking Daniel about Beijing. Complete their conversation with the words in the box.

dynasties gather museum palace raising summer wonders

Kevin: Have you ever visited the Palace Museum, Daniel?

Daniel: Yes, of course. It was a ⁽¹⁾ _____ for two ⁽²⁾ _____. Twenty-four Chinese emperors once lived there.

Kevin: Can we go inside the Palace Museum?

Daniel: Certainly. It's now open to the public as a ⁽³⁾ _____.

Kevin: The Summer Palace was also a palace for the emperors in the past, wasn't it?

Daniel: Yes. It was a nice place for the emperors to spend the ⁽⁴⁾ _____.

Kevin: Have you ever seen the ⁽⁵⁾ _____ of the national flag, then?

Daniel: Yes, I have. A lot of tourists like to ⁽⁶⁾ _____ in Tian'anmen Square early in the morning to watch it.

Kevin: What about the Great Wall? Have you ever been there?

Daniel: Sure. As an old saying goes, "He who has never been to the Great Wall is not a true man." It's one of the ⁽⁷⁾ _____ of the world.



B3 ▶ The next day, Kevin is telling his friend Chris about Guilin. However, some of the details are wrong. Write a **T** if a sentence is true or an **F** if it is false.

- 1 Guilin is in eastern China. _____
- 2 Guilin is famous for its beautiful landscape. _____
- 3 The Reed Flute Cave is in the south-east of Guilin. _____
- 4 You can find amazing rocks inside the Reed Flute Cave. _____
- 5 You can take a boat trip along the Lijiang River. _____
- 6 You need to buy a bicycle to ride around the countryside. _____

B4 ▶ Kevin wants to make notes of the two cities. Help him complete his notes.

Beijing

The Palace Museum: in the ⁽¹⁾ _____ of the ancient city, wonderful buildings and ⁽²⁾ _____

Tian'anmen Square: the ⁽³⁾ _____ city square in the world, the raising of the ⁽⁴⁾ _____

The Summer Palace: in the ⁽⁵⁾ _____ of Beijing, a large Chinese ⁽⁶⁾ _____ set in a natural landscape

The Great Wall: over ⁽⁷⁾ _____ across northern China, was first built more than ⁽⁸⁾ _____ years ago

Guilin

Location: on the two sides of the ⁽⁹⁾ _____

What to see: ⁽¹⁰⁾ _____ stand in different shapes; the Reed Flute Cave, an ⁽¹¹⁾ _____ cave with ⁽¹²⁾ _____ in unusual shapes

What to do: take a ⁽¹³⁾ _____ along the Lijiang River; hire a bicycle and ride around the ⁽¹⁴⁾ _____



Grammar

Uses of it

A Using it as a pronoun

TIP If an animal is a pet, we usually use **he** or **she** for it.
My cat is very friendly. **She** is a happy cat.

- We use **it** for animals and lifeless things.
Look at the panda. **It** is so small.
Another famous attraction is the Great Wall. **It** runs for over 6,000 kilometres across northern China.
- We use **it** for a young child when we do not know whether it is a girl or a boy.
My aunt will have a baby soon. She hopes **it** will be a girl.
Look at that cute baby over there! **It's** a boy, isn't **it**?
- We use **it** for an unknown person.
—Who was calling you on the phone just now?
—**It** was my cousin.
- We use **it** for an action, a situation or an idea mentioned in a previous statement.
Riding around the countryside is popular in Guilin, isn't **it**?
Tourists like to take a boat trip along the Lijiang River. **It** is great fun.

A visit to the Summer Palace

*The exchange students visited the Summer Palace yesterday. Kevin is writing about it. Read the passage below and find out what each **it** refers to. Write your answers in the blanks.*

Document

File Edit View Insert Format Tools Table Window Help

Yesterday we visited the Summer Palace and spent about three hours in **it**. The palace is a Chinese garden and mainly includes a hill and a lake. The lake is very big—**it** takes up three quarters of the area. **It** was frozen, so we could not row a boat there. **It** was really a pity. Across the lake is a 17-hole bridge. There are many stone lions on either side of **it**. The lions are all different from each other. Isn't **it** amazing? While I was walking along the bridge, my mobile phone rang. **It** was my mum. I told her that the Summer Palace was well worth visiting.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

B Using *it* as an impersonal pronoun

We also use **it** for the time, the date, the weather, the distance, etc.


It is 6:30 p.m. **It** is raining heavily outside.

It is 1 January today. **It** is New Year's Day.

In Beijing, **it** is cold and windy in winter.

It is two kilometres from my school to my home.

Leaving for Shanghai

 *The exchange students left for Shanghai. Kevin has made some notes in his diary. Rewrite his sentences with **it**.*

1 Today is 22 February. We left Beijing for Shanghai early in the morning.

_____ . We left Beijing for Shanghai early in the morning.

2 Shanghai is about 1,300 kilometres from Beijing.

_____ from Beijing to Shanghai.

3 I woke up at 5 a.m. this morning.

_____ when I woke up this morning.

4 I felt a little cold when we went out. The temperature was only 2°C.

I felt a little cold when we went out. _____.

5 Winter is very cold and dry in Beijing.

In winter, _____.

6 We arrived in Shanghai on a sunny day.

_____ when we arrived in Shanghai.

7 We got to our hotel at noon.

_____ when we got to our hotel.

8 Our hotel is not far from the Bund.

_____ from the Bund to our hotel.

C Using *it* to replace the real subject or object

Sometimes we use **it** to replace the real subject or object in a sentence. In this situation, we put the real subject or object later in the sentence in the form of a **to**-infinitive or a clause.

It is very tiring to climb the steps.

It is popular to hire a bicycle and ride around the countryside.

It is amazing that there are so many rocks in unusual shapes in the cave.

Many people find **it** pleasant to travel around.

Useful structures with *it*


It is + adjective + (of/for ...) + to

It takes ... some time to

It is said/reported/... that

... think(s)/find(s) **it** easy/difficult/... to

About Shanghai

 Miss Thompson, a British teacher travelling with the exchange students, is writing down what she thinks about Shanghai. Help her complete her notes with *it*.

Traffic: The traffic is often busy, but public transport here is quite good, so ⁽¹⁾ _____ (easy) for people to get around.

Weather: ⁽²⁾ _____ (sunny) and warm. We like ⁽³⁾ _____ here.

Environment: ⁽⁴⁾ _____ (said) that the air is not clean here, but I do not think the pollution is as serious as I imagined.

Sights: Shanghai is beautiful. ⁽⁵⁾ _____ (fun) to ride around the city and visit the interesting places.

Food: Chinese food is delicious. I will ask my family to go to a Chinese restaurant and try ⁽⁶⁾ _____ when I get back.

Hotel: We all think ⁽⁷⁾ _____ (comfortable) to stay in this hotel. They provide a high level of service.

People: The local people are friendly. ⁽⁸⁾ _____ (kind) of them to answer all our questions.



Integrated skills

A A trip to Japan



A1 ▶ The exchange students are going to Japan after visiting Shanghai. Listen to Millie introducing their itinerary. Match the days on the left with their activities on the right.

A tour of Japan	
Day 1	leave Japan for another Asian country
Day 2	visit Kyoto, an ancient city of culture
Day 3	take a tour of Tokyo, the capital city
Day 4	visit Mount Fuji, Japan's highest mountain



A2 ▶ Miss Thompson is telling the exchange students about their trip to Japan. Kevin is making notes. Listen carefully and help Kevin complete his notes.

- leave Shanghai at ⁽¹⁾ _____ on ⁽²⁾ _____
- arrive in ⁽³⁾ _____ around ⁽⁴⁾ _____
- see the main ⁽⁵⁾ _____ and go ⁽⁶⁾ _____;
visit the Tokyo ⁽⁷⁾ _____ to see some
Japanese ⁽⁸⁾ _____
- travel to ⁽⁹⁾ _____ by ⁽¹⁰⁾ _____ on the
second day; can go ⁽¹¹⁾ _____ there
- visit the ancient city Kyoto on the third day and learn
about Japanese ⁽¹²⁾ _____
- try all kinds of Japanese ⁽¹³⁾ _____ during our
stay in Japan

A3 Kevin is writing about the exchange students' trip to Japan. Help him complete it. Use the information in Parts A1 and A2 to help you.

The trip to Japan

We are leaving for Japan soon. Japan is the second country we are going to visit in Asia. Our flight will be ⁽¹⁾ _____ on 25 February, and we plan to stay there for ⁽²⁾ _____.

First, we are going to visit ⁽³⁾ _____. It is Japan's capital city. We can see the main ⁽⁴⁾ _____ and go ⁽⁵⁾ _____ there. Our teacher, Miss Thompson, is also going to take us to the ⁽⁶⁾ _____ to see some Japanese ⁽⁷⁾ _____.

On the second day, we are going to take a ⁽⁸⁾ _____ to ⁽⁹⁾ _____. It is Japan's ⁽¹⁰⁾ _____ mountain. We can go ⁽¹¹⁾ _____ there.

On the third day, we are going to visit an ancient city called ⁽¹²⁾ _____ and learn about Japanese ⁽¹³⁾ _____.

During our stay in Japan, we can also try all kinds of Japanese ⁽¹⁴⁾ _____.

I hope we will have a very nice trip.

B Speak up: Where's Singapore?



A The exchange students will also visit Singapore. Simon's cousin Annie is asking Simon about the country. Work in pairs and talk about an Asian country. Use the conversation below as a model.

Annie: Where's Singapore, Simon?

Simon: It's in South East Asia.

Annie: It's very small, isn't it?

Simon: Yes, it is. It's a city state.

Annie: How many people are there in Singapore?

Simon: There are about five million people there.

Annie: What languages do they speak?

Simon: Most people can speak both English and Chinese.



Understanding body language

Body language, as a form of communication, is different from culture to culture. For example, nodding one's head means "agreement" and shaking one's head means "disagreement" in most countries, but in some countries of South Asia, it is just the opposite.

Look at the gesture below. What does it mean? In different places, it means different things.



In most cultures, it means "OK"; in Russia, Brazil and Turkey, it is an insult; in France and Belgium, it means "zero" or "worthless"; in Japan, it means "money".

Here are the meanings of some common kinds of body language in the West:

Body language	Possible meaning
head held down	shy, ashamed
head raised	confident
looking down	dishonest
looking away	bored, uninterested
looking in the eyes	friendly, interested, honest
crossed arms	not open, unfriendly, angry
open arms	open, friendly
hands on the sides	impatient, angry

Sometimes the words a person uses do not match his or her body language. When this happens, it is often more important to look at their body language.

 Match the pictures with the meanings. Write the correct letter in each box.

a Glad to see you.

b I can do it!

c I did something wrong.

1



2



3





Task

My favourite Asian country

A Miss Thompson asked the Class 1, Grade 9 students to suggest a country in Asia for them to visit. Millie would like to suggest India, and she has prepared some notes of it. Read her notes.

Country:	India
Location:	in South Asia, next to Pakistan, China and Nepal
Capital city:	New Delhi
Languages:	mainly Hindi, English as a second language
Population:	over one billion, the second largest population in the world
Crops:	rice and wheat
Main industries:	large iron and steel industry famous for IT (information technology) industry
Customs:	many festivals and fairs saris—traditional clothes for women
Attraction:	Taj Mahal



Taj Mahal


B Millie is writing an introduction to India. Help her complete her article with the information in Part A.

I think ⁽¹⁾ _____ is a great country to visit. It lies in ⁽²⁾ _____, next to ⁽³⁾ _____, China and Nepal. Its capital city is ⁽⁴⁾ _____.

People in India mainly speak ⁽⁵⁾ _____, but their second language is ⁽⁶⁾ _____, so it is not too difficult to communicate with the local people. India has the ⁽⁷⁾ _____ largest population in the world. There are over ⁽⁸⁾ _____ people there. Rice and ⁽⁹⁾ _____ are their main crops. India has a large iron and ⁽¹⁰⁾ _____ industry. It is also famous for its IT industry.

India has many ⁽¹¹⁾ _____ and fairs. A festival is celebrated in some part of the country every day of the year. Traditional clothes for Indian women are ⁽¹²⁾ _____. You may have seen them in Indian films.

There are some famous attractions in India. The ⁽¹³⁾ _____ is well worth a visit. It is one of the wonders of the world.

 You also want to write an introduction to an Asian country for the exchange students. Think of a country and make some notes of it. Then write the introduction. Use Millie's notes and article as a model.

Useful expressions

... is a great country/wonderful place to visit.

It lies in

It is next to/near

Its capital city is

People in ... speak

There are over ... people there.

It is famous for

... is well worth a visit/worth visiting.

... is one of the wonders of the world.



Self-assessment

I have learnt	Details	Result
1 about two cities in China.		
2 to use the new words to talk about different countries.		
3 to use it as a pronoun and an impersonal pronoun. to use it to replace the real subject or object.		
4 about body language.		

Result:  Perfect!

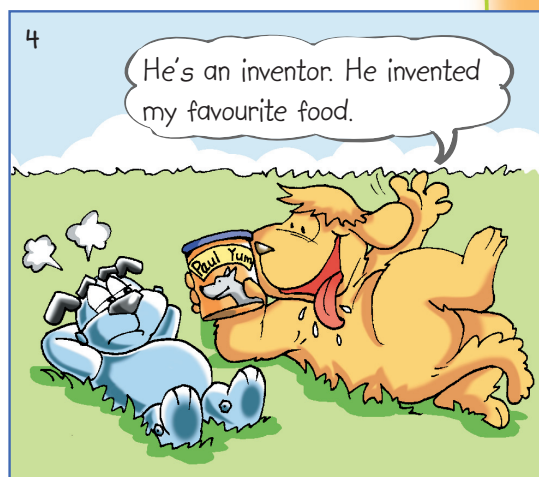
 Good!

 Not bad!

I need to spend more time on _____.

Unit 2

Great people



Great people

Many people have changed the way we live. Mr Wu is asking his students to write about a famous person they admire.



Task

Write an article about a famous person you admire. Describe how he or she has changed the world.

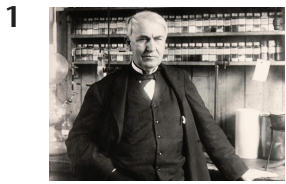


Welcome to the unit

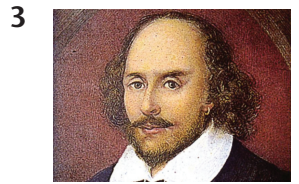
Famous people

A Mr Wu is showing the Class 1, Grade 9 students the pictures of some famous people. Help the students write the correct word under each picture.

composer explorer inventor president scientist writer













B Mr Wu is telling the students about the famous people in Part A. Help the students match the names on the left with the correct information on the right. Write the letters in the blanks.

- | | | | | |
|---|----------------------|-------|---|--|
| 1 | Christopher Columbus | _____ | a | Chinese, the pioneer of China's space technology programme |
| 2 | William Shakespeare | _____ | b | South African, a fighter for the rights of black Africans all his life |
| 3 | Qian Xuesen | _____ | c | American, created over 1,000 inventions |
| 4 | Thomas Edison | _____ | d | Italian, one of the first Europeans to discover America |
| 5 | Nelson Mandela | _____ | e | Russian, a composer of classical music |
| 6 | Peter Tchaikovsky | _____ | f | English, a great writer of English literature |



A The first man to walk on the Moon



Neil Armstrong (1930–2012) was the first man to walk on the Moon. Simon is now reading an article about the astronaut and his space travel. Here is the article.

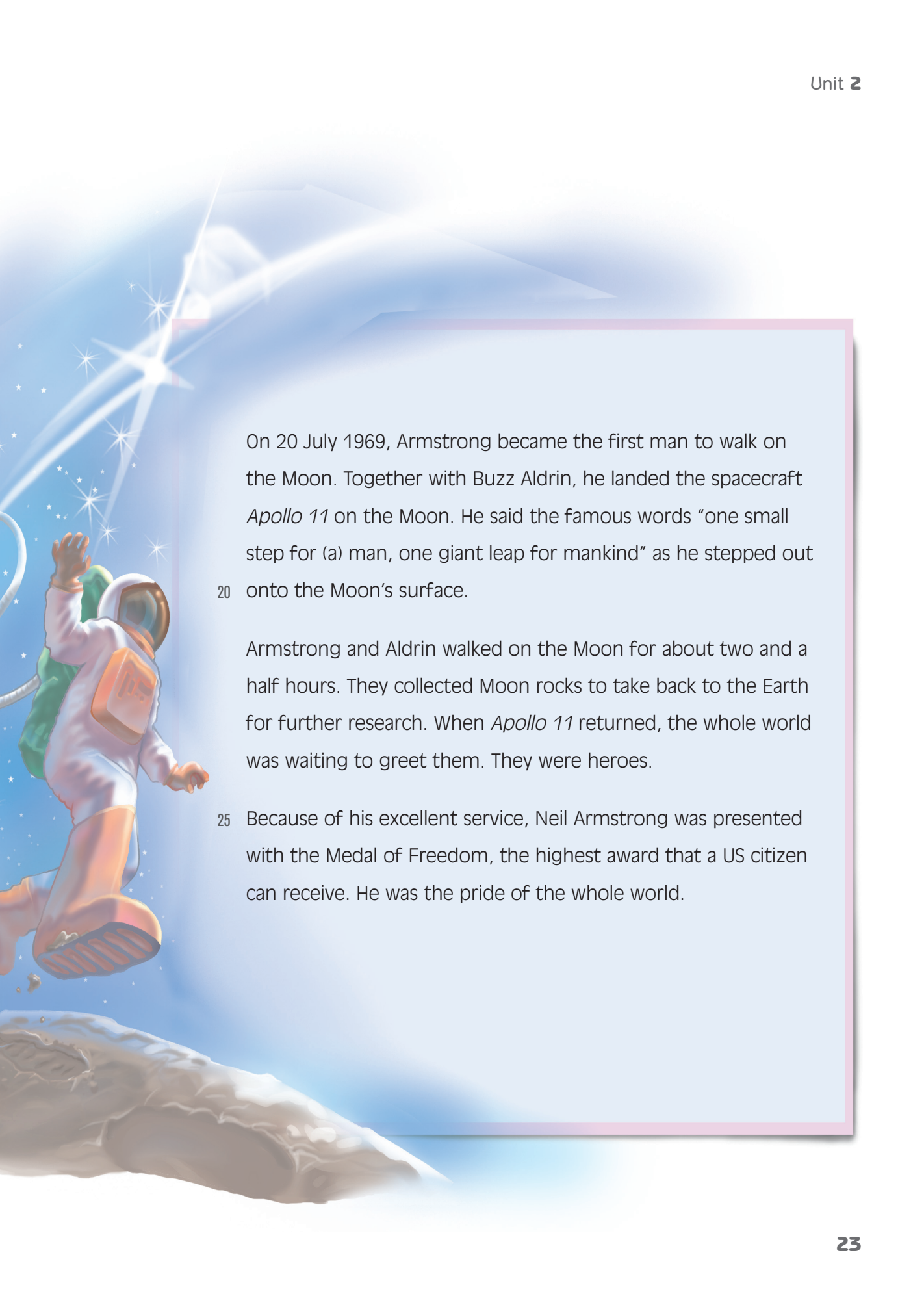
NEIL ARMSTRONG

Neil Armstrong was born on 5 August 1930 in Ohio, the USA. He became interested in flying when he took his first flight at the age of six. He received his student pilot's licence
5 when he was 16.



Armstrong joined the navy in 1949 and served as a pilot for three years. In 1955, he became a test pilot. He flew over 1,100 hours and tested all types of aircraft.

In 1962, he was chosen to become an astronaut. In 1966, he
10 went into space as command pilot of *Gemini 8*. He and David Scott managed to join two spacecraft together for the first time in space. However, on their way back to the Earth, the spacecraft began spinning out of control. Armstrong received the order to cut the flight short. He successfully brought the spacecraft down
15 into the western Pacific Ocean.



On 20 July 1969, Armstrong became the first man to walk on the Moon. Together with Buzz Aldrin, he landed the spacecraft *Apollo 11* on the Moon. He said the famous words “one small step for (a) man, one giant leap for mankind” as he stepped out
20 onto the Moon’s surface.

Armstrong and Aldrin walked on the Moon for about two and a half hours. They collected Moon rocks to take back to the Earth for further research. When *Apollo 11* returned, the whole world was waiting to greet them. They were heroes.

25 Because of his excellent service, Neil Armstrong was presented with the Medal of Freedom, the highest award that a US citizen can receive. He was the pride of the whole world.

B The most famous astronaut

B1 Simon has read the article about Neil Armstrong, but he does not know some of the words. Help him find out the meanings of the words. Circle the correct letters.

- 1 A *licence* is _____.
 - a some money
 - b a type of power
 - c a piece of paper that shows you are allowed to do something
- 2 An *astronaut* _____.
 - a draws maps
 - b travels to space
 - c travels to different countries
- 3 Something that is *spinning* is _____.
 - a turning round and round quickly
 - b going very slowly
 - c making a lot of noise
- 4 A *leap* is _____.
 - a a new place
 - b a long or high jump
 - c a walk
- 5 A *surface* is _____.
 - a the inside of something
 - b the bottom of something
 - c the outside or top part of something
- 6 A *citizen* is a person who _____.
 - a lives in a country and enjoys rights there
 - b is kind and helpful
 - c does something important

B2 Simon is working out a timeline for Neil Armstrong. Help him complete it.

Neil Armstrong

1930: born in ⁽¹⁾ _____, the USA

1936: took his ⁽²⁾ _____

1946: received his student ⁽³⁾ _____

1949: joined ⁽⁴⁾ _____

1955: became ⁽⁵⁾ _____

1962: became ⁽⁶⁾ _____

1966: went into ⁽⁷⁾ _____ with David Scott

1969: became the first man to walk on ⁽⁸⁾ _____

B3 ▶ Simon is telling Millie about Neil Armstrong. Check if Simon remembers everything correctly. Write a **T** if a sentence is true or an **F** if it is false.

- 1 The *Gemini 8* flight was a great success. _____
- 2 *Gemini 8* landed in the western Pacific Ocean. _____
- 3 Three men from *Apollo 11* walked on the Moon together. _____
- 4 The astronauts took some Moon plants back to the Earth. _____
- 5 Neil Armstrong received the Medal of Citizen. _____



B4 ▶ Millie is asking Simon some questions about Neil Armstrong. Help Simon answer her questions. Use the information on pages 22 and 23 to help you.

- 1 When did Armstrong become interested in flying?

- 2 How old was Armstrong when he became an astronaut?

- 3 What did Armstrong do when the spacecraft was out of control during his first trip into space?

- 4 What was the first spacecraft to land on the Moon?

- 5 How long did Armstrong and Aldrin walk on the Moon?

- 6 What did Armstrong mean by his famous words “one small step for (a) man, one giant leap for mankind”?



Tenses

A Simple present and present continuous

TIP We often use these words with the simple present tense.
always
often
usually
sometimes
seldom
never
every ...

TIP We often use these words with the present continuous tense.
at the moment
today
now
right now
Listen!
Look!

Tense	Used for	Example
Simple present	a present state	John lives in New York.
	daily routine and habits	I always go to bed at 10 p.m.
	present actions that happen one after another	School is over and the students go home.
	actions set by a timetable or schedule	The talk show starts at 7 p.m.
Present continuous	actions that happen right now	Look! The reporter is interviewing the astronaut.
	actions that happen at the same time	Mum is doing the housework and Dad is working on the computer.
	actions in a limited period of time	I am working on a history project this week.
	arrangements for the near future	I am leaving for Shanghai tonight.

We enjoy the modern life!

Millie is writing about what her family members are doing. Help her complete her article with the correct tenses of the verbs in brackets.

I ⁽¹⁾ _____ (have) a day out with my classmates this Saturday, so I ⁽²⁾ _____ (need) a pair of trainers. Mum ⁽³⁾ _____ (shop) online for me now. She often ⁽⁴⁾ _____ (shop) online. Dad ⁽⁵⁾ _____ (search) for information on the Internet. He ⁽⁶⁾ _____ (visit) Japan next week. Grandpa ⁽⁷⁾ _____ (read) the newspaper and Grandma ⁽⁸⁾ _____ (watch) TV. I ⁽⁹⁾ _____ (want) to write an email to Wendy before I ⁽¹⁰⁾ _____ (go) to bed.


B Simple past and past continuous

TIP We often use these words with the simple past tense.
yesterday
 ... ago
 in 1999
 the other day
 last ...

TIP We often use these words with the past continuous tense.
 at this time
 yesterday
 from ... to ...
 last night

Tense	Used for	Example
Simple past	actions that happened in the past	Simon played football yesterday.
	actions that happened one after another in the past	Simon came home, turned on the computer and checked his email.
Past continuous	actions that were in progress at a certain time in the past	Yesterday at 4 p.m., Simon was playing football.
	actions that happened at the same time in the past	Simon was playing computer games while Millie was watching TV.
	actions that lasted for some time in the past	We were having a meeting from 9 a.m. to 11 a.m. yesterday.

What did you do last night?

 *Simon and his friends are talking about what they did after dinner last night. Complete their conversation with the correct tenses of the verbs in brackets.*

Simon: I ⁽¹⁾ _____ (watch) a wonderful football match from 7 p.m. to 8:30 p.m. yesterday. My favourite team ⁽²⁾ _____ (win) the match.

Millie: I ⁽³⁾ _____ (write) an email to Wendy at 7 p.m. yesterday. She ⁽⁴⁾ _____ (send) me an email last week.

Sandy: I ⁽⁵⁾ _____ (practise) playing the piano the whole night. I ⁽⁶⁾ _____ (take) part in a competition this morning.

Peter: Last night, I ⁽⁷⁾ _____ (find) a website about travelling in space. I ⁽⁸⁾ _____ (read) passages on the website while you ⁽⁹⁾ _____ (play) the piano, Sandy.


Daniel: I ⁽¹⁰⁾ _____ (talk) to Aunt Jane on the phone at 7:30 yesterday evening. She ⁽¹¹⁾ _____ (call) me the day before yesterday, but I ⁽¹²⁾ _____ (be not) at home then.

C Simple past and present perfect

Tense	Used for	Example
Simple past	actions that happened in the past	I bought a new bicycle yesterday.
	actions that happened at a certain time in the past	Kitty wrote an email to Linda an hour ago.
Present perfect	emphasizing the result of a past action	I have bought a new bicycle, so I can ride to school now.
	telling how many times an action has happened till now	She has been to the USA twice.

TIP We often use these words with the present perfect tense.
just
already
up to now
until/till now
ever
(not) yet
so far
recently

Great inventions

 Millie is writing about some modern inventions that have changed the way we live. Help her choose the correct words in brackets to complete her article.

Many modern inventions ⁽¹⁾ _____ (made/have made) a great difference in our life. They ⁽²⁾ _____ (changed/have changed) the way we live.

In ancient times, people ⁽³⁾ _____ (used/have used) salt to help them keep fish or meat for a longer time. Fresh food would go bad in summer in a few hours. The invention of the fridge ⁽⁴⁾ _____ (solved/has solved) this problem.

In the past, people ⁽⁵⁾ _____ (washed/have washed) their clothes by hand. It ⁽⁶⁾ _____ (was/has been) tiring, and it ⁽⁷⁾ _____ (took/has taken) a lot of time. With the invention of the washing machine, people ⁽⁸⁾ _____ (had/have had) more time to relax.

In the old days, people ⁽⁹⁾ _____ (travelled/have travelled) by ship. Now planes ⁽¹⁰⁾ _____ (made/have made) journeys more comfortable.



Integrated skills

A Marie Curie

A1 Millie wants to give a presentation on Marie Curie. Look at the following information on this great scientist. Help Millie complete her notes with as much information as you can.

Marie Curie (1867–1934)

- born in the city of Warsaw, Poland
- moved to Paris, France when she was 24
- studied Mathematics and Physics at a university
- married a French scientist called Pierre Curie in 1895
- discovered radium in their laboratory in 1898
- won the Nobel Prize twice during her lifetime
- died at the age of 67



Marie Curie – a great scientist

Name: Marie Curie

Date of birth: 7 November ⁽¹⁾ _____

Place of birth: ⁽²⁾ _____, Poland

Family: she was ⁽³⁾ _____ of five children

Parents: father was a ⁽⁴⁾ _____ professor;
mother was a ⁽⁵⁾ _____ teacher

High school: finished at the age of ⁽⁶⁾ _____

Work: worked as a ⁽⁷⁾ _____

Moved to: ⁽⁸⁾ _____, France in 1891

At university: studied ⁽⁹⁾ _____ and ⁽¹⁰⁾ _____

Married to: Pierre Curie, a ⁽¹¹⁾ _____ scientist, in 1895

Famous for: the discovery of ⁽¹²⁾ _____

Won the Nobel Prize for: ⁽¹³⁾ _____ in 1903

Husband's death: Pierre Curie died in a ⁽¹⁴⁾ _____ in ⁽¹⁵⁾ _____

Won the Nobel Prize for: ⁽¹⁶⁾ _____ in 1911

Date of death: ⁽¹⁷⁾ _____ 1934, aged ⁽¹⁸⁾ _____



A2 Millie has found a recording about Marie Curie. Listen to it carefully and help her complete the rest of her notes in Part A1.

A3 Millie is practising her presentation. However, she has forgotten some of the information. Help Millie complete her sentences. Use the information in Part A1 to help you.

I think Marie Curie is one of the greatest scientists in history! She was from (1) _____. When she was 24, she went to (2) _____ to study (3) _____ and (4) _____ at a university. There she met Pierre Curie, a (5) _____ scientist. They got married in (6) _____. The couple won the (7) _____ in 1903 for the discovery of (8) _____. That was not the end of the story. In (9) _____, Marie Curie won her second Nobel Prize, but sadly, Pierre was not there to share the joy with her—he died in a traffic accident in (10) _____.



B Speak up: Why do you admire her?



▶ Millie and Simon are talking about some famous people. Work in pairs and talk about the famous people you admire. Use the conversation below as a model.

Millie: Who do you think is the greatest person in history?

Simon: Neil Armstrong! I admire him the most.

Millie: Oh, he was the first man to walk on the Moon.

Simon: Yes. It was brave of him to go to a place that was unknown to humans at that time. What about you? Do you admire anybody?

Millie: Yes. I admire Marie Curie.

Simon: Why do you admire her?

Millie: Because she won the Nobel Prize twice. She also pushed for the use of X-ray machines, which are now widely used in hospitals.

TIP You may use the information about different famous people in this unit. You can also search for more information on the Internet or in the library.



Formal and informal language

When we speak or write, we can use formal or informal language. We use formal language with our teachers or unfamiliar people. However, when we speak or write to our friends, we use informal language.


Greetings such as *Hi* and *Hello* are informal language. Other greetings like *Dear Mr/Mrs/Ms ...*, *Ladies and gentlemen* are formal language.

Endings such as *Lots of love* and *Yours* can be used only in informal letters or emails.

Idioms such as *have a big mouth* and *in the soup* are informal language.

Abbreviations such as *esp.* and *Dec.* are often used in informal writing.

Contractions such as *we'll*, *he'd* and *can't* are often used in informal writing or when we talk to our friends.

 *Kitty is writing to J. K. Rowling, the British writer, to tell her something about Harry Potter. Help Kitty check the language she is using and improve it if necessary.*

Hi!

I think you'll laugh when you read this letter. Believe it or not, there's a real Harry Potter in the world. It's said that it's a lot of trouble being Harry Potter, esp. when you're a 78-yr-old man and you happen to share the name of a world-famous boy with magic powers.

The real Harry Potter often gets phone calls from both children and TV stations. "The kids want to know if I'm Harry Potter," he says with a smile. "I tell them I've been Harry Potter for nearly 80 years!"

However, the real Harry Potter says the Harry Potter series isn't his cup of tea, and he doesn't care if he's famous or not.

Love,

Kitty



Task

A great person

A Amy wants to write about Yuan Longping, a rice scientist. Here is the information she has found.

Yuan Longping—Father of Hybrid Rice

Name: Yuan Longping

Title: a rice scientist, a member of the Academy of Engineering

Date of birth: 7 September 1930

Major events: 1953: worked as a teacher in an agriculture school after graduating from college

1960: saw people die of hunger, so began research into hybrid rice

1964: happened to find a natural hybrid rice plant that had many advantages over others

1975: developed a new type of hybrid rice plant, which produced 20% more rice per unit than other common kinds

1979: this new type of hybrid rice was introduced into the USA

At present: over 100 countries in Asia, Africa and America have grown hybrid rice

Contribution: his achievements have increased rice production by 20%–30%, and in some places even more

*Why I admire him: has spent all his life on the research and development of better rice plants;
has solved the problem of hunger for many people*



B Amy is writing her article. Help her complete it. Use the information in Part A on page 32 to help you.

I think Yuan Longping, a rice scientist and a member of the Chinese Academy of Engineering, is one of the greatest people that have ever lived.

He was born on ⁽¹⁾ _____. In 1953, he began working as a ⁽²⁾ _____ in an agriculture school after he graduated from college. In 1960, he saw people die of ⁽³⁾ _____, so he began research into hybrid rice. In 1964, he happened to find a natural hybrid rice plant that had many ⁽⁴⁾ _____ over others. After nearly ten years of hard work, he and his team finally developed a ⁽⁵⁾ _____ of hybrid rice plant, which produced ⁽⁶⁾ _____ per unit than other common kinds. In 1979, this new type of hybrid rice was introduced into ⁽⁷⁾ _____. At present, over 100 countries in Asia, Africa and America have grown hybrid rice. Because of his achievements, ⁽⁸⁾ _____ has been increased by 20%–30%, and in some places even more. He is considered the ⁽⁹⁾ “_____”.

Yuan Longping has spent all his life on the research and development of ⁽¹⁰⁾ _____. He has solved ⁽¹¹⁾ _____ for many people. That is why I admire him so much.

C Now prepare your own article. Look for information using the Internet, books or magazines. Remember to make some notes before writing your article.



Self-assessment

I have learnt	Details	Result
1 about a famous astronaut.		
2 to use the new words to talk about great people.		
3 to use the different tenses correctly.		
4 about formal and informal language.		

Result: 😊 Perfect! 😊 Good! 😊 Not bad!
 I need to spend more time on _____.

Project 1

A display of cultures around the world

The Class 1, Grade 9 students have made a wall display to show different cultures around the world. They made information sheets about the culture of each country. Then they put the sheets around a world map on the wall and gave group presentations. Your class wants to do the same thing.

A Planning and preparing

- 1 Put a world map on the display wall in the classroom. The whole class should work together to draw the map, or you can buy one.
- 2 Work in groups of four. Each group must make an information sheet about a different country.
- 3 Think about what you can include in the information sheet to show the culture of the country you have chosen. Exchange ideas with your group members and write them down on a piece of paper.
- 4 Find some information about the things your group would like to include in the information sheet. Look for information on the Internet or in the library.
- 5 If you need help, the following questions may give you some ideas.

- What is the capital city of the country?
- What does the country's national flag look like?
- What languages are spoken in the country?
- What is the country famous for?
- What kind of crops does the country grow?
- What are the customs and beliefs in the country?
- Are there any famous people in the history of the country?
- What are the people famous for? What have they achieved?



B Tips for making your wall display

How to make the map

- If you draw the map, just draw the outline of the continents and some major countries with a pencil first so that it is easy to make corrections later on. Do not draw anything too detailed.
- Stick or draw flags of the countries on the map.
- Draw a compass at the bottom of your map and label the directions.

How to make the information sheet

- Read through your ideas and information carefully.
- Make a plan before you start writing—the information sheet must be large enough for the whole class to see during your presentation.
- After writing the draft, check for spelling mistakes, especially the names of the countries, places and famous people.
- Stick the pictures of the places and people you are going to talk about on your information sheet.
- Draw graphs and charts to show interesting facts and to make comparisons.

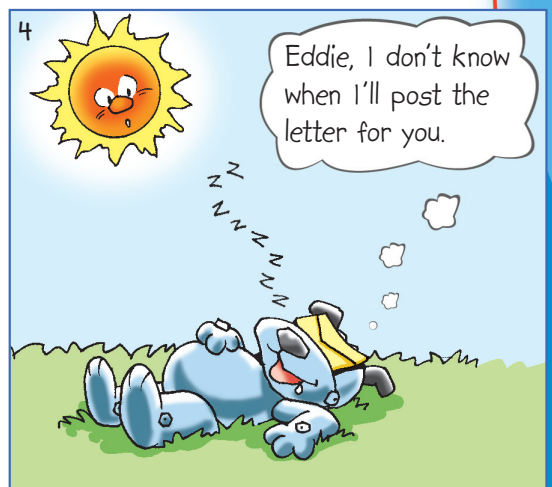
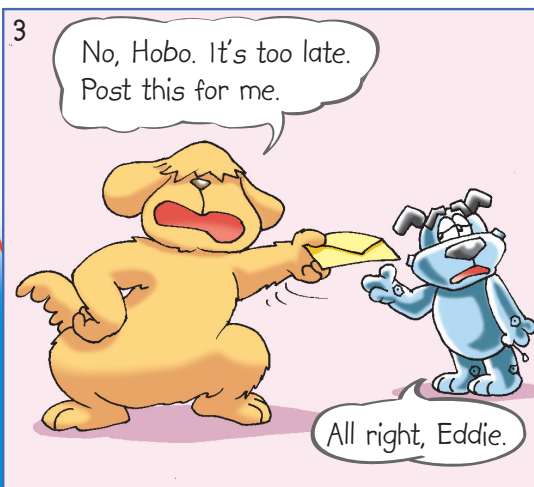
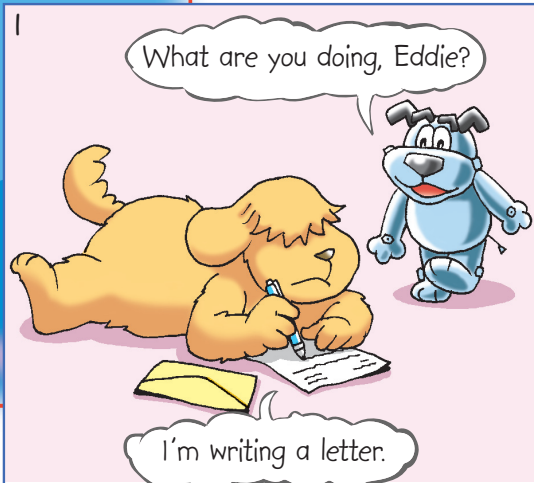
C Tips for your presentation

- The groups take turns to present their work.
- Use the map to show where the countries are.
- After the presentation, display all the information sheets on the wall around the map. Draw lines to join the sheets with the countries on the map.



Unit 3

Robots



Complaining about your robot

In the future, people would have their own robots. However, robots might have problems. If your robot had problems, what would you do?

Task

Write a letter to complain about your robot or a reply to a complaint letter.



Welcome to the unit

How could robots help us?

A ▶ Do you know how robots could help us? Match each phrase with the correct picture.

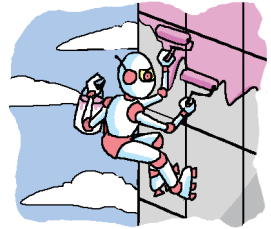
1



a help with homework

b explore outer space

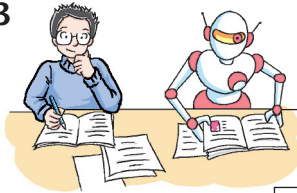
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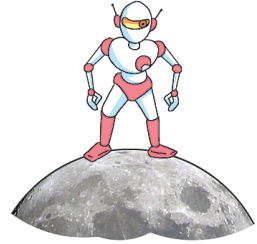
c do dangerous jobs

d help with housework

3



4





B ▶ Amy is asking Daniel how robots could help us in our daily lives. Work in pairs and talk about your ideas. Use the conversation below as a model.

Amy: Would robots have brains in the future, Daniel?

Daniel: Yes, they would. So they could do whatever they're asked to.

Amy: That sounds useful. How could robots help us?

Daniel: They could do dangerous jobs like putting out fires or working on high buildings.

Amy: That's great! Could robots help you and me in any way?

Daniel: Of course. They could help us with our homework.

Amy: Wow! I'd like to have one!





A Living with a robot



Daniel is very interested in robots. He found an interesting story in this month's Robot magazine. Here is the story.

The home robot

Mr Jiang is a manager of a big company in Sunshine Town. He is always too busy to have any time to relax. "I have to buy a robot so that I can have more free time," Mr Jiang thought. So he ordered one from a robot shop.

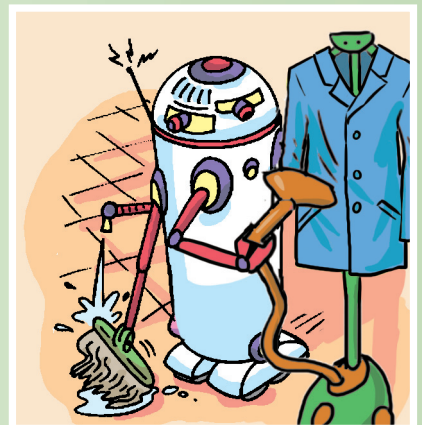
- 5 The robot made Mr Jiang's life much easier. When he got up in the morning, breakfast was made, his business suit was smoothly ironed, and his lunch box was already prepared. That made him very happy.

While Mr Jiang was at work, the robot would do all the housework.

- 10 It would go shopping at the supermarket as well.

When Mr Jiang returned home from work, his flat would look as good as new, and a delicious dinner would be ready for him.

- 15 After dinner, the robot would tidy up. That allowed Mr Jiang to do whatever he liked. He would watch TV or do some reading.





It seemed that in general the robot satisfied Mr Jiang's needs.

After a few comfortable weeks, however, things started to go wrong. The robot caught a virus and no longer worked properly.

20 It began to make stupid mistakes. Sometimes it woke Mr Jiang up at four o'clock in the morning. When Mr Jiang got home, he would find his flat in a complete mess: food was laid on the bed; milk was stored in the rubbish bin; coins, bills and his private papers were spread all over the floor. Moreover, the robot moved
25 too fast on its wheels and often knocked things over. Mr Jiang did not know what to do with it.

In the end, Mr Jiang decided to return the robot to the robot shop. Robots can help people a lot, but they can also be too much trouble!

B Buying a robot

B1 After reading the story, Daniel wrote down some words he does not know. Help him match the words on the left with the meanings on the right. Write the correct letters in the blanks.

- | | | | | |
|---|---------------------------------|-------|---|--|
| 1 | as good as (line 12) | _____ | a | very untidy or dirty |
| 2 | satisfy (line 17) | _____ | b | in a correct way |
| 3 | virus (line 19) | _____ | c | keep something somewhere |
| 4 | properly (line 19) | _____ | d | very nearly |
| 5 | in a complete mess
(line 22) | _____ | e | instructions that are designed
to cause computer problems |
| 6 | store (line 23) | _____ | f | provide what is needed |

B2 Daniel is thinking of the good and bad points of having a robot. Help him complete the lists below using the information in the story on pages 38 and 39.

Good points

- 1 With the robot's help, I will have a lot more time to _____.
- 2 It can make _____ for me in the morning.
- 3 It can _____ my clothes.
- 4 It can _____ at the supermarket if I am busy.
- 5 It can _____ after dinner.
- 6 My flat will look _____.

Bad points

- 1 If the robot catches _____, it will cause a lot of problems.
- 2 It might _____ early in the morning.
- 3 It might lay my food on the _____.
- 4 It might store milk in the _____.
- 5 It might spread coins, bills and my _____ all over the floor.
- 6 It might move too fast and _____.

B3 Daniel and Millie are talking on the phone. Daniel wants to buy a robot. Millie is asking him what it would be like to live with a robot. Write a **T** if Daniel's answer is true or an **F** if it is false.

- Millie:** Would a robot bring any changes to your life?
- Daniel:** ⁽¹⁾ Yes. Some changes might be good, but some might not. _____
- Millie:** How could a robot help you in the morning?
- Daniel:** ⁽²⁾ It could eat breakfast for me. _____
- Millie:** Could it do some shopping for you?
- Daniel:** ⁽³⁾ Yes. It could do some shopping at the supermarket. _____
- Millie:** What would the robot do while you are at school?
- Daniel:** ⁽⁴⁾ It would do the housework. _____
- Millie:** Could the robot cook?
- Daniel:** ⁽⁵⁾ I'm afraid it couldn't. _____
- Millie:** Does a robot sometimes go wrong?
- Daniel:** ⁽⁶⁾ Yes, a robot sometimes goes wrong. _____
- Millie:** What might cause a robot not to work properly?
- Daniel:** ⁽⁷⁾ For example, it could catch a virus. _____
- Millie:** What would happen then?
- Daniel:** ⁽⁸⁾ It would make stupid mistakes. _____
- Millie:** Could you fix your robot by yourself?
- Daniel:** ⁽⁹⁾ No. I wouldn't know what to do with it. _____
- Millie:** So what could you do if you find the robot too much trouble?
- Daniel:** ⁽¹⁰⁾ I could return it to the factory. _____





Grammar

Sentences (I)

A Using object clauses or objects + object complements

Sometimes we use objects + object complements to replace object clauses.

He saw **that the robot was making breakfast**.

→ He saw **the robot making breakfast**.


He found **that his flat was in a complete mess**.

→ He found **his flat in a complete mess**.

He thinks **that it is too much trouble to own a robot**.

→ He thinks **it too much trouble to own a robot**.

Talking about the robot

 Before the robot went wrong, Mr Jiang was talking on the phone with his mother about it. Use an object clause to rewrite each of his sentences.

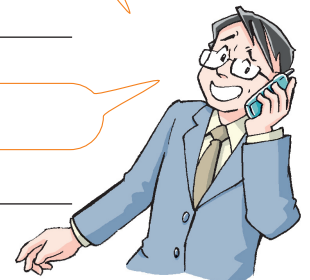
1 Every day, I notice the robot busy with all kinds of housework.

2 When I get up, I find my breakfast ready.

3 When I come back from work, I find my flat as good as new.

4 I consider the robot a great help in my daily life.

5 I feel it comfortable to live with a robot.



B Using object clauses or question words + to-infinitives

Sometimes we use question words + to-infinitives to replace object clauses.


The robot no longer knew **when it should cook breakfast**.

→ The robot no longer knew **when to cook breakfast**.

Mr Jiang did not know **what he should do with the robot**.

→ Mr Jiang did not know **what to do with the robot**.

Helping Mr Jiang look after his mother

 Mr Jiang wrote a letter to his mother before going on a business trip. Use a question word + to-infinitive to replace each object clause. Write them above the clauses.

Dear Mum,

I am going on a business trip to Shenzhen tomorrow. I have asked my robot to look after you while I am away.

You have a serious heart problem and have to take medicine every day.

However, you have a poor memory and often forget when you should take your pills. My robot will remind you to take them at the right time. If you want to go out, my robot will help you find your coat—you are always unsure where you could find your clothes. My robot will go to the supermarket to buy some fruit and vegetables for you, as you often cannot decide which you should choose at the supermarket. You often feel lonely because you do not know who you can talk to, and my robot will try to do something to make you happy.

Take care and I will see you soon!

Yours,

Jiang Shan

C Using adverbial clauses or to-infinitives

We can also use **to-infinitives** to replace some adverbial clauses expressing results or purposes.

Mr Jiang is always **so busy that he does not have any time for hobbies**.

→ Mr Jiang is always **too busy to have any time for hobbies**.


The robot is **so smart that it can do a lot of things for Mr Jiang**.

→ The robot is smart **enough to do a lot of things for Mr Jiang**.

Mr Jiang plans to buy a robot **so that he can have more free time**.

→ Mr Jiang plans to buy a robot **in order to have more free time**.

The robot was great!

 *Mr Jiang's mother was very pleased with the robot. She is telling Mr Jiang on the phone about her life with the robot. Rewrite her sentences with to-infinitives.*

1 I was so forgetful that I didn't lock the door last night.

I was too forgetful _____.

2 The robot was so careful that it reminded me of this.

The robot was careful enough _____.

3 I was so weak that I couldn't go up and down the stairs often.

I was too weak _____.

4 The robot was so kind that it bought me everything I needed.

The robot was kind enough _____.

5 Sometimes I took a walk with it so that I could have a better sleep.

Sometimes I took a walk with it in order _____.



Integrated skills

A The robot show

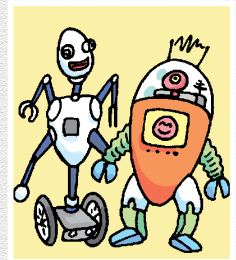
A1 ▶ There is going to be a robot show in Sunshine Town. Daniel has found a poster about the event. Look at the poster. Help him complete his notes with as much information as you can.

International Robot Show

Place: the town hall
 Dates: 14–22 March
 Time: 9 a.m.–4:30 p.m.
 Ticket: ¥20 (free for children under 12)

Special gift!

Come to the robot show on 14 March and receive a copy of Robot magazine for free!



- There is going to be a ⁽¹⁾ robot show soon.
- Robots from China, ⁽²⁾ _____ and South Korea will be displayed.
- The show will be held at the ⁽³⁾ _____.
- It is from ⁽⁴⁾ _____ to ⁽⁵⁾ _____ March.
- It begins at ⁽⁶⁾ _____ and finishes at ⁽⁷⁾ _____.
- The price of a ticket is ⁽⁸⁾ _____ for people 12 years and above.
- One of the robots is designed to help students with their ⁽⁹⁾ _____. It can read a book in ⁽¹⁰⁾ _____ and tell you about it in ⁽¹¹⁾ _____. It has a ⁽¹²⁾ _____ memory. It never gets anything ⁽¹³⁾ _____. It does not get ⁽¹⁴⁾ _____. You need to give it some oil ⁽¹⁵⁾ _____ and change the batteries every ⁽¹⁶⁾ _____.



A2 ▶ There is a radio programme about the robot show. Listen to the programme carefully and help Daniel complete his notes in Part A1.

A3 Daniel wants to invite Simon to go to the robot show. Help Daniel complete his email. Use the information in Part A1 to help you.

email

Hi Simon,

I know you are interested in robots. There is going to be a ⁽¹⁾ _____ this week. The show is held at the ⁽²⁾ _____. We can see robots from ⁽³⁾ _____. I have just learnt that one of the robots is designed to ⁽⁴⁾ _____. It can read a book ⁽⁵⁾ _____. That is really exciting news! I think we should go and find out more.

The robot show starts from this Saturday, 14 March. We will receive a ⁽⁶⁾ _____ for free if we go there on the first day of the show. Since we are over ⁽⁷⁾ _____, we need to pay ⁽⁸⁾ _____ each for the tickets. The show begins at ⁽⁹⁾ _____. Maybe we need to leave home earlier in order to get there on time.

Would you like to go with me this Saturday morning? Please let me know.

Yours,
Daniel

B Speak up: My robot has caught a virus.



Mr Jiang is calling the robot shop. Work in groups of three and make a phone call talking about what kind of service you need. Use the conversation below as a model.

Woman 1: Hello! Can I help you?

Mr Jiang: Hello! I'd like to speak to the Customer Service Department.

Woman 1: Please hold and I'll put you through.

(5 seconds later)

Woman 2: Hello! This is the Customer Service Department. What can I do for you?

Mr Jiang: My robot has caught a virus and it has gone wrong.

Woman 2: I'm sorry to hear that. Would you like us to have it checked?

Mr Jiang: Yes, please. Thanks.

Woman 2: OK. Our robot engineer will contact you soon.



British English and American English

There are some differences between British English and American English.

Spelling		
	British	American
-mme/-m	programme	program
-ll-/-l-	travelling	traveling
-gue/-g	dialogue	dialog
-our/-or	colour	color
-re/-er	theatre	theater


Vocabulary	
British	American
bookshop	bookstore
garden	yard
autumn	fall
film	movie
holiday	vacation

Grammar		
	British	American
have done/did	I have already given the present to her.	I already gave the present to her.
have got/have	Have you got a radio?	Do you have a radio?

TIP

You can consult a dictionary to find out more about the differences.

There are also some differences in pronunciation. One of the most obvious is that, in British English, the consonant /r/ is pronounced only before a vowel, e.g. **classroom**. In other cases, the /r/ is silent, e.g. **car**. In American English, the /r/ is always pronounced.

 Daniel is writing about Mr Jiang and his robot. Change his sentences into American English, using the information above to help you.

1 He has already bought a robot.

2 This new robot comes in his favourite colours—red, blue and white.

3 The robot can help a lot in the garden.

4 When he goes travelling, the robot can help look after his mother.

5 It is a pity that the robot never goes to see a film with him.



Task

A complaint letter

A Daniel has filled in a questionnaire at a robot shop. Do you agree with his answers? Discuss with your partner.

Questionnaire: Your ideal robot

What do you look for in a robot? Complete this questionnaire and return it to us. You will receive a special gift!

- 1 How long do you expect your robot's batteries to last?

<input type="checkbox"/> 2 days	<input type="checkbox"/> 1 week	<input checked="" type="checkbox"/> 2 months
---------------------------------	---------------------------------	--
- 2 How long do you think your robot should work?

<input type="checkbox"/> 8 hours a day	<input type="checkbox"/> 12 hours a day	<input checked="" type="checkbox"/> 24 hours a day
--	---	--
- 3 What do you want your robot to help you with?

<input checked="" type="checkbox"/> homework	<input type="checkbox"/> cooking	<input type="checkbox"/> cleaning
--	----------------------------------	-----------------------------------
- 4 How often do you think your robot should be checked?

<input type="checkbox"/> never	<input type="checkbox"/> every 3 months	<input checked="" type="checkbox"/> every 6 months
--------------------------------	---	--

B Daniel's robot has stopped working. He decided to write a complaint letter to the shop. Help Daniel complete his letter.

Dear Sir/Madam,

Robot model number HUGO123BB

Two weeks ago, I bought a robot from your shop. However, I am not satisfied with it at all.

First of all, I am unhappy with its batteries. They last for one week at most, so I have to change them often. I think they should last for at least ⁽¹⁾ _____.

I think a robot should work ⁽²⁾ _____, and I want my robot ⁽³⁾ _____. However, this robot is very lazy. I need to give it instructions all the time. Otherwise, I need to do everything myself.

The quality of this robot is not up to standard either. A good robot should only need checking ⁽⁴⁾ _____. My robot has already stopped working completely. I do not know what is wrong with it.

I regret having bought a robot like this. I would like to get my money back.

Yours faithfully,

Chen Dan





C ▶ The robot shop sent a reply to Daniel. Read the reply with Daniel.

Dear Mr Chen,

We are sorry to hear that you are not satisfied with your robot. We understand why you are so angry. We would like to send you a new robot. You will only need to put the batteries in to make it work.

Of course, you can have your money back if you would not accept our new product. However, we hope that you will give it a try. We are sure that you will like it. You are welcome to let us know whenever you are not satisfied with it.

Please tell us your decision. If the new robot is your choice, please let us know when we can send it to you.

We look forward to hearing from you soon.

Yours sincerely,
Lin Fang
 Manager

D ▶ Suppose you are not satisfied with the robot you bought. You also want to write a complaint letter. You may use Daniel's complaint letter as a model.



Self-assessment

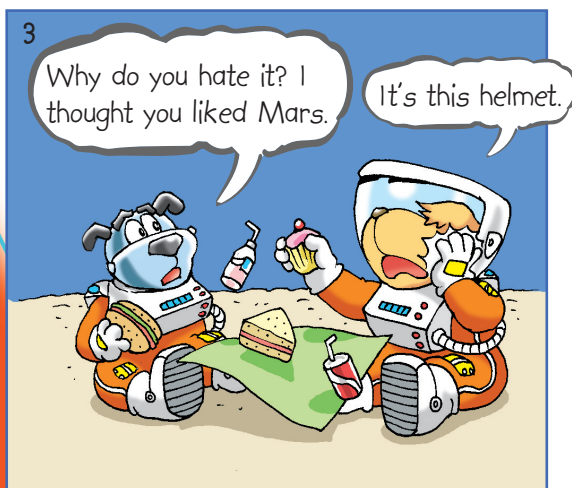
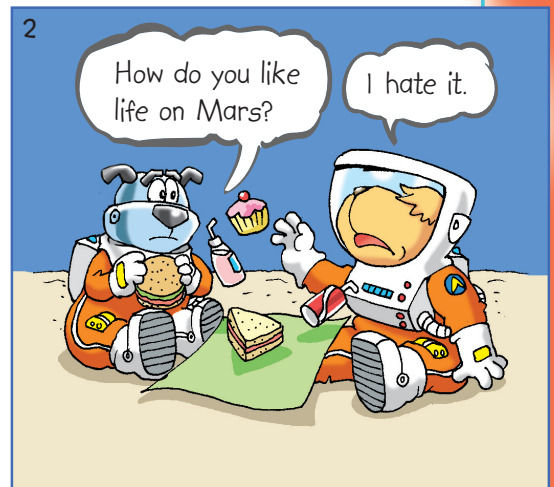
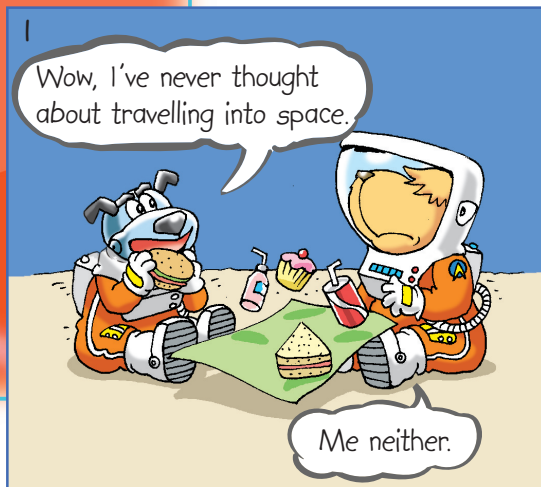
I have learnt	Details	Result
1 about a home robot.		
2 to use the new words to talk about how robots could help us.		
3 to use object clauses or simple sentences to express the same idea.		
4 some differences between British English and American English.		

Result: 😊 Perfect! 😊 Good! 😊 Not bad!

I need to spend more time on _____.

Unit 4

Life on Mars



The future

Daniel is thinking about life in the future. Maybe people will live on other planets. Daniel wants to find out more about living on Mars.

Task

Make a spidergram and then write a guide to living on Mars.











Welcome to the unit

Life in space

A Daniel is dreaming about visiting another planet. What should he take with him? Write the name of the item under each picture.

- | | | | |
|--------------|--------------|---------------|------------|
| air tank | computer | dried food | power pack |
| sleeping bag | space helmet | special boots | tent |

1		2		3		4	
<hr/>		<hr/>		<hr/>		<hr/>	

5		6		7		8	
<hr/>		<hr/>		<hr/>		<hr/>	



B Daniel is talking to Amy about living on Mars. What would it be like? Work in pairs and discuss with your partner. Use the conversation below as a model.

Daniel: What would it be like to live on Mars?

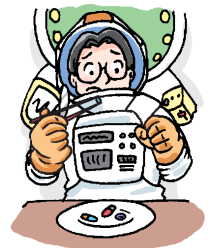
Amy: There's less gravity on Mars. We'd probably need to wear special boots.

Daniel: Yes. And we might need sleeping bags too.

Amy: I agree. Also, there's no fruit or vegetables, so we would have to eat dried food.

Daniel: Well ... that sounds quite boring! But there would be no pollution on Mars.

Amy: I hope so.





A Life on another planet



Daniel wants to find out more about life in space in the future. He has found the following article by a famous scientist who thinks humans could live on Mars by the next century.

Moving to Mars

Some people believe that humans could live on the planet Mars by the year 2100. Our own planet, the Earth, is becoming more and more crowded and polluted because of the rapid increase in population. It is hoped that people could start
5 all over again and build a better world on Mars. Here is what life there could be like.

At present, our spacecraft are too slow to carry large numbers of passengers to Mars—it would take months. With the development of technology, by the year 2100, the journey
10 might only take about 20 minutes in spacecraft that travel at the speed of light! However, the spacecraft would travel so fast that the journey to Mars might be quite uncomfortable. Many people would feel ill.

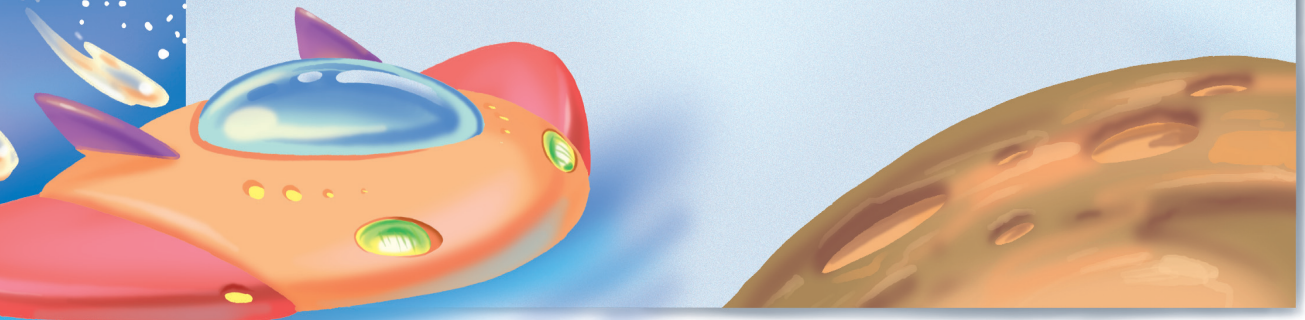
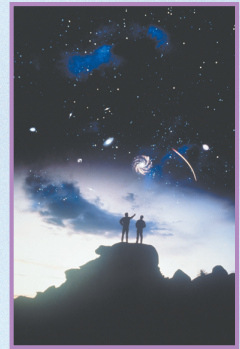
Humans cannot survive without water, oxygen or food. So far,
15 nobody knows whether there would be enough water or oxygen on Mars for people there. Moreover, scientists are not sure whether plants could grow on Mars. Food would most probably be in the form of pills and would not be so tasty.

Gravity could be another problem. The gravity on Mars is only about
20 three-eighths of that on the Earth. People would have to wear boots
that are specially designed to prevent themselves from floating off
into space.

Compared with life on the Earth, life on Mars
would be better in some ways. People would have
25 more space. They might live in houses with huge
comfortable rooms. Also, robots would do most
of their work so that they could have more time
to relax.

There would probably be no schools on Mars. Every student would
30 have a computer at home connected to an interplanetary network.
They would study at online schools with “e-teachers”.

Life on Mars would be interesting as well as challenging.



B Life in the future

B1 Daniel needs to check the meanings of some words in the article. Help him match the words on the left with the meanings on the right. Write the correct letters in the blanks.

- | | | | | |
|---|-------------------------|-------|---|---|
| 1 | crowded (line 3) | _____ | a | for one purpose |
| 2 | rapid (line 4) | _____ | b | a second time from the beginning |
| 3 | population (line 4) | _____ | c | decide in what way things are similar or different |
| 4 | all over again (line 5) | _____ | d | having a nice taste |
| 5 | passenger (line 8) | _____ | e | full of people |
| 6 | tasty (line 18) | _____ | f | happening in a short period of time |
| 7 | specially (line 21) | _____ | g | a person who rides in a car, bus, train, etc. but does not drive it |
| 8 | compare (line 23) | _____ | h | the total number of people in an area, a country, etc. |

B2 Daniel is looking for more information on the Internet. Below are the keywords he used and the links he got from the search engine. Match the keywords with the links. Write the correct letters in the blanks.

1	<input type="text" value="crowded planet"/>	<u> f </u>	4	<input type="text" value="space houses"/>	_____
2	<input type="text" value="spacecraft"/>	_____	5	<input type="text" value="robot on Mars"/>	_____
3	<input type="text" value="speed boots"/>	_____	6	<input type="text" value="online teacher"/>	_____

Search

- a [Need someone to teach you any time, any place?](#)
- b [Living in a space house is fun](#)
- c [All about the newest spacecraft that travel in space](#)
- d [Our shoes can make you walk faster!](#)
- e [Robots could be of great help to people on Mars](#)
- f [The population on the Earth is still increasing rapidly](#)

B3 Daniel is telling Simon about the article. Simon is very interested and is asking many questions. Help Daniel answer Simon's questions. Circle the correct letters.

- 1 Why would people move to Mars?
 - a The Earth is crowded and polluted.
 - b People want to make friends with those from another planet.
 - c Flying to Mars would be fun.
- 2 How long does it take to fly to Mars at present?
 - a Hours.
 - b Months.
 - c Years.
- 3 What would the flight to Mars be like by the year 2100?
 - a Fast and comfortable.
 - b Fast but uncomfortable.
 - c Slow but comfortable.
- 4 What would food on Mars be like?
 - a Very tasty.
 - b Very sweet.
 - c Not very tasty.
- 5 Would gravity be a problem on Mars?
 - a No, it's not a problem.
 - b Yes. Many people would get lost.
 - c Yes, and people would wear special boots.
- 6 Where might people live on Mars?
 - a In houses with huge rooms.
 - b On spacecraft.
 - c In sleeping bags.
- 7 What would schools be like on Mars?
 - a Very small.
 - b Online schools.
 - c Like those on the Earth.
- 8 What does the writer think of life on Mars?
 - a Better than life on the Earth.
 - b Worse than life on the Earth.
 - c There would be good and bad points.

B4 Daniel is making a list of the differences between life on the Earth today and life on Mars in 2100. Help him complete his list. Use the information from the article on pages 52 and 53.

Life on the Earth today	Life on Mars in 2100
It is polluted and crowded.	It would be clean and have lots of space.
Spacecraft are slow.	
There is enough water and oxygen.	
There are many kinds of tasty food.	
Gravity is not a problem for us.	
Many people live in small flats.	
People have little time to relax.	
Students study at real schools.	



Grammar

Sentences (II)

A Using adverbial clauses or simple sentences

We can rewrite some adverbial clauses in simple sentences with prepositional phrases beginning with **at the age of**, **because of** and **without**.

Neil Armstrong received his student pilot's licence **when he was 16**.

→ Neil Armstrong received his student pilot's licence **at the age of 16**.


People might float in space **because the gravity is low**.

→ People might float in space **because of the low gravity**.

Humans cannot survive **if there is no food, water or oxygen**.

→ Humans cannot survive **without food, water or oxygen**.

Learning about outer space

 Daniel is writing about visiting another planet. Help him rewrite the sentences using the words in brackets.

- 1 Neil Armstrong took his first flight when he was only six. (at the age of)

- 2 Yuri Gagarin became the first man to go into outer space at the age of 27.
(when)

- 3 People might move to another planet in the future because the population on the Earth is increasing rapidly. (because of)

- 4 If there is no fresh food, meals will not be as tasty as they are today.
(without)

- 5 It would be funny to play football on Mars because of the low gravity.
(because)

- 6 Without special boots, you cannot walk on Mars. (if ... not)

B Using object clauses or simple sentences

We can rewrite some object clauses in simple sentences with prepositions like **of** and **about**.


The smell of the pills reminds them **that food on the Earth is tasty**.

→ The smell of the pills reminds them **of the tasty food on the Earth**.

Are they sure **that space travel will be very fast?**

→ Are they sure **about the fast speed of space travel?**

About the planet Mars

 *Millie knows little about the planet Mars. She is asking Daniel for more information. Rewrite Millie's sentences using the words in brackets.*

Millie: (1) Are you aware how far Mars is away from the Sun?

Daniel: Yes. Mars is about 142,000,000 miles away from the Sun. It takes Mars about two Earth years to circle around the Sun once.

Millie: (2) Are scientists in agreement that living on Mars would be possible for humans in the future?

Daniel: No. But they're working hard to learn more about Mars.

Millie: (3) Do they think that the low gravity on Mars might be a problem?

Daniel: Yes, they do.

Millie: (4) Are you aware what transport could be like on Mars?

Daniel: It could be much better than that on the Earth. However, scientists aren't sure whether people could grow plants on Mars.

Millie: (5) I wonder how many people would like to move to Mars.

(6) I think people should know that life on Mars would be different from that on the Earth.

1 Are you aware _____ (distance)?

2 Do scientists agree _____ (possibility)?

3 Have they thought _____ (problem)?

4 Are you aware _____ (transport)?

5 I wonder _____ (number).

6 I think people should know _____ (differences).

C Using defining relative clauses or simple sentences

We can rewrite some defining relative clauses in simple sentences with prepositions like **with** and **in**.

People might live in houses **which have huge comfortable rooms**.

→ People might live in houses **with huge comfortable rooms**.

On Mars you might see people **who wear special boots**.

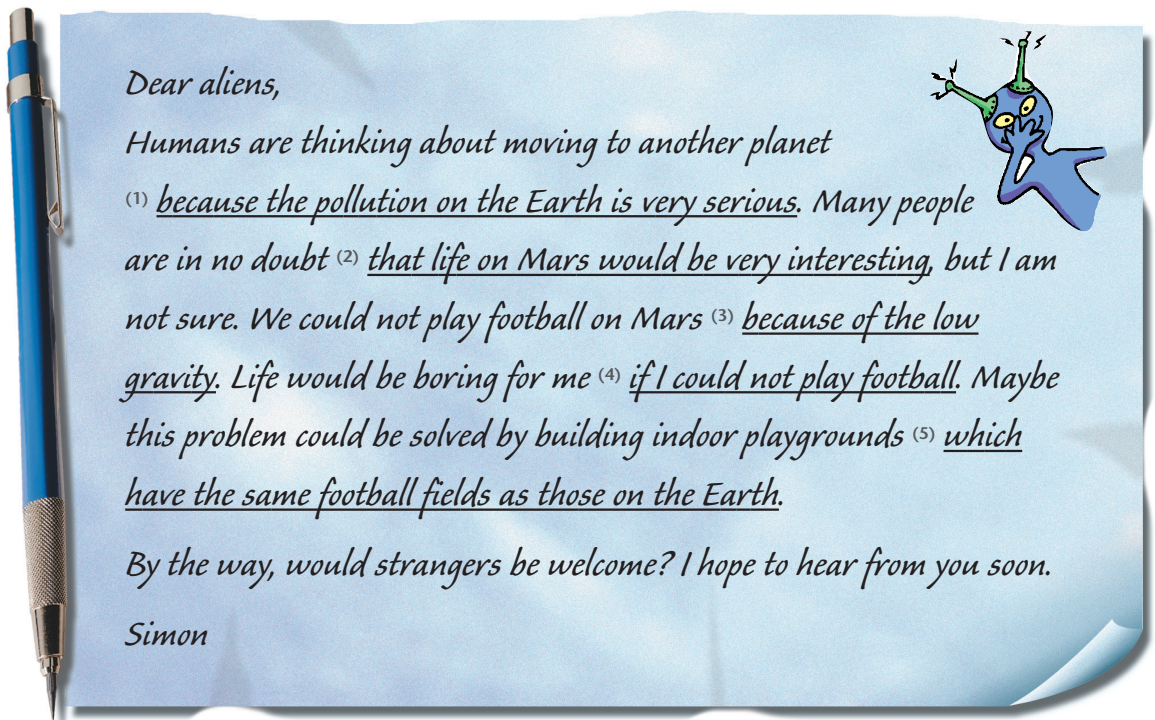
→ On Mars you might see people **in special boots**.

Curious about Mars

C1 Simon is writing about Mars. Rewrite the defining relative clauses in simple sentences with the preposition **with** or **in**.

- 1 *Mars is a planet that has an environment similar to that of the Earth.*
- 2 *Astronauts who wear space suits and helmets might stay on Mars for hours.*
- 3 *It is difficult to breathe on a planet that has much thinner air than that on the Earth.*
- 4 *On Mars there might be people who carry air tanks on their backs.*

C2 Simon is interested in stories about aliens. He even writes to aliens. Replace each of the underlined parts in his letter with another expression.



Dear aliens,

Humans are thinking about moving to another planet

(1) because the pollution on the Earth is very serious. Many people are in no doubt (2) that life on Mars would be very interesting, but I am not sure. We could not play football on Mars (3) because of the low gravity. Life would be boring for me (4) if I could not play football. Maybe this problem could be solved by building indoor playgrounds (5) which have the same football fields as those on the Earth.

By the way, would strangers be welcome? I hope to hear from you soon.

Simon



Integrated skills

A Living on Mars



A1 Daniel wants to live on Mars in the future. However, Sandy is still not sure if she would like to. This week, there is a TV programme on this topic. Listen to the preview. Help Sandy make notes of it.

Survey carried out in:	(1) <u>Schools in Sunshine Town</u>
Day:	(2) _____
Channel:	(3) _____
Name of programme:	(4) _____
Time:	(5) _____
Percentage of students who would like to move away from the Earth:	(6) _____



A2 Sandy is watching the TV programme. She wants to write down the important points. Listen to the discussion and help her complete her lists.



Advantages

- 1 It would be very interesting.
- 2 We could study at _____.
- 3 It is not so crowded, with much more _____.
- 4 Travelling in space would be _____.

Disadvantages

- 1 We do not know if it is really safe.
- 2 We might _____ from living there.
- 3 It is _____ from the Earth.
- 4 There is not enough food, _____ or oxygen.
- 5 There might be _____ aliens.

A3 Daniel and Sandy are talking about the TV programme. Complete their conversation with the information in Parts A1 and A2.

Sandy: Did you watch the programme called ⁽¹⁾ _____ on ⁽²⁾ _____ TV last ⁽³⁾ _____ evening?

Daniel: Yes, I did. But I missed the first part of it. When did the programme begin?

Sandy: It began at ⁽⁴⁾ _____. It started with a discussion about a ⁽⁵⁾ _____. It showed that ⁽⁶⁾ _____ of the students would like to ⁽⁷⁾ _____ the Earth and live on ⁽⁸⁾ _____.

Daniel: Oh yes. Some students said living on another planet such as Mars would be very ⁽⁹⁾ _____. They could study at ⁽¹⁰⁾ _____, and travelling in ⁽¹¹⁾ _____ would be fun.

Sandy: There might also be much more ⁽¹²⁾ _____ for everyone on Mars. It's too crowded here.

Daniel: However, some other students were worried about living there. They said they didn't know if it would be ⁽¹³⁾ _____. They thought they might ⁽¹⁴⁾ _____ because there's not enough food, ⁽¹⁵⁾ _____ or oxygen on Mars.

Sandy: They were even afraid of aliens there. They thought aliens were ⁽¹⁶⁾ _____ and would harm people.

B Speak up: Earth or Mars?



Daniel and Sandy are talking about living on Mars. Work in pairs and discuss whether you would like to live on Mars. Use the conversation below as a model.

Daniel: Would you like to live on Mars, Sandy?

Sandy: I'm not sure if it's worth the risk. It worries me.

Daniel: Why? It would be quite safe. After all, humans have already been to the Moon.

Sandy: Maybe you're right, but we might get ill from living there.

Daniel: I don't think so, Sandy. It's just a different kind of life. It would be great to live on another planet.

Sandy: What about all your friends here on the Earth if you go to Mars?

Daniel: I want you all to come too.

Sandy: OK. If we all go together, it should be fun.



Self-assessment

To do self-assessment means to think about your studies in order to find out your strengths and weaknesses. This can help you make a plan to improve the way you study.

A Kitty is completing a self-assessment form to find out how she is doing with her English study. Read her results in the table below.

	always	often	sometimes	almost never
Do you speak English in class?		✓		
Can you remember new words easily?				✓
Do you make spelling mistakes?		✓		
Can you learn new grammar rules well?				✓
Can you answer listening questions correctly?			✓	
Do you get good results in tests?			✓	

B After doing the self-assessment, Kitty is making a plan for studying English. Read her plan. Do you think she has some good ideas?

I often speak English well in class, but I still need to practise more.

I need to work harder to learn new words and grammar rules. I plan to copy the new words in my notebook and read them every morning. I plan to remember five new words every day. Grammar rules are difficult, so I will keep an English diary and try to use the new grammar rules I have learnt. I plan to watch English TV programmes every weekend in order to improve my listening skills.

C Now complete the self-assessment form in Part A yourself. Then write your own plan for studying English.

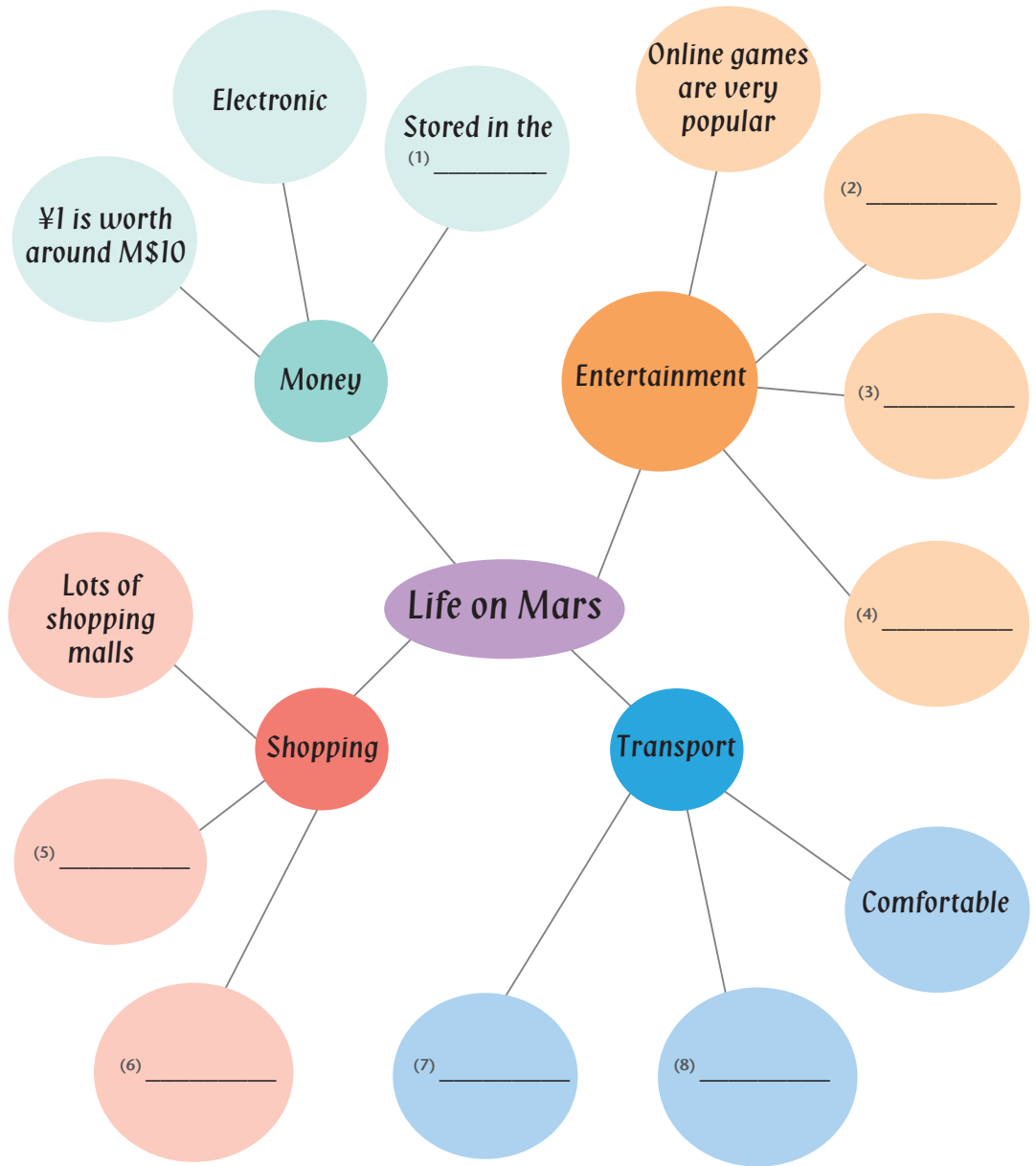


Task

A guide to living on Mars

A Daniel is making a guide to living on Mars in the future. First, help him complete the spidergram below to organize his ideas. Write the correct letters in the blanks.

- a Cars float in the air
- b Low-gravity basketball games
- c Traffic with no air pollution
- d Space clothes and food
- e Many online theatres
- f Planet Mars Bank
- g Goods from the Earth are hard to find
- h Visit the two moons



B Daniel is writing his draft. Help him complete it. Use the information on page 62 to help you.

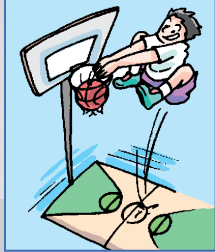
Document 1

File Edit View Insert Format Tools Table Window Help

Here is a guide to living on Mars in the future.

On Mars, we use Mars dollars. We get about M\$10 for every ¥1, but we never see any of it! Mars dollars are electronic and are stored in the ⁽¹⁾ _____.

A very popular form of entertainment is online games. They make us feel like we are really inside the games! There are also many ⁽²⁾ _____ theatres. There are ⁽³⁾ _____ to visit, but most people may prefer to watch the amazing low-gravity ⁽⁴⁾ _____ instead.



There are lots of ⁽⁵⁾ _____ on Mars. They sell ⁽⁶⁾ _____ and food. Most things are cheap on Mars. Goods from the Earth are ⁽⁷⁾ _____.

The public transport system is ⁽⁸⁾ _____, and it produces ⁽⁹⁾ _____. If you want to drive, you can buy a car which ⁽¹⁰⁾ _____!

Life on Mars is interesting, isn't it?

REC TRK EXT OVR WPH

C You also want to write a guide to living on Mars. First, make a spidergram like Daniel's on page 62. Then write the guide and include some drawings.



Self-assessment

I have learnt	Details	Result
1 about life on Mars.		
2 to use the new words to talk about life on Mars.		
3 to use adverbial clauses, object clauses, defining relative clauses or simple sentences.		
4 how to do a self-assessment.		

Result: 😊 Perfect! 😊 Good! 😊 Not bad!

I need to spend more time on _____.

Project 2

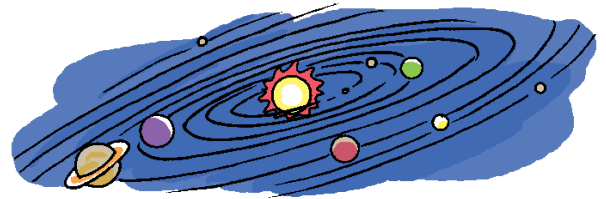
A booklet about life in the future

What kind of world would you like to live in? Make a booklet about your life in the future.

A Planning and preparing

1 Work in pairs. Talk about where you would like to live. You could live:

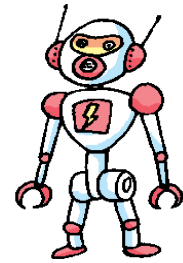
- on the Earth
- on Mars
- on the Moon
- in space
- somewhere else



2 Write a heading called “Things I would need”. Under the heading, list the five most important things you would like to have in your future world.

3 You have a robot in your future world. What kind of robot do you want? You can choose one of these:

- a home robot
- a schoolwork robot
- a hobby robot
- a sports robot
- a teacher robot



What would your robot be able to do? What characteristics should your robot have? Write down your answers.

4 Think of at least three advantages and three disadvantages of living in your future world. Then fill in the table below.

Advantages	Disadvantages
1	1
2	2
3	3
4	4
5	5

B Tips for making your booklet

Writing

- Use a different page for each topic. Write the headings clearly at the top of each page.
 - Page 1: Life in/on _____
 - Page 2: Things I would need
 - Page 3: My robot
 - Page 4: Advantages and disadvantages
 - Page 5: Map of _____
- Prepare an outline first. Then write the details.

Using pictures and photos

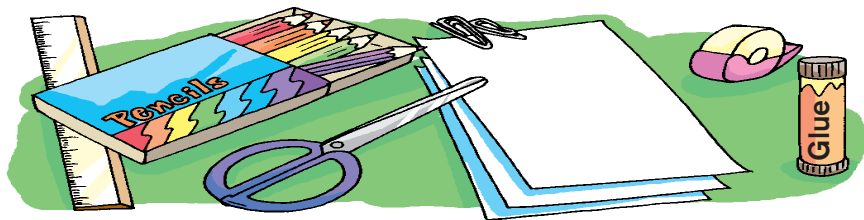
- Try to find some pictures that relate to your writing in newspapers or magazines or on the Internet. Add them to your booklet.
- Draw a map of the area where you would like to live and put it on page 5 of your booklet.
- Design an attractive cover showing some of the topics you have written about in your booklet.

Putting your booklet together

- Before you write in your booklet, write a draft.
- Then check the draft carefully for grammar and spelling mistakes.
- Next, decide how you want to arrange the pictures for each section.
- Finally, copy the revised draft into your booklet.

Presentation

- Use all kinds of materials to make your booklet colourful and interesting.
- Use bright colours for your drawings and writing. You can also use a computer to help you set the text and the pictures.



Irregular verbs

Base form	Simple past	Past participle	Base form	Simple past	Past participle
be	was/were	been	feel	felt	felt
bear	bore	born	fight	fought	fought
beat	beat	beaten	find	found	found
become	became	become	fly	flew	flown
begin	began	begun	forget	forgot	forgotten
blow	blew	blown	get	got	got
break	broke	broken	give	gave	given
bring	brought	brought	go	went	gone
build	built	built	grow	grew	grown
burn	burnt	burnt	hang (悬挂)	hung	hung
	burned	burned	have	had	had
buy	bought	bought	hear	heard	heard
catch	caught	caught	hide	hid	hidden
choose	chose	chosen	hit	hit	hit
come	came	come	hold	held	held
cost	cost	cost	hurt	hurt	hurt
cut	cut	cut	keep	kept	kept
deal	dealt	dealt	know	knew	known
dig	dug	dug	lay	laid	laid
do	did	done	lead	led	led
draw	drew	drawn	learn	learnt	learnt
dream	dreamt	dreamt		learned	learned
	dreamed	dreamed	leave	left	left
drink	drank	drunk	lend	lent	lent
drive	drove	driven	let	let	let
eat	ate	eaten	lie (躺)	lay	lain
fall	fell	fallen	light	lit	lit
feed	fed	fed		lighted	lighted

Base form	Simple past	Past participle	Base form	Simple past	Past participle
lose	lost	lost	sleep	slept	slept
make	made	made	smell	smelt	smelt
mean	meant	meant		smelled	smelled
meet	met	met	speak	spoke	spoken
mistake	mistook	mistaken	speed	speeded	speeded
pay	paid	paid		sped	sped
put	put	put	spell	spelt	spelt
read /ri:d/	read /red/	read /red/		spelled	spelled
ride	rode	ridden	spend	spent	spent
ring	rang	rung	spread	spread	spread
rise	rose	risen	stand	stood	stood
run	ran	run	steal	stole	stolen
say	said	said	stick	stuck	stuck
see	saw	seen	swim	swam	swum
sell	sold	sold	take	took	taken
send	sent	sent	teach	taught	taught
set	set	set	tell	told	told
shake	shook	shaken	think	thought	thought
shine	shone	shone	throw	threw	thrown
show	showed	shown	understand	understood	understood
	showed	showed	wake	woke	woken
shut	shut	shut	wear	wore	worn
sing	sang	sung	win	won	won
sit	sat	sat	write	wrote	written

Unit 1

1 Hobo: Wow, the Great wall is amazing, isn't it?

Eddie: No, it isn't. It's tiring to climb the steps, and my feet hurt. I'm taking a rest.
(page 6, Pictures 1 & 2)

霍波：哇！长城真壮观啊，不是吗？

埃迪：不，才不是呢！爬这些台阶真累人，我的脚也磨疼了。我要休息一下。

文中的 *I'm taking a rest.* 是用现在进行时表示即将进行的安排，即说话时刻之前已经决定了的安排。英语中一些动词如 *come*、*go*、*stay*、*leave*、*arrive*、*fly*、*walk*、*drive*、*ride*、*take* 等，常用现在进行时表示确切的计划或已安排好的活动。如：

I am arriving in Beijing at 1 p.m. 我下午一点到北京。

We are leaving for Japan soon. 我们马上前往日本。

2 With wonderful buildings and art treasures inside, it is well worth a visit.
(page 8, lines 8-9)

它（故宫）里面有宏伟的建筑和艺术珍宝，非常值得一游。

介词 *with* 短语，在句中常用作状语，表示原因、条件、时间、伴随、方式等。

With the development of modern medicine, more and more diseases can be cured.

随着现代医学的发展，越来越多的疾病能够被治愈。

3 Many tourists like to gather there early in the morning to watch the raising of the national flag. (page 8, lines 11-12)

许多游客喜欢一大早聚集在那里观看升旗仪式。

句中的 *raising* 是 *raise* 的动名词形式。注意 *raise* 和 *rise* 的区别。*raise* 意思是“举起，提起（某物）”，是及物动词，而 *rise* 意思是“（某物）上升，升起”，是不及物动词。如：

He raised his hand to get my attention. 他抬起手想引起我的注意。

Prices are rising all the time. 物价一直在上涨。

4 It runs for over 6,000 kilometres across northern China, with watchtowers every few hundred metres. (page 8, lines 18-20)

它（长城）在中国北部地区绵延 6 000 多公里，每隔几百米设有瞭望塔。

5 It is one of the wonders of the world. (page 8, line 21)

它（长城）是世界奇迹之一。

句中的 *wonder* 为名词，意思是“奇迹；奇观；奇事”。如：

Mount Qomolangma is a natural wonder of the world.

珠穆朗玛峰是个世界自然奇迹。

wonder 还可以用作动词，意思是“想知道，想弄明白”。如：

I was wondering who would be the next US president. 我很好奇谁会成为下一任美国总统。

6 East or west, Guilin landscape is best. (page 9, lines 25-26)

桂林山水甲天下。

这句话由英语谚语“East or west, home is best.”而来。

7 It lies on the two sides of the Lijiang River. (page 9, lines 27–28)

它（桂林）位于漓江两岸。

句中的 *lie* 意思是“位于，坐落在”。如：

The town lies on the coast. 这个小镇位于海滨。

lie 还有“躺；平放”的意思。如：

His books are lying all over the desk. 他的书堆得桌上到处都是。

lie 用作动词，还可表示“撒谎”的意思；用作名词，意思是“谎言”。如：

She always lies about her age. 她总是谎报自己的年龄。

You can trust him because he never tells lies. 你可以信任他，因为他从不说谎。

8 In this underground cave, it is amazing that there are so many rocks in unusual shapes—some hang down, and others point upwards. The cave is praised as the “Art Palace of Nature”. (page 9, lines 34–38)

在这个地下溶洞中，有如此众多造型奇特的石头，有的向下悬垂，还有的向上伸展，真让人叹为观止。此洞被誉为“大自然的艺术宫殿”。

句中的 *underground* 意思是“地下的”。如：

There is an underground car park here. 这儿有个地下停车场。

underground 还可用作名词，表示“地铁”。如：

I always go to school by underground. 我总是坐地铁上学。

9 As an old saying goes, “He who has never been to the Great Wall is not a true man.” (page 10, Part B2)

正如俗语所说：“不到长城非好汉。”

从句 *who has never been to the Great Wall* 作定语，修饰前面的代词 *he*。

10 The lake is very big—it takes up three quarters of the area. (page 12, Part A)

湖很大，占了四分之三的面积。

短语 *take up* 意思是“占据（空间），占用（时间）”。如：

The table takes up too much space. 这张桌子太占地方了。

11 Across the lake is a 17-hole bridge. There are many stone lions on either side of it. (page 12, Part A)

湖上有一座十七孔桥，桥两边有很多石狮子。

on either side of = *on both sides of*

前一句是一个倒装句，相当于 *A 17-hole bridge is across the lake.*

12 Japan is the second country we are going to visit in Asia. (page 16, Part A3)

日本是我们将在亚洲将要去去的第二个国家。

从句 *we are going to visit in Asia* 作定语，修饰前面的 *country*，其前省略了关系代词 *which* 或 *that*。

Unit 2

1 Who do you think is the greatest person in history, Eddie? (page 20, Picture 1)

埃迪，你认为史上最伟大的人是谁？

句中的 *do you think* 是该疑问句中的插入部分。

- 2 In 1966, he went into space as command pilot of *Gemini 8*. He and David Scott managed to join two spacecraft together for the first time in space.
(page 22, lines 9–12)

1966年，他（阿姆斯特朗）作为“双子座8号”宇宙飞船的飞行指挥进入太空。他和戴维·斯科特成功地将两个航天器在太空首次交会对接。

- 3 However, on their way back to the Earth, the spacecraft began spinning out of control. (page 22, lines 12–13)

但是，在他们返回地球的途中，宇宙飞船开始旋转，失去控制。

短语 *out of control* 意为“失去控制，不受操纵”。如：

The car went out of control and hit a tree by the road.

车失去了控制，撞上了路边的一棵树。

- 4 Armstrong received the order to cut the flight short. He successfully brought the spacecraft down into the western Pacific Ocean. (page 22, lines 13–15)

阿姆斯特朗接到缩短航程的指令。他成功地使宇宙飞船落入西太平洋。

- 5 On 20 July 1969, Armstrong became the first man to walk on the Moon.
(page 23, lines 16–17)

1969年7月20日，阿姆斯特朗成为第一个登上月球的人。

句中的 *to walk on the Moon* 作定语，修饰 *the first man*。

- 6 They collected Moon rocks to take back to the Earth for further research.
(page 23, lines 22–23)

他们采集了月球岩石带回地球作进一步研究。

- 7 Because of his excellent service, Neil Armstrong was presented with the Medal of Freedom, the highest award that a US citizen can receive. (page 23, lines 25–27)

因为他的出色表现，尼尔·阿姆斯特朗被授予自由勋章——一个美国公民可得最高奖励。

句中的 *that a US citizen can receive* 是限制性定语从句，修饰先行词 *award*。定语从句中，如果先行词前有序数词或最高级修饰，关系代词常用 *that*。

- 8 It was brave of him to go to a place that was unknown to humans at that time.
(page 30, Part B)

他很勇敢，到一个当时人类未知的地方去。

从句 *that was unknown to humans at that time* 作定语，修饰 *place*。

- 9 She also pushed for the use of X-ray machines, which are now widely used in hospitals. (page 30, Part B)

她（居里夫人）还推动了X光设备的使用，这种设备现已在医院广泛应用。

从句 *which are now widely used in hospitals* 作定语，是非限制性定语从句，对主句中的 *X-ray machines* 起补充说明的作用。

- 10 I think Yuan Longping, a rice scientist and a member of the Chinese Academy of Engineering, is one of the greatest people that have ever lived. (page 33, Part B)

我认为水稻科学家及中国工程院院士袁隆平是有史以来最伟大的人之一。

从句 *that have ever lived* 是定语从句，修饰先行词 *people*。在非正式文体中，这里也可用 *that has ever lived*，而且这种用法已被广泛接受。

- 11 That is why I admire him so much. (page 33, Part B)
这就是我如此钦佩他（袁隆平）的原因。

Unit 3

- 1 I'm complaining about you to the robot shop. (page 36, Picture 2)
我在向机器人商店投诉你。
- 2 Would robots have brains in the future, Daniel? (page 37, Part B)
丹尼尔，将来机器人会有大脑吗？
句中的 *would* 用来谈论想象的事情。情态动词 *would*、*could* 均可引出想象的结果，这一用法在本册 Unit 4 的 Reading 中较为普遍。
- 3 It seemed that in general the robot satisfied Mr Jiang's needs. (page 39, line 17)
看起来这个机器人大体上满足了江先生的需求。
句中的 *satisfy* 是动词，意思是“满足（需求、需要）”。短语 *be satisfied with* 意思是“对……感到满意（满足）”。
The big cake was not enough to satisfy his hunger. 这只大蛋糕不足以让他解饿。
Daniel is not satisfied with his robot at all. 丹尼尔对他的机器人一点都不满意。
- 4 After a few comfortable weeks, however, things started to go wrong. (page 39, lines 18–19)
然而，几周舒适的生活之后，情况开始不对了。
after a few weeks = a few weeks later
短语 *go wrong* 的意思是“出现问题”。如：
Things started to go wrong when they moved to the city centre.
当他们搬到市中心后，问题出现了。
短语 *go wrong* 用于描述机器时，可表示机器“发生故障，出毛病”。如：
Something has gone wrong with the watch. 这块表出毛病了。
- 5 When Mr Jiang got home, he would find his flat in a complete mess: food was laid on the bed; milk was stored in the rubbish bin; coins, bills and his private papers were spread all over the floor. (page 39, lines 21–24)
当江先生回到家，他会发现家里乱作一团：食物放在床上，牛奶储存在垃圾桶里，硬币、账单和他的私人文件撒得满地都是。
句中的 *mess* 是可数名词，常用单数形式，意思是“杂乱，不整齐”。常见的搭配有 *be in a mess*（杂乱不堪），*make a mess*（搞得一塌糊涂）。
句中的 *spread* 意思是“使分散，使分布”。如：
Seeds are often spread by the wind. 种子通常随风传播。
- 6 Come to the robot show on 14 March and receive a copy of *Robot* magazine for free! (page 45, Part A1)
3月14日那天来机器人展览会，就能免费获得一本《机器人》杂志！
短语 *for free* 的意思是“免费”。如：
If you are lucky enough, you will get a concert ticket for free.
如果你够幸运的话，就会免费得到一张演唱会门票。

- 7 How long do you expect your robot's batteries to last? (page 48, Part A)
你期望你的机器人的电池能用多久?
句中的 **expect** 是动词, 意思是“期望; 期待”。如:
Parents expect their children to be successful. 父母们期望他们的孩子成功。
We are expecting him to arrive. 我们一直在等他。
- 8 The quality of this robot is not up to standard either. (page 48, Part B)
这个机器人的质量也不合格。
短语 **up to standard** 的意思是“合格”。如:
The product is up to standard. 此产品合格。
- 9 I regret having bought a robot like this. (page 48, Part B)
我后悔买了这样的一个机器人。
句中的 **regret** 意思是“后悔”, **regret having done something** 意思是“后悔做了某事”。如:
She regrets not having bought that book. 她后悔没买那本书。

Unit 4

- 1 Hobo: Wow, I've never thought about travelling into space.
Eddie: Me neither. (page 50, Picture 1)
霍波: 哇, 我从未想过到太空旅行。
埃迪: 我也是。
否定回答 **Me neither** 为非正式用法, 美式英语中也用 **Me either**, 正式答句为 **Neither have I**。
- 2 It is hoped that people could start all over again and build a better world on Mars. (page 52, lines 4-5)
人们有望能够在火星上重新开始, 建设一个更好的世界。
句型 **It is hoped that ...** 表示“……可以指望”, 指说话者希望如此。如:
It is hoped that we can finish the project before this weekend.
我们有望在本周末前完成此项目。
- 3 Here is what life there could be like. (page 52, lines 5-6)
这里描述的是火星上的生活可能是什么样子。
句中的 **what life there could be like** 作谓语动词 **is** 的表语。
- 4 At present, our spacecraft are too slow to carry large numbers of passengers to Mars—it would take months. (page 52, lines 7-8)
目前, 我们的宇宙飞船太慢了, 无法运送大批的乘客去火星——因为要花几个月的时间。
句中的 **large numbers of** 表示“大量的”, 也可以说 **a large number of**。如:
Large numbers of/A large number of people go travelling during the National Day holiday.
很多人在国庆假期去旅游。
- 5 With the development of technology, by the year 2100, the journey might only take about 20 minutes in spacecraft that travel at the speed of light! (page 52, lines 8-11)
随着技术的发展, 到2100年, 乘坐以光速飞行的宇宙飞船, 行程或许只要大约20分钟!
短语 **at a/the speed of** 意思是“以……的速度”。如:

The car is moving at a speed of 100 kilometres per hour.

小汽车正以每小时 100 公里的速度行驶。

6 Food would most probably be in the form of pills and would not be so tasty.
(page 52, lines 17–18)

食物很大可能会以药片的形式存在，而且味道没那么可口。

句中的 *in the form of* 意思是“以……形式”。如：

Help in the form of money will be welcome. 欢迎以钱的形式资助。

7 The gravity on Mars is only about three-eighths of that on the Earth.
(page 53, lines 19–20)

火星上的重力大约只有地球上的八分之三。

在做比较时，我们常用 *that/those* 指代句中类似或相同的那一部分。通常 *that* 用于指代可数名词单数或不可数名词，*those* 用于指代可数名词复数。此句中的 *that* 指代前面的 *gravity*。如：

The air on Mars is much thinner than that on the Earth.

火星上的空气要比地球上的稀薄很多。

8 Compared with life on the Earth, life on Mars would be better in some ways.
(page 53, lines 23–24)

与地球上的生活相比，火星上的生活在有些方面要好些。

过去分词短语 *compared with life on the Earth* 在句中作状语。*compare* 意思是“比较”。

如：

We carefully compared the results of the two experiments.

我们仔细地对比了两次试验的结果。

9 Every student would have a computer at home connected to an interplanetary network. (page 53, lines 29–30)

每个学生家里都有一台电脑与星际网络连接。

过去分词短语 *connected to an interplanetary network* 在句中作定语，修饰前面的 *computer*。

10 Life on Mars would be interesting as well as challenging. (page 53, line 32)

火星上的生活，不仅有挑战性，还很有趣。

短语 *as well as* 意思是“不但……而且，既……又”。注意这一短语在译成中文时，应先译 *as well as* 后面的内容，再译前面的。如：

They visited the museum as well as the zoo. 他们不但参观了动物园，还参观了博物馆。

Grammar check

Unit 1

代词it的用法

我们常用it作人称代词，代替人、事、物等。如：

—Who's that? 那是谁?

—It's my uncle. 那是我的叔叔。

—What's this? 这是什么?

—It's a book. 这是一本书。

- it用来指代动物或者无生命的事物。如：

Look at the monkey. **It** is so clever. 看这只猴子，它真机灵。

This is the Summer Palace. **It** is really beautiful. 这是颐和园，它真美。

注意：当我们用it指代动物时，如果是宠物，我们通常可以用he或者she来代替it。如：

My cat is five years old. **He** likes sleeping on my bed. 我的小猫五岁了。他喜欢在我的床上睡觉。

I have a dog. **She** is my best friend. 我有一条狗。她是我最好的朋友。

- it用来指代不清楚性别的小孩。如：

My sister will have a baby soon. We guess **it** will be a boy.

我的姐姐马上就要生孩子了。我们猜是一个小男孩。

There is a baby over there. **It** is so cute!

那边有个宝宝，真可爱!

- it用来指代不明身份的人。如：

Who is that over there? Maybe **it** is your friend Jack.

那里的人是谁? 也许是你的朋友杰克。

Someone is knocking at the door. Please go and see who **it** is.

有人在敲门。请你去看看是谁。

- it用来指代前面提到过的事物。如：

This is not my book. **It** is Jim's.

这不是我的书。它是吉姆的。

Many people have been to Guilin. **It** is a wonderful place.

很多人去过桂林。它是个很美的地方。

我们还可以用it作非人称代词，指代时间、日期、天气、温度、距离等。如：

—What's the time now? 现在是几点?

—It's ten o'clock. 十点。

—When is the Teachers' Day? 教师节在什么时候?

—It's on 10 September. 九月十日。

—What's the weather like today? 今天天气如何?

—It's nice. 是晴天。

—How far is it from your home to school? 从你家到学校多远?

—It's a one-hour ride. 骑车要一个小时。

it还可以用来作为形式主语或者形式宾语，指代动词不定式或者从句。如：

It is so nice to go climbing with him! 和他一起爬山真好!

It is good that we have many friends! 我们有许多朋友真好!

I find **it** easy to solve the problem. 我发现解决这个问题很容易。

- **it**作为形式主语，常用于下列句型中：

It is + adjective + (of/for ...) + to

It takes ... some time to

It is said/reported/... that

- **it**作为形式宾语，常见于下列句型中：

... think(ɪs)/find(ɪs) **it** easy/difficult/hard/... to

Unit 2

时态

我们在初中阶段学过的动词常见时态有以下几种：

- 1 一般现在时：谓语动词用原形或第三人称单数形式
- 2 一般过去时：谓语动词用过去式
- 3 一般将来时：谓语用will/shall/be going to + 动词原形
- 4 现在进行时：谓语用am/is/are + 动词的现在分词
- 5 现在完成时：谓语用have/has + 动词的过去分词
- 6 过去进行时：谓语用was/were + 动词的现在分词

动词主要用来表示动作、状态和性质，而英语中动词的时态是指动作和状态发生的具体时间和表现方式。英语中动词时态用动词的不同形式来表示。

英语中动词的五种基本形式为：动词原形、第三人称单数、现在分词、过去式和过去分词。

如：write – writes – writing – wrote – written

一般现在时和现在进行时

我们用一般现在时表示现阶段习惯性、周期性、反复或经常发生的动作，或者用于描述客观真理；我们用现在进行时表示现在正在发生的动作、在现阶段持续发生的动作或存在的状态。如：

I often **go** to school at 7 a.m. 我经常七点上学。

He **is watching** TV now. 他正在看电视。

- 一般现在时表示现在的状态；而现在进行时表示正在发生的动作或状态。如：

I **like** collecting stamps. 我喜欢集邮。

She **is looking** after her baby now. 她正在照看她的孩子。

- 一般现在时表示一个动作接着一个动作，用来描述连续性的事件；而现在进行时表示几个动作同时进行。如：

The bell **rings** and the students **come** into class. 铃响了，学生们走进教室。

He **is doing** his homework and his father **is cooking**. 他在做作业，他的爸爸在做饭。

- 一般现在时可以用来描述日常生活和习惯；而现在进行时可以表示在特定时间段里所发生的动作。如：

He always **goes** home at 6 p.m. 他总是六点回家。

This month he **is preparing** for the exam. 这个月他在准备考试。

注意:

- 1 与一般现在时连用的表示频度的状语有always、usually、often、sometimes、seldom、never、on Sunday、every day、every year、once a month、three times a year等。
 - 2 与现在进行时连用的时间状语有at the moment、now、right now等。另外，动词如look、listen用于句首，以唤起对方注意时，也常与现在进行时连用。
- 一般现在时表示按照时间表或计划表所做的事情；而现在进行时表示即将发生的动作或安排。如：
The class **begins** at 2 p.m. 这节课两点钟开始。
I **am meeting** some old friends after school. 放学后我要去见些老朋友。

一般过去时和过去进行时

我们用一般过去时表示在过去发生的动作或存在的状态；我们用过去进行时表示过去的某个时刻正在发生的动作、过去同一时间里同时发生的动作或在过去的某个时间段内持续发生的动作或存在的状态。如：

Two months ago, I **flew** to London with my mother.

两个月前，我和我妈妈一起坐飞机到伦敦。

I **was watching** TV from 7 p.m. to 8 p.m. last night.

昨晚七点到八点我在看电视。

- 一般过去时表示过去发生的动作或者存在的状态；过去进行时强调过去某个时刻发生的动作。He **went** home by car yesterday. 昨天他开车回家了。
He **was shopping** at 10 a.m. yesterday. 昨天十点时他正在购物。
- 一般过去时可以表示过去发生的一系列连续的动作；而过去进行时表示过去同一时间里同时发生的动作。
He **had** dinner and then **did** his homework.
他吃完晚饭，然后做作业。
She **was reading** while her mother **was talking** on the phone.
当她妈妈在打电话的时候，她在看书。
- 过去进行时还可以表示过去的某个时间段内持续发生的动作或存在的状态。如：
We **were playing** games the whole afternoon yesterday.
昨天整个下午我们都在玩游戏。

注意:

- 1 与一般过去时连用的时间状语有yesterday、the day before yesterday、last year、two months ago等；与过去进行时连用的时间状语有at this time yesterday、from ... to ... last night等。
- 2 过去进行时通常用while、when连接。
He **was sleeping** **when** his father came back.
当他爸爸回来的时候，他在睡觉。
While his mother was doing housework, his sister was playing a game.
当他妈妈在做家务活的时候，他妹妹在玩游戏。
- 3 过去进行时也可用来表示过去按计划即将发生的动作。
I was on my way to the sports centre. I **was having** a swimming lesson there.
我在去体育中心的路上。我将在那里上一节游泳课。

- 4 过去进行时常与**always**等频度副词连用，表示过去频繁发生的习惯性动作，此时的过去进行时常带有一定的感情色彩。

He was **always** playing computer games when he was in Grade 7.

他上七年级的时候，总是玩电脑游戏。

一般过去时和现在完成时

我们用一般过去时表示在过去发生的动作或存在的状态；我们用现在完成时描述一个发生在过去，并一直延续到现在，或者可能还要延续到将来的动作。如：

She **was** born in America. 她出生在美国。

I **have stayed** here for 12 years. 我已经在这里待了十二年。

- 一般过去时表示过去发生的动作或者存在的状态；现在完成时强调过去动作所产生的结果或影响。如：

He **came** back home late. 他很晚才回家。

He **has** already **bought** two cars. 他已经买了两辆车。

- 一般过去时表示过去某个时间点发生的动作；而现在完成时表示过去某个动作直到现在已经发生了多少次。如：

He **came** here two years ago. 他两年前来过这里。

He **has been** here many times. 他已经来过这里很多次了。

注意：

- 1 几个副词在现在完成时中的用法：**just**意为“刚刚”，表示动作刚刚结束，常放在助动词与过去分词之间；**ever**意为“曾经”，用于疑问句或否定句中，多放在助动词和过去分词之间；**never**意为“从来没有”，常与**before**连用，多放在助动词与过去分词之间；**before**意为“以前”，指过去不确定的某个时候，总是放在句末，不受句型的限制。
- 2 **since**与表示时间点的时间状语连用；**for**与表示时间段的时间状语连用。如：
It has been two weeks **since** I came here. 我来这里已经有两周了。
I have been here **for** two weeks. 我来这里已经有两周了。
- 3 现在完成时中注意延续性动词和非延续性动词的区别。如：

非延续性动词	延续性动词
buy	have
borrow	keep
open	be open
close	be closed
begin	be on
come	be here
go	be there
finish	be over
die	be dead

注意：现在完成时不可以与yesterday、last week、two days ago等表示过去的时间状语连用（since ...除外）。

Unit 3

简单句和复合句之间的转换（一）

我们可以用“宾语+宾语补足语”、“疑问词+动词不定式”将宾语从句转换成简单句；我们可以用动词不定式将结果状语从句或目的状语从句转换成简单句。如：

I saw **that he was reading the book carefully**. 我看到他在仔细读书。

→ I saw **him reading the book carefully**.

I know **how I should drive a car**. 我知道如何开车。

→ I know **how to drive a car**.

He got up early **so that he would not miss the train**.

为了不错过这班火车，他很早就起床了。

→ He got up early **in order not to miss the train**.

- 我们可以用“宾语+宾语补足语”将宾语从句转换成简单句。如：

I found **that he was very happy**. 我发现他很快乐。

→ I found **him very happy**.

I noticed **that he was entering the room**. 我注意到他进入这个房间。

→ I noticed **him entering the room**.

注意：和find、notice有相同用法的动词有hear、see、think、watch等。

- 我们可以用“疑问词+动词不定式”将宾语从句转换成简单句。如：

I do not know **what I will do tomorrow**. 我不知道我明天要做什么。

→ I do not know **what to do tomorrow**.

I wonder **how I should go to the airport**. 我想知道我该如何去机场。

→ I wonder **how to go to the airport**.

注意：

1 疑问词why不能和动词不定式连用。

2 用“疑问词+动词不定式”将宾语从句转换成简单句的前提是宾语从句的主语和主句的主语一致，且主语的谓语动词通常是know、remember、forget、learn等。

- 我们可以用“动词不定式”将结果状语从句或目的状语从句转换成简单句。如：

He is **so young that he cannot go to school**. 他年纪太小，还不能上学。

→ He is **too young to go to school**.

She is **so clever that she can work out this difficult maths question**.

她很聪明，能够解答这道数学难题。

→ She is **clever enough to work out this difficult maths question**.

He exercises every day **so that he can keep fit**. 为了保持健康，他每天锻炼身体。

→ He exercises every day **in order to keep fit**.

注意：

1 用“动词不定式”将结果状语从句或目的状语从句转换成简单句的前提是从句的主语和主句的主语一致。

2 结果状语从句so ... that ... 的结构可以用too ... to ... 或(not) ... enough to ... 来转换；目的状语从句可以用in order to来转换。

Unit 4

简单句和复合句之间的转换 (二)

我们可以用介词短语把状语从句转换成简单句；我们可以用介词把宾语从句和定语从句转换成简单句。如：

She started to learn drawing **when she was seven**. 她七岁开始学画画。

→ She started to learn drawing **at the age of seven**.

I am sure **that the concert tickets will be expensive**. 我确信这场音乐会的门票会很贵。

→ I am sure **about the high price for the concert tickets**.

I prefer to stay in a hotel room **which has a sea view**. 我更想住在一间海景房。

→ I prefer to stay in a hotel room **with a sea view**.

- 我们可以用介词短语把状语从句转换成简单句。如：

He learnt to swim **when he was eight years old**. 他八岁时学会了游泳。

→ He learnt to swim **at the age of eight**.

He could not go to the party **because he had too much homework**.

因为他有太多的家庭作业，他不能去聚会。

→ He could not go to the party **because of too much homework**.

He cannot solve this problem **if he has no help**. 如果没有帮助，他无法解决这个问题。

→ He cannot solve this problem **without help**.

注意：转换时要注意时态和意思的一致性和准确性。

- 我们可以用介词把宾语从句转换成简单句。如：

The photos remind me **that I travelled to the UK five years ago**.

这些照片让我想起我五年前去过英国旅行。

→ The photos remind me **of my trip to the UK five years ago**.

Are you certain **that Tom is satisfied with the plan?** 你确信汤姆对这计划满意吗？

→ Are you certain **about Tom's satisfaction with the plan?**

注意：常用的一些动词和介词的搭配有：

remind somebody of ... 使某人想起……

be sure/certain about ... 对……确信

- 我们可以用介词把定语从句转换成简单句。如：

Do you know the girl **who is holding two books in her hand?**

你认识那个手里正拿着两本书的女孩吗？

→ Do you know the girl **with two books in her hand?**

The man **who wears a blue shirt** is our English teacher.

那位身着蓝色衬衫的男士是我们的英语老师。

→ The man **in a blue shirt** is our English teacher.



Wordlist (by unit)

注：本表不收录有关指示语、语法讲解、学习技巧和课题(Project)中的生词。括号中所标数字为该词条在本教科书中首次出现时的页码。带*号的单词只要求会读、听得懂，不要求拼写。单词音标以Oxford Advanced Learner's Dictionary (7th Edition)为依据，其中元音有短元音/ɪ/、/ʊ/、/ɪə/、/ʊə/和弱元音/i/、/u/、/iə/、/uə/之分。

Unit 1

- tiring** /'taɪərɪŋ/ *adj.* 使人疲劳的，累人的 (6)
- step** /step/ *n.* 台阶；梯级 (6)
- * **Chinese knot** /nɒt/ *n.* 中国结 (7)
- * **Chinese opera** *n.* 中国戏曲 (7)
- * **Chinese paper-cutting** *n.* 中国剪纸 (7)
- chopsticks** /'tʃɒpstɪks/ *n.* [复] 筷子 (7)
- * **dragon dance** *n.* 舞龙 (7)
- middle** /'mɪdl/ *n.* 中间，中央 (8)
- in the middle of** 在...中间 (8)
- * **emperor** /'empərə(r)/ *n.* 皇帝 (8)
- raising** /'reɪzɪŋ/ *n.* 升高 (8)
- flag** /flæg/ *n.* 旗帜 (8)
- * **landscape** /'lændskeɪp/ *n.* 风景；地形 (8)
- * **attraction** /ə'trækʃn/ *n.* 向往的地方；吸引 (8)
- * **watchtower** /'wɒtʃtaʊə(r)/ *n.* 瞭望塔 (8)
- wonder** /'wʌndə(r)/ *n.* 奇迹 (8)
- lie** /laɪ/ *vi.* 位于 (9)
- shape** /ʃeɪp/ *n.* 形状，外形 (9)
- underground** /,ʌndə'graʊnd/ *adj.* 地下的 (9)
- * **cave** /keɪv/ *n.* 洞穴 (9)
- hang** /hæŋ/ *vi. & vt.* 垂下；悬挂 (9)
- point** /pɔɪnt/ *vi.* 指，指向 (9)
- * **upwards** /'ʌpwədz/ *adv.* 向上 (9)
- * **hire** /'haɪə(r)/ *vt.* 租用；雇用 (9)
- eastern** /'i:stən/ *adj.* 东部的，东方的 (11)
- south-east** *n., adj. & adv.* 东南方 (11)
- * **location** /ləʊ'keɪʃn/ *n.* 地点，方位 (11)
- take up** 占据(空间)；占用(时间) (12)
- quarter** /'kwɔ:tə(r)/ *n.* 四分之一 (12)
- either** /'aɪðə(r); 'i:ðə(r)/ *det. & pron.* 两者之一 (12)
- level** /'levl/ *n.* 水平 (14)
- service** /'sɜ:vɪs/ *n.* 服务；工作 (14)
- Japanese** /,dʒæpə'ni:z/ *adj.* 日本(人)的 (15)
- state** /steɪt/ *n.* 国家；州 (16)
- * **Hindi** /'hɪndi/ *n.* 印地语 (18)

- * **billion** /'bɪljən/ *num.* 十亿 (18)
- population** /,pɒpjʊ'leɪʃn/ *n.* 人口 (18)
- * **iron** /'aɪən/ *n.* 铁 (18)
- IT** /,aɪ 'ti:z/ *abbr. (= information technology)* 信息技术 (18)
- technology** /tek'nɒlədʒi/ *n.* 技术 (18)
- * **custom** /'kʌstəm/ *n.* 风俗，习俗 (18)
- fair** /feə(r)/ *n.* 集市；庙会；展览会 (18)
- * **sari** /'sɑ:ri/ *n.* 莎丽(印度妇女民族服饰) (18)
- Indian** /'ɪndiən/ *adj.* 印度(人)的 (18)

Unit 2

- inventor** /ɪn'ventə(r)/ *n.* 发明者 (20)
- invent** /ɪn'vent/ *vt.* 发明 (20)
- * **explorer** /ɪk'splɔ:ɪə(r)/ *n.* 探险者；考察者 (21)
- South African** /,saʊθ 'æfrɪkən/ *n.* 南非人 (21)
- fighter** /'faɪtə(r)/ *n.* 斗士，战斗者；战斗机 (21)
- invention** /ɪn'venʃn/ *n.* 发明物；创意 (21)
- * **Italian** /ɪ'tæliən/ *n.* 意大利人 (21)
- European** /jʊərə'pi:ən/ *n.* 欧洲人 (21)
- Russian** /'rʌʃn/ *n.* 俄罗斯人 (21)
- pilot** /'paɪlət/ *n.* 飞行员 (22)
- * **licence** /'laɪsns/ *n.* <英> 执照，许可证 (22)
- =<美> **license**
- * **navy** /'neɪvi/ *n.* 海军 (22)
- serve** /sɜ:v/ *vi. & vt.* 服役；服务，招待 (22)
- test** /test/ *vt.* 测试；检验 (22)
- * **aircraft** /'eəkra:ft/ *n.* [单复同] 飞机，航空器 (22)
- * **astronaut** /'æstrɔ:nɔ:t/ *n.* 宇航员 (22)
- * **spacecraft** /'speɪskra:ft/ *n.* [单复同] 宇宙飞船，航天器 (22)
- * **spin** /spɪn/ *vi.* 快速旋转 (22)
- control** /kən'trəʊl/ *n.* 控制，支配 (22)
- out of control** 失去控制，无法管理 (22)
- order** /'ɔ:də(r)/ *n.* 命令，指挥，要求 (22)
- cut ... short** 缩短 (22)

Pacific /pə'sɪfɪk/ <i>adj.</i> 太平洋的	(22)	order /'ɔ:də(r)/ <i>vt.</i> 订购	(38)
* ocean /'əʊʃn/ <i>n.</i> 海洋	(22)	* suit /su:t; sju:t/ <i>n.</i> 套装	(38)
land /lənd/ <i>vt. & vi.</i> (使) 着陆, (使) 降落	(23)	smoothly /'smu:ðli/ <i>adv.</i> 平整地; 顺利地	(38)
step /step/ <i>n.</i> 一步	(23)	* iron /'aɪən/ <i>vt.</i> 熨烫	(38)
* giant /'dʒaɪənt/ <i>adj.</i> 巨大的; 伟大的	(23)	in general 总的来说; 大体上	(39)
* leap /li:p/ <i>n.</i> 跳跃; 跃升	(23)	satisfy /'sætɪsfaɪ/ <i>vt.</i> 满足, 使…满意	(39)
* mankind /mæn'kaɪnd/ <i>n.</i> 人类	(23)	need /ni:d/ <i>n.</i> 需要的事物; 欲望	(39)
step /step/ <i>vi.</i> 走, 跨步	(23)	* virus /'vaɪrəs/ <i>n.</i> 病毒	(39)
surface /'sɜ:fɪs/ <i>n.</i> 表面; 表层	(23)	no longer 不再	(39)
further /'fɜ:ðə(r)/ <i>adj.</i> 更多的, 更进一步的	(23)	properly /'prɒpəli/ <i>adv.</i> 正确地, 适当地	(39)
* citizen /'sɪtɪzn/ <i>n.</i> 公民; 市民	(23)	complete /kəm'pli:t/ <i>adj.</i> 完全的, 彻底的	(39)
pride /praɪd/ <i>n.</i> 骄傲; 可引以为豪的人(或物)	(23)	mess /mes/ <i>n.</i> 乱七八糟	(39)
passage /'pæsɪdʒ/ <i>n.</i> 章节, 乐段	(27)	lay /lei/ <i>vt.</i> 放, 搁	(39)
by hand 手工	(28)	store /stɔ:(r)/ <i>vt.</i> 储藏, 存储	(39)
mathematics /,mæθə'mætɪks/ <i>n.</i> (= maths)		coin /kɔɪn/ <i>n.</i> 硬币	(39)
数学	(29)	bill /bɪl/ <i>n.</i> 账单	(39)
scientist /'saɪəntɪst/ <i>n.</i> 科学家	(29)	private /'praɪvət/ <i>adj.</i> 私人的	(39)
* radium /'reɪdɪəm/ <i>n.</i> 镭	(29)	paper /'peɪpə(r)/ <i>n.</i> 文件, 证明	(39)
laboratory /lə'bɒrətəri/ <i>n.</i> (= lab) 实验室	(29)	spread /spred/ <i>vt. & vi.</i> (使) 散开; 扩散	(39)
* professor /prə'fesə(r)/ <i>n.</i> 教授	(29)	wheel /wi:l/ <i>n.</i> 轮子, 车轮	(39)
discovery /dɪ'skʌvəri/ <i>n.</i> 发现; 发现物	(29)	* pill /pɪl/ <i>n.</i> 药片; 药丸	(43)
unknown /,ʌn'nəʊn/ <i>adj.</i> 未知的; 不出名的	(30)	unsure /,ʌn'ʃʊə(r); ,ʌn'ʃɔ:(r)/ <i>adj.</i> 不确定, 没把握	(43)
widely /'waɪdli/ <i>adv.</i> 广泛地, 普遍地	(30)	* forgetful /fə'getfl/ <i>adj.</i> 健忘的	(44)
* hybrid /'haɪbrɪd/ <i>adj.</i> 杂交的	(32)	* stair /steə(r)/ <i>n.</i> 楼梯	(44)
* title /'taɪtl/ <i>n.</i> 标题; 职位名称	(32)	* battery /'bætri; 'bætəri/ <i>n.</i> 电池	(45)
* agriculture /'ægrɪkʌltʃə(r)/ <i>n.</i> 农业	(32)	customer /'kʌstəmə(r)/ <i>n.</i> 消费者, 顾客	(46)
* hunger /'hʌŋgə(r)/ <i>n.</i> 饥饿	(32)	hold /həʊld/ <i>vi.</i> (打电话时) 等待, 不挂断	(46)
happen to 碰巧	(32)	through /θru:/ <i>adv.</i> (电话) 接通	(46)
advantage /əd'vɑ:ntɪdʒ/ <i>n.</i> 优势, 有利条件	(32)	put through 给…接通(电话)	(46)
at present 现在, 目前	(32)	satisfied /'sætɪsfɑɪd/ <i>adj.</i> 满意的, 满足的	(48)
* contribution /,kɒntrɪ'bju:ʃn/ <i>n.</i> 贡献	(32)	be satisfied with 对…感到满意	(48)
increase /ɪn'kri:z/ <i>vt.</i> 增加	(32)	first of all 首先	(48)
* production /prə'dʌkʃn/ <i>n.</i> 生产; 产量	(32)	* quality /'kwɒləti/ <i>n.</i> 质量	(48)
development /dɪ'veləpmənt/ <i>n.</i> 发展	(32)	up to standard 达到标准	(48)

Unit 3

robot /'rəʊbɒt/ <i>n.</i> 机器人	(36)	regret /rɪ'gret/ <i>vt. & vi.</i> 后悔; 遗憾	(48)
post /pəʊst/ <i>vt.</i> <英> 邮寄	(36)	product /'prɒdʌkt/ <i>n.</i> 产品, 成果	(49)
=<美> mail			
* explore /ɪk'splɔ:(r)/ <i>vt.</i> 探索; 探讨	(37)		
* outer /'aʊtə(r)/ space <i>n.</i> 太空	(37)		
brain /breɪn/ <i>n.</i> 大脑	(37)		
whatever /wɒt'evə(r)/ <i>pron.</i> 任何, 一切事物	(37)		

Unit 4

* Mars /mɑ:z/ <i>n.</i> 火星	(50)
* helmet /'helmt/ <i>n.</i> 头盔	(50)
* air tank /tæŋk/ <i>n.</i> 氧气罐	(51)

- dried food** *n.* 干粮
- * **power pack** /pæk/ *n.* 电源包
- sleeping bag** *n.* 睡袋
- * **gravity** /'grævəti/ *n.* 重力
- planet** /'plænɪt/ *n.* 行星
- * **crowded** /'kraʊdɪd/ *adj.* 拥挤的
- polluted** /pə'lju:tɪd/ *adj.* 被污染的
- rapid** /'ræpɪd/ *adj.* 快的, 迅速的
- increase** /'ɪŋkri:s/ *n.* 增加
- (all) over again** 再; 重新
- passenger** /'pæsɪndʒə(r)/ *n.* 乘客
- at a/the speed of** 以…的速度
- uncomfortable** /ʌn'kʌmfəbəl/ *adj.*
使人不舒服的; 不舒适的
- * **oxygen** /'ɒksɪdʒən/ *n.* 氧气
- in the form of** 以…的形式
- tasty** /'teɪsti/ *adj.* 味道好的
- specially** /'speʃəli/ *adv.* 专门地, 特地
- * **float** /fləʊt/ *vi.* 飘浮; 漂浮
- compare** /kəm'peə(r)/ *vt. & vi.* 比较
- compare to/with** 与…相比
- (51) * **interplanetary** /,ɪntə'plænɪtri/ *adj.* 行星间的 (53)
- (51) * **network** /'netwɜ:k/ *n.* 网络 (53)
- (51) * **challenging** /'tʃælɪndʒɪŋ/ *adj.* 挑战性的 (53)
- (51) **rapidly** /'ræpɪdli/ *adv.* 快地, 迅速地 (54)
- (52) * **aware** /ə'weə(r)/ *adj.* 知道, 意识到 (57)
- (52) **circle** /'sɜ:kl/ *vi. & vt.* 围绕; 将…圈起来 (57)
- (52) **agreement** /ə'gri:mənt/ *n.* 一致, 同意 (57)
- (52) * **distance** /'dɪstəns/ *n.* 距离; 远处 (57)
- (52) **possibility** /,pɒsə'bɪləti/ *n.* 可能性 (57)
- (52) * **alien** /'eɪliən/ *n.* 外星人 (58)
- (52) **doubt** /daʊt/ *n.* 疑惑, 疑问 (58)
- (52) **stranger** /'streɪndʒə(r)/ *n.* 外来者, 陌生人 (58)
- (52) **carry out** 开展; 执行 (59)
- (52) * **percentage** /pə'sentɪdʒ/ *n.* 百分率; 百分数 (59)
- (52) * **disadvantage** /,dɪsəd'vɑ:ɪntɪdʒ/ *n.* 劣势, 不利条件 (59)
- (52) **risk** /rɪsk/ *n.* 风险, 危险 (60)
- (52) **after all** 毕竟 (60)
- (53) * **goods** /gʊdz/ *n.* [复]商品, 货品 (62)
- (53) **electronic** /ɪ,lek'trɒnɪk/ *adj.* 电子的 (62)
- (53) * **entertainment** /,entə'teɪnmənt/ *n.* 娱乐 (62)

Wordlist (in alphabetical order)

注：本表不收录有关指示语、语法讲解、学习技巧和课题(Project)中的生词。括号中所标数字为该词条在本教科书中首次出现时的页码。带*号的单词只要求会读、听得懂，不要求拼写。单词音标以Oxford Advanced Learner's Dictionary (7th Edition)为依据，其中元音有短元音/ɪ/、/ʊ/、/ɪə/、/ʊə/和弱元音/i/、/u/、/iə/、/uə/之分。

A

- advantage** /əd'vɑ:ntɪdʒ/ *n.* 优势，有利条件 (32)
after all 毕竟 (60)
agreement /ə'gri:mənt/ *n.* 一致，同意 (57)
* **agriculture** /'ægrɪkʌltʃə(r)/ *n.* 农业 (32)
* **aircraft** /'eəkrɑ:ft/ *n.* [单复同] 飞机，航空器 (22)
* **air tank** /tæŋk/ *n.* 氧气罐 (51)
* **alien** /'eɪliən/ *n.* 外星人 (58)
(all) over again 再；重新 (52)
* **astronaut** /'æstrənɔ:t/ *n.* 宇航员 (22)
at present 现在，目前 (32)
at a/the speed of 以...的速度 (52)
* **attraction** /ə'trækʃn/ *n.* 向往的地方；吸引 (8)
* **aware** /ə'weə(r)/ *adj.* 知道，意识到 (57)

B

- * **battery** /'bætri; 'bætəri/ *n.* 电池 (45)
bill /bɪl/ *n.* 账单 (39)
* **billion** /'bɪljən/ *num.* 十亿 (18)
brain /breɪn/ *n.* 大脑 (37)
by hand 手工 (28)

C

- carry out** 开展；执行 (59)
* **cave** /keɪv/ *n.* 洞穴 (9)
* **challenging** /'tʃælɪndʒɪŋ/ *adj.* 挑战性的 (53)
* **Chinese knot** /nɒt/ *n.* 中国结 (7)
* **Chinese opera** *n.* 中国戏曲 (7)
* **Chinese paper-cutting** *n.* 中国剪纸 (7)
* **citizen** /'sɪtɪzn/ *n.* 公民；市民 (23)
chopsticks /'tʃɒpstɪks/ *n.* [复] 筷子 (7)
circle /'sɜ:kəl/ *vi.* & *vt.* 围绕；将...圈起来 (57)
coin /kɔɪn/ *n.* 硬币 (39)
compare /kəm'peə(r)/ *vt.* & *vi.* 比较 (53)
compare to/with 与...相比 (53)

- complete** /kəm'pli:t/ *adj.* 完全的，彻底的 (39)
completely /kəm'pli:tli/ *adv.* 完全地 (48)
* **contribution** /,kɒntrɪ'bju:ʃn/ *n.* 贡献 (32)
control /kən'trəʊl/ *n.* 控制，支配 (22)
out of control 失去控制，无法管理 (22)
* **crowded** /'kraʊdɪd/ *adj.* 拥挤的 (52)
* **custom** /'kʌstəm/ *n.* 风俗，习俗 (18)
customer /'kʌstəmə(r)/ *n.* 消费者，顾客 (46)
cut ... short 缩短 (22)

D

- development** /dɪ'veləpmənt/ *n.* 发展 (32)
* **disadvantage** /,dɪsəd'vɑ:ntɪdʒ/ *n.* 劣势，不利条件 (59)
discovery /dɪ'skʌvəri/ *n.* 发现；发现物 (29)
* **distance** /'dɪstəns/ *n.* 距离；远处 (57)
doubt /daʊt/ *n.* 疑惑，疑问 (58)
* **dragon dance** *n.* 舞龙 (7)
dried food *n.* 干粮 (51)

E

- eastern** /'i:stən/ *adj.* 东部的，东方的 (11)
either /'aɪðə(r); 'i:ðə(r)/ *det.* & *pron.* 两者之一 (12)
electronic /ɪ,lek'trɒnɪk/ *adj.* 电子的 (62)
* **emperor** /'empərə(r)/ *n.* 皇帝 (8)
* **entertainment** /,entə'teɪnmənt/ *n.* 娱乐 (62)
European /jʊərə'pi:ən/ *n.* 欧洲人 (21)
* **explore** /ɪk'splɔ:(r)/ *vt.* 探索；探讨 (37)
* **explorer** /ɪk'splɔ:rə(r)/ *n.* 探险者；考察者 (21)

F

- fair** /feə(r)/ *n.* 集市；庙会；展览会 (18)
fighter /'faɪtə(r)/ *n.* 斗士，战斗者；战斗机 (21)
first of all 首先 (48)
flag /flæg/ *n.* 旗帜 (8)
* **float** /fləʊt/ *vi.* 飘浮；漂浮 (53)

* **forgetful** /fə'getfl/ *adj.* 健忘的 (44)
further /'fɜ:ðə(r)/ *adj.* 更多的, 更进一步的 (23)

G

* **giant** /'dʒaɪənt/ *adj.* 巨大的; 伟大的 (23)
 * **goods** /gʊdz/ *n.* [复]商品, 货品 (62)
 * **gravity** /'grævəti/ *n.* 重力 (51)

H

hang /hæŋ/ *vi. & vt.* 垂下; 悬挂 (9)
happen to 碰巧 (32)
 * **helmet** /'helmt/ *n.* 头盔 (50)
 * **Hindi** /'hɪndi/ *n.* 印地语 (18)
 * **hire** /'haɪə(r)/ *vt.* 租用; 雇用 (9)
hold /həʊld/ *vi.* (打电话时) 等待, 不挂断 (46)
 * **hunger** /'hʌŋgə(r)/ *n.* 饥饿 (32)
 * **hybrid** /'haɪbrɪd/ *adj.* 杂交的 (32)

I

in general 总的来说; 大体上 (39)
in the form of 以…的形式 (52)
increase /m'kri:s/ *vt.* 增加 (32)
 /'ɪŋkri:s/ *n.* 增加 (52)
Indian /'mɪdiən/ *adj.* 印度(人)的 (18)
 * **interplanetary** /,ɪntə'plænɪtri/ *adj.* 行星间的 (53)
invent /m'vent/ *vt.* 发明 (20)
invention /m'venʃn/ *n.* 发明物; 创意 (21)
inventor /m'ventə(r)/ *n.* 发明者 (20)
 * **iron** /'aɪən/ *n.* 铁 (18)
 vt. 熨烫 (38)
IT /,aɪ'ti:/ *abbr.* (= **information technology**)
 信息技术 (18)
 * **Italian** /ɪ'tæliən/ *n.* 意大利人 (21)

J

Japanese /,dʒæpə'ni:z/ *adj.* 日本(人)的 (15)

L

laboratory /lə'bɒrətəri/ *n.* (= **lab**) 实验室 (29)
land /lænd/ *vt. & vi.* (使) 着陆, (使) 降落 (23)
 * **landscape** /'lændskeɪp/ *n.* 风景; 地形 (8)

lay /leɪ/ *vt.* 放, 搁 (39)
 * **leap** /li:p/ *n.* 跳跃; 跃升 (23)
level /'levl/ *n.* 水平 (14)
 * **licence** /'laɪsns/ *n.* <英>执照, 许可证 (22)
 =<美>**license**

lie /laɪ/ *vi.* 位于 (9)
 * **location** /ləʊ'keɪʃn/ *n.* 地点, 方位 (11)

M

* **mankind** /mæn'kaɪnd/ *n.* 人类 (23)
 * **Mars** /mɑ:z/ *n.* 火星 (50)
mathematics /,mæθə'mætɪks/ *n.* (= **maths**)
 数学 (29)
mess /mes/ *n.* 乱七八糟 (39)
middle /'mɪdl/ *n.* 中间, 中央 (8)
in the middle of 在…中间 (8)

N

* **navy** /'neɪvi/ *n.* 海军 (22)
need /ni:d/ *n.* 需要的事物; 欲望 (39)
 * **network** /'netwɜ:k/ *n.* 网络 (53)
no longer 不再 (39)

O

* **ocean** /'əʊʃn/ *n.* 海洋 (22)
order /'ɔ:də(r)/ *n.* 命令, 指挥, 要求 (22)
 vt. 订购 (38)
 * **outer** /'aʊtə(r)/ **space** *n.* 太空 (37)
 * **oxygen** /'ɒksɪdʒən/ *n.* 氧气 (52)

P

Pacific /pə'sɪfɪk/ *adj.* 太平洋的 (22)
paper /'peɪpə(r)/ *n.* 文件, 证明 (39)
passage /'pæsɪdʒ/ *n.* 章节, 乐段 (27)
passenger /'pæsɪndʒə(r)/ *n.* 乘客 (52)
 * **percentage** /pə'sentɪdʒ/ *n.* 百分率, 百分数 (59)
 * **pill** /pɪl/ *n.* 药片; 药丸 (43)
pilot /'paɪlət/ *n.* 飞行员 (22)
planet /'plænɪt/ *n.* 行星 (52)
point /pɔɪnt/ *vi.* 指, 指向 (9)
polluted /pə'lju:tɪd/ *adj.* 被污染的 (52)

- population** /ˌpɒpjʊ'leɪʃn/ *n.* 人口 (18)
- possibility** /ˌpɒsə'bɪləti/ *n.* 可能性 (57)
- post** /pəʊst/ *vt.* <英> 邮寄 (36)
=<美> **mail**
- * **power pack** /pæk/ *n.* 电源包 (51)
- pride** /praɪd/ *n.* 骄傲; 可引以为豪的人(或物) (23)
- private** /'praɪvət/ *adj.* 私人的 (39)
- product** /'prɒdʌkt/ *n.* 产品, 成果 (49)
- * **production** /prə'dʌkʃn/ *n.* 生产; 产量 (32)
- * **professor** /prə'fesə(r)/ *n.* 教授 (29)
- properly** /'prɒpəli/ *adv.* 正确地, 适当地 (39)
- Q**
- * **quality** /'kwɒləti/ *n.* 质量 (48)
- quarter** /'kwɔ:tə(r)/ *n.* 四分之一 (12)
- R**
- * **radium** /'reɪdiəm/ *n.* 镭 (29)
- raising** /'reɪzɪŋ/ *n.* 升高 (8)
- rapid** /'ræpɪd/ *adj.* 快的, 迅速的 (52)
- rapidly** /'ræpɪdli/ *adv.* 快地, 迅速地 (54)
- regret** /rɪ'gret/ *vt. & vi.* 后悔; 遗憾 (48)
- risk** /rɪsk/ *n.* 风险, 危险 (60)
- robot** /'rəʊbɒt/ *n.* 机器人 (36)
- Russian** /'rʌʃn/ *n.* 俄罗斯人 (21)
- S**
- * **sari** /'sɑ:ri/ *n.* 莎丽 (印度妇女民族服饰) (18)
- satisfied** /'sætɪsfɑɪd/ *adj.* 满意的, 满足的 (48)
be satisfied with 对...感到满意 (48)
- satisfy** /'sætɪsfɑɪ/ *vt.* 满足, 使...满意 (39)
- scientist** /'saɪəntɪst/ *n.* 科学家 (29)
- serve** /sɜ:v/ *vi. & vt.* 服役; 服务, 招待 (22)
- service** /'sɜ:vɪs/ *n.* 服务; 工作 (14)
- shape** /ʃeɪp/ *n.* 形状, 外形 (9)
- sleeping bag** *n.* 睡袋 (51)
- smoothly** /'smu:ðli/ *adv.* 平整地; 顺利地 (38)
- South African** /ˌsaʊθ 'æfrɪkən/ *n.* 南非人 (21)
- south-east** *n., adj. & adv.* 东南方 (11)
- * **spacecraft** /'speɪskrɑ:ft/ *n.* [单复同] 宇宙飞船, 航天器 (22)
- specially** /'speʃəli/ *adv.* 专门地, 特地 (53)
- * **spin** /spɪn/ *vi.* 快速旋转 (22)
- spread** /spred/ *vt. & vi.* (使) 散开; 扩散 (39)
- * **stair** /steə(r)/ *n.* 楼梯 (44)
- state** /steɪt/ *n.* 国家; 州 (16)
- step** /step/ *n.* 台阶; 梯级 (6)
n. 一步 (23)
vi. 走, 跨步 (23)
- store** /stɔ:(r)/ *vt.* 储藏, 存储 (39)
- stranger** /'streɪndʒə(r)/ *n.* 外来者, 陌生人 (58)
- * **suit** /su:t; sju:t/ *n.* 套装 (38)
- surface** /'sɜ:fɪs/ *n.* 表面; 表层 (23)
- T**
- take up** 占据 (空间); 占用 (时间) (12)
- tasty** /'teɪsti/ *adj.* 味道好的 (52)
- technology** /tek'nɒlədʒi/ *n.* 技术 (18)
- test** /test/ *vt.* 测试; 检验 (22)
- through** /θru:/ *adv.* (电话) 接通 (46)
put through 给...接通 (电话) (46)
- tiring** /'taɪərɪŋ/ *adj.* 使人疲劳的, 累人的 (6)
- * **title** /'taɪtl/ *n.* 标题; 职位名称 (32)
- U**
- uncomfortable** /ʌn'kɒmfətəbl/ *adj.*
使人不舒服的; 不舒适的 (52)
- underground** /ˌʌndə'graʊnd/ *adj.* 地下的 (9)
- unknown** /ˌʌn'nəʊn/ *adj.* 未知的; 不出名的 (30)
- unsure** /ˌʌn'sʊə(r); ˌʌn'ʃɔ:(r)/ *adj.* 不确定, 没把握 (43)
- up to standard** 达到标准 (48)
- * **upwards** /'ʌpwədz/ *adv.* 向上 (9)
- V**
- * **virus** /'vaɪrəs/ *n.* 病毒 (39)
- W**
- * **watchtower** /'wɒtʃtaʊə(r)/ *n.* 瞭望塔 (8)
- whatever** /wɒt'evə(r)/ *pron.* 任何, 一切事物 (37)
- wheel** /wi:l/ *n.* 轮子, 车轮 (39)
- widely** /'waɪdli/ *adv.* 广泛地, 普遍地 (30)
- wonder** /'wʌndə(r)/ *n.* 奇迹 (8)

Proper nouns

注：括号中所标数字为该词条在本教科书中首次出现时的页码。

Kevin /'keɪn/	凯文（男子名）	(7)
Thompson /'tɒmpsn/	汤普生（姓）	(14)
Paul Yum /,pɔ:l 'jʌm/	保罗·亚姆（杜撰姓名）	(20)
Christopher Columbus /,krɪstəfə(r) kə'lʌmbəs/	（意大利）克里斯托弗·哥伦布	(21)
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